Garden Count Clues

Use a data table to understand a school garden report.

CCSS.ELA-Literacy.RI.4.7 "Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that tells how the team counted. Circle Tuesday and Wednesday in the first sentence of paragraph 2. These marks connect the written report to the table.

Butterflies in the Rain Garden

1 Last spring, the Green Team watched butterflies in the school rain garden. A rain garden is a planted dip that catches storm water. For five days, the team counted butterflies for ten minutes at the same time each morning. They wrote each day's total in the table. The totals helped them notice changes that a single observation might hide.

BUTTERFLIES COUNTED DURING A 10-MINUTE WATCH

Day	Butterflies counted
Monday	3
Tuesday	7
Wednesday	7
Thursday	4
Friday	5

2 Tuesday and Wednesday had the most butterflies, with seven on each day. Monday had only three. The table makes this comparison easy because the numbers sit beside the day names. The team did not decide that rain or sun caused the difference. They would need weather notes and many more counts before making that claim.

3 On Friday, the garden club put a shallow water dish near flowers. During the next week, they will use the same counting plan. Their new table can show whether butterfly totals change after the dish is added. The written report should explain that the table shows a pattern, but it cannot prove that the dish alone caused it.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the table help you understand the team's counting plan? Use one detail from paragraph 1 and one detail from the table.

2. Which two days had the highest butterfly total? What number in the table supports the first sentence of paragraph 2?

3. Compare Friday with Monday. How many more butterflies were counted on Friday, and what does this comparison add to the report?

4. How do paragraphs 2 and 3 explain a limit of using a table of counts?

3 YOUR TURN

Your own words

Make a three-day table of made-up butterfly counts at a different garden. Use whole-number totals. In the last column, write one comparison that your table helps a reader make.

DAY	BUTTERFLY COUNT	COMPARISON READER CAN MAKE

ANSWER KEY

Garden Count Clues

GRADE 4 · RI.4.7

PART 1 · READ AND MARK

Underline the sentence that tells how the team counted. Circle Tuesday and Wednesday in the first sentence of paragraph 2. These marks connect the written report to the table. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the table help you understand the team's counting plan? Use one detail from paragraph 1 and one detail from the table.	**The table lists one butterfly total for each of five days. Paragraph 1 explains that each total came from a 10-minute count at the same time each morning.**
2	Which two days had the highest butterfly total? What number in the table supports the first sentence of paragraph 2?	**Tuesday and Wednesday had the highest total. The table shows 7 butterflies for each day.**
3	Compare Friday with Monday. How many more butterflies were counted on Friday, and what does this comparison add to the report?	**Friday had 2 more butterflies than Monday, 5 compared with 3. The comparison shows that the daily totals changed.**
4	How do paragraphs 2 and 3 explain a limit of using a table of counts?	**A table can show a pattern or change in butterfly totals, but it cannot prove what caused the change. The team needs weather notes and more counts before making a claim about a cause.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

DAY	BUTTERFLY COUNT	COMPARISON READER CAN MAKE
Monday	4	Tuesday has 3 more butterflies than Monday.
Tuesday	7	Tuesday has 3 more butterflies than Monday.
Wednesday	2	Monday has 2 more butterflies than Wednesday.

Accept answers that accurately use the table and explain how its numbers support, clarify, or limit an idea in the report. For the open task, accept any sensible whole-number data and a comparison that matches the student's table.