# Plan Clue Hunt

Find the details that matter for a plan.

**2.P.ST.1.a** "Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the three details the class chooses for its first plan. Circle the words that tell where each detail came from, such as research, what the class knows, or a class talk.

### A Garden Plan

1. During a class talk, Ms. Lee's class says it wants to make a small butterfly garden beside the school fence. The school helper says the spot gets sun in the morning and has a water faucet nearby. The class agrees its goal is to help butterflies.
2. The class reads a library book and a trusted nature website. Both say butterflies need flowers with nectar. The website also says native flowers can help local insects. The students write these research facts on a planning page.
3. From what they already know, the students remember that plants need water. During another class talk, Ms. Lee says families can help on Saturdays. The class chooses flowers, water, and helpers as the most important details for its first plan.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. The class needs to choose a garden spot. Which two details from the school helper are most useful? Why?

2. Which research fact should the class use when choosing what to plant? Why does it fit the class goal?

3. Match each important detail with its source: flowers, water, and helpers. Was each detail from research, what the class already knew, or a class talk?

## 3 YOUR TURN

Your own words

Imagine your class wants to make a quiet reading corner. Write the goal and three details: one you know, one you could research, and one you could learn by talking with someone. Circle the two details that matter most for the first plan.

**ANSWER KEY**

# Plan Clue Hunt

**GRADE 2 · 2.P.ST.1.a**

## PART 1 · READ AND MARK

Underline the three details the class chooses for its first plan. Circle the words that tell where each detail came from, such as research, what the class knows, or a class talk. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | The class needs to choose a garden spot. Which two details from the school helper are most useful? Why? | **The spot gets morning sun and has a water faucet nearby. These details help the class decide if the spot can work for a garden.** |
| 2 | Which research fact should the class use when choosing what to plant? Why does it fit the class goal? | **Butterflies need flowers with nectar. This fits the goal of helping butterflies.** |
| 3 | Match each important detail with its source: flowers, water, and helpers. Was each detail from research, what the class already knew, or a class talk? | **Flowers came from research. Water came from what the class already knew. Helpers came from a class talk.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Goal: Make a quiet reading corner. I know books need a safe place. I can research which books second graders like. The librarian can tell us where a shelf will fit. I circle the shelf space and the book choices.

Accept reasonable details that clearly name a goal and show one detail from prior knowledge, research, and discussion. The two circled details should be useful for starting the student's plan.