Garden Night Shift

Read an informative text and use its table to connect actions with results.

3.W.3.d "Use text features (e.g., photographs, maps) when useful to aid comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one action by each animal in the passage, then circle the matching way it helps the garden in the table.

Visitors After Sunset

1 A garden can be busy after sunset. People may leave, but animals still visit. Some visitors help the plants in different ways. Moths, bats, and owls all work at night. The table lists what each visitor does and how that action can help a garden. Look at the rows as you read.

2 A moth may stop at a flower to drink sweet nectar. Pollen can stick to its body and move to another flower. A bat can swoop through the air, catching insects as it flies. Some flying insects chew leaves. When a bat eats those insects, fewer of them may feed on garden plants.

3 An owl looks for food in the dark. It may catch a mouse that would eat seeds in a garden. Not every night visitor helps in the same way. A garden is a small place with many living things. By morning, the plants may have had help that no gardener saw.

GARDEN VISITORS AT NIGHT

Visitor	What it does	How it may help the garden
Moth	Carries pollen between flowers	Helps some flowers make seeds
Bat	Eats flying insects	May reduce insects that chew leaves
Owl	Catches mice	May protect seeds from mice

2 ANSWER WITH EVIDENCE

Use the passage

1. Which row helps you find out how leaves may be protected? Name the visitor and explain the connection.

2. The passage says an owl may catch a mouse. What does the table help you understand about why this matters to a gardener?

3. A classmate says moths and bats help the garden in the same way. Use their table rows to explain why that is not correct.

4. If the table could keep only one column besides Visitor, which column would best show why these animals matter to a gardener? Use one row to explain.

3 YOUR TURN

Your own words

Choose a topic you know, such as getting ready for a rainy day. Write three informative sentences about it. In a fourth sentence, name a text feature you would add and explain what it would help readers understand.

ANSWER KEY

Garden Night Shift

GRADE 3 · 3.W.3.d

PART 1 · READ AND MARK

Underline one action by each animal in the passage, then circle the matching way it helps the garden in the table. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which row helps you find out how leaves may be protected? Name the visitor and explain the connection.	**The bat row. Bats eat flying insects, which may reduce insects that chew leaves.**
2	The passage says an owl may catch a mouse. What does the table help you understand about why this matters to a gardener?	**The table shows that catching mice may protect garden seeds.**
3	A classmate says moths and bats help the garden in the same way. Use their table rows to explain why that is not correct.	**Moths carry pollen and help some flowers make seeds. Bats eat flying insects and may reduce insects that chew leaves.**
4	If the table could keep only one column besides Visitor, which column would best show why these animals matter to a gardener? Use one row to explain.	**Keep How it may help the garden. For example, the moth row shows that moths help some flowers make seeds.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On rainy days, I wear a coat to stay dry. I wear boots so my feet do not get wet. I carry an umbrella to keep rain off my head. A table showing each item and its job would help readers see how the items keep me dry.

Accept other accurate explanations supported by the passage and table. For Your Turn, look for three informative sentences and a fourth sentence that names a useful text feature and explains its purpose.