Bird Notes That Matter

Choose details that answer a focused question.

3.6.R.3 "Students will begin to determine the relevance of the information gathered."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that help answer, "How can we help birds find food here?" Circle one detail that does not help answer that question.

Notes from the Schoolyard

1. The third graders want more birds to visit their schoolyard. Their question is, "How can we help birds find food here?" They watch sparrows peck at seeds in a patch of tall grass. A robin pulls a worm from soft soil after rain. The class notices that the school bell rings at 8:30 each morning. They write down each detail in a notebook.

2. At the library, the class learns that many birds eat seeds from plants. Sunflowers make seeds after their bright petals fall. If the class leaves sunflower heads on the stems, birds can eat the seeds. The class also learns that robins eat worms and insects. A birdbath holds clean water for birds to drink and splash in.

3. Back outside, the students see a bare strip beside the fence. They could plant sunflowers there in spring. They could also leave some fallen leaves under a bush because insects may hide there. The fence is painted green. One student suggests putting a shallow dish of fresh water near the bush. The group sorts its notes before making a plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Is the note about sparrows useful for the class's food question? Explain.

2. Which is more useful for planning bird food: the school bell time or the sunflower note? Explain.

3. Why should the class keep the note about fallen leaves under a bush in its food plan?

4. The class has room for one more note: "Robins eat worms and insects" or "The fence is painted green." Which should it keep, and why?

3 YOUR TURN

Your own words

Now the class asks, "How can we help birds find water in our schoolyard?" Write two sentences using two different details from the passage that help answer this new question. Explain how each detail helps.

ANSWER KEY

Bird Notes That Matter

GRADE 3 · 3.6.R.3

PART 1 · READ AND MARK

Underline two details that help answer, "How can we help birds find food here?" Circle one detail that does not help answer that question. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Is the note about sparrows useful for the class's food question? Explain.	**Yes. It shows that sparrows eat seeds, so the class could help by providing plants with seeds.**
2	Which is more useful for planning bird food: the school bell time or the sunflower note? Explain.	**The sunflower note is more useful because birds can eat the seeds. The bell time does not help the class plan bird food.**
3	Why should the class keep the note about fallen leaves under a bush in its food plan?	**Insects may hide under the leaves, and robins eat insects.**
4	The class has room for one more note: "Robins eat worms and insects" or "The fence is painted green." Which should it keep, and why?	**It should keep the note about what robins eat because that information helps the class plan bird food.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A birdbath could give birds clean water to drink. A shallow dish of fresh water near the bush could give birds another place to drink.

For the marking job, accept any two underlined details that help answer the food question and any circled detail that does not. For Your Turn, look for two distinct water details and an explanation of how each helps birds find water.