Questions After Rain

Turn observations and records into research questions.

6.6.R.1 "Students will use their own viable research questions to gather information about a topic."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three details you could investigate, then circle a source named in the passage that could help with each one. Number each detail and its matching source 1, 2, or 3.

A Garden That Catches Rain

1 During a heavy rain, water runs off the roof of Cedar School. A downspout sends some of that water through a shallow channel into a rain garden near the front doors. This garden is a low area planted with grasses and flowers. Water collects there for a short time, then soaks into the soil. Without that path, more roof water would run across the pavement toward a storm drain. A rain garden does not make flooding impossible, but it can reduce the amount of runoff leaving one spot.

2 The garden gives students several ways to investigate what happens after a storm. They can watch the channel and record whether water reaches the garden. They can measure how long puddles remain after the rain stops, as long as an adult approves a safe observation spot. The school's maintenance log lists dates when workers cleared leaves from the channel. The log cannot show exactly how much water soaked into the soil. Observations and records can help students answer focused questions, but each source has limits.

3 Students might also wonder why the garden has different plants. The school planting list names the species placed there when the garden was built. A local garden guide explains which plants can tolerate both wet soil and dry spells. The planting list does not prove which plants survived. To investigate that, students could compare the list with plants they identify in the garden today, using a field guide or help from a knowledgeable adult. They should keep the question small enough to answer with the sources they can actually use.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write a focused research question you could answer using the school's maintenance log. What information would you gather from it?

2. Could the maintenance log answer a question about how long puddles remain after a storm? Explain which way of gathering information from the passage would work better.

3. Write a research question about the garden's plants that would require comparing two sources named in the passage. Name both sources.

4. A student asks, 'Are rain gardens good?' Rewrite this as a focused question about Cedar School's garden that students could investigate. Name a source they could use.

3 YOUR TURN

Your own words

Choose a place you can safely observe at school or near home, other than the rain garden. Write one focused research question about it, name two sources you could use, and explain what information you would gather from each.

ANSWER KEY

Questions After Rain

GRADE 6 · 6.6.R.1

PART 1 · READ AND MARK

Underline three details you could investigate, then circle a source named in the passage that could help with each one. Number each detail and its matching source 1, 2, or 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write a focused research question you could answer using the school's maintenance log. What information would you gather from it?	**On which dates did workers clear leaves from the channel? Gather the dates of those entries in the maintenance log.**
2	Could the maintenance log answer a question about how long puddles remain after a storm? Explain which way of gathering information from the passage would work better.	**No. The log lists dates when workers cleared leaves, not how long puddles remained. Students could measure the time after rain stops.**
3	Write a research question about the garden's plants that would require comparing two sources named in the passage. Name both sources.	**Which species on the original planting list still grow in the garden today? Compare the planting list with observations of current plants identified using a field guide.**
4	A student asks, 'Are rain gardens good?' Rewrite this as a focused question about Cedar School's garden that students could investigate. Name a source they could use.	**Does water reach Cedar School's rain garden through the channel after a storm? Students could observe the channel and record what they see.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Which bird species visit the tree outside my window during one week? I would watch the tree each afternoon and record descriptions of the birds I see. I would use a field guide to identify the species from my notes.

Accept other focused questions when the named sources could help answer them. For the marking job, accept any three passage details paired with relevant sources, such as channel flow with observation or leaf clearing dates with the maintenance log.