Garden Research Notes

Sort research facts to help plan a community garden

3.P.4.2.B "Organize information found during group or individual research, using graphic organizers or other aids."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the city page, Mr. Lee, the garden visit, and the library book as sources, then circle one fact learned from each source.

Could Our Neighborhood Grow a Garden?

1. Ms. Chen's class researched a community garden for their neighborhood. Their big question was, "What would it take to start one?" First, a group read a page from the city office. It said neighbors must ask the city before using public land. The page also said a garden needs a place that gets sunlight and has water nearby. The group wrote each fact on a separate note.

2. Another group talked with Mr. Lee, who helps at a garden across town. He said neighbors share work by taking turns watering and pulling weeds. He also said a garden needs tools, such as shovels and watering cans. On a visit to the garden, students saw a low fence around the growing beds. Mr. Lee explained that the fence keeps people from stepping on young plants.

3. At the library, a third group read a book about growing food. The book said that different vegetables grow best in different seasons. It gave peas as an example of a crop that grows well in cool weather. Back in class, students spread out their notes. They wanted to put facts about land, shared jobs, and growing plants into groups before making a plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two facts from the city page belong under the heading “What a garden spot needs”?

2. Sort Mr. Lee’s facts under two headings: “Shared jobs” and “Tools.” What belongs under each?

3. Which fact from the library book belongs under the heading “When to plant peas”?

4. A group adds the heading “Protecting young plants.” Which fact belongs there? Name where the students learned it.

3 YOUR TURN

Your own words

Make a three-row table to help the class plan a garden. Choose three facts from the passage, give each fact a different heading, and explain how it could help the class make a plan.

HEADING	FACT FROM THE PASSAGE	HOW IT HELPS OUR PLAN

ANSWER KEY

Garden Research Notes

GRADE 3 · 3.P.4.2.B

PART 1 · READ AND MARK

Underline the city page, Mr. Lee, the garden visit, and the library book as sources, then circle one fact learned from each source. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two facts from the city page belong under the heading "What a garden spot needs"?	**A garden spot needs sunlight and water nearby.**
2	Sort Mr. Lee's facts under two headings: "Shared jobs" and "Tools." What belongs under each?	**Shared jobs: taking turns watering and pulling weeds. Tools: shovels and watering cans.**
3	Which fact from the library book belongs under the heading "When to plant peas"?	**Peas grow well in cool weather.**
4	A group adds the heading "Protecting young plants." Which fact belongs there? Name where the students learned it.	**A low fence keeps people from stepping on young plants. Students saw the fence during the garden visit, and Mr. Lee explained its purpose.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

HEADING	FACT FROM THE PASSAGE	HOW IT HELPS OUR PLAN
Permission	Neighbors must ask the city before using public land.	Contact the city before choosing a site.
Shared work	Neighbors take turns watering and pulling weeds.	Make a schedule for garden jobs.
Seasons	Peas grow well in cool weather.	Plan to plant peas when the weather is cool.

Accept accurate passage facts sorted under clear, different headings. Each planning idea should show how the chosen fact could guide a decision or action.