

Maya's Research Map

Develop a plan, follow it, and review it with an adult.

3.13.B "develop and follow a research plan with adult assistance;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline Maya's research question. Circle a detail in each section showing how an adult helps her.

Maya Plans and Investigates

1. Develop a plan with an adult

In this fictional example, Maya asks, "Which flowers do butterflies visit in our school garden?" Her teacher helps her choose one safe ten-minute observation time. Together they choose a place to stand, a pencil and a tally sheet. They use garden labels and a teacher-approved plant book to check flower names. Her teacher checks the plan before Maya starts.

2. Follow the plan

Maya goes to the agreed place with her teacher. She watches for ten minutes and records visits to the flowers she can name. She writes the date, time and place on her tally sheet. When she cannot name a flower, she asks her teacher for help instead of guessing. She records what she observes, even if it is different from what she expected.

3. Review what happened

Maya and her teacher read the record together. They compare what she did with the plan and discuss what the observations can answer. One short watch cannot show which flowers butterflies always prefer. If they need more information, they plan another observation. If rain interrupts a watch, they record the change and choose another safe time together.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What question does Maya plan to investigate?

2 How does Maya get adult help before and during her observation?

3 Why might Maya and her teacher plan another observation?

3 YOUR TURN _____ Your own words

Choose a small question with your teacher or another adult. Develop a plan, get the adult's approval, then carry it out. Fill in later sections after you gather information. Use short notes, labels or sketches. Your adult may help you read and record your own ideas.

1. My question and adult helper

Write a question you can answer with a short observation or a teacher-approved book or source. Name the adult helping you. Explain what you want to find out.

2. Our plan before I begin

With the adult, write where or which source you will use, when you will work, and what tools you need. Say how you will collect and record information. Ask the adult to check the plan before you begin; record the approval or needed change.

3. I follow the plan

Carry out the approved plan. Record two useful details you actually found, with the source title or observation place, date and time. Note any help or change. If you could not gather enough information, say what happened; do not invent results.

4. We review the work

Meet with your adult helper. Explain how your findings answer the question or what is still missing. Compare what you did with your plan. Record the adult's feedback and a next step if needed.

PART 1 • READ AND MARK

Underline Maya's research question. Circle a detail in each section showing how an adult helps her. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What question does Maya plan to investigate?	Which flowers do butterflies visit in the school garden?
2	How does Maya get adult help before and during her observation?	Her teacher helps choose the time, place, tools and sources, checks the plan, and helps identify an unfamiliar flower.
3	Why might Maya and her teacher plan another observation?	One short watch gives limited information, or rain may interrupt it. They may need another safe time to gather more evidence.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Example completed plan and record**

These classroom observations are invented to show the format; students must collect their own information.

1. Plan: Which of our two pencil cups has more pencils before art today? My teacher helps me choose the time, labels the cups A and B, and checks that I will count each pencil once. I need a pencil and this sheet.
2. Follow: On September 8 at 1:00 p.m., at the classroom supply table before art, I count 9 pencils in Cup A and 6 in Cup B. My teacher helps me recount Cup B when I lose my place.
3. Review: Cup A has more at that time. I followed the counting plan. My teacher and I agree that the counts may change after students take pencils. A different time would need a new count.

TEACHER ASSESSMENT NOTES

Schedule time for the investigation and adult review; this is not complete after drafting the plan. Help each child narrow the question and arrange a safe observation or a suitable available source before work begins. An observation is a valid way to gather information; multiple outside sources are not required by this standard. Check the approved plan, actual dated information and adult-supported review. Accept honest limited findings or a recorded interruption with a sensible next step. The Maya story and pencil-cup sample are fictional examples, not data for students to claim as their own. Read directions aloud or scribe the child's own words when needed; short notes, labels and labeled sketches count. Spread the work across planning, investigation and review sessions. Check the process and evidence, not paragraph length; do not supply the findings.