Monarch Search Plan

Find, check, and credit information.

4.R.1 "Evaluation and Synthesis of Information Construct and formulate questions about a topic. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the two research questions, circle the two details that show why sources are reliable, and box the information needed to give a source credit.

Planning a Monarch Search

1. This fictional classroom scenario models a research process; it does not document a particular book or webpage used by real students. Ms. Chen's class wanted to learn whether monarch butterflies could use a school pollinator garden. First, they made questions: What plants do monarch caterpillars eat? When do monarchs visit our area? The class chose search terms such as "monarch caterpillar food" and "monarch migration map." Clear search terms helped them find information that matched their questions, instead of pages about other kinds of butterflies.
2. Next, students gathered facts from a printed book at the library and a website from the U.S. Fish and Wildlife Service. The book explained that monarch caterpillars eat milkweed. The agency website showed a migration map and gave the date it was updated. Students decided these sources were reliable because the book named its author and publisher, and the government website came from a science agency. Those clues are only a start: students should also inspect the evidence, check that it answers their question, and compare relevant claims across sources.
3. In their notes, the class wrote the important idea, "Milkweed supports monarch caterpillars," followed by a short summary in their own words. Beside each note, they listed the source title, author or group, and page or web address. For their display, students used a map and two facts. They did not copy sentences from sources or use a photo without naming where it came from.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which search term would help answer the question about what monarch caterpillars eat?

2 What two sources did the class use to gather information?

3 What details helped students decide that their sources were reliable?

4 What information did students list beside each note to give credit to a source?

3 YOUR TURN

Your own words

Write a question and two useful search terms. With teacher guidance, read one actual print source and one actual digital source. Record an important idea from each in your own words, with title, author or group, and page or web address. Explain each source's relevance and one credibility check. On an attached half-sheet synthesize a short answer using both sources and give credit for every borrowed idea or image.

PRINT / DIGITAL SOURCE	OWN-WORD NOTE	RELEVANCE / CHECK

ANSWER KEY

Monarch Search Plan

GRADE 4 · 4.R.1

PART 1 · READ AND MARK

Underline the two research questions, circle the two details that show why sources are reliable, and box the information needed to give a source credit. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which search term would help answer the question about what monarch caterpillars eat?	**"monarch caterpillar food"**
2	What two sources did the class use to gather information?	**A printed library book and a website from the U.S. Fish and Wildlife Service.**
3	What details helped students decide that their sources were reliable?	**The book named its author and publisher, and the website came from a government science agency. These are initial credibility clues; they should also inspect evidence, relevance and agreement across sources.**
4	What information did students list beside each note to give credit to a source?	**The source title, author or group, and page number or web address.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Responses vary. Require an identifiable print source and digital source that the learner actually consulted, two supported notes, evidence-based relevance/reliability checks and a short credited synthesis. Do not accept an invented title or URL as a citation.

Keep the passage questions as process practice. For actual research, match each note and citation to its source; a source's organization or author is a clue, not sufficient proof. Do not use an unverified animal-speed sample as the required response.