Cool Park Clues

See how different sources investigate one question.

CCSS.ELA-Literacy.W.5.7 "Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each source Lena used. Underline one fact or observation each source added, so you can see how several sources build knowledge.

Why Do Parks Feel Cooler?

1. For a short research project, Lena investigated why city parks can feel cooler than nearby streets. She began with a question: How do trees change summer temperatures in a neighborhood? At the library, she found a city planning report with a map of surface temperatures. The map showed that dark parking lots often became hotter than shaded grass on sunny days.

2. Next, Lena read a university article about shade and evaporation. It explained that tree leaves block some sunlight, while water released by leaves can cool the air. She also examined daily temperature records from two local weather stations. On two July afternoons, records showed higher air temperatures near the busy downtown area than at a park location.

3. Finally, Lena interviewed a parks worker who described watering young trees during dry weeks. She wrote notes beside each source and checked when two sources supported the same idea. Her project did not claim that trees solve every heat problem. Instead, she planned to explain how shade, plant water, pavement, and tree care can affect a neighborhood's summer conditions.

YOUR RESEARCH PACKET: ORIGINAL FICTIONAL CLASSROOM RECORDS (NOT REAL PARK MEASUREMENTS)

Source	Aspect	Usable information
A: Garden observation log, Monday	Shade	At noon, six children chose the shaded bench; two chose the sunny bench.
B: Garden worker interview record, Tuesday	Care	The worker reported watering the young trees and checking the bench for damage each morning.
C: Visitor comment cards, Wednesday	Access	Four cards asked for a path to the shaded bench; two asked for more seats.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did the city planning report help Lena investigate her question?

2. What comparison did the weather station records let Lena make?

3. What explanation did the university article give for cooler air around trees?

4. How did Lena check whether her research findings were supported?

3 YOUR TURN

Your own words

First write a community research question and name three sources you could use, explaining what each offers. Then conduct a short inquiry using all three supplied fictional garden records: How could this garden's seating be improved? Read each source yourself, record one finding from each with its A/B/C label, and write a three-sentence answer connecting shade, care and access. Distinguish observations from suggestions and do not generalize these small records to all parks. Use another sheet for your plan and notes if needed.

ANSWER KEY

Cool Park Clues

GRADE 5 · W.5.7

PART 1 · READ AND MARK

Circle each source Lena used. Underline one fact or observation each source added, so you can see how several sources build knowledge. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did the city planning report help Lena investigate her question?	**Its map let her compare surface temperatures, showing that dark parking lots were often hotter than shaded grass.**
2	What comparison did the weather station records let Lena make?	**She could compare air temperatures near downtown with temperatures at a park location. The downtown area was hotter on two July afternoons.**
3	What explanation did the university article give for cooler air around trees?	**Tree leaves block some sunlight, and water released by leaves can cool the air.**
4	How did Lena check whether her research findings were supported?	**She wrote notes beside each source and checked when two sources supported the same idea.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A shows that six children chose shade and two chose sun. B reports daily tree watering and bench checks, while C records four path requests and two requests for seats. I recommend considering a path to the shaded bench and more seats while keeping the worker's care routine, then asking more visitors before deciding.

Accept answers that accurately connect each source to information in the passage. For Part 3, accept a clear research question and three distinct, reasonable sources that investigate different aspects of the topic. For the actual packet inquiry, require one correctly source-labeled finding from each of A/B/C and a three-sentence combined answer addressing shade, care and access. Inspect the notes, not only a list of possible sources. Accept other evidence-supported suggestions; the packet is fictional practice data, not verified real park research. No live interview or internet access is needed.