Questions Grow Knowledge

Use questions, sources, and notes to learn about a topic.

3W6 "Conduct research to answer questions, including self-generated questions, and to build knowledge."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline Maya's research question, circle the two sources she used, and number two facts she learned. These marks show how a researcher builds knowledge.

Maya Studies City Trees

1. Maya wondered why some streets feel cooler than others on hot days. She turned her wonder into a research question: "How do city trees cool nearby places?" She chose this question because she could look for facts, not just opinions. Before she searched, Maya guessed that shade might matter. Her guess gave her an idea to check.

2. First, Maya read a park-department webpage about street trees. Then she used a library book about plant leaves. Both sources explained that leaves block sunlight. The book added that trees release water vapor, which can help cool the air. Maya wrote each fact in her notebook and copied the source name beside it.

3. Maya did not stop after finding one answer. She compared the two sources and noticed that both mentioned shade. She wrote, "Shade is one way trees cool a street." Next, she made a new question: "Do all kinds of trees make the same amount of shade?" This question could guide her next search and help her learn more about city trees.

2 ANSWER WITH EVIDENCE

Use the passage

1. What research question did Maya use to guide her search?

2. What two sources did Maya use to find information?

3. What did Maya do to keep track of where each fact came from?

4. What new question did Maya make after comparing her sources? What could this question help her learn?

3 YOUR TURN

Your own words

Your teacher will help you choose a topic with accessible sources and supply the reading materials and extra paper. Plan: Choose a topic you want to learn about. Write one research question, name two sources you could use, and write one new question you might ask after learning a fact. Now consult at least one actual source, record a relevant fact and its source title/page, and use it to answer your question. After reading, write your follow-up question. Use extra paper for notes and your answer.

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PART 1 · READ AND MARK

Underline Maya's research question, circle the two sources she used, and number two facts she learned. These marks show how a researcher builds knowledge. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What research question did Maya use to guide her search?	**How do city trees cool nearby places?**
2	What two sources did Maya use to find information?	**A park-department webpage about street trees and a library book about plant leaves.**
3	What did Maya do to keep track of where each fact came from?	**She copied the source name beside each fact in her notebook.**
4	What new question did Maya make after comparing her sources? What could this question help her learn?	**Do all kinds of trees make the same amount of shade? It could help her learn whether different kinds of trees provide different amounts of shade.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Planning example only (the completed task also needs actual findings and an answer):
My question is, "How do earthworms help garden soil?" I would use a library book about earthworms and a science museum website. After learning about their tunnels, I would ask, "Do earthworms help every kind of plant grow?"
Completion record: write your actual source title and finding, then explain how the finding supports your answer. Results depend on the materials you consulted; do not invent findings.

For the passage questions, accept equivalent answers supported by the supplied text. Supply a short age-appropriate nonfiction source or book pages matched to the learner's question; preserve its title, author/organization and page information. Help locate evidence and supply further material if the question is unanswered. Check the initial question/two-source plan, actual source note and a supported answer, followed by a related question arising from what was learned. Read-aloud and recording support are allowed; a future source list alone is incomplete. Provide extra paper and reading/recording support. Keep each learner's own question and reasoning. The planning example above does not claim that research has already occurred.