Plan, Look, Learn

Use a research plan with adult help.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the four main research steps in order, from making a question to comparing results. Circle the two places that tell how Ms. Lee helped.

Searching for Pill Bugs

1. Ms. Lee's class wanted to learn where pill bugs hide during the day. With Ms. Lee, they made a research plan. First, they wrote one question: "Which places in our school garden have the most pill bugs?"

2. Next, the class chose two safe sources: a garden book and careful observations. Ms. Lee helped them pick three garden spots and a time to look. Partners would count pill bugs, write the numbers, and return to class.

3. On Tuesday, partners followed the plan. They looked under flat stones, near wet leaves, and beside a log without touching any animals. Each partner recorded counts on a chart. Back inside, the class compared results and discussed what to research next.

2 ANSWER WITH EVIDENCE

Use the passage

1. What question did the class put in its research plan?

2. What two sources did the class choose?

3. What did Ms. Lee help the class choose?

3 YOUR TURN

Your own words

Make a research plan about something you wonder. Write one question, name two sources, and number three steps. Include one way an adult will help. With an adult, now follow your three steps and use the sources. Record what you actually found, name the source or observation, and answer your question. Tell the adult one step you followed.

ANSWER KEY # Plan, Look, Learn

GRADE 2 · TEKS 2.13.B

PART 1 · READ AND MARK

Number the four main research steps in order, from making a question to comparing results. Circle the two places that tell how Ms. Lee helped. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What question did the class put in its research plan?	**Which places in our school garden have the most pill bugs?**
2	What two sources did the class choose?	**A garden book and careful observations.**
3	What did Ms. Lee help the class choose?	**Three garden spots and a time to look.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Plan example:
My question: Which bird visits our feeder most often? Sources: a bird book and feeder observations. 1. Ask Mr. Cruz to help us choose a safe time and place. 2. Watch for ten minutes and tally each bird. 3. Compare our tallies and share the answer.

After following it (illustrative observations, not a fixed answer): Mr. Cruz helped me identify birds with the book. In our ten-minute feeder watch, I counted four sparrows and two cardinals. Sparrows visited most in this watch. I followed my tally step.

For the marking job, students should number the question, source and setup, counting and recording, and comparing results in order. Accept reasonable research plans that include a question, two sources, three ordered steps, and adult assistance. Require observed completion of the planned steps with adult assistance, named actual sources/findings and an answer supported by those findings. Accept a supported uncertain answer if the evidence is limited; do not grade a plan alone as completed research. The feeder counts in the sample are invented examples, not expected results. Teacher setup: Before Your Turn, help each child choose a small question and provide two accessible relevant sources, such as a book and a safe observation or an interview. Read source text aloud if needed; supervise observations and help record actual findings. Schedule time to follow the plan, not only write it.