Monarch Source Hunt

Use a research question to choose useful facts and sources.

3.13.C "identify and gather relevant information from a variety of sources;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline facts that help answer the class question, circle each source named, and number three useful facts. These marks show which information is relevant and where it came from.

Helping Monarchs

1. Our class wanted to answer one question: How can we help monarch butterflies in our school yard? We first used a library book about butterflies. The book explained that monarch caterpillars eat milkweed leaves. Adult monarchs drink nectar from many flowers. This information helped us decide which plants might matter most in our garden plan.

2. Next, we spoke with Ms. Rivera, a park ranger who cares for nearby prairie land. She said our town's monarchs use milkweed in spring and summer. She also suggested choosing flowers that bloom at different times, so nectar is available longer. Her local knowledge was useful because a general book could not tell us which native plants grow well in our area.

3. Finally, we read a page from the state wildlife agency's website. It said that people should not use pesticides near butterfly plants because pesticides can harm insects. We wrote each useful fact on a note card and wrote where it came from. A video showing colorful butterflies was interesting, but it did not answer our question, so we did not use it.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which fact from the library book is most useful for choosing a plant for monarch caterpillars?

2. Which source would best help the class learn about plants that grow well in its town? Explain why.

3. The class wants to protect butterflies from harmful chemicals. Which source gives relevant information, and what does it say?

4. Why did the class decide not to use the video as a source?

3 YOUR TURN

Your own words

Write three sentences. State a question about helping an animal near your school, name two different sources you would use, and tell what relevant information you would gather from each source. Now use two different sources your teacher provides. Read or listen to each, write its title or speaker and one relevant fact, then use your gathered facts to answer your question. Use extra paper if needed.

ANSWER KEY

Monarch Source Hunt

GRADE 3 · TEKS 3.13.C

PART 1 · READ AND MARK

Underline facts that help answer the class question, circle each source named, and number three useful facts. These marks show which information is relevant and where it came from. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which fact from the library book is most useful for choosing a plant for monarch caterpillars?	**Monarch caterpillars eat milkweed leaves.**
2	Which source would best help the class learn about plants that grow well in its town? Explain why.	**Ms. Rivera, the park ranger, because she has local knowledge of the nearby prairie and the town's monarchs.**
3	The class wants to protect butterflies from harmful chemicals. Which source gives relevant information, and what does it say?	**The state wildlife agency's website. It says not to use pesticides near butterfly plants because pesticides can harm insects.**
4	Why did the class decide not to use the video as a source?	**The video was interesting, but it did not answer the class question about helping monarchs in the school yard.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My question is, How can our school help nesting robins? I would use a library book about robins and a local bird group's website. From the book, I would gather information about what robins eat, and from the website, I would gather information about when robins nest in our area.

This models planning. A completed gathering record also names each source actually consulted, records a relevant fact from each, and answers the question using those facts.

For Questions 1 through 4, accept equivalent wording that identifies the correct source and relevant detail from the passage. For Part 3, accept a clear animal-helping question, two different appropriate sources, and relevant information to gather from each source. Before Part 3, provide two accessible sources about an animal near the school, such as a library-book excerpt and a local wildlife information sheet or prepared adult interview. Read aloud if needed and supply source names. Observe consultation and check each recorded fact against its source and question; a future plan alone is not completion.