Garden Question Detectives

Use questions and answers to gather and confirm information.

2.C.1.A.iii "Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes: Asking and responding to questions that acquire or confirm information on a topic."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each question someone asks. Circle the words that answer the question, so you can see how classmates get or confirm information.

Questions in the Garden

1. On Tuesday, Ms. Lee's class visited the school garden. They saw tall sunflowers, small tomato plants, and bees near purple flowers. Back inside, the class talked about what they had noticed and wondered about the garden.

2. Ava asked, "Why were bees near the flowers?" Omar responded, "Bees collect nectar and pollen from flowers." Ms. Lee asked whether the garden needed water. Jay said the soil felt dry, so the class should check it.

3. Lina said, "Tomatoes grow on plants." Ben asked, "Do tomatoes begin as flowers?" Ms. Lee answered, "Yes. A tomato plant makes flowers first. After pollination, some flowers can grow into tomatoes." The class added this fact to its garden chart.

2 ANSWER WITH EVIDENCE

Use the passage

1. Ava wants to know why bees were near the flowers. What answer does Omar give?

2. Ms. Lee asks whether the garden needs water. What information does Jay give to help answer?

3. Ben asks if tomatoes begin as flowers. How does Ms. Lee respond?

3 YOUR TURN

Your own words

Choose a garden question about this passage. Write the question, then actually ask a partner or teacher. Your partner uses the passage to answer or says what still needs checking. Listen, then say what you learned or ask a follow-up to confirm it. Switch roles so both learners ask and respond. Record your question and the answer you actually received. An adult may read the passage and help write your words.

ANSWER KEY

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GRADE 2 · 2.C.1.A.iii

PART 1 · READ AND MARK

Underline each question someone asks. Circle the words that answer the question, so you can see how classmates get or confirm information. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Ava wants to know why bees were near the flowers. What answer does Omar give?	**Bees collect nectar and pollen from flowers.**
2	Ms. Lee asks whether the garden needs water. What information does Jay give to help answer?	**Jay says the soil felt dry, so the class should check it.**
3	Ben asks if tomatoes begin as flowers. How does Ms. Lee respond?	**She says yes. Tomato plants make flowers first, and some flowers can grow into tomatoes after pollination.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: Do tomato plants make flowers before tomatoes? Answer I received: Yes. The passage says flowers come first and some become tomatoes after pollination. Confirmation I said: So the flowers come before the fruit.

Accept answers that match the passage, even if students use different words. For Part 3, accept a clear garden question and a sensible, accurate answer that gives or confirms information. Require the supported real question-and-answer exchange, not an invented partner answer. Observe each learner asking, attending to the received response and confirming information or requesting clarification; partners switch. Accept that a question may need further checking rather than a guessed fact. Assess the recorded actual question/answer with adult support; the example uses the supplied passage and is not a claim every partner gave those words.