Search Smart Sources

Use focused terms and relevant sources to research a topic.

4.R.1.B "Identify search terms to locate information on the topic and gather relevant information from various print and digital sources."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each search term Maya used. Circle details that tell why a source or piece of information was useful or not useful.

Maya Researches Monarchs

1. Maya wanted to know why monarch butterflies travel long distances. Searching only "butterflies" brought unrelated pages. She focused her question: "Why do monarch butterflies migrate?" She chose monarch butterfly migration, monarch migration route, and reasons monarchs migrate. Specific terms helped her find information about her exact topic.

2. A library book about insects gave Maya background facts and a migration-route map. A nature museum website article explained that monarchs move to places with warmer winter weather. Maya checked the author, date, and organization before deciding that the website was useful. She kept both sources.

3. Maya compared her findings. A page about raising caterpillars was interesting, but it did not explain migration, so she set it aside. She kept notes from the book and museum article because they answered her question. Focused terms and relevant details helped her gather information for her report.

MODEL SOURCES: FICTIONAL GARDEN CASE

Source / feature	Information
A. Bed card (print) Garden Team, May 6	Beds: A grows beans; B grows lettuce. Schedule: Friday watering check.
B. Garden update (digital) Garden Team, May 7	Watering: meet Friday morning. Check soil with the teacher before deciding whether to water.
C. Sports note Unsigned, undated	Games: ball play after lunch.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which search phrase was too broad for Maya's question, and why?

2. Which search term could help Maya find a map showing where monarchs travel?

3. Name the two sources Maya kept. What useful information did she get from each one?

4. What information did Maya set aside, and why was it not relevant?

3 YOUR TURN

Your own words

Teacher setup: give learners this printed packet and open this PDF on a device. Show Source B digitally; help learners use Find to search watering and read the returned update. Shared device use is fine. Research this question: When and how should helpers check the class garden? Write three focused search terms. Consult Source A in print and Source B on the device. Record each source title and one relevant detail actually found; explain why Source C is not useful. Use your findings to answer the question.

ANSWER KEY

Search Smart Sources

GRADE 4 · 4.R.1.B

PART 1 · READ AND MARK

Underline each search term Maya used. Circle details that tell why a source or piece of information was useful or not useful. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which search phrase was too broad for Maya's question, and why?	**"Butterflies" was too broad because it could lead to many unrelated pages.**
2	Which search term could help Maya find a map showing where monarchs travel?	**monarch migration route**
3	Name the two sources Maya kept. What useful information did she get from each one?	**She used a library book for background facts and a migration map, and a nature museum website article for information about warmer winter weather.**
4	What information did Maya set aside, and why was it not relevant?	**She set aside a page about raising caterpillars because it did not explain monarch migration.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Question: When and how should helpers check the class garden? Search terms: garden watering check; garden helpers Friday; garden soil check. Source A, Bed card: the watering check is Friday. Source B, Garden update: meet Friday morning and check the soil with the teacher before deciding whether to water. Source C is about sports, not garden care. Helpers should meet Friday morning and check the soil with the teacher.

Accept focused questions and search terms that include the main topic and a useful detail. Accept reasonable print and digital sources if each source and note clearly connect to the student's question. For Your Turn, observe actual consultation of printed A and digital B, including supported digital Find/search. Check source-labeled relevant findings, not a would-use plan. Accept accurate paraphrases and alternate focused terms. The supplied packet is an authored fictional classroom case, not an authentic external quotation. A and B name the responsible Garden Team and dates; that supports the case schedule, not universal trust in every dated source. C is irrelevant to garden care. Check the question, three focused terms, one finding from each medium and a supported answer.