One Garden, Two Stories

Compare what two texts say about a school garden.

3.RI.9 "Compare and contrast the main ideas and key details presented in two texts on the same topic."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence that tells the main idea in each text, then circle one detail about squash flowers in each text so you can compare them.

Our School Garden

1. **Text 1: Food from the Garden** In spring, our class plants lettuce and squash in the school garden. We water the soil when it feels dry. The lettuce grows leaves we can pick for salads. Later, yellow flowers bloom on the squash plants. Squash grows after the flowers are pollinated. When the squash is ready, the cooks can add it to lunch. Our garden helps grow food for students.

2. **Text 2: A Garden for Insects** A school garden can feed more than students. Bees visit squash flowers to drink nectar. Pollen sticks to their bodies and can move between flowers as they fly. This helps squash plants make fruit. Some tiny insects find food under leaves, too. A garden with many kinds of plants gives insects several places to search for a meal.

3. Students can make the garden safer for these small visitors. They can leave some flowers for bees instead of picking every bloom. They can also watch where insects land before they reach into the plants. Ladybugs eat aphids, which are tiny insects that feed on plants. Giving ladybugs a place to live can help the garden. The garden offers insects food and shelter.

2 ANSWER WITH EVIDENCE

Use the passage

1. How are the main ideas of the two texts different?

2. Both texts mention squash flowers. What does each text tell you about them?

3. How do students help the garden in Text 1? How can they help its insects in Text 2?

4. Which text gives more details about insects? Name two details it gives that the other text does not.

3 YOUR TURN

Your own words

Write a three-sentence script for two students planning a garden sign. Have one student share a detail from Text 1, the other share a different detail from Text 2, and then tell what both texts show about the garden.

ANSWER KEY

One Garden, Two Stories

GRADE 3 · 3.RI.9

PART 1 · READ AND MARK

Underline the sentence that tells the main idea in each text, then circle one detail about squash flowers in each text so you can compare them. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How are the main ideas of the two texts different?	**Text 1 focuses on food the garden grows for students. Text 2 focuses on food and shelter the garden provides for insects.**
2	Both texts mention squash flowers. What does each text tell you about them?	**Text 1 says squash flowers bloom before squash grows and that the flowers must be pollinated. Text 2 says bees drink nectar from the flowers and can carry pollen between them.**
3	How do students help the garden in Text 1? How can they help its insects in Text 2?	**In Text 1, students water the soil. In Text 2, they can leave flowers for bees and watch where insects land before reaching into plants.**
4	Which text gives more details about insects? Name two details it gives that the other text does not.	**Text 2. It says bees carry pollen between flowers and ladybugs eat aphids. Text 1 does not mention insects.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Mia: We pick lettuce leaves for salads. Ben: Ladybugs eat aphids in the garden. Together: Our garden grows food for students and gives insects a place to live.

Accept other accurate details from the named texts. For the script, look for one distinct detail from each text and a final sentence that connects their ideas.