

Source Scout

Track useful facts across different sources.

4.13.C “identify and gather relevant information from a variety of sources;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each fact that helps answer the class's question. Circle the words that name the source of each fact, so you can see which sources provide relevant information.

Plants for Monarchs

- ① Ms. Chen's class asked, “Which plants could help monarch butterflies in our school garden?” First, they watched the garden for ten minutes each day. Their observation chart showed that few butterflies visited the sunny bed near the fence. This source was useful because it described the exact place where the class planned to plant new flowers.
- ② Next, students used a library book about monarchs. It explained that monarch caterpillars eat milkweed, while adult monarchs drink nectar from many kinds of flowers. The book was helpful for learning what butterflies need, but it did not tell which plants grow well in the town. Students wrote the milkweed fact on note cards and labeled the book as their source.
- ③ Then the class interviewed a worker at the town native-plant nursery and checked the nursery's plant list. The worker said butterfly weed and swamp milkweed were sold there, and the list showed each plant's sunlight needs. Because the garden bed was sunny, this local source helped the class choose plants that matched both monarch needs and their garden space.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which source gave information about the exact garden location? Explain why that information was relevant.

- 2 Which source was most relevant for finding out what monarch caterpillars eat? What fact did it provide?

- 3 Why was the library book not enough by itself for choosing plants for the garden?

- 4 Which two sources should students use to choose a plant for the sunny garden bed? Tell what each source contributes.

3 YOUR TURN Your own words

Write a research question about improving an outdoor space at your school. Name two different sources you could use, and tell one relevant kind of information you would gather from each source.

PART 1 • READ AND MARK

Underline each fact that helps answer the class's question. Circle the words that name the source of each fact, so you can see which sources provide relevant information. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which source gave information about the exact garden location? Explain why that information was relevant.	The observation chart. It showed that the bed near the fence was sunny and had few butterfly visitors, so it described the place where the class would plant.
2	Which source was most relevant for finding out what monarch caterpillars eat? What fact did it provide?	The library book about monarchs. It said that monarch caterpillars eat milkweed.
3	Why was the library book not enough by itself for choosing plants for the garden?	It did not tell which plants grow well in the town.
4	Which two sources should students use to choose a plant for the sunny garden bed? Tell what each source contributes.	Use the observation chart to learn that the bed is sunny and the nursery plant list to learn each plant's sunlight needs.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Question: Which native trees could provide shade beside our playground? Source 1: observation notes or a map, to show where shade is needed. Source 2: a local nursery or city tree guide, to show which native trees grow well in our climate and fit the space.

Accept any reasonable school outdoor-space question and two distinct, relevant sources. Each source should be matched with information that would help answer the student's question.