

Shade Detective Notes

Track sources, organize notes, and build one supported conclusion.

7.R.1.B "Collect, organize, and synthesize information from multiple sources using various notetaking formats."

NAME _____

DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each source, circle one detail from each source, and number the three sources 1, 2, and 3 to show how the information is organized and combined.

Why Is the Garden Cooler?

- ① At Brookside Middle School, students wondered why the blacktop felt much hotter than the garden during lunch. Their science teacher asked a research team to investigate shade. First, Maya read a city parks webpage explaining that tree leaves block some sunlight and cool nearby surfaces. She made a two-column chart. In the left column, she wrote "city parks webpage." In the right column, she noted, "Trees provide shade that lowers surface heating." The chart kept the source connected to the idea.
- ② Next, Jordan interviewed the school custodian, who said the garden stayed cooler because its trees shaded benches and soil. Jordan used a numbered list, writing one fact per line and labeling it "custodian interview." Meanwhile, Elena studied a temperature map made by the team. At 12:30 p.m., the map showed 104°F on the blacktop and 86°F beneath the garden trees. She added the measurements to a table with place, time, and temperature headings. Each note format captured details that fit its source.
- ③ During their discussion, the team did not simply repeat three separate notes. They compared them. The webpage gave a general explanation for shade, the interview described a daily observation, and the map supplied measured evidence from one time and place. Together, the sources supported the claim that trees made the garden cooler than the blacktop at lunchtime. The students wrote that claim on a summary card, then listed all three sources beneath it. Linking evidence in this way helped them create a conclusion stronger than any single source alone.

2 ANSWER WITH EVIDENCE Use the passage

1 Match each source to the note format used to organize information from it.

2 Which source gave measured evidence? Include the two temperatures and the places where they were recorded.

3 How did the custodian interview and the temperature map provide different kinds of information?

4 What conclusion did the team synthesize from all three sources, and why was it stronger than one source alone?

3 YOUR TURN Your own words

Choose a question about your school. Name three different sources, record one note from each using at least two note formats, and write a two-sentence synthesis that connects the notes. Label every source.

PART 1 • READ AND MARK

Underline each source, circle one detail from each source, and number the three sources 1, 2, and 3 to show how the information is organized and combined. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Match each source to the note format used to organize information from it.	City parks webpage, two-column chart; custodian interview, numbered list; temperature map, table.
2	Which source gave measured evidence? Include the two temperatures and the places where they were recorded.	The temperature map gave measured evidence: 104°F on the blacktop and 86°F beneath the garden trees.
3	How did the custodian interview and the temperature map provide different kinds of information?	The interview gave a daily observation that trees shaded benches and soil. The map gave measurements from 12:30 p.m. in two locations.
4	What conclusion did the team synthesize from all three sources, and why was it stronger than one source alone?	The team concluded that trees made the garden cooler than the blacktop at lunchtime. It was stronger because a general explanation, an observation, and measured evidence supported it.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Question: When do students use the library most? Table, student survey of 12 classmates: 8 said they visit during lunch. Numbered notes, librarian interview: 1. The library has its busiest line just after lunch begins. Bullet note, April checkout report: • More books were checked out at lunch than before school. Synthesis: Students appear to use the library most at lunch. The survey, librarian observation, and checkout report all point to lunch as the busiest time.

Accept any accurate source-to-format matches and conclusions that combine evidence from multiple sources. For Part 3, accept varied school questions if the response labels three sources, uses at least two note formats, and includes exactly two connected synthesis sentences.