

Garden Fix Plan

Use evidence and a design to explain a solution.

3.1.f.ii "obtaining, evaluating, and communicating information communicate scientific information, design ideas, and/or solutions with others"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the observations and evidence, circle the proposed design, and number the details the class planned to share with the principal. Marking these parts shows how scientific information and solutions can be shared clearly.

A Plan for Puddles

- ① At Maple School, the third-grade garden had a problem. After watering, puddles stayed beside the tomato beds, and some plants had yellow leaves. The class wanted to share clear scientific information before choosing a fix. For five days, teams checked the soil each morning. They wrote the number of puddles, noted the leaf color, and measured how long water remained on the ground.
- ② On the first day, the teams found six puddles. By the fifth day, they found seven. Water remained for more than two hours near the beds, but it soaked in faster on a path with loose gravel. The class decided this evidence showed that packed soil was slowing the water. They also agreed to tell others what they observed, not guess that insects caused the yellow leaves.
- ③ Next, the class drew a design for a narrow gravel strip beside each tomato bed. The strip would give water a place to soak in. In their message to the principal, students included their puddle counts, their explanation, and labels on the design. They asked to test one strip for a week, then compare new puddle counts with the earlier counts before adding more strips.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What three kinds of observations did the teams collect before choosing a fix?

2 Which finding supports the class's idea that packed soil was slowing the water?

3 What three details did students include in their message to the principal?

4 Why did the class want to test one gravel strip and compare puddle counts before adding more strips?

3 YOUR TURN _____ Your own words

A playground gate has puddles after rain. Write three sentences to communicate a solution: state one observation, describe a design idea, and tell how you would test whether the design works.

PART 1 • READ AND MARK

Underline the observations and evidence, circle the proposed design, and number the details the class planned to share with the principal. Marking these parts shows how scientific information and solutions can be shared clearly. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What three kinds of observations did the teams collect before choosing a fix?	They recorded the number of puddles, the color of leaves, and how long water stayed on the ground.
2	Which finding supports the class's idea that packed soil was slowing the water?	Water stayed near the beds for more than two hours, but it soaked in faster on a path with loose gravel.
3	What three details did students include in their message to the principal?	They included puddle counts, their explanation, and labels on the design.
4	Why did the class want to test one gravel strip and compare puddle counts before adding more strips?	They wanted to find out whether the gravel-strip design reduced puddles before using it beside more beds.

PART 3 • YOUR TURN (SAMPLE ANSWER)

After rain, water stays at the playground gate for a long time. I would place a shallow gravel channel beside the gate so water can soak into the ground. We can count puddles before and after using the channel to see whether it works.

Accept answers that use passage evidence to explain the class's reasoning and communication choices. For the open response, accept any sensible design that includes an observation and a clear way to test the design.