Leaves Save Water

Share evidence and a garden solution clearly.

4.1.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 evidence Maya uses to support her idea. Circle the design idea she communicates, then write 1 and 2 beside the two recommended next steps.

A Garden Test

1. During a hot week, Maya's class noticed that several bean plants drooped by afternoon. The class wanted to find a way to help the garden use less water. They asked, "Could a cover on the soil help it stay moist?" First, they shared their question and planned a fair test with their teacher so other groups could understand the plan.

2. They used two matching garden plots. Both plots received the same kind of bean seed and the same amount of water. One plot had a layer of dry leaves on top of its soil. The other plot had bare soil. Each morning, students gently touched the soil and recorded whether it felt moist or dry in a class notebook.

3. After six days, the leaf-covered plot had moist soil on five mornings. The bare plot had moist soil on two mornings. Maya used these results when she told the class, "Leaves may help soil hold water." She also explained that the test was small, so the idea needed more testing. The class recommended two next steps: try leaves in more plots, and check soil moisture again.

2 ANSWER WITH EVIDENCE

Use the passage

1. What did the students keep the same to make their comparison fair?

2. What evidence did Maya share to support the idea that leaves may help soil hold water?

3. Why did Maya explain that the idea needed more testing?

4. What two next steps did the class recommend?

3 YOUR TURN

Your own words

Write exactly three sentences about a water-saving garden idea of your own. State a problem, describe a fair test with one thing changed and other things kept the same, and explain how you would share results and a recommendation.

ANSWER KEY

Leaves Save Water

GRADE 4 · 4.1.f.ii

PART 1 · READ AND MARK

Underline the evidence Maya uses to support her idea. Circle the design idea she communicates, then write 1 and 2 beside the two recommended next steps. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What did the students keep the same to make their comparison fair?	**They used the same kind of bean seed and the same amount of water in both plots.**
2	What evidence did Maya share to support the idea that leaves may help soil hold water?	**The leaf-covered plot had moist soil on five mornings, while the bare plot had moist soil on two mornings.**
3	Why did Maya explain that the idea needed more testing?	**The test was small.**
4	What two next steps did the class recommend?	**Try leaves in more plots, and check soil moisture again.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our herb bed dries quickly. I would compare two equal plots, giving both the same seeds and water but covering one plot with straw. I would record soil moisture each morning, share the results in a chart, and recommend the cover only if that plot stays moist more often.

Accept accurate wording that identifies the controlled comparison, the reported observations, the reason for more testing, and both next steps. For Your Turn, accept any realistic fair test that includes a problem, one changed factor, factors kept the same, and a clear plan to share evidence and a recommendation.