

Bee Garden Detectives

Evaluate sources and share a science design clearly.

4.1.f "obtaining, evaluating, and communicating information read and comprehend reading-level-appropriate texts and/or other reliable media communicate scientific information, design ideas, and/or solutions with others"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two details that make a source reliable, circle the claim the class did not use, and number the three design details in the garden plan.

Planning for Pollinators

- ① Ms. Chen's class wanted to help bees near their school. First, students read a page from the state university extension office. The page named its author, showed the date, and linked to research about native plants. It explained that many bees collect nectar and pollen from flowers. The class also watched a video that claimed every bee needs sugar water, but it gave no source.
- ② Next, the class compared the two sources. They decided the extension page was more reliable because readers could check who wrote it, when it was updated, and where its information came from. They did not use the video's claim as evidence. A park naturalist also told them to choose flowers that bloom at different times, so bees can find food during more of the year.
- ③ Using this information, students designed a small pollinator garden beside the playground. Their plan included three kinds of native flowers with different blooming times and a shallow dish of water with stones for landing. At the school meeting, Maya explained the plan, named the extension page and the naturalist as sources, and told why the class did not trust the video. Families could ask questions and suggest changes.

2 ANSWER WITH EVIDENCE Use the passage

1 Which source did the class decide was more reliable? Give two details that made it reliable.

2 Why did the class decide not to use the video's claim as evidence?

3 How did the naturalist's information affect the flower choice in the garden plan?

4 What information did Maya share at the school meeting that helped others evaluate the garden plan?

3 YOUR TURN Your own words

Write exactly three sentences for your principal about a butterfly garden. Describe one design idea, explain how it could help butterflies, and name one reliable source you would check before using the idea.

PART 1 • READ AND MARK

Underline two details that make a source reliable, circle the claim the class did not use, and number the three design details in the garden plan. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which source did the class decide was more reliable? Give two details that made it reliable.	The state university extension page. It named its author, showed the date, and linked to research about native plants. Any two details.
2	Why did the class decide not to use the video's claim as evidence?	The video gave no source for its claim.
3	How did the naturalist's information affect the flower choice in the garden plan?	The class chose flowers with different blooming times so bees could find food during more of the year.
4	What information did Maya share at the school meeting that helped others evaluate the garden plan?	She explained the plan, named the extension page and naturalist as sources, and explained why the class did not trust the video.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I suggest planting native flowering plants that bloom in spring and summer. Their nectar can provide food for adult butterflies. Before we plant, I would check a state university extension page that names its author and sources.

Accept reliable sources that identify an expert or organization and provide checkable information, such as a university extension office, park service, museum, or science organization. The response should include one design idea, a reasonable science explanation, and a reliable source to check.