The Paper Boat

Follow a story from problem to ending.

3.LF.33 "Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle words that show when events happen, underline the sentence that tells the problem, and draw a box around the sentence that tells how the children get the boat back.

A Boat for the Pond

1. On Saturday morning, I carried a tiny paper boat to the park pond. My brother, Eli, had folded it from a page of his old notebook. We wanted to see if it would float all the way to the little bridge. Eli set the boat on the water, but a sudden breeze pushed it into a patch of tall reeds. We could not reach it from shore.

2. At first, Eli grabbed a long stick, but the boat was too far away. I spotted a fallen branch near the path. We carried it to the little bridge, where the pond was narrow. Then the wind blew the boat past the reeds and toward us. Eli held my jacket while I leaned over the rail. I caught the boat with the branch and pulled it close.

3. After that, Eli held the boat while I pressed its wet folds flat. We carried it to a shallow puddle beside the path. It floated for a few seconds before it tipped over. Eli laughed and said we could make a stronger boat at home. On the walk back, we planned to use thicker paper. We also decided to test our next boat in the puddle first.

2 ANSWER WITH EVIDENCE

Use the passage

1. What problem starts the story, and what causes it?

2. Why do the children carry a branch to the bridge?

3. What happens after the children reach the bridge but before they pull the boat close?

4. How does the ending show that the children are ready to try again?

3 YOUR TURN

Your own words

Write a new story in 5 or 6 sentences about two characters whose shared project goes wrong. Use at least two time-order words, and end by showing how the characters solve the problem or make a new plan.

ANSWER KEY

The Paper Boat

GRADE 3 · 3.LF.33

PART 1 · READ AND MARK

Circle words that show when events happen, underline the sentence that tells the problem, and draw a box around the sentence that tells how the children get the boat back. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What problem starts the story, and what causes it?	**A breeze pushes the boat into tall reeds, where the children cannot reach it from shore.**
2	Why do the children carry a branch to the bridge?	**The boat is too far away to reach from shore, and the pond is narrow at the bridge.**
3	What happens after the children reach the bridge but before they pull the boat close?	**The wind blows the boat toward them, and Eli holds the narrator's jacket while the narrator leans over the rail.**
4	How does the ending show that the children are ready to try again?	**They plan to make a stronger boat with thicker paper and test it in the puddle first.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, Maya and I built a tower from empty boxes for our toy train. Then our cat bumped the table, and the tower fell across the tracks. Maya held the boxes while I moved the train to safety. Next, we stacked the biggest boxes on the bottom. The tower stood firm when the cat jumped nearby again. We smiled and decided to build a second tower tomorrow.

For marking, accept either the breeze sentence or the sentence about not reaching the boat as the problem. The boxed sentence should show the narrator catching the boat with the branch.