Beyond Planting Day

Read a response, then write one of your own.

4.LF.8 "Write routinely and independently in response to text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the writer's opinion about the garden plan, and underline two details that help explain it. Use your marks as you write your answers.

A Reply to the Garden Plan

1. Our school posted a plan for a small garden beside the playground. The plan says that students will plant flowers in three large pots and water them during recess. I like the idea because the plain concrete corner could become a place to watch bees visit flowers. Still, I wonder who will care for the pots when school is closed.

2. The plan also says that every class will take one turn planting. That gives many students a chance to help, but planting is only the beginning. Last spring, our class grew bean plants on the windowsill. We forgot to water two of them during a long weekend, and their leaves drooped. A watering schedule might help the new garden last.

3. I would add a simple chart to the plan. A class could check the soil on school days and water only when it feels dry. On days when school is closed, an adult volunteer could check the pots. I hope the garden plan moves forward. With a little care after planting day, the flowers might brighten that corner for more than one week.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer like the garden plan? Use a detail from the passage in your answer.

2. What worry does the writer have about the pots? Explain why it matters.

3. How did the bean plants help the writer think of a change to the plan?

4. The plan says students will water the pots during recess. What different advice does the writer give about watering?

3 YOUR TURN

Your own words

Write a four- or five-sentence reply to the garden plan. Suggest a new way students could help after planting day, use one detail from the passage, and explain why your idea would help.

ANSWER KEY

Beyond Planting Day

GRADE 4 · 4.LF.8

PART 1 · READ AND MARK

Circle the writer's opinion about the garden plan, and underline two details that help explain it. Use your marks as you write your answers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer like the garden plan? Use a detail from the passage in your answer.	**The writer likes the plan because flowers could brighten the plain concrete corner and give students a place to watch bees.**
2	What worry does the writer have about the pots? Explain why it matters.	**The writer worries that no one will care for the pots when school is closed. The class's bean plants drooped after a long weekend without water.**
3	How did the bean plants help the writer think of a change to the plan?	**After seeing bean plants droop when they were not watered, the writer suggested a watering schedule and a way to check the pots on days school is closed.**
4	The plan says students will water the pots during recess. What different advice does the writer give about watering?	**The writer suggests checking the soil on school days and watering only when it feels dry, rather than watering automatically during recess.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would ask students to pick up litter near the garden pots each Friday. The passage says the pots will sit beside the playground. Keeping that corner clean would make it a nicer place to watch the flowers and bees. This job would let students help even after planting day.

Accept answers that explain an idea using an accurate passage detail, even if students choose different evidence. For the open response, the suggested job should be different from planting, checking soil, or watering.