Words That Splash

Notice how word choices guide readers to care about a place.

4.P.AC.1.b "Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle three words or phrases that make the pond seem valuable or in need of care. Underline two sentences that tell readers what to do, then number your circled choices 1, 2, and 3.

A Pond Worth Protecting

1. At the edge of our school field, a small pond wakes each spring. Wood frogs slip through the brown leaves, and tadpoles wiggle in the shallow water. This pond is not a muddy puddle to ignore. It is a busy nursery, where tiny tadpoles begin life before changing into frogs and moving onto nearby land to hunt insects.

2. Please help keep this nursery safe. When you visit the field, stay on the path and carry snack wrappers back to school. A tossed bottle can block sunlight, and litter can harm the animals that live near the water. Your careful steps are like a quiet promise: this small place matters, and we will protect it.

3. On Saturday morning, the Eco Club will place bright signs beside the path. One sign will say, "Look gently. Leave no trace." A game or a friend can pull your attention away while you walk near the water on a busy day. Bring your curiosity, not souvenirs, and let the pond keep its secret world safe for every visitor.

2 ANSWER WITH EVIDENCE

Use the passage

1. The author calls the pond "a busy nursery." What does the word "nursery" help students understand about the pond?

2. Why does the author use the phrase "a tossed bottle" instead of only saying "litter"?

3. What are the two short commands on the sign? Explain why these commands could work well for students walking near the pond.

4. How do the words "Bring your curiosity, not souvenirs" support the author's purpose?

3 YOUR TURN

Your own words

Choose a different outdoor place at school, such as a garden or a tree. Write a two-sentence message that uses one vivid word and one short command to help protect it, then write one sentence explaining how your word choices fit students at your school.

ANSWER KEY

Words That Splash

GRADE 4 · 4.P.AC.1.b

PART 1 · READ AND MARK

Circle three words or phrases that make the pond seem valuable or in need of care. Underline two sentences that tell readers what to do, then number your circled choices 1, 2, and 3. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	The author calls the pond "a busy nursery." What does the word "nursery" help students understand about the pond?	**It helps students understand that the pond is a place where young animals begin life, so it deserves care.**
2	Why does the author use the phrase "a tossed bottle" instead of only saying "litter"?	**The phrase gives readers a clear picture of one harmful piece of trash and makes the problem feel more real.**
3	What are the two short commands on the sign? Explain why these commands could work well for students walking near the pond.	**"Look gently" and "Leave no trace." They are short, easy to remember, and tell students how to act near the pond.**
4	How do the words "Bring your curiosity, not souvenirs" support the author's purpose?	**They tell readers to observe the pond without taking things from it, which helps protect the pond.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Keep our garden bright and growing. Walk on the path, and let each seedling stretch toward the sun. The word "stretch" helps students picture the plants, and the short command is easy to follow.

Accept reasonable answers that name specific words or phrases from the passage and explain how they affect student readers. For Part 3, accept varied places and messages if the response includes a vivid word, a clear command, and an explanation of audience effect.