A Patch for Bees

Find the details behind an author's purpose.

4.3.R.1 "Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage. Underline two details that show why the author wants a flower patch, and circle a sentence that asks readers to take action.

A Small Patch, a Big Help

1. Imagine a schoolyard where bees can find food beside the sidewalk. Our school could make that happen by planting a small patch of flowers native to our area. Native flowers are plants that grow here naturally. Bees visit flowers to collect nectar and pollen. Even a few flowers can give these busy insects another place to find food.

2. Some people think a flower patch needs a huge field. It does not. A sunny corner or a few large pots could work if we choose plants that fit the space. We could ask a local plant shop which native flowers bloom at different times. Then bees could find flowers during more of the growing season, not just one week.

3. Let's ask our principal if our class can start a native flower patch this spring. We can help plant it and take turns watering when the soil is dry. We should leave paths clear so everyone can move safely. A patch would brighten our schoolyard and offer bees a place to gather food. Let's turn one plain spot into a helpful one!

2 ANSWER WITH EVIDENCE

Use the passage

1. Is the author's main purpose to entertain, inform, or persuade? Give one detail that supports your answer.

2. How does the author answer the idea that a flower patch needs a huge field? Why does this help the author's purpose?

3. Which detail about bees gives readers a reason to support the flower patch?

4. Find a sentence in the last paragraph that asks readers to act. How does it show the author's purpose?

3 YOUR TURN

Your own words

Write a three- or four-sentence message about a school activity, using details that make your purpose clear. Then name your purpose and quote two details from your message that show it.

ANSWER KEY

A Patch for Bees

GRADE 4 · 4.3.R.1

PART 1 · READ AND MARK

Read the passage. Underline two details that show why the author wants a flower patch, and circle a sentence that asks readers to take action. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Is the author's main purpose to entertain, inform, or persuade? Give one detail that supports your answer.	**Persuade. The author asks the class to request permission to start a native flower patch.**
2	How does the author answer the idea that a flower patch needs a huge field? Why does this help the author's purpose?	**The author says a sunny corner or a few large pots could work. This makes the plan seem possible at school.**
3	Which detail about bees gives readers a reason to support the flower patch?	**The flowers would give bees another place to find nectar and pollen.**
4	Find a sentence in the last paragraph that asks readers to act. How does it show the author's purpose?	**"Let's ask our principal if our class can start a native flower patch this spring." It directly asks readers to help make the patch happen, which shows a purpose to persuade.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class should start a lunchtime board game club. Games would give students another way to spend time together. We could bring games from home with permission or use games the school already has. Let's ask our teacher about trying it next month.
Purpose: Persuade.
Details: "Games would give students another way to spend time together" and "Let's ask our teacher about trying it next month."

Accept other passage details when the student explains how they support the author's purpose. For Your Turn, the named purpose should match the message, and both quoted details should come from it.