

Map in the Mud

Describe what happens, what gets in the way, and how the problem is solved.

2.8.C “describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the story on your own, then listen as your teacher reads it aloud. Underline an important event near the beginning, middle and end. Circle words showing why Mina cannot reach the map. Box how she gets it back. Marks may overlap.

Mina's Park Map

- ① Mina brought her class map to the park for a treasure hunt. At the gate, a gust of wind pulled the map from her hands. It sailed over a fence and landed beside a muddy puddle.
- ② Mina could see the map, but the fence was too tall to climb. Her friends waited with their backpacks. Then Mina noticed a small gap under the fence, but rainwater was rushing through it.
- ③ Mina found a long stick near a bench. She lay on her tummy and used the stick to pull the map closer. Her friends cheered when she grabbed it. The group followed the map and found the treasure box.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Tell an important event from the beginning, middle and end. Use First, Next and Last.

2 What is Mina trying to do? What two things keep her from doing it?

3 How does Mina solve the problem? How does that help the group?

3 YOUR TURN

Your own words

Write a short story of your own in three sentences: start with a character doing something, add a problem, then show how the character solves it. Read it to a partner. Tell your partner the problem and solution.

PART 1 • READ AND MARK

Read the story on your own, then listen as your teacher reads it aloud. Underline an important event near the beginning, middle and end. Circle words showing why Mina cannot reach the map. Box how she gets it back. Marks may overlap. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Tell an important event from the beginning, middle and end. Use First, Next and Last.	One possible sequence: First, the wind blows the map over the fence. Next, Mina cannot reach it over the tall fence or through the water-filled gap. Last, she pulls it closer with a stick, gets it back and the group finds the treasure. Accept other important events in correct order.
2	What is Mina trying to do? What two things keep her from doing it?	She is trying to get her map back. The fence is too tall to climb, and rushing rainwater blocks the small gap underneath.
3	How does Mina solve the problem? How does that help the group?	She pulls the map closer with a long stick and grabs it. The group can then follow the map and find the treasure box.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Ivy built a block tower for her toy bear. Her brother bumped it and the blocks fell down. Ivy rebuilt the tower on a wider base so it stayed up.

Important events can be selected in different ways; the sequence must match the text. Mina's conflict includes her goal and the obstacles, not just the wind blowing the map away. Her use of the stick resolves the access problem and allows the treasure hunt to continue.

Read the same story aloud after independent reading so learners practice both reading modes. Accept equivalent event choices and overlapping annotations. Help distinguish a conflict from its trigger and a resolution from a later celebration. Evaluate the invented mini-story for a clear problem and a solution that addresses it. The story is fiction; do not reenact reaching through fences or rushing water.