

Stormy Garden Story

Read a model story, then trace how its events create an experience.

5.P.EICC.2.a "Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the sentence that introduces the experience, circle the main problem, box the actions that solve it, and star the ending that shows Maya's final feeling.

A Morning at the Garden

On Saturday, Maya carried a tray of tomato seedlings to the community garden. She had promised to help her uncle, but dark clouds made her wish she had stayed home. At the gate, she noticed that the youngest plants leaned sideways in the wind. Maya set her tray under a bench and hurried to hold the loose garden sign.

Her uncle called from the tool shed, "The rain barrels are rolling!" Maya let go of the sign and saw two empty barrels bumping toward the path. She could not stop both at once. Then she spotted a coil of rope near the fence. She tied one end to a post, looped the other around a barrel, and pulled until it stopped.

By the time her uncle reached the path, Maya had secured the second barrel too. Rain began to tap the leaves, but the seedlings were safe under the bench. Her uncle smiled and said that quick thinking had saved their water supply. Maya still felt cold and muddy, yet she looked at the straightened sign and decided the garden was worth a stormy morning.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What details in the first paragraph introduce Maya's experience?

2 What is Maya's main problem in the middle of the story?

3 How does the author show Maya solving the problem? List the actions in order.

4 How does the last paragraph give the story an ending?

3 YOUR TURN

Your own words

Write a complete three-paragraph story about a real or imagined time when a plan changed. Introduce a character and setting, show a problem and actions to handle it, and end with the outcome and what the character thinks or feels.

1. Set up the experience

Write the opening paragraph. Introduce the character, place and original plan, then show what begins to change.

2. Develop the response

Write the middle paragraph. Put the problem and actions in a clear sequence, using details to help the reader experience the moment.

3. Conclude and share meaning

Write the final paragraph. Show the outcome and the character's thoughts or feelings about the changed plan.

PART 1 • READ AND MARK

Underline the sentence that introduces the experience, circle the main problem, box the actions that solve it, and star the ending that shows Maya's final feeling. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What details in the first paragraph introduce Maya's experience?	It is Saturday at the community garden, where Maya brings tomato seedlings to help her uncle as dark clouds and wind arrive.
2	What is Maya's main problem in the middle of the story?	Two empty rain barrels are rolling toward the path, and Maya cannot stop both at once.
3	How does the author show Maya solving the problem? List the actions in order.	Maya spots rope, ties it to a post, loops it around a barrel, pulls until it stops, and later secures the second barrel.
4	How does the last paragraph give the story an ending?	The barrels are secured and seedlings are safe, and Maya decides the garden was worth the stormy morning despite feeling cold and muddy.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On Tuesday afternoon, Eli carried his cardboard model of a bridge into the school library for the design fair. He had used blue paint for the river and tiny craft sticks for the bridge. As he placed it on the table, a library cart rolled past and shook the floor. One of the bridge towers tipped over.

Eli wanted to hide the model, but he noticed that the other tower was still firm. He asked the librarian for tape, then folded two small paper supports. He pressed the supports behind the loose tower and waited for the glue to dry.

When the judges arrived, Eli explained how his new supports worked. The bridge stood straight, even when he gently tapped the table. Eli did not win every prize, but he felt proud because he had solved a problem instead of quitting.

TEACHER ASSESSMENT NOTES

Accept supported interpretations of the source story and varied real or imagined experiences. The student writes one complete story in three paragraphs, with a clear sequence, outcome and character response. The model prints three actual paragraphs matching the task; seventeen response lines support a complete narrative without a rigid word band. The source and model are fictional stories, not instructions for garden work or construction.