

Seeds and Sensors

Connect choices, conflicts and plot to a supported theme.

6.RL.1 "Key Ideas and Plot Details Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline a detail in section 1 showing the partnership breaking down. In section 2, mark one or both linked actions showing Lena choosing cooperation. In section 3, circle a detail showing how her approach has changed.

The Blue Bean Plan - original classroom fiction

1. An uneasy partnership

On Saturday, twelve-year-old Lena unlocked the greenhouse behind Harbor Middle School. For several weeks she and Omar had been growing beans from her late grandmother's seeds for a garden exhibition. Lena preferred watering by hand, as her grandmother had taught her. Omar wanted to use a moisture sensor to help decide when the soil needed water. While reaching for his notebook, he knocked a jar of spare seeds onto the floor. Some rolled into a drain. Lena ordered him out. Beneath her anger about the accident lay another fear: accepting his unfamiliar device might mean abandoning her grandmother's methods.

2. The choice

By Monday, Lena was struggling to water every bed alone before school. Some leaves drooped, and the exhibition was due Friday. Omar returned and offered to test the sensor beside her hand-watered bed so they could compare its readings with the soil. Lena nearly refused. Then she looked at the drooping leaves and handed him a watering can. "Show me how you check it," she said. Together they tested the sensor and used it as one guide for deciding which beds needed water. Choosing to investigate with Omar changed their relationship and how they faced the problem.

3. What they keep

Over the next few days they adjusted their watering and the plants recovered. Lena apologized for shutting Omar out; he apologized for knocking down the spare seeds. At the exhibition, the judge praised their records and teamwork, although their beans did not win first prize. Lena kept her grandmother's watering can beside the sensor and asked Omar to help plan next season. Later that summer, she saved seeds from the mature plants. The two tools on the shelf no longer seemed like rivals.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the seed accident intensify both an external and an internal conflict?

2 Which specific action can be read as the climax, and how does it change what follows?

3 State a theme and connect it to two details from different sections.

3 YOUR TURN

Your own words

Explain how the plot develops the theme.

Summarize the story

Write an objective summary of the important events: goal, disruption, conflicts, decisive choice and outcome. Keep the order accurate and leave out your own opinions.

Explain the final image

Explain how the watering can beside the sensor supports your theme. Use one earlier detail to show the contrast; identify both sections.

PART 1 • READ AND MARK

Underline a detail in section 1 showing the partnership breaking down. In section 2, mark one or both linked actions showing Lena choosing cooperation. In section 3, circle a detail showing how her approach has changed. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the seed accident intensify both an external and an internal conflict?	It leads Lena to exclude Omar, intensifying their disagreement. Her anger also exposes her struggle between preserving tradition and trusting an unfamiliar method.
2	Which specific action can be read as the climax, and how does it change what follows?	Lena hands Omar a watering can and asks him to show her how he checks the sensor. This decisive move toward cooperation makes their joint testing and recovery work possible.
3	State a theme and connect it to two details from different sections.	One theme is that honoring tradition can coexist with learning new methods. Section 2 shows Lena investigating the sensor with Omar; section 3 keeps her grandmother's can beside the sensor and includes a shared plan for next season.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Possible summary**

Lena and Omar are growing established bean plants for an exhibition. After Omar spills spare seeds, Lena sends him away while struggling with distrust of his sensor. Working alone becomes difficult, so she chooses to investigate the device with him. They cooperate on watering, the plants recover, and they reconcile. Although they do not win first prize, Lena plans to use both familiar tools and new information.

Possible explanation

The can beside the sensor in section 3 shows that tradition and new learning can work together. In section 1 Lena fears that accepting the device would abandon her grandmother's approach. Keeping both tools after testing the sensor shows a change in that belief.

TEACHER ASSESSMENT NOTES

All story events are classroom fiction. The plants were established weeks before Saturday; later seed saving occurs in summer, not within the exhibition week. The key identifies an actual decisive action, not an undecided choice after testing. Accept supported nearby climax boundaries. The central conflict can extend across several events and is not simply one numbered stage. Assess accurate causal summary, character change and a supported general theme. No fixed sentence count and no drawing task.