

Seedling Story Clues

Notice how a character faces a problem in a short narrative.

4.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 words that show Maya's feelings, circle the problem, and write 1, 2, and 3 beside events at the beginning, middle, and end of the story. This helps you see how the story moves from a goal to a solution.

Maya's Bean Plant

On Saturday morning, Maya carried a cardboard box to the community garden. Inside were six bean plants she had grown on her sunny kitchen window. The garden club planned to give seedlings to neighbors, and Maya wanted hers to look healthy. When she lifted the box from her bike basket, one thin stem bent low against the dirt.

Maya's stomach tightened. She remembered how long she had waited for the seeds to sprout. Then Mr. Lee, the garden leader, knelt beside her. "A bent stem can sometimes stand again," he said. He showed Maya how to press soil around the plant and tie the stem loosely to a small wooden stick for support.

Maya worked slowly, leaving enough space for water to reach the roots. Before long, the stem rested against its support instead of the dirt. At the giveaway table, a neighbor chose Maya's plant. Maya smiled as she explained how to care for it. She rode home with an empty box and a new idea: small problems could have careful solutions.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What goal does Maya have at the beginning of the story?

2 What problem does Maya face?

3 How does Maya help solve the problem?

4 How does the ending show that Maya has changed?

3 YOUR TURN

Your own words

Write a three-paragraph imagined story about a character sharing or showing something they made. Include a goal, problem, actions to solve it and an ending showing feelings or change. Use the three spaces as the paragraphs of one complete story, then share it with a partner.

1. Beginning

Introduce the character, setting and something they made. Show their goal and the problem that interrupts it.

2. Middle

Show how the character responds. Describe actions to solve the problem and include a feeling or thought.

3. Ending

Show the result and how the character feels or changes. Share the whole story with a partner.

PART 1 • READ AND MARK

Underline words that show Maya's feelings, circle the problem, and write 1, 2, and 3 beside events at the beginning, middle, and end of the story. This helps you see how the story moves from a goal to a solution. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What goal does Maya have at the beginning of the story?	She wants to bring healthy bean plants to the community garden so neighbors can receive them.
2	What problem does Maya face?	One thin stem on a bean plant bends low against the dirt.
3	How does Maya help solve the problem?	She presses soil around the plant and ties the bent stem loosely to a wooden stick for support.
4	How does the ending show that Maya has changed?	She learns that small problems can have careful solutions and feels happy after a neighbor chooses her plant.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On Tuesday, Luis brought his model bridge to school for the science display. He had made it from craft sticks and string, and hoped it would hold pennies. Before class, he set the bridge on a table near the window.

A breeze blew through the open window. The bridge slid off the table, and one side cracked. Luis felt tears near his eyes, but he did not quit. He asked Nia for tape, then added extra sticks beneath the broken side.

At the display, Luis placed five pennies on the repaired bridge. It stayed still. He grinned and wrote, "Tests help builders improve." Luis was proud, not because his bridge was perfect, but because he had solved a problem.

TEACHER ASSESSMENT NOTES

The teacher example prints as three separate paragraphs: Luis's goal and setting, the problem and repair, then the successful test and changed understanding. Students have eighteen writing lines across three paragraph spaces for a complete story. Accept original imagined experiences with a coherent goal, problem, actions and ending that shows feeling or growth. The story can differ from the model in length and details. Ask partners to identify the goal, problem and ending after the author shares the finished story.