Sounds in the Garden

Plan a clear recording and a helpful visual.

3.SL.5 "Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB As you read, underline two words to stress in a recording, circle two punctuation marks where you will pause, and draw a box around one detail you could show in a picture.

The Garden's Music

1. Maya carried a tray of seed cups into the school garden. The class had planted beans last week, and tiny green shoots now poked through the dirt. As Maya set down the tray, a sharp clink rang out above her head. She froze. The sound came again, even though no one else was near the garden gate.

2. Maya looked up at the wooden arch over the gate. Three silver spoons hung from strings tied to its top bar. A breeze pushed one spoon against another. Clink, clink! The spoons had once been part of a class art project, but Maya had never heard them sing. She stepped closer, careful not to bump the arch.

3. Then the breeze stopped. Maya waited with her hands still. A bee landed on a purple flower beside the gate, and its wings hummed softly. Whoosh! A new gust swept through the garden. The spoons tapped together, and the bee lifted off. Maya smiled. The garden had made two very different kinds of music that morning.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two words in paragraph 1 could you stress to help listeners hear Maya's surprise? Why?

2. Copy the sentence in paragraph 2 about the art project. Add a slash where a short pause would help listeners follow it.

3. Which sentence in paragraph 3 would you read slowly to build suspense? Why?

4. What could you draw beside a recording to help listeners picture how the spoons made their sound? Include two details from paragraph 2.

3 YOUR TURN

Your own words

Write a three-sentence story about a surprising sound somewhere other than Maya's garden. Mark two pauses with /, underline one word to stress, and record yourself reading at an easy-to-follow pace. Draw one detail that helps listeners picture the sound.

ANSWER KEY

Sounds in the Garden

GRADE 3 · 3.SL.5

PART 1 · READ AND MARK

As you read, underline two words to stress in a recording, circle two punctuation marks where you will pause, and draw a box around one detail you could show in a picture. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two words in paragraph 1 could you stress to help listeners hear Maya's surprise? Why?	**Stress “sharp” and “clink” to make the sudden sound stand out.**
2	Copy the sentence in paragraph 2 about the art project. Add a slash where a short pause would help listeners follow it.	**The spoons had once been part of a class art project, / but Maya had never heard them sing.**
3	Which sentence in paragraph 3 would you read slowly to build suspense? Why?	**“Maya waited with her hands still.” Reading slowly lets listeners feel her wait for the next sound.**
4	What could you draw beside a recording to help listeners picture how the spoons made their sound? Include two details from paragraph 2.	**Draw three silver spoons hanging by strings from the arch, with a breeze pushing two spoons together.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the pond, / I heard a plop behind me. I turned slowly / and saw a turtle slide off a rock. Its shell made tiny rings in the water.
Drawing: A turtle slipping from a rock into a pond, with rings in the water.

Accept other stress words, pause points, and reading choices when students can connect them to the passage. For Part 3, check for three original story sentences, two marked pauses, one underlined word, an understandable recording, and a drawing that shows a story detail.