Seeds in Sequence

Read a spoken plan and trace the order of its ideas.

5.SL.4.a "Sequence ideas logically."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words or phrases that show when steps happen. Then number these actions where they appear in the passage: saving new seeds, collecting seed packets, and borrowing seeds.

A Seed Library for Our Class

1. Imagine our class sharing seeds instead of buying a new packet for every garden project. A seed library would let students borrow seeds, grow plants, and donate seeds when their plants make them. To begin, we would collect unopened seed packets from families and check the planting directions. Then we would label small envelopes with each plant's name and the month it should be planted.

2. Once the envelopes are ready, we can set up the library in a dry cabinet near the classroom door. We would sort the envelopes by planting month so students can find seeds for the right season. Each student who takes an envelope would write the plant name and date in a notebook. That record helps us see which kinds of seeds need replacing.

3. Finally, the library needs a way to keep going. After the plants make seeds, students can collect some, let them dry, and place them in new labeled envelopes. We should save only seeds from healthy plants and ask an adult to help identify each plant. The notebook will show what was borrowed, while the new envelopes will give the next group of gardeners something to plant.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the speaker explain how to collect and label seeds before describing the cabinet?

2. What must be ready before students can record the seeds they borrow?

3. Should the step about drying collected seeds come before or after students borrow seeds? Explain.

4. How does explaining the notebook before the final paragraph help listeners understand the plan?

3 YOUR TURN

Your own words

Write a four- or five-sentence talk explaining how to organize a classroom book swap. Put preparation, swapping, and cleanup in an order listeners can follow, and use at least two words that show order.

ANSWER KEY

Seeds in Sequence

GRADE 5 · 5.SL.4.a

PART 1 · READ AND MARK

Underline words or phrases that show when steps happen. Then number these actions where they appear in the passage: saving new seeds, collecting seed packets, and borrowing seeds. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the speaker explain how to collect and label seeds before describing the cabinet?	**The class needs labeled envelopes of seeds before it can stock and sort them in the cabinet.**
2	What must be ready before students can record the seeds they borrow?	**The envelopes must be labeled and sorted in the library, and a notebook must be ready for the record.**
3	Should the step about drying collected seeds come before or after students borrow seeds? Explain.	**After. Students borrow and grow seeds first; only then can their plants make seeds to collect and dry.**
4	How does explaining the notebook before the final paragraph help listeners understand the plan?	**It shows how the class will track borrowed seeds before explaining how new seeds will keep the library going.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, ask classmates to bring books they have permission to trade. Next, sort the books by type and place them on desks. During the swap, let each student choose one book for each book they brought. Finally, return unclaimed books to their owners and put the desks back.

Accept answers that explain how an earlier step prepares listeners for a later one. For the talk, look for a clear order from preparation through cleanup and at least two order words.