Pond Change Detectives

Use details to figure out ideas the text does not state directly.

4.6.F "make inferences and use evidence to support understanding;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details that show the pond's condition changed, and number them 1 and 2. Use the details to make an inference about how the cleanup affected the pond.

A Cleaner Pond

1. On Monday, the pond at Maple Park looked cloudy and still. The usual frogs were quiet, and several empty snack bags lay near the water. Park worker Ms. Ortiz placed a sign by the path asking visitors to use trash cans. She also showed a group of students how wind can blow litter from the grass into the pond.

2. During the next week, volunteers wore gloves and collected litter along the shore. They found plastic wrappers, bottle caps, and a fishing line tangled in reeds. A few days later, rain filled the pond, but the water stayed clearer than before. Near the edge, students noticed tiny insect larvae moving under the surface and heard frogs calling after school.

3. At the end of the month, the class compared new pond notes with notes from the first day. They saw fewer pieces of litter and more signs of small animals near the water. Ms. Ortiz said one cleanup cannot solve every problem. Still, she asked the class to keep the sign in place and to tell families why keeping trash out of storm drains matters.

2 ANSWER WITH EVIDENCE

Use the passage

1. What can you infer about the pond on the first day? Use two details from the passage to support your inference.

2. Why did Ms. Ortiz show students how wind can blow litter into the pond? What does this action suggest she wanted students to understand?

3. What can you infer from the clearer water, insect larvae, and calling frogs after the cleanup?

4. Why did Ms. Ortiz ask the class to keep the sign in place even after the cleanup? Support your inference with a detail.

3 YOUR TURN

Your own words

Write three sentences explaining what might happen at Maple Park if visitors keep trash out of storm drains. Include two details from the passage as evidence for your inference.

ANSWER KEY

Pond Change Detectives

GRADE 4 · TEKS 4.6.F

PART 1 · READ AND MARK

Underline two details that show the pond's condition changed, and number them 1 and 2. Use the details to make an inference about how the cleanup affected the pond. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What can you infer about the pond on the first day? Use two details from the passage to support your inference.	**The pond was in poor condition. It was cloudy and still, frogs were quiet, and snack bags were near the water.**
2	Why did Ms. Ortiz show students how wind can blow litter into the pond? What does this action suggest she wanted students to understand?	**She wanted students to understand that litter left on the ground can reach and harm the pond.**
3	What can you infer from the clearer water, insect larvae, and calling frogs after the cleanup?	**The pond was becoming a better place for small animals, or the animals were becoming more active and easier to notice.**
4	Why did Ms. Ortiz ask the class to keep the sign in place even after the cleanup? Support your inference with a detail.	**She wanted to prevent new litter from reaching the pond because one cleanup cannot solve every problem.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The pond may become a safer home for more living things if visitors keep litter out. After the cleanup, the water was clearer, and students saw insect larvae and heard frogs. These details suggest that cleaner water can help small animals return or become easier to notice.

Accept reasonable inferences that are supported by accurate details from the passage. Students may use different evidence, but their explanation should connect the evidence to the inference.