# Garden Detail Detectives

Study how a model text organizes precise details and sensory language.

**4.W.2.A.ii** "Engage in writing as a process to compose well-developed paragraphs. This includes: Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the topic sentence in each paragraph. Circle two topic-specific words or sensory details in each paragraph to see how the writer builds a clear picture.

### Our Pollinator Garden

1. Last spring, our class planned a small pollinator garden beside the playground. We chose the sunny spot because many flowering plants need several hours of sunlight each day. First, we pulled weeds from the dark, crumbly soil. Then we sketched rows for milkweed, coneflowers, and bee balm. Our plan gave each plant enough room to grow.

2. Milkweed was the garden's most important plant because monarch caterpillars eat only milkweed leaves. We placed its broad, pale green leaves near the path where students could observe them. Nearby, purple coneflowers and red bee balm would offer nectar to adult butterflies, bees, and hummingbirds. On warm days, the flower bed would buzz with wings and smell lightly sweet.

3. After planting, our class cared for the new habitat in simple ways. We made a watering schedule and added a shallow dish of clean water with small stones for insects to land on. By summer, new buds opened above the leafy stems. A yellow swallowtail paused on a flower, then floated over the fence. The garden showed that careful planning can turn one empty patch of ground into a helpful habitat.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What is the topic sentence of the first paragraph?

2. Which three plant names make the planting plan precise?

3. Which transition words show the order of events from planning through summer?

4. Which phrase uses sensory language for both sound and smell?

## 3 YOUR TURN

Your own words

Write one 5 to 7 sentence informational paragraph explaining how your class could start a compost bin. Begin with a clear topic sentence, include at least three compost-related words, and add one sensory detail.

**ANSWER KEY**

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**GRADE 4 · 4.W.2.A.ii**

## PART 1 · READ AND MARK

Underline the topic sentence in each paragraph. Circle two topic-specific words or sensory details in each paragraph to see how the writer builds a clear picture. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What is the topic sentence of the first paragraph? | **Last spring, our class planned a small pollinator garden beside the playground.** |
| 2 | Which three plant names make the planting plan precise? | **Milkweed, coneflowers, and bee balm.** |
| 3 | Which transition words show the order of events from planning through summer? | **First, Then, After planting, and By summer.** |
| 4 | Which phrase uses sensory language for both sound and smell? | **would buzz with wings and smell lightly sweet** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

To make compost for our school garden, our class could set up a bin near the back fence. We would add fruit peels, vegetable scraps, dry leaves, and torn paper. Tiny decomposers, such as worms and fungi, would break down the materials. Each week, a team would turn the damp, earthy-smelling pile with a shovel. We would keep meat and plastic out of the bin because they do not belong in compost. In a few months, the dark compost could help our garden plants grow.

Accept the exact topic sentence and plant names from the passage. For the writing task, accept a focused 5 to 7 sentence paragraph with a clear opening idea, relevant compost vocabulary, organized details, and at least one sensory detail.