

NAME

DATE

SCORE

Performance Task

Planting Trees

Kanona and Latoya have each developed a plan for planting new trees in their local parks. Kanona will plant 2 trees the first year, 4 trees the second year, 8 trees the third year, and so on. Latoya will plant 6 trees the first year, 9 the second year, 12 the third year, and so on.

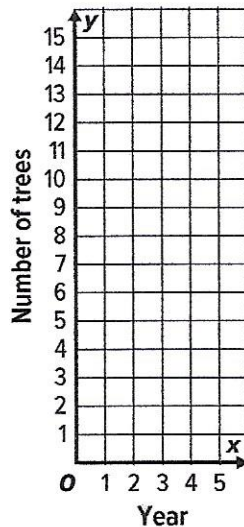
Write your answers on another piece of paper. Show all your work to receive full credit.

Part A

Describe the pattern for each girl's tree planting plan.

Part B

For each of the first four years, plot the number of trees that each girl plans to plant. Use a different mark for each of the girls.



Performance Task *(continued)*

Part C

For the first couple of years Latoya plants more trees than Kanona. In what year will Kanona plant more trees than Latoya?

Part D

Fill in the table with the total number of trees planted in that year by both girls.

Year 1	
Year 2	
Year 3	
Year 4	

The Park Project

- 1 Two third-grade students, Adeline Dixon and Sophia Kimbell, saw that Letty Walker Park, a park in their Indiana community, was in poor condition and needed repairs. The students wanted to plant new trees along the park's creek, but that project required money, which the students did not have. So they decided to write a letter asking a community organization for money to restore the park.
- 2 "We wrote it by ourselves," Sophia said. "Our parents spell-checked, but that was it."
- 3 Happily, the money was granted. The two students and their classmates bought and planted trees along the park's creek. One tree was named The Survivor Tree because it had grown from a seed taken from a tree that survived the Oklahoma City bombing in 1995.

Reread and use the prompts to take notes in the text.

In paragraph 1, circle the problems the girls saw at the park. Underline the sentence that explains what the girls did to get their project off the ground. Write it here:



SOCIAL MEDIA

Reread paragraph 3. Talk with a partner about what happened after the money was granted. What was special about one of the trees? Draw a box around the text evidence that supports your answer.

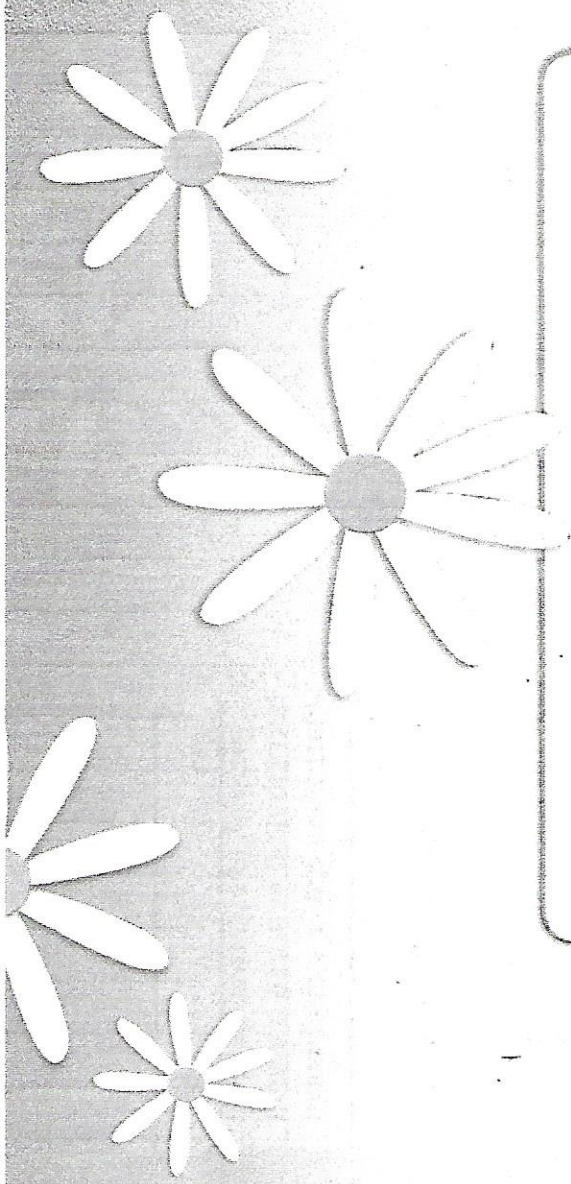
4 Unfortunately, the park improvements did not last long. Later that year, powerful storms caused by a nearby hurricane destroyed most of the trees the students had planted. Only two trees remained standing, including The Survivor Tree. The third graders were saddened by the destruction, but they held on to their dream of improving the park.

5 Two years later, Adeline and Sophia, now fifth graders, wrote another letter to the same community organization. Again they urged the group to donate money so students could fix up Letty Walter Park. Again money was granted for planting trees and for further improvements, such as adding two park benches and spreading mulch—a mix of leaves and straw—on the playground.

Reread paragraph 4. Circle clues that show what happened to the park improvements. Underline how the third graders felt.



Reread paragraph 5. With a partner, talk about what Adeline and Sophia did two years later. Make marks in the margin beside text evidence that shows what the girls did. Write it here:

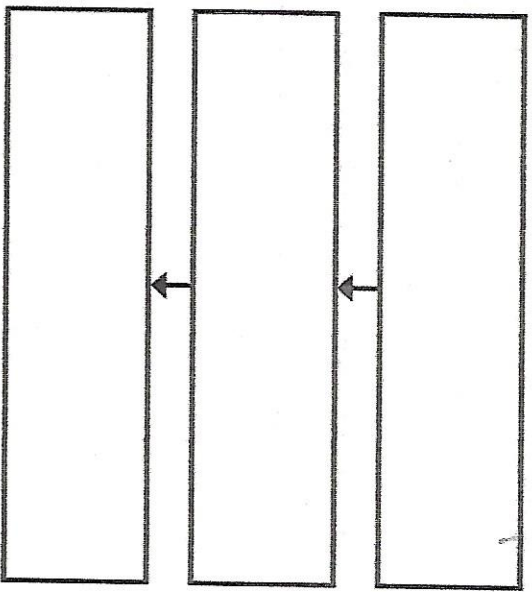


? Why does the author continue the story into Adeline and Sophia's fifth-grade year?



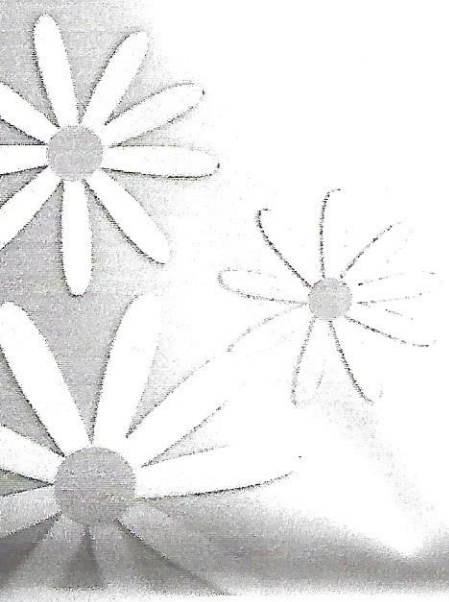
Talk About It: Reread the excerpts on pages 190 and 191. With a partner, talk about what happens after the students plant trees the first time.

Cite Text Evidence: In the chart below, write what happened first, what happened after that, and how the students responded.



Write This sequence reveals that the author's purpose for writing the story is _____

QUICK TIP
When I reread, I will think about story events to help me understand the author's purpose.



Why the Evergreen Trees Never Lose Their Leaves

1 "No, indeed," answered the birch-tree, drawing her fair leaves away. "We of the great forest have our own birds to help. I can do nothing for you."

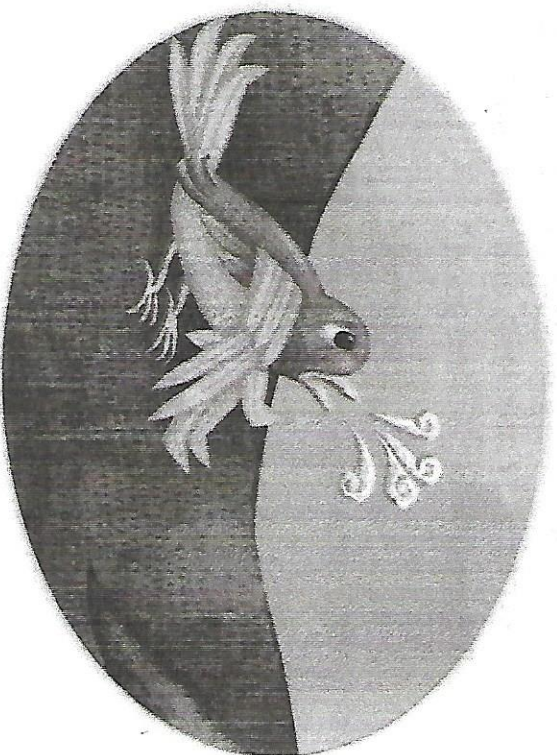
2 "The birch is not very strong," said the little bird to itself, "and it might be that she could not hold me easily. I will ask the oak." So the bird said, "Great oak-tree, you are so strong, will you not let me live on your boughs till my friends come back in the springtime?"

3 "In the springtime!" cried the oak. "That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns."

Reread and use the prompts to take notes in the text! Reread the excerpt. Circle the lines of dialogue that tell you something about the trees' characters. Write what it reveals about the trees.



Talk with a partner about what the little bird's reaction to the birch-tree tells you about him. Underline the words in paragraph 2 that tell you his reaction.



1 "Come right here, then," said the friendly spruce-tree, for it was her voice that had called.

"You shall live on my warmest branch all winter if you choose."

2 "Will you really let me?" asked the little bird eagerly.

3 "Indeed, I will," answered the kind-hearted spruce-tree. "If your friends have flown away, it is time for the trees to help you. Here is the branch where my leaves are thickest and softest."

4 "My branches are not very thick," said the friendly pine-tree, "but I am big and strong, and I can keep the north wind from you and the spruce."

5 "I can help too," said a little juniper-tree. "I can give you berries all winter long, and every bird knows that juniper berries are good."

Reread the excerpt. Underline the sentence in paragraph 1 that tells what the spruce-tree offers the little bird.

Underline the sentence in paragraph 5 that tells what the juniper-tree offers the little bird.



Talk about the trees with a partner. How do they respond to the bird? Circle words that show what the trees are like.

What do these trees do? Use text evidence to support your response.

? Why does the author contrast the behavior of the two groups of trees?



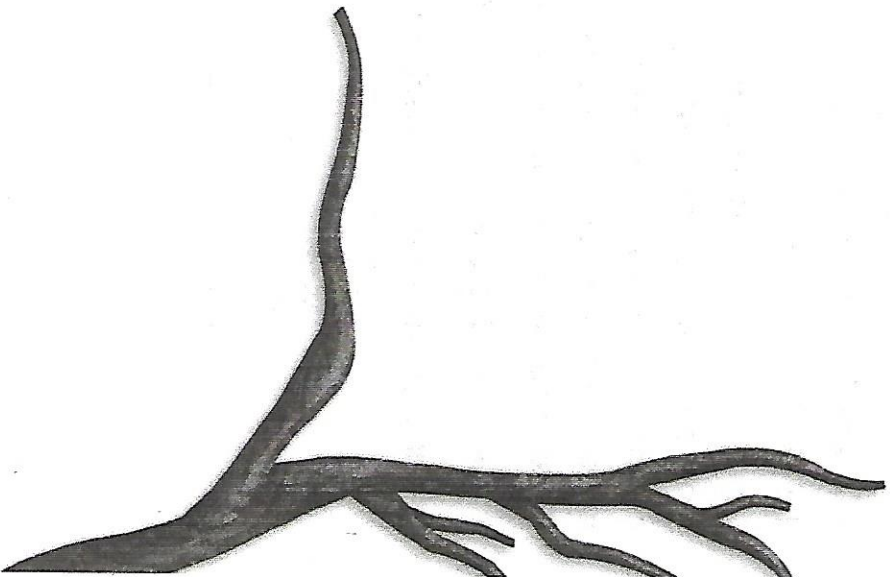
Talk About It Reread the excerpts on pages 183 and 184. With a partner, discuss the different groups of trees. How are they different?

Cite Text Evidence What words and phrases describe the behavior of the two groups of trees? Write what it tells you about the trees.

Text Evidence	→	What It Tells
	→	
	→	
	→	
	→	

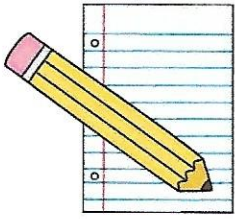
Write The author shows the two groups of trees differently because _____

QUICK TIP
When I reread, I can pay close attention to the consequences of the characters' actions.



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Date: _____

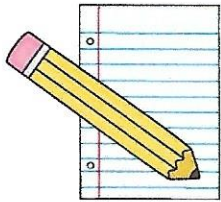


Paragraph of the Week ~~~ Rubric

4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Name #: _____

Date: _____



Paragraph of the Week

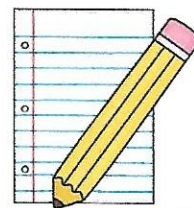
Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

Monday

Name #: _____

Date: _____

Paragraph of the Week



Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.

Tuesday

Using the brainstorm you created yesterday, choose 3 of the most important reasons for your topic. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One : _____

Explanation : _____

Detail Two : _____

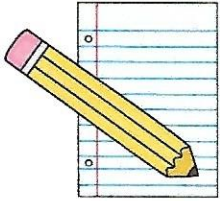
Explanation : _____

Detail Three : _____

Explanation : _____

Name #: _____

Date: _____



Paragraph of the Week

Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details.
Closing sentences sum up what you have already written.
They are the "frame" for your paragraph.

Wednesday

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

Topic Sentence : _____

Closing Sentence : _____
