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9 Describing the Connections Between Events and People

Common Core State Standard

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

THEME: Animals on Land and Sea

1 Introduction

Read the instructional text to students. Work through the examples as a class. Explain that events are the things that happen. Explain that ideas, people, and events can be connected. Encourage students to ask "why did this happen?" to understand that cause and "what happened because of this?" to understand the effect. Remind students that clue words can help them recognize the cause and the effect.

CCSS RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LESSON 9 Describing the Connections Between Events and People

1 Introduction THEME: Animals on Land and Sea

Ideas, people, and events are often connected. **Events** are things that happen. One event may cause something else to come about. People can make events come about. Ideas can make events happen. Here is one example. One man had an idea. He put a key on the end of a kite. He flew the kite when there was lightning in the sky. This helped him learn how electricity worked. Years later, another man worked to find out how to use electricity in people's houses. Ask questions to help you understand connections. Ask, "Why did this happen?" Then you can find out the **cause**. Ask, "What happened because of this?" This helps you find the **effect**. The clue words in this chart can help you.

Clue words for cause:	Clue words for effect:
if	then
because	so
since	as a result
the reason for	this is why

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1 Introduction Lesson 9

Look at the picture.

Grass takes up calcium from soil. Cow eats grass. Milk from the cow contains calcium. Boy drinks milk.

Circle the words in the sentences that help explain the connections. Look back at the box on page 88 if you need help.

Milk is healthy because it has calcium. Calcium is in the soil. The cow ate the grass since the milk has calcium. The boy drinks the milk, if he gets the calcium he needs for healthy bones.

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2 Focused Instruction Lesson 9


Read the first part of the passage. Then answer the questions.

adapted from A Bee Is More Than a Bug

1 Bees are awesome creatures! Yes, sometimes they sting someone. But they only sting when they feel danger. So, try to be friends with bees.

Bee Benefits

2 Thanks to bees, you have foods that grow from a flower. Some foods are apples, oranges, and almonds. Bees drink sweet nectar from the flowers. Then they get covered in pollen. Pollen helps to make new flowers. The pollen comes off when the bee visits a new flower.



3 Without bees, the produce department in the grocery store would be quite empty!

Think About It

Bees sting people when they feel danger.

What is the connection between bees and flowers?

Bees feed on nectar. They spread pollen from flower to flower.

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2 Focused Instruction

Title: A Bee Is More Than a Bug
Genre: Nonfiction: Informational Text
Lexile® Measure: 460L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

creatures, hive, nectar, pollen, sting

2 Focused Instruction Lesson 9

Read the rest of the passage. Then answer the question.

Doing the Waggle Dance

4 Special bees find food (flowers) for their hive-mates. Then they return to the hive. Next, they let all the other bees know where the food is. They do this with a “waggle dance.” The bees waggle in a certain way. The dance tells the direction and how far it is to the food.

A CLOSER LOOK
Put a line under two events that are connected in paragraph 4.

Read paragraph 4 to find out about the “waggle dance.”

How does the “waggle dance” connect the bees in the hive?

A It tells the bees where to find food.
 B It makes the queen bee happy.
 C It describes the bees’ adventure.
 D It shows how bees can protect the hive.

DISCUSS IT
What is the connection between the special bees and other bees in the hive? Talk to a partner about your answers.

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A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Speaking/Listening Activity

Discuss why bees are important to growing flowers. Talk about different types of bees.

3 Guided Practice

Title: Saving the Buffalo
Genre: Nonfiction: Informational Text
Lexile® Measure: 390L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary
 disappearing, farming, plains, zoo


Media/Research Activity
 Have students use Internet and library resources to learn more about the Great Plains and the plants and animals that are found there.

ELL Support
 Discuss prefixes and suffixes with students. Work with students to find examples in the passage.

3 Guided Practice Lesson 9

Read the text. Then answer the questions.

Saving the Buffalo



- 1 A long time ago, there were millions of buffalo. The buffalo lived on the plains of America. Then settlers began farming on the plains. The buffalo were in the way. So, people killed many buffalo.
- 2 Other people killed the buffalo for their fur. People made blankets out of buffalo fur. Some people ate buffalo meat. It did not take long before almost all the buffalo were gone.
- 3 Things changed about 100 years ago. One man decided to save the buffalo. He worked at a zoo in New York. He wrote about the buffalo disappearing. He asked people to help save these animals. Some people did help. They gave him money. He used the money to find a few buffalo. He put them on a train. The train carried the buffalo from the plains to the zoo. He gave the buffalo a large area to live in at the zoo. He took good care of the buffalo.

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3 Guided Practice Lesson 9

- 4 The buffalo herd at the zoo got bigger over time. More buffalo babies were born. Soon, there were too many buffalo for the zoo. People asked the government to set aside land where the buffalo could live free. The government made a place for the buffalo in Kansas. Some buffalo were loaded onto a train. They traveled all the way to Kansas. They were set free.
- 5 Today, there are thousands of buffalo in America. Some live free in protected places. Others are raised for meat. Many people are glad the buffalo were saved. The buffalo is a true American animal.

A CLOSER LOOK
 In paragraph 5, put a line under words that tell about the connections between people and the buffalo.

Look back at paragraph 1.

- 1 Why did farmers kill buffalo?
 - A The buffalo ate their crops.
 - B The buffalo lived in large herds.
 - C The farmers did not like the plains.
 - D** The farmers wanted more space to farm.

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3 Guided Practice Lesson 9

Read paragraph 3. What did people do to save the last few buffalo?

2 What event helped save the last few buffalo?

- A Farmers started raising buffalo for food.
- B A man brought a few buffalo to a zoo.**
- C Settler stopped eating buffalo meat.
- D Trains ruined the place where buffalo lived.

3 What did the government do to help save the buffalo?

The government agreed to set aside land where the buffalo could live free and protected.

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4 Independent Practice Lesson 9

Read the passage. Then answer the questions.

Feathers, Fashion, and Birds


1 Once, women liked to wear feathers. They wore feathers in their hats. They wore feathers in a scarf. Feathers were in fashion! Where did all the feathers come from?

2 Egrets (EE-grets) are large birds. Egrets live near lakes and ponds. Egrets have beautiful long, white feathers. Women of fashion wanted to wear egret feathers. So, people hunted egrets. The hunters killed millions of egrets. Soon, almost all the egrets were gone.

3 Many people love birds. They do not like to see birds killed. Bird lovers wanted to stop the killing of egrets. But hunters searched for the last egrets and their feathers.

4 Some bird lovers saved the egrets. These people caught some egrets. The egrets lived on land owned by bird lovers. The birds were safe there. The bird lovers protected the egrets.

5 In time, feathers were no longer in fashion. People stopped hunting egrets. The number of egrets increased. Soon, there were many egrets in America.



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4 Independent Practice

Title: Feathers, Fashion, and Birds
Genre: Nonfiction: Informational Text
Lexile® Measure: 440L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

fashion, feathers, owned, protected

Writing Activity

Have students write a sentence about what fashions or clothes they like to wear today.

4 Independent Practice Answer Analysis

- 1 Answers should state that people killed egrets because women wanted the egrets' feathers for fashion. Women wore the feathers in hats and in scarves.
- 2 Choice D is the correct answer because paragraph 2 describes in detail why the feathers of the egret were in particularly high demand—due to their length and the beauty of the white feathers. Choices A, B, and C are incorrect because they are not supported by the passage.
- 3 Choice B is the correct answer because when feathers went out of style the hunters stopped hunting egrets. Choice A is incorrect because it is not supported by the text. Choice C is incorrect because women wearing egret feathers was a reason for the birds' decline, not increase. Choice D is incorrect because, while it is true, it is not related to the birds' increase.

- 4 PART A** Choice C is the correct answer because paragraphs 4 and 5 describe a situation in which the egrets might have disappeared, or become extinct, had some not been saved and protected by bird lovers who kept them on their private property. Choices A and D are incorrect. Though the passage says that the fashion for egret feathers diminished, this is not connected to bird lovers' actions. Choice B is incorrect because the bird lovers tried to protect the egrets from being hunted.

PART B Choice B is the correct answer because the bird lovers protected the birds on their land, and the birds were safe there. Choice A is incorrect because this is not strong support for the actions bird lovers took to protect egrets. Choice C is incorrect because while feathers were no longer in fashion, this does not directly relate to bird lovers' efforts to protect egrets. Choice D is incorrect because people did stop hunting egrets, but stronger support for Part A is that the birds were safe on the land bird lovers provided.

4 Independent Practice Lesson 9

1 What happened that caused the egrets to almost disappear? **RI.1.3**
DOK 3
People killed egrets because women wanted their feathers for fashion.

2 What was the connection between egret feathers and women's fashion? **RI.1.3**
DOK 2
A The feathers were comfortable.
B The feathers were easy to get.
C There were always lots of egrets.
D The feathers were long, white, and beautiful.

3 What caused the number of egrets to increase? **RI.1.3**
DOK 2
A More egrets landed in America.
B People stopped hunting egrets.
C Women wore feathers in their hats.
D Egrets lived near lakes and ponds.

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4 Independent Practice Lesson 9

4 Part A **RI.1.3**
DOK 2
What did bird lovers do to save egrets?
A They used the feathers.
B They hunted the birds.
C They protected the birds on their land.
D They started a fashion without feathers.

Part B **RI.1.3**
DOK 2
What detail best supports the answer to Part A?
A "Many people love birds."
B "The birds were safe there."
C "In time, feathers were no longer in fashion."
D "People stopped hunting egrets."

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