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Pennsylvania Core Standard

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

Eligible Content

E03.B–K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

THEME: Ideas Big and Small

PART 1 Introduction

Read, or have students read, the instructional text. Work through the example as a class. Students should closely read the text to find answers to the two questions given. They should understand the information enough to write a question of their own and to find the answer.

PART 2 Focused Instruction

Title: Earthquake!

Genre: Nonfiction: Science

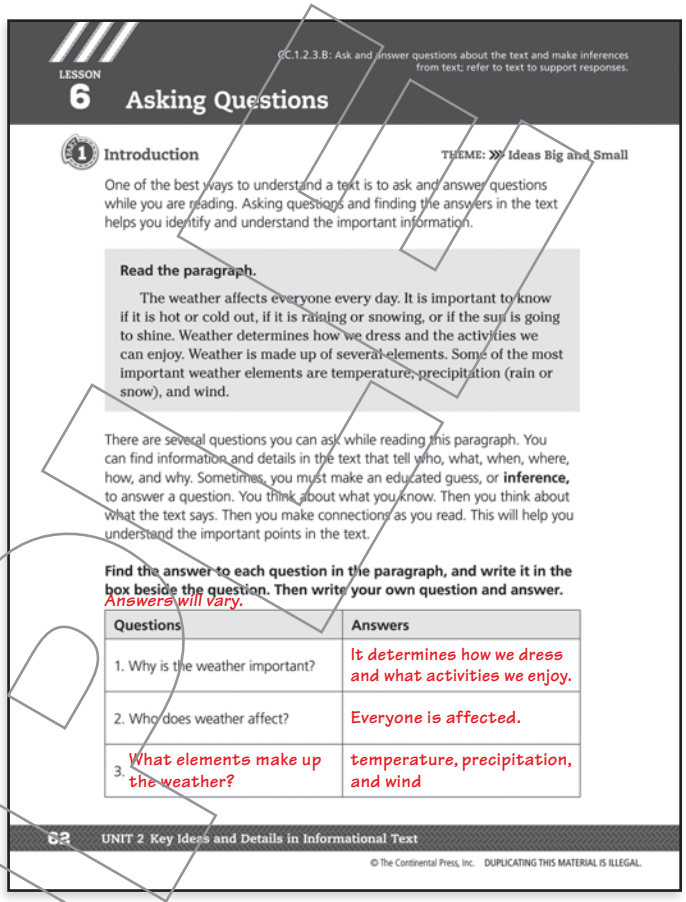
Lexile® Measure: 840L

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.

crust, energy, magnitude, seismograph, seismometer



LESSON 6 Asking Questions

CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.

1 Introduction THEME: Ideas Big and Small

One of the best ways to understand a text is to ask and answer questions while you are reading. Asking questions and finding the answers in the text helps you identify and understand the important information.

Read the paragraph.

The weather affects everyone every day. It is important to know if it is hot or cold out, if it is raining or snowing, or if the sun is going to shine. Weather determines how we dress and the activities we can enjoy. Weather is made up of several elements. Some of the most important weather elements are temperature, precipitation (rain or snow), and wind.

There are several questions you can ask while reading this paragraph. You can find information and details in the text that tell who, what, when, where, how, and why. Sometimes, you must make an educated guess, or **inference,** to answer a question. You think about what you know. Then you think about what the text says. Then you make connections as you read. This will help you understand the important points in the text.

Find the answer to each question in the paragraph, and write it in the box beside the question. Then write your own question and answer.

Answers will vary.

Questions	Answers
1. Why is the weather important?	It determines how we dress and what activities we enjoy.
2. Who does weather affect?	Everyone is affected.
3. What elements make up the weather?	temperature, precipitation, and wind

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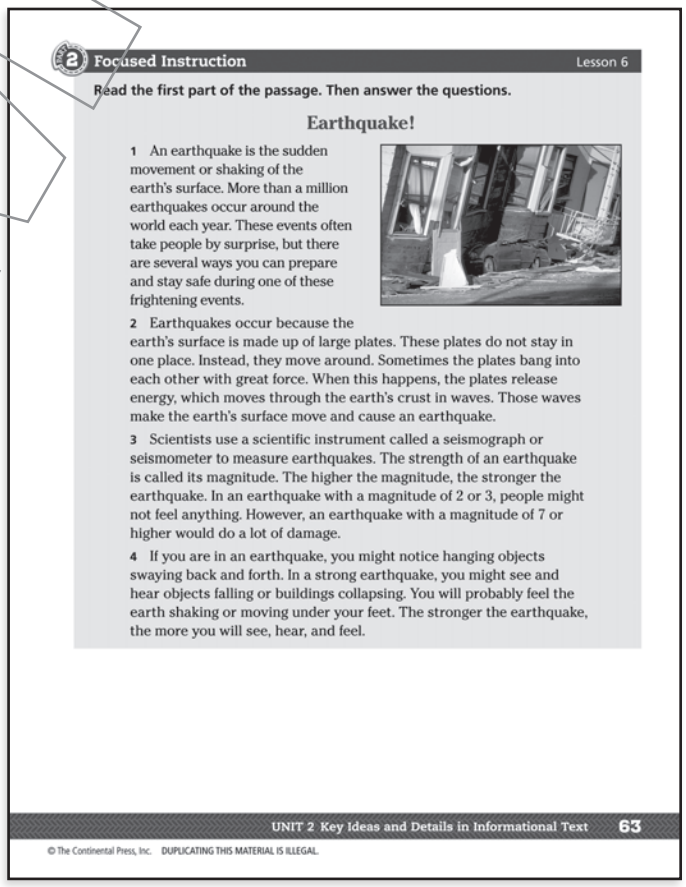

2 Focused Instruction Lesson 6

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

Earthquake!

1 An earthquake is the sudden movement or shaking of the earth's surface. More than a million earthquakes occur around the world each year. These events often take people by surprise, but there are several ways you can prepare and stay safe during one of these frightening events.

2 Earthquakes occur because the earth's surface is made up of large plates. These plates do not stay in one place. Instead, they move around. Sometimes the plates bang into each other with great force. When this happens, the plates release energy, which moves through the earth's crust in waves. Those waves make the earth's surface move and cause an earthquake.

3 Scientists use a scientific instrument called a seismograph or seismometer to measure earthquakes. The strength of an earthquake is called its magnitude. The higher the magnitude, the stronger the earthquake. In an earthquake with a magnitude of 2 or 3, people might not feel anything. However, an earthquake with a magnitude of 7 or higher would do a lot of damage.

4 If you are in an earthquake, you might notice hanging objects swaying back and forth. In a strong earthquake, you might see and hear objects falling or buildings collapsing. You will probably feel the earth shaking or moving under your feet. The stronger the earthquake, the more you will see, hear, and feel.

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SAMPLE

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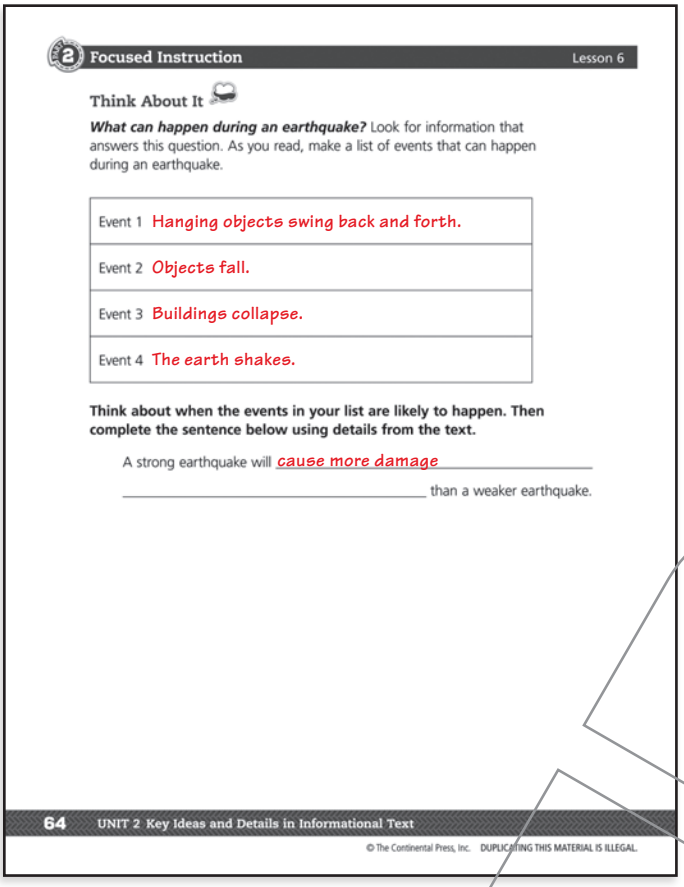

Focused Instruction Lesson 6

Think About It

What can happen during an earthquake? Look for information that answers this question. As you read, make a list of events that can happen during an earthquake.

Event 1	Hanging objects swing back and forth.
Event 2	Objects fall.
Event 3	Buildings collapse.
Event 4	The earth shakes.

Think about when the events in your list are likely to happen. Then complete the sentence below using details from the text.

A strong earthquake will cause more damage _____ than a weaker earthquake.

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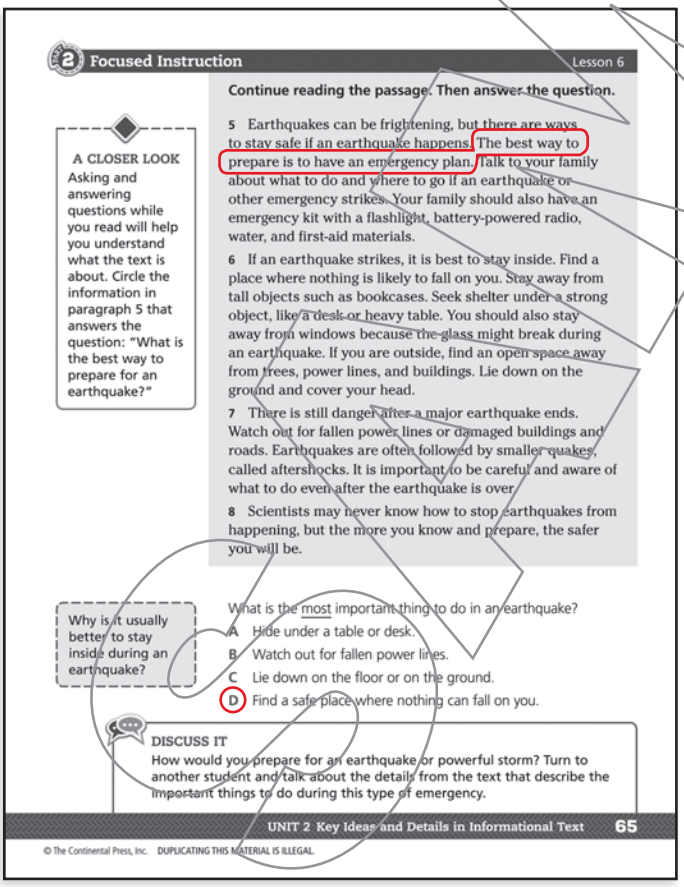

Focused Instruction Lesson 6

Continue reading the passage. Then answer the question.

A CLOSER LOOK
Asking and answering questions while you read will help you understand what the text is about. Circle the information in paragraph 5 that answers the question: "What is the best way to prepare for an earthquake?"

5 Earthquakes can be frightening, but there are ways to stay safe if an earthquake happens. The best way to prepare is to have an emergency plan. Talk to your family about what to do and where to go if an earthquake or other emergency strikes. Your family should also have an emergency kit with a flashlight, battery-powered radio, water, and first-aid materials.

6 If an earthquake strikes, it is best to stay inside. Find a place where nothing is likely to fall on you. Stay away from tall objects such as bookcases. Seek shelter under a strong object, like a desk or heavy table. You should also stay away from windows because the glass might break during an earthquake. If you are outside, find an open space away from trees, power lines, and buildings. Lie down on the ground and cover your head.

7 There is still danger after a major earthquake ends. Watch out for fallen power lines or damaged buildings and roads. Earthquakes are often followed by smaller quakes, called aftershocks. It is important to be careful and aware of what to do even after the earthquake is over.

8 Scientists may never know how to stop earthquakes from happening, but the more you know and prepare, the safer you will be.

Why is it usually better to stay inside during an earthquake?

What is the most important thing to do in an earthquake?

A Hide under a table or desk.
B Watch out for fallen power lines.
C Lie down on the floor or on the ground.
D Find a safe place where nothing can fall on you.

DISCUSS IT
How would you prepare for an earthquake or powerful storm? Turn to another student and talk about the details from the text that describe the important things to do during this type of emergency.

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Speaking/Listening Activity

Have any of your students ever experienced an earthquake? Ask them to share the experience. Ask others what they think it would be like during an earthquake. Talk about places in the school and in their homes that would be safe during an earthquake.

ELL Support

Discuss with students that some words can be a noun or a verb. *Damage* can be a noun and a verb. *Damage* is the destruction caused by something. It is also the action of causing the destruction. Ask students to give other examples of words that can be used as a noun and a verb.

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.

Media/Research Activity

Using Internet and library resources, have groups of students research some of the major earthquakes in American history, such as the 1906 San Francisco earthquake and the 1964 Alaskan earthquake.

Guided Practice

Title: The Hurricane of August 31, 1772

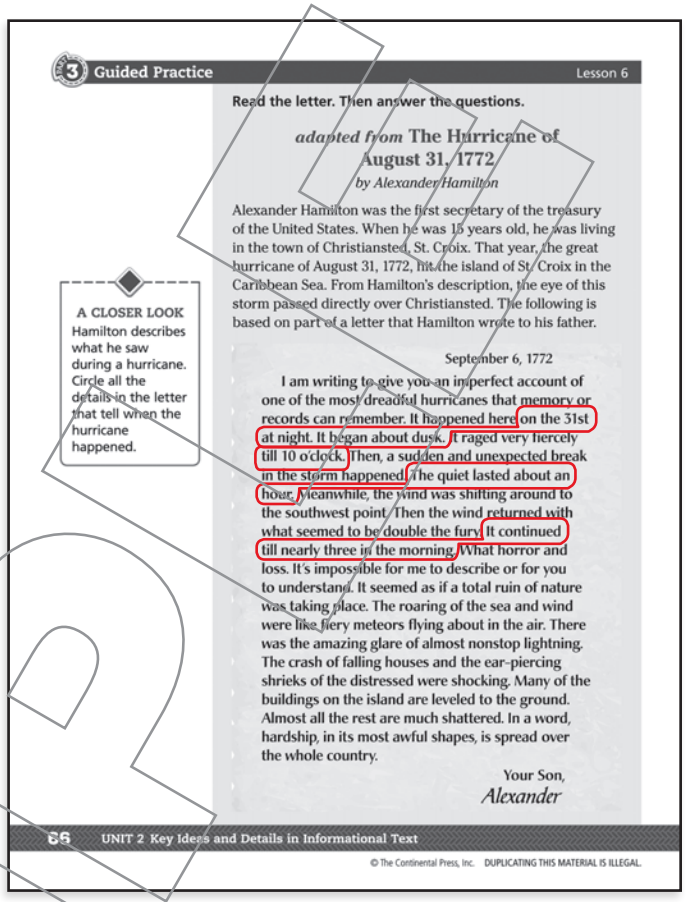
Genre: Nonfiction: Letter/History

Lexile® Measure: 720L

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

dusk, fury, hardship, imperfect



Guided Practice Lesson 6

Read the letter. Then answer the questions.

adapted from **The Hurricane of August 31, 1772**

by Alexander Hamilton

Alexander Hamilton was the first secretary of the treasury of the United States. When he was 15 years old, he was living in the town of Christiansted, St. Croix. That year, the great hurricane of August 31, 1772, hit the island of St. Croix in the Caribbean Sea. From Hamilton's description, the eye of this storm passed directly over Christiansted. The following is based on part of a letter that Hamilton wrote to his father.

A CLOSER LOOK
Hamilton describes what he saw during a hurricane. Circle all the details in the letter that tell when the hurricane happened.

September 6, 1772

I am writing to give you an imperfect account of one of the most dreadful hurricanes that memory or records can remember. It happened here on the 31st at night. It began about dusk. It raged very fiercely till 10 o'clock. Then, a sudden and unexpected break in the storm happened. The quiet lasted about an hour. Meanwhile, the wind was shifting around to the southwest point. Then the wind returned with what seemed to be double the fury. It continued till nearly three in the morning. What horror and loss. It's impossible for me to describe or for you to understand. It seemed as if a total ruin of nature was taking place. The roaring of the sea and wind were like fiery meteors flying about in the air. There was the amazing glare of almost nonstop lightning. The crash of falling houses and the ear-piercing shrieks of the distressed were shocking. Many of the buildings on the island are leveled to the ground. Almost all the rest are much shattered. In a word, hardship, in its most awful shapes, is spread over the whole country.

Your Son,
Alexander

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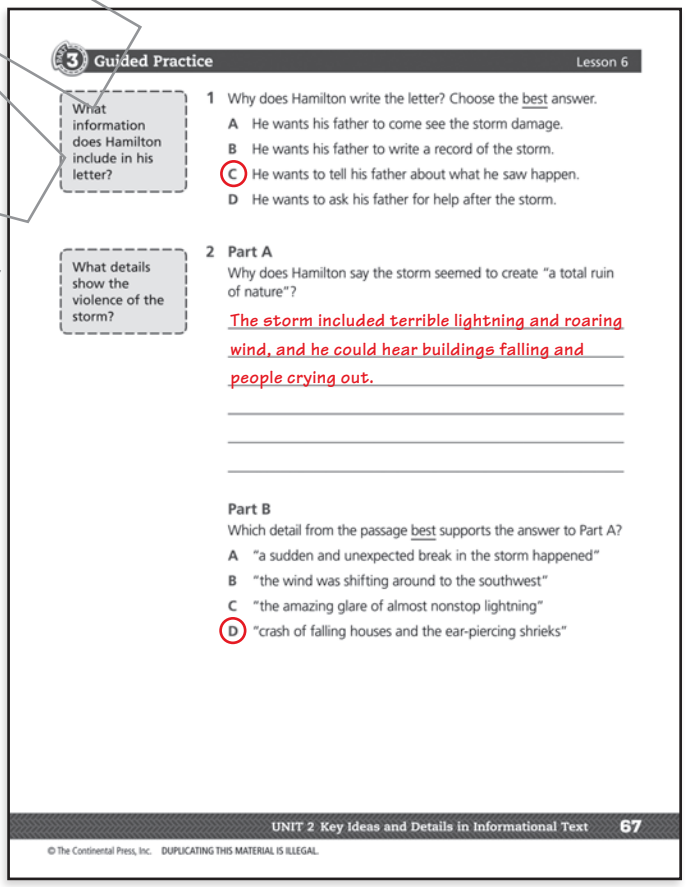

Guided Practice Lesson 6

What information does Hamilton include in his letter?

1 Why does Hamilton write the letter? Choose the best answer.

A He wants his father to come see the storm damage.
B He wants his father to write a record of the storm.
C He wants to tell his father about what he saw happen.
D He wants to ask his father for help after the storm.

What details show the violence of the storm?

2 **Part A**

Why does Hamilton say the storm seemed to create "a total ruin of nature"?

The storm included terrible lightning and roaring wind, and he could hear buildings falling and people crying out.

Part B

Which detail from the passage best supports the answer to Part A?

A "a sudden and unexpected break in the storm happened"
B "the wind was shifting around to the southwest"
C "the amazing glare of almost nonstop lightning"
D "crash of falling houses and the ear-piercing shrieks"

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SAMPLE

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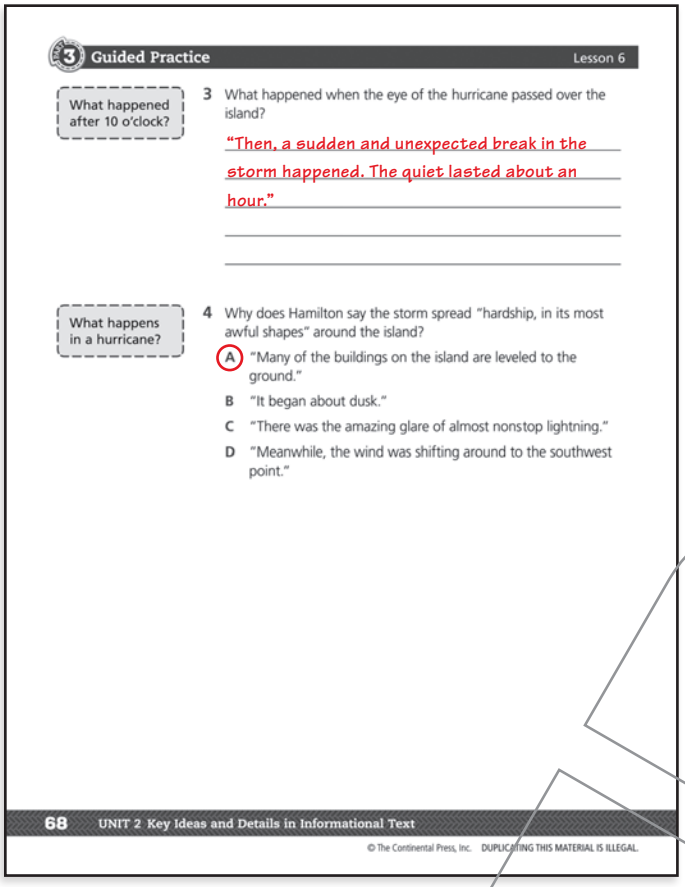

3 Guided Practice Lesson 6

What happened after 10 o'clock?

3 What happened when the eye of the hurricane passed over the island?

"Then, a sudden and unexpected break in the storm happened. The quiet lasted about an hour."

What happens in a hurricane?

4 Why does Hamilton say the storm spread "hardship, in its most awful shapes" around the island?

(A) "Many of the buildings on the island are leveled to the ground."

B "It began about dusk."

C "There was the amazing glare of almost nonstop lightning."

D "Meanwhile, the wind was shifting around to the southwest point."

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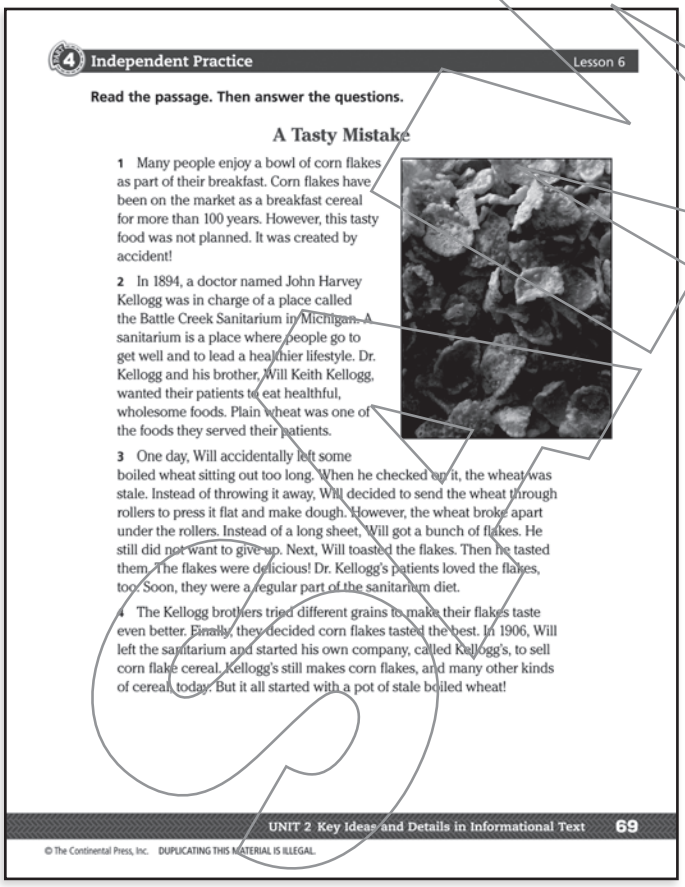

4 Independent Practice Lesson 6

Read the passage. Then answer the questions.

A Tasty Mistake

1 Many people enjoy a bowl of corn flakes as part of their breakfast. Corn flakes have been on the market as a breakfast cereal for more than 100 years. However, this tasty food was not planned. It was created by accident!

2 In 1894, a doctor named John Harvey Kellogg was in charge of a place called the Battle Creek Sanitarium in Michigan. A sanitarium is a place where people go to get well and to lead a healthier lifestyle. Dr. Kellogg and his brother, Will Keith Kellogg, wanted their patients to eat healthful, wholesome foods. Plain wheat was one of the foods they served their patients.

3 One day, Will accidentally left some boiled wheat sitting out too long. When he checked on it, the wheat was stale. Instead of throwing it away, Will decided to send the wheat through rollers to press it flat and make dough. However, the wheat broke apart under the rollers. Instead of a long sheet, Will got a bunch of flakes. He still did not want to give up. Next, Will toasted the flakes. Then he tasted them. The flakes were delicious! Dr. Kellogg's patients loved the flakes, too. Soon, they were a regular part of the sanitarium diet.

4 The Kellogg brothers tried different grains to make their flakes taste even better. Finally, they decided corn flakes tasted the best. In 1906, Will left the sanitarium and started his own company, called Kellogg's, to sell corn flake cereal. Kellogg's still makes corn flakes, and many other kinds of cereal, today. But it all started with a pot of stale boiled wheat!

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4 Independent Practice

Title: A Tasty Mistake

Genre: Nonfiction: History/Social Studies

Lexile® Measure: 810L

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

Vocabulary

accidentally, diet, sanitarium, wholesome

SAMPLE

Independent Practice Answer Analysis

1 Choice B is correct because it is unusual to create this type of product by accident. Choices A, C, and D are all true, but they are not that unusual. The people at the sanitarium ate other foods besides the corn flakes, and many foods have been around for more than 100 years. It is not unusual for something to be made out of corn, or for multiple types of grain to be tried for a food.

2 **PART A** Will did not want to waste the stale wheat and thought he could make dough out of it if he ran it through rollers. Choice B is correct. Will did not plan on toasting the wheat until after he ended up with flakes, so choice A is not correct. Choice C is incorrect because Will did not know the wheat would break into flakes. Choice D is not supported by the events in the text.

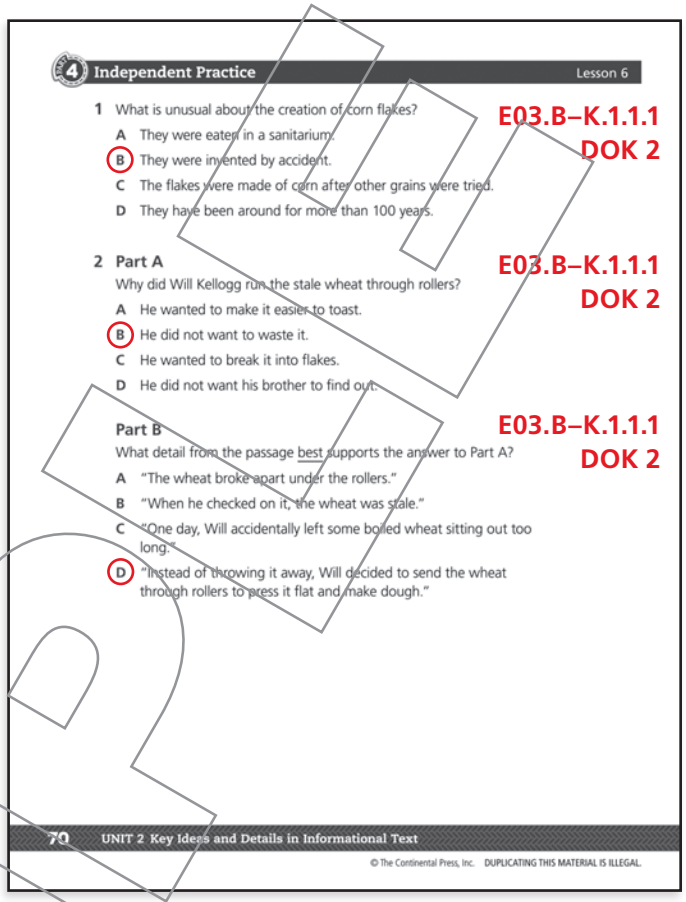
PART B Choice D is correct because it explains that Will did not want to throw away the wheat and tried to turn it into dough. Choices A, B, and C do not support the answer to Part A. They describe what happened to make the wheat stale and what happened after Will put the wheat through the rollers.

3 Choice C is correct because the text says they "tried different grains to make their flakes taste even better." Choices A, B, and D are not supported by evidence in the text. The brothers must have liked wheat because they served it before making the toasted flakes. The patients loved the flakes. Will did not decide to start a company until several years after he invented the flakes.

4 Answers should specify that the Kellogg brothers served healthy foods, and they specifically served plain wheat.

Writing Activity

Have students write a paragraph describing their favorite breakfast foods. Why do they like this food? Describe its taste and appearance.



Independent Practice Lesson 6

1 What is unusual about the creation of corn flakes? E03.B–K.1.1.1 DOK 2
A They were eaten in a sanitarium.
B They were invented by accident.
C The flakes were made of corn after other grains were tried.
D They have been around for more than 100 years.

2 Part A E03.B–K.1.1.1 DOK 2
Why did Will Kellogg run the stale wheat through rollers?
A He wanted to make it easier to toast.
B He did not want to waste it.
C He wanted to break it into flakes.
D He did not want his brother to find out.

Part B E03.B–K.1.1.1 DOK 2
What detail from the passage best supports the answer to Part A?
A "The wheat broke apart under the rollers."
B "When he checked on it, the wheat was stale."
C "One day, Will accidentally left some boiled wheat sitting out too long."
D "Instead of throwing it away, Will decided to send the wheat through rollers to press it flat and make dough."

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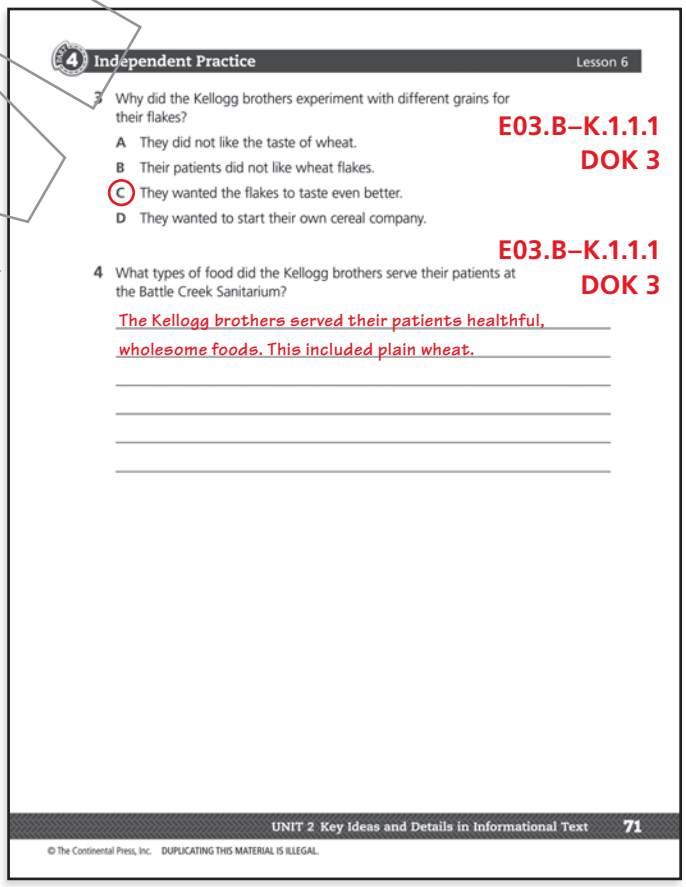

Independent Practice Lesson 6

3 Why did the Kellogg brothers experiment with different grains for their flakes? E03.B–K.1.1.1 DOK 3
A They did not like the taste of wheat.
B Their patients did not like wheat flakes.
C They wanted the flakes to taste even better.
D They wanted to start their own cereal company.

4 What types of food did the Kellogg brothers serve their patients at the Battle Creek Sanitarium? E03.B–K.1.1.1 DOK 3
The Kellogg brothers served their patients healthful, wholesome foods. This included plain wheat.

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SAMPLE

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