MS CCRS RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to . . . cause/effect.

Lesson 4
Describing Cause and Effect

Learning Target

Understanding cause-and-effect relationships will help you understand how and why events happen.

Read A heavy storm hits, and a large tree falls. The storm is the **cause,** or the reason the tree falls. The fallen tree is the **effect,** or what happens as a result of the storm. The connection between these two events is an example of a cause-and-effect **relationship.** Understanding cause and effect can help you see how events and ideas are related.

Writers often use words such as *because*, *if/then*, *since*, *so*, *therefore*, and *as a result* to signal and explain a cause-and-effect relationship.

Read this cartoon. What cause-and-effect relationship do you see?

Henry got a balloon at the party.

Henry blew up the balloon.

The balloon popped because Henry blew it up too much.

Think Look at the cartoon again. Fill in this cause-and-effect chart to tell what happened.

Cause (Why It Happened)	Effect (What Happened)

Write one or two sentences describing what happened. Use words such as *because, so*, or *as a result* to show cause and effect.

Talk Imagine there is a fourth box in the cartoon. What do you think the cat would do? Why? Describe that cause and effect. Use a signal word in your description.

Academic Talk

Use these words to talk about the text.

- **cause**
- **effect**
- **relationship**

Read

Genre: Science Article

Cloudy with a Chance of Cats and Dogs

by Nicole Sheffler

1 You may have heard the saying, "It's raining cats and dogs out there!" But what's really going on up in the sky? Read on to find out.

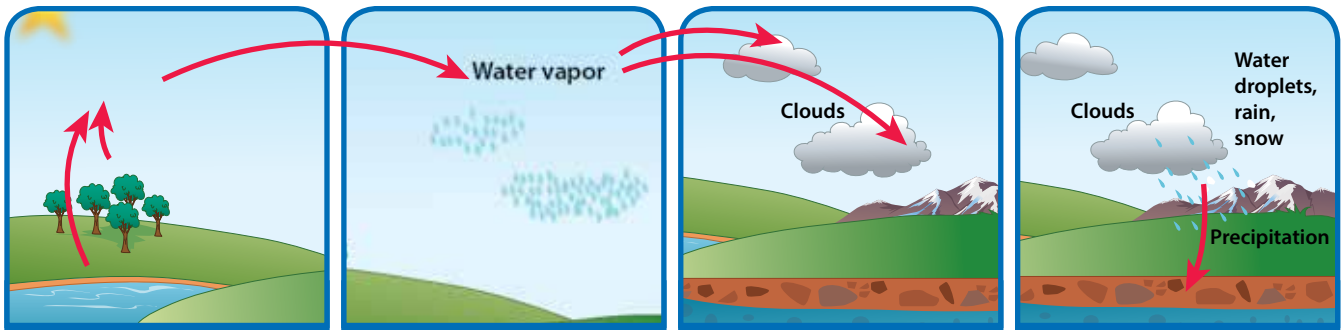
2 Rain comes from clouds. But where do the clouds come from? First, it's important to understand that all air contains water. This invisible water is called water vapor. When warm air rises, it cools down. Cool air can't hold as much water vapor as warm air. So the vapor grabs a ride on tiny pieces of dust in the air. The vapor forms water droplets around the bits of dust. A cloud is formed when billions of these water droplets come together.

3 Inside a cloud, the water droplets move around very quickly. When they move they may bump into each other. As a result, they may stick together. If they stick together, then they start to get bigger. When they get bigger, they get heavier. Sometimes they get too heavy for the cloud to hold them. Then they fall to the ground as rain. If it's cold outside, then they fall as snow.

4 Much of this rain and snow falls all the way back down to the ground. Then the whole process starts over again.

Close Reader Habits

Underline words and phrases that signal cause and effect. How do they help you understand how the ideas are connected?



1. Warm air rises.

2. Water vapor turns into droplets.

3. Droplets form clouds.

4. Droplets get heavy and fall.

Explore **How do cause-and-effect relationships help explain how rain is formed?**

When you read, pay attention to how and why things happen. This will help you spot causes and effects.

Think

1 Finish this chart to show cause-and-effect relationships from the article about rain.

Cause	Effect
Warm air rises.	
	The water vapor attaches itself to dust to form droplets.
Billions of droplets come together.	
The droplets stick together and get heavier.	

Talk

2 Work with a partner to explain each cause-and-effect relationship from the chart. Use signal words to show how the ideas are connected.

Write

3 **Short Response** What happens inside a cloud that causes rain or snow to fall? Use signal words to explain the cause-and-effect relationship. Use the space provided on page 58 to write your answer.

HINT Begin by making a list of the key details in paragraph 3 of the article.

Read

Genre: Science Article

from

Frozen Deserts

by Heidi Deal, *AppleSeeds*

1 In spite of our image of deserts, some are freezing cold and covered with ice and snow. Cold deserts exist all over the world. They are found in Asia, Africa, South America, China, and even the United States.

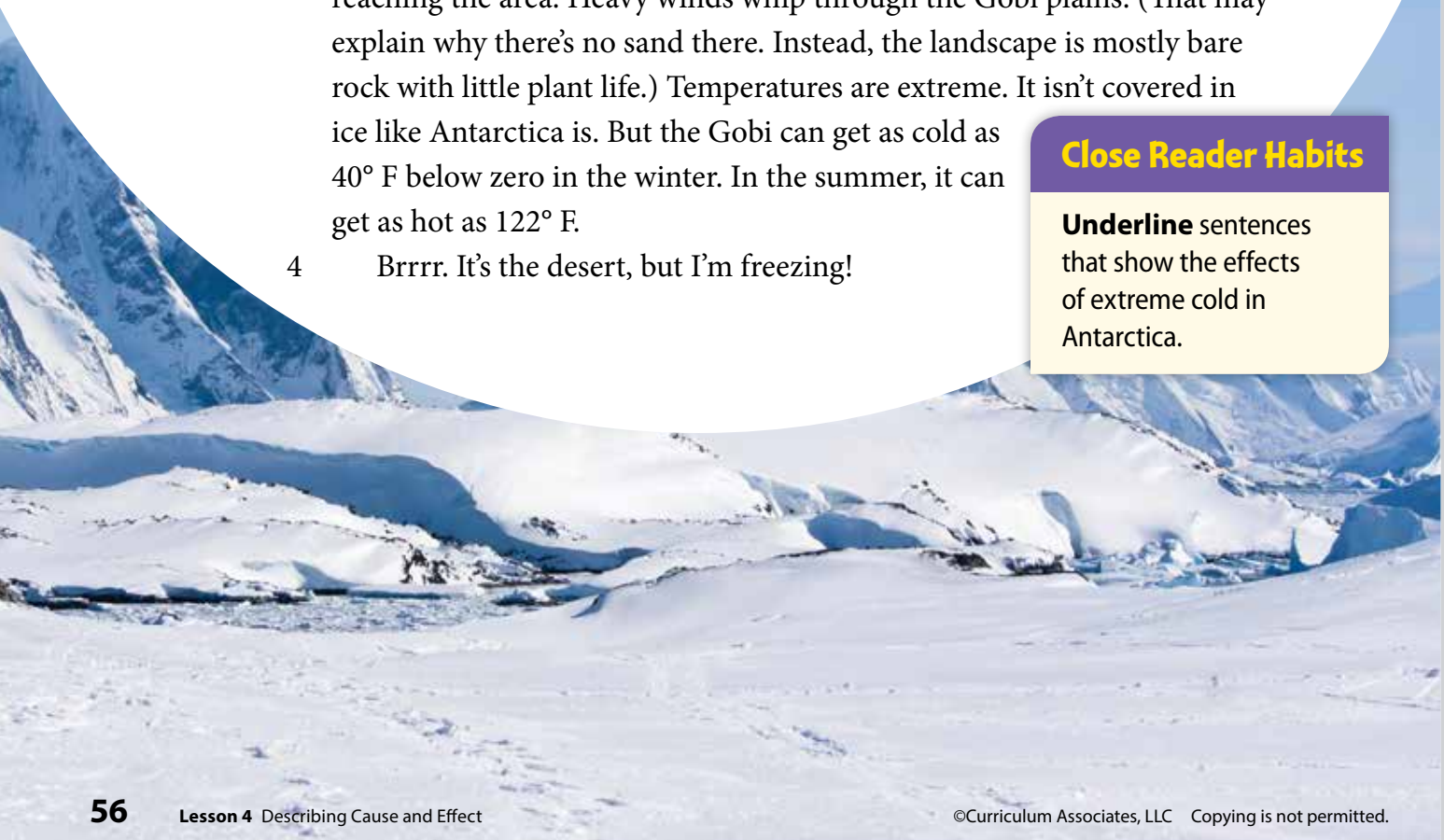
2 The coldest place on Earth, Antarctica, is considered a desert. It gets very little snow or rain. When it snows, the snow never melts. Instead, it forms ice sheets that build up over time. This creates ice shelves and icebergs. It's too cold for plants. Only a few mosses and algae grow there. And people can't live there for long periods of time.

3 Another frozen desert, the Gobi, reaches from Mongolia to China. It is still expanding. The Gobi Desert is called a rain shadow desert. A large mountain range, the Himalayas, blocks the wet weather from reaching the area. Heavy winds whip through the Gobi plains. (That may explain why there's no sand there. Instead, the landscape is mostly bare rock with little plant life.) Temperatures are extreme. It isn't covered in ice like Antarctica is. But the Gobi can get as cold as 40° F below zero in the winter. In the summer, it can get as hot as 122° F.

4 Brrrr. It's the desert, but I'm freezing!

Close Reader Habits

Underline sentences that show the effects of extreme cold in Antarctica.



Think

Remember that one cause can have many effects, and one effect may have many causes.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

In Antarctica, why do ice sheets build up over time?

- **A** because Antarctica gets very little snow or rain
- **B** because when it does snow, the snow doesn't melt
- **C** because there are few plants to stop the ice from forming
- **D** because there aren't enough people to break up the ice

Part B

What are **two** other effects of the extreme cold in Antarctica?

- **A** Ice shelves and icebergs form.
- **B** The plants become tougher and stronger.
- **C** It snows all the time.
- **D** Strong winds blow away any snow.
- **E** People can't stay there long.
- **F** There is no snow.

Talk

2 Reread paragraph 3 and discuss with a partner what the Gobi Desert looks like. What is one possible reason that there is no sand in the Gobi Desert?

Write

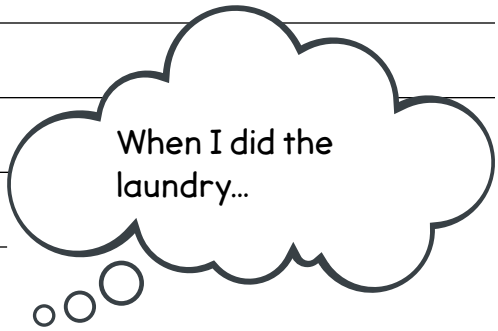
3 **Short Response** Why is the Gobi Desert a desert? Explain at least two cause-and-effect relationships that might have caused this. Use the space provided on page 59 to write your answer.

HINT What effect do the Himalayas have on the area where the Gobi Desert formed?

Journal Entry 1

PART 1

This week, your family has assigned different household chores to everyone. Your chore is to do the laundry. Something goes madly wrong. Write what happens.



PART 2

Lesson 5

Adverbs

Introduction

An **adverb** is a word that tells something about a verb, or action.

Many adverbs end in *-ly* and tell *how* or *in what way*. When you write, you can use adverbs to help your readers picture clearly what is happening.

The batter quickly ran to first base. The umpire watched the runner closely.

- The adverb *quickly* describes the verb *ran*. It tells how the batter ran.
- The adverb *closely* describes the verb *watch*. It tells in what way the umpire watched.

Guided Practice

Underline the adverb in each sentence. Draw an arrow from the adverb to the verb that it tells about.

HINT An adverb can come either before or after the verb it describes. A sentence might say *walked slowly*, or it might say *slowly walked*.

1. Jasmine nervously stood at home plate.
2. Her family shouted her name loudly.
3. She carefully rested the bat against her shoulder.
4. The pitcher gripped the ball tightly and then threw it.
5. Jasmine hit the ball sharply, and it soared toward left field.
6. A player tried to catch the ball but accidentally dropped it.
7. Jasmine easily slid into home base.
8. Her whole team cheered wildly!

PART 2

Independent Practice

For numbers 1–3, choose the word in the sentence that is an adverb.

1 The crowd clapped excitedly when Jasmine hit the home run.

A crowd

B clapped

C excitedly

D hit

2 The coach told Jasmine that she had hit the ball perfectly.

A coach

B told

C ball

D perfectly

3 Jasmine's brother waved proudly and jumped from his seat.

A waved

B proudly

C jumped

D seat

For numbers 4 and 5, choose the word that the underlined adverb describes.

4 Jasmine smiled shyly when she saw her family.

A smiled

B saw

C Jasmine

D family

5 She quickly jogged back to the bench and sat down.

A jogged

B back

C bench

D sat

▶ **Try It** Reread what you wrote in Part 1. Find several places where you can better describe the action using adverbs. Add those to your story.

Introduction

Get Started

- Explain to students that in this lesson they will be learning about cause-and-effect relationships.
- Point out that cause-and-effect relationships occur often in everyday life. Share an example with students:

  The last time it rained, I didn't have my umbrella with me. When I walked home, I got really wet. What happens if it rains and you forget your umbrella? You get really wet. Forgetting my umbrella was a cause. Getting wet was the effect. I got wet *because* I forgot my umbrella.
- Ask students to share other examples of everyday cause-and-effect relationships they've experienced. Guide them in identifying the cause and effect in each example, and write that relationship on the board.
- Read aloud the Learning Target to set the purpose for the lesson.
- Display the Academic Talk words. Tell students to listen for these words and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

English Language Learners

Genre Focus

Read

- Read aloud the Read section as students follow along.

  As you read, stop and look for the cause-and-effect relationships. Ask yourself what happened and why it happened to understand the events and ideas the author is presenting.
- Have students work with a partner to read the cartoon and identify the cause-and-effect relationship it shows.
- Remind them that signal words will help them figure out cause-and-effect relationships. You may wish to list cause-and-effect signal words on a chart for students to use as a reference tool.

MS CCRS RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to . . . cause/effect.

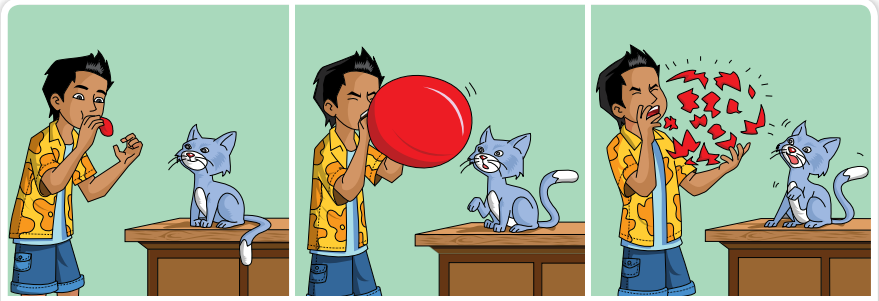
Lesson 4
Describing Cause and Effect

Learning Target **Understanding cause-and-effect relationships will help you understand how and why events happen.**

Read A heavy storm hits, and a large tree falls. The storm is the **cause,** or the reason the tree falls. The fallen tree is the **effect,** or what happens as a result of the storm. The connection between these two events is an example of a cause-and-effect **relationship.** Understanding cause and effect can help you see how events and ideas are related.

Writers often use words such as *because*, *if/then*, *since*, *so*, *therefore*, and *as a result* to signal and explain a cause-and-effect relationship.

Read this cartoon. What cause-and-effect relationship do you see?



Henry got a balloon at the party. | Henry blew up the balloon. | The balloon popped because Henry blew it up too much.

English Language Learners
Build Meaning

Frontload Academic Talk To talk about cause-and-effect relationships effectively, students need to be able to recognize and use signal words.

- Reread the last panel of the cartoon: *The balloon popped because Henry blew it up too much.* Write the sentence on the board. Underline the word *because*. Talk about the cause and effect shown.
- Rewrite the sentence using different signal words: *<u>If</u> Henry blows up the balloon too much, <u>then</u> it will pop. <u>Since</u> Henry blew up the balloon too much, the balloon popped. Henry blew up the balloon too much, <u>so</u> it popped.*

Genre Focus
Science Article

A science article is a type of informational text that presents information about a science topic. Photographs, diagrams, maps, or sidebars often provide additional information about the topic. Writers of science articles may include subheads to show the important ideas in the text. Science articles often contain cause-and-effect relationships to help explain the topic and show how the ideas are related.

Provide some examples of science articles from magazines such as *Ask*, *Kids Discover*, *Muse*, *National Geographic Kids*, and *Ranger Rick*.

Think Look at the cartoon again. Fill in this cause-and-effect chart to tell what happened.

Cause (Why It Happened)	Effect (What Happened)
The boy blows up the balloon too much.	The balloon bursts.

Write one or two sentences describing what happened. Use words such as *because*, *so*, or *as a result* to show cause and effect.

Sample response: The boy blew up the balloon too much, so the balloon exploded.

Talk Imagine there is a fourth box in the cartoon. What do you think the cat would do? Why? Describe that cause and effect. Use a signal word in your description.

Academic Talk
Use these words to talk about the text.
- cause
- effect
- relationship

Monitor Understanding

If... students struggle to identify cause-and-effect relationships,

then... model concrete examples for students, such as turning on the light at the switch, trying to read a book that is upside down, or writing legibly. Ask students to describe the cause-and-effect relationship in each example.

- **What happened? What is the effect?** *(The light came on. I can't read the book. I can read my writing.)*
- **Why did it happen? What is the cause?** *(You turned on the switch. The book is upside down. I wrote neatly.)*

Ask students to use the signal words to combine each cause and effect.

Think

- Read aloud the Think section. Explain that the Cause and Effect Chart will help them organize the information that they find in the cartoon.
- Have partners complete the chart together. Remind students to use the details in the text and illustrations in the cartoon to explain what happened and why it happened.
- As students work, circulate and provide assistance as needed. Then ask volunteers to share what they wrote in their charts.
- Make certain that students understand that the effect, or what happened, is that the boy's balloon popped. The cause, or why it happened, is that he blew up the balloon too much.

Talk

- Read aloud the Talk prompt.
- Have partners discuss what the cat might do next and why. Encourage students to use a signal word or phrase in their responses; for example, *The cat might try to play with the pieces of the balloon because it thinks the boy is playing a game.*
- Remind them to listen carefully to their partner and then build on what their partner said. Use the Talk Routine on pp. A52–A53.

Quick Write Have students write a response to the following prompt:

Write a cause-and-effect relationship. Tell what it is. Then explain what happens and why that happens.

- You may wish to share some situations, such as *dropping an ice cream cone, tripping on a rock, planting seeds in a garden,* or *it's snowing outside.*

Monitor Understanding

Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the Academic Talk words in their explanations.

Next, we'll read a science article and continue to explore cause-and-effect relationships. Being able to recognize what happens and why will help you better understand what the article is about.

Modeled and Guided Instruction

Get Started

Today you will read a science article. First, you'll read to understand what the author says. Then you'll read to identify and understand the cause-and-effect relationships in the article.

Read

- Read aloud the title of the article and the name of the author, and call attention to the diagram. Ask students to predict what the article will be about.
- Have students read the article independently. Encourage them to circle any confusing words and phrases. Remind students to look inside, around, and beyond each unknown or unfamiliar word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of confusing words and phrases. Use the questions below to check understanding. Encourage students to include details from the text in their answers.

Did the author talk about what you predicted before you read the selection?

What is water vapor? *(invisible water in the air)*

Look at the diagram. How does a cloud form? *(Warm air rises. Water vapor turns into droplets. The droplets form a cloud)*

What is the article mostly about? *(the water cycle)*

English Language Learners

- **Word Learning Strategy**

Explore

- Read aloud the Explore question on p. 55. Tell students they will closely reread the article with a partner to look for cause-and-effect relationships.
- Have students read aloud the Close Reader Habit on p. 54. Remind students that underlining text evidence is a habit of close and careful readers.

TIP Point out that if a paragraph contains cause-and-effect relationships, the author will usually use signal words to show these. You may wish to model locating a signal word and reviewing how it is used.

Read

Genre: Science Article

Cloudy with a Chance of Cats and Dogs

by Nicole Sheffler

1 You may have heard the saying, "It's raining cats and dogs out there!" But what's really going on up in the sky? Read on to find out.

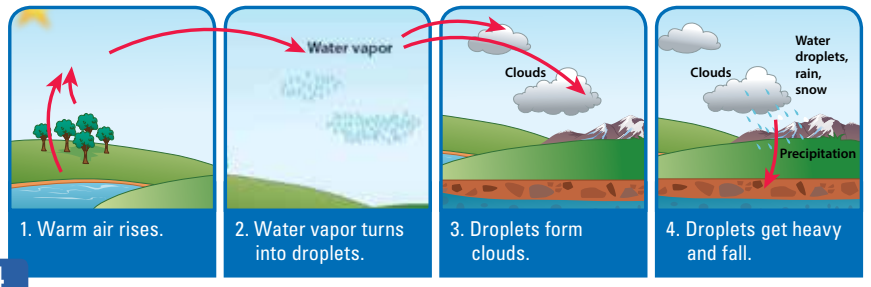
2 Rain comes from clouds. But where do the clouds come from? First, it's important to understand that all air contains water. This invisible water is called water vapor. When warm air rises, it cools down. Cool air can't hold as much water vapor as warm air. So the vapor grabs a ride on tiny pieces of dust in the air. The vapor forms water droplets around the bits of dust. A cloud is formed when billions of these water droplets come together.

3 Inside a cloud, the water droplets move around very quickly. When they move they may bump into each other. As a result, they may stick together. If they stick together, then they start to get bigger. When they get bigger, they get heavier. Sometimes they get too heavy for the cloud to hold them. Then they fall to the ground as rain. If it's cold outside, then they fall as snow.

4 Much of this rain and snow falls all the way back down to the ground. Then the whole process starts over again.

Close Reader Habits

Underline words and phrases that signal cause and effect. How do they help you understand how the ideas are connected?



54

English Language Learners

Develop Language

Idioms Introduce students to idioms. Explain that the meanings of some phrases don't mean exactly what the words say. Offer an example of an idiom.

At the end of the school day, suppose I said, "School's over. It's time to hit the road." What do I mean by "hit the road"?

- Guide students to understand that the phrase doesn't mean that you are really going to hit the road with a stick but that you are going to leave.
- Close by emphasizing to students that it's important to know what an idiom means because it will help them understand the text.

Word Learning Strategy

Use Context Clues

- Reread the first sentence of the passage.

What do you think "It's raining cats and dogs out there!" means? What is the topic of this text? What kind of storm would that sentence describe?

- Guide students to understand that the phrase means a heavy rainstorm. It does not mean that there are literally cats and dogs dropping from the sky.
- Then reread the title. Ask students what they think it means.

How could you rewrite the title so it means exactly what each word says? *(Cloudy with a Chance of Heavy Rain)*

L.3.5a

Explore **How do cause-and-effect relationships help explain how rain is formed?**

When you read, pay attention to how and why things happen. This will help you spot causes and effects.

Think

1 Finish this chart to show cause-and-effect relationships from the article about rain.

Cause	Effect
Warm air rises.	The air cools down.
Cool air can't hold as much vapor as warm air.	The water vapor attaches itself to dust to form droplets.
Billions of droplets come together.	A cloud is formed.
The droplets stick together and get heavier.	They fall to the ground as rain or snow.

Talk

2 Work with a partner to explain each cause-and-effect relationship from the chart. Use signal words to show how the ideas are connected.

Write

3 **Short Response** What happens inside a cloud that causes rain or snow to fall? Use signal words to explain the cause-and-effect relationship. Use the space provided on page 58 to write your answer.

HINT Begin by making a list of the key details in paragraph 3 of the article.

Think Aloud

- I know that the cause is why something happened and the effect is what happened. I need to remember the difference as I reread to gather text evidence.
- First I need to find the effect, or what happened, of warm air rising. I will look in the article to see where the writer talks about warm air rising.
- Here it is in paragraph 2: *When warm air rises, it cools down*. I'll underline *When warm air rises*. I know this is the cause, so this is why something happens. I'll ask myself what happens, or what the effect of this is. I think the effect is that *it cools down*, meaning that the warm air cools down. I'll draw a box around *it cools down*.
- I can check this by using signal words to rewrite the sentence: *When warm air rises, the effect is that the air becomes cooler.* The revised sentence makes sense, and it says what the original sentence says. This proves the cause-and-effect relationship. I'll write *The air cools down.* in the first Effect box of the chart.
- In the next row of the chart, we see the Effect. So we know what happens. You and your partner need to go back to the text to figure out why this happens.

Think

- Read aloud the Think section. Explain to students that you will reread the first two paragraphs of the article. Then you will model how to find text evidence to fill in the chart. Use the **Think Aloud** below to guide your modeling.
- Revisit the Explore question. Guide students to determine that they need to look for more details to complete the chart.
- Have students work with a partner to continue rereading the passage and to complete the Cause and Effect Chart. Remind students that the Buddy Tip will help them find the information they need.
- Ask volunteers to share their completed charts.
- Make certain students understand how each cause-and-effect relationship in the chart leads to the next one.

Talk

- Read aloud the Talk prompt. Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students use signal words as they discuss the connection between the ideas in their charts.
- Ask volunteers to share their understandings with the class.

Write

- Ask a volunteer to read aloud the Write prompt. Have students explain what the prompt is asking them to do.
- Read aloud the HINT, and remind students to use it and the information in their charts to write an explanation of what causes rain or snow to fall.
- Have students write their responses on p. 58.
- Use Review Responses on p. 58 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how recognizing the cause-and-effect relationships in the text helped them understand why it rains and snows.

Guided Practice

Get Started

Today you will read another science article. First you will read to understand what the article is about. Then you will reread with a partner to identify cause-and-effect relationships.

Read

- Read aloud the title of the passage. Ask students to share what they know about deserts. See the Build Background note at the bottom of this page.
- Ask students to describe the photograph on p. 56. **What do you predict this selection will be about?**
- **Read to Understand** Have students read the article independently to understand what the text says. Remind them to circle any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of confusing words and phrases. Use the questions below to check understanding. Encourage students to include details from the text in their answers.

  Was your prediction correct?

  What is the article about? *(Cold deserts in the world)*

  Where do cold deserts exist? *(Asia, Africa, South America, China, the United States, and Antarctica)*

  What makes Antarctica a desert? *(It actually gets very little snow or rain.)*

  What causes a rain shadow desert? *(Large mountains block rain or snow from reaching a place.)*

● Build Background

● Word Learning Strategy

- **Read to Analyze** Have students read aloud the Close Reader Habit on p. 56. Remind students that underlining text evidence is an action of close and careful readers.
- Tell students they will closely reread the article with a partner and look for cause-and-effect relationships.
- Have students reread the article with a partner and discuss what they learn about cold deserts.

Read

Genre: Science Article

from

Frozen Deserts

by Heidi Deal, *AppleSeeds*

1 In spite of our image of deserts, some are freezing cold and covered with ice and snow. Cold deserts exist all over the world. They are found in Asia, Africa, South America, China, and even the United States.

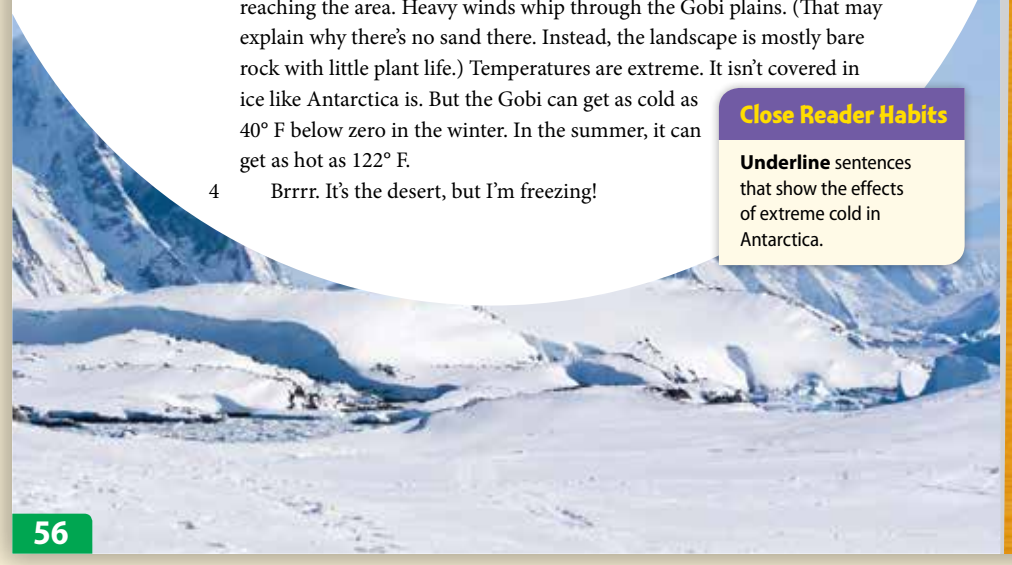
2 The coldest place on Earth, Antarctica, is considered a desert. It gets very little snow or rain. When it snows, the snow never melts. Instead, it forms ice sheets that build up over time. This creates ice shelves and icebergs. It's too cold for plants. Only a few mosses and algae grow there. And people can't live there for long periods of time.

3 Another frozen desert, the Gobi, reaches from Mongolia to China. It is still expanding. The Gobi Desert is called a rain shadow desert. A large mountain range, the Himalayas, blocks the wet weather from reaching the area. Heavy winds whip through the Gobi plains. (That may explain why there's no sand there. Instead, the landscape is mostly bare rock with little plant life.) Temperatures are extreme. It isn't covered in ice like Antarctica is. But the Gobi can get as cold as 40° F below zero in the winter. In the summer, it can get as hot as 122° F.

4 Brrrr. It's the desert, but I'm freezing!

Close Reader Habits

Underline sentences that show the effects of extreme cold in Antarctica.



● Build Background

Characteristics of the Desert

- They have ten inches or less of rain in a year.
- There isn't much water for animals to drink.
- Many times, the rain evaporates before it can hit the ground!
- They are very hot during the day but very cold at night.
- The Sahara Desert is the largest hot and dry desert in the world.
- The animals that live in the desert have bodies that require very little water.
- Many animals bury themselves in the ground during the day because it's so hot and then hunt for food at night.
- Some desert animals include birds (road runners and owls), snakes, lizards, scorpions, and camels.

● Word Learning Strategy

Use Context Clues

- Discuss the meaning of the word *extreme* in paragraph 3: *Temperatures are extreme.*

  What does the word *extreme* means as it is used in this sentence? *(outside of what is ordinary or expected)*

  What words in the sentence help you figure out the meaning? *(the difference between the high and low temperatures)*
- Point out that authors often give examples to illustrate an extreme, such as Heidi Deal did when she included the high and low temperatures in the Gobi. Ask students to talk about how those examples provide context and help them understand the extremes of temperature in the Gobi Desert. **L.3.4a**

Think

Remember that one cause can have many effects, and one effect may have many causes.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A
In Antarctica, why do ice sheets build up over time?

- **A** because Antarctica gets very little snow or rain
- (B) because when it does snow, the snow doesn't melt
- **C** because there are few plants to stop the ice from forming
- **D** because there aren't enough people to break up the ice

Part B
What are **two** other effects of the extreme cold in Antarctica?

- (A) Ice shelves and icebergs form.
- **B** The plants become tougher and stronger.
- **C** It snows all the time.
- **D** Strong winds blow away any snow.
- (E) People can't stay there long.
- **F** There is no snow.

Talk

2 Reread paragraph 3 and discuss with a partner what the Gobi Desert looks like. What is one possible reason that there is no sand in the Gobi Desert?

Write

3 **Short Response** Why is the Gobi Desert a desert? Explain at least two cause-and-effect relationships that might have caused this. Use the space provided on page 59 to write your answer.

HINT What effect do the Himalayas have on the area where the Gobi Desert formed?

● Integrating Standards

Use the following questions to further students' understanding of the article:

- **Why is there little plant life in Antarctica and the Gobi Desert? Use evidence from the text to identify at least one cause-and-effect relationship that might have caused this.** *(Antarctica is very cold, and there is little snow or rain available for plants to use, so most plants can't live there. Because of the wind and extremes in temperature in the Gobi Desert, most plants can't live there.)*
  DOK 3 **RI.3.8**
- **What is this article mostly about?** *(what causes frozen deserts and how difficult it is to live there)*
  DOK 2 **RI.3.2**

● Monitor Understanding

If... students have difficulty finding text evidence to answer item 1,

then... use a Cause and Effect Chart that shows one cause and multiple effects. Work with students to transfer the information they underlined in paragraph 2 into the correct boxes in the chart. Make certain students understand that the Cause box should indicate that Antarctica is a frozen desert.

Think

- Have partners work to complete item 1, Parts A and B. Draw their attention to the boldface word **two** in Part B.

TIP Students may have difficulty understanding that one cause can have many effects. If needed, display the chart on p. TR14 to facilitate your explanation.

Answer Analysis

When students have finished, discuss responses.

1 **Part A**

The correct choice is B. This article states explicitly that instead of snow melting, ice sheets build up over time.

- **A** does not explain how or why the ice sheets form. **C** and **D** are incorrect. Nothing in the article connects the plants and people to the formation of the ice sheets.

Part B

The correct choices are A and E. Both are explicitly presented as effects in the article.

- **B** is incorrect because although readers may infer that the few plants are tough, the article doesn't provide that information. **C** and **F** are incorrect because the article states that there is *little* snow or rain. So it doesn't snow constantly, and there is at least a small amount of rain. **D** is incorrect because the strong winds are mentioned in the paragraph about the Gobi Desert.

DOK 3

● **Monitor Understanding**

● **Integrating Standards**

Talk

- Have partners discuss the prompt. Remind them to focus on the Gobi Desert and to look for cause-and-effect relationships related to the Gobi Desert's lack of sand.

Write

- See p. 59 for instructional guidance.

Wrap Up

- Ask students to recall the Learning Target. Discuss how understanding the cause-and-effect relationships helped them understand more about frozen deserts.

Introduction

- Read aloud the Introduction. Have students define the word *adverb* and identify the adverbs in the examples.

  The adverbs in this lesson end with *-ly* and tell how or in what way an action is done. Remember that an adverb is a word that tells something about a verb.

- Place two chairs at the front of the room. Label one chair *verb* and the other chair *adverb*.
- Have two students sit in the chairs. Ask the student in the *verb* chair to name a verb and the student in the *adverb* chair to name an adverb that describes the verb.
- Ask volunteers to use the verb and adverb in sentences. Then have the students in the chairs choose others to take their places. Continue with a new verb/adverb pair.

Guided Practice

- Have students work with a partner.
- As students complete the activity, help them identify the verb that each adverb modifies.

Extend Learning

Include Adverbs in Sentences

Ask students to write simple sentences about things they and their classmates do, for example:

- We ride bikes.
- We talk with friends.
- We help our parents.
- We play ball.

Next, have students think of and add different adverbs like these to the sentences to describe how the actions are done: *carefully, gladly, loudly, cleverly, quickly, safely.*

Lesson 5
Adverbs

MS CCRS L.3.1a: Explain the function of . . . adverbs in general and their functions in particular sentences.

Introduction An **adverb** is a word that tells something about a verb, or action.

Many adverbs end in *-ly* and tell *how* or *in what way*. When you write, you can use adverbs to help your readers picture clearly what is happening.

The batter quickly ran to first base. The umpire watched the runner closely.

- The adverb *quickly* describes the verb *ran*. It tells how the batter ran.
- The adverb *closely* describes the verb *watch*. It tells in what way the umpire watched.

Guided Practice

Underline the adverb in each sentence. Draw an arrow from the adverb to the verb that it tells about.

HINT An adverb can come either before or after the verb it describes. A sentence might say *walked slowly*, or it might say *slowly walked*.

1. Jasmine nervously stood at home plate.
2. Her family shouted her name loudly.
3. She carefully rested the bat against her shoulder.
4. The pitcher gripped the ball tightly and then threw it.
5. Jasmine hit the ball sharply, and it soared toward left field.
6. A player tried to catch the ball but accidentally dropped it.
7. Jasmine easily slid into home base.
8. Her whole team cheered wildly!

Independent Practice

For numbers 1–3, choose the word in the sentence that is an adverb.

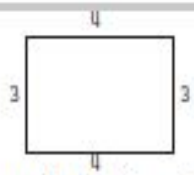
1. The crowd clapped excitedly when Jasmine hit the home run.
   - A crowd
   - B clapped
   - (C) excitedly
   - D hit
2. The coach told Jasmine that she had hit the ball perfectly.
   - A coach
   - B told
   - C ball
   - (D) perfectly
3. Jasmine's brother waved proudly and jumped from his seat.
   - A waved
   - (B) proudly
   - C jumped
   - D seat

For numbers 4 and 5, choose the word that the underlined adverb describes.

4. Jasmine smiled shyly when she saw her family.
   - (A) smiled
   - B saw
   - C Jasmine
   - D family
5. She quickly jogged back to the bench and sat down.
   - (A) jogged
   - B back
   - C bench
   - D sat

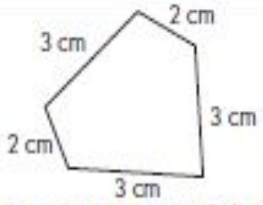
Name_____

Week #34 Assessment

1. 

Draw square units to show the area of the rectangle.

A = _____ sq. units

2. 

What is the perimeter of this shape?

_____

3. A butterfly weighs about

   A. 100 grams.
   B. 1 gram.
   C. 10 grams.

4. Jose parks at 5:20. He only has two quarters to put in the parking meter which will pay for 30 minutes each. What time should he be back at his car?

   _____

5. Write the missing numbers to complete the pattern.

   204, 208, 212, _____, _____, _____

6. Round each number to the nearest 10. Then, subtract

   547 – 265 is about _____

7. 4 × 7 = 28

   Write a related multiplication sentence.

   _____

8. Vince has 6 bags of marbles. Each bag holds 5 marbles. How many marbles does Vince have in all?

   _____

9. 5 × _____ = 40

   _____ × 6 = 12

   24 ÷ _____ = 8

10. 982 – 398 =

Add within 1,000—Skills Practice

Name: _____

Add. Regroup twice if necessary. **Form B**

1 272 + 242	2 269 + 166	3 437 + 450	4 144 + 192	5 128 + 821
6 273 + 378	7 175 + 113	8 543 + 432	9 269 + 69	10 354 + 308
11 191 + 471	12 225 + 276	13 138 + 342	14 312 + 444	15 137 + 185
16 558 + 158	17 121 + 63	18 236 + 346	19 184 + 675	20 136 + 138
21 367 + 477	22 103 + 199	23 333 + 432	24 372 + 32	25 159 + 528

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup if necessary. **Form B**

1 462 − 124	2 590 − 340	3 359 − 165	4 151 − 23	5 616 − 552
6 512 − 206	7 683 − 542	8 294 − 227	9 837 − 144	10 765 − 255
11 862 − 680	12 166 − 71	13 999 − 678	14 491 − 119	15 263 − 105
16 254 − 153	17 418 − 64	18 784 − 715	19 399 − 75	20 525 − 250
21 656 − 574	22 894 − 361	23 413 − 208	24 639 − 193	25 574 − 236

Subtract within 1,000—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. 97 − 2 = _____
2. 597 − 2 = _____
3. 98 − 2 = _____
4. 598 − 2 = _____
5. 99 − 2 = _____
6. 599 − 2 = _____
7. 100 − 2 = _____
8. 600 − 2 = _____
9. 101 − 2 = _____
10. 601 − 2 = _____

Set B

1. 200 − 100 = _____
2. 400 − 100 = _____
3. 700 − 100 = _____
4. 200 − 101 = _____
5. 400 − 101 = _____
6. 700 − 101 = _____
7. 200 − 102 = _____
8. 400 − 102 = _____
9. 700 − 102 = _____
10. 200 − 103 = _____
11. 400 − 103 = _____
12. 700 − 103 = _____

Describe a pattern you see in one of the sets of problems above.

_____

_____

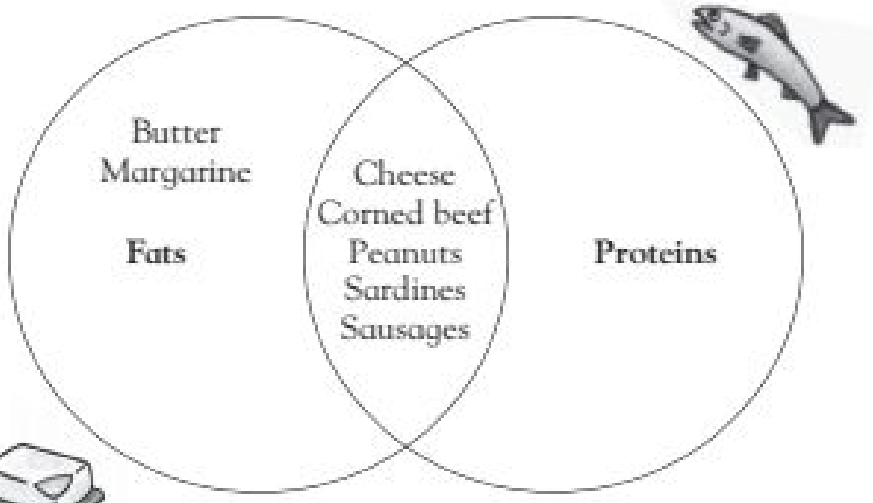
Staying healthy

Background knowledge

All living things need food and water to stay alive. Foods such as milk, meat, fish, eggs, and nuts contain *proteins* that help you grow. Other foods, such as fruit, bread, and pasta, contain *carbohydrates* that give you energy to move and play. Fats such as oil, butter, and margarine also give you energy. Fruits and vegetables contain important *vitamins* and *minerals* that keep you healthy.

Science activity

Here are some of the foods that Jeremy found in the kitchen. He read the labels to find out which foods contain fats and which contain proteins.



Do any of the foods contain mainly fats? If so, which ones?

.....

.....

Do any of the foods contain mainly proteins? If so, which ones?

.....

.....

Which foods will help Jeremy to grow?

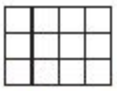
.....

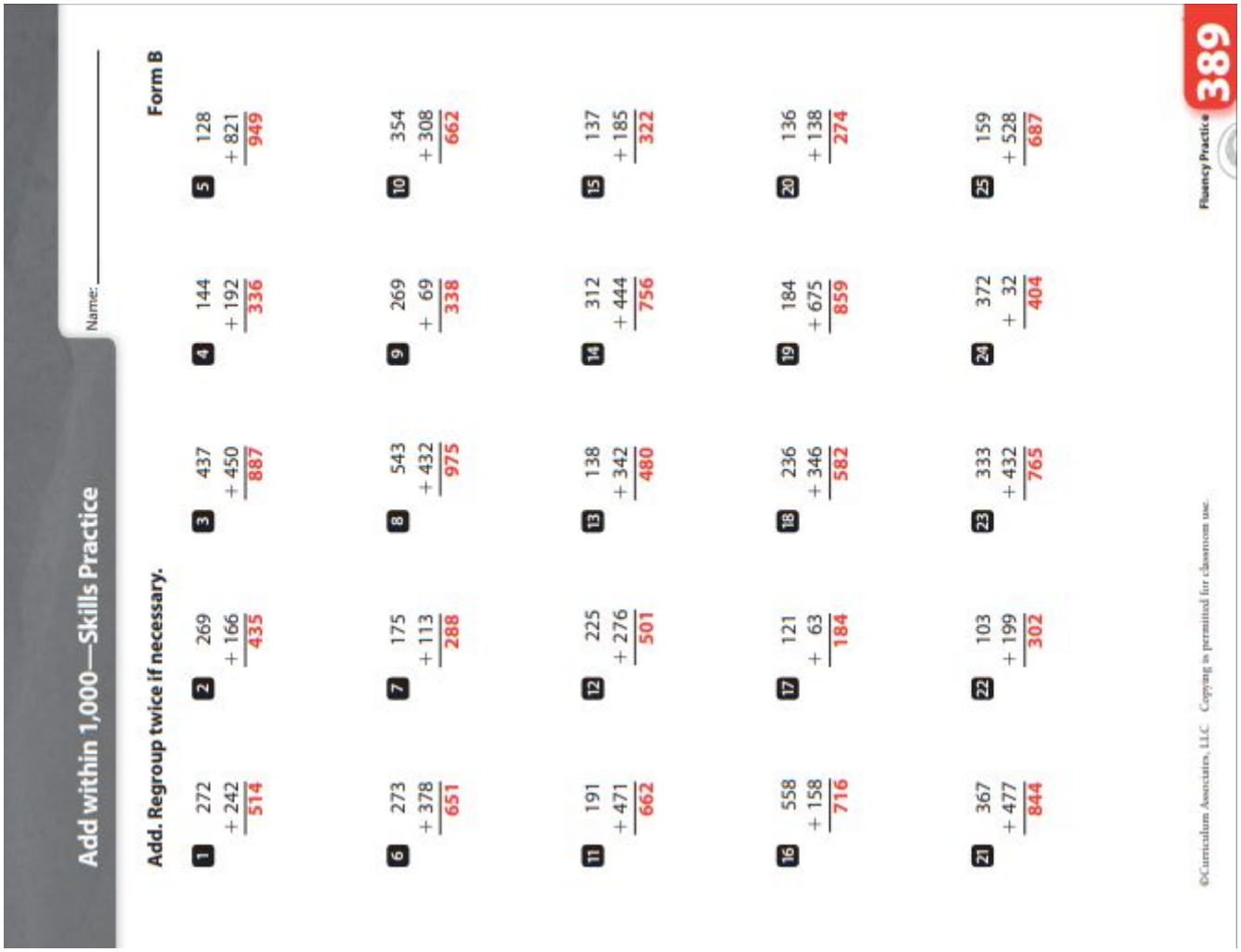
.....

Science investigation

Keep a log of what you eat for one week. Draw pictures of the food and the size of your portions. How healthy is your diet? Could you make it healthier?

Page 76

1.  12; 2. 13 cm; 3. B; 4. 6:20; 5. 216, 220, 224; 6. 280; 7. 7 × 4 = 28; 8. 30 marbles; 9. 8, 2, 3; 10. 584



Add within 1,000—Skills Practice

Name: _____

Form B

Add. Regroup twice if necessary.

1. 272 + 242 = 514	2. 269 + 166 = 435	3. 437 + 450 = 887	4. 144 + 192 = 336	5. 128 + 821 = 949
6. 273 + 378 = 651	7. 175 + 113 = 288	8. 543 + 432 = 975	9. 269 + 69 = 338	10. 354 + 308 = 662
11. 191 + 471 = 662	12. 225 + 276 = 501	13. 138 + 342 = 480	14. 312 + 444 = 756	15. 137 + 185 = 322
16. 558 + 158 = 716	17. 121 + 63 = 184	18. 236 + 346 = 582	19. 184 + 675 = 859	20. 136 + 138 = 274
21. 367 + 477 = 844	22. 103 + 199 = 302	23. 333 + 432 = 765	24. 372 + 32 = 404	25. 159 + 528 = 687

Subtract within 1,000—Repeated Reasoning

Name: _____

Find place value patterns.

Set A

1. 97 − 2 = 95
2. 597 − 2 = 595
3. 98 − 2 = 96
4. 598 − 2 = 596
5. 99 − 2 = 97
6. 599 − 2 = 597
7. 100 − 2 = 98
8. 600 − 2 = 598
9. 101 − 2 = 99
10. 601 − 2 = 599

Set B

1. 200 − 100 = 100
2. 400 − 100 = 300
3. 700 − 100 = 600
4. 200 − 101 = 99
5. 400 − 101 = 299
6. 700 − 101 = 599
7. 200 − 102 = 98
8. 400 − 102 = 298
9. 700 − 102 = 598
10. 200 − 103 = 97
11. 400 − 103 = 297
12. 700 − 103 = 597

Describe a pattern you see in one of the sets of problems above.

Answers will vary. Students may see in Set B that when you subtract 101 from any number of hundreds the answer is two fewer hundreds and 99.

Subtract within 1,000—Skills Practice

Name: _____

Subtract. Regroup if necessary. **Form B**

1. 462 − 124 = 338
2. 590 − 340 = 250
3. 359 − 165 = 194
4. 151 − 23 = 128
5. 616 − 552 = 64
6. 512 − 206 = 306
7. 683 − 542 = 141
8. 294 − 227 = 67
9. 837 − 144 = 693
10. 765 − 255 = 510
11. 862 − 680 = 182
12. 166 − 71 = 95
13. 999 − 678 = 321
14. 491 − 119 = 372
15. 263 − 105 = 158
16. 254 − 153 = 101
17. 418 − 64 = 354
18. 784 − 715 = 69
19. 399 − 75 = 324
20. 525 − 250 = 275
21. 656 − 574 = 82
22. 894 − 361 = 533
23. 413 − 208 = 205
24. 639 − 193 = 446
25. 574 − 236 = 338

STUDENT ANSWER KEY:

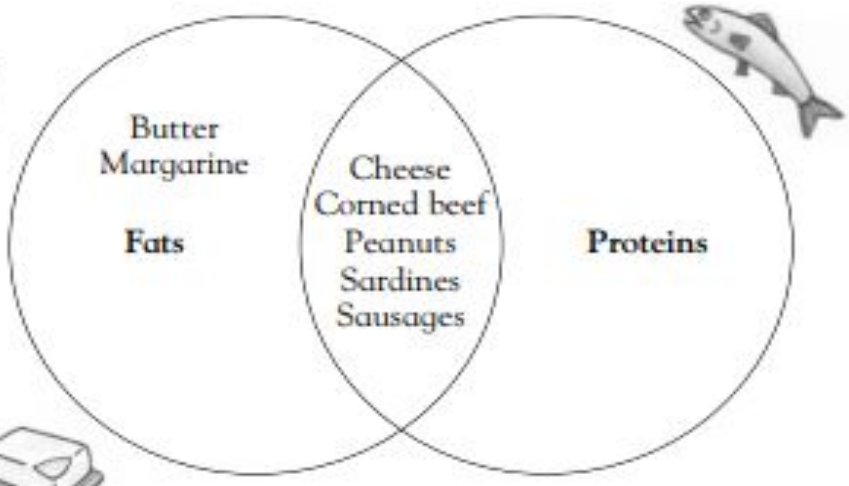
Staying healthy

Background knowledge

All living things need food and water to stay alive. Foods such as milk, meat, fish, eggs, and nuts contain *proteins* that help you grow. Other foods, such as fruit, bread, and pasta, contain *carbohydrates* that give you energy to move and play. Fats such as oil, butter, and margarine also give you energy. Fruits and vegetables contain important *vitamins* and *minerals* that keep you healthy.

Science activity

Here are some of the foods that Jeremy found in the kitchen. He read the labels to find out which foods contain fats and which contain proteins.



Do any of the foods contain mainly fats? If so, which ones?

Butter and margarine

Do any of the foods contain mainly proteins? If so, which ones?

No

Which foods will help Jeremy to grow?

Cheese, corned beef, peanuts, sardines, and sausages

Science investigation

A balanced diet is very important, particularly for a growing child.