

# MAKING CONNECTIONS

We can also make connections in **historical texts**.

These are the following:

- Tell you about the past
- Explain why
- Explain why

Identifying events helps

# MAKING CONNECTIONS

Here are some **historical text** examples of **cause** and **effect**.

**Cause**

The Dust Bowl

**effect**

farmers could no longer grow crops or keep livestock because the soil had turned to dust.

**effect**

storms buried houses in dust and made it hard for people to breathe.

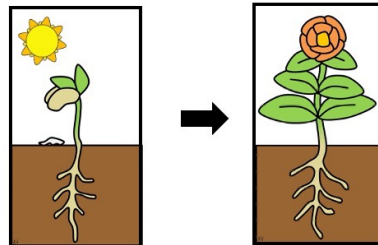
Not So Wilmsy Teacher

# MAKING CONNECTIONS

Events in a text are sometimes connected because one event **causes** another.

The **effect** is what happened. The **cause** is what made it happen.

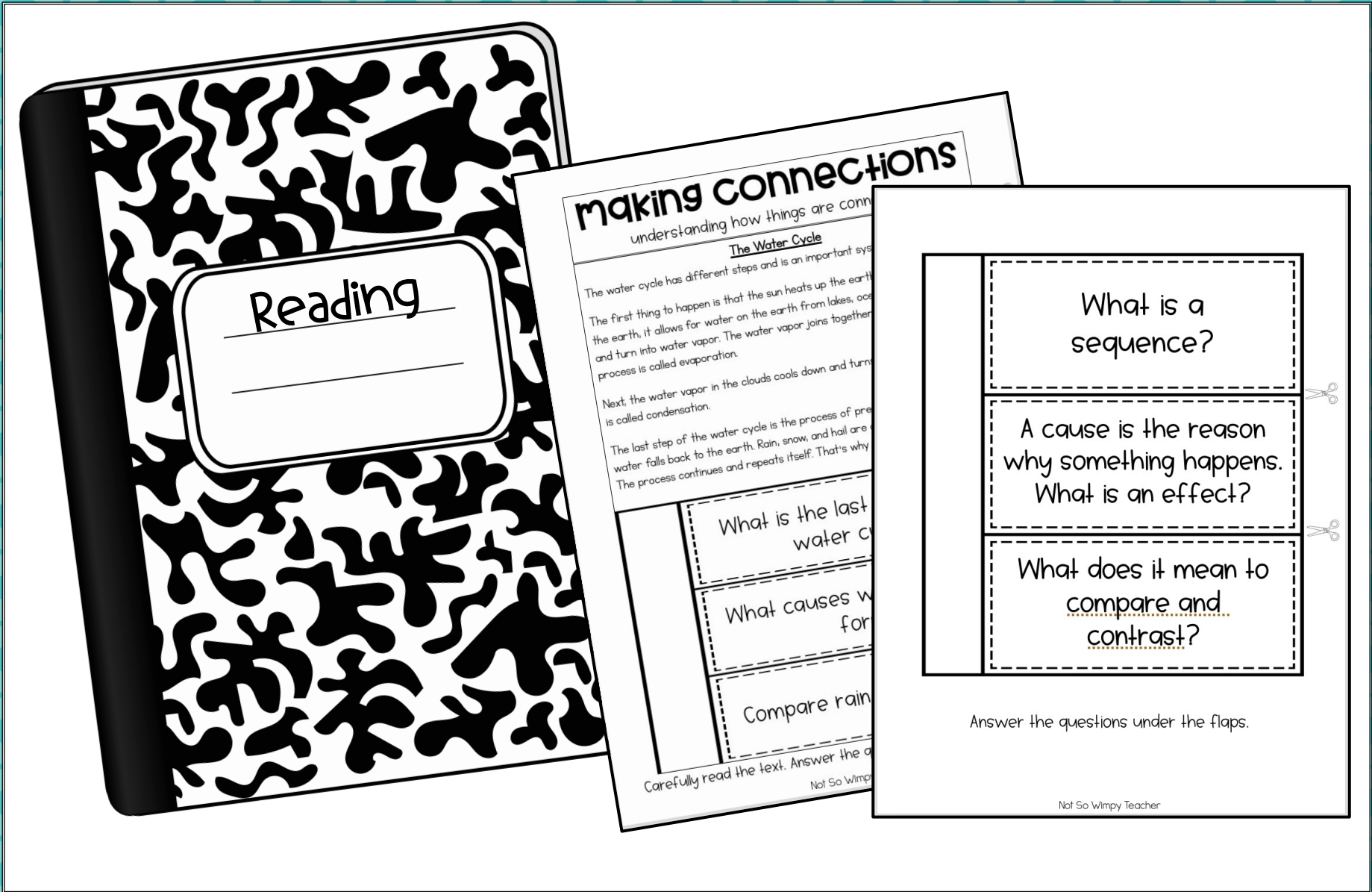
The sunlight caused the flower to grow.



The effect of the sunlight was the flower growing.

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# PowerPoint to Introduce the Skill



# 2 Interactive Notebook Activities



# Nonfiction MAKING CONNECTIONS



## CENTER ONE

Carefully read "Making S'mores". In your recording book, write the sequence for making s'mores. Look for words like "first", "next", "then", and "finally" to help you.



## CENTER TWO

Read the cards, and match them to the correct terms. Write your answers in your recording book.



## CENTER THREE

Read each card carefully. Answer the question on each card to make connections with the text. Write your answers in the recording book.



## CENTER FOUR

Read the passage about the scientific method in your recording book. Using colors, underline the steps on the cards.



## CENTER FIVE

- Choose a nonfiction book, passage, or article, and carefully read the text. Write the answers to the questions on the card in your recording book. Check your work.
- Read a new text, and answer the same questions for the second text.



# 5 Centers with a Recording Book

# 1 MAKING CONNECTIONS

## CENTER ONE



### Making S'mores

A long weekend is the perfect time to go on a camping trip. The best part of a camping trip is making s'mores! All you need is a fire, ingredients, and the perfect stick!

First, gather the ingredients! You need two graham cracker squares, chocolate, and a marshmallow. Then, place the chocolate on one graham cracker. You will need the other graham cracker later.

Next, roast your marshmallow by placing it on the stick and putting it in the fire. Be careful not to keep your marshmallow near the flames for too long because it might catch on fire and burn! Some people like burnt marshmallows, but most people like them lightly toasted. When it becomes the perfect golden brown, you're almost done!

Now, place the marshmallow on top of the chocolate. The heat from the marshmallow will cause the chocolate to start to melt! Then, place the other graham cracker on top. Finally, pull out the stick. You are now ready to enjoy your delicious masterpiece!

# 2 WORD MATCH

sequence

## CENTER TWO



what happened and what made it happen **c**

text that tells you about people, places, and events in the past **c**

to find how things are alike and different **b**

# 3 MAKE CONNECTIONS

## CENTER THREE



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Effect:

Louis Braille was born in 1809. At a young age, he was in an accident that caused him to become blind. When Louis was 15 years old, he invented a system that now allows blind people to read and write using raised dots. This system is called Braille.

What effect did Louis Braille have on the blind community?



Clara Barton helped nurse soldiers in the American Civil War and earned the nickname "the angel of the battlefield". In 1881, she founded the American Red Cross. She not only wanted to help victims of wars but disasters, too.

Since then, the American Red Cross has helped bring relief to and save the lives of millions of people.

What effect has the American Red Cross had on people?



# 4 COLOR THE SEQUENCE

## The Scientific Method

When scientists want to experiment to learn

about a method.

They ask

what

they want

to

do.

They follow

the

steps to

learn

what

happens.

The

scientist

then makes

what

happens.

## CENTER FOUR



What is the third step?

Underline the answer in green.

Finally, the

scientist

shares the

results with

What is the final step?

Underline the answer in purple.

What is the fourth step?

Underline the answer in orange.



# 5b READING RESPONSE

Text: \_\_\_\_\_

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## CENTER FIVE

a. Choose a nonfiction book, passage, or article, and carefully read the text. Write the answers to the questions on the card in your recording book. Check your work.

b. Read a new text, and answer the same questions for the second text.

Using complete sentences and evidence from the text, explain what event happened first in the text. Can you compare

## CHECKING MY WORK

- I completely answered the question.
- I restated part of the question in my answer.
- I used evidence from the text to prove my answer.
- I edited my work for spelling and punctuation.



## Making Pizza

### Making Connections

Dough, sauce, and cheese... what can these ingredients do? List a few steps needed to create a delicious pizza.

Let's start by making the crust! First, combine yeast, flour, and water in a large bowl. Then, stir until it's all mixed together. This mixture is covered in a warm area. After the dough has been sitting for a while, use a rolling pin to make the dough into a circle. Put flour on the surface to get sticky. Now, put the dough on a pizza pan. This marks the beginning of the fun!

Time for the fun part! Start preparing your pizza. Sprinkle toppings on top. Some people love a super saucy pizza. Others prefer to use a thin crust with sauce on the outer rim of the pizza. Keep the edge safe!

It's time the pizza is almost done! Add the cheese and toppings to choose from. Pepperoni, extra cheese, vegetable toppings. After all of the toppings and cheese are spread on top, it's time to bake!

The pizza should go in the oven for about 15-20 minutes. When the crust is crispy, and the cheese is melted, it's ready to eat!

The final step is to enjoy your pizza!

1. After you roll out the dough, what is the next step to make a pizza?

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2. What would happen if you forgot to put flour on your pizza?

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3. Which of the following is NOT a step to make pizza?

- a. Combine the ingredients in a bowl.
- b. Cut the dough into slices.

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## Habitat

### Making Connections: Compare

There are so many different types of habitats in the world. Habitats include animals, and climates. Deserts and rainforests are two types of habitats.

An important feature of deserts is that they are very dry. It does not get much rain in deserts. This means that there are not very many plants in deserts. Rainforests have a lot of rain there! It is very humid in rainforests. There is a lot of water in the air that we cannot see. We can feel when the air is humid. In rainforests, the temperature is hot throughout the year. In deserts, the temperature is very hot during the day. The temperature is very cool at night.

The soil is very dry in a desert. This means that not many plants can grow in a desert. Desert plants are cactuses, grasses, and shrubs. There are not many trees in a desert. Rainforests have many plants. Rainforests can be over 100 feet high!

Both habitats have animals that live there. Tigers, sloths, snakes, and monkeys live in rainforests. Lizards, meerkats, and geckos are some animals that live in deserts. Animals in the desert have to deal with hot temperatures. They store up water for later or drink little water. Camels can survive in the desert. Animals in the rainforest have to deal with many large predators. Predators in the rainforest use camouflage to try to blend in with the rainforest.

Deserts and rainforests are both very important habitats to our planet.

1. Name one way that deserts and rainforests are alike.

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2. Animals in both rainforests and deserts face challenges in their habitats. Name one challenge.

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3. Which of the following would you most likely find in a rainforest?

- a. a saguaro cactus
- b. humid weather
- c. camels
- d. meerkats

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## The Gold Rush

### Making Connections: Cause and Effect

Do you know why more than 300,000 people traveled to California in 1848 and 1855? They came in search of shiny gold!

James Marshall was the first person to find gold in California. James found the gold while he was building a sawmill. A sawmill is a place to chop big pieces of wood.

Other people found out about the gold. The idea of gold and riches made people excited and curious! This meant that many prospectors hurried to California to find gold, too. A prospector is someone who searches for gold. The discovery of gold caused the population in California to grow a lot. People came from all over the world to look for gold. Many people came from the United States. Other people came from Mexico and China to look for gold.

The journey to California was not easy. Sickneses and accidents caused travelers to lose their lives. Many people did not make it to California because of the hard journey.

When someone found gold in a part of California, miners would hurry to the new spot. They would create a mining camp. The mining camps often turned into towns. These towns were called boomtowns. Striking it rich from gold was not very common for the miners.

Miners needed supplies to look for gold. They needed mining pans, shovels, and picks. They also needed supplies for their homes to survive. They needed items like beds, food, and lamps. The store owners made lots of money when miners came to town for supplies.

People left boomtowns after the gold was all gone. The towns were then deserted. This meant that no one lived there anymore. The deserted towns were called ghost towns.

The Gold Rush changed America forever. Many cities in California became big cities. They are still big cities today. Transportation improved across the country. The Gold Rush had many impacts.

1. What was the effect of the difficult journey to California for many travelers?

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2. What caused ghost towns to form?

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3. Which of the following was NOT an effect of the Gold Rush?

- a. Most miners became very rich.
- b. Transportation improved across the country.
- c. Many cities in California became big cities.
- d. The population of California grew.

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# 3 Passages/Assessments