

Lesson 8 (Student Book pages 73–76)

Describing Connections

Required Read Alouds: F (*Butterflies and Moths*); G (*Elizabeth Leads the Way*)

Lesson Objectives

- Identify text clues that signal sequence, cause and effect, and other types of connections.
- Explain how ideas and events in a text are connected.
- Recognize how describing connections between text events and ideas helps readers understand and remember key details.

The Learning Progression

- **Grade K** requires children, with prompting and support, to tell how two specific pieces of information are connected in a text.
- **Grade 1 builds on the Grade K standard by having children work more independently to identify and describe the connections between two pieces of information in a text.**
- **Grade 2** expands the scope of the standard by expecting children to identify connections among a series of more complex ideas, such as historical events, scientific concepts, and steps in a procedure.

Prerequisite Skills

- Describe the connection between two individuals, events, ideas, or pieces of information, with prompting and support.
- Order events in the correct sequence.
- Identify cause and effect in pairs of events

Tap Children’s Prior Knowledge

- Remind children that an event is something that happens. Display the heading *Events in Order*, along with the words *First*, *Next*, and *Last* on separate lines. Have children name events that happened at school today. Write an event beside each word.
- Explain that *first*, *next*, and *last* show that these events happened in a certain order. Ask: *Would this make sense if [event 3] happened before [event 1]? (no)* Explain that some events have to happen in a certain order to make sense; other events can happen in any order.
- Then tell children that some events happen in order because one event causes another event to occur. Display the chart headings *Cause* and *Effect*.
- Flip the light switch. Ask what happened. (*It got darker.*) Then ask why. (*You turned off the lights.*) Explain that what happened is the effect, and why it happened is the cause. Record the events beneath the appropriate headings.
- Point to the chart and describe what happened: *I turned off the lights, so it got darker. It got darker because I turned off the lights.* Explain that the words *so* and *because* signal a cause-and-effect connection.
- Tell children that in this lesson, they will look for time-order and cause-and-effect connections between the events and ideas in texts they have read.

Ready Teacher Toolbox			Teacher-Toolbox.com
	Prerequisite Skills	On-Level Skills	
Ready Lessons	✓	✓	
Tools for Instruction		✓ ✓	
Interactive Tutorials		✓ ✓	



Step by Step

- **Introduce the standard.** Have children turn to page 73 in their Student Books. Read aloud the speech bubble. Remind children that they already know about two kinds of connections: time-order and cause-and-effect.
- **Explore types of connections.** Read the line below the speech bubble. Point out that each red arrow points to a kind of connection, and that there are examples in the yellow boxes below.
- Read aloud the first description. Have children underline the words *time order*. Then read aloud the examples and explain:

This tells about changes in nature from one season to the next. Seasons happen in time order: *First, new leaves grow in spring. Next, flowers bloom in summer.*

- Discuss whether the order of these events can change and why. (*no, because the order of the seasons can't change*) Have children give examples of other things that happen in time order. For each example, discuss whether the order can change, and why or why not.
- Read aloud the second description, and have children underline *causes*. Review the terms *cause* and *effect*. Then read the examples and ask children to identify the cause and effect. Restate: *It rained a lot, so the rivers rose and flooded. The rivers rose and flooded because it rained a lot.*

Tip: Explain that some events can be connected by both time order *and* cause and effect. Reread the second example. Ask which event happened first and which happened next. Then ask which is the cause and which is the effect.

- Point out the clue words that signal connections:

***First* and *next* are clue words about time order. *So* and *because* are clue words about cause and effect. Authors sometimes use clue words to show how they connect events and ideas.**

If there are no clue words, you have to think about the details provided to figure out the connections. Then you can use clue words on your own to describe the connection.

Listen and Learn

Describing Connections

To **connect** means to fit together. Events and ideas in informational text can connect in different ways.



Here are two kinds of connections:

- ▶ Events follow each other in time order:
 1. New leaves grow in spring.
 2. Flowers bloom in summer.
- ▶ One event or idea causes another:
 1. A lot of rain falls at once.
 2. Rivers rise and flood.

Describing connections between events and ideas helps you understand and remember key details.

- Read aloud the following pairs of events and discuss time-order and cause-and-effect connections:

On Monday, I went to music class. On Tuesday, I played outside. (*They are connected by time order, but one does not cause the other.*)

I forgot to brush my hair. My hair was messy all day! (*They are in order and one causes the other. The cause-and-effect connection tells why it is messy.*)
- **Explain why readers describe connections.** Read aloud the bottom of the page. Explain that looking for and describing connections helps readers focus on key details and understand how they fit together.
- Share an example of how describing connections helped you understand the details of a text. You might talk about the order of events in a description of a game or causes and effects in a text about pollution.
- **Have children demonstrate understanding.** Call on individuals to share what they have learned so far about describing connections.



Step by Step

- **Review Part 1; preview Part 2.** Ask volunteers to share things they should think about in order to figure out connections between events and ideas. Then have children turn to Student Book page 74.
- **Revisit *Butterflies and Moths*.** Have children briefly recall the topic and key details, using the chart created for the Book Review on Teacher Resource Book page 71.
- **Model describing connections.** Read aloud the directions and events on Student Book page 74. Explain that you will model how to describe the connection between the events. Read aloud pages 10–11 of *Butterflies and Moths*. Then think aloud:

Sometimes authors use clue words to show connections. I'm going to look for clue words that tell about the events described here.

The words *begins* and *after* tell me that something happens at the start, and something else happens later. So, I think these events are connected by time-order. To check, I'll use time-order words: *First, an egg is laid. Next, a tiny dot moves inside the egg. That makes sense!*

Tip: Help children understand that sometimes readers must interpret the text to describe an event. Reread the first sentence on page 10 and model how to describe this event by saying “an egg is laid.”

- Read aloud the prompt on Student Book page 74, as well as the Hint. Ask children what words you used to connect the events. (*first, next*) Discuss how to word the response to the question and model writing it in a complete sentence. Have children write their own responses.
- Use the Close Reading activity to model describing different kinds of connections in the same text.
- **Have children demonstrate understanding.** Have partners complete the Turn and Talk activity. Encourage them to discuss how they know the events are not related by cause and effect, and which clues tell them this.
- Invite children to share their discussions with the class.

Practice Together

Describing Connections

in *Butterflies and Moths*, pages 10–11



Read about two events in this part of the book.

Event 1: The life of a butterfly or moth begins with an egg.

Event 2: The egg has a tiny moving dot inside of it.

What kind of connection links the two events?

Hint: Did one event cause the other to happen?

The events happen in
time order.

**Turn
Talk**

Describe the connection between the events.
Use text evidence to support your thinking.

Close Reading

- Tell children that the same text can have events connected by time order and by cause and effect.
- Before re-reading page 11 of *Butterflies and Moths*, tell children to raise their hands when they hear a time-order word such as *when, first, then, and after*.
- After reading, have children use time-order words to tell about the events in order. (*First the caterpillar crawls out of the shell. Next it eats the shell. Last it eats the leaves it sees.*)
- Reread the page, having children identify the clue words *because* and *so*. Ask children to use both words to tell about the connection between the events. (*Caterpillar mothers lay eggs on leaves so their babies have food. Caterpillar babies have food because they are born on leaves.*)
- Discuss how being able to describe both types of connections helps children better understand the key details of the text.



Step by Step

- **Review Parts 1 and 2; preview Part 3.** Have children review the types of connections they can make in texts and the ways to describe them. Direct children to Student Book page 75. Explain that you will guide them through this page.
- **Revisit *Elizabeth Leads the Way*.** Have children recall the topic and key details, using the chart you created for the Book Review on Teacher Resource Book page 89.
- **Guide children to describe connections.** Read aloud the activity at the top of Student Book page 75. Remind children that when a text does not have clue words, readers need to listen carefully to figure out connections. Tell children to listen for connections as you read aloud pages 8–9. Then prompt:

What does Elizabeth's father tell the woman?
(*Her farm will be taken away from her.*)

What is the idea that the law states, or says?
(*Without a husband, nothing belongs to a woman.*)

What does Elizabeth feel and say when she hears the law? (*She feels horrified. She says the law should be cut out of books.*)

Tip: Take a moment to define *horrified* so children truly understand the depth of Elizabeth's feelings. Tell them it means “shocked and upset,” and give an example such as this: *I was horrified when I saw kids dropping trash in my favorite park.*

How are the idea and Elizabeth's feelings connected? (*The idea causes her feelings.*)

- **Guide children to write responses.** Read aloud the question and the Hint. Help children use clue words to restate the idea and event. Then remind them that cause-and-effect connections tell why—they are not just in order. Discuss answers, and have children write them.
- Use the Close Reading activity to give children additional opportunities to identify connections.
- **Have children demonstrate understanding.** Read aloud the Turn and Talk activity. Have children explain why Elizabeth was horrified. Invite partners to share their answers.

Practice Together

Describing Connections

in *Elizabeth Leads the Way*, pages 8–9



Read about an idea and an event in this part of the book.

Idea: The law said that nothing could belong to a woman without a husband.

Event: Elizabeth was horrified by this unfairness.

What kind of connection links the idea and the event?

Hint: Did one event cause the other to happen?

The idea causes the event to happen.

**Turn
Talk**

Describe the connection between the idea and the event. Use text evidence to support your thinking.

Lesson 8

Part 3: Guided Practice

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Close Reading

- Tell children to listen for another connection in *Elizabeth Leads the Way*. Read aloud page 9, then prompt:
 - What does Judge Cady tell Elizabeth?** (*He tells her it wouldn't matter if they cut the law out of books—it would still be the law. And only men are allowed to change laws.*)
 - What details tell how Elizabeth feels about that idea?** (*The expression on her face looks angry. She yells “preposterous” which means “ridiculous” or “outrageous.”*)
 - What causes Elizabeth to decide that she can do anything any boy can do?** (*She is angry about the unfair law. She wants to prove that women can do things men can do.*)
- Guide children to use clue words to describe the connection between what Judge Cady says and what Elizabeth decides.



Step by Step

- **Review Parts 1–3; preview Part 4.** Invite a volunteer to tell why describing connections in a text helps readers. Then direct children to Student Book page 76. Explain that they will now describe connections by themselves, following the same pattern as on the previous two pages.
- **Have children describe connections independently.** Display *Elizabeth Leads the Way*, and tell children they will describe a connection in another part of the book.
- Read aloud the activity at the top of Student Book page 76. Then instruct children to touch their noses if they hear a clue word while you read aloud page 12 of *Elizabeth Leads the Way*.
- Ask students to think about the clue word they heard and what kind of connection it shows.

Tip: If children struggle to identify a clue word, explain that *since* means “because.” Use it to replace the word *because* in a sentence to help illustrate its meaning and function.

- Read aloud the question and Hint. Have children write their answer in a complete sentence. Then discuss the answer.
- Use the Close Reading activity to have children explore an additional type of connection.
- **Have children demonstrate understanding.** Read aloud the Turn and Talk activity. Have partners use clue words to tell about the connection. Then challenge them to tell what they learned about Elizabeth by describing this connection. Discuss children’s answers.
- **Have children reflect on their learning.** Ask children to look back at Student Book pages 74–76 and tell what they learned about the subject of each book by describing connections between ideas and events. Then have them tell how describing connections can help them better understand informational texts. Chart their ideas.

Practice by Myself

Describing Connections

in *Elizabeth Leads the Way*, pages 12–13



Read about an idea and an event in this part of the book.

Idea: Colleges would not let girls in.

Event: Elizabeth begged her father to send her to a girls’ school.

What kind of connection links the idea and the event?

Hint: Did one event cause the other to happen?

The idea causes the event to happen.



Describe the relationship between the idea and the event. Use text evidence to support your thinking.

Close Reading

- Tell children that compare and contrast is a different type of connection.
- Read aloud page 13 of *Elizabeth Leads the Way*. Then prompt:
 - What two things happen on this page?** (*Most young ladies get married, wash dishes, do laundry, and have babies. Elizabeth studies.*)
 - What does the clue word *while* tell us about when these things happen?** (*They happen at the same time.*)
 - What do you notice about what Elizabeth was doing compared to the other young ladies?** (*Elizabeth was doing something very different.*)
- Discuss how it must have seemed to others that Elizabeth did everything differently. Explain that describing this connection helps readers understand what kind of person Elizabeth was.



Assessment and Remediation

If you observe . . .	Then try . . .
Difficulty distinguishing causes from effects	Reminding students that a cause always happens before the effect. Write causes and effects on separate slips of paper; for example: <i>I forgot to use sunblock. I got a sunburn; I dropped an apple. The apple got bruised; I felt hungry. I ate a sandwich.</i> Have children put each pair of events in time order. Then have them identify the first event as the cause and the second event as the effect. Invite them to tell why the cause led to the effect.
Difficulty finding text clues to the types of connections	Having children make flash cards of common clue words, with <i>Time Order</i> or <i>Cause and Effect</i> as the heading on each card. Have partners use the cards to practice: one child holds up a card. Then the other says a sentence or sentences that go with the clue word(s). Children can keep the cards to refer to until they readily recognize the clue words in context.
Difficulty describing how an idea can be connected to an event	Having children complete sentence frames to tell how their own ideas or thoughts can cause events. Display these sentence frames and model how to complete them: <i>Because I think _____, I _____. I believe _____, so I _____. (Because I think it's important to stay safe, I wear a helmet when I ride my bicycle. I believe in being healthy, so I eat fruits and vegetables every day.)</i> Have partners take turns completing each frame with their own examples. Have a few volunteers share their sentences with the class.

Connections

Throughout the grades, students evolve from describing the connections between discrete pieces of information in a text to explaining complex relationships among ideas presented in scientific, historical, and technical texts. In later grades, students also bring to bear their knowledge of a number of different text structures as part of their analyses, including chronology, cause/effect, problem/solution, and comparison. They learn to constantly ask questions focused on how and why authors choose to present information: *What is the first thing I notice? What is the next thing? How are the two things connected? What patterns develop across the book? Why did the author draw parallels between two individuals, events, or ideas?* Use the following activities to help your students begin the transition to these ways of thinking.

- Help children draw parallels between Henry Stanton and Elizabeth Cady Stanton. Read aloud pages 14–15 of *Elizabeth Leads the Way*. Use text evidence to discuss what kind of person Henry is. (*He is fair.*) Reread page 9, and discuss the connections between Henry's and Elizabeth's ideas about fairness and rights. Discuss why the connection between Henry's and Elizabeth's ideas is so important. (*It explains why Elizabeth married him.*)
- Help children connect ideas from different parts of a book. Reread pages 17 and 39 of *Butterflies and Moths*. Guide children to compare and contrast the information on each page. Discuss the important idea that children learn by comparing the pages: a butterfly needs protection from predators throughout its whole life cycle.