Bird Feeder Connections

Notice how conjunctions connect ideas in a model text.

CCSS.ELA-Literacy.L.3.1h "Use coordinating and subordinating conjunctions."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every coordinating conjunction, such as and, but, so, and yet. Circle every subordinating conjunction, such as because, when, if, although, while, after, and before, to show how the ideas connect.

Mina's Pinecone Feeder

1. Mina wanted to watch birds, so she and her grandfather made a simple feeder. They tied a pinecone to a string, and then they pressed sunflower seeds into peanut butter. Because the seeds were small, chickadees could pick them up easily. Mina hung the feeder on a low branch, but she kept it away from the family cat.

2. At first, no bird came while Mina waited by the window. She went inside after she set a timer for ten minutes. When the timer rang, a chickadee landed on the pinecone, and Mina whispered to her grandfather. Although she wanted to run closer, she stayed still because quick movements can scare birds. Soon, another chickadee arrived, so the first bird flew to a nearby twig.

3. The next day, Mina added fresh seeds before school. If rain fell, the feeder would get wet, so her grandfather placed a small cover above it. The cover blocked some rain, yet it left room for birds to reach the food. Mina wrote down what she saw each morning, and she planned to count the birds when she had a full week of notes.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, which coordinating conjunction connects the actions tied and pressed?

2. In paragraph 2, which subordinating conjunction tells when Mina waited by the window?

3. Which subordinating conjunction introduces the reason Mina stayed still in paragraph 2?

4. In paragraph 3, which coordinating conjunction shows the result of the feeder getting wet? What did Grandfather do as a result?

3 YOUR TURN

Your own words

Write three sentences about caring for an animal or watching nature. Use at least two coordinating conjunctions and two subordinating conjunctions. Underline the coordinating conjunctions and circle the subordinating conjunctions.

ANSWER KEY

Bird Feeder Connections

GRADE 3 · L.3.1h

PART 1 · READ AND MARK

Underline every coordinating conjunction, such as and, but, so, and yet. Circle every subordinating conjunction, such as because, when, if, although, while, after, and before, to show how the ideas connect. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, which coordinating conjunction connects the actions tied and pressed?	**and, a coordinating conjunction**
2	In paragraph 2, which subordinating conjunction tells when Mina waited by the window?	**while, a subordinating conjunction**
3	Which subordinating conjunction introduces the reason Mina stayed still in paragraph 2?	**because, a subordinating conjunction**
4	In paragraph 3, which coordinating conjunction shows the result of the feeder getting wet? What did Grandfather do as a result?	**so; he placed a small cover above the feeder**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Because the air was cold, I wore my coat. I filled the feeder, and I waited by the window. When a sparrow came, I stayed quiet, so it could eat.

Accept correctly identified conjunctions and accurate explanations of how they connect ideas. For the writing task, accept varied topics if the student uses at least two coordinating and two subordinating conjunctions correctly.