

Tide Pool Clues

Use time, place, academic, and science words to follow a field study.

CCSS.ELA-Literacy.L.3.6 “Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words or phrases that tell when, circle words or phrases that tell where, and box science words. These clues help you understand what happened during the class visit.

A Visit to the Tide Pools

- ① At low tide, Maya walked across the wet rocks with her class. First, their guide asked everyone to step carefully. In shallow pools, Maya observed sea stars, crabs, and green algae. She used a magnifying lens to study a tiny snail shell. Beside the pool, a gull called from a tall rock nearby that morning.
- ② Next, the guide explained that the tide is the rise and fall of ocean water. As the water moved farther from shore, more rocks and pools appeared. Maya noticed an anemone near the edge of a pool. Its soft tentacles waved in the water. During the visit, the class recorded observations in notebooks and sketched where each animal was found.
- ③ Before leaving, Maya returned the shell to the pool because it was a home for the snail. Then the class walked uphill to eat lunch. Later that afternoon, the rising water covered many of the rocks they had crossed. Maya compared her two sketches. She saw that animals lived in different places as the tide changed.

2 ANSWER WITH EVIDENCE Use the passage

1 Which phrase in paragraph 1 tells where the gull was? What does the phrase mean?

2 In paragraph 2, what does the phrase "farther from shore" tell about the water's movement?

3 The academic word "observations" appears in paragraph 2. What did the class do to record their observations?

4 Which phrase in paragraph 3 tells when the water covered the rocks? What happened then?

3 YOUR TURN Your own words

Write 3 sentences about exploring an outdoor place. Use two words or phrases that tell when, one phrase that tells where, and one science word. Circle the time words or phrases, box the place phrase, and underline the science word.

PART 1 • READ AND MARK

Underline words or phrases that tell when, circle words or phrases that tell where, and box science words. These clues help you understand what happened during the class visit. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which phrase in paragraph 1 tells where the gull was? What does the phrase mean?	"Beside the pool." It means the gull was next to the pool.
2	In paragraph 2, what does the phrase "farther from shore" tell about the water's movement?	It tells that the water moved away from the shore.
3	The academic word "observations" appears in paragraph 2. What did the class do to record their observations?	They wrote in notebooks and sketched where each animal was found.
4	Which phrase in paragraph 3 tells when the water covered the rocks? What happened then?	"Later that afternoon." The rising water covered many of the rocks.

PART 3 • YOUR TURN (SAMPLE ANSWER)

(First), I looked [beside the pond] for a turtle. (After lunch), I wrote that the turtle's _habitat_ was quiet and muddy. I walked home.

Accept accurate time and place words or phrases, such as "before school," "later," "under the tree," or "near the fence." Accept grade-appropriate science words used correctly, such as habitat, plant, insect, weather, or soil.