Beaver Pond Links

Track words that connect facts and ideas.

4.T.SS.1.c "Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each conjunction. Circle each transition word or phrase and draw an arrow to the ideas it connects, so you can see how the author links information.

A Beaver Changes a Stream

1. Beavers build dams from branches, mud, and stones. A dam slows moving water, so a pond can form behind it. The pond gives beavers a safer place to swim and store food. In addition, deep water around a lodge can make it harder for some predators to reach the entrance. Beavers work mostly at night, but people may notice their fresh tooth marks during the day.

2. Natural ponds and beaver ponds can both support frogs, fish, and water plants. Similarly, both kinds of ponds may give birds places to find food. However, a beaver pond begins when a beaver blocks a stream, while many natural ponds form in low places where water collects. Over time, a beaver dam may leak or break, and the pond can shrink.

3. These ponds can change nearby land. For example, water from a new pond may spread into a field or forest. As a result, some trees may die after their roots stay underwater for a long time. Yet the wet area can also become a home for ducks, turtles, and insects. Because the habitat changes, different living things may move in or move away.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what relationship does the word “so” show between the dam slowing water and a pond forming?

2. Which transition phrase introduces another benefit of the pond for beavers in paragraph 1?

3. In paragraph 2, how do “Similarly” and “However” help the reader compare beaver ponds and natural ponds?

4. What relationship does “As a result” show between water spreading into land and some trees dying in paragraph 3?

3 YOUR TURN

Your own words

Write three sentences comparing your school garden with another garden or park you know. Use at least one conjunction and two transition words or phrases, including one that shows a similarity or added idea and one that shows a difference or result.

ANSWER KEY

Beaver Pond Links

GRADE 4 · 4.T.SS.1.c

PART 1 · READ AND MARK

Underline each conjunction. Circle each transition word or phrase and draw an arrow to the ideas it connects, so you can see how the author links information. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what relationship does the word "so" show between the dam slowing water and a pond forming?	**It shows a result: the dam slows water, so a pond can form.**
2	Which transition phrase introduces another benefit of the pond for beavers in paragraph 1?	**In addition**
3	In paragraph 2, how do "Similarly" and "However" help the reader compare beaver ponds and natural ponds?	**"Similarly" shows that both ponds can support living things. "However" introduces the difference in how the ponds form.**
4	What relationship does "As a result" show between water spreading into land and some trees dying in paragraph 3?	**It shows cause and result: spreading water can cause some trees to die.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school garden and the community garden both grow vegetables, and both have paths for walkers. Similarly, each garden gives bees flowers to visit. In contrast, the community garden has many families working there, but our school garden is cared for by students.

Accept correctly identified conjunctions and transition words or phrases, even if students mark additional valid examples. For Part 3, accept any clear three-sentence comparison that uses a conjunction and two transitions to show the required relationships.