

Shade Connections

Link a science idea to your life, other reading, and community choices.

5.6.E “make connections to personal experiences, ideas in other texts, and society;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline one detail that could connect to your life, circle one detail that shows an effect on the community, and number one detail that reminds you of another text. Use these marks to build connections as you read.

The Coolest Route

- ① On a hot summer afternoon, a city block with few trees can feel much warmer than a nearby park. Dark pavement and roofs absorb sunlight, then release heat slowly. This is called the urban heat island effect. Trees cool streets by providing shade and releasing water vapor from their leaves. Their roots also help rain soak into the ground instead of rushing into storm drains.
- ② In one school investigation, fifth graders used thermometers to compare the blacktop playground with a nearby grassy area. At the hottest spots, they noticed that people waiting for buses had little shade. The class shared its map with a neighborhood group that was planning new trees. The group used the map to discuss where shade could help walkers most.
- ③ Planting trees is not a quick fix. Young trees need water, care, and room for roots before they provide large amounts of shade. Still, choices about trees can affect everyone. More shade may make a walk to school safer on very hot days, lower cooling costs for some homes, and create places where neighbors can rest. When readers connect this information to other texts and their own lives, they can consider how communities solve problems.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which detail from paragraph 1 could connect to an experience you have had on a hot day? State the detail and describe the connection.

2 A magazine article describes a town adding shaded bus stops. Which detail from paragraph 2 connects to that article, and why?

3 What community problem did the class map help the neighborhood group think about? Use two details from paragraph 2.

4 According to paragraph 3, what are two ways that planting trees could affect people in a community?

3 YOUR TURN _____ Your own words

Write three sentences about one idea from the passage. Connect it to a personal experience, an idea from another text, and one action your community could take.

PART 1 • READ AND MARK

Underline one detail that could connect to your life, circle one detail that shows an effect on the community, and number one detail that reminds you of another text. Use these marks to build connections as you read. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which detail from paragraph 1 could connect to an experience you have had on a hot day? State the detail and describe the connection.	Answers vary. Possible: Dark pavement absorbs sunlight and releases heat slowly. This connects to feeling extra hot while walking or playing on pavement.
2	A magazine article describes a town adding shaded bus stops. Which detail from paragraph 2 connects to that article, and why?	People waiting for buses had little shade. Both texts show that bus riders may need shade while they wait.
3	What community problem did the class map help the neighborhood group think about? Use two details from paragraph 2.	The map helped the group think about where people need more shade, especially hot places where bus riders wait and where walkers could be helped.
4	According to paragraph 3, what are two ways that planting trees could affect people in a community?	Trees could make walks to school safer on hot days, lower cooling costs for some homes, or provide places for neighbors to rest.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Last summer, I walked across a sunny parking lot, and the pavement made my feet feel hot through my shoes. This passage connects to a book I read about plants because both explain how plants help living things, although this passage focuses on shade in cities. Our town could plant and care for trees near the library so people have a cooler place to walk and wait.

Accept varied personal and text-to-text connections when students use an accurate detail from the passage and explain the link. For the open task, look for all three connections, personal experience, another text, and a realistic community action.