

Lakeville ~ Session 1 (UE)



Module 1 ~ Silent Invaders Answer Key – Guiding Questions – Silent Invaders Presentation



Directions: Use these guiding questions, along with the Keywords Chart, to follow along while viewing the *Silent Invaders* presentation: <http://plants.ifas.ufl.edu/education>

Name: _____ Class Period: _____ Date: _____

1. Terrestrial plants live on dry land.
2. Aquatic plants live in, on, under or near the water.
3. Native plants were here before Christopher Columbus arrived.
4. Plant species that arrived in Florida since the time of Christopher Columbus are considered to be non-native plants.
5. More than 100 types of non-native plants cause serious problems in Florida.
6. Non-native plants can outgrow or replace native plants that should be here.
7. When a non-native plant species is able to spread on its own, causing environmental or economic harm, the plant is considered to be invasive.
8. Non-native plants can become invasive because they have no natural predators in their new habitat.
9. An example of a Florida native aquatic plant is the American lotus.
10. An example of an aquatic invasive plant is the water hyacinth (or water lettuce).
11. Invasive plants should be disposed of in household garbage, never in a compost pile.
12. Never landscape your yard or business with invasive plants.
13. Volunteer in your neighborhood or community to help remove invasive plants.



Florida Invasive Plant Education Initiative • <http://plants.ifas.ufl.edu/education>
A Collaboration of the UF/IFAS Center for Aquatic and Invasive Plants
and the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section

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Next Generation Sunshine State Standards

Note: Standards listed in *italics* are touched on briefly and can be fully developed by the teacher

4th Grade

SC.4.E.6.6: Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.

SS.4.C.2.1: Discuss public issues in Florida that impact the daily lives of its citizens.

SS.4.G.1.1: Identify physical features of Florida.

5th Grade

SC.5.L.15.1: Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

SC.5.L.17.1: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Common Core State Standards

4th Grade

Common Core Code	FL Common Core Code	Common Core Standard
RI.4.1	LAFS.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	LAFS.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	LAFS.4.RI.1.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	LAFS.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5	LAFS.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7	LAFS.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RF.4.3	LAFS.4.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	LAFS.4.RF.3.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4c	LAFS.4.RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1b	LAFS.4.W.1.1b	Provide reasons that are supported by facts and details.
W.4.2d	LAFS.4.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.9b	LAFS.4.W.3.9b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
W.4.10	LAFS.4.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	LAFS.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.2	LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.





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L.4.3	LAFS.4.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	LAFS.4.L.2.3a	Choose words and phrases to convey ideas precisely.
L.4.4	LAFS.4.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4b	LAFS.4.L.3.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

5th Grade

RI.5.1	LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	LAFS.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.4	LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RF.5.3	LAFS.5.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	LAFS.5.RF.3.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	LAFS.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	LAFS.5.RF.4.4a	Read grade-level text with purpose and understanding.
RF.5.4c	LAFS.5.RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.2d	LAFS.5.W.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.9b	LAFS.5.W.3.9b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
SL.5.1	LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
SL.5.2	LAFS.5.SL.1.2	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.5.3	LAFS.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4	LAFS.5.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4a	LAFS.5.L.3.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4b	LAFS.5.L.3.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

