Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

SCALES, FEATHERS, AND FUR: ANIMAL CLASSIFICATION

GRADE 3 UNIT 2 | ACTIVITY BOOK

EDITION 1

Grade 3 | Unit 2

Scales, Feathers, and Fur: Animal Classification

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Unit 2
Scales, Feathers, and Fur: Animal Classification
Activity Book

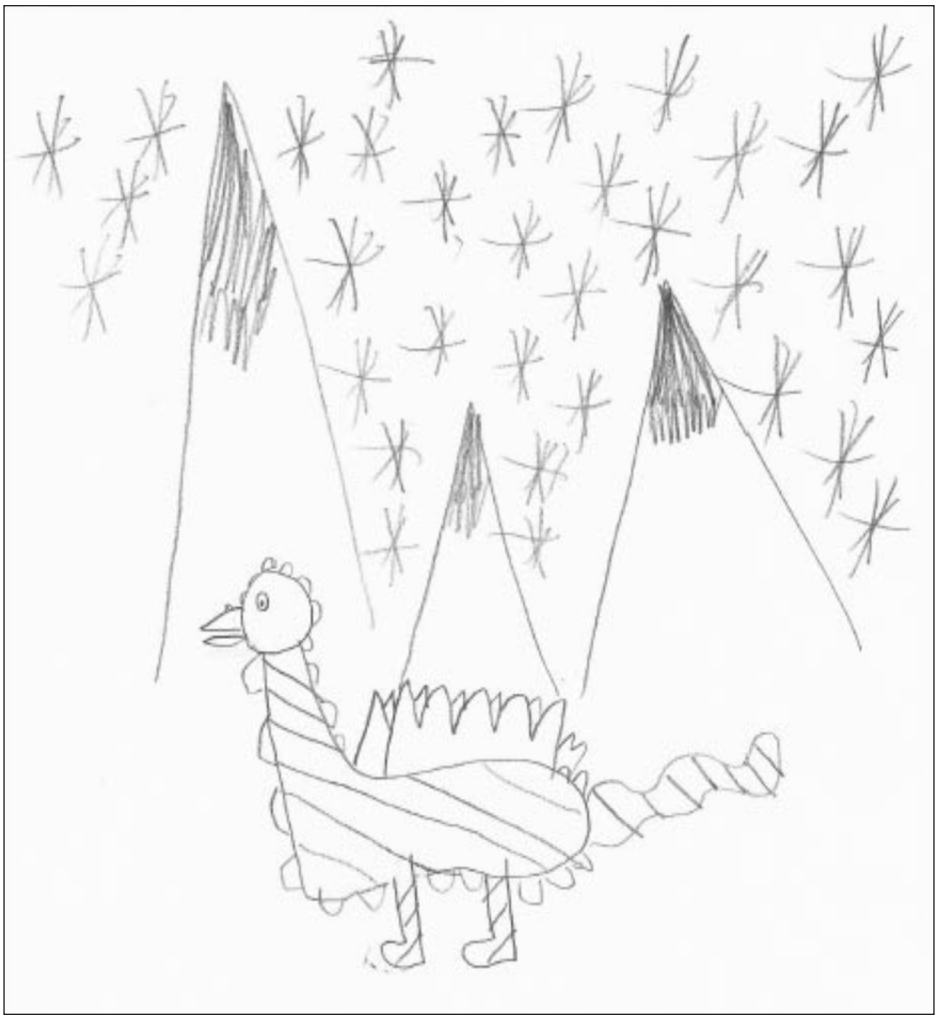
This Activity Book contains activity pages that accompany the lessons from the Unit 2 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Animal Image

Directions: Record your observations about the animal below. Be sure to give it a name.



NAME: _____

DATE: _____

Animal Webcam Observations

Animal Researchers! Use this activity page to describe each animal and record its actions.

Researcher's Name: _____ *Date of Observation:* _____

During your observation, think about the following questions:

- *What is the animal doing?*
- *How would you describe the animal?*
- *How would you describe the habitat?*
- *What would animal researchers notice about this animal?*

Animals	What I already know	Time	Observation
Asian small-clawed otter			
Clouded leopard			
Elephant			

Animals	What I already know	Time	Observation
Fishing cats			
Lions			
Naked mole rat			
Orangutan			
Panda			

NAME: _____

DATE: _____

Rattenborough

Directions: Write down what you remember about Rattenborough.

NAME: _____

DATE: _____

Text Feature Project Hunt

1. Divide a piece of paper or file folder into eight equal squares.

2. Go back to the Reader to complete the task for each text feature; write each answer inside one of the eight squares until all squares are filled.

Table of contents: (definition) – Write your own definition of a table of contents. – Choose one title in the table of contents that you are excited to read. – Include the page number.	**Heading: (definition)** – Write your own definition of a heading. – Choose one heading from your Reader. – Include the page number.
Bold print words: (definition) – Write your own definition of bold print words. – Copy two bold print words. – Include the page numbers.	**Photo and caption: (definition)** – Write your own definition of a photo and caption. – Find a photo in your Reader. – Draw the photo and include the caption and page number.
Chart: (definition) – Write your own definition of a chart. – Find a chart in your Reader. – Draw the chart and include the page number.	**Map: (definition)** – Write your own definition of a map. – Find a map in your Reader. – Draw the map and include the page number.
Glossary: (definition) – Write your own definition of a glossary. – Choose two words from the glossary. – Write each word and the definition.	**Diagram: (definition)** – Write your own definition of a diagram. – Find one diagram in your Reader. – Draw the diagram and include the page number.

NAME: _____

DATE: _____

Text Feature Project Hunt: Support

Use the following definitions as references for your project hunt.

Table of contents: lists an overview of what texts are in the Reader and where to find them
Heading: provides information about key topics in the text
Bold print words: shows important words or concepts in the reading
Photo and caption: visually shows what the text is about; caption describes the photo
Chart: summarizes information that is in the Reader
Map: shows specific areas that are talked about in the text
Glossary: gives the definition of select words
Diagram: labels places or the parts of something discussed in the text

NAME: _____

DATE: _____

Field Journal

Did you enjoy being an animal researcher today? Explain. What did you like and dislike about being an animal researcher?

NAME: _____

DATE: _____

Spelling Practice

	Root Word	*–ed*	*–ing*
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Challenge Word: _____

Challenge Word: _____

NAME: _____

DATE: _____

Family Letter

Dear Family Members,

These family letters will come home each week. They will include spelling words and an explanation of the Reader chapters your child will read this week. Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

For the first time this year, your child has been assigned spelling words. This week, we are focusing on adding the suffixes –*ed* and –*ing* to words. On the assessment, your child will be asked to write not only the root words listed in the following list but also those root words with the suffixes –*ed* and –*ing* added. On Friday, your child will be assessed on these words.

Students have reviewed the rules for adding –*ed* and –*ing* to words. When words end with CVC (Consonant–Vowel–Consonant), the final consonant must be doubled before adding –*ed* or –*ing*. The root words that are starred in the list follow this rule. For example, the root word *hop* becomes *hopped* and *hopping*. When words end with two consonants, the suffixes –*ed* and –*ing* are simply added. There is no doubling of consonants. For example, the root word *finish* becomes *finished* and *finishing*.

Students have been assigned two Challenge Words, *give* and *live*, to spell this week. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for adding suffixes to the Challenge Words on the assessment.

The spelling words, including the Challenge Words, are listed below:

1. finish	7. hop*
2. discuss	8. rub*
3. submit*	9. grab*
4. stretch	10. ship*
5. plan*	**Challenge Word**: *give*
6. patch	**Challenge Word**: *live (rhymes with give)*

Student Reader

The Reader for Unit 2 is entitled *Rattenborough's Guide to Animals*. Although it is a nonfiction reader, Rattenborough, a fictional character, is the narrator who guides students through the factual information. We are using Rattenborough as the narrator in this Reader to make the informational text more accessible to students. The Reader consists of selections that explain the way in which animals are classified by scientists.

This week, students will learn about the characteristics of living things and how scientists classify living things using these characteristics. Characteristics that scientists use include whether animals are warm-blooded or cold-blooded and whether they are vertebrates or invertebrates. Finally, a chapter on fish is included.

During this unit, students will practice fluent reading by reading with expression. Students will also have the opportunity to practice this skill at home as well.

NAME: _____

DATE: _____

Spelling

This week's spelling words focus on the –ed *and* –ing *endings. Students will read the passage below and underline words with the* –ed *and* –ing *endings. Together, discuss the meaning of each underlined word. Have your student read the passage aloud to practice reading with expression.*

Introduction: Meet "Rattenborough"

Greetings! Rattenborough, the famous explorer and **animal** expert here! Remember me? I taught you all about **animals** and **habitats** when you were just little kids in first grade. I've been busy since then traveling around the world. But, I'm back now to teach you everything I've learned about **animals** during my travels.

First, let's take a quick look at what you learned in first grade. Do you remember what a **habitat** is? A **habitat** is the place where **animals** and plants live. We learned that there are different **ecosystems** all over the world with different kinds of **animals** and plants living there. Ecosystems are larger environments where organisms live and work together.

We visited a desert **ecosystem** where it was very hot and dry. It hardly ever rains in a desert so the plants and **animals** that live there have to be able to get by with very little water. I bet you remember that cactus plants live in the desert, along with snakes and lizards.

We also visited an African **savanna**. A **savanna** is also called a grassland. There were lots of interesting **animals** living there—zebras, elephants, and even lions! To be perfectly honest, I was always a little nervous while we were in the **savanna**!

Next, we checked out some different kinds of forests. We went to a hardwood forest full of trees with leaves that change color and drop off in the fall. We saw squirrels, deer, and even bears. We saw lots of different kinds of birds in those tall trees.

Then, we visited a tropical rainforest that was very hot, humid, and wet. There were lots of birds in this forest, too. These birds were colorful, tropical birds like toucans and parrots.

Last, but not least, we visited freshwater and saltwater **habitats**. In the freshwater **habitat**, we saw fish, turtles, ducks, and beavers. In the saltwater **habitat** of the sea, we saw starfish, crabs, lobsters, and sharks!

Besides learning about **habitats** in first grade, we also studied the different kinds of things that **animals** eat. Do you remember talking about **herbivores**, **carnivores**, and **omnivores**? We learned that you can sort animals by what they eat.

So, get ready because we are going to learn a lot more about how to sort **animals**. Rattenborough, your personal **animal** expert, at your service!

See you next time!

NAME: _____

DATE: _____

Living Things: Text Features Scavenger Hunt

Text feature	Is this text feature in the chapter? (yes or no)	Page	Evidence
Table of contents			List two chapters in the table of contents.
Heading			What is the heading?
Bold print words			What are the bolded print words?
Photo and caption			What is in the photo? What is the caption?

Diagram			What does the diagram show?
Chart			What is the chart representing?
Map			What does the map explain?
Glossary			What is in the glossary?

1. What four characteristics do all living things have in common?

2. What text feature from the Reader could help you answer the previous question?

NAME: _____

DATE: _____

Author's Purpose

In the 1700s, doctor and botanist Carolus Linnaeus made a big leap for science. He set up a naming and classification system for plants and animals. He grouped organisms with similar features into categories. He depended mainly on human observation to do this. He did not have the knowledge or tools we have now. Today, one goal of classification is to determine how organisms are related. This is more complicated than just sorting organisms based on physical traits. Just because two organisms share similar traits does not mean they should be placed in the same group. For example, whales and manatees are both mammals which use flippers to move around in the ocean, but they are not as closely related as you might think. Whales are more closely related to deer and manatees are more closely related to elephants! With technology, scientists can now use biological techniques to discover information about relationships. As science continues to advance, new information is learned allowing us to update the way we classify all the world's animals.

1. Why did the author write this passage?

2. Is the author trying to answer, explain, or describe? Explain your answer.

1. Why did the author write this passage?

_____

_____

_____

_____

2. Is the author trying to answer, explain, or describe? Explain your answer.

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Nouns, Verbs, and Adjectives

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

The old, brown bear protects the small cubs.

1. One cage holds colorful birds.

2. Sam rushed to the nearest window.

3. My red toy train raced around the track.

4. Frank skates down the steep hill.

5. During the hot summer she plays at the beach.

6. Speedy jets arrive at the busy airport.

7. My favorite aunt stays with a good friend at her home.

8. He swallowed the hot and sweet donuts.

9. The brown apple looks rotten.

10. Sam, Sally, and Sue attend Johnson Elementary School.

NAME: _____

DATE: _____

2.4 TAKE-HOME

Field Journal

Describe something you learned from reading "Classifying Living Things" or "Classifying Animals by Characteristics." In your Field Journal, write three questions you have about the topic in the reading.

NAME: _____

DATE: _____

Vertebrate or Invertebrate Connection

1. How are vertebrates and invertebrates alike?

_____

_____

_____

2. How are vertebrates and invertebrates different?

_____

_____

_____

3. How are all vertebrates alike?

_____

_____

_____

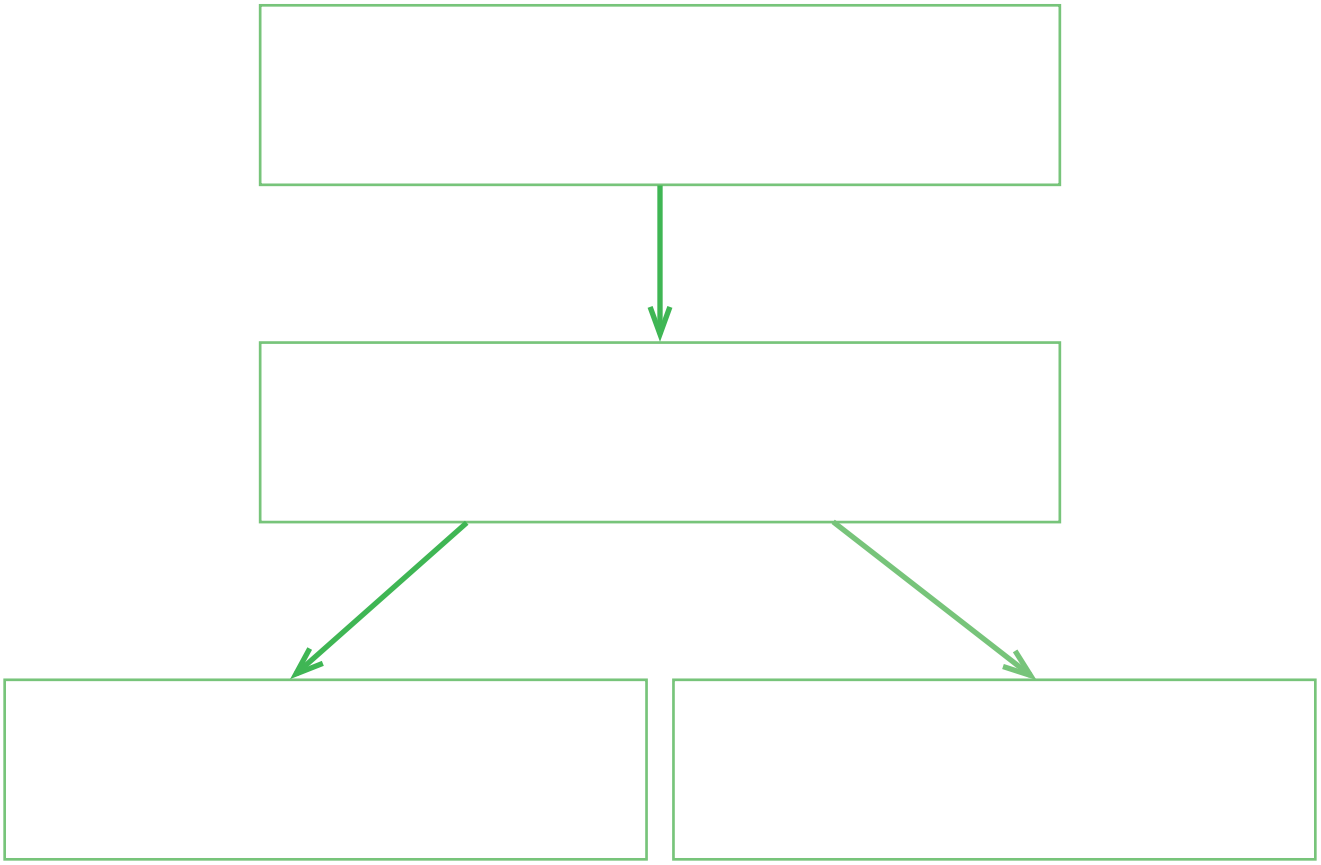
4. How are all invertebrates alike?

_____

_____

_____

5. Fill in the chart with the following key words: vertebrates, invertebrates, living things, and animals.



NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

Animal Classification Foldable

Name:
Date:

My animal classification foldable

Fish	**Body**
Amphibians	**Body**
Reptile	**Body**
Birds	**Body**
Mammals	**Body**

Cold-blooded or warm-blooded Body plan: Habitat:	Vertebrate or invertebrate Reproduction: Pattern-breaker: Local animals:
Cold-blooded or warm-blooded Body plan: Habitat:	Vertebrate or invertebrate Reproduction: Pattern-breaker: Local animals:
Cold-blooded or warm-blooded Body plan: Habitat:	Vertebrate or invertebrate Reproduction: Pattern-breaker: Local animals:
Cold-blooded or warm-blooded Body plan: Habitat:	Vertebrate or invertebrate Reproduction: Pattern-breaker: Local animals:
Cold-blooded or warm-blooded Body plan: Habitat:	Vertebrate or invertebrate Reproduction: Pattern-breaker: Local animals:
Cold-blooded or warm-blooded Body plan: Habitat:	Vertebrate or invertebrate Reproduction: Pattern-breaker: Local animals:

NAME: _____

DATE: _____

Compare Two Texts

Directions: Read the short passages. Using a yellow marker, highlight the topics that are the same. Using an orange marker, circle the information that is different.

Reading: "Vertebrates or Invertebrates?"	**Read-aloud: "Vertebrate Animals"**
Many other animals also are vertebrates. All mammals, reptiles, fish, and birds have a backbone, so they are all vertebrates. They have some type of spinal cord, too. Animals with a backbone come in all different shapes and sizes. Apes, rhinos, horses, rabbits, bats, and, yes, rats and humans, too are all mammals and vertebrates. Lizards, turtles, snakes, and crocodiles are reptiles and vertebrates. Huge sharks and tiny goldfish are vertebrates. Small hummingbirds and large eagles are vertebrates, too.	For today, let's take a glimpse at the backbones of the five animal species to which my five friends belong. We've seen that a hippopotamus has a backbone. Next, let's take a look at one of Ebenezer's fellow egrets. Its backbone, or spinal column, helps it to hold its head up high and protects its spinal cord. Like all egrets, Ebenezer could not live without his backbone. All birds have backbones, or vertebrae. Snakes don't look like they have backbones, do they? Even though snakes slither—or slip and slide along—they absolutely do have backbones! A snake's vertebrae, like Anna Anaconda's, run the length of its body and swing low to the ground as its muscles help it move along the ground or climb up trees. All reptiles have backbones. So, you can't always tell from the outside whether an animal is a vertebrate with a spine (backbone), or whether it's an invertebrate.

Reading: "Vertebrates or Invertebrates?"	Read-aloud: "Vertebrate Animals"
	How about fish? Would you say fish have a backbone? The answer is yes! All fish have backbones, too, just as reptiles, birds, and mammals do. It's very tricky to see, but if you took an x-ray of its body, you would see that all the other tiny bones that make up the skeleton of the fish are connected to its spine. Paolo told me that even though all fish have backbones, some fish—like sharks and stingrays—have backbones that are made of lighter and more bendable cartilage instead of hard bone, allowing them to be more flexible and travel more quickly. That leaves amphibians. Take a look at my animal friends one more time; pay close attention to the toad next to Tabitha. It's hard to tell when you look at a toad's body that there is a backbone inside! Now tell me—do toads have backbones? Yes, to be sure, they certainly do! Toads are vertebrates, too! All amphibians have backbones! That means that all five of the animals you've seen today are vertebrates. They all have backbones.

NAME: _____

DATE: _____

Directions: Read the short passages. Using a yellow marker, highlight the topics that are the same. Using an orange marker, circle the information that is different.

Reading: "Vertebrates or Invertebrates?"	**Read-aloud: "Vertebrate Animals"**
But there are many more animals that do not have a backbone. Animals without backbones are called invertebrates. Insects are the largest group in the animal kingdom. Insects are also the largest invertebrates. Insects include flies, wasps, beetles, cockroaches, ladybugs, and butterflies. Other kinds of invertebrates include earthworms and spiders.	Think how many insects there must be on our planet! They make up three quarters of all the species in the animal kingdom! Can you name a few of the many animals in the insect group? Flies, wasps, beetles, cockroaches, ladybugs, and butterflies are all insects. There are surely a lot more species of insects than there are species of amphibians, mammals, birds, fish, and reptiles all put together! Even though insects are by far the largest group of invertebrates, they are not the only invertebrates. Here's another question for you to think about. Close your eyes and pretend you are a taxonomist for a moment. Can you think of any other animals without backbones? Here's a hint: instead of internal vertebrae, these animals have an external, or outer, hard body covering.

Reading: "Vertebrates or Invertebrates?"	Read-aloud: "Vertebrate Animals"
	The largest group of invertebrates is made up of arthropods. Insects make up the largest group of arthropods. Another large group of arthropods includes arachnids. Spiders are arachnids, and so are ticks, daddy longlegs, and scorpions. Insects have six legs and three body parts. The ant has very long antennae—they almost look like legs! In comparison, arachnids have eight legs and two body parts. Instead of having flexible internal skeletons, all of the arthropods wear a tough exoskeleton, or protective covering, on the outside. I bet you can recognize some of these common examples of insects and arachnids.

NAME: _____

DATE: _____

Blank Busters

Follow along with your teacher to fill in the blanks with the correct spelling words. The root words are listed in the box below. You will not use a word more than once.

hop	rub	ship	grab	patch
plan	stretch	finish	discuss	submit

1. All the groups _____ their ideas for the science fair to our teacher before the Friday deadline.

2. My sister asked, "Will you please _____ sunscreen on my back since I can't reach it?"

3. My family is _____ a surprise party for my grandfather's birthday.

4. Marcus _____ out my new soccer socks when he borrowed them for practice.

5. Mom peeked in my room to be sure I was _____ the last question on my math homework.

6. Lisa _____ her hat and gloves and started walking to the bus stop.

7. My aunt who lives in England is _____ us some clothes that her children can no longer wear.

8. Rachel's mom _____ the hole in her skirt so she could wear it again.

9. A toad _____ out of the bushes near the drain and onto the sidewalk.

10. Our baseball coach wanted to _____ last night's game during today's practice.

Blank Busters

Create your own Blank Busters sentences using three words from this week's spelling list. Do not fill in the blanks—you will do that in class when you bring this back!

Example: My aunt is _____ us some clothes that her children can no longer wear.

Root Word	*–ed*	*–ing*
hop	hopped	hopping
rub	rubbed	rubbing
ship	shipped	shipping
grab	grabbed	grabbing
patch	patched	patching
plan	planned	planning
stretch	stretched	stretching
finish	finished	finishing
discuss	discussed	discussing
submit	submitted	submitting

1. _____

_____

2. _____

_____

3. _____

_____

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

All My Best Friends Represent Vertebrates

NAME: _____

DATE: _____

Warm-Blooded and Cold-Blooded Animals

List the statements that refer to warm-blooded animals under the heading "Warm-Blooded Animals." List the statements that refer to cold-blooded animals under the heading "Cold-Blooded Animals."

Use energy from what they eat to keep their bodies warm.

Sweat to stay cool.

Drink lots of water to stay cool.

Can only live in certain habitats.

An example would be crocodiles.

An example would be third-grade children.

Body temperature changes depending on the outside temperature.

Use what is around them to stay warm or cool.

Warm-Blooded Animals	Cold-Blooded Animals
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

NAME: _____

DATE: _____

Field Journal

If you could choose to be cold-blooded for one day, would you try it? Give three reasons to support your choice.

NAME: _____

DATE: _____

un–: Prefix Meaning "not"

unable—(adjective) cannot do something	
unnecessary—(adjective) not needed	
uneven—(adjective) not the same in size, length, or amount	
unsafe—(adjective) not protected from harm or danger	

Write the correct word to complete each sentence.

unnecessary	unsafe	unsure	unwell

1. Dad stayed up late working on a presentation and felt _____ this morning.

2. The baby bird hesitated and looked _____ about flying from the tree branch to the ground.

3. It is _____ to cross the street without first looking both ways.

4. Write your own sentence using the one word left in the box.

_____

_____

non–: Prefix Meaning "not"

nonliving—(adjective) not alive	
nonabsorbent—(adjective) not able to soak up liquid	
nonverbal—(adjective) does not use spoken words	
nondairy—(adjective) not made with milk	

Write the correct word to complete each sentence.

nondairy	nonthreatening	nonfictional	nonverbal

1. Becca is allergic to dairy products so she can only have _____ food and drink, like soy milk or tofu.

2. My brother and I had a _____ agreement to let our cousin bat first in the baseball game.

3. The clouds in the sky today look _____ since they are white and fluffy, not dark and gray.

4. Write your own sentence using the one word left in the box.

_____

_____

NAME: _____

DATE: _____

4.5 ACTIVITY PAGE

Dictation Practice

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

4.6 TAKE-HOME

Read the following passage aloud to practice reading fluently with expression.

Warm-Blooded and Cold-Blooded Animals

Rattenborough here again! In the last chapter, you learned how scientists classify living things into groups called kingdoms. You learned about the animal and plant kingdoms. You also learned that animals and other living things are classified into more specific groups.

Today, you will learn more about the animal kingdom. You will learn that there are many kinds of animals that have different characteristics. Scientists study these different characteristics to divide the animal kingdom into more specific groups.

Many animals—such as cats, mice, rats, cows, elephants, tigers, and even people—belong to a group called **mammals**. So, you and I are **mammals**! All **mammals** have hair, but some have more hair, or fur, than others. You have to get pretty close to an elephant to see its hair, but it is a **mammal**.

Another characteristic of **mammals** is that they give birth to live babies. **Mammal** babies begin breathing, moving, and looking for food as soon as they are born. **Mammal** mothers make milk to feed their newborns. This is another key characteristic of all **mammals**.

Do you think this **crocodile** is a **mammal**?

Answer: No!

Why not?

- **Crocodiles** have **scales**, not hair or fur.
- **Crocodiles** lay eggs and baby crocodiles hatch from those eggs.
- A baby **crocodile** does not get milk from its mother. Its first meal might be a bug. Later, it will eat bigger animals.

Crocodiles belong to a different group of animals called **reptiles**, along with snakes, lizards, and turtles.

Scientists also classify animals as **mammals** or **reptiles** based on how the animals control their body temperature. All animals need to keep a **constant temperature** inside their bodies for their bodies to work properly. If an animal gets too hot or too cold, its body will not work the way it should. An animal may become sick or even die.

Mammals are **warm-blooded** animals. When **warm-blooded** animals are in a cold place, they use energy from food they eat to help keep their bodies warm. Some **warm-blooded** animals shiver to keep warm. When animals shiver, the process releases heat to keep their bodies warm.

When **warm-blooded** animals are somewhere hot, their bodies react in a different way to cool off. Some **warm-blooded** animals, like people, sweat to stay cool. Dogs pant to stay cool. Other **warm-blooded** animals drink lots of water as a way to cool off. Did you know that cows need to drink almost a bathtub full of water a day?

Warm-blooded animals act in different ways to maintain a **constant temperature** inside their bodies. **Mammals** can live in habitats with different **temperatures** because their bodies do not rely on the environment. **Warm-blooded** animals, like **mammals**, must eat often to get energy to heat or cool their bodies. Most **warm-blooded** animals need to eat every day. Some need to eat every hour!

Reptiles are **cold-blooded** animals. The body temperature of **cold-blooded** animals changes depending on the outside **temperature**. They become hot when it is hot outside and cold when it is cold outside. But **cold-blooded** animals must also keep a **constant temperature** for their bodies to work properly.

Cold-blooded animals do not use energy from their bodies to stay warm or cool. Instead they use what is around them to keep warm or keep cool. **Crocodiles** stay in water or mud in order to stay cool on hot days. If they need to warm up on cooler days, they bask in the sun.

While **warm-blooded** animals can live in just about any habitat, **cold-blooded** animals can only live in certain habitats.

Cold-blooded animals do not need to eat as often as **warm-blooded** animals. This is because they do not need lots of food to make energy to warm or cool their bodies. Most **crocodiles** only eat once a week, but they can survive for months and sometimes years without eating!

Choose one paragraph from the reading and complete the diagram:

Central idea:
Supporting detail:
Supporting detail:
Supporting detail:

NAME: _____

DATE: _____

Spelling Assessment

	Root Word	*–ed*	*–ing*
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Dictated Sentence

1. _____

_____

_____

_____

NAME: _____

DATE: _____

5.2 ACTIVITY PAGE

Fish and Gills: Matching

Draw a line to connect the text feature to the correct picture.

Table of contents

Heading

Bold print words

Photo and caption

Chart

Map

Glossary

Diagram

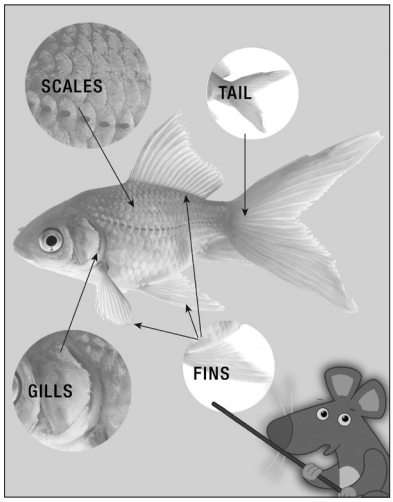
Fish

G

gill—one of a pair of organs fish use to breathe underwater (**gills**)

Fish come in many sizes and colors.

aquatic animals

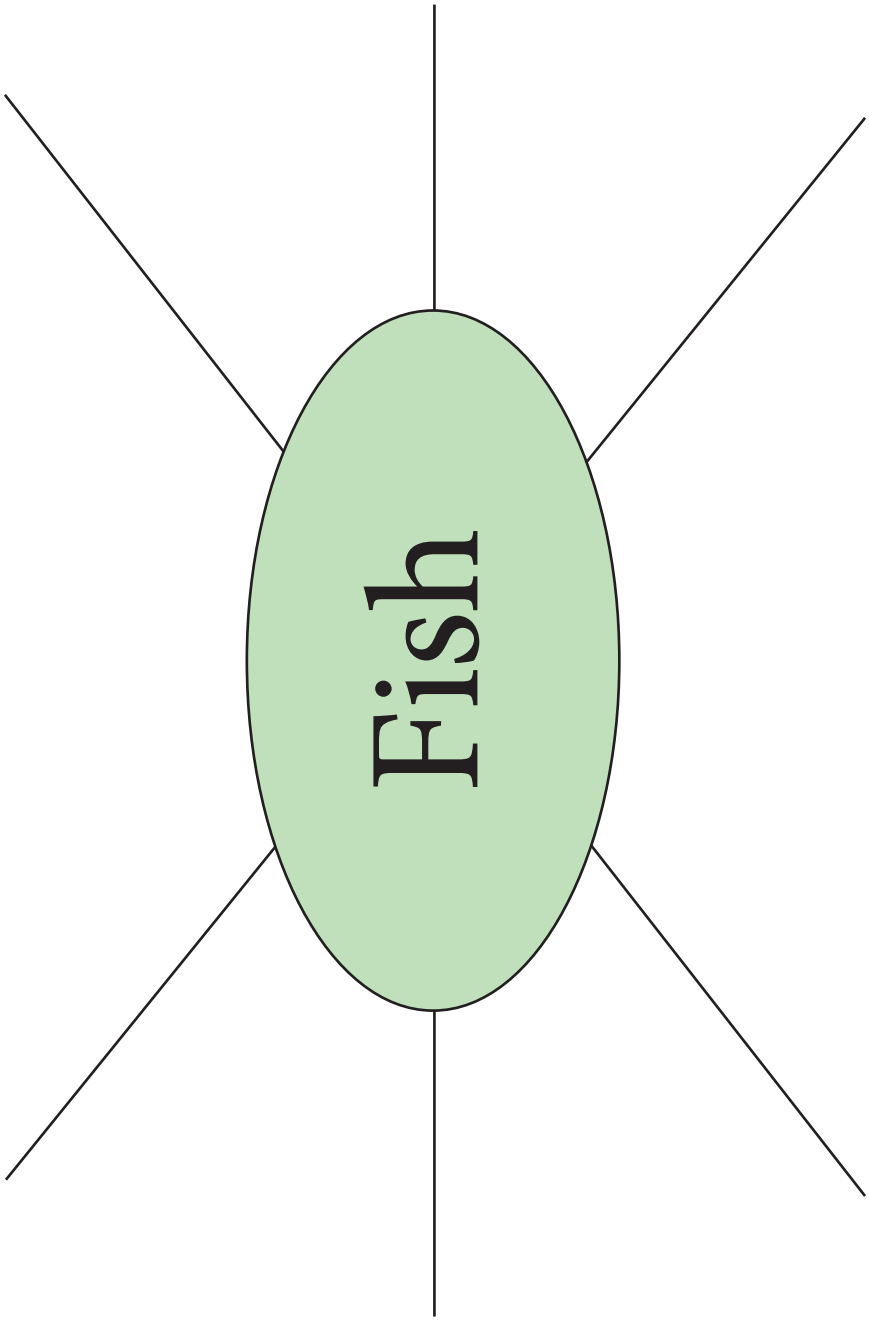


Introduction: Meet Rattenborough 2
Chapter 1: Classifying Living Things 10
Chapter 2: Warm-Blooded and Cold-Blooded Animals . . 20
Chapter 3: Vertebrate or Invertebrate? 34
Chapter 4: Fish 44
Chapter 5: Amphibians 52

NAME: _____

DATE: _____

Fish Web



Student Interview

Student 1: _____

Which text feature did you find in the Reader? _____

What did you learn from this text feature?

_____

_____

_____

_____

NAME: _____

DATE: _____

Fish and Gills Exit Slip

My reflection

Name: _____

Which text feature did I find in the Reader? _____

What did I learn from this text feature?

_____

_____

_____

_____

NAME: _____

DATE: _____

5.5 TAKE-HOME

Parts of Speech

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and an arrow from the adjectives to the nouns they describe.

1. The pottery was from a small factory.

2. Some artists draw pictures on cloth.

3. Mother bought new clothes for my little brother.

4. Sally feels cranky and sad today.

5. The little boy was out in the red barn.

6. Mr. Jones likes the tall tale about the twin sisters.

7. The colorful kite flew high up in the sky.

8. Dad did not want to stay for the whole show.

9. The children forgave each other for the silly misunderstanding.

10. The painter painted the house many colors.

11. Make up two sentences that have nouns, a verb, and adjectives and mark them as you did in numbers 1–10.

NAME: _____

DATE: _____

Common Bond

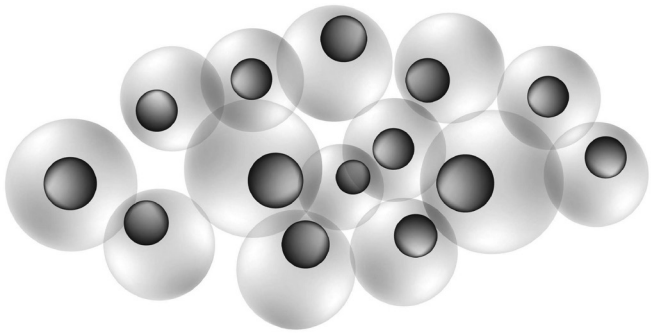
What do these three pictures have in common?

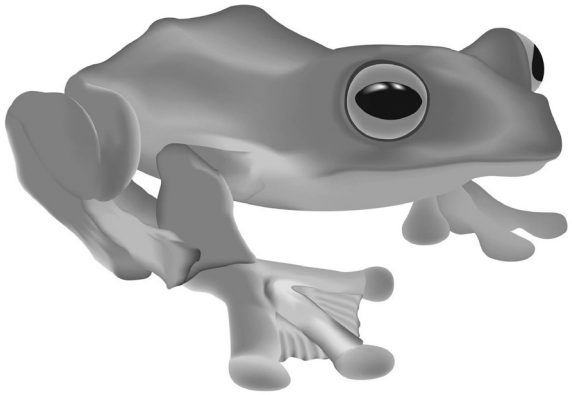
_____

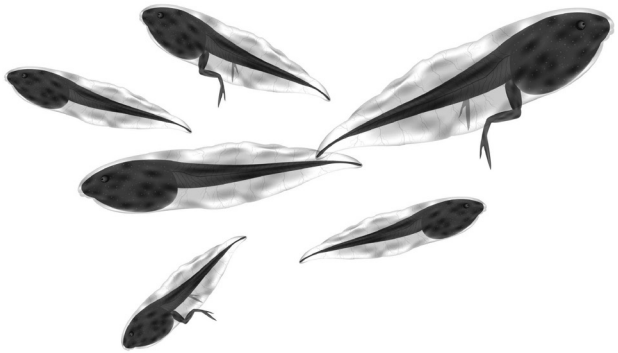
_____

_____

_____







NAME: _____

DATE: _____

Metamorphosis Sequencing

Write a sentence and then draw a picture to show the correct order in the stages of metamorphosis (of a frog or toad).

First

_____

_____

_____

Next

_____

_____

_____

Then

_____

_____

_____

Last

_____

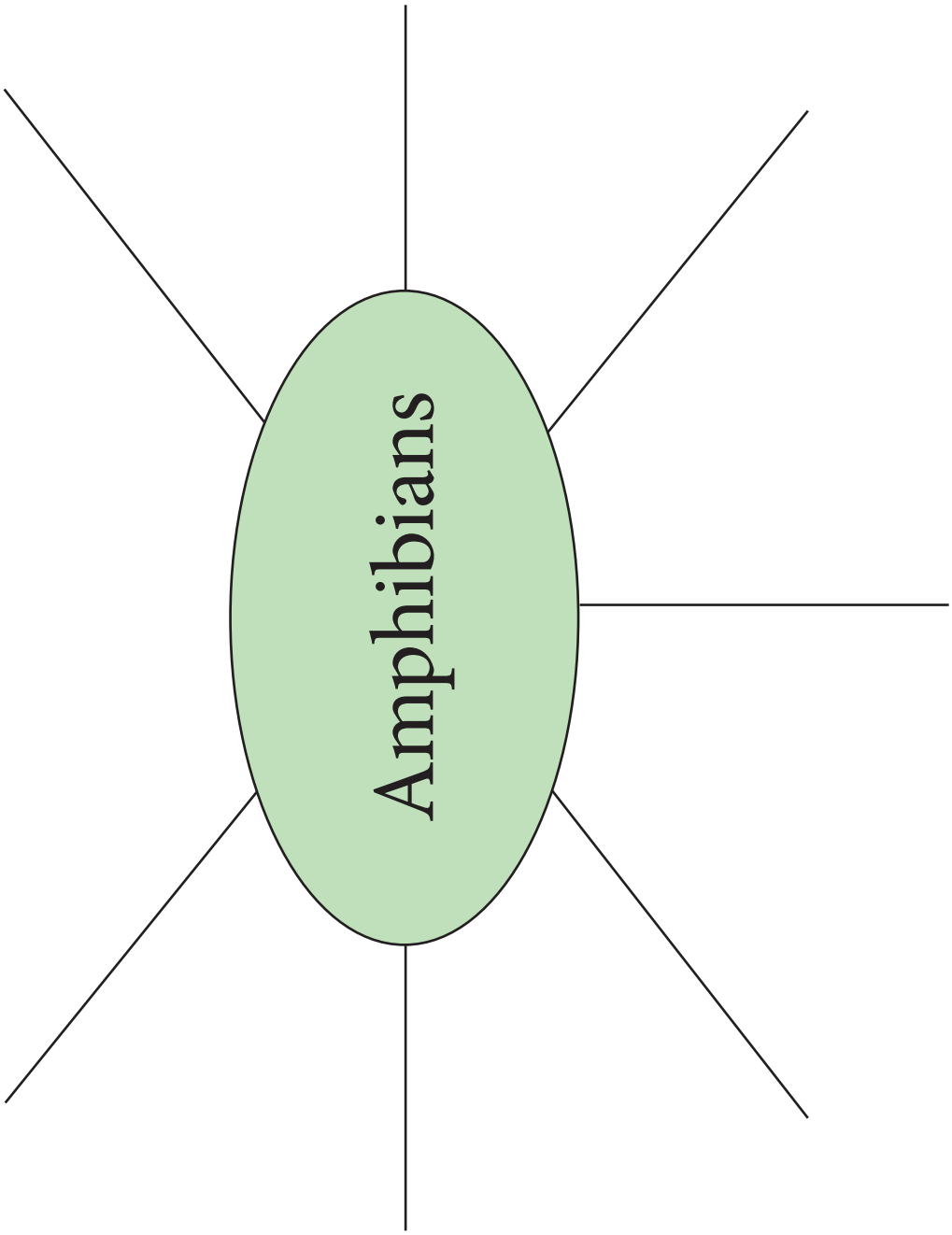
_____

_____

NAME: _____

DATE: _____

Amphibian Web



NAME: _____

DATE: _____

Identify Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* above each subject and the letter *P* above each predicate
- draw two lines under the conjunction *and*

Then write *"Yes"* on the line if the sentence is a compound sentence, or write *"No"* on the line if the sentence is not a compound sentence.

1. The boys and girls watched a beaver in the river. _____

2. The chicken sat on the eggs, and then the eggs hatched. _____

3. Jamal likes long novels, and his friend Derek likes to read too.

   _____

4. Mark and his classmates will write a report on mammals. _____

5. The class went to the park and the museum. _____

6. Tim and Bill went to the store, and Bill bought candy. _____

7. The children want salad and spaghetti for dinner. _____

8. The trip was fun, and Mary enjoyed it. _____

NAME: _____

DATE: _____

Identify Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter *S* above each subject and the letter *P* above each predicate
- draw two lines under the conjunction *and*

Then write *"Yes"* on the line if the sentence is a compound sentence, or write *"No"* on the line if the sentence is not a compound sentence.

S S P

Example: The hummingbirds and bees | surprised the children. **No**

1. Mary fed her pet mice, and Peter fed his pet turtle. _____

2. The birds fed their babies and protected them from predators.

   _____

3. The scientist watched the chimpanzees during the day, and the rest of the crew watched them at night. _____

4. My brother is a great artist, and he loves to paint. _____

5. My sister is a great athlete and loves to run. _____

6. My mother and aunt like to take walks together. _____

7. Our dog ran around the yard, and our cat slept indoors. _____

Take-Home Letter

Dear Family Members,

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are focusing again on adding the suffixes *–ed* and *–ing* to words. On the assessment, your child will be asked to write not only the root words listed below but also those root words with the suffixes *–ed* and *–ing* added. The spelling words this week end with the letter 'e'. When the suffixes *–ed* and *–ing* are added to these words, it is first necessary to drop the final letter 'e' before adding the suffix. For example, the root word *smile* becomes *smiled* and *smiling*. Your child will be assessed on these words.

Students have been assigned two Challenge Words, *does* and *done*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for adding suffixes to the Challenge Words.

The spelling words, including the Challenge Words, are listed below:

1. smile	7. file
2. vote	8. dine
3. rake	9. quote
4. translate	10. raise
5. prepare	**Challenge Word**: *does*
6. tire	**Challenge Word**: *done*

Student Reader

The chapters your child will read this week in *Rattenborough's Guide to Animals* include information about amphibians, reptiles, and birds. Once again, Rattenborough will guide students through the factual information.

NAME: _____

DATE: _____

Frog Scavenger Hunt

Frog Clue Card 1: Where can American green tree frogs live?

_____

_____

Frog Clue Card 2: Where can poison dart frogs live?

_____

_____

Frog Clue Card 3: How long is an American green tree frog?

_____

_____

Frog Clue Card 4: How long is a poison dart frog?

_____

_____

Frog Clue Card 5: What color is an American green tree frog?

_____

_____

Frog Clue Card 6: What color is a poison dart frog?

Frog Clue Card 7: What is a distinct characteristic of an American green tree frog?

Frog Clue Card 8: What seeps out of a poison dart frog's skin?

Frog Clue Card 9: Where do American green tree frogs lay their eggs?

Frog Clue Card 10: Where do poison dart frogs take their newly hatched tadpoles?

NAME: _____

DATE: _____

Frog Exit Ticket

How are these two texts alike?

How are these two texts different?

NAME: _____

DATE: _____

Field Journal

Today you read about tree frogs and poison dart frogs. If you were a frog researcher, which one would you like to research further? Explain.

NAME: _____

DATE: _____

Nouns, Verbs, and Adjectives

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

1. Dancers are lovely and graceful.
2. Sophia's back yard is small and fenced.
3. Apple trees were once small, brown seeds.
4. Penguins like cold climates.
5. Joe read the enjoyable story about kind pirates.
6. The author read a scary chapter from her new book.
7. Some tired sailors mopped the messy deck.
8. Today, people watch huge whales from rented boats.
9. The warm bread and sweet cheese tasted great!
10. The green hoses of the weary gardeners looked like slithery snakes.

NAME: _____

DATE: _____

Reptile Vocabulary

1. What does nocturnal mean in the following sentence?
   Like Anna, they are **nocturnal** hunters, hunting at night.

_____

_____

_____

_____

_____

_____

2. What does molting mean in the following sentence?
   Reptiles are known for **molting**, or shedding their skin.

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

8.2 ACTIVITY PAGE

Field Journal

Do you think you would want to be a herpetologist some day? Why or why not?

NAME: _____

DATE: _____

re–: Prefix Meaning "to do again"

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

refill—(verb) to make something full again	
reload—(verb) to put things into a container again	
retell—(verb) to report information again	
rename—(verb) to label something again	

Write the correct word to complete each sentence.

retell	reload	redo	review

1. Robert asked if he could _____ the program for the concert to see what song would be next.
2. Mom asked me to _____ the story of how my little brother fell on the playground.
3. Ava wanted to _____ her pencil box with supplies over winter break.
4. Write your own sentence using the one word left in the box.

_____

_____

pre–: Prefix Meaning "before"

The left-hand side of the table contains words that use the prefix you have been studying. Use the blanks on the right side to record additional words that use the same prefix. Make sure to include the definition for the new words you brainstorm.

precook—(verb) to prepare and heat food before	
preset—(verb) to arrange before	
preselect—(verb) to choose before	
prepay—(verb) to give money for something before	

Write the correct word to complete each sentence.

preselect	preprint	preheat	prepay

1. Last year, Dad was able to _____ for our summer football camp so we don't owe anything this year.

2. Lucy decided to _____ her boarding pass for the flight so she could go right through security at the airport.

3. When I was in my sister's wedding, I got to _____ the color of my dress several months in advance.

4. Write your own sentence using the one word left in the box.

_____

_____

NAME: _____

DATE: _____

Blank Busters

Follow along with your teacher to fill in the blanks with the correct spelling words. The root words are listed in the box below. You will not use a word more than once.

smile	rake	file	vote	dine
quote	raise	translate	tire	prepare

1. The chef _____ a special dish for the night with fish and pasta.

2. When we got home from school, Dad was in the yard _____ leaves into piles.

3. On Election Day, Mom _____ before she went to work.

4. When Ms. Taylor asked for volunteers to help with the math workshop, she saw four students _____ their hands.

5. Some puppies _____ easily from running and playing and need naps, just like people.

6. Kevin _____ his Spanish homework for me so he could tell me what he learned.

7. I saw the baby _____ when his mother leaned over to say hello to him.

8. Darcy _____ the letter she received about science camp in a folder with other science camp documents so they would all be in one place.

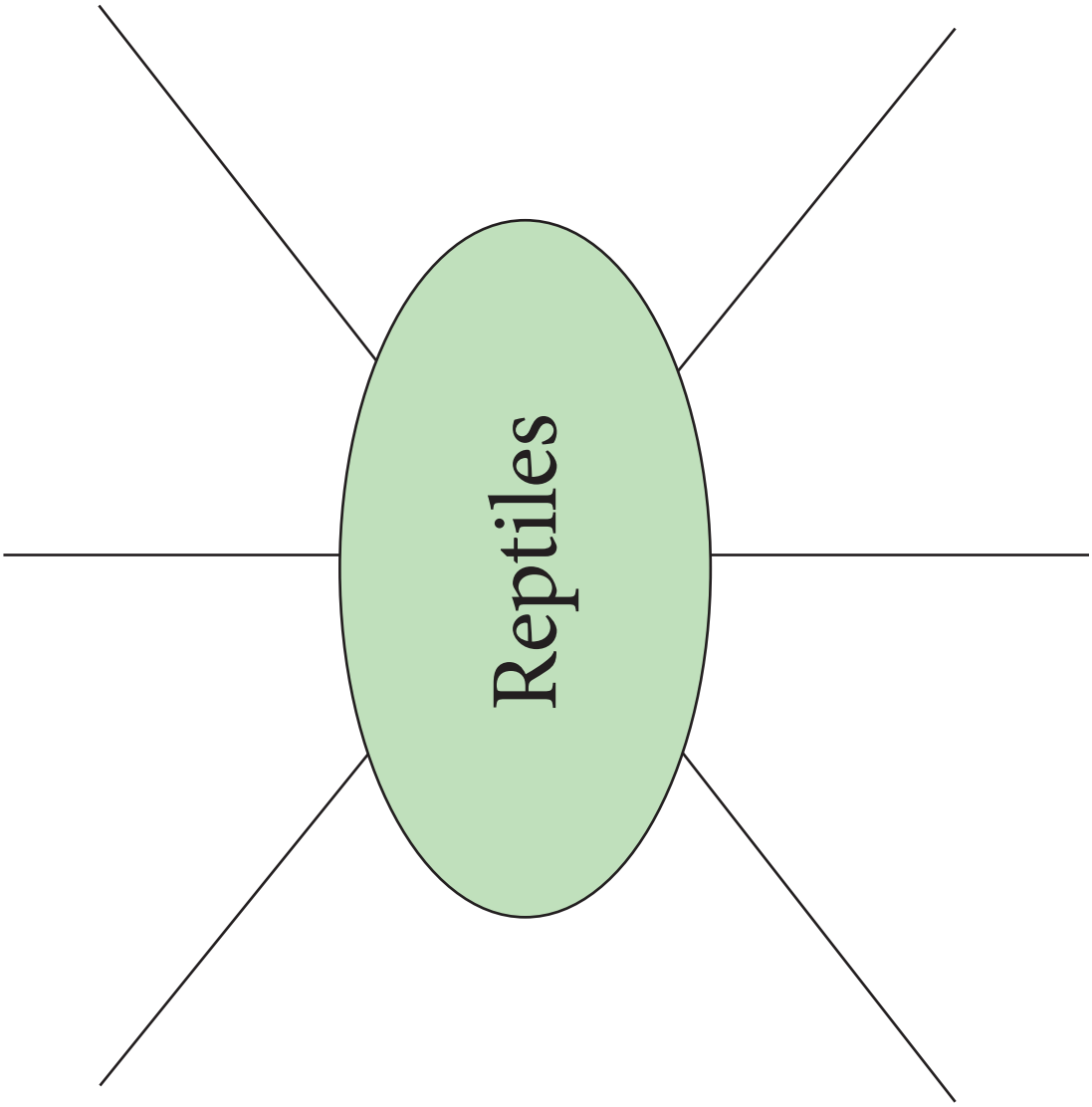
9. Grandma said we would be _____ at three o'clock on Sunday afternoon.

10. My sister can _____ most lines from her favorite movie.

NAME: _____

DATE: _____

Reptile Web



NAME: _____

DATE: _____

Blank Busters

Create your own Blank Busters sentences using three words from this week's spelling list. Do not fill in the blanks—you will do that in class when you bring this back!

Example: When we got home from school, Dad was in the yard _____ leaves into piles.

Root Word	***–ed***	***–ing***
smile	smiled	smiling
rake	raked	raking
file	filed	filing
vote	voted	voting
dine	dined	dining
quote	quoted	quoting
raise	raised	raising
tire	tired	tiring
translate	translated	translating
prepare	prepared	preparing

1. _____

_____

2. _____

_____

3. _____

_____

NAME: _____

DATE: _____

9.3 TAKE-HOME

Read the following passage aloud to practice reading fluently with expression.

Reptiles

Hi again, it's Rattenborough! You have already learned a little about today's group of animals, which are reptiles. You already know that reptiles are cold-blooded animals and vertebrates. But did you know that reptiles live both on land and in water like amphibians? Reptiles have lungs from the time they are born, not gills, like amphibians.

You may also already know that reptiles lay eggs. Some reptile eggs have soft shells and some have hard shells. They lay their eggs on land. A few snakes hold the eggs inside their bodies until they hatch. Very few rare reptiles do give birth to live young, never making real eggs.

Many different groups of animals are classified as reptiles. These include animals such as crocodiles, alligators, turtles, tortoises, snakes, and lizards.

Some people may think reptiles, mainly snakes, are scary. Most reptiles will not harm people. But there are some reptiles that you should try to avoid. The black mamba is the best example. This is the longest and most **venomous** snake in Africa. It is also the **deadliest** snake in the world. A mamba **injects venom** whenever it bites something. A mamba bite can kill any animal—even a human—in less than 20 minutes!

Rattlesnakes, copperheads, and **water moccasins** are types of **venomous** snakes found in the United States. Rattlesnakes, or rattlers, are easy to spot because they have "rattles" that shake on their tails. You know when there is one nearby because you can hear the rattles shaking.

Copperheads have a triangle-shaped head and dark stripes. They are normally less than three feet long. They prefer to live in rocky, wooded areas. They only bite humans if they are attacked or **startled**.

Water moccasins live in the water so they are hard to spot. They have a dangerous bite, but rarely attack humans. If you live in a southern state like Florida, Alabama, Mississippi, or Louisiana, you are more likely to see one. They live in swamps or shallow lakes. You might want to avoid swimming in shallow waters if you live in those states.

Some people think snakes are slimy because their skin looks shiny, but most reptiles have thick, dry, scaly skin. Reptiles are known for **molting**, or shedding their skin. Reptiles shed their skin several times during their lives. Snakes, for example, shed their skin in one big piece. They do this when they grow too big for their current skin.

The biggest reptile is the saltwater crocodile, which lives mainly in Australia and a few parts of India and Asia. Male saltwater crocodiles can grow to be 20 feet long or more! Attacks on humans are rare.

Crocodiles have the most powerful bite in the entire animal kingdom. Their bites are ten times stronger than that of a great white shark. Despite their power when they bite and snap their jaws shut, it is fairly easy to hold a crocodile's mouth closed. They open their mouths using a weak set of muscles.

NAME: _____

DATE: _____

Reptiles (Optional)

Direction: Highlight key information in the passage.

Hi again, it's Rattenborough! You have already learned a little about today's group of animals, which are reptiles. You already know that reptiles are cold-blooded animals and vertebrates. But did you know that reptiles live both on land and in water like amphibians? Reptiles have lungs from the time they are born, not gills, like amphibians.

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Crocodiles have the most powerful bite in the entire animal kingdom. Their bites are ten times stronger than that of a great white shark. Despite their power when they bite and snap their jaws shut, it is fairly easy to hold a crocodile's mouth closed. They open their mouths using a weak set of muscles.

NAME: _____

DATE: _____

Spelling Assessment

	Root Word	*–ed*	*–ing*
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Challenge Word: _____

Challenge Word: _____

Dictated Sentence

1. _____

_____

_____

_____

NAME: _____

DATE: _____

Bird Watching

Description of bird (color):
Location:
Observation:

Notes:

Description of bird (color):
Location:
Observation:

Notes:

Description of bird (color):
Location:
Observation:

Notes:

NAME: _____

DATE: _____

Bird Vocabulary

1. What does glide mean in the following sentence?
   His long, broad wings are built so that he can **glide**, or move smoothly and continuously.

   _____

   _____

   _____

   _____

   _____

2. What does nest mean in the following sentence?
   Most birds prepare a **nest**, or shelter for their young, using whatever materials are available to them in nature.

   _____

   _____

   _____

   _____

   _____

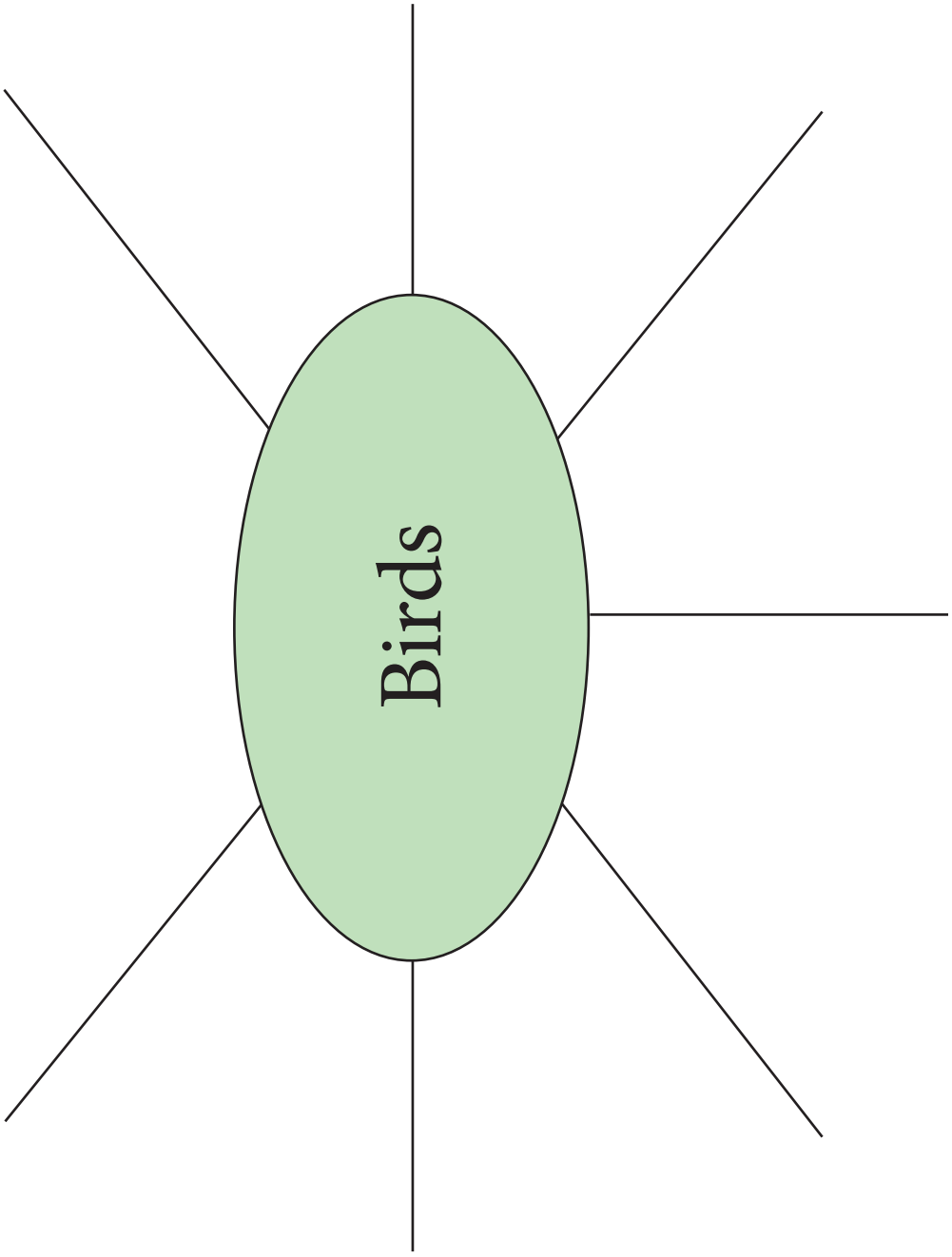
   _____

NAME: _____

DATE: _____

10.4 ACTIVITY PAGE

Bird Web



NAME: _____

DATE: _____

Field Journal

What important things did you learn about birds today? Explain why they are important.

NAME: _____

DATE: _____

Birds

Fill in the chart with details from the chapter.

Characteristics of Birds	
Vertebrates or invertebrates?	
Warm-blooded or cold-blooded?	
Where birds can live	
What all birds have	
Body covering	
What birds eat	
How birds use their songs	

Complete the following sentence.

One interesting thing I learned about birds is

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Bird Text Features

Text feature in the Reader: _____

What I learned from this text feature about birds: _____

_____

_____

_____

_____

Text feature in the Reader: _____

What I learned from this text feature about birds: _____

_____

_____

_____

_____

Text feature in the Reader: _____

What I learned from this text feature about birds: _____

_____

_____

_____

_____

NAME: _____

DATE: _____

Field Journal

What type of bird interests you the most and why?

NAME: _____

DATE: _____

Abstract Nouns

Write the letter C over the concrete nouns and the letter A over the abstract nouns.

C A C

Example: The skydiver was full of courage when he jumped from the plane.

1. The character in the story was so full of hate I had to stop reading.

2. The friendship Tim and Tom share makes their parents happy.

3. The photograph clearly shows the beauty of the mountains.

4. The football team was full of pride when they won the state championship game.

5. Your anger is making your face red!

6. The skillful artist showed he was full of skill after painting the mural.

7. An afternoon of relaxation helps to make you feel energetic.

8. Listening to beautiful music fills me with peace.

Create a sentence using each abstract noun.

1. trouble

_____

_____

_____

2. success

_____

_____

_____

3. love

_____

_____

_____

NAME: _____

DATE: _____

Family Letter

Dear Family Member,

Please help your child succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your child to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

Spelling Words

This week, we are focusing on adding the suffix –*es* to words. On the assessment, your child will be asked to write not only the root words listed below but also those root words with the suffix –*es* added. Students have reviewed the rule that when a word ends with the letter 'y', it is necessary to change the 'y' to 'i' before adding the suffix –*es*. For example, the root word *puppy* becomes *puppies*. Your child will be assessed on these words.

Students have been assigned two Challenge Words, *along* and *put*. Challenge Words are words used very often. They may not follow spelling patterns and need to be memorized. Students will not be responsible for adding suffixes to the Challenge Words. Students will not be responsible for adding the suffix –*es* to the Challenge Words.

The spelling words, including the Challenge Words, are listed below:

1. puppy	7. study
2. carry	8. butterfly
3. lady	9. bunny
4. dry	10. hurry
5. marry	**Challenge Word**: *along*
6. penny	**Challenge Word**: *put*

NAME: _____

DATE: _____

Text Structures

Authors use text structures to achieve specific purposes. Read the sentences below. Circle the text structure clue word in the sentence. On the line, write compare *if the sentence is comparing two or more things or* contrast *if the sentence is contrasting two or more things.*

1. The kangaroo, like the opossum, is part of a group of mammals called marsupials.

   _____

2. The duck-billed platypus is unlike other mammals because it lays eggs.

   _____

3. Remember learning that birds' beaks may provide clues to their diets? The same is true of mammals' mouths.

   _____

4. How does this compare and contrast structure contribute to the author's purpose? Explain your thinking.

   _____

NAME: _____

DATE: _____

Compare Two Texts

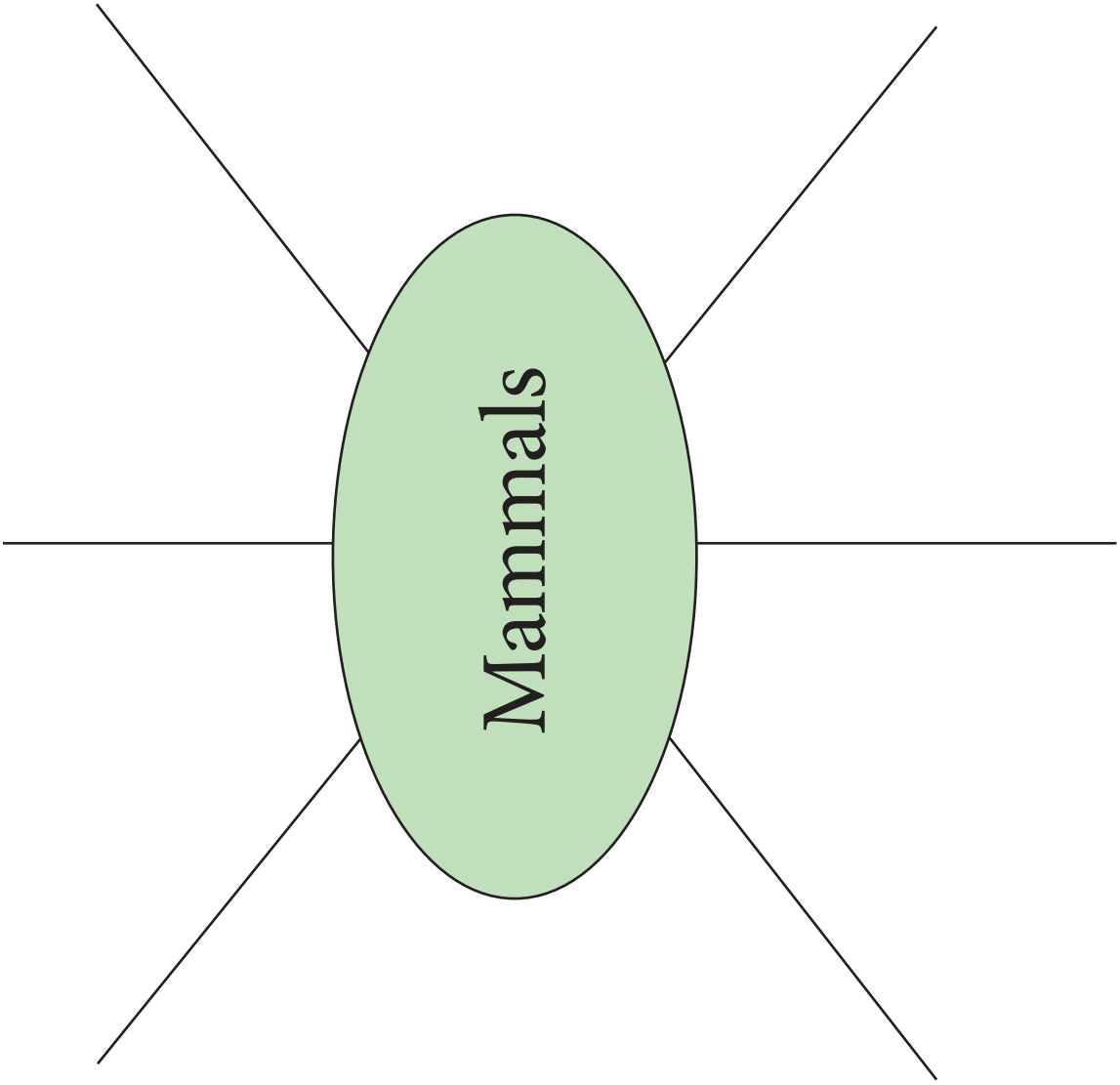
Write the central ideas from each text. Draw lines to show points that are related.

"Mammals: Live-Bearing Milk Producers"	"Mammals"

NAME: _____

DATE: _____

Mammal Web



NAME: _____

DATE: _____

Grammar Review

Label the parts of speech in the following sentences. Circle the nouns, box adjectives and draw arrows to the nouns that they describe, and draw wiggly lines under the verbs.

1. The warm days of summer change to the cool days of fall.

2. The winning team celebrates with a grand party and yummy food.

3. Bill collects many varied stamps for his huge collection.

4. The dedication of the Macon County Fire Department is inspiring.

Explain the function of a noun in a sentence:

_____

_____

Explain the function of a verb in a sentence:

_____

_____

Explain the function of an adjective in a sentence:

_____

_____

NAME: _____

DATE: _____

13.1 ACTIVITY PAGE

Taking Notes on Jane Goodall

Jane Goodall: Video Clip	Jane Goodall: Reading

NAME: _____

DATE: _____

13.2 ACTIVITY PAGE

Jane Goodall: Central Idea and Supporting Details

Central idea:

Supporting detail:

Supporting detail:

Supporting detail:

NAME: _____

DATE: _____

Animal Report

Directions: Write your topic sentence in the first rectangle to introduce your animal and its group. Choose three supporting details to write in the next three rectangles to support or expand your topic sentence. Write your concluding sentence in the last rectangle to conclude your paragraph.

Topic Sentence
Supporting Detail #1
Supporting Detail #2
Supporting Detail #3
Concluding Sentence

NAME: _____

DATE: _____

Family Letter

Dear Family Members,

Over the past couple of weeks, your child has been learning more about the classification of animals. S/he has learned about each of the five groups of vertebrate animals: fish, amphibians, reptiles, birds, and mammals. Your child has listened to several colorful and informative read-aloud stories. For each animal group, your child has learned whether it is cold-blooded or warm-blooded, whether it is a vertebrate or an invertebrate, and other important characteristics.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the classification of animals.

1. Classify the Animal

Look through magazines or books that have pictures/illustrations of animals. Talk to your child about the things s/he notices about each animal, like whether it has a backbone (vertebrate) or no backbone (invertebrate), its body covering (fur or hair, scales, feathers), and whether it is cold-blooded or warm-blooded. Your child may want to create a collage of pictures of animals that belong to one of the vertebrate groups.

2. Animal Groups Drawing

Have your child draw a picture of one of the groups of animals (fish, amphibians, reptiles, birds, and mammals) s/he has learned about, with several examples of the kinds of animals included in the group. Talk with your child about one of these animals, how scientists classify this animal, and any other interesting facts.

3. Sayings and Phrases: The Show Must Go On

Discuss with your child what the saying "the show must go on" means. It was in use in the United States starting in about 1867, and likely originated with the popularity of the circus. Despite tragic accidents, poor weather

conditions, and other setbacks which might have meant cancellation, circus shows usually took place as scheduled. To prevent profits from being drastically reduced and to keep morale up amongst circus workers, many circus managers operated in this way. Think of a time when your child needed to continue on with something that needed to be completed, even though there were setbacks.

4. Words to Use

Below are several words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *aquatic*—Fish and other aquatic animals can be found in the lake south of town.
- *nest*—My grandmother spotted a robin's nest with four, small, blue eggs in it.
- *venomous*—When visiting a new ecosystem, it is a good idea to learn what kinds of venomous animals live there.
- *lungs*—My lungs help me to breathe air, but my pet goldfish must use its gills to get the oxygen it needs from water.
- *terrestrial*—Some of the larger terrestrial animals at the zoo, such as elephants and bears, need a lot of land in which to move around and exercise.

5. Read Aloud Each Day

It is very important that you read to your child each day. Set aside time to read to your child and also to listen to your child read to you.

Be sure to praise your child whenever s/he shares what has been learned at school.

NAME: _____

DATE: _____

Text Feature Search

Take a picture walk through "Scientists Who Classify Animals" and make a prediction after each text feature listed below. What information do you think you will learn from each text feature listed? After reading, go back and note if your prediction was true or false. Finally, write a corrected statement for each false prediction.

Text features	Before reading prediction	After reading (true or false)	Corrected prediction
Heading			
Bold print words			
Photo and caption			
Glossary			

NAME: _____

DATE: _____

Questions and Answers

1: Question	**2: Answer**
3: Question	**4: Answer**
5: Question	**6: Answer**
7: Question	**8: Answer**

Additional questions:

1. _____

_____

2. _____

_____

3. _____

_____

NAME: _____

DATE: _____

Revision Checklist

Ask yourself these questions as you revise your paragraph.

1.	**Do I have a good topic sentence?**	
2.	**Do I have a good concluding sentence?**	
3.	**Are there any parts that do not make sense?**	
4.	**Do my sentences flow well in this order?**	
5.	**Do I have a good variety of sentence structure?**	
6.	**Could I combine any of my sentences?**	
7.	**Do I have a good variety of descriptive words?**	
8.	**Is my paragraph interesting?**	
9.	**Is this my best work?**	

NAME: _____

DATE: _____

Informational Writing

Directions: Write your working title on the top line. Write the second draft of your informational paragraph on the lines below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

Spelling Assessment

Root Word	*–es*
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10._____	_____

Challenge Word: _____

Challenge Word: _____

Dictated Sentence

1. _____

_____

_____

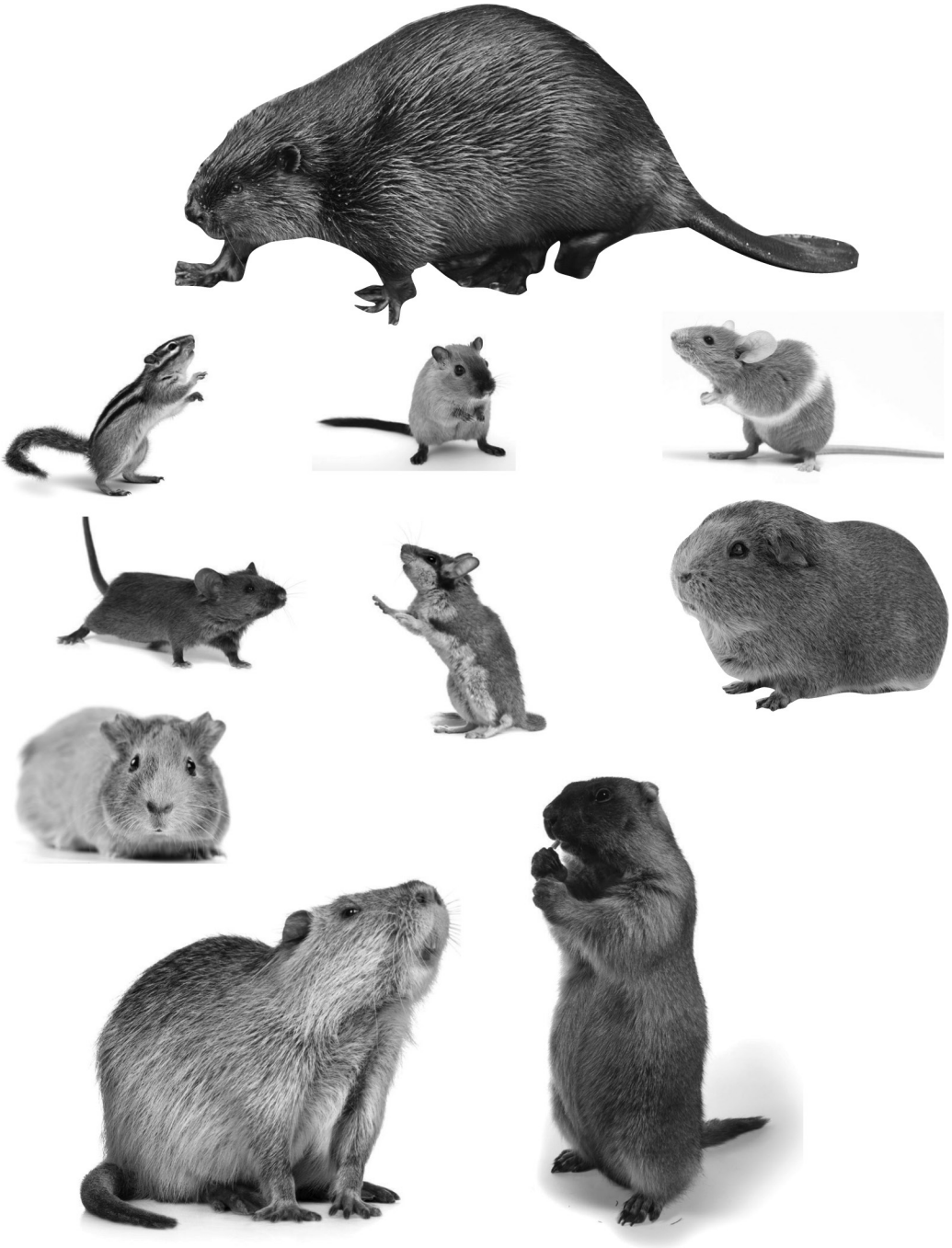
_____

NAME: _____

DATE: _____

Beavers

Beavers have long, sharp teeth and a flat, wide tail.



Beavers are mammals that belong to a smaller group of animals called ***rodents****.*

A beaver swimming from its lodge toward a dam.

Beavers are ***territorial****.*

Beavers are mammals that have an important role in nature. Beavers have two key characteristics: long, sharp teeth and a flat, wide tail. They use their teeth to **gnaw** down trees of all sizes for food and for building things. They use their tails to swim, but that's not all! If a beaver smells or sees danger nearby, it will warn the other beavers. It slaps its tail on the water surface as a loud warning.

Beavers live in ponds and lakes in some parts of North America and in some parts of Europe and Asia. They are pretty hard to find today because they were nearly hunted to **extinction**. Beavers were prized for their **pelts**, which people used to make fur coats and hats.

They are still hunted today, not only for their **pelts** but also because many people think they are pests. As you will learn, beavers can play a very important role in nature by creating a special habitat called a **wetland**. But sometimes they are pests because they disturb places where people live.

Beavers are the second largest **rodent** in the world. They do look a bit like their fellow **rodents**, such as mice, rats, and hamsters.

Have you ever heard the expression "busy as a beaver"? It comes from the fact that, in the wild, beavers never seem to stop working.

They spend much of their time in water. They are best known for building dams in rivers and streams. They build dams in order to create deeper bodies of water. They move slowly on land, but they are great swimmers. Deep water protects them from bears and other predators. They dive underwater when they sense danger. They can hold their breath underwater for up to 15 minutes.

Beavers also build places to live called lodges. Lodges are big piles of sticks and mud that they build after they have built a nice dam. After the beavers **gnaw** down trees, they strip off and eat the bark of the tree. They use the rest of the tree to build their lodges and dams.

A single beaver family can really change its surroundings. Beavers' dams can cause the water in the stream or river to rise up, flooding the nearby land. This creates a swamp, or **wetland**. **Wetlands** are important ecosystems for many types of birds, mammals, fish, and insects. But if there are people living nearby, they may not welcome the flooding!

Beavers don't stay in one place for very long. Once the good bark from all the trees is eaten in one place, they tend to move downstream and start all over again. But the **wetland** they made often remains long after they leave.

Beavers are very **territorial**: they often attack other beavers that try to move into a space that they have claimed. They want to keep all the tasty tree bark for themselves.

All in all, beavers are interesting mammals to watch and study.

1. According to the selection, what does the word *gnaw* mean?

_____

_____

2. According to the selection, what does the word *wetlands* mean?

_____

_____

3. What information did you learn from the photos and captions?

_____

_____

_____

_____

4. What information did you learn from the heading?

_____

_____

_____

_____

5. What information did you learn about the bold print words?

_____

_____

_____

_____

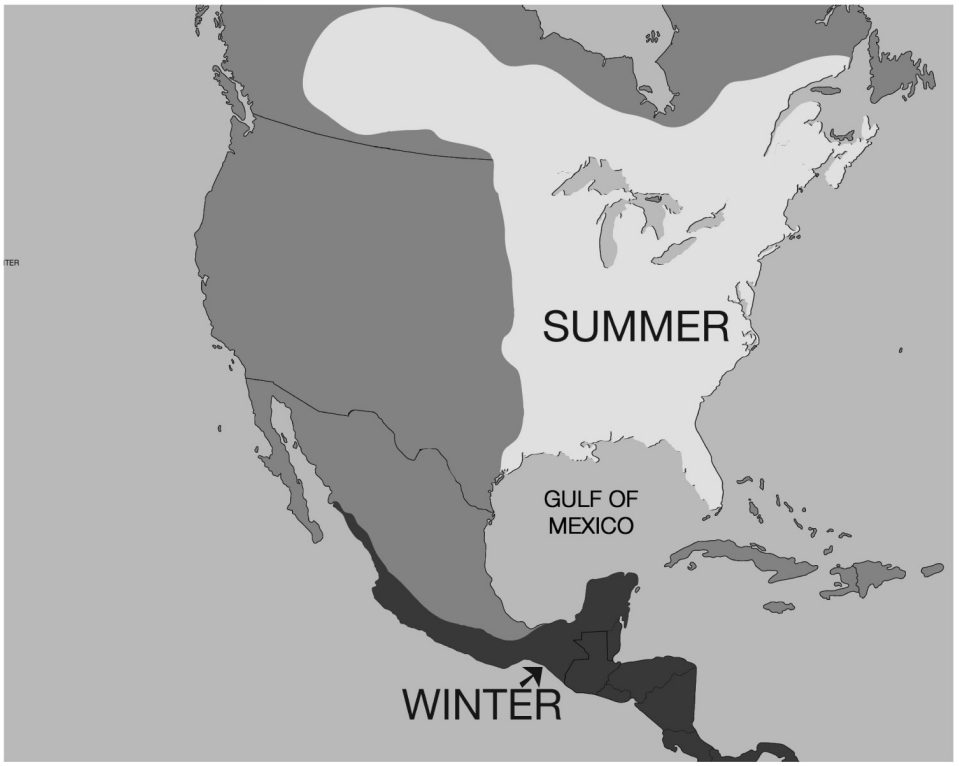
_____

_____

Hummingbirds

A hummingbird compared to the size of a penny.

A hummingbird approaches a flower for nectar.



The locations where the ruby-throated hummingbird lives in summer and winter.

A ruby-throated hummingbird feeds its babies.

Birds can be found nearly everywhere on Earth, and they come in many different sizes and colors. They also live in many different types of ecosystems. This affects how they eat, nest, and sing songs. Hummingbirds are among the smallest birds. The bee hummingbird is the smallest bird on Earth at just two inches long and weighing less than a penny!

A hummingbird is an amazing little animal. It can flap its wings up to 90 times in 1 second! That's so fast that it looks like its wings are a blur. It's hard to see its wings because they are constantly flapping.

Hummingbirds dart around from flower to flower, like bees. They use their long, pointy beaks to drink sweet nectar from flowers. Since they are so busy flapping their wings, they need to eat a lot to replace all of their energy. A typical hummingbird will visit hundreds of flowers every day, drinking more than its own weight in nectar. Nectar has sugar, which gives hummingbirds plenty of energy. As they find insects on flowers, hummingbirds eat them up.

Hummingbirds are attracted to red flowers. They are also drawn to red feeders, which people hang on porches and trees. The feeders are filled with sugary water, which is then dyed red to attract the birds. People hang feeders for them because these birds are a lot of fun to watch!

Like many birds, the ruby-throated hummingbird migrates. This means it spends part of the year in one place and part of the year in another place. It can be found in parts of the eastern United States during the late spring and early summer. When autumn rolls around, it heads south for warmer weather.

Here is an amazing fact: this tiny bird, which is shorter than your finger, doesn't migrate just a few miles. It migrates all the way across the Gulf of

Mexico—500 miles—without stopping! From there, it may continue south through Mexico to Costa Rica and beyond.

Here is another interesting fact: they are the only birds that can fly backwards! They can also **hover**, or float in the air, and fly upside down.

Their nests are very small, about half as big as a walnut shell. They make their nests using leaves and small yellow and green plants called **moss**. They use spider webs to hold these little bits of nature together. They sometimes eat the spider before using its web as glue.

The spider web is nice and sticky, and it is also **flexible**. A hummingbird will lay two tiny eggs. When its tiny eggs hatch and the babies begin to grow, the spider web will allow the nest to expand. This helps the babies stay warm and safe. In the photo, a hummingbird is feeding its babies. Maybe it is giving them a nice juicy bug to eat or sharing a taste of sweet flower nectar.

See if you can find a more interesting little bird than that!

6. According to the selection, what does the word *hover* mean?

_____

_____

7. According to the selection, what does the word *moss* mean?

_____

_____

8. What information did you learn from the photos?

_____

_____

_____

9. What information did you learn from the map?

_____

_____

_____

10. What additional text feature could be included with this selection? Why?

_____

_____

_____

11. How are these two texts alike?

_____

_____

_____

_____

12. How are these two texts different?

_____

_____

_____

_____

13. Choose the nouns from the following sentence.

> The hog had a litter of seven grunting, snorting babies.

A. hog, had, litter

B. the, of, seven

C. hog, litter, babies

D. seven, grunting, snorting

14. If you decide to <u>rename</u> something, what are you doing to it?

_____

_____

_____

_____

15. Choose the adjectives from the following sentence.

> The mother snake had nine, long, lovely, baby snakes.

A. mother, nine, long, snakes

B. snake, long, lovely, baby

C. nine, lovely, baby, snakes

D. nine, long, lovely, baby

16. Write the **letter C** over the concrete nouns and the **letter A** over the abstract nouns.

> The grandparents were full of pride when they watched their grandchild get the award for bravery.

Choose the best word to complete the sentence. Write it on the line.

17. Standing outside during a storm is an _____ thing to do because you might get hurt.
(unsafe, uneven)

18. I chose a _____ costume for Derek's costume party since younger kids will be there, and I don't want to scare them.
(nondairy, nonthreatening)

19. Marcus had too many cupcakes at the reception, and he looked _____ sitting at the table.
(uneven, unwell)

20. In which animal group are humans classified? How do you know?

NAME: _____

DATE: _____

Piranhas

Piranhas are meat-eating fish with razor-sharp teeth. If an animal 12
goes into a pond where these fish are, the piranhas may attack. A 25
large school of hungry piranhas can kill a large animal very quickly. 37

Piranhas live in South America. They are found in the Amazon 48
River and in other rivers and lakes. 55

Like most fish, piranhas lay eggs. The female lays up to five 67
thousand eggs at one time. The male piranha guards the eggs until 79
they hatch. However, after they hatch, the baby piranhas are on 90
their own. 92

A typical piranha is five to ten inches long. It might weigh 104
two pounds. 106

A piranha has a single row of teeth. These teeth are shaped like 119
triangles and are very sharp. In fact, they are so sharp that in the past, 134
some native people used them to make weapons and tools. 144

Piranhas have very strong jaws. Pound for pound, they are 154
stronger biters than great white sharks! 160

Here is how scientists measure bite strength. First, they weigh the 171
animal. Next, they allow the animal to bite a special tool that measures 184
how strong its bite is. Finally, they divide the bite strength by the 197
animal size. 199

A great white shark has a bite force about equal to its body. It 213
might weigh five thousand pounds and it might bite with a force of 226
about five thousand pounds. A piranha is much smaller. It might 237
weigh two pounds. But it can bite with sixty pounds of force. Sixty 250
divided by two is thirty. That means the piranha's bite strength is 262
about thirty times as strong as a great white shark. 272

A piranha's bite hurts a lot, but what makes it even worse is what 286
comes next. Once the piranha has bitten down, it spins away from its 299
prey, tearing out a chunk of flesh. Ouch! 307

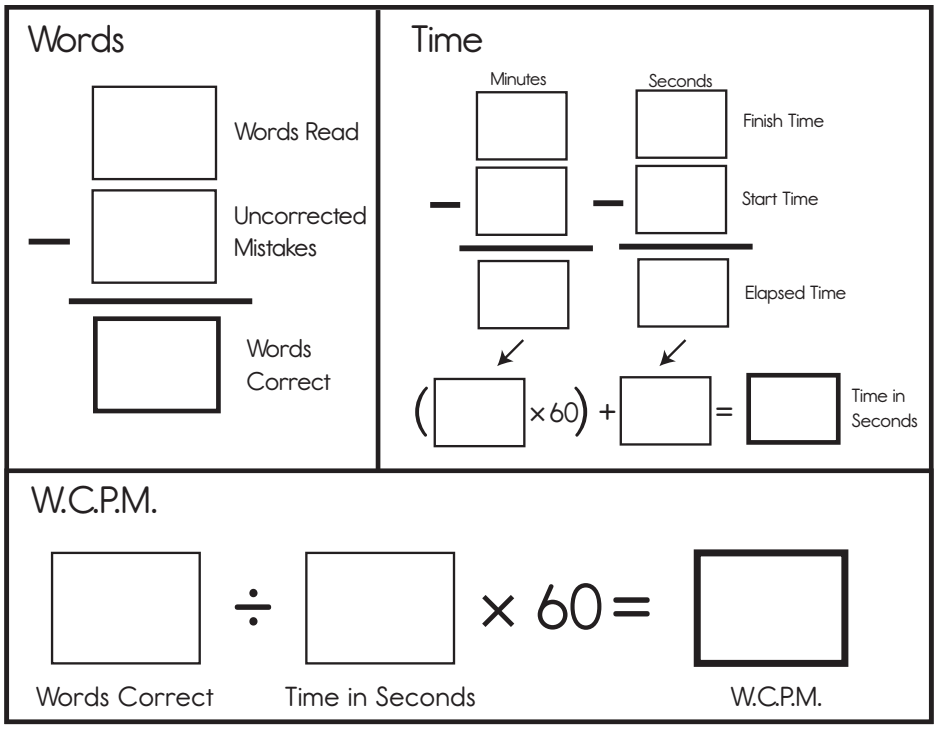
Piranhas have been known to attack humans. But such attacks are 318
not common. There are some scary movies that make it sound like 330
piranhas are always attacking people. We know now that this is just 342
not true. 344

W.C.P.M. Calculation Worksheet

Student: _____ Date: _____

Story: *Piranhas*

Total words: 344



Compare the student's W.C.P.M. scores to national norms for Fall of Grade 3 (Hasbrouck and Tindal, 2006):	
W.C.P.M.	**National Percentiles for Winter, Grade 3:**
128	90th
99	75th
71	50th
44	25th
21	10th

Comprehension Total _____/ 5	
Answers Correct	**Level**
5	Independent comprehension level
4	Instructional comprehension level
2-3	Frustration comprehension level
0-1	Intensive remediation warranted for this student

NAME: _____

DATE: _____

PP.1 ACTIVITY PAGE

Text Feature Project Hunt

1. Divide a piece of paper or file folder into eight equal squares.

2. Look through the books in the bin and complete the task for each text feature.

Table of contents: (Definition) – Write your own definition for table of contents. – Choose one title in the table of contents that you are excited to read. – Include the page number.	**Heading: (Definition)** – Write your own definition for heading. – Choose one heading from your book. – Include the page number.
Bold print words: (Definition) – Write your own definition for bold print words. – Copy two bold print words. – Include the page number.	**Photo and caption: (Definition)** – Write your own definition for photo and captions. – Find a photo in your Reader. – Draw the photo and include the caption and page number.
Chart: (Definition) – Write your own definition for chart. – Find a chart in your Reader. – Draw the chart and include the page number.	**Map: (Definition)** – Write your own definition for map. – Find a map in your Reader. – Draw the map and include the page number.
Glossary: (Definition) – Write your own definition of a glossary. – Choose two words from the glossary. – Write each word and the definition.	**Diagram: (Definition)** – Write your own definition of diagram. – Find one diagram in your Reader. – Draw the diagram and include the page number.

NAME: _____

DATE: _____

Signal Words

As you read the text, take notes about the different types of structures the author uses and explain how it contributes to author's purpose.

Different types of text structures	Clue words	Sentence in Reader with signal word	Page number in Reader
Time	Before Now Later	How does the use of time order words contribute to the author's purpose?	
Sequence	First Next Then After Last Finally	How does sequencing events contribute to the author's purpose?	
Cause and effect	Because Then If So As a result When	How does the use of a cause and effect text structure contribute to the author's purpose?	

NAME: _____

DATE: _____

Comparing Heights

Which animal is the tallest on the ruler?

_____

_____

Which animal is the shortest on the ruler?

_____

_____

Which animal is closest to your height?

_____

_____

Which animal's height surprised you? Why?

_____

_____

We compared the animals by height. How else can we compare the animals?

_____

_____

NAME: _____

DATE: _____

My Animal Centers Checklist

Name: _____

Center activity	Date completed
Text features	
Making a poster	
Sequence signal words	
Writing prompts	
Comparing heights	

Which center was your favorite? Give three reasons why you chose this as your favorite.

At which center did you learn the most? Why?

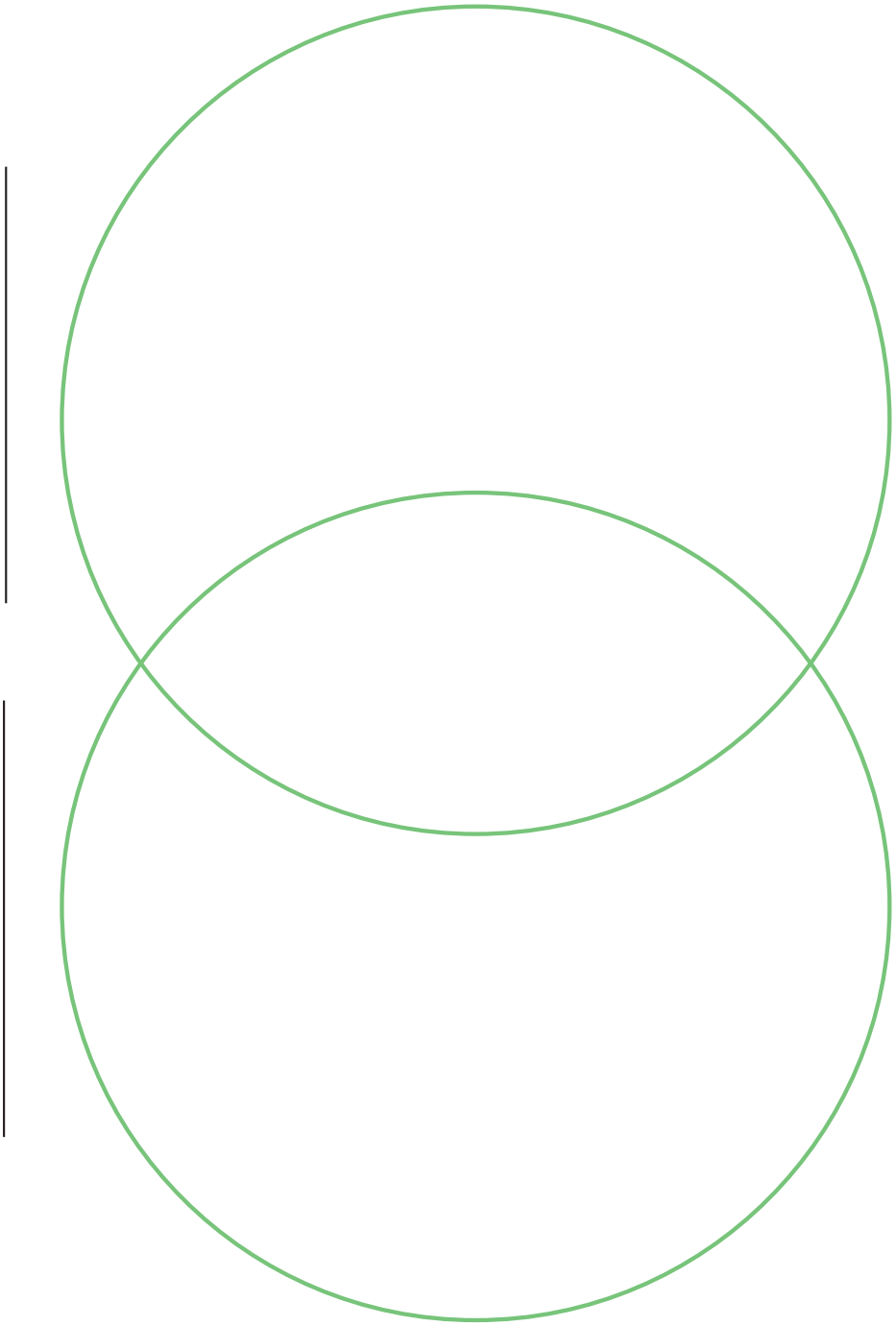
NAME: _____

DATE: _____

PP.5 ACTIVITY PAGE

Venn Diagram

Directions: Write the two vertebrate groups you are comparing and contrasting on the two blanks. In the overlapping part of the diagram, write words and/or phrases that describe how the two things are alike. In the non-overlapping parts of each circle, write words and/or phrases that describe how the two things are different.



Name: _____

Identify Compound Sentences

For each sentence,

- **draw a line to separate the subject and predicate.**
- **mark the subject(s) and predicate(s)by writing the letter *S* above each subject and the letter *P* above each predicate.**
- **draw two lines under the conjunction *and*.**

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

S P P

Example: John | liked the zebra and loved the giraffe in the zoo. No

1. Tigers and lions are very big cats. _____

2. The elementary school has brilliant mathematicians and also has talented artists. _____

3. Sarah and Deb went to the library. _____

4. My uncle visited Paris, and my nephew went to Venice. _____

5. Elephants are very intelligent animals, and dolphins are very smart. _____

6. Buffalo and wolves live in Yellowstone National Park. _____

Name: _____

Identify Compound Sentences

For each sentence,

- **draw a line to separate the subject and predicate**
- **mark the subject(s) and predicate(s)by writing the letter *S* above each subject and the letter *P* above each predicate.**
- **draw two lines under the conjunction *and***

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

S P S P

Example: My sister | loves to jump rope, and my brother | loves to play kick ball. Yes

1. My mom likes baseball and basketball. _____

2. A jellyfish is her favorite animal, and an otter is his favorite animal.

   _____

3. My sister wants hot cocoa, and my brother wants iced tea.

   _____

4. Jacob likes to go to the movies and eat popcorn. _____

5. My mother likes the rain, and my sister likes the snow. _____

Challenge

From the sentences you identified as not compound sentences, choose one to rewrite as a compound sentence.

_____

_____

_____

_____

_____

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Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

SCALES, FEATHERS AND FUR:
ANIMAL CLASSIFICATION
GRADE 3 UNIT 2 | ACTIVITY BOOK

EDITION 1

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