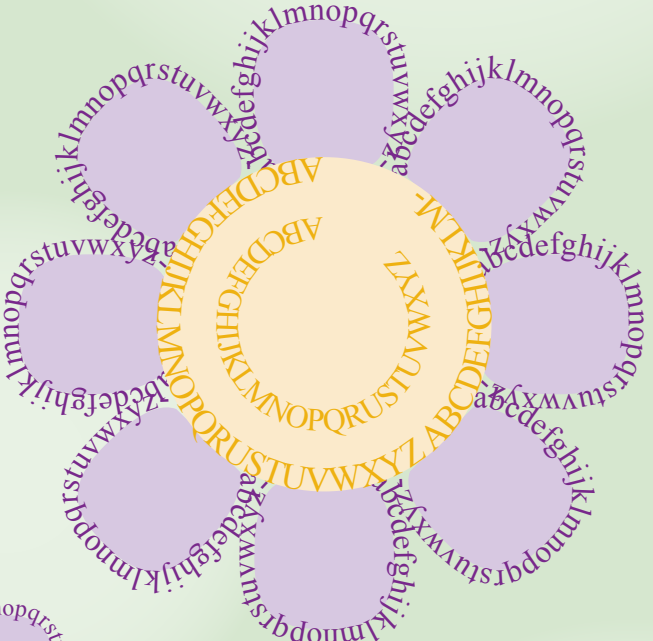
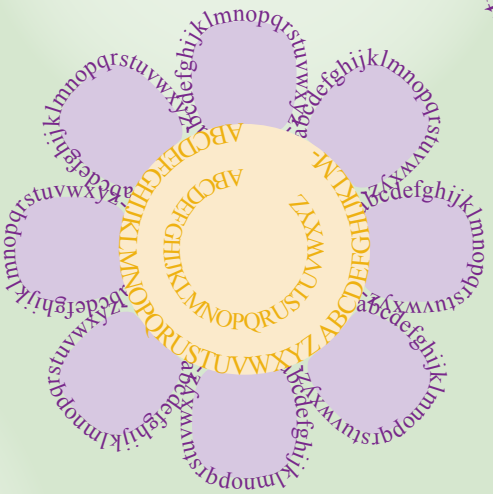
Unit 2
Skills Workbook





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Unit 2

Skills Workbook

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Unit 2
Skills Workbook

This Skills Workbook contains worksheets that accompany the lessons from the Teacher Guide for Unit 2. Each worksheet is identified by its lesson number and where it is intended to be used. For example, if there are two worksheets for Lesson 8, the first will be numbered 8.1 and the second 8.2. The Skills Workbook is a student component, which means each student should have a Skills Workbook.

Name: _____

1.1

Take-Home Worksheet 

Dear Family Member,

These weekly family letters will come home each Monday. 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 following 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
2. discuss
3. submit*
4. stretch
5. plan*
6. patch
7. hop*
8. rub*
9. grab*
10. ship*
11. **Challenge Word**: give
12. **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.

Students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Students will also take home a copy of the glossary for use in reading the text copies to family members. The bolded words on the text copies are the words found in the glossary.

Name: _____

1.2

Take-Home Worksheet 

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 **habitats** all over the world with different kinds of **animals** and plants living there.

We visited a desert **habitat** 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: _____

Classifying Living Things

Write *true* or *false* next to statements about classifying living animals.

1. All living things create energy from food. _____

2. Plants start out as adult plants, then grow to seedlings, and then change to small seeds. _____

3. To classify means to sort. _____

4. Nonliving things change to fit in better with their habitat. _____

5. Living and nonliving things are classified into groups called kingdoms. _____

6. All living things have babies or make other living things like themselves. _____

7. Reptiles are the largest group in the animal kingdom. _____

8. A cactus is the only kind of living thing that can adapt to a desert habitat. _____

9. Animals move from place to place, but plants do not. _____

10. Scientists have already discovered and classified all of the animals in the world. _____

Name: _____

2.2

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. One cage is filled with colorful birds.

2. Sam rushed to the nearest window.

3. My toy train is red, black, and white.

4. Frank skates down the steep hill.

5. The weather is hot at the beach in the summer.

6. Speedy jets arrive at the busy airport.

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

8. The yummy donuts were hot and sweet.

9. The brown apple looks rotten.

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

Classify Food in a Grocery Store

Name: _____

Classify the food listed in the box by writing the words in the appropriate columns.

yogurt	milk	pork roast	pasta salad	green beans
cheddar cheese	swiss cheese	chocolate cake	sliced bread	sliced turkey
chicken	bananas	macaroni salad	peaches	pears
hot dogs	apple pie	lettuce	tomatoes	fresh rolls
		hamburger	prepared casserole	

Dairy	Produce	Bakery	Meat	Deli
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____	6. _____

Name: _____

2.4

Take-Home Worksheet 

Classifying Living Things

Rattenborough here! Do you remember who I am? I'm here now to help you learn about how **scientists** sort, or **classify**, living things into groups. Since I am an expert on animals, we will focus mainly on animals.

First, I'm going to ask you two very important questions. How do you know if something is living or nonliving? What important **characteristics** do all living things have?

- All living things create energy from food.
- All living things can have babies or make other living things just like themselves.
- All living things have a **life cycle**. They start out small and then grow.
- All living things change to fit in better with their habitat.

Plants make up one group of living things. We know this because plants have the same **characteristics** that all living things have.

- Plants create energy from food. They make their own food using the sun, water, and gases in the air.
- Plants make seeds that become new plants.
- Plants grow from small seeds into seedlings and become **adult** plants.
- Plants can **adapt** to their habitat. For example, all plants need water, but a cactus in a dry desert does not need as much water as other plants.

Animals of all shapes and sizes are living things, too. So, animals also have the same **characteristics** that all living things have.

- Animals get energy from the food they eat.
- Animals can have babies.

- Baby animals are small but grow into **adult** animals.
- Animals can **adapt** to their habitat. For example, the fur of polar bears looks white so they can blend in with the snow where they live.

Plants and animals are both living things, but plants and animals are different in important ways. For example, animals move from place to place, but plants do not.

Scientists study how living things are alike and different and sort, or **classify**, them into large groups called **kingdoms**. There are five **kingdoms** of living things. You have just learned about two—the plant **kingdom** and the animal **kingdom**. (You will learn about the other **kingdoms** in later grades.) The living things in each **kingdom** can then be sorted into more specific groups.

Scientists study animals within the animal **kingdom** and **classify** them by the **characteristics** they share with other animals. One way **scientists classify** animals into more specific groups is by checking if an animal has a backbone. Insects do not have backbones, but birds and fish do. So, animals with a backbone are in different, more specific groups within the animal **kingdom**. Insects make up the largest group in the animal **kingdom**. But there are other large groups of animals, such as birds and fish. You will learn more about other major groups in future chapters.

We **classify** the things around us so we can get to know our world better. As we learn about living things, we also learn about ourselves and our place in the world.

So far, **scientists** have **classified** over 1 million different kinds of animals. Most of these are insects! Many **scientists** think there may be close to 10 million other animals that still have not been **classified**!

That's all for now! Rattenborough, over and out! I'll be back in the next chapter to tell you more about how animals are **classified** into different groups.

Name: _____

2.5

Take-Home Worksheet

Practice 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. Anton sees a green pepper through the open window.

2. Dr. Seuss wrote wonderful stories full of magical creatures.

3. Little farms cover the flat land.

4. Sarah had a raspy cough.

5. The fluffy clouds drifted across the blue sky.

6. The heavy elephant has a slow, swaying walk.

7. The beautiful, proud peacock has many feathers.

8. The yellow car has five seats in it.

9. A company in Japan makes gold watches.

Name: _____

3.1

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

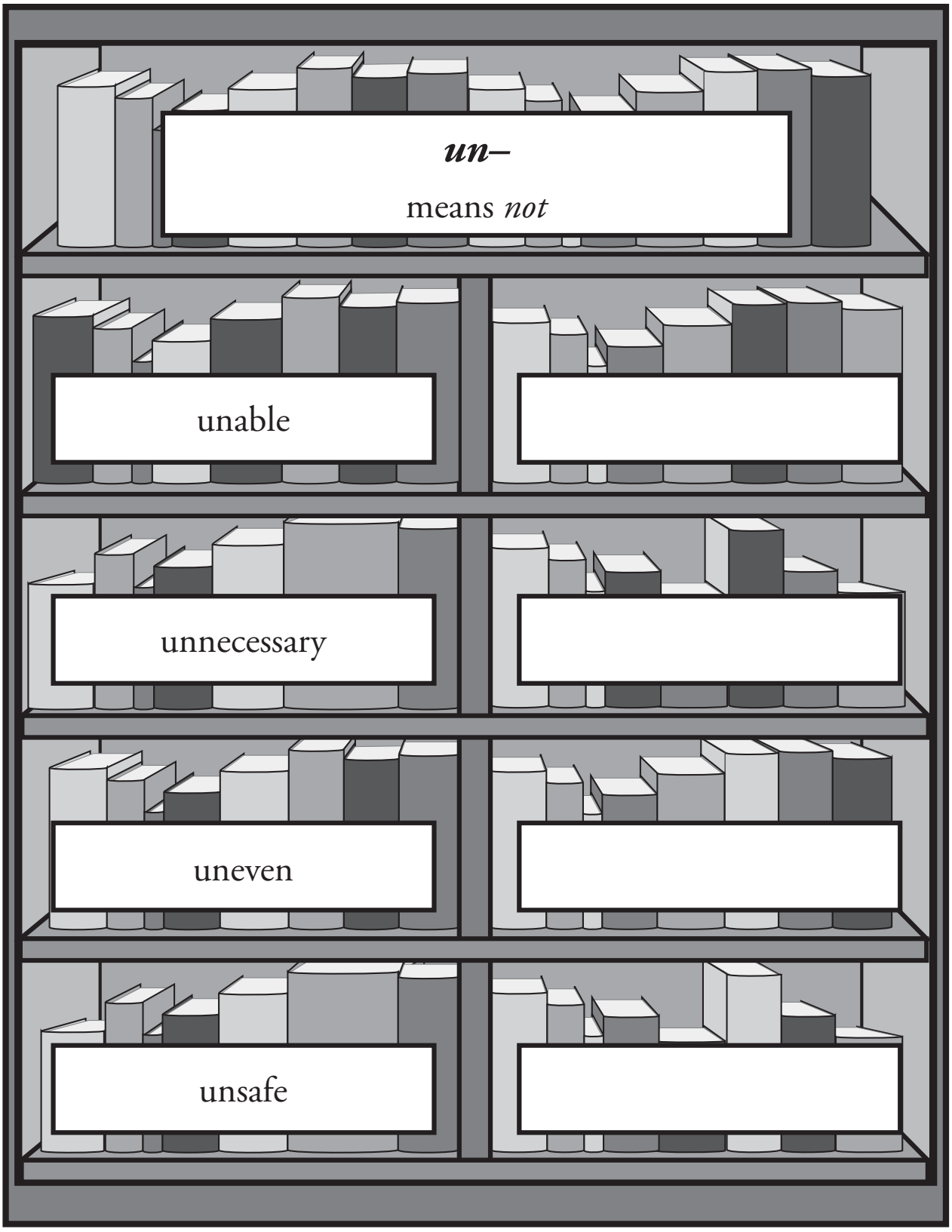
Use what is around them to stay warm or cool

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

Name: _____

3.2

Word Shelf



Name: _____

3.3

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.

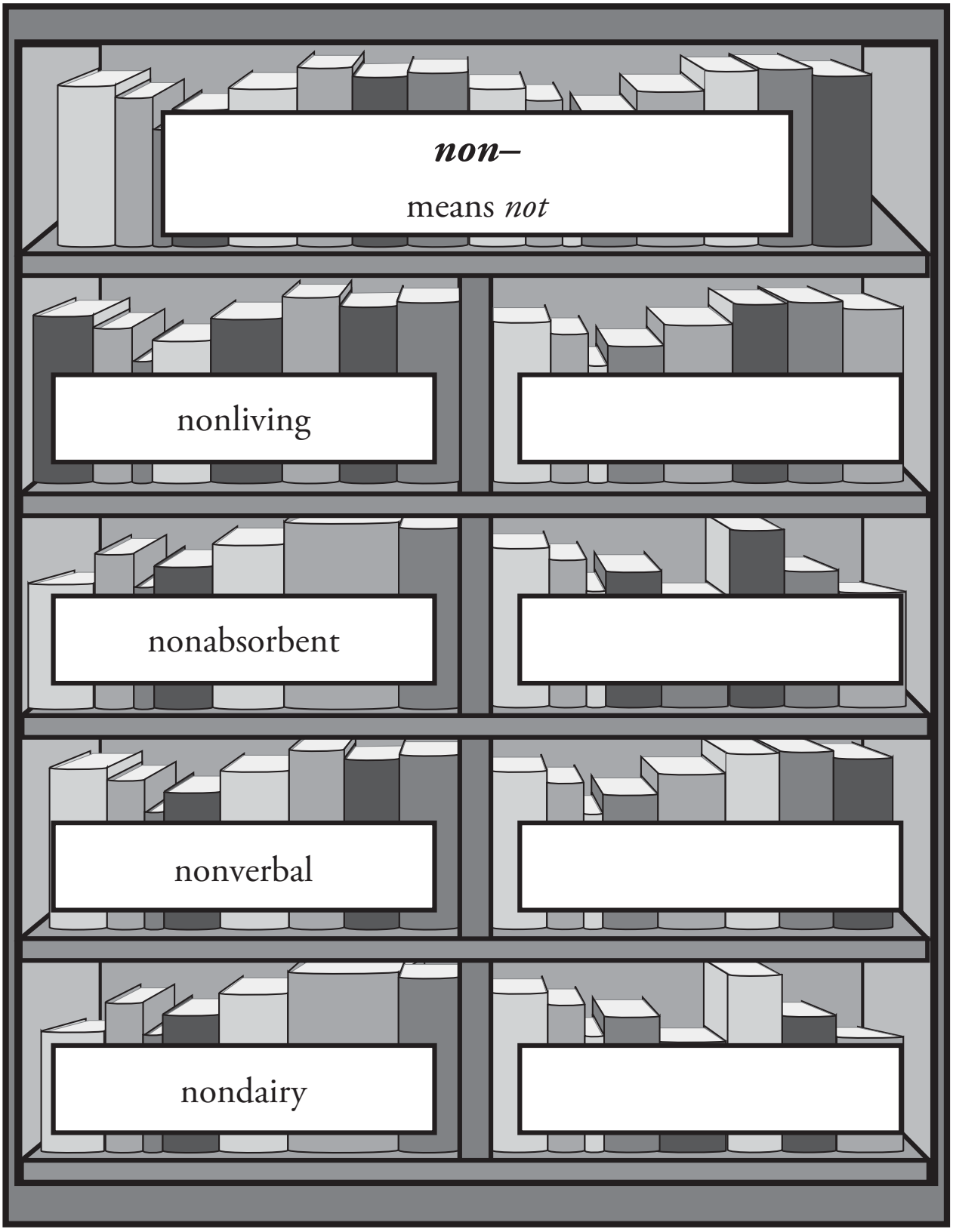
_____

_____

Name: _____

3.4

Word Shelf



Name: _____

3.5

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: _____

3.6

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.

Name: _____

3.7

Take-Home Worksheet 

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: _____

Take-Home Worksheet 

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, he'll 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 they shiver, their bodies make heat to keep 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 make 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!

Name: _____

4.1

Vertebrate or Invertebrate?

Fill in the blanks or answer in complete sentences.

1. Animals are classified as vertebrates because they have a _____.

2. Why are animals classified as invertebrates?

_____

_____

_____

3. Your spinal cord is a bundle of nerves where _____ travel up and down from your _____ to other parts of your body.

4. The largest group of invertebrates is _____.

5. Mammals, reptiles, fish, and _____ are all vertebrates.

6. Lobsters, ladybugs, and _____ are all invertebrates.

Name: _____

4.2

Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a square around any adjectives with arrows pointing to any nouns they describe.

1. Susan's family took the three-hour tour.

2. The backbone wraps around the spinal cord.

3. An elevator brought everyone to the second floor.

4. Usually Pam seems calm.

5. The English Channel is deep.

6. The cheerleaders created many new songs.

7. Pedro hits fast shots to me on the tennis court.

8. Bonnie shared her observations with another student.

9. Elaine was scared after the movie.

10. The water splashed up on me.

Name: _____

4.3

Practice Using Prefixes *un–* and *non–*

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

1. Last week, our class used _____ information to write a class report on large cats like panthers, leopards, and cheetahs.
   (nondairy, nonfictional)

2. I am _____ to go to the party since I will be out of town.
   (unable, unwell)

3. The dirt in the pots with our new plants is _____ so we need to plant them in the ground.
   (nonabsorbent, nonverbal)

4. For science homework, I had to compare and contrast a living thing and a _____ thing.
   (nonthreatening, nonliving)

5. Grandma said she is _____ about attending the festival on Saturday.
   (uneven, unsure)

6. Dad told us to put back the chips and candy at the store because they were _____ items and not on Mom's list.
   (unable, unnecessary)

Write a sentence using each word given.

1. *unhappy*

_____

_____

_____

2. *nonverbal*

_____

_____

_____

Name: _____

4.4

Take-Home Worksheet 

Vertebrate or Invertebrate?

Rattenborough, here again! You have learned that scientists who study the animal kingdom classify animals into different groups, based on different characteristics. Some characteristics scientists study are:

- what makes up the animal's skin, such as hair or scales
- whether animals give birth to live babies or lay eggs
- whether mothers feed their babies milk from their own bodies
- whether animals are warm-blooded or cold-blooded

Another key characteristic that scientists study is whether animals have a backbone. Animals that have a backbone are called **vertebrates**. Humans are **vertebrates**. Place your hand on the back of your neck until you feel a bump. Now, rub your hand up and down the middle of your back. Do you feel bumpy bones that run in a row down your back, from your neck down to your waist? That's your backbone. Another name for a backbone is a **spine**.

The backbone or **spine** wraps around and protects an important part of your body called the **spinal cord**. The **spinal cord** is a bundle of nerves. Messages travel up and down your **spinal cord** from your brain to other parts of your body. This is the way that your brain sends signals telling the other parts of your body what to do.

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 also **vertebrates**. Small

hummingbirds and large eagles are **vertebrates**, too.

But there are many more animals that do not have a backbone. Animals without a backbone are called **invertebrates**. Insects are the largest group in the animal kingdom. Insects are also the largest group of **invertebrates**. Insects include flies, wasps, beetles, cockroaches, ladybugs, and butterflies. Other kinds of **invertebrates** include earthworms and spiders.

Some interesting **invertebrates** live in the sea. Lobsters, shrimp, and crabs do not have a backbone. The giant octopus is an **invertebrate** as well. Have you ever seen a jellyfish or a starfish? They are also **invertebrates**. So, these animals do not have a backbone or **spinal cord**.

Name: _____

4.5

Take-Home Worksheet 

Subjects and Predicates

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 draw an arrow from them to the nouns they describe.

Scott knew interesting things about dolphins and seals.

1. That seat feels uncomfortable to me.

2. My new poster tells about vertebrates and invertebrates.

3. His grades showed an improvement.

4. Stacey has many stamps in her collection.

5. Dragonflies live near fresh water.

6. The national park has beautiful views.

7. The gentle waves sound pleasant.

8. My aunt heard the recipe on the radio.

9. Green frogs swim in shallow water.

10. List at least five adjectives from the previous sentences.

_____

_____

_____

_____

_____

_____

Name: _____

5.1

Spelling Assessment

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

Challenge Word: _____

Challenge Word: _____

Dictated Sentence

1. _____

_____

_____

_____

Name: _____

5.2

Fish

1. What does the word **aquatic** mean?

_____

_____

_____

2. Why can't fish close their eyes?

_____

_____

_____

3. Explain how fish breathe in oxygen. How is that different from how you breathe in oxygen?

_____

_____

_____

_____

_____

4. Some fish travel in groups called _____.

5. Explain how salmon travel home to lay their eggs.

6. Do all fish live in the ocean?

7. Are fish vertebrates or invertebrates?

Name: _____

Practice Parts of Speech, Subjects, and Predicates

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: _____

6.1

Take-Home Worksheet 

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 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*. On Friday, 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 following 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
2. vote
3. rake
4. translate
5. prepare
6. tire
7. file
8. dine
9. quote
10. raise
11. **Challenge Word**: does
12. **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.

Again, students will take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your child that the glossary that came home last week can be used to remind students of the meaning of the bolded words.

Name: _____

6.2

Write a Response to "Fish"

Reading Excerpt from "Fish"

From page 54 of "Fish"

Some types of salmon are born in freshwater streams and rivers. After about a year, they make their way to the ocean where they live for one to five years. Then, they migrate back to the exact same stream where they were born. They lay eggs and the life cycle begins again.

Salmon don't use a map to help them find their way back home. Most scientists think they use their strong sense of smell to find their way. They swim upstream, against the river's current, sometimes swimming hundreds of miles. They leap over waterfalls and rocks to get to the same stream where they were born. They go through all this hard work to reach their home to lay their eggs.

Hopefully, along the way, a grizzly bear won't catch them first. It just so happens that salmon are among the tastiest of all fish!

Writing Prompt:

Explain what was surprising to you about where salmon lay their eggs. Include exact details to show what surprised you and what didn't surprise you.

Name: _____

6.3

Take-Home Worksheet 

Fish

Rattenborough, here again! You have learned that scientists study the characteristics of animals. They do this to divide the animal kingdom into different groups, such as mammals and reptiles. Today you are going to learn about another group of animals within the animal kingdom—fish.

Fish are **aquatic** animals, meaning that they spend their lives underwater. Most fish are cold-blooded. Their body temperature changes with the temperature of the water. Fish are also vertebrates. In fact, they are the largest group of animals on Earth that are vertebrates. Earth is covered mostly by water, so it makes sense that fish are the most common vertebrates. There are many different types and sizes of fish.

Fish lay eggs underwater. They also eat and sleep under water. Fish do not sleep in the same way mammals sleep. Fish can't close their eyes because they don't have eyelids. When they sleep, they float around or find a place to hide while they rest.

Like other animals, fish need to breathe **oxygen**. But fish do not have lungs like people and they do not breathe **oxygen** from the air. Instead, they have **gills** just behind their heads. Fish **gills** take **oxygen** out of the water, so that fish can breathe. But **gills** do not work well outside water. They cannot take **oxygen** out of the air. A fish will die quickly—within several minutes—if it is removed from water.

Fish have scales that cover their skin. Scales are rounded and smooth, and there is usually an inner and outer layer. The scales protect the skin and help fish move easily through the water. Fish also use the different **fins** on their body and their tails to swim. They are able to glide through the water, rapidly changing direction by using their **fins** and tail.

Most fish live in saltwater, because most water on Earth is salty. Tropical fish that live in the warm **ocean** are very colorful. They look as if an artist

painted interesting patterns on their bodies. Many fish also live in freshwater, including streams, rivers, lakes, and ponds.

Some fish travel in groups called **schools**. One type of fish that travels in **schools** is salmon. Salmon live in both saltwater and freshwater. Some types of salmon are born in freshwater streams and rivers. After about a year, they make their way to the **ocean** where they live for one to five years. Then, they **migrate** back to the exact same stream where they were born. They lay eggs and the life cycle begins again.

Salmon don't use a map to help them find their way back home. Most scientists think they use their strong sense of smell to find their way. They swim upstream, against the river's current, sometimes swimming hundreds of miles. They leap over waterfalls and rocks to get to the same stream where they were born. They go through all this hard work to reach their home to lay their eggs.

Hopefully, along the way, a grizzly bear or fisherman won't catch them first. It just so happens that salmon are among the tastiest of all fish!

Name: _____

6.4

Take-Home Worksheet 

Amphibians

Greetings once again from your pal and animal expert, Rattenborough! Are you ready to learn about another group of animals within the animal kingdom? The group we are going to talk about today is really interesting. They live both in water and on land. This group of animals is called **amphibians**. The word **amphibian** comes from Latin meaning "both sides of life."

Amphibians are classified into three more specific groups. Frogs and toads are the largest group. Salamanders and newts make up another. Animals in the third group do not have legs, so they look more like large snakes. We don't know as much about this group of **amphibians** because they live mostly underground.

To understand the life cycle of an **amphibian**, let's take a closer look at an American toad.

Like all **amphibians**, toads are cold-blooded. An **amphibian's** body temperature changes as the outdoor temperature changes. Some **amphibians** **hibernate** during the winter. Some toads dig deep underground. Others **amphibians** like frogs bury themselves in mud at the bottom of a pond. **Hibernating amphibians** can survive for months. They do not eat or move, using only the fat stored in their body to stay alive. Frogs and toads—and all **amphibians**—are also vertebrates.

A toad's life cycle begins as one of thousands of soft, slimy eggs. The mother lays her eggs close to shore in a pond, lake, or calm spot in a river or stream.

But most of these eggs will never hatch. Instead, they will be eaten by fish or other animals. If the water moves the eggs away from the shore and into direct sunlight, the eggs will dry out and die.

Out of the thousands of eggs laid, a few hundred toad eggs manage to hatch into **tadpoles**. A **tadpole** is very **fragile**. Its young body is made up mainly of

a mouth, a tail, and gills. At this stage, **tadpoles** are aquatic. Like fish, they use gills to breathe underwater.

After a while, **tadpoles** begin swimming around and eating tiny aquatic plants. **Tadpoles** tend to stay together in schools, like fish. However, this makes it more likely that other animals will be able to catch and eat them. Most **tadpoles** end up as fish snacks.

If a **tadpole** survives for a month, skin will begin to grow over its gills. After about six to nine weeks, the **tadpole** also starts to grow little legs. As its body changes, the young frog or toad starts to look less like an aquatic animal and more like a land animal.

After a few months, a toad will make its way out of the water to land. At this stage, it may still have a tail, but that won't last long. By this time, its gills have become lungs. That means the toad now breathes oxygen from the air instead of oxygen from the water, like fish. Soon, it will be a full-grown adult toad living and hopping around on land. Adult **amphibians** are carnivores, eating insects, small reptiles, and even mice.

Adult toads are very good swimmers and can even swim underwater. But they cannot use their lungs to breathe underwater. Instead, their thin, moist skin **absorbs** oxygen from the water.

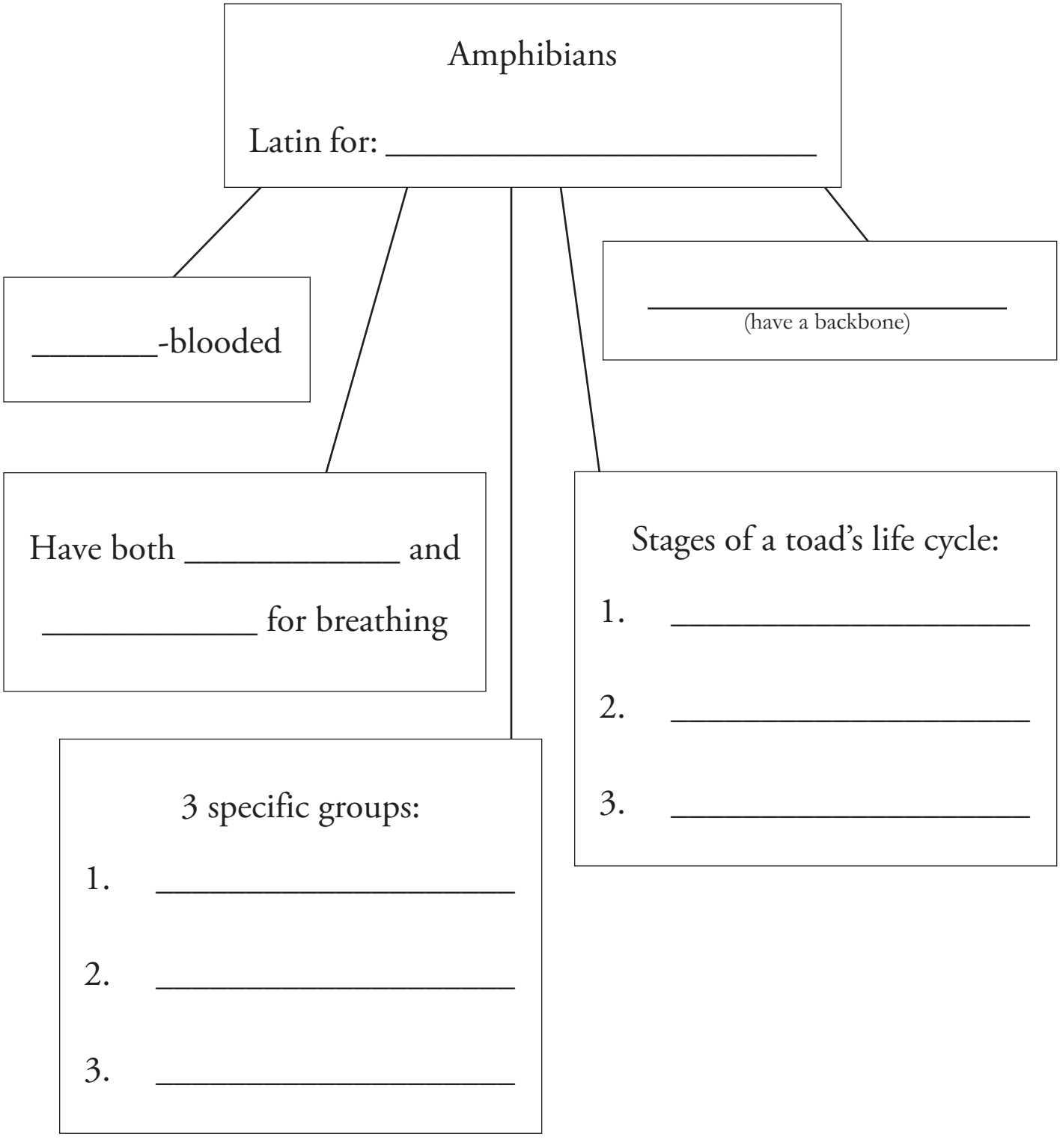
Amphibians are a very interesting animal group. **Amphibians** are the only type of animal that have both gills and lungs. As adults, they live on land but lay eggs in the water. The Latin meaning of the word **amphibian** makes perfect sense!

Name: _____

7.1

Amphibians

Fill in the blanks in the chart below.



Name: _____

7.2

Sentences vs. Fragments

1. If the sentence is complete:
-circle "complete"
-add the correct end punctuation

2. If the sentence is incomplete:
-circle "incomplete"
-circle which part of the sentence is missing, the subject or predicate

1.	My perky puppy	complete	incomplete	subject	predicate
2.	This apple is sweet	complete	incomplete	subject	predicate
3.	Are you coming over	complete	incomplete	subject	predicate
4.	Flew the kite all day	complete	incomplete	subject	predicate
5.	Fish live in water	complete	incomplete	subject	predicate
6.	Paula is my friend	complete	incomplete	subject	predicate
7.	Sang all day	complete	incomplete	subject	predicate
8.	Jason and Tom are boys	complete	incomplete	subject	predicate
9.	Can you help me	complete	incomplete	subject	predicate
10.	The high, puffy clouds	complete	incomplete	subject	predicate

11. Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

Name: _____

7.3

Background Knowledge – Tree Frogs

Follow along with your teacher to fill in the boxes.

My Background Knowledge About Amphibians

New Information I Learned About Tree Frogs

Name: _____

Tree Frogs

As you have learned, amphibians are vertebrates that spend part of their lives in water and part of their lives on land. They start out like fish because they are born with gills and can breathe underwater. They later develop lungs, so they can breathe air and live on land. Tree frogs are one type of amphibian. They are different from most amphibians because they spend most of their lives in trees.

The American green tree frog can be found in most parts of the southeastern United States. A typical American tree frog is only about two inches long, so they are pretty small. But they can be loud if there are a few hundred of them gathered together.

If you live in the southern United States, near water and lots of trees, your summer nights may be filled with the gentle chirps of tree frogs.

American tree frogs range in color from lime green to yellow. A tree frog's most distinct characteristic is its long toes with **suction cups**. The **suction cups** allow a tree frog to cling to and climb anything. A tree frog can even stick to a window.

Tree frogs like to stay in the trees, so you are more likely to hear them instead of see them. They will leave the trees to lay eggs. They are most likely to come down to the ground after a heavy rain, when everything is nice and wet.

If you do see one, don't worry! They are pretty friendly. They are easy to catch, too. If you catch one, it might sit on your hand or crawl around on your back.

You will probably only find them at night because they are **nocturnal**. This means they sleep during the day and are active at night. They eat small insects, such as crickets, moths, and other **nocturnal** insects.

Like other amphibians, American green tree frogs lay their eggs in or near the water. Most of them like to lay their eggs very close to water, but not quite

in it. Their favorite place is on a tree limb or leafy branch that has fallen into a pond.

Different kinds of tree frogs have been around since long before the dinosaurs roamed the earth. You can find many different types of tree frogs in parts of North and South America, Europe, and Southeast Asia. This is a red-eyed tree frog, which you can find in Mexico and much of Central America.

Most tree frogs prefer a fairly warm, wet **climate**. If you live in a place with tree frogs, consider yourself lucky. In the summer, you can fall asleep each night listening to the steady song of a tree frog **orchestra**.

Name: _____

7.5

Take-Home Worksheet 

Sentences vs. Fragments

1. If the sentence is complete:
-circle "complete"
-add the correct end punctuation

2. If the sentence is incomplete:
-circle "incomplete"
-circle which part of the sentence is missing, the subject or predicate

1.	Jimmy and John	complete	incomplete	subject	predicate
2.	Suddenly, the dark clouds	complete	incomplete	subject	predicate
3.	Raced down the road	complete	incomplete	subject	predicate
4.	A storm was coming	complete	incomplete	subject	predicate
5.	Frogs and toads	complete	incomplete	subject	predicate
6.	He likes fudge	complete	incomplete	subject	predicate
7.	The alert ranger	complete	incomplete	subject	predicate
8.	Huge sand dunes	complete	incomplete	subject	predicate
9.	It looked scary	complete	incomplete	subject	predicate
10.	Pilots wave and clap	complete	incomplete	subject	predicate

11. Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

Name: _____

8.1

Reptiles

Write your answer to each question on the lines.

1. Give three details about reptile eggs.

_____

_____

_____

2. Name animals that are classified as reptiles.

_____

_____

_____

3. What are three types of poisonous snakes found in the United States? Which type is easy to identify? Why?

_____

_____

_____

_____

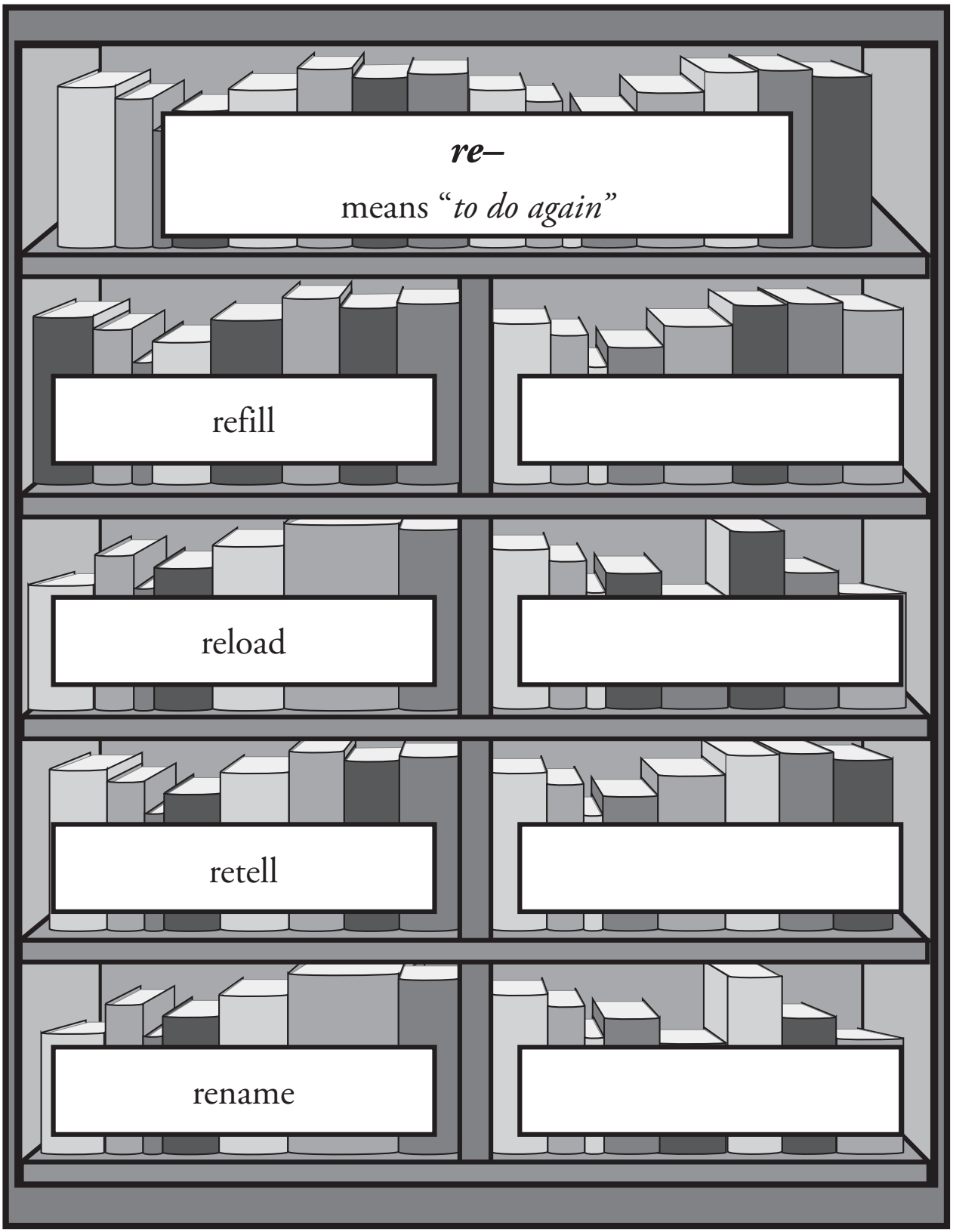
_____

4. What happens to the skin of reptiles?

Name: _____

8.2

Word Shelf



Name: _____

re–: Prefix Meaning "to do again"

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.

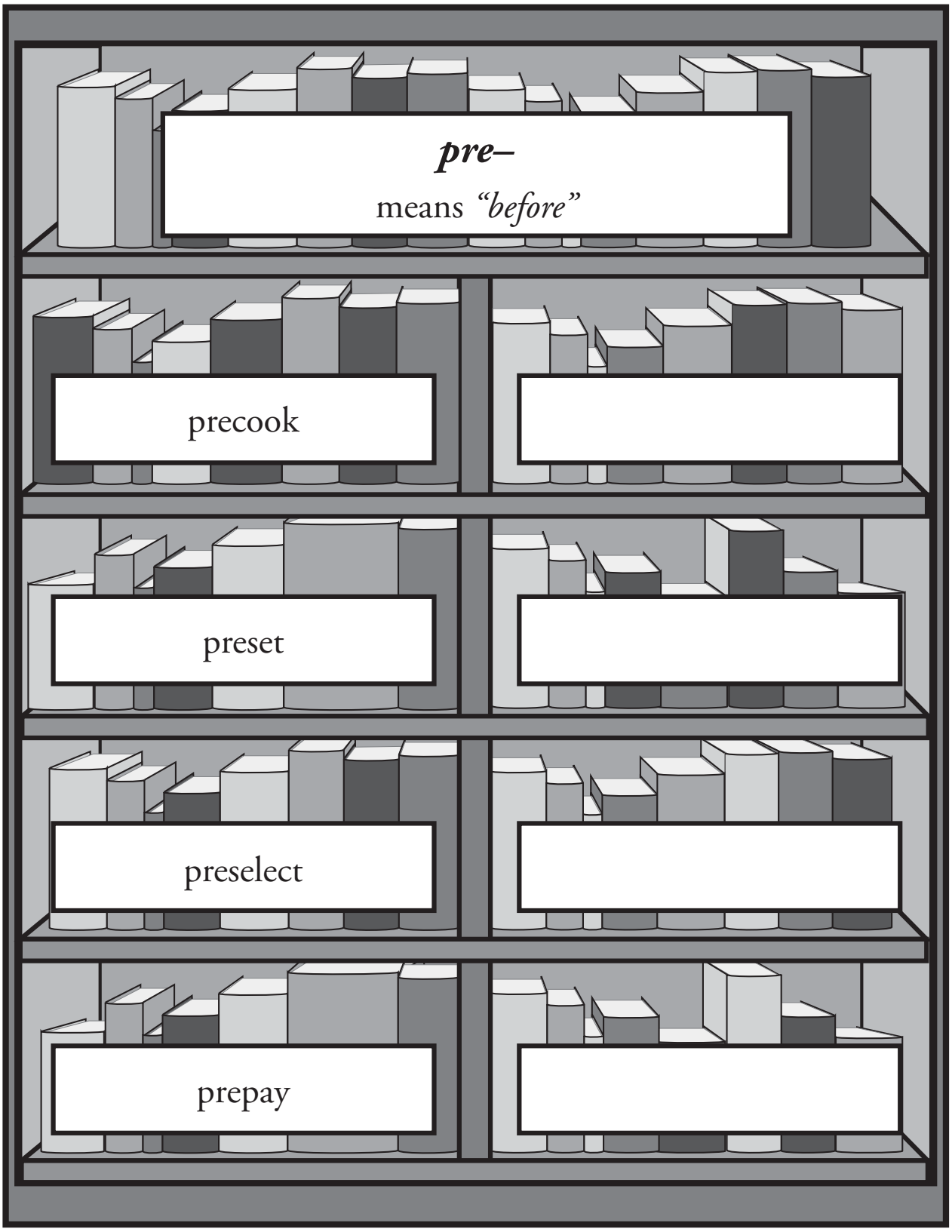
4. Write your own sentence using the one word left in the box.

_____

_____

Name: _____

Word Shelf



Name: _____

8.5

pre–: Prefix Meaning "before"

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: _____

Change Fragments and Run-On Sentences into Simple Sentences

Add either a subject or a predicate to the following fragments to make complete sentences. Write the new sentence. Remember to include capital letters and punctuation.

1. will be in the play _____

2. the red and yellow roses _____

3. my puppy dog _____

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

4. Scott is a skater he moves like the wind.

_____

_____

5. Carpenters must keep their tools with them they wear overalls with many pockets.

_____

_____

6. Soccer balls are hard to kick players work hard to get goals.

_____

_____

Read the following paragraph carefully. You should find simple sentences, fragments, and run-on sentences. Edit the paragraph for capitalization, end punctuation, and complete sentences. Recopy the edited paragraph on the lines below.

my birthday party this year was the best ever wait until you hear about it got me a new bicycle with red tassels hanging from the handlebars would you like to know what else I got let me tell you my little brother and sister made me a nice card and colored it with markers even my puppy dog gave me extra kisses I hated to see the day end love birthdays so much

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

8.7

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: _____

8.8

Take-Home Worksheet 

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: _____

Take-Home Worksheet 

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 **poisonous** 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 **poisonous** 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. If they do attack a human, it's usually not a happy ending.

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. In fact, a third grader may be able to hold a crocodile's jaw shut . . . would you like to try?

Name: _____

8.10

Take-Home Worksheet 

Change Fragments and Run-On Sentences into Simple Sentences

Add either a subject or a predicate to the following fragments to make complete sentences. Write the new sentence. Remember to include capital letters and punctuation.

1. made her bed neatly _____

   _____

2. the purple and green ribbons _____

   _____

3. my pet hamster _____

   _____

4. told me to sit quietly _____

   _____

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

5. Jackets are warm and snuggly in winter my mother makes me wear one.

_____

_____

_____

6. Books are so interesting to read I love to find one I haven't read.

_____

_____

_____

7. School is so much fun in third grade I just love coming every day.

_____

_____

_____

8. My brother is a lot of fun to be with we love to play baseball together.

_____

_____

_____

Name: _____

Practice Prefixes *re–* and *pre–*

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the prefix under each sentence.

prepay	rename	retell	preheat	review	preview

1. We had a chance to <u>view beforehand</u> the new exhibit during a special tour at the aquarium before it officially opened.

   Word _____ Part of speech _____

   Prefix_____

2. My family chose to <u>name again</u> the dog we adopted from the animal shelter because the name he had just didn't seem to fit him.

   Word _____ Part of speech _____

   Prefix_____

3. After a few weeks, I was ready to <u>tell again</u> the story of how I fell off my bike because it was funnier after time had passed.

   Word _____ Part of speech _____

   Prefix_____

prepay	rename	retell	preheat	review	preview

4. I turned the oven on to <u>heat before</u> it while my cousin and I mixed the ingredients together for an apple pie.

   Word _____ Part of speech _____

   Prefix_____

5. Damion wanted to <u>view again</u> the study guide for his science test when he got to school.

   Word _____ Part of speech _____

   Prefix_____

6. My uncle can <u>pay before</u> for five visits to the mini-golf course near his house.

   Word _____ Part of speech _____

   Prefix_____

Name: _____

9.2

Take-Home Worksheet 

Birds

Yoo hoo—over here! It's Rattenborough! So far, you have learned about the following groups of animals within the animal kingdom: mammals, reptiles, fish, and amphibians. Do you remember all of their different characteristics? Do you remember that we said that fish were the largest group of vertebrates in the animal kingdom? Well, today we are going to talk about the second largest group of vertebrates—birds.

Birds belong to a group all their own. Birds, like all living things, are highly **adaptive**, meaning they can survive in many different habitats. You can find them in deserts and in the coldest places on Earth. Many love forests. There are only a few birds found way out to sea, many miles from land. But if you are out in a boat only a few miles from land, you may see many sea birds, such as seagulls.

Like mammals, birds are warm-blooded. Many birds migrate when the seasons change. In late fall, they fly in groups called **flocks** from colder places to warmer places. Then, in the spring after winter is over, they migrate back to the place where they were in the fall. Birds are the only animal besides some insects and bats that are able to fly like an airplane.

All birds have wings, but not all birds are able to fly. **Penguins** are probably the best known birds that do not fly. **Penguins** make up for not flying by being great swimmers. Ostriches, the largest of all birds, can't fly either, but they sure can run very fast! They also lay the world's largest eggs.

Besides wings, all birds have two legs and a mouth without teeth, called a beak. A key characteristic of birds is that they all have **feathers**. **Feathers** help these warm-blooded animals fly and help them maintain a constant body temperature. Bird **feathers** come in all kinds of colors and sizes. A bird's **feathers** are also called **plumage**. Peacocks have the fanciest **plumage** of all. They like to show off by fanning their long, colorful **feathers**.

Most birds are nesting animals. Many birds make their own nest, often high up in the trees or in thick bushes. They use bits and pieces of **nature**, such as twigs and parts of plants, to create their nest. Other birds build their nests in tree holes. Some bird nests are made of mud.

Most birds lay eggs in their nests. Some lay a bunch of eggs and some lay only one or two. The nest needs to be in a safe place to protect the little eggs from the **weather** and other animals that might eat the eggs. Birds sit on their eggs to keep them warm and safe until the eggs hatch. Once they hatch, the baby birds need to eat. Mother and father birds fly out from the nest and find food for their babies. They fly back to the nest and place the food in each baby's beak.

Many birds are omnivores. Some birds eat seeds and berries. Some eat insects. Some, like the great blue heron, eat fish. Hawks eat little mammals. Other birds, like tiny hummingbirds, eat **nectar** from flowers. All birds drink water.

Birds are also known for their songs. Their songs are used to **attract** mates and to claim a place as their own. Sometimes it seems as if they sing because they want to. Maybe they sing just to remind us how beautiful and interesting the animal kingdom is!

Name: _____

Spelling Assessment

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

Challenge Word: _____

Challenge Word: _____

Dictated Sentence

1. _____

_____

_____

_____

Name: _____

10.2

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: _____

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: _____

11.1

Mammals

1. Write three unique characteristics of mammals.

_____

_____

_____

_____

2. List ways that some mammals communicate.

_____

_____

_____

_____

3. How do dolphins and whales breathe?

_____

_____

_____

_____

4. Bats are mammals. But, what is the one thing they have in common with birds?

_____

_____

_____

_____

Name: _____

11.2

Take-Home Worksheet 

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*. On Friday, 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 following 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
2. carry
3. lady
4. dry
5. marry
6. penny
7. study
8. butterfly
9. bunny
10. hurry
11. **Challenge Word**: along
12. **Challenge Word**: put

Student Reader

The chapters your child will read this week in *Rattenborough's Guide to Animals* include information about mammals and a description of scientists who classify animals. Additional chapters your child may read include a biography about Jane Goodall and information about deep-sea fish, the Komodo dragon, beavers, and hummingbirds. Once again, Rattenborough will guide students through the factual information.

Students will once again take home text copies of the chapters in the Reader throughout the unit. Encouraging students to read a text directly related to this domain-based unit will provide content and vocabulary reinforcement. Please remind your child that the glossary that came home last week can be used to remind students the meaning of the bolded words.

Name: _____

Take-Home Worksheet 

Mammals

Aha! Now we get to an animal group that I really know a lot about! I, Rattenborough, am part of this group of animals myself! I'm talking about mammals. Do you remember the characteristics that scientists use to identify mammals? Hair is one major characteristic. Live birth and giving milk to their young are others. They breathe oxygen from the air using their lungs. Mammals are also warm-blooded, and they are vertebrates.

Most scientists agree that mammals are the smartest **creatures** in the animal kingdom. All animals **communicate** in some way. Dogs **communicate** by barking and wagging their tails. Cows moo. Birds sing. Some cats meow, others roar. But mammals seem to use the most complex forms of **communication**. Humans use **language** to talk. They also **communicate** with their faces and hands. Some apes and chimpanzees have even been taught to use **sign language** to **communicate**.

There are two other mammals that also seem to use an advanced form of **communication**. In fact, you may not even realize that these animals are mammals because they live in the ocean. Dolphins and whales are classified as aquatic mammals. Dolphins and whales, like other mammals, do not have gills like fish, so they cannot breathe underwater. Instead, they use blowholes at the top of their heads to blow out water and suck in air. Dolphins and whales rise to the surface of the water and poke their heads into the air to breathe.

Whales and dolphins **communicate** by sending out sound waves through the water. These waves, called **sonar**, help them find their way through the ocean. The sound waves bounce off objects and **echo** back to the whale or dolphin. The whale or dolphin can tell the size, shape, and speed of objects, and the distance away from them based on the time it takes the **echo** sound to travel back to them. They also use their sounds to "talk" to each other!

Dolphins and whales also give birth to live young. No eggs needed! They even feed milk to their young. If you study them closely, you will learn that

dolphins and whales have hair, not scales. They also have very thick skin. Their skin protects them from the cold and animals that are their **predators**.

You might also be surprised to learn that bats are also mammals. Bats fly like birds, but they do not have the other characteristics that birds have. Bats have fur, not feathers. Their arms have wing-like flaps of skin, but they are not like bird wings. Bats also give birth to live young and they produce milk. So, scientists classify bats as mammals.

Here's an interesting fact: not all mammals give birth to live young. The **duck-billed platypus** and spiny anteater both lay eggs like birds and some reptiles, but have all the other characteristics of mammals. Good luck finding one. They are very rare!

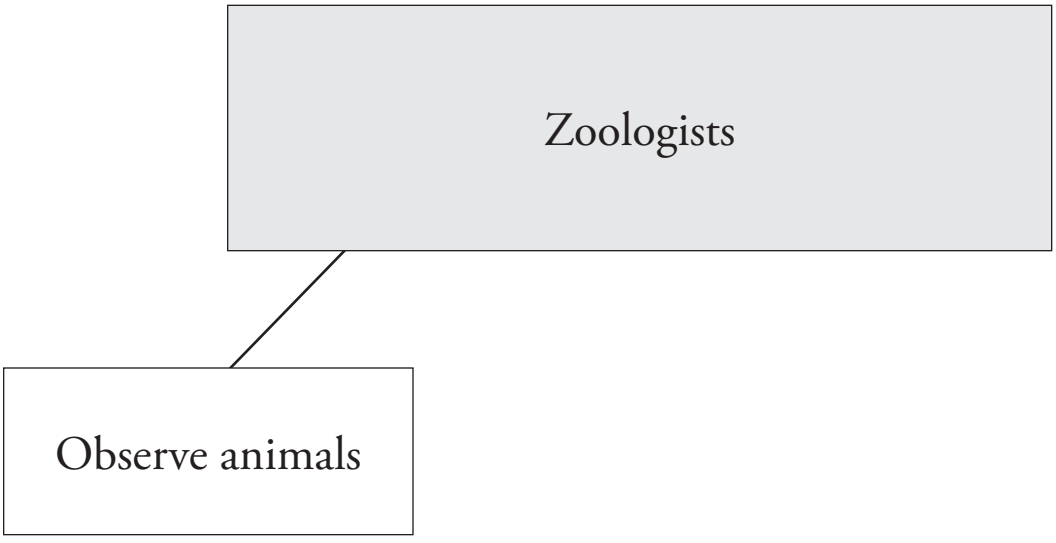
Mammals have their fair share of odd members, like the **duck-billed platypus**. But the basic characteristics—hair, backbone, milk, warm-blooded—are always present in mammals no matter what.

Name: _____

12.1

Scientists Who Classify Animals

Add all of the things that zoologists do to this map. One thing has been added for you.

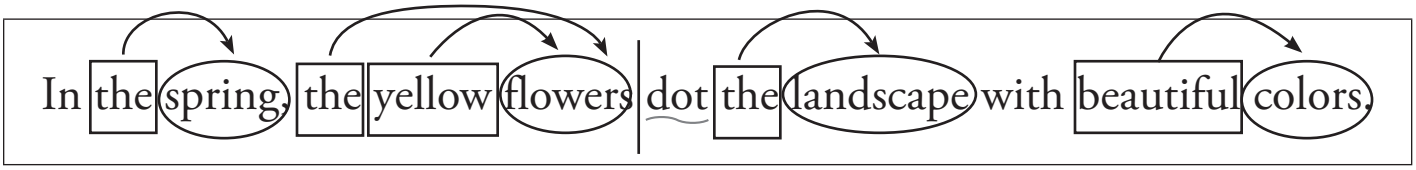


Name: _____

12.2

Grammar Review

Mark parts of speech in the following sentences. Circle nouns, box adjectives and draw arrows to nouns they describe, draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.



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.

Read the following paragraph carefully. You should find simple and compound sentences, fragments, and run-on sentences. Edit the paragraph for capitalization, end punctuation, and complete sentences. Recopy the edited paragraph on the lines below.

My grandmother has collections of favorite things all over her house she displays many of them in glass cases for all to see perhaps you could come visit sometime you may have a favorite too she collects beautiful glass figures of animals a whole collection of doll houses all over the house my favorite is a dollhouse that my grandfather made many years ago her favorite too collecting things over the years is a great way to show people about your life

Name: _____

Take-Home Worksheet 

Scientists Who Classify Animals

Rattenborough, here once again! You have been learning about how scientists study the characteristics of living things. They classify all living things into one of five large groups called kingdoms. You have been learning a lot about how animals are sorted into more specific groups within the animal kingdom.

The scientists who study animals and their characteristics are called **zoologists**. **Zoologists observe** animals to see the ways they are the same and the ways they are different. For example, **zoologists** discovered that some animals are warm-blooded and some are cold-blooded.

Zoologists also classify animals by whether or not they have a backbone. Animals with a backbone and a spinal cord are called vertebrates. Animals that do not have a backbone are called invertebrates. We learned that there are five groups of vertebrates—fish, birds, amphibians, reptiles, and mammals. The largest group of vertebrates is fish.

Zoologists also study other characteristics of animals. They study animal body parts and how they are alike or different. All animals need to breathe oxygen. But they may have different **organs** that help them breathe. Fish and young amphibians have gills that help them get oxygen out of the water. Mammals, reptiles, and adult amphibians get oxygen from the air using lungs.

Zoologists also study how different animal babies are born and cared for. Do you remember which group of animal mothers feed their babies milk from their own bodies?

Everything we have learned about animals was discovered by scientists. There have been many scientists who have been interested in animals since long, long ago. A Greek man named **Aristotle** first classified animals over 2,000 years ago. He wrote a book called *A History of Animals*. As scientists have discovered and learned more about animals, the classification system

has changed. There is still much to learn about animals. After all, there are thousands of new animals yet to be discovered and classified!

Every single day, scientists learn new facts about animals. Scientists even find new animals they didn't know existed. There is no end to new **knowledge** if you study living things!

Today, there are about one million scientists around the world who are studying and classifying animals, even as you read this. Every one of them spends the day **observing**, experimenting, and finding new information. This adds to our **knowledge** about the world we live in.

If you want to be a **zoologist** when you grow up, there is plenty to study. You never know when someone is going to learn something that changes the way we think about the world. Who knows? Maybe you will be the first to find a feathered fish or a flying snail. It may sound silly now, but a hundred years ago, nobody knew that whales communicated with each other. What will you discover?

Name: _____

13.1

Unit 2 Assessment

The Lioness

One day, under the hot African sun, the animal moms got into a discussion. After a while, the discussion turned into an argument.

It was the mother fox who started the whole thing. She had recently given birth to a litter of three cubs and she was very proud of them. She went on and on about her cubs.

At last, the guinea pig interrupted her.

"How many cubs did you say you have?" asked the guinea pig.

"Three!" said the fox, beaming with pride.

"Three?" said the guinea pig. "Is that all? Well, that's not much to brag about. Now me, I have a litter of five—five, beautiful, furry babies!"

The wild hog spoke next.

"Five?" she said, with a snort. "A litter of five! That is what you are bragging about? Five is nothing. I have a litter of seven—seven, grunting, snorting, little hogs!"

The snake would not let this pass.

"Ssseven?" she hissed. "Ssseven babiesss? You should be ashamed to brag about a litter like that! Why, back in my den, I have a litter of nine—nine, long, lovely, baby sssnakesss."

The lioness listened to all of this in silence. At last, the animals spoke to her.

"Lioness!" they cried, "What about you? How many cubs do you have in your litter?"

"Just one," said the lioness sternly, "but he is a lion."

Moral: Sometimes quality is more important than quantity.

OR Sometimes how good something is means much more than how many there are.

Name: _____

1. List the animals that spoke.

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. Which animal had the most babies? _____

3. Why is one lion cub better than many of other kinds of animals?

   A. The lion is a mammal.

   B. The lion has fur and is warm-blooded.

   C. The lion is known to be king of the jungle.

   D. The lion roars loudly.

4. Put the following information in order as they appear in the selection, using the numbers 1–5.

_____ The animals went to speak with the lioness.

_____ Before long, the animals began to argue.

_____ The snake was proud of her large litter.

_____ The mother fox bragged about her litter.

_____ The wild hog had seven little hogs.

5. According to the selection, what does the word **argument** mean?

A. discussion

B. speech

C. song

D. disagreement

6. 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

7. If you decide to rename something, what are you doing to it?

_____

8. 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

9. Choose the sentence that separates the subject and predicate correctly.

   A. The moral | of the story teaches us a lesson.

   B. The moral of the story | teaches us a lesson.

   C. The moral of the story teaches | us a lesson.

   D. The moral of the story teaches us | a lesson

10. Which of the following words means "to give money for something before?"

   A. preview

   B. preload

   C. prepay

   D. precook

11. Choose the words that are in alphabetical order.

   A. fox, pride, pig, snake

   B. discussion, five, lion, let

   C. ashamed, animal, brag, nothing

   D. all, cubs, snort, sun

The Poison Dart Frog

A poison dart frog lives in the rainforests of South America. It is a tiny frog. It is only an inch and a half long.

It is cute, but it would be a mistake to pet this frog. Frogs like this one secrete poison. That means the poison seeps out from its skin. Some poison dart frogs secrete a mild poison. Others secrete a poison that is strong enough to kill humans. The poison helps protect the frog. It tells other animals to leave the frog alone.

The native people of South America collected poison from this kind of frog. They dipped darts into the poison. Then, they used blow guns to fire poisoned darts at their enemies. This is why the frogs are called poison dart frogs.

Many poison dart frogs are brightly colored. You might think this would be a dangerous trait. After all, many animals are camouflaged. Their camouflage helps them hide from predators. Why, then, would an animal be brightly colored? Why would it stand out? Wouldn't that make it easy for predators to spot?

Scientists think that is precisely the point. They have noted that many poisonous animals are brightly colored. They think the color serves as a warning sign. It tells other animals, "Watch out! You don't want to eat me! I will poison you!"

Poison dart frogs are amphibians. That means they live in water and on land.

Poison dart frogs lay eggs. The female lays the eggs in a moist spot. Then, the male fertilizes the eggs. Eventually, tadpoles hatch out of the fertilized eggs.

Some amphibians lay a lot of eggs and leave the young to fend for themselves. Poison dart frogs are not like that. They are dedicated parents. The adult frogs carry their newly hatched tadpoles up into the canopy, or tops, of trees above the rainforest. They carry the baby tadpoles on their backs, one at

a time. The parents secrete sticky mucus. This sticky mucus keeps the tadpoles from falling off the parents' backs during the climb up to the canopy.

For many species, the mothers do much of the childcare. This is not true of poison dart frogs. Mothers and fathers both take care of the young. Moms and dads both carry the tadpoles up into the canopy.

The parents deposit the tadpoles in small pools of water that form in plants at the top of the canopy. The tadpoles live in these pools for a while. They breathe underwater, using gills. They eat tiny animals that live in the water. If there is not enough food, the mother may lay eggs in the pool. The tadpoles can eat the eggs.

Eventually, the tadpoles experience a metamorphosis, or change. They grow legs. They develop lungs. They change into frogs. Once this happens, they are ready to leave the water.

The habitat of the poison dart frog is under threat. It is threatened by logging and farming. If trees are cut down, these frogs have nowhere to live. In recent years, lots of trees have been cut down in South America. Some people cut them down to sell the wood. Some cut them down to set up farms. As a result of this tree cutting, some kinds of poison dart frogs are now endangered.

12. According to the selection, what does the word **secrete** mean?

_____

_____

13. Why did the author write this selection?

A. to tell readers about poisoned darts

B. to inform readers about poison dart frogs

C. to scare readers about poison dart frogs

D. to educate readers about trees in Africa

14. What do poison dart frogs do that makes them different from other frogs?

_____

_____

15. What can be done so that poison dart frogs are no longer endangered?

A. People could plant trees to replace trees cut down.

B. Farmers could do more logging to produce more wood for building.

C. Loggers could build wooden homes for poison dart frogs.

D. Tadpoles could live in remaining tree trunks without water.

16. To what group within the animal kingdom do poison dart frogs belong? Give one example of what makes the poison dart frog belong in this group of animals.

_____

_____

17. The people of which continent made darts from frog poison?

    A. Africa

    B. North America

    C. Australia

    D. South America

18. When are poison dart frogs able to leave the water?

    A. when they are able to breathe underwater, using gills

    B. when they complete their metamorphosis, or change

    C. when they are carried up into the canopy

    D. when they are able to eat the eggs in the pool

19. Make a simple sentence out of the fragment in the box.

Poison dart frogs

_____

_____

20. 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.

21. If Robby is **unhappy**, how does he feel?

A. Robby is experiencing enjoyment.

B. Robby is not experiencing enjoyment.

C. Robby is not needed.

D. Robby is needed.

22. Separate the following run-on sentence into two sentences.

Tree frogs are poisonous they are brightly colored.

23. Define the word **nonliving**.

Name: _____

13.2

Piranhas

Piranhas are meat-eating fish with razor sharp teeth. If an animal goes into a pond where these fish are, the piranhas may attack. A large school of hungry piranhas can kill a large animal very quickly. 14 29 37

Piranhas live in South America. They are found in the Amazon River and in other rivers and lakes. 51 55

Like most fish, piranhas lay eggs. The female lays up to five thousand eggs at one time. The male piranha guards the eggs until they hatch. However, after they hatch, the baby piranhas are on their own. 69 83 92

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

A piranha has a single row of teeth. These teeth are shaped like triangles and are very sharp. In fact, they are so sharp that in the past, some native people used them to make weapons and tools. 120 136 144

Piranhas have very strong jaws. Pound for pound, they are stronger biters than great white sharks! 156 160

Here is how scientists measure bite strength. First, they weigh the animal. Next, they allow the animal to bite a special tool that measures how strong its bite is. Finally, they divide the bite strength by the animal size. 172 188 199

A great white shark has a bite force about equal to its body. It might weigh five thousand pounds and it might bite with a force of about five thousand pounds. A piranha is much smaller. It might weigh two pounds. But it can bite with sixty pounds of force. Sixty divided by two is thirty. That means the piranha's bite strength is about thirty times as strong as a great white shark. 215 229 243 258 272

A piranha's bite hurts a lot, but what makes it even worse is what comes next. Once the piranha has bitten down, it spins away from its prey, tearing out a chunk of flesh. Ouch! 287 302 307

Piranhas have been known to attack humans. But such attacks are not 319

common. There are some scary movies that make it sound like piranhas are always attacking people. We know now that this is just not true. 332 344

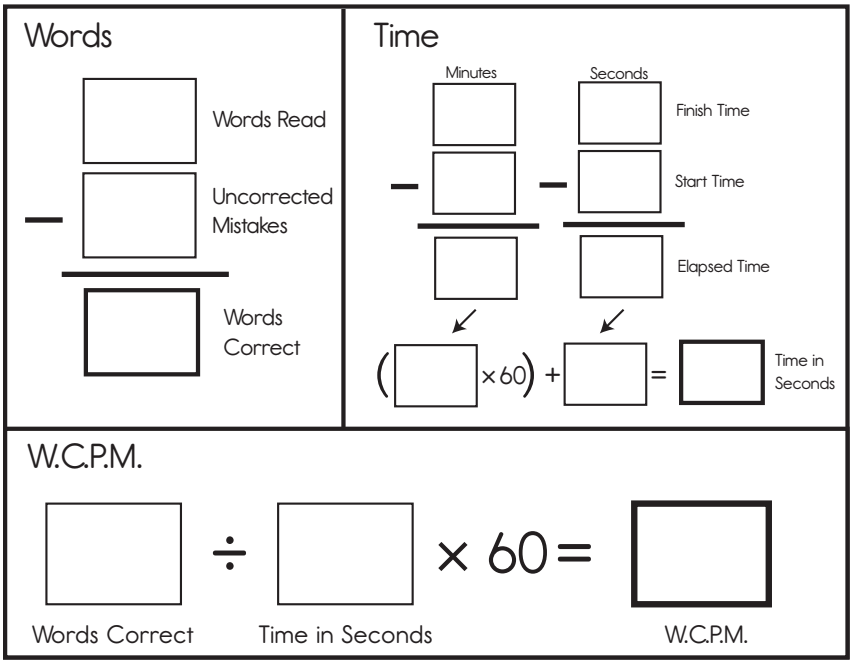
Name: _____

W.C.P.M. Calculation Worksheet

Student: _____ **Date:** _____

Story: Piranhas

Total words in story: 344



Compare the student's W.C.P.M. score to national norms for Fall of Grade 3 (Hasbrouck and Tindal, 2006):

W.C.P.M	National Percentiles for Fall, Grade 3
128	90
99	75
71	50
44	25
21	10

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: _____

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: _____

14.2

Take-Home Worksheet 

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.

Example: **S** **S** **P**
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. _____

Challenge

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

Name: _____

15.1

Spelling Assessment

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

Challenge Word: _____

Challenge Word: _____

Dictated Sentence

1. _____

_____

_____

_____

Name: _____

PP1

Jane Goodall

1. As a primatologist, what does Jane Goodall study?

_____

_____

_____

_____

2. How did Jane Goodall observe chimpanzees using tools? How did that change how people understood chimpanzees?

_____

_____

_____

_____

3. What makes Jane Goodall an animal rights activist?

_____

_____

_____

_____

4. If you could meet Jane Goodall, what would you ask her?

Name: _____

PP2

Take-Home Worksheet 

Jane Goodall

Jane Goodall is a very famous **primatologist**. She is a scientist who studies a group of mammals called **primates**. **Primates** are a group of mammals that includes humans, monkeys, gorillas, and chimpanzees. Jane Goodall has spent her whole life studying chimpanzees. She has focused on studying animal **behavior** in chimpanzees. Her discoveries have made her one of the best known scientists in the world.

Goodall was born in 1934 in London, England. When she was a little girl, her father gave her a toy chimpanzee. It looked so real that people who visited her house were afraid of it, but she loved it!

When Goodall was 23, she went to Africa. She began studying chimpanzees with a well-known scientist named Louis Leakey. After a year of working in Africa, Goodall went back to England and studied at the University of Cambridge. Can you guess what her favorite subject was? Chimpanzees!

After finishing school, Goodall returned to Africa and spent the next 45 years studying chimpanzees in the wild. Her discoveries during those years completely changed the way people think about **primates**.

Before Goodall's work, people thought chimpanzees were herbivores. She discovered that they eat meat, too. More importantly, Goodall discovered that chimps were quite **intelligent**. She observed them making and using tools! Before that, people thought humans were the only animals that made and used tools.

When you hear the word *tool,* you may think of a hammer, saw, or shovel. Chimps don't use those kinds of tools. A tool is something used to help make a job easier. Tools can be very simple. A rock becomes a tool if you pick it up and use it to crack open a walnut.

Goodall observed chimps using blades of grass and sticks as tools. Chimps like to eat termites, a type of insect that is like an ant. Termites live in holes

underground. To catch these tasty insects, Goodall observed a chimp sticking a blade of grass into a termite hole. The termites crawled onto the grass. Then, the chimp took the grass out of the hole and ate all the termites. Before Goodall wrote about this **behavior**, people did not realize how clever chimps and other **primates** are.

Goodall gave names to all the chimps in the group she was studying. She got to know them pretty well. Over time, she learned that chimps were smart animals. She learned that chimps express many of the same feelings as people. They can feel happy, sad, and mad. Chimps can also be mean. Goodall saw them attack and eat small monkeys, not out of hunger, but because they didn't want them around.

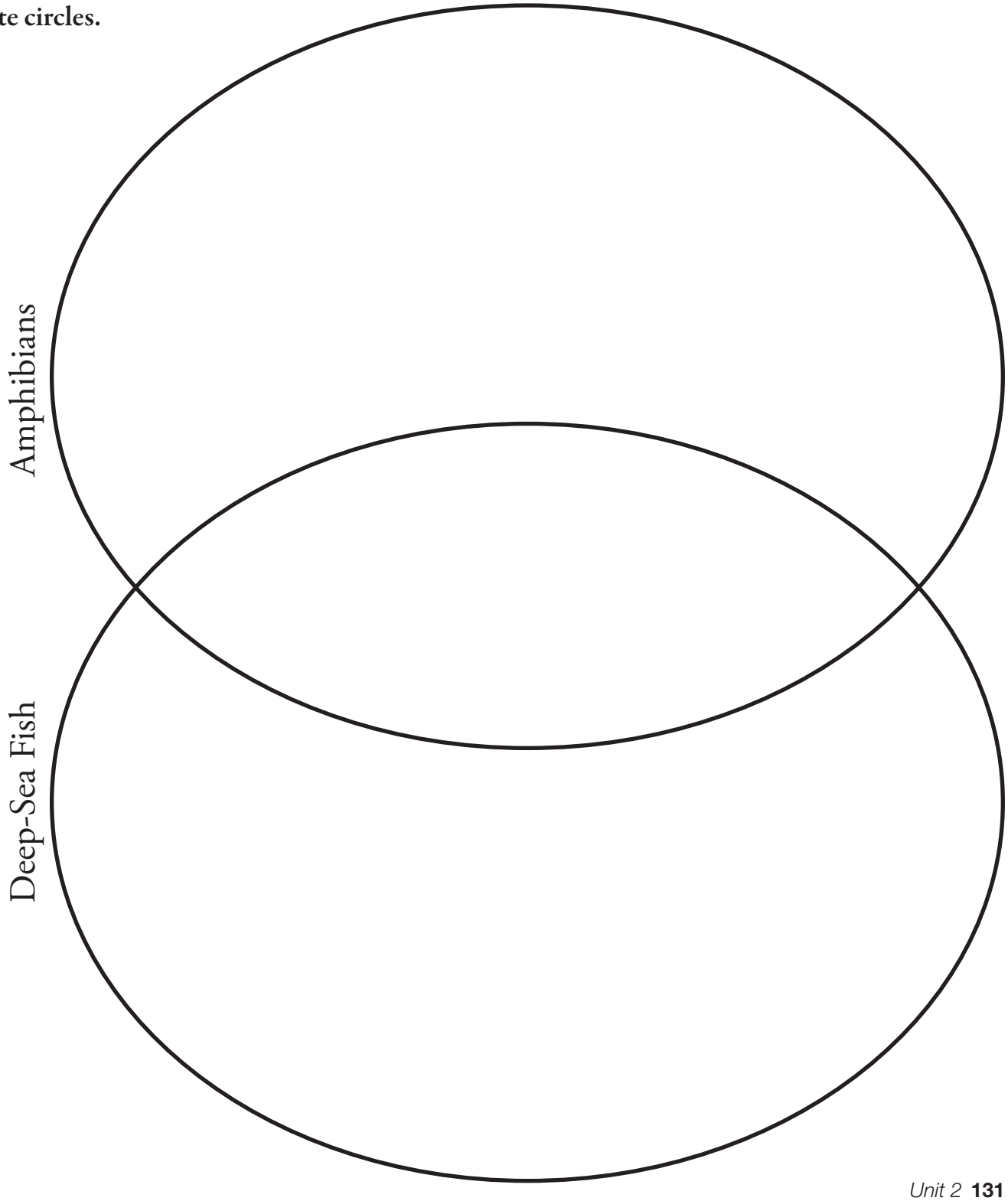
Goodall is more than a scientist. She is also an **activist**. An **activist** is someone who works hard to solve a problem and change something in the world. Goodall works as an animal rights **activist** to protect chimpanzees and their habitats. She tells others about human **damage** to habitats, such as hunting and **pollution**, and works to stop these problems. She loves working with young people and teaching them how to protect animals. She has written many books and has been the subject of books and movies. She has won many awards for her work in protecting chimpanzees. As of 2013, she was 79 years old and still working to spread the message that animals need to be protected!

Name: _____

PP3

Deep-Sea Fish

Label each circle with the name of an animal group. Write any characteristics that the two groups have in common where the circles overlap. Write characteristics unique to each group in the separate circles.



Name: _____

PP4

Take-Home Worksheet 

Deep-Sea Fish

Oceans are very, very deep bodies of water. However, people cannot go very deep into the ocean. Even with all the right **scuba gear**, including a tank of oxygen, there is a limit to how deep you can go underwater. The deeper you go, the higher the **water pressure** gets because of the **weight** of all the water around you.

You can notice **water pressure** if you swim to the bottom of a pool. If you rest on the floor of the pool for a few seconds, you will start to feel the pressure in your eardrums.

The deeper you go in the ocean, the higher the **water pressure** gets. If you dive a few hundred feet down, you will start to feel like someone is squeezing your head and chest. At 1,000 feet, you might pass out. Go deeper than that and you might be crushed by all the **water pressure**!

How deep are oceans? That depends on where you are in the world. Some parts are a few miles deep, while others are around 10,000 feet. The deepest part of the ocean is more than six miles deep! Down there, the **water pressure** is very strong. It is so strong, it would feel as if someone dropped 3,300 elephants on you at the same time. In other words, you would be crushed to the size of an ant, maybe smaller.

No creature that lives on land can survive the **water pressure** of the deep ocean. Most fish can't either. However, there is life down there—lots of it! How do we know? Scientists have created special **submarines** called **submersibles** that can go deep in the ocean.

Some **submersibles** can carry a person or two. Others are controlled remotely from the surface. With a light and a camera, a **submersible** can be used to explore the deepest parts of an ocean. Scientists developed the first **submersible** about 50 years ago and have been discovering some pretty crazy-looking fish ever since!

Fish that live deep down in the ocean are unlike any other living things. They have incredibly thick bodies because they need to withstand all that **water pressure**.

No sunlight reaches the bottom of the ocean, so it's completely dark down there. Many deep-sea fish glow! Lantern fish are the most common deep-sea fish. In fact, they are among the most common of all vertebrates. There are billions of them down there!

The anglerfish is easily one of the strangest creatures on Earth. Have you ever seen anything so ugly? Anglerfish are known for their huge mouths and scary teeth. What is more amazing is that they have a built-in flashlight on their head used to communicate with other fish.

Humans have only managed to explore a tiny part of the deep seas. If you are interested in discovering new creatures, then you might want to think about becoming a deep-sea **marine biologist**, which is a scientist who explores ocean life.

Name: _____

PP5

The Komodo Dragon

1. Komodo dragons are part of what group of animals?

   A. reptiles

   B. amphibians

   C. birds

   D. mammals

2. Name two characteristics of Komodo dragons.

_____

_____

_____

_____

3. A Komodo dragon uses its _____ to smell.

4. What is the most dangerous part of a Komodo dragon? Why?

_____

_____

_____

_____

Name: _____

PP6

Take-Home Worksheet 

The Komodo Dragon

You have probably heard or read at least one fairy tale with a dragon as a character. In these stories, dragons fly around breathing fire and frightening innocent people, until a brave knight comes along and kills the dragon. Well, you won't find fire-breathing dragons in a book about animal classification. There is no proof that these fairy tale dragons ever **existed**.

There is, however, one real dragon that does **exist**: the **Komodo dragon**. No, it does not breathe fire and it does not fly. It's just a big reptile. They can be pretty mean. It's rare, but they have attacked and even killed humans. So, be careful if you are ever traveling through Indonesia.

These dragons are named after the **island** of Komodo, which is part of Indonesia. They can be found on four or five other Indonesian **islands**, as well, but overall they are pretty rare.

They prefer hot, dry places. They dig **burrows** two to three feet deep in the ground. Like most reptiles, they spend most of their time sleeping or simply relaxing.

A **Komodo dragon** can be as big, or bigger, than a crocodile. They weigh up to 150 pounds and can be over ten feet long from tail to head. The largest one on record weighed 370 pounds, or as much as about six third graders.

Like many reptiles, they can't hear or see very well. Instead, they have a strong sense of smell. They do not use their **nostrils** to smell—they use their **tongue**! They can smell food several miles away if the wind is blowing in the right direction!

Speaking of food, Komodo dragons are carnivores, so they eat mainly meat. For the most part, they eat dead animals. But if there are no dead animals around, they hunt for food.

They have sharp claws and teeth and, when needed, can move pretty fast. They are the only lizards known to attack, kill, and eat animals that are bigger

than they are. They might hunt a goat, deer, and even water buffalo!

Young **Komodo dragons** eat insects, smaller mammals, and birds. How? They climb trees and catch them. They will eat anything they can get their claws on, as long as it's meaty.

You definitely don't want a **Komodo dragon** to bite you or even lick you! Its **saliva** is loaded with dangerous germs that can make people very sick. The best way to observe a **Komodo dragon** is at a zoo, unless you are very brave or very foolish!

Name: _____

PP7

Beavers

Write *true* or *false* next to each statement about beavers.

1. Beavers have long, sharp teeth and a wide, flat tail. _____
2. Beavers are poor swimmers. _____
3. Beavers create special habitats called grasslands. _____
4. Beavers build dams to create deeper bodies of water. _____
5. A beaver's house is called a ledge. _____
6. Beavers are very territorial. _____
7. Beavers can be considered pests by people. _____
8. Beavers are the second largest reptiles on earth. _____
9. Beavers slap their tails on the water to play with their children. _____
10. Beavers can hold their breath underwater for up to 15 minutes. _____

Name: _____

PP8

Take-Home Worksheet 

Beavers

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. When they sense danger, they dive underwater. 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.

Beavers use their strong teeth to **gnaw** down trees of all sizes. Then they strip off and eat the bark of the tree. They use what's left over 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 habitats 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**. This means they don't like other beavers to move into the same area where they build their lodge. They want to keep all the tasty tree bark for themselves! They often attack other beavers that try to move into a space that they have claimed.

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

Name: _____

PP9

Hummingbirds

1. How fast can the hummingbird flap its wings?

_____

_____

_____

2. What does it mean to say that hummingbirds migrate?

_____

_____

_____

3. Name three things that hummingbirds use to make their nests.

_____

_____

_____

4. Name two things that hummingbirds eat.

_____

_____

_____

Name: _____

PP10

Take-Home Worksheet 

Hummingbirds

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 habitats. This affects how they eat, nest, and sing songs. Hummingbirds are among the smallest birds. The bee hummingbird is the smallest bird on Earth, just two inches long. It weighs less than a penny!

A hummingbird is an amazing little animal. It can flap its wings up to 90 times in one second! That's so fast 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** and fly upside-down.

Their nests are very small, about half as big as a walnut shell. They make their nests using little bits of **moss** and leaves. 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's web is nice and sticky. 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 image, a hummingbird is feeding its babies. Maybe it is giving them a nice, juicy bug to eat. Maybe it is sharing a taste of sweet flower nectar with the babies.

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

Name: _____

PP11

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: _____

PP12

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. The colorful tropical fish are yellow, blue, black, green, and white.

2. Nora's sister went to the movies with her three annoying friends.

3. Virginia's state bird is the beautiful cardinal.

4. The male robins use their orange-red breasts to attract the smaller, brown females.

5. The large building was built with red bricks, black shutters, and white window borders.

6. Jackson discovered a mysterious, dark cave when he was walking up the steep, jagged mountain.

7. The loud, boisterous child upset his young, frantic, and worried babysitter.

8. The dirty little puppy had black spots all over his small, furry body.

9. Green ivy crawled up the next door neighbor's house.

10. The anxious third graders ran quickly out of the small, hot classroom.

Name: _____

PP13

Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs.

1. Their large eyes hunt for tasty insects.

2. Chris made the lunch for the birthday party.

3. Leah planned the tricky experiment.

4. My relatives are visiting for the weekend.

5. The teacher helps her students all day.

6. An ivy plant makes a nice gift.

7. Dad told his daughter thank you.

8. The members of the club knew the Smiths well.

9. The president begins the meeting with a funny story.

10. That girl calls her mother each hour.

Name: _____

PP14

Subjects and Predicates

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around any adjectives with arrows pointing to any nouns they describe.

1. Unusual glimpses of alien beings are rare.

2. The magical kingdom of Oz existed in Dorothy's colorful dream.

3. An express car wash opened last week near the former bakery.

4. The cheerful, interesting teacher presented a funny, fictional story about Tiger, an enormous and shy elephant.

5. Hannah tripped on the large root in the haunted forest.

6. The ancient farm held many untold stories.

7. The wiggly children tried to listen quietly to the elderly gentleman's presentation.

8. A severe thunderstorm downed several pine trees throughout the crowded city.

9. The sweet-smelling apple tree fed a lot of small, hungry, and mischievous little boys.

10. Aunt Jamie's three-story house always stays neat and clean.

Name: _____

PP15

Practice Parts of Speech, Subjects and Predicates

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. Those two elephants sang a happy tune.

2. Four quiet girls giggled in the corner.

3. Her parents planned the trip to the ocean.

4. Lori can float the longest of all of her friends.

5. The rain hammered down on the tin roof.

6. My grandmother called me on my birthday all the way from Alaska.

7. Mrs. Stone drove Charlie to the zoo.

8. We pitched the tent next to our friends' tent.

9. Woodpeckers peck away at the gutters on my house.

10. The angry hawk flew away after the loud noise.

Name: _____

PP16

Practice Parts of Speech, Subjects and Predicates

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 barn contained numerous items.

2. Some talented artists draw decorative pictures on silk cloth.

3. Elizabeth's mother bought new clothes at the store on the left side of the street.

4. My tired, cranky, three-year old brother threw an embarrassing temper tantrum in the grocery store.

5. The third-grade students received an ice cream party as an unexpected reward for their good behavior.

6. Mr. Jones' pizza parlor attracts many local people.

7. Many dog owners walk their fuzzy-tailed friends every single day.

8. The girl's straight hair becomes curly and frizzy on humid days.

9. Sebastian's dad throws the leather football with him during the late summer and autumn seasons.

10. Six young children walked quickly across the busy street.

Create three sentences that have nouns, a verb, and adjectives and mark them like you did in the sentences above.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

Name: _____

PP17

Sentences vs. Fragments

1. If the sentence is complete:
-circle "complete"
-add the correct end punctuation

2. If the sentence is incomplete:
-circle "incomplete"
-circle which part of the sentence is missing, the subject or the predicate

1.	Parrot in the jungle	complete	incomplete	subject	predicate
2.	Helicopters landed here	complete	incomplete	subject	predicate
3.	He became famous	complete	incomplete	subject	predicate
4.	Is her favorite activity	complete	incomplete	subject	predicate
5.	The beavers swam below	complete	incomplete	subject	predicate
6.	I run to my class	complete	incomplete	subject	predicate
7.	Have loved her dancing	complete	incomplete	subject	predicate
8.	Gulls are sea birds	complete	incomplete	subject	predicate
9.	Drink at water holes	complete	incomplete	subject	predicate
10.	The bird's feathers	complete	incomplete	subject	predicate

Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

Name: _____

PP18

Sentences vs. Fragments

1. If the sentence is complete:
-circle "complete"
-add the correct end punctuation

2. If the sentence is incomplete:
-circle "incomplete"
-circle which part of the sentence is missing, the subject or the predicate

1.	Matt's smart, perky puppy	complete	incomplete	subject	predicate
2.	This shiny, green apple is delicious	complete	incomplete	subject	predicate
3.	What is the exact time you are going to the birthday party	complete	incomplete	subject	predicate
4.	Rode the mechanical bull	complete	incomplete	subject	predicate
5.	Do all animals eat meat	complete	incomplete	subject	predicate
6.	TJ enjoys skipping the small, rough, speckled pebbles	complete	incomplete	subject	predicate
7.	Has a great 27-inch bike	complete	incomplete	subject	predicate
8.	Whistled in a shrill voice	complete	incomplete	subject	predicate
9.	When does the pool party start	complete	incomplete	subject	predicate
10.	Kara's nice, new wardrobe	complete	incomplete	subject	predicate

Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

Name: _____

PP19

Change Fragments and Run-On Sentences into Simple Sentences

Add either a subject or a predicate to the following fragments to make complete sentences. Remember to include capital letters and end punctuation.

1. is their favorite food

_____

_____

2. Adam and his brother

_____

_____

3. are their friends

_____

_____

4. told me to jump up and sing

_____

_____

Split the following run-on sentences into two simple sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

5. Colorful leaves are found on the trees we like to play in them when they fall to the ground.

_____

_____

_____

6. My cousin is a great basketball player she can slam dunk the ball.

_____

_____

_____

7. Are you hungry we could go get lunch.

_____

_____

_____

8. The math lesson today was really easy I love math so much.

_____

_____

_____

Name: _____

PP20

Change Fragments and Run-On Sentences into Simple Sentences

Add either a subject or a predicate to the following fragments to make complete sentences. Write the new sentence. Remember to include capital letters and punctuation.

1. will participate in the annual school play

_____

_____

2. the lavender and violet flowers

_____

_____

Split the following run-on sentences into two simple sentences. Rewrite both sentences. Remember to include capital letters and punctuation.

3. jen was a terrific skater she may try out for the Olympics

_____

_____

4. spiders create intricate webs some spiders use the webs of other spiders

_____

_____

Read the following paragraph carefully. You will find simple sentences, fragments, and run-on sentences. Edit the paragraph for capitalization, end punctuation, and complete sentences. Recopy the edited paragraph on the lines below.

donna and sue have birthdays a couple of days apart they shared their eighth birthday party at the neighborhood park the chocolate birthday cake was do you know what sue bought donna she went to the dollar store and bought her a donna purchased a lovely necklace for sue their friends also brought gifts for them donna's parents and sue's parents surprised their daughters with brand new bicycles they had a wonderful

_____

_____

_____

_____

_____

_____

_____

Name: _____

PP21

Abstract Nouns

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

C A

Example: The birthday party for Mom has us full of excitement.

1. The generosity of the storekeeper caused many people to shop there.

2. The thought that I will graduate soon is thrilling.

3. I am full of joy when I think of my grandmother visiting our house next week.

4. It took great courage to climb that tall mountain.

5. The broad smile on your face shows that you are full of happiness.

6. The sadness in your droopy eyes makes me sad too.

7. The strength in your arms allows you to lift heavy things.

8. The famous singer is full of talent.

Create a sentence using each abstract noun.

9. *education*

_____

_____

10. *belief*

_____

_____

11. *beauty*

_____

_____

Name: _____

PP22

Abstract Nouns

C A C

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

1. The dedication of the nurses filled me with hope that I would recover.

2. They say a cat has nine lives, which means it is full of curiosity and often gets into trouble.

3. I'm counting on the success of the team to bring about the fans' happiness.

4. The brilliance of the moon made me wonder if it really was made of green cheese.

5. The misery on your face fills me with sadness!

6. This great country of ours promises all of us liberty.

7. Are you making any progress on that report?

8. My mother's hospitality makes all who visit feel loved.

Create a sentence using each abstract noun.

9. *relaxation*

_____

_____

10. *honesty*

_____

_____

11. *compassion*

_____

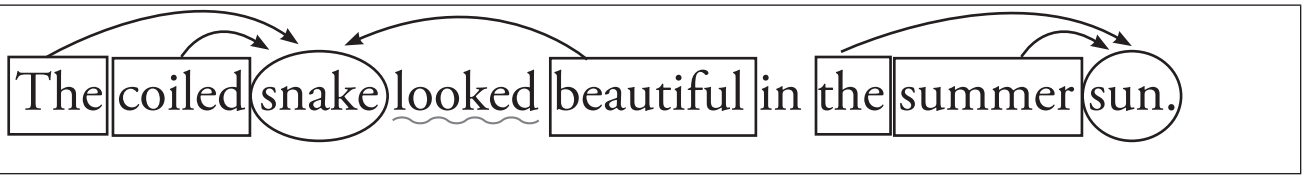
_____

Name: _____

PP23

Grammar Review

Part 1: Mark parts of speech in the following sentences. Circle nouns, box adjectives, and draw arrows to the nouns they describe. Draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.



1. Many curious people watch the night sky.

2. The talented baseball player hit the baseball over the high wall.

3. The tired athlete puts his warm-up suit and track shoes into a tattered black bag.

Part 2: Change the following fragments into simple sentences. Remember to include correct punctuation and capitalization.

4. a good interviewer _____

_____

_____

5. mixes the flour and butter well to make cookies _____

_____

_____

6. the colorful, hand-painted portrait _____

_____

_____

Part 3: Change the following run-on sentences into two simple sentences. Remember to include correct punctuation and capitalization.

7. The swimmer set a new world record he is a great swimmer.

_____

_____

_____

8. Roger and I discussed the camping trip it rained all week.

_____

_____

_____

Name: _____

PP24

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. _____

Challenge

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

Name: _____

PP25

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 | love 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.

Name: _____

PP26

Practice Using Prefixes *un–* and *non–*

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

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

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

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

4. Maria was _____ (unable, unhappy) after the game because her team lost by one goal.

5. My teacher brought in _____ (nondairy, nonfictional) milk made from soy to use during the class breakfast since two students were allergic to milk.

6. With this cast on my arm, my shirt sleeves are _____ (uneven, unnecessary) since I cannot pull the left sleeve down all the way.

Write a sentence using each word.

1. *unnecessary*

_____

_____

_____

2. *nonliving*

_____

_____

_____

Name: _____

PP27

Practice Prefixes *re–* and *pre–*

Replace each underlined definition with the word that matches it. Write the word, the part of speech, and the prefix under each sentence.

rewrite	redo	preselect	reload	preprint	preset

1. It was hard to <u>load again</u> the car after vacation because it seemed like we had more things to take home than we brought.

   Word _____ Part of speech _____

   Prefix_____

2. I went to meet my new teacher before school started and she let me <u>select before</u> where I would sit during the first week of school.

   Word _____ Part of speech _____

   Prefix_____

3. Diana had to <u>write again</u> her report on reptiles after she realized she forgot to include a section about snakes.

   Word _____ Part of speech _____

   Prefix_____

4. The city council agreed to do again the bike paths through the park so they would be wider and safer.

   Word _____ Part of speech _____

   Prefix_____

5. It would be easier to print before the programs for the concert so we are not rushing that day.

   Word _____ Part of speech _____

   Prefix_____

6. Dad set before the thermostat to keep the house cool when we are at home at night but warmer during the day when we are gone.

   Word _____ Part of speech _____

   Prefix_____

Glossary for *Rattenborough's Guide to Animals*

A

absorb—to take in or soak up (**absorbs**)

activist—a person who strongly believes in changing something and works hard to try to make change happen

adapt—to change

adaptive—easily changes to live in different environments

adult—grown-up

amphibian—an animal that can live on land and in water (**amphibians**)

animal—a living thing that is not a plant (**animals**)

aquatic—living, growing, or found in water

Aristotle—a Greek man who lived long ago and was one of the first people to write about classifying animals

attract—to draw or pull toward a person, place, or thing

B

behavior—how a person or animal acts

burrow—a hole in the ground dug by an animal for safety or for living (**burrows**)

C

carnivore—an animal that mainly eats meat (**carnivores**)

characteristic—something that makes a person, thing, or group different (**characteristics**)

classify—to put things into groups based on similarities or type (**classifying, classified**)

climate—the usual weather patterns in a particular area

cold-blooded—only able to control body temperature by using surroundings; Reptiles are cold-blooded.

communicate—to share information with others through language, writing, or gestures (**communication**)

constant—unchanging

creature—an animal (**creatures**)

crocodile—a large reptile that lives near water and has thick, scaly skin and very strong jaws (**crocodiles**)

D

damage—harm

deadliest—most likely to cause death

duck-billed platypus—a mammal that has a bill like a duck and lays eggs

E

echo—a sound that is repeated when sound waves bounce off the surface of an object

exist—to be alive (**existed**)

extinction—the state of no longer existing, usually referring to plants or animals that have died out completely

F

feather—one of many light, soft parts that covers a bird's skin (**feathers**)

fin—a bony spine covered with skin that sticks out from a fish's body and helps it swim (**fins**)

flexible—bendable

flock—a group of birds (**flocks**)

fragile—easily harmed

G

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

gnaw—to bite or chew something over and over

H

habitat—a place where plants and/or animals live and grow (**habitats**)

herbivore—an animal that only eats plants (**herbivores**)

hibernate—to spend a season resting or sleeping (**hibernating**)

hover—to float in the air close to something

I

inject—to force in fluid, like poison, usually by piercing the skin (**injects**)

intelligent—smart

invertebrate—an animal without a backbone (**invertebrates**)

island—an area of land completely surrounded by water (**islands**)

K

kingdom—a major group into which all living things are classified (**kingdoms**)

knowledge—information

Komodo dragon—the largest, living lizard (**Komodo dragons**)

L

language—words used to communicate

life cycle—the stages through which a living thing goes from birth until death

M

mammal—an animal that gives birth, has hair, feeds milk from its own body to its young, and is warm-blooded (**mammals**)

marine biologist—a scientist who studies underwater sea life

migrate—to travel back and forth from one place to another

molt—to shed skin (**molting**, **molted**)

moss—a very small green or yellow plant that grows on moist rocks, tree bark, or wet ground

N

nature—everything in the outside world that is not made by people

nectar—sweet liquid that comes from flowers

nocturnal—active during the night

nostril—one of the openings of the nose (**nostrils**)

O

observe—to watch closely and carefully (**observing**)

ocean—an enormous body of saltwater

omnivore—an animal that eats both plants and meat (**omnivores**)

orchestra—a group of musicians who play instruments together

organ—an important body part that performs a specific function (**organs**)

oxygen—a colorless gas that animals must breathe to stay alive

P

pelt—the skin of a dead animal with hair or fur on it (**pelts**)

penguin—a bird that cannot fly, has black and white feathers, and uses its wings for swimming (**penguins**)

plumage—birds' feathers

poisonous—full of poison or venom

pollution—making land, water, or air dirty, thus causing damage

predator—an animal that hunts other animals for food (**predators**)

primate—a mammal such as a monkey, ape, or human (**primates**)

primatologist—a scientist who studies primates

R

reptile—a cold-blooded animal with tough, scaly skin that uses its surroundings to control its body temperature (**reptiles**)

rodent—a small mammal with large, sharp front teeth, such as a squirrel, rat, or mouse (**rodents**)

S

saliva—spit

savanna—a large flat area of land with a lot of grass and few trees commonly found in Africa and South America

scale—a thin, small disc on the outside of the bodies of some animals, such as fish and reptiles (**scales**)

school—a large group of fish or other aquatic animals that swim together (**schools**)

scientist—an expert in science who has knowledge of the natural world based on facts learned through observation and experiments (**scientists**)

scuba gear—clothes and equipment used for diving and breathing underwater

sign language—a way to communicate using hands to make signs that stand for letters and words

sonar—a way to find things underwater using sound waves

spinal cord—a large group of nerves that connects to the brain and sends messages to other nerves in the body

spine—backbone

startle—to surprise (**startled**)

submarine—a type of ship that carries people deep underwater for a long time (**submarines**)

submersible—a type of ship used to travel deep underwater for research that usually operates without people inside of it (**submersibles**)

suction cup—a round, shallow cup that can stick to a surface (**suction cups**)

survive—to continue to live (**survives**)

T

tadpole—the early form of frogs and toads that has gills and a tail, but no legs (**tadpoles**)

temperature—the measurement of how hot or cold something is (**temperatures**)

territorial—keeping animals or people from coming into an area already claimed

tongue—the part of the mouth used for tasting, licking, and swallowing

V

venom—poison produced by an animal used to harm or kill another animal

vertebrate—an animal with a backbone (**vertebrates**)

W

warm-blooded—having a constant body temperature; Mammals are warm-blooded.

water moccasin—a type of poisonous snake found in the southern United States (**water moccasins**)

water pressure—the weight or force of water as it presses against something or someone

weather—what it is like outside

weight—how heavy something is

wetland—an area of land covered with shallow water, such as a swamp (**wetlands**)

Z

zoologist—a scientist who studies animals and their characteristics (**zoologists**)

Reader's Journal Writing Prompts

Unit 2:

1. Choose two groups of animals and classify them according to their similarities and differences.
2. List 5 features of a fish of your choice.
3. Choose three groups of animals and make an organized list of animals that would fit in each group.
4. Make a chart showing background facts you knew before reading this reader and new facts learned.
5. Research an animal and list 5 new features found.
6. Write a paragraph outlining the features of reptiles, mammals, or amphibians.

Either fiction or nonfiction:

1. Summarize the story or chapter you read in three to five sentences.
2. After reading this story or chapter, I wonder...
3. Name three things you liked about the story or chapter. Add supporting details as to why.
4. Make a timeline of three to five events in your reading today.
5. Pretend you are a TV reporter who has to interview the main character or person in the story or chapter you read, and write down five questions you would ask.
6. Make a prediction about what will happen next in the story or chapter you just read. Explain why you think this will happen.
7. Pretend you are the main character or a person in the story or chapter you read today and write a diary entry for that person.
8. Tell about something in the story or chapter you read today that is similar to something you have already read.
9. Draw a Venn diagram to show what is alike and/or different between two characters or people in the story or chapter you read.
10. How does the title fit the story or chapter? Suggest another title.
11. Write down three new words you learned while reading and tell what they mean. Use each word in a new sentence.
12. Name three questions you would ask the author of the story or chapter.

Fiction:

1. Tell about the setting.
2. Tell about the plot.
3. Tell about your favorite character. Write three reasons why you chose that character.
4. Which character is your least favorite? Write three reasons why you chose that character.
5. Give examples of personification from the story.
6. Draw a line down the center of your paper. On one side write the title of your favorite story. On the other side write the title of what you are reading today. Compare and contrast the main character, the setting, and the plot.
7. Write a different ending for the story.
8. If you could be any character in the story or chapter you read today, who would you be? Give three reasons why.
9. Invent a conversation or dialogue between two characters or people in the story or chapter that you read. Write what each character says and don't forget to use quotation marks.
10. Describe a character, setting, or plot that surprised you. Explain what it was and why it surprised you.
11. Tell about a problem that someone in the story or chapter had and what he or she did about it.

Nonfiction:

1. Describe something that you learned from what you read today.
2. Write at least three questions you have after reading the chapter about the topic in the chapter.

Conference Record For Reader's Journal

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Name: _____

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

Date: _____

Title of Book Student is Reading: _____

Is journal complete? Yes ___ No ___

Teacher notes:

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Unit 2
Workbook

Skills Strand
GRADE 3

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