3RD GRADE **ELA**

Student Materials

Unit 4
Understanding the Animal Kingdom

fish tank ELA

Daily Lesson Materials

Name: _____ Date: _____

Today's reading was *What is the Animal Kingdom? (The Science of Living Things)* pg. 4 – 7.

1. What **characteristics** do all animals share?

2. What are the key **characteristics** of each **kingdom**?

3. What is the key difference between **vertebrates** and **invertebrates**?

Name: _____ Date: _____

Writing Prompt

characteristics kingdom invertebrate vertebrate

What is the animal **kingdom**? What are the main kinds of animals found in the animal **kingdom**? Use the words **invertebrate** and **vertebrate** in your answer.

Name: _____ Date: _____

Today's reading was *What is the Animal Kingdom? (The Science of Living Things)* pg. 8 – 11.

1. What are the key **characteristics** of simple animals?

2. How do simple animals use their bodies for survival? Give an example for sponges, coelenterates, and echinoderms.

3. Most simple animals live in one place. Why? Would they be able to survive if they moved around?

4. Why are **organs** important for a worm's survival?

5. What **characteristics** are shared by all worms? What **characteristics** are varied? Give examples and explain why.

6. Earthworms and feather duster worms are both within the same species, yet they have different **characteristics**. Why? Would they both survive well on land? In the ocean? Defend.

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____ Date: _____

Writing Prompt

skeleton organ

Pick one simple animal or worm. Describe the animal's key **characteristics** and any other interesting facts about the animal. Draw a diagram if needed.

Name: _____ Date: _____

Today's reading was *What is the Animal Kingdom? (The Science of Living Things)* pg. 12 – 15.

1. What **characteristics** are shared by all mollusks? What **characteristics** are varied?

2. How do gastropods, bivalve mollusks, and cephalopods use different **characteristics** for survival?

3. What **characteristics** are shared by all arthropods? What **characteristics** are varied?

4. Describe the difference between insects, arachnids, myriapods, and crustaceans.

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____ Date: _____

Writing Prompt

exoskeleton

What **characteristics** do all mollusks share? What **characteristics** are varied?

What **characteristics** do all arthropods share? What **characteristics** are varied?

Narration Organizer

Section #1 0:00–0:26	We see octopuses moving across the bottom of the ocean, climbing on a tank, and briefly changing color.
Section #2 0:27–0:50	There is a small, colorful octopus moving on coral, followed by a couple of large octopuses. Then, we see a close up of suckers. Finally, an octopus squeezes itself through a very tight space.
Section #3 0:51–1:01	An octopus is moving over coral and three hearts show up in the top corner. Then, a blue blood cell is shown. As another octopus crawls on the bottom of the ocean, three more hearts are shown.
Section #4 1:01–1:08	Next, a crab is on the beach, then a shrimp is shown on a rock or coral, and a hermit crab is in his shell.
Section #5 1:09–1:44	A shark is swimming. Then different octopuses are shown changing colors to match the environment, either rocks or coral. One hidden octopus suddenly shows itself and sprays black ink before swimming away. This section ends with a close up of suckers.
Section #6 1:45–2:40	Different octopuses shown on corals, swimming and moving around the ocean floor.

Choose a section to narrate. Be sure to use two different pronouns that match the noun they replace. Underline the noun and pronoun, and draw an arrow from the pronoun to the noun it is replacing. Include at least one simple sentence, one compound sentence, and one complex sentence.

Name: _____ Date: _____

Writing Prompt

Write a three to five sentence script describing what you observed about octopuses doing in the "Octopus - Animal of the Day" video.

- Use two different pronouns that match the noun they replace. Underline the noun and pronoun, and draw an arrow from the pronoun to the noun it is replacing.
- Include at least one simple sentence, one compound sentence, and one complex sentence.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

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- Detail 1: _____

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- Detail 2: _____

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- Detail 3: _____

  _____

- Detail 4: _____

  _____

Concluding Sentence: _____

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Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Arthropod #1 _____	Arthropod #2 _____	What do you notice?
Habitat Where does it live?			
Body Features What does it look like?			
Survival Adaptations How does it protect itself or survive?			
Movement or Behavior How does it act?			
Diet What does it eat?			

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Arthropod #1 Goliath Beetle	Arthropod #2 Orchid Mantis	What do you notice?
Habitat Where does it live?	Rainforests of Africa; Under logs or in tree bark	Tropical forests of Southeast Asia; On leafy plants	Both live in warm, humid forests but in different parts of the world
Body Features What does it look like?	Large beetle with hard shell (**exoskeleton**), black and white patterns, horn-like structure on head	Leaf-shaped body, green or pink color, large eyes, long front legs for grabbing **prey**	Both have body parts that help them blend into surroundings, but they look very different
Survival Adaptations How does it protect itself or survive?	Uses hard shell for protection; Can fly away if threatened	Uses **camouflage** to look like a flower or leaf; Ambushes **prey**	Beetle= armor and flight Matis = disguise and surprise
Movement or Behavior How does it act?	Crawls and flies; Mostly active during the day	Stays still to ambush **prey;** Uses slow, careful movements	Mantis is a sneaky hunter; beetle is more active and mobile
Diet What does it eat?	Fruit, tree sap, and decaying matter	Other insects like flies and crickets	Beetle is a scavenger; Mantis is a predator

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Mollusk #1 Clam	Mollusk #2 Octopus	What do you notice?
Habitat Where does it live?	Lives in sand or mud on the ocean floor	Lives in rocky areas or coral reefs	Live in different habitats Clam= in sand Octopus= in rocks
Body Features What does it look like?	Has two hard shells; soft body inside	Soft body with no shell; has eight arms with suckers	Clam has a shell; Octopus has arms and no shell
Survival Adaptations How does it protect itself or survive?	Closes its shell tightly to protect itself	Hides in small spaces, changes color, squirts ink	Different survival methods: clam= hides in shell octopus= ink and **camouflage**
Movement or Behavior How does it act?	Stays in one place; uses a foot to dig into the sand	Moves by crawling or jetting through water	Clam barely moves; Octopus is very active
Diet What does it eat?	Filters tiny plankton from water (filter feeder)	Eats crabs, shrimp, and other small animals	Clam eats by filtering tiny plankton; Octopus hunts other animals

Name: _____ Date: _____

Writing Prompt

A classmate makes the following statement during a class discussion:

> *"All arthropods are exactly the same. All arthropods can survive in a variety of habitats."*

Your job is to write an informational paragraph that corrects this misunderstanding by comparing two different arthropods. Use facts and examples to explain how they are similar and how they are different in their features, habitats, and survival **adaptations**.

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Arthropod #1 _____	Arthropod #2 _____	What do you notice?
Habitat Where does it live?			
Body Features What does it look like?			
Survival Adaptations How does it protect itself or survive?			
Movement or Behavior How does it act?			
Diet What does it eat?			

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Arthropod #1 Goliath Beetle	Arthropod #2 Orchid Mantis	What do you notice?
Habitat Where does it live?	Rainforests of Africa; Under logs or in tree bark	Tropical forests of Southeast Asia; On leafy plants	Both live in warm, humid forests but in different parts of the world
Body Features What does it look like?	Large beetle with hard shell (**exoskeleton**), black and white patterns, horn-like structure on head	Leaf-shaped body, green or pink color, large eyes, long front legs for grabbing **prey**	Both have body parts that help them blend into surroundings, but they look very different
Survival Adaptations How does it protect itself or survive?	Uses hard shell for protection; Can fly away if threatened	Uses **camouflage** to look like a flower or leaf; Ambushes **prey**	Beetle= armor and flight Matis = disguise and surprise
Movement or Behavior How does it act?	Crawls and flies; Mostly active during the day	Stays still to ambush **prey;** Uses slow, careful movements	Mantis is a sneaky hunter; beetle is more active and mobile
Diet What does it eat?	Fruit, tree sap, and decaying matter	Other insects like flies and crickets	Beetle is a scavenger; Mantis is a predator

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Mollusk #1 Clam	Mollusk #2 Octopus	What do you notice?
Habitat Where does it live?	Lives in sand or mud on the ocean floor	Lives in rocky areas or coral reefs	Live in different habitats Clam= in sand Octopus= in rocks
Body Features What does it look like?	Has two hard shells; soft body inside	Soft body with no shell; has eight arms with suckers	Clam has a shell; Octopus has arms and no shell
Survival Adaptations How does it protect itself or survive?	Closes its shell tightly to protect itself	Hides in small spaces, changes color, squirts ink	Different survival methods: clam= hides in shell octopus= ink and **camouflage**
Movement or Behavior How does it act?	Stays in one place; uses a foot to dig into the sand	Moves by crawling or jetting through water	Clam barely moves; Octopus is very active
Diet What does it eat?	Filters tiny plankton from water (filter feeder)	Eats crabs, shrimp, and other small animals	Clam eats by filtering tiny plankton; Octopus hunts other animals

Name: _____ Date: _____

Writing Prompt

Choose two different arthropods and gather facts about how they are similar or different. Use the Compare and Contrast Matrix 1 (G3, U4, L5) to record your findings.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

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- Detail 1: _____

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- Detail 2: _____

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- Detail 3: _____

  _____

- Detail 4: _____

  _____

Concluding Sentence: _____

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Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Arthropod #1 _____	Arthropod #2 _____	What do you notice?
Habitat Where does it live?			
Body Features What does it look like?			
Survival Adaptations How does it protect itself or survive?			
Movement or Behavior How does it act?			
Diet What does it eat?			

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Mollusk #1 Clam	Mollusk #2 Octopus	What do you notice?
Habitat Where does it live?	Lives in sand or mud on the ocean floor	Lives in rocky areas or coral reefs	Live in different habitats Clam= in sand Octopus= in rocks
Body Features What does it look like?	Has two hard shells; soft body inside	Soft body with no shell; has eight arms with suckers	Clam has a shell; Octopus has arms and no shell
Survival Adaptations How does it protect itself or survive?	Closes its shell tightly to protect itself	Hides in small spaces, changes color, squirts ink	Different survival methods: clam= hides in shell octopus= ink and **camouflage**
Movement or Behavior How does it act?	Stays in one place; uses a foot to dig into the sand	Moves by crawling or jetting through water	Clam barely moves; Octopus is very active
Diet What does it eat?	Filters tiny plankton from water (filter feeder)	Eats crabs, shrimp, and other small animals	Clam eats by filtering tiny plankton; Octopus hunts other animals

Name: _____ Date: _____

Writing Prompt

Use the facts you gathered yesterday to draft an informational paragraph that compares and contrasts two arthropods. Explain how they are similar and how they are different in their physical features, habitats, and **adaptations**. Be sure to include a topic sentence, compare and contrast details, and a conclusion.

Name: _____ Date: _____

Writing Prompt

Revise your writing by changing general or unclear words to specific facts and details to make it easier for readers to understand how your two arthropods are similar and different.

3rd Grade
Understanding the Animal Kingdom
Lesson 6: Key Questions

Name: _____ Date: _____

Today's reading was *What is the Animal Kingdom? (The Science of Living Things)* pg. 16 – 21.

1. What are the key **characteristics** of **vertebrates**? Why are they important for survival?

2. How are **cold-blooded** and **warm-blooded** animals different? How does this affect the kind of habitat they need?

3. Fish have special **characteristics** that make it possible to survive in water. Agree or disagree? Defend your answer.

4. What are the key **characteristics** of **amphibians**? Why are they important for survival?

5. **Amphibians'** skin helps them survive. Agree or disagree? Defend your answer.

6. How does an **amphibian** change as it grows?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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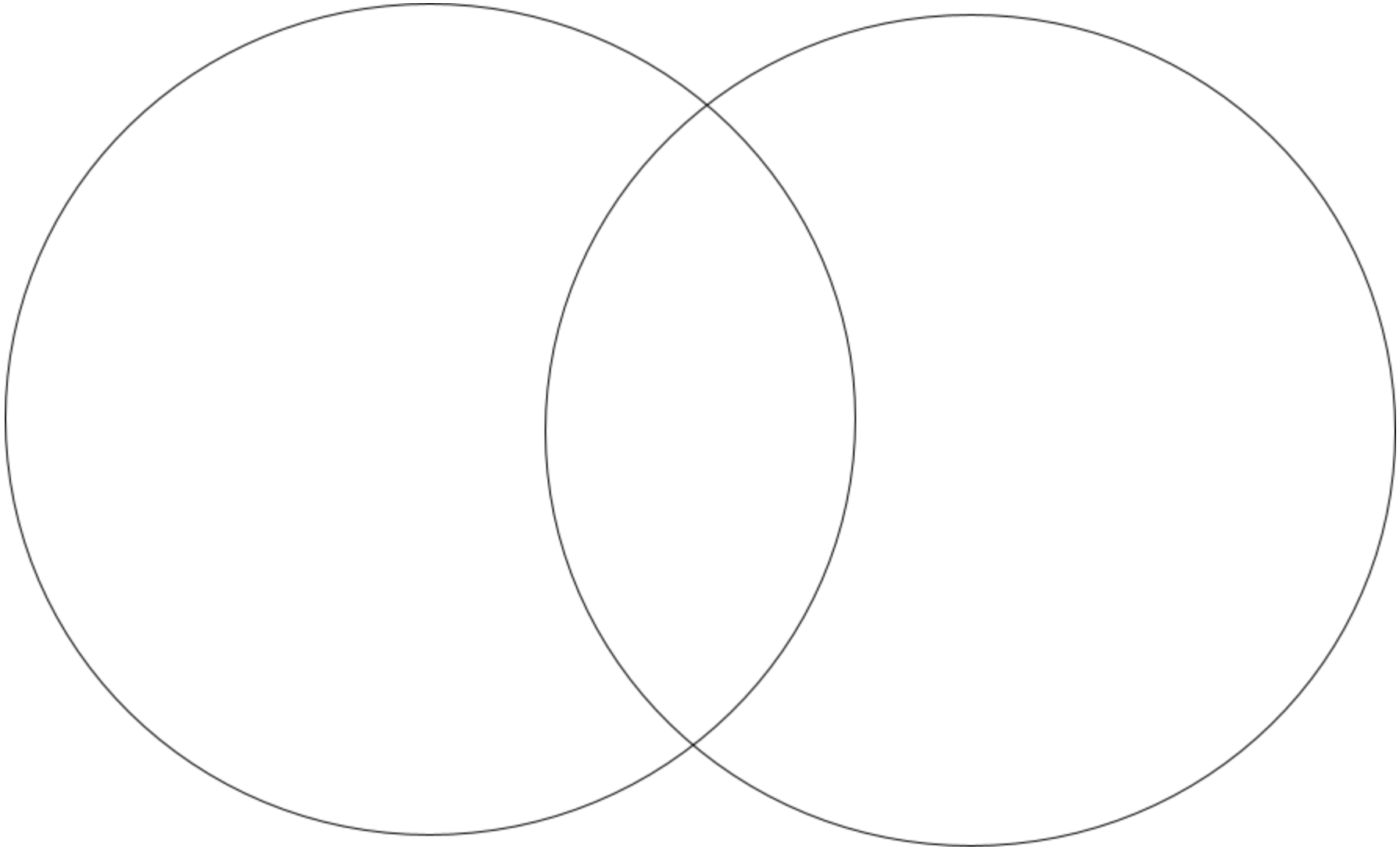
Name: _____ Date: _____

Venn Diagram Graphic Organizer



Name: _____ Date: _____

Writing Prompt

cold-blooded warm-blooded support amphibian

What **characteristics** do all fish share? What **characteristics** are varied?

What **characteristics** do all **amphibians** share? What **characteristics** are varied?

3rd Grade
Understanding the Animal Kingdom
Lesson 7: Key Questions

Name: _____ Date: _____

Today's reading was *What is the Animal Kingdom? (The Science of Living Things)* pg. 22 – 27.

1. Crocodiles and alligators, turtles and tortoises, and lizards and snakes are all types of reptiles. Which group has the greatest advantage for survival? Defend your thinking.

2. Why does the type of beak vary depending on the bird? What might happen if all birds had the same beak? Give an example.

3. Why is it important that all mammals have hair or fur on their bodies? What would happen if they didn't?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____ Date: _____

Writing Prompt

What **characteristics** do all reptiles share? What **characteristics** are varied?

What **characteristics** do all birds share? What **characteristics** are varied?

What **characteristics** do all mammals share? What **characteristics** are varied?

The African elephant and the polar bear are both mammals, but they have many differences in how they look, live, and survive. Both animals are **warm-blooded vertebrates** with fur and give birth to live young. However, the elephant has thick, wrinkled skin and a long trunk, while the polar bear has a dense coat of white fur and a powerful build for swimming. These mammals also live in opposite environments. Elephants roam the hot savannas and forests of Africa, while polar bears live on the icy shores of the Arctic. When it comes to survival, elephants use their trunks to gather food and water and rely on the protection of the herd. Polar bears hunt seals on the ice and use their white fur to blend into their surroundings. Even though they belong to the same group, they have very different **adaptations** for their environments.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

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- Detail 1: _____

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- Detail 2: _____

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- Detail 3: _____

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- Detail 4: _____

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Concluding Sentence: _____

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Single Paragraph Outline

Topic Sentence (What is being compared) : The African elephant and the polar bear are both mammals, but they have many differences in how they look, live, and survive.

- Detail 1 (What is the same): **warm-blooded vertebrates** with fur or hair; give birth to live young

- Detail 2 (What is different): physical features → elephant has a trunk and large ears; polar bear has thick white fur and a layer of blubber, habitat → elephant lives in savannas and forests; polar bear lives on Arctic sea ice, survival **adaptation** → elephant uses its trunk to gather food and water; polar bear hunts seals and blends into the snow

Concluding Sentence (What you learned or why it matters): Even though elephants and polar bears are both mammals, they survive in very different ways.

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Reptile #1 _____	Reptile #2 _____	What do you notice?
Habitat Where does it live?			
Body Features What does it look like?			
Survival Adaptations How does it protect itself or survive?			
Movement or Behavior How does it act?			
Diet What does it eat?			

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Reptile #1 Komodo Dragon	Reptile #2 Armadillo Girdled Lizard	What do you notice?
Habitat Where does it live?	Hot, dry islands of Indonesia	Desert and rocky areas of South Africa	Both live in hot, dry environments but on different continents
Body Features What does it look like?	Largest living lizard; up to 10 feet long, 150+ pounds; rough, armored scales with small bones under the skin	Small lizard; 7–9 inches long; less than half a pound; spiny, tough scales along back and sides	Huge size difference; both have protective scales but different textures (rough vs. spiny)
Survival Adaptations How does it protect itself or survive?	Venomous bite, sharp claws, powerful tail; uses stealth to ambush **prey**	Rolls into a ball and bites its tail to shield its belly; hides in rock crevices	Komodo dragon uses power and venom; armadillo lizard uses curling and hiding **defense**
Movement or Behavior How does it act?	Walks slowly but can sprint short bursts at 12 mph; excellent swimmer; solitary hunter	Moves quickly over rocks; hides when threatened; social; sometimes lives in groups	Komodo is mostly solitary, Armadillo lizard is sometimes social; Both can move fast when needed
Diet What does it eat?	**Carnivore**; eats large **prey** like deer, wild pigs, water buffalo	Insectivore; mostly eats small insects like termites	Very different diets—big **prey** vs. tiny insects

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Mammal #1 Polar Bear	Mammal #2 Elephant	What do you notice?
Habitat Where does it live?	Lives in the Arctic, mostly on sea ice and coastal areas	Lives in warm climates like savannas, forests, and grasslands in Africa and Asia	They live in very different climates; one cold and icy, the other warm and sunny
Body Features What does it look like?	Thick white fur, black skin underneath, large paws for walking on ice, sharp claws	Gray, wrinkled skin, large ears, long trunk, tusks	They look very different; one has fur, the other has bare skin; Both are large mammals
Survival Adaptations How does it protect itself or survive?	Thick blubber to stay warm, fur for **camouflage**, strong swimmer, sharp claws for hunting	Tough skin for protection, tusks for **defense**, large size scares predators, trunk for grabbing food and water	Both have physical features that help them survive in their environments
Movement or Behavior How does it act?	Swims long distances to find seals; solitary hunters	Travels in herds; use trunks to care for young and get food	One is mostly alone, the other lives in groups; Both are smart and can travel far for food
Diet What does it eat?	**Carnivore** → mainly seals	Herbivore → grasses, leaves, bark, and fruit	They eat very different foods; one eats meat, the other plants

Name: _____ Date: _____

Writing Prompt

A classmate makes the following statement during a class discussion:

> *"All reptiles are exactly the same. All reptiles can survive in a variety of habitats."*

Your job is to write an informational paragraph that corrects this misunderstanding by comparing two different reptiles. Use facts and examples to explain how they are similar and how they are different in their features, habitats, and survival **adaptations**.

The African elephant and the polar bear are both mammals, but they have many differences in how they look, live, and survive. Both animals are **warm-blooded vertebrates** with fur and give birth to live young. However, the elephant has thick, wrinkled skin and a long trunk, while the polar bear has a dense coat of white fur and a powerful build for swimming. These mammals also live in opposite environments. Elephants roam the hot savannas and forests of Africa, while polar bears live on the icy shores of the Arctic. When it comes to survival, elephants use their trunks to gather food and water and rely on the protection of the herd. Polar bears hunt seals on the ice and use their white fur to blend into their surroundings. Even though they belong to the same group, they have very different **adaptations** for their environments.

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Reptile #1 _____	Reptile #2 _____	What do you notice?
Habitat Where does it live?			
Body Features What does it look like?			
Survival Adaptations How does it protect itself or survive?			
Movement or Behavior How does it act?			
Diet What does it eat?			

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Reptile #1 Komodo Dragon	Reptile #2 Armadillo Girdled Lizard	What do you notice?
Habitat Where does it live?	Hot, dry islands of Indonesia	Desert and rocky areas of South Africa	Both live in hot, dry environments but on different continents
Body Features What does it look like?	Largest living lizard; up to 10 feet long, 150+ pounds; rough, armored scales with small bones under the skin	Small lizard; 7–9 inches long; less than half a pound; spiny, tough scales along back and sides	Huge size difference; both have protective scales but different textures (rough vs. spiny)
Survival Adaptations How does it protect itself or survive?	Venomous bite, sharp claws, powerful tail; uses stealth to ambush **prey**	Rolls into a ball and bites its tail to shield its belly; hides in rock crevices	Komodo dragon uses power and venom; armadillo lizard uses curling and hiding **defense**
Movement or Behavior How does it act?	Walks slowly but can sprint short bursts at 12 mph; excellent swimmer; solitary hunter	Moves quickly over rocks; hides when threatened; social; sometimes lives in groups	Komodo is mostly solitary, Armadillo lizard is sometimes social; Both can move fast when needed
Diet What does it eat?	**Carnivore**; eats large **prey** like deer, wild pigs, water buffalo	Insectivore; mostly eats small insects like termites	Very different diets—big **prey** vs. tiny insects

Name: _____ Date: _____

Writing Prompt

Choose two different reptiles and gather facts about how they are similar or different. Use the Compare and Contrast Matrix 2 (G3, U4, L8) to record your findings.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

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- Detail 1: _____

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- Detail 2: _____

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- Detail 3: _____

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- Detail 4: _____

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Concluding Sentence: _____

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Single Paragraph Outline

Topic Sentence (What is being compared) : The African elephant and the polar bear are both mammals, but they have many differences in how they look, live, and survive.

- Detail 1 (What is the same): **warm-blooded vertebrates** with fur or hair; give birth to live young

- Detail 2 (What is different): physical features → elephant has a trunk and large ears; polar bear has thick white fur and a layer of blubber, habitat → elephant lives in savannas and forests; polar bear lives on Arctic sea ice, survival **adaptation** → elephant uses its trunk to gather food and water; polar bear hunts seals and blends into the snow

Concluding Sentence (What you learned or why it matters): Even though elephants and polar bears are both mammals, they survive in very different ways.

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Reptile #1 _____	Reptile #2 _____	What do you notice?
Habitat Where does it live?			
Body Features What does it look like?			
Survival Adaptations How does it protect itself or survive?			
Movement or Behavior How does it act?			
Diet What does it eat?			

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Mammal #1 Polar Bear	Mammal #2 Elephant	What do you notice?
Habitat Where does it live?	Lives in the Arctic, mostly on sea ice and coastal areas	Lives in warm climates like savannas, forests, and grasslands in Africa and Asia	They live in very different climates; one cold and icy, the other warm and sunny
Body Features What does it look like?	Thick white fur, black skin underneath, large paws for walking on ice, sharp claws	Gray, wrinkled skin, large ears, long trunk, tusks	They look very different; one has fur, the other has bare skin; Both are large mammals
Survival Adaptations How does it protect itself or survive?	Thick blubber to stay warm, fur for **camouflage**, strong swimmer, sharp claws for hunting	Tough skin for protection, tusks for **defense**, large size scares predators, trunk for grabbing food and water	Both have physical features that help them survive in their environments
Movement or Behavior How does it act?	Swims long distances to find seals; solitary hunters	Travels in herds; use trunks to care for young and get food	One is mostly alone, the other lives in groups; Both are smart and can travel far for food
Diet What does it eat?	**Carnivore** → mainly seals	Herbivore → grasses, leaves, bark, and fruit	They eat very different foods; one eats meat, the other plants

Name: _____ Date: _____

Writing Prompt

Use the facts you gathered yesterday to draft an informational paragraph that compares and contrasts two reptiles. Explain how they are similar and how they are different in their physical features, habitats, and **adaptations**. Be sure to include a topic sentence, compare and contrast details, and a conclusion.

Name: _____ Date: _____

Compare and Contrast Matrix

Feature	Reptile #1 _____	Reptile #2 _____	What do you notice?
Habitat Where does it live?			
Body Features What does it look like?			
Survival Adaptations How does it protect itself or survive?			
Movement or Behavior How does it act?			
Diet What does it eat?			

Name: _____ Date: _____

Writing Prompt

Revise your writing by changing general or unclear words to specific, relevant facts and by adding definitions for important words. Your goal is to make it easier for readers to understand how your two reptiles are similar and different.

Name: _____ Date: _____

Discussion Prompt

What is the animal **kingdom**? What types of animals make up the animal **kingdom**?

Use the box below to plan your response. Write your response on the lines below the box.

Name: _____ Date: _____

Today's reading was *What is a Life Cycle? (The Science of Living Things)* — pg. 4-5, 8-9, 10-11, 12-13.

1. What is a **life cycle**? Why is it important?

2. What stages are the same across all **life cycles**?

3. Are all eggs the same? Defend why or why not.

4. What is **metamorphosis**? Describe what happens during **metamorphosis**.

5. Describe the **life cycle** of a ladybug beetle.

Name: _____ Date: _____

Writing Prompt

offspring metamorphosis life cycle

Describe the different stages of a **life cycle**. Why is the continuation of a **life cycle** important for the survival of a species?

Name: _____ Date: _____

Today's reading was *What is a Life Cycle? (The Science of Living Things)* — pg. 14-15, 16-17.

1. What happens at each stage of an **amphibian's life cycle**?

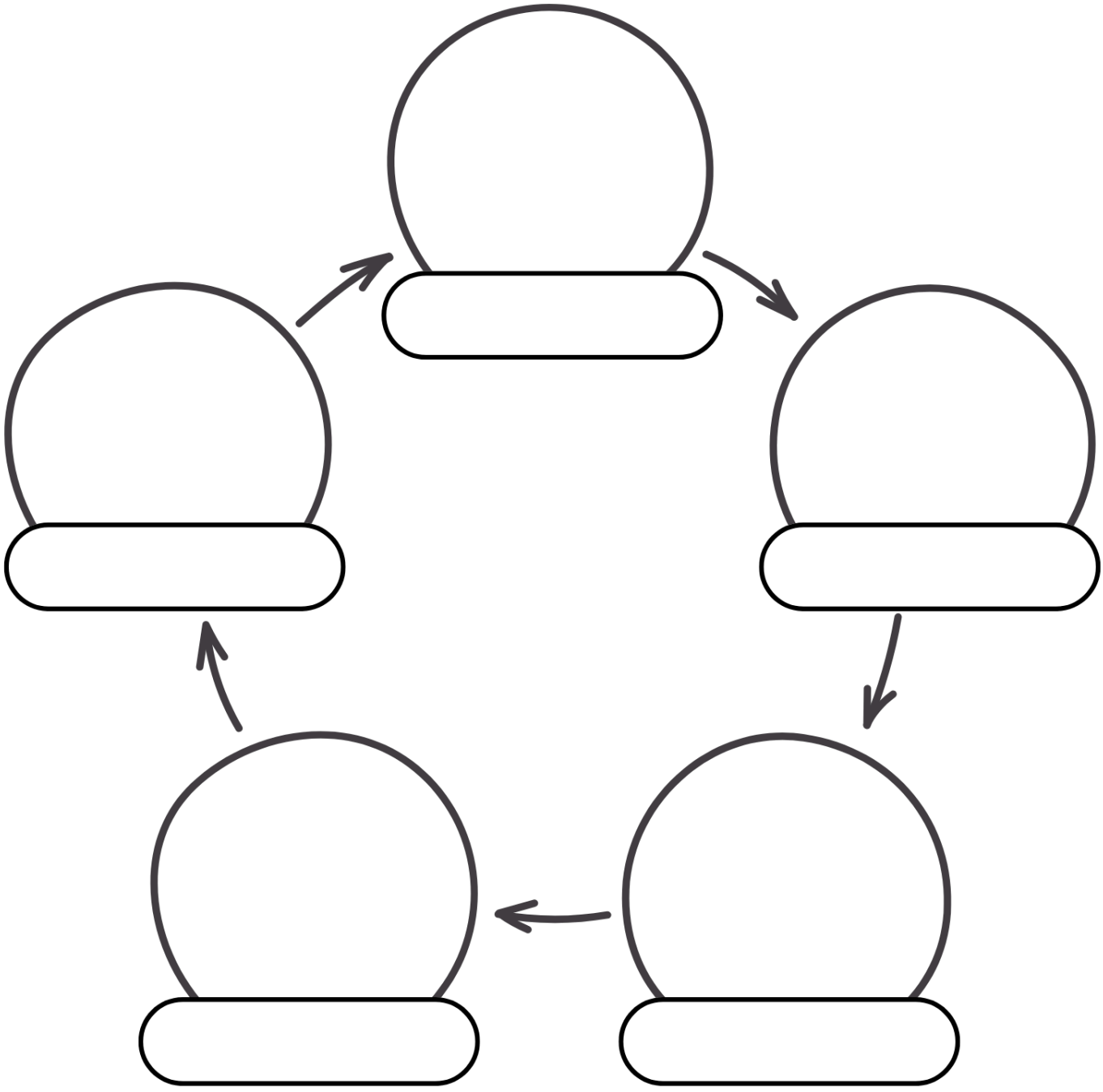
2. Why is water important to an **amphibian's life cycle**? What would happen if water were missing at one stage?

3. What happens at each stage of a reptile's **life cycle**?

4. What happens when a reptile **molts**? Why do reptiles continue to **molt** throughout their entire lifetime?

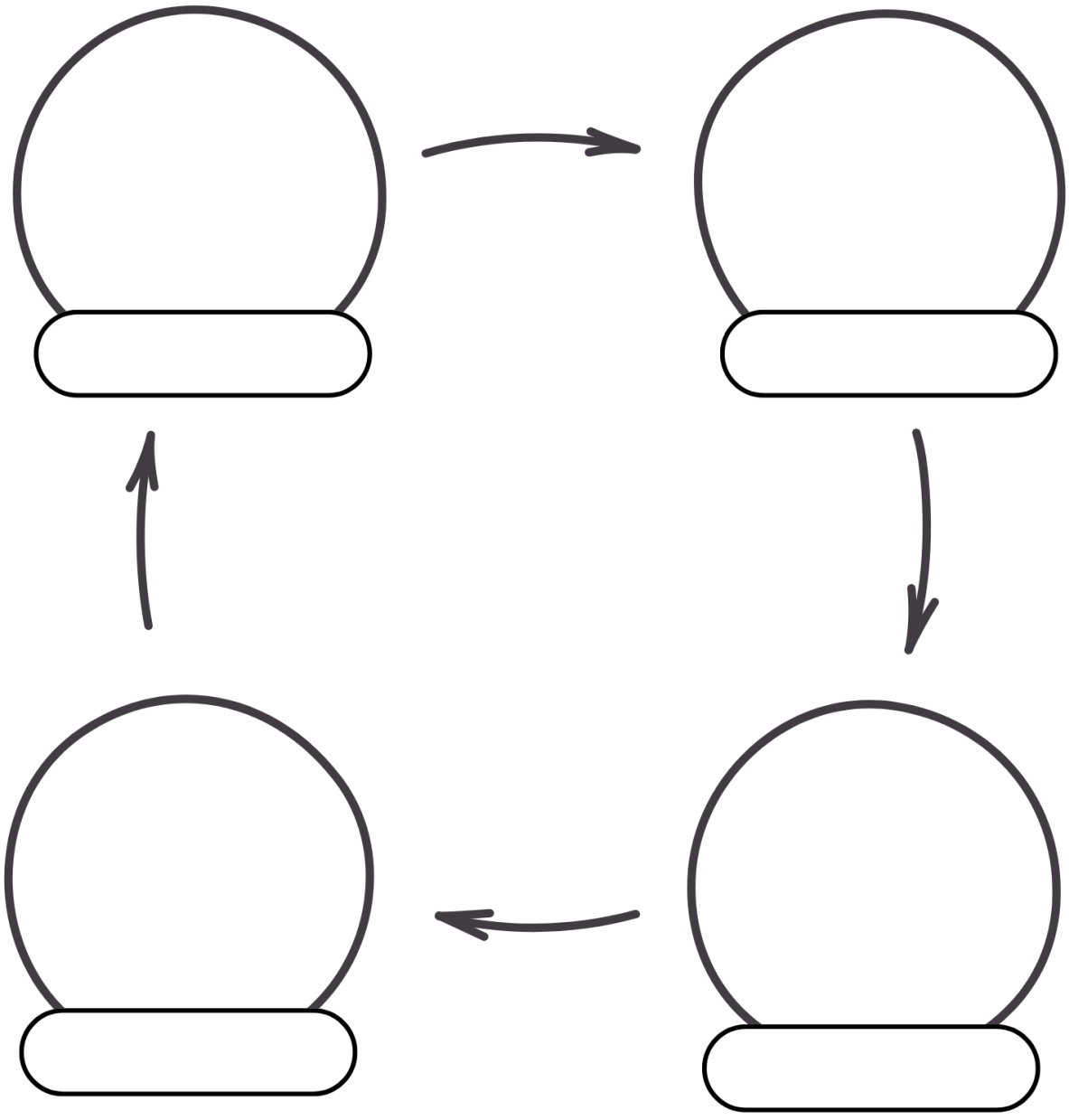
Name: _____ Date: _____

Amphibian Life Cycle



Name: _____ Date: _____

Reptile Life Cycle



Name: _____ Date: _____

Writing Prompt

hatchlings molt

Both **amphibian** and reptile **life cycles** include birth, reproduction, growth, and death; however, their **life cycles** are not exactly the same.

Explain how **amphibian** and reptile **life cycles** are different. Use the Amphibian vs. Reptile Life Cycle Diagrams (G3, U4, L11), labels, and a caption to support your answer.

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

_____

_____

- Detail 1: _____

  _____

- Detail 2: _____

  _____

- Detail 3: _____

  _____

- Detail 4: _____

  _____

Concluding Sentence: _____

_____

_____

Name: _____ Date: _____

Single Paragraph Outline

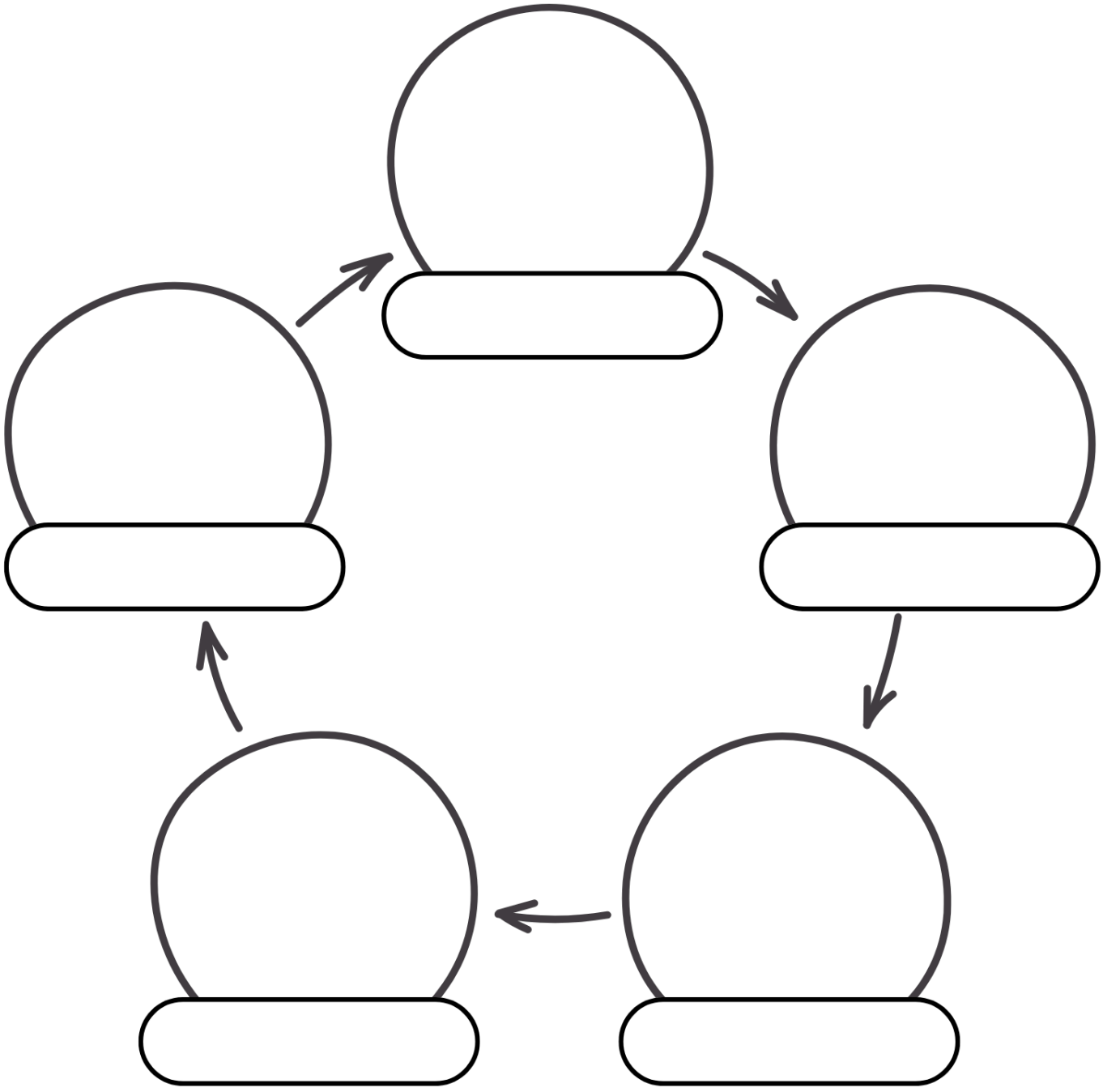
Topic Sentence: A butterfly goes through four important stages in its **life cycle.**

- Detail 1: egg stage → lays tiny eggs on a leaf
- Detail 2: caterpillar stage → egg hatches = caterpillar
- Detail 3: chrysalis stage→ forms a chrysalis, transforms
- Detail 4: adult stage → a butterfly comes out

Concluding Sentence: The butterfly's **life cycle** shows how much it changes from beginning to end.

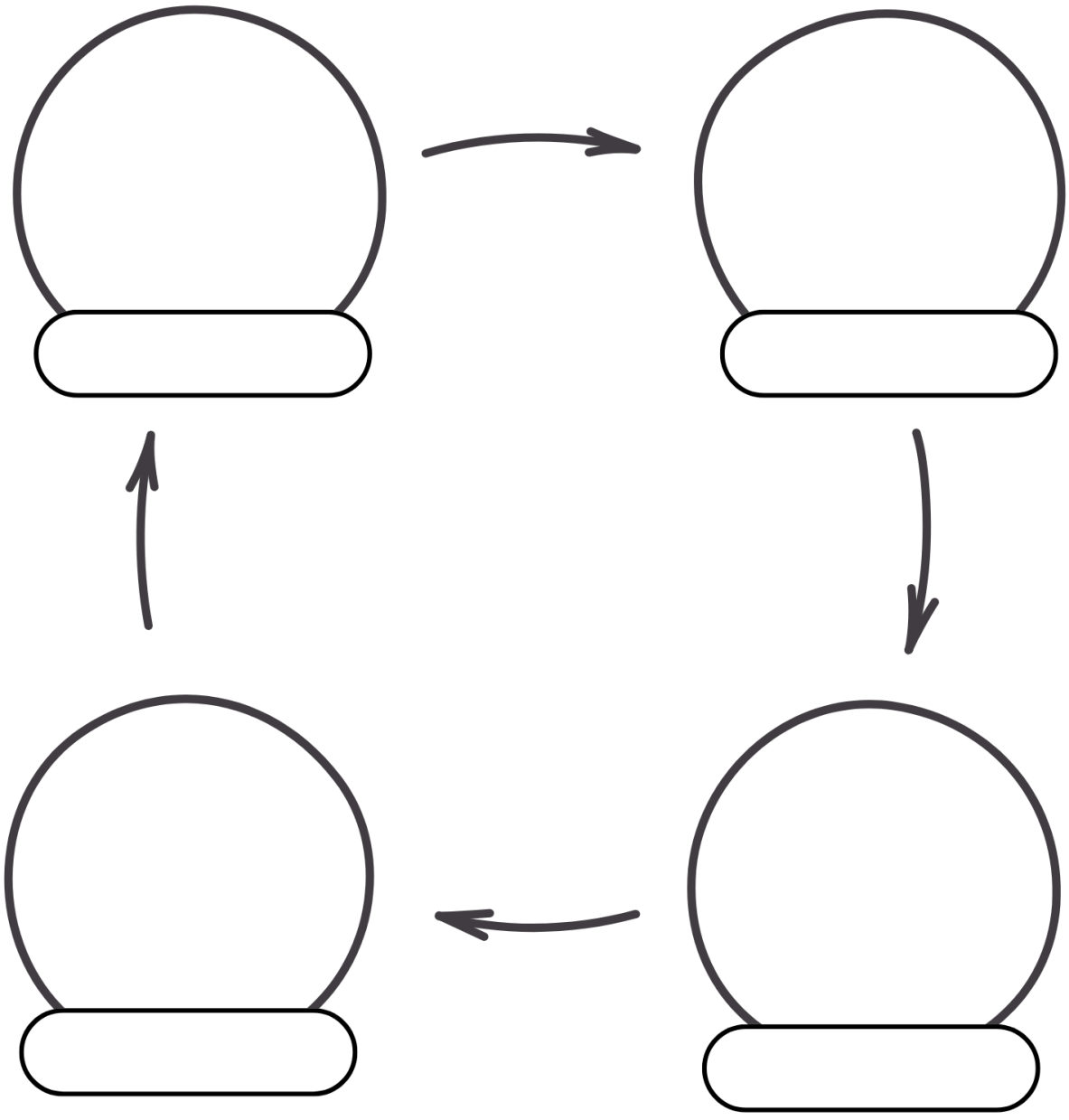
Name: _____ Date: _____

Life Cycle Diagram 1



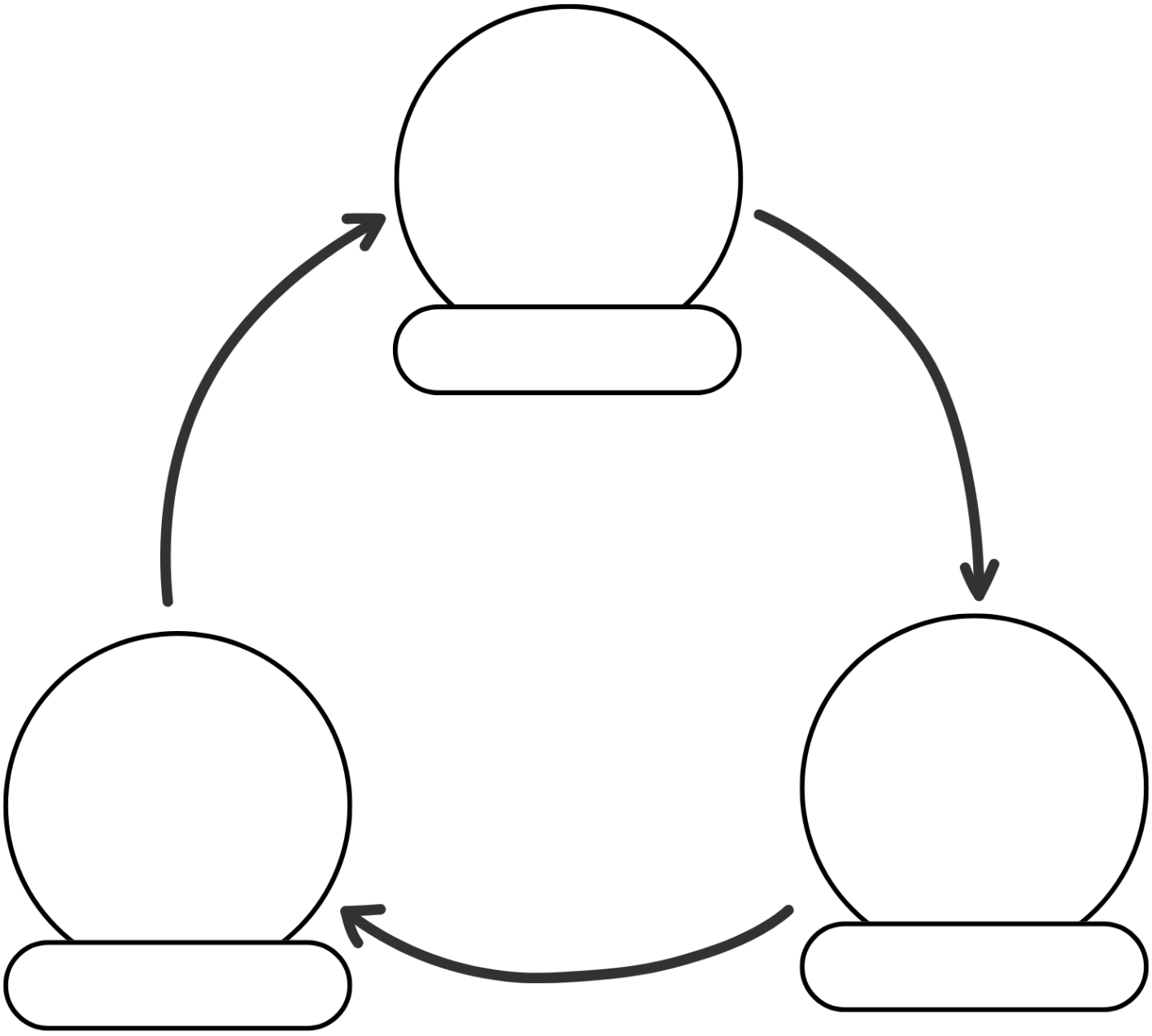
Name: _____ Date: _____

Life Cycle Diagram 2



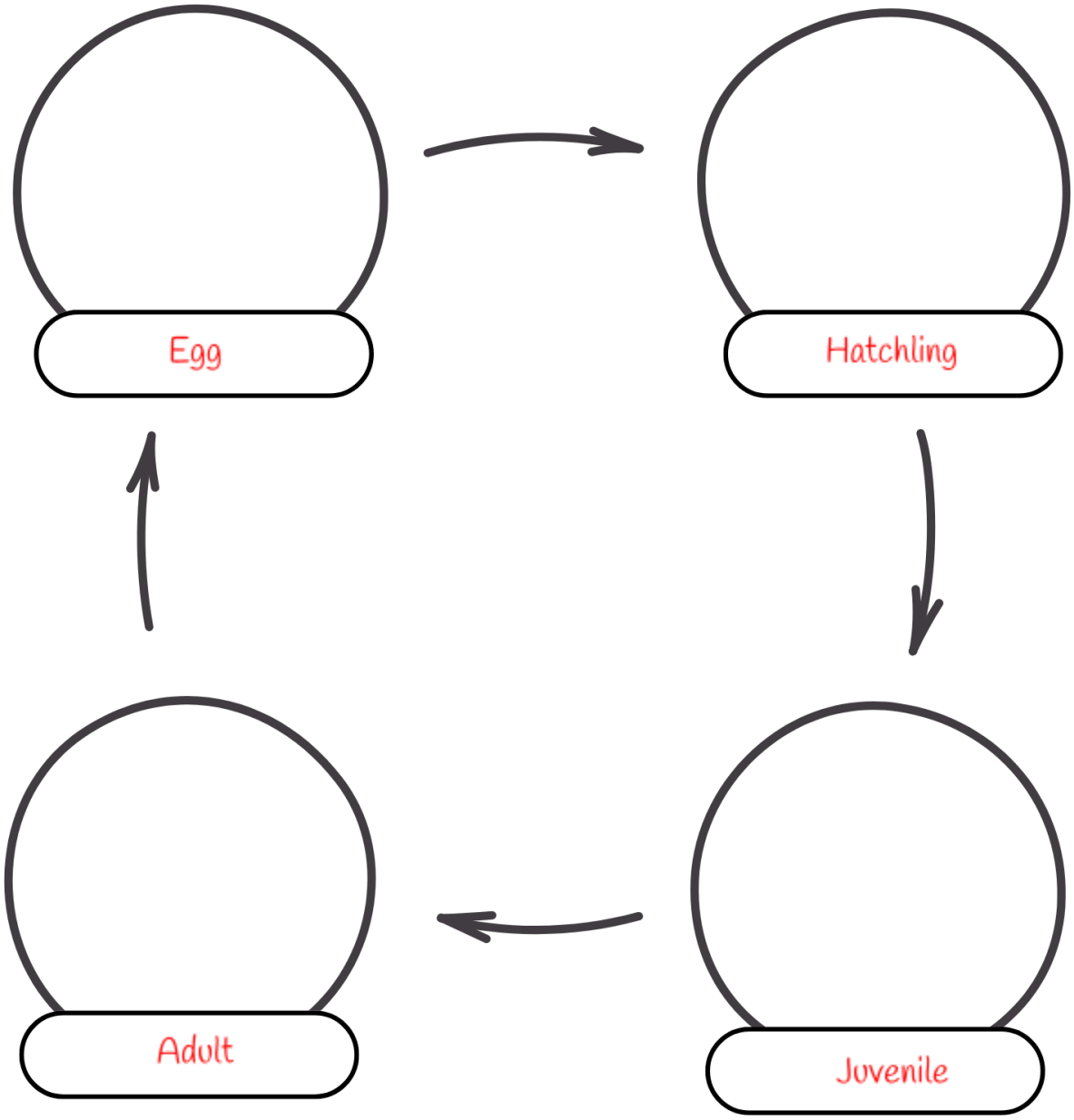
Name: _____ Date: _____

Life Cycle Diagram 3



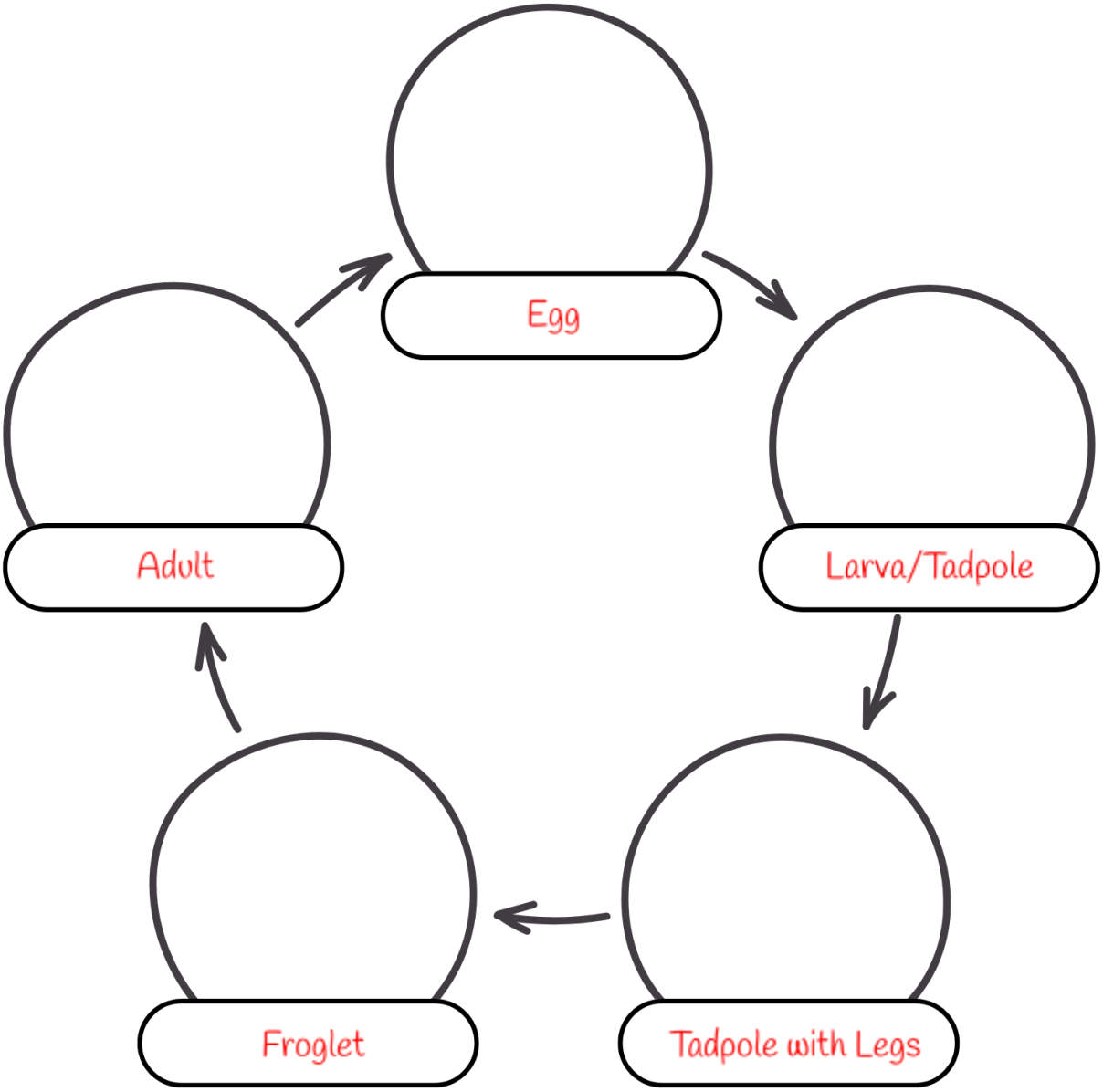
Name: _____ Date: _____

Life Cycle: Reptile



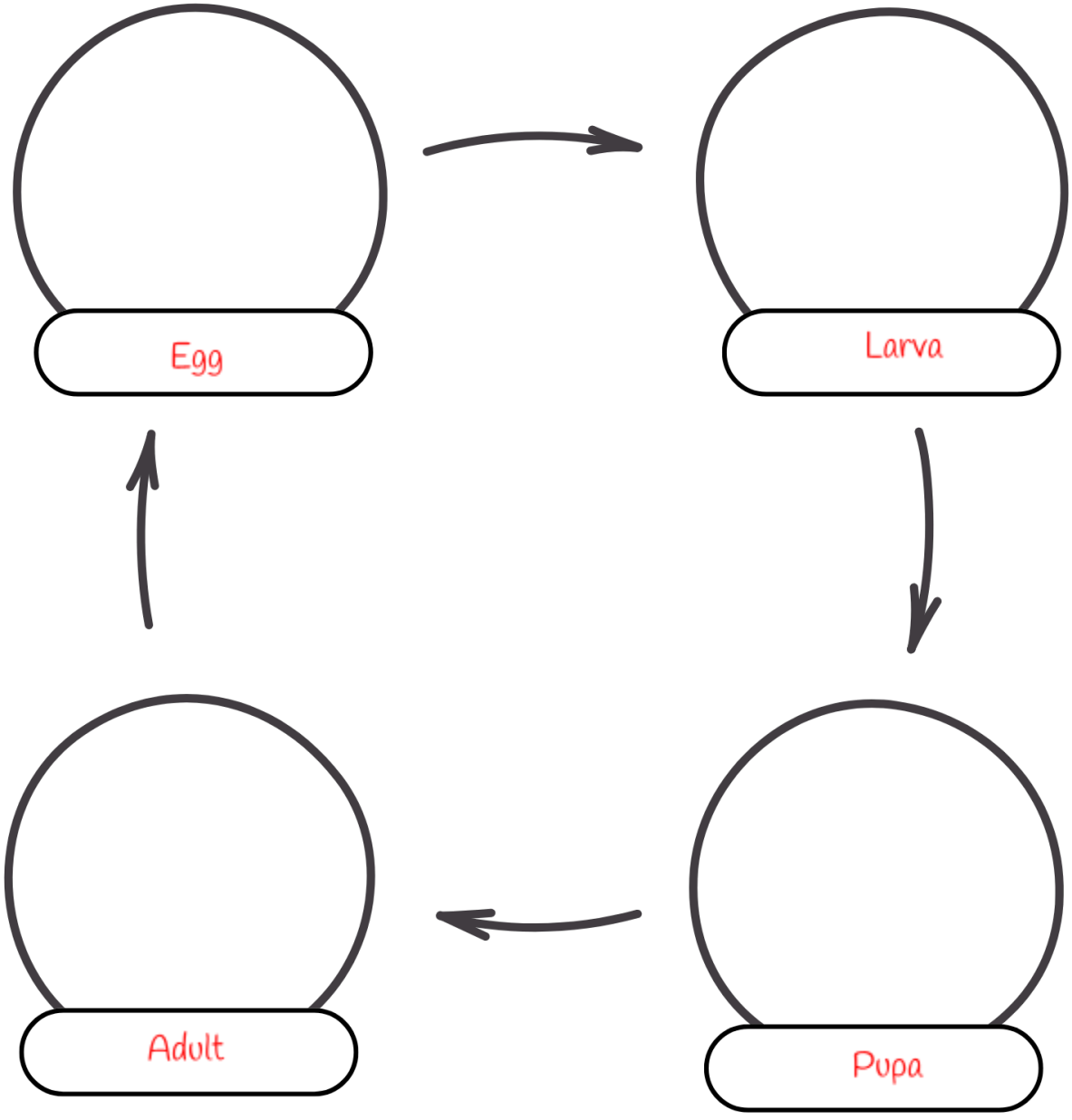
Name: _____ Date: _____

Life Cycle: Amphibian



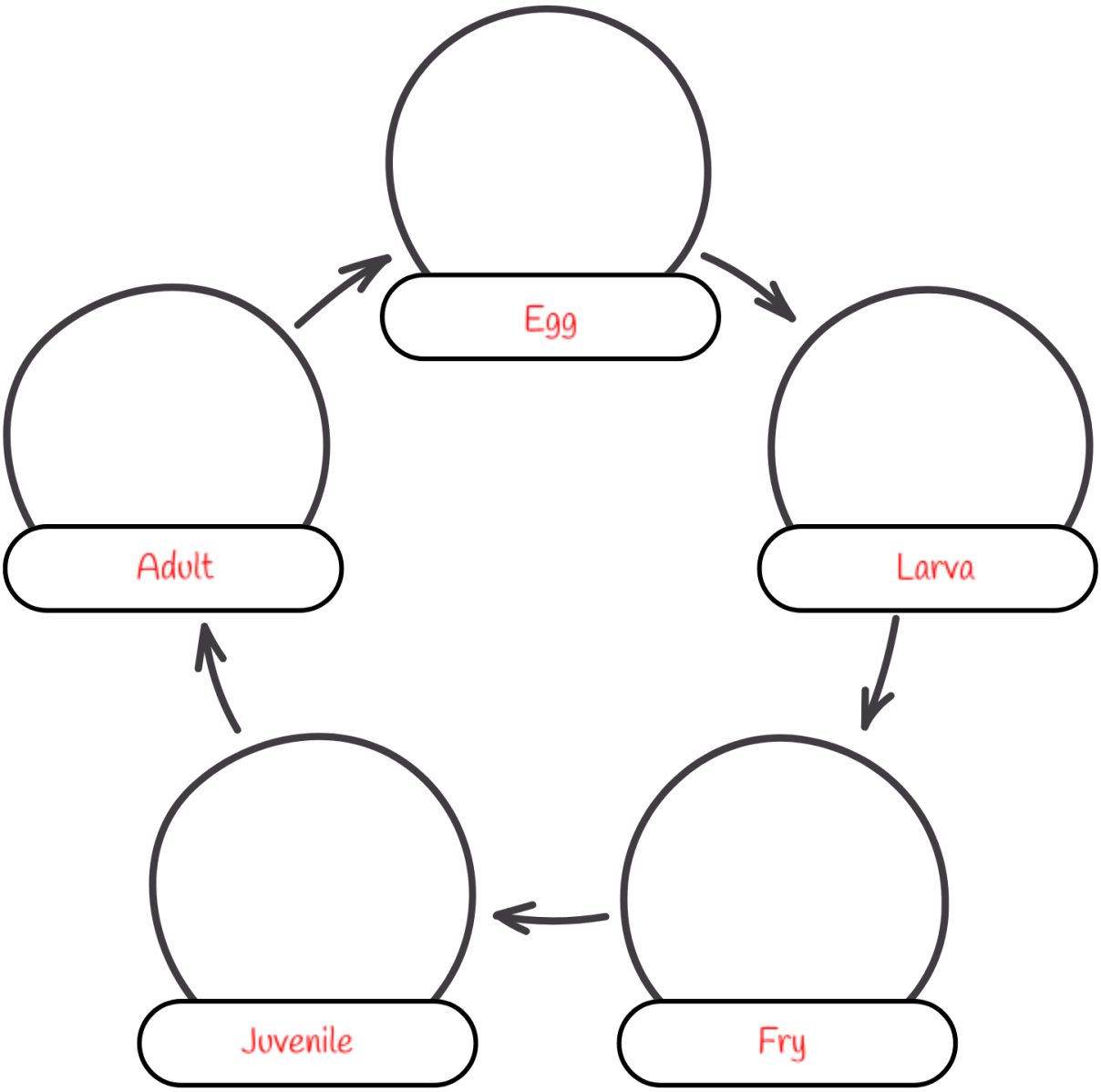
Name: _____ Date: _____

Life Cycle: Insect



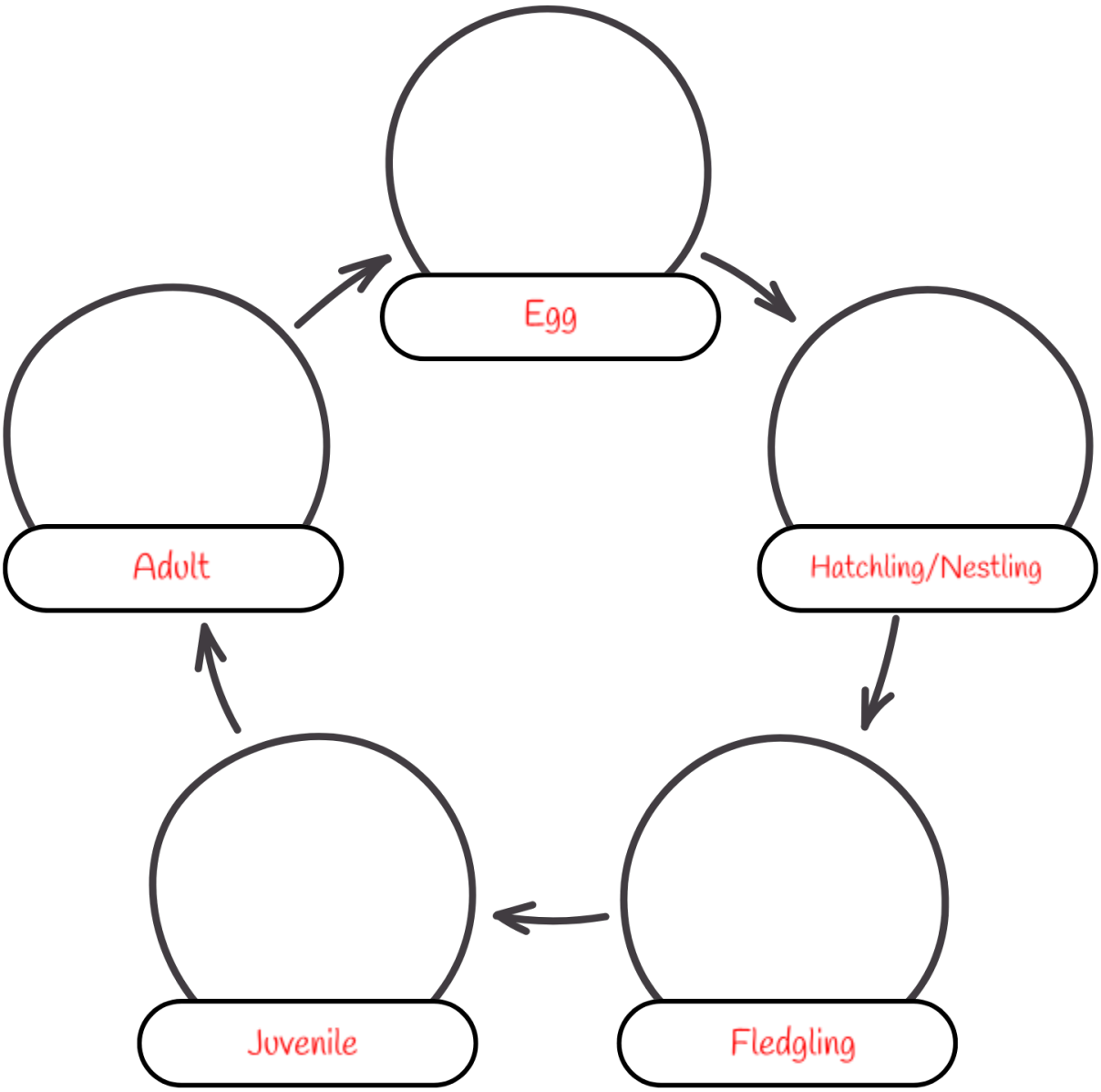
Name: _____ Date: _____

Life Cycle: Fish



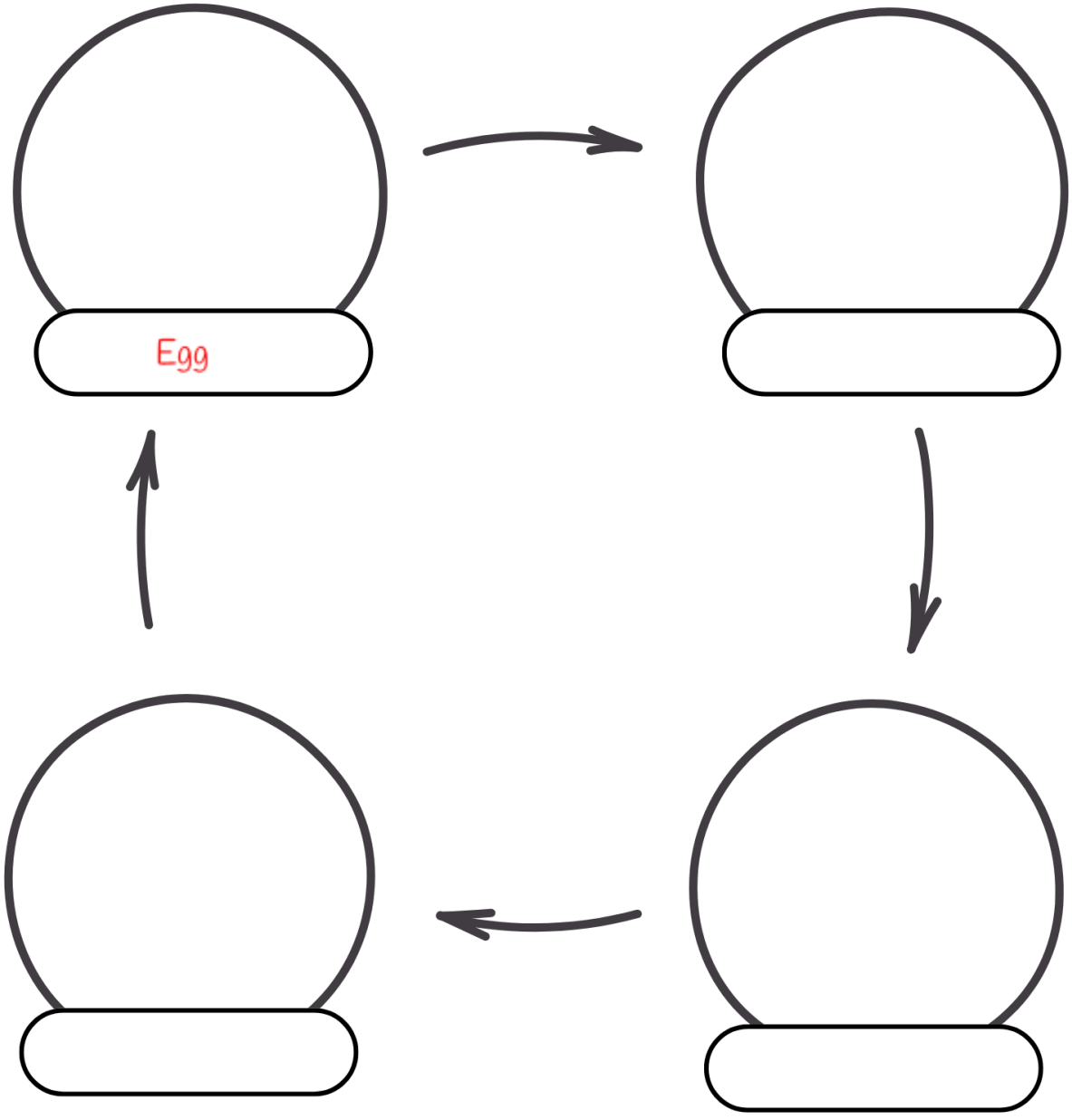
Name: _____ Date: _____

Life Cycle: Bird



Name: _____ Date: _____

Life Cycle: Mammal



Name: _____ Date: _____

Writing Prompt

Choose either a frog or a ladybug and complete the Life Cycle Diagrams (G3, U4) to show each stage of the animal's life. Then, use a Single Paragraph Outline to plan and write a clear, organized paragraph that explains the **life cycle**. Start with a topic sentence, include each stage as a supporting detail, and use sequence words like *first*, *next*, *then*, and *finally* to show the order of events.

Name: _____ Date: _____

Today's reading was *What is a Life Cycle? (The Science of Living Things)* — pg. 18-19, 20-21, 22-25.

1. What happens at each stage of a fish's **life cycle**?

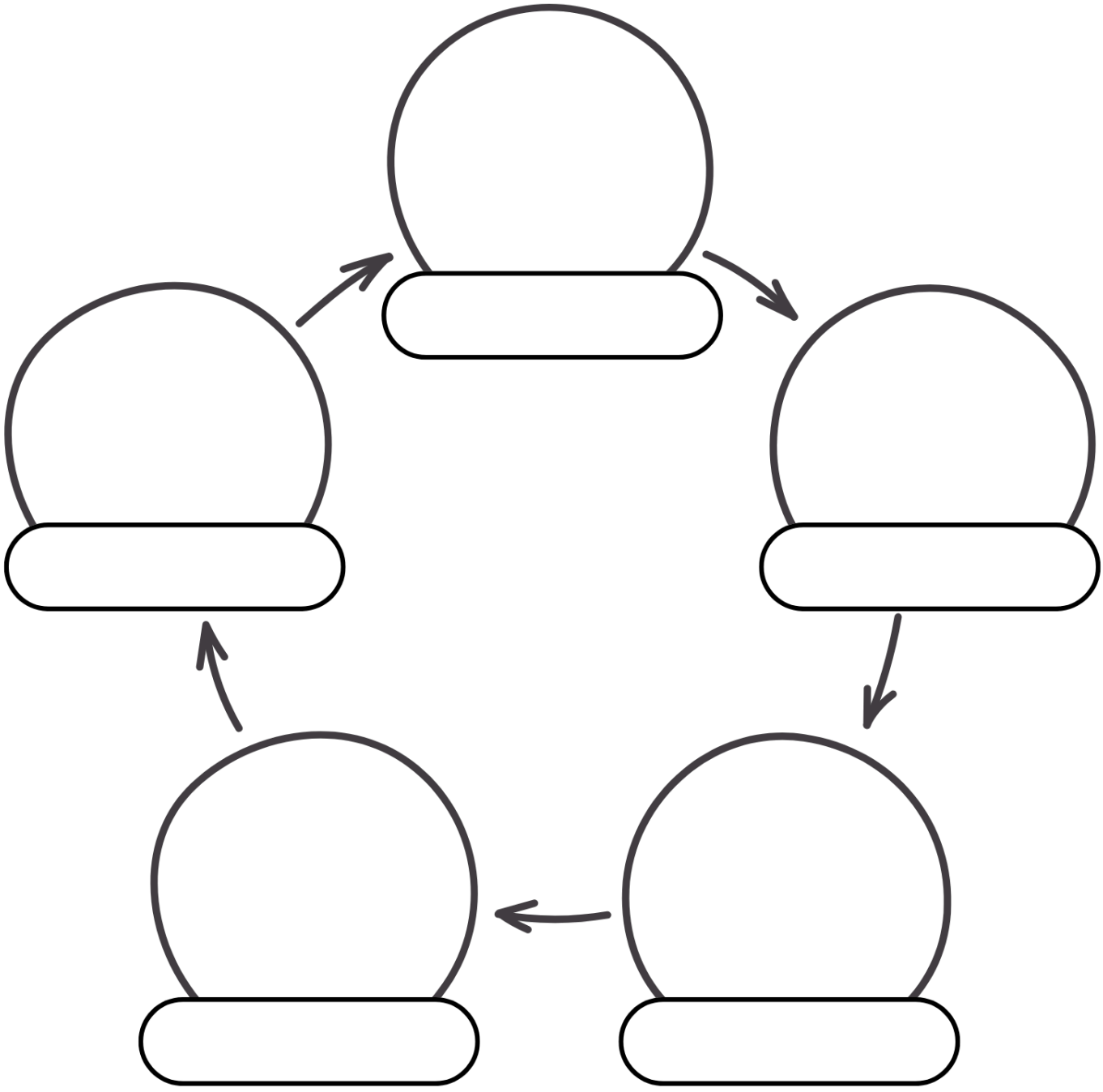
2. How have different fish adapted to ensure reproduction and growth?

3. What is similar about all bird **life cycles**? In what ways do they differ?

4. How is the **life cycle** of a mammal different from the **life cycle** of other animals?

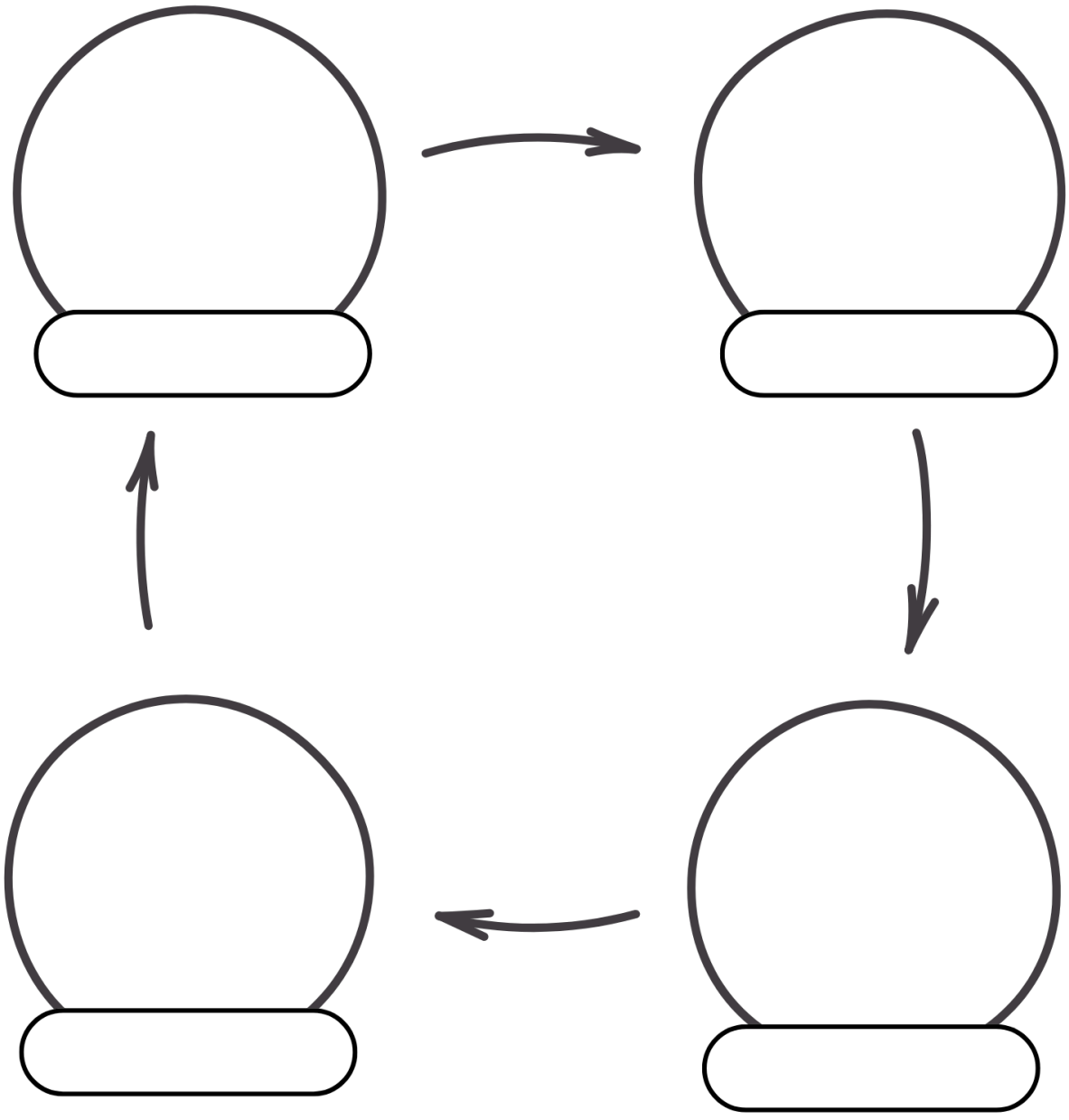
Name: _____ Date: _____

Life Cycle Diagram 1



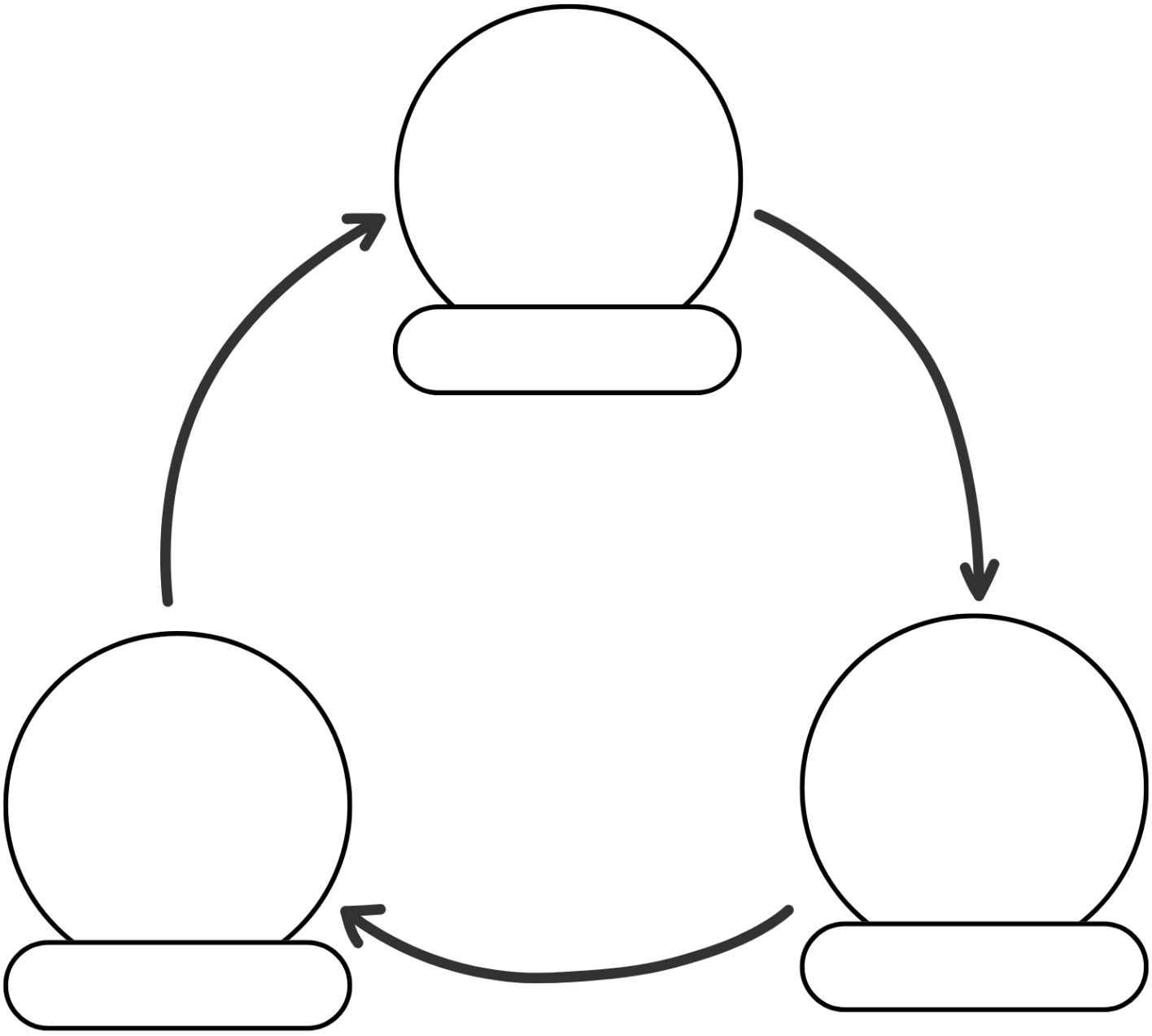
Name: _____ Date: _____

Life Cycle Diagram 2



Name: _____ Date: _____

Life Cycle Diagram 3



Name: _____ Date: _____

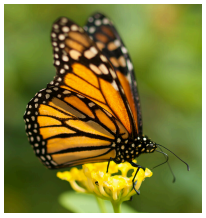
Writing Prompt

The **life cycles** of fish, birds, and mammals all include birth, reproduction, growth, and death; however, their **life cycles** are not exactly the same.

Explain how the **life cycles** of fish, birds, and mammals are different. Use the Life Cycle Diagrams (G3, U4) to support your answer.

Name: _____ Date: _____

Animal Facts Matrix

Animal	Size	Speed	Life Cycle Stages & Duration
American Bullfrog 	Weight: 1–1.5 lbs Length: 3.5–6 in	Hops up to 5 mph	• Egg → tadpole → adult • 2–3 months
Box Turtle 	Weight: 1–2 lbs Length: 4.5–6 in	Walks 0.3 mph; swims up to 10 mph	• Egg → **hatchling** → adult • 5–10 years to maturity
Monarch Butterfly 	Weight: <0.01 oz Length: 3.5–4 in	Flies at 5–12 mph	• Egg → caterpillar → chrysalis → adult • 4–5 weeks
Common Green Darner (Dragonfly) 	Weight: <0.01 oz Length: ~3 in	Flies up to 35 mph	• Egg → nymph→ adult • 2–3 years

Tokay Gecko  	Weight: 4–6 oz Length: 10–12 in	Runs at 5–7 mph	• Egg ➜ juvenile ➜ adult • 6–8 weeks
Corn Snake  	Weight: 1–2 lbs Length: 3–5 ft	Slithers at 5–8 mph	• Egg ➜ **hatchling** ➜ adult • 2–3 years
Sockeye Salmon  	Weight: 4–15 lbs Length: 1.5–2.5 ft	Swims up to 15 mph	• Egg ➜ fry ➜ smolt ➜ adult • 3–5 years
Bald Eagle  	Weight: 8–14 lbs Length: 6–7.5 ft	Flies up to 40 mph (glides); dives up to 100 mph	• Egg ➜ chick ➜ fledgling ➜ adult • 4–5 months to fly • 4–5 years to maturity
Red Fox  	Weight: 6–15 lbs Length: 1.5–3 ft	Runs up to 30 mph	• Born in litters ➜ kits ➜ adult • 10–11 months to maturity

Name: _____ Date: _____

Writing Prompt

Imagine you're a wildlife reporter writing a short article called "The Great Animal Showdown!" Using the animal photos and Animal Facts Matrix (G3, U4, L14), write four clear comparison sentences:

- a comparative adjective sentence
- a superlative adjective sentence
- a comparative adverb sentence
- a superlative adverb sentence

Consider how they look, move, or grow when describing how they are alike and different. Underline the adjective or adverb in each sentence.

Name: _____ Date: _____

Life Cycle Two Column Notes

Life Cycle Stage # and Name	Key Facts

Name: _____ Date: _____

Life Cycle Two Column Notes

Life Cycle Stage # and Name	Key Facts
Stage 1: Egg or Seed	• starts as an egg or seed • grows inside until ready to hatch or sprout
Stage 2: Birth	• sprouting, hatching, or being born • begins growing
Stage 3: Becoming an Adult	• fully grown and able to reproduce • body changes are complete
Stage 4: Reproducing	• adult makes **offspring** • starts the cycle again

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

_____

_____

- Detail 1: _____

  _____

- Detail 2: _____

  _____

- Detail 3: _____

  _____

- Detail 4: _____

  _____

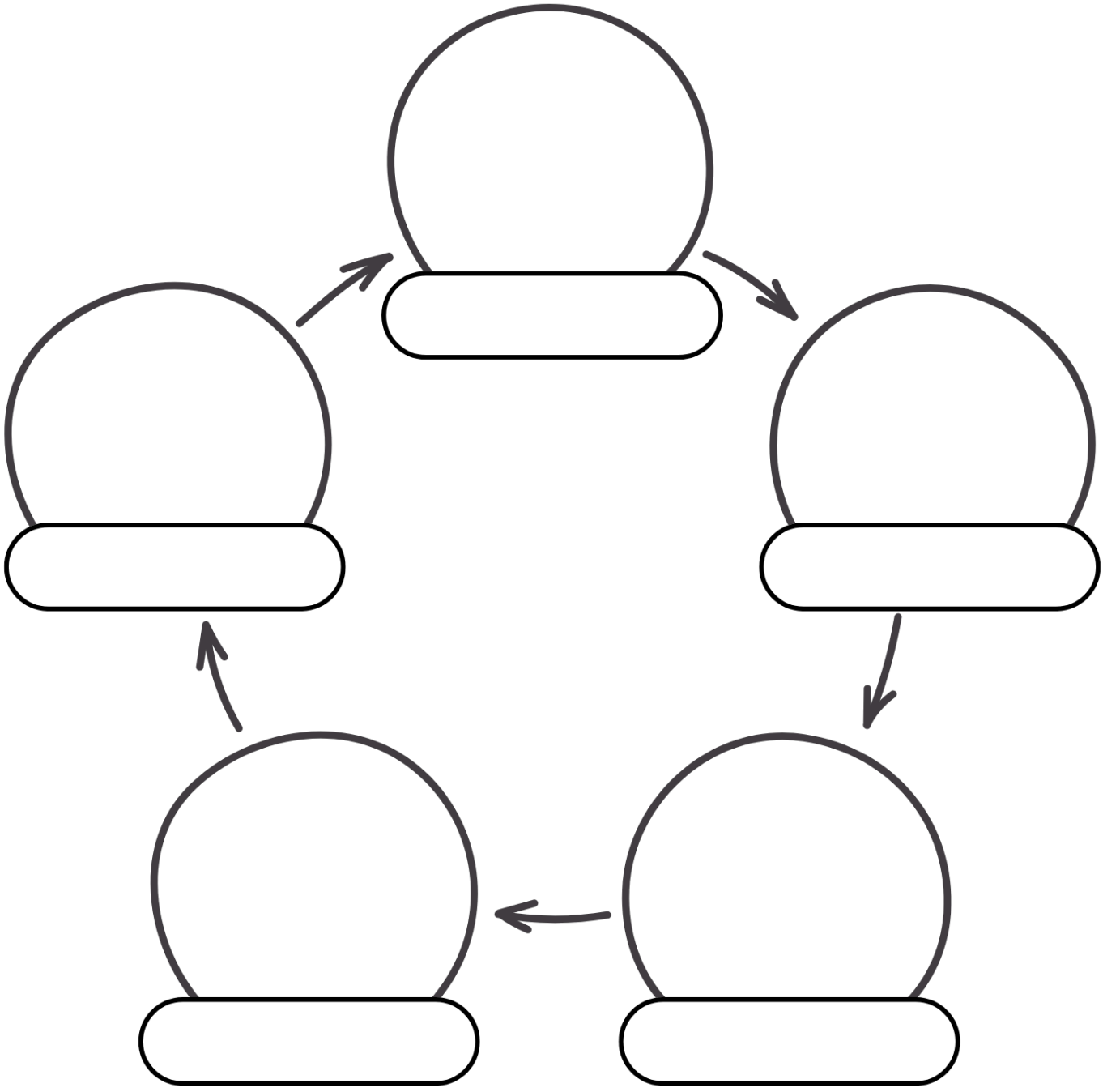
Concluding Sentence: _____

_____

_____

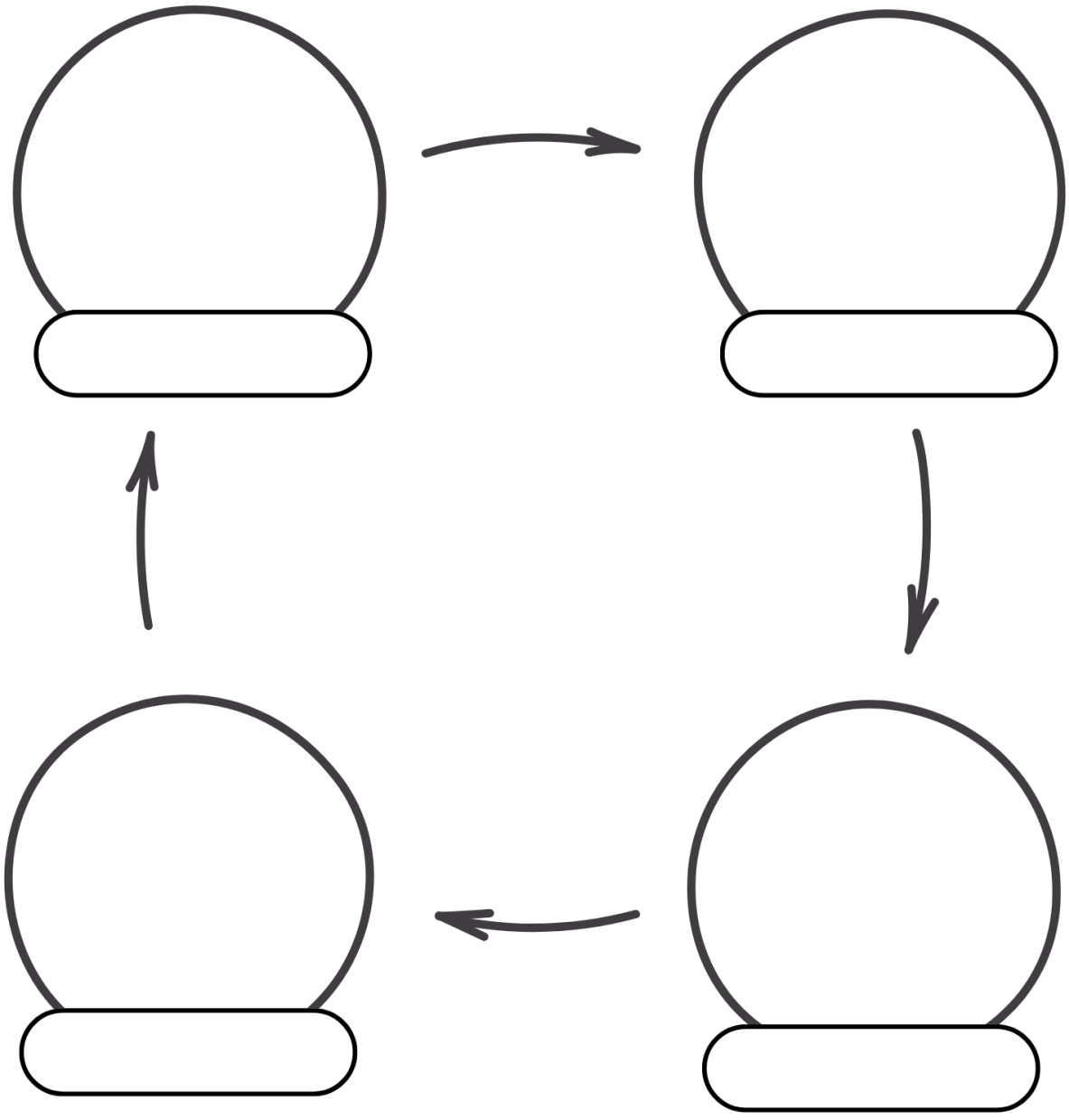
Name: _____ Date: _____

Life Cycle Diagram 1



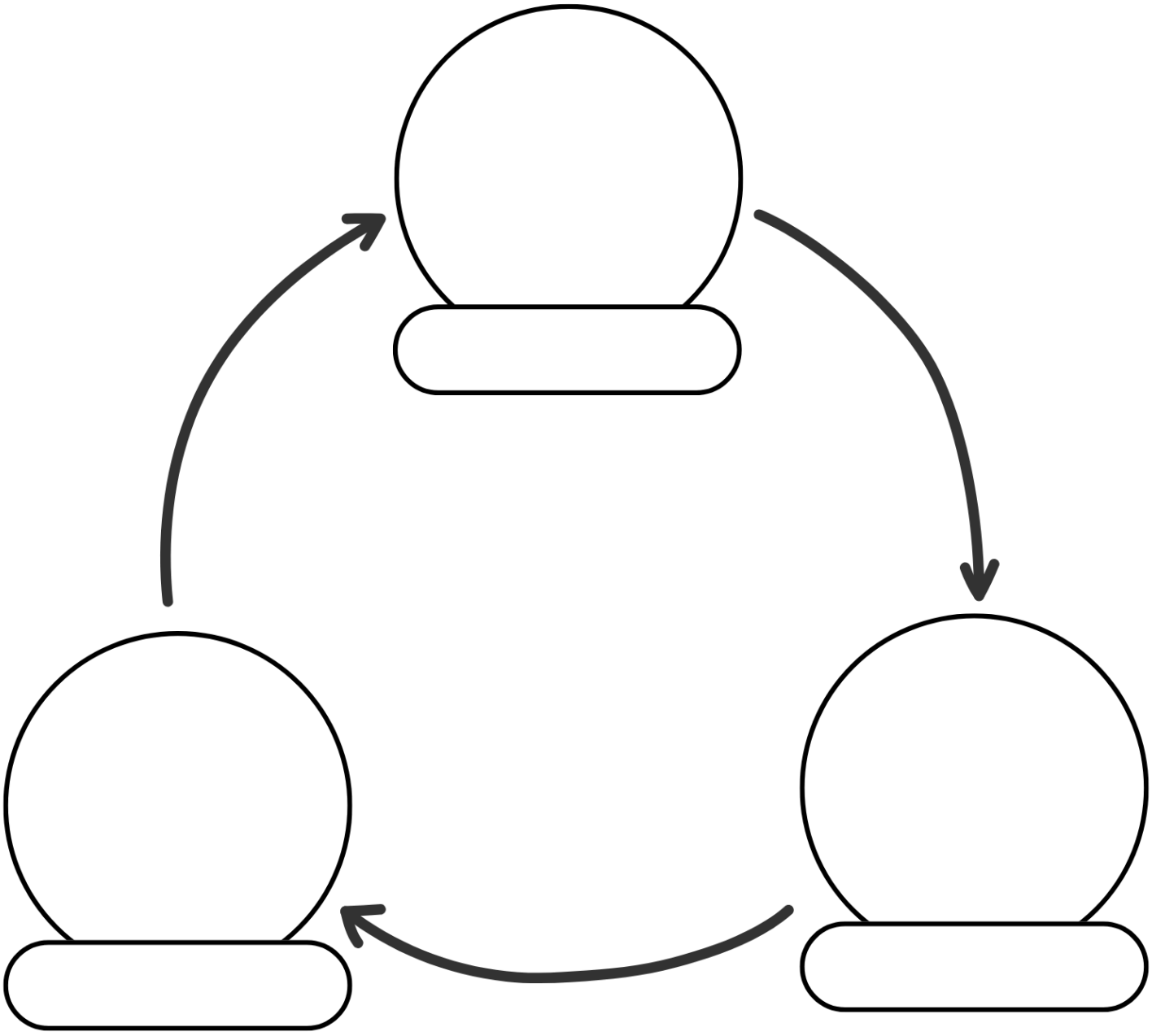
Name: _____ Date: _____

Life Cycle Diagram 2

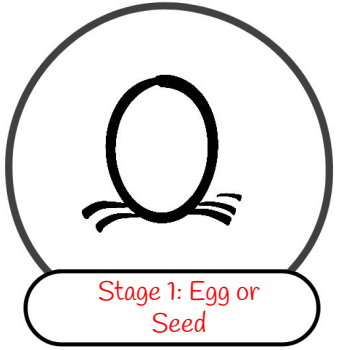


Name: _____ Date: _____

Life Cycle Diagram 3



The **life cycle** begins as an egg or a seed. The organism grows safely inside the egg or seed. It stays there until it is ready to hatch or sprout.



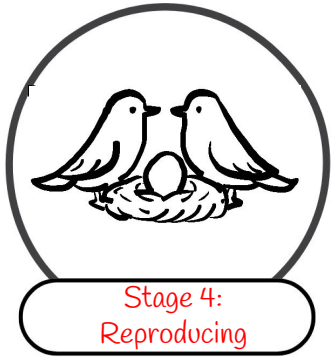
Stage 1: Egg or Seed

Stage 2: Birth

The next stage is birth. The organism hatches, sprouts, or is born. After this stage, it begins to grow bigger and stronger.

Stage 3: Becoming an Adult

At this stage, it is fully grown. Its body changes are complete, and it is able to reproduce.



Stage 4: Reproducing

Finally, the adult makes **offspring** . These new eggs or seeds begin the **life cycle** again. The cycle continues over and over.

Name: _____ Date: _____

Writing Prompt

Describe the **life cycle** of the organism you researched. Explain each stage in order, from the beginning of life to adulthood. Use a labeled diagram to help show your reader how the organism grows and changes.

Name: _____ Date: _____

Life Cycle Two Column Notes

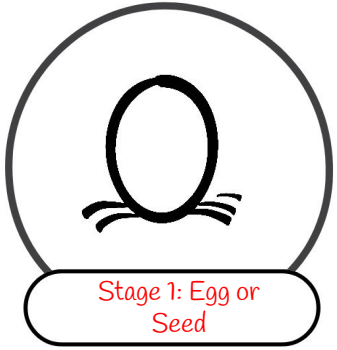
Life Cycle Stage # and Name	Key Facts

Name: _____ Date: _____

Life Cycle Two Column Notes

Life Cycle Stage # and Name	Key Facts
Stage 1: Egg or Seed	• starts as an egg or seed • grows inside until ready to hatch or sprout
Stage 2: Birth	• sprouting, hatching, or being born • begins growing
Stage 3: Becoming an Adult	• fully grown and able to reproduce • body changes are complete
Stage 4: Reproducing	• adult makes **offspring** • starts the cycle again

The **life cycle** begins as an egg or a seed. The organism grows safely inside the egg or seed. It stays there until it is ready to hatch or sprout.



Stage 1: Egg or Seed

Stage 2: Birth

The next stage is birth. The organism hatches, sprouts, or is born. After this stage, it begins to grow bigger and stronger.

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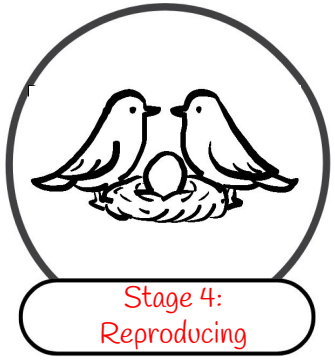
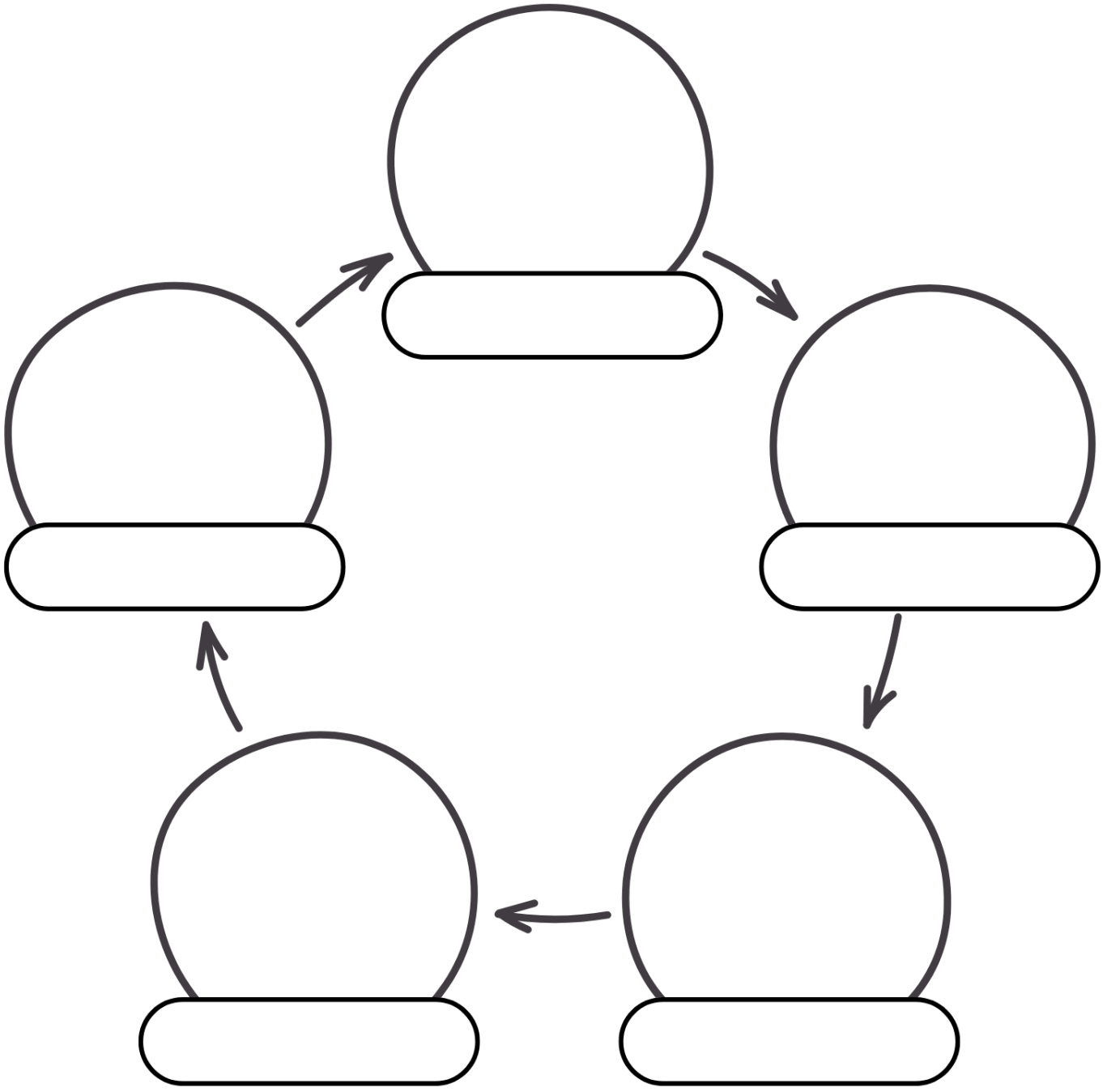


Stage 4: Reproducing

Finally, the adult makes **offspring** . These new eggs or seeds begin the **life cycle** again. The cycle continues over and over.

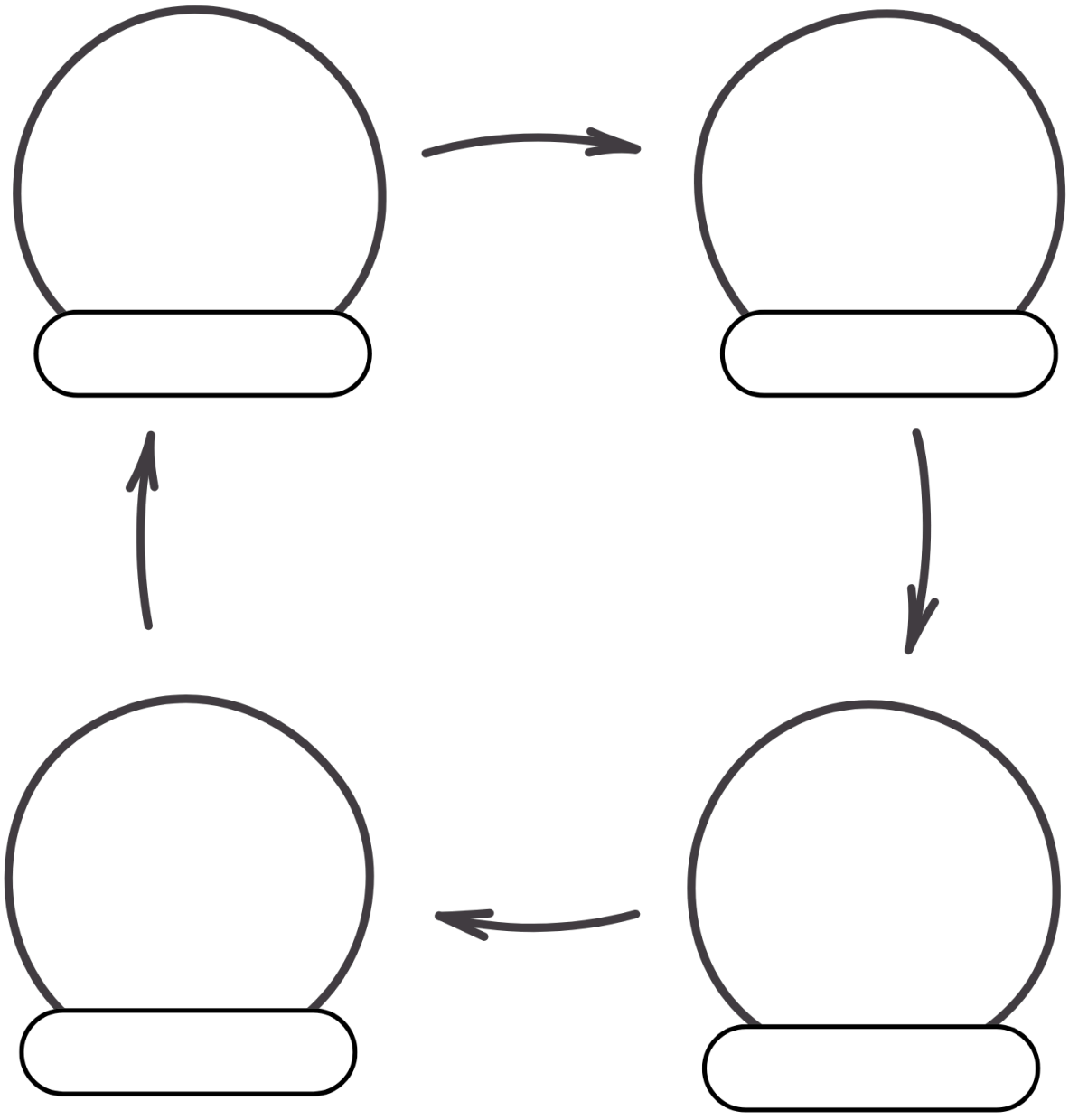
Name: _____ Date: _____

Life Cycle Diagram 1



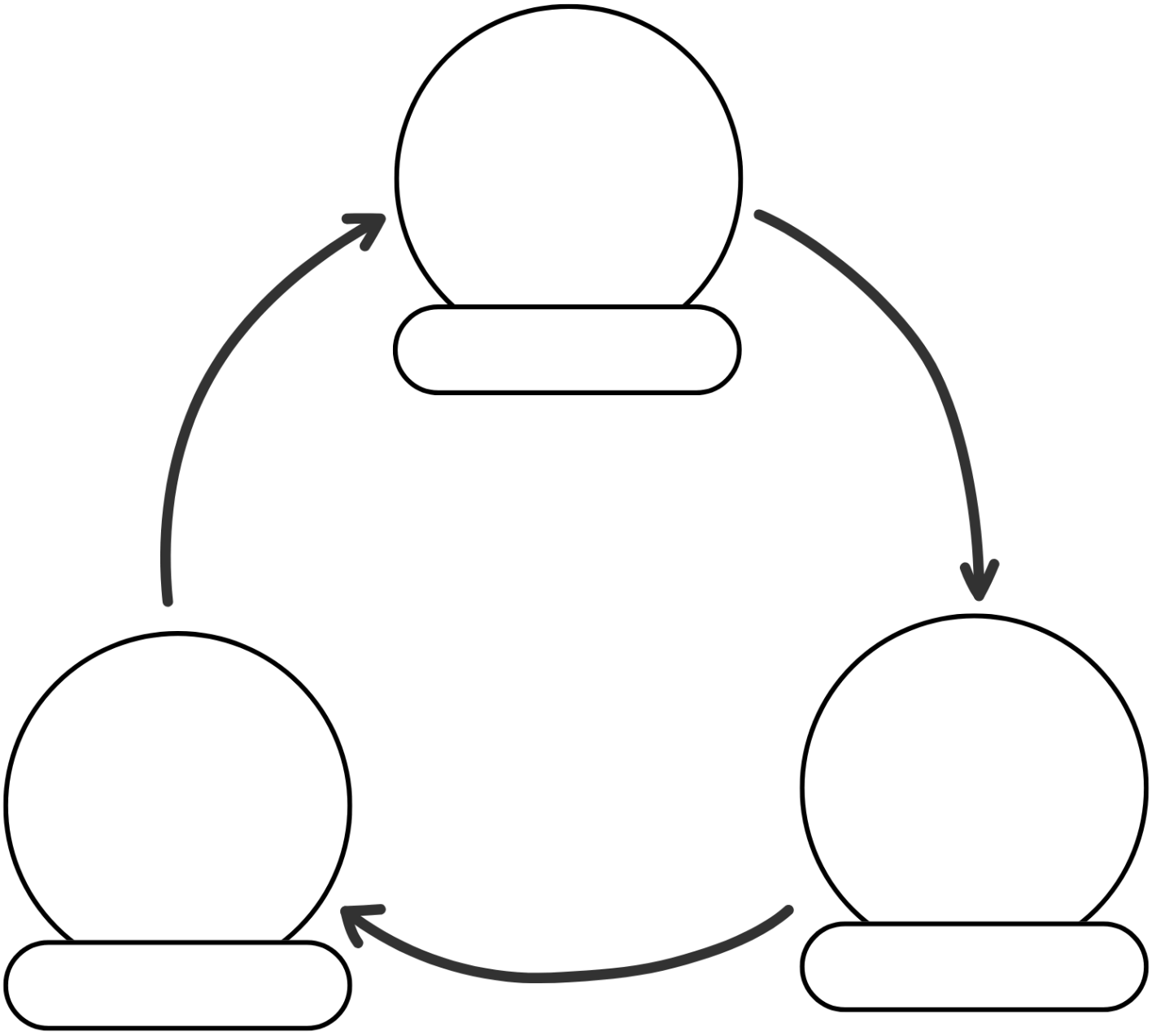
Name: _____ Date: _____

Life Cycle Diagram 2



Name: _____ Date: _____

Life Cycle Diagram 3



Name: _____ Date: _____

Writing Prompt

Choose an organism and collect facts about each stage of its **life cycle**. Then, draw and label a diagram that shows each stage in order from the beginning of life to adulthood.

Diagrams should include:

- Each **life cycle** stage in order.
- Arrows or lines to show movement from one stage to the next.
- Clear, accurate labels.
- Visuals that match the facts included.

Name: _____ Date: _____

Life Cycle Two Column Notes

Life Cycle Stage # and Name	Key Facts

Name: _____ Date: _____

Writing Prompt

Use your Life Cycle Two Column Notes (G3, U4, L15) to plan and write a clear, organized paragraph that explains the **life cycle** of an organism. Start with a topic sentence, include each stage as a supporting detail, and use sequence words like *first*, *next*, *then*, and *finally* to show the order of events.

Name: _____ Date: _____

Writing Prompt

Reread your **life cycle** paragraph from yesterday, along with the feedback you received from your partner. Use that feedback to make your writing stronger. Choose the best revision strategy (adding, deleting, changing, or rearranging) to make your paragraph clearer and easier for the reader to understand.

Name: _____ Date: _____

Discussion Prompt

Use details from the unit so far to answer the following unit Essential Questions:

- Why are **life cycles** important? Are all animal **life cycles** the same?

Use the box below to plan your response. Write your response on the lines below the box.

3rd Grade
Understanding the Animal Kingdom
Lesson 17: Key Questions

Name: _____ Date: _____

Today's reading was *How do Animals Adapt? (The Science of Living Things)* pg. 4 – 9.

1. What is **adaptation**? Why do animals need to **adapt**? Do all **adaptations** happen at the same rate? Why or why not?

2. What is **evolution**?

3. Why do some scientists believe that some early reptiles evolved into birds?

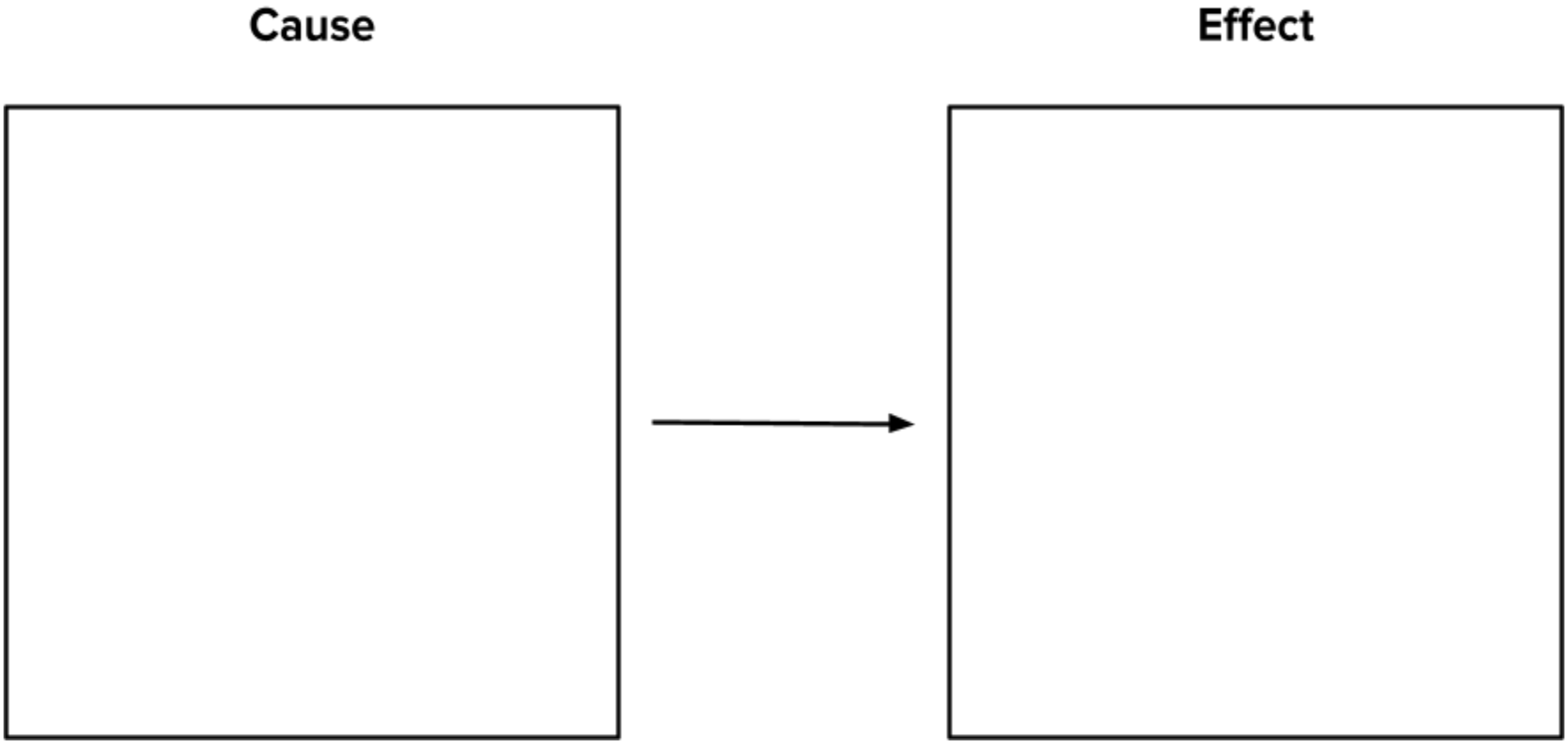
4. How have bats evolved? Why?

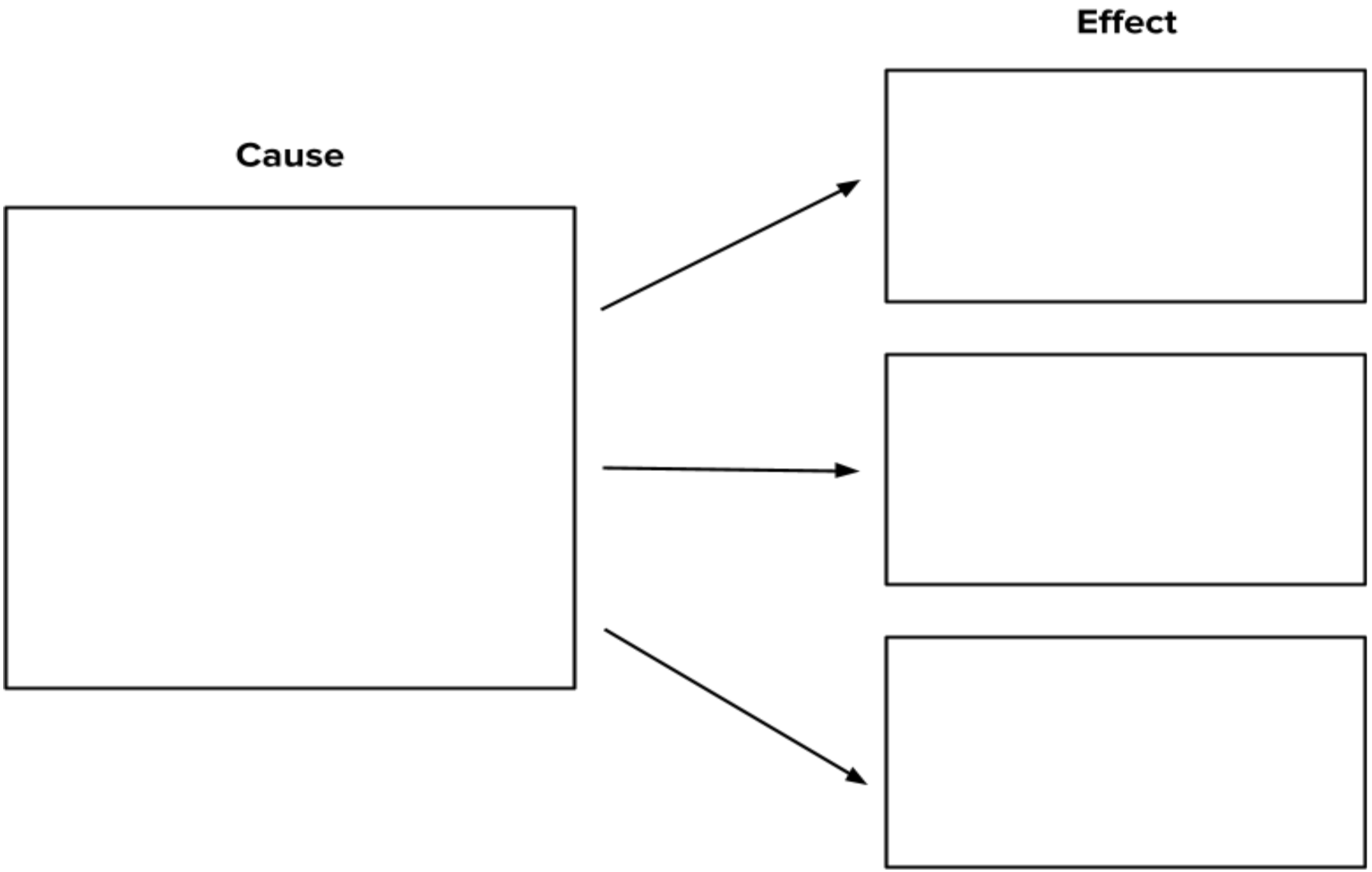
5. Why are climate **adaptations** crucial for survival? How are climate **adaptations** influenced by the environment?

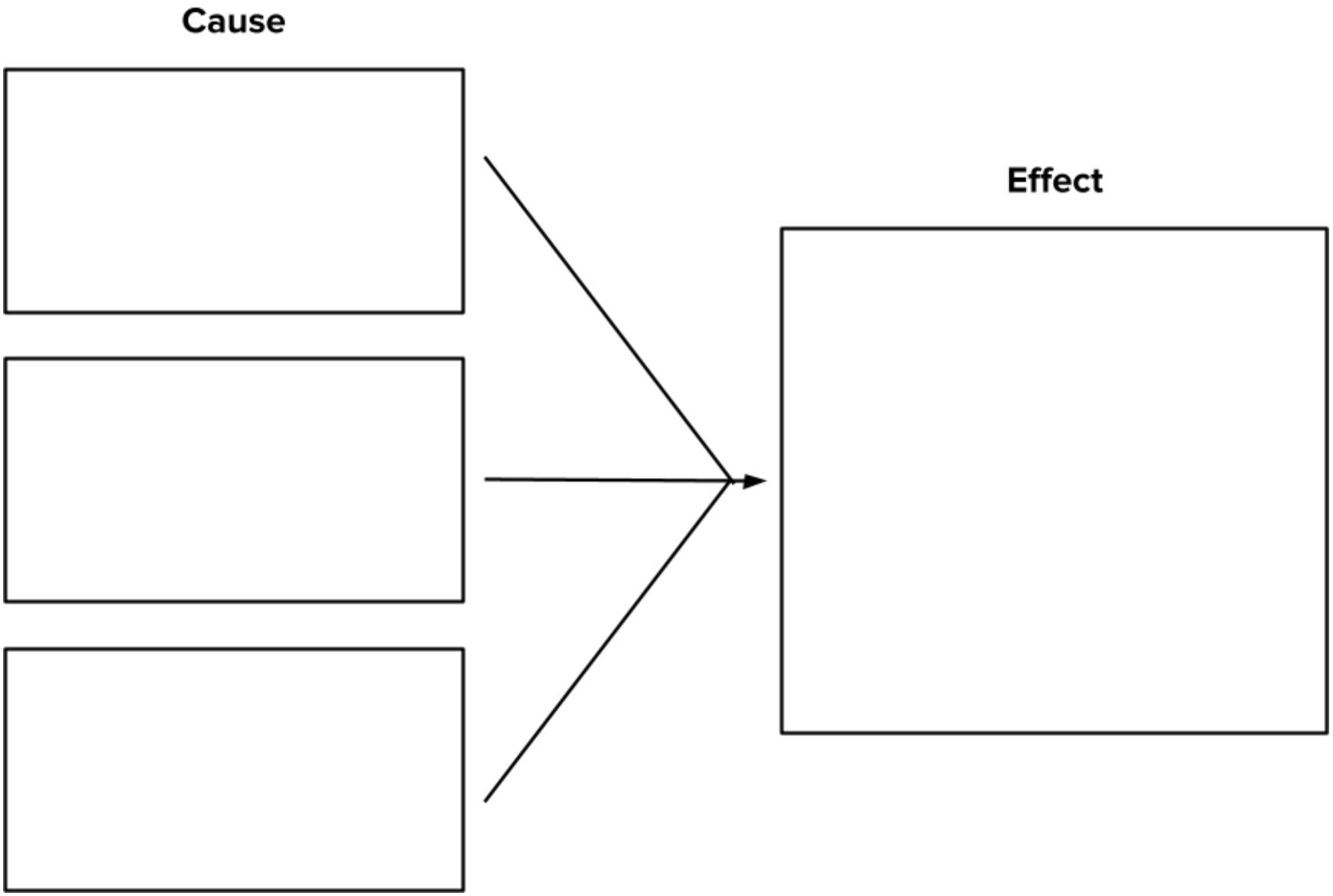
6. How does the author use text features to help readers better understand animal **adaptations**? Why?

Name: _____ Date: _____

Cause and Effect Graphic Organizer

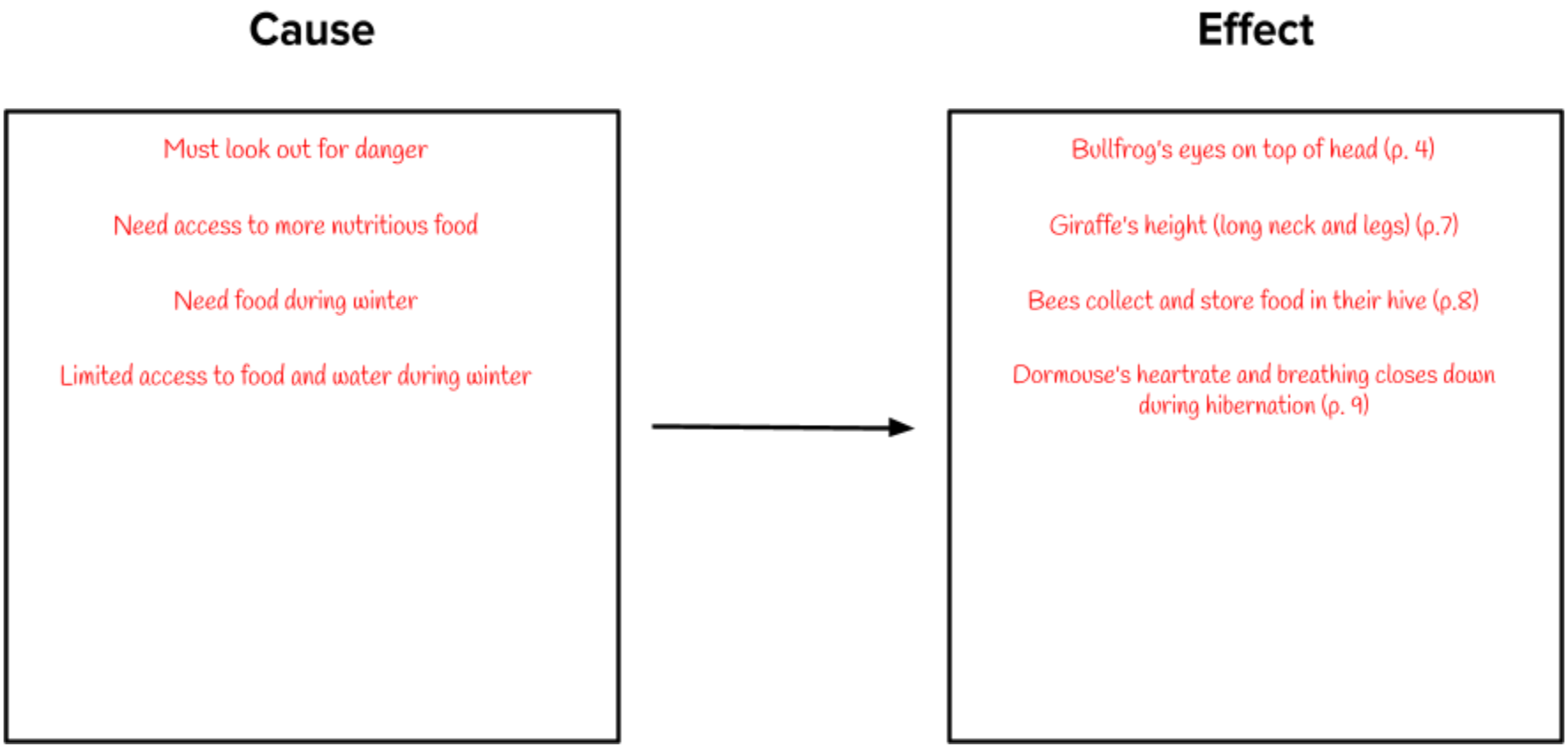


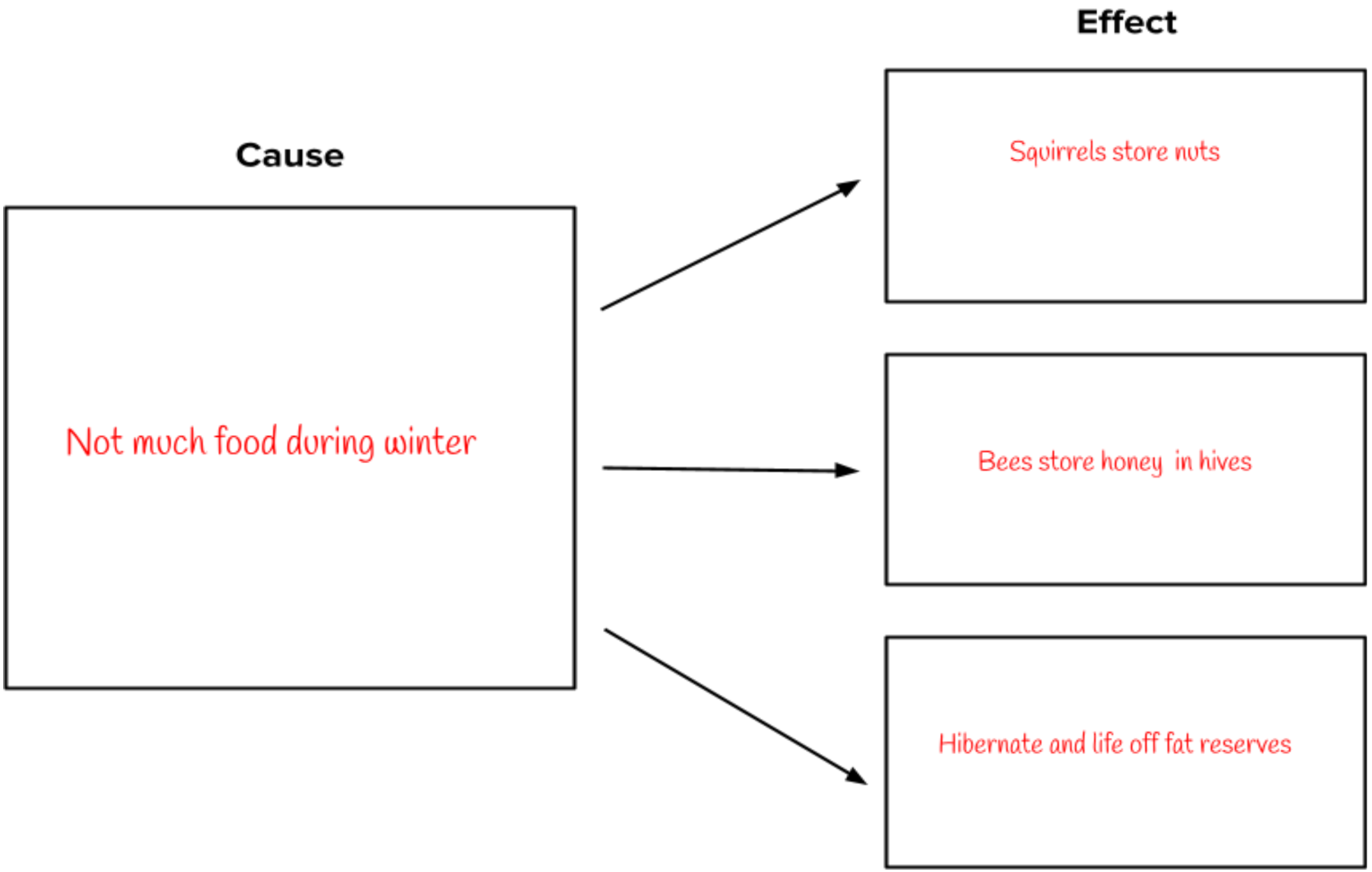


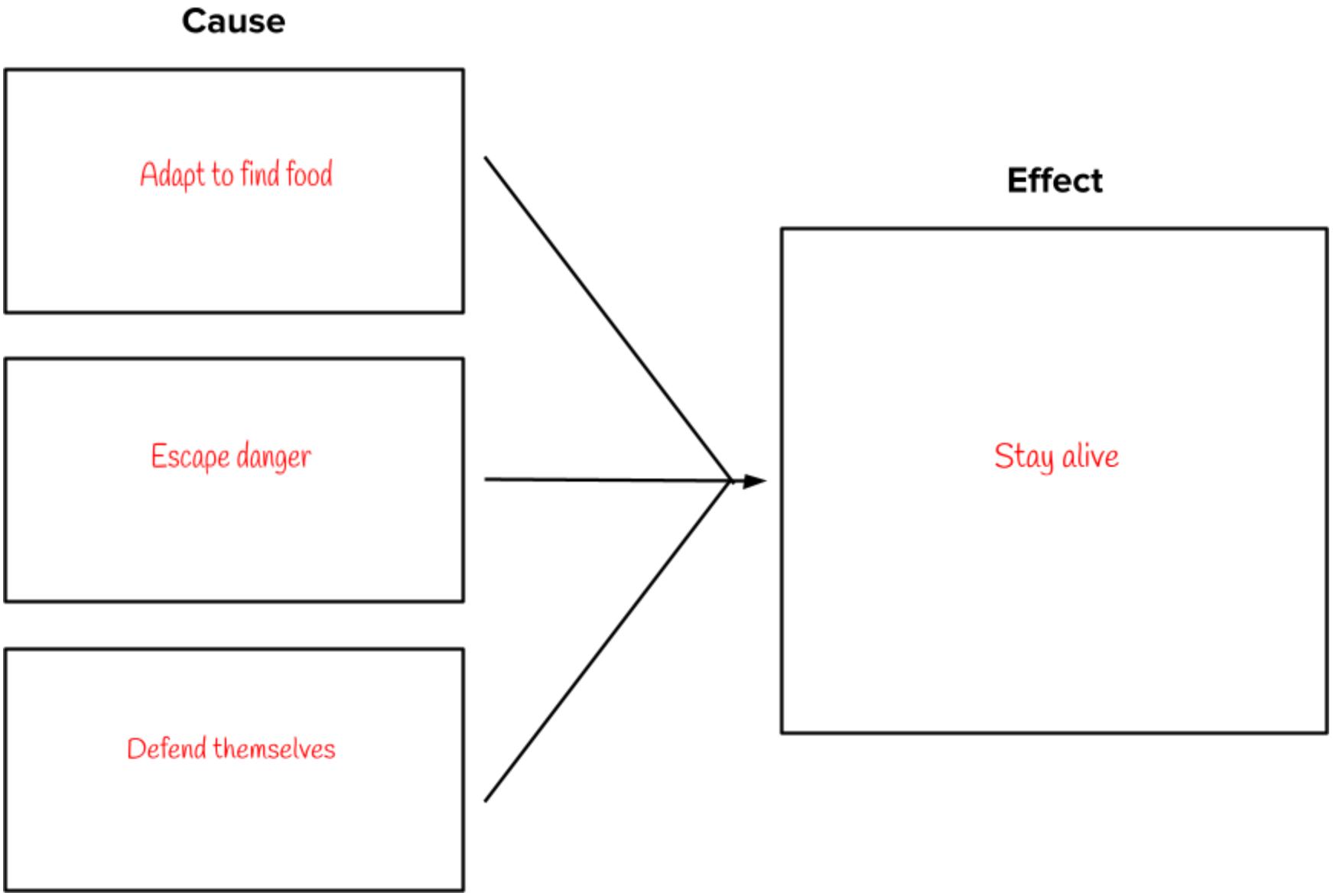


Name: _____ Date: _____

Cause and Effect Graphic Organizer







Name: _____ Date: _____

Writing Prompt

adapt adaptation evolution

What is the connection between **evolution** and **adaptation**? Give an example of an animal that has evolved in order to survive.

3rd Grade
Understanding the Animal Kingdom
Lesson 18: Key Questions

Name: _____ Date: _____

Today's reading was *How do Animals Adapt? (The Science of Living Things)* pg. 10 – 17.

1. Why is migration an important **adaptation**? What would happen if animals didn't **migrate**?

2. In what ways have animals adapted to survive in cold environments? Why are these **adaptations** important?

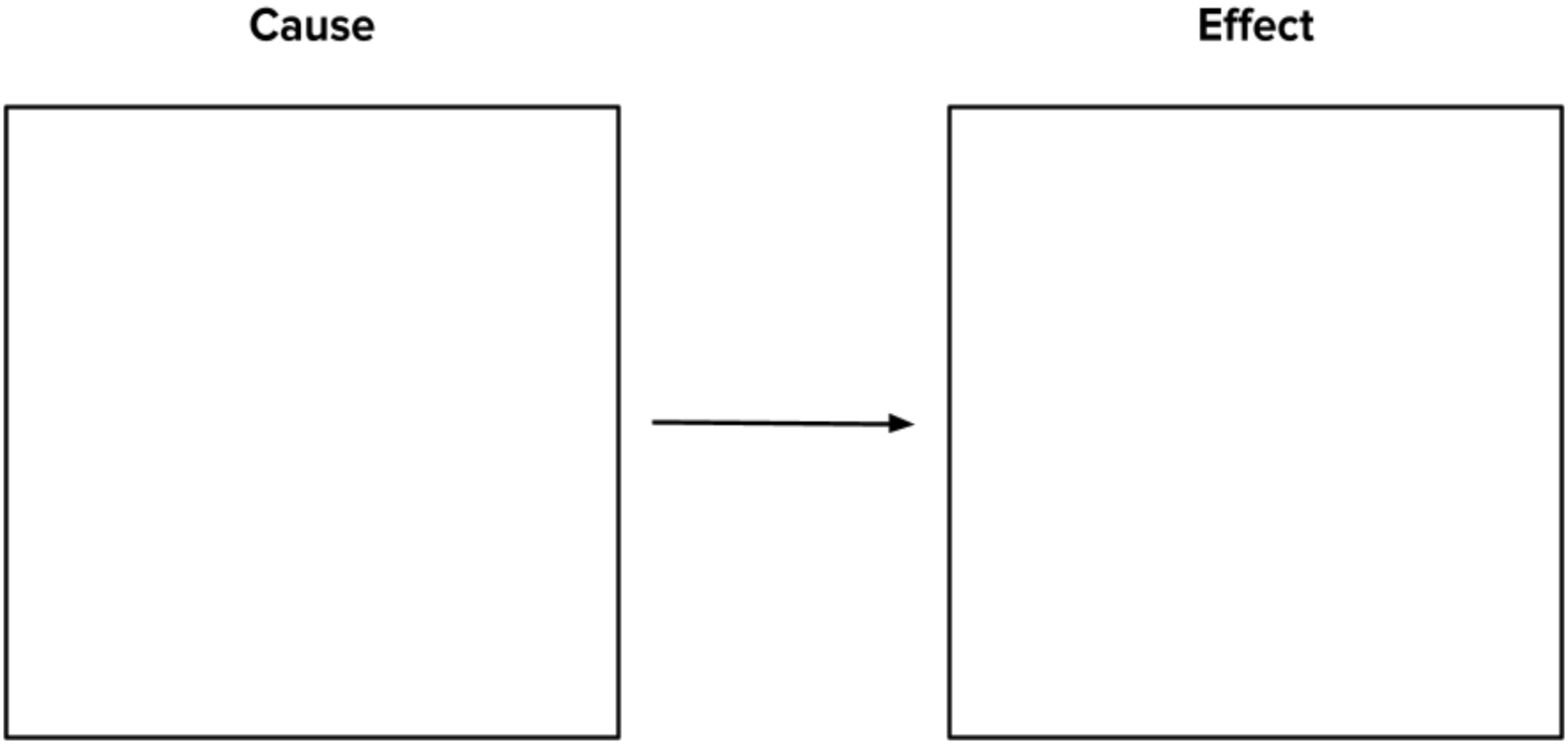
3. In what ways have animals adapted to survive in the desert? Why are these **adaptations** important?

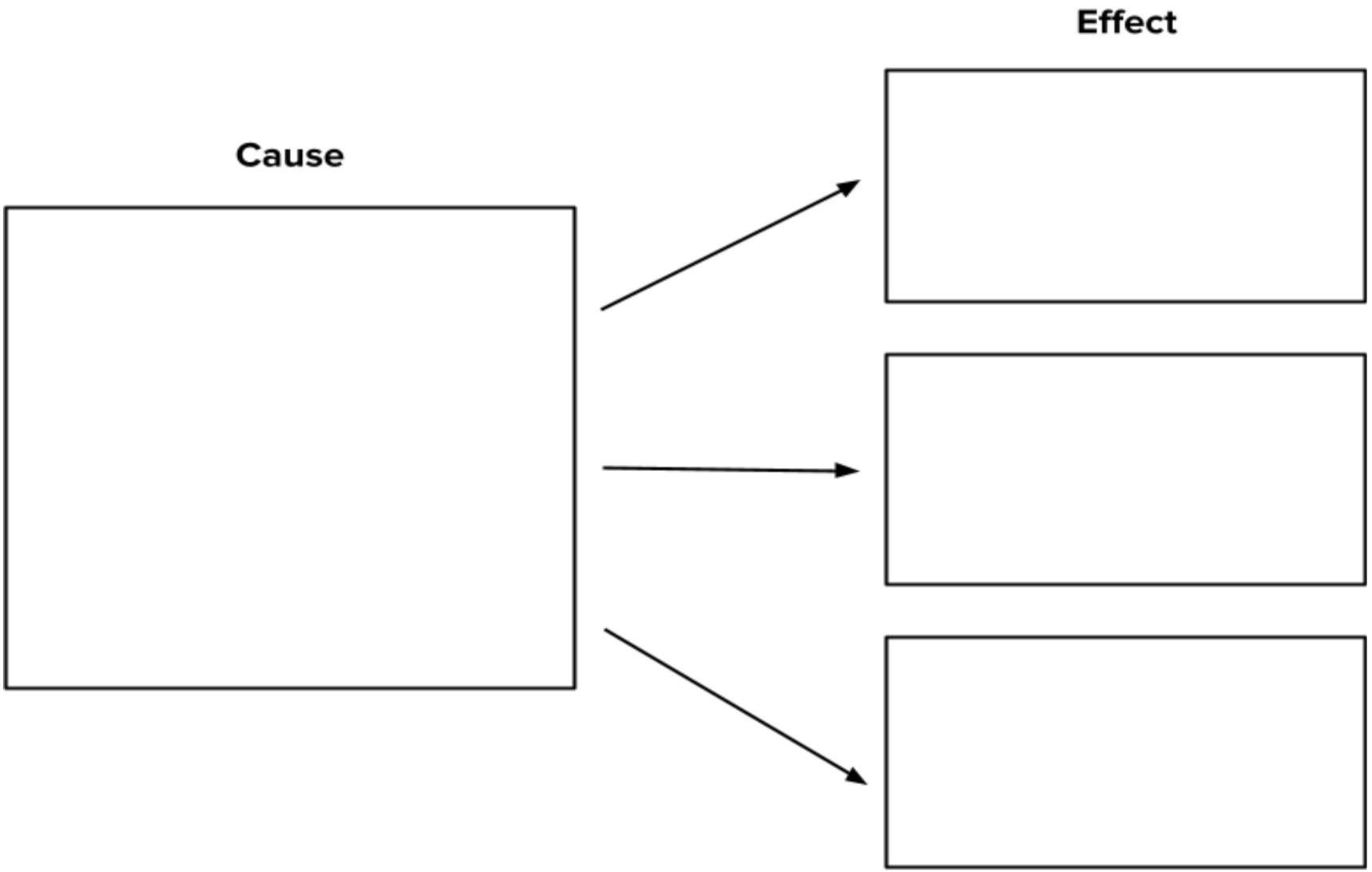
4. Explain why an animal from the Arctic would not survive in a hot, dry desert. Why would an animal from a hot, dry desert not survive in the Arctic?

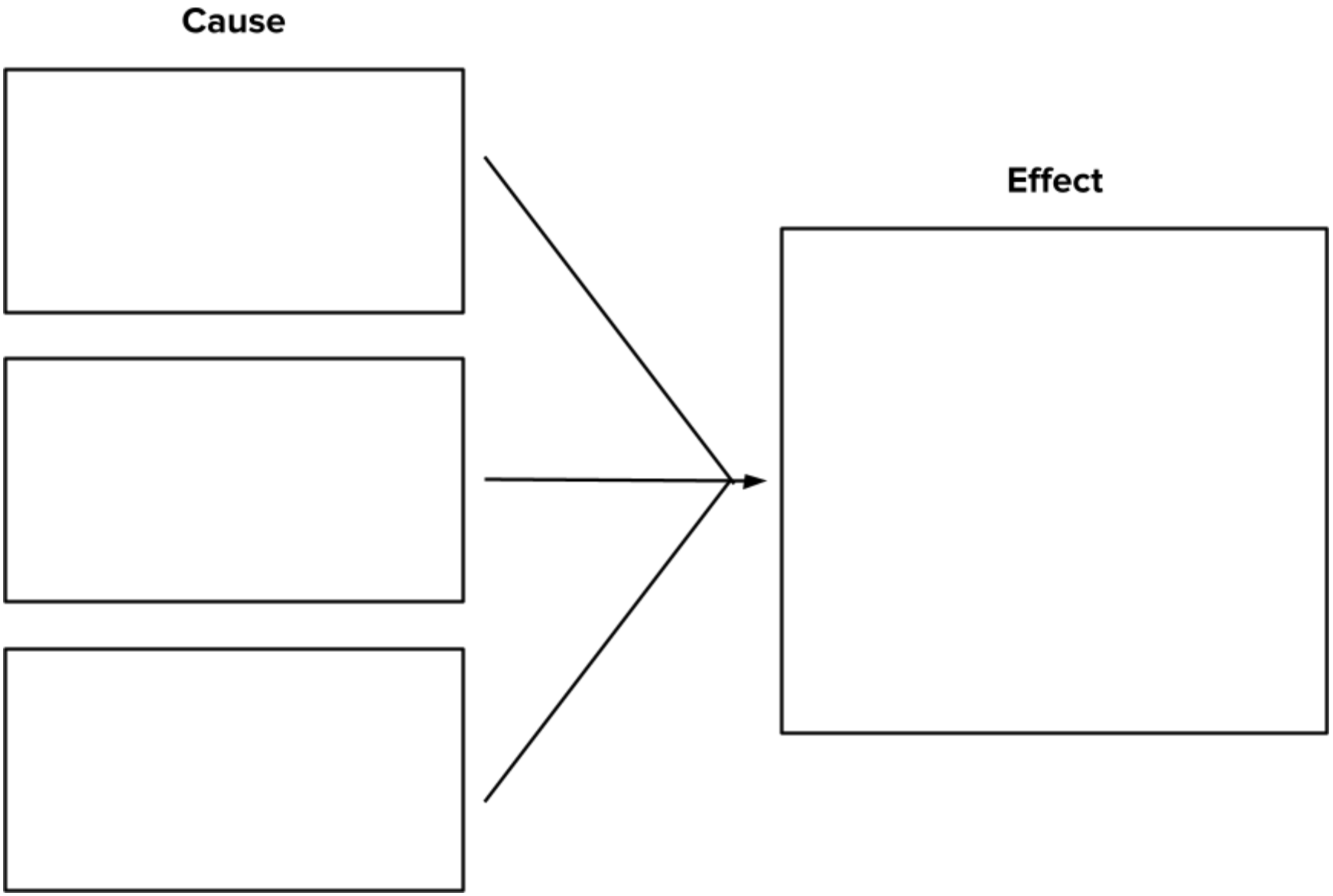
5. What are the different ways that animals **adapt** to the dark? Why are these **adaptations** important for survival?

Name: _____ Date: _____

Cause and Effect Graphic Organizer

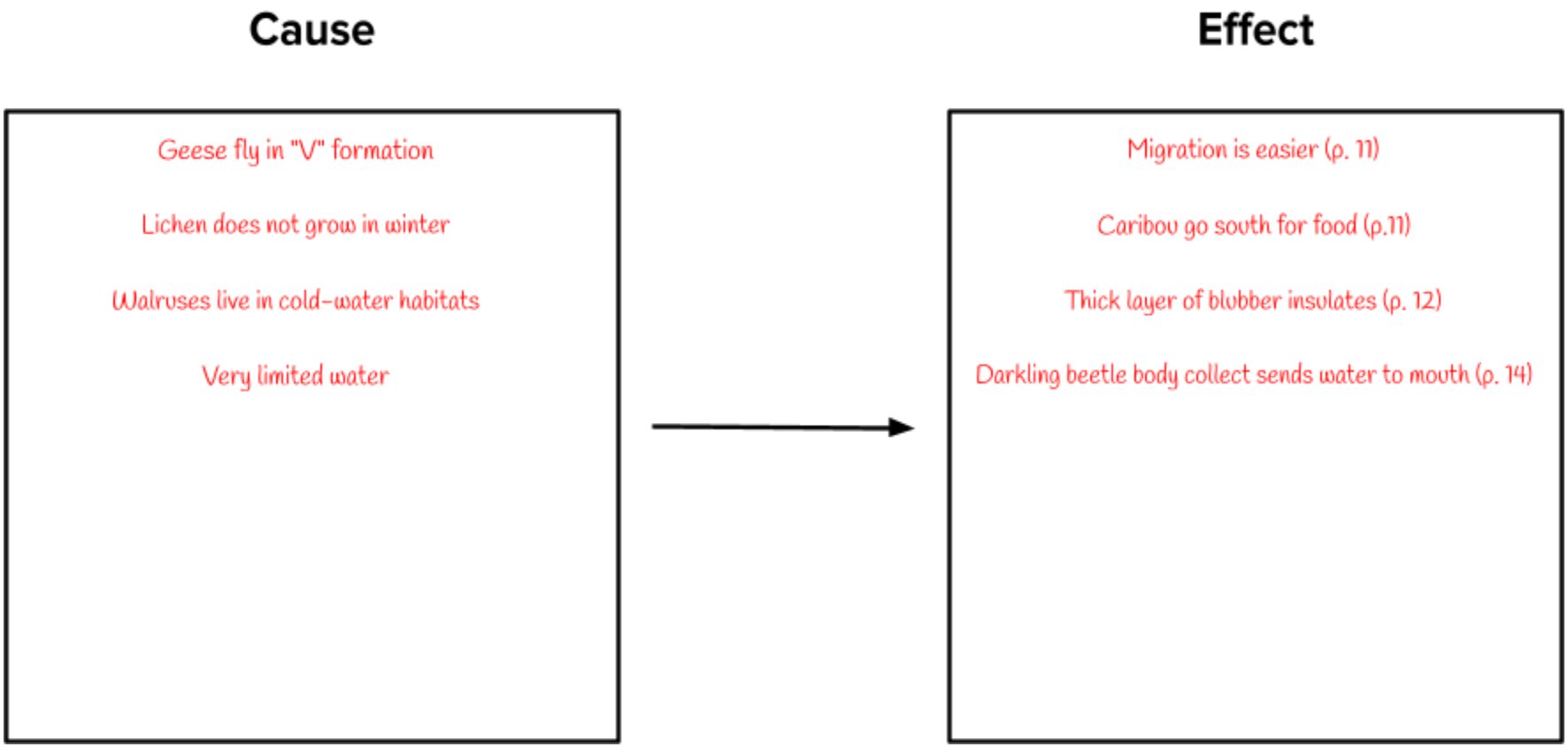


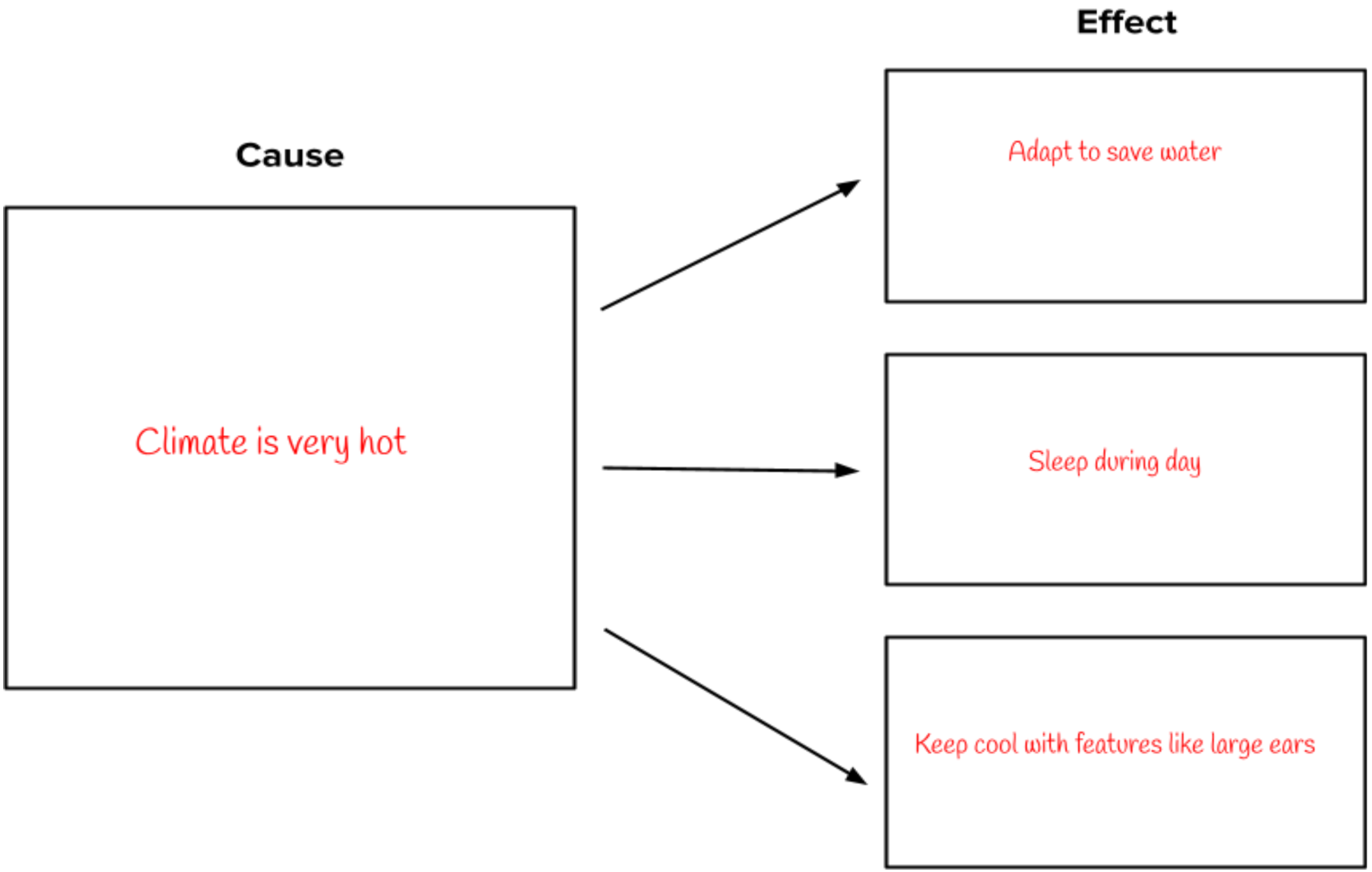


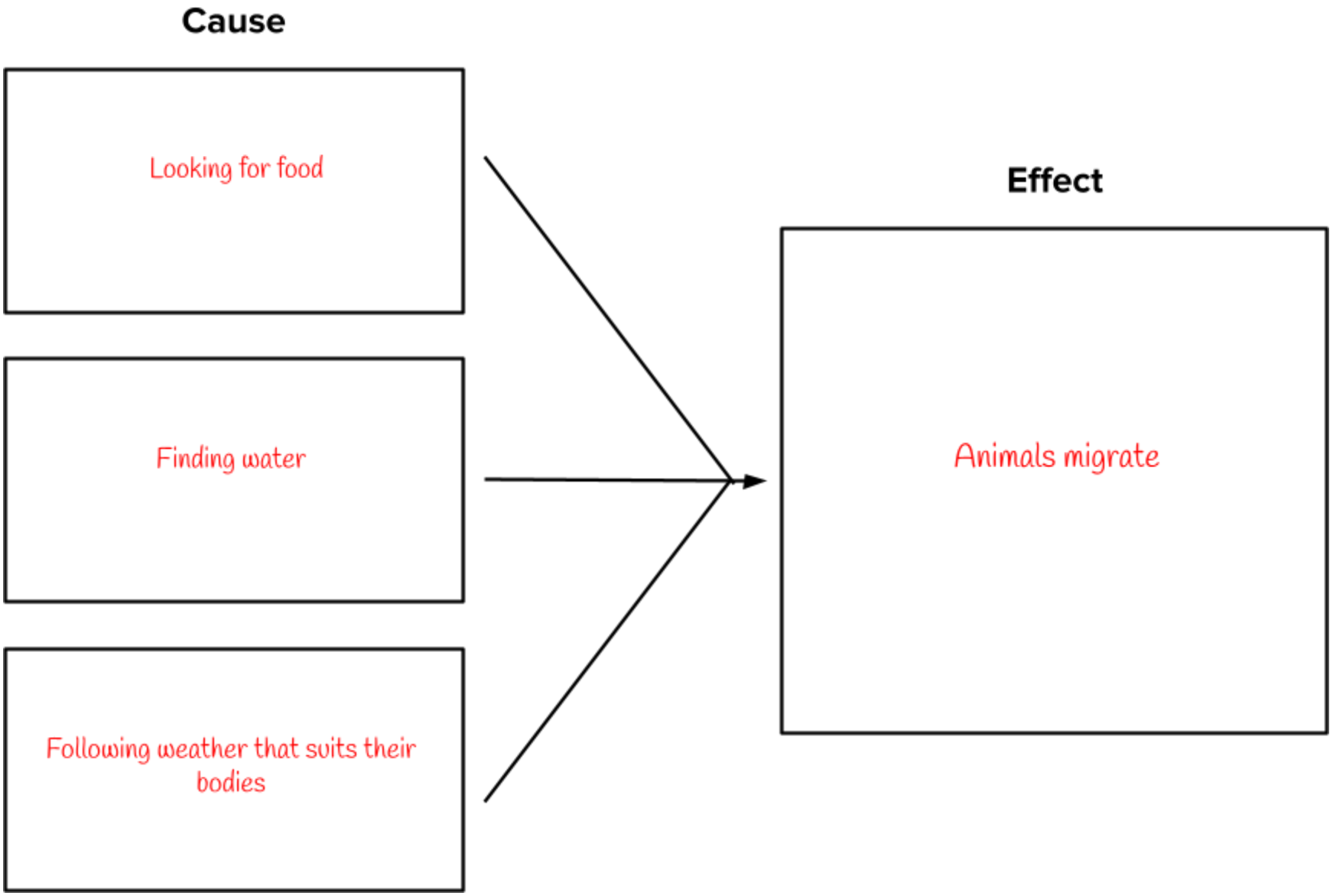


Name: _____ Date: _____

Cause and Effect Graphic Organizer







Name: _____ Date: _____

Writing Prompt

migrate burrow nocturnal prey

How does the environment in which an animal lives influence an animal's traits and behaviors? Are all **adaptations** the same?

3rd Grade
Understanding the Animal Kingdom
Lesson 19: Key Questions

Name: _____ Date: _____

Today's reading was *How do Animals Adapt? (The Science of Living Things)* pg. 18 – 23.

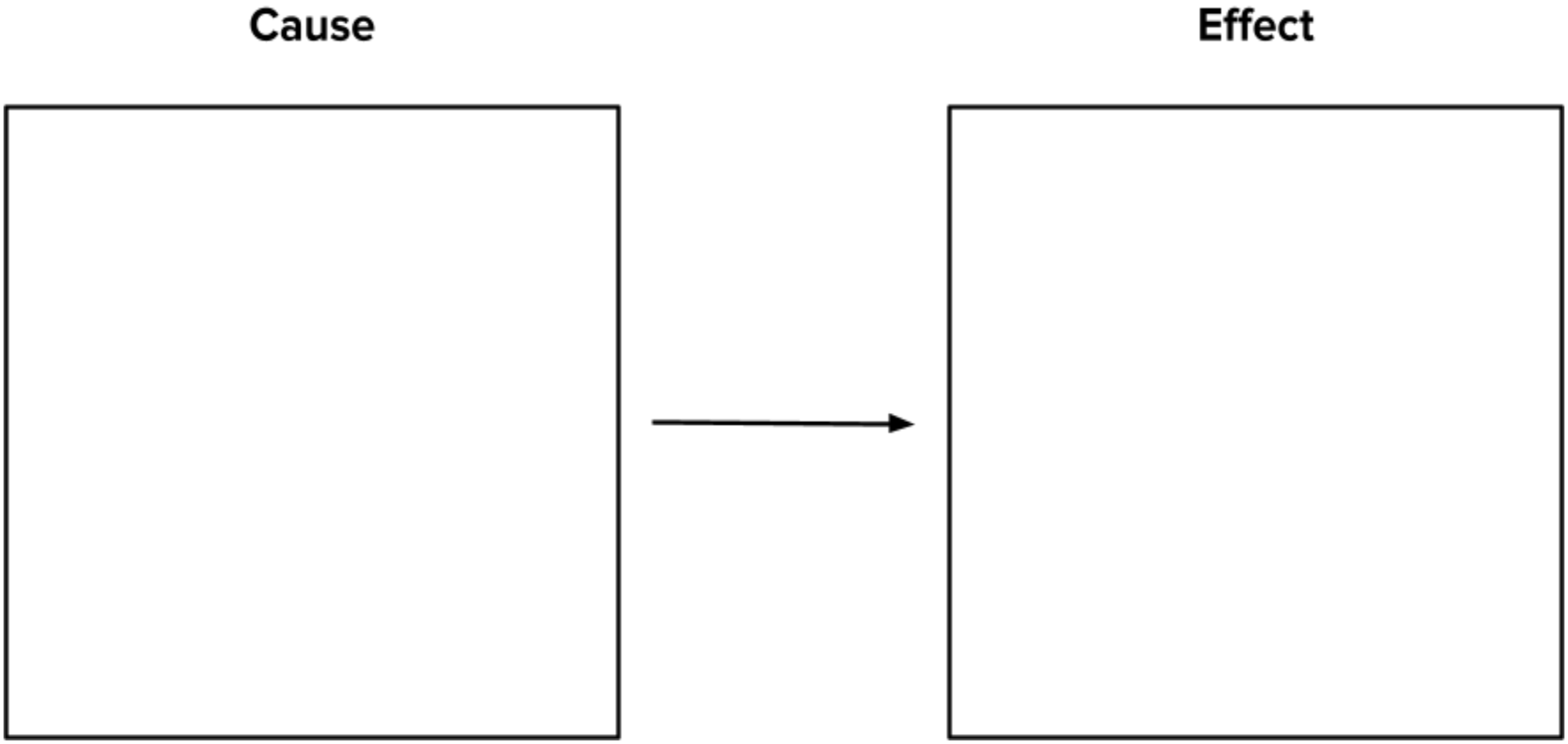
1. Are all types of **camouflage** the same? Why or why not?

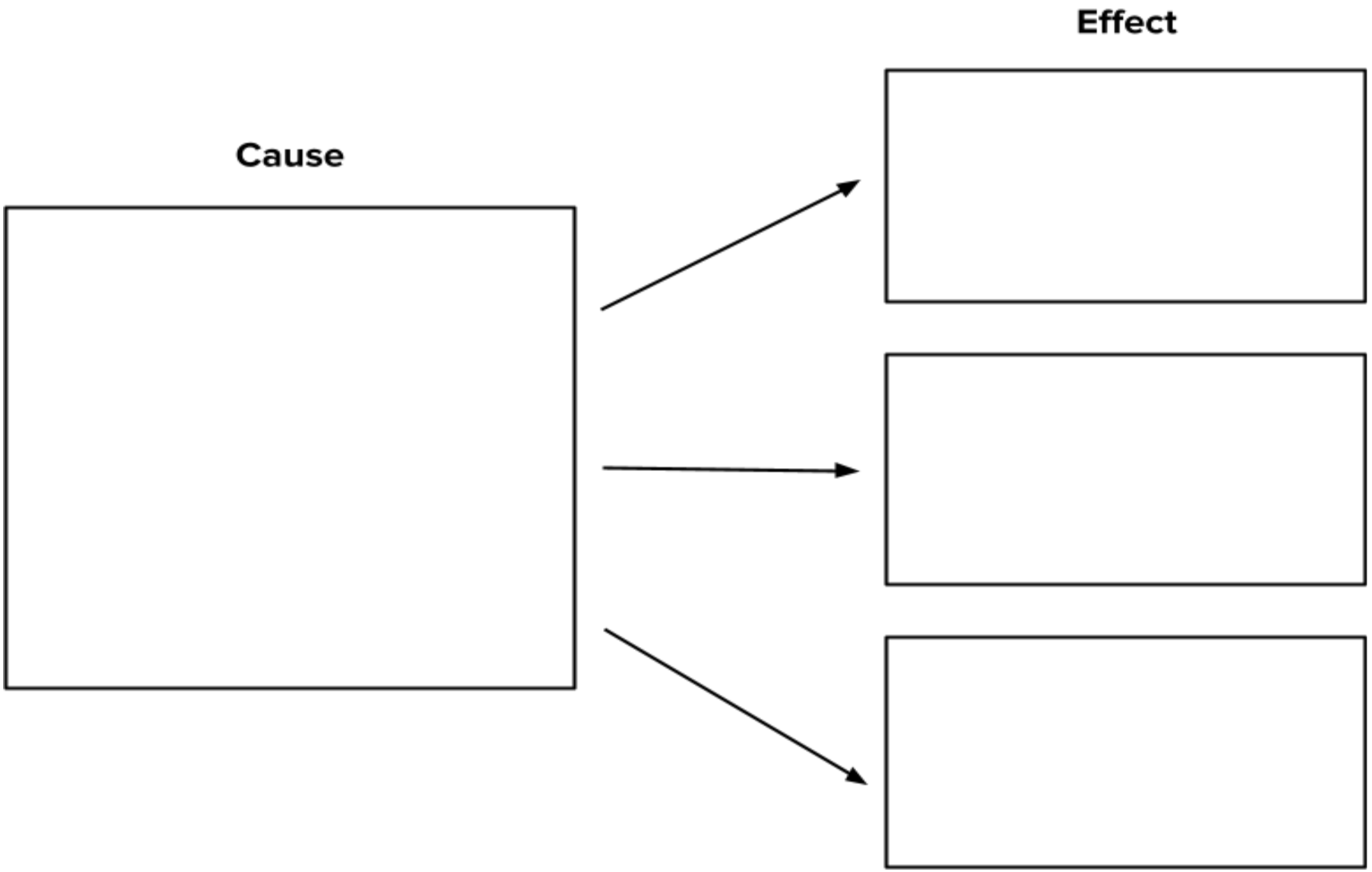
2. Why is **mimicry** an important **adaptation**? Are all forms of **mimicry** the same? Why or why not?

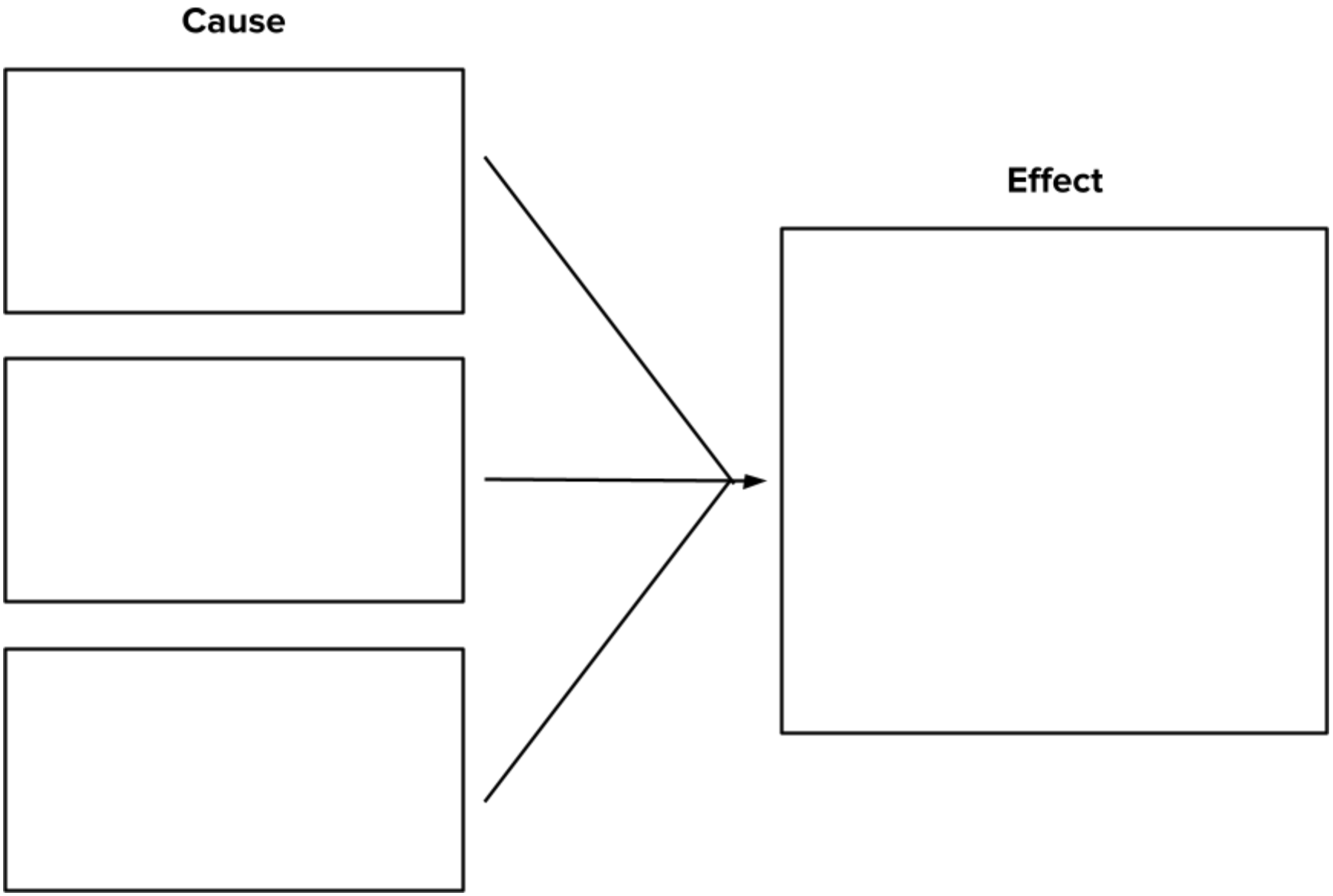
3. How has the need for food impacted the way that animals **adapt**?

Name: _____ Date: _____

Cause and Effect Graphic Organizer

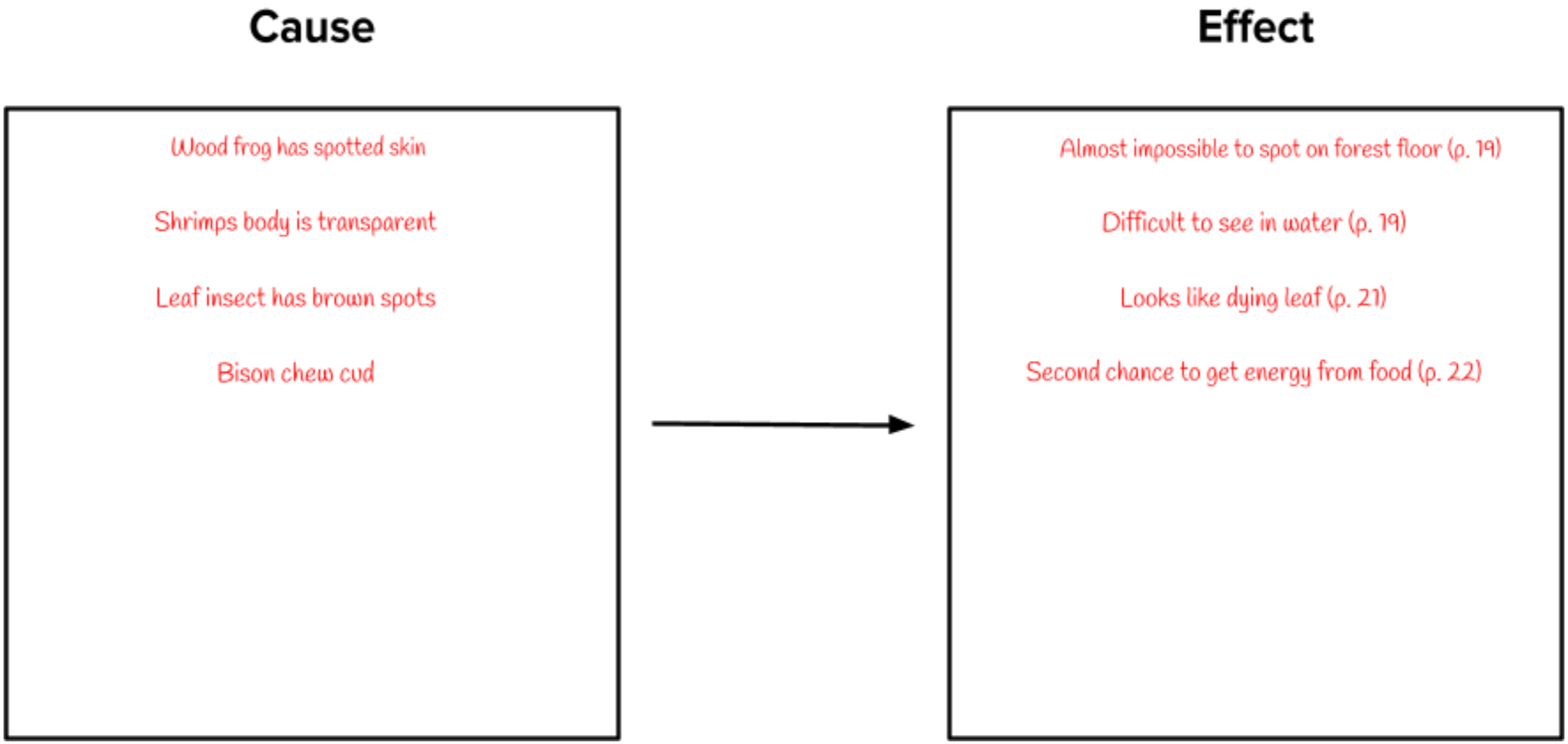


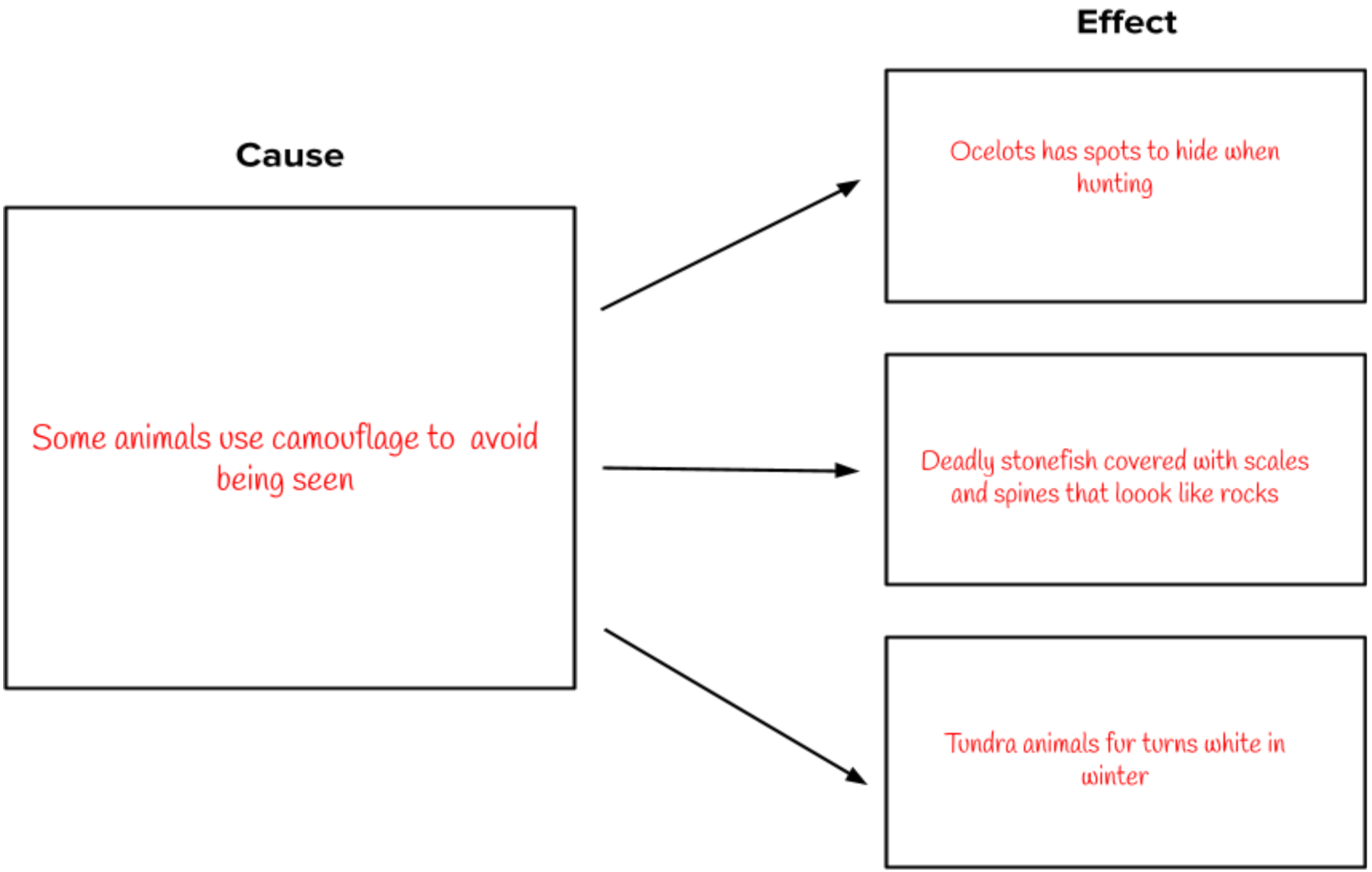


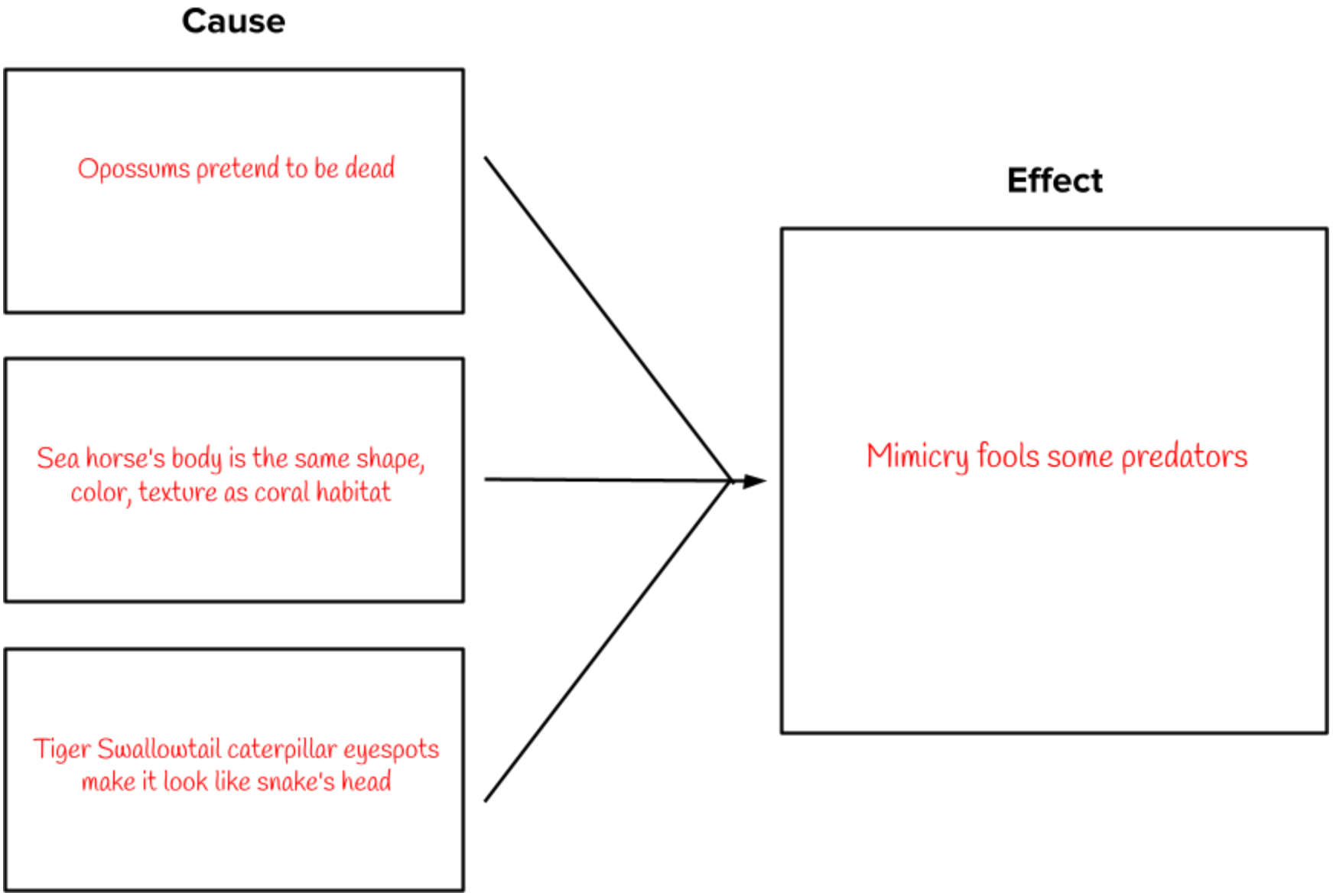


Name: _____ Date: _____

Cause and Effect Graphic Organizer







Name: _____ Date: _____

Writing Prompt

camouflage mimicry carnivore omnivore

How does the environment in which an animal lives influence an animal's traits and behaviors? Why are different **adaptations** needed?

Name: _____ Date: _____

Today's reading was *How do Animals Adapt? (The Science of Living Things)* — pg. 24-end.

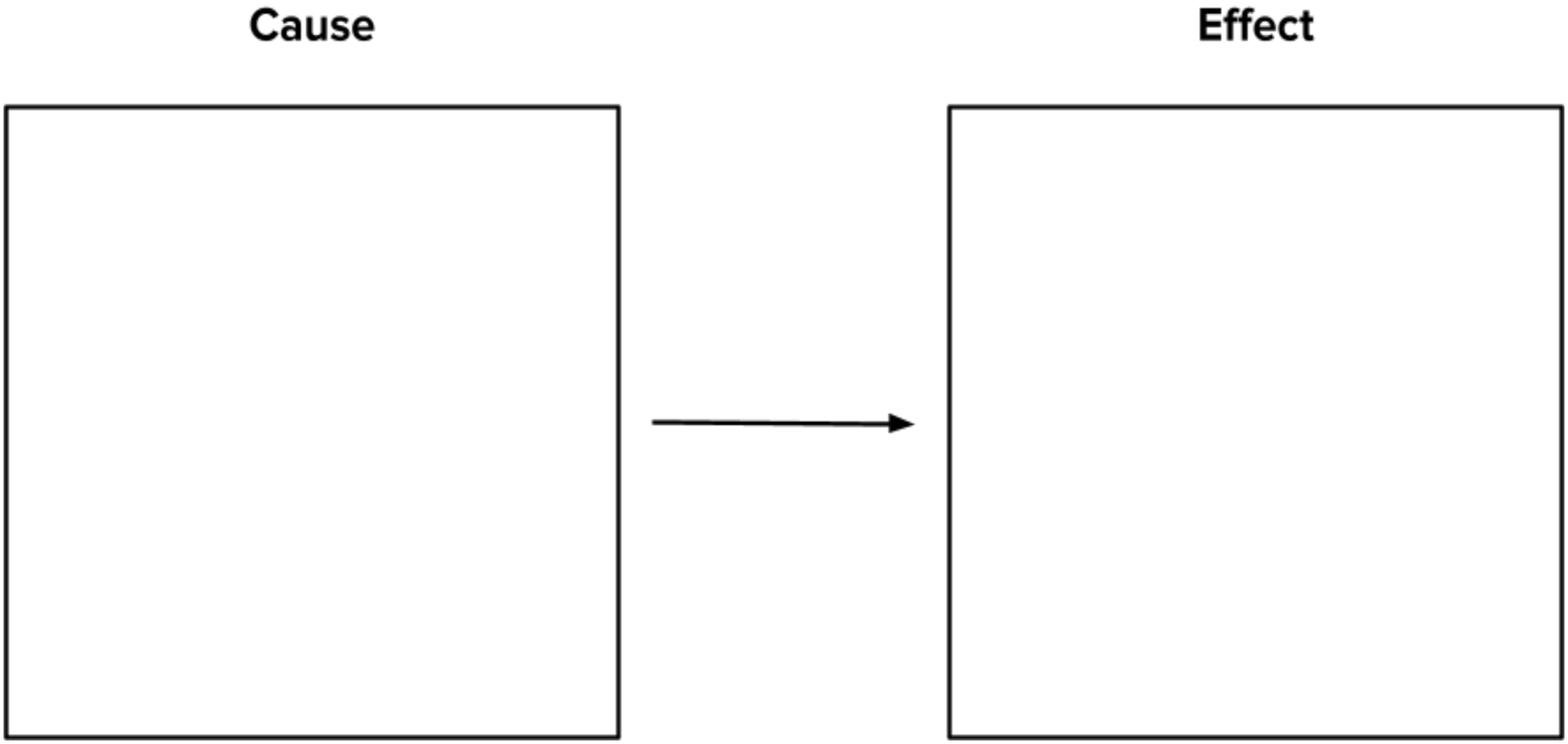
1. Give two examples of how animals have adapted to keep their babies safe. Based on what you know about **life cycles**, why is this important?

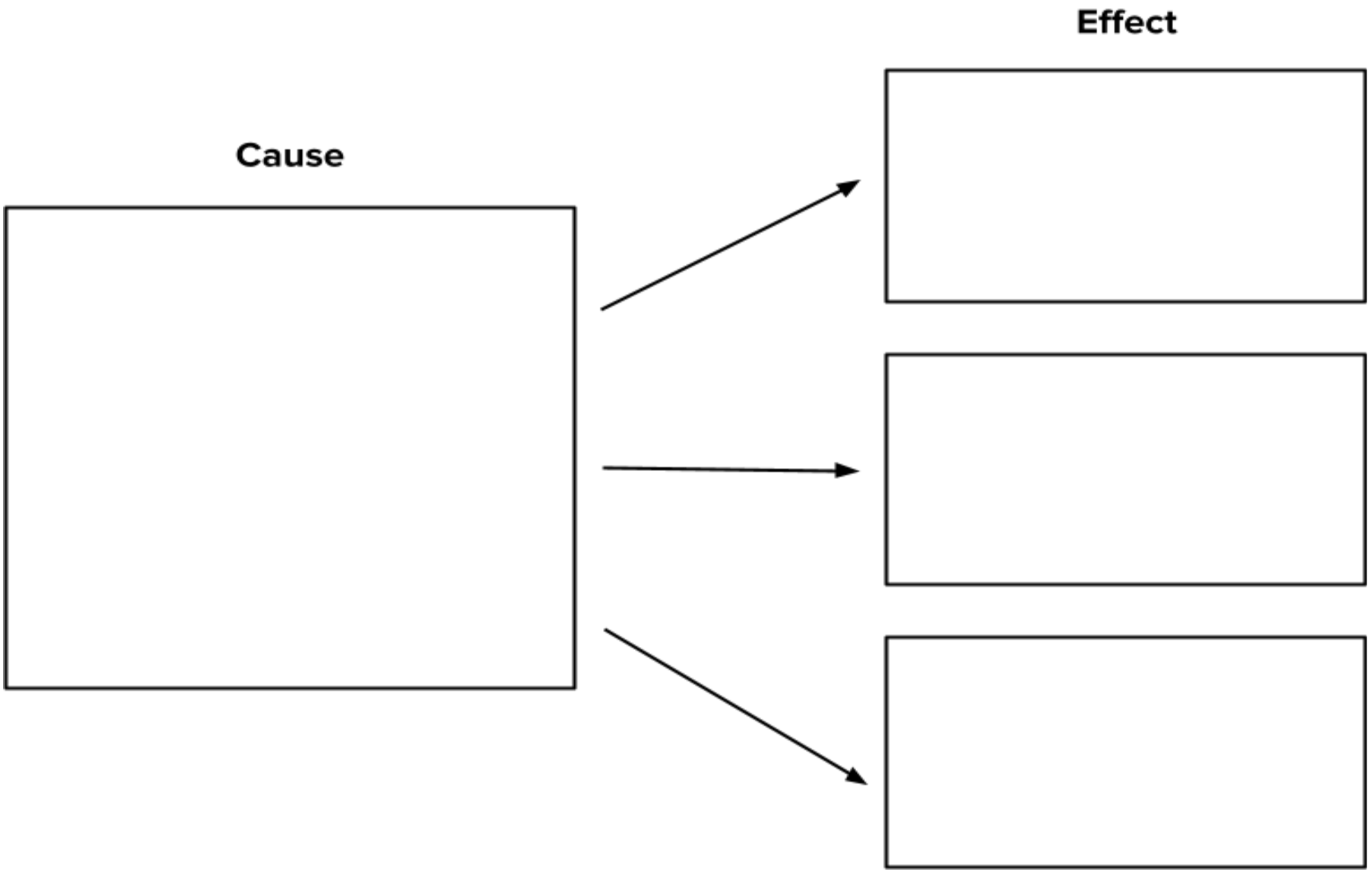
2. Do all animals protect themselves in the same way? Why?

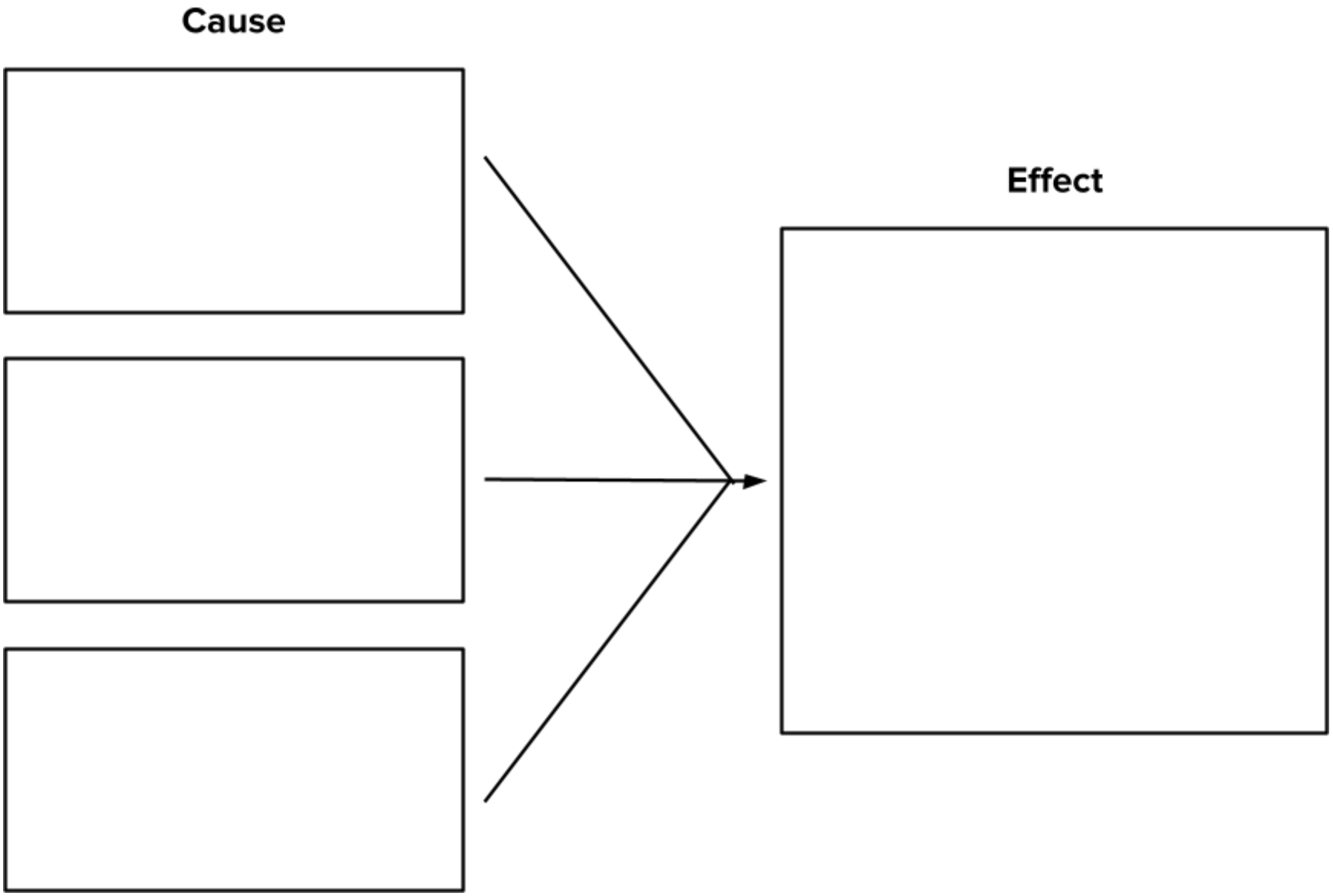
3. In what ways do humans force animals to **adapt**? What would happen if they didn't **adapt**?

Name: _____ Date: _____

Cause and Effect Graphic Organizer







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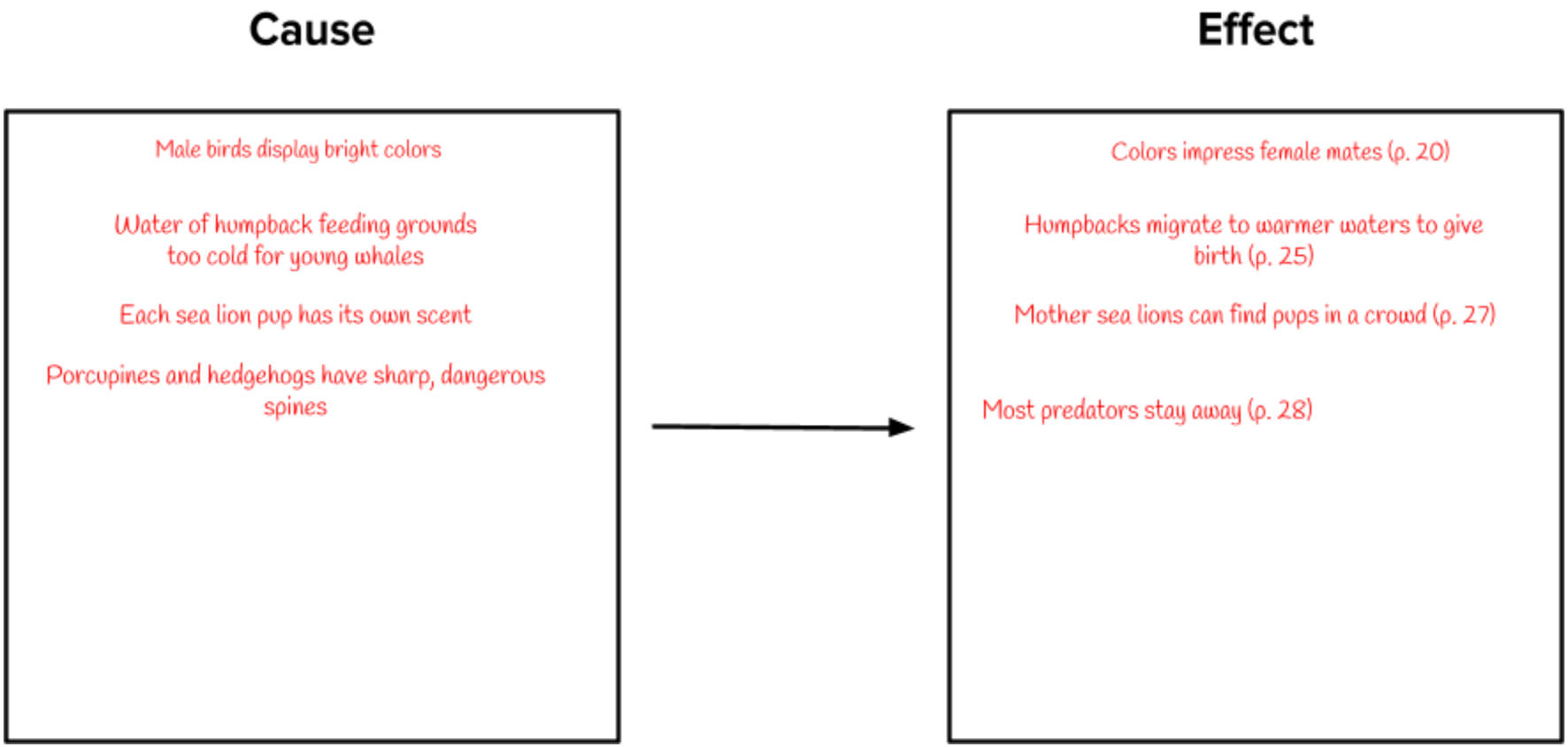
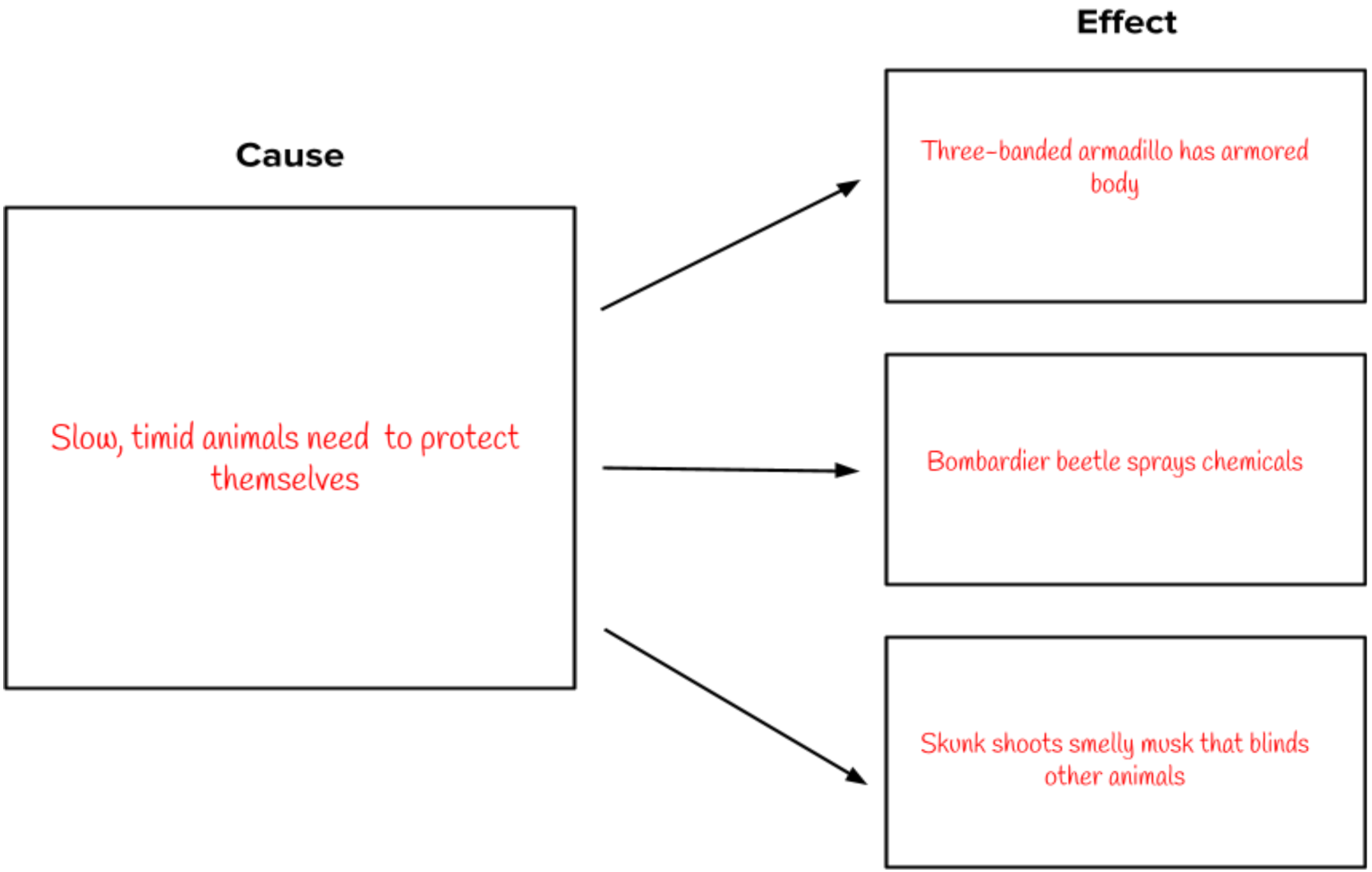
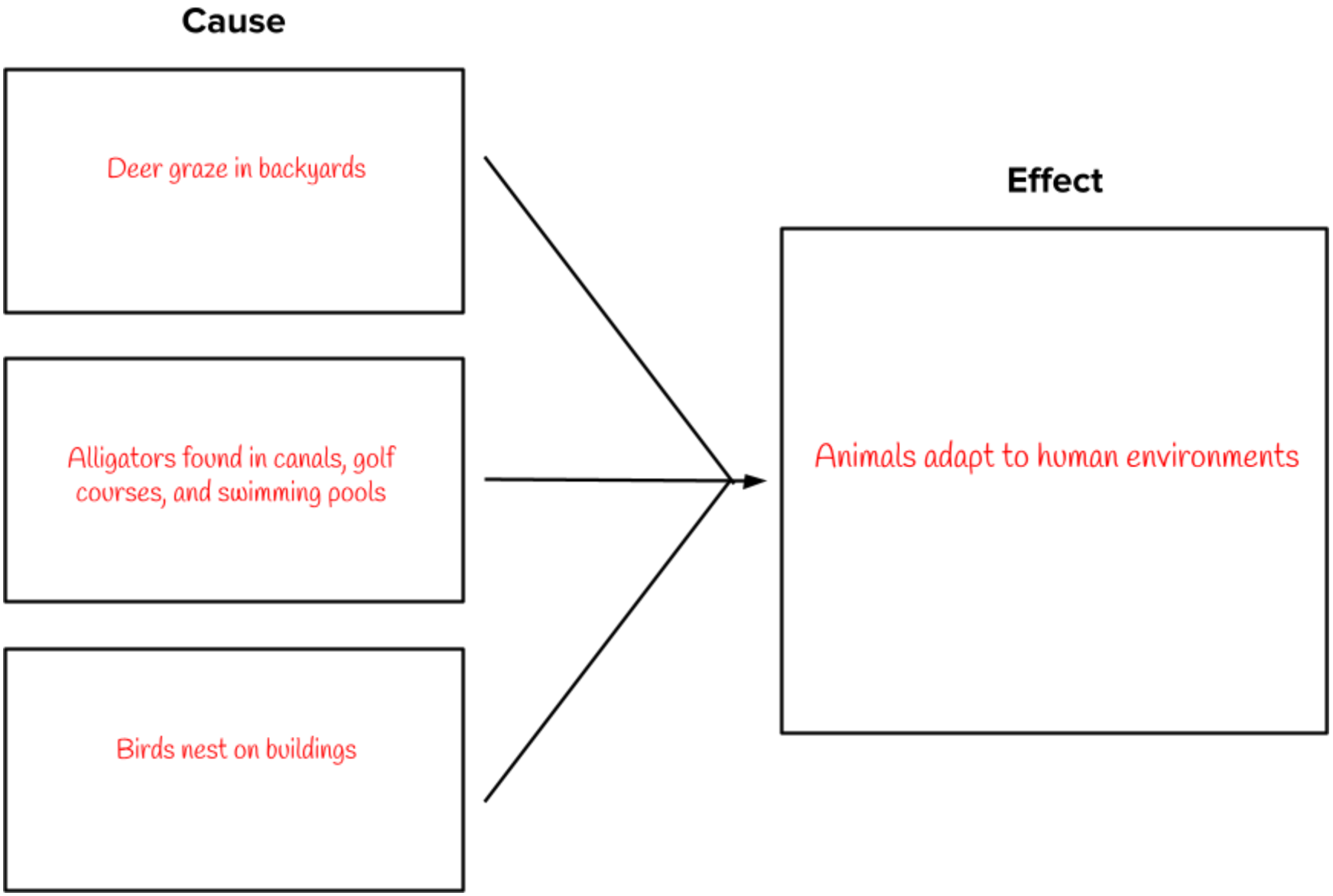
Cause and Effect Graphic Organizer







Name: _____ Date: _____

Writing Prompt

defense

What are some ways animals have adapted to make sure their young survive? What might happen to a species if its **offspring** does not survive? Use at least one example to explain why these **adaptations** are important for the species.

Burrowing Fangtail

Big black eyes good for seeing in dim forest light

Long, thick tail for balance and signaling danger

Large front fangs for catching and eating **prey**; a **carnivore**

Camouflage fur a **characteristic** of mammals

Sharp claws for digging **burrows** and **defense**

Animal Planning

Name of Animal: _____

Classification What animal **kingdom** group is this animal a member of?	**Body Parts** How has this animal's body adapted to survive in this environment?	**Eat** What does this animal eat? What clues help you know?
Habitat Where does this animal live? What **adaptations** make your animal especially good at surviving in its habitat?	**Life Cycle** How are babies born (egg, life young)? How do they grow up and survive?	**Predators & Defense** Who might hunt this animal? How could this animal protect itself?
Anything else? Is there anything unique or surprising you want to add?		

Animal Planning

Name of Animal: Burrowing Fangtail

Classification What animal **kingdom** group is this animal a member of?	**Body Parts** How has this animal's body adapted to survive in this environment?	**Eat** What does this animal eat? What clues help you know?
• Mammal • **Warm-blooded**	• Brown-gray fur for **camouflage** on the forest floor • Forward-facing eyes for hunting • Strong claws for digging **burrows** • Sharp teeth for catching **prey** • Long tail for balance	• **Carnivore** • Small animals and insects • Clues: sharp teeth, claws for digging
Habitat Where does this animal live? What **adaptations** make your animal especially good at surviving in its habitat?	**Life Cycle** How are babies born (egg, life young)? How do they grow up and survive?	**Predators & Defense** Who might hunt this animal? How could this animal protect itself?
• Forests and rocky grasslands • **Camouflage** fur matches dirt and rocks • Soft soil allows **burrow** digging	• Gives birth to live young • Young grow up in **burrows** for protection • Develop stronger claws and teeth as they mature	• Predators: larger **carnivores**, birds of **prey** • Defense: **camouflage**, **burrows**, sharp claws and teeth, growling or hissing
Anything else? Is there anything unique or surprising you want to add? • Creates tunnel networks underground • Whips its long tail to scare off predators		

Name: _____ Date: _____

Single Paragraph Reasons Organizer

Topic Sentence		
Reason #1	**Reason #2**	**Reason #3**
Concluding Sentence		

Name: _____ Date: _____

Single Paragraph Reasons Organizer

Topic Sentence

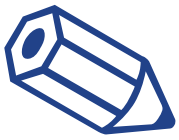
The forest is the perfect environment for the Burrowing Fangtail because the forest gives it what it needs to survive.

Reason #1	Reason #2	Reason #3
Camouflage fur helps it hide	Strong claws for burrowing	Sharp teeth catch prey

Concluding Sentence

Because of these, the Burrowing Fangtail can survive in the forest environment.

Revision Strategy Menu



Add

Ask yourself: "What can I add to make my writing clearer or more complete?"

When to use:

- Writing needs more explanation
- Missing information or a linking word (like *because* or *also*)

Example: It also has strong claws for digging **burrows**, *which helps it escape predators quickly.*

Delete

Ask yourself: "Is there anything extra of off-topic?"

When to use:

- Repetition of the same words, phrases, or ideas
- Writing goes off topic

Example: The forest is the perfect habitat for the Burrowing Fangtail. ~~Because of these **adaptations**, the Burrowing Fangtail can live successfully in the forest.~~

Change

Ask yourself: "Can I say this in a better way?"

When to use:

- A word or phrase is not clear
- Make the message stronger by using different words

Example: The forest provides lots of small animals and insects. → The forest provides <u>an abundance</u> of small animals and insects.

Rearrange

Ask yourself: "Would my writing make more sense in a different order?"

When to use:

- Important details are out of order
- Words, phrases, sentences, or ideas are confusing

Example: Its fur helps it blend in... It also has strong claws for digging **burrows** ... The forest provides plenty of food. → The forest provides plenty of food... Its fur helps it blend in... It also has strong claws for digging **burrows**.

Name: _____ Date: _____

Writing Prompt - Part A

Design an animal that is well-suited for survival in particular. Draw and label a diagram that includes its classification, body parts, and special survival **adaptations**.

Writing Prompt - Part B

Write an opinion paragraph explaining why your animal is well-suited to survive and thrive in their environment. Support your answer with specific reasons and details.

Burrowing Fangtail

Big black eyes good for seeing in dim forest light

Long, thick tail for balance and signaling danger

Large front fangs for catching and eating **prey**; a **carnivore**

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Name of Animal: _____

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Anything else? Is there anything unique or surprising you want to add?		

Animal Planning

Name of Animal: Burrowing Fangtail

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Anything else? Is there anything unique or surprising you want to add? • Creates tunnel networks underground • Whips its long tail to scare off predators		

Name: _____ Date: _____

Writing Prompt

Use the Animal Planning Graphic Organizer (G3, U4, L21) to imagine an undiscovered creature! Draw and label your animal, then fill in details about its body parts, food, habitat, **life cycle**, predators, and special **adaptations**.

Animal Planning

Name of Animal: _____

Classification What animal **kingdom** group is this animal a member of?	**Body Parts** How has this animal's body adapted to survive in this environment?	**Eat** What does this animal eat? What clues help you know?
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Name: _____ Date: _____

Single Paragraph Reasons Organizer

Topic Sentence		
Reason #1	**Reason #2**	**Reason #3**
Concluding Sentence		

Name: _____ Date: _____

Single Paragraph Reasons Organizer

Topic Sentence

The forest is the perfect environment for the Burrowing Fangtail because the forest gives it what it needs to survive.

Reason #1	Reason #2	Reason #3
Camouflage fur helps it hide	Strong claws for burrowing	Sharp teeth catch prey

Concluding Sentence

Because of these, the Burrowing Fangtail can survive in the forest environment.

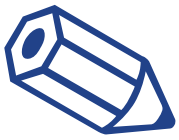
Name: _____ Date: _____

Writing Prompt

Plan and draft an opinion paragraph that explains why your animal can survive and thrive in its habitat. Use your Animal Planning Graphic Organizer (G3, U4, L21) and diagram to select the strongest reasons that support your opinion. Organize your ideas with the Single Paragraph Reasons Planning Organizer (G3, U4, L21) and make sure your writing includes:

- A clear introduction that states your opinion.
- At least three well-chosen reasons with supporting details.
- Linking words to connect your ideas.
- A concluding statement that restates your big idea.

Revision Strategy Menu



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Name: _____ Date: _____

Writing Prompt

Revise and edit your opinion paragraph to make sure your opinion and reasons are clear and convincing. Use the Revision Strategy Menu (G3, U4, L21) to guide your work. Choose the strategy—adding, deleting, changing, or rearranging—that makes the most sense for improving your draft.

Burrowing Fangtail

Big black eyes good for seeing in dim forest light

Long, thick tail for balance and signaling danger

Large front fangs for catching and eating **prey**; a **carnivore**

Camouflage fur a **characteristic** of mammals

Sharp claws for digging **burrows** and **defense**

Name: _____ Date: _____

Writing Prompt

Today, you will publish your new animal discovery! Create an exhibit to share your animal. Be sure to include both:

- A labeled diagram that describes parts of your animal.
- An opinion paragraph that explains why your animal can survive and thrive in its environment with strong reasons and details.

Name: _____ Date: _____

Discussion Prompt

Use details from the entire unit to answer the following unit Essential Questions:

- What happens to animals in an ecosystem when the environment changes? How have animals adapted to meet changes in the environment?

Use the box below to plan your response. Write your response on the lines below the box.

Vocabulary

Word	Part of Speech	Definition
adapt	v.	to change in order to make survival easier
adaptation	n.	a change in the body of an animal or in the way it behaves to make survival easier
amphibian	n.	an animal that can live in water and on land
burrow	v.	to make a hole or tunnel in the ground to live or hide in
camouflage	n.	body markings that allow animals to blend in with their habitats
carnivore	n.	an animal that eats other animals
characteristics	n.	the specific traits of a person, thing, or group
cold-blooded	adj.	a type of animal whose body temperature changes with the temperature of their environment
defense	n.	an act taken to keep someone or something safe from attack
evolution	n.	a theory that animals and plants have naturally changed over time
exo-	prefix	

Word	Part of Speech	Definition
exoskeleton	n.	a hard covering outside of an invertebrate animal that provides support and protection
hatchlings	n.	young animals that come from an egg
in-	prefix	
invertebrate	n.	an animal that does not have a backbone
kingdom	n.	one of the three categories used to categorize natural objects
life cycle	n.	the stages an animal goes through from birth until death
metamorphosis	n.	the process in which an animal completely transforms
migrate	v.	to move from one place to another to live
mimicry	n.	the imitation by an organism of its environment or of other organisms as a means of survival
molt	v.	to lose hair or feathers that are replaced by new hair or feathers

Word	Part of Speech	Definition
nocturnal	adj.	to be active during the night and sleep during the day
offspring	n.	the baby of an animal or plant
omnivore	n.	an animal that eats both plants and animals
organ	n.	a part of the body that has a particular job
prey	n.	an animal hunted by another animal for food
re-	prefix	
skeleton	n.	the set of bones, rods, shells, or other stiff substances that support an animal's body
support	v.	to hold up
-tion	suffix	
vertebrate	n.	an animal that has a backbone
warm-blooded	adj.	an animal that maintains a constant body temperature; often warmer than the temperature of their surroundings

Unit Rubrics & Assessments

Informational Writing Rubric

3rd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate

Structure	Rubric Score	Notes
Sections Writes a complete paragraph that includes a topic sentence, supporting sentences, and a concluding sentence; Uses a paragraph structure to organize information depending on the type of information included and the purpose of the writing; May use one of the following structures: sequence/chronology or cause-and-effect	4 3 2 1	
Introduction Starts by introducing a topic and why it is important; Introduction uses a lead that captures the reader's interest, such as posing a question or presenting fascinating facts or details; Consistently writes in the third-person	4 3 2 1	
Conclusion Includes a concluding statement that provides a sense of closure; Restates the topic and re-emphasizes the main ideas	4 3 2 1	

Development	Rubric Score	Notes
Details Includes three or more facts and details to develop and support the topic; Details tell more about each fact	4 3 2 1	
Text Features As called for by the task, uses two to three text features to reinforce main ideas, including a title, illustrations, headings, labels, captions, bold words, diagrams	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect ideas	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple, compound, and complex sentences; uses coordinating and subordinating conjunctions to construct compound and complex sentences Uses correct subject-verb and pronoun-antecedent agreement; Uses nouns correctly, including regular and irregular plural nouns and abstract nouns; Uses verbs correctly, including simple verb tenses and regular and irregular verbs; Uses adjectives and adverbs correctly, including comparative and superlative adverbs	4 3 2 1	
Conventions Uses correct capitalization conventions, including words in titles; Uses correct punctuation conventions, including commas in addresses, commas and quotation marks in dialogue, and apostrophes in possessives	4 3 2 1	

Opinion Writing Rubric

3rd Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate

Structure	Rubric Score	Notes
Organizational Structure Writes a complete paragraph that states their opinion, includes a topic sentence, lists the relevant reasons that support their opinion, and includes a concluding sentence; Uses third-person to state an opinion consistently	4 3 2 1	
Introduction Clearly states a topic and opinion; Introduction may use a lead that captures the reader's interest, such as posing a question or starting with a fact	4 3 2 1	
Conclusion Includes a concluding sentence that restates the opinion; Concluding sentence(s) may ask a question or make a suggestion	4 3 2 1	

Development	Rubric Score	Notes
Reasons Includes three or more relevant reasons to support opinion; reasons may be from personal experience, facts, or details; Effectively chooses compelling reasons and orders most compelling reasons first	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect opinion and reasons	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple, compound, and complex sentences; uses coordinating and subordinating conjunctions to construct compound and complex sentences Uses correct subject-verb and pronoun-antecedent agreement; Uses nouns correctly, including regular and irregular plural nouns and abstract nouns; Uses verbs correctly, including simple verb tenses and regular and irregular verbs; Uses adjectives and adverbs correctly, including comparative and superlative adverbs	4 3 2 1	
Conventions Uses correct capitalization conventions, including words in titles; Uses correct punctuation conventions, including commas in addresses, commas and quotation marks in dialogue, and apostrophes in possessives	4 3 2 1	

Single Point Informational Writing Rubric

3rd Grade English Language Arts

Structure	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Sections		I have organized my writing in a complete paragraph that includes a topic sentence, supporting sentences, and a concluding sentence.	
		I use a compare and contrast paragraph structure to organize information, depending on the type of information included and the purpose of the writing.	
Introduction		I have introduced my topic and why it is important.	
		My introduction uses a lead that captures the reader's interest, such as: ● Posing a question ● Presenting fascinating facts or details	
		I use the third-person throughout my writing.	

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	**Criteria** Expectations for my writing assignment:	**Strengths** What am I doing well already? What am I proud of?
Conclusion		I have included a concluding statement that provides a sense of closure, restates the topic, and re-emphasizes the main idea.	

Development	**Areas for Growth** What could I do to make my writing even stronger? How can I improve?	**Criteria** Expectations for my writing assignment:	**Strengths** What am I doing well already? What am I proud of?
Details		I have included specific facts and details to develop and support the topic.	

Single Point Opinion Writing Rubric

3rd Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	**Criteria** Expectations for my writing assignment:	**Strengths** What am I doing well already? What am I proud of?
Structure		I include a topic sentence that clearly states my opinion, three or more reasons that support the opinion, and a concluding statement.	
		I use the third-person throughout my story.	
Topic Sentence		I clearly state a topic and opinion and include a lead that captures the reader's interest.	
Concluding Sentence		I include a concluding sentence that restates my opinion.	
Reasons		I include three or more relevant reasons from personal experience, facts, or details.	
		I put my most convincing reason first.	

Linking Words		I use linking words or phrases (such as *because, also, for example, in addition*) to connect the opinion and reasons clearly.	
Diagram		My diagram includes clear, accurate labels for important body parts.	
		My diagram shows how the animal's body parts or **adaptations** help it survive.	
		My diagram is neat, organized, and easy for the reader to understand.	

Name: _____ Date: _____

Editing Checklist 1

Language and Conventions Focus Area	✔
I use pronouns to take the place of nouns so my writing is clear and not repetitive.	
I make sure that the pronouns match the nouns they replace.	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	✔
I use pronouns to take the place of nouns so my writing is clear and not repetitive.	
I make sure that the pronouns match the nouns they replace.	
I use comparative and superlative adjectives and adverbs to describe two or more things or actions.	

My writing goal:

Name: _____ Date: _____

Directions: Read the following passage. As you read, think about how octopuses **adapt** to their environments.

Excerpt from *The Amazing Octopus*

By Bobbie Kalman, adapted by Fishtank Learning

What is an Octopus?

1 Octopuses are mollusks. Mollusks are soft-bodied invertebrates, or animals that do not have backbones. In fact, octopuses do not have any bones at all!

2 Most mollusks have hard shells around their bodies for protection, but octopuses do not. Octopuses are so well adapted, or suited to, surviving in the ocean that they have little need for this kind of armor.

Less than one second after sensing danger in its surroundings, this octopus changed the color of its skin from white (above) to red (below).

Masters of Disguise

3 *Rainbow Skin*

Octopuses are able to change the color of their skin to match their surroundings. An octopus's skin has tiny cells, called chromatophores, which are filled with colored chemicals. These cells receive messages from the octopus's brain. Each chromatophore expands or contracts to change the color and pattern of the octopus's skin. Bright skin colors are created by fully expanded chromatophores. Pale skin colors are the result of contracted cells. Using tiny muscles, an octopus can also alter the texture, or feel, of the surface of its skin.

4 *Blending In*

An octopus changes both the color and the texture of its skin to camouflage itself, or blend in with its surroundings. When it is hiding in a coral reef, the octopus makes its skin multi-colored and bumpy to resemble a piece of coral. When the animal is hiding on the sandy ocean floor, its skin turns brown and grainy to look just like sand.

Two-spot octopuses have circles on their skin that look like large eyes. These false eyes may convince predators that the octopus is bigger than it really is.

5 *Skin Signals*
When an octopus is calm, its skin stays its normal color. When its skin changes to a deep red or dark brown, the animal is probably threatened or anxious. This color change is a signal to others to stay away!

Great Escapes

6 Many ocean animals eat octopuses. Octopuses depend on a variety of self-defense skills to hide and escape from these and other predators. If it is discovered, an octopus may try to make its body look bigger to scare a predator. To do so, the octopus spreads out its arms and puffs up its skin. It can also frighten a predator by raising the skin above its eyes to make itself look as if it has horns.

Baby Octopuses

7 A female octopus may lay as few as 50 eggs or as many as 400,000 eggs, depending on her species. Octopus mothers search for safe dens in which to hide their eggs until they hatch. Most octopuses stay near their eggs. Mothers may even stop hunting and eating so that they do not have to leave their dens.

8 *Short Life Spans*
Most eggs laid in warm water hatch after a month. Eggs in cold water take longer to develop. Once the eggs hatch, the mother usually dies. The baby octopuses look like tiny adults. Most are eaten by predators, but those that live grow to full size quickly. Some species become adults, mate, and die in less than six months. Other species live up to five years.

1. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What does the word **armor** mean as used in paragraph 2 of the text?

a. defense
b. sword
c. skin
d. species

Part B: Which detail from the passage helps the reader understand the meaning of **armor?**

a. "Mollusks are soft-bodied invertebrates"
b. "... so well adapted, or suited to, surviving..."
c. "Most mollusks have hard shells around their bodies for protection..."
d. "... do not have any bones at all!"

2. Why does the author describe **chromatophores** in paragraph 3?
    a. To explain how octopuses move through the water
    b. To explain how octopuses change color to match their surroundings
    c. To show why octopuses have hard shells
    d. To describe how octopuses lay eggs

3. How do the pictures in the section "Masters of Disguise" support the idea that octopuses are masters of disguise?
    a. By showing how every octopus has a different colored skin
    b. By showing how octopus respond to danger
    c. By showing how an octopus' skin expands or contracts
    d. By showing the texture of an octopus' skin

4. How have octopuses adapted to escape predators? Select all that apply.
    a. They change their skin color and texture to blend in with their surroundings.
    b. They spread out their arms and puff up their bodies to look bigger.
    c. They grow hard shells to use as armor.
    d. They raise the skin above their eyes to look like they have horns.
    e. They stay in large groups to protect one another.
    f. They stop moving completely at all times.

5. Why do mother octopuses stay near their eggs?
    a. To teach the babies how to swim
    b. To protect the eggs until they hatch
    c. To help the eggs grow faster
    d. To change the color of the eggs

6. How does paragraph 8 connect to paragraph 7?
    a. It explains how octopuses catch prey.
    b. It explains how octopuses change their skin color.
    c. It shows how octopuses escape predators.
    d. It describes what happens after the eggs hatch.

7. What new information do the illustrations add to the text?
    a. They show different examples of the octopus's **adaptations**.
    b. They represent the **life cycle** of an octopus.
    c. They explain how chromatophores work.
    d. They tell about different kinds of octopuses.

8. Describe the **life cycle** of an octopus. Make sure to include details about each stage.

Part One: Vocabulary

1. What does it mean if an animal **adapts**?
    a. It moves to a new location.
    b. It changes in order to make survival easier.
    c. It hides to blend in with its surroundings.
    d. It makes a hole or tunnel to live in.

2. Which of the following is a **characteristic** that all animals share?
    a. They have backbones
    b. They eat plants
    c. They use their senses to find out about the world around them
    d. They move from place to place

3. What is an **exoskeleton**?
    a. A skeleton inside of an invertebrate
    b. A hard covering outside of an invertebrate
    c. A soft covering outside of an invertebrate
    d. A skin that molts

4. What is an **amphibian?**
    a. An animal that can live in water and on land
    b. An animal that eats other animals
    c. An animal that does not have a backbone
    d. An animal that is hunted by another animal for food

5. Pick two words from the list below. Write a sentence using each word.

defense	**migrate**	**omnivore**	**support**

- _____

_____

_____

_____

- _____

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_____

Part Two: Content Knowledge and Understandings

6. Choose **one** group of animals to write about (circle one):

   arthropods fish **amphibians** reptiles birds mammals

   For this group of animals, your writing should:
   - Describe at least two key **characteristics** of the group.
   - Explain key aspects of the group's **life cycle**.
   - Give at least one example of how animals in the group have adapted to survive.
   - Use two to three vocabulary words from this unit.

   You may use your notes and vocabulary glossary to help answer the question.

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Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *What is the Animal Kingdom?*

Worms 1

There are hundreds of thousands of different worms. They all have a very long, thin 16
body without a skeleton. Some worms are flat like a piece of ribbon. Others 30
are round. Most are shorter than your finger, but a few kinds are as long as a bus! 48

What are organs? 51

Simple animals have only a few basic organs in their bodies. Worms and most 65
other animals have many organs. An organ is a body part that has an important job 81
to do. The brain makes sense of what an animals sees, hears, tastes, smells, or 96
feels. It also tells the body when to move. A heart pumps blood throughout the body. 112
Gills or lungs help many animals breathe. The stomach, intestines, and other organs 125
digest food. 127

Homes for worms 130

Some worms live on or under the ground. Others live in water. Many worms 144
are parasites. They live on or inside a plant or other animal called a host. Parasites 160
feed off their hosts' bodies or blood. Sometimes they cause their hosts to die. 176

Cilia and parapodia 179

Some worms have smooth skin. Many underwater worms are covered with cilia. 191
Cilia are tiny body parts that look like feathers or hairs. Other worms have leglike parapodia. 207
Cilia and parapodia help worms collect food or move. 216

Kalman, Bobbie, *What is the Animal Kingdom? Crabtree Publishing, 2005, pp. 10–11.*

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Texts
&
Supporting Readings

In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:
https://www.fishtanklearning.org/curriculum/ela/3rd-grade/materials/