

# Lesson 1: How are animals grouped?

## Before You Read Lesson 1

Read each statement below. Place a check mark in the circle to indicate whether you agree or disagree with the statement.

- |  | Agree                            | Disagree                         |
|--|----------------------------------|----------------------------------|
| 1. There are many more invertebrates than vertebrates. | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2. All vertebrates have a backbone.                    | <input checked="" type="radio"/> | <input type="radio"/>            |
| 3. Cats are vertebrates, but fish are not.             | <input type="radio"/>            | <input checked="" type="radio"/> |

## After You Read Lesson 1

Reread each statement above. If the lesson supports your choice, place a check mark in the *Correct* circle. Then explain how the text supports your choice. If the lesson does not support your choice, place a check mark in the *Incorrect* circle. Then explain why your choice is wrong.

- |                   | Correct               | Incorrect             |
|-------------------|-----------------------|-----------------------|
| 1. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |
| 2. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |
| 3. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |

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**Notes for Home:** Your child has completed a pre/post inventory of key concepts in the lesson.

**Home Activity:** Have your child cut out magazine pictures of animals and group them to show various ways they are similar.

Name \_\_\_\_\_

# Reviewing Terms: Sentence Completion

Complete the sentence with the correct word or phrase.

Traits 1. \_\_\_\_\_ are features of animals, like fish's gills or scales. (Traits, Needs)

Vertebrates 2. \_\_\_\_\_ Cats and dogs are because they have backbones. (vertebrates, invertebrates)

# Reviewing Concepts: Matching

Match each vertebrate with the correct group. Write the letter on the line next to each vertebrate.

- b 3. snake \_\_\_\_\_ a. mammal
- c 4. frog \_\_\_\_\_ b. reptile
- a 5. dog \_\_\_\_\_ c. amphibian

Match each invertebrate with the correct group. Write the letter on the line next to each invertebrate.

- c 6. octopus \_\_\_\_\_ a. arthropod
- a 7. crab \_\_\_\_\_ b. worm
- b 8. earthworm \_\_\_\_\_ c. mollusk

# Applying Strategies: Calculating

✗ On a visit to the zoo, Jennifer's class saw 20 species of fishes, 5 species of amphibians, 10 species of birds, and 12 species of mammals. How many species did they see altogether? Show your work. (2 points)

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## Lesson 2: How do animals grow and change?

### Before You Read Lesson 2

Read each statement below. Place a check mark in the circle to indicate whether you agree or disagree with the statement.

- |   | Agree                            | Disagree                         |
|---|----------------------------------|----------------------------------|
| 1. All animals develop inside their mothers.      | <input type="radio"/>            | <input checked="" type="radio"/> |
| 2. A butterfly's first stage of life is the pupa. | <input type="radio"/>            | <input checked="" type="radio"/> |
| 3. A very young frog acts much like a fish.       | <input checked="" type="radio"/> | <input type="radio"/>            |

### After You Read Lesson 2

Reread each statement above. If the lesson supports your choice, place a check mark in the *Correct* circle. Then explain how the text supports your choice. If the lesson does not support your choice, place a check mark in the *Incorrect* circle. Then explain why your choice is wrong.

- |                   | Correct               | Incorrect             |
|-------------------|-----------------------|-----------------------|
| 1. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |
| 2. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |
| 3. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |



**Notes for Home:** Your child has completed a pre/post inventory of key concepts in the lesson.

**Home Activity:** Have your child compare photographs of himself or herself at different ages and note how he or she has changed while growing.

## Reviewing Terms: Matching

Match each definition with the correct word. Write the letter on the line next to each definition.

- la 1. the first stage of a butterfly's life cycle after hatching from an egg
- pub 2. the stage of a butterfly's life cycle when it is covered by a hard coating

- a. larva  
b. pupa

## Reviewing Concepts: True or False

Write T (True) or F (False) on the line before each statement.

- F 3. All animals have the same steps in their life cycles.
- T 4. Some animals start their lives as eggs.
- T 5. Development is the part of an animal's life cycle when it changes into an adult.
- F 6. An adult butterfly comes out of a larva.
- F 7. Mammals have more changes in their life cycle than insects or amphibians.
- T 8. When mammals are born, they drink milk from their mother.

## Writing

Use complete sentences to answer question 9. (2 points)

9. Describe one similarity between a butterfly's life cycle and a frog's life cycle. Describe one difference between them.

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Name \_\_\_\_\_

## Lesson 3: How do adaptations help animals?

### Before You Read Lesson 3

Read each statement below. Place a check mark in the circle to indicate whether you agree or disagree with the statement.

- |  | Agree                            | Disagree                         |
|--|----------------------------------|----------------------------------|
| 1. Body parts are adaptations.                   | <input checked="" type="radio"/> | <input type="radio"/>            |
| 2. Adaptations must be learned.                  | <input type="radio"/>            | <input checked="" type="radio"/> |
| 3. When animals migrate, they sleep a long time. | <input type="radio"/>            | <input checked="" type="radio"/> |

### After You Read Lesson 3

Reread each statement above. If the lesson supports your choice, place a check mark in the *Correct* circle. Then explain how the text supports your choice. If the lesson does not support your choice, place a check mark in the *Incorrect* circle. Then explain why your choice is wrong.

- |                   | Correct               | Incorrect             |
|-------------------|-----------------------|-----------------------|
| 1. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |
| 2. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |
| 3. _____<br>_____ | <input type="radio"/> | <input type="radio"/> |



**Notes for Home:** Your child has completed a pre/post inventory of key concepts in the lesson.

**Home Activity:** Discuss with your child some adaptations a pet (or a wild animal you can observe) has that help it survive.

Name \_\_\_\_\_

**Reviewing Terms: Matching**

Match each definition with the correct word. Write the letter on the line next to each description.

- b 1. a trait that helps animals meet their needs
- a 2. when a trait is passed on from parents to their young
- c 3. when animals move as the seasons change
- d 4. when an animal's body systems slow down to save energy

- a. inherited  
b. adaptation  
c. migrate  
d. hibernate

**Reviewing Concepts: True or False**

Write T (True) or F (False) on the line before each statement.

- T 5. A bird's bill is an adaptation that helps it meet its need for food.
- F 6. When a harmless animal looks like a poisonous one, it is called camouflage.
- F 7. An adaptation that allows an animal to blend in with its environment is mimicry.
- T 8. An instinct is a behavior that an animal is born knowing how to do.

**Writing**

Use complete sentences to answer question 9. (2 points)

9. Describe two ways that migrating helps animals survive.

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