

Grade 3

Unit 2

Fur, Fins, and Feathers: Animal Classification

Pausing Point Activity Pages

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Grade 3

Furs, Fins, and Feathers: Animal Classification

NAME: _____

DATE: _____

PP.1

Activity Page

Text Feature Project Hunt

1. *Divide a piece of paper or file folder into eight equal squares.*
2. *Look through the books in the bin and complete the task for each text feature.*

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

NAME: _____

DATE: _____

PP.2

Activity Page

Signal Words

Different types of text structures	Clue words	Sentence in Reader with signal word	Page number in Reader
Time	Before Now Later		
Sequence	First Next Then After Last Finally		
Cause and effect	Because Then If So As a result When		

NAME: _____

DATE: _____

PP.3

Activity Page

Comparing Heights

Which animal is the tallest on the ruler?

Which animal is the shortest on the ruler?

Which animal is closest to your height?

Which animal's height surprised you? Why?

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

NAME: _____

DATE: _____

PP.4

Activity Page

My Animal Centers Checklist

Name: _____

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

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

At which center did you learn the most? Why?

NAME: _____

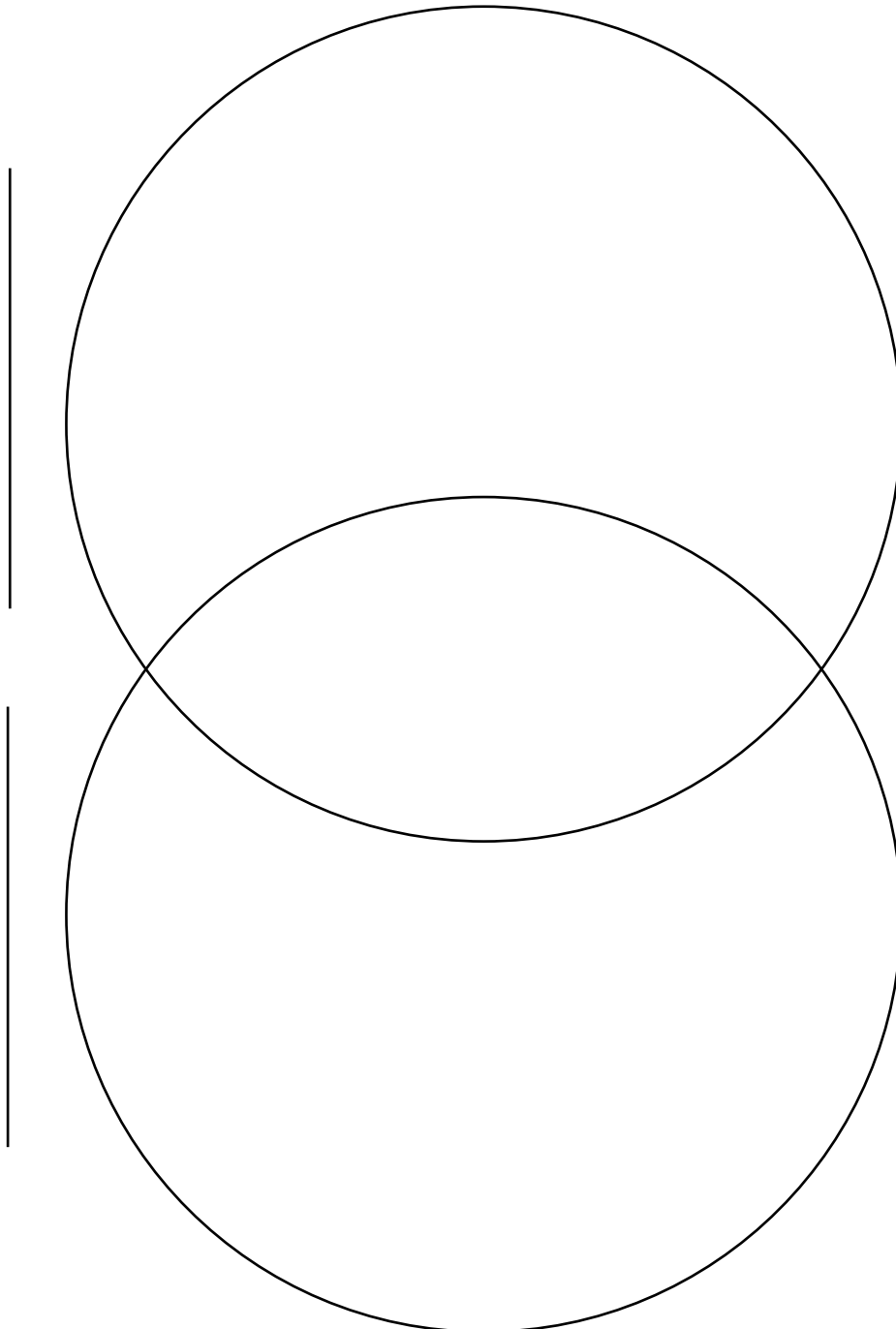
DATE: _____

PP.5

Activity Page

Venn Diagram

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



NAME: _____

DATE: _____

PP.6

Activity Page

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.

Grade 3

Answer Key

PAUSING POINT ANSWER KEY

NAME: _____ PP.2 Activity Page
DATE: _____

Signal Words

Different types of text structures	Clue words	Sentence in Reader with signal word	Page number in Reader
Time	Before Now Later	Answers may vary.	
Sequence	First Next Then After Last Finally	Answers may vary.	
Cause and effect	Because Then If So As a result When	Answers may vary.	

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NAME: _____ PP.3 Activity Page
DATE: _____

Comparing Heights

Which animal is the tallest on the ruler?

anaconda

Which animal is the shortest on the ruler?

piranha

Which animal is closest to your height?

Answers may vary.

Which animal's height surprised you? Why?

Answers may vary.

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

Answers may vary.

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NAME: _____ PP.4 Activity Page
DATE: _____

My Animal Centers Checklist

Name: _____

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

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

Answers may vary.

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At which center did you learn the most? Why?

Answers may vary.

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NAME: _____ PP.6 Activity Page
DATE: _____

Identify Compound Sentences

For each sentence,

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

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

- S P P
Example: John | liked the zebra and loved the giraffe in the zoo. No
1. Tigers and lions | are very big cats. No
 2. The elementary school | has brilliant mathematicians and also has talented artists. No
 3. Sarah and Deb | went to the library. No
 4. My uncle | visited Paris, and my nephew | went to Venice. Yes
 5. Elephants | are very intelligent animals, and dolphins | are very smart. Yes
 6. Buffalo and wolves | live in Yellowstone National Park. No

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NAME: _____ PP.7 Activity Page
DATE: _____

Identify Compound Sentences

For each sentence,

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

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

- S P S P
Example: My sister | loves to jump rope, and my brother | loves to play kick ball. Yes
1. My cousin | likes baseball and basketball. No
 2. A jellyfish | is her favorite animal, and an otter | is his favorite animal. Yes
 3. My sister | wants hot cocoa, and my brother | wants iced tea. Yes
 4. Jacob | likes to go to the movies and eat popcorn. No
 5. My brother | likes the rain, and my sister | likes the snow. Yes

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Challenge

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

Answers may vary, but they may include:

My cousin likes baseball, and my mom likes basketball.

Jacob likes to go to the movies, and Jacob likes to eat popcorn.

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