Grade 3 | Unit 2

Fur, Fins, and Feathers: Animal Classification

Take-Home Pages

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Grade 3

Furs, Fins, and Feathers: Animal Classification

NAME: _____

DATE: _____

Take-Home Letter

Dear Caregiver,

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

Spelling Words

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

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

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

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

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

Student Reader

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

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

NAME: _____

DATE: _____

Spelling

This week's spelling words focus on the –ed and –ing endings. Students will read the passage below and underline words with the –ed and –ing endings. Together, discuss the meaning of each underlined word.

Introduction: Meet "Rattenborough"

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

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

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

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

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

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

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

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

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

See you next time!

NAME: _____

DATE: _____

Field Journal

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

NAME: _____

DATE: _____

Warm-Blooded and Cold-Blooded Animals

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

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

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

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

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

Answer: No!

Why not?

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

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

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

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

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

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

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

NAME: _____

DATE: _____

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

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

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

Choose one paragraph from the reading and complete the diagram:

Main idea:
Supporting detail:
Supporting detail:
Supporting detail:

NAME: _____

DATE: _____

Identify Compound Sentences

For each sentence,

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

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

Example: The hummingbirds and bees surprised the children. _____

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

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

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

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

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

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

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

Take-Home Letter

Dear Caregiver,

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

Spelling Words

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

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

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

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

Student Reader

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

NAME: _____

DATE: _____

Nouns, Verbs, and Adjectives

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

1. Dancers are lovely and graceful.

2. Sophia's back yard is small and fenced.

3. Apple trees were once small, brown seeds.

4. Penguins like cold climates.

5. Joe read the enjoyable story about kind pirates.

6. The author read a scary chapter from her new book.

7. Some tired sailors mopped the messy deck.

8. Today, people watch huge whales from rented boats.

9. The warm bread and sweet cheese tasted great!

10. The green hoses of the weary gardeners looked like slithery snakes.

NAME: _____

DATE: _____

Reptiles

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

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

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

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

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

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

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

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

The biggest reptile is the saltwater crocodile, which lives mainly in Australia and a few parts of India and Asia. Male saltwater crocodiles can grow to be 20 feet long or more! Attacks on humans are rare. If they do attack a human, it's usually not a happy ending.

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

NAME: _____

DATE: _____

10.1 Take-Home

Birds

Fill in the chart with details from the chapter.

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

Complete the following sentence.

One interesting thing I learned about birds is

NAME: _____

DATE: _____

Take-Home Letter

Dear Caregiver,

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

Spelling Words

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

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

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

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

Take-Home Letter

Dear Caregiver,

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

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

1. Classify the Animal

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

2. Animal Groups Drawing

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

3. Sayings and Phrases: The Show Must Go On

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

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

4. Words to Use

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

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

5. Read Aloud Each Day

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

Be sure to praise your student whenever they share what has been learned at school.

Grade 3

Answer Key

TAKE-HOME ANSWER KEY

NAME: _____
DATE: _____

2.1 Take-Home

Field Journal

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

Answers may vary

NAME: _____
DATE: _____

4.1 CONTINUED Take-Home

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

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

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

Choose one paragraph from the reading and complete the diagram:

Main idea: Answers may vary.
Supporting detail: Answers may vary.
Supporting detail: Answers may vary.
Supporting detail: Answers may vary.

NAME: _____
DATE: _____

6.1 Take-Home

Identify Compound Sentences

For each sentence,

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

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

Example: The hummingbirds and bees surprised the children. _____

1. Mary fed her pet mice, and Peter fed his pet turtle. Yes
2. The birds fed their babies and protected them from predators. No
3. The scientist watched the chimpanzees during the day, and the rest of the crew watched them at night. Yes
4. My brother is a great artist, and he loves to paint. Yes
5. My sister is a great athlete and loves to run. No
6. My mother and aunt like to take walks together. No
7. Our dog ran around the yard, and our cat slept indoors. Yes

NAME: _____
DATE: _____

7.1 Take-Home

Nouns, Verbs, and Adjectives

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

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

NAME: _____

DATE: _____

10.1 Take-Home

Birds

Fill in the chart with details from the chapter.

Characteristics of Birds	
Vertebrates or invertebrates?	vertebrates
Warm-blooded or cold-blooded?	warm-blooded
Where birds can live	many different habitats
What all birds have	wings
Body covering	feathers
What birds eat	seeds, insects, fish, mammals, nectar
How birds use their songs	attract mates, claim a place of their own

Complete the following sentence.

One interesting thing I learned about birds is

Answers may vary.

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