

Week 4

Miss Josie 3G

**ELA**

Complete the Assessment Packet.  
Complete Writing worksheets.

**Math**

Complete worksheets.

**Science**

Complete ReadWork.

**Social Studies**

Magazine 5 - *Protecting Resources* - Read pages 12-19.  
Complete the worksheet and assessment.

how do you spell love?  
- piglet



you don't spell it.  
you feel it.  
- pooh



## Reading

► Read the selection and answer each question.

### Rocks and Bones

- <sup>1</sup> Mary Anning was born in 1799 in Lyme Regis, England. All along the seashores of Lyme Regis there are cliffs that tower over the beaches. These beaches are different from other beaches. Many beaches have sand. But the beaches in Lyme Regis are filled with seashells and rocks.
- <sup>2</sup> As a young girl, Anning helped her family collect unusual rocks and shells in Lyme Regis. Anning's family did not have a lot of money. They would sell the rocks and shells to people passing through the town or visiting the beaches. Anning loved selling the special rocks and shells to help her family.
- <sup>3</sup> Many of the rocks in Lyme Regis in the 1700s and 1800s were not ordinary rocks. They were different from the rocks most of us find at the beach. They were fossils! When plants or animals that lived long ago died, they were covered with pebbles and sand and mud. Over thousands and thousands of years the pebbles and sand and mud would harden to stone with the plants or animals inside it. These stones became fossils. Scientists study fossils so that they can learn about the plants and animals that lived in the past.
- <sup>4</sup> Anning lived in the right place to become a fossil hunter. The cliffs next to the beaches near her home had been crumbling for many years. This happened because of the wind and waves. As the cliffs broke apart, thousands of fossils were uncovered. Many fossils washed out to sea. Others ended up on the beaches of Lyme Regis. These fossils gave clues about the animals and plants that lived in that part of the world millions of years before.
- <sup>5</sup> When Anning was about 12 years old, she and her brother made an amazing discovery. At a cliff near their home, Anning's brother spotted what he thought might be the bones of an animal. Anning and her brother carefully dug around the bones. They found the fossils of a whole skeleton. A skeleton is all of the bones of one animal.

- <sup>6</sup> The skeleton Anning and her brother found was seven feet long. It was the skeleton of an ichthyosaurus. An ichthyosaurus was an animal that looked a little like a crocodile and lived in the sea long ago. Soon, scientists heard about the Annings' exciting find. They went to Lyme Regis to see it for themselves.
- <sup>7</sup> Over the years, Mary Anning continued to discover and learn about fossils. She did not have the chance to learn about science and fossils in school. Instead she taught herself and learned a lot. She became an expert on fossils. She gave explanations of her findings to teach others and helped many scientists. Anning even opened her own shop where she sold her treasures. People who collected fossils would visit her shop. Sometimes scientists would buy her fossils to show at museums.
- <sup>8</sup> In her lifetime Anning left Lyme Regis just once to visit London. Yet in her small town by the sea, she was able to find a whole world of discoveries. Mary Anning changed our view of the past forever.
- 

- 1** Which sentence tells about the problem and solution in paragraph 2?
- Ⓐ People did not know about Lyme Regis so the Annings taught them.
  - Ⓑ The Annings did not have enough money so they sold rocks and shells.
  - Ⓒ Lyme Regis did not have enough visitors so the Annings started a business.
  - Ⓓ The beaches near the Annings were not clean so they collected rocks and shells.
- 2** Why does the author most likely include paragraphs 5 and 6 in the article?
- Ⓐ to show that Anning liked animals
  - Ⓑ to help readers find their own fossils
  - Ⓒ to give an example of something Anning found
  - Ⓓ to show that brothers and sisters should work together

Name \_\_\_\_\_ Date \_\_\_\_\_

- 3 Read the sentence from paragraph 6.

*Soon, scientists heard about the Annings' exciting find.*

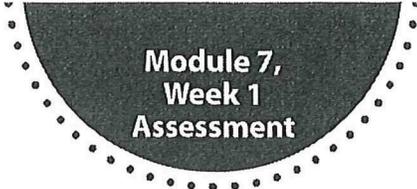
Read the analogy.

*Exciting is to boring as early is to \_\_\_\_\_.*

Which word best completes the analogy?

- (A) late
  - (B) noon
  - (C) sunny
  - (D) morning
- 4 Read the sentence from paragraph 7.
- She gave explanations of her findings to teach others and helped many scientists.*
- Think about the suffix *-ion*. What is the meaning of explanations above?
- (A) gifts
  - (B) questions
  - (C) ideas about
  - (D) made-up stories
- 5 Which sentence from the article shows that the author thinks Mary Anning's work was important?
- (A) *Mary Anning was born in 1799 in Lyme Regis, England.*
  - (B) *Anning lived in the right place to become a fossil hunter.*
  - (C) *Anning and her brother carefully dug around the bones.*
  - (D) *Mary Anning changed our view of the past forever.*

Name \_\_\_\_\_ Date \_\_\_\_\_



- 6 Which sentence would the author of the article most likely agree with?
  - A People should not uncover fossils.
  - B People should not learn about fossils in school.
  - C People who study fossils have an interesting job.
  - D People need to live near places where there are fossils.

7 What is most likely the author's purpose for writing this article?

---

---

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

## Writing

► Read the selection and choose the best answer to each question.

*Ari wrote a story about her brother. Read the first part of the story and look for any changes she should make. When you finish reading, answer the questions that follow.*

### My Brother

(1) My brother is learning how to cook. (2) He take cooking classes every Saturday morning. (3) His favorite class is about baking. (4) The best part for me is that he gets to bring home what he has made. (5) Last week, he come home with a loaf of bread he baked himself. (6) We ate it with our lunch. (7) It was delicious!

- 
- 1 What change should be made in sentence 2?
- (A) Change **take** to **took**.
  - (B) Change **take** to **takes**.
  - (C) Change **take** to **taken**.
  - (D) No change is needed.
- 2 What change should be made in sentence 5?
- (A) Change **come** to **came**.
  - (B) Change **come** to **comes**.
  - (C) Change **come** to **coming**.
  - (D) No change is needed.
- 3 What change should be made in sentence 6?
- (A) Change **ate** to **eat**.
  - (B) Change **ate** to **eats**.
  - (C) Change **ate** to **eaten**.
  - (D) No change is needed.

## Reading

► Read the selection and answer each question.

### Rocks and Bones

- <sup>1</sup> Mary Anning was born in 1799 in Lyme Regis, England. All along the seashores of Lyme Regis there are cliffs that tower over the beaches. These beaches are different from other beaches. Many beaches have sand. But the beaches in Lyme Regis are filled with seashells and rocks.
- <sup>2</sup> As a young girl, Anning helped her family collect unusual rocks and shells in Lyme Regis. Anning's family did not have a lot of money. They would sell the rocks and shells to people passing through the town or visiting the beaches. Anning loved selling the special rocks and shells to help her family.
- <sup>3</sup> Many of the rocks in Lyme Regis in the 1700s and 1800s were not ordinary rocks. They were different from the rocks most of us find at the beach. They were fossils! When plants or animals that lived long ago died, they were covered with pebbles and sand and mud. Over thousands and thousands of years the pebbles and sand and mud would harden to stone with the plants or animals inside it. These stones became fossils. Scientists study fossils so that they can learn about the plants and animals that lived in the past.
- <sup>4</sup> Anning lived in the right place to become a fossil hunter. The cliffs next to the beaches near her home had been crumbling for many years. This happened because of the wind and waves. As the cliffs broke apart, thousands of fossils were uncovered. Many fossils washed out to sea. Others ended up on the beaches of Lyme Regis. These fossils gave clues about the animals and plants that lived in that part of the world millions of years before.
- <sup>5</sup> When Anning was about 12 years old, she and her brother made an amazing discovery. At a cliff near their home, Anning's brother spotted what he thought might be the bones of an animal. Anning and her brother carefully dug around the bones. They found the fossils of a whole skeleton. A skeleton is all of the bones of one animal.

Name \_\_\_\_\_ Date \_\_\_\_\_

- <sup>6</sup> The skeleton Anning and her brother found was seven feet long. It was the skeleton of an ichthyosaurus. An ichthyosaurus was an animal that looked a little like a crocodile and lived in the sea long ago. Soon, scientists heard about the Annings' exciting find. They went to Lyme Regis to see it for themselves.
- <sup>7</sup> Over the years, Mary Anning continued to discover and learn about fossils. She did not have the chance to learn about science and fossils in school. Instead she taught herself and learned a lot. She became an expert on fossils. She gave explanations of her findings to teach others and helped many scientists. Anning even opened her own shop where she sold her treasures. People who collected fossils would visit her shop. Sometimes scientists would buy her fossils to show at museums.
- <sup>8</sup> In her lifetime Anning left Lyme Regis just once to visit London. Yet in her small town by the sea, she was able to find a whole world of discoveries. Mary Anning changed our view of the past forever.

- 
- 1** Which sentence tells about the problem and solution in paragraph 2?
- (A) People did not know about Lyme Regis so the Annings taught them.
  - (B) The Annings did not have enough money so they sold rocks and shells.
  - (C) Lyme Regis did not have enough visitors so the Annings started a business.
  - (D) The beaches near the Annings were not clean so they collected rocks and shells.
- 2** Why does the author most likely include paragraphs 5 and 6 in the article?
- (A) to show that Anning liked animals
  - (B) to help readers find their own fossils
  - (C) to give an example of something Anning found
  - (D) to show that brothers and sisters should work together

- 3 Read the sentence from paragraph 6.

*Soon, scientists heard about the Annings' exciting find.*

Read the analogy.

*Exciting is to boring as early is to \_\_\_\_\_.*

Which word best completes the analogy?

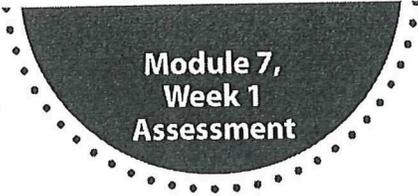
- (A) late
  - (B) noon
  - (C) sunny
  - (D) morning
- 4 Read the sentence from paragraph 7.

*She gave explanations of her findings to teach others and helped many scientists.*

Think about the suffix *-ion*. What is the meaning of explanations above?

- (A) gifts
  - (B) questions
  - (C) ideas about
  - (D) made-up stories
- 5 Which sentence from the article shows that the author thinks Mary Anning's work was important?
- (A) *Mary Anning was born in 1799 in Lyme Regis, England.*
  - (B) *Anning lived in the right place to become a fossil hunter.*
  - (C) *Anning and her brother carefully dug around the bones.*
  - (D) *Mary Anning changed our view of the past forever.*

Name \_\_\_\_\_ Date \_\_\_\_\_



- 6 Which sentence would the author of the article most likely agree with?
- Ⓐ People should not uncover fossils.
  - Ⓑ People should not learn about fossils in school.
  - Ⓒ People who study fossils have an interesting job.
  - Ⓓ People need to live near places where there are fossils.

7 What is most likely the author's purpose for writing this article?

---

---

---

---

---

## Writing

► Read the selection and choose the best answer to each question.

*Ari wrote a story about her brother. Read the first part of the story and look for any changes she should make. When you finish reading, answer the questions that follow.*

### My Brother

(1) My brother is learning how to cook. (2) He take cooking classes every Saturday morning. (3) His favorite class is about baking. (4) The best part for me is that he gets to bring home what he has made. (5) Last week, he come home with a loaf of bread he baked himself. (6) We ate it with our lunch. (7) It was delicious!

- 
- 1 What change should be made in sentence 2?
- Ⓐ Change *take* to **took**.
  - Ⓑ Change *take* to **takes**.
  - Ⓒ Change *take* to **taken**.
  - Ⓓ No change is needed.
- 2 What change should be made in sentence 5?
- Ⓐ Change *come* to **came**.
  - Ⓑ Change *come* to **comes**.
  - Ⓒ Change *come* to **coming**.
  - Ⓓ No change is needed.
- 3 What change should be made in sentence 6?
- Ⓐ Change *ate* to **eat**.
  - Ⓑ Change *ate* to **eats**.
  - Ⓒ Change *ate* to **eaten**.
  - Ⓓ No change is needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading

► Read the selection and answer each question.

### Living with Lizards

<sup>1</sup> My name is Cecil. I used to live with skinks. I didn't want to, but there they were.

#### New Roommates

<sup>2</sup> I had moved from my home in Zimbabwe to Botswana to work as a teacher for a year. When I saw my house there, I was surprised at how big and empty it was. I was used to a smaller, busier home, so I wondered how I would live alone in such a big house. But I was not alone. One night, I was awakened by squeaking sounds. They came from inside the sofa, under the bed, and near the roof. At first I didn't try to find out what was making the noises. But I wondered . . .

<sup>3</sup> Were they snakes?

<sup>4</sup> *Squeak!*

<sup>5</sup> Were they rats?

<sup>6</sup> *Squeak!*

<sup>7</sup> Were they scary creatures from my grandmother's stories?

<sup>8</sup> *Squeak!*

<sup>9</sup> I wrapped my blankets around me and tried to sleep.

<sup>10</sup> *Squeak! Squeak! Squeak!*

<sup>11</sup> I switched on the lights and lifted one side of the bed. There they were—three striped skinks. In a blink, they disappeared into cracks in the floor and walls.

<sup>12</sup> These harmless lizards were no strangers to me. They can be found all over the world. In Zimbabwe, they live in the forests. They stay away from people, but sometimes they come near homes to search for scraps of bread and tiny insects. But here in Botswana, these skinks were roaming my house!

<sup>13</sup> The next day, I told the other teachers about my roommates. They all laughed. One teacher said the lizards would leave soon. "Those skinks have been living in that house for some time," he said. "You just have to be patient."

### Chasing Skinks

<sup>14</sup> I was not patient. I decided to get rid of the skinks. I didn't want to hurt them, so whenever I spotted one, I used a small stick to try to chase it out. Instead of leaving, they hid under the bed or in the cracks in the walls or in the space between the roof and walls.

<sup>15</sup> One day, I spotted a big one under the kitchen table. When I tried to catch it, I slipped, twisted my ankle, and broke two teacups. In my pain and sadness, I had no one to turn to but the lizards.

<sup>16</sup> I gave up and decided to live with the skinks. Soon they saw that they were free to roam. They ran around the house, making all sorts of noises. Sometimes they ran right between my feet.

### More Than Pets

<sup>17</sup> One day, my friend Morgan was sitting on my sofa when a skink crawled onto his lap. Morgan jumped up. "What kind of pets do you keep here, Cecil?" he cried out.

<sup>18</sup> To me, the skinks were more than pets. I had realized they were harmless and even useful. Brown ants snuck into my house, giving me painful bites as I slept. One day, I saw three young skinks in a corner, gobbling up ants. Thanks to the skinks, my bedroom was soon ant-free. Skinks like mosquitoes, too. In many countries, including Zimbabwe and Botswana, mosquitoes can carry a serious illness. I enjoyed watching the skinks munch on these dangerous insects.

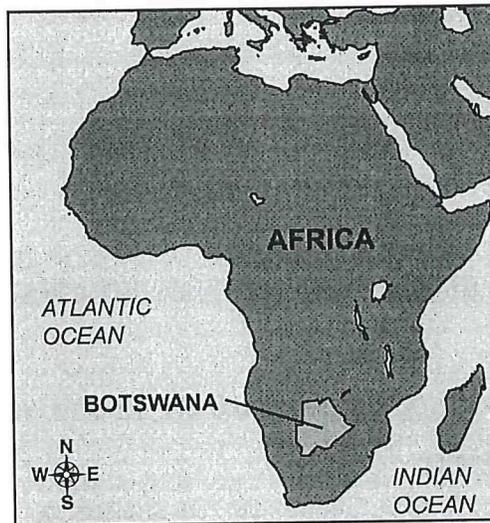
### Sun-Loving Lizards

<sup>19</sup> One morning, I heard a soft sound near the doorway. A large skink was stuck under the door, trying to squeeze its way outside. I let it go. I soon realized where it was going. Like most lizards, skinks need sunshine in the morning to warm up their bodies. The skinks became my alarm clock. Each morning, when I heard them squeezing under the door, I knew it was time to get up.

Name \_\_\_\_\_ Date \_\_\_\_\_

<sup>20</sup> Since I had changed my thinking about skinks, I was not so lonely. I often sat and watched them. Sometimes they seemed to play and sometimes they seemed to fight, chasing one another around the house.

<sup>21</sup> At the end of the school year, I went back to Zimbabwe. I was glad to go, because I missed my family. But now I would miss my scaly roommates. I hoped that the next person who lived there would also learn to be patient and to let skinks be skinks.



1 Who is telling the story?

- (A) Cecil
- (B) Morgan
- (C) a student
- (D) a narrator

- 2 Read the sentence from paragraph 2.

*They came from inside the sofa, under the bed, and near the roof.*

Read the analogy.

Roof is to *top* as *floor* is to \_\_\_\_\_.

Which best completes the analogy?

- Ⓐ low
  - Ⓑ soft
  - Ⓒ inside
  - Ⓓ bottom
- 3 Which sentence about the structure of “New Roommates” and “Chasing Skinks” is true?
- Ⓐ “New Roommates” tells a central idea about the author, and “Chasing Skinks” gives supporting details.
  - Ⓑ “New Roommates” explains the author’s problem, and “Chasing Skinks” tells how he tries to solve it.
  - Ⓒ “New Roommates” explains what causes the author to move, and “Chasing Skinks” tells effects of moving.
  - Ⓓ “New Roommates” tells facts about the author’s home, and “Chasing Skinks” gives his opinions about living there.

- 4 Read the sentence from paragraph 18.

*In many countries, including Zimbabwe and Botswana, mosquitoes can carry a serious illness.*

Think about the suffix *-ness*. What is the meaning of illness above?

- Ⓐ something that is very heavy
- Ⓑ something that helps insects fly
- Ⓒ something that makes people sick
- Ⓓ something that is found in many places

Name \_\_\_\_\_ Date \_\_\_\_\_

5 The story explains problems that the author has. Draw a line to match each problem with its solution.

There are ants that give the author painful bites.

The author needs to know when to get up each day.

The author feels lonely sometimes.

Skinks keep the author company.

Skinks eat harmful insects.

Skinks make noise when they crawl under the door in the morning.

6 What does the map show?

- Ⓐ what a skink's home looks like
- Ⓑ what the author's home looks like
- Ⓒ where in the world the author lives
- Ⓓ where in the world the most skinks live

7 How do the author's feelings about skinks change from the beginning of the story to the end? Use details from the story to support your answer.

---

---

---

---

---

## Writing

► Read the selection and choose the best answer to each question.

*Bella wrote about an activity at school. Read Bella's paper and look for any changes she should make. When you finish reading, answer the questions that follow.*

### Reading Stations

(1) Yesterday, Ms. Young let our class go to different reading stations. (2) At my first station I had to read a book quiet to myself and then answer three questions about what I read. (3) I liked the book I picked. (4) It was about Spain.

(5) I went to the word-making station soon. (6) At that station there were lots of letter tiles, and we got to work in groups to make as many words as we could with those tiles. (7) My group made 50 words!

(8) I had time for one more station, and I picked writing. (9) I wrote \_\_\_\_\_ everything I could think of about my favorite cousin. (10) Before I knew it, station time was over, and it was time for lunch.

---

1 What change should be made in sentence 2?

- Ⓐ Change *quiet* to **quietest**.
- Ⓑ Change *quiet* to **quieter**.
- Ⓒ Change *quiet* to **quietly**.
- Ⓓ No change is needed.

2 Read sentence 5 of the paper.

*I went to the word-making station soon.*

What is the best way to write the underlined part of the sentence?

- Ⓐ next
- Ⓑ often
- Ⓒ before
- Ⓓ tomorrow

Name \_\_\_\_\_ Date \_\_\_\_\_

3 Which word would be best to put in the blank space in sentence 9?

- Ⓐ in
- Ⓑ down
- Ⓒ here
- Ⓓ over



Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

---

### Rounding Integer Numbers

Round each number to the nearest ten.

1) 83 \_\_\_\_\_

6) 36 \_\_\_\_\_

2) 39 \_\_\_\_\_

7) 94 \_\_\_\_\_

3) 16 \_\_\_\_\_

8) 72 \_\_\_\_\_

4) 25 \_\_\_\_\_

9) 15 \_\_\_\_\_

5) 65 \_\_\_\_\_

10) 21 \_\_\_\_\_

Round each number to the nearest ten.

1) 852 \_\_\_\_\_

6) 156 \_\_\_\_\_

2) 829 \_\_\_\_\_

7) 581 \_\_\_\_\_

3) 861 \_\_\_\_\_

8) 498 \_\_\_\_\_

4) 245 \_\_\_\_\_

9) 138 \_\_\_\_\_

5) 115 \_\_\_\_\_

10) 387 \_\_\_\_\_

Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

Date : \_\_\_\_\_

---

### Rounding Integer Numbers

Round each number to the nearest hundred.

1) 896 \_\_\_\_\_

6) 928 \_\_\_\_\_

2) 296 \_\_\_\_\_

7) 986 \_\_\_\_\_

3) 814 \_\_\_\_\_

8) 562 \_\_\_\_\_

4) 438 \_\_\_\_\_

9) 325 \_\_\_\_\_

5) 923 \_\_\_\_\_

10) 176 \_\_\_\_\_

Round each number to the nearest hundred.

1) 5,296 \_\_\_\_\_

6) 4,871 \_\_\_\_\_

2) 6,382 \_\_\_\_\_

7) 5,119 \_\_\_\_\_

3) 9,296 \_\_\_\_\_

8) 7,549 \_\_\_\_\_

4) 7,375 \_\_\_\_\_

9) 4,991 \_\_\_\_\_

5) 5,785 \_\_\_\_\_

10) 2,814 \_\_\_\_\_

Name: \_\_\_\_\_

Solve the following equations.

Use addition properties and strategies to find the sum.

1.  $2 + 15 + 8 = \underline{\hspace{2cm}}$

2.  $19 + 36 + 1 = \underline{\hspace{2cm}}$

3.  $25 + 44 + 5 = \underline{\hspace{2cm}}$

4.  $12 + 36 + 18 + 14 = \underline{\hspace{2cm}}$

5.  $23 + 14 + 23 = \underline{\hspace{2cm}}$

6.  $11 + 15 + 19 + 14 = \underline{\hspace{2cm}}$

Name: \_\_\_\_\_

Solve the following equations.

**Estimate. Then use the break apart strategy to find the sum.**

1. Estimate: \_\_\_\_\_  
$$\begin{array}{r} 242 = \\ + 536 = \end{array}$$

2. Estimate: \_\_\_\_\_  
$$\begin{array}{r} 469 = \\ + 413 = \end{array}$$

3. Estimate: \_\_\_\_\_  
$$\begin{array}{r} 385 = \\ + 519 = \end{array}$$

4. Estimate: \_\_\_\_\_  
$$\begin{array}{r} 527 = \\ + 266 = \end{array}$$

**Estimate. Then find the difference.**

1. Estimate: \_\_\_\_\_

$$\begin{array}{r} 537 \\ - 123 \\ \hline \end{array}$$

2. Estimate: \_\_\_\_\_

$$\begin{array}{r} 268 \\ - 157 \\ \hline \end{array}$$

3. Estimate: \_\_\_\_\_

$$\begin{array}{r} 426 \\ - 218 \\ \hline \end{array}$$

4. Estimate: \_\_\_\_\_

$$\begin{array}{r} 785 \\ - 549 \\ \hline \end{array}$$

5. Estimate: \_\_\_\_\_

$$\begin{array}{r} 354 \\ - 206 \\ \hline \end{array}$$

6. Estimate: \_\_\_\_\_

$$\begin{array}{r} 679 \\ - 482 \\ \hline \end{array}$$

7. Estimate: \_\_\_\_\_

$$\begin{array}{r} 787 \\ - 378 \\ \hline \end{array}$$

8. Estimate: \_\_\_\_\_

$$\begin{array}{r} 843 \\ - 675 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Solve the word problems.

1. Tim and Alex collected aluminum cans for recycling. Tim collected a total of 942 cans. Alex collected 327 cans. How many fewer cans did Alex collect than Tim?

\_\_\_\_\_ cans

2. Stewart collected 842 used tires to recycle. Angel collected 529 used tires. How many fewer tires did Angel collect than Stewart?

\_\_\_\_\_ tires

3. Yesterday, a recycling center collected 679 cans. The center collected 225 fewer bottles than cans, and 178 fewer newspaper bundles than bottles. How many newspaper bundles did the center collect yesterday?

---

---

---

Name: \_\_\_\_\_

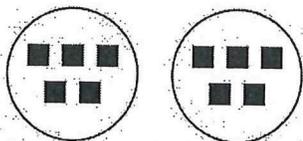
### Count equal groups

1. Draw 3 groups of 5. Skip count to find how many.

\_\_\_\_\_ in all

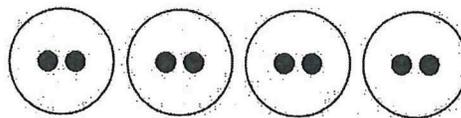
Count equal groups to find how many.

2.



\_\_\_\_\_ groups of \_\_\_\_\_

3.



\_\_\_\_\_ groups of \_\_\_\_\_

Draw a quick picture to show the equal groups. Then write related addition and multiplication sentences.

3. 4 groups of 3

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

4. 2 groups of 3

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



## Amazing Animals

### Wild About Animals

These animals can do amazing things.

#### Chameleons Are Reptiles

A **reptile** is an animal that has hard, dry skin. Reptiles are **cold-blooded**. Their body temperature changes as the temperature of the air or water they live in changes.

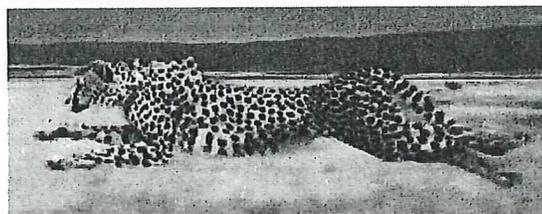
**Amazing facts:** Chameleons can move their eyes separately and look in two different directions at the same time! Chameleons can also change colors. They might be green one moment and brown 20 seconds later.



Cathy Keifer/Shutterstock

#### Cheetahs Are Mammals

A **mammal** is an animal that has hair on its body. Mammals are **warm-blooded**. Their bodies stay about the same warm temperature in both hot and cold weather.



Frank Lane/Parfitt/Getty Images

**Amazing facts:** Cheetahs are the world's fastest land animals. They can run as fast as 70 miles per hour. That is faster than most cars driving on a highway! Cheetahs can reach highway speeds in just a few seconds. However, they can run fast for only a short

time.

## Frogs Are Amphibians (am-FIH-bee-uhnz)

An **amphibian** is an animal that lives part of its life in water and part on land. Amphibians are cold-blooded. Most have smooth, wet skin.

**Amazing facts:** The American bullfrog is the largest frog in North America. It can grow up to eight inches long. How did this frog get its name? The frog's call sounds like a cow. A **bull** is a male cow.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the largest frog in North America?

---

---

---

2. What animal discussed in the passage can move each of its eyes separately?

---

---

---

3. Based on the passage, what might the skin of a chameleon feel like?

---

---

---

4. What is this passage mostly about?

---

---

---

# Amazing Animals

## Wild About Animals

These animals can do amazing things.

### Chameleons Are Reptiles

A **reptile** is an animal that has hard, dry skin. Reptiles are **cold-blooded**. Their body temperature changes as the temperature of the air or water they live in changes.

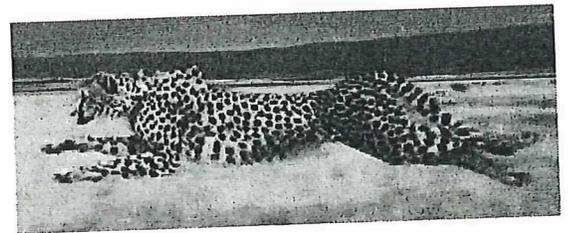
**Amazing facts:** Chameleons can move their eyes separately and look in two different directions at the same time! Chameleons can also change colors. They might be green one moment and brown 20 seconds later.



Cathy Keifer/Shutterstock

### Cheetahs Are Mammals

A **mammal** is an animal that has hair on its body. Mammals are **warm-blooded**. Their bodies stay about the same warm temperature in both hot and cold weather.



Frank Lane/Parfitt/Getty Images

**Amazing facts:** Cheetahs are the world's fastest land animals. They can run as fast as 70 miles per hour. That is faster than most cars driving on a highway! Cheetahs can reach highway speeds in just a few seconds. However, they can run fast for only a short

time.

## Frogs Are Amphibians (am-FIH-bee-uhnz)

An **amphibian** is an animal that lives part of its life in water and part on land. Amphibians are cold-blooded. Most have smooth, wet skin.

**Amazing facts:** The American bullfrog is the largest frog in North America. It can grow up to eight inches long. How did this frog get its name? The frog's call sounds like a cow. A **bull** is a male cow.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the largest frog in North America?

---

---

---

2. What animal discussed in the passage can move each of its eyes separately?

---

---

---

3. Based on the passage, what might the skin of a chameleon feel like?

---

---

---

4. What is this passage mostly about?

---

---

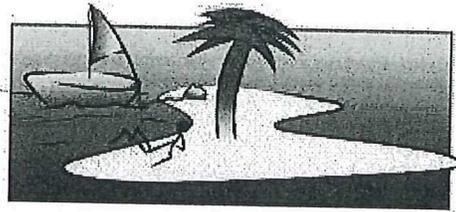
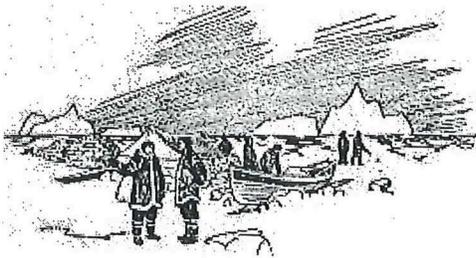
---

5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

The largest frog in North America is called a bullfrog \_\_\_\_\_ it sounds like a male cow.

- A. but
- B. so
- C. because

6. Which picture below shows a place with cold temperatures?



Name \_\_\_\_\_

HMH KIDS DISCOVER

Skills

## Read a Picture Graph

**DIRECTIONS** Learn how to read a picture graph about people, places, and environments. Then apply what you learn.

### Why It Matters

When you need to compare sets of numbers, a graph can often make the job easier. Graphs are drawings that show how numbers of things compare.

### What You Need to Know

There are different kinds of graphs. A **picture graph** uses small pictures as symbols to stand for the numbers of things. Picture graphs have a title and a key that explain what the pictures show.

For example, in the picture graph on the next page, a bucket stands for 5 gallons of water. Washing dishes by hand uses two times 5 gallons—or 10 gallons—of water.

### Practice the Skill

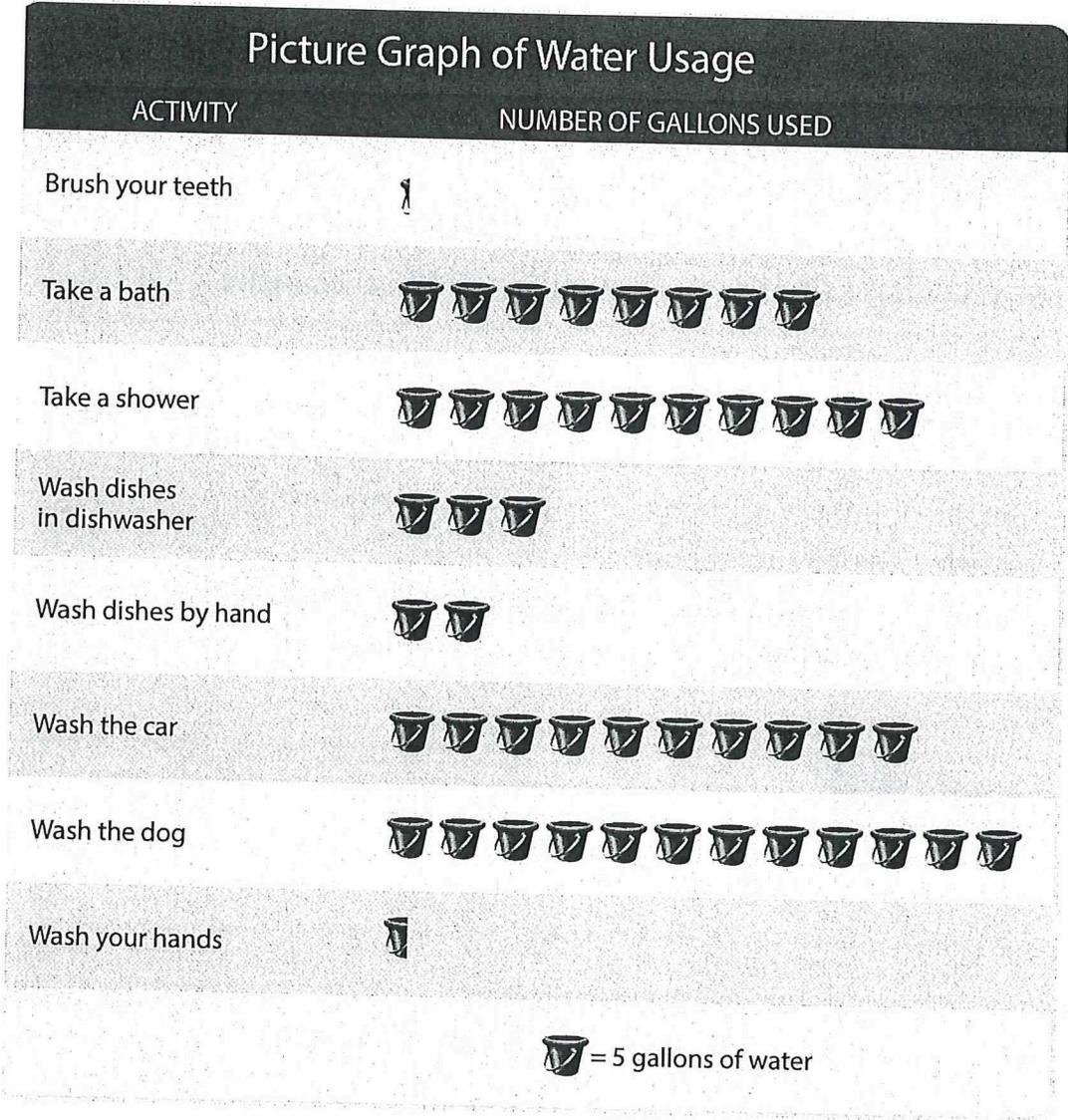
Use the picture graph to answer these questions.

1. What does the graph show?
2. How many gallons of water do you use to brush your teeth?
3. Which uses less water—washing dishes by hand or using a dishwasher?
4. Which activity uses the most water?

Name \_\_\_\_\_

### Read a Picture Graph (continued)

#### Picture Graph of Water Usage



### Apply What You Learned

Find out about other natural resources in or near your community. Then make a picture graph to show how people use them. Share your finished graph with a family member or classmate.

Name \_\_\_\_\_

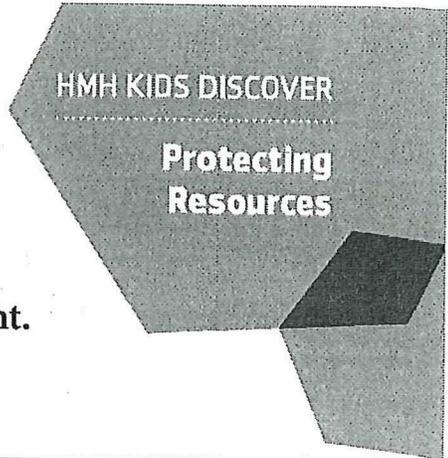
## Assessment

Match the term with the correct definition.

Write the letter for the term on the line.

1. \_\_\_\_\_ all the activities that people do that leave a lasting mark on Earth
  2. \_\_\_\_\_ the protection and wise use of Earth's natural resources
  3. \_\_\_\_\_ living in a way so people in the future can meet their needs with Earth's resources
- a. conservation
  - b. sustainability
  - c. carbon footprint
4. Which statement explains a reason why saving water is so important?
    - a. Most of the water on Earth is frozen in glaciers.
    - b. Polluted water can harm people, animals, and fish.
    - c. People do not need to use large amounts of water to survive.
    - d. Most of the water on Earth is salt water and is not able to be used.
  5. What effect does cutting down more and more forests for lumber and farming have on the environment?
    - a. It causes landfills to fill up very quickly.
    - b. It causes bodies of water to become polluted.
    - c. It causes plants and animals to lose their habitats.
    - d. It causes carbon dioxide to be removed from the atmosphere.
  6. Which statement gives an example of an animal that could become extinct because of changes to its environment?
    - a. More gardens are planted to create new habitats for birds.
    - b. Global warming has caused the ice where polar bears live to melt.
    - c. More wildlife protection groups are helping to save the panther population.
    - d. Pollution has caused people to clean up the streams where the steelhead trout mates.

Name \_\_\_\_\_



### Assessment (continued)

The following people are all helping to protect the environment. Is each person best showing how to reduce or reuse?

Place an "X" in the box on the table for each statement.

	Reduce	Reuse
7. Derrick makes a pencil holder out of an empty glass jar of jelly.		
8. Chang brings a washable fork and spoon from home in her lunchbox.		
9. Spencer separates the trash so he can take items to be recycled.		
10. Natalia refills her plastic water bottle instead of buying a new one.		

11. Explain two reasons why recycling is important.

---

---

---

12. Why is it important for people to be careful about doing things that release carbon dioxide into the atmosphere?

---

---

---

**COMPELLING QUESTION** Write your answer on a separate piece of paper.

What can we do to protect Earth's resources?