

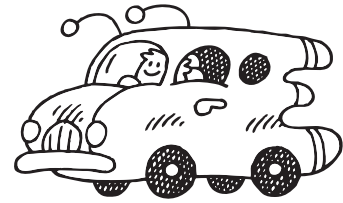
Two Singular Creatures

Read each source below and on page 88. Then complete the activities on pages 89–91.

Source 1



1. remarkable, extraordinary
2. denoting one (as in grammar)
3. being the only one of its kind



Source 2

Grammar Tips!

A **singular noun** names one person, animal, place, thing, or idea.

A **plural noun** names more than one person, animal, place, thing, or idea.

For most nouns (with plurals formed regularly):

- * Add *s* to most nouns to make them plural.

Examples: dog — dogs worm — worms

- * Add *es* to words that end in *s*, *ch*, *sh*, *x*, and *z*.

Examples: bus — buses dish — dishes

For nouns ending in *y*:

- * If the word ends with a vowel followed by *y*, just add *s*.

Examples: day — days monkey — monkeys

- * If the word ends with a consonant followed by *y*, change the *y* to *i*, and add *es*.

Examples: fly — flies penny — pennies

For nouns ending in *f* or *fe*:

- * In most cases, change the *f* or *fe* to *v* and add *es*.

Examples: leaf — leaves knife — knives

For other nouns (with plurals formed irregularly):

- * Some words are the same in singular and plural form.

Examples: fish — fish sheep — sheep

- * Some words are formed irregularly.

Examples: foot — feet child — children

Two Singular Creatures *(cont.)*

Source 3

The **star-nosed mole** is a small mammal found in the northeastern part of North America. It can grow to about 8 inches in length; and it has a long tail, water-repellant fur, and 44 teeth. What really sets this animal apart, though, is its nose. This mole's snout, or nose, is ringed by 11 pairs of pink, fleshy appendages.

Because the mole is nearly blind, it uses its snout — which is covered with about 25,000 tiny sensory receptors — to gather information about its environment. Its diet consists mostly of worms, insects, and crustaceans. With its snout, it finds these food sources and gobbles them up quickly. In



fact, evidence suggests that the star-nosed mole is the world's fastest-eating mammal. Within 8 *milliseconds*, it can decide if a particle of food is edible or not. This is about as fast as a signal to the brain can travel. Within about 120 milliseconds, it can completely consume its meal. Star-nosed mole mothers probably never tell their children, "Slow down and chew your food!"

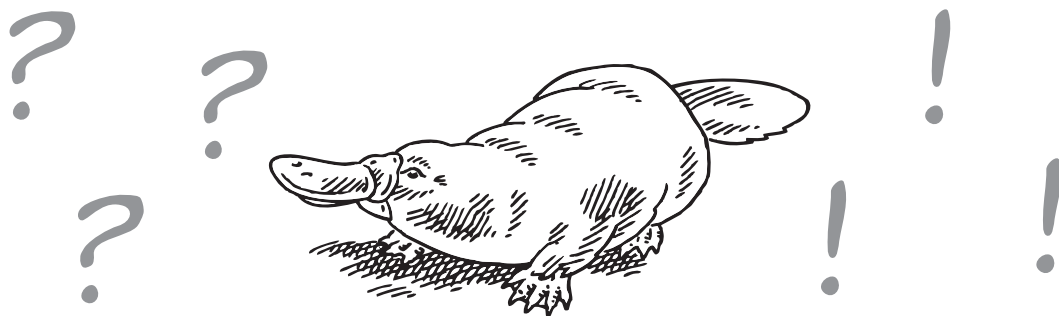
What Does It Mean?

appendage (noun)

on animals, an anatomical part that sticks out from a larger part

Source 4

In the eastern region of Australia there lives a very unique animal. This animal has the tail of a beaver and the fur of an otter. It also has the bill and webbed feet of a duck. It's an expert swimmer, and it gathers its food by scooping up worms and crustaceans as it swims. It doesn't eat in the water, however. It stores food in its cheek pouches until it gets on land. When it leaves the water, the webbing on its feet retracts to bare its knuckles. It walks on these knuckles. Also, this animal doesn't have any teeth, so it picks up pieces of gravel in its mouth and uses the gravel to crush its food. If this animal is attacked, it has on each of its back feet a special spur that can inject a very venomous poison into its enemy. This strange animal is a mammal, but it lays eggs. Every other mammal, with the exception of a few anteaters, gives birth to live young. This amazing animal is the platypus, and it is absolutely one-of-a-kind.



Two Singular Creatures *(cont.)*

Name: _____

Part 1: Read each idea. Which source gives you this information? Fill in the correct bubble for each source. (Note: More than one bubble may be filled in for each idea.)

| Information | Sources ➡ | 1 | 2 | 3 | 4 |
|--|-----------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. In grammar, <i>singular</i> means “one.” | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The plural of <i>worm</i> is <i>worms</i> . | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The plural of <i>child</i> is <i>children</i> . | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The platypus is not the fastest-eating mammal. | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 2: Fill in the bubble next to the best answer to each question.

5. Which of these is not something that a platypus and a star-nosed mole have in common?
- (A) Both are mammals. (C) Both eat crustaceans.
- (B) Both have appendages. (D) Both lay eggs.
6. The plural of *platypus* is formed regularly. What is the plural of *platypus*?
- (A) platypus (C) platypusses
- (B) platypuses (D) platypi
7. How many total appendages does a star-nosed mole have on its snout?
- (A) 11 (C) 44
- (B) 22 (D) 120
8. A sidebar is an additional source of information that is included within or alongside a main article. Which source contains a sidebar?
- (A) Source 1 (C) Source 3
- (B) Source 2 (D) Source 4

Part 3: Search Sources 3 and 4 of “Two Singular Creatures” to find one example of each of the following. Then write the number of the source in which you located this information.

- 9.** plural word that was formed by adding *es* _____ Source #: _____
- 10.** plural word that was formed irregularly _____ Source #: _____

Two Singular Creatures *(cont.)*

Name: _____

Part 4: Refer back to the sources, and use complete sentences to answer these questions.

- 11.** Source 3 and Source 4 each give reports on specific animals. Think about how these two reports are written and structured. What are two main ways in which they are written and structured differently?

In your opinion, which report is written or structured in a way that is more effective or interesting? Explain your answer.

- 12.** Look at this statement: *The star-nosed mole is a singular animal.* Using each of the three definitions given in Source 1, explain how this statement is true.

Two Singular Creatures *(cont.)*

Name: _____

Part 4 (cont.):

13. A *hybrid* is something made up of different parts from different things. The platypus is an unusual animal that could be called a hybrid since it seems to be made up of parts of other animals.

Using your imagination and your knowledge of animals, combine parts of several animals to create a new hybrid creature.

In the box . . .

- * Draw a picture of your creation.
- * Label each part of the new animal.

On the lines . . .

- * Write a short report about the animal.
- * Use the style and structure of either Source 3 or Source 4 to write your report.

| |
|--|
| |
|--|

[illegible]

Answer Key *(cont.)*

by telling us which contestant was injured. It goes on to detail her injuries. Paragraph 5 begins by telling us that one of contestants did succeed. It goes on to tell us more about the experience of winning the race. The purpose of the sidebar is to quickly give us some facts about the contest.

13. Accept appropriate responses that follow the structure outlined in the directions on the page.

Unit 23. Two Singular Creatures (page 87)

Part 1

1. Sources 1 and 2
2. Sources 2, 3, and 4
3. Sources 2 and 3
4. Source 3

Part 2

5. D
6. B
7. B
8. C

Part 3

The source number is given in parentheses.

9. inches (3), pouches (4)
10. children (3), teeth (4)

Part 4

11. Accept appropriate responses. Students might say that Source 3 contains a sidebar, whereas Source 4 does not. They also might say that Source 3 immediately names the subject of the report (star-nosed mole), whereas Source 4 does not reveal the subject (platypus) until the end of the report.
12. Accept appropriate responses that include the three definitions of *singular* provided in Source 1.
13. Accept appropriate responses in which students draw and label a hybrid animal in the box and describe that animal on the lines below the box.

Unit 24. Appropriately Named (page 92)

Part 1

Accept appropriate responses. Possible answers include:

1. mini, miniature, miniscule
2. rare
3. shining, spotless, stainless
4. unusual, unfamiliar; usual, uninteresting, unimaginative

Part 2

5. A
6. B
7. C
8. C

Part 3

The source number is given in parentheses.

9. jangling (1), crinkling (1)
10. scientifically (3)

Part 4

11. Accept reasonable responses. Students may write that “Eva and Evan’s Difficult and Diurnal Word Tournament” is appropriately named because it is very challenging and it takes place each day.
12. Accept reasonable responses. Students may write that *Ephemeroptera* is an appropriate name for the mayfly because of the meaning of the two Greek roots that form the word. *Ephemeros* means “short lived,” and adult mayflies don’t live for very long. *Pteron* means “wing,” and only the adults have wings. This means that when you see a mayfly with wings, it does not have long to live.
13. Accept reasonable responses. Students may write that Evan likes words, so he would be most interested in the way the word *Ephemeroptera* is formed and the meaning of its Greek roots. He would also likely be interested in the information in the sidebar, which explains the meaning of the word *vestigial*.

Unit 25. Into and Out of Thin Air (page 96)

Part 1

1. Source 2
2. Sources 2 and 3
3. Sources 3 and 4
4. Sources 2 and 3

Part 2

5. D
6. C
7. C
8. B

Part 3

The source number is given in parentheses.

9. painstakingly (3)
10. unintentionally (4)

Part 4

11. Students should illustrate the water cycle according to the descriptions given in Source 2. In addition, students should include the elements mentioned in the question and label each of the four stages (evaporation, condensation, precipitation, and collection) on their illustrations.
12. Accept appropriate answers. Students should say that the water doesn’t vanish into thin air. If it vanished into thin air, the water would disappear completely, never to return. That is not how the water cycle works. Instead, the water eventually cools down, returns to liquid form, and becomes clouds.
13. Student writing should follow the basic storyline of Source 3 but should be written in first-person. Accept appropriate responses for the follow-up question. Students should state an opinion and provide reasoning for that opinion.