

The Largest Land Animal

These are new words to practice.

Say each word 10 times.

* animal

* trunk

* larger

* flexible

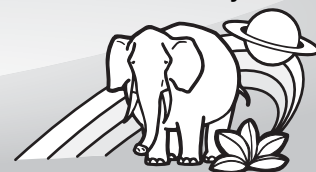
* brain

* tusks

* elephant

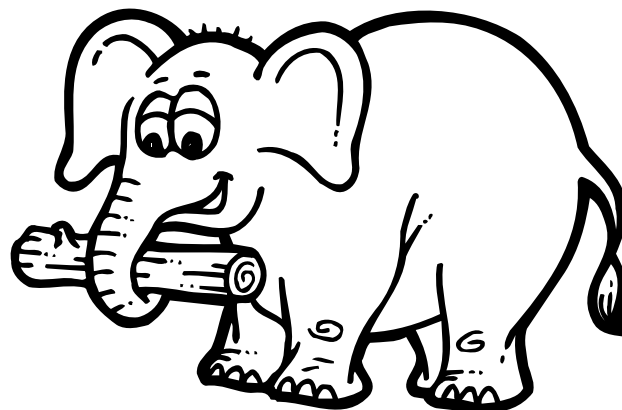
* blood

Choose one new word to write.



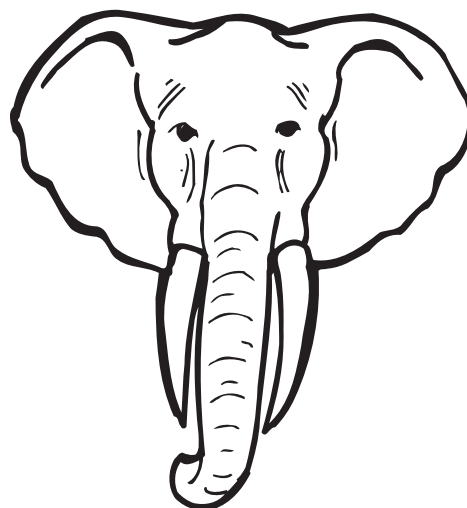
The Largest Land Animal

One animal is very big. It lives on land. It is the largest land animal. It has a big head. Its head is larger than any other land animal's. Its brain is big. Its brain is larger than any other land animal's. It has a big nose. It is long. Its nose is longer than any other animal's. Can you name the animal?

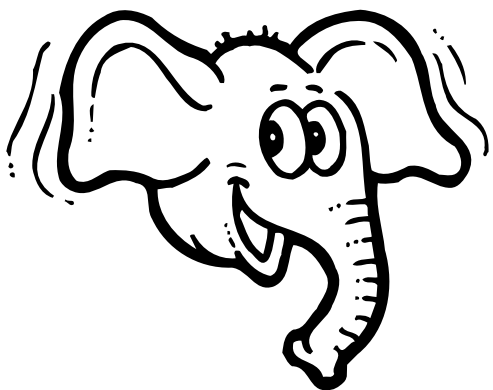


It is the elephant. An elephant's nose is called a trunk. A trunk is very strong. It is so strong it can lift a big log. The trunk is very flexible. When something is flexible, it bends easily. It bends and does not break. The trunk is so flexible that an elephant can pick a flower.

Elephants can swim. They are good swimmers. Often, they swim underwater. They stick their trunks out as they swim. They breathe through their trunks. They can swim like this for a long time. They can swim far.



An elephant has two tusks. Tusks are teeth. The teeth are long. The teeth are large. An elephant uses its tusks to find food. It uses its tusks to find water, too. To find roots, an elephant digs in the ground. To find soft wood, an elephant opens tree trunks. To find water, an elephant digs in dry riverbeds. An elephant uses its tusks for all these things.



An elephant has two ears. The ears are big. Just one ear can weigh 110 pounds (50 kilograms)! Ears help an elephant stay cool. How do big ears help? Blood flows through the ears. When it is warm, the elephant flaps its ears. This cools the ears. This cools the blood flowing in the ears, too. The cooled blood flows back. It flows back to the rest of the elephant. It cools the elephant.

The Largest Land Animal



After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. When something is flexible,

- (a) it flows
- (b) it bends
- (a) it is long
- (b) it is strong

2. This story is mainly about

- (a) tusks
- (b) cooling blood
- (c) one land animal
- (d) an elephant's trunk

3. What is not true about elephants?

- (a) They are the best swimmers.
- (b) They are the largest land animals.
- (c) They have the longest nose of any animal.
- (d) They have the biggest brain of all the land animals.

4. Why does an elephant flap its ears?

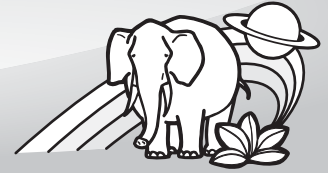
- (a) to find water
- (b) to cool blood
- (c) to open tree trunks
- (d) to breathe underwater

5. Think about how the word **warm** relates to **cool**. Which words relate in the same way?

warm : cool

- (a) ear : flap
- (b) dig : tusk
- (c) nose : trunk
- (d) large : small

Answer Key



Page 11—Sharks

1.D 2.C 3.B 4.C 5.A

Page 14—Something Fast

1.B 2.D 3.C 4.D 5.C

Page 17—The First Step on the Moon

1.c 2.c 3.d 4.a 5.b

Page 20—Eating Without Teeth

1.d 2.a 3.c 4.b 5.d

Page 23—All About Wind

1.c 2.a 3.c 4.a 5.d

Page 26—Seeds with Wings and Other Things

1.c 2.d 3.b 4.d 5.b

Page 29—Steel

1.c 2.b 3.a 4.b 5.d

Page 32—Animals Tricks

1.c 2.a 3.d 4.b 5.c

Page 35—Out of Air

1.d 2.a 3.a 4.b 5.c

Page 38—The Month of June—Summer or Winter?

1.c 2.b 3.b 4.d 5.d

Page 41—Leaf Detective

1.c 2.a 3.d 4.d 5.a

Page 44—Spiders

1.d 2.c 3.d 4.a 5.b

Page 47—Harder Than Bone

1.b 2.c 3.b 4.a 5.a

Page 50—Glacier: Ice on the Move

1.d 2.c 3.a 4.d 5.c

Page 53—Paper

1.b 2.b 3.c 4.d 5.a

Page 56—Creature in the Dark

1.a 2.b 3.c 4.a 5.c

Page 59—The Way the Wind Blows

1.a 2.d 3.a 4.d 5.b

Page 62—Tools in the Wild

1.b 2.c 3.b 4.d 5.d

Page 65—Dry Deserts

1.a 2.c 3.b 4.b 5.d

Page 68—Light and Dark

1.c 2.b 3.c 4.b 5.d

Page 71—Shoots Up, Roots Down

1.b 2.c 3.c 4.d 5.d

Page 74—Why Bruises Change Color

1.b 2.c 3.d 4.d 5.a

Page 77—An Old Story Made New

1.c 2.b 3.b 4.c 5.d

Page 80—Something Wrong

1.d 2.b 3.d 4.c 5.c

Page 83—How Men Were Saved

1.d 2.b 3.c 4.c 5.b

Page 86—Solid, Liquid, or Gas?

1.a 2.c 3.b 4.d 5.a

Page 89—How NOT to Get Eaten

1.a 2.c 3.b 4.d 5.a

Page 92—First in a Balloon

1.d 2.c 3.b 4.a 5.d

Page 95—Why Pant?

1.d 2.a 3.a 4.c 5.b

Page 98—Maria's Comet

1.b 2.a 3.d 4.c 5.c

Page 101—The Largest Land Animal

1.b 2.c 3.a 4.b 5.d

Page 104—Raining Toads

1.c 2.b 3.a 4.c 5.a

Page 107—Hot and Cold on Mercury

1.d 2.c 3.d 4.a 5.a

Page 110—What Do You Need?

1.c 2.b 3.a 4.b 5.a

Page 113—All About Hurricanes

1.d 2.a 3.c 4.d 5.b

Page 116—Into a Crocodile's Mouth

1.c 2.c 3.b 4.d 5.b

Page 119—The Snowflake Man

1.c 2.b 3.d 4.a 5.c

Page 122—Snow on the Equator

1.c 2.a 3.c 4.a 5.b

Page 125—Flowers on the Move

1.a 2.c 3.a 4.d 5.d

Page 128—Penguins

1.c 2.a 3.b 4.a 5.d

Page 131—Mud from the Sky

1.d 2.d 3.c 4.a 5.b

Page 134—The Biggest Rain Forest

1.d 2.b 3.a 4.c 5.b

Page 137—A Lucky Accident

1.a 2.d 3.b 4.c 5.a

Page 140—The Largest Hopper

1.b 2.d 3.b 4.a 5.a

The Fast and the Slow

Read each source below and on page 45. Then complete the activities on pages 46–47.

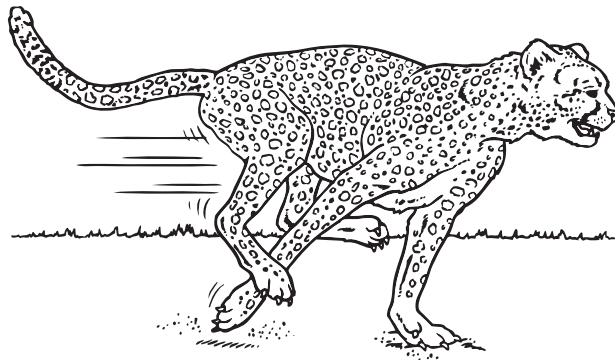
Source 1

Did you know that cheetahs are the fastest animals on land? Their bodies are made for sprinting. Their bodies are light and lean. This helps cheetahs gain speed quickly.

A cheetah has a very flexible spine. This allows the cheetah to bend its back a lot as it runs. A cheetah has a long, flat tail. This allows a cheetah to turn suddenly at high speeds.

A cheetah's claws are always out. Its claws are never covered by skin or fur. Most other cats don't have this type of claw. These special claws are great for gripping the ground as the cheetah runs.

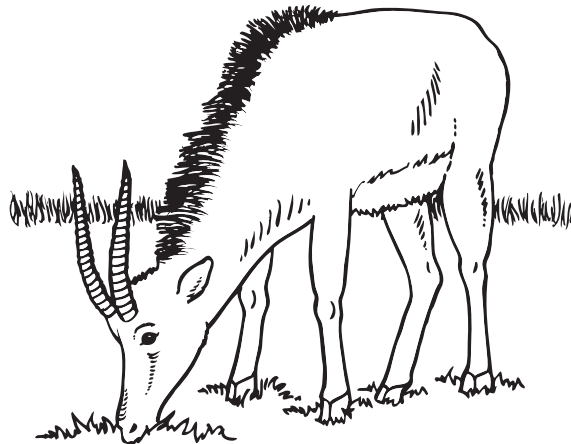
These features make cheetahs great hunters. They help cheetahs chase down prey on the grasslands where they live.



Source 2

grasslands — a large, open area of country covered with grass and low shrubs

Animals such as cheetahs, antelopes, and zebras live in grassland areas.



The Fast and the Slow *(cont.)*

Source 3

World's Fastest Animals on Land

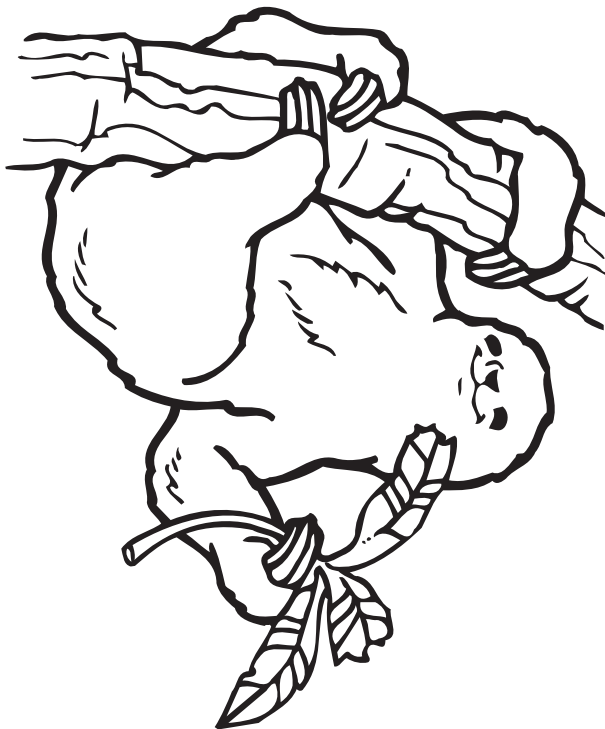
Animal	Miles Per Hour (mph)
Cheetah	70
Antelope	60
Lion	50

World's Slowest Animals on Land

Animal	Miles Per Hour (mph)
Snail	0.03 mph
Sloth	0.15 mph
Tortoise	0.17 mph

Source 4

Sloths live in trees. They spend most of their time hanging upside-down. They don't move much. When they do move, they do so very slowly. Sloths are made for this kind of living.



1. Sloths mostly eat leaves.
2. They have long, curved claws. These help sloths hang upside-down from tree branches.
3. Their fur is brown. Tiny green plants grow on it. These two colors make it difficult for other animals to see sloths on trees.
4. Their fur grows in the opposite direction than most other animals' fur. This keeps rainwater and other things from clinging to a sloth's fur as it hangs upside-down.

The Fast and the Slow *(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. Cheetahs live in grassland areas.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Cheetahs are fast-moving animals.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sloths are slow-moving animals.		<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.

4. Which statement about cheetahs is **not** true?

- Ⓐ They have special claws.
- Ⓑ They live in trees.
- Ⓒ They are faster than lions.
- Ⓓ They hunt other animals.

5. Which of these words from Source 1 means “running really fast”?

- Ⓐ sprinting
- Ⓑ flexible
- Ⓒ gripping
- Ⓓ suddenly

6. Source 1 tells us that cheetahs have flexible spines. Which of these things could also be called flexible?

- Ⓐ a piece of brick
- Ⓑ a piece of glass
- Ⓒ a piece of hard plastic
- Ⓓ a piece of soft rubber

Part 3: Search Source 4 of “The Fast and the Slow” to find the following:

7. a word that means “holding on to tightly” _____

The Fast and the Slow *(cont.)*

Name: _____

Part 4: Use the sources to answer the following questions.

- 8.** The title of this unit is “The Fast and the Slow.” If it had been called “The Fastest and the Slowest,” then Source 4 would probably have been about which animal? Circle your answer. Then explain your answer on the lines below.

antelope

snail

tortoise

lion

- 9.** Compare and contrast the cheetah and the sloth. Name one way that cheetahs and sloths are different. Then name one way in which they are the same.

- 10.** Source 1 and Source 4 both give information about animals. They do this in different ways. Source 1 is a passage of writing. Source 4 uses a numbered list. Which way made it easier for you to learn the information? Why do you think that is?

Answer Key *(cont.)*

Unit 7. An Insect Emerges (page 31)

Part 1

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

Part 2

4. A
5. B
6. A

Part 3

7. hat

Part 4

8. A. Students should add two antennae to the head, six legs to the thorax, and an abdomen at the back of the insect. B. Students should add the word *egg* below the first drawing. For the second stage, they should draw a caterpillar. For the fourth, they should draw a butterfly.
9. Spiders are different from insects in several ways. Students can reference Sources 1 and 3 to explain those differences. Spiders have two main body parts, while insects have three. Spiders have eight legs, while insects have six. Spiders have palps, while insects have antennae.
10. Accept appropriate answers.

Unit 8. Stop and Go (page 36)

Part 1

1. halted, traffic
2. blocked, cars
3. cease, noise

Part 2

4. C
5. A

Part 3

6. our
7. idea

Part 4

8. In the beginning, the narrator is enjoying a quiet day. In the middle, a traffic jam causes a loud noise on the street below the narrator's window. In the end, the traffic jam clears up, and the noise goes away.

9. Accept appropriate responses.

10. Accept appropriate responses. Students should use a different synonym to replace each of the seven underlined words and phrases in Source 3.

Unit 9. Sign Language (page 40)

Part 1

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

Part 2

4. C
5. D
6. B

Part 3

7. circle

Part 4

8. The stop sign should be crossed out. Order of other signs: School sign (3), Railroad (4), Yield (1), Deer Crossing (2)
9. Accept appropriate answers. Students should choose a sign from Source 2 that is not mentioned in Source 3. Students should have Tess ask a question based on the shape of the sign or its color (if students know this information). They should answer the question with information about the meaning of the sign.
10. Accept appropriate responses. Students may say that as a narrator, Tess would be excited to learn more about the world around her. She might be impatient with her mother or brother's answers, or she might be grateful that they take the time to answer all of her questions.

Unit 10. The Fast and the Slow (page 44)

Part 1

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

Part 2

4. B
5. A
6. D

Answer Key *(cont.)*

Part 3

7. clinging

Part 4

8. Students should circle “snail.” In Source 3, we learn that the snail is the world’s slowest animal on land. Therefore, a unit titled “The Fastest and the Slowest” should probably be about cheetahs and snails.
9. Accept appropriate responses. Students can give many differences between the two animals (speed, habitats, diet, etc.). Cheetahs and sloths are similar in that they are both perfectly suited for their habitats. Also, each have special claws that are useful for their types of living.
10. Accept appropriate responses.

Unit 11. An Ancient Puzzle (page 48)

Part 1

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

Part 2

4. C
5. D
6. A

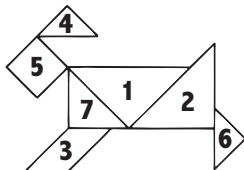
Part 3

7. China

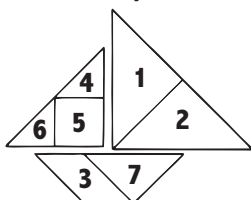
Part 4

8. Shape numbers may vary slightly.

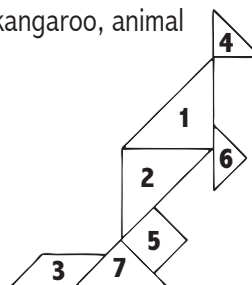
A. dog, animal



B. sailboat, object



C. kangaroo, animal



Part 5

9. Accept appropriate responses.
10. Accept appropriate attempts to form an object or animal from the seven pieces of the tangram.

Unit 12. Getting Enough Sleep (page 52)

Part 1

1. >
2. =
3. <

Part 2

4. B
5. A
6. B

Part 3

7. quieter

Part 4

8. Grace slept 16 total hours. According to the graph in Source 1, this is the amount a newborn baby should be getting.
9. Students should circle the choice, “We need more sleep when we are younger.” Accept appropriate responses as to why this may be true.
10. Accept appropriate responses.

Unit 13. The Baker’s Dozen (page 56)

Part 1

1. Source 1
2. Source 3
3. Source 1

Part 2

4. C
5. B
6. A

The Ugliest Creature

- 1 Marcella gasped in horror. “What a disgusting creature!” she thought. “I’ve never seen anything so ugly. Its head is too big for its body. Its warty brown skin is hideous!” The creature Marcella was looking at was a monkfish. It had a huge head and a mouth filled with monstrous razor-sharp teeth. For many years, people didn’t want to eat monkfish. They thought its taste matched its appearance. They thought it wouldn’t taste good.
- 2 Marcella shuddered when she saw what was in the next exhibit. “This animal is hideous, too,” Marcella thought. “It’s even more repulsive than the monkfish! What on earth is coming out of its nose?” Marcella was looking at a star-nosed mole. Star-nosed moles have 22 appendages that ring its snout. The appendages are long and fleshy. They look like thick, pink noodles. The appendages are like very sensitive fingers. Without them, the mole would not be able to find its way around or find its prey.
- 3 “This one is the most repulsive of all!” Marcella thought. “What a foul and horrid creature. It’s nothing more than a blob!” The creature’s name matched its appearance, for the sign in front of the exhibit said it was a blobfish. Blobfish live at the bottom of the ocean. Their flesh is like a mass of Jell-O®. They float above the sea floor and eat what passes by them.
- 4 Marcella looked down at her arms. Looking at all the ugly creatures had made Marcella feel extremely uncomfortable and unsettled. Due to her feelings, Marcella’s arms were now covered in bright blue and black rings. “No one has better looking arms than I have,” she thought, “especially when I’m feeling unsettled. Not a creature in this world would call them hideous, revolting, or repulsive. They must be the envy of the animal world.”
- 5 As Marcella moved through the water, she thought, “Eight is the perfect number of arms to have. And if one gets bitten off, it just grows back! Oh, I’m so fortunate to be a beautiful blue-ringed octopus!”

Your Name: _____ Partner: _____

The Ugliest Creature (cont.)

First

Silently read "The Ugliest Creature." You might see words you do not know and read parts you do not understand. Keep reading! Try to find out what the story is mainly about.

Then

Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about.

**After
That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

Next

Meet with your partner. Find all the words in the story that Marcella uses to describe how things look. Together, decide which words are positive and which words are negative.

Positive Words	Negative Words

Choose one word from each list. Explain how the story helped you decide if the word was positive or negative.

	Chosen Word	How the Story Helps
positive		
negative		

Your Name: _____

The Ugliest Creature (cont.)

Now

Answer the story questions below.

1. What happens if Marcella loses one of her arms? _____

2. Why didn't people want to eat monkfish? _____

What is it about the monkfish that people might find ugly? Use at least one phrase from the story in your answer.

3. In the box, draw a very rough sketch of what you think a star-nosed mole's nose might look like. On the lines, quote some phrases from the passage that helped you know what to draw.



You are told that, "the appendages are like very sensitive fingers." How does this comparison help you understand how the mole finds its way around?

4. What does the author say the blobfish's flesh is like? _____

Would it have been harder to make a mental picture of the blobfish if you didn't know what Jell-O® is? Explain why.

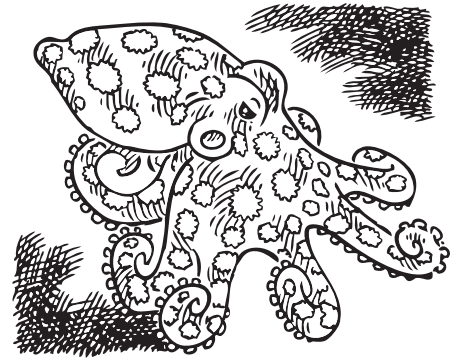
Your Name: _____

The Ugliest Creature (cont.)

Then

Reread the entire story one last time.

5. Describe when and how you learn exactly what Marcella is.



6. Why do you think the author made the reader wait to find out more about Marcella?

7. A story can use **foreshadowing** to hint at what is to come. The author provides foreshadowing in paragraph 4. How did the author give clues about what you were going to find out about Marcella?

**Learn
More**

Find pictures of the monkfish, star-nosed mole, blobfish, and blue-ringed octopus. Take a class vote. Which animal has the most interesting or unique appearance? Mark your votes on a tally chart.

monkfish	
mole	
blobfish	II
octopus	III

Another Idea!

How do you think one of these animals would feel about Marcella? Write a paragraph or two from the point of view of a monkfish, blobfish, or star-nosed mole.

“Wriggling for Bones” (pages 8–11)

Summary: A scientist asks his son to go into a cave to look at some bones. The bones are very hard to get to. The bones turn out to be old and special.

Vocabulary: *jagged* = “rough and sharp”; *narrow* = “thin”; *chamber* = “small room or space”; *spelunker* = “cave explorer”

1. He saw photos of them.
2. One had to squeeze through an opening that was only seven and one-half inches wide, and Dr. Berger was too big.
3. Yes, because when Matt came out, he said was, “Daddy, it’s wonderful!”
4. Student drawings should feature spikes or triangles. Explanations should include words like *steep*, *jagged*, and *sharp*.
5. The first three paragraphs focus mainly on Matt’s task, while the last two paragraphs are mostly about the bones.
6. The author wanted to get the reader caught up in what Matt had to do. Matt’s task is more exciting than details about the bones.

“The Ugliest Creature” (pages 12–15)

Summary: Marcella describes three creatures she believes are ugly: the monkfish, the star-nosed mole, and the blobfish. Marcella thinks she is much better looking, especially because of her arms. At the end, you find out Marcella is an octopus!

Positive Words: fortunate, beautiful

Negative Words: ugly, disgusting, hideous, repulsive, foul, horrid, revolting

1. It grows back.
2. They thought it wouldn’t taste good because of the way it looks (head too big for its body; brown, warty skin; mouth filled with razor-sharp teeth; etc.).
3. “22 appendages ring its snout,” “long and fleshy,” “thick, pink noodles”
4. The author says that their flesh is like a mass of Jell-O.
5. In the last paragraph, Marcella says she is a blue-ringed octopus.
6. The author wanted the reader to be surprised.
7. The author wrote about Marcella’s arms with the rings on them and that they were the envy of the animal world.

“Missing!” (pages 16–19)

Summary: A tourist is believed to be lost. Lots of people look for her. She wasn’t lost, she had just changed her clothes. She even looked for herself!

Drawing: The hill without trees should be circled (“barren, treeless hillsides”).

Vocabulary: People must flee their homes because “hot lava streams out, and ash is spewed into the air.” Most likely, if one flees, one is running away or trying to escape.

1. He had counted wrong. He thought there was one more person on the bus.
2. The word *combed* is used as a verb because it describes an action.
3. They were looking carefully.
4. Yes. Iceland has “roaring” rivers and “thundering” waterfalls. Both adjectives are loud; it takes a lot of water to make a river roar and a waterfall thunder.
5. The “2” should be circled. Paragraph 2 is filled with facts about Iceland. It isn’t about the missing woman.

“The Sky Is Falling!” (pages 20–23)

Summary of paragraphs 1–5: Chicken runs to Turkey to tell him that the sky is falling. They run to tell Moose. Then they all run to Skunk, and then they all run to Squirrel to tell him the bad news.

Vocabulary: *humorous*—“funny”; *dismal*—“not good, dire”

1. Chicken Small, Turkey Burger, and Goose Moose told her.
2. No, they all went looking for a solution.
3. *True:* The sky on the stage is falling; *False:* The real sky isn’t falling.
4. Students should choose Drawing B because its cartoonish style fits the tone and content of the story better. Drawing A is too realistically drawn for the story.
5. You find out that the sky is scenery for a stage show. Pearl Squirrel doesn’t get upset like the other animals. His solution is to paint a new sky and staple it.
6. Pearl Squirrel’s “eyes twinkled, and his mouth began to curl up at the corners.” This helps you know that Pearl Squirrel is cheerful, happy, and about to smile.
7. The “7” should be circled.

“Stay Away from My Toys!” (pages 24–27)

Summary: Robert Louis Stevenson is a famous children’s author who wrote poems and also a book called *Treasure Island*. He knew how hard it was to share his toys.

Vocabulary: *meddle* = “to mess with, to touch or handle without permission”

1. *Facts:* born in Scotland in 1850 (2), missed a lot of school due to illness (2), had trouble fitting in (2), other children thought that he looked strange (2).
2. The author says that the book has a “one-legged seaman with a parrot on his shoulder. It also has pirates and a treasure map marked with an X.”
4. adulthood; Stevenson writes about when he is “grown to man’s estate.”
5. The author says we are told it is good to share but it is hard to do so.
6. No, it was only about sharing; yes, it goes back to the topic of sharing.
7. *rhyming words:* estate, great; boys, toys

“Purr for the Perfect Pet” (pages 28–31)

Summary: Brian wants a pet and asks his father for specific ones. His father refuses every time and gives reasons. They agree on a cat they read about in a notice.

Vocabulary: *yearned* = “wanted, longed for”; *detest* = “hate”; *available* = “able to be obtained or picked up”; *dumbfounded* = “astonished, too shocked to speak”

1. He couldn’t pet a fish, and it couldn’t sit on his lap.
2. *first:* dog; *second:* hamster; *third:* canary
3. He liked the way they chirped. “Birds should not be kept in cages,” or, “They should be allowed to soar through the air.”
5. chipmunk, squirrel
6. Brian goes to get a cat, but it is not a house cat. It is a cheetah!
7. Students will most likely say they thought of a house cat, because house pets are usually small, domestic animals. The author most likely wants readers to be surprised, because they were not expecting someone to have a cheetah for a house pet and they might not have known that cheetahs make a chirping sound.

“Boom!” (pages 32–35)

Summary: In 1916, an explosion happens in a tunnel, filling it with smoke and gas. A man named Garrett Morgan used a new invention called a safety hood to save lives.

Vocabulary: *vented* = “flowed, entered into”; *ignited* = “lit or started”; *pleaded* = “begged or asked”; *emerged* = “came out or into view”

1. Gas came in from under the lake bed and ignited, causing an explosion.
2. Smoke rises; tubes near the ground bring up the cleaner air below the smoke.
3. He came as fast as he could. He did not waste time changing his clothes.
4. The dialogue should show that both understand the urgency of the situation.
7. They trusted the hoods after they saw them being used by Morgan.

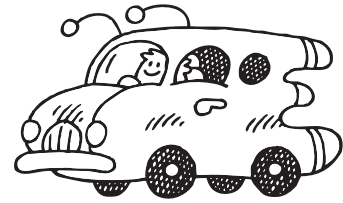
Two Singular Creatures

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!"

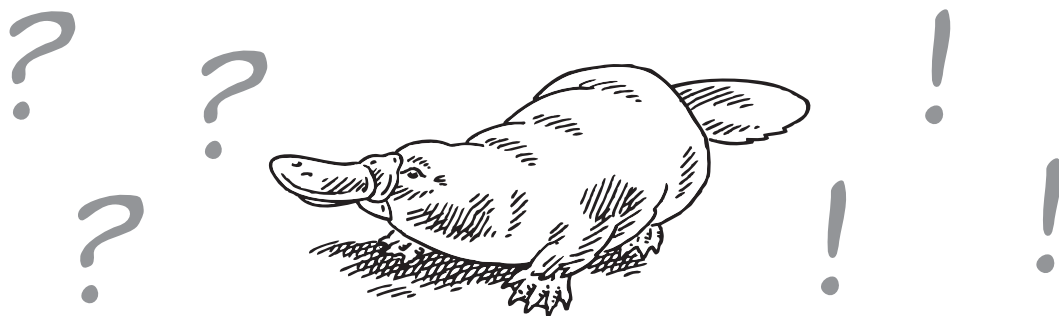
What Does It Mean?

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.