



Amplify.  
**TEXAS**

ELEMENTARY LITERACY PROGRAM

Grade 3

## **UNIT 2**

# Scales, Feathers, and Fur: Animal Classification

**DIGITAL PROJECTIONS**

Grade 3

Unit 2

---

# Scales, Feathers, and Fur: Animal Classification

---

**Digital Projections**

**Contents**  
**Scales, Feathers, and Fur:**  
**Animal Classification**  
Digital Projections

<b>Lesson 1</b>	<b>DP.U2.L1.1</b>	Root Words.....	1
<b>Lesson 2</b>	<b>DP.U2.L2.1</b>	Parts of Speech.....	2
<b>Lesson 3</b>	<b>DP.U2.L3.1</b>	Vertebrates or Invertebrates?.....	3
<b>Lesson 4</b>	<b>DP.U2.L4.1</b>	Main Idea and Supporting Details.....	4
<b>Lesson 4</b>	<b>DP.U2.L4.2</b>	Prefix.....	5
<b>Lesson 6</b>	<b>DP.U2.L6.1</b>	Text Structures.....	6
<b>Lesson 6</b>	<b>DP.U2.L6.2</b>	Root Words.....	7
<b>Lesson 8</b>	<b>DP.U2.L8.1</b>	Context Clues.....	8
<b>Lesson 8</b>	<b>DP.U2.L8.2</b>	Context Clues.....	9
<b>Lesson 9</b>	<b>DP.U2.L9.1</b>	Close Reading.....	10
<b>Lesson 11</b>	<b>DP.U2.L11.1</b>	Root Words.....	11
<b>Lesson 11</b>	<b>DP.U2.L11.2</b>	Parts of Speech.....	12
<b>Lesson 13</b>	<b>DP.U2.L13.1</b>	Jane Goodall Quote.....	13

# Root Words

Root Word	<i>-ed</i>	<i>-ing</i>

# Parts of Speech

**Nouns** are words that name people, places, or things.

Common nouns are general and are not capitalized.

Proper nouns are specific and are capitalized.

**Verbs** are words that show action.

**Adjectives** are words that describe nouns.

# Vertebrates or Invertebrates?

Before Reading	After Reading
<p><b>Humans</b> Vertebrate: Invertebrate:</p>	<p><b>Humans</b> Vertebrate: Invertebrate:</p>
<p><b>Horse</b> Vertebrate: Invertebrate:</p>	<p><b>Horse</b> Vertebrate: Invertebrate:</p>
<p><b>Butterfly</b> Vertebrate: Invertebrate:</p>	<p><b>Butterfly</b> Vertebrate: Invertebrate:</p>
<p><b>Snake</b> Vertebrate: Invertebrate:</p>	<p><b>Snake</b> Vertebrate: Invertebrate:</p>
<p><b>Lobsters</b> Vertebrate: Invertebrate:</p>	<p><b>Lobsters</b> Vertebrate: Invertebrate:</p>
<p><b>Goldfish</b> Vertebrate: Invertebrate:</p>	<p><b>Goldfish</b> Vertebrate: Invertebrate:</p>
<p><b>Earthworm</b> Vertebrate: Invertebrate:</p>	<p><b>Earthworm</b> Vertebrate: Invertebrate:</p>

# **Main Idea and Supporting Details**

## **Main Idea**

The main idea is what the text is mostly about.

Clues to Finding the Main Idea:

- “What is the text mostly about?”
- Look at the title.
- Look at the pictures and captions.
- Check the first and last sentence.
- Notice words that are repeatedly used.

## **Supporting Details**

These support the main idea.

Clues to Finding Supporting Details:

- facts that tell you more about the main idea
- details that tell you more about the main idea

# Prefix

A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.



# Text Structures

## How does the author organize information in a text?

Different Types of Text Structures	Defined	Clue Words
Time	Explains when an event took place	Before Now Later
Sequence	Explains the order in which events happened	First Next Then After Last Finally
Cause and Effect	Explains why things happen	Because Then If So As a result When
Comparison	Shows difference and similarities between two or more things	However On the other hand Like Unlike Same

# Root Words

Root Word	<i>-ed</i>	<i>-ing</i>

# Context Clues

<b>Glossary</b>	<ul style="list-style-type: none"><li>• Look in the back of the book.</li></ul>
<b>Sentences before or after</b>	<ul style="list-style-type: none"><li>• Look at the sentences before or after for clues.</li></ul>
<b>Signal words and punctuation</b>	<ul style="list-style-type: none"><li>• called</li><li>• _____ is/are</li><li>• commas</li></ul>
<b>Prefixes and suffixes</b>	<ul style="list-style-type: none"><li>• prefixes<ul style="list-style-type: none"><li>◦ <i>un-</i> = not</li><li>◦ <i>re-</i> = again</li></ul></li><li>• suffixes<ul style="list-style-type: none"><li>◦ <i>-ful</i> = full of</li><li>◦ <i>-able</i> = able to do</li></ul></li></ul>

# Context Clues

Unknown Word	Clues from the Text	Predictions

# Close Reading

## 1st Read: Big Picture

Focus on:

- Main idea
- Asking and answering questions
- Summarizing the text
- Describing important parts
- Retelling

## 2nd Read: Dig Deeper

Focus on:

- Text features and text structures
- Author's purpose
- Vocabulary words

## 3rd Read: All Together

Focus on:

- Compare and contrast to other texts
- Inferences
- Key points

# Root Words

Root Word	-es

# Parts of Speech

**Nouns** are words that name people, places, or things.

Common nouns are general and are not capitalized.

Proper nouns are specific and are capitalized.

Abstract nouns are types of nouns that a person cannot physically see, hear, smell, taste, or touch. They name emotions/feelings, states/attributes, ideas/concepts, and movements/events.

**Verbs** are words that show action.

**Linking verbs** are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action.

**Adjectives** are words that describe nouns.

## Jane Goodall Quote

“One thing I had learned from watching chimpanzees with their infants is that having a child should be fun.”



### **General Manager K-8 ELA and SVP, Product**

Alexandra Clarke

### **Vice President, Elementary Literacy Instruction**

Susan Lambert

### **Editorial**

Elizabeth Wade, PhD, Director, Elementary ELA Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Kristen Kirchner, Content Writer

Christina Cox, Copy Editor

### **Product & Project Management**

Ayala Falk, Director, Business and Product Strategy, K-8 ELA

Amber McWilliams, Senior Product Manager

Leslie Johnson, Associate Director, K-8 ELA

Zara Chaudhury, Associate Project Manager

### **Design and Production**

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Paige Womack, Product Designer

### **Contributors**

Bill Cheng

Nicole Galuszka

Ken Harney

Molly Hensley

David Herubin

Ian Horst

Sara Hunt

James Mendez-Hodes

Christopher Miller

Sheri Pineault

Diana Projansky

Todd Rawson

Jennifer Skelley

Julia Sverchuk

Elizabeth Thiers

Jeanne Thornton

Amanda Tolentino

### **Series Editor-in-Chief**

E. D. Hirsch Jr.

### **President**

Linda Bevilacqua

### **Editorial Staff**

Mick Anderson

Robin Blackshire

Laura Drummond

Emma Earnst

Lucinda Ewing

Sara Hunt

Rosie McCormick

Cynthia Peng

Liz Pettit

Tonya Ronayne

Deborah Samley

Kate Stephenson

Elizabeth Wafler

James Walsh

Sarah Zelinke

### **Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### **Contributors to Earlier Versions of These Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

### **Schools**

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at [texashomelearning@tea.texas.gov](mailto:texashomelearning@tea.texas.gov).

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

**Attribution**—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. ([amplify.com](http://amplify.com)) and the Core Knowledge Foundation ([coreknowledge.org](http://coreknowledge.org)) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

**<https://creativecommons.org/licenses/by-nc-sa/4.0/>**

© 2020 Amplify Education, Inc.  
**amplify.com**

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

## Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.