

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

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



## Grade 3

Unit 2, Lesson 1 - Name two text features we found in our reading today. What text feature do you think is most important? Why?

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

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



## Grade 3

Unit 2, Lesson 2 - How does the chart on page 17 of the Reader help your understanding of the classification of living things?

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

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



## Grade 3

Unit 2, Lesson 3 – After listening to the Read-Aloud, explain why the backbone or spinal column of vertebrates is so important.

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

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



## Grade 3

Unit 2, Lesson 4 – Name at least two details from the text on page 31 of the Reader that support the central idea that warm-blooded animals cool off in different ways.

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

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



## Grade 3

Unit 2, Lesson 5 – Which text feature about fish did you find in your Reader today? What did you learn from that text feature?

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

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



## Grade 3

Unit 2, Lesson 6 – Describe the transformation toads go through in their lifetimes. Try to use signal words to describe the sequence of their metamorphosis.

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

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



## Grade 3

Unit 2, Lesson 7 – Think about the important points from the two texts that you read today about frogs. How are the two texts alike? How are the two texts different?

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

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



## Grade 3

Unit 2, Lesson 8 – What does *nocturnal* mean in the following sentence?  
“Like Anna, they are **nocturnal** hunters, hunting at night.”

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

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



## Grade 3

Unit 2, Lesson 9 – Name at least one text feature the author included in Chapter 11 to help the reader. Explain how that text feature is helpful.

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

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



## Grade 3

Unit 2, Lesson 10 – Bird bones have lots of **cavities** in them, which help make them lighter and able to fly. What are cavities?

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

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



## Grade 3

Unit 2, Lesson 11 – Name one text feature you noticed in the Reader today. What did you learn about birds from this text feature?

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

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



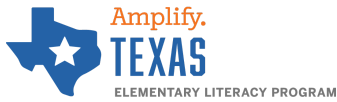
## Grade 3

Unit 2, Lesson 12 – Highlight the clue word used to signal a contrast or comparison of mammals in each of the following sentences:

1. Like birds, mammals, such as this horse, have a high metabolism.
2. Both of these cat species are on the list of endangered species.
3. Bats may seem like birds; however, they are not because they have no feathers.

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

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



## Grade 3

Unit 2, Lesson 13 – If you could only tell your parent/guardian one thing about Jane Goodall, what would it be? Write the central idea and at least one supporting detail from the text/video.

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

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



## Grade 3

Unit 2, Lesson 14 – Name one text feature you discovered as you read “Scientists Who Classify Animals.” Explain what information you learned from that text feature.