Table of Contents

Table of Contents *(cont.)*

Common Core State Standards

The lessons and activities included in *Daily Warm-Ups: Science, Grade 3* meet one or more of the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All right reserved.) For more information about the Common Core State Standards, go to *http://www.corestandards.org/* or visit *http://www.teachercreated.com/standards/*.

Informational Text Standards	
Key Ideas and Details	**Units**
ELA.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1–19
ELA.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	2, 3, 13, 14, 17
Craft and Structure	**Units**
ELA.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic* or *subject* area.	1–19
Integration of Knowledge and Ideas	**Units**
ELA.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	1, 2, 3, 5, 6, 13, 16
ELA.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	1–19

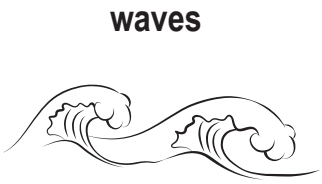
Foundational Skills	
Phonics and Word Recognition	**Units**
ELA.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1–19
Fluency	**Units**
ELA.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	1–19

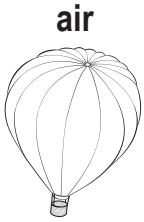
Writing Standards	
Text Types and Purposes	**Units**
ELA.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	1, 2, 3, 6, 8, 12, 18
ELA.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	1, 2, 6, 8, 12

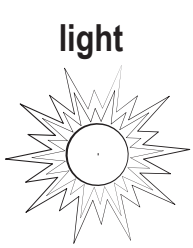
Language Standards	
Conventions of Standard English	**Units**
ELA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–19
ELA.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–19
Knowledge of Language	**Units**
ELA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1–19
Vocabulary Acquisition and Use	**Units**
ELA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	1–19

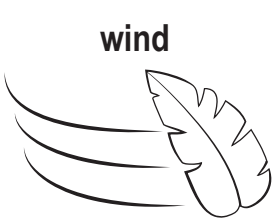
Identifying Nonliving Things

Name: _____









Directions: Use the terms in the boxes above to identify the descriptions below.

1. _____ moving water in the oceans
2. _____ moving air
3. _____ a form of energy that allows things to be seen
4. _____ gas in the atmosphere
5. _____ a form of energy that can be heard
6. _____ tiny bits of rock worn away by wind and water
7. _____ a liquid necessary for life on Earth
8. _____ huge features in the air filled with water vapor

Questions

1. Which two things listed above do you need to have every day to live? _____

   _____
2. Which nonliving thing is necessary for hearing? _____
3. What two forces produce sand? _____

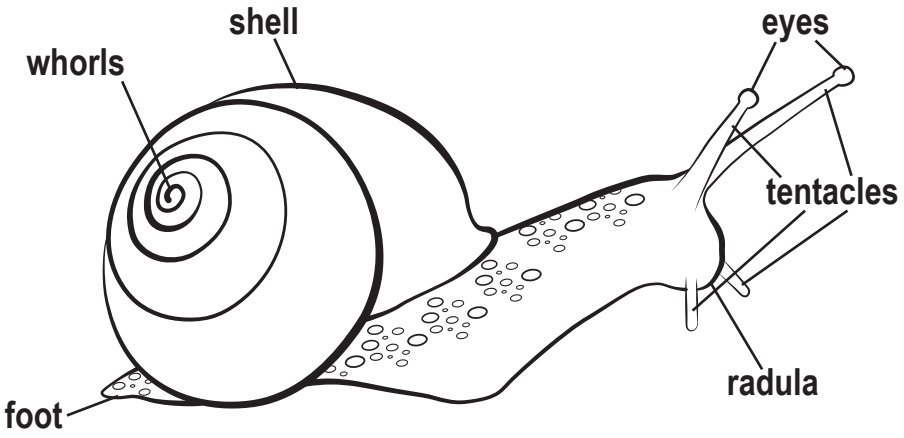
   _____
4. Which nonliving thing is necessary so that you can see? _____
5. Where does rain come from? _____

   _____

Snail Features

Name: _____

Directions: Match all of the terms below with the descriptions.



slime	mollusks	estivate	epiphragm

1. _____ a wet, slippery fluid
2. _____ the covering over a shell's opening
3. _____ a snail's antennae (two long and two short)
4. _____ a snail's tongue
5. _____ protective covering for a snail's body
6. _____ a group of animals that snails are a part of
7. _____ two pairs of organs for sight
8. _____ to go inactive during certain temperatures
9. _____ the rings on a snail's shell
10. _____ the part of the body the snail glides on

Name four useful things about snails.

1. _____
2. _____
3. _____
4. _____

Hiding in Plain Sight

Name: _____

How do animals hide in plain sight? Animals have many clever ways to hide and to protect themselves from their enemies. These disguises allow the animals to blend with their environment so that they are not easily seen. Predators can't see them. Hiding in plain sight also helps them sneak up on their prey.

Some insects look like sticks. This fools predators and hides the insects from prey. Walking sticks are insects that look like twigs. Some insects, such as grasshoppers, often look like small stones in a field of leaves or pebbles. Some insects have nearly the same coloring as the flower petals they live on. The praying mantis is an example of an insect that looks like a plant. It waits for prey on leaves or flowers.

Toads and lizards wait among dead leaves and plants looking for insects. Crocodiles and alligators can look like tree trunks and be unseen by their prey. Many snakes also blend in with a group of rocks and stones or leaves and branches.

Carpet sharks look like the ocean floor. These sharks are hard to see as they move along the seabed. Many animals have a color pattern of light bellies and dark backs. This pattern is called *countershading*. It makes the animals hard to see from above and from below. For example, a penguin's dark back blends easily with dark water. Its lighter belly blends with the surface water of the ocean. It is hard to see either from above or below the water.

In winter, some birds and mammals are hidden with white fur against the snow. They grow brown fur during the summer. Then they mix with the brown and green grasses and trees. Rabbits and foxes are also hidden in this way. Lizards called chameleons can actually change their skin coloring to match their surroundings.

What Did You Learn ?

1. Which creatures can look like twigs?
Ⓐ walking sticks Ⓑ alligators Ⓒ chameleons Ⓓ grasshoppers

2. Which of these creatures are protected by countershading?
Ⓐ penguin Ⓑ sharks Ⓒ alligators Ⓓ both A and B

3. Which animals can change their own skin coloring?
Ⓐ praying mantis Ⓑ chameleons Ⓒ grasshoppers Ⓓ toads

4. Which animals are camouflaged with white coats in the snow and brown colors in the summer?
Ⓐ sharks Ⓑ rabbits Ⓒ foxes Ⓓ both B and C

Who Am I ?

I am a lizard that can change its colors to blend in with its surroundings.

I am a c _____ _____ _____ _____ _____ _____ _____ _____.

Grassland Residents Scrambled Words

Name: _____

Directions: Use the terms in the Word Bank to help you unscramble these words.

1.	_____	N O S I B	buffalo on the American prairie
2.	_____	P P E R O H R G A S S	plentiful insect on the American prairie
3.	_____	R P A I E I R G D O	underground mammal of American prairie
4.	_____	E L L E G Z A	deer-like mammal of African savannahs
5.	_____	E D N O R H K L A R	prairie bird
6.	_____	S T E I M E R T	insects that eat wood
7.	_____	H E E T A H C	fastest of all hunting cats
8.	_____	N O I L	chief predator of African savannah
9.	_____	A B R E Z	horse-like plant eater on African grasslands
10.	_____	A N E H Y	scavenger of African grasslands
11.	_____	U R L T V U E	large scavenger bird
12.	_____	A E H R	ostrich-like bird
13.	_____	K L A R O W D A E M	American grasslands songbird
14.	_____	T S E B E W D I L E	African plant-eater hunted by lions
15.	_____	E A O N T L P E	deer-like resident of American plains
16.	_____	R I E R P I A F L O W	wild dog of American grasslands
17.	_____	T N A H P E L E	largest animal on African grasslands
18.	_____	R R E T F E	small prairie hunter

Word Bank

meadowlark	vulture	hyena	lion	gazelle
ferret	elephant	bison	grasshopper	rhea
prairie wolf	wildebeest	antelope	prairie dog	
cheetah	termites	horned lark	zebra	

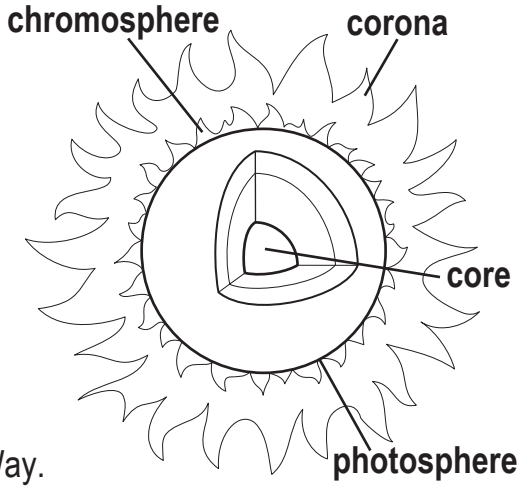
The Sun Uncovered

Name: _____

Directions: Place the layers of the Sun in order from the outer covering to the center.

The surface layer of the Sun is called the *photosphere*. A faint layer of gas called the *chromosphere* covers the photosphere above the Sun. The chromosphere is covered by another layer of gas called the *corona*. The core is the center of the Sun.

1. _____
2. _____
3. _____
4. _____



Sun Facts

There are at least 100 billion stars in the Milky Way.

The Sun is brighter than 85% of all the stars in the Milky Way.

The Sun is made of 70% hydrogen and 28% helium.

The Sun contains 99.8% of the mass of the solar system. Jupiter has most of the rest.

The temperature at the outer surface of the Sun is 11,000 degrees Fahrenheit.

The temperature at the core of the Sun is 27,000,000 degrees Fahrenheit.

The core of the Sun rotates every 25 days.

The outer edges of the Sun take about 36 days to make one rotation.

Thinking About the Sun

1. What was the most interesting fact about the Sun? Why?

_____

_____

_____

2. How much of the Sun is neither hydrogen nor helium?

_____

_____