



# Table of Contents

<b>Introduction</b> .....	4
<b>Meeting Standards</b> .....	5
<b>Life Science</b>	
<b>Unit 1: Living and Nonliving Things</b> .....	7
Living or Non Living?—These Are Living Things—Where the Living Lives—A Nonliving Puzzle—Identifying Nonliving Things—Word Study	
<b>Unit 2: Plants and Fruit</b> .....	13
About Those Valuable Plants—How Plants Grow—A Plant’s Life Cycle—How Will the Plant React?—Which Part Is Which?—How Plants Grow—Fruit Facts—Fruit Scramble—Know Your Fruit—Fruit Match—What Would Happen If . . . ?—Word Study	
<b>Unit 3: Invertebrates</b> .....	25
What Are Invertebrates?—Identifying Invertebrates and Vertebrates—Scrambled Invertebrate Names—Know Your Invertebrates—Land Snail Lifestyle—Getting to Know Snails—Snail Features—Snail Life—Snail Math—Snails of the World—You Should Like Earthworms, And Here’s Why!—The Truth About Earthworms—Earthworm Terms—Earthworm Math—Calling All Crayfish!—Crayfish Features—Crayfish Crossword—The Lives of Butterflies and Moths—Butterfly Life Cycle Stages—Parts of a Caterpillar—Unusual Caterpillar Features—Butterfly Features—Butterfly Bodies—Butterfly Scrambled Features—Word Study	
<b>Unit 4: Dinosaurs</b> .....	50
Meet the Terrible Lizards—Dinosaur Terms—Dinosaur Names—Dinosaur Math—Dinosaur Science—Word Study	
<b>Unit 5: Animal Groups</b> .....	56
Presenting the Vertebrates!—Grouping Animals—Identifying Animals and Groups—Animal Groups and Features—More Animal Groups and Features—Word Study	
<b>Unit 6: Animal Protections, Adaptations, and Disguises</b> .....	62
How Animals Protect Themselves—Match the Protections—Humans or Animals?—Who Am I?—Identifying Animal Protections—Recognizing Animal Protections—What Are Animal Adaptations?—Match the Adaptations—Uses for Adaptations—Adaptations in Nature—Adaptation Features—More Animal Adaptations—Adaptation Crossword—Hiding in Plain Sight—Match the Disguises—Interesting Animal Disguises—Working with Animal Disguises—Animal Disguise Crossword Puzzle—Word Study	
<b>Unit 7: Human Body</b> .....	81
Your Human Body—Human Body Systems—Matching Human Body Systems—Body Facts: True or False?—Human Body Organs—Human Senses—Body Math—Human Senses and Organs—Word Study	
<b>Unit 8: Biomes</b> .....	90
Ecosystems and Biomes—Biomes Around the World—Biome Descriptions—Scrambled Biomes—Recognizing Biomes—Making It Personal—Word Study	



<b>Unit 9: Wetlands</b> .....	97
What Are Wetlands?—Recognizing Wetland Features—What’s in the Wetlands?—15 Wetland Facts to Know—Word Study	
<b>Unit 10: Grasslands</b> .....	102
What Are Grasslands?—Grasslands Facts to Think About—Grassland Residents Scrambled Words—Word Study	
<b>Unit 11: Arctic Circle</b> .....	106
What Is the Arctic Circle?—Arctic Facts to Know—Predators and Prey—Arctic Wildlife—Word Study	
<b>Physical Science</b>	
<b>Unit 12: Matter and Water</b> .....	111
What’s the Matter?—Identifying States of Matter—States of Matter Fill-in-the-Blanks—Water on the Water Planet—Water Forms—Identifying Water Terms—Word Study	
<b>Unit 13: Energy, Light, and Atoms</b> .....	118
What Is Energy?—Sources of Energy—Sources and Uses—Types of Energy—Light and Reflection—Reflecting on Light Facts—Recognizing Light Terms—Scrambled Light Words—Atoms: The Building Blocks of the World—Atom Diagram—Atomic Facts—Atomic Crossword Puzzle—Word Study	
<b>Unit 14: Scientific Measurement</b> .....	131
Scientific Measurement—Measuring in Metrics—Comparing Measurements—Choosing the Metric Unit—Using the Correct Metric Unit of Weight—Measurement in the Classroom—More Measurements to Compare—Word Study	
<b>Earth and Space Science</b>	
<b>Unit 15: Your Earth</b> .....	139
Your Home: Earth—Air and Water Features—Earth Features—Scrambled Earth Features—Word Study	
<b>Unit 16: Sun</b> .....	144
The Sun: Earth’s Shining Star—Sun Features—Sun Facts on File—The Sun Uncovered—Sun Math—Sun Crossword—Word Study	
<b>Unit 17: Moon</b> .....	151
The Moon: Earth’s Traveling Companion—Moon Terms—Moon Facts—Phases of the Moon—Moon Terms—Word Study	
<b>Unit 18: Inner Planets</b> .....	157
The Inner Planets—Inner Planet Facts—Inner Planet Terms—Organizing the Planets—Planets by the Numbers—Word Study	
<b>Unit 19: Outer Planets</b> .....	163
The Outer Planets—Outer Planets and Moons—Outer Planet Facts—Word Study	
<b>Answer Key</b> .....	167

# 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/>.

<b>Informational Text Standards</b>	
<b>Key Ideas and Details</b>	<b>Units</b>
<b>ELA.RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1–19
<b>ELA.RI.3.3</b> 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
<b>Craft and Structure</b>	<b>Units</b>
<b>ELA.RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	1–19
<b>Integration of Knowledge and Ideas</b>	<b>Units</b>
<b>ELA.RI.3.7</b> 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
<b>ELA.RI.3.10</b> 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

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



### Writing Standards

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

### Language Standards

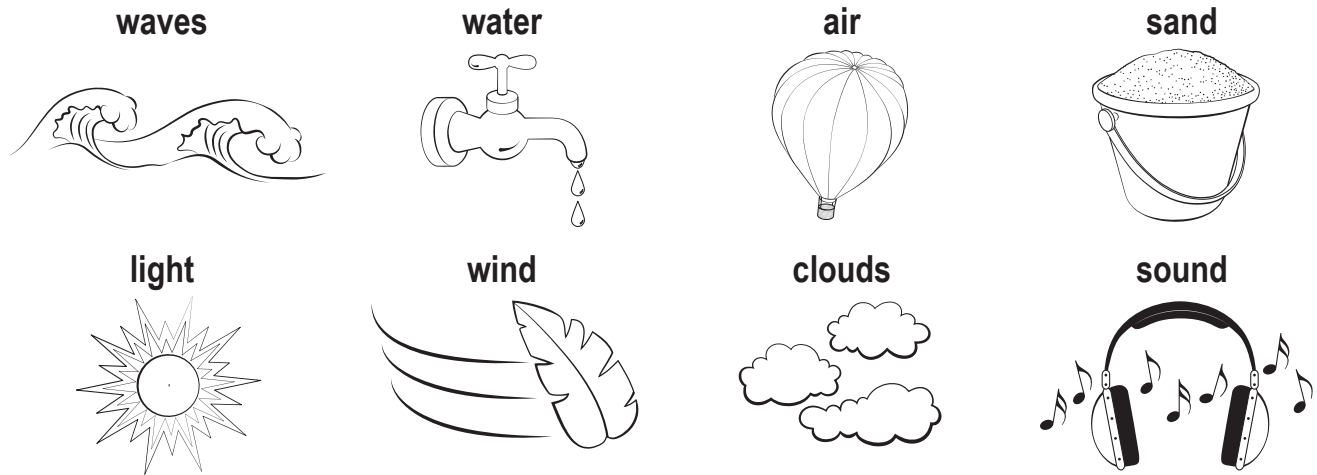
Conventions of Standard English	Units
<b>ELA.L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–19
<b>ELA.L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–19
Knowledge of Language	Units
<b>ELA.L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1–19
Vocabulary Acquisition and Use	Units
<b>ELA.L.3.4</b> 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

## Warm-Up 5



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

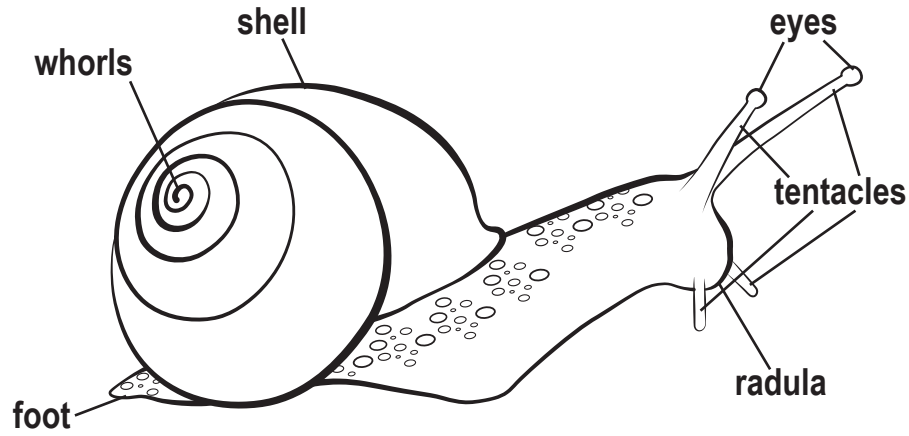
### Questions

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? \_\_\_\_\_  
\_\_\_\_\_



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. \_\_\_\_\_



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 ?

- Which creatures can look like twigs?
 

(A) walking sticks	(B) alligators	(C) chameleons	(D) grasshoppers
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- Which of these creatures are protected by countershading?
 

(A) penguin	(B) sharks	(C) alligators	(D) both A and B
-------------	------------	----------------	------------------
- Which animals can change their own skin coloring?
 

(A) praying mantis	(B) chameleons	(C) grasshoppers	(D) toads
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- Which animals are camouflaged with white coats in the snow and brown colors in the summer?
 

(A) sharks	(B) rabbits	(C) foxes	(D) both B and C
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## Who Am I ?

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

I am a c \_\_\_\_\_ .



# Warm-Up 98

## 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 savannas         |
| 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	



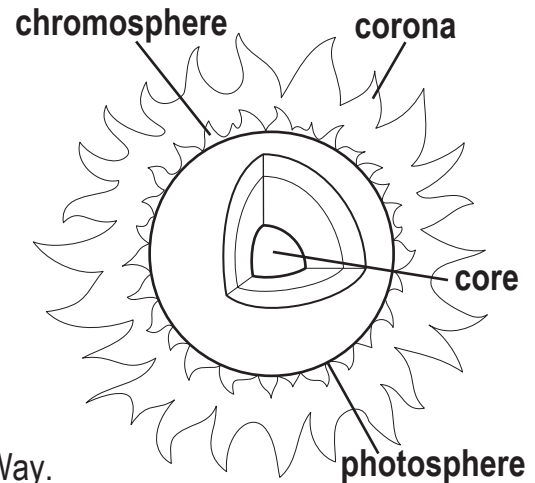


Name: \_\_\_\_\_

**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?

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

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