

Animal Body Helpers

Students identify animal body parts and connect each part to a survival job.

1.13.A "identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival;"

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE PARTS _____

a	fins	wings	legs
b	fins	tail	wings
c	wings	shell	fins

2 MATCH JOBS _____

fins	•	•	protect
wings	•	•	swim
shell	•	•	fly

HOW TO RUN THIS PAGE

Read every row and choice aloud, then give students time to make one mark. Students use spoken clues to identify external animal structures and compare how structures help animals move or stay safe.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE PARTS

SAY “Listen to each animal clue and the three words in its row. Circle the word that names the body part in the clue.”

ROW	SAY	STUDENTS CIRCLE
a	A fish uses flat body parts on its sides and back to move through water. Which word names those body parts? Fins, wings, or legs?	fins
b	A bird uses feather-covered body parts to move through the air. Which word names those body parts? Fins, tail, or wings?	wings
c	A turtle has a hard outer covering that helps keep its body safe. Which word names that covering? Wings, shell, or fins?	shell

PART 2 • MATCH JOBS

SAY “Look at the body-part words on the left and the job words on the right. Draw a line from each body part to the job it helps an animal do.”

- **fins** matches **swim**
- **wings** matches **fly**
- **shell** matches **protect**

WHAT TO ACCEPT

Circle rows: fins, wings, shell. Match fins to swim, wings to fly, and shell to protect.