

Animal Growing Paths

Students connect animal structures, young animals, and grown animals.

1.13 "Organisms and environments. The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	wings	tail	fins
b	paws	gills	fins
c	fur	whiskers	legs

2 GROWING UP _____

chick	•	•	fish
calf	•	•	bird
fry	•	•	cow

HOW TO RUN THIS PAGE

Read each choice aloud and pause for students to mark the page. Students identify body parts that help different animals survive, then connect young animals to adults and orally name a way each young animal resembles its grown animal.

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 IT

SAY “Listen to the words in each row as I read them. Think about how a body part helps an animal live or move. Which word should you circle?”

ROW	SAY	STUDENTS CIRCLE
a	A bird uses one of these body parts to fly. Which body part is it? Circle the word.	wings
b	A fish uses one of these body parts to breathe in water. Which body part is it? Circle the word.	gills
c	A rabbit uses one of these body parts to hop. Which body part is it? Circle the word.	legs

PART 2 • GROWING UP

SAY “Each word on the left names a young animal. Each word on the right names a grown animal. Say one body part the young animal and grown animal may both have, then draw a line from each young animal to the animal it grows into.”

- **chick** matches **bird**
- **calf** matches **cow**
- **fry** matches **fish**

WHAT TO ACCEPT

Circle wings, gills, and legs, in that order. Match chick to bird, calf to cow, and fry to fish. Accept oral similarities such as feathers, beaks, or wings for chick and bird, fur and legs for calf and cow, and fins or tails for fry and fish.