

Survival Tool Hunt

Compare structures, actions, groups, and life changes.

2.13 "Organisms and environments. The student knows that organisms have structures and undergo processes that help them interact and survive within their environments. The student is expected to: identify the roots, stems, leaves, flowers..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the plant structures, circle the named animal structures, and box the sentence about geese working as a group. Number the butterfly stages 1 through 4.

Plants and Animals Meet Needs

- ① In a garden, Mia compares beans and cactuses. Both have roots for water and holding the plant in soil. Bean leaves catch sunlight to make food. A cactus has a thick green stem that stores water and makes food. Flowers make fruits with seeds.
- ② A squirrel uses sharp front teeth to bite nuts. It uses its tongue to drink water and lungs to take in air. A duck uses its broad bill to scoop food from water. It drinks water and uses lungs for air. These animals use structures.
- ③ When food is scarce, geese fly together to a warmer place to find food. Some watch for danger while others feed. A butterfly begins as an egg, then a caterpillar, pupa, and adult. A frog's tadpole does not look like an adult frog.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Compare the bean plant and cactus. Which structure helps each plant meet a need, and what does it do?

2 Compare the squirrel and duck. What structure and action does each use to get food? How does each take in water or air?

3 How do geese work as a group when food is scarce? Name one young animal in the passage that does not look like its adult.

3 YOUR TURN _____ Your own words

Choose two animals that can live in groups, but do not choose animals from the reading. Fill in the table with each animal's structures or actions. On the lines, write one sentence comparing the two animals.

ANIMAL	FOOD STRUCTURE OR ACTION	WATER OR AIR STRUCTURE OR ACTION	HOW ITS GROUP HELPS

PART 1 • READ AND MARK

Underline the plant structures, circle the named animal structures, and box the sentence about geese working as a group. Number the butterfly stages 1 through 4. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Compare the bean plant and cactus. Which structure helps each plant meet a need, and what does it do?	Bean leaves catch sunlight to make food. A cactus's thick green stem stores water and makes food.
2	Compare the squirrel and duck. What structure and action does each use to get food? How does each take in water or air?	The squirrel bites nuts with sharp front teeth and drinks with its tongue. The duck scoops food with its broad bill and drinks water. Both use lungs to take in air.
3	How do geese work as a group when food is scarce? Name one young animal in the passage that does not look like its adult.	Geese fly together to a warmer place to find food, and some watch for danger while others feed. A tadpole does not look like an adult frog.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Wolf | Uses teeth to tear meat | Uses its tongue to drink water and lungs to take in air | Wolves hunt together to get food. Tuna | Uses its mouth to catch small fish | Uses gills to take oxygen from water | Tuna swim in schools, which can help protect them. Comparison: Wolves use lungs for air, but tuna use gills to take oxygen from water.

Accept accurate plant or animal structures and behaviors that match the need named. For the open task, accept two appropriate group-living animals, accurate survival details, and a clear comparison sentence.