

Animal Body Jobs

Students connect animal body parts with the jobs they help animals do.

1.5.b “animals have different physical characteristics that perform specific functions; and”

NAME _____

DATE _____

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

1 CIRCLE A JOB _____

a	hop	swim	dig
b	sleep	see	hop
c	hear	climb	swim

2 MATCH JOBS _____

wings	•	•	climb
fur	•	•	fly
claws	•	•	warm

HOW TO RUN THIS PAGE

Read every prompt and choice aloud, then give students time to make one clear mark. Listen for whether students connect an animal body part with a helpful job, such as moving, finding food, staying safe, or sensing the world.

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 A JOB

SAY “Listen as I read each question and the three words. Circle the word that names the job the animal body part helps it do.”

ROW	SAY	STUDENTS CIRCLE
a	A fish has fins. Its fins help it move in water. I will read the words: hop, swim, dig. Which job do fins help a fish do?	swim
b	An owl has large eyes. Its eyes help it find things when it is dark. I will read the words: sleep, see, hop. Which job do the owl's eyes help it do?	see
c	A rabbit has long ears. Its ears help it notice sounds. I will read the words: hear, climb, swim. Which job do the rabbit's ears help it do?	hear

PART 2 • MATCH JOBS

SAY “Draw a line from each body part on the left to the job it helps an animal do on the right. I will read all the words before you start.”

- **wings** matches **fly**
- **fur** matches **warm**
- **claws** matches **climb**

WHAT TO ACCEPT

Circle-row answers, in order, are swim, see, and hear. Match wings to fly, fur to warm, and claws to climb. Accept a clearly intended circle or line, even if the mark is not neat.