

Animals Are Living Things

Key Words

eat



care for



feed



grow



move



blue whale

rock

seagull

dolphin

In this unit you will learn to:

- compare and contrast living things and nonliving things.
- recognize the characteristics and needs of living things.
- classify and compare animals according to their habitats and how they move.
- compare animals according to their feeding and reproductive processes.
- compare animals according to number of feet, size and body covering.
- learn about and compare animals of the world.
- observe characteristics of living things.

What Do You Know?

Initial Evaluation

1. Look at the picture. Circle the **living things** in .
2. Look at the picture. Circle the **objects** in .
3. Go to **Sticker Set 1** on **page 155**. Stick the animals on the picture.

Scientific Skill: Observe

4. Let's work like scientists! Look at the seagull.



- What is the seagull doing? Mark the correct answer with a .

The seagull is eating.

The seagull is sleeping.



umbrella

beach ball

towel

sand

paddles

sandcastle

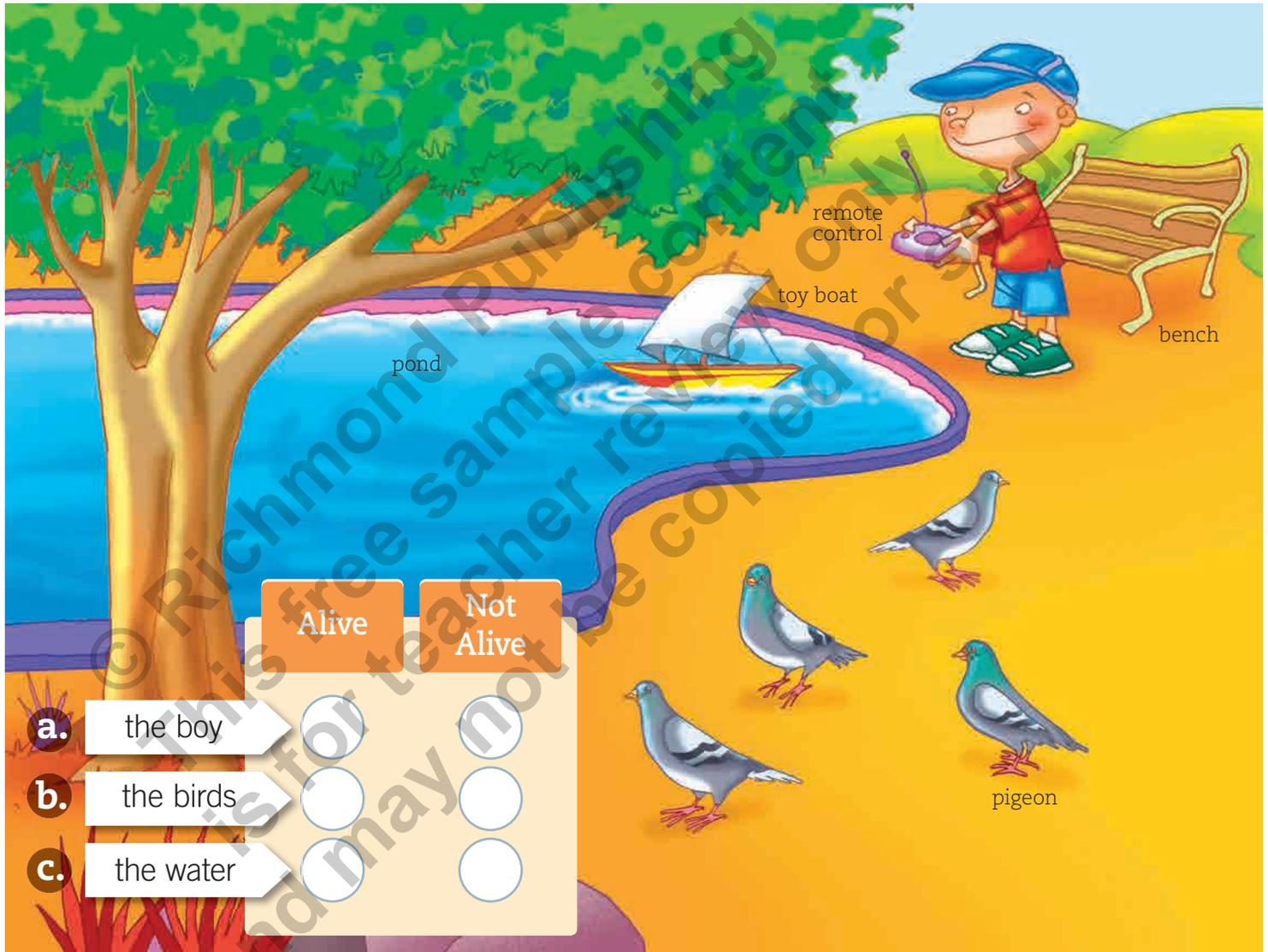
bucket

Living Things and Nonliving Things

Is It Alive or Not?

Let's Connect

1. Look at the picture. Color the correct answers. Identify



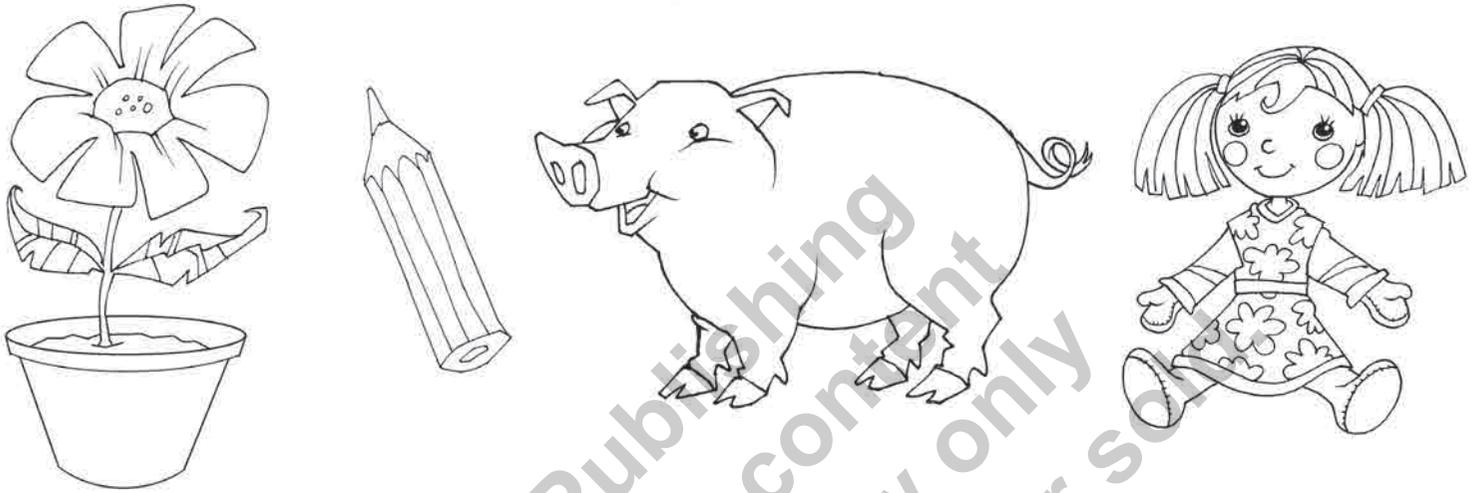
Plants, animals and people are **living things**.

There are things that are not alive all around us. We call these **nonliving things**.

In the environment, there are natural nonliving things, like rocks and water. There are nonliving things created by people, too. Toys and buildings are examples of nonliving things.

Let's Practice

2. Which of these are living things? Color the **living things**. Identify



3. Go to **Cutout 1** on **page 143**. Glue the living things and the nonliving things in the correct boxes. *Classify*

living things

nonliving things

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Two large dashed-line boxes are provided for students to glue their cutouts. The left box is labeled 'living things' and the right box is labeled 'nonliving things'.

Let's Summarize

Living things are people, animals and plants.
Things that are not alive are called **nonliving things**.



Word Focus

The **environment** is everything that is around people and animals.

The Difference between Animals and Objects

Let's Connect

1. Look at the pictures. Mark the correct answers with a ✓. Compare and contrast



- It moves.
- It eats.
- It breathes.

- It moves.
- It eats.
- It breathes.

How are the bird and the rock different?

2. Complete the sentences. Conclude

• The  is a living thing.

• The  is a nonliving thing.

• The  and  are different.



Fun Fact!

Both pigeon parents take care of their eggs.

I'm a living thing.
Please take care
of me!



Challenge

How else are living things and nonliving things different? Name two more similarities and two more differences.

Let's Practice

3. Look at the pictures.



a. Mark the correct answers with a ✓. Compare and contrast

		
It moves by itself.		
It grows.		
It is a living thing.		
It is a nonliving thing.		

b. What happens if the boat does **not** have batteries? Circle the correct picture. Predict



Let's Summarize

Living things and nonliving things are different.

Quiz Yourself

1. Mark the correct answer with a ✓.

A The boy is similar to the boat. They both eat and breathe.

B The boy and the boat are different. The boy eats and breathes, and the boat does not.

Characteristics of Living Things

Let's Connect

1. Look at the pictures. Mark the correct answers with a ✓. Identify



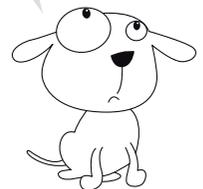
Word Focus

A **characteristic** is something distinct about a person, place or thing.

	yes	no
a. Do all living things grow ?		
b. Can all living things have babies ?		
c. If you get close to a pigeon, will it fly away ?		

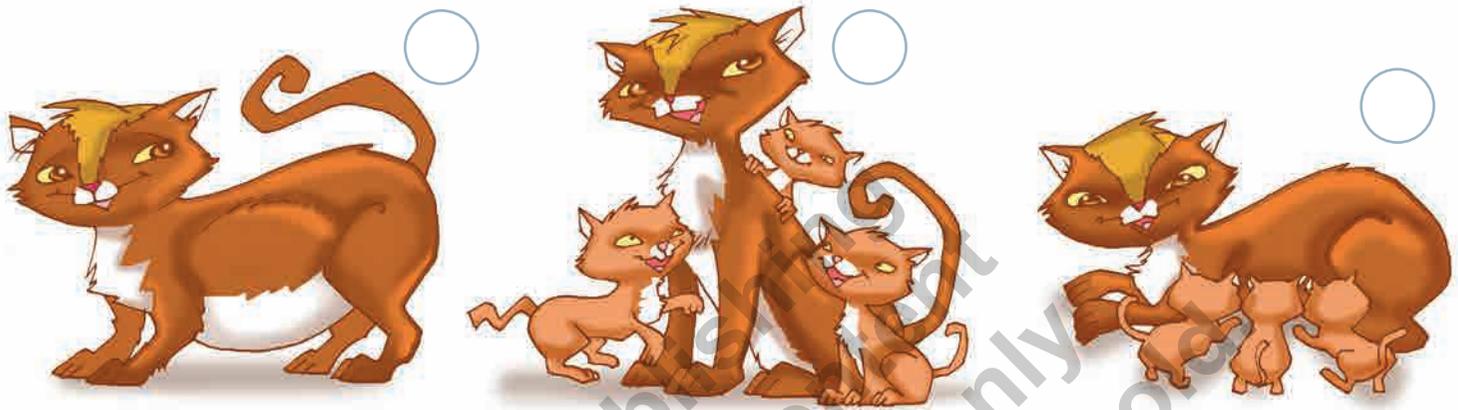
Living things have several characteristics: **they grow, they reproduce and they react.**

Before I was born I spent two months in my mom's womb.

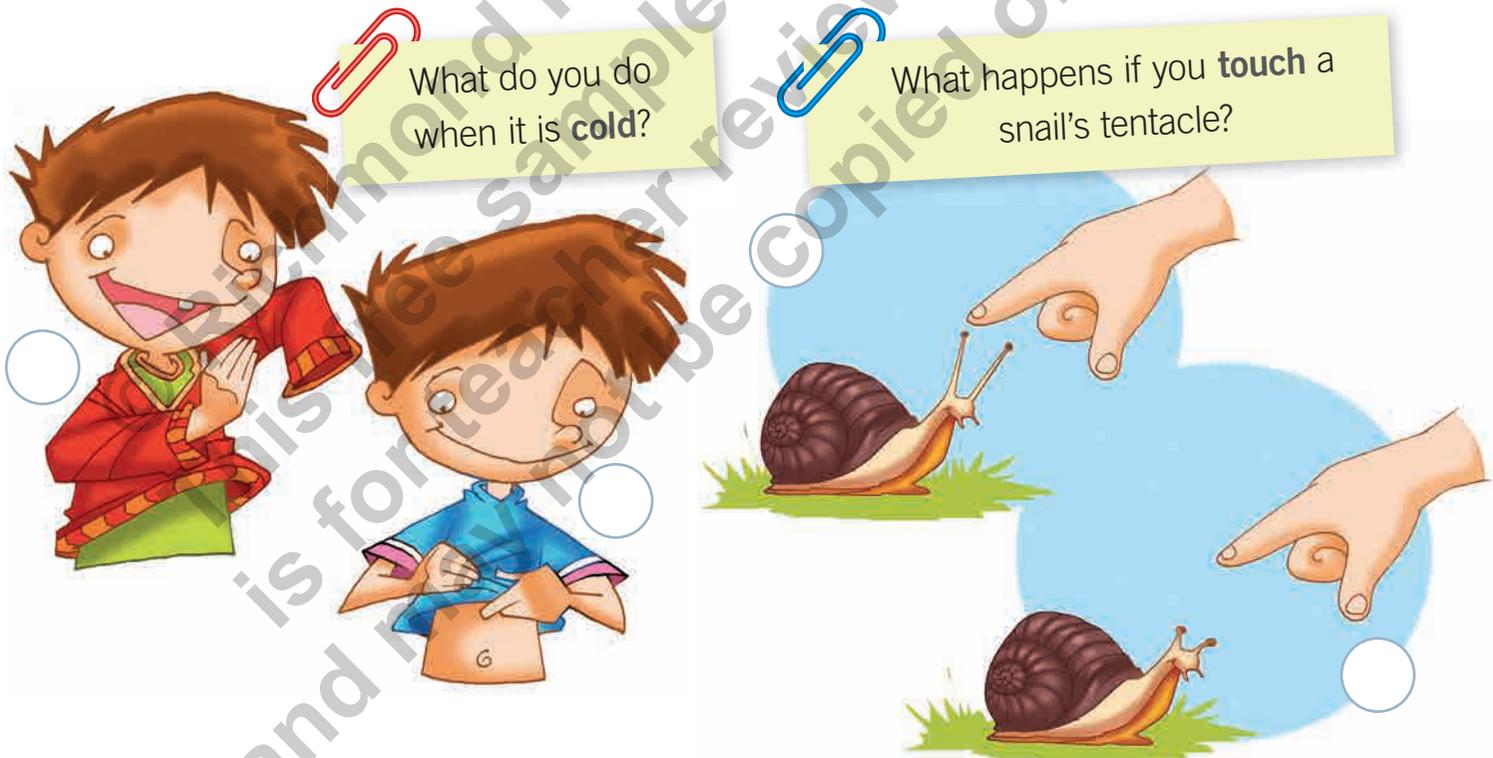


Let's Practice

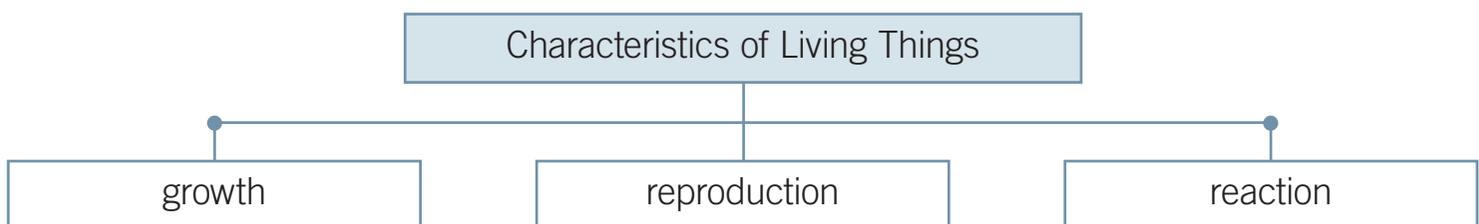
2. What happens **before** and **after**? Write 1, 2 or 3 next to the correct picture. Put in order



3. What happens in each situation? Guess and mark with a ✓. Predict



Let's Summarize



Needs of Living Things

Let's Connect

1. Look at the pictures. Answer the questions. *Predict*
 - a. If you put seeds next to a bird and a piece of wood, which of the two will eat the seeds? Circle the correct picture.



- b. Which of these cannot live in a **closed** space for a long time? Mark the correct answers with a ✓.



Scatter some bread crumbs in the park. What happens?



Just like you, animals and plants need **food, water** and **air** to live.



Word Focus

Crumbs are small pieces that fall from bread, cake or crackers.

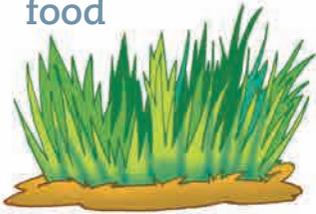
Let's Practice

2. What does a rabbit need to live? Match. *Relate*

water



food



toy

air



bed

Let's Summarize

Living things need **food**, **water** and **air** to survive.

Quiz Yourself

1. What makes a koala a **living thing**? Circle the correct answers.



It moves.

It grows.

It needs a bed.

It reproduces.

It drinks water.

It eats.

It breathes.

2. Why is a rock **not** a living thing?

■ Research Question

What Makes a Living Thing Alive?

■ What Do I Need?

- 3 jars with lids
- 3 bean seeds
- 3 bottle caps
- 3 small rocks
- water
- cotton
- notebook
- pencil



■ What Do I Do?

1. With the help of an adult, make small holes in the jar lids.
2. Cover the bottom of each jar with cotton.
3. Label one jar “Beans” and place the beans inside.
4. Label another jar “Bottle Caps” and place the bottle caps inside.
5. Label the last jar “Rocks” and place the rocks inside.
6. Add a little bit of water to each jar until the cotton is damp. Then put the lids on the jars.
7. Watch the jars for six days. Use a magnifying glass to observe.



Observing helps you get information about an object, a living thing or an event by using your **senses**. For example, you use your senses of **sight**, **smell**, **touch** and **hearing**. When you observe an object, you should study the color, shape, size and texture.

■ Results

1. What did you observe? Mark the correct answers with a ✓.

			
Which grew after two days?			
Which grew after six days?			

■ Conclusion

1. Mark the living things with a ✓.

bean sprouts bottle caps rocks

After one year, do you think the bottle caps or rocks will change?



During this experiment, you used your sense of **sight** to understand which of the objects are living things. While **observing** the objects, you realized the beans **grew**.

2. Discuss with your classmates.

- a. Why are the bean sprouts **living things**?
- b. Why are the bottle caps and rocks **nonliving things**?
- c. What **characteristics** of living things did you **observe**?

Domestic and Wild Animals

Let's Connect

1. Look at the picture. Mark the correct answers with a ✓. Recognize



	yes	no
a. Can you have a dragonfly as a pet ?		
b. Do dragonflies need to be taken care of?		
c. Do you need to feed your pets?		

Domestic animals live with people. People **feed** and **care** for them. Animals like dogs and horses are our friends and help us with certain activities. Dragonflies and tigers are **wild animals** that live in natural environments. They hunt for food or eat plants.



Education through Values

Your pet needs you! Take care of it, feed it, protect it and give it affection. Never hurt any living thing.



Challenge

Name two more domestic animals and two more wild animals.

Let's Practice

2. Put the puzzle together. Go to **Cutout 2** on **page 143**. Glue the puzzle pieces in the box. *Identify*



- a. What kind of **animal** is it? Mark the answer with a ✓.

domestic

wild

- b. Why did you choose that answer?

3. Make a collage of “Wild and Domestic Animals.” Follow these instructions. *Classify*

- You will need a piece of paper, scissors, magazines and glue.
- Write the title at the top.
- Divide the paper in half with a line. On the left side write **Domestic Animals**. On the right side write **Wild Animals**.
- Find pictures of different animals in magazines. Cut them out and glue them on the correct side.

Let's Summarize

Domestic animals are our friends and helpers. In return, people **feed** and **take care of** them. **Wild animals** live in nature and feed themselves.

Animal Habitats

Let's Connect

1. Listen to the text that your teacher reads. *Identify*

There are animals that live and move on **land**. Other animals can only live in **water**.

There are some animals that live on **land** but move through the **air**.

Other animals live on **land** and in **water**.

- a. How many different types of **environments** did you hear?
- b. Go to **Sticker Set 2** on **page 155**. Match the living things with their **environments**.

land	water	air & land	water & land

Animals live in different environments called **habitats**. Animals like squirrels, which live and move on land, are called **terrestrial**. Animals like whales, which live only in water, are called **aquatic**. Animals like eagles live on land and move through the air. These animals are called **aerial-terrestrial**. Animals like seals live in water and on land. These animals are called **aquatic-terrestrial**.

Let's Practice

2. Look at the photographs. Mark the correct answers with a ✓. Compare and contrast



a. Can you see their **habitats**?

yes

no

b. Which is the shark's **habitat**?

land

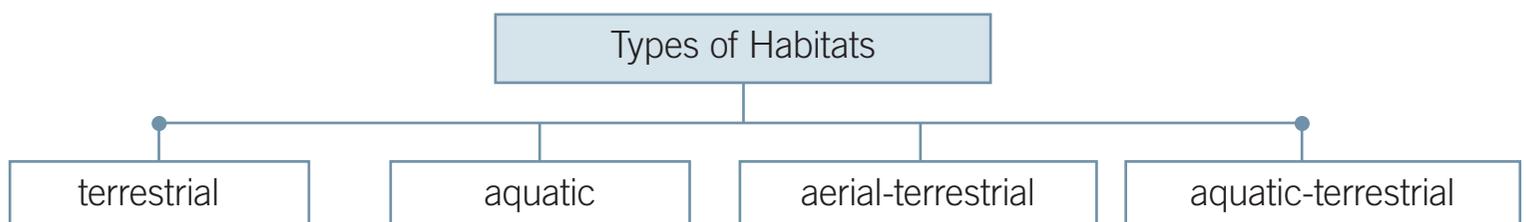
water

c. Can sheep live in a shark's **habitat**?

yes

no

Let's Summarize



How Animals Move

Let's Connect

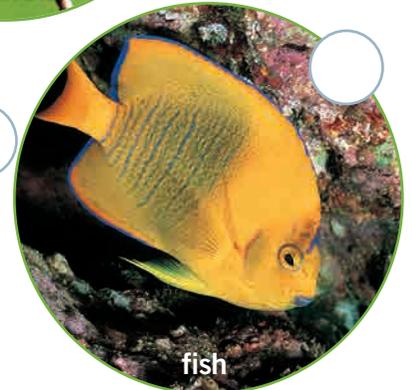
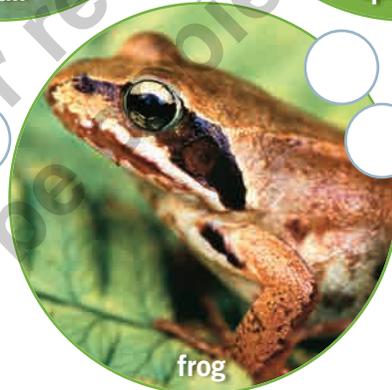
1. Look at the photographs. Mark each circle with the correct color. *Identify*

 animals that **run, jump** or **walk**

 animals that **fly**

 animals that **swim**

 animals that **drag** their bodies



Animals move in different ways to **travel** from one place to another. They move in different ways because of their **body types**. Some animals can walk, run or jump. Others can drag their bodies or fly with their wings. In water, animals can swim with their fins.



Challenge

Name three animals that move in different ways.



Fun Fact!

Penguins are birds, but they cannot fly. Their wings are fins that allow them to swim!

Let's Practice

2. Look at the photographs. Mark the correct answers with a ✓.

Compare and contrast



- | | | | | |
|----|---------------|--|--|--|
| a. | It has legs. | | | |
| b. | It has wings. | | | |
- c. Where does the frog live? Where does the deer live?
- d. What makes the deer and the butterfly different?

Let's Summarize

Animals can walk, run, jump, drag their bodies, fly with their wings or swim with their fins.

Quiz Yourself

1. Look at the picture.



- a. Circle the **domestic animals** in 🍷 and the **wild animals** in 🌿.
- b. Color the fishes' **habitat**. Is it the same habitat as the cow's?
- c. Circle the body parts that the bee uses to **move**. Then circle the body parts the cow uses to move. Are their body parts the same?

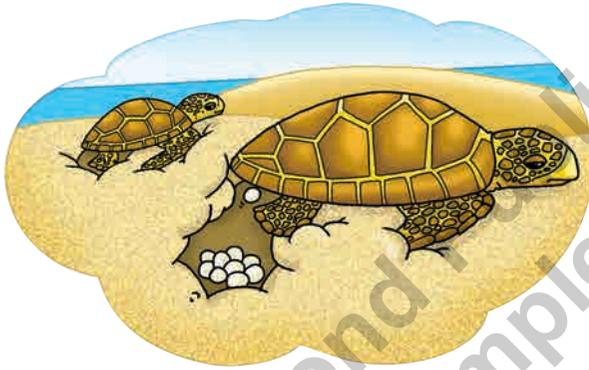
The Different Ways Animals Are Born

Let's Connect

1. Look at the pictures and listen to the information. Mark the correct answers with a ✓.

Compare and contrast

marine turtles



incubation period – 60 days

mice



gestation period – 20 days

- a. How are marine turtles **born**?

They hatch from eggs.

They are born from their mother's womb.

- b. How are mice **born**?

They hatch from eggs.

They are born from their mother's womb.

- c. Which animal is **born** in less time?



Some animals, like turtles, eagles and fish, develop inside an egg. These animals are called **oviparous**. Other animals, like mice, dogs and koalas, develop inside the **womb** of their mothers. These animals are born from another living thing. They are called **viviparous**.



Challenge

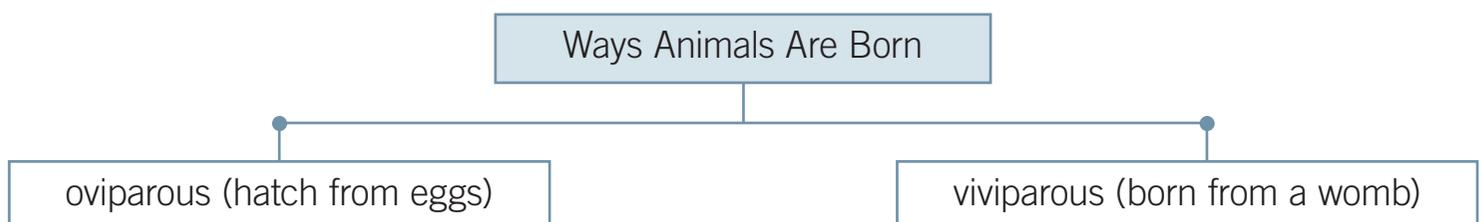
Are you viviparous or oviparous?

Let's Practice

2. Go to **Cutout 3** on page 143. Glue the animals in the correct box. *Classify*

Two large yellow boxes with a scalloped top edge. The left box is labeled "oviparous" and the right box is labeled "viviparous". A large, diagonal watermark is overlaid across both boxes, reading: "© Richmond Publishing This free sample content is for teacher review only and may not be copied or sold."

Let's Summarize



Animal Teeth

Let's Connect

1. You need: a **pencil**, a **ruler** and **clay**. Experiment



- Pick up the pencil and a piece of clay.
- Put the clay on the table. Push the pencil into it. What happens?
- Pick up the ruler and a piece of clay.
- Put the clay on the table. Push the ruler into it like in the photograph. What happens?

Circle the correct answers.

a. Which was easier to **push** into the **clay**?



b. Which one looks like the **tooth** of a **puma**?



Animals that eat meat are called **carnivores**. Carnivores, like pumas and polar bears, have sharp teeth to tear into meat. Animals that eat plants, fruit and leaves are called **herbivores**. Herbivores, like sheep and cows, have big, flat teeth that allow them to grind up food. Animals that eat both meat and plants are called **omnivores**. Omnivores, like brown bears and foxes, have some sharp teeth and some flat teeth.



Fun Fact!

Birds can be carnivores, herbivores or omnivores. They don't have teeth; they use their beaks to break up food.

Let's Practice

2. Look at the photographs of the animals. Compare and contrast



a. How are they similar? Mark the correct answer with a ✓.

 diet teeth living things

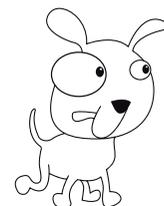
b. How are they different? Mark the correct answer with a ✓.

 diet teeth living things

Word Focus

An animal's **diet** is what it eats.

Did you know that the dragonfly is a carnivore? It eats other bugs!



Let's Summarize

Animals can be **carnivores**, **herbivores** or **omnivores**.

Quiz Yourself

1. What are the **characteristics** of the animals in the pictures? Circle the correct answers.



a. How are they similar?

They are born from a womb.

They hatch from eggs.

b. How are they different?

Their diet is different.

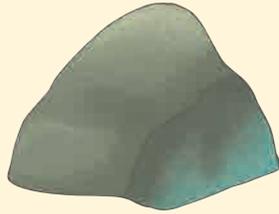
They breathe differently.

Let's Check!

1. Circle the **living things** in  and the **nonliving things** in .



ladybug



rock



flower



boy



pencil

2. Match the pictures with the correct **characteristics** or **needs**.



hummingbird



eggs



zebra



1 year old

3 years old

reproduce

eat

grow

drink water

3. Write a **D** next to the domestic animals and a **W** next to the wild animal.



iguana



horse



hen



4. Look at the animals in the photographs. Color the correct answers.



clown fish



dragonfly

a. Which of these is the fish's habitat?

- Air and land. Water.

b. How is a fish born?

- From an egg. From a womb.

c. Which part of its body does a dragonfly use to move?

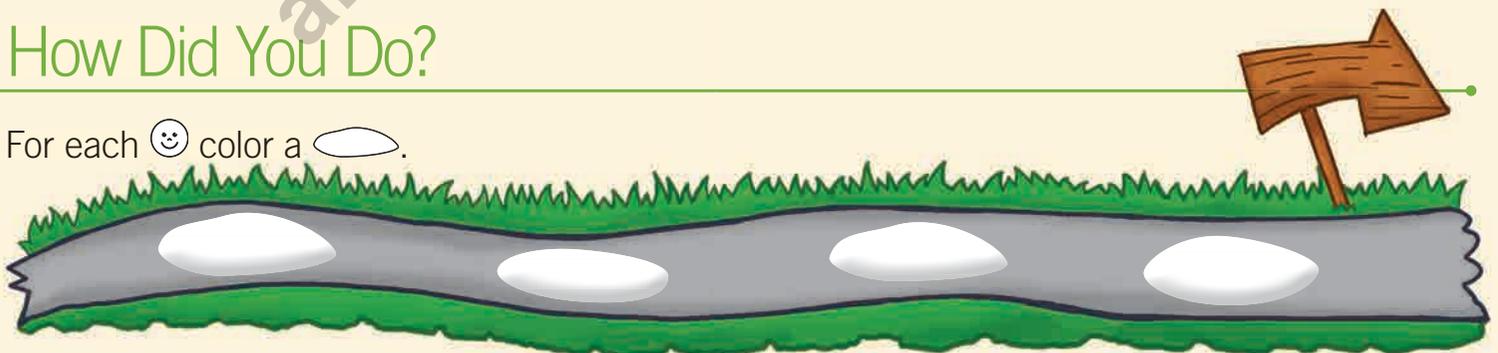
- Wings. Fins.

d. What kind of animal is a dragonfly?

- A carnivore. An herbivore.

How Did You Do?

For each 😊 color a .



5 Classifying Animals

Two or Four Legs

Let's Connect

1. Do you recognize the animals in the photographs? *Differentiate*

How do you move?



a. How many feet does the duck have?

b. How many feet does the pig have?

c. What do they use their feet for?

to move to eat

d. How are they different?

In a terrestrial environment, animals move using their feet. Animals that walk on two feet, like ducks and ostriches, are called **bipeds**. Animals that walk on all four feet, like pigs and hippopotamuses, are called **quadrupeds**.

Did You Know...?

A duck has **webbed feet**.

A horse has **hooves**.

A dog has **paws**.



Education through Values

Some animals help people with disabilities. For example, a seeing-eye dog helps blind people do their daily activities.

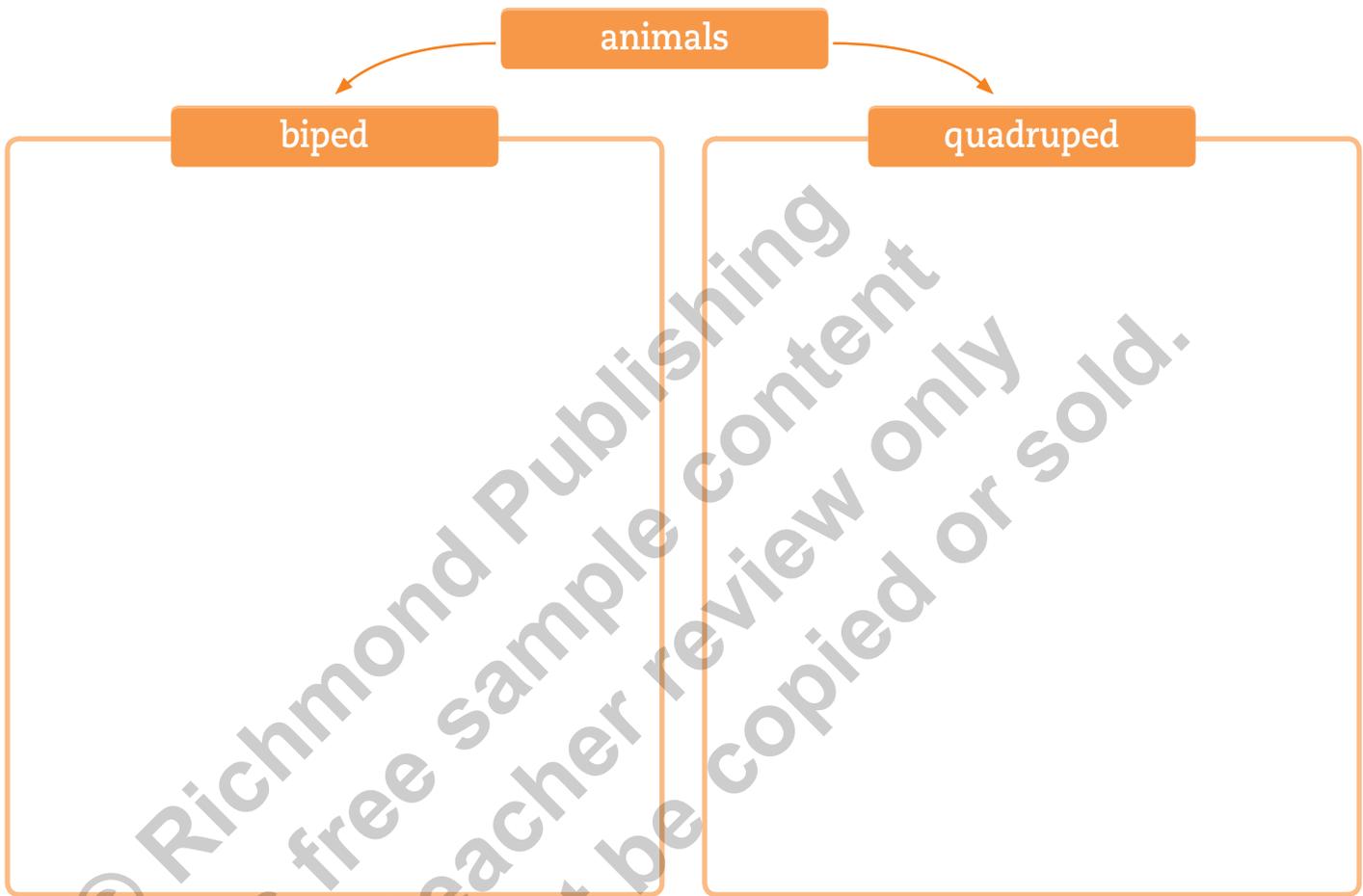


Challenge

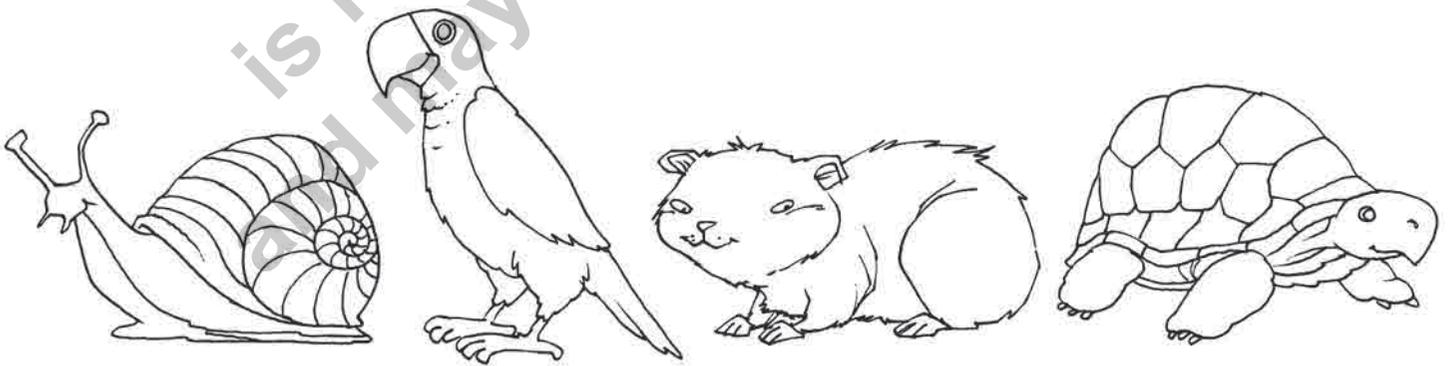
Name two more animals that are bipeds. Name two more animals that are quadrupeds.

Let's Practice

2. Go to **Cutout 4** on page 145. Glue the animals in the correct box. *Classify*



3. Color the animals that move on four legs. *Identify*



Let's Summarize

Animals that are bipeds have two legs. Animals that are quadrupeds have four legs.

Big and Small

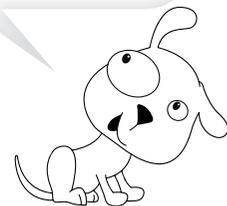
Let's Connect

1. Look at the pictures. Circle the correct answers. *Compare and contrast*



- a. Are both animals dogs? **yes** **no**
 b. Are they the same size? **yes** **no**
 c. Can you see which is bigger? **yes** **no**

How are they different?



One characteristic of animals is their **size**. They can be big or small, depending on what they are compared to. Also, you can compare different kinds of animals. For example, you can compare a dog and a cat.

Did You Know...?

The blue whale is the biggest animal in the world. It can measure 34 meters long, or as long as eight cars in a row. The Philippine goldfish is one of the smallest animals. This goldfish is eight millimeters long. It is the same size as your fingernail!

Let's Practice

2. Look at the pictures.

girl

deer

hen

giraffe



- Mark the circles with the correct color. Compare and contrast



bigger than the girl



smaller than the girl

a. The hen is

b. The giraffe is

Which animal is the most **similar** to the girl in size?

The deer.

Let's Summarize

Size is one characteristic of animals.



Word Focus

Similar is the opposite of different.

Different Body Coverings

Let's Connect

1. For this activity you need a **glass filled with ice** and a **sweater**. *Experiment*



Hold the glass of ice in your hands and count to ten. Then put your hands on your face. How do they feel? Cold or warm?

Put your hands inside the sweater for a little while.

Now put your hands on your face. Do they feel the same or different?

- a. What happened in each situation?
- b. How is the sweater used in this experiment?
- c. How do animals protect themselves from the cold?

Animals have different **body coverings**. Birds, like hummingbirds, have **feathers**. Mammals, like horses, have **hair** or **fur**. Fish and reptiles, like salmon and lizards, have **scales**. Body coverings protect animals from cold and heat. They prevent water loss and shelter animals from the environment. Body coverings do many other things, too.



Did You Know...?

Some animals don't have a body covering! Toads, frogs and other amphibians don't have hair, scales, fur or feathers.



Let's Practice

2. Look at the animals in the photographs. Circle the correct answers. *Compare and contrast*



hen



rabbit

- Do they have the same body covering?
- Do both their body coverings help them?
- How do the body coverings help?

yes no

yes no

They protect them from heat and cold.

They help them move.

Let's Summarize

Animal body coverings can be **feathers**, **hair**, **fur** or **scales**.

Fun Fact!

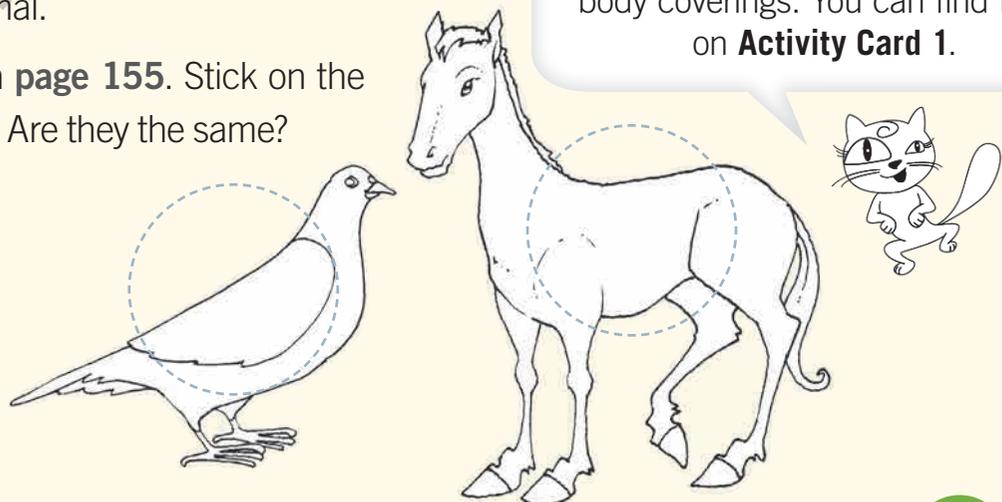
Hair is what humans and many animals have. **Fur** is thick hair that covers the whole body. Other mammals have fur.

Quiz Yourself

1. Look at the pictures.

- How many **feet** does the bird have?
- Circle the **biggest** animal.
- Go to **Sticker Set 3** on **page 155**. Stick on the animal body coverings. Are they the same? Mark with a ✓.

yes no



Play with the memory cards for animal body coverings. You can find them on **Activity Card 1**.

Different Types of Animals

Learning about Animal Diversity

Let's Connect

1. Make your album of **world animals**. Go to **Sticker Set 4** on **pages 155 and 157**. Stick the animals in the correct places. *Identify*

elephant	hummingbird	polar bear
penguin	dolphin	salmon
crocodile	frog	rattlesnake

There are a wide variety of animals in the world, including mammals (elephant, polar bear, dolphin), birds (hummingbird, penguin), reptiles (crocodile, rattlesnake), fish (salmon) and amphibians (frog).

Let's Practice

2. Mark the correct answer with a ✓. Compare and contrast

a.

Which animal has hair?



b.

Which animal eats meat?

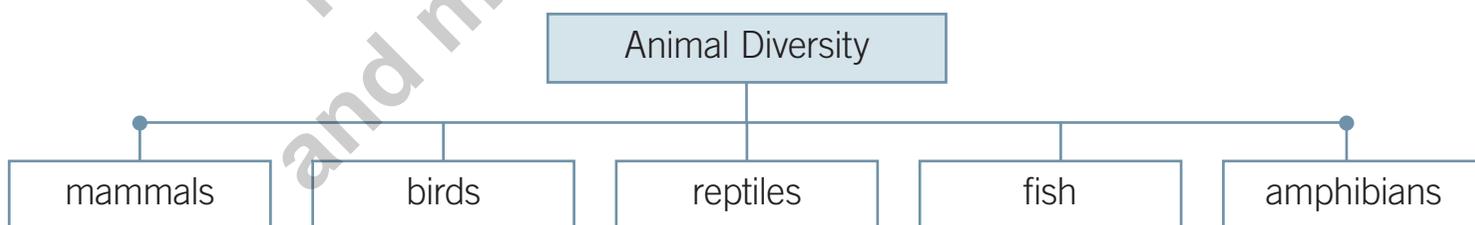


c.

Which animal is oviparous?



Let's Summarize



Did You Know...?

Pigeons are not from the Americas. They came from Europe, just like horses.

Taking Care of Animals

Let's Connect

1. Mark the actions that protect animals with a ✓. Identify



Did You Know...?

Endangered animals need more protection than other animals because there are not many of them left on the planet.

Many animals are endangered because humans destroy and pollute their habitats. These animals need protection. For example, tigers, pandas and mountain gorillas are endangered. We should take care of the environment to protect these animals.



Education through Values

All wild animals have the right to live freely in their natural environments.

Do not destroy or pollute their homes!



Let's Practice

2. Which actions help protect the swan's habitat? Mark the correct answers with a ✓. Associate



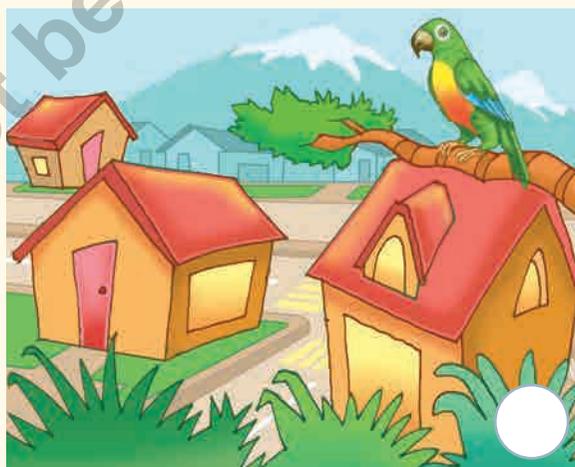
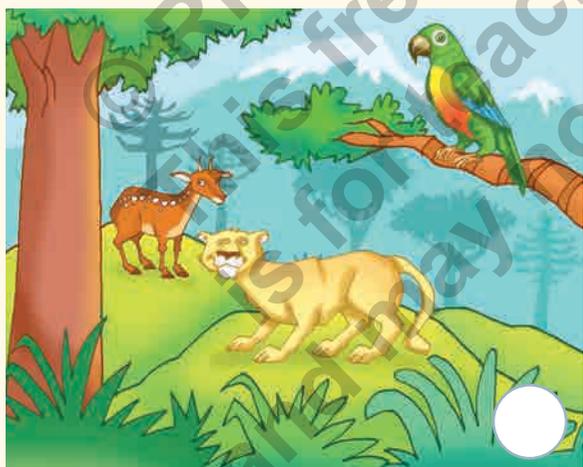
- Do not throw garbage in lakes.
- Bring bread to feed them.
- Do not pick the plants near the lake.

Let's Summarize

When we take care of the environment, we are also taking care of our animals.

Quiz Yourself

1. Look at the pictures and answer.



- a. Mark the picture that shows endangered animals with a ✓.
- b. Why are there **fewer** animals in the second picture?
- c. How can we take care of endangered animals?



Tip

Sentence starters:

- 1b.** There are fewer animals because...
- 1c.** We can...

What Did You Learn?

Mark the correct answer with a ✓.

1. According to your characteristics, what are you?

A I am a living thing.

B I am a nonliving thing.



2. What is one characteristic of all living things?

A They swim.

B They breathe.



3. A horse on a farm needs to be taken care of. It is a:

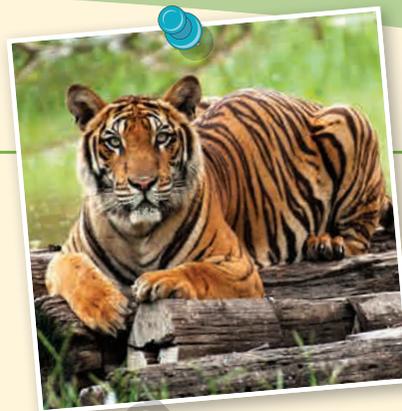
A wild animal.

B domestic animal.



4. Circle in  the animal's **habitat**. Circle in  the body parts it uses to move.





5. Circle the correct answers according to the characteristics of the Bengal tiger.

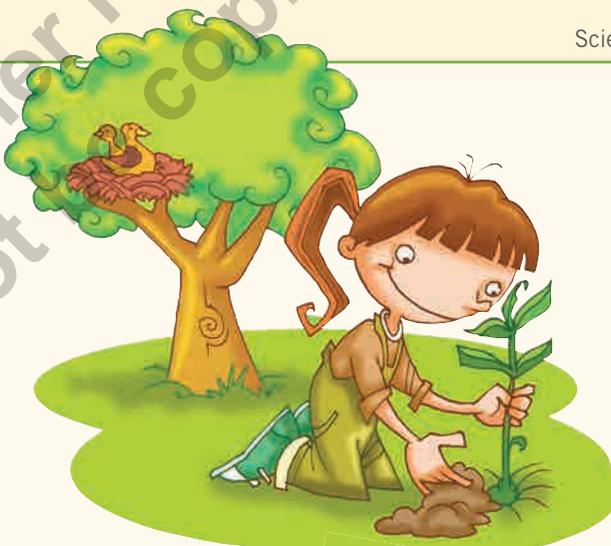
- a. It **hatches from an egg** / is born from its mother's womb.
- b. It is **a carnivore** / an herbivore .
- c. It is a **biped** / quadruped .
- d. Compared to a horse, it is **bigger** / smaller .
- e. Its body covering is **hair** / feathers .
- f. Is it an endangered animal? **yes** **no**

Scientific Skill: Observe

6. Look at what the girl is doing. How can this action help birds? Mark with a ✓. It provides:

food.

shelter.



How Did You Do?

For each 😊 color a ○.

