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Guidelines for Self-Scoring

1. Complete the lesson.
2. Get permission to score.
3. Check your work. Put an ✕ beside wrong answers.
4. Return to your desk and use your textbook or LightUnit to correct the wrong answers.
5. Get permission to rescore.
6. Recheck your work. If corrected, circle the ✕. If wrong, make another ✕. Repeat Steps 4-6 as necessary.
7. Circle each page number after all mistakes have been corrected and the page is finished.



The Wonder of Creation

Textbook pages 2-5 | Lesson **1**

 Read 1.1 “The Wonder of Creation” on pages 2-5 of the textbook.

Exploring the Lesson

A Use the chart on page 3 of the textbook to complete the exercise.

1. Number the order of the days of Creation.
 - a. 6 land animals and people
 - b. 3 seas, dry land, plants
 - c. 1 light (day and night)
 - d. 7 God rested
 - e. 2 firmament—sky and air
 - f. 5 water creatures and birds
 - g. 4 sun, moon, and stars

B Write the answer to each question.

2. Did God create animals or plants first? plants
3. Did God create water or people first? water
4. Could people or animals live without the things God made on the first four days of Creation? no

Lesson 1

C Fill in the blanks to complete Genesis 1:31, using a King James Version Bible.

5. And God saw every thing that he had made, and, behold, it was very good.

D Circle *T* if the statement is *true* or *F* if it is *false*.

- 6. T F God created man before anything else.
- 7. F God formed man from the dust.
- 8. F Man and woman are the only things God created in His image.
- 9. F All the people in the world today descended from Adam and Eve.

E Complete each exercise.

- 10. Being made in God's image means you can think, plan, create, and take care of His creation.
- 11. You can choose to love God and communicate with Him.
- △ 12. Write something you can think about. **Example: a test**
- △ 13. Write something you can plan. **Example: a birthday gift**
- △ 14. Write something you can create. **Example: a card**

F Write the letter of each sense beside a way you could experience it. One answer will be used twice.

- 15. d the hot sun **Accept other reasonable answers.**
- 16. e a delicious banana
- 17. a a pretty flower
- 18. a bright lightning
- 19. b loud thunder
- 20. c a smelly skunk

- a. seeing
- b. hearing
- c. smelling
- d. feeling
- e. tasting

The Wonder of Life
Textbook pages 6-9 | Lesson **2**

Read 1.2 “The Wonder of Life” on pages 6-9 of the textbook.

Exploring the Lesson

A Write the vocabulary word that matches the definition.

- 1. **characteristic** a quality that makes one thing different from another

B Complete each sentence to list four characteristics of living things.

- 2. Living things **need food, water, and air**.
- 3. Living things **grow**.
- 4. Living things **produce more of their own kind**.
- 5. Living things **respond to their surroundings**.

C Circle the letters of the answers to the question.

- 6. What are three examples of living things?
 - a. Water falling over the rocks in the creek.
 - b. A blooming cucumber vine climbing a fence.
 - c. A tractor in the repair shop starting after several tries.
 - d. A snake lying still for an hour waiting for something to eat.
 - e. A green fern in the classroom that is watered once a week.

Lesson 2

D Place a check mark beside the answers to each question.

7. Which two sentences describe living things that need food, water, and air?
- The wilted plant revives after Trisha watered it.
 - The coat left outside overnight is soaked with dew.
 - A whale comes to the surface of the ocean to breathe.
8. Which two sentences describe living things that are growing?
- Martha's cat was a kitten last spring.
 - A young willow tree grows to be forty-five feet tall.
 - An oak tree did not grow any leaves this spring or summer.
9. Which two sentences describe living things producing more of their own kind?
- Robins lay eggs that hatch into baby robins.
 - A corn seed grows into a plant that produces ears of corn.
 - Little rocks break from bigger rocks and look just like them.
10. Which two sentences describe living things that respond to their surroundings?
- Dad's watch ticks, and its hands move around its face.
 - A morning glory vine climbs over a fence.
 - A zebra runs away from a hungry lion.

E Write the answer to each question.

11. What are two ways to tell that a bear is alive? **Examples: it is breathing, it is eating, it is moving on its own**
- △ 12. What are three things you can see outside today that are alive? _____
Examples: maple tree, bumblebee, people, rabbit, tomato plant
- △ 13. What are three different things in your classroom that are *not* alive?
Examples: flash cards, flowerpot, library books, desks, file cabinet, globe, pencil
14. Where does life come from? **God**

Lesson 2

**We Remember****F** Beside each item, write the number of the day it was created.

- | | | |
|-----------------------|----------------------|----------------------|
| 15. a. <u>5</u> robin | e. <u>6</u> squirrel | i. <u>6</u> man |
| b. <u>4</u> sun | f. <u>5</u> shark | j. <u>2</u> sky |
| c. <u>2</u> air | g. <u>6</u> elephant | k. <u>4</u> stars |
| d. <u>3</u> tree | h. <u>1</u> light | l. <u>3</u> dry land |

G Put a check mark beside the answers to the question.

16. What are five things you can do that show you are made in God's image?
- plan
 - create
 - think
 - feel pain
 - choose to love God
 - communicate with God

☆ **H** Write an example of how you have used each sense to enjoy God's creation.

One example is given for you.

- seeing I saw a squirrel scampering across the driveway.
17. seeing Ex: I saw five deer in the meadow.
18. hearing Ex: I heard a blue jay.
19. tasting Ex: I ate a juicy apple.
20. smelling Ex: I smelled a flower.
21. feeling Ex: I touched a soft baby rabbit.

Ways Animals Survive

Textbook pages 10-14 | Lesson **3**

 Read 1.3 “Ways Animals Survive” on pages 10-14 of the textbook.

Exploring the Lesson

A Write the letter of each vocabulary word beside its definition.

1. e an animal that hunts and kills other animals
2. b the color or shape of an animal that helps it blend with its background
3. f an animal that is hunted and killed by another animal for food
4. a the layer of fat in sea mammals
5. c to spend the winter in a deep sleep
6. d to move from one place to another at different times of the year

- a. blubber
b. camouflage
c. hibernate
d. migrate
e. predator
f. prey

B Write the letter of each type of survival method beside its example.

Some letters will be used twice.

7. b yellow, red, orange
8. c antlers, tusks, and quills
9. a stripes and spots that hide the animal
10. b warn of poison, a bite or sting, or a bad smell
11. a lets animals hide from predators or sneak up on prey

- a. camouflage
b. bright colors
c. weapons

Lesson 3

C Write the letter of each type of survival method beside its example.

Each letter will be used twice.

12. c blubber
13. b traveling to find food
14. b traveling to warmer areas
15. a deep sleep during the winter
16. c grown as protection from cold weather
17. a living off fat when less food is available

- a. hibernation
b. migration
c. thick fur and fat

D Write an animal from the lesson that has these colors or weapons to help it survive.

18. fur changes from brown in summer to white in winter snowshoe hare
19. light and dark brown spots rattlesnake
20. bright green, yellow, red, orange, or blue (poisonous) jungle frog
21. yellow and black stripes yellow jacket
22. white stripes or spots skunk
23. tusks wild pig, walrus, or African elephant
24. long sharp quills or spines porcupine or hedgehog

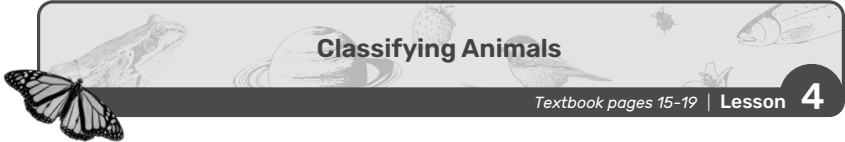
E Write the answer to each question.


25. What protects seals from the cold? a thick layer of fat or blubber
26. How do robins survive the winter? They migrate south.
- △ 27. What are two things you do in the winter to protect yourself from the cold?
Examples: wear a coat or hat or scarf, use the furnace or woodstove

 **Lesson 3**

 **We Remember**

- F** Write the definition of the vocabulary word.
28. characteristic: a quality that makes one thing different from another
- G** Circle the letters of the answers to the question.
29. What are four characteristics of living things?
- a. Living things grow.
 - b. Living things need food, water, and air.
 - c. Living things can produce their own food.
 - d. Living things respond to their surroundings.
 - e. Living things produce more of their own kind.
- H** Complete the exercise.
30. Write what God made on each day of Creation.
- a. Day 1 light (day and night)
 - b. Day 2 sky and air (firmament)
 - c. Day 3 seas, dry land, plants
 - d. Day 4 sun, moon, stars
 - e. Day 5 water creatures and birds
 - f. Day 6 land animals and people
 - g. Day 7 God rested.

 **Classifying Animals**
Textbook pages 15-19 | Lesson **4**

 Read 1.4 “Classifying Animals” on pages 15-19 of the textbook.

 **Exploring the Lesson**

- A** Circle the letter of the answer to the question.
1. What does it mean to *classify*?
- a. to arrange each thing in a group by itself
 - b. to arrange things in order from smallest to largest
 - c. to arrange in groups based on the ways things are alike
- B** Write each vocabulary word beside its description.

carnivore cold-blooded herbivore invertebrate
omnivore vertebrate warm-blooded

- Diet**
- 2. carnivore eats meat from animals
 - 3. herbivore eats only plants
 - 4. omnivore eats both plants and animals

- Body temperature**
- 5. warm-blooded temperature stays about the same
 - 6. cold-blooded temperature changes with the outside temperature

- Design**
- 7. vertebrate has a backbone
 - 8. invertebrate does not have a backbone



Lesson 4

C Circle the letters of the answers to each question.

9. Which three animals are carnivores?
 (a) lions (b) wolves c. zebras (d) alligators
10. Which three animals are herbivores?
 (a) caterpillars (b) cows c. eagles (d) rabbits
11. Which three animals are omnivores?
 (a) rats b. sheep (c) bears (d) pigs

D Underline each warm-blooded animal. Circle each cold-blooded animal.

12. snake 14. cardinal 16. dragonfly
 13. sheep 15. turtle 17. catfish

E Write **V** beside each *vertebrate* and **I** beside each *invertebrate*.

18. V robin 20. V gorilla 22. I grasshopper
 19. I earthworm 21. V crocodile 23. I lobster

F Write the answer to each question.

24. How are carnivores and omnivores alike? They both eat meat.
 25. Could an animal be classified as both a herbivore and a vertebrate? yes
 26. What is an animal that is both an omnivore and a vertebrate? Ex: raccoon



We Remember

G Write the letter of each vocabulary word beside its definition.

27. a the layer of fat in sea mammals
 28. b an animal that hunts and kills other animals
 29. c an animal that is hunted and killed by another animal for food

- a. blubber
 b. predator
 c. prey



Lesson 4

H Underline the bold words that complete each sentence.

30. **Camouflage, Weapons** can be stripes, spots, or colors that help animals hide.
 31. **Bright colors, Thick fur and fat** warn that animals are poisonous, have a painful bite or sting, or have a bad smell.
 32. Antlers and quills are **weapons, bright colors** animals use to fight attackers.
 33. When animals **migrate, hibernate**, they go into a deep sleep and live off their stored fat.
 34. Animals **hibernate, migrate** to warmer areas to find food.
 35. **Thick fur and fat, Weapons** help animals keep warm in the winter.

I Write the characteristic of God's image that is shown in each example.

36. b Kendall helps Dad build a bench.
 37. d Joy studies for a test tomorrow.
 38. a Tanya kneels by her bed to pray.
 39. c Daryl wants to please God.
 40. e Ryan tries to find the mistake in his division problem.

- a. communicating with God
 b. creating things
 c. loving God
 d. planning ahead
 e. thinking

J Write the letter of each characteristic beside the example that describes it.

- a. Living things grow.
 b. Living things need food, water, and air.
 c. Living things respond to their surroundings.
 d. Living things produce more of their own kind.

41. d A sunflower head is filled with seeds.
 42. a A fawn loses its spots as it gets older.
 43. c A maple tree loses its leaves when the air becomes cooler in the fall.
 44. b A tree soaks up rainwater through its roots and sends it to the leaves.

Quiz 1
Extra Activity
Lesson **5**

Use this checklist to review for Quiz 1.

- Review the vocabulary words in this section.
- Review the We Remember sections in this section.
- Review the work you did in Lesson 4.



○ When you are ready, ask your teacher for Quiz 1.

Extra Activity – Animal Categories

A Complete the puzzle using words from the box.

- camel
- elephant
- frog
- pig
- turtle
- worm
- zebra

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|------|------|---|------|---|------|---|------|--|
| | 1. E | | 2. F | | | | | |
| | L | | R | | | | | |
| | E | | O | | | | | |
| | 3. P | I | G | | | | | |
| | H | | | | | | 4. C | |
| | | | | | | | A | |
| 5. Z | E | B | R | A | 6. W | | M | |
| | N | | | | O | | E | |
| | 7. T | U | R | T | L | E | | |
| | | | | M | | | | |

Across

- 3. an omnivore that oinks
- 5. a herbivore that has black and white stripes
- 7. a cold-blooded animal with a shell

Down

- 1. a warm-blooded animal with a long trunk
- 2. a carnivore that eats flies
- 4. a vertebrate with a hump; lives in the desert
- 6. an invertebrate that wriggles through the soil

Section 2

Vertebrates: Animals With Backbones

What Are Mammals?
Textbook pages 20–25 | Lesson **6**

Read 2.1 “What Are Mammals?” on pages 20-25 of the textbook.

Exploring the Lesson

A Circle the letter of the answer to the question.

- 1. What does the vocabulary word *species* mean?
 - a. the ways animals are similar or different
 - b. how many types of mammals live on the savanna
 - c.** a group of related plants or animals of a particular kind

B Complete each sentence to list five characteristics of mammals.

- 2. Mammals are **vertebrates** _____ **Answers for 2 and 3 can be switched.**
- 3. Mammals are **warm-blooded** _____.
- 4. Mammals have **hair** _____.
- 5. Mammals give **birth to live young** _____.
- 6. Mammals feed **milk to their young** _____.

C Write the letter of each feature of the elephant beside its description.

- 7. **b** helps cool the elephant’s blood in hot weather
- 8. **a** connects to the elephant’s skull and ribs
- 9. **c** lifts a heavy log or plucks a small leaf
- 10. **d** used as weapons or digging tools

- a. backbone
- b. large ears
- c. trunk
- d. tusks