

# Animal & Plant Adaptations

Plant Adaptations  
It can be easy to understand the way that animals survive cold weather, but about plants? How will they survive the freezing temperatures when winter One of the ways that plants prepare for winter is to drop their leaves. Ma especially do this. Trees like Maples and Oak shed their leaves in order to This helps them survive. On plant

# Animal & Plant Adaptations

- Name:
6. What does the word relocate mean?
- a. to drive a car
  - b. to move to another area
  - c. to find something again
  - d. to stay in the same place
7. What is the main idea of paragraph 3?
- a. animals hibernate and migrate to survive the weather
  - b. animals migrate to warmer places
  - c. animals hibernate by going underground
  - d. animals hibernate by using caves
8. Which set of adaptations on both animal and plant adaptations?
- a.
  - b.
  - c.
  - d.
9. Which of
10. Who

# Animal & Plant Adaptations

Most areas can be divided seasonally by spring, summer, fall, and winter. During these seasons humans wear different clothes, eat different foods, and spend time in different places. Animals and plants are no different. Like us, depending on the weather, they make changes to keep themselves comfortable and thriving during the intense summer heat and the freezing winter cold.

## Animal Adaptations

# Animal & Plant Adaptations

- Name:
1. Select the word or phrases from the paragraph that help the reader understand the meaning of the word adapt.
- a. their surroundings
  - b. change
  - c. die due to the weather
  - d. different seasons
2. Compare animal adaptations and plant adaptations. What is one way they are the same?
- a. animals and plants migrate
  - b. animals and plants die in cold weather
  - c. animals and plants change their surroundings
  - d. animals and plants change colors

## Plant Adaptations

## Adaptations

## Other Facts

## Animal Adaptations

# Annotate the Text

1 Number the paragraphs

2 Underline important statements

3 Circle unknown words

4 Question? Confusing?

# This resource includes:

- Teacher Tips
- Questions to Ask Students
- Student Bookmarks:
  - Close Reading Steps
  - Annotate/Mark the Text
- Informational Text: Plant and Animal Adaptations
- 10 Multiple Choice Questions
- 8 Graphic Organizers
- Answer Key

## Animal & Plant Adaptations

### Plant Adaptations

It can be easy to understand the way that animals survive cold weather, but about plants? How will they survive the freezing temperatures when winter comes? One of the ways that plants prepare for winter is to drop their leaves. Many trees, especially do this. Trees like Maples and Oak shed their leaves in order to keep their leaves all winter. This helps them survive. Other plants, which helps them survive a time. They do not survive the new year. Unlike the perennials, they do not survive.

## Animal & Plant Adaptations

Name: \_\_\_\_\_

6. What does the word relocate mean?
  - a. to drive a car
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  - c. to find something again
  - d. to stay in the same place
7. What is the main idea of paragraph 3?
  - a. animals hibernate and migrate to survive the weather
  - b. animals migrate to warmer places
  - c. animals hibernate by going underground
  - d. animals hibernate by using caves
8. Which set of details were in the sections on both animal and plant adaptations?
  - a. how to kill both in types of weather
  - b. the importance of shedding leaves
  - c. the importance of migrating
  - d. ways that both survive in types of weather
9. Which of the following is NOT a plant adaptation to survive the cold weather?
  - a. shedding leaves
  - b. migrating
  - c. having all above ground
  - d. keeping the roots fed all winter
10. What does the word retain mean?
  - a. want
  - b. give
  - c. keep
  - d. lose

## Animal & Plant Adaptations

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### Animal Adaptations

## Animal & Plant Adaptations

Name: \_\_\_\_\_

1. Select the word or phrases from the paragraph that help the reader understand the meaning of the word adapt.
  - a. their surroundings
  - b. change
  - c. die due to the weather
  - d. different seasons
2. Compare animal adaptations and plant adaptations. What is one way they are the same?
  - a. animals and plants may migrate
  - b. animals and plants usually die in cold weather
  - c. animals and plants may go underground to survive
  - d. animals and plants may change colors
3. Where in the text does the author show evidence to support that some animals hunt at night?
  - a. Paragraph 2
  - b. Paragraph 3
  - c. Paragraph 4
  - d. Paragraph 5

# 10 Multiple Choice Questions

# Close Reading

Close Reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

## Steps for Close Reading:

1. Read the Text
2. Mark Up the Text or Annotate the Text
3. Read the Text Again
4. Define Unknown Words
5. Read the Text Again
6. Respond to Reading



## Includes:

- Teacher Tips
- Questions to Ask Students
- Close Reading Steps - Bookmark
  - Version with "Mark the text"
  - Version with "Annotate the text"
- Steps to "Mark the Text" Bookmark
- Steps to "Annotate the Text" Bookmark
- Informational Text: The
- 10 Multiple Choice Questions
- 7 Graphic Organizers

# Teacher Tips & Suggestions

## Questions to Ask Students

- What is the text mostly about?
- Who is the audience for this text?
- What's is the writer's purpose of this text?
- What's your favorite part of the passage?
- What words are new to you? What do you think the words mean?
- What detail stands out to you?
- What questions do you now have about the topic?
- If you can ask the author 2 questions, what would you ask them?
- In this paragraph, what is the author saying?
- What is the structure of the text? How does it help

## Teacher Tips

Close reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

1. Read the Text: When students read the text for the first time, they are reading just to identify what the passage is mostly about. The first read is surface level and allows the students to understand the gist of the text.
2. Mark Up the Text or Annotate the Text: Encourage students to use their annotation bookmarks (provided below) to make notes directly on the text. Students can write in the margins, use sticky notes to make notes, use color coding. You can even slip the text inside a dry-erase pocket and encourage students to use dry-erase markers to mark up the text.
3. Read the Text Again: If the teacher is working with the students for this, the teacher can read the text aloud this time. Model think-alouds and use expression while you read. If students are working with partners in a station, encourage them to each read a paragraph then switch readers.
4. Define Unknown Words: During this step, invite students to circle any unknown or unfamiliar words. Use the provided graphic organizer to select 4-5 unknown words and work to identify the meaning of each word.
5. Read the Text Again: With this third time reading the text, encourage the students to read the passage independently.
6. Respond to Reading: Students will now use the text to answer the 10

# Graphic Organizers

- Main Ideas with Text Evidence
- Central Ideas with Text Evidence
- Central Ideas with Details
- Main Idea, Details, Conclusion
- KWL: What I Know, What I Want to Know, What I Learned
- Overview: Topic, Author's Purpose, Key Vocabulary, Most Important Thing, I Wonder, Important Facts, Illustration
- Context Clues (3 Versions: 3 words, 4 words, 5 words)
- Plant and Animal Adaptations

Name: \_\_\_\_\_

Unknown Word

Context Clue

Word Meaning

Name: \_\_\_\_\_

What I Know

What I Want to Know

What I Learned

Name: \_\_\_\_\_

Topic

Author's Purpose

Key Vocabulary

Most Important Thing

I Wonder...

Important Facts

Illustration

Graphic  
Organizers

# Ideas for Use



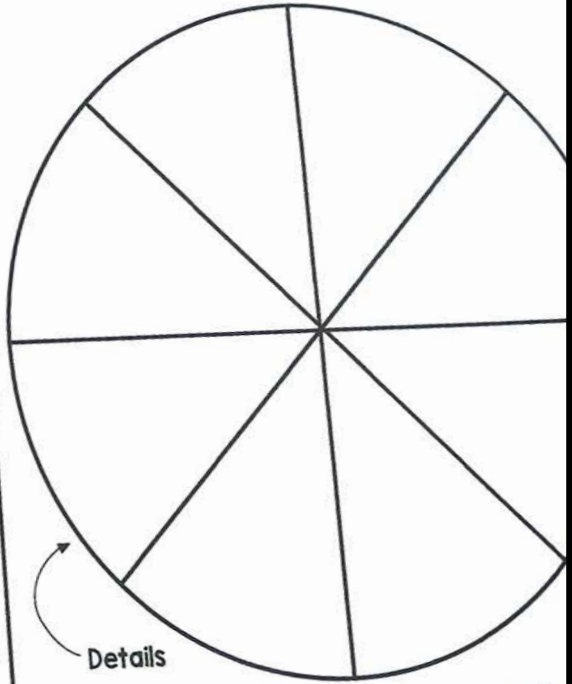
- Whole Group Instruction
- Partner Practice
- Guided Reading Groups
- Substitute Plans
- Send home to practice
- ELA Work Stations or Centers
- Assessment



Unknown Word	Context Clue

Name: \_\_\_\_\_

Central Idea



Details

Name: \_\_\_\_\_

Main Ideas

- 1
- 2
- 3

Text Evidence #1

Text Evidence #2

Text Evidence #3

Name: \_\_\_\_\_

Main Idea

Detail

Detail

Detail

# Graphic Organizers

Purchase now to  
connect science  
and literacy  
in your  
classroom!