



Birds and Worms

Teacher Page

Students practice FCAT skills while learning about camouflage in predator/prey relationships.

GRADE LEVEL: 3rd grade

ACADEMIC OUTCOMES/LESSON OBJECTIVES:

- Students will respond to FCAT-Style questions and prompts in Reading, Writing, Math, and Science.

SUNSHINE STATE STANDARDS ASSESSED:

- LA.3.4.1 Develops and demonstrates creative writing.
- LA.3.6.3.1 Determines main content and supporting details, including distinguishing fact from opinion, in a print media message.
- MA.D.2.2.1 Represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.
- SC.G.1.2.2 Knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.

RESOURCES:

Florida Project Learning Tree Web site - <http://www.sfrc.ufl.edu/plt/>
Florida Department of Education Web site - <http://www.firn.edu/doe/>

AUTHORS: Florie Babcock
Kelley Weitzel, Education Consultant

Answer Key:

1. LA.3.4.4.1 Use the 6-point writing rubric.
2. b) MA.D.2.2.1
3. c) SC.G.1.2.2
4. d) LA.3.6.3.1



Birds and Worms

Student Handout

Students practice FCAT skills while learning about camouflage in predator/prey relationships.

WRITING

1. Camouflage is the protective coloring that helps animals hide from their predators. Think about ways that animals might use camouflage for protection and survival. Write a story about an animal that uses camouflage to make an amazing escape from a predator.

NOTE: Write your response to question 1 on another sheet.

The "Birds & Worms" Activity

Ms. Smith divided her class into 4 teams. She took the teams out to a grassy area and told them they were going to pretend to be hungry birds. Next, she asked each team to form a line, with the team leader in the very front. When the activity started, the front student raced out to search the leafy play area for "worms." (Actually, the worms were colored beans). As each student collected a "worm," he raced back to the end of his line, and the next student raced off on a worm hunt. They continued playing until every student had a chance to find a worm. Next, they recorded which color "worm" each "hungry bird player" found. The data they collected is listed in the table below.

Color of Worms Caught by Ms. Smith's Class

	Team 1	Team 2	Team 3	Team 4
Worms collected by the FIRST kids out	Red	Red	Black	Black
Worms collected by the SECOND kids out	Red	Black	Yellow	Red
Worms collected by the THIRD kids out	Yellow	Black	Yellow	Red
Worms collected by the FOURTH kids out	Yellow	Green	Yellow	Green
Worms collected by the FIFTH kids out	Green	Brown	Green	Yellow
Worms collected by the SIXTH kids out	Brown	Green	Green	Brown

Name:

Date:



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MATH

2. Use the table titled, "Color of Worms Caught by Ms. Smith's Class," to answer the following question. During the first three rounds, students collected only red, yellow, and black worms. Which of the number sentences below best describes the worms they collected in the first THREE rounds?
- a. Red worms < Black worms < Yellow worms
 - b. Yellow worms < Black worms < Red worms
 - c. Yellow worms > Red worms > Black worms
 - d. Black worms > Yellow worms > Red worms

SCIENCE

3. Ms. Smith's class visits a local park and discovers that half of the ground is covered in brown fallen leaves. The other half is covered by green grass. Which of the following explains how well the colored worms might survive in this park?
- a. Yellow worms will survive best because they can find each other easily in the leaves.
 - b. Brown worms will be eaten most because they look like twigs that birds use in nesting.
 - c. Green worms will survive the best because they can blend in with the green grass and hide from predators.
 - d. Black worms will be eaten most because they do not appear to be poisonous.

READING

4. Based on your reading of the passage and the table, which of the following statements is probably true?
- a. Black worms were only collected in the last rounds of the game because they are harder to spot.
 - b. Brown worms were collected before the yellow worms because they were easier to spot in the grassy environment.
 - c. Green worms were easier to find in the early part of the game because they blend in well with the green grass.
 - d. Red worms were collected more in the early part of the game because that color is easier to spot against green grass.

Name:

Date: