

**Zoology 3  
Notebooking  
Journal**

**for**

**Exploring Creation with  
Zoology 3: Land Animals**

by  
Jeannie Fulbright

# Zoology 3 Notebooking Journal

Published by  
**Apologia Educational Ministries, Inc.**  
1106 Meridian Plaza, Suite 220/340  
Anderson, IN 46016

www.apologia.com

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Manufactured in the United States of America  
First Printing: August 2010

ISBN: 978-1-935495-13-0

Printed by Courier Printing, Kendallville, IN

Cover Design by Kim Williams

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**MAP IT:** Skunk, Lion, Tiger, Lynx, Striped Hyena, Koala, Sugar Glider, Chimpanzee, Baboon, Macaque, Lemur, Rat, Sloth, Armadillo, Anteater, Donkey, Zebra, Rhino, Impala, Wildebeest, Gazelle, Giraffe, Gecko, Chameleon  
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# Note from the Author

Welcome to the wonderful adventure in learning called “Notebooking.” This notebooking journal correlates with Apologia’s *Exploring Creation with Zoology 3*, by Jeannie Fulbright. The activities in this journal provide everything your child needs to complete the assignments in *Exploring Creation with Zoology 3* and more. It will serve as your child’s individual notebook. You only need to provide scissors, glue, colored pencils, a stapler and a few brass fasteners.

The concept of notebooking is not a new one. In fact, keeping notebooks was the primary way the learned men of our past educated themselves, from Leonardo Da Vinci and Christopher Columbus to George Washington, John Quincy Adams and Meriwether Lewis. These men and many others of their time were avid notebookers. As we know, they were also much more advanced in their knowledge—even as teens—than we are today. George Washington was a licensed surveyor during his teenage years, and John Quincy Adams graduated from law school at age 17.

It would be wise for us to emulate the methods of education of these great men, rather than the failing methods used in our schools today. Common modern methods, namely fill-in-the-blank and matching worksheets, do not fully engage the student’s mind. Studies show that we remember only 5% of what we hear, 50% of what we see and hear and 90% of what we see, hear and do. When we participate in activities that correspond with learning, we increase our retention exponentially. This is exactly what the Zoology 3 Notebooking Journal is designed to do—offer engaging learning activities to increase your student’s retention.

The National Center for Educational Statistics shows us that American school children, by twelfth grade, rank at the bottom of international assessments, and do not even know 50% of what students in top-ranked countries know. As home educators, we have the opportunity to discard methods that are detrimental and ineffective and adopt the methods which will genuinely educate our children.

In addition to academic achievement, notebooking offers many benefits to students and parents. For students, it provides an opportunity to uniquely express themselves as they learn. It also provides a treasured memento of educational endeavors. For parents, it is a record of the year’s studies and can easily be transferred to a portfolio if needed.

This journal will make notebooking easier for both you and your student by supplying a plethora of templates, hands-on crafts and projects, additional experiment ideas, and many activities that will engage your student in learning. It will prove invaluable in helping students create a wonderful keepsake of all they learned in zoology 3. Remember that *everything in this notebooking journal is optional*. Because it will serve as your student’s own unique notebook, you may customize it by simply tearing out the activity pages that you choose not to use. You, as the teacher, will decide what truly benefits your student’s learning experience, encourages a love for learning and builds his confidence in science. Every child is different, learns differently and will respond differently to the array of activities provided here. Use discernment in how many of the activities and assignments you use with your child. Your goal is not to complete every activity but to make learning a joy.

*However, as a seasoned home educator, let me encourage you not to attempt to do every single activity in this notebooking journal. Choose the projects and activities that will be enjoyable and inspire a love of learning. If something is a drudgery, it will not serve to increase your student’s retention, but will only discourage his enjoyment of science—resulting in an unmotivated learner.*

It is my hope and prayer that you and your students will benefit from your studies this year, growing closer to God as you learn of His creation, and finding joy in the learning process.

Warmly,



# Zoology 3 Notebooking Journal

Below are descriptions of a suggested schedule and the activities included in this notebooking journal. The first five activities are taken directly from the coursework contained in *Exploring Creation with Zoology 3*. The others are additional optional activities coordinating with the book.

## Suggested Schedule

A suggested schedule for reading the *Exploring Creation with Zoology 3* text and completing the activities contained in the book and in this journal has been provided. Though not every student or parent will choose to utilize the schedule, those who do may find it very beneficial. Some parents will appreciate having their student's daily reading and assignments organized for them. Older students will find it easy to complete the book and journal by following the schedule on their own. Though the suggested schedule provides for the zoology course to be completed in twenty-eight weeks, two days per week, it is flexible and can be made to fit your goals. The course can be expedited by completing three or four days of science per week. You can lengthen the course by studying science only one day per week. If you wish to do the extra activities found in the Explore More pages, still another day of science can be added. Above all, use the suggested schedule in a way that best suits your family.

## Fascinating Facts

*Exploring Creation with Zoology 3* contains many facts, ideas and interesting notions. Although oral (verbal) narration is an effective means for retention, your student may wish to record some of the information either through drawing or writing. The Fascinating Facts pages can be used for written narrations. Some of the lessons provide two Fascinating Facts pages for your student's use. If your student is an avid writer, you can access more Fascinating Facts pages to print (free of charge) on the Apologia website. To do so, simply login to [www.apologia.com/bookextras](http://www.apologia.com/bookextras) and type in this password: godmadethemcrawl. These additional pages can be included in this notebooking journal by simply stapling them onto one of the existing Fascinating Facts pages.

## What Do You Remember? Review Questions

These review questions are the same questions asked in the "What Do You Remember?" section found in each lesson of the book. They can be answered orally (verbally) or, for older students, as a written narration assignment. For co-ops or classroom use, these questions may also serve as a way to evaluate how much the students have retained from the reading. However, I would encourage you to review the material with the students before giving the questions as a written narration assignment. This will encourage better retention of the material and increase both the students' confidence and their ability to restate their learning. The answers to the review questions can be found on pages 267 through 271 of *Exploring Creation with Zoology 3*.

## Notebooking Assignments, Activities and Projects

The lessons in *Exploring Creation with Zoology 3* offer suggested notebooking assignments, activities and projects typically found at the end of each lesson. Provided in this journal are templates (blank pages with lines for writing or space for drawing) which your student can use for completing these activities. Colored pencils can be used to encourage creative, high quality work. Some projects require the student to use a Scientific Speculation Sheet. These sheets have been included in this notebooking journal. Drawings or pictures of the projects can be pasted onto the Scientific Speculation Sheets.

## Map It! and Track It!

In the appendix of this notebooking journal you will find animal stickers to complete the Map It! activities contained in the text. You will only need to provide a large wall map. Instructions for completing the Map It! activities can be found at the end of the lessons.

Many lessons will have a Track It! activity designed to encourage your students to find and record different animal tracks. Templates for creating an animal tracks book are provided on page 248, in the section of this journal before the cut and fold miniature books. Simply tear these pages from the journal and fold and staple them to create a book. Instructions for completing the Track It! activities can be found at the end of the lessons. More Track It! pages are available on the course website to download and print if your student finds he needs more.

## Scripture Copywork

Incorporating the Word of God in your science studies through Scripture Copywork will provide many benefits to your student. It will encourage stronger faith and memorization of Scripture, as well as better writing, spelling and grammar skills. Each lesson has a corresponding verse for your child to copy, which may be printed or written in cursive.

## Vocabulary Crosswords

If you desire to expand your child's studies with vocabulary activities, the Vocabulary Crosswords can be used to review the new words and concepts mentioned in the lesson. Remember, working with the vocabulary in this manner is not a "test" of your child's knowledge, but should be viewed as a reinforcement and reminder of what he has learned. The answers to the Vocabulary Crosswords can be found on pages 240 through 243.

## Project Pages

Many of the projects and experiments in *Exploring Creation with Zoology 3* are "hands-on" and therefore cannot be preserved in a notebook. Each lesson in this notebooking journal provides a Project Page in which your student can write about what he did and learned from the various projects and experiments contained in the coursework. Be sure to take pictures of the finished products and glue them onto the Project Pages. Your child will enjoy looking back and remembering the fun he had learning zoology 3!

## Cut and Fold Miniature Books

At the back of this journal, you will find Cut and Fold Miniature Book craft activities that correspond with the reading. These miniature books are designed to review the concepts learned in each lesson. Writing lines are provided on the miniature books so your students can record the information they have learned. Some books ask for specific information. Others do not and allow the students to record the facts they found most interesting. Students will cut out the pattern, write what they have learned in the designated places, then assemble the books according to the directions. Paste Pages are included in this journal for each miniature book activity. The Paste Pages provide a place for your students to preserve and display their Cut and Fold Miniature Books. Instructions are included for pasting the miniature books onto the Paste Pages.

These books are entirely optional. Some students thrive with the hands-on approach, while other students do not benefit academically from this type of activity. Allow your students to try the Cut and Fold Miniature Books to see if they enjoy learning in this way.

## Explore More

The Explore More suggestions are designed to give your student additional ideas and activities that might enhance his studies such as: experiments, hands-on activities, research and living book titles, as well as audio and video resources. Because these assignments are entirely optional, they are not included in the suggested schedule for completing the notebooking journal.

## Field Trip Sheets

Your family may wish to further enhance your studies by visiting a zoo or science museum. Field Trip Sheets are provided at the back of this notebooking journal to record your visits. You can make a pocket on the back of these sheets to hold any brochures or additional information you receive. Simply glue three edges (sides and bottom) of a half piece of construction paper to the bottom of the Field Trip Sheet.

## Final Review

At the end of this journal are 50 questions that review the entire course. They can be answered orally or in writing. This is an optional activity; however, I believe your students would be pleasantly surprised to see how much they know about zoology 3 after answering the questions. The answers to the Final Review can be found on page 244.

Week	Day 1	Day 2
1	<p><b>Lesson 1 - Animals of Day Six</b> Read pp. 1-4 &amp; Narrate *Begin working on <i>Fascinating Facts about Zoology</i> Read pp. 4-6 &amp; Narrate</p>	<p>Read pp. 6-8 &amp; Narrate Read pp. 8-11 &amp; Narrate</p>
2	<p><b>Lesson 1 - Animals of Day Six</b> *Written Narration: <i>What Do You Remember?</i> p. 11 Map It! p. 11 Track It! p. 12 *Notebooking Activity: <i>Animal Careers and Predator and Prey Drawing</i> p. 12</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crossword</i> <i>Cut and Fold Miniature Books</i> Experiment: <i>Camouflaged Animals</i> p. 12</p>
3	<p><b>Lesson 2 - Carnivorous Mammals</b> Read pp. 15-18 &amp; Narrate *Begin working on <i>Fascinating Facts about Carnivorous Mammals</i> Try This! p. 18</p>	<p>Read pp. 18-21 &amp; Narrate Read pp. 21-23 &amp; Narrate Read pp. 24-28 &amp; Narrate</p>
4	<p><b>Lesson 2 - Carnivorous Mammals</b> *Written Narration: <i>What Do You Remember?</i> p. 28 Map It! p. 29 Track It! p. 29 *Notebooking Activity: <i>Canine Newsletter</i> p. 29</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crosswords</i> <i>Cut and Fold Miniature Books</i> Experiment: <i>A Person's Sense of Smell</i> p. 30</p>
5	<p><b>Lesson 3 - Caniforms Continued</b> Read pp. 31-35 &amp; Narrate *Begin working on <i>Fascinating Facts about Caniforms</i> Try This! p. 35</p>	<p>Read pp. 36-39 &amp; Narrate Read pp. 39-41 &amp; Narrate Try This! p. 41 Read pp. 41-44 &amp; Narrate</p>
6	<p><b>Lesson 3 -Caniforms Continued</b> Read pp. 44-49 &amp; Narrate *Written Narration: <i>What Do You Remember?</i> p. 49 *Notebooking Activity: <i>Different Families</i> p. 49 *Notebooking Activity: <i>Bear Comic Strip</i> p. 49</p>	<p>Track It! p. 49 Map It! p. 50 <i>Scripture Copywork</i> <i>Vocabulary Crossword</i> <i>Cut and Fold Miniature Books</i> Experiment: <i>Which Color Gets Hotter?</i> p. 50</p>
7	<p><b>Lesson 4 - Feliform Carnivores</b> Read pp. 51-54 &amp; Narrate *Begin working on <i>Fascinating Facts about Feliform Carnivores</i> Read pp. 54-58 &amp; Narrate</p>	<p>Try This! p. 58 Read pp. 58-60 &amp; Narrate Try This! p. 60 Read pp. 60-64 &amp; Narrate</p>
8	<p><b>Lesson 4 - Feliform Carnivores</b> Read pp. 64-67 &amp; Narrate *Written Narration: <i>What Do You Remember?</i> p. 67 Map It! p. 68 Track It! p. 68 *Notebooking Activity: <i>Storyboard</i> p. 68 *Notebooking Activity: <i>Feliform Fact Sheets</i> p. 68</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crosswords</i> <i>Cut and Fold Miniature Books</i> Experiment: <i>The Cougar Eats the Deer</i> p. 69</p>
9	<p><b>Lesson 5 - Marsupials</b> Read pp. 71-73 &amp; Narrate *Begin working on <i>Fascinating Facts about Marsupials</i> Try This! p. 73 Read pp. 73-74 &amp; Narrate</p>	<p>Try This! p. 74 Read pp. 75-78 &amp; Narrate Read pp. 79-82 &amp; Narrate Read pp. 82-86 &amp; Narrate</p>
10	<p><b>Lesson 5 - Marsupials</b> *Written Narration: <i>What Do You Remember?</i> p. 86 Map It! p. 86 Track It! p. 87 *Notebooking Activity: <i>Venn Diagram</i> p. 87 *Notebooking Activity: <i>Marsupial Pages</i> p. 87</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crosswords</i> <i>Cut and Fold Miniature Books</i> Project: <i>Animal Tracks</i> p. 87</p>

Week	Day 1	Day 2
<b>11</b>	<p><b>Lesson 6 - Primarily Primates</b> Read pp. 89-94 &amp; Narrate *Begin working on <i>Fascinating Facts About Primates</i> *Begin <i>Primates Classification Chart</i> p. 94</p>	<p>Read pp. 95-98 &amp; Narrate Read pp. 98-100 &amp; Narrate Read pp. 100-103 &amp; Narrate</p>
<b>12</b>	<p><b>Lesson 6 - Primarily Primates</b> Read pp. 104-109 &amp; Narrate *Written Narration: <i>What Do You Remember?</i> p. 109 Map It! p. 109 *Notebooking Activity: <i>Create a Travel Brochure</i> p. 109 *Notebooking Activity: <i>Complete Primates Classification Chart</i> p. 110</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crosswords</i> <i>Cut and Fold Miniature Books</i> Experiment: <i>Depth Perception</i> p. 110</p>
<b>13</b>	<p><b>Lesson 7 - Rodentia and the Rest</b> Read pp. 111-114 &amp; Narrate *Begin working on <i>Fascinating Facts about Rodentia</i> Read pp. 114-118 &amp; Narrate</p>	<p>Read pp. 118-122 &amp; Narrate Try This! p. 122 Read pp. 122-127 &amp; Narrate Try This! p. 127</p>
<b>14</b>	<p><b>Lesson 7 - Rodentia and the Rest</b> Read pp. 127-128 &amp; Narrate *Written Narration: <i>What Do You Remember?</i> p. 129 Map It! p. 129 Track It! p. 129 *Notebooking Activity: <i>Creature Facts</i> p. 129 *Notebooking Activity: <i>Create a Creature</i> p. 130</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crosswords</i> <i>Cut and Fold Miniature Books</i> Experiment: <i>Examine the Bones of a Rodent</i> p. 130</p>
<b>15</b>	<p><b>Lesson 8 - Ungulates</b> Read pp. 131-134 &amp; Narrate *Begin working on <i>Fascinating Facts about Ungulates</i> Read pp. 135-137 &amp; Narrate</p>	<p>Read pp. 137-140 &amp; Narrate Read pp. 140-142 &amp; Narrate Read pp. 143-146 &amp; Narrate Read pp. 146-148 &amp; Narrate</p>
<b>16</b>	<p><b>Lesson 8 - Ungulates</b> *Written Narration: <i>What Do You Remember?</i> p. 149 Map It! p. 149 Track It! p. 149 *Notebooking Activity: <i>Creature Facts</i> p. 149 *Notebooking Activity: <i>Odd-Toed Ungulates Quiz</i> p. 149</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crosswords</i> <i>Cut and Fold Miniature Books</i> <i>Review Game</i> p. 149</p>
<b>17</b>	<p><b>Lesson 9 - Order Artiodactyla</b> Read pp. 151-155 &amp; Narrate *Begin working on <i>Fascinating Facts about Artiodactyla</i> Try This! p. 155</p>	<p>Read pp. 155-158 &amp; Narrate Try This! p. 158 Read pp. 158-162 &amp; Narrate Read pp. 163-166 &amp; Narrate</p>
<b>18</b>	<p><b>Lesson 9 - Order Artiodactyla</b> Read pp. 166-169 &amp; Narrate *Written Narration: <i>What Do You Remember?</i> p. 169 Map It! p. 169 Track It! p. 169 *Notebooking Activity: <i>Design a Zoo</i> p. 169</p>	<p><i>Scripture Copywork</i> <i>Vocabulary Crosswords</i> <i>Cut and Fold Miniature Books</i> Experiment: <i>A Giraffe's Blood Pressure</i> p. 170</p>
<b>19</b>	<p><b>Lesson 10 - Orders Squamata and Rhynchocephalia</b> Read pp. 171-174 &amp; Narrate *Begin working on <i>Fascinating Facts about Squamates and Tuataras</i> Read pp. 174-178 &amp; Narrate</p>	<p>Read pp. 179-182 &amp; Narrate Read pp. 182-185 &amp; Narrate</p>

Week	Day 1	Day 2
20	<p><b>Lesson 10 - Orders Squamata and Rhynchocephalia</b> Read pp. 186-189 &amp; Narrate</p> <p>*Written Narration: <i>What Do You Remember?</i> p. 189 Map It! p. 189 Track It! p. 189</p> <p>*Notebooking Activity: <i>Venn Diagram</i> p. 190 *Notebooking Activity: <i>Special Snake Abilities</i> p. 190</p>	<p>*Notebooking Activity: <i>Lizard Facts</i> p. 190 *Notebooking Activity: <i>Tuatara Speech</i> p. 190</p> <p><b>Scripture Copywork</b> <b>Vocabulary Crosswords</b> <b>Cut and Fold Miniature Books</b></p> <p>*Project: <i>Venomous Snakes or Raise a Squamate</i> p. 190</p>
21	<p><b>Lesson 11 - The Rest of the Reptiles and Amphibians</b> Read pp. 191-193 &amp; Narrate</p> <p>*Begin working on <i>Fascinating Facts about Reptiles and Amphibians</i> Read pp. 194-197 &amp; Narrate</p>	<p>Read pp. 197-201 &amp; Narrate Read pp. 201-206 &amp; Narrate Read pp. 207-209 &amp; Narrate</p>
22	<p><b>Lesson 11 - The Rest of the Reptiles and Amphibians</b> *Written Narration: <i>What Do You Remember?</i> p. 209 Map It! p. 209 Track It! p. 209</p> <p>*Notebooking Activity: <i>Venn Diagram</i> p. 210 *Notebooking Activity: <i>Turtles, Crocodilians and Amphibians</i> p. 210</p>	<p>*Notebooking Activity: <i>Amphibian Diary</i> p. 210</p> <p><b>Scripture Copywork</b> <b>Vocabulary Crosswords</b> <b>Cut and Fold Miniature Books</b> Project: <i>Keeping a Turtle</i> p. 210</p>
23	<p><b>Lesson 12 - Dinosaurs</b> Read pp. 211-214 &amp; Narrate</p> <p>*Begin working on <i>Fascinating Facts about Dinosaurs</i> Read pp. 215-217 &amp; Narrate</p>	<p>Read pp. 217-218 &amp; Narrate Try This! p. 219 Read pp. 219-223 &amp; Narrate</p>
24	<p><b>Lesson 12 - Dinosaurs</b> Read pp. 224-226 &amp; Narrate</p> <p>*Written Narration: <i>What Do You Remember?</i> p. 226 Map It! p. 227 Track It! p. 227</p> <p>*Notebooking Activity: <i>Dinosaur Pages</i> p. 227</p>	<p><b>Scripture Copywork</b> <b>Vocabulary Crossword</b> <b>Cut and Fold Miniature Books</b> Experiment: <i>Reptile Models</i> p. 227</p>
25	<p><b>Lesson 13 - Arthropods of the Land</b> Read pp. 229-232 &amp; Narrate</p> <p>*Begin working on <i>Fascinating Facts about Arthropods</i> Read pp. 232-234 &amp; Narrate</p>	<p>Try This! p. 234 Read pp. 234-238 &amp; Narrate</p> <p>*Mid-lesson Notebooking Activity: <i>Spider Hunt</i> p. 238 *Mid-lesson Project: <i>Create a Web Frame</i> p. 238 Read pp. 239-243 &amp; Narrate</p>
26	<p><b>Lesson 13 - Arthropods of the Land</b> Read pp. 243-247 &amp; Narrate</p> <p>*Written Narration: <i>What Do You Remember?</i> p. 247 *Notebooking Activity: <i>Invertebrates Search- write about or draw what you saw</i> p. 247 *Notebooking Activity: <i>Interesting Arthropods</i> p. 247</p>	<p><b>Scripture Copywork</b> <b>Vocabulary Crosswords</b> <b>Cut and Fold Miniature Books</b> Experiment: <i>Woodlouse Population Study</i> p. 247</p>
27	<p><b>Lesson 14 - Gastropods and Worms</b> Read pp. 249-251 &amp; Narrate</p> <p>*Begin working on <i>Fascinating Facts about Gastropods and Worms</i> *Try This! p. 251</p>	<p>Read pp. 251-255 &amp; Narrate Read pp. 255-258 &amp; Narrate Read pp. 258-262 &amp; Narrate *Try This! p. 262</p>
28	<p><b>Lesson 14 - Gastropods and Worms</b> Read pp. 262-265 &amp; Narrate *Try This! p. 265</p> <p>*Written Narration: <i>What Do You Remember?</i> p. 266 *Notebooking Activity: <i>Gastropods</i> p. 266 *Notebooking Activity: <i>Tapeworms</i> p. 266 *Notebooking Activity: <i>Earthworms</i> p. 266</p>	<p><b>Scripture Copywork</b> <b>Vocabulary Crossword</b> <b>Cut and Fold Miniature Books</b> Experiment: <i>Worm Temperature Preference</i> p. 266</p>

\* Templates provided for these activities

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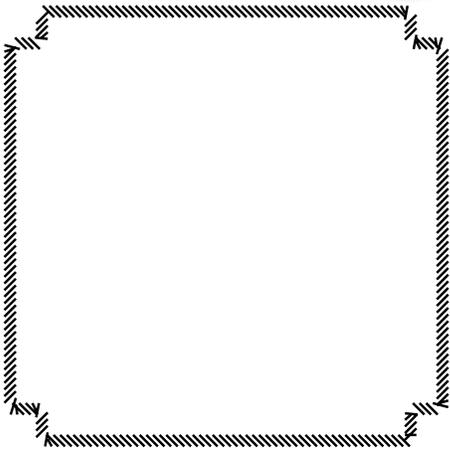
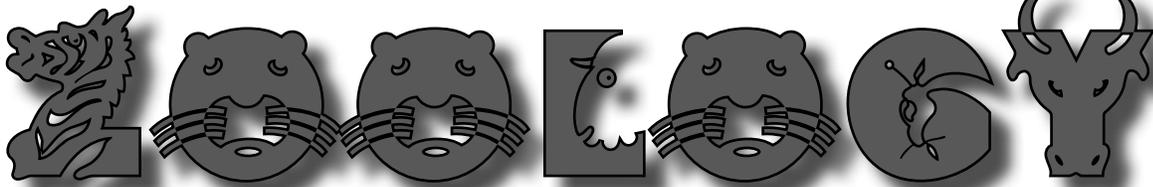
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# FASCINATING

# FACTS

ABOUT



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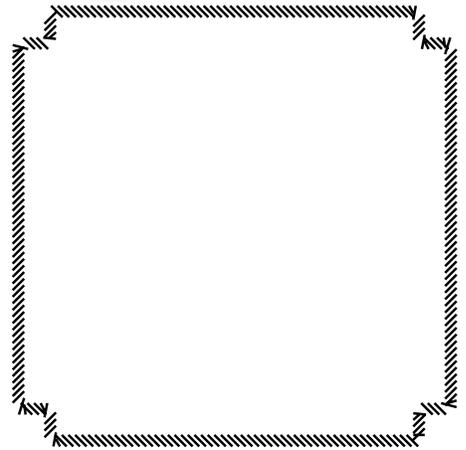
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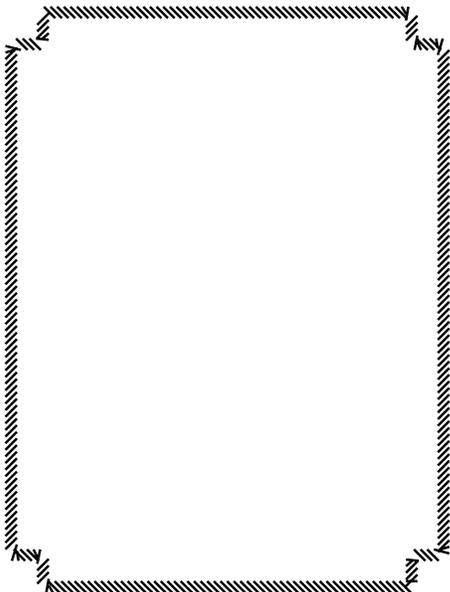
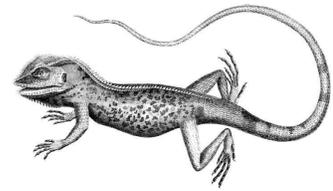
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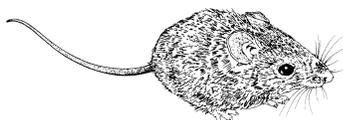
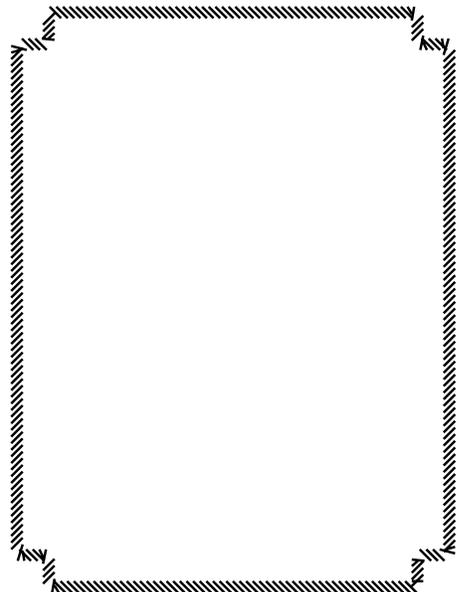
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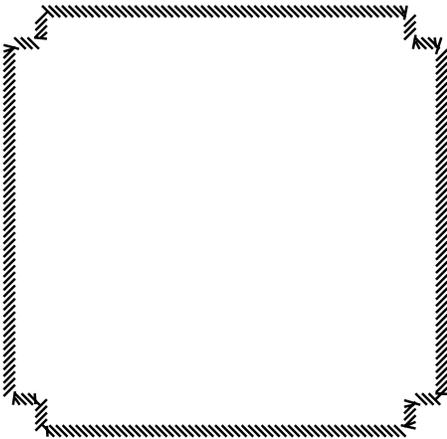
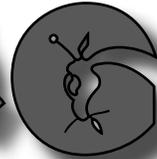
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# FASCINATING

## FACTS

ABOUT



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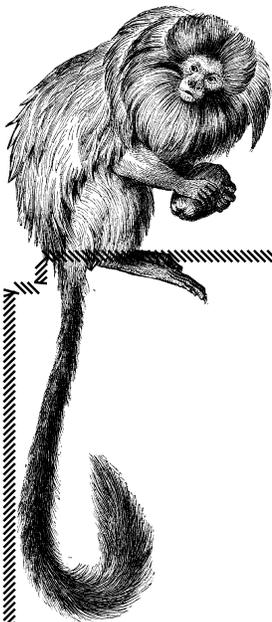
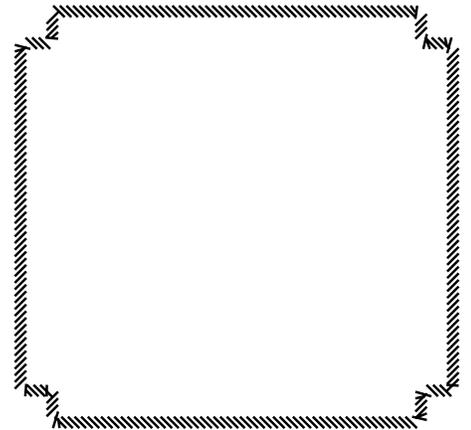
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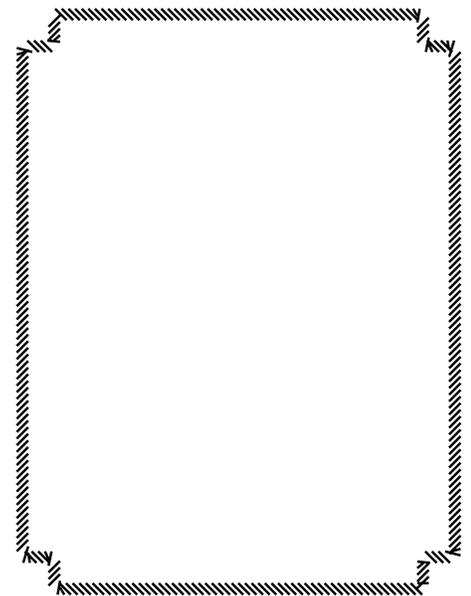
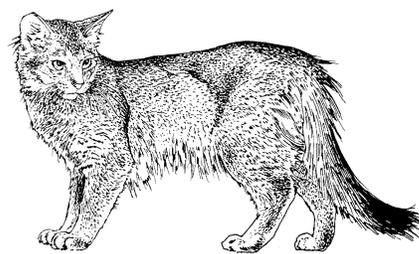
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# *What Do You Remember?*

## *Lesson 1 Review Questions*

1. Explain what animal habituation is.
2. What is a safari?
3. What does it mean to be a predator?
4. What does it mean to be prey?
5. Have there always been predators and prey?
6. What is a zoonotic disease?
7. Name a few careers that involve working with animals.

# ANIMAL CAREERS



*“And the wolf will dwell with the lamb, and the leopard will lie down with the young goat, and the calf and the young lion and the fatling together; and a little boy will lead them. Also the cow and the bear will graze, their young will lie down together, and the lion will eat straw like the ox. The nursing child will play by the hole of the cobra, and the weaned child will put his hand on the viper’s den. They will not hurt or destroy in all My holy mountain.”*

*Isaiah 11:6-9*

# PREDATOR AND PREY



And God said, "Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind." And it was so.

Genesis 1:24

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Genesis 1:24

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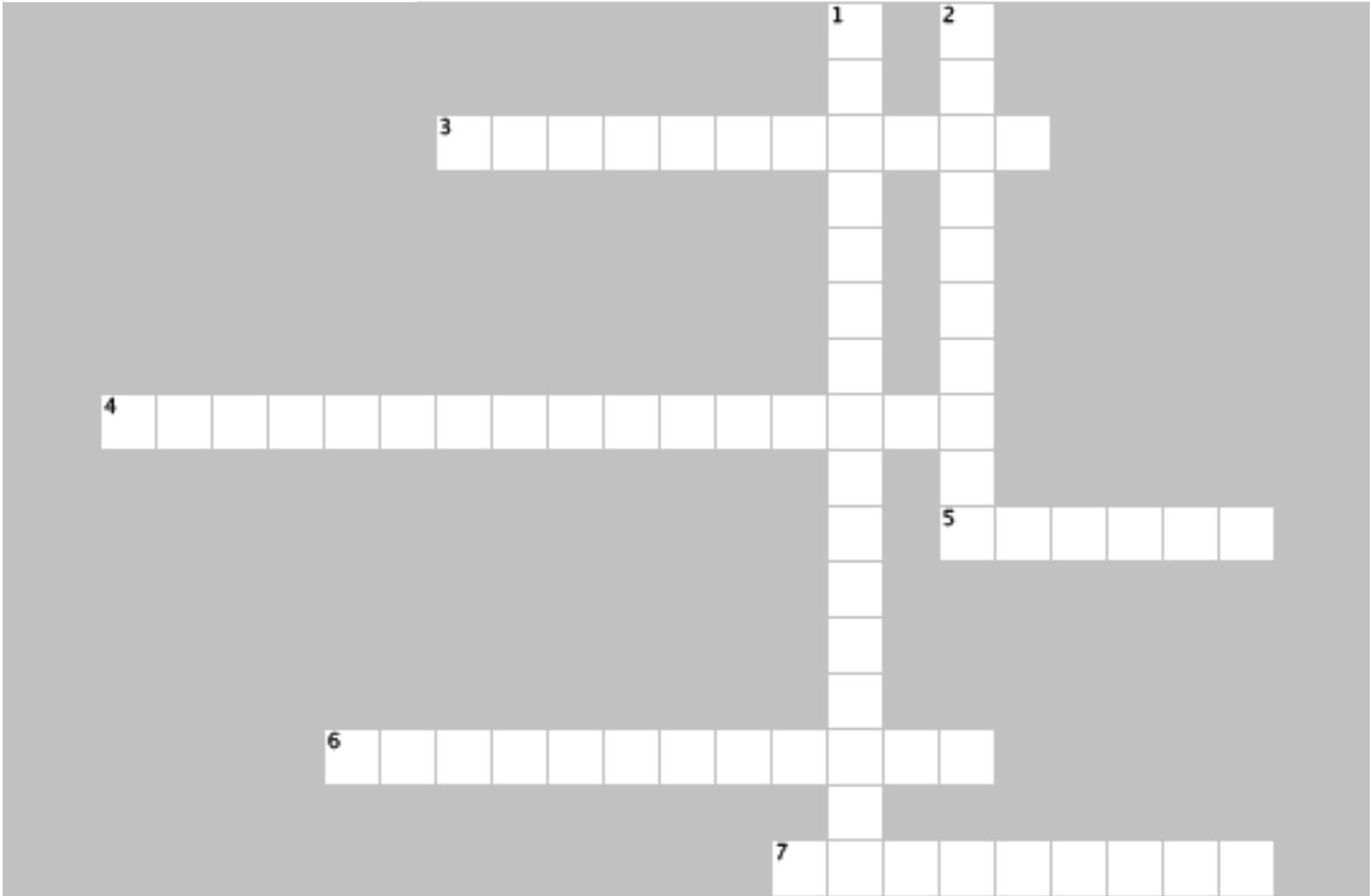
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# Vocabulary Crossword

## Lesson 1



SAFARI  
UNGULATES

ZOOLOGISTS  
VETERINARIAN

HABITUATION  
ZONOTIC DISEASES

NATURAL SELECTION

### Across

3. The process through which animals get used to people or other things that aren't naturally a part of their surroundings.
4. Illnesses transmitted between animals and people, like avian flu, mad cow disease, west Nile fever, and Lyme disease. TWO WORDS
5. A journey across a stretch of land, usually made to observe or hunt wild animals.
6. A doctor who works with injured and ill animals.
7. Animals with hooves.

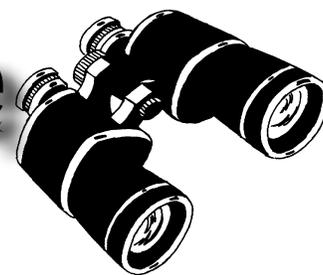
### Down

1. The process by which creatures that are best adapted to their environment survive. TWO WORDS
2. People who study animal behavior, habitats, anatomy, and everything else they can about animals.

# ZOOLOGY MINI BOOK



# Explore More



## DVD and Book Suggestions

***Planet Earth:*** The Complete BBC Series (2007) presented by Sir David Attenborough for BBC. This visually exquisite natural history series explores eleven geographical regions or habitats and their unique animal citizens, with an emphasis on ecology in response to global warming. Use caution with sensitive viewers as depictions of death are standard.

***Life*** (2010) presented by Sir David Attenborough for BBC. Originally broadcast as part of BBC's Darwin Season, this six-part series exposes the extraordinary behaviors animals have developed in order to survive. Evolutionary content.

***Nature: Born Wild*** (2009) distributed by PBS. An exciting series that gives viewers a rare look at the very first days of a marmoset, a moose, an elephant and a gorilla.

***Nature's Most Amazing Events*** (2009) presented by Sir David Attenborough for BBC. This visually and emotionally dramatic series connects six global climatic phenomena that altered landscapes and habitats to its animal winners and losers.

***Walt Disney's Legacy Collection: True Life Adventures***, Volumes 1-4. Digitally re-mastered and re-released classics from the 1950's include titles such as African Lion, Jungle Cat, Bear Country, White Wilderness, and so many more!

***The Animals Kinds*** (2009) by Answers in Genesis (ages 5-11). Buddy Davis explores God's design for animals—the camel, dog and horse—during a visit to the Creation Museum's petting zoo.

***Life's Story*** (2004) by Answers in Genesis (ages 8+). This visually stunning wildlife production tackles the hard questions of the theory of evolution, using nature to expose the impossibility of it.

***Incredible Creatures That Defy Evolution***, Volumes 1-3 (ages 12+). This series explores the intriguing animal designs that cannot be explained by the theory of evolution, pointing instead to a Creator.

***Handbook of Nature Study*** by Anna Comstock (all ages). This classic natural history textbook examines an extensive list of animals, plants and more, with an emphasis on observation.

***If Animals Could Talk*** by William L. Coleman (all ages). Descriptions of the catbird, panda, leopard, and other wonders of nature demonstrate spiritual truths and the importance of living according to the Christian faith.

***James Herriot's Treasury for Children*** by James Herriot (all ages). A collection of delightful tales from a beloved veterinarian and author.

***Animalia*** by Graeme Base (ages 4-8). A visual feast for the eyes, this puzzle book is filled with intricate and detailed illustrations of animals.

***The Animals of Maple Hill Farm*** by Alice and Martin Provensen (ages 4-8). Introduces the animals on the authors' own farm in New York: dogs, horses, pigs, geese, chickens, cows, goats, sheep, cats, and more!

***Arnosky's Ark*** by Jim Arnosky (ages 4-8). Depicts twelve endangered or seriously threatened animals in their natural habitats, emphasizing environmental ecology.

***The Big Snow*** by Berta and Elmer Hader (ages 4-8) Caldecott Medal Winner. In this treasured picture book, woodland animals prepare for winter.

***Big Tracks, Little Tracks*** by Millicent Selsam (ages 4-8). Answers questions about animal habits by examining their respective tracks and other clues left behind. Includes plenty of hands-on activities.

***Crinkleroot's Guide to Knowing Animal Habitats*** by Jim Arnosky (ages 4-8). A picture book that investigates, with a mixture of humor and instruction, the different habitats and their animal residents.

***Crinkleroot's Guide to Walking in Wild Places*** by Jim Arnosky (ages 4-8). Explore nature while taking a walk with Crinkleroot along a woodland trail.

***First Encyclopedia of Animals*** by Usborne Books (ages 4-8). Using simple text combined with extraordinary photography and illustrations, this book offers young readers a fascinating introductory peek into the animal world.

***How Animals Talk*** by Susan McGrath (ages 4-8). Describes how animals communicate with each other by means of sight, sound, smell, and touch.

***Keep Looking!*** by Joyce Hunt and Millicent Selsam (ages 4-8). A colorful picture book that encourages children to look for signs of wild animals in a country landscape by adding a new one to each successive page.

***Listen to the Animals: Devotions for Families with Young Children*** by William L. Coleman (ages 4-8). Fifty-two tales of animals give moral lessons in living according to the Christian faith.

***What Color is Camouflage?*** by Caroline B. Otto (ages 4-8). Explains how the use of camouflage helps both predator and prey.

***Who Eats What? Food Chains and Food Webs*** by Patricia Lauber (ages 4-8). A picture book that illustrates the food chains of land and water animals.

***The Year at Maple Hill Farm*** by Alice and Martin Provensen (ages 4-8). Describes the changes caused by the seasons of a year on a farm and its surrounding countryside.

***Animals and Their Young*** by Pamela Hickman (ages 6-9). Realistic illustrations and clear text examine and compare how different animals reproduce.

***Benny's Animals, And How He Put Them in Order*** by Millicent Selsam (ages 6-9). Two boys, with the help of a professor, learn to divide their animal pictures into proper groups.

***Biggest, Strongest, Fastest*** by Steve Jenkins (ages 6-9). A beautiful picture book about the animal leaders of the world.

***Field Trips: Bug Hunting, Animal Tracking, Bird-watching, Shore Walking*** by Jim Arnosky (ages 6-9). For budding naturalists, a how-to guide for taking nature hikes and keeping journals, emphasizing identification, observation, respect and safety.

***Food Chain Frenzy: A Magic School Bus Chapter Book*** by Anne Capeci (ages 6-9). Take a food chain field trip with the Magic School Bus.

***Hidden Animals*** by Millicent Selsam (ages 6-9). Explains how the ability of certain animals to blend in with or take on the characteristics of their environment protects them from enemies.

***How Many Ways Can You Catch a Fly?*** by Steve Jenkins (ages 6-9). An engaging picture book that explores the different ways animals within the food chain solve similar problems, like escaping predators and catching prey.

***Incredible Animal Adventures*** by Jean Craighead George (ages 6-9). A beloved and famous collection of stories about animals, including Balto, the sled dog that found its way through a blinding snowstorm, and Koko, the gorilla that learned sign language.

***Never Smile at a Monkey: And 17 Other Important Things to Remember*** by Steve Jenkins (ages 6-9). A fascinating picture book explores the unique and often deadly ways wild animals protect themselves or catch prey. Use caution with sensitive children.

***Pets in a Jar: Collecting and Keeping Small Wild Animals*** by Seymour Simon (ages 6-9). A how-to guide for collecting and keeping a number of creatures, using inexpensive and common equipment.

***What Do You Do When Something Wants to Eat You?*** by Steve Jenkins (ages 6-9). Boldly yet simply illustrated, this book introduces to children the defense mechanisms of fourteen different wild animals, showing how they escape their predators.

***What Do You Do with a Tail Like This?*** by Steve Jenkins and Robin Page (ages 6-9) Caldecott Honor Book. Explores peculiar facts about the special uses of animal body parts, like eyes, ears, nose, mouth, and feet.

***Watching Desert Life*** by Jim Arnosky (ages 6-9). With realistic illustrations and engaging narrative, Arnosky takes his readers on a trip to the desert to meet its residents.

***Wilderness Ways*** by William J. Long (ages 8-11). A naturalist shares his keen observations of animals in their natural habitats.

***Animals*** by Janice VanCleave (ages 9-12). A book of simple experiments that helps children answer questions about the habits of animals; also explains how to transform the experiments into science fair projects.

***Animals and Their World*** by Sally Morgan (ages 9-12). Examines how animals are adapted to survive in their respective environments through use of their unique senses and abilities to communicate. Contains numerous experiments that can be done at home or at a nearby park.

***One Day in the Desert*** by Jean Craighead George (ages 9-12). Explains how the animal and human inhabitants of the Sonoran Desert of Arizona—a mountain lion, a roadrunner, a coyote, a tortoise, and members of the Papago Indian tribe—survive its merciless heat.

***One Day in the Prairie*** by Jean Craighead George (ages 9-12). A day in the lives of three animals—the bison, prairie dog and eagle—living on a prairie wildlife refuge as they sense and prepare for a coming tornado.

***One Day in the Tropical Rain Forest*** by Jean Craighead George (ages 9-12). A young native boy helps scientists search for and find a nameless butterfly along the Orinoco River in Venezuela, saving the rain forest from bulldozing.

***One Day in the Woods*** by Jean Craighead George (ages 9-12). A young girl spends the day in the woods and encounters its flora and fauna.

***School of the Woods*** by William J. Long (ages 9-12). Vivid depictions examine how mother animals prepare their young for life in the wild.

***Secrets of a Wildlife Watcher*** by Jim Arnosky (ages 9-12). The author shares techniques used for finding wild animals such as owls, turtles, squirrels, foxes, beavers, and deer, and getting close enough to study their behavior.

***Secrets of the Woods*** by William J. Long (ages 9-12). The author shares his observations of wild animals in their North American habitats.

***The View from the Oak*** by Judith and Herbert R. Kohl (ages 9-12) National Book Award Winner. Encourages readers to view the world of ticks, flies, birds, jelly fish, and other animals through their senses, not our own.

***World of Animals*** by Usborne Books (ages 9-12). Arranged by continent, this Internet-linked book uses stunning photography and informative text to introduce and examine a bevy of animals.

***The Burgess Animal Book for Children*** by Thornton Burgess (ages 6-9). Old Mother Nature introduces elementary children to the mammals of North America.

***Tommy Smith's Animals*** by Edmund Selous (ages 6-9). The story of how one boy became a friend to all the animals of his neighborhood, after meeting them and learning about their habits.

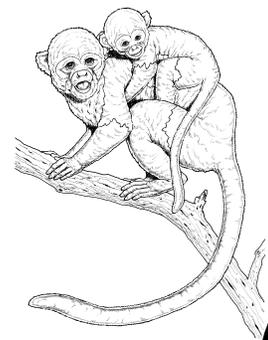
# My Zoology Project

What I did:

What I did:

What I learned:

What I learned:



# Scientific Speculation Sheet

## Camouflage Experiment

Name \_\_\_\_\_

Date \_\_\_\_\_

Materials Used:

Procedure:

Hypothesis:

Results:

Conclusion:

	Red M&M's	Brown M&M's	Green M&M's	Yellow M&M's	Orange M&M's	Blue M&M's
Starting Number						
Number Found						
Number Not Found						