

TEACHER GUIDE

4th–6th Grade

Includes Student
Worksheets

Science



Answer Keys



Weekly Lesson Schedule

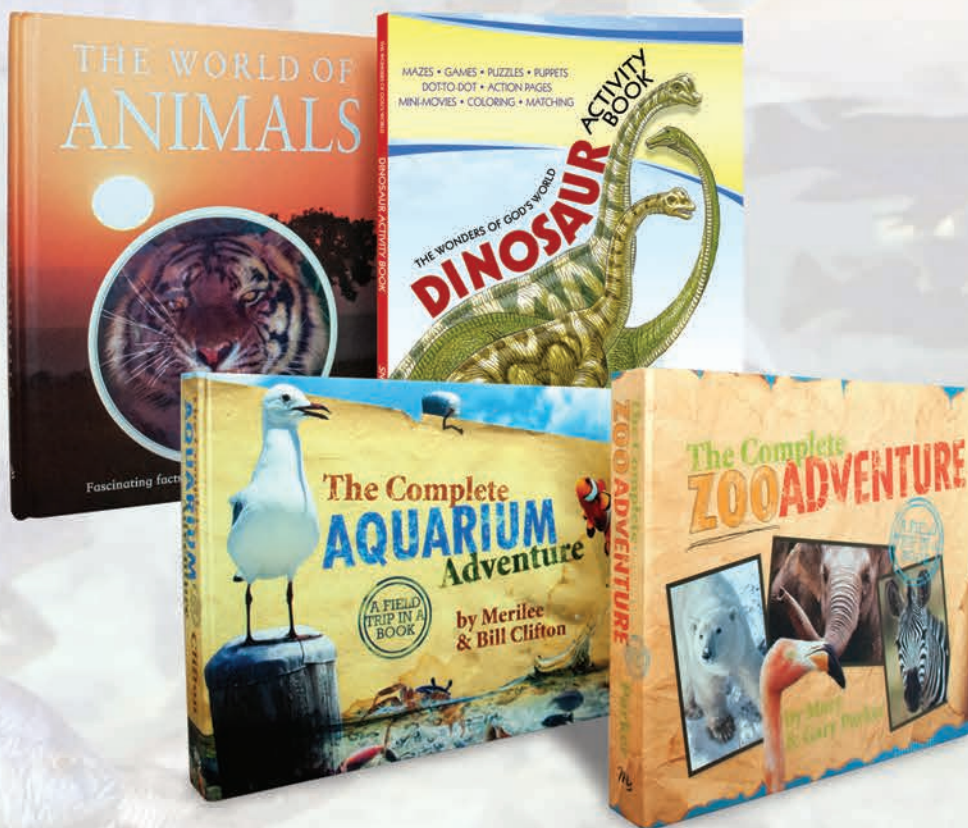


Worksheets



Quizzes & Tests

ELEMENTARY ZOOLOGY



TEACHER GUIDE

Includes Student
Worksheets



Weekly Lesson Schedule



Student Worksheets



Tests



Answer Key

4th–6th Grade

Science

Elementary Zoology



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Author Bios:

The Complete Zoo Adventure - **Dr. Gary E. Parker** is a popular homeschool author and speaker, with multiple degrees, and a co-founder of Creation Adventures Museum. **Mary Parker** is a phenomenal amateur paleontologist who has participated in fossil digs around the world. *The Complete Aquarium Adventure* - **Bill and Merilee Clifton** are founders of Science Partners, offering creation-based science classes for home school students. For over 30 years, Bill taught various science courses for public, Christian, and home schools and was head of SeaWorld Orlando's Education Department. *Dinosaur Activity Book* - **Earl and Bonita Snellenberger** are graduates of Herron School of Art of Indiana University. They have written and illustrated a number of unique, fun, and educational projects. *The World of Animals* – **Martin Walters** and **Jinny Johnson**.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.

	Approximately 30 to 45 minutes per lesson, three to five days a week
	Includes answer keys for worksheets, quizzes, and final exam
	Worksheets to help assess student learning
	Quizzes are included to help reinforce learning and provide assessment opportunities; optional final exam included
	Designed for grades 4 to 6 in a one-year course

Course Objectives: Students completing this course will

- ✓ Investigate the behavior, anatomy, and habitats of over 1,000 animals
- ✓ Become familiar with the incredible range of life in God’s wonderful world
- ✓ Identify up-to-date information on endangered species and environments
- ✓ Learn about the history of dinosaur discoveries and the lives of those incredible creatures created by God
- ✓ Study obscure animal facts, animal records, and amazing comparisons
- ✓ Write out text they can share with friends or family about what they have learned.

Course Description

Zoology is the study of life, often connected with biology and focused on animals, which is why we have those places called “zoos” all across the country. However, while the secular focus of zoology is on life origins and evolution, this course celebrates the wonder of God’s creation and His unique design of all life on earth. This course has been developed to enhance learning about the diverse and amazing animals we see in our world. From the tiniest to the largest, you will be exploring what makes them unique as you celebrate their place in the world God created. Although the material can be modified for your own educational purposes, either on an elementary or more advanced level, it has been organized here to fit a one-year course. Worksheets, simple sectional quizzes, and a final semester exam are all focused on *The World of Animals*. Other books noted in the calendar are primarily for added activities. The simple quizzes can be used in grading progress, assessing learning, or as test preparation for the final exam.

Quizzes: Quizzes are optional and should be assigned at the teacher’s discretion. The maturity of the student should determine whether the quizzes are open book.

Grading Options for This Course: It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

To calculate the percentage of the worksheets, quizzes, and tests, the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

Bonus Activities: Each section of this course has five optional bonus activities. These activities will each be worth 20 points and can include visual, reading, research, and writing activities. These are not required, but choosing one per section can be an additional learning experience.

SIMPLE ANIMALS:

- Choose an animal to write a one-page essay about.
- Create a short story using some of the animals in this section. Try to keep the story realistic in terms of how they live.
- Create a visual aquarium by drawing and coloring at least ten of the animals in this section. Take a small box, cut out the animals (if you have your parent's permission), and glue the animals on it to form your own paper aquarium.
- Take a map and identify five bodies of salt water and five bodies of fresh water.
- Take a small notebook to the grocery store and list some of the animals in this section that are found there.

WORMS, SNAILS, AND STARFISH

- Make a drawing that shows a worm on or under the ground or one in the water. Be sure to include other details of life that may surround it. Be creative — choose an unusual setting like a farm, flowerpot, park, forest, or beach.
- Write a short story that tells how a starfish tries to sneak up on its lunch.
- Check the ground after a rain or at night, if the soil is loose, to see if you can see any earthworms. Give a short report on what you find.
- Collect a worm or snail and try to identify it in the book — also make a list of some of its features that would help you identify it if you ever see it again.
- See how many empty snail shells you can find in your backyard. Are all of the snails the same size, color or shape? Write a short essay telling what you find.

INSECTS AND OTHER ANTHROPODS

- Set up an ant farm from a kit. Observe how the ants live, and write a one-page essay on what you observe or an interesting part of ant life.
- Draw three kinds of insects — try to be detailed and accurate in their size, shape, features, and colors. You can use the insects in this section as models for your drawing. Or make a drawing of a spider's web.
- See if you can find out if there are any unusual insects that are unique to your state or region. If you find one, write a short report and include a copy of an illustration or photo of the insect that you have found online (with your parent's permission) or from a reference book.
- Write a short story from the perspective of an insect — either celebrating its uniqueness or a challenge that its design has the ability to overcome (example: bumblebees can fly).
- Choose two insects and make a list of features from each, comparing and contrasting the two.

FISH

- Do you have a pet fish? If so, you can write a short story featuring your pet fish. Make the story an exciting adventure.
- If you have ever gone fishing, what types of fish have you caught? If you have never gone fishing, what type of fish do you enjoy eating (examples: tuna, tilapia, etc.)?
- What is the most amazing thing you have learned about fish in this section? Write a one-page essay telling what you found to be amazing.
- See if you can find any images of fish in a magazine. If you can, then see if you can identify them. Be sure to include whether they are freshwater or saltwater fish.
- Find a story book in the library or a movie that features a fish. Do a one-page report on the book or the movie.

AMPHIBIANS AND REPTILES

- If you have a favorite amphibian or reptile, what is it and why? Write the answers in a one-page essay.
- Do frogs live in your area? What kind are they, and where are they found? Do a short report on what you find.
- Why are sea turtles endangered, and what efforts are made to help protect them? This short essay will require additional research. Be sure to get your parent's permission to use the computer. You may also be able to find the answers in books or magazines at your local library.
- Find a map. Choose five snakes and mark up the map, noting where each kind of snake can be found.
- Draw a specific kind of snake or a toad. Be sure to include details of its coloring and shape of its body.

BIRDS

- Take a few moments each day for a week and make note of all the different birds that you see.
- Are there any bird nests in your yard? Be careful not to disturb them, but make a weekly note on what you see happening in the nest. Include details on what kind of bird it may be, how many birds or eggs are in the nest, where the nest is in the yard, and how long it is before they take flight.
- Write a creative short story — include one bird from four different habitats (mountains, oceans, etc.) as characters in the story.
- Why are birds like parrots a big responsibility if you have one as a pet? Write a one-page essay that answers the question.
- How is a chicken different than a hawk? You can either make a drawing of each and point out the differences or write a list contrasting each bird.

MAMMALS — PART ONE: DOGS TO HORSES

- Do you have a dog as a pet? Write a two-page essay and include a drawing about your pet dog.
- See if you can find a book in the library about horses — either a reference book or a storybook. What is your favorite thing about a horse? Make a list of at least five things, and describe each one in detail.
- Give a one-page report on your favorite mammal. Tell why it is your favorite, where it is found, what makes it unique, etc.
- What is a fascinating fact about mammals that you have learned so far? Tell what it is and why it surprised you.
- Start a paper zoo in a blank notebook. Collect or create pictures of various kinds of animals; be sure to group them in some way (by kind, by area where they are found, by habitat, etc.).

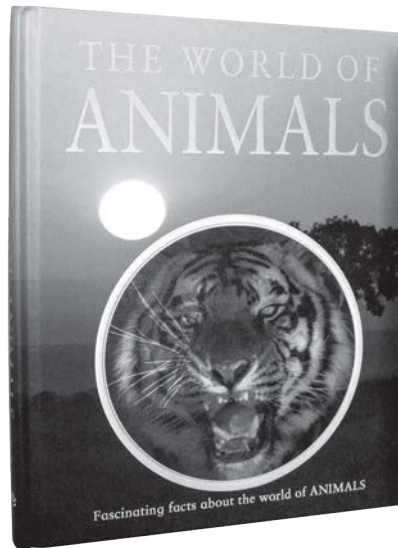
MAMMALS — PART TWO: CATS TO MONKEYS

- Write a two-page play using several mammals in a specific location, like the ocean or the forest.
- See if you can list ten different kinds of cats.
- Mark up a map showing the locations of different types of whales.
- Often whales or dolphins get stuck on the shoreline in great numbers. Scientists don't really know why, but see if you can find any news stories about the efforts to save beached sea creatures. Get your parent's permission if you need to use the computer and get on the Internet.
- In the biblical account of creation, God makes all the animals and then He creates a man and a woman. How does that make us different from the animals? Draw a picture of what you think the Garden of Eden and its animals looked like.

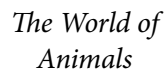
First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter — <i>The World of Animals, Dinosaur Activity Book</i>					
Week 1	Day 1	A World Full of Animals: Introduction • Read Pages 6-9 <i>The World of Animals</i> • (WA) • Worksheet 1 • Pages 19-20 • Teacher Guide (TG)			
	Day 2				
	Day 3	Section 1 • Simple Animals: The Micro-World of Protists, Floating Protists • Read Pages 10-15 • (WA) Worksheet 1 • Pages 21-22 • Lesson Planner • (TG)			
	Day 4				
	Day 5	Read and Color Pages 2-5 • <i>Dinosaur Activity Book</i> • (DAB)			
Week 2	Day 6	Section 1 • Simple Animals: Water Bears and Wheel Animals, Sponges • Read Pages 16-19 • (WA) Worksheet 2 • Pages 23-24 • (TG)			
	Day 7				
	Day 8	Section 1 • Simple Animals: Comb Jellies, The “Nettle Animals” Read Pages 20-25 • (WA) • Worksheet 3 • Pages 25-26 • (TG)			
	Day 9				
	Day 10	Read and Color Pages 6-9 • Complete Puzzle • (DAB)			
Week 3	Day 11	Section 1 • Simple Animals: Jellyfish, More Jellyfish Read Pages 26-29 • (WA) • Worksheet 4 • Pages 27-28 • (TG)			
	Day 12				
	Day 13	Section 1 • Hydroids, Sea Anemones Read Pages 30-33 • (WA) • Worksheet 5 • Pages 29-30 • (TG)			
	Day 14				
	Day 15	Read and Color Pages 10-13 • Complete Activity • (DAB)			
Week 4	Day 16	Section 1 • Anemones and Partners, Corals, Coral Reefs Read Pages 34-39 • (WA) • Worksheet 6 • Pages 31-32 • (TG)			
	Day 17	Study Day			
	Day 18	Section 1 Simple Animals: Quiz 1 • Pages 137-138 • (TG)			
	Day 19				
	Day 20	Read and Color Pages 14-17 • Complete Activities • (DAB)			
Week 5	Day 21	Section 2 • Worms, Snails, & Starfish: Earthworms and Leeches, Bristleworms • Read Pages 40-45 • (WA) Worksheet 1 • Pages 33-34 • (TG)			
	Day 22				
	Day 23	Section 2 • Worms, Snails, & Starfish: Flatworms, Flukes and Tapeworms • Read Pages 46-49 • (WA) Worksheet 2 • Pages 35-36 • (TG)			
	Day 24				
	Day 25	Read and Color Pages 18-21 • Start Flip-Flap Fossil Reconstruction Fun Activity • (DAB)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Section 2 • Worms, Snails, & Starfish: Roundworms, Other Worms • Read Pages 50-53 • (WA) Worksheet 3 • Pages 37-38 • (TG)			
	Day 27				
	Day 28	Section 2 • Worms, Snails, & Starfish: The Range of Mollusks, Slugs and Snails • Read Pages 54-57 • (WA) Worksheet 4 • Pages 39-40 • (TG)			
	Day 29				
	Day 30	Read and Color Pages 22-25 • Continue Flip-Flap Fossil Reconstruction Fun Activity • (DAB)			
Week 7	Day 31	Section 2 • Worms, Snails, & Starfish: Sea Snails and Limpets, Seashells • Read Pages 58-61 • (WA) Worksheet 5 • Pages 41-42 • (TG)			
	Day 32				
	Day 33	Section 2 • Worms, Snails, & Starfish: Bivalve Mollusks, Squid, Octopuses, and Cuttlefish • Read Pages 62-65 • (WA) Worksheet 6 • Pages 43-44 • (TG)			
	Day 34				
	Day 35	Read and Color Pages 26-29 • Complete Flip-Flap Fossil Reconstruction Fun Activity • (DAB)			
Week 8	Day 36	Section 2 • Worms, Snails, & Starfish: Starfish and Seastars, Sea Urchins and Sea Cucumbers • Read Pages 66-69 • (WA) Worksheet 7 • Pages 45-46 • (TG)			
	Day 37	Study Day			
	Day 38	Section 2 Worms, Snails, & Starfish: Quiz 2 Pages 139-140 • (TG)			
	Day 39				
	Day 40	Read and Color Pages 30-32 • Complete Maze • (DAB)			
Week 9	Day 41	Section 3 • Insects & Other Arthropods: The World of Bugs, Beetles and Weevils • Read Pages 70-75 • (WA) Worksheet 1 • Pages 47-48 • (TG)			
	Day 42				
	Day 43	Section 3 • Insects & Other Arthropods: Butterflies and Moths, Bees, Wasps, and Ants • Read Pages 76-79 • (WA) Worksheet 2 • Pages 49-50 • (TG)			
	Day 44				
	Day 45	Read and Color Pages 33-36 • Complete <i>Protoceratops</i> Toy (DAB)			
First Semester-Second Quarter — <i>The World of Animals, Dinosaur Activity Book</i> <i>The Complete Aquarium Adventure</i>					
Week 1	Day 46	Section 3 • Insects & Other Arthropods: Flies, Dragonflies and Damselflies • Read Pages 80-83 • (WA) Worksheet 3 • Pages 51-52 • (TG)			
	Day 47				
	Day 48	Section 3 • Insects & Other Arthropods: Bugs, Crickets and Grasshoppers • Read Pages 84-87 • (WA) Worksheet 4 • Pages 53-54 • (TG)			
	Day 49				
	Day 50	Read and Color Pages 37-39 • Complete Activities • (DAB)			



Worksheets
for Use with
The World of Animals



1. God could have made everything look the same, but we have incredible diversity among plants and animals. What does that say about the creativity of God?

2. What are the five kingdoms of living things?
3. How do plants and animals get their energy?

5. When you are classifying animals, what are the two classifications used?



Please read the assigned pages and then answer the following questions:

1. What characteristics make an animal a simple one?
2. What is the name of the simplest life form?
3. Sea anemones are close relatives of what creatures?
4. Why are many protists considered parasites?
5. How is malaria, caused by protists called plasmodias, spread?

6. What connection do floating protists have to plankton?
7. How does much of plankton make its own food?
8. Why are some of the simple animals also called “producers”?
9. What is a diatom, and where are they found?
10. What causes a “red” tide?



Please read the assigned pages and then answer the following questions:

1. Why are the bryozoan called “moss” animals?
2. How does a moss animal protect itself?
3. Do all moss animals live in the ocean? If not, what other places?
4. How does sea moss spread to new areas?
5. Where do sea mats like to grow?

6. What is another name for water bears?
7. What do water bears eat?
8. What is another name for rotifers?
9. Describe the physical appearance of hairybacks.
10. Where do water bears live?



6. What is bioluminescence?
7. What are three physical characteristics of comb jellies?
8. What are two other names for nettle animals?
9. What are the two basic body shapes of nettle animals?
10. What are the stinging cells on tentacles on the “nettle animals” used for?



Please read the assigned pages and then answer the following questions:

1. How large are jellyfish?
2. How do jellyfish swim?
3. What animals eat jellyfish?
4. Why do many jellyfish die after being washed ashore?
5. How do jellyfish see?

6. Give one example of a colonial cnidarian.
7. Why are box jellyfish harmful to swimmers or people wading in the ocean?
8. What are siphonophores?
9. How are box jellyfish different than true jellyfish?
10. In what country's waters does the southern sea wasp live?
11. What unique characteristic does the by-the-wind-sailor have?

Please read the assigned pages and then answer the following questions:

1. What do most hydroids resemble?
2. What is the purpose of each type of polyp inside an obelia colony?
3. Where do sea firs grow?
4. Where do hydras live?
5. Which colonial hydroids resemble true coral?

6. What two types of anthozoans are called flower-like animals?

7. Do sea anemones have a medusa?

8. What colors can be found on a beadlet anemone?

9. How do sea anemones feed?

10. Where is the mouth of an anemone found?



6. How do stony coral polyps protect themselves from danger?
7. What do feeding polyps rely on to bring them food?
8. What are the three types of coral?
9. What is a coral reef, and how are they formed?
10. Why are coral reefs one of the richest wildlife habitats on earth?
11. What are three prevalent threats to coral reefs and coral animals?

Quizzes & Test Section

Q	<i>The World of Animals</i>	Quiz 1	Scope: Section 1	Total score: ____ of 100	Name
	Concepts & Comprehension				

Answer Questions: (5 Points Each Question)

1. What are the five kingdoms of living things?
2. How do plants and animals get their energy?
3. When you are classifying animals, what are the two classifications used?
4. What characteristics make an animal a simple one?
5. What is the name of the simplest life form?
6. Why are many protists considered parasites?
7. How is malaria, caused by protists called plasmodias, spread?
8. How does much of plankton make its own food?
9. Why are some of the simple animals also called “producers”?
10. How does sea moss spread to new areas?

11. What is another name for rotifers?
12. How do sponges serve as “living filters”?
13. How do comb jellies move through the water?
14. What is bioluminescence?
15. What animals eat jellyfish?
16. How do jellyfish see?
17. What do most hydroids resemble?
18. How do sea anemones feed?
19. Define the word *symbiosis*.
20. What are the three types of coral?

Answer Keys

The World of Animals — Worksheet Answer Keys

INTRODUCTION

Introduction – Worksheet 1

1. He is powerful and creative, and created animals to survive in all climates and habitats.
2. Monera, Protista, Plants, Fungi, and Animals
3. Animals eat other living things; plants get their energy from sunlight.
4. Glacier grasshoppers can be frozen alive, yet survive when they are thawed out; desert creatures can escape the heat by going underground or remaining dormant until the rains come.
5. Vertebrates and invertebrates
4. They produce egg-like structures and are often blown to different places by the wind, starting new colonies.
5. On seaweed and kelp
6. Tardigrades
7. The sap of plants or on creatures smaller than itself
8. Wheel animals
9. They have round, bristly heads, a streamlined body, and forked tail.
10. Some live in the sea; some in fresh water

SECTION 1: SIMPLE ANIMALS

Worksheet 1: The Micro-World of Protists; Floating Protists

1. If it has very few basic body parts
2. Sponges
3. Jellyfish
4. They thrive inside other living things, known as hosts.
5. Through mosquito bites
6. They form part of the plankton.
7. It uses sunlight energy.
8. They produce food for themselves rather than having to consume it.
9. Plant-like protists with beautifully shaped, sculpted, and patterned shells
10. Huge numbers of dinoflagellates

Worksheet 2: Moss Animals; Water Bears and Wheel Animals

1. They live in the sea and look like a patch of moss or doormat rather than an animal.
2. They hide in their hard casing.
3. No, in fresh water

Worksheet 3: Sponges, Comb Jellies, The “Nettle Animals”

1. They filter tiny particles from the water.
2. Tiny spikes called spicules, unpleasant smell or taste
3. Around 1,000
4. They filter water, helping keep it clean and clear.
5. They drift or swim with the currents.
6. The ability of an animal to create its own light
7. Bands of comb-like cilia, two long sticky tentacles, soft transparent bodies
8. Cnidarians and coelenterates
9. The medusa and the polyp
10. Capture, paralyze, and kill prey

Worksheet 4: Jellyfish, More Jellyfish

1. Some are smaller than the tip of your finger; others are larger than a patio umbrella.
2. Contracting a ring of muscles to propel water out of the bell of the jellyfish and push the jellyfish through the water
3. Fish, squid, and sea turtles
4. Their bodies collapse and dry out.
5. Sense organs that can detect light or dark, as well as which way is up or down

6. Answers will vary; for examples: the man of war, by-the-wind-sailor
7. They have very powerful and painful stings; swimmers can be killed if they are stung by a group of them.
8. Colonies of polyps
9. Their body shape
10. Australia
11. A hard skeleton that acts like a mast to support a thin sail
8. Stony, soft, gorgonian
9. A huge lump of rock made by millions of tiny animals called coral polyps.
10. They form a protected area from ocean waves, with plenty of places for creatures to call home, as well as seaweeds, fish, and other ocean creatures.
11. Pollution, mud and silt, crown-of-thorns starfish

SECTION 2: WORMS, SNAILS, & STARFISH

Worksheet 5: Hydroids, Sea Anemones

1. Sea anemones
2. One kind does feeding, the other reproduction
3. On rocks along the shore below the low-tide line
4. Fresh water
5. Fire corals
6. Sea anemones and corals
7. No, they do not have this floating jellyfish-like stage.
8. Usually bright red, but can also be brown, orange, green
9. Trap fish and other small creatures in their tentacles
10. At the center of its tentacles

Worksheet 6: Anemones and Partners, Corals, Coral Reefs

1. Fish, shrimps, crabs, and worms
2. A helpful partnership between two different kinds of animals that is beneficial to both of them
3. Anemones live on the crab's shell, helping to protect it and giving it an opportunity to find more food.
4. A thick coating of slime
5. Spongy, rubbery jelly
6. They retreat into a protective cup.
7. The water's currents and waves

Worksheet 1: Earthworms and Leeches, Bristleworms

1. There are at least 30 different groups of worm-like creatures.
2. Most worms live only in water or under the ground in damp mud, sand, or soil.
3. Worms absorb oxygen through their thin, moist skin.
4. Worms are also soft, slow-moving, and vulnerable, so they gain some protection from living in tubes and tunnels.
5. Answers will vary — can include one or more of the following points: The earth passes through the worm's gut and nutritious bits like pieces of dead leaves are digested. The remains pass out of the worm as fine-grained droppings. Millions of earthworms keep soil fertile as they break down and recycle plant and animal remains. Their burrows allow air and moisture into the soil, for plant roots to use, and to help water drain away.
6. South Africa; over 3 feet long to more than 20 feet long
7. fresh water; bloodworm
8. Yes, they are like flattened types of worms. Some leeches eat smaller worms or insect grubs, others eat blood from fish and even people.
9. Lugworms and ragworms
10. It retreats into the safety of its tube.

Worksheet 2: Flatworms, Flukes and Tapeworms

1. Flatworms; no ring-like sections or segments

The World of Animals — Quiz Answer Keys

Introduction/ Section 1: Simple Animals Quiz #1

1. Monera, Protista, Plants, Fungi, and Animals
2. Animals eat other living things; plants get their energy from sunlight.
3. Vertebrates and invertebrates
4. If it has very few basic body parts
5. Sponges
6. They thrive inside other living things, known as hosts.
7. Through mosquito bites
8. It uses sunlight energy.
9. They produce food for themselves rather than having to consume it.
10. They produce egg-like structures and are often blown to different places by the wind, starting new colonies.
11. Wheel animals
12. They filter water, helping keep it clean and clear.
13. They drift or swim with the currents.
14. The ability of an animal to create their own light
15. Fish, squid, and sea turtles
16. Sense organs that can detect light or dark, as well as which way is up or down
17. Sea anemones
18. Trap fish and other small creatures in their tentacles
19. A helpful partnership between two different kinds of animals that is beneficial to both of them
20. Stony, soft, gorgonian
4. Flatworms; no ring-like sections or segments
5. Protects it from the body fluids and digestive juices from the animal it lives within
6. With hooks and suckers
7. Answers can include: ribbon worms, spoon worms, arrow worms, acorn worms, horsehair worms, peanut worms, beard worms, horseshoe worms, priapulids, tongue worms, spiny-headed worms
8. Ribbon worms
9. Mollusks
10. Answers can include: to catch prey, to cling to rocks, to slide around, to dig around in sand or mud.
11. It is like a trapdoor that protects the snail in its shell.
12. Sea snails are often very colorful, while land snails are mostly gray and brown.
13. On land they have lungs; those in the sea have gills.
14. Answers will vary but can include: tower shells, top shells, cowries, conches
15. With two valves
16. A bit of grit or a parasite may enter the shell. If the mollusk cannot get rid of it, it is gradually covered in nacre, the substance that forms the smooth, white inner lining of a shell. This builds up in thin layers until the grit is completely wrapped in a ball of shiny white nacre forming a pearl.
17. They are able to change both the color and patterns on their skin quickly, easily, and often.
18. Hedgehog skin
19. In the sea
20. Mollusks, bivalves, crabs, worms, and other echinoderms

Section 2: Worms, Snails, & Starfish Quiz #2

1. Most worms live only in water or under the ground in damp mud, sand, or soil.
2. Worms absorb oxygen through their thin, moist skin.
3. Yes, they are like flattened types of worms. Some leeches eat smaller worms or insect grubs, others eat blood from fish and even people.

Section 3: Insects & Other Arthropods #3

1. Insects
2. Hard outer body casing or exoskeleton, wings for