





TEACHER GUIDE

4th–6th Grade

Includes Student
Worksheets

Science

-  Answer Keys
-  Weekly Lesson Schedule
-  Worksheets
-  Quizzes

NOW IN
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ELEMENTARY ZOOLOGY



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Elementary Zoology



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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.

A Wild Adventure! Learn all about some of God's unique critter creations in this *Elementary Zoology* course! Students will study a variety of animals from mammals to birds and reptiles to fish, reading about their habitats, special characteristics, diets, cool facts, and more. With activities including dot-to-dots, coloring pages, and word searches, students will have tons of fun learning about animals from a biblical perspective. The course is designed for field trips to an aquarium and a zoo but also includes activities for an at-home animal adventure!



Approximately 30 to 45 minutes per lesson, five days a week



Includes answer keys for worksheets, quizzes, and tests



Worksheets to help assess student learning



Quizzes and tests are included to help reinforce learning and provide assessment opportunities; optional final exam included



Designed for grades 4 to 6 in a one-year science course

Course Objectives: Students completing this course will

- ✓ Become familiar with the incredible range of life in God's wonderful world — from the oceans to the sky and everywhere in between
- ✓ Identify endangered species, their environments, and the importance of the natural world
- ✓ Learn about 45 unique creatures and important biblical principles in the fascinating devotional component of the course
- ✓ Study obscure animal facts, animal records, and amazing comparisons that highlight the uniqueness and variety found in God's creations
- ✓ Discover important information about animal kinds, Creation, and Noah's Ark

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.

Devotionals: Students who take this course will be reading one or two animal-focused devotions each Friday from the book *God’s Amazing Creatures & Me!* Each gives the student information about an animal, a connected concept within the biblical text, a question that prompts personal reflection, and a memory verse. There is no testing or assessment for this element of the Elementary Zoology course.

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

0 to 59 percent = F

Note: An aquarium visit and a zoo visit are discussed at the end of each semester. You might look through the last semester pages a few weeks prior to make sure everyone is ready for the trip. If you cannot get away for an aquarium or zoo visit, alternative ideas are provided to have a wonderful time at home no matter what.

Supply List

The following supplies are suggested for this course, including crayons, pencils, or markers for the pages that involve coloring:

***How Many Animals Were on the Ark?* – Worksheet 31: Measuring Activity**

- yarn or string
- a measuring tape
- scissors

***The Complete Aquarium Adventure* – Worksheet 5: Water Cycle Bracelet**

- pony beads of yellow, blue, green, white, clear, and brown
- elastic cord cut to 8 inches (or optional string or twine)

***The Complete Aquarium Adventure* – Worksheet 9: Guess Who? (Game)**

- paper clips or clothespins

***The Complete Aquarium Adventure* – Worksheet 21: Top Marine Predator Mobile**

- Styrofoam™, papier-mâché, balsa wood
- fabric, or other material light enough to suspend from the ceiling

***The Complete Aquarium Adventure* – Worksheet 24: Aquarium Diorama**

- shoe box or similar cardboard box
- scissors
- glue
- tape
- plastic wrap
- construction paper or pictures
- additional items that might include sand, plants, and rocks

Bonus Activity: Green Sea Turtle Hand Puppet

- scissors
- tape

Bonus Activities: Sea Scramble 1 and 2

- scissors

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read <i>How Many Animals Were on the Ark?</i> • (HMAWOTA) Pages 4–5 • Complete Worksheet 1 • Page 17 • Teacher Guide (TG)			
	Day 2	Read Pages 6–7 • (HMAWOTA) Complete Worksheet 2 • Pages 19–20 • (TG)			
	Day 3	Creation Art • Complete Worksheet 3 • Page 21 • (TG)			
	Day 4	Read Pages 8–9 • (HMAWOTA) Complete Worksheet 4 • Page 22 • (TG)			
	Day 5	Read “Follow a Good Example” • Pages 6–7 • <i>God’s Amazing Creatures & Me</i> • (GAC)			
Week 2	Day 6	Read Pages 10–11 • (HMAWOTA) Complete Worksheet 5 • Page 23 • (TG)			
	Day 7	Read Pages 12–13 • (HMAWOTA) Complete Worksheet 6 • Page 24 • (TG)			
	Day 8	Creation Art • Complete Worksheet 7 • Page 25 • (TG)			
	Day 9	Read Pages 14–15 • (HMAWOTA) Complete Worksheet 8 • Page 26 • (TG)			
	Day 10	Read “Deadly Beauty” • Pages 8–9 • (GAC)			
Week 3	Day 11	Read Pages 16–17 • (HMAWOTA) Complete Worksheet 9 • Page 27 • (TG)			
	Day 12	Read Pages 18–19 • (HMAWOTA) Complete Worksheet 10 • Page 28 • (TG)			
	Day 13	Creation Art • Complete Worksheet 11 • Page 29 • (TG)			
	Day 14	Read Pages 20–21 • (HMAWOTA) Complete Worksheet 12 • Page 30 • (TG)			
	Day 15	Read “No Two Stripes Are Alike” • Pages 10–11 • (GAC)			
Week 4	Day 16	Read Pages 22–23 • (HMAWOTA) Complete Worksheet 13 • Page 31 • (TG)			
	Day 17	Read Pages 24–25 • (HMAWOTA) Complete Worksheet 14 • Page 32 • (TG)			
	Day 18	Creation Art • Complete Worksheet 15 • Page 33 • (TG)			
	Day 19	Read Pages 26–27 • (HMAWOTA) Complete Worksheet 16 • Page 34 • (TG)			
	Day 20	Read “Don’t Be A Quitter!” • Pages 12–13 • (GAC)			
Week 5	Day 21	Read Pages 28–29 • (HMAWOTA) Complete Worksheet 17 • Page 35 • (TG)			
	Day 22	Read Pages 30–31 • (HMAWOTA) Complete Worksheet 18 • Page 36 • (TG)			
	Day 23	Creation Art • Complete Worksheet 19 • Page 37 • (TG)			
	Day 24	Read Pages 32–33 • (HMAWOTA) Complete Worksheet 20 • Page 38 • (TG)			
	Day 25	Read “The Contented Cockroach” • Pages 14–15 • (GAC)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Read Pages 34–35 • (HMAWOTA) Complete Worksheet 21 • Page 39 • (TG)			
	Day 27	Read Pages 36–37 • (HMAWOTA) Complete Worksheet 22 • Page 40 • (TG)			
	Day 28	Creation Art • Complete Worksheet 23 • Page 41 • (TG)			
	Day 29	Read Pages 38–39 • (HMAWOTA) Complete Worksheet 24 • Page 42 • (TG)			
	Day 30	Read “The Perfect Home” and “Amazing Wings” • Pages 16–19 • (GAC)			
Week 7	Day 31	Read Pages 40–41 • (HMAWOTA) Complete Worksheet 25 • Page 43 • (TG)			
	Day 32	Read Pages 42–43 • (HMAWOTA) Complete Worksheet 26 • Page 44 • (TG)			
	Day 33	Creation Art • Complete Worksheet 27 • Pages 45–46 • (TG)			
	Day 34	Read Pages 44–45 • (HMAWOTA) Complete Worksheet 28 • Page 47 • (TG)			
	Day 35	Read “Watch That Tongue” • Pages 20–21 • (GAC)			
Week 8	Day 36	Read Pages 46–47 • (HMAWOTA) Complete Worksheet 29 • Page 48 • (TG)			
	Day 37	Read Pages 48–49 • (HMAWOTA) Complete Worksheet 30 • Page 49 • (TG)			
	Day 38	Creation Art • Complete Worksheet 31 • Pages 51–52 • (TG)			
	Day 39	Read Pages 50–51 • (HMAWOTA) Complete Worksheet 32 • Page 53 • (TG)			
	Day 40	Read “Listen Carefully” and “The King of Cats” • Pages 22–25 (GAC)			
Week 9	Day 41	Read Pages 52–53 • (HMAWOTA) Complete Worksheet 33 • Page 54 • (TG)			
	Day 42	Read Pages 54–55 • (HMAWOTA) Complete Worksheet 34 • Page 55 • (TG)			
	Day 43	Creation Art • Complete Worksheet 35 • Page 56 • (TG)			
	Day 44	Read Pages 56–58 • (HMAWOTA) Complete Worksheet 36 • Page 57 • (TG)			
	Day 45	Read “A Wise Builder” and “A Fearless Flier” • Pages 26–29 (GAC)			
First Semester-Second Quarter					
Week 1	Day 46	Read Devotional 1 • Pages 12–13 • <i>The Complete Aquarium Adventure</i> • (TCAA) • Complete Worksheet 1 • Page 61 • (TG)			
	Day 47	Read Introduction to Birds (lefthand side) and Birds • Page 35 (TCAA) • Complete Worksheet 2 • Page 62 • (TG)			
	Day 48	Read Anhinga & Double-crested Cormorant • Pages 36–37 (TCAA) • Complete Worksheet 3 • Page 63 • (TG)			
	Day 49	Read Brown Pelican • Pages 38–39 • (TCAA) Complete Worksheet 4 • Page 64 • (TG)			
	Day 50	Read “Struggles That Strengthen” • Pages 30–31 • (GAC)			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 51	Read Devotional 2 • Pages 14–15 • (TCAA) Complete Worksheet 5 • Page 65 • (TG)			
	Day 52	Read Penguin • Pages 40–42 • (TCAA) Complete Worksheet 6 • Page 66 • (TG)			
	Day 53	Read Introduction to Fish (lefthand side) and Bony Fish • Page 43 • (TCAA) • Complete Worksheet 7 • Page 67 • (TG)			
	Day 54	Read Common Clownfish • Pages 44–46 • (TCAA) Complete Worksheet 8 • Page 68 • (TG)			
	Day 55	Read “Fight or Make Peace” and “Grace and Beauty” • Pages 32–35 • (GAC)			
Week 3	Day 56	Read Devotional 3 • Pages 16–17 • (TCAA) Complete Worksheet 9 • Page 69 • (TG)			
	Day 57	Read Great Barracuda • Pages 47–48 • (TCAA) Complete Worksheet 10 • Page 70 • (TG)			
	Day 58	Read Green Moray Eel • Pages 49–50 • (TCAA) Complete Worksheet 11 • Page 71 • (TG)			
	Day 59	Read Leafy Sea Dragon • Pages 51–52 • (TCAA) Complete Worksheet 12 • Page 72 • (TG)			
	Day 60	Read “A Deep Voice” • Pages 36–37 • (GAC)			
Week 4	Day 61	Read Devotional 4 • Pages 18–19 • (TCAA) Complete Worksheet 13 • Page 73 • (TG)			
	Day 62	Read Lionfish • Pages 53–54 • (TCAA) Complete Worksheet 14 • Page 74 • (TG)			
	Day 63	Read Long-spine Porcupinefish • Pages 55–56 • (TCAA) Complete Worksheet 15 • Page 75 • (TG)			
	Day 64	Read Seahorse • Pages 57–58 • (TCAA) Complete Worksheet 16 • Page 76 • (TG)			
	Day 65	Read “Dead...Or Alive?” and “The ‘Blind’ See” • Pages 38–41 (GAC)			
Week 5	Day 66	Read Devotional 5 • Pages 20–21 • (TCAA) Complete Worksheet 17 • Page 77 • (TG)			
	Day 67	Read Cartilaginous Fish • Page 59 • (TCAA) Complete Worksheet 18 • Page 78 • (TG)			
	Day 68	Read Bonnethead Shark • Pages 60–61 • (TCAA) Complete Worksheet 19 • Page 79 • (TG)			
	Day 69	Read Nurse Shark • Pages 62–63 • (TCAA) Complete Worksheet 20 • Page 80 • (TG)			
	Day 70	Read “The Potter Provides” and “The Need for Speed” • Pages 42–45 • (GAC)			
Week 6	Day 71	Read Devotional 6 • Pages 22–23 • (TCAA) Complete Worksheet 21 • Page 81 • (TG)			
	Day 72	Read Sand Tiger Shark • Pages 64–65 • (TCAA) Complete Worksheet 22 • Page 82 • (TG)			
	Day 73	Read Stingrays, Cownose Ray, and Southern Stingray • Pages 66–68 • (TCAA) • Complete Worksheet 23 • Page 83 • (TG)			
	Day 74	Read Invertebrates (lefthand side), Invertebrates and Coral Pages 69–71 • (TCAA) • Complete Worksheet 24 • Page 84 • (TG)			
	Day 75	Read “One Body” and “A Powerful Bird of Prey” • Pages 46–49 (GAC)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Read Devotional 7 • Pages 24–25 • (TCAA) • Complete Worksheet 25 • Page 85 • (TG)			
	Day 77	Read Giant Pacific Octopus and Horseshoe Crab • Pages 72–75 (TCAA) • Complete Worksheet 26 • Page 86 • (TG)			
	Day 78	Read Jellyfish, Moon Jelly, and Upside-down Jellyfish • Pages 76–79 • (TCAA) • Complete Worksheet 27 • Page 87 • (TG)			
	Day 79	Read Sea Anemone and Sea Star • Pages 80–84 • (TCAA) Complete Worksheet 28 • Page 88 • (TG)			
	Day 80	Read “Tiny, But Spiny” and “Listen For The Shepherd” • Pages 50–53 • (GAC)			
Week 8	Day 81	Read Mammals (lefthand side) and Cetaceans • Pages 85–89 (TCAA) • Complete Worksheet 29 • Page 89 • (TG)			
	Day 82	Read Bottlenose Dolphin and Killer Whale • Pages 90–93 (TCAA) • Complete Worksheet 30 • Page 90 • (TG)			
	Day 83	Read Beluga • Pages 94–95 • (TCAA) • Complete Worksheet 31 Page 91 • (TG)			
	Day 84	Read Pinnipeds, Harbor Seal, and California Sea Lion • Pages 96–102 • (TCAA) • Complete Worksheet 32 • Page 92 • (TG)			
	Day 85	Read “Slow Down!” • Pages 54–55 • (GAC)			
Week 9	Day 86	Read Reptiles (lefthand side) and Green Sea Turtle • Pages 103–105 • (TCAA) • Complete Worksheet 33 • Page 93 • (TG)			
	Day 87	Read Loggerhead Sea Turtle • Pages 106–107 • (TCAA) • Complete Worksheet 34 • Page 94 • (TG)			
	Day 88	Read American Alligator • Pages 108–111 • (TCAA) • Complete Worksheet 35 • Page 95 • (TG)			
	Day 89	Take Quiz 1 - Aquarium Animal Crossword (use names from page 114 TCAA) • Page 177 • (TG)			
	Day 90	Aquarium Field Trip or Aquarium in the House Day Page 187 • (TG)			
		Mid-Term Grade			

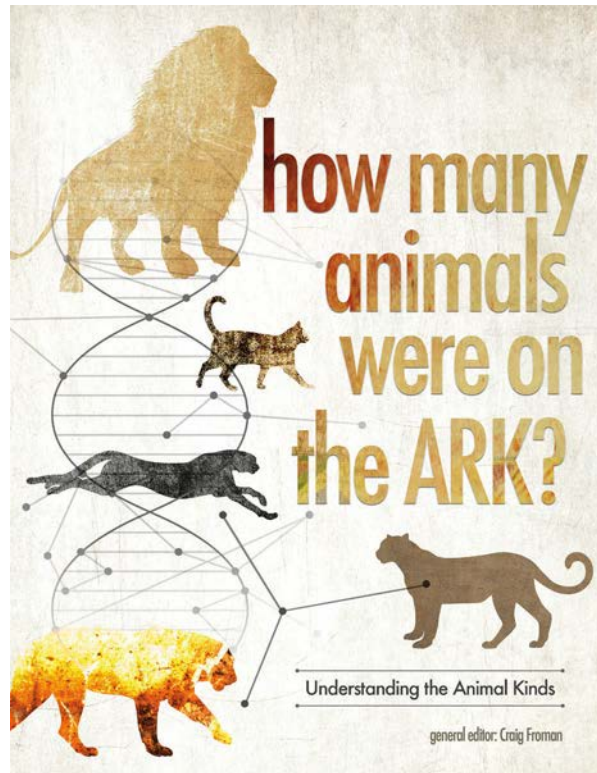
Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Hummingbirds and Toucans • Pages 8–15 • <i>God's Big Book of Animals</i> • (GBBA) • Complete Worksheet 1 Page 99 • (TG)			
	Day 92	Read Pileated Woodpeckers and Crows • Pages 16–23 • (GBBA) Complete Worksheet 2 • Page 100 • (TG)			
	Day 93	Read Vultures and Owls • Pages 24–31 • (GBBA) Complete Worksheet 3 • Page 101 • (TG)			
	Day 94	Read Woodcocks and Seagulls • Pages 32–39 • (GBBA) Complete Worksheet 4 • Page 102 • (TG)			
	Day 95	Read “Where’s The Map?” and “Friends Forever” • Pages 56–59 • (GAC)			
Week 2	Day 96	Read Geese and Swans • Pages 40–47 • (GBBA) Complete Worksheet 5 • Page 103 • (TG)			
	Day 97	Read Grebes and Pelicans • Pages 48–55 • (GBBA) Complete Worksheet 6 • Page 104 • (TG)			
	Day 98	Read Heron and Penguins • Pages 56–63 • (GBBA) Complete Worksheet 7 • Page 105 • (TG)			
	Day 99	Read Turkeys • Pages 64–67 • (GBBA) Complete Worksheet 8 • Page 106 • (TG)			
	Day 100	Read “Bee’ What You Can Be” and “Shout It Out!” • Pages 60–63 • (GAC)			
Week 3	Day 101	Read Monarch Butterflies and Moths • Pages 68–75 • (GBBA) Complete Worksheet 9 • Page 107 • (TG)			
	Day 102	Read Bees and Wasps/Hornets • Pages 76–83 • (GBBA) Complete Worksheet 10 • Page 108 • (TG)			
	Day 103	Read Mosquitoes and Flies • Pages 84–91 • (GBBA) Complete Worksheet 11 • Page 109 • (TG)			
	Day 104	Read Fleas and Termites • Pages 92–99 • (GBBA) Complete Worksheet 12 • Page 110 • (TG)			
	Day 105	Read “The Smallest Jewel” • Pages 64–65 • (GAC)			
Week 4	Day 106	Read Poison Dart Frogs and Turtles • Pages 100–107 • (GBBA) Complete Worksheet 13 • Page 111 • (TG)			
	Day 107	Read Alligators and Komodo Dragons • Pages 108–115 • (GBBA) Complete Worksheet 14 • Page 112 • (TG)			
	Day 108	Read Marine Iguanas and Chameleons • Pages 116–123 (GBBA) • Complete Worksheet 15 • Page 113 • (TG)			
	Day 109	Read Rattlesnakes • Pages 124–127 • (GBBA) Complete Worksheet 16 • Page 114 • (TG)			
	Day 110	Read “Time Changes Things” • Pages 66–67 • (GAC)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 111	Read Deer and Camels • Pages 128–135 • (GBBA) Complete Worksheet 17 • Page 115 • (TG)			
	Day 112	Read Elephants and Gorillas • Pages 136–143 • (GBBA) Complete Worksheet 18 • Page 116 • (TG)			
	Day 113	Read Rabbits and Opossums • Pages 144–151 • (GBBA) Complete Worksheet 19 • Page 117 • (TG)			
	Day 114	Read Shrews and Mice • Pages 152–159 • (GBBA) Complete Worksheet 20 • Page 118 • (TG)			
	Day 115	Read “Warning! Watch Out!” • Pages 68–69 • (GAC)			
Week 6	Day 116	Read Squirrels and Groundhogs • Pages 160–167 • (GBBA) Complete Worksheet 21 • Page 119 • (TG)			
	Day 117	Read Beavers and Porcupines • Pages 168–175 • (GBBA) Complete Worksheet 22 • Page 120 • (TG)			
	Day 118	Read Skunks and Raccoons • Pages 176–183 • (GBBA) Complete Worksheet 23 • Page 121 • (TG)			
	Day 119	Read Badgers and Otters • Pages 184–191 • (GBBA) Complete Worksheet 24 • Page 122 • (TG)			
	Day 120	Read “Help Your Enemy” • Pages 70–71 • (GAC)			
Week 7	Day 121	Read Weasels and Meerkats • Pages 192–199 • (GBBA) Complete Worksheet 25 • Page 123 • (TG)			
	Day 122	Read Red Foxes and Wolves • Pages 200–207 • (GBBA) Complete Worksheet 26 • Page 124 • (TG)			
	Day 123	Read Lions and Tigers • Pages 208–215 • (GBBA) Complete Worksheet 27 • Page 125 • (TG)			
	Day 124	Read Grizzly Bears and Bats • Pages 216–223 • (GBBA) Complete Worksheet 28 • Page 126 • (TG)			
	Day 125	Read “Living On Little” • Pages 72–73 • (GAC)			
Week 8	Day 126	Read Dolphins • Pages 224–227 • (GBBA) Complete Worksheet 29 • Page 127 • (TG)			
	Day 127	Read Beluga Whales • Pages 228–231 • (GBBA) Complete Worksheet 30 • Page 128 • (TG)			
	Day 128	Read Atlantic Salmon • Pages 232–235 • (GBBA) Complete Worksheet 31 • Page 129 • (TG)			
	Day 129	Read Great White Sharks • Pages 236–239 • (GBBA) Complete Worksheet 32 • Page 130 • (TG)			
	Day 130	Read “Rejoice Always” • Pages 74–75 • (GAC)			
Week 9	Day 131	Read Octopus • Pages 240–243 • (GBBA) Complete Worksheet 33 • Page 131 • (TG)			
	Day 132	Read Jellyfish • Pages 244–247 • (GBBA) Complete Worksheet 34 • Page 132 • (TG)			
	Day 133	Animal Book Color Page Complete Worksheet 1 • Page 135 • (TG)			
	Day 134	Animal Book Color Page Complete Worksheet 2 • Page 136 • (TG)			
	Day 135	Read “Be A Blessing” • Pages 76–77 • (GAC)			

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Fourth Quarter					
Week 1	Day 136	Read Devotional 1 • Pages 12–13 • <i>The Complete Zoo Adventure</i> (TCZA) • Complete Worksheet 3 • Page 137 • (TG)			
	Day 137	Read Introduction to Birds (lefthand side) and Flamingo Pages 31–32 • (TCZA) • Complete Worksheet 4 Page 138 • (TG)			
	Day 138	Read Peacock • Pages 33–35 • (TCZA) Complete Worksheet 5 • Page 139 • (TG)			
	Day 139	Read Hummingbird • Pages 36–38 • (TCZA) Complete Worksheet 6 • Page 140 • (TG)			
	Day 140	Read “Small, But Important” • Pages 78–79 • (GAC)			
Week 2	Day 141	Read Devotional 2 • Pages 14–15 • (TCZA) Complete Worksheet 7 • Page 141 • (TG)			
	Day 142	Read Parrot & Macaw • Pages 39–41 • (TCZA) • Complete Worksheet 8 • Page 142 • (TG)			
	Day 143	Read Eagles & Hawks • Pages 42–44 • (TCZA) • Complete Worksheet 9 • Page 143 • (TG)			
	Day 144	Read Owl • Pages 45–46 • (TCZA) • Complete Worksheet 10 Page 144 • (TG) (Using Biome Cards 141)			
	Day 145	Read “What A Dad!” • Pages 80–81 • (GAC)			
Week 3	Day 146	Read Devotional 3 • Pages 16–17 • (TCZA) Complete Worksheet 11 • Page 145 • (TG)			
	Day 147	Read Introduction to Mammals (lefthand side) and Fruit Bat • Pages 47–49 • (TCZA) • Complete Worksheet 12 Page 146 • (TG)			
	Day 148	Read Wolf • Pages 50–52 • (TCZA) Complete Worksheet 13 • Page 147 • (TG)			
	Day 149	Read Polar Bear • Pages 53–55 • (TCZA) Complete Worksheet 14 • Page 148 • (TG)			
	Day 150	Read “Armored Protection” • Pages 82–83 • (GAC)			
Week 4	Day 151	Read Devotional 4 • Pages 18–19 • (TCZA) Complete Worksheet 15 • Page 149 • (TG)			
	Day 152	Read Panda • Pages 56–57 • (TCZA) • Complete Worksheet 16 Page 150 • (TG)			
	Day 153	Read Koala • Pages 58–59 • (TCZA) • Complete Worksheet 17 Page 151 • (TG) (Using Biome Cards 141)			
	Day 154	Read Kangaroo • Pages 60–61 • (TCZA) • Complete Worksheet 18 • Page 152 • (TG)			
	Day 155	Read “Do Your Work Well” • Pages 84–85 • (GAC)			
Week 5	Day 156	Read Devotional 5 • Pages 20–21 • (TCZA) Complete Worksheet 19 • Page 153 • (TG)			
	Day 157	Read Lion • Pages 62–64 • (TCZA) • Complete Worksheet 20 Page 154 • (TG) (Using Biome Cards 141)			
	Day 158	Read Meerkat • Pages 65–66 • (TCZA) • Complete Worksheet 21 • Page 155 • (TG)			
	Day 159	Read Hyrax • Pages 67–68 • (TCZA) • Complete Worksheet 22 • Page 156 • (TG) (Using Biome Cards 141)			
	Day 160	Read “Love One Another” • Pages 86–87 • (GAC)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 161	Read Devotional 6 • Pages 22–23 • (TCZA) Complete Worksheet 23 • Page 157 • (TG)			
	Day 162	Read Chimpanzee • Pages 69–71 • (TCZA) Complete Worksheet 24 • Page 159 • (TG)			
	Day 163	Read Gorilla • Pages 72–74 • (TCZA) Complete Worksheet 25 • Page 160 • (TG)			
	Day 164	Read Introduction to Mammals (lefthand side) and Giraffe Pages 75–77 • (TCZA) • Complete Worksheet 26 Page 161 • (TG)			
	Day 165	Read “I See You!” • Pages 88–89 • (GAC)			
Week 7	Day 166	Read Devotional 7 • Pages 24–25 • (TCZA) Complete Worksheet 27 • Page 163 • (TG)			
	Day 167	Read Zebras & Horses • Pages 78–80 • (TCZA) Complete Worksheet 28 • Page 165 • (TG)			
	Day 168	Read Camel • Pages 81–83 • (TCZA) Complete Worksheet 29 • Page 166 • (TG)			
	Day 169	Read Elephant • Pages 84–86 • (TCZA) Complete Worksheet 30 • Page 167 • (TG)			
	Day 170	Read “Generous Doctors” • Pages 90–91 • (GAC)			
Week 8	Day 171	Read Rhinoceros • Pages 87–89 • (TCZA) Complete Worksheet 31 • Page 168 • (TG)			
	Day 172	Read Hippopotamus • Pages 90–92 • (TCZA) Complete Worksheet 32 • Page 169 • (TG)			
	Day 173	Read Introduction to Reptiles (lefthand side) & Komodo Dragon • Pages 93–95 • (TCZA) Complete Worksheet 33 • Page 170 • (TG)			
	Day 174	Read Alligators & Crocodiles • Pages 96–98 • (TCZA) Complete Worksheet 34 • Page 171 • (TG)			
	Day 175	Read “No Vacancy” and “Deep Roots” • Pages 92–95 • (GAC)			
Week 9	Day 176	Read Tortoise • Pages 99–100 • (TCZA) • Complete Worksheet 35 • Page 172 • (TG)			
	Day 177	Read Introduction to Amphibians (lefthand side) & Tree Frogs • Pages 101–103 (TCZA) Complete Worksheet 36 • Page 173 • (TG)			
	Day 178	Complete Worksheet 37 • Page 174 • (TG)			
	Day 179	Take Quiz 2 - Animal Observations • Page 179 • (TG)			
	Day 180	Zoo Field Trip or Zoo in the House Day • Page 182 • (TG)			
		Final Grade			



Worksheets

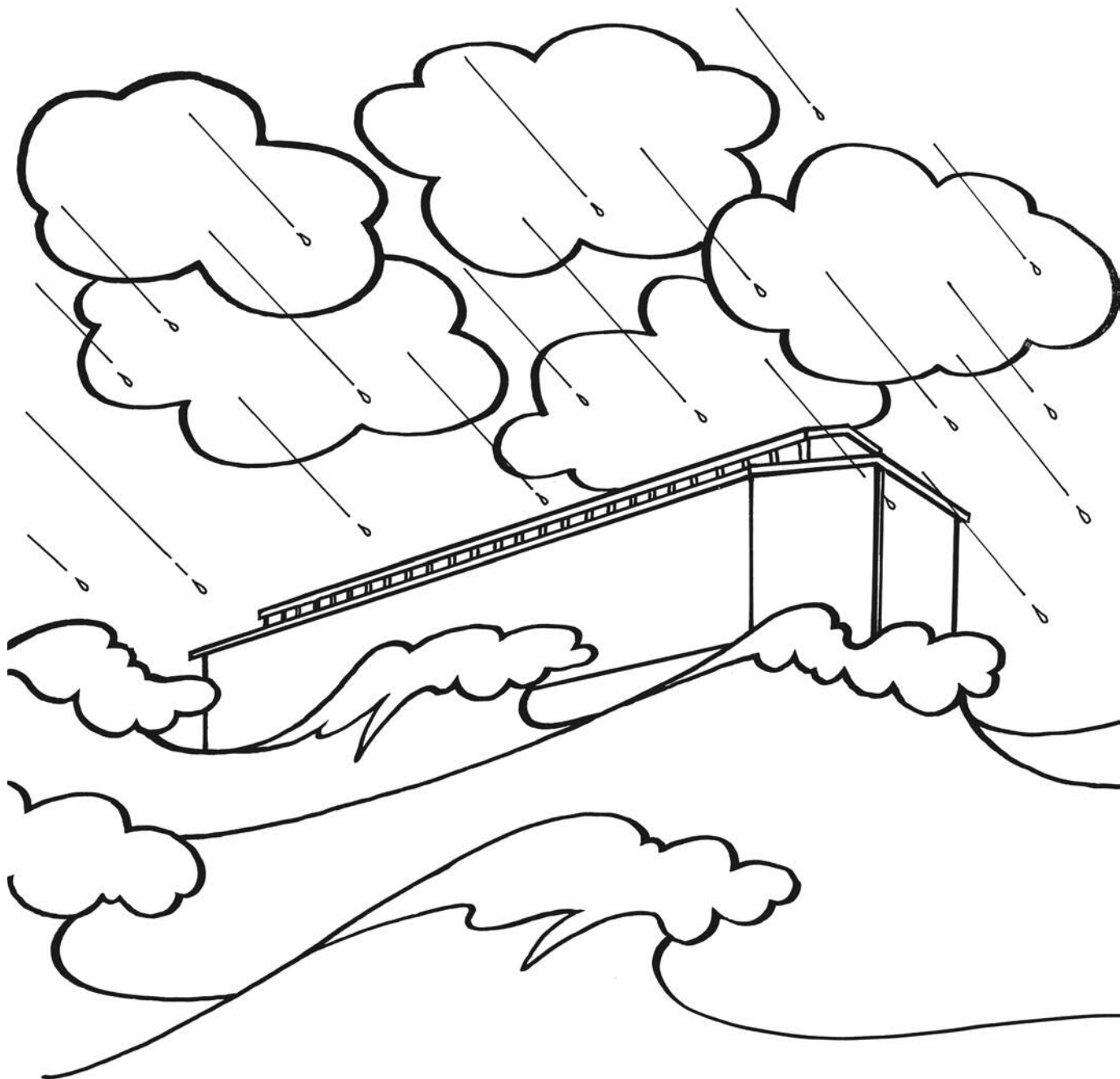
for Use with

How Many Animals Were on the Ark?

Teacher Note: Some students will find the information in *How Many Animals Were On The Ark?* to be challenging. Students may need to read the material, work on their activity or worksheet, and then go back to the student book if needed to help complete the worksheet. Please take time to discuss the topics presented and go over unfamiliar vocabulary with the student.



Color the image of the Ark.



By faith Noah, being divinely warned of things not yet seen, moved with godly fear, prepared an ark for the saving of his household, by which he condemned the world and became heir of the righteousness which is according to faith.
—Hebrews 11:7



Fill in the blanks with the correct word from the Word Bank.

different

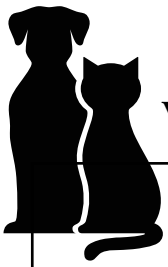
ten

features

living

kind

1. _____ times in Genesis 1 the phrase “according to its [or their] kind” is used in connection with different types of plants and animals.
2. Since two of each kind of land animal (and seven pairs of some) were brought aboard the Ark for the purpose of preserving their offspring upon the earth (Genesis 7:3), it seems clear that a “kind” represents the basic boundary of a _____ thing.
3. The offspring of a living thing is always the same kind as its parents, even though it may have different _____.
4. Diverse breeds of dogs can produce offspring with each other — indicating that all dogs are of the same _____.
5. Dogs will not interbreed with cats, however, since they are a _____ kind.



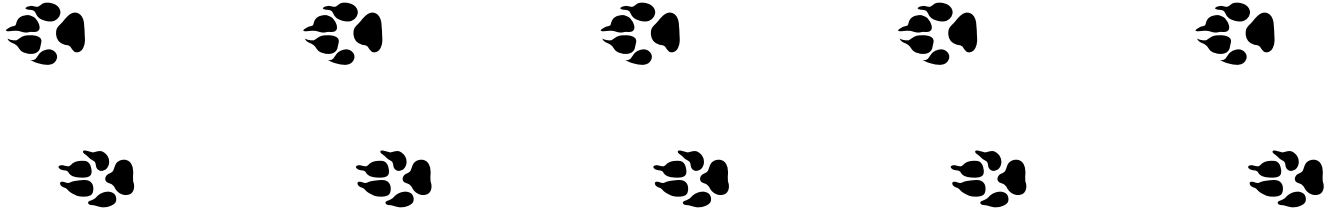
Write about or draw your favorite cat or dog!

A large, empty rectangular box with a thin black border, intended for writing or drawing about a favorite cat or dog.

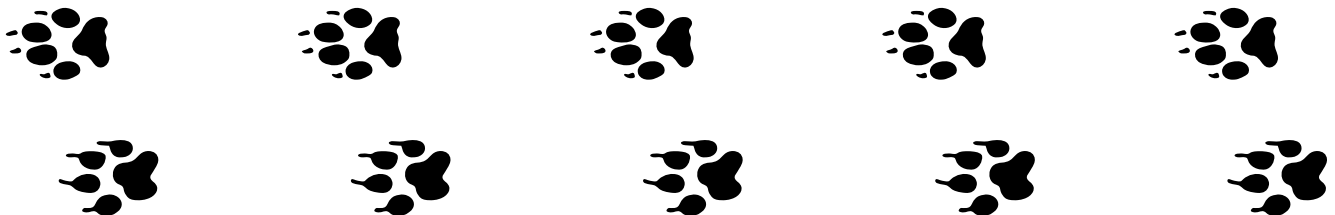


Look closely at the following tracks from different kinds of dogs.

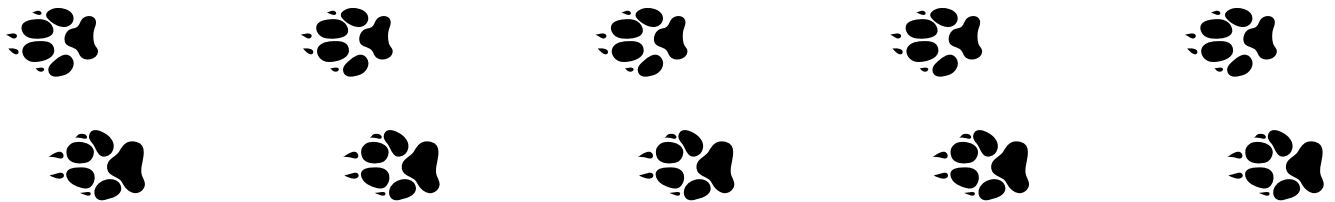
Dog



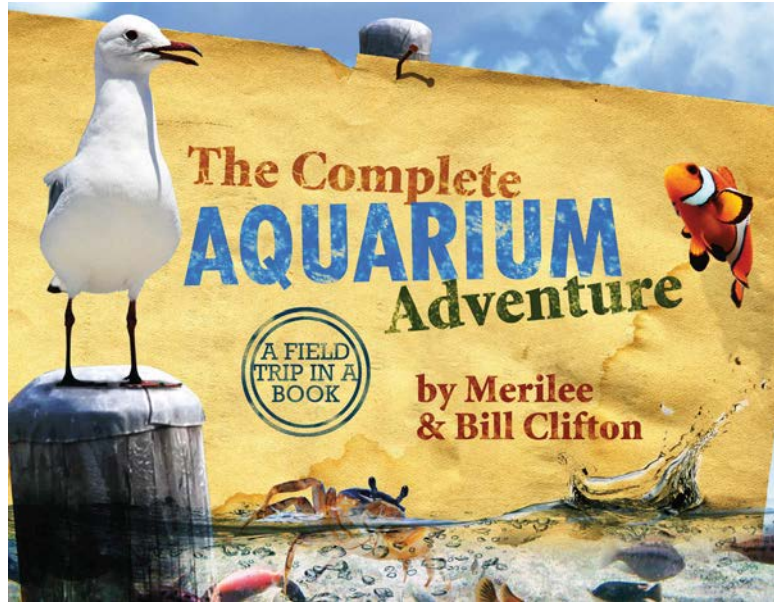
Wolf



Fox



1. What is the same about them?
2. What is different about them?
3. Now take some time to draw one or two of them.
4. If you can, go outside with your teacher and see if you can find any animals tracks on your own!



Worksheets

for Use with

The Complete Aquarium Adventure



Find and Color — Birds

Find and color the following birds: aninga (*Anhinga anhinga*); double-crested cormorant (*Phalacrocorax auritus*); brown pelican (*Pelecanus occidentalis*); and African penguin (*Spheniscus demersus*).



For thou, Lord, hast made me glad through thy work: I will triumph in the works of thy hands.

—Psalm 92:4 (KJV)



Who's Who?

Can you identify the Anhinga and the Double-crested Cormorant in the following images? Label them correctly.



1. _____

2. _____

3. How could you tell the difference between these birds?

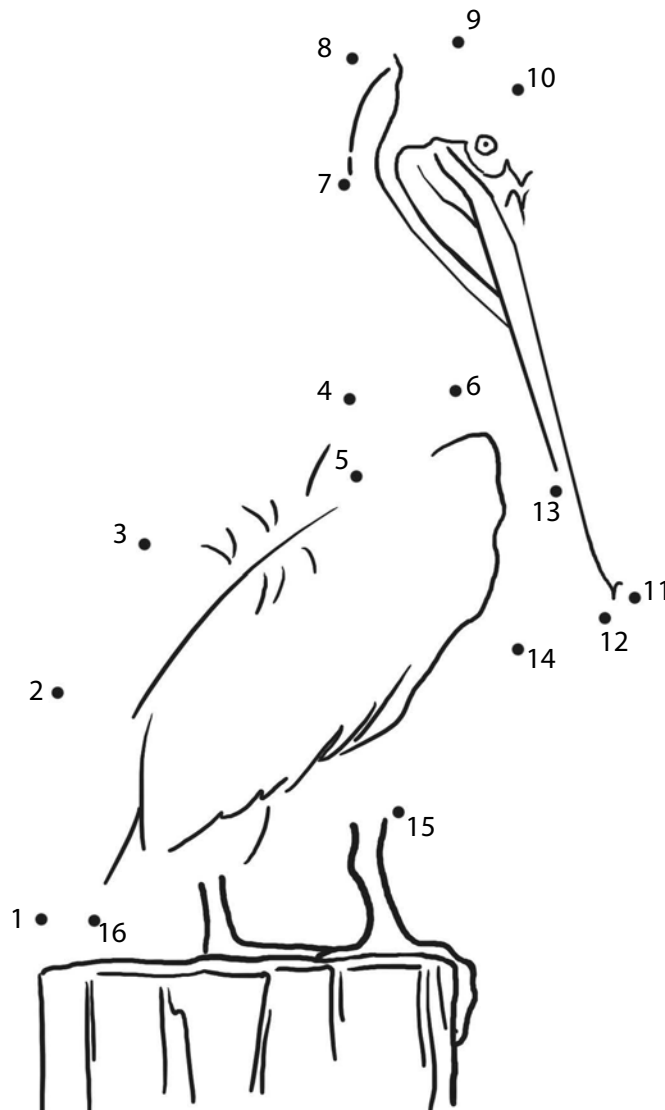
4. List three things these two birds have in common?



Connect the Dots — Birds

First catch of the day!

Draw in the watery environment that most often surrounds this amazing bird, the brown pelican (*Pelecanus occidentalis*), as well as its most recent catch.



God created birds on day _____.



Water Cycle Bracelet

All the rivers run into the sea; yet the sea is not full; unto the place from whence the rivers come, thither they return again. —Ecclesiastes 1:7 (KJV)

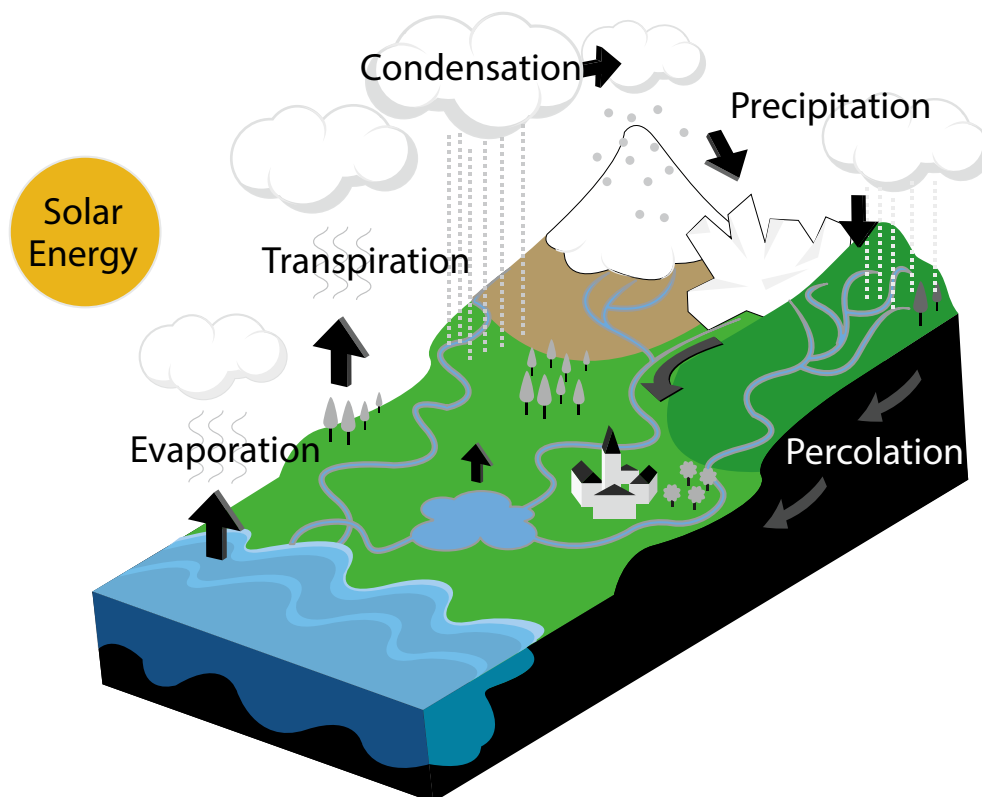
This verse describes the water cycle that God put in motion to provide mankind with an unending source of life-giving water. This water moves from the earth to the atmosphere and back to the earth again and again and again. The water cycle bracelet reminds us of God’s plan and care for us.

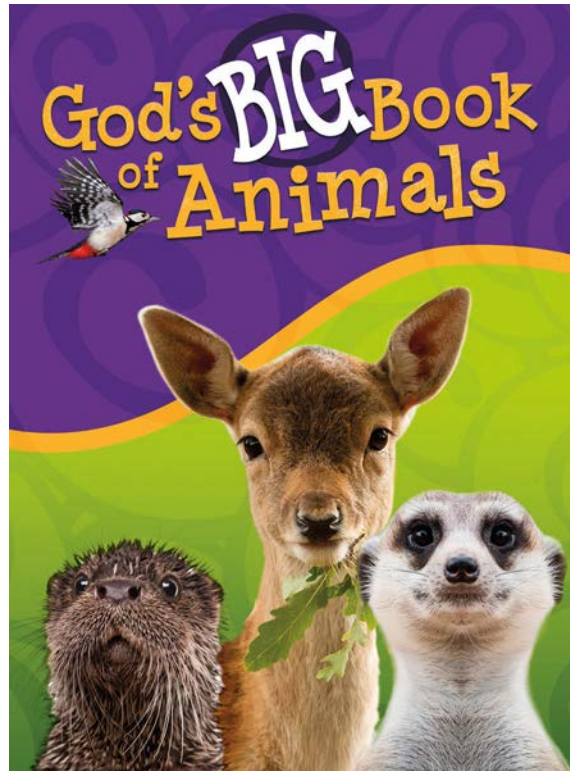
Supplies Needed

- One pony bead of yellow, blue, green, white, clear, and brown as listed on page 148 of *The Complete Aquarium Adventure* book to represent different parts of the water cycle. Optional: You may fill the entire bracelet using 4–5 beads of each color (depending on wrist size) to represent the unending cycle.
- Elastic cord cut to 8 inches (or you may also use any kind of string, twine, yarn, etc.)

Bracelet Directions

In the order listed below, thread the colored beads onto the elastic cord. (Hint: Tape one end of the cord to a solid surface so beads won’t slip off while you are stringing them.) Repeat as desired with more sets of colored beads in the order listed. Put the two ends of the cord together and tie a knot. Trim excess cord. Wear around your wrist. Use the bracelet to explain God’s plan for recycling water to a family member or friend.





Worksheets
for Use with
God's Big Book of Animals



Fill in the blanks from your reading.

1. A group of hummingbirds is called a _____ of hummingbirds.
2. A hummingbird's heart can beat up to _____ times per minute.
3. Look at the birds of the air, for they neither sow nor reap nor gather into barns; yet your heavenly Father feeds them. Are _____ not of more value than they? (Matthew 6:26)
4. At night, hummingbirds slip into a kind of hibernation called "_____."
5. Since hummingbirds can _____, they don't need to slow down when they feed.
6. A group of toucans is technically called a _____ of toucans, but most people refer to them as a flock.
7. There is a _____ named after the bird called the Tucana.
8. Toucans have _____ wings, so they can only fly very short distances.
9. God created toucans with the ability to turn their heads completely _____ and rest their bills on their backs, fold their tails, and cover their heads.
10. Toucans eat fruit dipped in _____ and bird eggs.

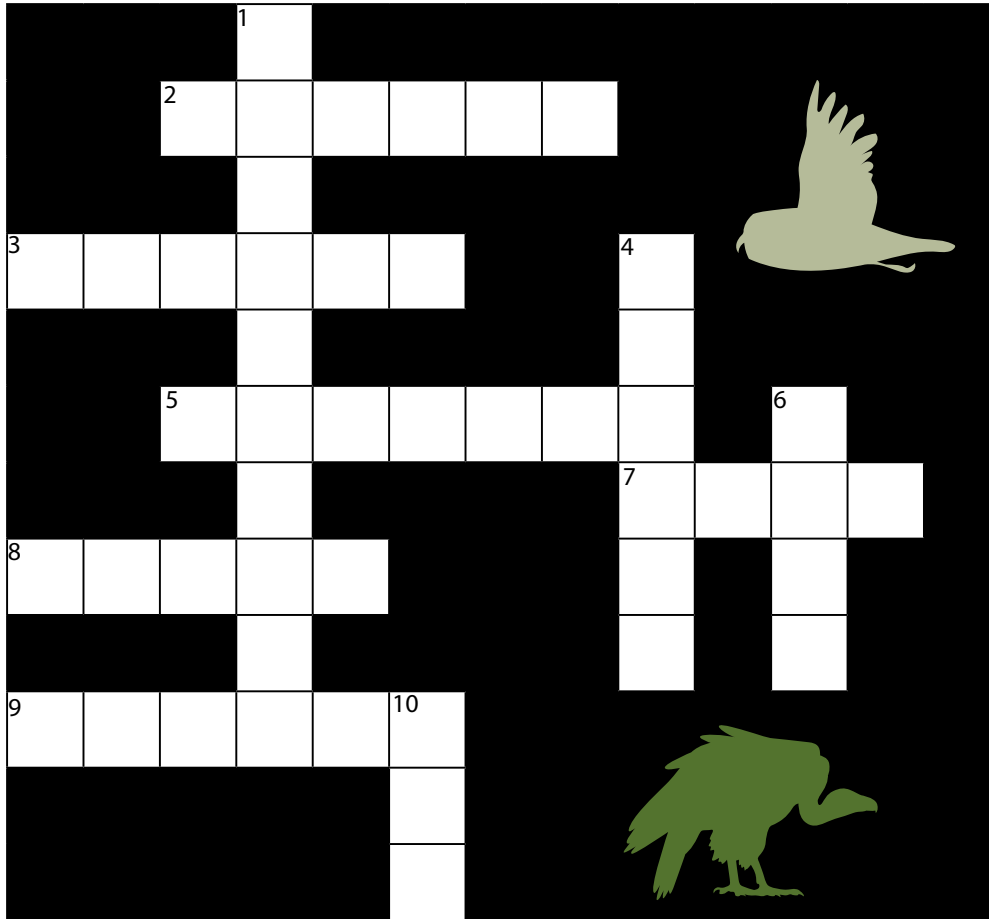


Fill in the blanks from your reading.

1. The noise woodpeckers make when they peck trees is called “_____,” and it is also a way they communicate with each other.
2. Woodpeckers make “cracking _____,” which are areas they use for cracking nuts they find.
3. Woodpeckers do not have _____, so they swallow little grain-sized rocks with their meals, and that helps them grind their food.
4. A group of woodpeckers is called a _____ of woodpeckers.
5. Woodpeckers like to eat insects, especially _____ such as beetles and moths, as well as fruit, nuts, and berries.
6. A group of crows is called a _____ of crows.
7. Crows watch out for cats, eagles, or foxes, but their greatest fear is _____.
8. Studies show that a family of crows can eat about _____ insects at one meal.
9. Scientists have found that crows have more than _____ different calls they use to communicate.
10. If a crow is _____, his fellow crows will stay by his side, even in the face of danger.



Crossword Puzzle (Vultures and Owls)



Across

2. Their nests are built on high elevations to provide the most protection for their _____.
3. Owls cannot digest the fur and bones in their food so they usually cough those back up as something called a _____.
5. Unlike other birds, which hunt live prey, vultures feed on dead animals (_____).
7. God created owls with twice as many _____ bones as a human has so owls can rotate their heads in every direction.
8. Baby vultures feed on _____ crushed by their parents, which is how they get calcium.
9. In general, vultures are called a committee of vultures or a colony of vultures, unless they are circling in the air, when they are called a _____ of vultures.

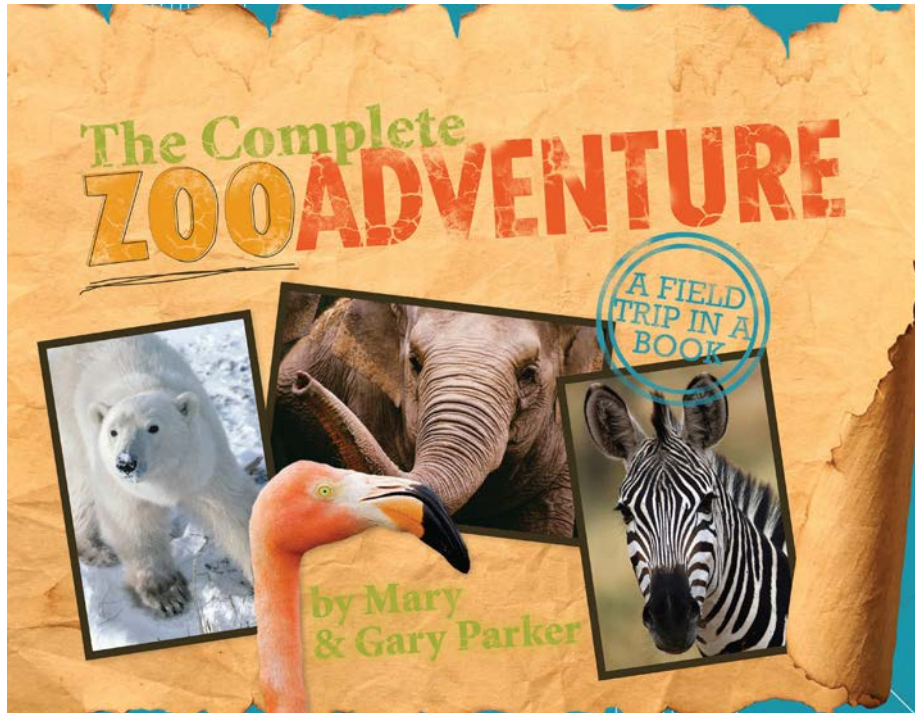
Down

1. A group of owls is called a _____ of owls.
4. If owls were as big as little children, their eyes would be the size of _____ balls!
6. The _____ in their crop (stomach) is one of the strongest in the natural world, strong enough to kill harmful bacteria in their food.
10. One _____ opening hears sound a split second faster than the other, letting the owl know the location of its prey, how fast it is traveling, and where it is going.



Fill in the blanks from your reading.

1. A group of woodcocks is called a _____ of woodcocks.
2. It takes _____ days for a mother woodcock to teach her babies to fly.
3. During mating season, the male woodcock uses special _____ to serenade the female he chooses.
4. The eyes of woodcocks are in the _____ of their heads.
5. Woodcocks can shove their bills deep into the soil and open them only at the _____.
6. A group of seagulls is called a _____ of seagulls.
7. The _____ of seagulls can be a third of the weight of their entire body.
8. To keep predators away, seagulls make sure to get rid of all the egg shells around their _____ after their babies hatch.
9. Seagulls have a pair of special glands that flush out the _____ they drink.
10. When they live in hot places, seagulls _____ their bodies by keeping their mouths open, like dogs.



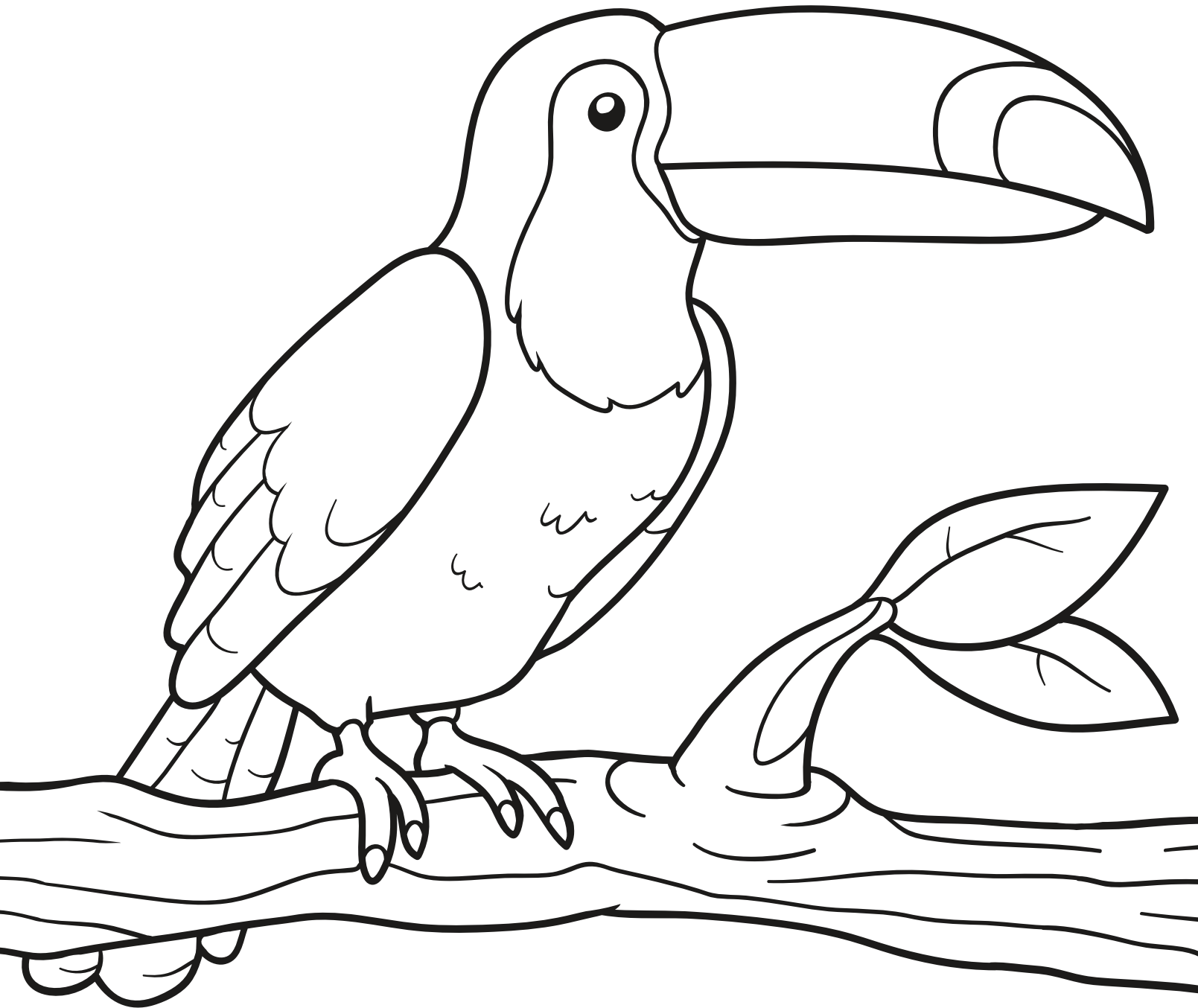
Worksheets

for Use with

The Complete Zoo Adventure



Color the picture of the toucan below.





Color the picture of the lion's head below.



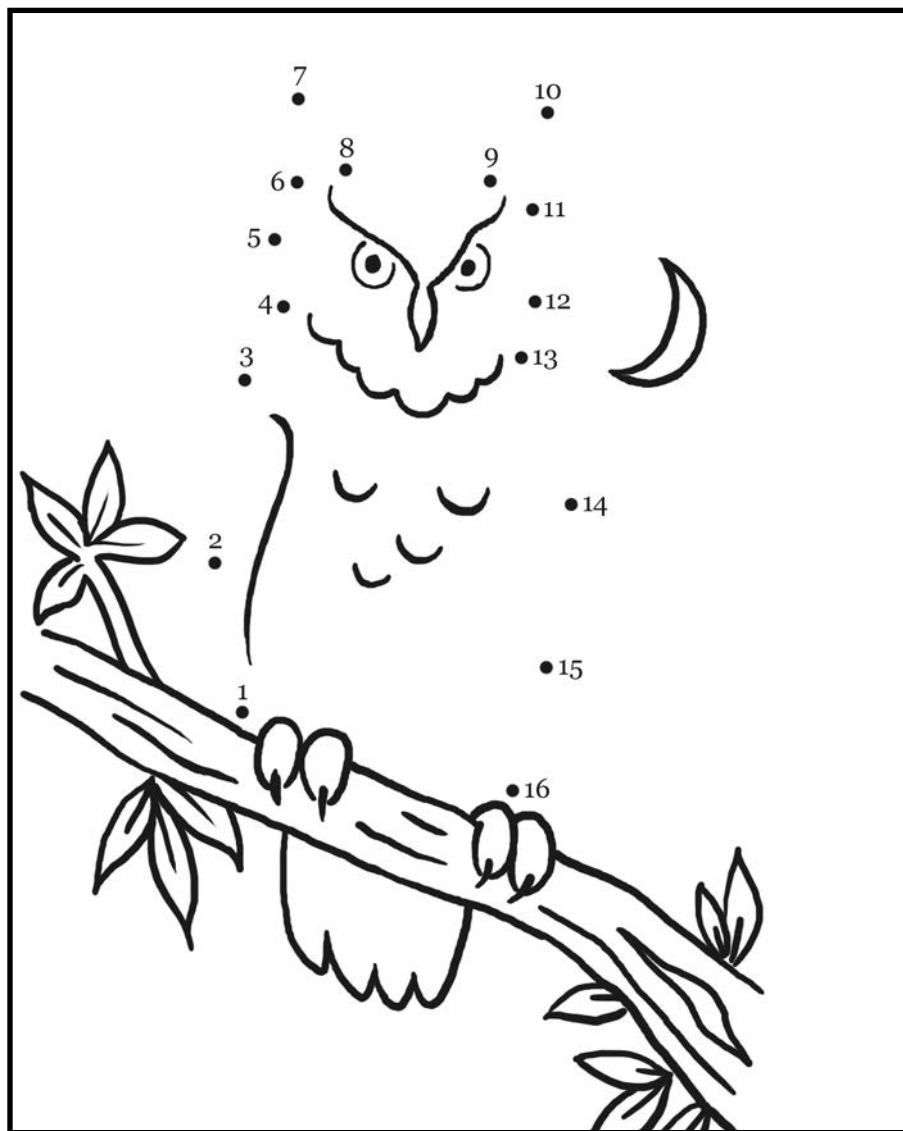


Draw a line to match the correct eyes God has created for each animal.





Connect the dots.



CREATED

(practice upper case)

created

(practice lower case)

created

(practice cursive)

OWL

(practice upper case)

owl

(practice lower case)

owl

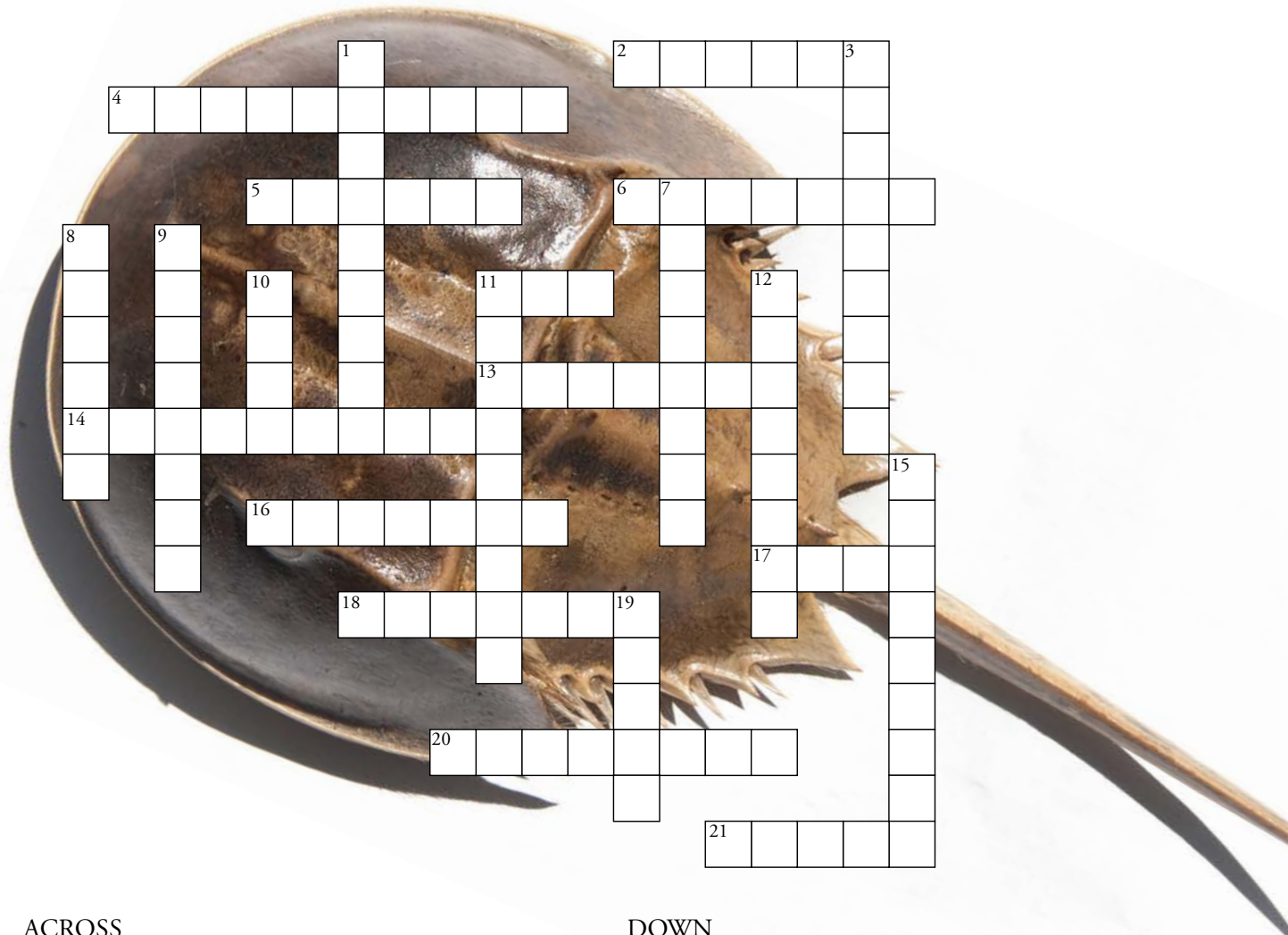
(practice cursive)



Quiz Section
for Use with
Elementary Zoology



Aquarium Animal Crossword



ACROSS

2. This white whale lives in the Arctic Ocean.
4. The ___ dolphin is common to many aquariums and always appears to be smiling.
5. The ___ whale is also called "orca."
6. The ocean off the west coast of America.
11. The book of Genesis says that God created everything in ___ days.
13. This bird dives in water and then comes ashore to let its feathers dry out.
14. This sea turtle has a large head like a log.
16. This sea bird has a huge throat pouch.
17. The sea ___ can grow back an arm if it loses it.
18. This sea invertebrate has 8 arms.
20. A type of marine life park where sea creatures live.
21. This shark was not named after someone in the medical field.

DOWN

1. This animal is 95% water.
3. This "toothy" reptile has leathery skin and lives in southern swamps and lakes.
7. The ocean off the east coast of America.
8. The sea ___ is a reptile and lays its eggs up on the sand.
9. This sea creature has a flattened body and spends time on the bottom feeding.
10. According to the Bible, God created sea animals on day ___.
11. This fish is from Australia and has fins that look like seaweed.
12. The male ___ gives birth to the babies.
15. This fish resembles a huge pincushion when disturbed.
19. The bonnethead is an example of this animal.

Appendix One

Aquarium Field Trip or Aquarium in the House Day

Aquarium Field Trip: If you will be going to visit an aquarium, *The Complete Aquarium Adventure* is created just for that purpose:

- Start with the Chart Your Course list on page 9.
- Read through the Aquarium Adventure Manifest on page 11.
- Look over the At the Aquarium pages 29–33 to make sure everyone is ready for the trip.
- Make sure you go over the All Ashore page (112) to reflect on your trip when you get back.
- Enjoy your special day!

Aquarium in the House Day: If you will be creating your own aquarium trip without going anywhere, prepare your home or class for adventure:

- You can certainly go over the same introductory pages as above. Gather all the books you have about animals to look through over the day. You might even set any stuffed animals you have around the house for fun!
- Consider making special snacks and a special lunch for this special day of activities. Keep hydrated!
- In the back pocket of *The Complete Aquarium Adventure* are the fish, bird, and animal cards. A teacher can hide these in various rooms in envelopes so you can't see what they are until opened. Then use the BingOcean cards in the pocket to do a search and find, seeking five in a row for a win. See how fast you can get a BingOcean!
- Once your search and find is done (and you can certainly do it more than once) gather up all the cards to see who can answer the questions about the creatures.
- Make the day a special one!



Appendix Two

Zoo Field Trip or Zoo in the House Day

Zoo Field Trip: If you will be going to visit a zoo, *The Complete Zoo Adventure* is created just for that purpose:

- Start by looking over your Planning Calendar list on pages 10–11.
- Read through the Field Trip Prep Time on page 26.
- Look over the At the Zoo pages 27–29 to make sure everyone is ready for the trip.
- Make sure you go over the Around the Campfire page (104) to reflect on your trip when you get back.
- Enjoy your special day!

Zoo in the House Day: If you will be creating your own zoo trip without going anywhere, prepare your home or class for adventure:

- You can certainly go over the same introductory pages as above. Gather all the books you have about animals to look through over the day. You might even set any stuffed animals you have around the house for fun!
- Consider making special snacks and a special lunch for this special day of activities. Keep hydrated!
- In the back pocket of *The Complete Zoo Adventure* are the animal and bird cards. A teacher can hide these in various rooms in envelopes so you can't see what they are until opened. Then the teacher can call out a creature for you to find and all students need to race to see who can find that one first. Fill up the Field Journal cards that are in the back pocket as well!
- Once your search and find is done, gather up all the cards to see who can answer the most questions about the creatures.
- Make the day a special one!





Answer Keys
for Use with
Elementary Zoology

How Many Animals Were on the Ark? — Worksheet Answer Keys

Worksheet 2

1. Ten
2. living
3. features
4. kind
5. different

Worksheet 4

1. family
2. good
3. variety
4. Hebrew
5. baramins

Worksheet 5

1. naming
2. species
3. birds
4. taxonomy
5. kingdom

Worksheet 6

1. sorting
2. Creation
3. family
4. tree
5. Mammals

Worksheet 8

1. kind
2. dats
3. species
4. min
5. dogs

Worksheet 9

1. millions
2. 4,300
3. changes
4. baramins
5. family

Worksheet 10

1. hybrid
2. parents
3. Genesis
4. seven
5. 80

Worksheet 12

1. mule
2. striping
3. wholphin
4. Ligers
5. lion

Worksheet 13

1. Latin
2. genus
3. species
4. observed
5. recipe

Worksheet 14

1. dog
2. domestic
3. 500
4. Romans
5. Darwin

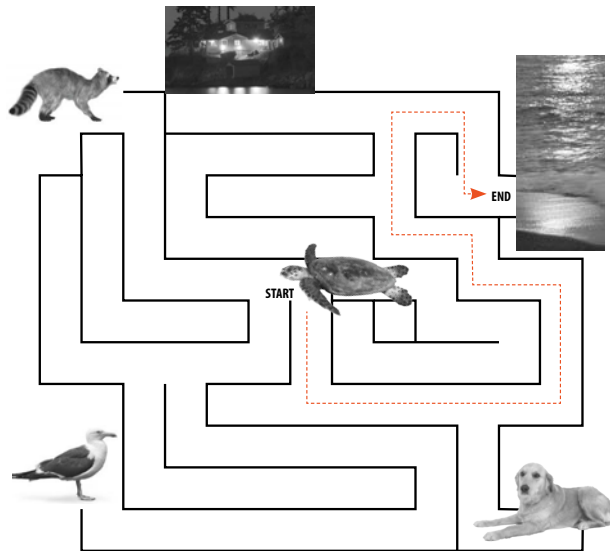
The Complete Aquarium Adventure Worksheet Answer Keys

Worksheet 3

1. Anhinga
2. Double-crested Cormorant
3. Their beaks – the cormorant has a curved tip at the end and the Anhinga doesn't.
4. Answers will vary, but can be something similar to: they both eat fish, live near water, have feathers, beaks, excellent fliers, perch on trees, have bulky bodies, both have special features that allow them to swim and catch fish in the water, both can be water-logged and turn their backs to the sun on land to dry their feathers.

3. Answers will vary, but should include that is long (up to 6 feet), large (can weigh up to 100 pounds), and designed to be fast – whether in catching food or escaping from other predators.
4. Answers will vary, but should include that before the Fall, the great barracuda's teeth would have been used to eat a lot of marine plants like giant kelp or sargassum weed. After the Fall, they were used to catch and tear apart fish to be swallowed

Worksheet 6



Worksheet 11

FOR IN SIX DAYS THE LORD MADE HEAVEN AND EARTH, THE SEA, AND ALL THAT IN THEM IS. EXODUS 20:11

Worksheet 13

M	K	L	A	U	P	S	I	D	E	D	O	W	N	J	E	L	L	Y	D	U	W	Z	K
K	L	G	L	H	G	P	H	A	R	B	O	R	S	E	A	L	B	N	Q	S	J	B	I
M	O	S	L	P	B	K	P	F	L	Y	C	R	T	J	P	J	Z	W	R	W	O	F	L
I	C	E	I	E	E	W	A	W	U	K	D	O	N	O	C	N	G	N	A	N	Z	C	L
D	E	A	G	L	L	P	C	L	B	K	J	H	R	S	E	A	T	U	R	T	L	E	E
C	A	A	A	E	U	G	I	M	X	J	L	U	K	A	P	R	W	G	Y	H	D	P	R
A	N	N	T	W	G	G	F	S	V	W	H	A	L	E	L	F	T	W	Z	C	Q	V	W
W	D	E	O	M	A	O	I	J	N	X	V	O	L	O	G	G	E	R	H	E	A	D	H
B	J	M	R	R	G	S	C	A	M	V	C	D	R	I	K	F	U	L	C	D	H	H	A
F	K	O	D	O	L	P	H	I	N	H	O	R	S	E	S	H	O	E	C	R	A	B	L
K	I	N	I	Y	F	S	U	R	Z	T	B	C	E	B	O	T	T	L	E	N	O	S	E
W	A	E	W	B	E	H	E	S	V	V	O	F	A	Z	U	H	G	H	D	U	N	N	S
K	P	U	U	Y	D	V	Q	Q	O	N	H	C	S	P	B	X	X	R	O	G	P	Q	W
X	Y	Y	C	Z	O	O	Y	S	Y	X	R	M	T	D	L	G	U	P	O	G	V	U	L
T	F	B	M	O	O	N	J	E	L	L	Y	X	A	O	W	B	S	E	A	L	I	O	N
M	J	W	Q	N	M	K	U	A	L	Z	R	T	R	F	P	B	B	S	M	V	X	S	Y
G	P	A	T	L	A	N	T	I	C	H	L	Y	W	A	L	U	G	M	P	T	W	F	U
F	V	W	S	C	N	X	O	B	E	N	C	H	F	F	R	Z	S	Y	U	V	F	D	W

Worksheet 10

1. Answers will vary, but should include that there are two rows of teeth, longer pointed ones on the inside and shorter sawtooth ones on the outside.
2. Answers will vary, but should include that it is a light silver that helps to hide or camouflage the fish in the changing light of the shallow part of the sea. This both protects the fish and makes it easier for it to catch other fish.

Worksheet 14

1. 200
2. 15
3. 2 to 3
4. Day 5
5. Answers can include zebrafish, turkeyfish, butterfly cod, and peacock lionfish.

Bonus Question

Answers will vary, but should include one or more of the following: protection/defense against

God's Big Book of Animals Worksheet Answer Keys

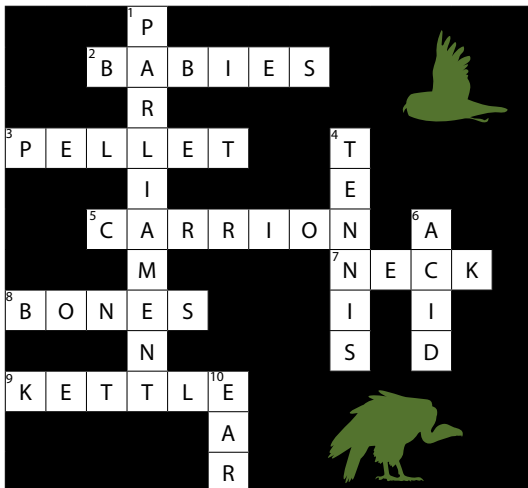
Worksheet 1

1. charm
2. 1,260
3. you
4. torpor
5. hover
6. durante
7. constellation
8. short
9. backward
10. bugs

Worksheet 2

1. drumming
2. stations
3. teeth
4. descent
5. grubs
6. murder
7. owls
8. 40,000
9. 50
10. injured

Worksheet 3



Worksheet 4

1. fall
2. 25
3. feathers
4. backs
5. tip
6. colony
7. meals
8. nests
9. salt
10. cool

Worksheet 5

1. tooth
2. gaggle
3. migrate
4. 70
5. foxes
6. wedge
7. bone
8. eat
9. hollow
10. feathers

Worksheet 6

1. tango
2. gravel
3. color
4. bones
5. dance
6. 10
7. pouches
8. air
9. pod
10. low

The Complete Zoo Adventure Worksheet Answer Keys

Worksheet 6

T	U	N	D	R	A	F	C	C	A	D	K	A	N	G	A	R	O	G	H
U	R	A	B	V	T	L	H	P	X	T	U	Z	M	S	Z	S	M	W	J
N	A	B	D	N	A	A	R	N	O	G	A	R	D	O	D	O	M	O	K
D	I	D	Q	V	I	M	I	L	Z	K	I	I	B	D	X	I	Q	L	A
G	N	O	I	B	E	I	S	K	A	L	M	I	G	R	A	L	W	F	N
L	F	X	W	I	B	N	T	M	S	Q	O	Z	V	A	C	O	E	H	G
H	O	Z	E	O	G	N	I	M	A	L	F	X	V	D	V	P	R	U	A
O	R	Q	A	M	A	C	A	C	H	A	P	A	R	R	A	L	T	M	R
F	E	M	N	D	N	W	R	N	L	W	B	E	L	R	L	I	Y	M	O
R	S	J	O	U	R	N	A	L	D	O	O	Z	I	L	L	O	U	I	O
O	T	E	N	K	M	E	T	W	A	C	A	M	N	G	I	D	I	N	C
S	S	C	S	L	Q	W	A	T	E	R	P	C	J	H	G	R	Z	G	H
T	Z	A	F	R	O	G	S	K	F	E	E	V	B	J	A	T	O	B	R
R	T	M	G	Z	O	C	Y	B	R	R	W	S	C	I	T	Y	P	I	S
E	Y	E	H	X	C	H	I	M	P	A	N	Z	E	E	O	U	A	R	T
S	U	L	J	C	V	A	I	V	G	T	E	B	X	D	R	M	S	D	S
E	S	O	P	R	U	P	O	C	H	T	N	A	H	P	E	L	E	K	Q
D	I	F	P	O	L	A	R	B	E	A	R	N	Z	K	B	I	D	R	A
P	O	A	S	D	C	R	E	A	T	O	R	M	A	L	N	O	F	L	Z
E	R	U	T	N	E	V	D	A	J	Y	N	O	I	T	A	R	G	I	M

Worksheet 10

Answers will vary.

Worksheet 14

B	A	T	Q	W	E	R	C	L	I	M	A	T	E	T	E	L	G	A	E
A	H	Z	X	C	B	K	C	O	C	A	E	P	N	G	I	S	E	D	G
S	A	L	O	W	A	L	L	I	R	O	G	L	D	F	Y	U	I	O	R
A	B	T	N	A	L	S	S	A	R	G	M	A	K	Q	L	M	L	P	A
W	I	Y	V	Q	X	L	A	N	D	G	B	N	W	E	I	O	K	H	S
O	T	D	E	S	I	A	R	A	R	A	T	T	R	T	Y	U	O	J	S
P	A	N	D	A	L	W	O	K	P	A	R	E	O	I	O	N	A	D	L
M	T	U	C	W	K	O	A	L	A	S	V	F	L	R	P	T	B	R	A
R	E	I	X	G	I	R	A	F	R	D	C	X	G	O	R	A	C	I	N
H	P	E	A	G	N	A	K	W	A	H	C	I	B	A	H	I	P	N	D
I	L	O	R	E	N	M	D	N	I	K	R	Z	O	V	F	N	G	O	S
N	G	I	R	A	F	F	E	Z	E	B	O	O	L	F	L	O	A	C	J
O	O	A	O	N	O	I	T	A	E	R	C	C	N	R	O	U	R	E	H
C	R	D	Z	N	T	A	E	R	C	L	O	M	A	U	D	S	D	R	P
E	R	F	E	R	L	O	W	L	A	N	D	B	M	I	C	G	E	O	A
R	I	G	B	T	H	Y	P	A	X	S	I	V	F	T	L	F	N	S	R
O	H	G	R	D	A	N	L	H	G	F	L	I	O	B	I	D	S	A	R
S	E	B	A	C	R	E	A	T	I	D	E	G	X	A	R	Y	H	Z	O
A	Q	G	N	A	P	T	A	K	R	E	E	M	B	T	M	X	C	V	T
Z	X	C	H	I	P	P	O	P	O	T	A	M	U	S	A	B	N	M	C

Worksheet 17

Answers will vary.

Worksheet 18

Answers will vary.

Worksheet 20

Answers will vary.

Worksheet 22

Answers will vary.

Worksheet 24

Answers will vary.

Worksheet 25

1–6. Day 5

7. Days 5 and 6

8–27. Day 6

Worksheet 29

1. Genus: *Phoenicepterus*, Species: *ruber*
2. Genus: *Pavo*, Species: *cristalus*
3. Genus: *Arabilochus*, Species: *calubris*
4. Genus: *Ara*, Species: *ararauna*
5. Genus: *Aquila*, Species: *chrysaetos*
6. Genus: *Nyctea*, Species: *Scandiaca*
7. Genus: *Pteropus*, Species: *giganteus*
8. Genus: *Canis*, Species: *lupus arctos*
9. Genus: *Ursus*, Species: *maritimus*
10. Genus: *Ailuropuda*, Species: *melanolcuca*
11. Genus: *Phascolarctus*, Species: *cinereus*
12. Genus: *Macropus*, Species: *rufus*
13. Genus: *Panthera*, Species: *leo*
14. Genus: *Suricata*, Species: *suricata*
15. Genus: *Procapra*, Species: *capensis*
16. Genus: *Pan*, Species: *trogodytes*
17. Genus: *Gorilla*, Species: *gorilla*
18. Genus: *Giraffa*, Species: *camelopardalis*

Zoology Quiz Answer Keys

Quiz 1

Across:

2. Beluga
4. Bottlenose
5. Killer
6. Pacific
11. six
13. Anhinga
14. Loggerhead
16. Pelican
17. Star
18. Octopus
20. Aquarium
21. Nurse

Down:

1. Jellyfish
3. Alligator
7. Atlantic
8. Turtle
9. Stingray
10. Five
11. Seadragon
12. Seahorse
15. Porcupine
19. Shark

Quiz 2

Hooves: 18–23

Pouch: 11–12

Fur/Hair: 7–23

Scales: 24–26

Feathers: 1–6

Claws: 7–17, 24–26

Number of Legs:

2: 1–7, 12, 16, 17

4: 8–11, 13–15, 18–27

Wings: 1–7