To print this Teacher’s Guide, select the print icon above or go to File >Print. Be sure the page size is set to 8.5 x 11 (letter) portrait. This Teacher’s Guide may be printed in either black & white or color.
Summary

• Weather is constantly changing. One type of weather is rain, which is drops of water that form in clouds.

• Rain falls from the sky and lands on Earth. It brings water to the land and living things. Near the end of a rainstorm, a rainbow can form.

Curriculum in This Article

Common Core State Standards

• With prompting and support, identify the main topic and retell key details of a text. (RI.K-2)

• Participate in shared research and writing projects. (W.K-7)

• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RFS.K-2.e)

Next Generation Science Standards

• Core Idea: Weather and Climate—Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time.

• Science and Engineering Practice: Analyzing and Interpreting Data

• Crosscutting Concept: Patterns

• Standard: Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)

Materials Needed

• a large glass jar
• a plate
• hot water
• ice cubes
• a 2-liter clear plastic soda bottle
• matches
• warm water
• plain white paper
• crayons
• “Words to Explore” poster
• drawing supplies

Additional Resources

• Learn more about weather: http://www.nws.noaa.gov/om/reachout/kidspage.shtml

• Learn more about rain: http://education.nationalgeographic.com/education/encyclopedia/rain/?ar_a=1
Here Comes the Rain: Background

- Rain is drops of liquid water that form in clouds and fall from the sky.

- Air contains water vapor, which is water in the gaseous state. Warm air, which contains a lot of water vapor, cools as it rises. As it cools, the drops of water vapor condense. They combine and collect on tiny dust particles in the air to form clouds. When the drops get big enough, they fall in the form of rain or another type of precipitation.

- Clouds look gray when they contain so much water that light can’t pass through them. If there are lots of clouds, they create shadows on one another. This makes the clouds look even darker.

- A rainbow is a band of colors that forms when sunlight passes through drops of water. The water droplets act like tiny prisms and separate white light into its individual wavelengths, creating the colors red, orange, yellow, green, blue, indigo, and violet.

Fast Facts

- A water droplet must be at least half a millimeter in size before it can be called a raindrop.

- Raindrops usually split if they get bigger than 4 millimeters in diameter.

- Small raindrops are shaped like spheres. Larger raindrops are shaped more like the top part of a hamburger bun.

- The arc of a rainbow is higher when the sun is lower in the sky.
Here Comes the Rain: Prepare to Read and Science

Activate Prior Knowledge
Thinking About the Weather

1. Display pages 2-3 of the projectable edition, using a piece of paper to cover the headline and deck. Invite students to describe what they see. Ask: Which clues tell you what this article is about?

2. Slide the paper down so that the words “Here Comes” are visible. (Be sure to keep the rest of the headline and the deck covered.) Read aloud the two words. Ask students what they think is coming.

3. Show the rest of the headline. Were students correct? Explain that they now know what's coming. Ask: What do you think is happening? Ask students to share their thoughts. Then read aloud the deck for the answer.

Explore Science
Observing Weather Patterns

1. Point out the tab on page 3 of the student edition. What does it say? (weather) Invite students to share what they know about weather.

2. Ask students if weather is always the same. (no) Point out, however, that weather does follow patterns. Discuss weather patterns where you live.

3. Have students observe weather conditions for the next two weeks. Record the type of weather, and at the end of the observation period, count the number of days with sun, rain, wind, clouds, etc. Analyze the results.

Why Does It Rain?

1. To complete this demonstration, you will need a large glass jar, a plate, hot water, and ice cubes.

2. Invite students to describe rain and where it comes from. Ask: Why does it rain? How does that water get up there? Invite volunteers to share their thoughts.

3. Explain to students that air has tiny drops of water in it. With the right conditions, you can even use the air in the classroom to make it rain!

4. Display the glass jar. Invite students to observe that it is empty and dry. Put the jar on a table, and pour a few inches of very hot water into the jar. Put the plate on top, and let it sit for a few minutes.

5. Invite a volunteer to place the ice cubes on the plate. Then have students watch to see what happens. (Water droplets will form on the inside of the jar.) Why?

6. Explain to students that this is what happens when it rains. Warm air from the ground moves to the sky, where it is cooler. Cold air can’t hold as much water as warm air does, so the tiny drops of water are pushed together. Once they get heavy enough, they fall to the ground. That’s rain!

How Clouds Form

1. For this activity, you will need a 2-liter clear plastic soda bottle, matches, and warm water.

2. Ask students how clouds get up in the sky. Invite them to share their ideas. Then point out that often it’s easier to understand something if you see it for yourself.

3. Fill the bottle one-third full of warm water. Put the cap on. Slowly squeeze the bottle and release. What happens? (Water vapor collects on the sides of the bottle.)

4. Remove the bottle cap. Hold the bottle sideways. Light a long match and hold it inside the bottle until it fills with smoke. Quickly put the cap on the bottle, making sure that it is screwed on tightly. Discard the match.

5. Squeeze and release the bottle a few more times. Invite students to observe. What happens? (A cloud appears in the bottle.) Why? (The water vapor collected on the particles of smoke, creating a cloud.) Connect this to how clouds form (see background on p. T2).

Extend Science
Rainbows and Their Colors

1. Display pages 8-9 of the projectable edition. Ask students if they have ever seen a rainbow. If so, how was it like the rainbow in the photo?

2. Tell students that all rainbows are shaped like an arc. They all have seven colors that appear in this order—red, orange, yellow, green, blue, indigo, and violet.

3. Give each student paper and crayons. Encourage them to draw a rainy scene with a properly colored rainbow.
Here Comes the Rain: Language Arts

Explore Reading
Follow the Raindrops!

1. Display pages 2-3 of the projectable edition. Ask students how they could figure out the main topic of this article, or what it is about. (rain and changing weather) Invite students to share their ideas. Summarize their ideas and write the main topic on the board.

2. Point out to students that they get information from both words and pictures as they read. And once they have figured out the main topic, these same elements can be key details that help them understand the text.

3. Read the article as a class. As you do, help students identify key details. Record the details on the board. Give each student a copy of the Activity Master. Instruct students to record a key detail of the article under the raindrop. Direct them to illustrate the detail in the raindrop.

4. When you are finished, invite volunteers to share their detail and how it relates to the main topic.

Explore Writing
Writing About the Weather

1. Display the “Words to Explore” poster and review the information with the class. Then ask students if they have ever seen a weather forecast on the news. If so, did the weathercaster use any of the words on the poster? What other weather words did they hear?

2. Divide the class into groups of three. Have each group discuss what the weather was like yesterday, what it’s like today, and what they think it will be like tomorrow.

3. Then give each student a piece of plain white paper and access to drawing supplies. Instruct groups to assign one student to each day. Tell them to draw a picture of the weather on their day and write a sentence telling about it. Suggest that they consult the article or the poster for words and sentences they could use. When students are finished, invite groups to present their weather forecast to the class.

Explore Foundational Skills
Changing Sounds to Make New Words

1. Display page 6 of the projectable edition. Highlight the words drip and drop. Invite a volunteer to read the two words aloud. Ask students if these two words sound the same. (no) What makes them different? (the i and the o) Point out how changing just one sound creates a new word.

2. Direct students to review the article to find other single-syllable words in which a single sound is changed from one word to the next (e.g., is/it, on/of, full/fall).

3. Offer other more challenging examples, such as changing sounds to turn the word on to it (on, in, it) or rain to again (rain, gain, again). Challenge students to add or substitute individual sounds to make new words.
When the Weather Changes

Write a key detail about what happens during a rainstorm. Then draw the detail inside the raindrop.
Read each question. Fill in the circle next to the correct answer.

1. Which comes first?
   - A a rainbow
   - B rain
   - C clouds

2. Clouds are full of _____.
   - A sunlight
   - B drops of water
   - C rainbows

3. A _____ can form when the sun shines on raindrops.
   - A rainbow
   - B cloud
   - C storm
When the Weather Changes

Write a key detail about what happens during a rainstorm. Then draw the detail inside the raindrop.

Possible responses:

Clouds form in the sky. Rain falls on the ground. Rain forms puddles. There's a rainbow.
Read each question. Fill in the circle next to the correct answer.

1. Which comes first?
   - A a rainbow
   - B rain
   - C clouds

2. Clouds are full of _____.
   - A sunlight
   - B drops of water
   - C rainbows

3. A _____ can form when the sun shines on raindrops.
   - A rainbow
   - B cloud
   - C storm
Summary

- Different kinds of animals cover up in different ways. Mammals have fur on their bodies. Birds have feathers. Fish have slimy scales.
- Each type of covering has a different purpose.

Curriculum in This Article

Common Core State Standards

- Identify the front cover, back cover, and title page of a book. (RI.K-5)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K-8)
- Count, pronounce, blend, and segment syllables in spoken words. (RFS.K1-2.b)

Next Generation Science Standards

- Core Idea: Inheritance of Traits—You organisms are very much, but not exactly, like their parents and also resemble other organisms of the same kind.
- Science and Engineering Practice: Constructing Explanations and Designing Solutions
- Crosscutting Concept: Patterns

Materials Needed

- empty tissue boxes
- small pieces of fake fur
- feathers
- index cards
- glue
- large sequins
- “Words to Explore” poster
- “Fur, Feathers, or Scales?” poster
- National Geographic’s “Animal Mothers and Babies Photos” at: http://photography.nationalgeographic.com/photography/photos/animal-mothers-babies/#/zambezi-elephants_13415_600x450.jpg
- plain white paper
- art supplies
- sentence strips

Additional Resources

- Learn more about mammals: http://kids.nationalgeographic.com/kids/animals/creaturefeature/
- Learn more about birds: http://kids.nationalgeographic.com/kids/animals/creaturefeature/
- Learn more about fish: http://kids.nationalgeographic.com/kids/animals/creaturefeature/
- Watch videos about different types of animals: http://www.kidport.com/RefLIB/Science/Videos/Animals/AnimalVideoIndex.htm

Explore animals with fur, feathers, and scales with the free interactive whiteboard lesson for this article. Download the free interactive whiteboard lesson at: http://ngexplorer.cengage.com
• There are many different types of animal groups. Three of those groups are mammals, birds, and fish.

• Mammals are animals that have hair or fur covering their bodies. They are vertebrates, which means they have a spine. They are warm-blooded and can maintain a constant body temperature regardless of the temperature in their environment. Female mammals give birth to fully formed young and produce milk to feed their babies.

• Birds are the only animals that have feathers. Birds are warm-blooded vertebrates. Some of their bones are hollow. This makes their bodies extremely light. This feature along with wings enables most birds to fly. Birds lay eggs. They sit on their eggs until they hatch.

• Fish are an extremely diverse group of vertebrates that live in water. Fish breathe oxygen in water through gills. Some fish have slimy scales on their bodies, and nearly all fish are cold-blooded. Most fish have a tail fin that moves side to side to help them swim forward in the water. Fish lay eggs.

• Other animals, such as many reptiles, have scales. Unlike a fish’s scales, though, they are not slimy.

Fast Facts

• The spots on a leopard’s fur are called rosettes, because they are shaped a bit like a rose.

• The macaw’s bright feathers help it blend in with the leaves and colorful fruits found in its rain forest environment.

• The angelfish on pages 16-17 of the article is called a queen angelfish. The name comes from the crown-like ring of scales on the fish’s head that resembles a crown.
Activate Prior Knowledge
Introducing Fur, Feathers, and Scales

1. Prior to conducting this activity, collect empty tissue boxes, small pieces of fake fur, and some feathers. Cut the index cards into the shape of a fish and glue large sequins on them in a pattern that resembles scales. Put the fur, feathers, and “scales” in the tissue boxes so they can’t be seen. Create two or three samples of each.

2. Pass the boxes around the room. Tell students to touch what's inside, but don't look! Encourage them to describe what they feel. Challenge them to identify which boxes contain the same thing. Invite students to share their guesses about what is inside each box.

3. Display an example of each. Encourage them to identify and compare the coverings. Invite them to share what they know about each.

Explore Science
Spotting Animal Groups

1. Display the “Words to Explore” poster. Invite a volunteer to read aloud the headline and deck. Challenge students to match the bold words in the deck to the vocabulary words on the poster.

2. Ask students if they can identify the animals on the poster. If not, introduce them to the macaw, leopard, and angelfish. Then display the “Fur, Feathers, or Scales?” poster. Have students identify those animals and match each animal to its covering.

3. Direct students to compare the animals on both posters. How are the animals that have each covering alike or different? Guide students to understand that animals with fur are mammals; those with feathers are birds; and animals with slimy scales are fish.

4. Give each student a copy of the Activity Master. Instruct them to sort the animals based on what they have learned. When students are finished, review their answers as a class. Challenge students to name additional animals that could be sorted into each group.

Observing Similarities Between Generations


2. Display the images for students one at a time. As you do, have students compare the animal babies to their parents. Note the similarities, but be sure to point out any differences.

3. When you are finished, review the images again. Have students identify the body covering on each. How many have fur? How many have feathers? Do any have scales? Based on this evidence, are most of the animals mammals, birds, or fish? What patterns do students notice among members of each group?

There’s a Reason for Everything

1. Point out to students that animal coverings serve several important purposes. They can keep an animal warm; help it hide from enemies; or even warn others to stay away.

2. Reexamine the images of animals on the posters and in the student edition. Discuss with students how each covering helps the animals survive.

Extend Science
Construct the Ultimate Cover-up

1. Tell students to imagine that a new animal was recently discovered. Scientists say it has the most protective, most fabulous, best designed cover of any animal. Brainstorm with students examples of what this animal might look like.

2. Give each student a piece of plain white paper and art supplies. Encourage students to use their imaginations to draw a picture of this animal. Invite them to share their finished art with the class. Challenge students to identify the animal’s covering and explain why it is so spectacular.
Fur, Feathers, and Scales:

Explore Reading
Examining the Parts of a Magazine

1. Instruct students to lay their student editions on their desks with the back cover facing up. Circulate around the room to make sure all students have their magazines placed correctly. Invite students to describe what they see on the back cover of the magazine.

2. Direct students to flip their magazines to see the front cover. Invite them to identify any information they recognize here. Then examine the cover in detail with students. Point out the name of the magazine, issue date, website address, image, and table of contents.

3. Remind students that the table of contents tells readers what the magazine contains and the page where each article is found.

4. Have students use the table of contents to find the first page of the article “Fur, Feathers, and Scales.” Read the article with students. Challenge them to identify similarities and differences between animals with fur, feathers, and scales as they read.

Explore Writing
Why Don’t Leopards Have Feathers?

1. Prior to conducting this activity, write the following questions on slips of paper: Why don’t leopards have feathers? Why don’t fish have fur? Why don’t birds have scales? Why isn’t a macaw a mammal? Why isn’t an angelfish a bird? Why isn’t a leopard a fish?

2. Divide the class into six groups. Give one question to each group. If necessary, read the question to them. Challenge students to write or draw an accurate response to their questions. Encourage them to consult the article and use their personal experiences to come up with details they could add to their answer.

3. Invite a volunteer from each group to read its response aloud to the class.

Extend Language Arts
Counting and Blending Syllables

1. Prior to conducting this activity, write the word animals on a sentence strip, inserting extra space between each syllable. (an-i-mals) Do the same for the words feathers (fea-thers) and belong (be-long).

2. Display the segmented word animals for the class. Ask students how many parts they see in this word. (three) Remind students that these parts are called syllables. Invite a volunteer to pronounce each syllable. Then ask students what word they would have if they put these three syllables together.

3. Fold the strip so that the blank spaces disappear and the letters of the word are joined together to form the entire word. Help student blend the syllables together to pronounce the word animals correctly.

4. Repeat this procedure with the words feathers and belong. Then highlight additional words in the projectable edition, one at a time. Challenge students to count, blend, and pronounce these words, too.
Spotting Animal Groups

Draw lines to match each animal to its covering. Then match each animal to its group.

- Fur
- Feathers
- Scales

- Bird
- Fish
- Mammal

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Fur, Feathers, and Scales

Assessment

Read each question. Fill in the circle next to the correct answer.

1. Mammals have ______.
   A fur
   B feathers
   C scales

2. Fish have ____.
   A fur
   B feathers
   C scales

3. Birds have ____.
   A fur
   B feathers
   C scales
Spotting Animal Groups

Draw lines to match each animal to its covering. Then match each animal to its group.
Read each question. Fill in the circle next to the correct answer.

1. Mammals have ______.
   - A fur
   - B feathers
   - C scales

2. Fish have _____.
   - A fur
   - B feathers
   - C scales

3. Birds have _____.
   - A fur
   - B feathers
   - C scales
Digging In: Overview

Summary

• Most plants have roots. Roots dig into the dirt and hold a plant in place. They soak up water and take in minerals.

• Roots help a plant live and grow.

Curriculum in This Article

Common Core State Standards

• With prompting and support, identify the reasons an author gives to support points in a text. (RI.K-8)

• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K-6)

• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) (RFS.K-2.d)

Next Generation Science Standards

• Core Idea: Structure and Function—All organisms have external parts that they use to perform daily functions.

• Science and Engineering Practice: Constructing Explanations and Designing Solutions

• Crosscutting Concept: Structure and Function

Materials Needed

• a flower growing in a pot

• a flower with a cut stem

• a clear plastic cup

• a large spoon

• potting soil

• “Words to Explore” poster

• water

• plain white paper

• magnifying glasses

• clumps of grass with intact root systems

• carrots with leaves

• newspapers

• books and/or websites about plant roots

Additional Resource

• Learn more about plant roots:
  http://www.ext.colostate.edu/mg/gardennotes/132.html
Plants have many different parts. Each part performs an important function.

- Roots absorb water and minerals from the soil. They help anchor the plant in the soil, and they store extra food that the plant may need to use in the future. Roots also help prevent soil erosion.

- Stems provide support for the plant. Stems also act as a transport system. Water and nutrients move through tiny tubes in the stems from the roots to other parts of the plant. Food moves through the tubes from the leaves.

- Leaves capture sunlight, which plants use to make food through the process of photosynthesis.

- Flowers help a plant reproduce. Flowers contain pollen and eggs. Fertilized eggs develop into fruit.

- Fruit covers and protects seeds.

- In many plants, seeds develop into new plants.

There are different types of roots.

- Some plants, such as dandelions, have a taproot system. These plants have one main root from which smaller branch roots grow.

- Other plants, like grass, have a fibrous root system, which is a mass of similarly sized roots.

- Corn has prop roots. These roots grow down into the soil from the lower part of the stem, seeming to “prop” the plant above the ground.

- Some plants, like vines and the Banyan tree, have aerial roots. These roots grow above the ground, clinging to and strangling other plants.

- Roots are covered with tiny root hairs. The bigger roots anchor the plant. But plants absorb nearly all of the water they use through their root hairs.

- The tip of every root is covered with a protective covering called a root cap. It’s shaped like a thimble.

Fast Facts

- Some vegetables we eat, such as carrots, potatoes, onions, beets, radishes, and turnips, are actually roots.

- In general, roots grow in any direction where they can get the air, nutrients, and water that the plant needs to survive.

- Roots find their way through soil just like a person moves around in a dark room. If they bump into something, they feel their way around it.
Digging In: Prepare to Read and Science

Activate Prior Knowledge
Recalling Experiences with Roots

1. Ask students if they have ever pulled a weed from the ground. How did the top of the plant look different from the bottom? Invite volunteers to share their experiences.

2. Challenge students to identify the part of the plant that was underground. (roots) Brainstorm with the class reasons why plants have roots.

Explore Science
Roots: Providing Support

1. Prior to this activity, gather a flower growing in a pot; a flower with a cut stem; a clear plastic cup; a large spoon; and potting soil.

2. Display the “Words to Explore” poster. Invite a volunteer to point out the tree's roots. Ask students if these are all of the roots. (no) Where are the rest? (underground) Say: This is a very big tree. Why isn't it falling over? Read aloud the headline and deck. Discuss how a tree's roots hold it in the ground.

3. To demonstrate how this works, show students the flower growing in the pot. Invite a volunteer to give the plant a very gentle tug. Does it come out of the pot? (no) Why not? (The roots are holding it in place.)

4. Display the cut flower. Make sure students see that it has no roots. Fill the cup half full with potting soil. Insert the flower. Add more potting soil, and pack the soil firmly around the plant. Invite the volunteer to give this plant a comparable tug. What happens? (It comes out of the pot.) Invite students to explain these results. Discuss how roots support plants as they grow.

Roots: Providing Water and Nutrients

1. Ask students if they can think of anything else that roots do for a plant. Point out that roots also soak up water and take in minerals from the ground.

2. Display the plants from the previous activity. Water each for a week. What happens? (The plant with roots will grow. The flower without roots will die.) Why? (The flower without roots wasn't able to soak up water and minerals.) Discuss how roots help plants survive.

Extend Science
Examining Different Types of Roots

1. To conduct this activity you will need plain white paper, hand lenses, clumps of grass with intact root systems, and a few whole carrots with leaves. You will also need newspapers to cover students’ work areas.

2. Divide the class into small groups. Give each group enough newspaper to cover its work area. Then distribute the magnifying glasses and clumps of grass.

3. Allow students to examine their grass. Where are the roots? What do they look like? Give each student a piece of paper. Instruct them to draw the grass, insert an arrow pointing toward its roots, and label that part.

4. Hand out the carrots. Ask students where the roots are on this plant. Point out that the root of a carrot is the part that we eat. Brainstorm with students other roots people eat. Then have students draw a picture of the carrot and label its roots.

5. Based on what they’ve learned about roots, discuss with the class how the roots of the grass and carrots are the same and how they are different.
Explore Reading
All Kinds of Support

1. Display pages 18-19 of the projectable edition. Read aloud the headline and deck. Ask students what the article is about.

2. Guide students to understand that this article is about plant roots. More specifically, it is about how roots help a plant survive. That is the point of the article, or the main idea. Write this information on the board.

3. Remind students that everything they read has a main idea. Writers use reasons or examples to support this thought.

4. Give each student a copy of the Activity Master. Instruct students to use the main idea from the board and a word from the word bank to complete the first sentence. Then read the article as a class. Support students as they identify ways roots help a plant survive. Guide students as they read to use the word bank to complete the three remaining sentences. As a class, discuss how each reason supports the main point of the article.

Explore Writing
Create an Amazing Roots Database

1. Display the image on page 22 of the projectable edition. Direct students to compare these roots with the other roots shown in the article. Remind students that, just as these images show, there are many different types of roots.

2. Divide the class into small groups. Provide each group with books or webpages about plant roots. Guide and support each group as it conducts research to find a plant with interesting roots. Instruct students to draw a picture or print a photograph of the plant and its roots. Direct them to write the name of the plant on the paper.

3. Collect students’ completed work. Compile all of the examples to create an “Amazing Roots Database.” Review the database with the class.

Explore Foundational Skills
Isolating and Pronouncing Sounds in Words

1. Display pages 20-21 of the projectable edition. Highlight the word dig in the first sentence. Invite a volunteer to identify and pronounce each phoneme. (d-i-g) As a class, blend the sounds to pronounce the word dig.

2. Highlight the words get in the third sentence and can in the fourth sentence. Repeat the process with these words. Ask students to examine the three words closely. What do they all have in common? (Students should recognize that the words have three letters each. They may recognize the consonant-vowel-consonant pattern.)

3. Invite students to identify other words that fit this pattern. Isolate and pronounce the initial, medial, and final sounds in each. Challenge students to come up with words that begin with each consonant in the alphabet.

Extend Language Arts
Play “Simon Says”

1. Prior to conducting this activity, write down statements that support and do not support the main point of the article (e.g., Roots soak up water. Some roots are brown.).

2. Remind students that writers always give reasons to support a main point. Review the main point of this article with the class. (Roots help a plant survive.)

3. Tell students you are going to read several statements. If a statement supports the main point of the article, they should take two steps forward. If it doesn't, they shouldn't move. If they move incorrectly, they must take a step back.

4. Take students to an open space and have them line up. Read the statements one at a time. How many students are near the teacher at the end of the game?
## All About Roots

Use the words in the box to complete the sentences.

<table>
<thead>
<tr>
<th>water</th>
<th>dirt</th>
<th>survive</th>
<th>hold</th>
</tr>
</thead>
</table>

Roots help a plant

Roots soak up

Roots dig into the

Roots can ___ ___ ___ ___ ___ ___ ___ ___ a plant in place.
Read each question. Fill in the circle next to the correct answer.

1. What do roots soak up?
   A air
   B water
   C dirt

2. Where do roots grow?
   A under the ground
   B in flowers
   C on branches

3. How do roots help a plant?
   A They are brown.
   B They dig up dirt.
   C They hold a plant in place.
All About Roots

Use the words in the box to complete the sentences.

| water | dirt | survive | hold |

Roots help a plant ____________ survive ____________.

Roots soak up ____________ water ____________.

Roots dig into the ____________ dirt ____________.

Roots can ____________ hold ____________ a plant in place.
Read each question. Fill in the circle next to the correct answer.

1. What do roots soak up?
   A air
   B water
   C dirt

2. Where do roots grow?
   A under the ground
   B in flowers
   C on branches

3. How do roots help a plant?
   A They are brown.
   B They dig up dirt.
   C They hold a plant in place.