



SCIENCE • GRADE 3

California Content Standards
Life Sciences: 3.C
Life Sciences: 3.D
Life Sciences: 3.E

Above Level

What Happens When Habitats Change?

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What Happens When Habitats Change?

California's Science Content Standards Met

GRADE 3 SCIENCE

LIFE SCIENCES: 3—Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
- d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
- e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

GRADE 3 ENGLISH LANGUAGE ARTS

1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

Vocabulary and Concept Development 1.6—Use sentence and word context to find the meaning of unknown words.

Vocabulary and Concept Development 1.8—Use knowledge of prefixes (e.g., un-, re-, pre-, bi, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

2.0 READING COMPREHENSION

Structural Features of Informational Materials 2.1—Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text 2.2—Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Above Level



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Student Book

What Happens When Habitats Change?

Print pages 5 – 18 of this PDF for the student book.

How to Make the Student Book

- The student book is contained on pages 5–18 of this PDF. It begins on the next page.
- To make one student book, or a two-sided master copy that can be photocopied, you will print on both sides of seven sheets of 8.5" x 11" paper.
- Do a test printout of one book first to familiarize yourself with the procedure.
- Follow these instructions carefully.

First—Select the Paper

Since you will be printing on both sides of the sheets of paper, select a good quality white paper. We recommend using at least a 22lb sheet.

Second—Check Printer Settings

Be sure you have the correct page setup settings for your computer and printer. You will print these pages in landscape format.

Third—Print EVEN Pages

Open the PDF of the book you want to print. Select print from your file menu. In your printer's dialogue box enter pages 5–18 to print. Then select EVEN pages only. It is important to print only the EVEN pages first. Click "Print" to print the even pages. (**Important note:** The first page that prints will be blank. DO NOT discard this page. It will be needed to print the cover in the next step.)

Forth—Print ODD Pages

When the even pages have printed, flip the stack of pages over to print the odd pages. Place the stack back in your printer. Select print from the file menu again. In your printer's dialogue box, select ODD pages. Click "Print" to print the odd the pages.

Fifth—Fold the Book

You now have a complete book. Check to be sure the pages are in the correct order with the book's cover as the top page. Then fold the stack of paper in half.

Sixth—Staple the Book

Use an extended-length stapler to staple the pages together. Place three staples in the spine of the book.

Please note that printers vary in how they output pages. Do a test printing with one book and adjust the procedure as necessary.

If you want to make a one-sided master copy, print ALL pages 5–18 at once. Then select "one-sided to two-sided" on the copy machine.

What Happens When Habitats Change? **AL**

California's Science Content Standards Met

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What Happens When Habitats Change?

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INTRODUCTION

Things Change

Does your neighborhood or **habitat** look the same as it did 100 years ago? Back then, it might have been a small town or even a forest.

Like you, plants and other animals live in habitats that meet their needs. If a habitat changes, it might no longer meet a plant or animal's needs. An animal might move to a nearby habitat. However, that habitat might already be crowded. It might not meet that animal's needs either.

When a habitat changes, it might not meet the needs of plants, either. The plants may also need to move to survive. Animals, wind, or water may carry plant seeds to new habitats.

When a habitat changes, many of the plants and animals living there will not survive. In this book, you will learn ways that habitats can change, for better or for worse.

habitat: the place where an animal lives and has its needs met

CHAPTER 1

Harmful Changes to Habitats

Pollution

Pollution is something harmful in the air, water, or soil. For example, cars, trucks, buses, and planes burn gasoline. Power plants burn coal to make electricity. All that burning sends harmful gases into the air. These gases can form acid rain in the clouds. This rain may harm or kill trees, other plants, and fish. The gases can also make it harder for animals, including people, to breathe.

Pollution comes from other sources, too. People use chemicals to help plants grow and to kill weeds and insects. Rain can wash these chemicals into the soil. It can carry them into rivers and streams. This pollution, like acid rain, can kill animals that live in the water, such as frogs, insects, and fish.

Trash can also leak chemicals into the soil. Pollution can make animals sick and keep plants from growing. That means less food for all of us.

What are some ways that pollution can get into the ocean?

Loss of Habitat

Sometimes people cut down a forest. They want wood to build houses. They need space for a farm, parking lot, or shopping mall. When forests disappear, the plants and animals living there lose their habitat. Only some of them can move to a new habitat.

Sometimes people build dams that are used to produce electricity or prevent flooding. The dams change the way that rivers flow. Sometimes people fill in wetlands to make more land for houses. The plants and animals in those rivers and wetlands must move or die.

Even building a road through a forest can harm the animals there. Cars might hit them as they try to cross the road. Fences may keep animals off the road. However, fences make their habitat smaller.

Invasive Species

You know that sometimes animals move to a new habitat. So do plants. Seeds travel on the wind. People on vacation find a pretty plant and bring it home for their garden.

New plants or animals can crowd out the ones that already live in that habitat. One example is a weed called purple loosestrife. It was brought to the United States about two hundred years ago. Now it grows in nearly every state. It is taking over lakes and streams in northern California.

A loosestrife plant can be 7 feet tall. Each plant can produce more than a million seeds. The plants form thick mats, filling in wetlands. They crowd out other plants, clogging rivers and streams. Scientists are looking for safe ways to get rid of this weed.



Why does purple loosestrife spread quickly?

Natural Changes

Natural events can also change habitats. For example, lightning can start fires. Floods can destroy habitats. A volcanic eruption can knock down trees and cover habitats with ash.

Animals also change their own habitats. A beaver dam, like a human dam, plugs up a river or stream and forms a pond. The plants and animals that lived below the dam may lose their homes. Those above the dam must adapt to living in a pond.

Sometimes too many animals live in a habitat. A large herd of deer may eat most of the leaves in a forest. Then they and other leaf-eaters will begin to starve. Too many hawks in a forest may eat all the mice. Then the hawks and other mice-eaters will go hungry, too.



Beaver dams change the habitat around a stream or river.

CHAPTER 2

Helpful Changes to Habitats

People know that habitats are important. We want to protect them by reducing pollution. For example, we are finding ways to burn less gasoline. More people are sharing car rides or taking the bus. That reduces pollution in the air.

We are also recycling many kinds of glass, plastic, and paper. It takes less energy to make products from recycled materials. That means we need less electricity, so we burn less polluting coal.

People are also using fewer insect and weed killers. Farmers are careful how they put these chemicals on their fields. We are finding safer, natural ways to protect crops from insects and weeds. That reduces soil and water pollution.

Dumps and landfills are being cleaned up. That reduces the chemicals leaking into the soil and water. New landfills are built so they won't leak.

When companies cut down trees, laws require them to plant new ones. When they build groups of houses, they add ponds and parks. As they build, they often bring water to dry areas. That creates new habitats for plants and animals.

Many areas are now set aside for wildlife. No one can build there or change the habitats in other ways. California has many wildlife **refuges**. For example, you might visit the Salinas River Wildlife Refuge. It's north of Monterey. The habitats there include dunes grassland, marsh, ocean, and river. You might spot a rare California brown pelican. Many other unusual birds live near the shore.

Explain how changes in an organism's habitat are sometimes good and sometimes harmful.

refuge: a wild area set aside to protect the plants and animals that live there

CHAPTER 3

Learning about the Past

What happens to living things when their habitat changes? Let's say that dry weather causes the grass to die in one habitat. The rabbits and other grass-eaters there will go hungry. Some might die. If the drought continues and no more grass grows, all of the grass-eaters might die. With no plant-eaters, the meat-eaters will starve, too.

Dinosaurs lived for millions of years in their habitats—until those habitats changed and no longer met the dinosaurs' needs. Some scientists think that a huge meteor slammed into Earth. It caused a giant cloud of dust that filled the sky. It blocked out the sunlight for months, or longer. With no sunlight, plants stopped growing. Then the plant-eaters starved. With no plant-eaters, the meat-eaters also starved.

Some scientists think that a huge meteor caused the death of dinosaurs. Is what they think a fact or an opinion?

In time, all of the dinosaurs died. They disappeared millions of years before humans began to live on Earth. No one ever took a photograph of a dinosaur. No one looked at one and drew its picture. So how do we know that *Tyrannosaurus rex* once shook the ground when it walked? How do we know where it lived? How do we even know what a *T. rex* looked like?

Scientists and other people have found thousands of **fossils** left behind by *T. rex*. They have also found fossils of other dinosaurs as well as other plants and animals.

What kinds of fossils have been found? What have scientists learned from these fossils about animals—and plants—that we will never see alive? Keep reading to find out!



Tyrannosaurus rex

fossil: a piece of a body or a footprint left behind by a living thing that died long ago

Mold and Cast Fossils

The main kinds of fossils are mold, cast, and trace. Mold and cast fossils show us what an ancient living thing looked like. Trace fossils show us how it lived.

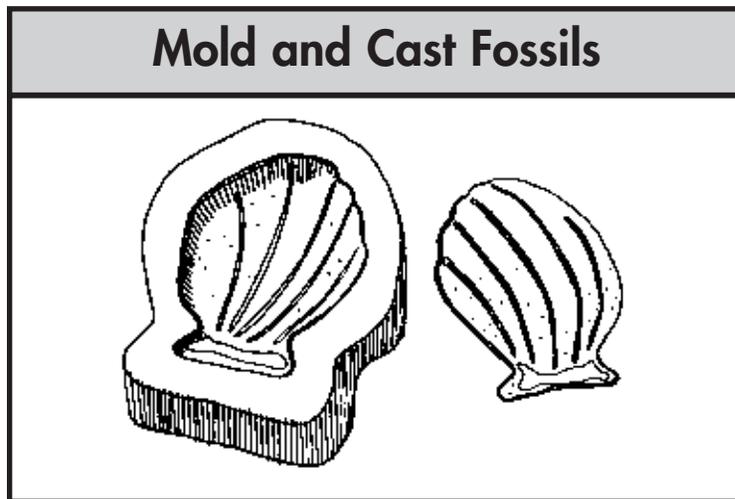
How do mold and cast fossils form? After a living thing dies, its skin, muscles, and other soft parts quickly **decay**. Left behind are any hard parts—teeth, bones, claws, a shell, or bits of hatched eggs. Sometimes these hard parts became buried in mud or soil. Most plants decayed before they could become fossils. However, a few plants were quickly buried in mud.

Over millions of years, more mud and soil covered the plant and animal **remains** and turned into rock. Rainwater flowing through cracks in the rock **dissolved** the remains.

decay: to break down and return materials to the environment
remains: what is left after a living thing dies
dissolved: changed from a solid into a liquid

Left behind was an empty place, called a mold, that had the same shape as the teeth, bones, shell, or leaf. In time, minerals from the soil filled up the mold. The minerals hardened, forming a rock in the shape of the teeth, bones, shell, or leaf. This kind of fossil is called a cast.

Molds and casts show the shape and size of part of a living thing. Scientists often can use this part to figure out the shape and size of the entire plant or animal.



The fossil on the left is a mold. This empty space formed when an ancient shell dissolved. Over time, minerals filled the mold. They formed the cast fossil on the right. Do you see how the cast fits into the mold?

Trace Fossils

Did you ever leave muddy footprints on the floor? Those footprints are traces of you. Ancient animals also left behind footprints in mud. In time, the mud hardened into rock, but it kept the shape of the footprints. Many fossil footprints have been found in riverbeds, coal mines, and other places.

Trace fossils include **burrows** that animals dug in the ground. These, too, hardened into rock. Even some animal droppings became trace fossils!

Trace fossils can help scientists figure out how big an animal was and how much it weighed. These fossils show where and when the animal lived and where it looked for food. A burrow can tell how an animal lived.

Fossils are proof that certain plants and animals once lived on Earth.

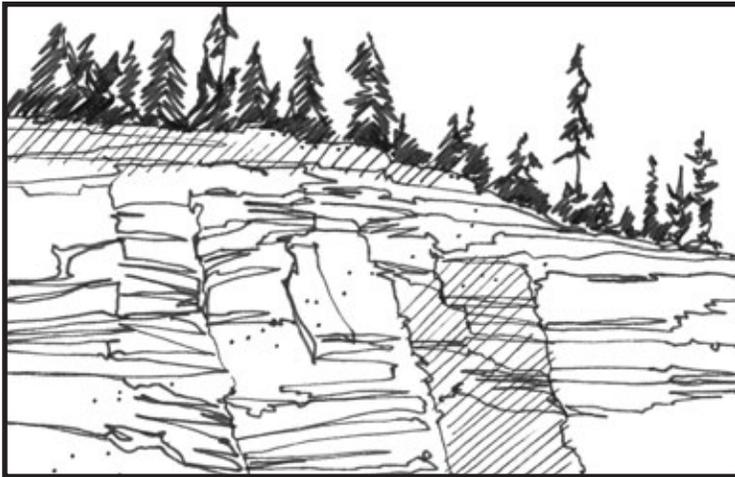
Explain how fossils provide evidence about animals that lived long ago.

burrows: holes or tunnels dug into the ground by an animal

Age of Fossils

How can we tell the age of a fossil? The oldest fossils are buried the deepest. Scientists can tell the age of a layer of rock. The plant and animal fossils in the same layer of rock lived at about the same time that rock formed. They lived where their fossils were found. The types of plant fossils nearby tell what the weather was like in that habitat long ago. For example, ferns lived where it was warmer and wetter than cactus plants. If you find fern fossils, you know that area was once a swamp.

Scientists study fossils found in different layers of rock to determine what plants and animals lived at the same time.



How can scientists figure out what a certain dinosaur ate?

CHAPTER 4

Extinct Animals and Plants

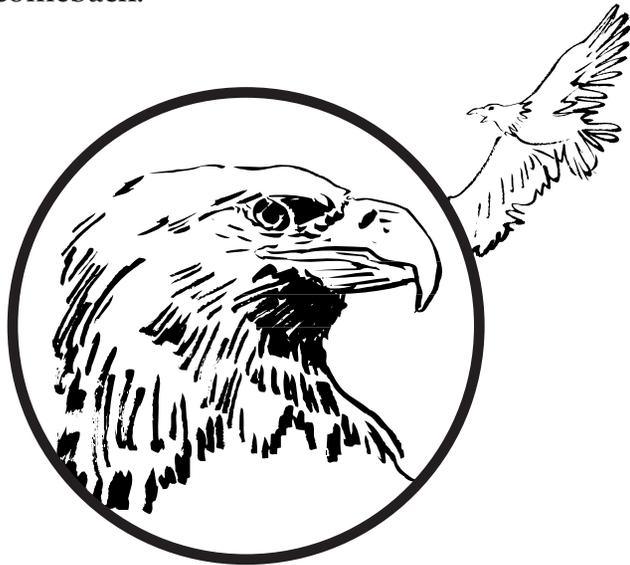
Once, much of Earth was covered with swamps, but later huge sheets of ice covered some areas. In fact, California has been much wetter, warmer, and colder than it is now. Many kinds of plants and animals could not adjust to these changes. They could not deal with the increasing cold—or rising heat. Perhaps their heavy bodies sank into the swamps, or they could not find the kind of food they needed. Their habitat no longer met their needs, so they died.

Thousands of kinds of plants and animals are now extinct. Yet some types of plants and animals have survived for a very long time. Some kinds have lived on Earth since before the dinosaurs. How do we know? Fossils tell us.

extinct: no longer living on Earth
ancient: having lasted a long time

All of the dinosaurs died long before humans lived on Earth. Yet many other animals have become extinct due to human activities. Today, people are working on ways to protect the habitats of our plants and animals. They want to stop plants and animals from becoming extinct.

For example, not long ago, bald eagles almost became extinct. The cause was the chemical DDT. Farmers sprayed it on their crops to kill insects. Then mice ate crops sprayed with DDT. As bald eagles ate the mice, DDT built up in the eagles' bodies. It caused their eggshells to break too soon, so few eaglets hatched. In 1972, a law stopped the use of DDT. Now bald eagles are making a comeback.



Which plants or animals are most likely to become extinct? Those that can live only in one habitat or eat only one kind of food. If that habitat changes, the plant or animal may die.

For example, giant pandas eat mostly bamboo. Many bamboo forests have been cut down. The pandas are losing their habitat. They are also losing their food supply. In time, they may become extinct in the wild.

Thousands of plants and animals live in the rain forest. In only four square miles, you can see about 1,500 flowering plants and 750 kinds of trees. Above your head fly 400 kinds of birds and 150 kinds of butterflies. Most of these living things could not survive in a different habitat.

Yet more than 56,000 square miles of rain forest are lost each year. The land is cleared for farming and mining. The trees are cut down for wood or just burned. How many living things lose their habitat every year? How many become extinct?

What kind of investigation would help scientists determine how many kinds of birds live in a certain part of the rain forest?

Ancient Animals and Plants

Long ago, ice began to cover the land. Some animal **populations** died. Others moved to warmer places or, over time, gained the ability to grow thicker fur. They ate whatever they could find. They survived. In fact, a few kinds of plants and animals have survived for millions of years. Scientists compare their fossils with living plants and animals. They can tell which ones have changed and which have not.

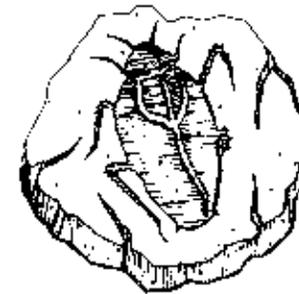
For example, crocodiles and alligators have lived on Earth for more than 200 million years. They still look much the same as they did then. These animals can adapt to most changes. They eat almost anything they can catch. They have few enemies—except people. If people preserve their habitat, they may survive another million years.

population: the number of a particular type of living thing at a particular place and time

Cockroaches are also survivors. They first lived on Earth about 350 million years ago. Cockroaches will eat almost anything including shoe polish, the glue on stamps, wool, and dead cockroaches. Some can live three months without food and one month without water.

Cockroaches can live in many habitats. That includes the rain forest, the desert, and your home. Fine hairs on their bodies sense movement around them. That's how they know when other animals are around.

Ancient cockroaches left behind fossils. They tell us that today's cockroaches look like the ones that lived with the dinosaurs. Yet fossils are all we have left of the dinosaurs. Which would you rather have alive today, dinosaurs or cockroaches?



Explain how we know that extinct organisms may resemble organisms that are alive today.

Glossary

ancient—having lasted a long time

burrows—holes or tunnels dug into the ground by an animal

cast—a fossil in the shape of part of an animal or plant

decay—to break down and return materials to the environment

dissolved—changed from a solid into a liquid

extinct—no longer living on Earth

fossil—a piece of a body or a footprint left behind by a living thing that died long ago

habitat—the place where an animal lives and has its needs met

mold—an empty space left in rock by remains from an ancient living thing

population—the number of a particular type of living thing at a particular place and time

refuge—a wild area set aside to protect the plants and animals that live there

remains—what is left after a living thing dies

To Find Out More . . .

Want to learn more about what happens when habitats change?

Try these books

Dinosaur Hunters by Kate McMullan. Random House, 2005.

Ecology (DK Eyewitness Books) by Steve Pollock. DK Children, 2005.

Endangered Animals by Rhonda Lucas Dona. Children's Press, 2002.

Monster Bones: The Story of a Dinosaur Fossil by Jacqui Bailey. Picture Window Books, 2004.

Survival and Change by Steve Parker. Heinemann, 2006.

Access these Web sites

Learn all about fossils at Oxford University Museum's Learning Zone.

<http://museum.gov.ns.ca/mnh/nature/tracefossils/english/sections/whatare.ht>

The San Diego Natural History Museum offers more information about fossils and dinosaurs.

www.sdnhm.org/kids/dinosaur/

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ENGLISH-LANGUAGE ARTS • GRADE 3

California Content Standards
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Vocabulary and Concept Development: 1.8
Structural Features of Informational Materials: 2.1
Comprehension and Analysis of Grade-Level-Appropriate Text: 2.2

Above Level

English-language Arts Activities

What Happens When Habitats Change?

Print pages 20–24 of this PDF for the reading activities.

Context Clues

TRY THE SKILL

In this book, you learned a new meaning of the word *trace*. You already knew that *trace* means “to copy a drawing by putting a thin sheet of paper over it.” Now you know that *trace* also means “something left behind, evidence of something from the past.”

When you read new words, or words used in new ways, you have many ways to figure out what they mean. You can read the rest of the sentence or paragraph. The word might also be defined on that page or in the glossary. For example, read this paragraph:

Over millions of years, earthquakes shook the ground, causing rock to rise and form mountains. As the rock rose, it brought fossils closer to Earth’s surface. Then wind and water wore away some of the rock, exposing the fossils.

What does the word *exposing* mean?

This book does not define this word, but the sentence gives clues about its meaning. As wind and water wore away some of the rock, they uncovered the fossils. So *expose* means “uncover.”

Read the paragraph and then explain what *abandoned* means. Tell which clues you used to figure it out.

Every city in the world includes some natural ecosystems. They can be found in a park, along a roadside, or even in an abandoned, weedy field. If you live in a city, you probably have several small, natural ecosystems near your home or school. You might be surprised at the number of different plants and animals that live there.

Abandoned means:

I know this because:

Use an Index

TRY THE SKILL

To find information in a book, you don't have to read the entire thing. Instead, you can check the index. Placed in the back of the book, an index lists the topics covered in alphabetical order, along with their page numbers. For example, here is part of an index from a book about fossils:

Index

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coal, 10	fishes, 28–29
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continental drift, 25	Grand Canyon, 28

Study the index, and answer the questions below.

1. Name one page that probably would have information about extinct animals. Explain your choice.

2. Name one page that probably would have information about trace fossils. Explain your choice.

3. Name one page that probably would have information about scientists who study fossils.

Ask and Answer Questions

TRY THE SKILL

As you read, ask yourself questions. Answering these questions will help you understand what you read. Sometimes the answers will be clear, but other times, you will have to figure them out. To practice, read the paragraph below. Then read the questions and answers that follow it.

Sometimes whole insects were caught in amber. Some trees produce a thick, sticky, yellowish liquid sometimes called pitch. This liquid traps and covers insects crawling on the tree. Then the liquid hardens into amber. Leaves, seeds, flowers, and feathers have also been found in amber. So have small lizards!

Who or what is the paragraph about?

amber

What happened long ago?

Insects and other living things were trapped in amber.

Why is this important?

You have to figure out this answer. The amber turned the insects into fossils so we can see what they looked like.

Read this paragraph. Then shade in the circle next to your choice.

Ancient animals also left behind footprints in mud. In time, the mud hardened into rock, but it kept the shape of the footprints. Many fossil footprints have been found in riverbeds, coal mines, and other places.

1. What is this paragraph about?

- Ⓐ dinosaurs
- Ⓑ footprints
- Ⓒ rock
- Ⓓ ancient animals

2. Why is this topic important?

- Ⓐ People are finding ancient footprints.
- Ⓑ Mud turned into rock and saved footprints.
- Ⓒ Footprints tells us about dinosaurs.
- Ⓓ Dinosaurs left behind footprints.

Suffixes

TRY THE SKILL

Suffixes are short syllables at the ends of words that change the meaning of the word. Knowing suffixes can help you understand what you read.

The suffix *-er* means “more.”

The suffix *-est* means “most.”

Read the following paragraph from *What Happens When Habitats Change*? Find words that end with these suffixes.

The oldest fossils are buried the deepest. Scientists can tell the age of a layer of rock. The plant and animal fossils in the same layer of rock lived at about the same time that rock formed. They lived where their fossils were found. The kinds of plant fossils tell what the weather was like in that habitat long ago. For example, ferns lived where it was warmer and wetter than cactus plants. If you find fern fossils, you know that area was once a swamp.

What do the words *shinier*, *shiniest*, and *duller* mean?

Oldest means “most old.”

Deepest means “most deep.”

Warmer means “more warm.”

Wetter means “more wet.”

Each sentence below is from *What Happens When Habitats Change*? Circle the correct suffix to use with the word in the sentence. Then write a sentence using the word(s) with the other suffix.

1. It can make it hard (er / est) for animals, including people, to breathe.

2. People are also using few (er / est) insect and weed killers.

3. In fact, California has been much wett (er / est), warm (er / est), and cold (er / est) than it is now.

Answer Key

Context Clues

Abandoned means “ignored, left behind.”

I know this because a field that is weedy is not being used.

Use an Index

Accept all choices that are appropriate.

1. Possible choices: Bracheosaurus, 14, 37; dinosaurs, 7, 40–45, 42–49, 51. They are no longer living on Earth.
2. Possible choices: coal, 10; footprints, 16–18. Footprints are trace fossils. They are sometimes found in coal.
3. Possible choices: Mary Anning, 24; Edward Drinker Cope, 27. These people are likely to be scientists.

Ask and Answer Questions

1. B
2. C

Suffixes

1. harder
2. fewer
3. wetter, warmer, colder