

Strength in Numbers Summary Sheet

Name	Name Date			
List the first nine headings in the table of contents for <i>Strength in Numbers</i> and all the pages of each part. Then write a short sentence to tell the main idea of each part. The first one is done for you.				
Contents	Pages	Summary Sentence		
Safety in Numbers	4–5	Living in a group makes it easier to defend the herd or pack.		
	d			
O.C.				



Nonfiction Assessment Record

Book Title: Strength in Numbers Student	Date	
Read pages 4 through 7 silently. What are two ways animals use groups for protection?	Could the student provide at least two different ways?	
Read pages 8 to 11 silently. Why are killer bees and driver ants dangerous?	Did the student understand that a single insect is not dangerous?	
How can tiny locusts manage to be very destructive?	Could the student state that sheer numbers cause a problem?	
Read pages 20 and 21. What is the main reason some animals produce many young?	Did the student say that many of these animals are killed in infancy?	
Think about what you have learned from reading Strength in Numbers. What are two harmful effects of animals living in groups?	Could the student specify two different harmful effects?	
Can you name two kinds of animals that work as teams?	Could the student offer two different animals?	
What are two different reasons why animals live in large groups?	Did the student offer at least two different reasons?	
In general, what is one word to describe why animals live in groups?	Did the student say "survival" or a similar concept?	