



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?

