

Name: _____

Who Eats Whom? The Predator and Prey Puzzle

In nature, animals often belong to two different groups: predators and prey. Predators are animals that hunt and eat other animals for food. Prey are the animals that get eaten. For example, a fox is a predator and a mouse is its prey.

This relationship is very important. If there were too many predators, there would not be enough prey left for them to eat. If there were too few predators, prey animals might grow in number until there is not enough food for them all. Animals often watch each other closely, using their eyes and ears to stay safe or to find a meal.

Predator and prey relationships help keep life in balance. Every animal has its own place in nature's puzzle.



Student Name: _____

Date: _____

Who Eats Whom? The Predator and Prey Puzzle

In nature, animals often belong to two different (8)
groups: predators and prey. Predators are animals (15)
that hunt and eat other animals for food. Prey are (25)
the animals that get eaten. For example, a fox is (35)
a predator and a mouse is its prey. (43)
This relationship is very important. If there were (51)
too many predators, there would not be enough prey (60)
left for them to eat. If there were too few (70)
predators, prey animals might grow in number until (78)
there is not enough food for them all. Animals (87)
often watch each other closely, using their eyes (95)
and ears to stay safe or to find a meal. (105)
Predator and prey relationships help keep life in (113)
balance. Every animal has its own place in (121)
nature's puzzle. (123)

Comprehension Questions:

Literal Question:

What do predators do in nature?

Answer:

They hunt and eat other animals.

Student Answer:

_____ Correct _____ Incorrect

Inferential Question:

Why is balance between predators and prey important?

Answer:

It keeps animals and food supplies steady.

Student Answer:

_____ Correct _____ Incorrect

Vocabulary Question:

What does prey mean in this passage?

Answer:

Animals that get eaten by others.

Student Answer:

_____ Correct _____ Incorrect

Notes:

Scoring Guide

Text Level: F&P GRL N Grade Level: 3 Word Count: 123

Total Words Read: _____

Errors: _____

WCPM: (total words read — errors = WCPM) _____

WCPM: Below grade level At grade level Above grade level

Prosody: 1 2 3 4

Comprehension: _____ / 3 correct

How to Administer the Fluency Passage Assessment

Assess Oral Reading Fluency

- Give the student a copy of the passage. **Set a timer or stopwatch for 1 minute.**
- Ask the student to begin reading. As the student reads aloud, assess prosody and mark errors and self-corrections on the evaluation copy using the following guides.
- **Stop the student when one minute has passed.** Take note of the last word the student read.
- Score the passage on the evaluation copy according to the **Scoring Guide**. Use the following chart to compare grade level norms for words correctly read per minute.

Marking Conventions	
Attempted Word = Substitution Error	✓ = Accurate Word Reading
^ = Insertion Error	Attempted Word S/C = Self Correction
— = Omission Error	R = Repetition
— = Omission Error	R = Repetition
T = Intervention Error (telling student the word)	

Prosody Rubric	1	2	3	4
Expression and Volume	monotone or quiet	some expression	appropriate expression	varied, natural expression
Phrasing	word-by-word reading	some phrase groupings	generally smooth phrasing	natural, meaningful phrasing
Smoothness	frequent pauses, starts and stops	occasional breaks	mostly smooth reading	fluent and confident
Pace	too slow or too fast	uneven pace	generally appropriate pace	consistent, conversational pace

Grade Level Norms (WCPM) *							
Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
First	0 - 10	10 - 50	30 - 90	Fourth	70 - 120	80 - 130	90 - 140
Second	30 - 80	50 - 100	70 - 130	Fifth	80 - 130	90 - 140	100 - 150
Third	50 - 110	70 - 120	80 - 140	Sixth	90 - 140	100 - 150	110 - 160

* Rasinski Words Correct Per Minute Target Rates

Fluency Builder: Who Eats Whom? The Predator and Prey Puzzle

Passage Details

Grade Level: 3

Reading Level: F&P GRL N

Word Count: 123

High-Frequency Words

enough, example, eyes, group, life

Suggestions for Use

Increase Exposure to High-Frequency Words

- Before reading, introduce the list of high-frequency words in the passage.
- Find the words in the passage. Highlight or underline the words.

Illustrate and Label Extension Activity

- Have students draw and label items mentioned in the passage.

Link to Writing or Discussion

- Encourage knowledge transfer and personal connection by asking:
"Describe a predator and prey you know about."
"Why do you think animals need to stay alert in nature?"

Use for Repeated Readings

Day 1: Teacher reads aloud, then echo read

Day 2: Partner reading

Day 3: One-minute fluency timing and WCPM tracking

Day 4: Performance reading (with expression!)