

## Searching for Understanding: (249)

The answer to the first question is "snakes." Both birds and snakes have a backbone with vertebrae.

Some living things are looked upon as being dirty, unclean, and not fit for human contact. Rats and mice would rate very high on some people's list of things that should be avoided. Pond scum is another example of such a living thing; yet a view of pond scum through a microscope rarely fails to reveal beauty and exquisite form. A brief discussion of Questions two and five should open the way to an honest look at God's living things for what they are and not what the students think they are. If you as a teacher can handle and show interest in a frog or toad, this will do much to help your students overcome prejudice against such animals.

The third and fourth questions have to do with classification and observation of differences and similarities in living things.

## Searching for Meaning: (249)

Twenty-one out of the thirty-six items on this list are names for plants or animals. Some students may want to guess which are the twenty-one names for living things and to guess which they are—plants or animals. Such an exercise done orally will help the student become familiar with hearing the words and using them in meaningful sentences. The plural form of both bacterium and fungus are irregular and are formed by adding what is in parentheses after dropping the *ium* and *us* respectively. All the words on this list appear in the glossary. Check on the irregular singular form of algae and protozoa. The plural form of *larva* is *larvae*.

## Outline of the Major Concepts to Be Taught in Unit Eight

- I. God has created all living things. (250)
  - A. There exists great variety among living things. (250)
  - B. Living things were created self-operating and self-reproducing. (251)
  - C. Man has classified living things according to structure and not