



11th – 12th grade • English Level 2

LEARNING PACKET #3



Theme: Susan B. Anthony

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Trevin Wurm**
in collaboration with Aaron Johnson and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Social Studies

- SS HS 1.1 a
- SS HS 1.1 b
- SS HS 1.1.g
- SS HS 1.2.a
- SS HS 1.2.e
- SS HS 3.1
- SS HS 3.2.c
- SS HS 4.2
- SS HS 4.2 b
- SS HS 4.3

English Language Proficiency Standards

- 9-12.3
- 9-12.4
- 9-12.6
- 9-12.8
- 9-12.10

Science Standards and Cross-Cutting Ideas

- SC.HS.12.2
- SC.HS.12.2.C
- SC.HS.12.3



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August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet. This week's packet includes information about Susan B. Anthony. Anthony was an important leader in the fight for women to gain the right to vote. Students will learn about Anthony in many of their social studies classes, and she is regularly referenced in American popular culture. Students will read a short biography of her and analyze photos of the womens' rights movement. The science part of the packet focuses on climate and weather. Students will learn about climate, the equator, the poles, and biomes. All of these subjects will come up in social studies and science classes in high school.

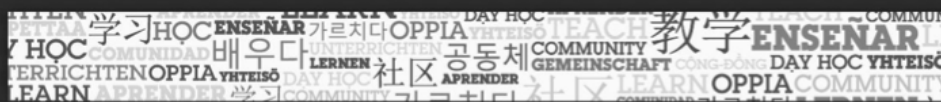
We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,
Kara Viesca

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Trevin Wurm**
in collaboration with Aaron Johnson and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **El paquete de esta semana incluye información sobre Frederick Douglass.** Douglass fue uno de los primeros líderes del movimiento de derechos civiles de los Estados Unidos y abogó firmemente por acabar con la esclavitud. Douglass es una persona que su estudiante encontrará con frecuencia en las clases de inglés y estudios sociales de la escuela secundaria. Esta información está destinada a ser información básica para ayudar a su estudiante a familiarizarse con Douglass y sus ideas. La parte matemática del paquete se enfoca en estrategias para resolver los problemas, haciendo énfasis en encontrar números y vocabulario que ayudarán a los estudiantes a resolver problemas simples y más complejos que puedan ver en la escuela. Esto ayudará tanto con las matemáticas como con la comprensión de lectura.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

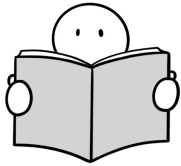
We'd love to see what you've done with this packet!



Instructions Key



- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy

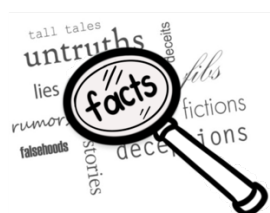
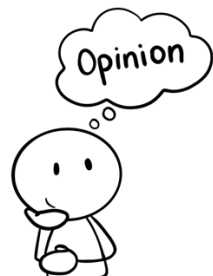

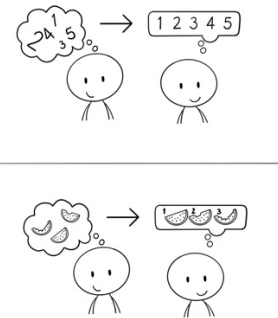



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

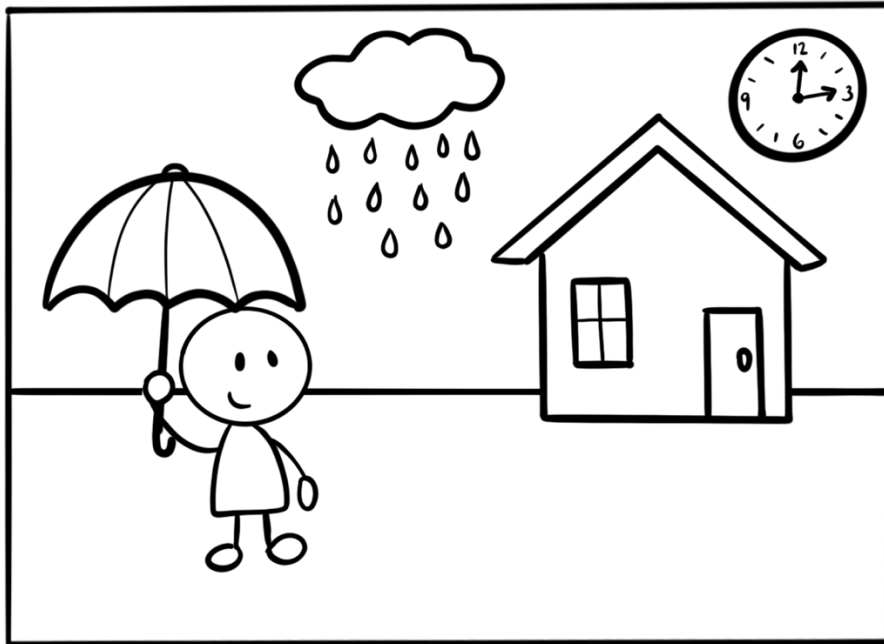


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

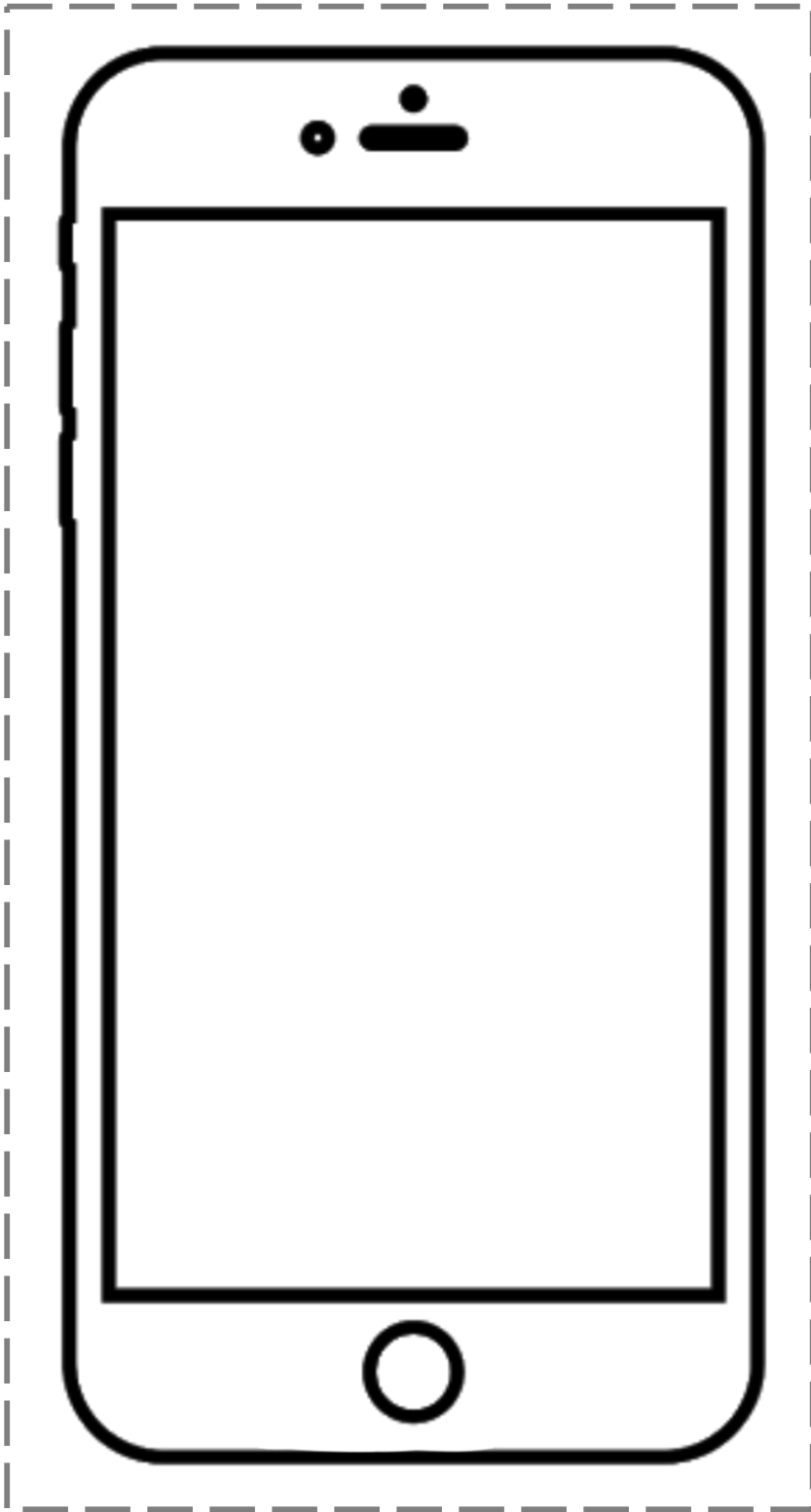


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Susan B. Anthony

Day 1: Susan B. Anthony



Journal: Write 4-5 sentences to answer this question:

In the United States, the right to vote is very important. In your opinion, why is it important to vote?

I think it is important to vote because _____.

When you vote, you help _____.

Who was Susan B. Anthony?



Read the information about Susan B. Anthony. You will answer the questions when you are done reading.



Susan B. Anthony was born in the year 1820. Anthony was a very smart person and learned to read and write when she was 3 years old. Anthony learned about how life was unfair for women and slaves. She wanted to make the United States more equal. Women could not vote in the United States. Anthony decided to work hard to help women vote and to end slavery. She was similar to Frederick Douglass because they both wanted to end slavery and help women get the right to vote.

People who fought for women's right to vote were called suffragists (**Say: suff-ra-gists**). Anthony became one of the most prominent people in the suffrage movement. Prominent means important or popular. To help more people learn about why women should vote, she started a newspaper. She wrote many letters, led protests, and talked to the president about why women should be able to vote. Anthony died in the year 1906, and women won the right to vote in 1920. Even though she never got to vote, Susan B. Anthony is an important person in American history because she helped convince many people that women should be able to vote.

1. How are Susan B. Anthony and Frederick Douglass similar?

They are similar because they both _____.

2. What does it mean to be a suffragist?

To be a suffragist means you _____.

3. Prominent means important. Who is a prominent person in your life?

Day 2: Susan B. Anthony



Journal: Write 4-5 sentences to answer this question:
Susan B. Anthony was very good at reading, writing, and speaking.
What are some things you are good at?

One thing I am very good at is _____.

Another thing I am very good at is _____.

Past and Present Tense

In English, **verbs** are action words. For example, walk, talk, sing, play, and learn are all verbs. They tell us what someone or something is doing. We can change the end of verbs to tell us when something happened. If a verb is in the **present** tense we do not change the word. For example, "He **learns** at school." If something happened yesterday or last year, it is in the **past tense**. Usually, these words end in **-ed**. For example, "Yesterday she **walked** to school."

Past and present tense: Walk

Present tense	Past tense
He walks	He walked
She walks	She walked
It walks	They walked
We walk	We walked
They walk	They walked

Use the walk chart to fill in this chart for the verb play

Past and present tense: Play

Present tense	Past tense
He _____	He _____
She _____	She _____
It _____	They _____
We _____	We _____
They _____	They _____

In each sentence, write the verb in the past tense.

Example: Susan B. Anthony talked to people about why women should vote. **(talk)**

1. During protests, women _____ in cities around the country. **(March)**
2. Women _____ hard to earn the right to vote. **(work)**
3. Susan B. Anthony _____ to read and write when she was 3. **(learn)**
4. Women first _____ in the US in the year 1920. **(vote)**
5. **Write a full sentence using play in the past tense.**

6. **Write a full sentence using work in the past tense.**

7. **Write a full sentence using learn in the past tense.**

Day 3: Susan B. Anthony



Journal: Write 4-5 sentences to answer this question:
Yesterday, you learned about words in the past tense. What was your favorite day of school? Why was it your favorite?

My favorite day of school was _____.
It was my favorite day because _____.
Here is what happened on that day _____.

Picture Analysis



1. What do you see in this picture?

In this picture, I see _____.

2. What do you think these women are doing?

I think these women are _____.

3. What is one question you have about this picture?

One question I have is _____?

4. In your opinion, why is it important for everyone in the United States to vote?

It is important for everyone to vote because _____.

Day 4: Susan B. Anthony



Journal: Write 4-5 sentences to answer this question:
Susan B. Anthony convinced many people that women should be able to vote. Convince means to make someone believe you. What is a time you convinced someone to do something?

A time I convinced someone to do something was _____.
I convinced someone to _____.

The 19th Amendment



Read this information about how women got the right to vote. Then, you will answer some questions.



Do you remember reading about the Constitution? The Constitution gives people living in the United States rights. Some of these rights are the right to free speech, protest, and religion. It also includes the right to vote. The Constitution can be **amended** or changed to make the country better. Frederick Douglass and Susan B. Anthony fought hard to change the Constitution for African Americans and Women.

African Americans and women could not vote when the Constitution was first made. In 1870, the 15th Amendment was passed. This let African American men vote (even though

many people still kept them from voting). Women still could not vote. People like Susan B. Anthony protested, gave speeches, made newspapers, and convinced people all over the country that women should be able to vote. Finally, after fighting for many years the 19th Amendment allowed women to vote in the year 1920. Susan B. Anthony died before she could vote, but she contributed to the movement by being a strong leader and fighting for what she believed in.

1. What does amended mean?

2. In what year could African American men vote in the United States?

African American men could vote in the United States in the year _____.

3. In what year could women vote in the United States?

4. What two people fought hard to change the Constitution for African Americans and women?

5. How did Susan B. Anthony contribute to our country?

Susan B. Anthony contributed to our country by _____.

Day 5: Susan B. Anthony



**Journal: Write 4-5 sentences to answer this question:
Susan B. Anthony was a great writer. She wrote a lot about herself and about what she thought was right. What are some things you want everyone to know about you?**

Something I want everyone to know about me is _____.
I think the world would be better if _____.
I want to help everyone by _____.

Who Should Vote?



Read the information. Look for reasons why 16 year olds should and should not vote.

In the United States, to vote you must be 18 years old and a citizen. That is all you need! People like Susan B. Anthony and Frederick Douglass fought to make sure that everyone can vote. There are some people today who think a new group of people should vote. In the state of Nebraska, a law maker named Anna Wishart wants to change the voting age to 16 years old. She says that letting 16 year olds vote will make them want to vote more. She also said that it would help more Americans pay attention to laws. Finally, she says it will help young people feel more connected to thier community. Not everyone agrees with her. Some people say 16 year olds should not vote because they are too young to make such big decisions. People also say 16 year olds should not vote because they might vote the same as their parents. Finally, people say they should not vote because many do not have jobs or pay taxes.

Read the information again. In this chart, write the three reasons people think 16 year olds should vote, and the three reasons people think they should not vote.

Why should 16 year olds vote?	Why should 16 year olds not vote?
1.	1.
2.	2.
3.	3.

Do you think 16 year olds should vote? Why or why not?

I think 16 year olds should/should not vote because _____.

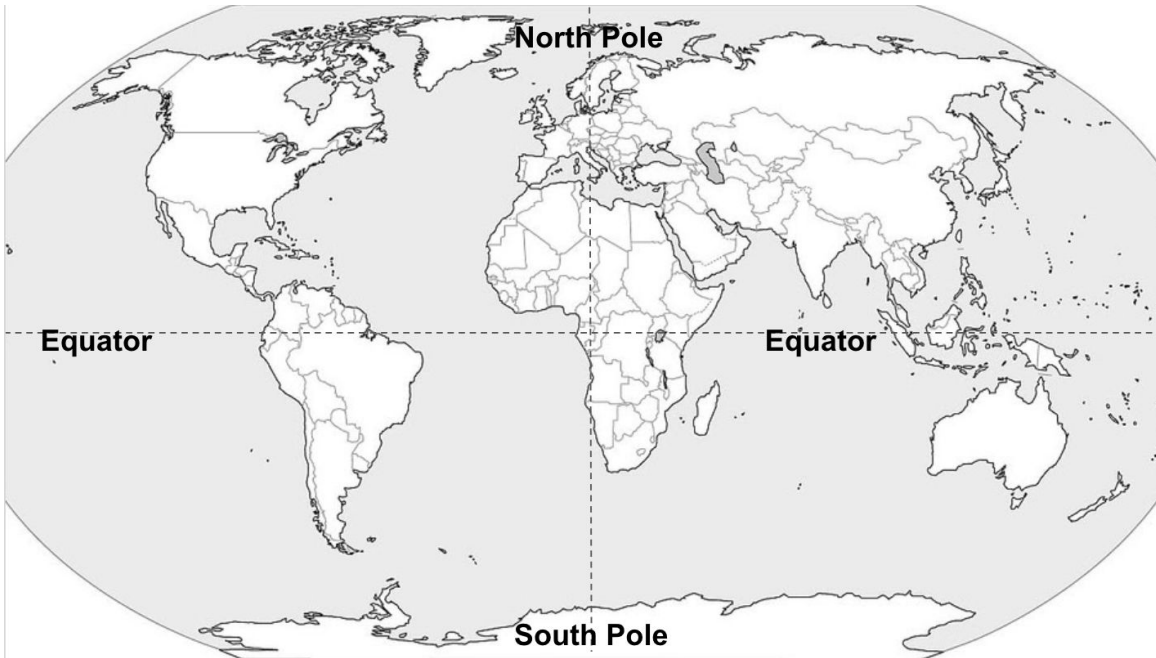
One reason from the reading I agree with is _____.

One reason from the reading I disagree with is _____.

Another reason they should/should not vote is _____.

Now, copy your sentences below.

Science: Day 1



Climate is the weather in a place over many years. The climate of a place changes based on where you are in the world. If you are close to the **equator**, the climate is hot all year. If you are close to the **North Pole** or **South Pole** the climate is very cold all year. The climate in a place can tell us what kind of plants and animals live there. This makes something called a **biome**. Biomes tell us climate, plants, and animals in a place.

1. What country are you from?

2. What is the climate like in the country you are from? What is the weather?

3. Is your country close to the equator, or far from the equator?

Science: Day 2



1. This place is near the equator. What do you think the weather is like?

Biomes

A **biome** is the group of all the living things in a large place. Each kind of biome has landforms, plants, and animals. Plants and animals that live in a hot, dry climate have **features** and **behaviors** that help them to live in that place. **Features** are things like sharp teeth to eat meat. **Behaviors** are what animals and plants do to survive. Plants and animals living in a very cold place have features and behaviors that help them to live there.

There are four major biomes in the world. They are **forests**, **grasslands**, **deserts**, and the **tundra**. These four biomes are very different. They have different plants, animals, and landforms.



Forest

Deer
Trees
Leaves



1. What do you see in the forest?

In the forest, I see _____.

Grassland

Grass
Elephants
No trees



2. What do you see in the grassland?

In the grassland, I see _____.

Desert

Camels
Sand
small plants



3. What do you see in the desert?

In the desert, I see _____.

Tundra

Polar bears
Snow
Cold



4. What do you see in the tundra?

In the tundra, I see _____.

Science: Day 3



1. This place is far from the equator. What does the weather look like?
-

Forests



Forests are one kind of biome. They can be found all over the Earth. There are many different kinds of forests. One kind of forest is the **tropical rainforest**. This forest is in the **tropical climate zone**. This is very close to the equator. There are **tropical rainforests** in **South America, Africa, and Asia**. It is hot and rainy in these forests.



Another kind of forest is the **temperate forest**. This forest is in the **temperate climate zone**. This is far from the equator. There are four seasons in the temperate climate zone. The four seasons are fall, winter, summer, and spring. There are temperate forests in **North America, Europe, and Asia**.

Read the information about forests again. Find three features (features what something looks like or what something has) for tropical and temperate forests.

Features of a tropical forest	Features of a temperate forest
1.	1.
2.	2.
3.	3.

In the tropical forests, it rains a lot. Draw a picture of what you like to do when it rains.

Science: Day 4



1. This place is near the equator. What kind of clothes would you wear if you were here?
-

Grasslands

Grasslands are another biome. There are grasslands in the **temperate climate zone**. These are far from the equator. **Temperate grasslands**, or prairies, are in **North America**. **Savannas**, or **tropical grasslands**, are in **South America, Africa, Asia, and Australia**. In grasslands, the weather can be very cold in the winter and very hot in the summer. Grasslands can get very **severe** (serious) storms.

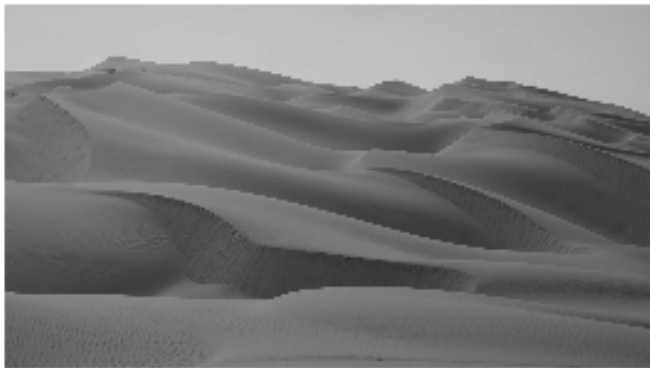
Deserts

The **desert** is another biome. It has a hot, dry climate. There are hot, dry **deserts** in **North America, South America, Africa, Asia, and Australia**. These places have a lot of sand and rocks. It does not rain very much in the desert.



1. Do you think this is a picture of a grassland or a desert? Why?

I think this is a picture of a _____ . I think this because



2. Do you think this is a picture of a grassland or a desert? Why?

I think this is a picture of a _____ . I think this because

Science: Day 5



1. This place is far from the equator. What kinds of clothes would you wear here?
-

Tundra

The **tundra** is another biome. It is the **coldest** biome. It is also very dry. It is in the **polar climate zone**. The tundra is very far from the equator. The **arctic desert** is in the tundra. There are **arctic deserts** near the **north** and **south poles**. The Antarctic Polar Desert is on **Antarctica**. The Arctic Polar Desert is in parts of **Europe** and **Asia**. There is snow on the ground for most of the year in these places.



Penguins live in the tundra.

In your opinion, would you like to live in the tundra? Why or why not?

I **would/would not** like to live in the tundra.

I would **like** to live in the tundra because _____.

I would **not like** to live in the tundra because _____.

The weather in the tundra is _____.

I **like** this weather because _____.

I **do not** like this weather because _____.

Finally, I think living in the tundra would be _____.

Now, copy your sentences below to make a paragraph.

Text adapted from:

"Biome." (2017). *World Book Kids*. Retrieved from:

<http://www.worldbookonline.com/kids/home#article/ar830212>

"Grasslands." (2017). *PebbleGo*. Retrieved from:

<https://www.pebblego.com/content/science/article.html?a=2068&t=null>

"Temperate Forests." (2017). *PebbleGo*. Retrieved from:

<https://www.pebblego.com/content/science/article.html?a=2067&t=null>

"Tropical Rain Forests." (2017). *PebbleGo*. Retrieved from:

<https://www.pebblego.com/content/science/article.html?a=2069&t=null>

"Tundra." (2017). *PebbleGo*. Retrieved from:

<https://www.pebblego.com/content/science/article.html?a=2070&t=null>



My Packet Journal

In this packet I learned _____

A series of horizontal lines for writing a journal entry.

ICMEE is housed within:





Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



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