

9<sup>th</sup> – 10<sup>th</sup> grade • English Level 3

# LEARNING PACKET #1



Theme: Exploration

# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 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 18 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
- 7-8
- 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](mailto: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 **Ayah Issa**  
in collaboration with Lauren Gatti and Alexa Yunes.





**9<sup>th</sup> – 10<sup>th</sup> grade • English Level 3**

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**Theme: Exploration**

# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 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.

6<sup>th</sup>-12<sup>th</sup> 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.

In this series of packets, your student will be exploring different topics each week. This unit is “exploration” and this first week we will be exploring “animal habitats” around the world. The first day students will be learning about wetlands and crocodiles. Students will also learn about crocodiles through the legacy of Steve Irwin (also known as “The Crocodile Hunter”). The second day your student will learn about forests and dodo birds. This day we will focus on the extinction of dodo birds and their habitat. Day three is the last day students will focus on a specific animal within a habitat and will learn about Timothy Treadwell and his love for grizzly bears. Students will learn about grizzly bears and their natural habitats, forests and meadows. On day four we will learn about tropical rainforests and the different layers and animals that call rainforests home.

The last day of every packet will be focused on review of the previous four days. On the fifth day, students will write about each of the topics and then take a short quiz at the end to test themselves on what they’ve learned. Each week students will also be given 10-12 vocabulary words and this week the vocabulary words are: habitat, biome, ecosystem, grassland, desert, wetland, extinction, tropical rainforest, arctic tundra, and forests.

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](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

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 **Ayah Issa**  
in collaboration with Lauren Gatti and Alexa Yunes.

# Answer Keys

## Day One: Fill in the Blank

There are two types of wetlands, **freshwater** and saltwater but there can even be a combination of the two! You might be wondering, what are wetlands? Wetlands are land areas that are saturated with water, either permanently or seasonally. The main types of wetlands include, swamps, **marshes**, bogs, and fens. The soil in wetlands is called **muck**! Swamps, marshes, and **bogs** are all considered wetlands. Wetlands are home to many **endangered** animals and plants. Fun fact: 97% of Earth's water is **saltwater**, while only 3% of all water is fresh. Of that 3%, only 1% is available for human use!

## Day Two: Math Review

1: Given the equation

$$5(-3x - 2) - (x - 3) = -4(4x + 5) + 13$$

Multiply factors.

$$-15x - 10 - x + 3 = -16x - 20 + 13$$

Group like terms.

$$-16x - 7 = -16x - 7$$

Add  $16x + 7$  to both sides and write the equation as follows

$$0 = 0$$

The above statement is true for all values of  $x$  and therefore all real numbers are solutions to the given equation.

2: Given the algebraic expression

$$2(a - 3) + 4b - 2(a - b - 3) + 5$$

Multiply factors.

$$= 2a - 6 + 4b - 2a + 2b + 6 + 5$$

Group like terms.

$$= 6b + 5$$

3: Given the expression

$$|x - 2| - 4| - 6|$$

If  $x < 2$  then  $x - 2 < 0$  and if  $x - 2 < 0$  then  $|x - 2| = -(x - 2)$ .

Substitute  $|x - 2|$  by  $-(x - 2)$  and  $| - 6|$  by 6

$$|x - 2| - 4| - 6| = -(x - 2) - 4(6) = -x - 22$$

4: The distance  $d$  between points  $(-4, -5)$  and  $(-1, -1)$  is given by

$$d = \sqrt{(-1 - (-4))^2 + (-1 - (-5))^2}$$

Simplify.

$$d = \sqrt{(9 + 16)} = 5$$

5: Given the equation

$$2x - 4y = 9$$

To find the  $x$  intercept we set  $y = 0$  and solve for  $x$ .

$$2x - 0 = 9$$

Solve for  $x$ .

$$x = 9/2$$

The  $x$  intercept is at the point  $(9/2, 0)$ .

## Day Two: Open-Note Quiz

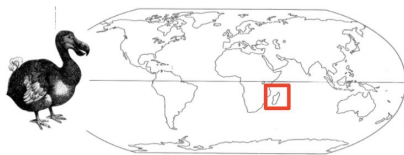
- 1) What is the scientific name of the dodo bird? **Raphus Cucullatus**
- 2) What were two factors that led to the dodo bird becoming an easy choice for extinction?

**Dodo birds couldn't fly and were not afraid of humans.**

- 3) In what century did the dodo bird become extinct? **17th century**
  - 3a) In what specific year was the dodo bird last sighted? **1662**
- 4) Physical characteristics help describe animals. What are the following characteristics for the dodo bird?  
**Height = 3'3" Weight = 20-40 lbs.**
- 5) What were three primary foods that the dodo bird ate for survival?

**fruits, nuts, and seeds**

- 6) On the map draw a square around the section of the globe where the dodo bird lived?



# Answer Key

**Day Four: Fill in the Blank**

- A **tropical** rainforest has a hot climate, tall trees, and lots of rain! In some rainforests, it rains over an inch a day.
- Tropical rainforests are sometimes called a "**jungle**" and they are located near the **equator**.
- Over half the world's **plants** and **animals** live in tropical rainforests.

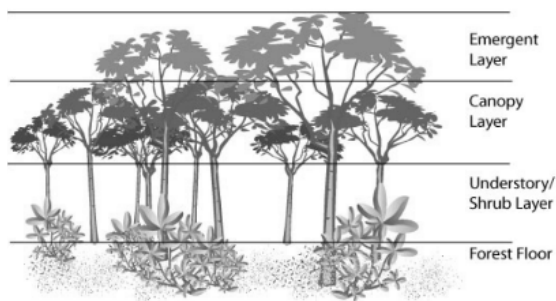
**Day Four: Math Review**

- $\frac{7}{9}$
- $\frac{253}{250}$
- $\frac{2}{5}$
- $\frac{4}{15}$

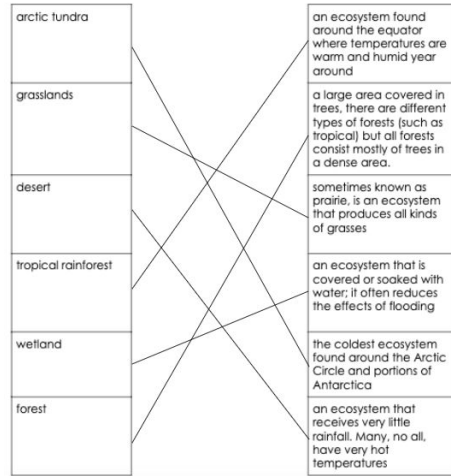
**Day Four: Word Puzzle**

G																			
	R	H																	T
		A				B	I	O	M	E	R								
		B	S															W	E
		I		S														E	S
		T				L												T	E
		A					A											L	D
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T	C	N	I	T	X	E													D
	R	A	I	N	F	O	R	E	S	T									

**Day Five: Quiz**



1.



2.

3. Where do most grizzly bears live?

- Arctic tundra
- Forests**
- Wetlands
- Tropical Rainforest

4. Which animal killed Steve Irwin?

- Crocodile
- Serbian Tiger
- Stingray**
- Dodo Bird

5. Why did dodo birds go extinct?

- They all died of starvation
- Humans discovered their island**
- Bigger birds ate them all
- All of the above

6. Which of the following is not considered a type of wetland?

- Marsh
- Riverbank**
- Swamp
- Bogs

# International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Queridas 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.
- En esta serie de paquetes su estudiante explorará diferentes temas cada semana. Esta unidad es “exploración” y la primera semana exploraremos los diferentes “hábitats” alrededor del mundo. El primer día los estudiantes aprenderán sobre los pantanos y los cocodrilos. Ellos aprenderán acerca de los cocodrilos a través del legado de Steve Irwin (también conocido como “El cazador de cocodrilos”). El segundo día aprenderán sobre los bosques y los pájaros dodo. Este día el enfoque será en la extinción del pájaro dodo y su hábitat. El tercer día será el último en el que los estudiantes estudiarán un animal en específico dentro de un hábitat y leerán sobre Timothy Treadwell y su amor hacia los osos pardos (grizzly). Aprenderán sobre su hábitat natural, bosques y prados. El cuarto día aprenderemos sobre los bosques tropicales y sus diferentes capas, así como los animales que habitan en cada capa. El último día de cada paquete se dedicarán a repasar lo que aprendieron durante los cuatro días anteriores. Este día tomarán un examen corto como autoevaluación de lo aprendido. Cada semana los estudiantes tendrán de 10 a 12 palabras de vocabulario y esta semana las palabras son: hábitat, bioma, ecosistema, pradera, desierto, pantano, extinción, bosque tropical, tundra del ártico y bosque.

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](mailto:icmee@unl.edu) o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

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

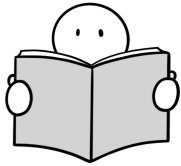




## Instructions Key



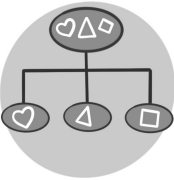
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



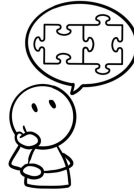
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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


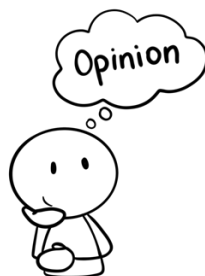

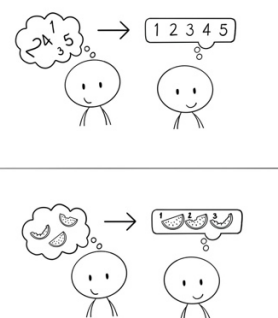



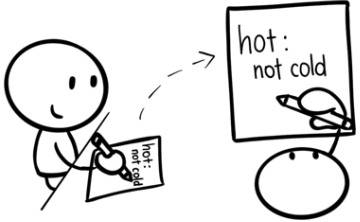
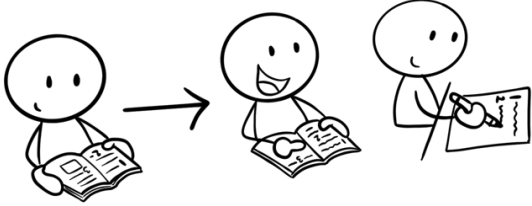

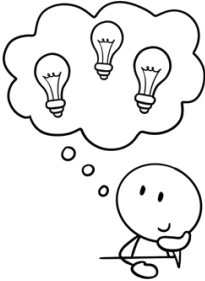
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ






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

## Thinking Skills Glossary – Level 3 English

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	

Word	Definition	Picture
Define 限定 Definir	Write the meaning 写出意思 Escribir el significado	Define "hot" 
Retell 复述 Recontar	To tell again, in your own words 再说一遍，用你自己的话 Volver a contar en tus propias palabras	
Think Imagine Reflect 认为 想像 反映 Piensa Imagina reflexiona	Talk to yourself in your mind 畅所欲言 Hablar contigo mismo	
Brainstorm 头脑风暴 Lluvia de ideas	think of many ideas about one question 想出关于一个问题的许多想法 Pensar en varias ideas sobre la misma pregunta	

Word	Definition	Picture
Predict 预测 Predecir	Think about what will happen next 想想接下来会发生什么 Pensar y adivinar lo que va a pasar	
Main idea 大意 Idea principal	One big idea about the story 关于这个故事的一个大想法 Una idea mas importante de la historia	
Find Locate 找 Encontrar	Look for something 寻找东西 Buscar algo	

# 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

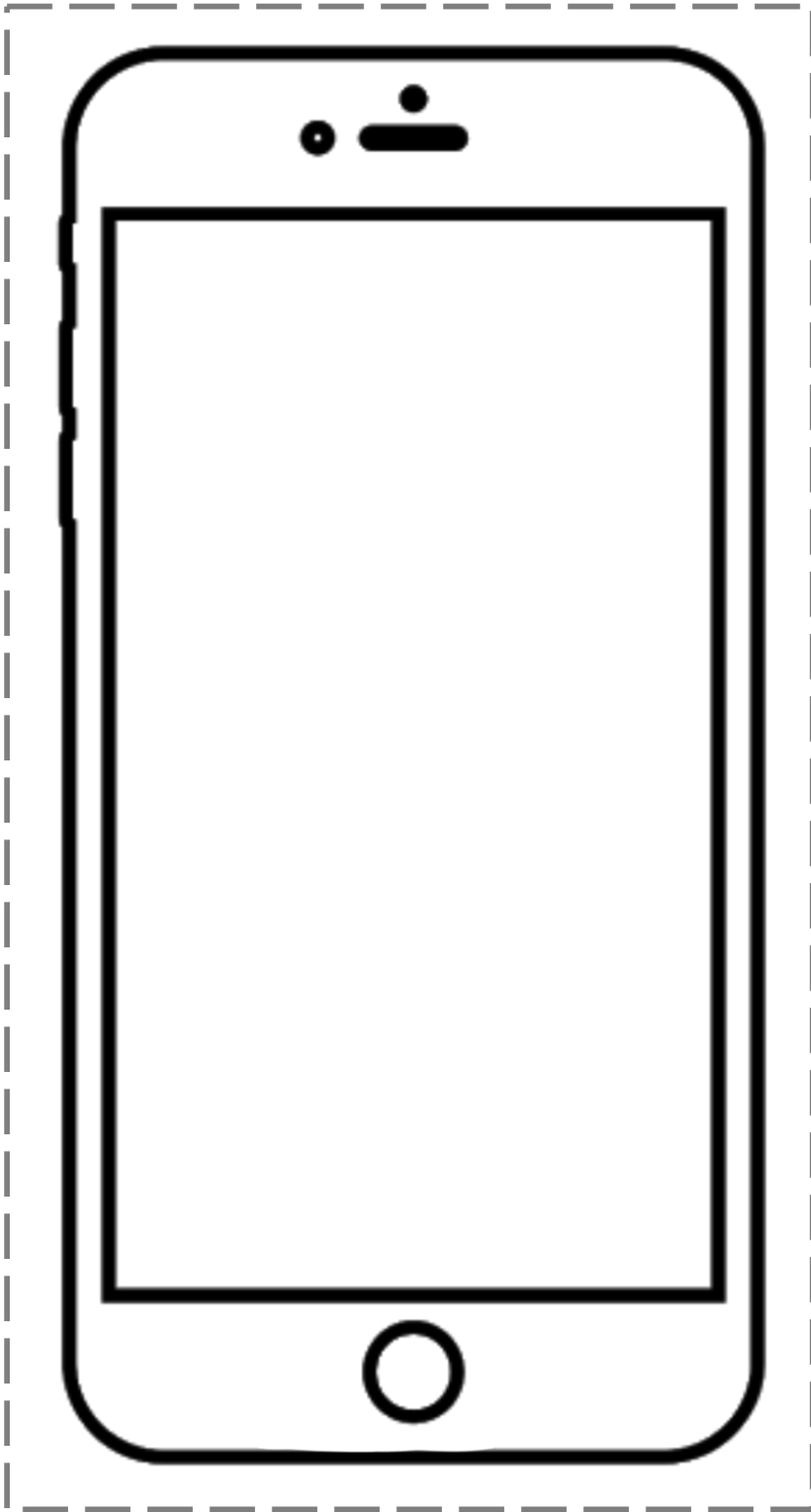


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada












# Day 1






# Animal Habitats



## Day One: Tropical and Wetlands: “The Crocodile Hunter” (Steve Irwin)

Each week we will be learning and exploring a different topic! This week we will learn about animal habitats! Each day we will be exploring different animal habitats, today we will learn about wetlands and tropical climates through crocodiles and the guidance of “The Crocodile Hunter”, Steve Irwin!

**Vocabulary:** For this week we will dive deeper in some of these habitats but it is important to know all of them! Fill in the blanks below! If some of the boxes in the last column are left blank, feel free to write in the word(s) for the vocabulary word in your home language(s).

Word	Definition	Picture	Some animals that live here OR that were/are effected
habitat	an area where plants and animals live together  (note: the picture is just an example of a habitat)		
biome	another word for habitat  (note: the picture is just an example of a biome)		
ecosystem	organisms (such as animals) interacting with their physical environment		

grassland	sometimes known as prairie, is an ecosystem that produces all kinds of grasses		prairie dogs, badgers, bobcats, and buffalo can all be found in grasslands or prairies!
desert	an ecosystem that receives very little rainfall. Many, no all, have very hot temperatures		lizards, camels, scorpions, and coyotes are known to be found in deserts!
wetland	an ecosystem that is covered or soaked with water; it often reduces the effects of flooding		crocodiles, snakes, turtles, and dragonflies can be found in wetlands!
extinction	the state of being no longer in existence		dodo birds, dinosaurs, western black rhinos, and mammoths have all gone extinct.
tropical rainforest	an ecosystem found around the equator where temperatures are warm and humid year around		sloths, toucan birds, and jaguars can be found in rainforests.

arctic tundra	the coldest ecosystem found around the Arctic Circle and portions of Antarctica		polar bears, arctic foxes, and reindeer live in arctic climates.
forests	a large area covered in trees, there are different types of forests (such as tropical) but all forests consist mostly of trees in a dense area.		brown and black bears, deer, foxes, and beavers are well-known forest animals!

**Write:** Now that we have learned some vocabulary, let's talk about crocodiles! Read this passage about Steve Irwin and his work! However, before you start reading, try to write down a few sentences about what you already know about crocodiles and/or Steve Irwin!

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**Read:** Alright! Now lets learn about "The Crocodile Hunter"!

	<p>Steve Irwin (born Stephen Robert Irwin) was born on February 22nd, 1962 and died on September 4th, 2006 leaving behind his wife and two kids. He is possibly one of the most well known conservationists in the world. A conservationist is someone who advocates or acts for the protection and preservation of the environment and wildlife. Although Irwin was Australian, his love for animals was known all over the world. He was mostly known for handling dangerous animals head to head, especially crocodiles. Irwin had two TV shows during his lifetime and would not only entertain his viewers by holding dangerous</p>
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animals but tried to educate them to better understand easily misunderstood animals.

Although Steve Irwin handled many threatening animals, it was a stingray that ended up taking his life. This was a shock to many people because a stingray wasn't considered nearly as dangerous as the many animals Irwin worked with. Today, Irwin has many zoos that continue to protect and rescue wildlife. His children, Bindi and Robert Irwin, have followed their father's footsteps and currently work with all types of animals.



**Take A Stance:** Now that you know a little bit more about Steve Irwin, take a stance on a controversial incident that occurred during a public show on January 2nd, 2004. During this show, Irwin carried his one-month-old son, Robert, in one arm while feeding a chicken carcass to Murray, a 3.8-metre (12 ft 6 in) saltwater crocodile with the other arm. Do you think what Irwin did was irresponsible? Does holding his baby while feeding a crocodile make him a bad parent (despite his career)? Why or why not?

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**Break Time!**

Get up and stretch your legs! You have two options:

1. Run for 15 minutes
2. Imagine you are running away from a crocodile! Experts say if you are ever in this situation, you should run in zig zags! This is because it is difficult for a crocodile to move their body and you have a greater chance to survive if you run in zig zags. Now run for 5 minutes in a zigzag pattern and imagine you are being chased by crocs!

**Fill in the Blank:** Use the word bank below to fill in the blanks in the summary about wetlands and crocodiles below!

saltwater	freshwater	endangered
bogs	marshes	muck

There are two types of wetlands, \_\_\_\_\_ and saltwater but there can even be a combination of the two! You might be wondering, what are wetlands? Wetlands are land areas that are saturated with water, either permanently or seasonally. The main types of wetlands include, swamps, \_\_\_\_\_, bogs, and fens. The soil in wetlands is called \_\_\_\_\_ ! Swamps, marshes, and \_\_\_\_\_ are all considered wetlands. Wetlands are home to many \_\_\_\_\_ animals and plants. Fun fact: 97% of Earth's water is \_\_\_\_\_, while only 3% of all water is fresh. Of that 3%, only 1% is available for human use!



# Day 2



## Day Two: Forest (Extinction of the Dodo Bird)

Do you know what dodo birds are? dodo birds lived on an island in Madagascar and couldn't fly. They are usually associated with stupidity but are better known for going extinct! Today you will learn all about where they are from and why scientists believe the dodo birds went extinct.

**Learn all about it:** Read the following paragraphs about dodo birds and underline any new information you come across! (Pssstt don't feel bad if the whole summary is underlined!)

What are Dodo birds and why did the Dodo Bird Go Extinct?

According to history.com, the dodo bird or *Raphus Cucullatus* was a flightless bird native to the island of Mauritius, is located in the Indian Ocean about 500 miles east of Madagascar (an island found on the right side of Africa). The closest relatives to the dodo bird are pigeons and doves, even though dodo birds were much larger in size. On average, dodo birds stood 3 feet tall and weighed about 40 lb.

Unfortunately, due to aggressive human population, dodo birds became extinct in the late 17th century. Dodo Birds, while now extinct, were found only on the small island of Mauritius, some 500 miles east of Madagascar, and 1200 miles east of Africa.

The complete isolation of this island let the Dodo Birds grow and evolve without natural predators, unfortunately to a fault that led to their extinction.

The volcanic island of Mauritius remained uninhabited (by humans, at least) until 1598, when Dutch explorers took possession of it. Long before that, however, the island was the only known habitat of the large, flightless birds known as dodo birds (*Raphus cucullatus*). Having never seen humans before, the dodos on Mauritius showed no fear of the newly arrived sailors, and were easily hunted or herded onto ships and used as a readily available food source. By 1662, the dodo bird was extinct.

According to dodobird.net, it is widely believed that the dodo originally migrated to Mauritius by flight, but adapted over millions of years to its isolated



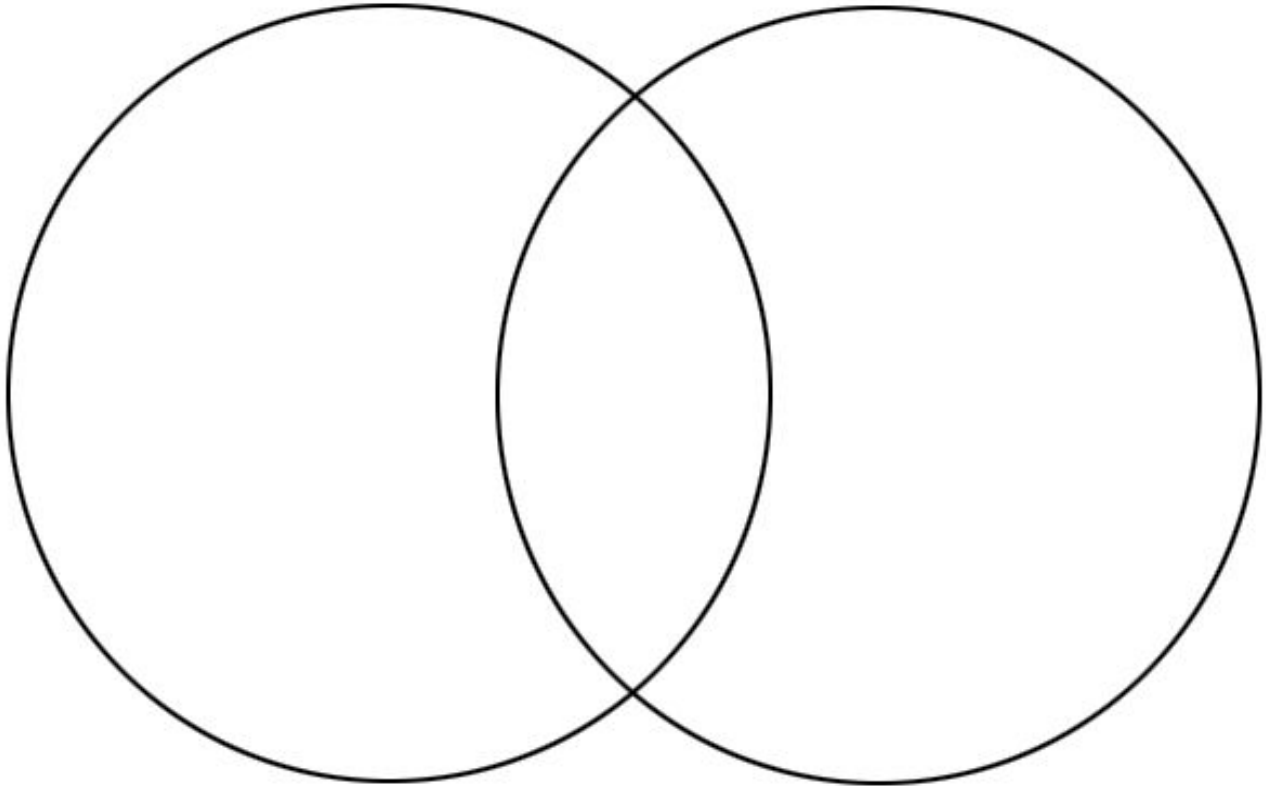
Height »  
3' 3" / 1 meter  
Weight »  
10–18 kg (22–40 lb)  
Diet »  
Fruit, Nuts, Seeds  
Location »  
Mauritius  
Predators »  
None before Humans  
Last Sighting »  
1662

island way of life, with its lack of predators and large quantity of fruit located on or close to the ground. Flightlessness and gigantism were two of the traits they adapted. With no experience of humans, the dodo didn't show any fear of the Dutch sailors when they arrived, making them an easy target. In addition to acting as predators themselves, the Dutch also introduced non-native animals such as dogs, pigs and rats to the island, all of which helped spell disaster for the dodo bird.

**Draw:** We know dodo birds lived in a forestry area on an island, but imagine what they would look like if they lived in different habitats. Would they need to be able to fly? What would they eat? Which features would they need to survive? Draw a dodo bird in four different habitats below.

Habitat: _____          	Habitat: _____          
Habitat: _____          	Habitat: _____          

**Compare and Contrast:** In the graph below, compare and contrast a habitat from our vocabulary list with forests. This is just to test what you already know, so don't worry about not filling out the circles! Some things to think about: what animals live in the habitat, climate/weather, human impact on the habitat, and any specific things within each habitat.



**Math Refresh:** Try to do the following math problems!

1. Solve the equation

$$5(-3x - 2) - (x - 3) = -4(4x + 5) + 13$$

2. Simplify the expression

$$2(a - 3) + 4b - 2(a - b - 3) + 5$$

3. If  $x < 2$ , simplify

$$|x - 2| - 4| - 6|$$

4. Find the distance between the points  $(-4, -5)$  and  $(-1, -1)$ .

5. Find the x intercept of the graph of the equation .

$$2x - 4y = 9$$

**Open-Note Quiz:** Try to answer these few questions best you can using only your memory first!

1) What is the scientific name of the dodo bird?

\_\_\_\_\_

2) What were two factors that led to the dodo bird becoming an easy choice for extinction?

1 - \_\_\_\_\_

2 - \_\_\_\_\_

3) In what century did the dodo bird become extinct?

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3a) In what specific year was the dodo bird last sighted?

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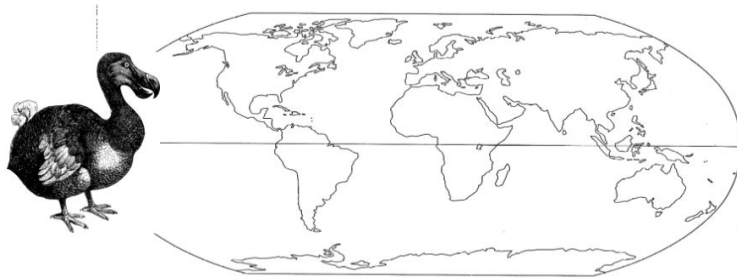
4) Physical characteristics help describe animals. What are the following characteristics for the dodo bird?

Height = \_\_\_\_\_ Weight = \_\_\_\_\_

5) What were three primary foods that the dodo bird ate for survival?

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6) On the map draw a square around the section of the globe where the dodo bird lived?





# Day 3

## Day Three: Forests and Meadows: “Grizzly Man” (Timothy Treadwell)

**Read:** Lets learn about grizzly bears and Timothy Treadwell! Read the following *out loud*:

According to independent.com, in the environmental world, Timothy Treadwell was something of a legend. A self-proclaimed eco-warrior, he devoted the past 13 years of his life to documenting the world of grizzly bears in Alaska and attempting to protect them from hunters and poachers. But when Treadwell, 46, and his girlfriend Amie Huguenard, 37, were killed by a grizzly outside their tent in Katmai National Park, Alaska, in October 2003, the legend began to unravel. Critics said he broke park rules and wrongly believed he had a kinship with bears. They said that the hunters he claimed to be protecting the bears from, did not exist, and he had got the sort of death for which he had asked.

**React:** Now that you've read a short summary about Treadwell, what do you think about what the critics say? Do you agree that Treadwell (and his girlfriend) got the death he asked for? Or do you consider him to be fearless and heroic? Why or why not?

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**Mapped Out:** Grizzly bears, also known as brown bears, are mostly known to live in North America. However they can also be found in Asia and Europe as well. Here is a map showing where grizzly bears can be found today and where they used to live before human expansion in North America. Although grizzly bears mostly live in forests and meadows, as they continue to move up north, they are beginning to migrate into higher plains and living in mountains.





**Break Time:** Get up and stretch your legs! Do the following stretches, spend at least one minute on each stretch:



**Culture Connection:** In many Native American cultures, the brown bear is considered courageous, strong, protective, and sometimes even as a part of the family. The brown bear also symbolizes fierceness and gentleness. They have respected this mammal and acknowledged it as a part of their tribes and cultures for centuries.

Is there an animal in your own culture (or religion) that has significance? If you can't think of an important animal, think of any plants, foods, or landmarks that are significant instead!

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# Day 4

## Day Four: Life in the Rainforest

**Fill in the Blank:** Before we learn all about rainforests, try to fill in the blanks on these fun rainforest facts!

plants	jungle	tropical	animals	equator
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- A \_\_\_\_\_ rainforest has a hot climate, tall trees, and lots of rain! In some rainforests, it rains over an inch a day.
- Tropical rainforests are sometimes called a “\_\_\_\_\_” and they are located near the \_\_\_\_\_.
- Over half the world’s \_\_\_\_\_ and \_\_\_\_\_ live in tropical rainforests.

### Quick Math Review: Multiplying Fractions

1.  $\frac{2}{3} \times \frac{7}{6}$

2.  $\frac{23}{30} \times \frac{33}{25}$

3.  $5 \times \frac{2}{25}$

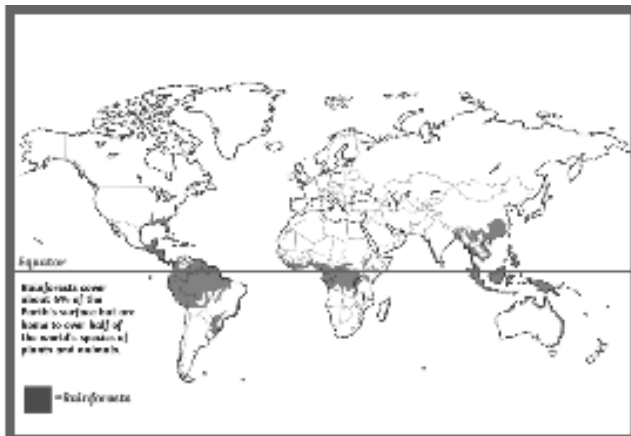
4.  $0.14 \times \frac{40}{21}$

**Brain Break:** Habitat Word Puzzle

G X T L M Q A C T L E  
 N R H U Y H B B U W T  
 S J A L E B I O M E R  
 H D B S O R C B N W E  
 Y T I C S A P S O E S  
 K O T B R L I W P T E  
 E J A R D Q A Y Z L D  
 B S T G C X A N N A T  
 I T Y E P D U A N N H  
 T C N I T X E N S D A  
 O R A I N F O R E S T

BIOME	DESERT	EXTINCT	RAINFOREST
GRASSLANDS	HABITAT	WETLANDS	

**Learn all about it:** Rainforests only cover 6% of the world and can mostly be found near the equator. Below is a graphic of where the rainforests in the world can be found.



With tropical rainforests being so vast in width and height, rainforests have multiple layers that are home to hundreds of different organisms. Rainforests are home to over half of the plants and animals in the world. Each layer receives a different amount of sunlight and rainfall, so different types of animals and plants are found in each layer.



- The *forest floor* is very dark and not many plants grow in this area. Since not very much sunlight reaches the forest floor, things tend to decompose a lot quicker than in regular climates. Some examples of animals that live down here are anteaters and many insects!
- The *understory* or *shrub layer* has some sunlight and the larger plants that grow taller and have bigger leaves occupy this space growing up to 12 feet tall! Some animals that live in this layer are jaguars, red-eyed tree frogs, and leopards.
- The *canopy* layer is considered as the primary layer of the rainforest and creates a roof over the bottom two layers. Most animals in the jungle live in this layer due to the amount of food. Some animals include snakes, treefrogs, and toucans.
- The toppest layer of the rainforest is called the *emergent* layer. The trees that reach this layer can grow up to 200 feet and always have direct

sunlight during the day. Animals found in this layer are bats, butterflies, monkeys, and eagles.



# Day 5



## Day Five: Review

Today we will review what we have learned the past four days! Journal about each topic below and feel free to use any of the previous days' work to help you write! Write at least one paragraph for each topic! After you have written about each topic, take a quiz without using any notes! Try to use all the vocabulary words in your reflection!

### Reflection:

Tropical and Wetlands: "The Crocodile Hunter" (Steve Irwin)

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Forest (Extinction of the Dodo Bird)

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Forests and Meadows: "Grizzly Man" (Timothy Treadwell)

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Life in the Rainforest

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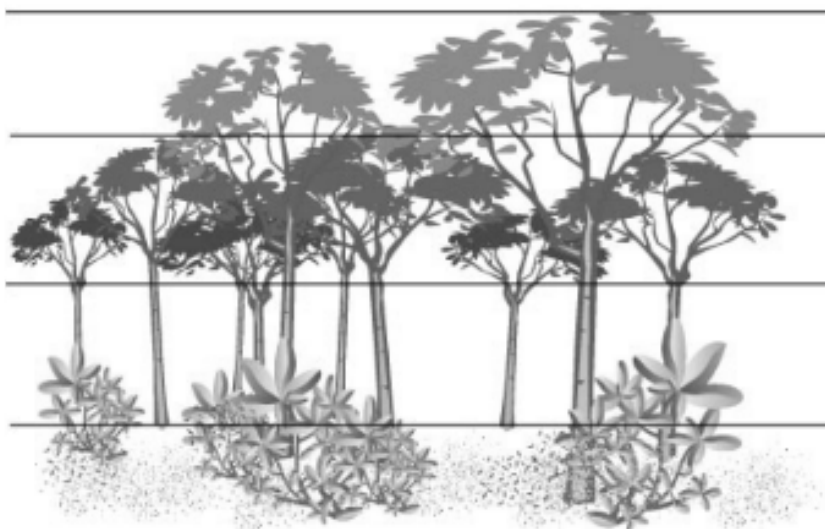
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**Quiz:** Try not to use your notes!

1. What is the name of each layer of a rainforest?



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2. Match the following habitats with their definition.

arctic tundra	an ecosystem found around the equator where temperatures are warm and humid year around
grasslands	a large area covered in trees, there are different types of forests (such as tropical) but all forests consist mostly of trees in a dense area.
desert	sometimes known as prairie, is an ecosystem that produces all kinds of grasses
tropical rainforest	an ecosystem that is covered or soaked with water; it often reduces the effects of flooding
wetland	the coldest ecosystem found around the Arctic Circle and portions of Antarctica
forest	an ecosystem that receives very little rainfall. Many, no all, have very hot temperatures

3. Where do most grizzly bears live?

- a. Arctic tundra
- b. Forests
- c. Wetlands
- d. Tropical Rainforest

4. Which animal killed Steve Irwin?
  - a. Crocodile
  - b. Serbian Tiger
  - c. Stingray
  - d. Dodo Bird
  
5. Why did dodo birds go extinct?
  - a. They all died of starvation
  - b. Humans discovered their island
  - c. Bigger birds ate them all
  - d. All of the above
  
6. Which of the following is not considered a type of wetland?
  - a. Marsh
  - b. Riverbank
  - c. Swamp
  - d. Bogs





# About the team