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ICMEE Learning Packets: Level 2 of English
Proficiency (K-12)

International Coalition for Multilingual
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2020

11th–12th Grade: English Level 2, Learning Packet #4 • Theme: Martin Luther King, Jr.

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11th – 12th grade • English Level 2

LEARNING PACKET #4



Theme: Martin Luther King Jr.

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:

English Language Proficiency

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

Social Studies

- SS HS 4.1
- SS HS 4.2
- SS HS 4.4
- SS HS 4.5d

Science

- SC.HSP.10
- SC.HSP.10.5C
- SC.HSP.10.5D

11th – 12th grade • English Level 2

LEARNING PACKET #4



Theme: Martin Luther King Jr.

International Consortium for Multilingual Excellence in Education



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.
- This packet has information about Martin Luther King Jr. King is one of the most important figures in US history and will be a frequent topic of conversation in history, civics, and government and politics classes as well as an important cultural figure in the United States. Students will get basic biographical information as well as learn about different methods of protest that King used to help enact change in the United States. In addition, students will learn about essential writing skills like compound sentences that will prepare them for level 2 ELL classes and academic language classes. The science portion of the packet this week describes animal adaptations, which students will encounter in biology classes. The concept of adaptation is important in other classes as well, and students will learn how adaptation helps animals survive in their environment.

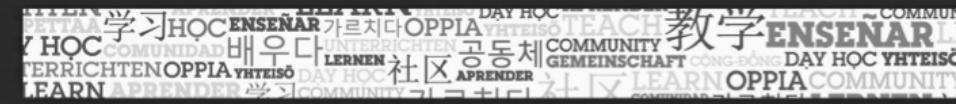
We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu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

Sincerely,

Kara 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.
- Este paquete contiene información sobre Martin Luther King Jr. King, una de las figuras más importantes en la historia de los Estados Unidos. Este personaje será un tema frecuente de conversación en las clases de historia, educación cívica, gobierno y política; así como una figura cultural importante en los Estados Unidos. Además, los estudiantes obtendrán información biográfica básica y aprenderán sobre los diferentes métodos de protesta que King utilizó para ayudar a promulgar el cambio en los Estados Unidos. También aprenderán sobre las habilidades de escritura esenciales, como las oraciones compuestas, que los prepararán para las clases de ELL de nivel 2 y las clases de lenguaje académico. La parte de ciencia del paquete de esta semana describe las adaptaciones de los animales. Estas adaptaciones los estudiantes las aprenderán en las clases de biología. El concepto de adaptación también es importante en otras clases y los estudiantes aprenderán cómo la adaptación ayuda a los animales a sobrevivir en su entorno.

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,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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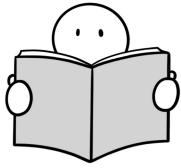
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Instructions Key



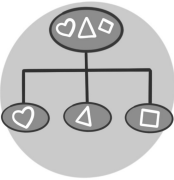
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



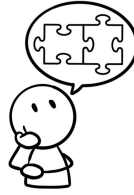
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

Question Words



Who?



When?



Where?



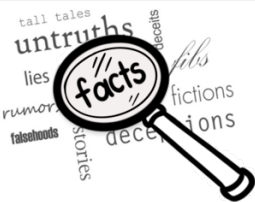
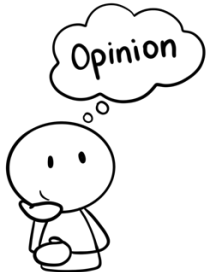

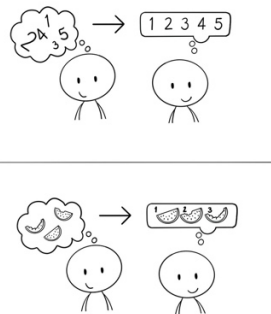

What?

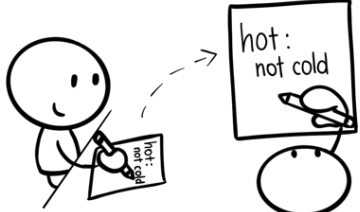
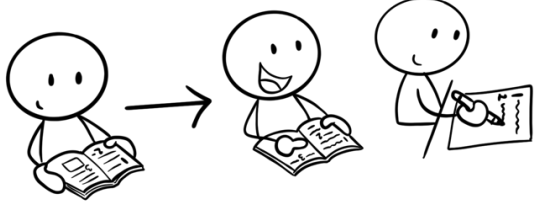







Why?



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

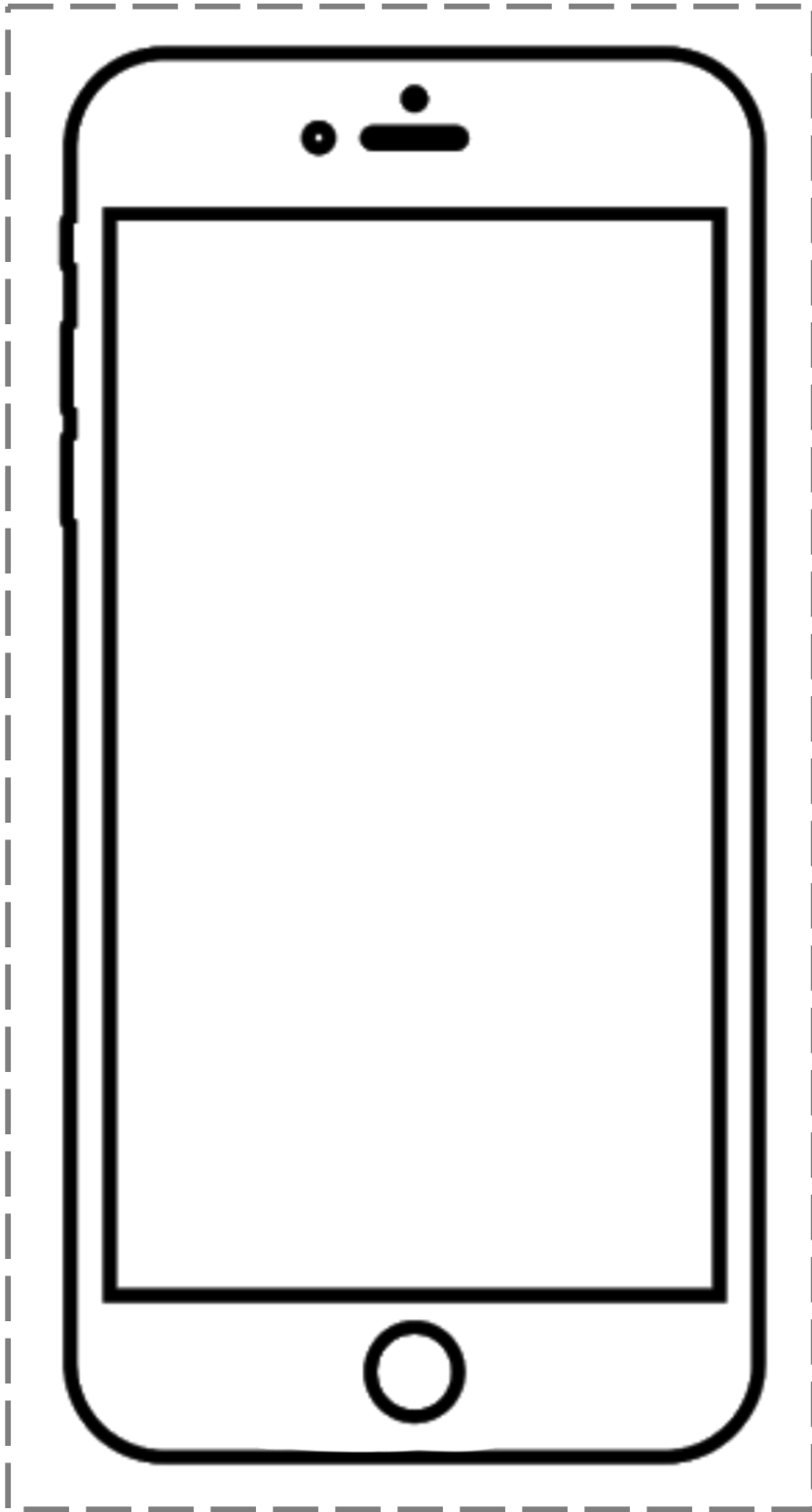


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Martin Luther King Jr.

Day 1: Martin Luther King Jr.



**Journal: Write 4-5 sentences to answer this question:
Martin Luther King Jr. is one of the most important people in American History. Who is an important person from your country's history?**

An important person from my country is _____.

They are important because _____.

In my country we remember them because _____.

Who was Martin Luther King Jr.?

Read the information about Martin Luther King Jr. You will answer the questions when you are done reading.



Martin Luther King Jr. was born in the year 1929 in the state of Georgia. When he was born, many places in the United States had laws for segregation (Say: **se-gre-gae-shun**). Segregation is when people are not allowed to go somewhere or do something because of who they are. In many places, Black Americans could not go to the same restaurants, parks, bathrooms, and schools as white people. King knew that these laws were not fair and wanted to change them.

King worked hard to change the laws. He became famous because he wanted to protest using peaceful strategies. One example of a peaceful protest is a boycott. A boycott is when many people do not buy something to show a business that they need to change. When the business loses money, they change

what they do. Another example of a peaceful protest is a march. King led marches of thousands of people to show support for changing the laws. People came from all over the United States to watch King speak. He was a very talented speaker and he convinced many people to work hard to change the laws.

Because of all of his hard work, the United States passed important laws. The **Civil Rights Act** in the year 1964 made segregation illegal and the **Voting Rights Act** in the year 1965 made sure that no American citizens could be stopped from voting. Sadly, Martin Luther King Jr. was assassinated in the year 1968. Assassinated means killed. Today, Americans remember King as someone who worked to change the world for the better.

1. What is segregation?

2. What is one example of a peaceful protest?

3. How did King help make the United States a better place?

Day 2: Martin Luther King Jr.



Journal: Write 4-5 sentences to answer this question:
Martin Luther King Jr. inspired many people to fight for equal rights. To be inspired means someone makes you want to be a better person. Who inspires you in your life?

Someone who inspires me is _____.
They inspire me because _____.

Compound Sentences

A compound sentence is two full sentences put into one sentence. Compound sentences must have two things: they must have a comma , and a coordinating conjunction. The most common coordinating conjunctions are but, and, so, and or.

Coordinating Conjunction:	Sentence Example:
but	The student wanted to play soccer. She had to do her homework The student wanted to play soccer, but she had to do her homework.
and	He went to the store. He went to the restaurant. He went to the store, and he went to the restaurant.
so	She didn't have money. She couldn't buy a new car. She didn't have money, so she couldn't buy a new car.
or	I could have pizza. I could have an apple. I could have pizza, or I could have an apple.

Now, you try. Remember, a compound sentence is two full sentences put into one sentence. Do not forget to have two sentences, a comma, and the correct coordinating conjunction.

1. Example: Write a compound sentence using **and**.

She wanted to go the party, **and** she wanted to eat dinner.

2. Write a compound sentence using **but**.

3. Write a compound sentence using **or**.

4. Write a compound sentence using **and**.

5. Write a compound sentence using **so**.

6. Write a compound sentence using **but**.

7. Write a compound sentence using **and**.

8. When you are writing a compound sentence, what two things do you need?

Day 3: Martin Luther King Jr.



Journal: Write 4-5 sentences to answer this question:
Martin Luther King Jr. is famous for giving a speech about his dream. A dream is something big you want to do with your life. What is a dream you have for your life? What do you want to do?

A dream of mine is to _____.

To accomplish this dream, I will _____.

Analyzing a Quote

In your history classes, there will be many times you have to analyze, or understand, speeches made by important people in history. Martin Luther King Jr. gave one of the most important speeches in American history called, "I Have a Dream". Here is a small quote (remember: a quote is something someone said) from his famous speech.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Judged means to decide how you feel about someone before you know them.

Content of their character means how someone acts, or what someone believes.

1. Do you think it is okay to judge someone before you know them?

2. How could you use this quote at school? How would it help everyone be a better person?

Day 4: Martin Luther King Jr.

Looking at a protest



1. What do you see in this picture?

2. What do you think is happening in this picture?

3. Why do you think so many people are here?

The March on Washington



Read the information about the March on Washington. Read carefully because you will answer some questions when you are done!



Even though Martin Luther King Jr. was working hard, in 1963 racial discrimination remained a problem in many cities and towns. Racial discrimination is unequal treatment based on race. A number of African American leaders, including King, and A. Philip Randolph, organized a huge march in Washington, D.C. The event was called the March on Washington for Jobs and Freedom. Its goal was to bring attention to unemployment among black workers and to urge Congress to pass President John F. Kennedy's civil rights bill.

On Aug. 28, 1963, about 250,000 Americans marched from the Washington Monument to the Lincoln Memorial. The group included many whites as well as blacks. It was the largest demonstration of the American civil rights movement. The high point of the rally was a moving speech by King. King told the crowd that he had a vision of a United States that was not divided along racial lines. The nationally televised address became known as King's "I Have a Dream" speech. For many people, it has come to symbolize the civil rights movement.

--Reading from <http://www.worldbookonline.com/kids/home#article/ar839092>

1. What is discrimination?

2. What was the goal of the March on Washington?

3. Re-read the sentence with the word, symbolize. What do you think this word means?

Day 5: Martin Luther King Jr.



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

The March on Washington is remembered as a very important moment in US history because so many people wanted to change the laws.

What is an important event in the history of your country?

An important event in my country was when _____.

We remember it because _____.

Drawing a Protest

You have read and seen many examples of protests in these packets. Draw a picture of a protest. Your picture should show: protestors, signs, marching, and someone speaking.

Words to show: Protestors, signs, marching, and a speaker (someone speaking)

A large, empty rectangular box with a black border, intended for drawing a protest scene.



Science

Day 1: Science

Animal Adaptations

Draw a picture of your favorite animal.

This animal is a/an _____.

The _____ is my favorite animal because _____

_____.

Something I know about this animal is _____.

Something I want to know about this animal is _____.

Animal Adaptations

The world is always changing. Animals must also change to live. Nature and people change the places where animals live. Animals adapt, or change, to find food and to stay safe. Some animal adaptations happen quickly, while others take many years. If an animal changes the way it acts to stay alive, this is called a behavioral adaptation.



For example, some geese fly south in the fall. This behavior allows them to stay warm and find food during winter. Changes in an animal's body are called physical adaptations. A chameleon can change color to make its body warmer or cooler. Throughout history, animals have adapted to our changing world.

Chameleon

Behavioral and Physical Adaptations. (n.d.). Retrieved May 1, 2018, from <http://www.pkifescience.com/article/481/behavioral-and-physical-adaptations>

1. What is a behavioral adaptation?

2. What is a physical adaptation?

3. Why do animals adapt?

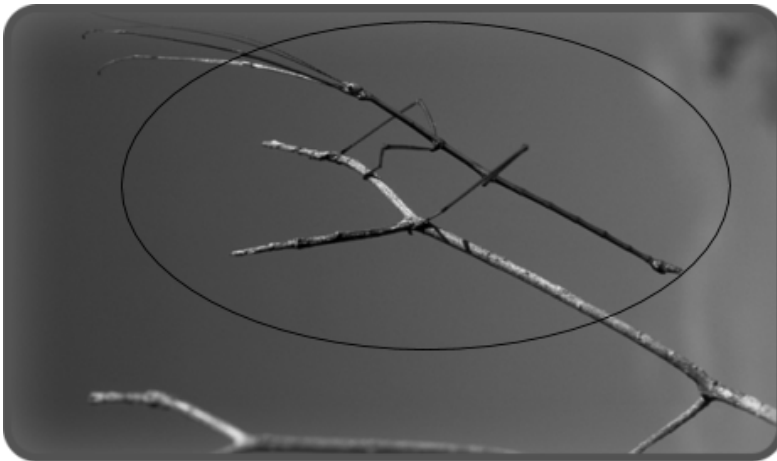
4. To adapt means to change what you do to better fit where you live. When have you had to adapt to a new school or city?

Day 2: Science

Physical Adaptations--Camouflage

Some animals are hard to see against their surroundings. This is called camouflage. For example, polar bears' white fur makes the bears hard to spot in the snow. This helps them creep up on their prey. Prey is an animal that is eaten by another animal. Animals also use camouflage to stay safe and hide from predators. Some animals are even camouflaged to look like something else in nature. A stink bug's flat green shell makes it look like a tiny leaf!

How else do animals hide? Many animals hide by getting out of sight. Animals with sharp claws, such as a mole, can dig holes and hide underground. Turtles carry their hiding place wherever they go. They can suddenly look like a rock.



This stick insect, also known as a walking stick, escapes being eaten by looking just like a twig or stem.

What three facts about animals did you learn from this reading?

1.

2.

3.

Day 3: Science

Butterflies

All wild creatures have ways of protecting themselves from their enemies. Butterflies can be eaten by an enemy; one way they can avoid an early death is to hide or disappear into their surroundings. They may hide themselves by looking like another object, or they may take on the patterns and colors of local trees, rocks or leaves. Many animals have patterns of color on their bodies that allow them to blend into their surroundings this way. These animals are hard to see as long as they stay still. But, once they move, you can easily pick them out. That is because humans, as well as many other animals, have brain cells that can tell when something is moving. Predators also use camouflage to hide until their prey is close enough to be caught and eaten.

Butterflies, which are active in the day, usually rest with their wings together over their backs and remain totally still. As a result, they are less likely to be seen, especially from above. Only when they move can you detect their presence and real shape. Some butterflies rest with their wings spread out. They disguise themselves as either living or dead leaves, blending in with their surrounding conditions. Some butterflies have marks on their wings that look like eyes. This can scare their enemies so the prey can make a quick getaway.

Site:

<https://www.wappingersschools.org/cms/lib/NY01001463/Centricity/Domain/288/Butterfly%20Camouflage.pdf>

Use what you learned in the reading to answer these questions:

1. How does camouflage protect animals from its enemies?

2. Name three ways that butterflies can blend in with their environment.

3. What do you think would happen if the environment of butterflies changed?

4. If you were going to design an animal that would be camouflaged in the snow, what would it look like? Why?

Day 4: Science

Today, you will read about an animal and fill in the chart. Use this example to help you find the correct information. The example is about a great white shark and you will do the elephant on your own.



Great White Shark

The great white shark is the world's largest known predatory fish. It has 300 teeth, yet does not chew its food. Sharks rip their prey into mouth-sized pieces which are swallowed whole. The shark's heavy, torpedo-shaped body allows it to cruise efficiently for long periods of time, and then suddenly switch to high speed bursts in pursuit of prey—sometimes leaping out of the water. It feeds on a broad spectrum of prey, from small fish, such as halibut, to large seals and dolphins.

Animal	Characteristics		Prey or Predator	Adapting to the Environment
	size	features		
Great White Shark	-Very big	-Has 300 teeth -Torpedo shaped body -Eats many kinds of fish	-Predator, it eats many kinds of fish	-Body shape lets it move fast in the water -300 teeth to rip their prey -Leaps out of the water

Reading from: <https://www.worldwildlife.org/species/great-white-shark>

Elephants



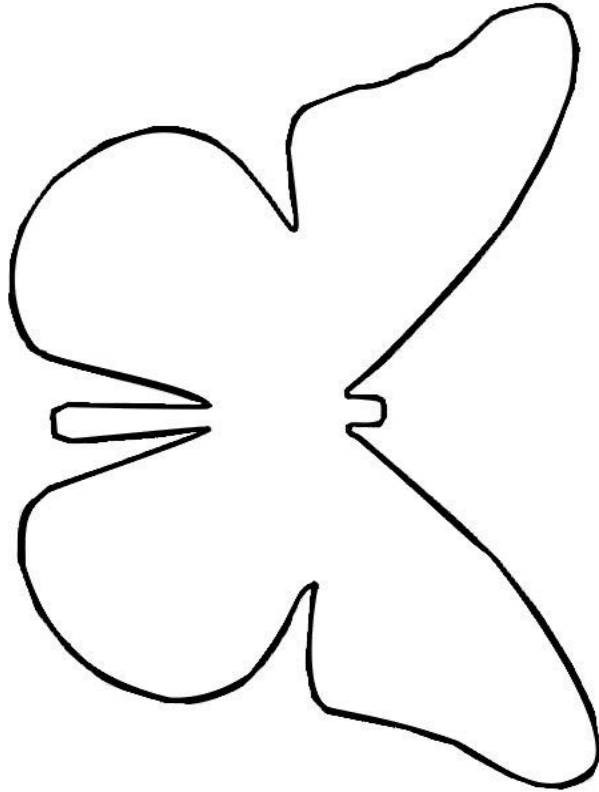
Elephants are the largest land mammals on earth and have distinctly massive bodies, large ears, and long trunks. They use their trunks to pick up objects, trumpet warnings, greet other elephants, or suck up water for drinking or bathing, among other uses. Both male and female African elephants grow tusks and each individual can either be left- or right-tusked, and the one they use more is usually smaller because of wear and tear. Elephant tusks serve many purposes. These extended teeth can be used to protect the elephant's

trunk, lift and move objects, gather food, and strip bark from trees. They can also be used for defense. During times of drought, elephants even use their tusks to dig holes to find water underground.

Animal	Characteristics		Prey or Predator	Adapting to the Environment
	size	features		
Elephant				

Day 5: Science

Directions: Look around your room. Use what you have learned about camouflage to draw on your butterfly so that it blends in to the environment of your room.



1. My butterfly is camouflaged because it looks like _____.
2. Why is camouflage important for animals who need to hide? Why is camouflage important for animals that eat other animals?



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



ICMEE is housed within:

