























































































































































BSD 3rd Grade Remote Learning Packet 3 (English)

<p>Dear Families, English</p> <p>The packet is organized by:</p> <table border="1"> <tr> <td> 3-week calendar of activities</td> <td> Math Lesson (complete in one day)</td> <td> Reading Lesson (complete in one day)</td> </tr> <tr> <td> Social Studies Lesson (week-long)</td> <td> Science Lesson (week-long)</td> <td> Social Emotional Learning</td> </tr> </table> <p>★ Extra Activities</p>	 3-week calendar of activities	 Math Lesson (complete in one day)	 Reading Lesson (complete in one day)	 Social Studies Lesson (week-long)	 Science Lesson (week-long)	 Social Emotional Learning	<p>Estimadas Familias: Español</p> <p>El paquete informativo está dividido de la siguiente manera:</p> <table border="1"> <tr> <td> Calendario de actividades para 3 semanas</td> <td> Lección de Matemáticas (complete en un día)</td> <td> Lección de Lectura (complete en un día)</td> </tr> <tr> <td> Lección de Estudios Sociales (para una semana)</td> <td> Lección de Ciencias (para una semana)</td> <td> Aprendizaje Social y Emocional</td> </tr> </table> <p>★ Actividades Adicionales</p>	 Calendario de actividades para 3 semanas	 Lección de Matemáticas (complete en un día)	 Lección de Lectura (complete en un día)	 Lección de Estudios Sociales (para una semana)	 Lección de Ciencias (para una semana)	 Aprendizaje Social y Emocional	<p>Arabic اللغة العربية</p> <p>العائلات الكرام</p> <p>تم تنظيم الحزمة حسب الآتي</p> <p> تقويم الأنشطة لمدة 3 أسابيع</p> <p> درس رياضيات (أكملته في يوم واحد)</p> <p> درس القراءة (أكملته في يوم واحد)</p> <p> درس الدراسات الاجتماعية (لمدة أسبوع)</p> <p> درس العلوم (لمدة أسبوع)</p> <p> التعليم العاطفي الاجتماعي</p> <p>★ الأنشطة الإضافية</p>						
 3-week calendar of activities	 Math Lesson (complete in one day)	 Reading Lesson (complete in one day)																		
 Social Studies Lesson (week-long)	 Science Lesson (week-long)	 Social Emotional Learning																		
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<p>Qoysaska Qaaliga ahow, Somali</p> <p>Xirmada waxaa diyaariyay::</p> <table border="1"> <tr> <td> Jadwalka howlaha 3-isbuuc</td> <td> Casharka Xisaabta (mid dhameey maalinti)</td> <td> Casharka Aqrinta (mid dhameey maalinti)</td> </tr> <tr> <td> Casharka Cilmiga Bulshada (Isbuucoo-dhan)</td> <td> Casharka Sayniska (Isbuucoo-dhan))</td> <td> Barashada shucuurta bulshada</td> </tr> </table> <p>★ Howlaha Dheeraadk ah</p>	 Jadwalka howlaha 3-isbuuc	 Casharka Xisaabta (mid dhameey maalinti)	 Casharka Aqrinta (mid dhameey maalinti)	 Casharka Cilmiga Bulshada (Isbuucoo-dhan)	 Casharka Sayniska (Isbuucoo-dhan))	 Barashada shucuurta bulshada	<p>Уважаемые родители, Russian</p> <p>Этот пакет составлен:</p> <table border="1"> <tr> <td> Календарь занятий на 3 недели</td> <td> Урок Математики (закончить за 1 день)</td> <td> Урок Чтения (закончить за 1 день)</td> </tr> <tr> <td> Общественные науки (на неделю)</td> <td> Естественные науки (на неделю)</td> <td> Социально-эмоциональное развитие</td> </tr> </table> <p>★ Дополнительные занятия</p>	 Календарь занятий на 3 недели	 Урок Математики (закончить за 1 день)	 Урок Чтения (закончить за 1 день)	 Общественные науки (на неделю)	 Естественные науки (на неделю)	 Социально-эмоциональное развитие	<p>학부모님께, Korean</p> <p>수업 및 활동들은 다음과 같이 짜여 있습니다:</p> <table border="1"> <tr> <td> 3주 동안 활동 캘린더</td> <td> 수학 수업 (하루에 하나 완성)</td> <td> 읽기 수업 (하루에 하나 완성)</td> </tr> <tr> <td> 사회 수업 (일주 동안)</td> <td> 과학 수업 (일주 동안)</td> <td> 사회적 정서적 학습</td> </tr> </table> <p>★ 과외 활동</p>	 3주 동안 활동 캘린더	 수학 수업 (하루에 하나 완성)	 읽기 수업 (하루에 하나 완성)	 사회 수업 (일주 동안)	 과학 수업 (일주 동안)	 사회적 정서적 학습
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<p>亲爱的学生家庭: Chinese</p> <p>数据包包括:</p> <table border="1"> <tr> <td> 3周活动日历</td> <td> 数学课程 (一天完成)</td> <td> 阅读课程 (一天完成)</td> </tr> <tr> <td> 社会学课程 (一周)</td> <td> 科学课程 (一周)</td> <td> 社会情感学习</td> </tr> </table> <p>★ 其他活动</p>	 3周活动日历	 数学课程 (一天完成)	 阅读课程 (一天完成)	 社会学课程 (一周)	 科学课程 (一周)	 社会情感学习	<p>保護者の皆様 Japanese</p> <p>パッケージは以下のように分類されています:</p> <table border="1"> <tr> <td> 3週間のアクティビティ</td> <td> 算数のレッスン(1日で完了)</td> <td> リーディングレッスン(1日で完了)</td> </tr> <tr> <td> 社会科レッスン(一週間)</td> <td> 理科レッスン(一週間)</td> <td> 社会性/情動スキル教育</td> </tr> </table> <p>★ その他の活動</p>	 3週間のアクティビティ	 算数のレッスン(1日で完了)	 リーディングレッスン(1日で完了)	 社会科レッスン(一週間)	 理科レッスン(一週間)	 社会性/情動スキル教育	<p>Thân gửi gia đình, Vietnamese</p> <p>Tài liệu được chuẩn bị do:</p> <table border="1"> <tr> <td> Lịch học cho 3-tuần</td> <td> Toán (cần làm trong ngày)</td> <td> Đọc (cần làm trong ngày)</td> </tr> <tr> <td> Khoa học xã hội (nguyên tuần)</td> <td> Khoa học (nguyên tuần)</td> <td> Học và áp dụng kỹ năng giao tiếp</td> </tr> </table> <p>★ Các hoạt động phụ trợ</p>	 Lịch học cho 3-tuần	 Toán (cần làm trong ngày)	 Đọc (cần làm trong ngày)	 Khoa học xã hội (nguyên tuần)	 Khoa học (nguyên tuần)	 Học và áp dụng kỹ năng giao tiếp
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Third Grade Calendar



June 1-12

Week 1		
	Activities from the packet	Other Activities
Day 1	Reading Activity Science: Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 2	Math Lesson 13 Social Emotional Learning Activity	Read 20 minutes
Day 3	Reading Activity (from day 1) Health	Play a math or strategy game
Day 4	Math Lesson 14 Social Emotional Learning Activity	Read 20 minutes
Week 2		
	Activities from the packet	Other Activities
Day 5	Reading Activity (from day 1) Social Studies: Mini-Project	Play a math or strategy game Read Aloud to your child for 20 minutes
Day 6	Math Lesson 15 Social Emotional Learning Activity	Read 20 minutes
Day 7	Reading Activity (from day 1)	Play a math or strategy game
Day 8	Math Lesson 16 Social Emotional Learning Activity	Read 20 minutes

Reading Activity

Hello Parents/Guardians,

An **Endangered Animals Mini Research Club** will be the focus for the next two weeks of learning. This kind of project requires a lot of access to books and resources. We have included some articles about endangered animals in this packet. In addition to the articles, you will find instructional resources for research below. If your child would like to do a mini research project using the articles and any other nonfiction animal books you have at home, feel free to use the resources to do a mini research project (or your child can just read). There is a fun culminating project at the end. ☆ Spend 20 minutes reading each day.

Instructional Resources for Research (for June 1-12):



*Researchers
Take Notes
that Follow the
Structure of Their
Texts*

BOXES and BULLETS

Main Idea or Subtopic

- Supporting detail
- Supporting detail
- Add more bullet points if your text includes them

SEQUENTIAL

Main Idea or Subtopic

1. First thing that happens
2. Second thing that happens
3. Add more steps if your text includes them

COMPARE & CONTRAST

Similarities between two things

- First similarity
- Second similarity
- Add more similarities if your text includes them

Differences between two things

- First difference
- Second difference
- Add more differences if your text includes them

CAUSE and EFFECT

An action that happens first; the reason something else happens

- detail about the action
- add more details if your text includes them

CAUSE and EFFECT

What happens as a result; the consequence of the first action

- One result of the action
- add more results of the action if your text includes them

PROBLEM and SOLUTION

A problem

- detail about the problem
- detail about the problem
- add more details if your text includes them

PROBLEM and SOLUTION

A solution to the problem

- detail about the solution
- detail about the solution
- add more details if your text includes them

To grow big questions and ideas in a comparative study, readers will:



- Read about a subtopic across several kinds of animals.
- Find similarities and differences between those animals.
- Ask “Why?” and “Are others the same? What explains this?”
- Think about possible answers: “Could it be...?”
- Make plans for more reading, this time guided by questions and hunches.

‘To Research. . .’ Checklist

Grade 3	Not Yet	Starting to	Yes!
Get ready			
• Sequence texts, easy → hard			
• Read easy overview			
• Search for subtopics/key			
Study 1 subtopic			
• Easy book first			
• Tackle harder books to learn more about the topic			
Talk with others and take notes about what you're learning, thinking, wondering.			
Synthesize (combine) information from across texts.			
Use the topic's special vocabulary.			
Think your own thoughts.			
Use text structures to organize your learning and note-taking.			
Think deeply about the choices the author made to grow ideas.			
Look across books at similar subsections to think about patterns and relationships.			

‘Rev Up Your Mind Before Reading Nonfiction:’ Checklist

Grade 3	Not Yet	Starting to	Yes!
Think, “What sort of text is this?”			
Read text features and think, “What will this mostly be about? What parts, subtopics?”			
Recall prior knowledge and build expectations			
Identify, if the text is narrative nonfiction, whether it follows a familiar story template (achievement, disaster)			

To Learn from Expository Texts. . . Checklist

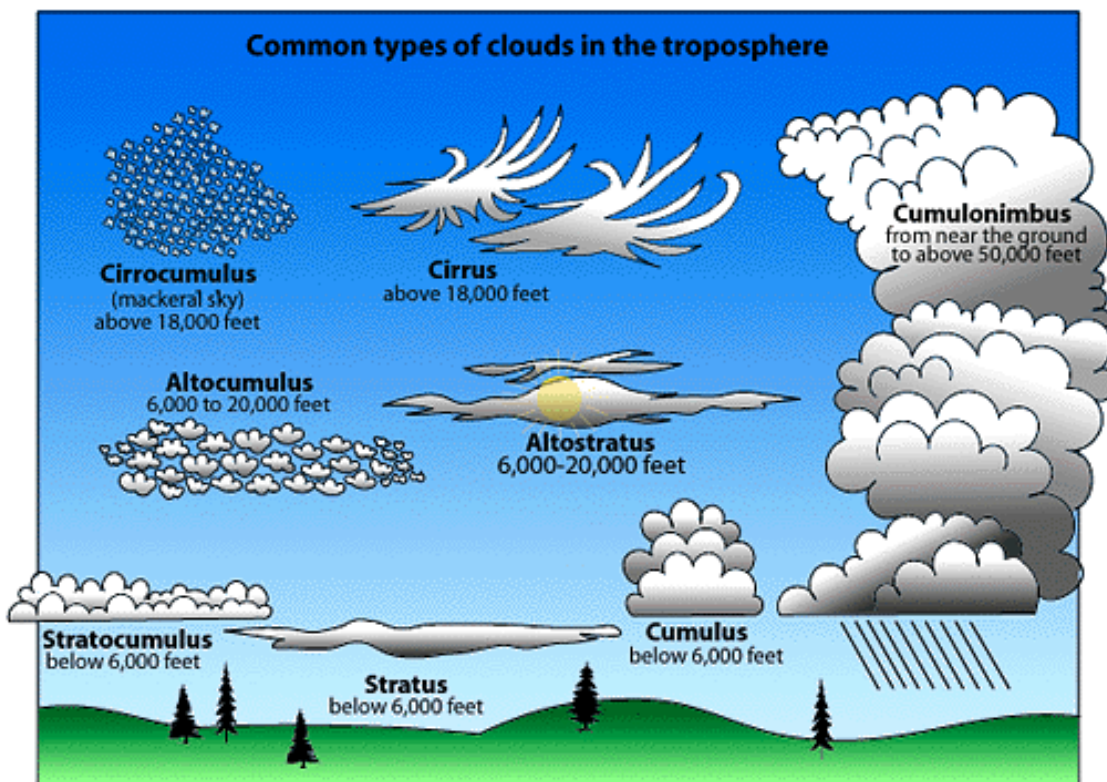
Grade 3	Not Yet	Starting to	Yes!
Pause after a chunk to grasp the main ideas, supporting details.			
If no subheads,			
Chunk the text yourself.			
Find main idea, perhaps in a pop out sentence.			
Teach others what you learn (emphasize main ideas, bring the text to life).			
Revise your idea of the text's main idea as you read on			
Let the Text Spark Conversations			

Culminating Project:

Some animals are getting sick or are dying in their current habitats. What might be the reasons why? What can we do to help these animals? Design a habitat for an endangered animal. You can either draw it or build one outside or imagine it! What would you include in the habitat? Why?


Investigate: What is the weather like today?

- Go outside and observe the weather. Talk to a family member about:
 - What do you see in the sky? Is it sunny or cloudy?
 - If there are clouds, what do they look like? Using the chart below, can you tell what kind of cloud it is?
 - What is the temperature like? (cold, warm, hot) If you have a thermometer, measure the temperature.
 - Is it raining or snowing?
 - Is it windy? How strong is the wind?



Source: <https://www.zmescience.com/science/types-of-clouds/>

Day 1: What is the weather like today?
Sketch and label the weather that you see outside.



Today's Date:

Notes: (sunny, cloudy, rainy, etc.)

Temperature:

Wind speed:

Day 2: What is the weather like today?
Sketch and label the weather that you see outside.



Today's Date:

Notes: (sunny, cloudy, rainy, etc.)

Temperature:

Wind speed:

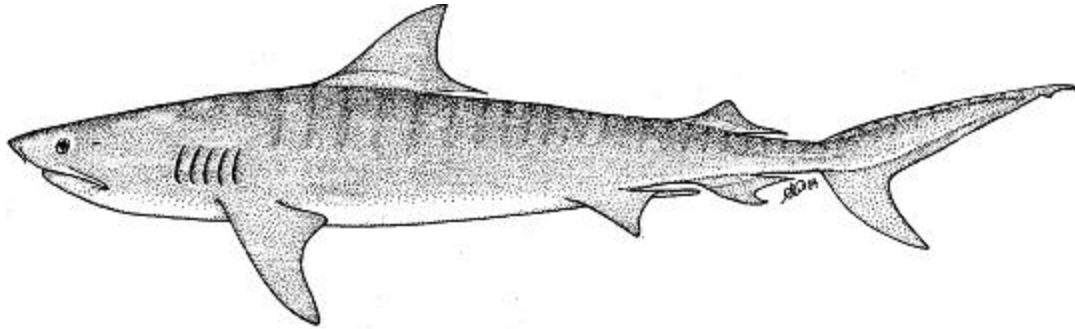
Investigate: What patterns can you notice in the weather?

- Talk to a family member about and/or write your answers:
 - How does the weather today compare to the weather yesterday?
 - What do you think the weather will be like tomorrow?
 - What new questions do you have?

Directions: Read the information about sharks and then organize the data to answer the questions.

Hints: How could you organize the data to see what most people are saying about the length of the shark?

Challenge: Why do you think that the data is different?



What do you notice?

What do you wonder?

A shark was spotted by tourists on a boat tour! The shark circled the boat for a while, so the tourists got a good view of the shark. One of the tourists told a reporter that the shark was about $5\frac{3}{4}$ meters long.

The reporter asked the tourists to give an estimate of the shark's length (with a precision of $\frac{1}{4}$ meter). However, there was a lot of variation in their answers!

- Some said 5 meters
- Some said 6 meters
- One person even said $7\frac{3}{4}$ meters

The reporter made a list of what the tourists on the boat said. When the reporter looked at all his data (each tourist's estimate), he wondered what size the shark likely was and what he should report.

Answer these questions after you sort the data on the next page!

What length should the reporter say the shark is?

Why do you think that?

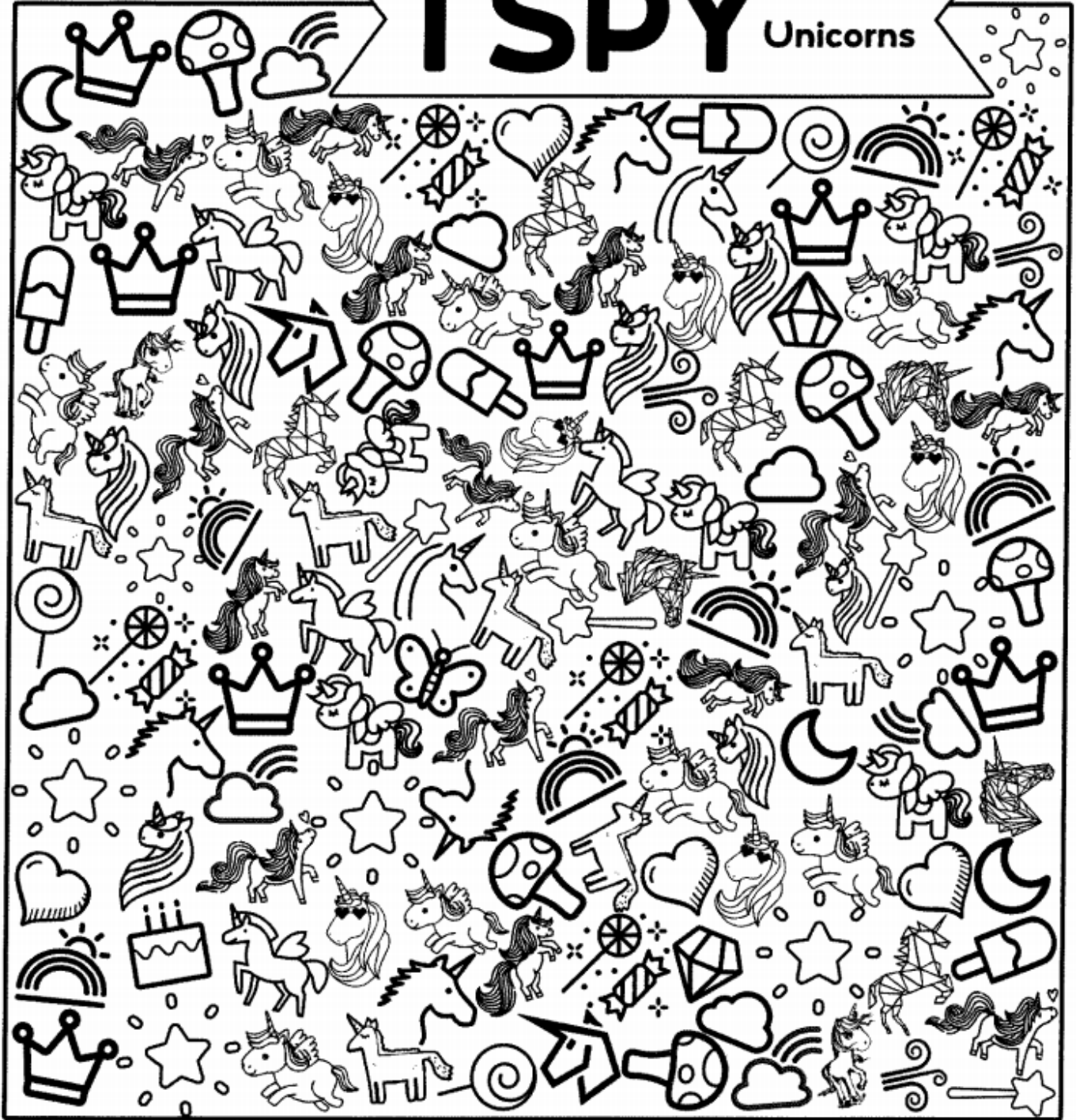
These are the estimates of the size of the shark (in meters) according to the tourists:

$5\frac{3}{4}$	6	$5\frac{1}{4}$	$6\frac{1}{2}$
$6\frac{1}{4}$	5	$6\frac{1}{4}$	$6\frac{1}{4}$
$6\frac{1}{4}$	$7\frac{3}{4}$	$5\frac{3}{4}$	6
$6\frac{1}{4}$	$5\frac{1}{2}$	$6\frac{1}{2}$	$5\frac{3}{4}$
$5\frac{1}{4}$	6	$6\frac{3}{4}$	

Workspace to organize your data (the length of the shark). You can cut out the estimates above if that helps to organize it. (Hint: Try putting the data in order from smallest to largest)

Page left blank for cutting

I SPY Unicorns



- | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|
| 2  | 4  | 4  | 2  | 4  | 5  | 7  | 4  | 6  | 5  |
| 1  | 2  | 7  | 1  | 3  | 6  | 7  | 4  | 7  | 4  |
| 3  | 6  | 4  | 6  | 2  | 7  | 3  | 9  | 6  | 3  |

Who's Responsible for What?

Name: _____

Date: _____

Design a chart that lists some of the responsibilities of each family member in your household. Don't forget to include yourself. When you finish the chart, hang it where everyone can see it.

Talk about what can happen to the family if family members don't meet their responsibilities.

Family Member	Responsibility



Objective: To recognize that all family members have responsibilities and that in order for a family to function well, all family members need to fulfill their responsibilities

Mathematics - Lesson 14 (Adapted from CFLM All About Sharks - Data)



Directions: Read the information. Then create a line plot and answer the questions.

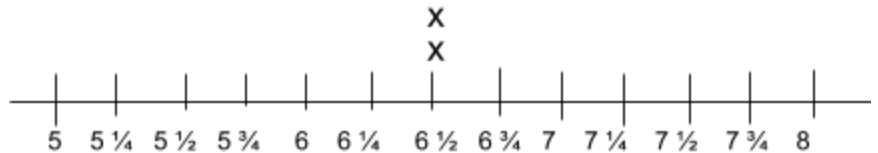
Hint: For each number that the tourist said, you will place an x above the number on the line plot. If there are (3) 6's you would have 3 X's stacked up above 6. Make sure you have 19 X's!!

Challenge: Why do you think the reporter said it was around 6 meters instead of $6\frac{1}{4}$ meters?

The reporter decided to publish the data on a line plot and reported that the shark was likely around 6 meters.
Put your data from yesterday onto the line plot shown below.

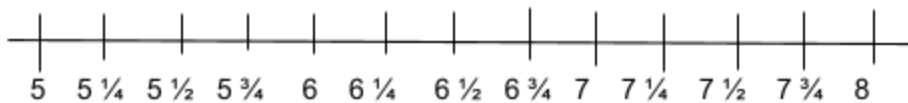
Here is a sample line plot.

If there were 2 tourists that said $6\frac{1}{2}$, then you would place 2 X's on $6\frac{1}{2}$ as shown.



Here is what the tourists said. **Create a line plot below placing an X for each piece of data.**

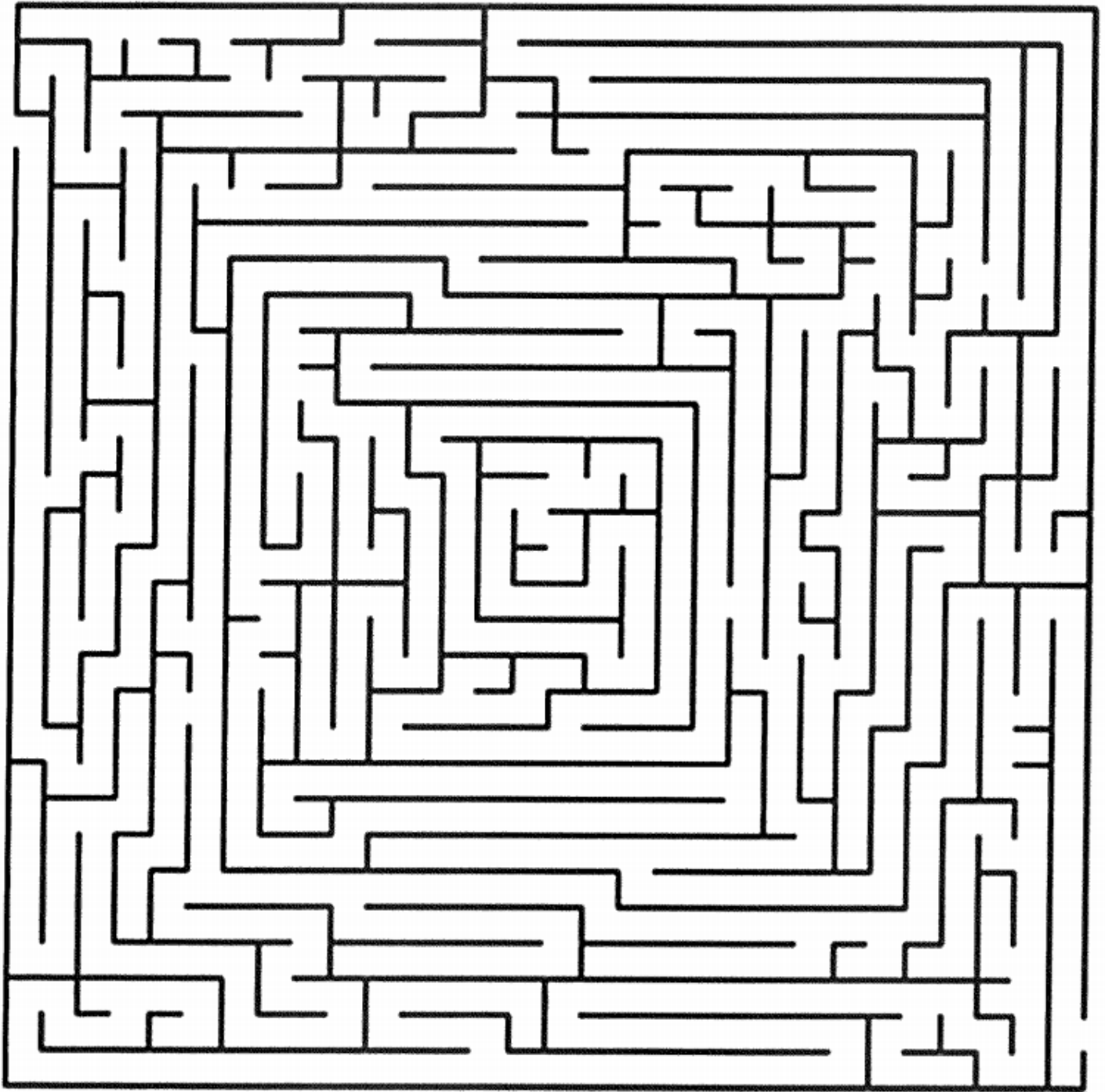
$5\frac{3}{4}$	6	$5\frac{1}{4}$	$6\frac{1}{2}$
$6\frac{1}{4}$	5	$6\frac{1}{4}$	$6\frac{1}{4}$
$6\frac{1}{4}$	$7\frac{3}{4}$	$5\frac{3}{4}$	6
$6\frac{1}{4}$	$5\frac{1}{2}$	$6\frac{1}{2}$	$5\frac{3}{4}$
$5\frac{1}{4}$	6	$6\frac{3}{4}$	



(length of the shark in meters)

What do you notice about the data?

Why do you think the reporter said it was around 6 meters?

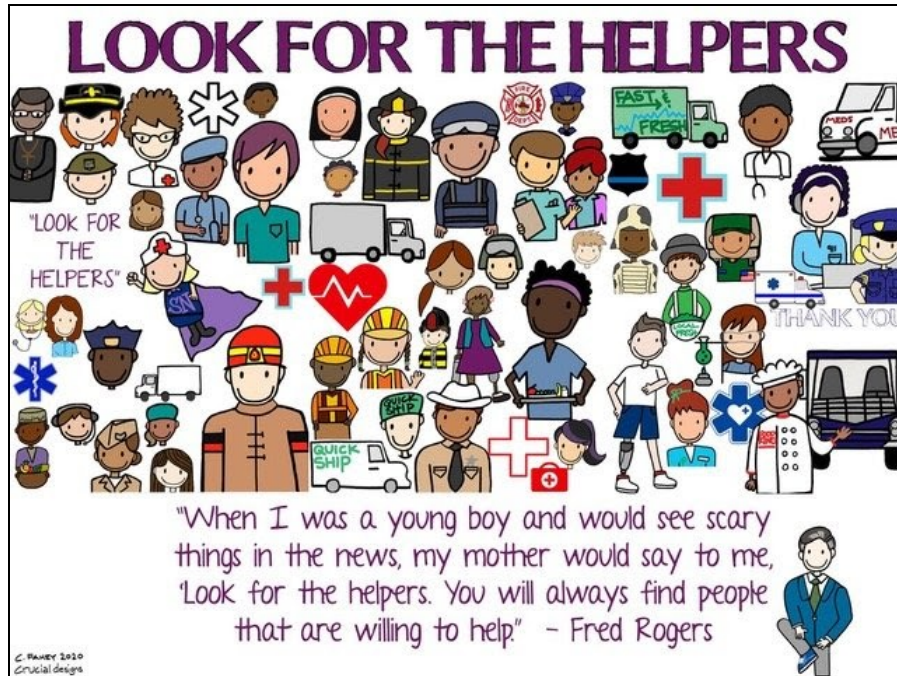


Social Studies 🌍

Even as many students, teachers, and families are staying home to stay safe, many people are still working to help others in the community during the COVID pandemic.

Look at the picture and quote below and talk about them with someone at home. Here are 3 questions to talk about:

1. What does it mean to be a helper?
2. How can we say thanks to our amazing community helpers?
3. How can **you** become a (better) community helper?



Pick some of the pictures above and start to draw or write a list of helpers in your community. List as many as you can (there are 4 ideas below in an example list to help get you started). Can you come up with 10? 20? Or more?!

Helpers in my community
<ol style="list-style-type: none">1. Family members taking care of each other at home2. Doctors and nurses3. Teachers4. Grocery store workers

Optional bonus!

- Draw a picture/collage and write a letter saying thanks to some community helpers!
- Come up with a list of ways you can be a better community helper.
- Think about the different ways that people, other living things, and the environment might be affected by COVID-19.
 - What are some ways that we can make sure everyone is safer and healthier?

Directions: Read the story. Then answer the questions about the graph and create a bar graph.

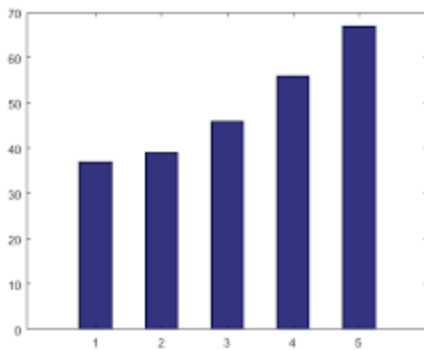
Hint: To make the bar graph, use the White Tip Shark graph to help you.
Challenge: Based on the data, which shark do you think likely is the smallest? Why?

Scientists who study sharks, don't just look at the sharks and estimate how long they are. They actually measure them!

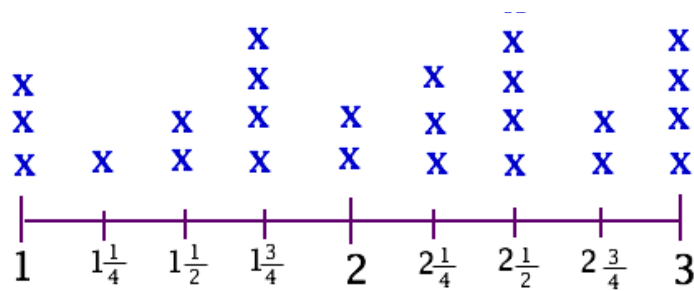
They measure sharks that accidentally get caught in nets of commercial fishing vessels (called bycatches). The scientists quickly measure their length and the distance around their bodies, then throw them back into the water.

Scientists often create a bar graph instead of a line plot, because it saves them time from having to draw all of the Xs. They color in the small squares instead.

Bar Graph



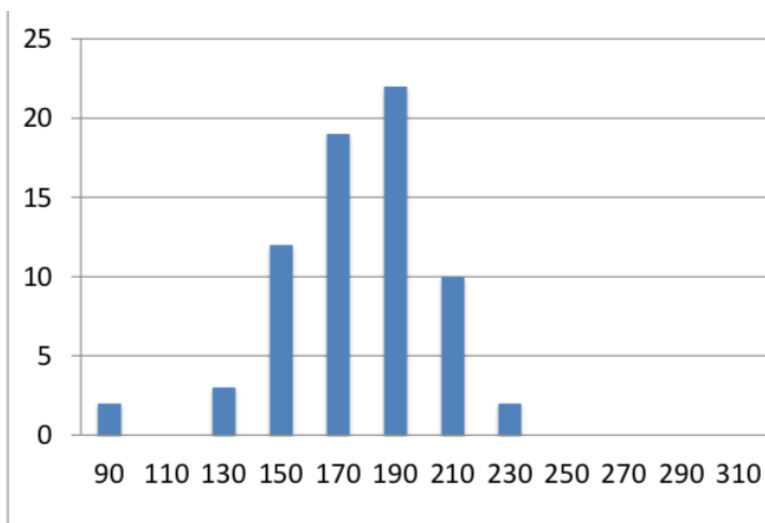
Line Plot



When the little squares are filled, it looks like a bar. That's why they call them bar graphs.

Scientists took some data on three types of sharks: White Tips, Silkies, and Great Blues.


**Number of White Tip Sharks Measured
(Length in cm)**



This is what the bar graph for White Tip Sharks looks like:

What do you notice about this graph?

Key

 = Number of White Tip Sharks Measured

Here is the data for the White Tip Shark, the Silky Shark, and the Great Blue Shark.

White Tip Shark	Silky Shark	Great Blue Shark	
Number of Sharks Measured	Number of Sharks Measured	Number of Sharks Measured	Length in cm
2	4	5	90
0	0	7	110
3	1	18	130
12	0	14	150
19	3	10	170
22	3	5	190
10	16	5	210
2	8	15	230
0	0	15	250
0	0	2	270
0	0	2	290
0	0	2	310

Which shark is the biggest? How many centimeters (cm) long is it?

What is the second largest type of shark? How long is it?

How much longer is the longest shark compared to the next largest shark?

How many sharks of each type were measured and represented on each graph?

How many sharks in total were measured in this bycatch?

Create a bar graph for the Silky Sharks or the Great Blue Sharks below.

White Tip Shark	Silky Shark	Great Blue Shark	
Number of Sharks Measured	Number of Sharks Measured	Number of Sharks Measured	Length in cm
2	4	5	90
0	0	7	110
3	1	18	130
12	0	14	150
19	3	10	170
22	3	5	190
10	16	5	210
2	8	15	230
0	0	15	250
0	0	2	270
0	0	2	290
0	0	2	310

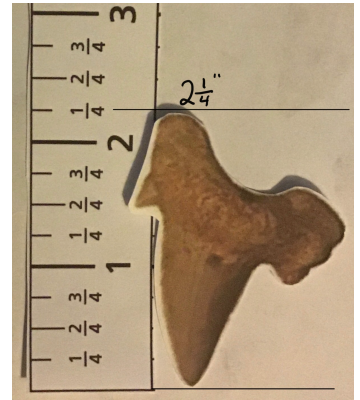


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Directions: Read about the shark teeth. Then measure the shark teeth and create a line plot. Finally, use the tooth graph to label each tooth with a shark name.

Hint: Try and line up the ruler so you are measuring the top of the tooth to the bottom of the tooth. If the tooth is over the 1 mark and then $\frac{1}{4}$, it is $1\frac{1}{4}$ inch wide. If the tooth is under the 1 mark and close to $\frac{1}{2}$, it is $\frac{1}{2}$ inch. Each tooth measurement should have an X on the line plot so there should be 13 X's on the line plot.

Challenge: What is the difference from the biggest tooth to the smallest tooth? What teeth could be more than one shark? How do you decide?



Whale sharks can grow up to 40 feet in length.

How big do you think it's tooth is in inches? Why?

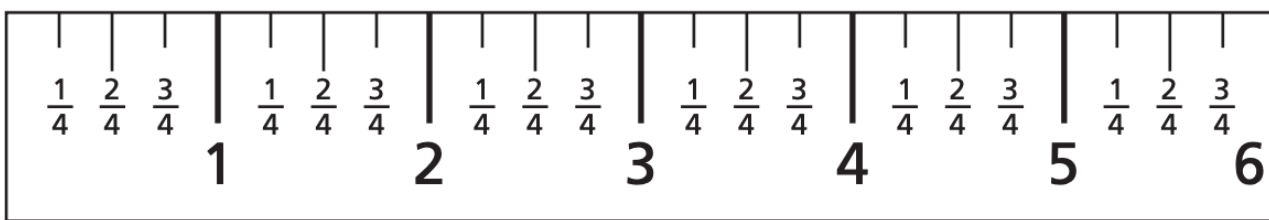
The size of a shark's tooth depends on the type of shark, not the size of the shark, because it depends on the diet and eating habits of the shark.

The largest living shark is the whale shark. It has about 300 teeth in its mouth, but they are all very tiny, less than $\frac{1}{2}$ of an inch long. This is because whale sharks don't attack and tear apart their prey like many of their relatives.

The smallest living shark, the dogfish, also has tiny teeth, while the great white shark has teeth that are about $1\frac{1}{2}$ to 2 inches.

The largest shark to have ever lived, the megalodon, could grow teeth longer than seven inches long. Scientists only find fossils of megalodon teeth now because megalodons are extinct. The fossils have ranged from $2\frac{1}{2}$ to 7 inches.

Cut out and use this ruler to measure the teeth on the next page. (ruler may not be to scale)



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Here is a collection of shark teeth to identify. Your job is to measure them to the $\frac{1}{4}$ inch and then create a line plot with the information.



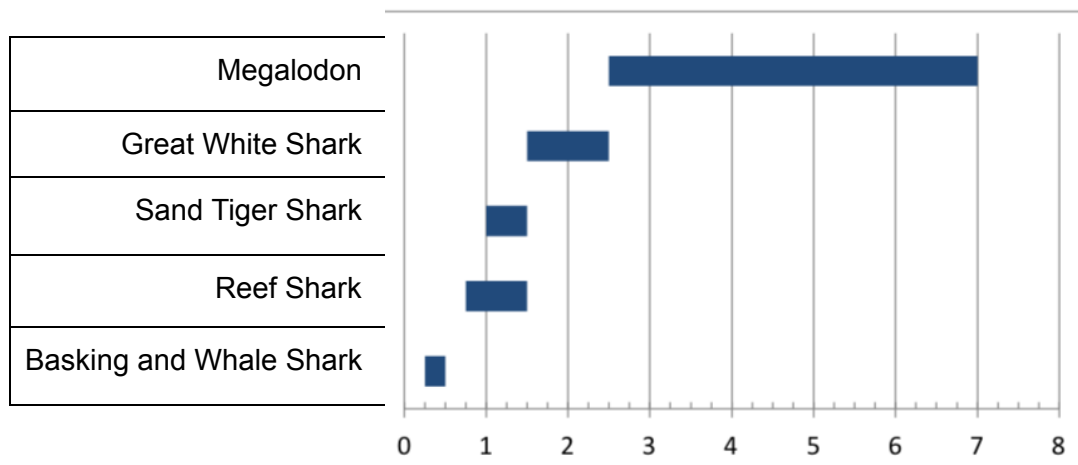
Create a line plot of the teeth you measured here. Make a title for this line plot.



What do you notice about the data?

Use this graph to figure out what kind of shark each tooth probably belongs to. Go back and label the teeth with which shark you think it is.

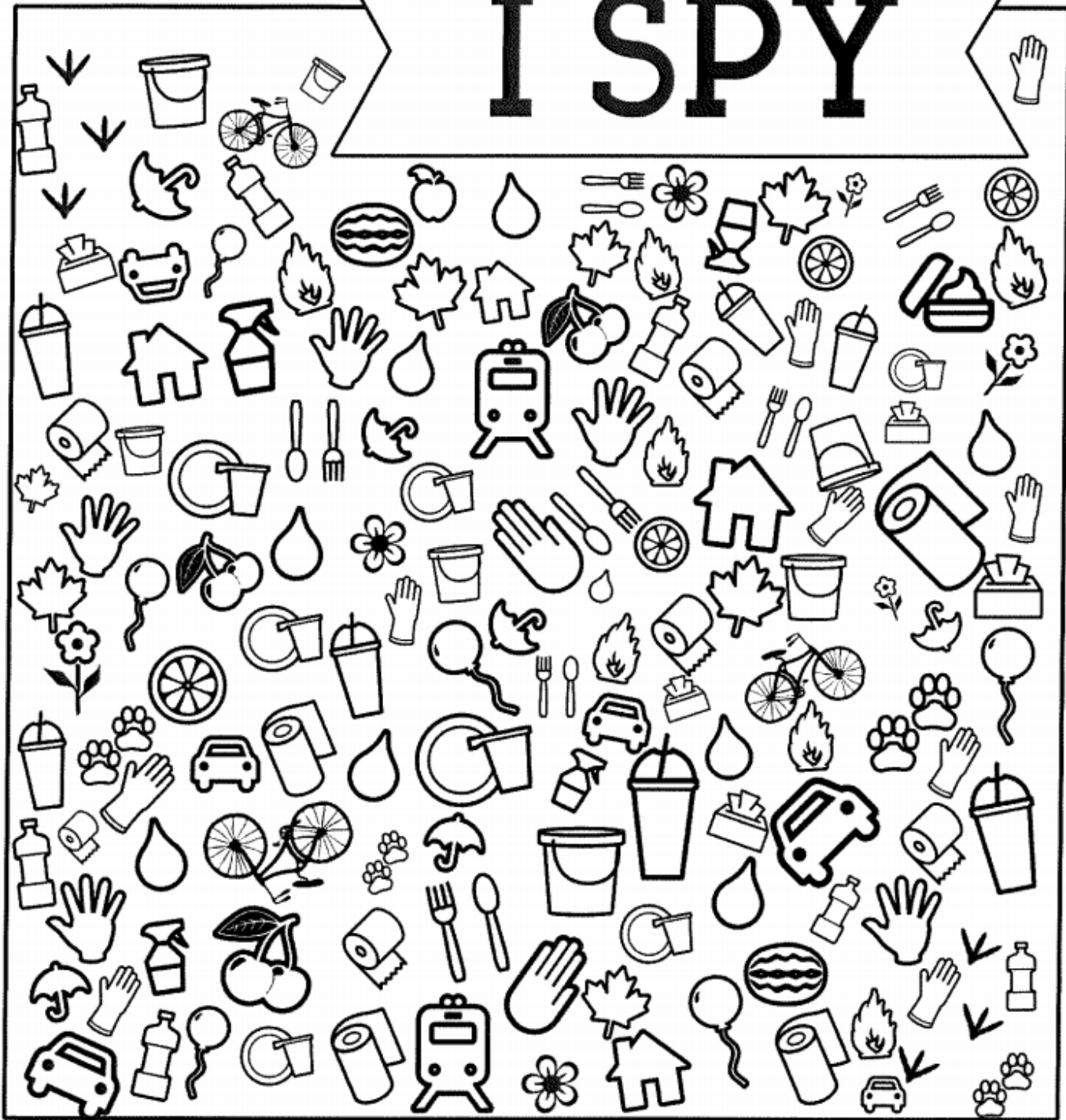
Range of Sizes of Shark Teeth (in inches)






























Tic-Tac-Toe!



I SPY



- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2  | 4  | 4  | 2  | 4  | 5  | 7  | 4  | 6  |
| 1  | 6  | 7  | 1  | 3  | 6  | 7  | 4  | 7  |
| 3  | 2  | 4  | 6  | 2  | 7  | 3  | 9  | 6  |

Harry Potter





**BELIEVE
IN YOURSELF**



Animal endangerment and its causes

By Gale, Cengage Learning, adapted by Newsela staff on 04.06.20

Word Count **520**

Level **590L**



The Siberian tiger is an endangered type of tiger. Three other types of tiger are already extinct. Photo from the public domain.

Sometimes living things die out completely and never come back. This has always happened.

It happens to plants, animals and other living things. When an entire species has completely died out, it has gone extinct.

Extinction happens as the world changes over very long amounts of time. It can happen after a big event. One example is an asteroid hitting Earth. An asteroid is a rocky object from space.

An asteroid hit the Earth about 65 million years ago. Many plants and animals did not survive or ever come back.

Diseases can also cause living things to die out.

Now, people may be causing extinction. Many scientists think our actions make some living things die.

Habitat Destruction

The place where an animal or plant lives is called its habitat. Many important habitats are being destroyed. People are putting buildings on areas that living things call home.

This means there are fewer forests, deserts and wetlands. Less space means living things have less food and water.

Pollution

also

harms

living

things.

For

example,

it can

change

rivers.

This

hurts

living things in the water and other ones that drink it.



Commercial Exploitation

People hunt animals for their meat. Animals are also used for clothing, medicine and art. Too much hunting leads to extinction.

Sometimes living things are collected or captured. People want to use them as pets or for trading. For example, many people illegally kill elephants. They do this because their ivory tusks are worth a lot of money.

This is against the law in many places. These activities still happen, though. It is impossible for the police to watch all of the places where these animals live. They cannot always catch the people doing it.

Introduced Species

Living things get used to the areas they live in. This is called being adapted. They adapt to a habitat over a long period of time. This means they are able to live in the climate and with other living things there.

Sometimes people bring new living things into an area. This causes problems. The new and old living things fight for food and shelter. It can lead to extinction.

Climate Change

Climate change harms living things. This happens in many ways.

There are many examples of climate change. Long, hot periods and too much or too little rain are all changes in our climate.

These things happen because Earth's temperature is getting warmer.

People burn fossil fuels for energy. This is one way to heat our homes and fuel our cars. Then, carbon dioxide goes into the air. This traps the Earth's heat. Then, it gets warmer.

Changes in Earth's temperature are hurting some living things. For example, some plants cannot grow in the oceans. Then, sea animals do not have food to eat. This means whales do not have sea animals to eat.

A billion animals caught in Australia's fires; some may go extinct

By Washington Post, adapted by Newsela staff on 01.16.20

Word Count **546**

Level **570L**



Image 1. Volunteer Sarah Price of wildlife rescue group WIRES, which is working to save and rehabilitate animals from the monthslong wildfire disaster in Australia, takes care of rescued kangaroos at her house on the outskirts of Sydney. Photo by: Saeed Khan/AFP via Getty

The dunnart lives on Australia's Kangaroo Island. The mouse-sized mammal is not well-known. Still, it may be the most special mammal in the area.

One-third of Kangaroo Island has burned. The island is still on fire. Before the fires, the dunnart was already endangered. Even some dunnart researchers had never seen one. Now they fear they never will. The whole area where these dunnarts are known to live has burned.

"The entire range of the species has been burned," said Rosemary Hohnen, an ecologist. She studies the Kangaroo Island dunnart. The mammal, she said, is in real danger of extinction.

Fires are sweeping across Australia. They are the worst to ever hit the continent. More than 1 billion animals may have been affected or killed, said the University of Sydney. Some of them are found nowhere else on Earth.

Bugs And Cattle Are Dying

Manu Saunders is an insect scientist. She said that many ecologically important animals could be lost. Even if individuals survive, their habitat could be gone. "They'll die anyway," she said.

Christopher Dickman is an ecologist. He said the loss may never be undone.

Then there are all the insects. Bugs serve as food, clear dead matter and spread the pollen of plants. Now, tens of millions of bugs are being burned alive. Some may vanish without ever being discovered.

Wild animals are not the only animals suffering. Thousands of cattle have been lost. The Australian government says 100,000 cattle will die in the fires.

Surviving animals will struggle in the burned land. They will have a hard time finding food or protection. They are also at risk of illness.

Dunnarts Are In Danger

On Kangaroo Island, conservationists worked hard to protect endangered animals. Now their efforts might be undone.

The situation looks bad for Kangaroo Island dunnarts. The mammal is quite rare. It has been detected just 48 times. Since 1990, they have only been seen in a small western pocket of the island, Hohnen said.

Kangaroo Island Land For Wildlife is a conservation group. It uses remote cameras to watch the dunnart. Its machines were "melted" by fires. Some photos of surviving dunnarts were caught, though.

After the fires end, Hohnen and other experts said surviving animals will need help. Vegetation will need to be replanted. Non-native predators must be removed.

Climate Change Needs To Be Addressed

Some also say there must be more government action on climate change.

Dickman said that scientists feel the world is watching Australia. The continent is quite dry. The effects of climate change were expected to appear there first. "There's a sense of even greater responsibility, in some ways," he said.

That responsibility should extend to the dunnart, Hohnen said. Even if it is not a national icon.

"Biodiversity is part of what makes planet Earth planet Earth. It's our heritage; it's our richness," she said.



Endangered Species: The marine otter

By Gale, Cengage Learning, adapted by Newsela staff on 04.20.18

Word Count **502**

Level **550L**



Image 1. Marine otters are sometimes called "sea cats." Photo from Wikimedia Commons.

The marine otter lives off the coast of South America. It is sometimes called the sea cat. It has a long body, a flat head and small ears. Its face is wide and has whiskers. The marine otter has short legs and webbed feet. Its shape makes it a great swimmer! Thick, shiny dark-brown hair covers its body.

These otters are not very big. They have a head and body length of 2 to 3 feet. That is not counting their tails. The tail adds another 12 inches.

Marine otters feed mostly on sea animals. They like crabs, clams and oysters. They swim on their backs and lay their catch on their chests. Then they use rocks to crack open the hard shells. The killer whale is the marine otter's main predator.

Marine otters mostly move around alone. Sometimes people see small groups in the wild, though. Marine



Marine Otter

Scientific Name: *Lontra felina*

Range: Coasts off of Argentina, Chile and Peru in South America

Type: Mammal

Length: 22 to 31 inches

Weight: 7 to 31 pounds

Diet: Carnivore (mainly shellfish)

Status: Endangered

Fun Fact:
The scientific name means "otter cat", and in Spanish, the marine otter is also often referred to as "gato marino," which means "marine cat"



otter babies are born in February or March. Usually, there are two, three or four pups in a litter.

Habitat And Population

The marine otter lives along the western coast of South America. That is where the land meets the Pacific Ocean. It is hard to know how many otters live there. They are usually seen alone.

Scientists think there are not many marine otters left in the wild. There might be as few as 2,000. There used to be many more.

Sea otters live in water all the time. But marine otters live on land. They live in rocky areas near the water. They feed along the rocky shores. The otters often live in caves near the seashore. Sometimes they live on docks or old boats.

These creatures like to live where rivers run into the ocean. They make short trips into the water to hunt for food. Sometimes they find their food in the ocean. Sometimes they swim up the river. Otters will swim far to find freshwater shrimp.

History And Conservation

For a very long time, there were many marine otters. That changed in the 1900s. People started hunting the otters. They wanted otter fur. The hunters killed nearly all of the marine otters. Now the marine otter is a protected species. However, illegal hunting continues. The protection laws are not enforced well. People break the law and do not get punished.



Today, the marine otter faces other dangers, too.

People are building more and more along the coast.

That means less land for the otters. Otters look for fish and oysters, just as people who fish for a living do. People and otters go fishing in the same places. So sometimes the otters get caught in fishing nets. They can die this way.

Water pollution also is a problem for the otters. Waste from factories and cities flows into the rivers and ocean. The marine otters drink the water. This polluted water is not good for them.

What we lose when animals become extinct

By National Geographic, adapted by Newsela staff on 01.28.20

Word Count **813**

Level **590L**



Image 1. An Asian elephant eating a watermelon at the Melbourne Zoo in Australia. Elephants are endangered because of habitat loss and poaching. Photo: Fir0002/Wikimedia

More than 31,000 species of animals and plants are in danger in 2020. A species is a group of organisms. They are very closely related. They are able to reproduce with one another.

These species are facing extinction. This warning comes from the International Union for Conservation of Nature (IUCN). The actual number of species in danger could be much higher. One report says that extinction threatens up to a million animal and plant species.

The Biggest Threat: Humans

Habitat loss is the biggest threat facing most animal species. It is caused by humans. We develop land for housing, agriculture and business. Fishing and hunting also threaten animal species.

Even if people do not destroy an animal's habitat completely, they can change the habitat. They change it so much that the animal cannot survive. For example, fences can change their habitat. They keep animals from freely moving for food.

Larger, global threats are a problem, too. For example, trade can spread disease around the world. Another threat is climate change. It will affect every species on Earth. All of these threats lead back to humans as the cause.

Threat: Disease

Since the 1980s, a fungal disease has harmed amphibians, especially frogs. The disease attacks the frog's skin. It ultimately stops its heart. Then, it leads to death.

The disease spread worldwide. It spread by human food and pet trading networks. More than 500 amphibian species were affected. Of these, 90 species may be extinct.

Threat: Invasive Species

An invasive species is a species of plant or animal. It is not natural to a certain place. It comes from a different place. Invasive species can harm the local species in their habitat.

Let's look at an example. The kagu is a blue-gray bird that is about the size of a chicken. It lives on an island in the South Pacific. In the 1700s, Europeans came to the island. They brought animals, like pigs, cats and rats. These were invasive species. They preyed on the kagus. Today, fewer than a thousand kagus survive.



Threat: Fragmentation

Fragmentation is the breaking up of large forested areas. They are broken into smaller areas of forest. These small sections are usually separated by roads or buildings. Fragmented land can change an animal's habitat.

One example is the dama gazelle. The gazelles were once widespread across the western Sahara in Africa. Now there are fewer than 300 damas. Their range is broken up by grazing lands for farm animals.

Threat: Habitat Loss

Butterflies can fly long distances. They feed on many types of flowers. Earlier in their lives, however, they are caterpillars. As caterpillars, they eat the plants they hatch on. When those plants are lost to buildings or farming, butterflies disappear.

Threat: Poaching

In the early 1900s, about 100,000 elephants lived in Asia. But poaching, or illegal hunting, has cut the number of elephants in half. Poachers kill elephants for their tusks. They also kill them for their meat and skin.

Threat: Deforestation

Deforestation is the process of clearing away forest. For tree-dwelling lemurs, there's no life without the forest. There's also no life without Madagascar. It's the lemurs' only home.

Yet Madagascar has lost 80 percent of its trees. This is due to human development. Thirty-eight lemur species are endangered.

On The Brink

Mammals are the most well-studied animals. According to fossils, only one mammal should go extinct every 1,000 years. But in the last 10 years, two mammals have gone extinct: one bat and one rat species. More than 200 mammals are endangered today.

Some reptiles, amphibians, fish and insects are also at risk of extinction. Extinction rates today are hundreds of times higher than they were in the past. Scientists say we're on the edge of a mass extinction.

The last mass extinction was 66 million years ago. An asteroid hit Earth. It killed the dinosaurs. But today, the cause of extinction is different. It is caused by human activities. These include logging, poaching, overfishing and many others.

What's Lost?

Here is a way to think of a species, whether it's an ape or ant. Each species is an answer to a puzzle. The puzzle is how to live on planet Earth. A species's genome is the answer to the puzzle. The genome is all of its DNA. It is a sort of a book of instructions. When the species dies, that book is lost. We are, in this way, destroying the library of life.

Can we recognize this? If so, maybe we can do something differently. Maybe we can create a time that preserves the rich and wonderful diversity of life.

Where do the turtles go?

By Highlights for Children, adapted by Newsela staff on 12.03.19

Word Count **545**

Level **480L**



Image 1. Adult green sea turtles eat mostly plants. But baby green sea turtles are meat eaters. Photo by: Alexander Vasinin via Wikimedia Commons

There are very few green sea turtles in the world. They are endangered. That means they might disappear forever. So they need to be kept safe.

Every summer, thousands of these turtles climb onto beaches. Mother turtles dig holes. Each mother lays 100 or more eggs. Next, they cover their nests. Then the mother turtles swim away.

Two months later, the eggs open. Baby turtles crawl out. They are only 2 inches long. The babies go into the sea. They do not return until they are as large as dinner plates. No one knew where they went to grow up.

Baby Turtles Like To Eat Seagrass

Kim Reich says we need to know where these little turtles go. Then we can keep them safe. Ms. Reich studies sea animals. She wants to find out where the baby turtles go when they swim into the ocean.

Karen Bjorndal is Ms. Reich's teacher. She studies turtles. She works near a large island in the Bahamas. Lots of seagrass grows near the island. Many young sea turtles go there. They eat and live there.

Green turtles are the only sea turtles that eat plants. Their name might come from what they eat. The turtle's shells are yellow and brown. But underneath, the turtles have green fat. They eat green water plants. This might turn their fat green.

Scientists Read The Turtles' Shells

Every year, Ms. Bjorndal and Alan Bolten go to the Bahamas. Mr. Bolten is another sea turtle scientist. They catch turtles. They count them. Then, they send them back into the ocean.

Between 2002 and 2004, the two scientists caught 44 green sea turtles. They cut off a small part of their shell coverings. The covering is called a scute.

After a turtle's scute forms, it does not change. Scientists can "read" what the scute is made of. That tells them what kinds of food an animal ate as each part grew.

Reich tested the scute samples. She found that baby green sea turtles eat other animals. They eat animals from the open ocean. This is the part of the ocean not near the shore. It is huge.

But Where Do They Eat Meat?

There are seven types of sea turtles. Only one type eats meat as a young turtle. These are called loggerhead turtles. Very young loggerheads eat jellyfish. They also eat other small sea animals. They do this in the open ocean. Scientists were not sure where the green sea turtles ate meat.

"We knew where the little loggerheads were," Ms. Reich says. She looked at bits of green-turtle scute. Ms. Reich looked at pieces of loggerhead scute. They had the same makeup. This means the baby turtles were doing the same kind of things. They were in the same kind of places.

Finding A Way To Keep Green Sea Turtles Safe

The plant-eating green sea turtles were not eating plants. They were eating animals. They were in the open sea. Later, the green sea turtles switched to eating plants.

We now know baby green sea turtles are in the open ocean. But the open ocean is a big place. Ms. Reich's work might help scientists to see where baby green sea turtles live. Then we can keep them safe.

Two zoos are saving African animals

By Associated Press, adapted by Newsela staff on 08.06.18

Word Count 378

Level 380L



Image 1. A mother giraffe walks with young giraffes at the Audubon Species Survival Center in New Orleans, Louisiana, June 20, 2018. About a year after moving into spacious new digs in New Orleans, African animals are doing just what officials from two zoos had hoped: being fruitful and multiplying. Photo: AP Photo/Gerald Herbert

NEW ORLEANS, Louisiana — In Louisiana, a program is saving African animals. Last year, it gave the animals a new home. Now, there is a baby boom! The animals are having babies — and lots of them. Three baby giraffes have been born. There are also seven baby antelopes. Another antelope will have a calf soon.

The animals are living at the Species Survival Center. It is at the Audubon Nature Institute. The center is in New Orleans. It is trying to save endangered animals.

More Quiet Than A Zoo

The area is closed to visitors. It is a lot quieter than a zoo. The animals also have a lot more room, said Michelle Hatwood. She is in charge of the center.

The first baby animals were born last year. There are seven baby antelope. Two are sand-colored. They are sable antelope. Two others are shy eland. And, another two are striped. Those are bongo antelope. There is also one yellow-backed duiker.

Another sable antelope will have a baby soon.

Three Baby Giraffes

Three giraffes have also had babies. All of them are boys.

The two older boys hang out. Sometimes, they huddle closely together. The youngest giraffe tags after the big kids.



Only one species did not have a baby yet. The animal is called the okapi. It has black and white striped legs. The okapi is the giraffe's only living relative, said Ms. Hatwood.

Both sable babies are males. Right now, they are tan. When they grow up, they will be black. Their faces will be white with a black stripe. They will also have long horns and a mane.

The eland hide out in the trees. They blend into the branches.

Keeping Bongo Alive

The bongos are the Eastern bongo. They are very endangered. The animals had died out in the wild. Zoos kept them alive. Now, 100 Eastern bongo live in Kenya, Ms. Hatwood said. Kenya is a country in Africa.



The Audubon Center is lucky, Ms. Hatfield said. It has plenty of space. There is room for many different kinds of animals.

Quiz

- 1 Finish the sentence below.
- One MAIN idea of the article is that:
- (A) Endangered animals living in New Orleans are having a lot of babies.
 - (B) There are three baby giraffes living at the Species Survival Center.
 - (C) Visitors aren't allowed at the Species Survival Center.
 - (D) The Eastern bongo species is very endangered.
- 2 What is the MAIN idea of the section "Giraffes Look Like One Animal With Two Heads"?
- (A) There are two baby giraffes at the center that like to stand close together.
 - (B) There are no okapi babies living at the center.
 - (C) Many animals at the center are pregnant with babies.
 - (D) Different types of baby animals are living at the center.
- 3 Which section gives information about how long some African animals are pregnant?
- (A) introduction [paragraphs 1-2]
 - (B) "Room To Roam"
 - (C) "Giraffes Look Like One Animal With Two Heads"
 - (D) "Zoos Kept Bongo Alive"
- 4 What is the overall structure of the article?
- (A) sequence of events
 - (B) compare and contrast
 - (C) problem and solution
 - (D) order of importance

At Home Activities

Use the following chart for ideas for activities that you can try at home. Pick five different exercises to complete, once you have done all five repeat them for three rounds. Be sure to start with a warm-up to get your muscles ready for movement and end with a cool down and stretches to avoid soreness. Once you're done, think about all the activities you did. Circle the activities you enjoyed and star the activities that were challenging. Be sure to try all the activities before repeating.

Vertical Jump Jump as high as you can for 30 seconds. Repeat.	Fitness Intervals 10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups	Cardio Day 10 Jump rope 10 Mountain climbers 10 Boxing punches (use both arms) 10 Step-ups	Balance Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides	Core Challenge Plank 10 seconds 10 crunches 10 sit ups Repeat 5 times with no rest!	Frog Sit-Ups Sit down with your knees bent and soles of your feet touching with knees spread. Do a sit-up touching your heels and lower back down.	Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat.
Reverse Lunges to Front Kicks Do a reverse lunge and transition into a front kick with the same leg. 10 then switch. Do at a good pace.	Boat Pose Hold Boat Pose three times for 15 seconds	10 Chair Squats Stand about six inches in front of a chair. Squat until your buttocks barely touches the chair and stand back up.	Jab, Jab, Cross Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.	Abs! 10 knee to elbow planks 10 crunches 10 superman poses	Fish Pose Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds.	Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roofs Repeat 3x
Kick City 10 side kicks 10 front kicks 10 back kicks	Scissor Jacks As you jump, scissor your legs each time. When your right leg is in front, raise left arm. Left leg in front, raise right arm. 4 sets of 10	Paper Plate Planks In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	10 Squat Kicks Complete a normal squat, as you are standing kick your right leg forward. Repeat on the left leg	Yogi Squat Pose  Hold for 30 seconds rest and repeat.	10 Star Jumps Jump up with your arms and legs spread out like a star. Rest and repeat.	Shuffle, Cross Shuffle three times to your right then punch across your body with your left hand. Repeat in the opposite direction. Repeat 10x.
Flutter Kicks Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.	Bridge Pose Lie on your back; place your hands and feet on the ground. Push your stomach up towards the sky. 	10 Shuffle Squat Take 4 shuffle steps to your right and squat, then take 4 shuffle steps to your left and squat.	10 Lunges with a Hook Complete a side lunge with a cross-hook punch. Do 10 on each side.	Power Knees Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.	Plank Jacks In plank position move your feet in and out like when performing a jumping jack for 30 seconds. Repeat 10 times.	10 Half Burpees Start in a push-up position; jump both feet forward into a squatting position and jump back out into pushup position.
Walk Down Superman Walk your hands down to your feet and out until you're flat on your stomach then complete a superman. Walk your hands back to your feet & repeat 10 times.	Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	Tabata Jump squats 20 seconds of work 10 seconds of rest 8 rounds	10 Fly Jacks Done like a normal jumping jack except bring your arms to the side to form a T. Open & close your arms in front as you move your feet.	10 High Knee Twists Bring your knee to your opposite elbow and switch. For a challenge add a hop when switching sides.	Happy Baby Pose  Straighten your legs for an added challenge.	Wall Sit Find an empty space on the wall and pretend to be sitting in a chair. Hold for 30 seconds. Repeat two more times.