

6th – 8th grade • English Level 2

Learning PACKET #3



Theme: Australia

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 **Ronnie Grace**
in collaboration with Aaron Johnson and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.

Social Studies

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface. (Geography Location and Place)
 SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. (Human Environment Interaction)

English Language Arts

LA 6.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
 LA 6.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
 LA 6.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
 LA 6.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.
 LA 6.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
 LA 6.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

Science Standards and Cross-Cutting Ideas

SC.6.9 Growth, Development, and Reproduction of Organisms SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.
 SC.6.12 Weather and Climate SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate

Art

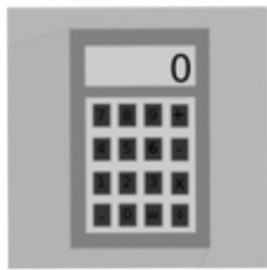
FA 8.2.1 Students will use the creative process (glossary) to investigate and communicate personal voice in artwork.
 FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.

Physical Education

PE.6.1.2 Performs a variety of invasion and field game skills and activities with competency.
 PE.6.1.4 Performs a variety of target game skills and activities with competency.
 PE.6.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.
 PE.6.3.2 Engages in physical activity

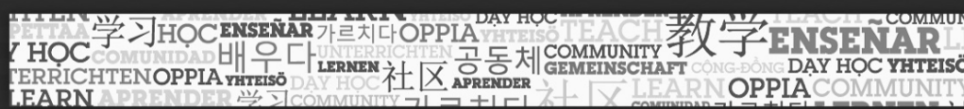
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Theme: Australia

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August 15th, 2020

Dear Families:

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

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

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

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

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

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

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- In this packet, your child will be “traveling” to a different country and learning about their culture, environment, geography, language, currency, sports, and art. For this packet, the country we will focus on is Australia. Your child will practice comparing Mexico to the United States and thinking about how Australia’s culture is different than their own. The vocabulary words they will learn are:
 - outback
 - tropical
 - kangaroos
 - koalas
 - emu
 - platypus
 - coral
 - rainforest
 - habitat
 - rugby

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,

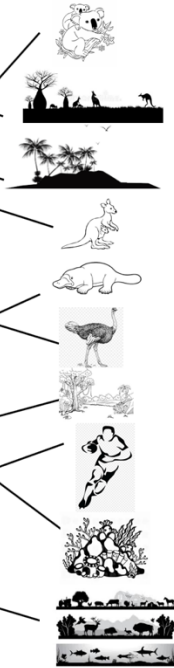
Kara Mitchell Viesca, PhD
Associate Professor of Language Education
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Answer Keys

Vocab Day 1

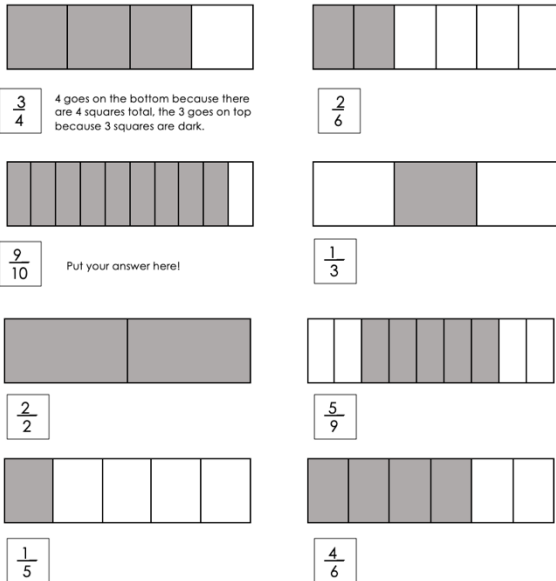
- outback – a large area in Australia that does not have a lot of people, and is very dry
- tropical – a hot environment with lots of sun and water
- kangaroos – animals that jump on their feet to move and that hold their babies in pockets on their stomach
- koalas – soft animals that live in trees and eat lots of leaves
- emu – a large bird that can be bigger than some humans, and uses its feet to move
- platypus – an animal that has a tail, has lots of fur, but legs eggs and has the feet and nose like a duck
- coral – colorful formations that are found in the water, and fish live in
- rain forest – an area with lots of trees, rain, and Different plants and animals
- rugby – a sport that is like football, but people can use their feet, and they don't throw the ball as much
- habitat – the type of place where different animals and plants live



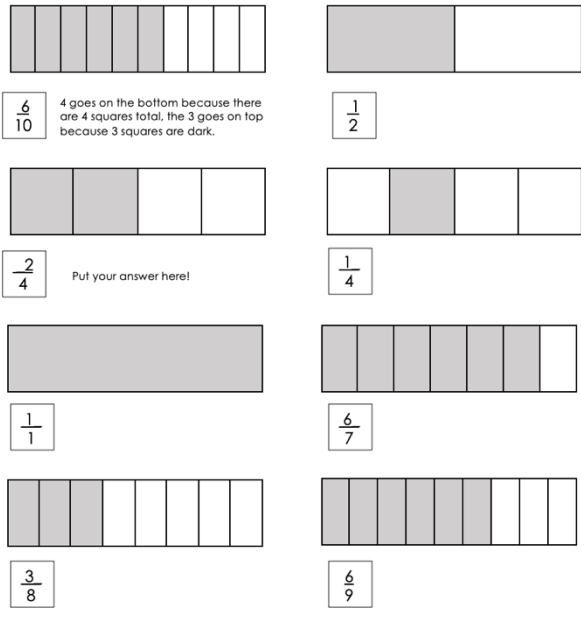
Day 2 Vocab

- A **platypus** looks a lot like a duck with fur.
- Rugby** is a sport that is a lot like football.
- I saw a cute soft **koala** hanging out in the tree.
- It's really dry out in the **outback** so nobody can live there.
- Different animals live in different **habitats**.
- In the ocean, fish live in **coral** and they stay there to be safe.
- Baby **kangaroos** live in pockets on their mom's stomach.
- The North part of Australia is warm and rainy because it has a **tropical** climate.
- I saw the large **emu** bird running around.
- Lots of different plants live in the **rain forest** because it is warm and wet.

Day 2 Math Answers



Day 3 Math Vocab Answers



Kimberly has a bag of rocks in her bag, she has 18 rocks TOTAL. 6 of her rocks are BLUE. Write a fraction that shows how many of her rocks are BLUE.

Answer: $\frac{6}{18}$

Ahmed has a long piece of wood that he needs to use. He cut the wood into 8 small pieces. He is going to use 4 of the pieces. Draw a picture and write a fraction to show how much of the wood Ahmed is going to use.



Answer: _____

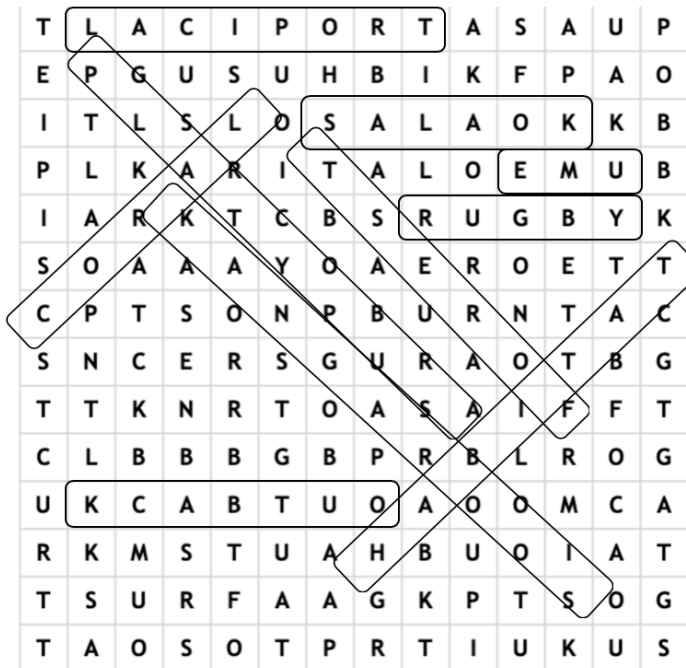
Roman had a bug candy bar. He cut the candy bar into 4 pieces. He gave 3 pieces of the candy bar to his friends. Draw a picture and write a fraction to show how much the candy bar Roman gave away to his friends.



Answer: _____

Anderson has 12 pencils TOTAL. 9 of his pencils are RED, because that is his favorite color! Write a fraction to show how many of his pencils are RED.

Answer: $\frac{9}{12}$



Vocab Day 4



Share your learning!

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

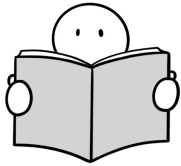
We'd love to see what you've done with this packet!



Instructions Key



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



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



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



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

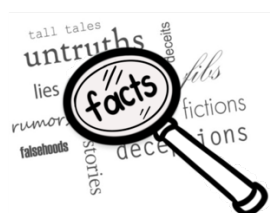
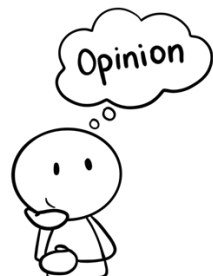

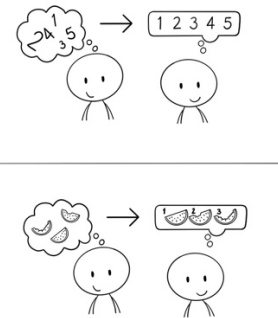



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

Thinking Skills Glossary

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

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



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



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



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



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

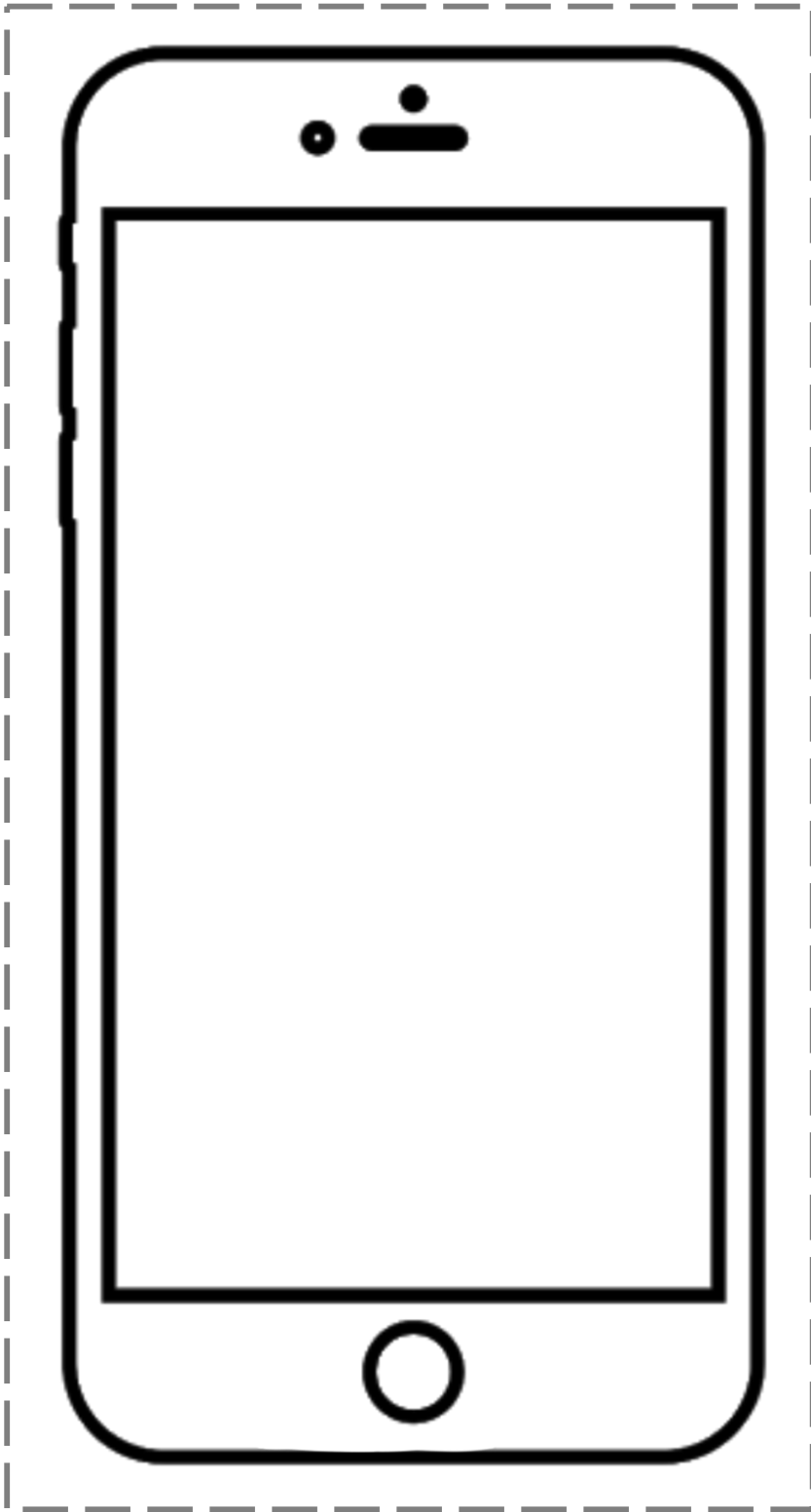


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada








Day 1

Traveling to Australia!

This week, we will be traveling to Australia and learning all about what life is like there! Before we go, we need to get ready! When you go to new countries, you have to have a passport. Here is your passport!

On your passport, you need to:

1. Write your name, birthday, place where you were born, and today's date
2. Draw a picture of yourself
3. You can color your passport if you want to!

Name: _____	<h1>Passport</h1>
Birthday: _____	
Birthplace: _____	
Today's date: _____	
<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <p>Draw a picture of yourself</p>	Around the world

Now it's time to get ready to leave!

Vocabulary You Need to Know

Before we go, there are some we need to know so we can learn a lot in Australia! Below, there is a list of words and what they mean.

Here is what you need to do:

1. Read the words and what they mean.
2. Try to match the pictures with the words and what they mean!
3. Draw a line to match the pictures with the words.
4. Look at the example if you need help!

1. outback – a large area in Australia that does not have a lot of people, and is very dry

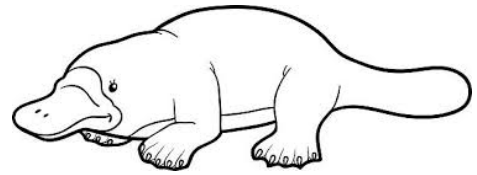
2. tropical – a hot environment with lots of sun and water

3. kangaroos – animals that jump on their feet to move and that hold their babies in pockets in their stomach

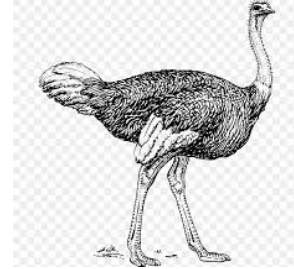
4. koalas – soft animals that live in trees and eat lots of leaves



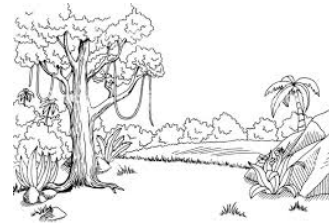
5. emu – a large bird that can be bigger than some humans, and uses its feet to move



6. platypus – an animal that has a tail, has lots of fur, but lays eggs and has the feet and nose like a duck



7. coral – colorful formations that are found in the water, and fish live in



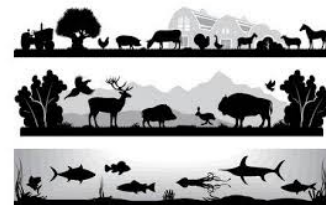
8. rain forest – an area with lots of trees, rain, and different plants and animals



9. rugby – a sport that is like football, but people can use their feet, and they don't throw the ball as much

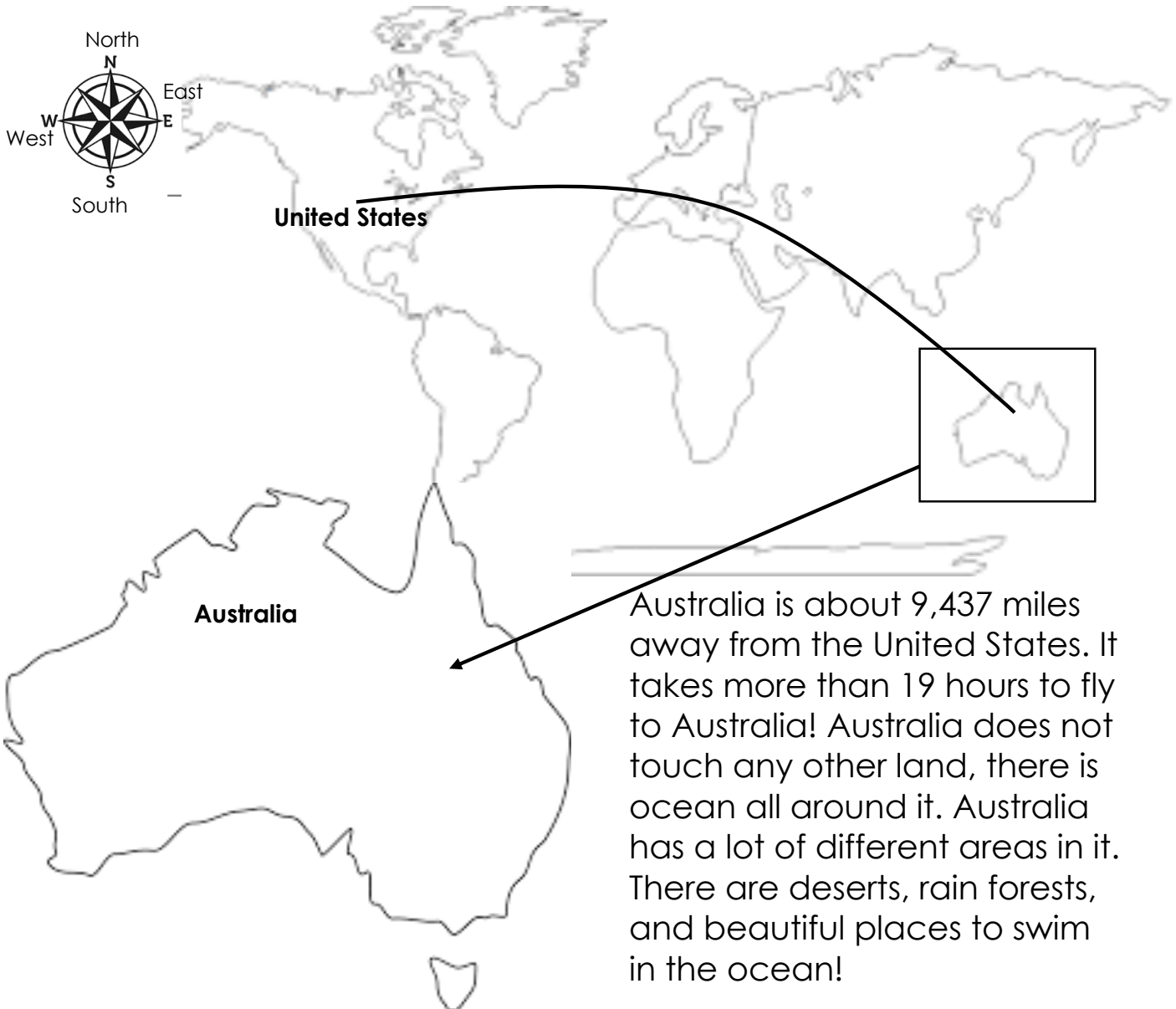


10. habitat – the type of place where different animals and plants live



Where in the World Are We?

Now that you know the important vocabulary, we are going to look at where we are at in the world, and learn some interesting facts about Australia.



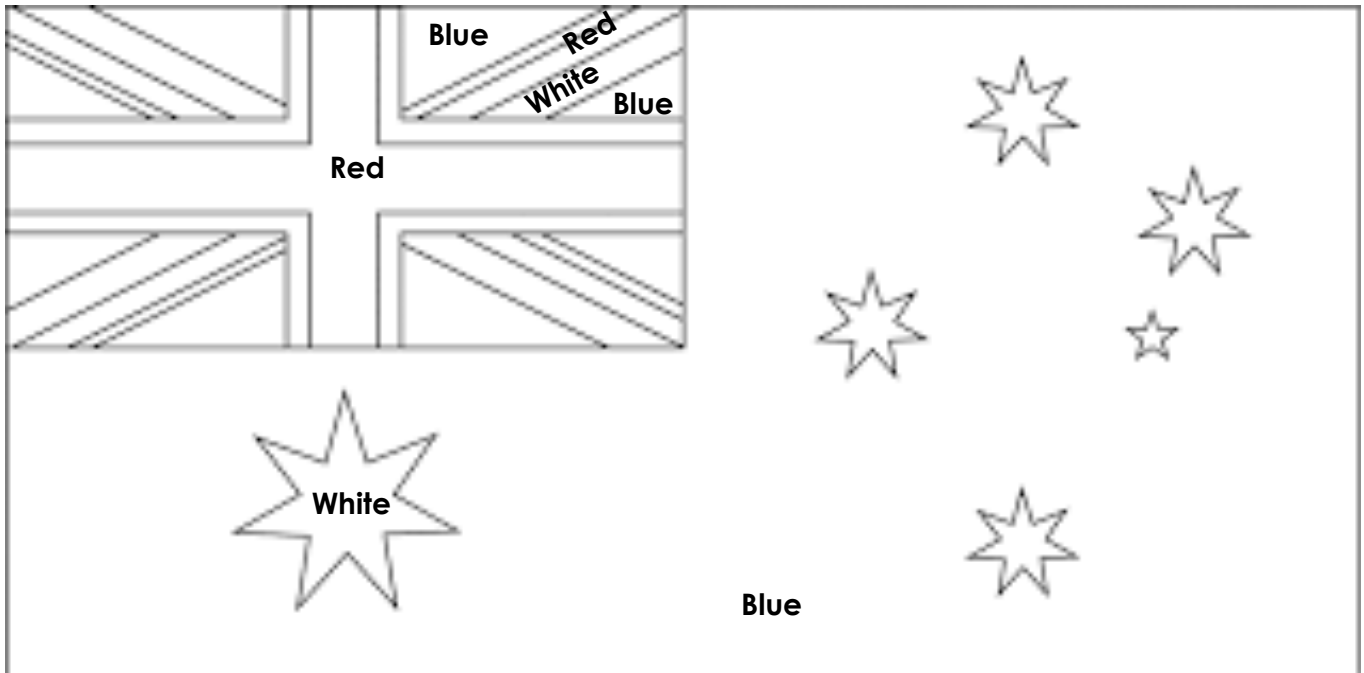
What directions do you have to go to get to Australia? (North, South, East, West)?

You have to write 2!

(To get to Australia you have to go _____ and _____.)

Australia's Flag

Below is a picture of Australia's flag. It is very important to the people in Australia. Read about what the colors on the flag mean and then color in the flag! Make it look really good! 😊



What do the parts of the flag mean?

Red, Blue, and White Symbol – The history of the British people going to Australia and helping start it as a country.

Big White Star – The 7 points on the star represent the 7 states in Australia.

5 Small White Stars – The special stars in the sky that you can only see from the South part of Australia.

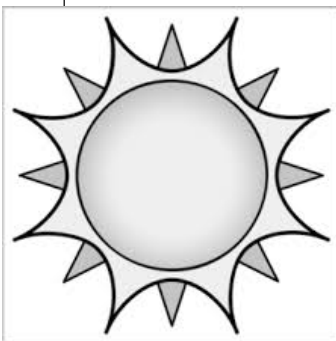
Pack Your Suitcase!

Read about what the climate is like in Australia. After you are done reading, you will pack your suitcase with all of the clothes you think you will need for your trip. Then, you will write about what you packed and why.

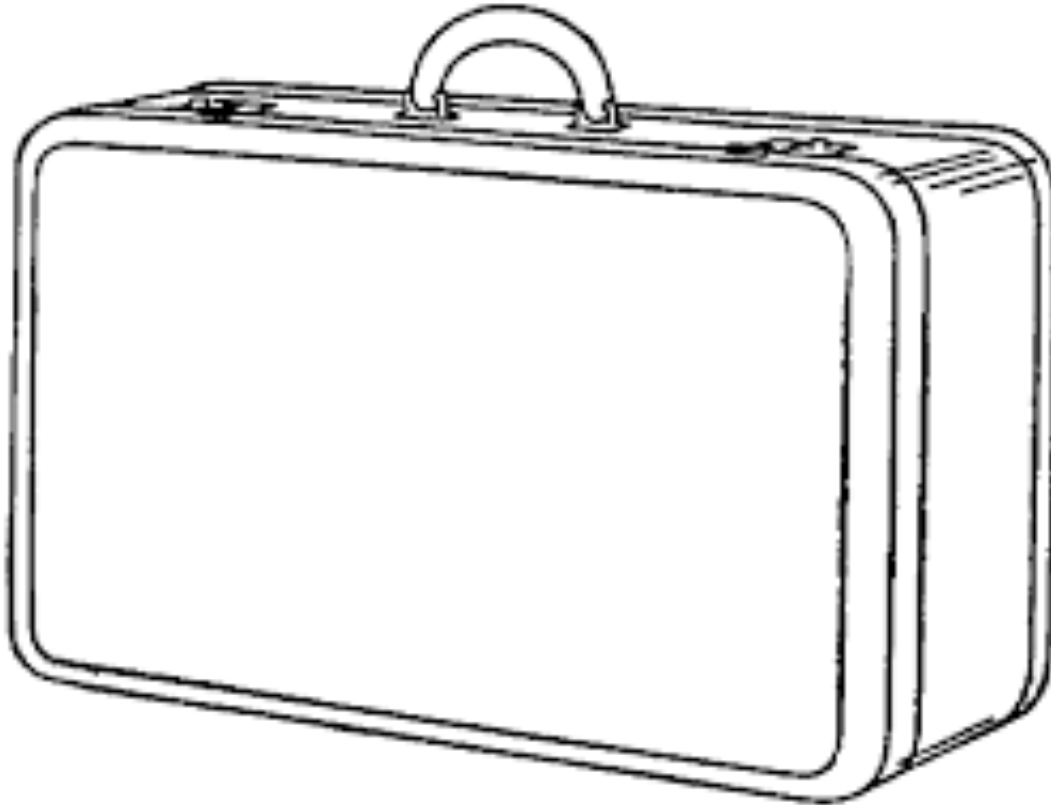


Australia's Climate

The climate in Australia is different in the different areas of Australia. Also, the climate changes a lot because it is surrounded by water, and the water and wind can affect the climate of Australia. In the North, it is warm and it rains a lot. In the middle of Australia, is a large desert where not many people live. It is very dry here. In the Southwest, the climate is perfect. It is warm in the summer, and cool in the winter. The weather is very comfortable in the Southwest!



Now that you have read about Australia's climate, think about what you would pack in your suitcase. Draw the clothes you would bring, then answer the questions below!



1. What clothes did you bring and why?

(I brought _____ because _____.)

2. What clothes did you NOT bring and why?

(I did not bring _____ because _____.)

What do you know? What do you want to learn?

This chart has 2 parts. First, write down what you already know about Australia. It can be ANYTHING that you already know. Then, write down what you want to learn about Australia. You can write down ANYTHING that you want to learn!

What do you KNOW about Australia?	What do you want to LEARN about Australia?
<ul style="list-style-type: none">• There are koalas in Australia.•••••	<ul style="list-style-type: none">• What kind of sports do they play in Australia?•••••

Let's go to Australia!



Day 2

Vocabulary Review

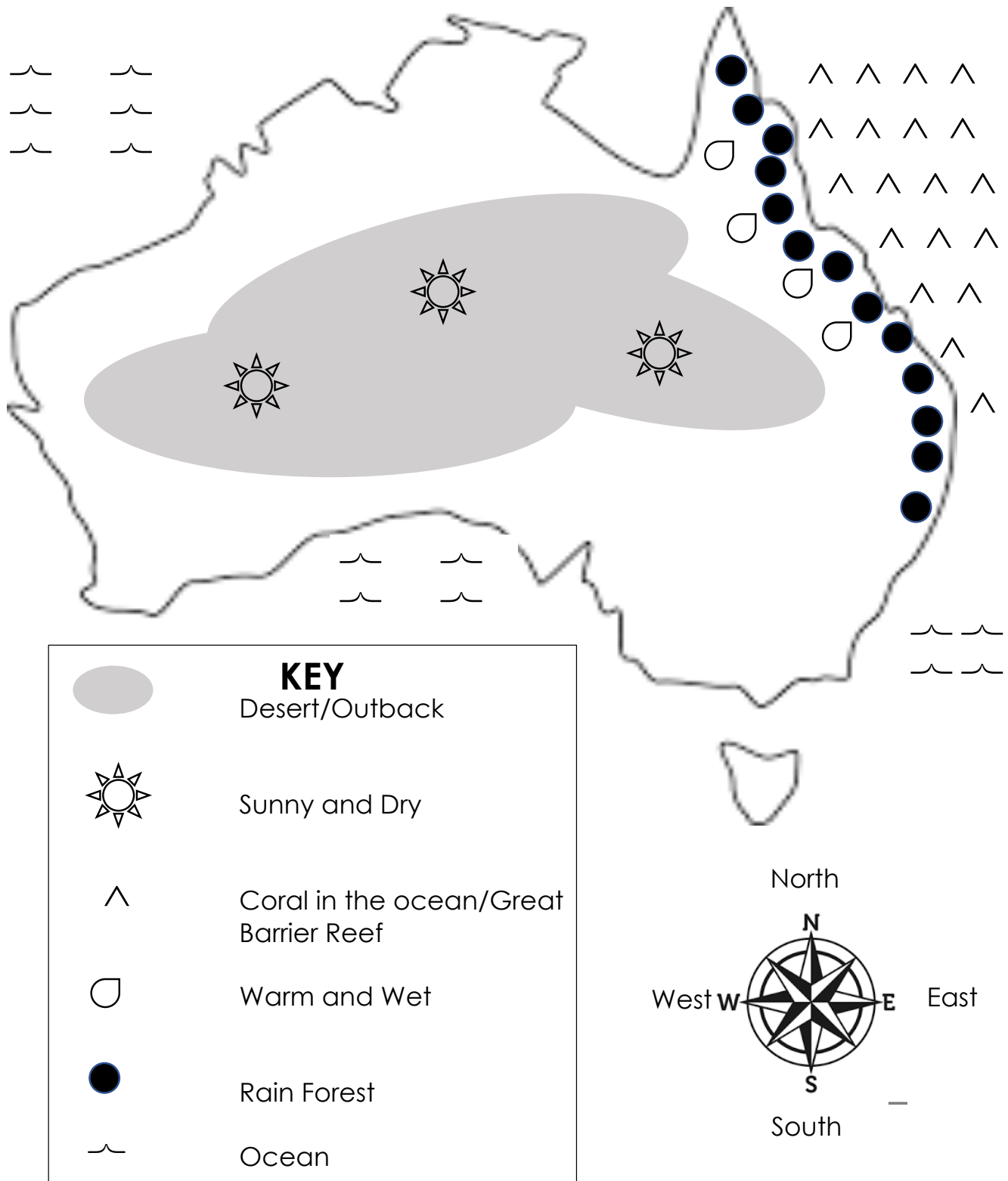
Read the following sentence and pick which vocabulary word fits best in the sentence. You will use the vocabulary words in the box. You will only use them one time! 😊

outback	tropical	kangaroos
koalas	emu	platypus
coral	forest	rugby
	habitat	

1. A _____ looks a lot like a duck with fur.
2. _____ is a sport that is a lot like football.
3. I saw a cute soft _____ hanging out in the tree.
4. It's really dry out in the _____ so nobody can live there.
5. Different animals live in different _____.
6. In the ocean, fish live in _____ and they stay there to be safe.
7. Baby _____ live in pockets on their mom's stomach.
8. The North part of Australia is warm and rainy because it has a _____ climate.
9. I saw the large _____ bird running around.
10. Lots of different plants live in the _____ because it is warm and wet.

Australia's Geography

Look at the map below. Use the KEY to understand what the land is like in Australia. Then, answer the questions about Australia.



Geography Questions

Answer the questions the best you can. Make sure you use complete sentences with CAPITAL LETTERS and end marks (. ! ?).

1. If you wanted to see lots of plants, what part of Australia would you go to? The Great Barrier Reef, the Outback, or the Rain Forest? Why do you think that?
(If I wanted to see a lot of plants I would go to _____ because _____.)

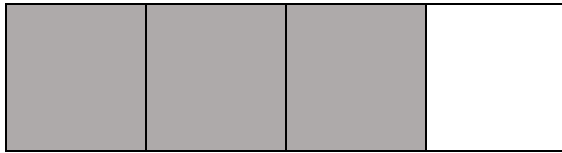
2. Why do you think the edges of Australia are not desert? Why do you think the desert is only near the middle of Australia?
(I think the edges of Australia are not desert because _____.)

3. What kind of animals do you think you would find in the Outback? Why?
(I think _____ live in the Outback because _____.)

4. What kind of animals do you think you would find in the Great Barrier Reef? Why?
(I think _____ live in the Great Barrier Reef because _____.)

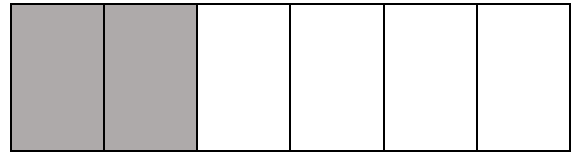
Math Practice

Today we will be learning about fractions. Fractions are numbers that are not whole. They represent a part of something. Look below at the example, and then practice writing your own fractions!

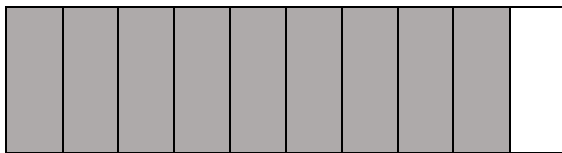


$$\frac{3}{4}$$

4 goes on the bottom because there are 4 squares total, The 3 goes on top because 3 squares are dark.



$$\frac{2}{6}$$

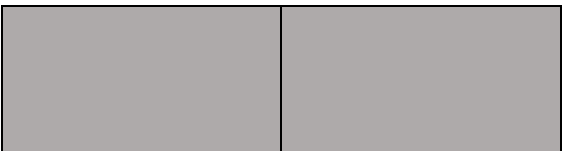


$$\frac{-}{-}$$

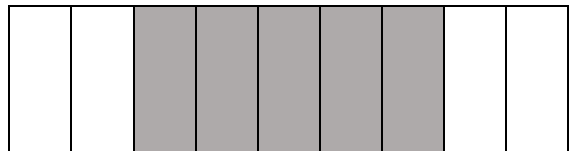
Put your answer here!



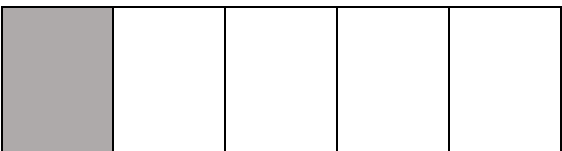
$$\frac{-}{-}$$



$$\frac{-}{-}$$



$$\frac{-}{-}$$



$$\frac{-}{-}$$



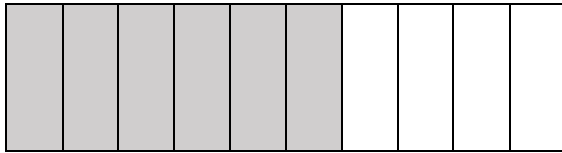
$$\frac{-}{-}$$



Day 3

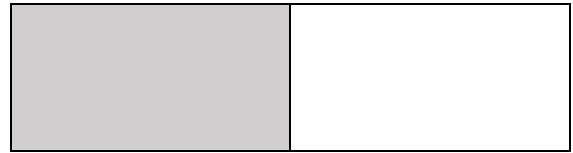
Math Practice

Today we will be learning about fractions. Fractions are numbers that are not whole. They represent a part of something. Look below at the example, and then practice writing your own fractions!



$$\frac{6}{10}$$

4 goes on the bottom because there are 4 squares total, The 3 goes on top because 3 squares are dark.



$$\frac{1}{2}$$



—

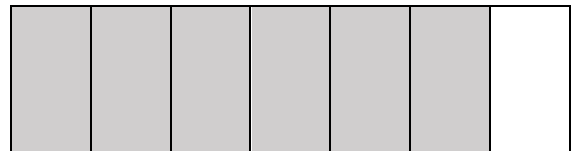
Put your answer here!



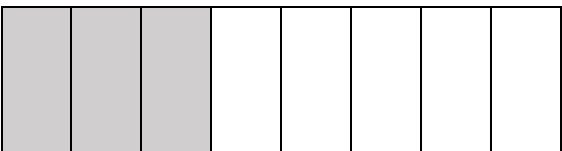
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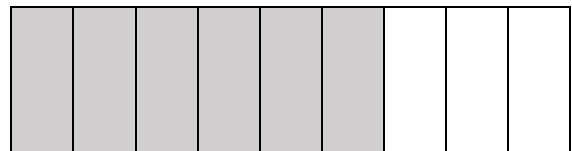
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Kimberly has a bag of rocks in her bag, she has 18 rocks TOTAL. 6 of her rocks are BLUE. Write a fraction that shows how many of her rocks are BLUE.

Answer: _____

Ahmed has a long piece of wood that he needs to use. He cut the wood into 8 small pieces. He is going to use 4 of the pieces. Draw a picture and write a fraction to show how much of the wood Ahmed is going to use.

--	--	--	--	--	--	--	--

Answer: _____

Roman had a bug candy bar. He cut the candy bar into 4 pieces. He gave 3 pieces of the candy bar to his friends. Draw a picture and write a fraction to show how much the candy bar Roman gave away to his friends.

--	--	--	--

Answer: _____

Anderson has 12 pencils TOTAL. 9 of his pencils are RED, because that is his favorite color! Write a fraction to show how many of his pencils are RED.

Answer: _____

Rugby vs. Football

Today you will read about a popular sport in Australia called Rugby. It is really similar to football in the United States. You will read about both sports, and then write down what is the same and what is different. After that, you will write full sentences!

Rugby



Rugby

Rugby is played with 2 teams of 15 players. Each team tries to get the rugby ball from their side of the field to the other team's goal area. Players get 5 points if they get the ball to the other team's goal area. They get 2 points if they kick the ball through the air into the other team's goal post. Each Rugby game has 2 parts. Each part is 40 minutes, with a 10-minute break in between them. On the team, you can run with the ball, kick it, and pass it, but you cannot pass the ball in front of you, only behind you. A lot of players pass the ball without throwing it. You can tackle players so they don't make it to your team's goal area!

Football

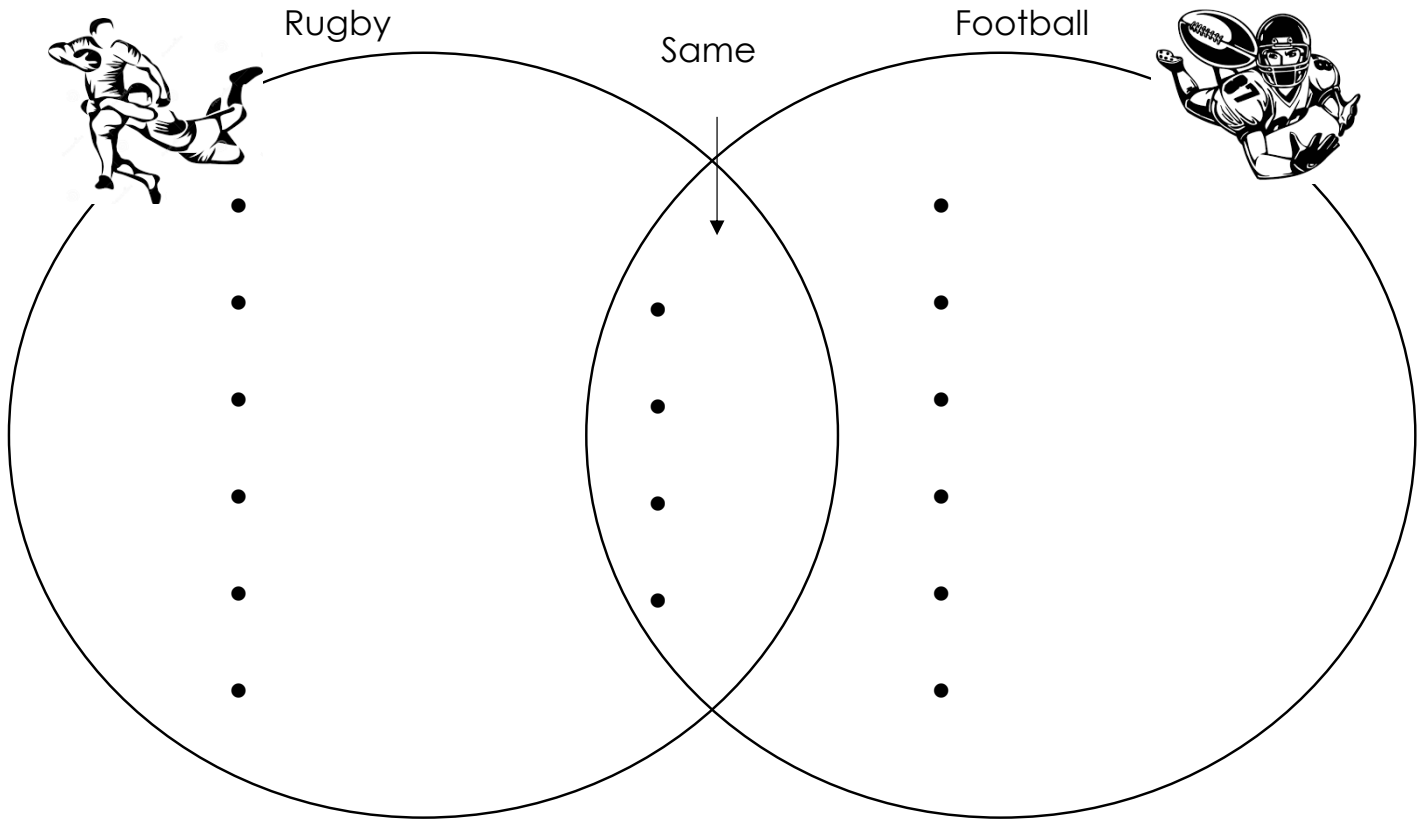


Football

Football is played with 2 teams of 11 players. Each team tries to get the football from their side of the field to the other team's goal area. Players get 6 points if they get the ball to the other team's goal area. They get 1 extra point if they kick the ball through the air into the other team's goal post. Each football game has 4 parts. Each part is 15 minutes, with 2 minutes between each part. On the team, you can run with the ball, or pass the ball. You can ONLY pass in front of you, you cannot pass behind you. You can tackle players so they don't make it to your team's goal!

Rugby vs. Football

Now, you will write down what you learned about rugby and football, and what is the same about them!



Now Write Some Sentences!

How are rugby and football the same?

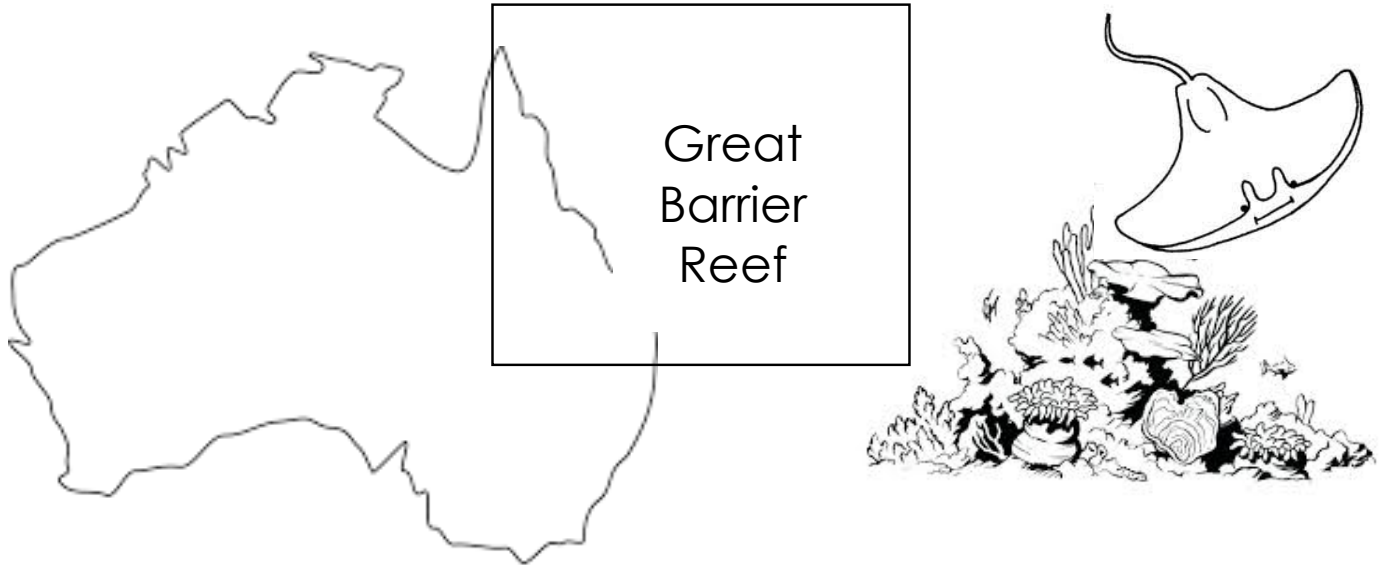
(Rugby and football are the same because _____.)

How are rugby and football different?

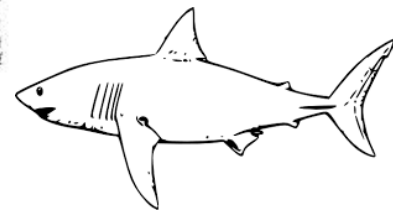
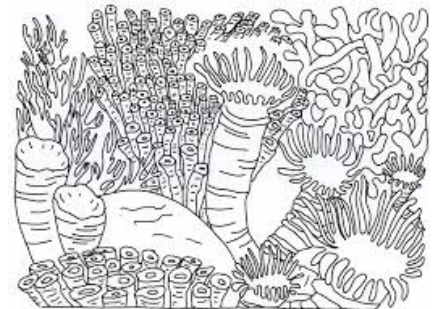
(Rugby and football are the same because _____.)

Great Barrier Reef

Now we are going to read about the Great Barrier Reef in Australia! Read about the Great Barrier Reef, and then draw a picture of what you think the Great Barrier Reef looks like!

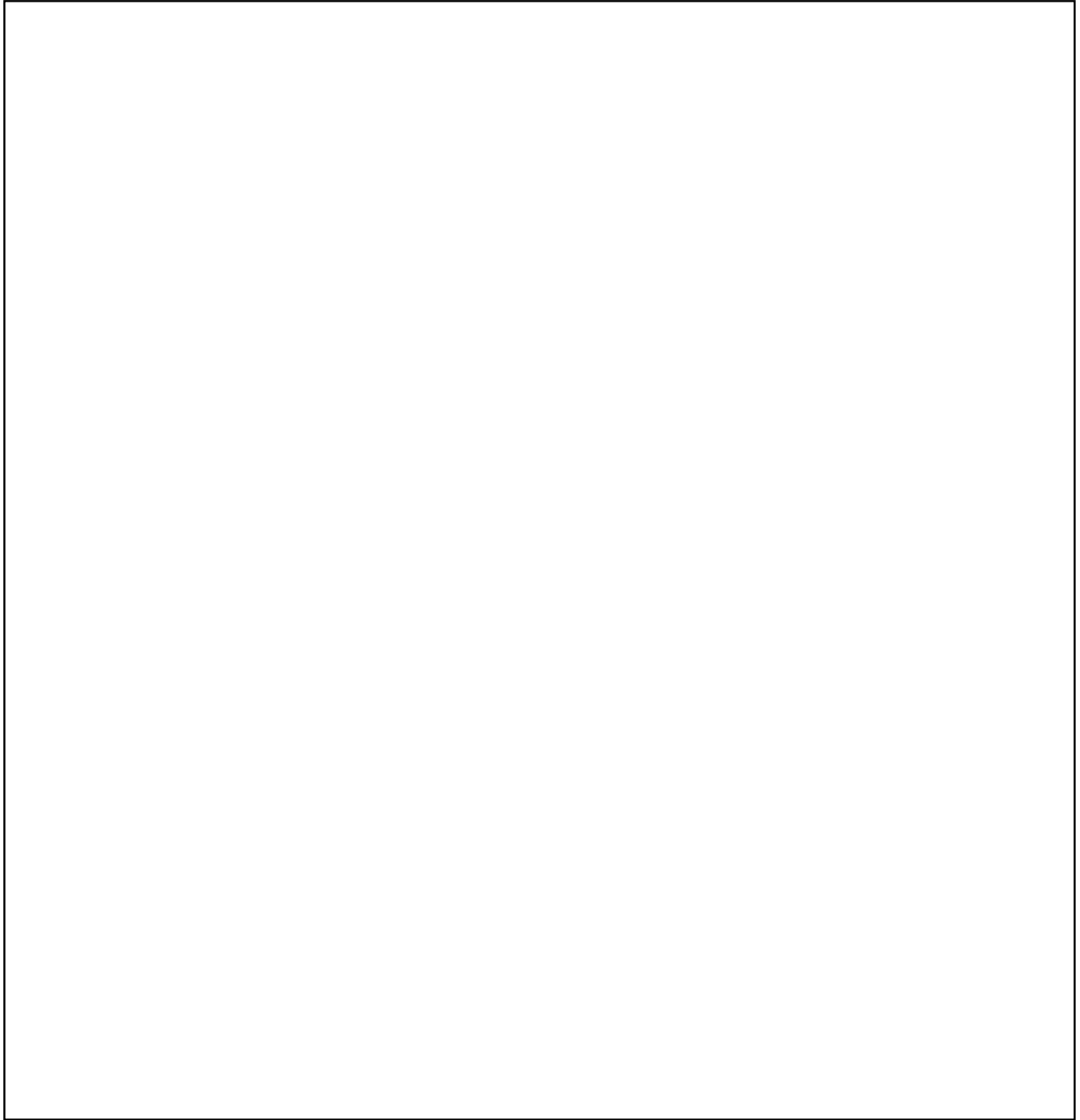


The Great Barrier Reef is located in the ocean. It is located by the Northeast part of Australia. The Great Barrier Reef is very big! It is about 1,400 miles long! It is so big, that it can be seen, under the water, from outer space! The great barrier reef is made up of lots of different types of coral. Coral is made by the animals that live in the Great Barrier Reef. These animals are called Coral Polyps. There are lots of different types of animals in the Great Barrier Reef. There are over 1,500 types of colorful fish, 411 different types of coral, 134 types of sharks and sting rays, and 6 types of turtles! It is one of the most special places to visit in the world!!



Your Turn!

Now, you will draw what you think the Great Barrier Reef looks like! Be creative and use lots of color! Have fun with it! 😊





Day 4

Vocabulary Review

Find all the vocab words hidden in the puzzle! Try your best!

T	L	A	C	I	P	O	R	T	A	S	A	U	P
E	P	G	U	S	U	H	B	I	K	F	P	A	O
I	T	L	S	L	O	S	A	L	A	O	K	K	B
P	L	K	A	R	I	T	A	L	O	E	M	U	B
I	A	R	K	T	C	B	S	R	U	G	B	Y	K
S	O	A	A	A	Y	O	A	E	R	O	E	T	T
C	P	T	S	O	N	P	B	U	R	N	T	A	C
S	N	C	E	R	S	G	U	R	A	O	T	B	G
T	T	K	N	R	T	O	A	S	A	I	F	F	T
C	L	B	B	B	G	B	P	R	B	L	R	O	G
U	K	C	A	B	T	U	O	A	O	O	M	C	A
R	K	M	S	T	U	A	H	B	U	O	I	A	T
T	S	U	R	F	A	A	G	K	P	T	S	O	G
T	A	O	S	O	T	P	R	T	I	U	K	U	S

outback
koalas
forest

tropical
emu
rugby
coral

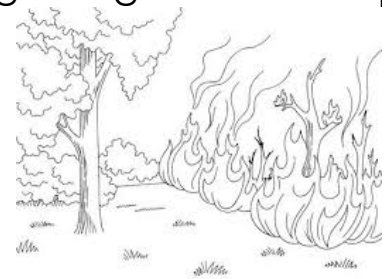
kangaroos
platypus
habitat

Wildfires in Australia

Read about the wildfires that have been happening in Australia, and then answer the questions about what you read!



A wildfire is a large fire that is in a forest. Forests have lots of trees and plants, so fires move really fast. Because the fires move so fast, wildfires get very big. They can burn a whole forest before they are stopped! In the spring of 2020, there were big wildfires in Australia. In total, about 46 million acres of land was burned, almost 6,000 buildings were destroyed, and 34 people died. People think the wildfires were started by lightning that hit trees, or fires started by people that got too big for them to control. Almost all of Australia was affected in some way by the fires. Land was burned, and there was smoke in the air in lots of parts of Australia. Today, the fires are gone, and people are trying to get back to normal.



1. What do you think happened to the animals that lived in the forests?
(I think _____.)

2. How do you think that people got the fires to stop?
(I think people got the fires to stop by _____.)

3. How do you think people could stop wildfires from happening again?
(People could stop wildfires from happening again by _____.)

Australian Outback

Now we are going to read about the Outback in Australia! Read about the Outback, and then draw some pictures and answer some questions about what you read!



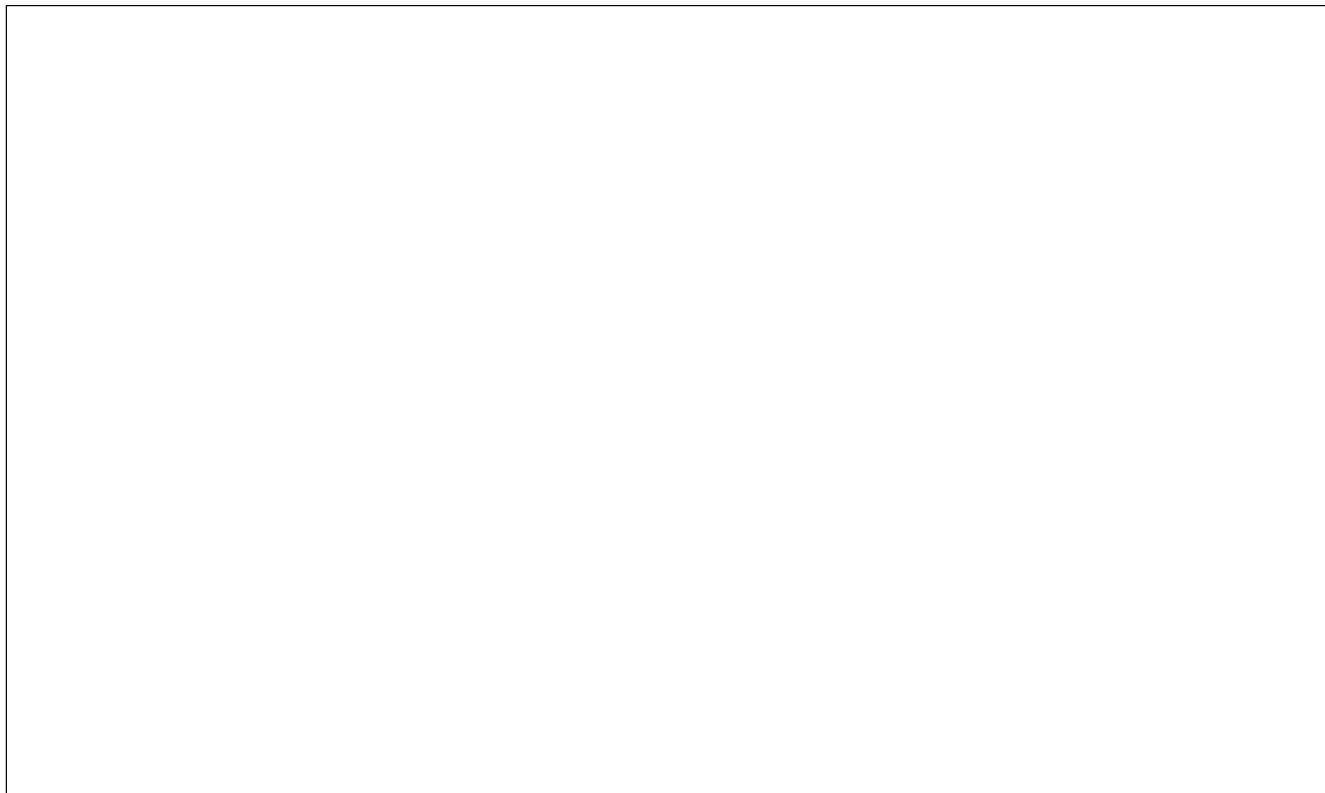
The Outback is located in central Australia. That means, it is located in the middle of Australia. The outback has lots of different climates. Some areas of the outback are tropical, and have nice temperatures. But, a lot of the outback is hot and dry. Not a lot of people live in the outback. Instead, it is made up of natural land. That means that humans don't do a lot to the land. Animals use the land for food and plants grow there by themselves, without the help of humans. Australia actually has the largest Savanna Forest region in the whole world! Lots of different animals live in the outback. Kangaroos, Dingoes (wild dogs), and Emus are some of the most common. Wild horses and Cockatoos can also be seen! There is always something fun to see in the Outback!



Cockatoo

Your Turn!

Now that you have read about the Outback, draw a picture of yourself in the Outback! Draw all of the different animals and plants you think you might see! Then, answer the questions below!



1. What do you think you would like better – the Outback or the Great Barrier Reef? Why?

(I would like _____ better because _____.)

2. What would you be most excited to see if you went to the Outback? Why?

(I would be most excited to see _____ because _____.)



Day 5

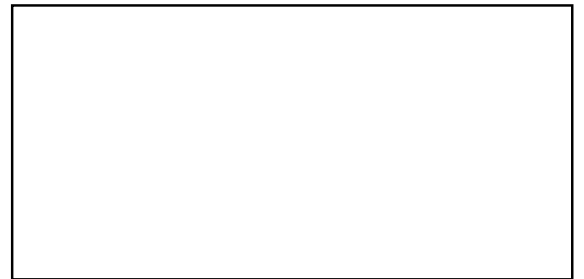
Vocab Practice

Write sentences with your vocabulary words. Then, draw a picture of the sentence you wrote!

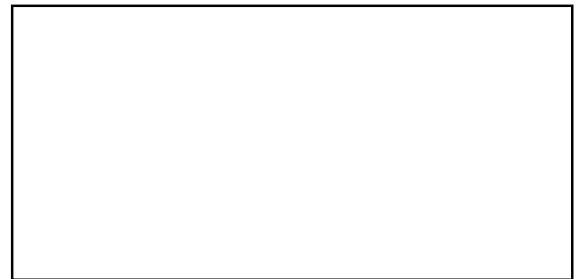
outback: _____



tropical: _____




kangaroos: _____



koalas: _____



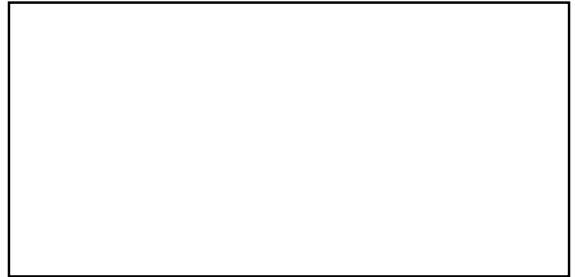
emu: _____



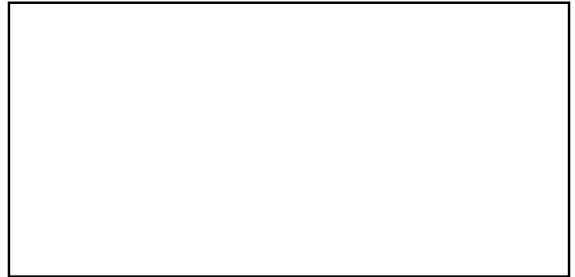
platypus: _____



coral: _____



rain forest: _____



rugby: _____

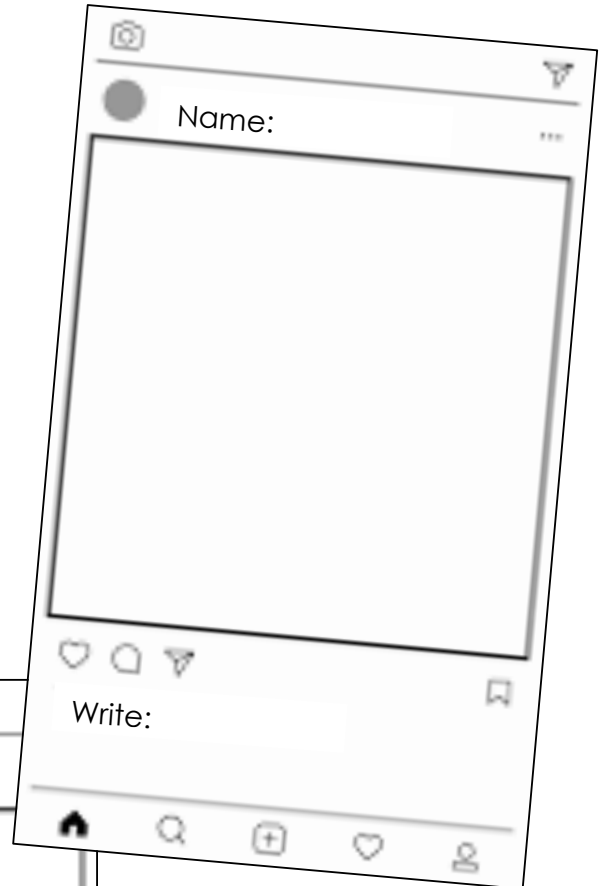
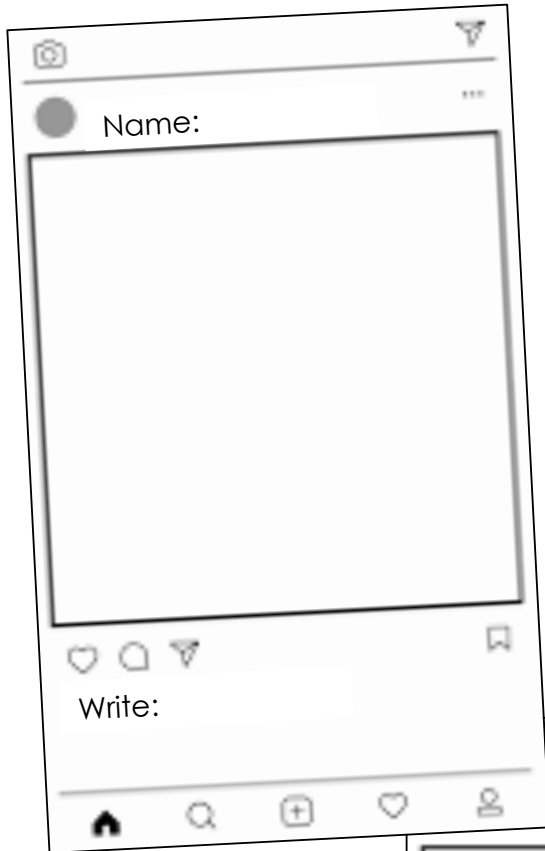


habitat: _____



What did you Learn in Australia??

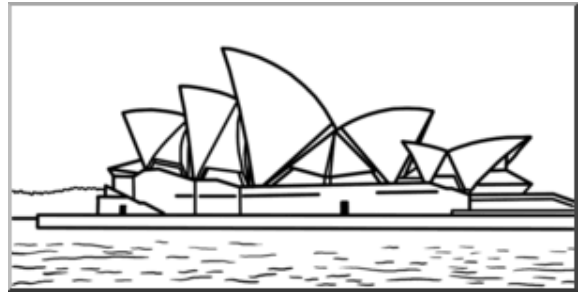
Create 3 Instagram Posts about 3 different places you visited in Australia and what you learned! Be sure to write about what you learned about the places you visited! 😊



The Sydney Opera House

Read about the Sydney Opera House in Australia. Then, complete the activity below! 😊

The Sydney Opera House was built in 1973, and it is located in Sydney Australia. It is an important building in Australia and looks very unique. That means it is the only building that looks the way it does.



The Opera House is a place where lots of artists perform. Some of the people who perform are famous singers, actors, or musicians.






Millions of people go to the Sydney Opera House each year to watch people perform. There are lots of rooms in the Opera House. The largest room can hold almost 3,000 people. The Opera House is on the edge of Sydney and is close to the water. It is a very beautiful place.

Now, it is your turn! Write a song about what you learned in Australia! If your song is good enough, it could be sung at the Sydney Opera House!

Goodbye, Australia!

Congratulations! You have now finished your trip to Australia! You can now add this stamp from Australia onto your passport! Color it and make it look beautiful!! We will be traveling to a new country next week, so get ready!

Countries Visited		Countries Visited	
 Mexico	 Vietnam		
 Australia			

Countries Visited		Countries Visited	



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:

