<table>
<thead>
<tr>
<th>Time</th>
<th>Academic Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Explore animals and their habitats at the San Diego Zoo</td>
</tr>
<tr>
<td>Creative</td>
<td>Write a paragraph about your favorite animal</td>
</tr>
<tr>
<td>Time</td>
<td>Challenge book: Habitats</td>
</tr>
<tr>
<td>Morning</td>
<td>Habitats and their features</td>
</tr>
<tr>
<td></td>
<td>Read and discuss a scientific article</td>
</tr>
<tr>
<td></td>
<td>Create a habitat sort</td>
</tr>
<tr>
<td></td>
<td>Illustrate animals using materials</td>
</tr>
<tr>
<td></td>
<td>Write a paragraph about the scientific article</td>
</tr>
<tr>
<td></td>
<td>Create a habitat sort</td>
</tr>
<tr>
<td></td>
<td>Into the scenes</td>
</tr>
<tr>
<td></td>
<td>Solve word problems and connect to your neighborhood</td>
</tr>
<tr>
<td></td>
<td>Write a note on your neighborhood</td>
</tr>
<tr>
<td></td>
<td>What are some things that you do in your neighborhood?</td>
</tr>
<tr>
<td></td>
<td>Use the worksheets for elapsed time and living things</td>
</tr>
<tr>
<td></td>
<td>Readworks: LIVING THINGS</td>
</tr>
<tr>
<td></td>
<td>Monday (Reading/Math)</td>
</tr>
<tr>
<td></td>
<td>Thursday (Reading/Math)</td>
</tr>
<tr>
<td></td>
<td>Wednesday (Social Studies)</td>
</tr>
<tr>
<td></td>
<td>Tuesday (Science)</td>
</tr>
<tr>
<td></td>
<td>Friday (Reading/Math)</td>
</tr>
</tbody>
</table>

Lesson Plan (2nd-3rd)

Habitat Week

Explore different habitats. Make a list and compare them. "Where can you find..." Sort and color a habitat. Make an elapsed time problem and solve it.

Use the worksheets in agreements (reading/math).

Resources: Supplemental in environments-over-time: http://kids.nationalgeographic.com

Deserts

Search for "Mystery Science" where can you find "You can find..." Make a habitat sort.

Forest Animals

Create a habitat sort.

Ocean Animals

Write a note on your neighborhood. What are some things that you do in your neighborhood? Use the worksheets in agreements (reading/math).

Lesson Plan (2nd-3rd)

Habitat Week

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Create a habitat sort.

Ocean Animals

Write a note on your neighborhood. What are some things that you do in your neighborhood? Use the worksheets in agreements (reading/math).
Living Things and Their Habitats

Ecology is about nature and life. It is about the relationships between living things and their environment. Someone who studies ecology is an ecologist. An ecologist studies living things and the way they relate to their surroundings.

This toad is part of an ecosystem. An ecosystem is like a habitat where an organism lives, but it includes many habitats plus the nonliving systems that support them. In an ecosystem, each living thing depends on other living and nonliving things for survival. Insects find shelter and food on trees and in moss. The toad finds those insects and eats them. The toad depends on rainfall to supply a place to lay eggs. One day, maybe a snake will eat the toad. These are the kinds of things ecologists like to think about!
The bee is attracted to the flower's bright color. The bee eats the flower’s sweet nectar. The flower is also full of pollen. Pollen is a substance that looks like dust. When the bee buzzes off, it carries some of the flower’s pollen away on its feet and wings. To make seeds, flowers must share their pollen with other flowers. Flowers do not have hands or feet or any other way to get their pollen to other flowers. So, they depend on bees and other insects to spread it for them. The bee needs the flower in order to survive. The flower needs the bee and other insects in order to survive. These are perfect examples of the kind of relationships ecologists like to study.

The bee needs the flower in order to survive.
1. What does an ecologist study?

2. Describe how bees and flowers depend on each other to survive. Support your description with details from the text.

3. In an ecosystem, each living thing depends on other living and nonliving things to survive. Give one example from the text that shows this.

4. What is the main idea of this text?
5. The author of this text includes two main examples to show relationships between things in an ecosystem. Why might the author have included these examples?
A habitat is a place where an animal or plant lives and grows. A habitat is part of an ecosystem where lots of different animals and plants live.
Many plants and animals live in a desert habitat. Deserts are dry. Deserts get very little rain. Deserts can be very hot.

---

Many plants and animals live in an ocean habitat. Ocean water is very salty.
Many plants and animals live in a forest habitat. Forests are filled with trees.

Many plants and animals live in a lake habitat. Lakes can be filled with fresh or salty water and are surrounded by land.
Many plants and animals live in a mountain habitat. Mountains are very tall and steep.

mountains

Many plants and animals live in a grassland habitat. Grasslands are flat and grassy.

glosslands
Many plants and animals live in a river habitat. Rivers are filled with fresh water that cuts across land.

river

Many plants and animals live in a pond habitat. Ponds are pools of fresh water.

pond
Complete the table by filling in the elapsed times.

<table>
<thead>
<tr>
<th>Start Time</th>
<th>End Time</th>
<th>Elapsed Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 A.M.</td>
<td>10:30 A.M.</td>
<td>2 hours and 30 minutes</td>
</tr>
<tr>
<td>10:00 P.M.</td>
<td>11:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>2:00 P.M.</td>
<td>5:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>12:30 P.M.</td>
<td>7:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>4:00 A.M.</td>
<td>11:00 A.M.</td>
<td></td>
</tr>
<tr>
<td>3:00 P.M.</td>
<td>9:30 P.M.</td>
<td></td>
</tr>
<tr>
<td>4:30 P.M.</td>
<td>6:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>12:00 A.M.</td>
<td>12:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td>1:30 P.M.</td>
<td></td>
</tr>
</tbody>
</table>
Complete the table by filling in the elapsed times.

<table>
<thead>
<tr>
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</tr>
</thead>
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<td>2 hours and 30 minutes</td>
</tr>
<tr>
<td>10:00 P.M.</td>
<td>11:30 P.M.</td>
<td>1 hour and 30 minutes</td>
</tr>
<tr>
<td>2:00 P.M.</td>
<td>5:00 P.M.</td>
<td>3 hours</td>
</tr>
<tr>
<td>12:30 P.M.</td>
<td>7:00 P.M.</td>
<td>6 hours and 30 minutes</td>
</tr>
<tr>
<td>4:00 A.M.</td>
<td>11:00 A.M.</td>
<td>7 hours</td>
</tr>
<tr>
<td>3:00 P.M.</td>
<td>9:30 P.M.</td>
<td>6 hours and 30 minutes</td>
</tr>
<tr>
<td>4:30 P.M.</td>
<td>6:00 P.M.</td>
<td>1 hour and 30 minutes</td>
</tr>
<tr>
<td>12:00 A.M.</td>
<td>12:00 P.M.</td>
<td>12 hours</td>
</tr>
<tr>
<td>1:00 P.M.</td>
<td>1:30 P.M.</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

Super Teacher Worksheets - www.superteacherworksheets.com
**Going to the Movies**

**Attack of the 50ft Turnip** plays at 7:10. It is now quarter to seven. How long before the movie starts?


It takes 30 minutes to drive to the movie theater. They Saved Frankenstein’s Lunch begins playing at ten after 1. What is the latest you can leave home?


Mikey Mongoose begins at 2:35. It ends at 4:05. How long is the movie?


You and your friend meet at the movie theater to see Flying Ninja Toenails of Death. You arrive at 5:40. Your friend arrives at 6:12. How long did you wait for your friend to arrive?


Nuthouse Rocks begins at 5:20. It is 1 hour and 50 minutes long. What time does the movie end?
ANSWER KEY

Going to the Movies

Attack of the 50ft Turnip plays at 7:10. It is now quarter to seven. How long before the movie starts?

**25 minutes**

It takes 30 minutes to drive to the movie theater. They Saved Frankenstein's Lunch begins playing at ten after 1. What is the latest you can leave home?

**12:40**

Mikey Mongoose begins at 2:35. It ends at 4:05. How long is the movie?

**1 hour 30 minutes**

You and your friend meet at the movie theater to see Flying Ninja Toenails of Death. You arrive at 5:40. Your friend arrives at 6:12. How long did you wait for your friend to arrive?

**32 minutes**

Nuthouse Rocks begins at 5:20. It is 1 hour and 50 minutes long. What time does the movie end?

**7:10**

Super Teacher Worksheets - www.superteacherworksheets.com
Woodland Habitat

Rainforest Habitat
- Anaconda
- Orang Utan
- Parrot
- Gorilla
- Toucan
- Tree Frog

Pond Habitat
- Turtle
- Snail
- Goldfish
- Frog
- Dragonfly
- Catfish

Polar Habitat
- Arctic Fox
- Polar Bear
- Walrus
- Penguin
- Moose
- Seal

Beach Habitat
- Pile worm
- Oyster
- Seastar
- Clams
- Hermit crab
- Crab

Ocean Habitat
- Shark
- Octopus
- Seahorse
- Lobster
- Dophine
- JellyFish

Desert Habitat
- Gila
- Black Widow
- Camel
- Rattlesnake
- Ostrich
- Eagle
**Grassland Habitat**

- Rhinoceros
- Zebra
- Lion
- Hippopotamus
- Elephant
- Giraffe

**Woodland Habitat**

- Skunk
- Red Squirrel
- Rabbit
- Porcupine
- Hedgehog
- Mole

**Mountain Habitat**

- Bear
- Mountain Lion
- Raccoon
- Mountain Goat
- Fox
- Deer
# WITS Writing Bingo!

**Writers in (and out of) the Schools!**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>10 things you remember</td>
<td>An encouraging note</td>
<td>ABC scavenger hunt</td>
<td>Pet for president</td>
<td>Two objects come to life</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>8</strong></td>
<td><strong>9</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>A letter to someone</td>
<td>Interview</td>
<td>Acrostic poem</td>
<td>Things that make you feel calm</td>
<td>The next chapter</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td><strong>12</strong></td>
<td><strong>13</strong></td>
<td><strong>14</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>A letter to your favorite food</td>
<td>Headline from an imaginary newspaper</td>
<td>Free Space</td>
<td>A note to your favorite animal</td>
<td>Secret code</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td><strong>17</strong></td>
<td><strong>18</strong></td>
<td><strong>19</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td>Alternate lyrics</td>
<td>Recipe of what you know</td>
<td>Write a riddle</td>
<td>Make a comic!</td>
<td>An appreciation</td>
</tr>
<tr>
<td><strong>21</strong></td>
<td><strong>22</strong></td>
<td><strong>23</strong></td>
<td><strong>24</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td>Review of a TV show, movie, or song</td>
<td>10 sounds or smells</td>
<td>Treasure map</td>
<td>Fruit or veggie for a day</td>
<td>Rituals and Routines</td>
</tr>
</tbody>
</table>

*See reverse side for full instructions on each box!*
Complete the writing challenge for each square, and share it with someone! Earn certificates as you make progress for your first square, for completing a bingo (5 in a row) and for a blackout (finishing all squares!)

Want to share your writing with us, or show us your completed board? Email to wits@lectures.org with bingos or beyond to be entered into a drawing for a certificate to get a book of your choice!

1 Write down a list of **10 things you remember** from when you were younger that you don’t want to forget. What did those teach you? What did you learn from yourself? From others?

2 Write an **encouraging note** to someone who will see it in your neighborhood. (A sign in your window, something you could put by your mailbox or door for the mail person, etc.)

3 Do an **ABC scavenger hunt** in your home—write down something you see that starts with each letter (and if you can’t find a letter—make up your own word!)

4 Imagine your **pet** (or favorite animal) was running for **president**. Write a speech of what they would say to convince people to vote for them. How could they convince us to love them? Why are they lovable?

5 Imagine two **objects** in your house **came to life**, and are planning an adventure. Where are they going, and what do they want to do?

6 Write a **letter to someone** who is also staying at home. If you know their address and have a stamp, mail it to them!

7 Interview someone in your home or over the phone about a time that they were your age and were nervous about something. What did they do? What happened?

8 Write your name in a column down the left hand side of a page—write something that reminds you of yourself that starts with each letter (an **acrostic poem**).

9 Make a list of **things that make you feel calm**. Ask another person you know to make their list. See if anything on your list is the same!

10 Write the next chapter in the life of your favorite character from a book or comic you like. Bonus: Write the next chapter in your life!

11 Write a **letter of appreciation to your favorite food** (example: “Dear Pizza…”)!

12 Write a **headline and article from an imaginary newspaper in the future** about the news story you most like to see come true someday in your life.

13 **Free Space!**

14 Write a **note to your favorite animal**. What do you want them to know about you, about your home, about your neighborhood?

15 Make up a **secret code** and write someone a note in that code. Give them the clues to understand it on a separate piece of paper and let them figure out what it says.

16 **Alternate Lyrics**: Take the song lyrics to “Twinkle Twinkle Little Star” and write your own song to something on the ground instead of the sky. Sing it to someone who loves you! (Or rewrite the words to any song you know to change the meaning!)

17 **Recipe of what you know**: Write a recipe of how to do something you’re good at. Talk about the “ingredients” and the steps (example—how to play the trumpet, or how to make a best friend…)

18 **Write a riddle** about a common everyday object, and see how many tries it takes for someone to guess it. (example for a rake: I make things clean, I’m outside…)

19 Make a comic! Draw 4 squares, and draw characters and word bubbles, then swap with someone else to fill out the words. (Or fill out the words yourself!)

20 Write an ode (or a note of appreciation) to someone or something who has helped you or made you feel good this week. (Then, bonus: write an ode to yourself!)

21 Write a **review of a TV show, movie, or song** that you love! What do you love about it? How many stars out of 5 would you give it? Why should someone else listen or watch it?

22 Make a list of **10 sounds** you hear or smells you smell. What other lines do those sensations remind you of? (What memories?)

23 **Draw a treasure map** of an island. What is hidden there? Draw the different treasures (could be anything!!) and write notes of how to find them!

24 If you were a **fruit or a vegetable**, what would you be? Write about what kind of life would you have? (Where would you grow? What might you see there? Who do you spend time with?)

25 Write about a **ritual or routine** you have in your home. What does everyone do? Write the ritual into a poem as if you were explaining the steps of the ritual to a stranger (ie. “First, my sister _______, etc.) It can be from any point-of-view! (Get creative! Is your cat writing the poem? What strangeness do they notice?)

Proud of what you wrote? Want to share it with the world? Use the hashtag **#SALMoment** on social media, or email, with parent permission to wits@lectures.org.

seattle arts & lectures

340 15th Ave E #301
Seattle, WA 98112
206.621.2230 | sal@lectures.org
Totally "WirthIt" Trioramas

- **Step One:** Make Squares
- **Step Two:** Fold Squares
- **Step Three:** Cut on Fold
- **Step Four:** Overlap Triangles & Glue

**Step 4** - Overlap the two triangles on either side of the cut.

**Step 4** - Glue them together

**Step 4** - One side is complete

www.totallywirthit.com
- **Step Five: Repeat the Process**

- **Step Six: Assemble**

  Step 6—Glue pieces together. You can use two, three or four

- **Step Seven: Decorate**

  - Life Cycle of a Worm
  - Parts of a Worm
  - A Worm Ecosystem
  - Worms: Lumbricus terrestris, phylum Annelida, class Nematoda
Multi-Step Subtraction and Division Problems

Solve each multi-step problem by subtracting first and then dividing.

1) At the Dolphin Diner, a waiter had forty-six customers in his section. If twenty-five of them left and the rest of his tables had three people at each table, how many tables did he have?

\[
\begin{array}{c}
46 \\
-25 \\
\hline
21 \\
\end{array}
\quad
\begin{array}{c}
21 \\
+3 \\
\hline
7 \\
\end{array}
\]

\[\text{7 tables}\]

2) Tammy the Turtle baked thirty-nine cupcakes for her school's bake sale. If her brother, Todd the Turtle, ate nine of them, how many packages could she make if she put three cupcakes in each package?

\[\text{packages}\]

3) Libby the Lobster picked fifty-four sea flowers for her friend's wedding. Fourteen of the flowers wilted before the wedding. If she was making bouquets with five flowers each, how many bouquets could she still make?

\[\text{bouquets}\]

4) Chrissy the Crab was planting seaweed in her garden. She started with seventy-three seeds and planted nineteen of them in the big garden. In each of her small gardens she put six seeds. How many small gardens did Chrissy have?

\[\text{small gardens}\]

5) Shane the Shark had fifty-two sea dollars. He spent forty-three sea dollars on a tooth sharpener. If plankton pops cost three dollars each, how many could he buy with the money he had left?

\[\text{plankton pops}\]
<table>
<thead>
<tr>
<th>Animal Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sea Star</td>
</tr>
<tr>
<td>Blue Tang</td>
</tr>
<tr>
<td>Sea Urchin</td>
</tr>
<tr>
<td>Jelly</td>
</tr>
<tr>
<td>Eel</td>
</tr>
<tr>
<td>Butterflyfish</td>
</tr>
<tr>
<td>Sea Cucumber</td>
</tr>
<tr>
<td>Sea Anemone</td>
</tr>
<tr>
<td>Stingray</td>
</tr>
<tr>
<td>Sea Turtle</td>
</tr>
<tr>
<td>Clownfish</td>
</tr>
<tr>
<td>Shark</td>
</tr>
</tbody>
</table>
Habitat Worksheet

Coral Reef

Open Ocean

Sandy Bottom
Animal Information
While there are exceptions to every rule, this is a general outline of where these animals may be found.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Coral Reef</th>
<th>Open Ocean</th>
<th>Sandy Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sea Anemone</td>
<td>YES</td>
<td>NO</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Sea Urchin</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Sea Star</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Eel</td>
<td>YES</td>
<td>Sometimes migrate</td>
<td>YES</td>
</tr>
<tr>
<td>Clownfish</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Butterflyfish</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Blue Tang</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Jelly</td>
<td>NO</td>
<td>YES</td>
<td>One species (upside-down jelly)</td>
</tr>
<tr>
<td>Shark</td>
<td>YES, search for food</td>
<td>YES</td>
<td>Some species</td>
</tr>
<tr>
<td>Sea Turtle</td>
<td>YES, for protection</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Stingray</td>
<td>NO</td>
<td>Some species</td>
<td>YES</td>
</tr>
</tbody>
</table>
Fossil Dig

Layer A

Layer B

Name: ____________________
1) In Layer A, examine each fossil and then fill in the answers below.

<table>
<thead>
<tr>
<th>One trait this fossil has is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fossil 1</td>
</tr>
<tr>
<td>Fossil 2</td>
</tr>
<tr>
<td>Fossil 3</td>
</tr>
</tbody>
</table>

2) I think the fossils found in Layer A lived **ON LAND / IN THE WATER** when they were alive. I think this because...

3) For each fossil in Layer B, fill in the blanks below.

<table>
<thead>
<tr>
<th>One trait this fossil has is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fossil 4</td>
</tr>
<tr>
<td>Fossil 5</td>
</tr>
<tr>
<td>Fossil 6</td>
</tr>
</tbody>
</table>

4) I think the habitat **DID / DID NOT** change between Layer A and Layer B. I think this because...
Hi! I'm Gabriella Grammar. Let's learn about subject and verb agreement together! The subject and verb must agree in number: both must be singular, or both must be plural. For example:

Singular --> The dog chases the cat
Plural --> The dogs chase the cat

Circle the verb that correctly completes each sentence.

1. The four aliens ______ green goo inside their spaceship.
   - eat
   - eats

2. My dinosaur ______ onto the trampoline.
   - leap
   - leaps

3. Those cars ______ a loud sound as they race around the track.
   - make
   - makes

4. One of his sisters ______ the trombone.
   - play
   - plays

5. I ______ milkshakes to cool down on hot summer days.
   - drink
   - drinks

6. Our hamburgers ______ so delicious!
   - taste
   - tastes

7. Mrs. Lane, my teacher, ______ us to finish our homework before the big game.
   - want
   - wants

Circle the correct verb and complete the sentence.

1. The elephant (bring/brings)

2. Sarah (win/wins)

3. All the princes and princesses (eat/eats)
Forest Animals

Circle the names of the animals in the word search.

squirrel  eagle  skunk  chipmunk  brown bear

cardinal  skunk  chipmunk  brown bear