

7th Grade Language Arts

- Week 1 (3/16/20 – 3/20/20):** Complete comprehension/writing assignments with dates of 3/16/20-3/20/20
- Week 2 (3/30/20 – 4/3/30):** Complete IXL Reading online for 30 minutes daily. (Parents please initial daily log)

7th Grade Language Arts (If no access to online)

- Week 1 (3/16/20 – 3/20/20):** Complete comprehension/writing assignments with dates of 3/16/20-3/20/20
- Week 2 (3/30/20 – 4/3/20):** Complete comprehension/writing assignment with dates of 3/30/20-4/3/20

7th Grade Social Studies

- Week 1 (3/16/20 – 3/20/20):** Complete assignments with dates of 3/16/20- 3/20/20
- Week 2 (3/30/20 – 4/3/20):** Complete assignments with dates of 3/30/20- 4/3/20
- There are no online assignments for social studies

Please initial when your student completes 30 minutes of the IXL math or Prodigy and 30 minutes of IXL Science

IXL username: reeducationservices

Password: math

Week 1 Math	Mon 3/16	Tues 3/17	Wed 3/18	Thurs 3/19	Fri 3/20
Parent initials 30 mins.					
Week 1 Science	Mon 3/16	Tues 3/17	Wed 3/18	Thurs 3/19	Fri 3/20
Parent initials 30 mins.					

WEEK 2 – SPRING BREAK

Week 3 Math	Mon 3/30	Tues 3/31	Wed 4/01	Thurs 4/02	Fri 4/03
Parent initials 30 mins.					
Week 3 Science	Mon 3/30	Tues 3/31	Wed 4/01	Thurs 4/02	Fri 4/03
Parent initials 30 mins.					
Week 3 ELA	Mon 3/30	Tues 3/31	Wed 4/01	Thurs 4/02	Fri 4/03
Parent initials 30 mins.					

Name:

Date:

Class:

3/16/20

mon

In *The Maze Runner*, James Dashner's series, Thomas begins the first novel in an elevator. Neither Thomas nor the reader knows he will soon end up in the Maze the rest of the book is based around.

ELA

Passage 1: from *The Maze Runner*

by James Dashner

He began his new life standing up, surrounded by cold darkness and stale, dusty air.

Metal ground against metal; a lurching shudder shook the floor beneath him. He fell down at the sudden movement and shuffled backward on his hands and feet, drops of sweat beading on his forehead despite the cool air. His back struck a hard metal wall; he slid along it until he hit the corner of the room. Sinking to the floor, he pulled his legs up tight against his body, hoping his eyes would soon adjust to the darkness.

With another jolt, the room jerked upward like an old lift in a mine shaft.

Harsh sounds of chains and pulleys, like the workings of an ancient steel factory, echoed through the room, bouncing off the walls with a hollow, tinny whine. The lightless elevator swayed back and forth as it ascended, turning the boy's stomach sour with nausea; a smell like burnt oil invaded his senses, making him feel worse. He wanted to cry, but no tears came; he could only sit there, alone, waiting.

My name is Thomas, he thought. That... that was the only thing he could remember about his life.

He didn't understand how this could be possible. His mind functioned without flaw, trying to calculate his surroundings and predicament. Knowledge flooded his thoughts, facts and images, memories and details of the world and how it works. He pictured snow on trees, running down a leaf-strewn road, eating a hamburger, the moon casting a pale glow on a grassy meadow, swimming in a lake, a busy city square with hundreds of people bustling about their business.

And yet he didn't know where he came from, or how he'd gotten inside the dark lift, or who his parents were. He didn't even know his last name. Images of people flashed across his mind, but there was no recognition, their faces replaced with haunted smears of color. He couldn't think of one person he knew, or recall a single conversation.

The room continued its ascent, swaying; Thomas grew immune to the ceaseless rattling of the chains that pulled him upward. A long time passed. Minutes stretched into hours, although it was impossible to know for sure because every second seemed an eternity. No. He was smarter than that. Trusting his instincts, he knew he'd been moving for roughly half an hour.

Strangely enough, he felt his fear whisked away like a swarm of gnats caught in the wind, replaced by an intense curiosity. He wanted to know where he was and what was happening.

With a groan and then a clunk, the rising room halted; the sudden change jolted Thomas from his huddled position and threw him across the hard floor. As he scrambled to his feet, he felt the room sway less and less until it finally stilled. Everything fell silent.

Excerpt from *The Maze Runner* by James Dashner. Copyright © 2011 by James Dashner.

Test Prep created by A COZY CLASSROOM Copyright © 2018

1

Read the sentence from Passage 1.

"My name is Thomas, he thought. That...that was the only thing he could remember about his life." (paragraph 5)

How does this line contribute to the overall meaning of Passage 1?

- (A) It shows that Thomas is alone.
- (B) It explains why Thomas ended up in the elevator.
- (C) It conveys why Thomas is eager to find his family.
- (D) It explains why Thomas is so confused.

2

What does the description of the elevator in Passage 1 help the reader understand?

- (A) The fear Thomas is experiencing.
- (B) How the elevator looks.
- (C) The recognition Thomas is feeling.
- (D) The uncertainty of the situation.

Why is the discussion of how much time has passed in Passage 1 important to Thomas?

- (A) It creates specific knowledge about what is happening.
- (B) It shows him he is still able to think rationally.
- (C) It shows him the passing of time.
- (D) It creates a way to figure out what is happening.

Read the sentence from Passage 1.

"His mind functioned without flaw, trying to calculate his surroundings and predicament." (paragraph 6)

What is the meaning of the word predicament as it is used in this sentence?

- (A) a difficult situation
- (B) an unplanned decision
- (C) having possession
- (D) a person's situation

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is a theme of Passage 1?

- (A) People often war with their mind.
- (B) A person should love their family.
- (C) Often a mystery will make a person curious.
- (D) People seek revenge on those who hurt them.

Part B

How do Thomas's actions develop this theme?

- (A) He is confused about what is happening.
- (B) He decided to give up and let it happen.
- (C) He put an end to the terrible noise and movement.
- (D) He became curious about where he was.

TV Episode Review

3/17/20 Tues
ELA

7

Prewrite: This activity will help you plan the three parts of your review: the summary, the analysis, and the conclusion. Remember, the people who read this blog want reasons why you liked the episode and specific examples from the show.

Your show & episode title:

Prewriting

Summarize the episode in one sentence:

Think about three conflicts in this episode. Remember, there are four types of conflict:

Man vs. Man

Man vs. Society

Man vs. Nature

Man vs. Self

Type of Conflict			
What's wrong?			
Who's involved?			
How is it resolved?			

What was the most exciting moment of the episode?

Would you recommend this episode to someone? Why or why not?

TV Episode Review Rubric

Completed the brainstorming and prewriting activities.

5
Completely

4
Mostly

3
Not really

Understands the plot, characters, and conflicts in this episode.

5
Completely

4
Mostly

3
Not really

Wrote his/her review in a creative and engaging way.

5
Very well

4
Pretty well

3
Needs more practice

Proofread for spelling and grammar.

5
Very well

4
Pretty well

3
No

Has a final copy that looks polished and neat.

5
Absolutely!

4
Somewhat

3
Not yet

Final Score: ____ / 25 x 4 = ____%

Passage 1: Let's Move

Michelle Obama's Campaign

Let's Move! First Lady Michelle Obama launched the "Let's Move" campaign on February 9, 2010. This campaign was created to bring attention to and end childhood obesity in the United States. The initiative has the goal of solving the challenge of childhood obesity within a generation so that children born today will reach adulthood at a healthy weight.

"The physical and emotional health of an entire generation and the economic health and security of our nation is at stake."
— Michelle Obama

The Let's Move campaign centers on five steps that will help youth today lead a healthier lifestyle.



Step 1: Move Every Day - A minimum of 60 total minutes of physical activity per day for every single kid will get him or her moving in the right direction. They will feel better, be less stressed, more attentive in school, and get a better night sleep, all because of one hour of physical activity.

Step 2: Try a New Fruit or Veggie - There are thousands of fruits and vegetables available that most kids have never tried. Fruits and veggies are important for a healthy diet and kids can have more fun eating them by trying new things. Let your kids come grocery shopping with you and pick out their own fruits and veggies to try, turning a healthy lifestyle into something fun for them. Make a challenge to make the most colorful salad possible which will increase the number of nutrients they will get from it.

Step 3: Drink Lots of Water - Keep less soda in the house and increase the consumption of water. Only purchase 100% real fruit juice. If the kids want something similar to a soda then add a splash of juice into some sparkling water.

Step 4: Jumping Jacks to Break up TV Time - The statistics for how much television kids watch per day is very high, but it is also a good opportunity to make some big changes. Try doing jumping jacks during commercial breaks and in between shows. Same thing goes for kids that spend all day on the computer, have them run up and down the stairs, do sit-ups or push-ups, stretch, or come up with their own physical activities to break up the time in front of a computer screen.

Step 5: Help Make Dinner - Plan the daily dinner menu with your kids. If it is made into a fun experience that they have some say in, they will not just learn about making healthy choices, they will be excited to do so.

Michelle Obama's Let's Move Campaign from letsmove.gov.
The text and image are in the public domain.

Passage 2: Let's Move?

The Issue of Childhood Obesity

First Lady Michelle Obama launched a childhood obesity campaign called "Let's Move" on February 9, 2010. She created this campaign to bring attention to and end childhood obesity in the United States. The initiative set a lofty goal of solving the challenge of childhood obesity within a generation.

0 This concept is extremely important to the health of our country and its future. With obesity rates going up, it is definitely a hot topic among Americans today. When the campaign first launched, critics said that the first lady had gone too far. Obviously, the food industry was not on board. In reality, the campaign, however, did not go far enough.

1 The White House claims the campaign has helped the obesity rate go down for the first time in years. The President said, "Michelle's Let's Move partnership with schools, businesses, and local leaders has helped bring down childhood obesity rates for the first time in 30 years."

2 The United States has seen some decline. "Cities such as New York, Philadelphia, and Los Angeles saw declines in childhood obesity of 5.5 percent, 5 percent, and 3 percent, respectively, from 2007 to 2011. Unfortunately, Let's Move only existed in the last year of that downward trend."¹

3 Rates going down is definitely a good thing, but was it really due to the campaign? This campaign is a good start, but it just barely scratches the surface of the bigger issue. While sending a good message about some health ideas, "the campaign can make no claims of progress in combating the 800-pound gorilla in America's dining rooms: Junk food marketing to children."²

The First Lady "deserves credit for specific gains made in the past year, including championing school food and shining a light on the serious problem of "food deserts," neighborhoods that lack even a basic grocery store, let alone a farmers' market."² These things get the country slowly moving in the right direction. Although, one major problem is still sitting in the way. The food industry and all its resources have unlimited money and power to continue targeting children in their advertising.

The American people need someone who is not worried about the politics of fighting the food industry. We need a new campaign. One that is bigger and stronger.

1. Torres, Alec. (February 3, 2014). Let's Move? Fat Chance [Website] Quotes from <http://www.nationalreview.com/le/370246/lets-move-fat-chance-alec-torres>.

2. Stier, Jeff. (June 6, 2011). Let's Move? Pro & Con: Is First Lady Michelle Obama's Anti-Obesity Campaign Working? [Website] Quotes from <http://www.ajc.com/news/opinion/pro-con-first-lady-michelle-obama-anti-obesity-campaign-working/g0gW8xgJErlHIZrETM/>.

1

What is the central idea of Passage 1?

- ☐ (A) A campaign to help increase exercise in day to day life.
- ☐ (B) A campaign to help the youth of America lead a healthier lifestyle.
- ☐ (C) A campaign about eating a healthier diet.
- ☐ (D) A campaign to help families eat healthier meals at dinner time.

2

Read the following quote from Passage 1.

The physical and emotional health of an entire generation and the economic health and security of our nation is at stake." – Michelle Obama (paragraph 2)

What inference can be made based on the quote from Passage 1?

- ☐ (A) Michelle Obama will help other countries around the world become healthier.
- ☐ (B) Our country will have a better future if generations to come are healthier.
- ☐ (C) Generations to come will be safer due to the success of the campaign.
- ☒ (D) The future of the United States depends on the physical activity of future generations.

3

Read the following sentence from Passage 1.

Keep less soda in the house and increase the consumption of water." (paragraph 6)

What does the word consumption mean as it is used in the passage?

- ☐ (A) drinking
- ☐ (B) quickly
- ☐ (C) discontinue
- ☐ (D) wash

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What inference can be made about Passage 1?

- ☐ (A) The United States eats healthier food than other countries.
- ☐ (B) The United States has a more physically active population.
- ☐ (C) The United States made laws mandating a healthy lifestyle.
- ☐ (D) The United States has a childhood obesity problem.

Part B

Which sentence from Passage 1 supports the answer in Part A?

- ☐ (A) "There are thousands of fruits and vegetables available that most kids have never tried." (paragraph 5)
- ☐ (B) "The initiative has the goal of solving the challenge of childhood obesity within a generation so that children born today will reach adulthood at a healthy weight." (paragraph 1)
- ☐ (C) "A minimum of 60 total minutes of physical activity per day for every single kid will get him or her moving in the right direction." (paragraph 4)
- ☐ (D) "The statistics for how much television kids watch per day is very high." (paragraph 7)

What is the meaning of the phrase food deserts as it is used in paragraph 14 of Passage 2?

- ☐ (A) a hot, dry place where it is difficult to sustain life
- ☐ (B) a neighborhood where the grocery store is too far away
- ☐ (C) an urban area where it is difficult to buy affordable or quality fresh food
- ☐ (D) an area you live in that is not near any farms or farmers' markets

Select **two** details from Passage 2 that support the idea that the Let's Move campaign was not as successful as it was portrayed.

- (A) "The White House claims the campaign has helped the obesity rate go down for the first time in years." (paragraph 11)
- (B) "Unfortunately, Let's Move only existed in the last year of that downward trend." (paragraph 12)
- (C) "Rates going down is definitely a good thing, but was it really due to the campaign?" (paragraph 13)
- (D) "The campaign can make no claims of progress in combating the 800-pound gorilla in America's dining rooms: Junk food marketing to children." (paragraph 13)
- (E) "These things get the country slowly moving in the right direction." (paragraph 14)

Select the letter before one sentence from Passage 2 that supports the author's central idea.

- (A) This concept is extremely important to the health of our country and its future.
- (B) With obesity rates going up, it is definitely a hot topic among American's today.
- (C) When the campaign first launched, critics said that the first lady had gone too far.
- (D) Obviously, the food industry was not on board.
- (E) In reality, the campaign, however, did not go far enough.

What is the author's purpose in writing Passage 1?

- (A) The author describes to the reader how to eat healthily.
- (B) The author informs the reader about what healthy food to buy.
- (C) The author entertains the reader with an exciting new way to exercise.
- (D) The author persuades the reader to make healthy changes.

9

Select **three** details from Passage 2 that would be important to include in a summary.

- ☐ (A) First Lady Michelle Obama launched a childhood obesity campaign called "Let's Move" on February 9, 2010.
- ☐ (B) The Let's Move campaign is important to the health of our country, especially, with obesity rates going up.
- ☐ (C) Cities such as New York, Philadelphia, and Los Angeles saw declines in childhood obesity of 5.5 percent, 5 percent, and 3 percent, respectively, from 2007 to 2011.
- ☐ (D) The White House claims there are facts that prove the campaign was successful; however, the numbers don't seem to line up completely.
- ☐ (E) The campaign brought to attention the serious problem of "food deserts".
- ☐ (F) The campaign is a good start, but a lot more needs to be done to make an impact.

10

Which of the following is the author's claim in Passage 2?

- ☐ (A) The Let's Move campaign needed to do more.
- ☐ (B) The Let's Move campaign helped decrease obesity rates.
- ☐ (C) The Let's Move campaign started a good conversation.
- ☐ (D) The Let's Move campaign was not a good idea.

1

Select the letters to show whether each statement describes Passage 1, Passage 2, both.

	Passage 1	Both	Passage 2
The Let's Move campaign was created to bring attention to childhood obesity.	(A)	(B)	(C)
The main problem is that the food industry advertises junk food to children.	(D)	(E)	(F)
Families need to work together to make healthier choices.	(G)	(H)	(I)

Killer Whales

3/19/20 Thurs

ELA

Who is really in danger?

The Killer Whale, officially named the Orca, has been a popular icon over the years. Many have watched them at Sea World, their story in the movie *Free Willy*, and learned facts about them on TV. Though loved by many, the Killer Whale population is dwindling making them endangered species.

Killer Whales are toothed whales and the largest member of the dolphin family. They are highly social and live in groups. Orcas feed on fish, squid, birds, and marine mammals. Like dolphins, Orcas use echolocation - bouncing sound off of objects to hunt. They use a series of high-pitched clicks to locate and stun prey.

The official worldwide population is unknown, but likely to be around 50,000. Part of the reason for the decline is some individuals hunt Killer Whales for sport. Also, major events such as the Exxon oil spill destroyed the whales' environment and many of the things they need to survive.

Conservation efforts are being made but can be difficult. This is because we still don't know a lot about where Killer Whales spend a significant period of their time each year. Without this information, it makes it hard to know what areas to protect. Additional research is underway and hopefully in the future, with more information, we will have more success in protecting these beautiful creatures.



This text was written by A Cozy Classroom.
The whale image is in the public domain.

1

What is the central idea of the passage?

- (A) Killer Whales are endangered and need our protection.
- (B) Killer Whales are in the dolphin family.
- (C) Killer Whales are popular icons in social media.
- (D) Killer Whales are on the decline in recent years.

2

Read the following sentence from the passage.

Additional research is underway and hopefully in the future, with more information, we will have more success in protecting these beautiful creatures." (paragraph 4)

What can you infer about Killer Whales?

- (A) Killer Whales are beautiful.
- (B) Killer Whales need our help.
- (C) Killer Whales are our future.
- (D) Killer Whales are interesting.

3

Read the following sentence from the passage.

Though loved by many, the Killer Whale population is dwindling making them endangered species." (paragraph 1)

What is the meaning of the word dwindling as it is used in this sentence?

- (A) to waste away
- (B) to search for
- (C) to become less
- (D) to stop growing

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the main claim in the passage?

- ☐ (A) Killer Whales are dangerous.
- ☐ (B) Killer Whales are in danger.
- ☐ (C) Killer Whales are beautiful creatures.
- ☐ (D) Killer Whales are mysterious animals.

Part B

Which sentence from the passage supports the answer in Part A?

- ☐ (A) "Though loved by many, the Killer Whale population is dwindling making them endangered species." (paragraph 1)
- ☐ (B) "Killer Whales are toothed whales and the largest member of the dolphin family." (paragraph 2)
- ☐ (C) "The official worldwide population is unknown, but likely to be around 50,000." (paragraph 3)
- ☐ (D) "Conservation efforts are being made but can be difficult." (paragraph 4)

Why did the author include the question "Who is really in danger?" in the title of the passage?

- ☐ (A) to help the audience better understand Killer Whales
- ☐ (B) to show the reader how they can save Killer Whales
- ☐ (C) to explain how Killer Whales are dangerous animals
- ☐ (D) to cause the reader to question a previous assumption

6
What is the author's claim in paragraph 4?

- (A) We need to learn more about Killer Whales in order to help their population.
- (B) Scientists are doing all they can to help Killer Whales and their environment.
- (C) There is much to be done and a lot of work to do in order to help Killer Whales.
- (D) Many people are trying to help Killer Whales by increasing their available food source.

7
Read the sentence from the passage.

"they are highly social and live in groups." (paragraph 2)

What does the phrase highly social say about Killer Whales?

- (A) Killer Whales like to talk.
- (B) Killer Whales do not live alone.
- (C) Killer Whales are well known.
- (D) Killer Whales do not like other whales.

8
Select **three** details from the passage that would be important to include in a summary.

- (A) Killer Whales are popular creatures who are on the decline.
- (B) Killer Whales are at Sea Worlds and in the movie *Free Willy*.
- (C) Killer Whales eat fish, squid, birds, and marine mammals.
- (D) Killer Whales are becoming endangered due to hunting and environmental disasters.
- (E) Killer Whales are still a bit of a mystery, and more needs to be learned to protect them.
- (F) Killer Whales will no longer be around if we do nothing.

his question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the author's purpose in writing the passage?

- (A) to describe what Killer Whales look like
- (B) to inform the reader what Killer Whales eat
- (C) to entertain the reader with exciting facts about Killer Whales
- (D) to persuade the reader to help protect Killer Whales

Part B

Which sentence from the passage supports the answer in Part A?

- (A) "Many have watched them at Sea World, their story in the movie *Free Willy*, and learned facts about them on TV." (paragraph 1)
- (B) "Orcas use echolocation - bouncing sound off of objects to hunt." (paragraph 2)
- (C) "Also, major events such as the Exxon oil spill destroyed the whales' environment and many of the things they need to survive." (paragraph 3)
- (D) "Additional research is underway and hopefully in the future, with more information, we will have more success in protecting these beautiful creatures." (paragraph 4)

How does paragraph 3 develop ideas in the passage?

- (A) It gives examples of why Killer Whales are dying.
- (B) It describes what is happening to the environment.
- (C) It states a claim about oil spills in the ocean.
- (D) It introduces a concern for over hunting in the ocean.

3/20/30 Fri

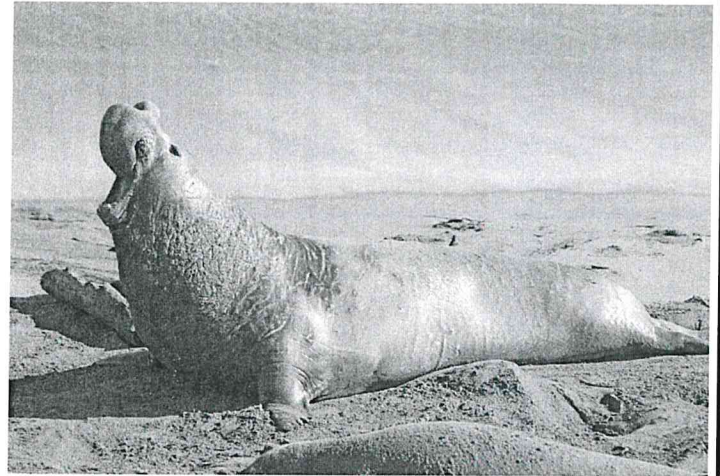
Name: _____

ELA

World's Largest Seal

by Guy Belleranti

In the freezing ocean waters of Antarctica, the planet's largest seals make their home in a frozen world. These giants are southern elephant seals, and they can grow as long as the length of a car and weigh as much as two cars combined. The name "elephant seal" comes from both the males' enormous size and from their giant trunk-like nose, called a proboscis. Females do not have a proboscis and they are much smaller.



A thick layer of blubber keeps southern elephant seals warm in their icy habitat. The seals are clumsy on land, but in water they're graceful swimmers and incredible divers. They can easily dive 1,000 to 4,000 feet to hunt for squid, octopus, and various kinds of fish. Elephant seals are able to stay underwater for 20 minutes or more. The longest underwater session researchers observed is an amazing two hours! When they return to the surface to breathe, it's only for a few minutes. Then they dive again.

While elephant seals spend most of their time swimming, they also gather on beaches in groups called colonies. One reason they come to land is to give birth and breed. Males arrive before females. They battle for dominance, deciding who will have large harems of females. Raising their enormous bodies, the males inflate their snouts and bellow. Usually these confrontations end quickly. However, sometimes only a physical battle can settle the matter. These fights can be bloody, but permanent injury is rare.

Females arriving on land give birth to a single pup they've been carrying since the previous year. Newborns weigh about 90 pounds. The mother nurses her pup for a little over three weeks. After this, she breeds with a dominant male and then returns to the sea to feed. Her pup now weighs well over 200 pounds and is on its own. If it survives, it too will enter the sea within a couple of months.

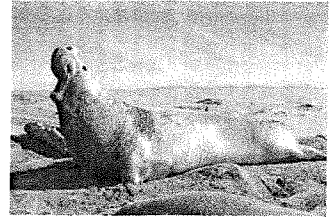
A second reason elephant seals come to land is to molt. When they molt, they shed old skin and fur and new skin and fur grows.

A smaller species, the northern elephant seal, lives in the Pacific Ocean, dispersed from Baja, California to Alaska. Both northern and southern elephant seals were once hunted nearly to extinction. However, under legal protections both have made incredible comebacks.

Name: _____

World's Largest Seal

by Guy Belleranti



1. Based on the information in the article, describe how an elephant seal's movements are different on land than in the water.

2. Why do male elephant seals arrive on land before females during the breeding season?

3. According to the information in the article, describe two reasons why elephant seals come on land.

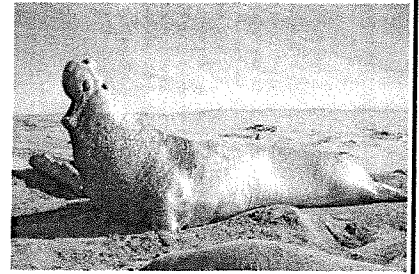
4. How does an elephant seal obtain its food? What foods are a part of an elephant seal's diet?

5. Based on what you read in the article, are elephant seals in danger of becoming extinct today? Why or why not?

Name: _____

World's Largest Seal

by Guy Belleranti



Fill in the missing letters to create a vocabulary word from the article. Then write the full word on the line. Be sure you spell each word correctly.

1. ___ n ___ ___ m o ___ s

hint: extremely large

2. ___ o ___ i n ___ n ___ e

hint: power or superiority over others

3. c ___ u ___ ___ y

hint: awkward; ungainly

4. ___ e r ___ a ___ e n ___

hint: lasting indefinitely

5. ___ ___ l ___ n i e ___

hint: groups of elephant seals

6. e ___ ___ i n ___ t ___ ___ n

hint: disappearance from the planet

7. ___ ___ u b ___ e r

hint: fatty tissue that helps sea mammals stay warm

8. ___ e l l ___ ___

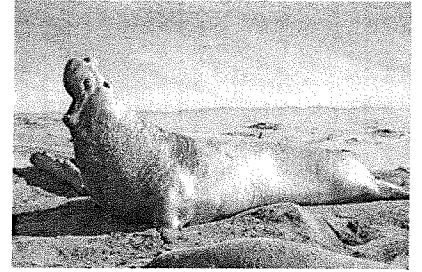
hint: make a loud roaring sound

Name: _____

World's Largest Seal

by Guy Belleranti

In the article, "World's Largest Seal," you learned that southern elephant seals reside in the icy waters of Antarctica.



Choose another animal species that lives in Antarctica. Using the Internet, with your teacher's permission, research five interesting facts about the animal you choose. Describe what you learned on the lines below. Be sure to include the website address where you learned the information about your animal species.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Website I used: _____