

Save the Lynx

Educator Guide

Welcome to our Hybrid Learning Series.

The Rock by Rock Hybrid Learning Series is a great addition to science and literacy instruction either as a whole class or small group interdisciplinary unit or as a self-directed learning opportunity. Each project includes character growth, reading, writing, science, social studies and the arts.

At Rock by Rock, we believe that children learn best when they are having fun and are deeply engaged in rigorous, hands-on learning that has real-world application. That is why our projects:

- **Focus on building literacies for life:** We design our modules to prioritize both the consumption and production of modern day applications of 21st century literacies such as text messaging chats, shorter texts and articles, short-form multimedia, podcasts, op-eds etc....
- **Are Hybrid (blend of offline and online learning):** We leverage technology to present engaging content and couple that with real world hands-on projects and activities to provide a multimodal learning experience to meet every learner's needs.
- **Develop life habits and character:** We believe that habits and character education are a core part of instruction. By infusing habits with academics, we can better prepare children to thrive in our ever-changing world and to help make the world a better place.



Each project in the Changemaker Jr. Series can be done together as a class, in small groups or individually as a self-directed project. Each mission is focused on one endangered species and how we can take small actions each day to help. Each project positions students to:

1. **Life Habit:** Reflect on the focus life habit (Learner, Creativity, Curiosity, Empathy, Courage, Kinship, Impact Awareness).
2. **Explore:** Understand the mission or challenge students will address through reading, social studies and science and connect personally to the issue or problem through writing and art.
3. **Take Action:** Engage in a take action project that involves writing and art (crafts, performance, etc.).
4. **Share:** Enlist others to work towards or rally around a cause.
5. **Reflect:** Reflect on how the project taught about the life habit. Set habit goals for future growth.

Sample Classroom Applications: There are two ways that you can use this project based learning bundle.



Modular/Centers Time: You can integrate the project across your day. This looks like implementing a thematic unit that ties together different learning blocks around one topic/theme. Below is a table that illustrates one way you could integrate the project across your days including in self-directed centers.

Time period	Component and Description
Morning Meeting or Community Time	Introduce the topic and theme of the project. <ul style="list-style-type: none"> ● Introduce the life habit: Curiosity. ● Discuss the habit and engage in life habit activities. ● Complete a weekly reflections of the life habit each week.
Humanities/ Literacy	Supplement literacy (i.e. once a week for read aloud/shared reading in science or social studies time). <ul style="list-style-type: none"> ● Engage in the literacy lessons and post reading activities.
Centers Time	Set up a rotation of centers to include: <ul style="list-style-type: none"> ● Self-Directed Computer Center - Complete the social studies and science modules ● Hands-On Activities: Set out different activities for students to engage in each week.
Science or Project Time	Take Action project: <ul style="list-style-type: none"> ● Engage in the project as a full class. ● Provide an opportunity for students to present and share what they have learned with their community. ● Reflect on their life-habit and what they have learned.

The unit sequence below and student mission log is formatted to be in this modular spiraled centers model knowing that you could re-group the lessons and activities to be more linear if that is your preference.



Project-based Learning Time: If you have a dedicated project-based learning time each week or science/social studies time you can do this set of lessons as a whole group/class learning journey. This is recommended for the homeschool setting. After you have downloaded the materials you can start with the "Introduction of the Life Habit" activity and work through to the "Take Action Project." Below is a sample timeline of how you could organize the lessons and activities by week.

Week	Description												
Week 1: Introduction to the Life Habit	<ol style="list-style-type: none"> Set the stage for the topic and excite students about the project. Watch the introductory video together. Introduce the life habit and engage in the life habit activities as a whole group. Set up the weekly reflection. 												
Week 2: Literacy Lessons	<ol style="list-style-type: none"> Engage in the literacy lessons. You can either do this as a read aloud or shared reading text. 												
Week 3: Science/Social Studies	<ol style="list-style-type: none"> Engage in the online module together to reinforce and extend key ideas shared in literacy lessons. Students can access the lessons on their own devices or you can project the lessons for the whole class. Go through the lessons together as a whole group and explore specific concepts together. Pair different hands-on activities to the modules. <table border="1" data-bbox="611 873 1633 1304"> <thead> <tr> <th data-bbox="617 878 1188 940">Online Module</th> <th data-bbox="1192 878 1627 940">Hands-On Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 943 1188 1005">Lesson 1</td> <td data-bbox="1192 943 1627 1005">Iberian Lynx Puzzle</td> </tr> <tr> <td data-bbox="617 1008 1188 1070">Lessons 2-4</td> <td data-bbox="1192 1008 1627 1070">Food Chain Stacking Cups</td> </tr> <tr> <td data-bbox="617 1073 1188 1135">Lessons 5-6</td> <td data-bbox="1192 1073 1627 1135">Awareness Road Signs</td> </tr> <tr> <td data-bbox="617 1138 1188 1232">Lessons 7-8</td> <td data-bbox="1192 1138 1627 1232">LIFE+iberlince Sequencing Activity</td> </tr> <tr> <td data-bbox="617 1235 1188 1304">Lessons 9-10</td> <td data-bbox="1192 1235 1627 1304">Properties of Cork</td> </tr> </tbody> </table> 	Online Module	Hands-On Activities	Lesson 1	Iberian Lynx Puzzle	Lessons 2-4	Food Chain Stacking Cups	Lessons 5-6	Awareness Road Signs	Lessons 7-8	LIFE+iberlince Sequencing Activity	Lessons 9-10	Properties of Cork
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Lessons 7-8	LIFE+iberlince Sequencing Activity												
Lessons 9-10	Properties of Cork												
Week 4: Take Action, Share and Reflect	<ol style="list-style-type: none"> Engage in the Take Action project. After completing the project, make time for students to share what they have learned and present 												

- their project to others in your community.
3. Close out the project through an independent and group reflection on the life habit. .

Unit Overview:

Driving Question: <i>How can I help to save the Iberian Lynx?</i>	Real world Mission: <i>Discover how curiosity helped to save the almost extinct Iberian Lynx.</i>	Take Action Project: <i>Create a Save the Iberian Lynx cork poster.</i>
Learning Goals Character Focus: Curiosity Literacy: <ol style="list-style-type: none"> 1. Identify the main idea and retell key details for a text. 2. Distinguish between information provided by pictures of other illustrations and information provided by the words in a text. 3. Use the illustrations and details in a text to describe its key details. 4. Participate in collaborative conversations about Iberian lynx 5. Answer questions to demonstrate understanding of key details in a text. 6. Describe the relationship between illustrations and the text in which they appear. Science: <ol style="list-style-type: none"> 1. Make observations of plants and animals to compare the diversity of life in different habitats. 2. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. 3. Describe the unique characteristics of Iberian lynx and how these characteristics help them survive. 4. Explain some of the ways humans exhibit curiosity. 5. Explain the reasons why Iberian lynx are endangered. 6. List actions that people can take to help Iberian lynx. 7. List the properties of cork. 8. Create a Save the Iberian Lynx cork poster. 		Materials: <ul style="list-style-type: none"> • ZINE (online or printed) • Literacy Handouts • Activity Handouts (these are also in the mission log). • Student Mission Log • Teacher Literacy Visuals Activity Specific Materials: <ul style="list-style-type: none"> • Post-It Notes • Cups • Cork • Card Stock • Adhesive Cork Sheets General Materials <ul style="list-style-type: none"> • Markers, Poster Paper, Scissors, Glue

Standards Alignment:

Each project meets reading and writing standards in most states and is aligned to national standards for science and social studies, 21st century skills and the arts. This module specifically supports:

Reading CCSS	Writing CCSS	Listening and Speaking CCSS	Science NGSS	SEL 21st Century Skills
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Key Ideas and Details: 1-3 Craft and Structure: 4-6 Integration of Knowledge 7-9 Text Complexity - 10	Text Types and Purposes 2 Production and Distribution of Writing 5,6 Research and Build to Present Knowledge 7-8	Comprehension and Collaboration 1,2 Presentation of Knowledge and ideas 4-6	K-2-ETS1-2, K-ESS2-2, K-ESS3-1, K-ESS3-3, K-LS1-1, 1-LS1-1, 1-LS3-1, 2-LS4-1 SEPs: Asking Questions and Defining Problems, Developing and Using Models, Constructing Explanations and Designing Solutions, Obtaining, Evaluating, and Communicating Information CCCs: Cause and Effect, Structure and Function, Stability and Change	Focus: Curiosity 21st Cent Framework National Art Standards
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At-A-Glance

The table below provides an overview of how you could implement this project. For the online centers, kids can move at their own pace and even move ahead knowing as a class or group you may go deeper into some of the content. The online lessons can also be additional source material for group lessons. Our hope is that all of these materials provide additional opportunities for kids to explore the content, answer the driving question and apply it to the take action project at the end.

Module	Description	Activities	Materials
Intro + Life Habit Curiosity 1-2 Days	Students are introduced to the Iberian Lynx and mission through videos and a guessing game. Students are then introduced to the life habit of curiosity and how asking questions or wondering about things can lead to finding answers. Student write down 2 questions they hope to learn about the Iberian Lynx.	Whole or small group: <ul style="list-style-type: none"> Guessing Game Video Introduction Life Habit of Curiosity. Independently or in Pairs: <ul style="list-style-type: none"> I wonder images Writing 2 curious questions. 	<ul style="list-style-type: none"> Student mission log Online module.
What is special about a lynx? How do the physical characteristics of Iberian lynx help them survive? 1-2 Days	Students learn about some of the unique physical characteristics of Iberian lynx and how they help them survive in their habitat. While reading the zine, students use the text and illustrations to learn about the physical characteristics of Iberian lynx then discuss how these characteristics help them survive. Students further explore the physical characteristics of Iberian lynx during the online module and hands-on activity.	Whole or small group: <ul style="list-style-type: none"> Literacy Lesson #1 Centers: <ul style="list-style-type: none"> Online student module lesson 1 Hands-On Activity 1: Iberian Lynx Puzzle 	<ul style="list-style-type: none"> Literacy Handouts Online Module Student Mission Log or Printable Handouts Post-It Notes Scissors Glue
How do Iberian lynx interact with other animals in their habitat?	Through these lessons students learn about the interactions between Iberian lynx and other animals in their habitat. During the literacy lesson, students learn about the different types of lynx around the world. Then, during the three online modules, students investigate	Whole or small group: <ul style="list-style-type: none"> Literacy Lesson #2 Centers: <ul style="list-style-type: none"> Online student module lessons 2-4 	<ul style="list-style-type: none"> Literacy Handouts Online Module Student Mission Log or Printable Handouts Scissors

<p>2-4 Days</p>	<p>Iberian lynx habitats while learning about predator/prey relationships and food chains involving Iberian lynx. Finally, students create stacking cup models to better understand food chains, predator/prey relationships, and how changing populations of one animal impact other animals in a habitat.</p>	<ul style="list-style-type: none"> • Hands-On Activity 2: Food Chain Stacking Cups 	<ul style="list-style-type: none"> • Markers • Glue • Tape • Cups
<p>Why are Iberian Lynx endangered? 2-4 Days</p>	<p>Students learn about some of the reasons Iberian lynx are endangered. While reading the zine, students learn about multiple threats to Iberian lynx. Students extend their learning of these threats during two online student modules. During the hands-on activity, students think more deeply about how road signs can help protect animals before creating an Iberian lynx road sign.</p>	<p>Whole or small group:</p> <ul style="list-style-type: none"> • Literacy Lesson #3 <p>Centers:</p> <ul style="list-style-type: none"> • Online student module lessons 5-6 • Hands-On Activity 3: Awareness Road Signs 	<ul style="list-style-type: none"> • Literacy Handouts • Online Module • Student Mission Log or Printable Handouts • Scissors • Glue
<p>Who is helping the Iberian Lynx? 2-4 Days</p>	<p>Students learn about who is helping Iberian lynx and what they can do to help. While reading the zine students learn about the work of LIFE+iberlince. Students extend their learning of this organization through an online module and hands-on sequencing activity. Students also learn how an artist created a large sculpture of the Iberian lynx to increase awareness.</p>	<p>Whole or small group:</p> <ul style="list-style-type: none"> • Literacy Lesson #4 <p>Centers:</p> <ul style="list-style-type: none"> • Online student module lessons 7-8 • Hands-On Activity 4: LIFE+iberlince Sequencing Activity 	<ul style="list-style-type: none"> • Literacy Handouts • Online Module • Student Mission Log or Printable Handouts
<p>How can we help? 2-4 Days</p>	<p>During the literacy lesson and online modules, students learn about actions that can be taken to help the Iberian lynx, including using products made of cork. Students deepen their understanding of cork while observing the properties of this material during the hands-on activity.</p>	<p>Whole or small group:</p> <ul style="list-style-type: none"> • Literacy Lesson #5 <p>Centers:</p> <ul style="list-style-type: none"> • Online student module lessons 9-10 • Hands-On Activity 5: Properties of Cork 	<ul style="list-style-type: none"> • Literacy Handouts • Online Module • Student Mission Log or Printable Handouts
<p>Project: Iberian Lynx Cork Poster 2 Days</p>	<p>Students practice science citizenship and create an Iberian lynx cork poster. Students apply what they have learned to create an Iberian lynx face out of cork and write what cork is and how it helps save the Iberian lynx.</p>	<p>Whole or small group:</p> <ul style="list-style-type: none"> • Answer Questions • Create Cork Poster 	<ul style="list-style-type: none"> • Cork Poster Materials • Student Mission Log
<p>Share & Reflect 1 Day</p>	<p>Students present their cork posters to help teach others about Iberian lynx and how cork helps save them. Students reflect on what they learned about themselves throughout the project.</p>	<p>Whole Group</p> <ul style="list-style-type: none"> • Share their posters • Share reflections about the life habit. 	<ul style="list-style-type: none"> • Student Mission Log

Lesson Sequence

The orange shaded row notes the student online module and the light blue shaded rows note the aligned hand-on activity.

Lesson	Objective and Description	Materials Needed	Standards Alignment
Engage (1 Day)			
Your mission Format: Whole Group	Objectives: <ul style="list-style-type: none"> Engage students around the topic: Save the Lynx Methods: <ul style="list-style-type: none"> Guess what endangered animal I am? Watch the introduction video. Have students write down their mission, their project and two things they have already learned about the Iberian Lynx. 	Computer + Projector Speakers Intro to Save the Lynx Student Mission Log Pg 3	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> SL k.1 1.1, 1.4, 2.1, 2.4
Life Habit - Curiosity (1 day)			
Curiosity Challenge	Objectives: <ul style="list-style-type: none"> Students practice being curious. Students learn that curiosity means to ask questions. Methods: <ul style="list-style-type: none"> Curiosity challenge: What part of the lynx do you see? What other questions do you have about the lynx? 	Student Mission Log Pg 4	21st Cent Framework CCSS.ELA-LITERACY: <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4
What is curiosity?	Objectives: <ul style="list-style-type: none"> Students learn that being curious helps us discover new information. Methods: <ul style="list-style-type: none"> Students write 2 questions they are curious about Iberian Lynx. Students start to predict how cork can help to save the Iberian lynx. 	Student Mission Log Pg 5	21st Cent Framework CCSS.ELA-LITERACY: <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4
How do the physical characteristics of Iberian lynx help them survive? (1-2 days)			

<p>Literacy Lesson 1</p> <p>What is special about Iberian lynx?</p>	<p>Objective:</p> <ul style="list-style-type: none"> • Students practice tier 2 and tier 3 words related to lynx and endangered animals. • Students read informational text to identify the main idea and supporting detail. • Students participate in collaborative conversations with diverse partners about unique characteristics of Iberian Lynx. <p>Methods:</p> <ul style="list-style-type: none"> • Physical Characteristic Observations • Review Table of Contents and Key Vocabulary. • First read (pages 1-6): Identify main idea (Iberian lynx are special animals. • Second read: Record supporting details on webchart. • Class Discussion: What body part helps the Iberian lynx run fast to catch its prey? What physical characteristic helps the Iberian lynx hide from other animals? What body part helps the Iberian lynx see during the day and night? What body part helps the Iberian lynx hear other animals in their habitat? 	<p>Online Magazine</p> <p>Student Mission Log pg. 6</p> <p>Post-It Notes</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> • SL 1.1 • RI 1.1 • RI 2.5 <p>NGSS:</p> <ul style="list-style-type: none"> • K-LS1-1 • 1-LS1-2 • 2-LS4-1
<p>Student Online Module</p> <p>Lesson 1: Physical Characteristics of Iberian Lynx</p>	<p>Objective:</p> <ul style="list-style-type: none"> • Students identify physical characteristics of Iberian lynx. <p>Method:</p> <ul style="list-style-type: none"> • Adult and Baby Iberian Lynx Observations • True/False Flip Cards: <ul style="list-style-type: none"> ○ Iberian lynx cubs look like adult Iberian lynx. (T) ○ Iberian lynx have white furry bellies. (T) ○ Iberian lynx have long, floppy ears. (F) ○ Iberian lynx have chin hair like a beard. (T) 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> • K-ESS3-1 • 1-LS3-1 • 2-LS4-1
<p>Hands-On Activity 1</p>	<p>Objective:</p> <ul style="list-style-type: none"> • Students complete a jigsaw puzzle to make observations of Iberian lynx. 	<p>Student Mission Log pg. 7 or Hands-On Activities</p> <p>Scissors</p>	<p>NGSS:</p> <ul style="list-style-type: none"> • K-LS1-1 • 2-LS4-1

Iberian Lynx Puzzle	Methods: <ul style="list-style-type: none"> • Complete Puzzle • Make Observations • Record Observations 	Glue	
How do Iberian lynx interact with other animals in their habitat? (2-4 days)			
Literacy Lesson 2 Where do lynx live?	Objective: <ul style="list-style-type: none"> • Students use illustrations and details in a text to describe where different types of lynx live. • Students use various text features to locate key facts and information. Methods: <ul style="list-style-type: none"> • Use Text Features to Make Predictions • First read (pages 7-8) • Second read: Discuss relationship between heading and subheadings. Think-Pair-Share: How can headings and subheadings help a reader find information in a text? • Map Illustration Review • Use Text Features to Locate Information 	Online Magazine Student Mission Log pg. 9	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> • RI K.7 • RI 2.5 NGSS: <ul style="list-style-type: none"> • K-ESS3-1 • 2-LS4-1
Student Online Module Lesson 2: Different Types of Lynx	Objective: <ul style="list-style-type: none"> • Students use observations to compare the habitats of different types of lynx. Method: <ul style="list-style-type: none"> • Habitat Observations <ul style="list-style-type: none"> ○ Canada Lynx ○ Bobcat ○ Iberian Lynx ○ Eurasian Lynx • Record Observations in Mission Log 	Student Online Module Student Mission Log pg. 10	NGSS: <ul style="list-style-type: none"> • K-LS1-1 • K-ESS3-1 • 2-LS4-1
Student Online Module	Objective: <ul style="list-style-type: none"> • Students explain how hunting helps animals survive. 	Student Online Module	NGSS: <ul style="list-style-type: none"> • K-ESS3-1 • 2-LS4-1

<p>Lesson 3: Iberian Lynx are Hunters</p>	<ul style="list-style-type: none"> Students list what animals are hunted by Iberian lynx. <p>Method:</p> <ul style="list-style-type: none"> Predator and Prey Introduction Iberian Lynx Predators Reflect and Discuss: Imagine most of the rabbits in a habitat get sick and die. How would that affect the Iberian lynx living in this habitat? 		
<p>Student Online Module</p> <p>Lesson 4: Learning about Food Chains</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students use prior knowledge to determine which animals would be included in an Iberian lynx food chain. <p>Methods:</p> <ul style="list-style-type: none"> Food Chain Introduction Reflect and Discuss: What other animals could be included in an Iberian lynx food chain? Would the arrows point away from or toward these animals? How do you know? 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-1 <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> SL 1.1
<p>Hands-On Activity 2</p> <p>Food Chain Stacking Cups</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students create and compare food chain models that include the Iberian lynx. <p>Methods:</p> <ul style="list-style-type: none"> Food Chain Stacking Cups <ul style="list-style-type: none"> grass → insects → ducks → lynx grass → deer → lynx grass → rabbit → lynx Food Chain Comparison: What is the first thing eaten in each food chain? What is the last thing eaten in each food chain? What would happen if all the ducks, deer, and rabbits in these habitats got sick and died? 	<p>Student Mission Log pg. 11-14 or Hands-On Activities</p> <p>Scissors</p> <p>Markers</p> <p>Glue</p> <p>Tape</p> <p>Cups</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-1
<p>Why are Iberian Lynx endangered? (2-4 days)</p>			
	<p>Objective:</p>	<p>Online Magazine</p>	<p>CCSS.ELA-LITERACY:</p>

<p>Literacy Lesson 3</p> <p>Why are Iberian lynx endangered?</p>	<ul style="list-style-type: none"> Students read informational text to identify the main idea and supporting detail. Students identify key ways that human action leads to harming Iberian Lynx. Students add drawings to descriptions to clarify ideas. <p>Methods:</p> <ul style="list-style-type: none"> Think-Pair-Share: Use text features while discussing the following: What do you think this part of the zine will be about? First read (pages 9-16): Identify and record main idea. Main idea: Iberian lynx are in danger. Second read: Use subheadings to identify supporting details. Draw images of threats to clarify supporting details. Share drawings with your partner. Class Discussion: Why are Iberian lynx endangered? How did the rabbits getting sick affect the Iberian lynx? 	<p>Student Mission Log pg. 15</p>	<ul style="list-style-type: none"> SL 1.5 RI 1.1 RI 2.5 <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-1
<p>Student Online Module</p> <p>Lesson 5: Hunting Lynx</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students explain why animals, including lynx, are hunted for their fur. <p>Methods:</p> <ul style="list-style-type: none"> Iberian lynx hunting review Image Slider: Animals hunted for fur: <ul style="list-style-type: none"> White lynx coat, eurasian lynx Mink coat, mink Fox coat and hat, fox 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-1
<p>Student Online Module</p> <p>Lesson 6: Impact of New Roads</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students recall how the construction of new roads impacts Iberian lynx. <p>Methods:</p> <ul style="list-style-type: none"> Video Observations 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> SL 1.1

	<ul style="list-style-type: none"> ● Reflect and Discuss: Why might the road in this video be dangerous for Iberian lynx? What could be done to make this forest safer for Iberian lynx? ● Iberian Lynx Road Awareness Sign 		
Hands-On Activity 3 Awareness Road Signs	Objective: <ul style="list-style-type: none"> ● Students draw a road sign to warn drivers about Iberian lynx crossings. Methods: <ul style="list-style-type: none"> ● Animal/Road Awareness Sign Match ● Iberian Lynx Road Awareness Sign 	Student Mission Log pg. 16 or Hands-On Activities Scissors Glue	NGSS: <ul style="list-style-type: none"> ● K-ESS3-3

Who is helping the Iberian Lynx? (2-4 days)

Literacy Lesson 4 Who is helping?	Objective: <ul style="list-style-type: none"> ● Students participate in collaborative conversations about ways to help gorillas. ● Students demonstrate understanding of key details in a text by answering who, how, and what questions. Methods: <ul style="list-style-type: none"> ● Question Review/Class Chart ● Think-Pair-Share: Why do curious people ask questions? What questions do you have about Iberian lynx? ● First read (pages 17-20) ● Second read: Use text to answer who, how, and what questions: <ul style="list-style-type: none"> ○ Who is LIFE+iberlince? ○ How did LIFE+iberlince help Iberian lynx? ○ What were the results of the LIFE+iberlince experiment? ● Class Discussion: How did LIFE+iberlince exhibit curiosity? How did curiosity help LIFE+iberlince help the Iberian lynx? 	Online Magazine Student Mission Log pg. 18	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> ● SL 1.1 ● SL 1.2 ● RI 1.1 NGSS: <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS3-3
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<p>Student Online Module</p> <p>Lesson 7: Life+iberlince</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students explain how Life+iberlince helped increase the Iberian lynx population. <p>Methods:</p> <ul style="list-style-type: none"> True/False Clip Card <ul style="list-style-type: none"> Many European countries worked together to protect the Iberian lynx. (T) Iberian lynx had fewer babies due to LIFE+iberlince. (F) LIFE+iberlince created safe homes for Iberian lynx. (T) The LIFE+iberlince experiment was a success. (T) 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-3 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Civ.2.K-2 D4.7.K-2
<p>Hands-On Activity 4</p> <p>LIFE+iberlince Sequencing Activity</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students order a series of events related to the LIFE+iberlince experiment. <p>Methods:</p> <ul style="list-style-type: none"> Sequence of Events Introduction Sequencing Activity <ul style="list-style-type: none"> Most Iberian lynx in Portugal had died. Many countries started working together and created LIFE+iberlince. LIFE+iberlince created safe homes for Iberian lynx. More Iberian lynx were being born. The Iberian lynx were released back into their habitats. 	<p>Student Mission Log pg. 19 or Hands-On Activities</p> <p>Scissors</p> <p>Glue</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-3
<p>Student Online Module</p> <p>Lesson 8: Bordalo II Sculpture</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students discuss how an artist created a sculpture to teach others about the Iberian lynx. <p>Methods:</p> <ul style="list-style-type: none"> Sculpture Close Ups Bordalo II Sculpture Description Reflect and Discuss: How would you describe Bordalo II's 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-3 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Civ.2.K-2 D4.7.K-2

	sculpture? Why did Bordalo II make this sculpture?		
How can we help? (2-4 days)			
Literacy Lesson 5 How can we help?	Objective: <ul style="list-style-type: none"> Students read informational text to identify the main idea and supporting detail. Students add drawings to clarify their thoughts and ideas about helping Iberian lynx. Methods: <ul style="list-style-type: none"> Cork Observations Image Analysis and Think-Pair-Share: How might using cork help save Iberian lynx? First read (pages 21-23): Identify and record main idea on class webchart. Main Idea: We can help save the Iberian lynx. Second read: Identify and record supporting details on class webchart. Discuss how using cork products helps save Iberian lynx. Reflection 	Online Magazine Student Mission Log pg. 21 Literacy Visuals Cork Marker Poster Paper	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> SL.1.5 NGSS: <ul style="list-style-type: none"> K-ESS3-3
Hands-On Activity 5 Properties of Cork	Objective: <ul style="list-style-type: none"> Students use observations to list properties of cork. Methods: <ul style="list-style-type: none"> Property Introduction Make Observations Record Observations 	Student Mission Log pg. 22 or Hands-On Activities Cork	NGSS: <ul style="list-style-type: none"> 2-PS1-1
Student Online Module Lesson 9: Cork Sort	Objective: <ul style="list-style-type: none"> Students identify objects that are made of cork and not made of cork. Methods: <ul style="list-style-type: none"> Image Sort <ul style="list-style-type: none"> Cork: Wine corks, cork board, cork hat, cork shoes 	Student Online Module Pg 23	NGSS: <ul style="list-style-type: none"> 2-PS1-1

	<ul style="list-style-type: none"> ○ Not Cork: Plastic bottle, metal pan, silverware, coffee mug ○ Written Reflection in Mission Log 		
Student Online Module Lesson 10: Ways to Help	Objective: <ul style="list-style-type: none"> ● Students recall actions that are helpful for Iberian lynx. Methods: <ul style="list-style-type: none"> ● Ways to Help Images and Captions <ul style="list-style-type: none"> ○ Wear coats that aren't made of fur. ○ Drive slowly through lynx crossings. ○ Buy items made with cork. ○ Teach others about Iberian lynx. image 	Student Online Module	NGSS: <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS3-1 ● 2-Ls4-1 C3 Framework: <ul style="list-style-type: none"> ● D4.7.K-2
Take Action Project (1-2 days)			
Practicing Curiosity	Objective: <ul style="list-style-type: none"> ● Students answer questions about cork and how cork products help save Iberian Lynx. Methods: <ul style="list-style-type: none"> ● Questions: <ul style="list-style-type: none"> ○ What is cork? ○ How does cork help save the Iberian lynx? 	Student Mission Log Pg 24	NGSS: CCSS.ELA-LITERACY: <ul style="list-style-type: none"> ●
Create Cork Poster	Objective: <ul style="list-style-type: none"> ● Students create a cork Iberian lynx poster to teach others how cork helps save the Iberian lynx. Method: <ul style="list-style-type: none"> ● Distribute materials and have students work on their cork posters. 	Student Mission Log 25 Card Stock Markers Scissors Glue	CCSS: <ul style="list-style-type: none"> ● W.1.2 NGSS: <ul style="list-style-type: none"> ● K-ESS3-1 ● K-ESS3-3
Reflect & Share (1-2 days)			
Share	Objective:		CCSS: <ul style="list-style-type: none"> ● SL k.1.1.1, 1.4, 2.1, 2.4

	<ul style="list-style-type: none"> Students present their cork posters to their class and/or community audience (i.e. invite parents to another class). <p>Method:</p> <ul style="list-style-type: none"> Share 2 things they have learned about physical characteristics of Iberian lynx. Share what cork is and how cork helps save the Iberian lynx. 		<p>NGSS:</p> <ul style="list-style-type: none"> K-ESS3-1 K-ESS3-3
Reflect	<p>Objectives:</p> <ul style="list-style-type: none"> Students reflect on the life habit curiosity and how it helped them learn about the Iberian lynx. <p>Methods:</p> <ul style="list-style-type: none"> Curiosity Reflection: Have students reflect on how curiosity helped them learn about the Iberian lynx. Some key reflection questions: <ul style="list-style-type: none"> What does it mean to be curious? How do you practice curiosity? How did curiosity help you learn about cork and the Iberian lynx? 	Student Mission Log Pg 28	21st Cent Framework

Printing Directions:

Below is our recommendation for how to print. Please note that we have given several different optional materials that have been requested for centers materials.

Essential Items:

- Teacher's guide
- Student Notebook.

Optional Items:

- Curiosity Activities
- Literacy Visuals
- Hands-On Activities (these are also in student notebooks but also available in larger print for centers).
- Project Booklet -(these are also in student notebooks but optional for folks who want to print less paper).

Item	Size of Paper	Single or Double-sided
Teacher's Guide	8.5 x 11 paper	Double-sided (Landscape)
Student Notebooks	8.5 x 11 paper	Double-sided
Literacy Lessons	8.5 x 11 paper	Single-sided (Landscape)
Optional		
Kinship Activities	8.5 x 11 paper	Single-sided (Landscape)
Literacy Handouts	8.5x 11 paper	Double Sided (Landscape)
Hands-On Activities (also in student notebook)	8.5 x 11 paper	Single-sided
Student Notebooks	8.5 x 11 paper	Double-sided

