

BIODIVERSITY UNIT

PDF & DIGITAL FORMATS




2 Peas and a Dog

Middle School Teaching Resources

RESOURCE INCLUDES

- ✓ Ontario Curriculum Aligned
- ✓ Detailed Lesson Plans
- ✓ Readings, Videos, Graphic Organizers, Group Work, Projects, Rubrics
- ✓ Engaging Activities
- ✓ MP3 Audio Files
- ✓ Answer Keys
- ✓ Quizzes & Unit Test
- ✓ Print & Digital Formats

INCLUDED LESSONS



- Introduction: Safety Rules & Unit Vocabulary
- Classifying Plants and Animals
- The Classification System
- Biodiversity
- Biodiversity Within Species
- Biodiversity Within Ecosystems
- Interrelationships
- Everyday Products
- Invasive Species

- Comparing Organisms
- Biodiversity and Climate Change
- Agriculture and Biodiversity
- Monoculture
- Local Issues
- Unit Test & Sub Plans
- Dangerous North American Snakes Non-Fiction Article
- Biodiversity Digital Escape Room

UNIT ORGANIZATION

ONTARIO CURRICULUM ALIGNMENT

Lesson	2007 Curriculum	2022 Curriculum
Safety Rules & Vocabulary	2.1 / 2.4	A1.4 / A1.5
Classifying Plants and Animals	3.1	B2.1
The Classification System	2.2	B2.1
Biodiversity	3.2	B2.2
Biodiversity Within Species	3.3	B2.3
Biodiversity Within Ecosystems	3.4	B2.4
Interrelationships	3.5	B2.5
Everyday Products	3.6	Not Included (Use as sub plans)
Invasive Species	3.7	B2.6
Comparing Organisms	2.3	A1.1
Biodiversity and Climate Change	New in 2022	B2.7
Biodiversity in Agriculture		B2.8
Monoculture	1.2	1.1
Local Issues	1.1	1.2
Unit Test, Sub Plans, Digital Escape Room	Review	Review

CURRICULUM ALIGNMENT

LESSON OVERVIEW



Lesson	Activity Type	Name	Suggested Time
Intro	Class Discussion	Safety Rules & Unit Vocabulary	2 Classes
	QR Code Scavenger Hunt		
#1A	Whole Class Reading and Activity	Classifying Plants and Animals	1 Class
#1B	Whole Class Reading and Activity	The Classification System	1 - 2 Classes
#2	Whole Class Reading and Activity	Biodiversity	1 Class
#3	Whole Class Reading and Activity	Biodiversity Within Species	1 Class
#4	Whole Class Reading and Activity	Biodiversity Within Ecosystems	1 Class
#5	Whole Class Reading and Activity	Interrelationships	1 Class
#6	Whole Class Reading and Activity	Everyday Products	1 Class
#7	Whole Class Reading and Assignment	Invasive Species	2 - 3 Classes

UNIT PLAN

INTRODUCTION



Unit Vocabulary

Lesson Overview:

Students will work on reviewing vocabulary for this unit.

Materials Needed:

- Reliable technology - computer, projector, Wi-Fi
- Definitions Google Slides
- Photocopy a class set or use the provided Google Slides version of the following:
 - Vocabulary sheets (QR Code or Non-QR Code option)
 - Vocabulary graphic organizer
 - Definitions (For IEP and ESL students)

Teacher Instructions:

1. Hang the vocabulary words up around the classroom or hallway using the QR code or non-QR code format.
2. Divide the class into groups of 4.
3. Have students walk around the classroom or hallway and find the vocabulary sheets. Students need to scan the QR code with their phones to uncover the mystery word. Once they have uncovered the mystery word, have them write it on the vocabulary graphic organizer.
4. Once students have completed this activity, discuss the definitions sheet.

LESSON PLANS

WHAT'S INSIDE?



INVASIVE SPECIES

An invasive species is a species that shows up in an ecosystem it was not meant to live in. Sometimes it is introduced by accident, such as the zebra mussels that hitched a ride on ships travelling from central Asia to the Great Lakes of North America.



Giant Hogweed Is An Invasive Species

Other times, they are introduced on purpose, such as the Cane Toad in Australia. It was originally brought to the continent to eat beetles destroying sugarcane fields, but its population grew out of control, and it is now an unwelcome invader.

They can thrive in a variety of habitats for them to another.

Common Most invasive character them unv of reproduction is very common, causing the invasive species to multiply at a faster rate than native species. This means the invasive species quickly take over, stealing resources from other species and choking them out.

Newly introduced species often do not have natural predators in their new ecosystem because no other species preys upon them. Local diseases often do not affect the invasive species.

An ability to thrive in many different environments is also a trait invasive species often have.

There is always a negative effect on an ecosystem when invasive species show up. It often costs a lot of money to correct the imbalance and sometimes the damage is irreversible.

Invasive species always harm biodiversity. They can cause the reduction of native species' population and, in severe cases, even cause other species to become extinct. Sometimes they cause soil erosion or degradation, making it hard for native plants to thrive. Both humans and animals are impacted when an invasive species takes over an ecosystem.

ARTICLES

SCIENCE VOCABULARY WORD #1

Using a phone or a tablet, scan the QR code below to find the hidden word.



ENGAGING ACTIVITIES

INVASIVE SPECIES SOCIAL MEDIA PROFILE ASSESSMENT



Student Name: _____

Assignment Criteria

- Hand drawn or computer image of the species is required
- A Canadian invasive species is chosen
- Invasive species is researched and sources are cited
- Profile page has colour, design features, or add-ons

	Level 3	Level 4
Profile Page	incomplete.	mostly complete, but requires more colour/images.
Media Literacy	complete and meets all requirements.	Profile page contains relevant add-ons of images, colours and/or information.

Teacher Feedback

WHAT'S INSIDE?



MUTUALISM, COMMENSALISM, AND PARASITISM QUIZ ANSWERS

- A. Mites ride on insects; insects benefit
- B. Tapeworms make humans sick
- C. Ants protect aphids, while aphids provide food for ants
- D. Lice live in a human's hair and scalp
- E. Bees and flowers benefit from each other
- F. Ticks live on hosts (animals) and feed on their blood
- G. Whales don't mind when barnacles attach to their bodies
- H. Fleas live on a dog and feed on its blood
- I. Trees and squirrels benefit from each other
- J. Clownfish live in sea anemones and are protected from predators

SAMPLE ANSWERS

Advantages

- Only one kind of food/shelter needed to feed animals
- Less farming medicines would be required
- Less effort/resources required

Disadvantages

- More risky, if a disease occurs, it could affect the entire crop
- Uses more pesticides, which causes more harm to the soil and crops we eat
- Natural soil becomes unbalanced
- Uses fertilizers that could harm the environment
- Eliminates biodiversity

ANSWER KEYS

Plants could become more productive over time, making it easier for the farmer to continue to grow the same crop

Mutualism

Commensalism

C
E
J

A
G
I

© http://

© http://www.2peasandadog.com

LOCAL ISSUES



ORGANISMS INVESTIGATION



Question: What are the similarities and differences of certain organisms?

<p>Fish vs. Mammals</p>	<p>Check out these links and complete the Fish vs. Mammals Venn Diagram</p> <ul style="list-style-type: none"> ▪ https://www.differencebetween.com/difference-between-fish-and-vs-mammals/ ▪ https://a-z-animals.com/blog/are-fish- 	<p>Local issues are problems or events that are important to a community or in Ontario. Identifying a local issue and presenting it to the class is a great presentation about your chosen article. What issues are trending. What are people talking about? What events are important? Have it approved by your teacher. Use current events graphic organizers to show your knowledge and understanding. Be prepared to share your article with the class.</p>
<p>Coniferous vs. Deciduous Trees</p>	<p>Check out these links and complete the Coniferous vs. Deciduous Trees Venn Diagram</p> <ul style="list-style-type: none"> ▪ https://www.differencebetween.com/difference-between-coniferous-and-vs-deciduous-trees/ ▪ https://www.differencebetween.com/difference-between-coniferous-and-vs-deciduous-trees/ ▪ https://www.differencebetween.com/difference-between-coniferous-and-vs-deciduous-trees/ ▪ https://www.differencebetween.com/difference-between-coniferous-and-vs-deciduous-trees/ 	<p>1</p> <p>Student displayed no understanding of the current event.</p>
<p>Ferns vs. Flowering Plants</p>	<p>Check out these links and complete the Ferns vs. Flowering Plants Venn Diagram</p> <ul style="list-style-type: none"> ▪ https://www.ducksters.com/science/biology/non-flowering-plants.php ▪ https://www.ducksters.com/science/biology/flowering-plants.php ▪ https://www.fs.fed.us/wildflowers/beauty/ferns/what.shtml#:~:text=Ferns%20generally%20reproduce%20by%20producing,exemplified%20by%20the%20walking%20fern. 	<p>© http://www.2peasandadog.com</p>

SCIENCE ASSIGNMENTS

© http://www.2peasandadog.com

TEACHER FEEDBACK

“It’s my first time teaching gr. 6 and this resource is wonderful! It hits all Ontario curriculum expectations and provides meaningful and engaging lessons. I love that it comes with a teacher lesson overview, links for videos, worksheets, etc! SO well done thank you so much! I’m enjoying it a lot! ” – Sandra B.

INTRODUCTION



BIODIVERSITY SAFETY RULES



SAFETY RULES QUIZ

Complete the following true/false questions on safety:

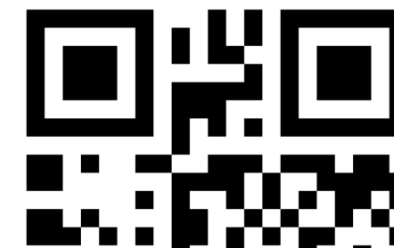
- | | | |
|--|---|---|
| 1. When you clean-up, wash your hands with just water. | T | F |
| 2. Before you begin, you must listen to ALL the teacher's instructions. | T | F |
| 3. Remember to tie-up any loose items (e.g. hair, jewelry, etc.) before entering the science room. | T | F |
| 4. Know where the nearest eye wash station is located. | T | F |
| 5. Do not drink or eat in the science room. | T | F |
| 6. Do not bother reading your procedure, just make it up as you go! | T | F |
| 7. Handle all tools with care, especially sharp objects. | T | F |
| 8. Wear open-toe shoes, and use gloves/goggles as needed. | T | F |
| 9. Read labels on chemicals used carefully (e.g., WHMIS symbols). | T | F |
| 10. Do not tell the teacher if there is a spill or if an item is broken/faulty. | T | F |

SCIENCE SAFETY

SCIENCE VOCABULARY

SCIENCE VOCABULARY WORD #1

Using a phone or a tablet, scan the QR code below to find the hidden word.



UNIT VOCABULARY

RSITY

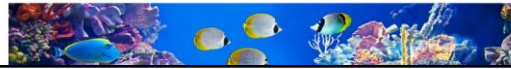


LESSON 1A & 1B



PLANTS AND ANIMALS CLASSIFICATION

The world is made up of many different animals and plants. To help keep track of all the different varieties, plants and animals are further classified into groups based on their physical characteristics.



PLANT AND ANIMAL CATEGORIZING ACTIVITY

Categorize each animal or plant into the correct area of the chart:

- | | | |
|-------------|----------|-----------|
| ▪ Fern | ▪ Salmon | ▪ Daisy |
| ▪ Earthworm | ▪ Eel | ▪ Moss |
| | | ▪ Insects |
| | | ▪ Toad |
| | | ▪ Squid |



CLASSIFYING PLANTS AND ANIMALS

Vertebrates

Vascular

Non-Vascular

THE CLASSIFICATION SYSTEM

DOMAIN

Organisms can be organized into three main domains: Archaea, Bacteria, and Eukarya.

NAME:

DATE:

ANIMAL NAME:

SCIENTIFIC NAME

WHERE DOES IT LIVE?

DRAW A PICTURE HERE

WHAT DOES IT EAT?

DOES IT HAVE PREDATORS? WHAT ARE THEY?

THREE FACTS ABOUT THIS ANIMAL:

Domains: Animals, Bacteria, and Eukarya.

Kingdoms: Animalia, Plantae, Fungi, Protista, and Monera.

Phyla: Mollusca, Arthropoda, Chordata, and others.

Classes: Mammalia, Reptalia, and others.

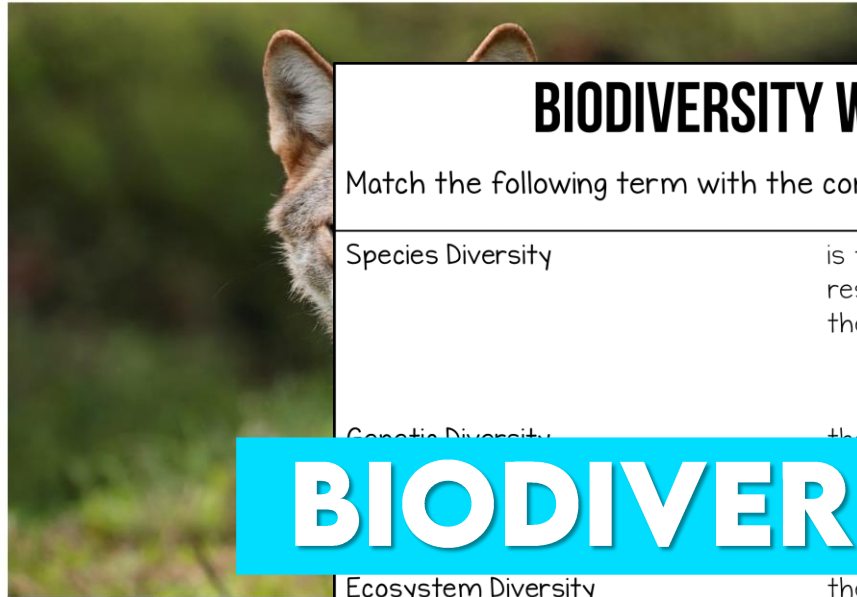
THE CLASSIFICATION SYSTEM

Organisms are classified using a system called taxonomy. The first level is the Kingdom, the second is the Phylum, and the third is the Class.

LESSON 2 & 3



BIODIVERSITY



BIODIVERSITY WORKSHEET

Match the following term with the correct definition:

Species Diversity	is the variety of genes that are responsible for different types of the same species being created
Genetic Diversity	the different habitats that exists in
Ecosystem Diversity	the variety of different species that live in a community

BIODIVERSITY

© <http://www.2peasandadog.com>

List two examples for why biodiversity is so important.

List one way we can try to protect biodiversity.

Since biodiversity is so important try and protect it. One of the ways biodiversity can be protected.

National parks, wildlife refuges and biodiversity. Keeping track of species protecting biodiversity. We need to to the point where their population

Alternately, we also need to make accidentally introduced into an ecosystem is put out of balance the new, invasive species.

Biodiversity is important to keep on Earth. The more we can preserve

©

BIODIVERSITY IN SPECIES

Biodiversity within a species occurs over a very long period of time. These



Douglas Fir Trees

most genetic diversity does good ng a species survive, there are when the survival of that m is unwelcome. Bacteria are an e of this. Bacteria are all around even inside of us. Not all a are harmful, like the bacteria

GENETIC DIVERSITY IN A SPECIES RESEARCH ACTIVITY



Select a species of your choice (e.g., dog, cat, frog, tree, etc.) and list all the different genetic diverse breeds there are. Some might have a lot, so use the first 10 that are commonly known. Fill in your information in the chart.

What species did you choose?

What were all the genetic diverse breeds you found? (List 10)

How many diverse breeds are there in total (rough idea)?

BIODIVERSITY WITHIN SPECIES

es that d for us. rks to rteria like other rteria adapt. ecome longer die ine.

bacteria multiply at such a fast does not take thousands of or it to adapt and survive like species. This is an example of ome adaptation for the organism.

© <http://www.2peasandadog.com>

om

LESSON 4 & 5



BIODIVERSITY WITHIN ECOSYSTEMS

The presence of biodiversity within an ecosystem creates a balance where all living things within that ecosystem benefit. When there are a variety of plants, animals and organisms coexisting, each does their part to better their environment. All species in an ecosystem, whether they're big or small, have an important role to play and help each other survive.



Each different species in an ecosystem helps each other survive. When there are many species to rely on, it is not devastating to the ecosystem if a species disappears. For example, if many different types of wheat are grown, a change in weather or a pest that affects one type of wheat does not damage the entire crop. In some instances, species have been introduced to an ecosystem and have caused problems. For example, the cane toad was introduced to Australia as a pest control and has become a major problem as it has no natural predators and is eating native species.

BIODIVERSITY IN ECOSYSTEMS MULTIPLE CHOICE

Instructions: Complete the following multiple choice questions after reading the article.

- Biodiversity in ecosystems is important because:
 - it creates an imbalance where all living things destroy each other
 - the big species are more important than the small
 - various plants, animals and organisms each do their part to better their environment

BIODIVERSITY WITHIN ECOSYSTEMS

In the case of animals, if one food source decreases because of environmental conditions, there need to be another food source to take its place. Take the dragonfly, for example. They like to eat mosquitoes, but when there isn't much rain there are fewer mosquitoes to eat.

- If there was a forest fire:
 - that forest will never grow back again
 - biodiversity allows the forest to grow back again
 - animals leave the forest and never return

- Biodiversity:
 - is essential to ecosystems to survive
 - will hurt ecosystems
 - has nothing to do with ecosystems



INTERRELATIONSHIPS

There are helpful relationships between species. Sometimes this exists



Clown Fish

RELATIONSHIPS AMONG SPECIES

After the lesson, list at least one example for each.

Species Working Together	
Mutualism	
Commensalism	
Parasitism	
Species In Competition	

Relationships Between Species
Sometimes different species rely on each other for survival. This happens when a species needs something from another species to help increase their survival rate. These are called symbiotic relationships. There are three types of

relationships. For example, clownfish have a mutually reliant relationship with the sea anemone. Sea anemones are invertebrates that live in the water and look like a plant. When clownfish need to lay their eggs, they do so in the sea anemone because its stinging tentacles that keep predators away from the eggs. The clownfish do not get stung by the sea anemone because clownfish have a mucus coating on their body to protect them.

LESSON 6 & 7



EVERYDAY PRODUCTS

INVASIVE SPECIES

PRODUCTS CHART



Instructions: After reading the article, list the product examples for each category. Add others to the list that were not in the article.

Food	Cosmetics	Clothing	Leisure Activities

INVASIVE SPECIES SOCIAL MEDIA PROFILE ASSESSMENT



Student Name: _____

Assignment Criteria

- Hand drawn or computer image of the species is required
- A Canadian invasive species is chosen
- Invasive species is researched
- Profile page has colour
- Additional information

INVASIVE SPECIES

	Level 1			
Science Content	Content contains information inaccuracies.	contains accurate information.	accurate.	demonstrates extensive research.
Profile Page Media Literacy	Profile page is incomplete.	Profile page is mostly complete, but requires more colour/images.	Profile page is complete and meets all requirements.	Profile page contains relevant additions of images, colours and/or information.

Teacher Feedback



...nt Hogweed Is An Invasive Species

...an thrive in a variety of habitats ... mates, making it easy for them ... om one region to another.

... of Invasive Species

...ays a negative effect on an ... when invasive species show ... costs a lot of money to ... imbalance and sometimes ... age is irreversible.

...ve species always harm ... rsity. They can cause the ... on of native species' population ... severe cases, even cause other ... s to become extinct. Sometimes ... use soil erosion or degradation, ... it hard for native plants to ... Both humans and animals are ... ed when an invasive species ... ver an ecosystem.

EVERYDAY PRODUCTS

LESSON 8 & 9



ORGANISMS INVESTIGATION

CHARACTERISTICS OF ORGANISMS



These two types of trees also reproduce in very differently. Coniferous trees have cones containing seeds that drop to the ground. Wildlife then picks up these cones and carries them away, where some of the seeds will begin to grow into new trees.

Deciduous trees instead use seeds and flowers to reproduce. These trees need to be pollinated by bees, butterflies, other insects, or birds. These insects also help to their fertilized

COMPARING ORGANISMS

Some plants are older than others. Some are called spores that are carried away by the wind and grow new ferns.

There is a wondrous variety of organisms that live on Earth. Some have characteristics in common with other organisms, but each also has unique traits to help them survive in their environment. It is this variety that makes up the biodiversity of our planet and helps life for all species to exist.

BIODIVERSITY AND CLIMATE CHANGE

Biodiversity, the variety of all living things on the planet, has to be



Butterfly

For example, the decline of pollinators as a result of climate change has had a significant impact on polar regions. Body condition has declined, and survival rates. The impact of climate change on such as bees, butterflies, and other insects has also been an issue due to climate change and a loss of resource diversity.

The European Union has now made biodiversity one of its top priorities.

Canada also has a Biodiversity Strategy with 5 targets, including increasing the number of people in the province who are involved in biodiversity conservation by 25% and reducing threats from invasive species.

TRUE OR FALSE?

Complete the following True/False questions:

- Climate change and biodiversity have nothing to do with one another. T F
- Cutting down trees does not help with climate change. T F
- Climate change and biodiversity have nothing to do with one another. T F
- Climate change and biodiversity have nothing to do with one another. T F
- Climate change and biodiversity have nothing to do with one another. T F
- Climate change and biodiversity have nothing to do with one another. T F
- There are no problems of climate change affecting biodiversity in Canada. T F
- Pollinators are having difficulty because of climate change. T F
- The European Union has made biodiversity a top priority. T F
- Ontario has a biodiversity strategy in place to help conserve and reduce threats from invasive species. T F

Question: What are the characteristics of certain organisms?

Fish vs. Mammals

- Check out Mammals
- <https://www.2peasandadog.com/what-are-the-differences-between-fish-and-mammals/>
 - <https://www.2peasandadog.com/what-are-the-differences-between-fish-and-mammals/>

Coniferous vs. Deciduous Trees

- Check out Deciduous
- <https://www.2peasandadog.com/what-are-the-differences-between-coniferous-and-deciduous-trees/>
 - <https://www.2peasandadog.com/what-are-the-differences-between-coniferous-and-deciduous-trees/>
 - <https://www.2peasandadog.com/what-are-the-differences-between-coniferous-and-deciduous-trees/>

Ferns vs. Flowering Plants

- Check out Flowering
- <https://www.2peasandadog.com/what-are-the-differences-between-ferns-and-flowering-plants/>
 - <https://www.2peasandadog.com/what-are-the-differences-between-ferns-and-flowering-plants/>
 - <https://www.2peasandadog.com/what-are-the-differences-between-ferns-and-flowering-plants/>

LESSON 10 & 11



FILL-IN THE BLANK

Instructions: Use the words in the word bank to fill in the blanks.

1. The three most used crops are _____, _____, and _____.

2. Most farmers used _____ type of farming because _____.

3. However, this type of farming _____.

4. About _____ of the world's population depends on agriculture.

5. Indigenous people _____.

6. They use traditional growing methods _____.

beans and _____.

7. The National Tree Seed Center _____.

conserving species by collecting _____.

BIODIVERSITY QUIZ /10

Name: _____

1. Fill in the blank using the following words: Fertilizers, Rice, Pesticides, Corn, Chemicals, Monoculture

The three most used crops are wheat, _____, and _____.

However, this _____.

BIODIVERSITY IN AGRICULTURE

_____ with one another.

B. Climate change can cause extreme weather. T F

C. Some plants or animals might need to move T F

because they can't live in the area anymore due to temperature changes.

D. Rising temperatures in the sea does not affect T F

the marine life.

WHAT IS MONOCULTURE?

RESEARCH ACTIVITY: MONOCULTURE

Instructions: Research the topic of monoculture, make a list of some advantages and disadvantages of monoculture farming.

Advantages	Disadvantages

MONOCULTURE



the crop, since _____ to kill them _____ order for any _____.

natural balance of soil becomes _____ the nutrients that it needs to _____ an unbalance of nutrients, the _____ in the soil decreases. This makes _____.

in the same soil next year, they _____ balance it. These fertilizers can _____ the soil. If too much fertilizer is _____ to rivers and lakes. In the case _____ quality and the species living in it.

_____ biodiversity. When biodiversity _____ organisms in that ecosystem _____.

LESSON 12 & 13



LOCAL ISSUES

LOCAL ISSUE

When did it happen?

Where did it happen?

Why did it happen?

How did it happen?

From whose perspective is this article written? Explain.

What are local issues? Local issues are currently happening in your area.

Task: You will be researching local issues in your class. You will create a presentation about them.

Process:

1. Find out what local issues are happening in your area. Why are these issues important?
2. Select a local issue to research.
3. Complete a research sheet.
4. Create a presentation about your local issue.

LOCAL ISSUES

Criteria	4
Understanding of Topic	Student displayed thorough understanding of the current event.

© http://www.2peasandadog.com

© http://www.2peasandadog.com

UNIT TEST

/15

Name: _____ Class: _____

UNIT TEST

Name: _____ Class: _____

Short Answer Question (5 Marks)

Select an invasive species and write down where it came from.

BIODIVERSITY UNIT TEST

Read the question and then write T or F in the box.

Write T (True) or F (False) in the box.

© http://www.2peasandadog.com

© http://www.2peasandadog.com

LESSON 14



LESSON #14



Bill

BILL NYE: BIODIVERSITY



List at least three ecosystems that are mentioned in the video.

Give one example of b

What is one of the "five things you can do" that you are currently doing (or would like to do) to help with biodiversity?

MAGIC SCHOOL BUS: IN THE RAINFOREST



SAMPLE ANSWERS

- monkeys eating fruit
- Ms. Fizzle opening her gift
- ants eating the fruit juice, and then getting eaten by an anteater
- hummingbird with pollen from a flower

UNIT REVIEW OR SUB PLANS

- mud as a home for midge flies and peccaries
- students riding a peccary
- artificial turf/grass in the rainforest

iversity found in the video.

ing eaten by an anteater

pped in a net

driving through the rainforest

ers from the cocoa tree

rog living in a pool of water in a plant

gnifying glass to investigate

ugh the rainforest

cocoa tree

ool of water in a plant

estigate

caries

g.com

LESSON 15 & 16



DANGEROUS NORTH AMERICAN SNAKES



Copperhead Snake

What To Do If You Get A Snake Bite

THINKING QUESTION

Assessment	Below Expectations	Meets Expectations	Above Expectations
	✓ -	✓	✓ +

Many people keep venomous snakes as pets. Why do you think...

DANGEROUS NORTH AMERICAN SNAKES NON-FICTION ARTICLE

They are found along the eastern seaboard in the United States, as west as Nebraska.

LESSON #16



THE STORYLINE

FOREST ADVENTURE



Your school has... the pond area to... after it to try and... deeper into the f... next 10 challeng...

BIODIVERSITY DIGITAL ESCAPE ROOM

Room

Solve this digital escape room. ... to complete, but every class is

ESCAPE ROOM RULES



1. Once you and your team are ready to start, hit the timer button. You are not allowed to pause or change the time. Your teacher will tell you how much time to put on the timer.
2. Make sure you look at and read EVERYTHING in each section including titles, images, etc.
3. Write answers in ALL CAPS with NO SPACES.
4. You are allowed ONE FREE HINT.
5. After your free hint, you are allowed two more hints, but they will cost you 3 minutes on the clock per hint!
6. Please do not Google the answers.
7. Please do not share your answers with other students.

at contains an escape room, ... e escape room section, open up ... ner. Start the timer once you ... e and the rules. Please play by ... cape."

-time translation. Just hold the screen.

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE