



Paquete de Actividades de Maggie

Nombre _____

Kakapo



Este es un kakapo. El kakapo es un loro que no vuela. No quedan muchos kakapo.

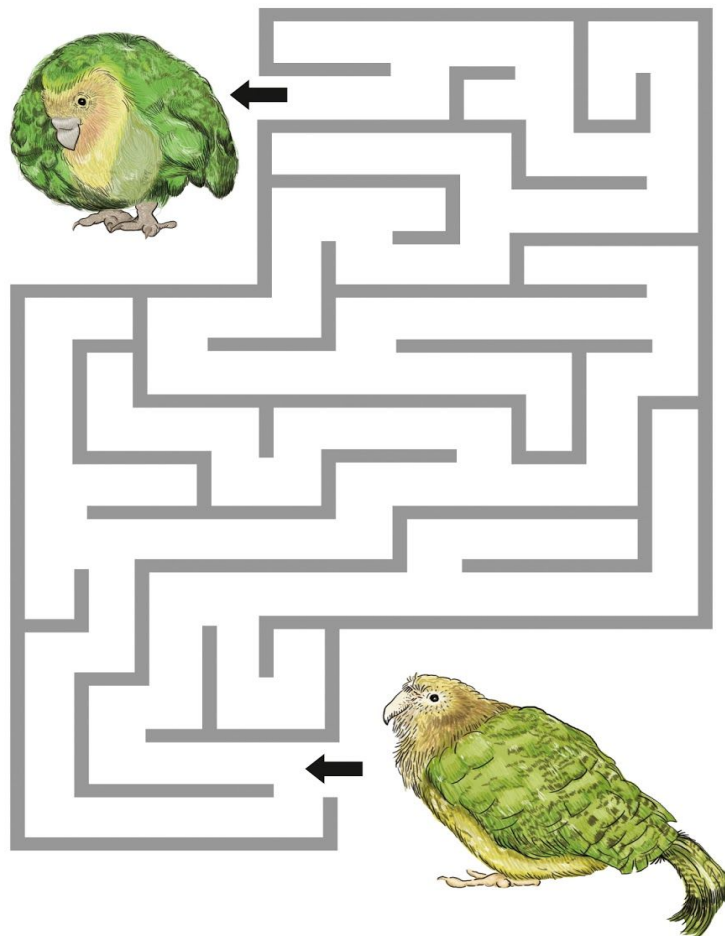
Buscan comida por la noche.

Tienen un pico fuerte que

usan para trepar a los árboles. Pueden trepar en lo alto de los árboles. Usan sus colas y alas grandes para ayudarlos a equilibrarse. Sus plumas los protegen del frío. Los machos cavan cuencos en el suelo y hacen llamadas a las hembras. ¡Pueden cantar durante 8 horas sin parar!

Actividad

¿Puedes ayudar al kakapo a encontrar su compañero?



TEACHER GUIDE

Activity At-A-Glance:

In this activity, students will be introduced to a critically endangered bird from New Zealand called the kakapo. When explaining how a species becomes endangered, it is important to describe the interactions it has with its surrounding environment. Most likely, you will find that certain associations are critical for the species' survival. Therefore, it is not only important to help the species survive, but also to provide solutions to problematic factors affecting their surrounding environment.

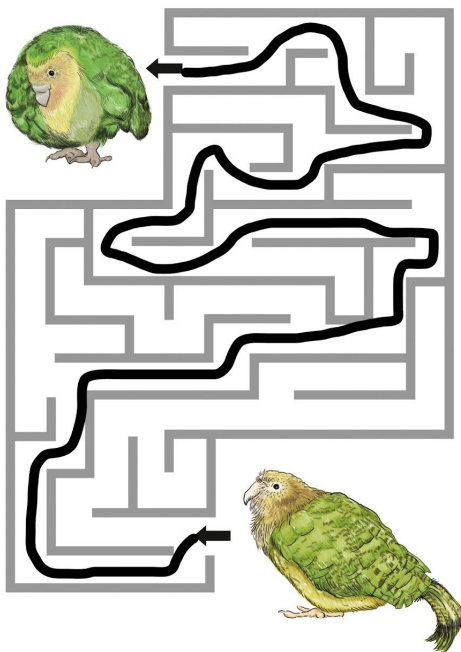
Standards:

- Next Generation Science Standards (NGSS):
 - K-ESS2.E Biogeology [DCI]
 - K-ESS3.C Human Impacts on Earth Systems [DCI]
 - K-ESS2 Science Knowledge is Based on Empirical Evidence [SEP]
 - K-ESS2 Patterns [CC]
- Common Core State Standards (CCSS) for ELA:
 - RI Key Ideas and Details

Background Information:

For more information about this topic, please see the Intermediate reader version of this activity.

Clave de Respuestas:



Take it Outdoors:

Take your students to a safe area outside and have them create sound calls like the kakapo. You may wish to play recordings of kakapo calls before you go outside and have students practice their “calls” beforehand. See how far they can go before they cannot hear one another anymore. You can have them take a determined number of steps (*ex. take five steps towards that building*) and do the call again until they cannot hear the calling any more. If you are concerned about students getting out of your sight or contact range, you may wish to determine a softer “call,” such as a hand clap, that will not require students to range as far before they lose contact. You may also wish to encourage them to experiment with different “calls” to compare which kinds of sounds travel farthest.