

2nd – 3rd grade • English Level 2

Learning Packet #4

Theme: Seasons and Days



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Rachael Balleweg** in collaboration with Tricia Gray and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

- CCSS.MATH.CONTENT.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Social Studies

- NE SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 - SS 3.3.1.a Identify and apply map elements.
 - SS 3.3.1.b Use a map to identify location and distribution of physical and human features.
 - SS 3.3.1.c Determine why things are located where they are in the community.
- NE SS 2.3.2 Compare places and regions.

English Language Arts

- CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Science Standards and Cross-Cutting Ideas

- NE SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.

Art

- NE FA 2.2.1 Students will use the creative process to make works of art with a variety of materials.

Physical Education

- NE PE.3.1.1 Performs locomotor skills in a variety of environments.
- NE PE.3.1.2 Performs non-locomotor skills in a variety of environments.
- NE PE.3.1.3 Performs manipulative skills in a variety of environments.

Learning Packet #4

A black and white illustration of a young boy with dark, curly hair, wearing a light-colored shirt. He is sitting at a desk, leaning forward and writing in a notebook with a pen. The background is simple, with a dark area representing the desk and a light area representing the wall or background.



UNIVERSITY OF
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International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your child to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your child (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

Kinder-5th grade students will create a Buddy for their packets. This is the first activity in the packets and is intended to give children have someone to talk to about the work they are doing in the packet. We have included images of “buddies” to choose from. Choose a buddy, personalize it, and even name the buddy. Throughout the packet activities, students will be told to talk to their buddy or even to ask their buddy questions. With this buddy, students can work independently without needing your time and attention to be successful with the packet. However, we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer, but they should plan for who their buddy will be each time they work on the packet. This might be something they will need your help understanding.

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.
- Students will be learning about what causes our seasons and days. They will also be learning about Earth's continents and oceans. They will be reading and writing poems and songs. In math, they will be working on telling time.
- Helpful words and phrases: This week your child will be learning and practicing many words. We encourage you to remind your child how to say them and write them in any and all languages you speak in your home. They are provided in English in this packet for your child to practice also.
 - globe
 - ocean
 - revolve
 - Earth
 - equator
 - a.m.
 - continent
 - rotate
 - p.m.
 - hour
 - minute
 - second

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

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Answer Keys

Answers: Use a Clock

Read about the clock. After you read, label the clock and fill in the missing pieces.

A clock measures time. Two kinds of clocks are analog and digital. The digital clock shows numbers. The analog clock has an hour and minute hand that point to numbers. The hour hand is small. The minute hand is big.

Circle the digital clock. Put a rectangle around the analog clock. Label the minute hand. Label the hour hand.



There are 60 seconds in 1 minute. There are 60 minutes in 1 hour. There are 24 hours in 1 day.

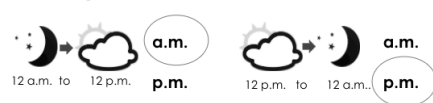
Fill in the missing parts.

60 seconds = 1 minute 60 minutes = 1 hour

24 hours = 1 day

The a.m. and p.m. times help us tell the time of day. The first part of the day from midnight to noon is called a.m. From noon to midnight is called p.m.

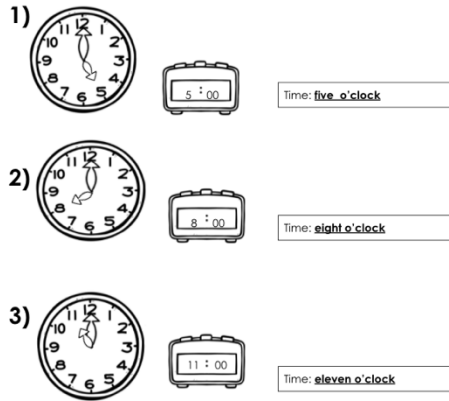
Circle the right time.



Answers: What Time is it?

Use the clock to write and draw the time on the clock.

Example:



Answers: Trip Around the World

Cut apart the cards and mix them up. Put them around a room. Walk around to each one and write the name of the continent or ocean on the response page below. If you want, you can have someone else hide them for you to find.

Response Page: Write the name of each place next to its number.			
1	Atlantic Ocean	7	Pacific Ocean
2	Europe	8	Africa
3	Arctic Ocean	9	Australia
4	Asia	10	Southern Ocean
5	Antarctica	11	Indian Ocean
6	North America	12	South America

Answer Bank:

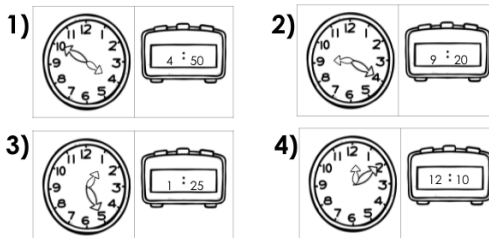
Atlantic Ocean
Arctic Ocean
North America
Africa
Australia
Indian Ocean
Asia

Europe
Antarctica
Pacific Ocean
Southern Ocean
South America

Answers: Telling Time

Look at the analog clock. Write the correct time on the digital clock.

Example:



Read the activity. Circle the correct time.

- 5) What time would you eat an afternoon snack?
3:00 a.m. 2:00 p.m. 6:00 a.m.
- 6) What time would you go to a movie at night?
8:00 a.m. 12:00 p.m. 8:00 p.m.

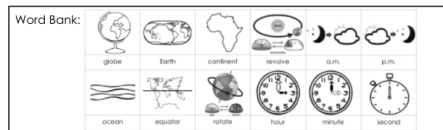
Answers: Vocabulary

Read the sentences and find the vocabulary word that belongs. Each word will be used one time.

The Earth is very big, but the Sun is bigger. The Earth revolves around the Sun. revolves / minute
When the Earth moves around the Sun one time that equals one year. The ocean / Earth
Earth also rotates. This spinning makes night and day. We have 24 hours in p.m. / rotates hours / ocean
one day. Since there is 60 minutes in 1 hour that means there are 1,440 minutes / equator
minutes in one day and 86,400 seconds in one day! We call the time from seconds / Earth
midnight to noon a.m. and the time from noon to midnight p.m.
rotate / a.m. revolve / p.m.

If you look at a globe you can see the whole Earth. You will see there are 7 globe / continent
continents, big places of land. You will also see 5 oceans, the water that is oceans / continents
oceans / continents between the continents. The equator shows us the middle of the globe.
equator / globe

The Earth is pretty cool!



Answers: Practice Telling Time

Fill in the missing parts in the table.

Analog Clock	Digital Clock	Life Example
Example:		At 5:00 a.m. I am sleeping.
		At 5:00 p.m. I am eating.
		At 1:45 a.m. I am sleeping.
		At 1:45 p.m. I am eating.
		At 3:15 a.m. I am sleeping.
		At 3:15 p.m. I am eating.
		At 7:25 a.m. I am sleeping.
		At 7:25 p.m. I am eating.
		At 8:00 a.m. I am sleeping.
		At 8:00 p.m. I am eating.
		At 11:10 a.m. I am sleeping.
		At 11:10 p.m. I am eating.

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- Diccionario: Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- Diario: Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- Los estudiantes aprenderán sobre las causas de nuestras estaciones y de los días. También aprenderán sobre los continentes y océanos de la Tierra. Leerán y escribirán poemas y canciones. En matemáticas, estarán aprendiendo cómo decir la hora.
- Palabras y frases útiles: Esta semana su hijo aprenderá y practicará muchas palabras. Lo alentamos a que le recuerde a su hijo cómo decirlas y escribirlas en todos los idiomas que hable en su hogar. Se proporcionan en inglés en este paquete para que su hijo también las practique.

globo	tierra	continente	océano	ecuador	rotar
girar	a.m.	p.m.	hora	minuto	segundo

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

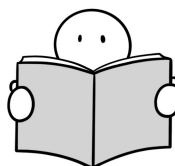
We'd love to see what you've done with this packet!



Instructions Key



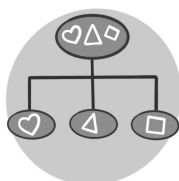
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



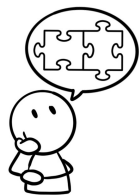
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



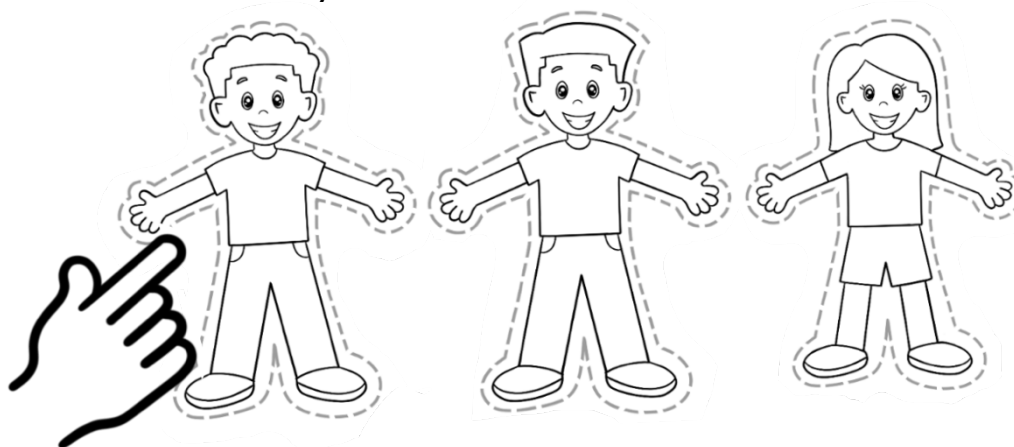
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Day 1

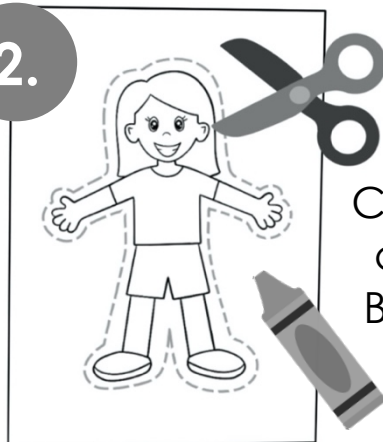
- ☐ Make Buddy
- ☐ Trace, Read, and Move to Vocabulary
- ☐ Learn about the Earth
- ☐ Practice Telling Time
- ☐ Journal

My Buddy

1. Choose a Buddy

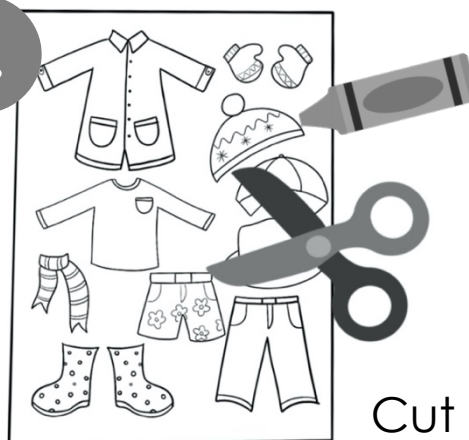


2.



Cut out and color your Buddy and give it a name!

3.

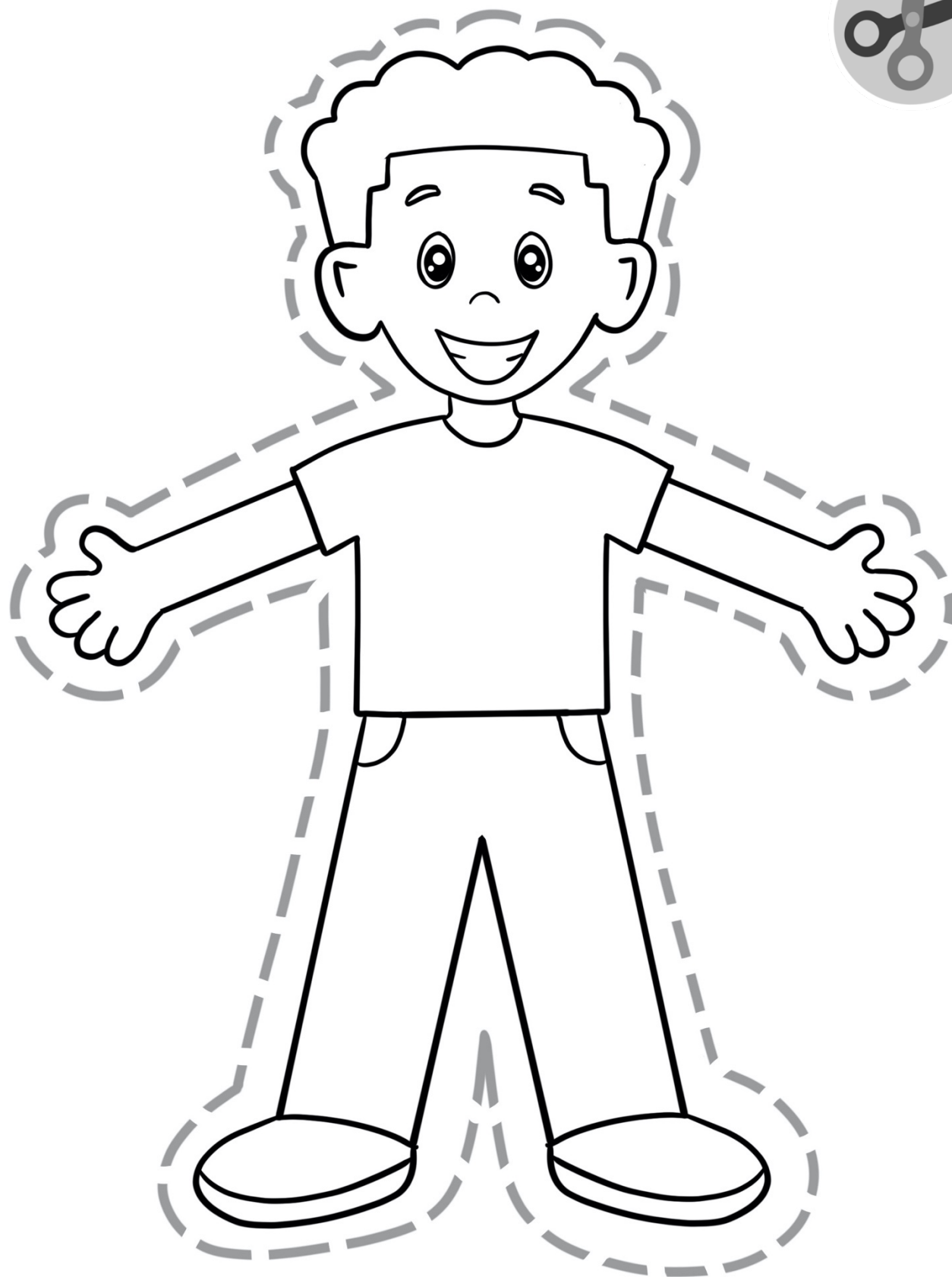


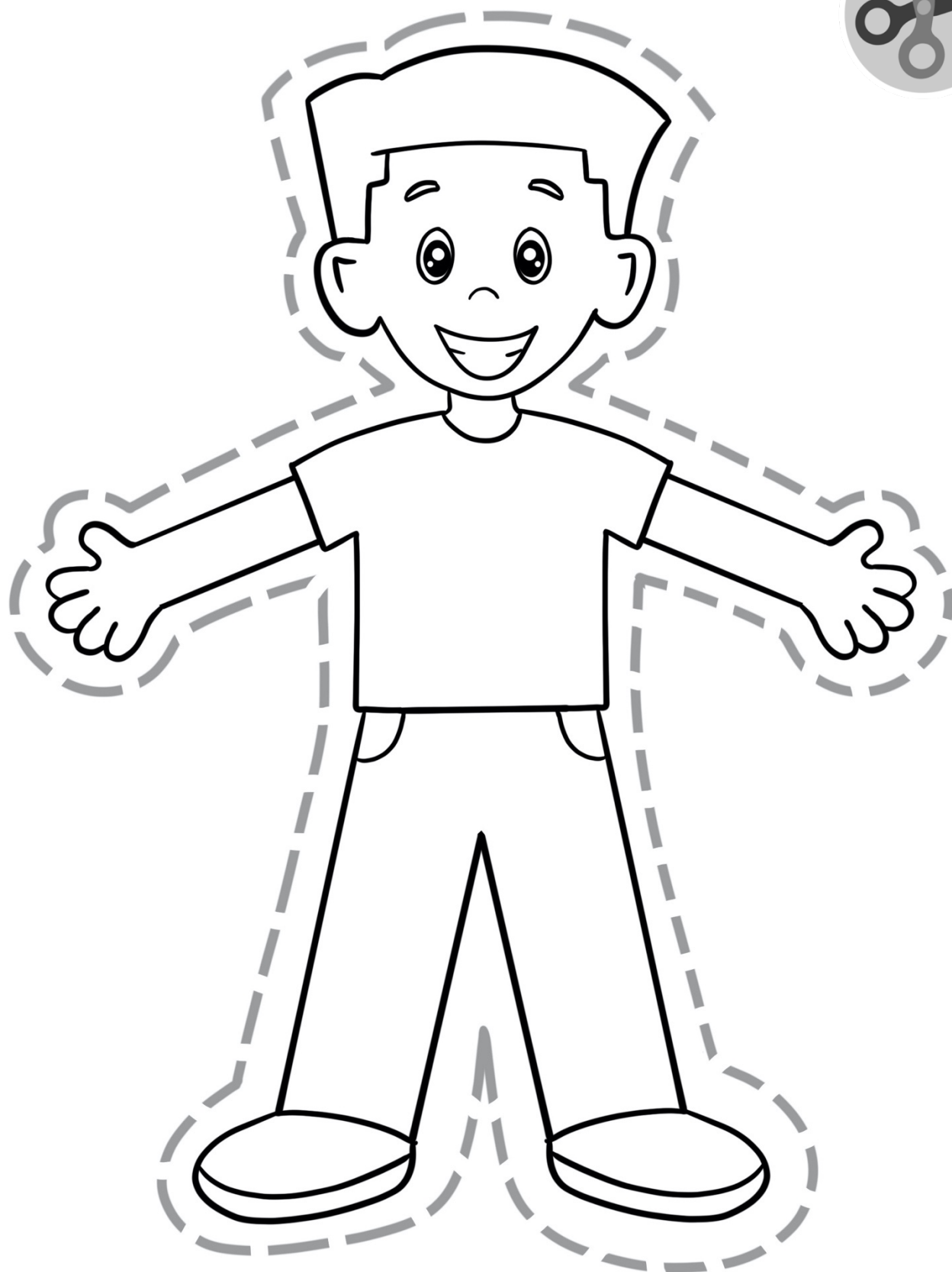
Cut out and color the accessories

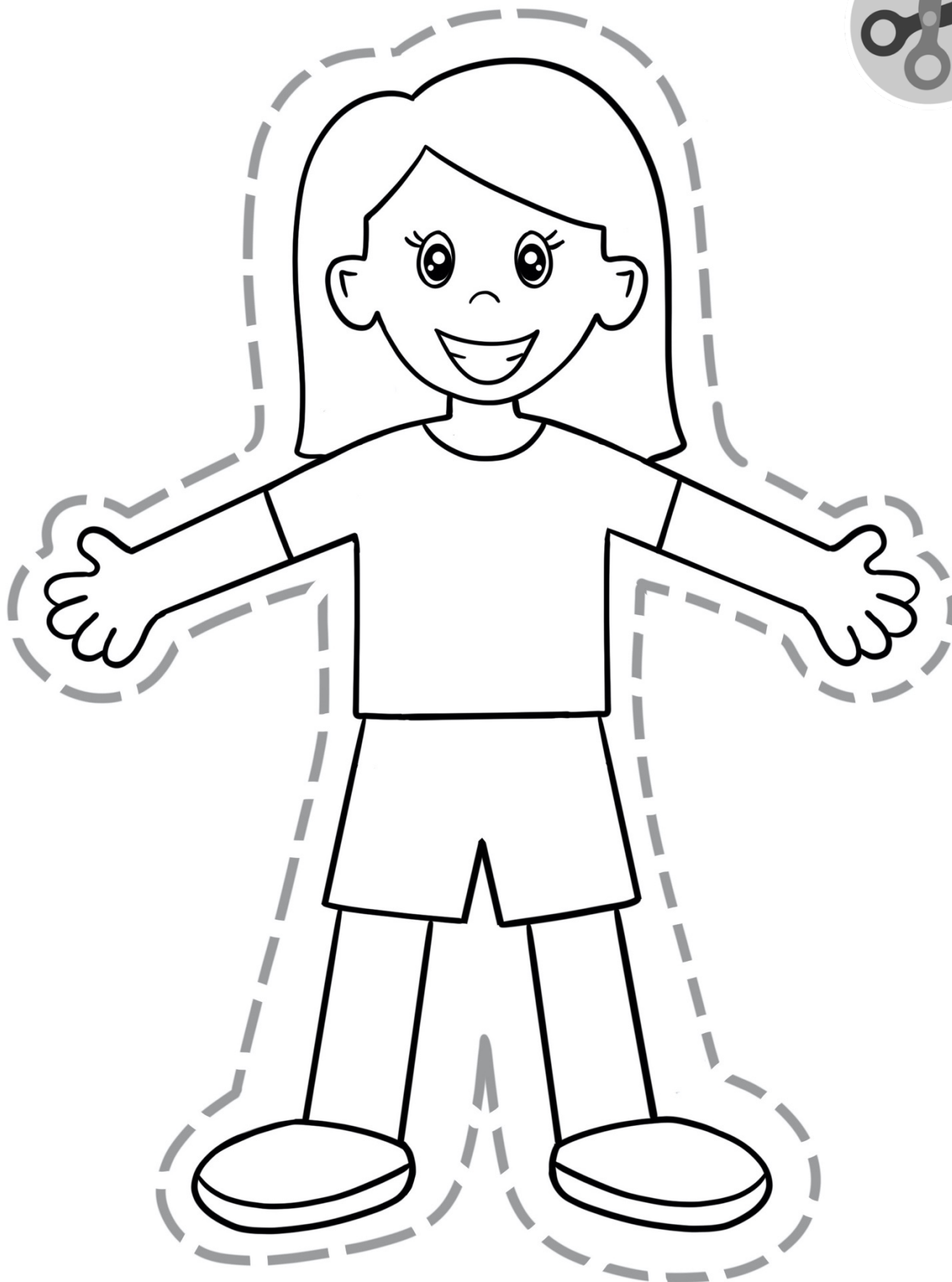
4.

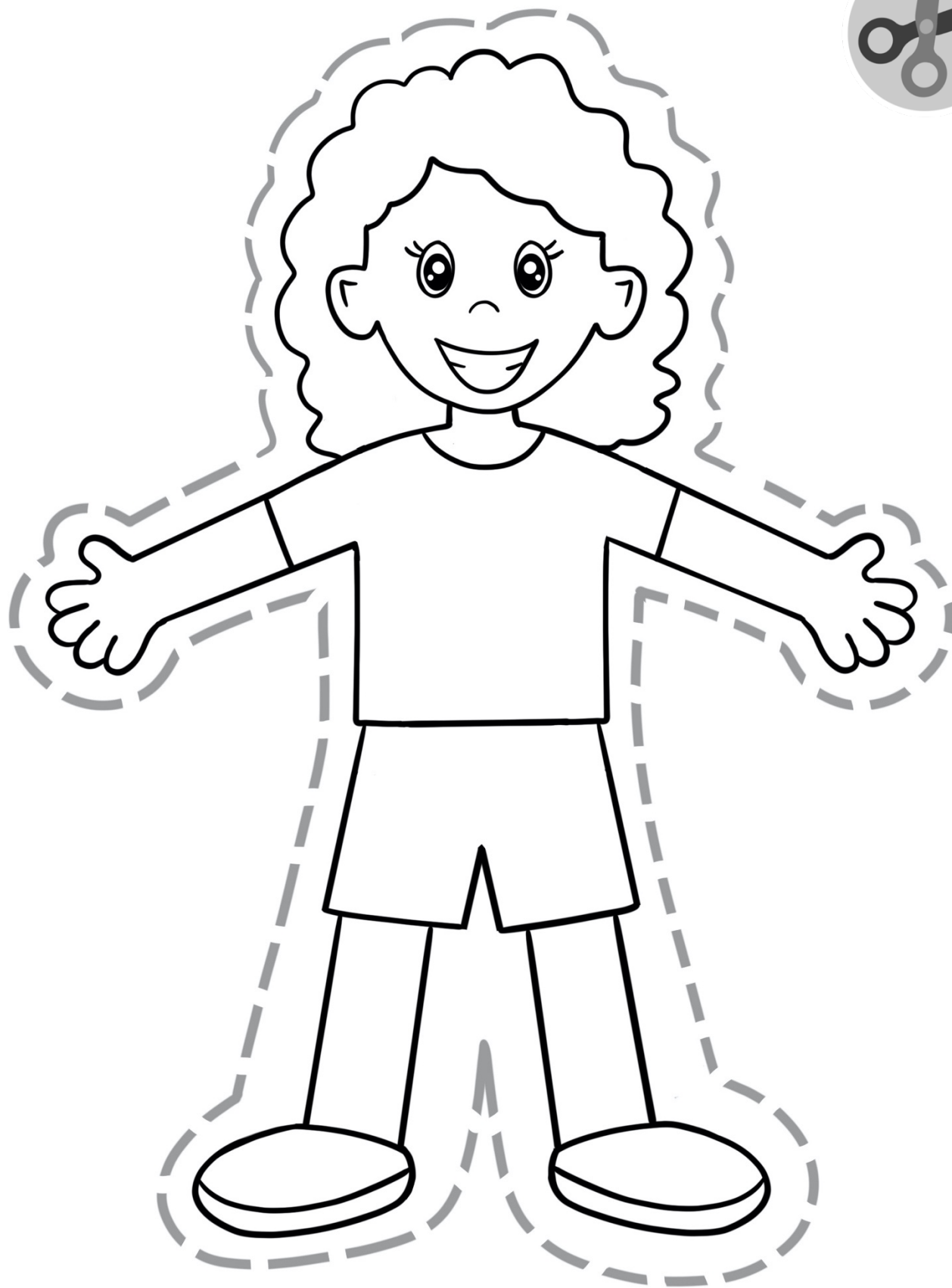


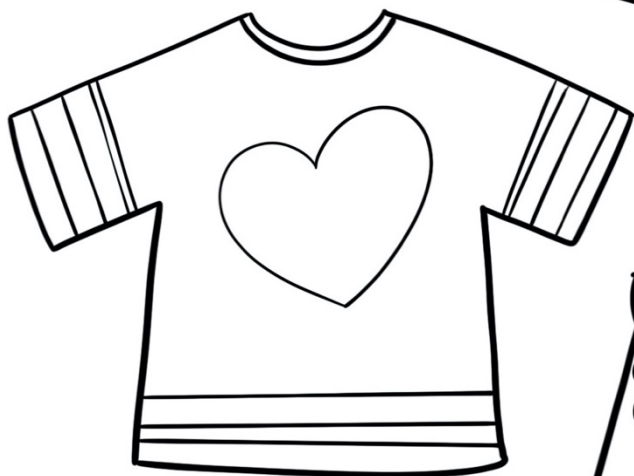
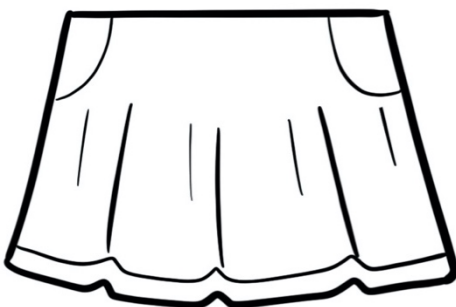
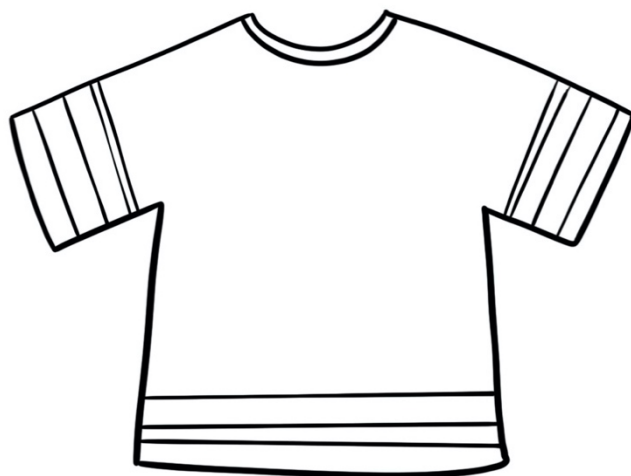
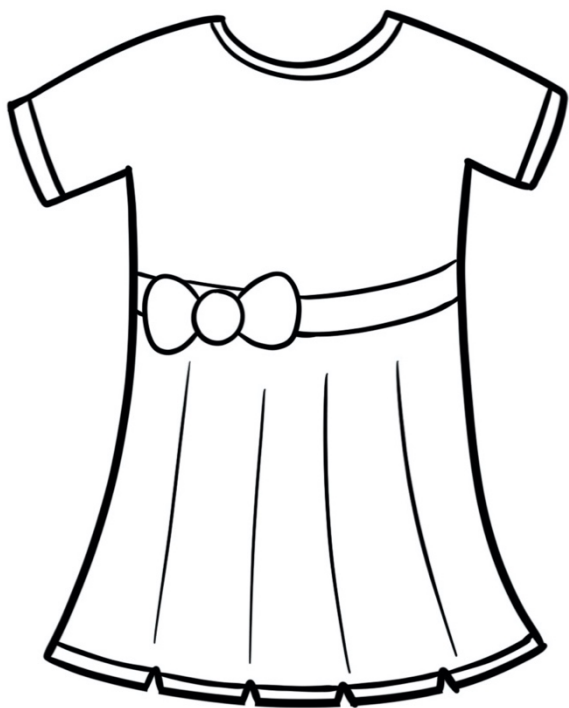
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

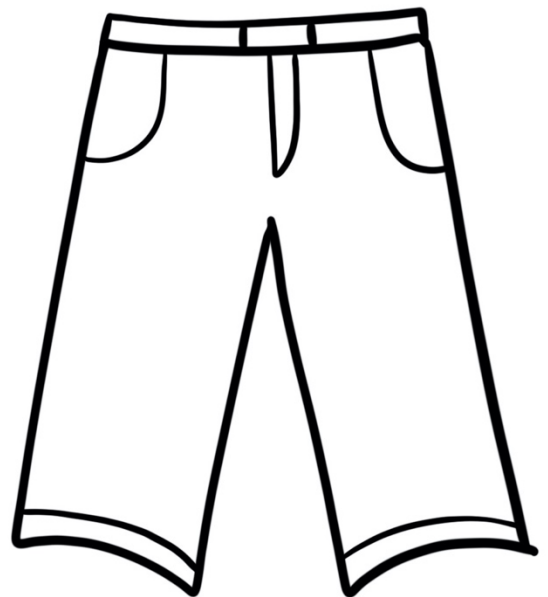
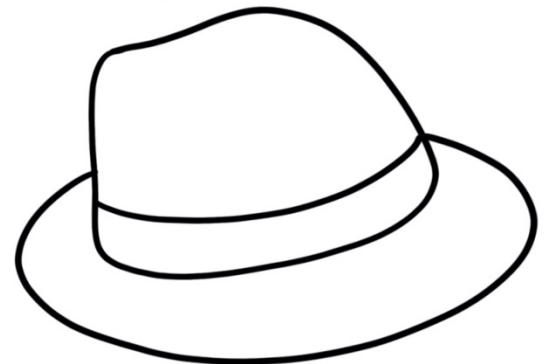
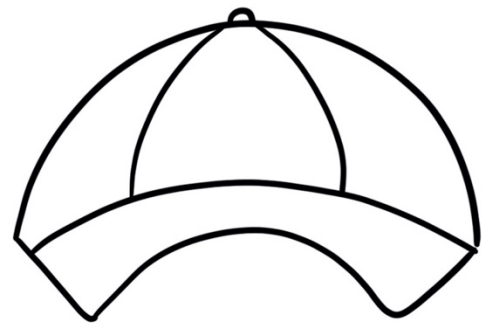
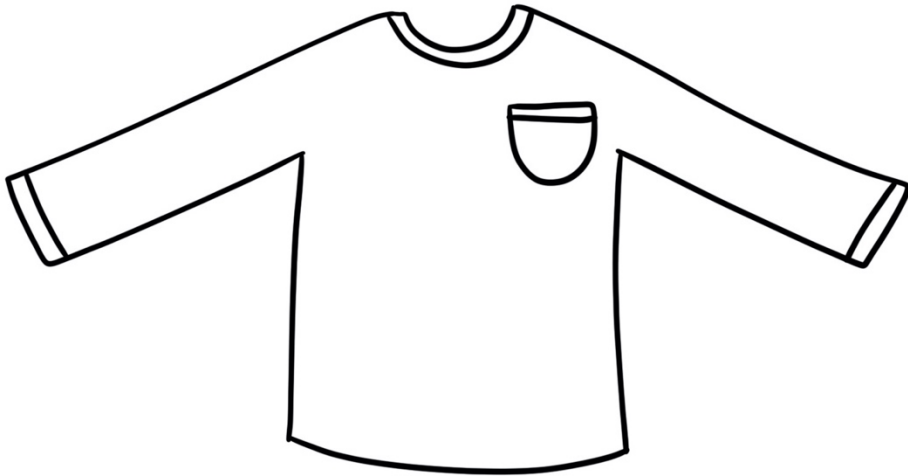
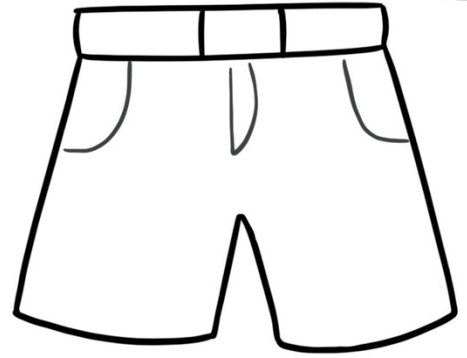












Vocabulary Practice Day 1

- ☐ Read your new vocabulary words out loud



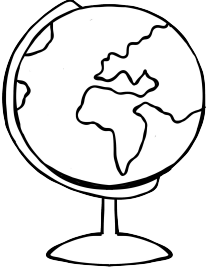



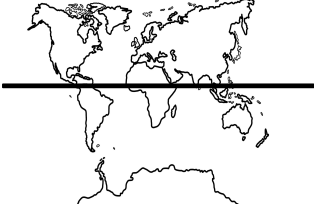
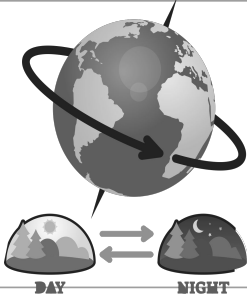
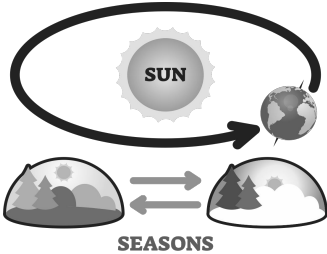
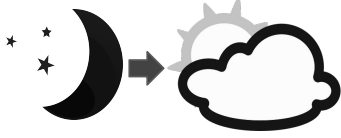
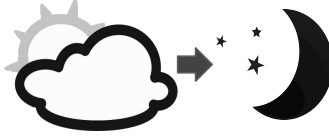
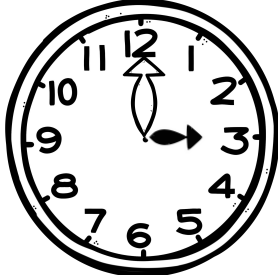
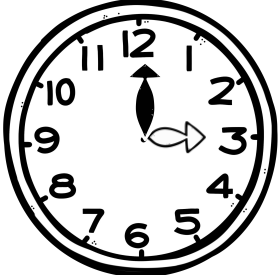
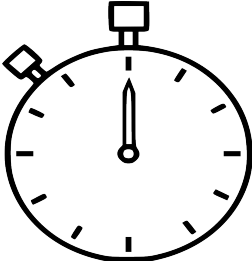
- ☐ Trace the words



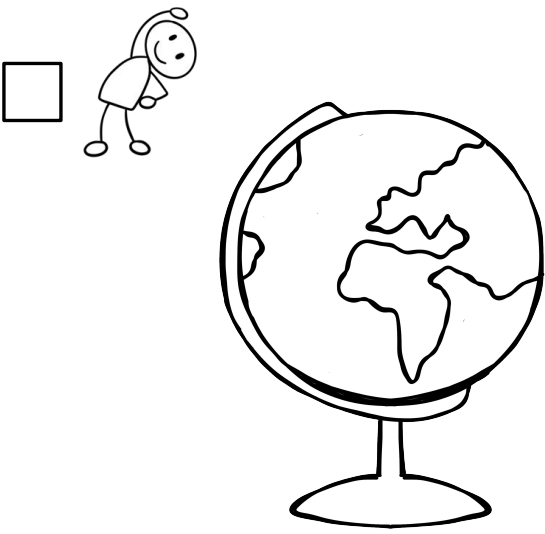
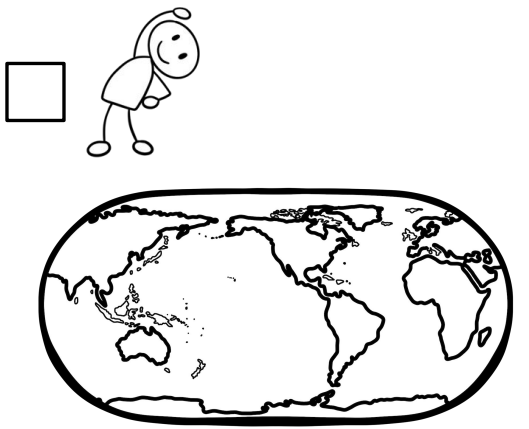
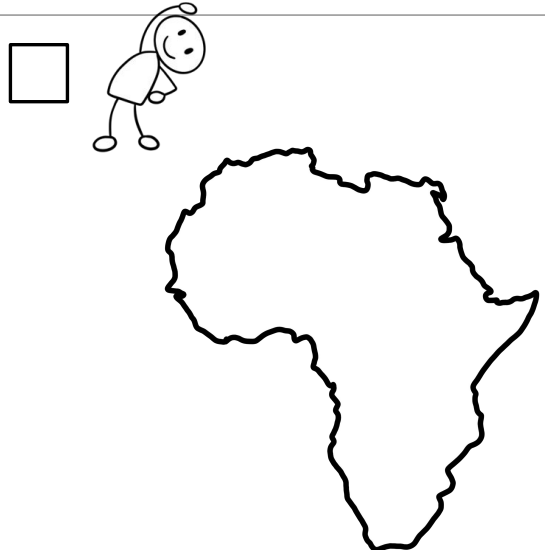
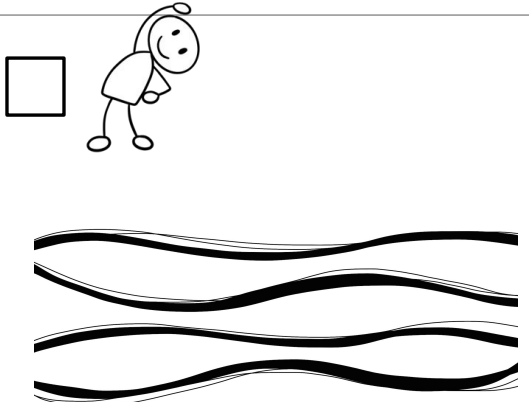
- ☐ Move your body like the picture



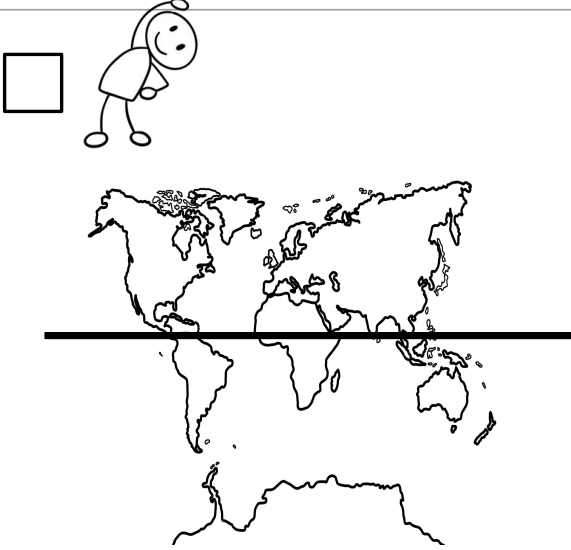
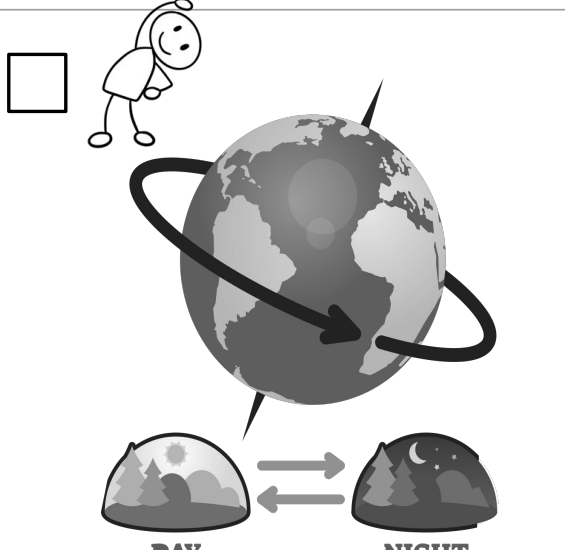
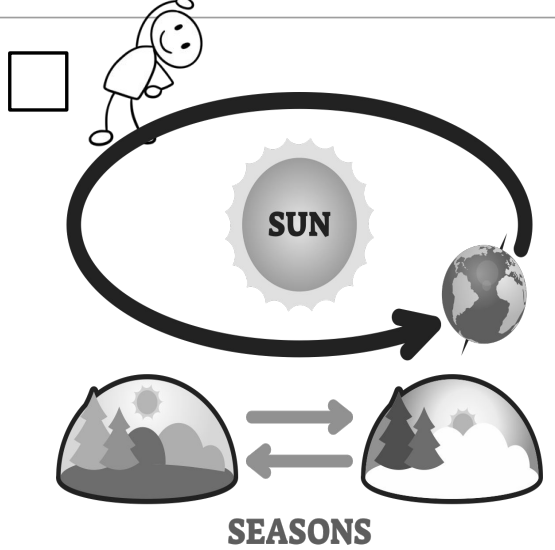
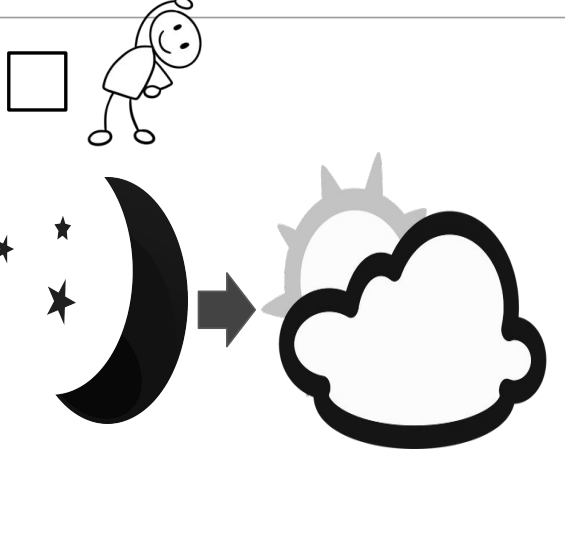
Vocabulary

		
globe	Earth	continent
		
ocean	equator	rotate
		
revolve	a.m.	p.m.
		
hour	minute	second


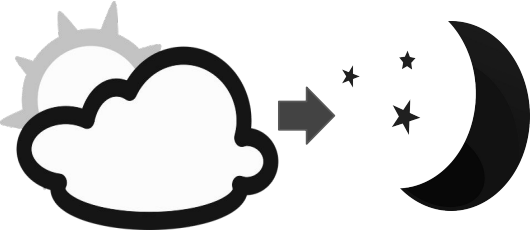

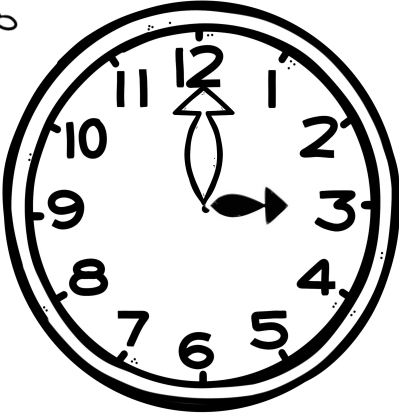

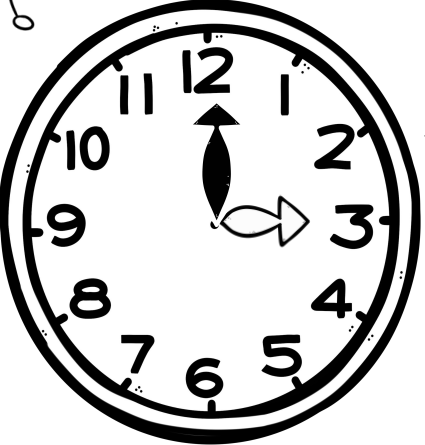

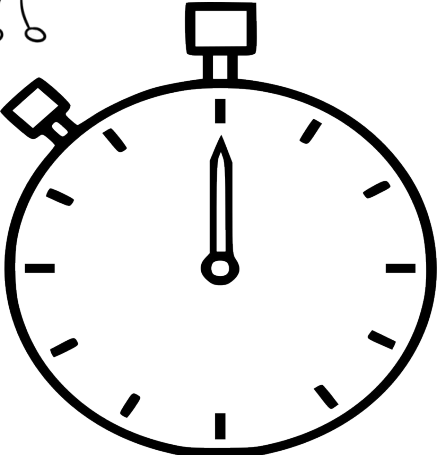
Vocabulary Trace

	
<p>globe</p>	<p>Earth</p>
	
<p>continent</p>	<p>ocean</p>

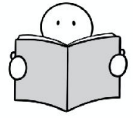
Vocabulary Trace

	
<p>equator</p>	<p>rotate</p>
	
<p>revolve</p>	<p>a.m.</p>

Vocabulary

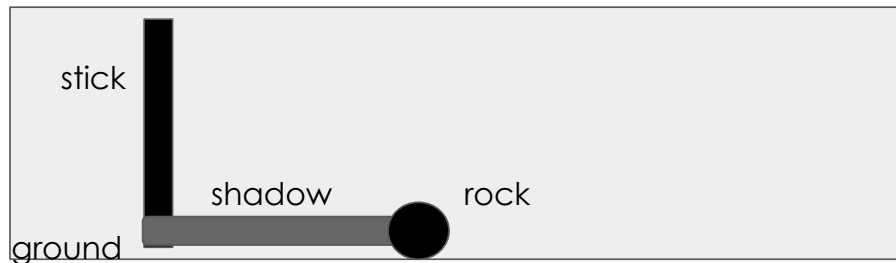
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p.m.	hour
<input type="checkbox"/>  	<input type="checkbox"/>  
minute	second

Watch the Earth Rotate

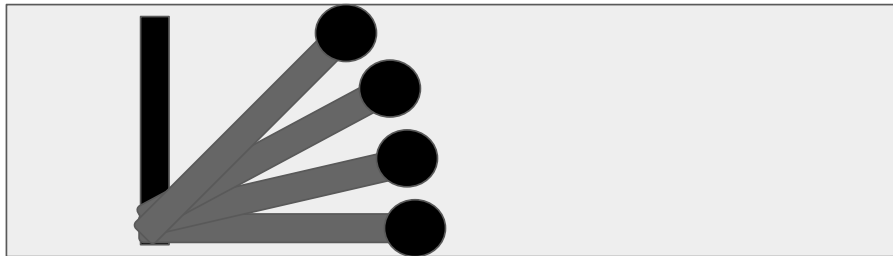


As the Earth rotates, it turns. The Earth's rotations cause day time and night time. You can see this by watching how the shadows change every hour. Follow the directions to watch the Earth rotate.

1. Find a pencil or stick. Collect 4 rocks or other small things.
2. Go outside and put the pencil or stick in the ground. Make it look like this.



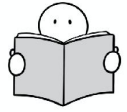
3. Put a rock or small thing where the shadow is shining.
4. Use a clock or device. Every hour put a rock or other small thing where the sun's shadow is shining.
5. Do this until you use all 4 rocks.
6. At the end, you should see something like this.



7. On the back of this paper, draw what you see and label your picture.

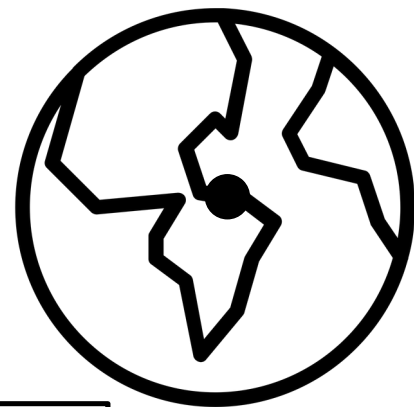
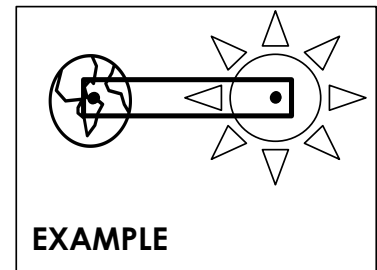
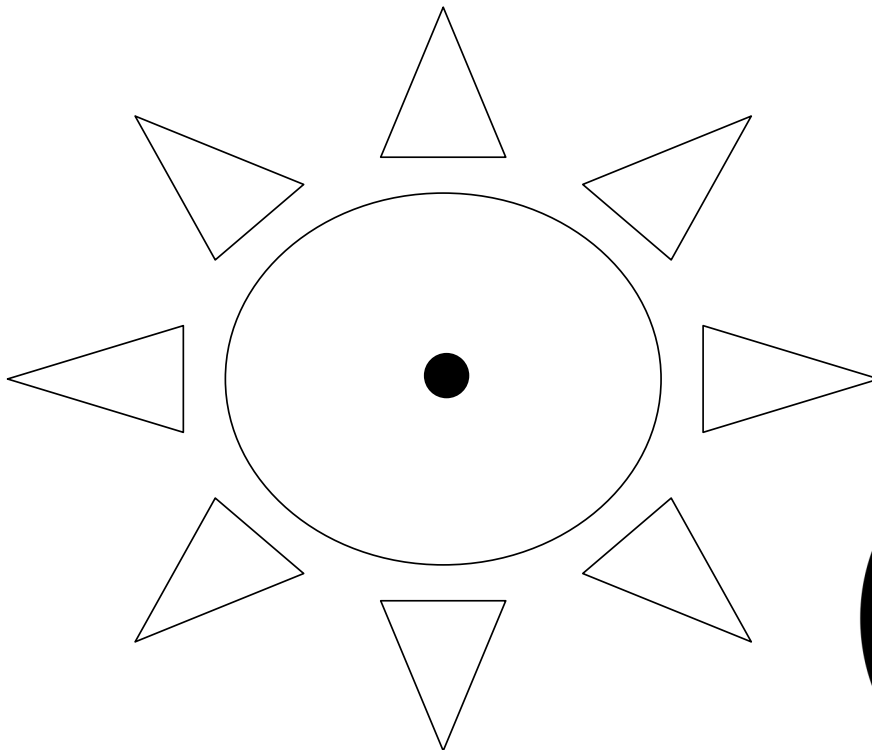


Watch the Earth Revolve



As the Earth revolves, it goes around the Sun. The revolutions cause the Earth's seasons. You can see this by making a model. Follow the directions to watch the Earth revolve.

1. Cut out the Sun, Earth, and the rectangle.
2. Color them if you want.
3. Use a paper clip to attach the Sun to the end of the rectangle and the Earth to the other.
4. Make the Earth revolve around the Sun.
5. Tell your buddy what is happening.

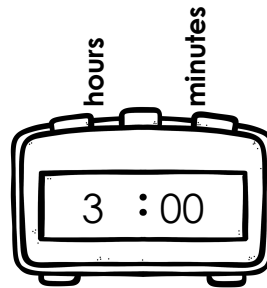
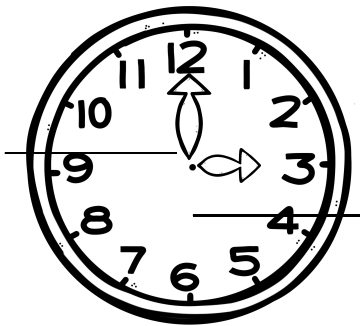


Use a Clock

Read about the clock. After you read, label the clock and fill in the missing pieces.

A clock measures time. Two kinds of clocks are analog and digital. The digital clock shows numbers. The analog clock has an hour and minute hand that point to numbers. The hour hand is small. The minute hand is big.

Circle the digital clock. Put a **rectangle** around the analog clock.
Label the minute hand.
Label the hour hand.



There are 60 seconds in 1 minute. There are 60 minutes in 1 hour. There are 24 hours in 1 day.

Fill in the missing parts.

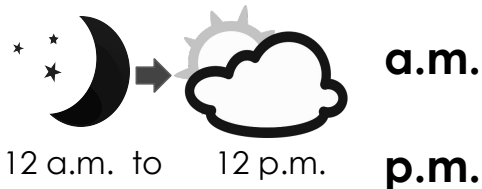
60 _____ = 1 minute

60 _____ = 1 hour

24 _____ = 1 day

The a.m. and p.m. times help us tell the time of day. The first part of the day from midnight to noon is called a.m. From noon to midnight is called p.m.

Circle the right time.



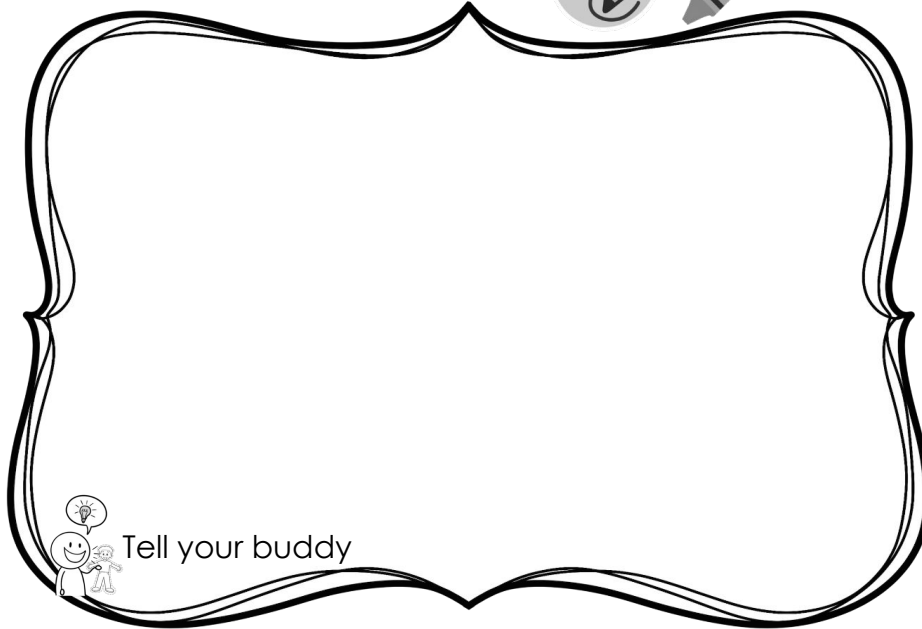


Journal Writing

Date: / /

Write about your favorite time of day.

Draw and color your ideas.



Tell your buddy



Write your ideas

My favorite time of day is _____



Day 2

- ☐ Practice your vocabulary words
- ☐ Workout with your buddy
- ☐ Read about the Earth
- ☐ Practice telling time
- ☐ Journal

Vocabulary Practice Day 2

- ☐ Read your vocabulary words out loud

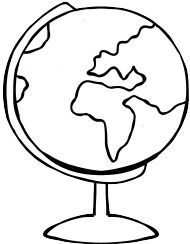



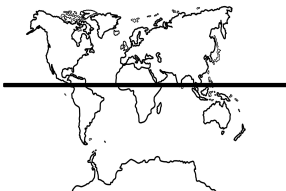
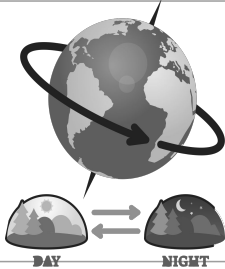
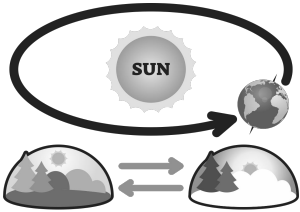


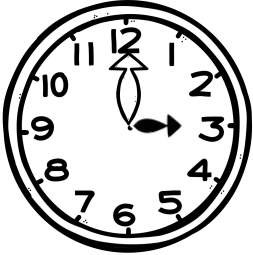
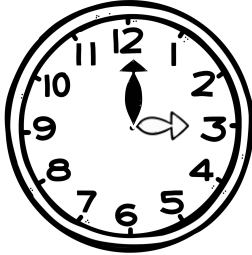
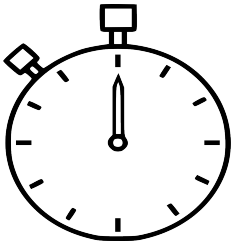
- ☐ Read the definition.





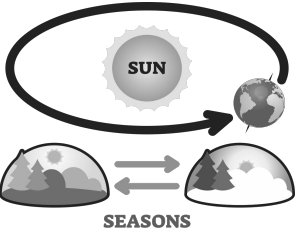
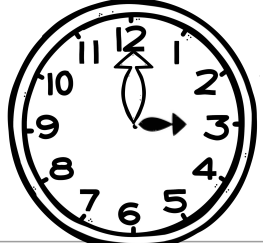
- ☐ Write a sentence using the vocabulary word.




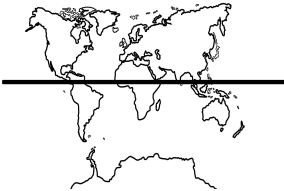
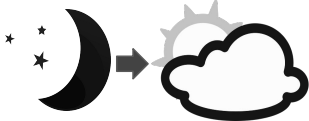
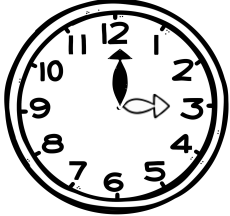
Vocabulary

		
globe	Earth	continent
		
ocean	equator	rotate
		
revolve	a.m.	p.m.
		
hour	minute	second

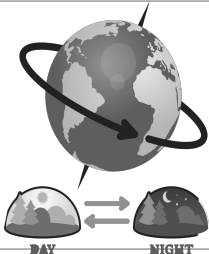
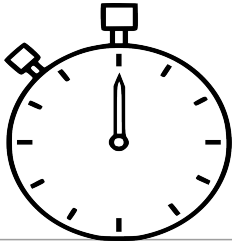
Vocabulary

Picture	Definition	Sentence
 globe	A globe is a 3D map of Earth.	My teacher used the globe to show us where we live.
ocean		
 ocean	A large amount of water on Earth.	
 revolve		
 hour	The amount of time in 60 minutes.	

Vocabulary

Picture	Definition	Sentence
	The planet where we live.	
Earth		
	An imaginary line around the middle of the Earth.	
equator		
	The 12 hours of a day from midnight to noon.	
a.m.		
	The amount of time in 60 seconds.	
minute		

Vocabulary









Picture	Definition	Sentence
	A large amount of land on Earth.	
continent		
	When an object turns or spins in place.	
rotate		
	The 12 hours of a day from noon to midnight.	
p.m.		
	The smallest amount of time. 60 seconds equals 1 minute.	
second		

Workout Time

Use a ball of paper or something else. Put the clocks spread out on the floor. Toss the ball onto the clocks. When you land on a clock read the time. If you miss choose a move to do.

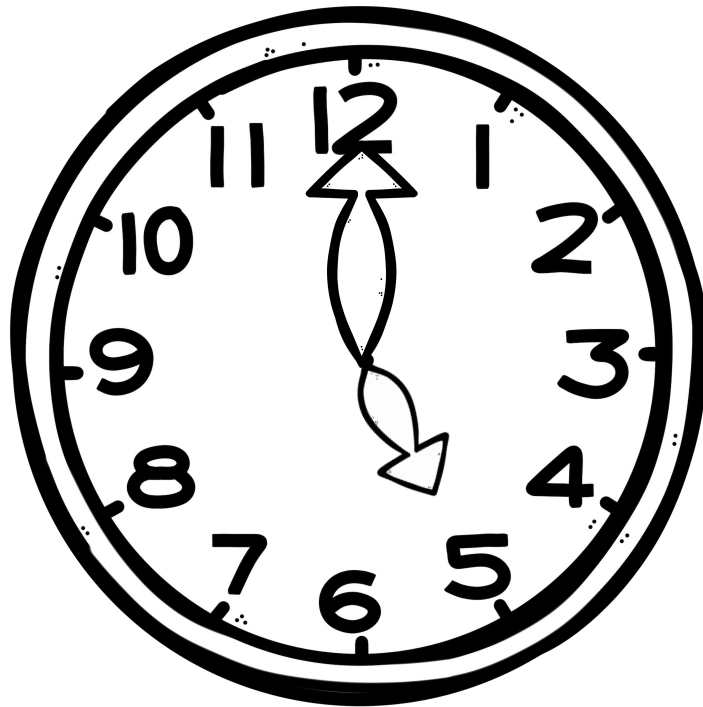
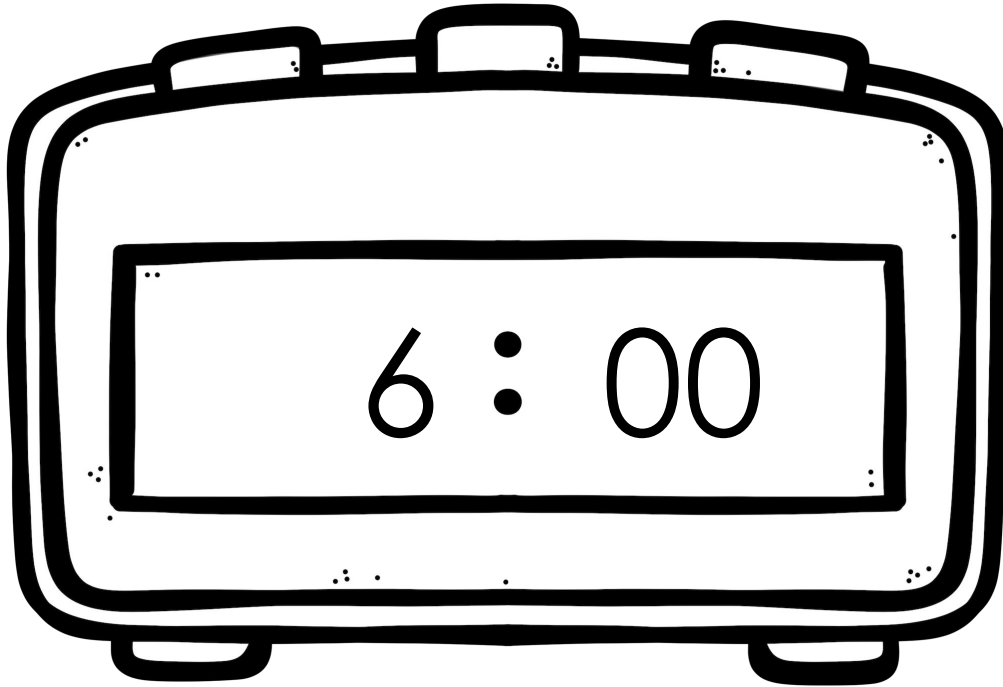


Choose 1 to do every time you miss a clock.

15 Marches 	10 Side Bends 	10 Sit Ups 	10 Arm Circles 
10 Heel Raises 	5 Hops Each Foot 	10 Squats 	15 Punches 

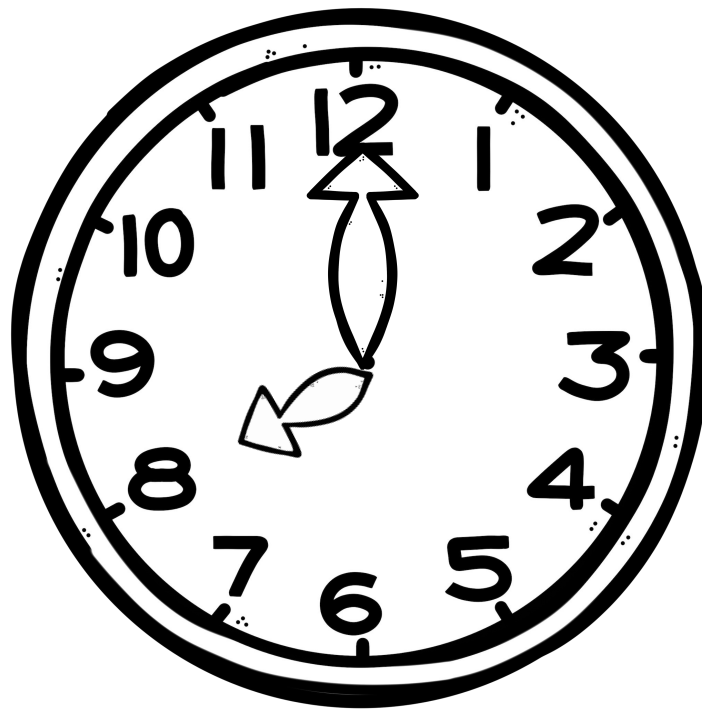


Clocks to Cut Out



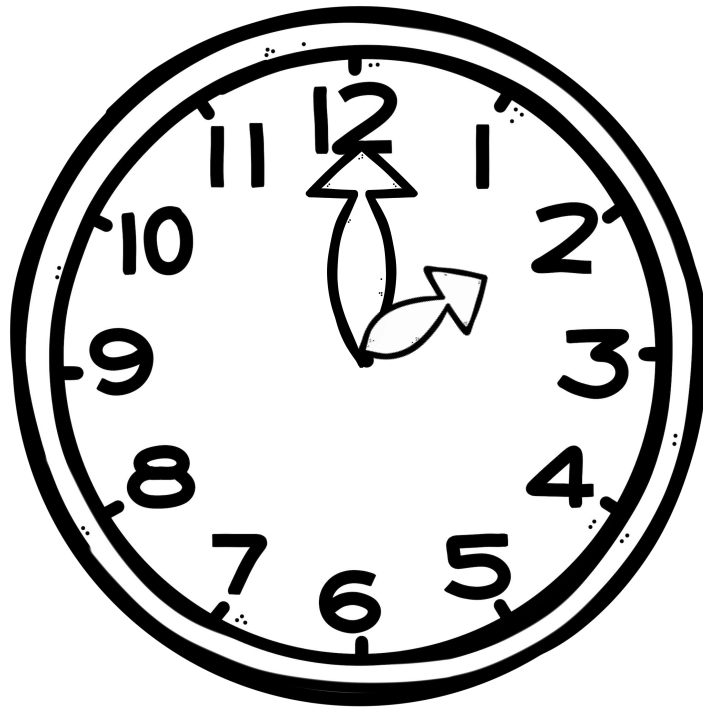


Clocks to Cut Out



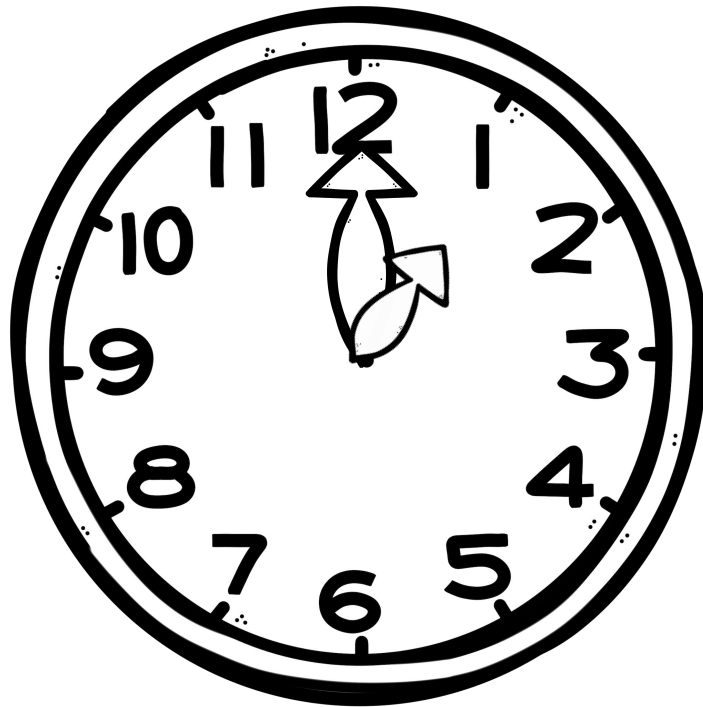
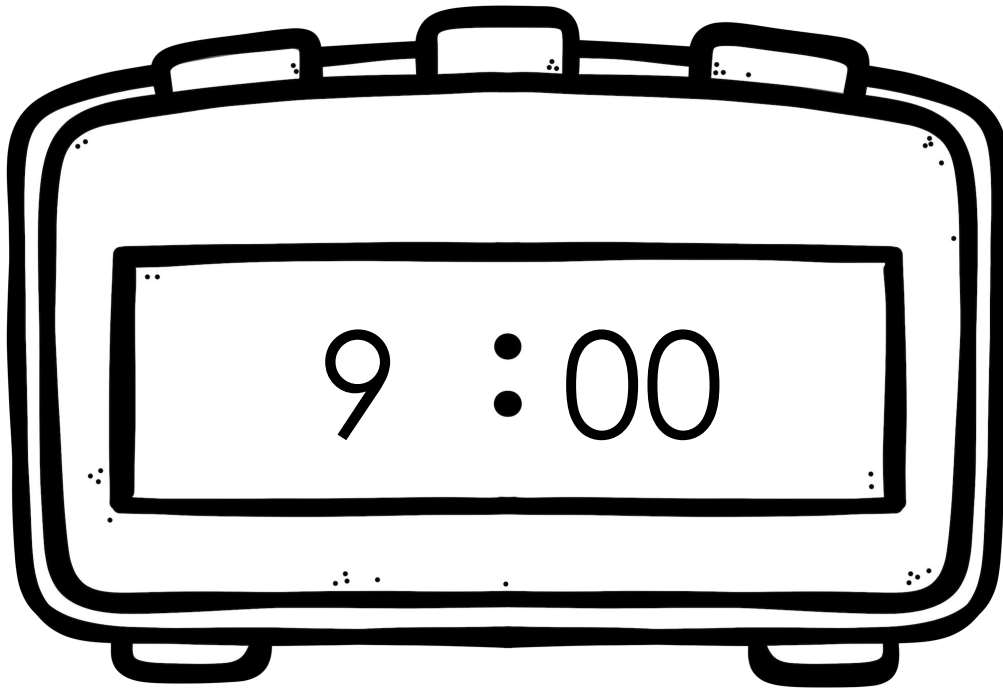


Clocks to Cut Out



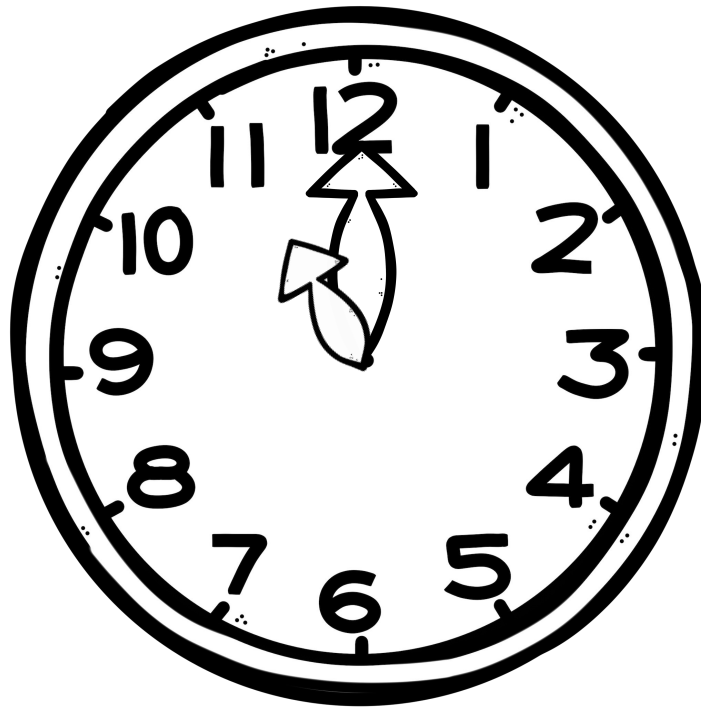
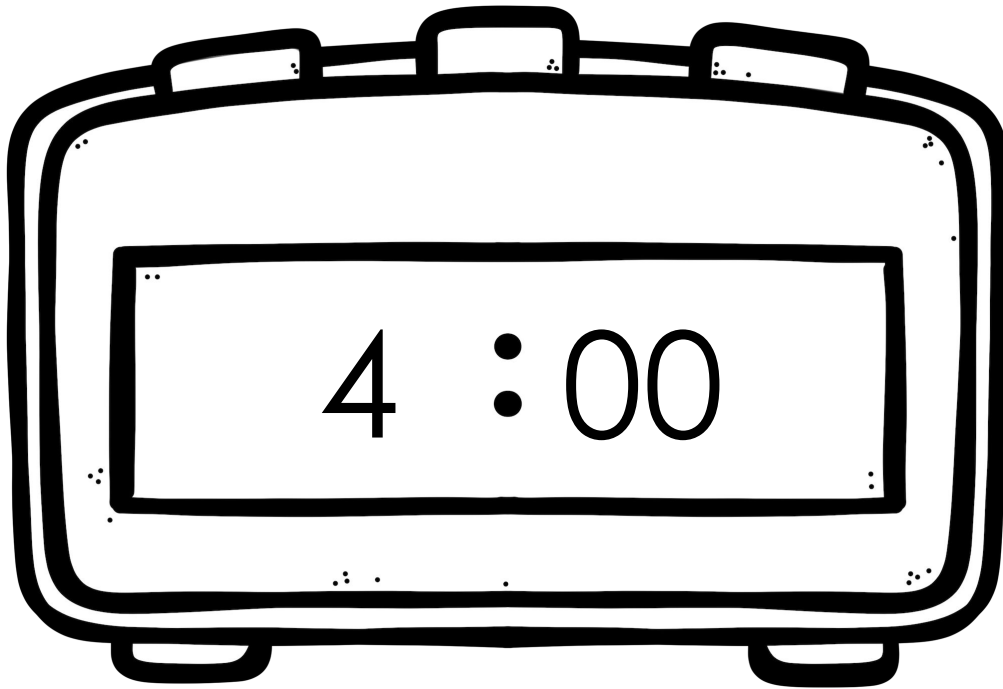


Clocks to Cut Out





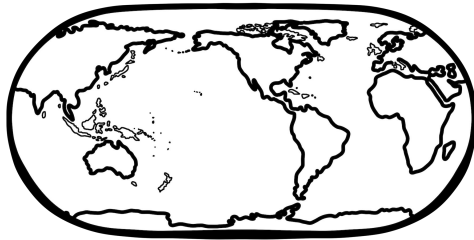
Clocks to Cut Out



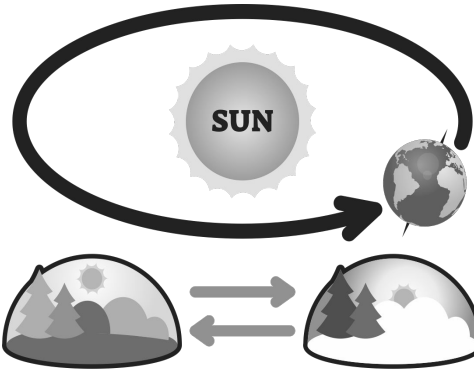
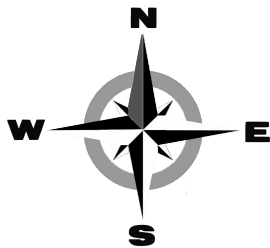
Earth Mini Book



Read the text about Earth. You can cut the pages apart and make a book.

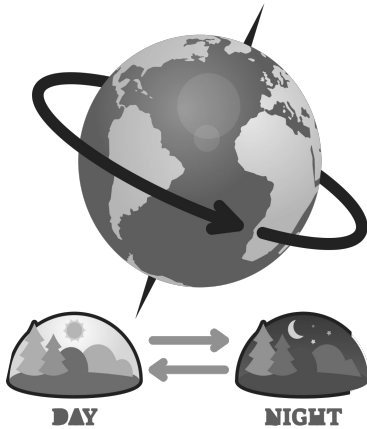


THE EARTH

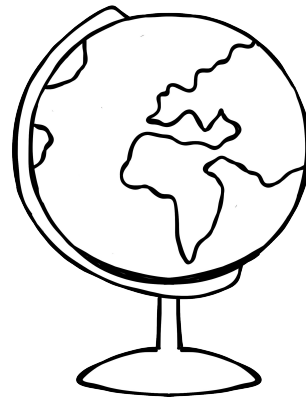


SEASONS

The **Earth** is a planet that **revolves** around the Sun. It is tilted sometimes towards and sometimes away from the Sun. This makes the seasons. 1



The **Earth** also **rotates**. This makes night and day.

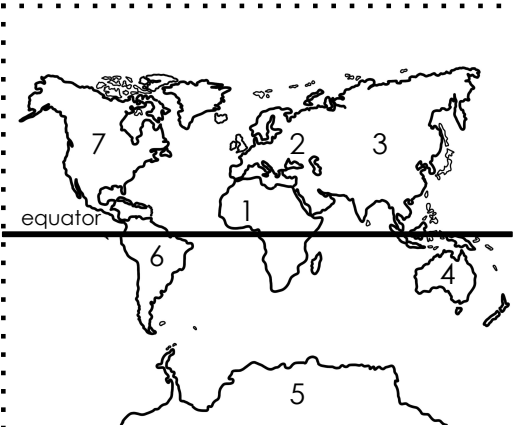


The **Earth** is a big place. If we look at a **globe** or map we see **continents** and **oceans**.

2

3

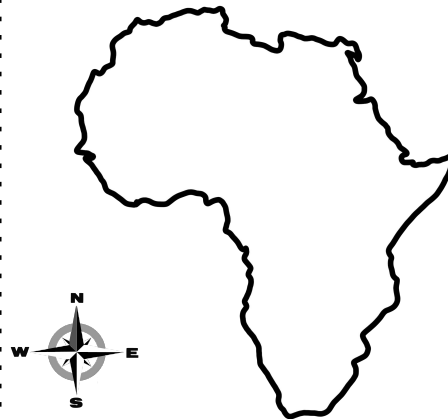
Earth Mini Book



We have 7 **continents**.

Color them green.

4



Here is the **continent** Africa.

Africa

Trace the name.

5



To the north of Africa is Europe.

Europe

Trace the name.

6



West of Europe is the **continent** of Asia.

Asia

Trace the name.

7

Earth Mini Book

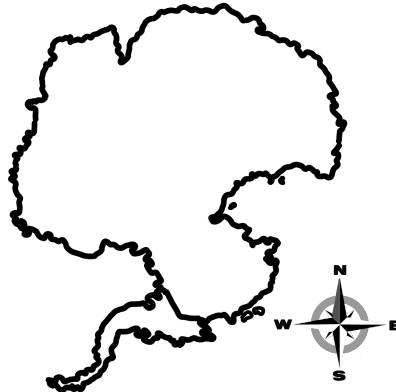


Australia is south of Asia.

Australia

Trace the name

8



Here is Antarctica.

Antarctica

Trace the name.

9

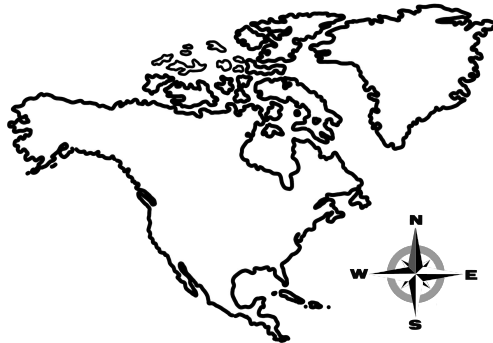


South America is north of Antarctica.

South America

Trace the name

10



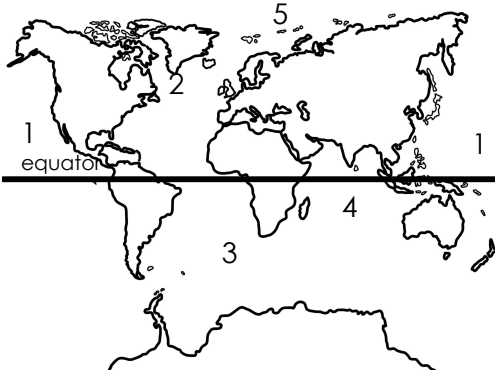
Here is North America.

North America

Trace the name.

11

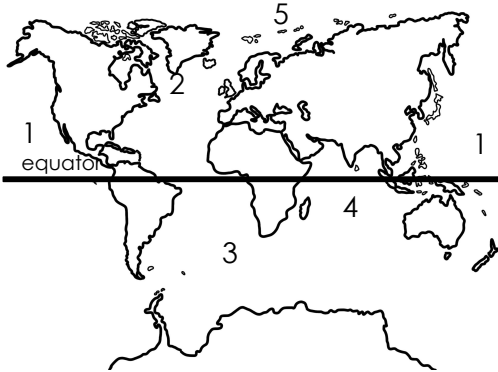
Earth Mini Book



We have 5 **oceans**.

Color them blue.

12



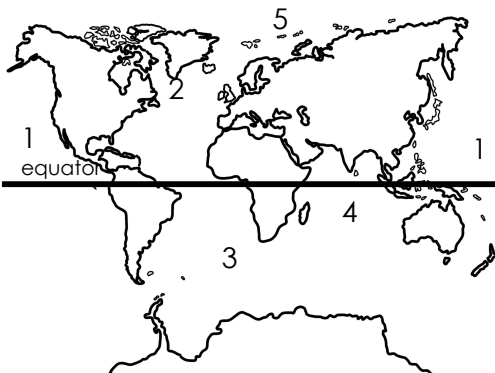
1 is the Pacific Ocean.

2 is the Atlantic Ocean.

3 is the Southern Ocean.

Label them on the map.

13

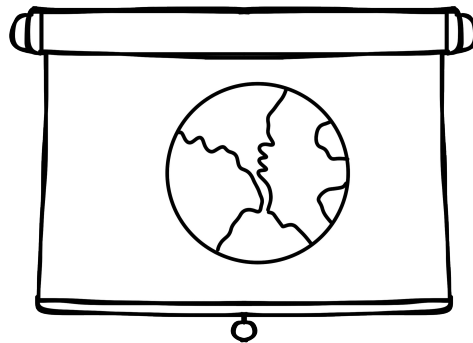


4 is the Indian Ocean.

5 is the Arctic Ocean.

Label them on the map.

14



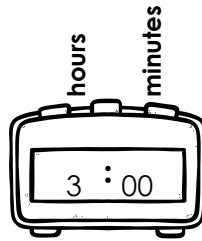
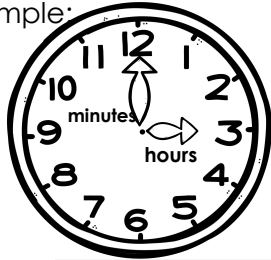
The **Earth** is big, knowing the **continents** and **oceans** helps you understand it.

15

What Time is it?

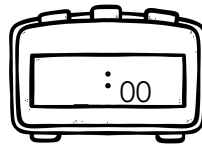
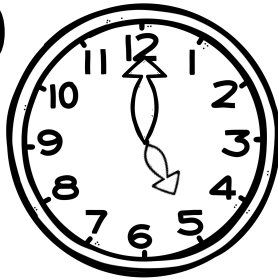
Use the clock to write and draw the time on the clock.

Example:



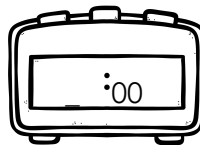
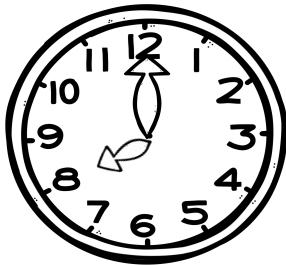
Time: three o'clock

1)



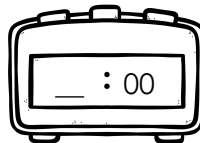
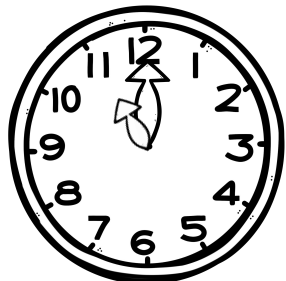
Time: _____ o'clock

2)



Time: _____ o'clock

3)



Time: _____ o'clock

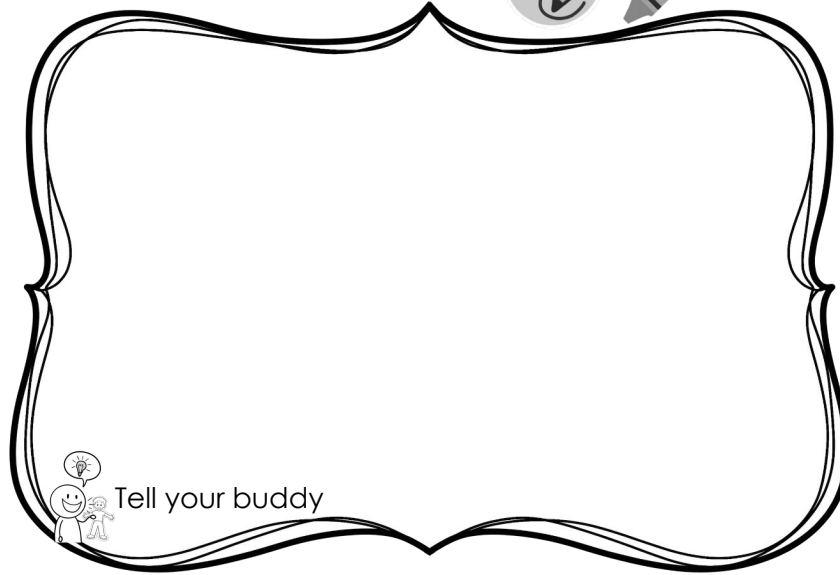


Journal Writing

Date: / /

Pretend to be an explorer. Tell a story about exploring the Earth.

Draw and color your ideas.



Tell your buddy



Write your ideas

One day I explored _____



Day 3

- ☐ Practice your vocabulary words
- ☐ Read and move to a song
- ☐ Write the room
- ☐ Practice telling time
- ☐ Journal

Vocabulary Practice Day 3

- ☐ Read your vocabulary words out loud



- ☐ Cut apart the vocabulary words. Make the die.



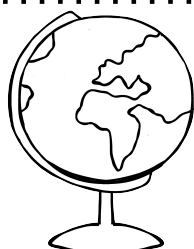
- ☐ Pick a word and roll the die. Follow the directions on the die.



- ☐ Repeat for all the words.



Vocabulary



globe



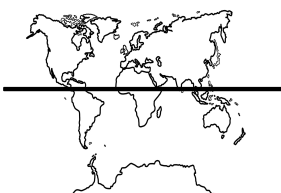
Earth



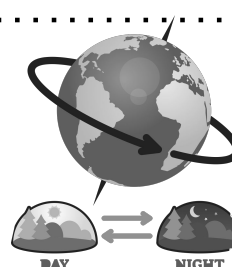
continent



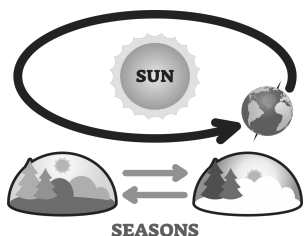
ocean



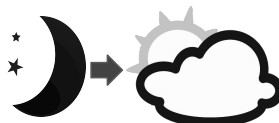
equator



rotate



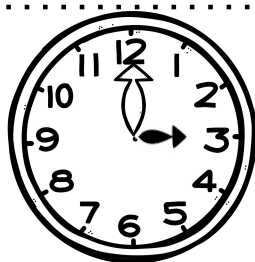
revolve



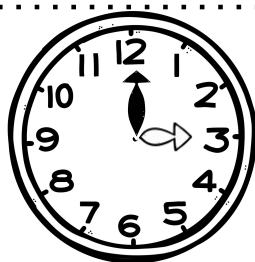
a.m.



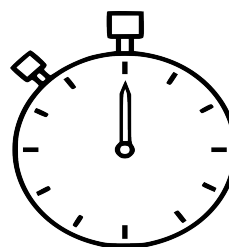
p.m.



hour



minute



second



Say the word in a sentence.		
Act out the word.	Clap the syllables of the word.	Say what the word means.
Draw a picture of the word.		
Say what you know about the word.		



Workout Time

Read the song about the continents. Sing it and do the actions. Perform it for your buddy or someone else.



The Continent Song

(Twinkle, Twinkle Little Star)

South America (touch right knee)

North America (wave right arm)

Europe (touch chest)

Asia (wave left arm)

Africa (touch stomach)

And Australia (touch left knee)

Last, we have Antarctica.

(touch toes)

These are the 7 continents.

(hold up 7 fingers)

Let's keep singing all of them.

(turn in a circle)





Workout Time

Read the song about the oceans. Sing it and do the actions. Perform it for your buddy or someone else.



The Ocean Song

(Are You Sleeping)

There are 5 oceans.

There are 5 oceans.

Let's name them all!

Let's name them all!

First, we have Pacific. (jump left)

Then, we have Atlantic. (jump right)

Arctic (jump front) and Indian. (jump middle)

Last, we have Southern. (jump back)

Last, we have Southern. (jump back)





Trip Around the World



Cut apart the cards and mix them up. Put them around a room. Walk around to each one and write the name of the continent or ocean on the response page below. If you want, you can have someone else hide them for you to find.

Response Page: Write the name of each place next to its number.

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

Answer Bank:

Atlantic Ocean

Arctic Ocean

North America

Africa Australia

Indian Ocean

Asia

Europe

Antarctica

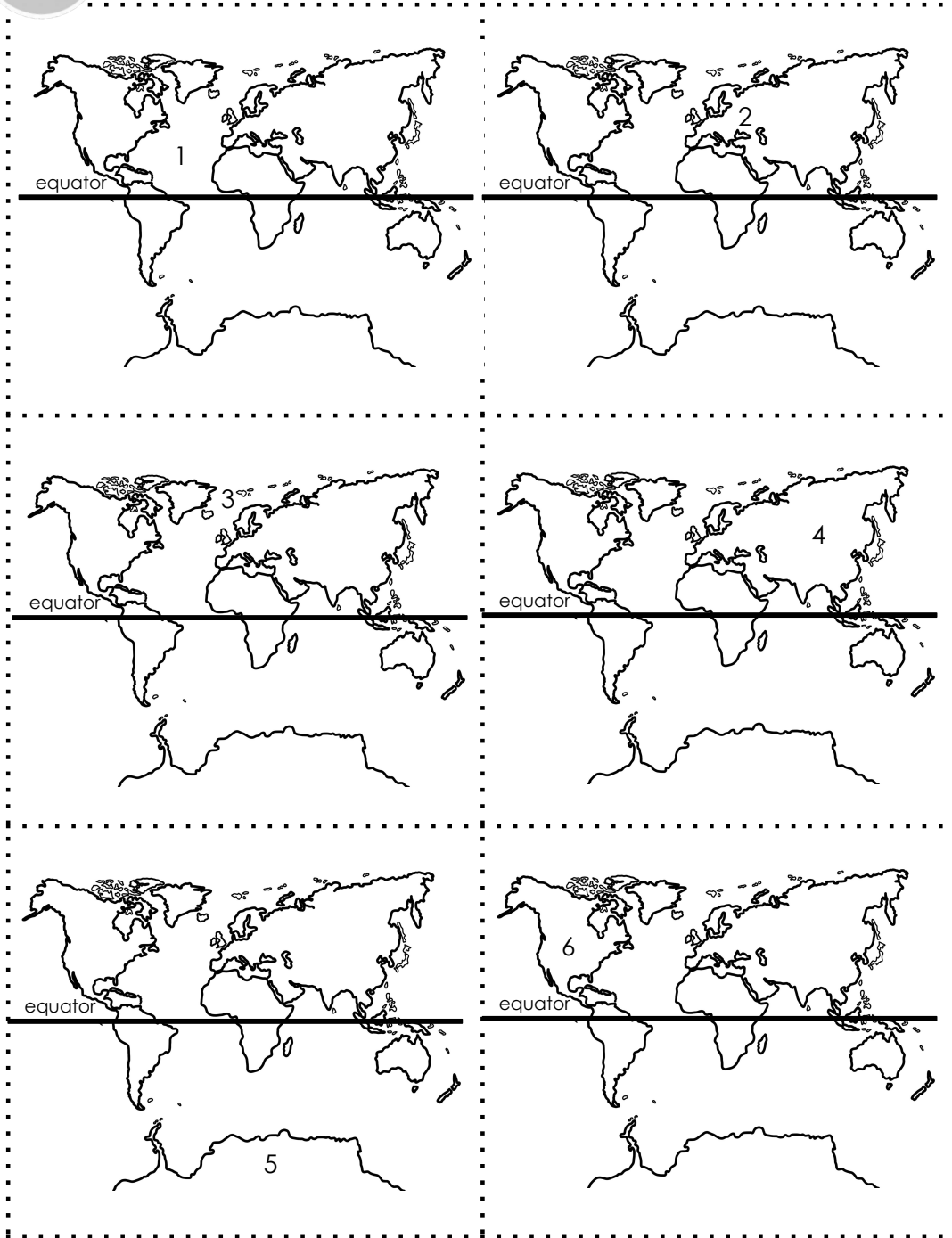
Pacific Ocean

Southern Ocean

South America

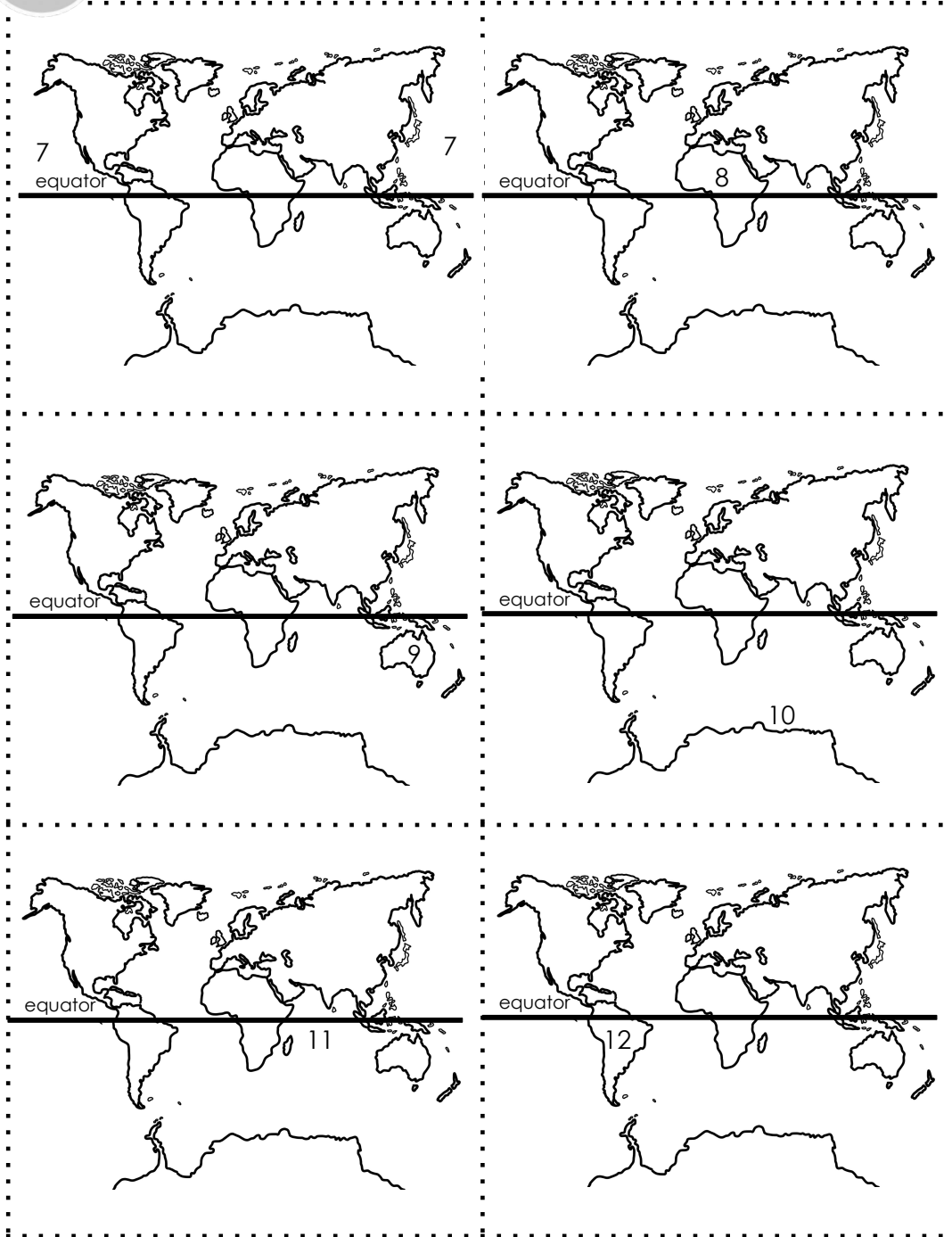


Trip around the World Cards





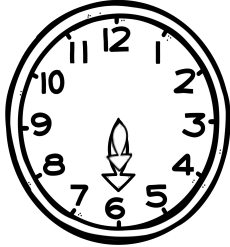
Trip around the World Cards

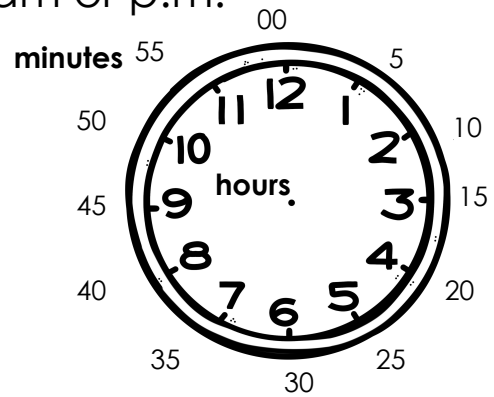


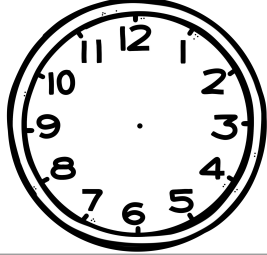
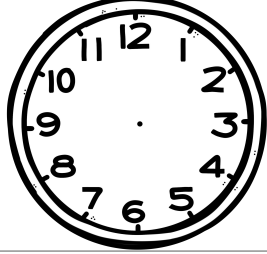
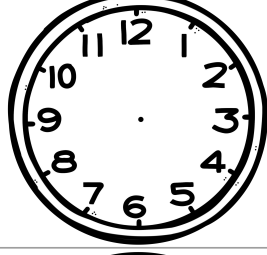
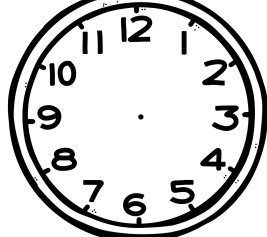
Important Times in My Day

Use the clock to write the important times in your day. Circle if you do it in the am or p.m.

Example:

Wake Up		<u>6:30 a.m./p.m</u>
---------	---	----------------------



		<u> a.m./p.m</u>
		<u> a.m./p.m</u>
		<u> a.m./p.m</u>
		<u> a.m./p.m</u>

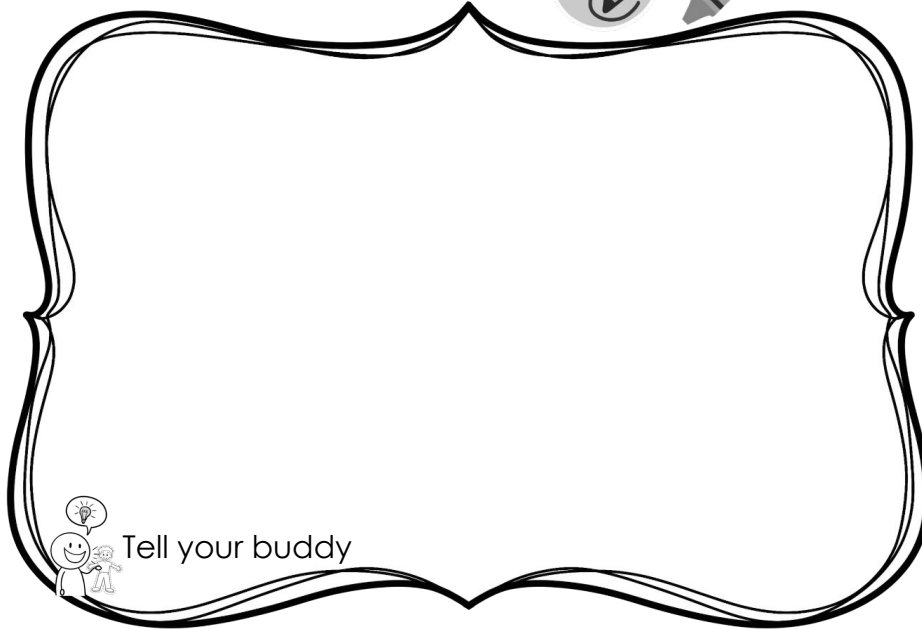


Journal Writing

Date: / /

Write about your day. What time do you usually do things during?

Draw and color your ideas.



Tell your buddy



Write your ideas

I wake up around _____



Day 4

- ☐ Practice your vocabulary words
- ☐ Workout with your buddy
- ☐ Make a puzzle
- ☐ Practice telling time
- ☐ Journal

Vocabulary Practice Day 4

☐ Read your vocabulary words out loud

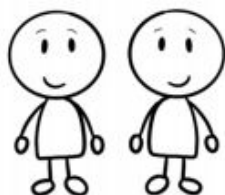


☐ Cut out the cards on the dotted line



☐ Play Go Fish

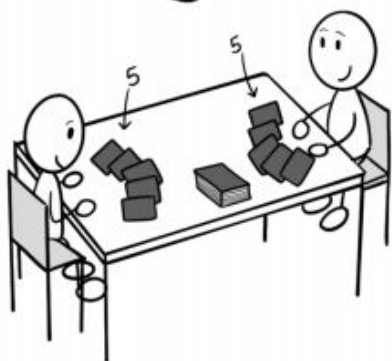
How to Play "Go Fish"



2+ Players



Shuffle the cards



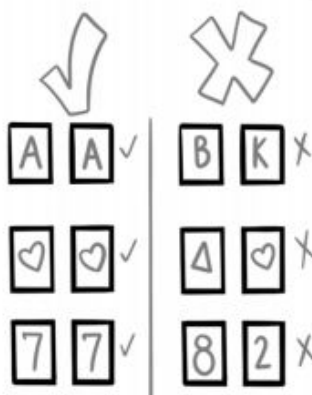
Give each player 5 cards without looking



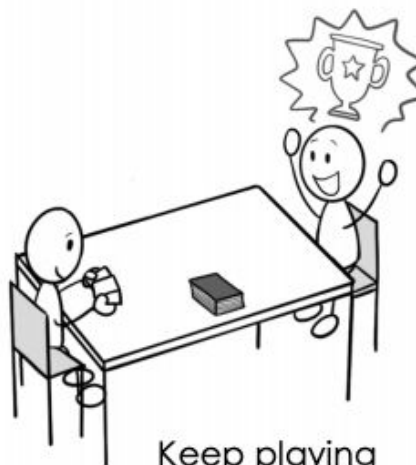
Take turns asking your partner if they have a match for one of your cards. If they do, they have to give you their card. If they do not, they say "Go Fish!" and you take a card from the deck between you.



Look to see if you have any matching cards in your hands. If you do, take those cards out of your deck.



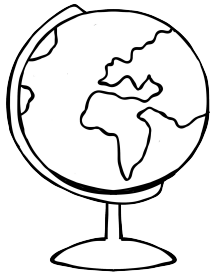
Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



Keep playing until someone runs out of cards!



Vocabulary



globe



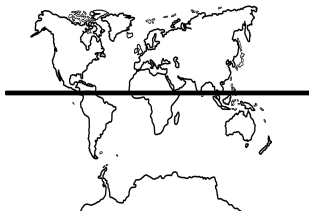
Earth



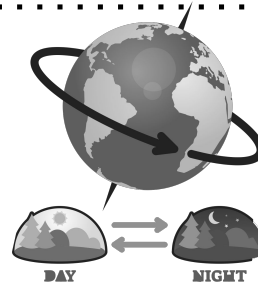
continent



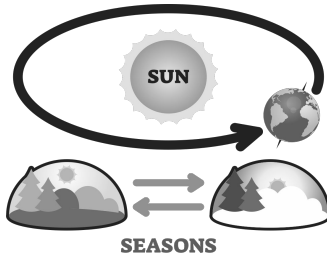
ocean



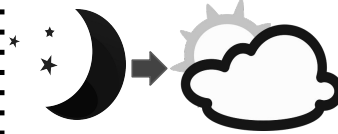
equator



rotate



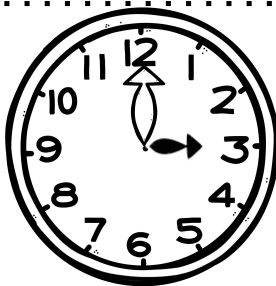
revolve



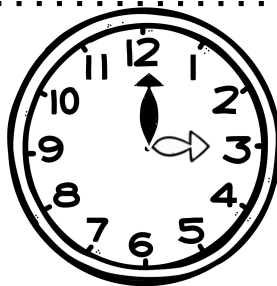
a.m.



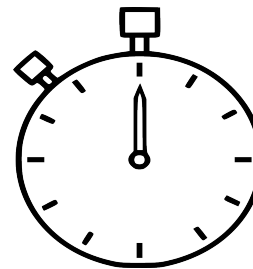
p.m.



hour



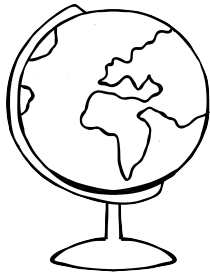
minute



second



Vocabulary



globe



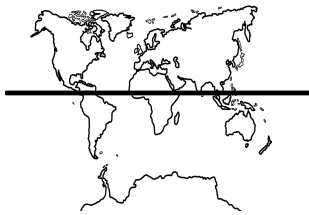
Earth



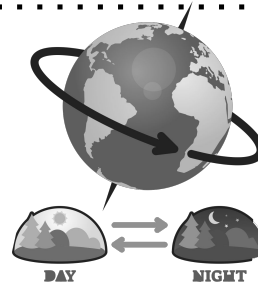
continent



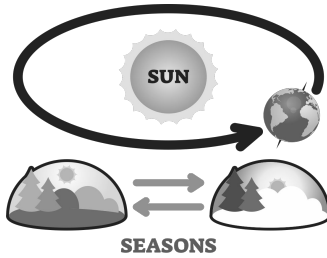
ocean



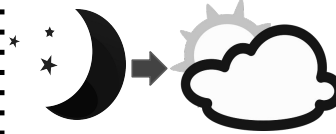
equator



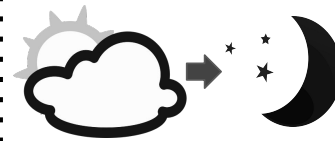
rotate



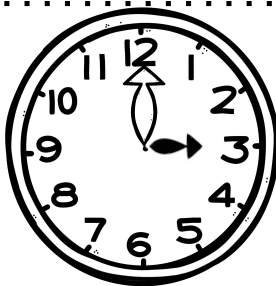
revolve



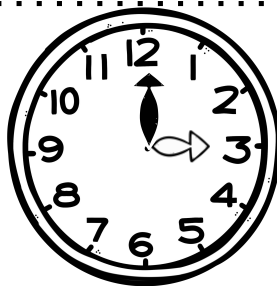
a.m.



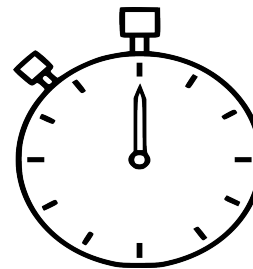
p.m.



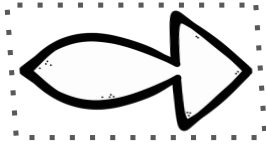
hour



minute

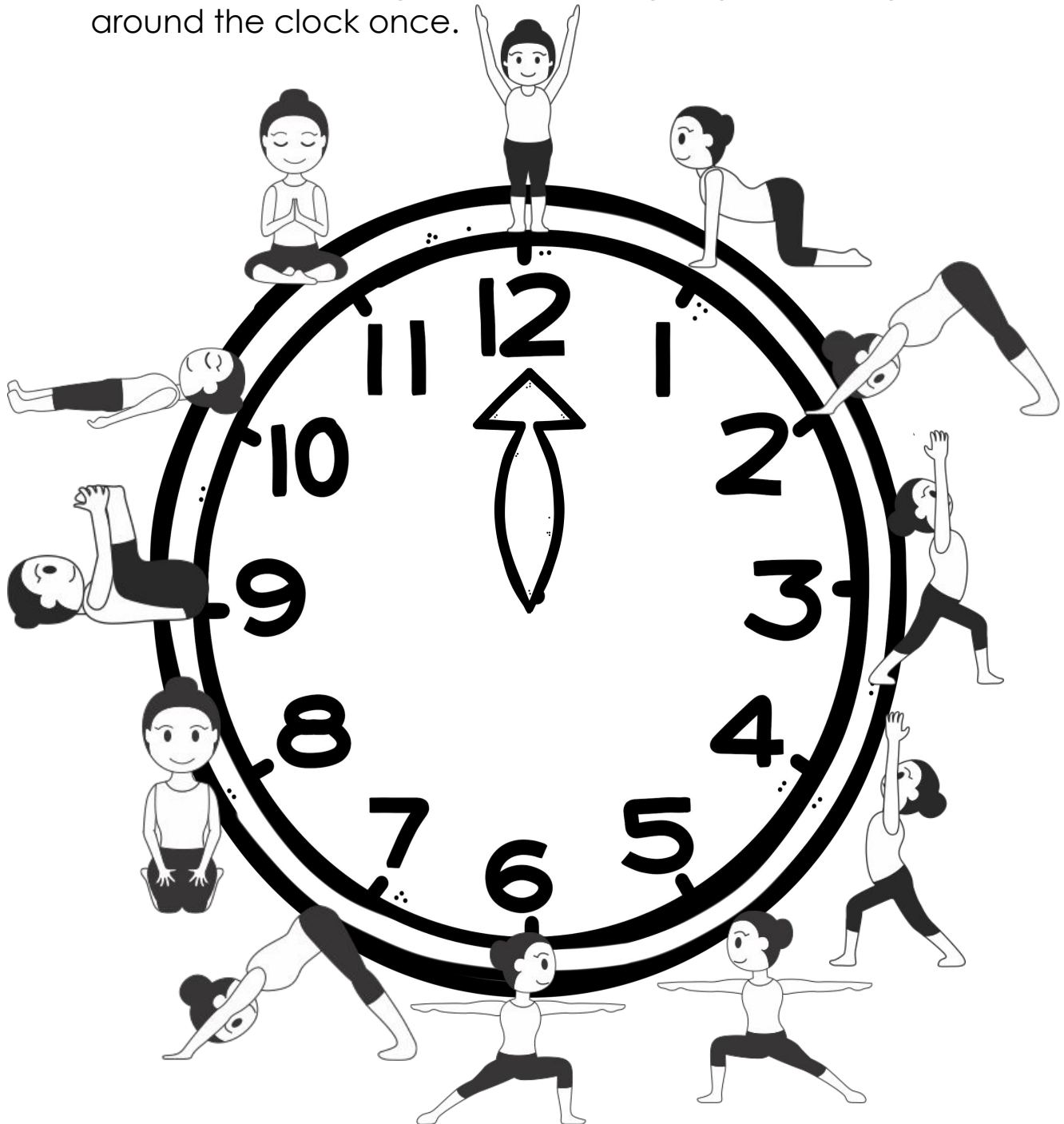


second







Workout Time

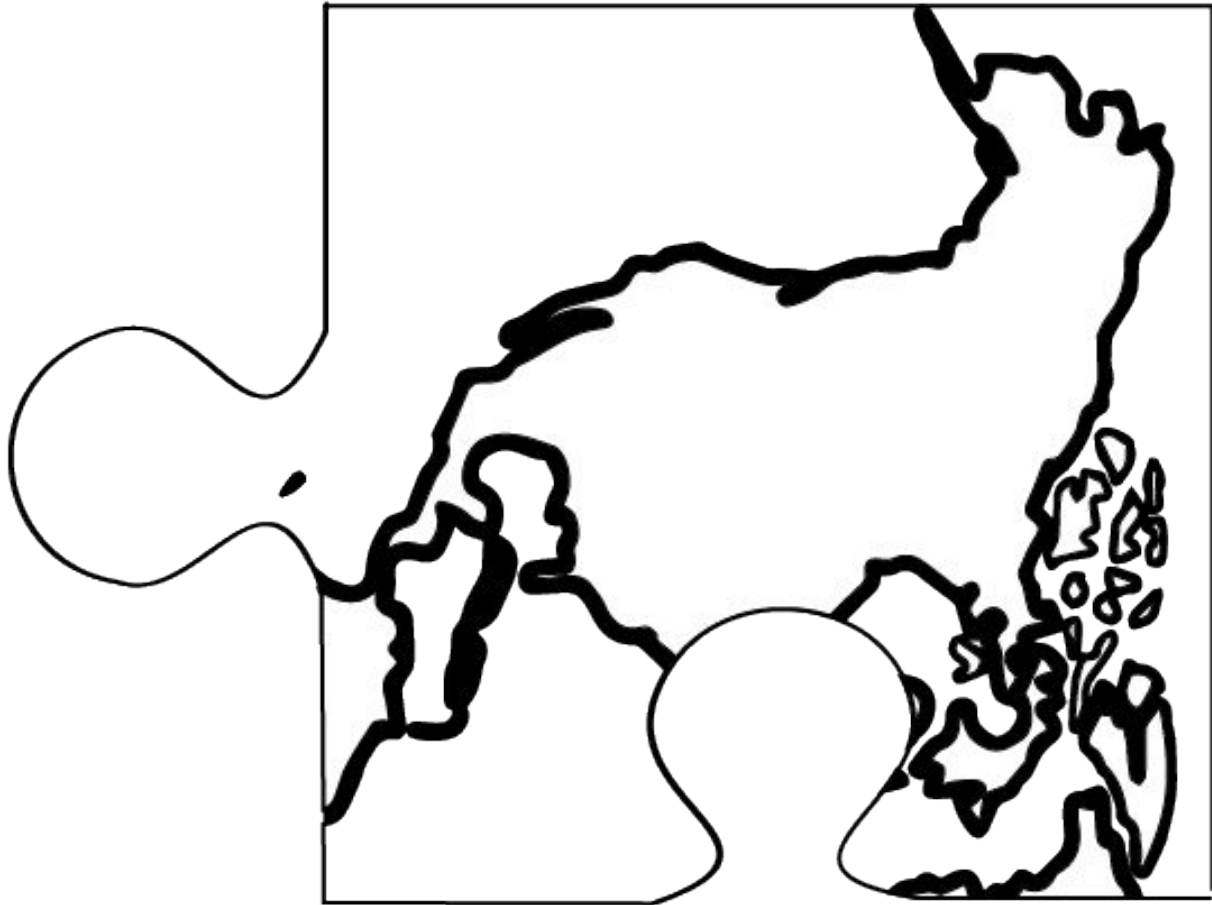
Do some yoga. Cut out the hour hand. Start at 12 o'clock. Count to 30 and then move to the next hour and do the next yoga move. Keep going until you go around the clock once.

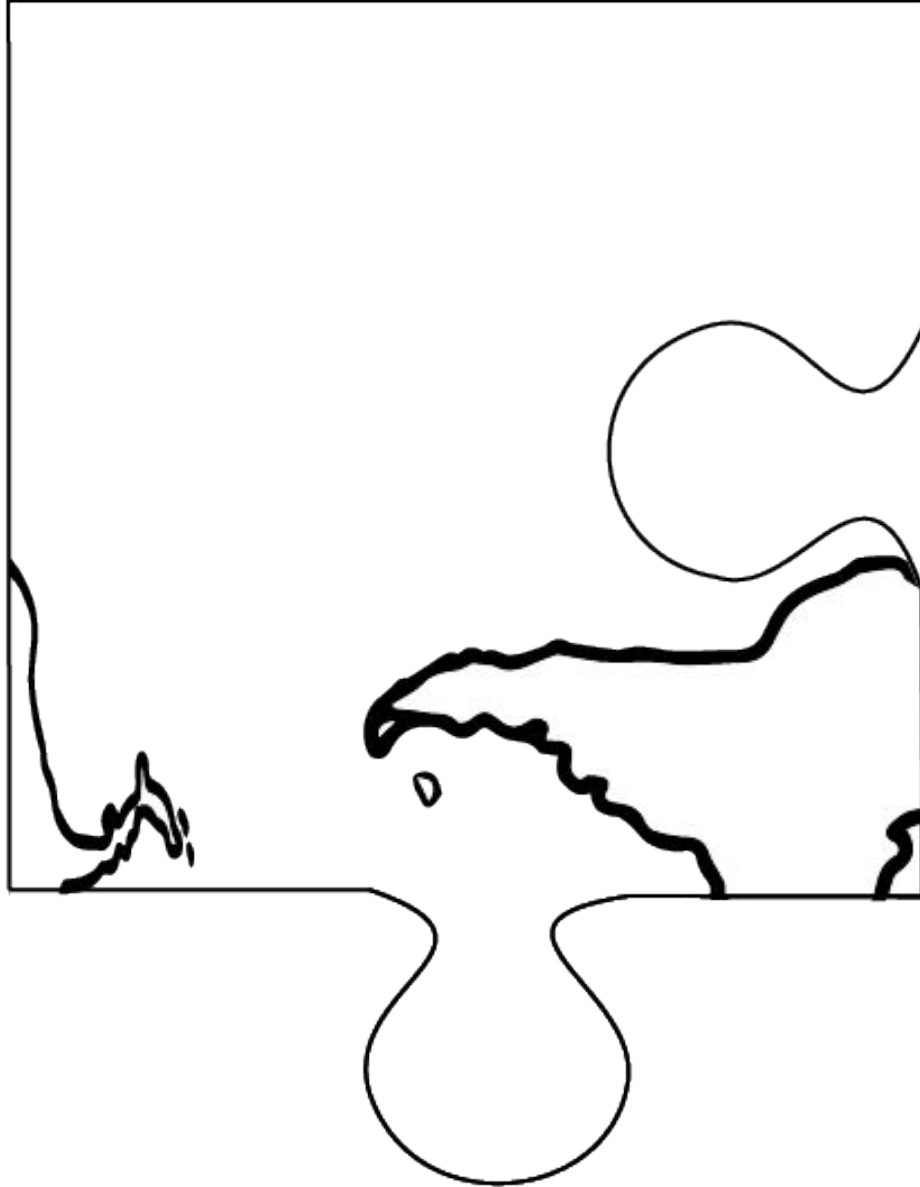


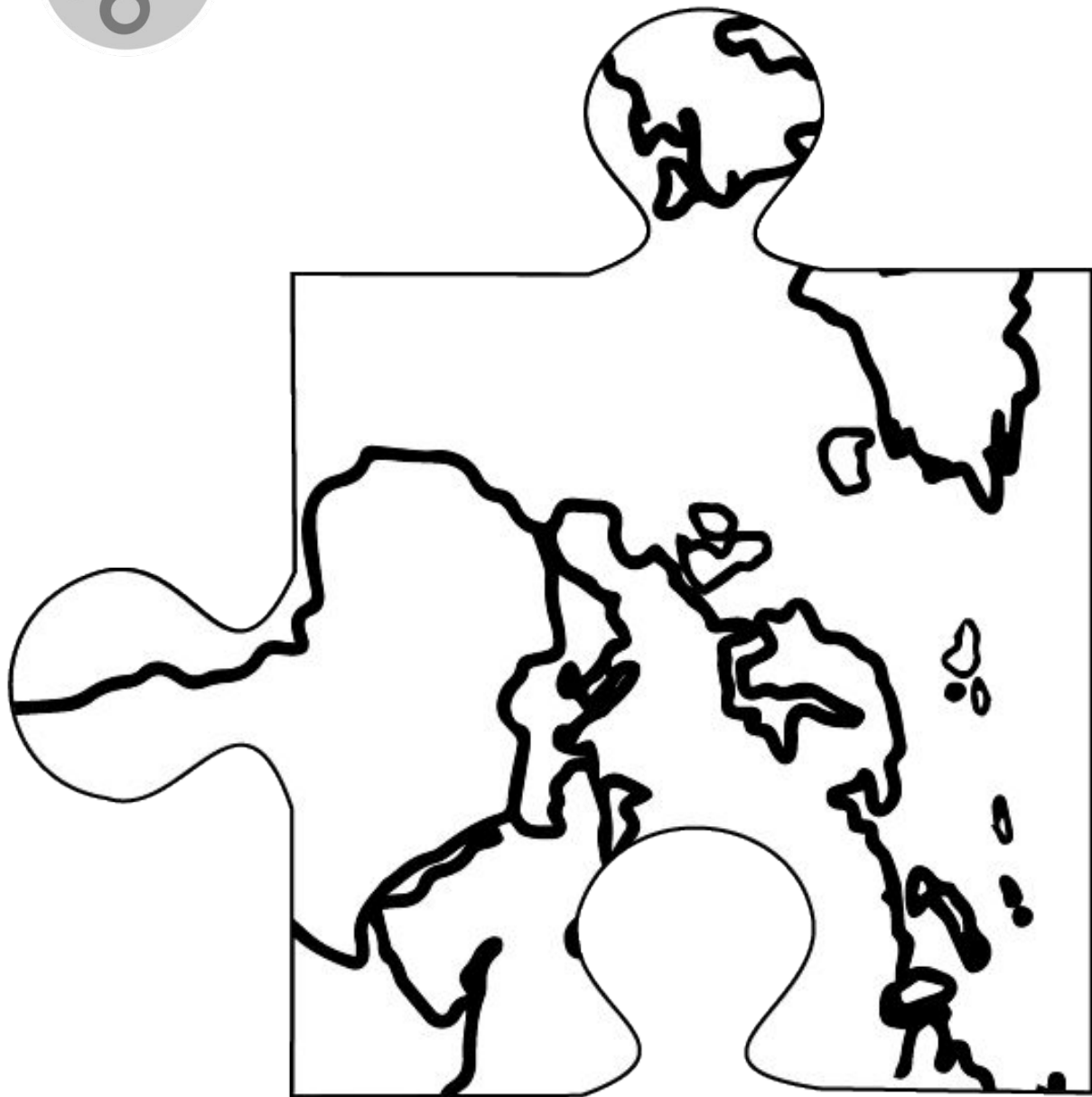
Earth Puzzle

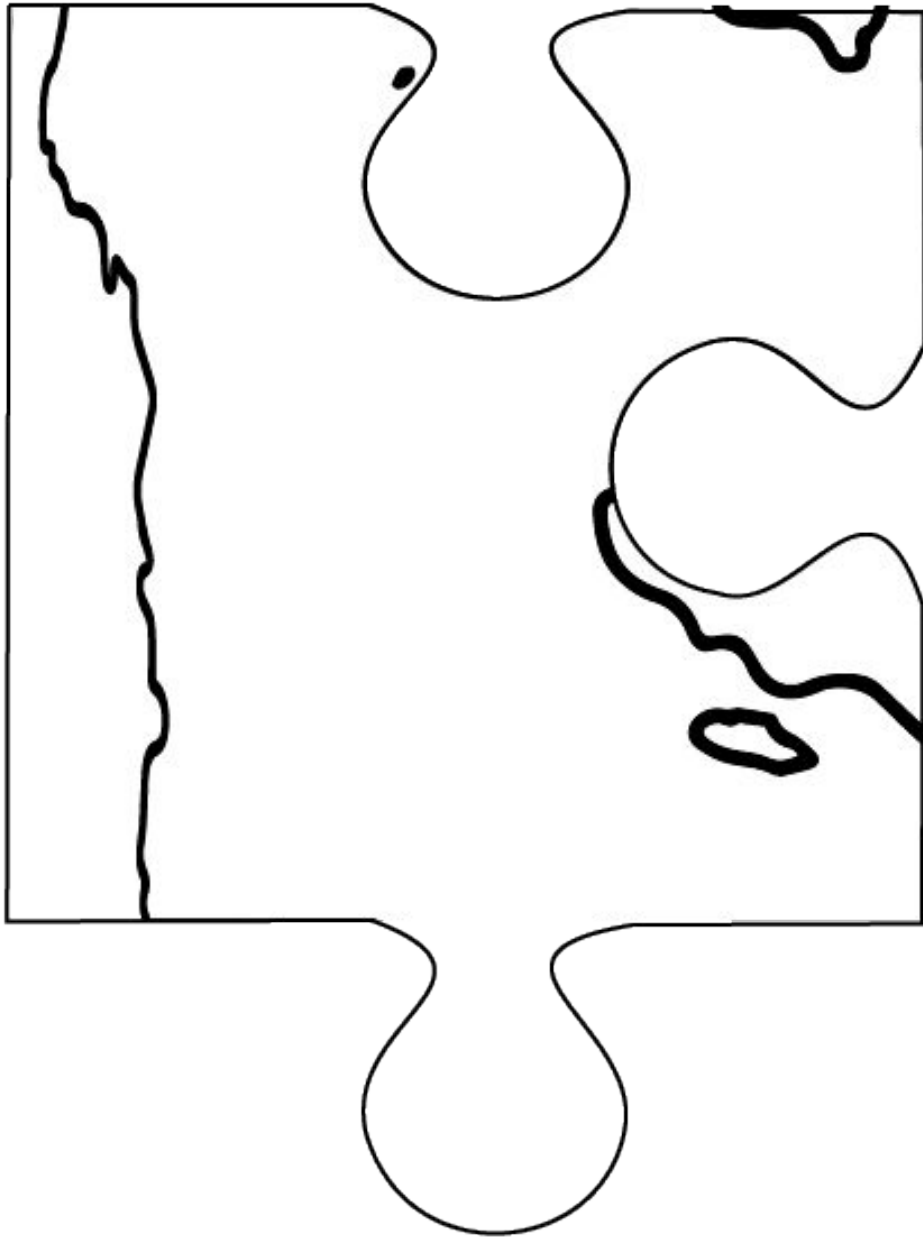
1. Cut out the puzzle pieces. 
2. Tape your puzzle together to make the Earth. 
3. Use what you have learned to label the continents and oceans. 
4. Color the puzzle. 
5. Hang up your giant Earth poster!

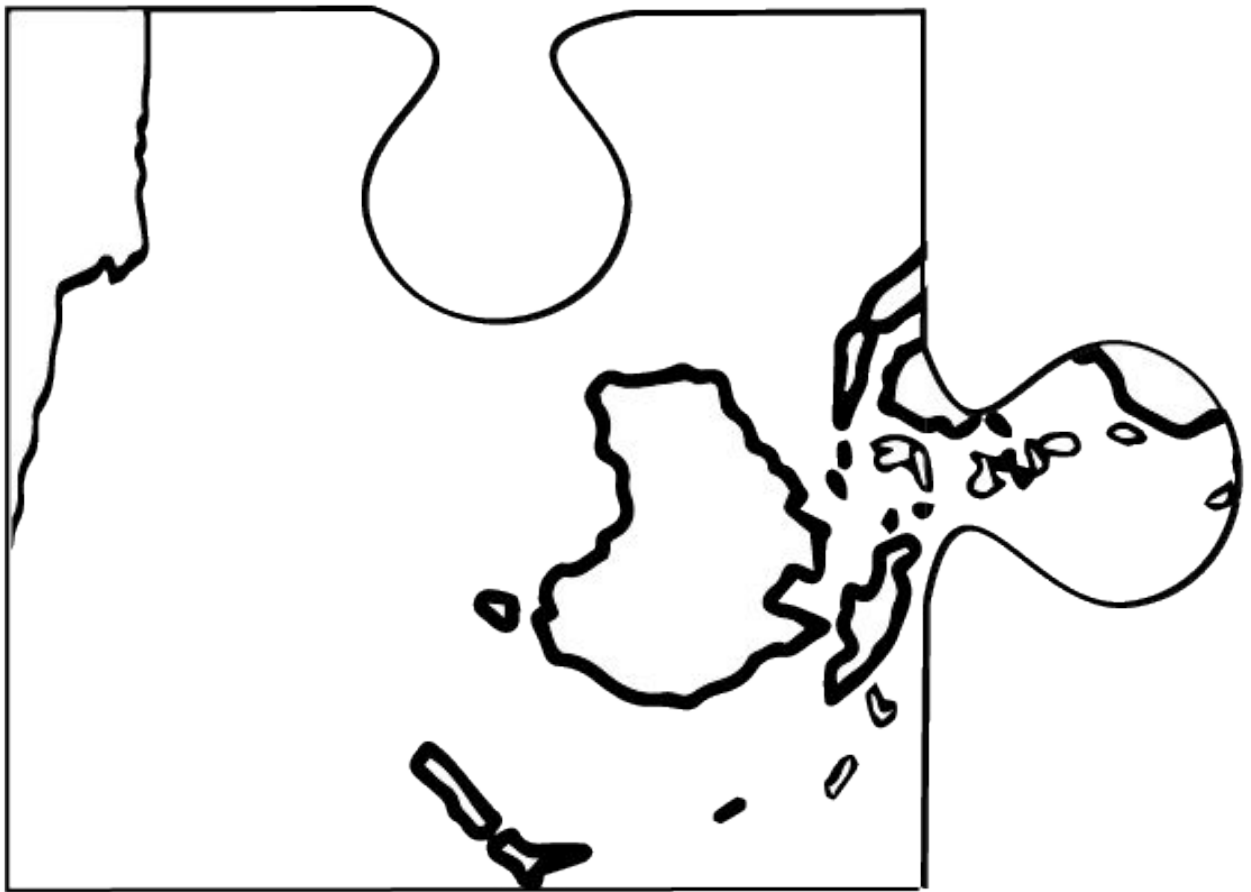


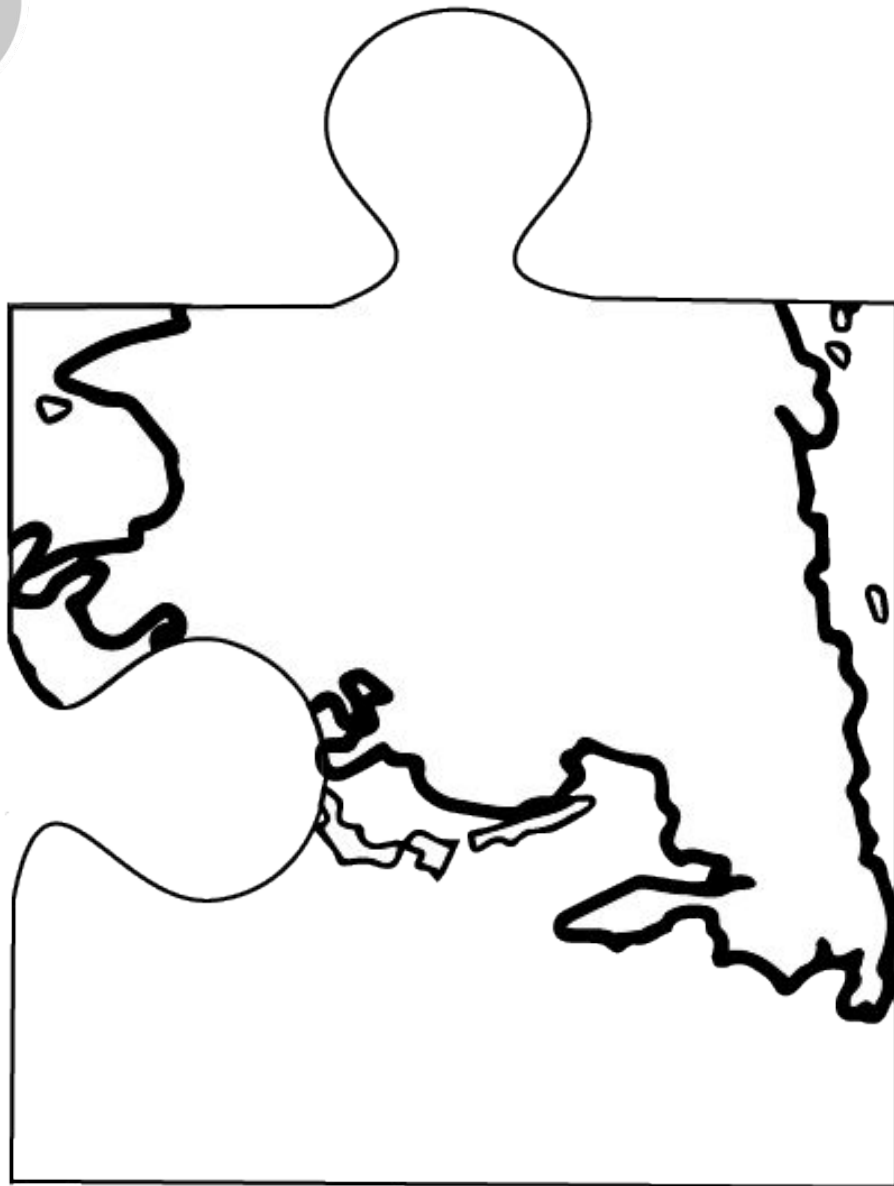








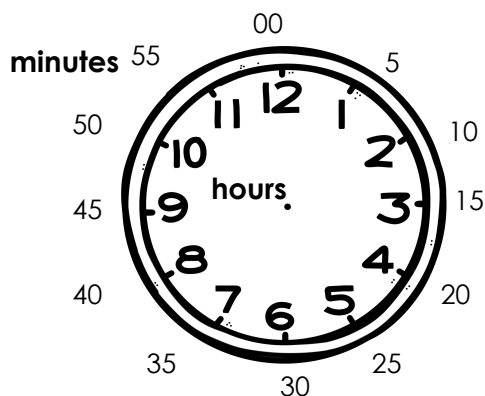
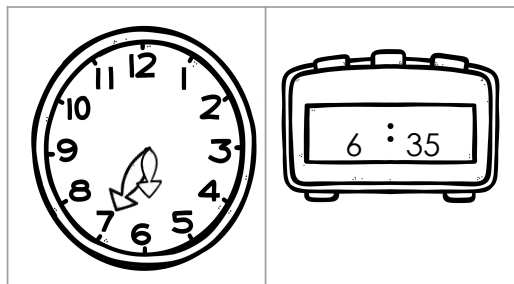




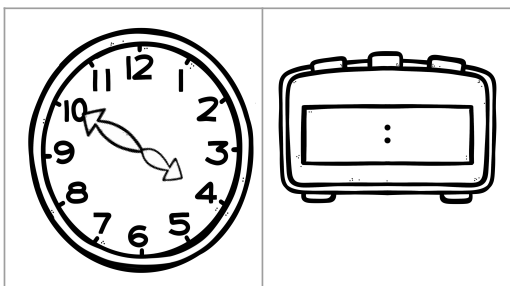
Telling Time

Look at the analog clock. Write the correct time on the digital clock.

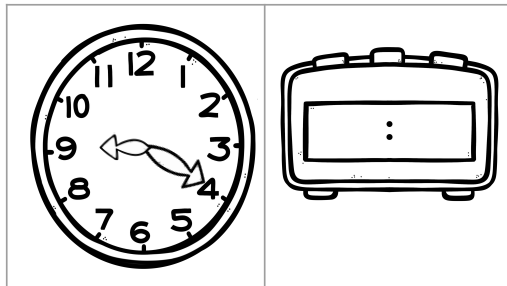
Example:



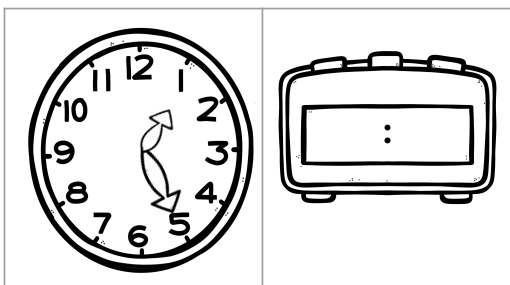
1)



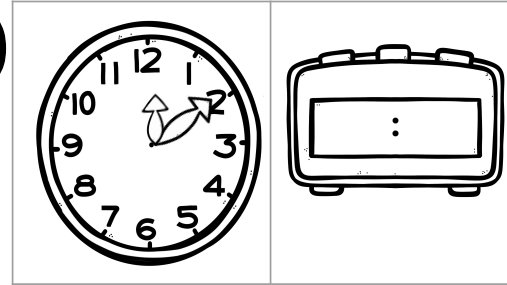
2)



3)



4)



Read the activity. Circle the correct time.

5)

What time would you **eat an afternoon snack**?

3:00 a.m.

2:00 p.m.

6:00 a.m.

6)

What time would you **go to a movie at night**?

8:00 a.m.

12:00 p.m.

8:00 p.m.

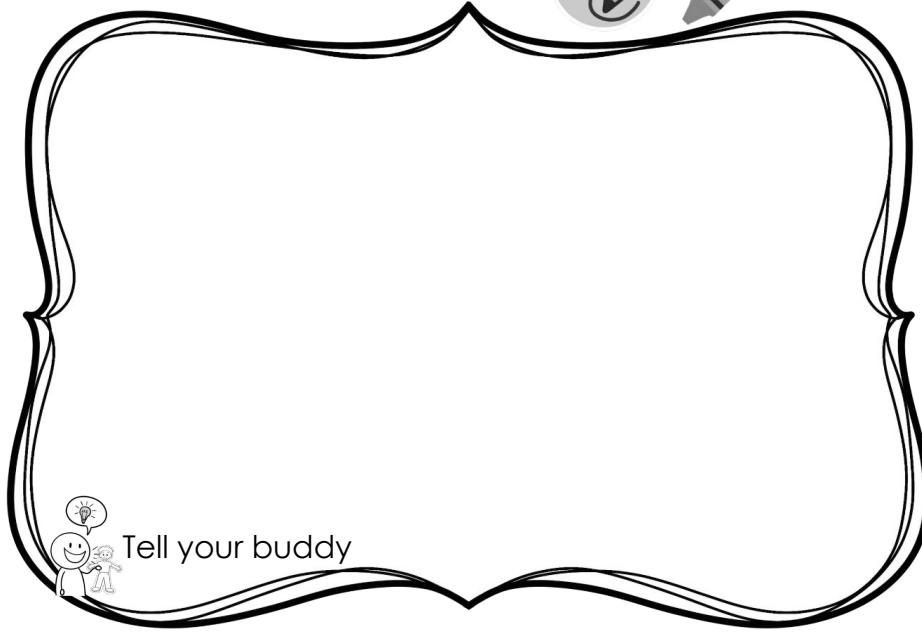


Journal Writing

Date: / /

Tell about a trip you have gone on. What continent were you on? Did you see any oceans?

Draw and color your ideas.



Tell your buddy



Write your ideas

One day I _____



Day 5

- ☐ Practice your vocabulary words
- ☐ Make a poem
- ☐ Practice telling time
- ☐ Journal

Vocabulary Practice Day 5

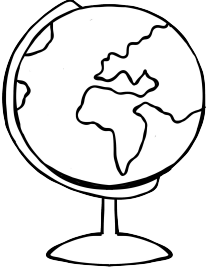



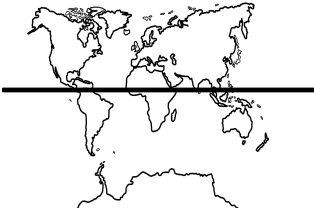
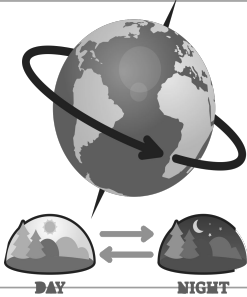
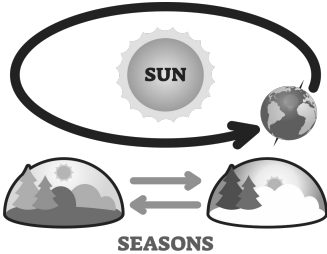
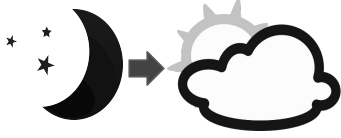

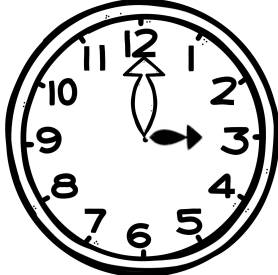
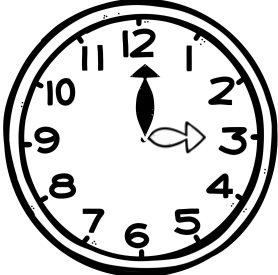
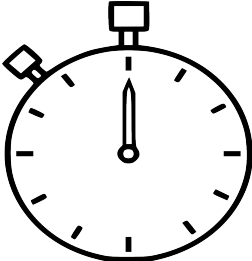
- ☐ Read your vocabulary words out loud



- ☐ Fill in the sentences using the correct vocabulary words



Vocabulary

		
globe	Earth	continent
		
ocean	equator	rotate
		
revolve	a.m.	p.m.
		
hour	minute	second

Vocabulary



Read the sentences and find the vocabulary word that belongs.
Each word will be used one time.

The Earth is very big, but the Sun is bigger. The Earth _____ around the Sun.
revolves / minute

When the _____ moves around the Sun one time that equals one year. The

ocean / Earth

Earth also _____. This spinning makes night and day. We have 24 _____ in
p.m. / rotates **hours / ocean**

one day. Since there is 60 _____ in 1 hour that means there are 1,440

minutes / equator

minutes in one day and 86,400 _____ in one day! We call the time from

seconds / Earth

midnight to noon _____ and the time from noon to midnight _____.

rotate / a.m.

revolve / p.m.

If you look at a _____ you can see the whole Earth. You will see there are 7

globe / continent




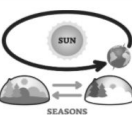




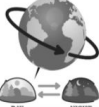



_____, big places of land. You will also see 5 _____, the water that is

oceans / continents **oceans / continents**

between the continents. The _____ shows us the middle of the globe.

equator / globe

The Earth is pretty cool!

Word Bank:						
	globe	Earth	continent	revolve	a.m.	p.m.
						
	ocean	equator	rotate	hour	minute	second

Create a Poem



Use what you have learned this week and other facts you know to write an acrostic poem. You can use one of the example words or choose a different word. When you are done, create actions to go with it. Then read and act it out for your buddy or someone else.

Example:

Good for seeing the Earth

(thumbs up)

Land gives us a place to live

(stomp feet)

Oceans all around

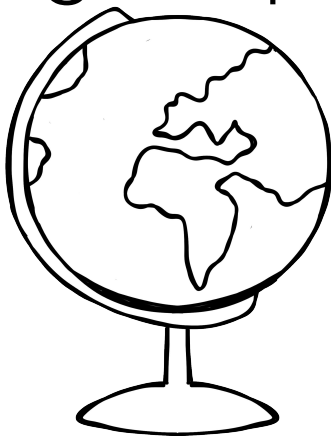
(pretend to swim)

Beautiful

(put hand in air)

Earth is a great place

(jump and fist pump)



Globe Poem

G_____

()

L_____

()

O_____

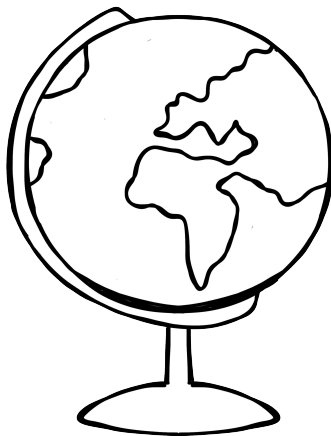
()

B_____

()

E_____

()



Earth Poem

E _____

()

A _____

()

R _____

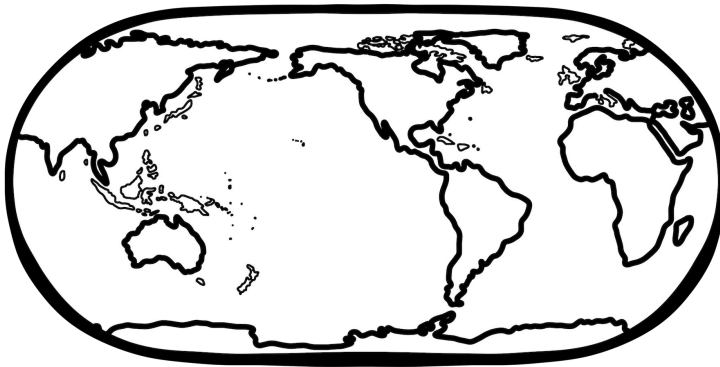
()

T _____

()

H _____

()



Oceans Poem

O _____
()

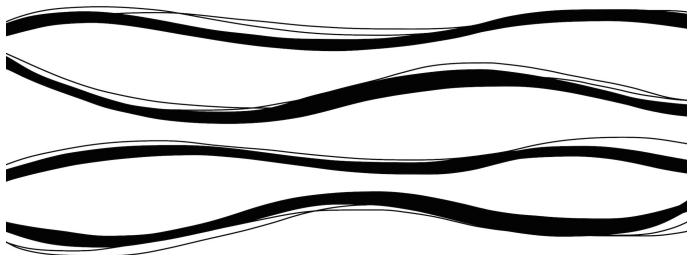
C _____
()

E _____
()

A _____
()

N _____
()

S _____
()



_____ Poem

(_____)

(_____)

(_____)

(_____)

(_____)

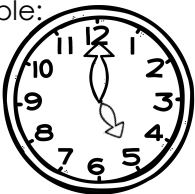
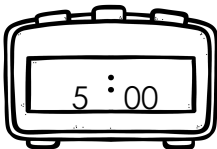
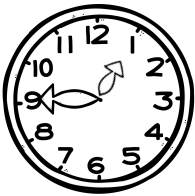
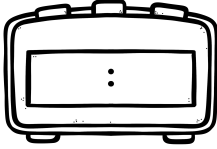
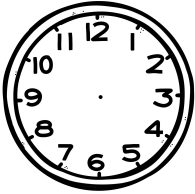
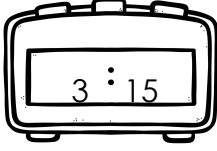
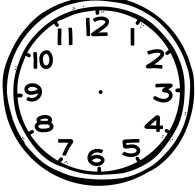
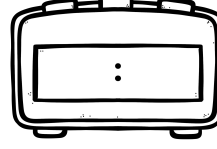
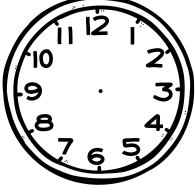
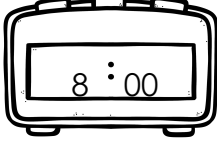
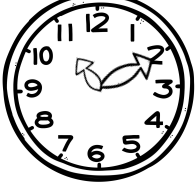
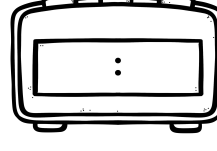
(_____)



Practice Telling Time

Fill in the missing parts in the table.



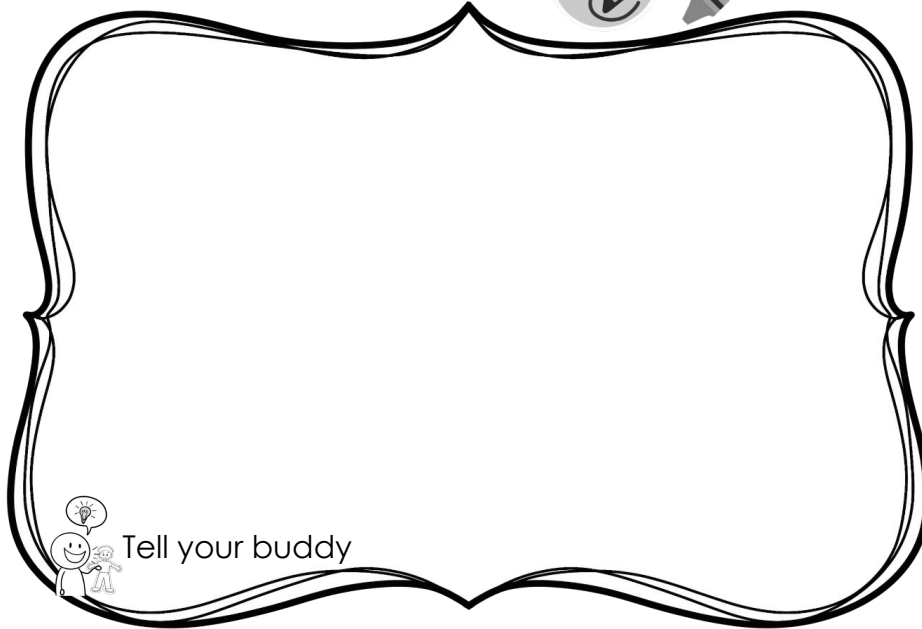
Analog Clock	Digital Clock	Life Example
<p>Example:</p> 		<p>At 5:00 a.m. <u>I am sleeping.</u></p> <p>At 5:00 p.m. <u>I am eating.</u></p>
		<p>At <input type="text"/> a.m. <u>I am</u></p> <p>_____.</p> <p>At <input type="text"/> p.m. <u>I am</u></p> <p>_____.</p>
		<p>At <input type="text"/> a.m. <u>I am</u></p> <p>_____.</p> <p>At <input type="text"/> p.m. <u>I am</u></p> <p>_____.</p>
		<p>At <input type="text"/> a.m. <u>I am</u></p> <p>_____.</p> <p>At <input type="text"/> p.m. <u>I am</u></p> <p>_____.</p>
		<p>At <input type="text"/> a.m. <u>I am</u></p> <p>_____.</p> <p>At <input type="text"/> p.m. <u>I am</u></p> <p>_____.</p>
		<p>At <input type="text"/> a.m. <u>I am</u></p> <p>_____.</p> <p>At <input type="text"/> p.m. <u>I am</u></p> <p>_____.</p>



Date: / /

Pretend someone from outer space just landed by your house. What would you want to tell them about Earth?

Draw and color your ideas.



Write your ideas

Hello! My name is _____. Let me tell you

■ about Earth _____






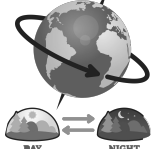
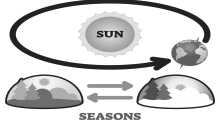
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My Dictionary

Look at the pictures. Trace the words. Can you write them in another language? Use the blank squares to add any other new words you learn.

Picture	Trace	Home Language(s)
	globe	
	Earth	
	continent	
	ocean	
	equator	
	rotate	
	revolve	

Picture	Trace	Home Language(s)
	a.m.	
	p.m.	
	hour	
	minute	
	second	

[illegible]

UNIVERSITY OF
Nebraska
Lincoln®



My Packet Journal

Draw a picture about what you learned in this packet:

Write about what you learned in this packet:

ICMEE is housed within:



Reference Sheet

LENGTH

Metric

1 kilometer = 1000 meters
 1 meter = 100 centimeters
 1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards
 1 mile = 5280 feet
 1 yard = 3 feet
 1 foot = 12 inches

CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts
 1 gallon = 128 ounces
 1 quart = 2 pints
 1 pint = 2 cups
 1 cup = 8 ounces

MASS AND WEIGHT

Metric

1 kilogram = 1000 grams
 1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds
 1 pound = 16 ounces

TIME

1 year = 365 days
 1 year = 12 months
 1 year = 52 weeks
 1 week = 7 days
 1 day = 24 hours
 1 hour = 60 minutes
 1 minute = 60 seconds



ICMEE is housed within:

