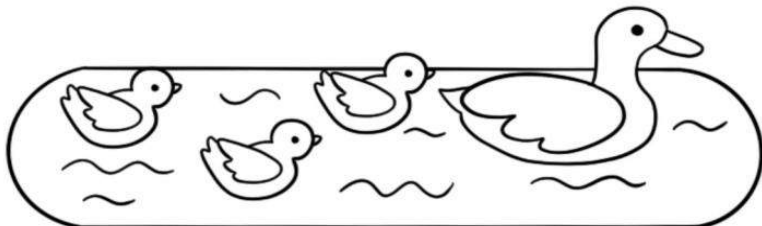
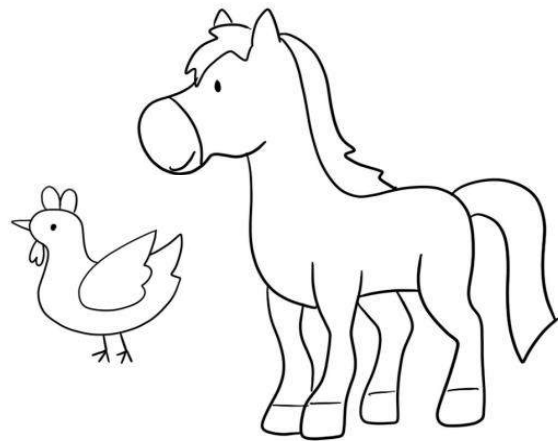
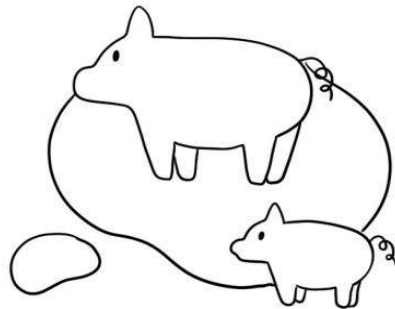
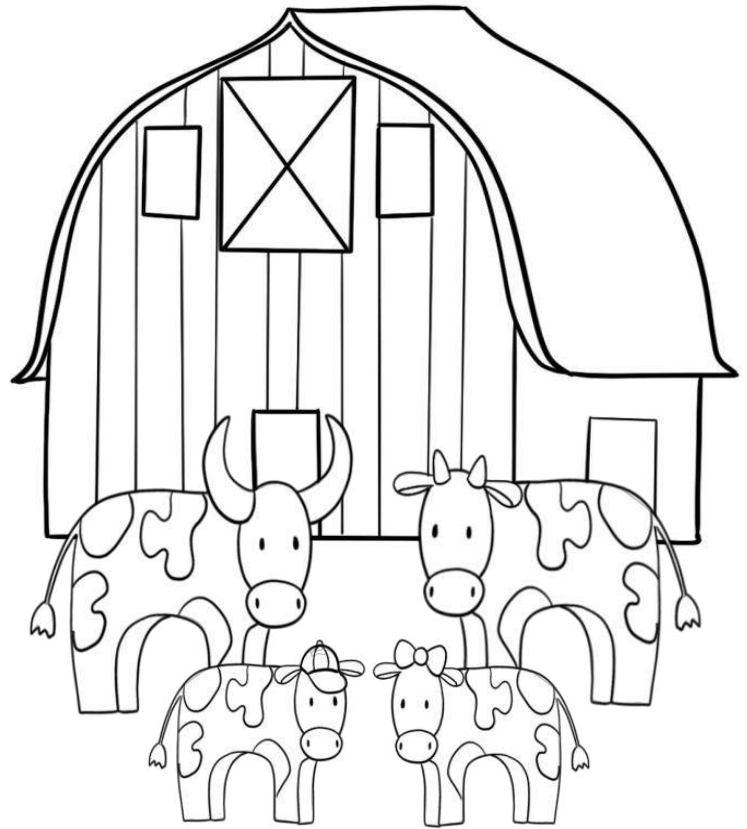
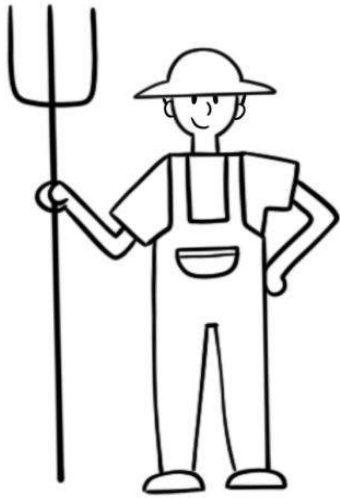


# Spring on the Farm

Grades 4-5



# International Consortium for Multilingual Excellence in Education



April 29, 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.

With this letter, is an “Activity Packet” that can be used freely with any group of students or families. We designed these packets with three grade bands (K-1, 2-3, and 4-5) and English Language Development Levels 1 and 2 in mind. 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 can be used, but do not have to be.

We also have 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 and family. 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, Arabic, and Chinese. We encourage you to translate the included English letter into any other language you may need to communicate effectively with parents in your district.

Designing Activity Packets is 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 will be offering free professional learning opportunities this summer for teachers to think forward about and prepare for the upcoming school year and its uncertainties in this COVID-19 era.

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Specifically we are designing four modules that will take ~3 hours each to complete across a one-week timespan. The four topics of the four modules are: *assessment, teaching and learning, classroom communities and working with families*. Each of the four modules are being designed to help teachers think through what they have learned and experienced during the COVID-19 crisis and how they can best plan and prepare for future uncertainties while keeping health and wellness as well as great learning at the forefront of their practice. The four modules will each be offered three times. Teachers can take more than one module at a time, or they can spread their participation out across the three weeks they will be offered. The modules require asynchronous work online and end with a culminating webinar on the Friday of the week offered. Certificates of completion documenting 3 hours of professional learning will be available to all teachers who complete the module and request the certificate. We recommend groups of teachers taking the modules together as professional learning communities to foster strong reflection, learning and planning opportunities. Each of the four modules will be offered during the following weeks:

- June 15<sup>th</sup>
- July 13<sup>th</sup>
- August 3<sup>rd</sup>

Please visit our website for more information on registration (should be available soon) and to see the other free professional learning opportunities we offer for teachers.

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](mailto: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 Activity Packet was designed by:

Cindy H. Linzell  
Samantha L. Stuefer  
Kara Mitchell Viesca  
ICMEE Admin Team

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The Nebraska State Standards that Informed the Development of this Packet are:

#### Math

- MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.
- MA.4.1.1NUMBER & MA 5.1 NUMBER Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.
- MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.
- MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.
- MA 4.4 DATA & MA 5.4 DATA Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines

#### Social Studies

- SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

#### English Language Arts

- LA 4.2.2 and 5.2.2 - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 4.3.1 and 5.3.1 - Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 4.3.3 and 5.3.3 - Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. Demonstrate appropriate social etiquette and apply social cues when communicating.

#### Science Standards and Cross-Cutting Ideas

- Patterns - Similarities and differences in patterns can be used to sort and classify nature phenomena
- Scientific Knowledge is Based on Empirical Evidence - Science findings are based on recognizing patterns
- SC.4.2.1: Energy: Waves and Information
- SC.4.4.2: Energy: Conservation and Transfer

#### Art

- FA 5.2.1.e Apply various techniques to develop craftsmanship (glossary) skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).
- FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.
- FA 5.2.1.a Develop ideas using a variety of materials (glossary)

#### Physical Education

- PE.4/5.3 Health-Related Physical Activity and Fitness
- PE.4/5.4 Responsible Behavior

# International Consortium for Multilingual Excellence in Education



April 29, 2020

Dear Parent or Guardian:

During this global pandemic, we have created some learning materials that we hope will be helpful for your student to engage with. This Activity Packet was designed with your student in mind and is aligned with their grade level content. Each activity in this packet will help them 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 student ask you about the topics they are engaging with. The packet is in English, but we encourage you and your student 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 as supporting their learning in all the languages they know is helpful—even for their English! So, please encourage your student 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 below about the packet and activities in it and then discussing with your student how the packet works and how they can make their way 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 student (or for a sibling or other family member to), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this stressful time. We are hoping that this is a helpful resource so your student can continue learning important things while at home.

We also tried to make the packets interesting and fun. We hope that your student will enjoy the packets and feel like they are doing productive play. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. And we have written the packets and activities so a student at the early stages of English proficiency should be able to enjoy the packets and be successful without too much challenge.

In this packet, we have included the following activities:

- Create a Buddy. This is the first activity in the packet and is intended to help your student have someone to talk to about the work they are doing in the packet. We have included images of potential “buddies” that your student can choose from. We suggest they choose a buddy and add features and color to the buddy however they would like. They should also name their buddy. Throughout the packet activities, your student will be told to talk to their buddy or even to ask their buddy questions. This buddy is so your student can work independently without needing your time and attention to be successful with the packet. But 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 (one of our buddies, someone in your family/home, a doll they already have, etc.). This might be something they will need your help understanding.

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or 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. At the end of the week your student will have a chance to reflect on the learning and write about it.

Here are the activities your student will do with this packet.

## Day 1

Your student will design their buddy and work on some vocabulary related to Spring activities. They will read about Farmer Brown's Farm and do some subtraction in mathematics and learn about maps. Further, your student will do some physical activity and write down what they do.

## Day 2

Your student will learn about energy. Specifically, they will learn how energy is the ability to do work and that for bodies to do work people need to eat food. For cars to do work, they need gas and for lights to do work, they need electricity. Your student will continue doing some physical activity and writing down their activities. They will also learn how to plant a seed, do math and learn more about maps.

## Day 3

Your student will write a story about a cow family and do some math problems. They will draw their own map of your house and then do an energy scavenger hunt to count how many things they can find that use electricity for energy. They may also draw those things on their map of their house. Your student will continue doing some physical activity and writing down their activities.

## Day 4

Your student will read a little story about chicks in a choir and do some math problems. They will draw their own map of your neighborhood and then go on a walk to do an energy scavenger hunt to count how many things they can find that use energy. Specifically, they will look for people, animals, cars, and lights. They can add what they find to the map. Your student will continue doing some physical activity and writing down their activities.

## Day 5

Your student will write a poem about Farm Life and so some more math problems to find a secret code. Your student will continue doing some physical activity and writing down their activities, but they will also total up the numbers from what they have written down across the five days and answer some questions.

Your student will have some vocabulary games to play like a crossword puzzle and word search. They can finalize their dictionary for this packet and write in their journal about something they learned this week.

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We have included answers to the math problems and help with the word search and cross word puzzle, if you would like to check your students work.

We hope that these activities will enhance your child's learning while they are currently unable to attend school. 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](mailto: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  
PI: International Consortium for Multilingual Excellence in Education

This Activity Packet was designed by:

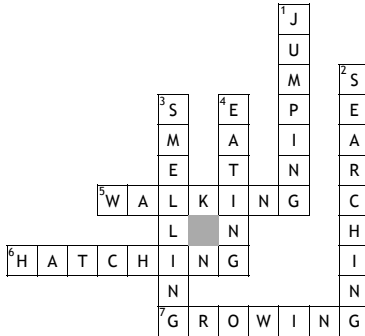
Cindy H. Linzell  
Samantha L. Stuefer  
Kara Mitchell Viesca  
ICMEE Admin Team

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## Spring Verbs



### Across

- How you get from here to there.
- When the chick breaks out of the egg
- What your body does

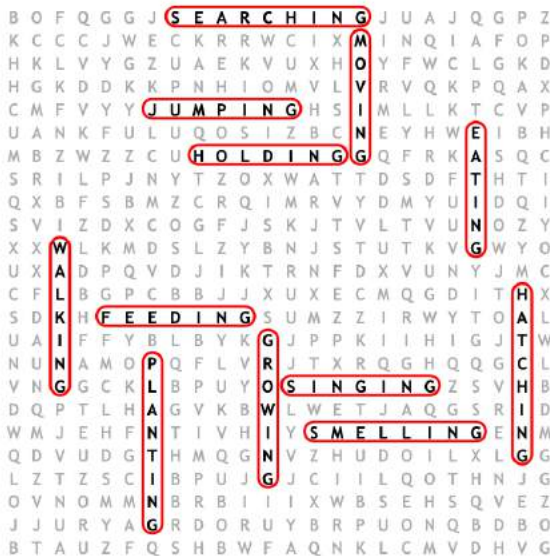
### Down

- When you move your body up and down or side to side
- when you are looking for something
- What you do with flowers
- What you do to get energy in your body

### Word Bank

- |          |           |         |        |
|----------|-----------|---------|--------|
| smelling | hatching  | jumping | eating |
| growing  | searching | Walking |        |

## Spring Verbs



- eating growing smelling walking singing searching planting jumping  
holding hatching feeding moving



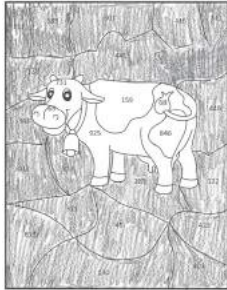
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## Math Answers

Day 1

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 230  | 2. 583  | 3. 45   | 4. 412  | 5. 422  | 6. 441  |
| 7. 301  | 8. 440  | 9. 130  | 10. 415 | 11. 401 | 12. 311 |
| 13. 511 | 14. 513 | 15. 813 | 16. 120 | 17. 289 | 18. 122 |
| 19. 343 | 20. 111 |         |         |         |         |



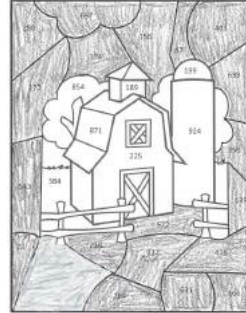
Day 2

- |         |         |                                 |         |         |         |
|---------|---------|---------------------------------|---------|---------|---------|
| 1. 123  | 2. 338  | 3. 299                          | 4. 164  | 5. 78   | 6. 602  |
| 7. 192  | 8. 117  | 9. 390                          | 10. 758 | 11. 336 | 12. 625 |
| 13. 72  | 14. 574 | 15. 635                         | 16. 642 | 17. 870 | 18. 20  |
| 19. 261 | 20. 154 | Secret words: Smell the flowers |         |         |         |

Day 3

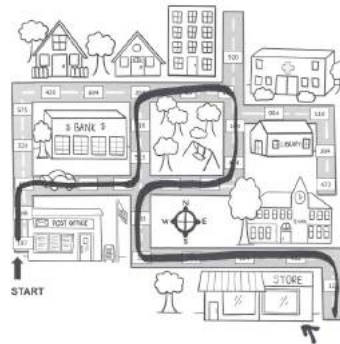
- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 83   | 2. 156  | 3. 332  | 4. 166  | 5. 543  | 6. 280  |
| 7. 639  | 8. 277  | 9. 418  | 10. 403 | 11. 264 | 12. 697 |
| 13. 218 | 14. 22  | 15. 631 | 16. 350 | 17. 47  | 18. 374 |
| 19. 522 | 20. 139 |         |         |         |         |

## Math Answers



Day 4

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 187  | 2. 166  | 3. 618  | 4. 248  | 5. 456  | 6. 513  |
| 7. 616  | 8. 259  | 9. 85   | 10. 43  | 11. 104 | 12. 494 |
| 13. 458 | 14. 204 | 15. 133 | 16. 126 | 17. 345 | 18. 164 |
| 19. 462 | 20. 12  |         |         |         |         |



Day 5

- |         |         |   |         |         |         |
|---------|---------|---|---------|---------|---------|
| 1. 674  | 2. 682  | 3. 702  | 4. 630  | 5. 238  | 6. 54   |
| 7. 31   | 8. 55   | 9. 135  | 10. 295 | 11. 107 | 12. 145 |
| 13. 353 | 14. 320 | 15. 188   | 16. 153 | 17. 120 | 18. 133 |
| 19. 590 | 20. 221 | Secret words: Go on a walk and sing a happy song. |         |         |         |

# International Consortium for Multilingual Excellence in Education



29 de abril de 2020

Estimados padres/madres o tutores legales:

Durante esta pandemia global, hemos creado algunos materiales de aprendizaje que esperamos que sean útiles para su estudiante. Este paquete de actividades se diseñó teniendo en cuenta el nivel de su estudiante y está alineado con el contenido de su grado. Cada actividad en este paquete le ayudará a continuar con su escolarización, así como, seguir desarrollando su multilingüismo. Le animamos a que hable con su estudiante sobre las actividades que está realizando y deje que le haga preguntas sobre los temas que le interesan. Aunque, el paquete está en inglés, les proponemos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use con su estudiante el idioma con el que se sienta más cómodo, ya que, usar cualquiera de los idiomas que el estudiante conoce le ayudará en su aprendizaje -¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer las actividades del paquete en el idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que, le recomendamos que adapte el paquete de actividades con su estudiante, acorde a lo que le funcione mejor a usted. Le recomendamos que lea la información que está a continuación sobre el paquete y las actividades que contiene y después, analice con su estudiante cómo funciona el paquete y cómo pueden abrirse paso a través de este. Creemos que, con la introducción que encontrará abajo, su estudiante podrá hacer muchas actividades, si no todas, por sí mismo. Sin embargo, si el estudiante tuviera la oportunidad de trabajar más estrechamente con usted (o un hermano u otro miembro de la familia), lo animamos a que trabajen juntos. Por favor, tenga en cuenta que este paquete no pretende ser algo que añada más estrés o una mayor carga de trabajo para su familia en estos momentos estresantes. Simplemente, esperamos que esto sea un recurso útil para que su estudiante pueda continuar su aprendizaje mientras esté en casa.

Intentamos crear paquetes que fuesen interesantes y divertidos. Esperamos que su estudiante disfrute los paquetes y sienta que está haciendo algo productivo mientras juega. Hemos incluido actividades que forman parte del contenido de todos los estándares fundamentales de su grado: artes del lenguaje en inglés, matemáticas, estudios sociales, ciencias, educación física y arte. Además, hemos escrito los paquetes y las actividades, de manera que un estudiante cuyo dominio del inglés se encuentre aún en sus primeras etapas, pueda disfrutar de los mismos sin problemas y con éxito.

En este paquete, hemos incluido las siguientes actividades:

- Crea un amigo. Esta es la primera actividad del paquete y está diseñada para ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está realizando. Hemos incluido imágenes de posibles "amigos" para que su estudiante elija. Sugerimos que elijan un amigo y le agregue diferentes colores y características, como quieran. Además, deberían ponerle un nombre a su amigo. 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. Este amigo es para que su estudiante pueda trabajar de forma independiente, sin necesidad de su tiempo y atención, así puede completar el paquete sin tener que pedirle ayuda. No obstante, animamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Incluso, su estudiante podría elegir como amigo a un peluche, una muñeca o algo más, no necesita usar

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uno de los amigos que ofrecemos. Sin embargo, su estudiante debe pensar quién será su amigo cada vez que trabaje en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). La elección de su amigo podría ser algo en la que su estudiante pueda necesitar su ayuda.

-Diccionario- esperamos que cada día su estudiante encuentre palabras que le resulten interesantes y quiera recordar. Al final del paquete, hay varias páginas para que su estudiante cree su propio diccionario. Así que, le animamos a que las use para que su estudiante pueda llevar un seguimiento de todas las palabras que le gusten o le parezcan interesantes. Además, alentamos a su estudiante a que use el idioma que prefiera para escribir esas palabras y también, dibujos, así le será más fácil recordar el significado de estas.

-Diario. Al final de la semana, su estudiante tendrá la oportunidad de reflexionar acerca de su aprendizaje y escribir sobre ello.

Estas son las actividades que su estudiante puede hacer con este paquete:

## Día 1

Su estudiante diseñará a su “amigo” y trabajará con diferente vocabulario relacionado con algunas actividades de la primavera. Leerán “Farmer Brown’s Farm”, harán algunas restas en matemáticas y aprenderán sobre mapas. Además, su estudiante realizará ejercicio y escribirá que ha hecho.

## Día 2

Su estudiante aprenderá sobre la energía. Específicamente, aprenderá cómo la energía es la fuente para poder realizar trabajos, así como, para que el cuerpo de las personas trabaje, las personas necesitan comer, para que los coches funcionen, necesitan gasolina o para que las luces enciendan necesitan electricidad. También, su estudiante continuará haciendo ejercicio físico y escribiendo acerca de sus actividades. Además, aprenderán cómo plantar una semilla, harán matemáticas y aprenderán sobre mapas.

## Día 3

Su estudiante escribirá una historia acerca de una familia de vacas y hará problemas matemáticos. Dibujarán un mapa de su propia casa y harán una búsqueda del tesoro en la que contará cuántas cosas pueden encontrar dentro de casa que usen electricidad como fuente de energía. También, pueden dibujar esas cosas en el mapa de su casa. Finalmente, su estudiante continuará realizando ejercicio físico y escribiendo sus actividades

## Día 4

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Su estudiante leerá una pequeña historia sobre gallinas en un coro y hará algunos problemas de matemáticas. Dibujarán su propio mapa de su vecindario y realizarán una búsqueda del tesoro en él para ver cuántas cosas pueden encontrar que usen energía. Específicamente, buscarán personas, animales, coches y luces. Pueden añadir lo que encuentren en el mapa. Su estudiante continuará haciendo ejercicio físico y escribiendo acerca de sus actividades.

Día 5

Su estudiante escribirá un poema acerca de la vida en la granja y hará algunos problemas matemáticos para encontrar un código secreto. Su estudiante continuará haciendo ejercicio físico y escribiendo sus actividades, pero también calcularán lo que han escrito durante los cinco días y responderán algunas preguntas. Su estudiante tendrá varios juegos de vocabulario con los que jugar, por ejemplo, sopas de letras o crucigramas. Finalmente, pueden terminar su propio diccionario de este paquete y escribir en su diario sobre lo que han aprendido esta semana

Hemos incluido las respuestas de los problemas matemáticos y ayuda para las sopas de letras y los crucigramas, en caso de que necesiten comprobar el resultado del trabajo de los estudiantes.

Esperamos que estas actividades contribuyan al aprendizaje de su hijo/a mientras no pueda asistir a la escuela. Además, esperamos que le proporcionen a su hijo/a oportunidades de juego productivo. Si tiene alguna duda, pregunta o inquietud acerca de estos paquetes, no dude en comunicarse con nuestro proyecto enviando un email a [icmee@unl.edu](mailto:icmee@unl.edu) o llamando al departamento de Teaching, Learning, and Teacher Education al 402-472-2231.

Atentamente,

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

Este paquete de actividades fue diseñado por:

Cindy H. Linzell  
Samantha L. Stuefer  
Kara Mitchell Viesca  
ICMEE Admin Team

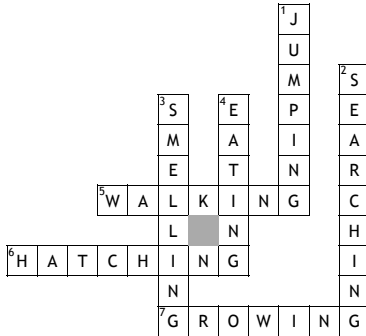
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## Spring Verbs



### Across

- How you get from here to there.
- When the chick breaks out of the egg
- What your body does

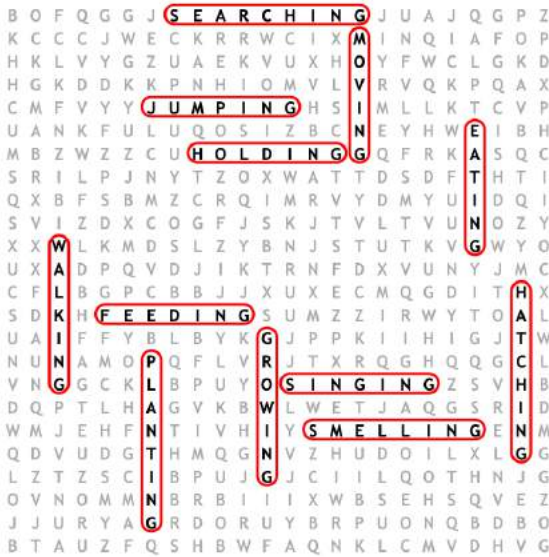
### Down

- When you move your body up and down or side to side
- when you are looking for something
- What you do with flowers
- What you do to get energy in your body

### Word Bank

- |          |           |         |        |
|----------|-----------|---------|--------|
| smelling | hatching  | jumping | eating |
| growing  | searching | Walking |        |

## Spring Verbs



- eating growing smelling walking singing searching planting jumping  
holding hatching feeding moving



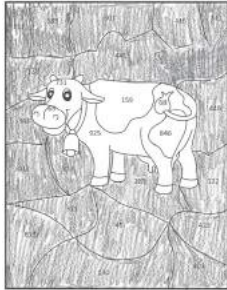
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## Math Answers

Day 1

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 230  | 2. 583  | 3. 45   | 4. 412  | 5. 422  | 6. 441  |
| 7. 301  | 8. 440  | 9. 130  | 10. 415 | 11. 401 | 12. 311 |
| 13. 511 | 14. 513 | 15. 813 | 16. 120 | 17. 289 | 18. 122 |
| 19. 343 | 20. 111 |         |         |         |         |



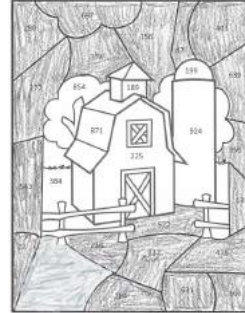
Day 2

- |         |         |                                 |         |         |         |
|---------|---------|---------------------------------|---------|---------|---------|
| 1. 123  | 2. 338  | 3. 299                          | 4. 164  | 5. 78   | 6. 602  |
| 7. 192  | 8. 117  | 9. 390                          | 10. 758 | 11. 336 | 12. 625 |
| 13. 72  | 14. 574 | 15. 635                         | 16. 642 | 17. 870 | 18. 20  |
| 19. 261 | 20. 154 | Secret words: Smell the flowers |         |         |         |

Day 3

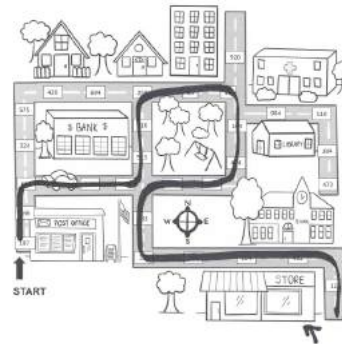
- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 83   | 2. 156  | 3. 332  | 4. 166  | 5. 543  | 6. 280  |
| 7. 639  | 8. 277  | 9. 418  | 10. 403 | 11. 264 | 12. 697 |
| 13. 218 | 14. 22  | 15. 631 | 16. 350 | 17. 47  | 18. 374 |
| 19. 522 | 20. 139 |         |         |         |         |

## Math Answers



Day 4

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 187  | 2. 166  | 3. 618  | 4. 248  | 5. 456  | 6. 513  |
| 7. 616  | 8. 259  | 9. 85   | 10. 43  | 11. 104 | 12. 494 |
| 13. 458 | 14. 204 | 15. 133 | 16. 126 | 17. 345 | 18. 164 |
| 19. 462 | 20. 12  |         |         |         |         |



Day 5

- |         |         |   |         |         |         |
|---------|---------|---|---------|---------|---------|
| 1. 674  | 2. 682  | 3. 702  | 4. 630  | 5. 238  | 6. 54   |
| 7. 31   | 8. 55   | 9. 135  | 10. 295 | 11. 107 | 12. 145 |
| 13. 353 | 14. 320 | 15. 188   | 16. 153 | 17. 120 | 18. 133 |
| 19. 590 | 20. 221 | Secret words: Go on a walk and sing a happy song. |         |         |         |

# International Consortium for Multilingual Excellence in Education



2020年4月22日

亲爱的家长或监护人：

在新冠全球性大流行期间，我们创建了一些学习资料，希望对您的学生开展学习有所帮助。本活动包的设计充分考虑了您的学生，并与他们所处年级课程内容保持一致。此活动包中的每项活动都将帮助他们继续学习，并继续发展他们的多种语言能力。我们鼓励您与学生谈论他们在做什么，并让他们向您询问他们正在接触的主题。活动包里的资料是用英语写的，但是我们鼓励您和您的学生用您想要用的任何语言一起说和思考。我们强烈建议您使用最适合与您的学生一起使用的语言，因为用他们所知道的所有语言辅助他们学习是非常有效的，对学习英语也是如此！因此，请鼓励您的学生用他们希望使用的任何语言完成活动包中的各项活动。

我们知道，许多家庭现在正承受着巨大的压力和不确定性，因此我们鼓励您根据最适合自己的方式扮演您想与学生一起扮演的活动包中的角色。我们建议阅读以下有关活动包及其活动的信息，然后与您的学生讨论如何使用活动包以及如何让他们从这个过程中获益。我们相信，通过您的介绍，您的学生可以独立完成很多（即使不是全部）活动包中的任务。但是，如果您（或者兄弟姐妹或其他家庭成员）可以与您的学生更加紧密地合作完成，我们也鼓励您这样做。望悉知，这并不是要在这个紧张的时期给您的家庭增加压力和工作。我们希望这份活动包能成为有用的资源，以便您的学生可以在家中继续学习重要的东西。

同时，我们努力让这一系列的活动包变得有趣。我们希望您的学生会喜欢这些活动包，并觉得他们在做富有成效的游戏。我们整合了符合所有年级各科目标的活动：英语语言艺术，数学，社会研究，科学，体育和艺术。并且，我们精心编写了所有的活动，因此，即便是英语熟练程度有所欠缺的学生们也能够享受这些活动包并在没有太多挑战的情况下取得成功。

在此活动包中，我们囊括了以下活动：

- 建立好友。这是活动包中的第一个活动，旨在帮助您的学生找到可以谈论分享他们在活动包中所完成的活动的对象。我们为您的学生提供了可以选择的潜在“伙伴”图像。我们建议他们选择一个伙伴，并根据需要向该伙伴添加功能和上色。他们还可以为伙伴取名。在这一系列活动中，您的学生将被告知他们需要与伙伴交谈，甚至向伙伴提问。这个伙伴使您的学生可以独立完成任务，所以无需花费您的时间和精力就可以很好地使用活动包。但如果允许的话，我们也鼓励您的学生与您或其他家庭成员交流。此外，您的学生可以选择一个毛绒动物，玩偶或其他东西作为伙伴。他们不必使用我们提供的任何一个伙伴。但是，他们应当为每次使用活动包时指定一位伙伴（我们提供一个伙伴，您的家人/家中的某人，或者他们已经有的洋娃娃等）。他们可能需要您的帮助来理解这一点。

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- 字典。我们希望您的学生每天都能与他们感兴趣的单词互动，并希望对其进行记录。活动包最后的几页可供您的学生创造并保存自己的字典。我们鼓励学生使用这些页面来查找自己喜欢或感兴趣的单词。我们还鼓励学生使用他们想要的任何语言以及图片来帮助他们记住单词的含义。
- 日志。在一周结束时，您的学生将有机会反思并写下自己的学习的收获。

以下是本周您的学生将完成的活动。

## 第一天

您的学生将设计他们的伙伴，并学习一些与春季活动有关的词汇。他们将阅读有关农夫布朗的农场的知识，学习数学的减法，并学习地图。此外，您的学生将进行一些体育锻炼并写下他们做了什么。

## 第二天

您的学生将学习能量。具体来说，他们将学习能量如何是一种完成任何工作的能力，要让身体工作人们就需要吃食物。为了使汽车工作，他们需要汽油，而为了使灯工作，他们需要电力。您的学生将继续进行一些体育活动并写下他们的活动。他们还将学习如何播种种子，进行数学运算并了解有关地图的更多信息。

## 第三天

您的学生将写一个关于奶牛家族的故事，并做一些数学问题。他们将绘制您自己的房屋地图，然后进行能量寻宝，以计算他们可以找到多少件以电作为能源的物件。他们还可以在自己的房屋地图上绘制这些东西。您的学生将继续进行一些体育活动并写下他们的活动。

## 第四天

您的学生将阅读有关合唱团中小鸡的小故事，并做一些数学题。他们将绘制您所在街区的地图，然后散步进行能量寻宝，以计算他们可以找到多少使用能量的东西。具体来说，他们会寻找人，动物，汽车和灯光。他们可以将找到的内容添加到地图中。您的学生将继续进行一些体育活动并写下他们的活动。

## 第五天

您的学生将写一首关于农场生活的诗，并写一些数学题来查找密码。您的学生将继续进行一些体育活动并写下他们的活动，但是他们还将汇总五天中写下的内容并回答一些问题。您的学生将有一些词汇游戏，如填字游戏和单词搜索。他们可以为这个活动包敲定字典，并在日记中记录他们本周学到的东西。

如果您想检查学生的工作，我们提供了数学问题的答案，并提供了单词搜索和填字游戏的帮助。

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我们希望这些活动可以在您的孩子目前无法上学的情况下提升他们的学习能力。我们也希望这些活动包能给您的孩子创造寓教于乐的机会。如果您对 these 活动包有任何疑问或疑虑，请随时通过此邮箱 [icmee@unl.edu](mailto:icmee@unl.edu) 或致电 402-472-2231 与内布拉斯加林肯大学的教学、学习和教师教育系取得联系。

Sincerely,

A handwritten signature in black ink that reads 'Kara Viesca'.

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 Activity Packet was designed by:

Cindy H. Linzell  
Samantha L. Stuefer  
Kara Mitchell Viesca  
ICMEE Admin Team

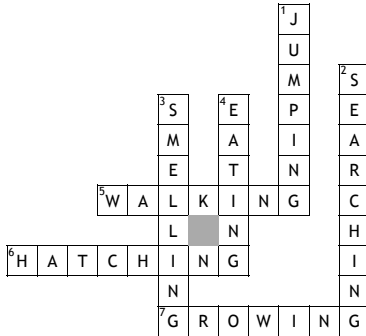
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## Spring Verbs



### Across

- How you get from here to there.
- When the chick breaks out of the egg
- What your body does

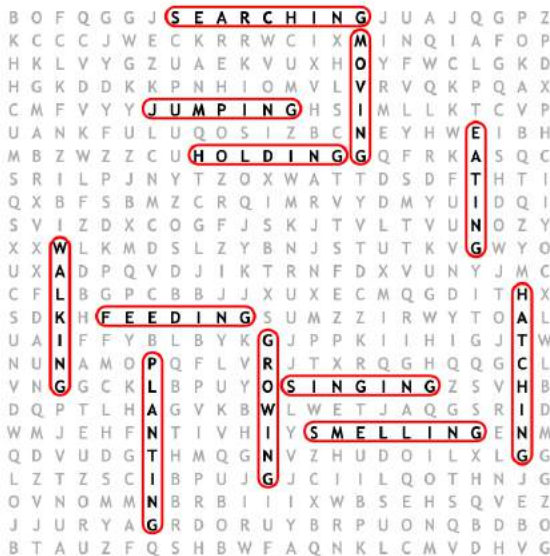
### Down

- When you move your body up and down or side to side
- when you are looking for something
- What you do with flowers
- What you do to get energy in your body

### Word Bank

- smelling      hatching      jumping      eating  
growing      searching      Walking

## Spring Verbs



- eating   growing   smelling   walking   singing   searching   planting   jumping  
holding   hatching   feeding   moving



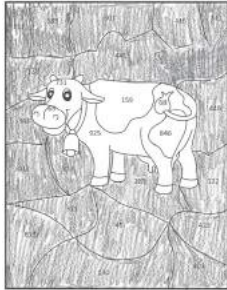
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## Math Answers

Day 1

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 230  | 2. 583  | 3. 45   | 4. 412  | 5. 422  | 6. 441  |
| 7. 301  | 8. 440  | 9. 130  | 10. 415 | 11. 401 | 12. 311 |
| 13. 511 | 14. 513 | 15. 813 | 16. 120 | 17. 289 | 18. 122 |
| 19. 343 | 20. 111 |         |         |         |         |



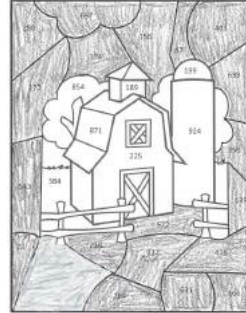
Day 2

- |         |         |                                 |         |         |         |
|---------|---------|---------------------------------|---------|---------|---------|
| 1. 123  | 2. 338  | 3. 299                          | 4. 164  | 5. 78   | 6. 602  |
| 7. 192  | 8. 117  | 9. 390                          | 10. 758 | 11. 336 | 12. 625 |
| 13. 72  | 14. 574 | 15. 635                         | 16. 642 | 17. 870 | 18. 20  |
| 19. 261 | 20. 154 | Secret words: Smell the flowers |         |         |         |

Day 3

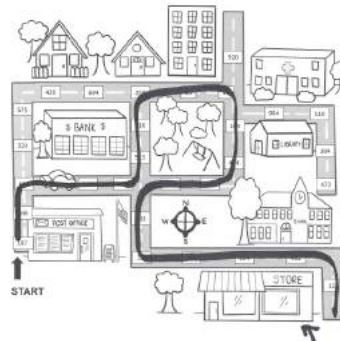
- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 83   | 2. 156  | 3. 332  | 4. 166  | 5. 543  | 6. 280  |
| 7. 639  | 8. 277  | 9. 418  | 10. 403 | 11. 264 | 12. 697 |
| 13. 218 | 14. 22  | 15. 631 | 16. 350 | 17. 47  | 18. 374 |
| 19. 522 | 20. 139 |         |         |         |         |

## Math Answers



Day 4

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 187  | 2. 166  | 3. 618  | 4. 248  | 5. 456  | 6. 513  |
| 7. 616  | 8. 259  | 9. 85   | 10. 43  | 11. 104 | 12. 494 |
| 13. 458 | 14. 204 | 15. 133 | 16. 126 | 17. 345 | 18. 164 |
| 19. 462 | 20. 12  |         |         |         |         |



Day 5

- |         |         |   |         |         |         |
|---------|---------|---|---------|---------|---------|
| 1. 674  | 2. 682  | 3. 702  | 4. 630  | 5. 238  | 6. 54   |
| 7. 31   | 8. 55   | 9. 135  | 10. 295 | 11. 107 | 12. 145 |
| 13. 353 | 14. 320 | 15. 188   | 16. 153 | 17. 120 | 18. 133 |
| 19. 590 | 20. 221 | Secret words: Go on a walk and sing a happy song. |         |         |         |

# International Consortium for Multilingual Excellence in Education



السادة آباء، أمهات وأوصياء الطلبة الأعزاء،

خلال هذا الوباء العالمي، قد أنشأنا بعض المواد التعليمية لطالبك كي يتفاعل معها ونأمل أن تكون مفيدة له (١). تم تصميم حزمة النشاط هذه مع وضع الطالب في الاعتبار وهي تتماشى مع محتواه على مستوى الصف الدراسي. كل نشاط في هذه الحزمة سيساعدهم على مواصلة دراستهم وكذلك الاستمرار في تنمية التعددية اللغوية. نشجعك على التحدث إلى طالبك حول ما يقومون به والسماح للطالب بطرح أسئلة عليك حول المواضيع التي يتفاعلون معها. هذه الحزمة باللغة الإنجليزية ولكننا نشجعك أنت وطالبك على التحدث والتفكير معًا بأي لغة تختارونها. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم تعلمهم الطلاب بجميع اللغات التي يعرفونها سيساعدهم كثيرًا-حتى في الإنجليزية! لذا، يرجى تشجيع الطالب على القيام بالواجبات التي في الحزمة بأي لغة يرغبون بها.

نحن نعلم أن العائلات تتعامل مع الكثير من التوتر و الغموض في الوقت الحالي ، لذلك نشجعك على لعب الدور الذي ترغب فيه مع الطالب ومعزومة الأنشطة الخاصة بقدر استطاعتك. نوصي بقراءة المعلومات أدناه حول الحزمة والأنشطة فيها ثم مناقشة كيف سيتعامل الطالب معها وكيف يقوم يمضي قُدماً فيها. نعتقد أنه من خلال هذه المقدمة، أنه يمكن لطالبك أن ينجز الكثير، إن لم نقل الكل، بنفسه. رغم ذلك، إذا كنت متواجداً للعمل بشكل أقرب مع الطالب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة) فإننا نشجع ذلك أيضاً. المرجو أن تعلموا أن المقصود من هذا ليس هو إضافة مزيد من الإجهاد والعمل على عائلتكم خلال هذا الوقت العصيب. بل نأمل أن يكون هذا مصدرًا مفيدًا حتى يتمكن الطالب من مواصلة تعلم أشياء مهمة أثناء مكوثه في المنزل.

حاولنا أيضًا جعل الحزمة التعليمية مثيرة للاهتمام وممتعة. نأمل أن يستمتع طالبك بهذه الحزمة ويشعر أنه يقوم بلعب مفيد و منتج. قمنا بدمج أنشطة من جميع معايير محتوى المستويات الدراسية: فنون اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، العلوم التربوية البدنية والفنون. وقد قمنا باعداد هذه الحزمات والأنشطة لغرض تمكين الطلاب ذوي المستوى المبتدئ في اللغة الإنجليزية أيضا من أن يكونوا قادرين على الإستمتاع بالحزمات وأن ينجزوها بنجاح دون الكثير من المشقة أو التحدي.

في هذه الحزمة ، قمنا بإدراج الأنشطة التالية:

- إنشاء صديق. هذا هو النشاط الأول في الحزمة ويهدف إلى مساعدة الطالب في إيجاد شخص ما للتحدث معه عن العمل الذي سيقومون به في الحزمة. لهذا الغرض قمنا بإضافة صور لـ "أصدقاء" افتراضيين يمكن للطالب (ة) الاختيار من بينهم. نقترح عليهم اختيار صديق إضافي ملامح وألوان

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سيكتب طالبك قصة عن عائلة بقرة ويقوم بالإشتغال على بعض مشاكل الرياضيات. سوف يرسمون خريطةهم الخاصة بمنزلك ثم يقومون بعمل التحدي "الطاقة" لحساب عدد الأشياء التي يمكنهم العثور عليها والتي تستخدم الكهرباء من أجل الطاقة. يمكنهم أيضاً رسم هذه الأشياء على خارطة منزلهم. كذلك سيواصل الطالب القيام ببعض الأنشطة البدنية والكتابة عنها.

اليوم 4

سيقرأ طالبك قصة صغيرة عن الكتاكيت في جوقة ويقوم بحل بعض مشاكل الرياضيات. سوف يرسمون خريطةهم الخاصة بحيك، ثم يذهبون في نزهة للقيام بتحدي "الطاقة" بالبحث لحساب عدد الأشياء التي يمكنهم العثور عليها والتي تستخدم الطاقة. على وجه التحديد، سيبحثون عن الأشخاص والحيوانات والسيارات والأضواء. يمكنهم إضافة ما يجدونه إلى الخريطة. سيواصل الطالب القيام ببعض الأنشطة البدنية وكتابتها.

يوم 5

سيكتب الطالب(ة) قصيدة عن حياة المزرعة، وبالتالي يحل بعض المشاكل الرياضية الأخرى للعثور على رمز سري. سيستمر الطالب في القيام ببعض النشاط البدني وكتابته، ولكنه سيجمع أيضاً الأرقام من ما كتبه على مدار الأيام الخمسة ويجب عن بعض الأسئلة.

سيكون لدى الطالب بعض ألعاب المفردات للعبها مثل لغز الكلمات المتقاطعة والبحث عن الكلمات. يمكنهم إتمام قاموسهم لهذه الحزمة والكتابة في مذكراتهم اليومية حول شيء تعلموه هذا الأسبوع.

لقد قمنا بتضمين حلول مشكلات الرياضيات والمساعدة في البحث عن الكلمات ولغز الكلمات المتقاطعة، إذا كنت ترغب في التحقق من عمل طلابك.

نأمل أن تعزز هذه الأنشطة تعلم طفلك في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة. نأمل أيضاً ان تمنحوا طفلكم فرصاً للعب المنتج. إذا كان لديك أي أسئلة أو استفسارات حول هذه الحزمات التعليمية فلا تترددوا في الاتصال بمشروعنا على [icmee@unl.edu](mailto:icmee@unl.edu) أو الاتصال بشعبة "التدريس والتعلم وتعليم المعلمين على

هذا الرقم 2231-472-402

مع خالص التحيات

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

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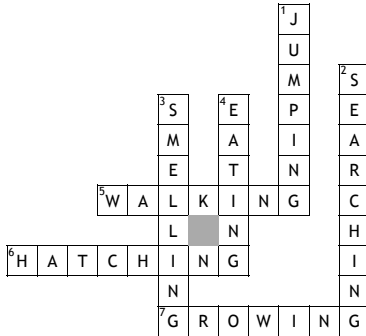




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## Spring Verbs





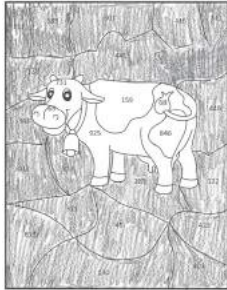
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## Math Answers

Day 1

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 230  | 2. 583  | 3. 45   | 4. 412  | 5. 422  | 6. 441  |
| 7. 301  | 8. 440  | 9. 130  | 10. 415 | 11. 401 | 12. 311 |
| 13. 511 | 14. 513 | 15. 813 | 16. 120 | 17. 289 | 18. 122 |
| 19. 343 | 20. 111 |         |         |         |         |



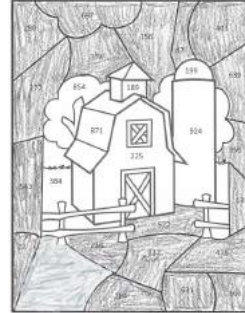
Day 2

- |         |         |                                 |         |         |         |
|---------|---------|---------------------------------|---------|---------|---------|
| 1. 123  | 2. 338  | 3. 299                          | 4. 164  | 5. 78   | 6. 602  |
| 7. 192  | 8. 117  | 9. 390                          | 10. 758 | 11. 336 | 12. 625 |
| 13. 72  | 14. 574 | 15. 635                         | 16. 642 | 17. 870 | 18. 20  |
| 19. 261 | 20. 154 | Secret words: Smell the flowers |         |         |         |

Day 3

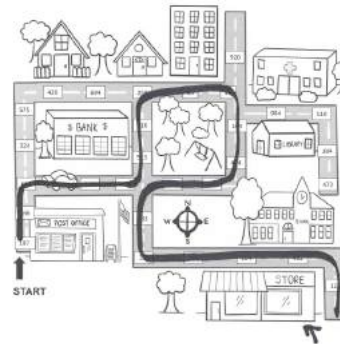
- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 83   | 2. 156  | 3. 332  | 4. 166  | 5. 543  | 6. 280  |
| 7. 639  | 8. 277  | 9. 418  | 10. 403 | 11. 264 | 12. 697 |
| 13. 218 | 14. 22  | 15. 631 | 16. 350 | 17. 47  | 18. 374 |
| 19. 522 | 20. 139 |         |         |         |         |

## Math Answers



Day 4

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. 187  | 2. 166  | 3. 618  | 4. 248  | 5. 456  | 6. 513  |
| 7. 616  | 8. 259  | 9. 85   | 10. 43  | 11. 104 | 12. 494 |
| 13. 458 | 14. 204 | 15. 133 | 16. 126 | 17. 345 | 18. 164 |
| 19. 462 | 20. 12  |         |         |         |         |



Day 5

- |         |         |   |         |         |         |
|---------|---------|---|---------|---------|---------|
| 1. 674  | 2. 682  | 3. 702  | 4. 630  | 5. 238  | 6. 54   |
| 7. 31   | 8. 55   | 9. 135  | 10. 295 | 11. 107 | 12. 145 |
| 13. 353 | 14. 320 | 15. 188   | 16. 153 | 17. 120 | 18. 133 |
| 19. 590 | 20. 221 | Secret words: Go on a walk and sing a happy song. |         |         |         |

Hello!

We are happy you are here! This week we will learn about Spring. Here is what you will do this week. Have fun!



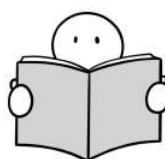
Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> <li>⇒ Design your buddy</li> <li>⇒ Farm story</li> <li>⇒ Math activity</li> <li>⇒ What is a map?</li> <li>⇒ Vocabulary PE Activities</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Energy Story</li> <li>⇒ PE activity</li> <li>⇒ Farmers plant seeds</li> <li>⇒ Farm map</li> <li>⇒ Math puzzle</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Cow family story</li> <li>⇒ Math activity</li> <li>⇒ House map</li> <li>⇒ Energy scavenger hunt</li> <li>⇒ PE activity</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Hatching and singing story</li> <li>⇒ Math number maze</li> <li>⇒ Neighborhood map</li> <li>⇒ Energy neighborhood scavenger hunt</li> <li>⇒ PE activity</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Math Activity</li> <li>⇒ Farm life poem</li> <li>⇒ PE activity Exercise and collect data. Add your totals for the week.</li> <li>⇒ Crossword</li> <li>⇒ Word search</li> <li>⇒ Add words to your Dictionary, write in your journal, complete puzzles</li> </ul>

• Now, let's get started!

## Instructions Key



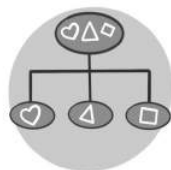
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



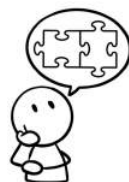
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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
- العد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



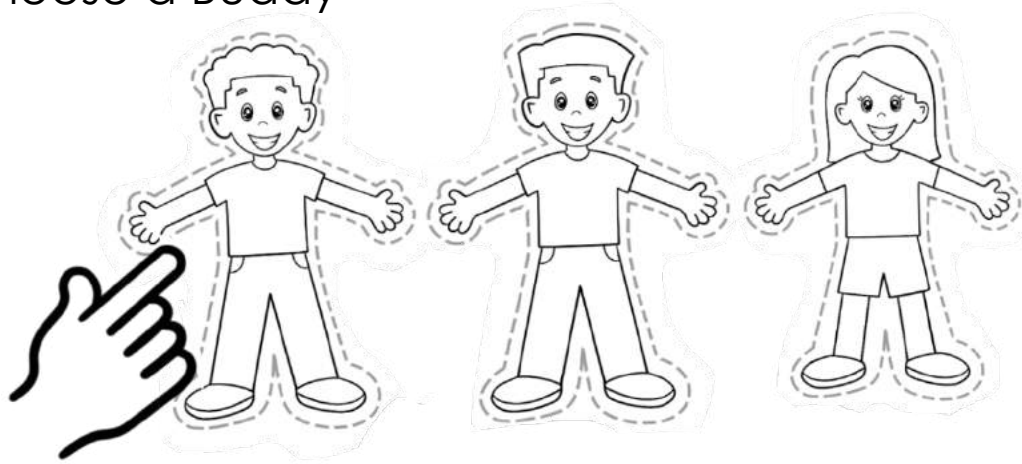
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



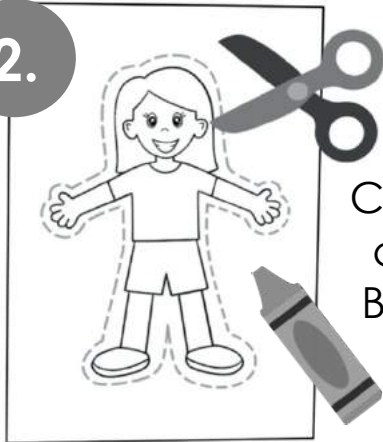
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

# My Buddy

1. Choose a Buddy

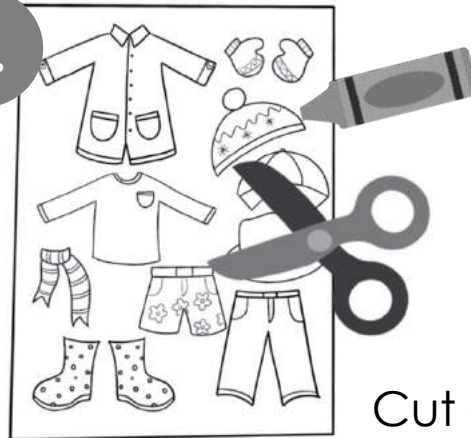


2.



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

3.



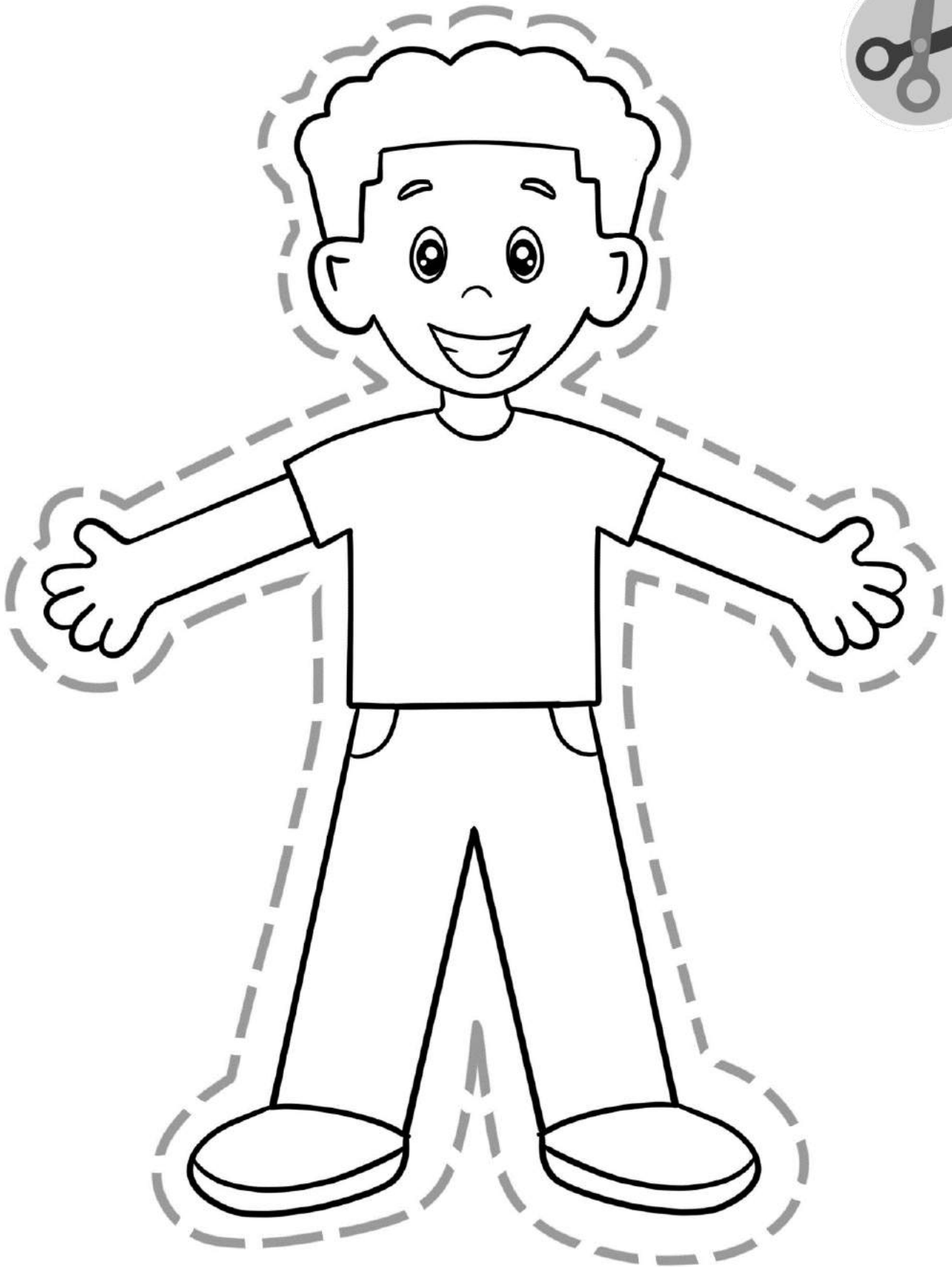
Cut out and color the accessories

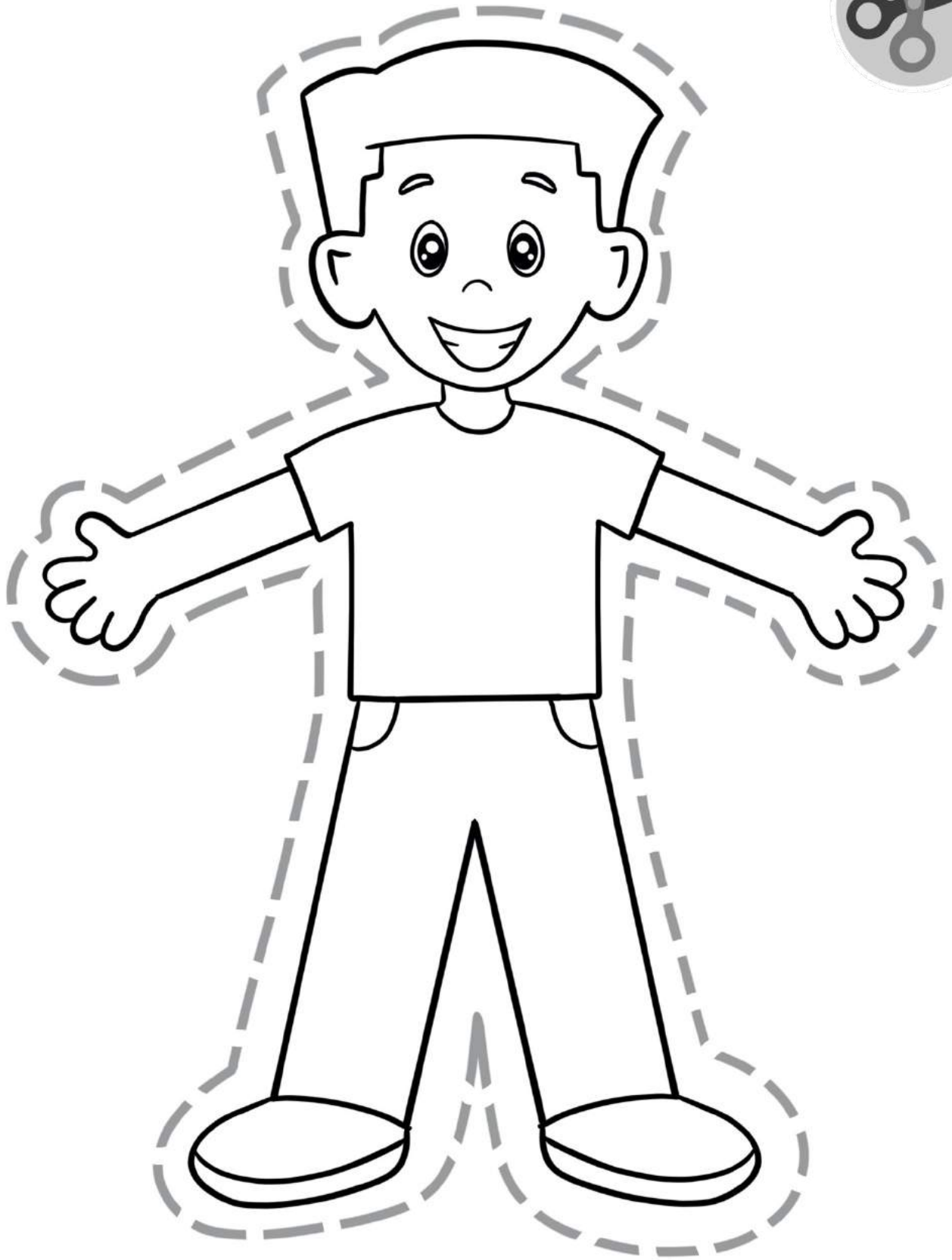
4.

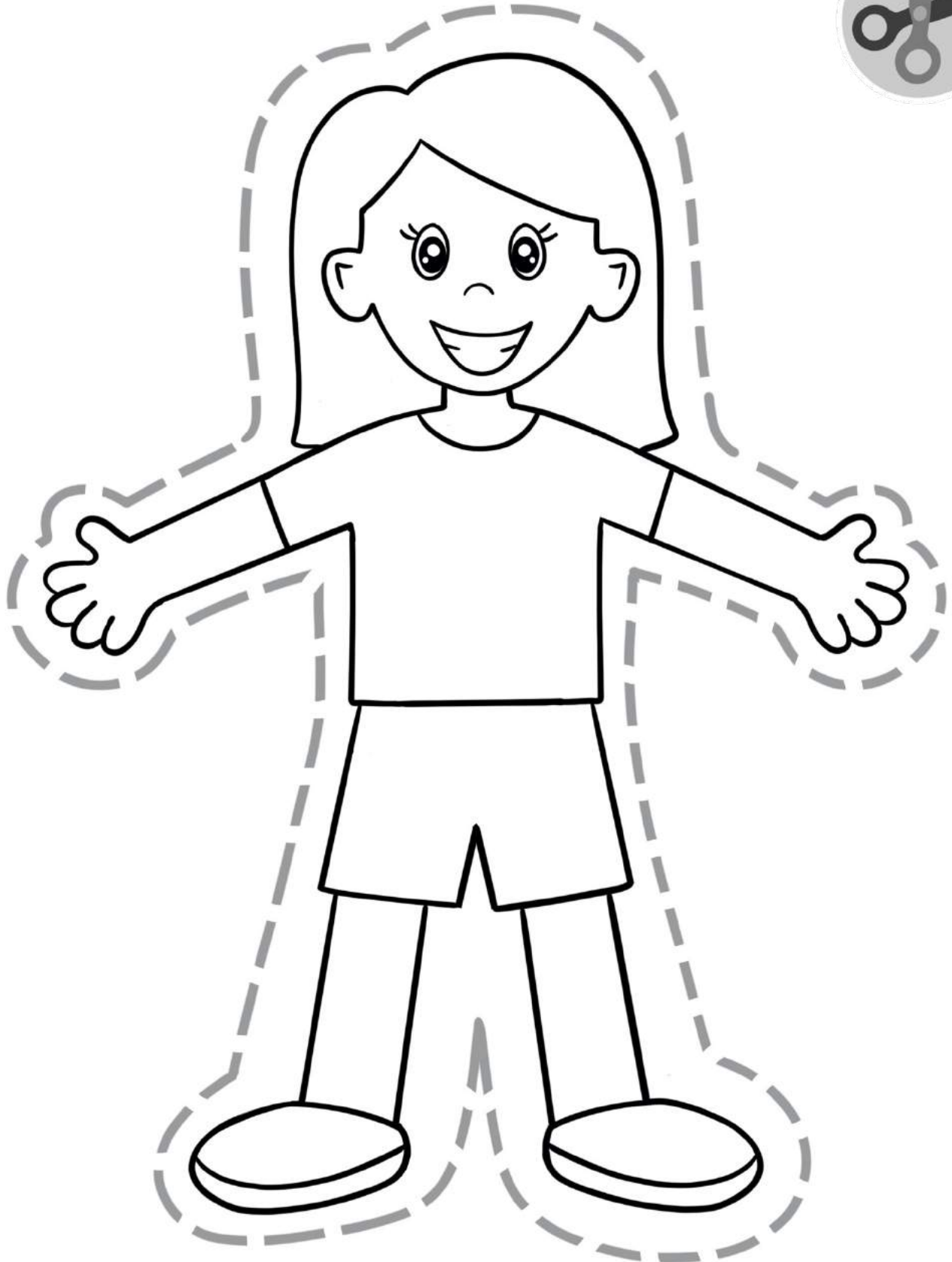


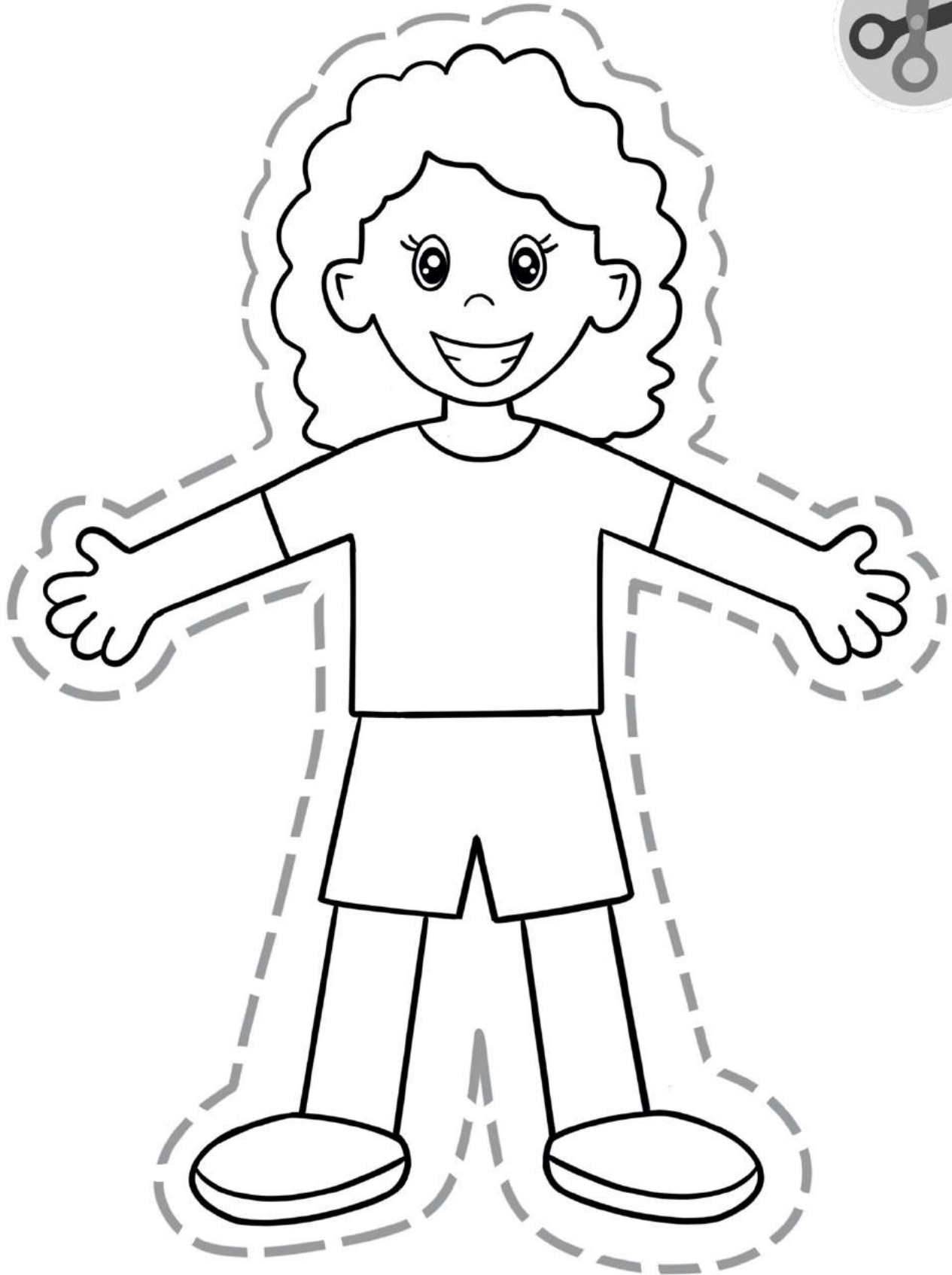
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

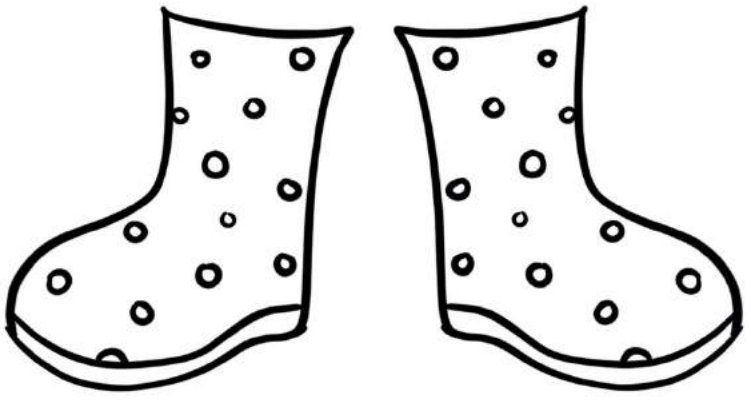
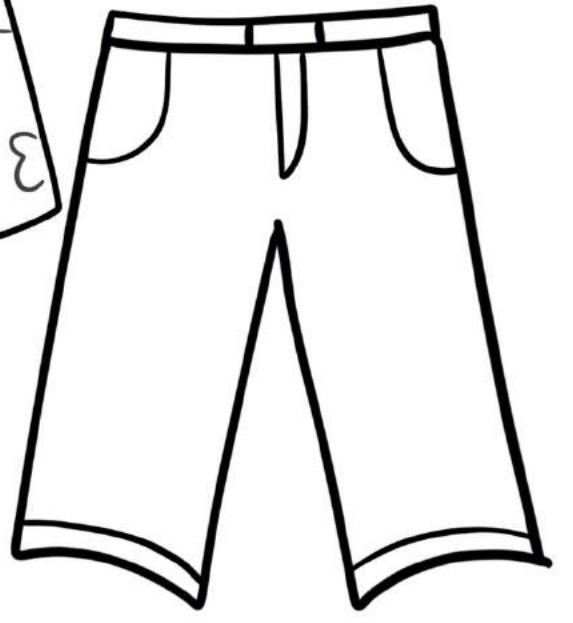
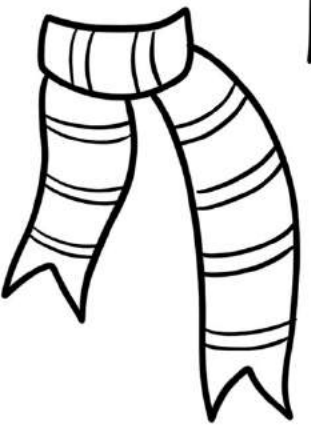
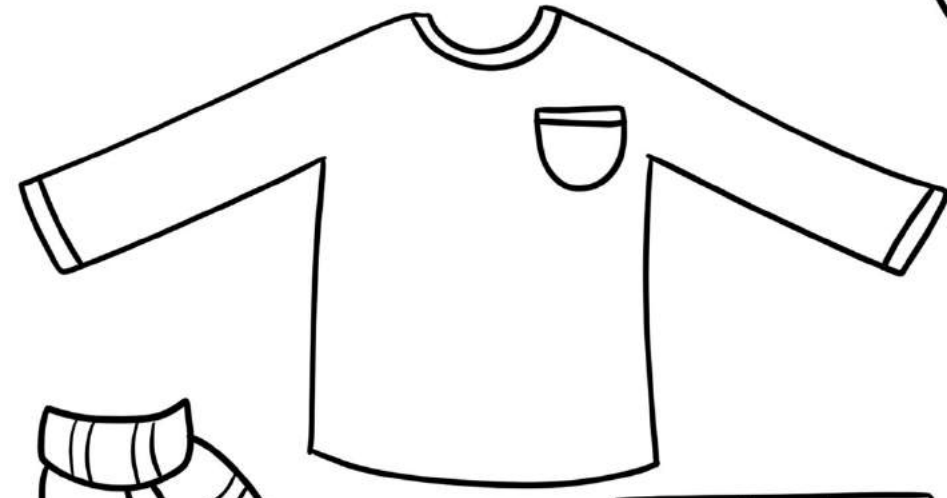
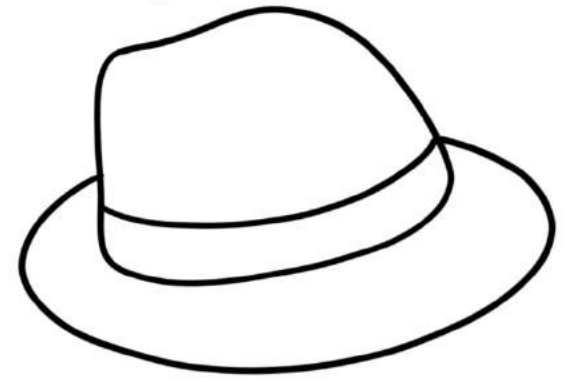
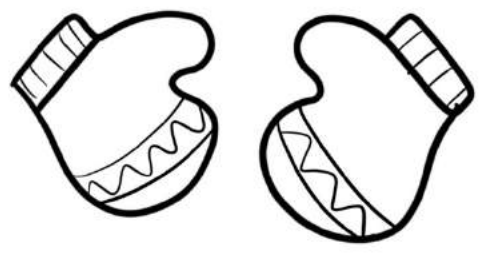




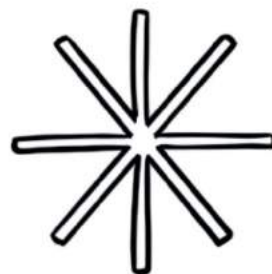
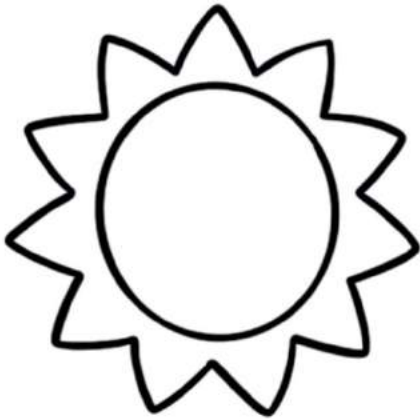
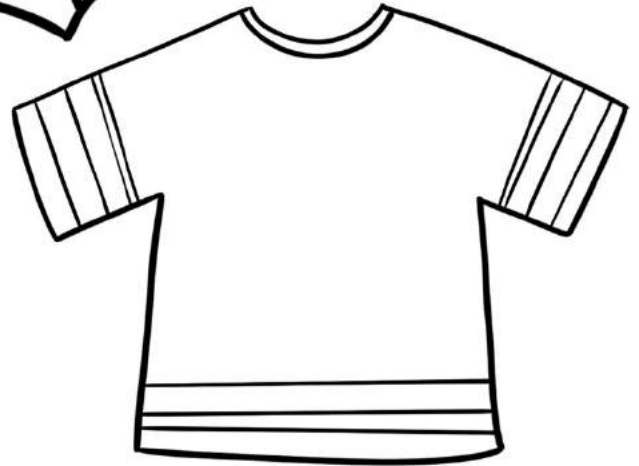
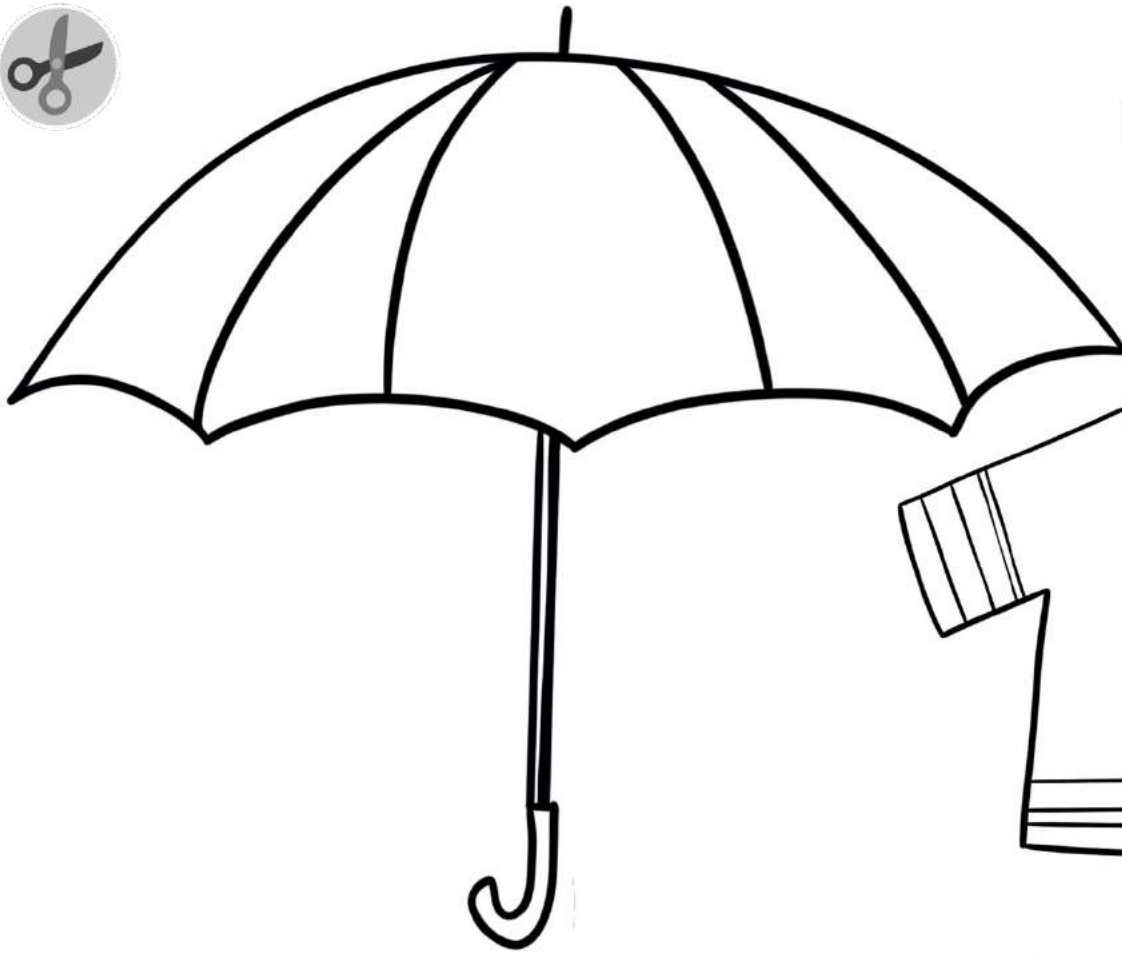




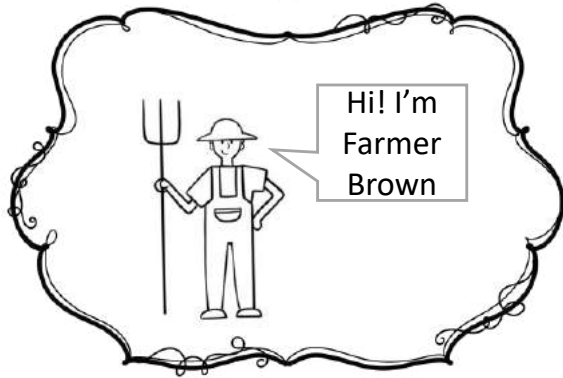




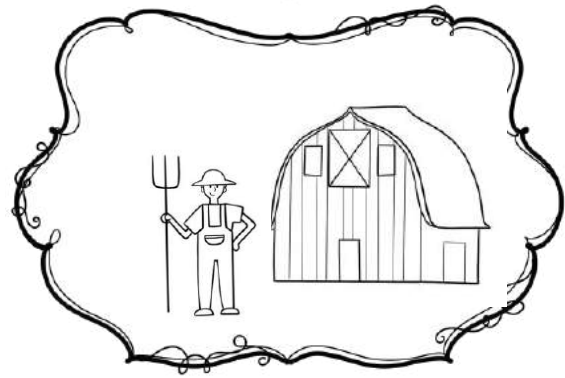




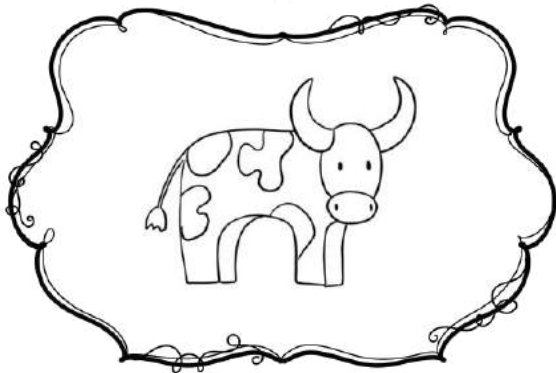
# Farmer Brown's Farm



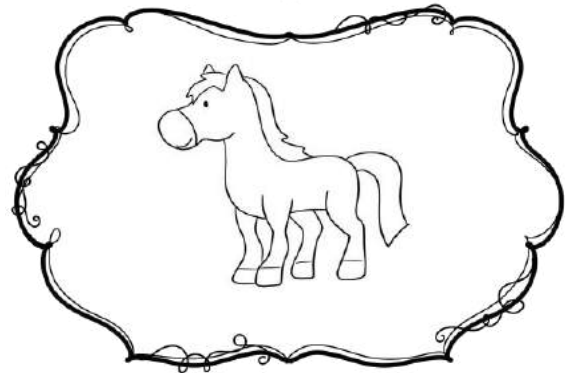
Farmer Brown had a farm.



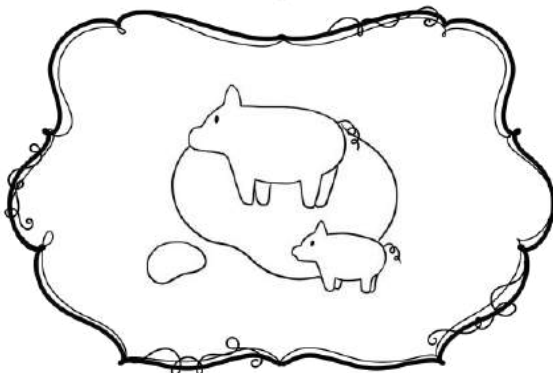
On that farm he had a barn.



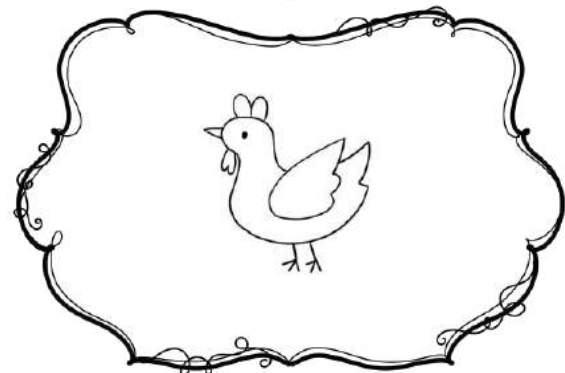
On that farm he had a cow.



On that farm he had a horse.

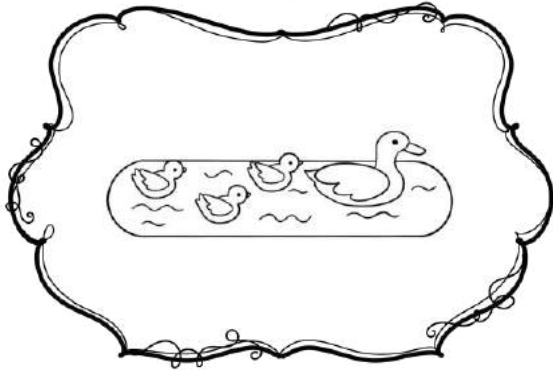


On that farm he had pigs.

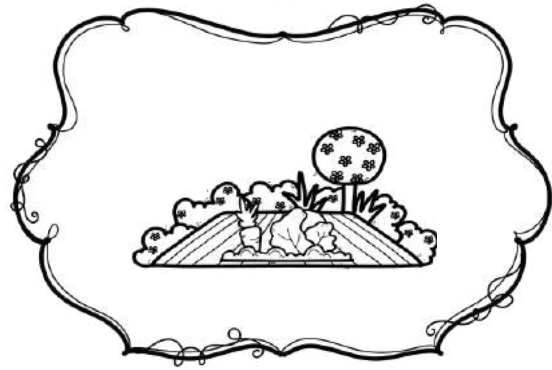


On that farm he had chickens.

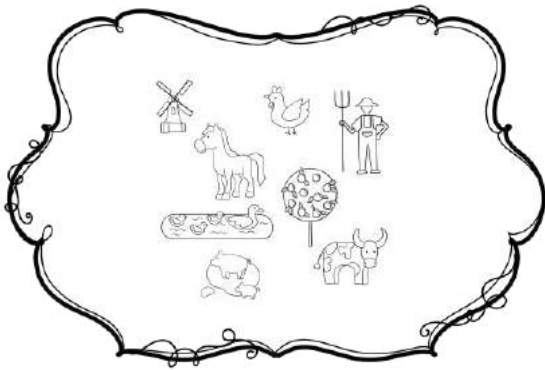
# Farmer Brown's Farm



On that farm he had ducks.



On that farm he had crops.



Farmer Brown has a lot  
on that farm.



When he is done he says good  
night to that farm.



He goes to his house. He goes to  
sleep.



Now let's do some math! Subtract the following numbers. Here is an example:

$$\begin{array}{r} 489 \\ - 274 \\ \hline 215 \end{array}$$

$$\begin{array}{r} 1.) \quad 440 \\ - 210 \\ \hline \end{array} \quad \begin{array}{r} 2.) \quad 993 \\ - 410 \\ \hline \end{array} \quad \begin{array}{r} 3.) \quad 445 \\ - 400 \\ \hline \end{array} \quad \begin{array}{r} 4.) \quad 557 \\ - 145 \\ \hline \end{array}$$

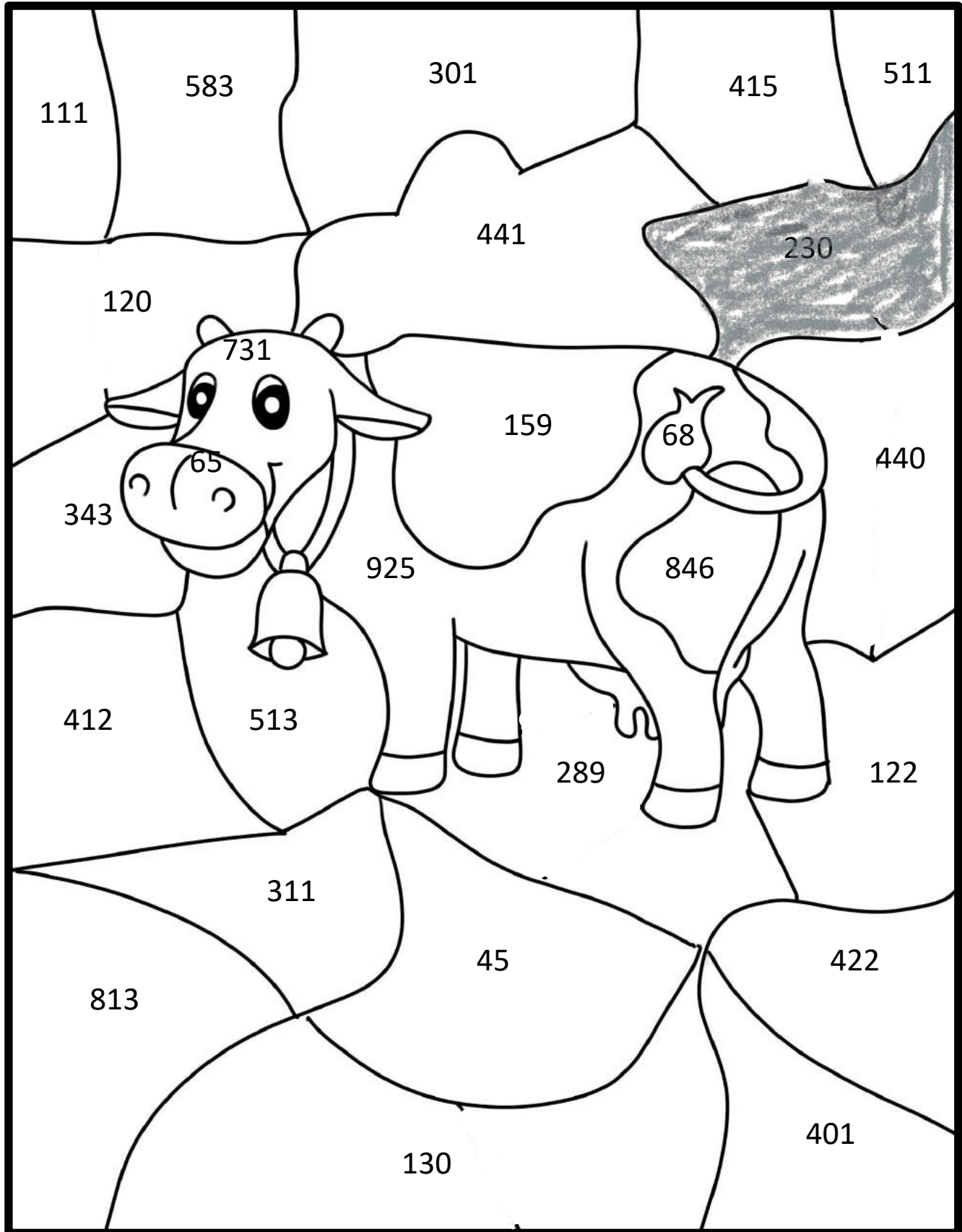
$$\begin{array}{r} 5.) \quad 685 \\ - 263 \\ \hline \end{array} \quad \begin{array}{r} 6.) \quad 971 \\ - 530 \\ \hline \end{array} \quad \begin{array}{r} 7.) \quad 852 \\ - 551 \\ \hline \end{array} \quad \begin{array}{r} 8.) \quad 870 \\ - 430 \\ \hline \end{array}$$

$$\begin{array}{r} 9.) \quad 381 \\ - 251 \\ \hline \end{array} \quad \begin{array}{r} 10.) \quad 748 \\ - 333 \\ \hline \end{array} \quad \begin{array}{r} 11.) \quad 603 \\ - 202 \\ \hline \end{array} \quad \begin{array}{r} 12.) \quad 496 \\ - 185 \\ \hline \end{array}$$

$$\begin{array}{r} 13.) \quad 743 \\ - 232 \\ \hline \end{array} \quad \begin{array}{r} 14.) \quad 887 \\ - 374 \\ \hline \end{array} \quad \begin{array}{r} 15.) \quad 943 \\ - 130 \\ \hline \end{array} \quad \begin{array}{r} 16.) \quad 750 \\ - 630 \\ \hline \end{array}$$

$$\begin{array}{r} 17.) \quad 489 \\ - 200 \\ \hline \end{array} \quad \begin{array}{r} 18.) \quad 686 \\ - 564 \\ \hline \end{array} \quad \begin{array}{r} 19.) \quad 874 \\ - 531 \\ \hline \end{array} \quad \begin{array}{r} 20.) \quad 379 \\ - 268 \\ \hline \end{array}$$

Find the answers from the last page. Color in the shape. What do you see?



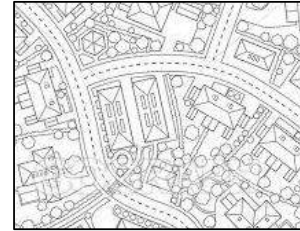


# What is a map?

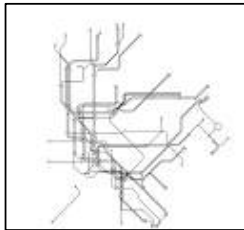


Map of a city

There are many different maps. Some maps are big. Some maps are small. Some maps show big areas. Some maps show small areas. Maps show us where we are. Maps show us where we can go. Let's learn more about maps!



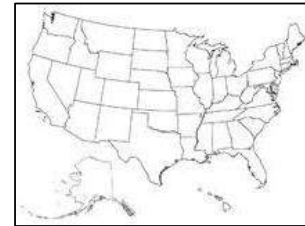
Map of a neighborhood



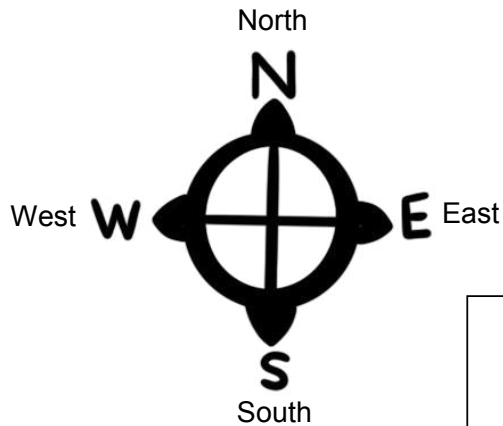
Map of the New York City Subway



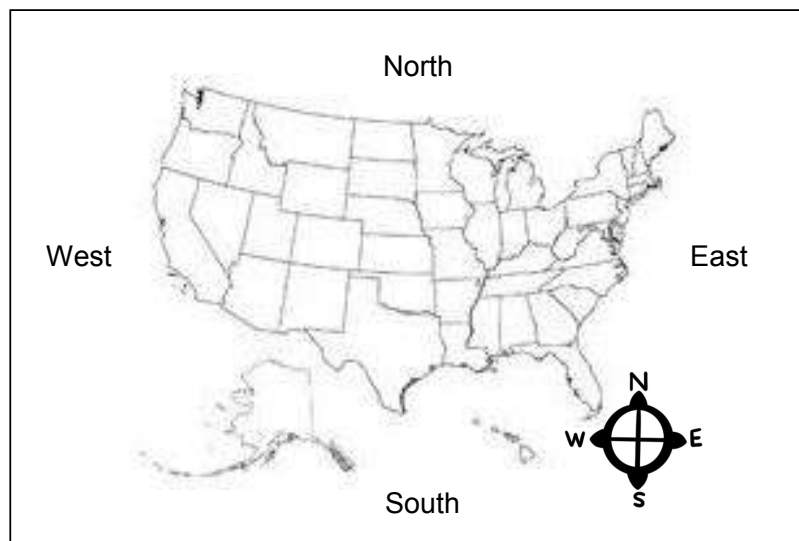
Map of the world



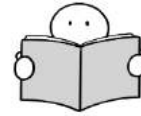
Map of the United States



This is a compass rose. The compass rose tells you the direction of the map. When you see the compass rose, the N will point to the North.



# What is a map?



## The legend

The legend explains all of the symbols of the map. Each map is different. It is important to explain all of the symbols on the map.



Hospital



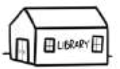
House



School



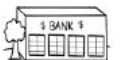
Park



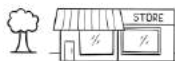
Library



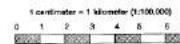
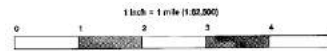
Post office



Bank



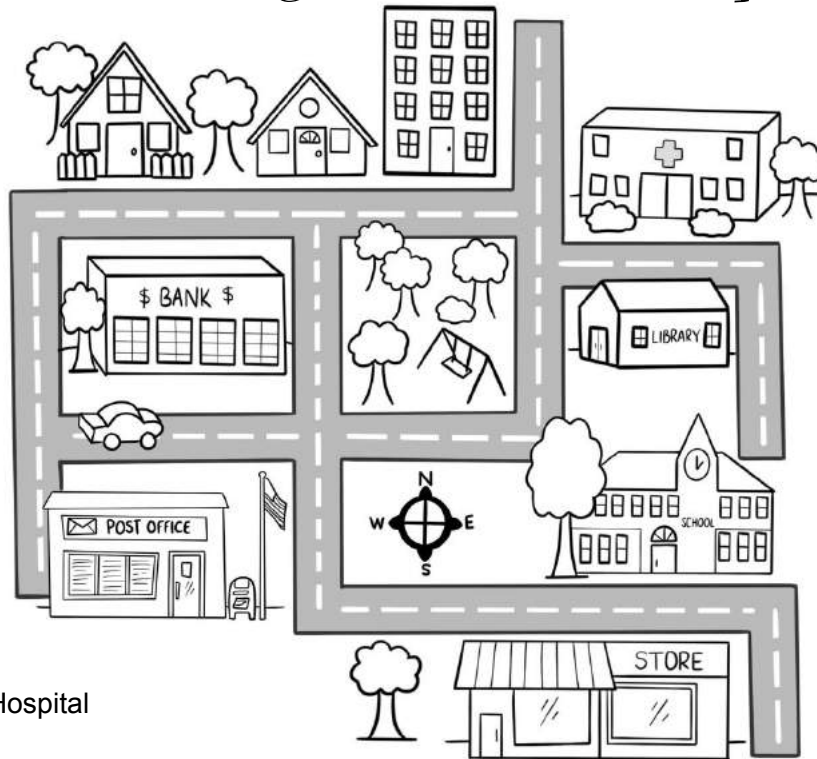
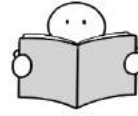
Store



## The scale

The scale explains the size of the map. Each map is different. It is important to explain the scale on the map.

# Neighborhood map



Hospital



House



School



Park



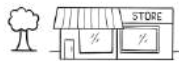
Library



Post office



Bank



Store

1. Circle the legend on this map.
2. Draw a square around the legend.
3. Write three sentences about this map. Here is an example:

The bank is to the west of the park.

The \_\_\_\_\_ is to the \_\_\_\_\_ of the  
\_\_\_\_\_.

The \_\_\_\_\_ is to the \_\_\_\_\_ of the  
\_\_\_\_\_.



## Vocabulary Practice!



**moving**



**feeding**



**hatching**



**holding**



**jumping**



**planting**



**searching**



**Singing**



walking



smelling



growing



eating



What do these words mean?

Look at the pictures and words above. Write in English or in another language what they mean to you.

moving \_\_\_\_\_

feeding \_\_\_\_\_

hatching \_\_\_\_\_

holding \_\_\_\_\_

jumping \_\_\_\_\_



planting \_\_\_\_\_

searching \_\_\_\_\_

singing \_\_\_\_\_

walking \_\_\_\_\_

smelling \_\_\_\_\_

growing \_\_\_\_\_

eating \_\_\_\_\_



**Try the words in a sentence! Choose one vocabulary word for each sentence.**

1. When I am \_\_\_\_\_ I go up and down.

2. The farmer is \_\_\_\_\_ the seeds to grow corn.

3. My mother is \_\_\_\_\_ a song to me.

4. The hunter is \_\_\_\_\_ for animals.

5. My family is \_\_\_\_\_ around the neighborhood.

6. My body is \_\_\_\_\_. I need new clothes.

7. I love \_\_\_\_\_ vegetables.

8. I feel happy \_\_\_\_\_ my body when I exercise.

9. \_\_\_\_\_ our pet cat is my job.

10. When I write, I am \_\_\_\_\_ my pencil.

11. In the spring, I love \_\_\_\_\_ flowers.

12. The chicks are \_\_\_\_\_ out of their eggs.



**Read the sentences to your buddy!**



**Can you write your own sentences with these words?**

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**Read your sentences to your buddy!**



**Can you do some of the vocabulary words?**

How many times did you jump up and down?

How many times did you jump side to side?

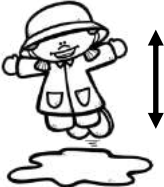




How long did you walk? (How many minutes?)

How long did you hold your arms out? (How many seconds?)

How long did you hold your arms up? (How many seconds?)



**Write it down in the chart!**

					
	Jumping How many times?	Jumping How many times?	Walking How long?	Holding (arms out) How long?	Holding (arms up) How long?
Example!	10	10	15 minutes	45 seconds	45 seconds
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					
<b>TOTAL</b>					



## Let's Read and think about Energy!

Energy is the ability to do work. We need energy to do the actions our vocabulary words are about. We need energy in our bodies so we can keep:



moving



holding



jumping



planting



searching



walking



growing



smelling

One important way our bodies get energy is from food!



Eating gives our bodies energy! We get our energy from food.



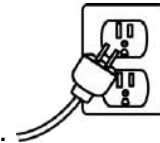
## What else needs energy?



Cars need energy. They get their energy from gas.



Lights need energy. They get their energy from electricity.



Talk to your buddy about energy!



## Let's Move!

How many times did you jump up and down?

How many times did you jump side to side?

How long did you walk? (How many minutes?)

How long did you hold your arms out? (How many seconds?)

How long did you hold your arms up? (How many seconds?)



**Write it down in the chart on page 25! Remember, today is Day 2.**



# How A Farmer Plants Crops

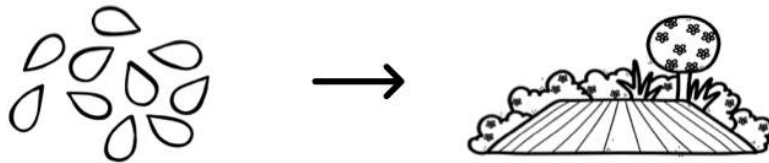
1) The farmer chooses what to plant.



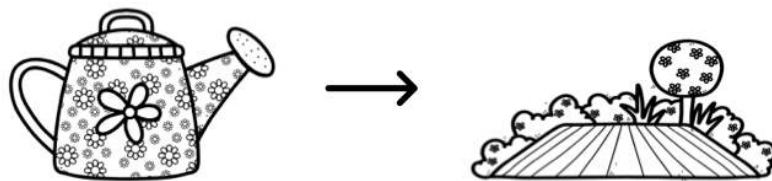
2) The farmer makes rows in the dirt.



3) The farmer must put the seeds in the rows.



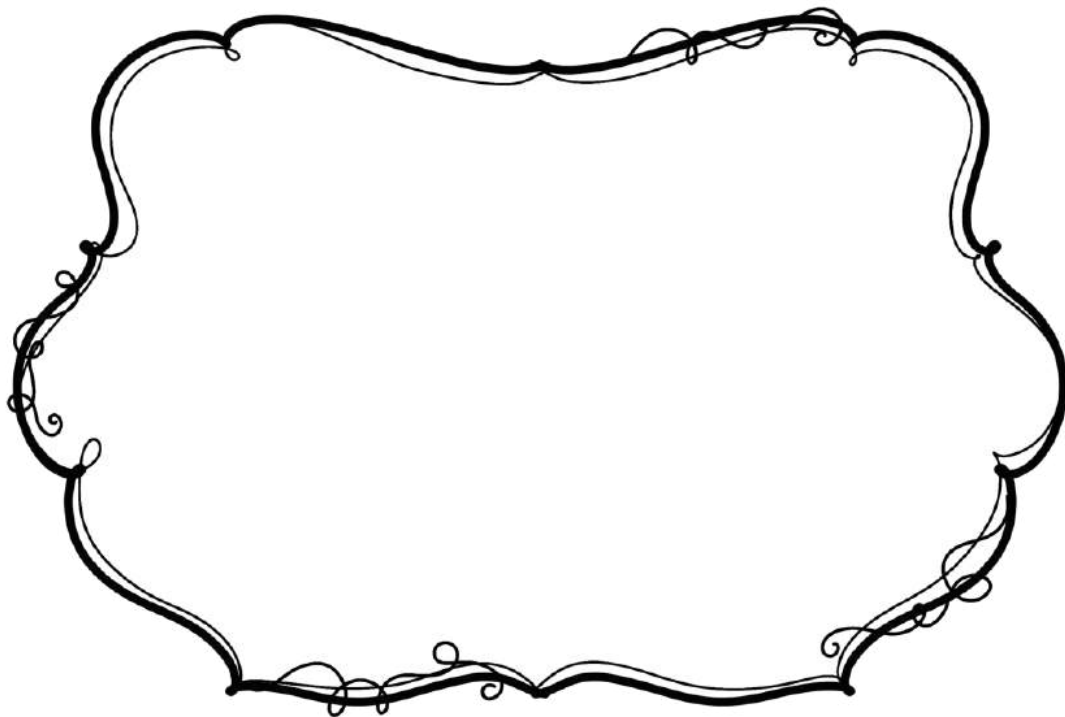
4) The seeds must be watered every day.



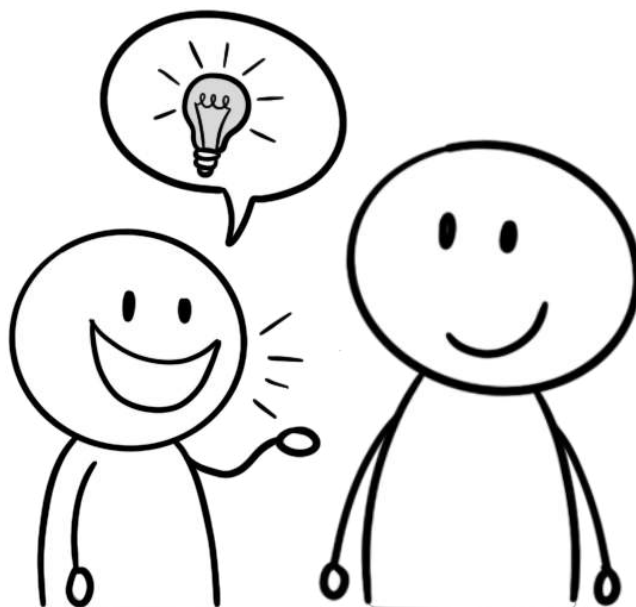
5) Soon the crops will grow!



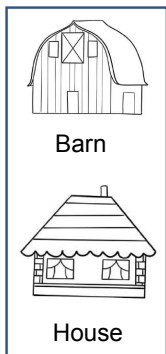
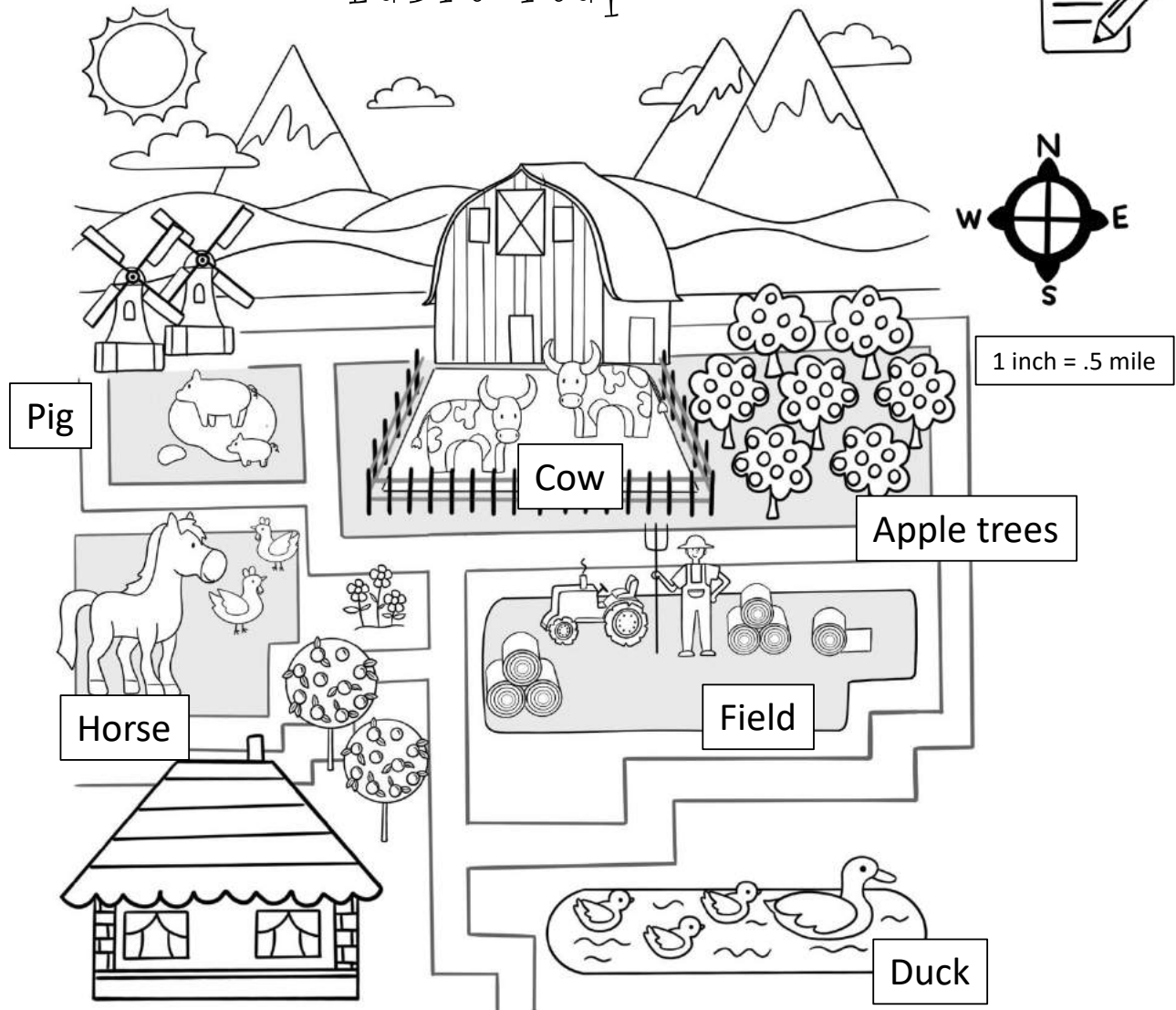
Draw a food that comes from a farm!



Tell your buddy or someone in your house about how a farmer plants crops. Tell them about your drawing.



# Farm map



This is a map of a farm. This map shows where the farmer has the animals. This map has a very small legend. Why?

Write 2 sentences about where the farmer has the animals. Here is an example:

The horses are to the north of the house.

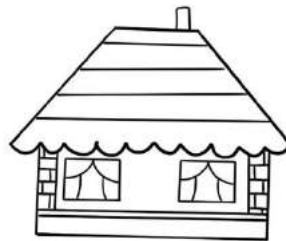
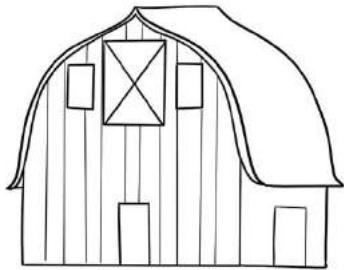
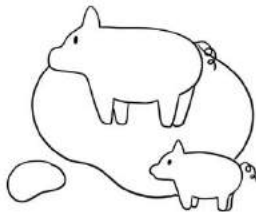
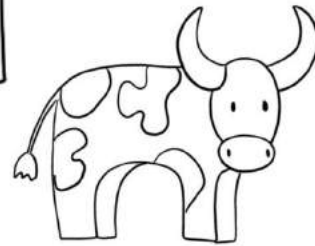
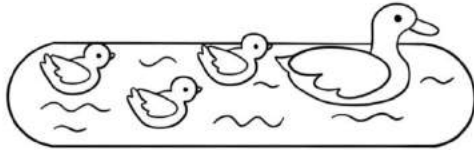
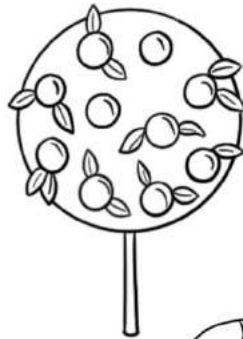
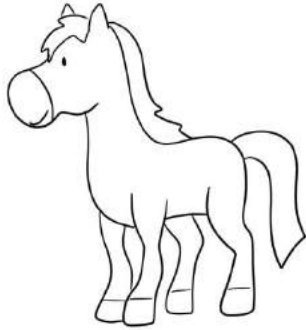
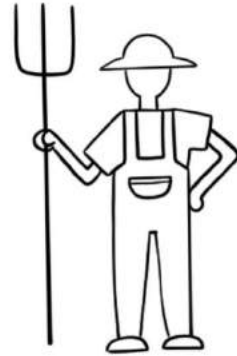
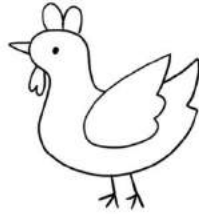
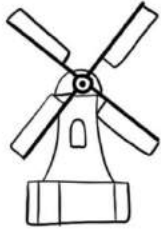
The \_\_\_\_\_ are to the \_\_\_\_\_ of the \_\_\_\_\_.

The \_\_\_\_\_ are to the \_\_\_\_\_ of the \_\_\_\_\_.

# My Farm map



Draw a map of a farm. Where will you put all of the animals? Use the pictures on the next page or draw your own pictures.





Now let's do some math! Subtract the following numbers. Here is an example:

$$\begin{array}{r|l|l} 4 & 10 & \\ \cancel{5} & \cancel{1} & 5 \\ - 3 & 7 & 4 \\ \hline 1 & 3 & 1 \end{array}$$

$$\begin{array}{r} 1.) \quad \quad \quad \mathbf{542} \quad 2.) \quad \quad \quad \mathbf{499} \quad 3.) \quad \quad \quad \mathbf{751} \quad 4.) \quad \quad \quad \mathbf{388} \\ \quad \quad \quad \mathbf{-419} \quad \quad \quad \mathbf{-161} \quad \quad \quad \mathbf{-452} \quad \quad \quad \mathbf{-224} \\ \hline \end{array}$$

$$\begin{array}{r} 5.) \quad \quad \quad \mathbf{342} \quad 6.) \quad \quad \quad \mathbf{816} \quad 7.) \quad \quad \quad \mathbf{612} \quad 8.) \quad \quad \quad \mathbf{955} \\ \quad \quad \quad \mathbf{-264} \quad \quad \quad \mathbf{-214} \quad \quad \quad \mathbf{-420} \quad \quad \quad \mathbf{-838} \\ \hline \end{array}$$

$$\begin{array}{r} 9.) \quad \quad \quad \mathbf{701} \quad 10.) \quad \quad \quad \mathbf{944} \quad 11.) \quad \quad \quad \mathbf{676} \quad 12.) \quad \quad \quad \mathbf{986} \\ \quad \quad \quad \mathbf{-311} \quad \quad \quad \mathbf{-186} \quad \quad \quad \mathbf{-340} \quad \quad \quad \mathbf{-361} \\ \hline \end{array}$$

$$\begin{array}{r} 13.) \quad \quad \quad \mathbf{729} \quad 14.) \quad \quad \quad \mathbf{882} \quad 15.) \quad \quad \quad \mathbf{794} \quad 16.) \quad \quad \quad \mathbf{912} \\ \quad \quad \quad \mathbf{-657} \quad \quad \quad \mathbf{-308} \quad \quad \quad \mathbf{-159} \quad \quad \quad \mathbf{-270} \\ \hline \end{array}$$

$$\begin{array}{r} 17.) \quad \quad \quad \mathbf{983} \quad 18.) \quad \quad \quad \mathbf{262} \quad 19.) \quad \quad \quad \mathbf{721} \quad 20.) \quad \quad \quad \mathbf{412} \\ \quad \quad \quad \mathbf{-113} \quad \quad \quad \mathbf{+242} \quad \quad \quad \mathbf{-460} \quad \quad \quad \mathbf{-258} \\ \hline \end{array}$$

Now, let's have some fun with the answers! Write the answers for the subtraction problems on the lines.

- |     |                               |   |     |                               |   |
|-----|-------------------------------|---|-----|-------------------------------|---|
| 1.  | <u>    123    </u> =          | A | 11. | <u>                    </u> = | K |
| 2.  | <u>                    </u> = | B | 12. | <u>                    </u> = | L |
| 3.  | <u>    299    </u> =          | C | 13. | <u>                    </u> = | M |
| 4.  | <u>                    </u> = | D | 14. | <u>                    </u> = | N |
| 5.  | <u>                    </u> = | E | 15. | <u>                    </u> = | O |
| 6.  | <u>                    </u> = | F | 16. | <u>                    </u> = | P |
| 7.  | <u>                    </u> = | G | 17. | <u>                    </u> = | W |
| 8.  | <u>                    </u> = | H | 18. | <u>                    </u> = | R |
| 9.  | <u>                    </u> = | I | 19. | <u>                    </u> = | S |
| 10. | <u>                    </u> = | J | 20. | <u>    154    </u> =          | T |

Find the secret word! Write the letter above each number.

Here is an example:

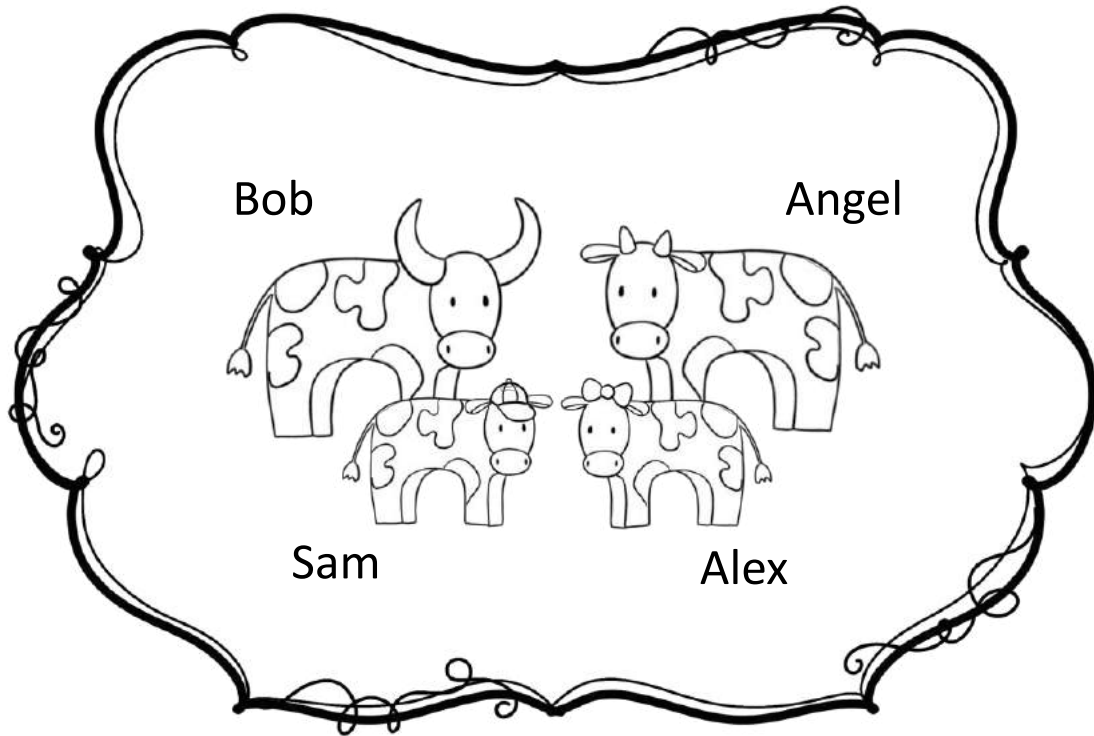
<u>    C    </u>	<u>    A    </u>	<u>    T    </u>
299	123	154

<u>    261    </u>	<u>    72    </u>	<u>    78    </u>	<u>    625    </u>	<u>    625    </u>
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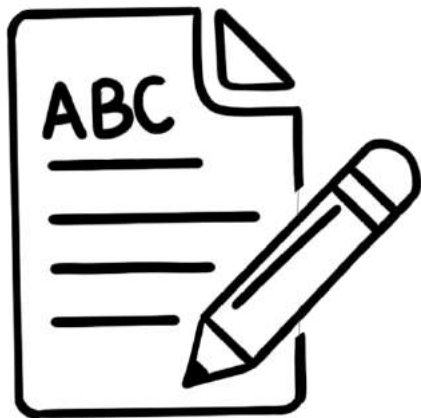
<u>    154    </u>	<u>    117    </u>	<u>    78    </u>
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<u>    602    </u>	<u>    625    </u>	<u>    635    </u>	<u>    870    </u>	<u>    78    </u>	<u>    20    </u>	<u>    261    </u>
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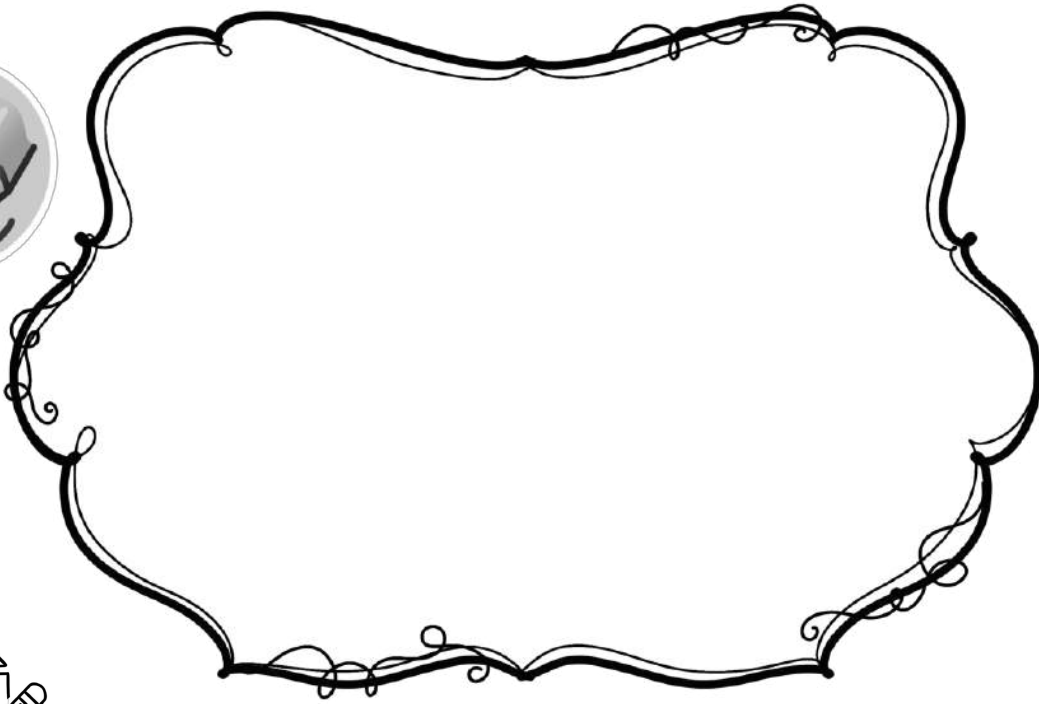
# Cow Family



Look at the cow family. The parents are Bob and Angel. The kids are Sam and Alex. Write a story about this family. Draw the cow family for the story.



Go to next page.



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Tell your buddy or someone in your house your story.



Now let's do some math! Subtract the following numbers. Here is an example:

# 123

$$\begin{array}{r|l|l}
 & 9 & \\
 7 & 10 & 10 \\
 8 & \cancel{0} & \cancel{0} \\
 - 2 & 6 & 5 \\
 \hline
 6 & 3 & 1
 \end{array}$$

$$\begin{array}{r}
 1.) \quad \quad \quad \mathbf{500} \quad 2.) \quad \quad \quad \mathbf{293} \quad 3.) \quad \quad \quad \mathbf{677} \quad 4.) \quad \quad \quad \mathbf{746} \\
 \quad \quad \quad \mathbf{-417} \quad \quad \quad \mathbf{-137} \quad \quad \quad \mathbf{-345} \quad \quad \quad \mathbf{-580} \\
 \hline
 \end{array}$$

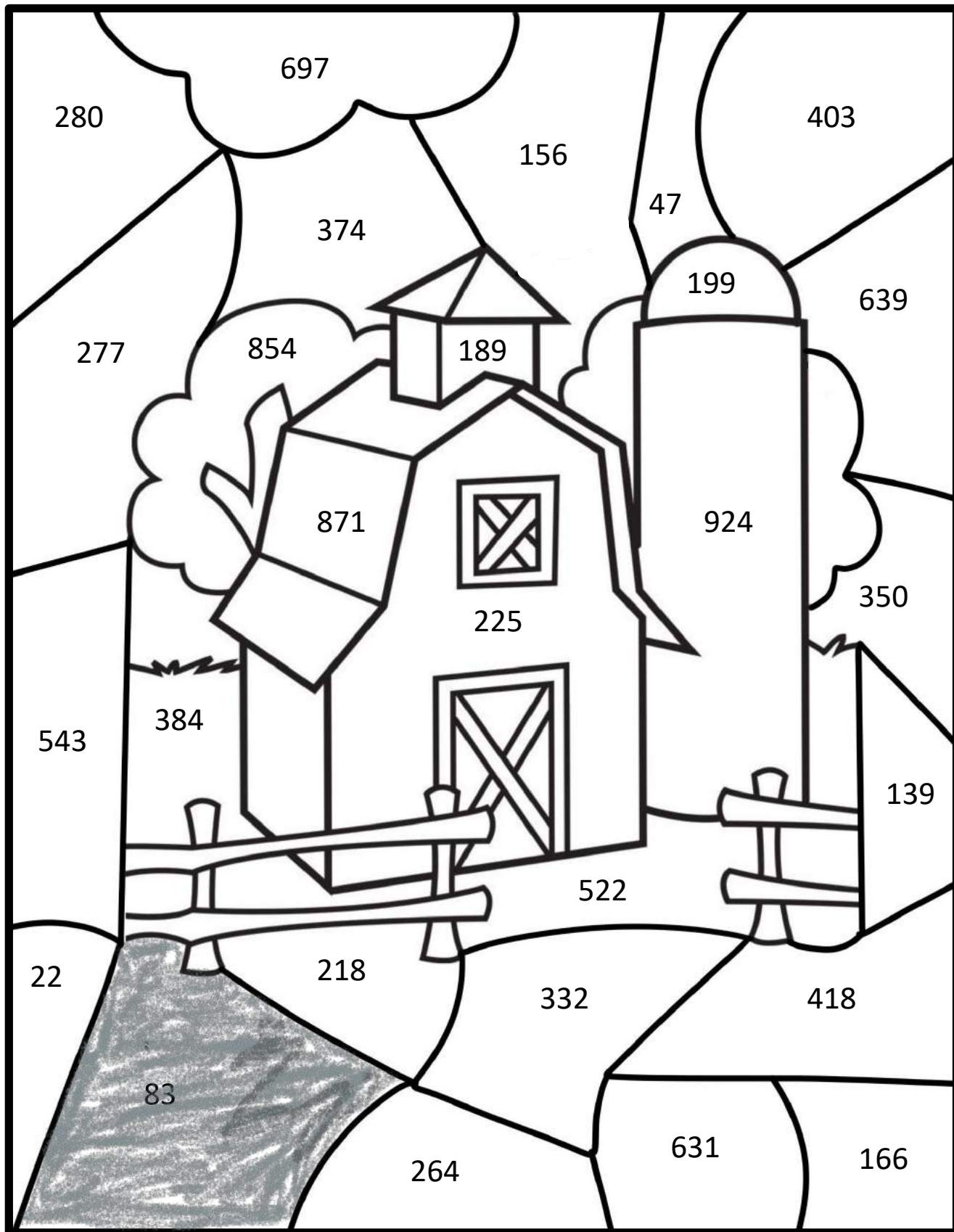
$$\begin{array}{r}
 5.) \quad \quad \quad \mathbf{999} \quad 6.) \quad \quad \quad \mathbf{433} \quad 7.) \quad \quad \quad \mathbf{949} \quad 8.) \quad \quad \quad \mathbf{963} \\
 \quad \quad \quad \mathbf{-456} \quad \quad \quad \mathbf{-153} \quad \quad \quad \mathbf{-310} \quad \quad \quad \mathbf{-686} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 9.) \quad \quad \quad \mathbf{738} \quad 10.) \quad \quad \quad \mathbf{706} \quad 11.) \quad \quad \quad \mathbf{904} \quad 12.) \quad \quad \quad \mathbf{818} \\
 \quad \quad \quad \mathbf{-320} \quad \quad \quad \mathbf{-303} \quad \quad \quad \mathbf{-640} \quad \quad \quad \mathbf{-121} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 13.) \quad \quad \quad \mathbf{536} \quad 14.) \quad \quad \quad \mathbf{414} \quad 15.) \quad \quad \quad \mathbf{793} \quad 16.) \quad \quad \quad \mathbf{564} \\
 \quad \quad \quad \mathbf{-318} \quad \quad \quad \mathbf{-392} \quad \quad \quad \mathbf{-162} \quad \quad \quad \mathbf{-214} \\
 \hline
 \end{array}$$

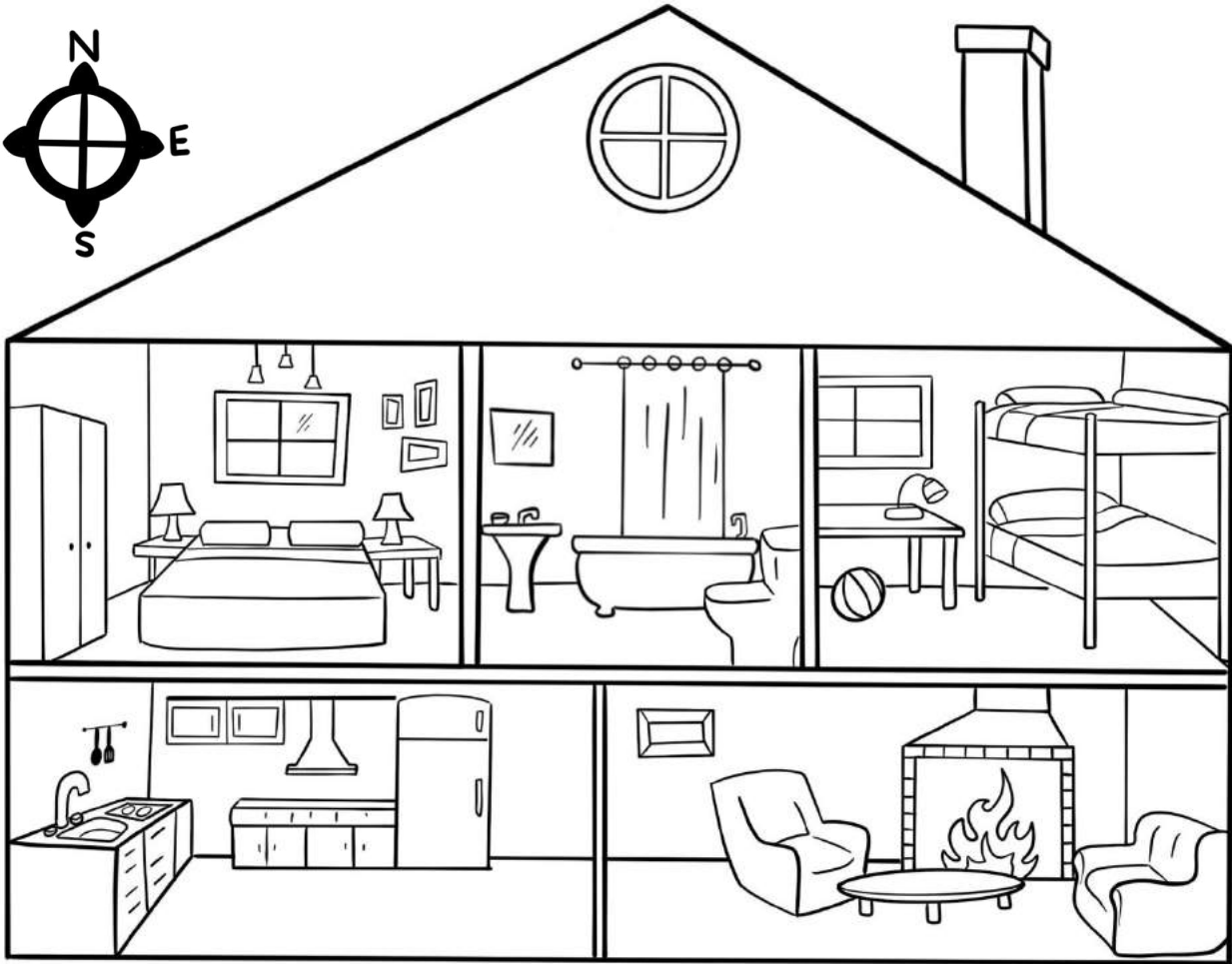
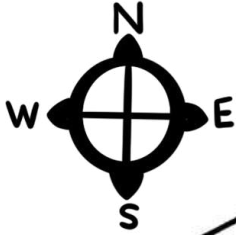
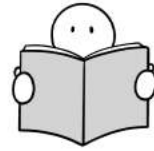
$$\begin{array}{r}
 17.) \quad \quad \quad \mathbf{495} \quad 18.) \quad \quad \quad \mathbf{778} \quad 19.) \quad \quad \quad \mathbf{895} \quad 20.) \quad \quad \quad \mathbf{270} \\
 \quad \quad \quad \mathbf{-448} \quad \quad \quad \mathbf{+404} \quad \quad \quad \mathbf{-373} \quad \quad \quad \mathbf{-131} \\
 \hline
 \end{array}$$

Find the answers from the last page. Color in the shape. What do you see?





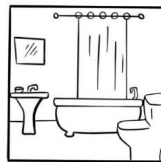
# House map?



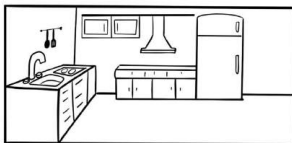
1 inch = 3 feet



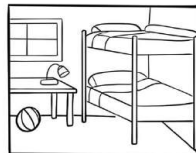
Living Room



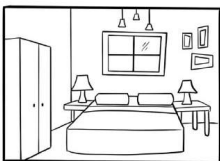
Bathroom



Kitchen



Bedroom

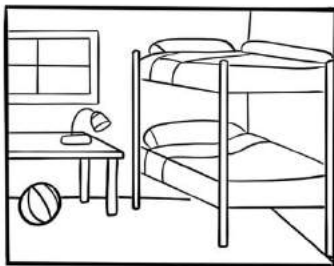
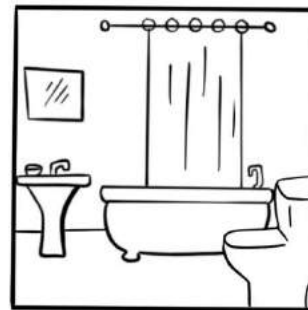
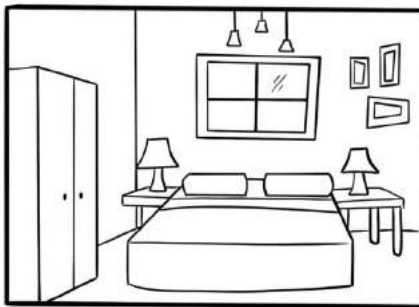
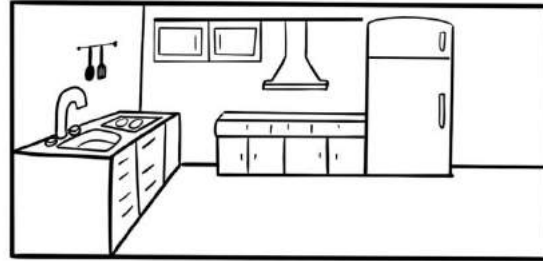
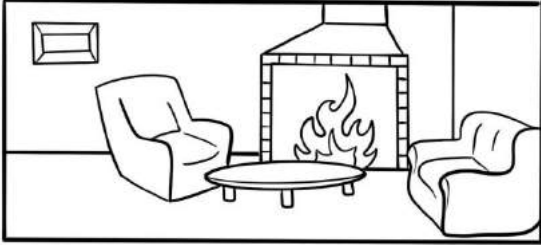


Master bedroom

# My House map




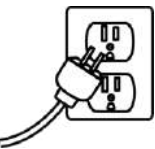
Draw a map of your house. Use the pictures on the next page or draw your own pictures.



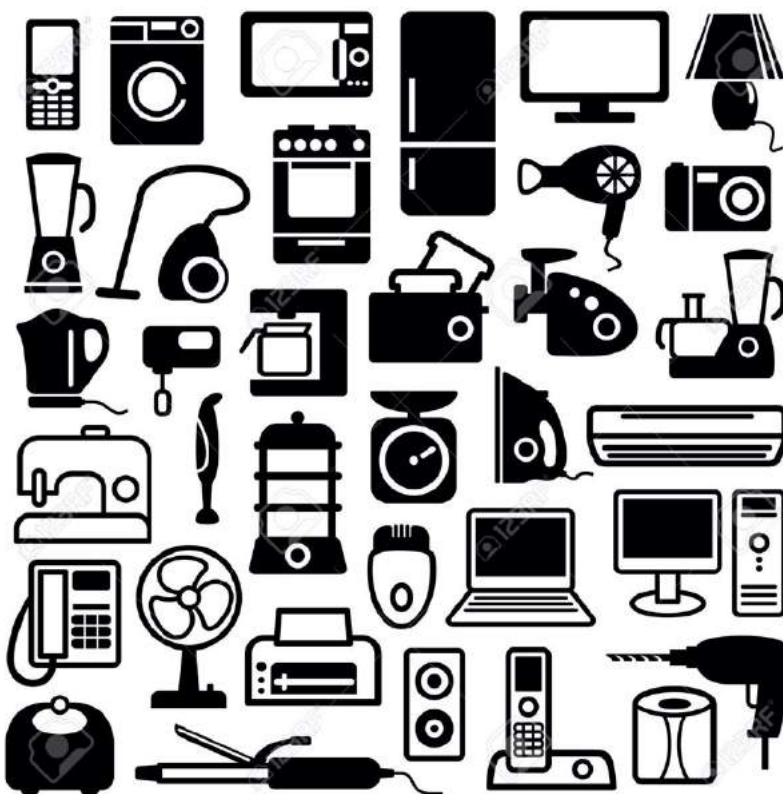


# Energy Scavenger Hunt!

You just drew a map of your house. Now, go searching  in your house for things

that use electricity  for energy.

Below are pictures of items you might find. They all use electricity for energy.



How many things did you find that use electricity for energy? \_\_\_\_\_



Draw what you found on your map!



## Let's Move!

How many times did you jump up and down?

How many times did you jump side to side?

How long did you walk? (How many minutes?)

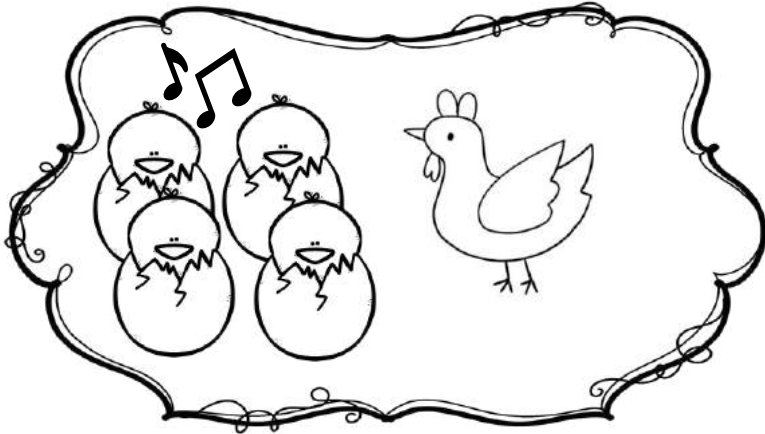
How long did you hold your arms out? (How many seconds?)

How long did you hold your arms up? (How many seconds?)

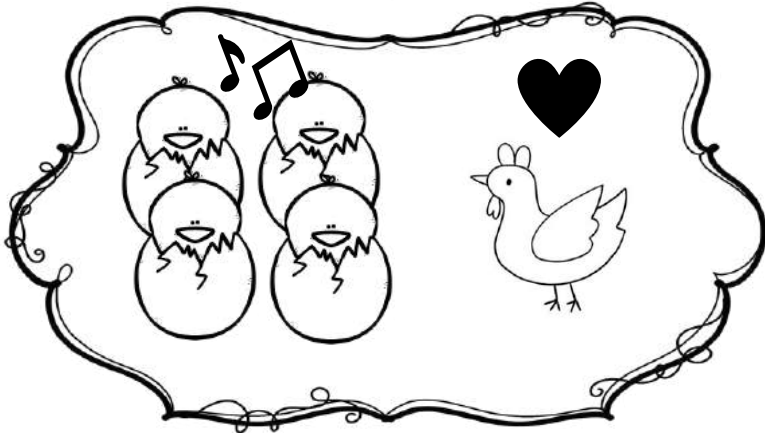


**Write it down in the chart on page 25! Remember, today is Day 3.**

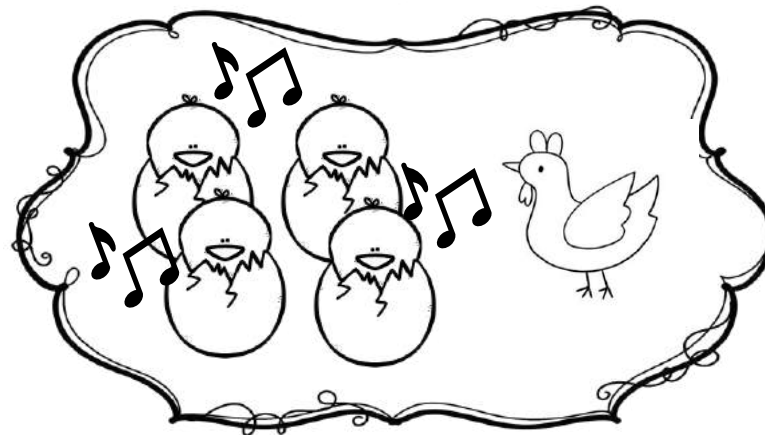
# Chicks in the Choir



Chicks are hatching on Farmer Brown's farm. They are singing!

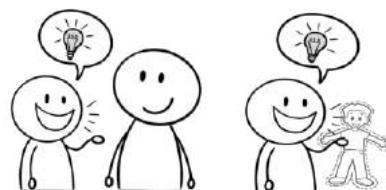


The adult chicken loves the chicks' singing.



The adult chicken loved the singing very much. The adult chicken made the chicks into a choir. The hatching chicks sing all day on the farm.

What songs do you know?  
Sing one to your buddy or someone in your house.





Now let's do some math! Subtract the following numbers. Here is an example:

# 123

$$\begin{array}{r|l}
 6910 \\
 \cancel{700} \\
 - 236 \\
 \hline
 464
 \end{array}$$

1.)  $\begin{array}{r} 830 \\ -643 \\ \hline \end{array}$     2.)  $\begin{array}{r} 828 \\ -662 \\ \hline \end{array}$     3.)  $\begin{array}{r} 999 \\ -381 \\ \hline \end{array}$     4.)  $\begin{array}{r} 831 \\ -583 \\ \hline \end{array}$

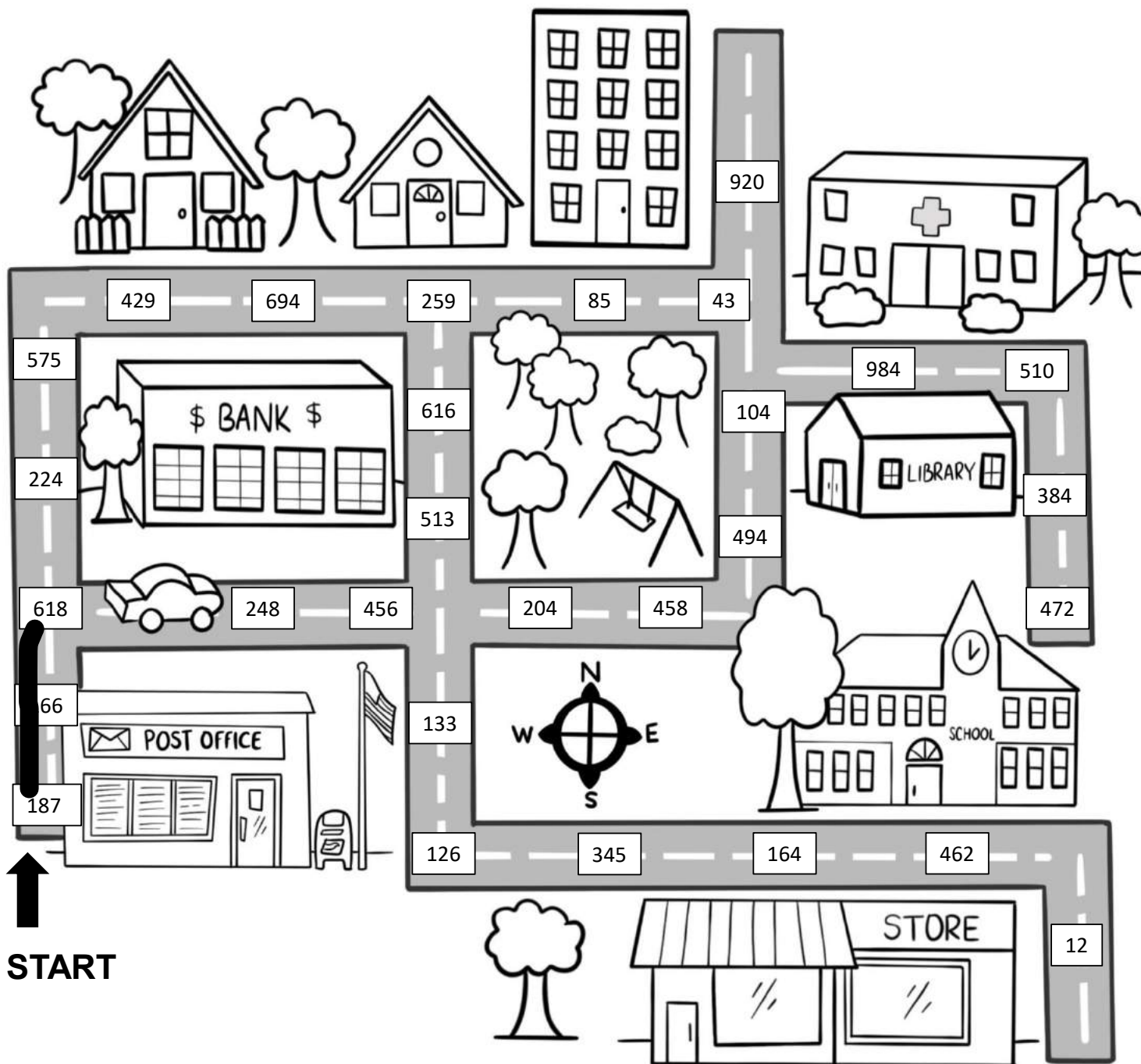
5.)  $\begin{array}{r} 982 \\ -526 \\ \hline \end{array}$     6.)  $\begin{array}{r} 939 \\ -426 \\ \hline \end{array}$     7.)  $\begin{array}{r} 800 \\ -184 \\ \hline \end{array}$     8.)  $\begin{array}{r} 800 \\ -541 \\ \hline \end{array}$

9.)  $\begin{array}{r} 713 \\ -628 \\ \hline \end{array}$     10.)  $\begin{array}{r} 392 \\ -349 \\ \hline \end{array}$     11.)  $\begin{array}{r} 806 \\ -702 \\ \hline \end{array}$     12.)  $\begin{array}{r} 649 \\ -155 \\ \hline \end{array}$

13.)  $\begin{array}{r} 615 \\ -157 \\ \hline \end{array}$     14.)  $\begin{array}{r} 875 \\ -671 \\ \hline \end{array}$     15.)  $\begin{array}{r} 819 \\ -686 \\ \hline \end{array}$     16.)  $\begin{array}{r} 790 \\ -664 \\ \hline \end{array}$

17.)  $\begin{array}{r} 633 \\ -288 \\ \hline \end{array}$     18.)  $\begin{array}{r} 500 \\ +336 \\ \hline \end{array}$     19.)  $\begin{array}{r} 701 \\ -239 \\ \hline \end{array}$     20.)  $\begin{array}{r} 314 \\ -203 \\ \hline \end{array}$

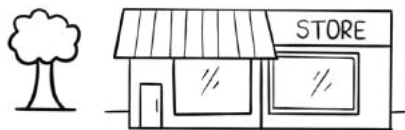
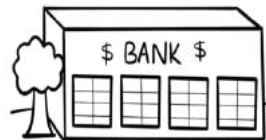
Now let's have some fun! Draw a line on the map. Follow the numbers from the answers from the last page. Use them in the same order. Where do you end?



# My Neighborhood map





Draw a map of your neighborhood. Use the pictures on the next page or draw your own pictures.





# Energy Scavenger Hunt!

You just drew a map of your neighborhood. Go walking  and searching  in

your neighborhood for things that use food  for energy, things that use gas




for energy and things that use electricity






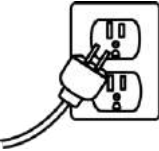
for energy.

# 123

**Count while you are searching!**

People and animals use food  for energy. How many people did you see in your neighborhood? \_\_\_\_\_ How many animals? \_\_\_\_\_

Cars  use  for energy. How many cars did you see in your neighborhood? \_\_\_\_\_

Lights  use electricity  for energy. How many lights did you see in your neighborhood? \_\_\_\_\_



Do you see anything else that uses energy? Write down what you see!

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Draw what you found on your map!





## Let's Move!

How many times did you jump up and down?

How many times did you jump side to side?

How long did you walk? (How many minutes?)

How long did you hold your arms out? (How many seconds?)

How long did you hold your arms up? (How many seconds?)



**Write it down in the chart on page 25! Remember, today is Day 4.**

Now let's do some math! Subtract the following numbers. Here is an example:

# 123

$$\begin{array}{r|l} 12 & \\ 7 & \cancel{2} & | & 12 \\ 8 & \cancel{3} & & \cancel{2} \\ - & 6 & 6 & 4 \\ \hline & 1 & 6 & 8 \end{array}$$

1.)  $\begin{array}{r} 862 \\ -188 \\ \hline \end{array}$     2.)  $\begin{array}{r} 899 \\ -217 \\ \hline \end{array}$     3.)  $\begin{array}{r} 968 \\ -266 \\ \hline \end{array}$     4.)  $\begin{array}{r} 736 \\ -106 \\ \hline \end{array}$

5.)  $\begin{array}{r} 895 \\ -657 \\ \hline \end{array}$     6.)  $\begin{array}{r} 842 \\ -788 \\ \hline \end{array}$     7.)  $\begin{array}{r} 978 \\ -947 \\ \hline \end{array}$     8.)  $\begin{array}{r} 198 \\ -143 \\ \hline \end{array}$

9.)  $\begin{array}{r} 553 \\ -418 \\ \hline \end{array}$     10.)  $\begin{array}{r} 778 \\ -483 \\ \hline \end{array}$     11.)  $\begin{array}{r} 865 \\ -758 \\ \hline \end{array}$     12.)  $\begin{array}{r} 816 \\ -671 \\ \hline \end{array}$

13.)  $\begin{array}{r} 671 \\ -318 \\ \hline \end{array}$     14.)  $\begin{array}{r} 941 \\ -621 \\ \hline \end{array}$     15.)  $\begin{array}{r} 527 \\ -339 \\ \hline \end{array}$     16.)  $\begin{array}{r} 857 \\ -704 \\ \hline \end{array}$

17.)  $\begin{array}{r} 483 \\ -363 \\ \hline \end{array}$     18.)  $\begin{array}{r} 680 \\ +547 \\ \hline \end{array}$     19.)  $\begin{array}{r} 782 \\ -192 \\ \hline \end{array}$     20.)  $\begin{array}{r} 592 \\ -371 \\ \hline \end{array}$

Now, let's have some fun with the answers! Write the answers for the subtraction problems on the lines.

- |     |                   |   |   |     |                   |   |   |
|-----|-------------------|---|---|-----|-------------------|---|---|
| 1.  | <u>674</u>        | = | A | 11. | <u>          </u> | = | K |
| 2.  | <u>          </u> | = | B | 12. | <u>          </u> | = | L |
| 3.  | <u>702</u>        | = | C | 13. | <u>          </u> | = | M |
| 4.  | <u>          </u> | = | D | 14. | <u>          </u> | = | N |
| 5.  | <u>          </u> | = | E | 15. | <u>          </u> | = | O |
| 6.  | <u>          </u> | = | F | 16. | <u>          </u> | = | P |
| 7.  | <u>          </u> | = | G | 17. | <u>          </u> | = | W |
| 8.  | <u>          </u> | = | H | 18. | <u>          </u> | = | R |
| 9.  | <u>          </u> | = | I | 19. | <u>          </u> | = | S |
| 10. | <u>          </u> | = | J | 20. | <u>133</u>        | = | T |

Find the secret words! Write the letter above each number.  
Here is an example:

<u>C</u>	<u>A</u>	<u>T</u>
<u>702</u>	<u>674</u>	<u>133</u>

# Farm Life Poem

Write a poem. Use the first letter given to do so. Use the word bank. Below is an example.

F

eeding cows

A

nd planting seeds

R

emind me about

M

y love for spring

L

ooking at the hatching chicks and eating

I

n the farmhouse,

F

eeding all the animals, singing

E

verywhere we go.

## Word Bank:

Moving

~~Feeding~~

~~Hatching~~

Holding

Jumping

~~Planting~~

Searching

~~Singing~~

Walking

Smelling

Growing

~~Eating~~

Write your poem. When you are done tell it to your buddy or someone in your house.



Word Bank:

- Moving
- Feeding
- Hatching
- Holding
- Jumping
- Planting
- Searching
- Singing
- Walking
- Smelling
- Growing
- Eating

F

\_\_\_\_\_

A

\_\_\_\_\_

R

\_\_\_\_\_

M

\_\_\_\_\_

L

\_\_\_\_\_

I

\_\_\_\_\_

F

\_\_\_\_\_

E

\_\_\_\_\_



## Let's Move!

How many times did you jump up and down?

How many times did you jump side to side?

How long did you walk? (How many minutes?)

How long did you hold your arms out? (How many seconds?)

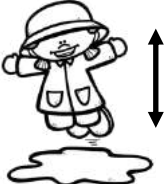




How long did you hold your arms up? (How many seconds?)



**Write it down in the chart on page 25! Remember, today is Day 5.**

# 123

**Look at your chart and add up all the numbers. Below is an example.**

					
	Jumping How many times?	Jumping How many times?	Walking How long?	Holding (arms out) How long?	Holding (arms up) How long?
Day 1	10	10	15 minutes	45 seconds	45 seconds
Day 2	15	15	15 minutes	50 seconds	50 seconds
Day 3	20	20	10 minutes	55 seconds	55 seconds
Day 4	25	25	20 minutes	60 seconds	60 seconds
Day 5	30	30	10 minutes	65 seconds	65 seconds
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>70 minutes</b>	<b>275 seconds</b>	<b>275 seconds</b>

The numbers in the "Total" row in your chart on page 25 will help you answer the questions below.

How many times did you jump up and down total across Day 1-Day 5? \_\_\_\_\_



How many times did you jump side to side total across Day 1-Day 5? \_\_\_\_\_

How many minutes did you spend walking across Day 1-Day 5? \_\_\_\_\_

How many seconds did you hold your arms out across Day 1-Day 5? \_\_\_\_\_

How many seconds did you hold your arms up across Day 1-Day 5? \_\_\_\_\_

### Challenge Questions!

Greater than >

Equal to =

Less than <

Was the total number of times you jumped up and down > = < the total number of times you jumped side to side? (Circle the right symbol.)

Was the total number of seconds you held your arms out > = < the total number of seconds you held your arms up? (Circle the right symbol.)

There are 60 minutes in an hour. Is the total number of minutes you walked > = < the minutes in an hour?

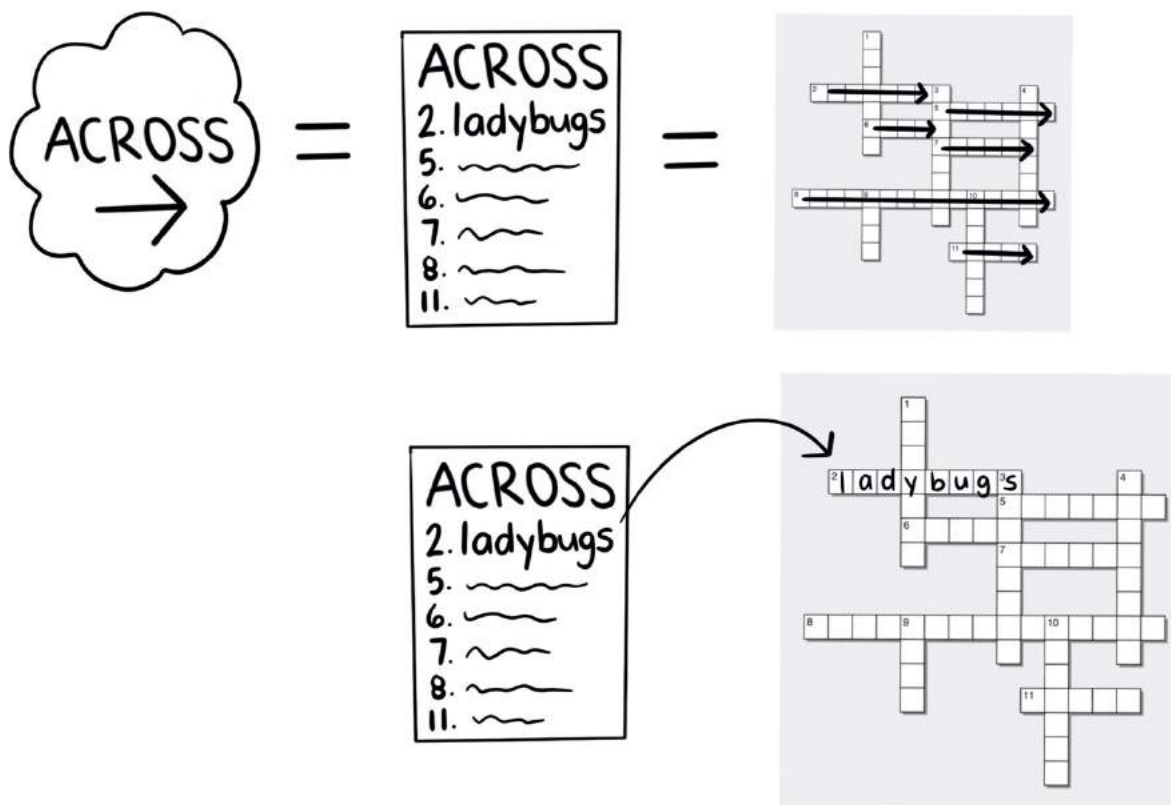
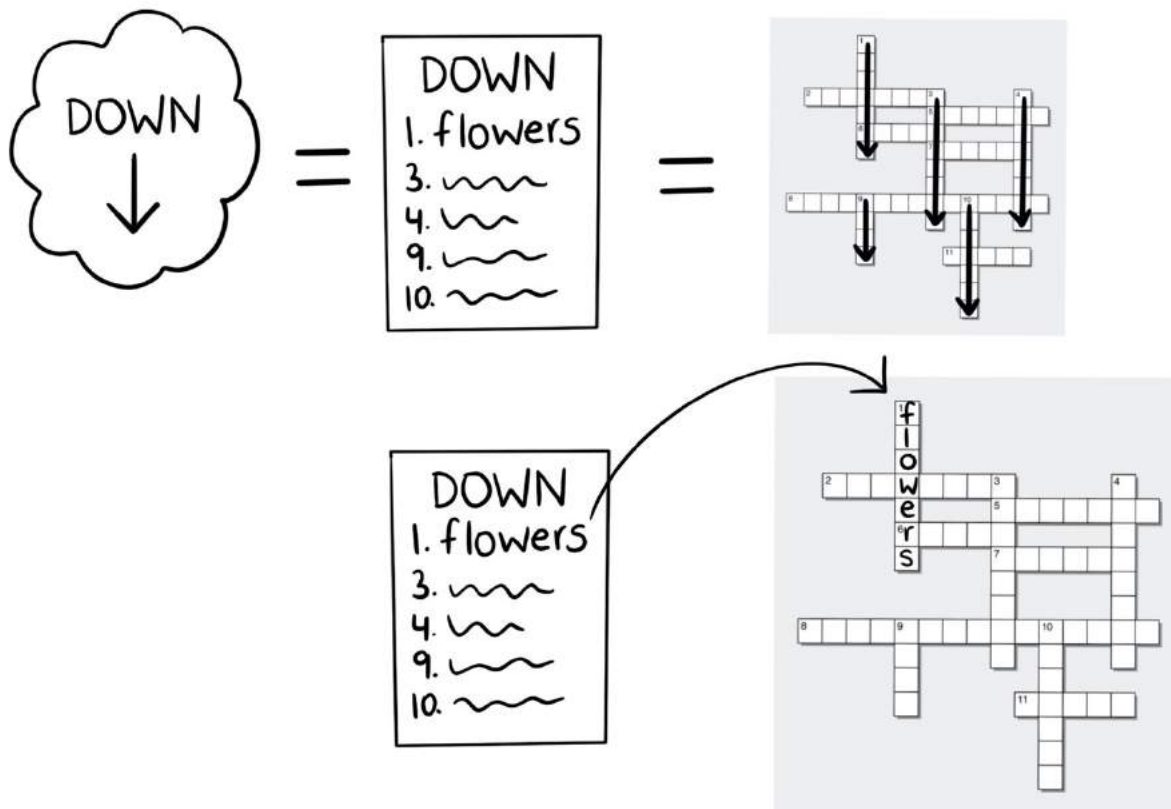
Look at your chart again. Do you notice any patterns?

Did you do a little more each day? Did the numbers go up and down from one day to the next?

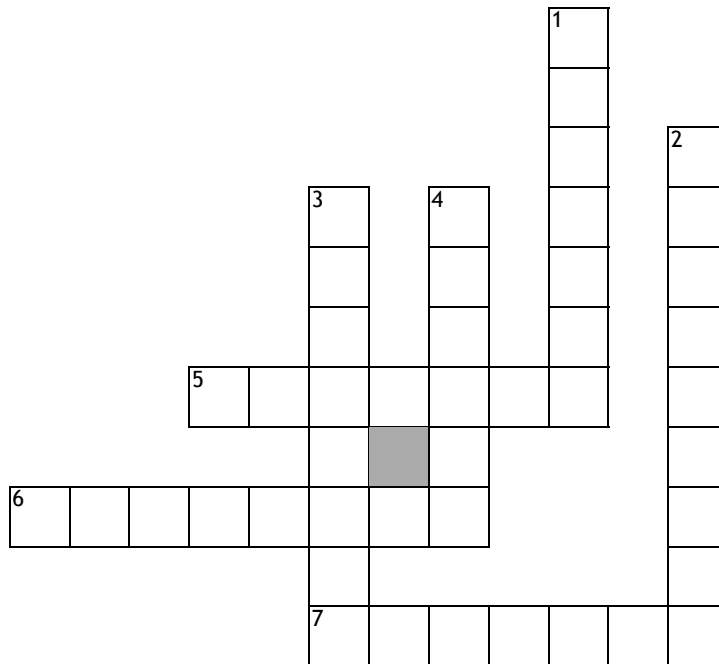


Talk to your buddy about the patterns you notice in your chart.

# How to Solve a Crossword Puzzle



# Spring Verbs



## Across

5. How you get from here to there.
6. When the chick breaks out of the egg
7. What your body does

## Down

1. When you move your body up and down or side to side
2. when you are looking for something
3. What you do with flowers
4. What you do to get energy in your body

## Word Bank

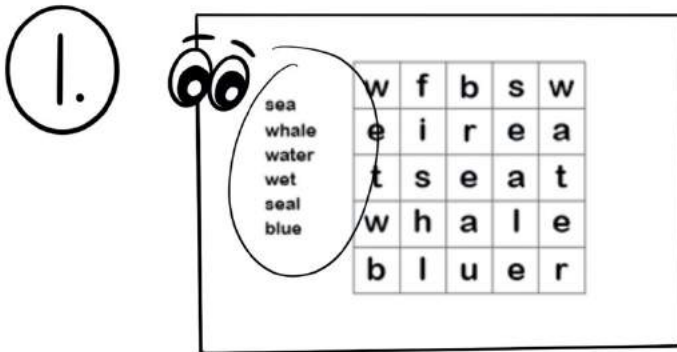
jumping  
searching

smelling  
growing

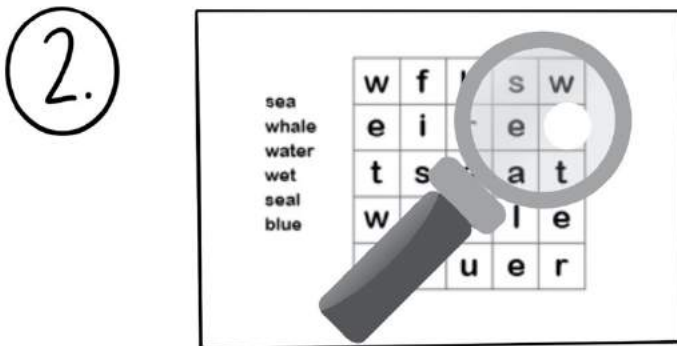
hatching  
eating

Walking

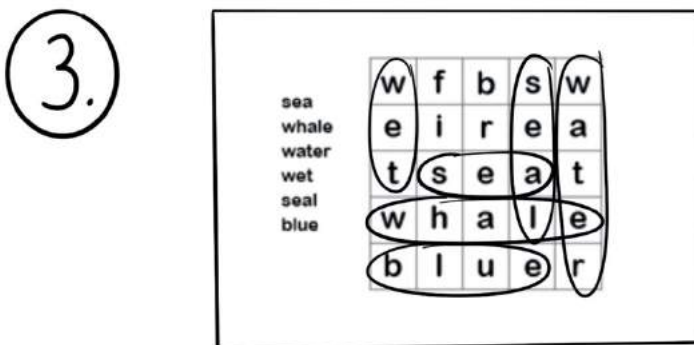
# How to Solve a Word Search



Look at the words



Look for the words



Circle the words

# Spring Verbs

B O F Q G G J S E A R C H I N G J U A J Q G P Z  
 K C C C J W E C K R R W C I X M I N Q I A F O P  
 H K L V Y G Z U A E K V U X H O Y F W C L G K D  
 H G K D D K K P N H I O M V L V R V Q K P Q A X  
 C M F V Y Y J U M P I N G H S I M L L K T C V P  
 U A N K F U L U Q O S I Z B C N E Y H W E I B H  
 M B Z W Z Z C U H O L D I N G G Q F R K A S Q C  
 S R I L P J N Y T Z O X W A T T D S D F T H T I  
 Q X B F S B M Z C R Q I M R V Y D M Y U I D Q I  
 S V I Z D X C O G F J S K J T V L T V U N O Z Y  
 X X W L K M D S L Z Y B N J S T U T K V G W Y O  
 U X A D P Q V D J I K T R N F D X V U N Y J M C  
 C F L B G P C B B J J X U X E C M Q G D I T H X  
 S D K H F E E D I N G S U M Z Z I R W Y T O A L  
 U A I F F Y B L B Y K G J P P K I I H I G J T W  
 N U N A M O P Q F L V R J T X R Q G H Q Q G C L  
 V N G G C K L B P U Y O S I N G I N G Z S V H B  
 D Q P T L H A G V K B W L W E T J A Q G S R I D  
 W M J E H F N T I V H I Y S M E L L I N G E N M  
 Q D V U D G T H M Q G N V Z H U D O I L X L G G  
 L Z T Z S C I B P U J G J C I I L Q O T H N J G  
 O V N O M M N B R B I I I X W B S E H S Q V E Z  
 J J U R Y A G R D O R U Y B R P U O N Q B D B O  
 B T A U Z F Q S H B W F A Q N K L C M V D H V G

eating    growing    smelling    walking    singing    searching    planting    jumping  
           holding    hatching    feeding    moving





# My Journal

Write (in English or your home language) or draw things from this week that you have liked.

A large, decorative frame with a scalloped border. Inside the frame, there are ten horizontal lines spaced evenly, providing a space for writing or drawing.