

PETTA 学习 HOC ENSEÑAR 가르치다 OPPIA DAY HOC TEACH 教学 ENSEÑAR COMMUN  
Y HOC COMUNIDAD 배우다 UNTERRICHTEN 공동체 COMMUNITY 教学 ENSEÑAR  
TERRICHTEN OPPIA YHTEISO LERNEN 社区 공동체 GEMEINSCHAFT CÔNG ĐỒNG DAY HOC YHTEISO  
LEARN APRENDER 学习 COMMUNITY 가르치다 社区 OPPIA COMMUNITY



**ICMEE**  
cehs.unl.edu/icmee

**3<sup>rd</sup> – 5<sup>th</sup> grade • English Level 1**

# Learning Packet #1

**Theme: Family**



UNIVERSITY OF  
**Nebraska**  
Lincoln

# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 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
- 7-8
- 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](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 packet was designed and created by **Sarah Ansari**.  
in collaboration with Lydia Kiramba and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

**Math**

- Operations and Algebraic Thinking- Use the four operations with whole numbers to solve problems; Represent and solve problems involving multiplication and division.

**Social Studies**

- What issues are important to my community? Why did people move to my community?

**English Language Arts**

- RL.4.4- Determine the meaning of words and phrases as they are used in a text
- RL.4.7- Make connections between the text of a story or drama and a visual or oral presentation of the text

**Science Standards and Cross-Cutting Ideas**

- 4-LS1-2 From Molecules to Organisms: Structures and Processes- Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in

**Art**

- Create- 1. Generate and conceptualize artistic ideas and work.
- Performing, Presenting, Producing- 6. Convey meaning through the presentation of artistic work.

**Physical Education**

- Flexibility- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.
- Aerobic Capacity- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

**English Language Development (WIDA)**

- Writing- Supply words for sentences about revising from models
- Listening- Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2
- Speaking- State ratings of peers' presentations using simple illustrated sentence frames and word banks

Single statements or questions- An idea within words, phrases, or chunks of language; Simple grammatical constructions (e.g., commands, Wh- questions, declaratives); Common social and instructional forms and patterns; General content-related words; Everyday social, instructional and some content-related words and phrases

3<sup>rd</sup> – 5<sup>th</sup> grade • English Level 1

# Learning Packet #1

Theme: Family



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 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.
- The focus of this packet is family, senses and feelings. Students will use their personal experiences, ideas and feelings to complete the activities. They should be encouraged to use their home language and artistic skills as they develop their English skills in the activities.

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](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 packet was designed and created by **Sarah Ansari** in collaboration with Lydia Kiramba and Alexa Yunes.

# Answer Keys

**123** My 5 Senses: Math Addition +

1	1	
8	7	2
6	7	8
+	3	5
1,5	8	5

26 +3 = 29, 42 +8 = 50, 11 +6 = 17, 37 +9 = 46, 83 +5 = 88, 542 +86 = 628, 657 +38 = 695, 730 +41 = 771, 678 +86 = 764, 486 +45 = 531, 1306 +86 = 1392, 800 +96 = 896, 798 +945 = 1743, 56 +2 = 58, 63 +8 = 71, 27 +7 = 34, 1799 +11 = 1810, 1754 +11 = 1765

**123** My 5 Senses: Math Subtraction -

4	13	15
5	4	5
-3	6	7
1	7	7

759 -211 = 548, 814 -662 = 152, 391 -208 = 183, 624 -372 = 252, 86 -13 = 73, 24 -9 = 15, 22 -6 = 16, 8,335 -4,188 = 4,147, 4,219 -1,372 = 2,847, 5,216 -2,158 = 3,058, 4,772 -1,671 = 3,101, 86 -13 = 73, 22 -6 = 16, 24 -9 = 15, 33 -8 = 25

What is your favorite smell?

**123** My Family: Math Multiplication x

I have **4** aunts. Each aunt has **3** children. How many cousins do I have?

Picture:

Equation:  $4 \times 3$  Solution:  $4 \times 3 = 12$ . I have 12 cousins.

I have **8** cousins. Each cousin has **4** friends. How many friends do my cousins have?

Picture:

Equation:  $8 \times 4$  Solution:  $8 \times 4 = 32$ . My cousins have 32 friends.

I have \_\_\_\_\_, Each \_\_\_\_\_ has \_\_\_\_\_.  
How many friends do my cousins have?

Picture: \_\_\_\_\_

Equation:  $\_\_ \times \_\_$  Solution:  $\_\_ \times \_\_ = \_\_$ .

$9 \times 5 = 45$     $2 \times 8 = 16$     $5 \times 8 = 40$     $9 \times 4 = 36$     $9 \times 3 = 27$   
 $2 \times 7 = 14$     $5 \times 3 = 15$     $5 \times 5 = 25$     $9 \times 2 = 18$     $5 \times 7 = 35$

**Word Search**

Find these words. Circle them or color them yellow.

family   mom   dad   sister   brother   grandma  
 grandpa   aunt   uncle   cousin   happy   sad   silly  
 mad   see   hear   smell   taste   feel

**Crossword Puzzle**

Write the words in the boxes.

Across →

Down ↓

Across →

4. grandma  
6. aunt  
7. cousin  
10. taste  
11. dad  
12. hear  
14. mom  
15. silly  
16. sister

Down ↓

1. sad  
2. brother  
3. mad  
5. family  
8. uncle  
9. grandpa  
12. happy  
13. smell  
15. see



# International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Queridas familias:

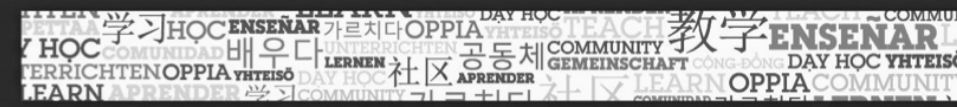
Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, 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 aprenda 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.
- **Extensiones del paquete:** Algunas actividades tienen extensiones que hemos incluido para que, si el estudiante encuentra fácil una actividad, pueda completar la extensión en lugar de la actividad o adicionalmente.

El enfoque de este paquete es la familia, los sentidos y los sentimientos. Los estudiantes usarán sus experiencias personales, sus ideas y sentimientos para completar estas actividades. Deben ser animados a utilizar el idioma que hablan en casa y sus destrezas artísticas mientras van desarrollando las destrezas en inglés al hacer las actividades.

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](mailto: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.

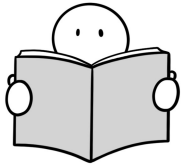
We'd love to see what you've done with this packet!



## Instructions Key



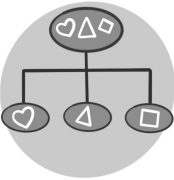
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



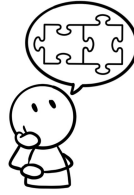
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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



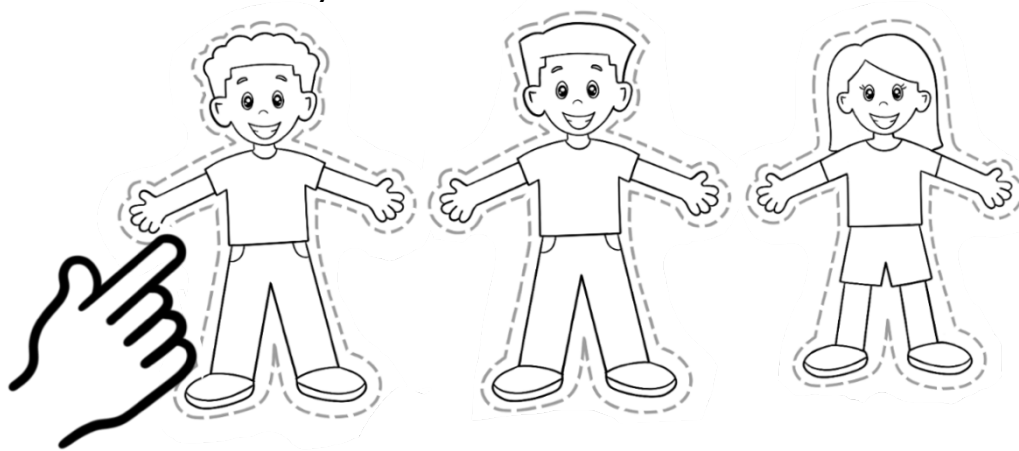
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



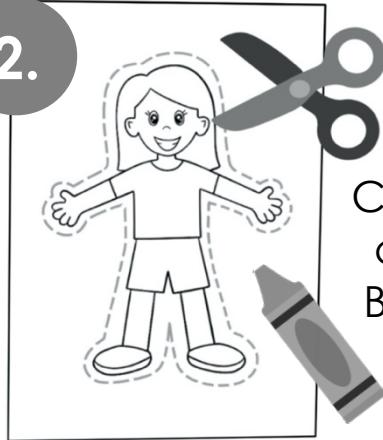
# Day 1

# My Buddy

1. Choose a Buddy

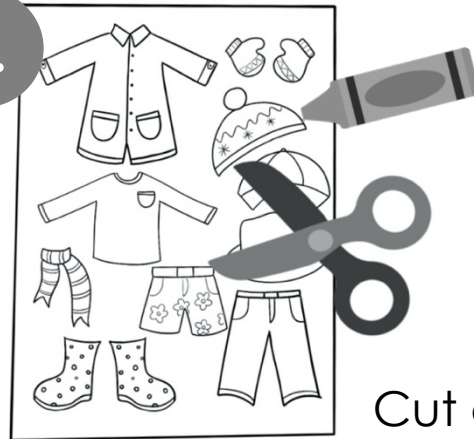


2.



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

3.

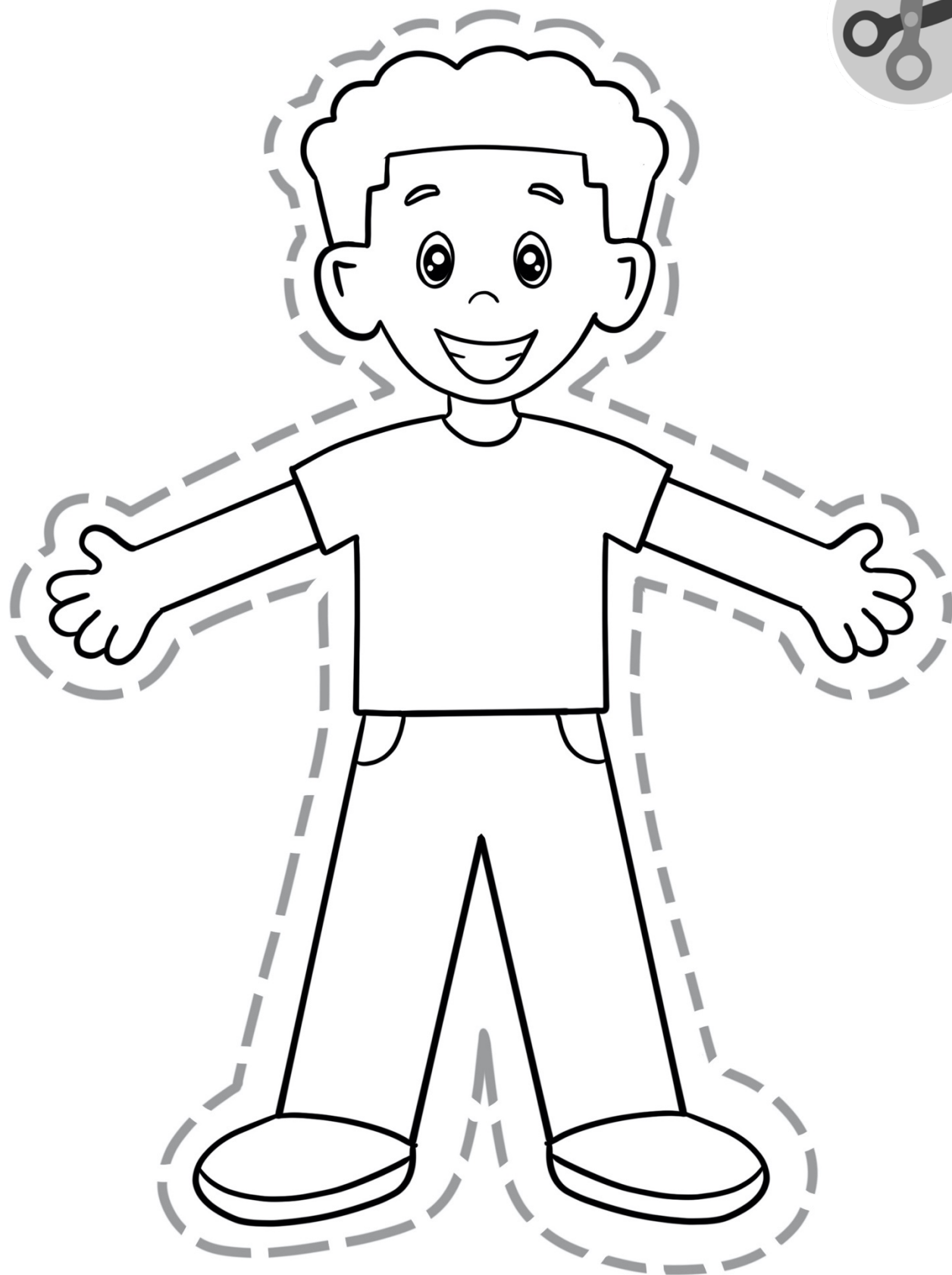


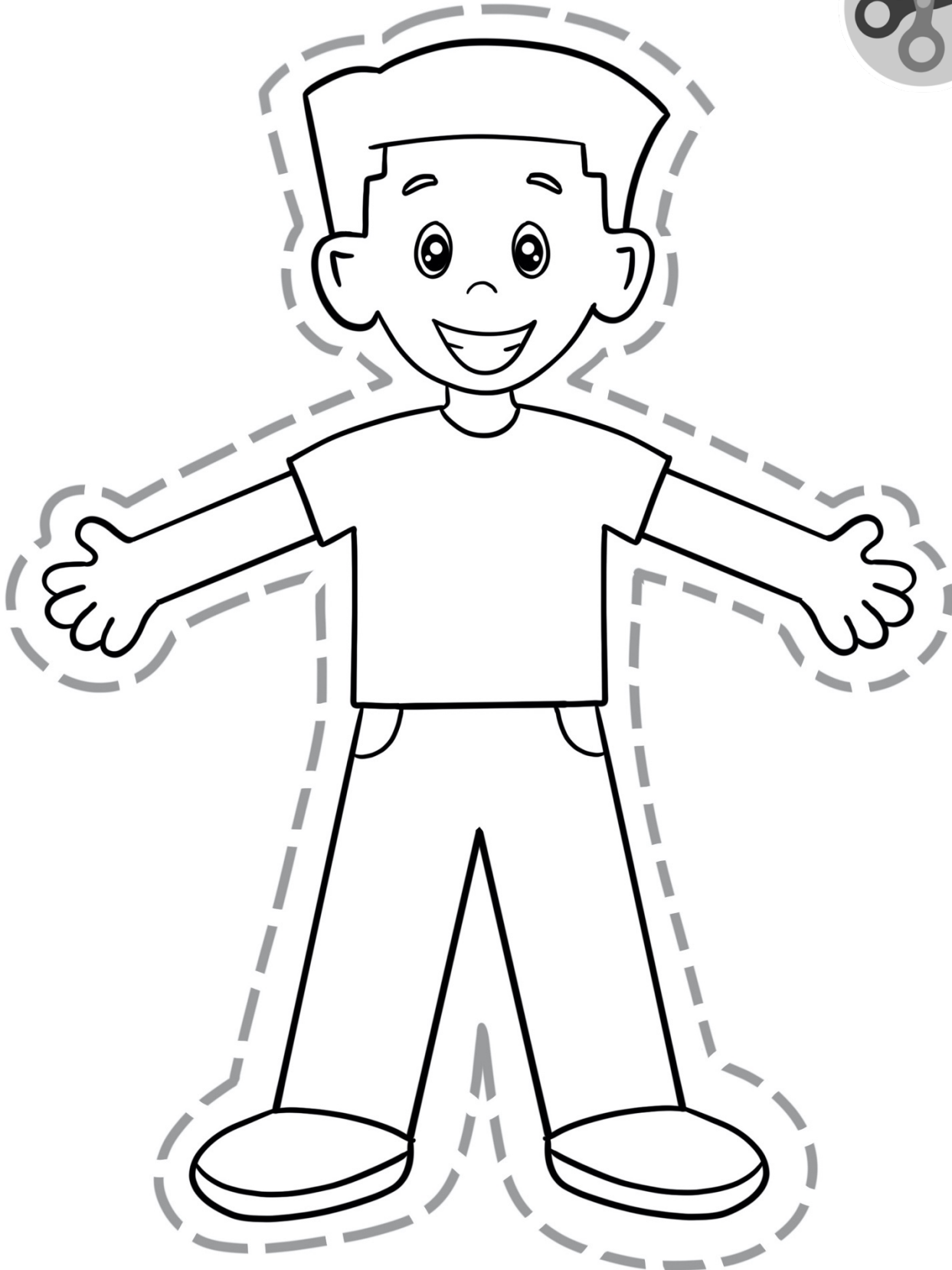
Cut out and color the accessories

4.

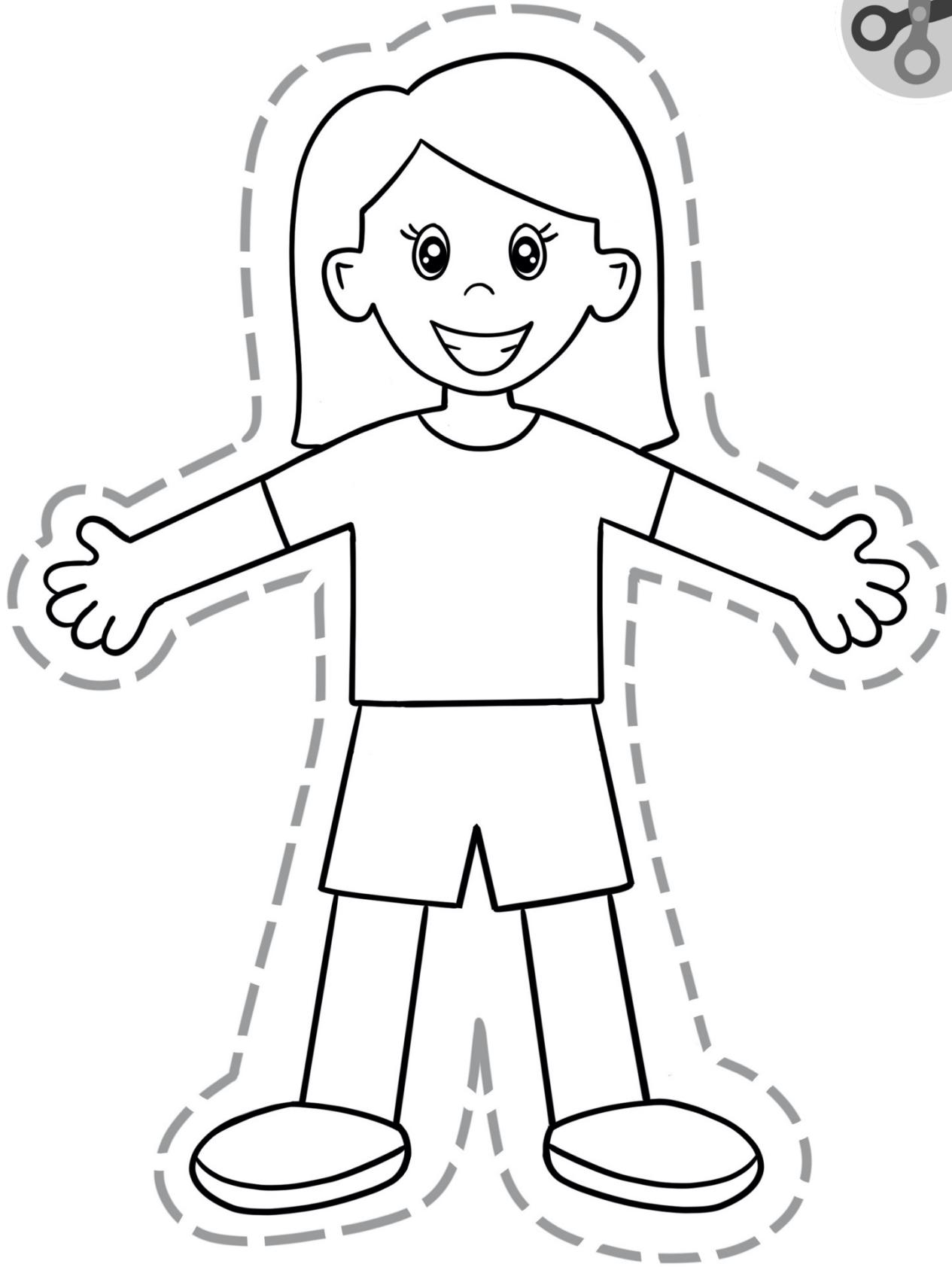


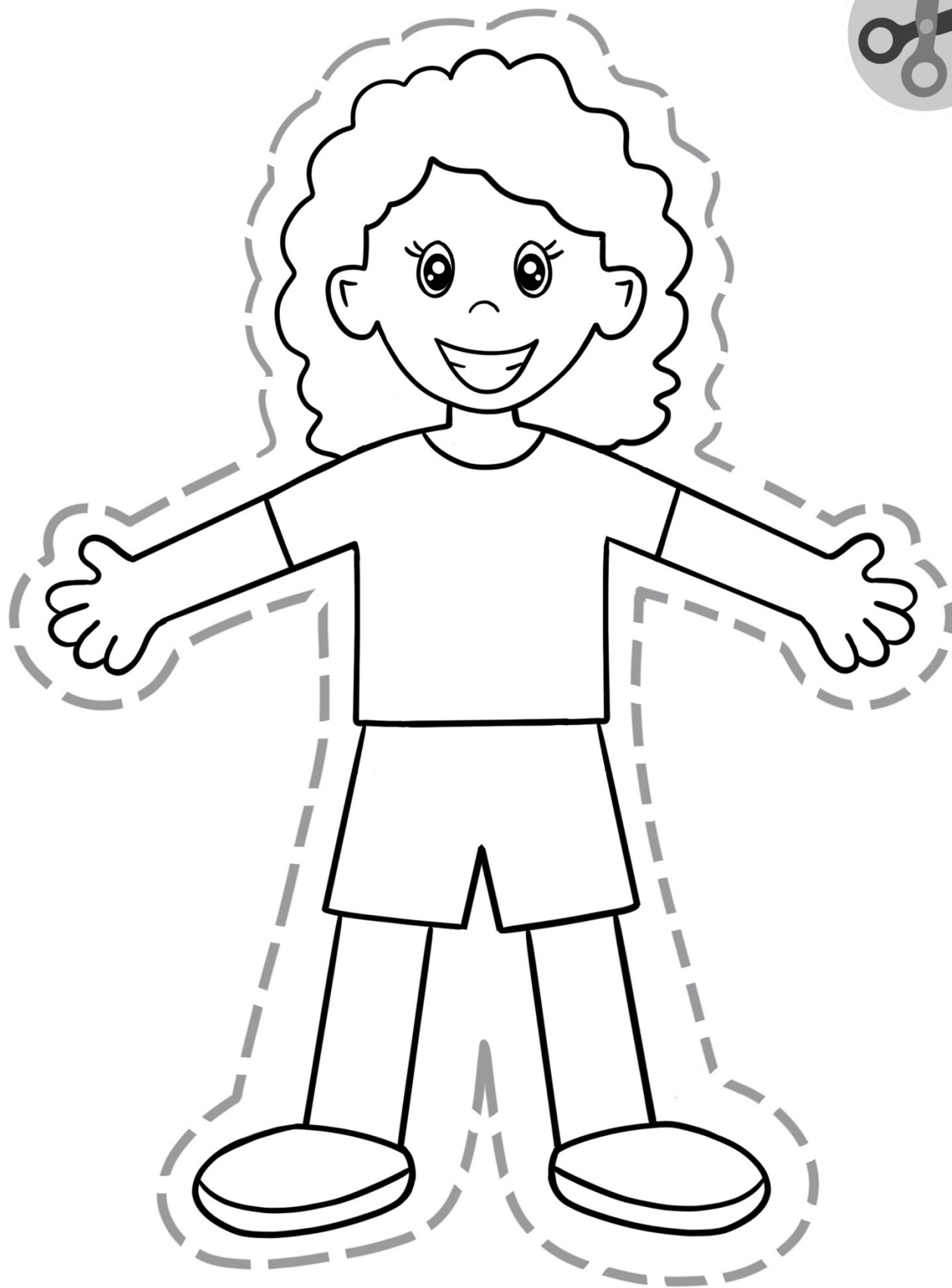
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

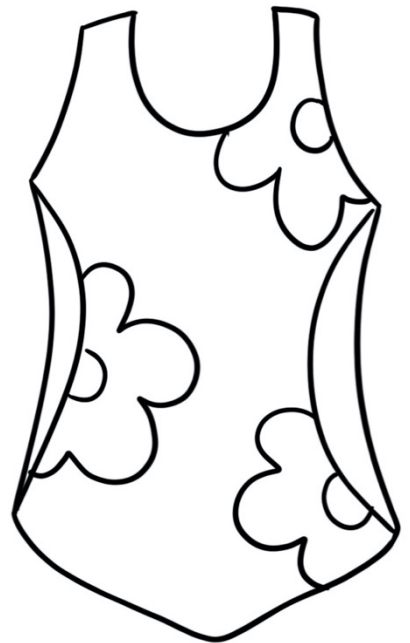
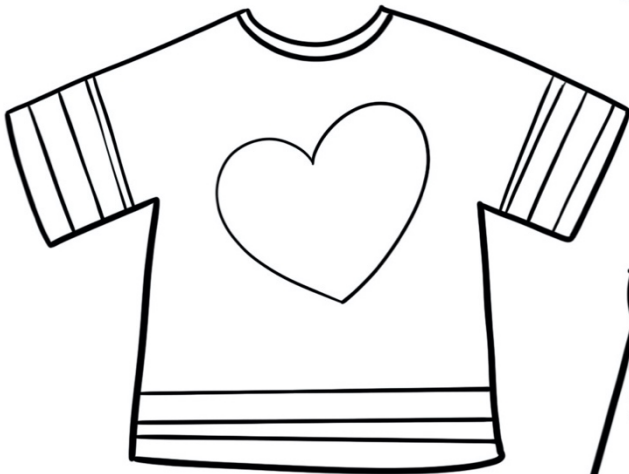
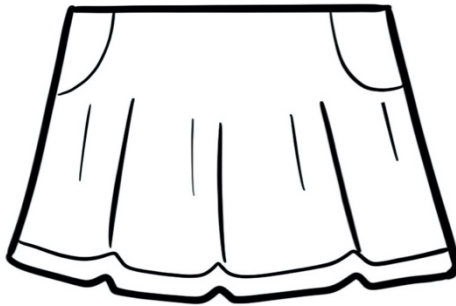
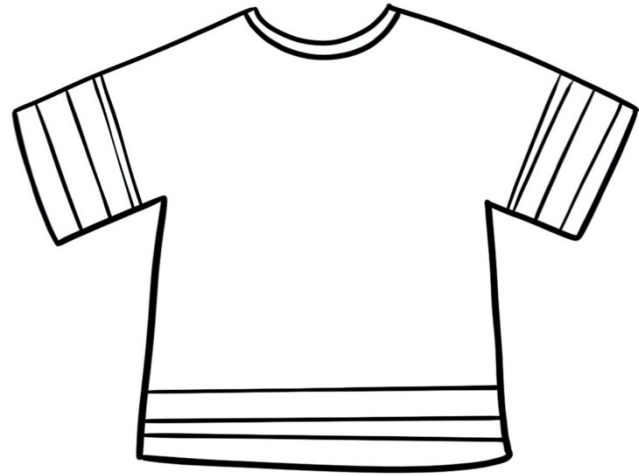
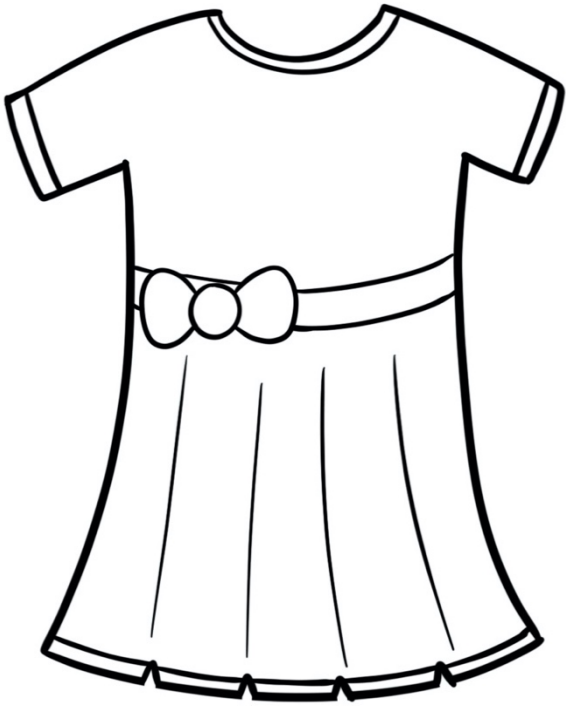


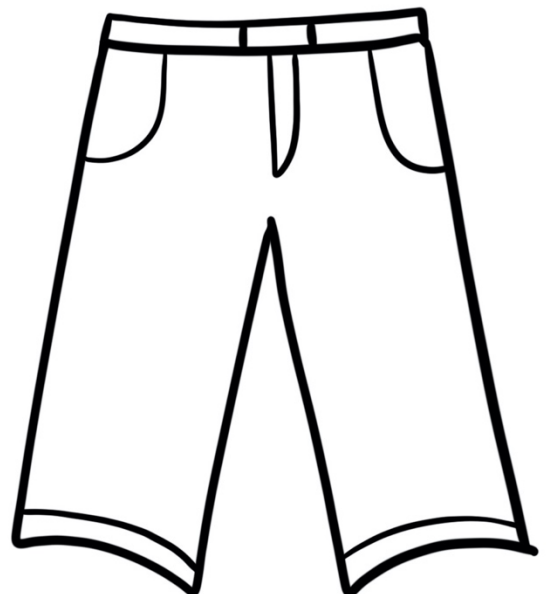
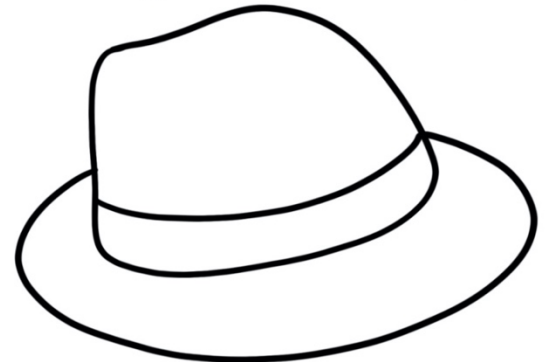
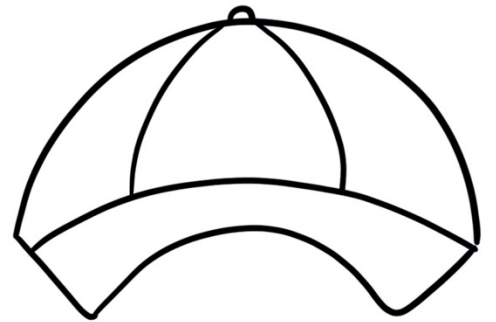
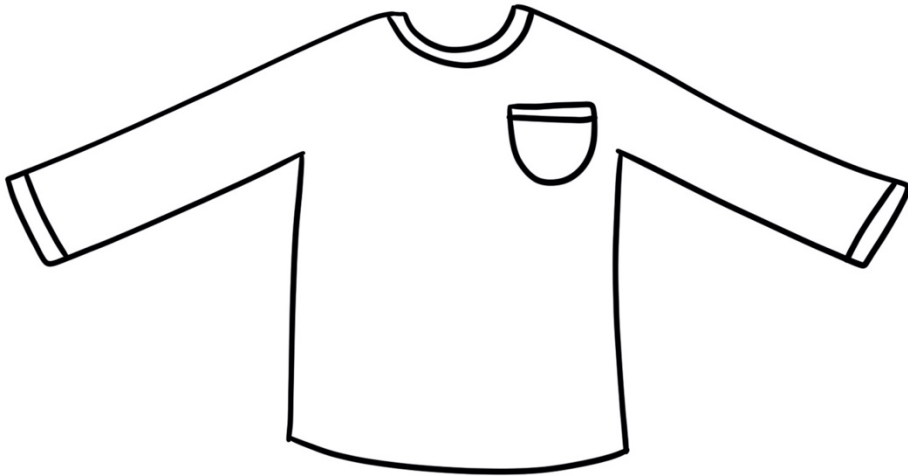
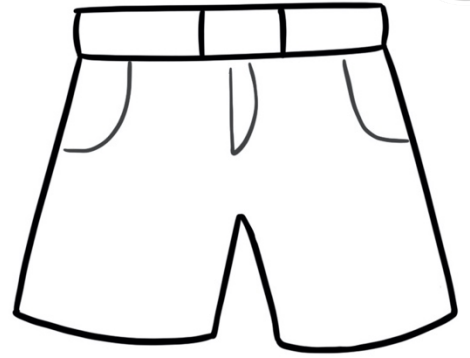




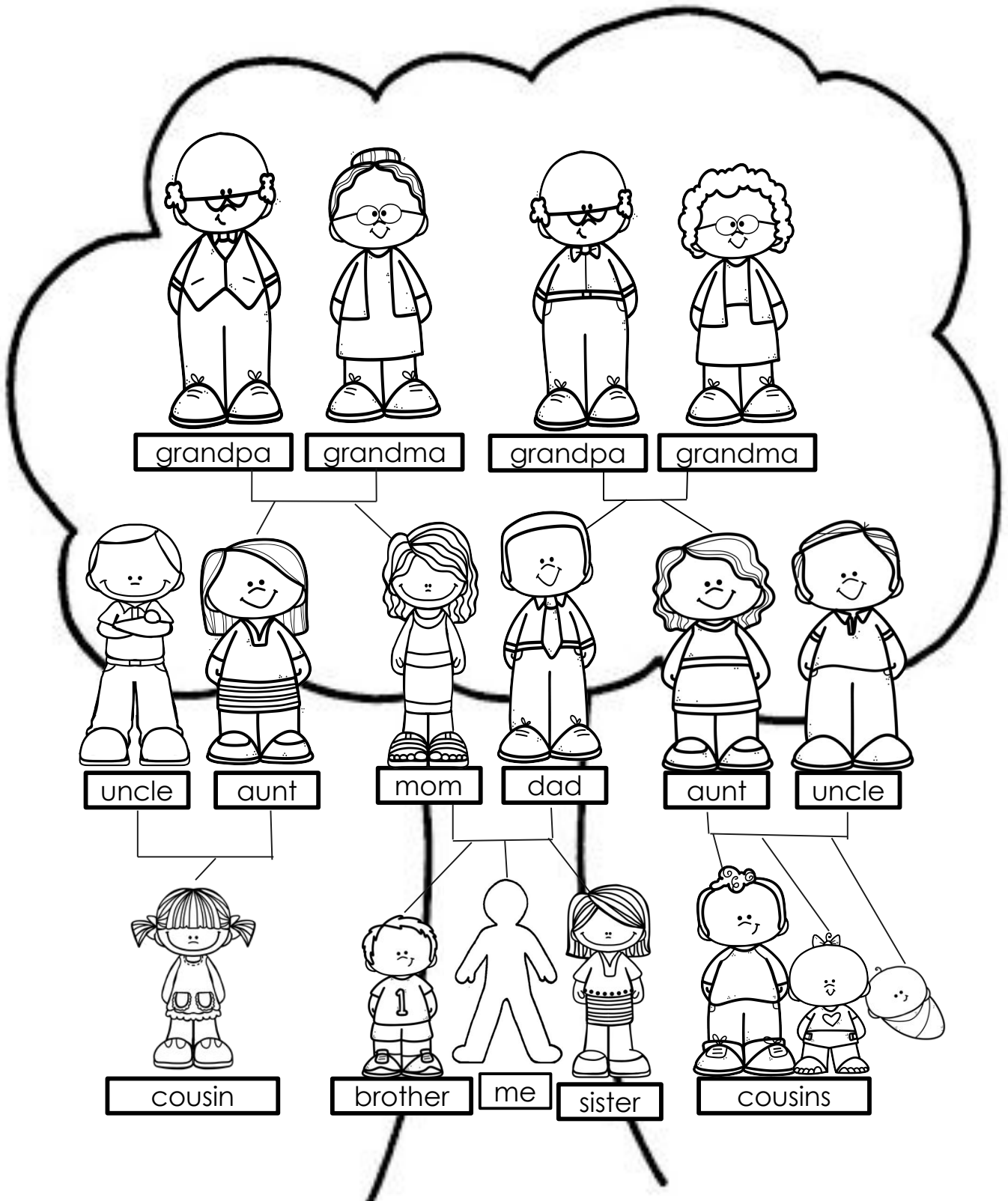




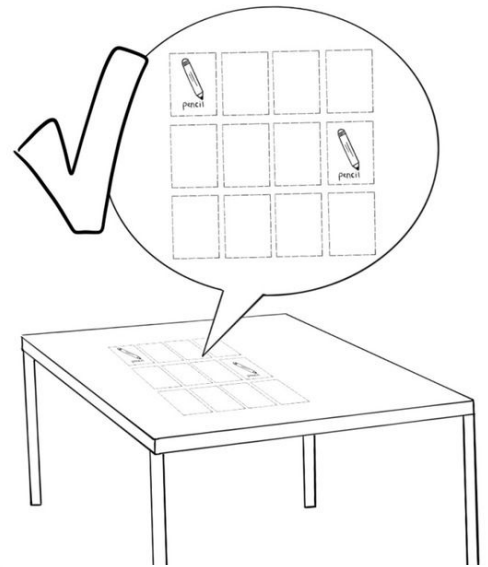
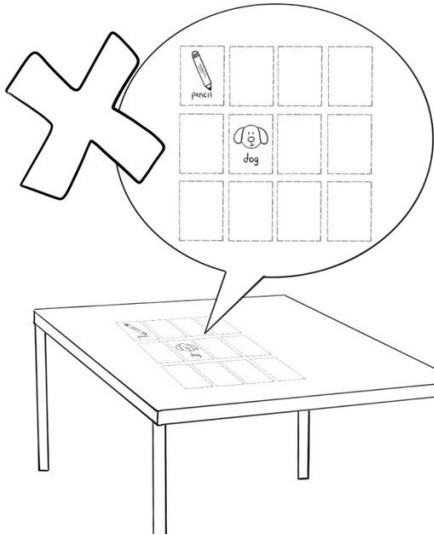
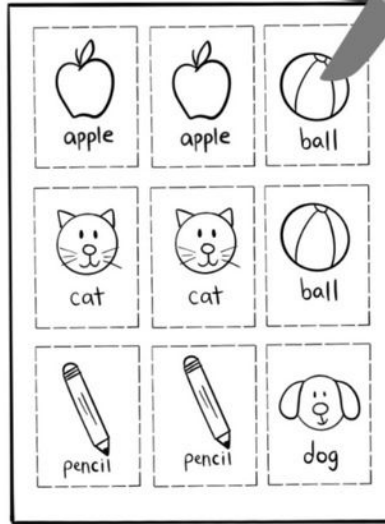




# Family



# Matching

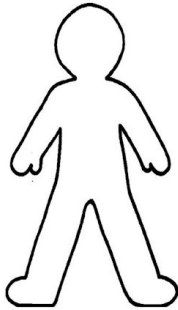




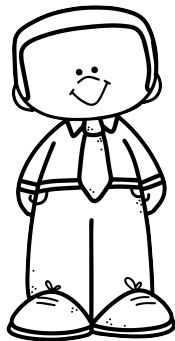
Matching:  
Cut out and play!



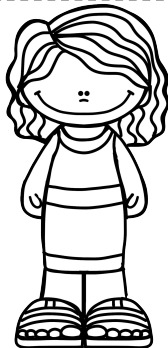
family



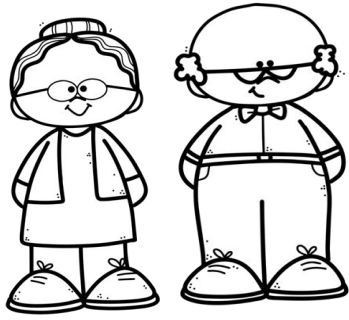
me



dad  
(father)



mom  
(mother)



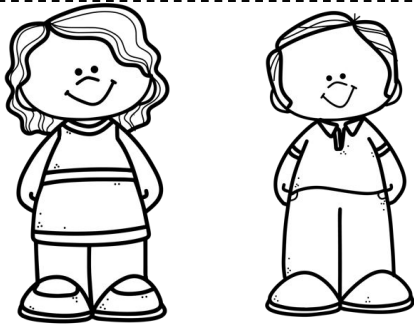
grandma  
and grandpa



sister



brother



aunt and  
uncle



cousins



# All Kinds of Families

There are many different kinds of families.  
What is your family like?



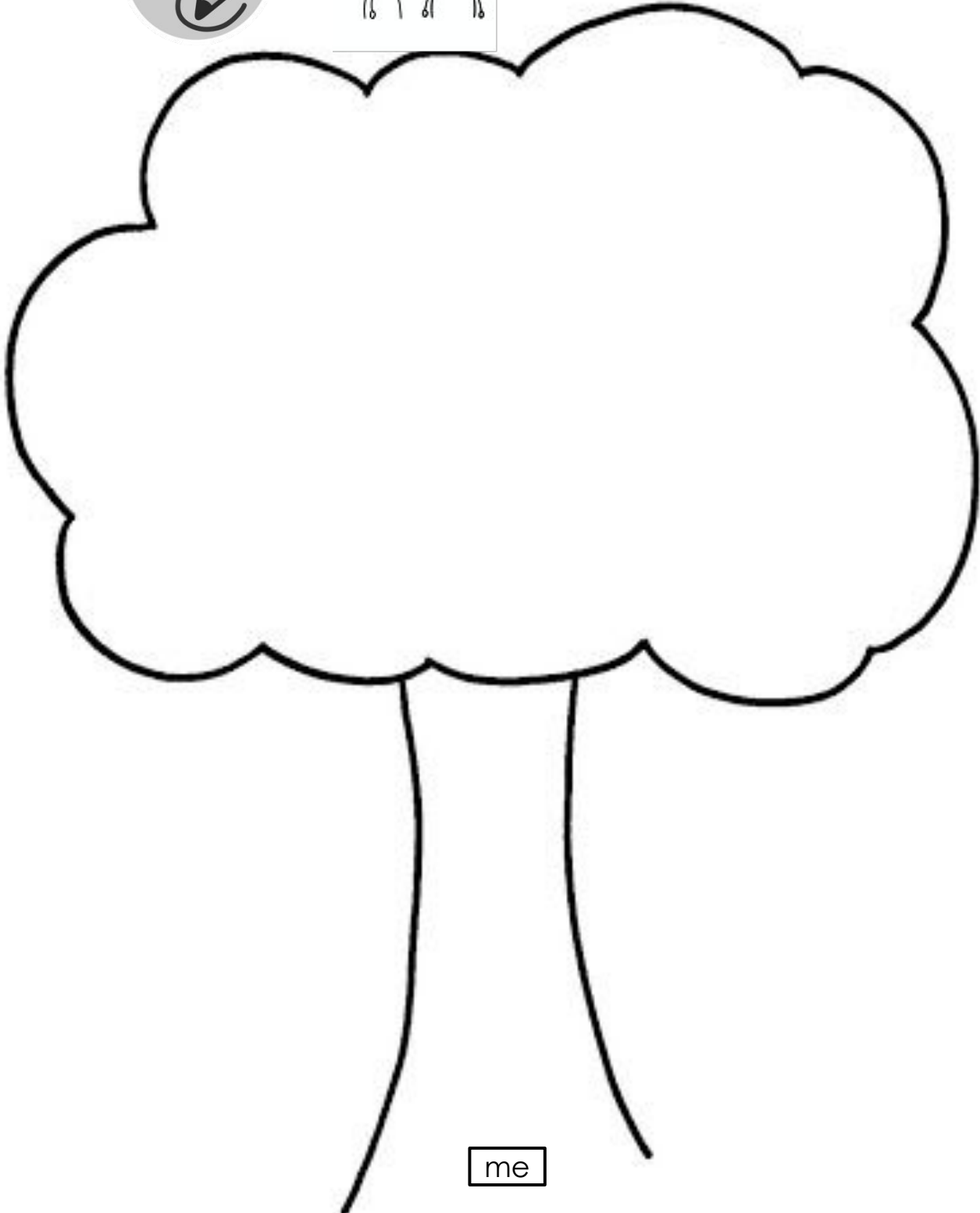
Photos from <https://unsplash.com/s/photos/photos>



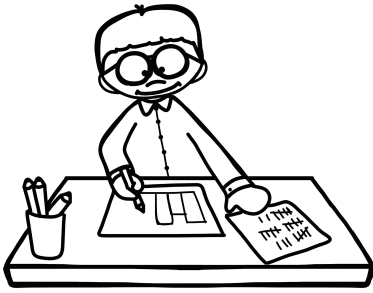
A large, rounded rectangular area defined by a dashed line, intended for a drawing or illustration. In the center of this area, there is a small rectangular box containing the text "me".

# My Family Tree

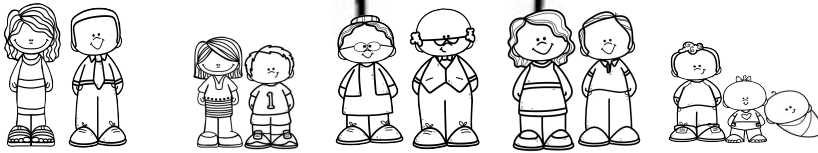
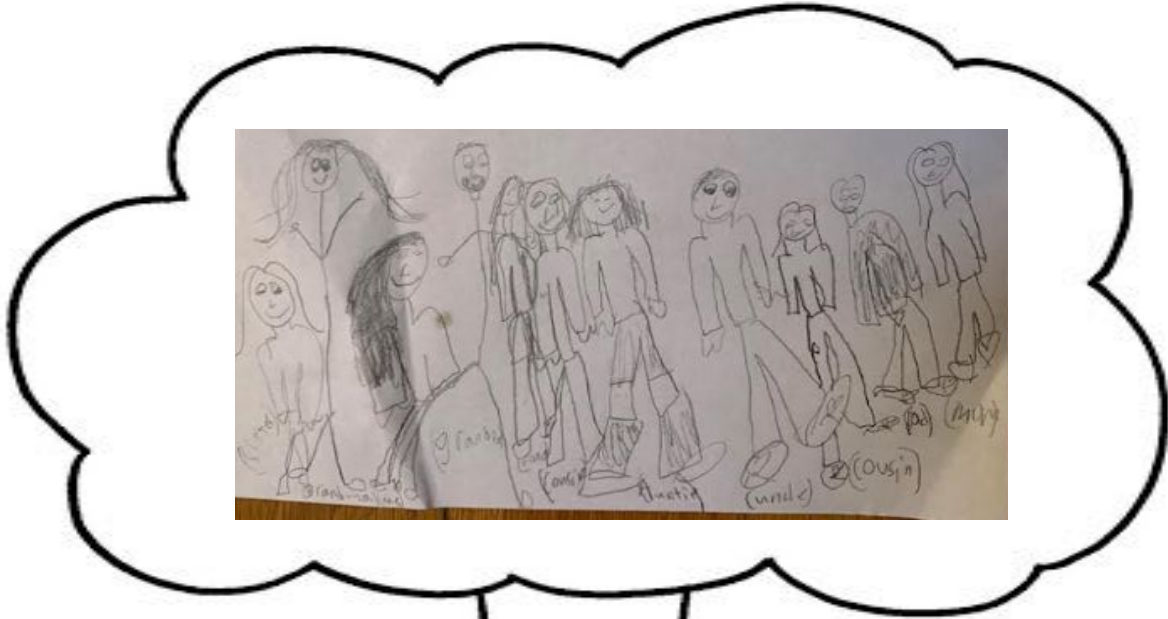
Draw your whole family  
(grandparents, aunts, uncles,  
cousins, too!)  
Share with your family.



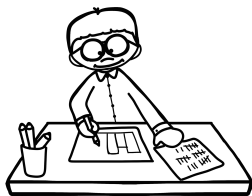
me



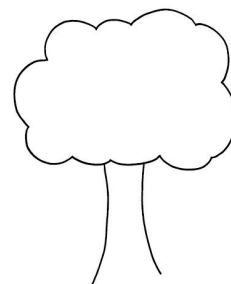
# Graph: Family Members



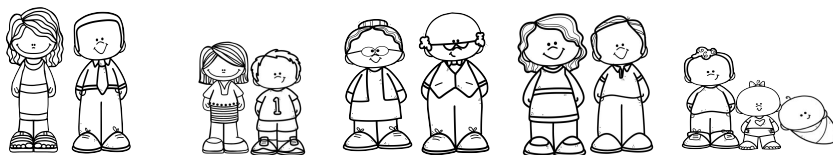
4						
3						
2						
1						
	mom and dad	sisters and brothers	grandmas and grandpas (grandparents)	aunts and uncles	cousins	? Other



# Graph: Family Members



Use your family tree (Activity 3) to graph your family members below. ↓

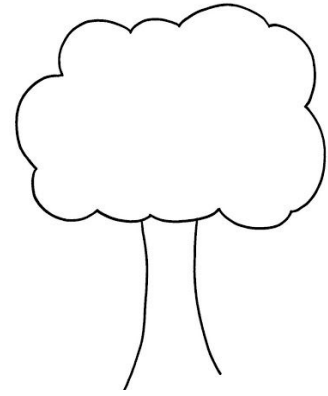


8+						
7						
6						
5						
4						
3						
2						
1						
	mom(s) and dad(s)	sisters and brothers	grandmas and grandpas (grandparents)	aunts and uncles	cousins	? Other

# My Family



By \_\_\_\_\_



Write about your family.  
Read aloud.

My name is \_\_\_\_\_ . (me)

I have \_\_\_\_\_ .

*(I have a mom.)*

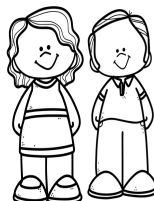
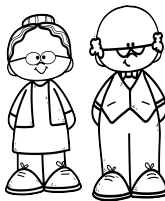
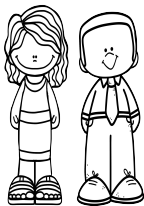
I have \_\_\_\_\_ .

I have \_\_\_\_\_ .

I have \_\_\_\_\_ .

\_\_\_\_\_ .

\_\_\_\_\_ .





# Day 2



# Our Five Senses



Photos from <https://unsplash.com/s/photos/>



## Sight



We **see** with our **eyes**.

We learn about the world by looking around.

What do you **see**?



## Sound



We **hear** with our **ears**.

We learn about the world by listening.

What do you **hear**?



## Smell



We **smell** with our **noses**.

We learn about the world by smelling.

What do you **smell**?





## Taste

We **taste** with our **mouths**.

We learn about the world by tasting things.

What do you **taste**?

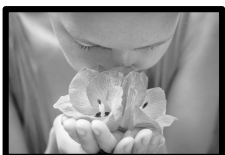


## Feel

We **feel** with our **bodies**.

We learn about the world by feeling things.

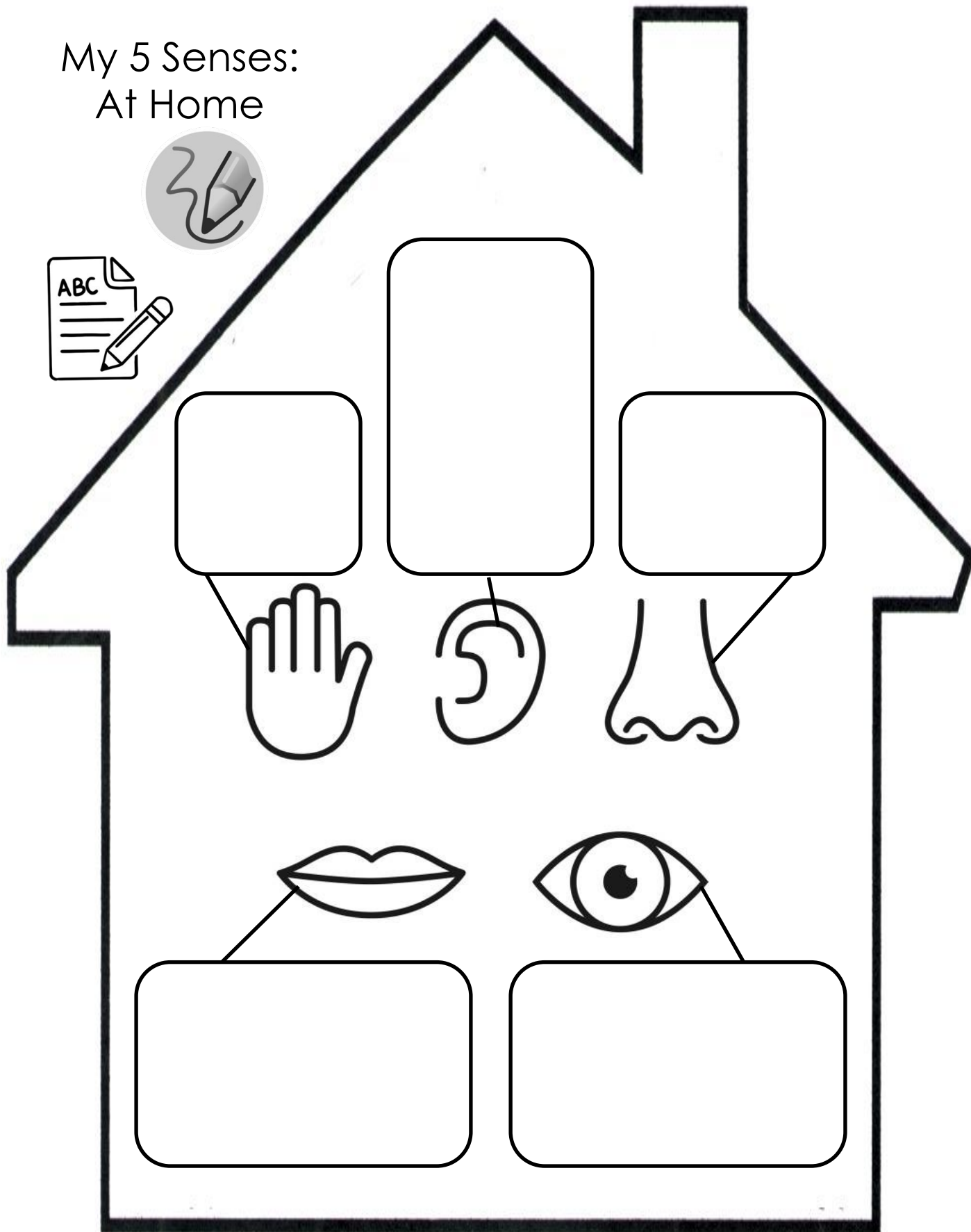
What do you **feel**?



## 5 Senses

We have five senses. We see, hear, smell, taste and feel to learn about our world.

# My 5 Senses: At Home



123

# My 5 Senses: Math Addition +

1	1	
8	7	2
6	7	8
+	3	5
1, 5	8	5

10  
10+5

26  
+3

42  
+8

11  
+6

37  
+9

83  
+5

542  
+86

657  
+38

730  
+41

56  
+9

63  
+8

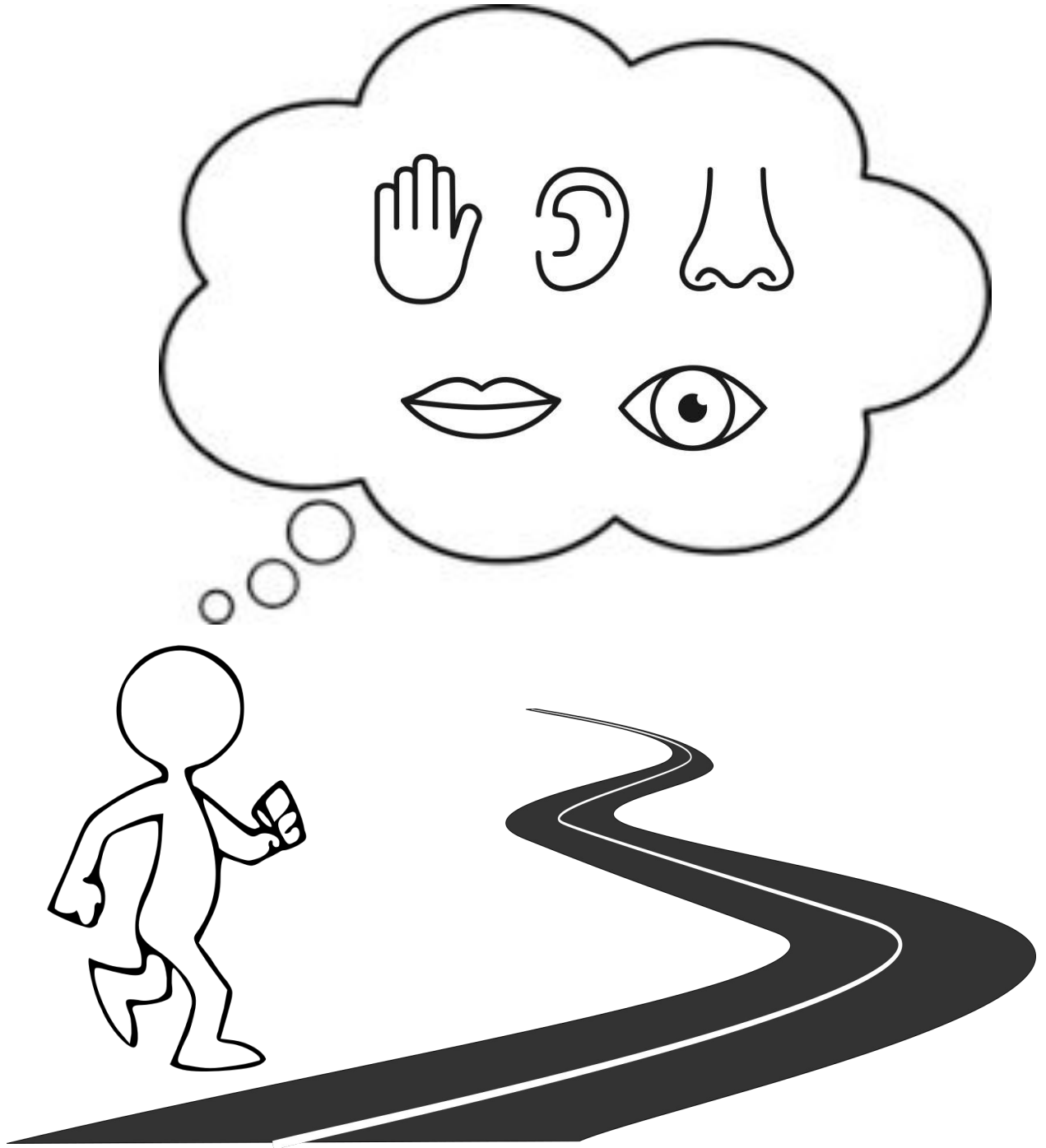
27  
+7

678 542 <u>+86</u>	486 875 <u>+45</u>
800 960 <u>+39</u>	798 945 <u>+11</u>



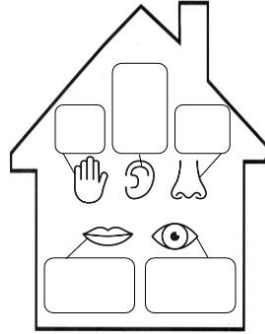
# Get up and Move!

Take a walk outside.  
What do you feel, hear, smell and see?





# My Senses



I feel \_\_\_\_\_.



I hear \_\_\_\_\_.



I smell \_\_\_\_\_.



I taste \_\_\_\_\_.

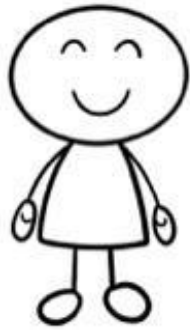


I see \_\_\_\_\_.



# Day 3

# My Feelings



happy



sad



mad



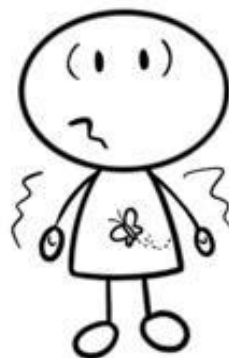
grumpy



confused

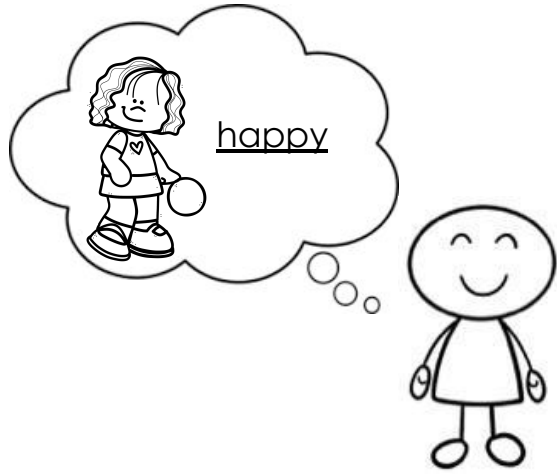
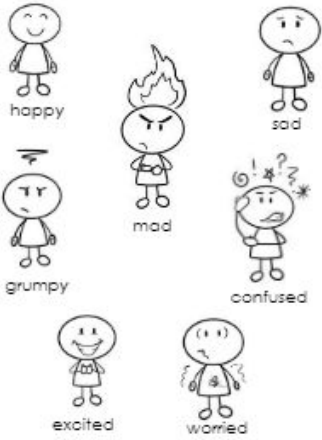


excited

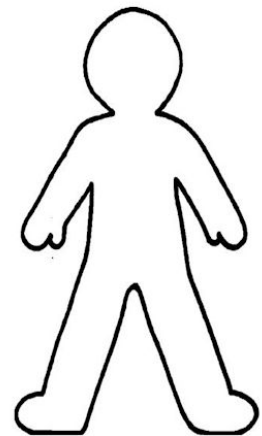


worried

# My Feelings



What makes you feel happy?





# Feelings

Photos courtesy of: <https://unsplash.com/s/photos>



	I (me)
	you
	he she
	we
	they

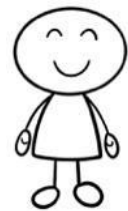


We have many **feelings**.  
Feelings change.



## Happy

Sometimes I feel **happy**.  
I feel happy when I play  
with my friends.



What makes you feel happy?



## Sad



Sometimes I feel **sad**.

I feel sad when my sister won't play with me.

What makes you feel sad?



## Excited



Sometimes I feel **excited**.

I feel excited when my grandparents come to visit.

What makes you feel excited?



## Mad



Sometimes I feel **mad**.

I feel mad when I lose in a sports game.

What makes you feel mad?



# Feelings Poetry



## Happiness

by Aliya

Happiness is rain



Happiness is chocolate

Happiness is candy canes



Happiness is Christmas

## Happiness

by Inaya

Happiness is ice cream



Happiness is TV



Happiness is playing



Happiness is sun



\_\_\_\_\_  
By \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

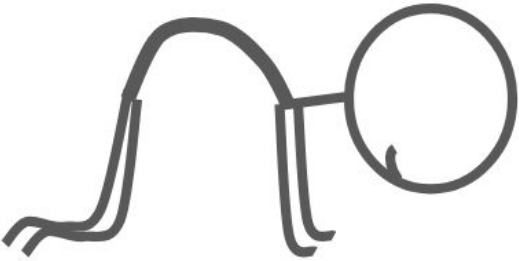

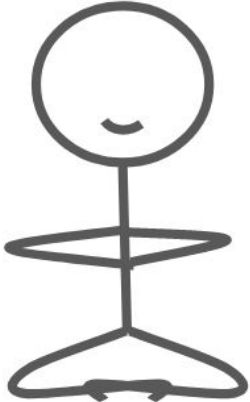
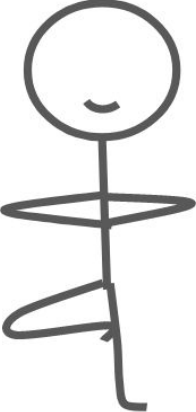


# Get up and Move!

## Yoga



Hold each pose for 20 seconds.  
Repeat 3 times. Breathe!

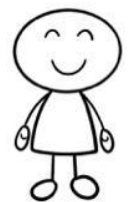
 <p>cat</p>	 <p>COW</p>
 <p>butterfly</p>	 <p>tree</p>



How do you feel now?



A large, empty rounded rectangular box for writing a response.



123

# My 5 Senses: Math Subtraction -



4	→ 13	→ 15
<b>5</b>	<b>4</b>	<b>5</b>
-3	6	8
1	7	7

759  
-211

814  
-662

624  
-379

391  
-208

86  
-13

24  
-9

33  
-8

22  
-6

4,772  
-1,671

4,219  
-1,379

5,216  
-2,158

-  
\_\_\_\_\_

What is your favorite smell?





# Day 4



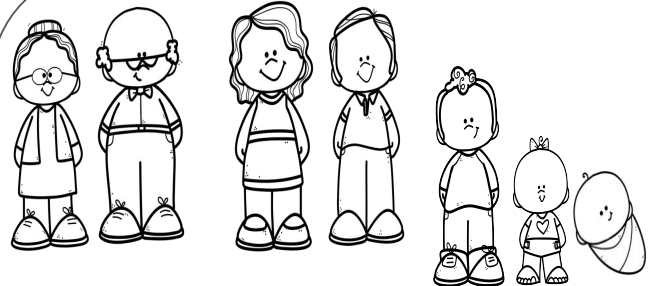
# Families

By Aliya

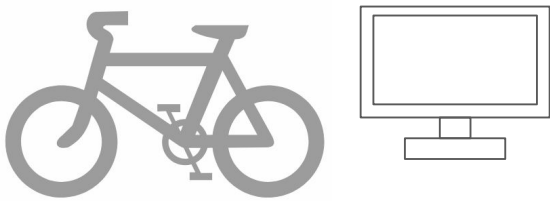
<https://friendlystock.com/>



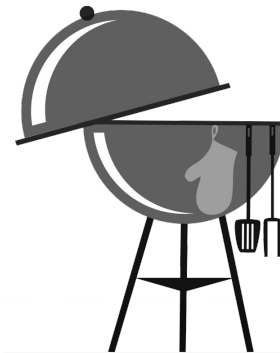
I live in California with my mom, dad and little sister. My sister is Inaya.



Other family members are my grandparents, aunts, uncles and cousins.



Our favorite activities are biking, hiking and watching movies together.



Our favorite foods are my dad's BBQ, curries and sweets.

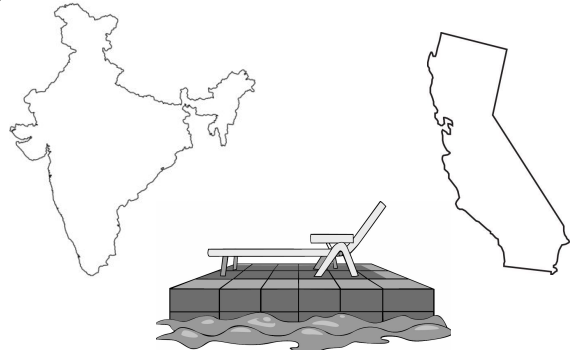


HOLA

SALAAM

HELLO

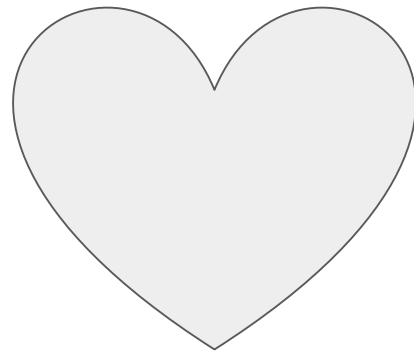
Our languages are English, Urdu and Spanish.



Our favorite places are the beach, California and India.



I feel happy with my family when we all play in the ocean together.



The best thing about my family is we love each other.



# My Family

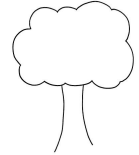
By \_\_\_\_\_



I live with \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.



Other family members

are \_\_\_\_\_

\_\_\_\_\_.



Our favorite activities

are \_\_\_\_\_

\_\_\_\_\_.



Our favorite foods are

\_\_\_\_\_

\_\_\_\_\_.

Our languages are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Our favorite places are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

I feel happy with my family when we \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

The best thing about my family is \_\_\_\_\_

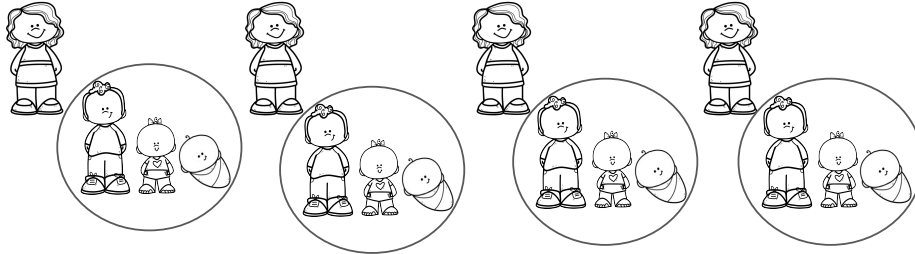
\_\_\_\_\_

\_\_\_\_\_.



I have 4 aunts. Each aunt has 3 children. How many cousins do I have?

Picture:



Equation:  $4 \times 3$  Solution:  $4 \times 3 = 12$ . I have 12 cousins.

I have 8 cousins. Each cousin has 4 friends.  
How many friends do my cousins have?

Picture:

Equation:  $\underline{\quad} \times \underline{\quad}$  Solution:  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$ . My cousins have  $\underline{\quad}$  friends.

I have                 . Each                  has                 .  
How many friends do my cousins have?

Picture:

Equation:  $\underline{\quad} \times \underline{\quad}$  Solution:  $\underline{\quad} \times \underline{\quad} = \underline{\quad}$ .   .

$9 \times 5 = \underline{\quad}$       $2 \times 8 = \underline{\quad}$       $5 \times 8 = \underline{\quad}$       $9 \times 4 = \underline{\quad}$       $9 \times 3 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$       $5 \times 3 = \underline{\quad}$       $5 \times 5 = \underline{\quad}$       $9 \times 2 = \underline{\quad}$       $5 \times 7 = \underline{\quad}$



# Get up and Move!

Invite a family member to take a walk outside with you.  
Talk about what you feel, hear, smell and see.






# Day 5



# My Dictionary



      
Vocabulary Word

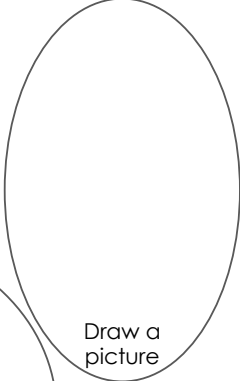


Draw a picture

My aunt Mary is fun to play with. She is my mom's sister.

Use the word in a sentence.

      
Vocabulary Word



Draw a picture

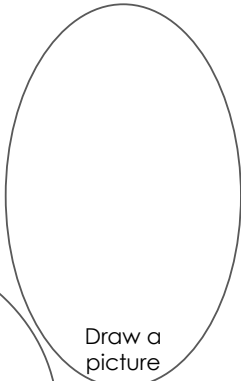
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the word in a sentence.

      
Vocabulary Word



Draw a picture

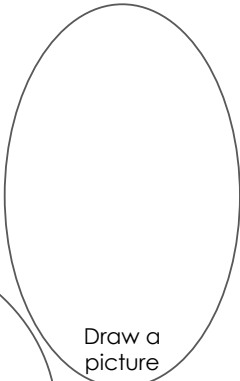
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the word in a sentence.

      
Vocabulary Word



Draw a picture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the word in a sentence.



# My Dictionary



\_\_\_\_\_

Vocabulary Word

Draw a picture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the word in a sentence.

\_\_\_\_\_

Vocabulary Word

Draw a picture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the word in a sentence.

\_\_\_\_\_

Vocabulary Word

Draw a picture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the word in a sentence.

\_\_\_\_\_

Vocabulary Word

Draw a picture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

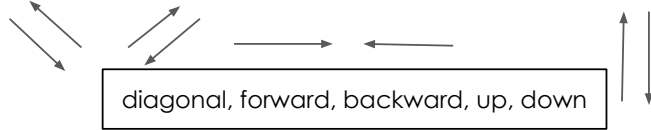
\_\_\_\_\_

Use the word in a sentence.





# Word Search



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

Find these words. Circle them or color them yellow.

- |                |             |              |               |                |                |              |
|----------------|-------------|--------------|---------------|----------------|----------------|--------------|
| <b>family</b>  | <b>mom</b>  | <b>dad</b>   | <b>sister</b> | <b>brother</b> | <b>grandma</b> |              |
| <b>grandpa</b> | <b>aunt</b> | <b>uncle</b> | <b>cousin</b> | <b>happy</b>   | <b>sad</b>     | <b>silly</b> |
| <b>mad</b>     | <b>see</b>  | <b>hear</b>  | <b>smell</b>  | <b>taste</b>   | <b>feel</b>    |              |



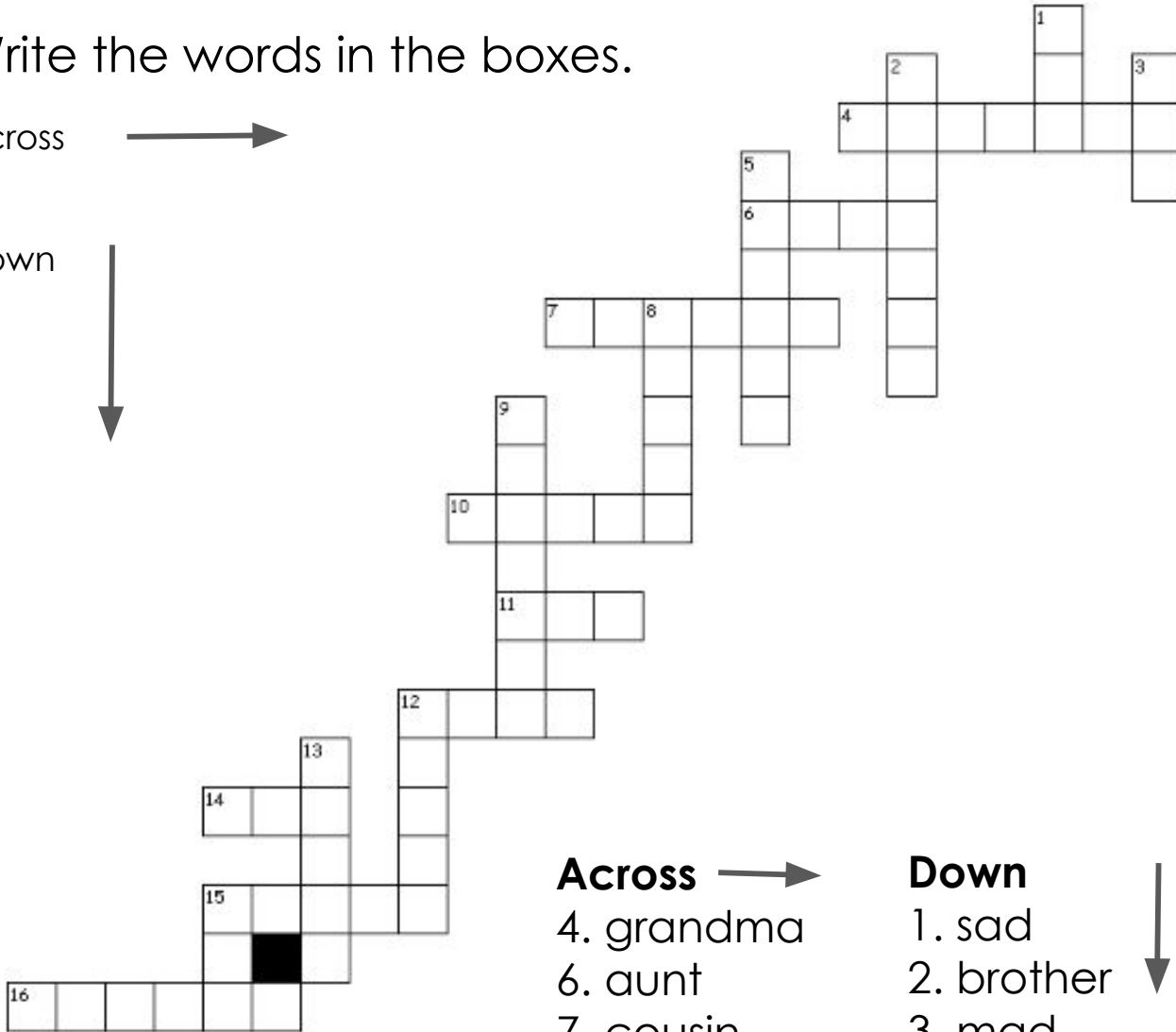
# Crossword Puzzle



Write the words in the boxes.

Across →

Down ↓



**Across** →

- 4. grandma
- 6. aunt
- 7. cousin
- 10. taste
- 11. dad
- 12. hear
- 14. mom
- 15. silly
- 16. sister

**Down** ↓

- 1. sad
- 2. brother
- 3. mad
- 5. family
- 8. uncle
- 9. grandpa
- 12. happy
- 13. smell
- 15. see



# My Week



What activity this week was the most **fun**?



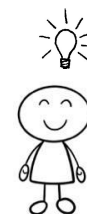
What activity this week was the most **confusing**?



What activity this week helped you **learn** the most?



What activity this week was the most **interesting**?







## My Packet Journal

Draw a picture about what you learned in this packet:

A large, empty rectangular box with a thin black border, intended for a student to draw a picture about what they learned in the packet.

Write about what you learned in this packet:

Four horizontal lines spaced evenly down the page, intended for a student to write about what they learned in the packet.

ICMEE is housed within:





## Reference Sheet

LENGTH	
Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME	
Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT	
Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	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:

