

3rd- 5th grade • English Level 1

Learning Packet #2

Theme: Body, Heredity, and Traits



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Sarah E. Ansari** in collaboration with Lydiah Kiramba and Alexa Yunes.

The standards that informed the development of this packet include:

Math

- Operations and Algebraic Thinking- Use the four operations with whole numbers to solve problems
- Number and Operations—Fractions- Develop understanding of fractions as numbers
- Measurement and Data- Represent and interpret data.

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

- 3-LS3-1 Heredity: Inheritance and Variation of Traits

Art

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

Physical Education

- Rhythmic Skills- 1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction. 1.19 Design and perform a routine to music that involves manipulation of an object.
- 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

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August 15th, 2020

Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.
- The focus of this packet is the body, heredity and traits. 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 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 E. Ansari** in collaboration with Lydia Kiramba and Alexa Yunes.

Answer Keys



Family Traits Fractions

There are 5 people in my family. 2 are left handed and 3 are right handed. What fraction of my family is left handed?

Picture: $\frac{2}{5}$

Equation: $\frac{2}{5}$ Sentence: $\frac{2}{5}$ of my family is left handed.

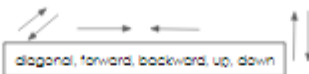
There are 7 people in my family. 5 have curly hair and 2 have straight hair. What fraction of my family has straight hair?

Picture: $\frac{2}{7}$

Equation: $\frac{2}{7}$ Sentence: $\frac{2}{7}$ of my family has straight hair.



Word Search



Crossword Puzzle

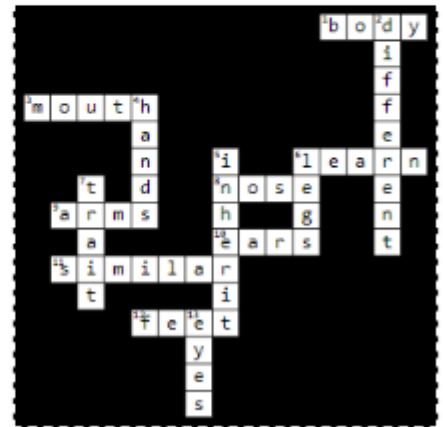


Z Q R M C O N B M E M Z E A L N Y V X A
 B R T X L P S C T G F W S Q E D N F F X
 Z W W S I G W I Q W M F C H O Q C B P X
 I F T E E K Z X M A Y A M B J Z Z V D M
 V T G I P W K F N I S A R X O T R A I T
 U P Q S R N P O N O L H L Z B Q L D I M
 W F B H J M J G F S C A B T O S D X F F
 S I P I M O C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

Write the words in the boxes.

Across →

Down ↓



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15 de agosto del 2020

Estimadas familias:

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

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

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

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

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

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- El enfoque de este paquete es el cuerpo, la herencia y los rasgos. Los estudiantes usarán sus experiencias personales, ideas y sentimientos para completar las actividades. Se les debe alentar a usar su idioma materno y sus habilidades artísticas a medida que desarrollan sus habilidades de inglés en 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 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
PI: International Consortium for Multilingual Excellence in 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



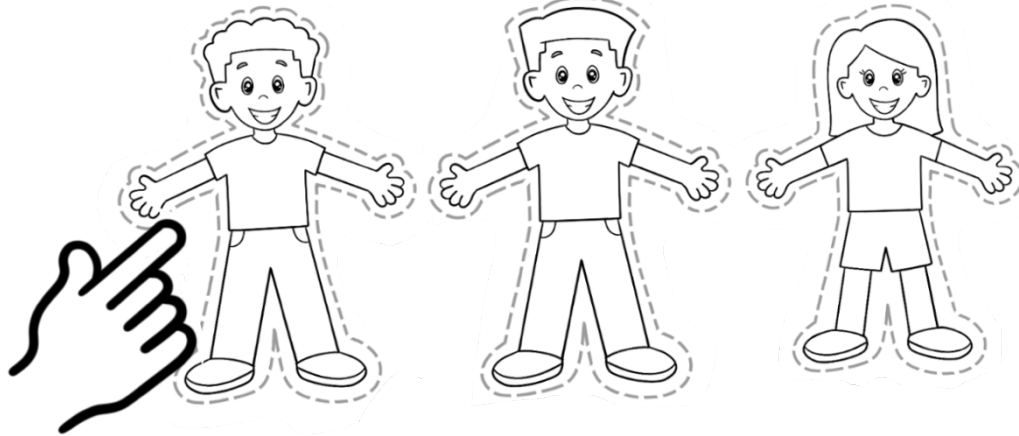
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



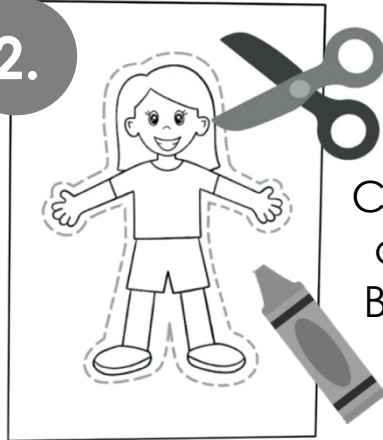
Day 1

My Buddy

1. Choose a Buddy

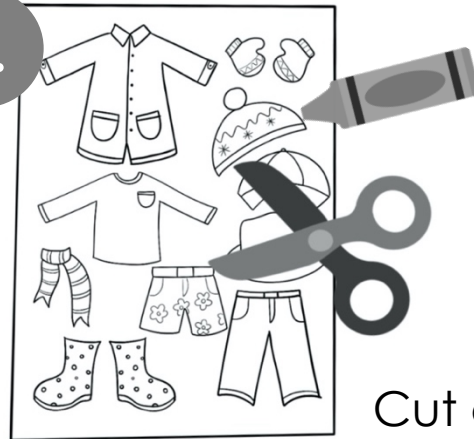


2.



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

3.

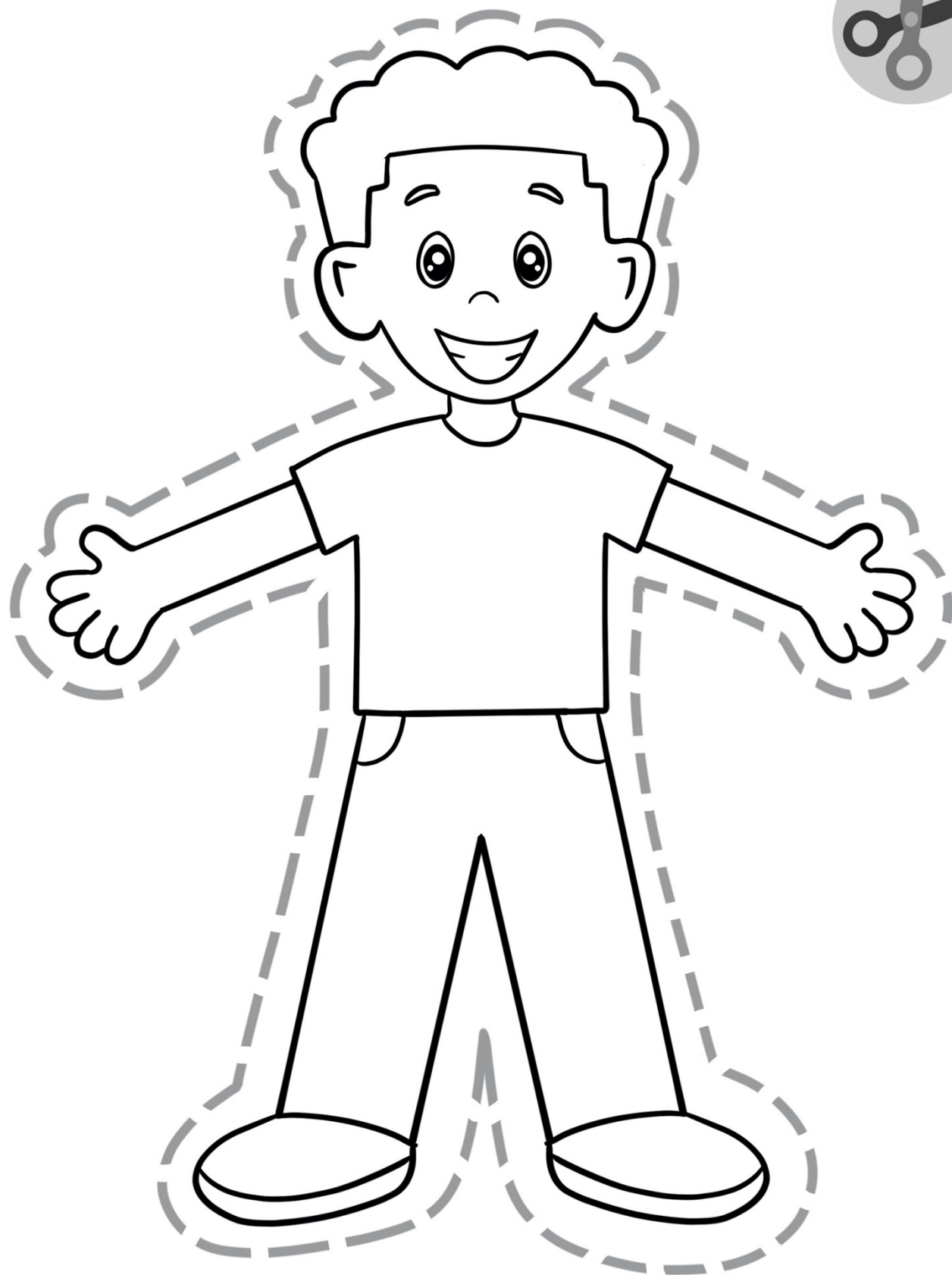


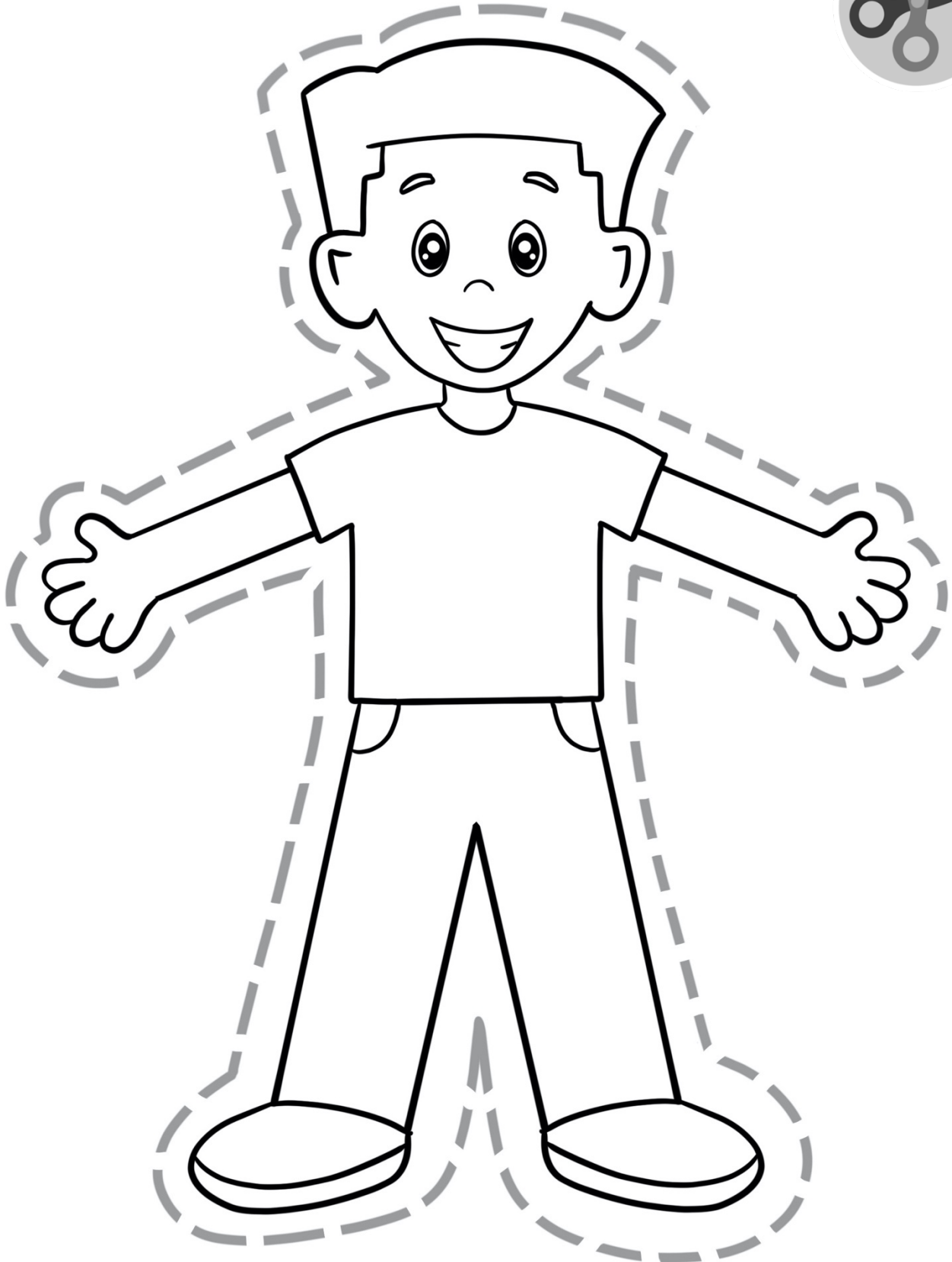
Cut out and color the accessories

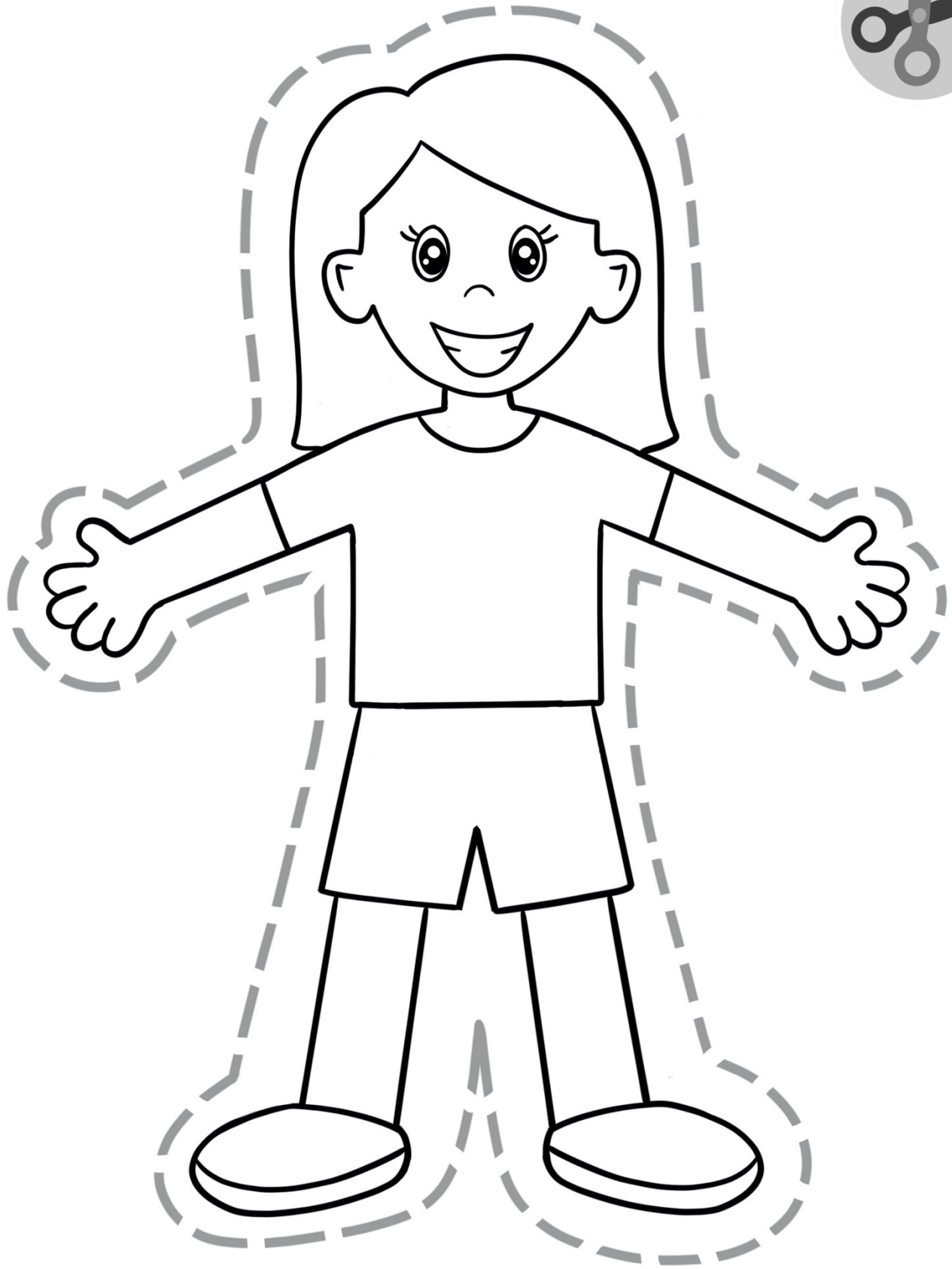
4.

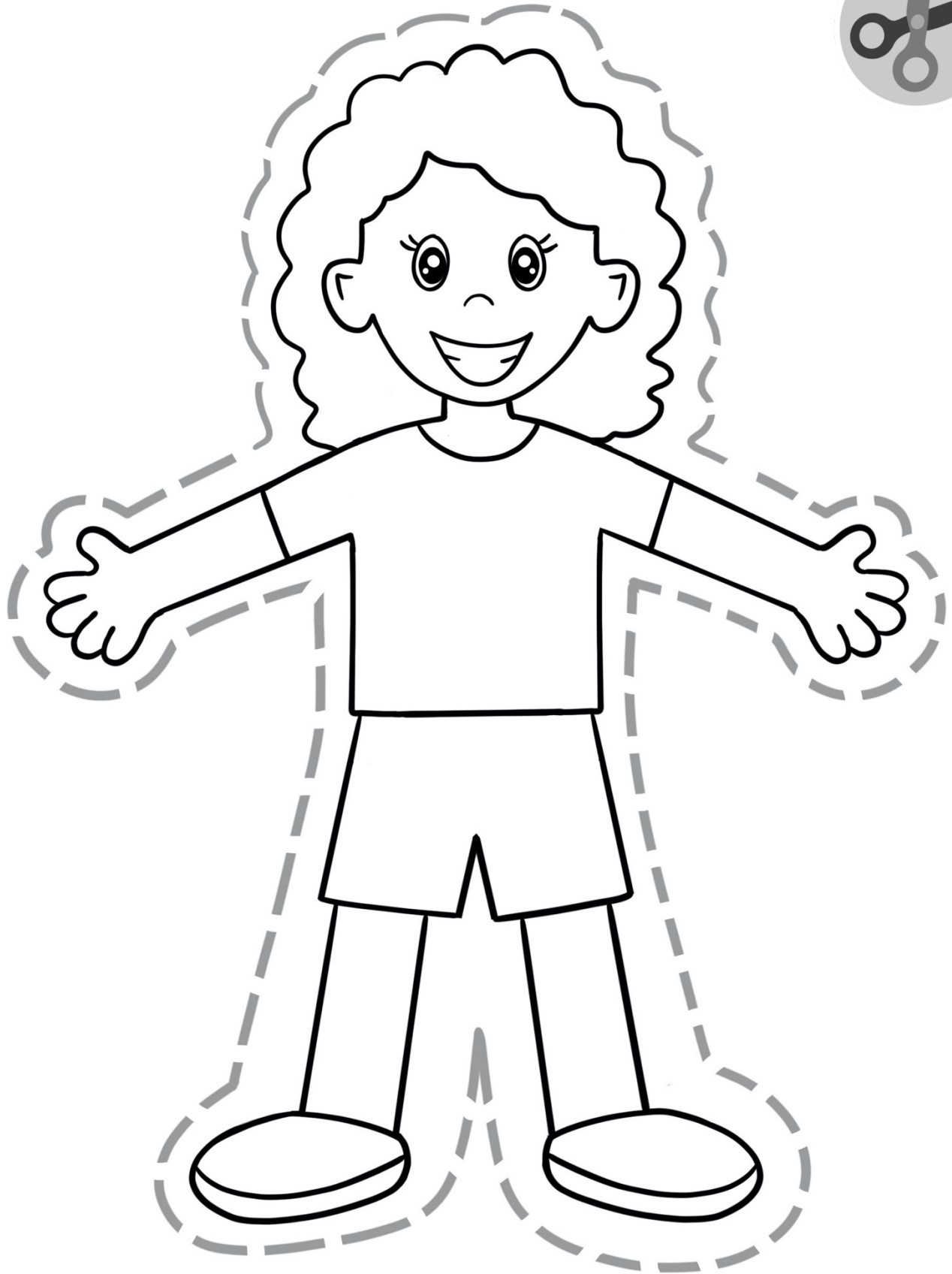


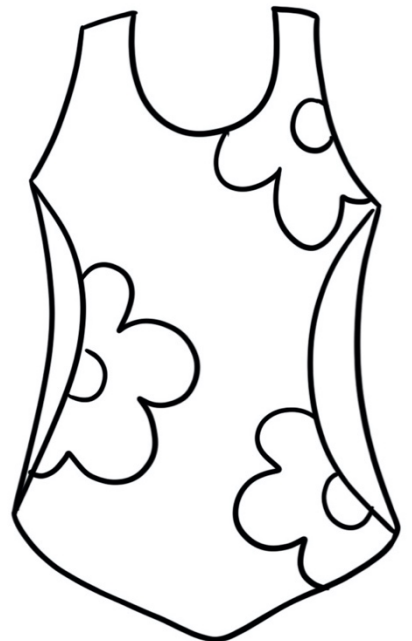
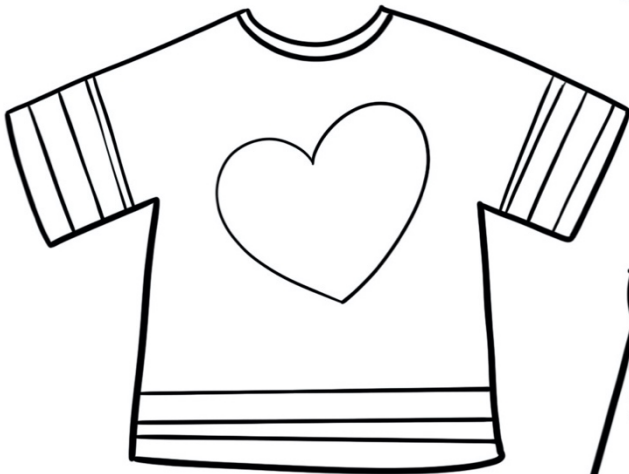
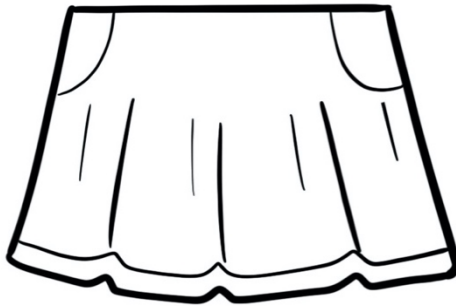
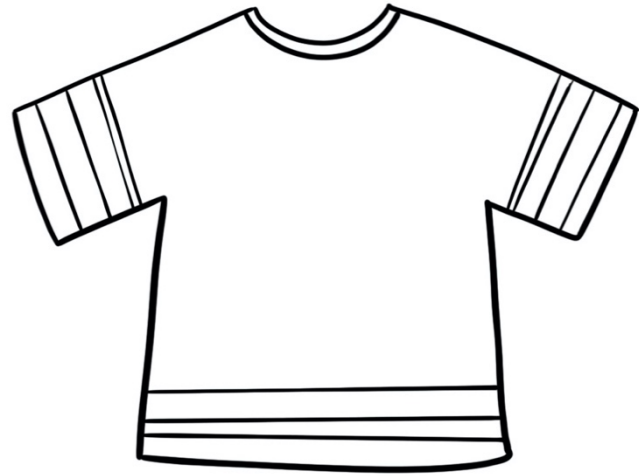
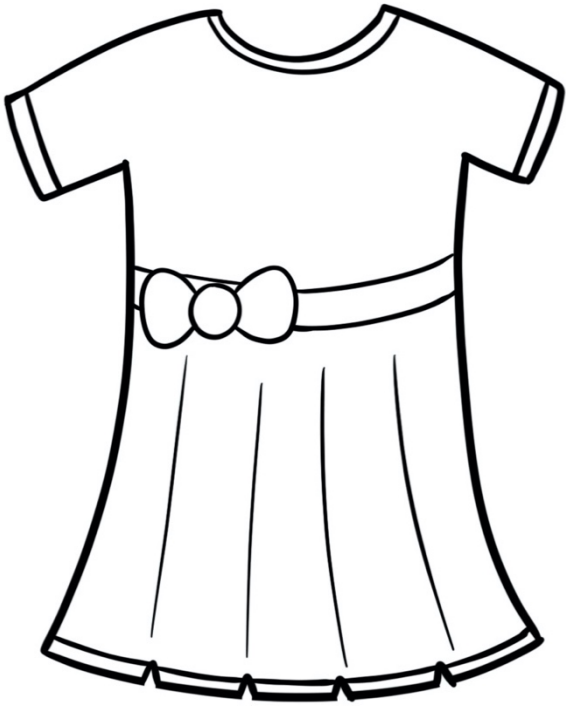
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

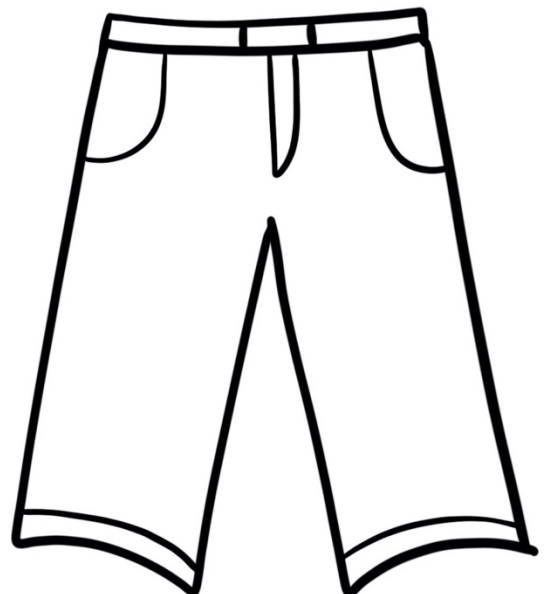
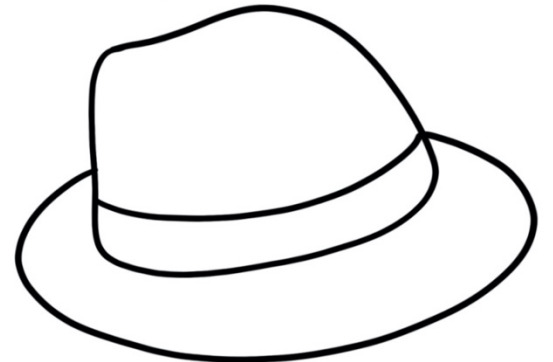
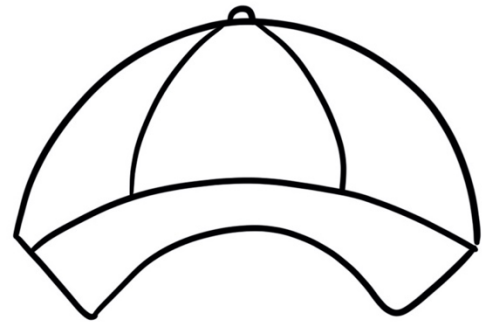
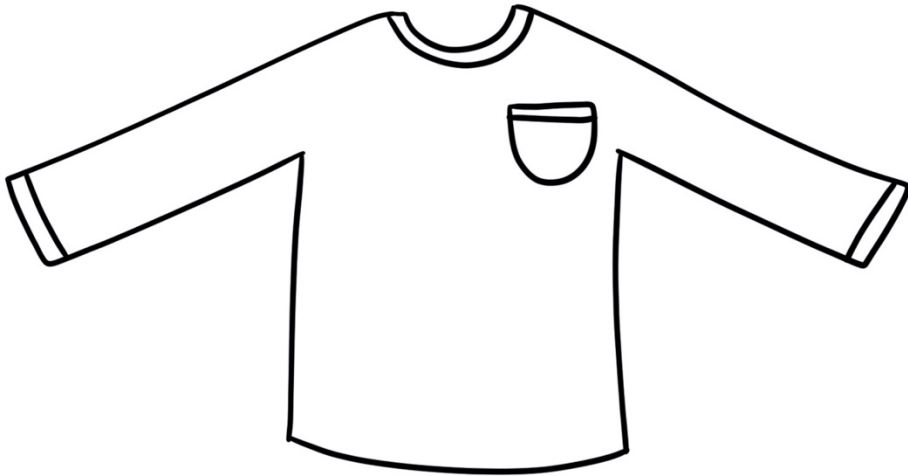




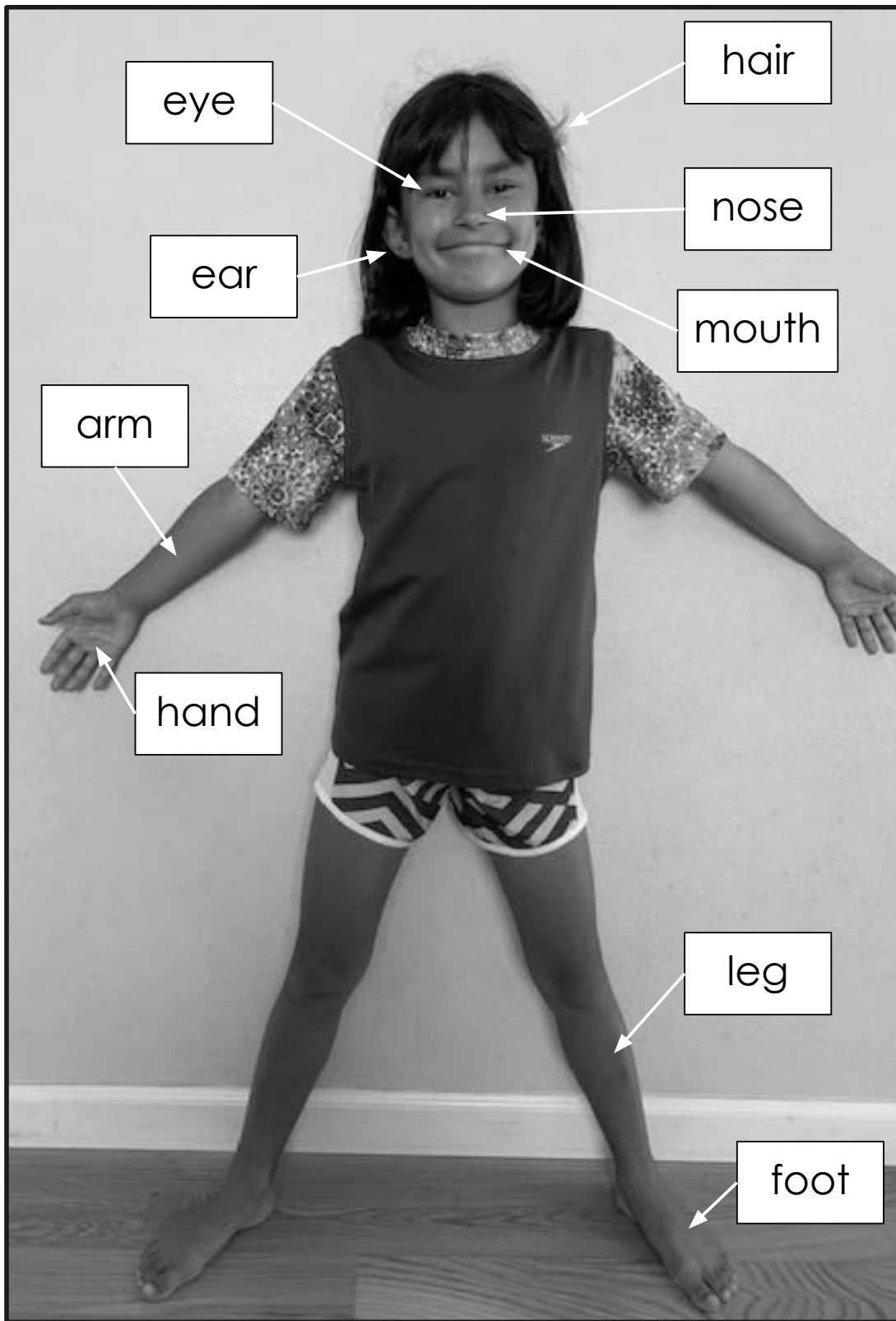

















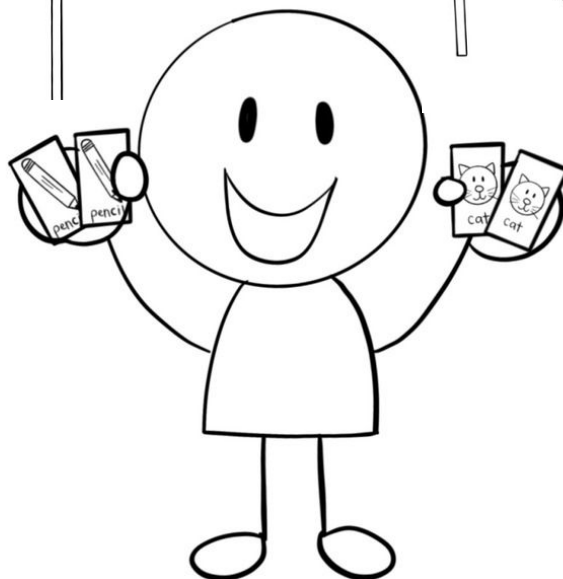
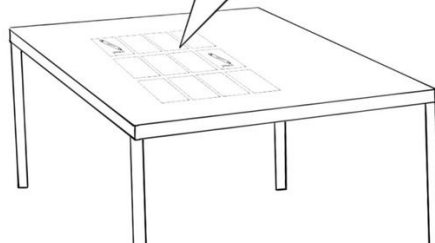
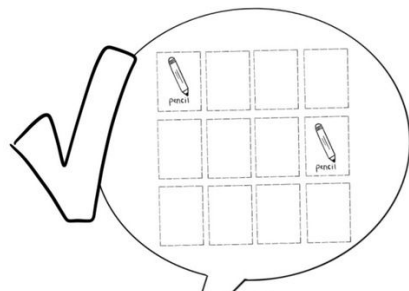
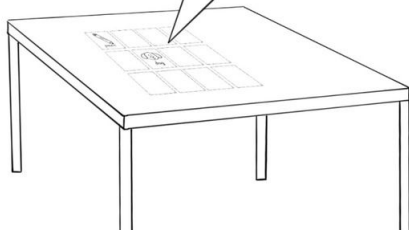
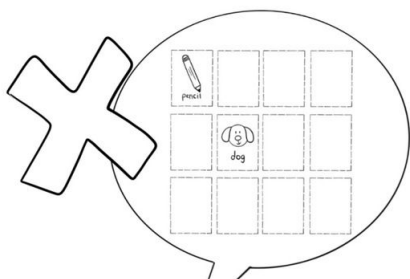
My Body



Matching

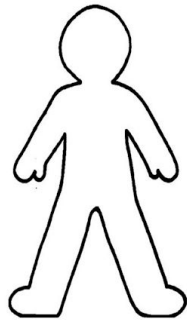


 apple	 apple	 ball
 cat	 cat	 ball
 pencil	 pencil	 dog





Matching:
Cut out and play!



body



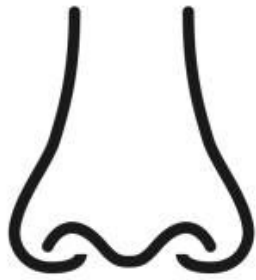
eye



ear



mouth



nose



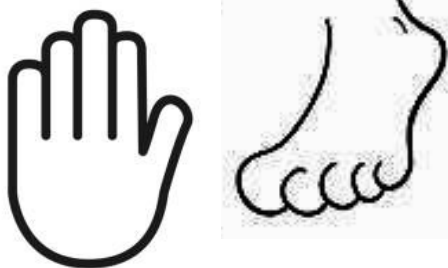
hair



arm

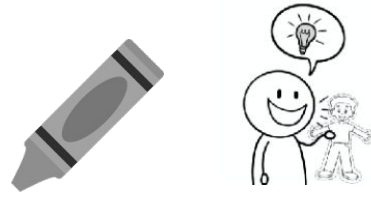


leg

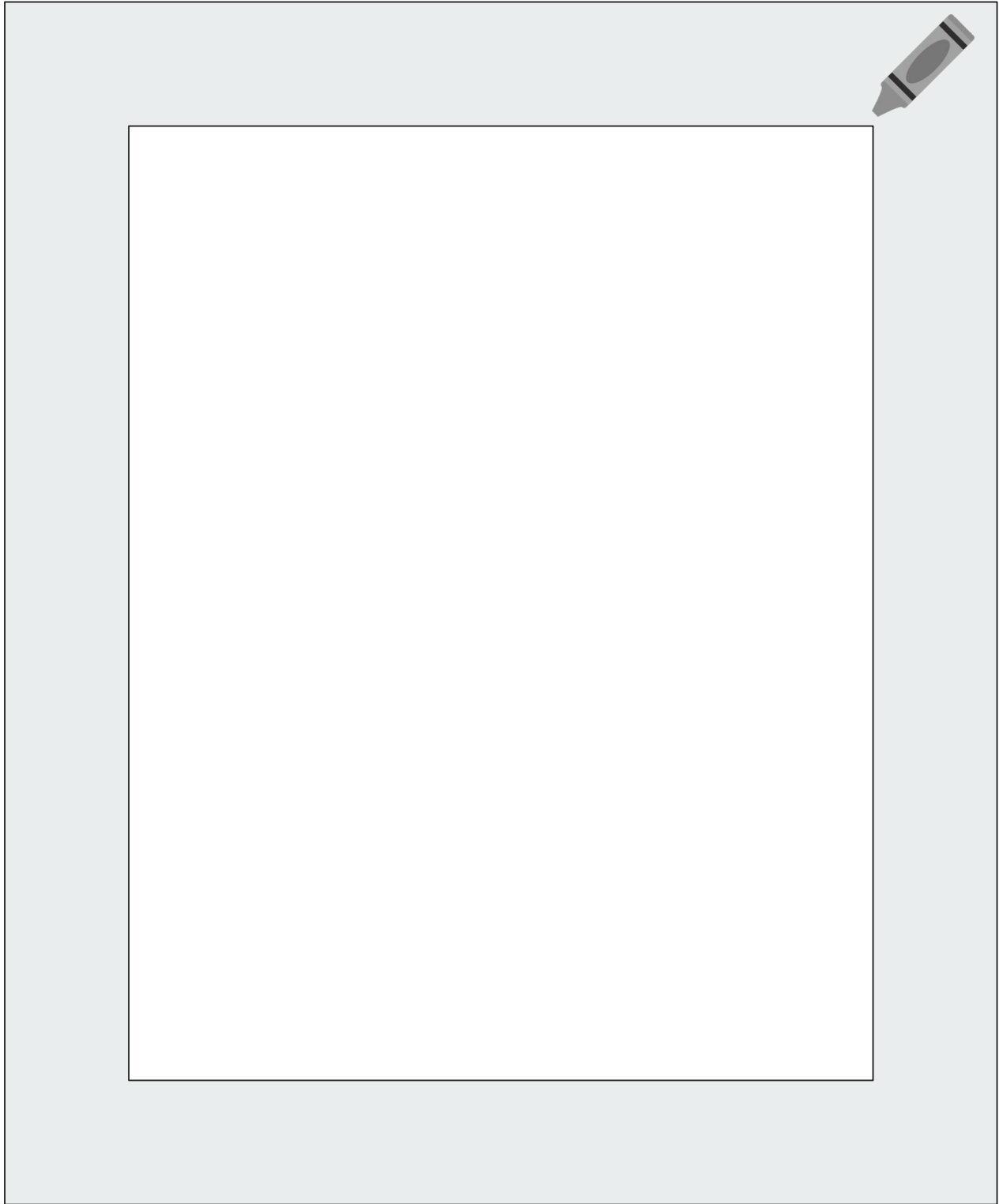


hand and
foot

My Self-Portrait



My Self-Portrait





Our Bodies



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



Our Bodies

We all have **bodies**.



Some bodies are tall.



Some bodies are short.

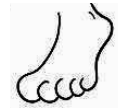












Some bodies are medium.



Body Parts

Our bodies have arms, legs, hands and feet.



Singular (1 one)	Plural (2, 3, 4.... More than one)
body 	bodies 
arm 	arms 
leg 	legs 
hand 	hands 
foot 	feet 



Face











We have faces with **eyes, ears, a mouth** and a **nose**. Our faces are all different.



Hair

We can have short hair or long hair, curly hair or straight hair. What is your hair like?



Singular (1 one)	Plural (2, 3, 4.... More than one)
eye 	eyes 
ear 	ears 
nose 	noses 
mouth 	mouths 
hair 	hair 



My Body



I have _____ hair.



I have long, straight hair.

I am _____.



tall



short



medium height

I have two _____.

I have two _____.

_____.



Day 2



Heredity

By Aliya



dad



mom



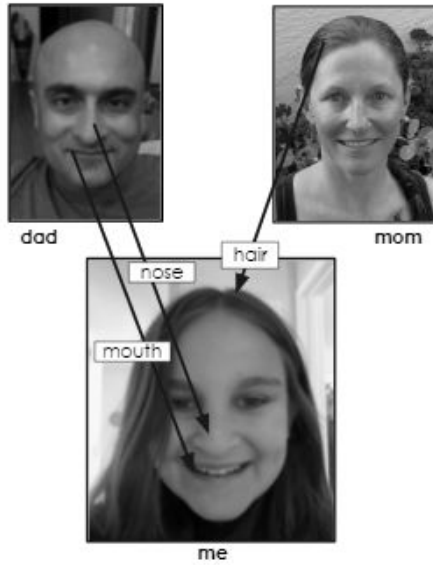
me



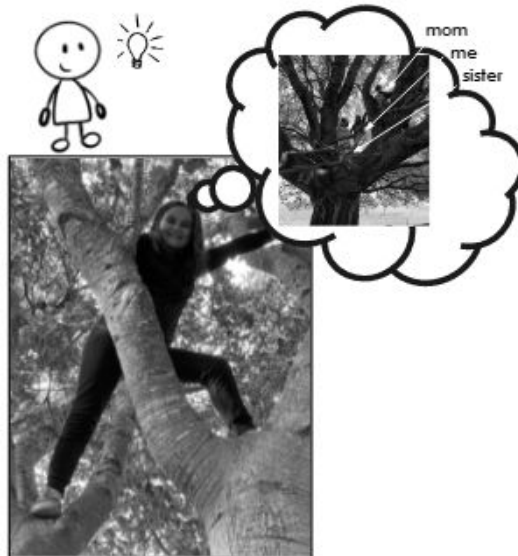
sister

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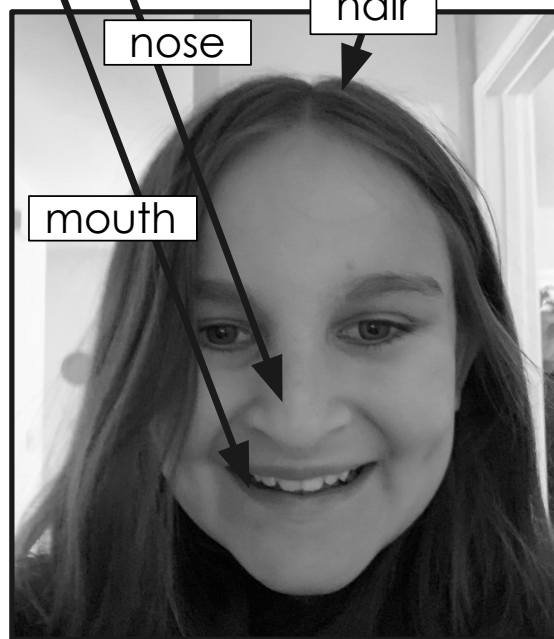
Inherited Traits



dad



mom



me

We inherit traits from our parents.

I get my **hair** from my **mom**. I get my **mouth** and **nose** from my **dad**.

Page 1



dad



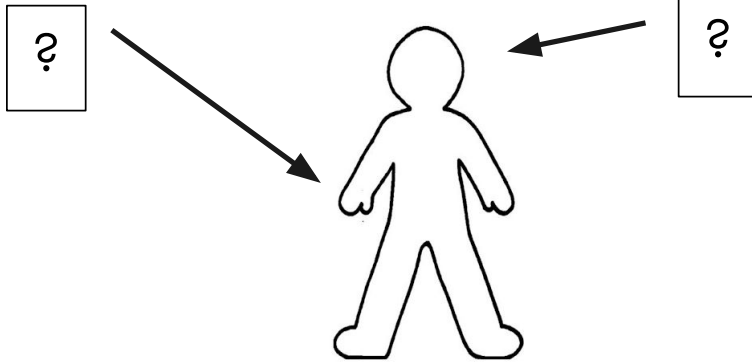
mom



sister

My sister gets her **mouth** from my **dad**.

My sister looks like my **grandpa**.



Who do you look like?

Page 2

Learned Traits



mom
me
sister

Some traits we **learn** from our parents.
I learned to climb trees from my **mom**.










Family Traits Interview





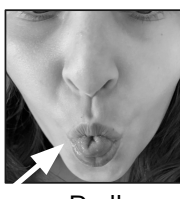




Ask your family (or your friend's family) about their traits.

Do you have _____? Are you _____?



			 	 
family member	Dimple? (yes, no)	Roll tongue? (yes, no)	Connected or Unconnected earlobes?	Left or Right handed?
mom	no	yes	connected	right
grandpa	yes	yes	unconnected	right



			 	 
family member	Dimple? (yes, no)	Roll tongue? (yes, no)	Connected or Unconnected earlobes?	Left or Right handed?



Graph: Family Traits



Use your family traits interview to graph your family members' traits below.

10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0	Yes dimple	No dimple	Yes Roll tongue	No roll tongue	Connected earlobe	Unconnected earlobe	Left handed	Right handed



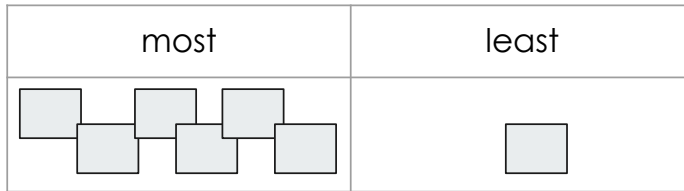


Graph: Family Traits



Use your family traits graph to answer the questions below.

family member	Dimple? (yes, no)	Roll tongue? (yes, no)	Connected or Unconnected earlobes?	Left or Right handed?



What trait is **most** common in your family?

The **most** common trait in my family is _____

_____.

What trait is **least** common in your family?

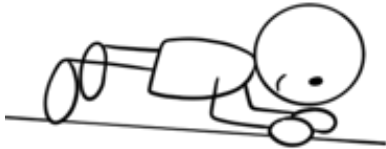
The **least** common trait in my family is _____

_____.



Get up and Move!

Exercise your **arms**.



30 seconds x 3



30 seconds x 3

Exercise your **legs**.



30 seconds x 3



3 minutes x 3




Day 3



Compare and Contrast: Family Traits










me	\neq	my _____
 <p>I have straight hair. (different)</p>		 <p>My sister has curly hair. (different)</p>
	$=$	
My brother and I both have straight hair . (similar)		


	me	\neq	my _____ (family member)
both (similar)			
$=$			



Family Traits Writing

Use your Compare and Contrast chart to write about your traits.

same/similar	different
  	  



My brother and I are **similar** because we **both** have straight hair. 

My brother and I are **different** because I am left handed  and my brother is right handed. 

My _____ and I are **similar** because we **both**

_____.

We are also **similar** because we both

_____.

My _____ and I are **different** because I have

_____ and my _____ has _____.

We are also **different** because I _____

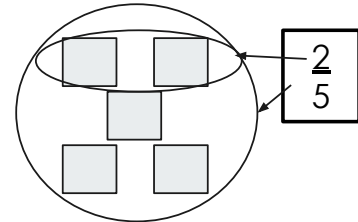
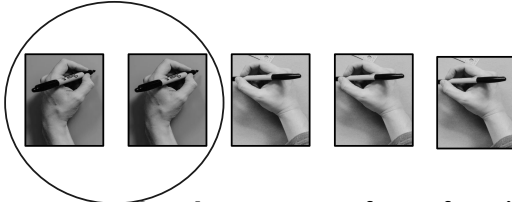
and my _____.



Family Traits Fractions

There are 5 people in my family. 2 are left handed and 3 are right handed. What fraction of my family is left handed?

Picture:



Equation: $\frac{2}{5}$ Sentence: $\frac{2}{5}$ of my family is left handed.

There are 7 people in my family. 5 have curly hair and 2 have straight hair. What fraction of my family has straight hair?

Picture:

Equation: _____ Sentence: _____ of my family has _____.

There are _____ people in my family. _____ have _____.

What fraction of my family has _____?

Picture:

Equation: _____ Sentence: _____ of my family _____.

There are _____ people in my family. _____ have _____.

What fraction of my family has _____?

Picture:

Equation: _____ Sentence: _____.



Get up and Move!

Turn on music, and dance for 15 minutes.





Move your arms, legs, hands and feet!





Day 4


I am Poem
By Inaya


I am short 


I hear footsteps 

I see trees 

I have my mom 

I feel happy 

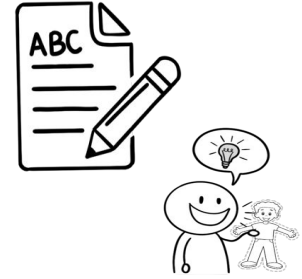
I am tired 

I am strong 

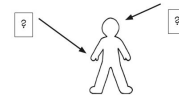
I am Inaya

I am Poem

By _____



I am _____



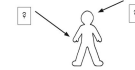
I hear _____



I see _____



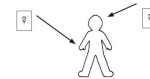
I have _____



I feel _____



I am _____



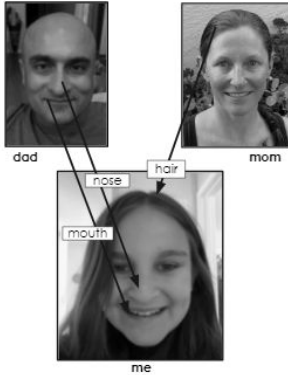
I am _____

My Traits



I get my nose from my mom.

Inherited Traits



I get my _____



from my _____.

I get my _____



from my _____.

I learned _____



from my _____.

I learned _____



from my _____.

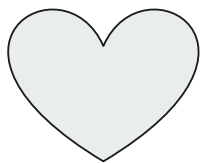
Learned Traits



My best trait is my _____.



My Traits



Write about what makes you and your family special.



A large writing area enclosed in a dashed border with rounded corners. It contains 15 horizontal lines for writing.



Get up and Move!

Dance, run or walk for 20 minutes.



dance



run

walk





Day 5




My Dictionary



hair

Vocabulary Word



Draw a picture

I have long,

straight hair.

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.

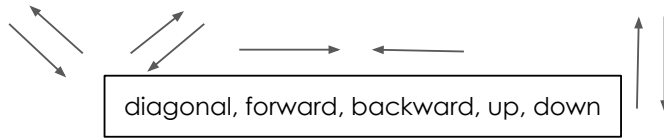
Vocabulary Word

Draw a picture

Use the word in a sentence.



Word Search



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

Find these words. Circle them or color them yellow.

- | | | | | | | |
|--------------|--------------|------------------|----------------|----------------|--------------|-------------|
| body | learn | nose | legs | similar | trait | eyes |
| mouth | hands | different | inherit | ears | arms | feet |



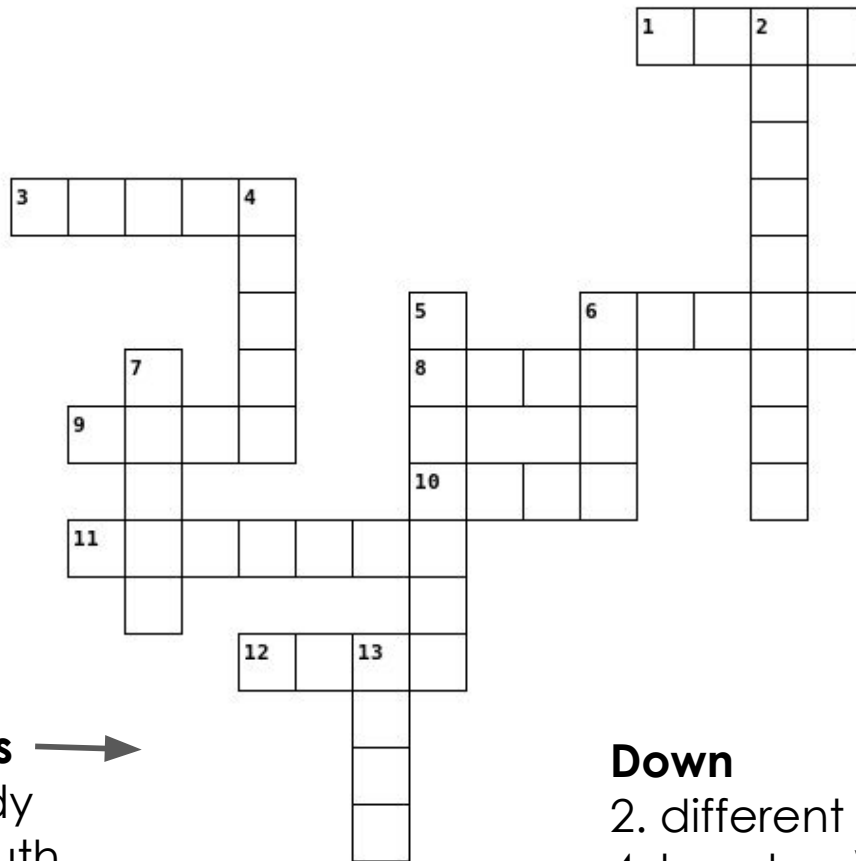
Crossword Puzzle



Write the words in the boxes.

Across →

Down ↓



Across →

- 1. body
- 3. mouth
- 6. learn
- 8. nose
- 9. arms
- 10. ears
- 11. similar
- 12. feet

Down ↓

- 2. different
- 4. hands
- 5. inherit
- 6. legs
- 7. trait
- 13. eyes



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:

