

3rd – 5th grade • English Level 1

Learning Packet #3

Theme: Community



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 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
- Geometry- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
- 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

- 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 different ways.

Social Studies

- What issues are important to my community?

Art

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

Physical Education

- 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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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 community and geometric shapes, with social studies and math concepts supporting the vocabulary development. 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 Lydiah Kiramba and Alexa Yunes.

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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 la comunidad y las formas geométricas, con estudios sociales y conceptos matemáticos que apoyan el desarrollo del vocabulario. Los estudiantes usarán sus experiencias personales, ideas y sentimientos para completar las actividades. Se les debe alentar a usar su idioma materno y sus destrezas 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
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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



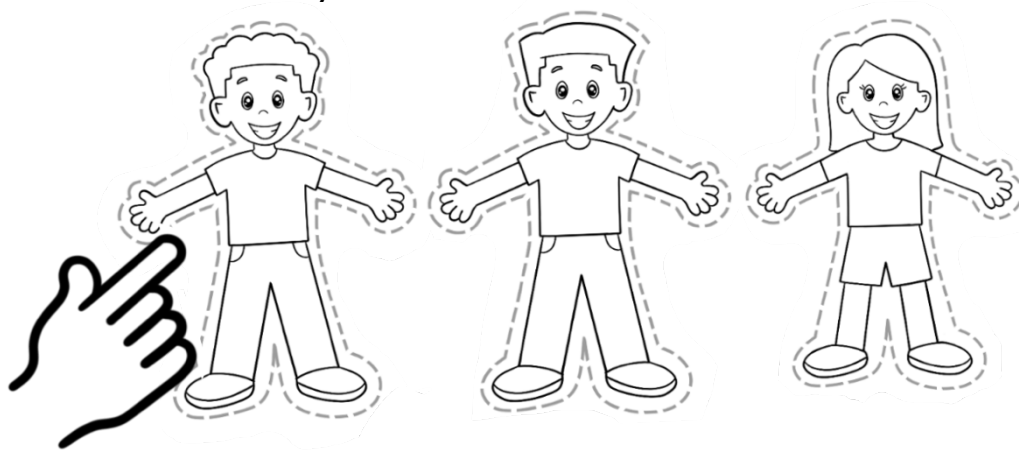
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



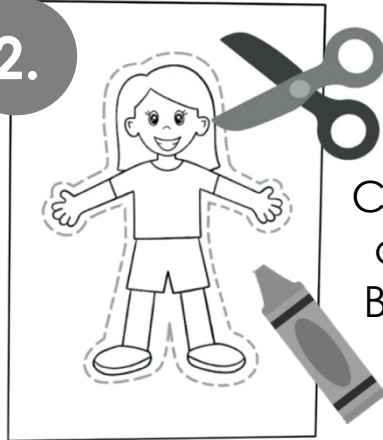
Day 1

My Buddy

1. Choose a Buddy

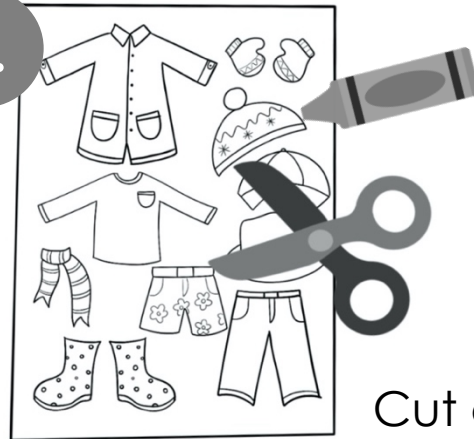


2.



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

3.

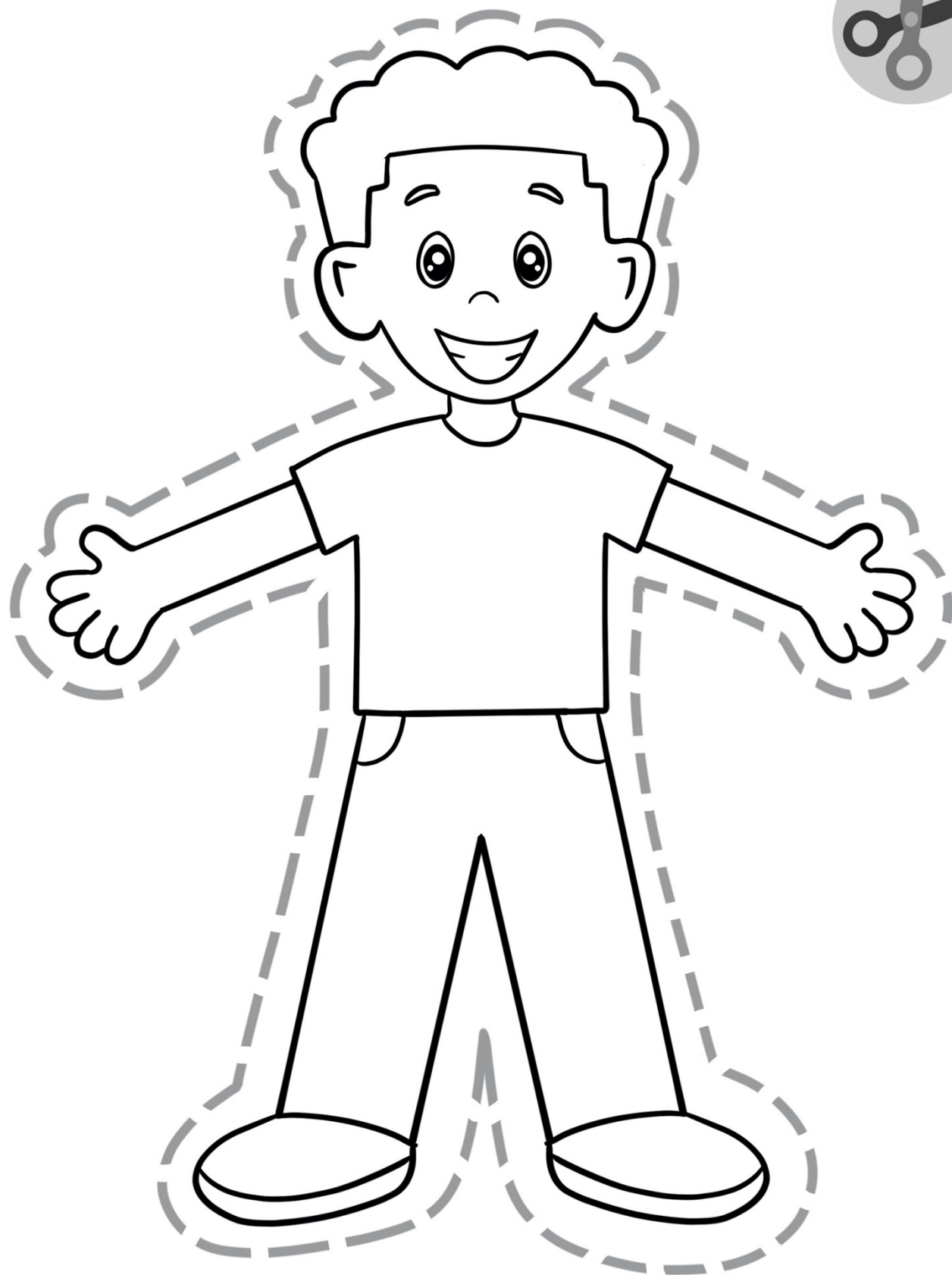


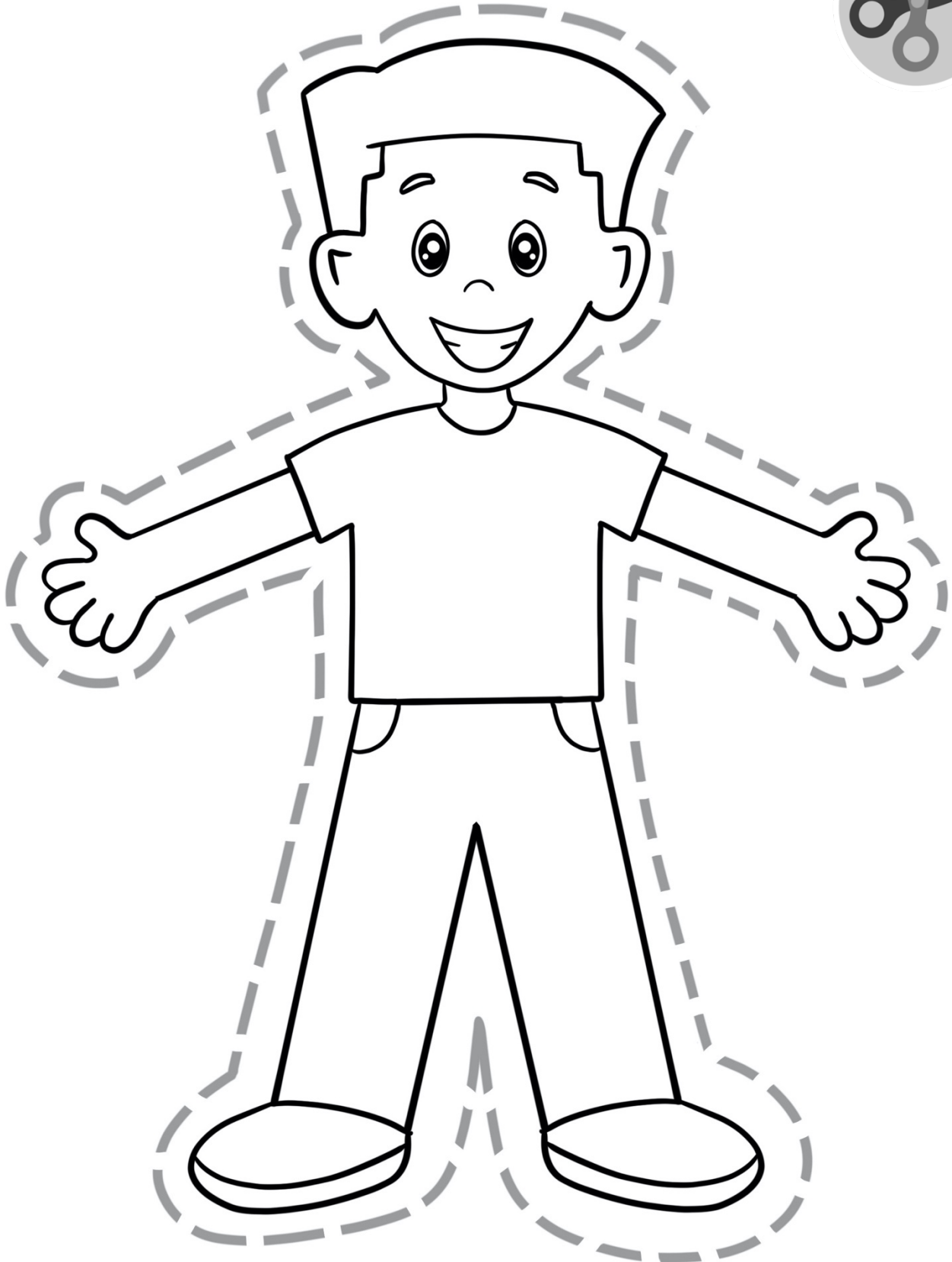
Cut out and color the accessories

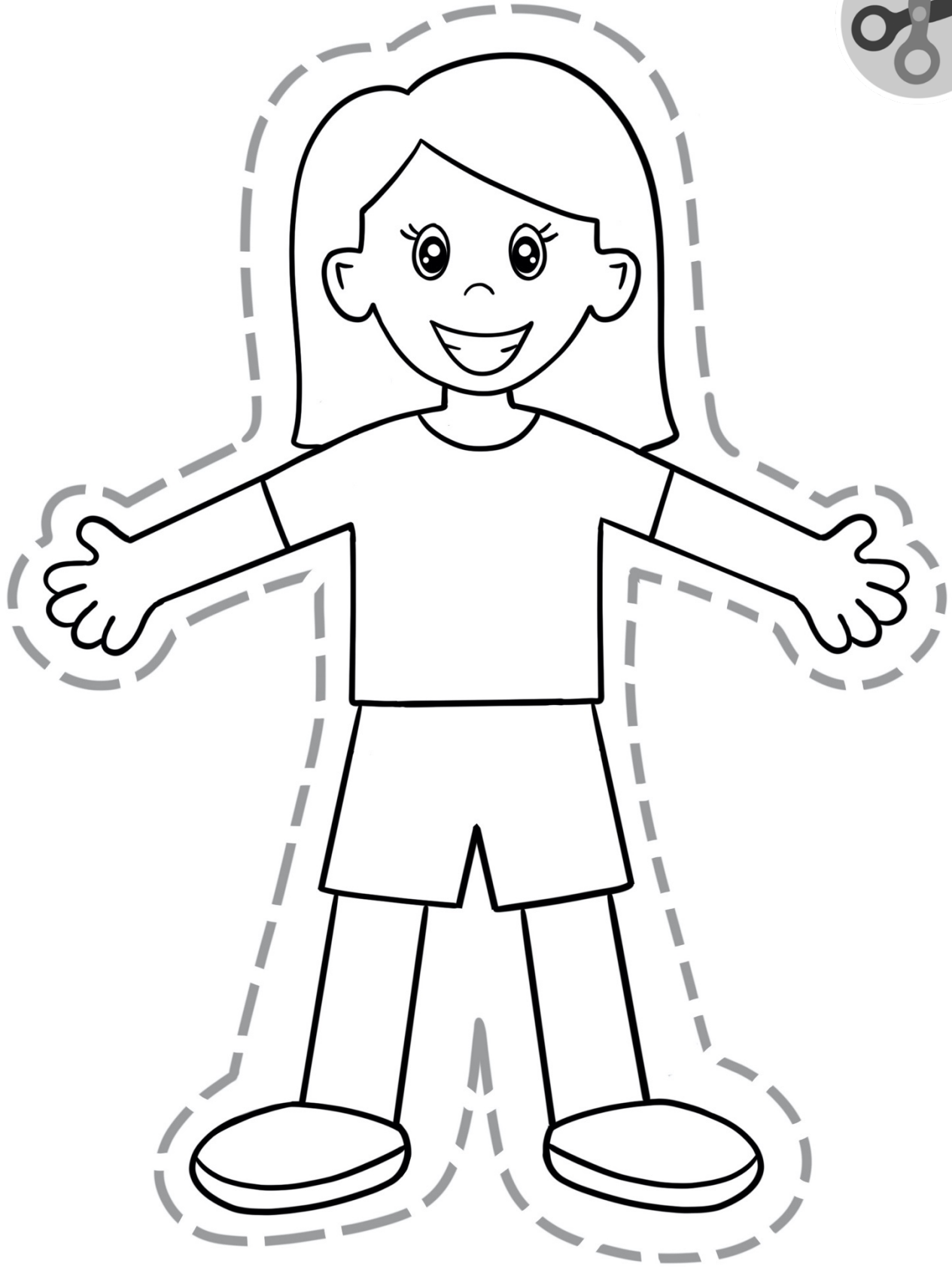
4.

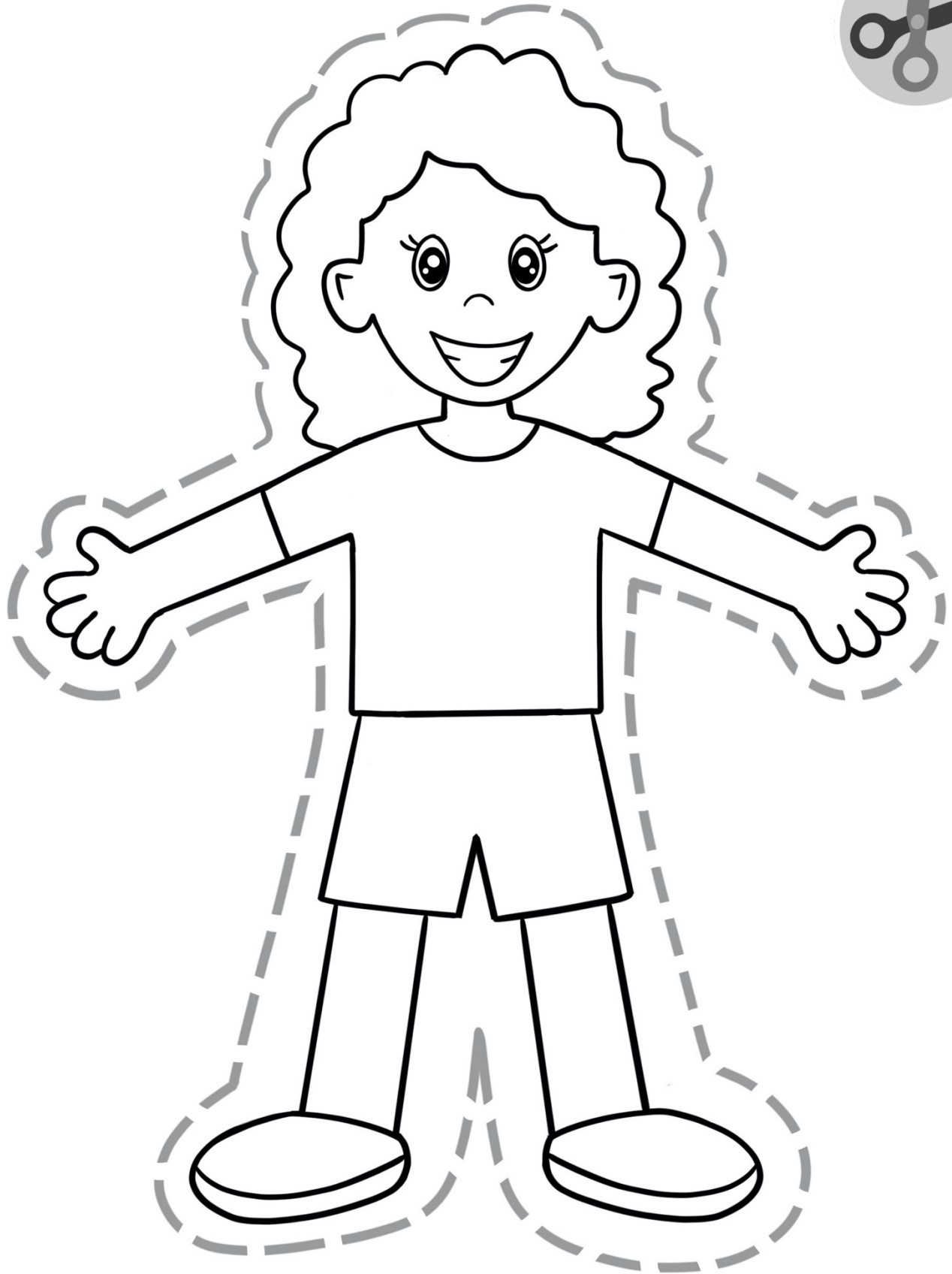


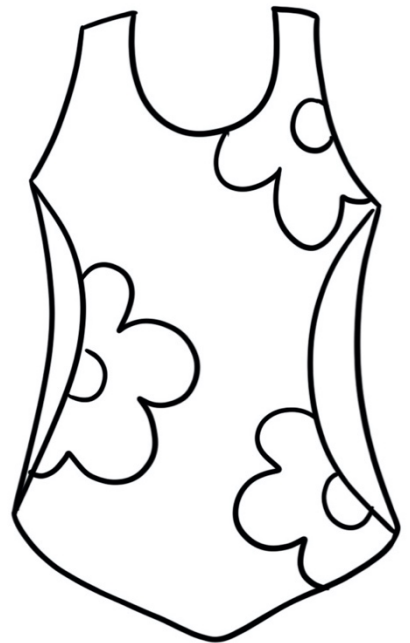
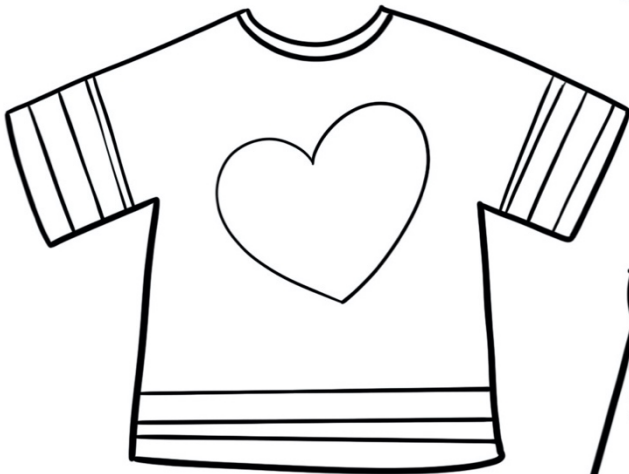
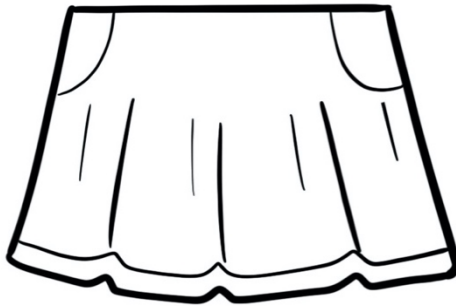
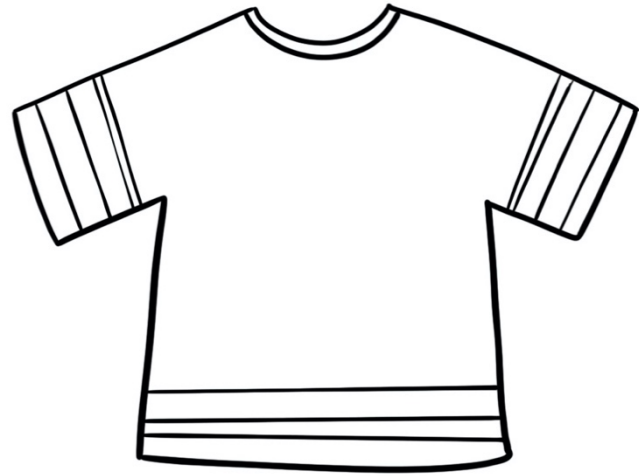
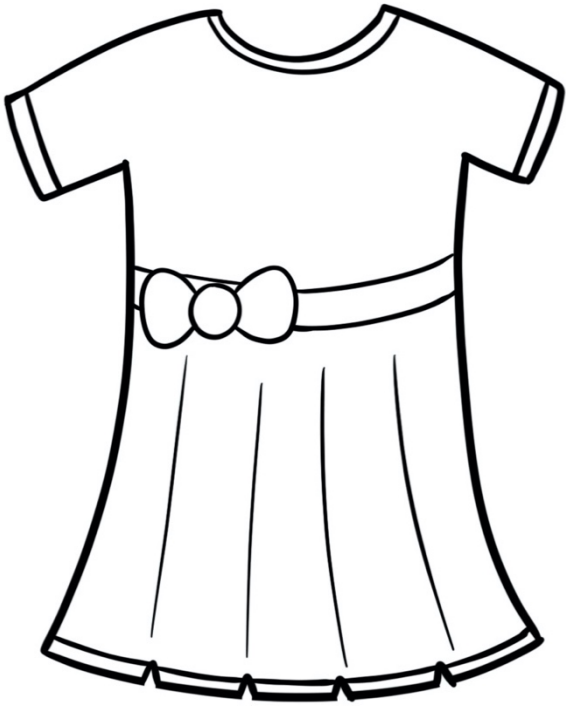
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

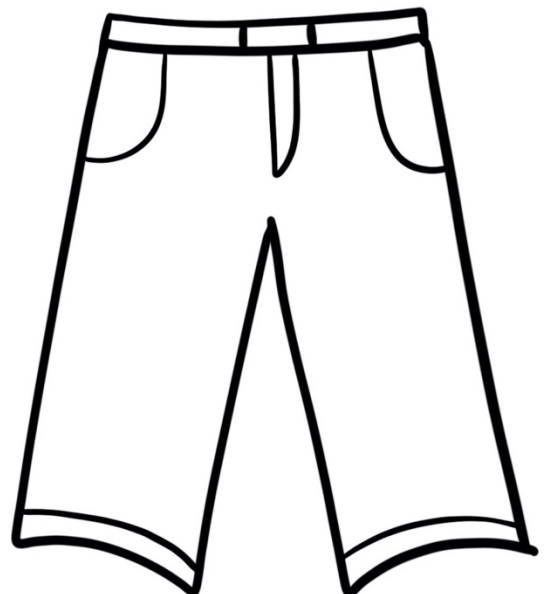
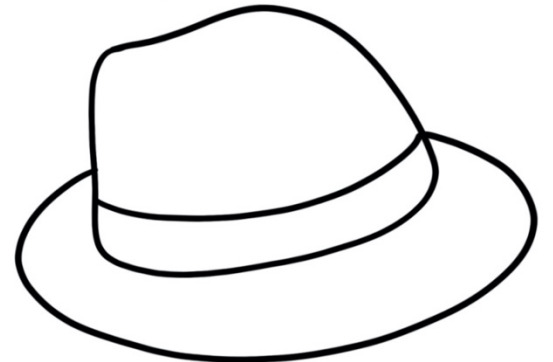
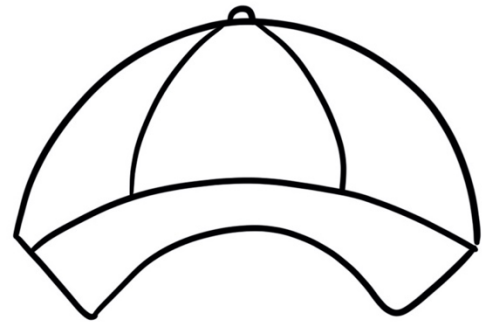
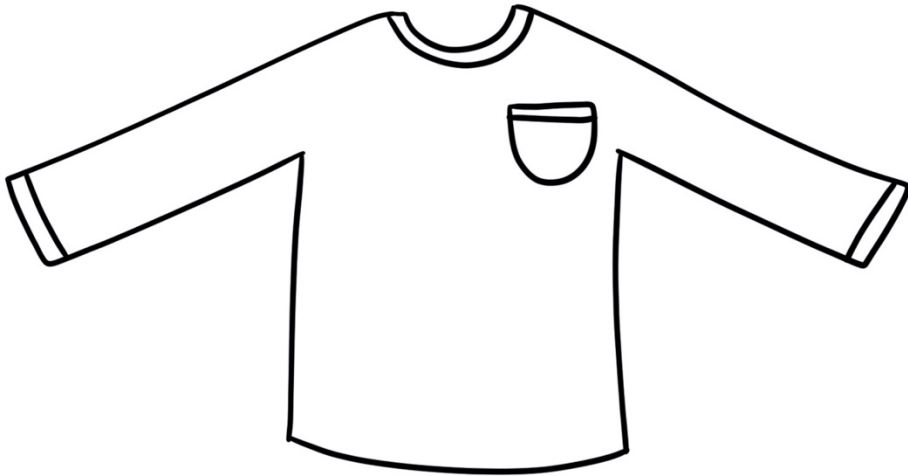












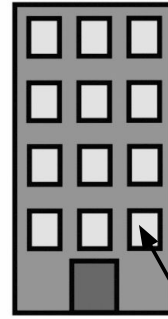
My Community



urban



house



apartment



mobile home



suburban



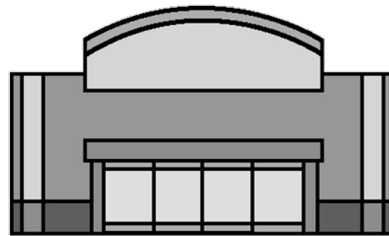
school



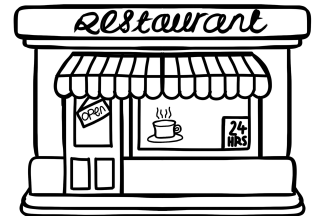
library



rural



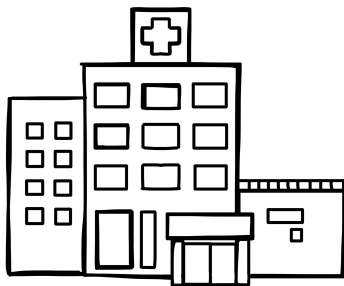
store



restaurant



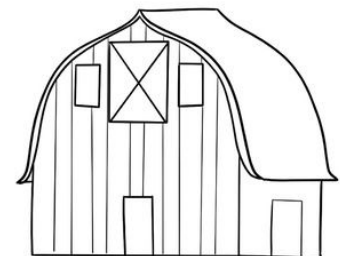
park



hospital

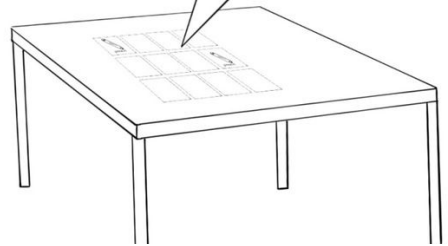
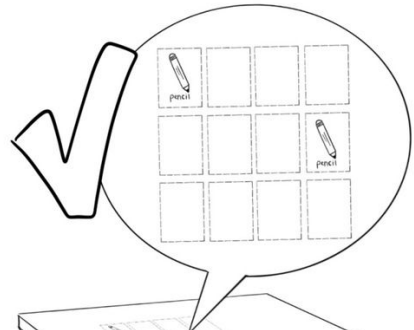
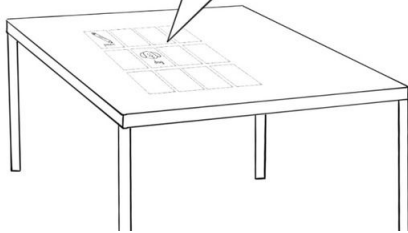
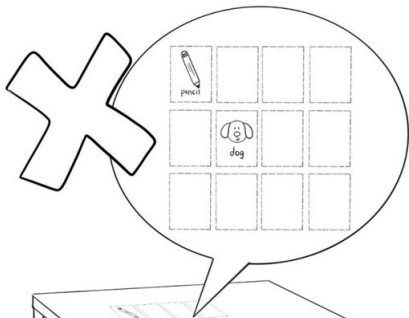
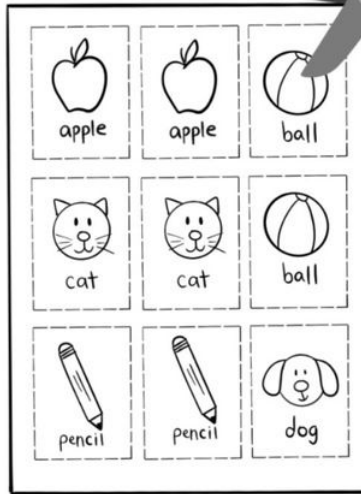


fire station



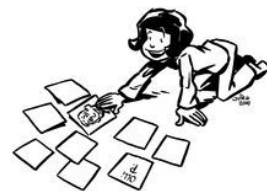
barn

Matching

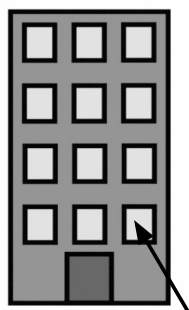




Matching:
Cut out and play!



house



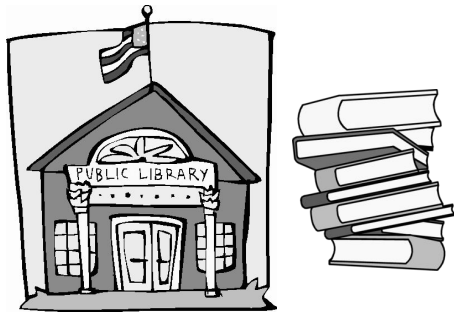
apartment



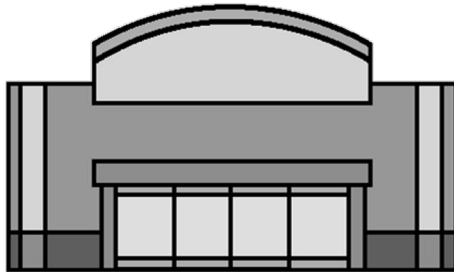
mobile
home



school



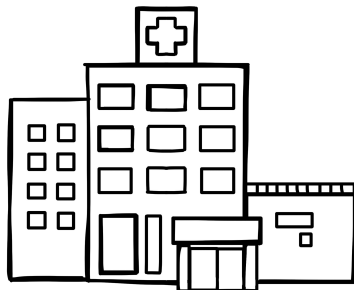
library



store



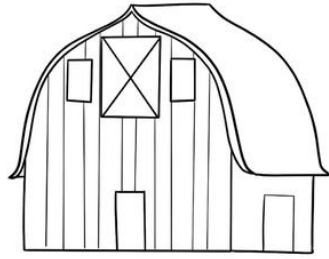
park



hospital



fire station



barn



urban



suburban



rural





My Community



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



Community

A **community** is a place where we **live, work, learn** and **play**.



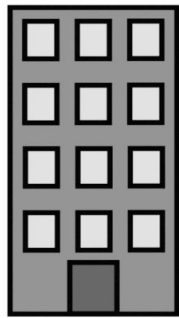
Some communities are **large**, like a **city**. This is an **urban** community.



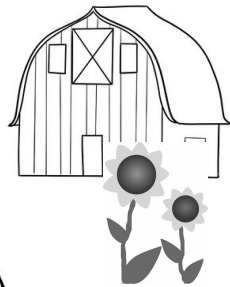
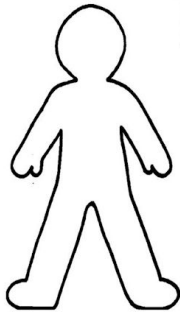
Some communities are **small**, like a **town**. This is a **rural** community.



Some communities are **medium** sized. This is a **suburban** community.


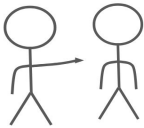
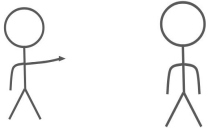
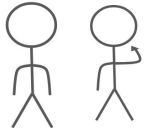
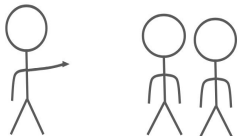


?



?

Communities are important to us. We are important to our communities. What is your community like?

	<p>my community</p>		<p>your community</p>
	<p>her community</p> <p>his community</p>		<p>our community</p>
			<p>their community</p>

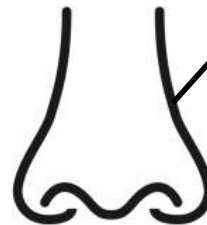
My 5 Senses: In My Community



I feel ...



I hear...



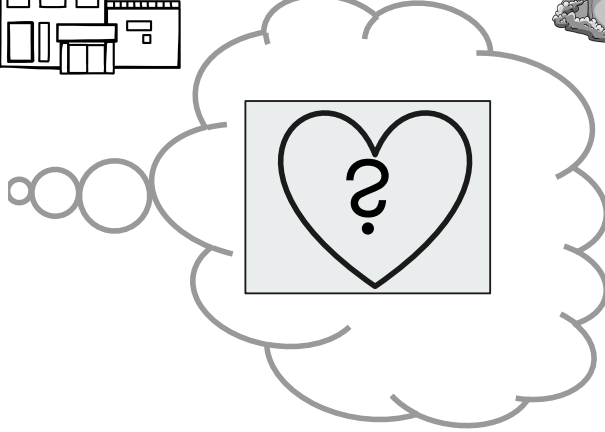
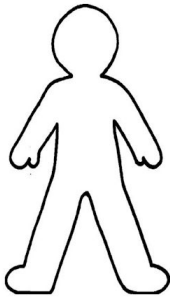
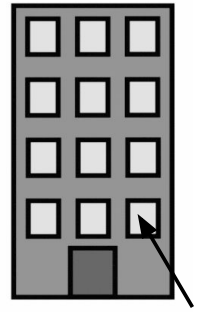
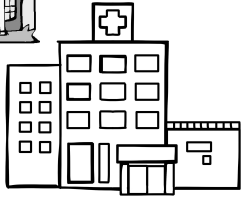
I smell...

I taste...



I see ...

My Community



What is the **most important place in your community?**
Draw or write about why this place is important to you.

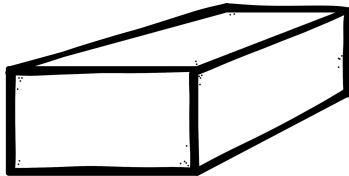
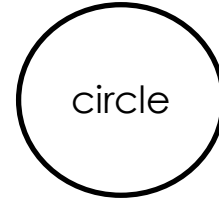
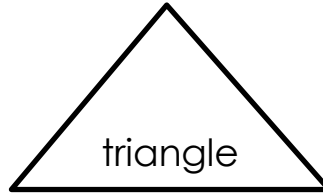
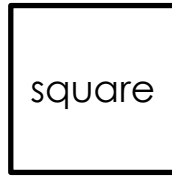




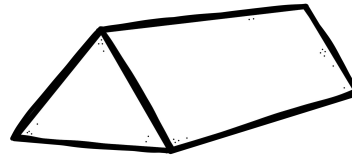
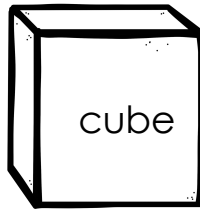
Day 2



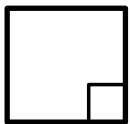
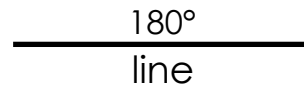
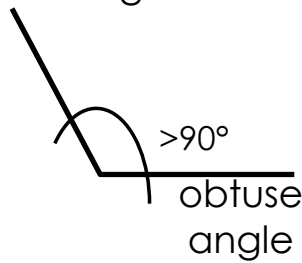
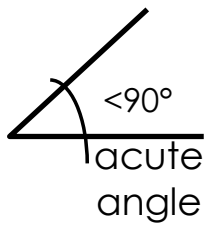
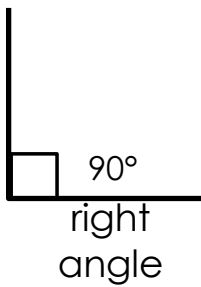
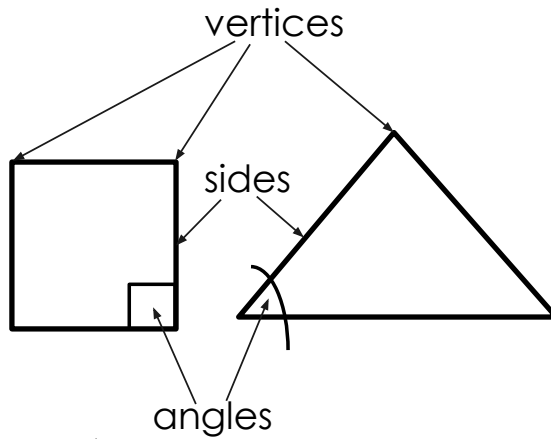
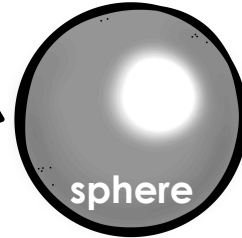
Geometric Shapes



rectangular prism



triangular prism



A **square** has 4 **sides** and 4 **vertices**.
There are 4 **right angles**.

A **triangle** has 3 **sides** and 3 **vertices**.





Geometric Shapes

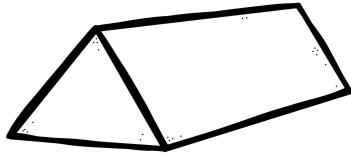


Identify the **geometric shape**.

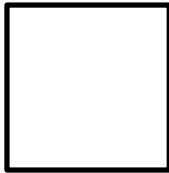
Write the number of **sides** and **vertices** of each shape.



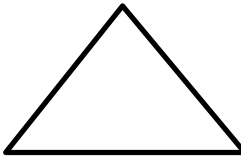
shape: **rectangle**
sides: **four (4)**
vertices: **four (4)**



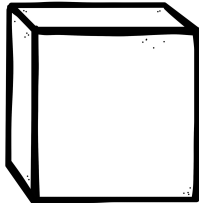
shape: _____
sides: _____
vertices: _____



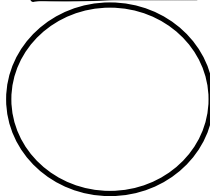
shape: _____
sides: _____
vertices: _____



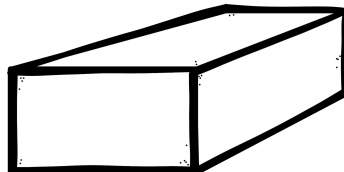
shape: _____
sides: _____
vertices: _____



shape: _____
sides: _____
vertices: _____



shape: _____
sides: _____
vertices: _____

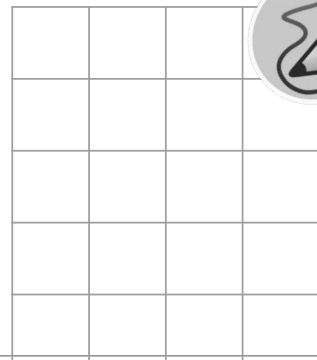


shape: _____
sides: _____
vertices: _____

Draw geometric shapes, and label.



shape: _____
sides: _____
vertices: _____

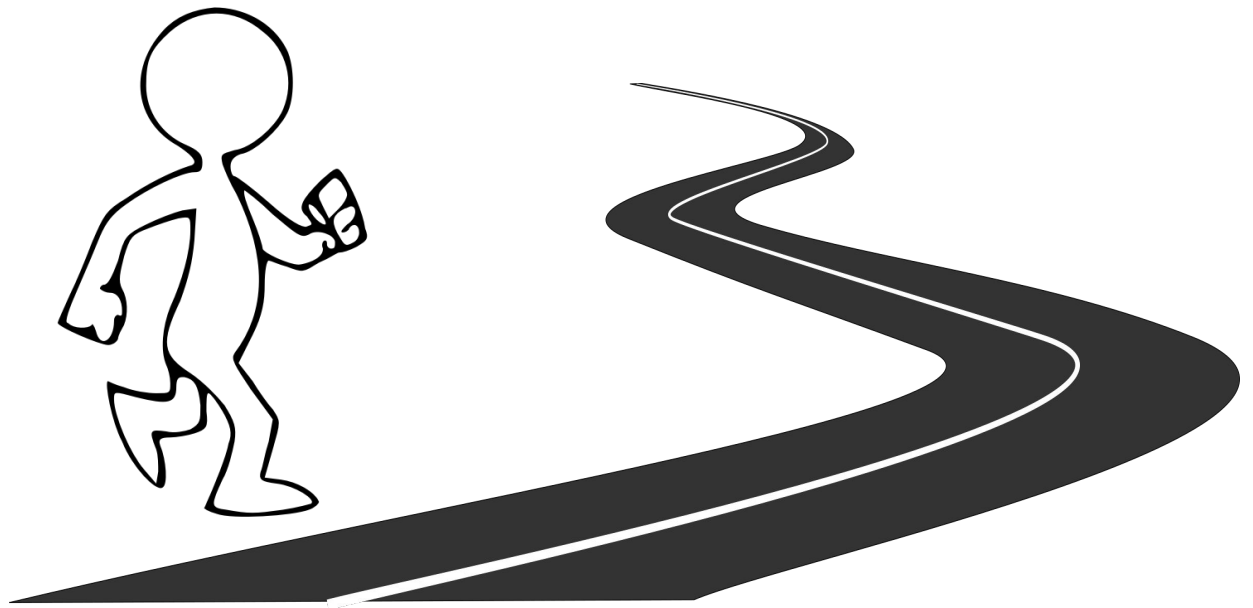
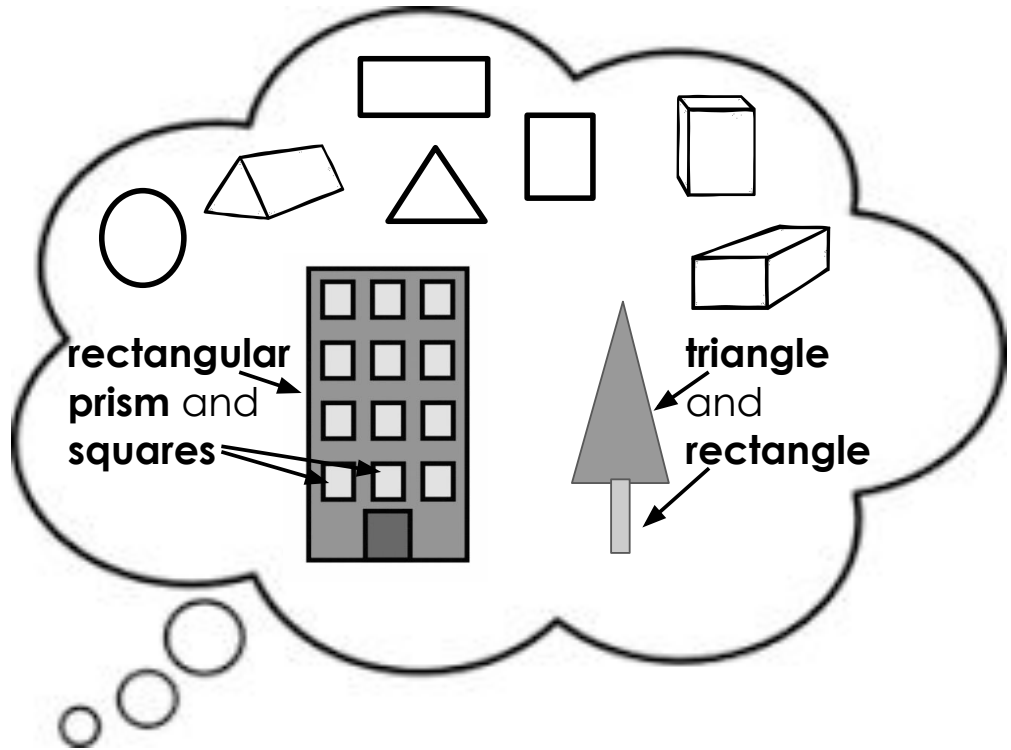


shape: _____
sides: _____
vertices: _____



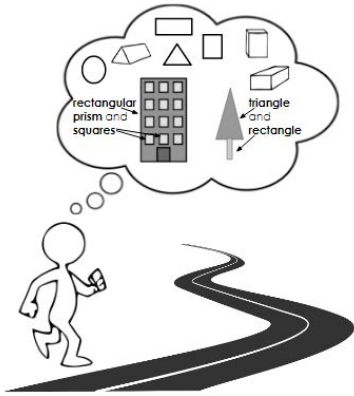
Get up and Move!

Take a walk outside.
What geometric shapes do you see?



Geometric Shapes on my Walk

What geometric shapes did you see?



I saw a triangle in the tree.

I saw a cube in the house.



I saw a _____ in the _____.

I saw a _____ in the _____.

I saw a _____ in the _____.






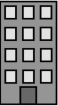





Day 3



Compare and Contrast: My Communities



 my community now	\neq	my first community 
 <p>English</p>  <p>mobile home</p> <p>rural</p>		 <p>español</p>  <p>apartment</p> <p>urban</p>
 <p>school</p>	$=$	 <p>park</p>  <p>español and English</p> <p>family</p>

my community now	\neq	my first community
	(different)	
both (similar)		
$=$		



Geometric Shapes: Perimeter and Area

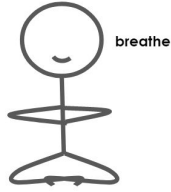


Find the perimeter and area of each shape.

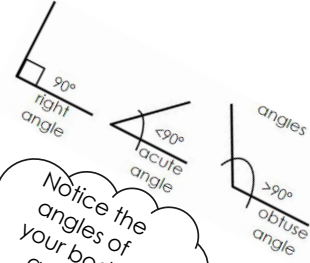
perimeter: $3 + 2 + 3 + 2 = 10$	area: $3 \times 2 = 6$
perimeter: area:	perimeter: area:
perimeter: area:	perimeter: area:



Get up and Move! Yoga



Move through the poses.
Repeat 5 times.
Remember to breathe!



Notice the angles of your body as you move!



Day 4



My Communities

By Mateo



Mexico City,
Mexico

Elgin,
Nebraska,
USA



Table of Contents

My First Community.....Page 1



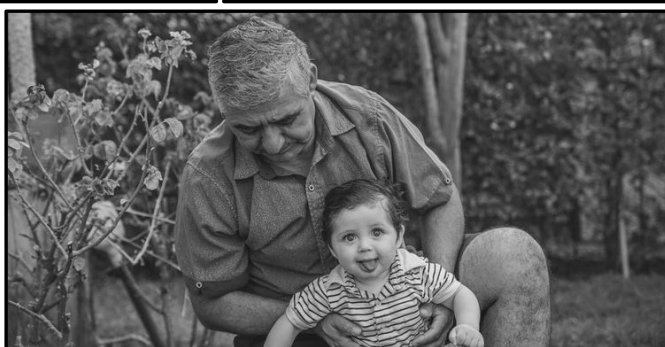
My Community NowPage 2



My First Community



Mexico City,
Mexico
(above) ↑



me and
my
grandpa
← (left)

We live in different communities.

I was born in Mexico City, Mexico. It is an **urban** community. More than 20,000,000 live in Mexico City. My **grandparents, aunts, uncles** and **cousins** live there. I felt very **happy** in Mexico City.

Page 1

My Community Now



Elgin, Nebraska
(above)↑

Last year my **mom, dad, sisters** and **I** moved to Nebraska. We live in a **rural** community now. It is very different from Mexico City. I see **more barns**, animals and plants than buildings. I like my new community, but I miss my first community.

Page 2

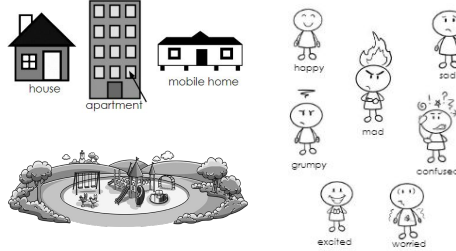


Compare and Contrast: My Communities



Share more about the similarities and differences between your first community and your community now. How do you **feel** in each community?

present tense (now)	past tense
live play work see feel	lived played worked saw felt



my community now	≠ (different)	my first community
both (similar) = =		

My Communities Writing

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

same/similar	different
 = = 	 ≠ 



My communities are **similar** because they **both** have a fun park.

My communities are **different** because my first **was** urban and my community now **is** rural.



My _____ are **similar** because they **both**

_____.

They are also **similar** because they **both**

_____.

My _____ are **different** because **my first** had

_____ and mine now has _____.

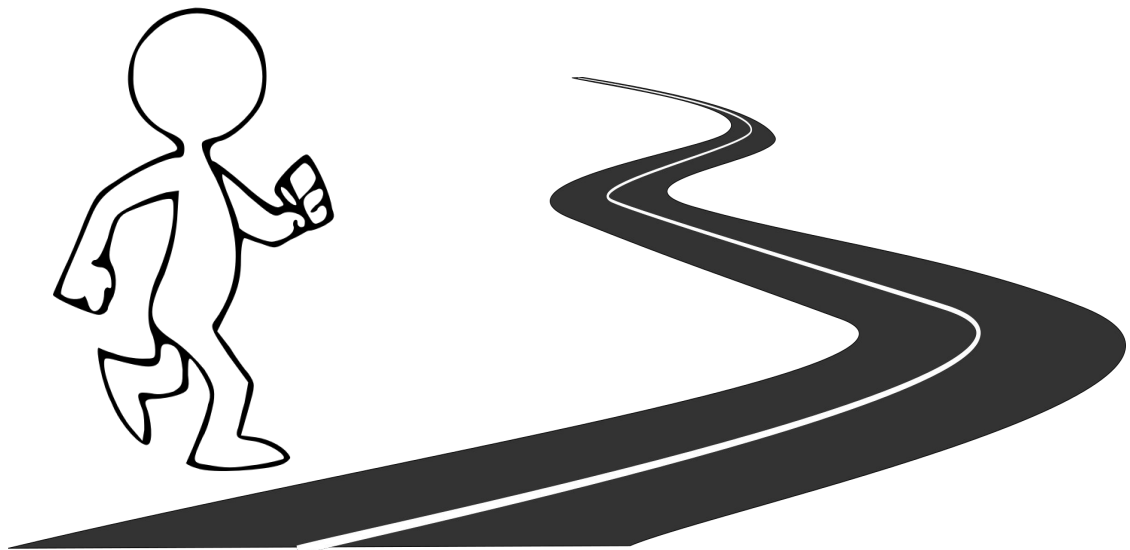
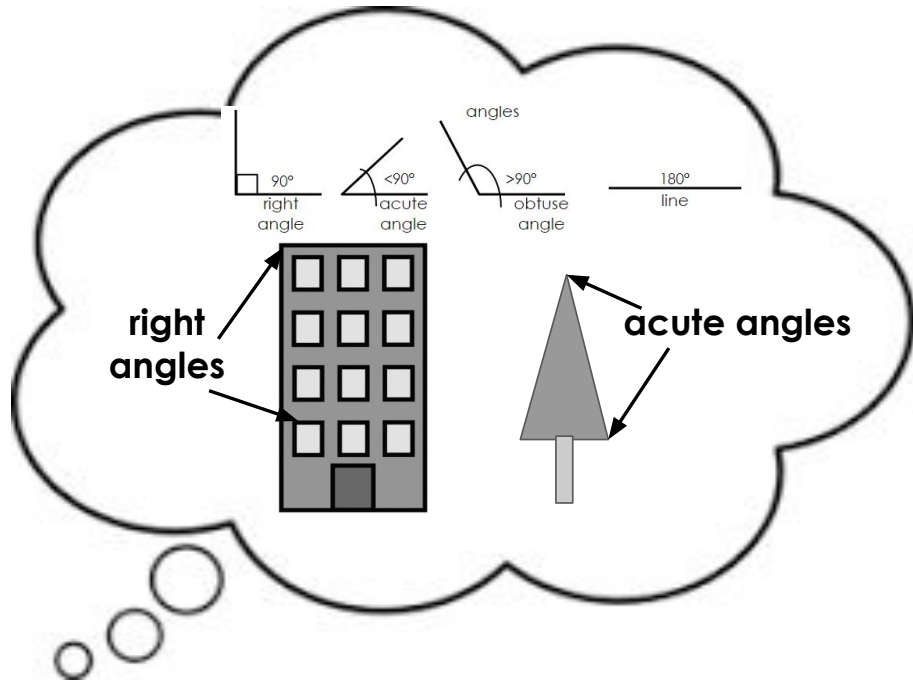
They are also **different** because _____

_____.



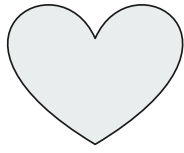
Get up and Move!

Take a walk outside.
What angles do you see?





Day 5



My Community



Write about what makes your community special. Why is your community important to you?


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



My Dictionary



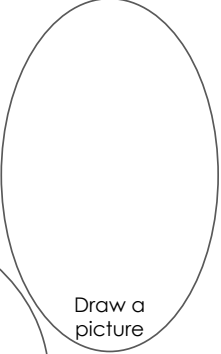
urban
Vocabulary Word



Draw a picture

I live in an urban community.
Use the word in a sentence.

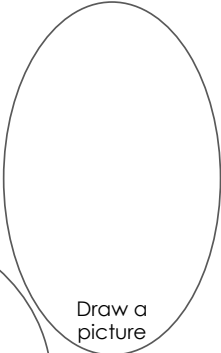
Vocabulary Word



Draw a picture

Use the word in a sentence.

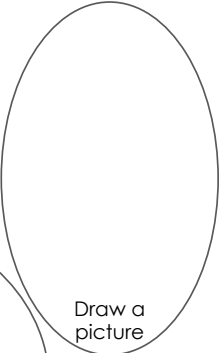
Vocabulary Word



Draw a picture

Use the word in a sentence.

Vocabulary Word



Draw a picture

Use the word in a sentence.



My Dictionary



Vocabulary Word

Use the word in a sentence.

Vocabulary Word

Use the word in a sentence.

Vocabulary Word

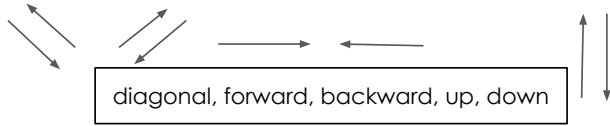
Use the word in a sentence.

Vocabulary Word

Use the word in a sentence.



Word Search



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

Find these words. Circle them or color them yellow.

community **urban** **suburban** **rural** **house** **apartment**
library **store** **barn** **trees** **street** **school** **square**
rectangle **triangle** **circle** **angle**



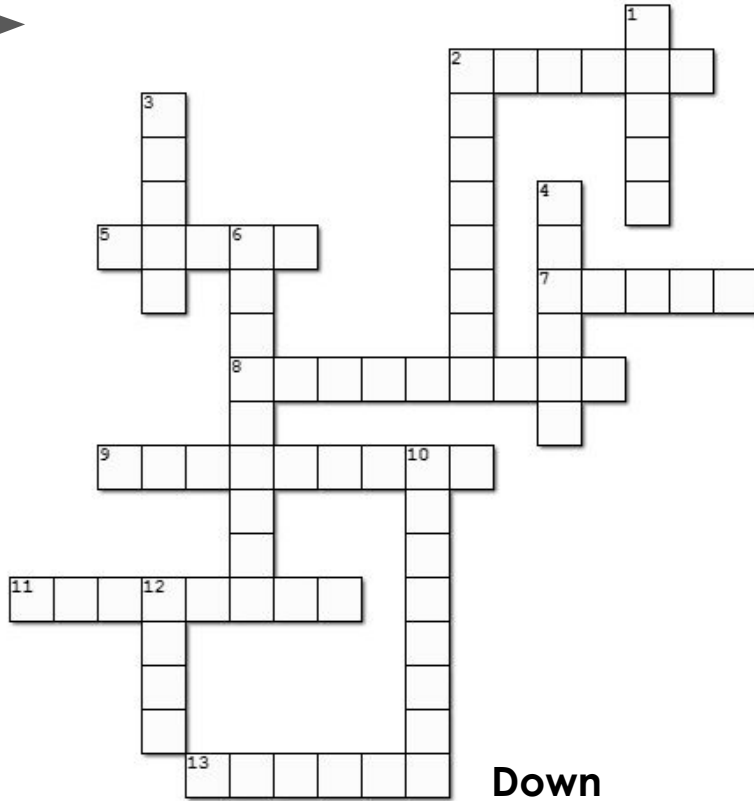
Crossword Puzzle



Write the words in the boxes.

Across →

Down ↓



→
Across

- 2. school
- 5. urban
- 8. rectangle
- 9. community
- 11. hospital
- 12. square

Down

- 1. house ↓
- 2. suburban ↓
- 3. store
- 4. circle
- 6. apartment
- 10. triangle
- 12. park



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:



