

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
- Measurement and Data- Represent and interpret data. Reason abstractly and quantitatively. Model with mathematics.

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

- 5-PS2-1 Motion and Stability: Forces and Interactions- Support an argument that the gravitational force exerted by Earth on objects is directed down.

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

3rd - 5th grade • English Level 1

Learning Packet #4

Theme: Hobbies



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

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

Answer Keys



Word Search

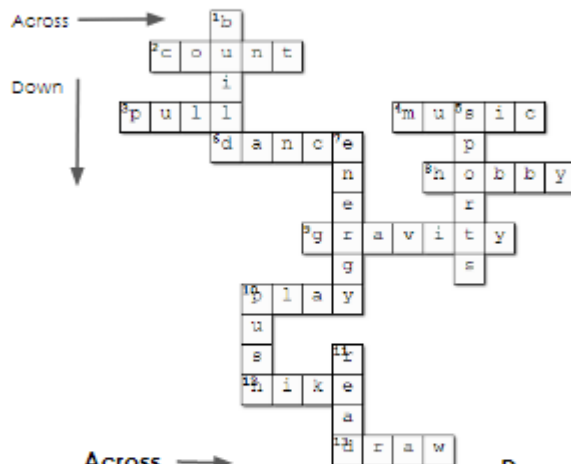
diagonal, forward, backward, up, down



Crossword Puzzle



Write the words in the boxes.



- Across**
- 2. count
 - 3. pull
 - 4. music
 - 6. dance
 - 8. hobby
 - 9. gravity
 - 10. play
 - 12. hike
 - 13. draw

- Down**
- 1. build
 - 5. sports
 - 7. energy
 - 10. push
 - 11. read

Find these words. Circle them or color them yellow.

hobby	sports	music	dance	read	draw	build
play	hike	gravity	push	pull	energy	count

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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 pasatiempos, fuerza, movimiento y energía, con conceptos de ciencias y matemáticas 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,

A handwritten signature in cursive script that reads 'Kara Viesca'.

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

ICMEE is housed within:





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



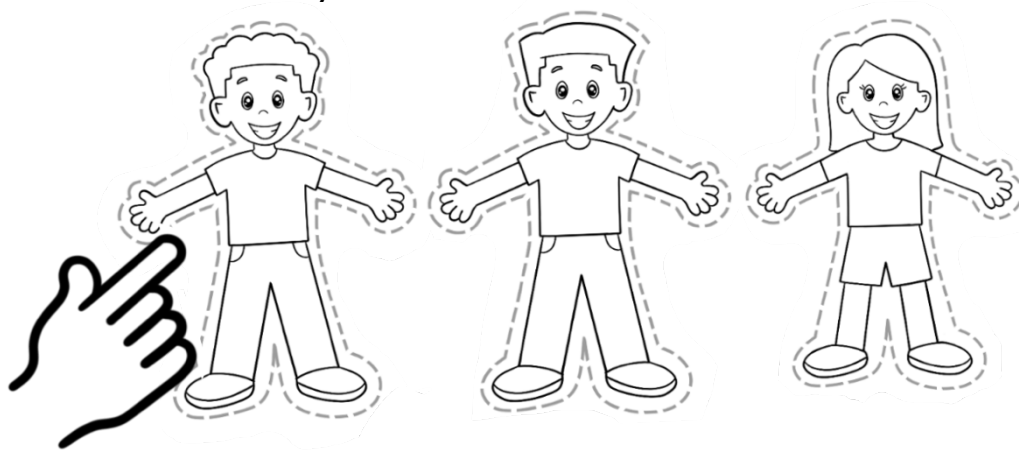
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



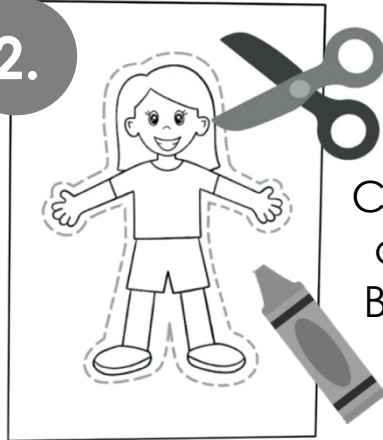
Day 1

My Buddy

1. Choose a Buddy

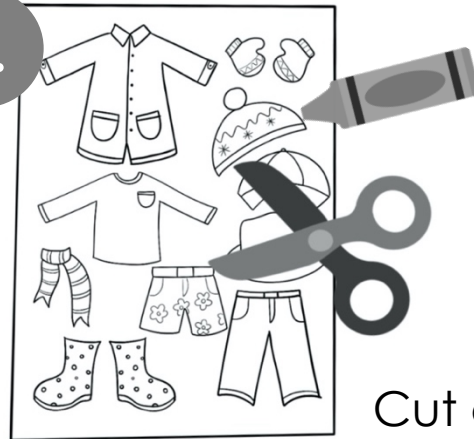


2.



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

3.

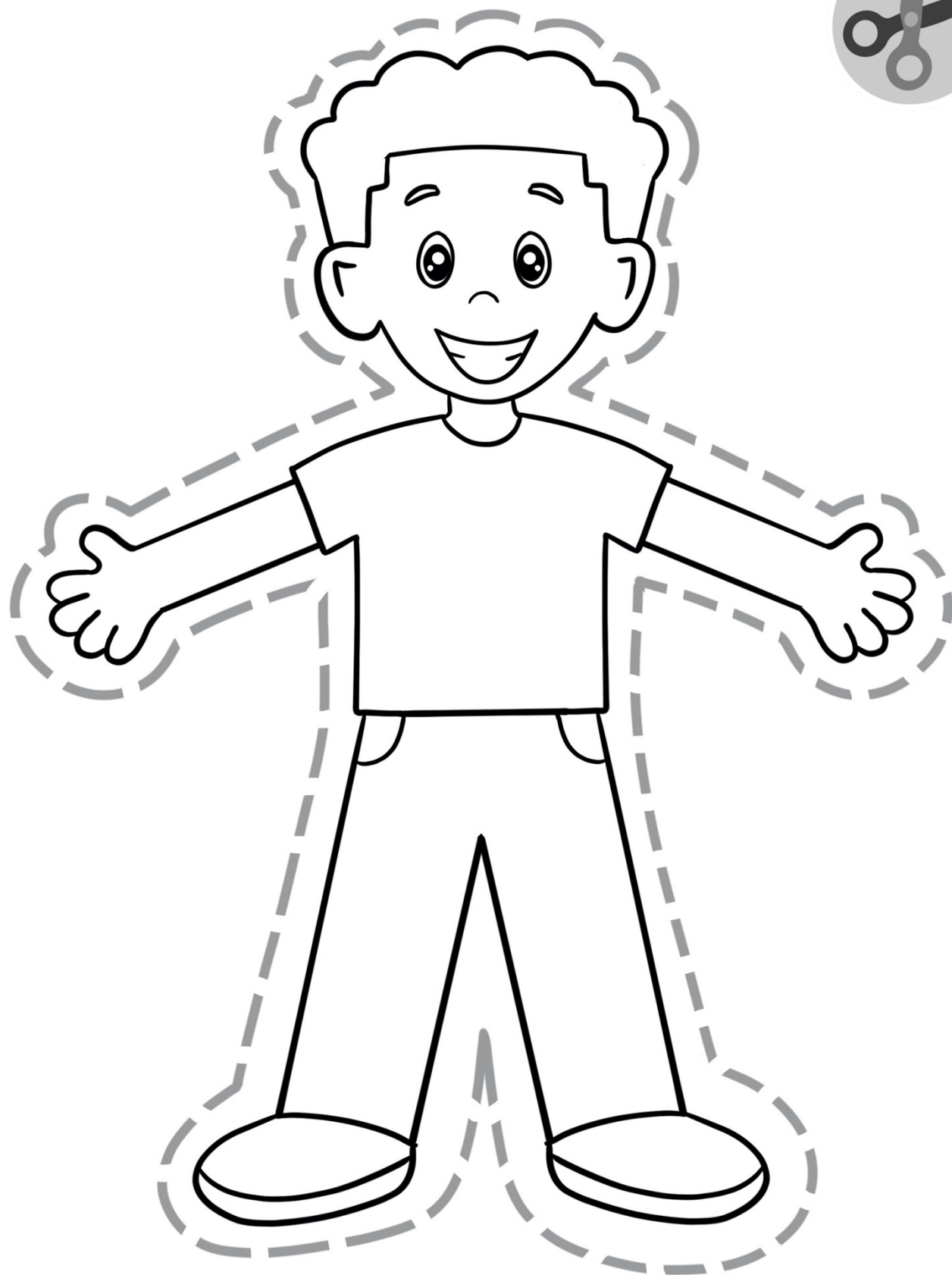


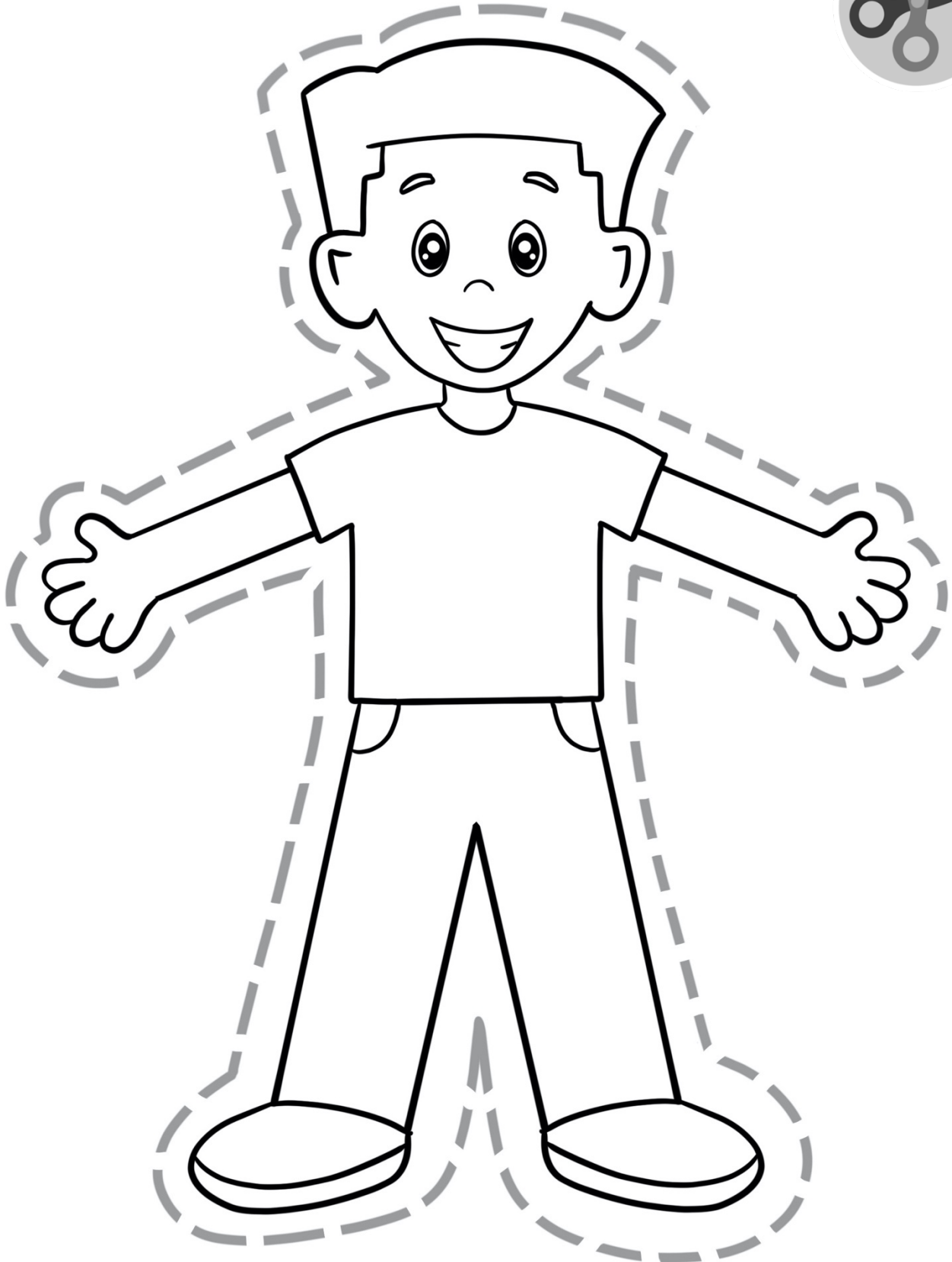
Cut out and color the accessories

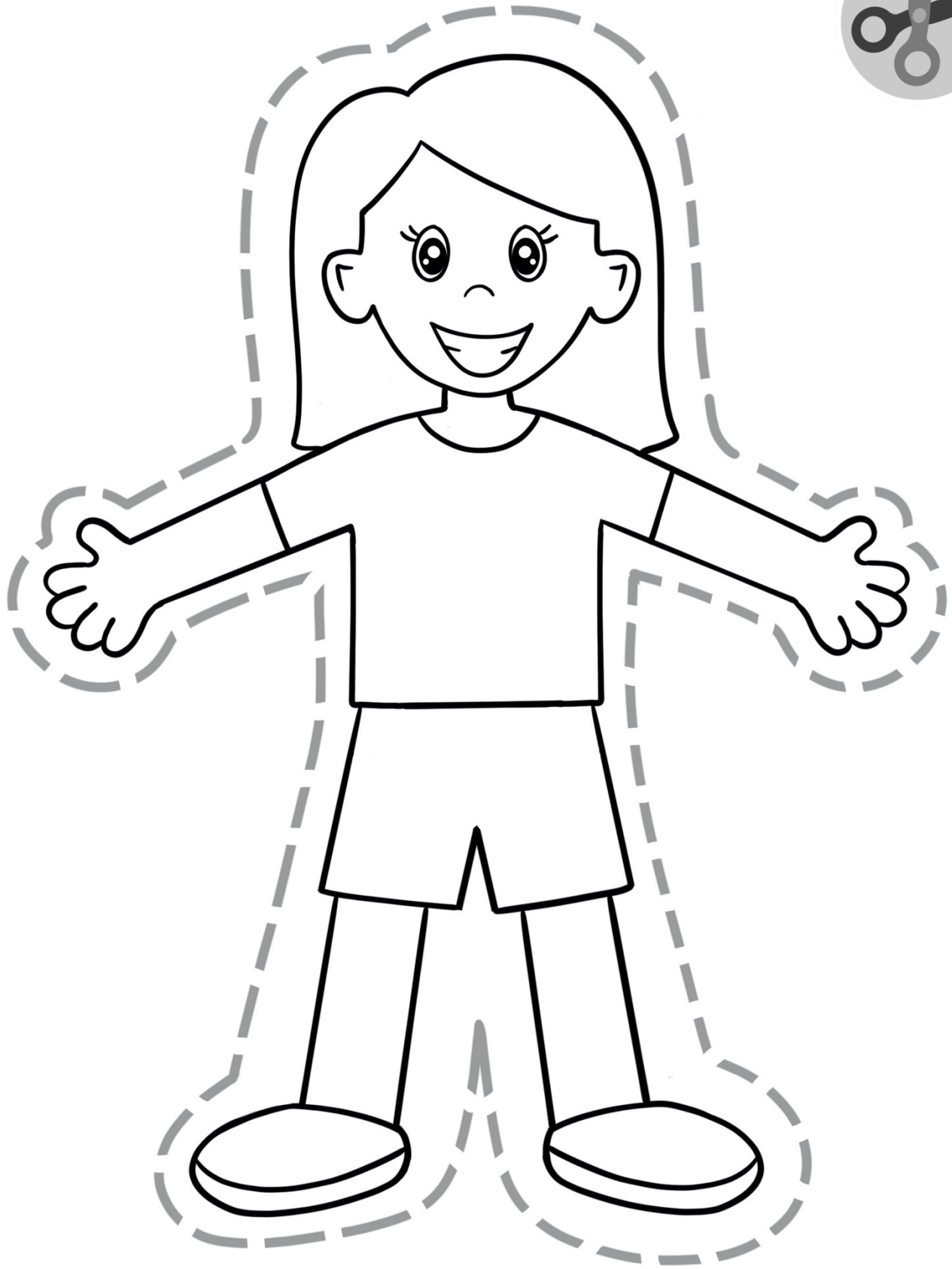
4.

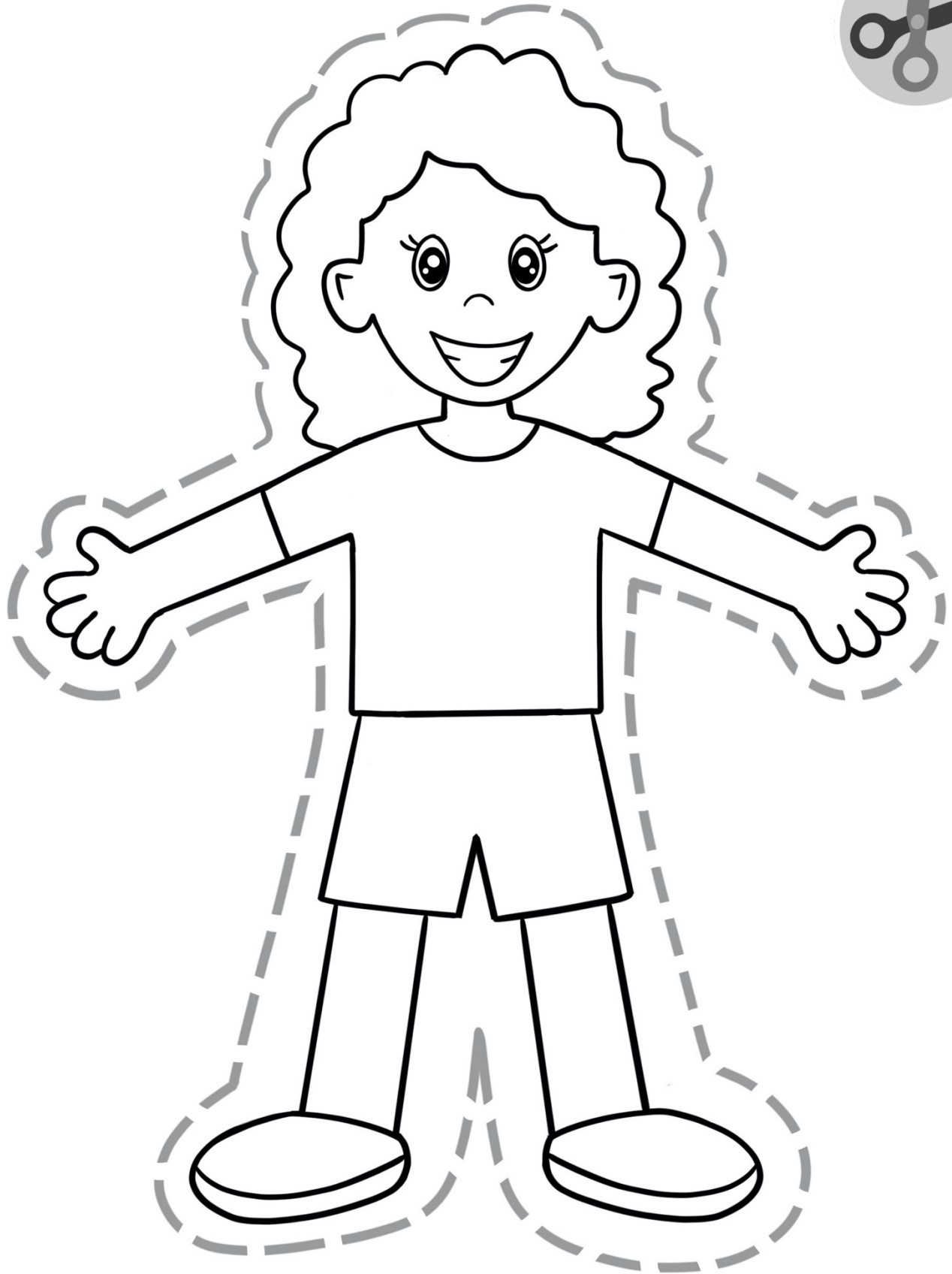


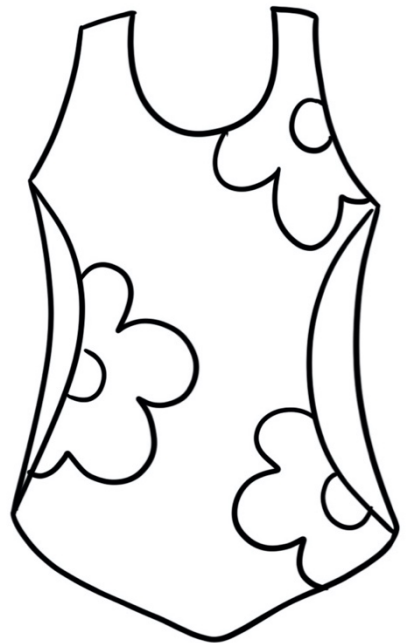
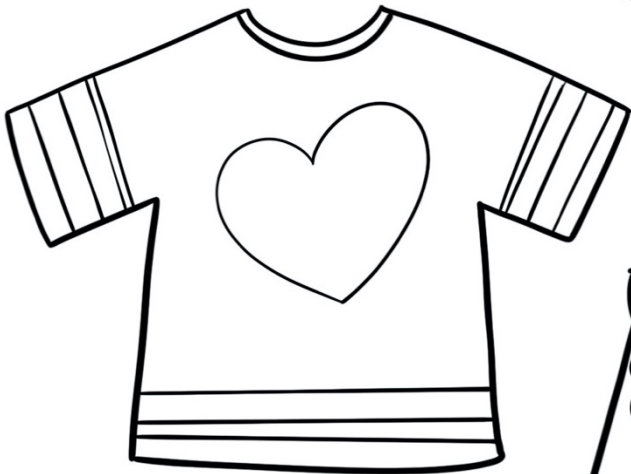
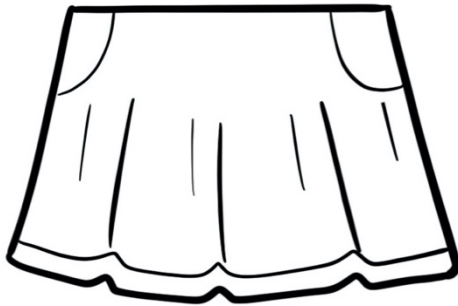
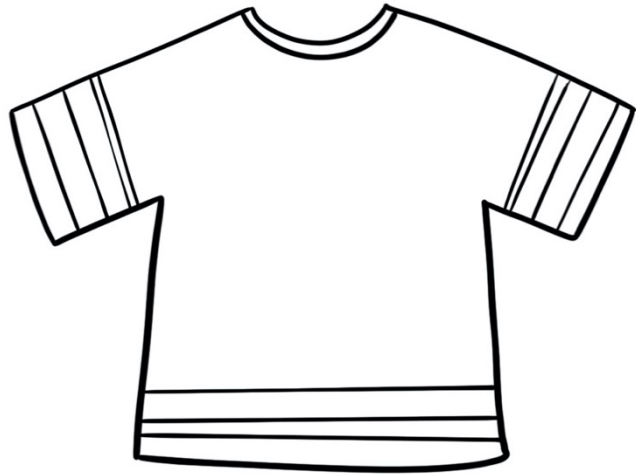
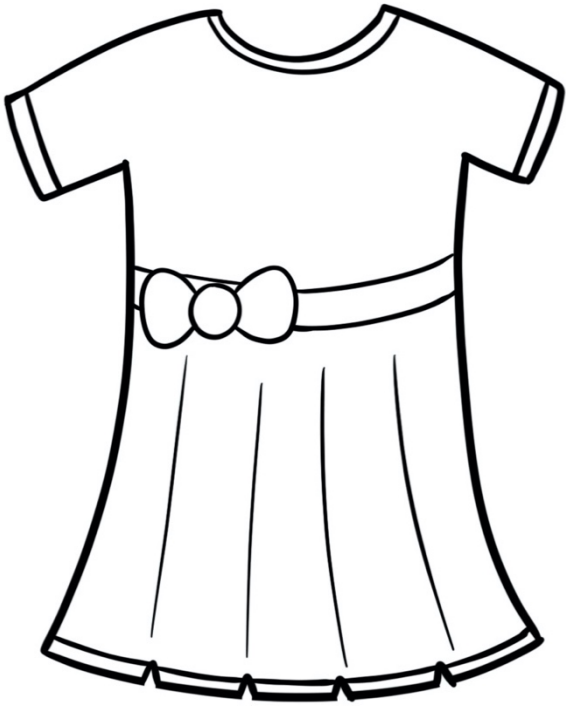
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

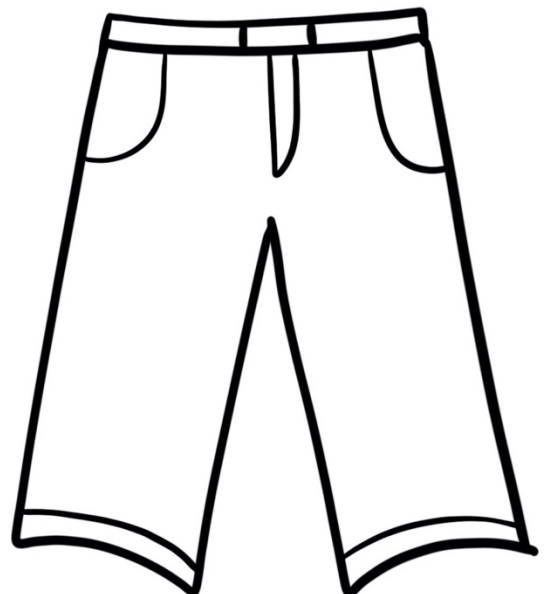
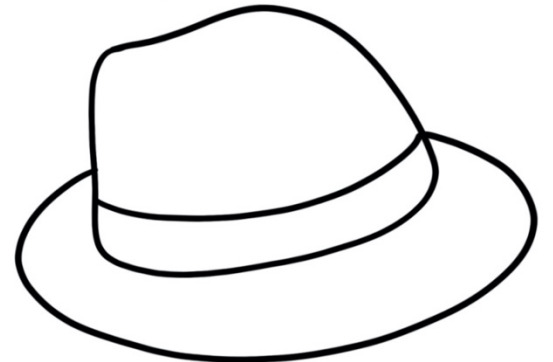
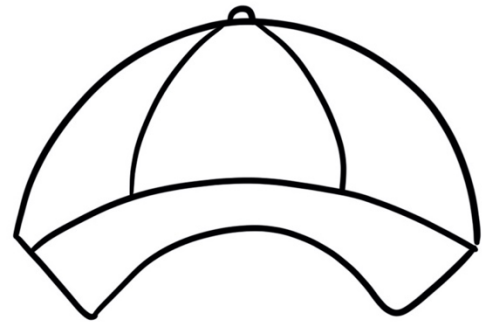
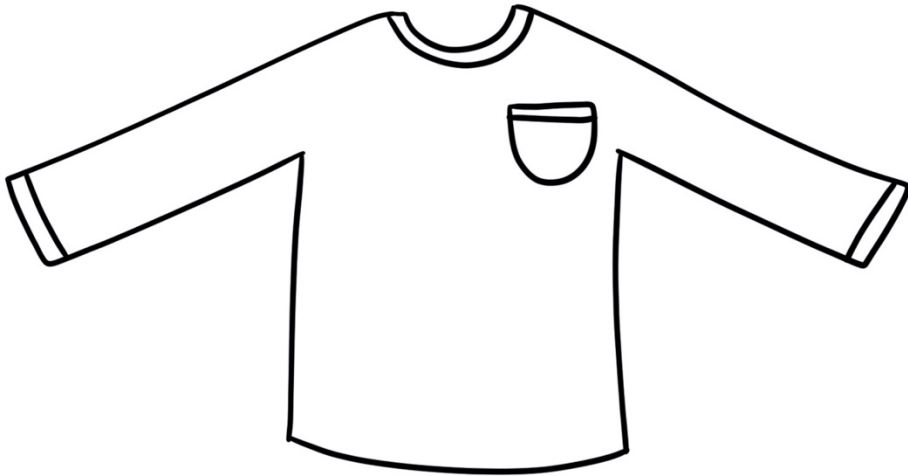












My Hobbies

I like to ...



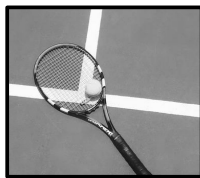
play sports



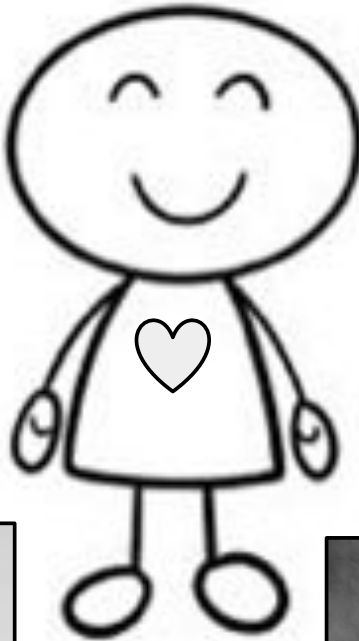
draw



run



play tennis



paint



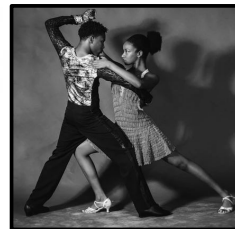
read



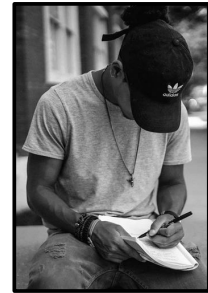
play
basketball



hike



dance



write



play
baseball



play football



play music



build



swim



play soccer

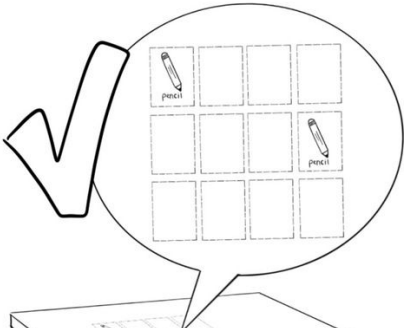
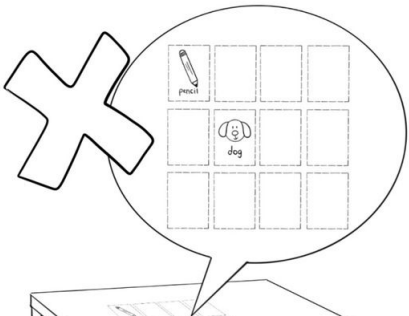
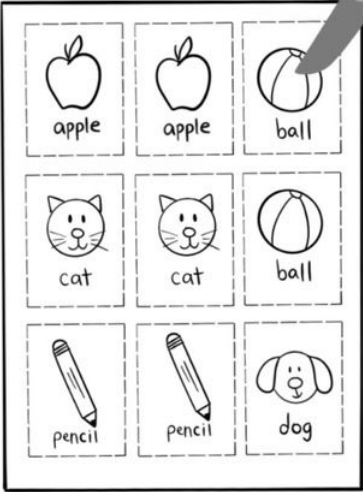


play volleyball



skateboard

Matching





Matching:
Cut out and play!



draw



paint



dance



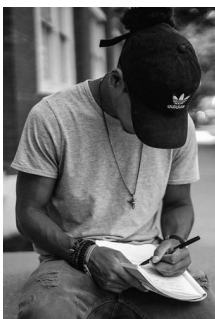
play music



build



read



write



skateboard



swim



hike



run



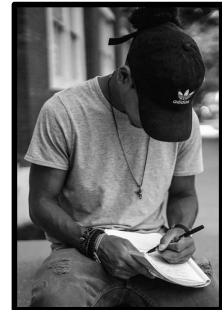
play
sports



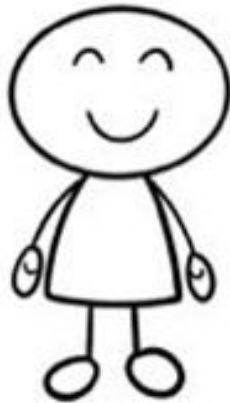




Hobbies



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



Hobbies

A **hobby** is an activity that is fun.
My favorite hobby is **reading**.



sister
her

My **sister's** favorite hobby is **building** with blocks.
Sometimes I **build** with **her**.



dad
him

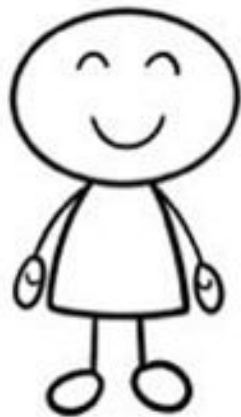
My **dad's** favorite hobby is **playing soccer**.
Sometimes I **play soccer** with **him**.




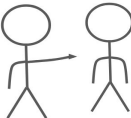

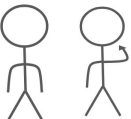
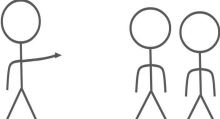
My **friends'** favorite hobby is **riding bikes**. Sometimes I **ride bikes** with **them**.



friends
them



Hobbies are fun.
What is **your** favorite **hobby**? Who does your hobby with **you**?

	<p>me</p>		<p>you</p>
	<p>her</p>		<p>us</p>
	<p>him</p>		<p>them</p>



My Hobbies Self-Portrait

Draw a picture of **yourself** doing your favorite **hobby**.





My Favorite Hobby

What is your favorite hobby?



My favorite hobby is _____

because _____.

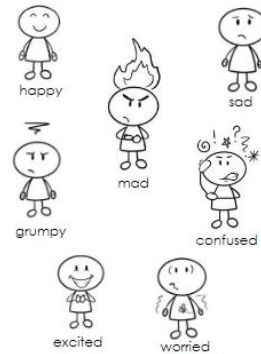
My favorite hobby is riding bikes because I can go fast.



How do you **feel** when you do this?

I feel _____ when I _____.

I feel excited when I ride bikes.

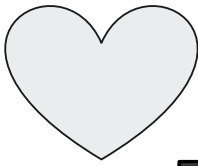


Who do you do your hobby with?

I _____ with my _____.

I ride bikes with my family.





My Hobbies

Write about your hobbies. Why do you like to do these activities?



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



Day 2

inches

1

2

3

4

5

6

7

8

9

10

Science: Force and Motion



First , drop a ball from a 5 inch height.	Next , count how many times the ball bounces.	Then , record the number of bounces.	Last , repeat, from a 10 inch height.

number of bounces from 5 inches	number of bounces from 10 inches

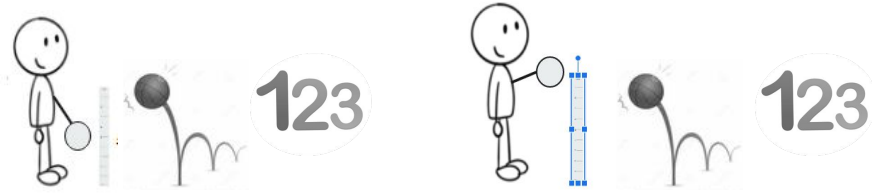
First, I dropped the ball from **5 inches**.

It **bounced** _____ times.
123

Then, I dropped the ball from **10 inches**.

It **bounced** _____ times.
123

Science: Force and Motion



Draw a picture to explain what happens when you dropped the ball from 5 inches and 10 inches. **Why** did that happen?





Force and Motion



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



Force and Motion
A **force** causes **motion**,
or movement.



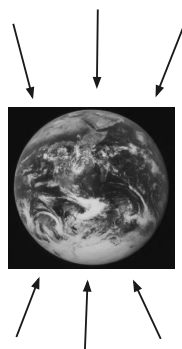
push a swing (left)



pull a rope (right)



Push and **pull**
are **forces** that
can cause
motion.



Gravity is a **force**
that pulls objects
toward Earth.



Magnetism is a **force** caused by electric charges. We see magnets attracted to metal.



Friction is a **force** that slows an object's motion.



What **forces** and **motions** do you see?



Hobbies Interview



Ask your family about their hobbies.

Do you like to _____?



yes	no



 family member	 play sports? (yes, no)	 play music? (yes, no)	 draw? (yes, no)	 read? (yes, no)	 dance? (yes, no)
mom	no	yes	no	yes	yes

 family member	 play sports? (yes, no)	 play music? (yes, no)	 draw? (yes, no)	 _____? (yes, no)	 _____? (yes, no)



Graph: Family Hobbies

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



10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
0	yes	no	yes	no	yes	no	yes	no	yes	no





Graph: Family Hobbies

Use your family hobbies graph to answer the questions below. ↓



yes	no	yes	no	yes	no	yes	no	yes	no
-----	----	-----	----	-----	----	-----	----	-----	----



most	least
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 5px;"></div> </div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>

What hobby is **most** popular in your family?

The **most** popular hobby in my family is _____.

What hobby is **least** popular in your family?

The **least** popular hobby in my family is _____.

We all like to _____.









Day 3



Force and Motion



What do you know about **force** and **motion**?

I know...  	I wonder...  	I learned...  

inches

1

2

3

4

5

6

7

8

9

10

Science: Force and Motion



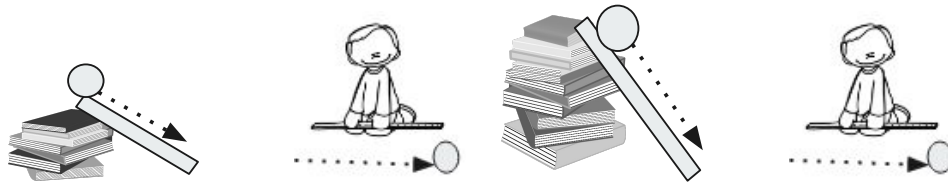
First , use books or any objects to build a ramp.	Next , release a ball from the top of the ramp.	Then , measure and record how far the ball rolls.	Last , repeat, from a taller height.

How far does the ball roll on the first ramp?	How far does the ball roll on the second ramp?

First, I released the ball from the **short** ramp. It **rolled** _____ inches.

Then, I released the ball from the **tall** ramp. It **rolled** _____ inches.

Science: Force and Motion



Draw a picture to explain what happens when you released the ball from the short ramp and tall ramp. **Why** did that happen?

A large rounded rectangular box for drawing.



Energy



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



Energy

Energy is all around us.
There are different types
of **energy**.



Kinetic energy is the
energy of **motion**, or
movement.

Kinetic energy (left)



Potential energy is
energy waiting to
be released.

Potential energy (left)





Heat is a kind of **energy**. **Friction** turns kinetic energy into **heat energy**.



Energy changes. **Potential** energy can become **kinetic** energy. **Kinetic** energy can become **heat** energy.



What **energy** do you see?



Get up and Move!

Play your favorite **sport** for 20 minutes.











Day 4

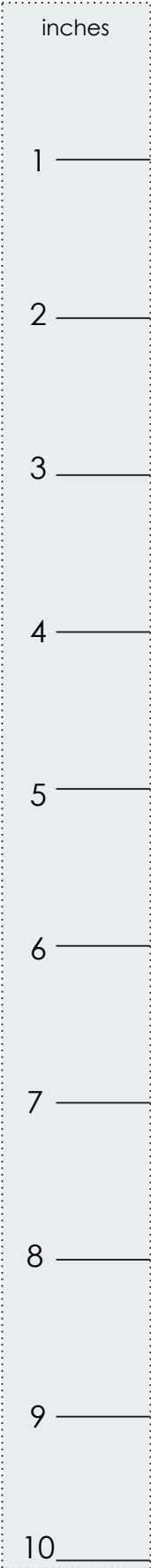


Energy



What do you know about energy?

<p>I know...</p>  	<p>I wonder....</p>  	<p>I learned...</p>  



Science: Force and Motion



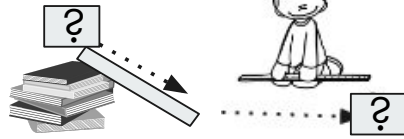
<p>First, use books or any object to build a ramp.</p>	<p>Next, release an object from the top of the ramp.</p>	<p>Then, measure and record how far the object moves.</p>	<p>Last, repeat, using a different object.</p>

<p>How far does the first object move on the ramp?</p>	<p>How far does the second object move on the ramp?</p>

First, I released the _____ from the ramp. It **moved** _____ inches.

Then, I released the _____ from the ramp. It **moved** _____ inches.

Science: Force and Motion



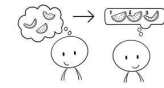
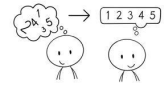
Draw a picture to explain what happens when you released the first and second objects from the ramp. **Why** did that happen?

A large, empty rounded rectangular box intended for the student to draw their explanation of the experiment.



How to Play

Teach your buddy how to play your favorite sport or game.



number	ordinal number	sequence words
1.	First,	First,
2.	Second,	Next,
3.	Third,	Then,
4.	Fourth,	After,
5.	Fifth,	Last,

How to Play Soccer

First, get a ball and friends.

Next, make two teams.

Then, make two goals.

After, kick the ball to your team.

Last, kick the ball into the goal to score a point for your team.

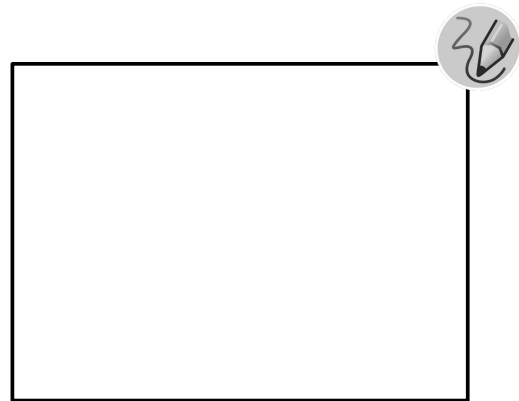
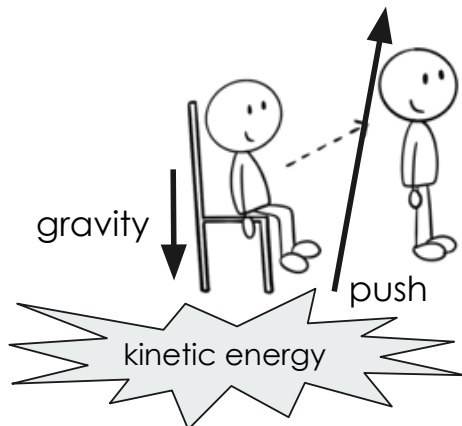
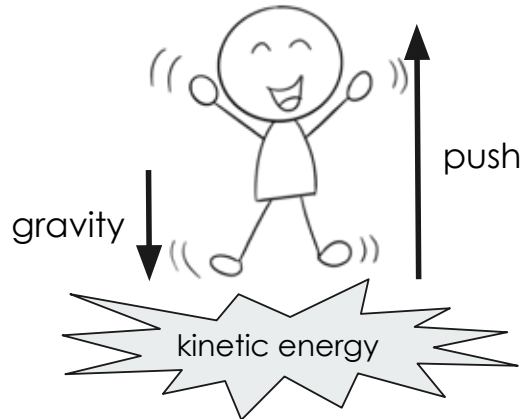
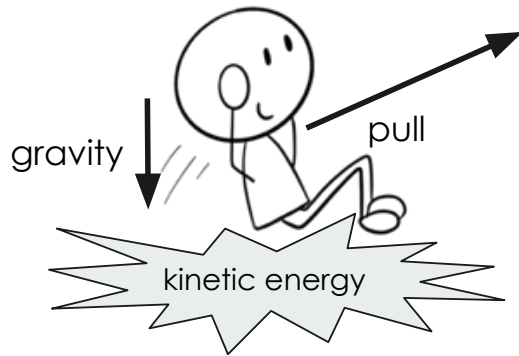
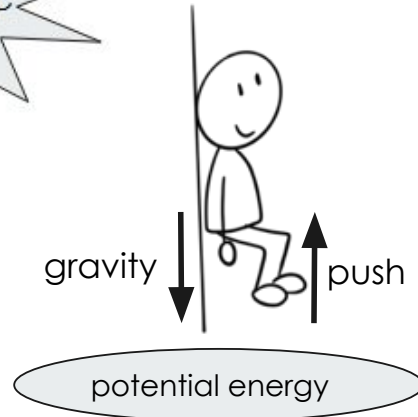
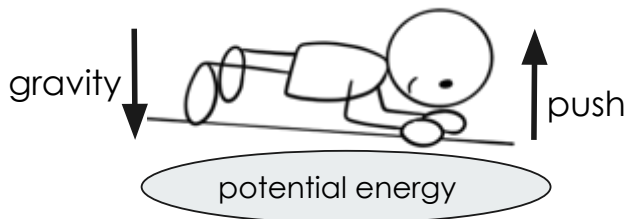


How to Play _____



Get up and Move: Force and Motion!

Do each exercise
10 times

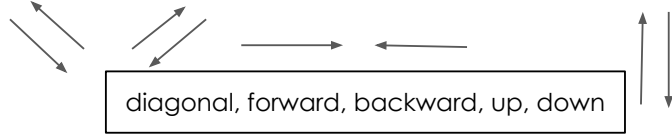




Day 5



Word Search



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

Find these words. **Circle** them or **color them yellow**.

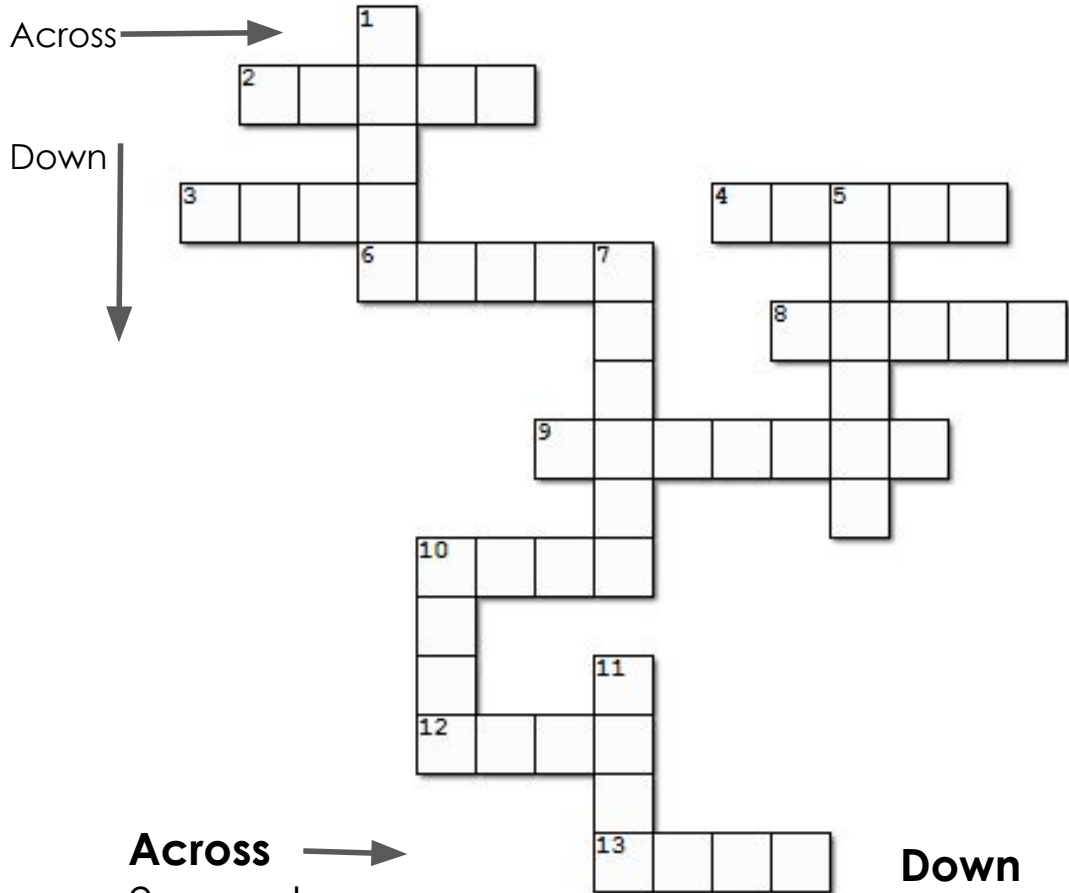
- | | | | | | | |
|--------------|---------------|----------------|--------------|-------------|---------------|--------------|
| hobby | sports | music | dance | read | draw | build |
| play | hike | gravity | push | pull | energy | count |



Crossword Puzzle



Write the words in the boxes.

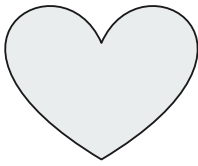


Across →

- 2. count
- 3. pull
- 4. music
- 6. dance
- 8. hobby
- 9. gravity
- 10. play
- 12. hike
- 13. draw

Down ↓

- 1. build
- 5. sports
- 7. energy
- 10. push
- 11. read



My Hobbies

Write about your hobbies. What **forces** and **motions** are involved?



kinetic energy



potential energy




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



My Dictionary



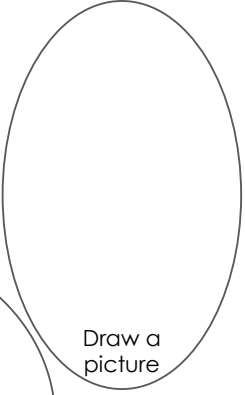
motion
Vocabulary Word



Draw a picture

I run and play. These are **motions** or **movements**.
Use the word in a sentence.

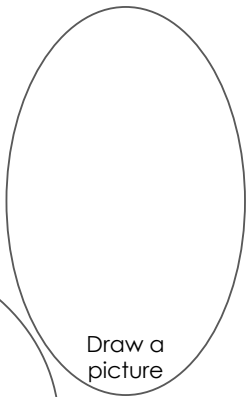
Vocabulary Word



Draw a picture

Use the word in a sentence.

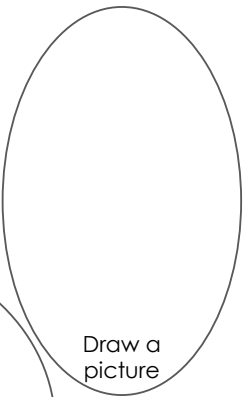
Vocabulary Word



Draw a picture

Use the word in a sentence.

Vocabulary Word



Draw a picture

Use the word in a sentence.



My Week



123



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 provided 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:

