

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

# Learning Packet #5

Theme: Space and Time



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear District/School Personnel:

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

**The breakdown of packets is as follows:**

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

- K-1
- 2-3
- 4-5
- 6-8
- 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.

# International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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



The Standards that Informed the Development of this Packet are:

Math

- 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

Social Studies

- How do climate and geography vary throughout the state? How do these features affect how people live?

Science Standards and Cross-Cutting Ideas

- 3-ESS2-1 Earth's Systems: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- 5-PS2-1 Motion and Stability: Forces and Interactions- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

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



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

# Learning Packet #5

Theme: Space and Time



# International Consortium for Multilingual Excellence in Education



August 15<sup>th</sup>, 2020

Dear Families:

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

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

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

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



# Answer Keys



## Word Search

diagonal, forward, backward, up, down



Find these words. Circle them or color them yellow.

|      |       |      |       |        |         |         |
|------|-------|------|-------|--------|---------|---------|
| sun  | Earth | moon | orbit | rotate | measure | time    |
| hour | day   | week | month | year   | weather | seasons |



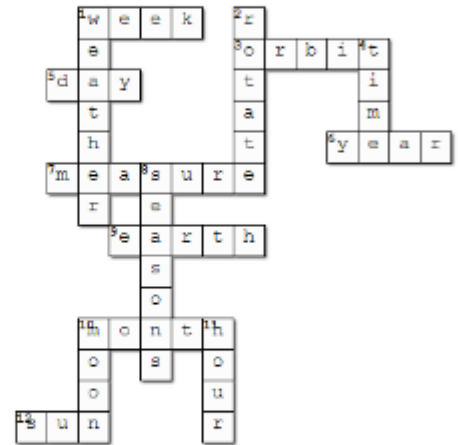
## Crossword Puzzle



Write the words in the boxes.

Across →

Down ↓



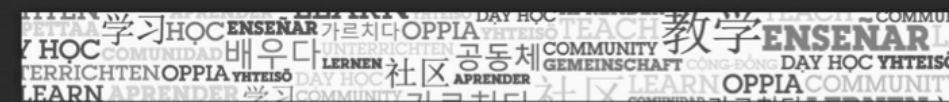
Across →

1. week
3. orbit
5. day
6. year
7. measure
9. Earth
10. month
12. sun

Down ↓

1. weather
2. rotate
4. time
8. seasons
10. moon
11. hour

# International Consortium for Multilingual Excellence in Education



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 espacio, el tiempo, las estaciones y el clima; con conceptos de ciencias y matemáticas que apoyan el desarrollo del vocabulario. Los estudiantes utilizarán sus experiencias, ideas y sentimientos personales para completar las actividades. Se les debe animar a utilizar su idioma materno y sus habilidades artísticas a medida que desarrollan sus habilidades en 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](mailto:icmee@unl.edu) o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

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

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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



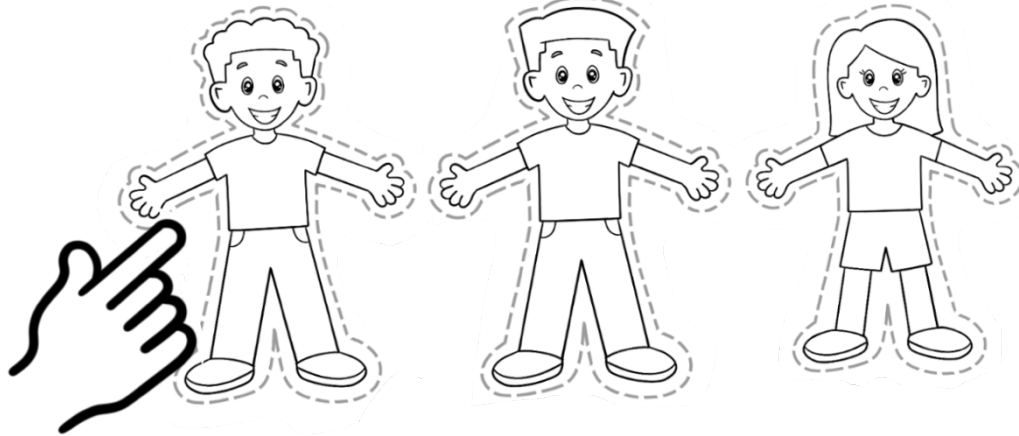
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



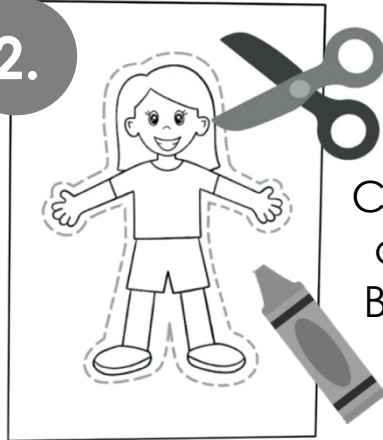
# Day 1

# My Buddy

1. Choose a Buddy

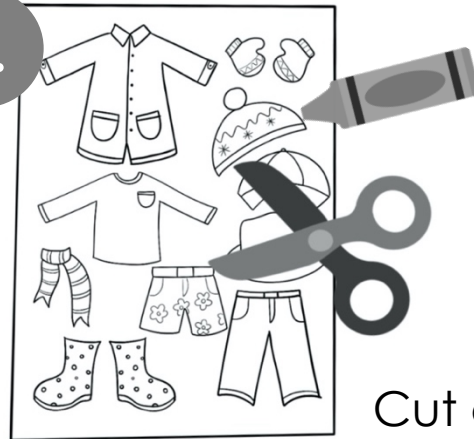


2.



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

3.

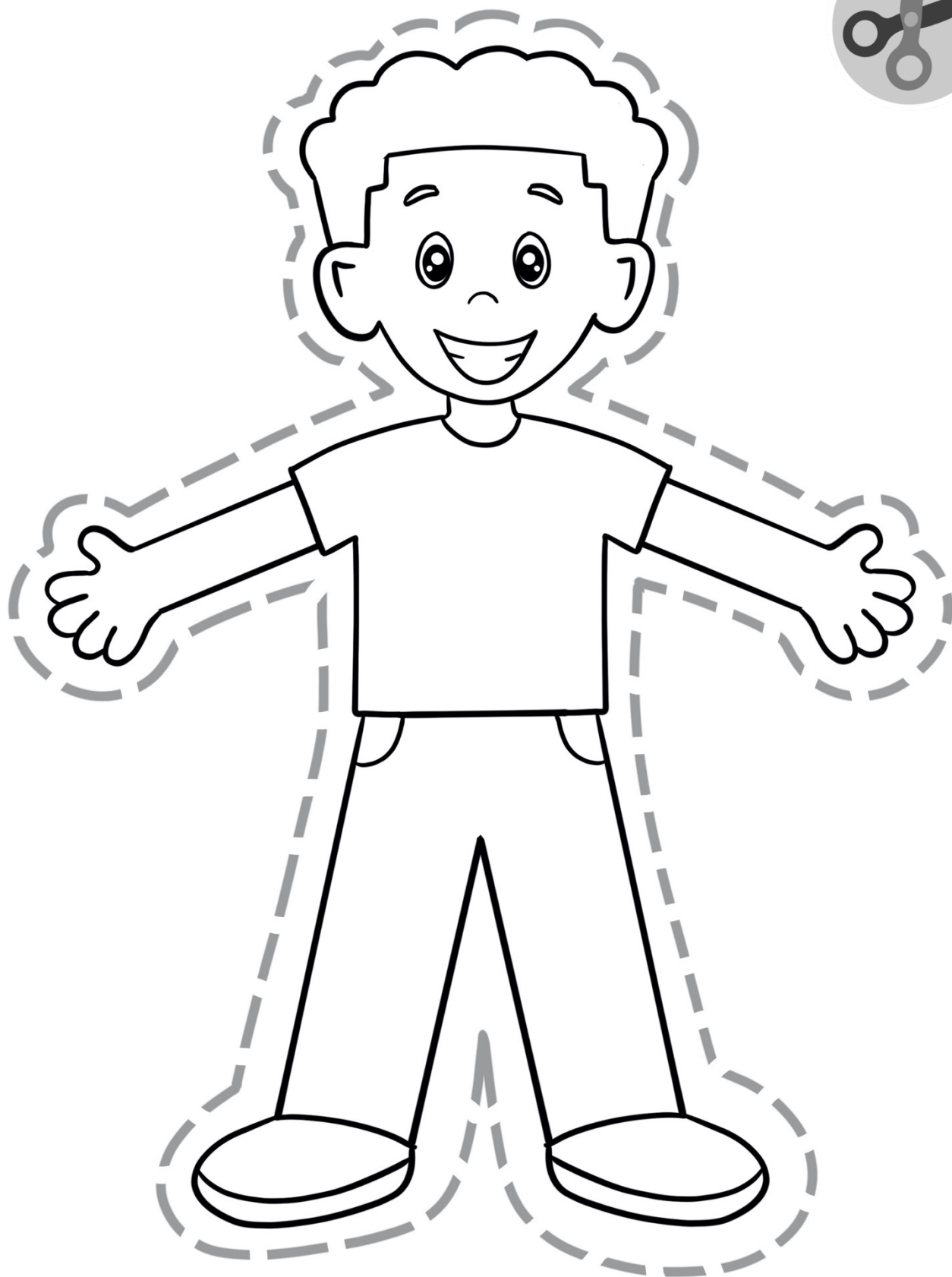


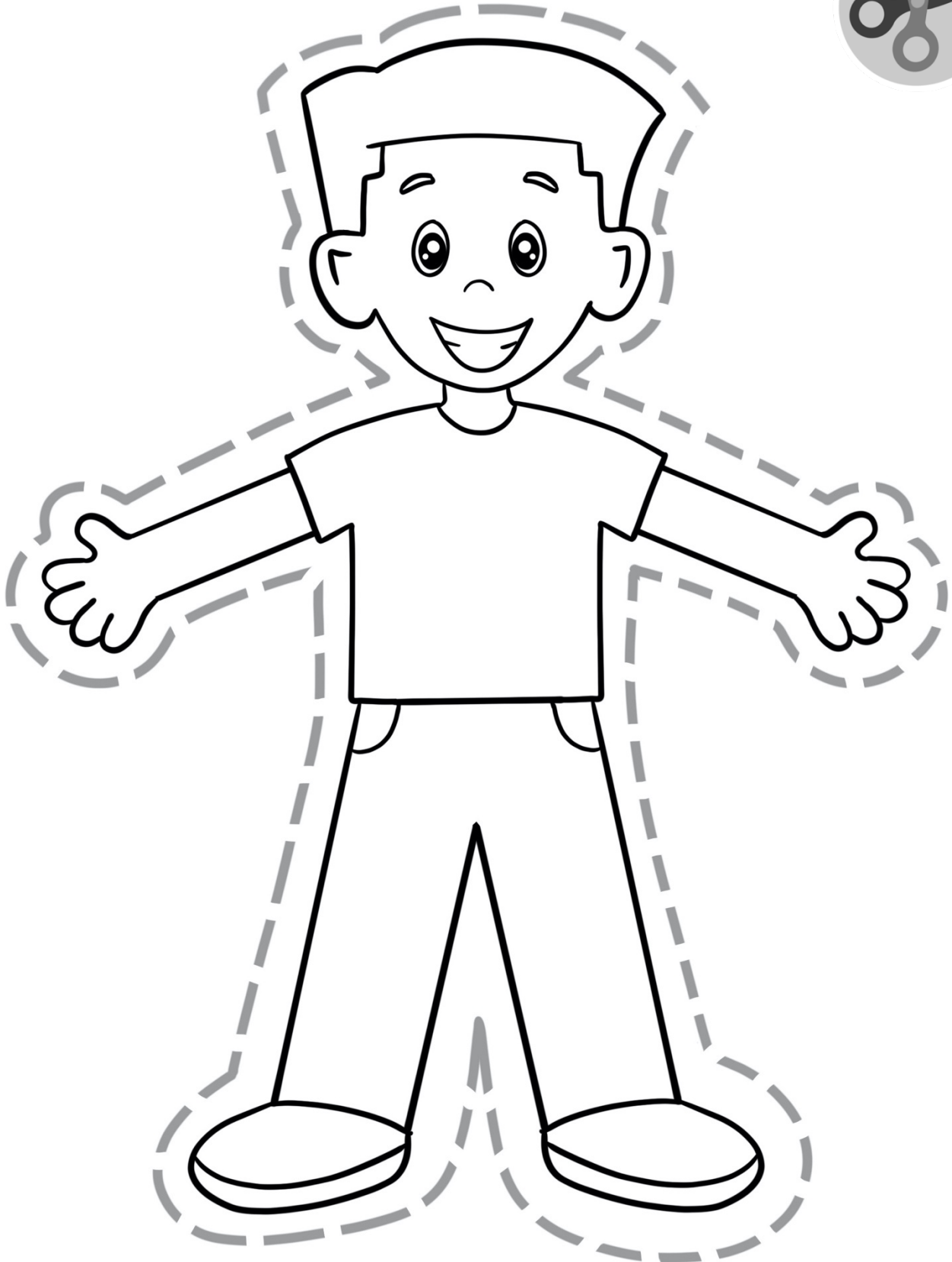
Cut out and color the accessories

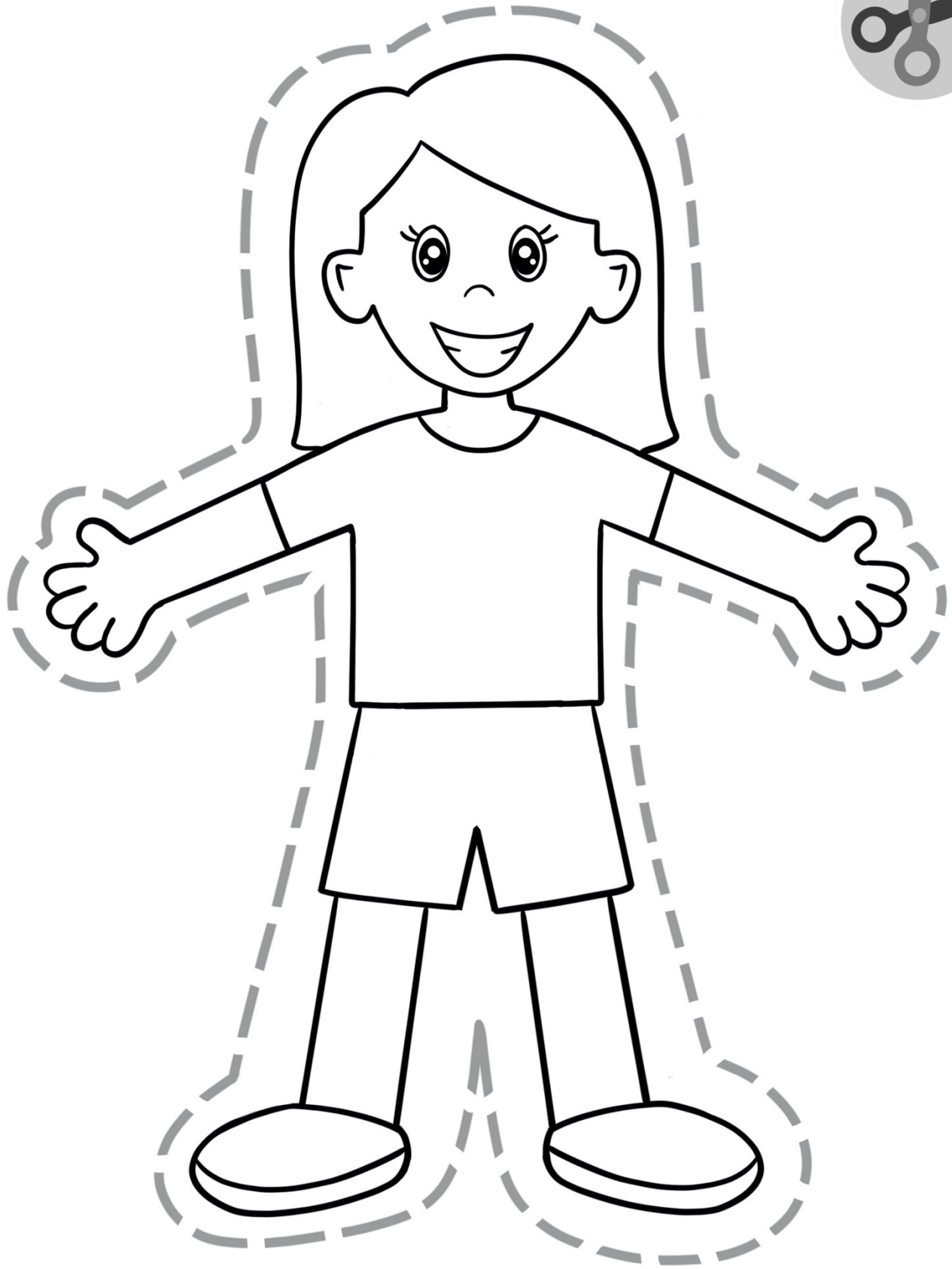
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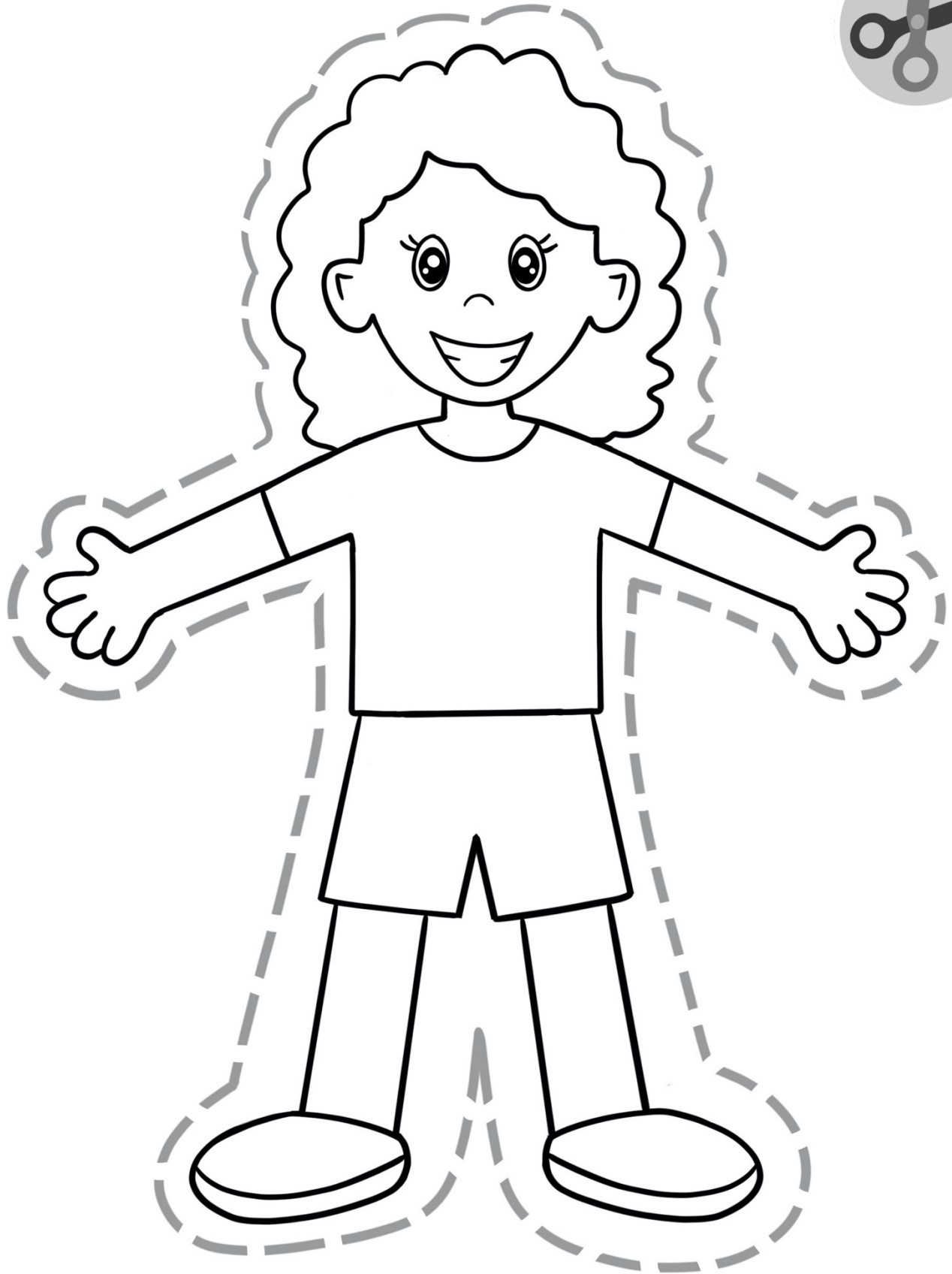


Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

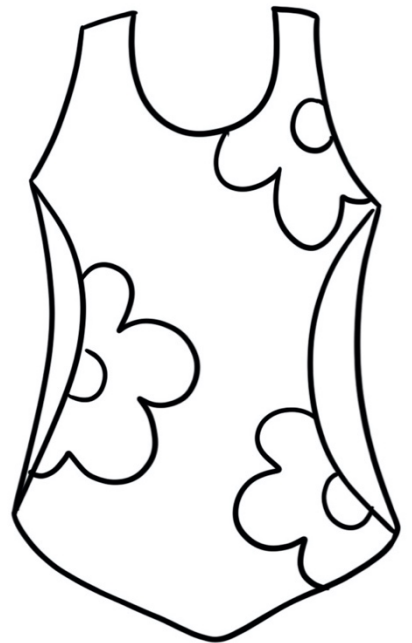
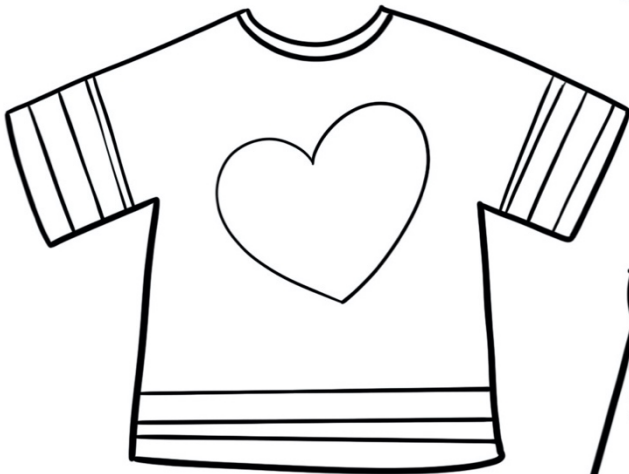
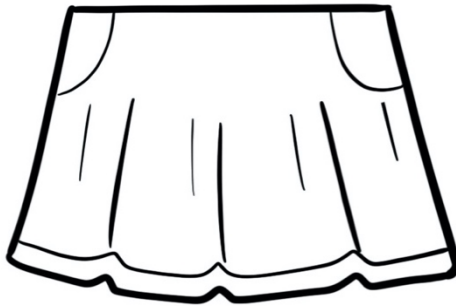
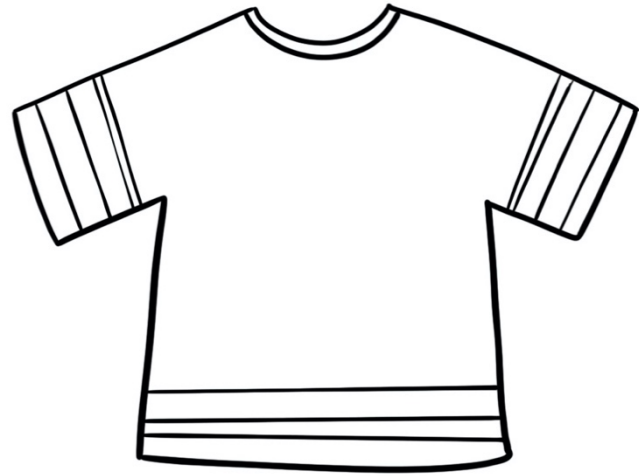
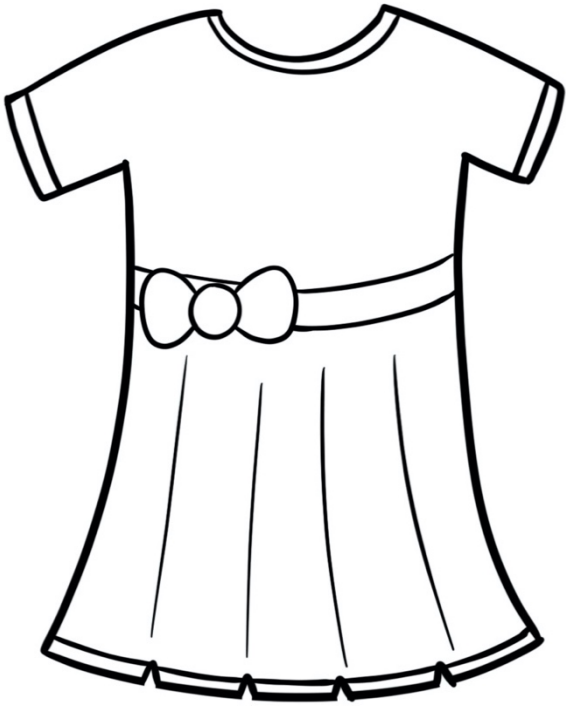


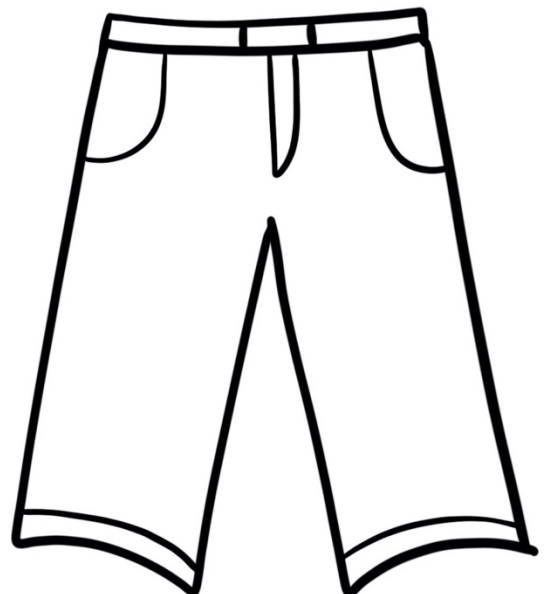
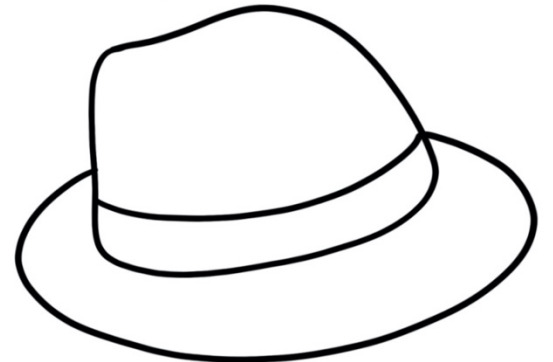
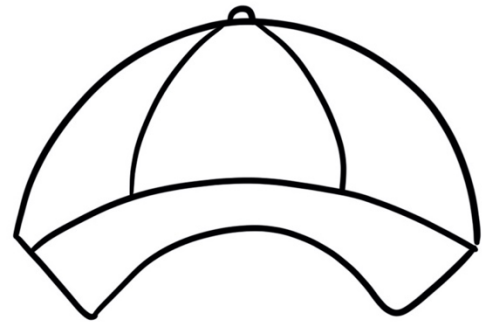
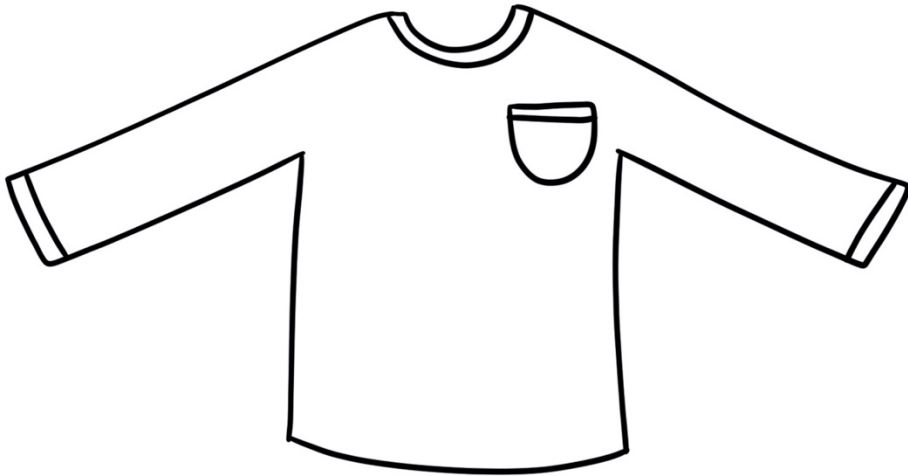




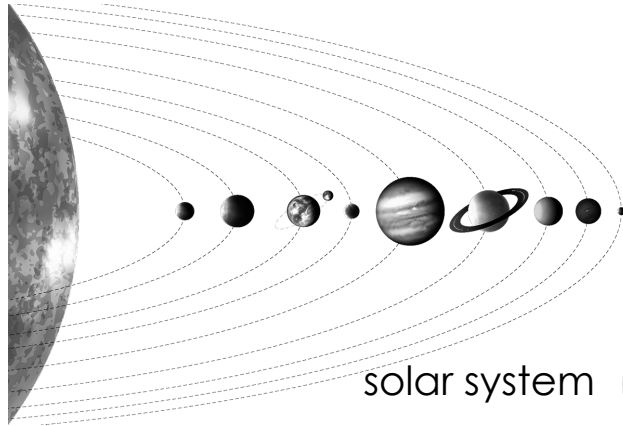




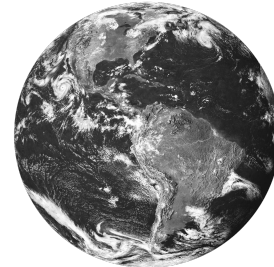




# Space, Time and Weather



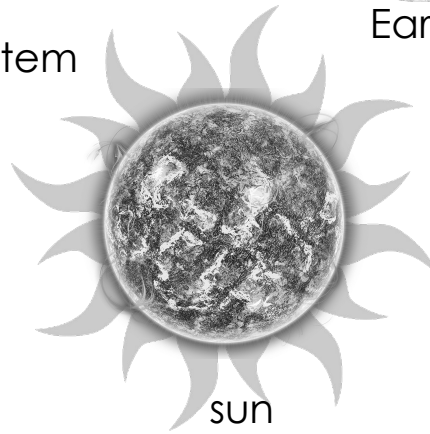
solar system



Earth



moon



sun

| JANUARY              | FEBRUARY             | MARCH                | APRIL                |
|----------------------|----------------------|----------------------|----------------------|
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2 3 4 5 6 7        | 1 2 3 4              | 1 2 3 4              | 2 3 4 5 6 7 8        |
| 8 9 10 11 12 13 14   | 5 6 7 8 9 10 11      | 5 6 7 8 9 10 11      | 9 10 11 12 13 14 15  |
| 15 16 17 18 19 20 21 | 12 13 14 15 16 17 18 | 12 13 14 15 16 17 18 | 16 17 18 19 20 21 22 |
| 22 23 24 25 26 27 28 | 19 20 21 22 23 24 25 | 19 20 21 22 23 24 25 | 23 24 25 26 27 28 29 |
| 29 30 31             | 26 27 28             | 26 27 28 29 30 31    | 30                   |
| MAY                  | JUNE                 | JULY                 | AUGUST               |
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2 3 4 5 6          | 1 2 3                | 2 3 4 5 6 7 8        | 1 2 3 4 5            |
| 7 8 9 10 11 12 13    | 4 5 6 7 8 9 10       | 9 10 11 12 13 14 15  | 6 7 8 9 10 11 12     |
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| SEPTEMBER            | OCTOBER              | NOVEMBER             | DECEMBER             |
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2                  | 1 2 3 4 5 6 7        | 1 2 3 4              | 1 2                  |
| 3 4 5 6 7 8 9        | 8 9 10 11 12 13 14   | 5 6 7 8 9 10 11      | 3 4 5 6 7 8 9        |
| 10 11 12 13 14 15 16 | 15 16 17 18 19 20 21 | 12 13 14 15 16 17 18 | 10 11 12 13 14 15 16 |
| 17 18 19 20 21 22 23 | 22 23 24 25 26 27 28 | 19 20 21 22 23 24 25 | 17 18 19 20 21 22 23 |
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year



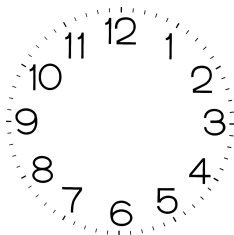
month



week



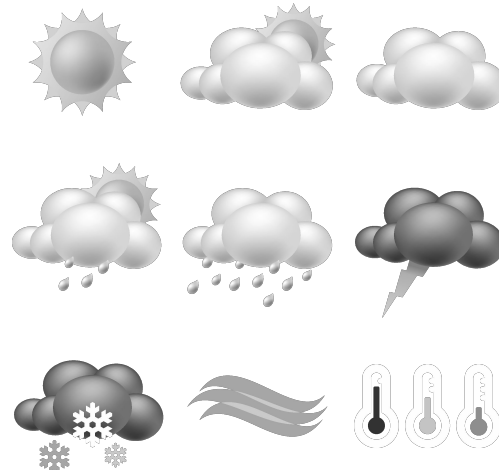
seasons



hour



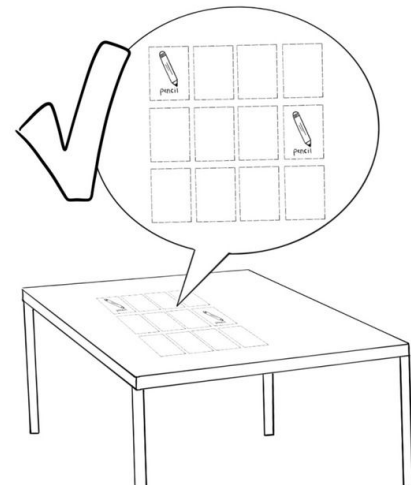
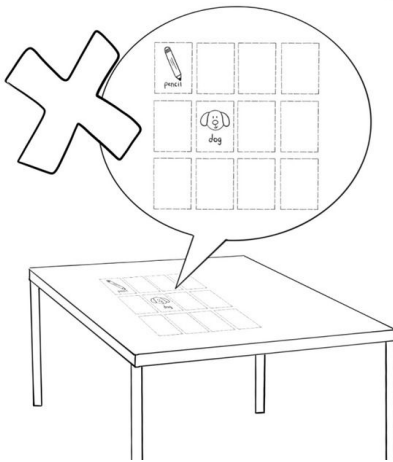
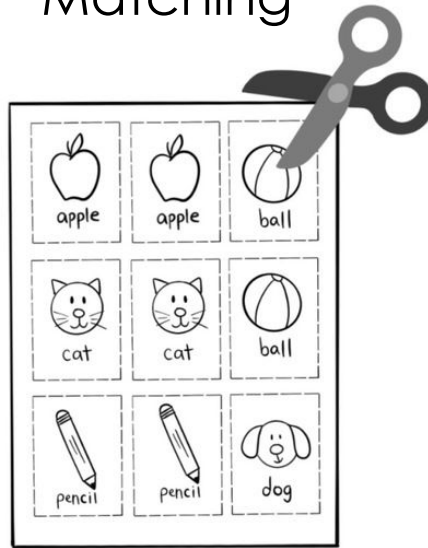
day and night



weather

Images from <https://www.pngegg.com/en/>

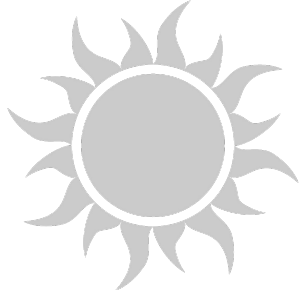
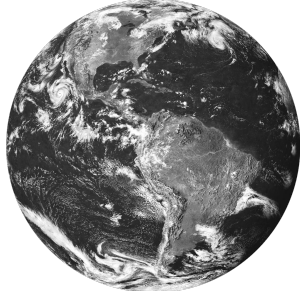


# Matching





Matching:  
Cut out and play!



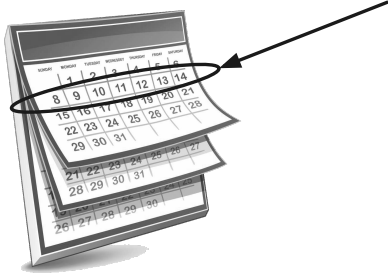
|   |                  |
|---|------------------|
|    | sun              |
|   | Earth            |
|  | moon             |
|  | day and<br>night |

| JANUARY              | FEBRUARY             | MARCH                | APRIL                |
|----------------------|----------------------|----------------------|----------------------|
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2 3 4 5 6 7        | 1 2 3 4              | 1 2 3 4              | 1                    |
| 8 9 10 11 12 13 14   | 5 6 7 8 9 10 11      | 5 6 7 8 9 10 11      | 2 3 4 5 6 7 8        |
| 15 16 17 18 19 20 21 | 12 13 14 15 16 17 18 | 12 13 14 15 16 17 18 | 9 10 11 12 13 14 15  |
| 22 23 24 25 26 27 28 | 19 20 21 22 23 24 25 | 19 20 21 22 23 24 25 | 16 17 18 19 20 21 22 |
| 29 30 31             | 26 27 28             | 26 27 28 29 30 31    | 23 24 25 26 27 28 29 |
| MAY                  | JUNE                 | JULY                 | AUGUST               |
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2 3 4 5 6          | 1 2 3                | 1                    | 1 2 3 4 5            |
| 7 8 9 10 11 12 13    | 4 5 6 7 8 9 10       | 2 3 4 5 6 7 8        | 6 7 8 9 10 11 12     |
| 14 15 16 17 18 19 20 | 11 12 13 14 15 16 17 | 9 10 11 12 13 14 15  | 13 14 15 16 17 18 19 |
| 21 22 23 24 25 26 27 | 18 19 20 21 22 23 24 | 16 17 18 19 20 21 22 | 20 21 22 23 24 25 26 |
| 28 29 30 31          | 25 26 27 28 29 30    | 23 24 25 26 27 28 29 | 27 28 29 30 31       |
| 30 31                | 30 31                | 30 31                |                      |
| SEPTEMBER            | OCTOBER              | NOVEMBER             | DECEMBER             |
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2                  | 1 2 3 4 5 6 7        | 1 2 3 4              | 1 2                  |
| 3 4 5 6 7 8 9        | 8 9 10 11 12 13 14   | 5 6 7 8 9 10 11      | 3 4 5 6 7 8 9        |
| 10 11 12 13 14 15 16 | 15 16 17 18 19 20 21 | 12 13 14 15 16 17 18 | 10 11 12 13 14 15 16 |
| 17 18 19 20 21 22 23 | 22 23 24 25 26 27 28 | 19 20 21 22 23 24 25 | 17 18 19 20 21 22 23 |
| 24 25 26 27 28 29 30 | 29 30 31             | 26 27 28 29 30       | 24 25 26 27 28 29 30 |
|                      |                      |                      | 31                   |

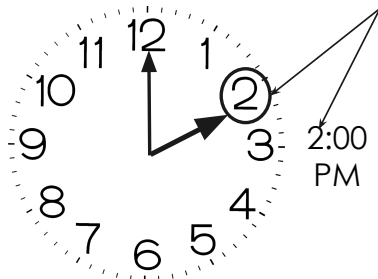
year



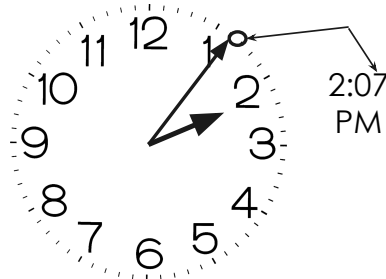
month




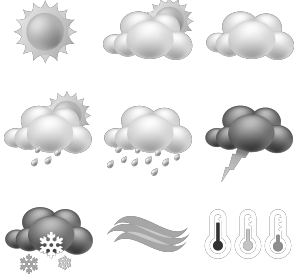
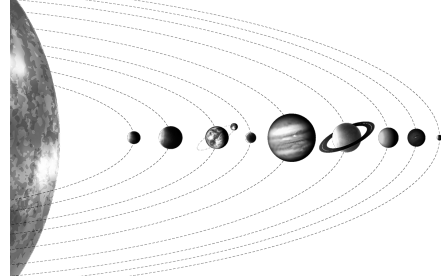




week



hour

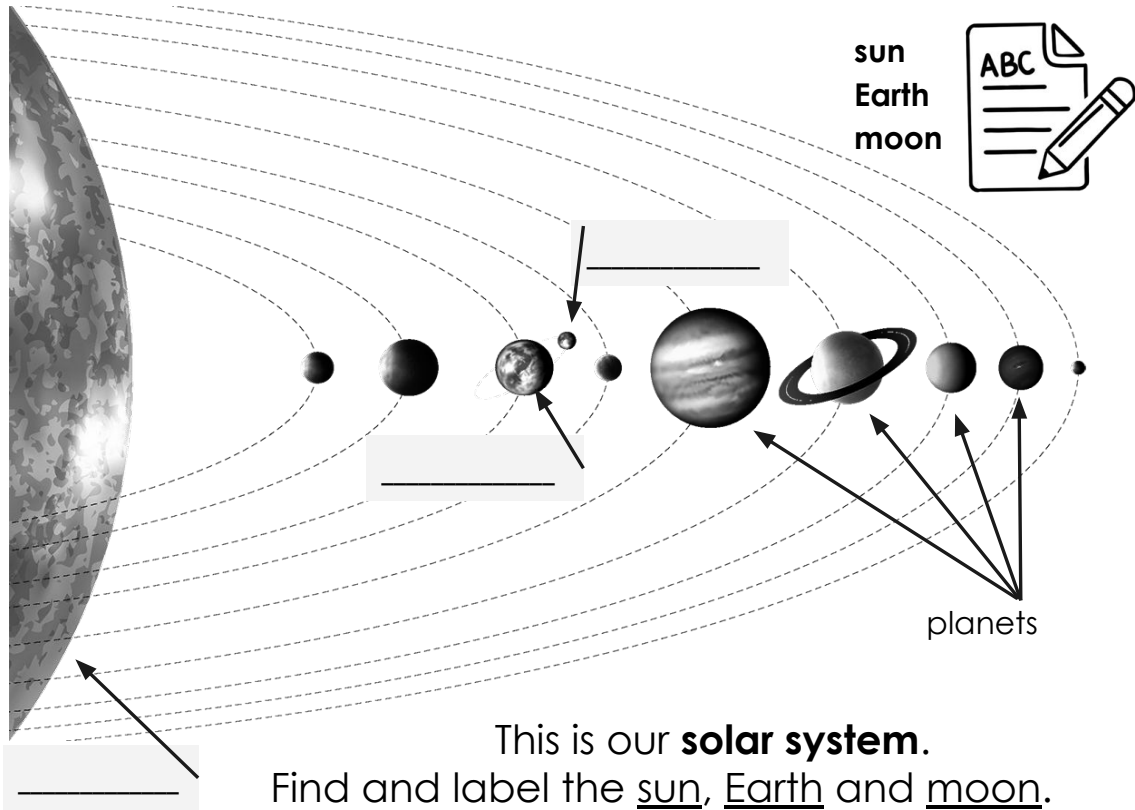


minute



|   |  |
|---|--|
|    | <p>seasons</p>   |
|    | <p>weather</p>   |
|   | <p>solar system</p>  |
|  |  <hr data-bbox="828 1407 1299 1417"/> |
|  |  <hr data-bbox="828 1701 1299 1711"/> |

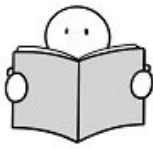


# Solar System

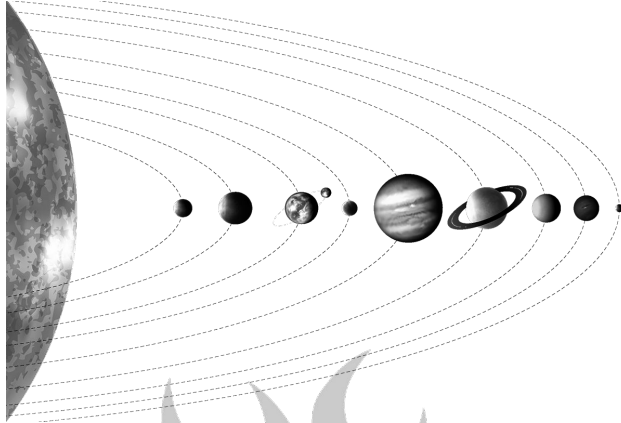


What do you know about the **solar system**?  
What **planets** do you know?

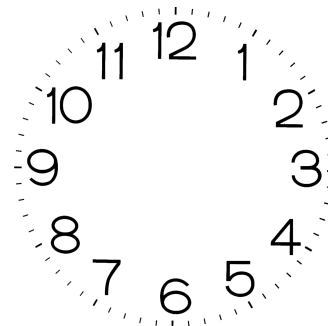
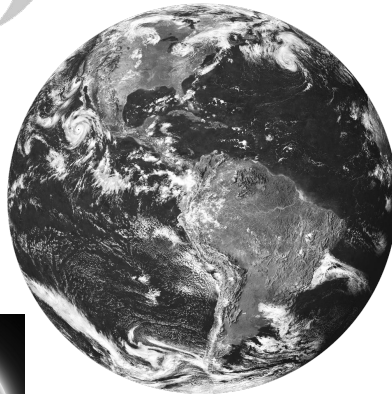
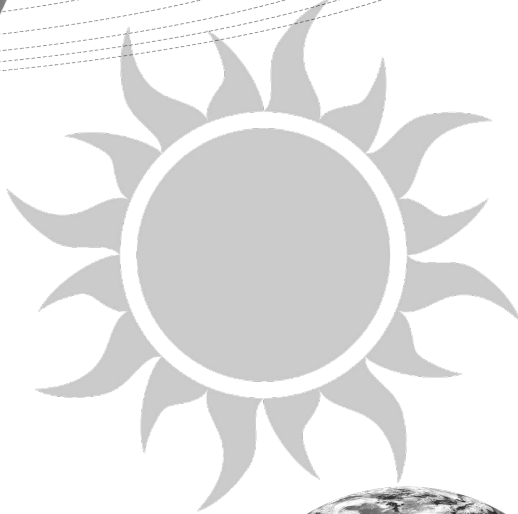





# Time



| JANUARY              | FEBRUARY             | MARCH                | APRIL                |
|----------------------|----------------------|----------------------|----------------------|
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2 3 4 5 6 7        | 1 2 3 4              | 1 2 3 4              | 1 2 3 4 5            |
| 8 9 10 11 12 13 14   | 5 6 7 8 9 10 11      | 5 6 7 8 9 10 11      | 6 7 8 9 10 11 12     |
| 15 16 17 18 19 20 21 | 12 13 14 15 16 17 18 | 12 13 14 15 16 17 18 | 9 10 11 12 13 14 15  |
| 22 23 24 25 26 27 28 | 19 20 21 22 23 24 25 | 19 20 21 22 23 24 25 | 16 17 18 19 20 21 22 |
| 29 30 31             | 26 27 28             | 26 27 28 29 30 31    | 23 24 25 26 27 28 29 |
|                      |                      |                      | 30                   |
| MAY                  | JUNE                 | JULY                 | AUGUST               |
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2                  | 1 2 3                | 1 2 3 4              | 1 2 3 4 5            |
| 7 8 9 10 11 12 13    | 4 5 6 7 8 9 10       | 2 3 4 5 6 7 8        | 6 7 8 9 10 11 12     |
| 14 15 16 17 18 19 20 | 11 12 13 14 15 16 17 | 9 10 11 12 13 14 15  | 13 14 15 16 17 18 19 |
| 21 22 23 24 25 26 27 | 18 19 20 21 22 23 24 | 16 17 18 19 20 21 22 | 20 21 22 23 24 25 26 |
| 28 29 30 31          | 25 26 27 28 29 30    | 23 24 25 26 27 28 29 | 27 28 29 30 31       |
| SEPTEMBER            | OCTOBER              | NOVEMBER             | DECEMBER             |
| Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su | Mo Tu We Th Fr Sa Su |
| 1 2                  | 1 2 3 4 5 6 7        | 1 2 3 4              | 1 2                  |
| 3 4 5 6 7 8 9        | 8 9 10 11 12 13 14   | 5 6 7 8 9 10 11      | 3 4 5 6 7 8 9        |
| 10 11 12 13 14 15 16 | 15 16 17 18 19 20 21 | 12 13 14 15 16 17 18 | 10 11 12 13 14 15 16 |
| 17 18 19 20 21 22 23 | 22 23 24 25 26 27 28 | 19 20 21 22 23 24 25 | 17 18 19 20 21 22 23 |
| 24 25 26 27 28 29 30 | 29 30 31             | 26 27 28 29 30       | 24 25 26 27 28 29 30 |




Images from <https://www.pngegg.com/en/>



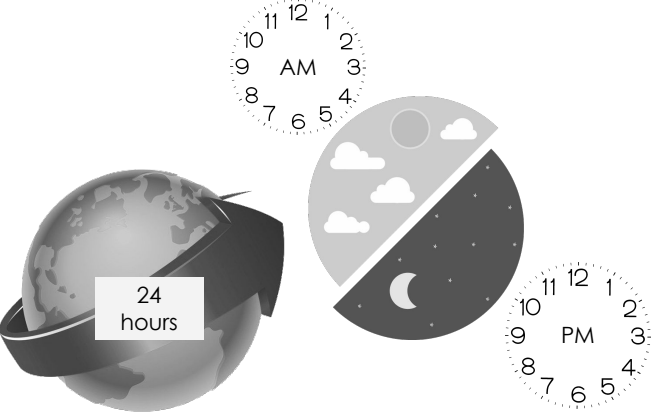
## Time

In the United States, we measure **time** by the **sun**.

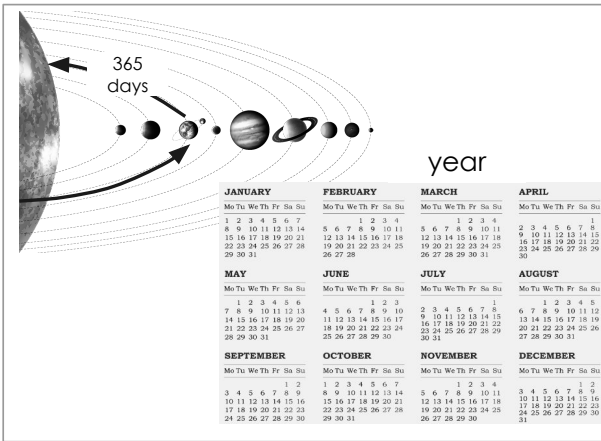


The **Earth** rotates. 

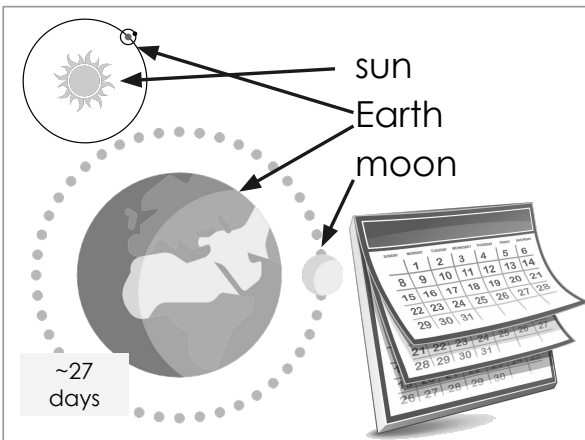
When we see the sun, it is **day**. When it is dark, it is **night**.



The Earth rotates every 24 hours. There are **24 hours** in a **day** (day and night).

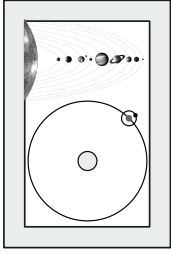


The **Earth** orbits around the **sun**. The Earth's orbit takes 366 days. 365 days is one **year**.



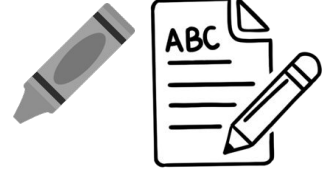
The **moon** orbits around the **Earth**. The moon's orbit is about **27 days**. This is about one month.

|  |                |   |                  |  |
|--|----------------|---|------------------|--|
|  | <b>1 day</b>   | = | <b>24 hours</b>  |  |
|  | <b>1 year</b>  | = | <b>365 days</b>  |  |
|  | <b>1 month</b> | ≈ | <b>30 days</b>   |  |
|  | <b>1 week</b>  | = | <b>7 days</b>    |  |
|  | <b>1 year</b>  | = | <b>12 months</b> |  |



# Solar System

Draw a picture of the **solar system**.  
Include the **sun**, **Earth**, and **moon**.  
Show **day** and **night**.





# Day 2



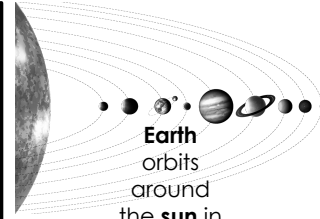
# Calendars

|   |  |  |  |
|---|--|--|--|
| <b>JANUARY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat   | <b>FEBRUARY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat | <b>MARCH</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat    | <b>APRIL</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat    |
| <b>MAY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat       | <b>JUNE</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat     | <b>JULY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat     | <b>AUGUST</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat   |
| <b>SEPTEMBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat | <b>OCTOBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat  | <b>NOVEMBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat | <b>DECEMBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat |



solar calendar

In the United States, we use a **solar calendar**, based on the **Earth's** orbit around the **sun**.



Earth orbits around the sun in 365 days

365 days = 1 year

|   |  |  |  |
|---|--|--|--|
| <b>JANUARY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat   | <b>FEBRUARY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat | <b>MARCH</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat    | <b>APRIL</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat    |
| <b>MAY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat       | <b>JUNE</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat     | <b>JULY</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat     | <b>AUGUST</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat   |
| <b>SEPTEMBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat | <b>OCTOBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat  | <b>NOVEMBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat | <b>DECEMBER</b><br>Sun, Mon, Tue, Wed, Thu, Fri, Sat |



lunar calendar

Some communities use a **lunar calendar**, based on the **moon's** orbit around the **Earth**.



moon orbits around Earth in ~27 days

354 days = 1 year

What calendar does your **family** use?

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|



# Months of the Year



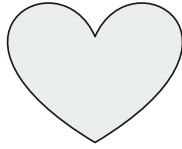
These are the **months** of the year.

Write the months of the year in English.

Try to write the months in your family's language.

|   |   |   |  |
|---|---|---|--|
| <p>1<br/>  January<br/> <u>January</u><br/>  شهر محرم</p> | <p>2<br/>  February<br/> <u>February</u><br/>  正月</p> | <p>3<br/>  March<br/> <u>March</u><br/>  ལྷོ་ལོ་ལོ་བ་</p> | <p>4<br/>  April<br/> <u>April</u><br/>  abril</p> |
|---|---|---|--|

|  |   |  |  |
|--|---|--|--|
| <p>1<br/>January<br/>_____<br/>_____</p>   | <p>2<br/>February<br/>_____<br/>_____</p> | <p>3<br/>March<br/>_____<br/>_____</p>     | <p>4<br/>April<br/>_____<br/>_____</p>     |
| <p>5<br/>May<br/>_____<br/>_____</p>       | <p>6<br/>June<br/>_____<br/>_____</p>     | <p>7<br/>July<br/>_____<br/>_____</p>      | <p>8<br/>August<br/>_____<br/>_____</p>    |
| <p>9<br/>September<br/>_____<br/>_____</p> | <p>10<br/>October<br/>_____<br/>_____</p> | <p>11<br/>November<br/>_____<br/>_____</p> | <p>12<br/>December<br/>_____<br/>_____</p> |



# My Favorite Month

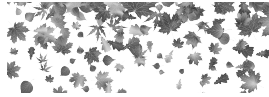
What is your favorite month?  
Why?



My favorite month is **November**,  
because my birthday is in November.



Also, the leaves on the trees  
change color in November.



| JANUARY   | FEBRUARY  | MARCH   | APRIL   |
|---|---|---|---|
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28          | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30    |
| MAY   | JUNE  | JULY  | AUGUST  |
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30    | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |
| SEPTEMBER   | OCTOBER   | NOVEMBER  | DECEMBER  |
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30    | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30    | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |

My favorite month is \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_














# Days of the Week



There are **7 days** in a **week**.

**Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**

What do you do each day of the week?

| Sunday   | Monday  | Tuesday  | Wednesday   | Thursday  | Friday  | Saturday   |
|--|---|--|---|---|---|--|
| <p>I sleep in</p>  <p>and play sports with my family.</p>  | <p>I go to school</p>  <p>and practice soccer.</p>  | <p>I go to school.</p>  | <p>I go to school</p>  <p>and practice soccer.</p>  | <p>I go to school.</p>  | <p>I go to school</p>  <p>and practice soccer.</p>  | <p>I play music with my friends.</p>  |



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |



# My Daily Schedule



I wake up at **7:00 AM.**



I eat breakfast at **7:30 AM.**



I go to school at **8:00 AM.**



I eat lunch at **12:00 PM.**



I practice soccer at **4:30 PM.**



I eat dinner at **6:30 PM.**



I go to sleep at **9:00 PM.**

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



# My Daily Schedule



Write abouts your daily schedule.

|                            |  |
|----------------------------|--|
|                            |  |
|                            |  |
|                            |  |
| I go to sleep at _____ PM. |  |



# Day 3



## The Four Seasons

There are **4 seasons** every **year**.  
They are **spring, summer, fall** and **winter**.



spring

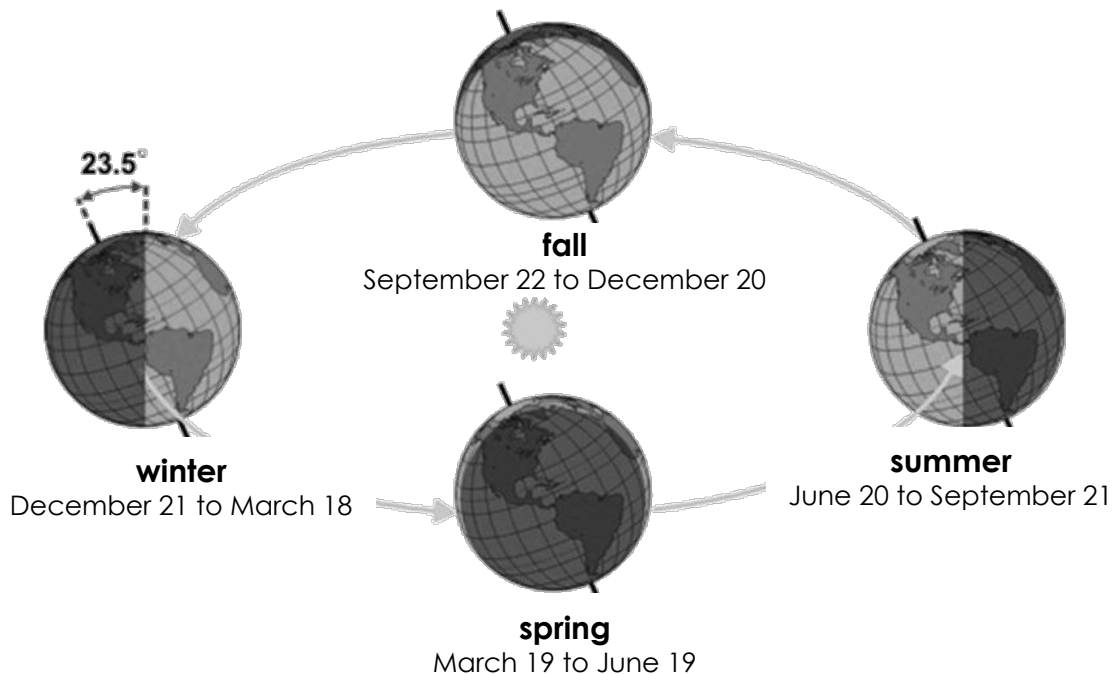
summer

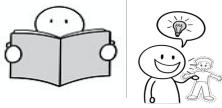
fall

winter

The **angle** of the sunshine on the **Earth** changes,  
making **seasons**.

It is coldest in **winter**. It is warmest in **summer**.





## Season: Fall

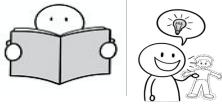
In the **fall**, the daytime gets shorter, and the night gets longer.  
I like to play with the leaves that fall from the trees.



What is **fall** like where you live?  
What do you like to do in the **fall**?

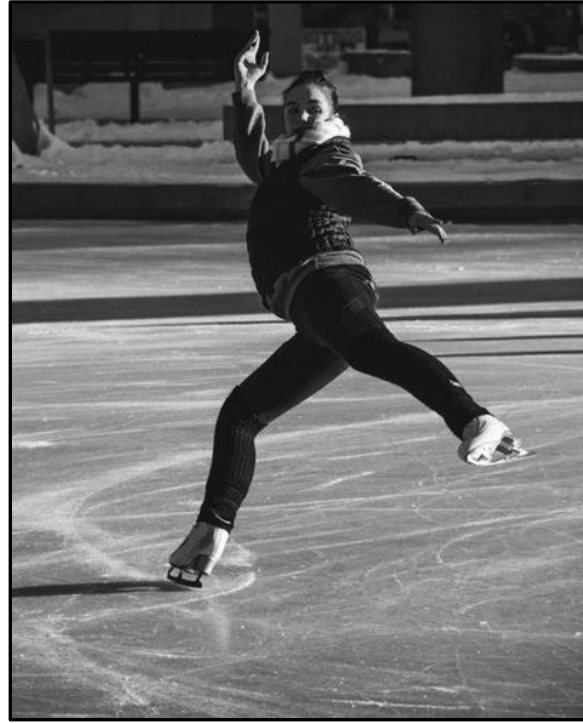






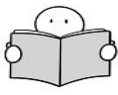
## Season: Winter

In the **winter**, it gets cold.  
I like to ice skate in the winter.



What is **winter** like where you live?  
What do you like to do in the **winter**?





## Season: Spring

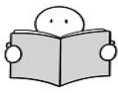
In the **spring**, it gets warmer.

I like to see the flowers and baby animals.



What is **spring** like where you live?  
What do you like to do in the **spring**?





## Season: Summer

In the **summer**, it is hot.

I like to play with my friends and swim.



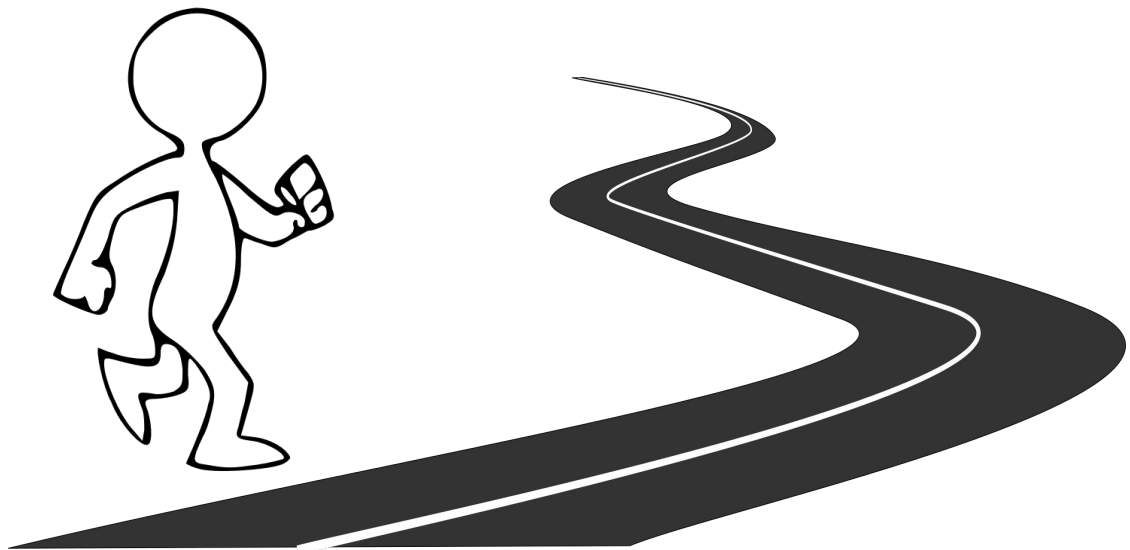
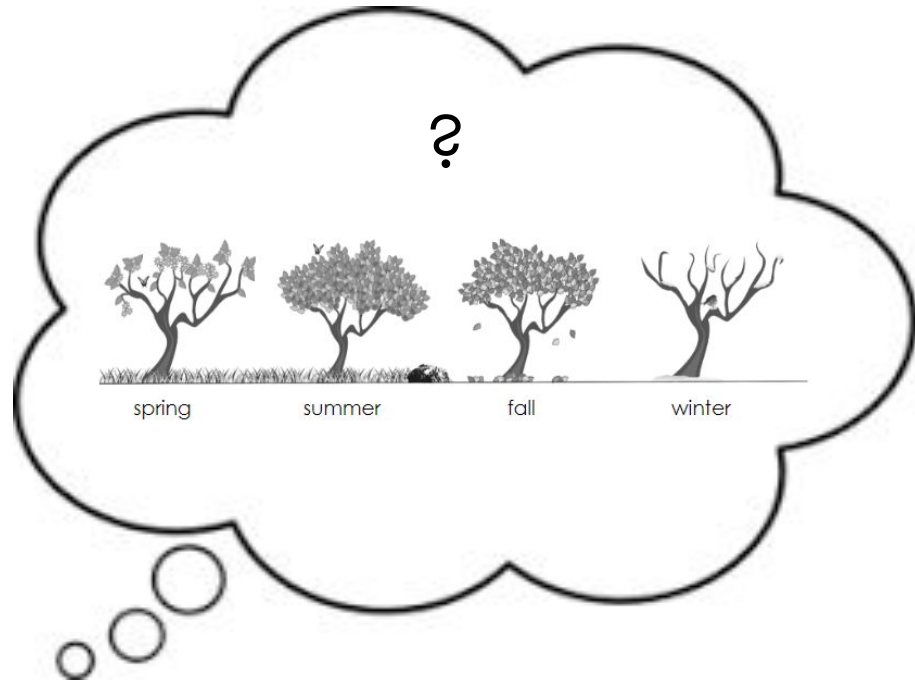
What is **summer** like where you live?  
What do you like to do in the **summer**?





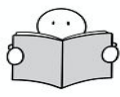
# Get up and Move!

Take a walk outside.  
What **season** is it? Look for signs of the season.





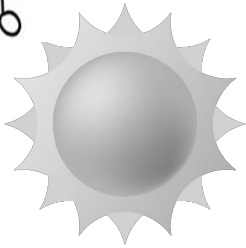
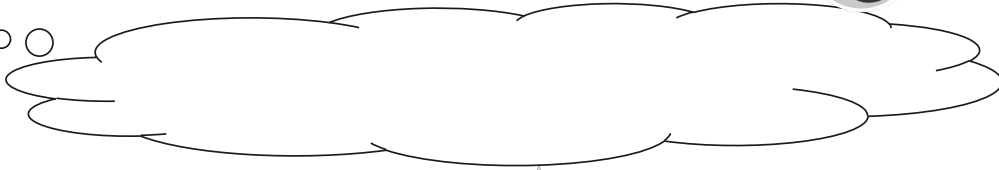
# Day 4



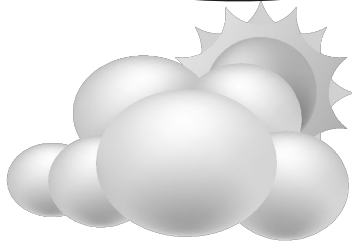
# Weather



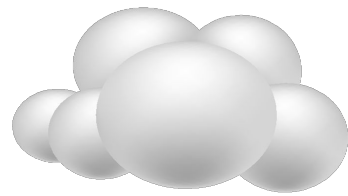
The **weather** changes every day.  
What is your favorite weather?



sunny



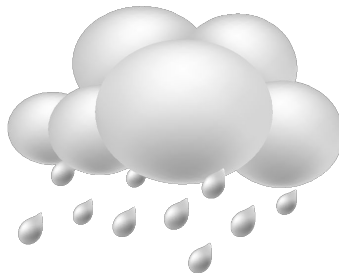
partly cloudy



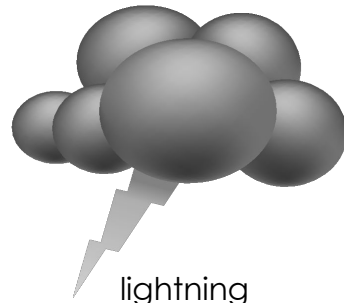
cloudy



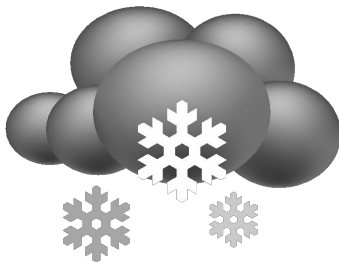
rain showers



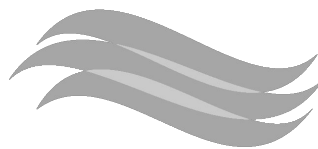
rainy



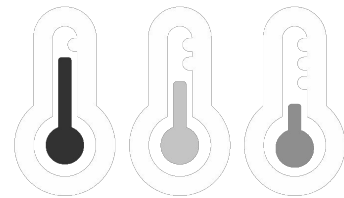
lightning



snowy



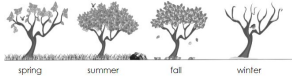
windy



hot

warm

cold

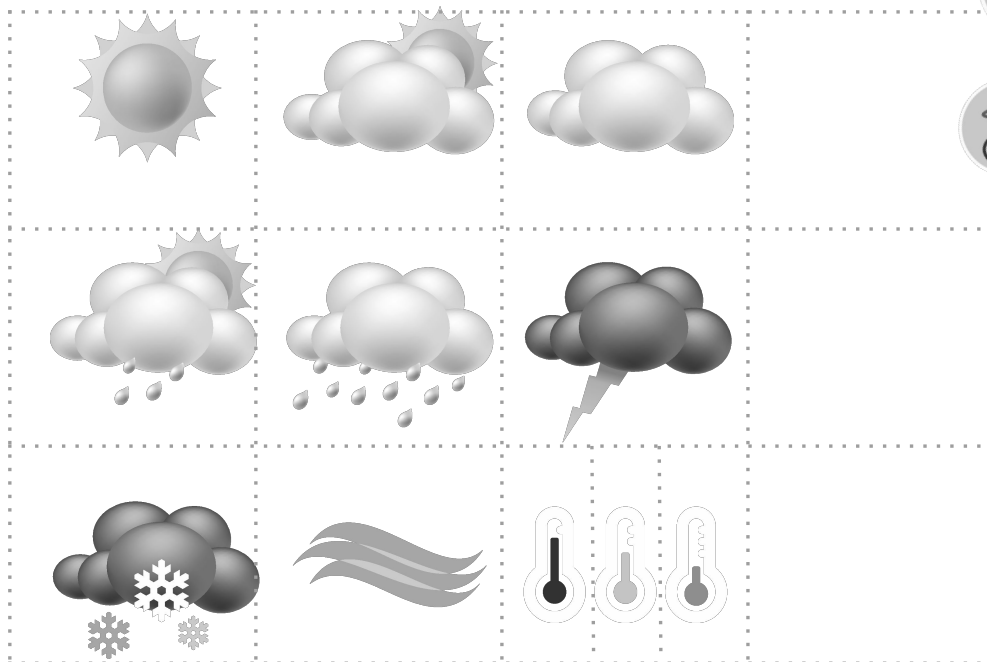


# Weather and Seasons



The **weather** is different in each season.  
Sort the weather into the season for where you live.

| spring | summer | fall | winter |
|--------|--------|------|--------|
|        |        |      |        |





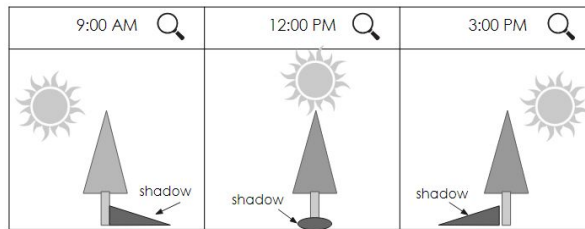
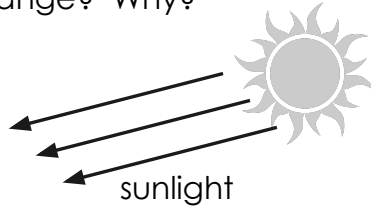




# Observe Light and Shadows



Choose an object to observe. Where is the **shadow**?  
Observe and record the shadow at **three different times** of day.  
How does the shadow change? Why?





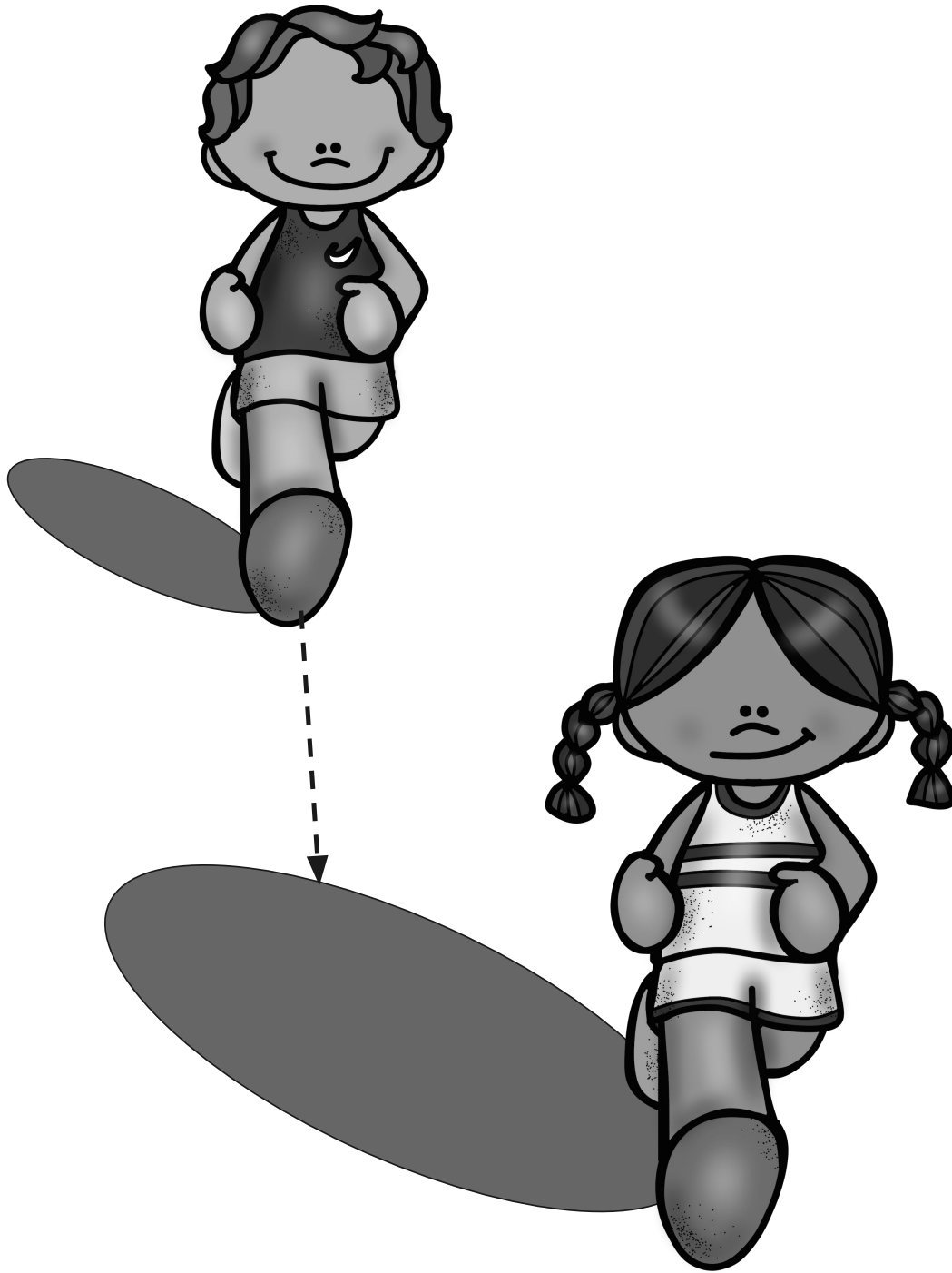


How did the shadow change? Why did it change?

# Get up and Move!



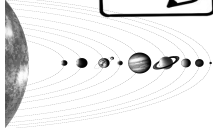
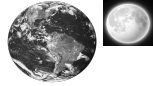
Play shadow tag! Try to catch each other's shadow!



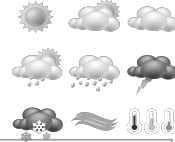








# Day 5

# Space, Time and Weather



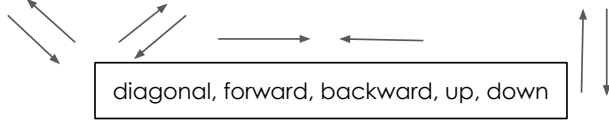
Share what do you know, wonder and have learned about how the **sun**, **Earth**, **moon**, **time** and **weather** are related.



| I know...<br><br> | I wonder...<br><br> | I learned...<br><br> |
|---|---|--|
|   |   |  |



# Word Search



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

Find these words. Circle them or color them yellow.

sun      Earth      moon      orbit      rotate      measure      time  
 hour      day      week      month      year      weather      seasons



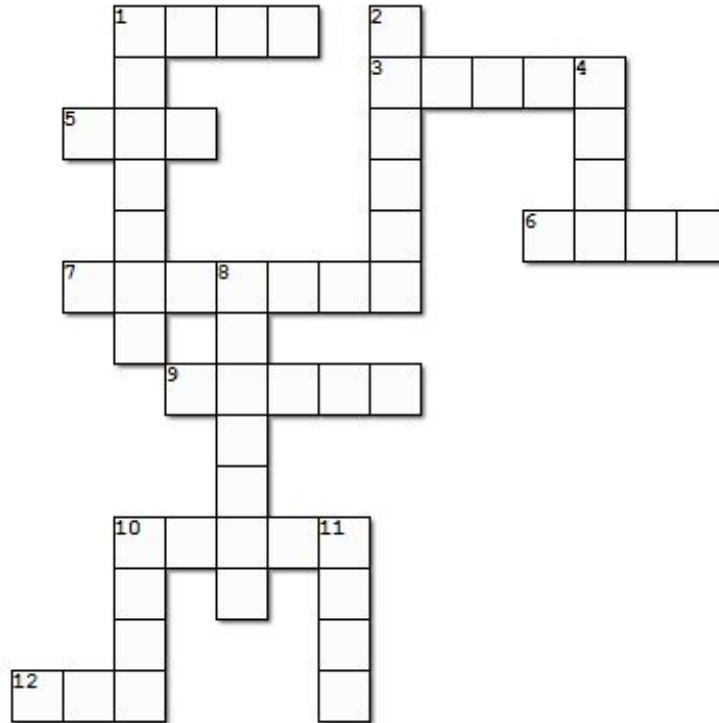
# Crossword Puzzle



Write the words in the boxes.

Across →

Down ↓



**Across** →

- 1. week
- 3. orbit
- 5. day
- 6. year
- 7. measure
- 9. Earth
- 10. month
- 12. sun

**Down** ↓

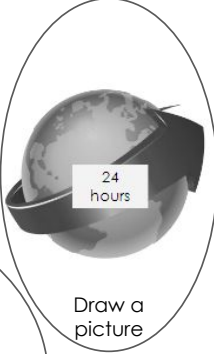
- 1. weather
- 2. rotate
- 4. time
- 8. seasons
- 10. moon
- 11. hour



# My Dictionary



rotate  
Vocabulary Word

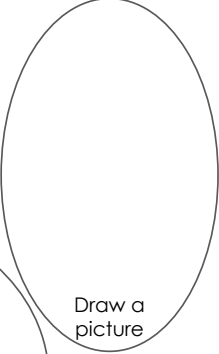


24 hours

Draw a picture

The Earth rotates every 24 hours.  
Use the word in a sentence.

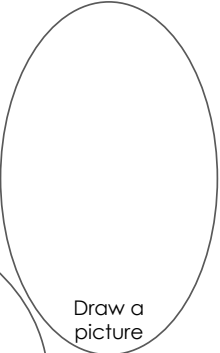
\_\_\_\_\_  
Vocabulary Word



Draw a picture

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Use the word in a sentence.

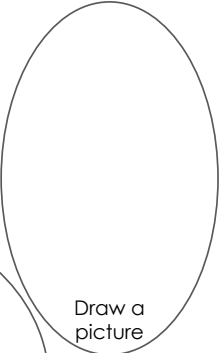
\_\_\_\_\_  
Vocabulary Word



Draw a picture

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Use the word in a sentence.

\_\_\_\_\_  
Vocabulary Word



Draw a picture

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Use the word in a sentence.



# My Dictionary



---



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---

Draw a picture

Use the word in a sentence.

---



---



---



---

Draw a picture

Use the word in a sentence.

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---



---



---

Draw a picture

Use the word in a sentence.

---



---



---



---

Draw a picture

Use the word in a sentence.





# 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 students to draw a picture about what they learned in the packet.

Write about what you learned in this packet:

Four horizontal lines provided for students to write about what they learned in the packet.

ICMEE is housed within:





## Reference Sheet

| <b>LENGTH</b>                 |                     |
|-------------------------------|---------------------|
| 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  |

| <b>CAPACITY AND VOLUME</b> |                       |
|----------------------------|-----------------------|
| 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      |

| <b>MASS AND WEIGHT</b>   |                     |
|--------------------------|---------------------|
| Metric                   | Customary           |
| 1 kilogram = 1000 grams  | 1 ton = 2000 pounds |
| 1 gram = 1000 milligrams | 1 pound = 16 ounces |

| <b>TIME</b>           |  |
|-----------------------|--|
| 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:

