



9th – 12th grade • English Level 1

LEARNING PACKET #2



Theme: Family

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 **Mary Royers Tricia and Ramaekers** in collaboration with Claudia Yunes, Kara Mitchell Viesca and Alexa Yunes.



The Standards that Informed the Development of this Packet are:

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.MATH.CONTENT.HSN.Q.A.2

Define appropriate quantities for the purpose of descriptive modeling.

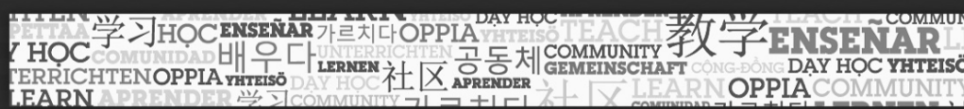
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Theme: Family

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. 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 student 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 student (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.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also 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.

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- 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 child with someone in their home.
- Packet 2 includes materials relating to family, physical descriptions of people, and questioning words. An emphasis is put on learning new vocabulary to develop language skills at the beginning level of English language acquisition. Students are encouraged to practice their reading, writing, and speaking skills. If technology is available, students are asked to record their speaking and play it back to listen to their voices.

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 **Mary Royers Tricia and Ramaekers** in collaboration with Claudia Yunes, Kara Mitchell Viesca, and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

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

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

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

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

- Diccionario: Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- Diario: Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- El paquete 2 incluye materiales relacionados con la familia, descripciones físicas de personas y palabras de preguntas. Se enfatiza el aprendizaje de vocabulario nuevo para desarrollar habilidades lingüísticas en el nivel inicial de adquisición del idioma inglés. Se alienta a los estudiantes a practicar sus habilidades de lectura, escritura y expresión oral. Si hay tecnología disponible, se les pide a los estudiantes que graben su discurso y lo reproduzcan para escuchar sus voces.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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ICMEE is housed within:





Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

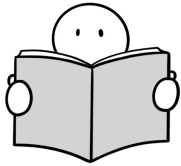
We'd love to see what you've done with this packet!



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

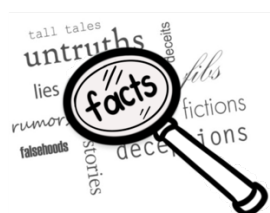
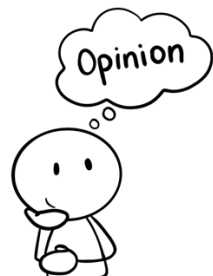

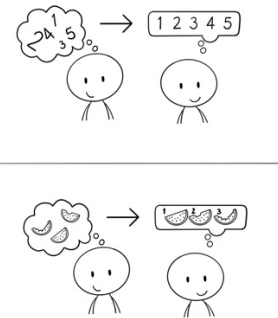



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

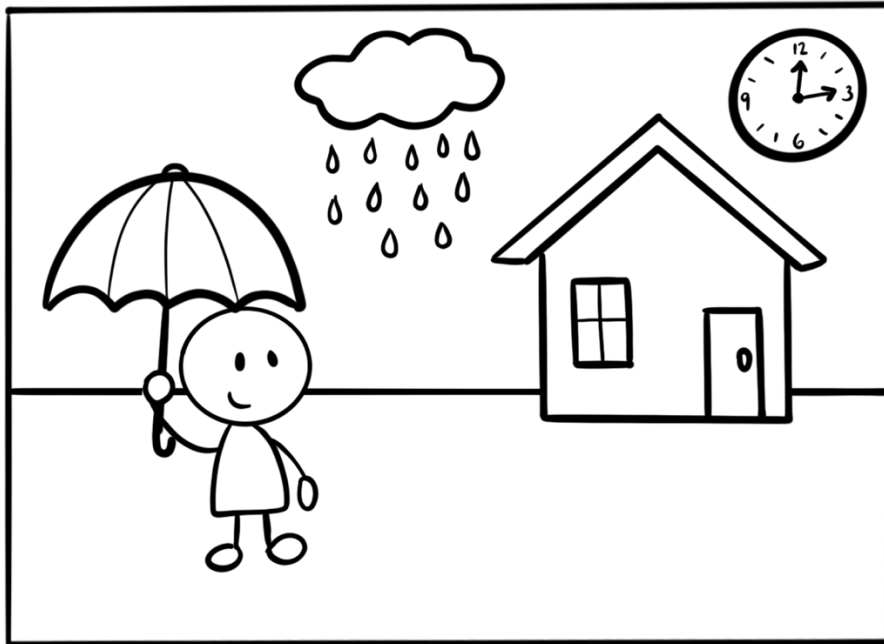


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

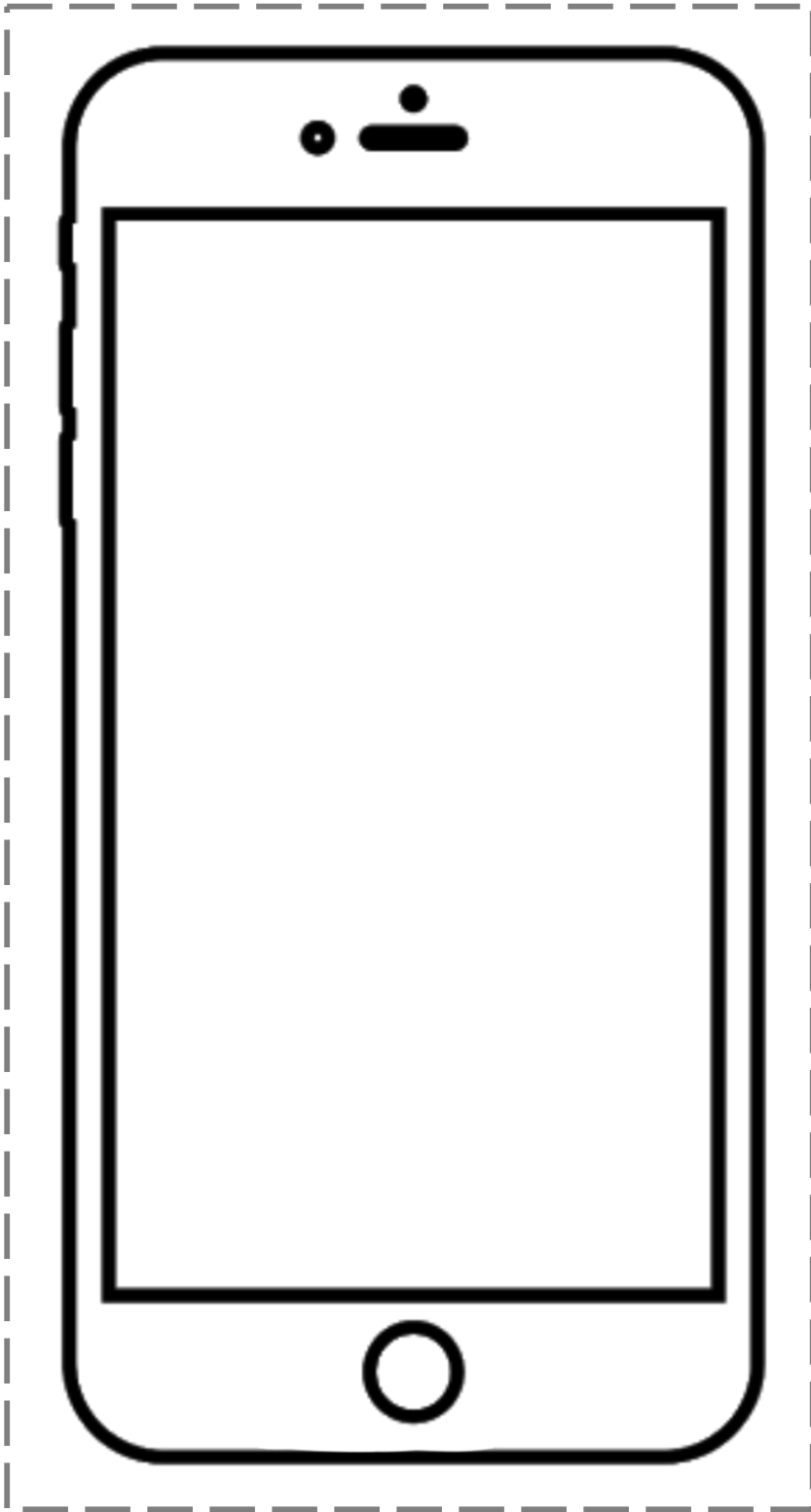


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada

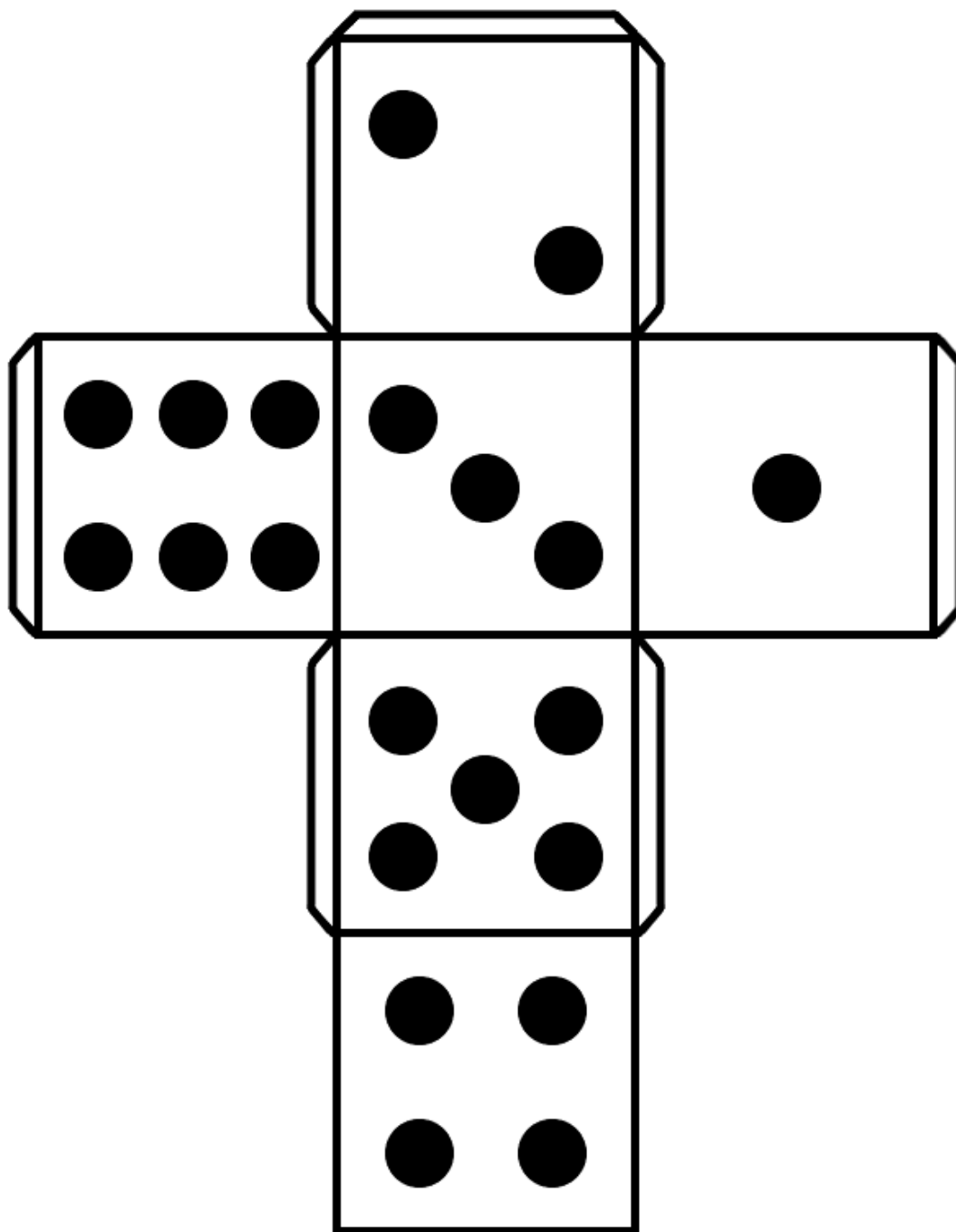




Reading Daily Practice



Cut this out to make a dice.
Use this dice for your **“Roll Your Sight Words”** each day.





Roll Your Sight Words

1. Roll the dice 2. Read that column

					
a	at	all	again	ask	always
am	are	after	any	by	around
and	big	away	always	could	because
be	but	by	because	every	been
can	come	could	before	give	what
for	fun	did	don't	just	does
go	get	from	first	know	first
has	her	good	gave	live	five
I	like	give	goes	may	gave
in	look	how	just	once	green
is	make	know	may	over	made
it	my	over	once	this	pull
me	on	put	off	some	read
said	was	say	who	take	right
see	yes	some	sleep	then	their
the	you	take	stop	think	this

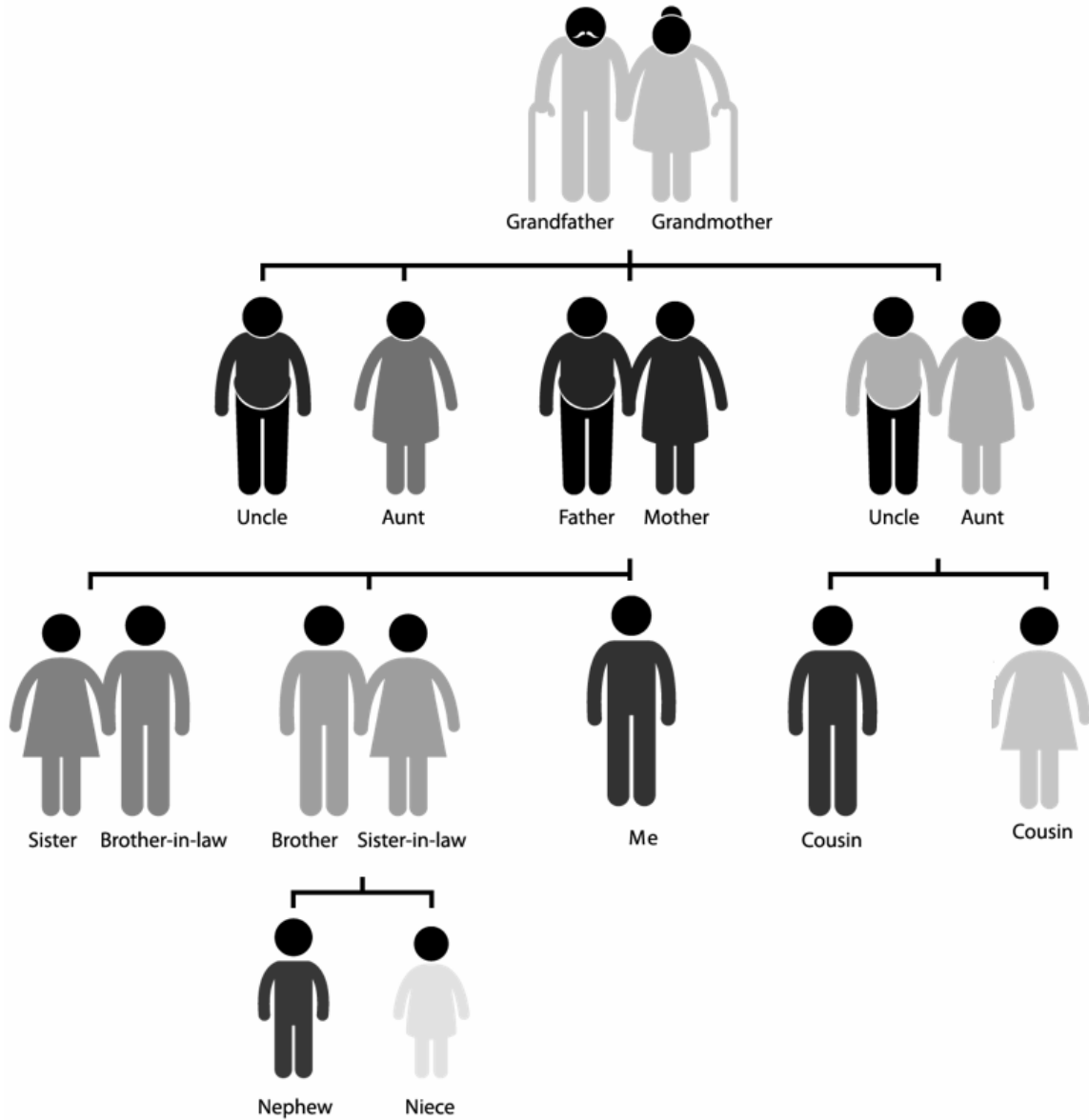
Family Vocabulary



Read the vocabulary.



Record and listen to your voice when you are finished.



Source: OysterEnglish.com

This Is My Family



Read the vocabulary.



Record and listen to your voice when you are finished.

Hi! My name is Ted. I have a big family.
My dad is Juan and my mom is Mary. I
have one brother and one sister.
Nicolas is my brother and my sister is
Sara. I love my family!

Write about your family:

Hi! My name is _____ . I have
a _____ family.

My _____ is _____ .

My _____ is _____ .

_____ is my _____ .

_____ is my _____ .

I love my family!

My Grandfather and His Car

my	a	have	the	is
I	and	white	color	

My grandfather



I have a grandfather.

My grandfather  a  .

The  is color white.

I  the  .

My grandfather  the  and  .

Glossary



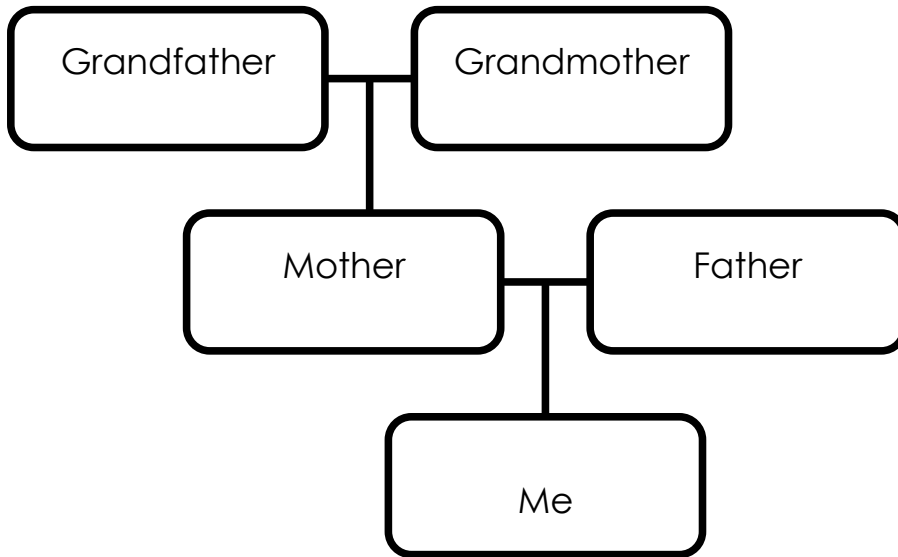
My Family Tree



Write the names of these five family members.

Next, draw at least three more boxes.

You should write at least **eight** family members on your family tree.















Physical Characteristics Vocabulary



Read the vocabulary.



Record and listen to your voice when you are finished.

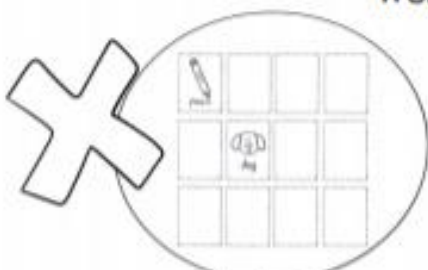
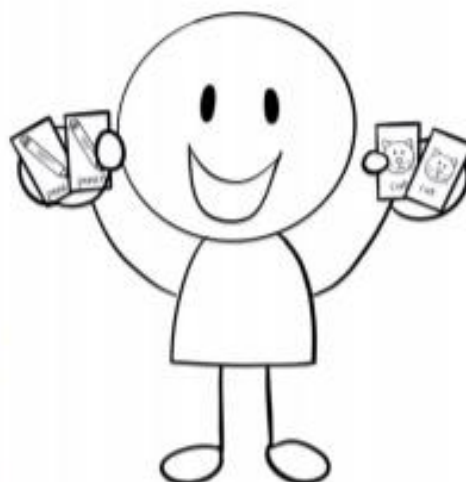
<p>Old</p> 	<p>Middle Aged</p> 	<p>Young</p> 
<p>Short</p> 	<p>Average</p> 	<p>Tall</p> 
<p>Small</p> 	<p>Big</p> 	<p>Skinny</p> 
<p>Artistic</p> 	<p>Strong</p> 	<p>Athletic</p> 

How to Play "Memory"



1. Cut out all of the cards

2. Lay them down on a flat surface. Make sure you can't see the words or pictures

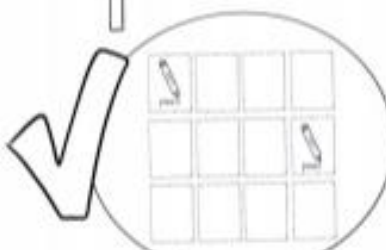


3. Turn over 2 cards at a time to try to find a match

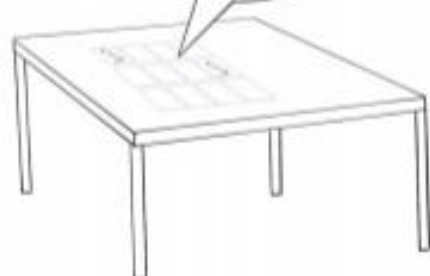
Say the words as you turn over the cards

5. When all the matches are found, the game is over.

The player with the most cards wins!











4. When you get a match, you keep those cards








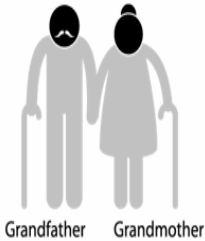


✓		✗
A	A ✓	B
		K ✗
♥	♥ ✓	4
		♥ ✗
7	7 ✓	8
		2 ✗

Memory Game

	Old		Middle aged
	Young		Short
	Average		Tall
	Small		Big

Memory Game

	Skinny		Artistic
	Strong		Athletic
	Car		Wash
	Color	 Grandfather Grandmother	Grandfather Grandmother

True or False?



Instructions:

Write True or False for the first statement. Write a statement that shows the opposite.



Example:

False Her husband is short.

True Her husband is tall.



_____ 1. She is young.

_____ .



_____ 2. Her dad is tall.

_____ .



_____ 3. His wife is short.

_____ .



_____ 4. His grandpa is old.

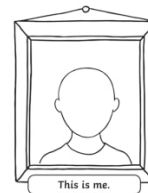
_____ .





_____ 5. She is middle aged.

_____ .

Physical Descriptions





Instructions: Describe yourself below using words and drawings.

 Write About Yourself	 Draw Yourself
I am _____ and _____. I am not _____ or _____.	

Write a complete sentence about yourself:

_____.

Instructions: Describe a family member using your new vocabulary.

 Write About My Family Member	 Draw
My _____ is _____ and _____. My _____ is not _____ or _____.	

Write a complete sentence about your family member:


_____.

Family Member Symbols

Instructions:  Draw a symbol to represent seven family members.

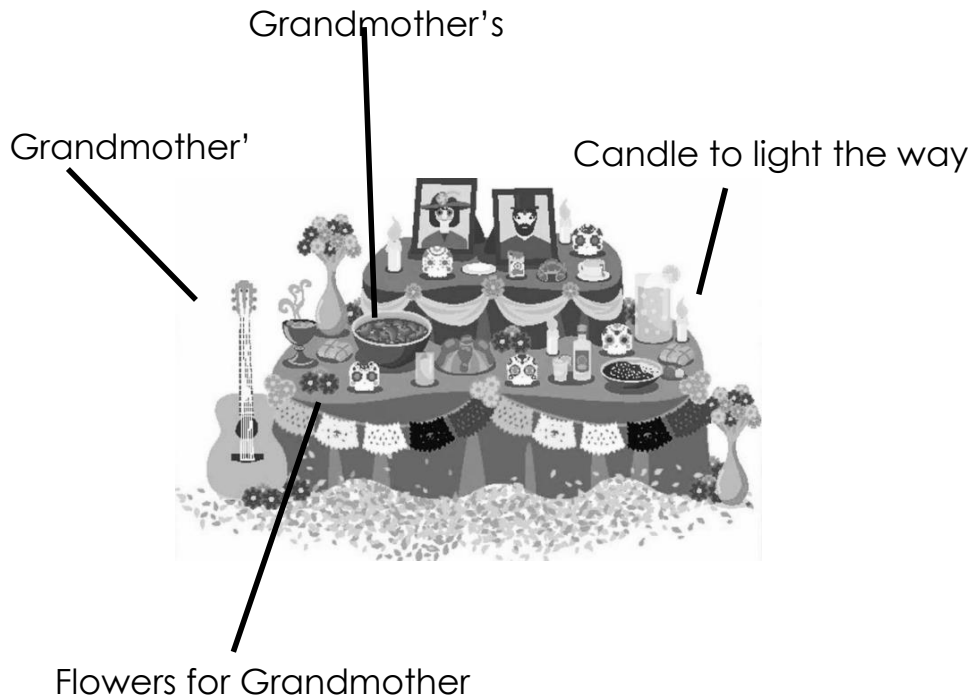


Write one sentence to describe each member of the family

<p>Example:</p>  <p>My mom is <u>strong</u>.</p>	<p>1.</p> <p>My _____ is _____.</p>	<p>2.</p> <p>_____.</p>
<p>3.</p> <p>_____.</p>	<p>4.</p> <p>_____.</p>	<p>5.</p> <p>_____.</p>

Altar to Remember

Description: Many people make altars to remember their family members that are gone. You can bring important food, photos, and items to remember each person.



Instructions: Look at the example. 🎨 Draw your own altar to celebrate at least one family member that is gone. 📝 Write a description for at least four items.

Gendered Vocabulary

Instructions: Using the word bank below, categorize the family member vocabulary based on gender.

Word Bank

sister, uncle, grandmother, cousin, brother-in-law, aunt, father, grandfather, mother, brother, sister-in-law, me

♀ Female ♀	Neutral	♂ Male ♂

Write about your family members! What makes your family unique?

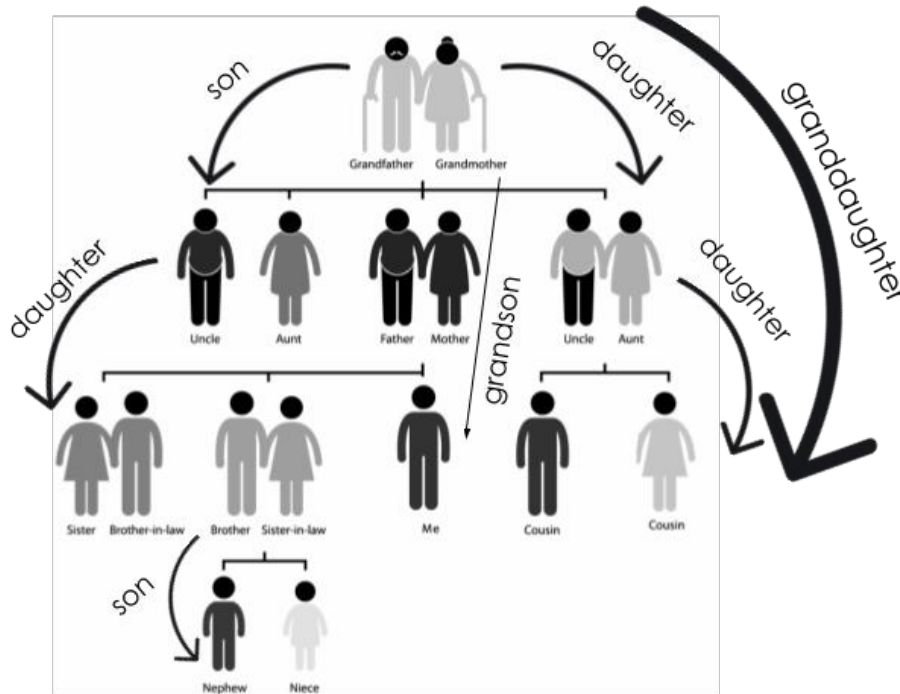
My Relationships

Instructions: Use your vocabulary to determine your relationship with family members.

Word Bank

cousin	grandmother	father
mother	sister	uncle









1. I am the granddaughter/grandson of my _____.
2. I am the daughter/son of my _____.
3. I am the cousin of my _____.
4. I am the niece/nephew of my _____.
5. I am the daughter of my _____.
6. I am the sister/brother of my _____.







Source: OysterEnglish.com

How Old Are You?

Use the picture to complete the sentence.

 6 months old	 2 years old	 5 years old	 10 years old
 18 years old	 30 years old	 50 years old	 80 years old

	1. My cousin is _____ years old.
	2. My father is _____ years _____.
	3. My nephew is _____ _____ old.
	4. My grandpa is _____ years old.
	5. I am _____ years old.

Family and Food

Family and food are closely related.



Write about your family members and  draw the food that reminds you of your family.

Example







This food reminds me of my **Aunt Priya** because **she loves roti.**



This food reminds me of my _____ because...

This food reminds me of my _____ because...

Question Words

	 Who?	 What?
 When?	 Where?	 Why?



Read the story. Answer the questions.



Mom is Alice. Dad is David. At 6:00 pm, Mom and Dad walk to the park with their kids, Samuel and Victoria. Samuel and Victoria are young. At the park, they see Grandma and Grandpa Jones. They are old. They eat in the park together. Then they walk home.

1. Who is David?

2. Where does the family eat?

3. Who does the family see at the park?

4. Who is young?

5. When does the family go to the park?

Pastimes Vocabulary



Read the vocabulary.



Record and listen to your voice when you are finished.

<p>Reading</p> 	<p>Drawing</p> 	<p>Painting</p> 
<p>Listening to music</p> 	<p>Talking with friends</p> 	<p>Playing games</p> 
<p>Playing soccer</p> 	<p>Singing</p> 	<p>Cooking</p> 
<p>Watching TV</p> 	<p>Studying</p> 	<p>Exercising</p> 

Likes and Dislikes



Write the pastimes that you like and dislike in the t-chart below

Pastimes that I like	Pastimes that I dislike
• • • • •	• • • • •



Family Pastimes

Use your pastime vocabulary to  write which family members like the activities that you see below



My _____ likes to _____

My _____ doesn't like to _____



My _____ likes to _____

My _____ doesn't like to _____



My _____ likes to _____

My _____ doesn't like to _____

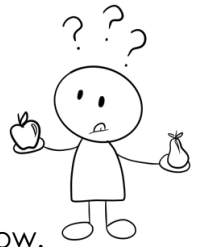


My _____ likes to _____

My _____ doesn't like to _____

Comparisons

Compare and contrast yourself with another family member.



Write the pastimes that you like and the pastimes that you don't like below.




My _____	Both	Me
They like to _____	We like to _____ We like to _____	I like to _____
They don't like to _____	We don't like to _____ We don't like to _____	I don't like to _____




My _____	Both	Me
They like to _____	We like to _____ We like to _____	I like to _____
They don't like to _____	We don't like to _____ We don't like to _____	I don't like to _____

Pastime Locations



Write which pastimes you like to do in different locations

<p>At Home</p> 	<p>Both</p> 	<p>At School</p> 
<p>Example: I like to exercise <u>at home.</u></p>	<p>Example: I like to read <u>at school and at home.</u></p>	<p>Example: I like to talk with friends <u>at school.</u></p>


<p>At Home</p> 	<p>Both</p> 	<p>At School</p> 
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • •

Write about your favorite pastime location. What makes this location your favorite?

Numbers in Word Form and Expanded Form

123

Use your **Place Value Chart** to answer these questions.




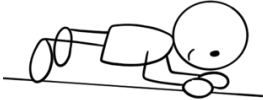





584, 371			
1.	Write the number in word form 		
2.	How is this amount written in expanded form? ○ ○ ○		
3.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Which digit is in the ten thousands place? _____ </td> <td style="width: 50%; padding: 5px;"> Which digit is in the hundreds place? _____ </td> </tr> </table>	Which digit is in the ten thousands place? _____	Which digit is in the hundreds place? _____
Which digit is in the ten thousands place? _____	Which digit is in the hundreds place? _____		
4.	Which of the following statements is true about the number 584,371 ? a) The 4 is in the hundreds place. b) The 3 is in the thousands place. c) the 5 is in the hundred thousands place.		

Let's Move!



Put your vocabulary cards facing down.

Grab one, read the word, and start moving!

	Reading	Arm circles (20 times) 
	Drawing	Plank (5 seconds) 
	Singing	Pretend to swim (20 times) 
	Playing games	Toe touches (15 times) 
	Cooking	Sit-ups (10 times) 