

K-2nd grade • English Level 1

Learning Packet#2

Theme: Weather





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.







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

ara Viesca

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 **Dennise Torres** in collaboration with Lydiah Kiramba and Alexa Yunes.









The standards that informed the development of this packet are:

Math

- o K.CC.A.1 Count to 100 by ones and by tens.
- o K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- o K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- o K.CC.B.5. Count to answer "how many?".
- o 1.OA.C.6. Add and subtract within 20.
- o 1.NBT.B.3Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
- o 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- o 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

Social Studies

 SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people's lives.

English Language Arts

- o RF.K.1 Demonstrate understanding of the organization and basic features of print.
- o RF.K.3Know and apply grade-level phonics and word analysis skills in decoding words.
- o L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- o W.K.1. Use a combination of drawing and writing to compose opinion pieces.
- o RF.1.1. Demonstrate understanding of the organization and basic features of print.
- o RI.1.1. Ask and answer questions about key details in a text.
- o RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- o RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- o RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Science Standards and Cross-Cutting Ideas

- o K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- o K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.







- o 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- o 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Art

- o DA:Cr1.1.Ka. Respond in movement to a variety of stimuli (for example, music/ sound, text, objects, images, symbols, observed dance.
- o MA:Pr4.1.1a. Combine varied content (for example, arts, media, literary, science) in media artworks for presentation (for example, an illustrated story).
- o MA:Cn10.1.2a. Use personal experiences, interests, information, and models in creating media artworks.

Physical Education

- o 19.A.1a Demonstrate control when performing fundamental locomotor, nonlocomotor, and manipulative skills.
- o 19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns.
- o 19.B.1b Understand how to execute basic movement patterns.



学习HOCENSEÑAR 카르치다OPPIA HTEISO Z S M COMMUNITY 文 ENSEÑAR TERRICHTEN 공동체 COMMUNITY 文 ENSEÑAR DAY HOC YHTEISO Z S M GEMEINSCHAFT OPPIA COMMUNITY LERNIN COMMUNITY DE COMMUNITY



K-2nd grade • English Level 1

Learning Packet#2

Theme: Weather



Lincoln



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.







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.
- Packet Extensions: Some activities have extensions. We have included extensions on some activities so that if a child finds an activity too easy, he can complete the extension activity in addition to or instead of.

Theme for the week: The theme this week is weather. There will be opportunities for you and your child to share music you both enjoy. Each day will have activities for a letter of the alphabet. Some math activities will explore the concepts: more or less. You should use any and all the languages you speak in your home. The packet has school words in English for your child to practice also.

1.	weather	5. snowy	9. poem
2.	rainy	6. sunny	10. adjective
3.	cloudy	7. More	11. problem
4.	windy	8. less	12. solution

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 **Dennise Torres** in collaboration with Lydiah Kiramba and Alexa Yunes.

aboration with Lydian Khamoa and Mexa Tunes.





Kara Viesca

Queridas familias:

学习HOCENSENAR 가르치다OPPIA THOCENSENAR TEXTOPPIA THOCENSENAR TEXTOPP

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 qué 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.
- Extensiones del paquete: Algunas actividades tienen extensiones que hemos incluido para que, si el estudiante encuentra fácil una actividad, pueda completar la extensión en lugar de la actividad o adicionalmente.
- Tema del paquete: El clima. Habrá oportunidades para que usted y su hijo compartan música que ambos disfruten. Cada día habrá actividades para una letra del alfabeto. Algunas actividades matemáticas explorarán los conceptos: más o menos. Debe usar todos y cada uno de los idiomas que habla en su hogar. El paquete tiene palabras escolares en inglés para que su hijo las practique también.

- 1. clima 2. lluvioso 3. nublado 4. ventoso 5. nevado 6. soleado 7. más 8. menos 9. poema 10. adjetivo 11. problema 12. solución

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 <u>icmee@unl.edu</u> 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

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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
- Đoc



- Write
- Escribe
- اكتب•
- Qor
- Viết



- Sort
- Ordena
- ر تب•
- 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
- Đoc to



- Make a connection
- Hacer una conexión
- إجراء اتصال •
- Xiriir samee
- Tạo kết nối



- العد •
- 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 ban bè của ban



Suggested Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
 Design and Name Your Buddy Weather Words and Math Words Check the Weather Adjectives Make a rain stick Letter of the Day-C More or Less Ten More and Ten Less 	 Check the Weather Journal Outside Letter of the Day-D What's the problem? Walk Around the Neighborhood Skip Count and Hop 	 Check the Weather Match the Pictures to the Weather Words Letter of the Day-E How many Suns? 	 Check the Weather Letter of the Day-F Look Around Your House I Wish 	 Day 5 Dictionary Weather Poem Letter of the Day- G Favorite Song

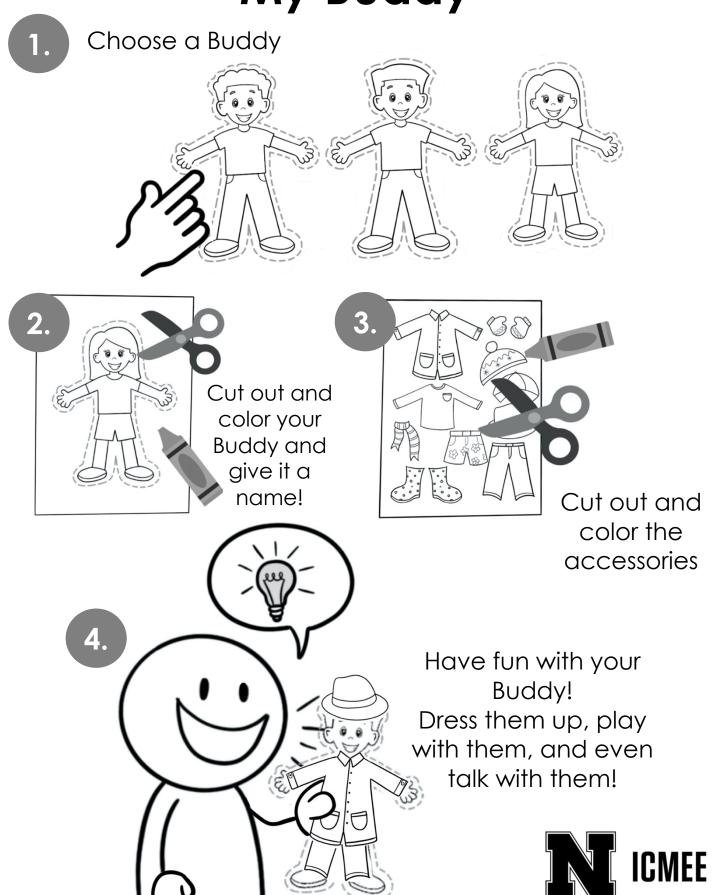




Day 1

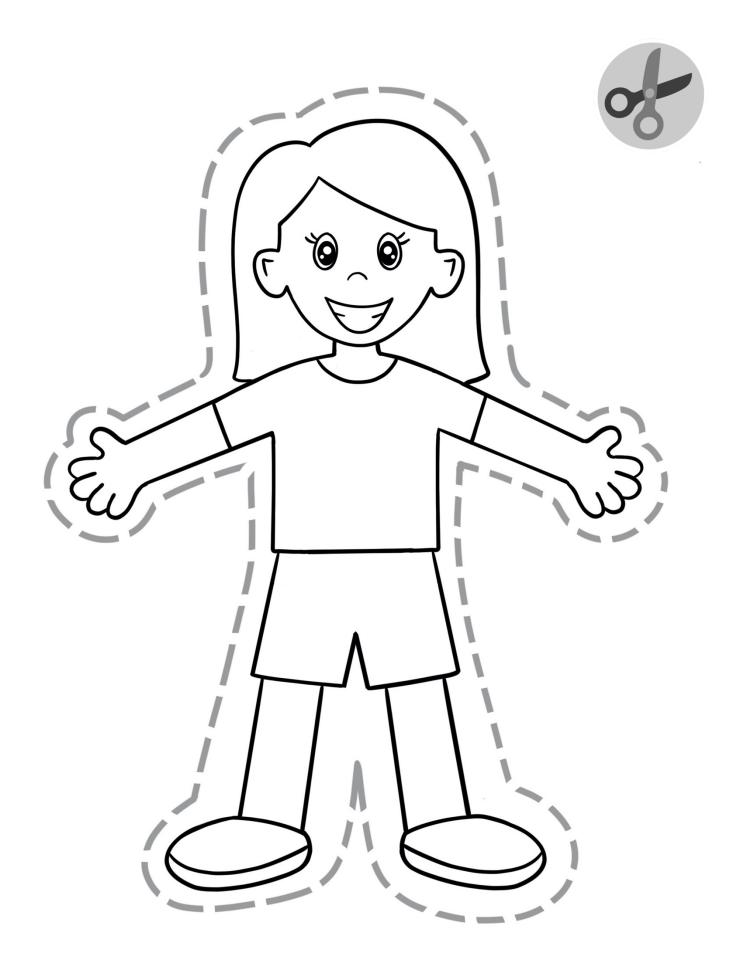


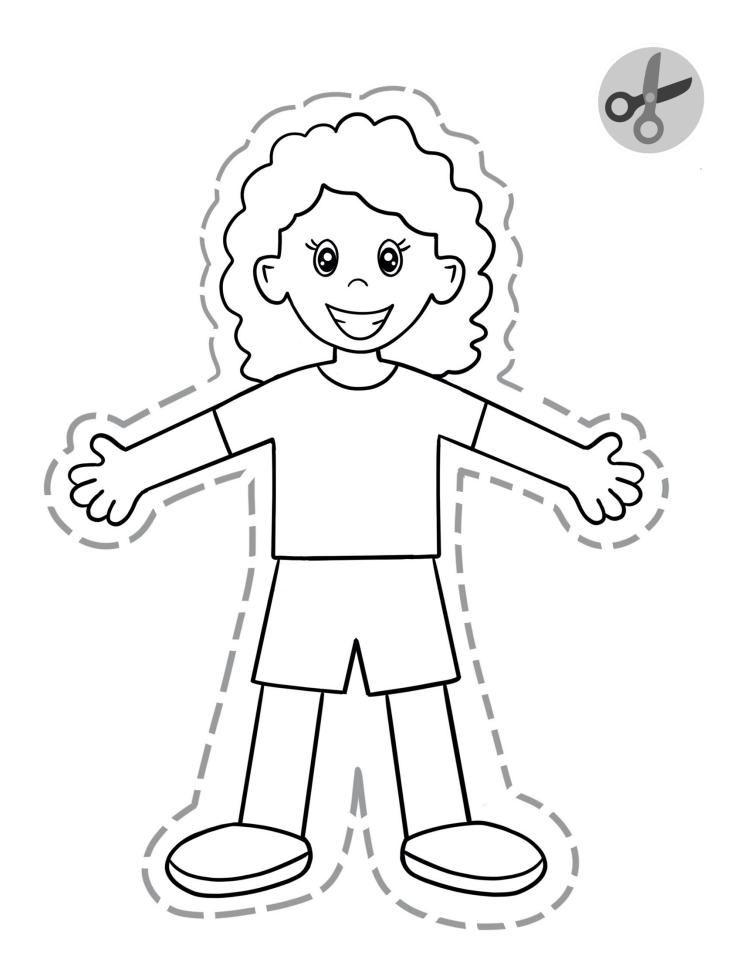
My Buddy

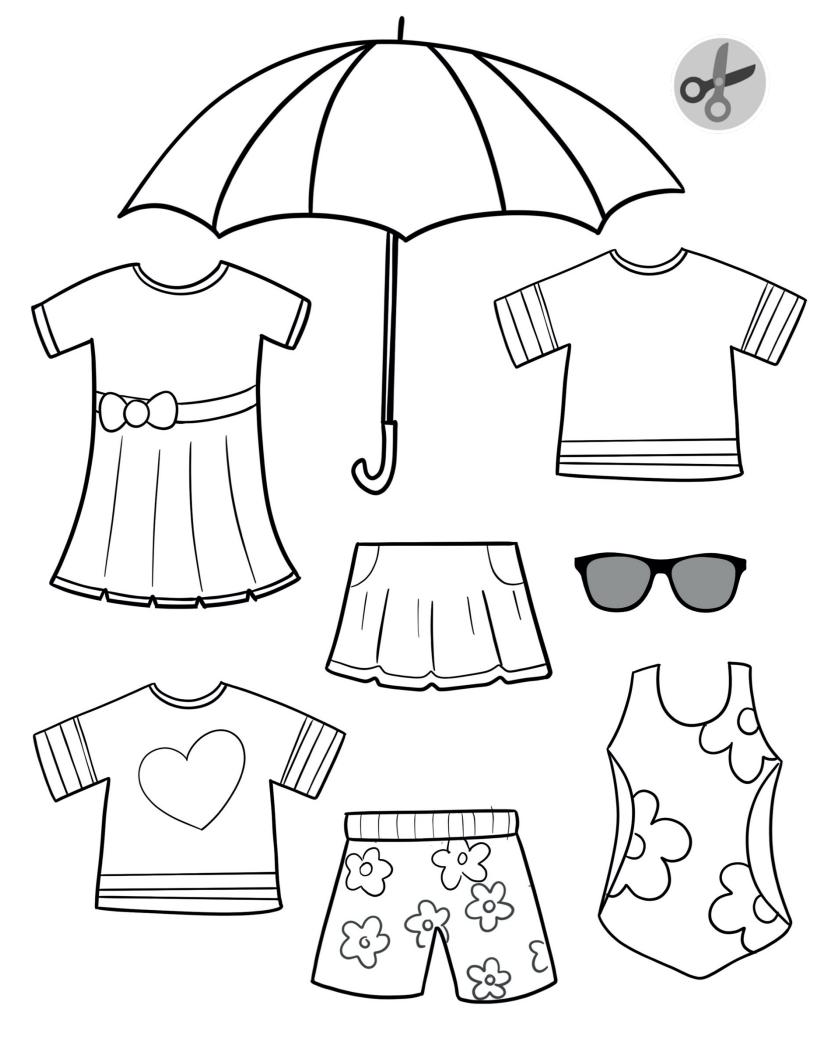


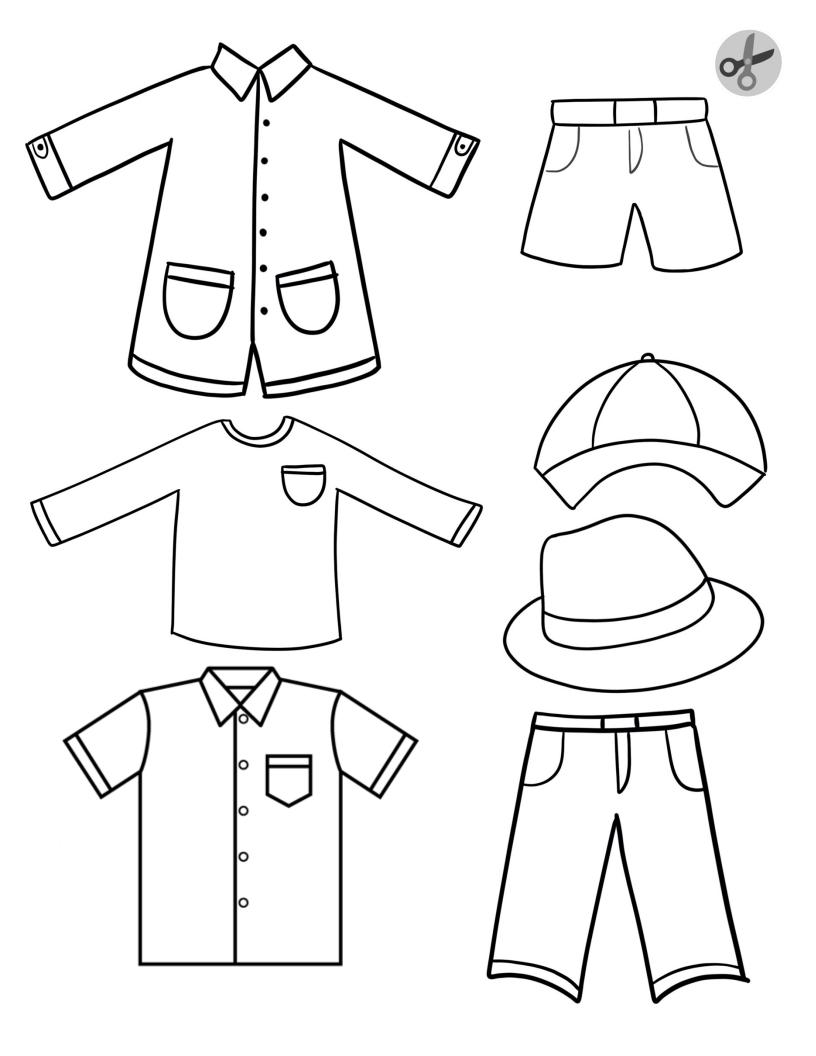










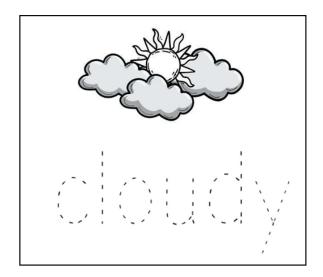




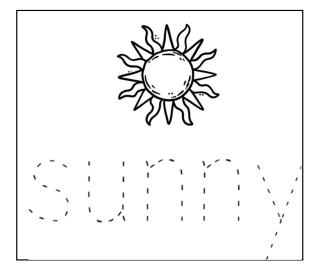
Weather Words and Math Words

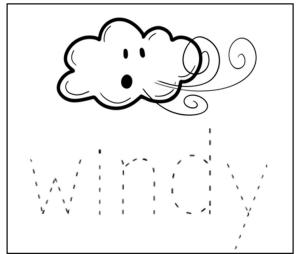


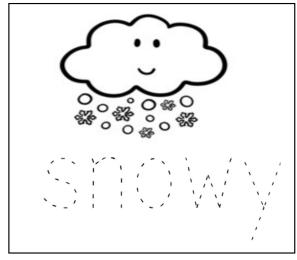




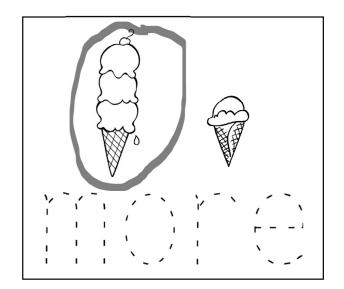


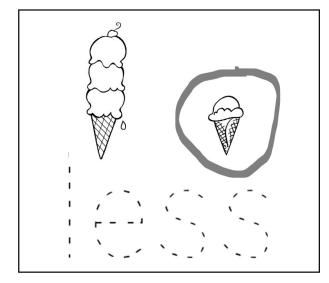










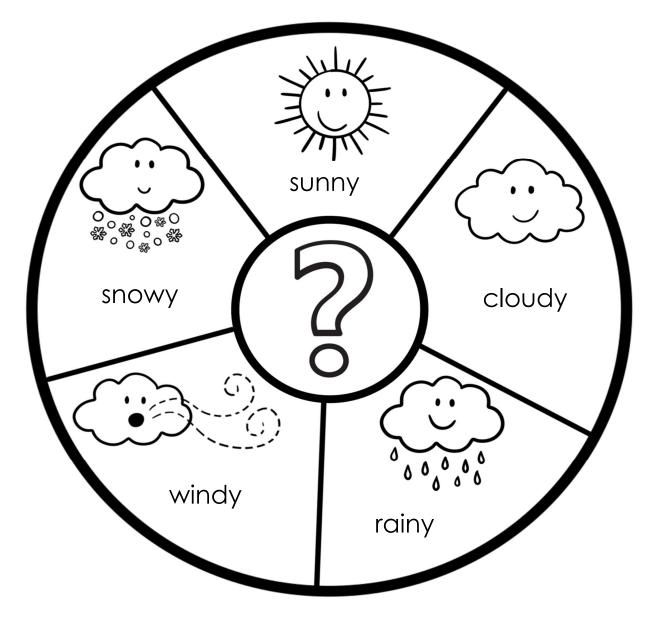




Check the Weather

Dress your Buddy!





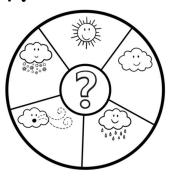
Today it is	
,	

I see _____ in the sky.



What will you wear?

1.

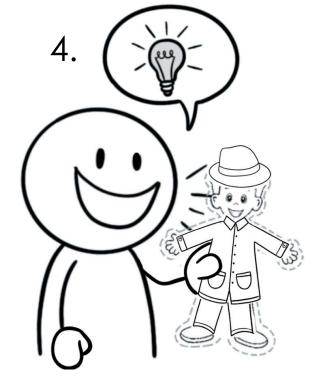


2.



3.





I will wear ______.

My shirt is ______.

My pants are _____.





Adjectives

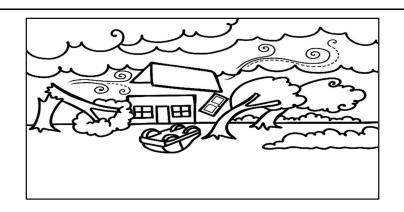
Look at the pictures. Read the sentences. Write the adjectives.



Adjectives are words that help describe a person, place, thing, or idea.



It is SMOWY outside.



It is windy outside.





Extension Choice #1



Draw a picture of something inside or outside your house.

Use adjectives to describe your picture.

Write or talk in any language you know.

You can use the word bank.

		Word Bank		
small	medium	large	soft	heavy
hard	round	flat	short	long
				(2





Extension Choice #2



Draw a picture of a family member or friend.

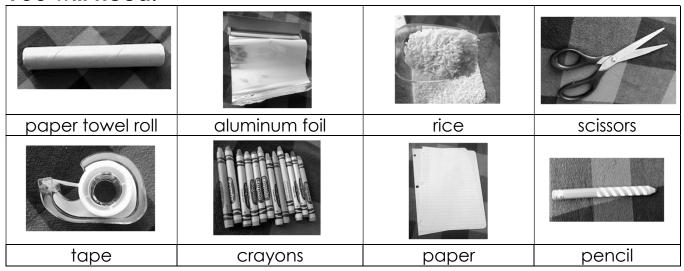
Describe your family member or friend.

Write or talk in any language you know.



Let's Make a Rain stick

You will need:



Steps:

Step 1:Cut 10'' of aluminum foil paper.



Step 2:

Twist the aluminum foil.
It will look like a long stick.



Step 3:

Wrap the aluminum foil around your finger or leg chair. Stretch it.





Step 4:

Use the end of the paper towel roll to make two circles.



Step 5:

Draw a bigger circle around the two circles.



Step 6:

Cut around the bigger circles.







Step 7:

Use scissors to make cuts from the edge of the bigger circle to the smaller circle.

Step 8:

Use one circle.

Wrap the flaps around the paper towel roll. Tape them down.





Step 9:

Insert the aluminum foil inside the paper towel roll.



Step 10:

Pour ¼ cup of rice inside the paper towel roll.





Step 11:

Use the second circle.

Wrap the flaps around the paper towel roll. Tape them down.



Step 12:

Decorate a piece of paper.

Wrap it around the paper towel roll.





Step 13:

Tilt it slowly.
It sounds like rain!

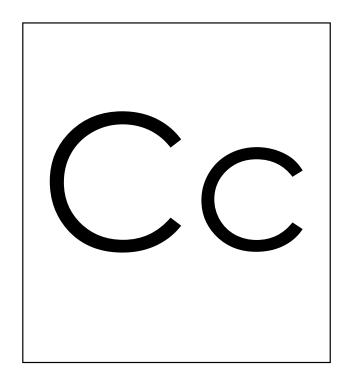


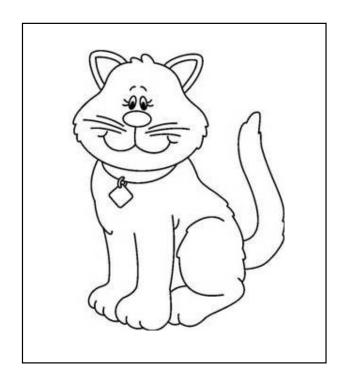




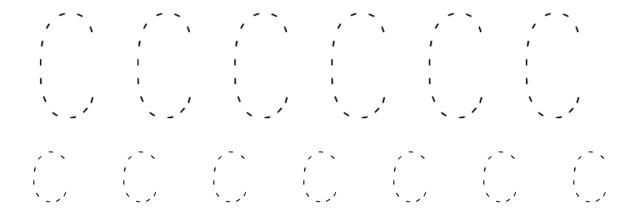


Letter of the Day - C





Trace the letters.







Extension Choice #1
Write words that start with the letter C.
Read the words.



-		
		
1		

Write or say a sentence using one of the words.	

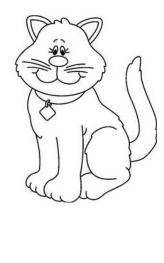


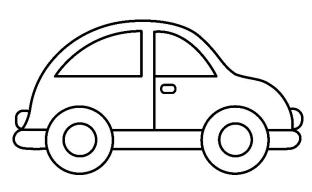


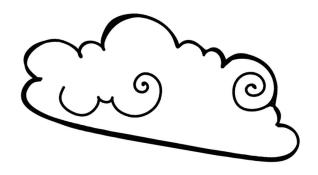


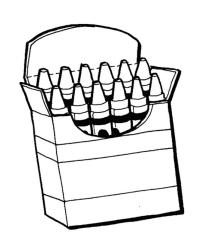














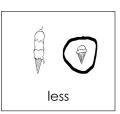


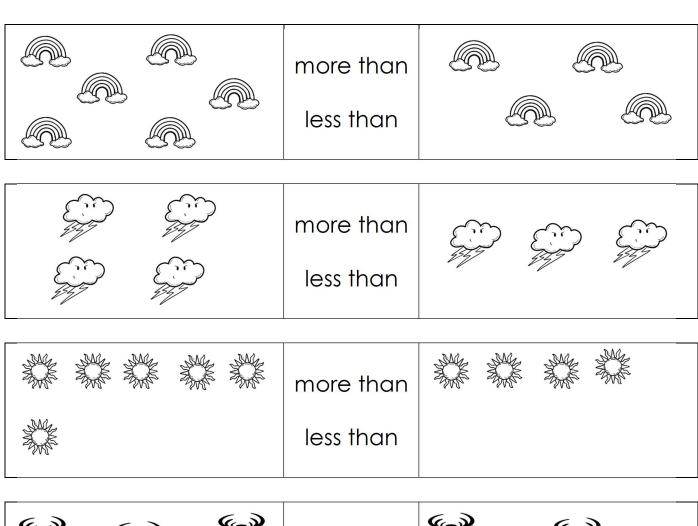
More or Less

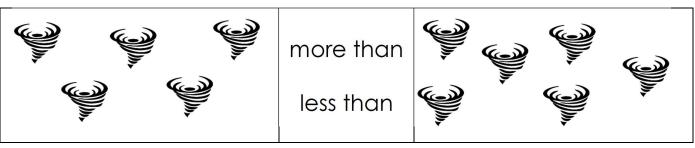
123

Count the pictures in each group. Circle the words that make it true.







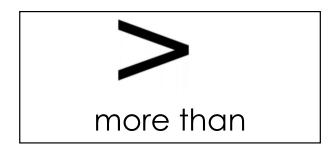


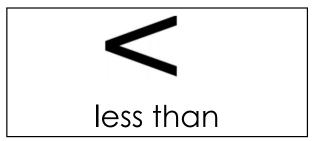


123

More or Less - Extension

Look at the symbols for more than and less than. Write the symbol inside the circle to complete the number sentence.





55	65
72	34
68	25
53	61
54	83
67	35



23

123

Ten More and Ten Less

Look at the numbers.

Write the numbers that are ten more and ten less Write the numbers on the lines.

30		52		23		47		64
			•					
	ĺ		1]]	
11		27		84		92		33



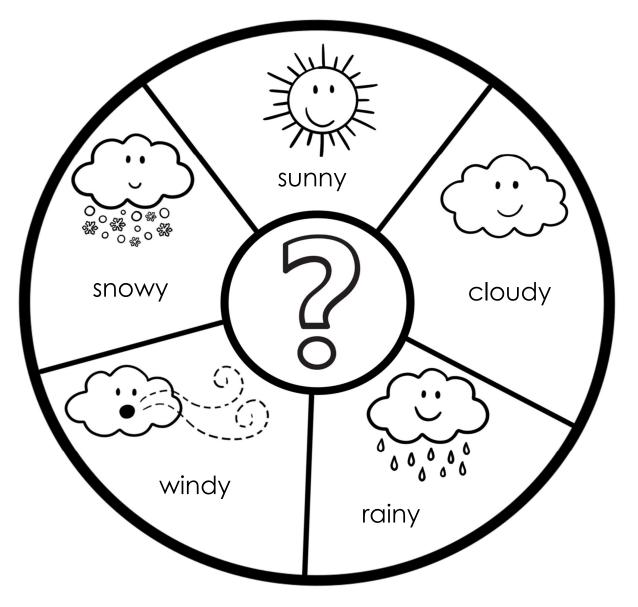
Day 2



Check the Weather

Dress your Buddy!



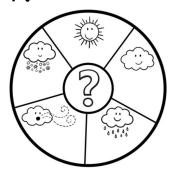


Today it is	
lsee	in the sky



What will you wear?

1.

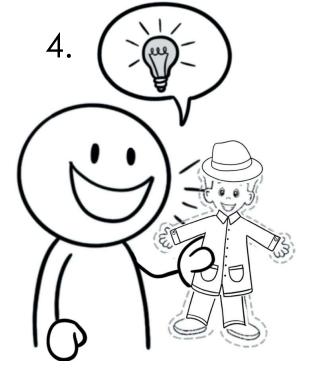


2.



3.





I will wear	
1 1 1 1 1 1 2 2 2 1	

My shirt is ______.

My pants are _____.



Journal Outside

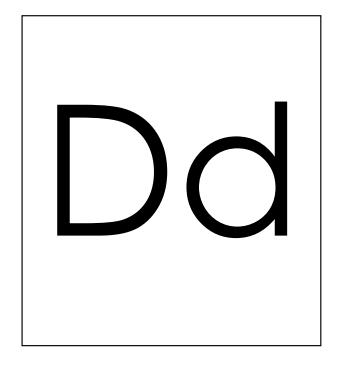


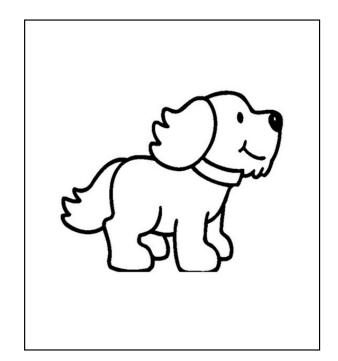
Look outside the window or walk outside.
What does it look, smell, taste, feel or sound like?
Write or talk in any language you know.

		A	- Ju	
look	smell	taste	feel	sound

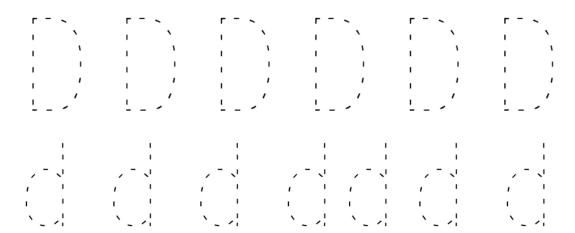


Letter of the Day – D





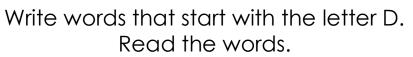
Trace the letters.







Extension Choice #1



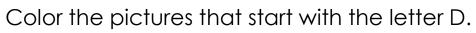


Write or say a sentence using one of the words.

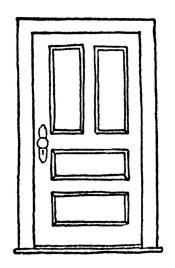




Extension Choice #2



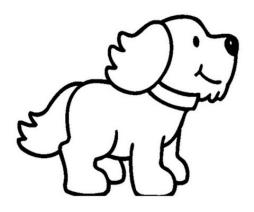


















What's the Problem?

Read the story. Answer the questions.

Daniela wants to play outside.



She looks out the window. It is raining outside.



She feels sad because she cannot play outside.

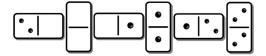


Her mom tells her not to worry. She takes out a game.

What was the problem in the story?



Daniela and her mom play a game.



Daniela feels happy.



What was t	the solution?	?		





Extension

Make a connection with the story. Share your connection with your buddy. Write or talk in any language you know.



/hat do you do when you cai	n't play outside?

Walk Around the Neighborhood
Go for a walk around your neighborhood or walk around your house.

Count the things you see. Use the table to keep track.

What I See	How Many?
What did you see the most of?	
	e total. or use numbers.
I saw	things!



Skip Count and Hop



Count by 5s. Hop while you count.



Count from 1-30.	5, 10,,,,
Count from 15-40.	15, 20,,,,
Count from 45-70.	45, 50,,,,
Count from 20-45.	20, 25,,,,,
Count from 65-90.	65, 70,,,,

Extension:

Count by 5s.

Start with number 5.

Stop when you reach the last number you know.





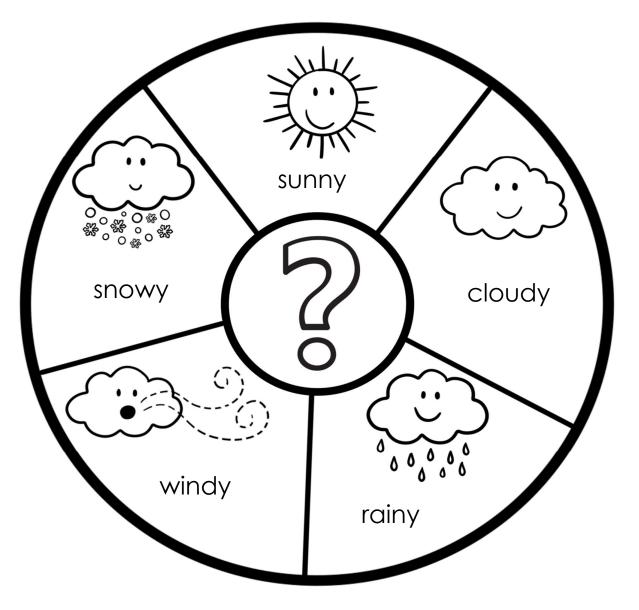
Day 3



Check the Weather

Dress your Buddy!



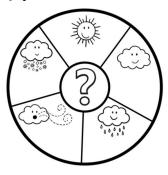


Today it is	
,	in the sky.



What will you wear?

1.

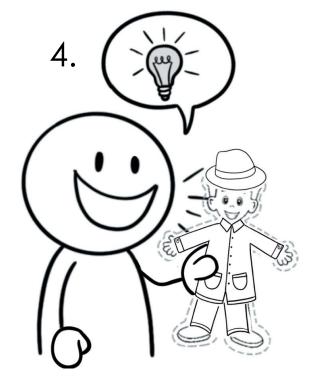


2.



3.





I will wear _____.

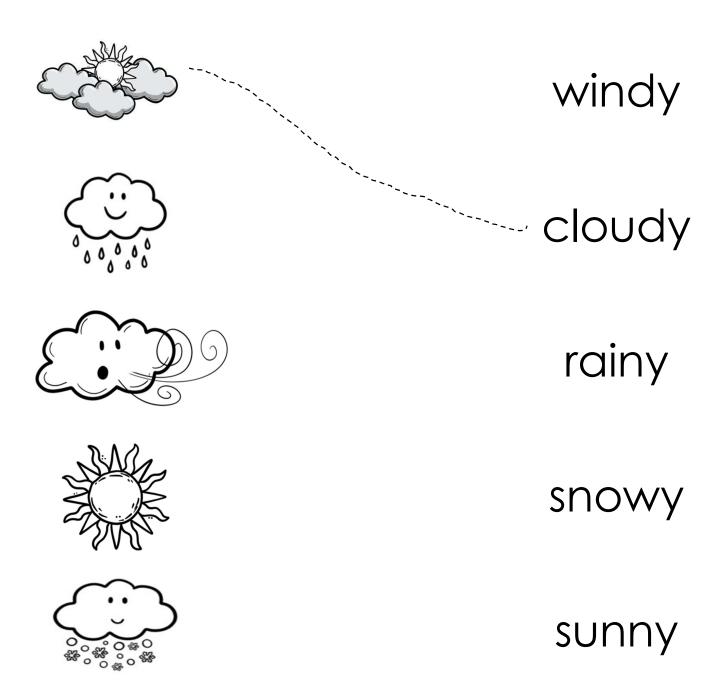
My shirt is _____.

My pants are _____.



Match the Pictures to the Weather Words

Match the pictures to the words.



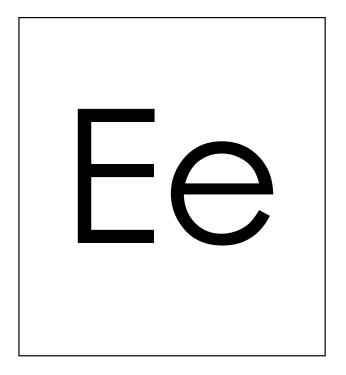


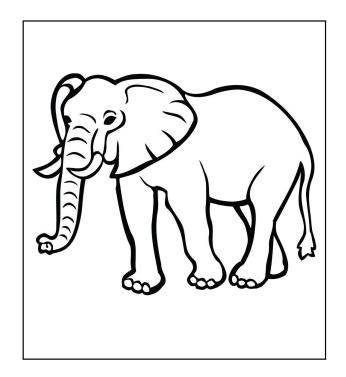
Can you say these words in another language? Say them to your buddy.



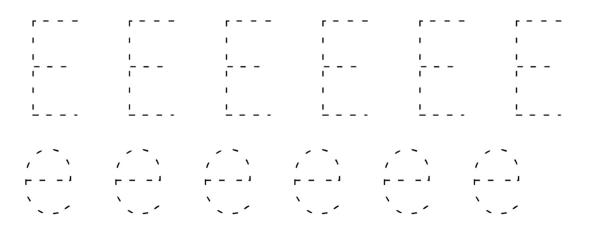


Letter of the Day – E





Trace the letters.







Extension Choice #1

Write words that start with the letter E. Read the words.

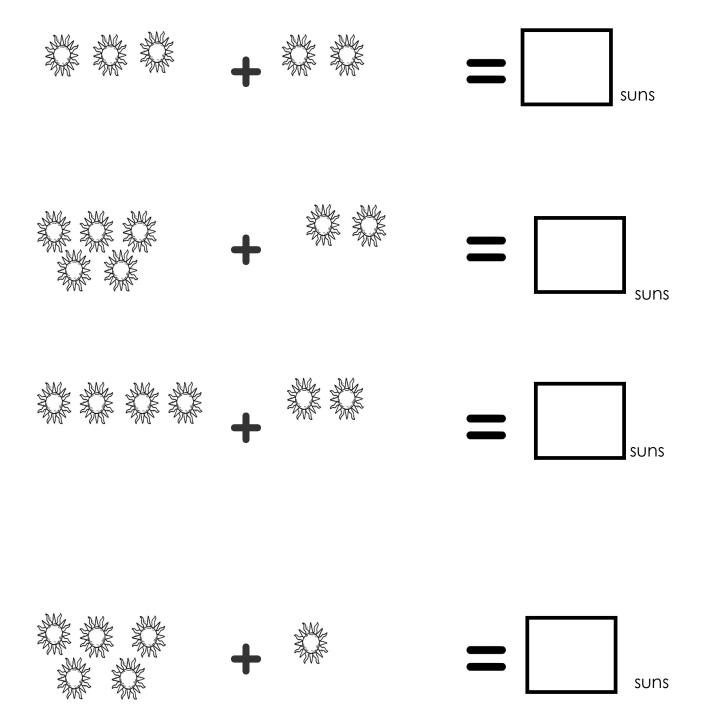


Write or say a sentence using one of the words.	



How Many Suns?

Write the total.





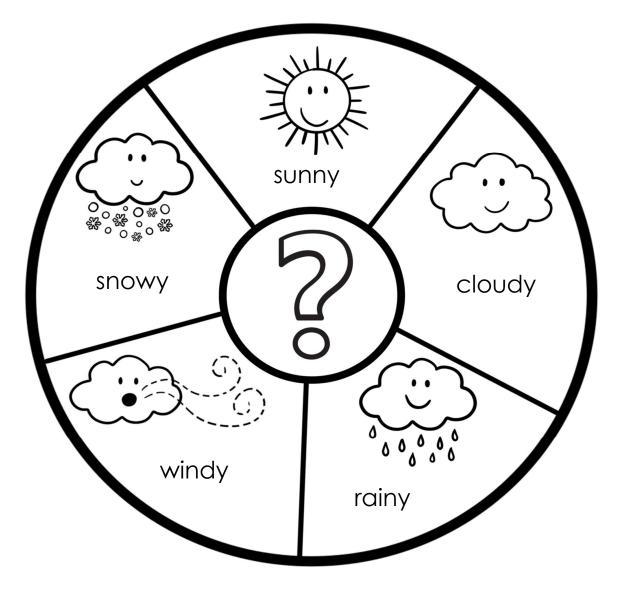
Day 4



Check the Weather

Dress your Buddy!



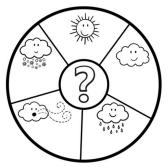


Today it is	
I see	in the sky.



What will you wear?

1.

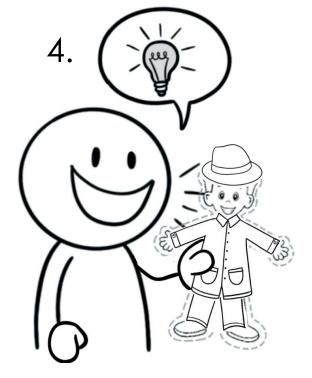


2.



3.





I will wear _____.

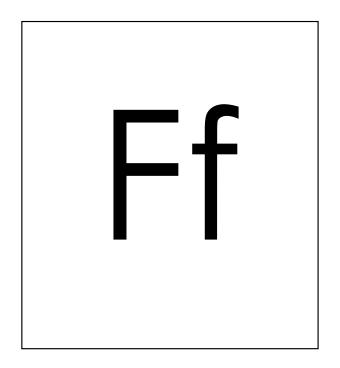
My shirt is ______.

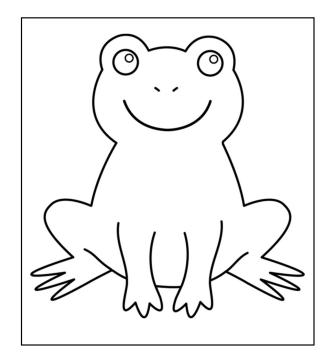
My pants are _____.



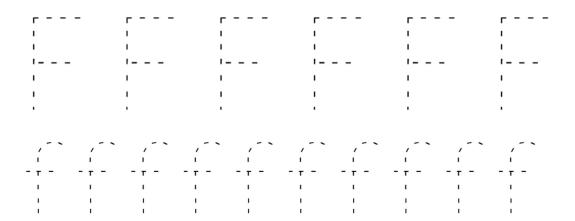


Letter of the Day – F





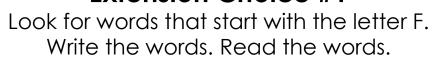
Trace the letters.







Extension Choice #1



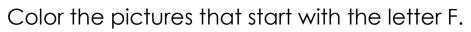


-		

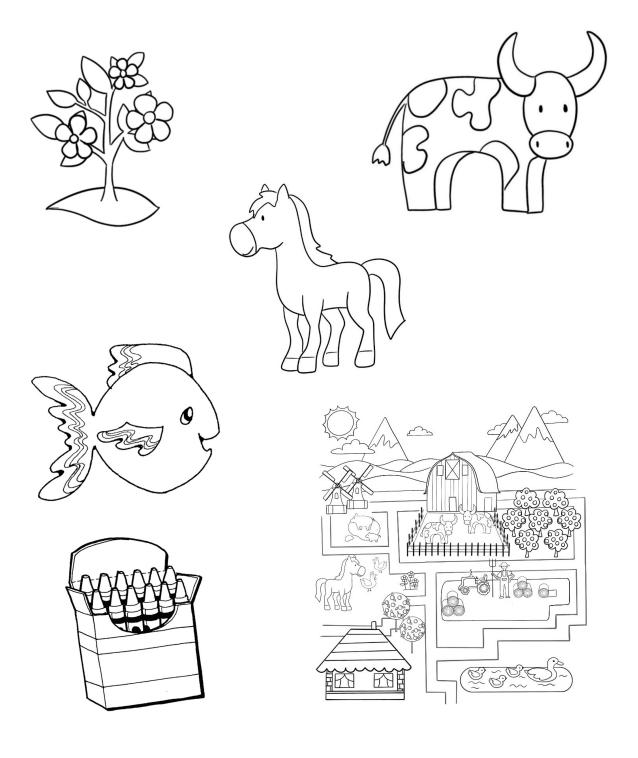
Write or say a sentence using one of the words.	



Extension Choice #2











Look Around Your House



Look for things in your house. Count how many there are.
Use tally marks to count.

What I have	How Many?
door	
window	
plate	
cup	
fork	
spoon	



123

Extension



Make a graph of the things you found in your house.

20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	door	window	plate	cup	fork	spoon

What did you see the most of?	
What did you see the least of?	
What was the total?	





I Wish

Draw what you wish you had more of.
Draw what you wish you had less of.
Write or talk in any language you know.



more		less	





Day 5



Dictionary



Look at the pictures. Trace the words. Can you write them in another language?

Picture	Trace	Home Language(s)
	Windy	
more		
less		



Weather Poem

Read the poem. Answer the questions.

The sun is so bright.

During the day, it gives us light.

Where does it go at night?

It is out of my sight.

I think it goes night, night because there is no light.



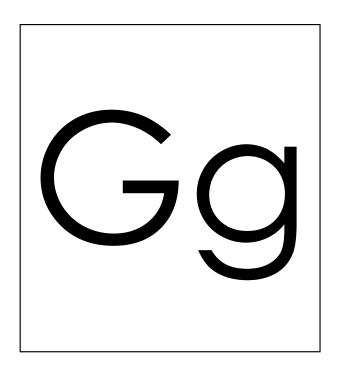


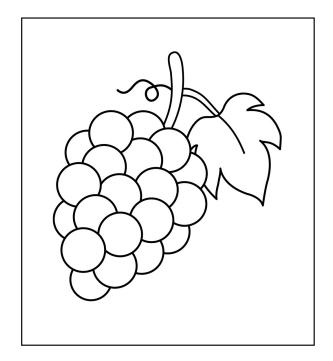
Where do you think the sun goes at night?



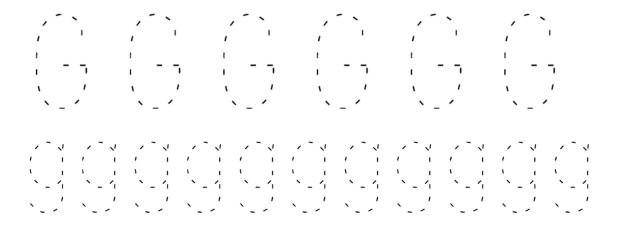


Letter of the Day – G





Trace the letters.





ABC

Extension

Look for words that start with the letter G.
Write the words. Read the words.



		1
	 	-

Write or say a sentence using one of the words.	

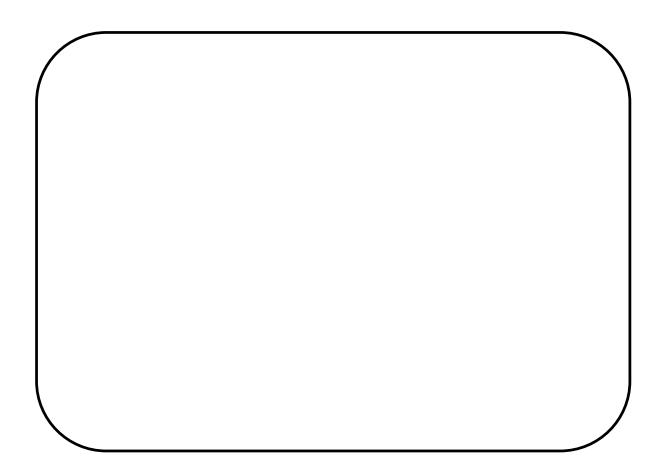




Favorite Song



Write or draw some words from your favorite song.
Use any language you know.



Extension:

Ask someone in your house what their favorite song is.





International Consortium for Multilingual Excellence in Education



My Packet Journal

Draw a picture about what you learned in this packet:	
Write about what you learned in this packet:	
ICMEE is housed within.	

ICMEE is housed within:





International Consortium for Multilingual Excellence in Education



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:



