

K-2nd grade • English Level 1

Learning Packet #3

Theme: Seasons



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 **Dennise Torres**

in collaboration with Lydia Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

- K.CC.A.1 Count to 100 by ones and by tens.
- 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).
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.5. Count to answer “how many?”.
- 1.OA.C.6. Add and subtract within 20.
- 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Social Studies

- SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people’s lives.
- SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers

English Language Arts

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

Science Standards and Cross-Cutting Ideas

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Art

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

Physical Education

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

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Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.
- 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 seasons. Your child will explore how the seasons affect people and animals. There will be opportunities for you and your child to go outside and collect leaves for a sorting activity. Each day will have activities for a letter of the alphabet. Some math activities will explore the concepts: shorter and longer. Your child will also learn about temperature. 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.

- | | | | |
|------------|----------------|-----------------|-----------|
| 1. seasons | 7. t-shirt | 13. shorter | 19. what |
| 2. summer | 8. shoes | 14. longer | 20. where |
| 3. winter | 9. jacket | 15. length | 21. when |
| 4. fall | 10. flip-flops | 16. degree | 22. why |
| 5. spring | 11. dress | 17. temperature | |
| 6. pants | 12. skirt | 18. who | |

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 Lydia Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

LEARN 学习 HOC ENSEÑAR 배우다 가르치다 OPPIA 공동체 COMMUNITY GEMEINSCHAFT CONGOMUN DAY HOC YHTEISO TERRICHTEN OPPIA 배우다 LERNEN 社区 APRENDER 教学 ENSEÑAR DAY HOC YHTEISO COMMUNITY GEMEINSCHAFT CONGOMUN OPPIA

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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: Las estaciones. Su hijo explorará cómo las estaciones afectan a las personas y los animales. Habrá oportunidades para que usted y su hijo salgan y recolecten hojas para una actividad de clasificación. Cada día habrá actividades para una letra del alfabeto. Algunas actividades de matemáticas explorarán los conceptos: más corto y más largo. Su hijo también aprenderá sobre la temperatura. Debe utilizar todos y cada uno de los idiomas que habla en su hogar. El paquete tiene palabras escolares en inglés para que su hijo practique.

- | | | | | | |
|---------------|------------|--------------|--------------|-----------------|---------------|
| 1. temporadas | 2. verano | 3. invierno | 4. caer | 5. primavera | 6. pantalones |
| 7. camiseta | 8. zapatos | 9. chaqueta | 10. chanclas | 11. vestido | 12. falda |
| 13. más corto | 14. más | 15. longitud | 16. grado | 17. temperatura | 18. quien |
| 19. que | 20. donde | 21. cuando | 22. por qué | | |

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
PI: International Consortium for Multilingual Excellence in Education

ICMEE is housed within:



Share your learning!

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

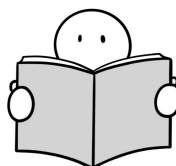
We'd love to see what you've done with this packet!



Instructions Key



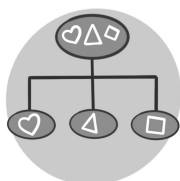
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



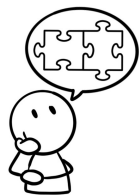
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



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



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

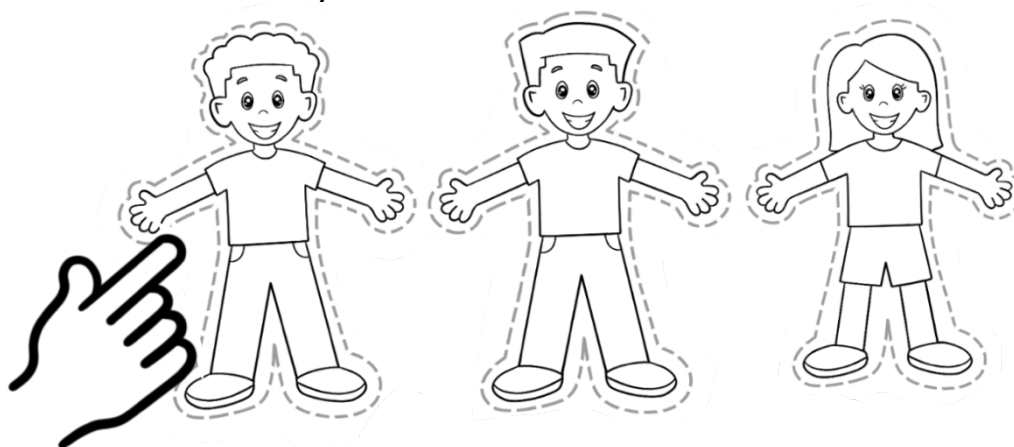
Suggested Weekly Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> • Design and Name Your Buddy • Check the Weather • Weekly Words • What is a Season? • Letter of the Day -H • Longer and Shorter 	<ul style="list-style-type: none"> • Check the Weather • Letter of the Day -I • Write the Words • Answering Questions • Math Game 	<ul style="list-style-type: none"> • Check the Weather • Letter of the Day -J • Fall • Degrees 	<ul style="list-style-type: none"> • Check the Weather • Letter of the Day -K • How Does Weather Affect Animals? • Match Pictures to Words • Spiders and Math 	<ul style="list-style-type: none"> • Check the Weather • Sorting Leaves • Letter of the Day-L • Dictionary Page

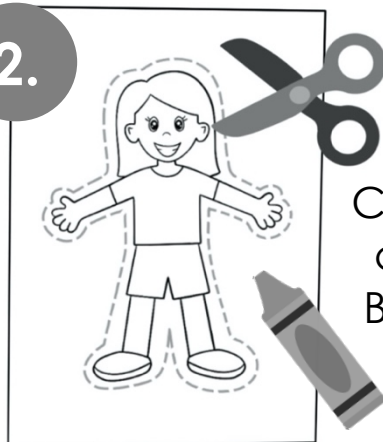
Day 1

My Buddy

1. Choose a Buddy

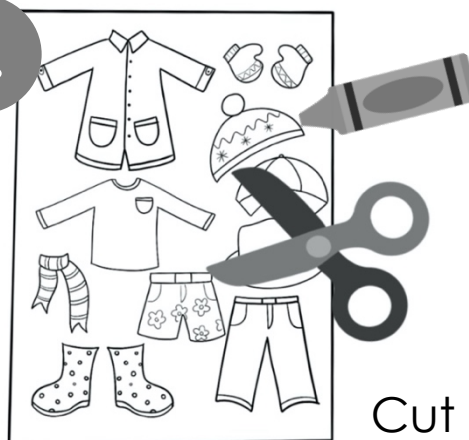


2.



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

3.

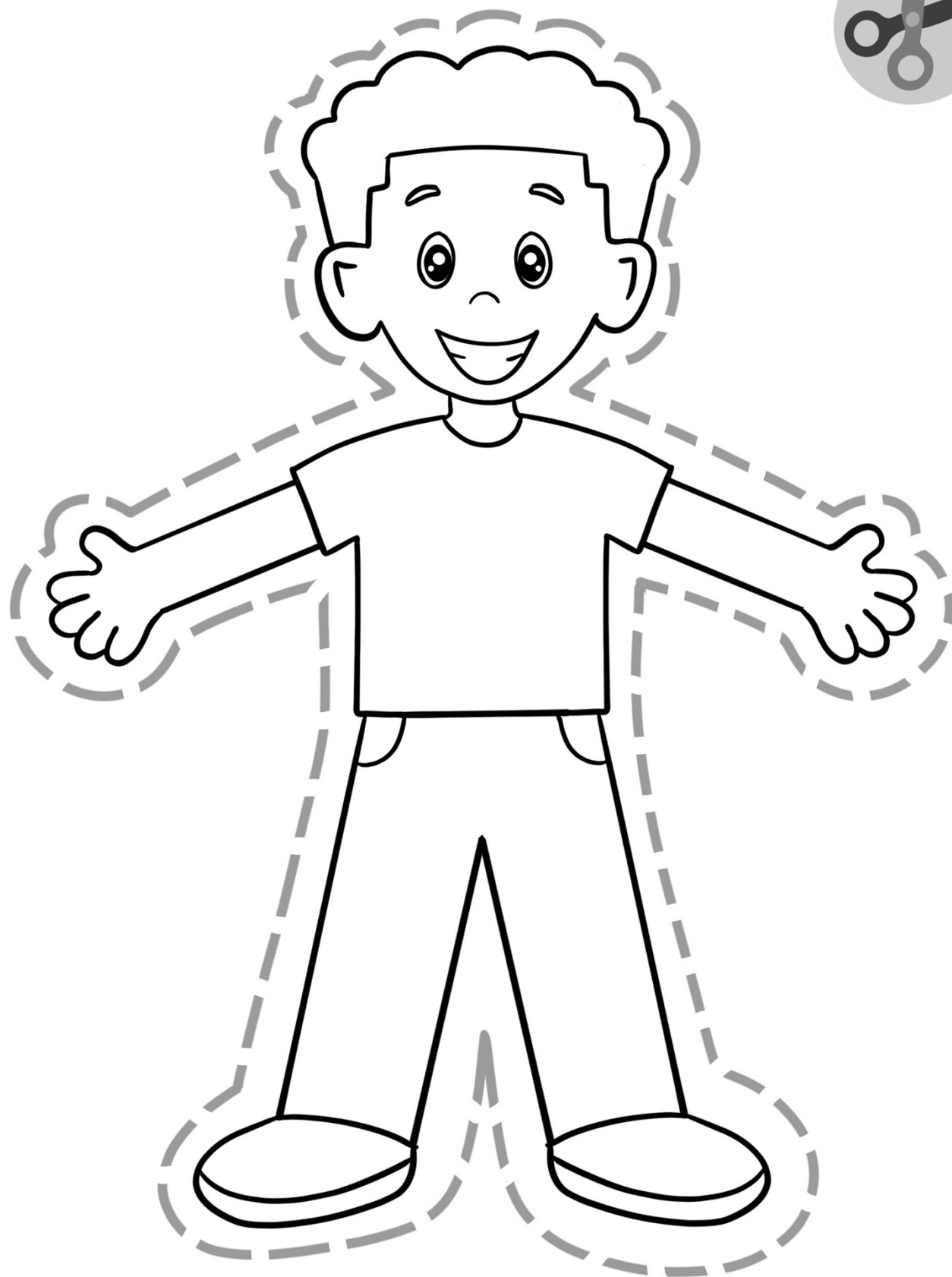


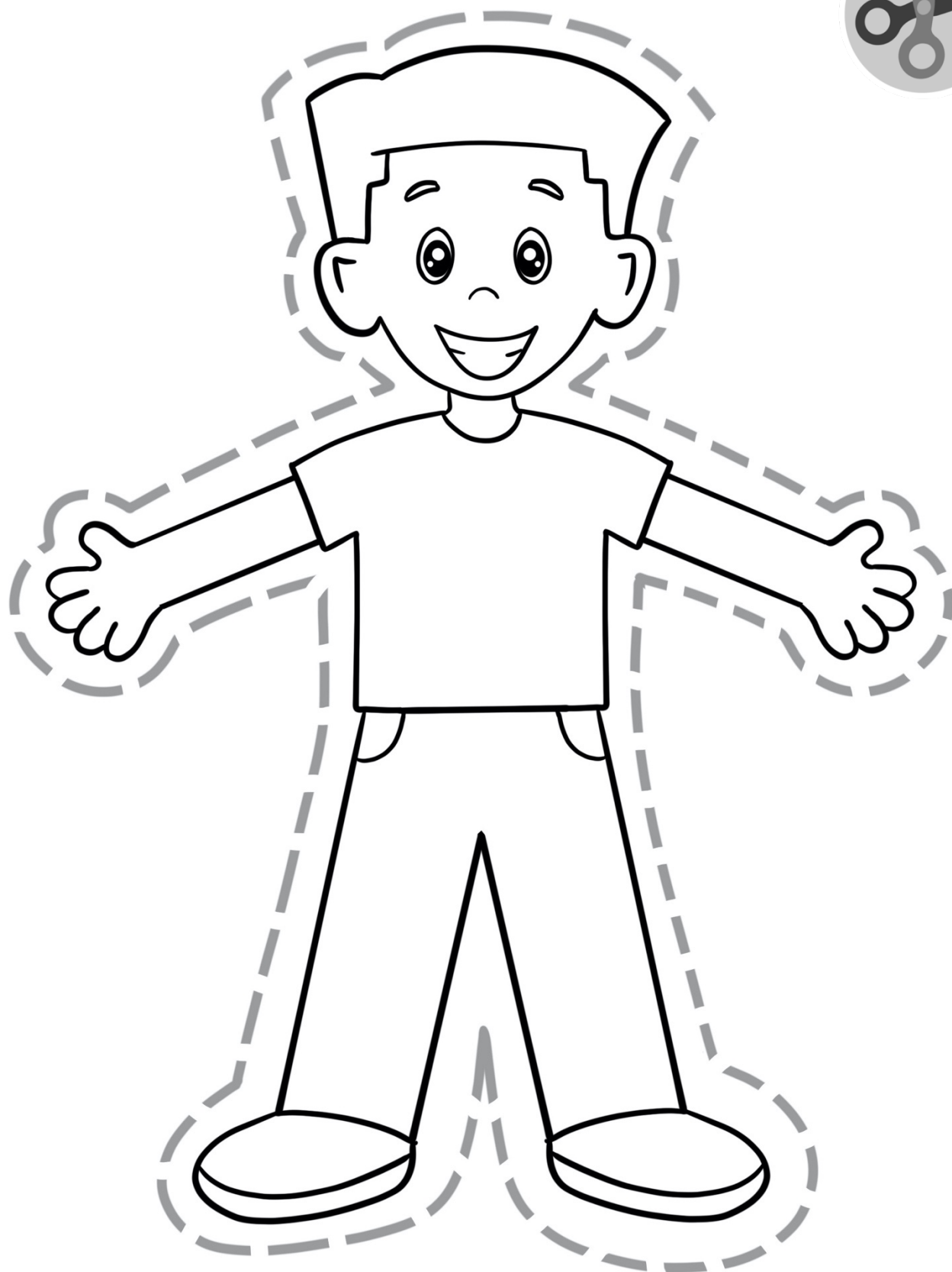
Cut out and color the accessories

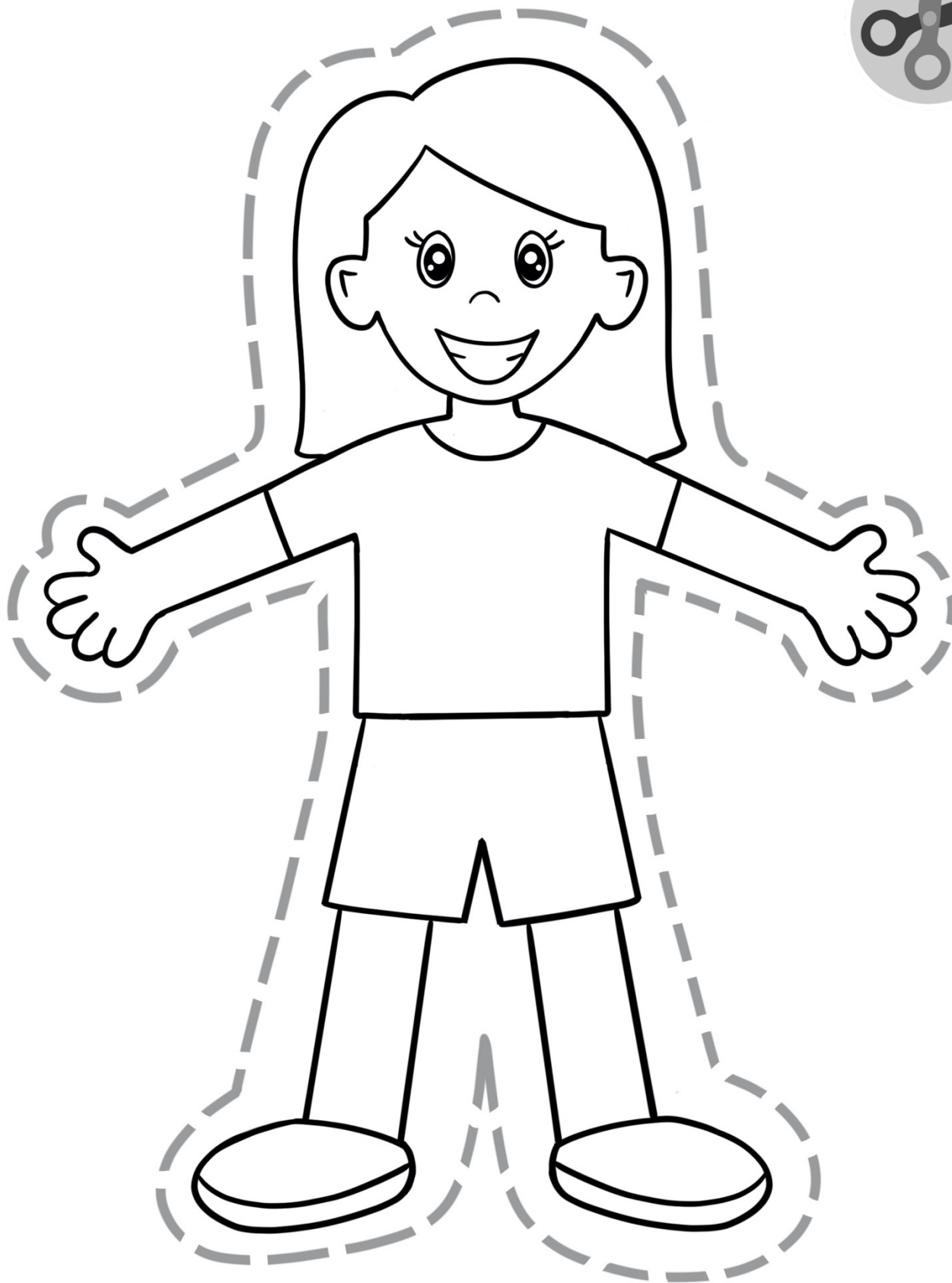
4.

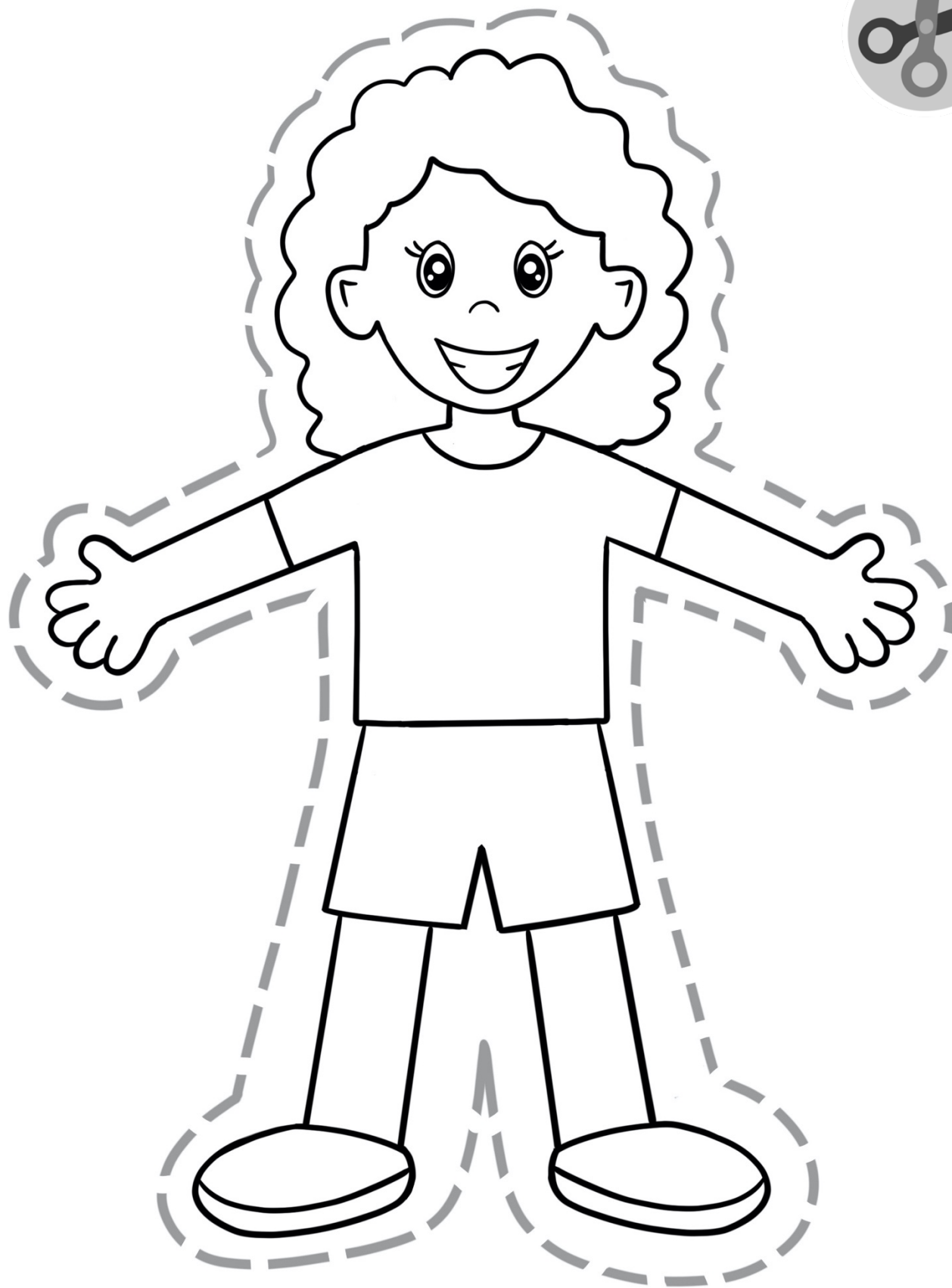


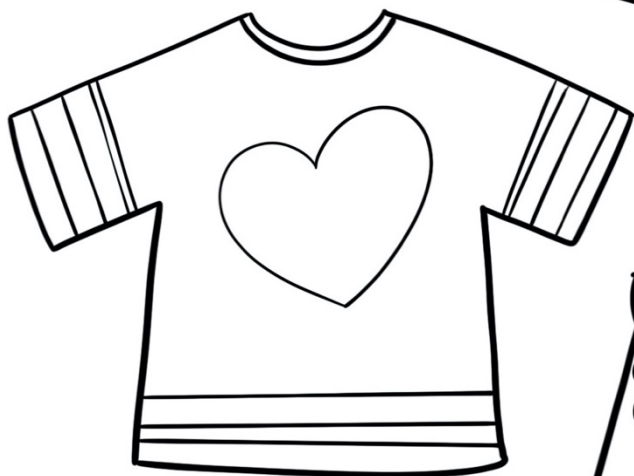
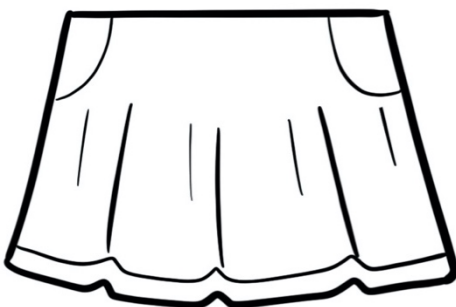
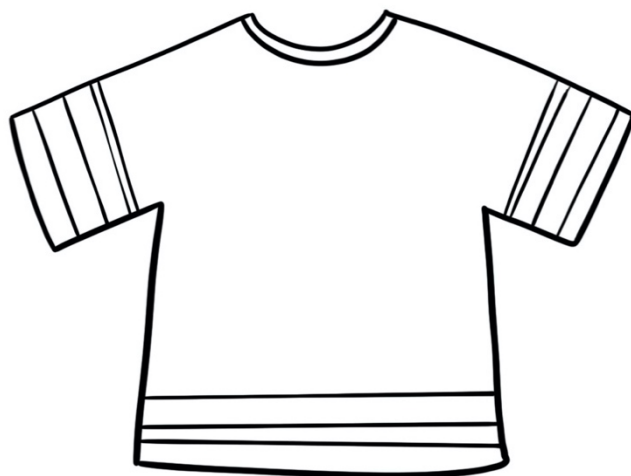
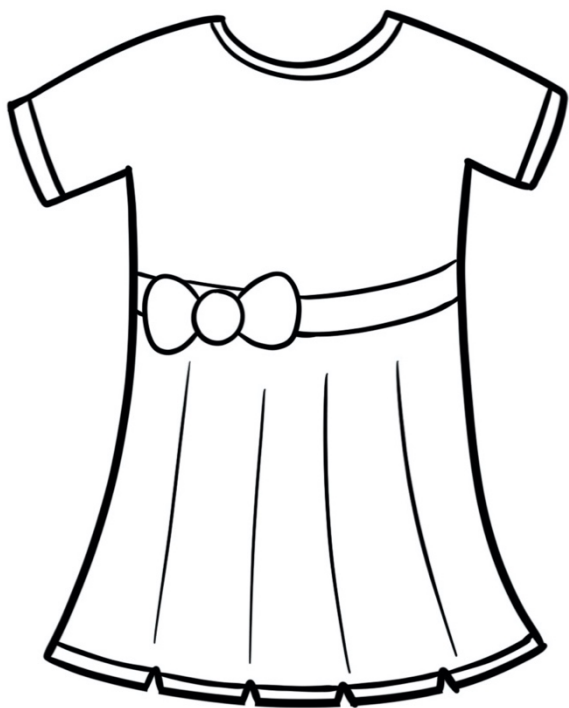
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

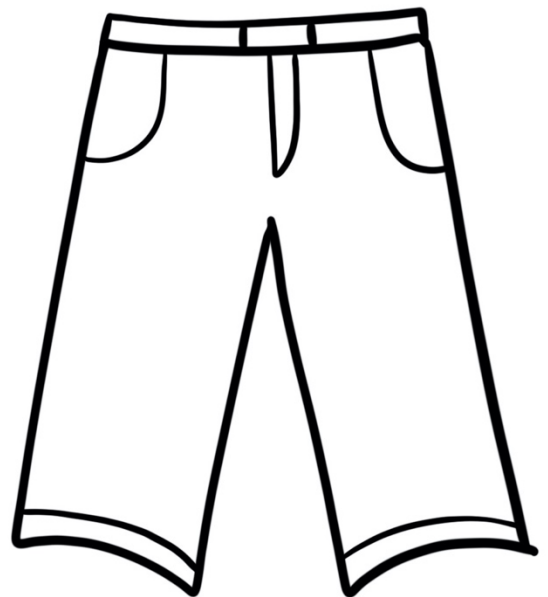
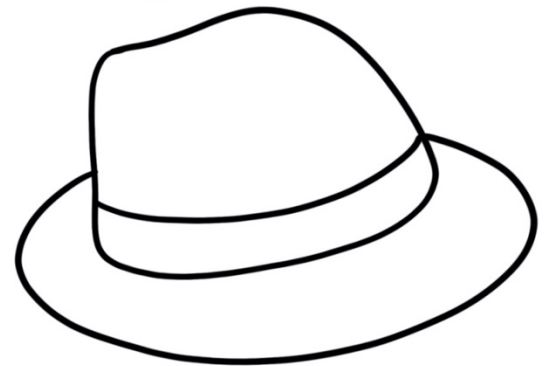
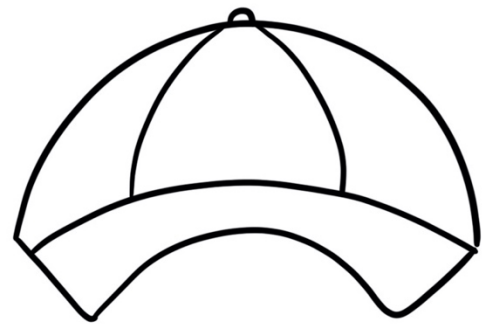
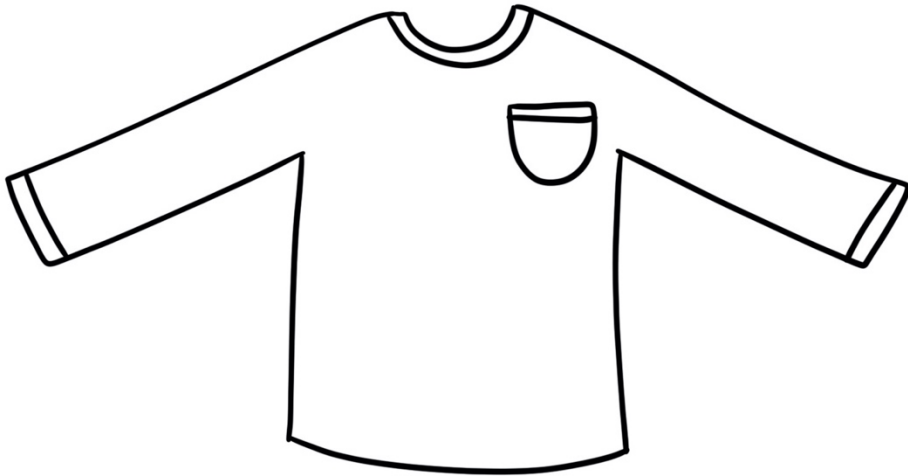
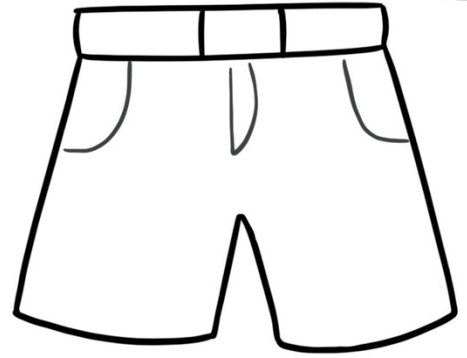






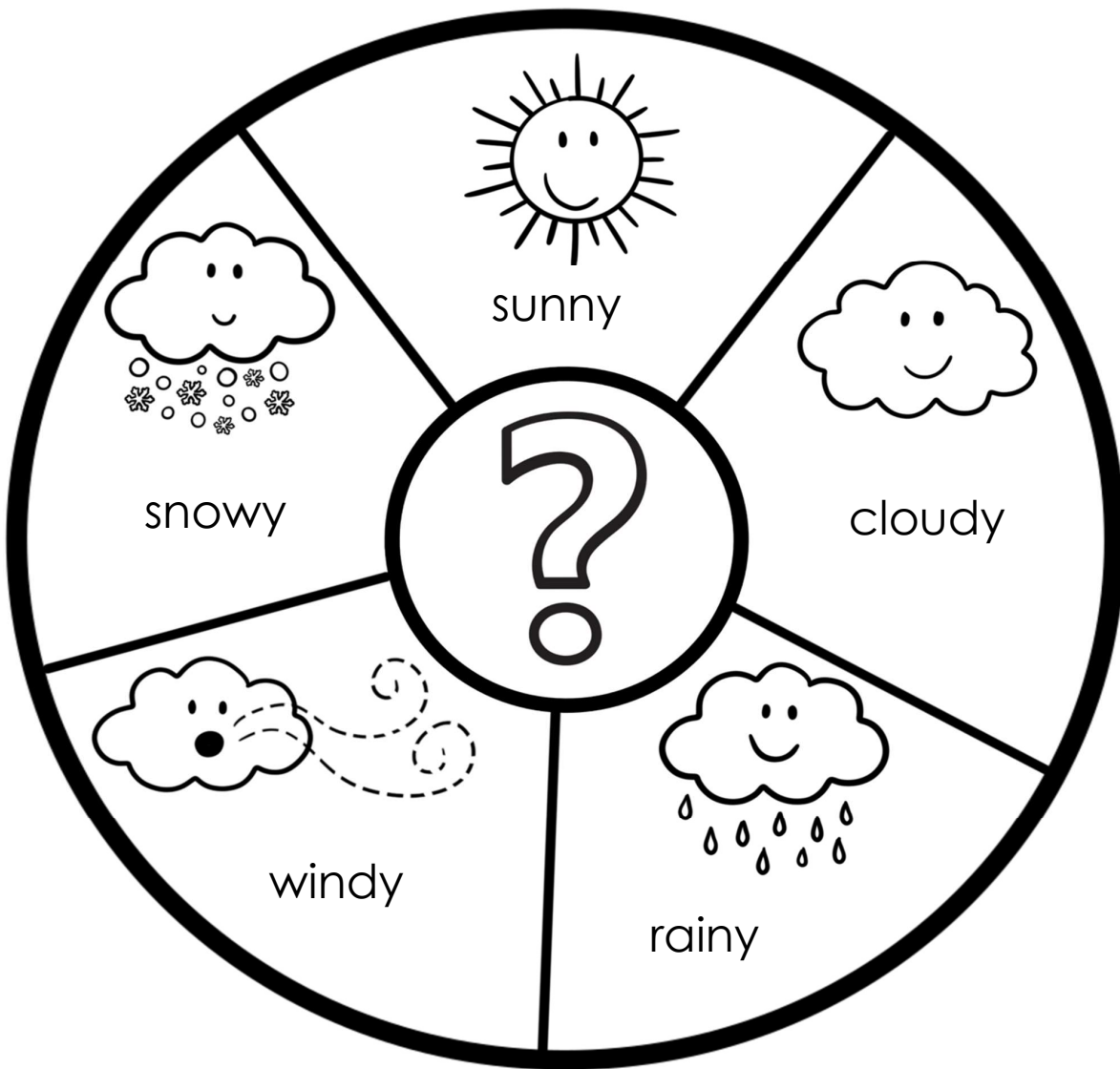






Check the Weather

Dress your Buddy!

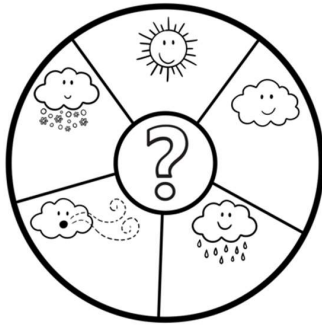


Today it is _____.

I see _____ in the sky.

What will you wear?

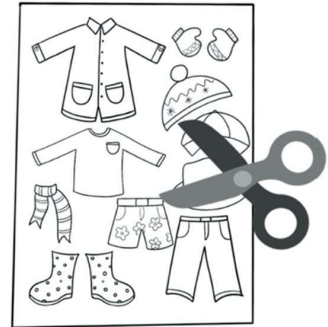
1.



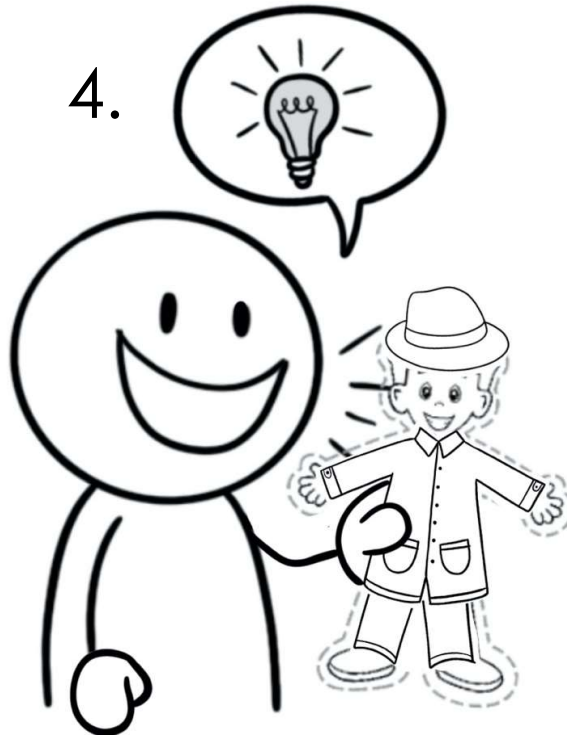
2.



3.



4.



I will wear _____.

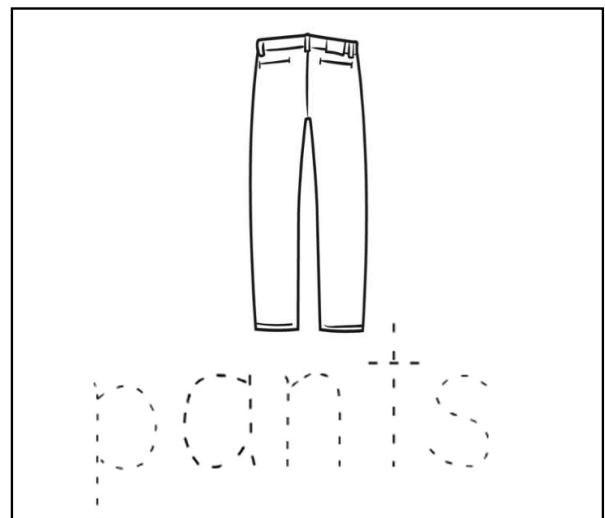
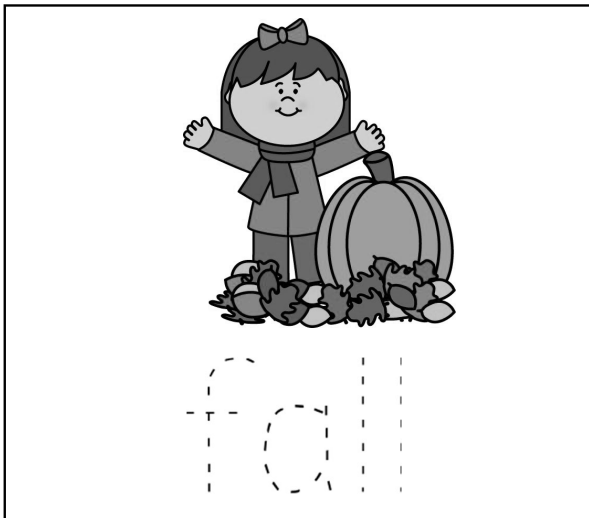
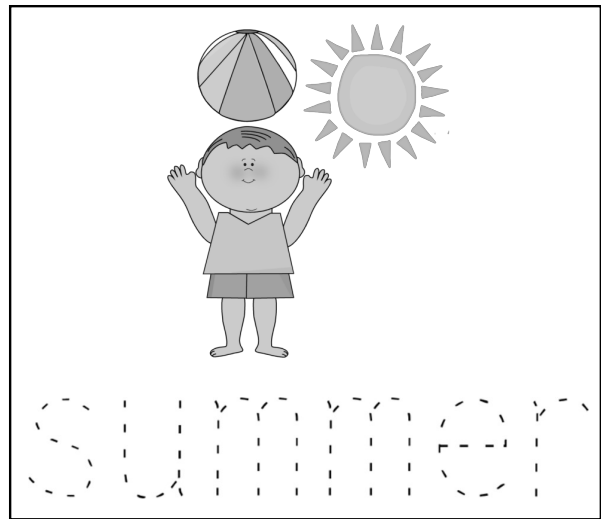
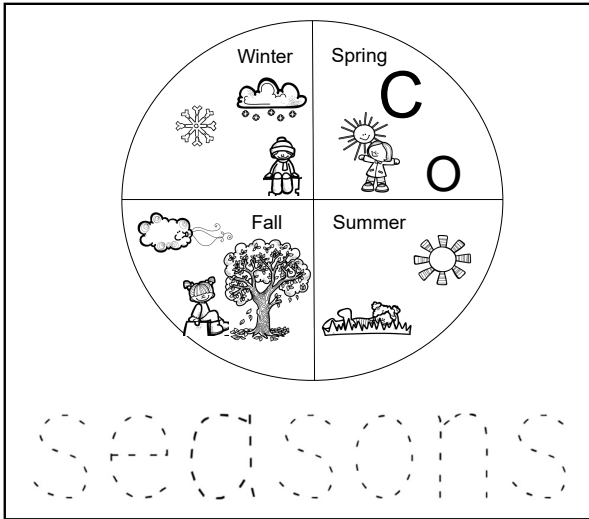
My shirt is _____.

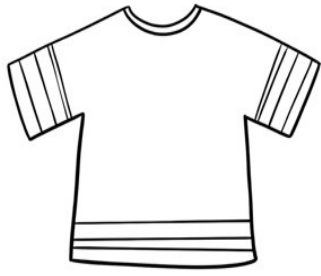
My pants are _____.



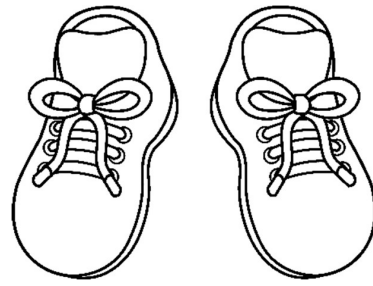
Weekly Words

Trace the words. Color the pictures.





t-shirt



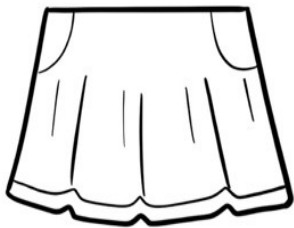
shoes



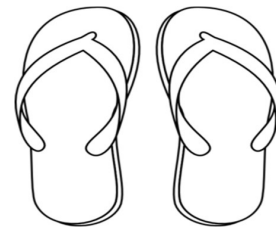
jacket



dress



skirt



flip flops

What is a Season?

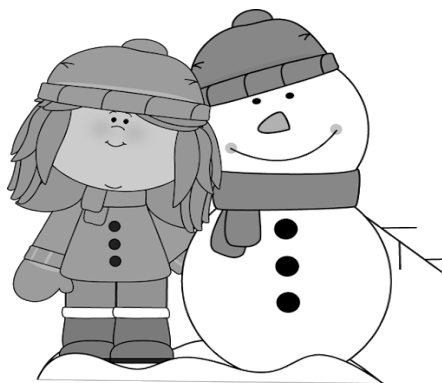
Look at each picture. Tell what you notice about each season.

There are four **seasons** in one year.
Each season has different types of weather.



fall

September, October, November



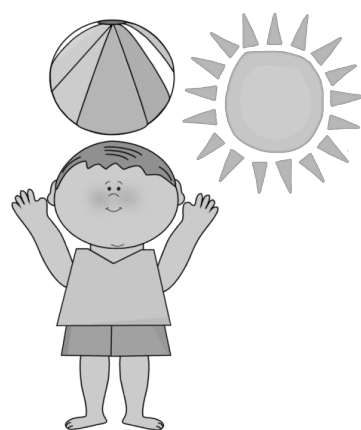
winter

December, January, February



spring

March, April, May



summer

June, July, August



Extension



Draw your favorite season.
Explain why you like that season.
Write or talk in any language you know.



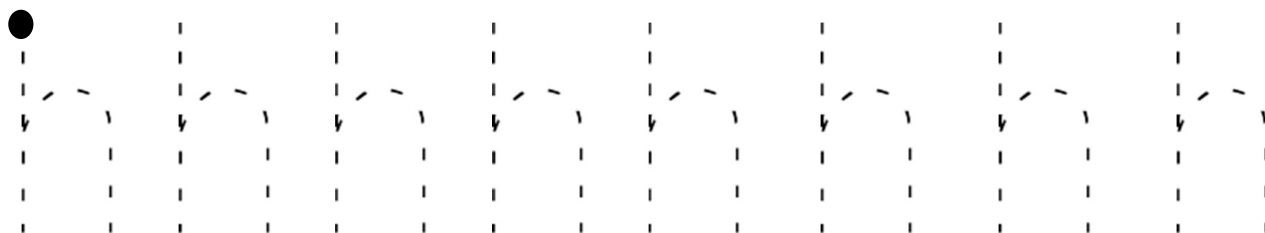
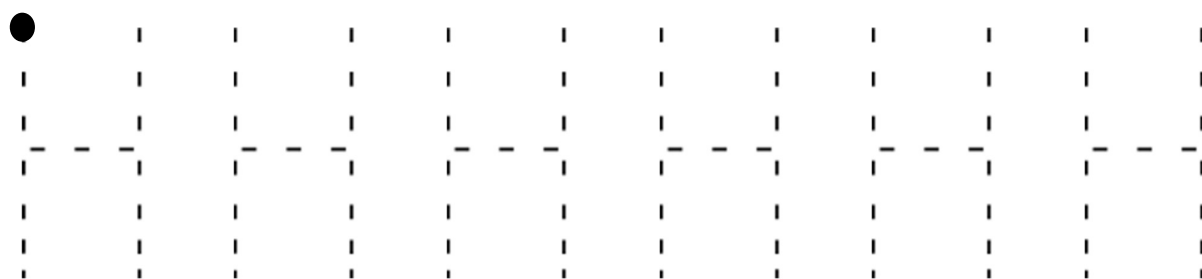


Letter of the Day – H

Hh



Trace the letters. Start at the dot.



Extension Choice #1

Follow the steps.

Step 1 Pour rice in a pan.



Step 2 Make the letter Hh. Start at the top.



Step 3 Say the name of the letter.



Step 4 Make other letters!

B g
a e
c F



Extension Choice #2

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



Write or say a sentence using one of the words.



Extension Choice #3

Read the sentences.

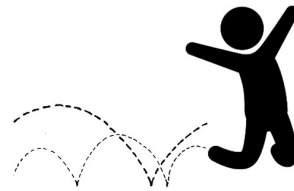
Write a word that starts with the letter H.



H is for hat.



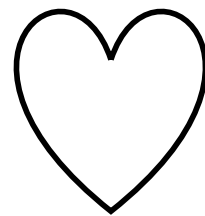
H is for hop.



H is for hand.

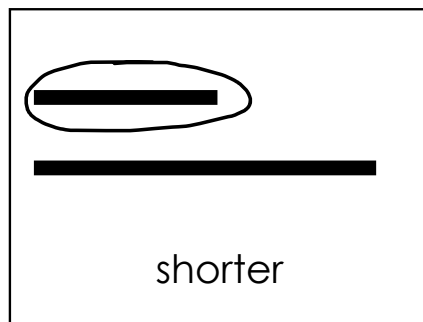
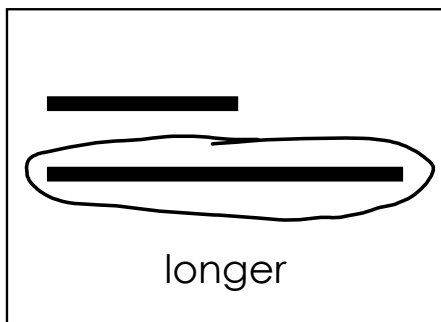


H is for heart.



H is for _____.

Longer and Shorter



Circle the longer one.



Circle the shorter one.





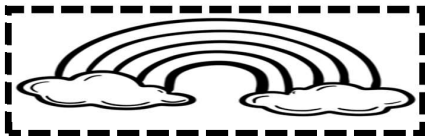
Extension Choice #1

Cut out the boxes. Pick two and compare which one is longer and shorter.

Glue them inside the box.



Longer	Shorter
	



Extension Choice #2

Walk around your house or neighborhood.

Look for things that are long and short.

Write or draw which is longer and which is shorter.

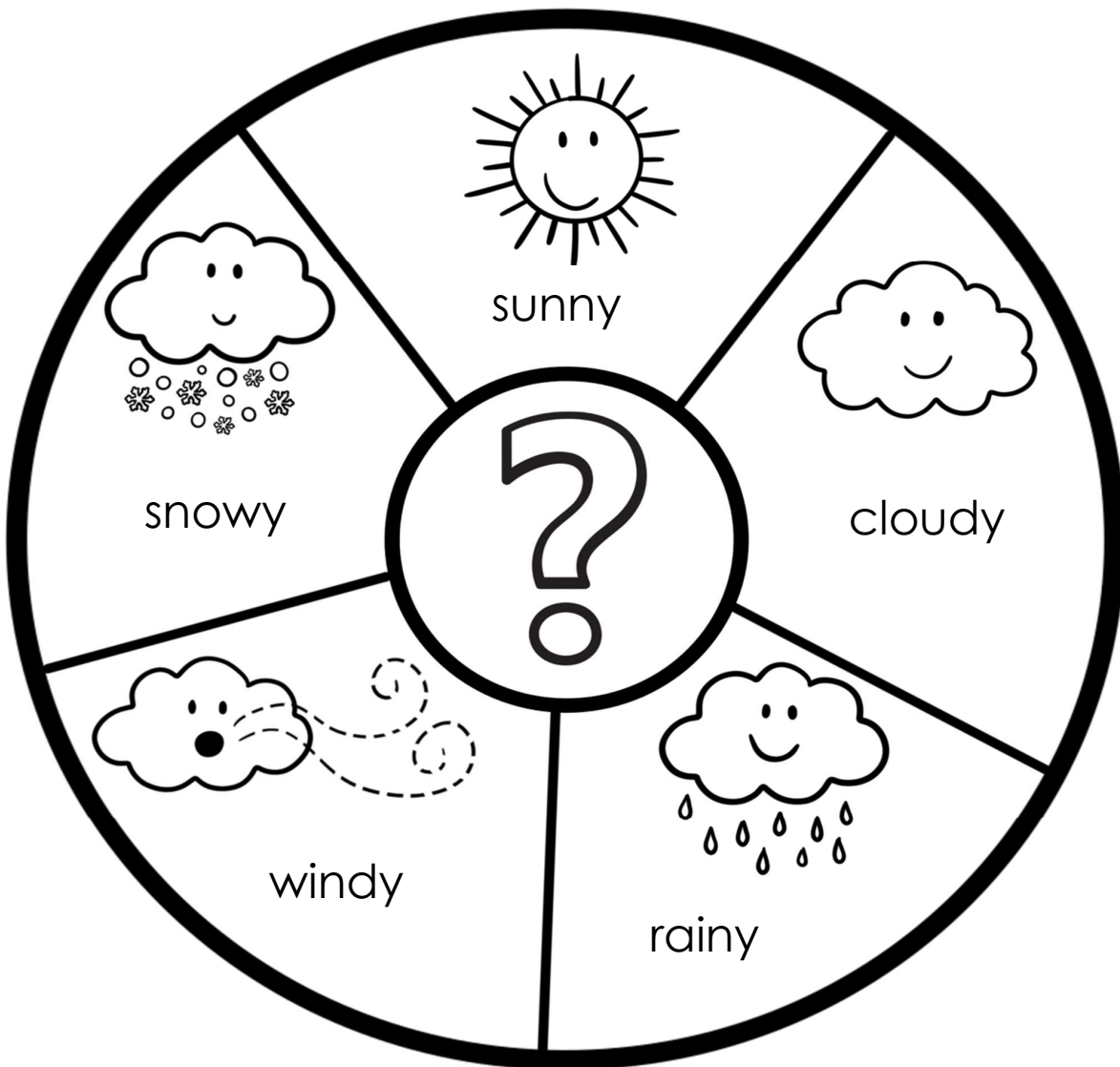


Longer	Shorter

Day 2

Check the Weather

Dress your Buddy!

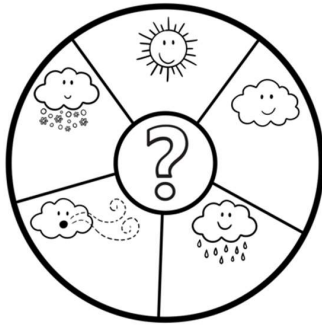


Today it is _____.

I see _____ in the sky.

What will you wear?

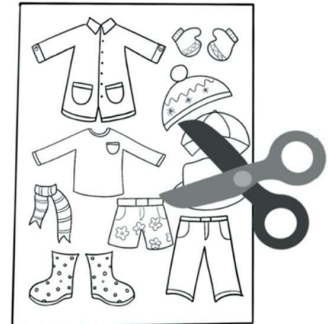
1.



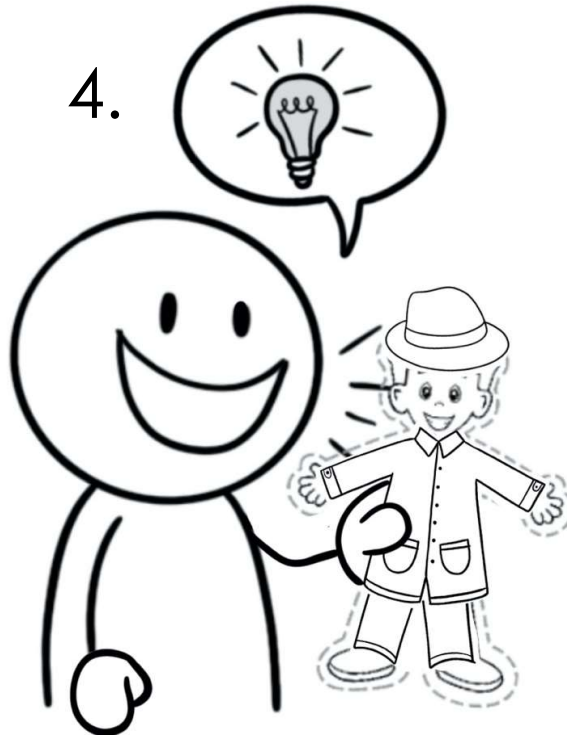
2.



3.



4.



I will wear _____.

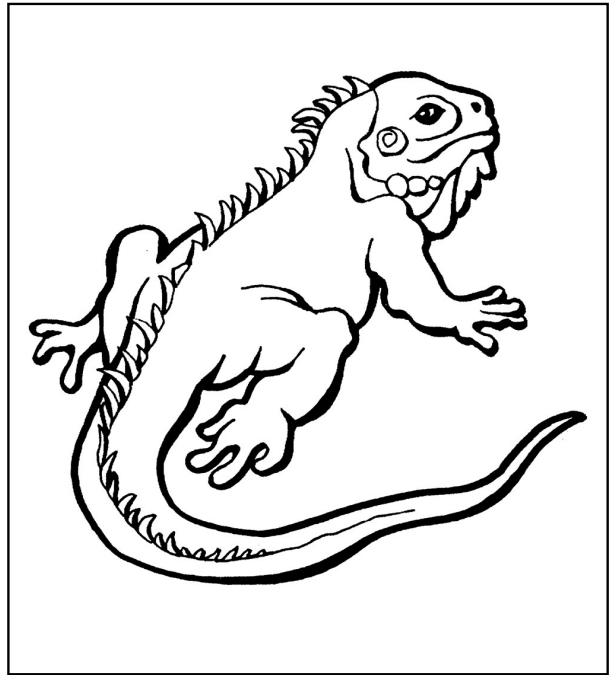
My shirt is _____.

My pants are _____.

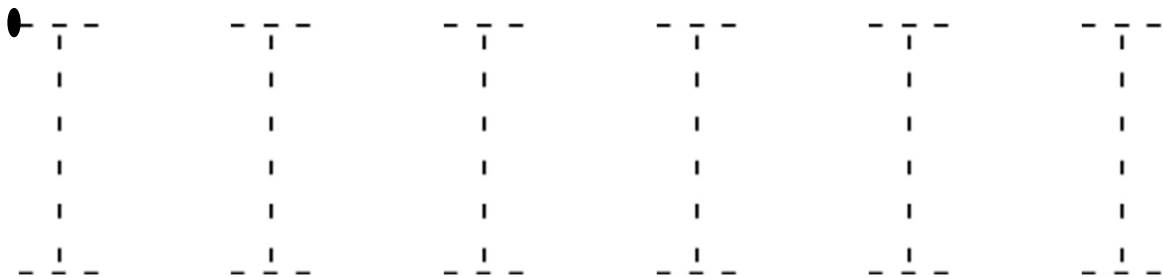


Letter of the Day – I

Ii



Trace the letters. Start at the dot.



Extension Choice #1

Follow the steps.

Step 1 Pour rice on a pan.



Step 2 Make the letter Ii.
Start at the top.



Step 3 Say the name of the letter.



Step 4 Make other letters!

B g
a e
c F



Extension Choice #2

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



Write or say a sentence using one of the words.



Extension Choice #3

Read the sentences.

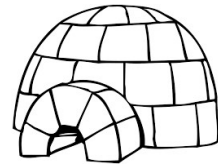
Write a word that starts with the letter I.



I is for iguana.



I is for igloo.



I is for insect.



I is for itch.



I is for _____.



Write the Words

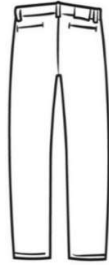
Look at the picture.

Write the name of the picture on the line.

Use the word bank.

Word Bank		
pants	t-shirt	shoes
skirt	dress	jacket

1.



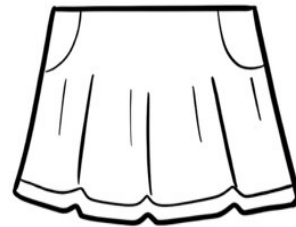
2.



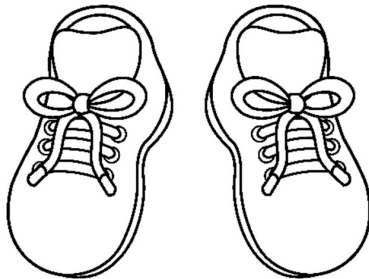
3.



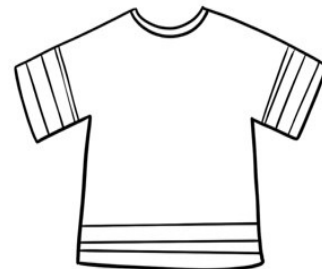
4.



5.



6.



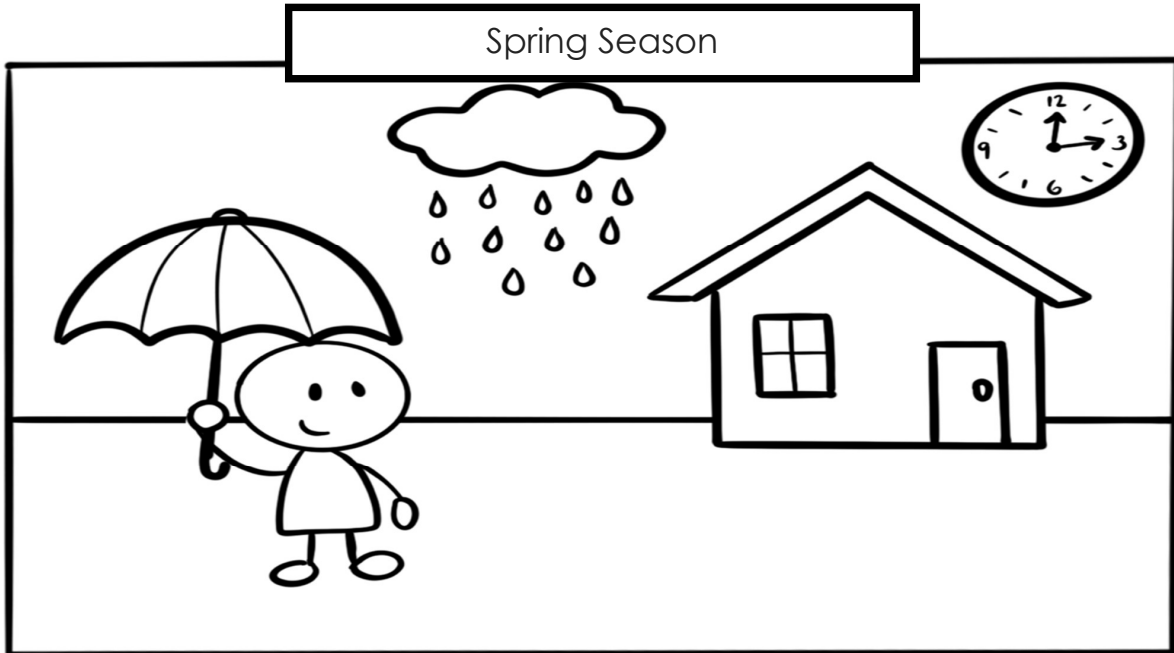


Answering Questions

Look at the picture. Answer the questions.
Write or talk in any language you know.



who	when	where	what	why
				



1. Who is walking? _____
2. When did he go walking? _____
3. Where is he going? _____
4. What is he holding? _____
5. Why is he holding something? _____



Answering Questions-Extension

Ask a family member questions.

Draw one of their answers.

Write or talk in any language you know.



Name of family member

Where were you born?

What is your favorite food?

Who do you like talking to?

What is your favorite season?

Math Game

Cut out the number cards. Place the number cards on top of the correct box. Use the 100 chart for help.

10 more than 55	10 less than 33	10 more than 62
10 less than 51	10 more than 34	10 less than 76
10 more than 25	10 less than 23	10 less than 61

Math Game

Follow the lines and cut out the cards.



41

23

72

44

65

66

35

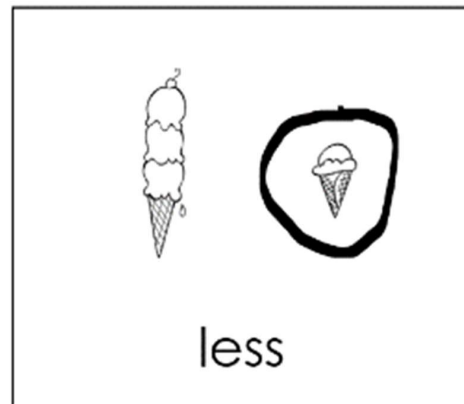
13

51

Math Game

100 Chart

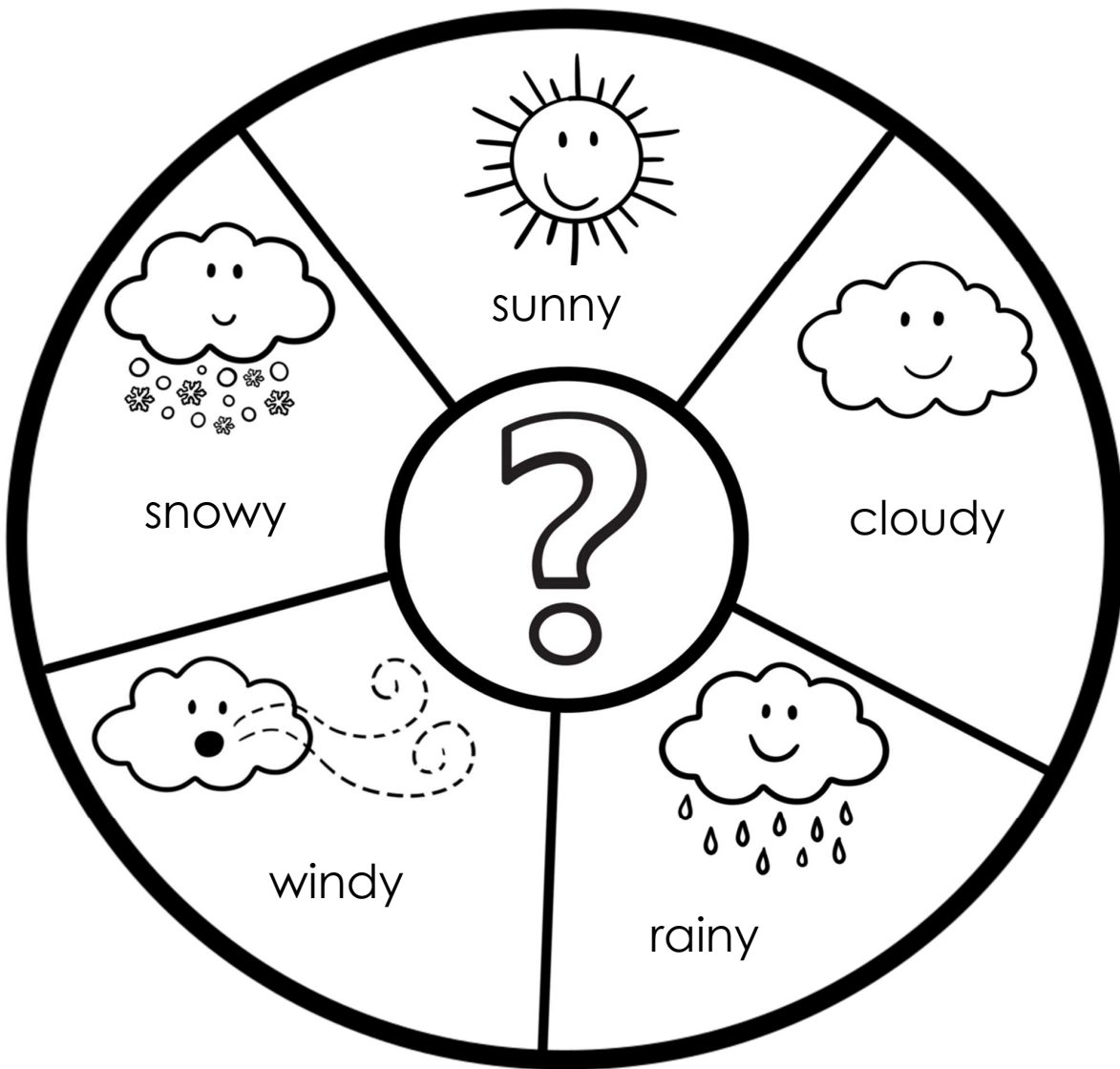
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Day 3

Check the Weather

Dress your Buddy!



Today it is _____.

I see _____ in the sky.

What will you wear?

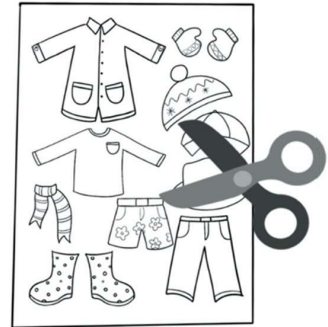
1.



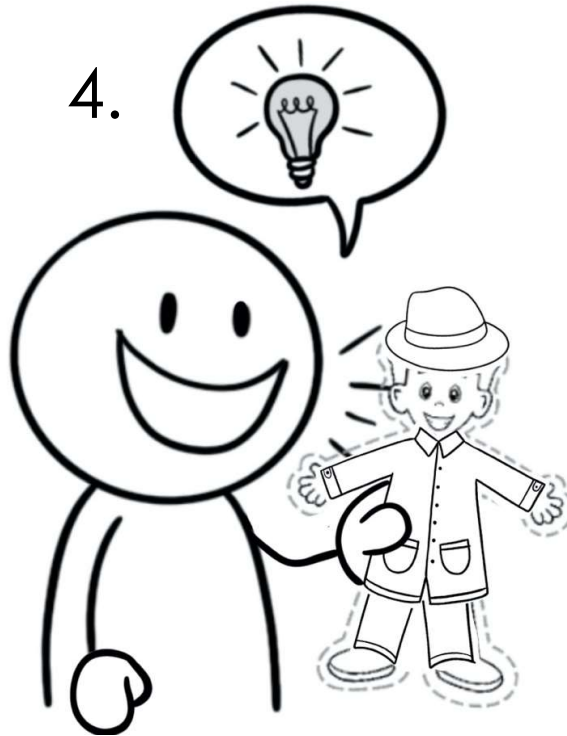
2.



3.



4.



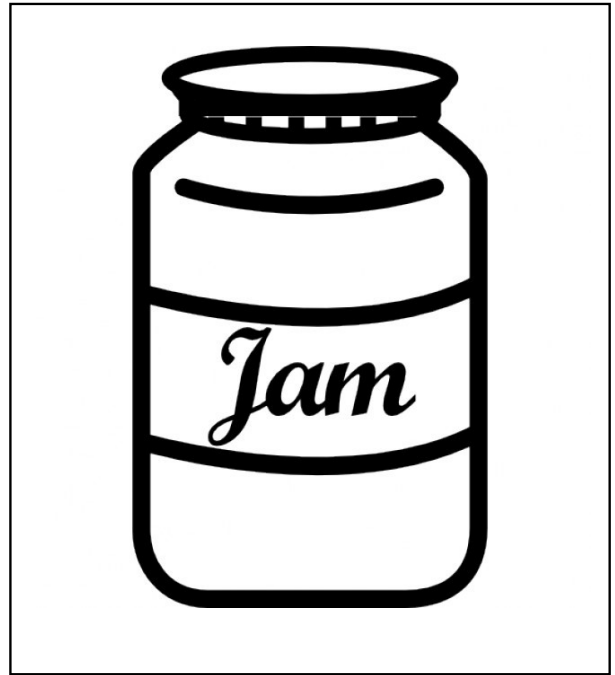
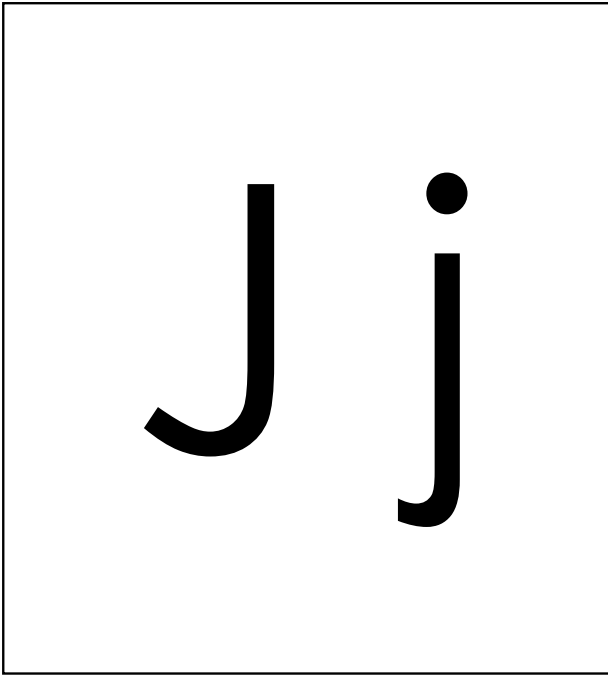
I will wear _____.

My shirt is _____.

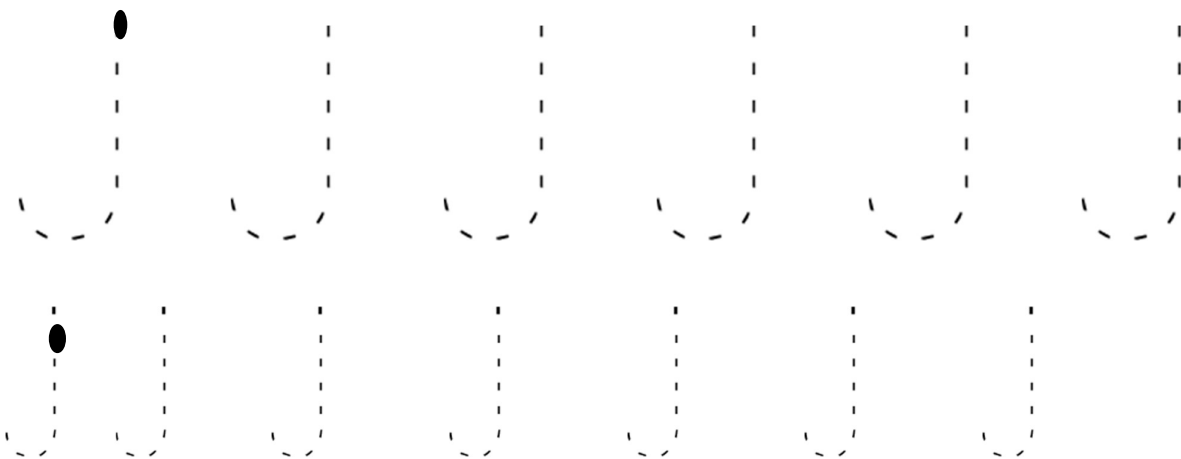
My pants are _____.



Letter of the Day – J



Trace the letters. Start at the dot.



Extension Choice #1

Follow the steps.

Step 1 Pour rice on a pan.



Step 2 Make the letter J j.
Start at the top.



Step 3 Say the name of the letter.



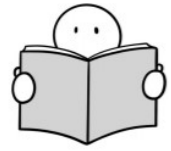
Step 4 Make other letters!

B g
a e
c F




Extension Choice #2

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



Write or say a sentence using one of the words.



Extension Choice #3

Read the sentences.

Write a word that starts with the letter J.



J is for jam.



J is for jacket.



J is for jet.



J is for jump.

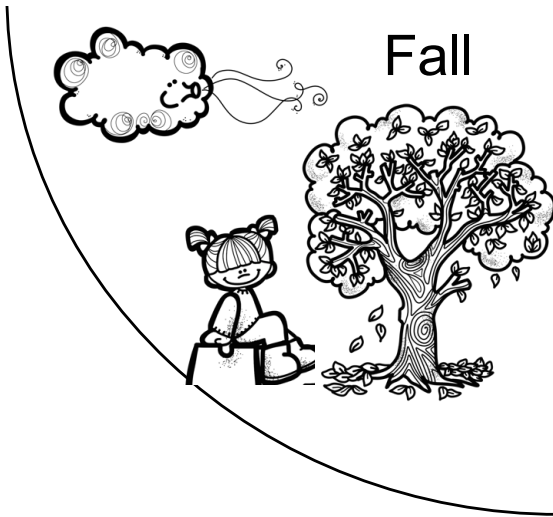


J is for _____.



Fall

Read about the fall season. Answer the questions.



Fall is one of the four seasons.
Fall comes after summer.
It feels colder outside.
Plants stop making food.
The tree leaves change colors.
Leaves fall on the ground.
Animals prepare for the winter.

What happens to the leaves from the trees?



What season does fall come after?

What do animals prepare for?

Fall- Extension

Walk around your neighbor or look outside your window.

Look at the trees and the plants.

Draw how they have changed.

Write or talk in any language you know.



summer

(current season)





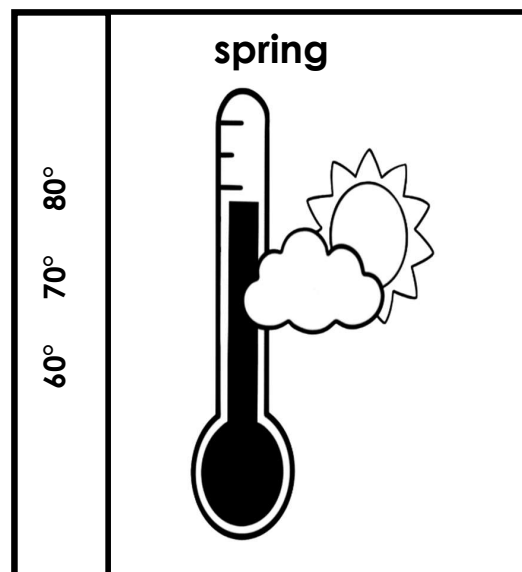
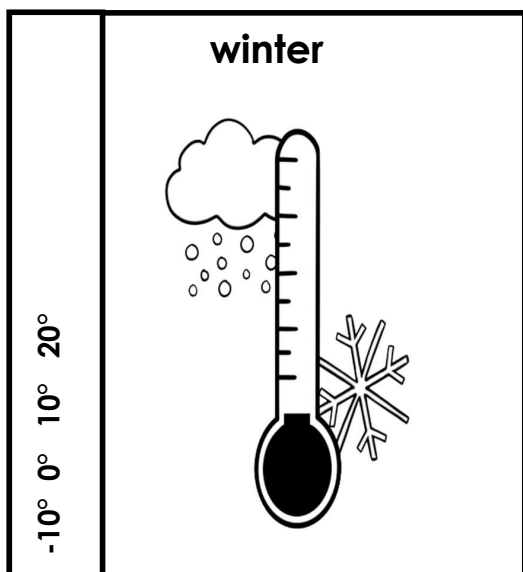
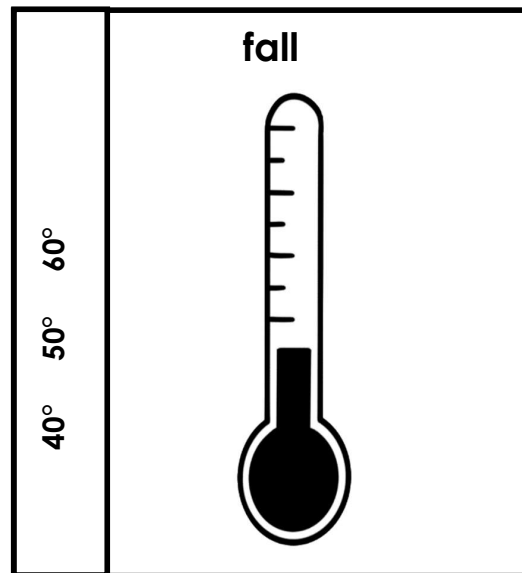
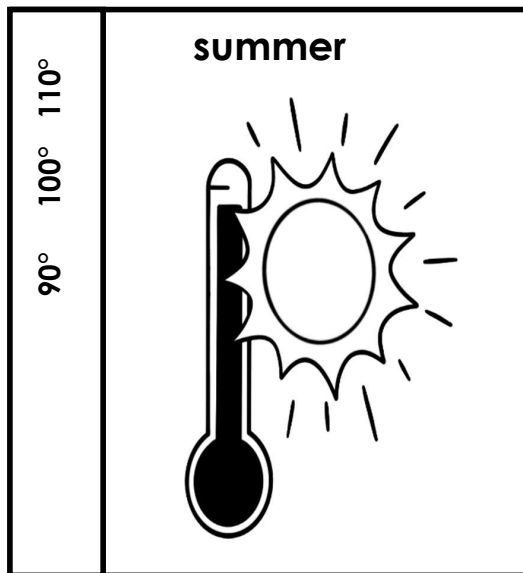
Degrees

A weather thermometer measures air temperature.
Some thermometers are closed glass tubes and have a liquid inside.

When air around the tube heats the liquid, the liquid expands and moves up the tube. The numbers on the scale show the temperature.

The numbers on the scale are called **degrees**. The **degree** symbol is °.
The United States measures **degrees** on Fahrenheit scales.

The temperature gets hotter as the **degrees** go up.
The temperature gets colder as the **degrees** go down.





Degrees- Extension

Answer the questions.

Write or talk in any language you know.

1. Explain why you would **not** wear shorts and a t-shirt outside during the winter.

2. What do you notice about the temperature degrees in each season?

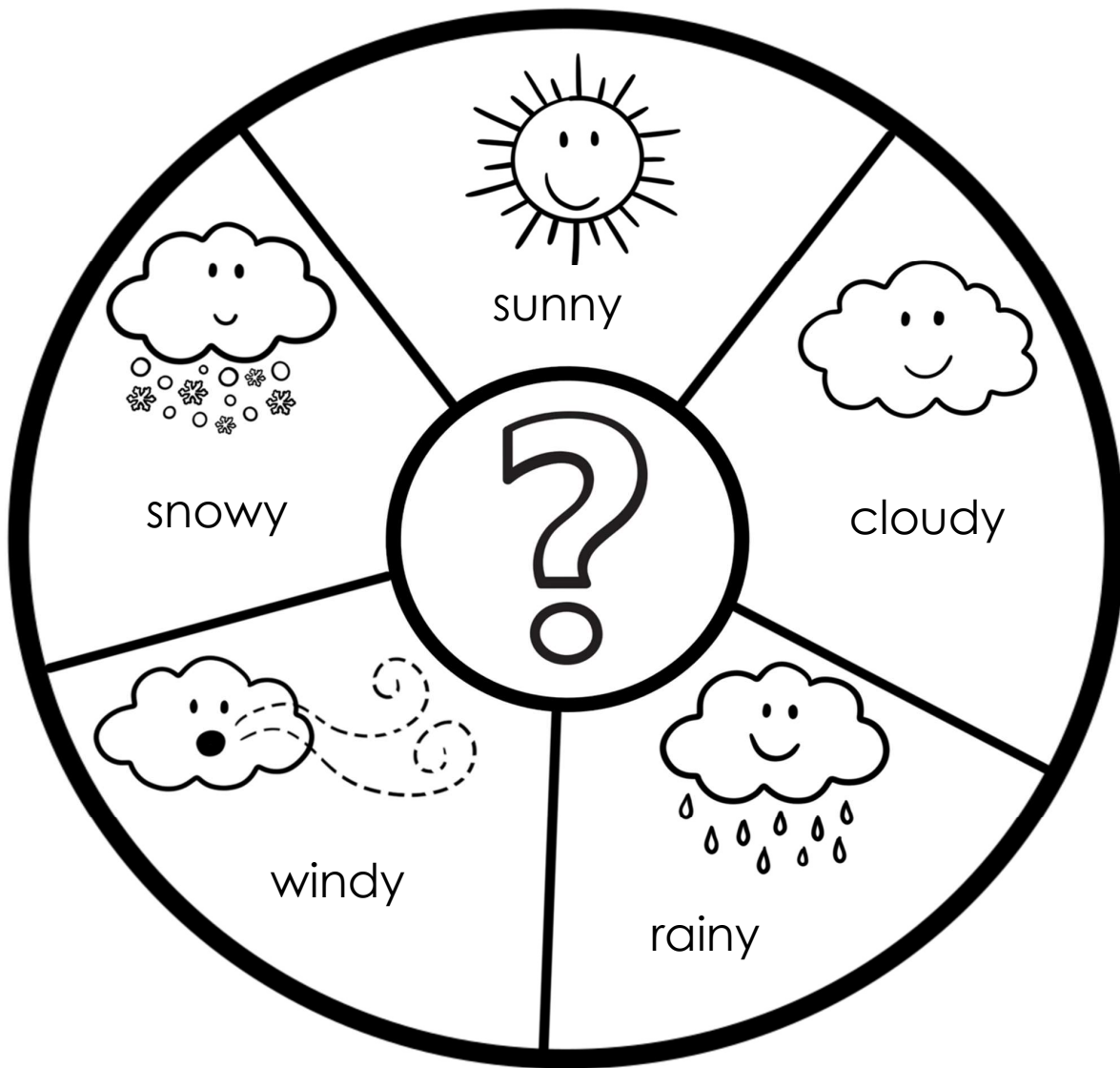
3. Ask a parent what the temperature is today.
Does it match one of the pictures?



Day 4

Check the Weather

Dress your Buddy!



Today it is _____.

I see _____ in the sky.

What will you wear?

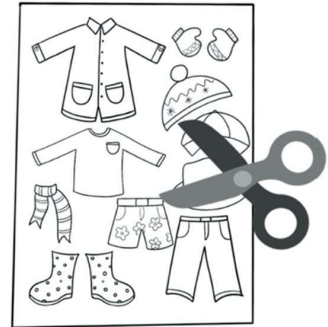
1.



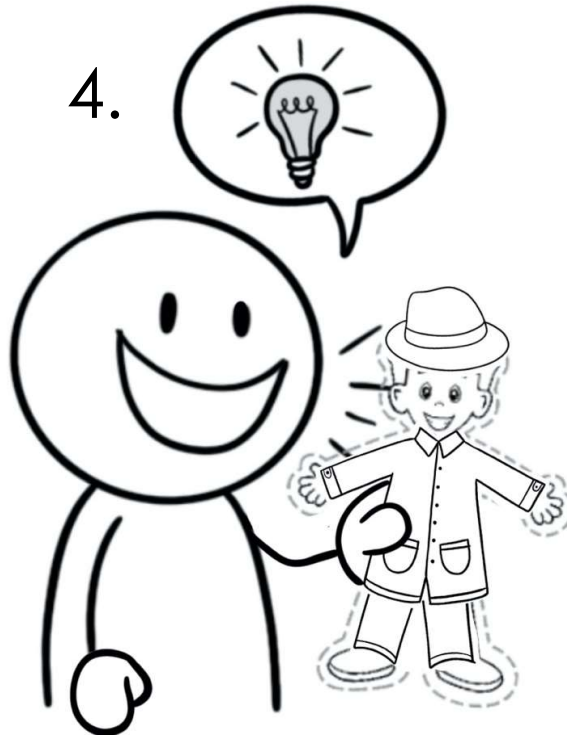
2.



3.



4.



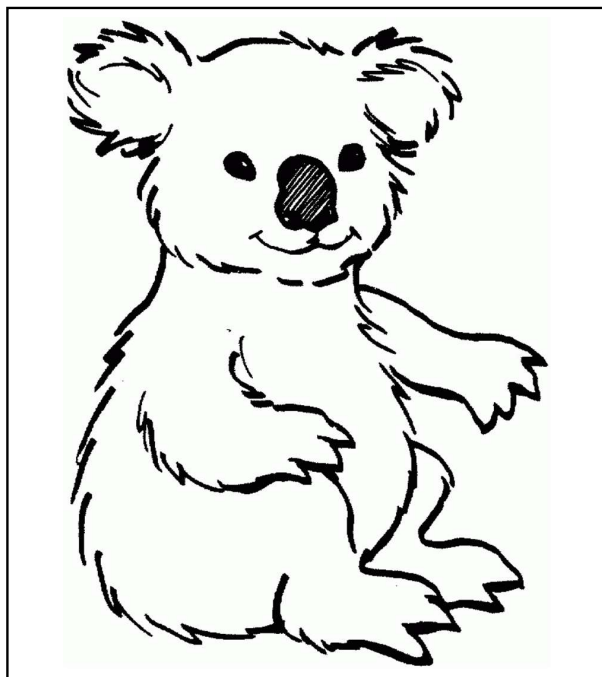
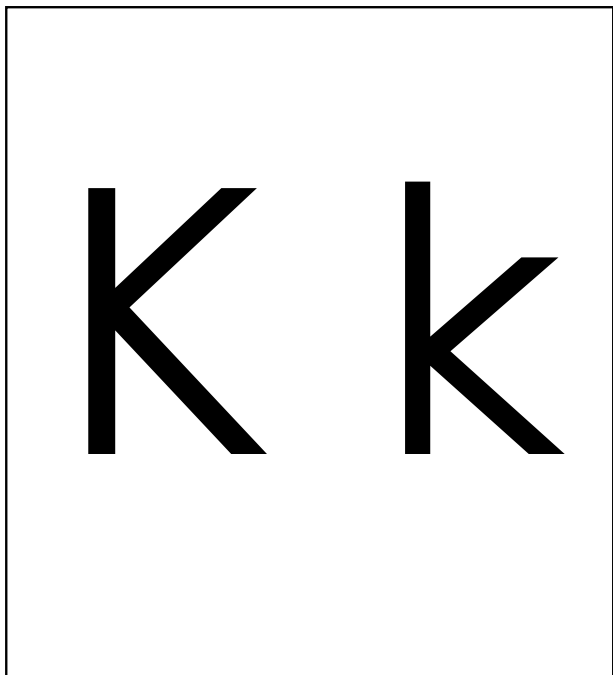
I will wear _____.

My shirt is _____.

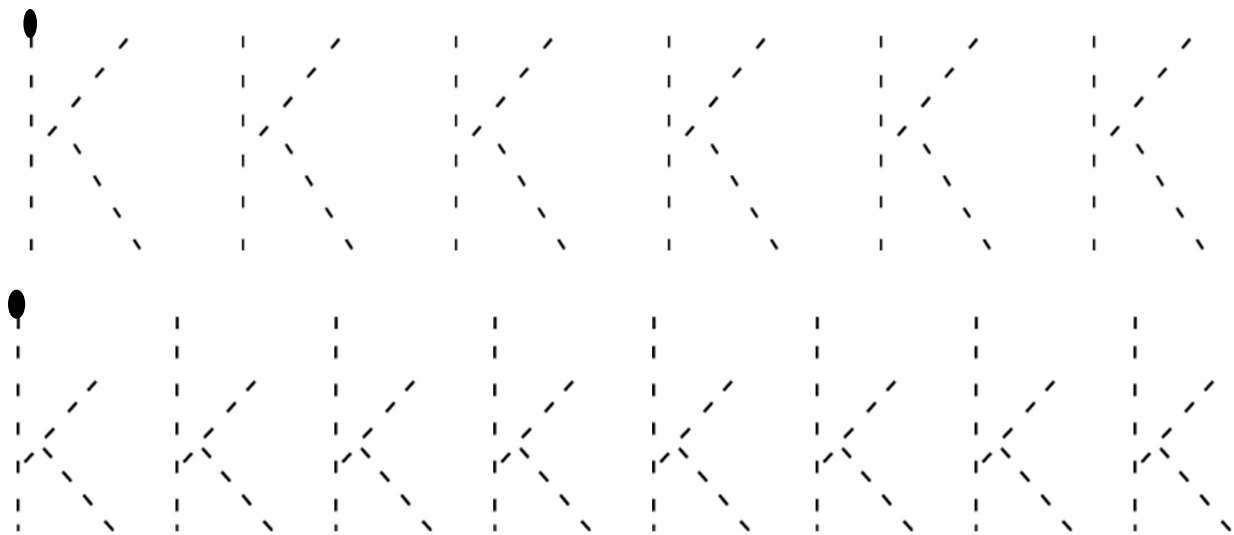
My pants are _____.



Letter of the Day – K



Trace the letters. Start at the dot.



Extension Choice #1

Follow the steps.

Step 1 Pour rice on a pan.



Step 2 Make the letter K k. Start at the top.



Step 3 Say the name of the letter.



Step 4 Make other letters!

D g
a e
h F



Extension Choice #2

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



Write or say a sentence using one of the words.



Extension Choice #3

Read the sentences.

Write a word that starts with the letter K.



K is for koala.



K is for kangaroo.



K is for king.



K is for kid.



K is for _____.

How Does the Weather Affect Animals?

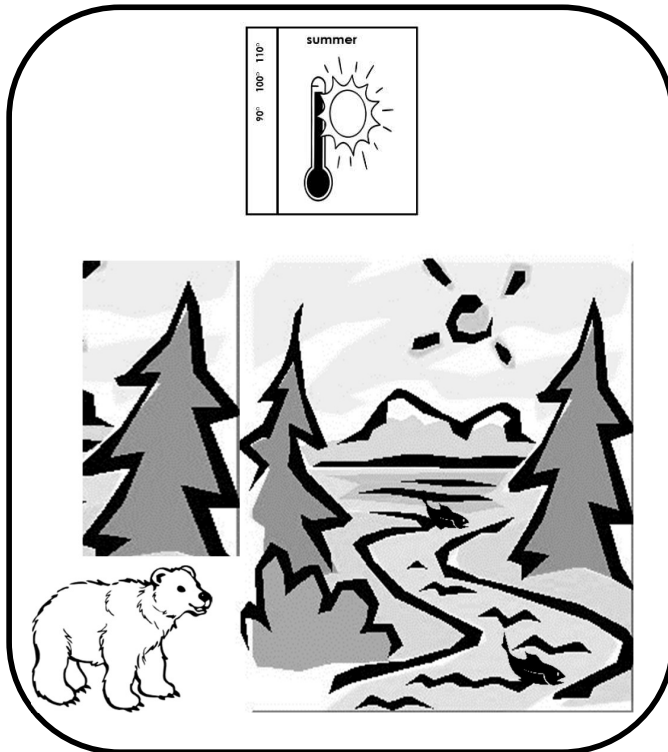


Compare the two pictures.

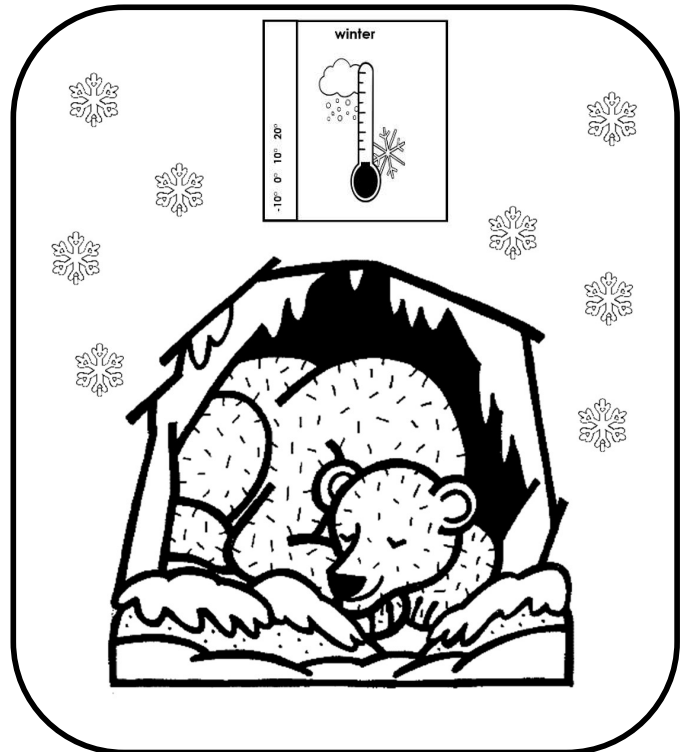
Answer the question. Write or talk in any language you know.

An **affect** causes a change.

When the weather changes it causes animals to make changes.



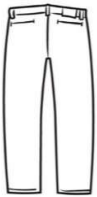
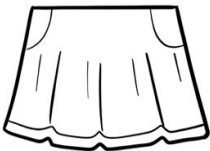
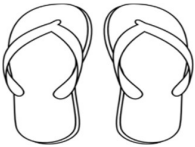
Bears like to eat fish in the summer.



Bears like to sleep in the winter.

Why do you think some bears like to sleep in the winter?

Match Pictures to Words



shoes

pants

dress

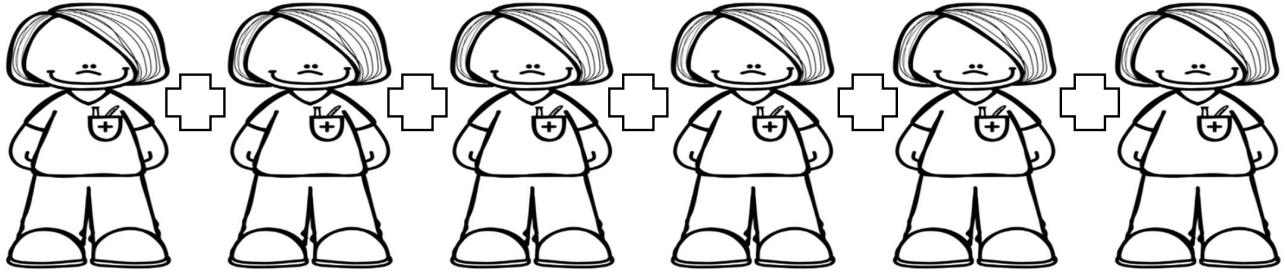
skirt

flip flips

t-shirt

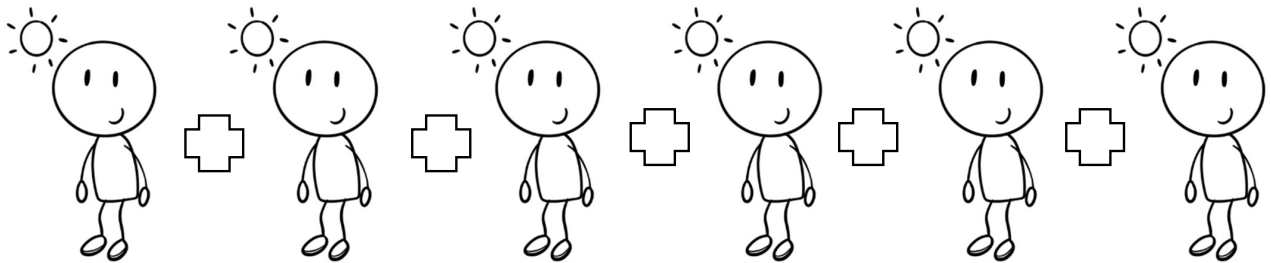
Match Pictures to Words- Extension

Find the total.



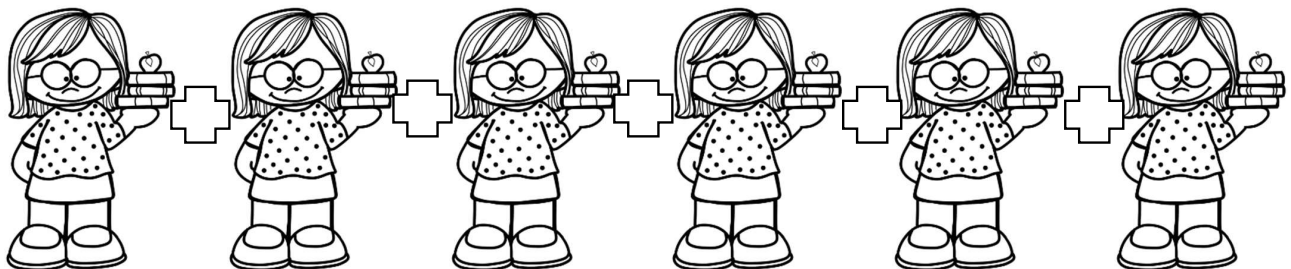
How many **pants** in total?

There are _____ pants in total.



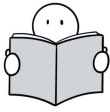
How many **shoes** in total?

There are _____ shoes in total.



How many **skirts** in total?

There are _____ skirts in total.



Spiders and Math

Read about spiders.
Answer the math problems.

123

A **spider** is a small animal with eight (8) legs.

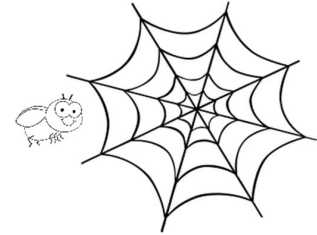
They have two (2) body parts.

Spiders eat insects.

Spiders spin webs to catch insects.

Did you know we notice adult **spiders** more in the fall season?

This is because **spiders** usually hatch in the spring and they are too small to notice.



1.



How many legs in total?

There are _____ legs in total.

2.



How many webs in total?

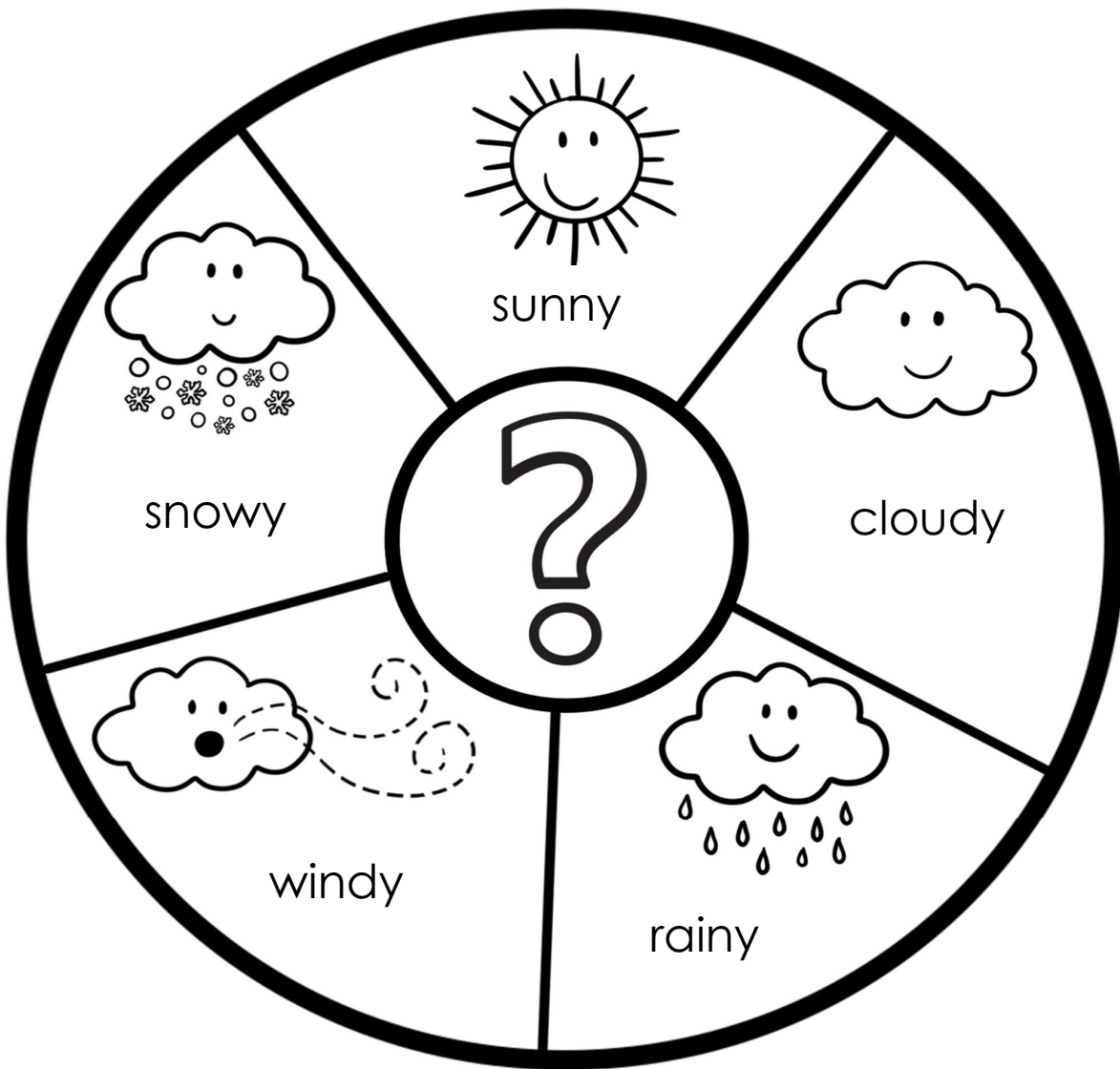
There are _____ webs in total.



Day 5

Check the Weather

Dress your Buddy!

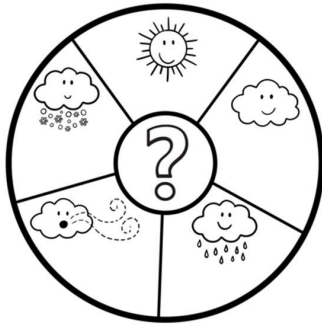


Today it is _____.

I see _____ in the sky.

What will you wear?

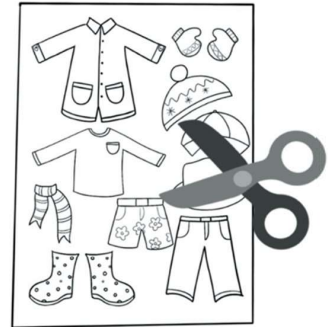
1.



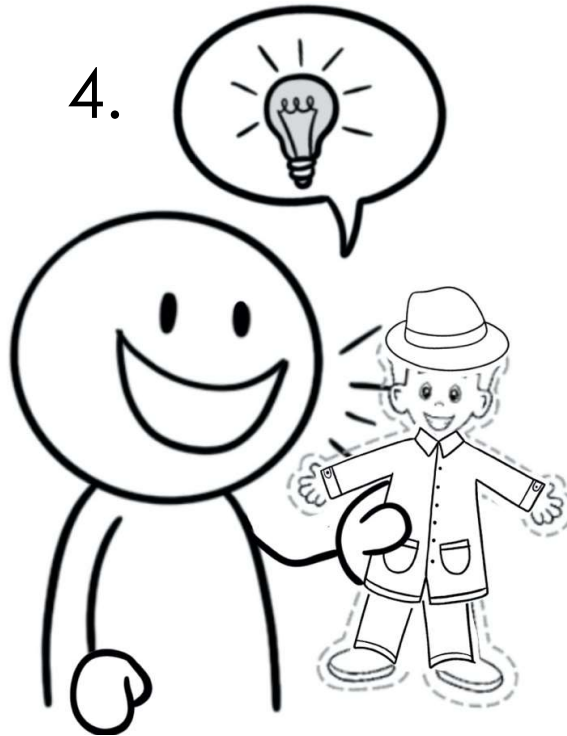
2.



3.



4.



I will wear _____.

My shirt is _____.

My pants are _____.

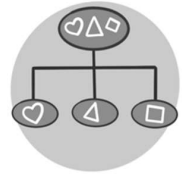


Sorting Leaves

Read about leaves.

Walk outside and collect leaves.

Sort the leaves by putting them in groups.



When the seasons change the leaves on some trees also change.

In the fall, there is less sunshine because the days are shorter, and the weather gets colder.



Leaves stop making their food. The green color disappears, and the leaves fall to the ground.



Green

Yellow

Orange

Brown



Round Leaves



Pointy Leaves



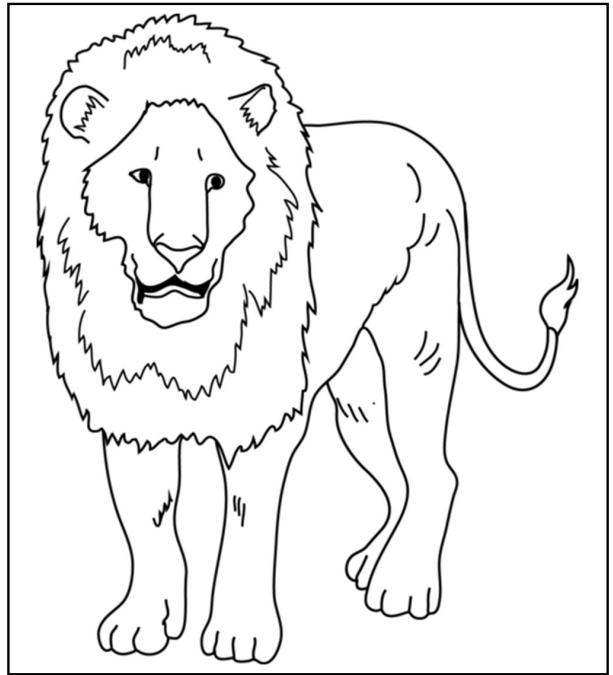
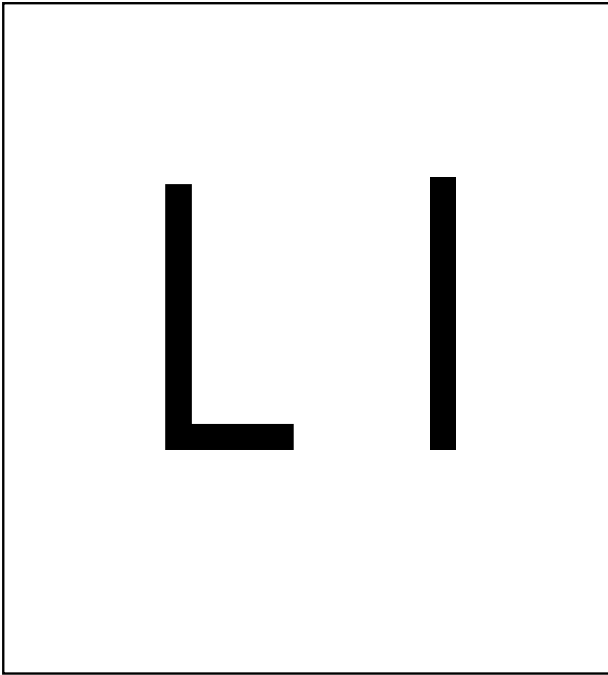
Name your own group.



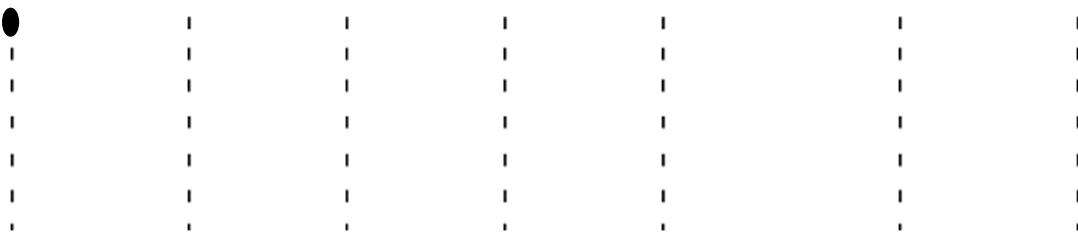
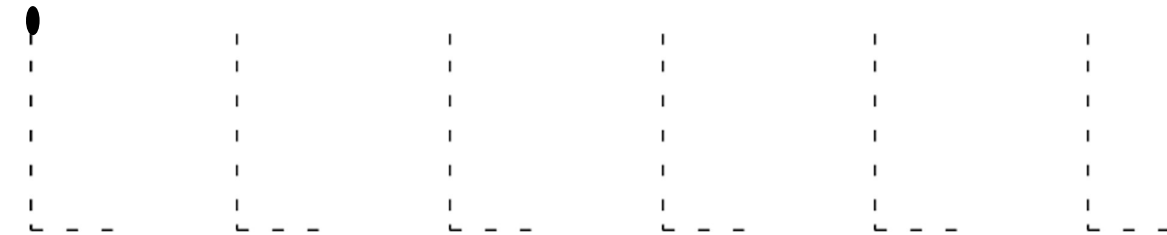
<hr/>	<hr/>
<hr/>	<hr/>



Letter of the Day – L



Trace the letters. Start at the dot.



Extension Choice #1

Follow the steps.

Step 1 Pour rice on a pan.



Step 2 Make the letter L I.
Start at the top.



Step 3 Say the name of the letter.



Step 4 Make other letters!

D g
a k
h F



Extension Choice #2

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



Write or say a sentence using one of the words.



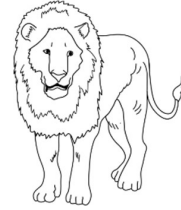
Extension Choice #3

Read the sentences.

Write a word that starts with the letter L.



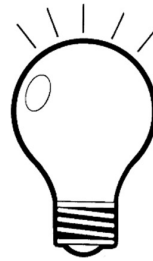
L is for lion.



L is for leaf.



L is for light.



L is for leg.




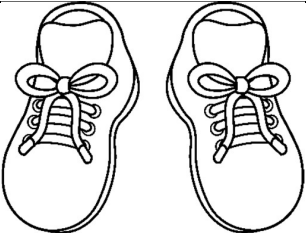
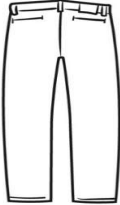
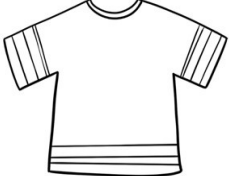


L is for _____.

Dictionary



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

Picture	Trace	Home Language(s)
	skirt	
	jacket	
	dress	
	shoes	
	pants	
	tshirt	

[illegible]

UNIVERSITY OF
Nebraska
Lincoln®



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:



Reference Sheet

LENGTH

Metric

1 kilometer = 1000 meters
 1 meter = 100 centimeters
 1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards
 1 mile = 5280 feet
 1 yard = 3 feet
 1 foot = 12 inches

CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts
 1 gallon = 128 ounces
 1 quart = 2 pints
 1 pint = 2 cups
 1 cup = 8 ounces

MASS AND WEIGHT

Metric

1 kilogram = 1000 grams
 1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds
 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:

