

K-2<sup>nd</sup> grade • English Level 1

# Learning Packet #4

Themes: Shapes and Feelings



# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

## **Level 3 – Interdisciplinary Inquiry**

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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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](mailto:icmee@unl.edu).

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Dennise Torres** in collaboration with Lydia Kiramba and Alexa Yunes.

Math

- ## Social Studies

- 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.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### Science Standards and Cross-Cutting Ideas

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

### 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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# International Consortium for Multilingual Excellence in Education



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

Dear Families:

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

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

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

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

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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: This packet has two themes. The themes are shapes and feelings. Your child will explore the different feelings they or their family might experience. They will also learn that feelings change. There will be opportunities for you and your child to go outside and look for different shapes in the real world. Each day will have activities for a letter of the alphabet. Some math activities will explore the concepts: shortest and longest. Your child will also learn the difference between a side and a corner. 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. circle    | 6. side     | 11. sad        | 16. grumpy |
| 2. oval      | 7. corner   | 12. angry      | 17. noun   |
| 3. square    | 8. longest  | 13. frustrated |            |
| 4. rectangle | 9. shortest | 14. hopeful    |            |
| 5. triangle  | 10. happy   | 15. nervous    |            |

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](mailto: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

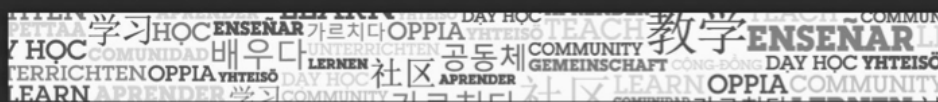
Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Dennise Torres** in collaboration with Lydia Kiramba and Alexa Yunes.



# International Consortium for Multilingual Excellence in Education



**ICMEE**

cehs.unl.edu/icmee

15 de agosto del 2020

Estimadas familias:

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

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

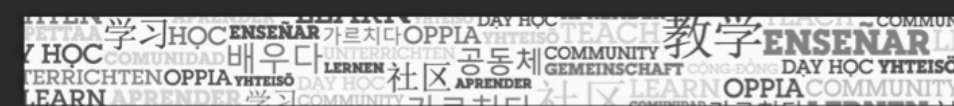
También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes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

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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 ICMEE is housed within:



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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.
  - 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.
  - Temas de la semana: Los temas son formas y sentimientos. Su hijo explorará los diferentes sentimientos que él o su familia podrían experimentar. También aprenderán que los sentimientos cambian. Habrá oportunidades para que usted y su hijo salgan y busquen diferentes formas en el mundo real. Cada día habrá actividades para una letra del alfabeto. Algunas actividades de matemáticas explorarán los siguientes conceptos: el más corto y el más largo. Su hijo también aprenderá la diferencia entre un lado y una esquina. 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. círculo | 2. ovalado     | 3. cuadrado   | 4. rectángulo   | 5. triángulo |
| - 6. lado    | 7. esquina     | 8. más largo  | 9. más corto    | 10. feliz    |
| - 11. triste | 12. enojado    | 13. frustrado | 14. esperanzado | 15. nervioso |
| - 16. gruñón | 17. sustantivo |               |                 |              |

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

Sinceramente,

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.

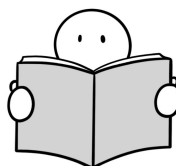
We'd love to see what you've done with this packet!



## Instructions Key



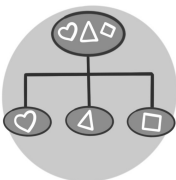
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



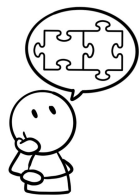
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

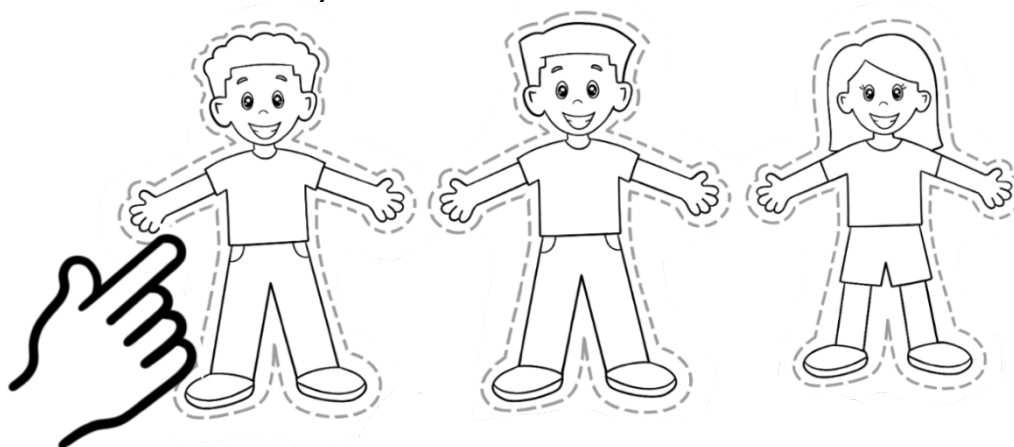
## Suggested Weekly Schedule

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<ul style="list-style-type: none"> <li>• Design and Name Your Buddy</li> <li>• Check the Weather</li> <li>• Weekly Words- Feelings and Shapes</li> <li>• Let's Move</li> <li>• Letter of the Day -M</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• Feelings</li> <li>• Shapes Around the House</li> <li>• Letter of the Day-N</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• Matching Feelings</li> <li>• Feelings Change</li> <li>• Calm Down Yoga</li> <li>• Ordering Objects</li> <li>• Letter of the Day-O</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• Helping Others Feel Better</li> <li>• Nouns</li> <li>• Sides and Corners</li> <li>• Letter of the Day-P</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• Sorting Shapes</li> <li>• My Weekly Assignments</li> <li>• Letter of the Day-Q</li> <li>• Dictionary Page</li> </ul>

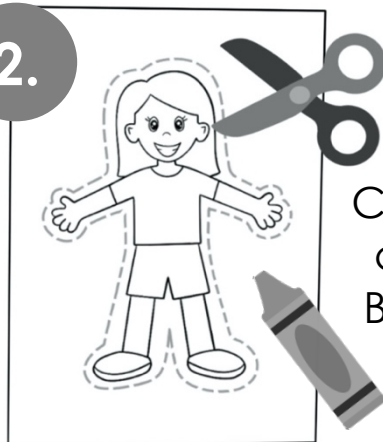
# Day 1

# My Buddy

1. Choose a Buddy

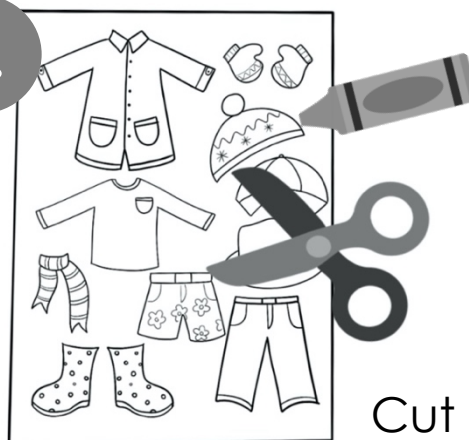


2.



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

3.

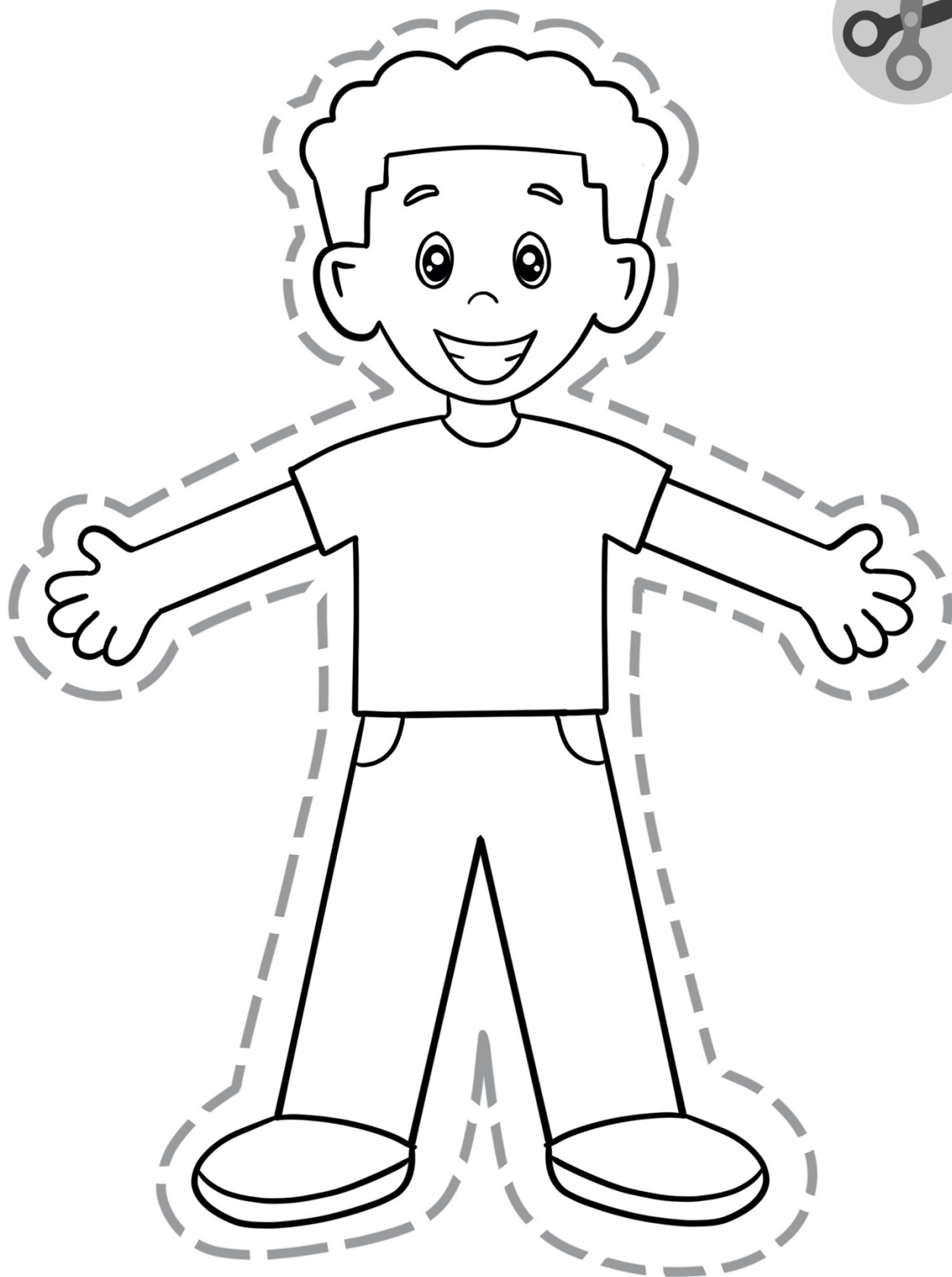


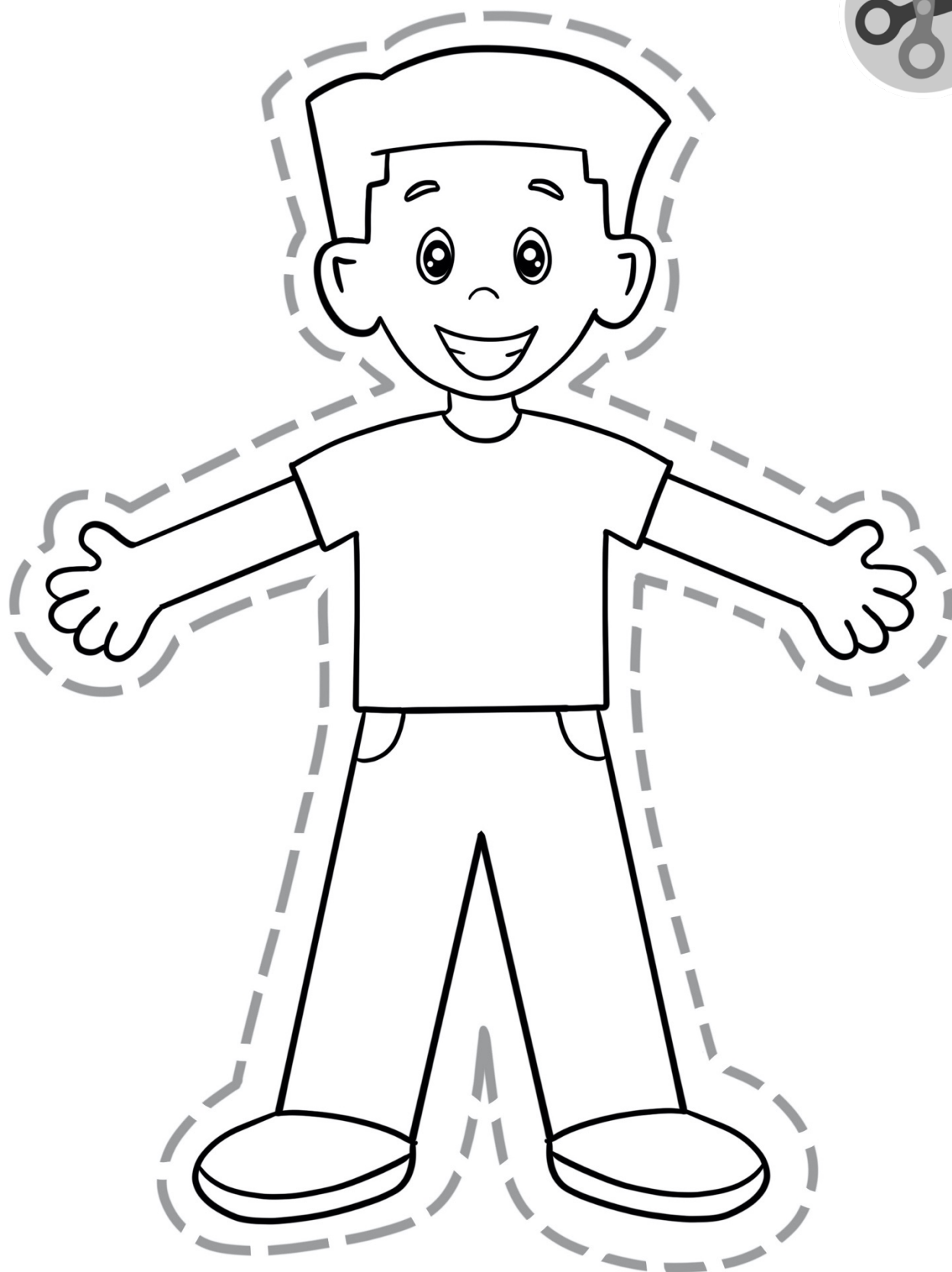
Cut out and color the accessories

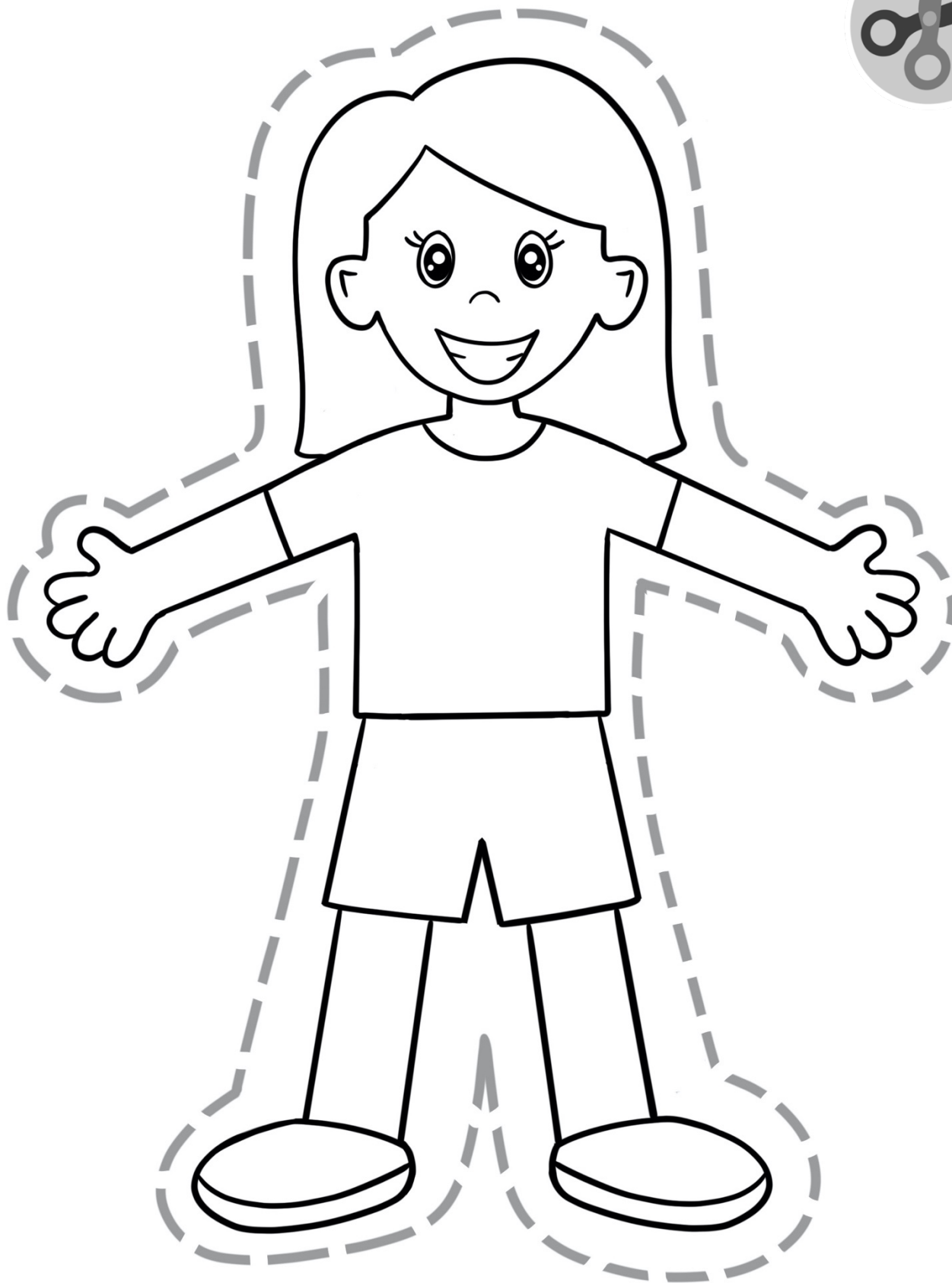
4.

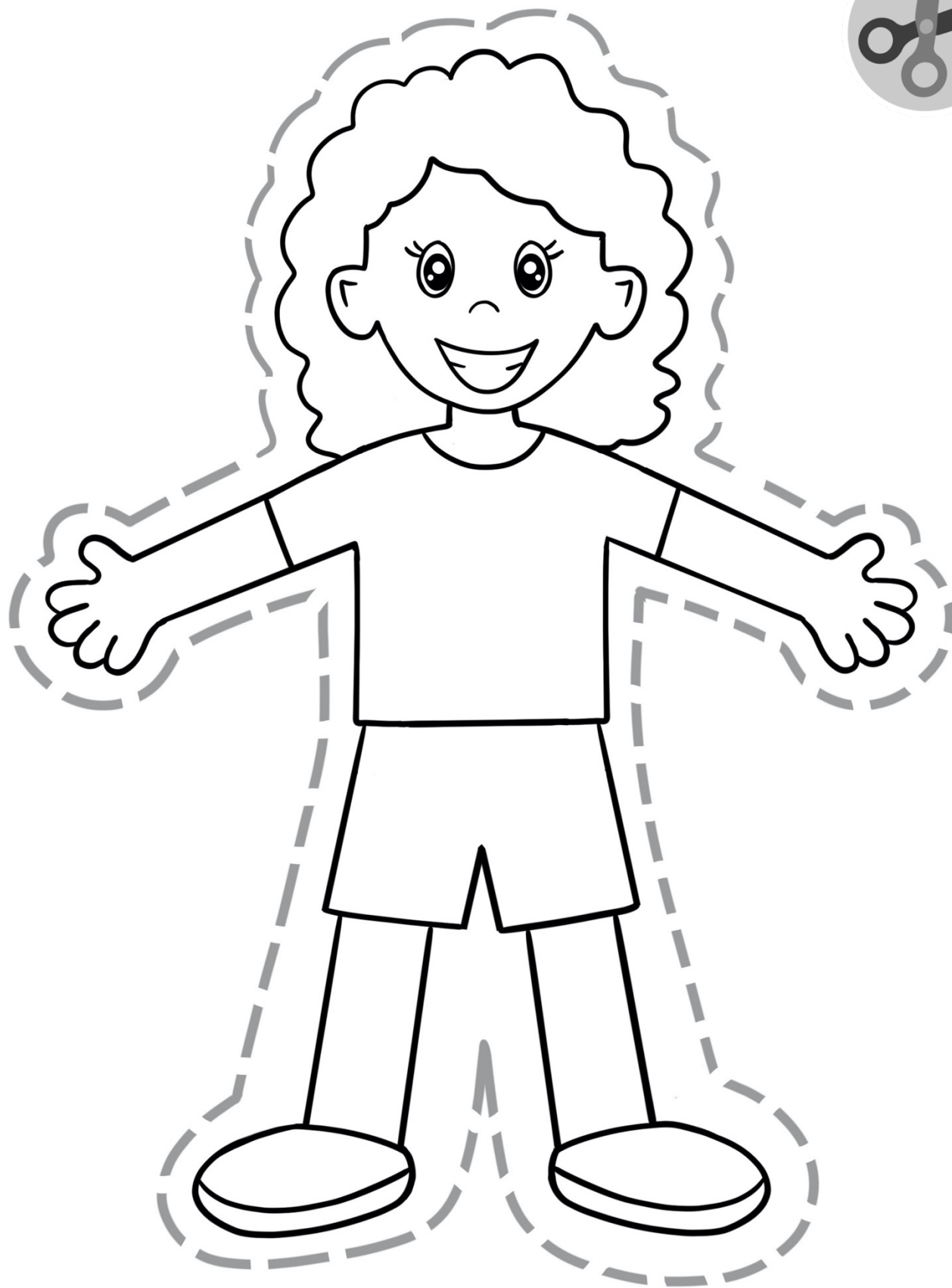


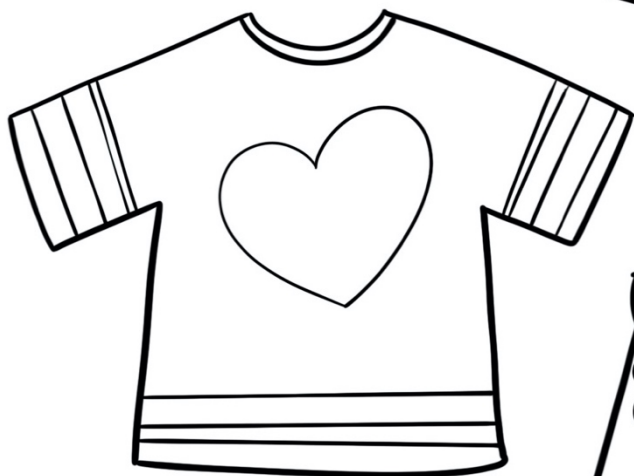
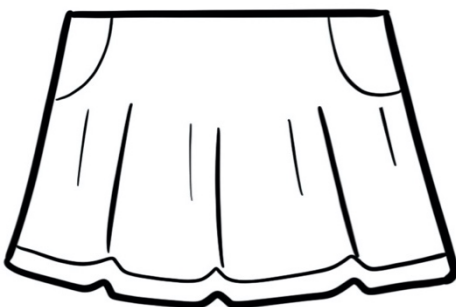
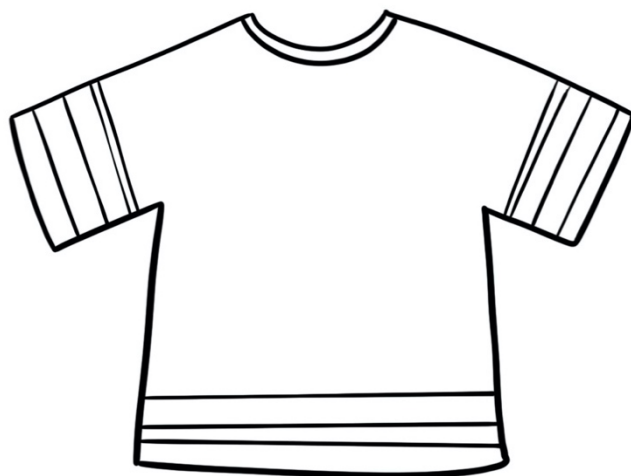
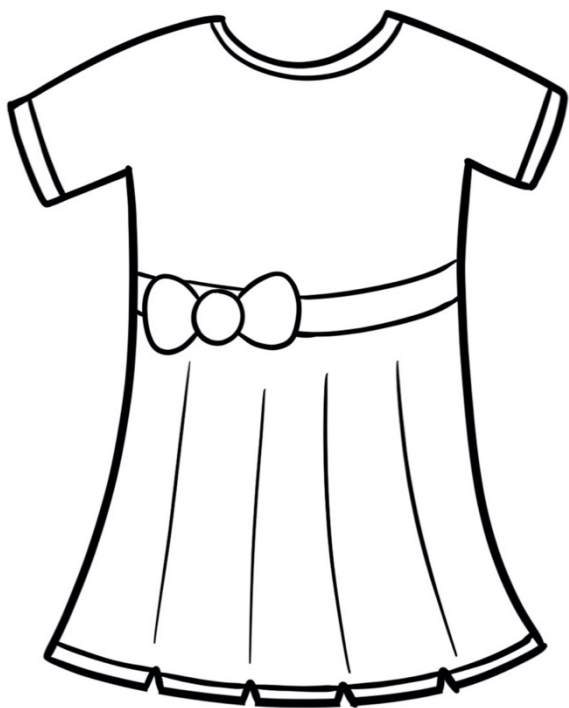
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

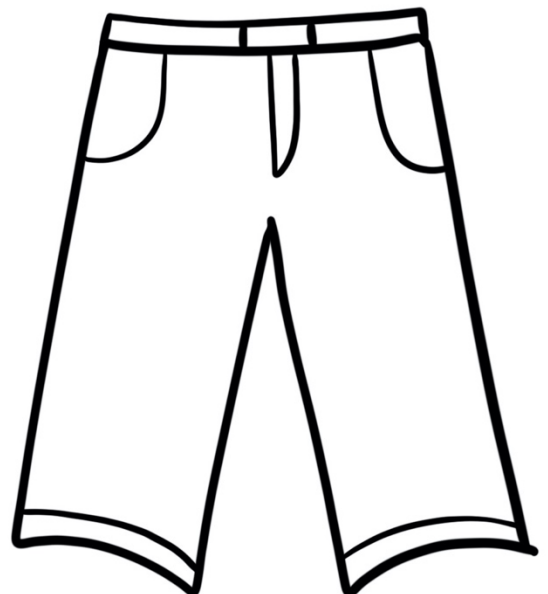
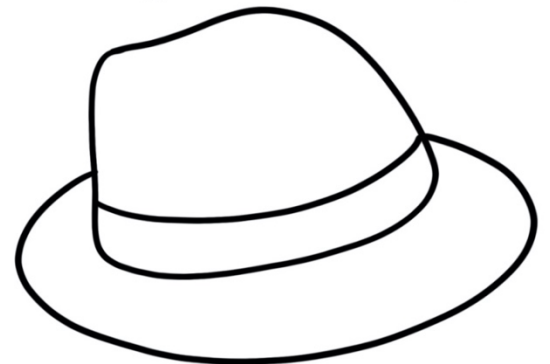
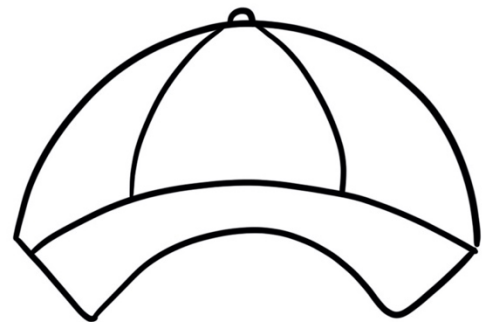
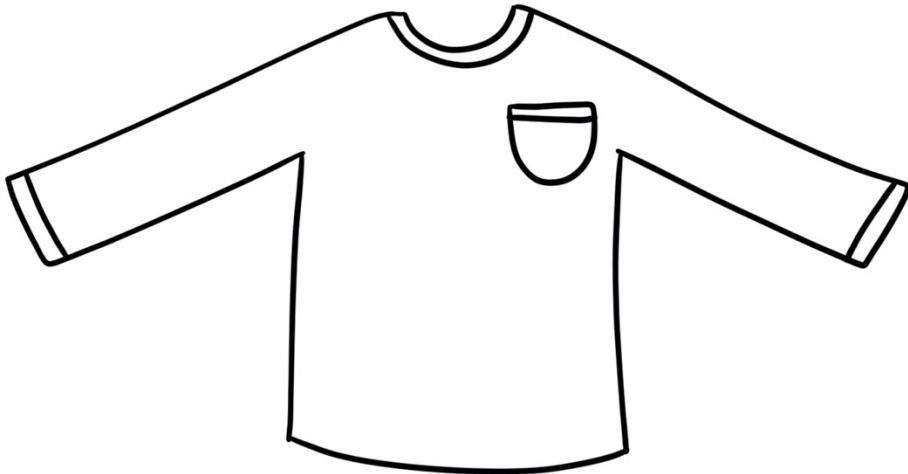
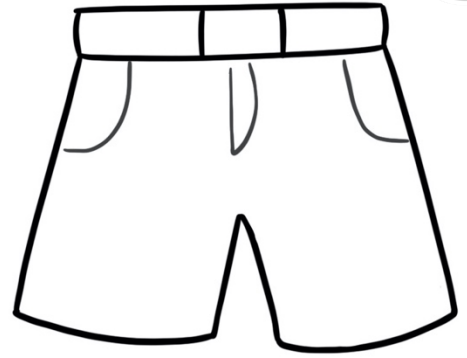






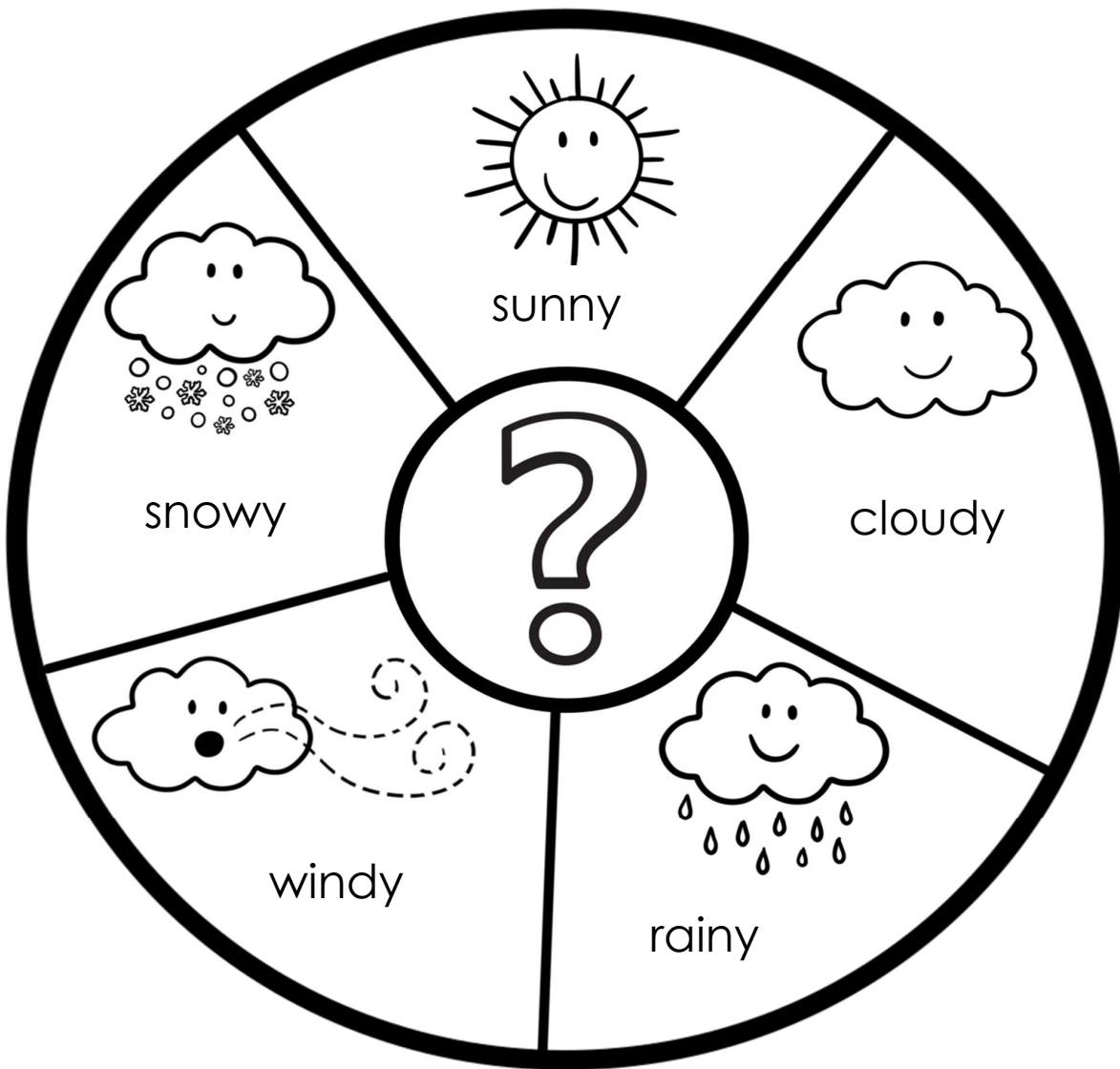






# Check the Weather

Dress your Buddy!



Today it is \_\_\_\_\_.

I see \_\_\_\_\_ in the sky.

## What will you wear?

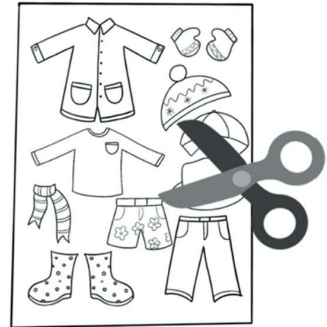
1.



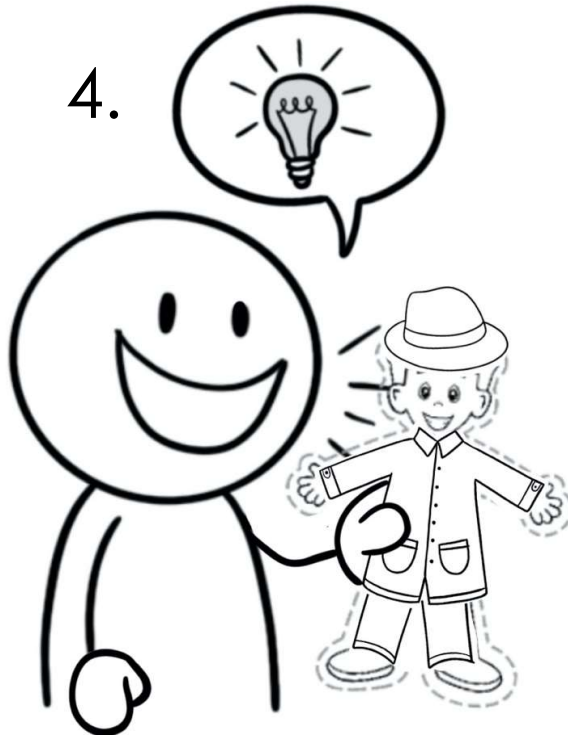
2.



3.



4.



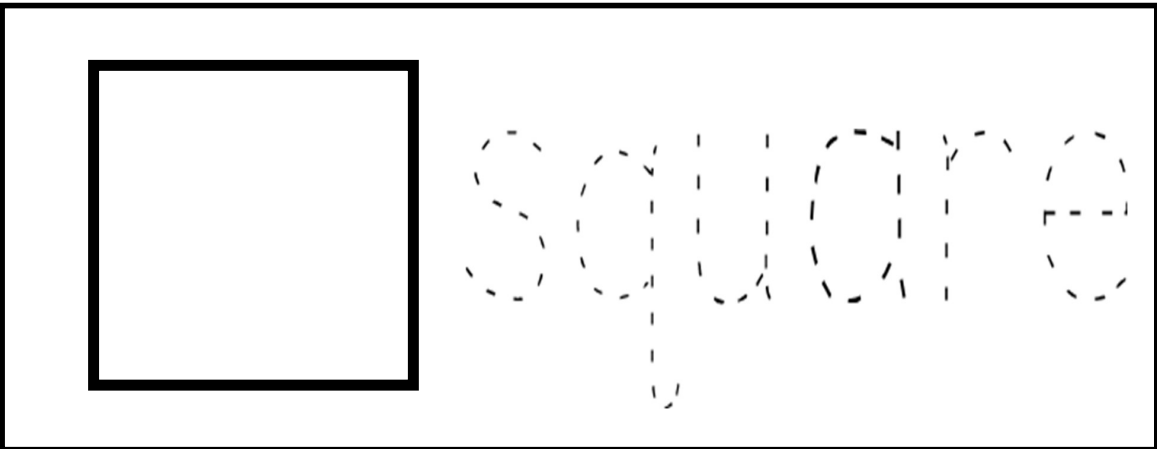
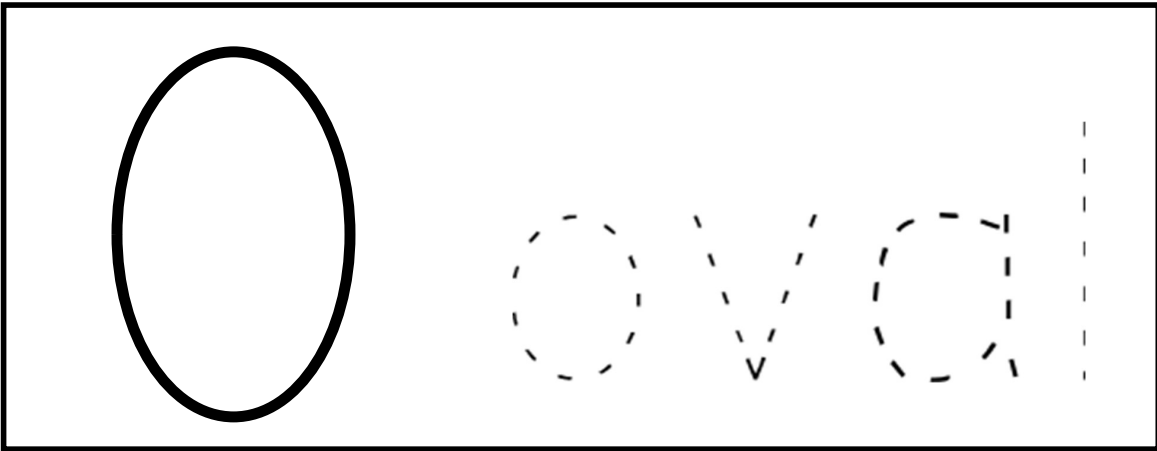
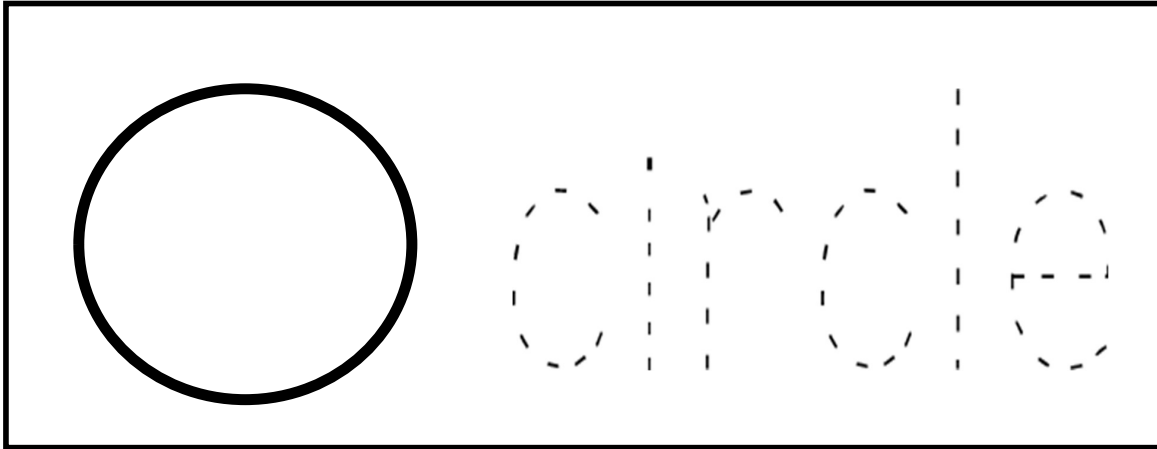
I will wear \_\_\_\_\_.

Today I feel \_\_\_\_\_.



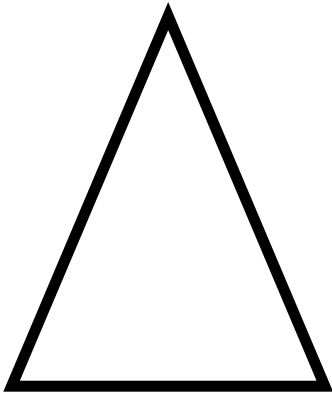
## Weekly Words-Shapes & Feelings

Trace the words. Color the pictures.

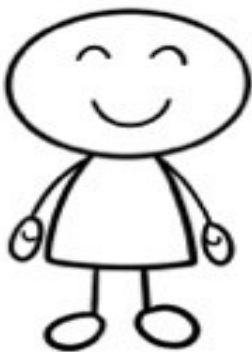




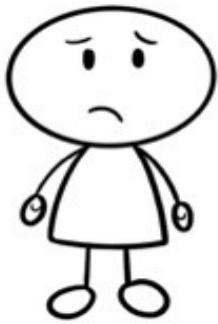
rectangle



triangle



happy



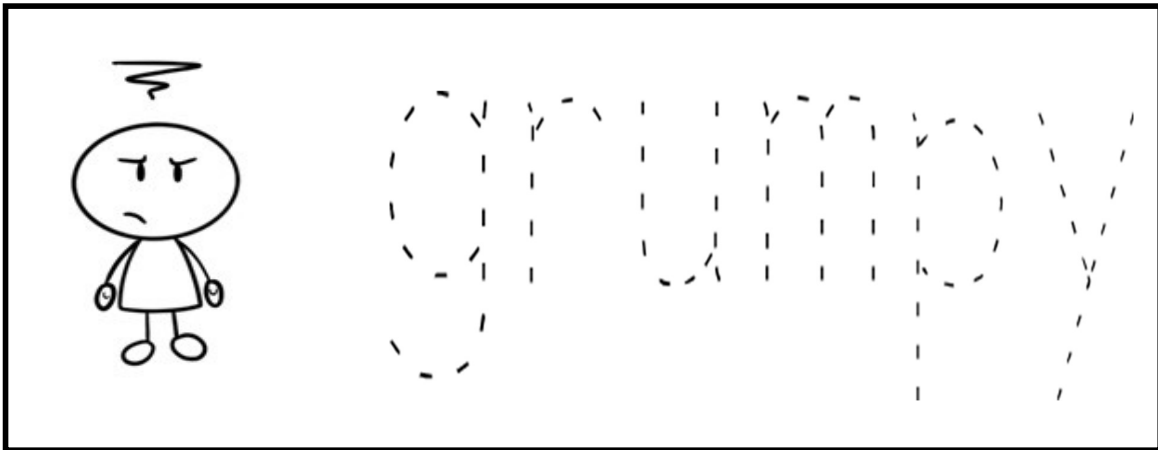
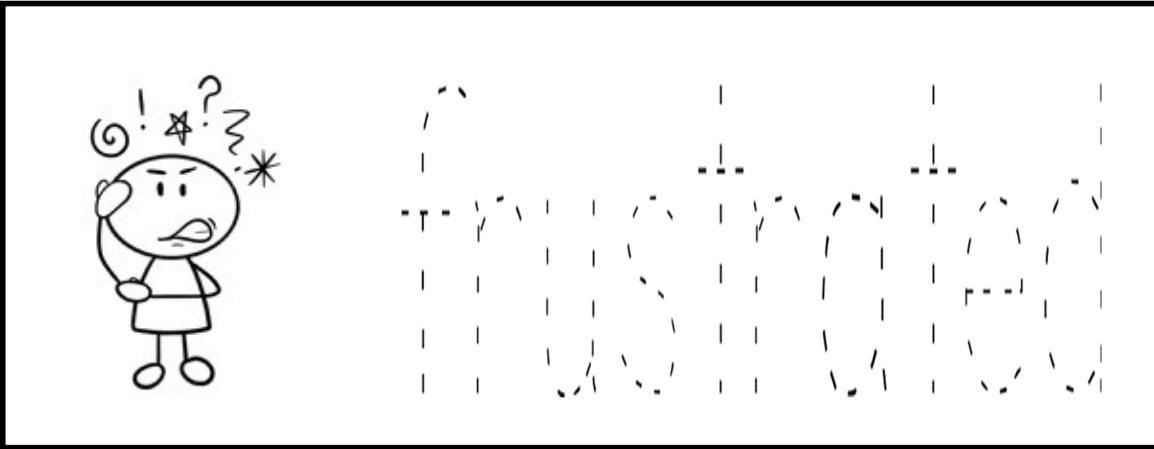
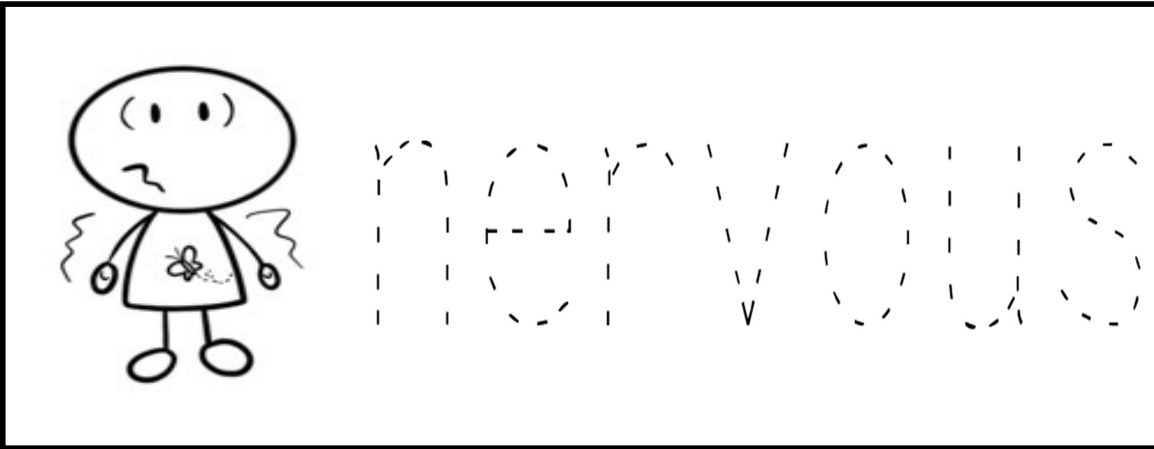
sad



angry



hopeful



# Let's Move!

Count and do the action!



	Day 1	Day	Day 3	Day 4	Day 5
<b>Jumping jacks</b> 	• • • • • • •	• • • • • • • • • • • • • • •	• • • • •	• • • • • • • • • •	• • • • • • • • • • •
<b>Toe touches</b> 	• • • • • • • • • •	• • • • • • • • • •	• • • • •	• • • • • • • •	• • • • • •
<b>Sit-ups</b> 	• • • • • • • •	• • • • •	• • • • • • • • • •	• • • • • • • • • • •	• • • • • • • • • • • • •
<b>Arm circles</b> 	• • • • • • • • • • • • • • •	• • • • • • • • • • • • •	• • • • • • • • • • • • • • •	• • • • • • • • • • • • •	• • • • • • •
<b>Run (minutes)</b> 	•	• • •	• •	• • • • •	• • • • •
<b>Stand up, sit down</b> 	• • • • • • • • • • •	• • • • • • • • • • • • •	• • • • • • • • • •	• • • • • •	• • • • • • • • • • • • • • •
<b>Wall sit (seconds)</b> 	• • • • • • • • • • • • • • •	• • • • • • • •	• • • • • •	• • • • • • • • • • • • •	• • • • • • • • • • • • •
<b>Plank (seconds)</b> 	• • • • • • • • • • •	• • • • • • • • • • • • •	• • • • • • • • • • • • • • •	• • • • • •	• • • • • • • • • • • • • • •

# Let's Move!

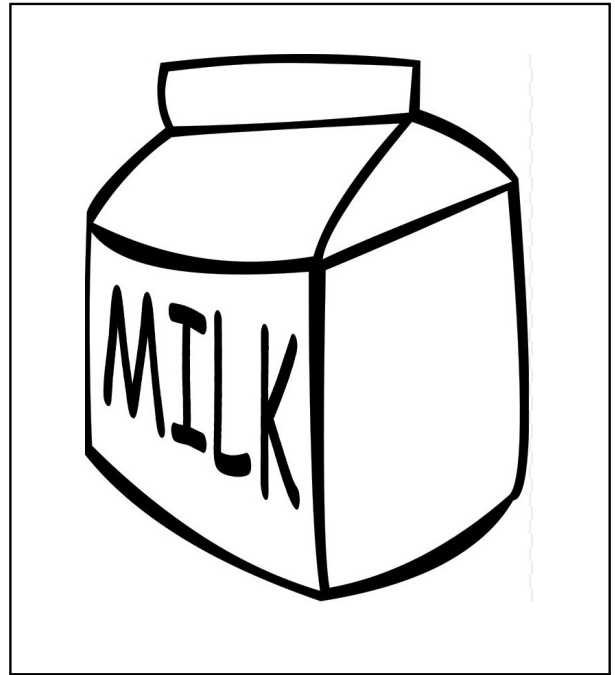
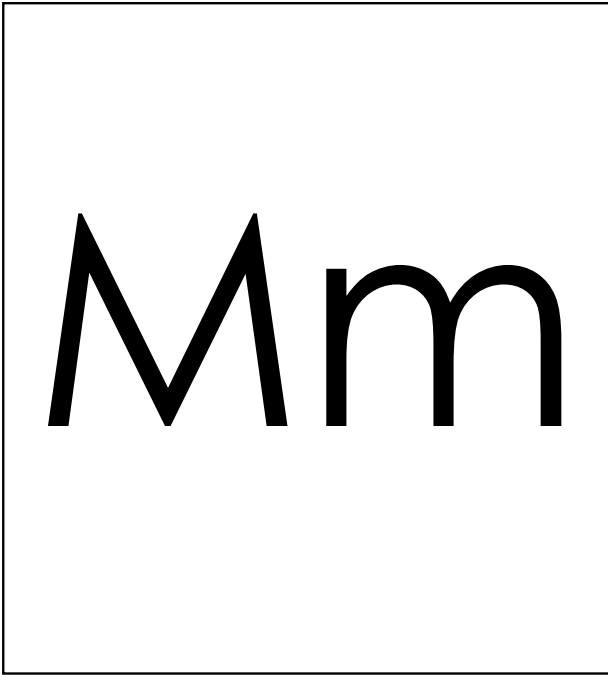
Solve the math equations and do the actions!



	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Jumping jacks</b> 	$2 + 15 = \underline{\quad}$	$9 + 8 = \underline{\quad}$	$7 + 4 = \underline{\quad}$	$11 + 4 = \underline{\quad}$	$4 + 13 = \underline{\quad}$
<b>Toe touches</b> 	$12 + 15 = \underline{\quad}$	$14 + 8 = \underline{\quad}$	$12 + 9 = \underline{\quad}$	$8 + 13 = \underline{\quad}$	$7 + 9 = \underline{\quad}$
<b>Sit-ups</b> 	$16 - 6 = \underline{\quad}$	$40 - 30 = \underline{\quad}$	$37 - 27 = \underline{\quad}$	$28 - 18 = \underline{\quad}$	$19 - 9 = \underline{\quad}$
<b>Arm circles</b> 	$8 + 13 = \underline{\quad}$	$11 + 8 = \underline{\quad}$	$24 + 2 = \underline{\quad}$	$6 + 7 = \underline{\quad}$	$9 + 3 = \underline{\quad}$
<b>Run (minutes)</b> 	$16 - 14 = \underline{\quad}$	$20 - 17 = \underline{\quad}$	$14 - 13 = \underline{\quad}$	$20 - 18 = \underline{\quad}$	$19 - 18 = \underline{\quad}$
<b>Stand up, sit down</b> 	$14 - 5 = \underline{\quad}$	$20 - 6 = \underline{\quad}$	$32 - 14 = \underline{\quad}$	$22 - 17 = \underline{\quad}$	$18 - 16 = \underline{\quad}$
<b>Wall sit (seconds)</b> 	$2 + 15 = \underline{\quad}$	$9 + 4 = \underline{\quad}$	$17 + 4 = \underline{\quad}$	$13 + 4 = \underline{\quad}$	$4 + 23 = \underline{\quad}$
<b>Plank (seconds)</b> 	$10 + 15 = \underline{\quad}$	$10 + 20 = \underline{\quad}$	$10 + 25 = \underline{\quad}$	$10 + 30 = \underline{\quad}$	$10 + 35 = \underline{\quad}$



## Letter of the Day – M



Trace the letters. Start at the dot.





## Extension Choice #1

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




Write or say a sentence using one of the words.

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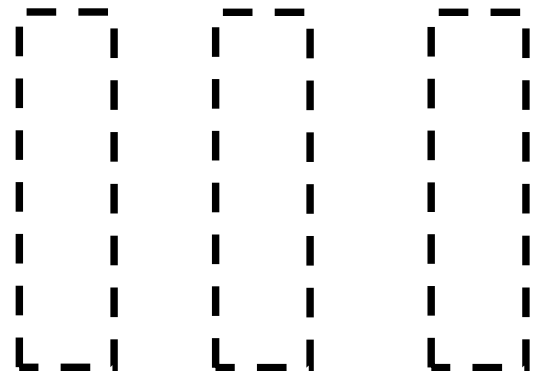
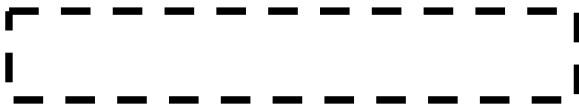
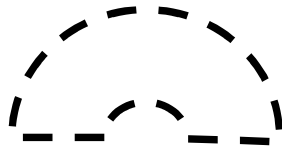
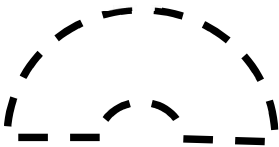
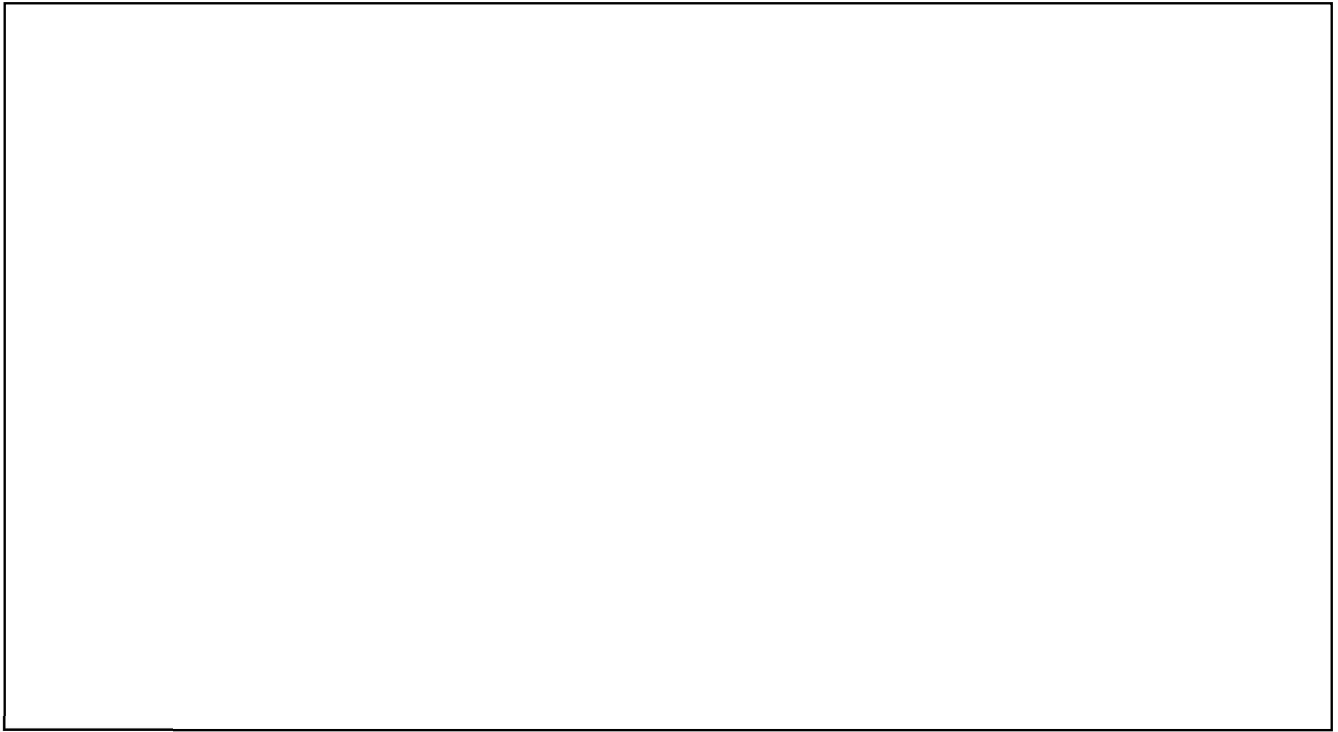


## Extension Choice #2

Cut out the shapes.

Build the letter **M m** with the shapes.

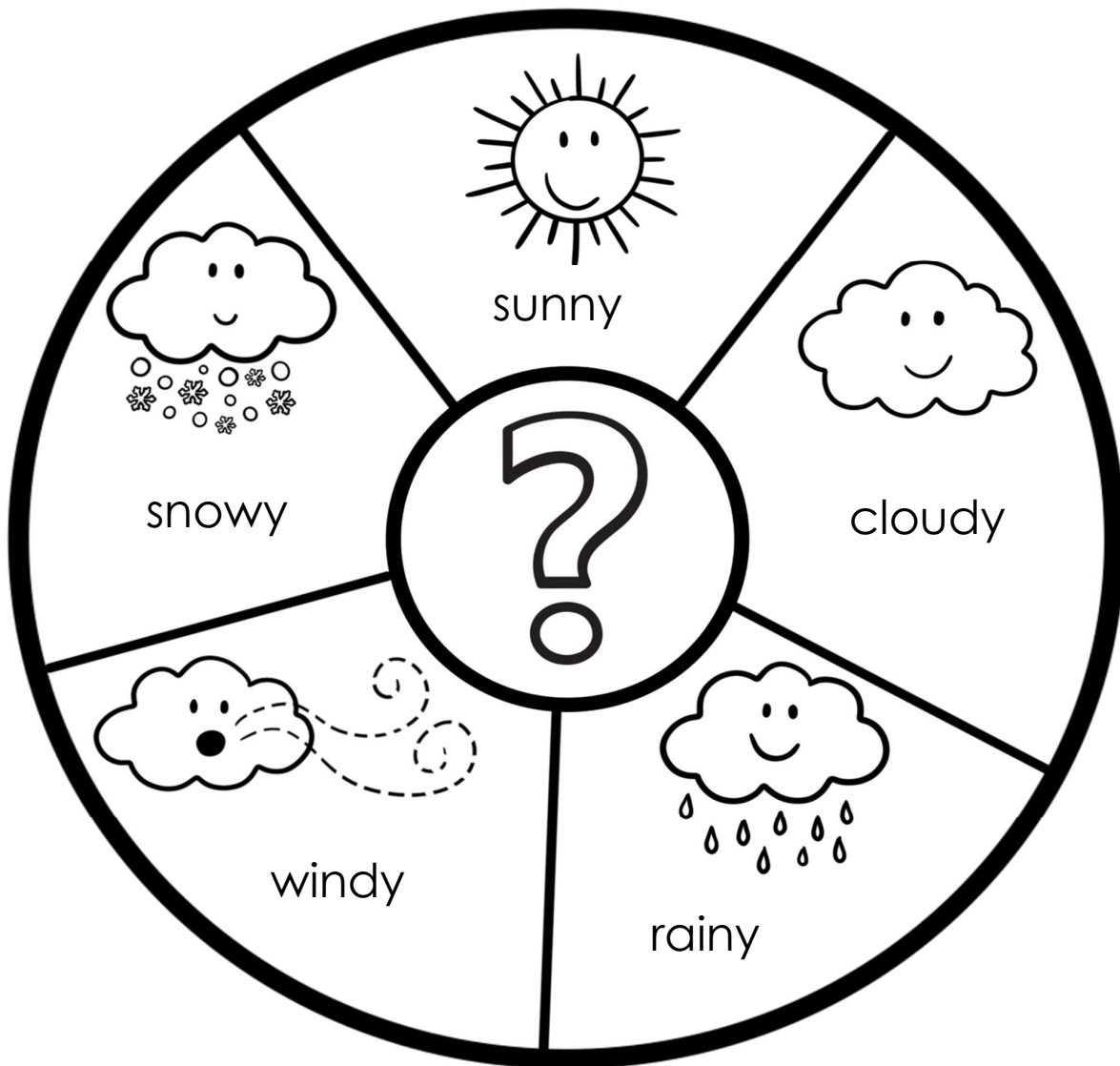
Glue the shapes.



# Day 2

# Check the Weather

Dress your Buddy!



Today it is \_\_\_\_\_.

I see \_\_\_\_\_ in the sky.

## What will you wear?

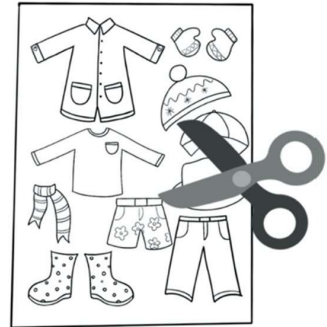
1.



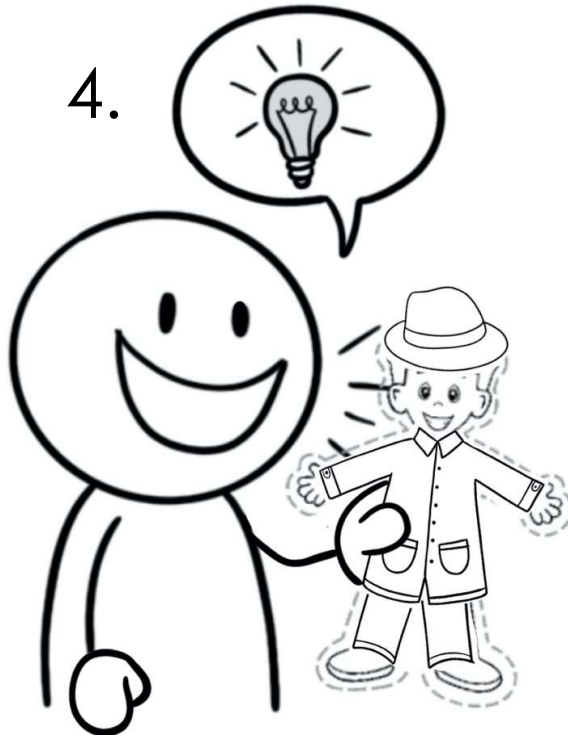
2.



3.



4.



I will wear \_\_\_\_\_.

Today I feel \_\_\_\_\_.



# Feelings

Read about feelings.



A **feeling** is an emotion you feel because of what you see, hear, remember, or do.



Your eyes and mouth sometimes show people how you feel.

Feelings can change.

happy	sad	nervous	angry

frustrated	hopeful	grumpy

## Feelings - Extension



Think about a time that you felt one of these feelings.  
Draw a picture. Write or talk in any language you know.

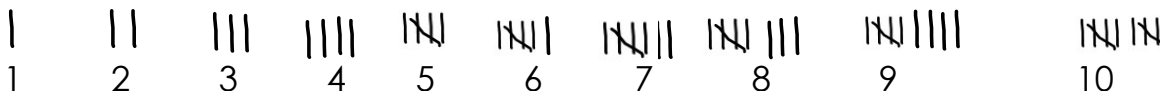
A large, empty rounded rectangle with a thin black border, intended for a child to draw a picture related to their feelings.Four horizontal lines spaced evenly apart, intended for a child to write or talk about their feelings.

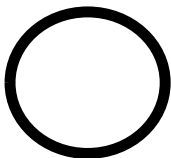

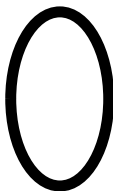




## Shapes Around the House

Look for shapes inside your house.  
Count how many shapes you see.  
Use tally marks to count.

**Tally Marks** are used to record what you count. Each line represents the number one.



Shape	How Many?
 circle	
square 	
 oval	
rectangle 	
 triangle	

# 123 Shapes Around the House-Extension

Make a graph of the shapes you found inside your house.

20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	<b>circle</b>	<b>square</b>	<b>oval</b>	<b>rectangle</b>	<b>triangle</b>

Say how many you found of each.

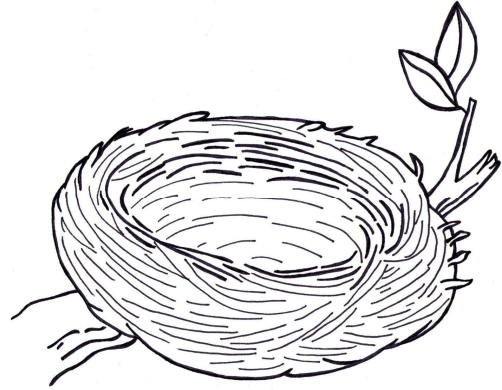
"I found \_\_\_\_\_."





## Letter of the Day – N

Nn



Trace the letters. Start at the dot.

N N N N N N N

n n n n n n n



## Extension

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




Write or say a sentence using one of the words.

---

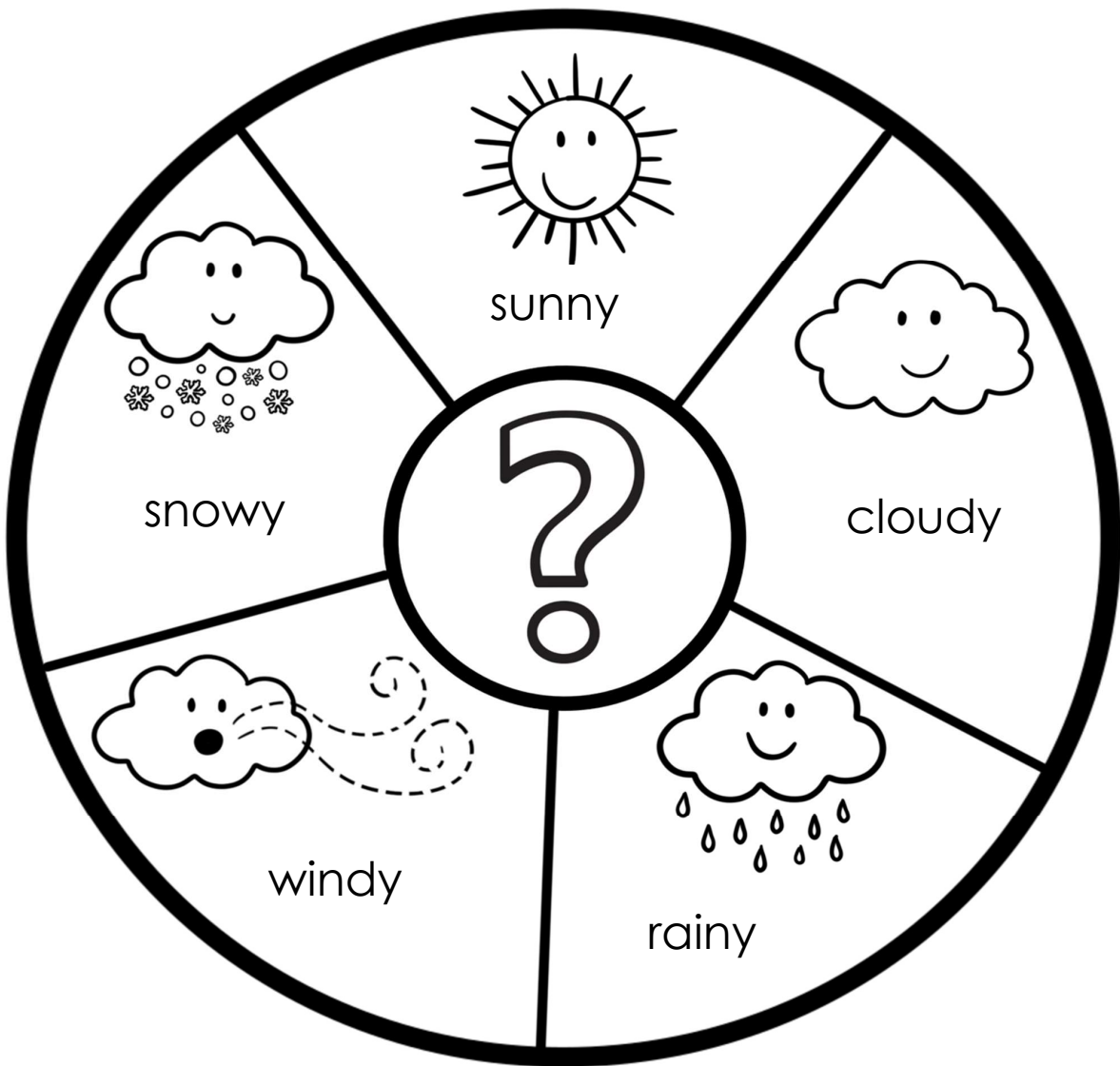
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# Day 3

# Check the Weather

Dress your Buddy!



Today it is \_\_\_\_\_.

I see \_\_\_\_\_ in the sky.

## What will you wear?

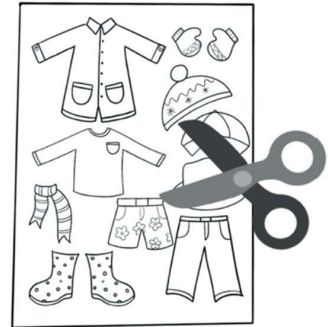
1.



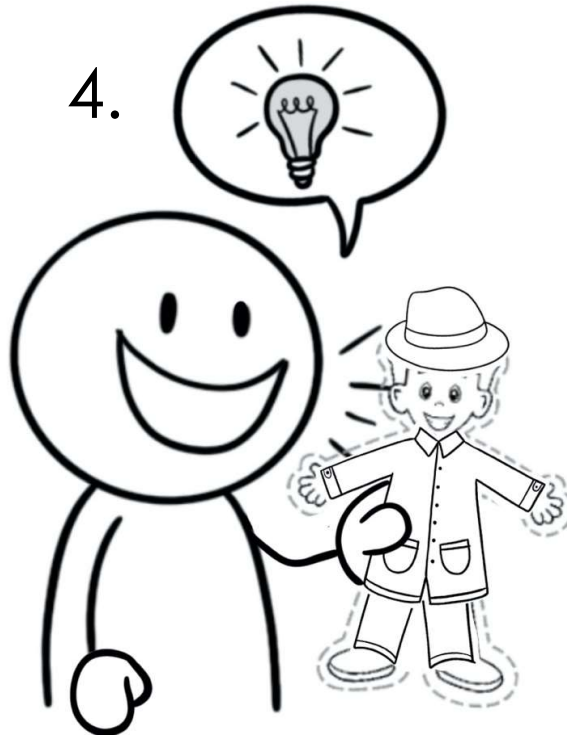
2.



3.



4.



I will wear \_\_\_\_\_.

Today I feel \_\_\_\_\_.

Yesterday I felt \_\_\_\_\_.







## Matching Feelings

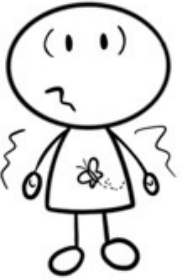


Write the feeling for each picture.  
Use the word bank.



Draw and write a different feeling in the last box.

Word Bank			
happy	angry	sad	frustrated
hopeful	nervous	grumpy	

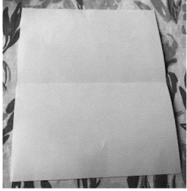

			
_____	_____	_____	_____

			
_____	_____	_____	

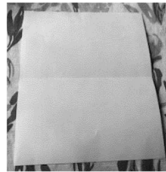
## Matching Feelings – Extension

Play this game with a friend.  
Your friend will guess how you are feeling.

You will need:

	
<b>paper</b>	<b>person</b>

1. Fold the paper in half.



2. Cover your mouth with the paper.



3. Make a face that shows a feeling.



4. Ask your friend to guess how you are feeling.





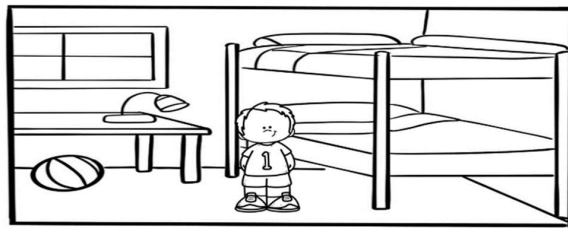
# Feelings Change

A feeling is an emotion you feel because of what you see, hear, remember, or do.

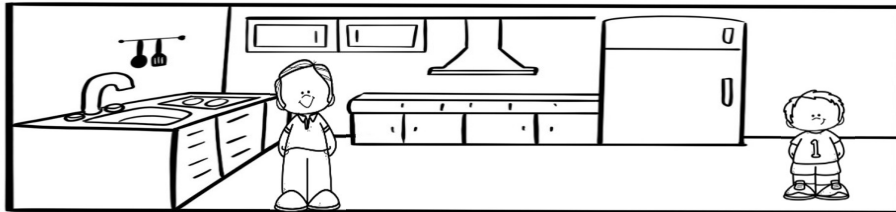
Feelings can change over time. You can have different feelings throughout the day.

## Read the story to see how feelings change.

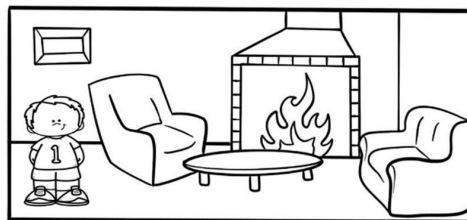
It was Saturday morning. Fernando woke up happy because he was going to the park with his dad. He ran to the kitchen to see his dad.



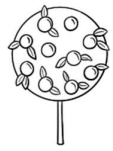
Fernando's dad could not take him to the park. His dad had to go to work because there was a problem. Fernando felt sad.



Fernando went to the living room. He watched television while his dad was at work.



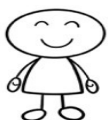
A few hours later, his dad got home from work. He was ready to take him to the park. Fernando jumped off the couch and hugged his dad. Fernando had a fun time at the park.



**Answer the questions.**  
**Draw, write or say your answer.**  
**Use any language you know.**



How did Fernando feel in the beginning?	How did Fernando feel in the middle?	How did Fernando feel at the end?



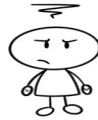
## Feelings Change - Extension



Think about a time your feelings changed.  
Draw a picture. Write or talk in any language you know.

A large, empty rounded rectangle with a thin black border, intended for a child to draw a picture related to their feelings.Four horizontal lines spaced evenly apart, intended for a child to write or talk about their feelings.

# Calm Down Yoga



Sometimes you feel angry, frustrated, grumpy or nervous.  
These yoga poses can help you feel calm.

**For example, when you feel frustrated you can stop,  
take a deep breathe and try these three poses.**



Practice some of these.

## POSES FOR KID



UPWARD SALUTE POSE



EXTENDED SIDE  
ANGLE POSE



WARRIOR I POSE



WARRIOR II POSE



TREE POSE



MOUNTAIN POSE



COW FACE POSE



LION POSE



HERO POSE



EASY POSE



SALUTATION SEAL



CORPSE POSE



BOW POSE



LOCUST POSE



HAPPY BABY POSE



CAT POSE



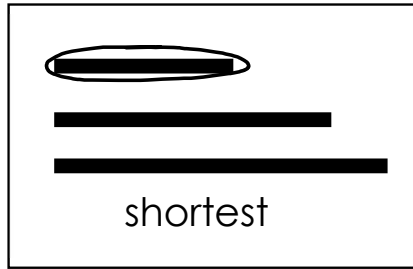
DOWNWARD FACING DOG

Next time you need to feel calm, try one of these poses.



# Comparing Objects by Length

Compare the length of the shapes.  
Circle the shortest and the longest shape.



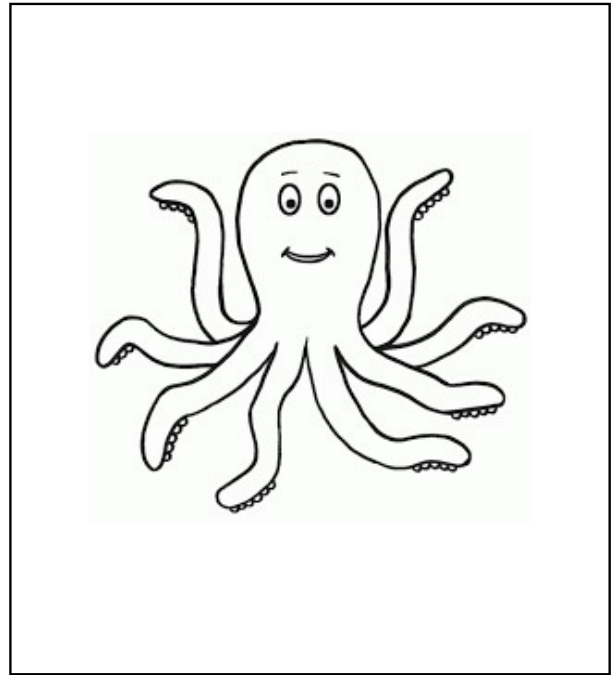
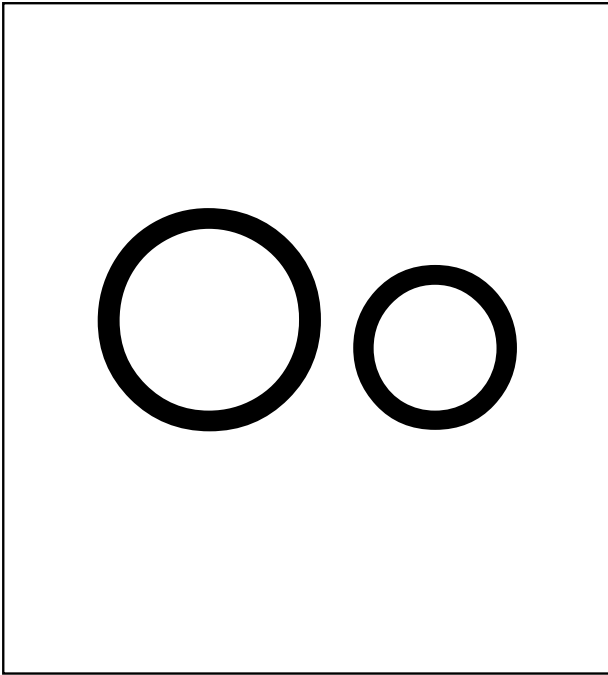
1.


2.

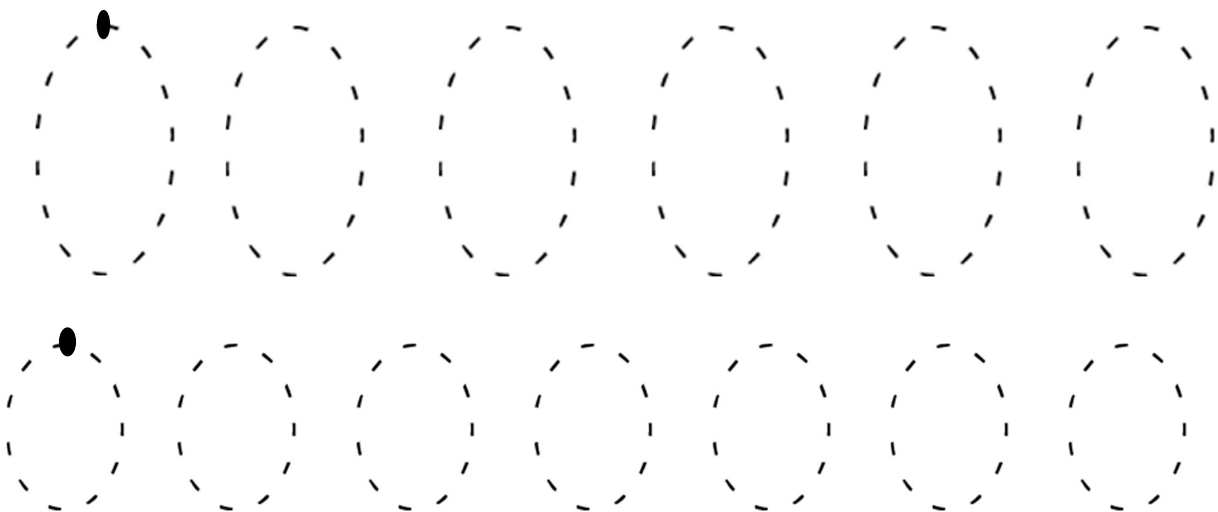

3.




## Letter of the Day – O



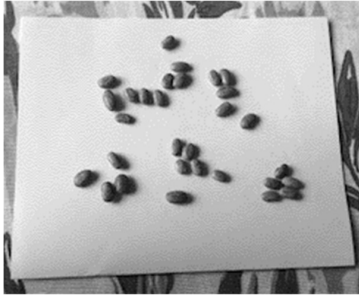
Trace the letters. Start at the dot.



## Extension Choice #1

Follow the steps.

**Step 1** Grab 30 dry beans.



**Step 2** Make the letter O.



**Step 3** Trace the letter with your finger.



**Step 4** Make other letters!

B g  
e  
m c F



## Extension Choice #2


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




Write or say a sentence using one of the words.

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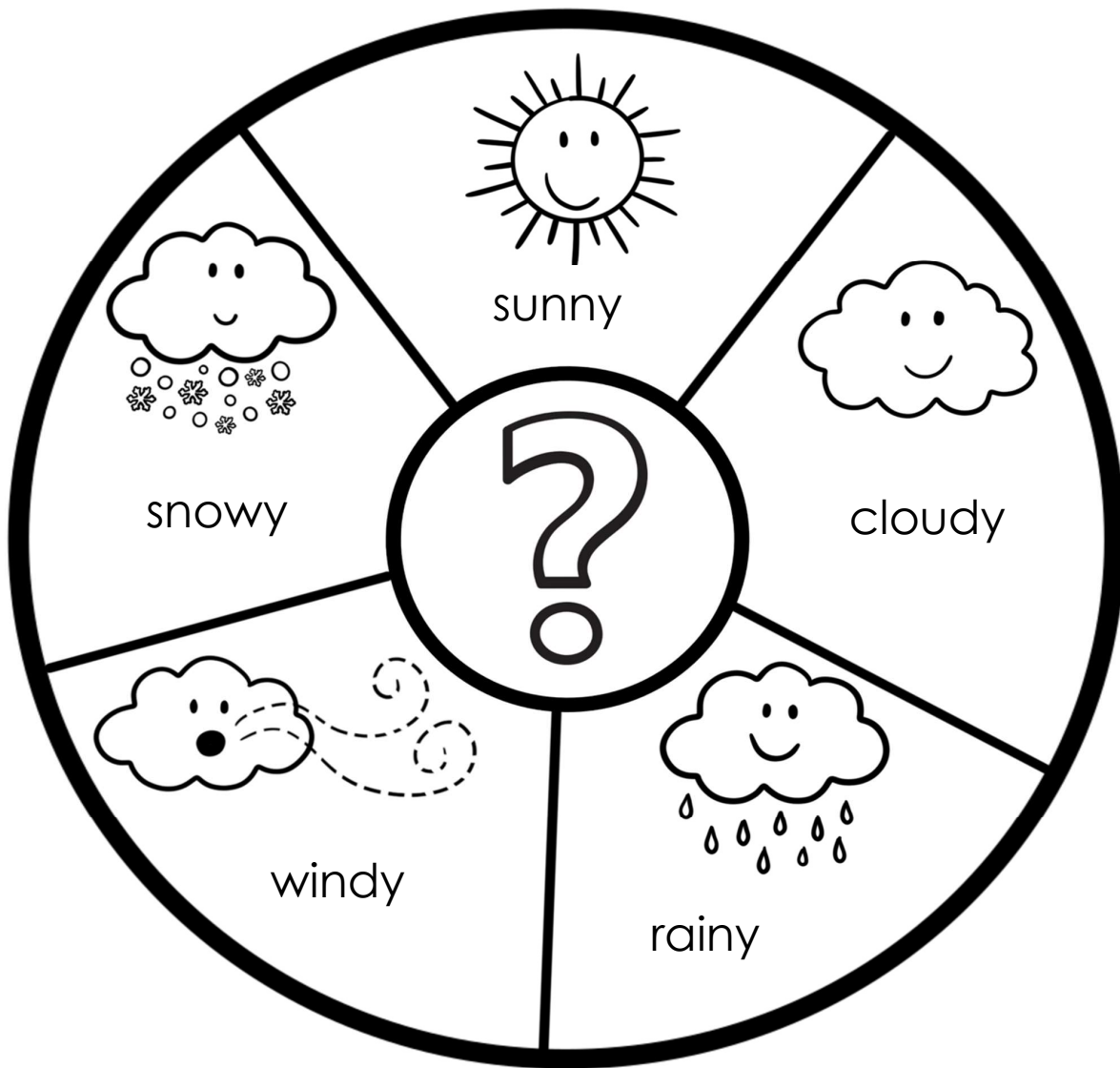




# Day 4

# Check the Weather

Dress your Buddy!

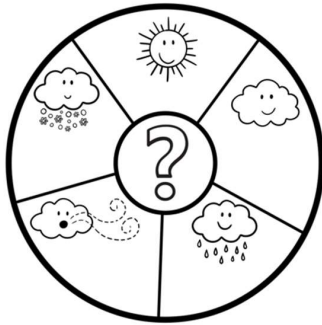


Today it is \_\_\_\_\_.

I see \_\_\_\_\_ in the sky.

## What will you wear?

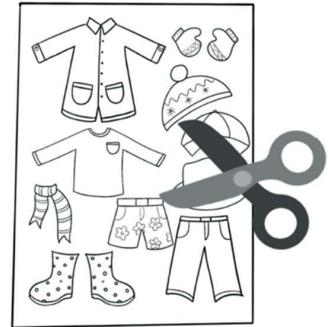
1.



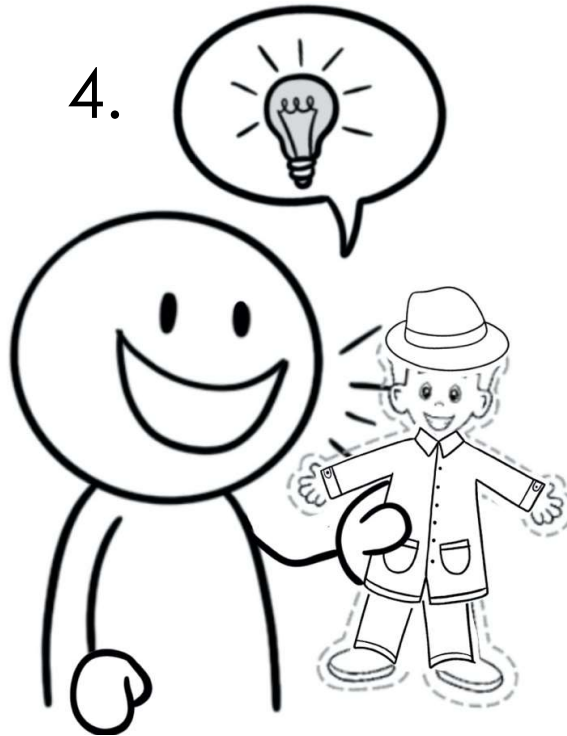
2.



3.



4.



I will wear \_\_\_\_\_.

Today I feel \_\_\_\_\_.

Yesterday I felt \_\_\_\_\_.



## Helping Friends Feel Better

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



**If a friend is sad, how can you make them happy?**



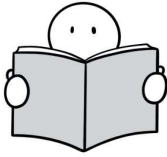
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# Nouns

Read about nouns.

Some words are **nouns**.  
A **noun** is a person, animal, place, or thing.

## Words That Are Nouns

farm

dog

kitchen

square

cloud

school

triangle

cat

doctor

living room

### Person (s)

doctor

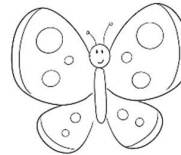


teacher



### Animal (s)

butterfly



horse

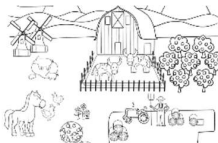


dog



### Place (s)

farm



school



kitchen

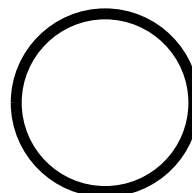


### Thing (s)

triangle



circle



flower





## Nouns – Extension Choice #1

Look for nouns inside or outside your house.  
Write or draw what you found inside the boxes.  
Share what you found with your buddy.

**Example:**

This hat is a thing.



**Sentence frame:** This \_\_\_\_\_ is a \_\_\_\_\_.

Person (s)

Animal (s)

Place (s)

Thing (s)



## Nouns - Extension Choice #2

Cut out the pictures. Glue the pictures where they belong.

These words are nouns.

Person (s)

Animal (s)

Place (s)

Thing (s)



hand



restaurant



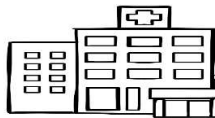
sunglasses



student



hospital



shark



baker



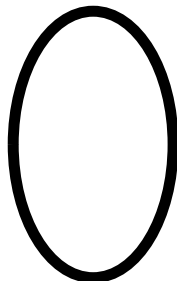
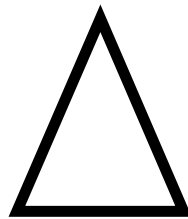
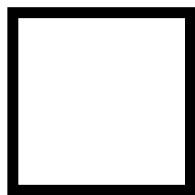
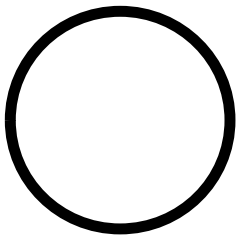
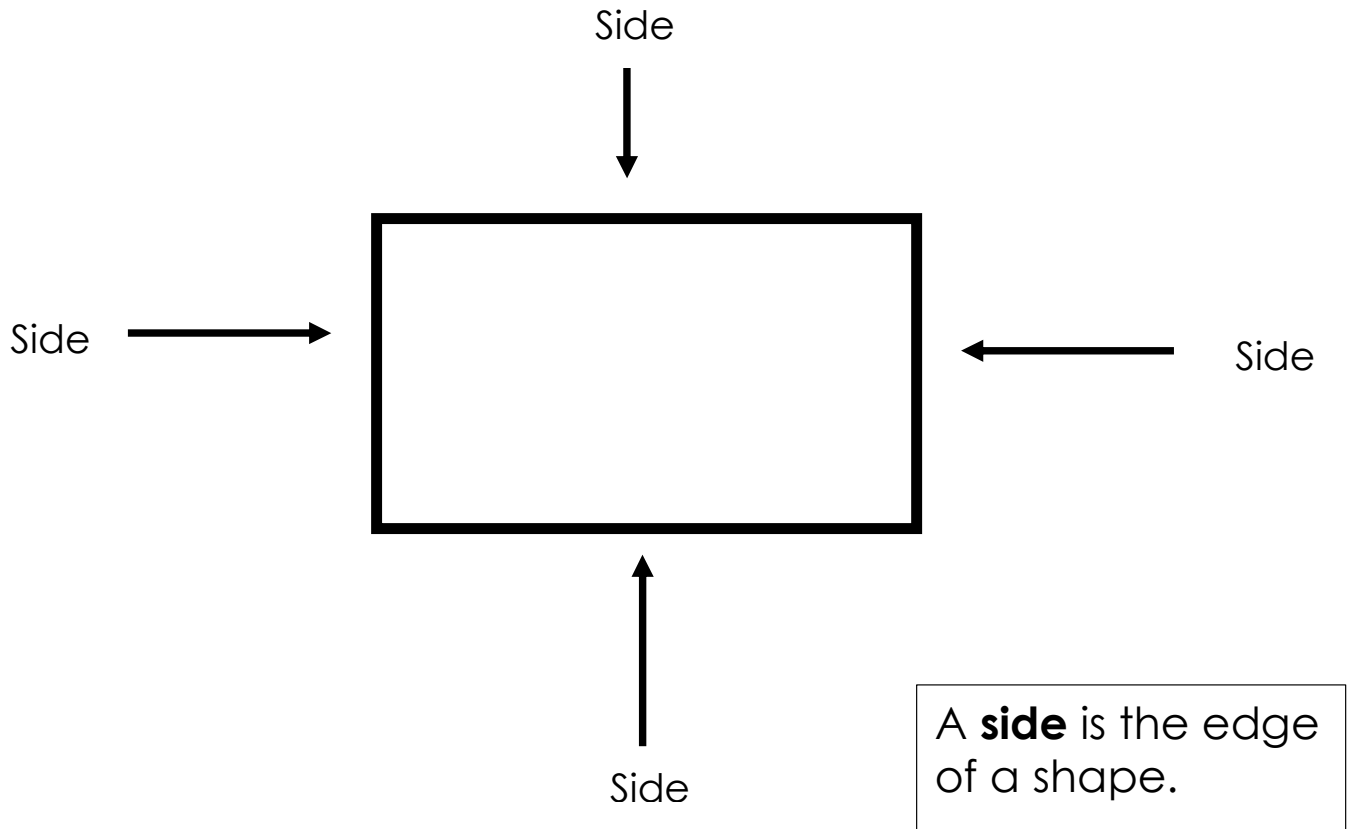
starfish



ICMEE

# Sides

Look at the shapes.  
Say the number of sides each shape has.

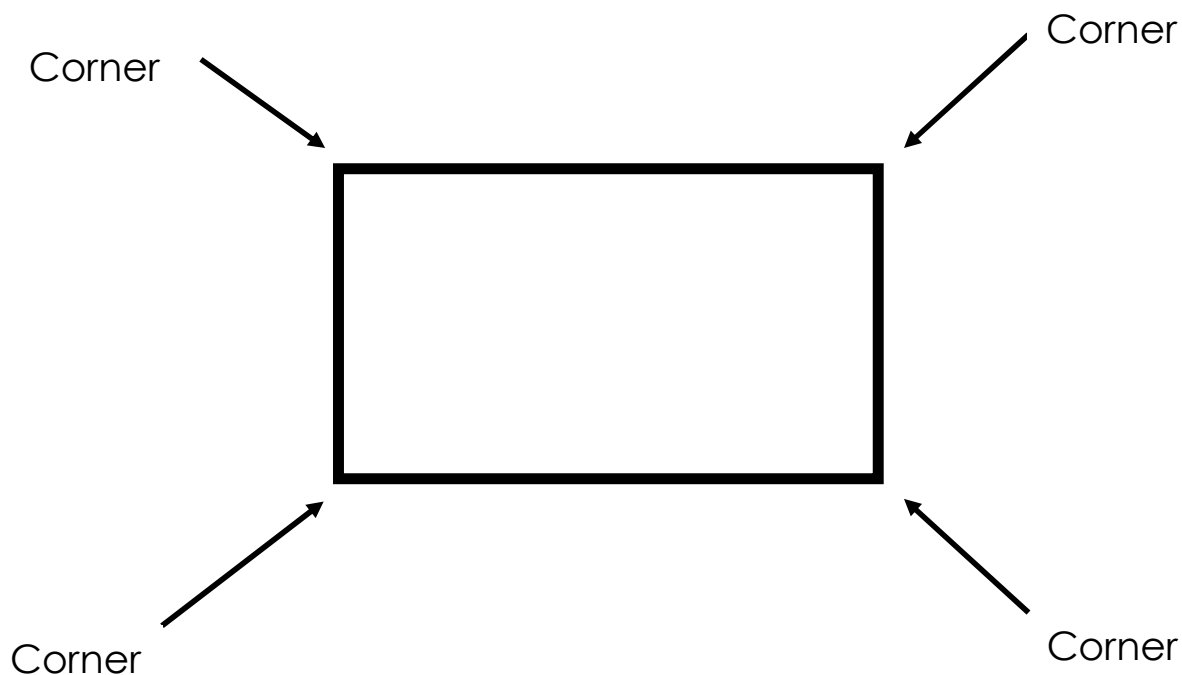


A \_\_\_\_ has \_\_\_\_ sides.

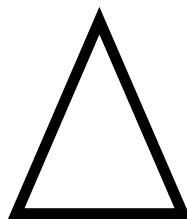
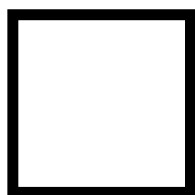
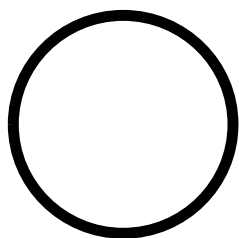


# Corners

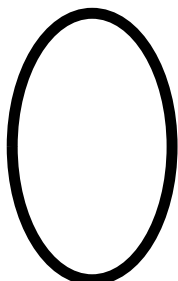
Look at the shapes.  
Say the number of corners each shape has.



A **corner** is a point  
where two sides  
meet.



A \_\_\_\_ has \_\_\_\_ corners.



## Extension: Sides and Corners

Look at the picture.

Write or say the total number of sides and corners.



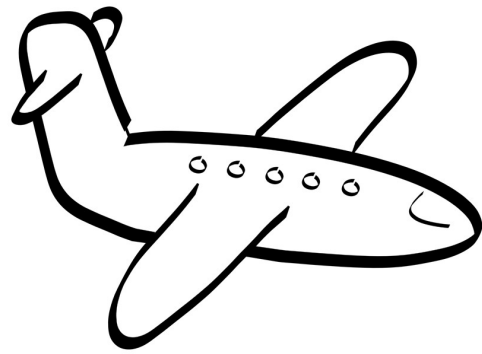
The house has \_\_\_\_\_ sides in total.

The house has \_\_\_\_\_ corners in total.

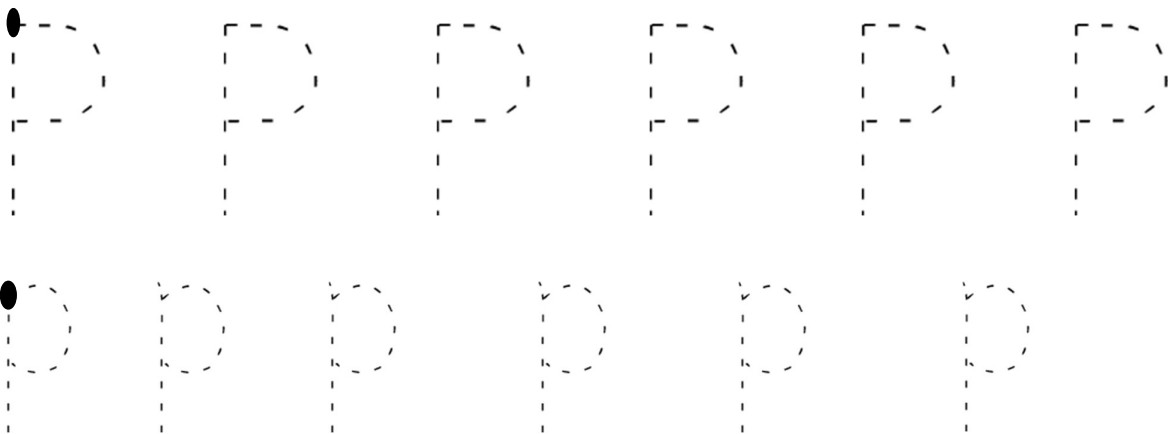


## Letter of the Day – P

Pp



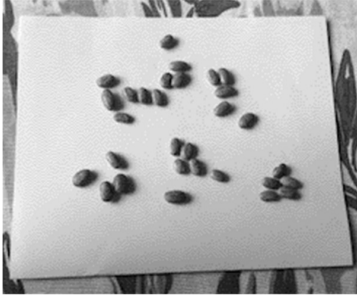
Trace the letters. Start at the dot.



## Extension Choice #1

Follow the steps.

**Step 1** Grab 30 dry beans.



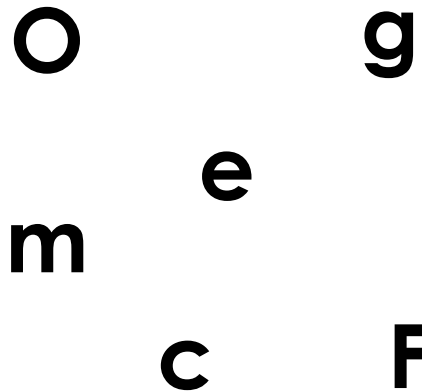
**Step 2** Make the letter P.



**Step 3** Trace the letter with your finger.



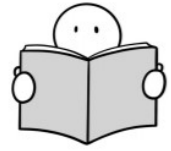
**Step 4** Make other letters!





## Extension Choice #2

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




Write or say a sentence using one of the words.

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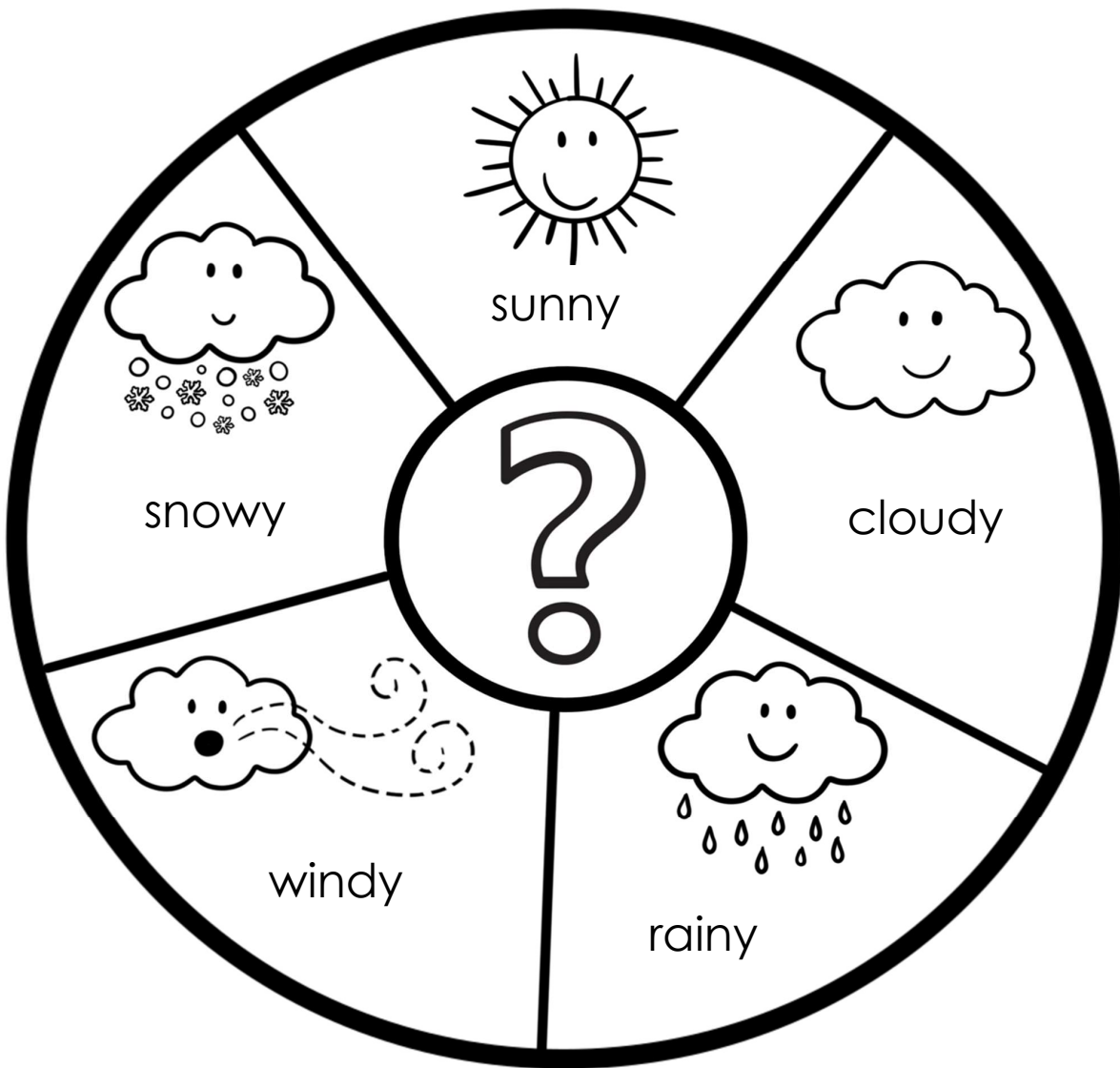
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# Day 5

# Check the Weather

Dress your Buddy!

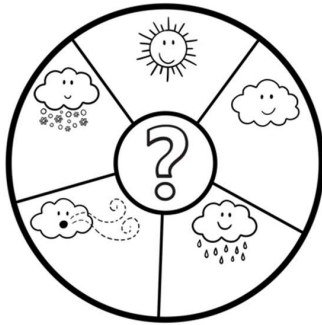


Today it is \_\_\_\_\_.

I see \_\_\_\_\_ in the sky.

## What will you wear?

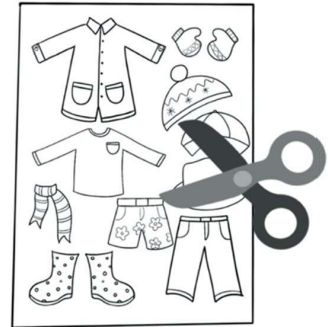
1.



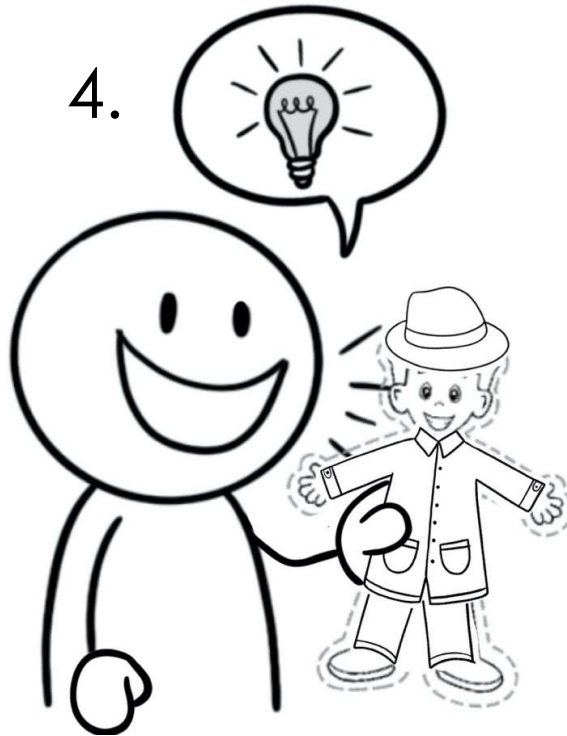
2.



3.



4.



I will wear \_\_\_\_\_.

Today I feel \_\_\_\_\_.

Yesterday I felt \_\_\_\_\_.



# Sorting Shapes

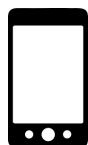
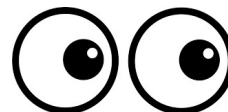
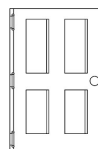
Cut out the pictures. Glue the pictures where they belong.

Circles

Rectangles

Triangles

Squares





## My Weekly Activities

Think about all the activities you did this week.  
Answer the questions.  
Write or talk in any language you know.



1. What was your favorite activity?

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2. What was your least favorite activity?

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3. What do you want to tell your teacher?



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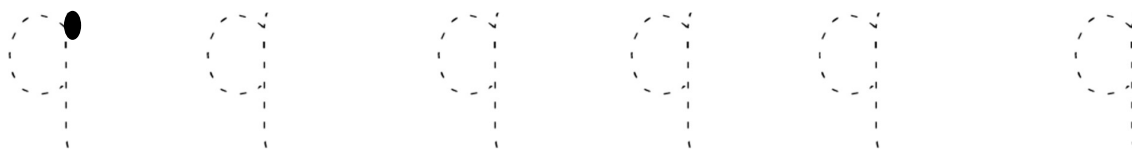


## Letter of the Day – Q

Q q



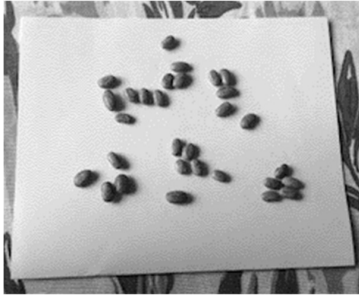
Trace the letters. Start at the dot.



## Extension Choice #1

Follow the steps.

**Step 1** Grab 30 dry beans.



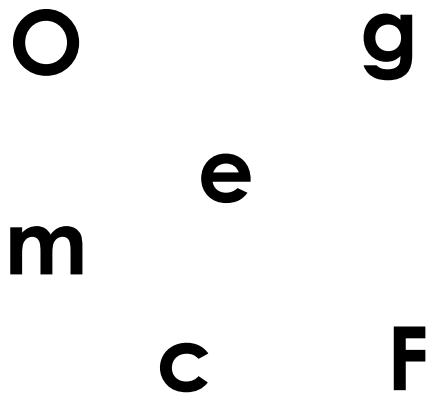
**Step 2** Make the letter Q.



**Step 3** Trace the letter with your finger.



**Step 4** Make other letters!





## Extension Choice #2

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




Write or say a sentence using one of the words.

---

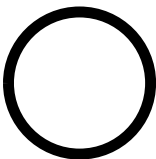







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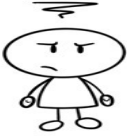


# Dictionary



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

Picture	Trace	Home Language(s)
	circle	
	oval	
	square	
	rectangle	
	triangle	
	happy	
	sad	
	angry	

	hopeful	
	nervous	
	frustrated	
	grumpy	



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:





1 foot = 12 inches

1 cup = 8 ounce

1 pound = 16 ounces

1 minute = 60 seconds



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**Nebraska**  
Lincoln