

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

# Learning Packet #5

Theme: Transportation



# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

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

## **Level 3 – Interdisciplinary Inquiry**

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

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

# International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Dennise Torres** in collaboration with Lydia Kiramba 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.MD.B.3. Classify objects and count the number of objects in each category.
- 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- 2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

Social Studies

- SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people’s lives.
- SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services.

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.
- 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

## 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.

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

# Learning Packet #5

**Theme: Transportation**



# 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: 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.

The theme of this packet is transportation. Your child will explore the different ways to travel. This packet will also go over words that are verbs. There will be opportunities for you and your child to go outside and look for nouns and write them in singular or plural forms. Each day will have activities for a letter of the alphabet. Some math activities will explore the concepts: patterns and graphing. 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. bus        | 8. sailboat  | 15. sitting  | 20. singular |
| 2. car        | 9. reading   | 16. drinking | 21. plural   |
| 3. truck      | 10. laughing | 17. talking  | 22. noun     |
| 4. bicycle    | 11. writing  | 18. playing  |              |
| 5. airplane   | 12. walking  | 19. verbs    |              |
| 6. helicopter | 13. eating   | 20. singular |              |
| 7. ship       | 14. sleeping | 21. plural   |              |

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 Lydiah Kiramba and Alexa Yunes.





# International Consortium for Multilingual Excellence in Education



Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Extensiones del paquete:** Algunas actividades tienen extensiones que hemos incluido para que, si el estudiante encuentra fácil una actividad, pueda completar la extensión en lugar de la actividad o adicionalmente.
- **Tema de la semana:** El tema de esta semana es medios de transporte. Su hijo explorará los diferentes medios de transporte que usamos para viajar. También aprenderán sobre los verbos. Habrá oportunidades para que usted y su hijo salgan y busquen sustantivos y los escriba en singular y plural. Cada día habrá actividades para una letra del alfabeto. Algunas actividades de matemáticas explorarán los siguientes conceptos: patrones y gráficas. 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. camión
  2. carro/auto
  3. camioneta
  4. bicicleta
  5. avión
  6. helicóptero
  7. barco
  8. velero
  9. leer
  10. reír
  11. escribir
  12. caminar
  13. comer
  14. sentar
  15. beber
  16. hablar
  17. jugar
  18. verbos
  19. singular
  20. plural
  21. sustantivo

ICMEE is housed within:



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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



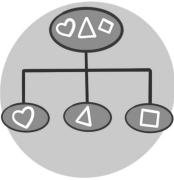
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



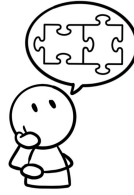
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

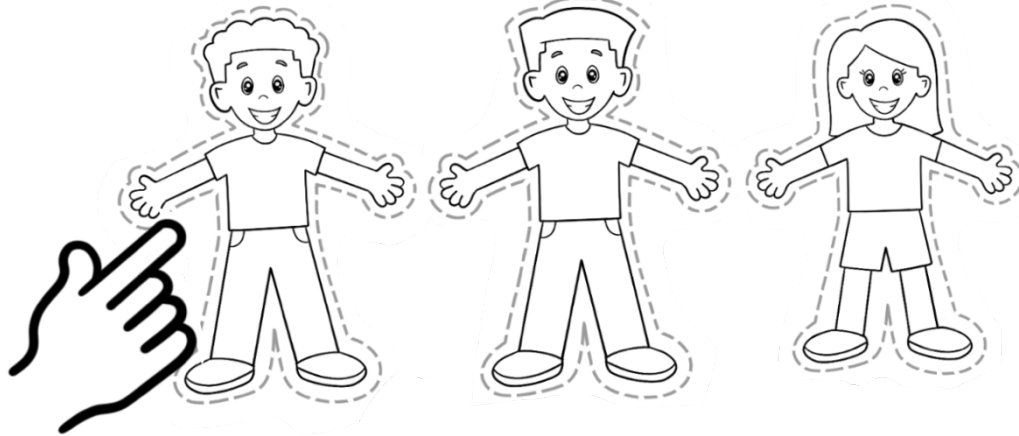
<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<ul style="list-style-type: none"> <li>• Design and Name Your Buddy</li> <li>• Check the Weather</li> <li>• Weekly Words-Types of Transportation</li> <li>• What is transportation?</li> <li>• Weekly Words-Verbs</li> <li>• What is a Verb?</li> <li>• Letter of the Day-R</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• Transportation Book</li> <li>• Favorite Way to Travel</li> <li>• Count and Graph</li> <li>• Letter of the Day-S</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• Acting Out Verbs</li> <li>• Sort</li> <li>• Matching Game-Verbs</li> <li>• Letter of the Day-T</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• Singular and Plural</li> <li>• Patterns</li> <li>• Where Would You Go?</li> <li>• Letter of the Day-U</li> </ul>	<ul style="list-style-type: none"> <li>• Check the Weather</li> <li>• My Weekly Activities</li> <li>• Letter of the Day-V</li> <li>• Dictionary Page</li> </ul>



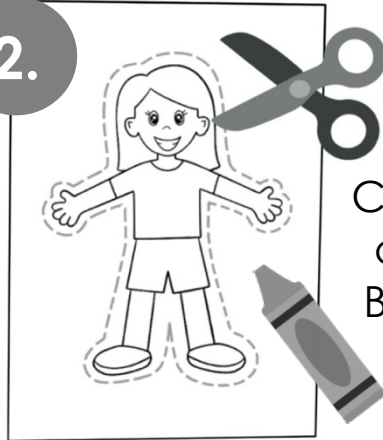
# Day 1

# My Buddy

1. Choose a Buddy

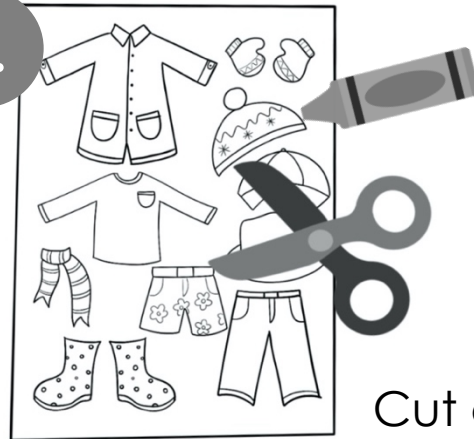


2.



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

3.



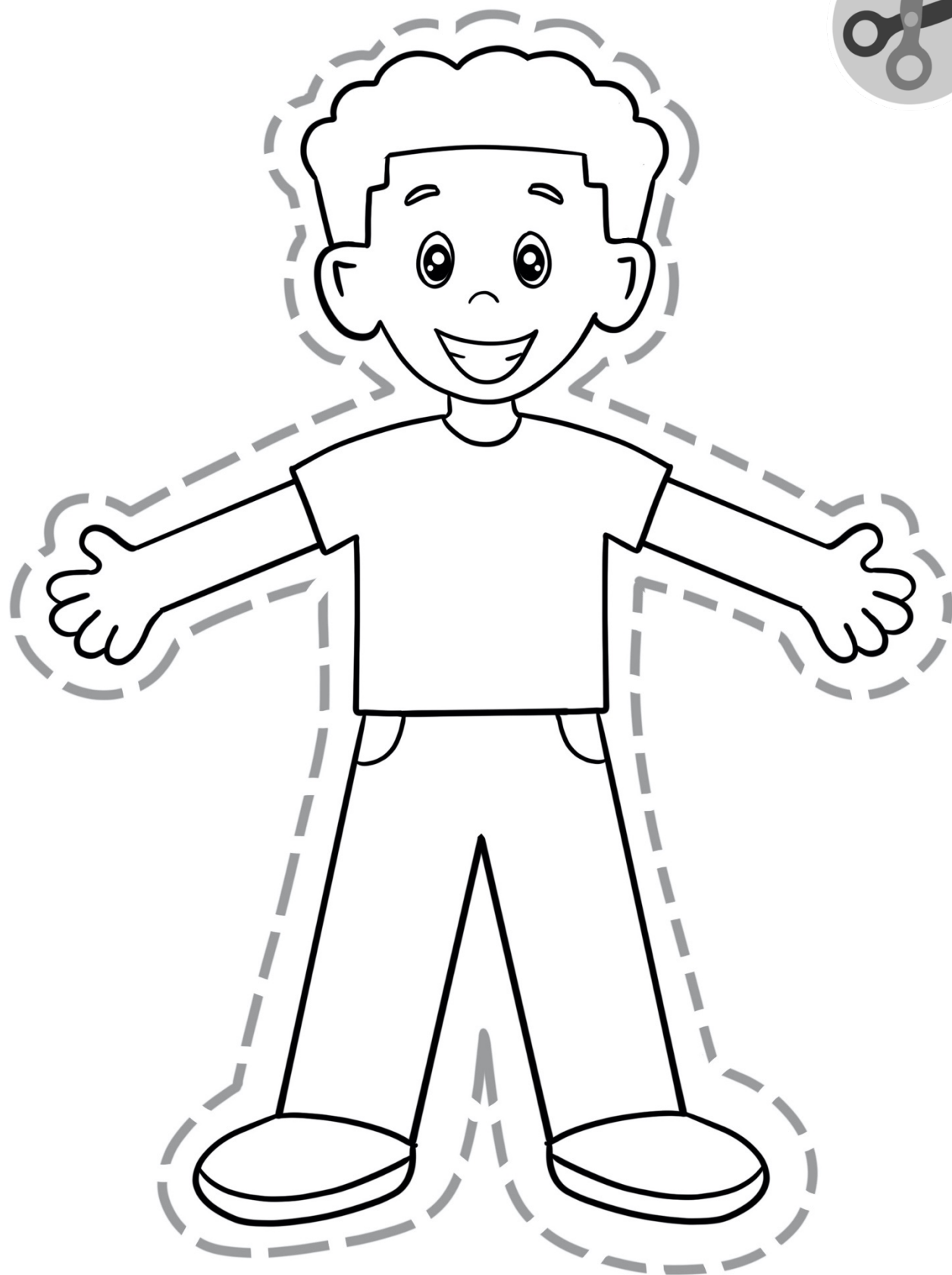
Cut out and color the accessories

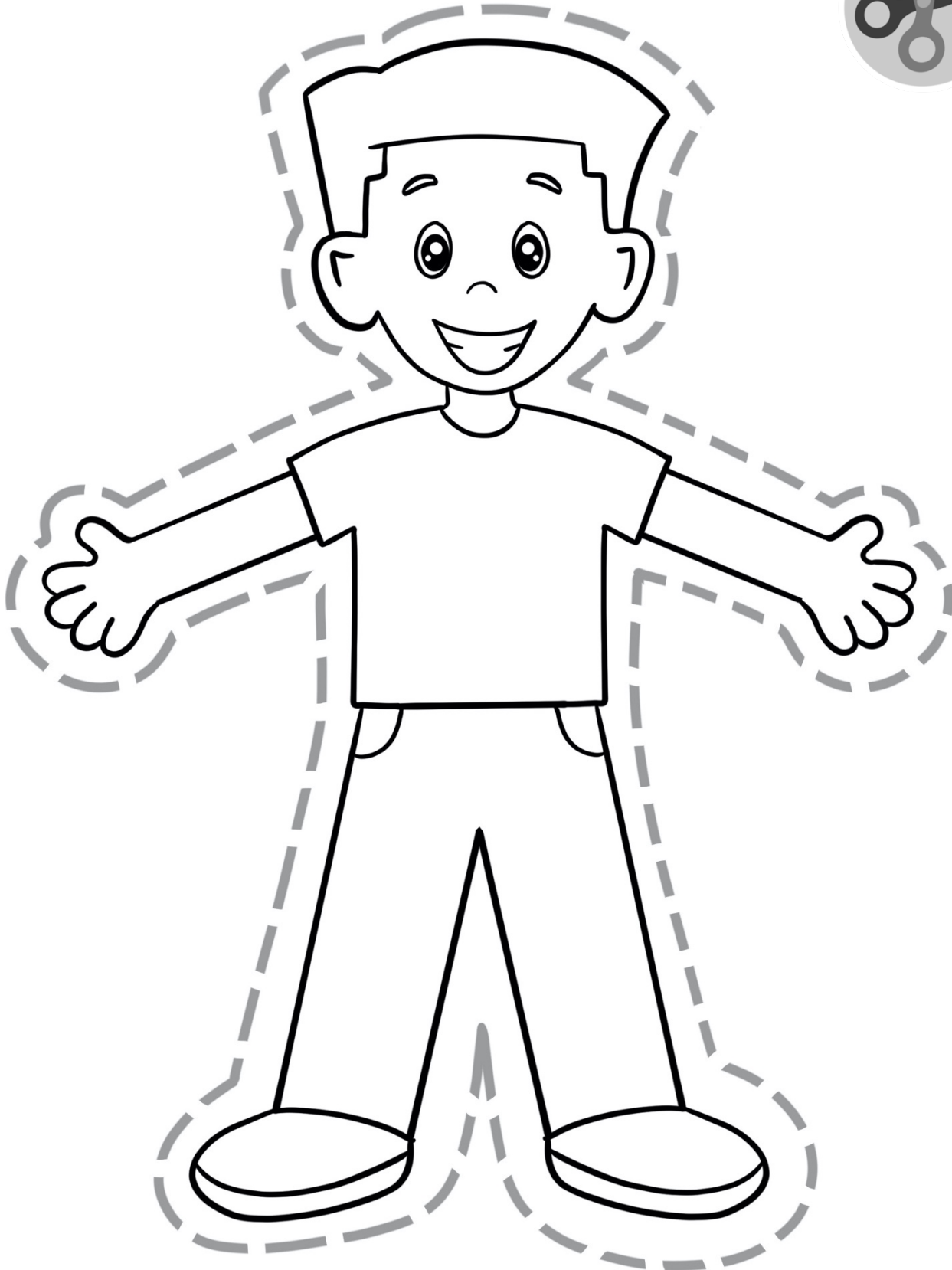
4.

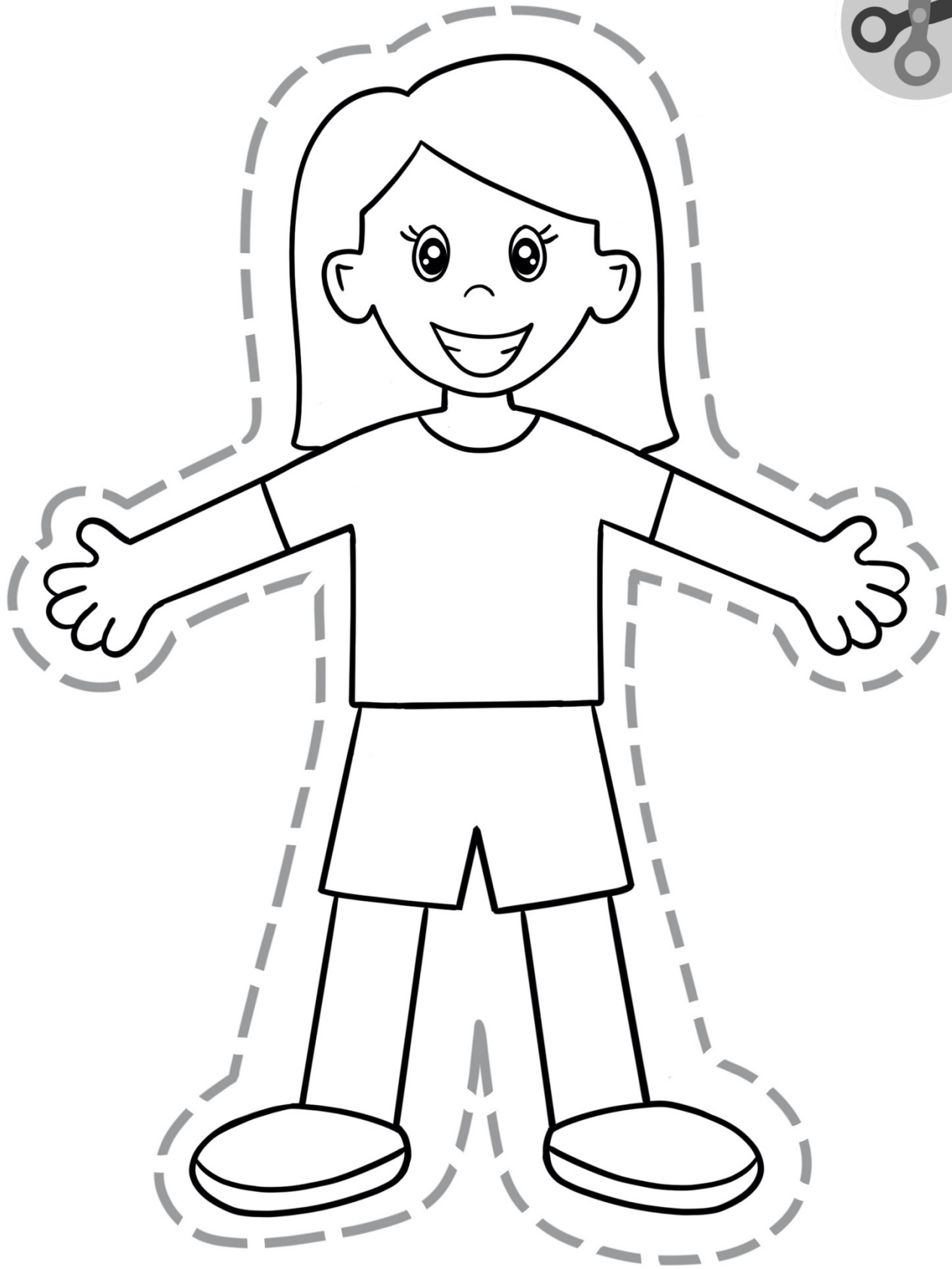


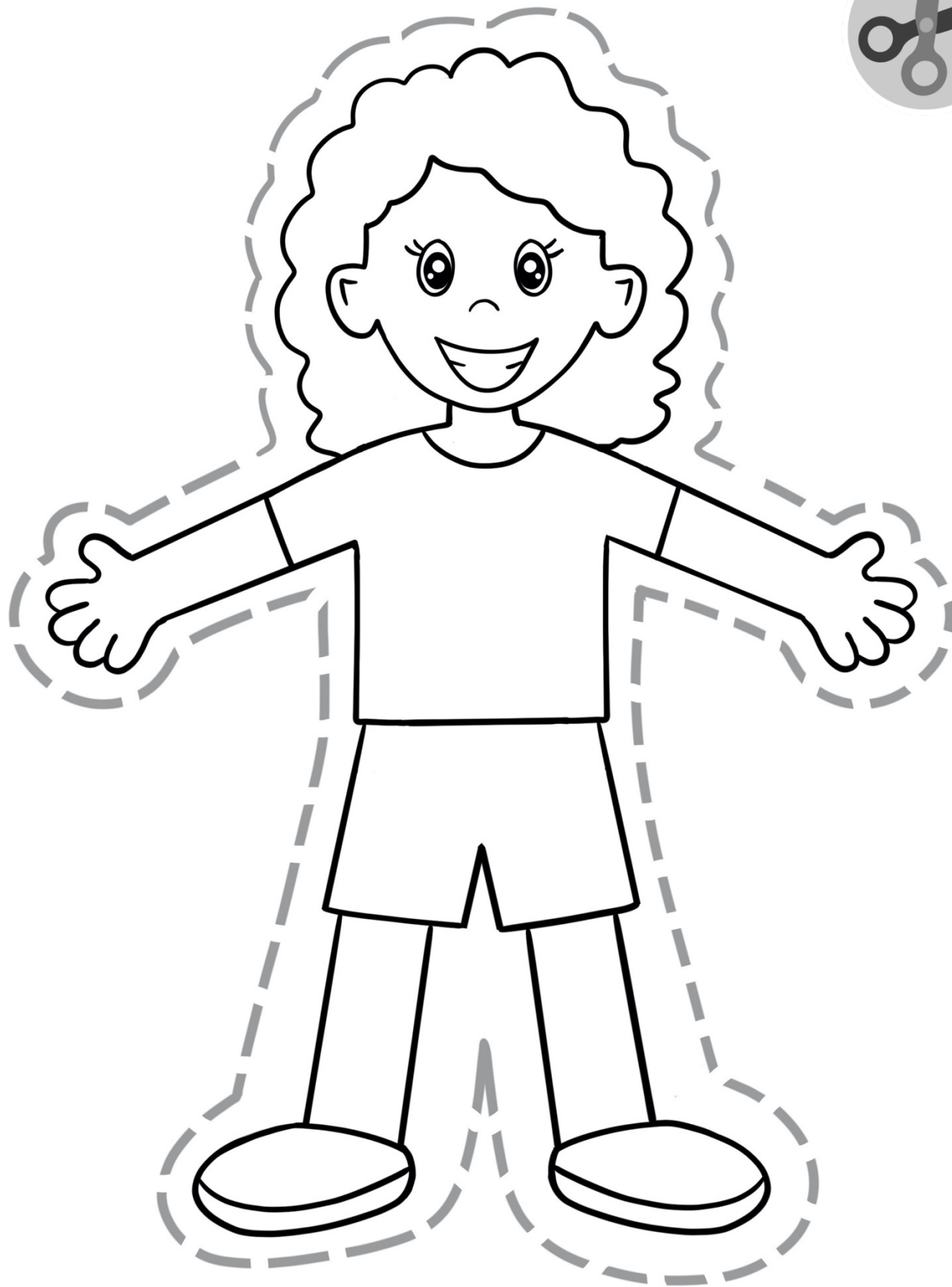
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

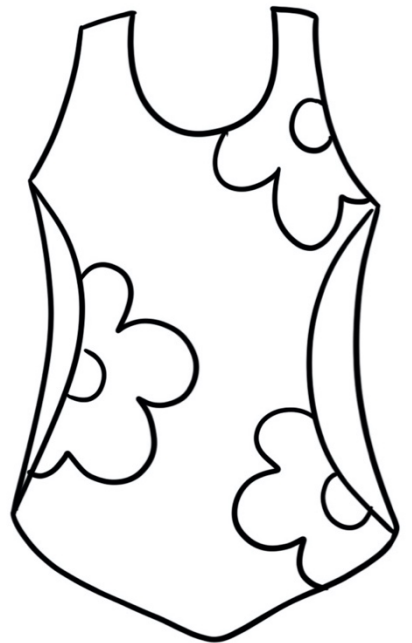
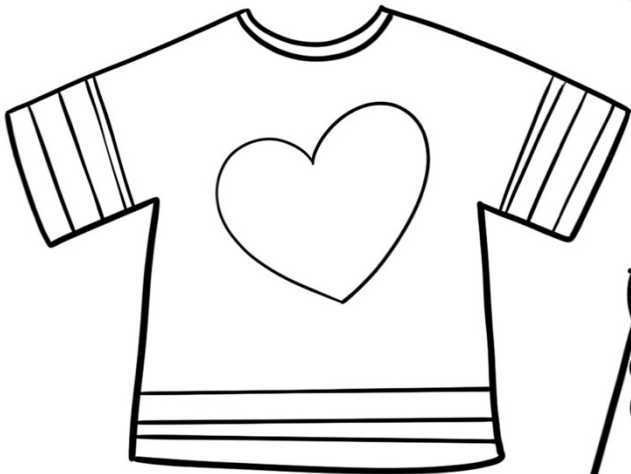
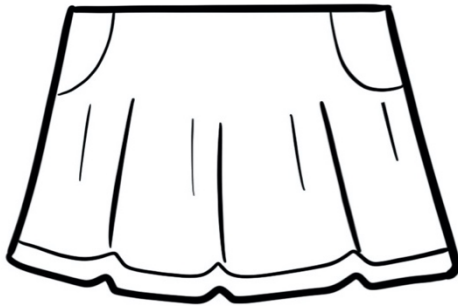
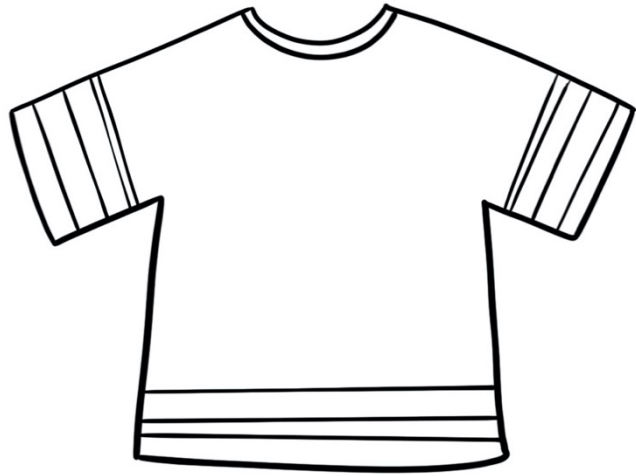
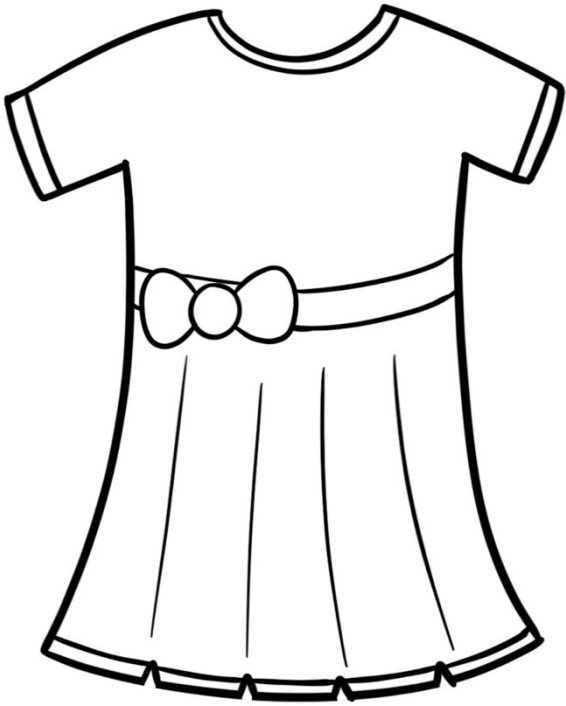


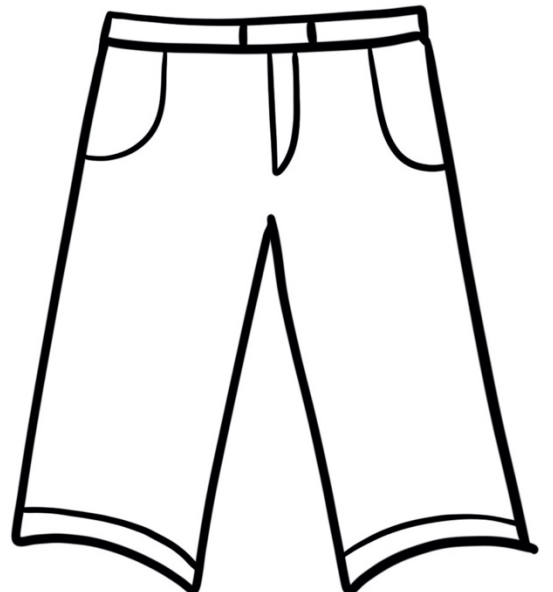
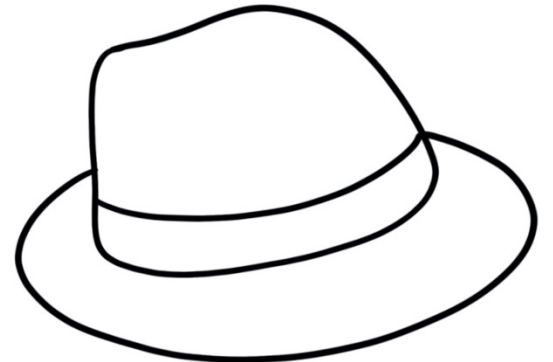
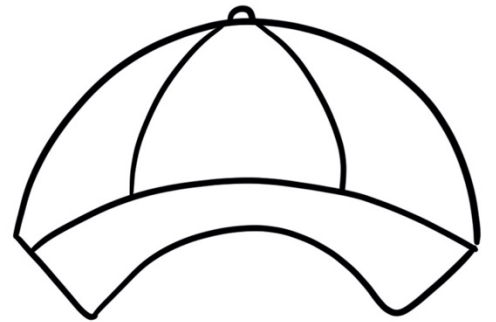
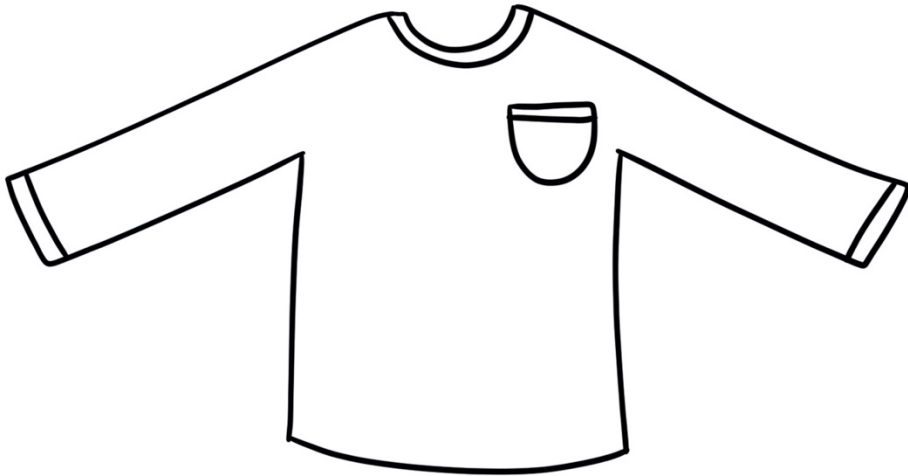
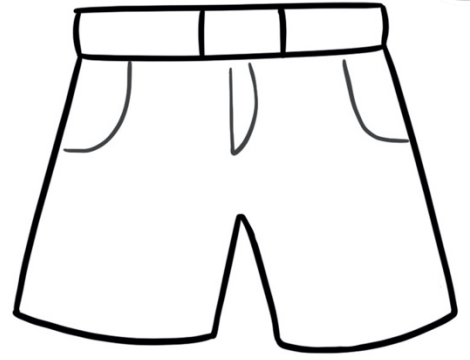






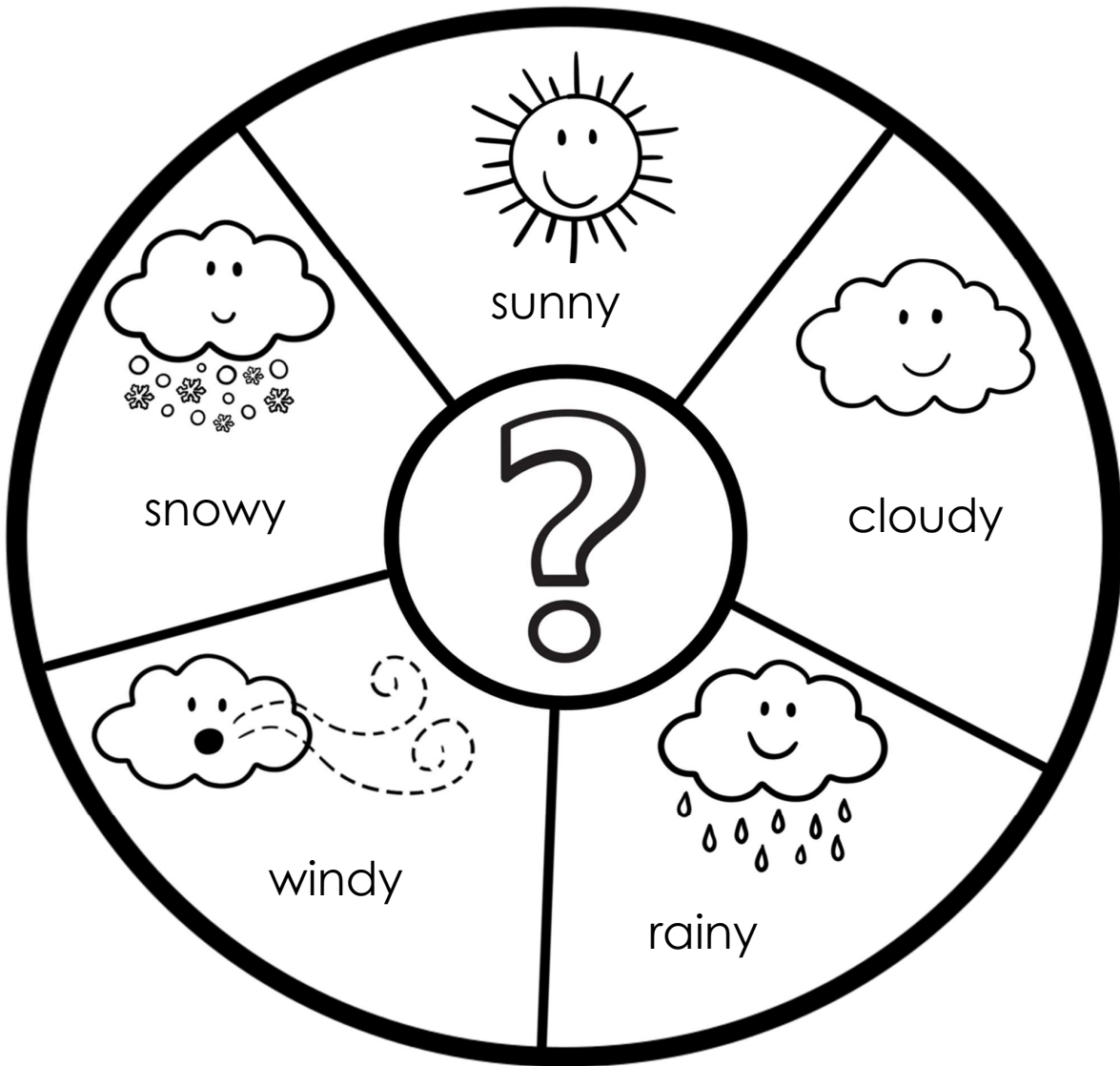






# Check the Weather

Dress your Buddy!



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

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

# What will you wear?

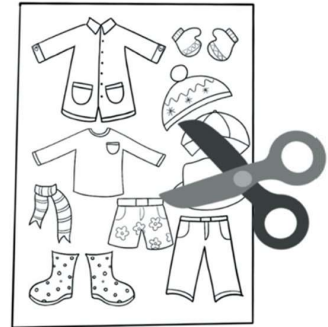
1.



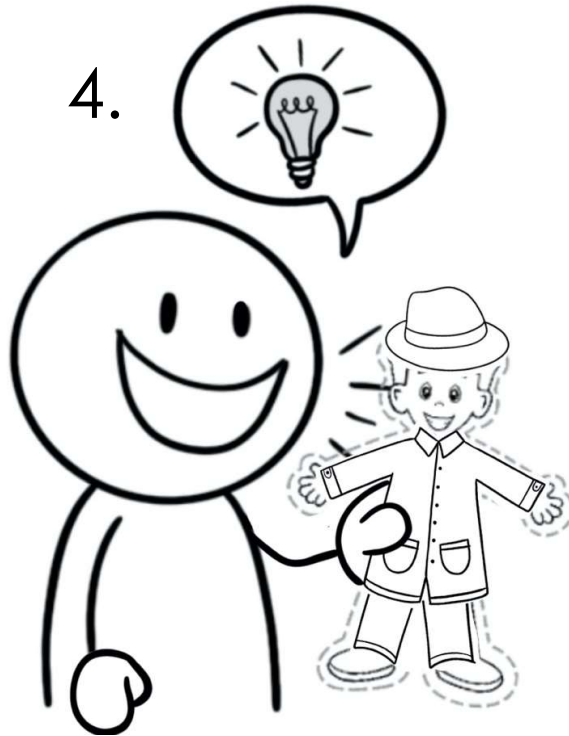
2.



3.



4.



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

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






# Types of Transportation

Trace the words. Color the pictures.



car 

train 

ship 

sailboat



truck



bike

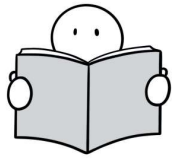


bus



airplane





# What is Transportation?

Read about transportation.

**Transportation** is how you get from one place to another.

Vehicles help us move from one place to another.

Vehicles move on land, on water and in air.



## Land



CAR



TRAIN



MOTORCYCLE



TRUCK



BICYCLE



TAXI

## Water



SHIP



SUBMARINE



SAIL  
BOAT

## Air



AIR  
BALLOON



HELICOPTER



AIRPLANE



# What is Transportation? - Extension

Talk to a friend or buddy about transportation vehicles.  
Use one sentence frame for each picture.

**Example:**

I go on the bicycle.

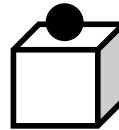


**Sentence Frames:**

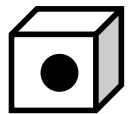
I go on the \_\_\_\_\_.

I go in the \_\_\_\_\_.

**On:**



**In:**



## Land



CAR



TRUCK



TRAIN



BICYCLE



MOTORCYCLE



TAXI

## Water



SHIP



SUBMARINE



SAIL  
BOAT

## Air



AIR  
BALLOON



HELICOPTER



AIRPLANE



# Weekly Words - Verbs

Trace the words. Color the pictures.



reading



laughing



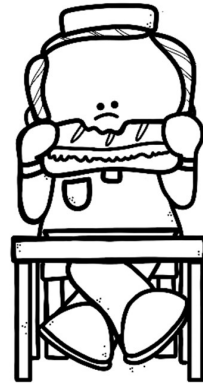
writing



walking



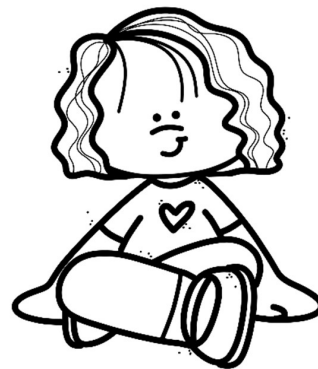
eating



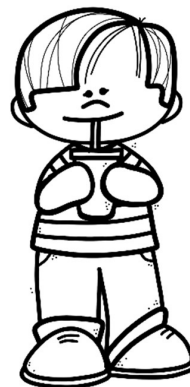
sleeping



sitting



drinking

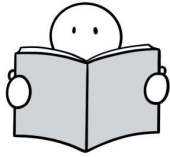


talking









# What is a Verb?

Read about verbs.

Circle the verbs that you like to do.

Some words are **verbs**.  
A **verb** is a word that shows an action.  
Every language has **verbs**.

## Words That Are Verbs



writing



swinging



eating



cooking



skipping



talking



swimming



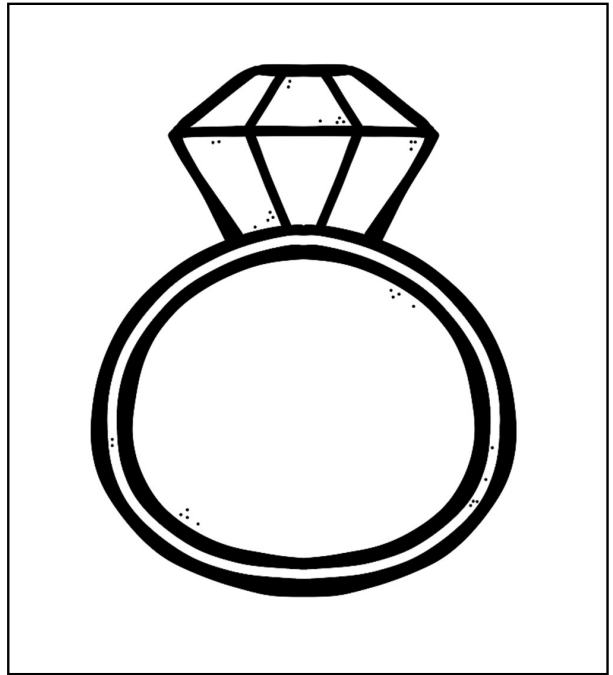
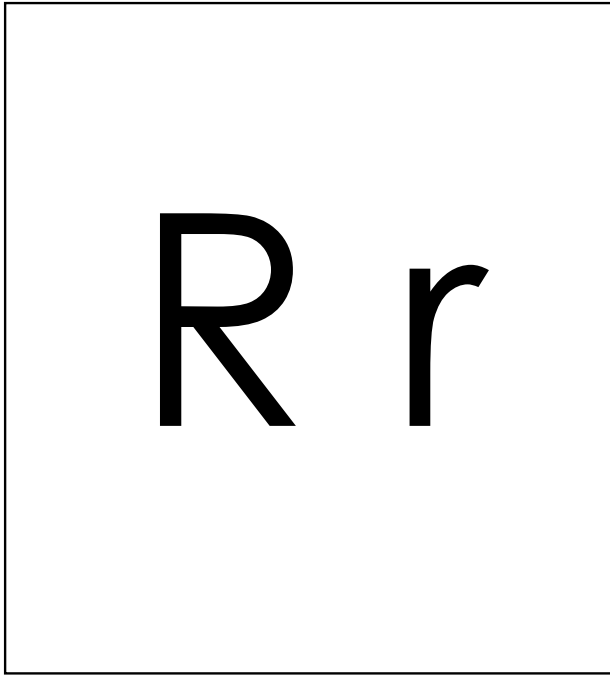
traveling



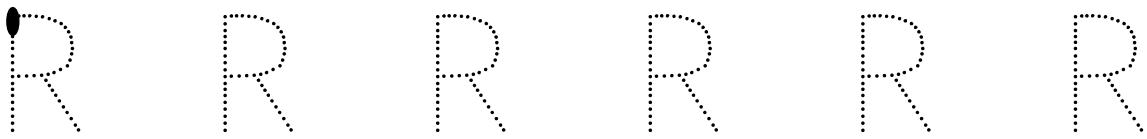
Can you say these verbs in another language?



# Letter of the Day – R



Trace the letters. Start at the dot.





## Extension Choice #1

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




Write or say a sentence using one of the words.

---

---

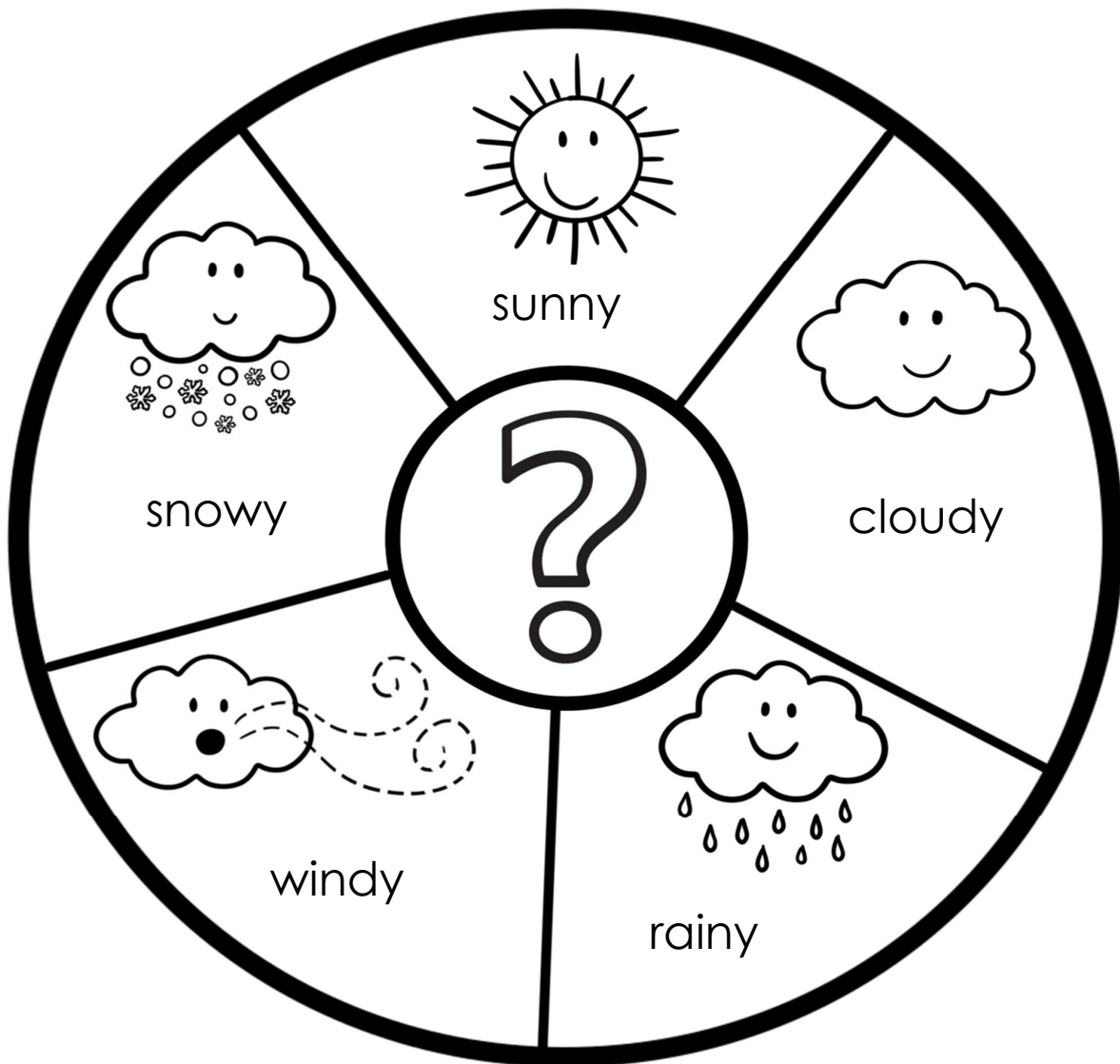




# Day 2

# Check the Weather

Dress your Buddy!



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

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

# What will you wear?

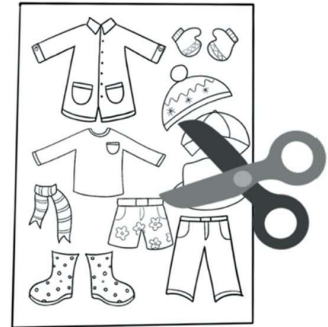
1.



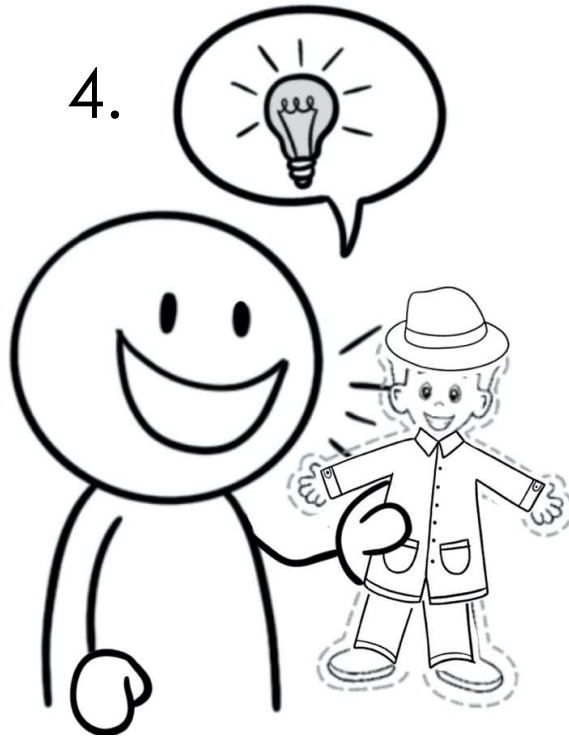
2.



3.



4.

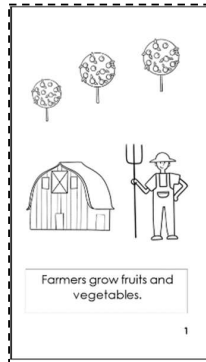


I will wear \_\_\_\_\_.

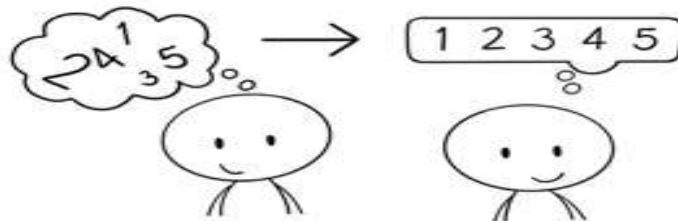
Today I feel \_\_\_\_\_.

# Transportation Book

1. Cut out each page.



2. Glue, tape or staple the pages in order.



3. Read the book.

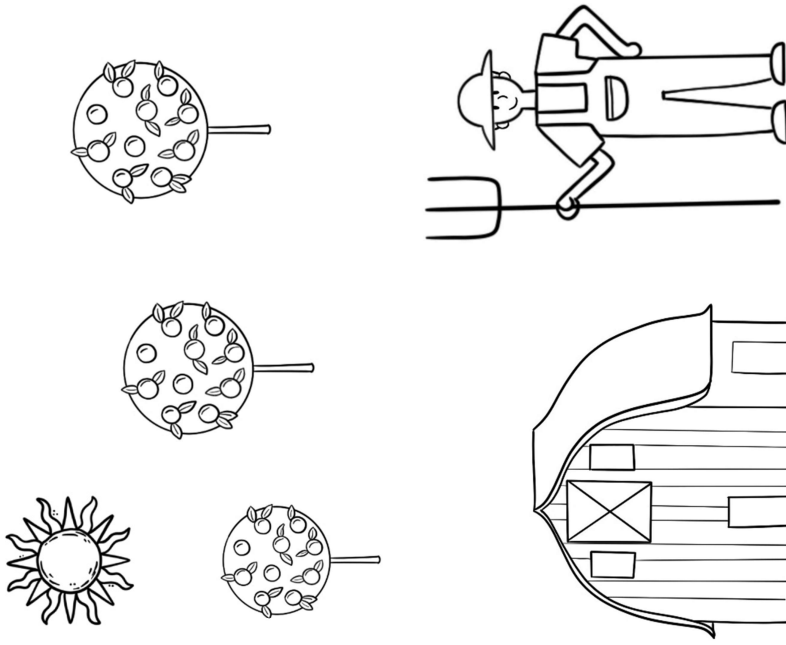
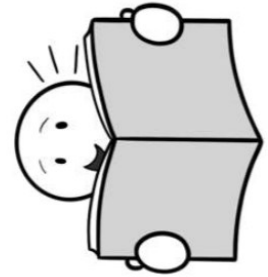


4. Color the pictures if you want.

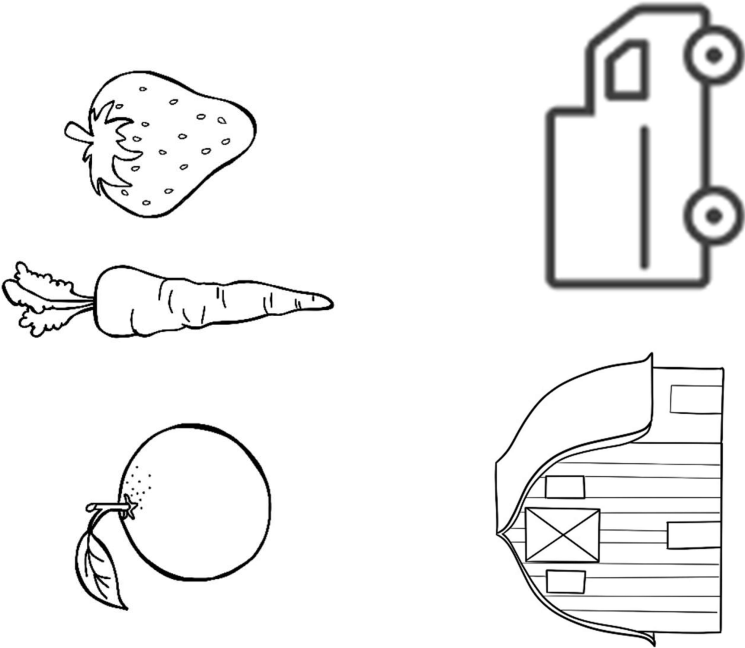




# Transportation Helps People

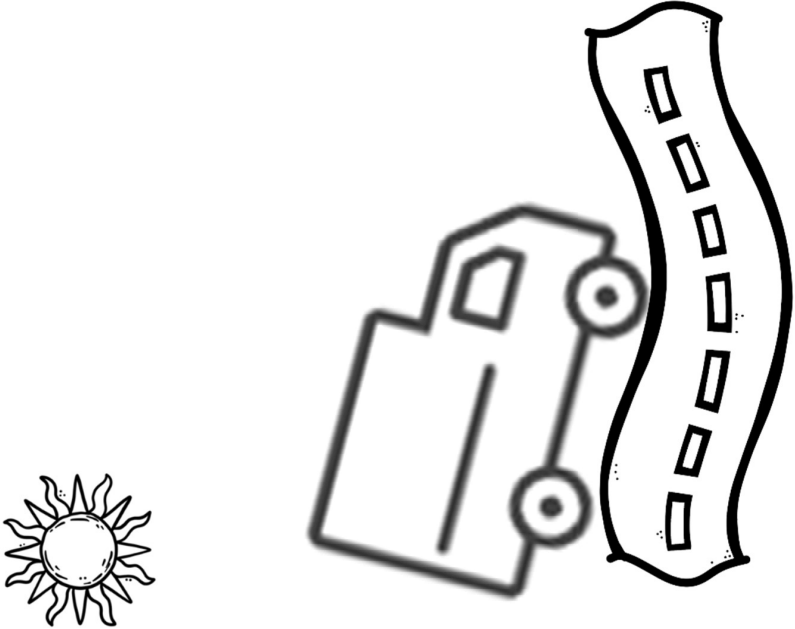


Farmers grow fruits and  
vegetables.



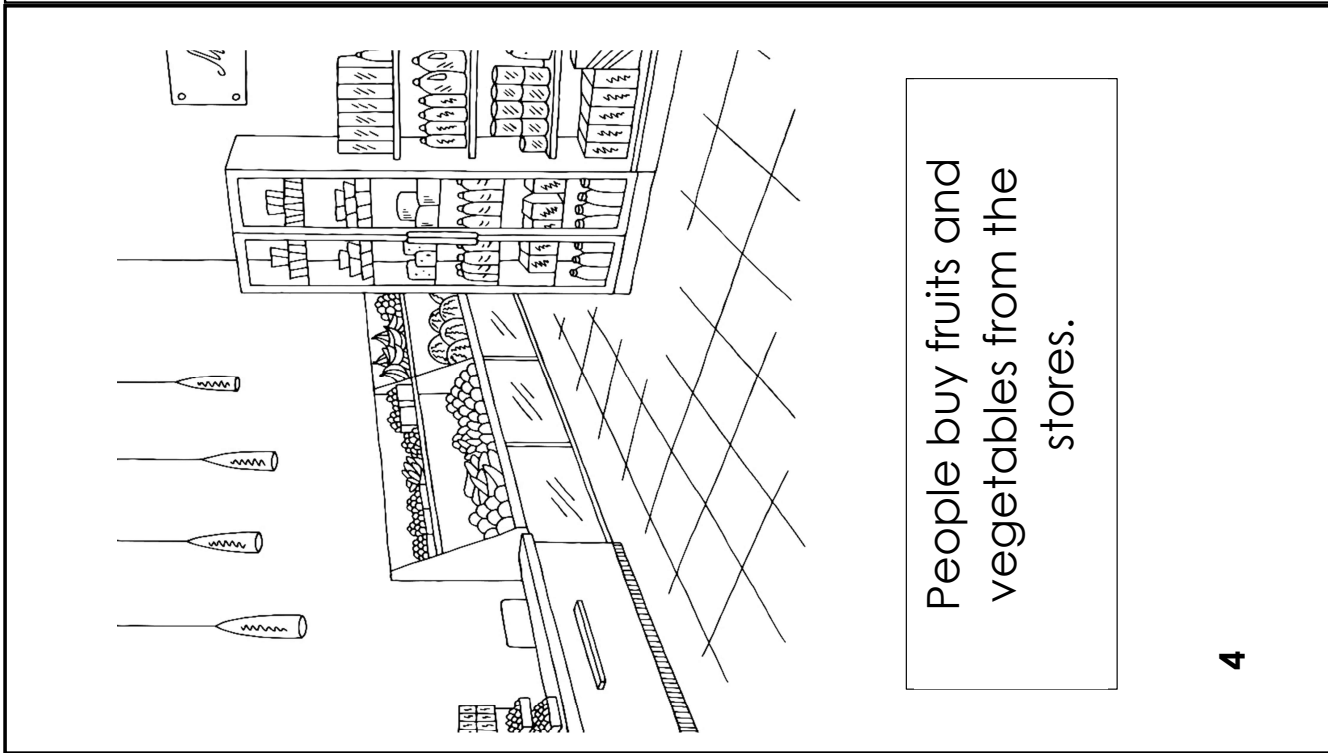
Trucks go to farms.  
They collect the fruits and  
vegetables.

2



People use trucks to  
transport the fruits and  
vegetables to stores.

3



People buy fruits and vegetables from the stores.

4



Draw the fruits and vegetables you like to eat.

5



# Favorite Way to Travel

People use vehicles to travel to different places.

Answer the questions. Draw pictures.

Write or talk in any language you know.



**What is your favorite vehicle to travel in?**

**Where have you traveled to?**

Large rounded rectangular box for writing the answer to the first question.

Large rounded rectangular box for writing the answer to the second question.

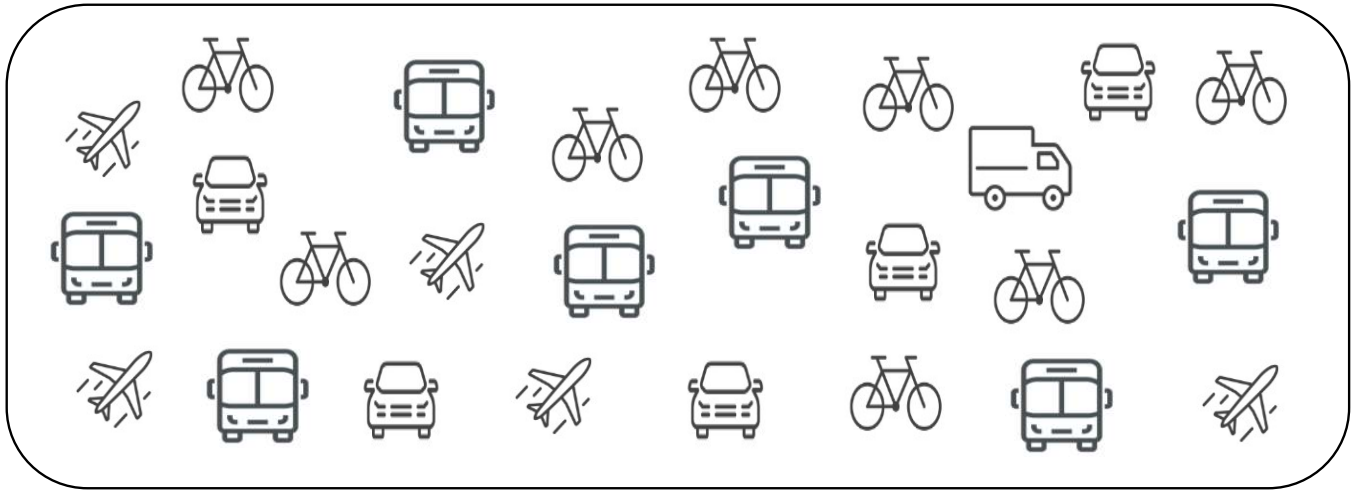
Four horizontal lines for additional writing or drawing.



# Count and Graph

Count the vehicles.

Use the table to graph how many you see of each.



10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	<b>bike</b>	<b>car</b>	<b>airplane</b>	<b>bus</b>	<b>truck</b>

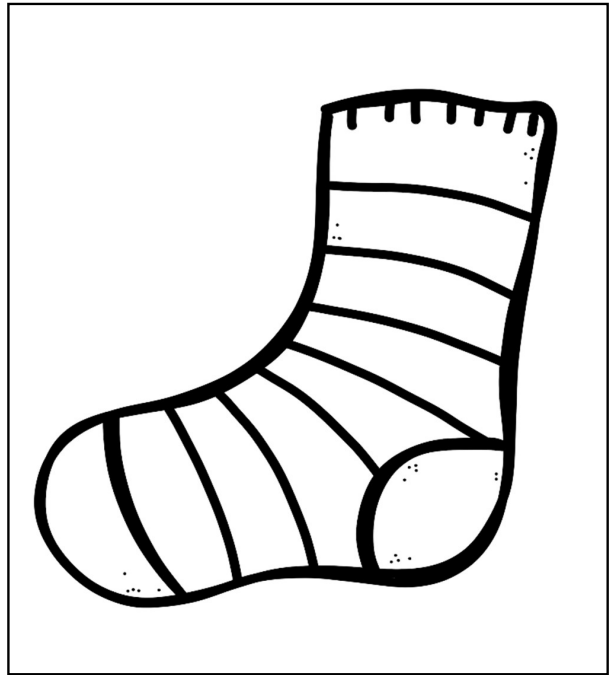
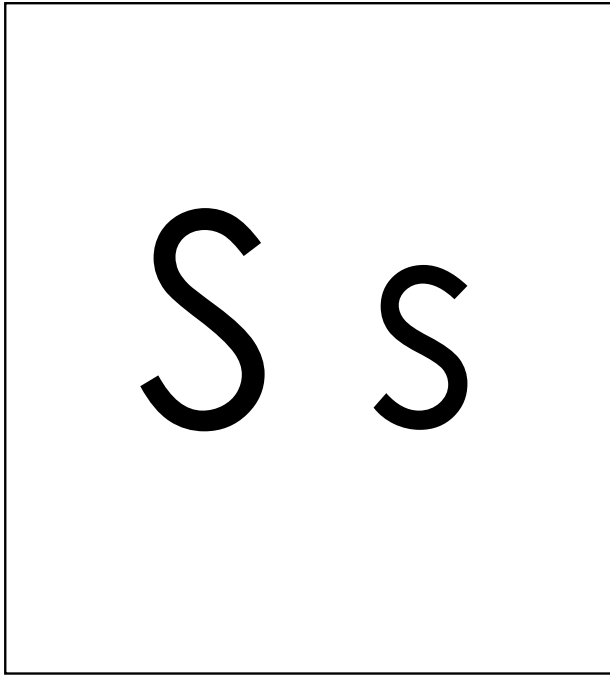
Say how many you found of each.



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



# Letter of the Day – S



Trace the letters. Start at the dot.





## Extension Choice #1


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




Write or say a sentence using one of the words.

---

---



## Extension Choice #2

Read the sentences.

Write a word that starts with the letter S.

S is for sandwich.



S is for sock.



S is for star.



S is for seven.



S is for \_\_\_\_\_.

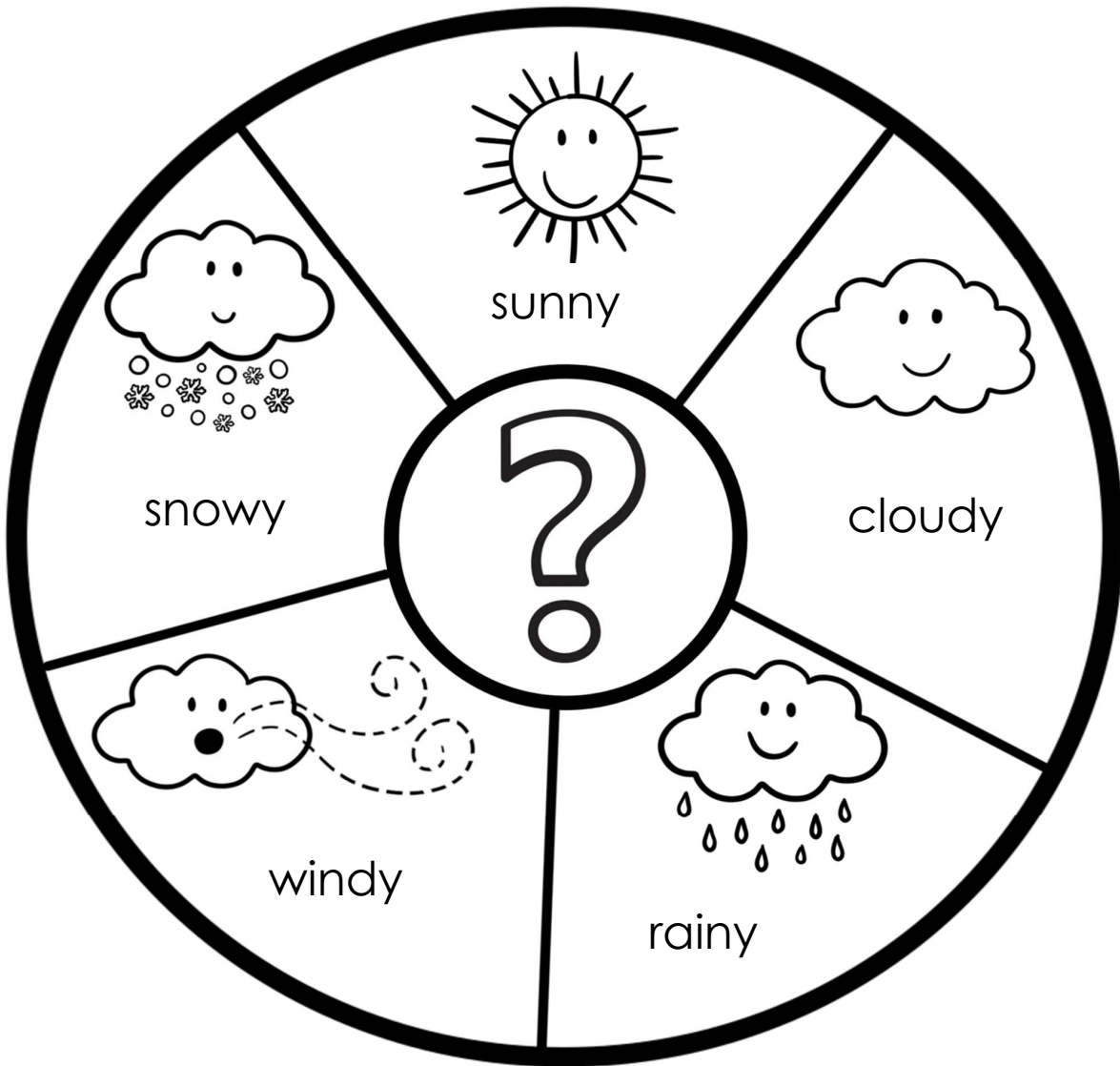




# Day 3

# Check the Weather

Dress your Buddy!



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

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

# What will you wear?

1.



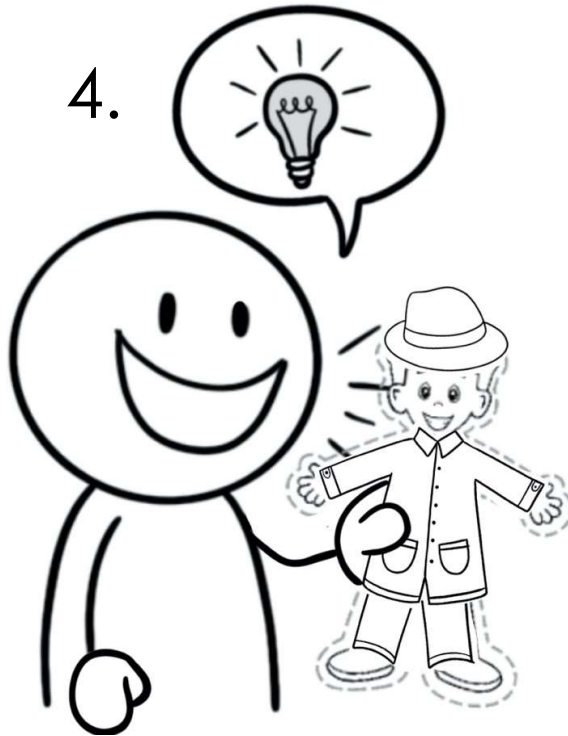
2.



3.



4.



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

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



# Acting Out Verbs

Read each verb. Act out the verb.  
Use the sentence frame.



**Example:**



**Sentence Frame:**

I am \_\_\_\_\_.

eating



walking



sitting



playing



sleeping



laughing



writing

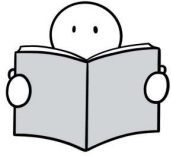


skipping



talking





## Acting Out Verbs - Extension

Read the sentences.

I am eating.



I am playing.



I am sleeping.



I am walking.



I am sitting.



I am skipping.



I am talking.





# Sort

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

## Nouns

A noun is a person, animal, place, or thing.

## Verbs

A verb is a word that shows an action.



writing



ear



stirring



bike



cutting



restaurant



ducks



pouring



farm



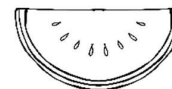
cheese



baking



watermelon





## Sort - Extension

Turn on the television. Watch your favorite show.  
Write or draw what you see inside the boxes.  
Share what you found with your buddy.



**Example:**

The couch is a noun.  
Singing is a verb.

**Sentence Frames:**

The \_\_\_\_\_ is a noun.  
\_\_\_\_\_ is a verb.

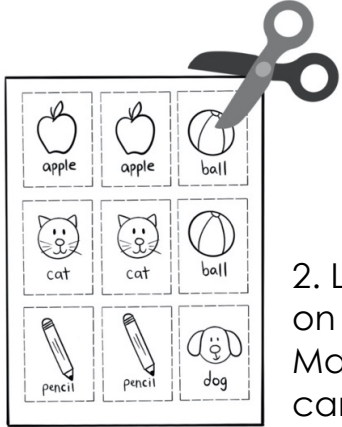
**Nouns**

A noun is a person, animal, place, or thing.

**Verbs**

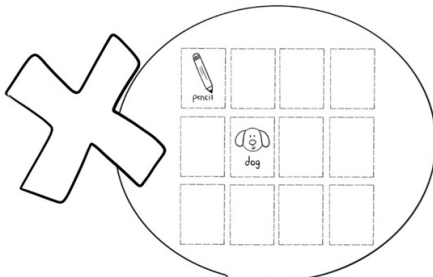
A verb is a word that shows an action.

# How to Play "Memory"



1. Cut out all of the cards

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

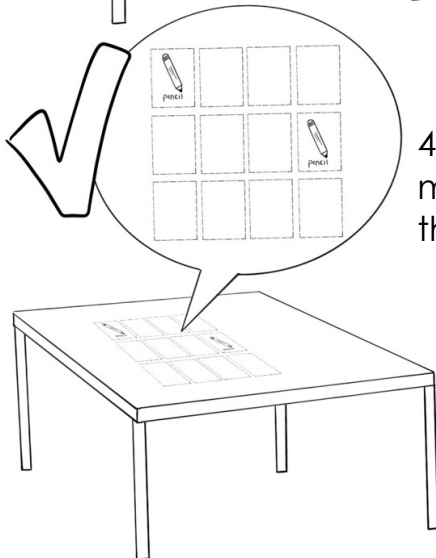


3. Turn over 2 cards at a time to try to find a match

Say the words as you turn over the cards

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

The player with the most cards wins!

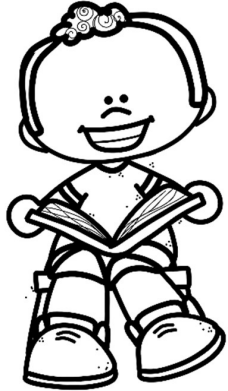


4. When you get a match, you keep those cards

↓	A	A	✓	X	B	K	X
	♥	♥	✓	X	△	♥	X
	7	7	✓	X	8	2	X



reading



laughing



walking



eating



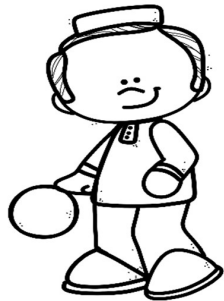
sitting



sleeping



playing



writing



drinking



cutting



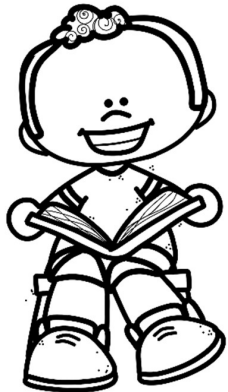
pouring



stirring



reading



laughing



walking



eating



sitting

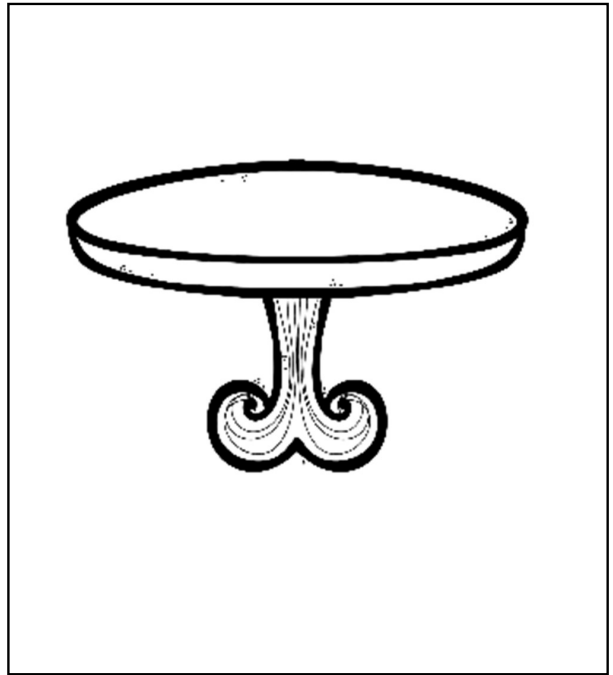
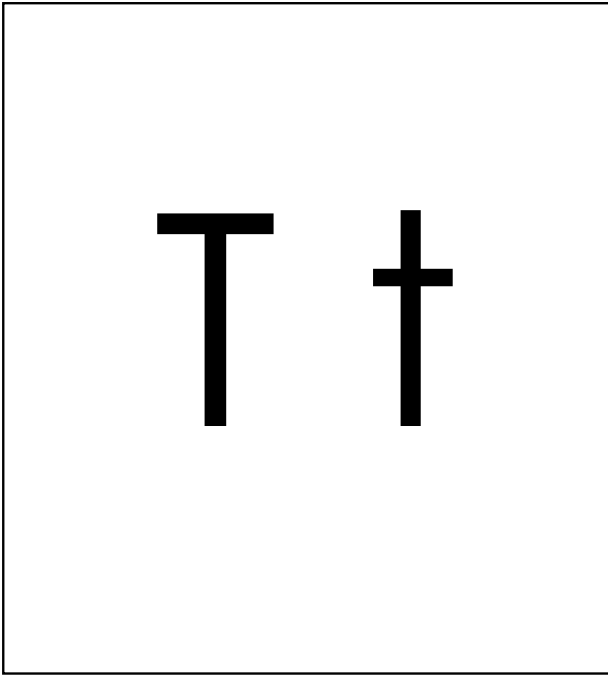


sleeping

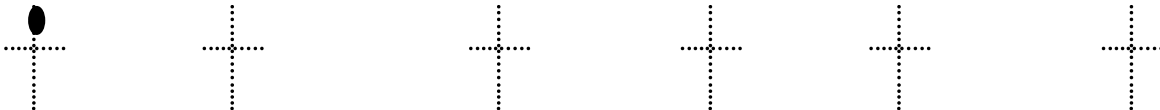
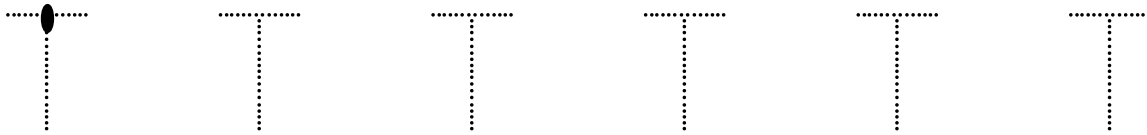




# Letter of the Day – T



Trace the letters. Start at the dot.





## Extension Choice #1


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




Write or say a sentence using one of the words.

---

---



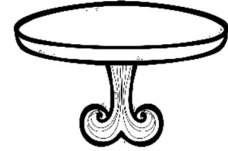


## Extension Choice #2

Read the sentences.

Write a word that starts with the letter T.

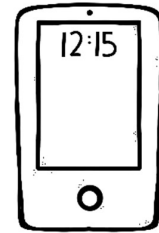
T is for table.



T is for television.



T is for telephone.



T is for teeth.



T is for \_\_\_\_\_.

## Extension Choice #3

Follow the steps.

**Step 1** Pour rice in a pan.



**Step 2** Make the letter T t.  
Start at the top.



**Step 3** Say the name of the letter.



**Step 4** Make other letters!

B g  
a e  
c F

You can also spell words!

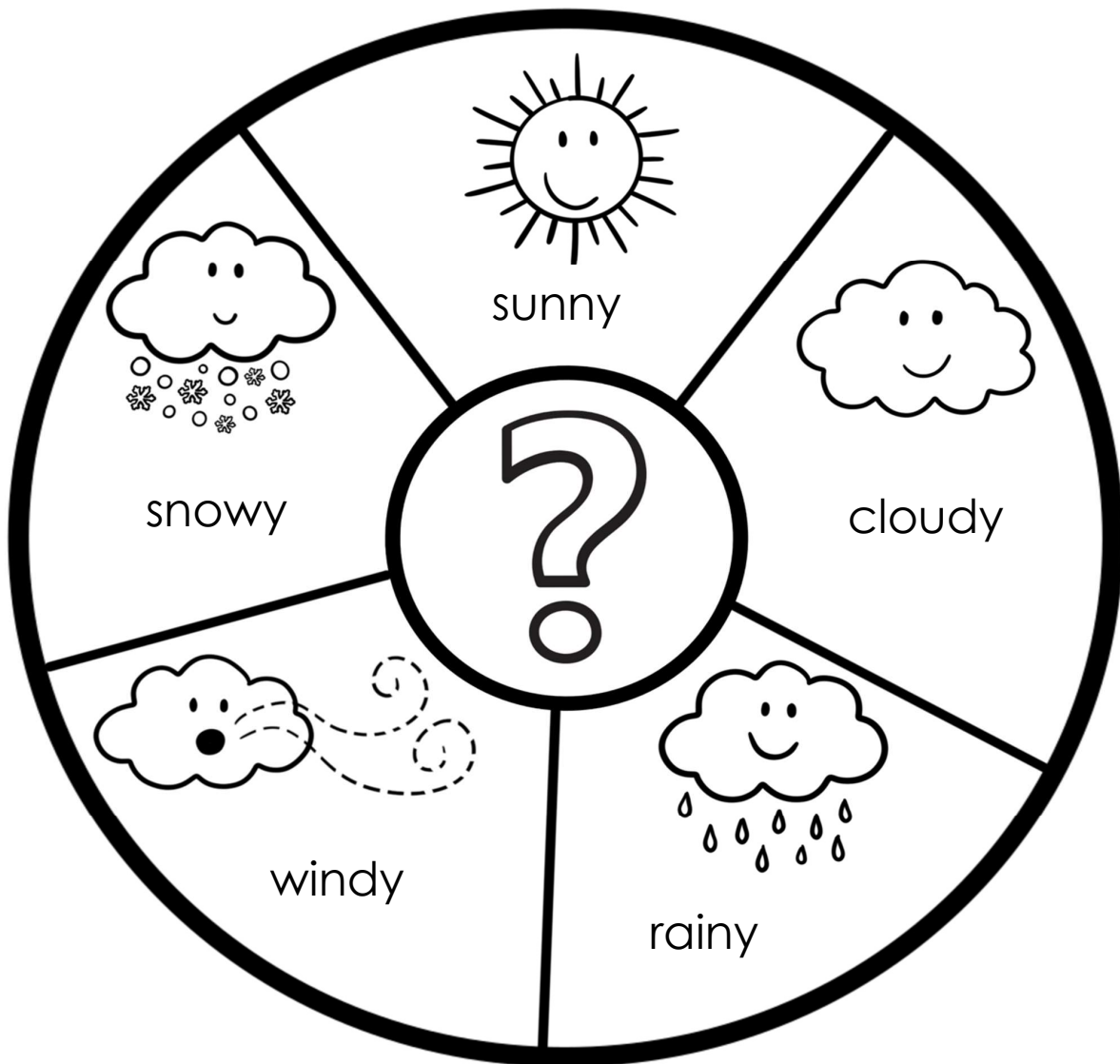


# Day 4



# Check the Weather

Dress your Buddy!



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

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

# What will you wear?

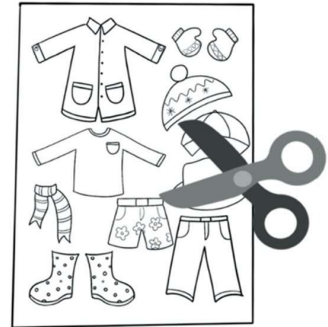
1.



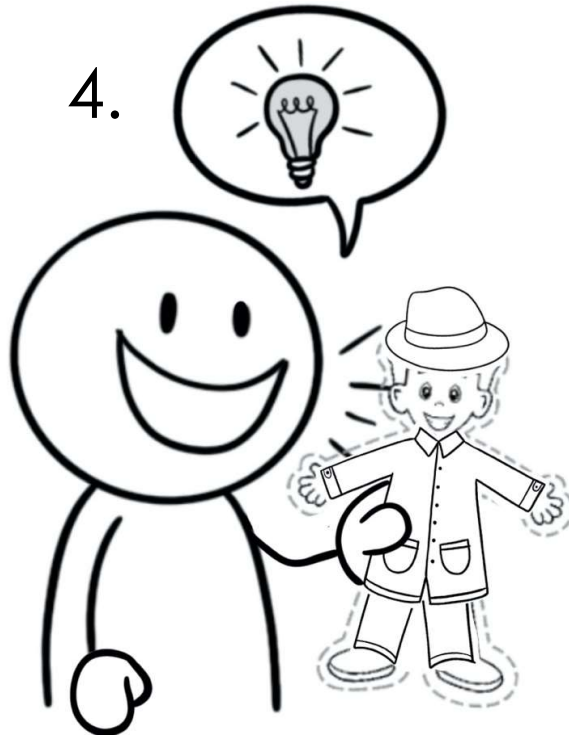
2.



3.

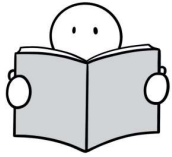


4.



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

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



## Singular and Plural

Read about singular and plural nouns.

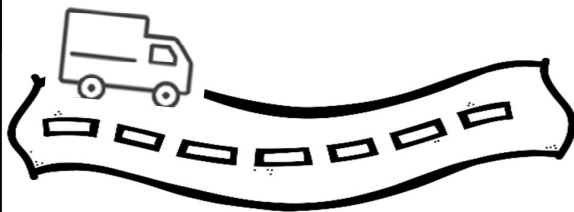
A noun is a person, animal, place, or thing.

Nouns can be singular or plural.

**Singular** means there is only one.

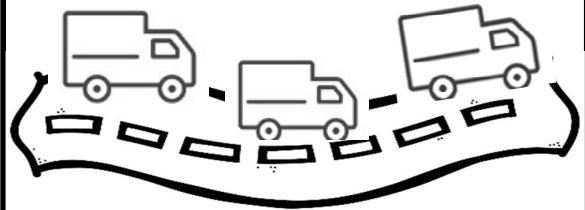
**Plural** means there is more than one.

Singular



1 truck

Plural



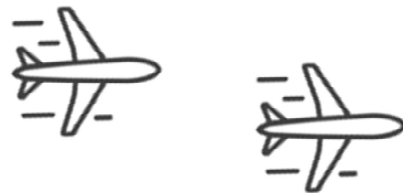
3 trucks

Singular



1 airplane

Plural



2 airplanes

# Singular and Plural-Extension Choice #1



Read the rules.  
Write the plural noun for each word.  
Follow the rules from the table.



Rules		
at the end of most nouns	if noun ends with -s, -sh, -ch, -x, -z, -ss	if noun ends with y, drop the y
↓	↓	↓
<b>add -s</b>	<b>add -es</b>	<b>add -ies</b>
bike bikes	dress dresses	baby babies

singular

plural


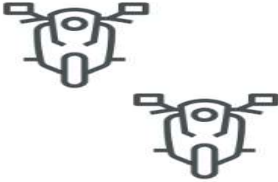
<b>1.</b>	car	_____ cars _____
<b>2.</b>	bus	_____
<b>3.</b>	boat	_____
<b>4.</b>	talk	_____
<b>5.</b>	dish	_____
<b>6.</b>	library	_____

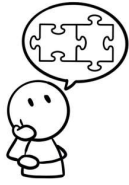
## Singular and Plural-Extension Choice #2



Walk around your neighborhood or inside your house.  
 Look for nouns. Write or draw what you found.  
 Write the plural form.

Rules		
at the end of most nouns	if noun ends with -s, -sh, -ch, -x, -z, -ss	if noun ends with y, drop the y
↓	↓	↓
<b>add -s</b>	<b>add -es</b>	<b>add -ies</b>
bike bikes	dress dresses	baby babies

Singular	Plural
 motorcycle	 motorcycles



# Patterns

Draw what goes next.  
Make your own pattern on the last line.





# Where Would You Go?



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

If you could go anywhere, where would you go?  
What type of transportation would you use?

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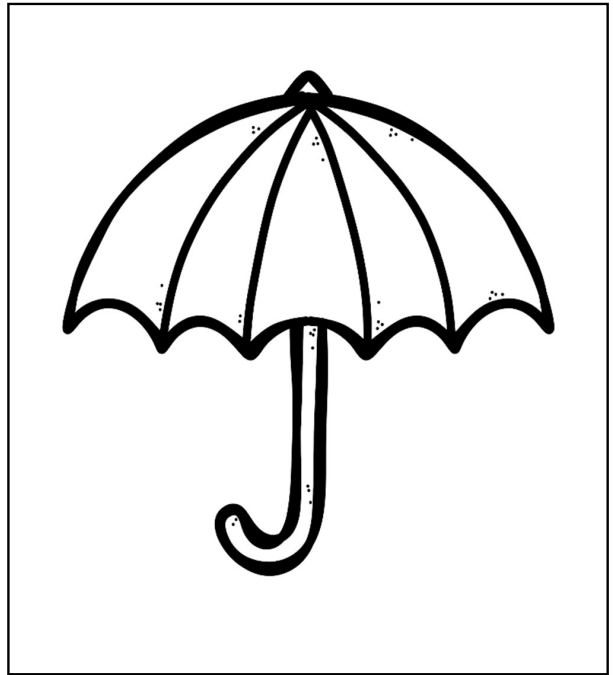
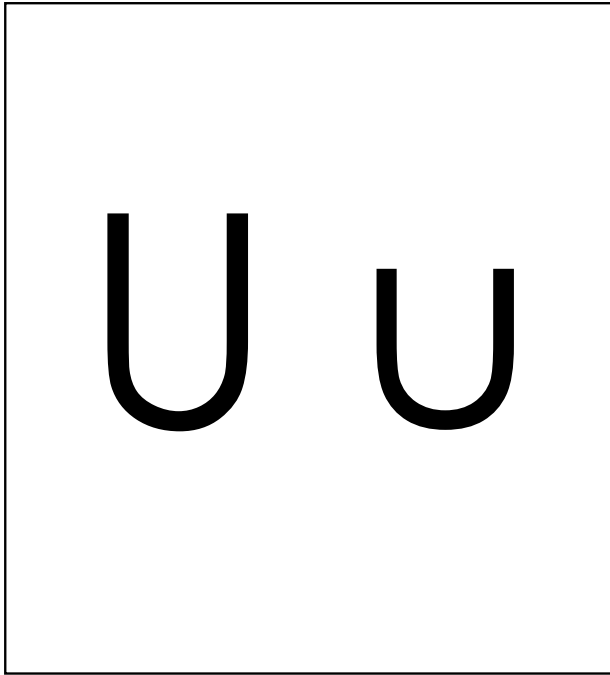
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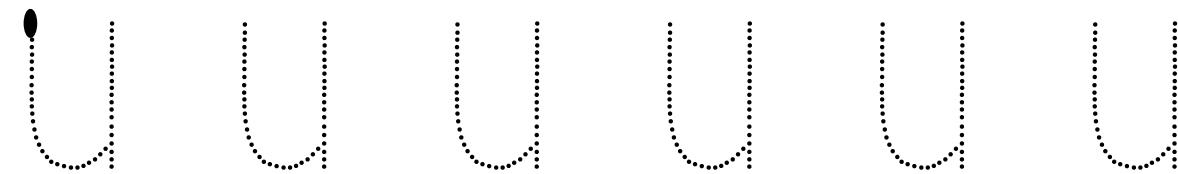




# Letter of the Day – U



Trace the letters. Start at the dot.







## Extension Choice #1


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




Write or say a sentence using one of the words.

---

---



## Extension Choice #2

Read the sentences.

Write a word that starts with the letter U.

U is for unicorn.



U is for under.



U is for up.



U is for umbrella.



U is for \_\_\_\_\_.

## Extension Choice #3

Follow the steps.

**Step 1** Pour rice in a pan.



**Step 2** Make the letter U u. Start at the top.



**Step 3** Say the name of the letter.



**Step 4** Make other letters!

B g  
D e  
C F

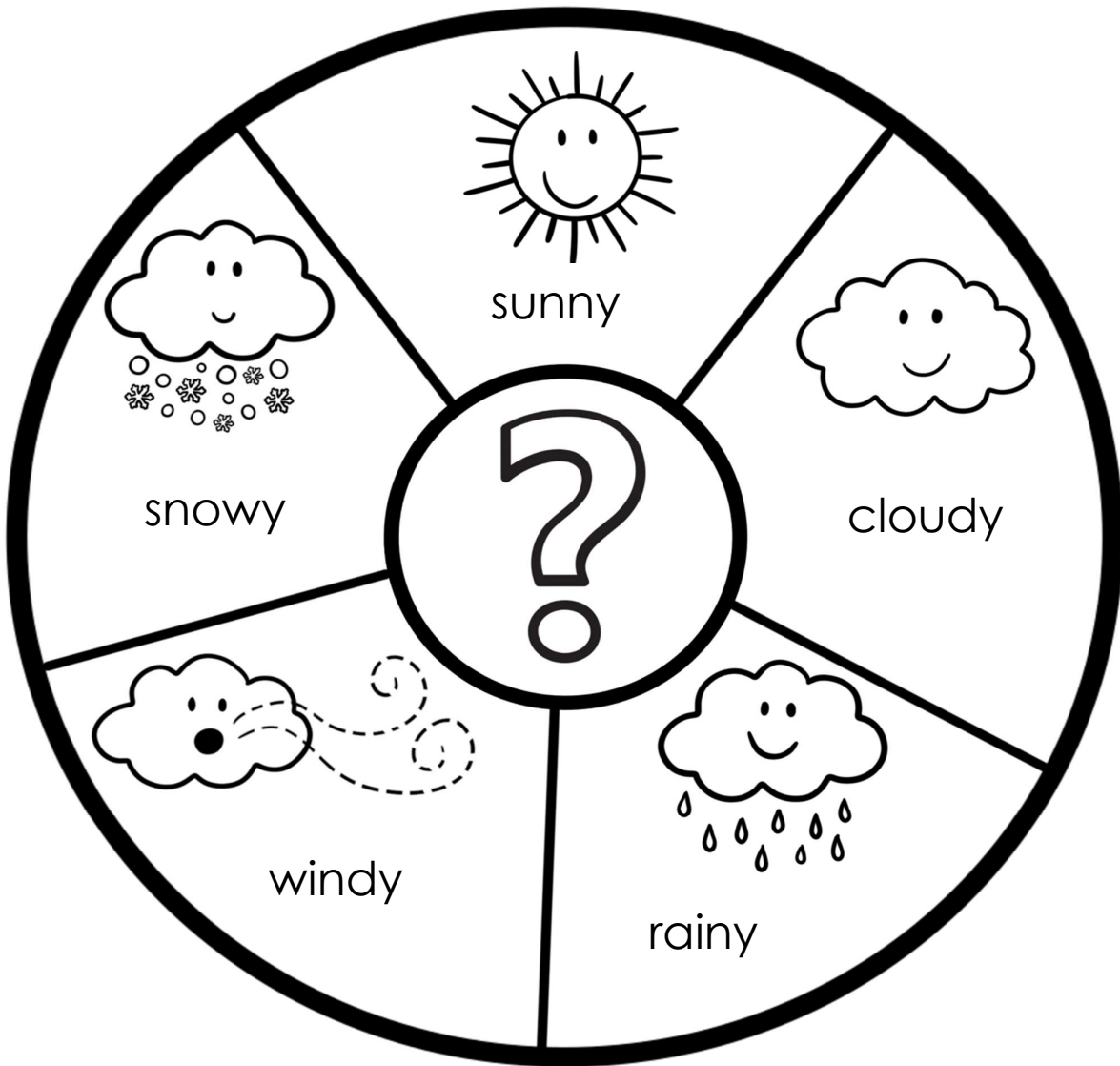
You can also spell words!



# Day 5

# Check the Weather

Dress your Buddy!



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

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

# What will you wear?

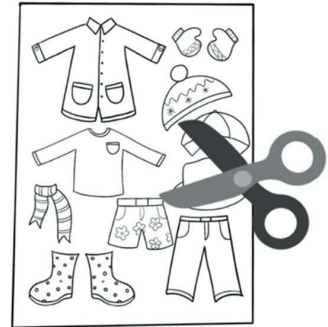
1.



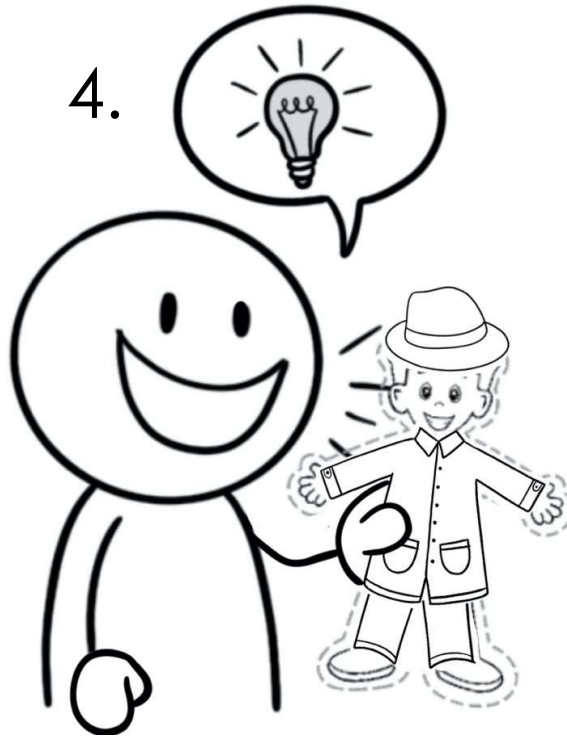
2.



3.



4.



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

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

# 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? 

---

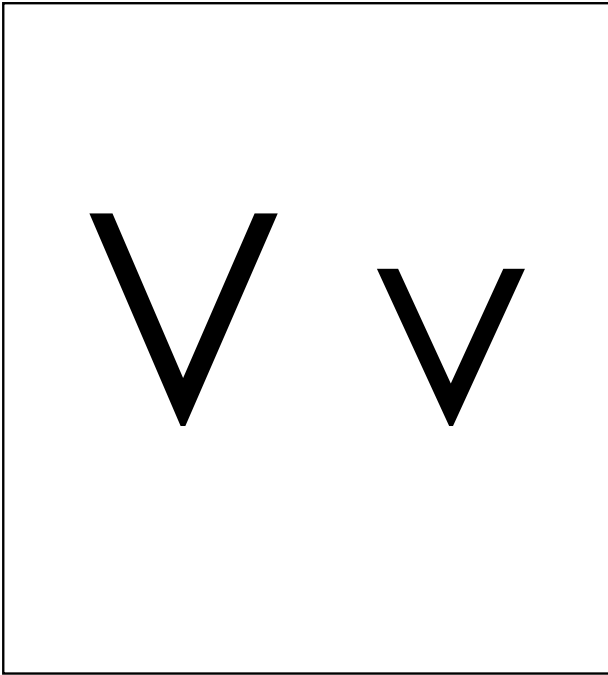
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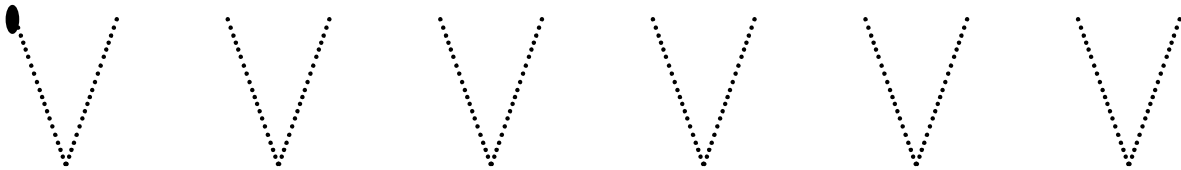
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# Letter of the Day – V



Trace the letters. Start at the dot.







## Extension Choice #1


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




Write or say a sentence using one of the words.

---

---



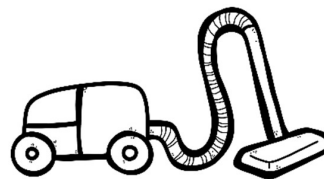


## Extension Choice #2

Read the sentences.

Write a word that starts with the letter V.

V is for vaccum.



V is for vegetables.



V is for vase.



V is for volcano.



V is for \_\_\_\_\_.

## Extension Choice #3

Follow the steps.

**Step 1** Pour rice in a pan.



**Step 2** Make the letter V v.  
Start at the top.



**Step 3** Say the name of the letter.



**Step 4** Make other letters!








**B**                      **g**  
  
**a**                      **e**  
  
**c**                      **F**

You can also spell words!

# Dictionary



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

Picture	Trace	Home Language(s)
	car	
	train	
	ship	
	sailboat	
	truck	
	bike	
	bus	

	airplane	
	reading	
	laughing	
	sleeping	
	sitting	
	drinking	
	playing	
	talking	





## My Packet Journal

Draw a picture about what you learned in this packet:

A large, empty rectangular box with a thin black border, intended for a student to draw a picture about what they learned in the packet.

Write about what you learned in this packet:

Four horizontal lines spaced vertically, intended for a student to write about what they learned in the packet.

ICMEE is housed within:





### Reference Sheet

#### LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

#### CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

#### MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

#### TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within:

