

11th – 12th grade • English Level 2

LEARNING PACKET #1



Theme: U.S. Bill of Rights

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 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.

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 **Trevin Wurm**
in collaboration with Aaron Johnson and Alexa Yunes.

The Standards that informed the development of this packet include:

HS-ESS2-4 Earth's Systems Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

"The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world." from socialstudies.org

CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.



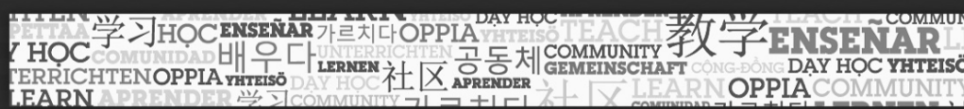
11th – 12th grade • English Level 2

LEARNING PACKET #1



Theme: U.S. Bill of Rights

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

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

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

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

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

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

International Consortium for Multilingual Excellence in Education



- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet. This week's packet includes information about the United States Bill of Rights. Students will read, answer questions about the reading, and learn about some of the rights people living in the United States have. Students will analyze images of protests and learn vocabulary words including: Bill of Rights, Constitution, protest, amendment, rights, and warrant. The science portion for this week includes information about the water cycle and will include vocabulary like evaporation, condensation, precipitation, liquid, solid, gas, and vapor.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Trevin Wurm**
in collaboration with Aaron Johnson and Alexa Yunes.

International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Queridas familias:

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

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

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

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

International Consortium for Multilingual Excellence in Education



En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Paquete 1:** El paquete 1 incluye información acerca de la Declaración de los Derechos de los Estados Unidos. Los estudiantes leerán, contestarán preguntas sobre la lectura y aprenderán sobre algunos de los derechos que tiene la gente que está viviendo en los Estados Unidos. Los estudiantes analizarán imágenes de protestas y aprenderán palabras de vocabulario incluyendo: Declaración de los Derechos, Constitución, protesta, enmienda, derechos y garantía. La parte de Ciencias de esta semana incluye información sobre el ciclo del agua e incluye vocabulario como evaporación, condensación, precipitación, líquido, sólido, gas y vapor.

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

Sinceramente,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education



Share your learning!

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

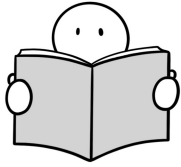
We'd love to see what you've done with this packet!



Instructions Key



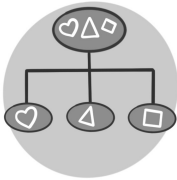
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



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



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

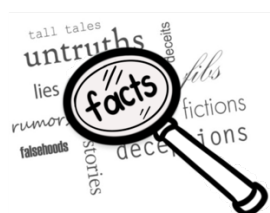
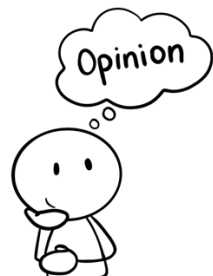

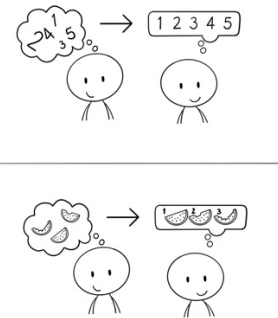



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

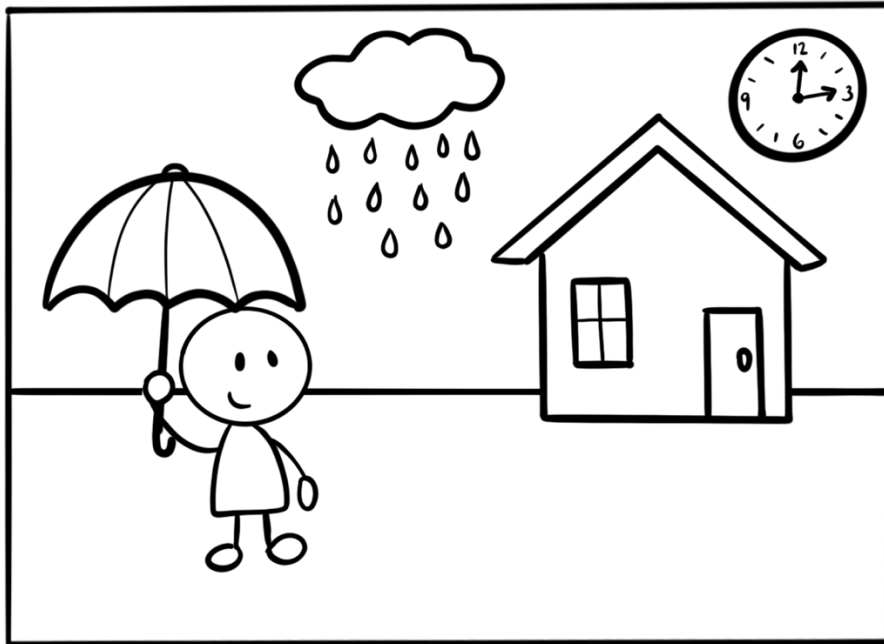


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

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

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



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



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



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



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

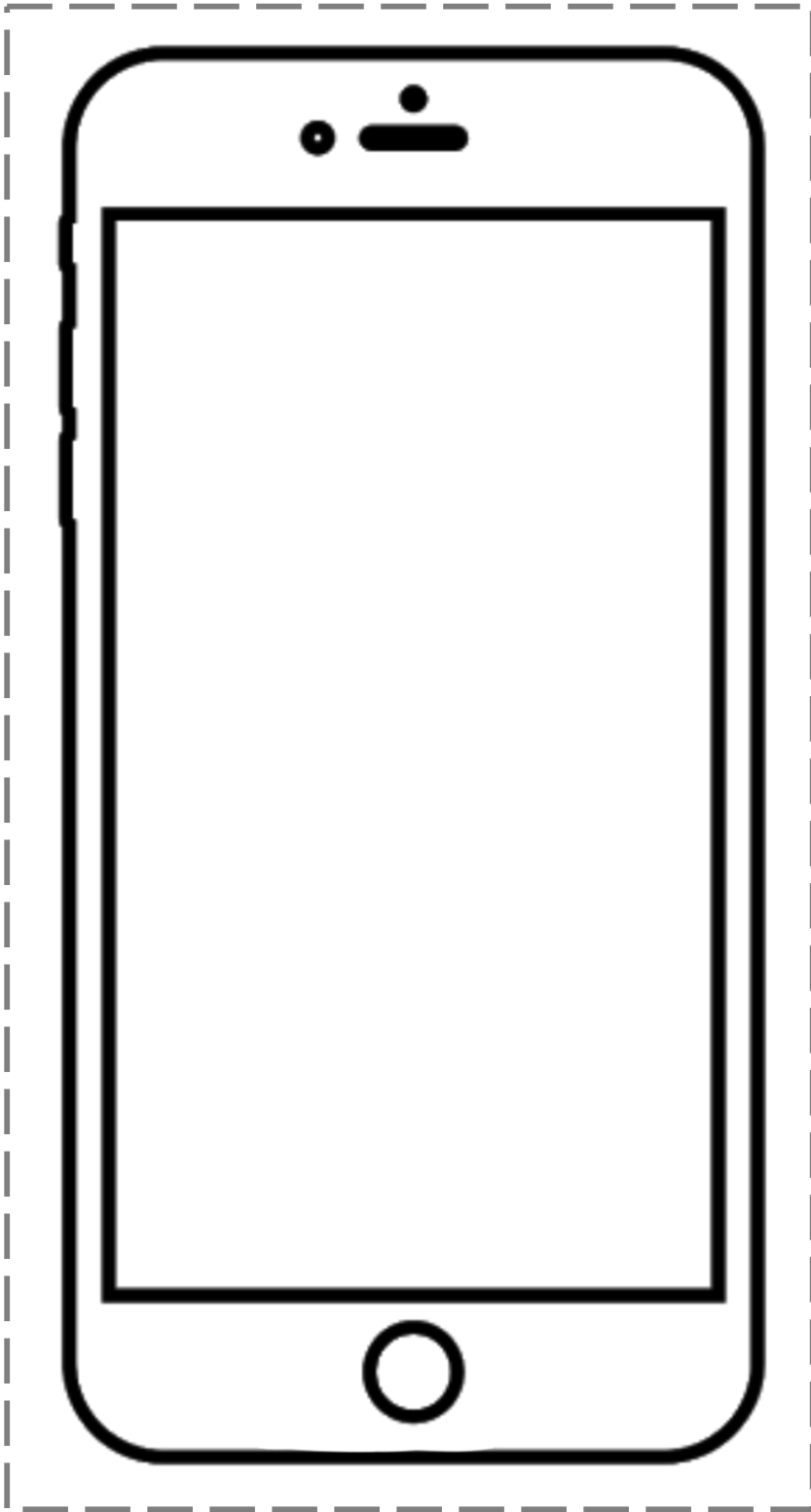


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

What is the Constitution?

Read this article about the Constitution. When you are done, answer the questions using full sentences and your own words.

In the United States, our government was created by the **Constitution**. A Constitution is a written plan of government. The Constitution did two very important things. First, it organized our government. It tells us how laws are made and what is legal and illegal for the president to do. Another important thing the Constitution did was it gave people who live in the United States their **rights**. Rights are things that people have that cannot be taken away. For example, you have the right to go to school and get an education. No one can stop you from going to school. A few of the rights the Constitution gives you are the right to say your opinion, practice your religion (or no religion), and talk to the government if you do not like what they are doing.

Even though your rights are **protected**, some people have had to fight for their rights. For example, women could not vote until the year 1920. The Constitution can be **amended** if laws are not fair. When you amend something, you are changing or fixing it. It is very hard to change the Constitution, but many important people in the history of the United States worked hard to make our country more equal for everyone.

Use the reading to answer the questions. Please answer these questions using complete sentences.

1. What are two important things the Constitution does?

2. Rights are things that people have that cannot be taken away. What are some examples of rights that you have in the United States?

3. To amend something means to change or fix it. What is a rule at your school you would amend?

4. "Even though your rights are **protected**, some people had to fight for their rights." What do you think the word "protected" means in this sentence?

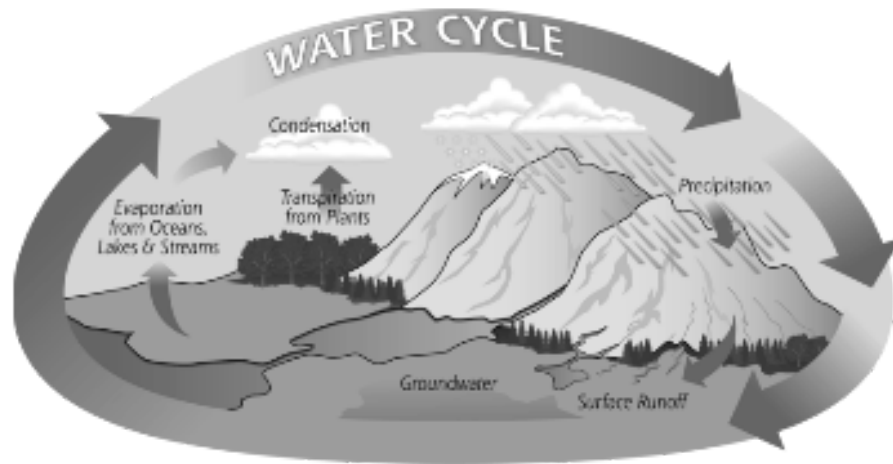
Week 1 Day 1: The Constitution

Your rights in the United States

Journal instructions: Answer the question using 4-5 sentences.

Question: The government has many jobs. For example, it builds schools, roads, helps people who have no money, and pays for the army. In your opinion, what is the most important thing a government should do? Why do you think it is the most important?

Science



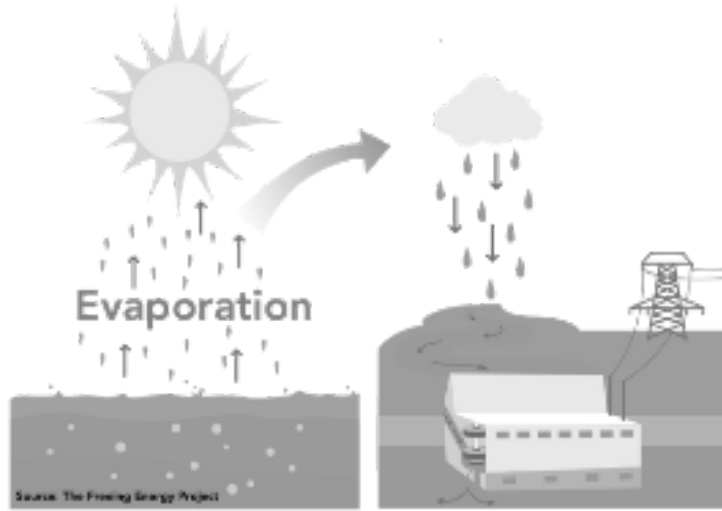
Water moves through Earth on the land, oceans and air. This is called the water cycle. Water always exists in all three places, in many forms. The water cycle is made up of three major parts: evaporation, condensation and precipitation.

Evaporation

Evaporation is when a liquid changes to a gas. A liquid is something that flows, like water in a river. A liquid is not hard like a rock. A rock is a solid. Liquid water is found in the ocean, lakes or rivers. This water evaporates and becomes water vapor. It is a gas that you cannot see. It goes up into the air. The air around the planet is called the atmosphere.

Reading from: Newsela (www.newsela.com)

Evaporation is caused by the sun. The sun warms up the water and the water turns into gas.



Pretend you are cooking. You put water in a pot to make rice and turn on the stove. After having the water on the pot for a long time, you see that there is less water than before. What happened to the water?

What is the water cycle?

Draw a picture that shows evaporation.



Day 2

Week 1 Day 2: The Constitution

Your rights in the United States

Journal instructions: Answer the question using 4-5 sentences.

Question: Yesterday, you learned that the Constitution gives rights to all people that live in the United States. What are rights? Give two examples of rights that you have.

What is the Bill of Rights?

Yesterday, you learned that the Constitution gives Americans rights. The Bill of Rights is the part of the Constitution that explains the rights of everyone living in the United States. There are 10 amendments in the Bill of Rights. These rights cannot be taken away and they protect you so that you can express yourself. This means you are able to share your ideas, protest, talk about problems in the government, and protects you from being arrested by the police without a good reason.

To protest means you can get with a group of people to show anger or support at what the government is doing.








What does it mean to protest?

Protest means _____.

Bill of Rights Chart

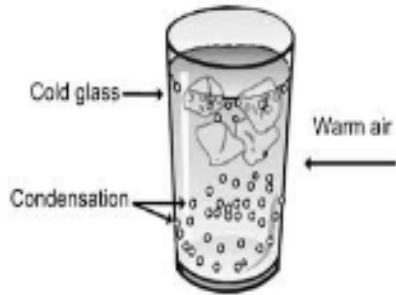
This chart will tell you some of the most important parts of the Bill of Rights. After you read the chart and look at the pictures, draw your own picture of what the amendment means to you. This will help you remember what these amendments mean.

Amendment	Definition	Picture	Your Drawing
First (1st) Amendment	Everyone has freedom of speech, religion, protest and the news can report about the government freely.		
Fourth (4th) Amendment	The police cannot go into your house unless you are in danger or they have a <u>warrant</u> . A warrant means the police need a good reason to go inside your house.		
Fifth (5th) Amendment	When the police ask you questions, you can stay quiet to avoid getting in trouble.		
Sixth (6th) Amendment	Everyone has a right to a <u>jury</u> . A jury is a group of people who listen to you after you are arrested. They help decide if you are guilty (you did the crime) or innocent (you did not do the crime).		

<p>Eighth (8th) Amendment</p>	<p>Everyone is protected from a <u>punishment</u> that is too mean. Punishment is what happens when people do something bad. For example, if you steal something your punishment would be to pay money to the person you stole from.</p>	 An illustration showing two small, grey, rounded cartoon figures standing inside wire cages. The figure on the right is being unlocked by a hand holding a key. The background is a solid grey color.	
--------------------------------------	--	--	--

Condensation and Precipitation

Yesterday, you learned about evaporation. That is when water turns into a gas. It is an important part of the water cycle.



Condensation

Condensation is when gas changes to a liquid. This happens to water vapor in the atmosphere. The gas cools down and it turns into liquid.

Precipitation

After condensation, liquid or solid water falls to Earth. Precipitation is what falls. Rain and snow are precipitation.

Precipitation is important in the water cycle. It is how water moves from the atmosphere back to Earth.



Reading from: Newsela (www.newsela.com)

When it rains, sometimes people call this precipitation. Do you like the rain? Why or why not?



Day 3

Week 1 Day 3: The Constitution

Your rights in the United States

Protest

To protest means you can get with a group of people to show anger or support at what the government is doing. Look at the picture and study the vocabulary words that you see.



What do you see in this picture?

Using your vocabulary

In English, some of the most common kinds of words are nouns, verbs, and adjectives. **Nouns** are people, places and things. **Verbs** tell us what someone or something is doing (walk, run and play are all verbs). Adjectives describe what something looks or feels like (soft, tall and upset are all adjectives).

Nouns	Verbs	Adjectives
Protestor Sign	Protesting Marching	Upset Proud

Using these vocabulary words, write 4 full sentences. Use one or two vocabulary words in each sentence.

Example:

1. The woman is upset because the laws are not fair.

- 2.

- 3.

- 4.

- 5.

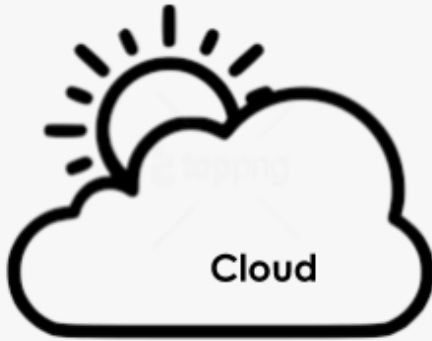
Opinion writing

Americans have many rights. You read about these rights yesterday. Some of the most important rights are speech, religion, and protesting. What do you think is one right everyone in the world should have? Use your opinion to finish the sentences, then copy the paragraph on the lines below.

One right I think everyone should have is _____ . I think everyone should have this right because _____ . It is important for people to have the right to _____ because _____ . If people do not have the right to _____ , it would be bad because _____ . The world would be a better place if everyone had the right to _____ .

Now, copy your paragraph on the lines below. Make sure to use periods and commas!

Clouds



Clouds in the sky are made when water evaporates from the ground. Clouds are made of water vapor which is what we call water after it turns into a gas. Sometimes, clouds can make rain or snow. Other times, white clouds just float by in the sky.

Go outside and look at the sky (do not look at the sun).

Write about the clouds that you see in the sky. What do they look like? Do you think it is going to rain? Why or why not?

The clouds today look like _____.

I think it is going to rain because _____.

I do not think it is going to rain because _____.



Day 4

Week 1 Day 4: The Constitution

Your rights in the United States

Journal instructions: Answer the question using 4-5 sentences.

Question: What would you do at school to make it better for students? You can talk about class, lunch, or anything you want to change.

Vocabulary Review

Rights	Amended	Constitution
Protest	Bill of Rights	Warrant

This week, you have learned these vocabulary words. Finish the sentence using the correct vocabulary word.

1. If something needs to be changed or fixed, it needs to be amended.
2. The _____ is a written plan of government.
3. _____ are important things that people have that cannot be taken away.
4. A _____ is a group of people who get together to show anger or support for something the government is doing.
5. To enter your home, the police need a _____.
6. The _____ is the first 10 Amendments in the Constitution.

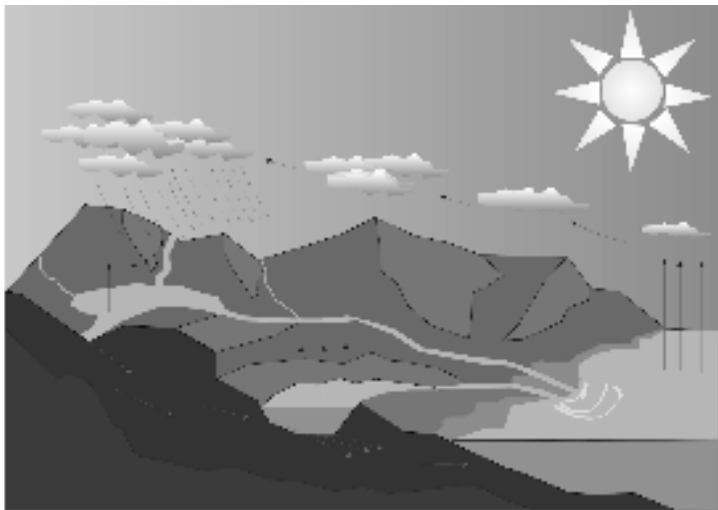
States Of Water

Water comes in many forms and continually changes in the water cycle. Water is in three forms. They are solid, liquid and vapor.

Ice is solid water. It is hard like a rock. Most of Earth's freshwater is found in giant mountains of ice called glaciers.

As ice melts, it turns to liquid. The ocean, lakes and rivers hold liquid water.

Water vapor is in the atmosphere. There is a lot of water vapor above the ocean. There is very little in the air above deserts where it is very dry.



Reading from: Newsela
(www.newsela.com)

On this picture, identify these
vocabulary words:

1. Cloud
2. Evaporation
3. Precipitation
4. Liquid
5. Gas



Day 5

Week 1 Day 5: The Constitution

Your rights in the United States

The rights given to you in the Constitution are supposed to make our country more equal. To be equal means that everyone has the same thing no matter who they are. Draw a picture that shows equality. You can draw people or symbols to show equality.






How does your picture show equality?

Now, write 4 sentences that talk about how your picture shows equality. You can start with:

My picture shows equality because _____.

Solids, liquids, and gas examples

This week you learned about the water cycle and solids, liquids, and gasses. Walk around the inside and outside of your house. Find three examples of liquids, solids, and one example of gas inside or outside of your house. Write the name of the objects. You can draw a picture if you'd like.

<p>Liquids</p> 	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Picture (if you want)</p>
<p>Solids</p> 	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Picture (if you want)</p>
<p>Gas</p> 	<p>1. _____</p>	<p>Picture (if you want)</p>



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:

