

2nd – 3rd grade • English Level 2

Learning Packet #1

Theme: Where Do I Live? Part 1



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.

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Rachael Balleweg** in collaboration with Tricia Gray, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

- CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- CCSS.MATH.CONTENT.2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Social Studies

- NE SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

English Language Arts

- CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Science Standards and Cross-Cutting Ideas

Art

- NE FA 2.2.1 Students will use the creative process to make works of art with a variety of materials.

Physical Education

- NE PE.3.1.1 Performs locomotor skills in a variety of environments.

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August 15th, 2020

Dear Families:

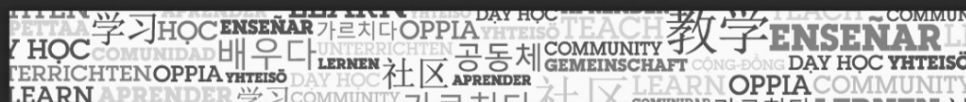
During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning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

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

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

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

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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.
- Students will be learning about what is in their bedroom or sleeping area by exploring their own, reading about another child's bedroom, and creating their own bedroom. They will be working on adding and subtracting two-digit numbers and solving and creating their own word problems. Opportunities for movement and art will also be offered.
- Helpful words and phrases: This week your child will be learning and practicing many words. We encourage you to remind your child how to say them and write them in any and all languages you speak in your home. They are provided in English in this packet for your child to practice also.
 - house
 - apartment
 - mobile home
 - bedroom
 - left
 - right
 - lamp
 - closet
 - dresser
 - bed
 - rug
 - shelf

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

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Answer Keys

Answers: Add to 100
 Add the numbers and find the sum.
 Example:

$24 + 12 = 36$
 $20 + 4 + 10 + 2 = 30 + 6 = 36$

$\begin{array}{r} 72 \\ + 14 \\ \hline 86 \end{array}$	$\begin{array}{r} 13 \\ + 9 \\ \hline 22 \end{array}$	$\begin{array}{r} 95 \\ + 3 \\ \hline 98 \end{array}$
$\begin{array}{r} 61 \\ + 25 \\ \hline 86 \end{array}$	$\begin{array}{r} 84 \\ + 9 \\ \hline 93 \end{array}$	$\begin{array}{r} 20 \\ + 18 \\ \hline 38 \end{array}$
$\begin{array}{r} 47 \\ + 38 \\ \hline 85 \end{array}$	$\begin{array}{r} 50 \\ + 44 \\ \hline 94 \end{array}$	$\begin{array}{r} 66 \\ + 29 \\ \hline 95 \end{array}$

Answers: Subtract to 100
 Subtract the numbers and find the missing part.
 Example:

$32 - 14 = 18$
 $30 + 2 - 10 + 4 = 20 + 12 - 10 + 4 = 10 + 8$

$\begin{array}{r} 68 \\ - 41 \\ \hline 27 \end{array}$	$\begin{array}{r} 54 \\ - 32 \\ \hline 22 \end{array}$	$\begin{array}{r} 49 \\ - 13 \\ \hline 36 \end{array}$
$\begin{array}{r} 74 \\ - 51 \\ \hline 23 \end{array}$	$\begin{array}{r} 96 \\ - 77 \\ \hline 19 \end{array}$	$\begin{array}{r} 99 \\ - 36 \\ \hline 63 \end{array}$
$\begin{array}{r} 39 \\ - 37 \\ \hline 2 \end{array}$	$\begin{array}{r} 75 \\ - 64 \\ \hline 11 \end{array}$	$\begin{array}{r} 62 \\ - 36 \\ \hline 26 \end{array}$

Answers: Vocabulary

Read the sentences and find the vocabulary word that belongs. Each word will be used one time.

- I use my **lamp** so I can see in the dark.
- Right** and **left** are used to tell directions.
- An **apartment** has lots of people living in it.
- A **bed** has blankets and a pillow.
- The **rug** makes my floor soft.
- Families can live in a **house** or **mobile home**.
- I put my shirts and shorts in the **dresser** drawers.
- The **closet** has clothes hanging in it.
- I play and sleep in my **bedroom**.
- A **shelf** can hold books and toys on the shelves.

lamp closet dresser house apartment mobile home
 bed rug shelf bedroom left right

Answers: Add and Subtract to 100
 Add or subtract the equations and find the answer.
 Draw 10s and 1s to show your work.

$75 + 23 = 98$ 	$94 = 38 + 56$	$57 - 23 = 34$
$12 = 68 - 56$	$69 - 25 = 44$	$62 = 58 + 4$

Look at the picture and write the equation. Solve.

$35 + 53 = 88$ 	$68 - 12 = 56$ 	$40 + 34 = 74$
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Create your own equation. Solve.

$43 = 11 + 32$ 	$70 - \underline{\quad} = \underline{\quad}$	$\underline{\quad} = 64 + \underline{\quad}$
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Let's of different answers are right

Answers: Add and Subtract with Word Problems













Read the word problem and write the equation. Then solve using tens and ones sticks.

- Sam has 96 water bottles. She gives Junior 50 of them. How many does she have left?
 Equation: $96 - 50 = \underline{\quad}$

 Answer: **46** water bottles
- Max has 42 rugs. He gets 15 more for his birthday. How many rugs does he have now?
 Equation: $42 + 15 = \underline{\quad}$
 Answer: **57** rugs
- Sarah has 35 toys. Martina has 34 toys. How many toys do they have together?
 Equation: $35 + 34 = \underline{\quad}$
 Answer: **69** toys
- Tim has 22 cookies. Tina takes 13 cookies. How many cookies does Tim have left?
 Equation: $22 - 13 = \underline{\quad}$
 Answer: **9** cookies
- Evan has 37 pencils. His mom gives him 29 more. How many pencils does Evan have now in total?
 Equation: $37 + 29 = \underline{\quad}$
 Answer: **66** pencils

Answers: Match the Vocabulary

Read the vocabulary word and find the matching picture. Write the letter in the box.

left	g
apartment	i
house	c
lamp	f
shelf	b
closet	d
dresser	h
bed	j
right	l
mobile home	e
rug	a
bedroom	k

- a.  b.  c. 
- d.  e.  f. 
- g.  h.  i. 
- j.  k.  l. 

Answers: Make a Word Problem

Use the sentences to help you make a word problem. Write the equation and then solve it!

Example:

Yasmeen has 22 books. He/She loses 12 of them. How many books does he/she have left?

Equation: $22 - 12 = \underline{\quad}$

Answer: **10** books

1. _____ has 34 _____. He/She loses 23 of them. How many _____ does he/she have left?

Equation: $34 - 23 = \underline{\quad}$

Answer: **11**

2. _____ has 17 _____. He/She finds 38 more. How many _____ does he/she have now?

Equation: $17 + 38 = \underline{\quad}$

Answer: **55**

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

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

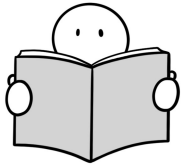
En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante 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.
- Los estudiantes aprenderán sobre lo que hay en su recámara o en el área donde duermen explorando el cuarto de otro niño, el de ellos mismos y creando su propia recámara. Trabajarán en sumas y restas de números de dos dígitos, resolverán problemas y crearán sus propios problemas. También encontrarán en el paquete oportunidades para movimientos y arte.
- **Palabras y frases útiles:** Esta semana su estudiante aprenderá y practicará varias palabras. Lo animamos a que le recuerde a su estudiante cómo decirlas y a que las escriban en todos los idiomas que hablen en casa. En este paquete las encontrará en inglés para que también las practique su estudiante.
 - house - casa
 - apartment - departamento
 - mobile home – casa móvil
 - bedroom - recámara
 - left - izquierda
 - right - derecha
 - lamp - lámpara
 - closet – closet o armario
 - dresser - vestidor
 - bed - cama
 - rug - tapete
 - shelf – repisa

Instructions Key



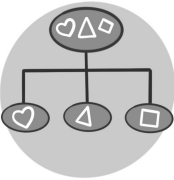
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



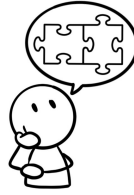
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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



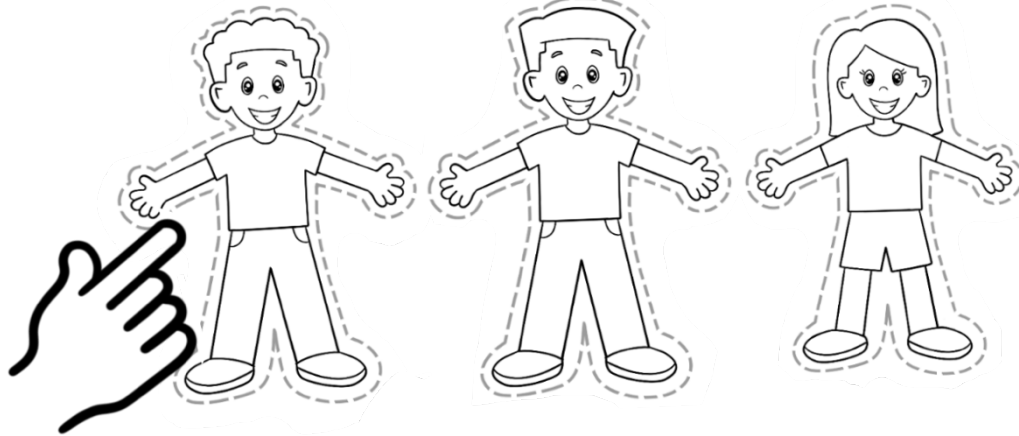
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



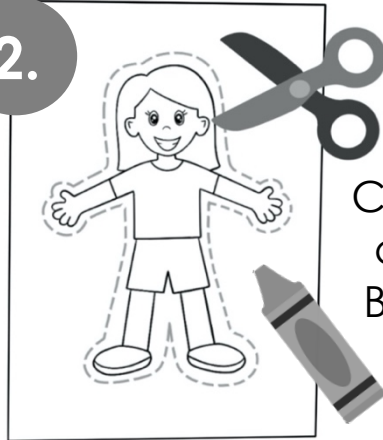
Day 1

My Buddy

1. Choose a Buddy

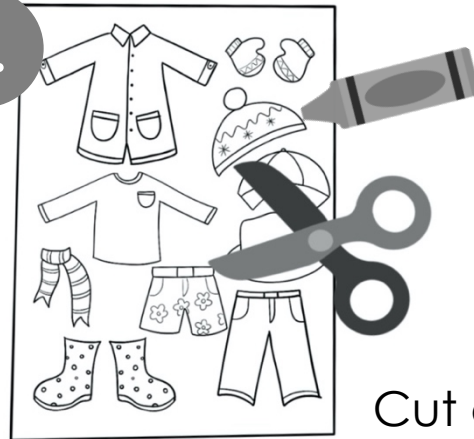


2.



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

3.

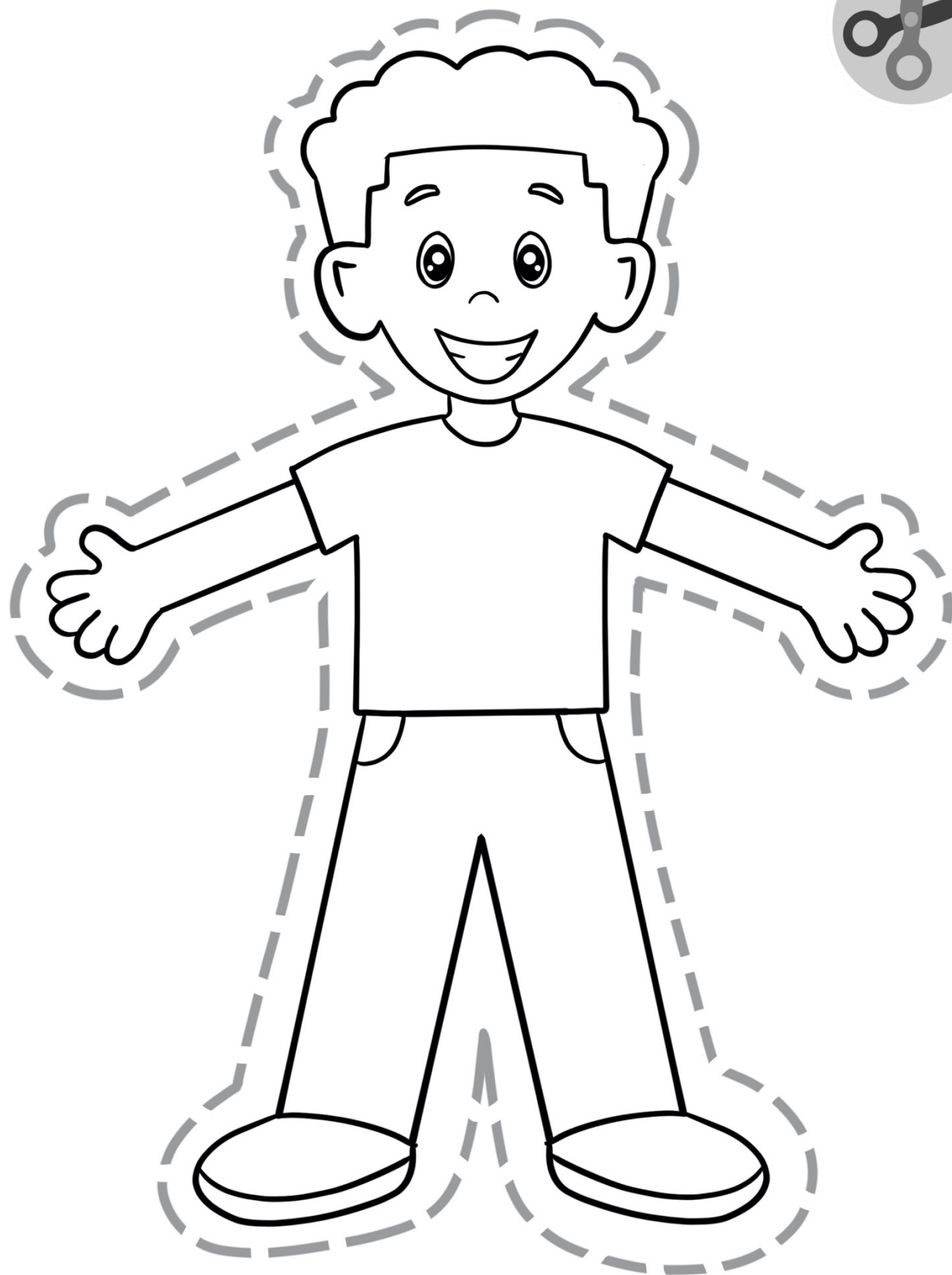


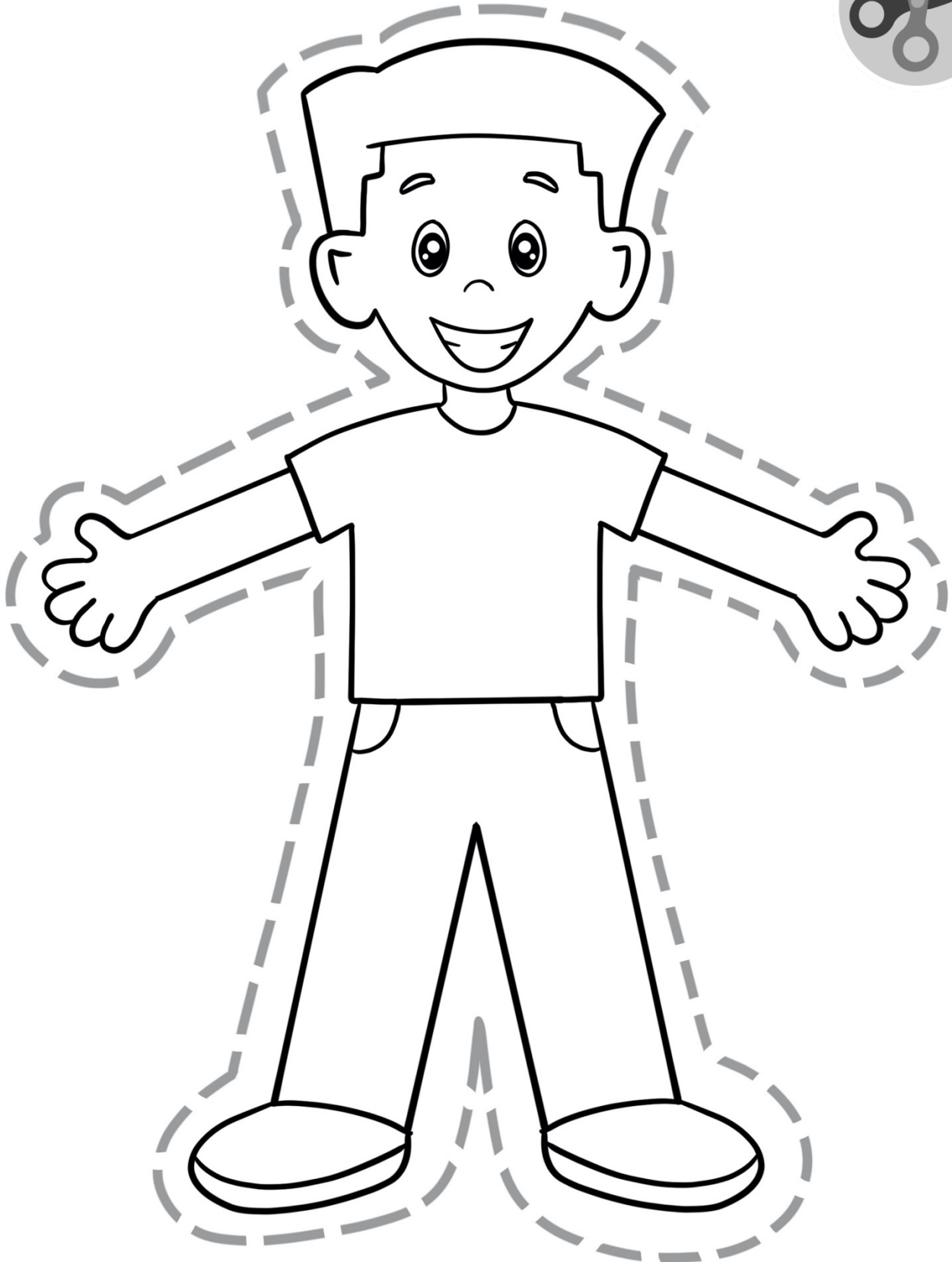
Cut out and color the accessories

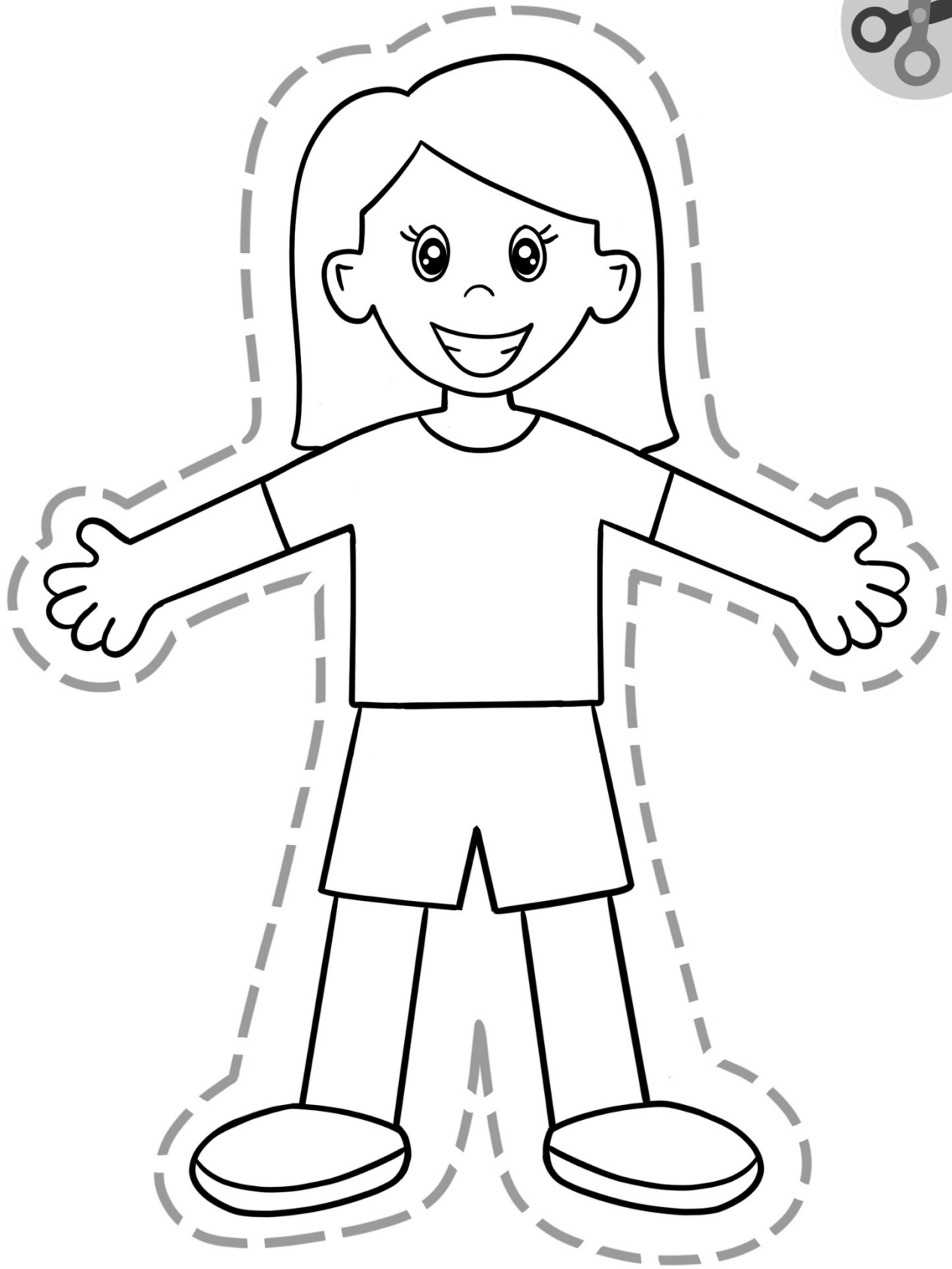
4.

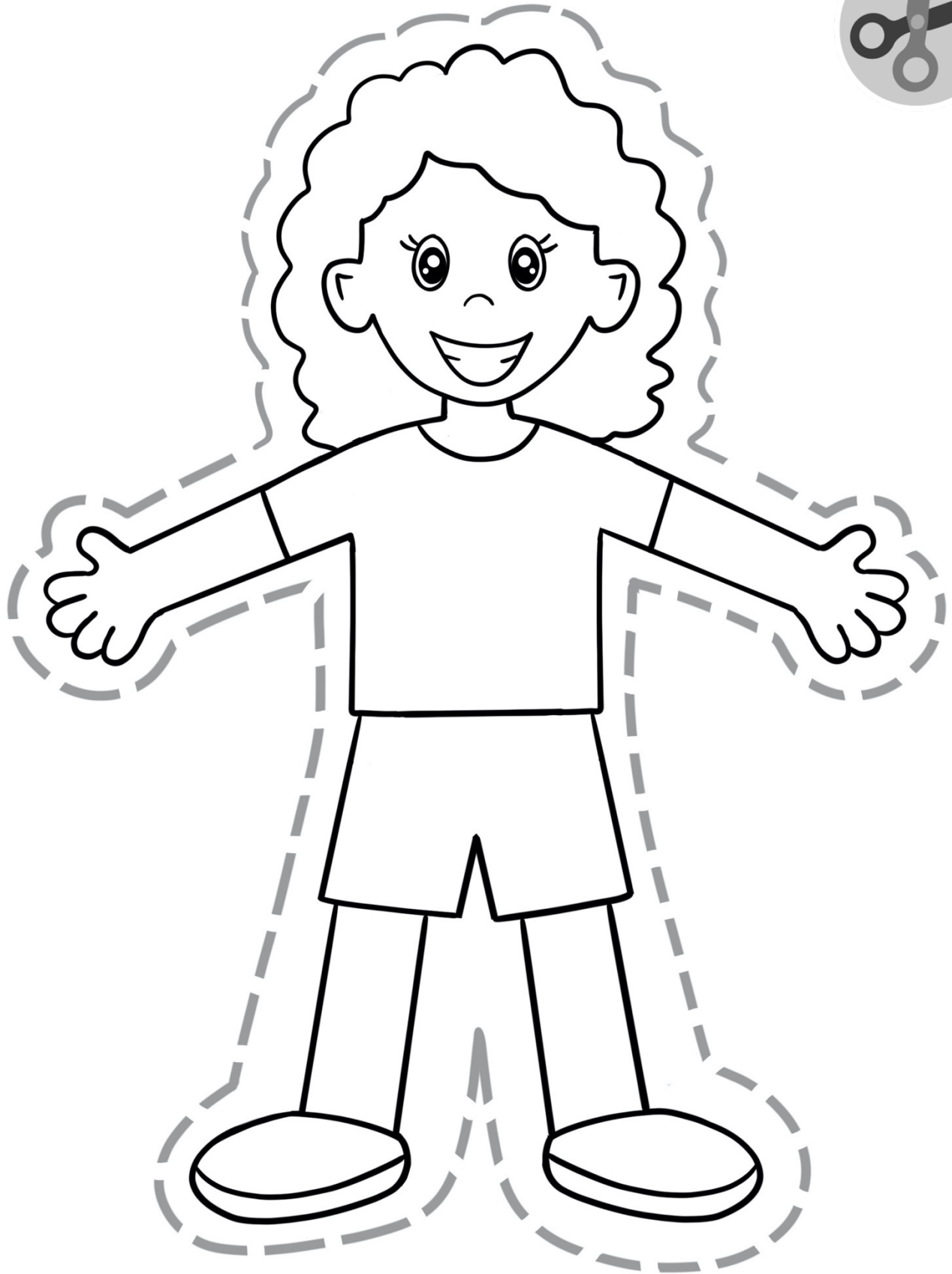


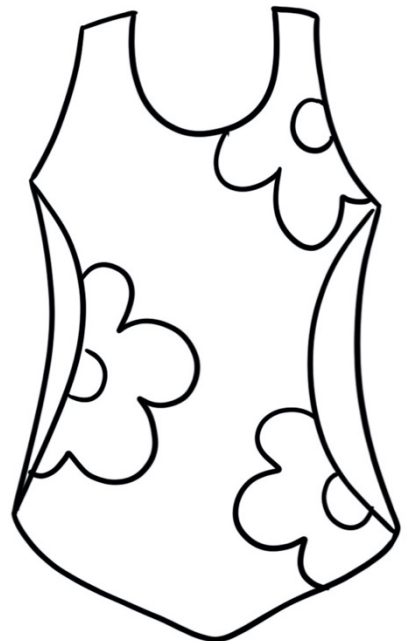
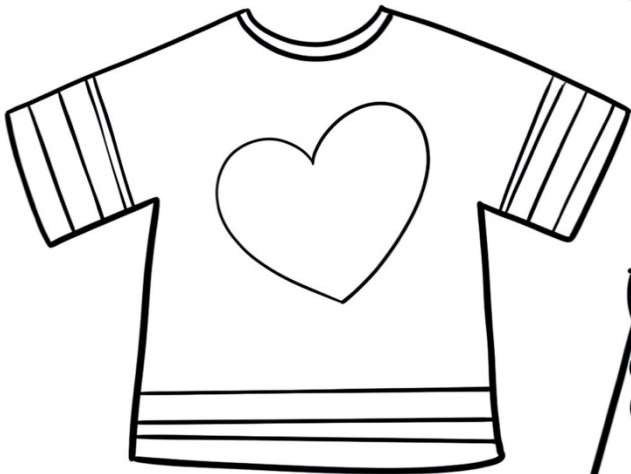
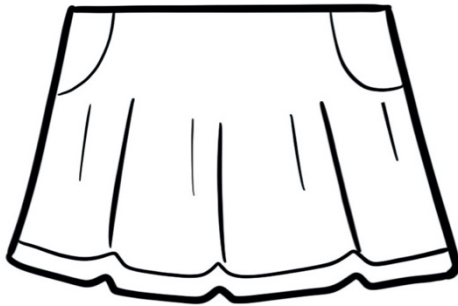
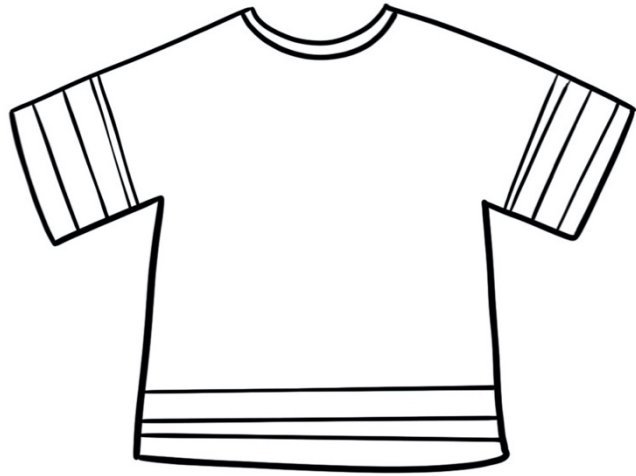
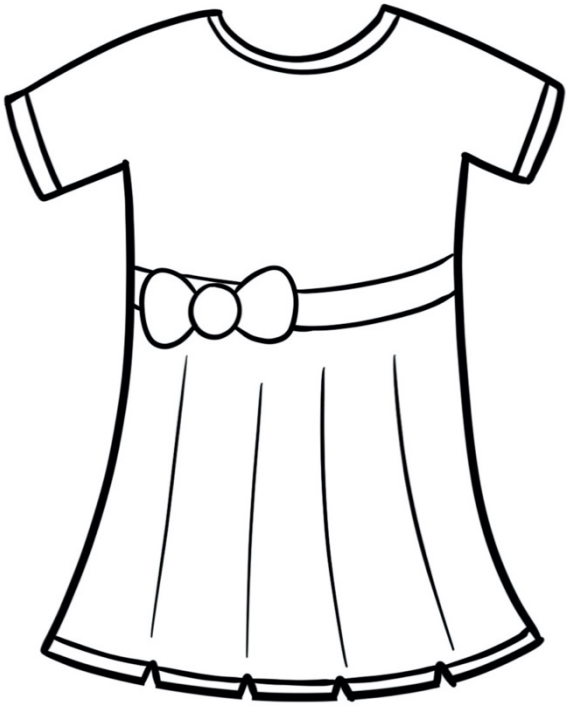
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

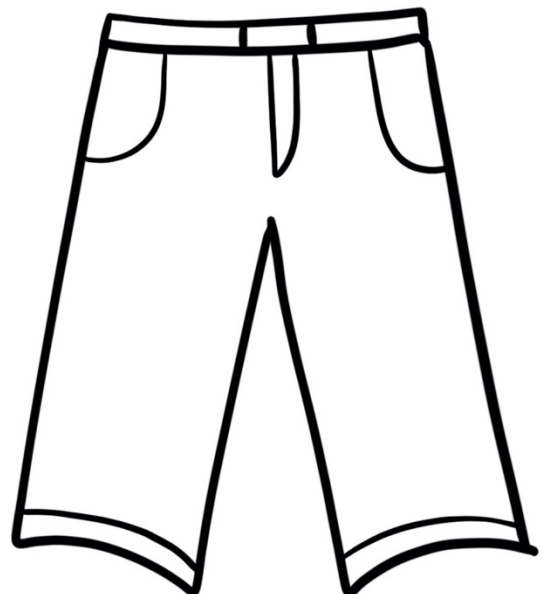
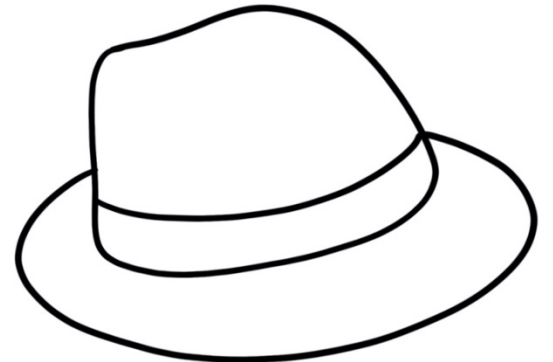
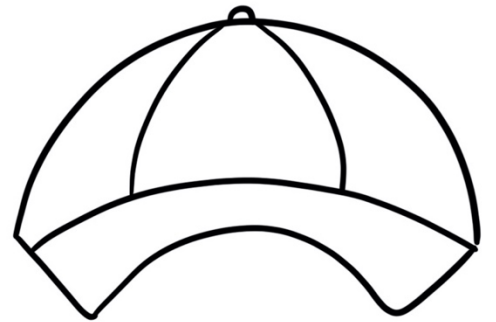
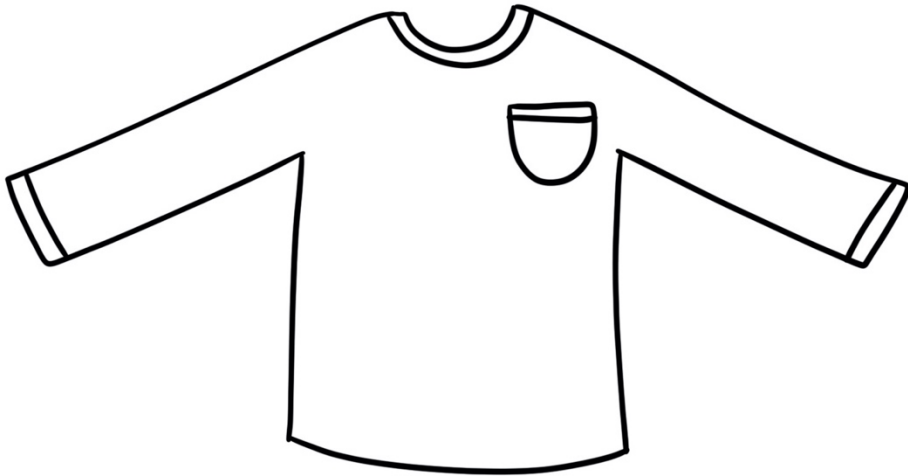
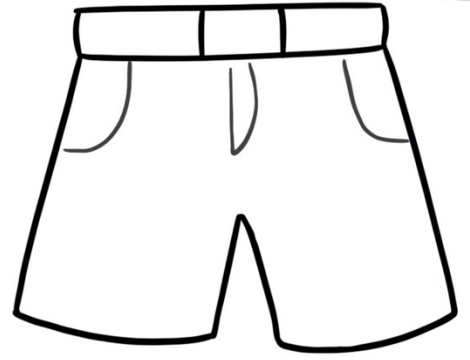












Vocabulary Practice Day 1

- Read your new vocabulary words out loud



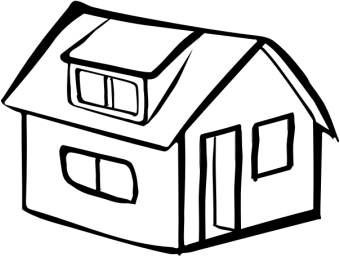


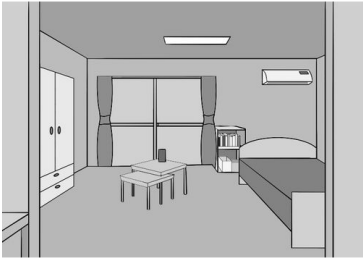
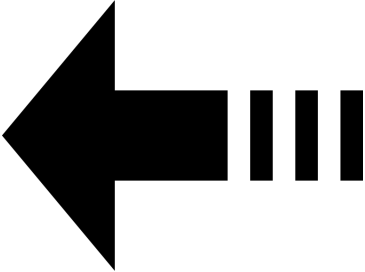
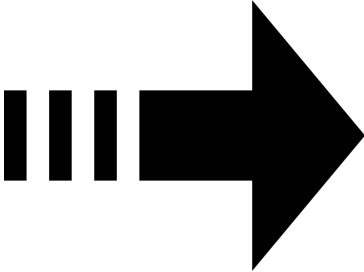

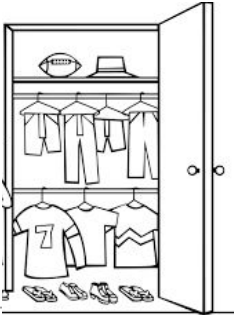
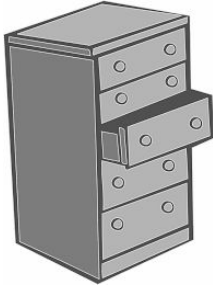

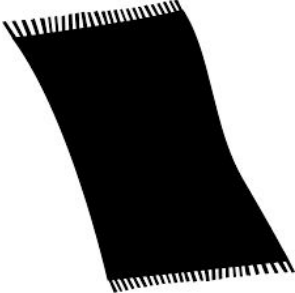

- Trace the words



- Take your buddy and go on a hunt around your house for the items. Check the box when you find it. Try to find them all!

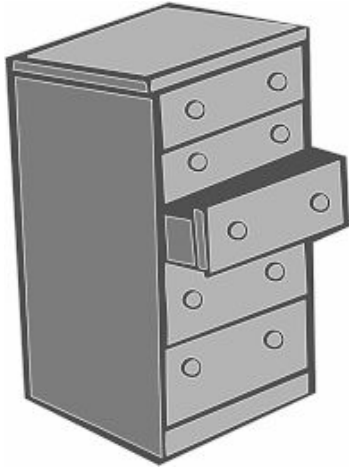


Vocabulary

		
house	apartment	mobile home
		
bedroom	left	right
		
lamp	closet	dresser
		
bed	rug	shelf

Vocabulary Trace

Found it!



dresser

Found it!

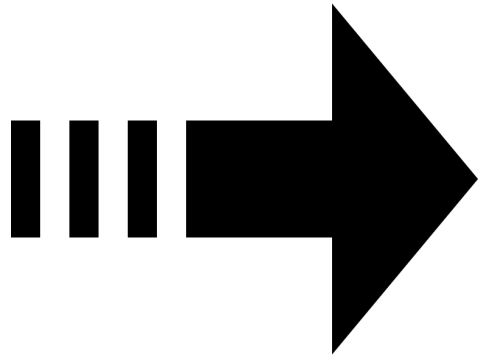


mobile home

Found it!



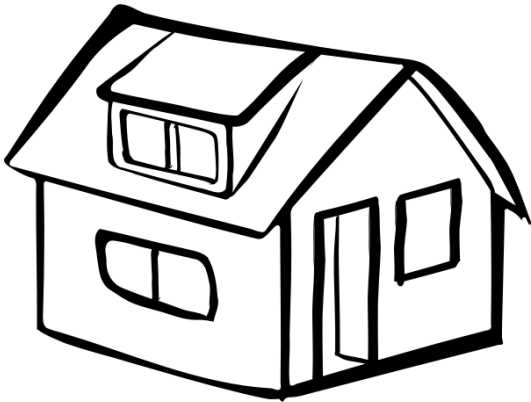
shelf



right

Vocabulary Trace

Found it!



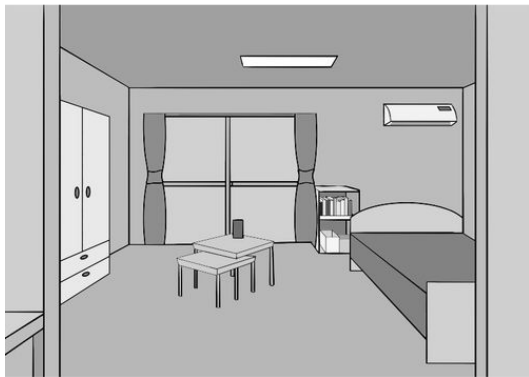
house

Found it!

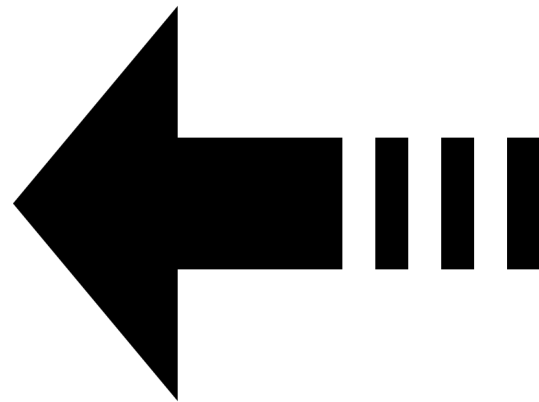


apartment

Found it!



bedroom



left

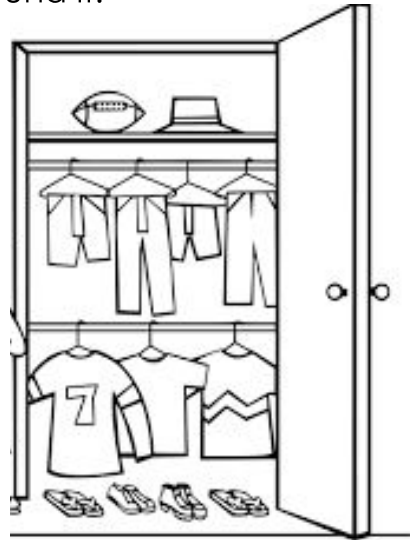
Vocabulary

Found it!



lamp

Found it!



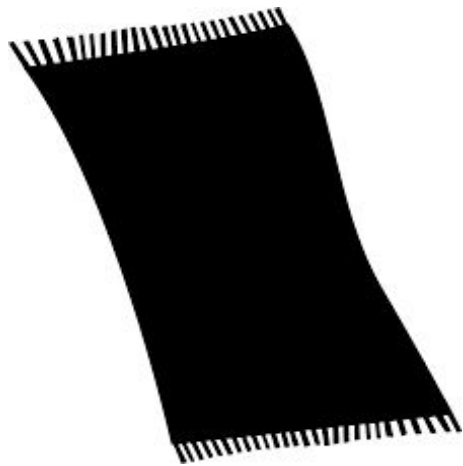
closet

Found it!



bed

Found it!










rug



Draw Your Room

Look around your room, or where you sleep and play, and draw what you see. After, label your picture. You can use the word bank and other words you know in English or your home language.

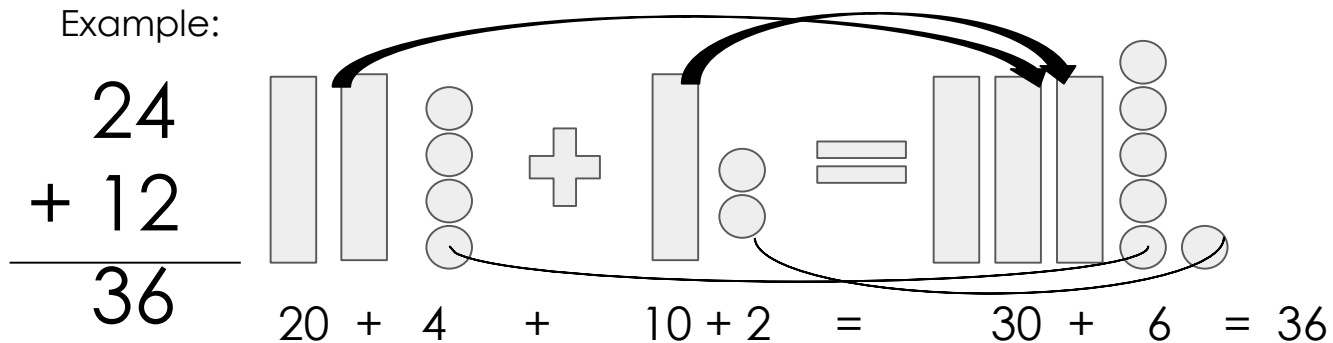


Word Bank:						
	lamp	closet	dresser	bed	rug	shelf

Add to 100

Add the numbers and find the sum.

Example:



$$\begin{array}{r} 72 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 29 \\ \hline \end{array}$$

Day 1

- Make Buddy
- Trace and Read Vocabulary
- Draw and label bedroom
- Add to 100



Day 2

Vocabulary Practice Day 2

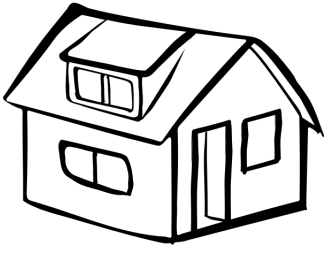
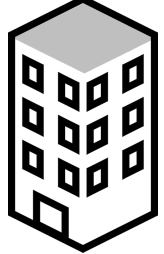

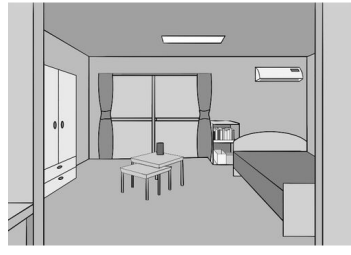
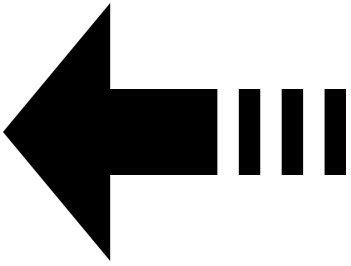
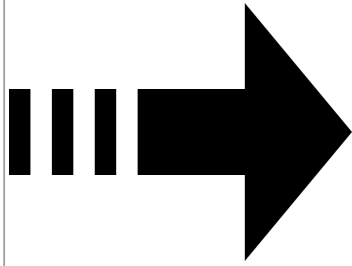

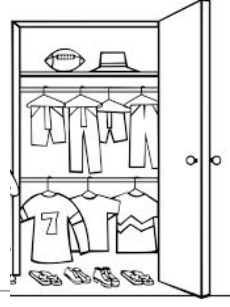
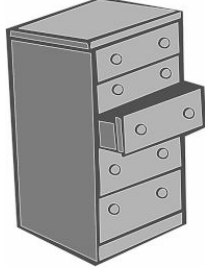

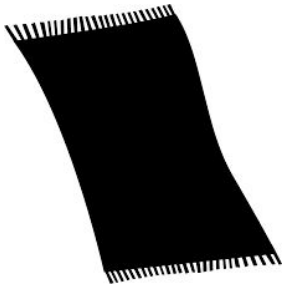

- Read your vocabulary words out loud



- Use the script to give your buddy a tour of a bedroom



Vocabulary

		
house	apartment	mobile home
		
bedroom	left	right
		
lamp	closet	dresser
		
bed	rug	shelf

Be a Tour Guide



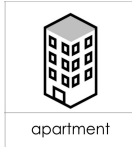
You can use the word bank to help you, but you can use other words you know in English and your home language to show your buddy other things in the bedroom.



Hello Buddy!

Welcome to my


Choose one



Today I want to show you my




First, here is the _____.

On the  is the _____.

On the floor is the _____.

I also see a _____.

To the  is the _____.

Finally here is the _____.

Word Bank:



lamp



closet



dresser



bed



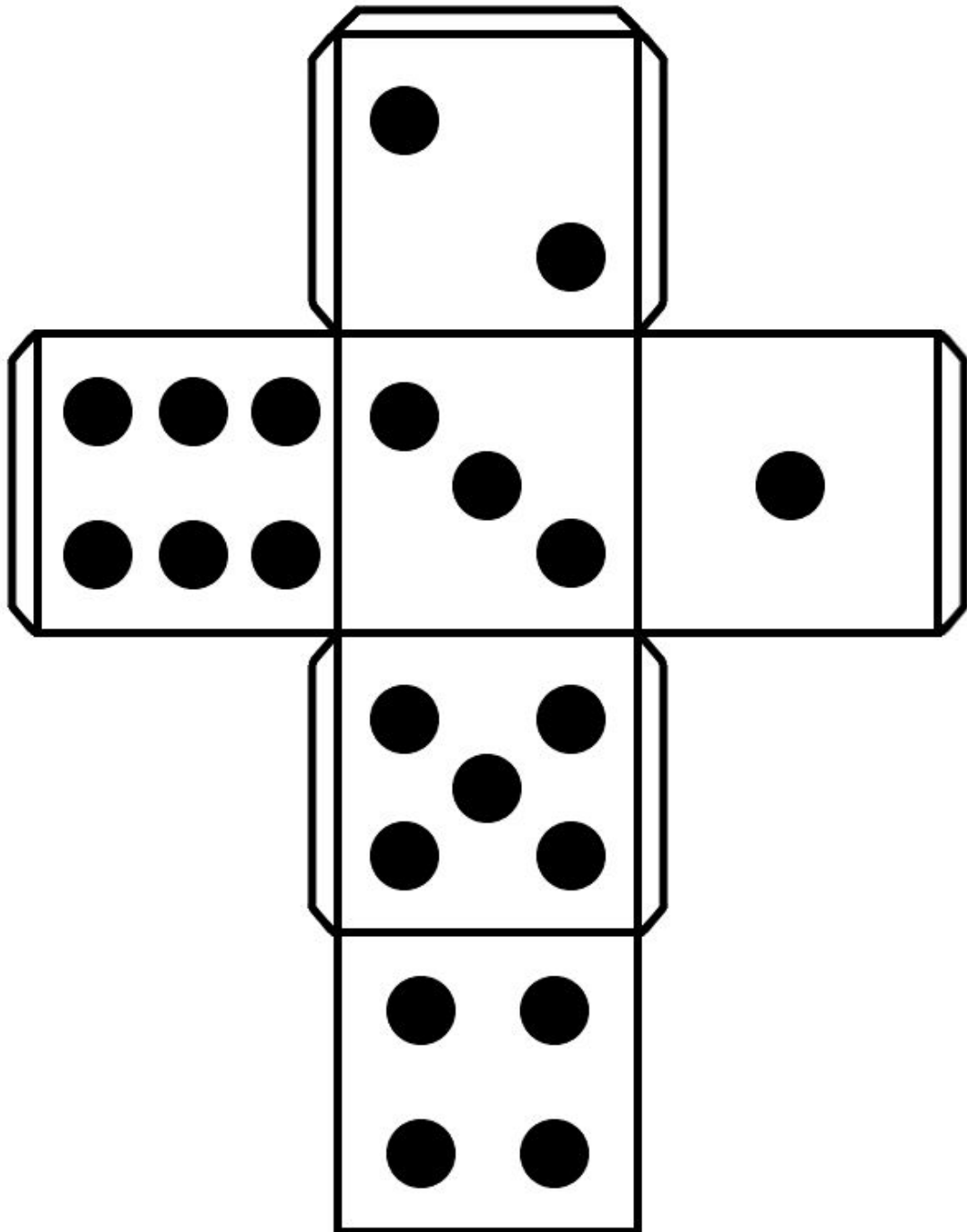
rug



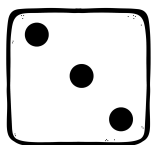
shelf

Die



Cut this out to make a die.



Workout Time



Roll the die and then do the exercise! Repeat 10 times for a great workout.

Number	Exercise	
	10 jumping jacks	
	5 sit ups	
	10 second wall sit	
	30 jog in place	
	10 toe touches	
	5 arm circles	

Meet Theo



Read the letter from Theo.












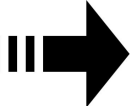
Hello!

My name is Theo. I am 9 years old and I am learning at home. My teacher said I could write a letter and she would send it to you! I want to tell you about where I live. I live in an apartment. It is very tall. I share a bedroom with my little brother. It is not very clean. We have a brown rug but it always has toys on it. We each have our own bed. Mine is red. The closet has our soccer ball and clothes in it. We don't have a dresser so I keep my tall lamp on my shelf. My shelf has a few books on the right and my legos on the left. My brother and I play with them together. What do you like to play? I hope you are having fun learning.

Talk later,

Theo

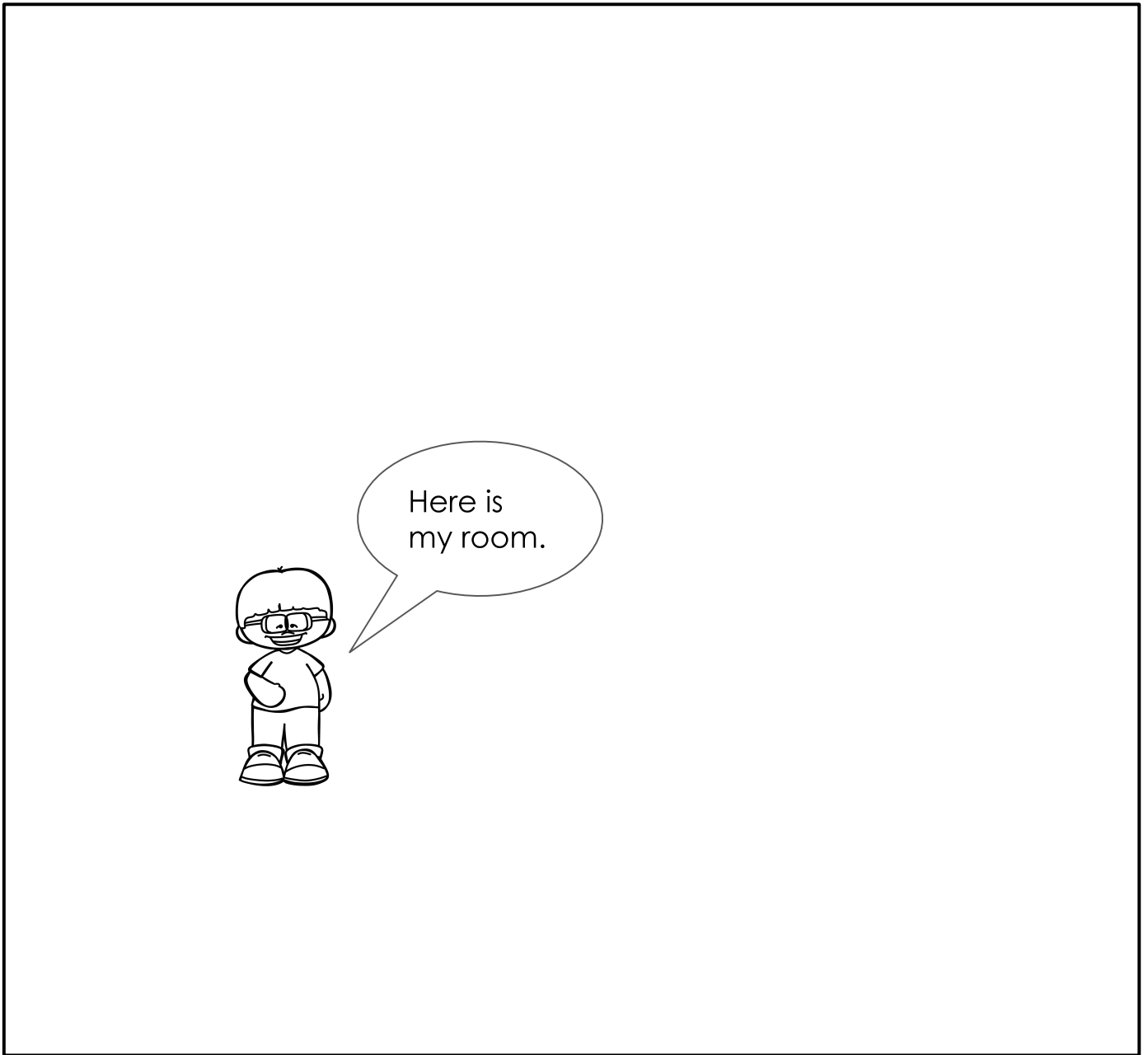
Word Bank:

					
lamp	closet	dresser	bed	rug	shelf
					
apartment	bedroom	left	right		



Draw Theo's Room

After you read Theo's letter, draw his room. You might need to reread to find all the details.

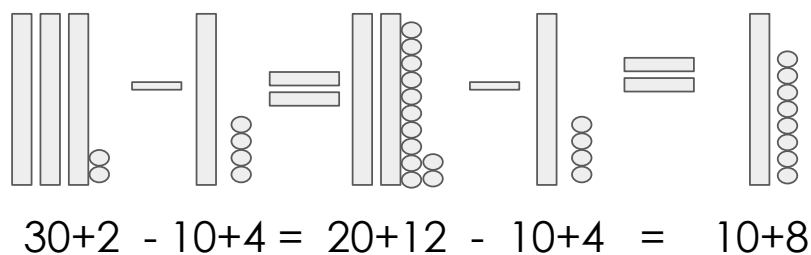


Subtract to 100

Subtract the numbers and find the missing part.

Example:

$$\begin{array}{r} 32 \\ - 14 \\ \hline 18 \end{array}$$



$$\begin{array}{r} 68 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 77 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 36 \\ \hline \end{array}$$

Day 2

- ❑ Practice your vocabulary words
- ❑ Workout with your buddy
- ❑ Read a letter from Theo
- ❑ Subtract to 100




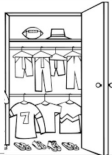









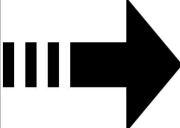
Day 3

Vocabulary



Read the sentences and find the vocabulary word that belongs. Each word will be used one time.

1. I use my _____ so I can see in the dark.
2. _____ and _____ are used to tell directions.
3. An _____ has lots of people living in it.
4. A _____ has blankets and a pillow.
5. The _____ makes my floor soft.
6. Families can live in a _____ or _____.
7. I put my shirts and shorts in the _____ drawers.
8. The _____ has clothes hanging in it.
9. I play and sleep in my _____.
10. A _____ can hold books and toys on the shelves.



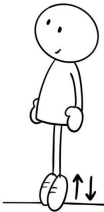





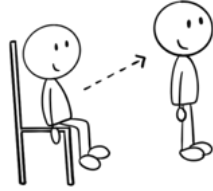
					
lamp	closet	dresser	house	apartment	mobile home
					
bed	rug	shelf	bedroom	left	right





Workout Time

Play workout Tic Tac Toe with someone else or your buddy. When you put an X or O on a square do the exercise. The first person to get 4 in a row is the winner!

15 Marches 	10 Side Bends 	10 Sit Ups 	10 Arm Circles 
10 Heel Raises 	5 Hops Each Foot 	10 Squats 	15 Punches 
15 Second Wall Sit 	5 Push Ups 	10 Jumping Jacks 	30 Second Run in Place 
10 Toe Touches 	15 Second Plank 	10 Chair Sits 	10 High Jumps 



Write a Letter to Theo

Yesterday you read a letter from Theo. Write Theo back and tell him about your room. Use the vocabulary bank and other words you know in English and your home language. You can use the picture you drew to help too.

Dear Theo,











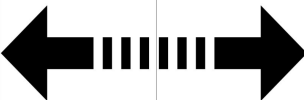
Thank you for your letter. I will tell you about my bedroom.

My bedroom _____



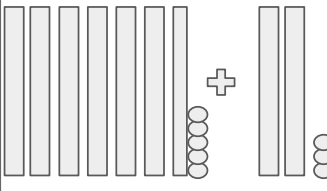
Talk later,

Word Bank:

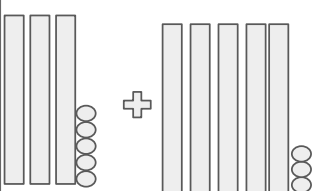
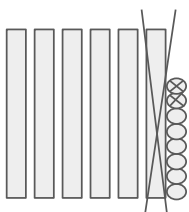
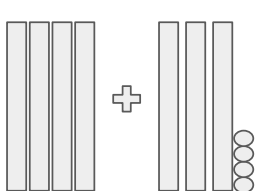
					
lamp	closet	dresser	house	apartment	mobile home
					
bed	rug	shelf	bedroom	left	right

Add and Subtract to 100

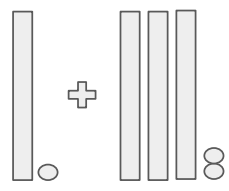
Add or subtract the equations and find the answer.
Draw 10s and 1s to show your work.

$75 + 23 = \underline{\quad}$ 	$\underline{\quad} = 38 + 56$	$57 - 23 = \underline{\quad}$
$\underline{\quad} = 68 - 56$	$69 - 25 = \underline{\quad}$	$\underline{\quad} = 58 + 4$

Look at the picture and write the equation. Solve.

$35 + 53 = 88$ 	$\underline{\quad} - \underline{\quad} = \underline{\quad}$ 	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ 
---	--	--

Create your own equation. Solve.

$43 = \underline{11} + 32$ 	$70 - \underline{\quad} = \underline{\quad}$	$\underline{\quad} = 64 + \underline{\quad}$
---	--	--

Day 3

- Practice your vocabulary words
- Workout with your buddy
- Write a letter back to Theo
- Add and Subtract to 100



Day 4

Vocabulary Practice Day 4

Read your vocabulary words out loud

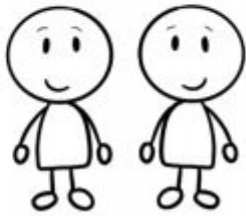


Cut out the cards on the dotted line



Play Go Fish

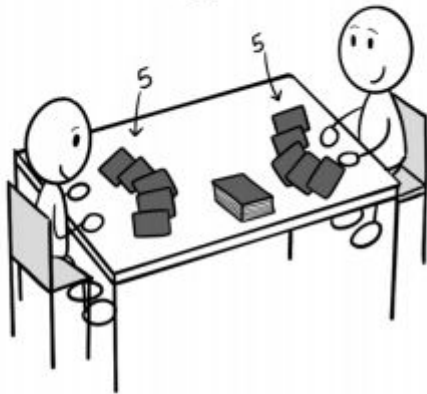
How to Play "Go Fish"



2+ Players



Shuffle the cards



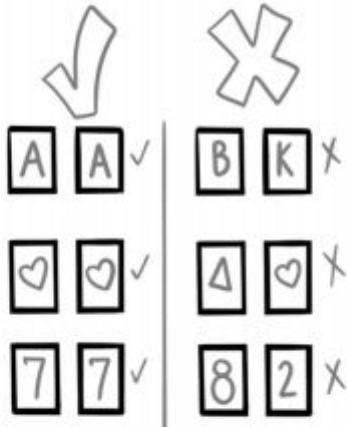
Give each player 5 cards without looking



Take turns asking your partner if they have a match for one of your cards. If they do, they have to give you their card. If they do not, they say "Go Fish!" and you take a card from the deck between you.



Look to see if you have any matching cards in your hands. If you do, take those cards out of your deck.



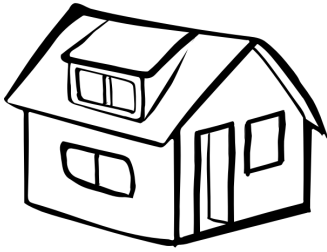
Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



Keep playing until someone runs out of cards!



Cards for Go Fish



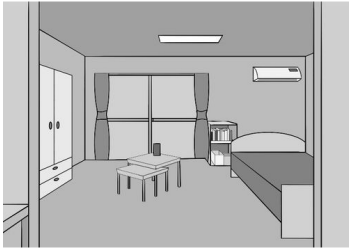
house



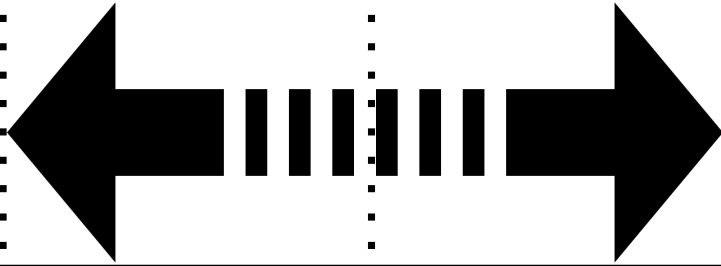
apartment



mobile home



bedroom

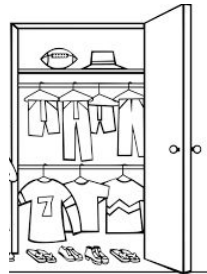


left

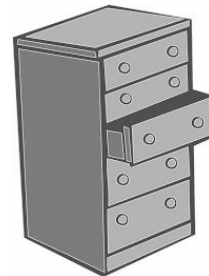
right



lamp



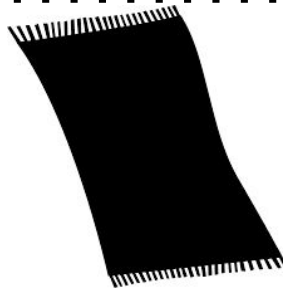
closet



dresser



bed



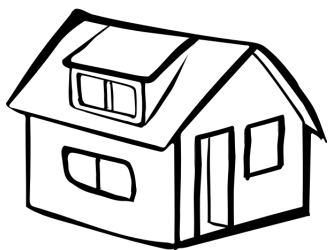
rug



shelf



Cards for Go Fish



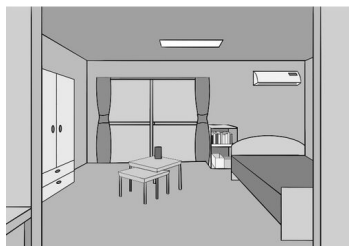
house



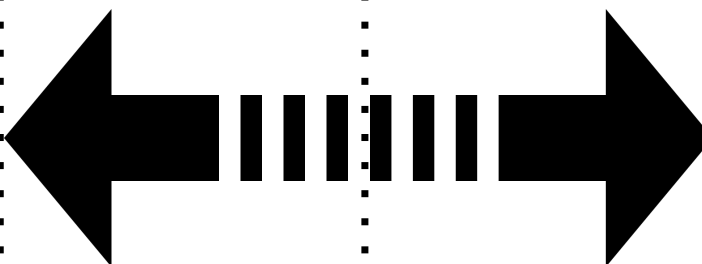
apartment



mobile home



bedroom

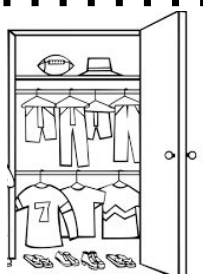


left

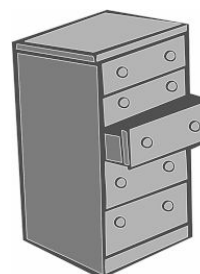
right



lamp



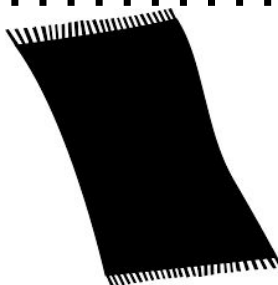
closet



dresser



bed



rug






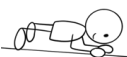
shelf



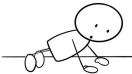



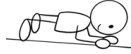



Workout Time

Follow along to do a whole body workout.




Warm Up:

- 10 jumping jacks 
- 10 side bends 
- 10 arm circles 
- 30 second plank 

Work Out:

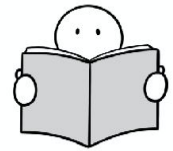
- 15 pushups 
- 15 high jumps 
- 15 second wall sit 
- 15 second run in place 
- 15 second plank 
- 15 chair sits 
- 15 sit ups 
- 15 squats 

Cool Down:

- 10 deep breaths 
- 10 toe touches 
- 10 deep breaths 

Meet Theo

Read the letter from Theo.











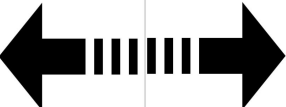

Hello!

My name is Theo. I am 9 years old and I am learning at home. My teacher said I could write a letter and she would send it to you! I want to tell you about where I live. I live in an apartment. It is very tall. I share a bedroom with my little brother. It is not very clean. We have a brown rug but it always has toys on it. We each have our own bed. Mine is red. The closet has our soccer ball and clothes in it. We don't have a dresser so I keep my tall lamp on my shelf. My shelf has a few books on the right and my legos on the left. My brother and I play with them together. What do you like to play? I hope you are having fun learning.

Talk later,

Theo

Word Bank:

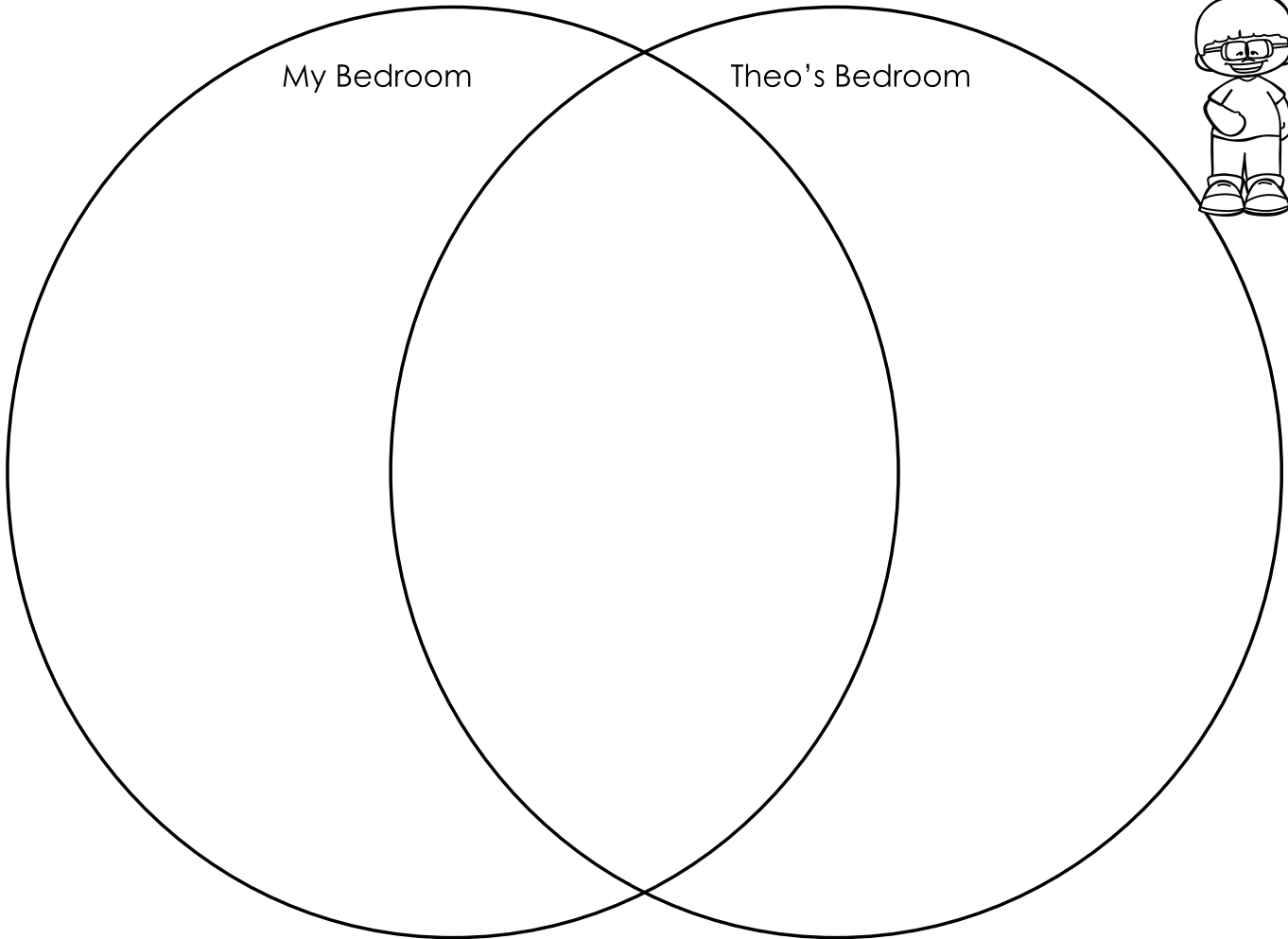
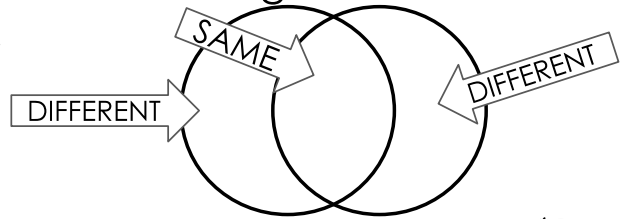
					
lamp	closet	dresser	bed	rug	shelf
					
apartment	bedroom	left	right		

Compare and Contrast



Compare and contrast your bedroom with Theo's bedroom. Look at the example to see where you should write the things that are the same and the things that are different. List as many as you can.

When you are done, share your answers with your buddy.



Word Bank						
	lamp	closet	dresser	bed	rug	shelf
				*You can also use other words you know in English and your home language		
apartment	bedroom	left	right			

Add and Subtract with Word Problems

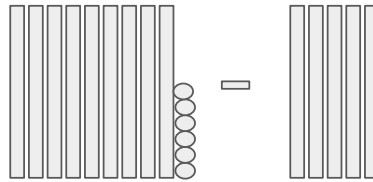
Read the word problem and write the equation.
Then solve using tens and ones sticks.

1. Sam has 96 water bottles. She gives Junior 50 of them. How many does she have left?

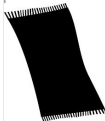


Equation: $96 - 50 = \underline{\quad}$

Answer: **46** water bottles



2. Max has 42 rugs. He gets 15 more for his birthday. How many rugs does he have now?



Equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Answer: $\underline{\quad}$ rugs

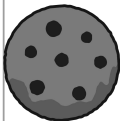
3. Sarah has 35 toys. Martina has 34 toys. How many toys do they have together?



Equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Answer: $\underline{\quad}$ toys

4. Tim has 22 cookies. Tina takes 13 cookies. How many cookies does Tim have left?



Equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Answer: $\underline{\quad}$ cookies

5. Evan has 37 pencils. His mom gives him 29 more. How many pencils does Evan have now in total?



Equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Answer: $\underline{\quad}$ pencils

Day 4

- ❑ Practice your vocabulary words
- ❑ Workout with your buddy
- ❑ Compare your bedroom with
Theo's bedroom
- ❑ Add and subtract word
problems to 100



Day 5

Match the Vocabulary



Read the vocabulary word and find the matching picture. Write the letter in the box .

left	g
apartment	
house	
lamp	
shelf	
closet	
dresser	
bed	
right	
mobile home	
rug	
bedroom	

a.



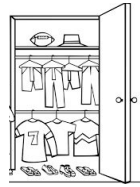
b.



c.



d.



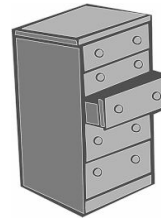
e.



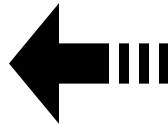
f.



h.



i.



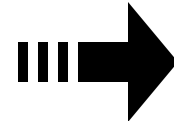
j.



k.



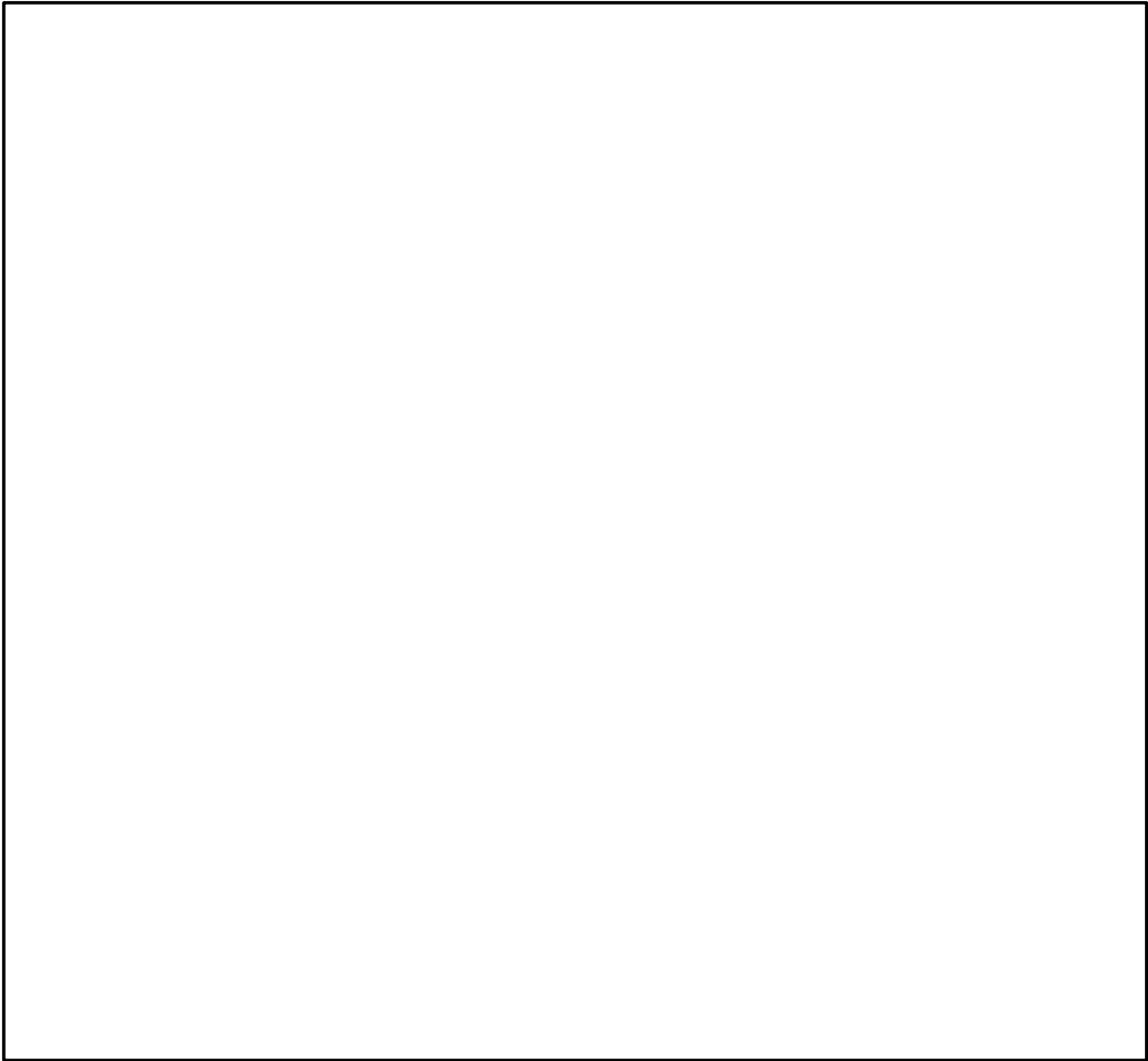
l.





Draw Your Buddy a Room

Your buddy needs a bedroom. Draw a bedroom for your buddy. After, label your picture. You can use the word bank and words you know in English or your home language.



Word Bank:

	lamp	closet	dresser	bed	rug	shelf

“Here’s Your New Room!”

You can use your vocabulary words and other words you know in English and your home language to show your buddy his new bedroom.



Hello Buddy!



Here is your new bedroom! I hope you like it!

Look, you have a _____.

Next to it is a _____.

To the left is the _____.

I think your favorite part will be this _____.

On the right is your _____.

Another great part is your _____.

Last, here is the _____.

What’s your favorite part Buddy?

Make a Word Problem



Use the sentences to help you make a word problem. Write the equation and then solve it!

Example:

Yasmeen has 22 books. He/She loses 12 of them. How many books does he/she have left?

Equation: $22 - 12 = \underline{\quad}$

Answer: 10 books

1. _____ has 34 _____. He/She loses 23 of them. How many _____ does he/she have left?

Equation: _____ - _____ = _____

Answer: _____

2. _____ has 17 _____. He/She finds 38 more. How many _____ does he/she have now?





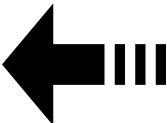
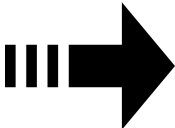

Equation: _____ + _____ = _____


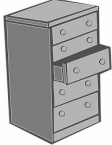



Answer: _____



My Dictionary

Look at the pictures. Trace the words. Can you write them in another language? Use the blank squares to add any other new words you learn.

Picture	Trace	Home Language(s)
	house	
	apartment	
	mobile home	
	bedroom	
	left	
	right	
	lamp	

Picture	Trace	Home Language(s)
	<p>closet</p>	
	<p>dresser</p>	
	<p>shelf</p>	
	<p>rug</p>	
	<p>bed</p>	

Day 5

- ❑ Practice your vocabulary words
- ❑ Make a bedroom for your buddy
- ❑ Show your buddy his new bedroom
- ❑ Write your own word problem



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 evenly down the page, 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



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