

2nd – 3rd grade • English Level 2

Learning Packet #2

Theme: Where Do I Live? Part 2



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **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.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- CCSS.MATH.CONTENT.3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

Social Studies

- NE SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 - SS 3.3.1.a Identify and apply map elements.
 - SS 3.3.1.b Use a map to identify location and distribution of physical and human features.
 - SS 3.3.1.c Determine why things are located where they are in the community.

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.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.

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.
- NE PE.3.1.2 Performs non-locomotor skills in a variety of environments.

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Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.
- Students will be learning about their neighborhood and as well as other neighborhoods in cities, towns, and the country. They will be working on repeated addition and creating equal groups in preparation for multiplication. 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.
 - neighborhood
 - city
 - town
 - country (ex. countryside)
 - array
 - group
 - repeat
 - road
 - north
 - south
 - west
 - east

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 **Rachael Balleweg**
in collaboration with Tricia Gray, Kara Mitchell Viesca, and Alexa Yunes.

Answers: Repeated Addition Arrays

Read the addition equation and draw arrays for each one. You can use any pictures you want.

Example:
 $2 + 2 + 2 + 2 = 8$



$2 + 2 + 2 = 6$ 	$5 + 5 = 10$
$3 + 3 + 3 + 3 = 12$ 	$1 + 1 + 1 + 1 + 1 = 5$

Example:
 Draw 4 groups of 2
 $2 + 2 + 2 + 2 = 8$



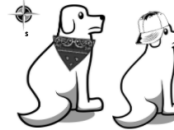
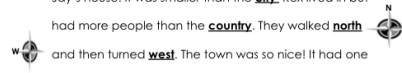
Draw 4 groups of 6 $6 + 6 + 6 + 6 = 24$	
Draw 7 groups of 2 $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$	

Answers: Vocabulary



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

One day Jay and Rex wanted to visit the **town** close to Jay's house. It was smaller than the **city**. Rex lived in but had more people than the **country**. They walked **north** and then turned **west**. The town was so nice! It had one big park with a **group** of tall trees. The signs **repeated** in the **neighborhood**, said that they should pick up their trash so the town would stay clean. The shops were in two groups of two which made an **array** of four shops. Finally it was time to go home. They got back on the **road**, they walked **east**, and then turned **south**. It was a great day.



Word Bank:

Answers: Practice Repeated Addition

Fill in the missing parts in the table.



Array	Repeated Addition	Groups
Example: 	$5 + 5 + 5 = 15$	3 groups of 5
	$5 + 5 + 5 + 5 + 5 = 30$	6 groups of 5
	$1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = 8$	2 groups of 1
	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 18$ $2 + 2 + 2 = 6$	2 groups of 2
	$2 + 2 + 2 = 6$	4 groups of 2
	$3 + 3 + 3 = 9$	4 groups of 3

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15 de agosto del 2020

Estimadas familias:

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

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

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

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

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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 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.
- Los estudiantes aprenderán sobre su vecindario y también sobre otros vecindarios en ciudades, pueblos y en el país. Trabajarán en sumas repetidas y crearán grupos iguales en preparación para la multiplicación. También se ofrecerán oportunidades para el movimiento y el arte.
- **Palabras y frases útiles:** esta semana su hijo aprenderá y practicará muchas palabras. Lo alentamos a que le recuerde a su hijo cómo decirlo y escribirlo en todos los idiomas que hable en su hogar. Se proporcionan en inglés en este paquete para que su hijo también practique.
barrio ciudad pueblo camino norte sur este oeste repetir
grupo matriz país (ej. campo)

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

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Share your learning!

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

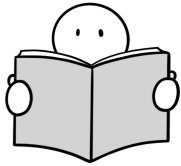
We'd love to see what you've done with this packet!



Instructions Key



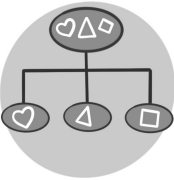
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



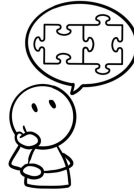
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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



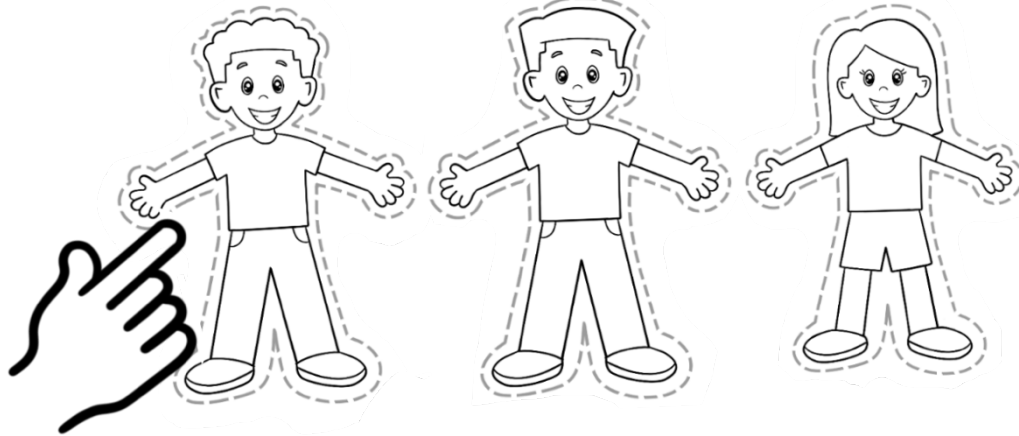
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Day 1

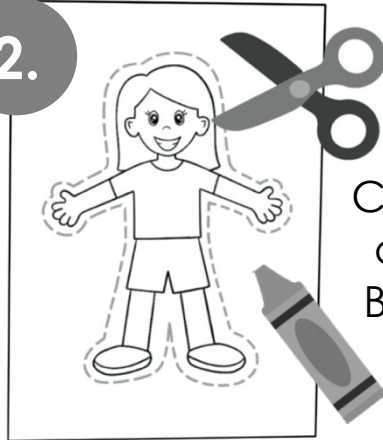
- Make Buddy
- Trace and Read Vocabulary
- Take a Learning Walk
- Repeated Addition
- Journal

My Buddy

1. Choose a Buddy

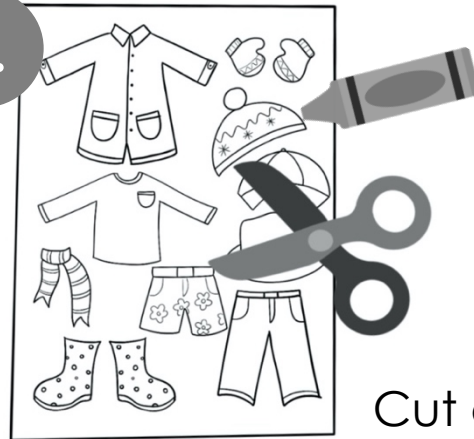


2.



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

3.

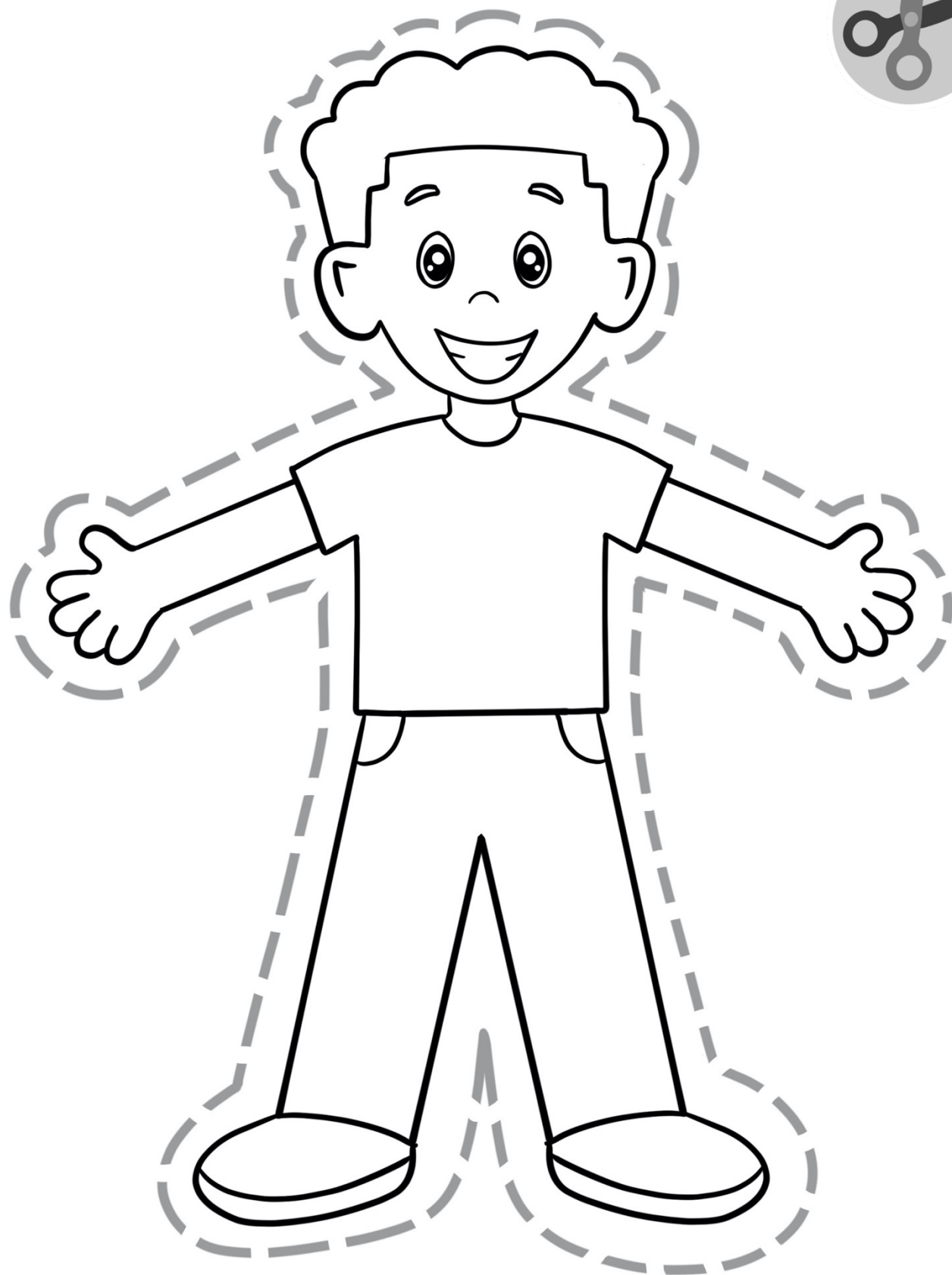


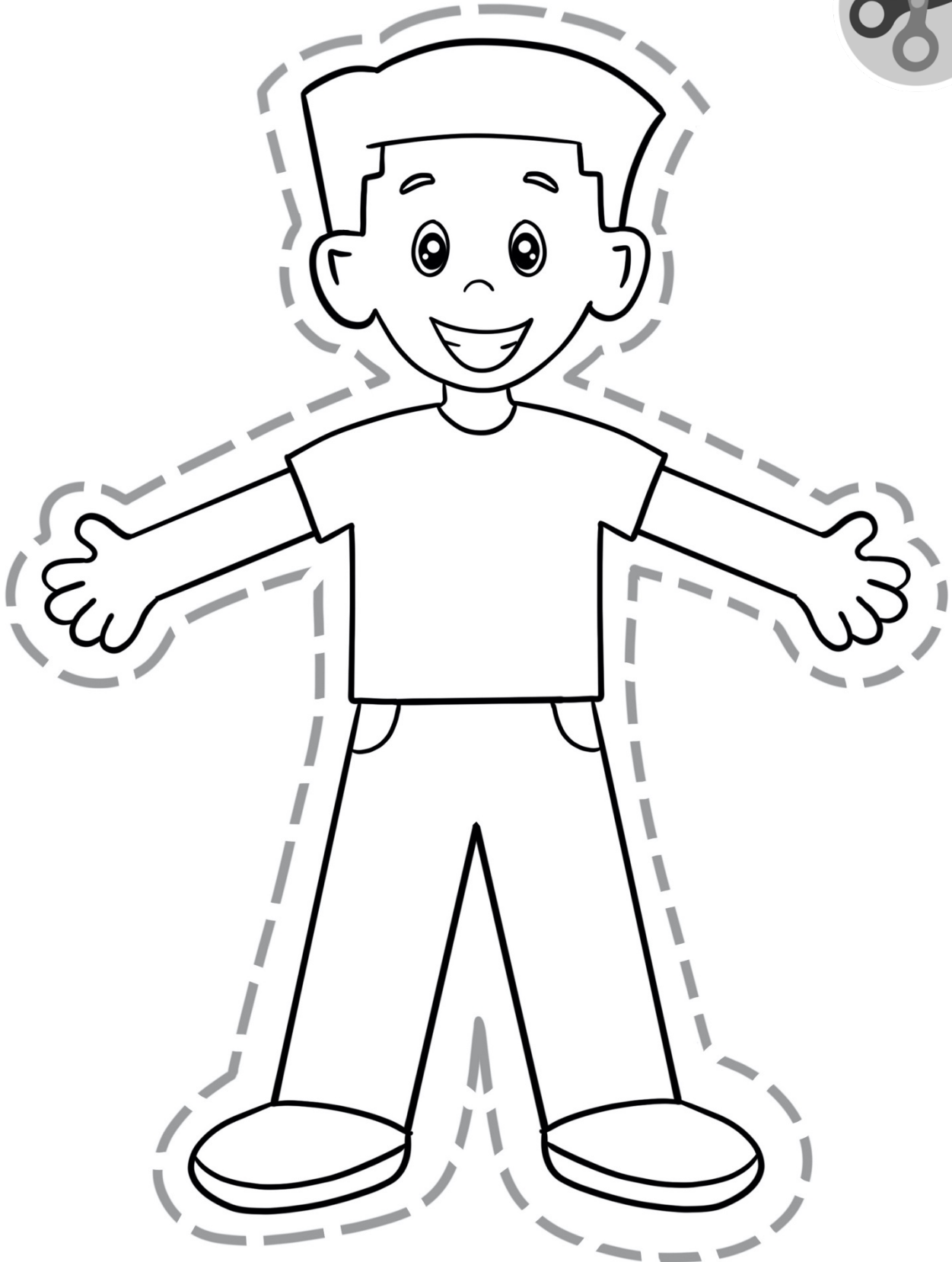
Cut out and color the accessories

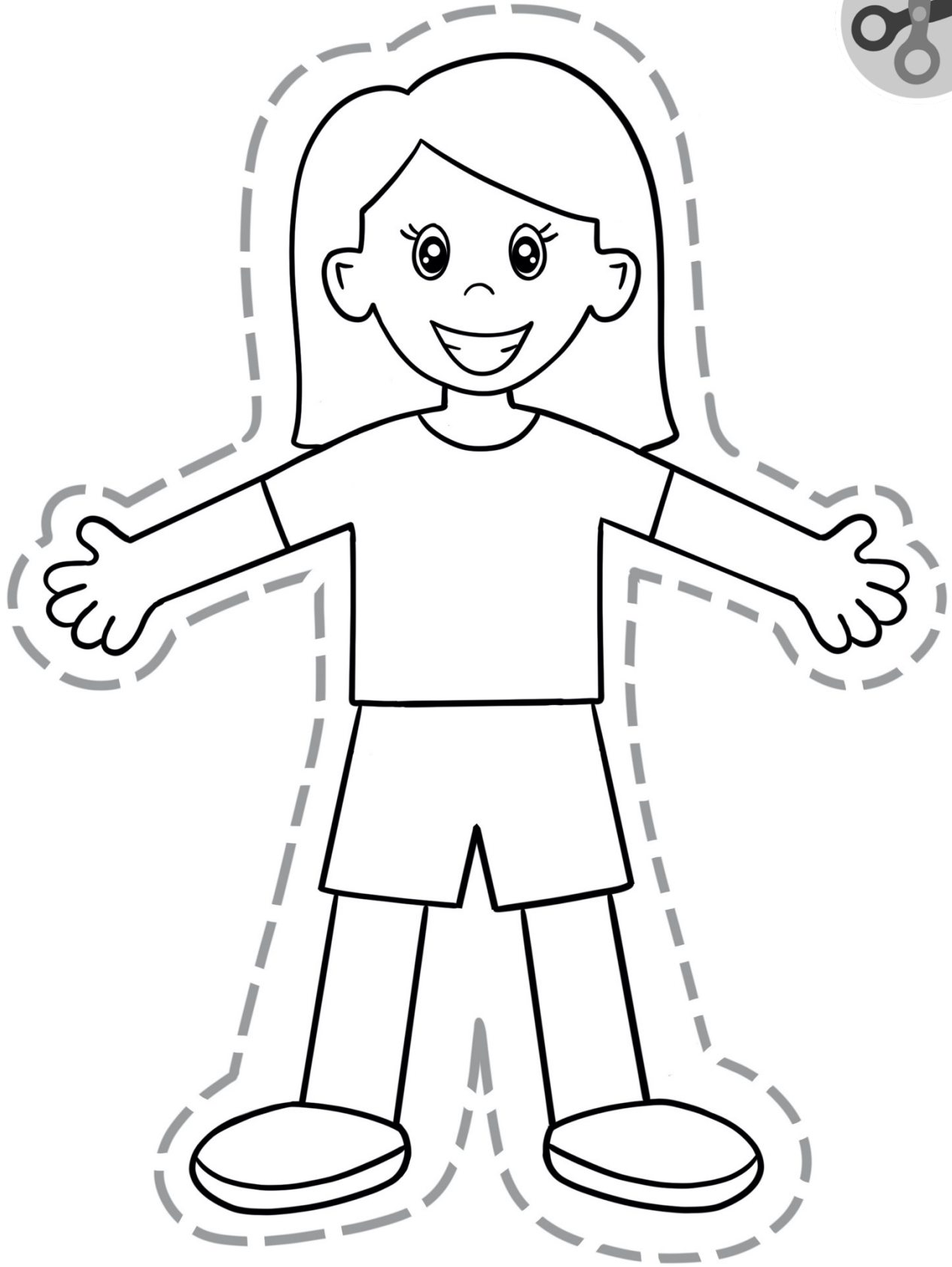
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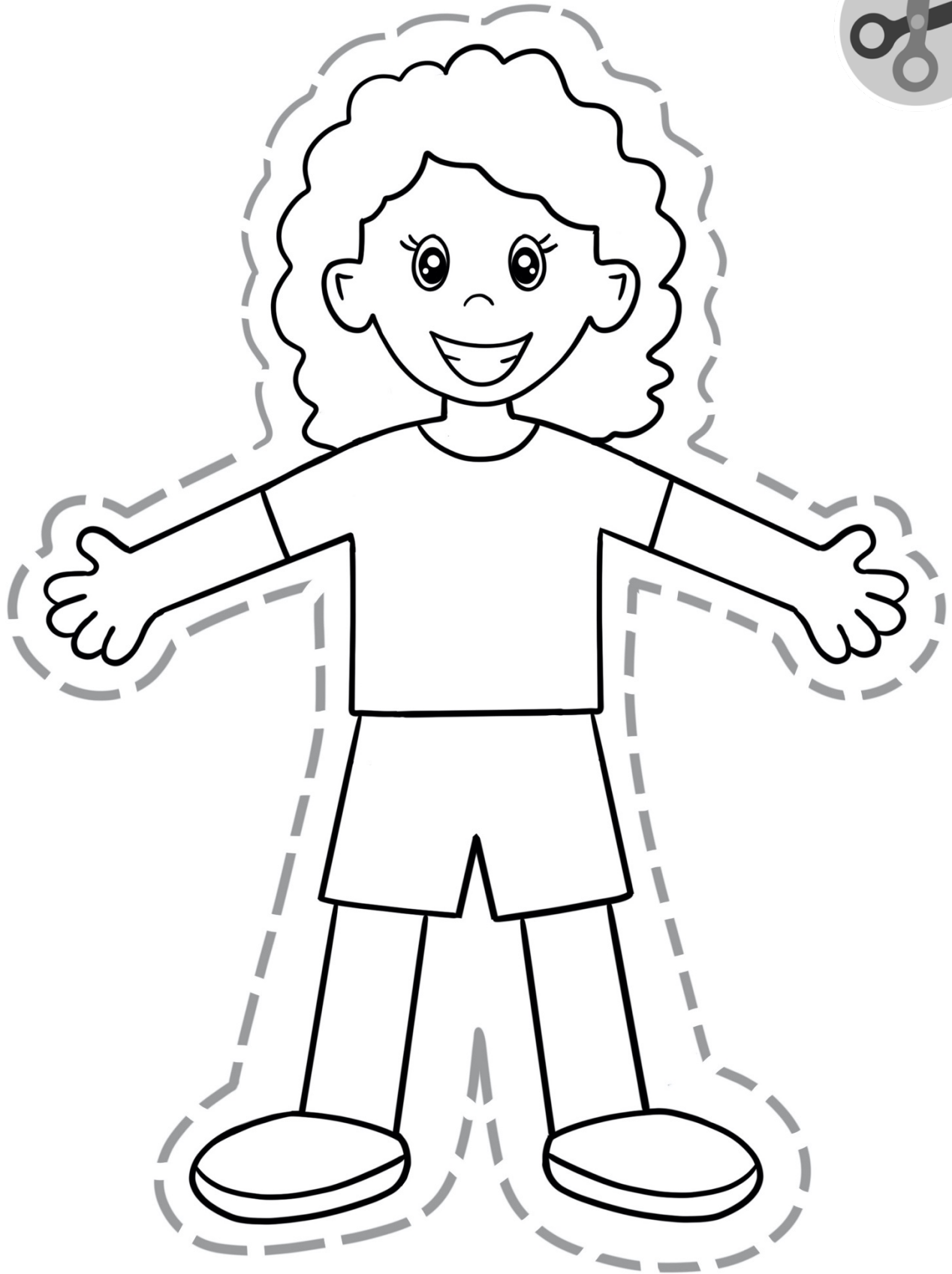


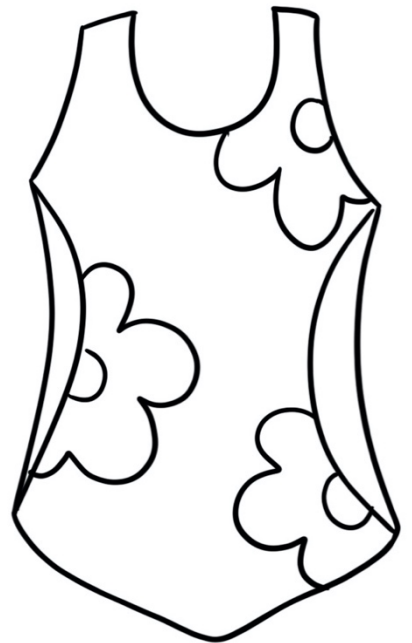
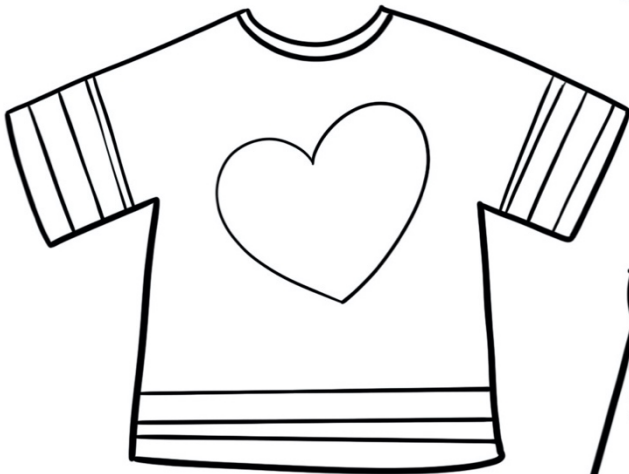
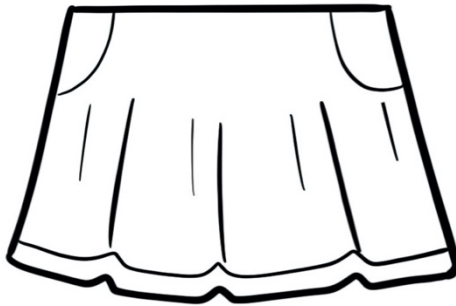
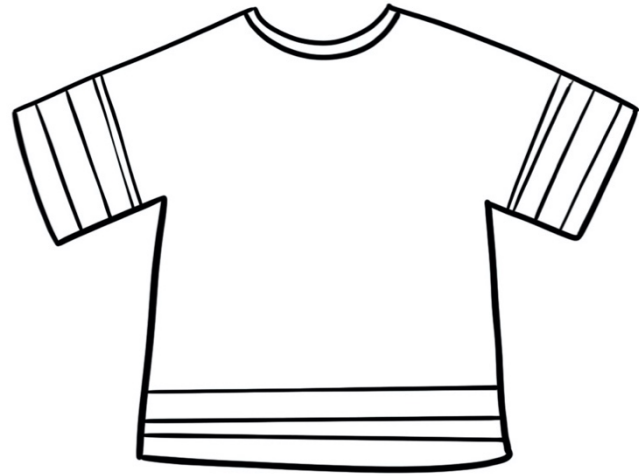
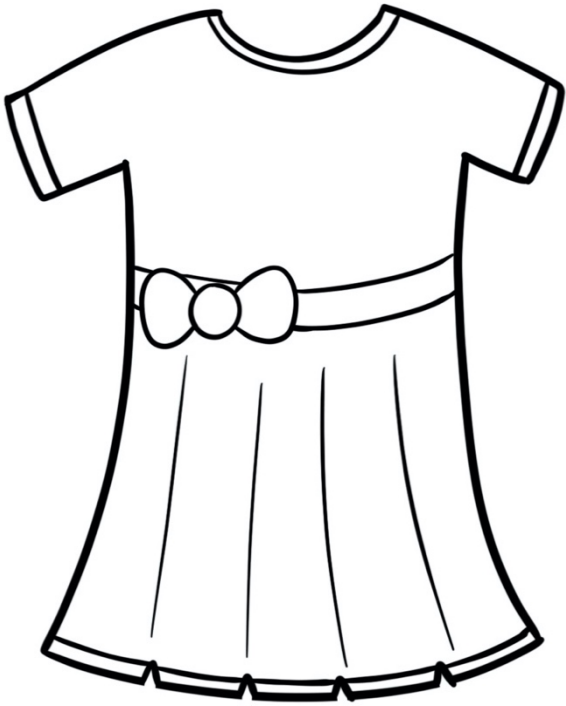
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

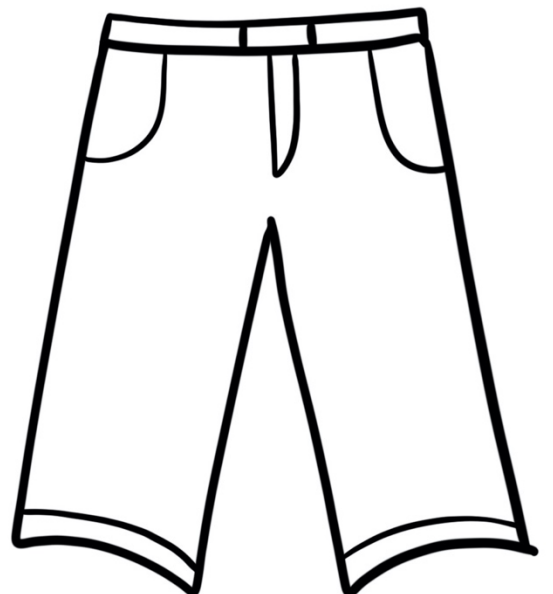
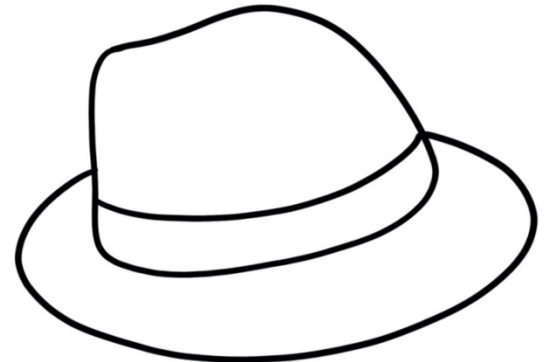
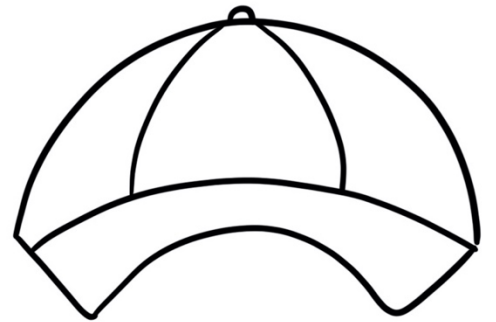
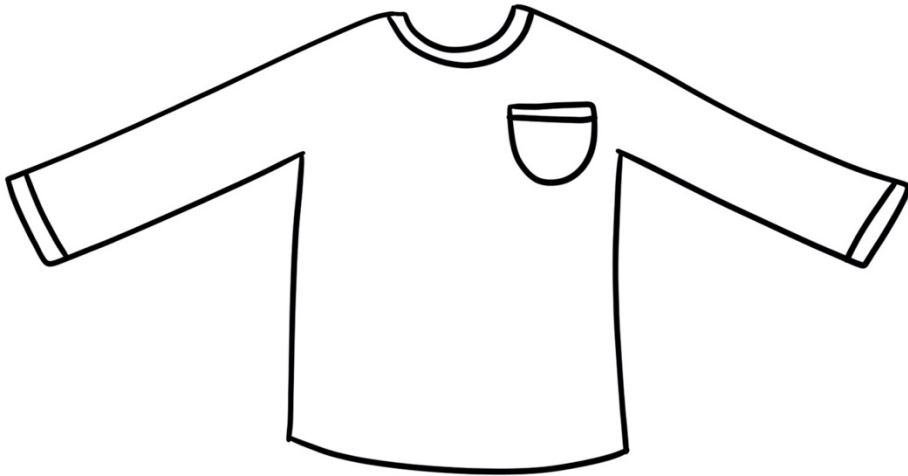
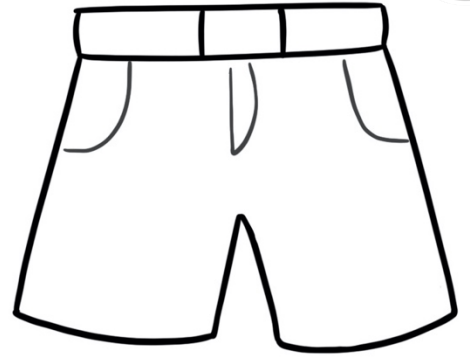












Vocabulary Practice Day 1

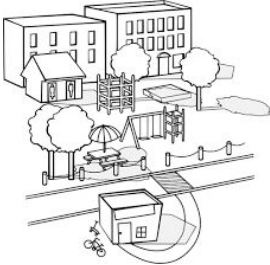










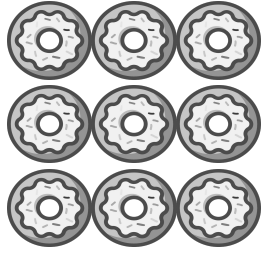
- Read your new vocabulary words out loud



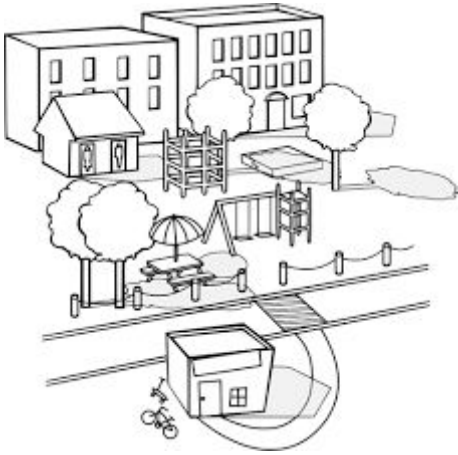
- Trace the words



Vocabulary

		
neighborhood	city	town
		
country	road	north
		
south	east	west
		
repeat	group	array

Vocabulary Trace



neighborhood



city



town



country

Vocabulary Trace



road



north

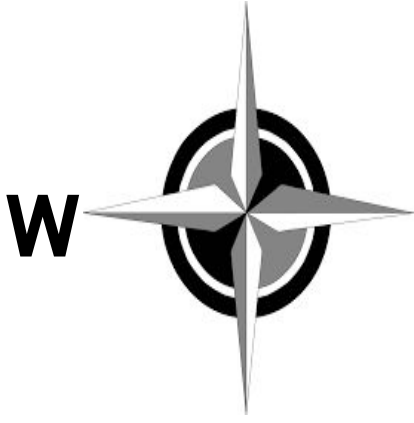


south



east

Vocabulary



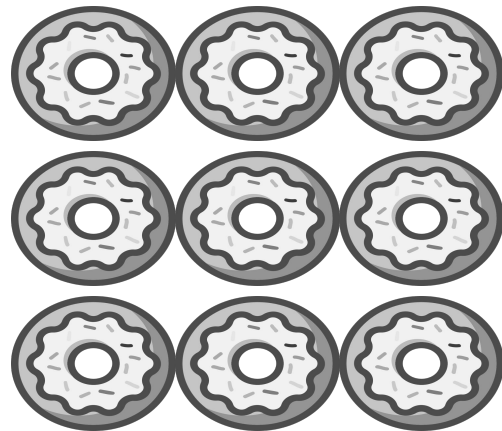
west



repeat



group



array



Draw Your Neighborhood



Think about your neighborhood walk. Draw and color three things you saw and fill in the sentence. You can write in English or another language.



First, I saw _____.



Next, I saw _____.



Last, I saw _____.

Repeated Addition

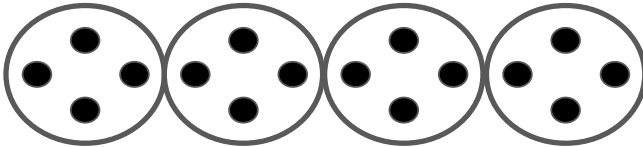
Add the numbers and find the sum. Use the pictures to help you.

Example:

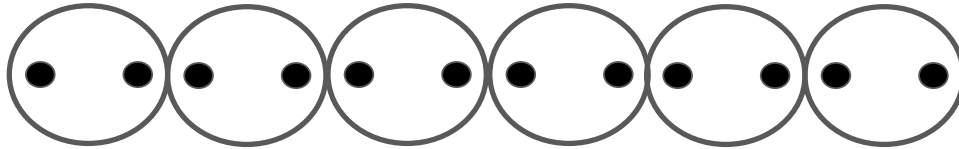
$$4 + 4 + 4 + 4 = \underline{\quad}$$

Answer:

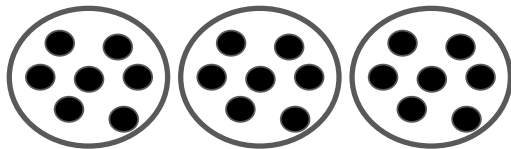
$$4 + 4 + 4 + 4 = 16$$



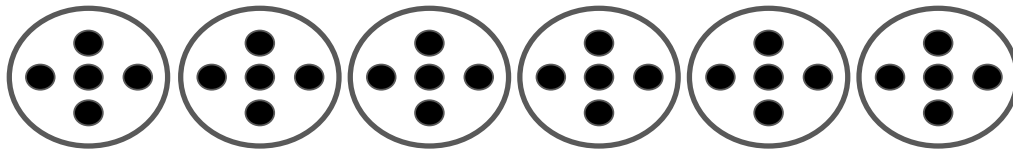
1) $2 + 2 + 2 + 2 + 2 + 2 = \underline{\quad}$



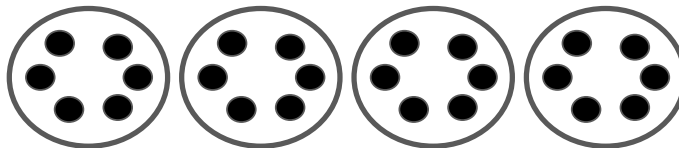
2) $7 + 7 + 7 = \underline{\quad}$



3) $5 + 5 + 5 + 5 + 5 + 5 = \underline{\quad}$



4) $6 + 6 + 6 + 6 = \underline{\quad}$



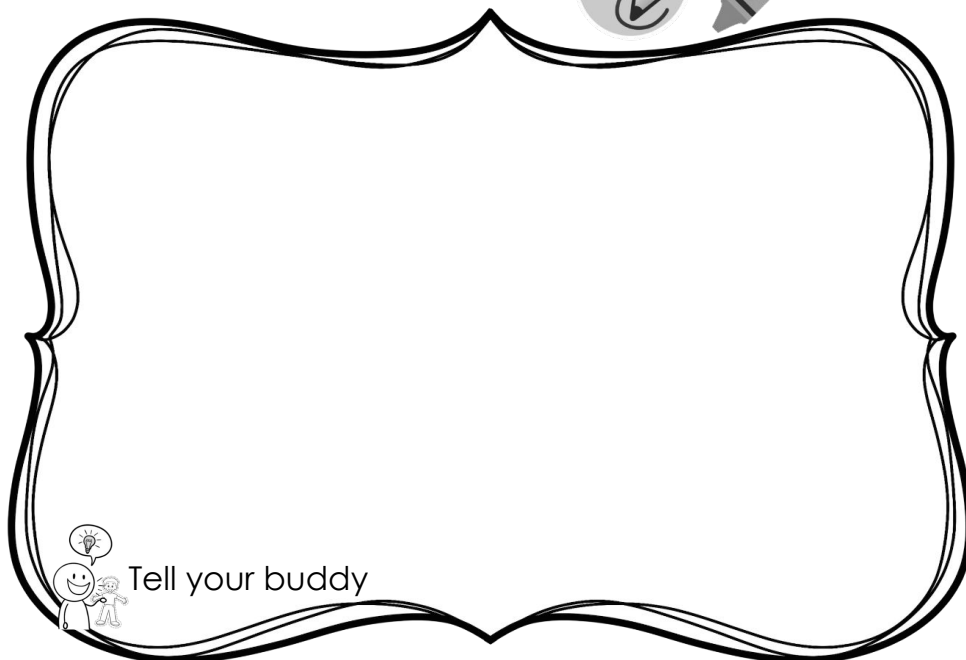
Date: / /



Journal Writing

Write about your favorite part of your neighborhood.

Draw and color your ideas.



Tell your buddy



Write your ideas

My favorite part is _____



Day 2

- Practice your vocabulary words
- Workout with your buddy
- Read two adventures
- Practice repeated addition
- Journal

Vocabulary Practice Day 2

- ☐ Read your vocabulary words out loud



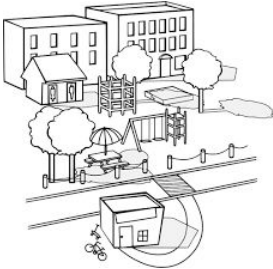






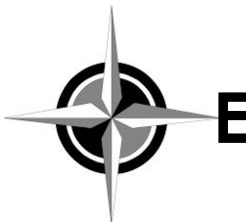
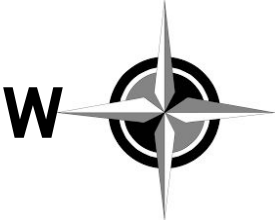


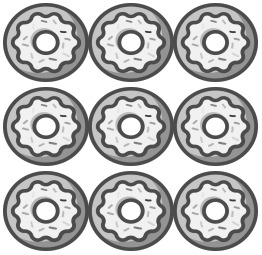
- ☐ Use the picture to write the vocabulary word



- ☐ Draw and color your own picture for each vocabulary word



Vocabulary

		
neighborhood	city	town
		
country	road	north
		
south	east	west
		
repeat	group	array

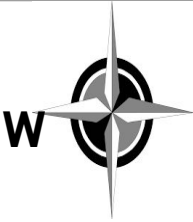


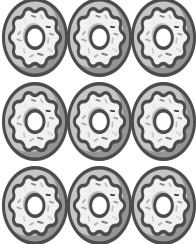
Vocabulary Write



Vocabulary Write

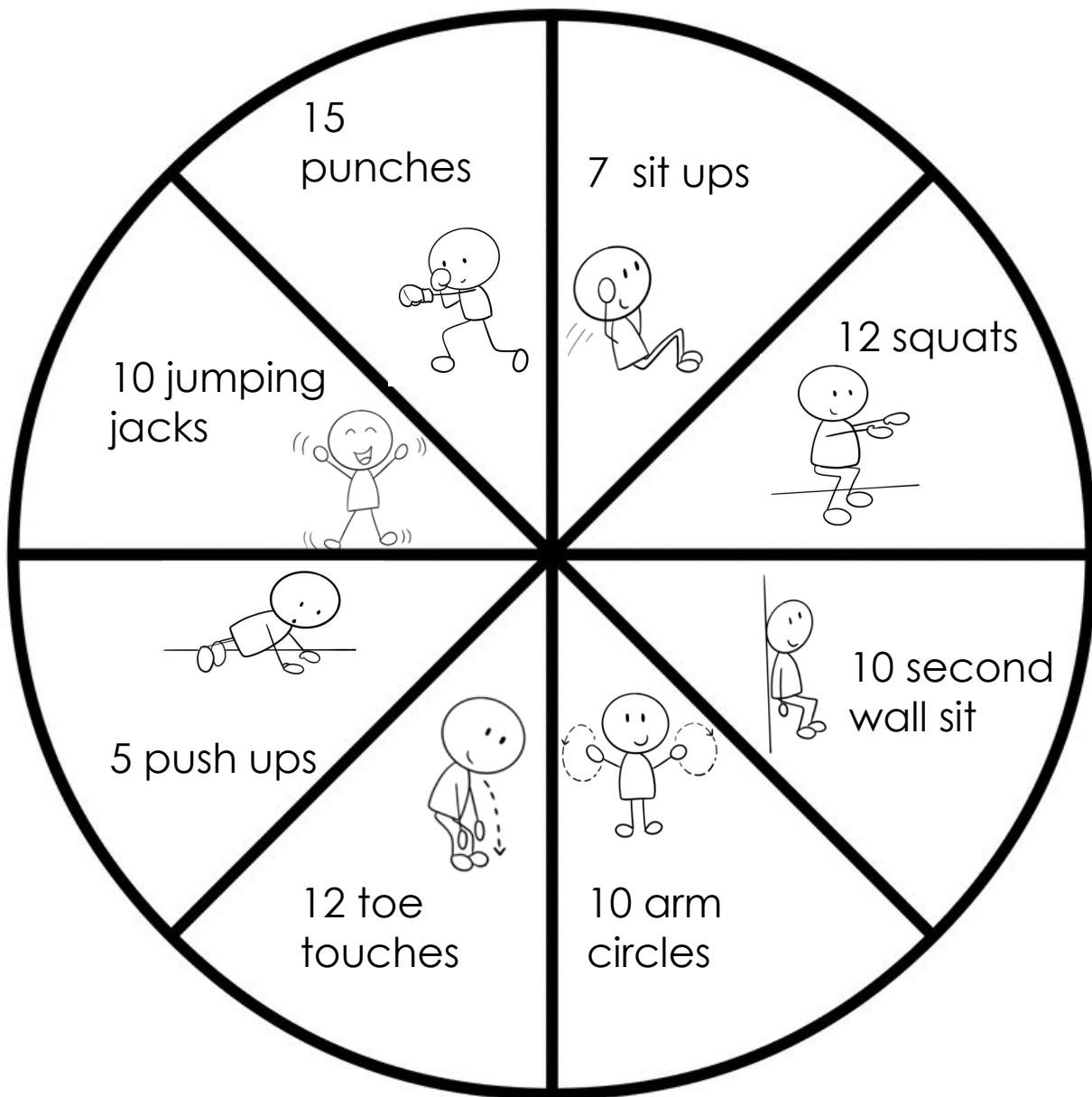


Vocabulary Write

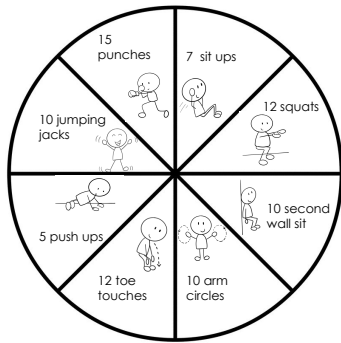
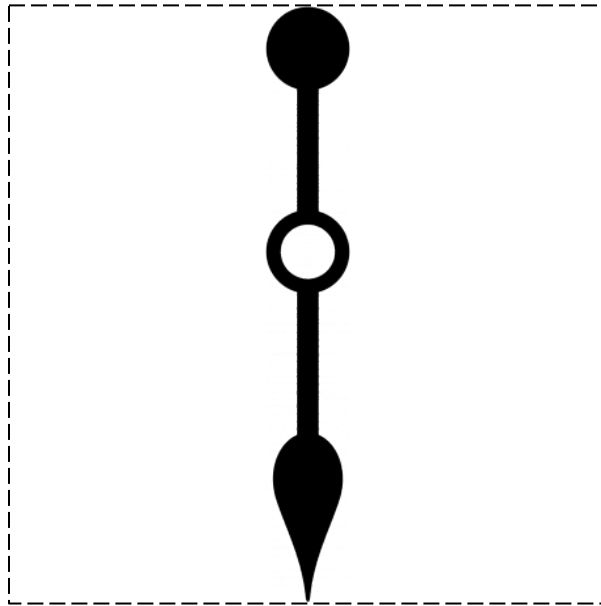
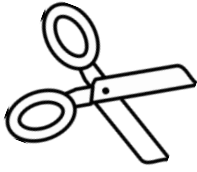
	
	

Workout Time

Spin your spinner or paper clip 10 times and do the workout listed. Have fun and don't forget to drink water.



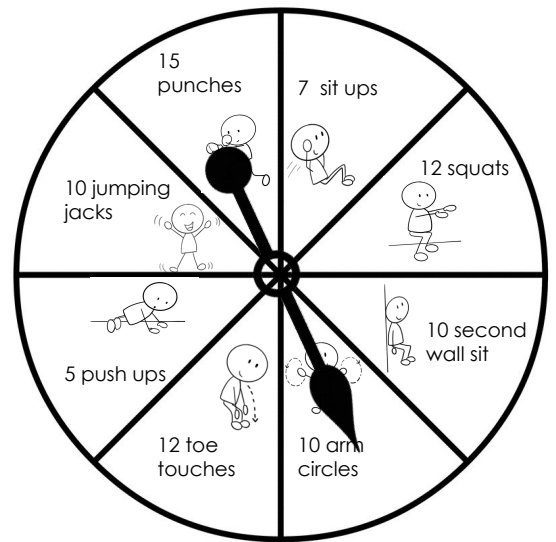
Workout Time



+

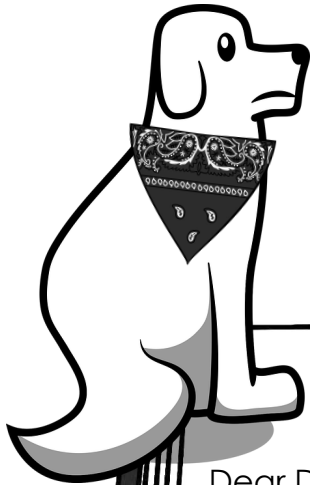


=



City Dog, Country Dog

Read the stories about city dog and country dog



Dear Diary, 3/18/2020

Today I left my house in the country and traveled to the big city.

The city is north of my house and it took me 3 hours to get there. I saw big groups of apartments next to the road. I went to my friend Rex's apartment.












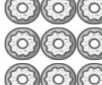
Dear Diary, 3/19/2020

Today Rex and I walked around his neighborhood. First, we walked east and ate food. There were so many shops and cars on the road.

There were so many new smells. There were a few trees and a big park. It was a great day!

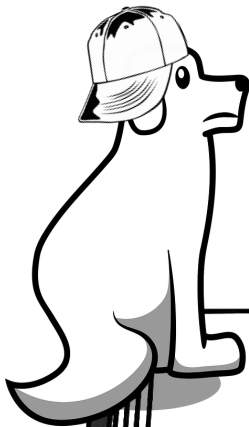


Word Bank:

					
neighborhood	city	town	south	east	west
					
country	road	north	repeat	group	array

City Dog, Country Dog

Read the stories about city dog and country dog



Dear Diary, 9/03/2020

A little while ago my friend Jay came for a visit to my city neighborhood. Today I traveled for 3 hours south to Jay's house in the country, I saw the road was made of small rocks so it was bumpy. Jay's house is far away from the town.

Dear Diary, 9/04/2020

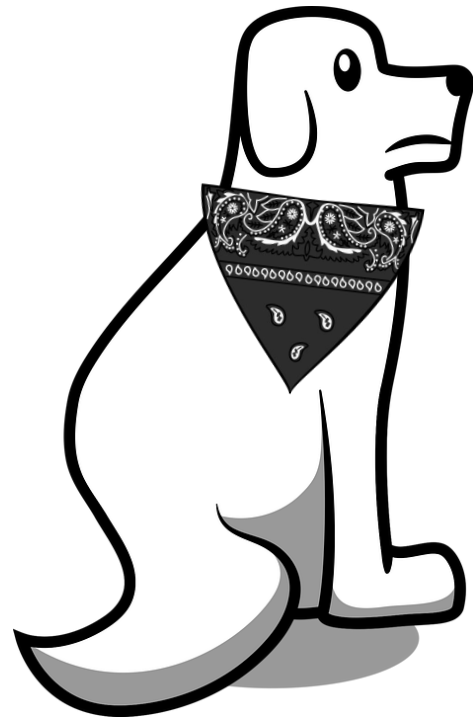
I woke up at Jay's house and we ate food at his table because there are no places close to go to eat. Next, we walked west and I saw a huge group of trees and cows. There were lots of new smells but no other houses and only one road.

Word Bank:

neighborhood	city	town	south	east	west
country	road	north	repeat	group	array

City Dog, Country Dog

Color and cut out the places and the dogs to make puppets. Then choose one of the stories to retell and act out for your buddy or someone else.



Repeated Addition

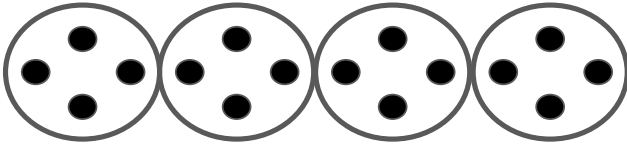
Use the pictures of repeated groups to help you write the equation and find the answer.

Example:

Answer:

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

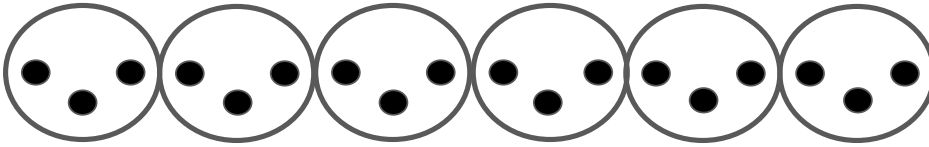
$$4 + 4 + 4 + 4 = 16$$



4 groups of 4

1)

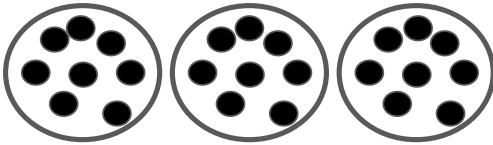
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



 groups of

2)

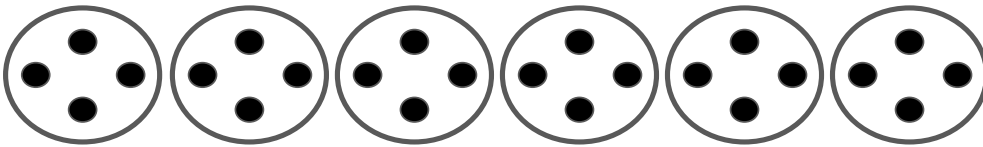
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



 groups of

3)

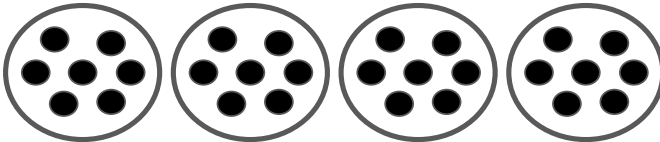
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



 groups of

4)

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



 groups of

Day 3

- Practice your vocabulary words
- Workout with your buddy
- Write your opinion
- Practice repeated addition
- Journal

Vocabulary Practice Day 3

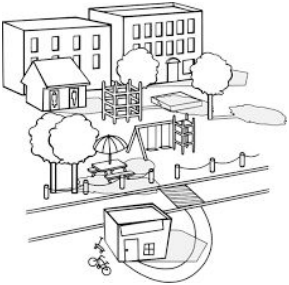





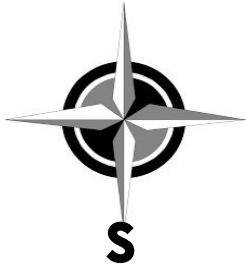
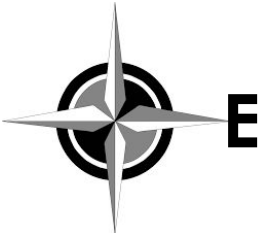



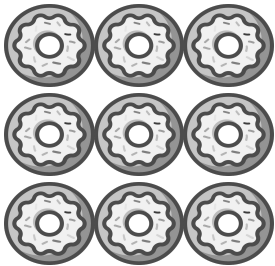
- Read your vocabulary words out loud



- Find your vocabulary words in the crossword puzzle



Vocabulary

		
neighborhood	city	town
		
country	road	north
		
south	east	west
		
repeat	group	array

Vocabulary

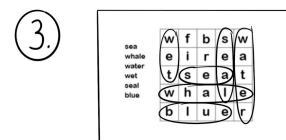
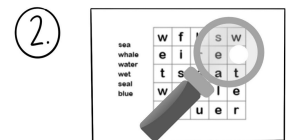
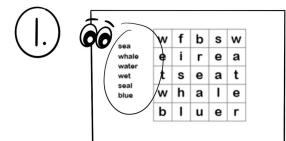


Find your vocabulary words in the puzzle.

B	O	G	T	W	S	C	I	T	Y	G	R	O	W
D	O	E	A	C	Y	A	O	C	W	R	Y	O	E
A	R	R	A	Y	A	B	R	O	C	O	W	R	S
O	N	R	R	G	N	R	A	A	A	U	O	T	T
R	B	T	O	O	O	O	G	Y	I	P	T	E	Y
N	E	N	E	I	G	H	B	O	R	H	O	O	D
T	E	O	O	S	T	T	O	U	P	C	R	H	C
O	S	R	R	T	R	H	E	O	N	O	O	T	S
A	N	W	R	E	P	E	A	T	O	U	T	I	O
H	E	R	A	C	C	R	N	R	H	N	A	O	U
T	O	O	N	N	A	A	O	Y	T	T	C	I	T
S	A	W	O	G	R	H	R	Y	R	R	P	E	H
H	O	I	S	Y	R	P	T	T	T	Y	O	O	I
T	O	R	A	T	N	I	H	O	E	A	S	T	H

- COUNTRY
- SOUTH
- CITY
- ARRAY
- EAST
- NORTH
- TOWN
- REPEAT
- NEIGHBORHOOD
- GROUP
- ROAD
- WEST

A X S O T
A W I Z A R
E G O I O
R Z A R H A P
Y W H F D Q J
L P C O A S E



Workout Time

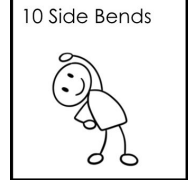


Cut out the cards. Pick them one at a time. Read the question. Do the exercise next to your answer.



Does your neighborhood have trees?

Yes

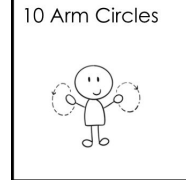


No

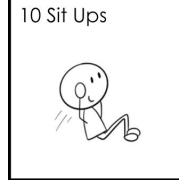


Does your neighborhood have a park?

Yes

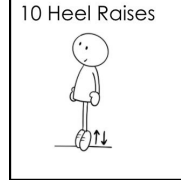


No

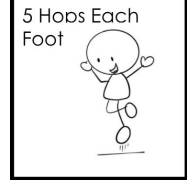


Does your neighborhood have a store?

Yes

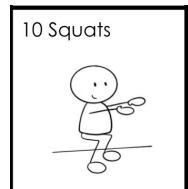


No



Does your neighborhood have a garden?

Yes

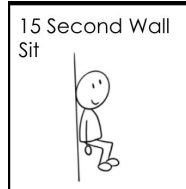


No

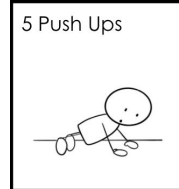


Does your neighborhood have a pool?

Yes

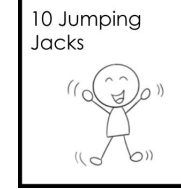


No



Does your neighborhood have a library?

Yes

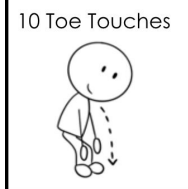


No



Does your neighborhood have a school?

Yes

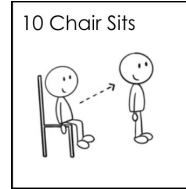


No

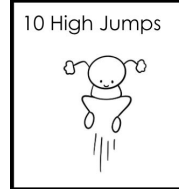


Does your neighborhood have tall buildings?

Yes

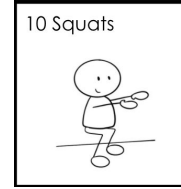


No

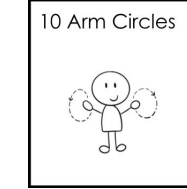


Does your neighborhood have animals?

Yes

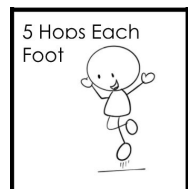


No



Does your neighborhood have lights?

Yes

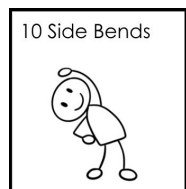


No

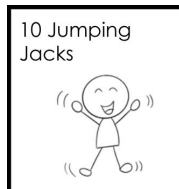


Does your neighborhood have lots of people?

Yes

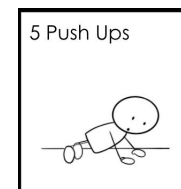


No

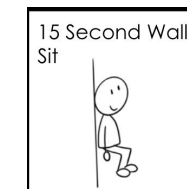


Do you like your neighborhood?

Yes

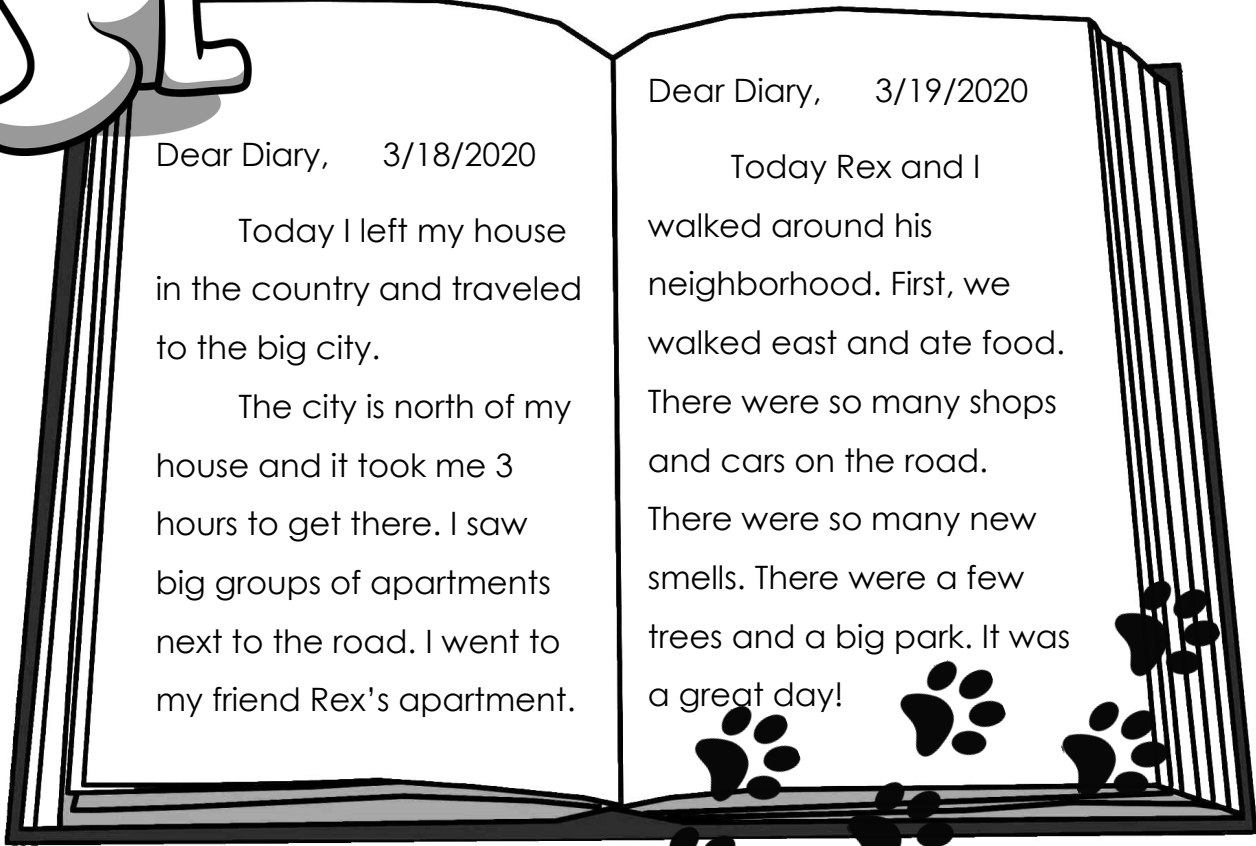
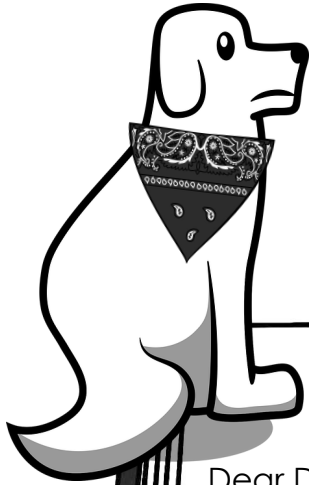


No



City Dog, Country Dog

Read the stories about city dog and country dog



Dear Diary, 3/18/2020

Today I left my house in the country and traveled to the big city.

The city is north of my house and it took me 3 hours to get there. I saw big groups of apartments next to the road. I went to my friend Rex's apartment.

Dear Diary, 3/19/2020

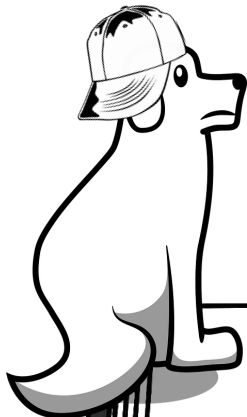
Today Rex and I walked around his neighborhood. First, we walked east and ate food. There were so many shops and cars on the road. There were so many new smells. There were a few trees and a big park. It was a great day!

Word Bank:

neighborhood	city	town	south	east	west
country	road	north	repeat	group	array

City Dog, Country Dog

Read the stories about city dog and country dog














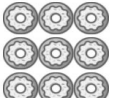
Dear Diary, 9/03/2020

A little while ago my friend Jay came for a visit to my city neighborhood. Today I traveled for 3 hours south to Jay's house in the country, I saw the road was made of small rocks so it was bumpy. Jay's house is far away from the town.

Dear Diary, 9/04/2020

I woke up at Jay's house and we ate food at his table because there are no places close to go to eat. Next, we walked west and I saw a huge group of trees and cows. There were lots of new smells but no other houses and only one road.

Word Bank:

					
neighborhood	city	town	south	east	west
					
country	road	north	repeat	group	array






Write a Diary Entry

An opinion is what you think or believe about something. Today, write your opinion about the best place to live. Use the word bank to help you and other words you know in English or other languages.

Dear Diary, / /

I think the best place to live is in the

because _____

_____.

One reason, _____

_____.

Another reason, _____












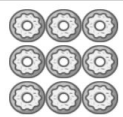
_____.

Last, _____

_____.

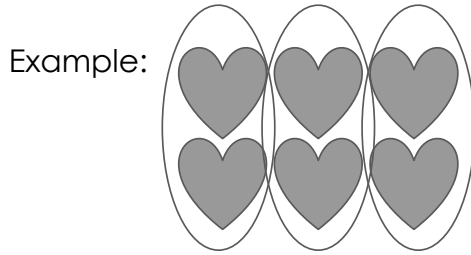
_____.

_____.

Word Bank:						
	neighborhood	city	town	south	east	west
						
country	road	north	repeat	group	array	

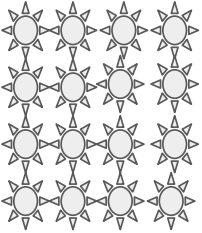

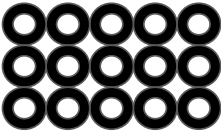


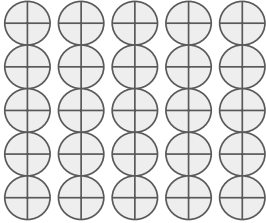
Arrays and Repeated Addition

Look at the array. Write the repeated addition equation. Then write how many in each group.



Equation: $2 + 2 + 2 = 6$

3 groups of 2

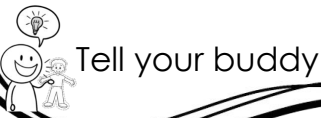
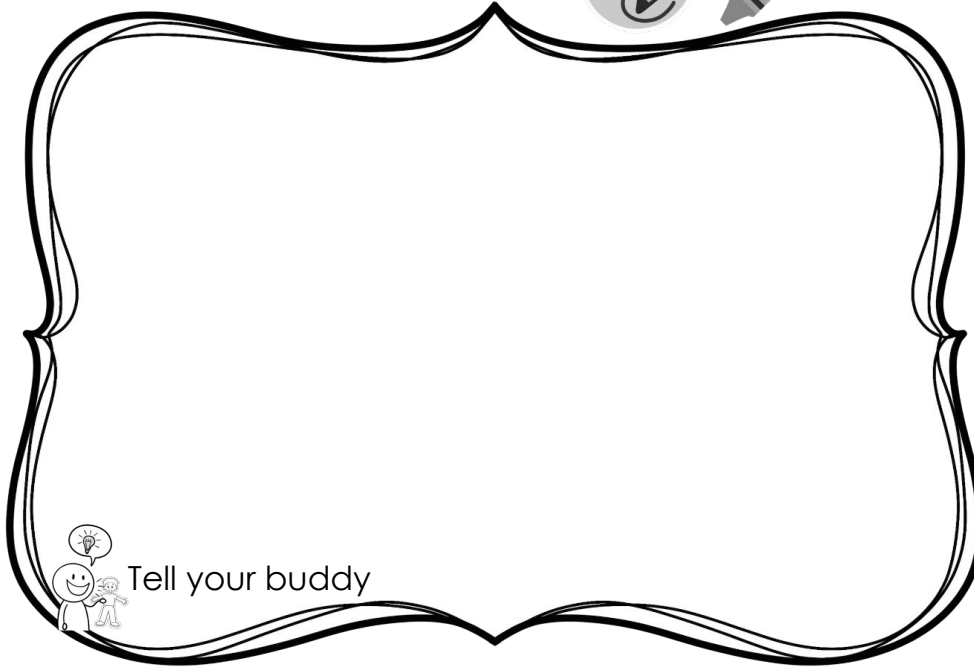
<p>1. </p> <p>Equation: _____</p> <p>__ groups of __</p>	<p>2. </p> <p>Equation: _____</p> <p>__ groups of __</p>
<p>3. </p> <p>Equation: _____</p> <p>__ groups of __</p>	<p>4. </p> <p>Equation: _____</p> <p>__ groups of __</p>
<p>5. </p> <p>Equation: _____</p> <p>__ groups of __</p>	<p>6. </p> <p>Equation: _____</p> <p>__ groups of __</p>



Journal Writing

Describe your favorite place to play. (outside, inside, your house, yard)

Draw and color your ideas.



Write your ideas

My favorite place to play is _____



Day 4

- Practice your vocabulary words
- Workout with your buddy
- Read a neighborhood map
- Repeated addition arrays
- Journal

Vocabulary Practice Day 4

Read your vocabulary words out loud



Cut out the cards on the dotted line



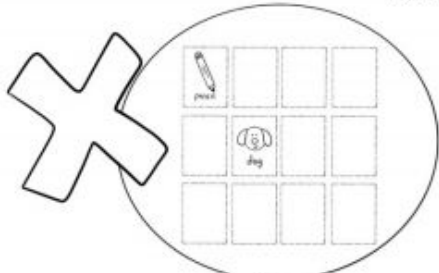
Play Memory

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

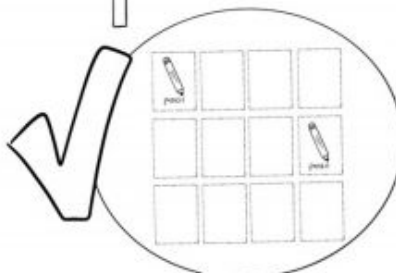


3. Turn over 2 cards at a time to try to find a match

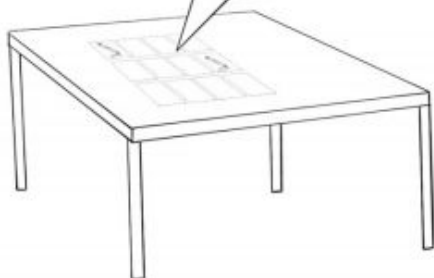
Say the words as you turn over the cards

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

The player with the most cards wins!



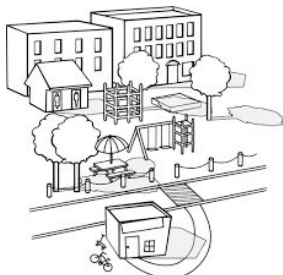






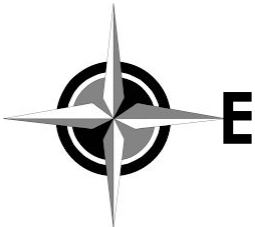



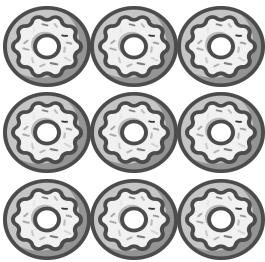
4. When you get a match, you keep those cards



✓		✗
A	A	B K
✓		✗
♥	♥	△ ♥
✓		✗
7	7	8 2
✓		✗

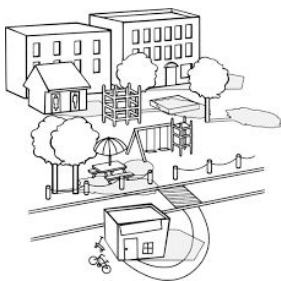


Cards for Memory

		
neighborhood	city	town
		
country	road	north
		
south	east	west
		
repeat	group	array



Cards for Memory



neighborhood



city



town



country



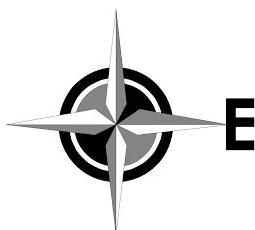
road



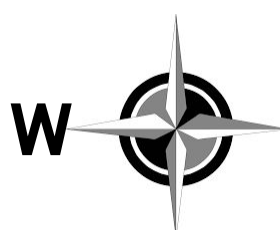
north



south



east



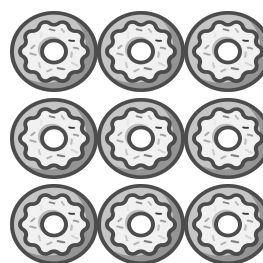
west



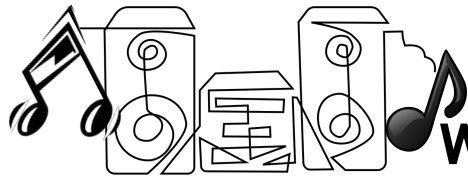
repeat



group



array



Workout Time

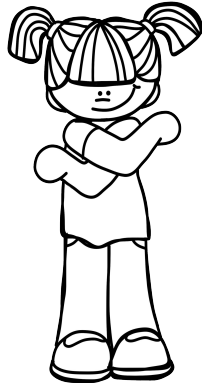
Turn on some music on a device, a radio, or the TV. Then dance to music for 10 minutes. Here are some moves to do.



START



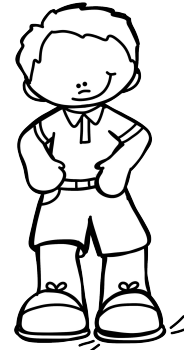
bend down



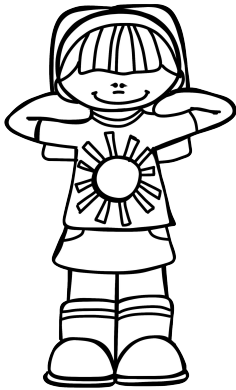
cross elbows



sway



stomp



hands on shoulders



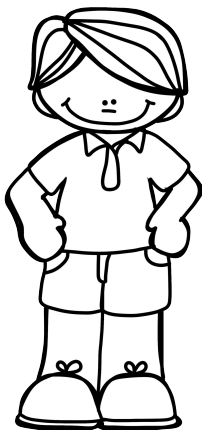
hop



jump



skip



hands on hips



hands on head



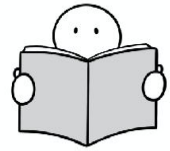
hands in air



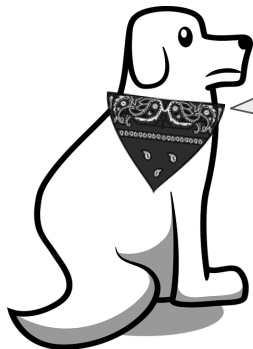
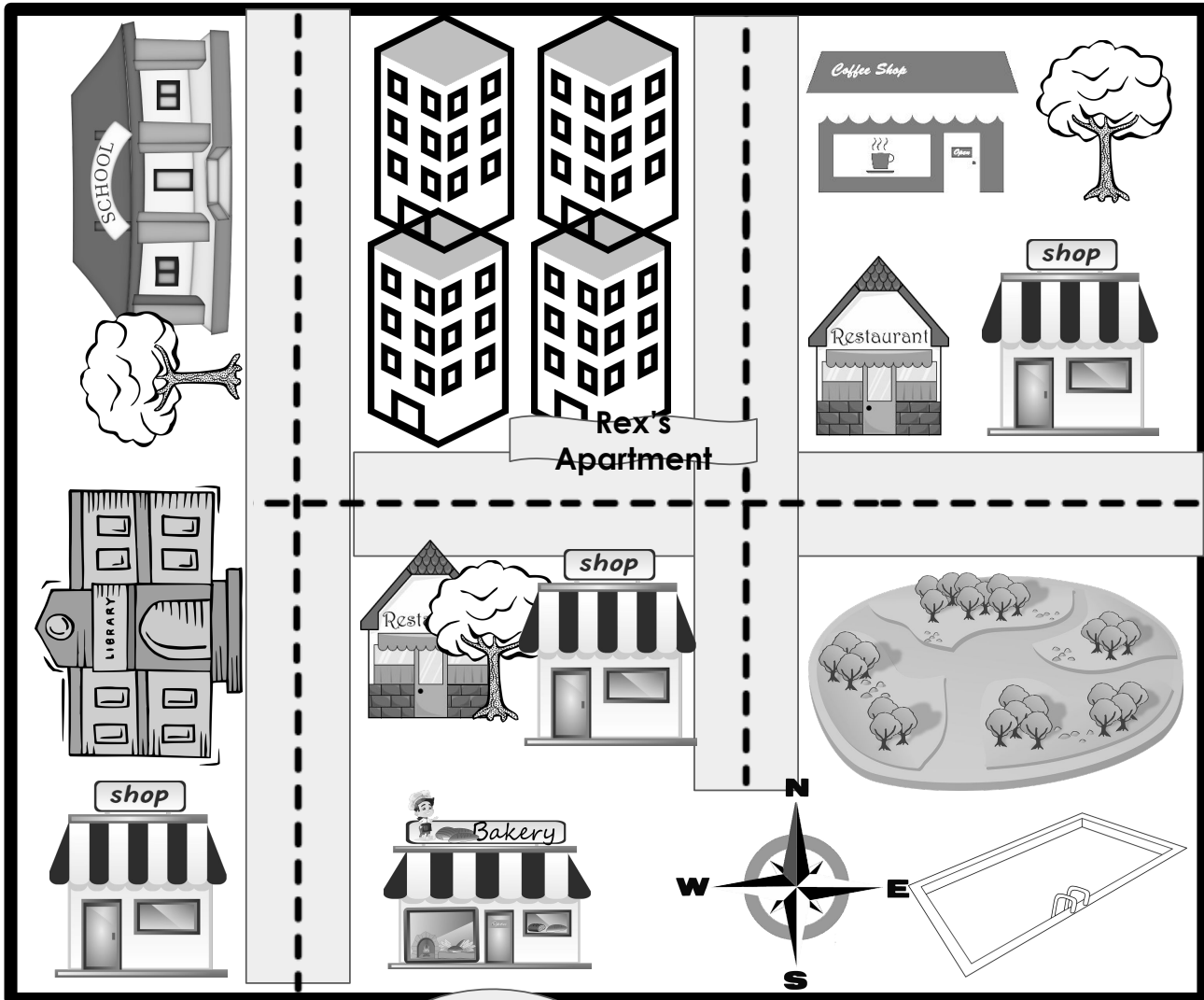
clap

Keep going!

Rex's Neighborhood.



Look at the map Rex drew for Jay when he came to visit him in the city.



This map helps me find my way.

Here is a map of my neighborhood.

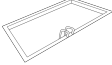




Use Text Features

Maps are text features that help you understand more about a text. Use the the map of Rex's Neighborhood to help you answer the questions.

1. What building is **west** of Rex's  ?

a. A pool  apartment


b. A bakery 

c. Another apartment 

2. What building is **east** of Rex's  ?

a. A school 


b. A restaurant 

c. A tree 

3. What is **south** of the  ?

a. A library 

b. A pool 

c. A shop 

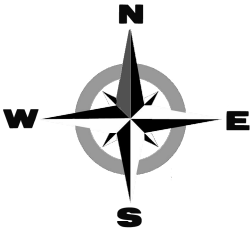
4. What building is **north** of the  library ?

a. A shop 

b. A restaurant 

c. A school 

HINT
Find this on the map.



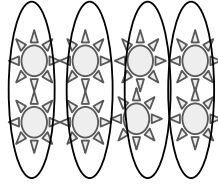
It will help you answer the questions about North, South, East, West.

Repeated Addition Arrays

Read the addition equation and draw arrays for each one. You can use any pictures you want.

Example:

$$2 + 2 + 2 + 2 = 8$$

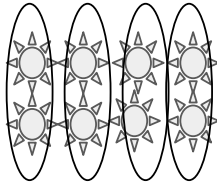


$2 + 2 + 2 = 6$	$5 + 5 = 10$
$3 + 3 + 3 + 3 = 12$	$1 + 1 + 1 + 1 + 1 = 5$

Example:

Draw 4 groups of 2

$$\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$$



Draw 4 groups of 6

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

Draw 7 groups of 2

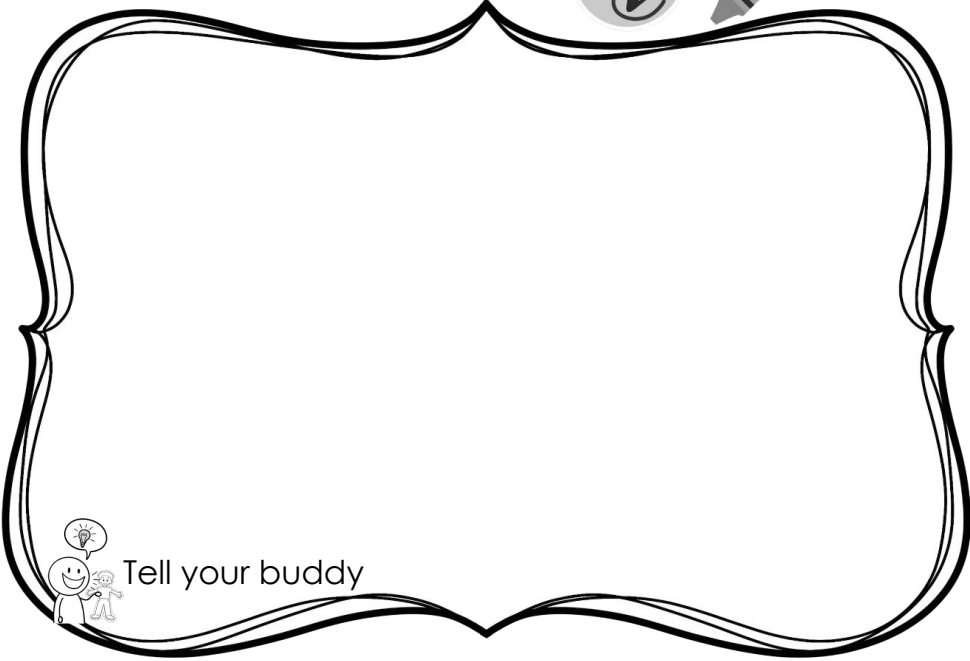
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



Journal Writing

If you visited Rex, where you go in his neighborhood?
Look at the map to help you.

Draw and color your ideas.



Tell your buddy



Write your ideas

First, I would visit _____ because



Day 5

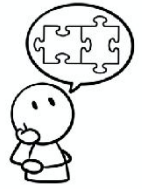
- Practice your vocabulary words
- Make a map of your neighborhood
- Practice repeated addition
- Journal

Vocabulary Practice Day 5

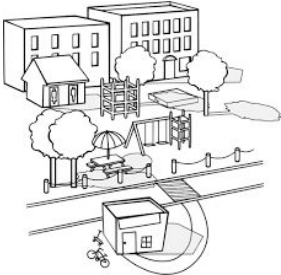






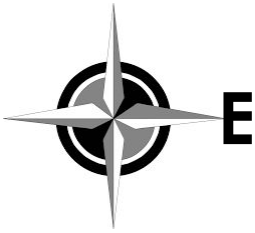



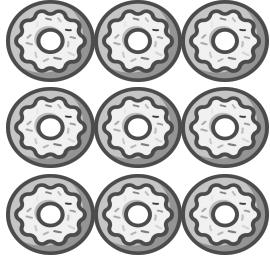
- ☐ Read your vocabulary words out loud



- ☐ Fill in the story using the correct vocabulary words



Vocabulary

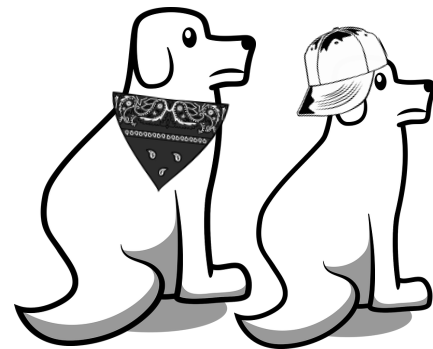
		
neighborhood	city	town
		
country	road	north
		
south	east	west
		
repeat	group	array












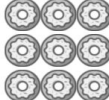
Vocabulary



Read the story, choose, write the vocabulary word that belongs. Each word will be used one time.

One day Jay and Rex wanted to visit the _____ close to
town / array
 Jay's house. It was smaller than the _____ Rex lived in
road / city
 but had more people than the _____. They walked _____ and
country / east **north / city**
 then turned _____. The town was so nice! It had one big park
repeat / west
 with a _____ of tall trees. The signs _____ in the _____
south / group **repeated / town** **neighborhood / road**
 said that they should pick up their trash so the town would stay
 clean. The shops were in two groups of two which made an
 _____ of four shops. Finally it was time to go home. They got
country / array
 back on the _____, they walked _____ and then turned
road / repeat **east / neighborhood**
 _____. It was a great day.
south / city

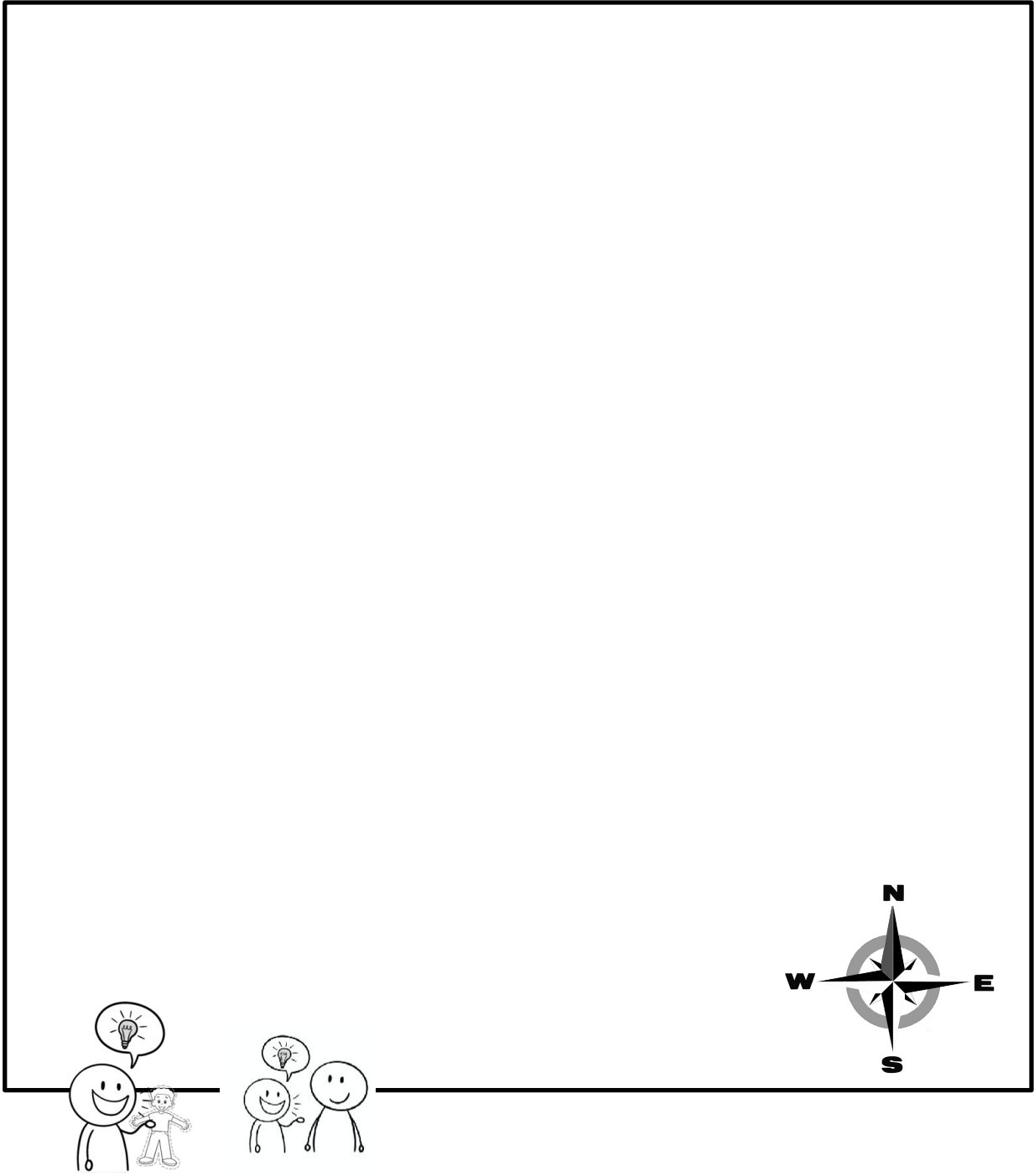


Word Bank:						
	neighborhood	city	town	south	east	west
						
	country	road	north	repeat	group	array



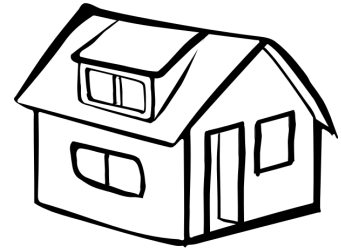
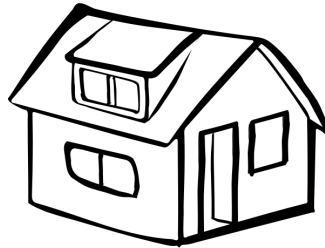
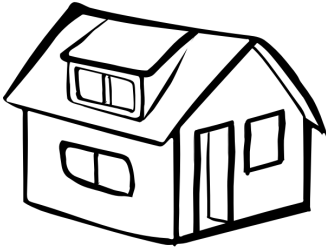
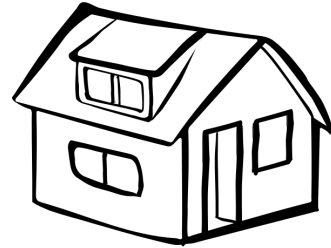
Draw Your Neighborhood

Think about your neighborhood and the walk you you went on. You can cut and glue the pictures to make a map or draw your own pictures. Then share with your buddy or someone else.



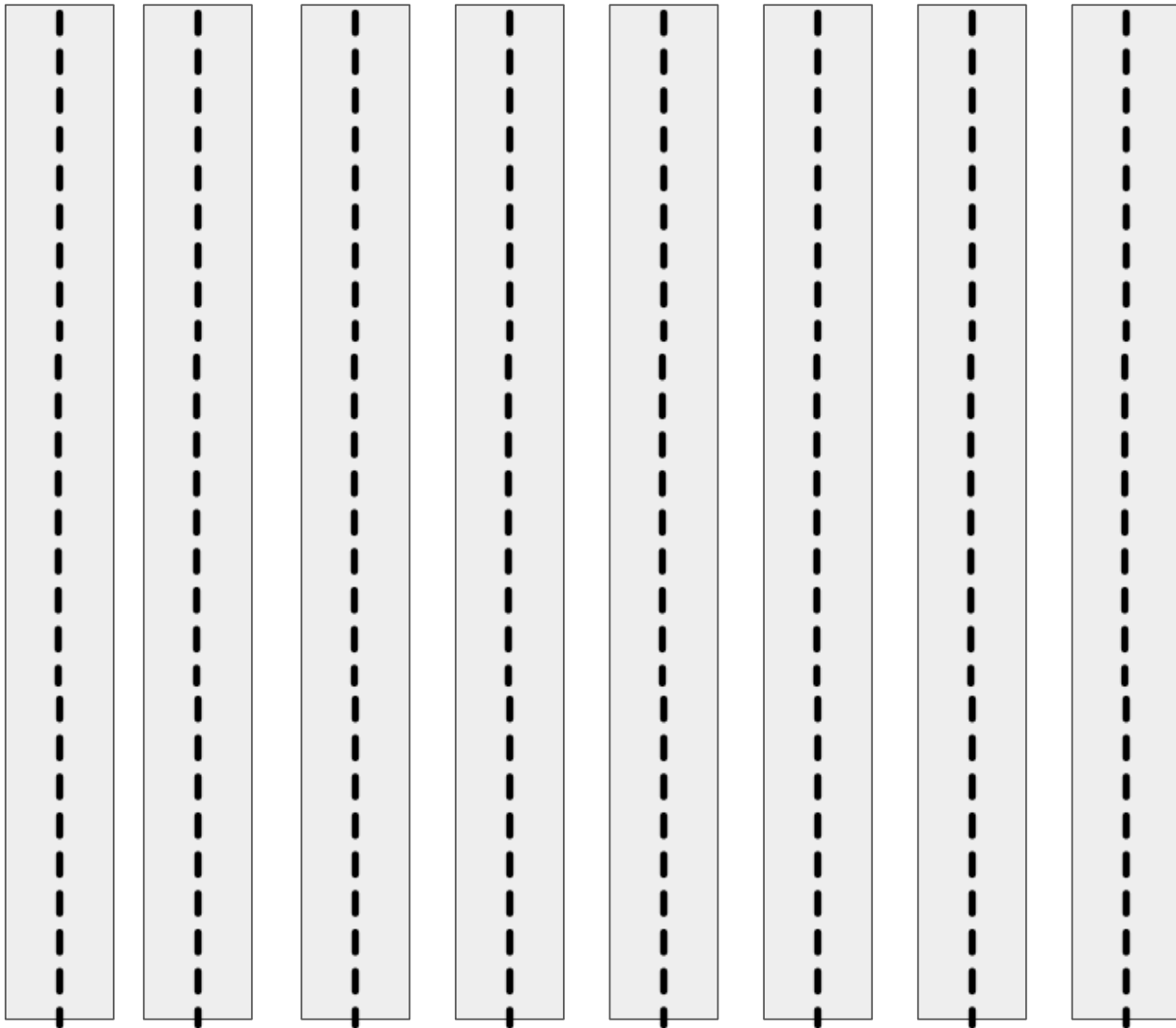
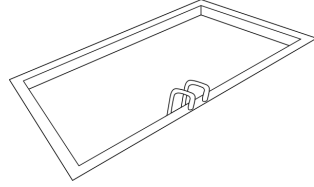
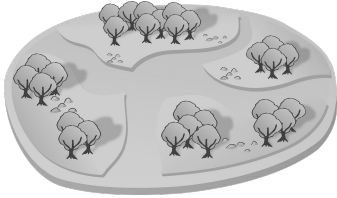
Pictures to Cut Out

Use these to help make your map, if you want.



Pictures to Cut Out

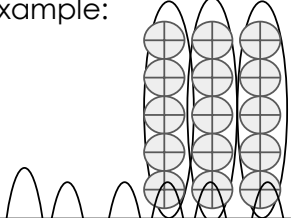
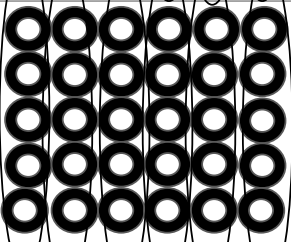
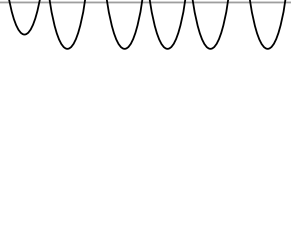
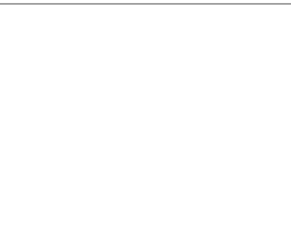
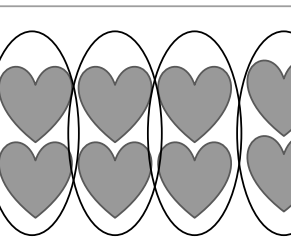
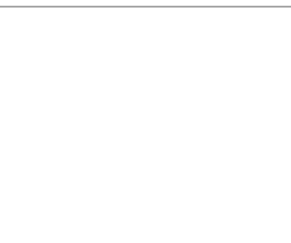
Use these to help make your map, if you want.



Practice Repeated Addition

Fill in the missing parts in the table.







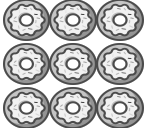
Array	Repeated Addition	Groups
Example: 	$\underline{5} + \underline{5} + \underline{5} = \underline{15}$	$\underline{3}$ groups of $\underline{5}$
	$_ + _ + _ + _ + _ = _$	$_$ groups of $_$
	$_ + _ + _ + _ + _ + _ + _ + _ = _$	$\underline{2}$ groups of $\underline{1}$
	$\underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{18}$	$_$ groups of $_$
	$_ + _ + _ + _ = _$	$_$ groups of $_$
	$_ + _ + _ + _ = _$	$\underline{4}$ groups of $\underline{3}$



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)
	neighborhood	
	city	
	town	
	country	
	road	
	north	
	south	

Picture	Trace	Home Language(s)
	east	
	west	
	repeat	
	group	
	array	

