

2nd – 3rd grade • English Level 2

Learning Packet #3

Theme: North America



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 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.
- NE SS 2.3.2 Compare places and regions.

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.
- CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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.
- NE PE.3.1.3 Performs manipulative 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 North American countries with a focus on a few states in the United States of America. They will be working with map skills and learning the difference between facts and opinions. In math, they will be using repeated addition to solve multiplication problems.
- 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.
 - country (ex. nation)
 - state
 - border
 - capital
 - product
 - government
 - legend
 - compass
 - map
 - immigrant
 - citizen
 - flag

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

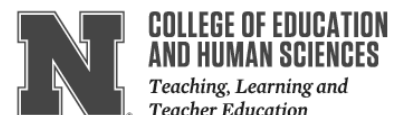
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Answer Keys

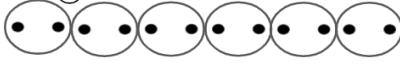
Answers: Find the Product

Use repeated addition and multiplication to find the product.


Example:
 $3 \times 4 = 4 + 4 + 4 = 12$



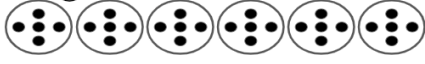
1) $6 \times 2 = 2 + 2 + 2 + 2 + 2 + 2 = 12$




2) $3 \times 7 = 7 + 7 + 7 = 21$



3) $6 \times 5 = 5 + 5 + 5 + 5 + 5 + 5 = 30$

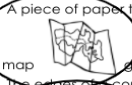















4) $3 \times 6 = 6 + 6 + 6 = 18$



Answers: Vocabulary Match

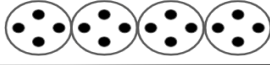
Read the statement. Circle the picture that matches the statement.

- A piece of paper that shows a country's borders and cities.  **map**
- The capital of a country.  **government**
- The part of a country.  **flag**
- The part of a map that shows what different pictures mean.  **legend**
- A person who was born in a country and can vote.  **citizen**
- A person who moves to another country from the country they were born in.  **immigrant**
- A part of the country with its own government and borders.  **state**
- A piece of paper that shows a country's borders and cities.  **map**
- The capital of a country.  **government**
- The part of a country.  **flag**
- The part of a map that shows what different pictures mean.  **legend**
- A person who was born in a country and can vote.  **citizen**
- A person who moves to another country from the country they were born in.  **immigrant**
- A part of the country with its own government and borders.  **state**


Answers: Multiplication

Write the repeated addition to help find the product.


Example:
 $4 \times 4 = 4 + 4 + 4 + 4 = 16$



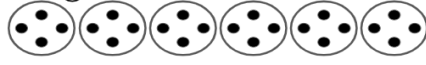
1) $5 \times 3 = 3 + 3 + 3 + 3 + 3 = 15$



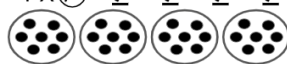
2) $3 \times 8 = 8 + 8 + 8 = 24$



3) $6 \times 4 = 4 + 4 + 4 + 4 + 4 + 4 = 24$



4) $4 \times 7 = 7 + 7 + 7 + 7 = 28$













Answers: Vocabulary

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

Maha lives in the **state** of Florida. Her family moved to Florida 15 years ago from Iraq, a **country**. They were **immigrants** in the United States of America, they could not vote. Her mom and dad went to school and were able to become **citizens**! Now, they help make choices for the **government**. They want to celebrate so they decide to take a trip to Nebraska. They use a **map** to make sure they don't get lost. Mom teaches Maha how to use the **compass** and **legend**. Soon they drive over the **border** to Nebraska and see the flag. It looks different than Florida's **flag**. Maha is excited to visit a new place.

Word Bank:

					
country	state	border	immigrant	map	compass
					
flag	citizen	legend	government		

Answers: Arrays and Multiplication

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

Example:



Equation: $3 \times 2 = 6$

3 groups of 2

1. Equation: $4 \times 4 = 16$ 4 groups of 4	2. Equation: $5 \times 1 = 5$ 5 groups of 1
3. Equation: $5 \times 3 = 15$ 5 groups of 3	4. Equation: $2 \times 5 = 10$ 2 groups of 5
5. Equation: $3 \times 5 = 15$ 3 groups of 5	6. Equation: $5 \times 5 = 25$ 5 groups of 5

Answers: Multiplication Arrays

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

Example:

$4 \times 2 = 8$



$3 \times 2 = 6$ 	$2 \times 5 = 10$
$4 \times 3 = 12$ 	$5 \times 1 = 5$
Example: Draw 4 groups of 2 $4 \times 2 = 8$ 	Draw 4 groups of 6 $4 \times 6 = 24$
Draw 7 groups of 2 $7 \times 2 = 14$ 	

Answers: Multiplication with Word Problems

Read the word problem and write the equation. You can draw a picture if you want. Solve to find the product.

1. There are 4 chairs at each table. How many chairs are at 3 tables?



Addition Equation: $4 + 4 + 4 = \underline{\quad}$

Multiplication Equation: $3 \times 4 = \underline{\quad}$

Product: **12** chairs

2. There are 2 eggs in each box. How many eggs are in 4 boxes?



Addition Equation: $2 + 2 + 2 + 2 = \underline{\quad}$

Multiplication Equation: $4 \times 2 = \underline{\quad}$

Product: **8** eggs

3. There are 5 pens in a each pack. How many pens are in 3 packs?



Addition Equation: $5 + 5 + 5 = \underline{\quad}$

Multiplication Equation: $3 \times 5 = \underline{\quad}$

Product: **15** pens

4. There are 3 cookies on each plate. How many cookies are on 2 plates?



Addition Equation: $3 + 3 = \underline{\quad}$

Multiplication Equation: $2 \times 3 = \underline{\quad}$

Product: **6** cookies

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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 diferentes tipos de clima y estaciones alrededor del mundo. Explorarán y leerán sobre el clima extremo. También tendrán la oportunidad de crear y entregar un informe meteorológico. En matemáticas, aprenderán sobre el tiempo y trabajarán para decir la hora y cuánto tiempo ha transcurrido.
- **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.
- estación clima tormenta viento lluvia nieve granizo
tormenta de nieve tornado inundación huracán transcurrido

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

ICMEE is housed within:





Share your learning!

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

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



Instructions Key



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



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



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



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



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



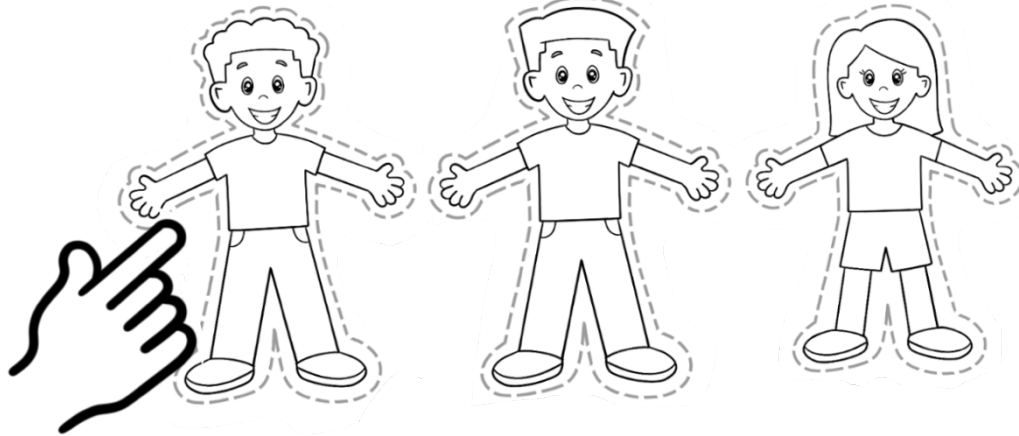
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Day 1

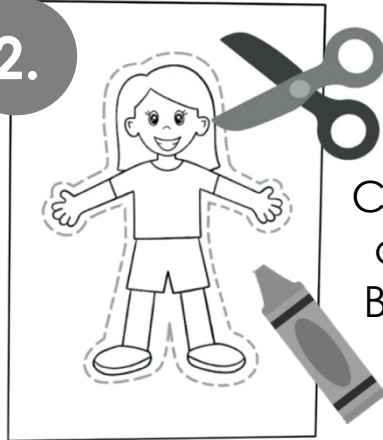
- Make Buddy
- Trace and Read Vocabulary
- Learn about North America
- Practice Multiplication
- Journal

My Buddy

1. Choose a Buddy

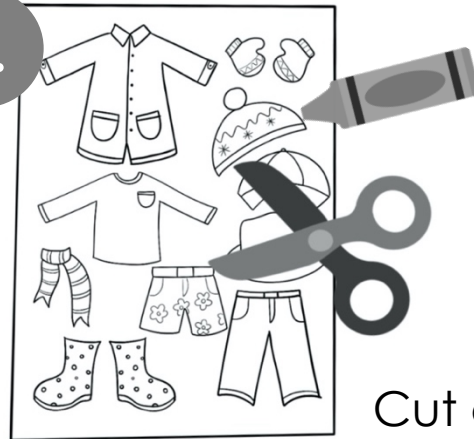


2.



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

3.

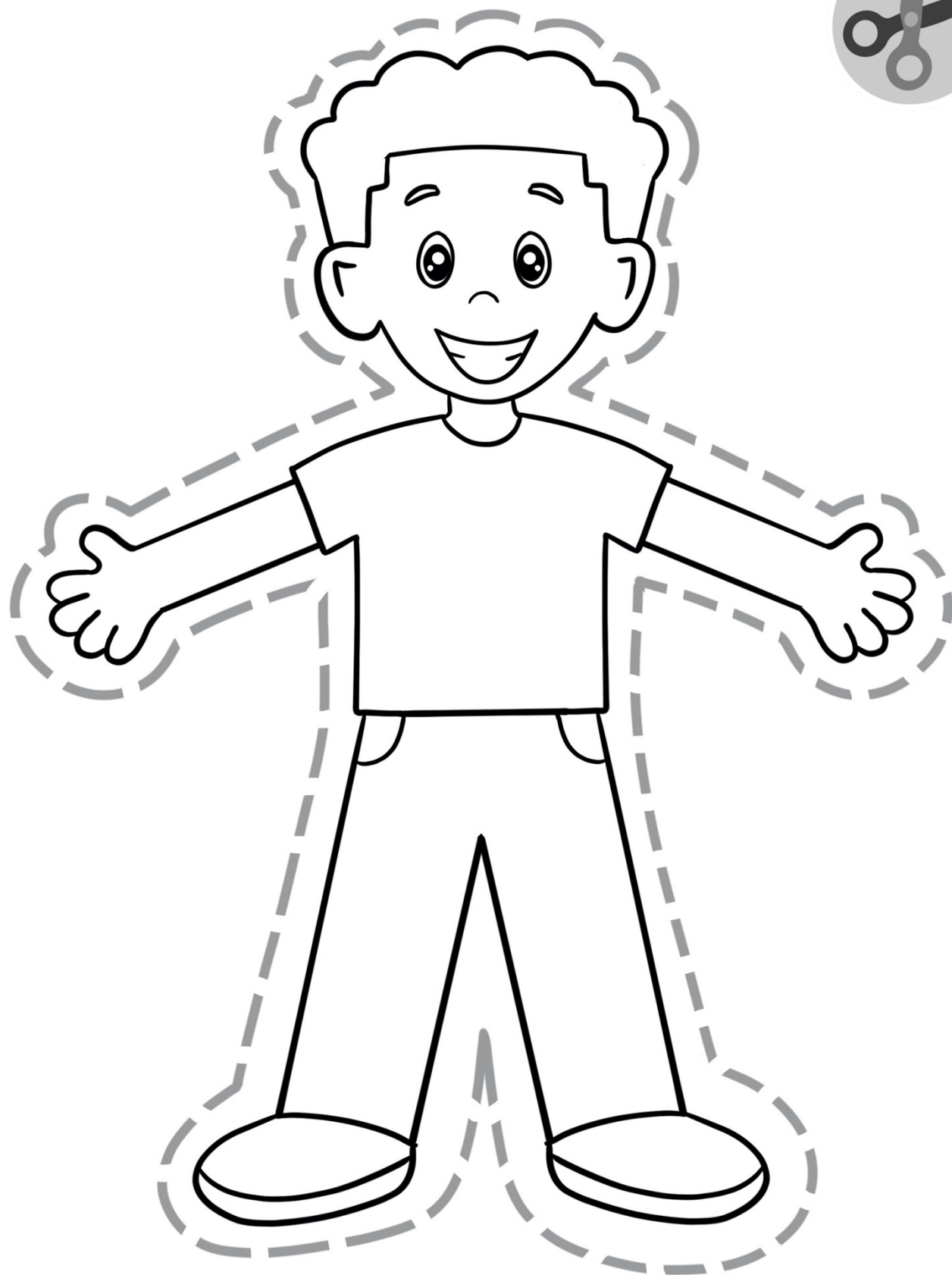


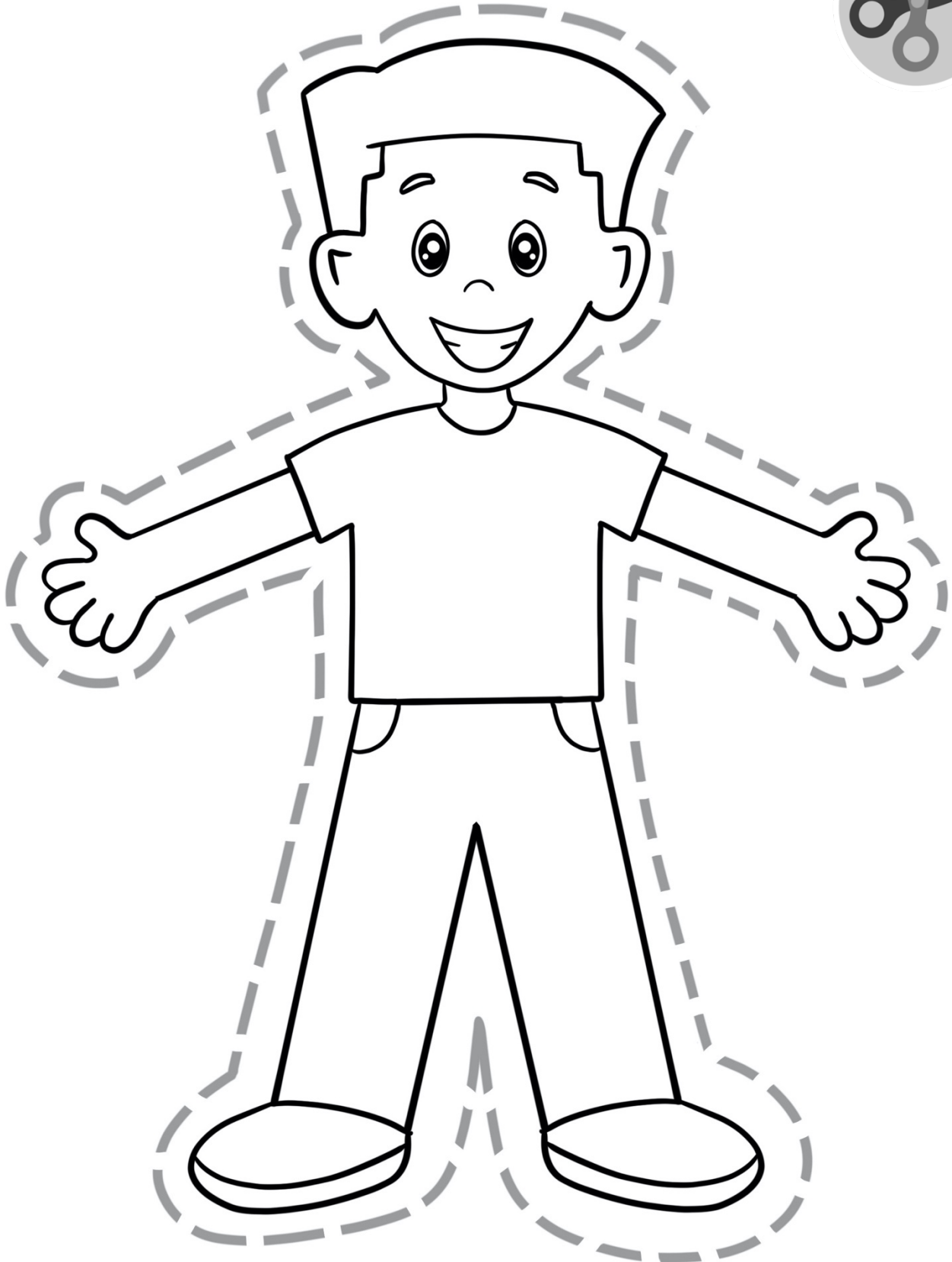
Cut out and color the accessories

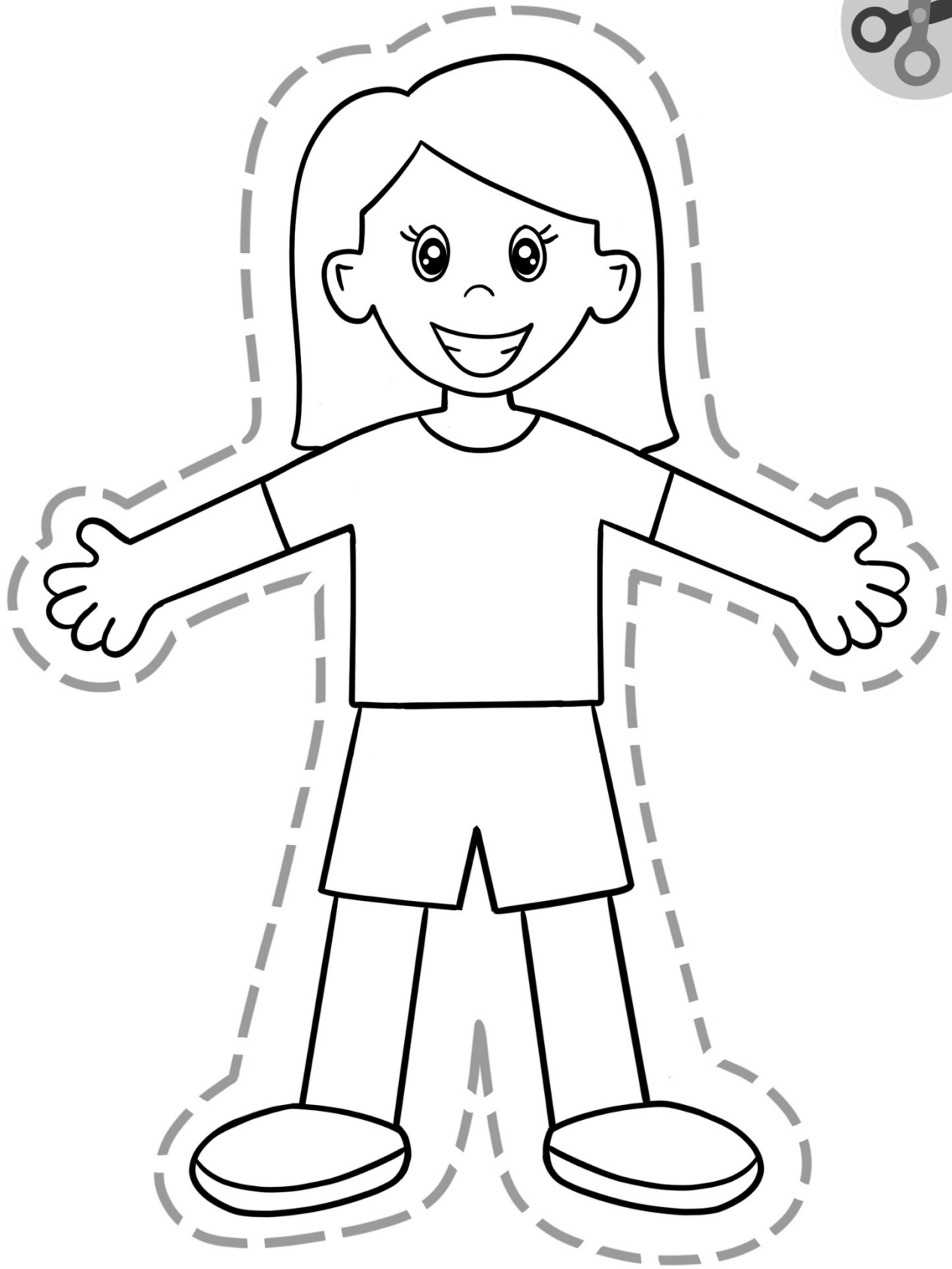
4.

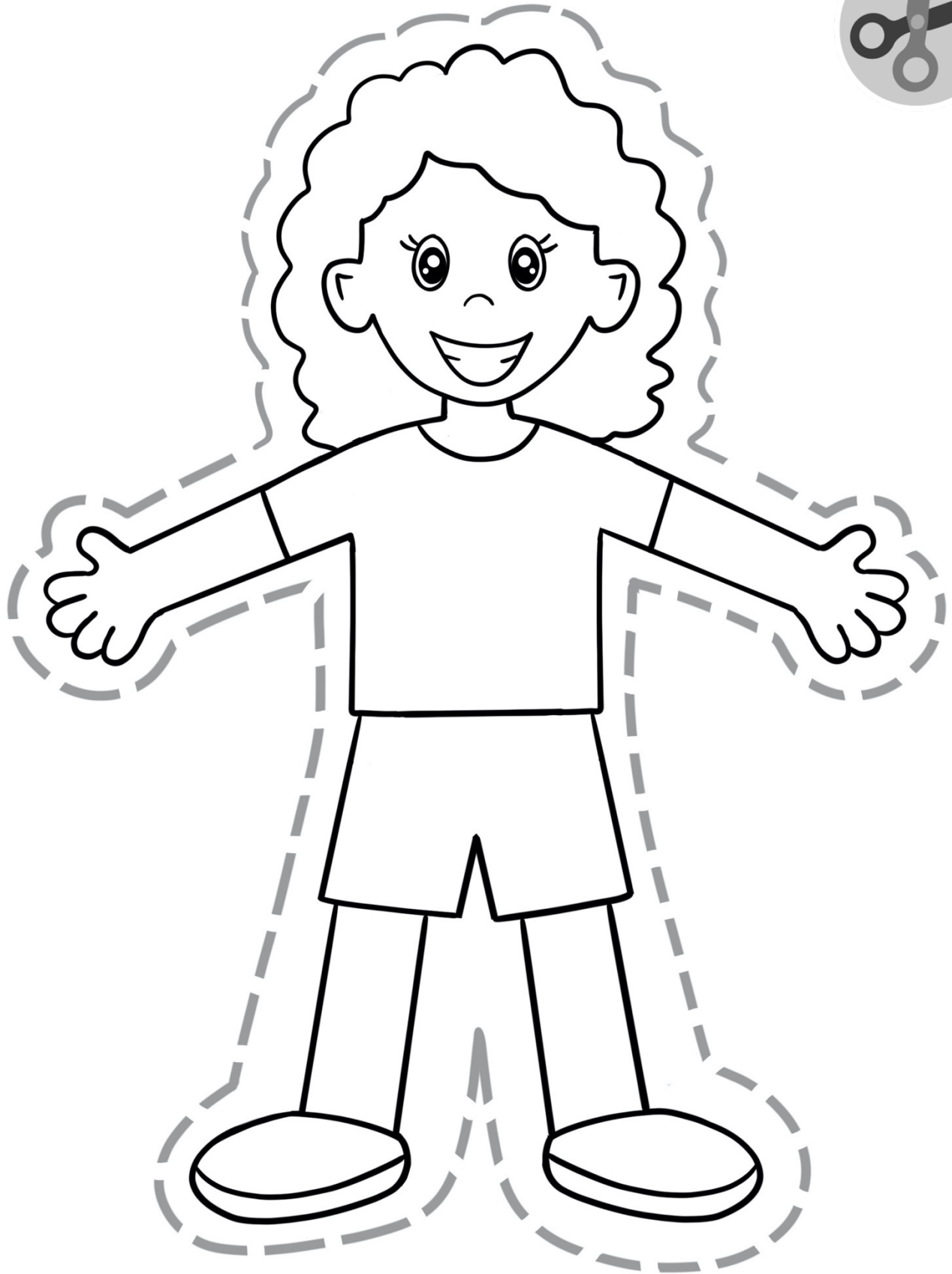


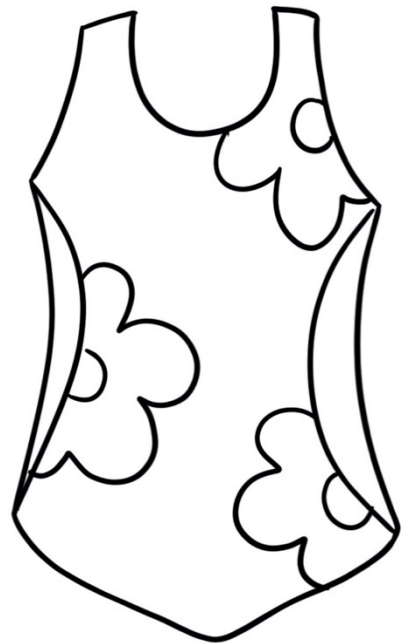
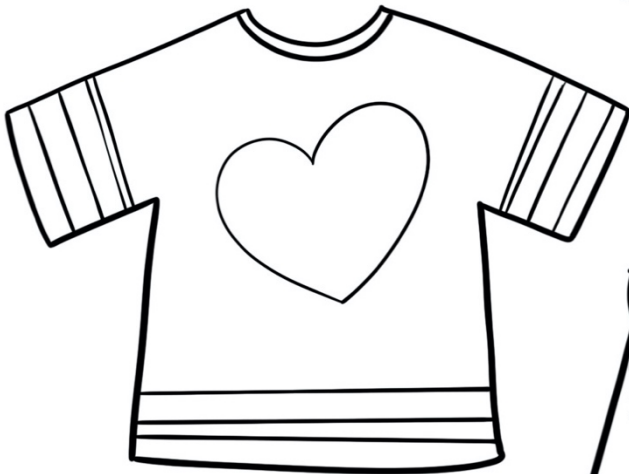
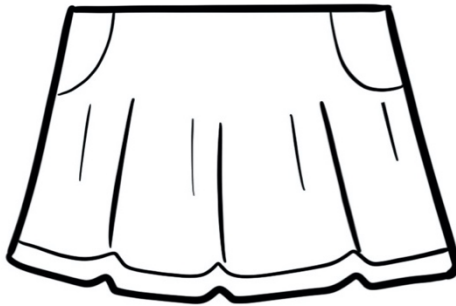
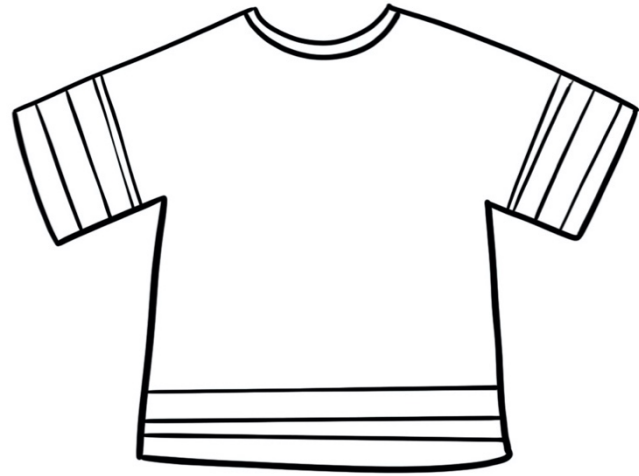
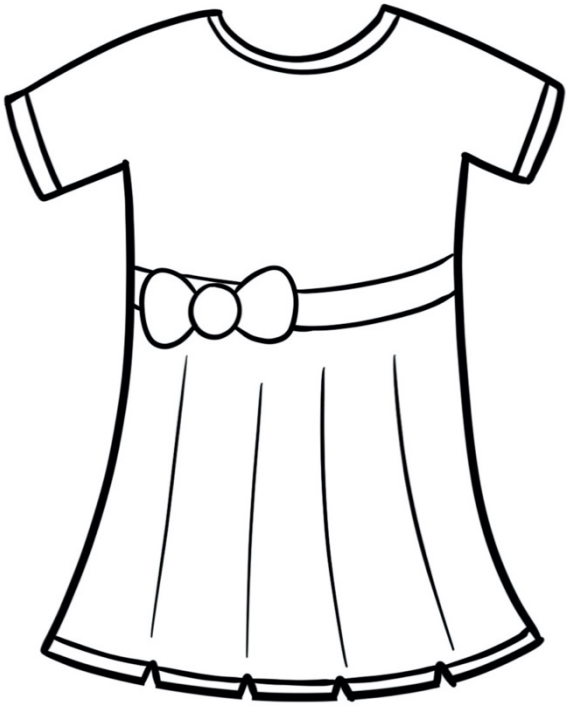
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

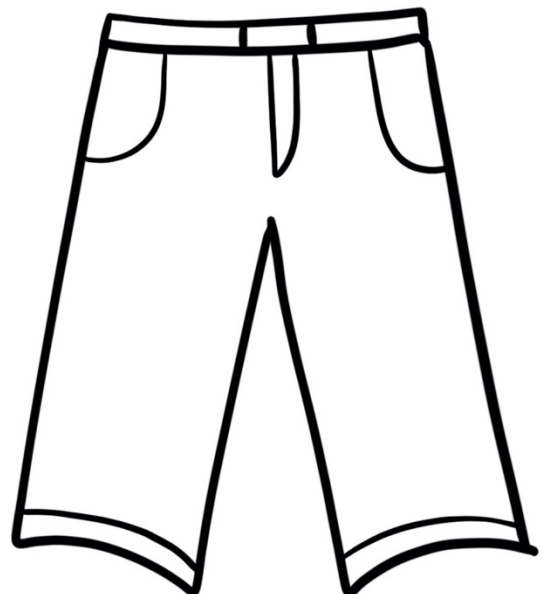
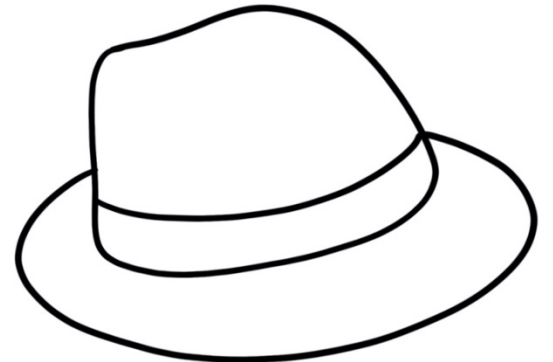
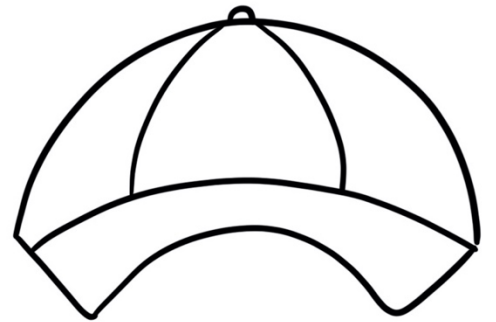
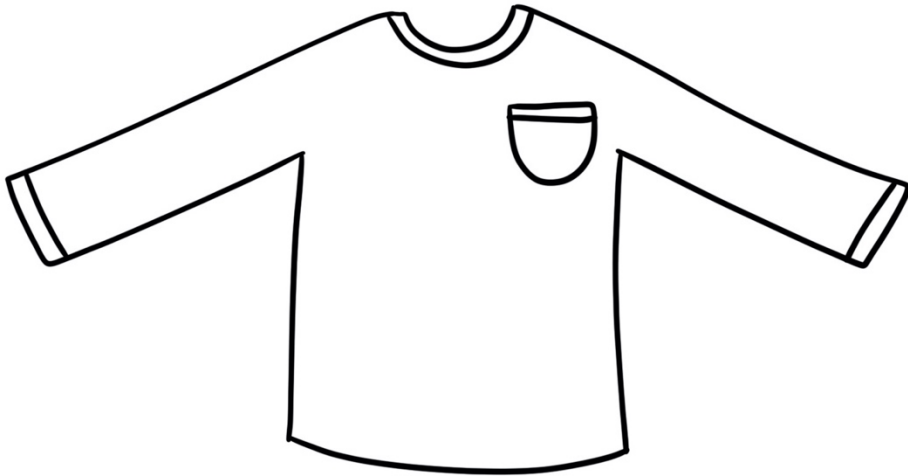
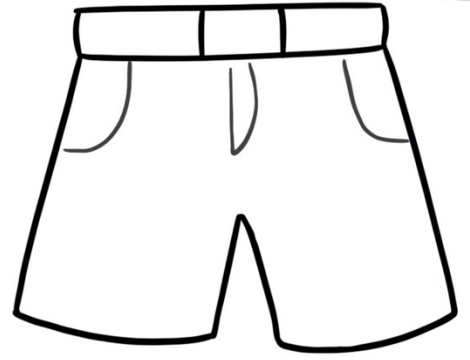












Vocabulary Practice Day 1



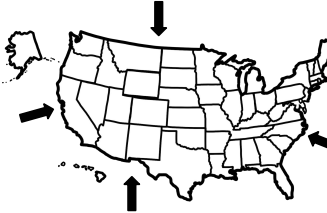

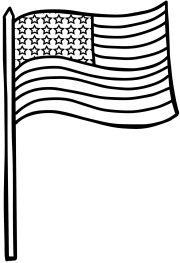


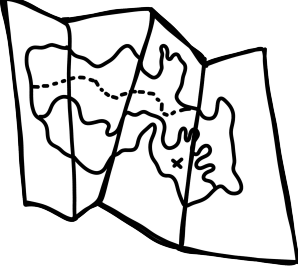
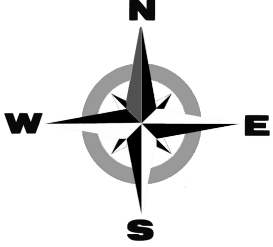

- ❑ Read your new vocabulary words out loud



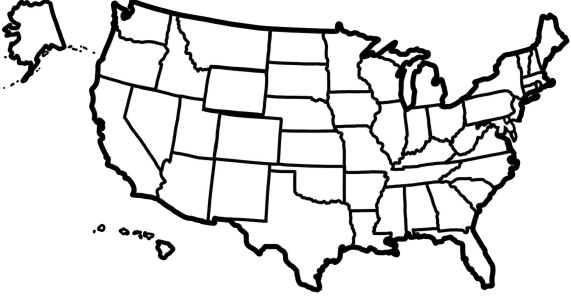

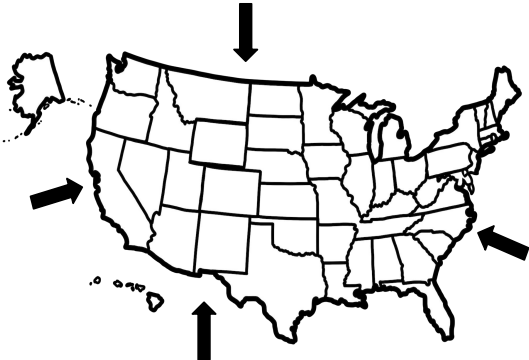

- ❑ Trace the words



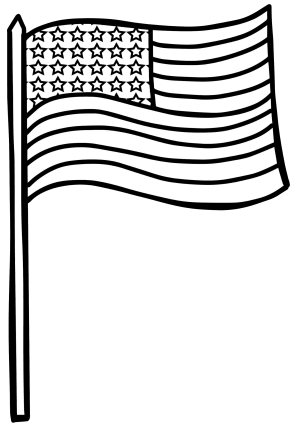
Vocabulary

		
<p>country</p>	<p>state</p>	<p>border</p>
		
<p>capital</p>	<p>flag</p>	<p>citizen</p>
		
<p>immigrant</p>	<p>map</p>	<p>compass</p>
<div data-bbox="344 1415 535 1675" style="border: 1px solid black; padding: 5px;"> <p>Map Legend</p> <ul style="list-style-type: none"> ★ Capital city △ Mountain ⊙ Forest ▭ River ⋯ Lake ● City ● Town ▭ Road </div>		$2 \times 4 = 8$
<p>legend</p>	<p>government</p>	<p>product</p>

Vocabulary Trace

	
<p>country</p>	<p>state</p>
	
<p>border</p>	<p>capital</p>

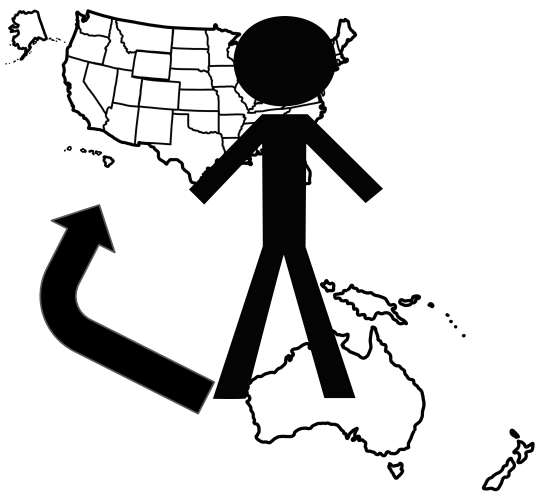
Vocabulary Trace



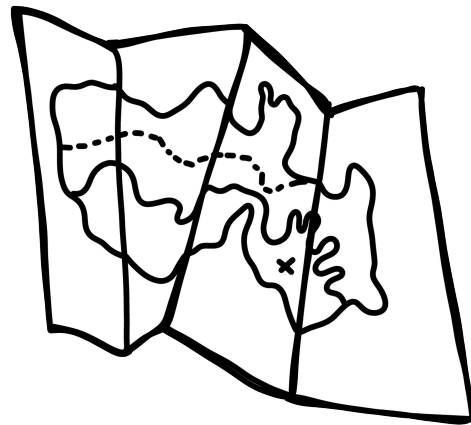
flag



citizen

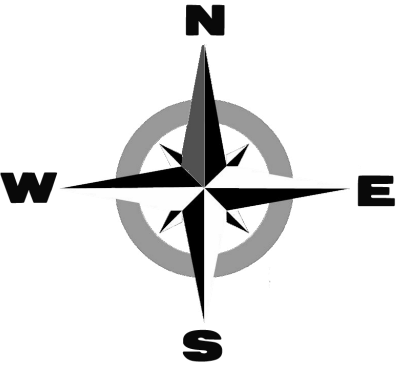




immigrant



map

Vocabulary

	
<p>compass</p>	<p>legend</p>
	$2 \times 4 = 8$
<p>government</p>	<p>product</p>

Countries of North America

Directions:

1. Read each page
2. Do the activities on each page
3. Cut each page on the dotted line
4. Look at the example. Put all the pages on top of each other.
5. Tape or glue the pages to make a book

Glue or tape here

Countries of North America
Caribbean Islands
Central America
Mexico
United States of America
Canada
North America





There are 23 countries in North America. The biggest countries are Canada, United States of America, and Mexico. Oceans are all around North America.



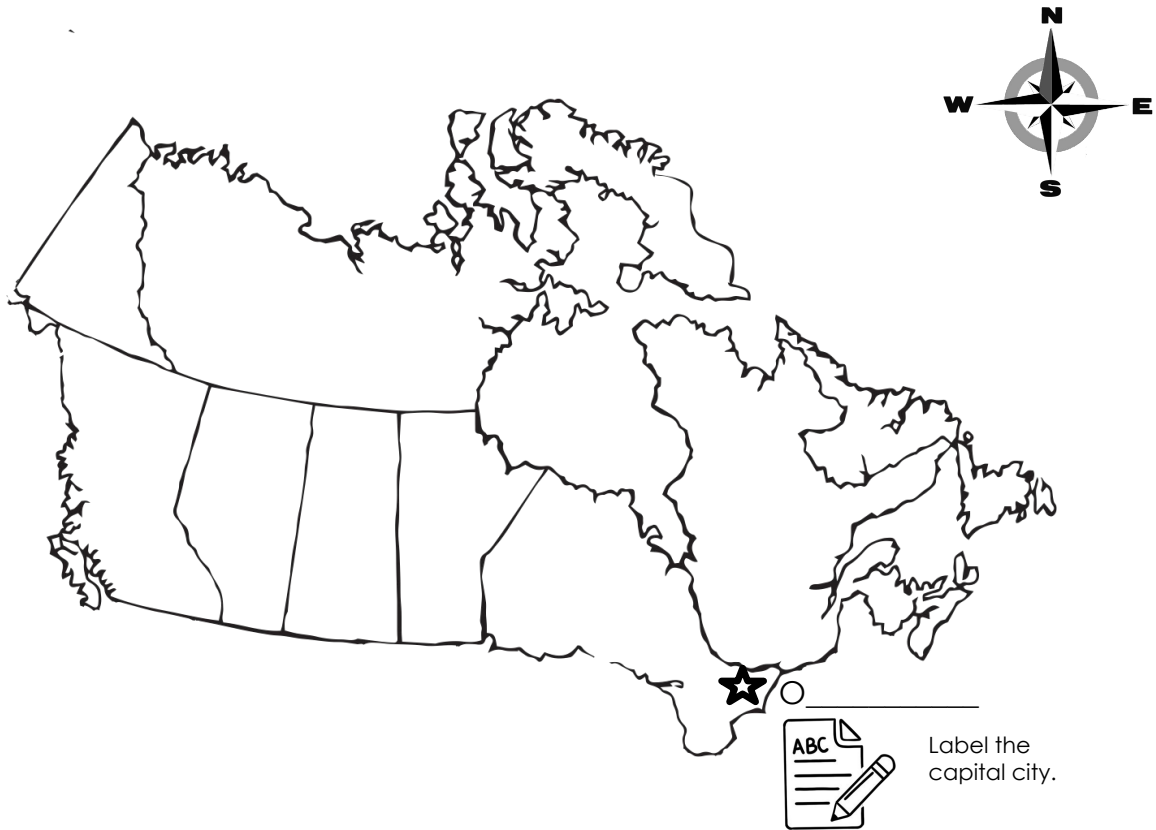
North America



North America

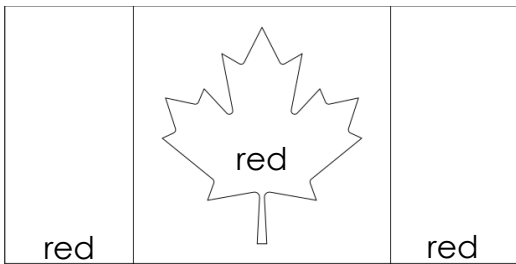
Directions: Cut out parts of North America and glue them on top of page 1. Trace the borders of each country in a different color.





Canada is a country north of the United States of America.

- The capital city of Canada is Ottawa.
- 35,881,659 people live in Canada.
- English, French, and Inuktitut are some of the languages people speak.
- The flag is red and white with a maple leaf

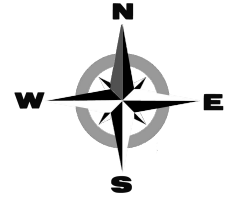


Color the flag.



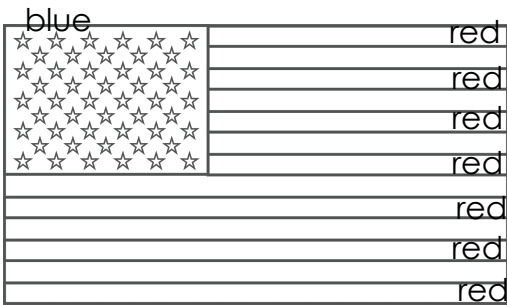
Canada





W _____

Label the capital city.



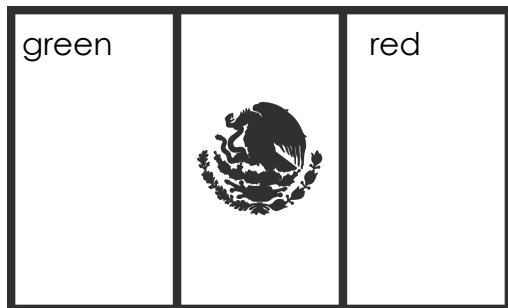
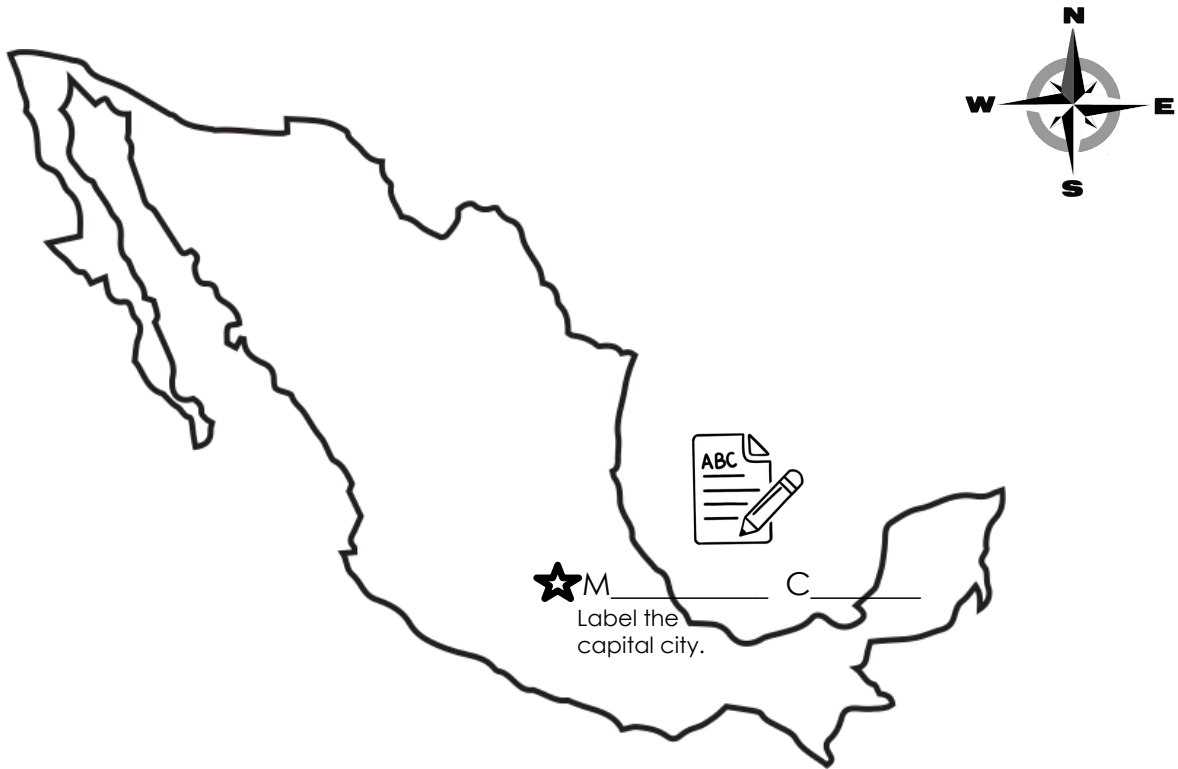
Color the flag.

The United States is a country north of Mexico.

- The capital city is Washington, D.C..
- 329,256,465 people live in the United States.
- There are over 350 languages spoken in the United States, including English, Spanish, and Indigenous languages. What other languages do you speak?
- The flag has 50 white stars with blue around them and red and white stripes.

United States of America





Color the flag.

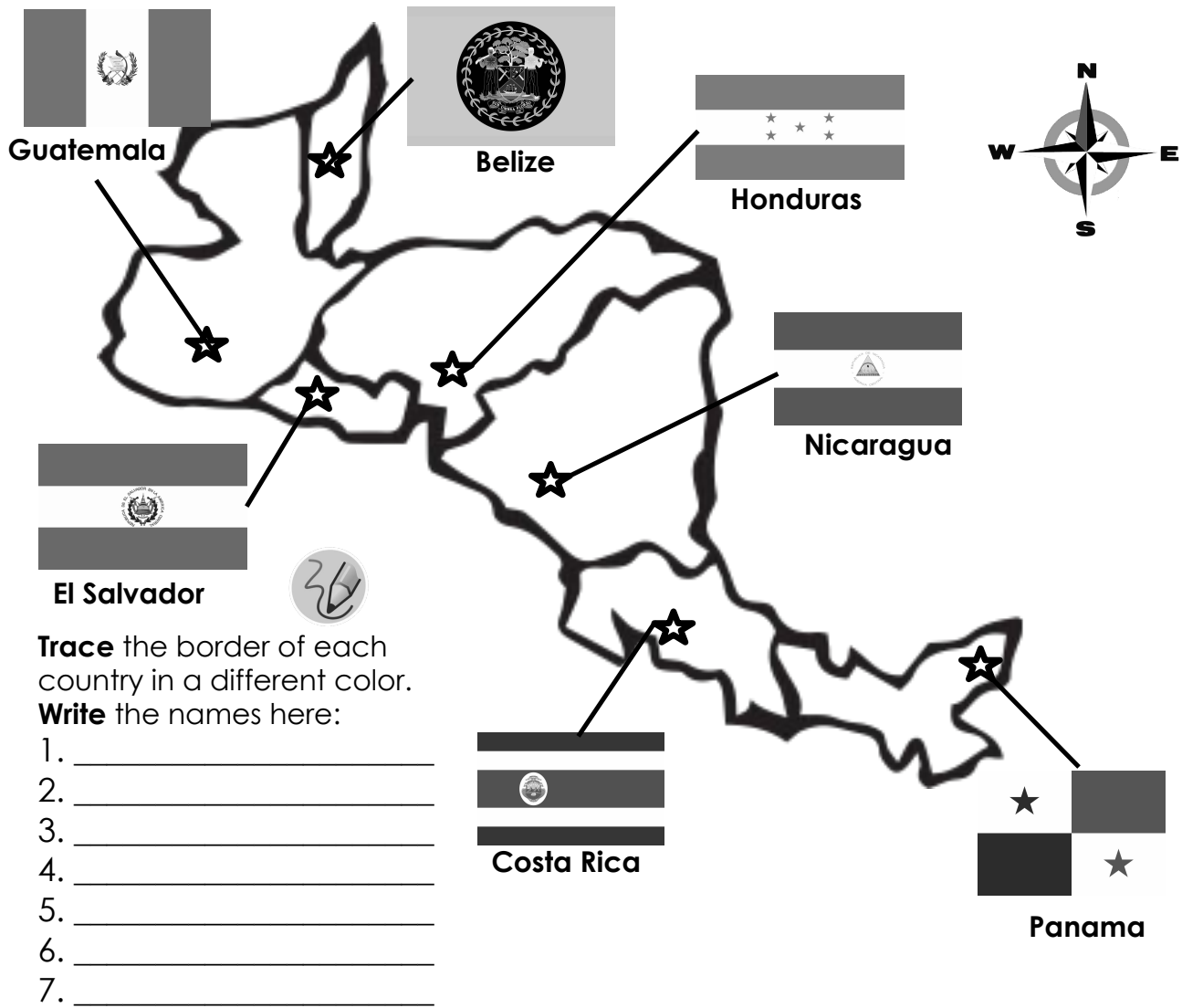


Mexico is a country south of the United States of America.

- The capital city is Mexico City.
- 125,959,205 people live there
- Spanish, Nahuatl, and Tzotzil are some of the languages people speak.
- The flag has a green, white, and red stripes with an eagle holding a snake.

Mexico





Trace the border of each country in a different color.
Write the names here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

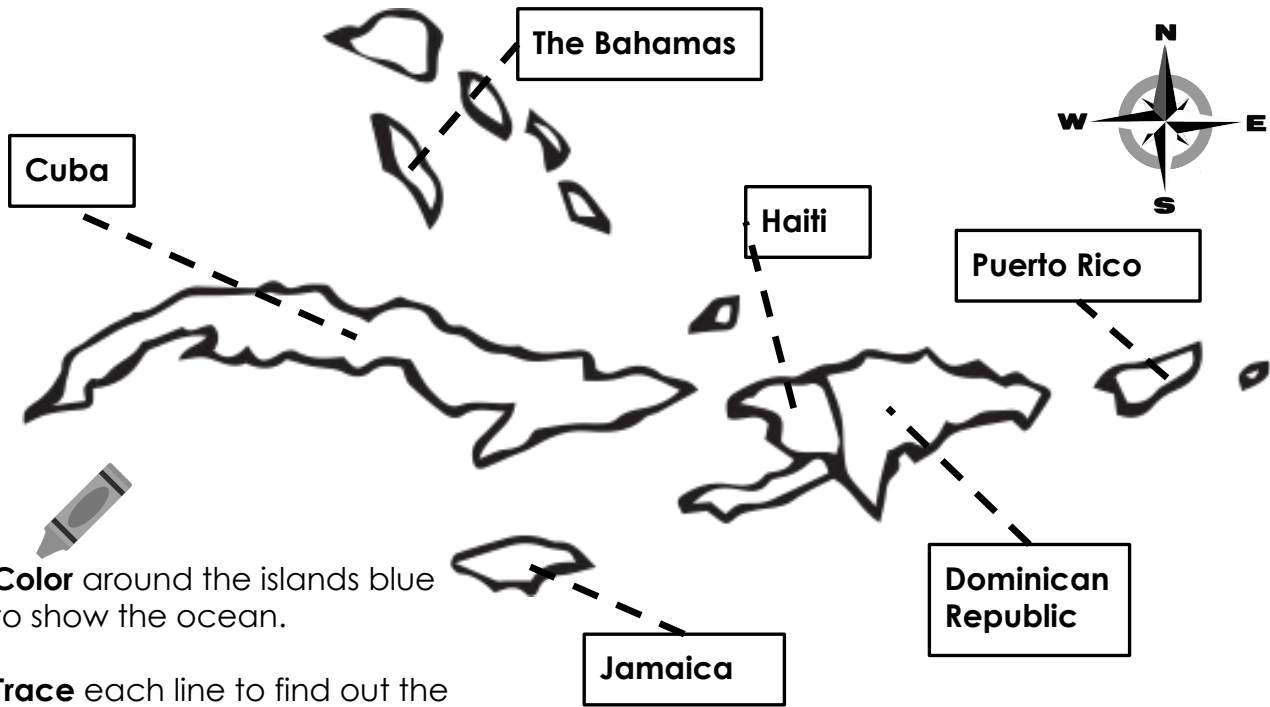


Central America has 7 countries. It is south of Mexico.

- 47,448,336 people live in Central America.
- Spanish, English, and Garifuna are some of the languages people speak.

Central America





Color around the islands blue to show the ocean.

Trace each line to find out the name of some of the island countries.



There are more than 700 islands in the Caribbean. They are east of Central America.

- 43,163,817 people live on the islands
- Spanish, English, and French are some of the languages people speak.

Caribbean Islands

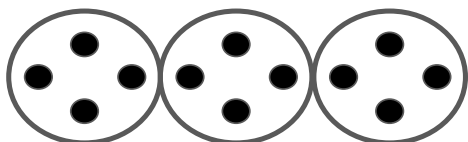


Find the Product

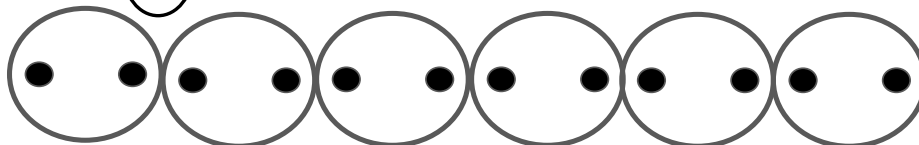
Use repeated addition and multiplication to find the product.

Example:

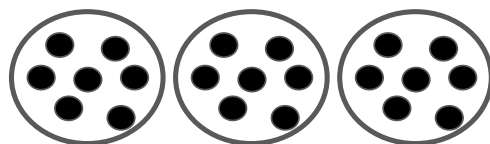
$$3 \times (4) = 4 + 4 + 4 = 12$$



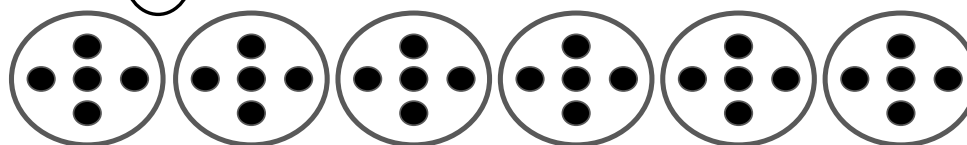
1) $6 \times (2) = 2 + 2 + 2 + 2 + 2 + 2 = \underline{\quad}$



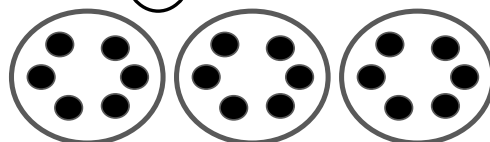
2) $3 \times (7) = 7 + 7 + 7 = \underline{\quad}$



3) $6 \times (5) = 5 + 5 + 5 + 5 + 5 + 5 = \underline{\quad}$



4) $3 \times (6) = 6 + 6 + 6 = \underline{\quad}$



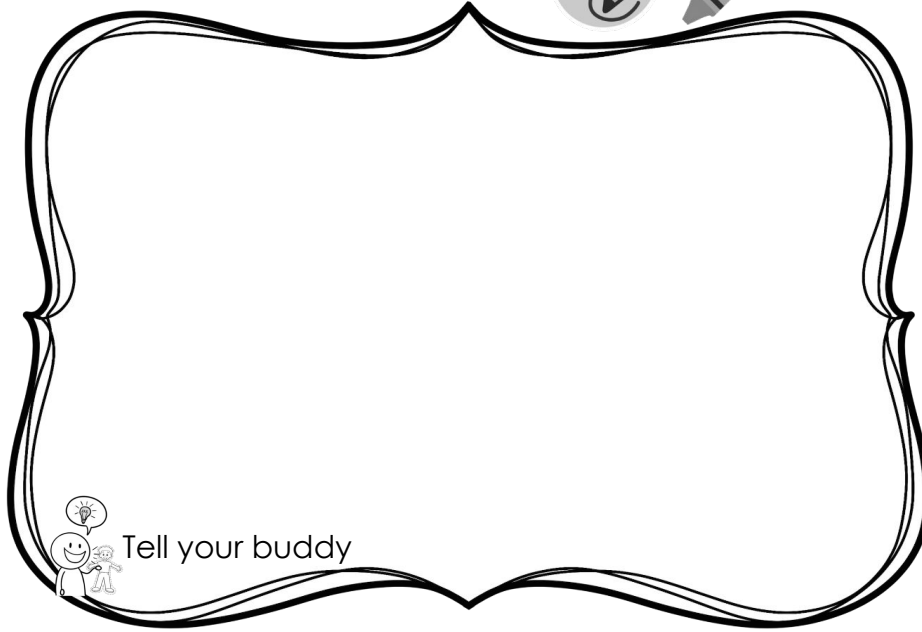


Journal Writing

Date: / /

Write about the country you live in.

Draw and color your ideas.



Tell your buddy



Write your ideas

I live in the country of _____

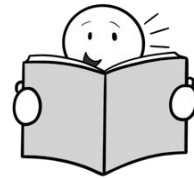


Day 2

- Practice your vocabulary words
- Workout with your buddy
- Explore a state
- Practice multiplication
- Journal

Vocabulary Practice Day 2

- Read your vocabulary words out loud



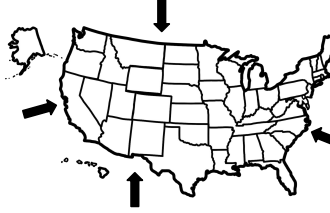

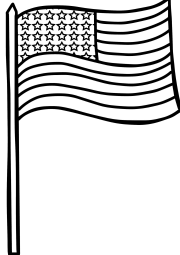


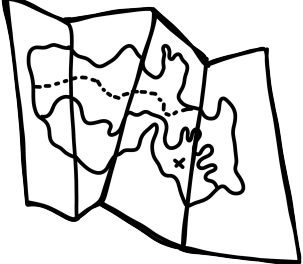
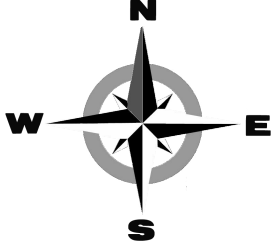



- Read the statement.

- Circle the vocabulary picture that matches the statement.



Vocabulary

		
<p>country</p>	<p>state</p>	<p>border</p>
		
<p>capital</p>	<p>flag</p>	<p>citizen</p>
		
<p>immigrant</p>	<p>map</p>	<p>compass</p>
<div data-bbox="342 1419 537 1671" style="border: 1px solid black; padding: 5px;"> <p>Map Legend</p> <ul style="list-style-type: none"> ★ Capital city △ Mountain ⊙ Forest ▭ River ⋯ Lake ● City ● Town ▭ Road </div>		$2 \times 4 = 8$
<p>legend</p>	<p>government</p>	<p>product</p>



Vocabulary Match

Read the statement. Circle the picture that matches the statement.

1. A piece of paper that shows a country's borders and cities.



2. The edges of a country.



3. A person who was born in a country and can vote.



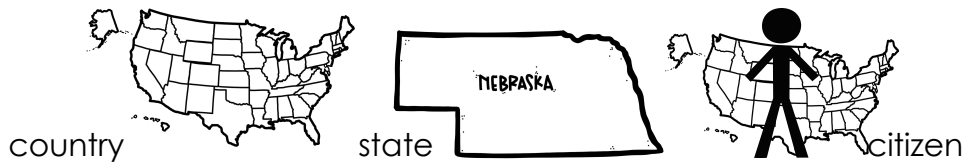
4. The part of a map that shows what different pictures mean.



5. A person who moves to another country from the country they were born in.

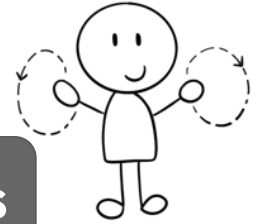


6. A part of the country with its own government and borders.



Workout Time

Play As Many Rounds As Possible. Go around the workout circle as many times as you can until you are tired.



12 Squats

20 Arm Circles

15 Toe Touches

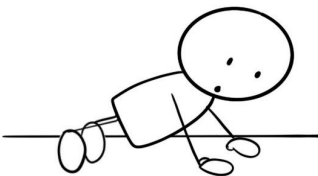
How many times did you go around the circle?
_____ times

15 Sit Ups



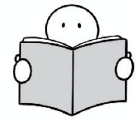
12 Push Ups

10 High Jumps




Learn about the state of Florida

Read and look at the poster about Florida.



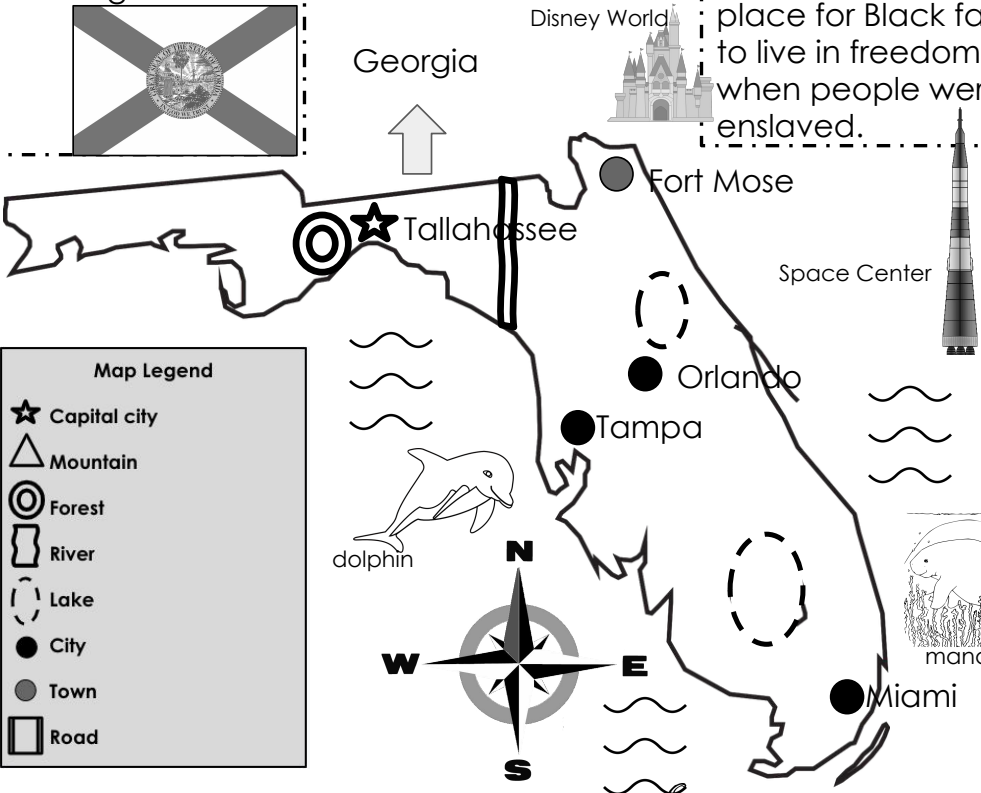
Florida

State Flag



Fort Mose was a safe place for Black families to live in freedom when people were enslaved.

Georgia



Map Legend

- ★ Capital city
- △ Mountain
- ⊙ Forest
- ▭ River
- ⋯ Lake
- City
- Town
- ▭ Road

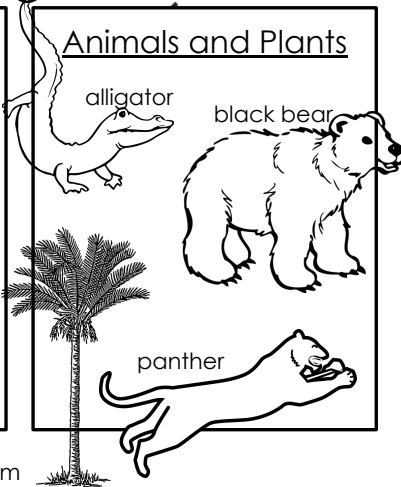
People of Florida

- 21,477,737 people live in Florida now
- The native Seminoles were the first people.
- Many immigrants have moved to Florida from Cuba and Central America

History

- The first people were the Seminoles.
- People from other countries came
- Florida was a state in the United States of America in 1845.

Animals and Plants





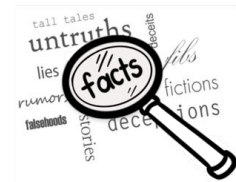
Florida Expert

Answer the questions about Florida using the text to help you.

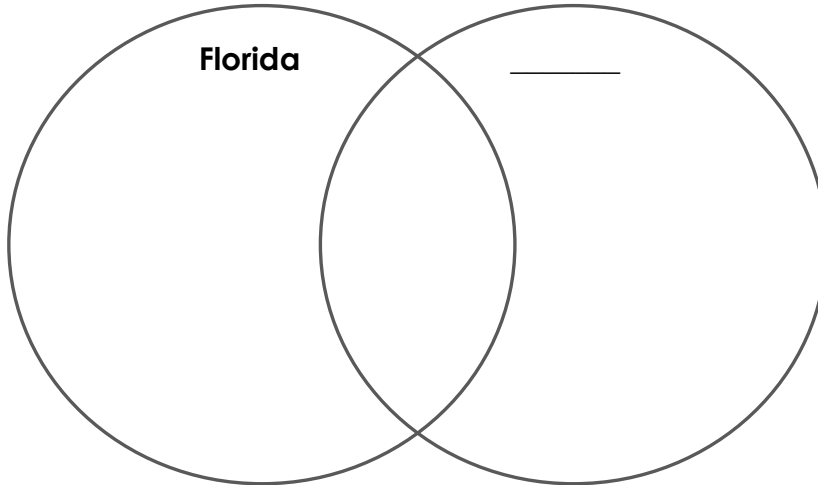
Use each word once:	
immigrants	Tallahassee
state	Seminoles

Fill in the facts about Florida.

1. Florida is a _____ in the country of United States of America.
2. The capital city is _____.
3. One of the groups of native people that lived there first are called the _____.
4. Florida is the home of many _____ from different countries.



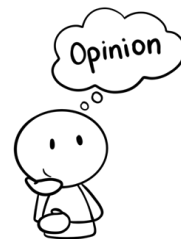
Compare and contrast Florida and where you live.



Tell your buddy if you would like to live in Florida and why.

"I would like to live in Florida because _____."

"I would not like to live in Florida because _____."

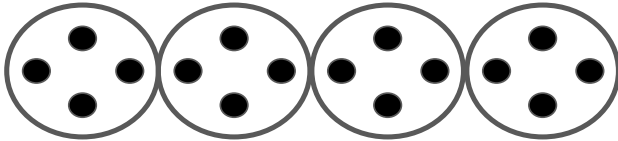


Multiplication

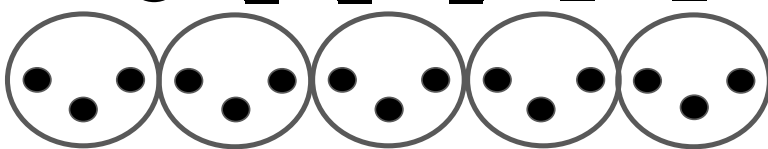
Write the repeated addition to help find the product.

Example:

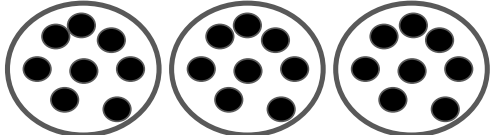
$$4 \times (4) = \underline{4} + \underline{4} + \underline{4} + \underline{4} = \underline{16}$$



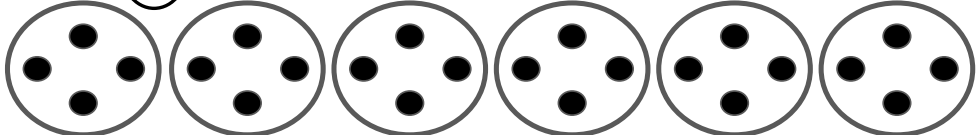
1) $5 \times (3) = _ + _ + _ + _ + _ = \underline{\quad}$



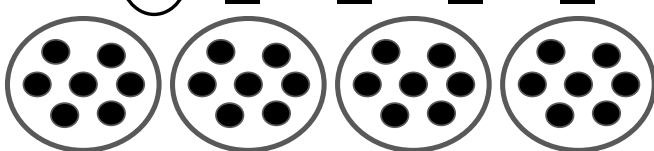
2) $3 \times (8) = _ + _ + _ = \underline{\quad}$



3) $6 \times (4) = _ + _ + _ + _ + _ + _ = \underline{\quad}$



4) $4 \times (7) = _ + _ + _ + _ = \underline{\quad}$



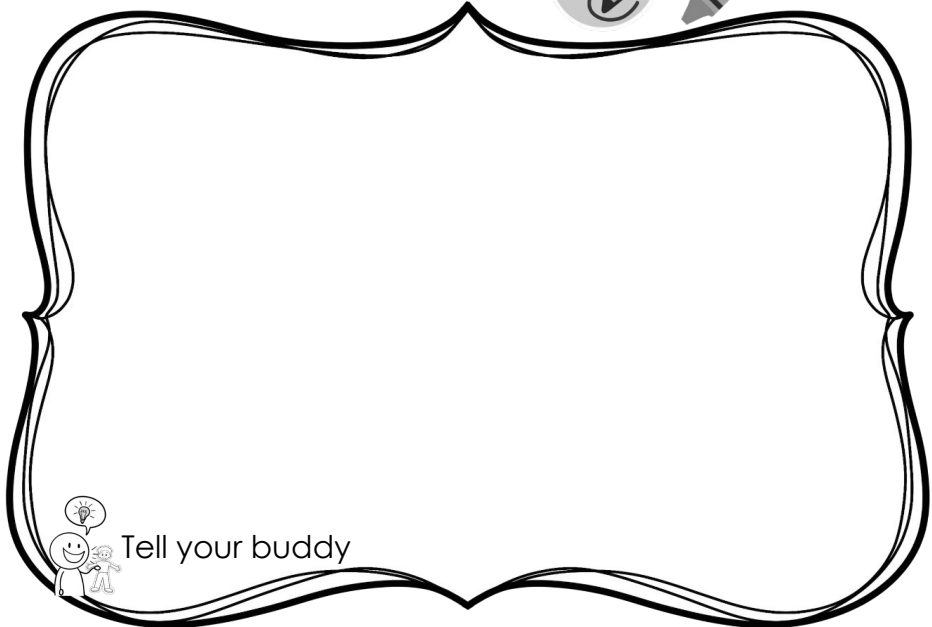
Date: / /



Journal Writing

Write about where you would go see in Florida. What places, animals, or nature would you like to see?

Draw and color your ideas.



Tell your buddy



Write your ideas

I would like to see _____



Day 3

- Practice your vocabulary words
- Workout with your buddy
- Explore a state
- Practice multiplication
- Journal

Vocabulary Practice Day 3



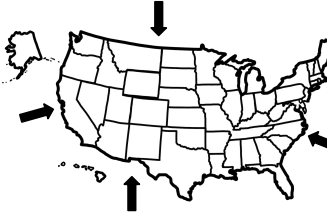

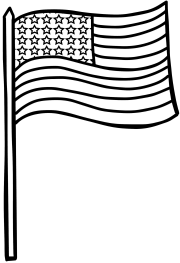


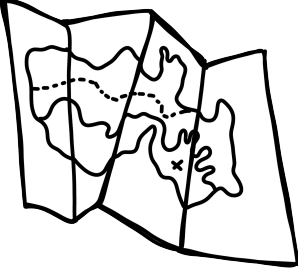
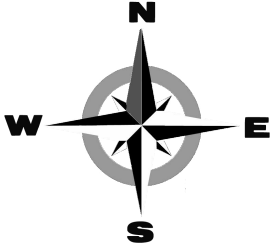

- Read your vocabulary words out loud



- Read the sentences and fill in the blanks with a vocabulary word.



Vocabulary

		
<p>country</p>	<p>state</p>	<p>border</p>
		
<p>capital</p>	<p>flag</p>	<p>citizen</p>
		
<p>immigrant</p>	<p>map</p>	<p>compass</p>
<div data-bbox="344 1415 535 1675" style="border: 1px solid black; padding: 5px;"> <p>Map Legend</p> <ul style="list-style-type: none"> ★ Capital city △ Mountain ⊙ Forest ▭ River ⋯ Lake ● City ○ Town ▭ Road </div>		$2 \times 4 = 8$
<p>legend</p>	<p>government</p>	<p>product</p>

Vocabulary



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

Maha lives in the _____ of Florida. Her family moved to Florida 15 years ago from Iraq, a _____. They were _____ in the United States of America, they could not vote. Her mom and dad went to school and were able to become _____.! Now, they help make choices for the _____. They want to celebrate so they decide to take a trip to Nebraska. They use a _____ to make sure they don't get lost. Mom teaches Maha how to use the _____ and _____. Soon they drive over the _____ to Nebraska and see the flag. It looks different than Florida's _____. Maha is excited to visit a new place.

Word Bank:

country	state	border	immigrant	map	compass
flag	citizen	legend	government		

Workout Time



Practice your toss and catching. You can use a ball, a sock, or a piece of paper in the shape of a ball.

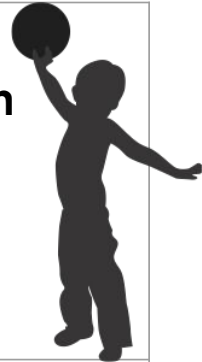
START

**Two Hand Toss
Two Hand Catch**



5
times

**Two Hand Toss
One Hand Catch**



20
times

**Toss
Touch Head
Catch**



10
times

**Toss Over Head
Catch with
other hand**



15
times

**Toss
Jump
Catch**



15
times

**One Hand Toss
One Hand Catch**



10
times

**Toss
Spin
Catch**



20
times

**Toss
Clap
Catch**



5
times

End

Trip to Nebraska

Look out the car window with Maha and learn about Nebraska.



First, Maha's family travels through the capital city of Nebraska, **Lincoln**. This is where Nebraska government works. She gets a small Nebraska flag here.



They drive by a Vietnamese restaurant and store. Dad tells her many people from Vietnam immigrated to Lincoln.



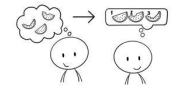
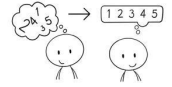
Maha's family drives west. They stop at the Kearney archway. They learn about the people that moved west called pioneers.



Maha learns that the native people of Nebraska would hunt bison, but now people use the land to grow corn and cows. She gets a bison toy.

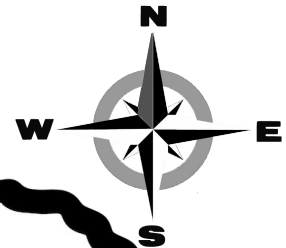
Trip back Home

Maha had a great trip to Nebraska. She is glad to go home to Florida. Here are some things she got on her trip. Help her finish the map by filling in the blanks.



Last, Maha drives in the country and sees

Nebraska Map



Niobrara River

Platte River

Omaha

Kearney

Lincoln

Map Legend	
★	Capital city
△	Mountain
⊙	Forest
⊭	River
⊖	Lake
●	City
●	Town
□	Road

Then, Maha visits the Kearney Arch. She learns about _____

First, Maha visits Lincoln. She sees _____



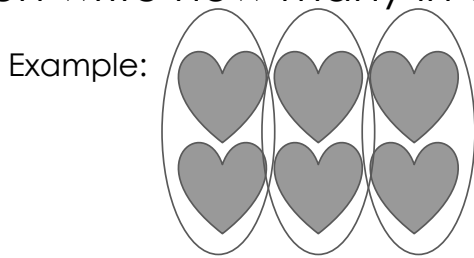
Nebraska flag



Bison toy

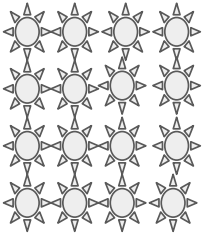

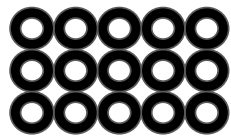


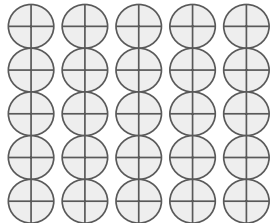
Arrays and Multiplication

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



Equation: $3 \times 2 = 6$

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>

Day 4

- Practice your vocabulary words
- Workout with your buddy
- Explore a state
- Practice multiplication
- Journal

Vocabulary Practice Day 4

- ❑ Read your vocabulary words out loud



- ❑ Choose 5 vocabulary words





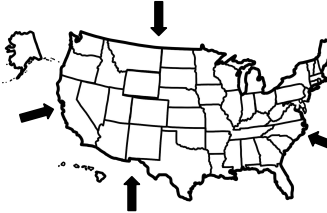

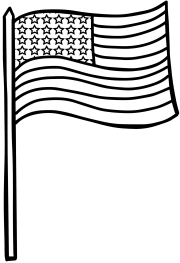


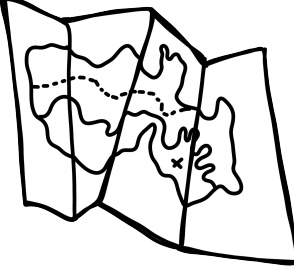
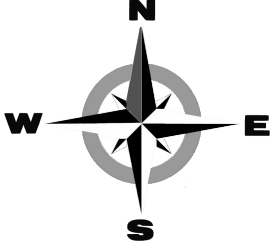

- ❑ Write 3 sentences using those words



- ❑ Draw a picture for your sentences



Vocabulary

		
<p>country</p>	<p>state</p>	<p>border</p>
		
<p>capital</p>	<p>flag</p>	<p>citizen</p>
		
<p>immigrant</p>	<p>map</p>	<p>compass</p>
<div data-bbox="344 1415 539 1675" style="border: 1px solid black; padding: 5px;"> <p>Map Legend</p> <ul style="list-style-type: none"> ★ Capital city △ Mountain ⊙ Forest ▭ River ⋯ Lake ● City ● Town ▭ Road </div>		$2 \times 4 = 8$
<p>legend</p>	<p>government</p>	<p>product</p>



Vocabulary Sentences

Choose 5 of your vocabulary words. Write them in the boxes.

--	--	--

--	--

Write 3 sentences using those words.





Make a drawing for those sentences.



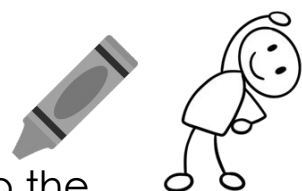


Play BINGO

Cut out the cards. Pick one card at a time. Color the square it matches and do the move. You can play with your buddy or someone else. First person to get 4 in a row WINS!



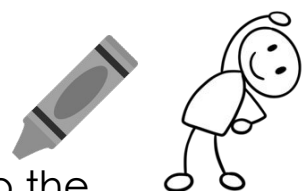
Board 1



Take turns picking cards. Both people should do the workout. You can win by coloring in 4 in a row.

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

Board 2

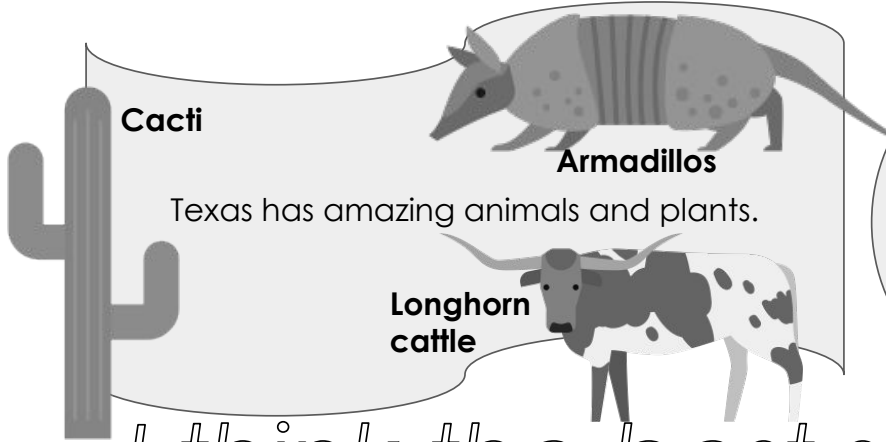
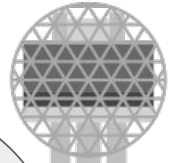


Take turns picking cards. Both people should do the workout. You can win by coloring in 4 in a row.

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

Texas is the Best!

Read the text about why the Maha thinks Texas is the best.



Cacti

Armadillos

Texas has amazing animals and plants.

**Longhorn
cattle**

Texas is BIG!
Only Alaska
is bigger
than Texas.

I think the best state is..

★ **Texas** ★

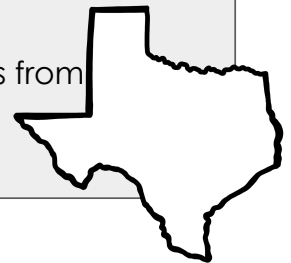
- ★ Texas's capital city is Austin.
- ★ The country of Mexico is south of Texas.
- ★ 4 states are around Texas.

Lots of people live in Texas! 28,995,881 people.



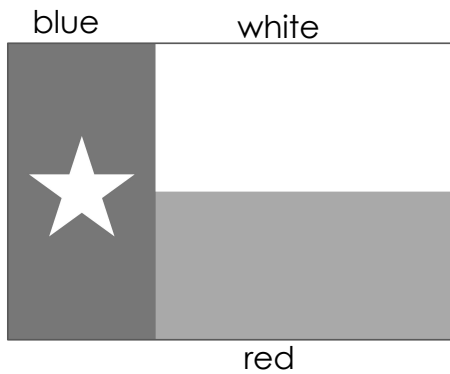
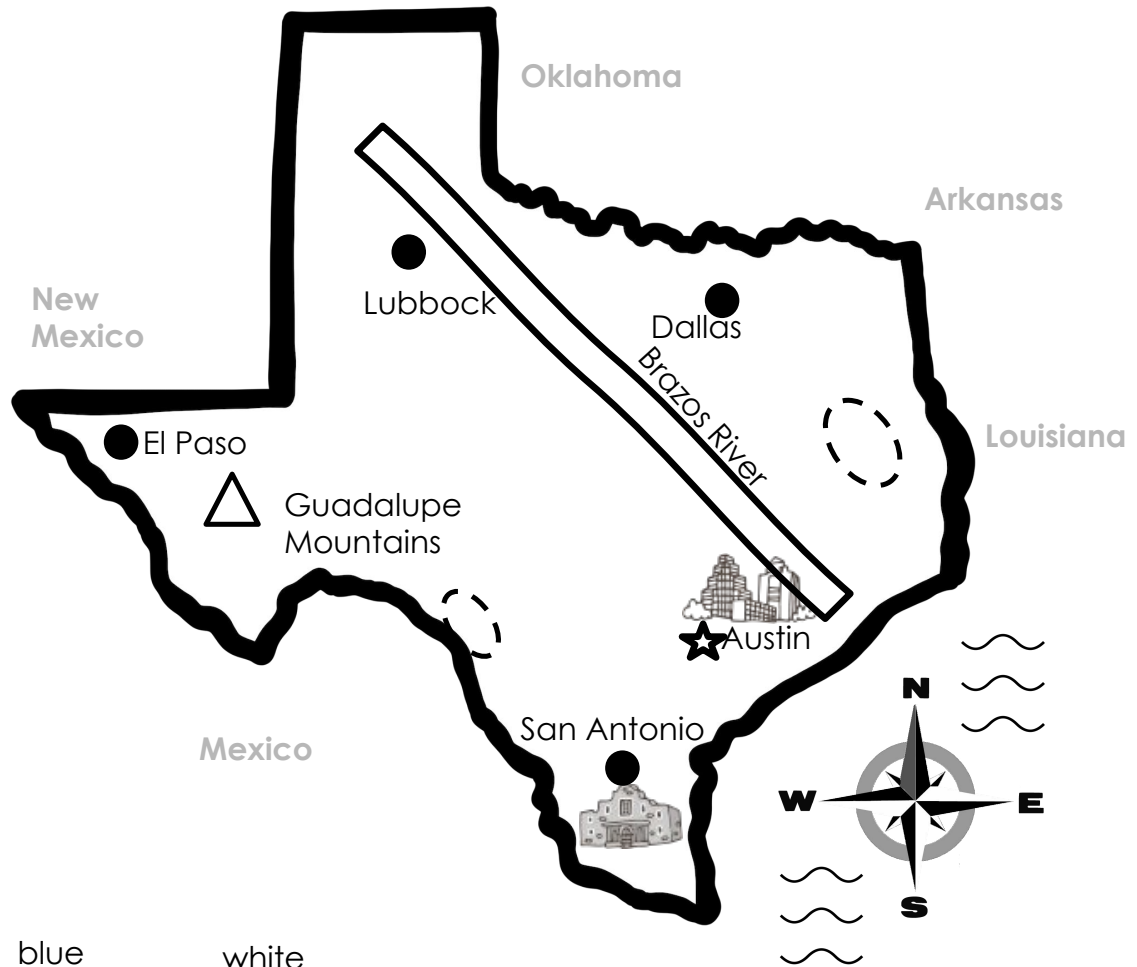
Many Native people lived in Texas including the Coahuiltec, Apache and Comanche. Many Native people still live there.

Many immigrants and citizens from Mexico also live in Texas.



By: Maha

Map of Texas



Texas Flag

Map Legend	
★	Capital city
△	Mountain
⊙	Forest
▭	River
○	Lake
●	City
●	Town
▭	Road

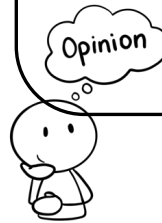
Texas Notes



Animals and Plants



My Opinion



Interesting Facts

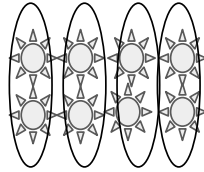
People

Vocabulary Words

Multiplication Arrays

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

Example:
 $4 \times 2 = 8$



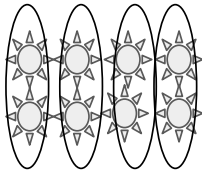
$3 \times 2 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

Example:
Draw 4 groups of 2
 $\underline{4} \times \underline{2} = \underline{8}$



Draw 4 groups of 6

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Draw 7 groups of 2

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

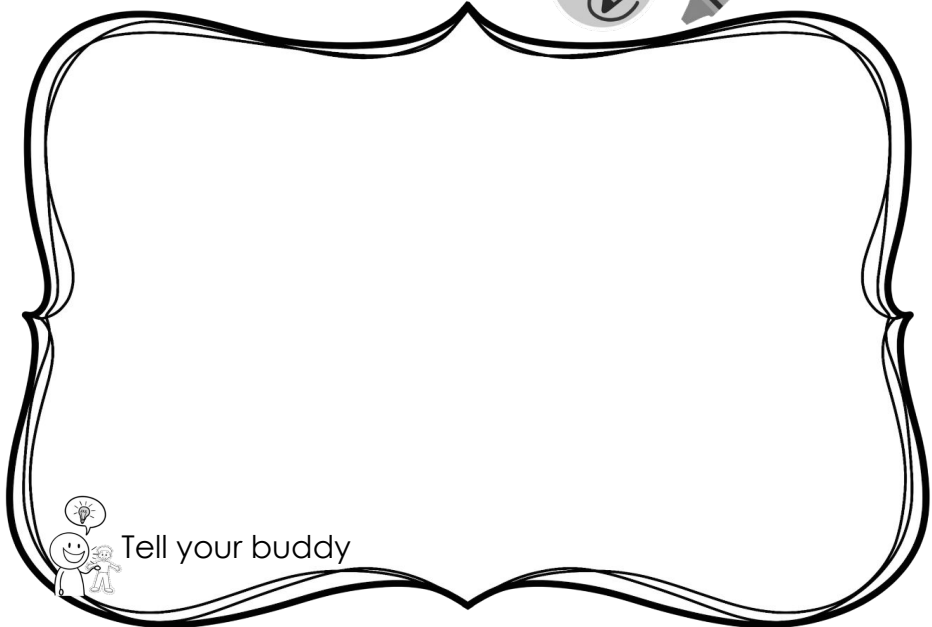
Date: / /



Journal Writing

Do you agree with Maha that Texas is the best state?
Yes/ No Why?

Draw and color your ideas.



Tell your buddy



Write your ideas

I think _____ because



Day 5

- Practice your vocabulary words
- Make a Presentation
- Practice multiplication
- Journal

Vocabulary Practice Day 5

- ❑ Cut out the cards and mix them



- ❑ Pick one, read the word, and move





Vocabulary/Move Cards

country



15 squats



capital



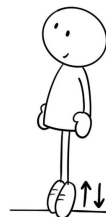
10 high jumps



immigrant



12 heel raises



legend



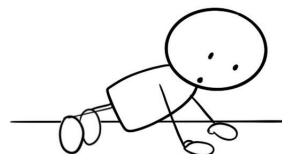
20 skip in place



government



8 push ups





Vocabulary/Move Cards

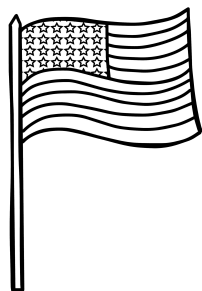
state



16 air punches



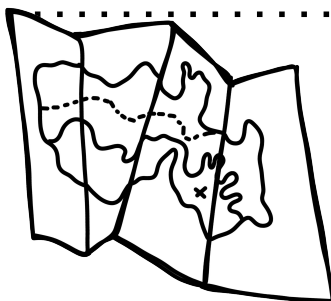
flag



20 second wall sit



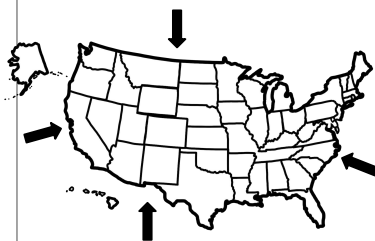
map



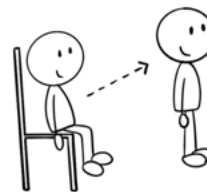
30 second jog



border



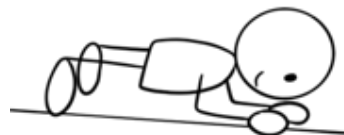
10 chair sits



citizen



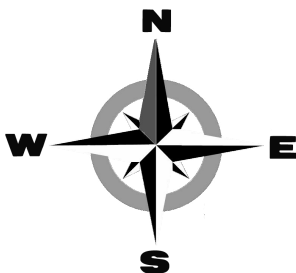
20 second plank





Vocabulary/Move Cards

compass



12 sit ups



product

$$2 \times 4 = \boxed{8}$$

14 arm circles



Rest

**3
Deep
Breaths**



Rest

**3
Deep
Breaths**



Rest

**3
Deep
Breaths**



Which State is the Best?

You got to read Maha's project about what state she thought was the best. Now it is your turn.

1. Choose one of the states you learned about this week or another state you know a lot about.

Circle the one you want:

Florida, Nebraska, Texas, _____



2. Use what you have learned to make a poster. You can use Maha's as an example. You can use any words and any language you know



3. Add pictures and decorations



4. Show it to your buddy or another person and tell them about it

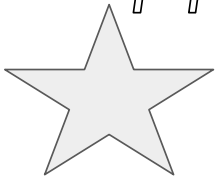
5. Ask them if they agree or disagree with you.



Animals and Plants

People

I think the best state is...



Opinion

★
★
★

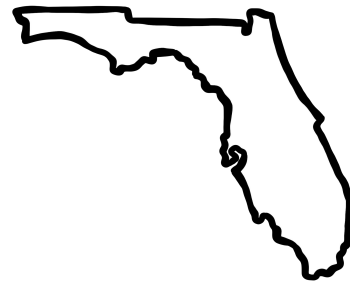
Interesting Facts

By: _____

Texas



Florida



Nebraska

You can cut these out to use on your poster if you want.



Multiplication with Word Problems

Read the word problem and write the equation. You can draw a picture if you want. Solve to find the product.

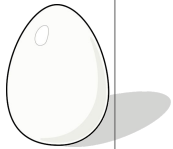


1. There are 4 chairs at each table. How many chairs are at 3 tables?

Addition Equation: $4 + 4 + 4 = \underline{\quad}$

Multiplication Equation: $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Product: $\underline{\quad}$ chairs

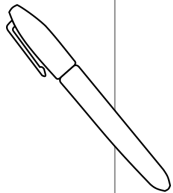


2. There are 2 eggs in each box. How many eggs are in 4 boxes?

Addition Equation: $2 + 2 + 2 + 2 = \underline{\quad}$

Multiplication Equation: $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Product: $\underline{\quad}$ eggs

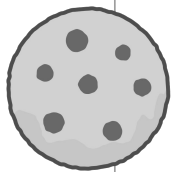


3. There are 5 pens in a each pack. How many pens are in 3 packs?

Addition Equation: $5 + 5 + 5 = \underline{\quad}$

Multiplication Equation: $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Product: $\underline{\quad}$ pens



4. There are 3 cookies on each plate. How many cookies are on 2 plates?

Addition Equation: $3 + 3 = \underline{\quad}$

Multiplication Equation: $\underline{\quad} \times \underline{\quad} = \underline{\quad}$

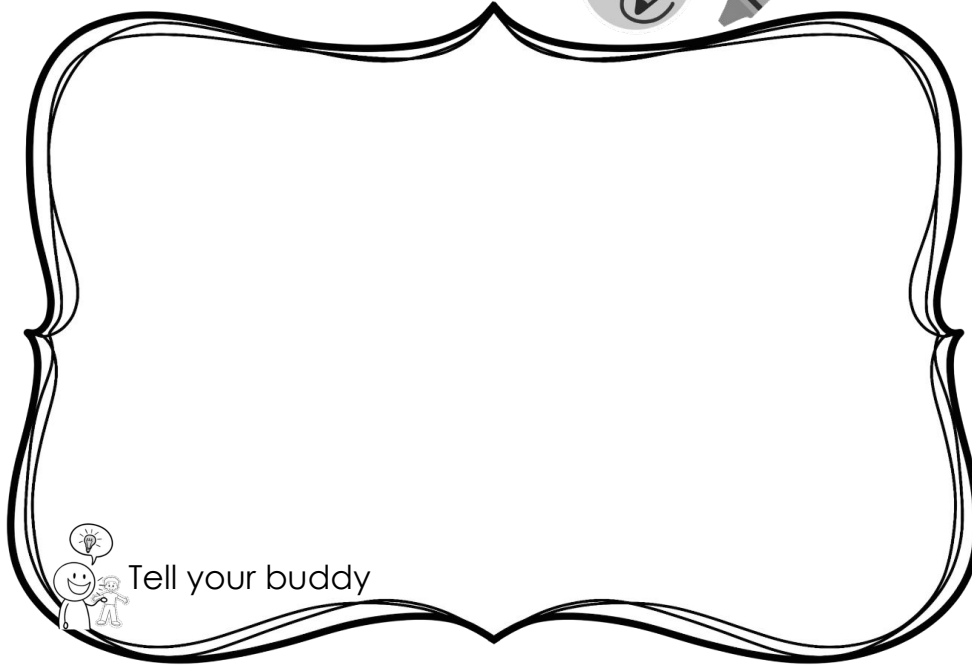
Product: $\underline{\quad}$ cookies



Journal Writing

If you could visit any place we learned about this week, where would you go?

Draw and color your ideas.



Tell your buddy



Write your ideas





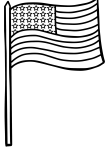


I would visit _____ because _____

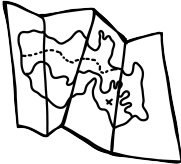
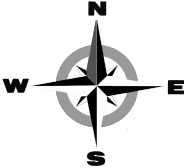







My Dictionary

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)
	country	
	state	
	border	
	capital	
	flag	
	citizen	
	immigrant	

Picture	Trace	Home Language(s)
	map	
	compass	
	legend	
	government	
$2 \times 4 = 8$ 	product	



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 provided for a student to write about what they learned in the packet.

ICMEE is housed within:



Reference Sheet

LENGTH

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

CAPACITY AND VOLUME

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

MASS AND WEIGHT

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

TIME

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



ICMEE is housed within: