

**2<sup>nd</sup> – 3<sup>rd</sup> grade • English Level 2**

# Learning Packet #5

**Theme: Weather and Seasons**



# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

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

## **Level 3 – Interdisciplinary Inquiry**

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

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

# International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **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.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- CCSS.MATH.CONTENT.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

### Social Studies

- NE SS 2.3.2 Compare places and regions.

### English Language Arts

- CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

### Science Standards and Cross-Cutting Ideas

- NE SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.

### Art

- NE FA 3.2.1 Students will use the creative process (glossary) to make works of art exploring subjects and themes (glossary) with a variety of materials (glossary).

### 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.



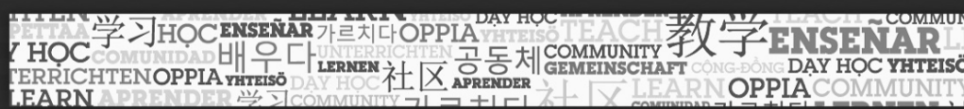
**2<sup>nd</sup> – 3<sup>rd</sup> grade • English Level 2**

# Learning Packet #5

**Theme: Weather and Seasons**



# International Consortium for Multilingual Excellence in Education



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

Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.
- Students will be learning about different types of weather and seasons around the world. They will be exploring and reading about extreme weather. They will also have the opportunity to create and deliver a weather report. In math, they will be learning about time and working to tell time as well as how much time has elapsed.
- 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.
  - season
  - weather
  - thunderstorm
  - wind
  - elapsed
  - hurricane
  - flood
  - tornado
  - rain
  - snow
  - hail
  - blizzard

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

Sincerely,

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

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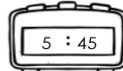
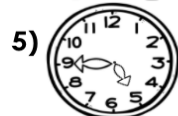
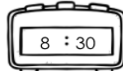
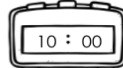
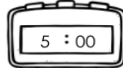
# Answer Keys

## Answers: What Time is it?

Use the clock to write the time in the digital clock.

Example:

- 1) Count by 5s and then fill in the minutes on the clock.  
0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55



## Answers: What Time is it?

Use the clock to write and draw the time on the clock.

Example:

1)

Time: eleven o'clock

2)

Time: five thirty

3)

Time: two o'clock

## Answers: Vocabulary

 season	<ul style="list-style-type: none"> <li>• Rainy and dry</li> <li>• Summer, winter, fall, spring</li> <li>• Comes every year at the same time</li> </ul>
 wind	<ul style="list-style-type: none"> <li>• Made by cold and hot air mixing</li> <li>• Can feel, but can't see</li> </ul>
 hail	<ul style="list-style-type: none"> <li>• Balls of ice</li> <li>• Can come during a blizzard or thunderstorm</li> </ul>
 flood	<ul style="list-style-type: none"> <li>• When there is too much rain or water</li> </ul>

## Answers: Vocabulary

 weather	<ul style="list-style-type: none"> <li>• Always changing</li> <li>• Made by the sun, wind, and clouds</li> </ul>
 rain	<ul style="list-style-type: none"> <li>• Water from clouds</li> <li>• You maybe will use an umbrella</li> </ul>
 blizzard	<ul style="list-style-type: none"> <li>• Lots of snow and wind together</li> <li>• Makes it very cold and hard to see things</li> </ul>
 hurricane	<ul style="list-style-type: none"> <li>• A storm made by the ocean</li> <li>• Can make big waves and floods</li> </ul>

### Answers: Vocabulary

	<ul style="list-style-type: none"> <li>• Rain with thunder and lightning</li> <li>• Very windy</li> </ul>
<p>thunderstorm</p> 	<ul style="list-style-type: none"> <li>• Frozen white flakes</li> <li>• Can build things out of it and play with it</li> </ul>
<p>snow</p> 	<ul style="list-style-type: none"> <li>• Very strong winds spinning</li> <li>• Very fast and can cause a lot of damage</li> </ul>
<p>tornado</p> 	<ul style="list-style-type: none"> <li>• The amount of time that passes between two things</li> <li>• "The movie was 2 hours long"</li> </ul>
<p>elapsed</p>	

### Answers: How much time?

Look at the two clocks. Write the time. Then write how much time has elapsed.

Example:




Time: 3:00



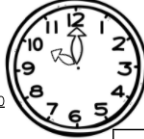
Time: 5:00

**Elapsed Time: 2 hours**

1)




Time: 9:00




Time: 10:00

**Elapsed Time: 1 hour**

2)




Time: 1:00




Time: 4:00

**Elapsed Time: 3 hours**

3)



Time: 1:00




Time: 7:00

**Elapsed Time: 6 hours**


### Answers: How much time?

Look at the two clocks. Write the time. Then write how much time has elapsed.

Example:




Time: 3:30



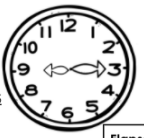
Time: 5:30

**Elapsed Time: 2 hours**

1)




Time: 8:15




Time: 9:15

**Elapsed Time: 1 hour**

2)




Time: 2:30




Time: 5:30

**Elapsed Time: 3 hours**

3)



Time: 6:45



Time: 8:45

**Elapsed Time: 2 hours**

## Answers: Vocabulary



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

1. It rained so much, there was a **flood** and our house got water inside.
2. Each **season** has different weather each year.
3. **Elapsed** time helps us know how much time has past.
4. It is fun to build with **snow**, but it can also be cold.
5. When winds spin very fast it can make a **tornado**.
6. A **hurricane** has big waves and can cause flooding.
7. **Hail** is very hard pieces of frozen snow and water.
8. It can be hard to see in a **blizzard** because of the wind and snow.
9. In the fall the **wind** blows the leaves off the trees.
10. Plants and animals need **rain** to live.
11. There is lightning and thunder during a **thunderstorm**.
12. **Weather** is made by the sun, clouds, and wind.

Word Bank:

hail	blizzard	tornado	season	weather	thunderstorm
flood	hurricane	elapsed	wind	rain	snow

## Answers: When Will It be Over?

Read the problem. Draw the ending time on the clock. Then write how much time has elapsed.

Example

Time: 3:30

The blizzard starts at 3:30. It stops at 4:30. How much time has elapsed?

Time: 4:30

**Elapsed Time: 1 hour**

1)

Time: 5:00

The rain starts at 5:00. It stops at 7:00. How much time has elapsed?

Time: 7:00

**Elapsed Time: 2 hours**

2)

Time: 11:45

The wind stops at 11:45. Then it starts again at 12:45. How much time has elapsed?

Time: 12:45

**Elapsed Time: 1 hour**

3)

Time: 7:15

I see lightning at 7:15. I see lightning again at 10:15. How much time has elapsed?

Time: 10:15

**Elapsed Time: 3 hours**



## 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



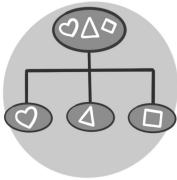
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- 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

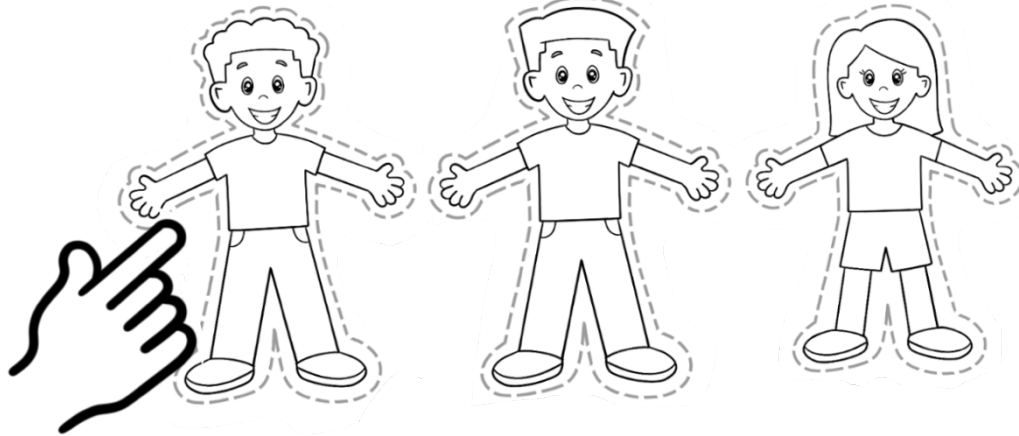
- Make Buddy
- Trace, Read, and Move

## Vocabulary

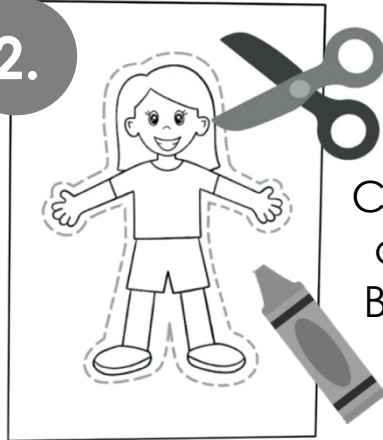
- Read about weather
- Write the Time
- Journal

# My Buddy

1. Choose a Buddy

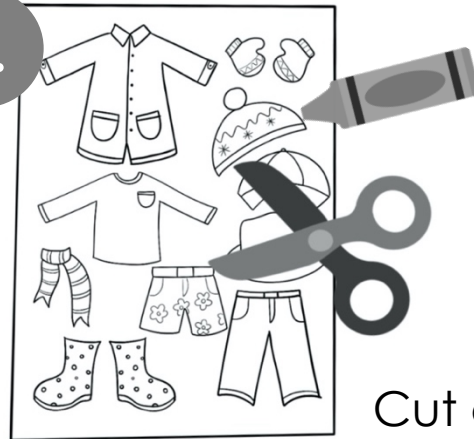


2.



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

3.

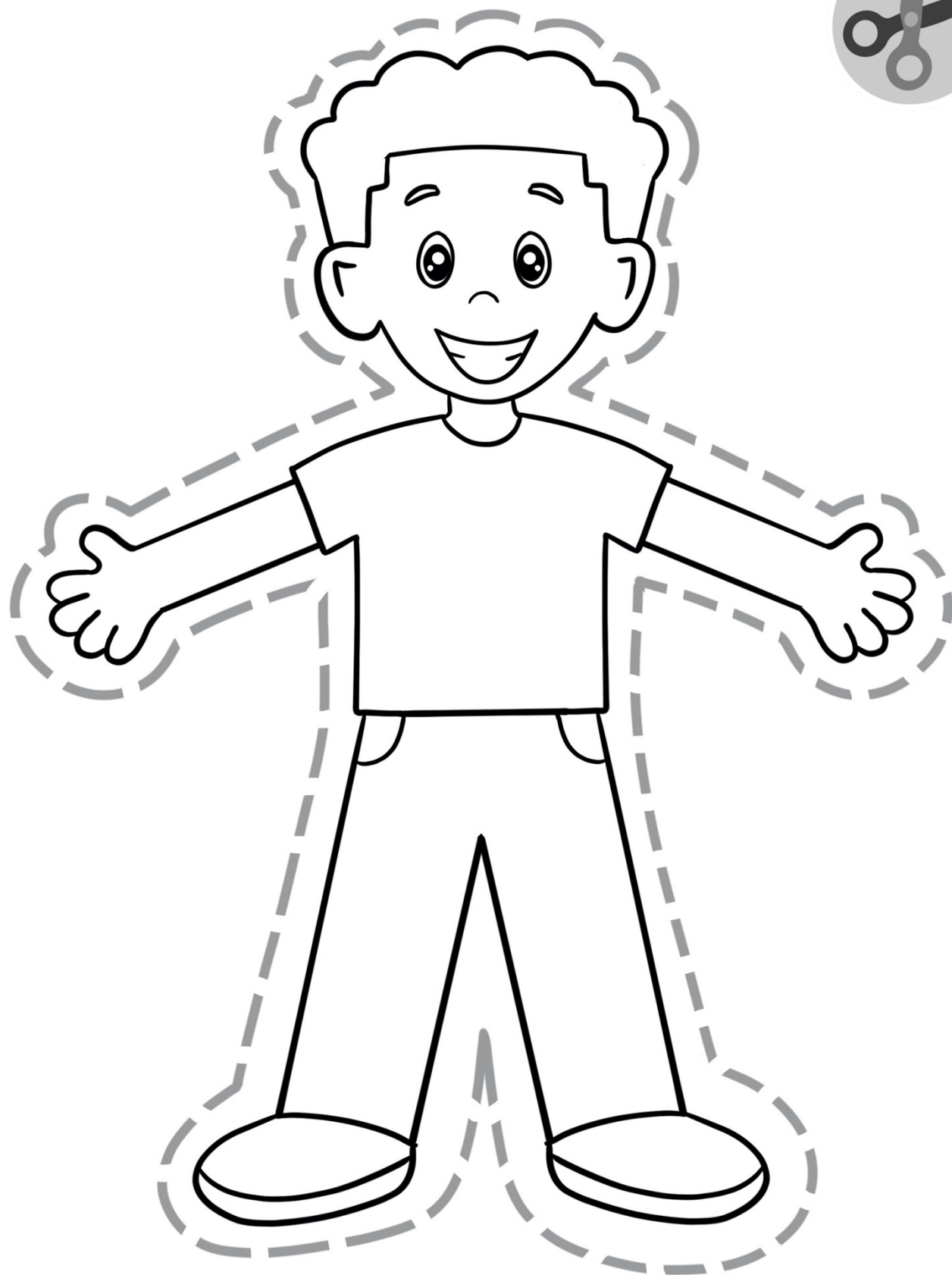


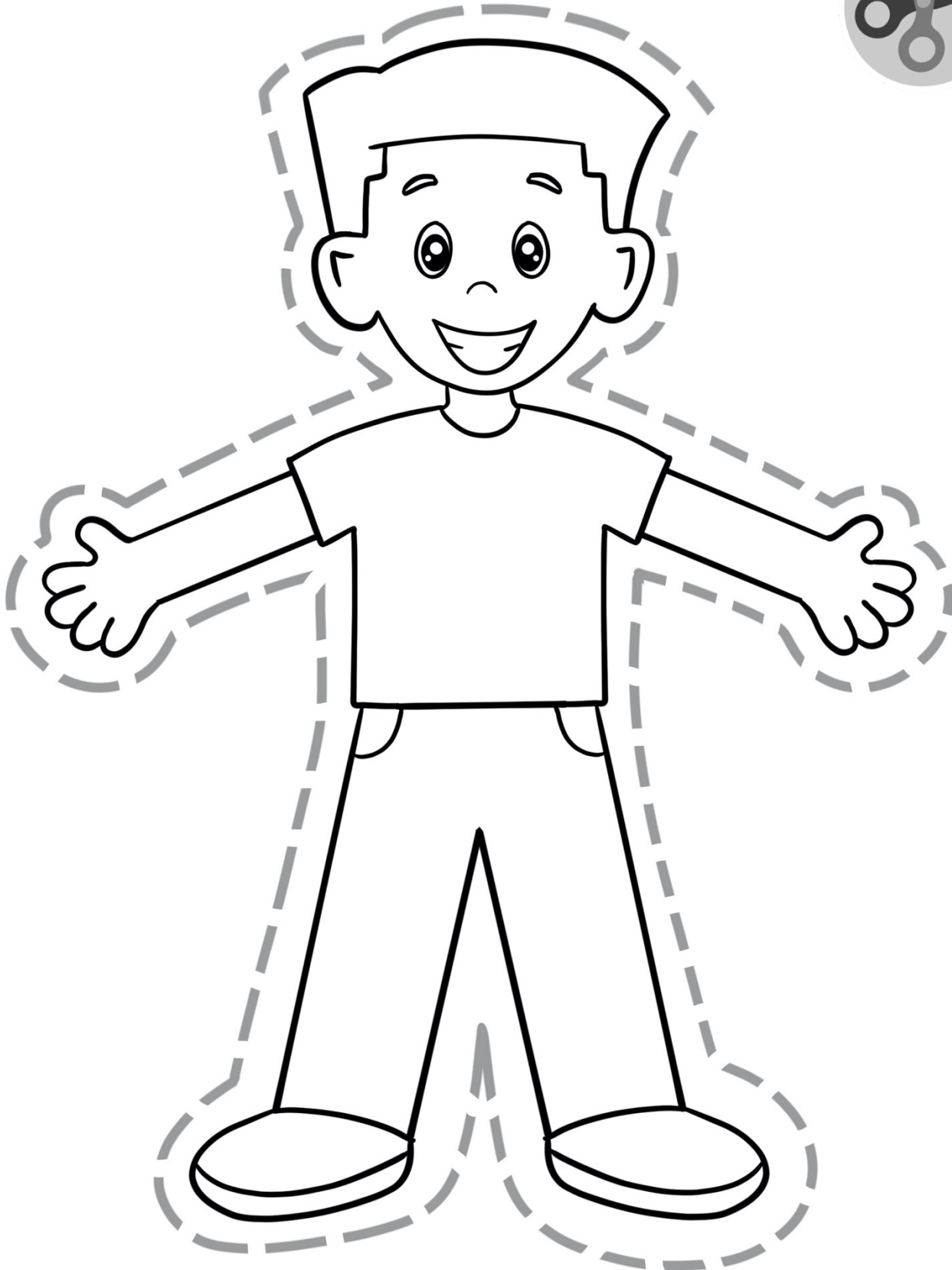
Cut out and color the accessories

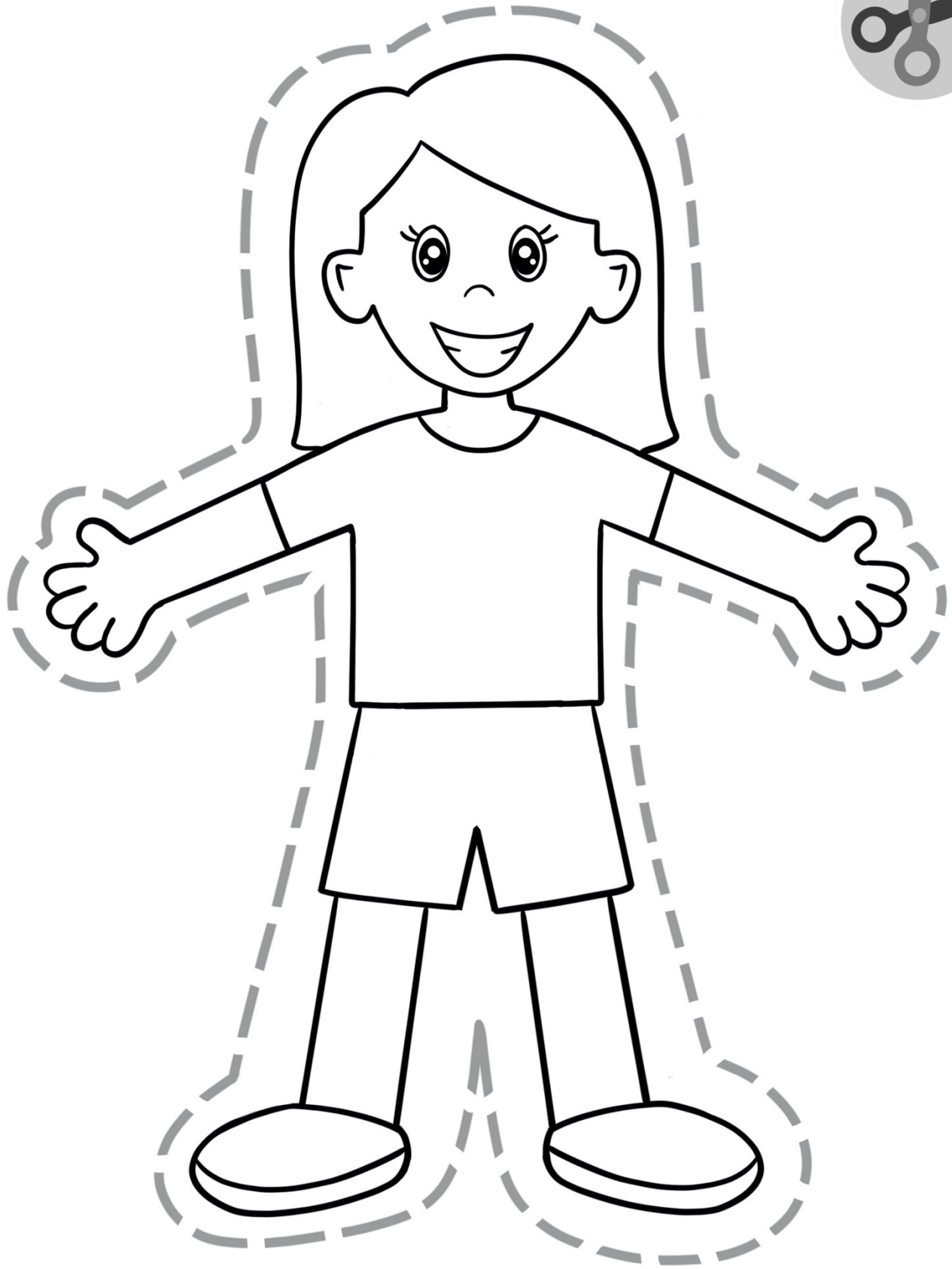
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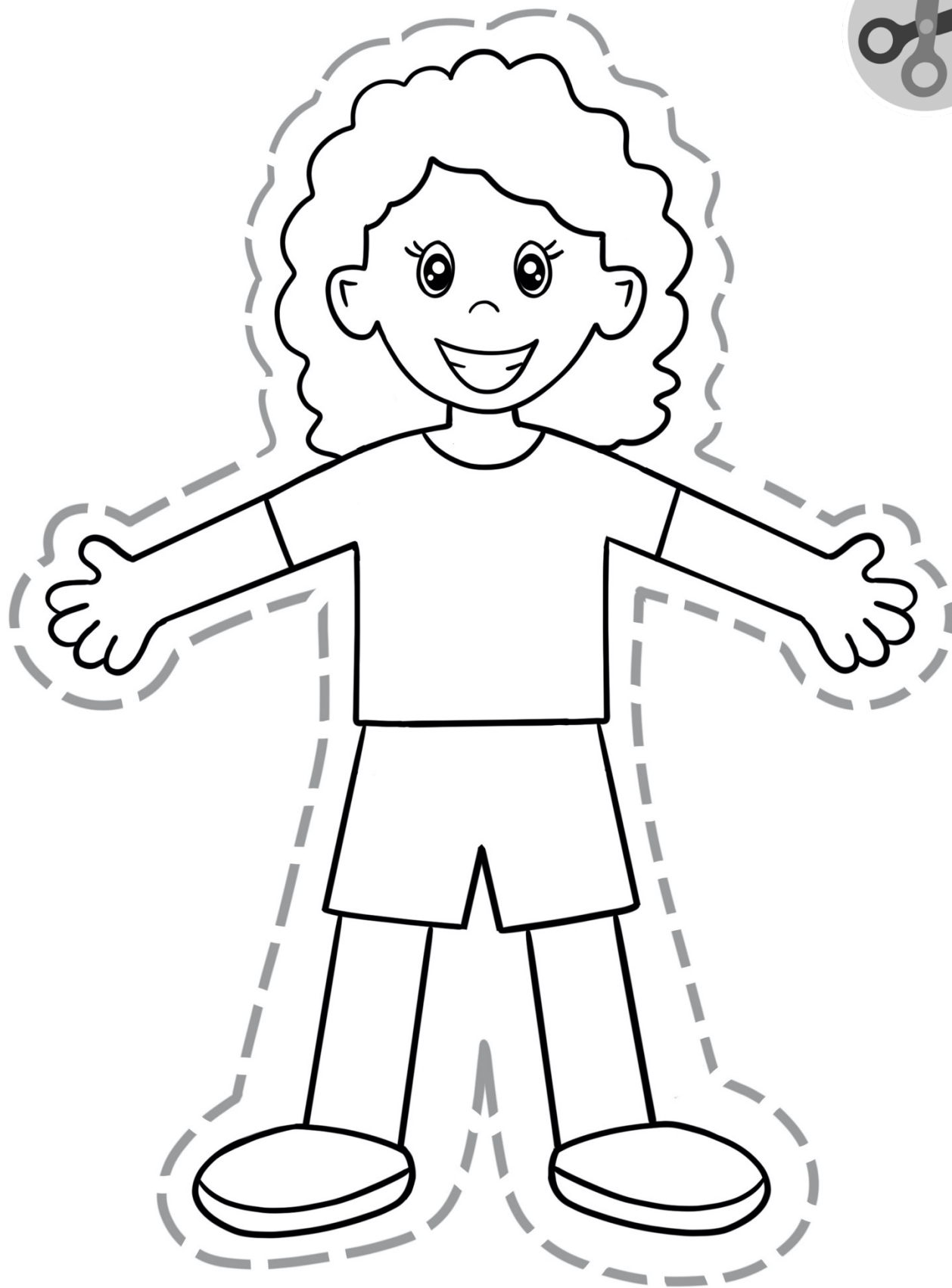


Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

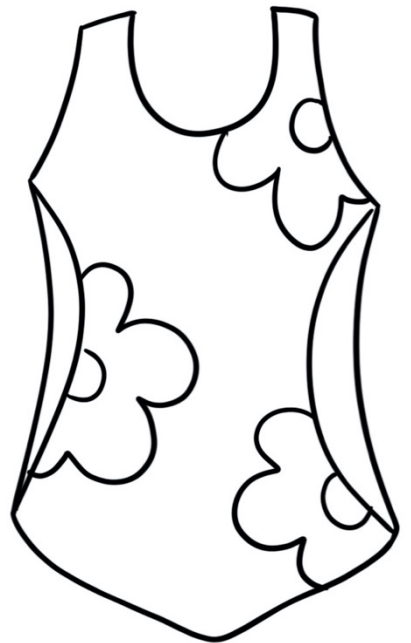
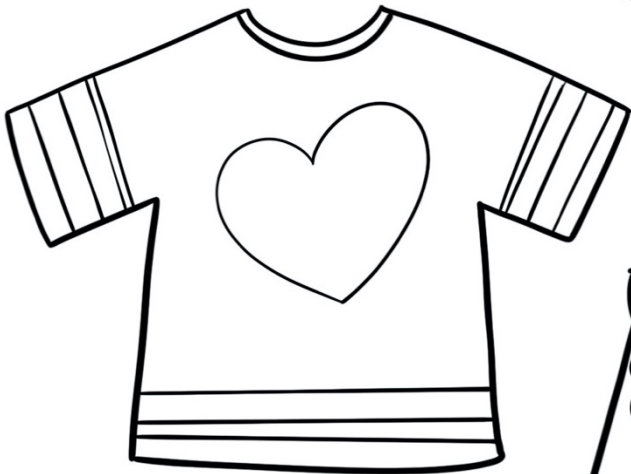
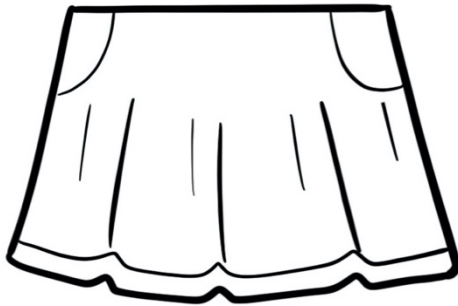
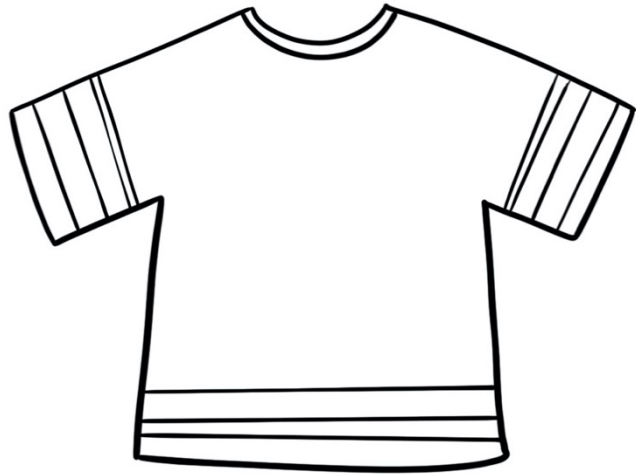
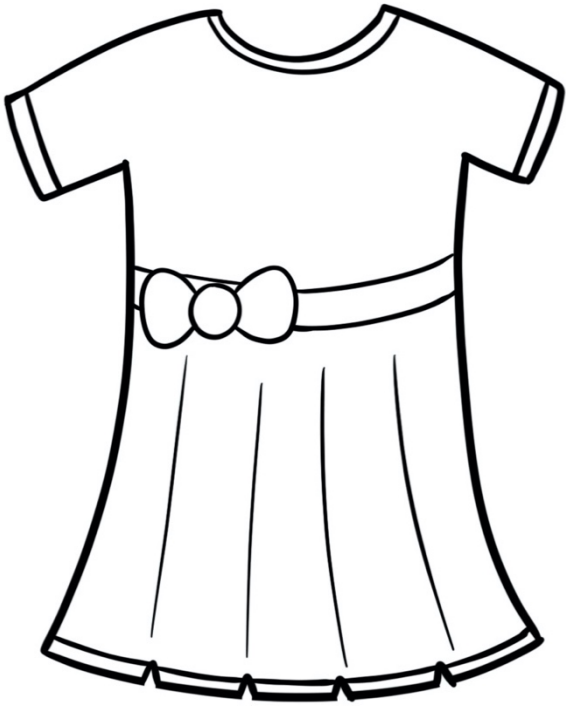


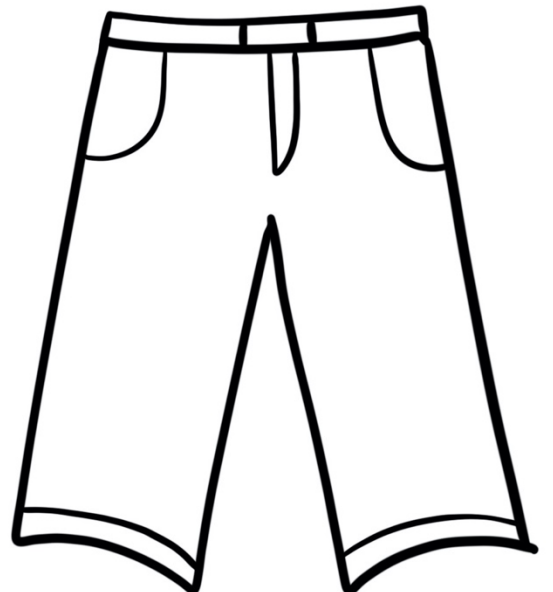
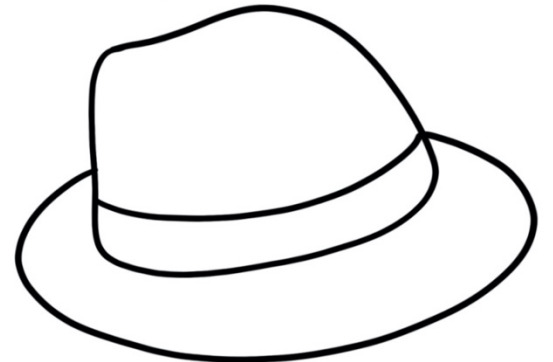
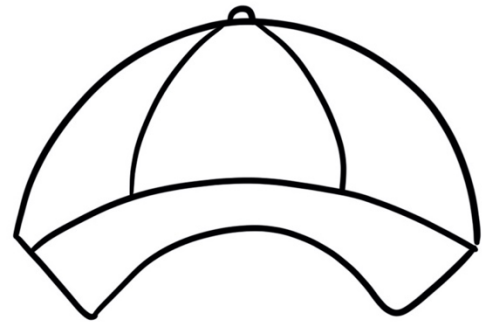
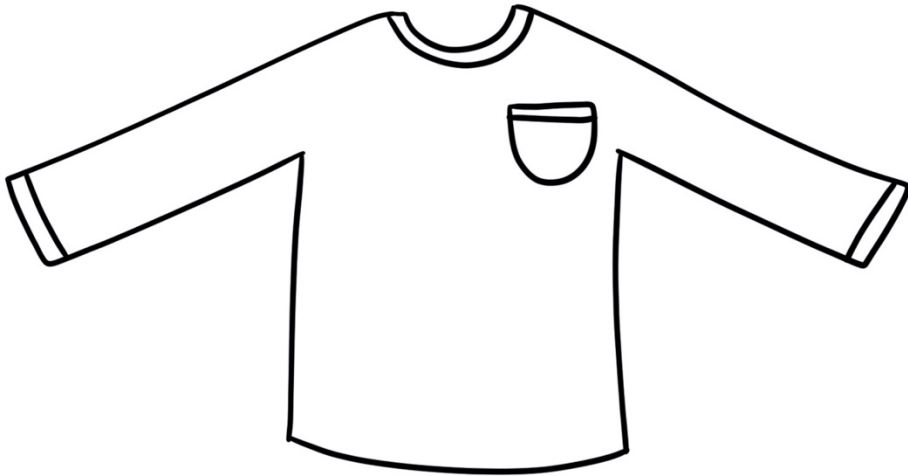












# Vocabulary Practice Day 1

- ❑ Read your new vocabulary words out loud



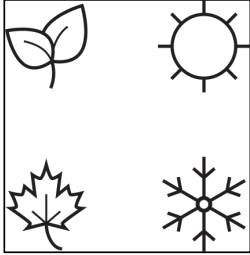









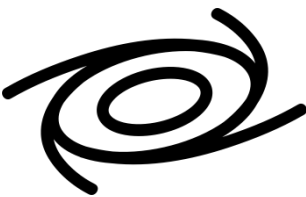

- ❑ Trace the words



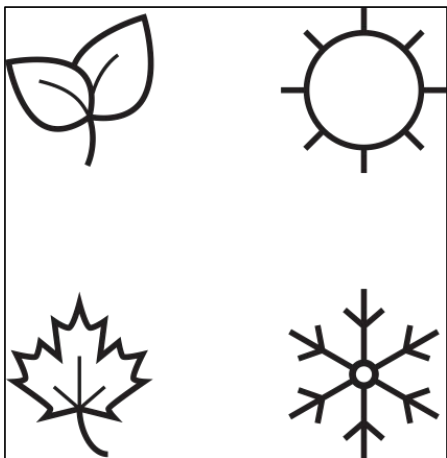
- ❑ Move your body like the weather



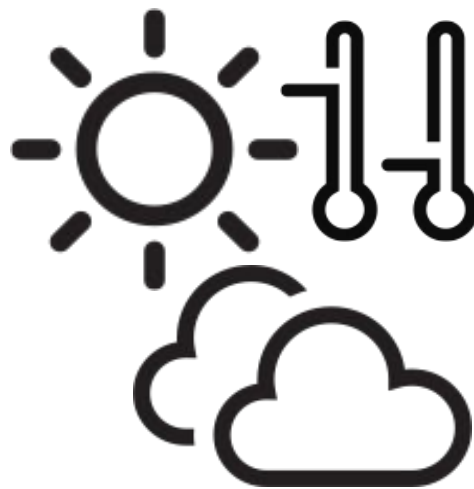
# Vocabulary

		
season	weather	thunderstorm
		
wind	rain	snow
		
hail	blizzard	tornado
		
flood	hurricane	elapsed

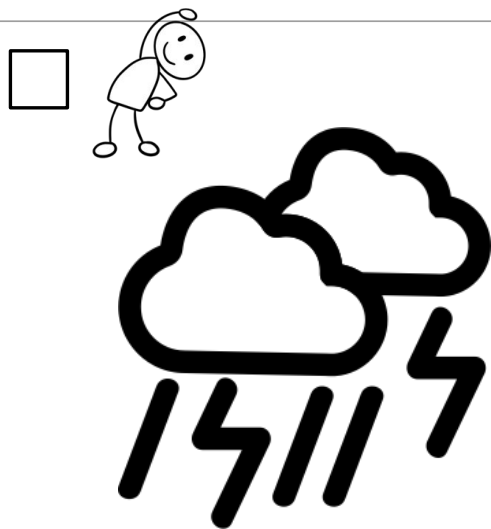
# Vocabulary Trace



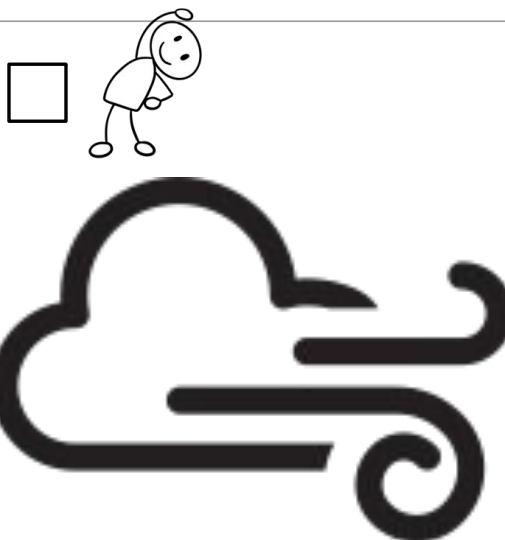
season



weather



thunderstorm

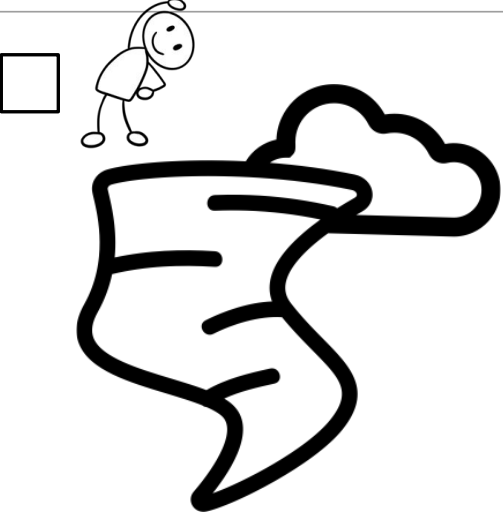
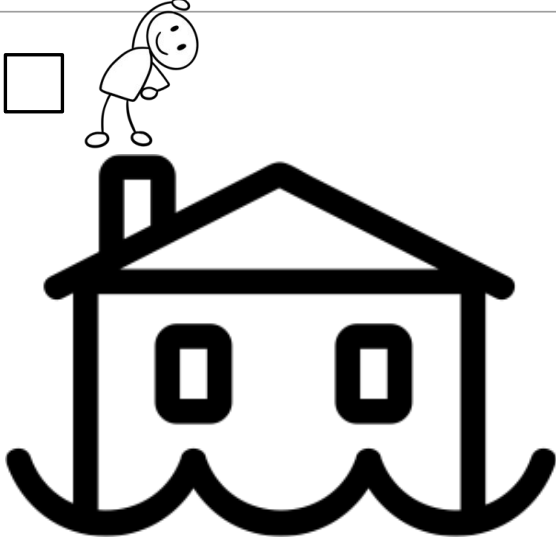
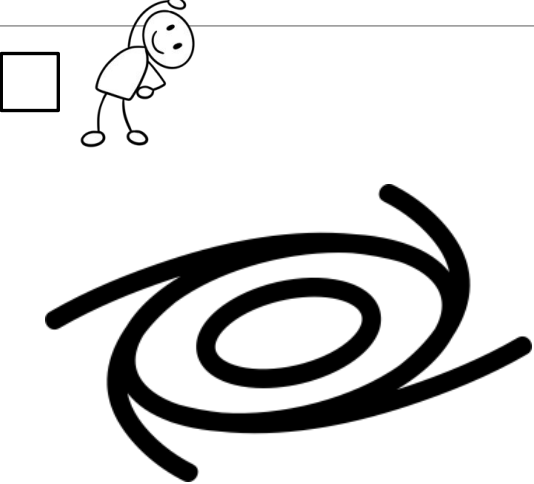



wind

# Vocabulary Trace

	
<p>rain</p>	<p>snow</p>
	
<p>hail</p>	<p>blizzard</p>

# Vocabulary

<input type="checkbox"/> 	<input type="checkbox"/> 
tornado	flood
<input type="checkbox"/> 	<input type="checkbox"/> 
hurricane	elapsed

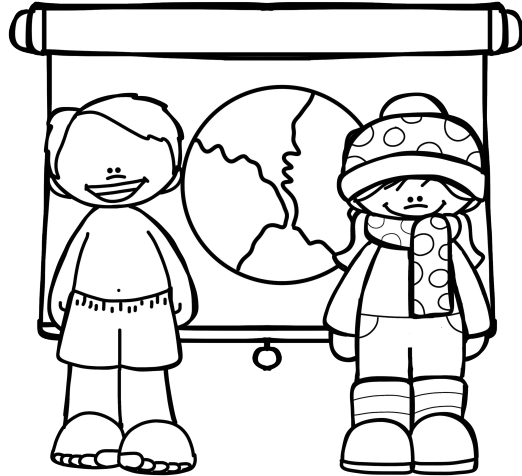
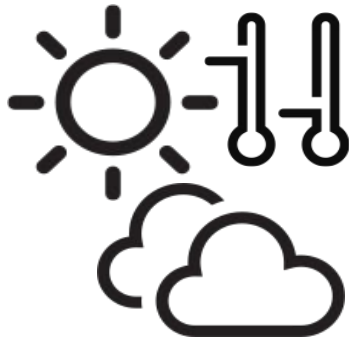


# Weather Mini Book



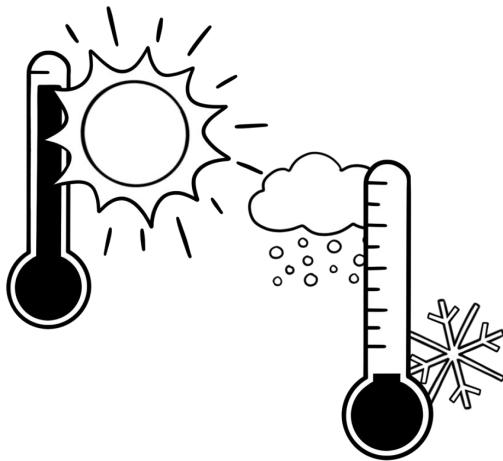
Read the text about weather. You can cut the pages apart and make a book.

## THE WEATHER



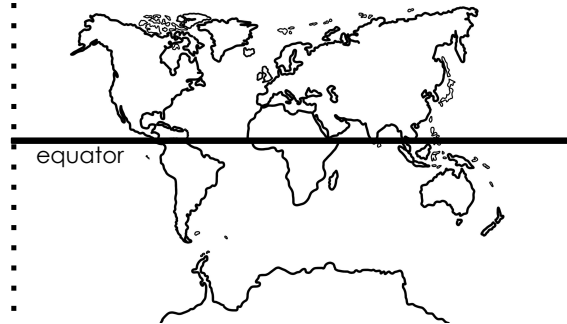
Every place in the world has **weather**. It is always changing and is all around us.

1



The weather is made by how hot or cold it is, the sun, and the clouds.

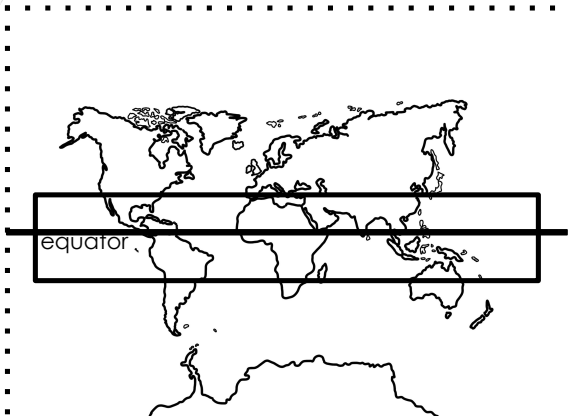
2



The **seasons** help us know about the weather. Different places have different seasons.

3

# Weather Mini Book



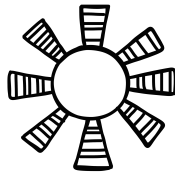
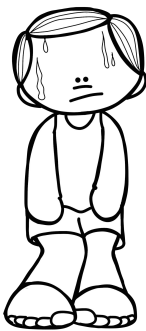
These places near the equator have two **seasons**, rainy and dry **seasons**.

4



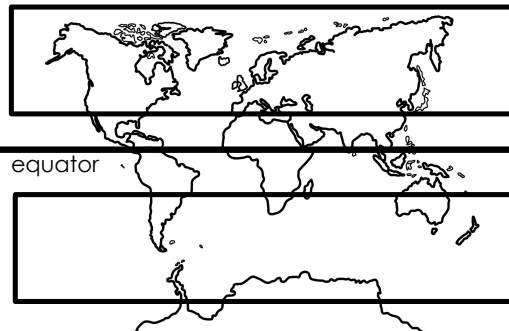
During the rainy **season**, it is colder and there is more rain and **thunderstorms**.

5



During the dry **season**, it is hotter and it is very sunny.

6



These places far from the equator have four **seasons**, spring, summer, fall, and winter.

7

# Weather Mini Book



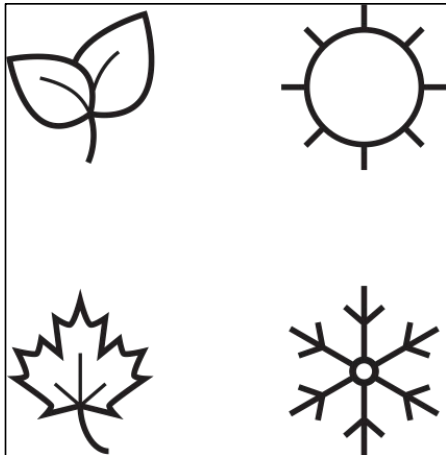
Spring is cooler with **rain**. In summer it can be very hot with **thunderstorms** and **tornadoes**.

8



During fall it gets cloudy and **windy**. In winter, it is cold with **snow**.

9



Wherever you live, you have **seasons** that come every year. They each have different kinds of **weather**.

10



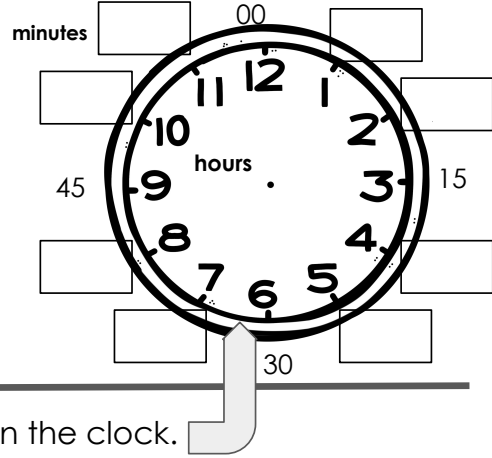
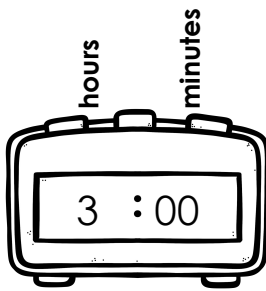
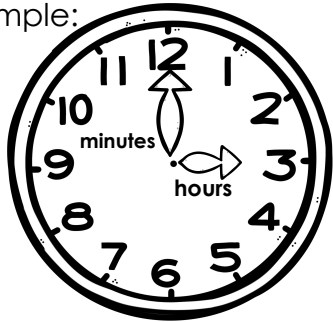
Your **weather** is different every day so it is important to be ready.

11

# What Time is it?

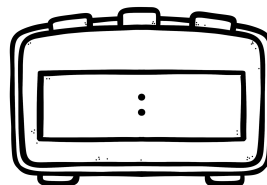
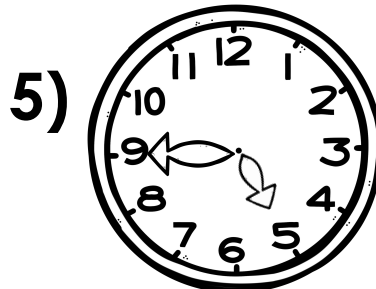
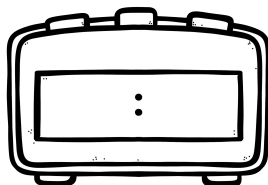
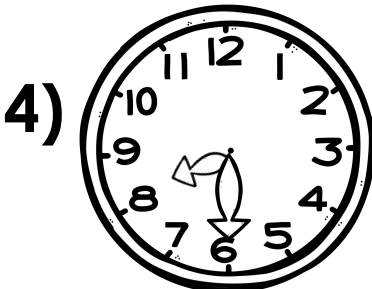
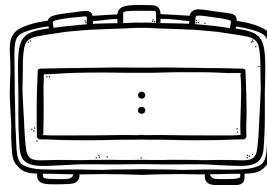
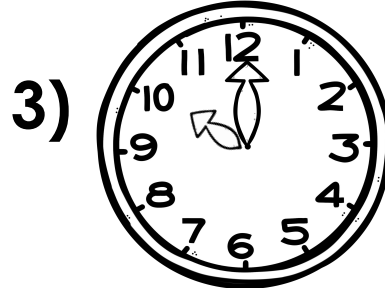
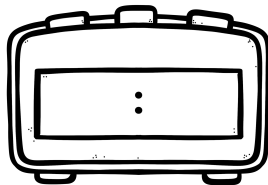
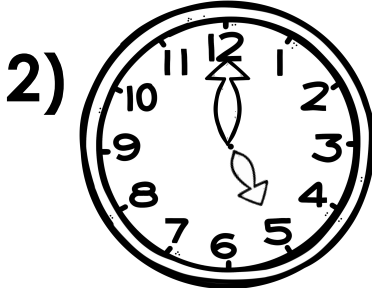
Use the clock to write the time in the digital clock.

Example:



1) Count by 5s and then fill in the minutes on the clock.

0, 5, \_\_, 15, \_\_, \_\_, 30, \_\_, \_\_,  
45, \_\_, \_\_



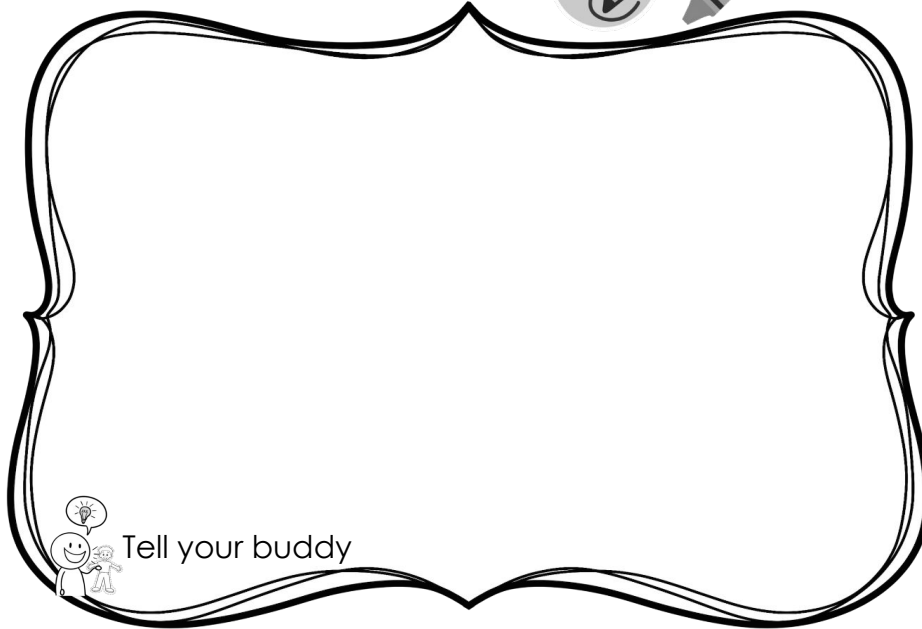


# Journal Writing

Date: / /

Write about the seasons you know about.

Draw and color your ideas.



Tell your buddy



Write your ideas

The place I live has \_\_\_\_\_ seasons. They are \_\_\_\_\_

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# Day 2

- Practice your vocabulary words
- Workout with your buddy
- Read about weather
- Write the Time
- Journal

## Vocabulary Practice Day 2

- ❑ Read your vocabulary words out loud



- ❑ Clap each word and listen to the number of sounds/syllables.

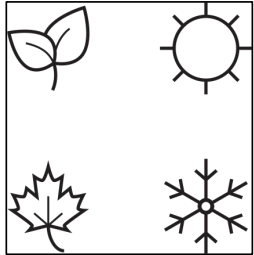













- ❑ Sort the words into one, two, or three syllables.







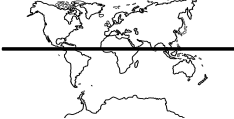
# Vocabulary

		
<p>season</p>	<p>weather</p>	<p>thunderstorm</p>
		
<p>wind</p>	<p>rain</p>	<p>snow</p>
		
<p>hail</p>	<p>blizzard</p>	<p>tornado</p>
		
<p>flood</p>	<p>hurricane</p>	<p>elapsed</p>













# Vocabulary



A syllable is a part of a word, its sounds. Read each word and clap the sounds you hear. Cut and glue each of your words to sort them into the number of syllables.

<b>One Syllable</b>  <span data-bbox="513 575 565 604">sun</span>	<b>Two Syllables</b>  <span data-bbox="829 575 964 604">rain/bow</span>	<b>Three Syllables</b>  <span data-bbox="1182 638 1289 667">e/qua/tor</span>



					
hail	blizzard	tornado	season	weather	thunderstorm
					
flood	hurricane	elapsed	wind	rain	snow

# Workout Time



Create a garbage bag kite. Follow the directions below to make it and then enjoy flying your kite outside. Watch how the wind affects your kite.

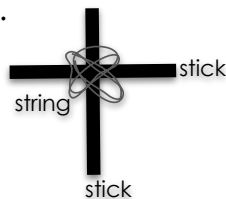
1. Get your materials. You will need:

- 1 garbage bag
- 2 sticks
- scissors
- string



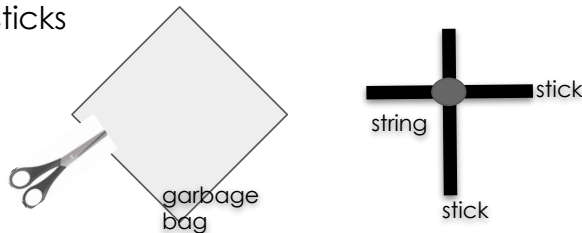
2. Tie the frame. Use the two sticks to make this shape. Use the string to tie the sticks together.

- 2 sticks
- string



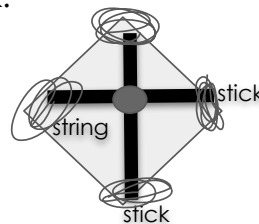
3. Cut the garbage bag. Use the scissors to make this shape. It should fit around the sticks

- frame
- scissors
- garbage bag



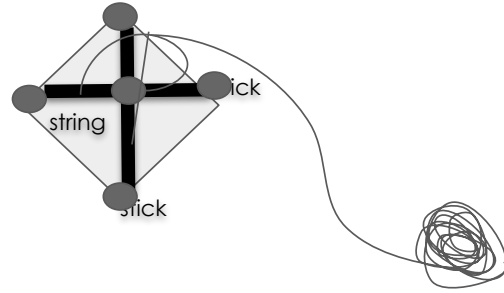
4. Tie the bag on the frame. Use the string to tie the cut garbage bag onto the end of each stick.

- frame
- string
- cut garbage bag



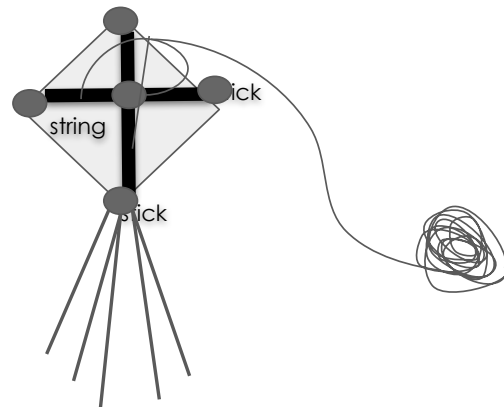
5. Tie the flying string. Tie the long string to the kite, so you can fly it.

- frame
- string



6. If you want you can add a tail. Tie long strings to bottom of the kite.

- frame
- string



Run as fast as you can and let the kite go, but hold onto the string. Have fun!

Idea from <https://www.instructables.com/id/A-Garbage-Bag-Kite/>

# The Strongest Wind

Read the informational text about tornadoes.



If you have ever flown a kite, you have felt the wind. Wind is made when warm and cool air move around. You can't see wind, but you can feel it.



Wind is moving these trees.










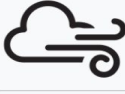


Sometimes there is very little wind, but sometimes the wind can be strong!

A tornado is made when lots of hot air mixes with lots of cold air. This makes wind that moves very fast and spins on land. They are so strong they can break houses, trees, and cars. If you ever hear a tornado is coming you should go into your basement or a room with no windows to stay safe.

The wind spins so fast it makes a tornado.



Word Bank:

					
hail	blizzard	tornado	season	weather	thunderstorm
					
flood	hurricane	elapsed	wind	rain	snow

# The Strongest Wind

Draw and color a picture of a tornado. Use the text to help answer the questions and then share with your buddy.



Draw a picture of a tornado.

**What causes a tornado?**



A tornado is caused by \_\_\_\_\_.

**What is the effect of a tornado?**

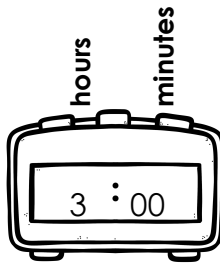
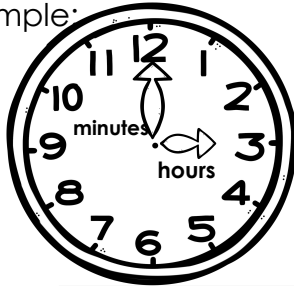
A tornado can \_\_\_\_\_.



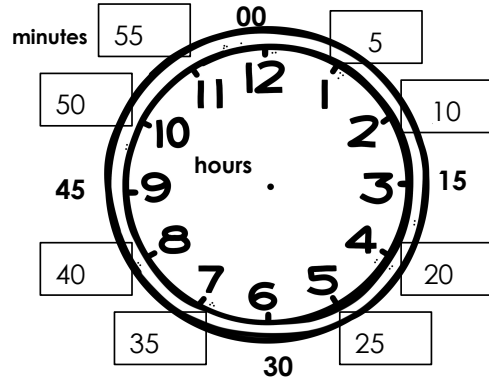
# Answers: What Time is it?

Use the clock to write and draw the time on the clock.

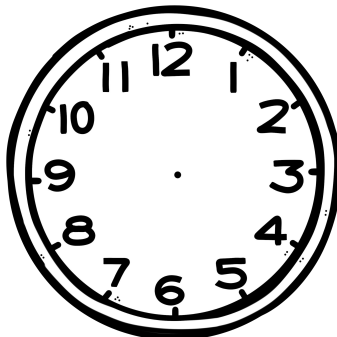
Example:



Time: three o'clock

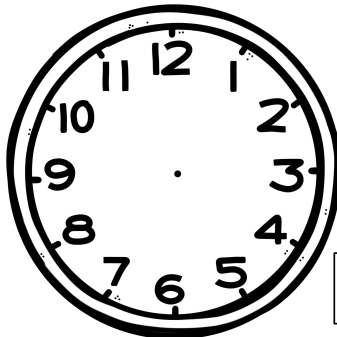
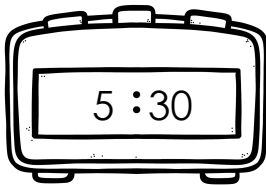


1)



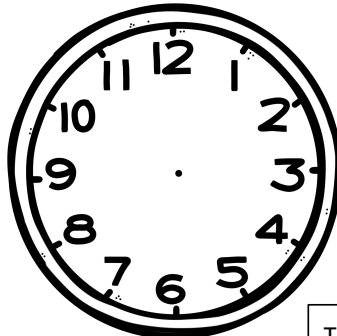
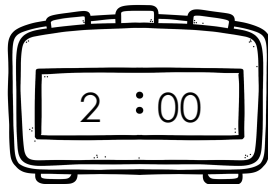
Time: \_\_\_\_\_ o'clock

2)



Time: \_\_\_\_\_

3)



Time: \_\_\_\_\_ o'clock

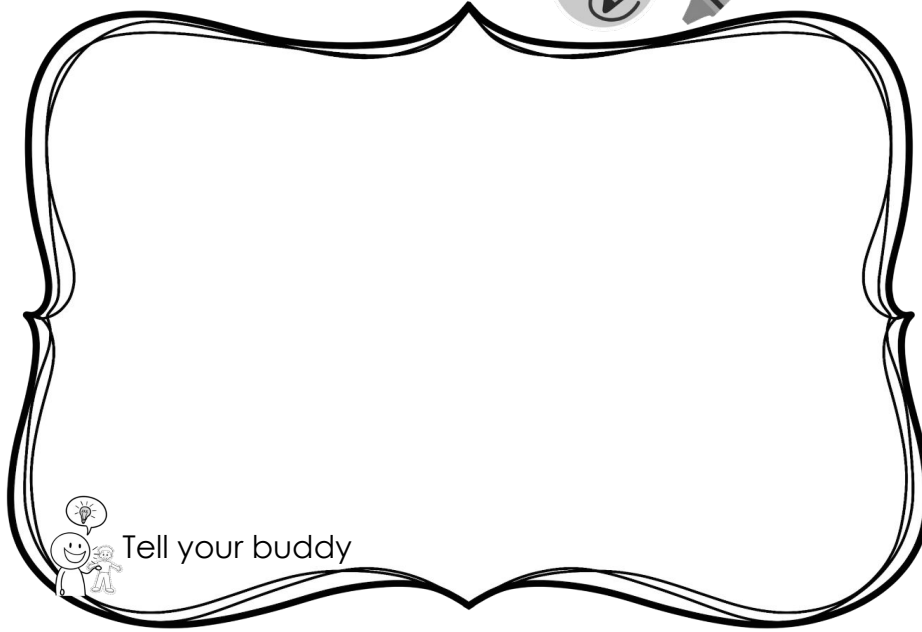


# Journal Writing

Date: / /

Write about a time you felt or saw a very strong wind.

Draw and color your ideas.



Tell your buddy



Write your ideas

One day, there was a very strong wind, \_\_\_\_\_

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# Day 3

- Practice your vocabulary words
- Workout with your buddy
- Read about the weather
- Practice elapsed time
- Journal

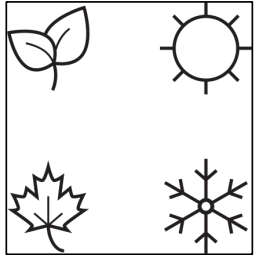









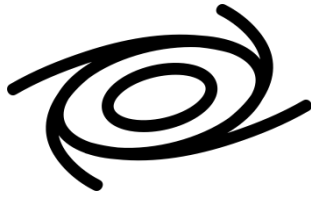

## Vocabulary Practice Day 3

- ❑ Read your vocabulary words out loud



- ❑ Read the facts about weather and do your best to match them with the vocabulary word. You should cut the facts out and glue them next to the word.

# Vocabulary

		
<p>season</p>	<p>weather</p>	<p>thunderstorm</p>
		
<p>wind</p>	<p>rain</p>	<p>snow</p>
		
<p>hail</p>	<p>blizzard</p>	<p>tornado</p>
		
<p>flood</p>	<p>hurricane</p>	<p>elapsed</p>

Read the clues. Cut and glue each one.



- Balls of ice
- Can come during a blizzard or thunderstorm
- When there is too much rain or water

- The amount of time that passes between two things
- "The movie was 2 hours long"

- A storm made by the ocean
- Can make big waves and floods

- Always changing
- Made by the sun, wind, and clouds

- Made by cold and hot air mixing
- Can feel, but can't see

- Frozen white flakes
- Can build things out of it and play with it

- Rain with thunder and lightning
- Very windy

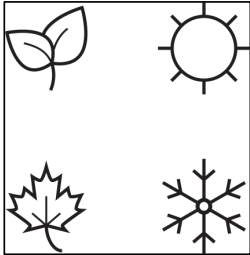



- Lots of snow and wind together
- Makes it very cold and hard to see things

- Water from clouds
- You maybe will use an umbrella




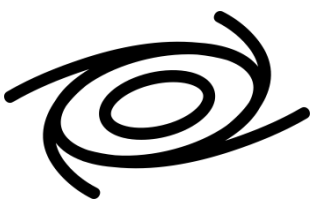
- Rainy and dry
- Summer, winter, fall, spring
- Comes every year at the same time

- Very strong winds spinning
- Very fast and can cause a lot of damage





# Vocabulary

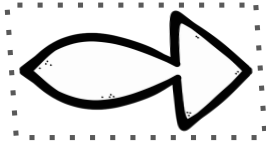
	
season	
	
wind	
	
hail	
	
flood	

# Vocabulary

	
weather	
	
rain	
	
blizzard	
	
hurricane	

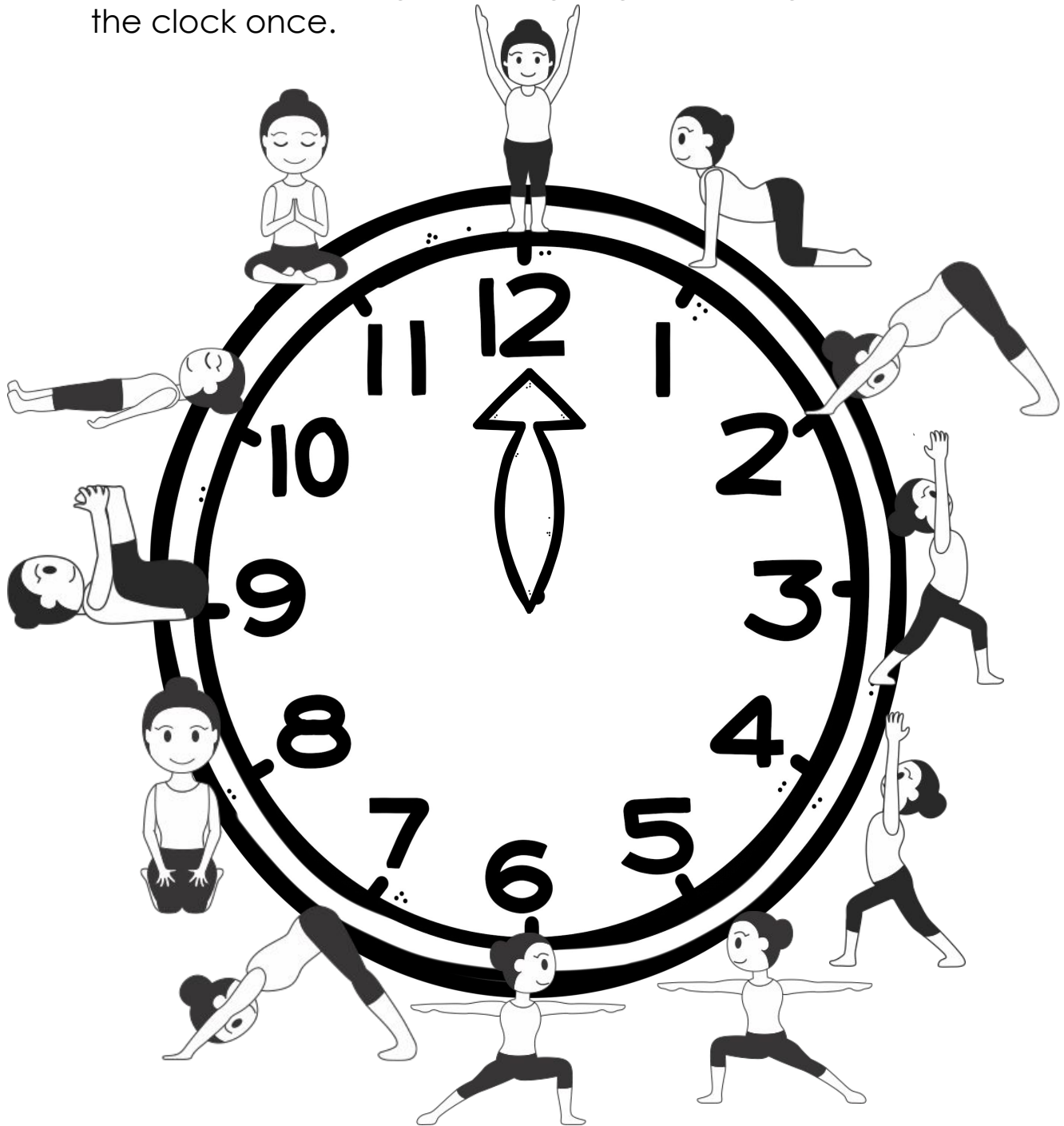
# Vocabulary

	
thunderstorm	
	
snow	
	
tornado	
	
elapsed	



## Workout Time

Do some yoga. Cut out the hour hand. Start at 12 o'clock. Count to 30 and then move to the next hour and do the next yoga. Keep going until you go around the clock once.





# Blizzards!

Read the informational text about blizzards.



Snow can be a wonderful thing during winter. It can be fun too! When it is too cold for rain, it snows. Snow can make the ground and trees look white.



You can build with snow.










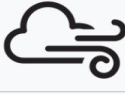


It is always cold when it snows and there is some wind.

A blizzard is made when a lot of hot air mixes with cold air. This makes a lot of snow and a lot of wind. Sometimes it will hail during a blizzard. Hail is balls of ice that fall from clouds. The strong winds and the cold can make a blizzard dangerous for people and animals. You should stay warm inside and wear winter clothes.

The wind and snow can make it hard to see.



Word Bank:

					
hail	blizzard	tornado	season	weather	thunderstorm
					
flood	hurricane	elapsed	wind	rain	snow

# Blizzards!

Use the text to help you answer the questions. You might need to reread. Then share with your buddy.

Look in the text. What vocabulary words can you find?  
List them here:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



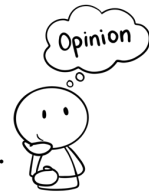
Underline 3 new facts you learned in the text.  
Write 1 here:

I learned \_\_\_\_\_.



What are problems do you think a blizzard could make?

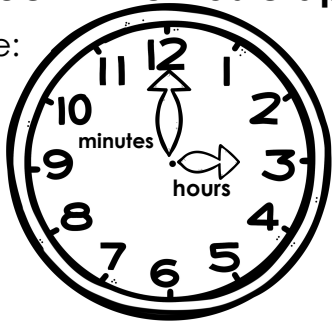
A blizzard can \_\_\_\_\_.



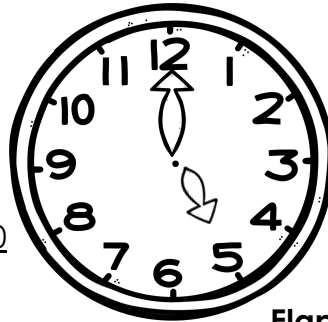
# How much time?

Look at the two clocks. Write the time. Then write how much time has **elapsed**.

Example:



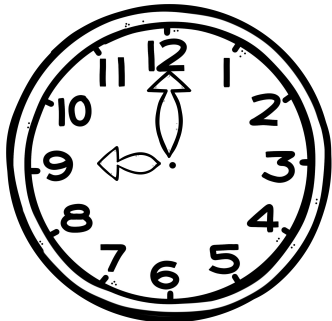
Time: 3:00



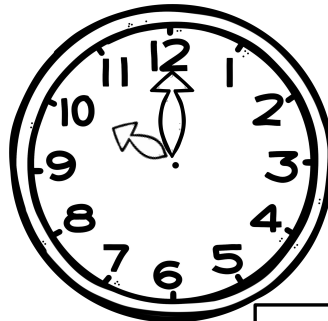
Time: 5:00

Elapsed Time: 2 hours

1)



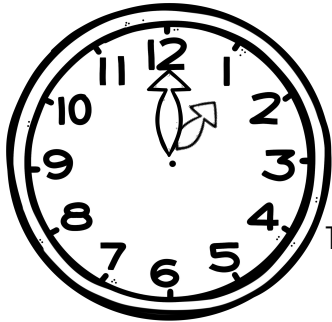
Time:    :00



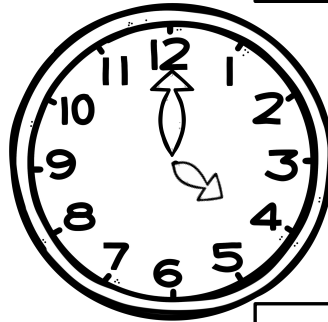
Time:    :00

Elapsed Time:     hour

2)



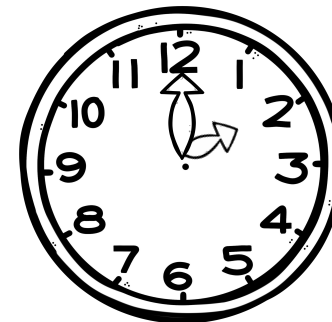
Time:    :00



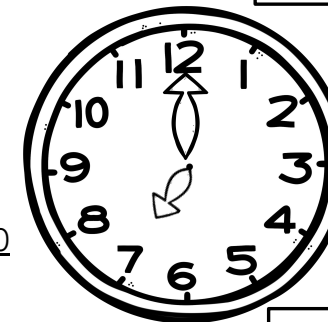
Time:    :00

Elapsed Time:     hours

3)



Time:    :00



Time:    :00

Elapsed Time:     hours

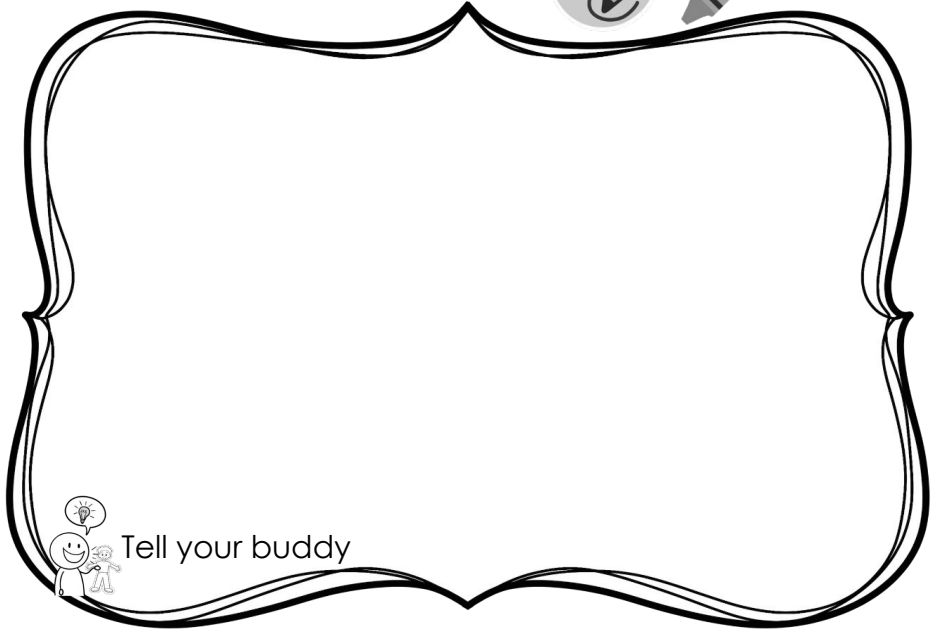
Date: / /



# Journal Writing

**What do you like to do in the snow?** If you have not played in the snow before you can write about what you would like to do in the snow.

Draw and color your ideas.



Tell your buddy



Write your ideas

I like to \_\_\_\_\_

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# Day 4

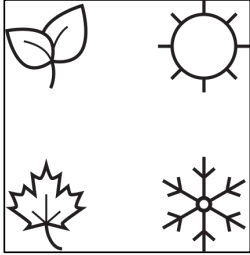











- Practice your vocabulary words
- Workout with your buddy
- Read about weather
- Repeated elapsed time
- Journal

# Vocabulary Practice Day 4

- Read your vocabulary words out loud
- Look at each of the pictures
- Use your vocabulary to describe the picture



# Vocabulary













		
<p>season</p>	<p>weather</p>	<p>thunderstorm</p>
		
<p>wind</p>	<p>rain</p>	<p>snow</p>
		
<p>hail</p>	<p>blizzard</p>	<p>tornado</p>
		
<p>flood</p>	<p>hurricane</p>	<p>elapsed</p>

# Describe the Picture

Look at the pictures. Then use the word bank and other words you know to write about the picture.

 <p>_____</p> <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p> <p>_____</p>
 <p>_____</p> <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p> <p>_____</p>

Word Bank:

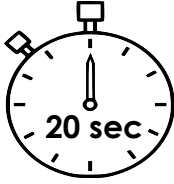

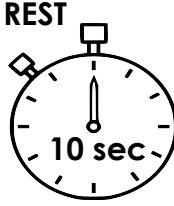
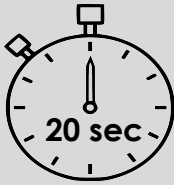

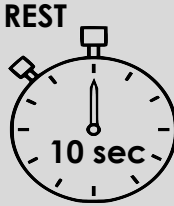
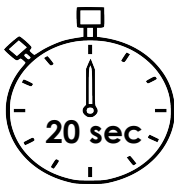

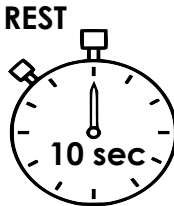
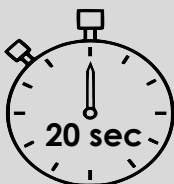

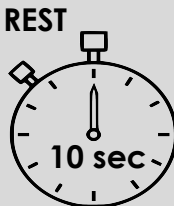
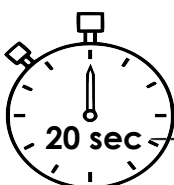
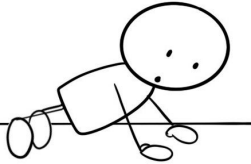
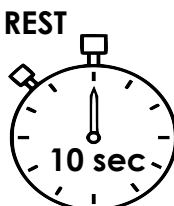
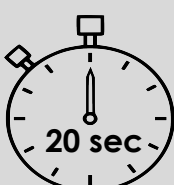

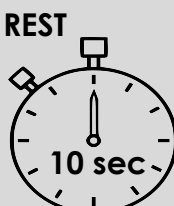
					
hail	blizzard	tornado	season	weather	thunderstorm
					
flood	hurricane	elapsed	wind	rain	snow





# Timed Workout

Do each activity for 20 seconds with 10 seconds of rest in between. You can use a timer on a device or count.

1. <b>Jumping Jacks</b>	 	<b>REST</b> 
2. <b>Arm Circles</b>	 	<b>REST</b> 
3. <b>Squats</b>	 	<b>REST</b> 
4. <b>Sit Ups</b>	 	<b>REST</b> 
5. <b>Push Ups</b>	 	<b>REST</b> 
6. <b>Toe Touches</b>	 	<b>REST</b> 

# A Big Wave!

Read the informational text about hurricanes.



Oceans are important. They give us fish to eat and help the Earth stay clean. The ocean always has waves, some are big and some are small.



Ocean waves.













Wind makes the waves. When there is a little wind the waves are small.

When there is a thunderstorm by the ocean, the wind is strong. Sometimes this makes a hurricane. A hurricane is a big ocean storm spinning in a circle. When it gets to land it makes HUGE waves, strong wind, and lots of rain. It can cause floods so people leave the city to stay safe.



The strong winds can break trees and houses.

Word Bank:

					
hail	blizzard	tornado	season	weather	thunderstorm
					
flood	hurricane	elapsed	wind	rain	snow

# A Big Wave!

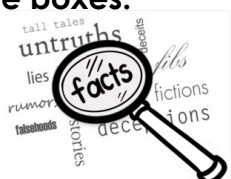

Use the text to help you answer the questions. You might need to reread. Then share with your buddy.

Look in the text. What vocabulary words can you find?  
List them here:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Look in the text. Find two facts about hurricanes and write them in the boxes.

 **Hurricanes** 

In the ocean

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you think people should do to stay safe from a hurricane?

I think people should \_\_\_\_\_

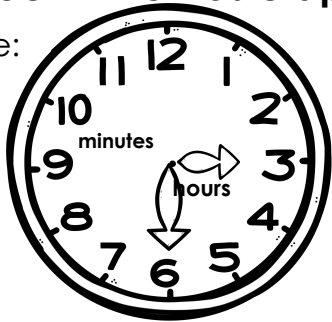
\_\_\_\_\_



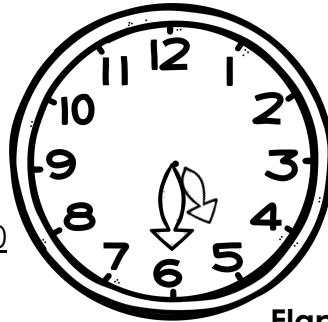
# How much time?

Look at the two clocks. Write the time. Then write how much time has **elapsed**.

Example:



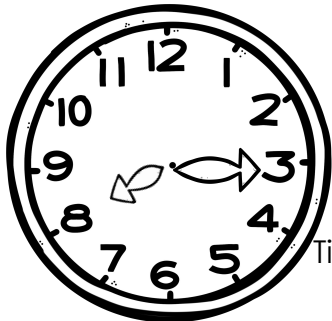
Time: 3:30



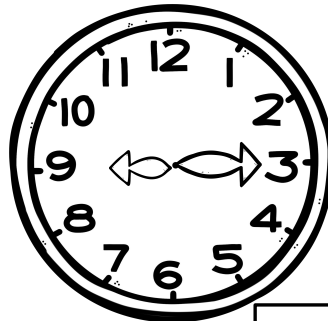
Time: 5:30

Elapsed Time: 2 hours

1)



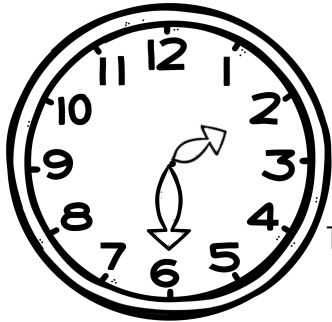
Time:    :15



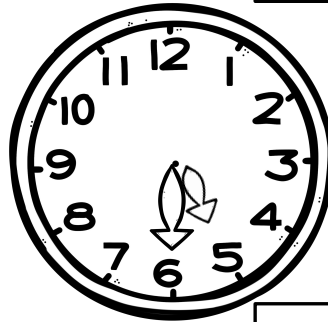
Time:    :   

Elapsed Time:     hour

2)



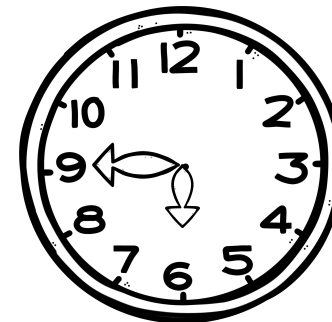
Time:    :30



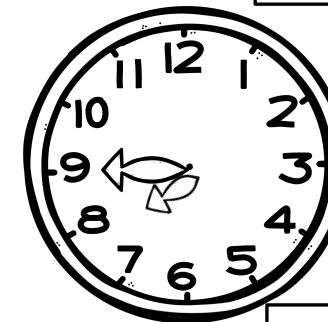
Time:    :   

Elapsed Time:     hours

3)



Time:    :45



Time:    :   

Elapsed Time:     hours

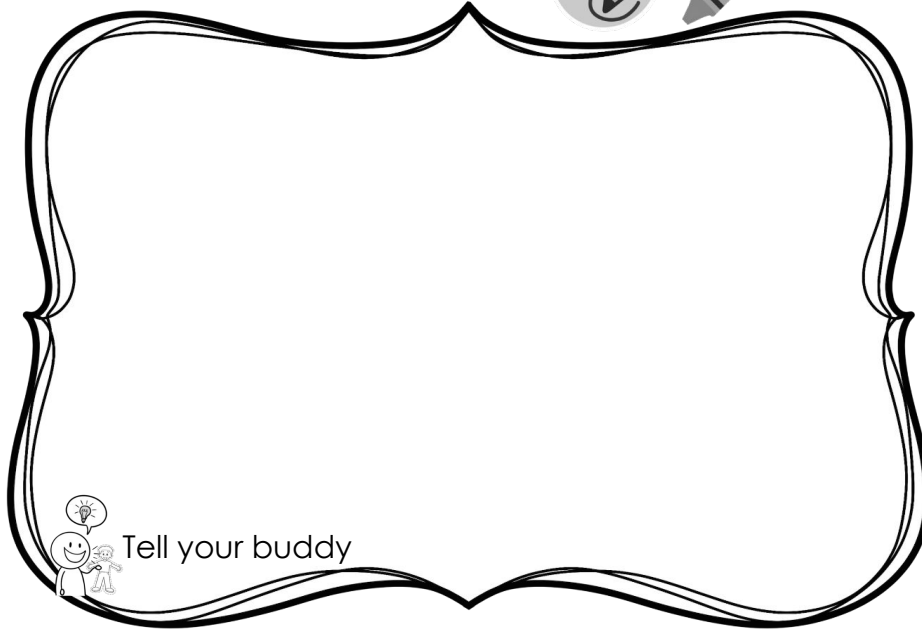


# Journal Writing

Date: / /

What is your favorite kind of weather? Why?

Draw and color your ideas.



Tell your buddy



Write your ideas

I like \_\_\_\_\_ weather, because

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# Day 5

- Practice your vocabulary words
- Create a weather report
- Practice elapsed time
- Journal

# Vocabulary Practice Day 5

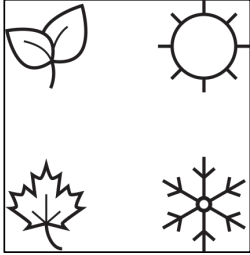











- ❑ Read your vocabulary words out loud



- ❑ Fill in the sentences using the correct vocabulary words



# Vocabulary

		
season	weather	thunderstorm
		
wind	rain	snow
		
hail	blizzard	tornado
		
flood	hurricane	elapsed















# Vocabulary



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

1. It rained so much, there was a \_\_\_\_\_ and our house got water inside.
2. Each \_\_\_\_\_ has different weather each year.
3. \_\_\_\_\_ time helps us know how much time has past.
4. It is fun to build with \_\_\_\_\_, but it can also be cold.
5. When winds spin very fast it can make a \_\_\_\_\_.
6. A \_\_\_\_\_ has big waves and can cause flooding.
7. \_\_\_\_\_ is very hard pieces of frozen snow and water.
8. It can be hard to see in a \_\_\_\_\_ because of the wind and snow.
9. In the fall the \_\_\_\_\_ blows the leaves off the trees.
10. Plants and animals need \_\_\_\_\_ to live.
11. There is lightning and thunder during a \_\_\_\_\_.
12. \_\_\_\_\_ is made by the sun, clouds, and wind.

Word Bank:

					
hail	blizzard	tornado	season	weather	thunderstorm
					
flood	hurricane	elapsed	wind	rain	snow

## Make a Weather Report

Oh no! There is bad weather coming! Choose 1 of the kinds of weather we learned about this week and follow the directions.

1. Choose a weather from one of the pictures.

I chose \_\_\_\_\_.



2. Fill out the script. You can use the different texts and activities from this week to help you.



3. Practice reading your script to your buddy.



4. Read your script to an another person



5. Ask the person what they learned from your report. Write it here:



The person learned \_\_\_\_\_.

## Weather Report

Fill out the script with facts you have learned this week about weather.



Attention! Attention! I want to tell you about some weather that is coming. Right now it is the season for \_\_\_\_\_ (weather you chose).

Today there will be a \_\_\_\_\_ (weather).

If you look outside you will see \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. (describe)

This weather is made from \_\_\_\_\_ and \_\_\_\_\_.

Take care of yourself.

You should \_\_\_\_\_ and \_\_\_\_\_.

Watch out for \_\_\_\_\_.

Thanks for listening!

## EXAMPLE: Weather Report

Fill out the script with facts you have learned this week about weather.



Attention! Attention! I want to tell you about some weather that is coming. Right now it is the season for **blizzards** (weather you chose).

Today there will be a **blizzard** (weather).

If you look outside you will see **wind**, **snow**, and **hail**. (describe)

This weather is made from **cold** and **hot air mixing**.

Take care of yourself.

You should **stay inside** and **wear warm clothes**..

Watch out for **ice**.

Thanks for listening!



# Hurricane



# Tornado



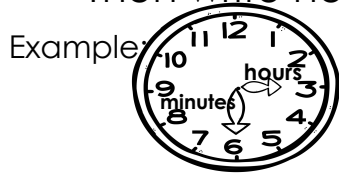
## Blizzard





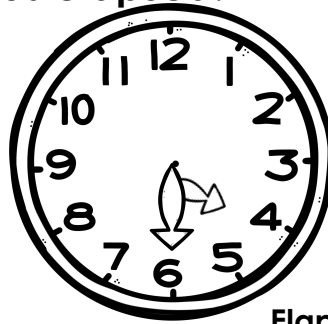
# When Will It be Over?

Read the problem. Draw the ending time on the clock. Then write how much time has **elapsed**.



Time: 3:30

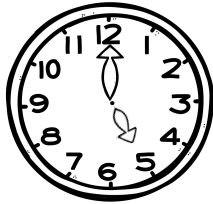
The blizzard starts at 3:30. It stops at 4:30. How much time has elapsed?



Time: 4:30

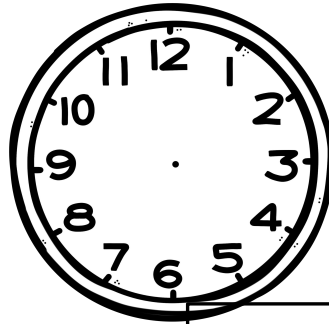
Elapsed Time: 1 hour

1)



Time: 5:00

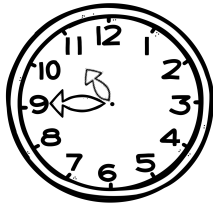
The rain starts at 5:00. It stops at 7:00. How much time has elapsed?



Time: \_\_\_\_\_

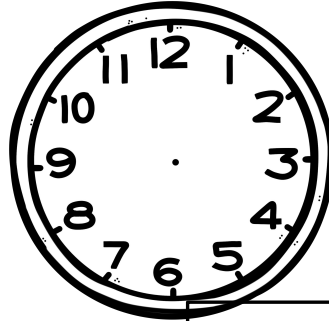
Elapsed Time:      hours

2)



Time: 11:45

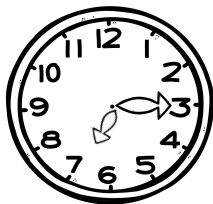
The wind stops at 11:45. Then it starts again at 12:45. How much time has elapsed?



Time: \_\_\_\_\_

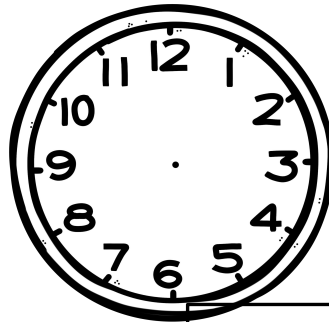
Elapsed Time:      hour

3)



Time: 7:15

I see lightning at 7:15. I see lightning again at 10:15. How much time has elapsed?



Time: \_\_\_\_\_

Elapsed Time:      hours

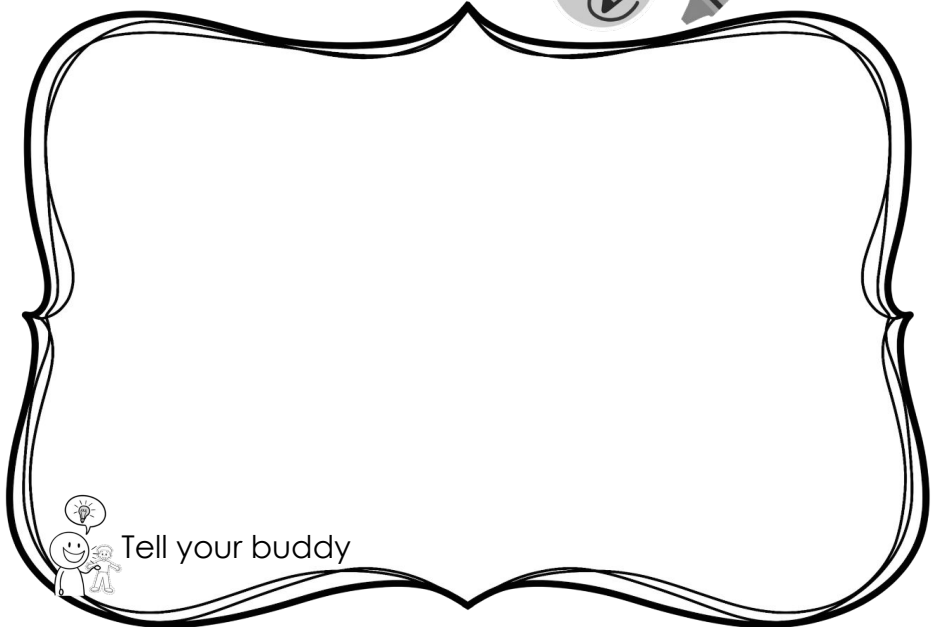
Date: / /



# Journal Writing

What weather do you think is the most dangerous?  
Why?

Draw and color your ideas.



 Tell your buddy



Write your ideas

I think \_\_\_\_\_ is the most danger weather, because

---



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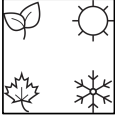






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# My Dictionary

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)
	season	
	weather	
	thunderstorm	
	wind	
	rain	
	snow	
	hail	

Picture	Trace	Home Language(s)
	blizzard	
	tornado	
	flood	
	hurricane	
	elapsed	



## My Packet Journal

In this packet I learned \_\_\_\_\_

A series of horizontal lines for writing the journal entry.

ICMEE is housed within:





## My Packet Journal

Draw a picture about what you learned in this packet:

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

Write about what you learned in this packet:

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

ICMEE is housed within:





## Reference Sheet

### LENGTH

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

### CAPACITY AND VOLUME

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

### MASS AND WEIGHT

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

### TIME

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



ICMEE is housed within:

