

4<sup>th</sup> – 5<sup>th</sup> grade • English Level 2

# Learning Packet #2

Theme: Habitats



# 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.

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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](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 **Claudia Yunes** in collaboration with Tricia Gray, Kara Viesca Mitchell, and Alexa Yunes.





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SC5.4.3.c Recognize the difference between weather, climate, and seasons

ESS2-2: Mapping Earth's Features

Analyze and interpret data from maps to describe patterns of earth's features.

Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

## Social Studies

NSS-EC.K-4.1 SCARCITY

Goods are objects that can satisfy people's wants; services are actions that can satisfy people's wants.

NSS-EC.K-4.3 GOODS AND SERVICES

Different methods can be used to allocate goods and services.

NSS-EC.K-4.7 MARKETS -- PRICE AND QUANTITY DETERMINATION

Most people produce and consume; producers they make goods and services, consumers they use goods and services.

## Art

### Creating

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.

3. Refine and complete artistic work.

### Performing / Presenting / Producing

6. Convey meaning through the presentation of artistic work.

### Connecting

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Physical Education

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

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4<sup>th</sup> – 5<sup>th</sup> grade • English Level 2

# Learning Packet #2

Theme: Habitats



# 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.
- Reading Fluency: Students should be encouraged to read the sight words every day. A Roll Your Sight Words game is included so they can have fun while they practice.
- Science: In this packet, students will be learning basic interesting facts and vocabulary about Habitats.
- Vocabulary: temperature, rainfall, shelter, land, earthquake, fact, opinion, compound word, goods, services, coordinate grid, ordered pair
- Reading and Writing: Students will read a passage about habitats and will have opportunities to understand and apply their vocabulary words. They will analyze the reading passage and write facts and opinions about habitats. They will also write an acrostic using the word Habitats.
- Grammar: Students will review compound words and will make a cut, paste, and write activity.
- Math: Students will review coordinate grids and will locate ordered pairs in a grid.
- Social Studies: Students will learn about goods and services. They will identify man-made goods, natural goods, and services. They will also have the opportunity to share their experiences and knowledge about the goods from the country they come from.
- Students will solve a word puzzle and will have fun thinking and jumping.

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

This packet was designed and created by **Claudia Yunes**

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

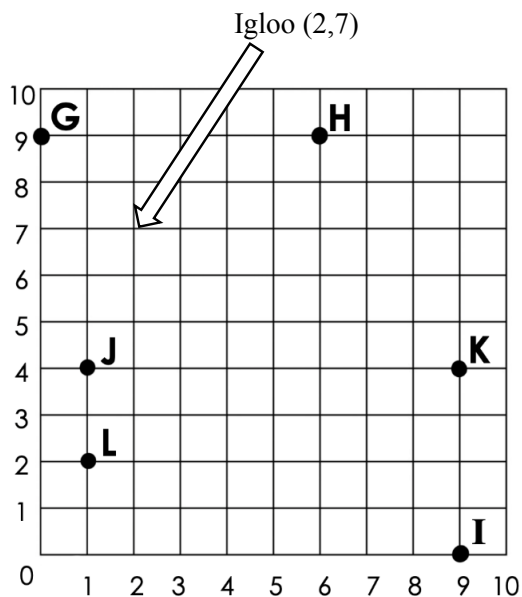


# Answer Keys

Math answer key:

1. Bear K (9,4)
2. Penguin J (1,4)
3. Igloo H (6,9)

4.



# International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Queridas familias:

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

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

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

Los estudiantes de 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.
- Extensiones del paquete: algunas actividades tienen extensiones que hemos incluido para que, si el estudiante encuentra fácil una actividad, pueda completar la extensión en lugar de la actividad o adicionalmente.
- Fluidez de lectura: se debe alentar a los estudiantes a leer las palabras de uso frecuente todos los días. Se incluye un juego Tira el dado para que puedan divertirse mientras practican.
- Ciencias: en este paquete, los estudiantes aprenderán datos básicos interesantes y vocabulario sobre hábitats.
- Vocabulario: temperatura lluvia refugio tierra terremoto hecho opinión palabra compuesta bienes servicios coordenadas par ordenado
- Lectura y escritura: los estudiantes leerán un pasaje sobre hábitats y tendrán la oportunidad de comprender y aplicar sus palabras de vocabulario. Analizarán el pasaje de lectura y escribirán hechos y opiniones sobre hábitats. También escribirán un acróstico con la palabra hábitats.
- Gramática: los estudiantes repasarán palabras compuestas y harán una actividad de cortar, pegar y escribir.
- Matemáticas: los estudiantes revisarán las coordenadas y localizarán los pares ordenados en una cuadrícula.
- Estudios sociales: los estudiantes aprenderán sobre bienes y servicios. Identificarán bienes hechos por el hombre, bienes naturales y servicios. También tendrán la oportunidad de compartir sus experiencias y conocimientos sobre los productos del país de donde provienen.
- Los estudiantes resolverán un rompecabezas de palabras y se divertirán pensando y saltando.

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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](mailto: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

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Teaching, Learning and Teacher Education

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## Share your learning!

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

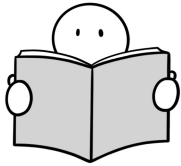
We'd love to see what you've done with this packet!



## Instructions Key



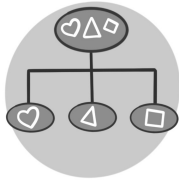
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



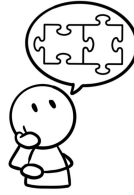
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



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



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

# Packet # 2 Outline

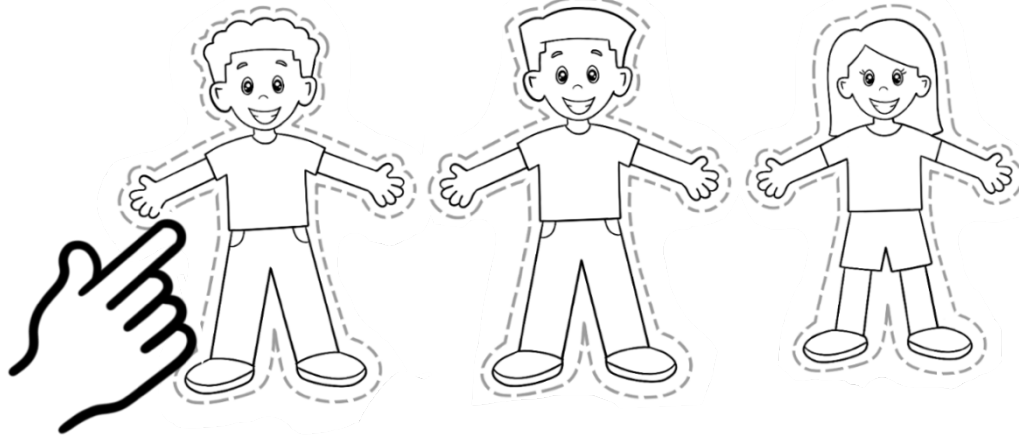
## Habitats

	<b>Activity</b>	<b>Content Area</b>
<b>1</b>	Make Your Explorer Buddy	Art
<b>2</b>	Roll Your Sight Words	Reading
<b>3</b>	Vocabulary Intro	Reading and Science
<b>4</b>	Vocabulary Cards	Reading and Science
<b>5</b>	Habitats Passage	Reading and Science
<b>6</b>	Write and Draw	Writing and Art
<b>7</b>	Fact and Opinion	Reading and Writing
<b>8</b>	Compound Words	Reading and Writing
<b>9</b>	Vocabulary Cut and Paste	Reading and Writing
<b>10</b>	Writing a Poem: Acrostic	Writing
<b>11</b>	Math Daily Practice	Math
<b>12</b>	Coordinate Habitat	Math
<b>13</b>	Goods from Habitats	Social Studies
<b>14</b>	Lunchtime Goods and Services	Social Studies
<b>15</b>	Let's Take a Break	P.E. and Writing

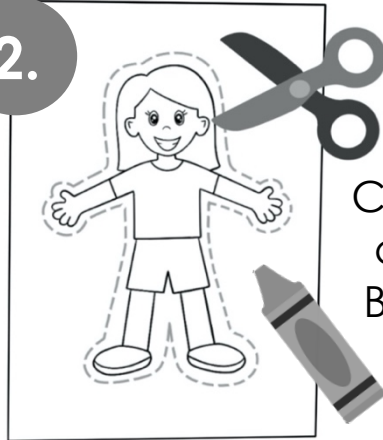


# My Buddy

1. Choose a Buddy

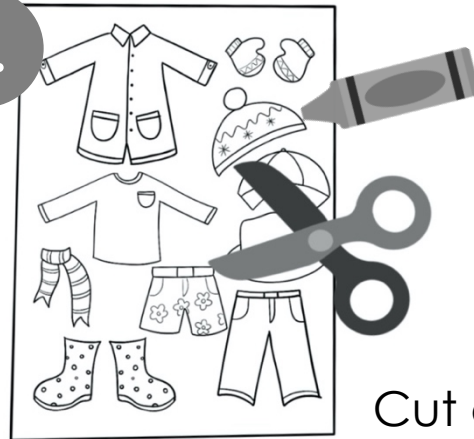


2.



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

3.



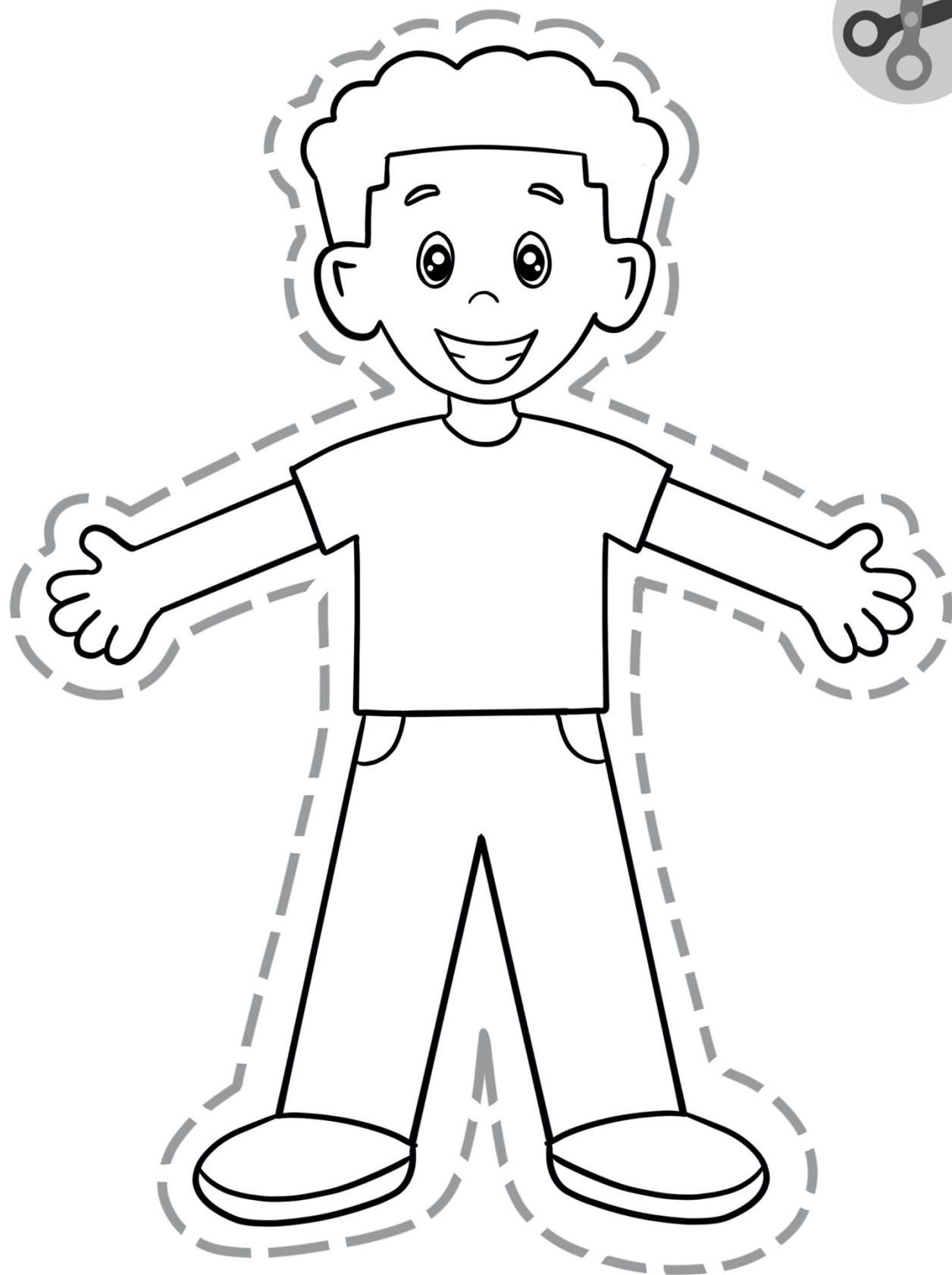
Cut out and color the accessories

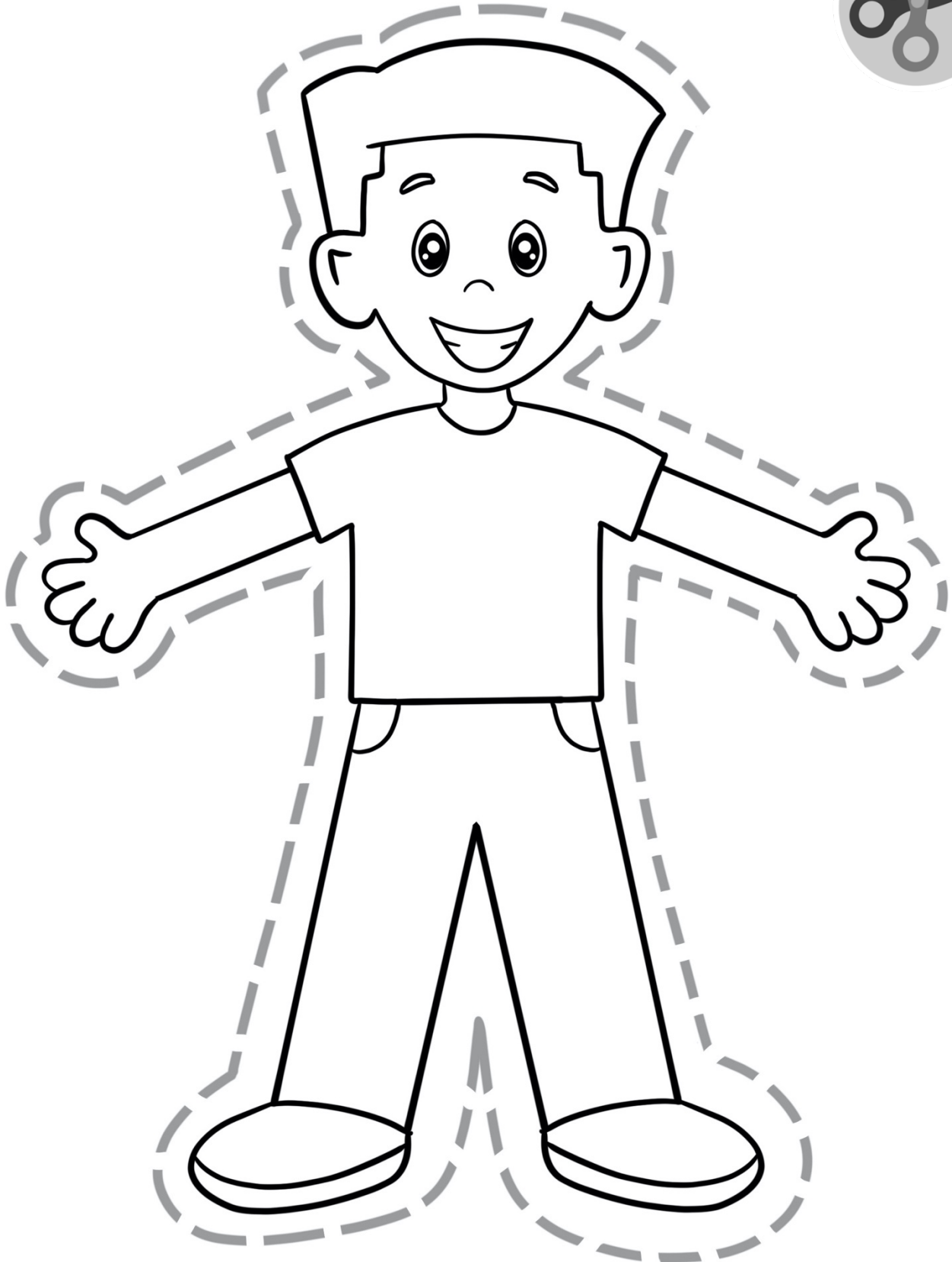
4.

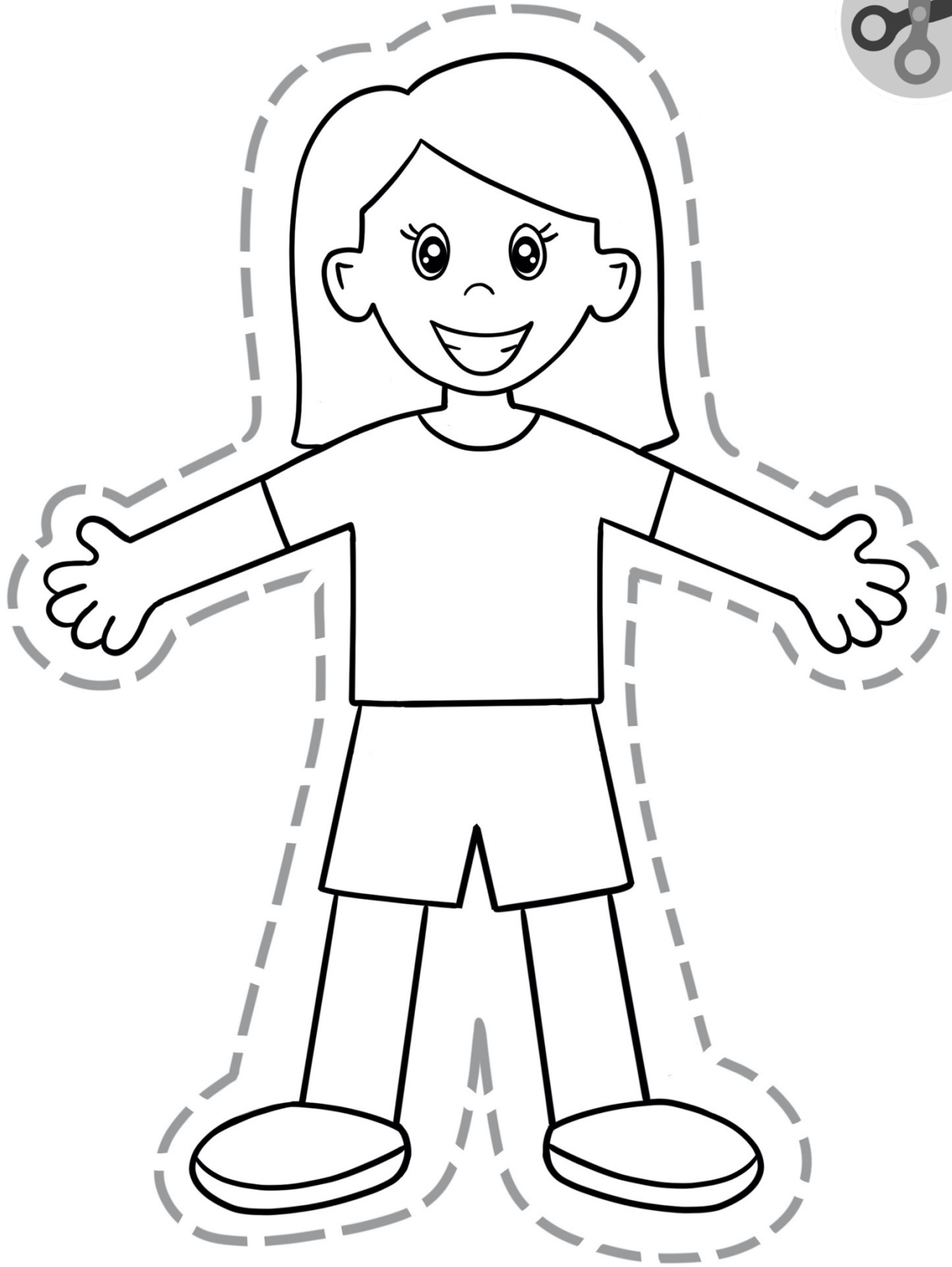


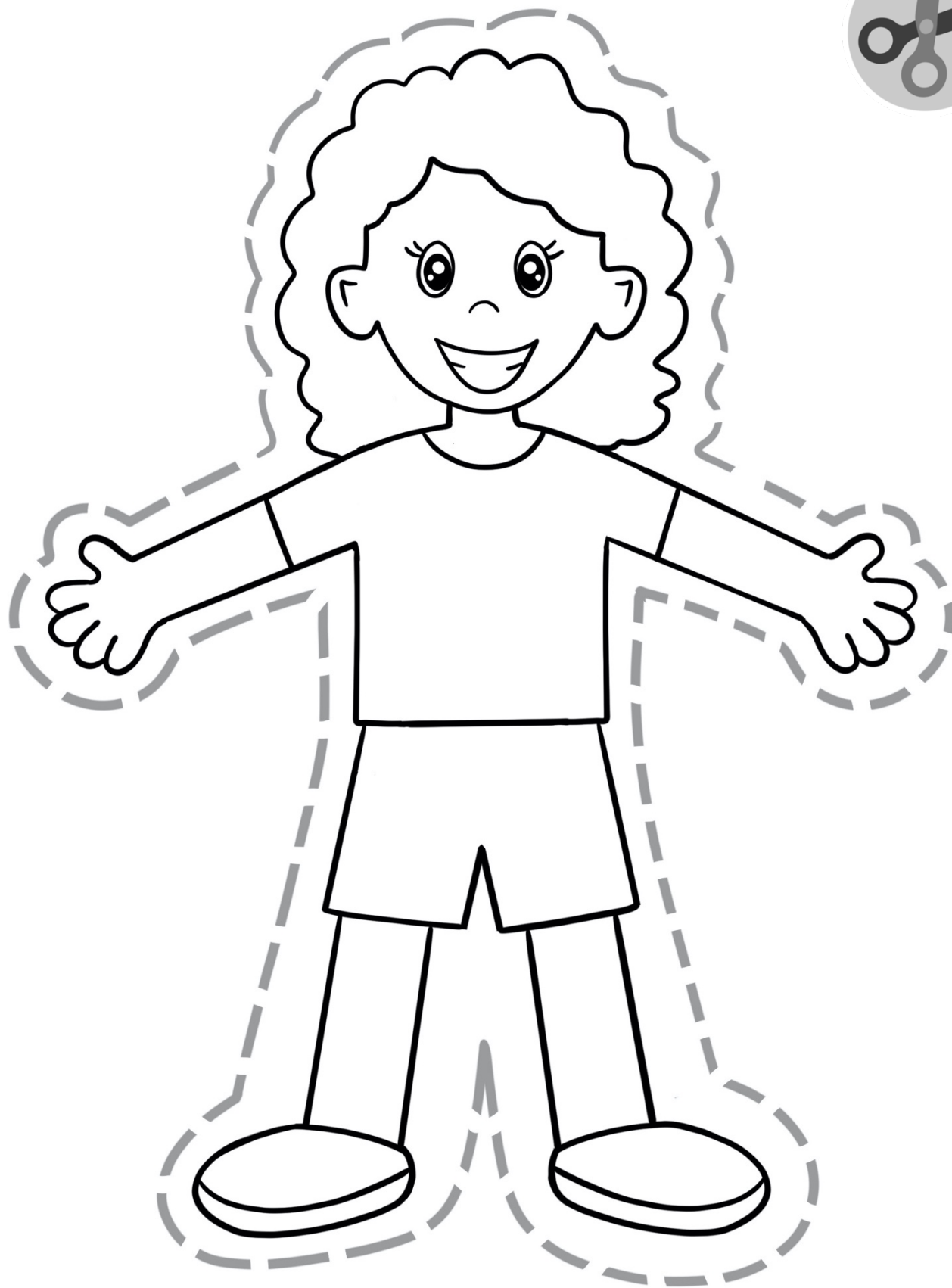
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

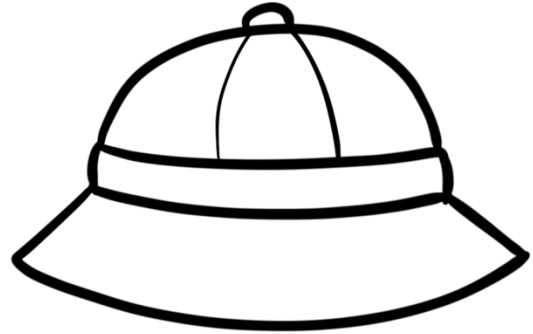


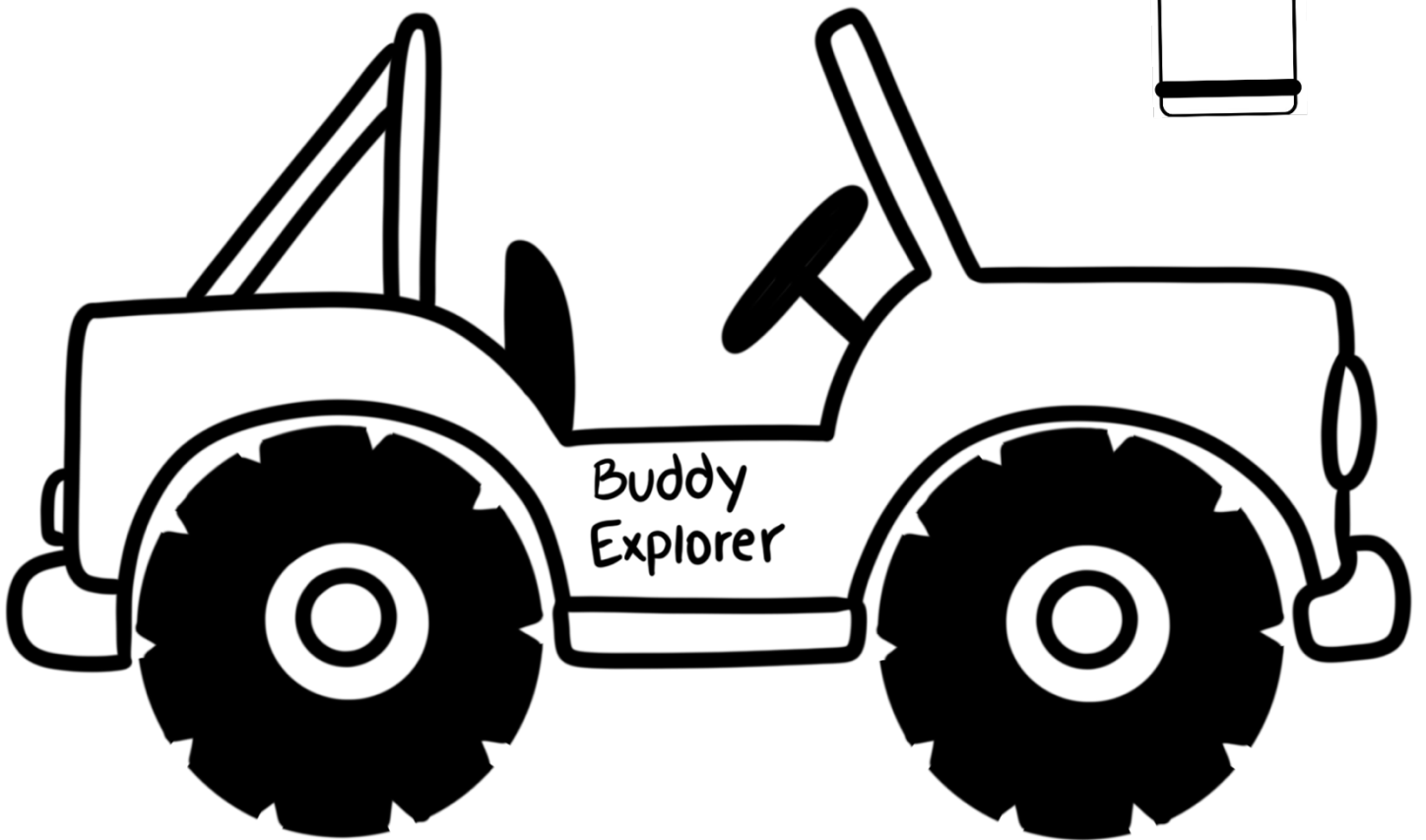
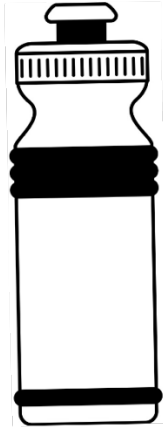
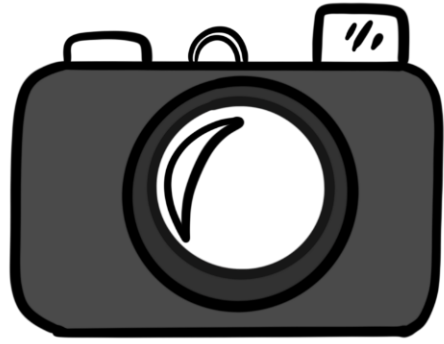












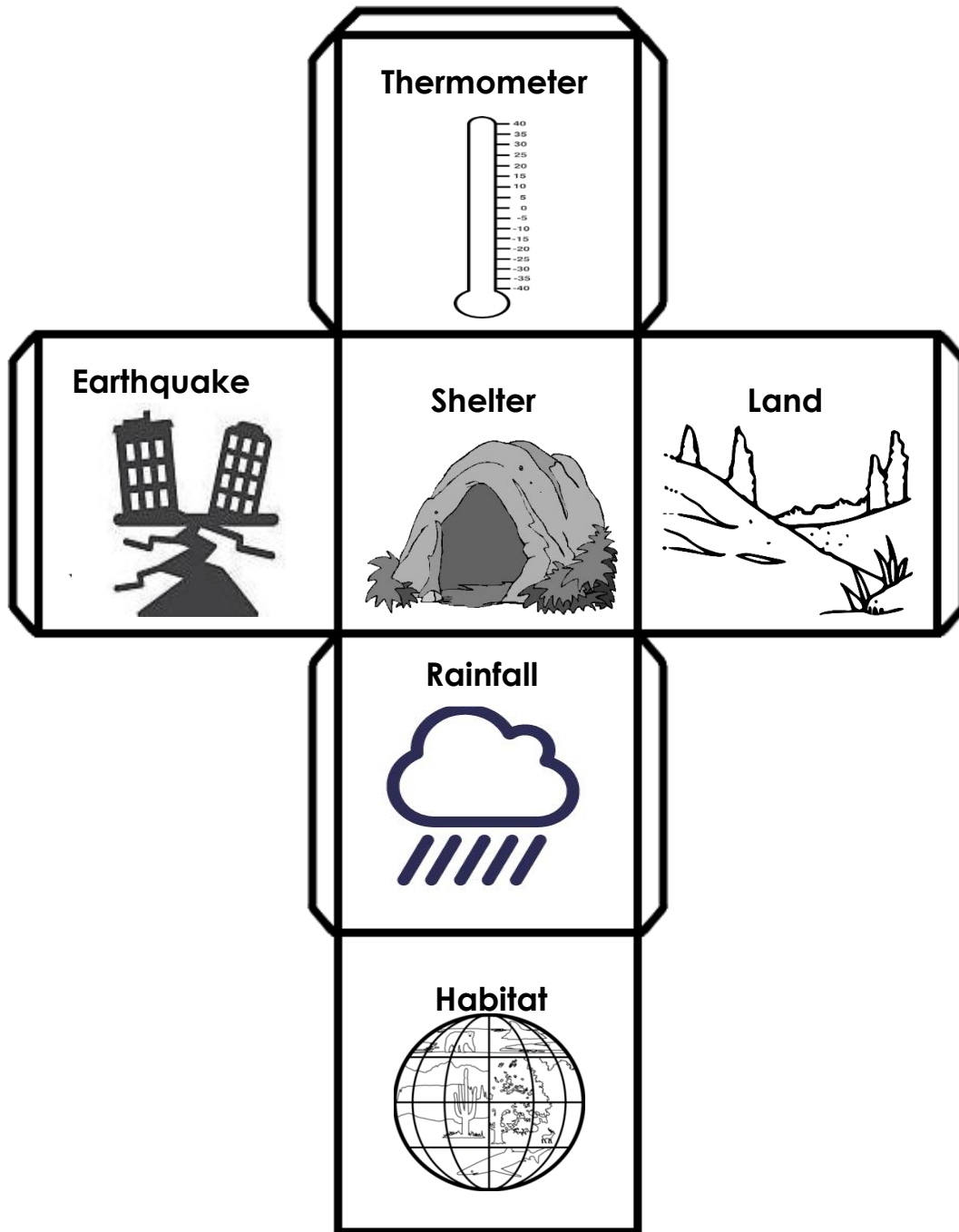


# Reading Daily Practice



Cut this out to make a dice.

Use this dice for your **“Roll Your Sight Words”** each day.





## Roll Your Sight Words # 2




1. Roll the dice    2. Read that column to your Buddy

					
live	goes	stop	gave	may	by
know	just	after	been	once	could
over	may	away	always	could	because
put	your	this	because	every	again
say	to	by	before	give	any
some	when	did	don't	just	does
take	get	from	first	know	first
there	her	good	right	all	five
they	like	give	these	ask	gave
what	look	how	both	write	green
when	make	am	always	over	made
it	my	and	around	round	pull
me	on	be	off	some	read
said	was	can	once	take	would
see	yes	for	come	then	their
at	we	go	fun	think	right
are	will	has	their	walk	use
big	you	I	sleep	were	would
but	a	the	which	over	take
say	put	what	when	there	

# Vocabulary



Read each word and definition.

<b>temperature</b>	how cold or hot something is	
<b>rainfall</b>	how much rain falls on an area	
<b>shelter</b>	a place that protects people or animals	
<b>land</b>	the solid part of the surface of the Earth	
<b>earthquake</b>	a shaking of a part of the Earth's surface that causes damage	

# Vocabulary Cards : Habitats

1. Write the definition



2. Draw a picture



3. Cut your cards



4. Read to your Buddy



<b>temperature</b> _____ _____ _____	
---	--



<b>rainfall</b> _____ _____ _____	
--	--



<b>shelter</b> _____ _____ _____	
---	--



<b>land</b> _____ _____ _____	
--	--



<b>earthquake</b> _____ _____ _____	
--	--



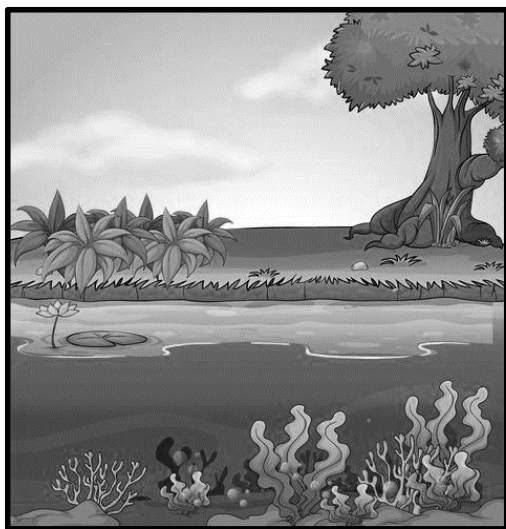


## Habitats

A habitat is the type of place where animals and plants live. On our planet, there are many kinds of habitats, such as deserts, oceans, mountains, rainforests, and polar habitats. Each habitat has a different **temperature**, weather, **rainfall**, and even food.



All animals live in the habitats that have the food, **shelter**, and water they need to live.



The two main types of habitats are **land** habitats and water habitats. Each type of habitat is different, so the plants and animals that live there also change from one habitat to another.

Habitats may change over time. Sometimes a fire, an **earthquake**, or even human activities can cause these changes.

# Write and Draw

Read the word. Write a sentence. Draw a picture.

**Word** 

**Sentence** 

**Draw your sentence** 

<b>temperature</b>	<hr/> <hr/> <hr/>	
<b>rainfall</b>	<hr/> <hr/> <hr/>	
<b>earthquake</b>	<hr/> <hr/> <hr/>	
<b>land</b>	<hr/> <hr/> <hr/>	
<b>shelter</b>	<hr/> <hr/> <hr/>	



# Facts and Opinions About Habitats



1. Write two facts and two opinions about Habitats.

**Fact** something **we know**, without question

**Opinion** something **we think** or believe

**Fact**

*Sharks live in the ocean.*

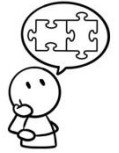
**Opinion**

*Oceans are the coolest habitat.*

<b>Fact</b>		<b>Opinion</b>
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**Fact**

**Opinion**



# Compound Words

Compound words are **two** words put together to make a **new** word with a **new** meaning.

Example:

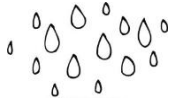
**rain**

+

**fall**

=

**rainfall**



**pan**

+

**cake**

=

**pancake**



Read the words and make a compound word.

lunch	+	box	=	lunchbox	
butter	+	fly	=		
snow	+	man	=		
cheese	+	burger	=		
cheese	+	cake	=		



## Vocabulary Cut and Paste

Read the words, make a new word, cut, and paste.



				new word	picture
<b>rain</b>	+	fall	=		
	+	coat	=		
	+	drop	=		
	+	bow	=		



<b>raindrop</b>	<b>rainfall</b>	<b>rainbow</b>	<b>raincoat</b>

Choose two compound words and write two sentences.

1.
2.



## Writing a Poem: Acrostic

Think of everything you know about habitats like the desert, the ocean, or even polar habitat.

Write one word or phrase for each letter in "HABITAT."

**H** \_\_\_\_\_

**A** \_\_\_\_\_

**B** \_\_\_\_\_

**I** \_\_\_\_\_

**T** \_\_\_\_\_

**A** \_\_\_\_\_

**T** \_\_\_\_\_

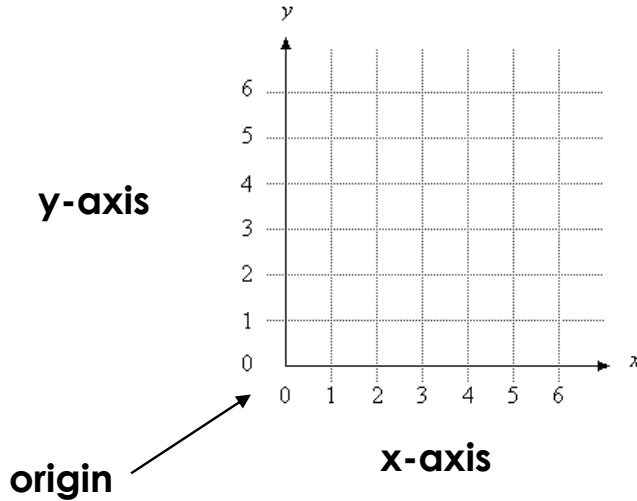
**S** \_\_\_\_\_

**Extension**  
Read your Acrostic  
to your Buddy.

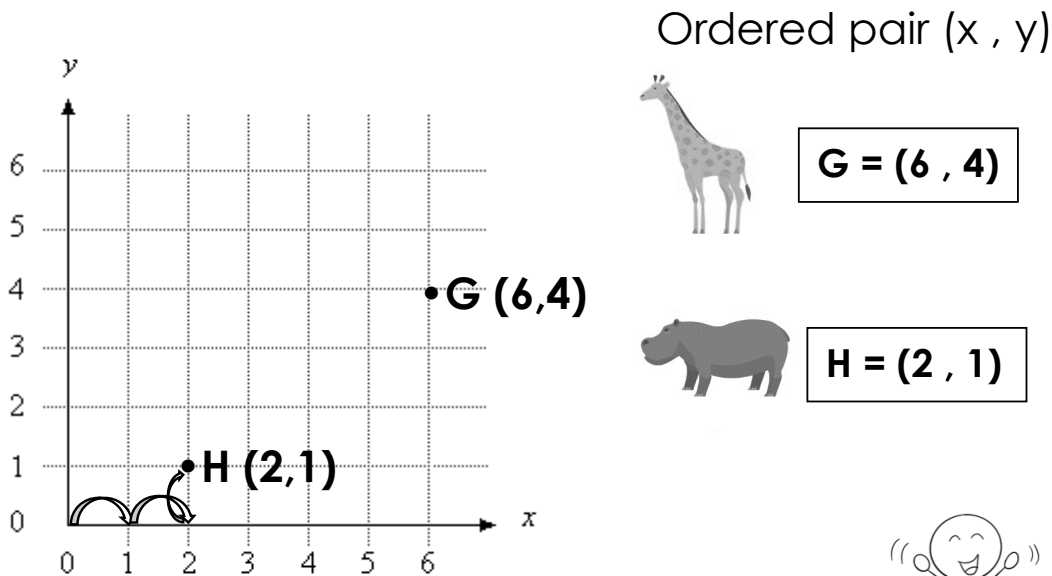




# Math Daily Practice

Coordinate planes are grids (series of squares) used to graph data points.



In the jungle, a giraffe is on point G and a hippo on point H. Look at the ordered pairs that represent the location of the giraffe and the hippo

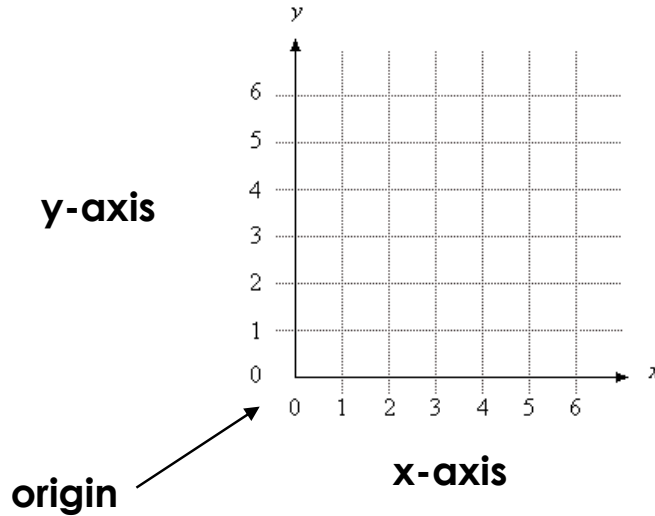


➤ First **run**  on **X**, then **jump**  on **Y** !

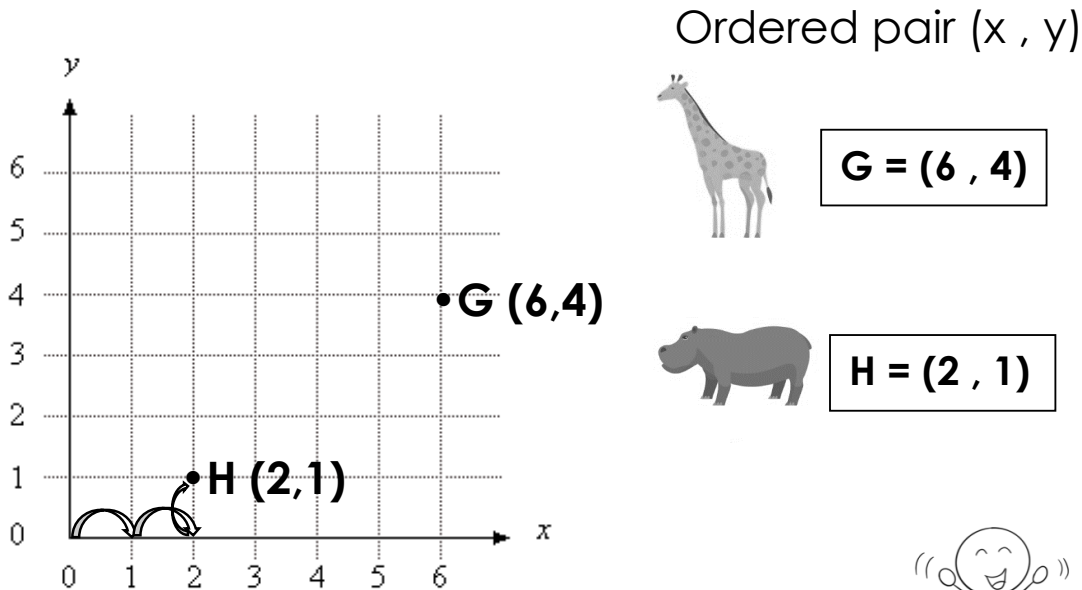


# Math Daily Practice

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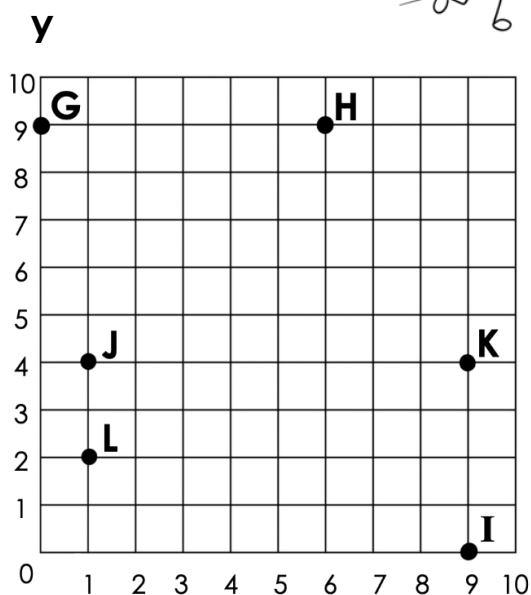
➤ First **run** on **X**, then **jump** on **Y**!



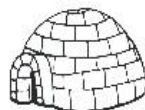
## Coordinate Habitat

Use the information and the coordinate grid below to answer these questions.

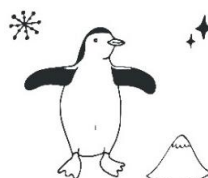
Remember, First **run** on **X**, then **jump** on **Y**!



**Polar bear**



**Igloo**



**Penguin**

1. Write the coordinate pair for the **bear** on **point K**.
2. Write the coordinate pair for the **penguin** on **point J**.
3. Write the coordinate pair for the **igloo** on **point H**.
4. Draw another **igloo** on **(2,7)**

# Goods from Habitats



**Goods:** things that people can use or consume.  
Goods can be touched.

Some goods are **man-made** (somebody made them) and other goods are **natural** (grow in nature).

Many goods come from plants and animals from different **habitats**.

**Instructions:** Draw a line to connect the two columns.



## Good

## Origin

fish  
toy  
oil  
house  
water  
computer  
car  
meat  
milk  
wood

**man-made**



**grow in nature in  
natural habitats**



### Extension

Tell your Buddy about goods from habitats.





## Lunchtime Goods and Services

Services are **jobs** people do to help other people.

Examples: dentist, doctor, mailman

**Directions:** Think about lunchtime and fill in the columns.

<b>Man-made Goods</b>	<b>Natural Goods</b>	<b>Services</b>
<i>cup</i>	<i>apple</i>	<i>custodian</i>

**Draw** your lunchtime and label (write) the goods and services





# Let's Take a Break!



Read the **compound words**. Find each word in the puzzle. Draw a check mark next to the words that you found and **jump 20 times!!**

RAINBOW  EARTHQUAKE  FOOTBALL

BASEBALL  SNOWBALL  GOLDFISH

F	A	B	E	C	J	K	G
O	R	M	A	T	Z	R	O
O	A	A	R	S	B	C	L
T	I	P	T	D	A	F	D
B	N	I	H	O	S	E	F
A	B	R	Q	M	E	Y	I
L	O	V	U	I	B	E	S
L	W	Z	A	T	A	B	H
R	I	X	K	N	L	A	K
C	E	L	E	P	L	L	O
S	N	O	W	B	A	L	L



## My Packet Journal

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

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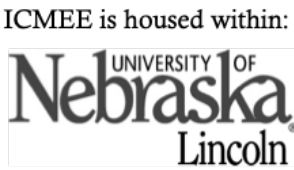
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## My Packet Journal

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:

