

K-1st grade • English Level 2

Learning Packet #2

Theme: In the Garden



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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

The standards that informed the development of this packet are:

Math

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.5. Count to answer “how many?”.
- 1.OA.C.6. Add and subtract within 20.
- 1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- 1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Social Studies

- SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people’s lives.

English Language Arts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- W.K.1. Use a combination of drawing and writing to compose opinion pieces.
- RF.1.1. Demonstrate understanding of the organization and basic features of print.
- RI.1.1. Ask and answer questions about key details in a text.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Science Standards and Cross-Cutting Ideas

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Art

- DA:Cr1.1.Ka. Respond in movement to a variety of stimuli (for example, music/ sound, text, objects, images, symbols, observed dance).
- MA:Pr4.1.1a. Combine varied content (for example, arts, media, literary, science) in media artworks for presentation (for example, an illustrated story).
- MA:Cn10.1.2a. Use personal experiences, interests, information, and models in creating media artworks.

Physical Education

- 19.A.1a Demonstrate control when performing fundamental locomotor, nonlocomotor, and manipulative skills.
- 19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns.
- 19.B.1b Understand how to execute basic movement patterns.

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August 15th, 2020

Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or 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.
- Reading and Writing. Each day, your student will engage in learning new words and using them through reading and writing. Students can write in any language and connect what they already know to English.
- Mathematics. Each day, your student will also have the opportunity to practice early math skills like counting, addition, and subtraction.
- This specific packet's topic is the garden. Talk to your student about gardening. You can talk about the animals and plants in the garden. What do plants and animals need to survive? Use any language to talk about these topics. What fruits and vegetables do you eat most in your home?

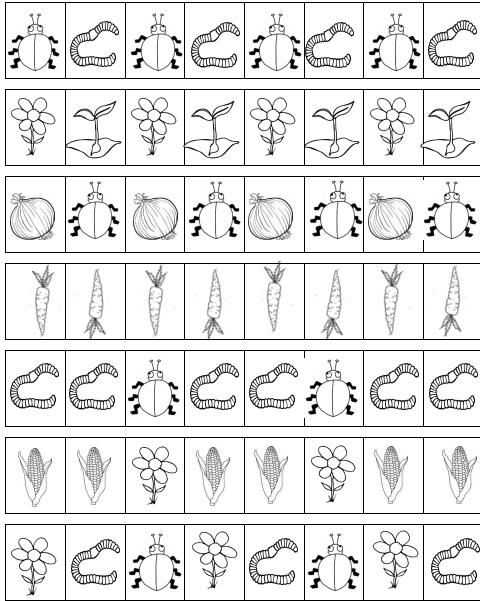
We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu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

Sincerely,

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

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

Answer Key



Today's Number

Complete the activities below with this number. →

18

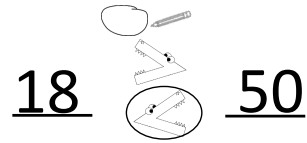
eighteen 18

Count forward

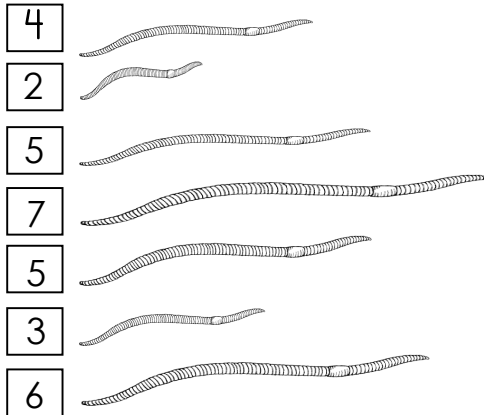
18, 19, 20, 21, 22, 23, 24, 25

Count backward

12, 13, 14, 15, 16, 17, 19, 18



18	+1	19	18	+10	28
18	-1	17	18	-10	8



How many **long** worms do you see? 3

How many **long** carrots do you see? 2

How many **short** worms do you see? 4

How many **short** carrots do you see? 2

How many **big** bugs do you see? 2

How many **big** onions do you see? 4

How many **small** bugs do you see? 5

How many **small** onions do you see? 3

123 Count and color.

	1	2	3	4	5	6	7	8
long								
short								
big								
small								

Today's Number

Complete the activities below with this number. →

55

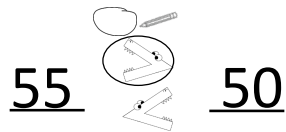
fifty-five 55

Count forward

55, 56, 57, 58, 59, 60, 61, 62

Count backward

48, 49, 50, 51, 52, 53, 54, 55



55	+1	56	55	+10	65
55	-1	54	55	-10	45

International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Estimadas familias:

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

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

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

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

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

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Lectura y Escritura.** Cada día, su estudiante se dedicará a aprender nuevas palabras y usarlas a través de la lectura y la escritura. Los estudiantes pueden escribir en cualquier idioma y conectar lo que ya saben al inglés.
- **Matemáticas.** Cada día, su estudiante también tendrá la oportunidad de practicar habilidades matemáticas tempranas como contar, sumar y restar.
- El tema específico de este paquete es el jardín. Hable con su estudiante sobre jardinería, puede hablar sobre los animales y las plantas en el jardín. ¿Qué necesitan las plantas y los animales para sobrevivir? Use cualquier idioma para hablar sobre estos temas. ¿Qué frutas y verduras son las que más comen en su casa?

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

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

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

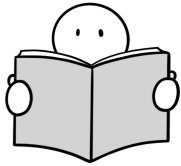
We'd love to see what you've done with this packet!



Instructions Key



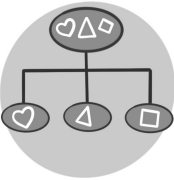
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



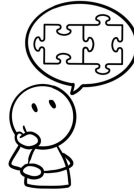
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



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



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

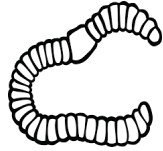
New Words



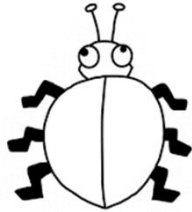
flower



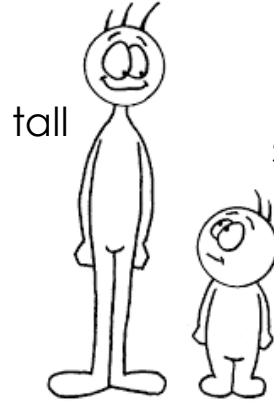
plant



worm

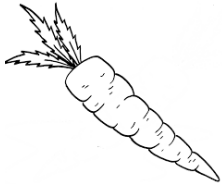


bug

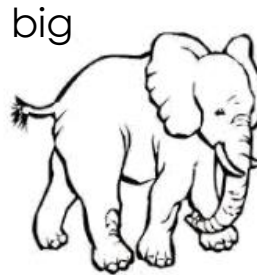


tall

short

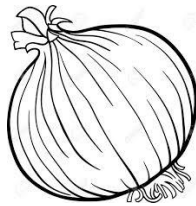


carrot

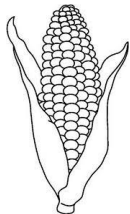


big

small



onion



corn



long

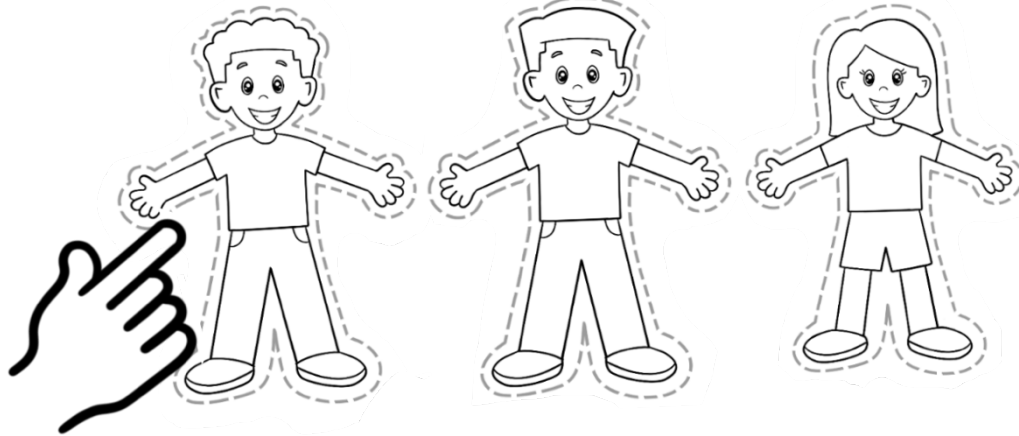
short



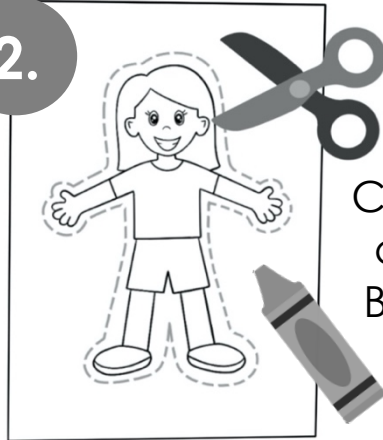
Day 1

My Buddy

1. Choose a Buddy

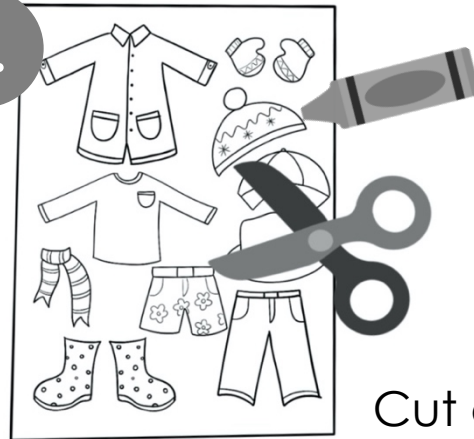


2.



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

3.

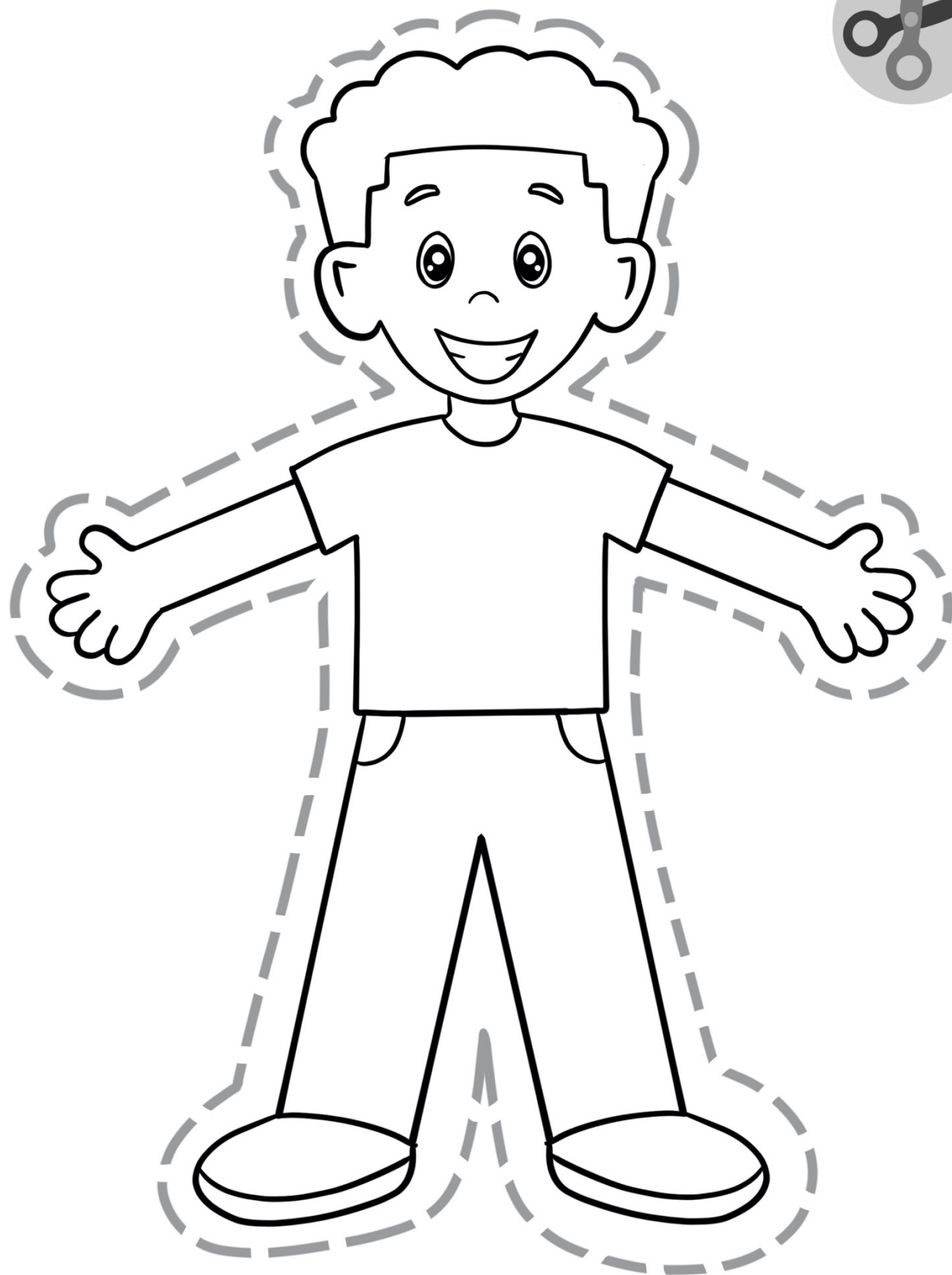


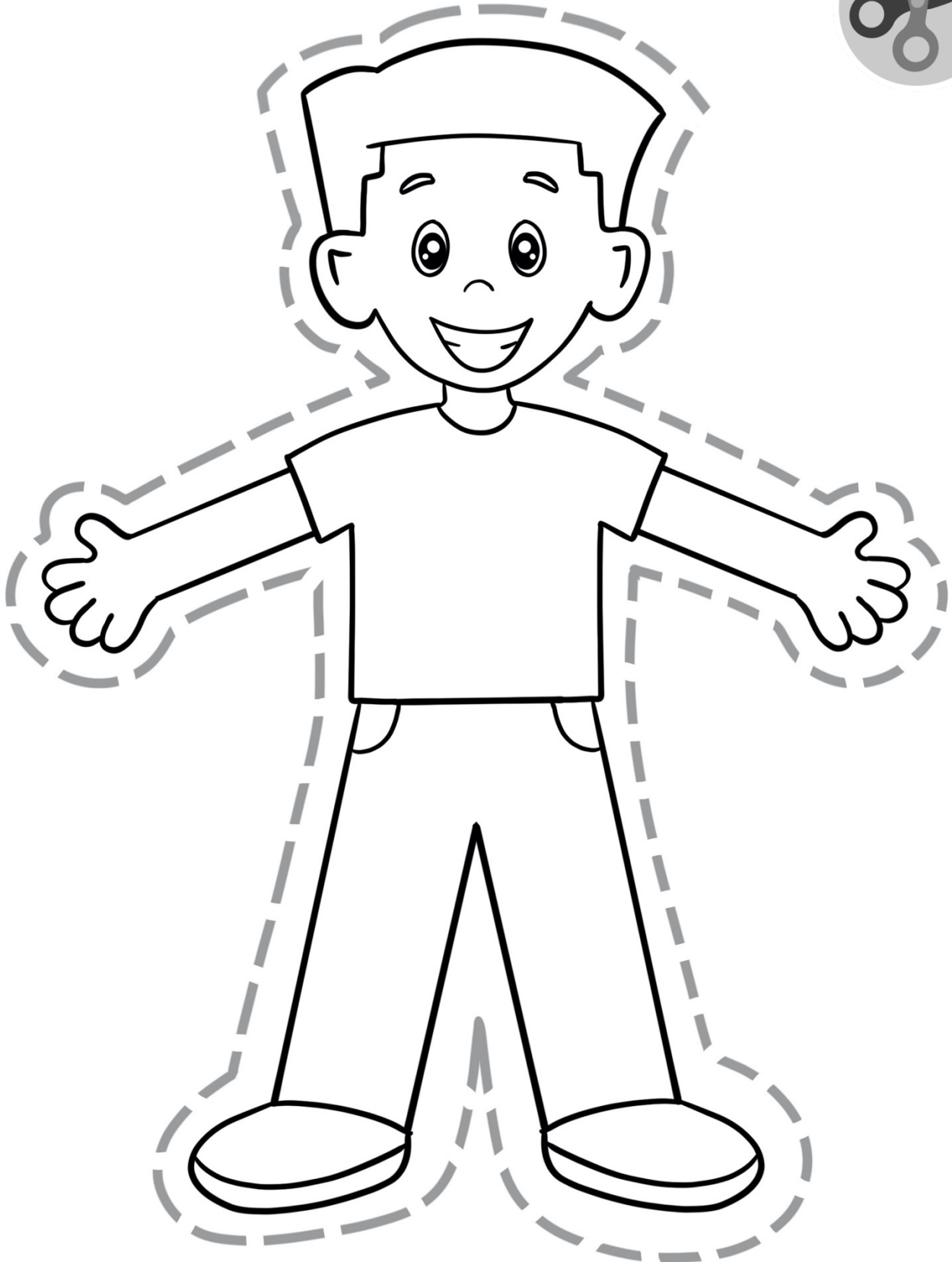
Cut out and color the accessories

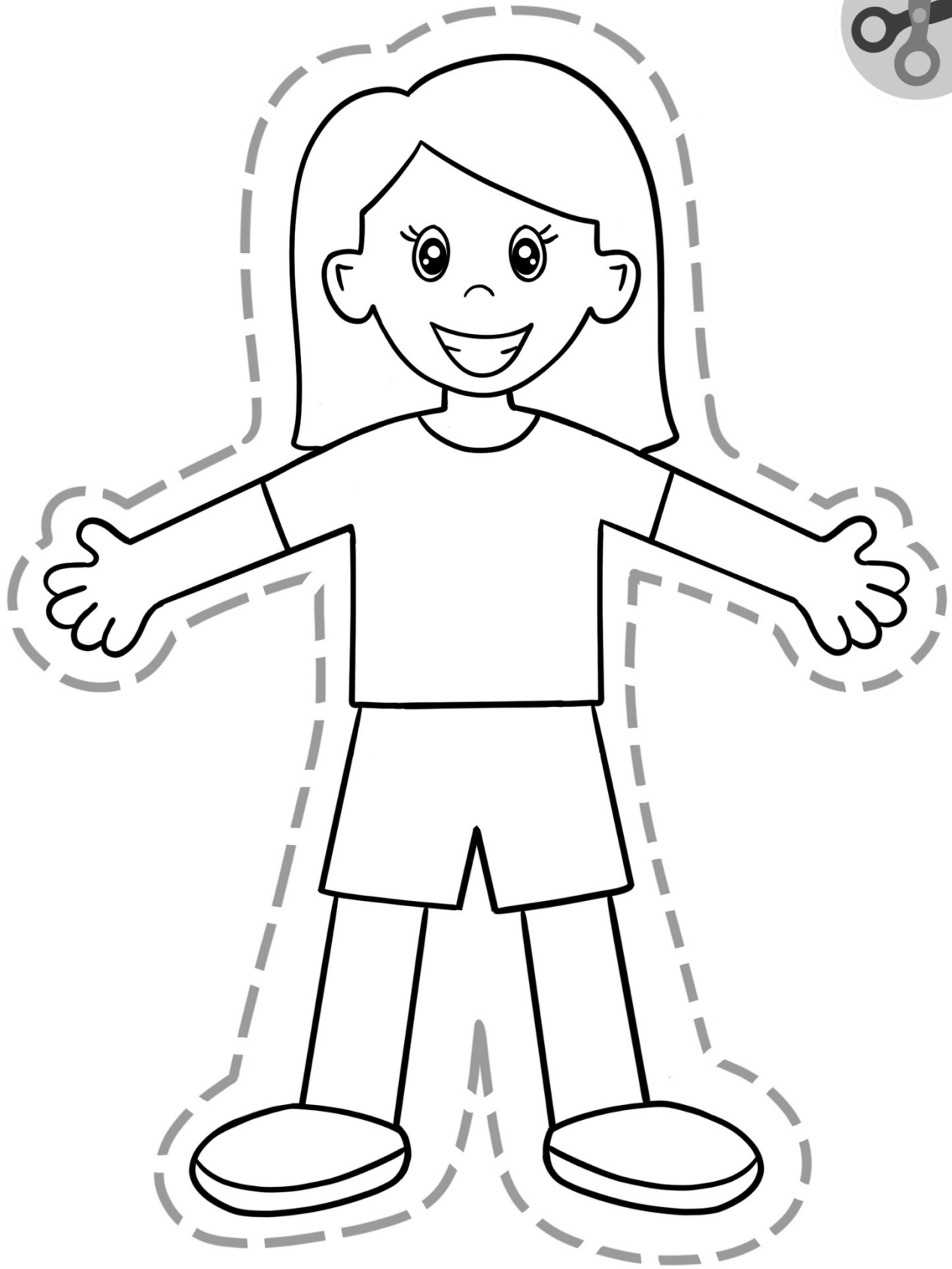
4.

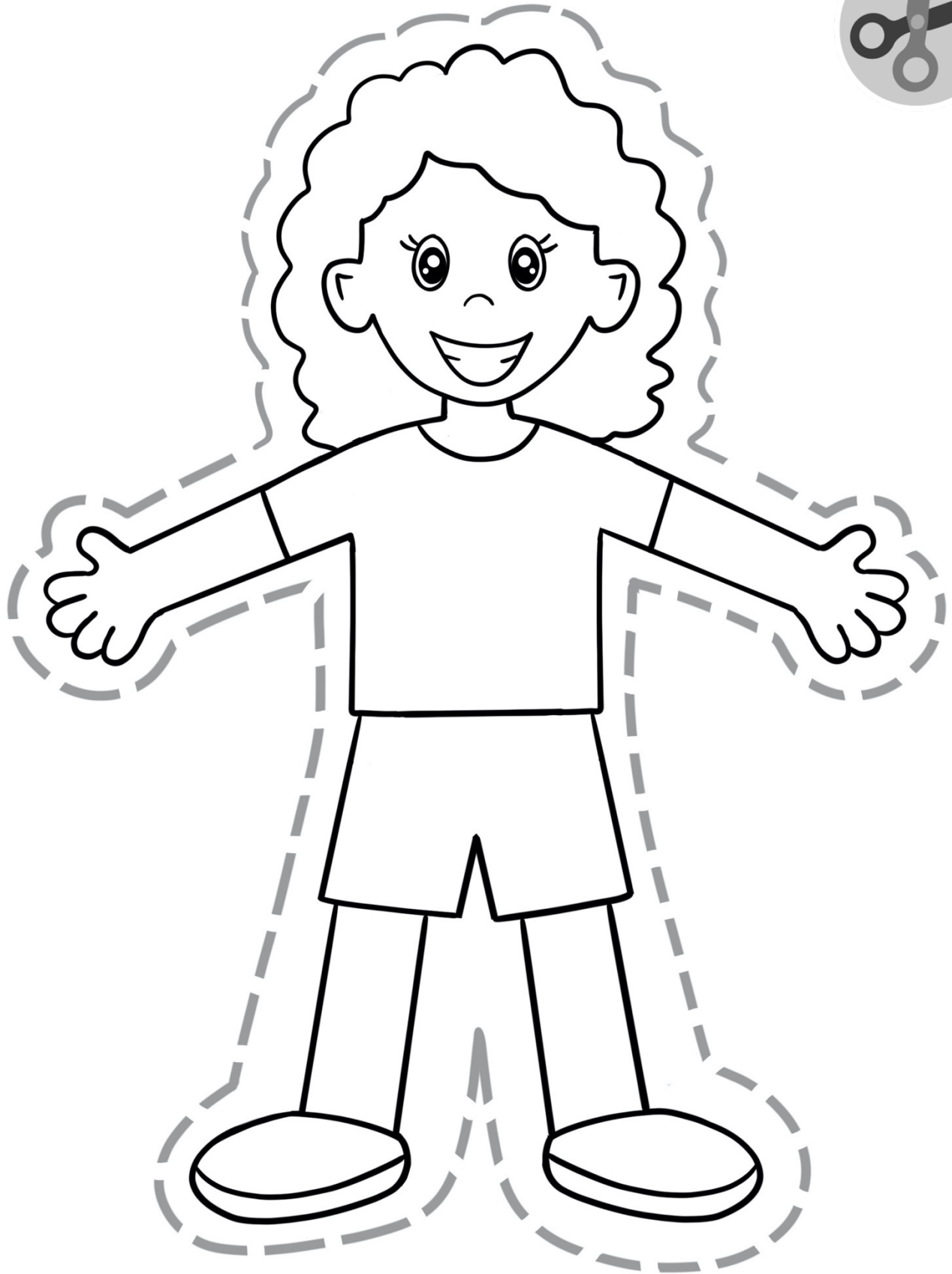


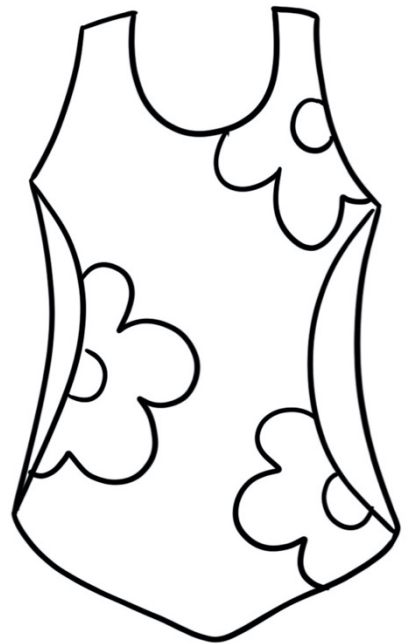
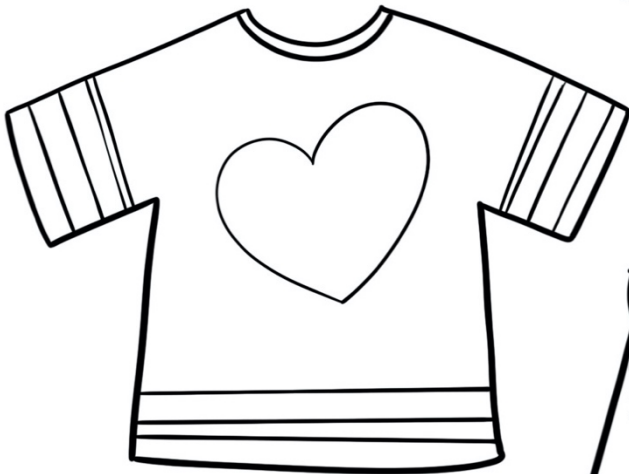
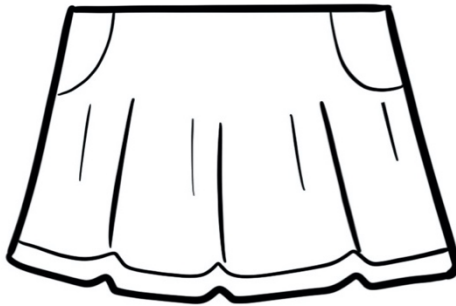
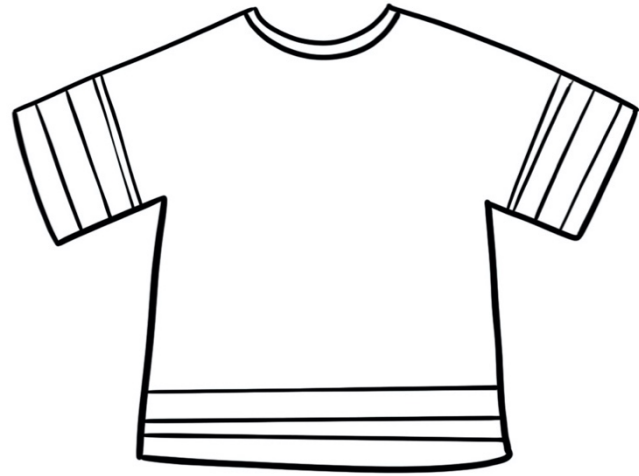
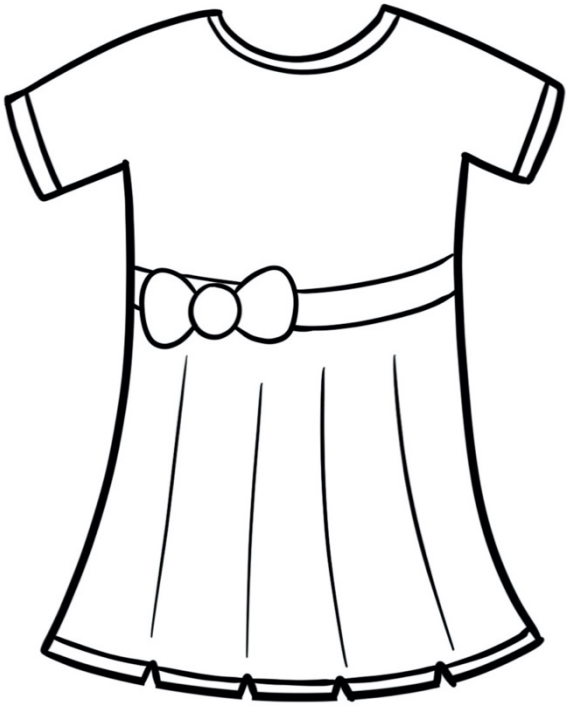
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

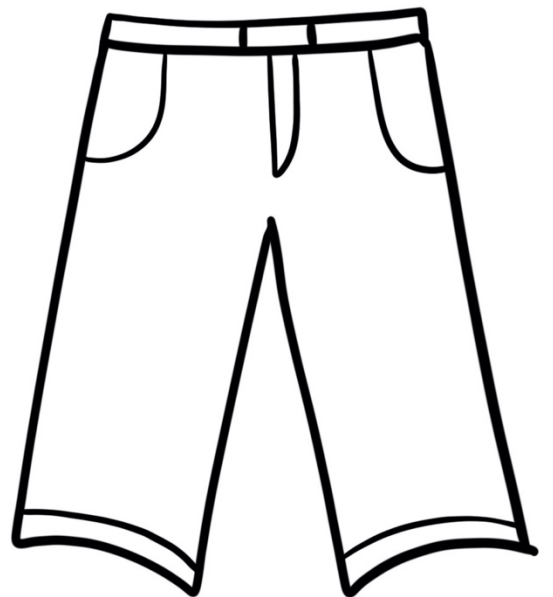
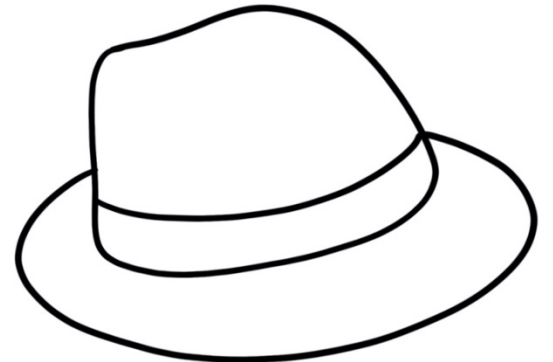
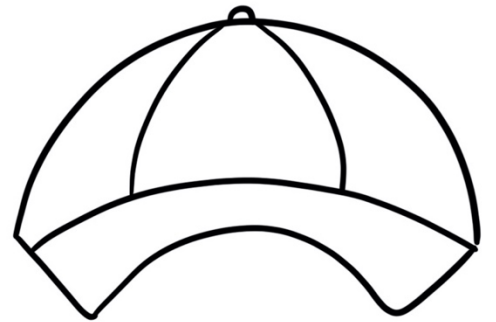
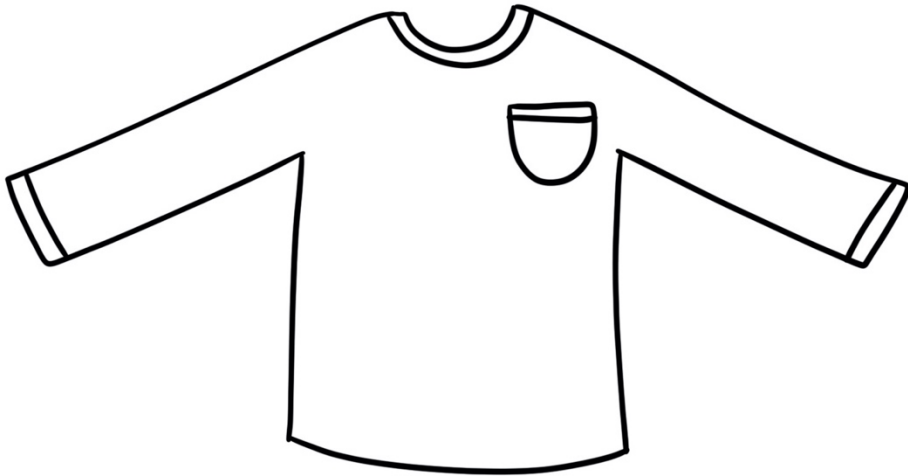
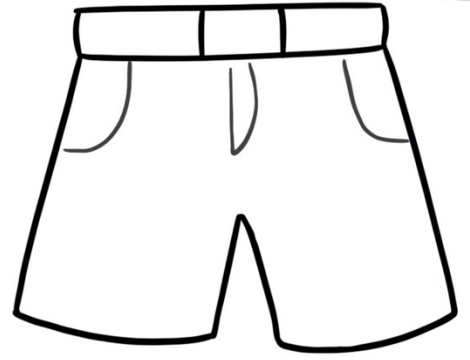














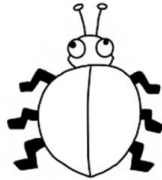
Writing New Words



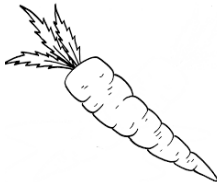
flower



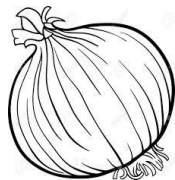
worm



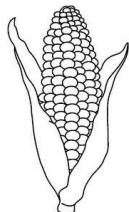
bug



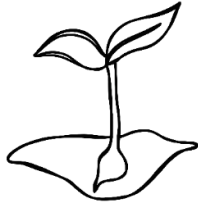
carrot



onion

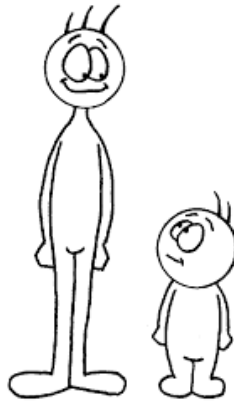


corn



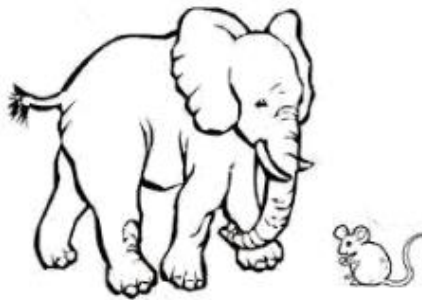
plant

tall



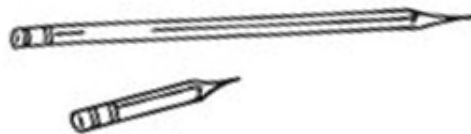
short

big



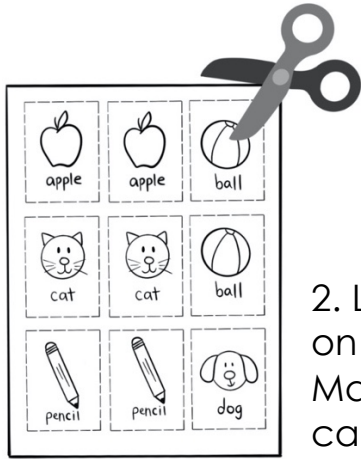
small

long



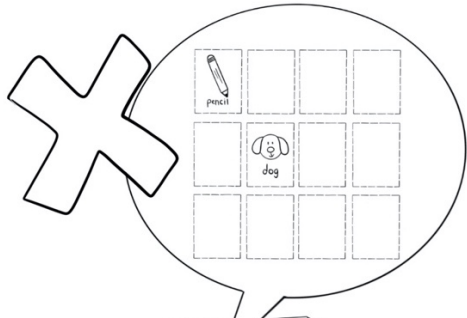
short

How to Play "Memory"



1. Cut out all of the cards

2. Lay them down on a flat surface. Make sure you can't see the words or pictures

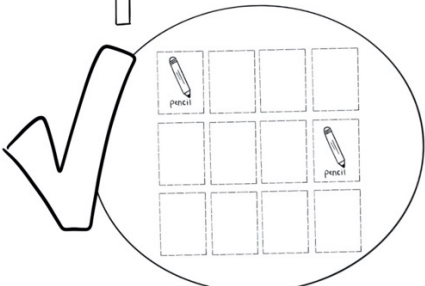


3. Turn over 2 cards at a time to try to find a match

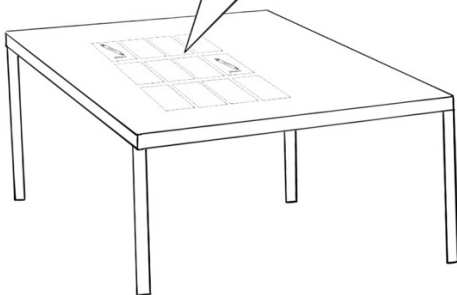
Say the words as you turn over the cards

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

The player with the most cards wins!



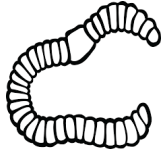
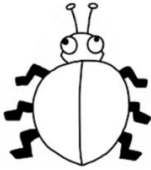



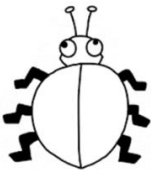
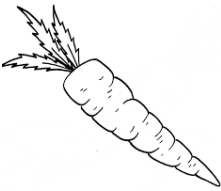
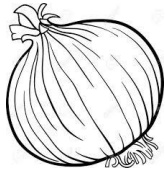
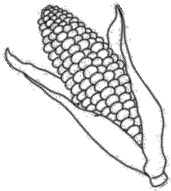
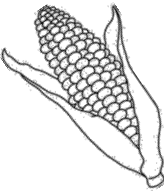
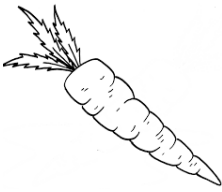
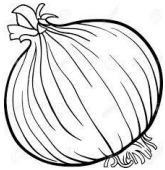
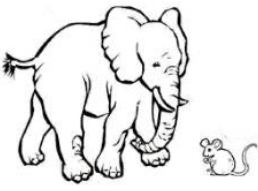
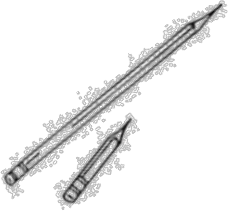

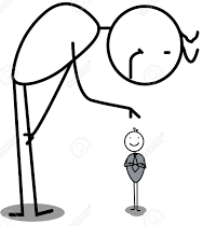
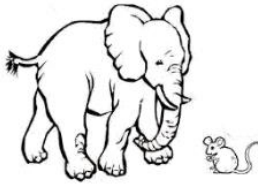
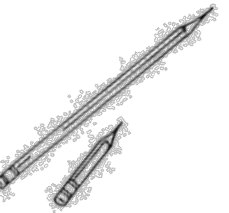


4. When you get a match, you keep those cards



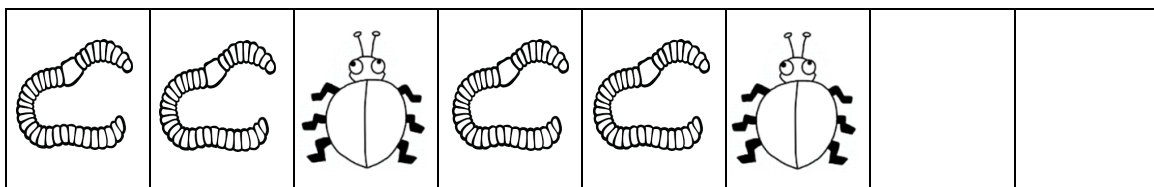
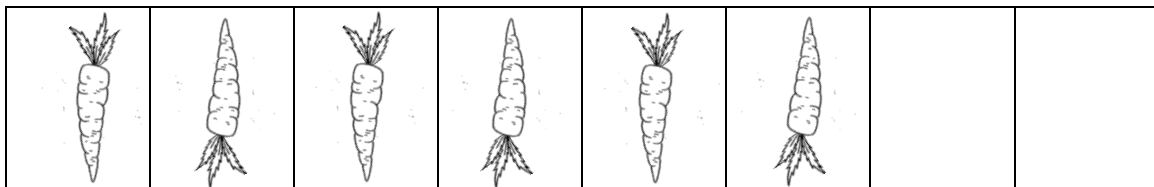
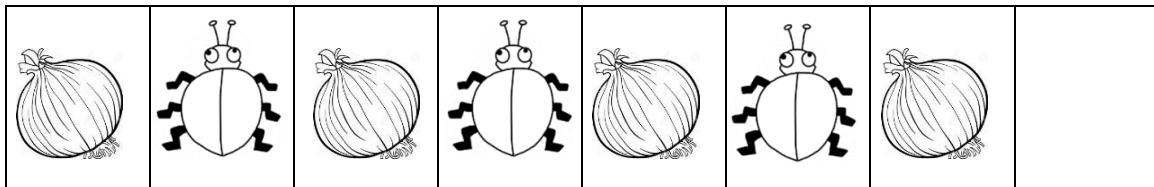
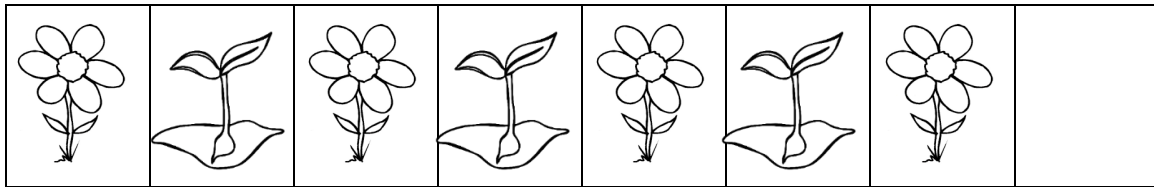
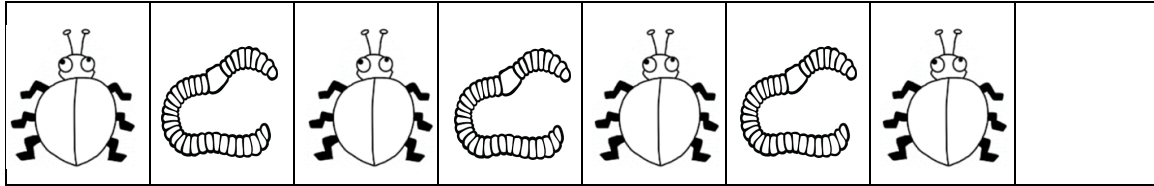
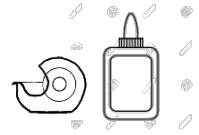
↓	×
A A ✓	B K ✗
♥ ♥ ✓	△ ♥ ✗
7 7 ✓	8 2 ✗

Garden Memory

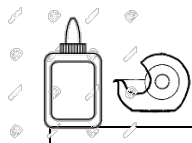
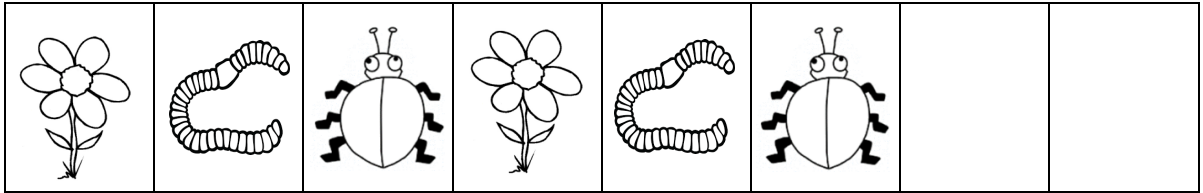
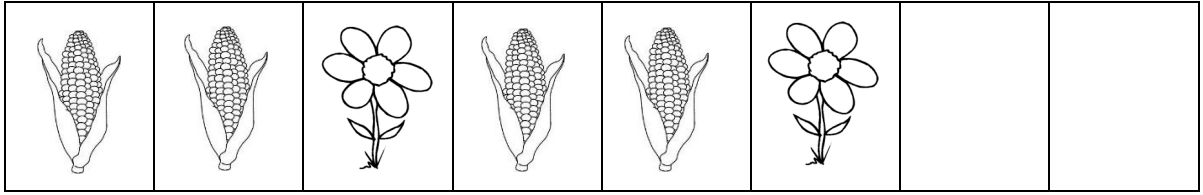
 <p>flower</p>	 <p>plant</p>	 <p>worm</p>	 <p>bug</p>
 <p>flower</p>	 <p>plant</p>	 <p>worm</p>	 <p>bug</p>
 <p>carrot</p>	 <p>onion</p>	 <p>corn</p>	 <p>corn</p>
 <p>carrot</p>	 <p>onion</p>	 <p>elephant and mouse</p>	 <p>pencil and pencil sharpener</p>
 <p>stick figure and stick figure</p>	 <p>stick figure and stick figure</p>	 <p>elephant and mouse</p>	 <p>pencil and pencil sharpener</p>

Make a Pattern

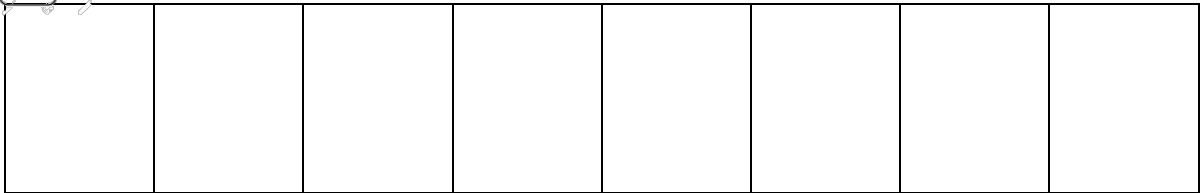
Find the next shape in the pattern.



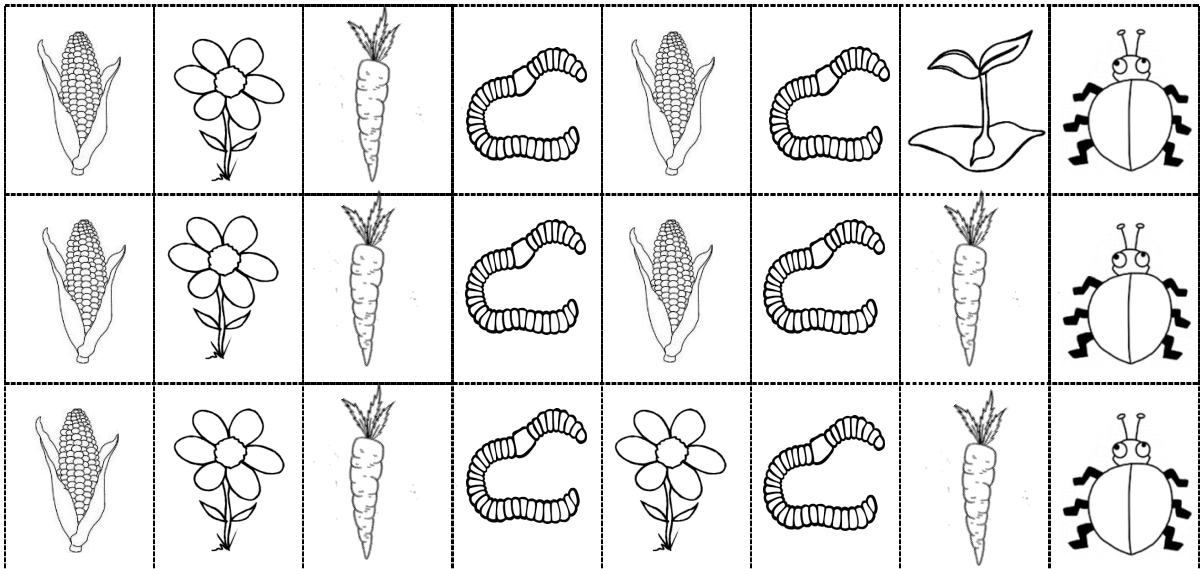
Say each pattern to your buddy.



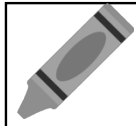
Your turn! Make your own pattern.



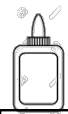
Use these pictures to make patterns.



Building Sentences



Color the picture.



Glue or place the words.

Blank rectangular box for gluing or placing words.



Write the sentence.

I see 7 flowers.



Cut the words.

7	flowers.	see	I
---	----------	-----	---



Day 2

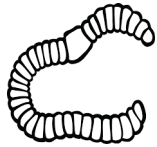


Writing New Words

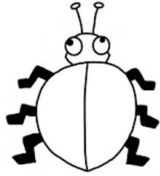
flower



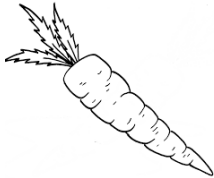
worm



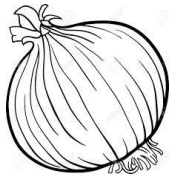
bug



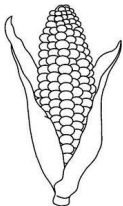
carrot



onion



corn



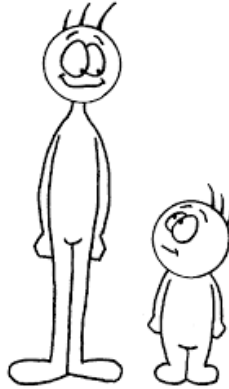


plant

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

tall

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

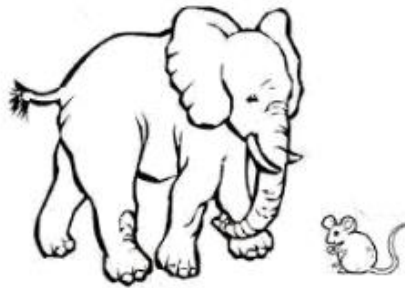


short

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

big

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

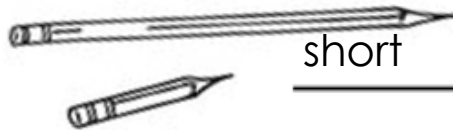


small

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

long

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



short

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

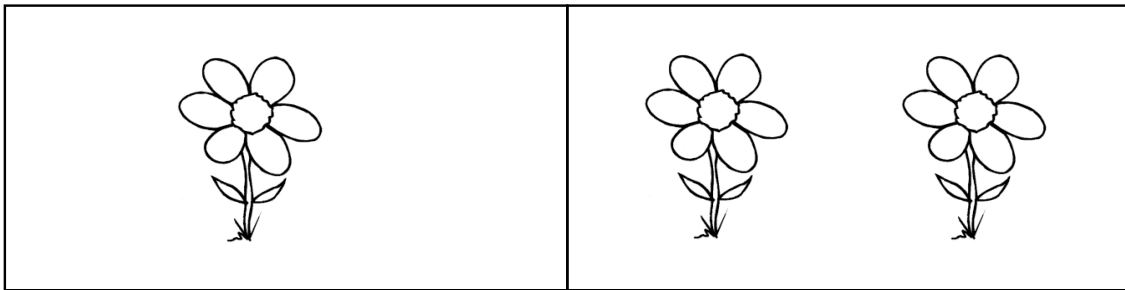
More than One

In English, the spelling of words changes when there is more than one. There are many rules for how to change the spelling. This is the first one. When you want to talk or write about more than one, add an **s** to the end of the word.

For example, one dog or many dogs.

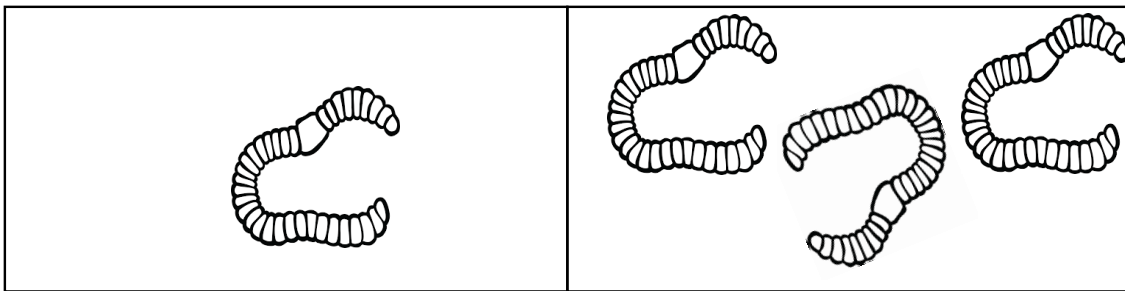


Trace the first word and then write the word again with an **s** at the end to show more than 1.

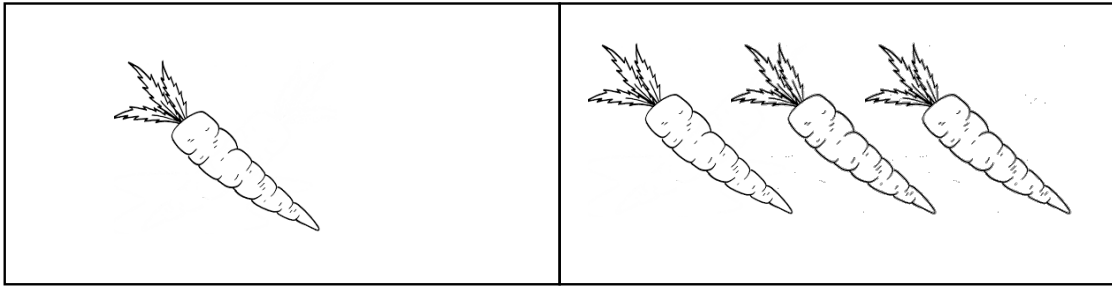


flower

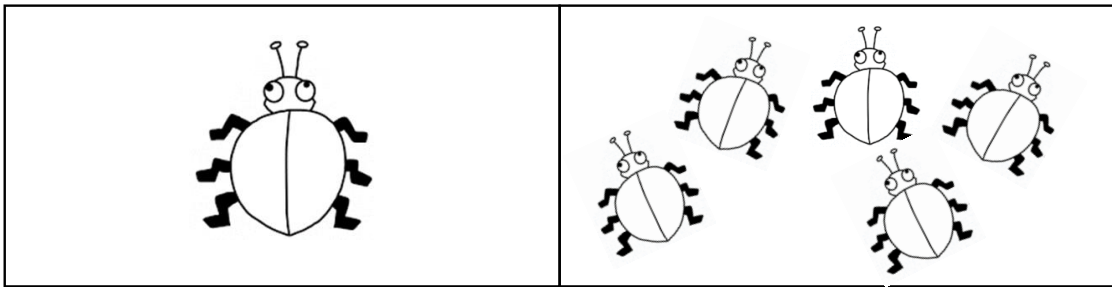
flowers



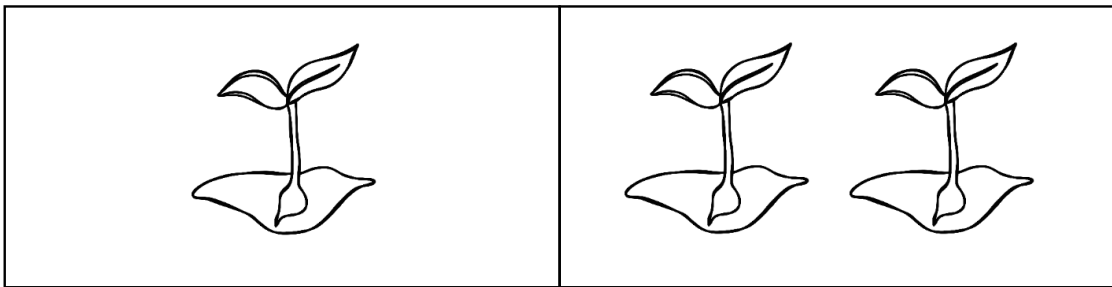
worm



carrot



bug



plant

Today's Number

Complete the activities below with this number.

18

eighteen

18

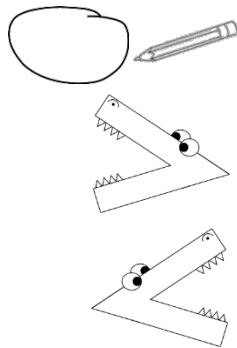
Count forward

18, _____, _____, _____, _____, _____, _____, _____

Count backward

_____, _____, _____, _____, _____, _____, _____, 18

18



50

18	+1	
18	-1	

18	+10	
18	-10	

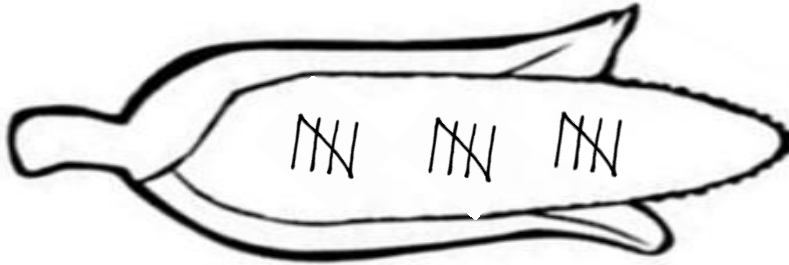


Day 3

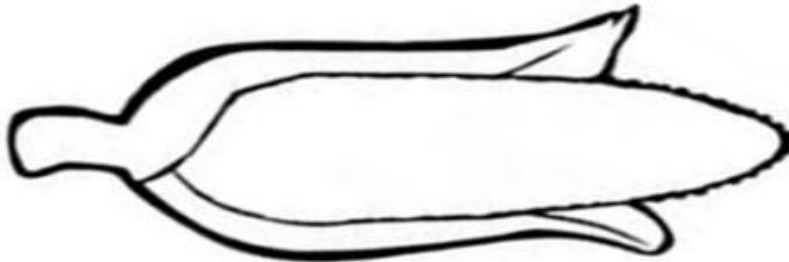
Corn Counting



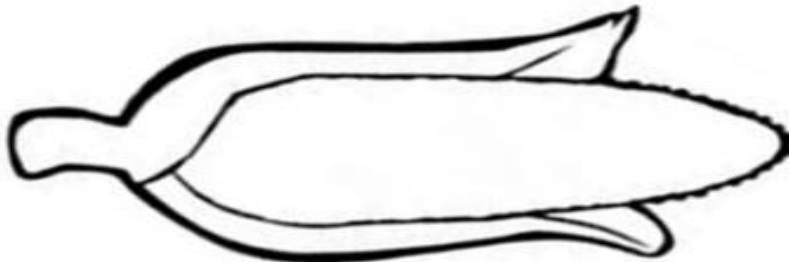
Draw dots or tallies on the corn to match the number in the box. Make groups of 5 or 10 to help you count.



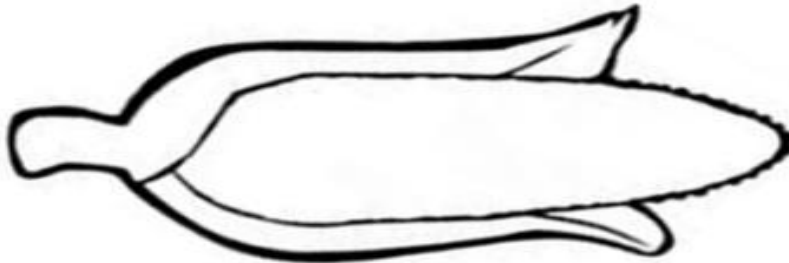
15



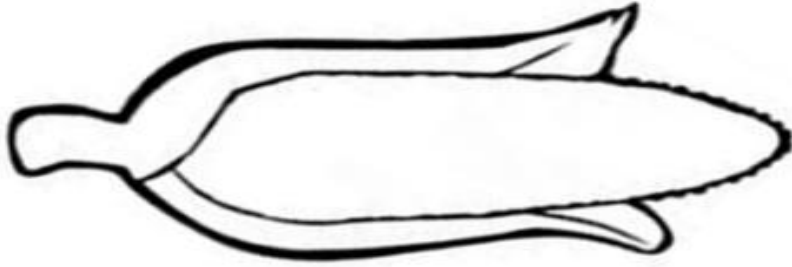
27



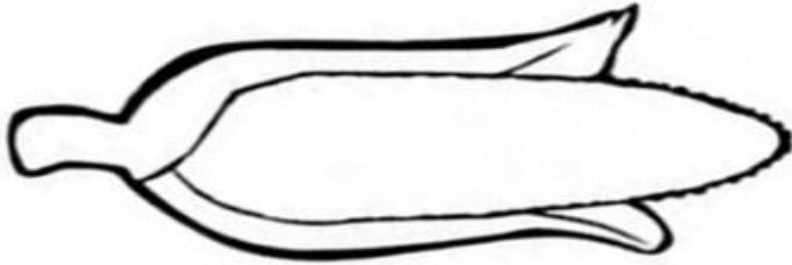
34



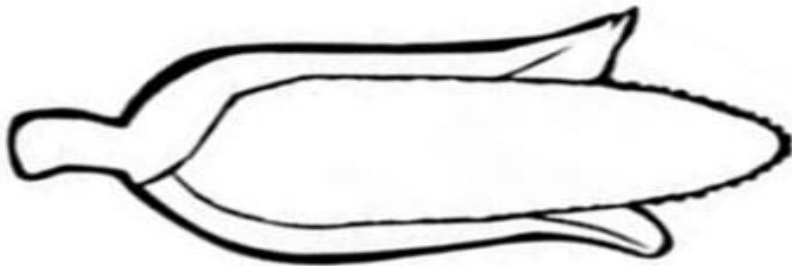
39



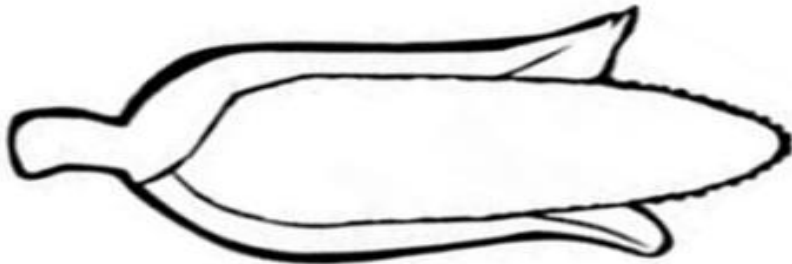
44



56



61



73



Count each set of corn out loud to your buddy.

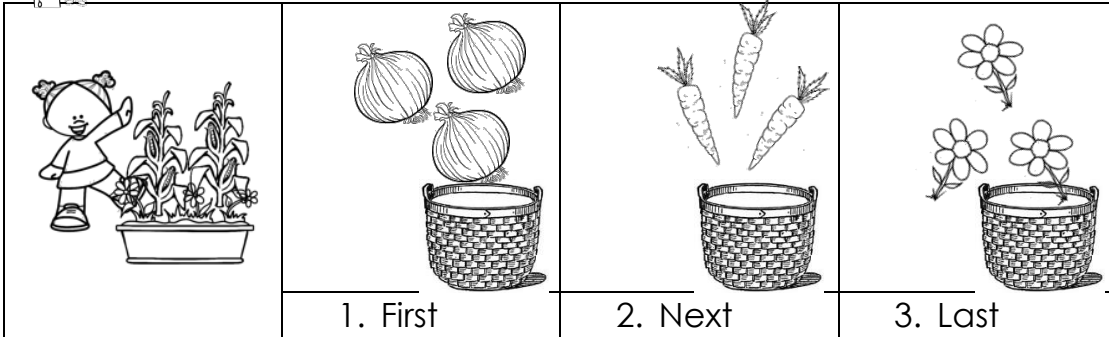
Sequence Writing



Look at the story in these pictures.



Tell your buddy about the pictures.



Read the story to your buddy.

This is my garden.

First, I get the onions.

Next, I get the carrots.

Last, I get the flowers.

I do not get the worms!

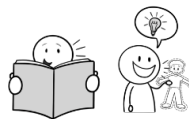




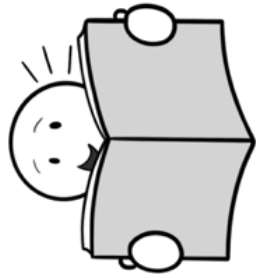
Your turn! Draw and write your own story.
You can use the other story to help you.

	1. First	2. Next	3. Last

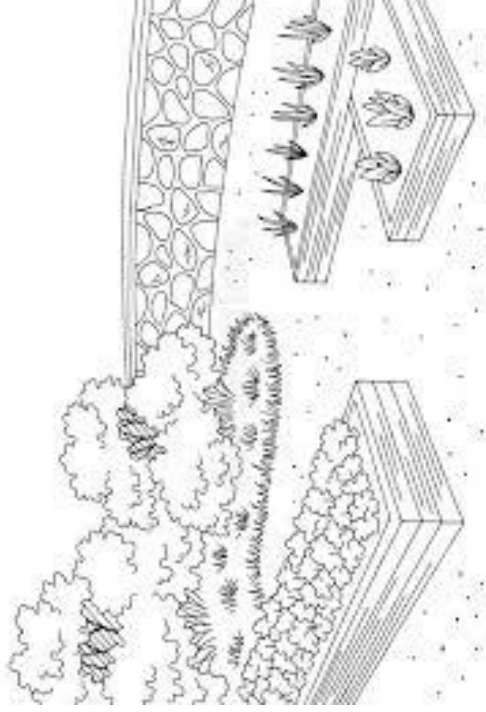
Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



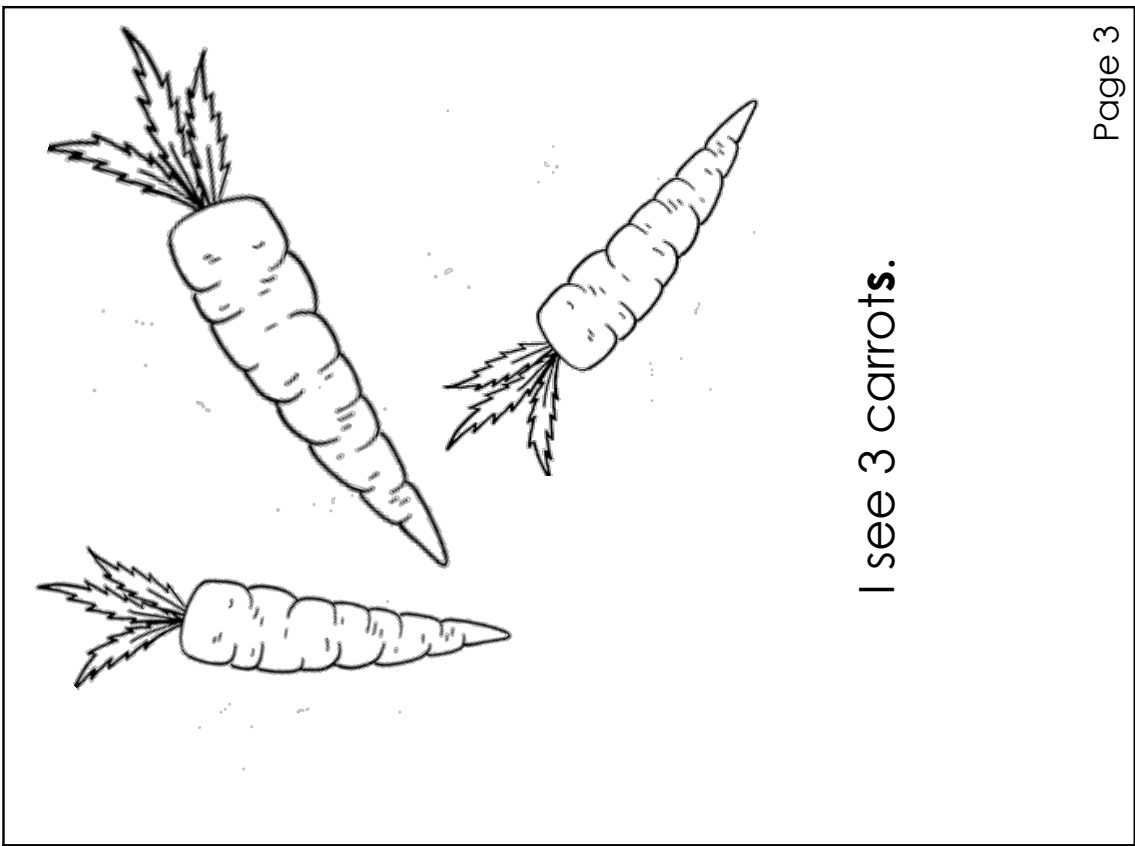
Read the story to your buddy.



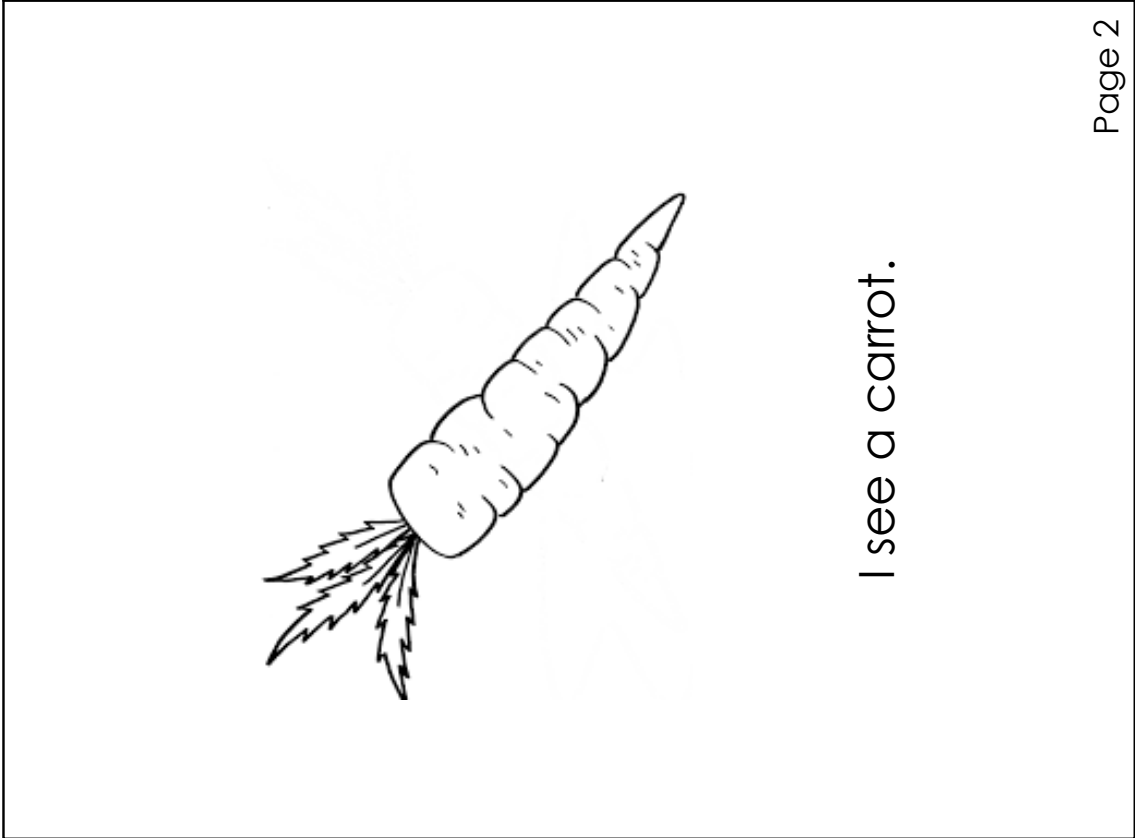
Read the story



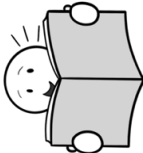
The Garden

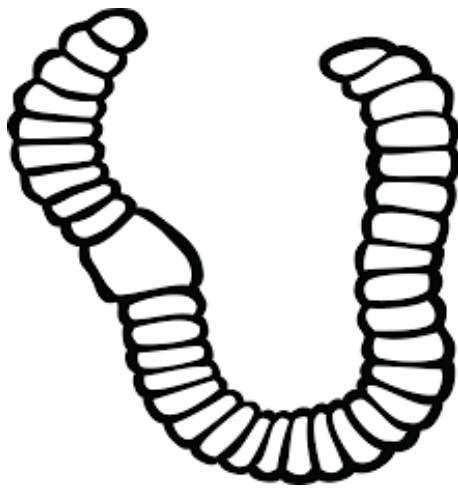


I see 3 carrots.



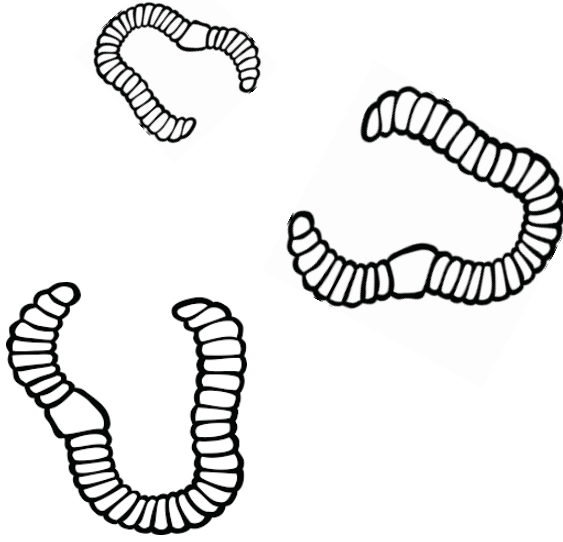
I see a carrot.





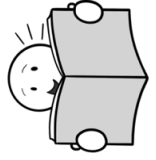
I see a worm.

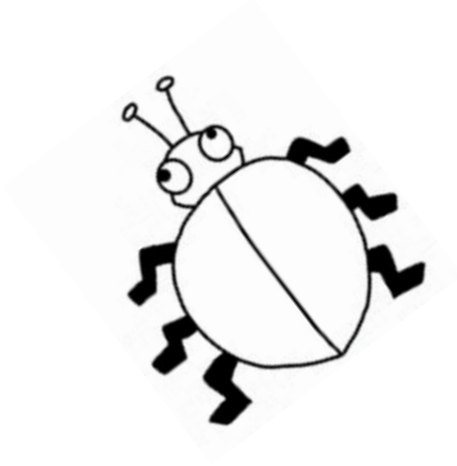
Page 4



I see 3 worms.

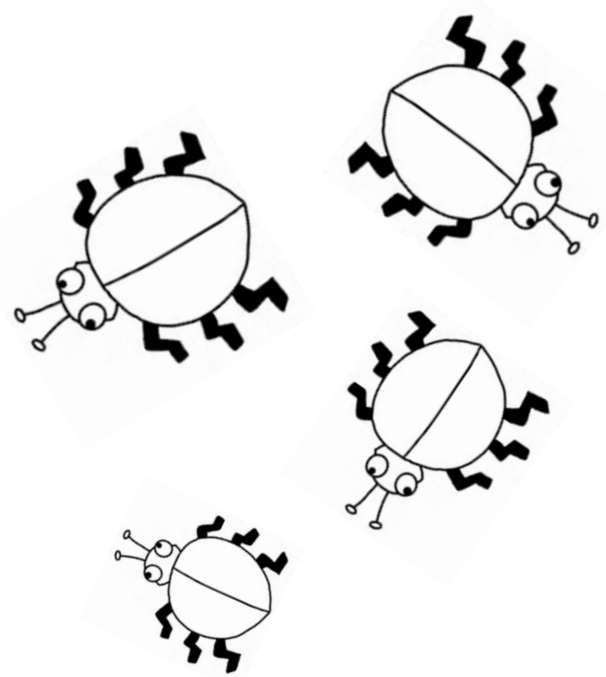
Page 5





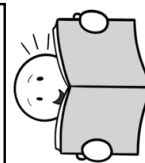
I see a bug.

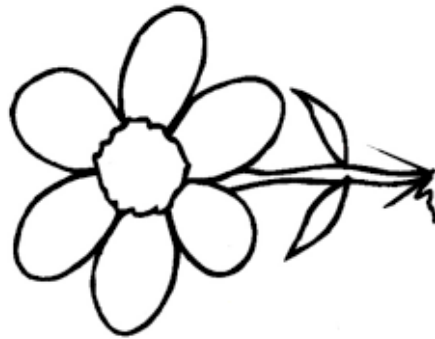
Page 6



I see 4 bugs.

Page 7





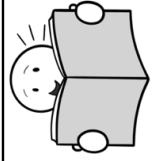
I see a flower.

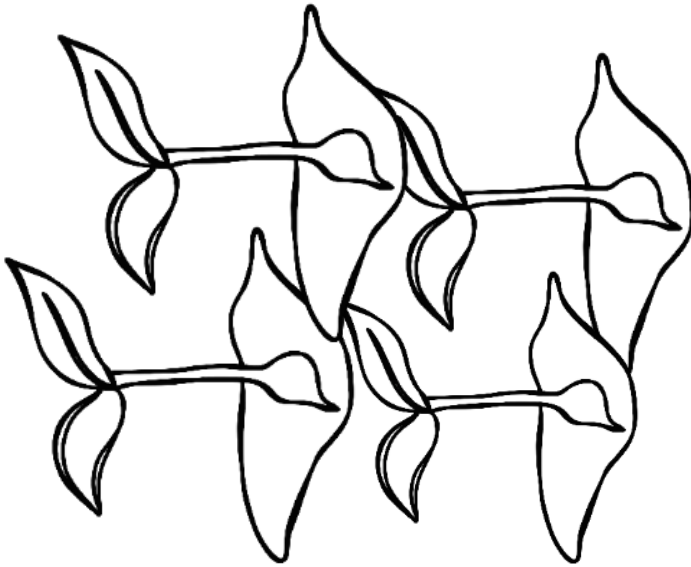
Page 8



I see 5 flowers.

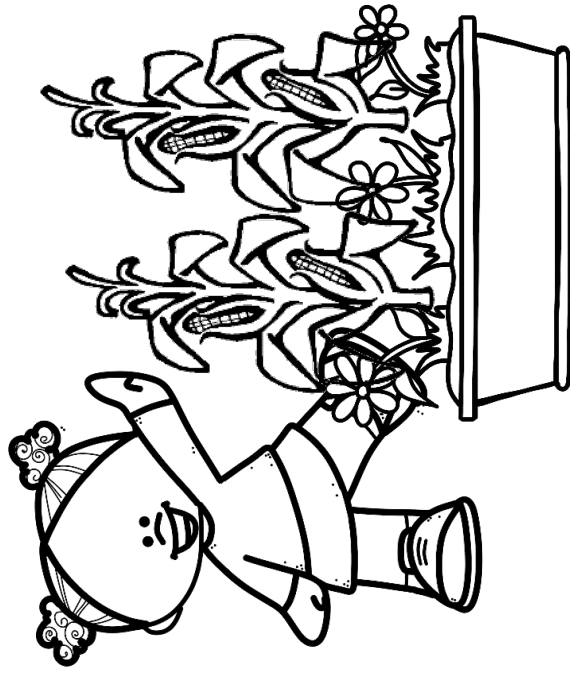
Page 9





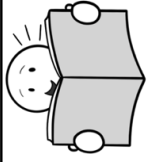
I see 4 plants.

Page 10



This is my garden.

Page 11

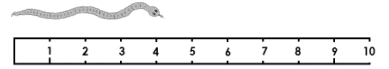


Measuring Worms



Cut out the ruler on the next page.

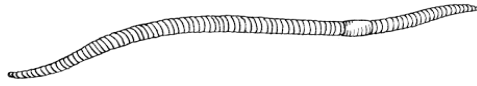
Use the ruler to measure the length of the worms.



Write the length of the worm in the square.

4

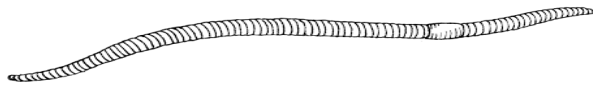
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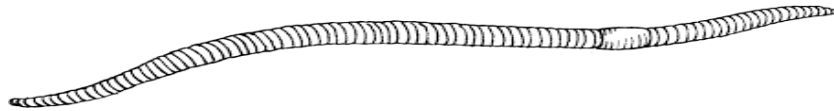
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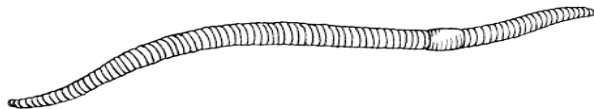
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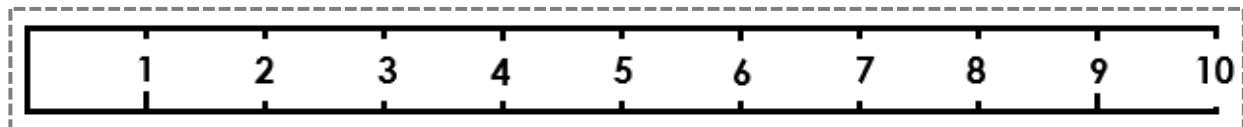
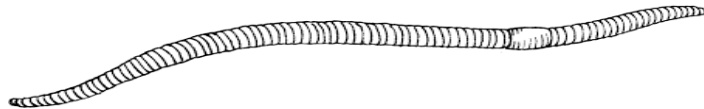
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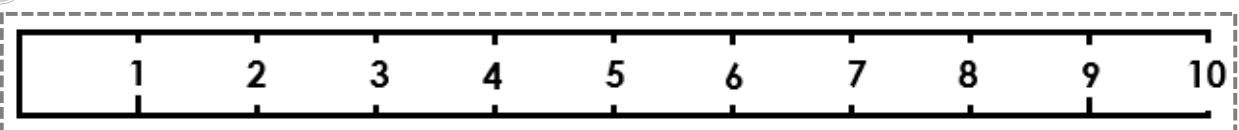
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Your turn! What can you find to measure?

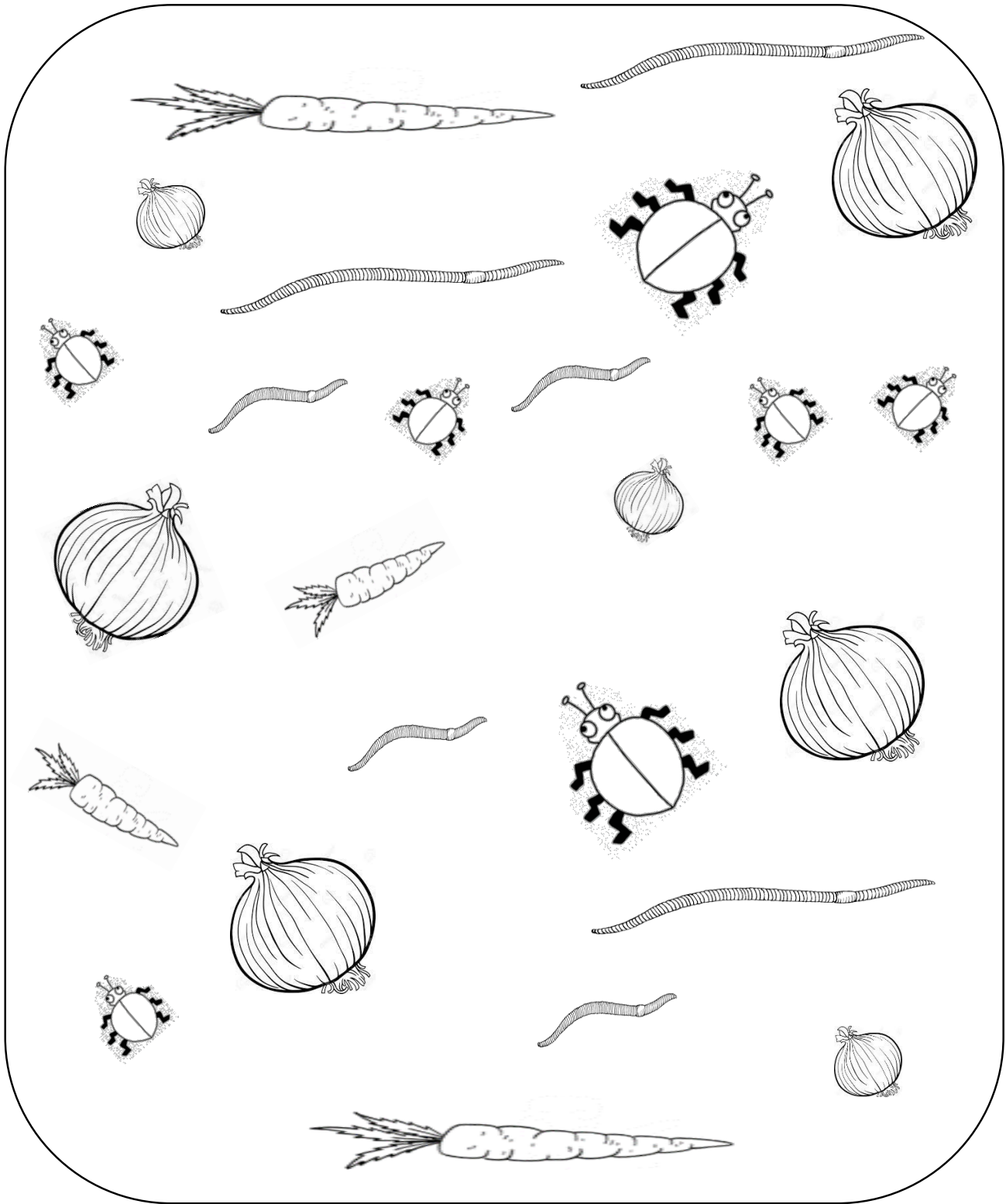
Draw a picture and write the length.





Day 4

Graphing



How many **long**  worms do you see? _____

How many **long**  carrots do you see? _____

How many **short**  worms do you see? _____

How many **short**  carrots do you see? _____





How many **big**  bugs do you see? _____

How many **big**  onions do you see? _____

How many **small**  bugs do you see? _____

How many **small**  onions do you see? _____

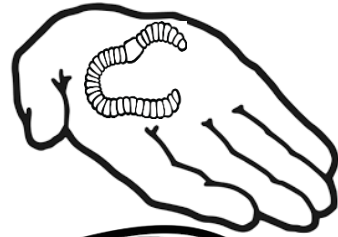
 **123** Count and color.

	1	2	3	4	5	6	7	8
 long								
 short								
 big								
 small								

Journal Writing



Would you hold a worm?



Draw and color your ideas.



Tell your buddy.



Write your ideas.

Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed middle line.



Today's Number

Complete the activities below with this number.

55

fifty-five

55

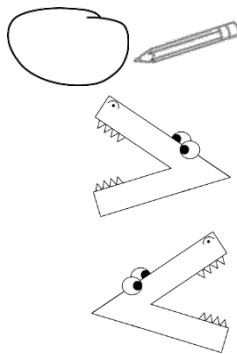
Count forward

55, _____, _____, _____, _____, _____, _____

Count backward

_____, _____, _____, _____, _____, _____, _____, 55

55



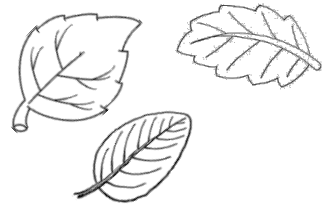
50

55	+1	
55	-1	

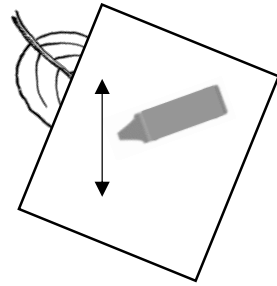
55	+10	
55	-10	

Leaf Rubbing

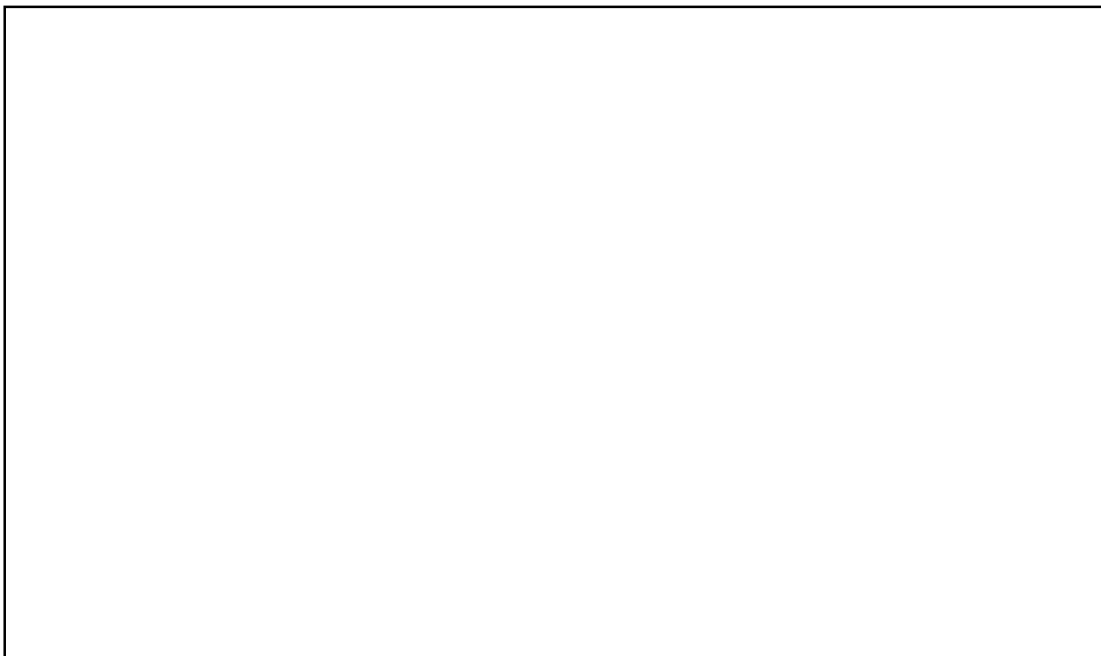
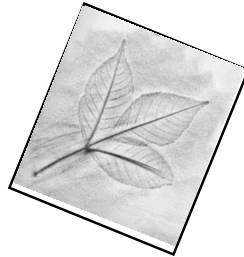
1. Gather leaves from outside.

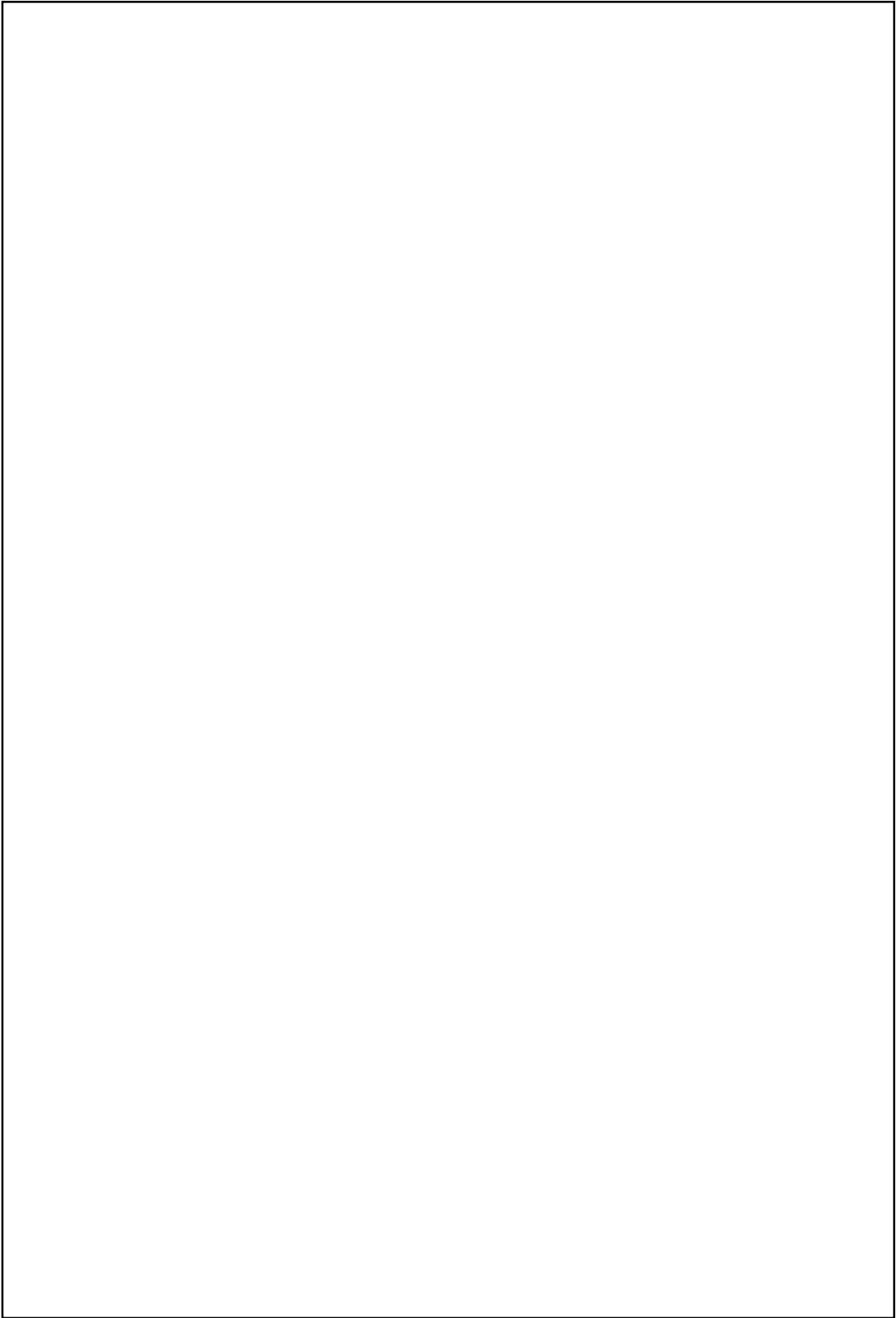


2. Place a leaf under the paper.



3. Gently rub a crayon or pencil over the leaf.







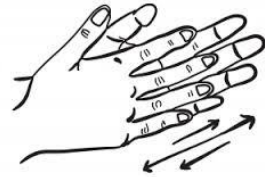
Day 5

Leaf "Painting"

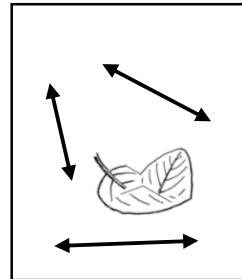
1. Gather leaves from outside.

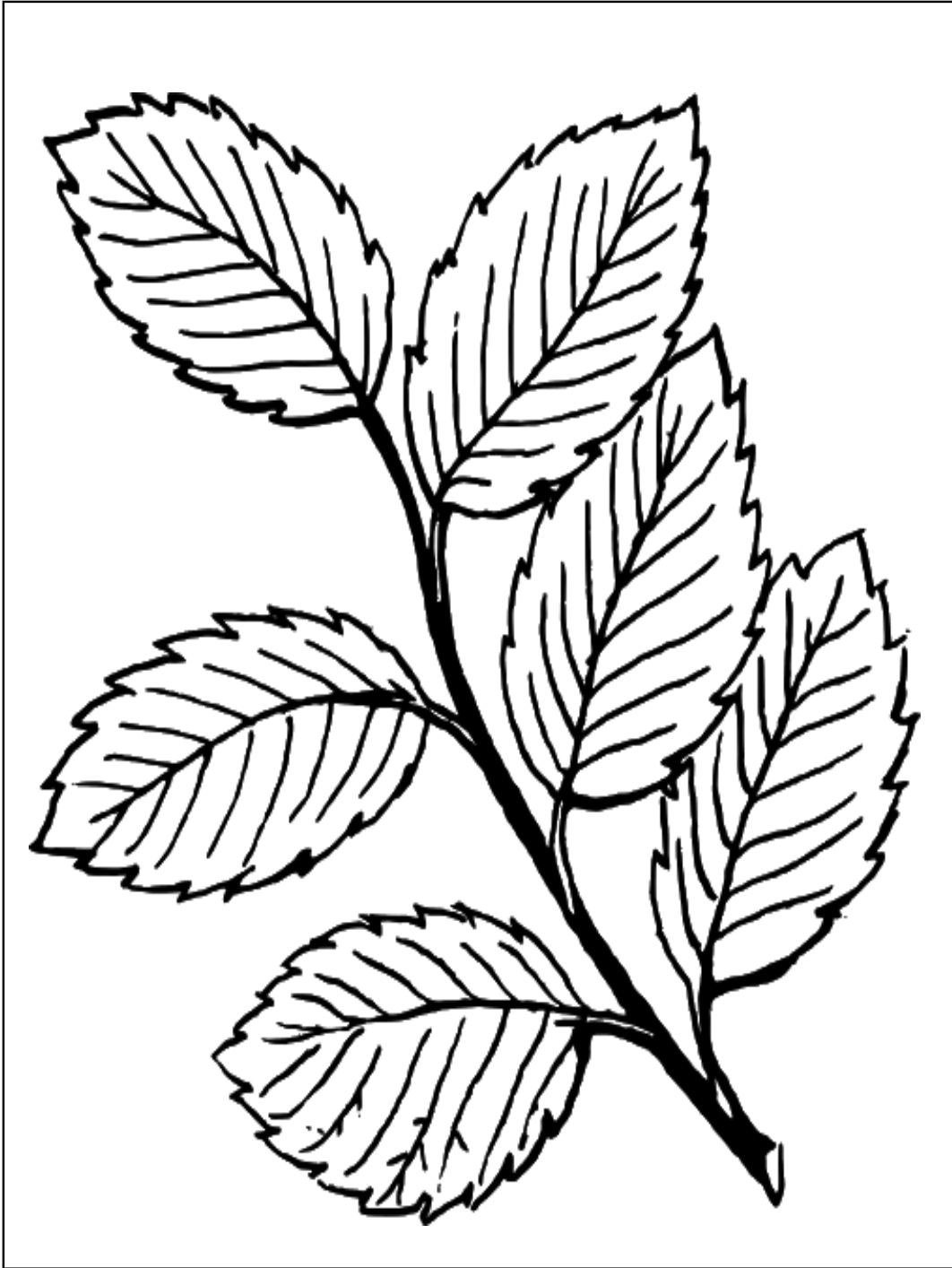


2. Rub a few leaves together between your hands.



3. Rub the leaves on the paper.





How does it work?

The green pigment that appears on the paper is chlorophyll. It is a key part of photosynthesis (the process of plants to use sun to make food).



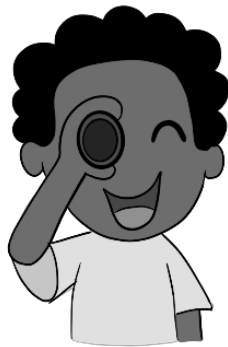
Can you find....?

1.



Find a paper tube to use as you search.

2.



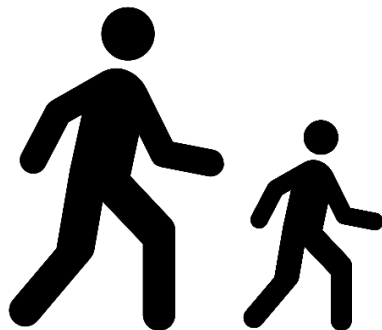
Search for the items on the list.

3.



Mark the items on your list as you find them.

4.



Ask an adult to go for a walk and search for other items on your list.

a flower 

a worm 

a big bug 

a small bug 

a short plant 

a tall plant 



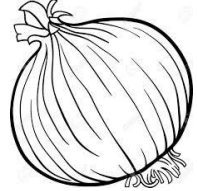
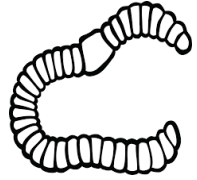

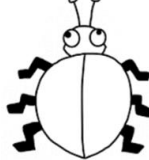
a long leaf 

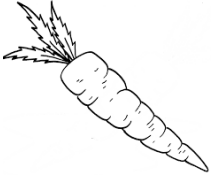
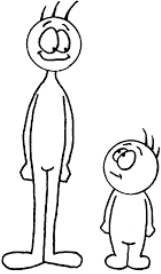
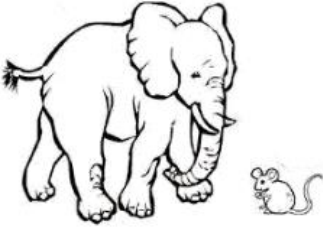

a small cloud 

a big cloud 

Dictionary

Look at the pictures. Trace the words. Can you write them in another language?

Picture	Trace	Home Language(s)
	plant	
	flower	
	onion	
	worm	
	corn	
	bug	

Picture	Trace	Home Language(s)
	<p>carrot</p>	
	<p>tall</p>	
	<p>short</p>	
	<p>big</p>	
	<p>small</p>	
	<p>long</p>	
	<p>short</p>	



My Packet Journal

Draw a picture about what you learned in this packet:

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

Write about what you learned in this packet:

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

ICMEE is housed within:





Reference Sheet

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

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

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

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



ICMEE is housed within:

