



# 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
- 7-8
- 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 **Samantha Monter** in collaboration with Tricia Gray, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

- MA 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.
- MA 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900.
- MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.
- MA 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.
- MA 2.2.3.a Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations
- MA 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret  $4 \times 6$  as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.
- MA 3.2.3.a Solve real-world problems involving two-step equations (involving two operations) involving whole numbers using addition and subtraction.

English Language Arts

- LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.
- LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.
- LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions
- LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.
- LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

Science Standards and Cross-Cutting Ideas

- SC.2.13.3.A Use information from several sources to provide evidence that Earth events can occur quickly or slowly

Art

- FA 2.2.1.b Create artworks that express unique student interpretation.

Physical Education

- PE.2.1.1 Performs locomotor skills in a variety of environments.
- PE.2.2.1 Demonstrates knowledge of movement concepts in a variety of environments.
- PE.3.1.1 Performs locomotor skills in a variety of environments.
- PE.3.1.3 Performs manipulative skills in a variety of environments.



# 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:

- Students will have a chance to explore space and the different things that are in our Solar System, and how we learn more about what is in space through different reading, writing and speaking language activities.
- Students will be reading about different items in space and astronauts.
- Students will be using the different readings to help them writing and vocabulary activities.
- Students will have addition, subtraction and multiplication activities.
- Students will have different movement and art activities to help them explore space even more.

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

# 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:

- Los estudiantes tendrán la oportunidad de explorar el espacio y los diferentes objetos en nuestro Sistema Solar. Mediante actividades orales, de lectura y escritura, aprenderán más sobre lo que hay en el espacio.
- Los estudiantes leerán sobre diferentes objetos en el espacio y sobre los astronautas.
- Los estudiantes leerán diferentes pasajes que los ayudarán en sus actividades de vocabulario y escritura.
- Los estudiantes tendrán diferentes actividades de adición (suma), sustracción(resta) y multiplicación.
- Los estudiantes participarán en diferentes actividades de movimiento y arte que los ayudarán a explorar aún más el espacio.

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

Associate Professor of Language Education

University of Nebraska Lincoln

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.

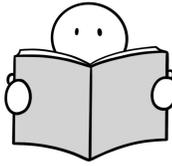
We'd love to see what you've done with this packet!



## Instructions Key



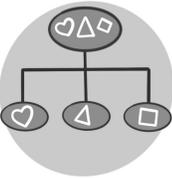
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



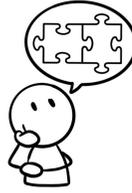
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

# My Plan for the Week

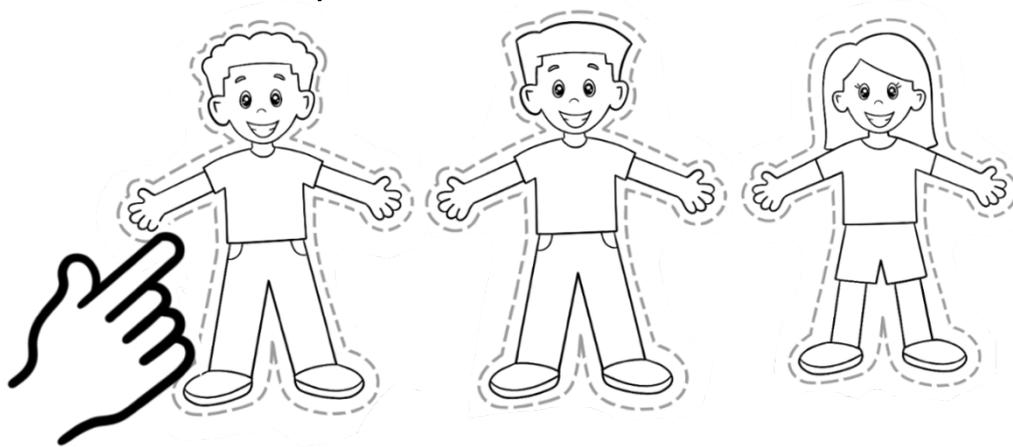
Day 1	Day 2	Day 3
<ul style="list-style-type: none"> <li>- Solar System Mini Book</li> <li>- Vocabulary Dictionary</li> <li>- Explore the Solar System</li> <li>- Math Word Problems</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about Astronauts</li> <li>- If I were an astronaut writing.</li> <li>- Label the Astronaut</li> <li>- Match the Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Read about Constellations</li> <li>- Draw a constellation</li> <li>- Compare 2 planets</li> <li>- Planet Fact Sort</li> </ul>
Day 4	Day 5	
<ul style="list-style-type: none"> <li>- Mini Book of moon Facts</li> <li>- Moon Phases</li> <li>- Roll a Brain Break</li> <li>- Math word problems</li> </ul>	<ul style="list-style-type: none"> <li>- Make The Solar System</li> <li>- Interview your Astronaut Buddy</li> <li>- Crack the Code</li> <li>- Space Jumping Obstacle Course</li> </ul>	



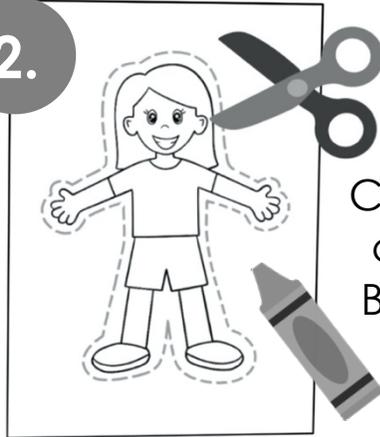
# Day 1

# My Buddy

1. Choose a Buddy

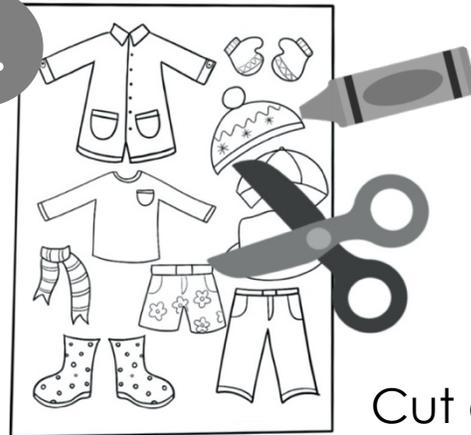


2.



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

3.

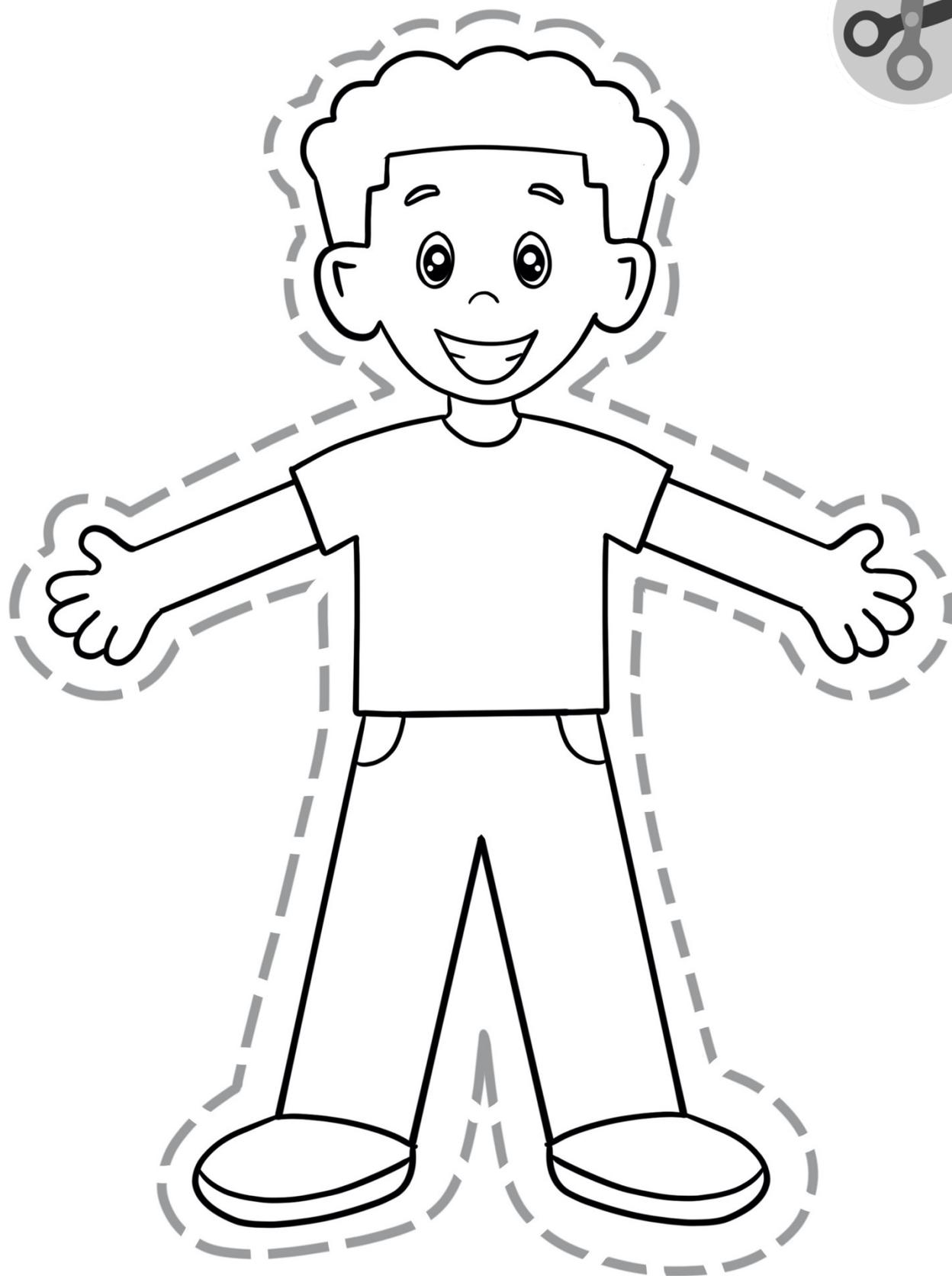


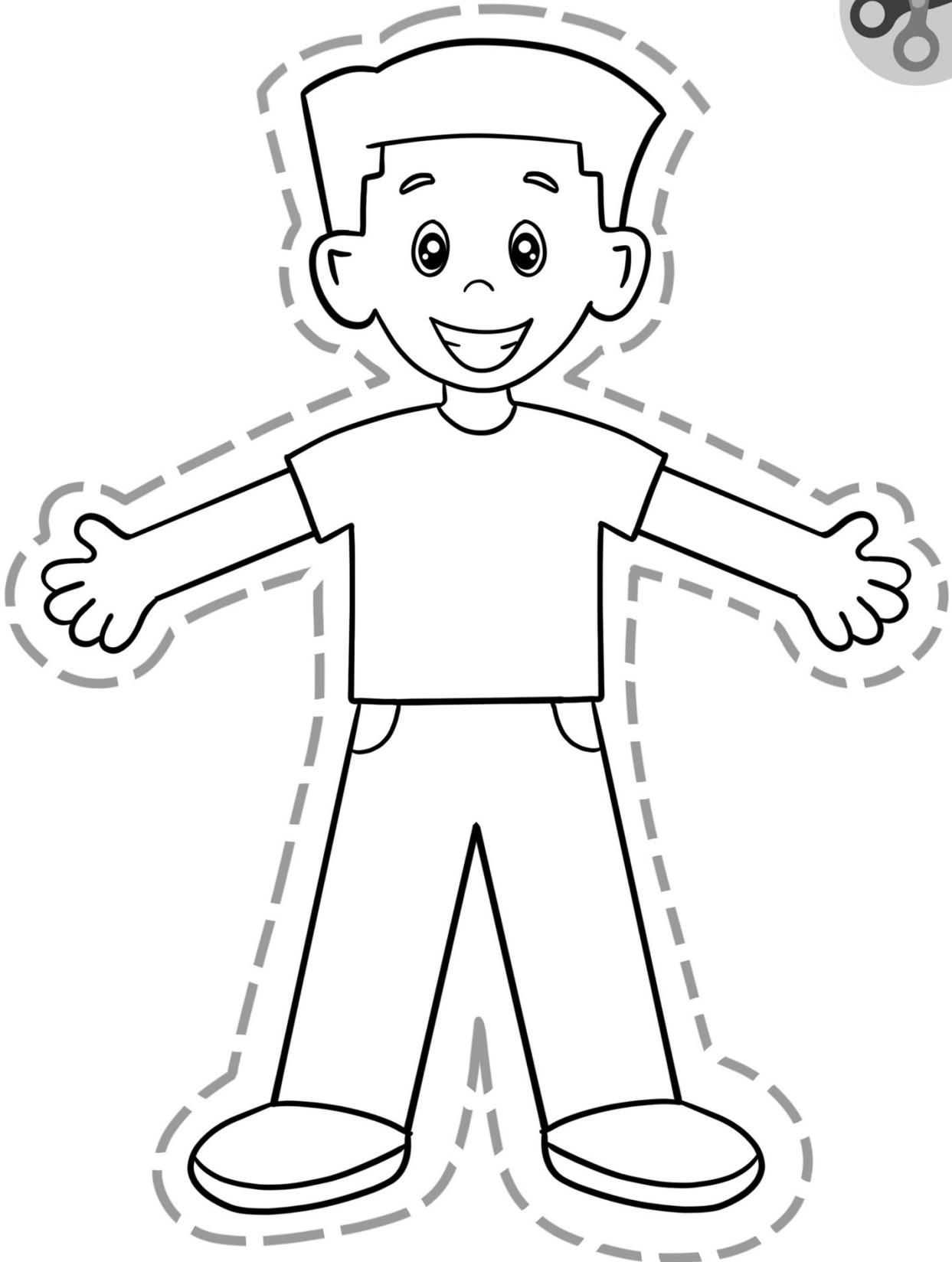
Cut out and color the accessories

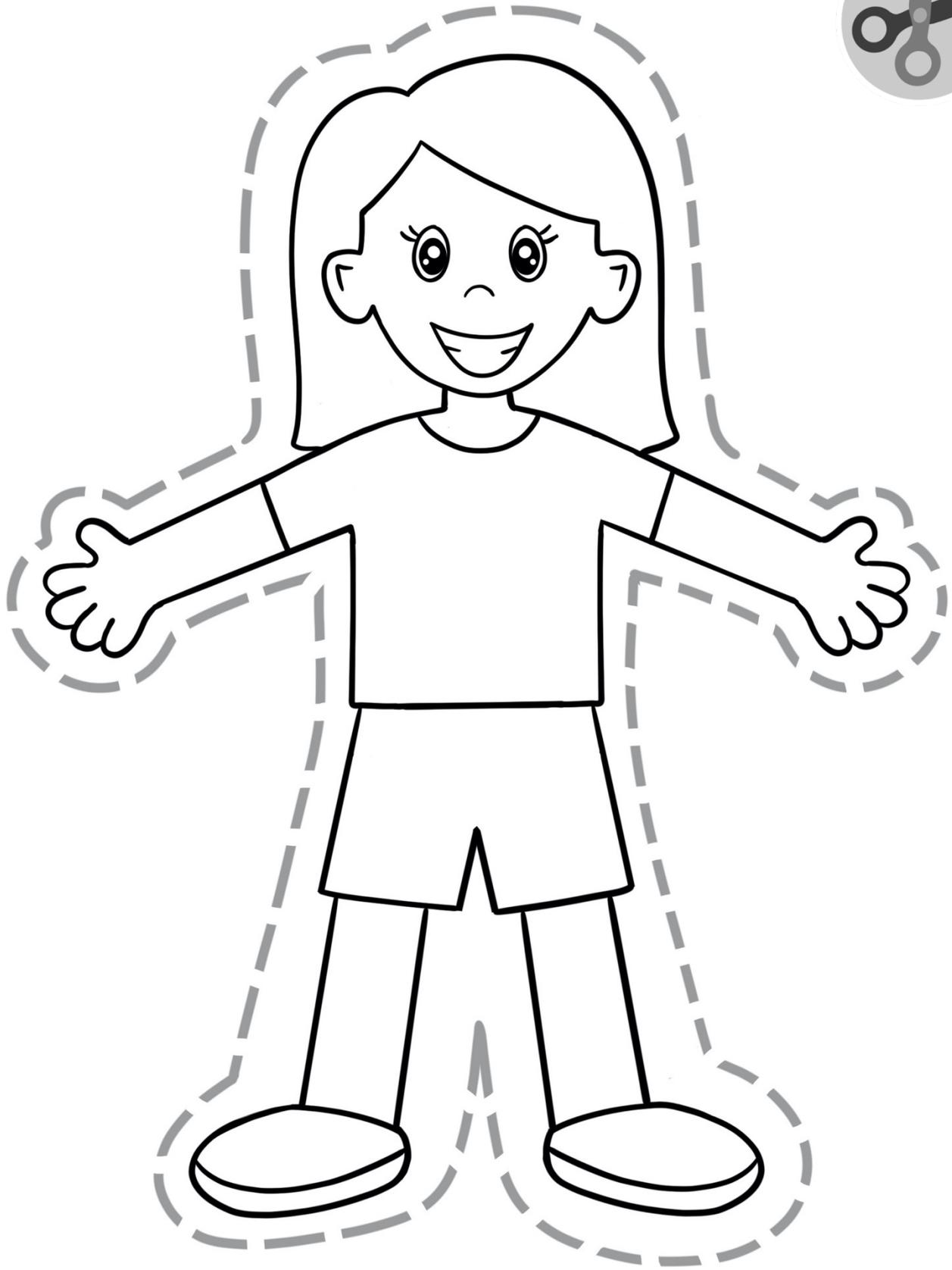
4.

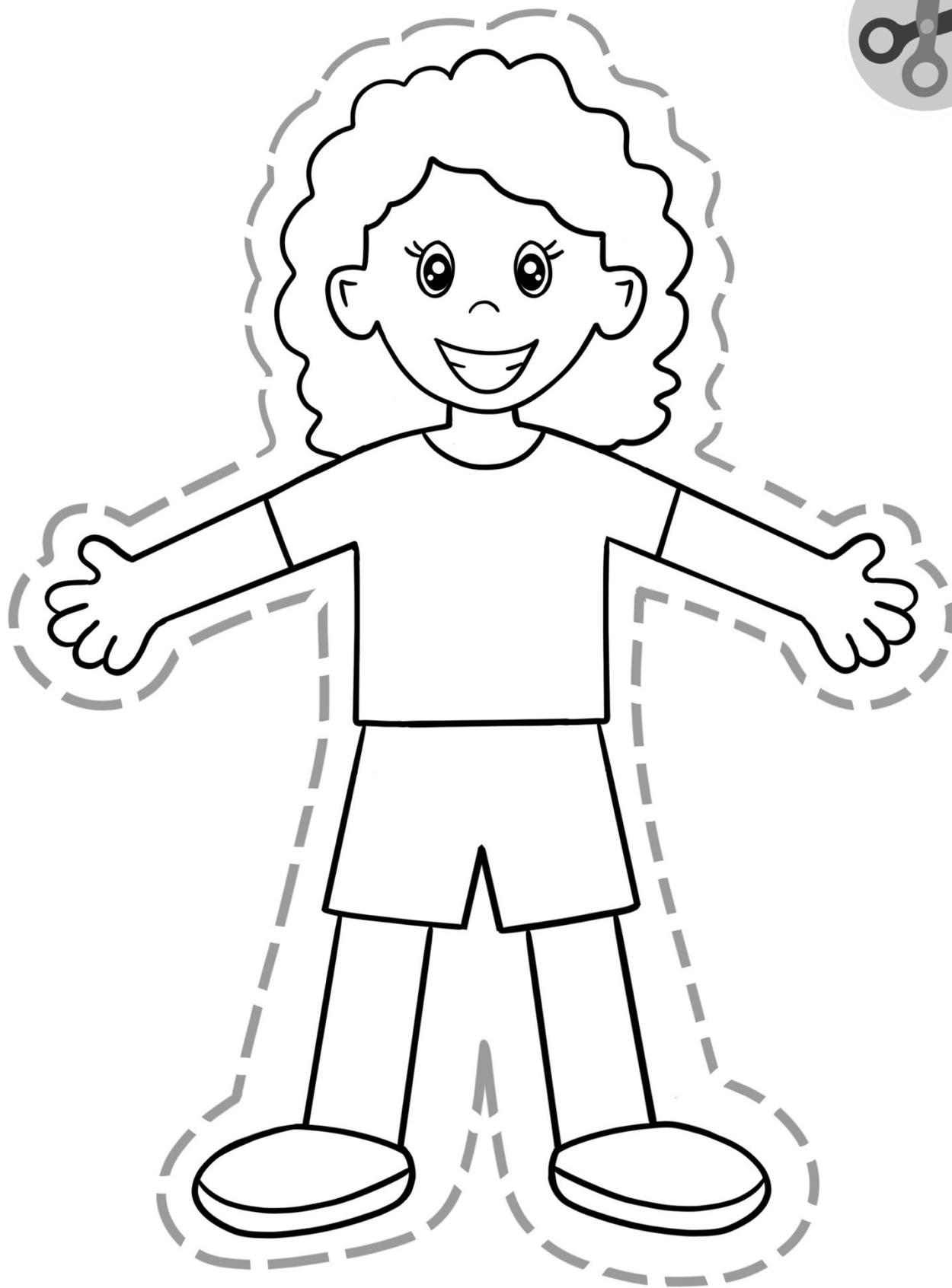


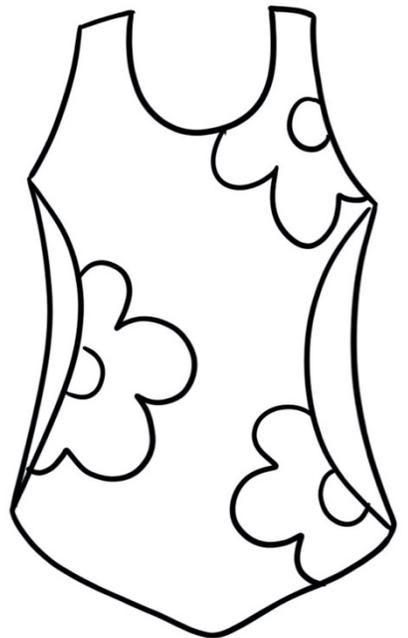
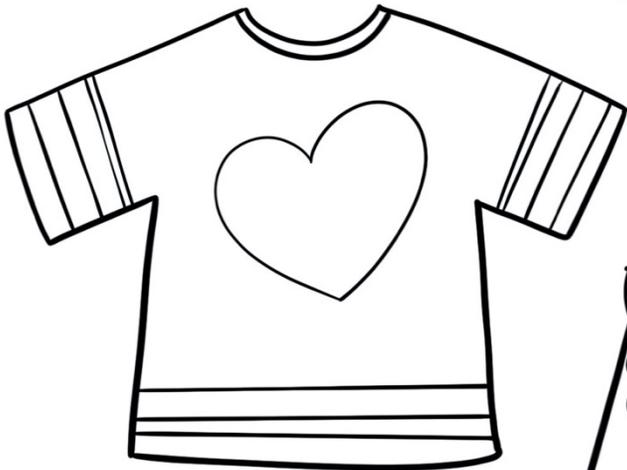
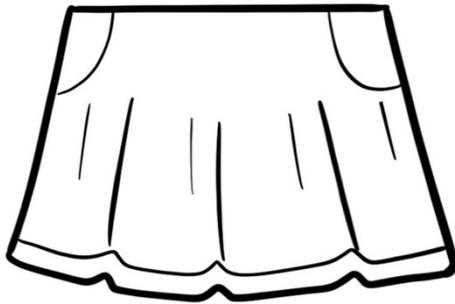
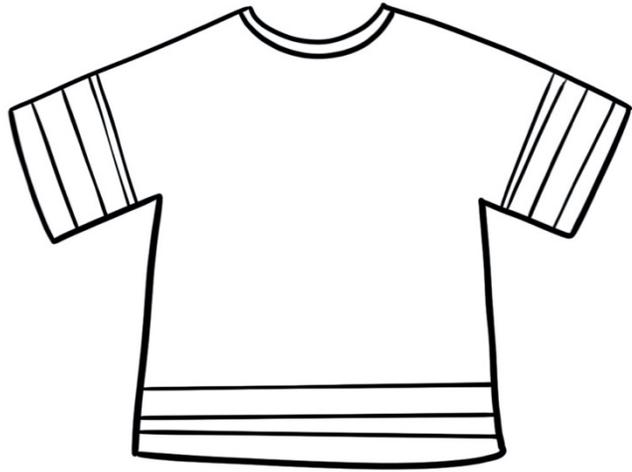
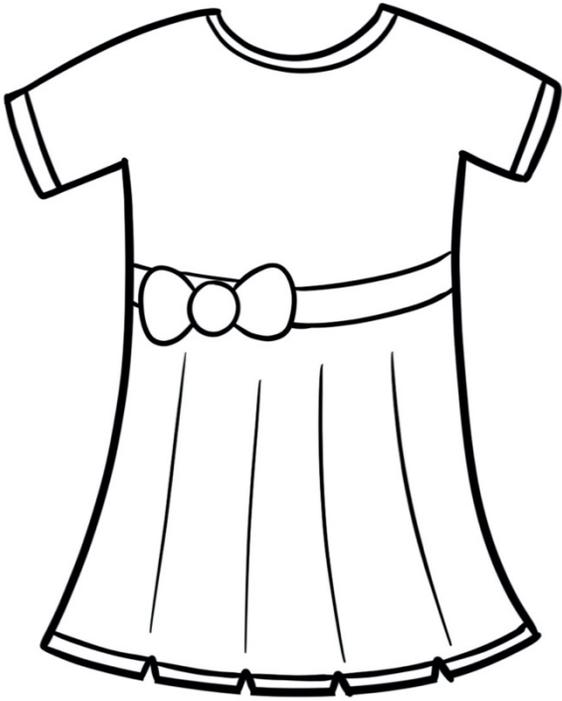
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

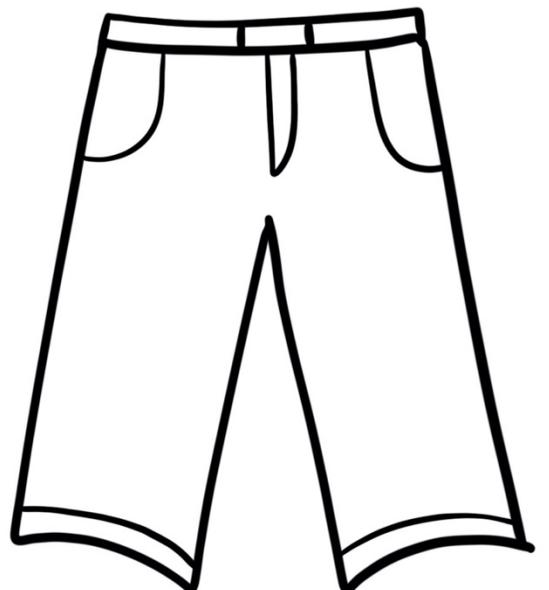
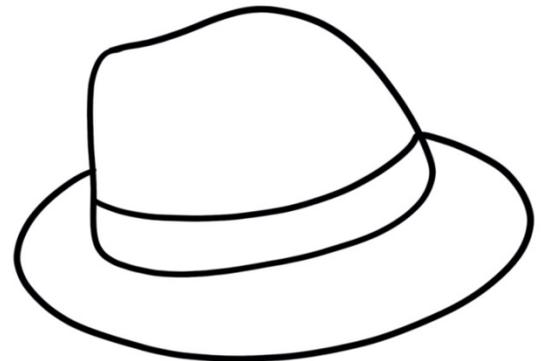
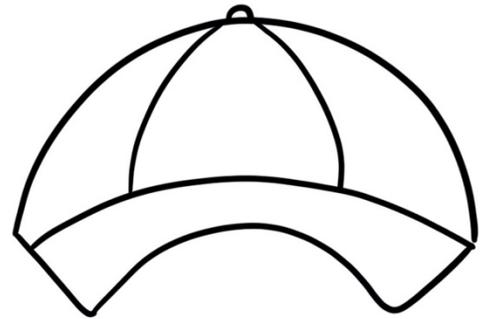
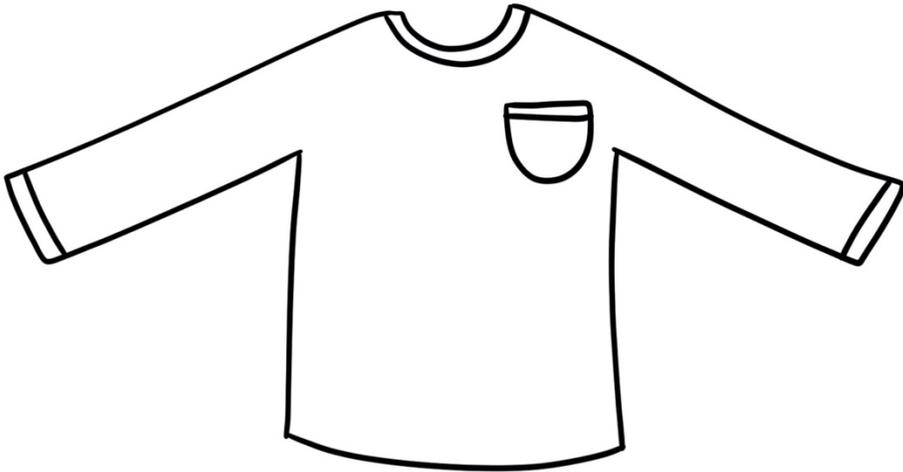


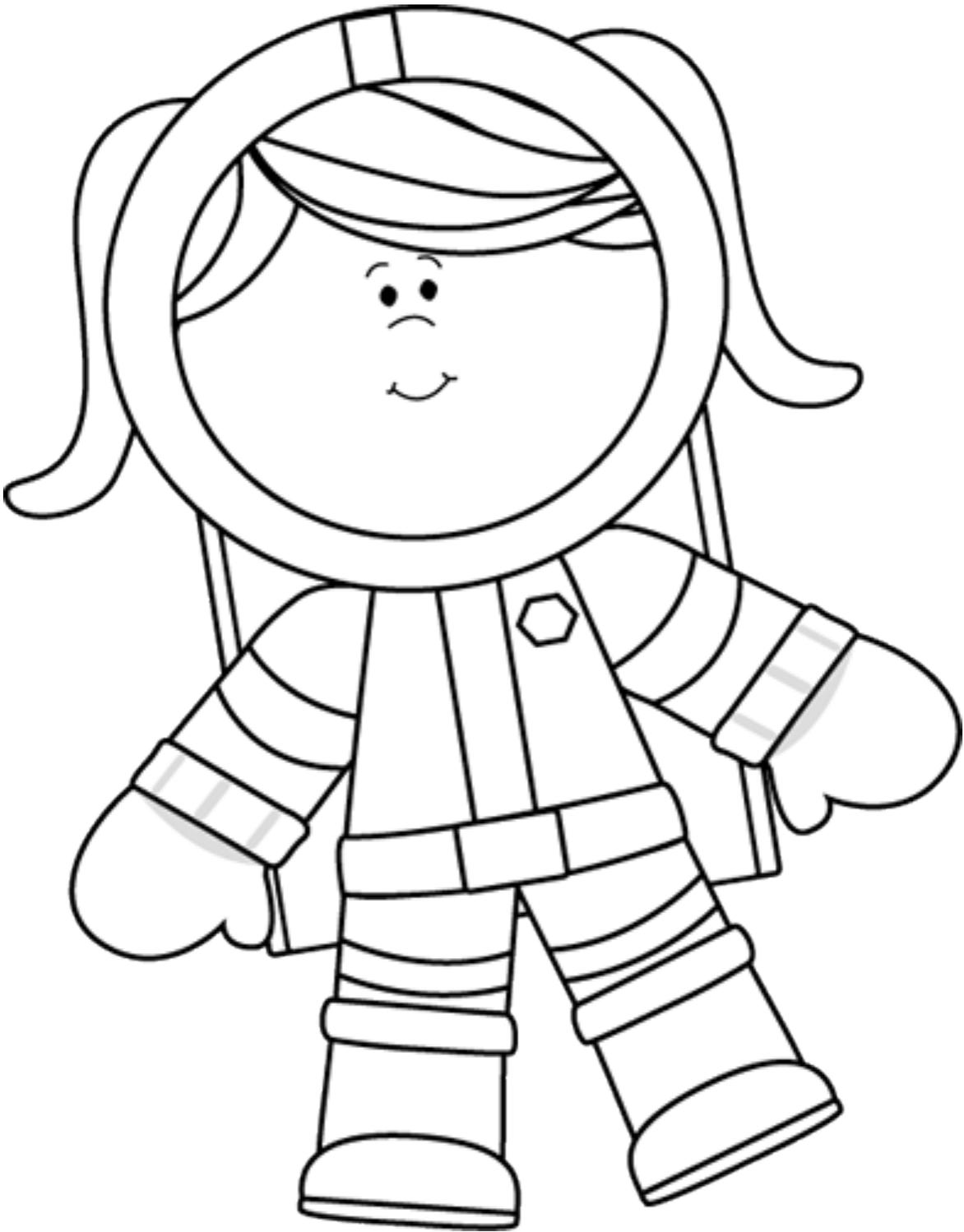








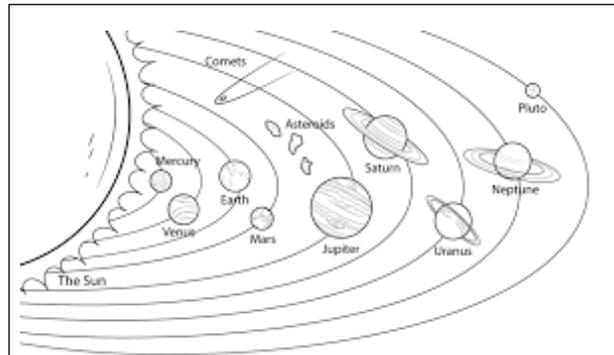
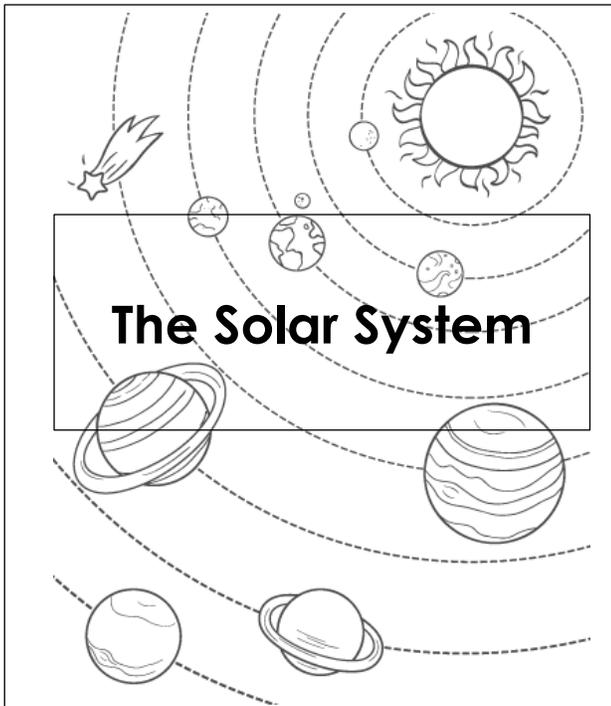




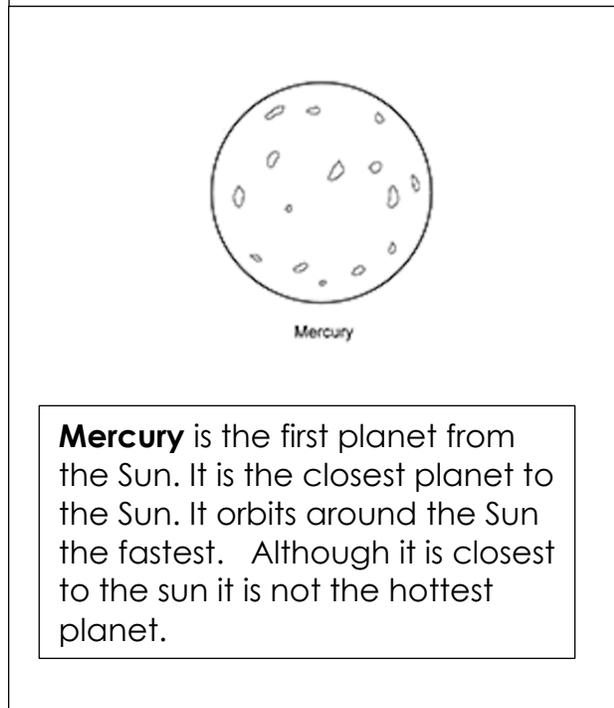
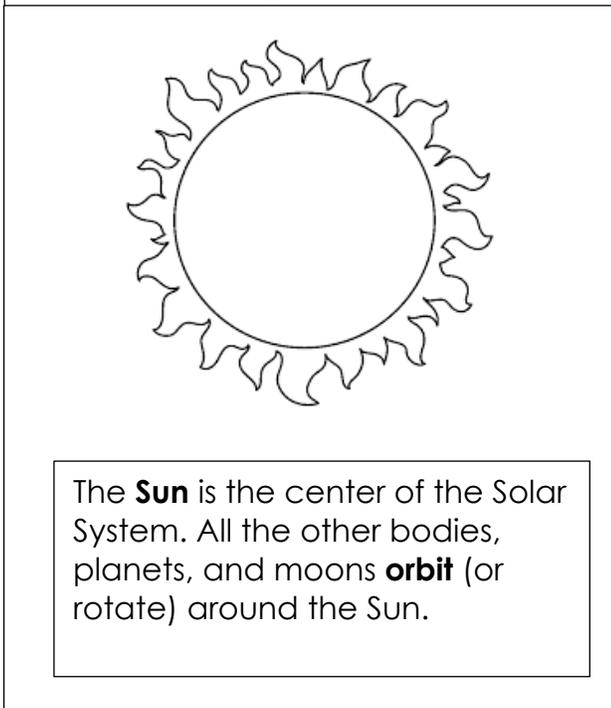


# Solar System Mini Book

Read the story about the Solar System. You can cut the pages apart and make a mini book.



Our **solar system** is made up of several different objects that move around the sun in space. The **planets**, their moons, asteroids, and comets are all objects found in our solar system.



# Solar System Mini Book

Read the story about the Solar System. You can cut the pages apart and make a mini book.



Venus

**Venus** is the second planet from the sun. Although it is far away from Earth it is about the same size.



Earth

**Earth** is the third planet from the Sun. Earth is the only planet in the Solar System that things can live on.



Earth has one moon. It can be called many things: The Moon, Earth's Moon, or Luna. The moon doesn't orbit around the Sun it orbits around the Earth.

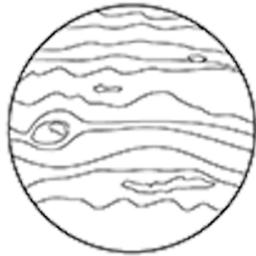


Mars

**Mars** is the fourth planet from the Sun. It is also called the Red Planet, because it is a red color. Mars is half the size of Earth.

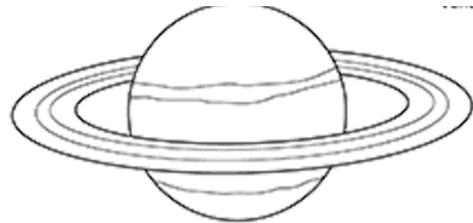
# Solar System Mini Book

Read the story about the Solar System. You can cut the pages apart and make a mini book.



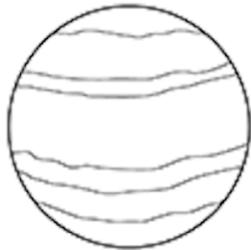
Jupiter

**Jupiter** is the fifth planet from the Sun. It is the biggest planet in the Solar System. Jupiter is one of the gas planets, meaning it is made up of gas and not solid rock.



Saturn

**Saturn** is the sixth planet from the Sun. Saturn is known for the rings that go around it. This planet is also a gas planet like Jupiter.



Uranus

**Uranus** is the seventh planet from the Sun. It rotates the opposite way of all the other planets.



Neptune

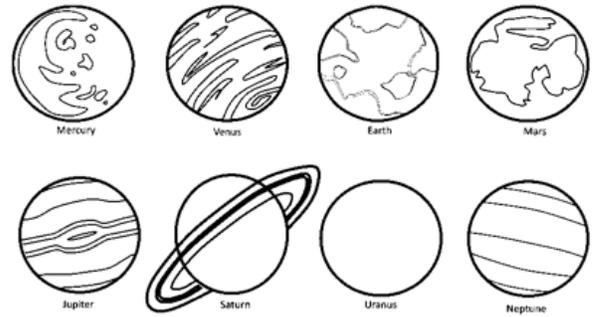
**Neptune** is the eighth planet from the Sun. It is also the farthest planet from the Sun.

# Solar System Mini Book

Read the story about the Solar System. You can cut the pages apart and make a mini book.



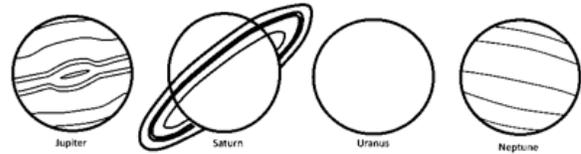
Pluto used to be the ninth planet in the Solar System, but now we know it is a dwarf planet.



The planets in the Solar System are split into two different groups, Terrestrial Planets and Gas Giants.



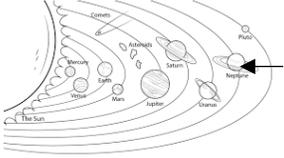
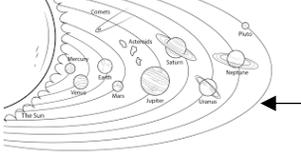
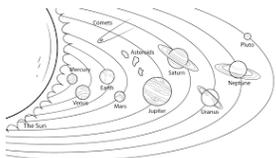
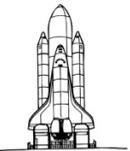
Terrestrial Planets are planets that are made of rock. The first 4 planets are Terrestrial Planets, they are also called the Inner Planets. Earth is a Terrestrial Planet.



Gas Giants are the planets that are made of gas and not solid rock. The last 4 planets are Gas Giants, they are also called the Outer Planets. These planets are very big and far away.

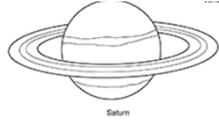
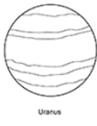
# Dictionary

Look at the pictures. Trace the words. Read the meaning to your talking buddy.

Picture	Trace	Meaning
	planet	A body that orbits the sun in the Solar System that is made up of either gas or solid rock.
	constellation	A group of stars that when connected make a picture.
	astronaut	A person that travels to space to study about our Solar System.
	launch	When the space shuttle lifts off it is called the launch
	orbit	The path that the planets and moons travel on is called an orbit.
	Solar System	All the things in space make up our Solar System.
	star	The burning gas in space that shines through to Earth, usually seen at night.
	space shuttle	The vehicle that takes the astronauts to space and returns them back to Earth.

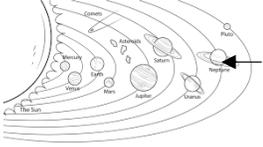
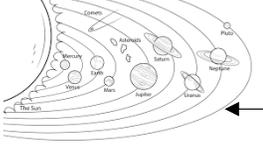
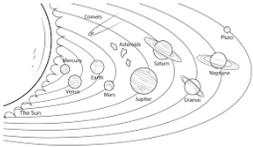
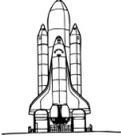
# Dictionary

Look at the pictures. Trace the words. Read the meaning to your talking buddy.

Picture	Trace	Meaning
 Mercury	Mercury	1 <sup>st</sup> Planet from the Sun.
 Venus	Venus	2 <sup>nd</sup> Planet from the Sun.
 Earth	Earth	3 <sup>rd</sup> Planet from the Sun.
 Mars	Mars	4 <sup>th</sup> Planet from the Sun.
 Jupiter	Jupiter	5 <sup>th</sup> Planet from the Sun.
 Saturn	Saturn	6 <sup>th</sup> Planet from the Sun.
 Uranus	Uranus	7 <sup>th</sup> Planet from the Sun.
 Neptune	Neptune	8 <sup>th</sup> Planet from the Sun.

# Dictionary

Look at the pictures. Trace the words. Read the meaning to your talking buddy. Can you write any of these words in another language?

Picture	Trace	Home Language(s)
	planet	
	constellation	
	astronaut	
	launch	
	orbit	
	Solar System	
	star	
	space shuttle	

# Dictionary

Look at the pictures. Trace the words. Read the meaning to your talking buddy. Can you write any of these words in another language?

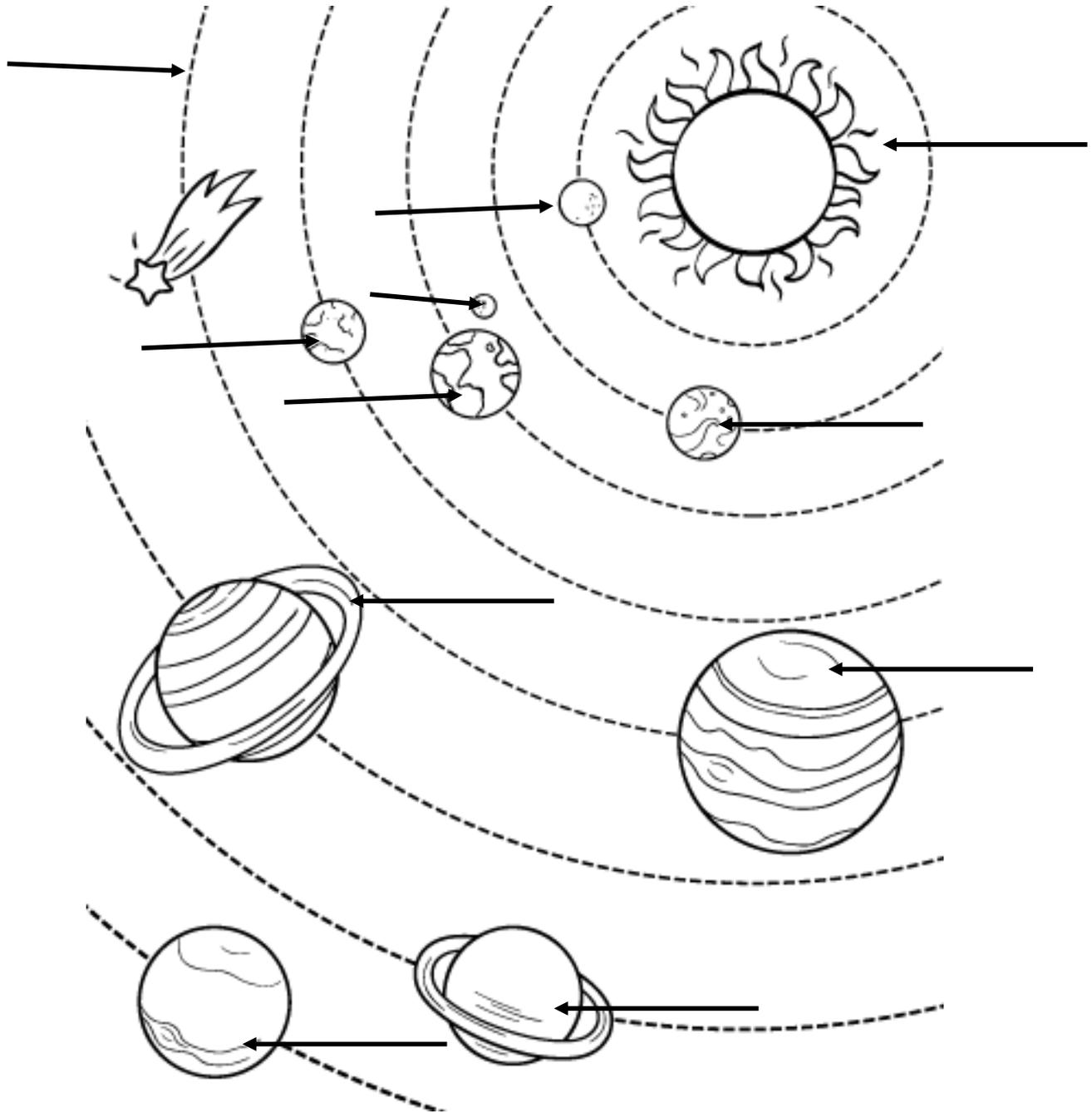
Picture	Trace	Home Language(s)
	Mercury	
	Venus	
	Earth	
	Mars	
	Jupiter	
	Saturn	
	Uranus	
	Neptune	

# Explore The Solar System

Label the different planets and bodies in the Solar System.  
Then you can color the Solar System.

## Word Bank

Sun Moon Earth Mars Jupiter Saturn Venus  
Neptune Uranus Orbit Mercury



# Solve the Problem

Solve the word problems using an addition equation. Make sure to show your work and label your answer.

**EXAMPLE:** The astronaut is packing the supplies on the Space Shuttle for their upcoming space mission. They will need 20 packages of peanut butter, 15 packages of toothpaste, 35 packages of ice cream, and 19 packages of shampoo. How many packages of supplies is he packing in all?

Show your work:

$$\begin{array}{r} 1 \\ 20 \\ +15 \\ 19 \\ \hline \end{array}$$

**54**

**54**

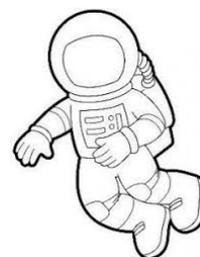
**Packages**

(Answer)

(Label)

The astronauts are working together to fix the Space Station. They will each use a different amount of rope to get to their spot. The first astronaut will need 14 feet of rope, the second astronaut will need 25 feet of rope, the third astronaut will need 28 feet, and the last astronaut will need 17 feet of rope. How much rope will they use all together?

Show your work:



(Answer)

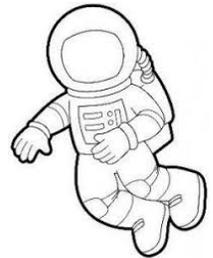
(Label)

# Solve the Problem

Solve the word problems using an addition equation. Make sure to show your work and label your answer.

The astronaut is figuring out the total distance of the spacewalk outside of the space station, during the space mission. The first walk was 15 feet. The next walk was 16 feet. After that he walked 20 feet. The last spacewalk he went 32 feet. How many feet did he walk in all?

Show your work:



\_\_\_\_\_

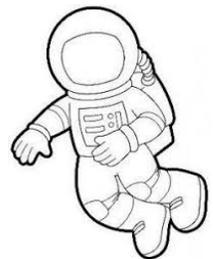
(Answer)

\_\_\_\_\_

(Label)

The astronauts are going to jumping on the moon. They want to total up the number of steps they all took. The first astronaut jumped 50 times on the moon. The next astronaut jumped 45 times. The last astronaut jumped 33 times. How many times they jump in all?

Show your work:



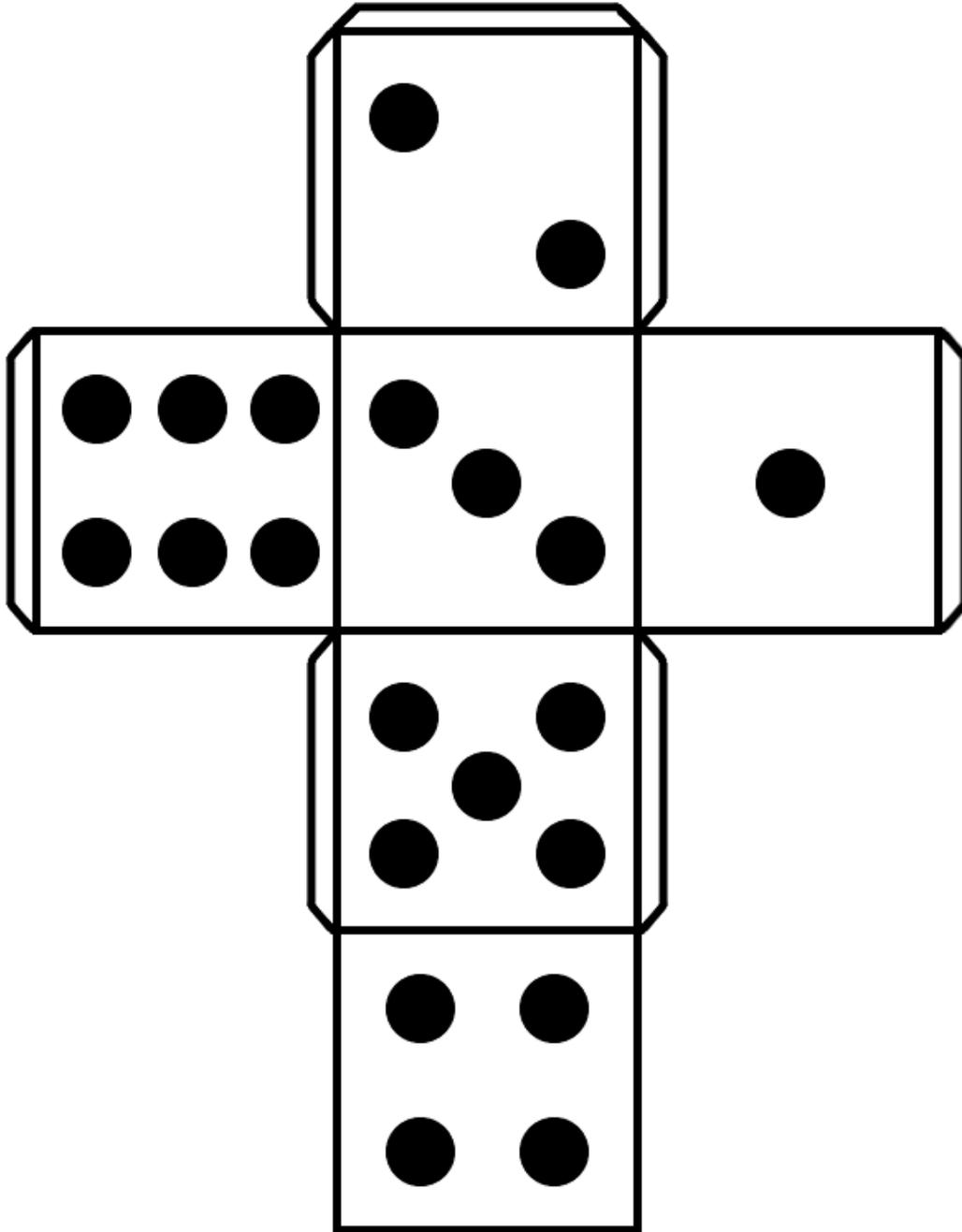
\_\_\_\_\_

(Answer)

\_\_\_\_\_

(Label)

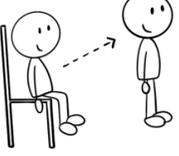
Cut this out to make a dice.  
Use this dice for your "Let's Move Brain Breaks" each day.





# Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 1
	10 Jumping jacks 
	Touch your toes 20 times 
	10 sit-ups 
	Make 20 arm circles 
	Run in place for 1 minute 
	Sit down and stand up 10 times 



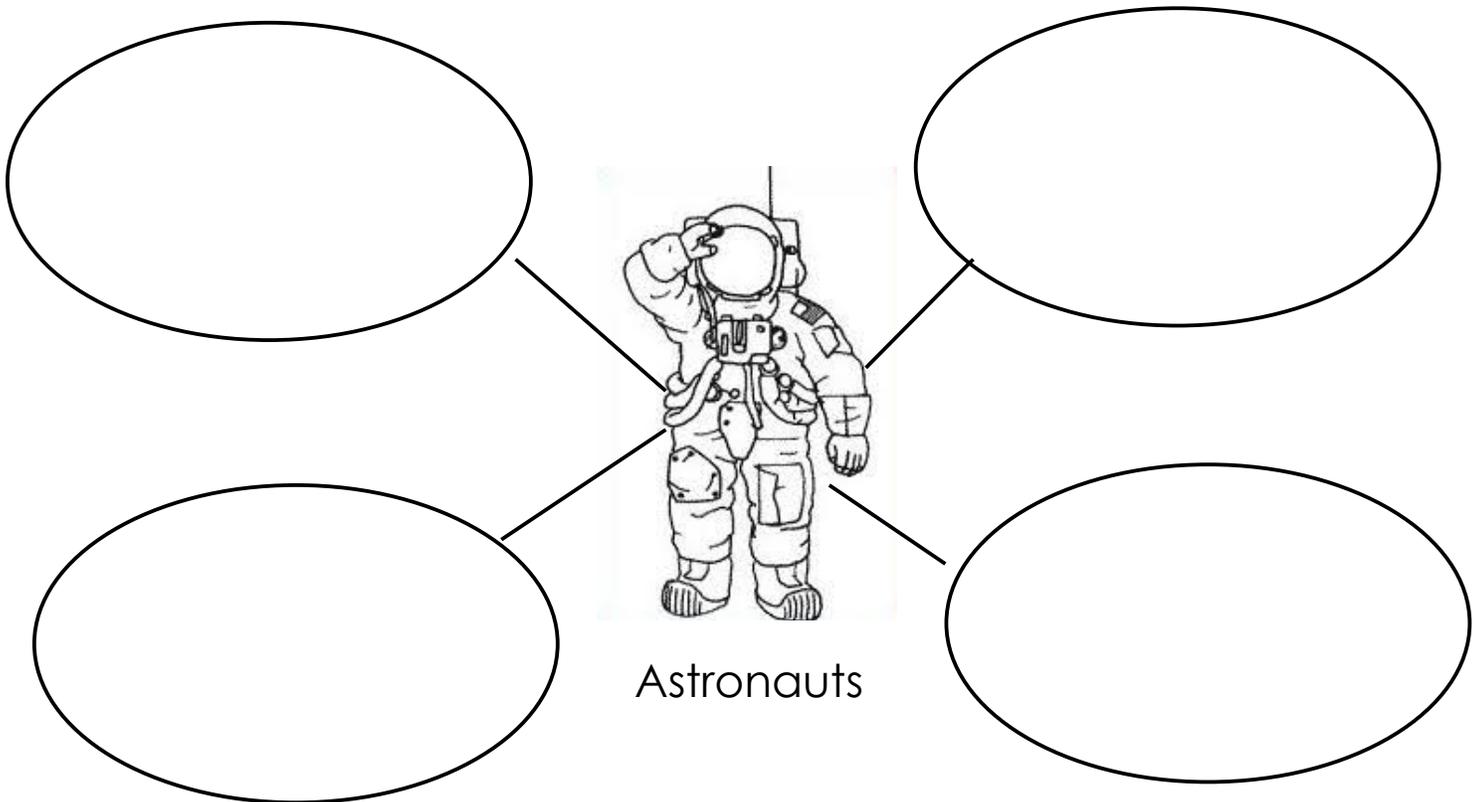
# Day 2

# Let's Learn about Astronauts

Read the passage about astronauts and then fill out the web about what you learned.

An **astronaut** is a person that is trained to travel to space. They start their journey to space by traveling in a **space shuttle** with a crew. The crew is made up of different astronauts that all have special jobs. The crew includes a commander, pilots, and scientists. The commander is the leader of the crew, helping the complete the space mission. The pilots help to fly the space shuttle. The scientists will help study the planets and stars once they get to space. The scientists will conduct different experiments while in space.

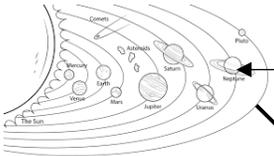
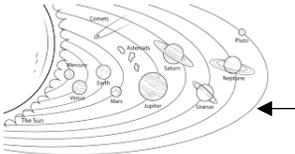
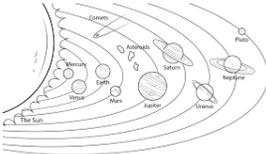
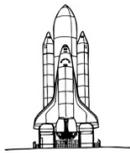
Once they are in space, they are able to do some really interesting things to help them learn more about the **Solar System**. They are able to go outside of the shuttle or space station. If they leave the space shuttle, they have to wear **spacesuits** and **helmets**. This keeps them safe and allows them to breathe in space. In space, there is no gravity to hold them close to the earth, so they have to stay **tethered**, or tied, to the shuttle or space station so they do not float away!





# Match the Words

Draw a line from the picture, to the word and then to the meaning of each vocabulary word.

<u>Picture</u>	<u>Word</u>	<u>Meaning</u>
	orbit	A group of stars that when connected make a picture.
	planet	A body that orbits the sun in the Solar System that is made up of either gas or solid rock.
	Solar System	A person that travels to space to study about our Solar System.
	constellation	The path that the planets and moons travel on is called an_____.
	launch	When the space shuttle lifts off it is called the_____.
	space shuttle	All the things in space make up our _____.
	astronaut	The burning gas in space that shines through to Earth, usually seen at night.
	star	The vehicle that takes the astronauts to space and returns them back to Earth.

# Label the Astronaut

Using the word bank, to label the different parts and tools that the astronaut will need in space. Refer to your reading about astronauts to remember the different parts.

## Word Bank

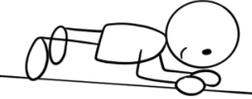
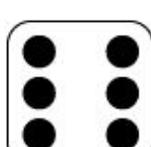
Helmet    Tether    Spacesuit    Boots    Oxygen Tank    Gloves





# Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 2
	1-minute wall-sit 
	1-minute plank 
	Make 30 arm circles 
	Run in place for 1 minute 
	20 Jumping jacks 
	Touch your toes 20 times 



# Day 3

# What is a Constellation?

Read the text about constellations. Answer the questions by marking the text evidence in the story.

## What are Constellations?

Have you ever looked at the stars at night? Were you able to make patterns with the stars? The patterns that we see are called constellations. Constellations are groups of stars that can be connected to make a picture or shape. There are 88 constellations that are officially named in the sky. Some of their names are Orion, Andromeda, Scorpius, Sagittarius, Big Dipper, and Little Dipper. Constellations may look different for so they do not always match the shape that scientists have determined.

## Why do you see the Constellations?

You see the patterns and shapes that make up constellations because they have imaginary lines that connect the stars together. When we are looking at the night sky, we assume that the stars are close to each other. However, they are actually very far apart in space.

## When can you see a Constellation?

You can see different constellations in the sky depending on the time of year, and where you are on Earth. For example, you can see Orion, can be seen best during January.

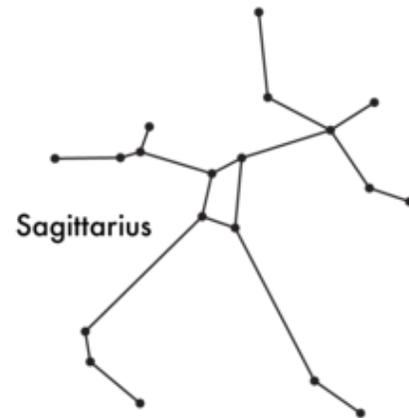
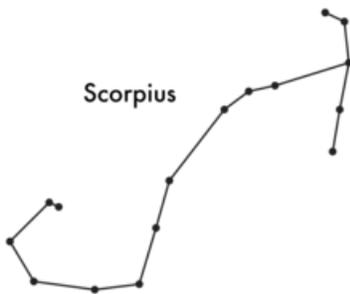
So next time you are looking at the night sky try to find the different constellations in the sky. See if you can find some of the shapes and patterns that make up the constellations.

# What is a Constellation?

Read the text about constellations. Answer the questions by marking the text evidence in the story.

1. Put a star by each of the headings in the text.
2. Underline the meaning of a constellation in the story.
3. Circle the different names of constellations.
4. Put a box around the text evidence that explains why we see constellations.
5. When can you see the constellation Orion best? \_\_\_\_\_

**Below are pictures of common constellations:**



# Create a Constellation

In the box draw your own constellation. Then you can name it and write a short description of the constellation you created.



\_\_\_\_\_

\_\_\_\_\_

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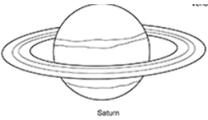
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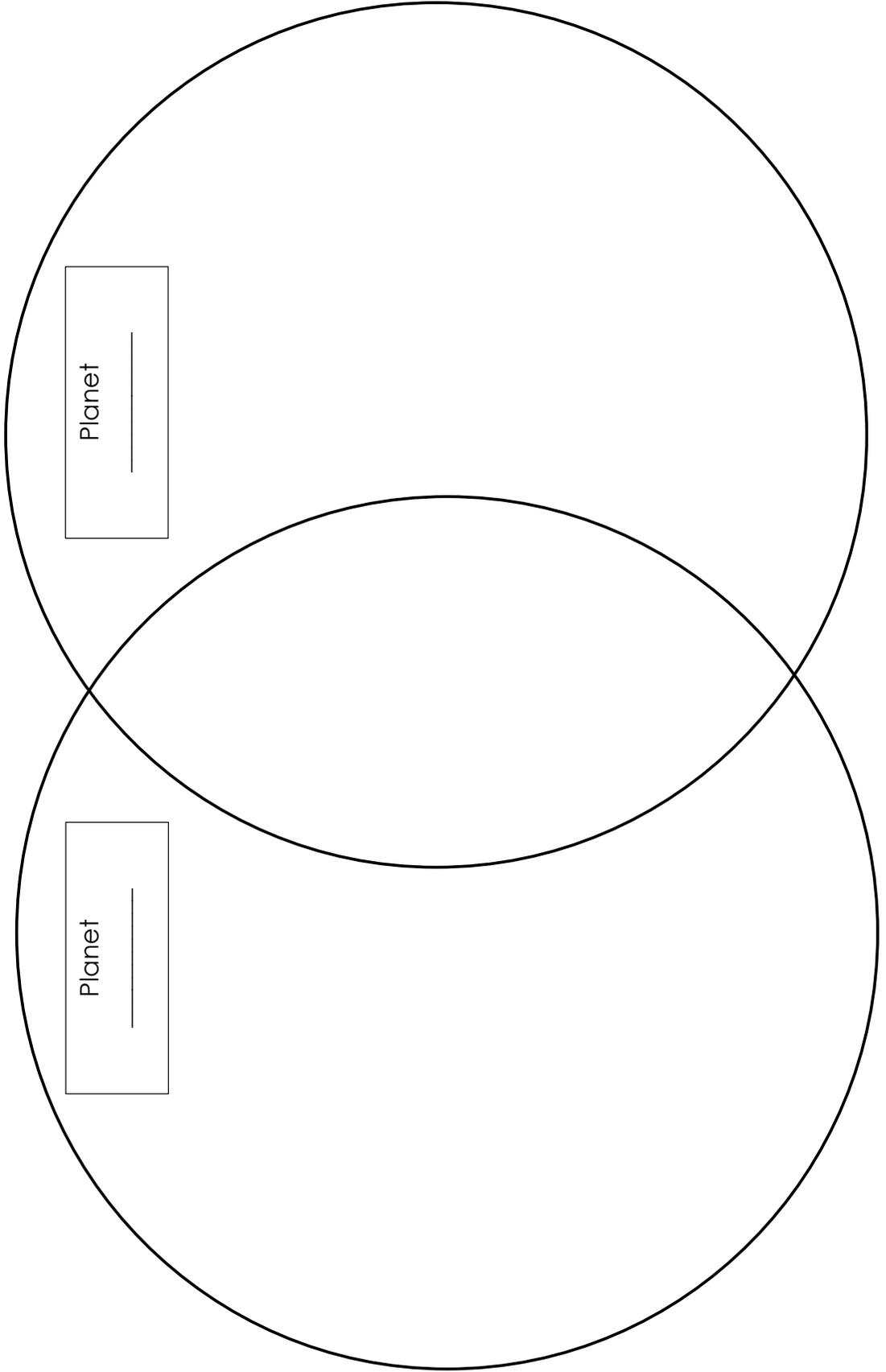
# Compare the Planets

Choose two planets from the list and compare (what is alike) and contrast them (what is different) using the Venn-Diagram. Use facts from other days in the packet and from the list of facts below.

<u>Planet</u>	<u>Facts</u>
<b>Mercury</b> 	<ul style="list-style-type: none"> <li>- It is the closest planet to the Sun.</li> <li>- It is the smallest planet in the Solar System.</li> <li>- It is a Terrestrial Planet.</li> <li>- It has 0 moons.</li> </ul>
<b>Venus</b> 	<ul style="list-style-type: none"> <li>- It is the second planet from the Sun.</li> <li>- It is the brightest object in the night sky after the Moon.</li> <li>- It is a Terrestrial Planet.</li> <li>- It has 0 moons.</li> </ul>
<b>Earth</b> 	<ul style="list-style-type: none"> <li>- Third planet from the Sun.</li> <li>- It is the largest of the Terrestrial Planets in the Solar System.</li> <li>- It is the only planet that supports life.</li> <li>- It has one moon that orbits around it.</li> </ul>
<b>Mars</b> 	<ul style="list-style-type: none"> <li>- Fourth planet from the Sun.</li> <li>- It is called the Red Planet</li> <li>- It is a Terrestrial Planet.</li> <li>- It has two moons that orbit around it.</li> </ul>
<b>Jupiter</b> 	<ul style="list-style-type: none"> <li>- It is the fifth planet from the Sun.</li> <li>- It is the biggest planet in the Solar System.</li> <li>- It is a Gas Giant planet.</li> <li>- It has 79 moons!</li> </ul>
<b>Saturn</b> 	<ul style="list-style-type: none"> <li>- It is the sixth planet from the Sun.</li> <li>- It is the 2<sup>nd</sup> largest planet in the Solar System.</li> <li>- It has 9 rings around it.</li> <li>- It is a Giant Gas Planet.</li> <li>- It has 62 moons!</li> </ul>
<b>Uranus</b> 	<ul style="list-style-type: none"> <li>- It is the seventh planet from the Sun.</li> <li>- It is a Giant Gas Planet</li> <li>- It is classified as an Ice Planet</li> <li>- It has 27 moons.</li> </ul>
<b>Neptune</b> 	<ul style="list-style-type: none"> <li>- It is the eighth planet from the Sun.</li> <li>- It is a Giant Gas Planet.</li> <li>- A year on Neptune lasts 165 Earth years.</li> <li>- It has 14 moons.</li> </ul>

# Compare the Planets

Choose two planets from the list and compare (what is alike) and contrast them (what is different) using the Venn-Diagram.



# Sort the Facts

Cut out the facts and pictures. Glue the correct facts next to each planet.

It is the fifth planet from the Sun.

It is the smallest planet in the Solar System.

It is the second planet from the Sun.

It has 79 moons!

It is the largest of the Terrestrial Planets in the Solar System.

It is the closest planet to the Sun.

It is the 2<sup>nd</sup> largest planet in the Solar System.

It is the only planet that supports life.

It has 9 rings around it.

Third planet from the Sun.

It has 62 moons!

Fourth planet from the Sun.

It is the seventh planet from the Sun.

It is the biggest planet in the Solar System.

It is the eighth planet from the Sun.

It is the sixth planet from the Sun.

It has 14 moons.

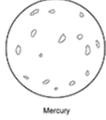
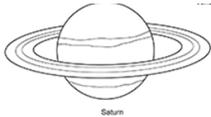
It has 27 moons.

It has two moons that orbit around it.

It is called the Red Planet

# Sort the Facts

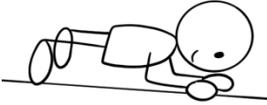
Cut out the facts. Glue the correct facts under each planet.

<u>Planet</u>	
<b>Mercury</b>	 Mercury
<b>Venus</b>	 Venus
<b>Earth</b>	 Earth
<b>Mars</b>	 Mars
<b>Jupiter</b>	 Jupiter
<b>Saturn</b>	 Saturn
<b>Uranus</b>	 Uranus
<b>Neptune</b>	 Neptune



# Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 3
	10 Sit-ups 
	Sit down and stand up 10 times 
	Run in place for 1 minute 
	Touch your toes 20 times 
	Touch your toes 20 times 
	1-minute plank 



# Day 4

# Moon Mini Book

Cut on the dotted lines to create a mini book. Then read ALL the facts about the moon.



## My Mini Book of Moon Facts

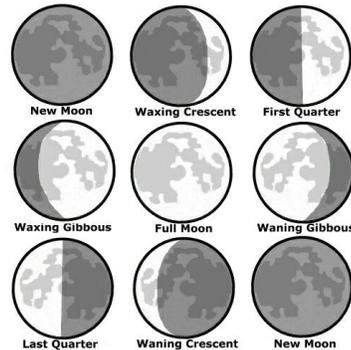
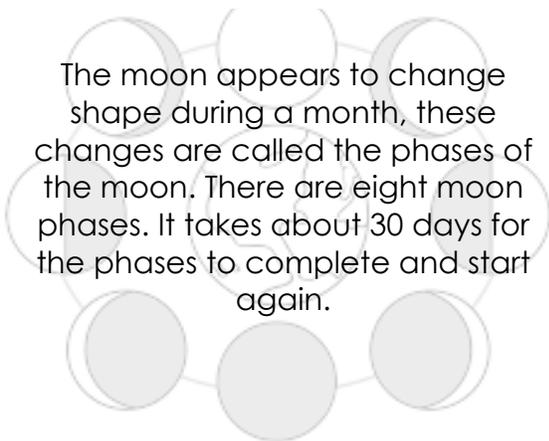
## All About the Moon



The moon orbits the Earth. It is about 2,000 miles across and it is about 250,000 miles away from Earth. The moon is made of a huge chunk of rock and ice. Its surface is covered with big holes, that are called craters.

## Phases of the Moon

The moon appears to change shape during a month, these changes are called the phases of the moon. There are eight moon phases. It takes about 30 days for the phases to complete and start again.



The phases are called: first quarter moon, waxing crescent, new moon, waning crescent, last quarter, waning gibbous, full moon, and waxing gibbous.

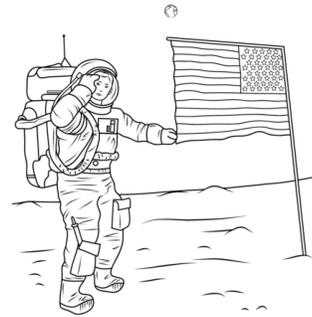
# Moon Mini Book

Cut on the dotted lines to create a mini book. Then read ALL the facts about the moon.

## Astronauts on the Moon



50 years ago, the first man landed on the moon. The United States and Russia were in race to see who would send the first person to the moon. The United States won the race.



Neil Armstrong and Buzz Aldrin were the first astronauts to walk on the moon. They explored the surface of the moon for about 3 hours. They brought back samples of moon rocks for the scientists on Earth to study.

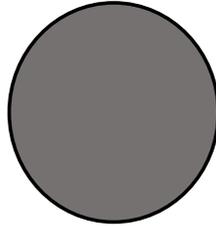
## What did I learn?

Write 3 things you learned about the moon.

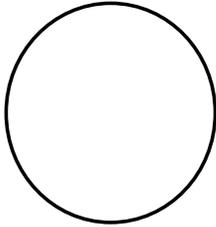
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# Moon Phases

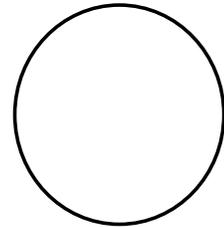
Draw and label the different moon phases. Use your Mini Book of Moon Facts to find the names and look of each phase.



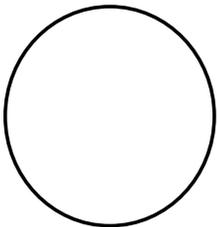
New Moon



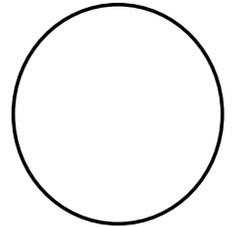
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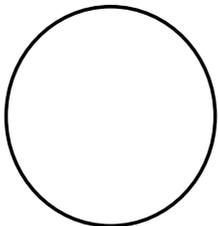
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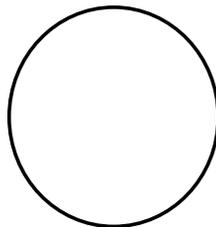
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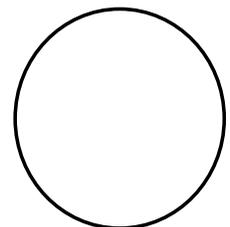
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Solve the Problem

Solve the word problems using a subtraction equation. Make sure to show your work and label your answer.

**EXAMPLE:** The space station had 109 packages of food. The astronauts ate 30 for lunch and breakfast. How many packages are left on the space station?

Show your work:

$$\begin{array}{r} \phantom{0} 10 \\ 109 \\ - 30 \\ \hline 79 \end{array}$$

**79**

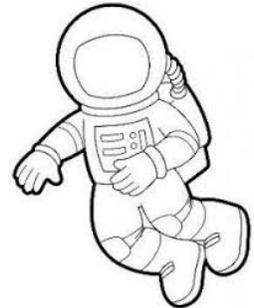
(Answer)

**Packages of food**

(Label)

There is 256 feet of tether rope on the space station. The 2 astronauts used 65 feet for their spacewalk. How much was left for the rest of the astronauts?

Show your work:



\_\_\_\_\_ (Answer)

\_\_\_\_\_ (Label)

# Solve the Problem

Solve the word problems using a subtraction equation. Make sure to show your work and label your answer.

The astronauts were having an ice cream party on the space station. They had 76 packages of ice cream to start. When they were done with the party, they had 23 left. How many packages of ice cream did they eat at the party?

Show your work:

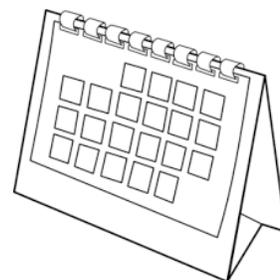


\_\_\_\_\_ (Answer)

\_\_\_\_\_ (Label)

The astronauts were going to be in space for 456 days in all. They were counting down the days until they returned to Earth. 254 days have past how many days are left of their space mission?

Show your work:



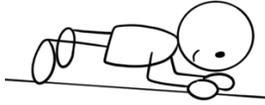
\_\_\_\_\_ (Answer)

\_\_\_\_\_ (Label)



# Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 4
	1-minute plank 
	10 sit-ups 
	1-minute wall-sit 
	Make 30 arm circles 
	Touch your toes 10 times 
	Sit down and stand up 10 times 



# Day 5

# Make the Solar System

Cut and color the different pictures and then create your own Solar System. Remember to include the lines for the orbit of each planet or space body. Remember to look back at all of your information in the packet about the planets to help you.



Mars



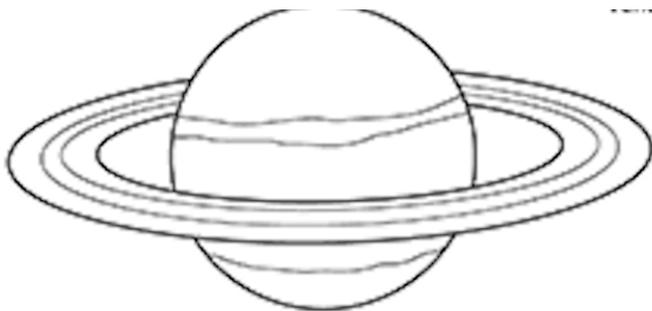
Neptune



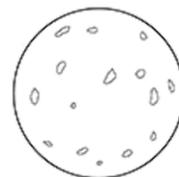
Venus



Jupiter



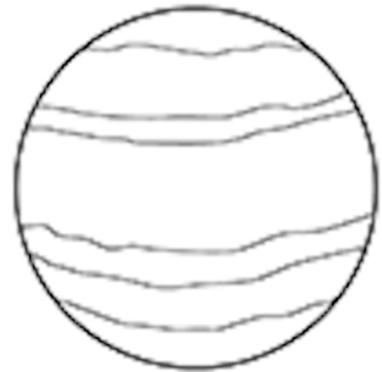
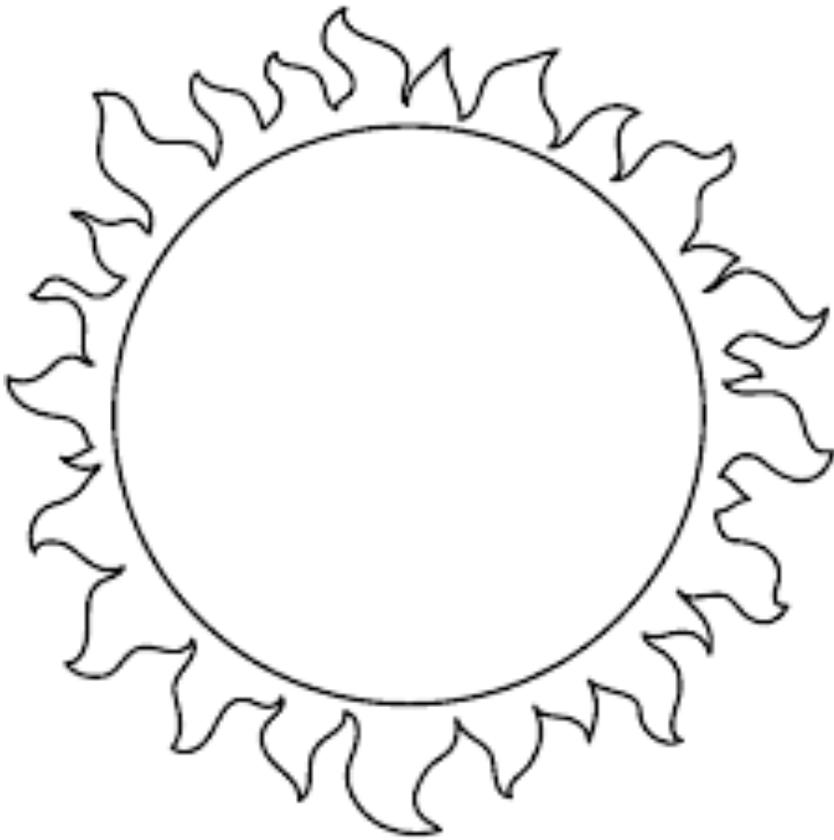
Saturn



Mercury

# Make the Solar System

Cut and color the different pictures and then create your own Solar System. Remember to include the lines for the orbit of each planet or space body.



Uranus



Earth

# Interview Your Astronaut Buddy

Write questions to interview your astronaut buddy. Practice writing questions that you would want to know about an astronaut. Ask your buddy the questions. Write down the answers if you know them from our reading, or ask an adult to help you research more about astronauts.

## Question Words

Start your questions with one of the following words.

What?

When?

Why?

How?

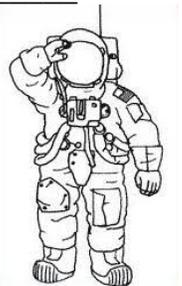
Do?

When?

*Example Question:*

*How long did it take you to learn to be an astronaut?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# Crack the Code

Solve each math problem. Fill in the lines at the bottom with the letters that match the answer to crack the code.

1.  $2 \times 4 = \underline{\quad}$  j    2.  $5 \times 4 = \underline{\quad}$  h    3.  $3 \times 2 = \underline{\quad}$  c

4.  $4 \times 1 = \underline{\quad}$  i    5.  $5 \times 3 = \underline{\quad}$  s    6.  $5 \times 2 = \underline{\quad}$  d

7.  $8 \times 2 = \underline{\quad}$  b    8.  $5 \times 8 = \underline{\quad}$  n    9.  $5 \times 9 = \underline{\quad}$  a

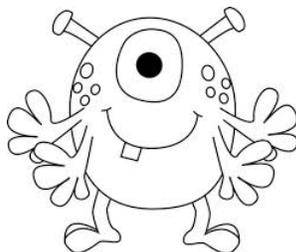
10.  $10 \times 5 = \underline{\quad}$  r    11.  $5 \times 5 = \underline{\quad}$  u    12.  $2 \times 6 = \underline{\quad}$  t

13.  $2 \times 9 = \underline{\quad}$  k    14.  $7 \times 2 = \underline{\quad}$  w

How did the alien pay for his coffee?

                   
14    4    12    20

                                                                         
15    12    45    50    16    25    6    18    15



# Space Walk

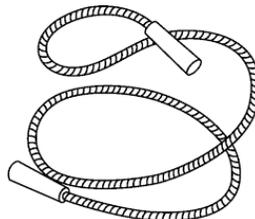
Have an adult help you create an obstacle course around your house or outside. Then take your buddy on a spacewalk through your obstacle course.

## Items you may need for your course and how to use them:

Item	How to use it
Chair(s)	Climb/walk/crawl: under, over, around, in between
Laundry basket	Climb: in, out
Towels	Climb/jump/crawl: on, over
Pillows	Climb/jump: on, over
Table	Crawl/go: under, around
Jump rope	Walk/jump: on, over
Scooter/bike	Ride: on
BE CREATIVE!	Find any other items you have to create the steps for your course

1. Start by finding all of your items for your obstacle course.
2. Set them up around your house or outside to create your course
3. Decide how you will go through your course.
4. Complete the course with your buddy.
5. Change the course and do it again.

**Describe what you are doing to your buddy.**





# Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 5
	Make 40 arm circles 
	Touch your toes 20 times 
	1-minute plank 
	10 sit-ups 
	Run in place for 1 minute 
	1-minute wall-sit 





## My Packet Journal

Draw a picture about what you learned in this packet:

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

Write about what you learned in this packet:

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

ICMEE is housed within:





### Reference Sheet

#### LENGTH

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

#### CAPACITY AND VOLUME

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

#### MASS AND WEIGHT

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

#### TIME

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



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