



# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

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

## **Level 3 – Interdisciplinary Inquiry**

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

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

# International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

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

This packet was designed and created by **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 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.

MA 2.3.1.a Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons.

MA 2.4.2.a Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.

MA 3.4.1.a Create scaled pictographs and scaled bar graphs to represent a data set—including data collected through observations, surveys, and experiments—with several categories.

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.

LA 2.3.1.d Convey a personal perspective with clear reasons.

LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

Social Studies

SS 2.3.4.a Describe cultures of the local community and other communities.

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.



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

# Learning Packet #3

**Theme: Taking Care of Myself**



# 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 how we take care of ourselves
- Students will read about handwashing and nutrition
- Students will practice finding shapes and graphing
- Students will practice multiplication facts
- Students will get to write about taking care of themselves and how to writing
- Students will get to learn and practice different exercises

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

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.

ICMEE is housed within:



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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 cómo nos cuidamos
- Los estudiantes leerán sobre el lavado de manos y la nutrición.
- Los estudiantes practicarán cómo encontrar formas y hacer gráficas
- Los estudiantes practicarán tablas de multiplicación.
- Los estudiantes podrán escribir sobre cómo cuidarse y escritura de procedimiento
- Los estudiantes aprenderán y practicarán diferentes ejercicios.

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  
PI: International Consortium for Multilingual Excellence in Education

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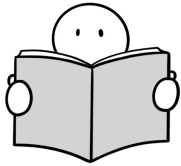




## Instructions Key



- 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



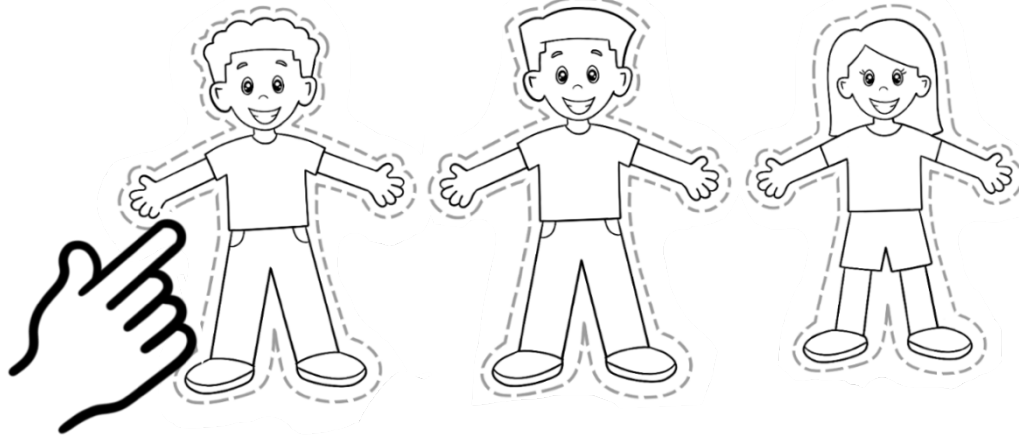
# My Plan for the Week

Choose activities from the different content areas to complete each day. You can choose one or two activities from different areas to do during the day. Below is a list of the activities in each content area.

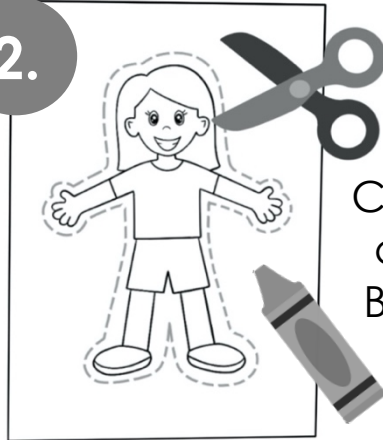
<b>Reading</b>	<b>Writing/ Grammar</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>- Food Groups</li> <li>- What we eat</li> <li>- Handwashing</li> </ul>	<ul style="list-style-type: none"> <li>- How do you take care of yourself</li> <li>- How To Writing</li> <li>- Exercise Journal</li> <li>- Suffix Organizer</li> <li>- Suffix Matching</li> </ul>	<ul style="list-style-type: none"> <li>- Dictionary</li> <li>- Vocabulary Matching</li> <li>- Vocabulary Sentences</li> </ul>
<b>Physical Education</b>	<b>Math</b>	<b>Brain Break</b>
<ul style="list-style-type: none"> <li>- Yoga</li> <li>- Create a Workout</li> <li>- Walk around Your Neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>- Crack the Code</li> <li>- Shape Dictionary</li> <li>- Find the Shapes</li> </ul>	<ul style="list-style-type: none"> <li>- Roll a Brain Break</li> </ul>

# My Buddy

1. Choose a Buddy

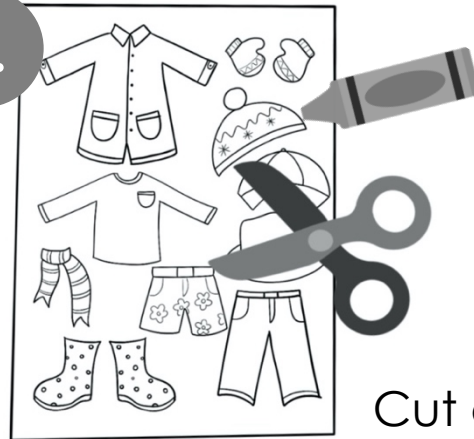


2.



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

3.

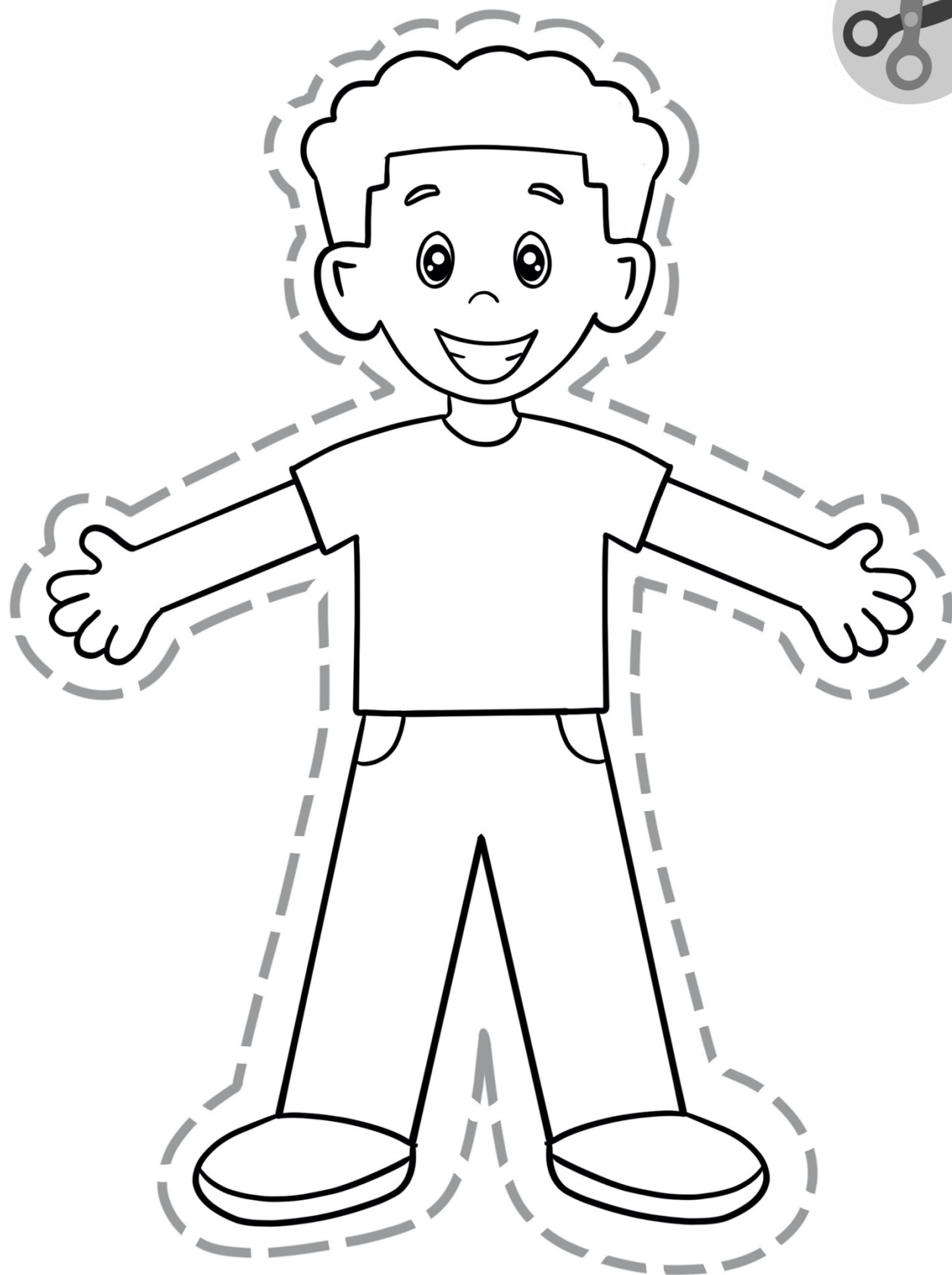


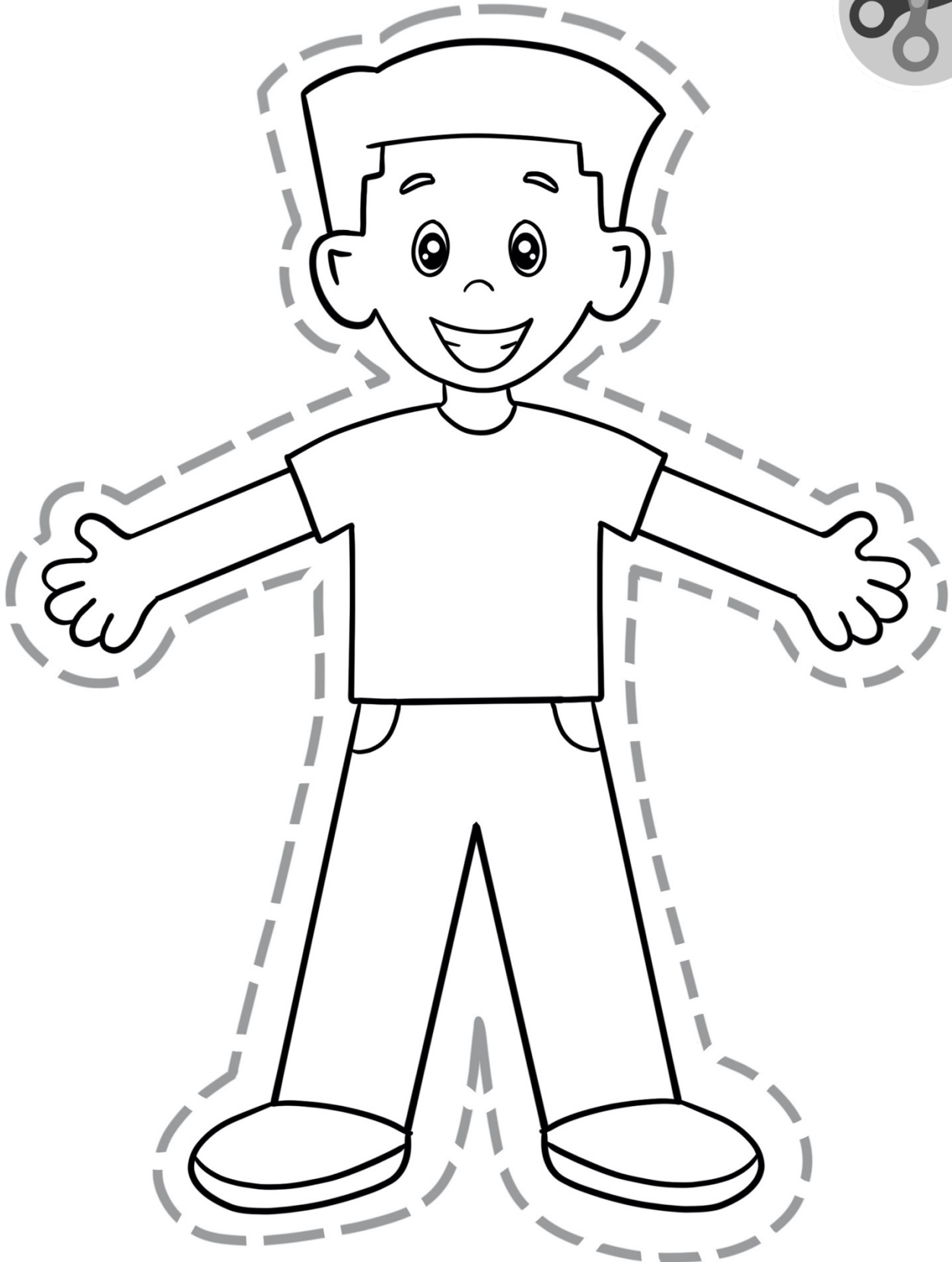
Cut out and color the accessories

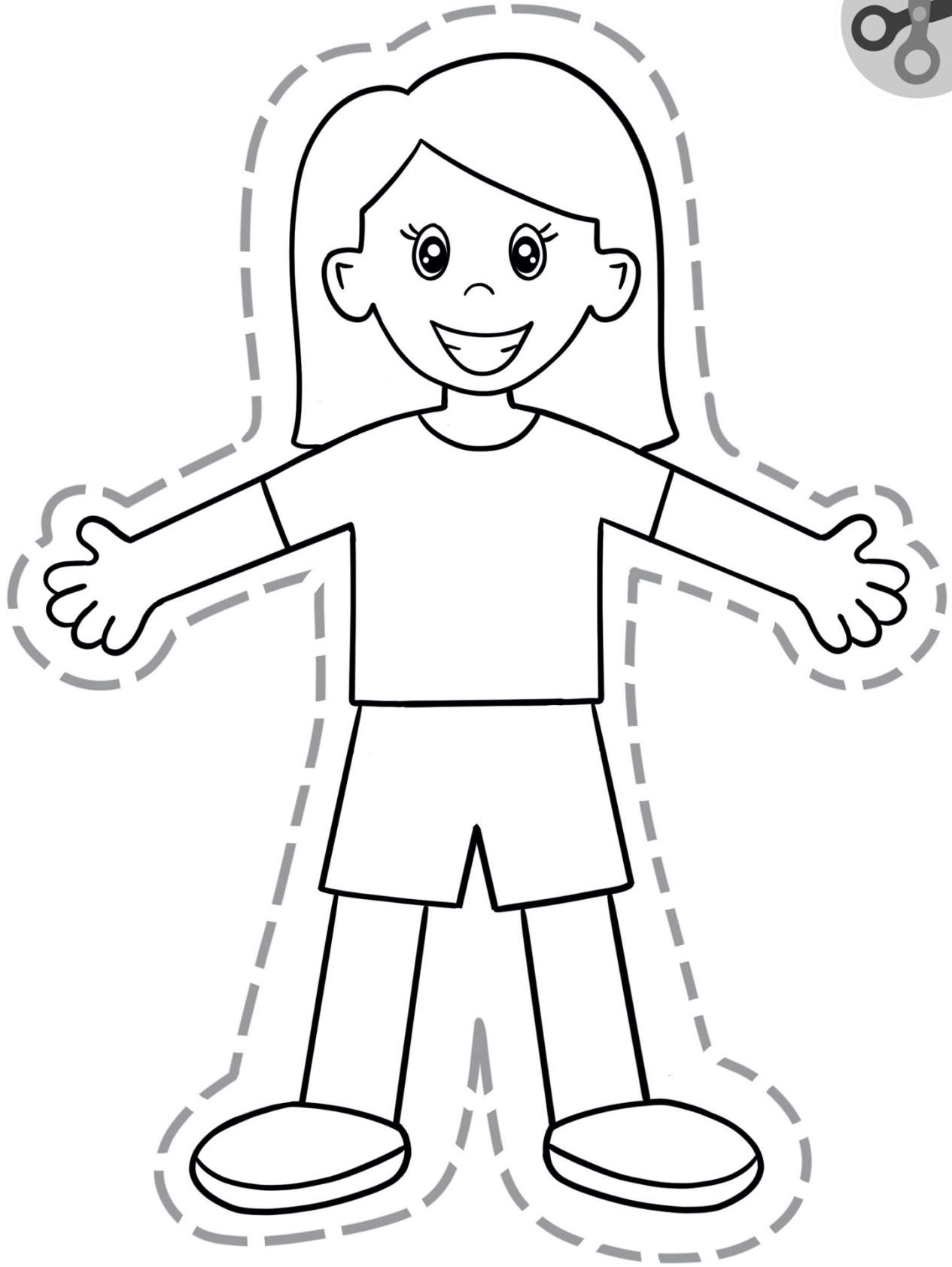
4.

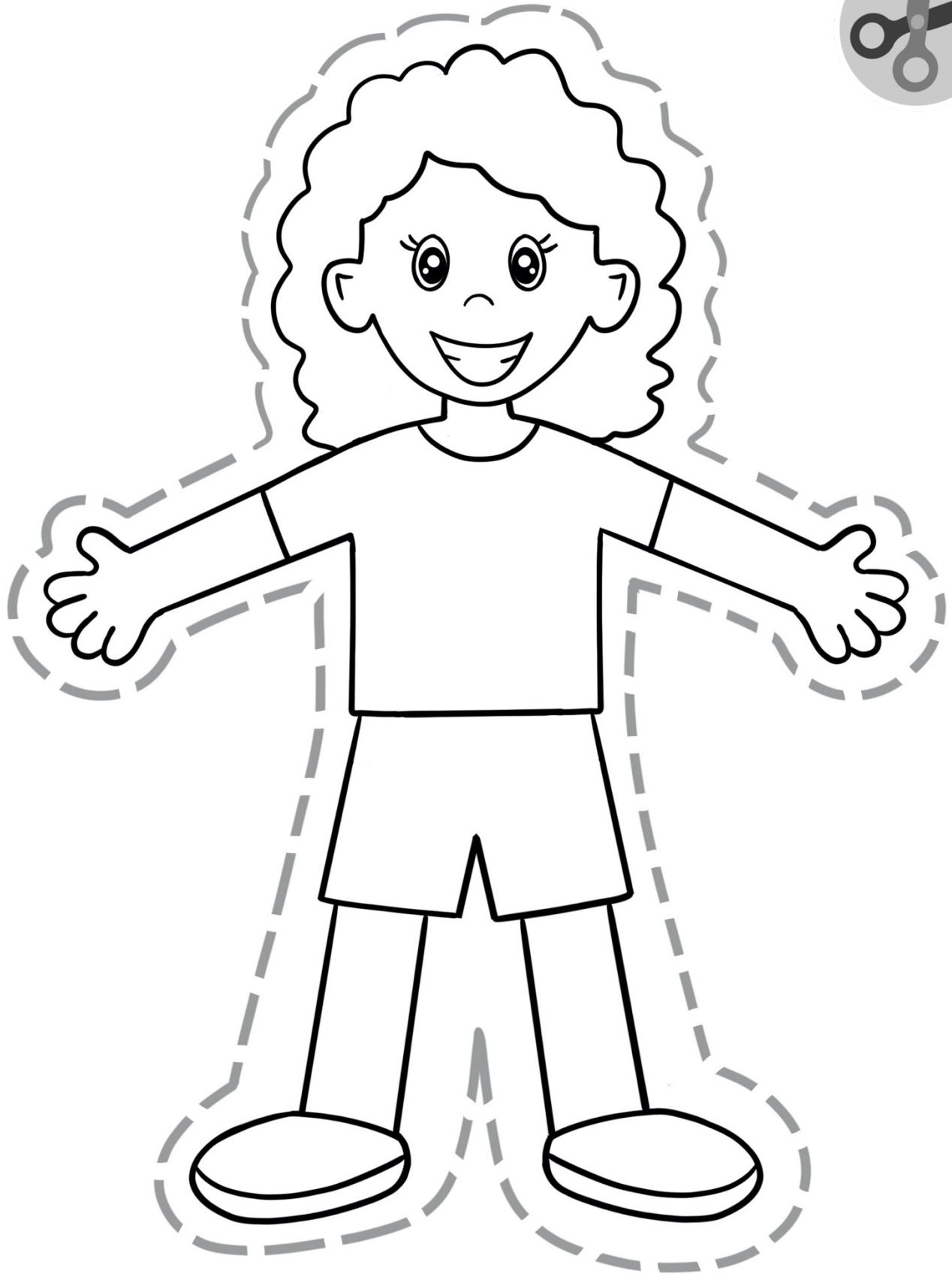


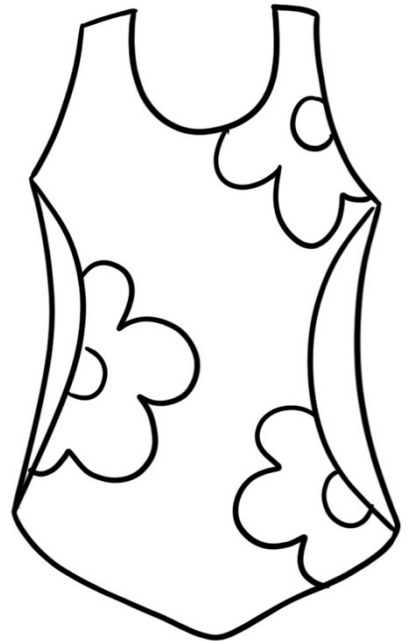
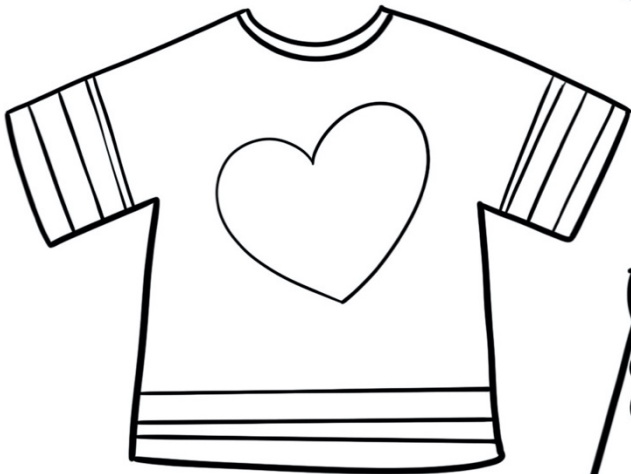
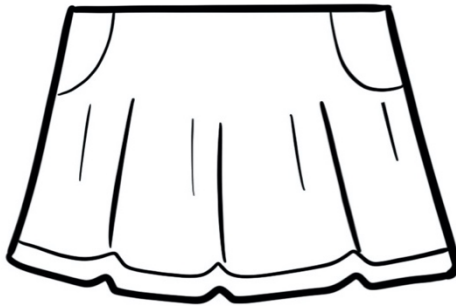
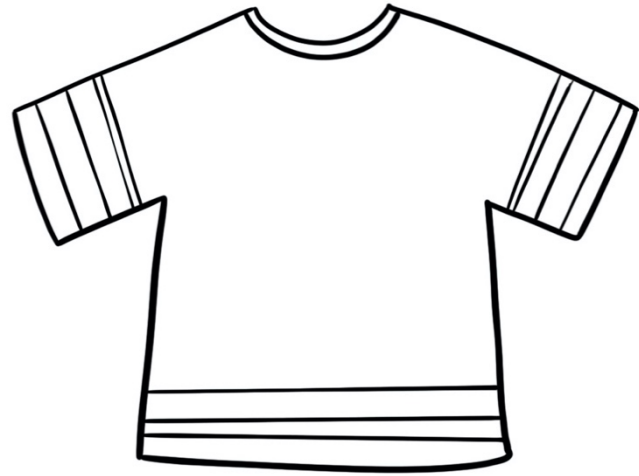
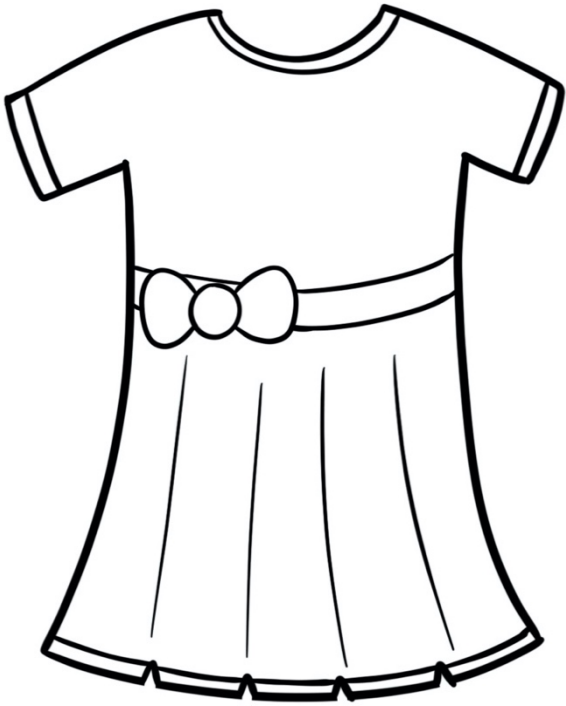
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!



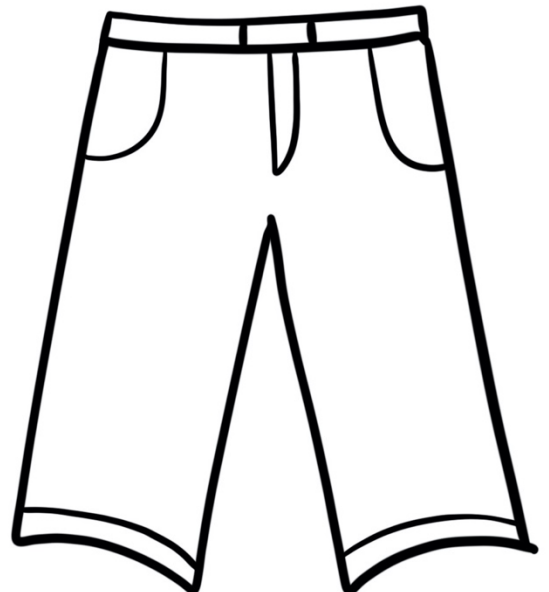
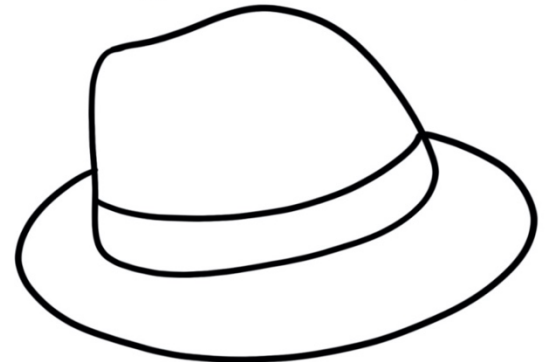
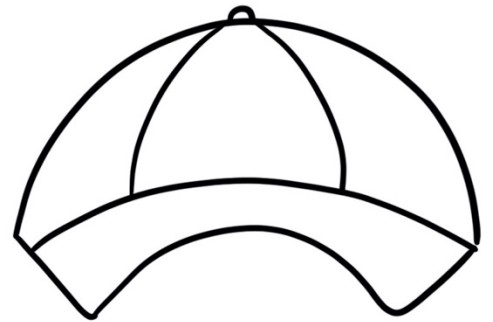
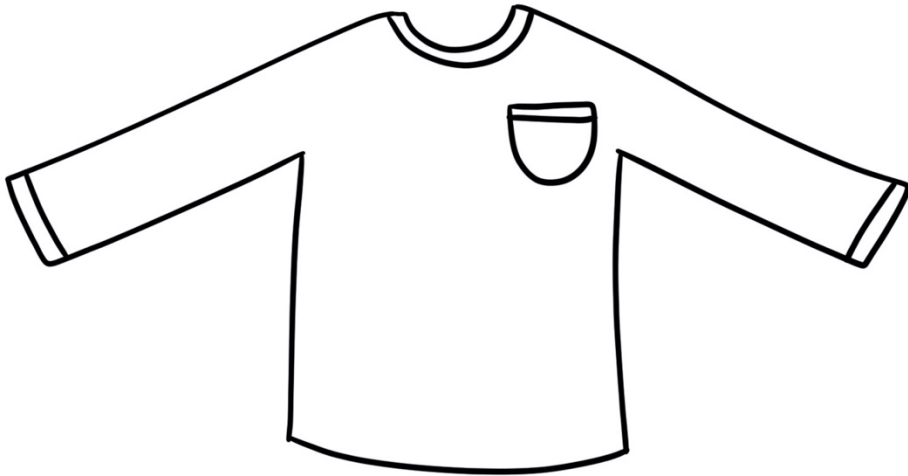
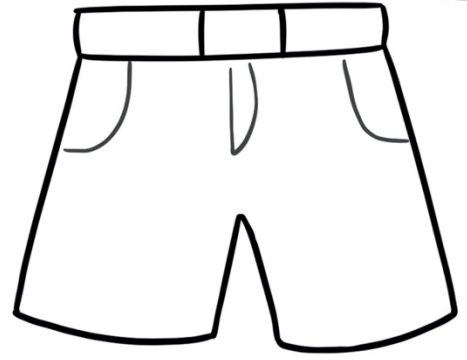




















# Vocabulary







# Dictionary

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

Picture	Trace	Meaning
	hygiene	What we do to keep ourselves clean and healthy.
	healthful	Something that is good for your health.
	exercise	Physical activity that keeps us healthy
	nutrition	Eating healthy.
	harmful	Something that is not good for you that could hurt you.
	choices	When you pick between 2 or more different things.

# 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)
	hygiene	
	healthful	
	exercise	
	nutrition	
	harmful	
	choices	

# Vocabulary Matching

Draw a line from the word to the definition of the word.

 healthful

 hygiene

 nutrition

 choices

 exercise

 harmful

- What we do to keep ourselves clean and healthy.
- Something that is good for your health.
- Physical activity that keeps us healthy
- Eating healthy.
- Something that is not good for you that could hurt you.
- When you pick between 2 or more different things.

# Vocabulary Sentences

Choose 4 of the vocabulary words, not the word in the example, and write them in a sentence with a context clue for the vocabulary word. Underline the vocabulary word 2 times and the context clue 1 time

## Word Bank



hygiene



healthful



exercise



nutrition



harmful



choices

## Example

I didn't want to eat too much candy because I knew it could be harmful, or bad for my teeth.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

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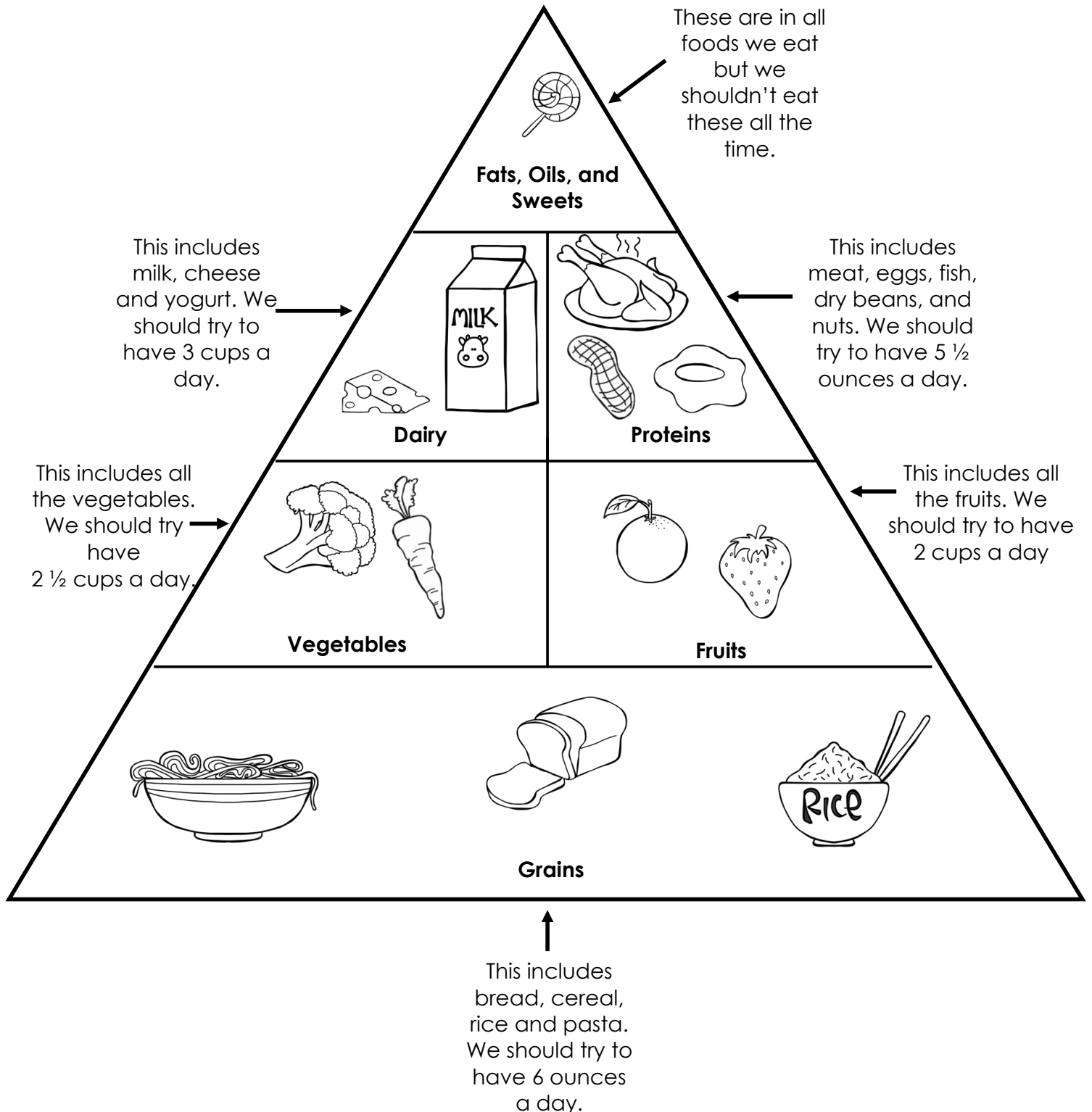


# Reading



# Food Groups

Read the facts about the food groups. Then use the food groups to answer questions.



# Food Groups

Read the facts about the food groups. Then use the food groups to answer questions.

The food we eat is divided into different groups: grains, proteins, dairy, vegetables, and fruits. It is important that we eat food from each group so that we can get all the nutrient we need to have a healthy life.

## Grains

Grains are seeds from plants. There are different types of grains some include wheat, rice, oats, and popcorn. Grains give your body energy. They also have vitamins and minerals that are important.

It is suggested that we have 6 ounces of grains every day. A slice of a bread is one ounce. In order to get your servings of grains you could eat cereal for breakfast, snack on a muffin or popcorn. You could also eat some rice or pasta.

## Proteins

Many foods have protein. Meat, eggs, fish, and some nuts all have protein. Protein is important for your body because it helps you build strong muscles, and strengthens your hair and skin.

Each day we should try to eat 5 ½ ounces of protein to grow strong. An egg is one ounce of protein. You could also eat a turkey sandwich, beans or some chicken.

## Dairy

Dairy foods are any food that is made from milk. These include milk, cheese, yogurt, or ice cream. Dairy gives you energy and helps you build strong muscles and bones. Dairy has calcium and Vitamin D which are very important vitamins and minerals that your body needs. These help your bones be strong and healthy.

You should try to have at least three cups of dairy products a day. That could be a glass of milk or some yogurt. You could also have cheese for a snack or a small scoop of ice cream!

## Vegetables

Vegetables are parts of plants that we can eat. There are so many vegetables that you can eat. Some are carrots, broccoli, peppers, peas, or green beans. Vegetables have vitamins that give your body energy.

It is suggested that we have 2 ½ cups of vegetables each day. You can eat them cold or hot either way they will help you have lots of energy.

## Fruits

Fruit is a sweet treat that is really good for you. There are so many types of fruits. Some are apples, oranges, strawberries, or watermelon. All fruits will help give your body energy to play.

We should try to eat 2 cups of fruit each day. There are so many types of fruit you can choose to snack on during your day.



# Food Groups

Answer questions about the text you read. Underline or highlight your answers in the text to show the text evidence that helped you answer each question.

1. Underline the headings in the text. List the headings:

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2. Why do we need to eat grains?

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3. What are some examples of proteins?

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4. How many cups of fruits and vegetables do we need each day?

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5. What vitamins do we get from dairy products?

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# Food Groups

Using what you read and the food pyramid diagram, create a meal plan for you. Make sure to try and get the right amounts throughout your plan. You can draw and label the foods you have included. After you create your plan share it with someone in your house or your talking buddy.

<b>My meal plan for the day...</b>	<u>Breakfast</u>	<u>Lunch</u>
	<u>Snack</u>	<u>Dinner</u>

# What We Eat

Read the text about the importance of eating healthy foods. Then answer questions about the text.

## The Food We Eat

Our bodies are working all the time. Your heart is always beating, and your lungs are always breathing air in and out. You need energy so your body keep working. To get this energy we need to eat **healthful** food. The healthy food is called **nutrition**.

## What Are Nutrients?

Nutrients helps stay healthy and grow. There are different types of nutrients that our bodies need. Some give us energy to do all the activities we enjoy. Others do special jobs for our bodies. We can stay healthy by eating different nutrients.

## Types of Nutrients

There are many different types of nutrients that our bodies need. One that is very important is water. Other nutrients are carbohydrates, fats and proteins. These nutrients give our bodies energy so you can play with your friends. Vitamins and minerals are other nutrients that we get from food. These help us stay healthy so we do not get sick.

## Balanced Diet

It is important to have a balanced diet. That means that we need to make sure we are eating food from different food groups so that we can get all the nutrients our bodies need. There are guidelines to help us make healthy choices when we are eating.

## Food Groups

Food is split into different groups, or food groups. They include grains, proteins, dairy, fruits, and vegetables. Good nutrition includes eating food from all the food groups so that you can get all the nutrients your body needs to keep working.



# What We Eat

Complete the questions about the text above.

1. Underline the headings in the text. List the headings:

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2. What is nutrition?

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3. What are the food groups?

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4. Why do we have to have a balanced diet?

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5. Write a caption for this picture.

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# Handwashing Directions

Read the handout about washing your hands. Then answer the questions.

## Wash Your Hands

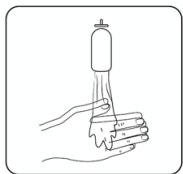
Washing your hands is so important. Washing your hands is good hygiene. When we wash our hands, we get rid of germs that are on our hands. Then we don't spread those germs to others or other things we touch.

ALWAYS scrub your hands with soap and warm water for 20 seconds. One trick is you can sing the ABCs or Twinkle, Twinkle Little Star as you wash them. When you are scrubbing your hands make sure to wash the front and back of your hands. Then you rinse them and dry them off.

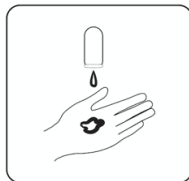
It is important to wash your hands throughout the day to make sure no germs are being spread around. Some, times you should wash your hands are before and after you eat, after you use the bathroom, and when you come in from outside.

## Steps to Washing Your Hands

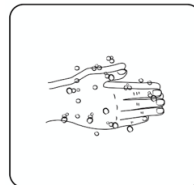
**Wet your hands.**



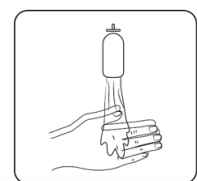
**Add soap.**



**Wash for 20 seconds**



**Rinse off the soap.**

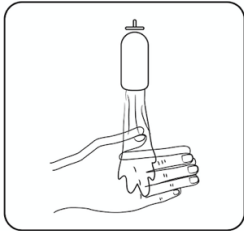






# Handwashing Sequencing

Label what is happening in each picture. Then cut out the pictures of handwashing and put them in the correct order. After you put them in the correct order read the steps to your talking buddy or a friend.



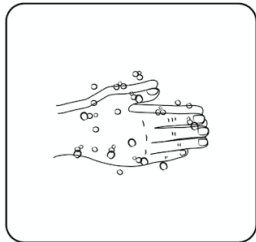
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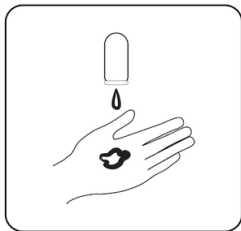
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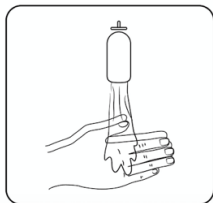
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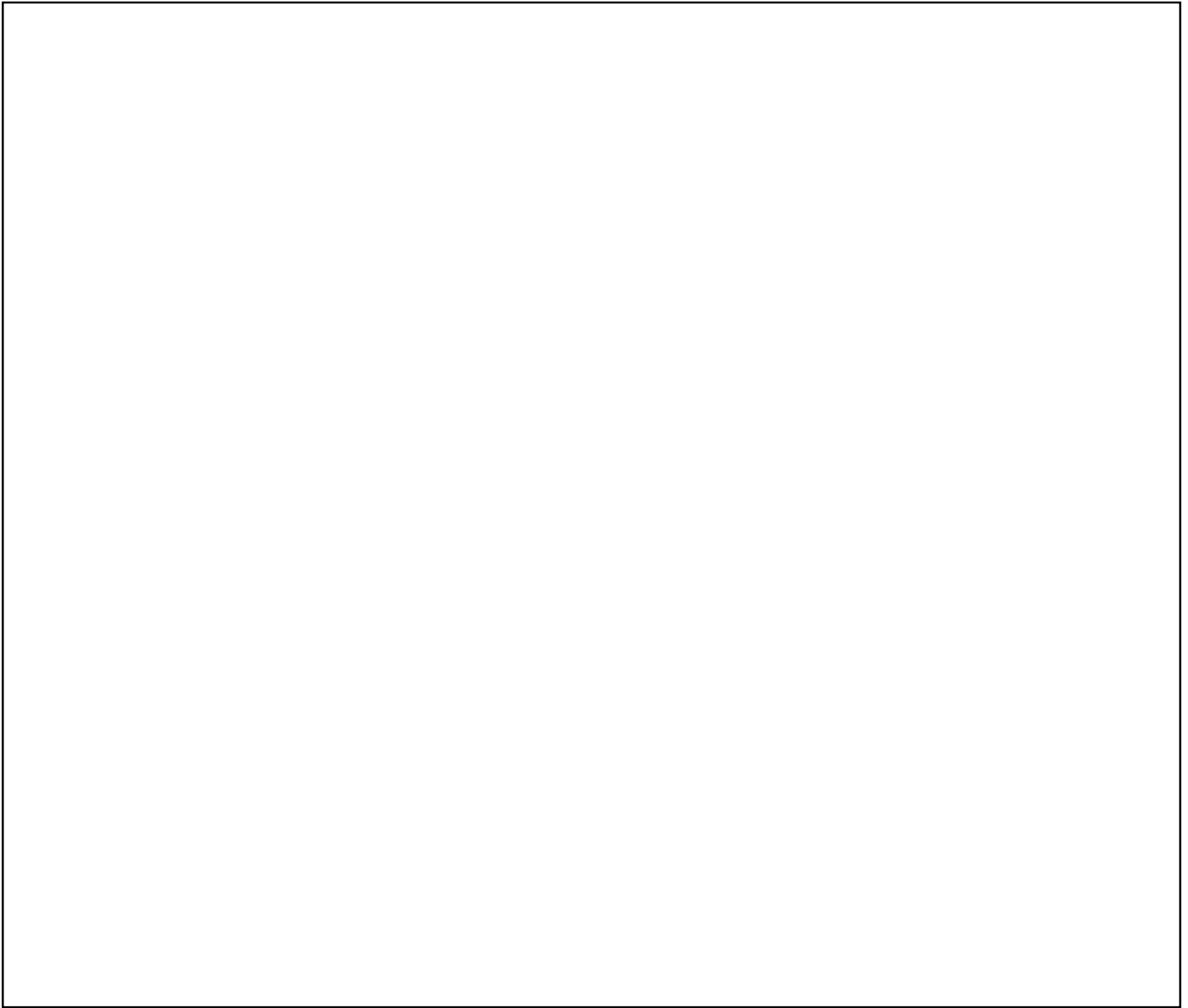


# Writing/ Grammar



# How Do I Take Care of Myself...

Draw a picture to go with your story.



# How to Writing

Write how to **brush your teeth** or **you wash your hands**. Write the steps and draw a picture for each step.

## Transition Words

*(You can choose to use any of these transition words to explain your steps.)*

First      Next      Second      Third      Then      After that      Finally      Last

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# Exercise Journal

Write down the exercise you do each day of the week. You can choose from the exercise list in this packet or do your own exercises.

My Exercise Journal	Monday	Tuesday	Wednesday
	Thursday	Friday	Saturday







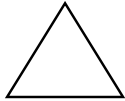

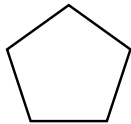
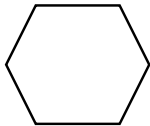
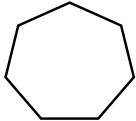
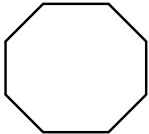

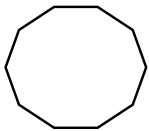


# Math



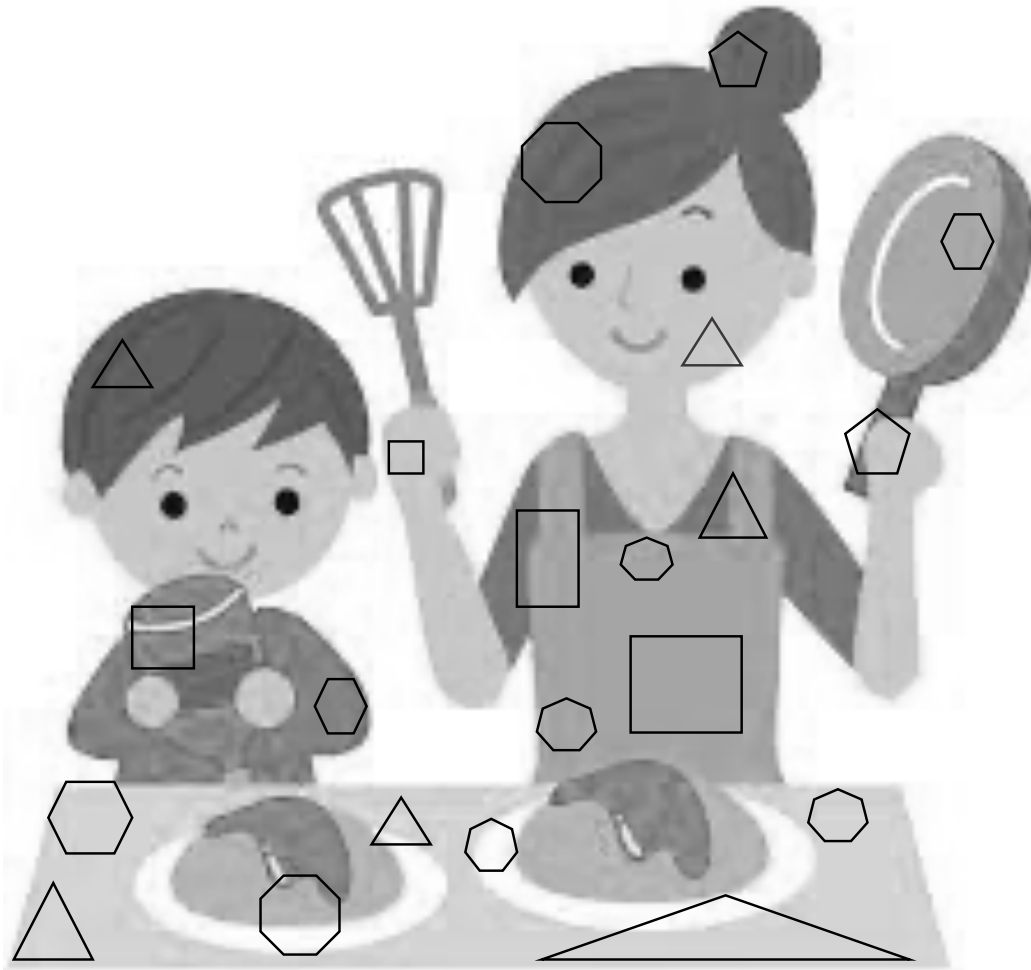
# Shape Dictionary

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

Picture	Trace	Meaning
	triangle	3 sided shape
	quadrilateral	4 sided shape
	pentagon	5 sided shape
	hexagon	6 sided shape
	heptagon	7 sided shape
	octagon	8 sided shape
	nonagon	9 sided shape
	decagon	10 sided shape

# Find the Shape

In the picture below there are hidden shapes. Use the key to color the different shapes. Then graph how many of each shape you found.



## Color Key

Triangle= Red

Quadrilateral= Blue

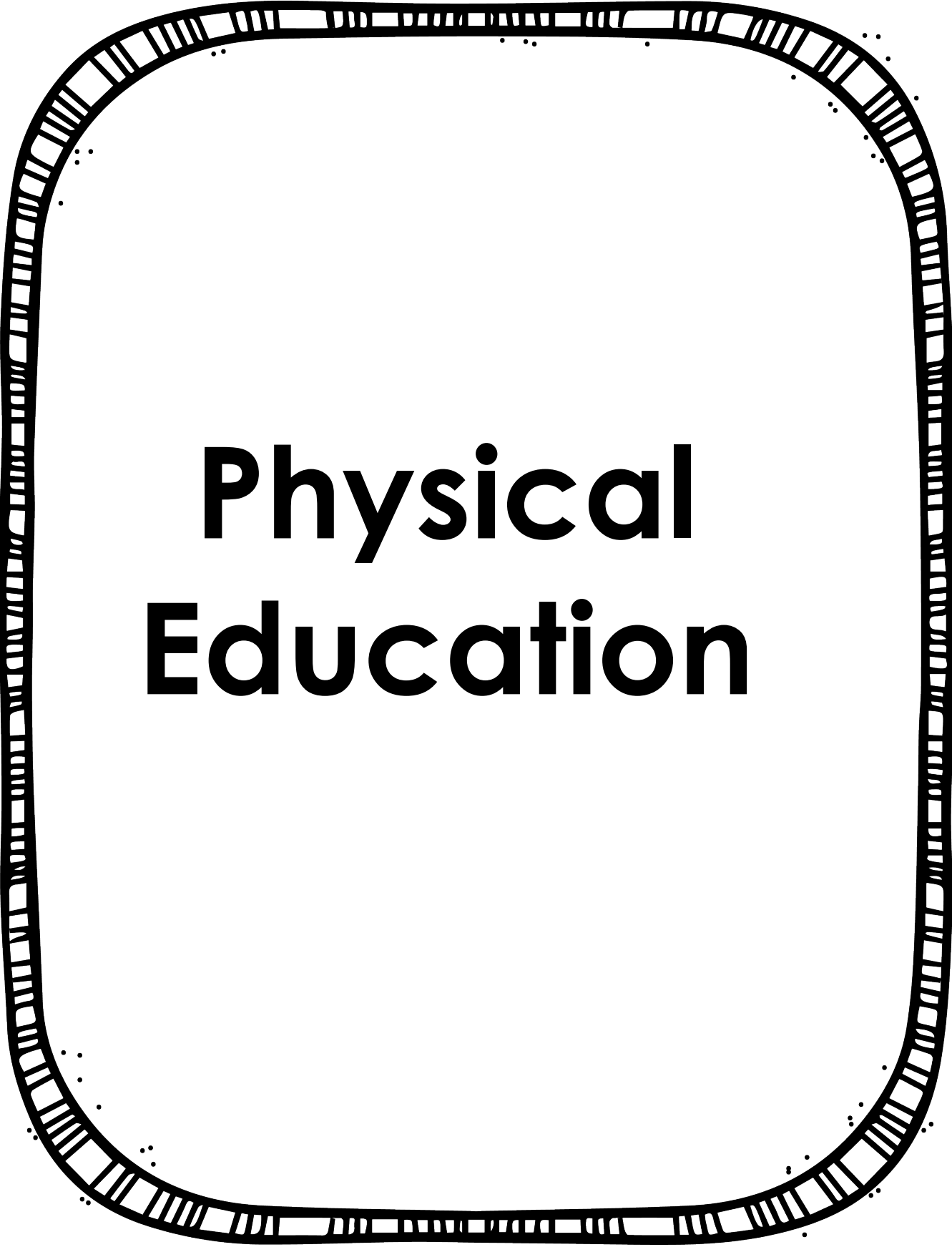
Pentagon=Green

Hexagon=Yellow

Heptagon=Orange

Octagon=Purple





# Physical Education

# Yoga

Practice some yoga poses. Count to 10 as you hold each pose.



UPWARD SALUTE POSE



EXTENDED SIDE ANGLE POSE



WARRIOR I POSE



WARRIOR II POSE



TREE POSE



MOUNTAIN POSE



COW FACE POSE



LION POSE



HERO POSE



EASY POSE



SALUTATION SEAL



CORPSE POSE



BOW POSE



LOCUST POSE



HAPPY BABY POSE



CAT POSE



DOWNWARD FACING DOG

# Create a Workout

Using the list of exercises below, create a workout for you. Ask your family or friends to do it with you.

**Choose exercises from this list to complete throughout the week.**

- Jumping Jacks
- Push Ups
- Run in place in your house
- Balance on one foot, then switch feet
- Skip around your yard
- Walk around your yard or house
- Sit Ups
- Run around your yard
- Jump rope
- Jump like a frog
- Hop like a rabbit

**Write your workout below. Include how many times you will do each exercise.**

**Example:**  
10 Jumping Jacks, 5 Sit ups  
Jump like a frog 5 times  
Balance on one foot while counting to 15, then switch  
Run in place for 10 seconds  
Skip around the yard 3 times

**MY WORKOUT:**

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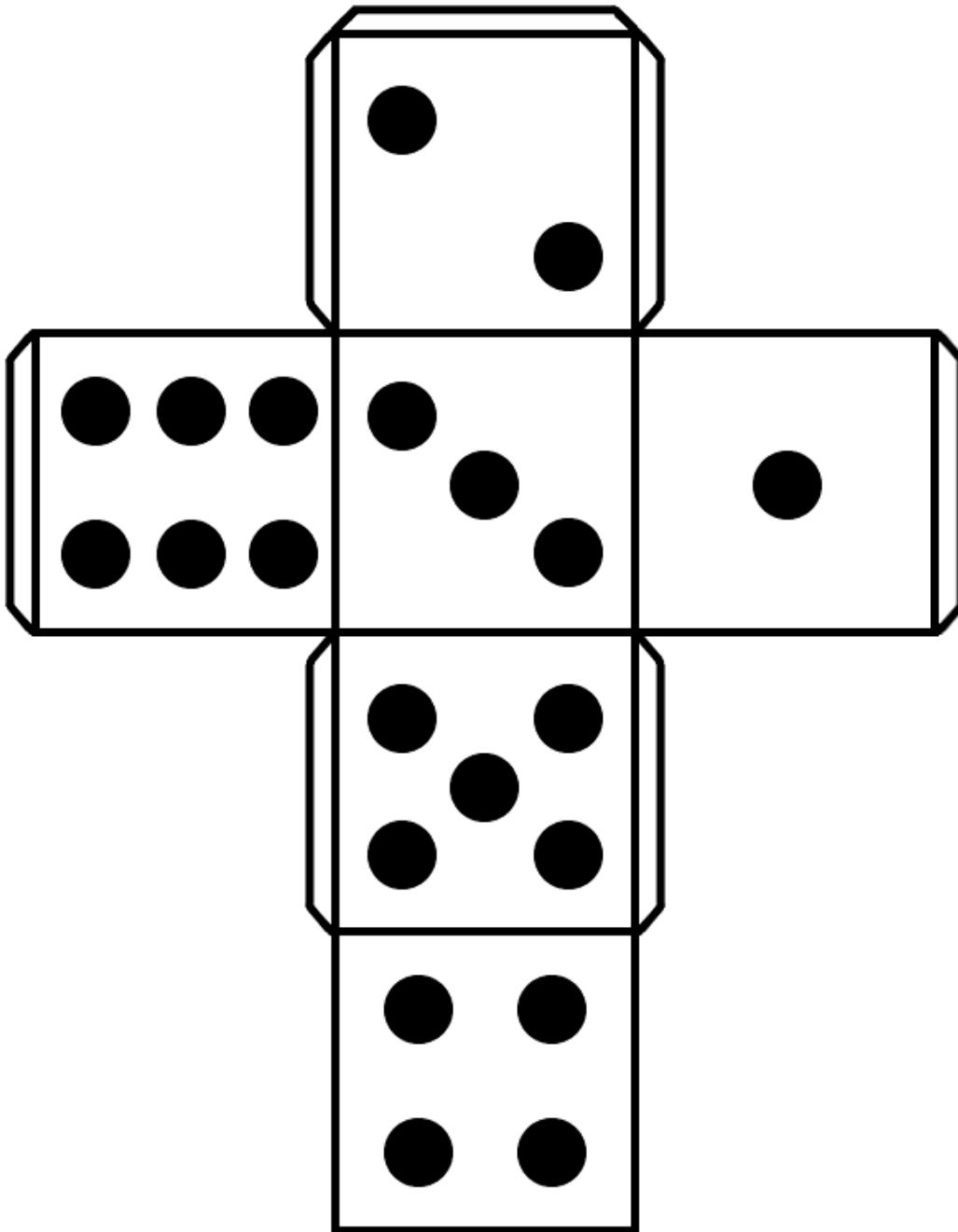






# Brain Break












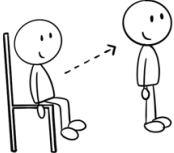
Cut this out to make a dice.  
Use this dice for your "Let's Move Brain Breaks" each day.





# Let's Move!




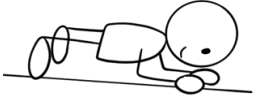








Roll a Brain Break: Roll the dice 10 times and do each movement.

	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 



# Let's Move!




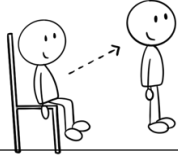







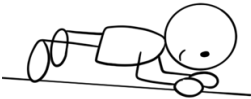
Roll a Brain Break: Roll the dice 10 times and do each movement.

	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 



# Let's Move!


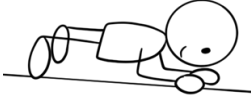









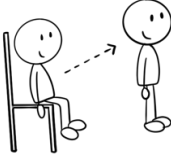
Roll a Brain Break: Roll the dice 10 times and do each movement.

	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 



# Let's Move!






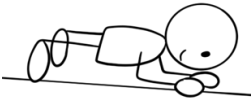






Roll a Brain Break: Roll the dice 10 times and do each movement.

	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 



# 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 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: