2nd – 3rd grade • English Level 3

Learning Packet #4

Theme: Rainforest

International Consortium for Multilingual Excellence in Education

ICMEE
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August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:
Level 1 – Entry into English
Emphasis on developmentally appropriate interesting/challenging tasks
- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background
- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry
- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

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

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Teaching, Learning and Teacher Education

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

We designed these activities based around several big ideas:
- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

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

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

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

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

Sincerely,

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

This packet was designed and created by **Samantha Monter**
in collaboration with Tricia Gray 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 2.4.1.a Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.

MA 2.4.1.b Create and represent a data set by making a line plot.

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 3.3.3.f Use concrete and pictorial models to measure areas in square units by counting square units.

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 2.2.2.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 3.2.2.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 2.3.2.c Complete a task following multi-step directions.

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

LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).

LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

Science Standards and Cross-Cutting Ideas

SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems

SC.3.12.4.B Obtain and combine information to describe climates in different regions of the world.

SS 2.3.2.b Describe local places and regions.

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.d Locate specific places on maps and globes.

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

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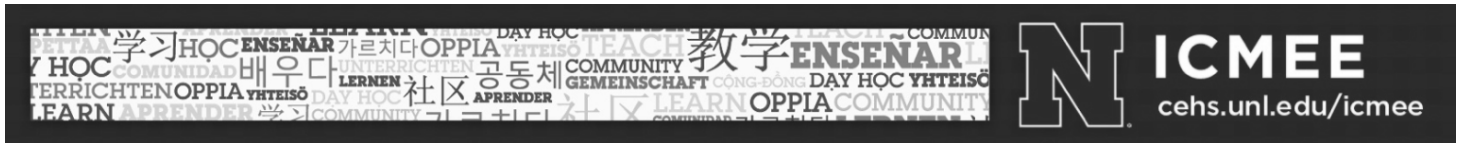
Dear Families:

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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学习 HOC ENSEÑAR 가르치다 OPPIA YHTEISÖ TEACH 教学 ENSEÑAR Y HOC COMUNIDAD 배우다 UNTERRICHTEN COMMUNITY 教学 ENSEÑAR TERRICHTEN OPPIA YHTEISÖ LERNEN 社区 공동체 GEMEINSCHAFT CÔNG-ĐÔNG DAY HOC YHTEISÖ LEARN APRENDER 学习 COMMUNITY 가르치다 社十区 LEARN OPPIA COMMUNITY

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In these packets, we have included the following activities:

- Students will have a chance to learn about the rainforest habitat.
- Students will have the opportunity to practice vocabulary, reading and writing skills.
- Students will have the chance to practice adding and subtracting skills.
- Students will practice graphing and comparing skills.
- Students will have the chance to create and have movement as they work through the packet.

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

Sincerely,

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

This packet was designed and created by **Samantha Monter**
in collaboration with Tricia Gray and Alexa Yunes.

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Teaching, Learning and Teacher 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 qué 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 aprender sobre el hábitat de la selva tropical.
- Los estudiantes tendrán la oportunidad de practicar vocabulario, lectura y escritura.
- Los estudiantes tendrán la oportunidad de practicar las habilidades de sumar y restar.
- Los estudiantes practicarán las habilidades de hacer gráficas y comparar.
- Los estudiantes tendrán la oportunidad de hacer actividades creativas y de movimiento mientras trabajan con el paquete.

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

Sinceramente,

Kara Viesca

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

ICMEE is housed within:

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

- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối
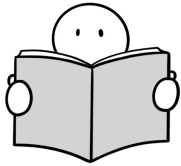
- Read
- Lee
- اقرأ
- Akhriso
- Đọc

- Count
- Cuenta
- العد
- Tiri
- đếm

- Write
- Escribe
- اكتب
- Qor
- Viết

- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh

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

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

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

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

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

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

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

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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.

Reading	Writing/ Grammar	Vocabulary
- All about Rainforests - Where are Rainforests - Animals in the Rainforest	- Give a report - If I traveled to a Rainforest story - Interview an Explorer - Compound words Organizer - Compound word matching/sentences	- Dictionary - Vocabulary Matching - Vocabulary Sentences
Math	**Brain Break**	
- Crack the Code - Graph the Animals	- Roll a Brain Break - Roll and Draw	

My Buddy

1. Choose a Buddy
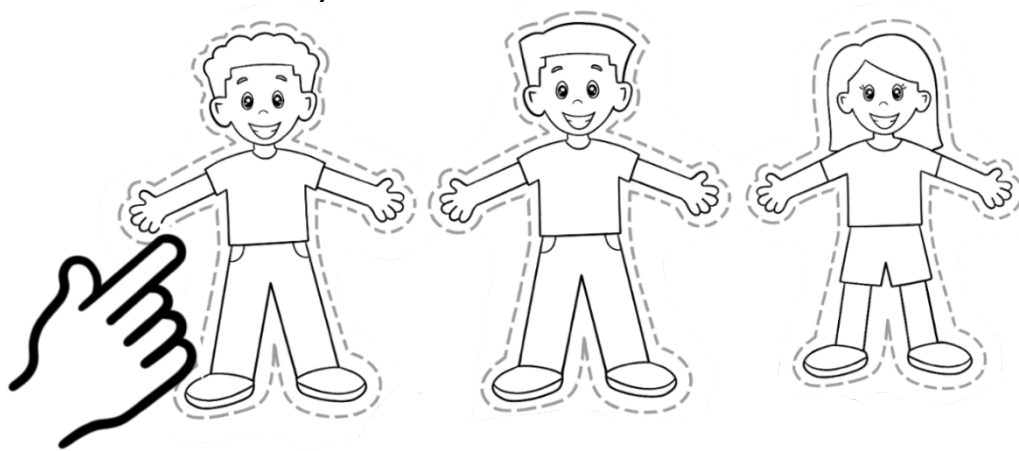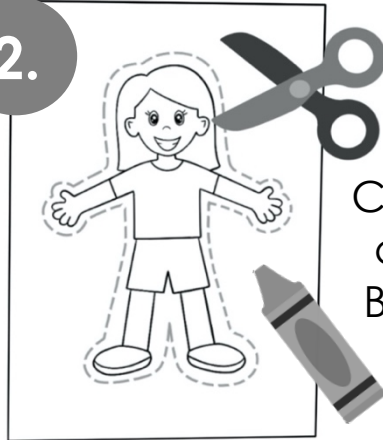
2. Cut out and color your Buddy and give it a name!
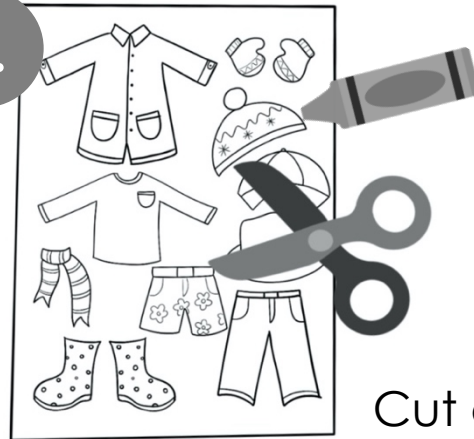
3. Cut out and color the accessories

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

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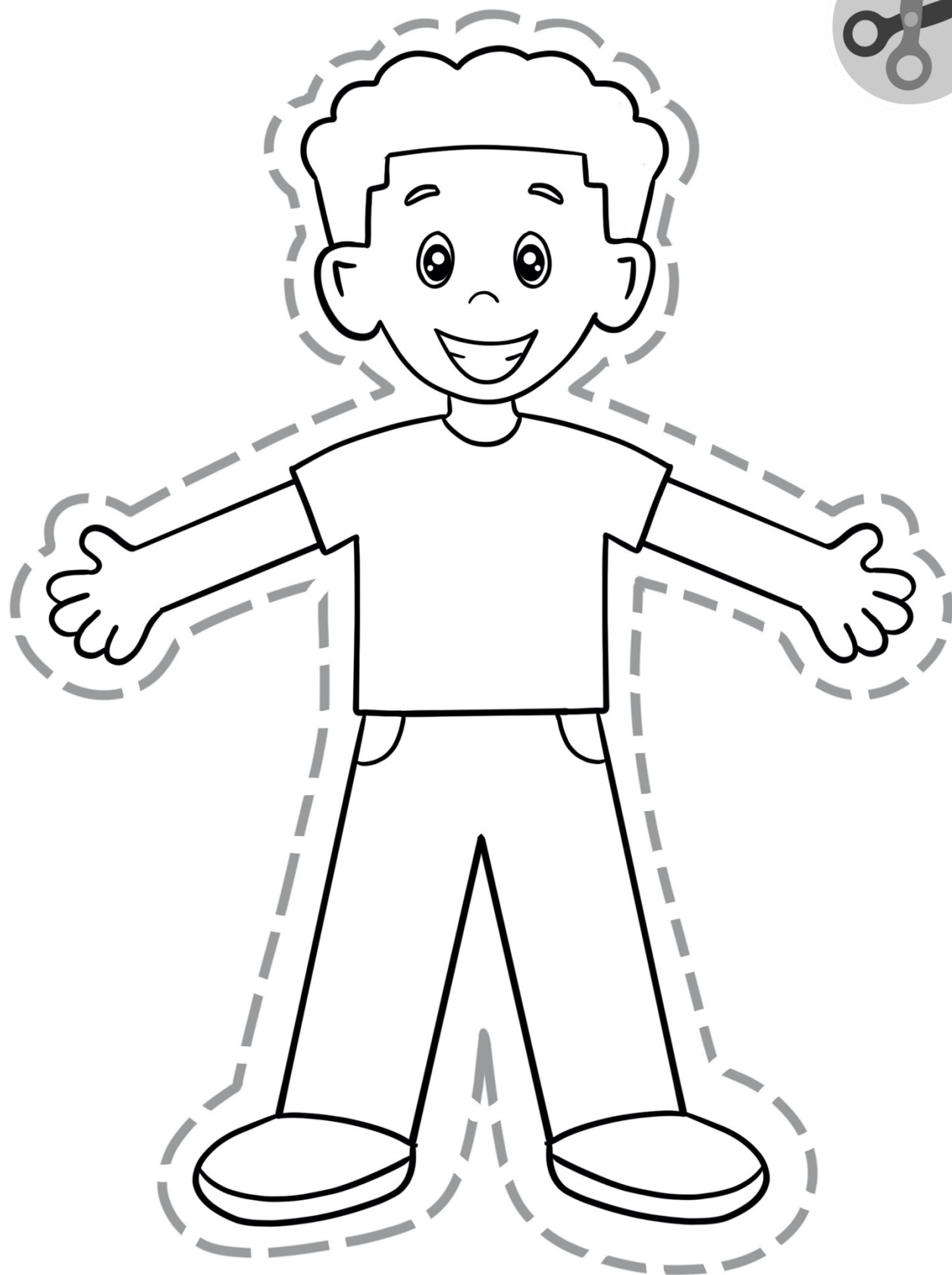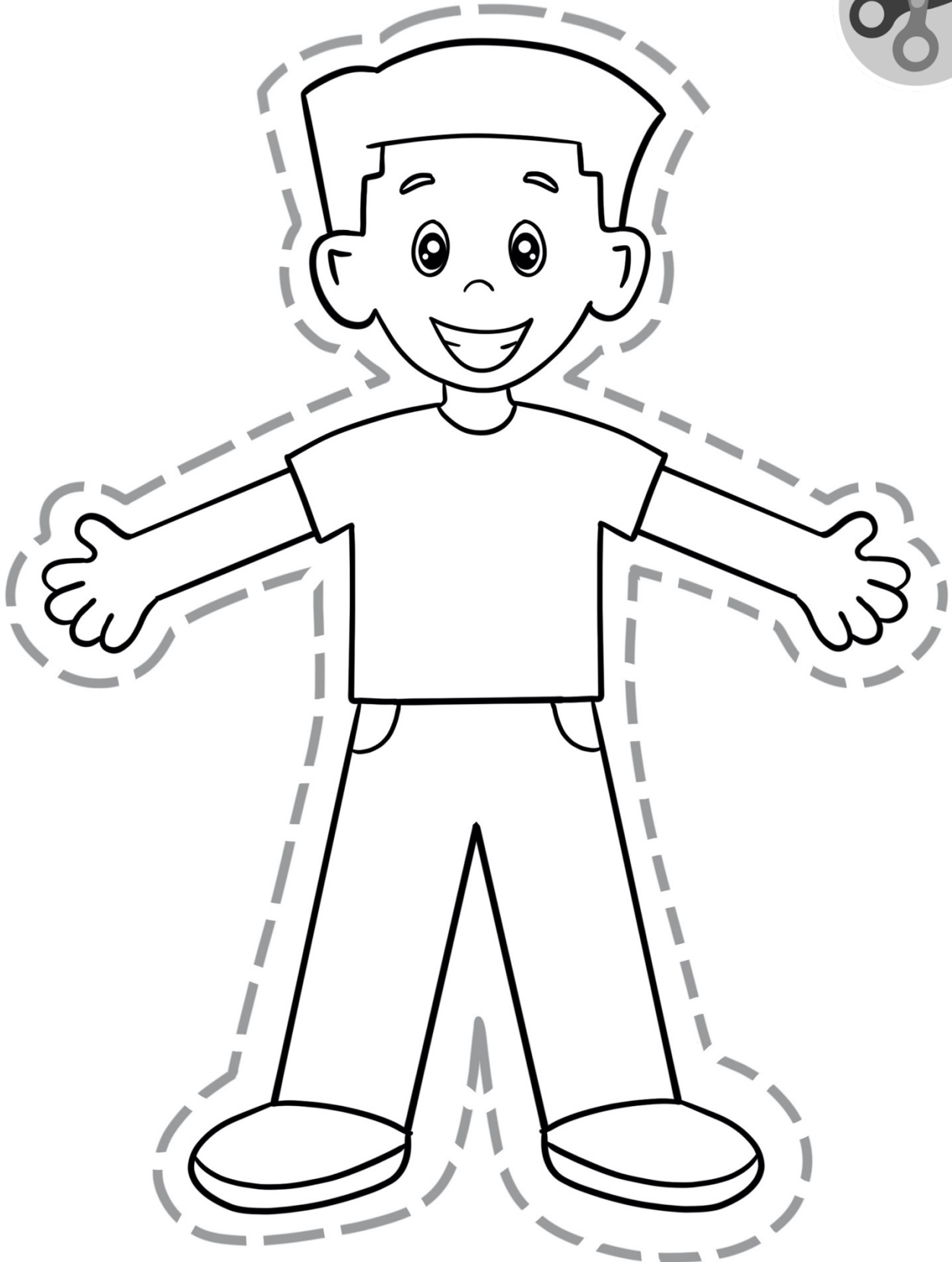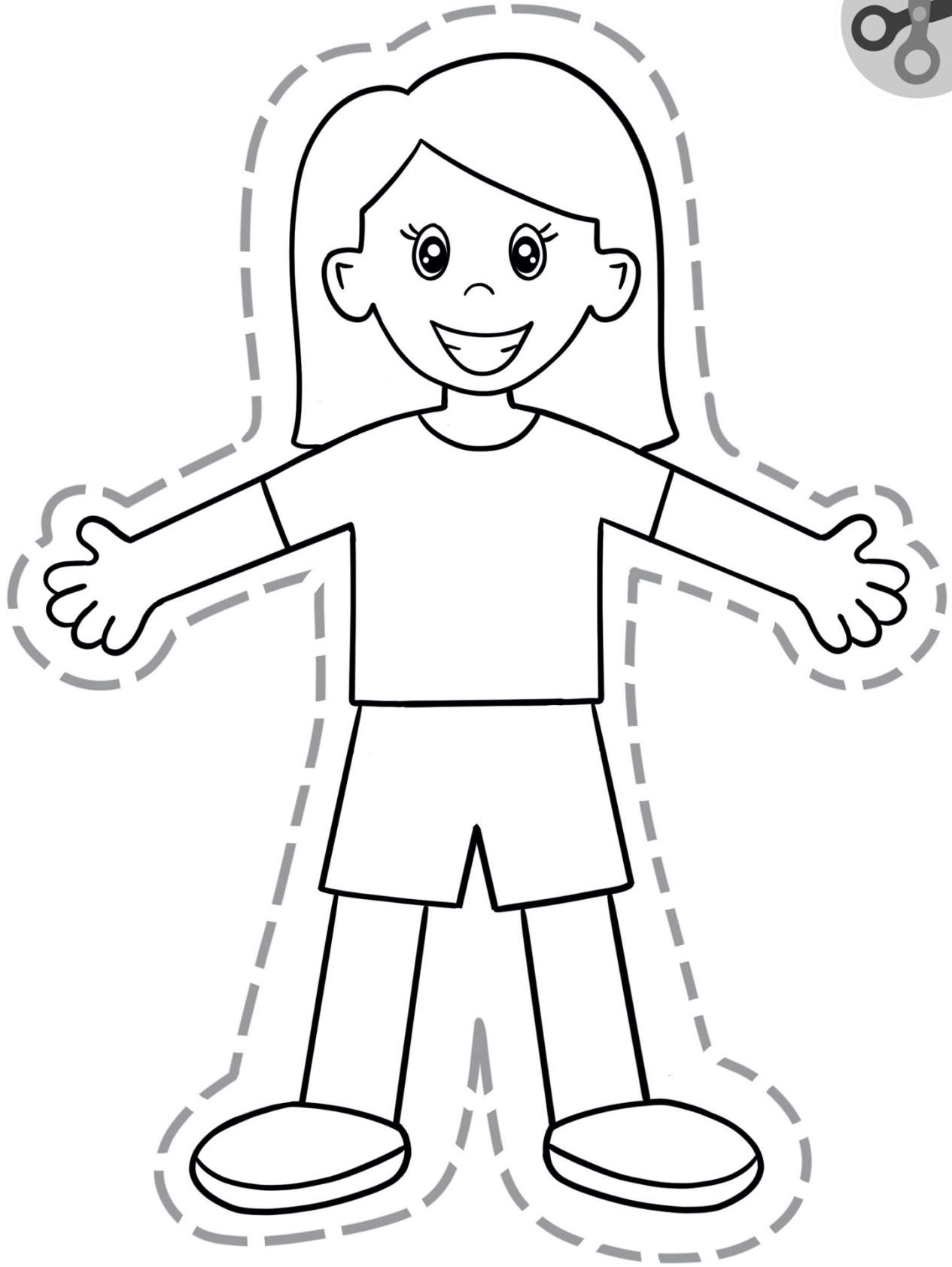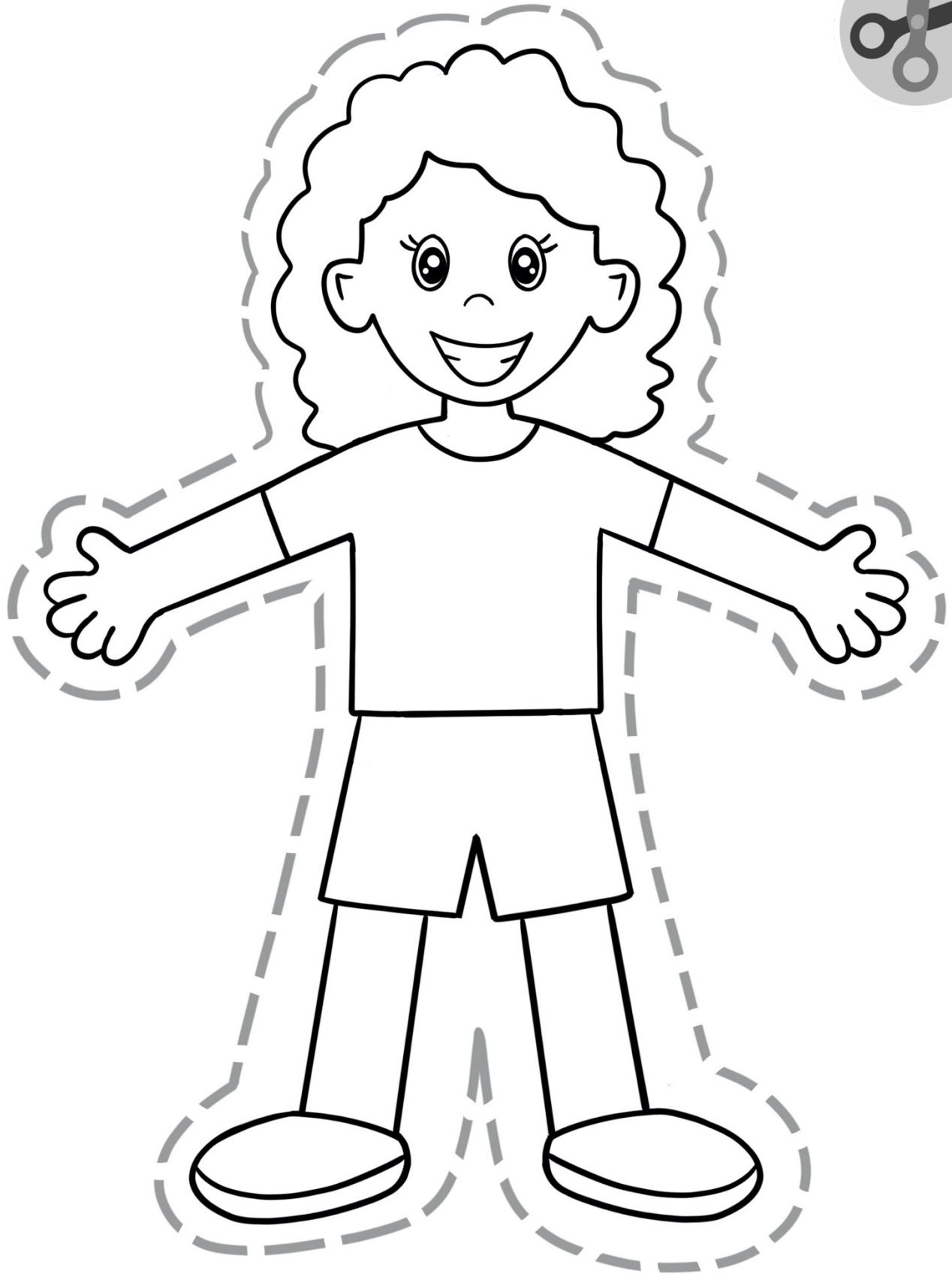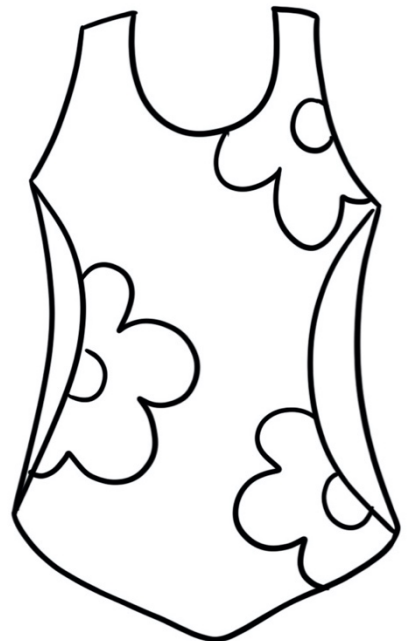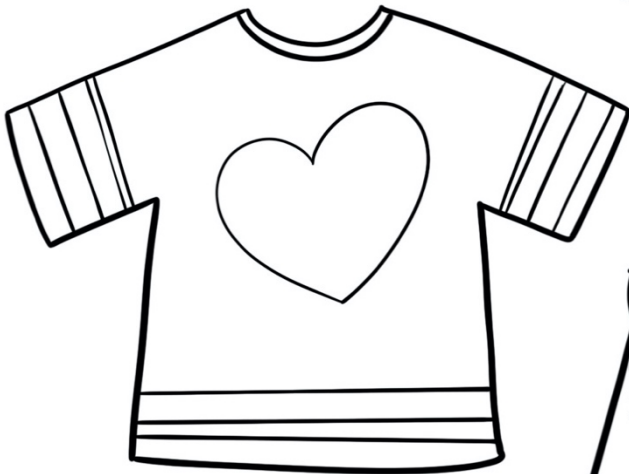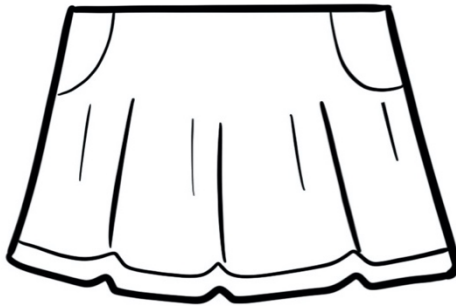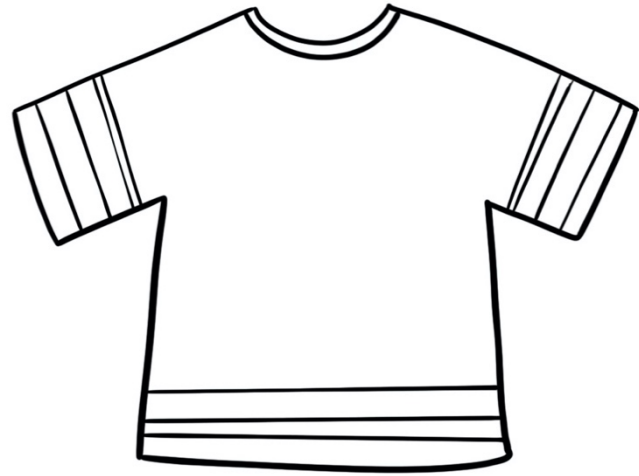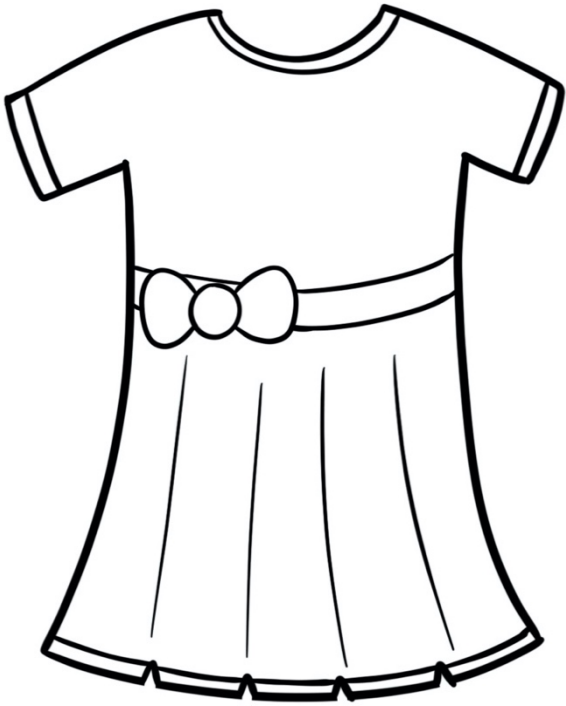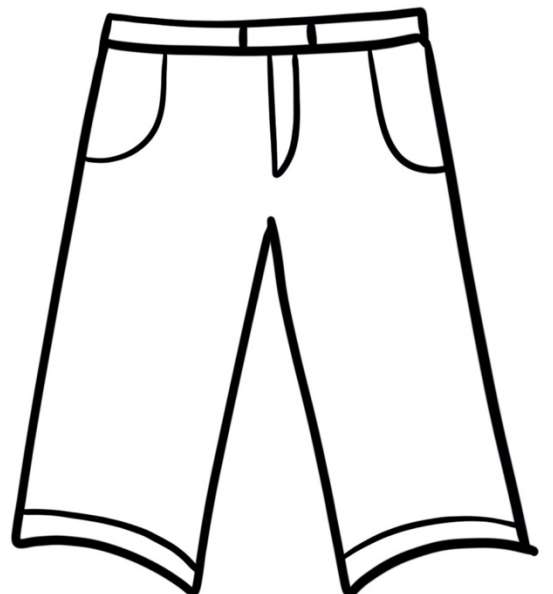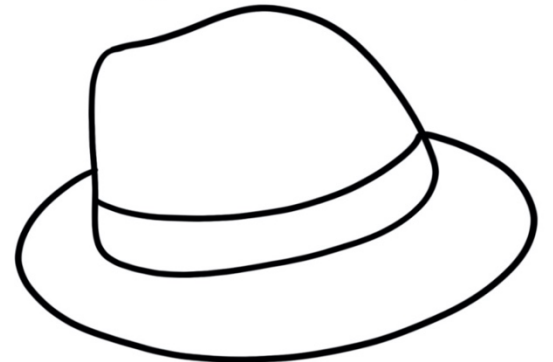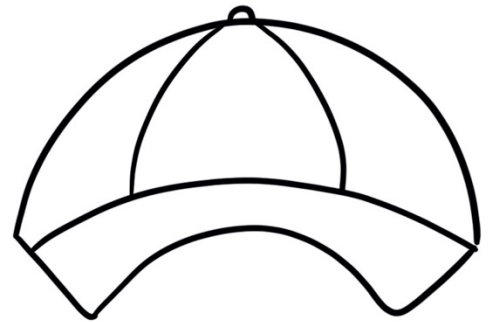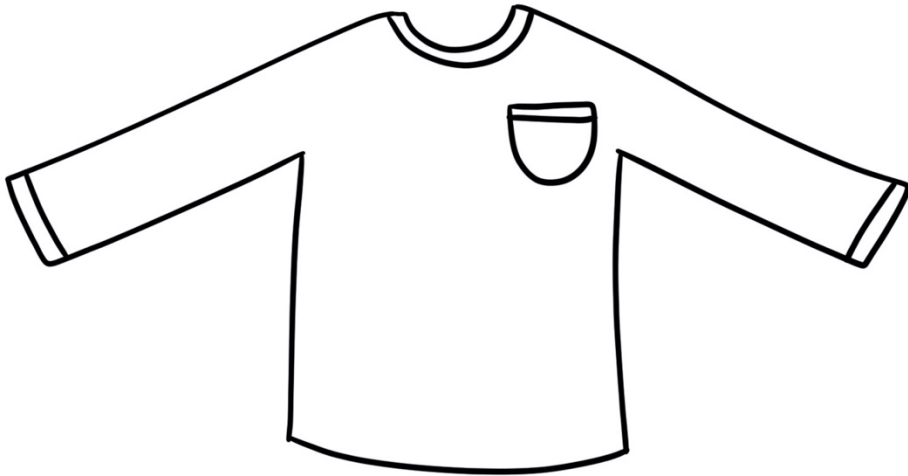
Vocabulary

Dictionary

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

Picture	Trace	Meaning
	rainforest	A large forest that is hot and gets a lot of rain, it is also very humid.
	habitat	The place that animals live, that provides shelter, food, and water.
	tropical	A place where it is hot and moist most of the year.
	humidity	Water vapor in the air but not drops of water like rain.
	canopy	The top layer of the rainforest

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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)
	rainforest	
	habitat	
	tropical	
	humidity	
	canopy	

Vocabulary Matching

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

tropical

rainforest

humidity

canopy

habitat

- A large forest that is hot and gets a lot of rain, it is also very humid.

- The place that animals live, that provides shelter, food, and water.

- A place where it is hot and moist most of the year.

- Water vapor in the air but not drops of water like rain.

- The top layer of the rainforest

Vocabulary Sentences

Choose 3 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

rainforest   habitat   tropical

humidity   canopy

Example
The canopy, or top of the rainforest was full of colorful and loud birds.

1._____
_____
_____
_____

2._____
_____
_____
_____

3._____
_____
_____
_____

Reading

All About Rainforests

Read all about rainforests. Then you are going to use this information to help you do many of the activities in the packet.

The **rainforest** is an example of a **habitat** where many unique animals live and plants grow. A rainforest is a large forest where it is warm and rainy most of the year. Rain falls in a rainforest almost every day.

Where are rainforests located?

Rainforest can be found near the equator, or the middle of the Earth's surface. This area is very warm all year long, which allows the plants in the rainforest to continue to grow. There are rainforests in Africa, Asia, Australia, Central America, and South America.

> The map shows the continents that have rainforests on them.

Rainforest Layers

The rainforest is filled with many different plants. The plants create layers throughout the forest. Each layer has unique animals and plants. The top layer is called the emergent layer. It is the top of the trees and the highest layer of the rainforest. The second layer is the **canopy**. This is where the leafy plants make like an umbrella for the rainforest animals. The third layer is the understory. This is a shady part of the rainforest where smaller plants grow and many animals live because of the shade. The last layer is the ground layer, or the bottom of the rainforest.

Top Layer

Canopy

Understory

Ground Layer
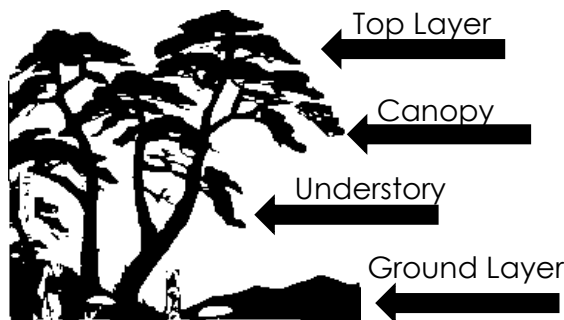
Rainforest Animals

There are millions of animals that live rainforests. Different animals live throughout the different layers of the rainforest. In all the trees all the way to the top layer live a variety of birds. Examples of birds include toucans and parrots. In the **canopy** among the trees also live monkeys and sloths. Both of these animals swing from the trees and hang from the branches. The spider monkey hangs by its tail from the branches. The sloth hangs from the tree with its four claws.

The rainforest is home to a wide variety of insects, frogs, and snakes. The rainforest is home to tree frogs. These frogs need a wet and warm habitat, which is why the rainforest is a great place for them to call home.

The ground layer of the rainforest is the home of many insects and snakes. These animals blend in with the ground to protect themselves.

Rainforest Plants

The unique **climate** of the rainforest allows many different types of plants to grow. Many of the trees and plants need a humid and wet place to grow. The **humidity** allows them to be watered on days when it doesn't rain. There are more plants that grow in the rainforest than any other place in the world.

The trees in the rainforest help to create the different layers. The top layer of the rainforest is where the tall trees grow. This way the trees are getting the sun they need. Then as the leaves group together, they create the canopy which creates the shade for other plants.

The understory gets very little light for plants to grow. This is where smaller trees and ferns grow. These plants usually have bigger leaves.

The ground layers even have plants that grow there. On the ground woody vines grow. These vines look like rope throughout the rainforest.

Rainforests are Important

The rainforest is a very unique place on Earth. There are not many rainforests but the ones that are on Earth are very important. These forests supply Earth with oxygen. Many of the plants can be used for food or medicine. With the limited number of rainforests, we as humans need to continue to protect and save them from being cut down.

Tree Frog
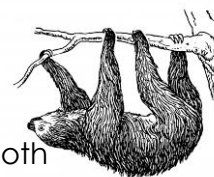
Sloth

All About Rainforests

Using text evidence from the article answer the questions and writing prompt about what you read.

Question: What does each layer of the rainforest have that makes an important part of the rainforest?

Top Layer:

_____

_____

_____

Canopy:

_____

_____

_____

_____

Understory:

_____

_____

_____

Ground Layer:

_____

_____

_____

_____
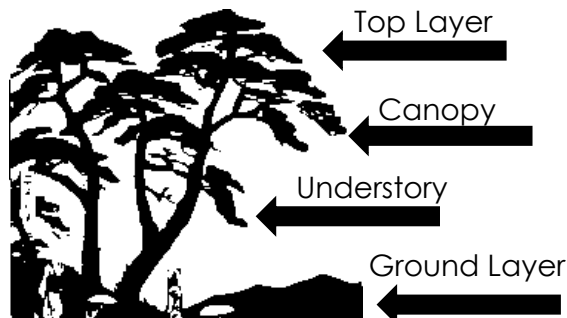
Where Are the Rainforests?

Use the article All About Rainforests to help you fill in the map about rainforests and answer the questions.

1. What is the line called that the rainforests are located near? _____

2. What type of weather does a rainforest have? _____

3. Color on the map the different places you will find a rainforest on Earth.

Equator

Animals in the Rainforest

Use the article All About Rainforests to fill in the information below about one animal that lives in the rainforest.

Animal _____

What layer does it live in? _____

In the article use a green crayon to underline the information about the animal you are writing about.

Tell about the animal

On the lines below write what you learned about the animals in the rainforest.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Draw the animal that lives in the rainforest

Writing/ Grammar

Give a Report

Using the facts from the different readings you are going to write a report about the rainforest. Then you are going to read your report to your talking buddy.

Rainforest facts

_____

_____

_____

Facts about rainforest animals

_____

_____

_____

Facts about rainforest plants

_____

_____

_____

Where are rainforests?

_____

_____

_____

Would you like to go to a rainforest? Why/or Why not?

_____

_____

_____

N ICMEE

If I traveled to rainforest…

Write a story about what you would do if you traveled to the rainforest. Answer the prompts in your story.

Writing Prompts

What did you see in the rainforest?
What did you take to the rainforest with you?
Who was with you in the rainforest?
How was the weather in the rainforest?
Did you like the rainforest?

_____
_____
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If I traveled to rainforest...

Draw a picture to go with your story about your pretend trip to the rainforest.

Interview an Explorer

Pretend you are going to interview an explorer. What questions would you ask them? Write your questions here. Then practice asking them to your talking buddy.

Question Words
Start your questions with one of the following words.

What?   How?
When?   Do?
Why?   When?

Example Question:
What is the scariest animal you saw when you were exploring in a rainforest?

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Compound Words

Use the organizer to help you learn about compound words

Examples

Snowman (snow + man)
Notebook (note + book)
Baseball (base + ball)

Draw the Word

Word: _____

Vocab words that are compound:

-**Rainforest:** A large forest that is hot and gets a lot of rain, it is also very humid. (Rain+Forest=Rainforest)

Compound Words

What is a compound word?

A compound words are when two words are put together to make a new word.

Break the compound word apart

- Rainbow _____
- Rainforest _____
- Popcorn _____

Compound Words

Match the compound word with the two words that make up that word.

rainbow •   • Pop+Corn

football •   • Rain+Bow

butterfly •   • Rain+Forest

popcorn •   • Sun+Flower

rainforest •   • Foot+ball

sunflower •   • Snow+Man

basketball •   • Pine+Apple

snowman •   • Basket+Ball

pineapple •   • Butter+Fly

Pineapple
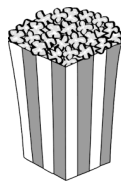
Butterfly

Popcorn

Football

Snowman

Write it in a Sentence

Choose three words from the list of compound words above. First draw a picture of that word, then use it is a sentence.

Example:

Word: rainforest

Sentence: The rainforest is full of trees and is very hot.

Picture:

Word: _____

Sentence: _____

_____

Picture:

Word: _____

Sentence: _____

_____

Picture:

Word: _____

Sentence: _____

_____

Picture:

Math

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. 9+9 =_____ j   2. 5+25= _____ h   3. 23+3 = _____ c

4. 7+7 = _____ o   5. 4+27 = _____ s   6. 22-7 = _____ d

7. 19-9= _____ m   8. 8-4 = _____ n   9. 25-5 = _____ a

10. 15-4= _____ r   11. 3+9 = _____ u   12. 9+20 = __29__ t

13. 14-1 = _____ l   14. 2+15= _____ e

I am not very commonly found! Only in some rainforest! I have an odd number of toes. I am very lazy and hang upside down. What am I?

___ ___ ___ _t_ ___
31   13   14   29   30

Graph the Animals

Count the different animals in the box and graph them on the chart.

Animal Graph

Parrots	**Frogs**	**Sloths**	**Snakes**	**Butterfly**	**Monkeys**

Graph the Animals

Now you are going to answer questions about the animal graph.

1. How many monkeys are there? _____

2. If you add the sloths and parrots together how many would you have in all.? _____

3. Which bar from the graph is the tallest? _____

4. Which bar from the graph is the shortest? _____

5. If you took away all of the butterflies how many animals would be represented in the graph? _____

6. What is the total number that you graphed? _____

Brain Break

Roll and Draw

First in the box you are going to draw a simple shape like a square or circle. Then you are going to roll to see what kind of eyes, beak, feet, tail and top your bird will have. Then you are going to add those to the shape to create your own new rainforest bird!
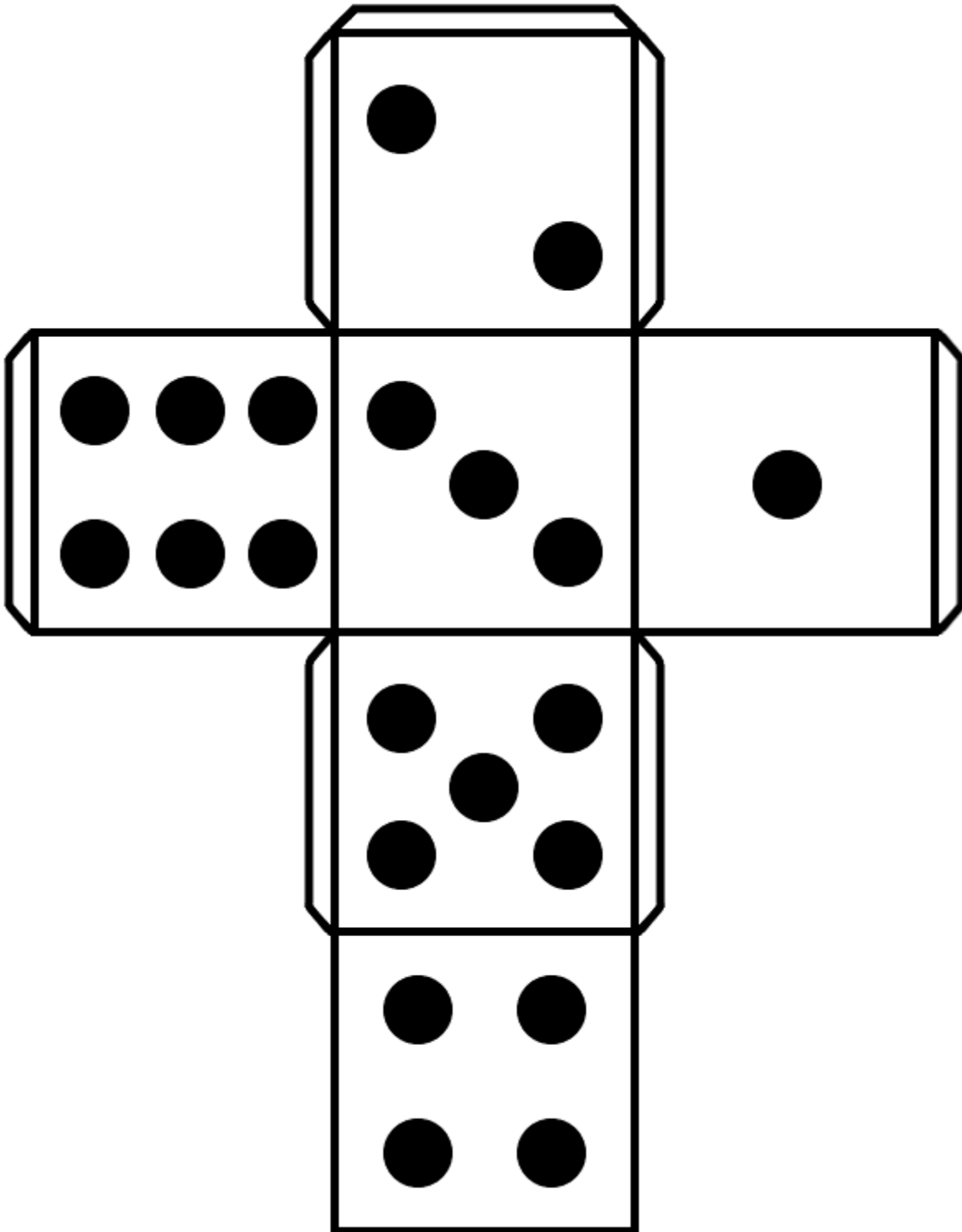
Roll and Draw

Draw your simple shape in the box. As you roll you will add those parts to your shape.
At the end you will color it and name your bird.

My Rainforest Bird: _____

Roll and Draw

Roll the dice and find out what eyes, beak, feet, tail and top your bird will have.

	Roll 1	Roll 2	Roll 3	Roll 4	Roll 5
⚀					
⚁					
⚂					
⚃					
⚄					
⚅					
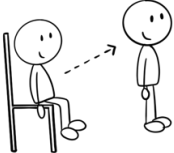
Cut this out to make a dice.
Use this dice for your "Let's Move Brain Breaks" each day.
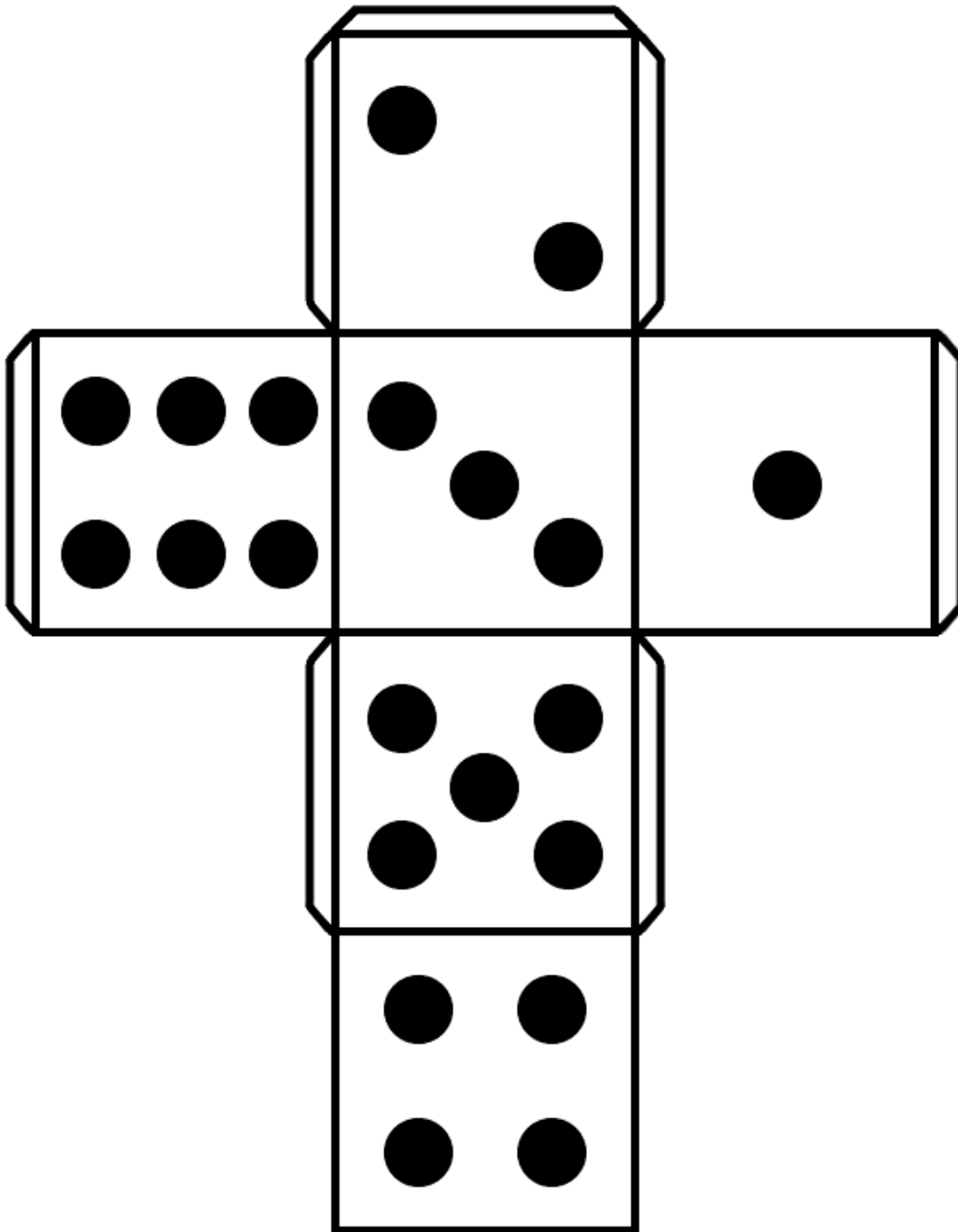
Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.
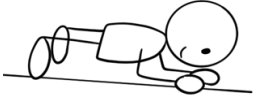
	Day 1
	10 Jumping jacks
	Touch your toes 20 times
	10 sit-ups
	Make 20 arm circles
	Run in place for 1 minute
	Sit down and stand up 10 times

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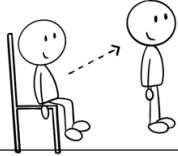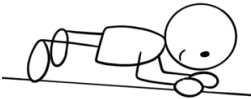
Let's Move!

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

ICMEE
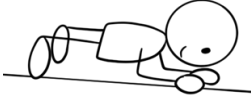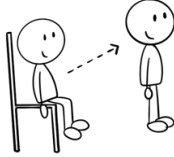
Let's Move!

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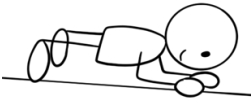
Roll a Brain Break: Roll the dice 10 times and do each movement.

	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

ICMEE

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

In this packet I learned _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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My Packet Journal

Draw a picture about what you learned in this packet:

Write about what you learned in this packet:

_____

_____

_____

_____

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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