

**K-1<sup>st</sup> grade • English Level 3**

# Learning Packet #4

**Theme: Taking Care of Self 2**



# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

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

## **Level 3 – Interdisciplinary Inquiry**

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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

## The Standards that Informed the Development of this Packet are:

### Math

CCSS.MATH.CONTENT.K.OA.A.1

Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations

CCSS.MATH.CONTENT.K.CC.A.1

Count to 100 by ones and by tens.

CCSS.MATH.CONTENT.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.MATH.CONTENT.K.CC.B.4.A

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCSS.MATH.CONTENT.K.CC.B.4.B

Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CCSS.MATH.CONTENT.1.NBT.B.2.A

10 can be thought of as a bundle of ten ones — called a "ten."

CCSS.MATH.CONTENT.K.OA.A.5

Fluently add and subtract within 5.

CCSS.MATH.CONTENT.1.OA.C.5

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

CCSS.MATH.CONTENT.1.NBT.B.2.C

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CCSS.MATH.CONTENT.1.MD.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

### ELA

CCSS.ELA-LITERACY.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

Decode regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.1.3.C

Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-LITERACY.RF.1.3.E

Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS.ELA-LITERACY.RF.1.3.F

Read words with inflectional endings.

CCSS.ELA-LITERACY.RF.1.3.G

Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.1.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.1.4.B

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.8

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.



CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs.

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

CCSS.ELA-LITERACY.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*

CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

CCSS.ELA-LITERACY.L.K.2.C

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

CCSS.ELA-LITERACY.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CCSS.ELA-LITERACY.L.1.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.1.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

**P.E.**

PE.K.1.1.a Hops, gallops, jogs, runs, walks, slides, skips, and leaps while maintaining balance. (E) PE.K.1.1.b Jumps vertically and lands with balance. (E)

PE.K.1.2.c Rolls sideways in a narrow body shape.(E) PE.K.1.2.d Curls and stretches the body and/or parts of the body. (E)

PE.K.3.1.a Identifies active play opportunities outside of physical education class. (E)

PE.1.1.1.a Hops, gallops, side slides, and walks in a mature pattern. (M)

PE.1.1.2.c Rolls with either a narrow or curled body shape. (E) PE.1.1.2.d Curls, stretches, twists, and bends the body and/or parts of the body. (E)

**K-1<sup>st</sup> grade • English Level 3**

# Learning Packet #4

**Theme: Taking Care of Self 2**



# International Consortium for Multilingual Excellence in Education



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

Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.
- Reading and writing. Students will read to learn more about how to take care of themselves. They will learn new vocabulary words, and practice using describing words. They will write lists, opinions and write the steps to their bedtime routine.
- Math. Students will practice telling time to the hour, practice counting by tens, and practice addition skills .
- Cross Curricular. Students will take part in movement, drawings, and creating new things. They will draw their favorite foods, draw foods to pack for lunch and draw a balanced meal. They will go on scavenger hunts to find things around them and sort foods into groups.

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 **Vickie Neilly**  
in collaboration with Tricia Gray and Alexa Yunes.

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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.

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 ICMEE is housed within:



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trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma o idiomas que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Extensiones del paquete:** Algunas actividades tienen extensiones que hemos incluido para que, si el estudiante encuentra fácil una actividad, pueda completar la extensión en lugar de la actividad o adicionalmente.
- **Lectura y Escritura:** Los estudiantes leerán para aprender más sobre cómo cuidarse a sí mismos. Aprenderán nuevas palabras de vocabulario y practicarán el uso de palabras descriptivas. Escribirán listas, opiniones y los pasos que incluyen en su rutina para irse a dormir.
- **Matemáticas.** Los estudiantes practicarán decir la hora, practicarán el conteo de diez en diez y practicarán las habilidades de suma.
- **Contenido extra-curricular.** Los estudiantes participarán en movimientos, dibujos y creación de cosas nuevas. Dibujarán sus comidas favoritas, dibujarán alimentos para empacar para el almuerzo y elaborarán una comida equilibrada. Realizarán búsquedas del tesoro para encontrar cosas a su alrededor y clasificar los alimentos en grupos.

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

ICMEE is housed within:





# My Plan for the Week

## Taking Care of Myself 2

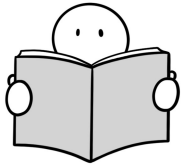
Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> <li>• Vocabulary trace</li> <li>• Label My Buddy</li> <li>• Let's Move</li> <li>• Count by 10s</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Passage</li> <li>• Mix It Fix It</li> <li>• Make a List</li> <li>• Label My Buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Time For Bed</li> <li>• Write Your Bedtime Routine</li> <li>• Food Sort</li> <li>• Let's Draw</li> </ul>	<ul style="list-style-type: none"> <li>• Window or Walk</li> <li>• What's in My Lunchbox</li> <li>• Let's Draw: Favorite Food</li> <li>• Addition</li> </ul>	<ul style="list-style-type: none"> <li>• Describing Words</li> <li>• Draw a Balanced Meal</li> <li>• Would You Rather Writing</li> <li>• Journal</li> <li>• Dictionary</li> </ul>



## Instructions Key



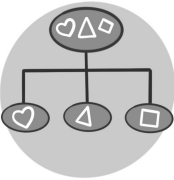
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



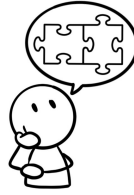
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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



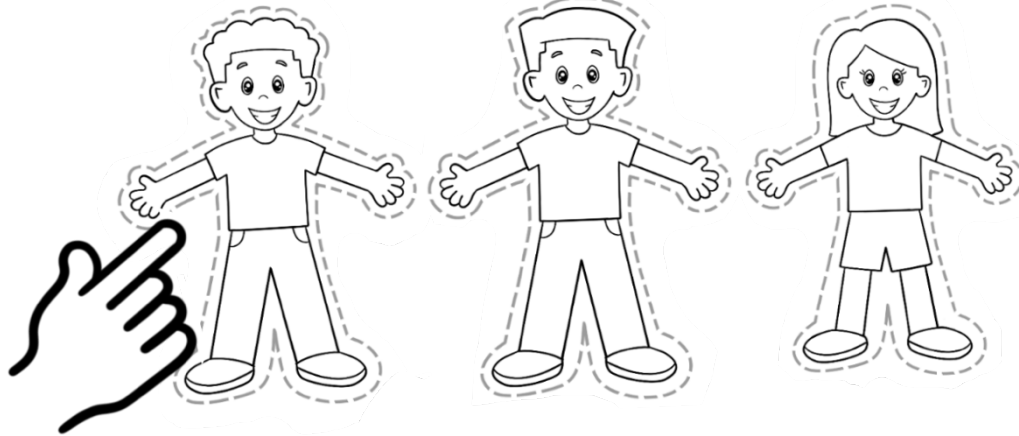
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



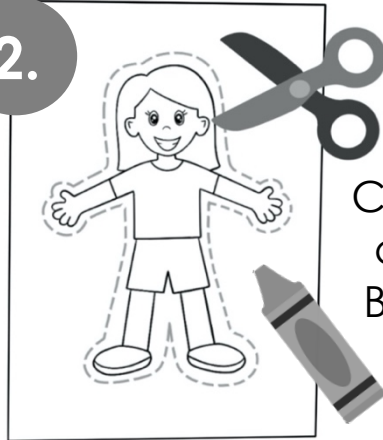
# Day 1

# My Buddy

1. Choose a Buddy

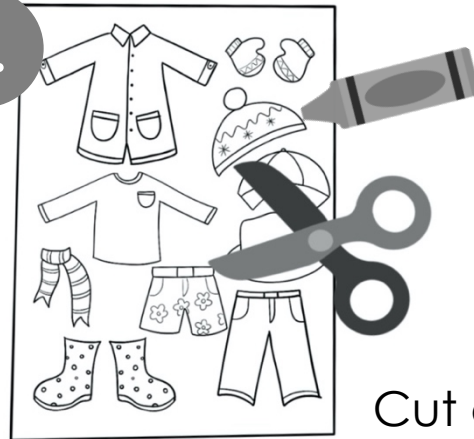


2.



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

3.

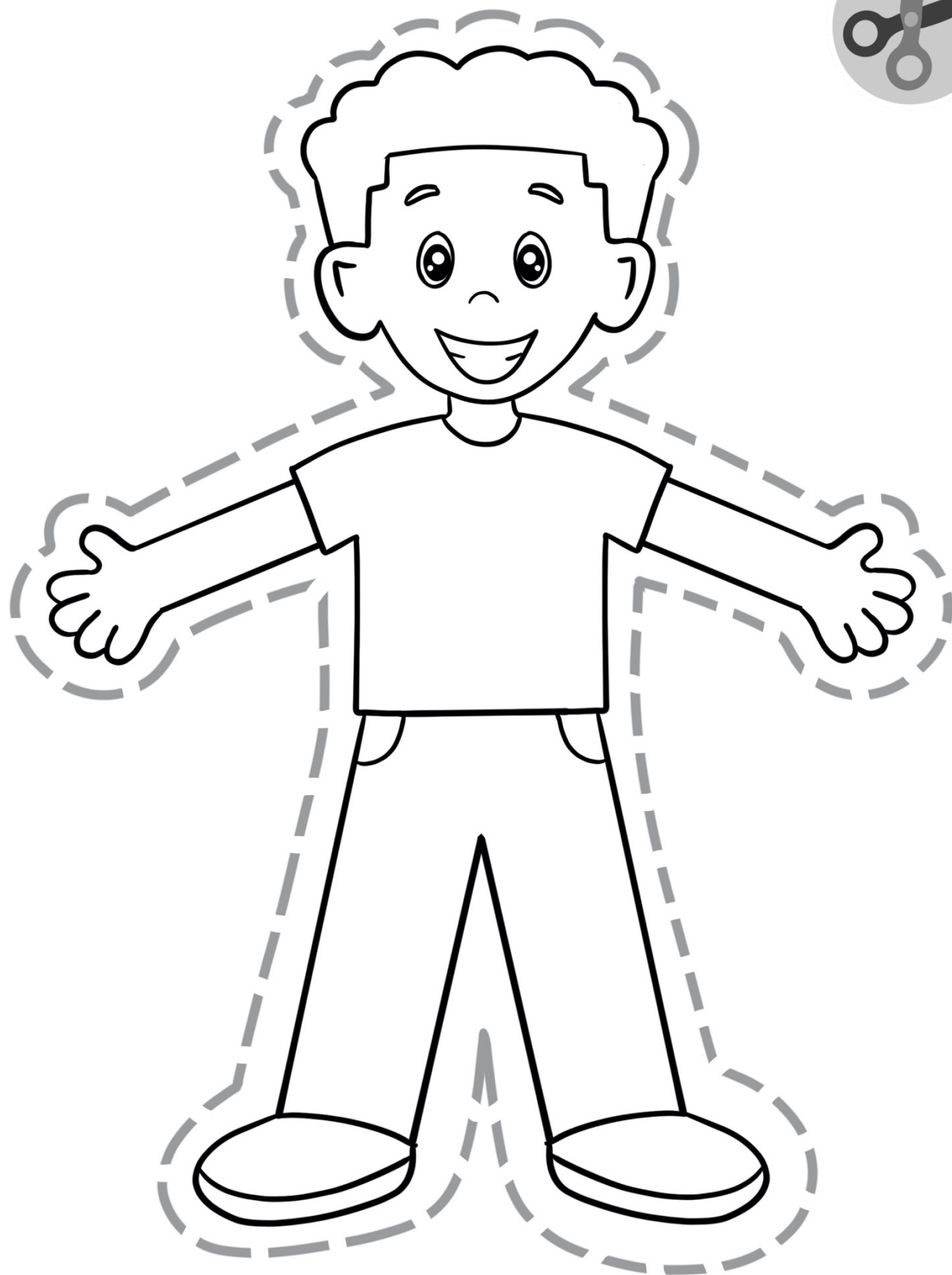


Cut out and color the accessories

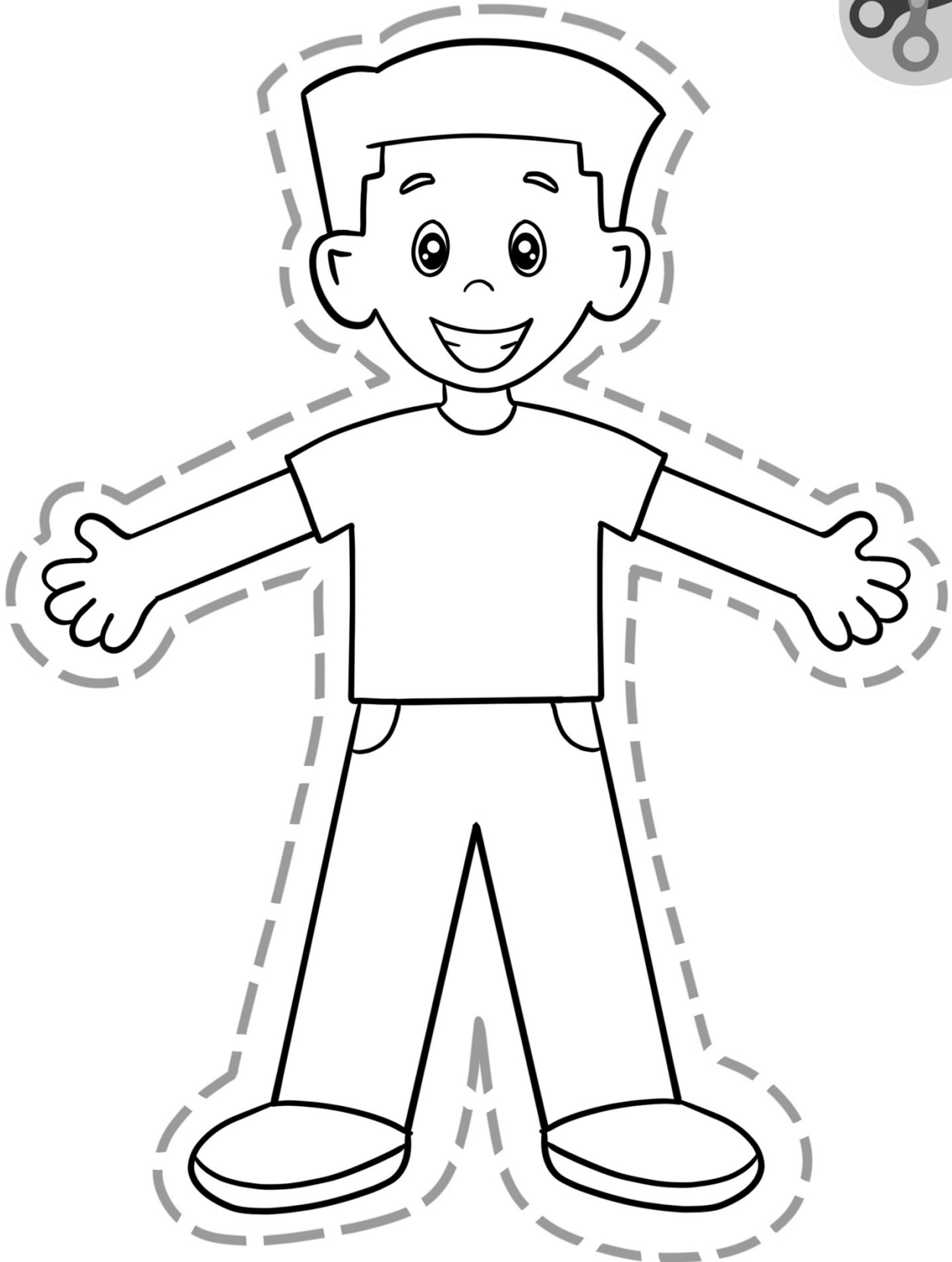
4.

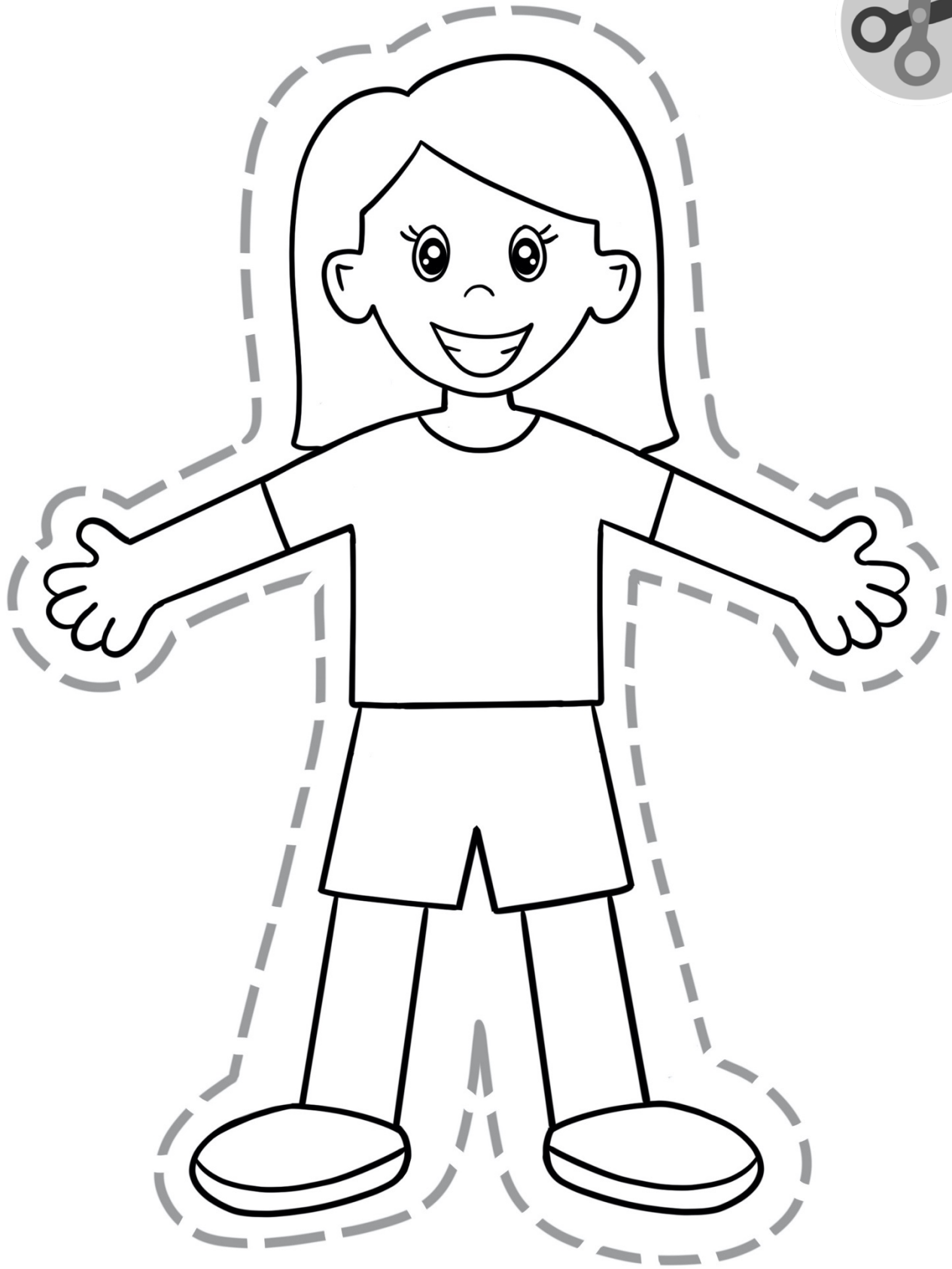


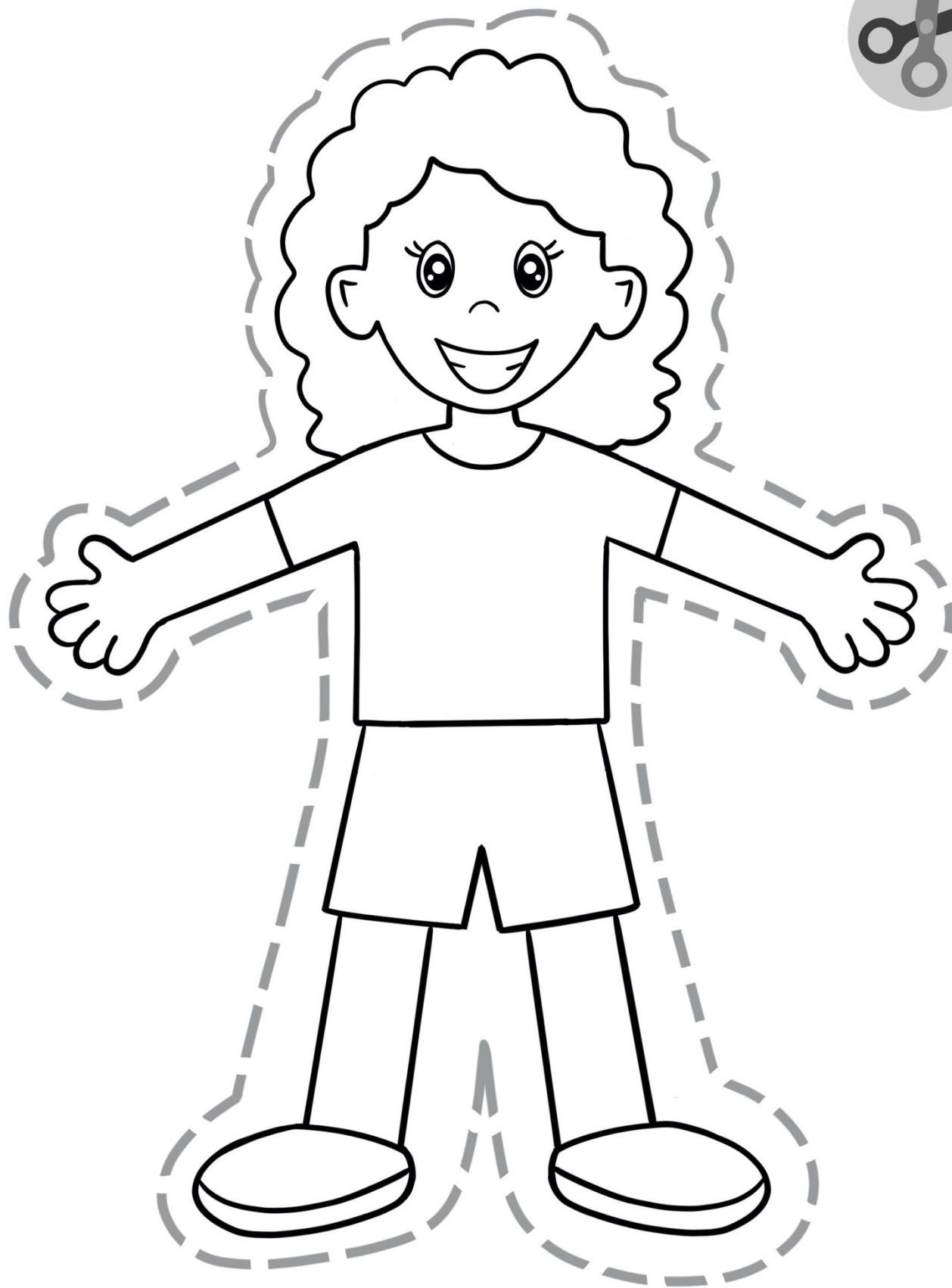
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

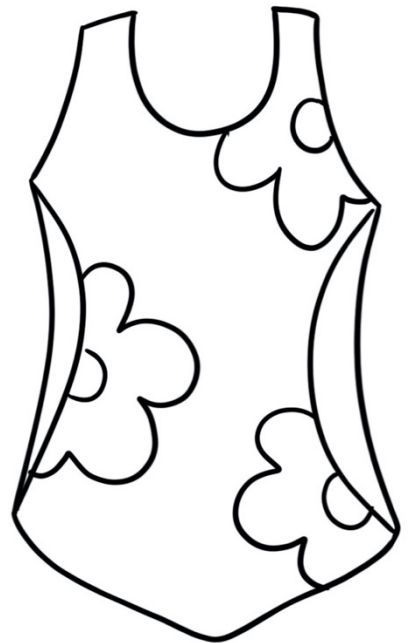
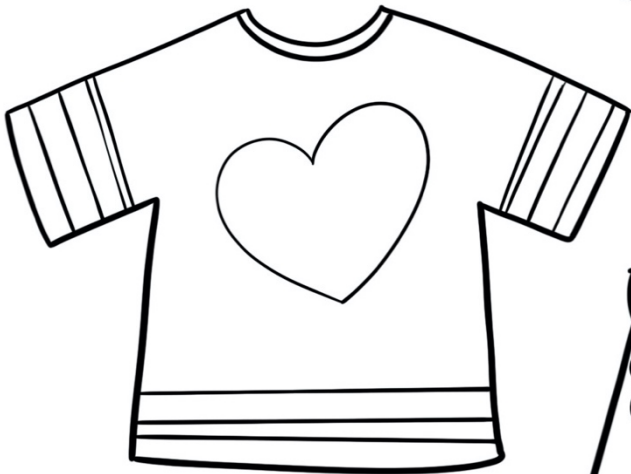
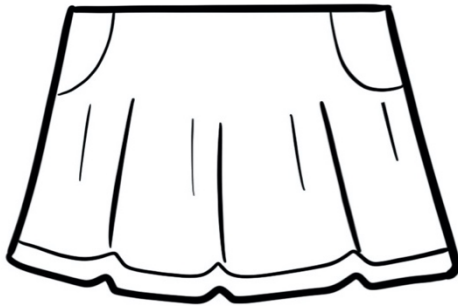
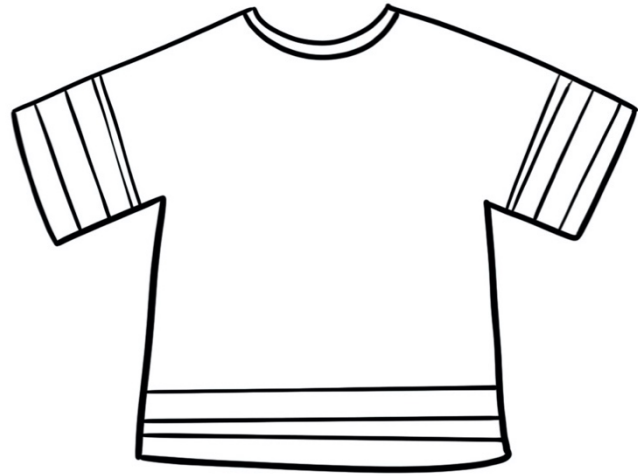
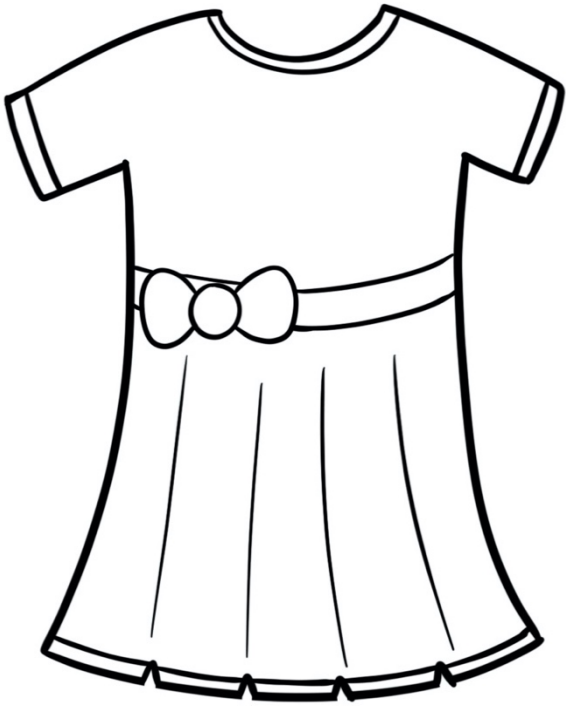


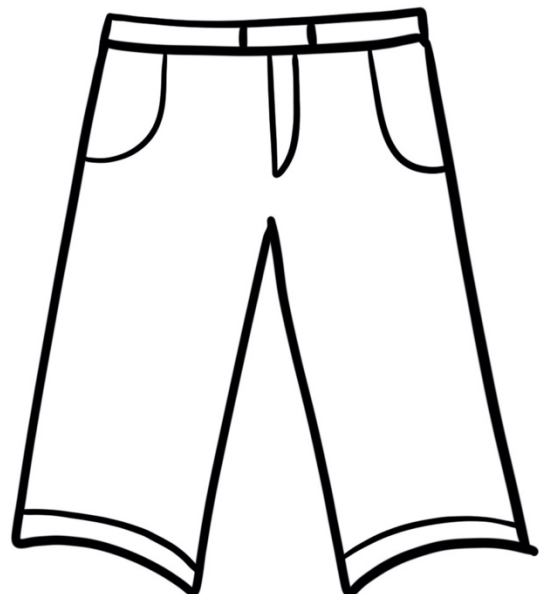
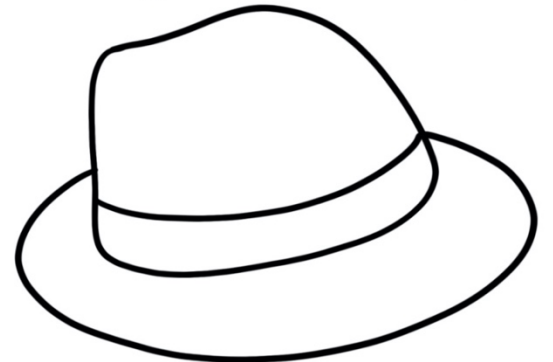
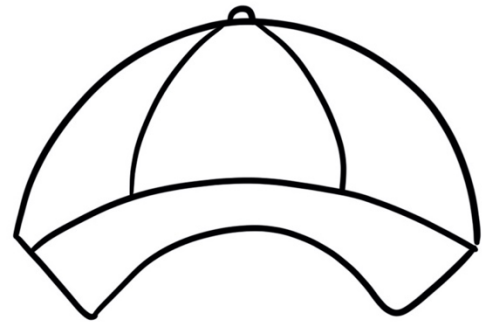
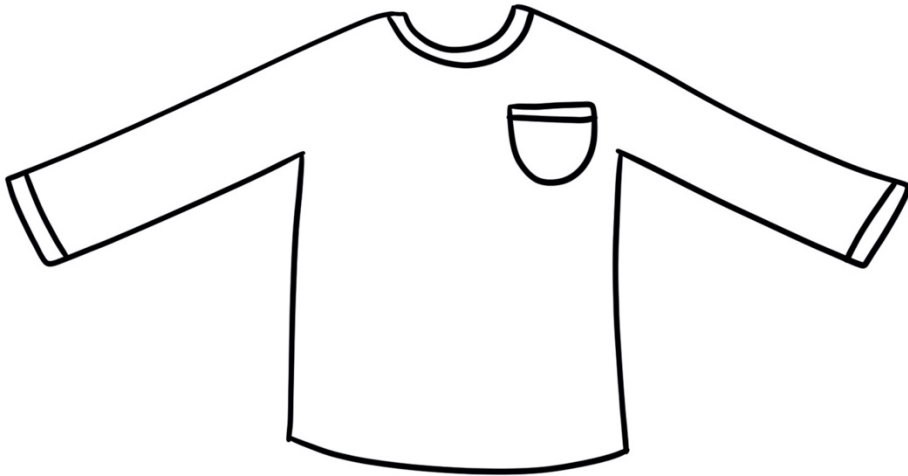
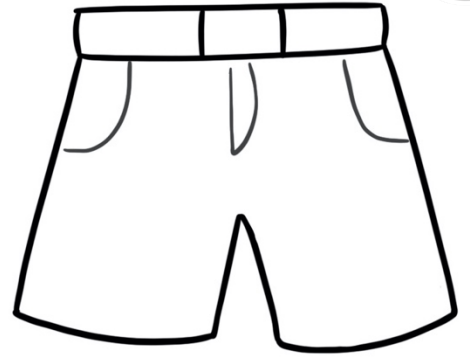


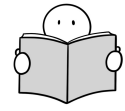












# Vocabulary

Trace the vocabulary words.

Physical activity means moving your body. That can be exercising or playing for kids.



Sleep is when our bodies are at rest and our eyes are closed.



A bedtime routine is the steps you take before sleeping each night.



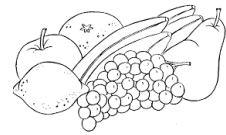


The **food groups** are the ways kids of foods are sorted into.

There are 5 main groups.



**Fruits** are a kind of food that grows on a plant or tree. Fruits have seeds.



**Vegetables** are plants or parts of a plant that are used as food, but plants that are not fruits or seeds.



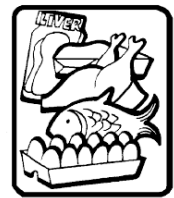
Foods in the **dairy** group are foods that are made with milk.



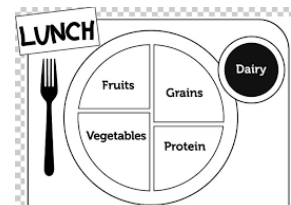
Grains are small, hard seeds that can be used to make foods .



Foods that have protein, like meat and beans, help your body work and help build muscles.



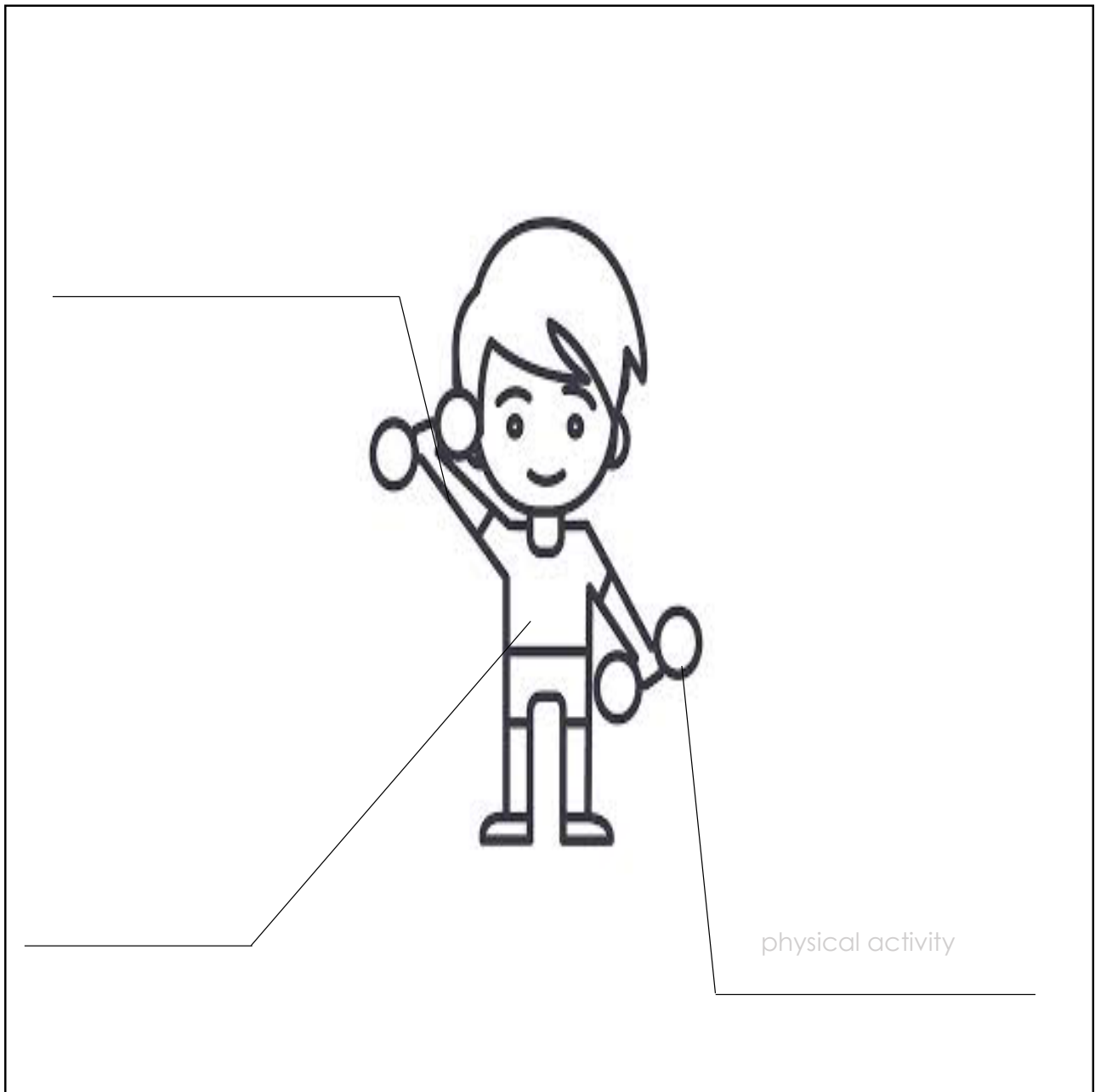
A balanced meal has the right amount of food from each of the food groups.



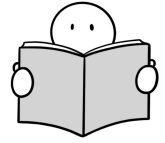
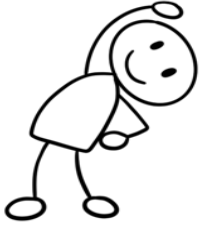
# Label My Buddy



Write the words for the box below on the lines. The first one is done for you.



muscles    physical activity    healthy body



# Let's Move!

Grab your Buddy and get ready to move your body!

Physical activity is any way you move your body. Move your body and you buddy in these ways:

- Jump up and down and flap your arms like a bird



- Hop on one foot 10 times, then switch to the other foot and hop 10 more times



- Skip in a circle



- Bend down and touch your toes 5 times

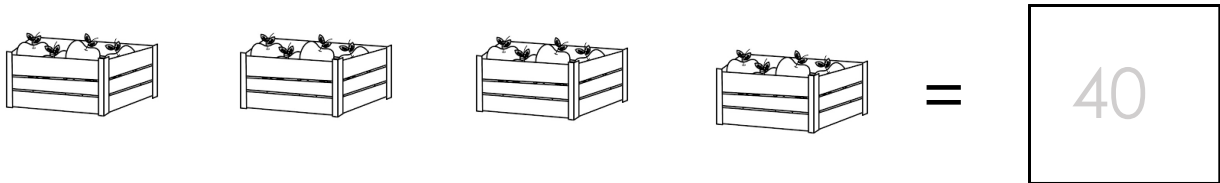


Tell your Buddy your favorite way to move.



# Counting by 10s

Count the fruits. Each box has 10 in it. Count by tens to find out how many.

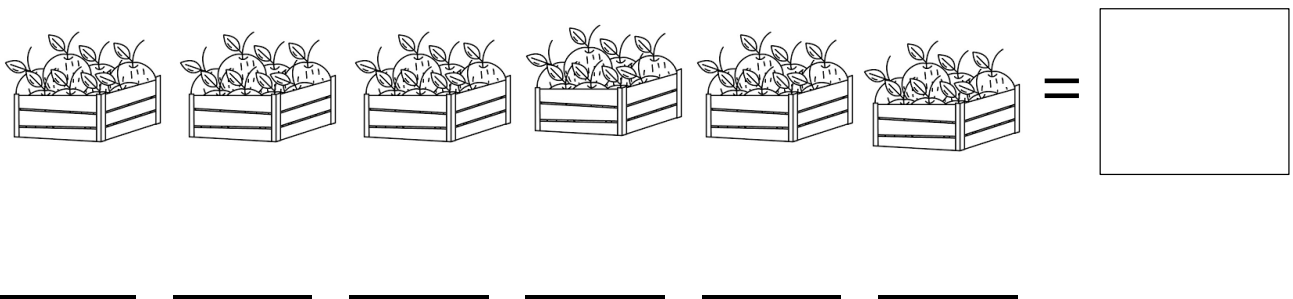
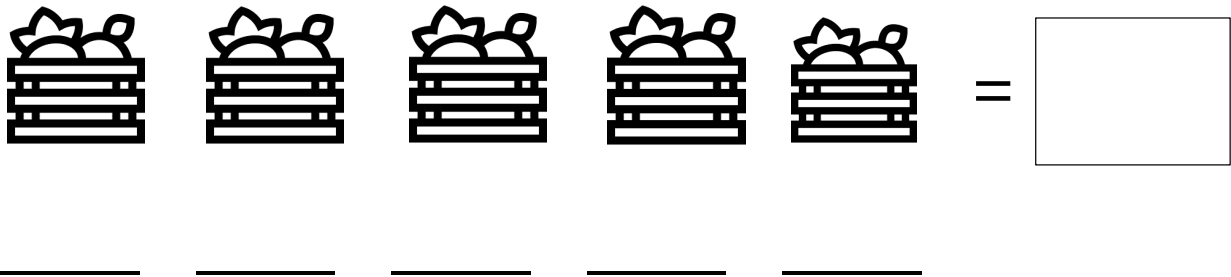


10

20

30

40





# Day 2





# Taking Care of Me

Read the sentences then fill in the blanks.

It is important to stay healthy. Part of staying healthy is getting good sleep.



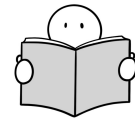
Sleep is when our bodies are at rest.

At night, what you do before bed is your bedtime routine.



Having a snack, taking a bath, and brushing your teeth can be part of your bedtime routine. Reading a book with someone is a great thing to do before you go to sleep. Lay down and cover up! Good night.

1. Sleep is when our bodies are at \_\_\_\_\_.
2. What you do before \_\_\_\_\_ is your bedtime routine.
3. Reading a \_\_\_\_\_ with someone is a great thing to do before you go to sleep.



# Mix It Fix It

Directions: Cut the sentences apart and put the words in the right order. Can you make other sentences?

Example:

In	are	fruit	group.	Apples	the
----	-----	-------	--------	--------	-----

Apples	are	in	the	fruit	group.
--------	-----	----	-----	-------	--------

Your Turn:



activity	our	helps	bodies	keep	healthy.	Physical
----------	-----	-------	--------	------	----------	----------

you	sleep.	routine	Having	can	a	help	bedtime
-----	--------	---------	--------	-----	---	------	---------



Getting	helps	stay	enough	healthy.	you	sleep
---------	-------	------	--------	----------	-----	-------



each	Eat	from	of	groups.	the	foods	food
------	-----	------	----	---------	-----	-------	------

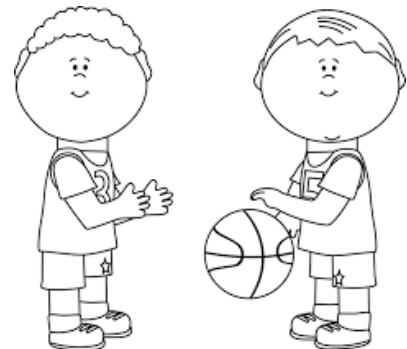




# Make a List

Write or draw a list of ways to get physical activity. Tell a grown up what is on your list. The first one is done for you.

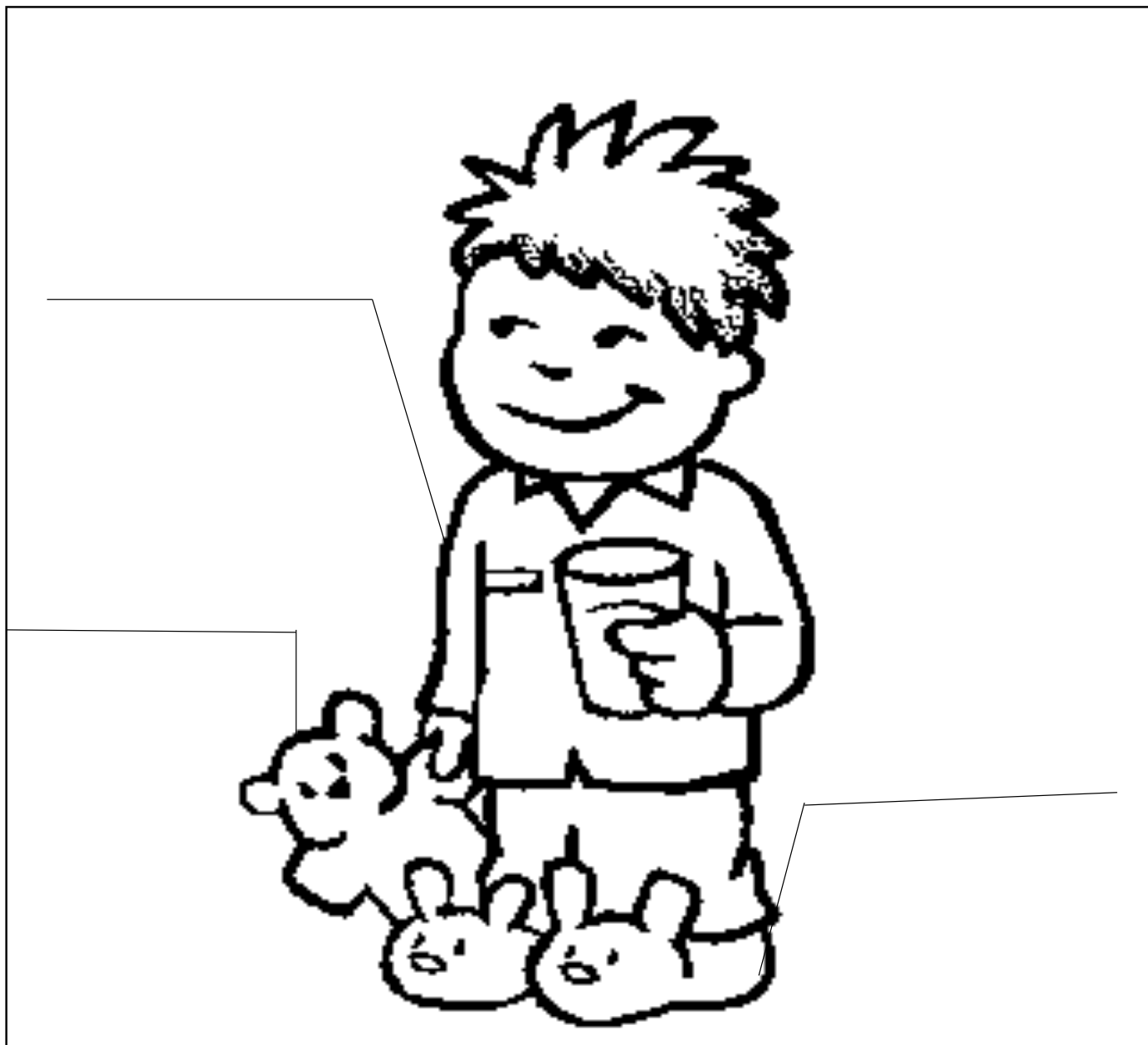
- Play basketball





# Label My Buddy

Use the words in the box below. Write the words on the lines.



pajamas

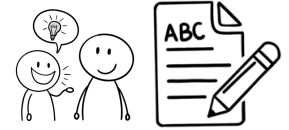
stuffed animal

slippers



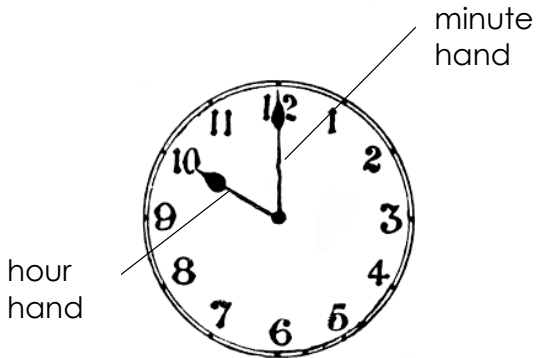
# Day 3

# Time for Bed



Practice reading the clocks. Write the time. The first one is done for you.  
What time do you go to bed? Tell a grown up.

The long hand points to the hour, (10:\_) The short hand points to the minute.(\_:00)



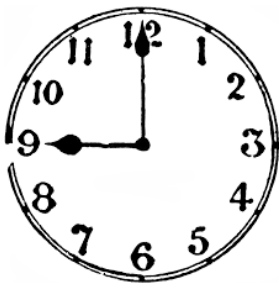
10:00



:



:



:



:



:



# Bedtime Routine

Write your bedtime routine. What do you do each night before going to sleep?  
Tell a grown up what you wrote.

Examples, brush your teeth



read a book



hug your mom

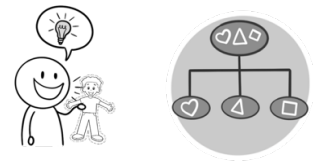


First,


Next,






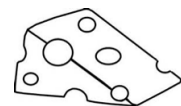


Last,

# Let's Sort



Sort the food into the food groups. You can cut them out or draw lines to match. An example is done for you.

<b>Dairy</b> Examples: Milk, cheese, yogurt, ice cream	<b>Protein</b> Examples: meat, eggs, beans	<b>Vegetables</b> Examples: carrots, peas, cabbage, lettuce, corn
	 eggs	

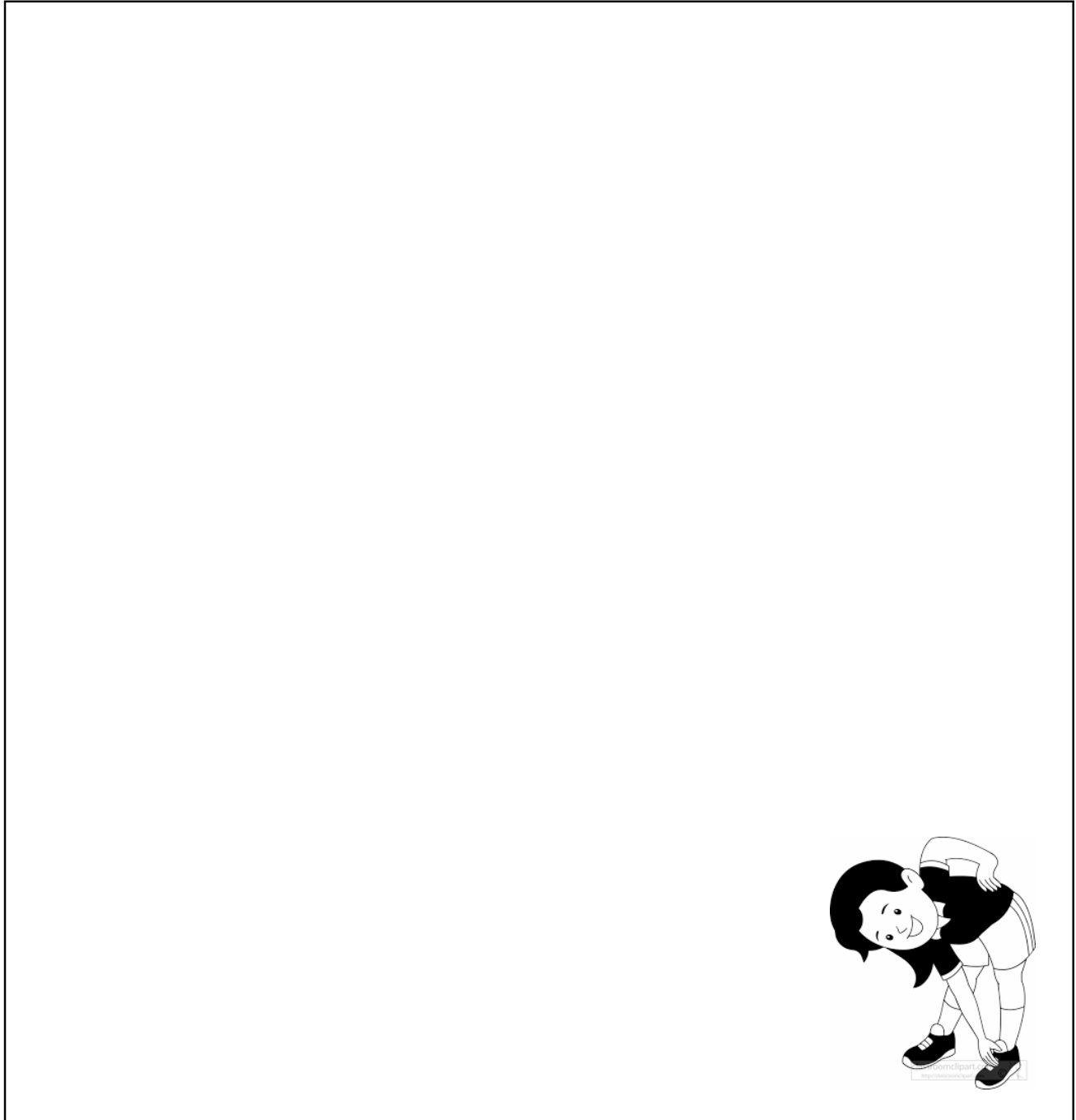
 milk	 carrots	 chicken	 broccoli
 cabbage	 cheese	 eggs	 yogurt





# Let's Draw

Draw a picture of yourself doing something to keep yourself healthy. Tell an adult what you will do.





# Day 4



# Window or Walk

Go for a walk with a grown up or look out your window!

Look for physical activity like:

○ Someone running



○ Someone riding a bike



○ Someone walking



○ Someone playing soccer



○ Someone playing basketball



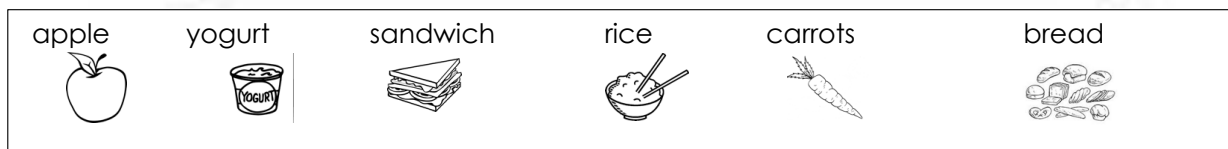
On my walk I saw \_\_\_\_\_

\_\_\_\_\_.



# What's in My Lunchbox?

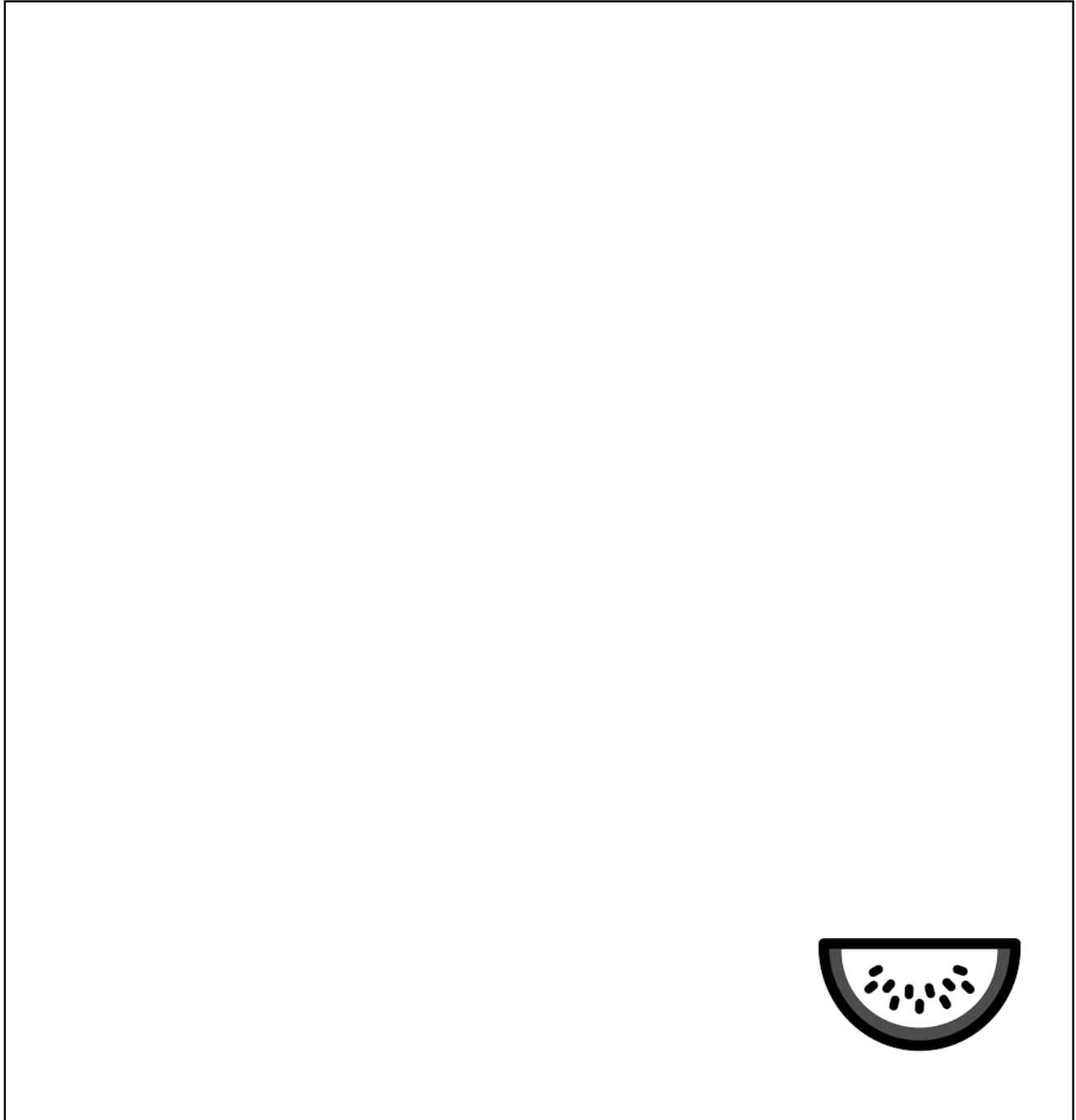
Write or draw a balanced meal that you could pack in a lunchbox. Remember to have food from each group. Tell a grown up what you pack. Use the pictures below to help you.





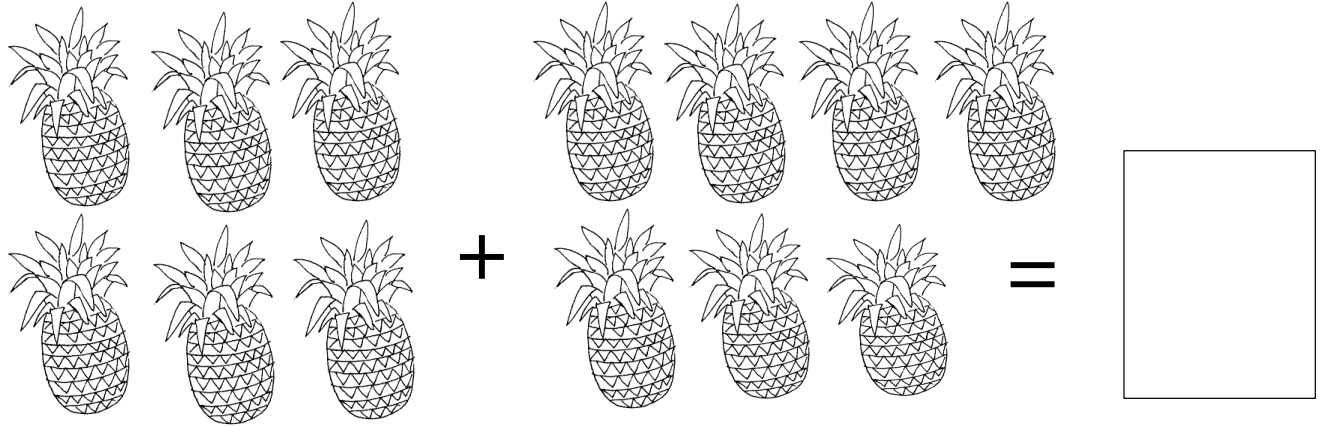
# Let's Draw

Draw a picture of your favorite food. Tell an adult what you drew.

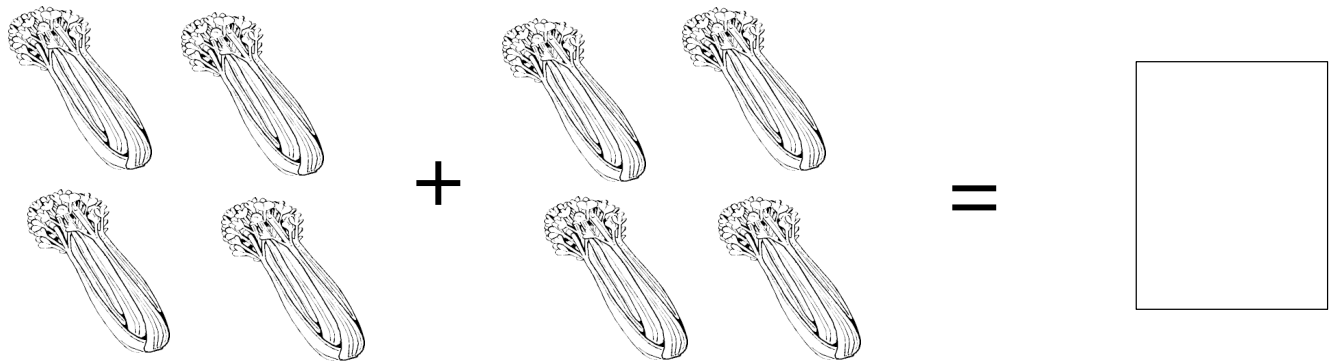


# Food Addition

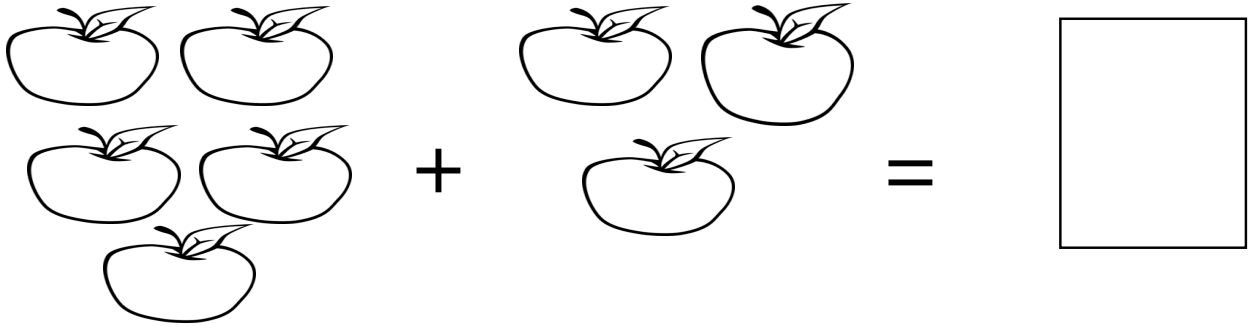
Count the healthy foods to add. Write equations to match.



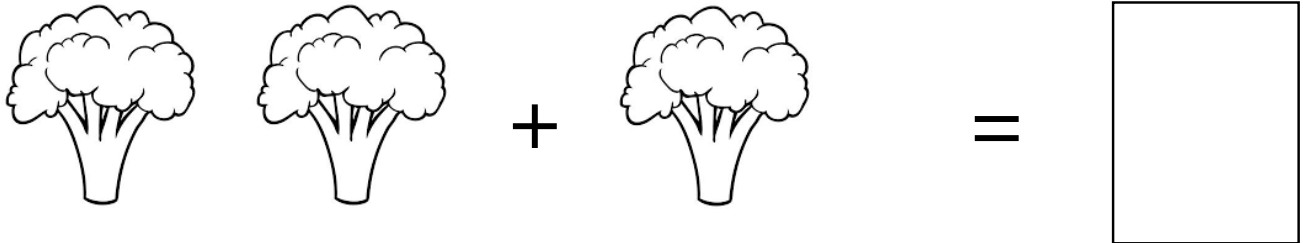
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

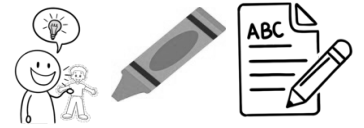


$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



# Day 5





# Describing Words

Come up with words to describe how each food looks. Write the words on the lines. Use your 5 senses to help you. Try color words, size words, shape words and more.  
The first one is done for you.



tomato



red

---

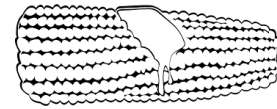
small

---

smooth

---

corn on the cob

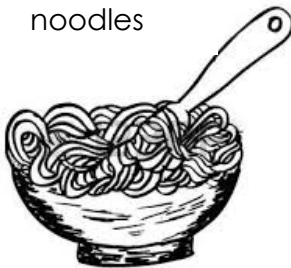


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noodles



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Ice cream



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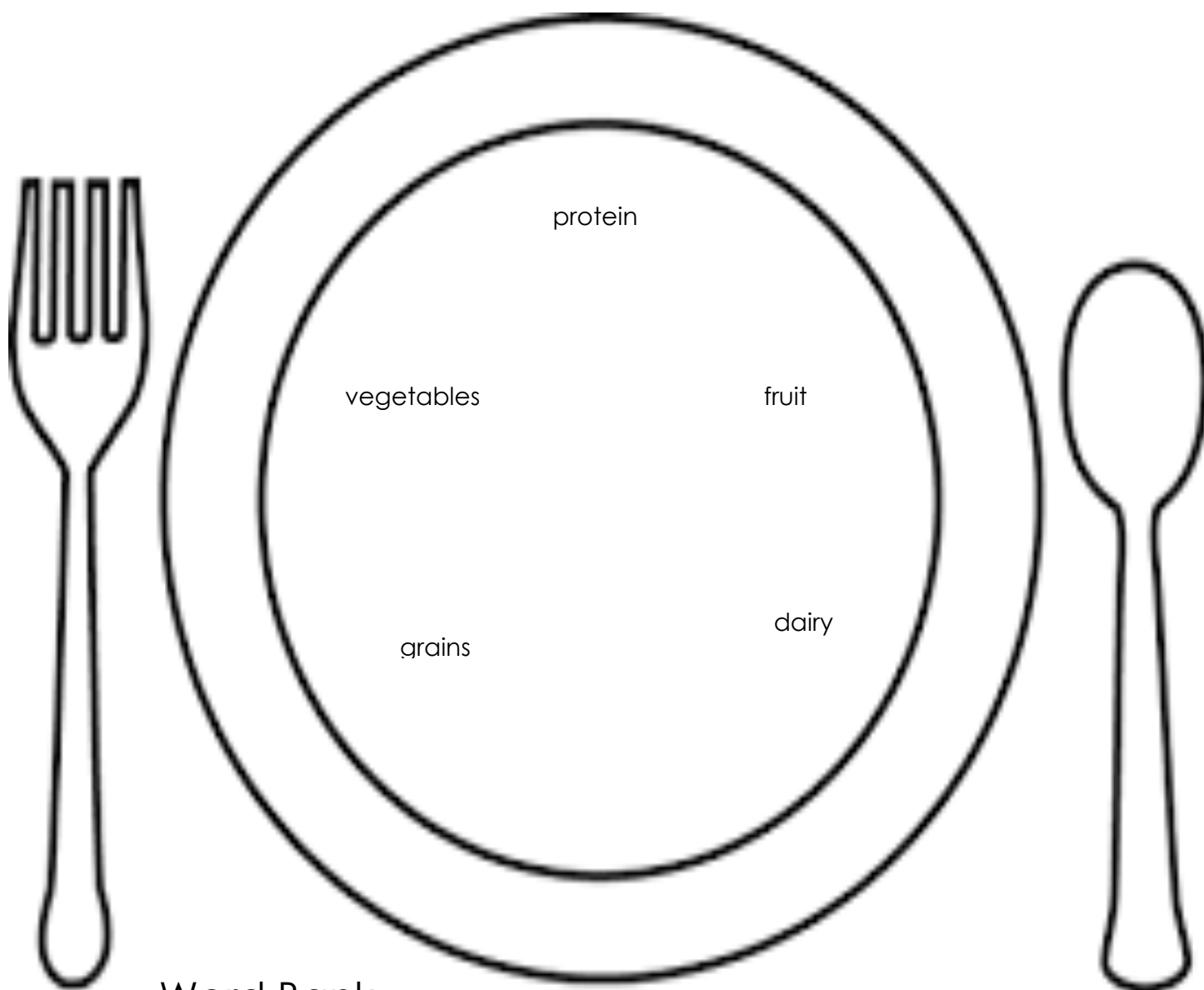
---

Tell your Buddy what you wrote.



# Make a Balanced Meal

Draw a food from each food group to make a balanced meal. Use the words in the Word Bank to help you.



## Word Bank

apples

carrots

bread

milk

chicken

beans

tortillas

corn

cheese

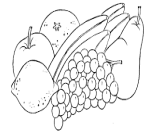
fish



# Would You Rather...



Would you rather eat only FRUITS or only VEGETABLES? Why?



Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).



# My Journal









Write and draw about something you learned about taking care of yourself.



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.


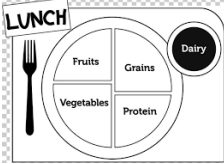
# Dictionary

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

Picture	Trace	Home Language(s)
	<p>physical activity</p>	
	<p>sleep</p>	
	<p>bedtime routine</p>	
	<p>food groups</p>	
	<p>fruits</p>	
	<p>vegetables</p>	
	<p>dairy</p>	
	<p>grains</p>	

# Dictionary

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

Picture	Trace	Home Language(s)
	protein	
	balanced meal	





## My Packet Journal

Draw a picture about what you learned in this packet:

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

Write about what you learned in this packet:

Four horizontal lines provided for a student to write about what they learned in the packet.

ICMEE is housed within:







## Reference Sheet

### LENGTH

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

### CAPACITY AND VOLUME

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

### MASS AND WEIGHT

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

### TIME

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



ICMEE is housed within:

