

K – 1st grade • English Level 3

Learning Packet #5

Theme: Cycles



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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



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

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.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.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RF.K.3.C

Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

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.K.5.B

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

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.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)

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August 15th, 2020

Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. 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 learn new vocabulary words and use reading skills to learn more about animal life cycles. They will practice nouns and verbs. They have the opportunity to write in many ways, including what they think will hatch from a mystery egg!
- Math. Students will have many opportunities to deepen their understanding of patterns and cycles. They will solve word problems and write equations.
- Cross Curricular. Students will take part in lots of fun animal themed movement, drawings, and creating new things. They will go on scavenger hunts and walks to find things around them. They will learn about different animals' life cycles.

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 **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 Kinder 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.
- **Leyendo y escribiendo.** Los estudiantes aprenderán nuevas palabras de vocabulario y usarán sus habilidades de lectura para aprender más sobre el ciclo de vida de los animales. Practicarán sustantivos y verbos. Tendrán la oportunidad de escribir de muchas maneras, ¡incluso lo que creen que saldrá de un huevo misterioso!
- **Matemáticas.** Los estudiantes tendrán muchas oportunidades para profundizar su comprensión de patrones y ciclos. Resolverán problemas verbales y escribirán ecuaciones.
- **Actividades multidisciplinarias.** Los estudiantes participarán en muchos movimientos divertidos con temas de animales, dibujos y en la creación de cosas nuevas. Realizarán búsquedas del tesoro y caminatas para encontrar cosas a su alrededor. Aprenderán sobre los diferentes ciclos de vida de los animales.

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

Sinceramente,

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

ICMEE is housed within:





Share your learning!

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

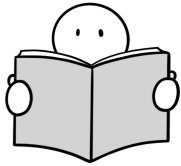
We'd love to see what you've done with this packet!



Instructions Key



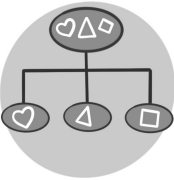
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



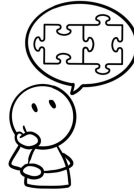
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

Cycles

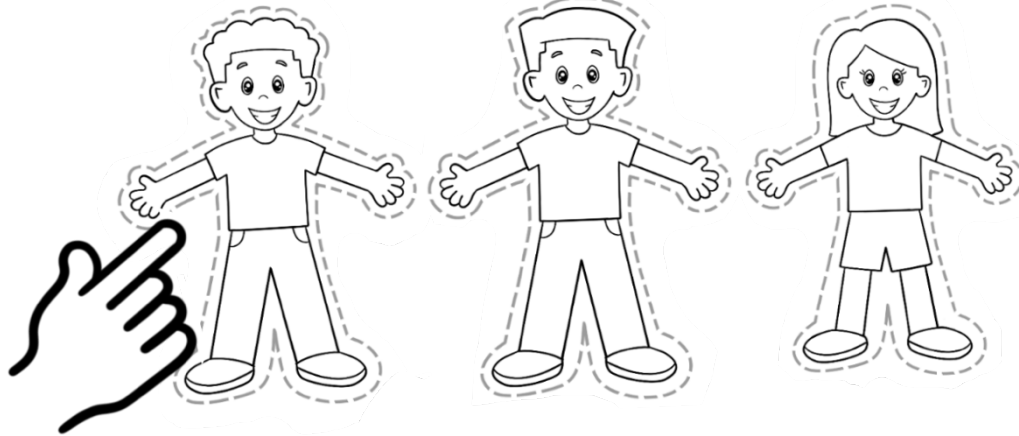
<ul style="list-style-type: none">• Vocabulary trace• Label My Buddy• Let's Move• Life Cycle Patterns	<ul style="list-style-type: none">• Reading Passage• Animal Actions• Mix It Fix It• Let's Sort	<ul style="list-style-type: none">• Let's Draw• Math Word Problems• Let's Compare• Scavenger Hunt	<ul style="list-style-type: none">• Mystery Egg Writing• Let's Match• Move with Your Buddy• Would You Rather Writing	<ul style="list-style-type: none">• Window or Walk• Journal• Let's Create• Nouns and Verbs• Dictionary
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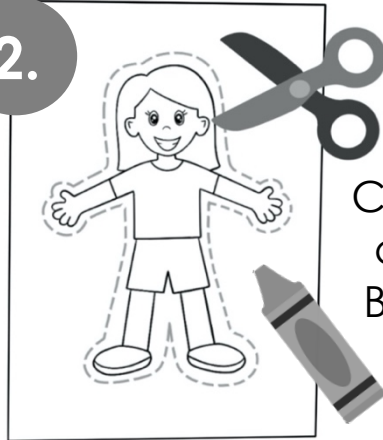
Day 1

My Buddy

1. Choose a Buddy

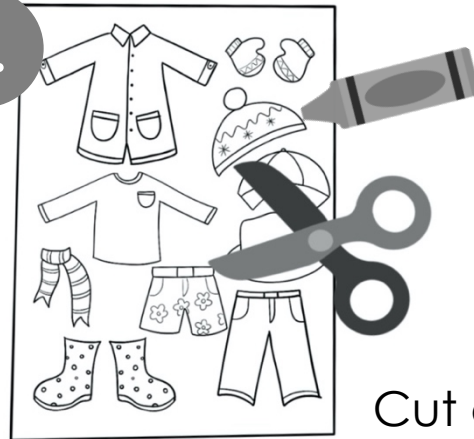


2.



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

3.

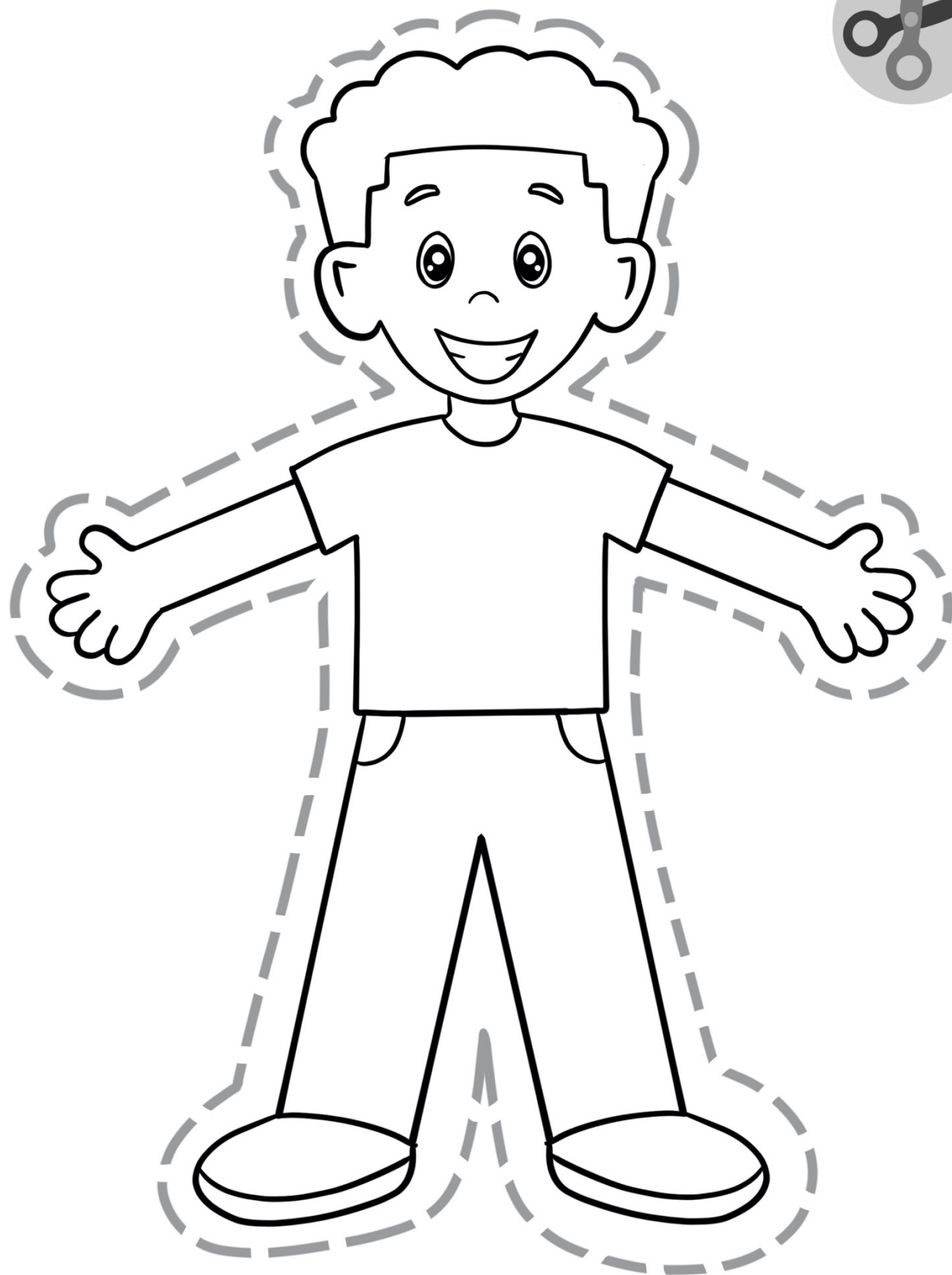


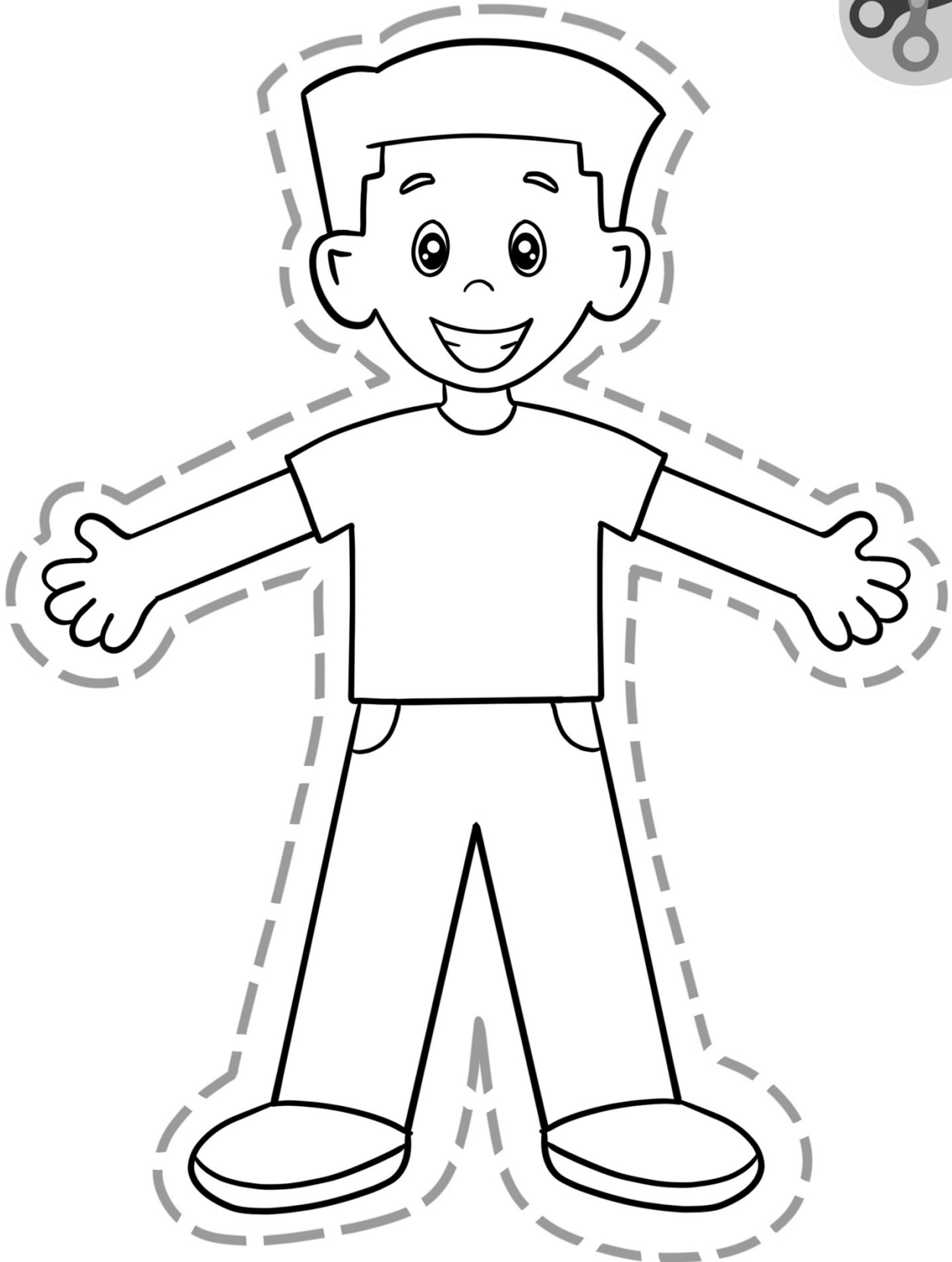
Cut out and color the accessories

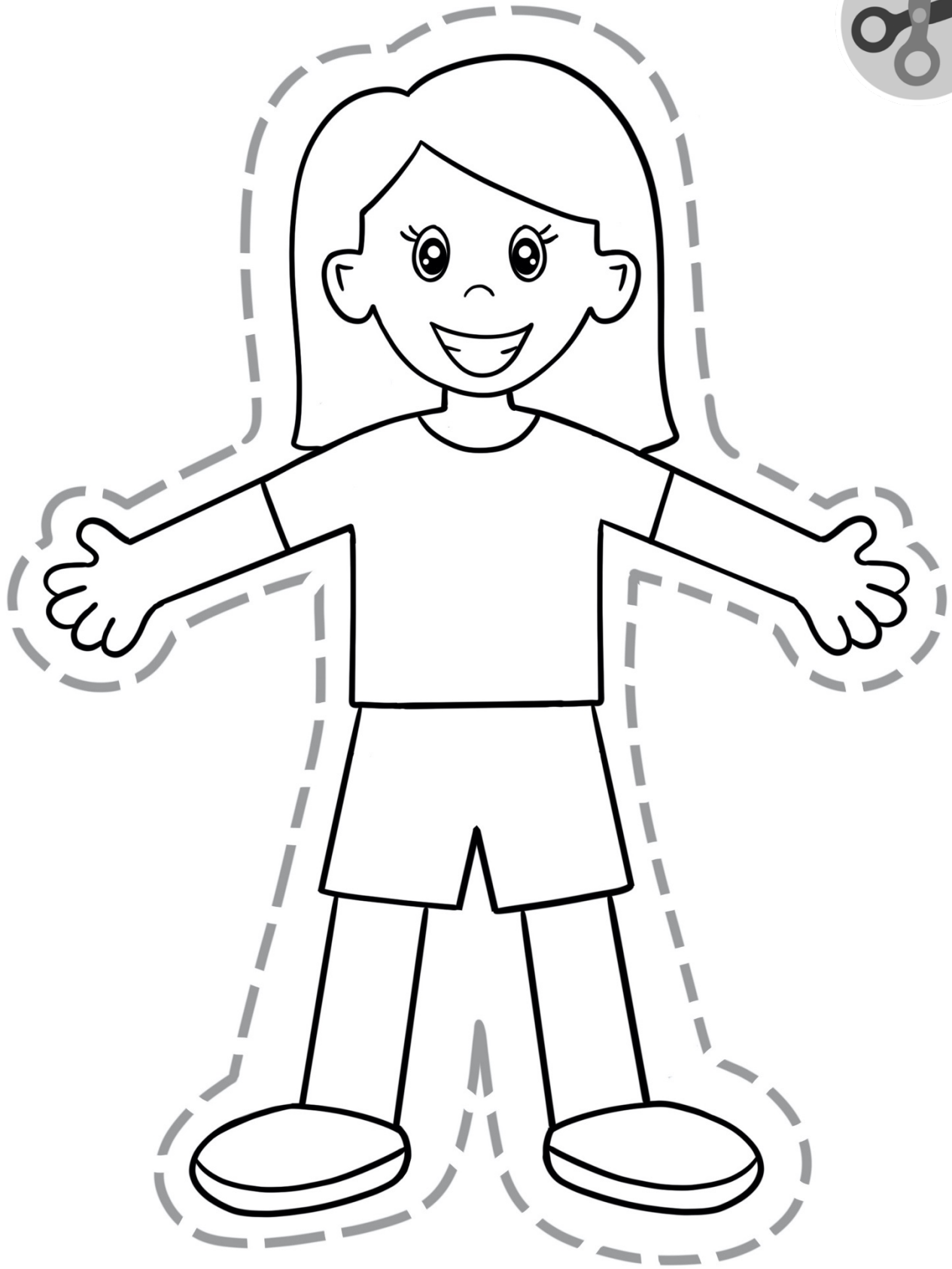
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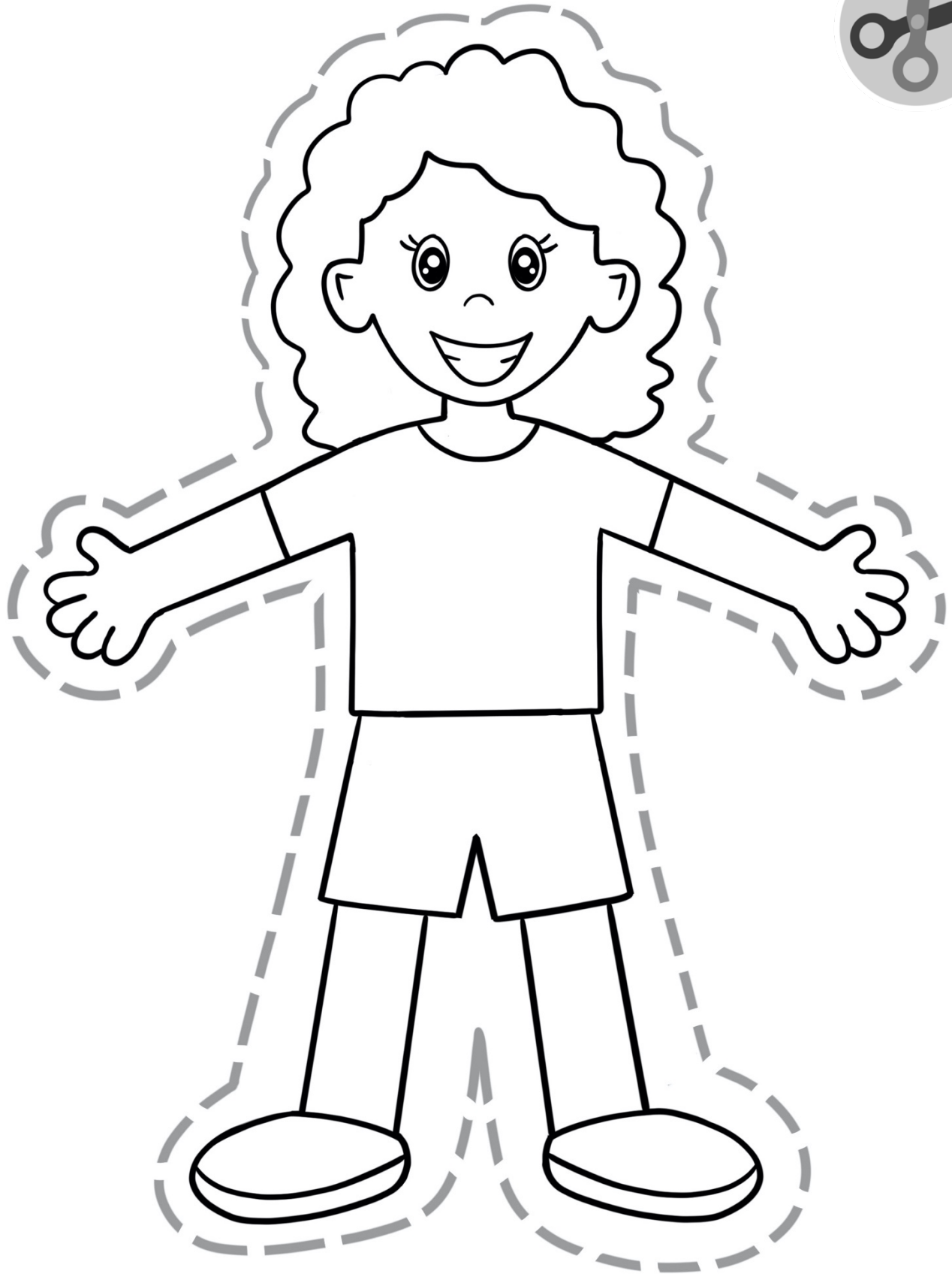


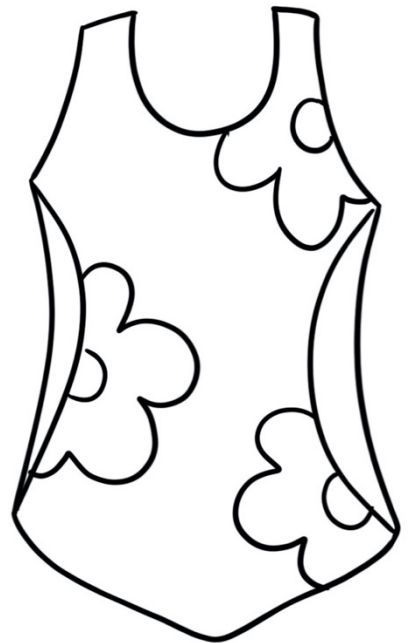
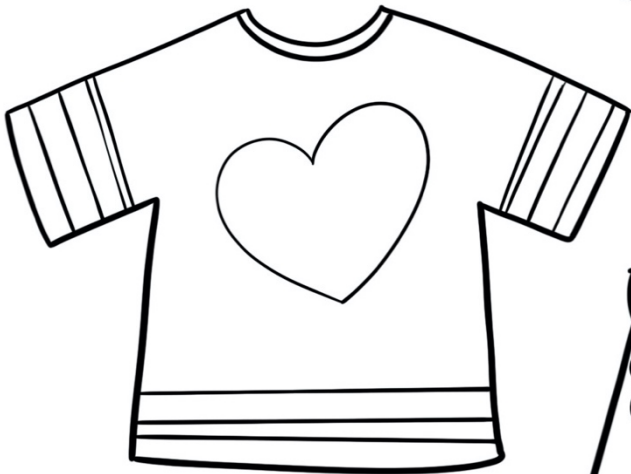
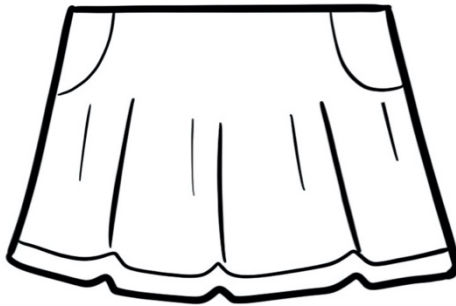
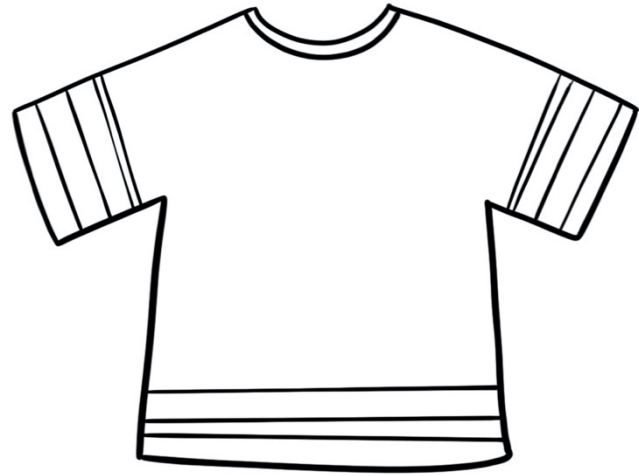
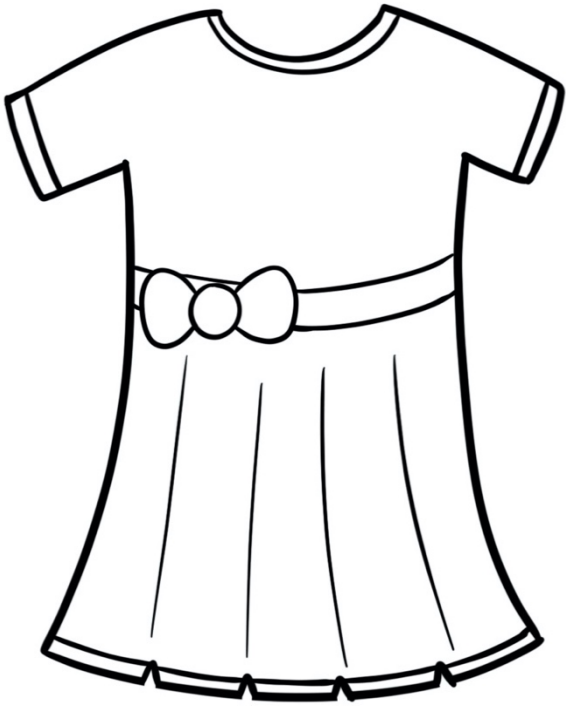
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

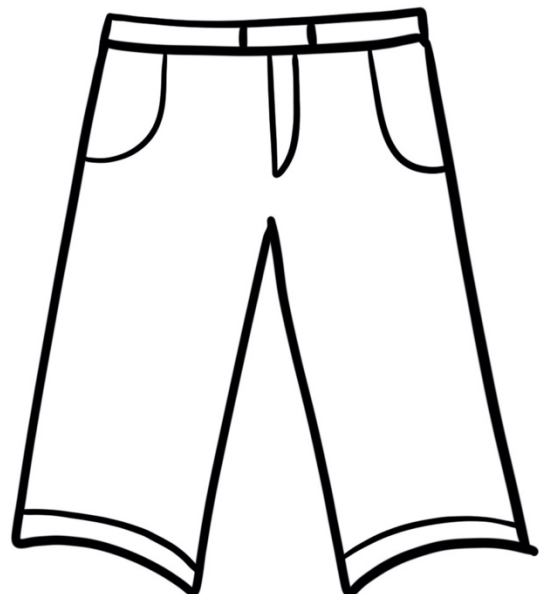
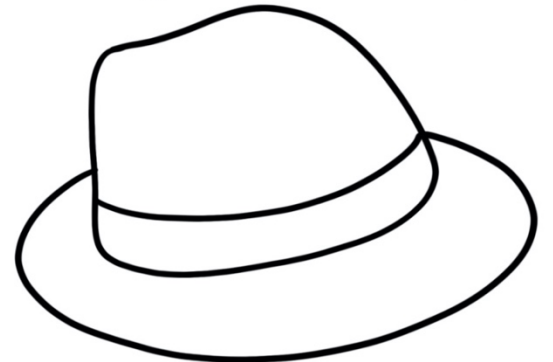
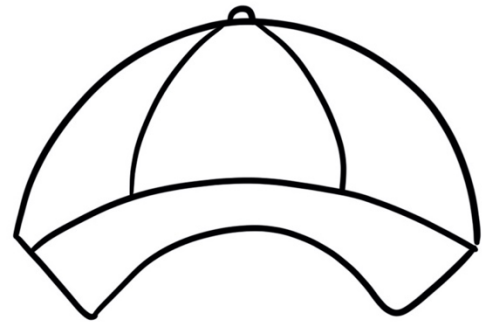
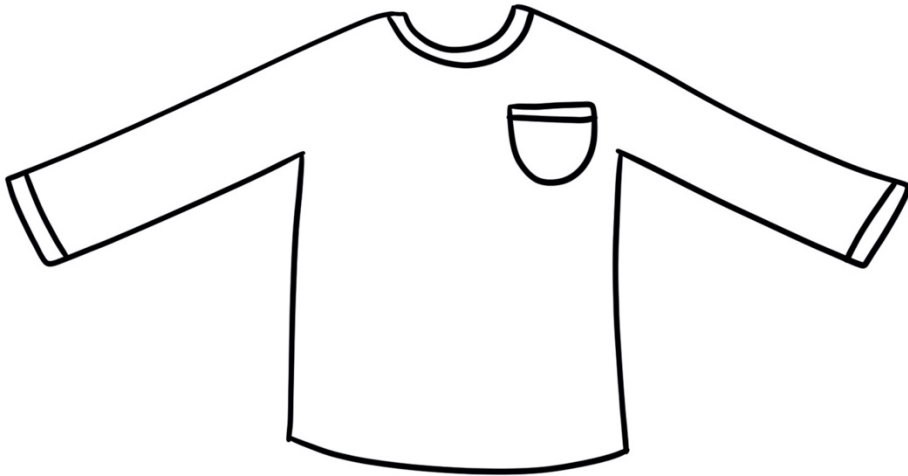
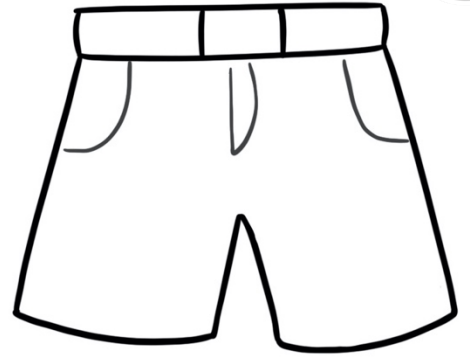


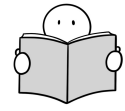








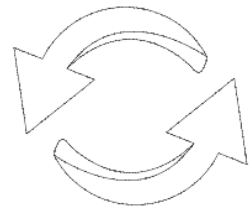




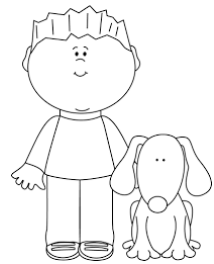
Vocabulary

Trace the vocabulary words.

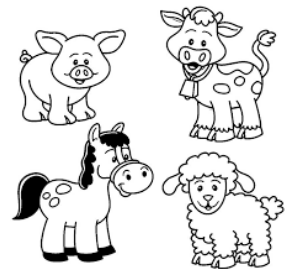
A **cycle** is a circle of events that repeat.



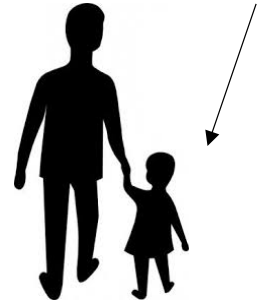
Mammals are a group of animals. People are mammals.



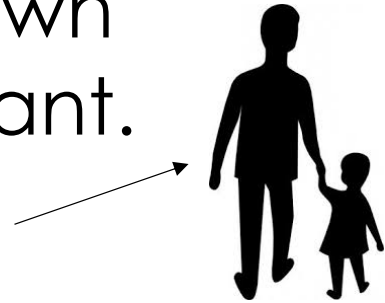
Many animals give birth to **live babies**. Birth is a stage in the life cycle.



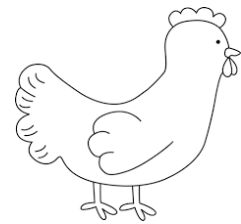
A **young** person, animal or plant are in the beginning stage of their life cycle.



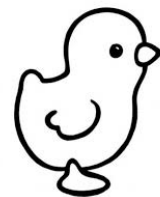
An **adult** is a fully grown person, animal, or plant.



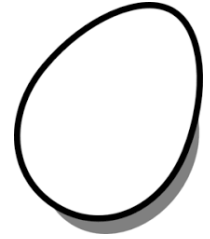
A **chicken** is an adult farm bird that lays eggs.



A **chick** is a young chicken.



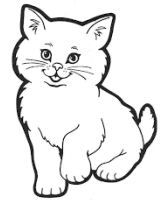
Some animals lay eggs instead of giving birth to live babies,



A cat is a small mammal that is often a pet.



A kitten is a young cat.

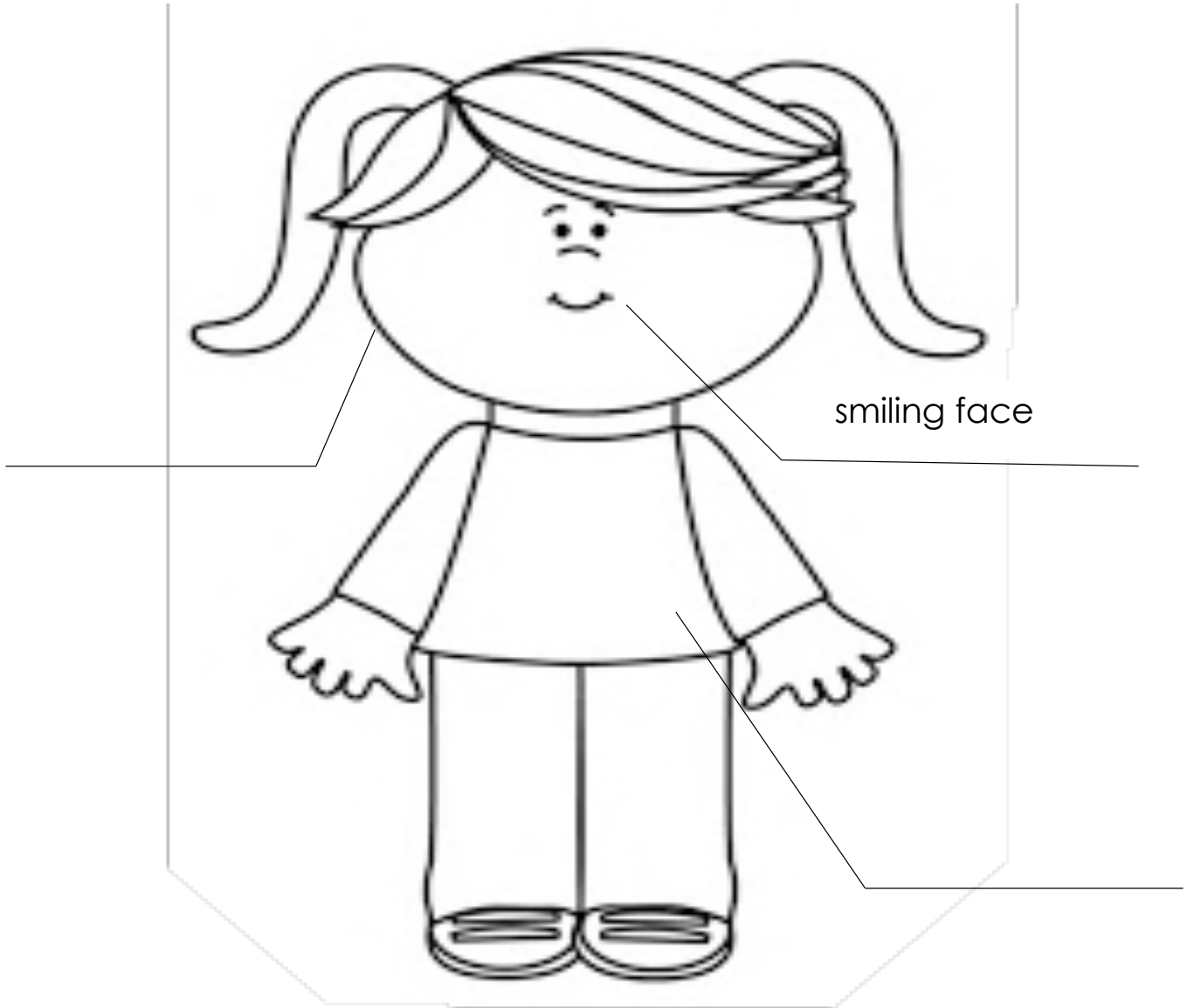


Label My Buddy

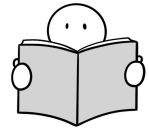


People are mammals. A kid is a young person.

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



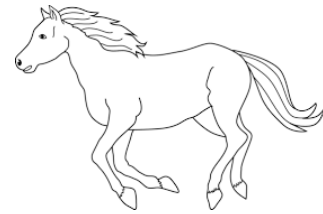
smiling face healthy body growing brain



Let's Move!

Grab your Buddy and get ready to move your body!

Gallop like a horse. Can your Buddy ride a horse too?



Jump like a frog. Do 10 frog jumps.



Run like a cheetah. Go as fast as you can!



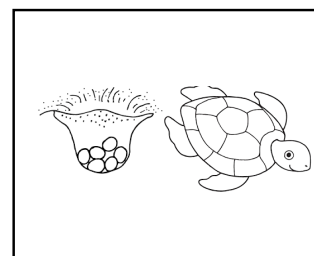
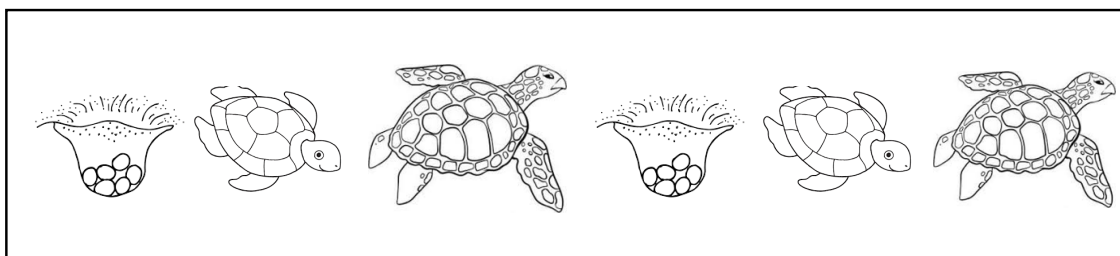
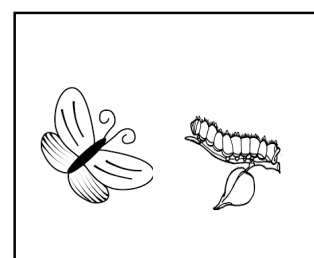
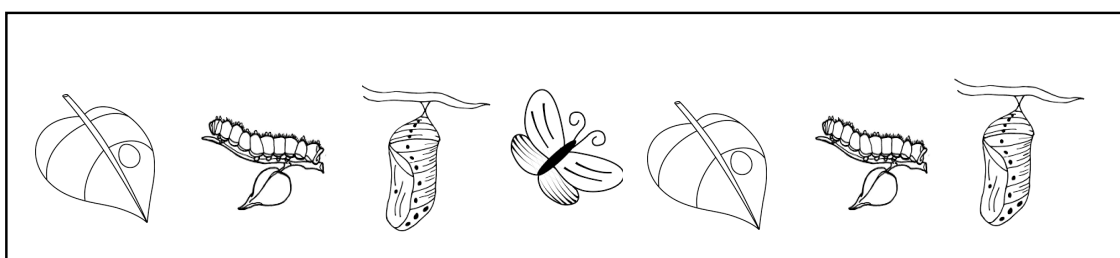
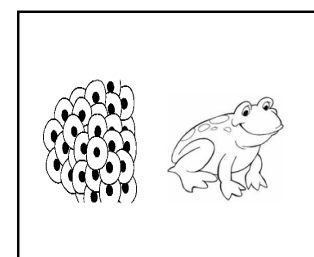
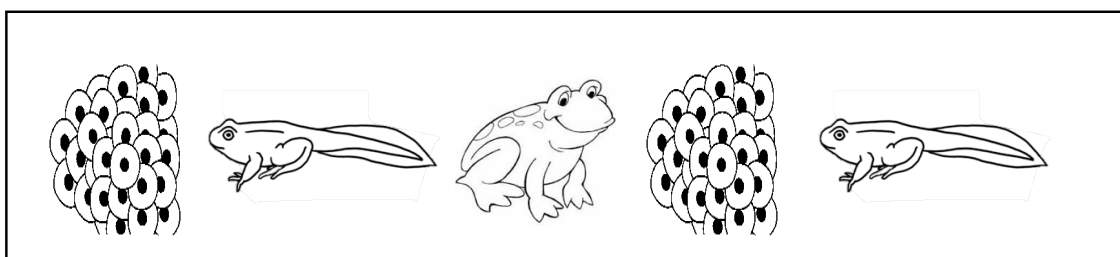
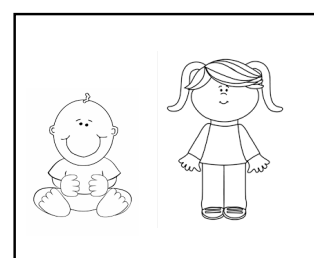
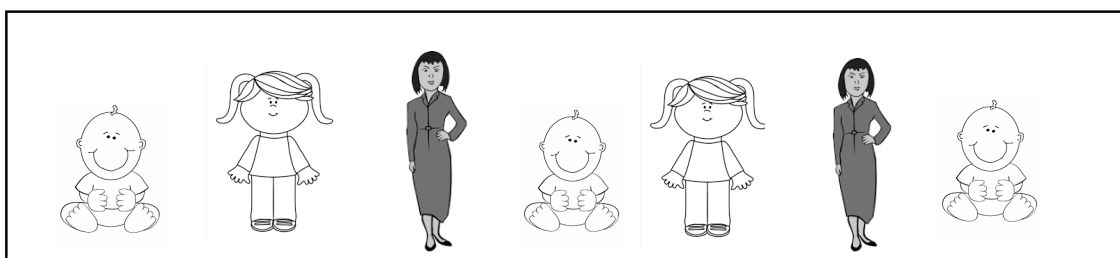
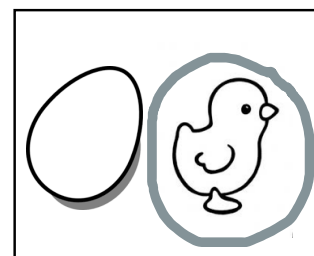
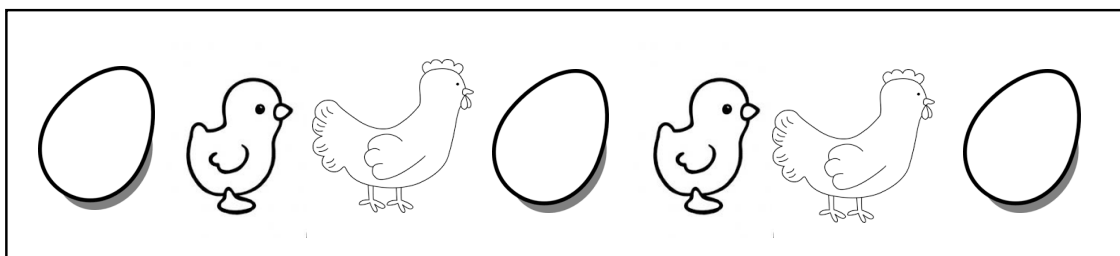
Crawl on your hands and knees like a bear.





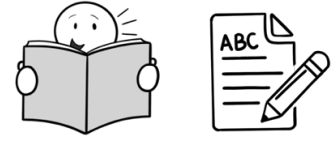
Life Cycle Patterns

Circle what comes next in the pattern? The first one is done for you.





Day 2



Life Cycles

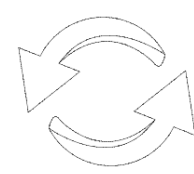
Read the sentences then fill in the blanks.

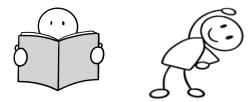
Animals grow and change. Some animals start as eggs. Then the eggs hatch. The animals grow from being young to being adults. This is their life cycle. Other animals give birth to babies. This is called live young. Then they grow from being young to being adults.

Some animals start as _____.

The animals grow from being young to being _____.

Other animals give birth to _____.





Animal Actions

Move your body like an animal.

Crab Walk

Sit down and put your arms behind you. Lift your body up. Move your arms and legs to walk.



Bear Crawl

Get on your hands and feet. Keep your knees up. Move your arms and legs to crawl.



Seal Walk

Lay on your front. Lift up on your arms. Move your arms forward and pull your legs behind you.



Flamingo Stand

Stand on one leg and balance like a flamingo. Hold for a little bit. Try the other leg next.



Inchworm

Bend down and put your hands on the ground. Walk your hand out to move closer to the ground. Then try to walk your feet back up by your hands.





Mix It Fix It

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

Example:

Baby	up	chickens.	chicks	to	grow	be
------	----	-----------	--------	----	------	----

Baby	chicks	grow	up	to	be	chickens.
------	--------	------	----	----	----	-----------

Your Turn:



change	Animals	grow.	as	they
--------	---------	-------	----	------



hatch	eggs.	Chicks	from
-------	-------	--------	------



grow	be	to	cats.	Kittens	up
------	----	----	-------	---------	----



mammals.	People	are
----------	--------	-----



Let's Sort







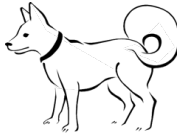
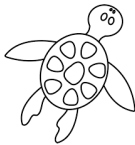
Some animals have 2 legs. Some animals have 4 legs. Cut out the animals. Sort the animals into groups.

Two legs



Four legs



chick 	owl 	deer 	penguin 
flamingo 	zebra 	dog 	turtle 

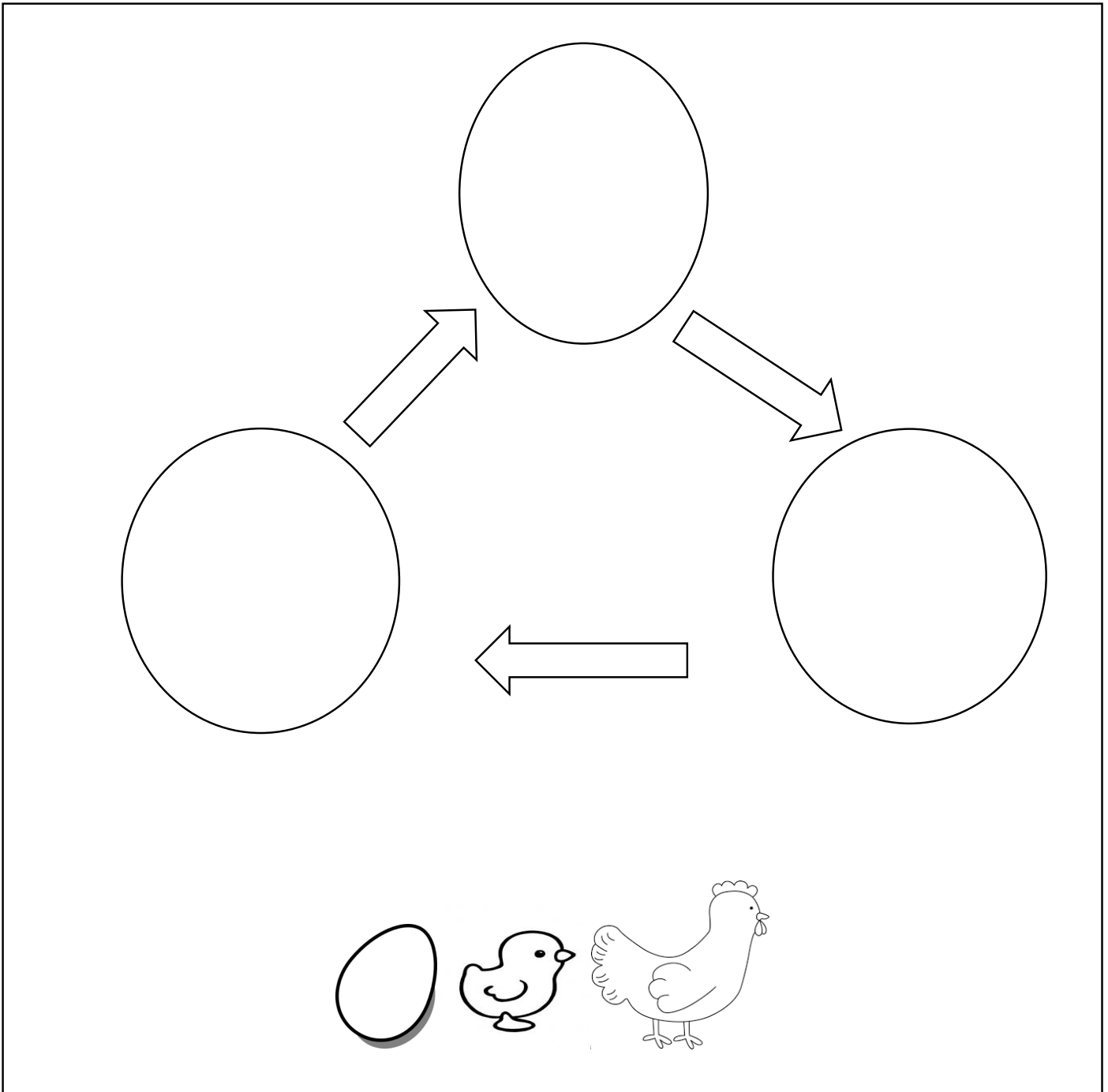


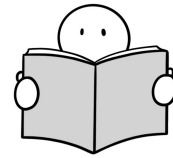
Day 3



Let's Draw

Draw a picture of a life cycle. Tell an adult what you drew.





Math Word Problems

Read the story problems. Write the equations. Subtract to solve.

A cat has 6 kittens in a basket. 3 kittens crawl away. How many kittens are still in the basket?

There are _____ kittens in the basket.

$$6 - 3 = \square$$



There were 10 turtle eggs in the sand. 6 eggs hatched, and the turtles went to the sea. How many eggs are still in the sand?

There are _____ eggs in the sand.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



The teacher has 6 kids in her classroom. 2 kids leave her room. How many kids are in her room now?

There are _____ kids in her room.

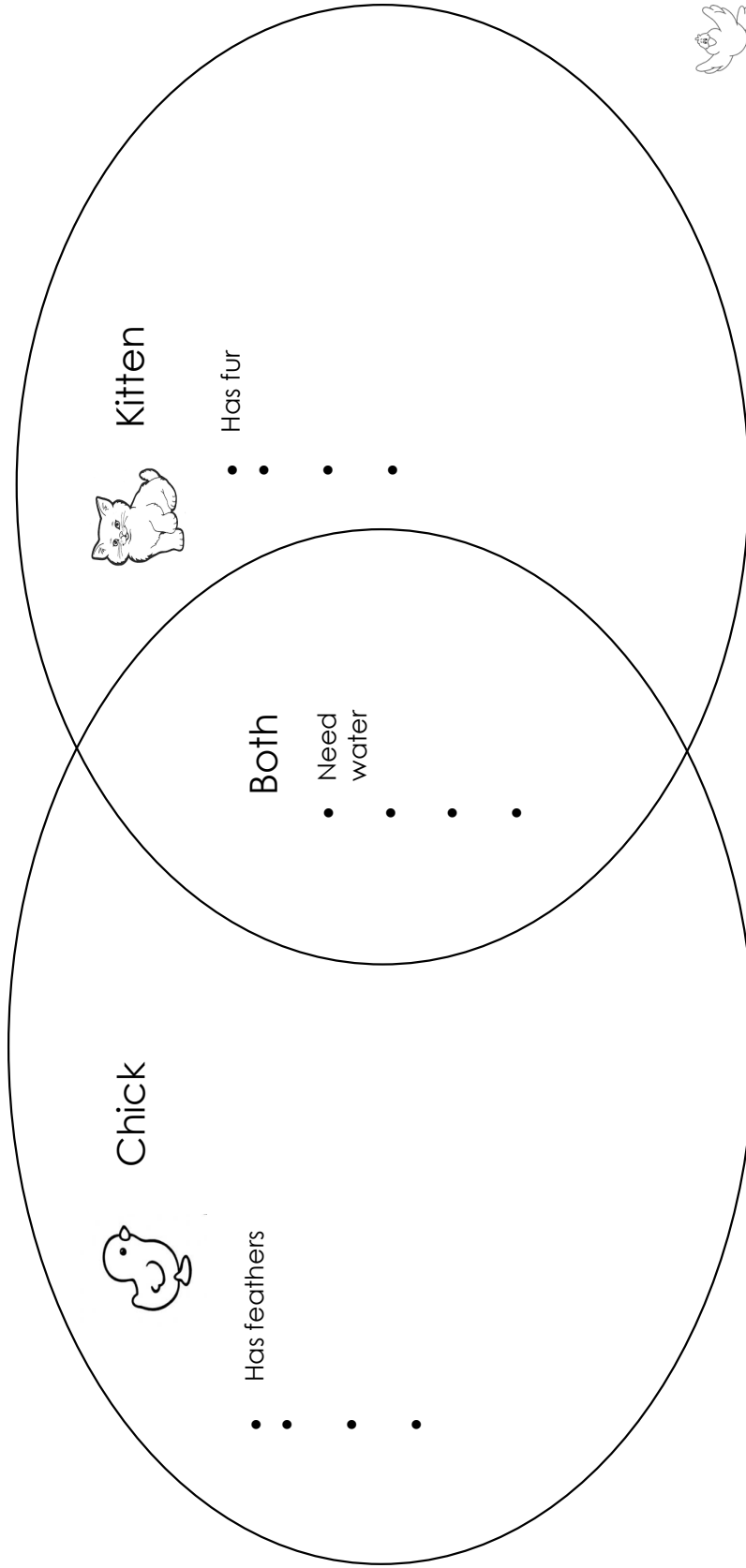
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Let's Compare!



Fill in the Venn diagram. Write at least 3 ideas in each circle. How are they the same? How are they different? The first one is done for you.

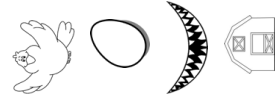


Think:

What do they eat?
 How many legs do they have?
 Can you pet it?



Can they fly?
 Does it hatch from an egg?
 Does it have teeth?
 Where does it live?





Scavenger Hunt

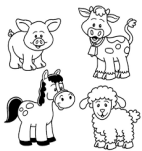
Look around your home. Make a tally every time you see one of these things.

| = 1

||||| = 5

Baby Animals

(stuffed animals or toys)



Adult Animals

(stuffed animals or toys)



Eggs

(be careful)

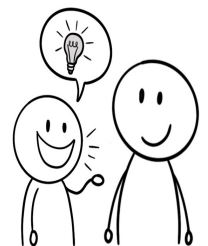


Other Cycles



What animals did you find?

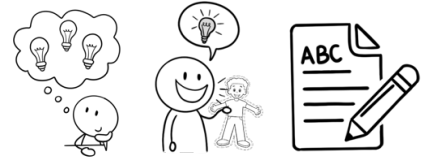
Tell an adult about the life cycle of the animals that you found. Did they start as egg or babies?



What did you find the most of?



Day 4



What's Inside?

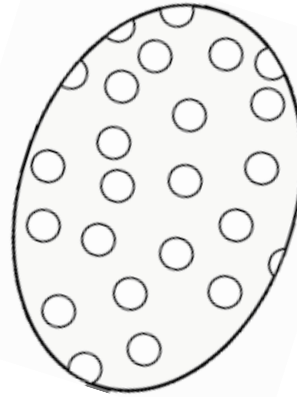
What is inside this egg? Make up a story about what could be in the egg! Tell your Buddy.

?

?

?

?



?

?

?

?

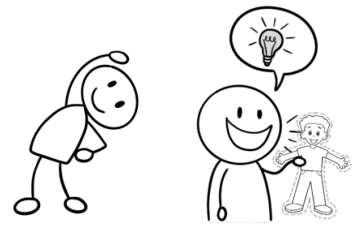
Handwriting practice area with ten sets of lines (top solid, middle dashed, bottom solid).

Let's Match



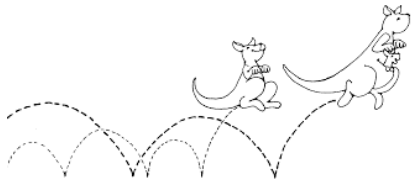
Draw a line to match the baby to its mother. The first one is done for you.

The illustration shows a matching exercise with ten animals arranged in two columns. The left column contains: a giraffe, a chicken, a cat, a duck, and a lion. The right column contains: a duckling, a baby giraffe, a chick, a lion cub, and a kitten. A line is drawn from the chicken to the chick, indicating a match.



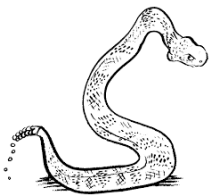
Move With Your Buddy

Get your Buddy and get ready to move!



Bounce your Buddy up and down like a kangaroo.

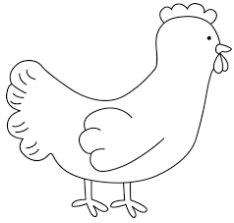
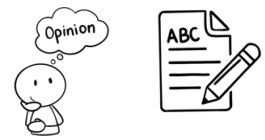
Move your Buddy side to side to waddle like a penguin.



Make your buddy slither like a snake. Lay them down and move them slowly.

Move your Buddy up and down to flap their wings and fly like a bat.





Would You Rather...



Would you rather be a chicken or a cat? Why?

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



Day 5

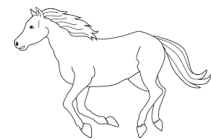
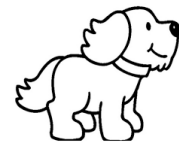


Window or Walk

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

Look for things like:

- Eggs
- Young animals (birds, kittens, puppies)
- Adult animals (birds, cats, dogs)
- A mom or dad with kids



On my walk I saw _____

_____.



My Journal

Write and draw about something you learned about life cycles.



Handwriting practice lines consisting of four sets of three horizontal lines each: a solid top line, a dashed middle line, and a solid bottom line.



Let's Create







Draw a new kind of animal. What would it's life cycle be?













Nouns and Verbs



Label the nouns and verbs. The first ones are done for you.

<p style="text-align: center;"><u>Nouns</u></p> <p>Nouns are words for a person, place, or thing</p>	<p style="text-align: center;"><u>Verbs</u></p> <p>Verbs are actions words, like how something can move.</p>
<p>Person: mom, dad, teacher</p> 	<p>Actions: run, sprint, dash</p> 
<p>Place: home, school McDonalds, park</p> 	<p>play, kick, jump</p> 
<p>Thing: tree, cat, dog, computer, rock,</p> 	<p>swim, splash, dive</p> 

Your turn:

<p style="text-align: center;"><u>Nouns</u></p>	<p style="text-align: center;"><u>Verbs</u></p>
 <p style="text-align: center;">cat</p>	 <p style="text-align: center;">clean</p>
	
	
	
	



My Packet Journal

Draw a picture about what you learned in this packet:

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

Write about what you learned in this packet:

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

ICMEE is housed within:





Reference Sheet

LENGTH

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

CAPACITY AND VOLUME

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

MASS AND WEIGHT

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

TIME

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



ICMEE is housed within:

