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ICMEE Learning Packets: LEVEL 3 of English
Proficiency (K-12)

International Coalition for Multilingual
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2020

2nd-3rd Grade: English Level 3, Learning Packet #5 • Theme: Ocean

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2nd – 3rd grade • English Level 3

Learning Packet #5

Theme: Ocean



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 **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 3.1.2.b Select and apply the appropriate methods of computation when solving one- and two- step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).
- MA 3.1.2.c Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.

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 3.3.1.d Locate specific places on maps and globes. For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

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.

2nd – 3rd grade • English Level 3

Learning Packet #5

Theme: Ocean



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

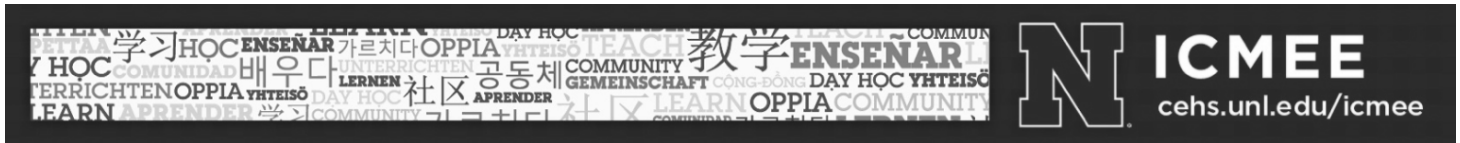
During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning 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:

- Students will have a chance to learn about the ocean 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 multiplication facts.
- 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.

International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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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 del océano.
- Los estudiantes tendrán la oportunidad de practicar vocabulario, lectura y escritura.
- Los estudiantes tendrán la oportunidad de practicar las destrezas de adición y sustracción.
- Los estudiantes practicarán las tablas de multiplicar.
- Los estudiantes tendrán la oportunidad para crear y estar activos 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 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.

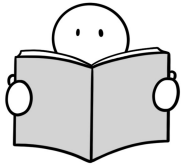
We'd love to see what you've done with this packet!



Instructions Key



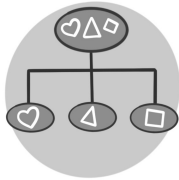
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



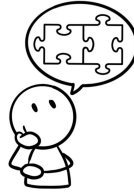
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

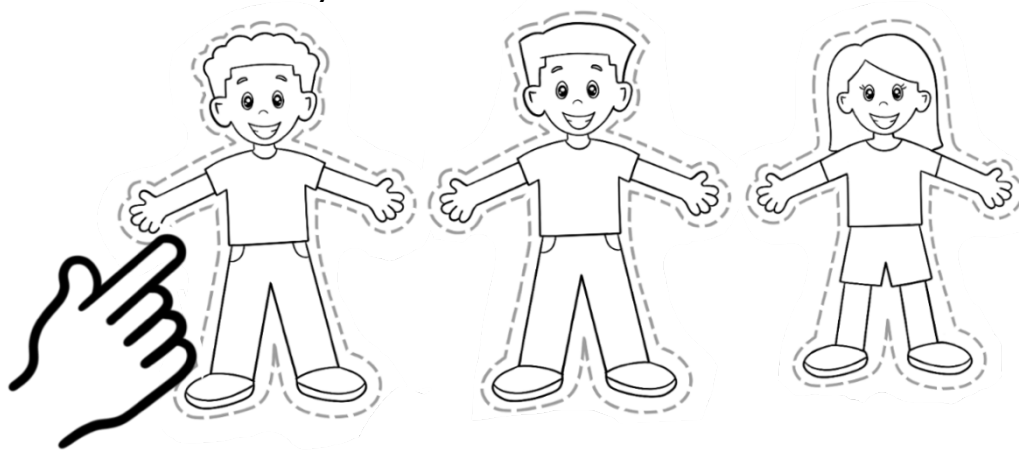
My Plan for the Week

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.

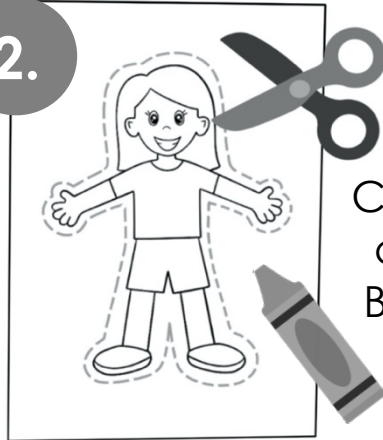
Reading/Writing	Vocabulary	Math
<ul style="list-style-type: none"> - Map of the World - All about Oceans - Map it - All about Clownfish - Jellyfish - Sea Turtles - If I was an oceanographer writing prompt 	<ul style="list-style-type: none"> - Dictionary - Vocabulary Matching - Vocabulary Sentences 	<ul style="list-style-type: none"> - Crack the Code - Read and Write
Brain Break	Physical Education	
<ul style="list-style-type: none"> - Create a Sea turtle - Roll a Brain Break 	<ul style="list-style-type: none"> - Yoga 	

My Buddy

1. Choose a Buddy

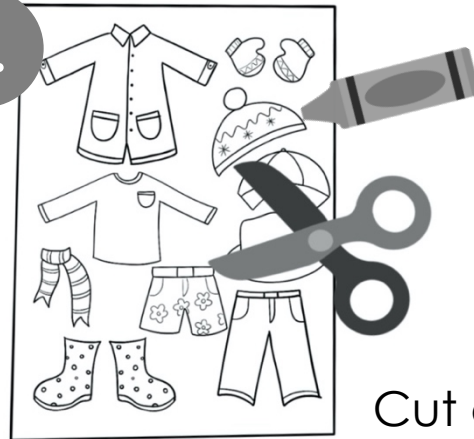


2.



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

3.

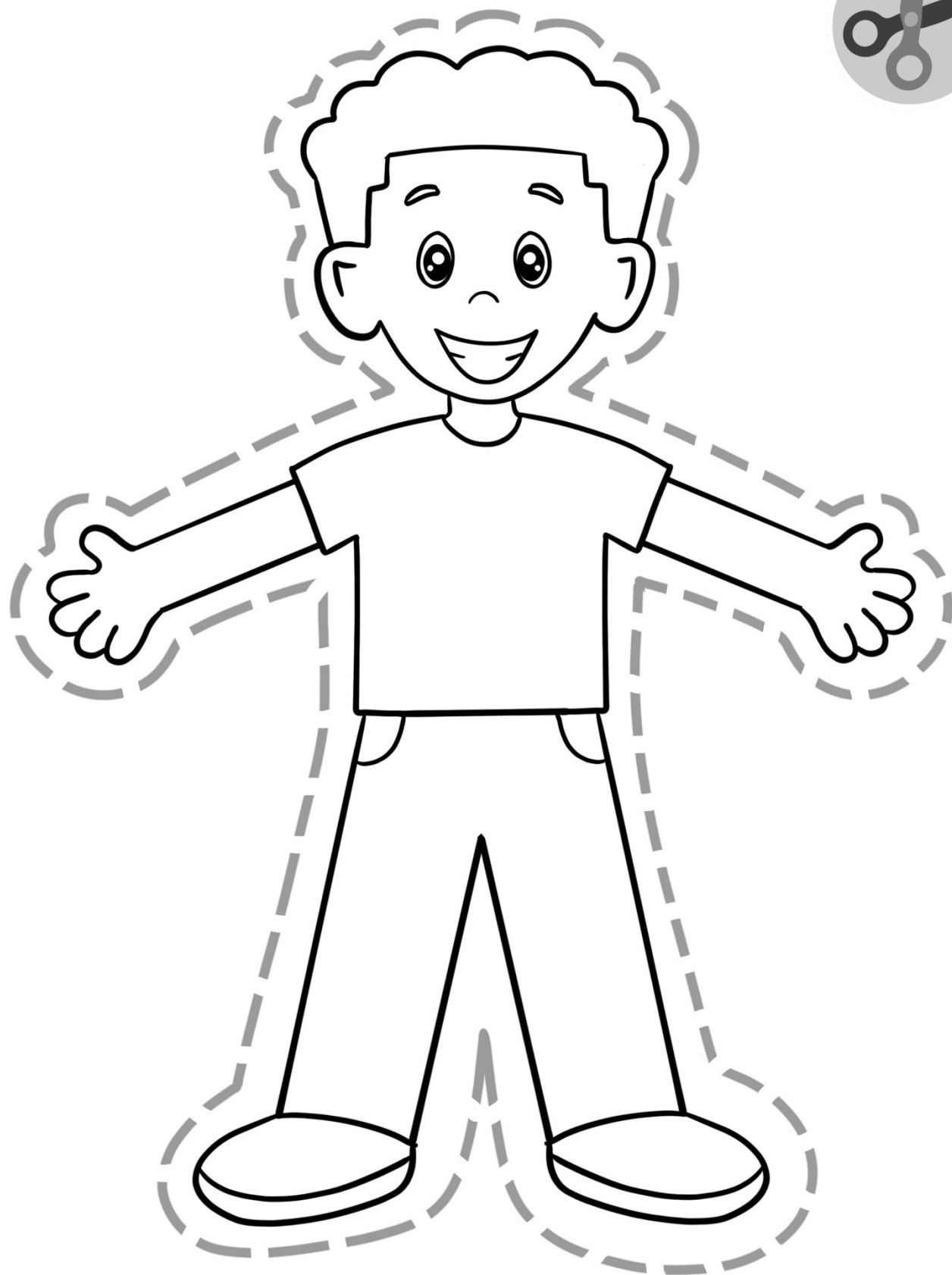


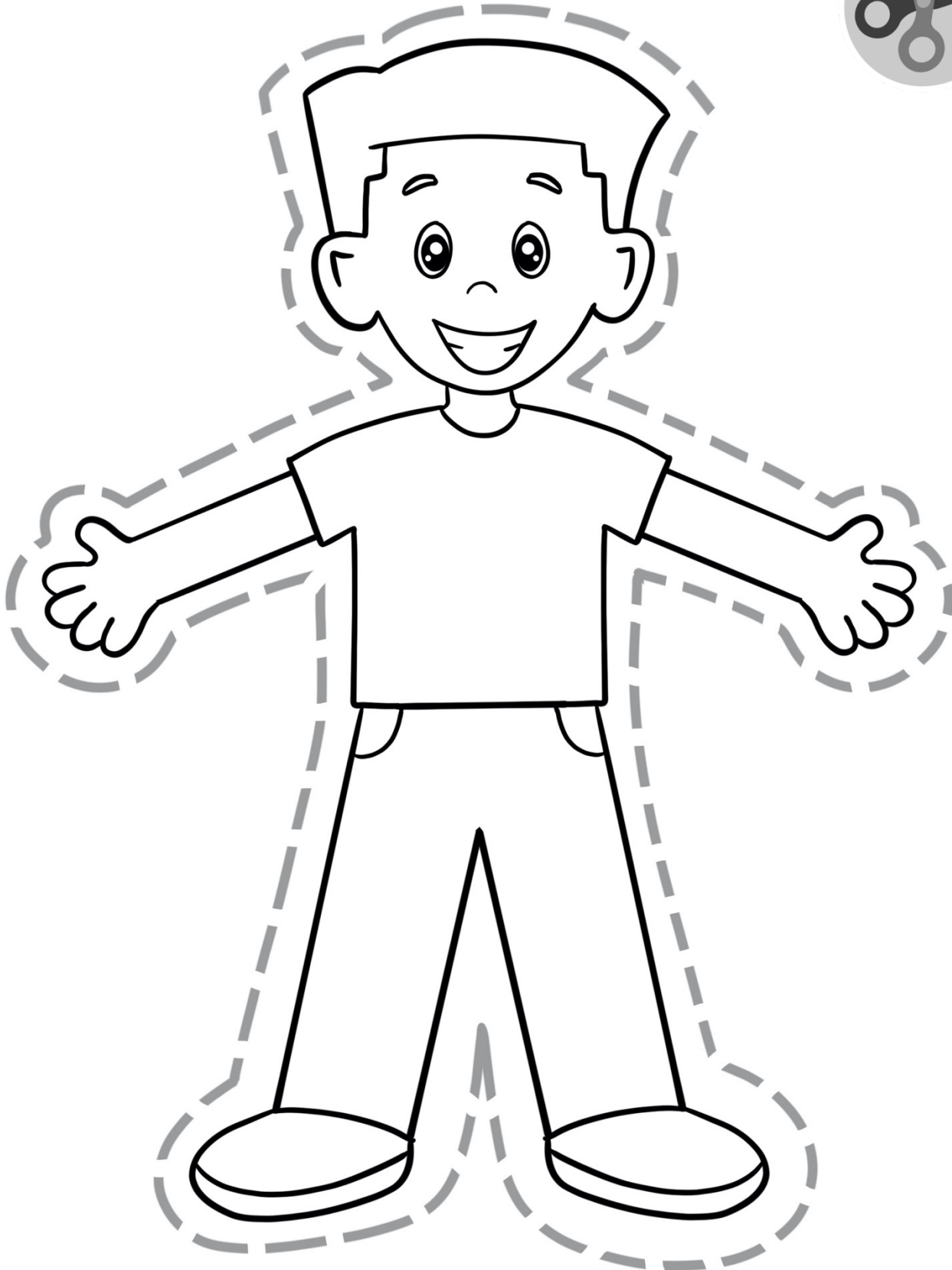
Cut out and color the accessories

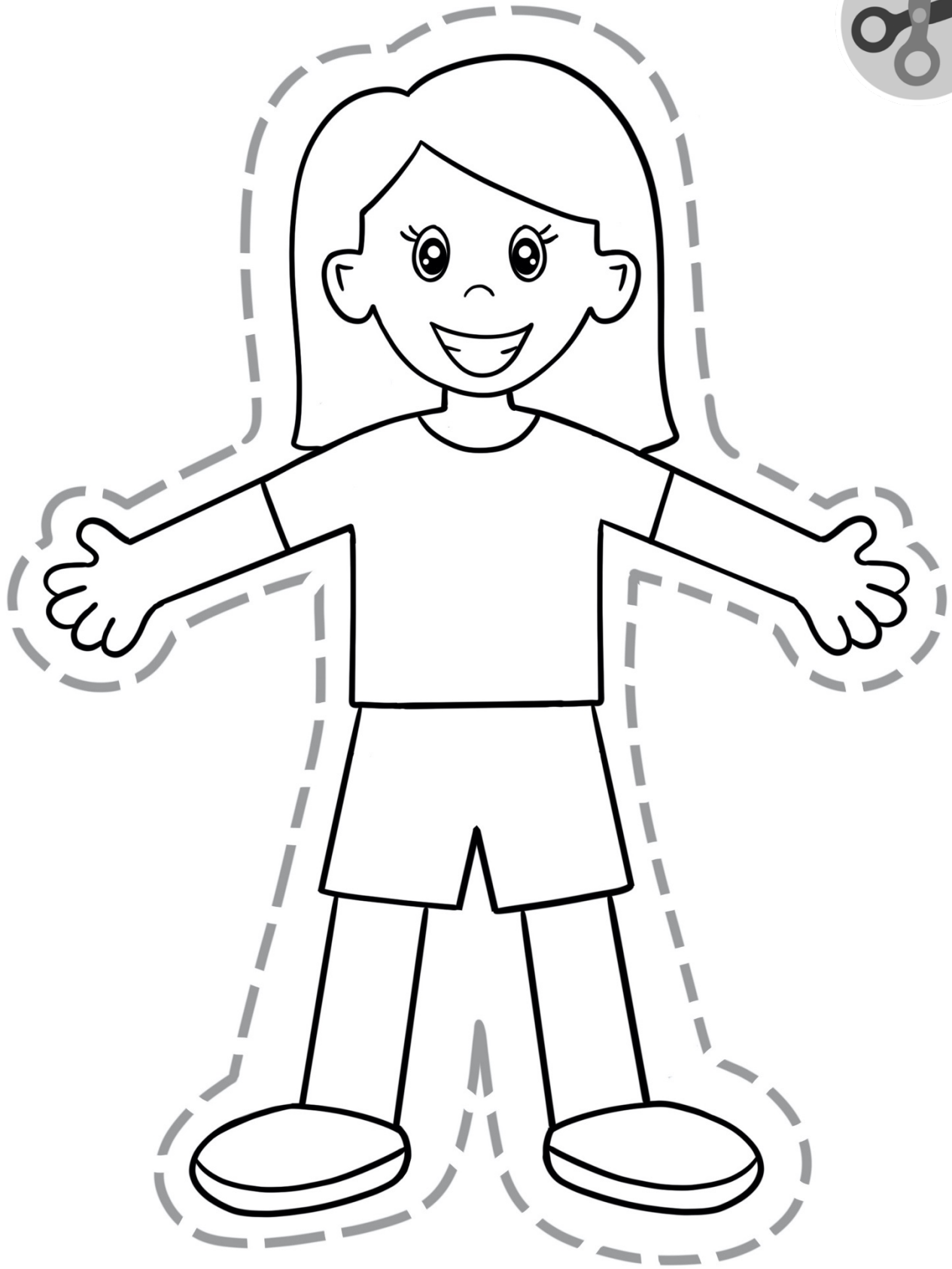
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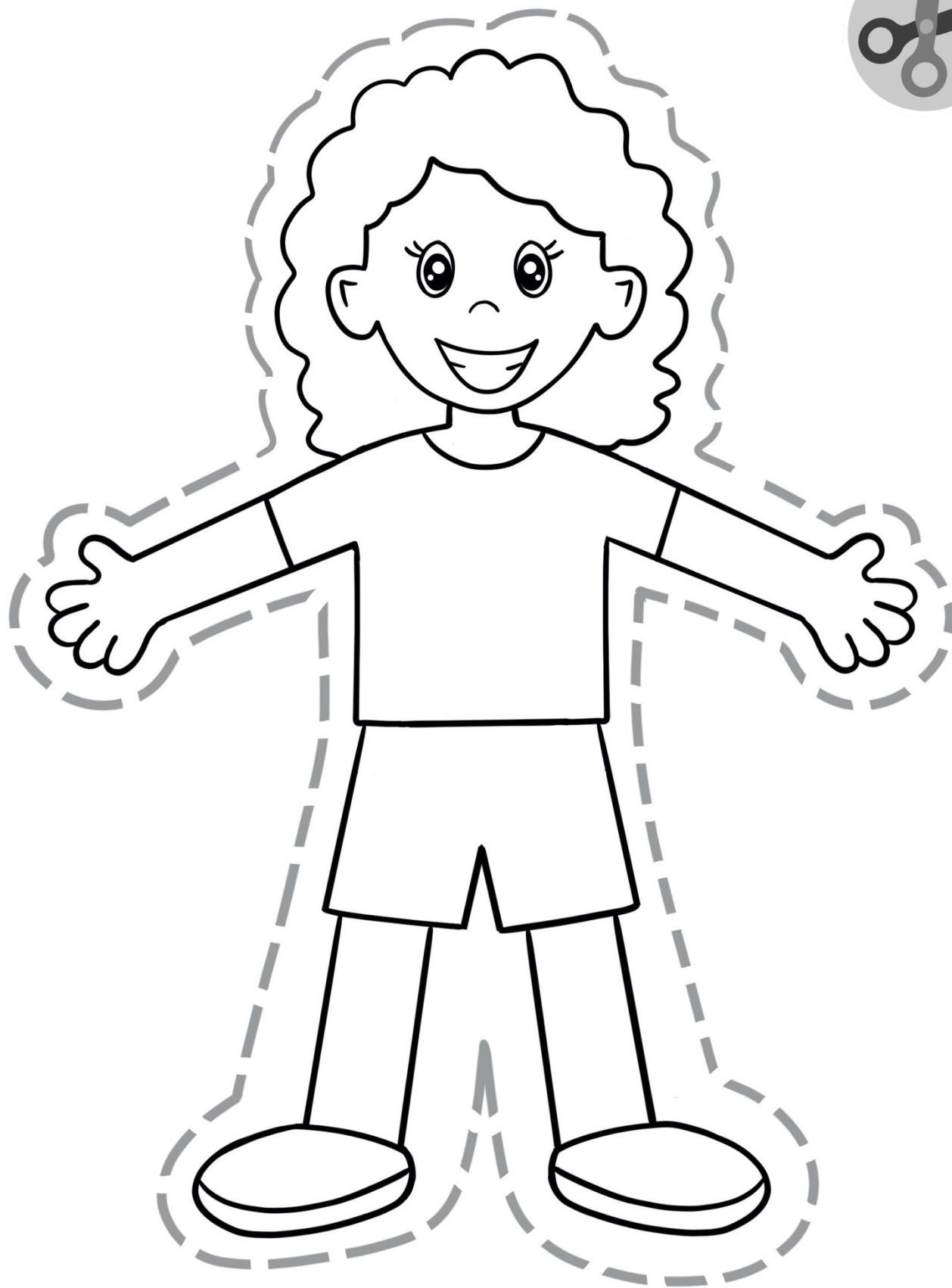


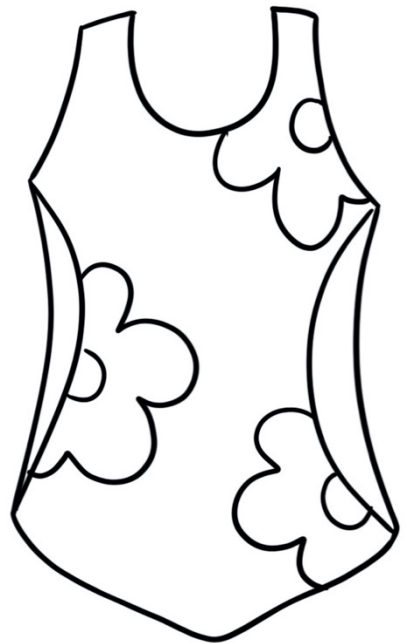
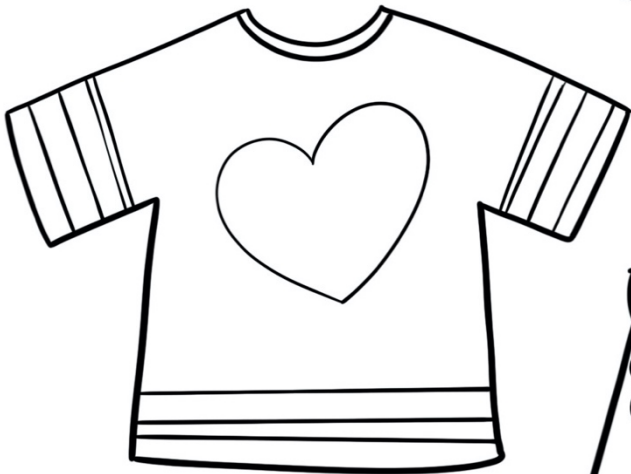
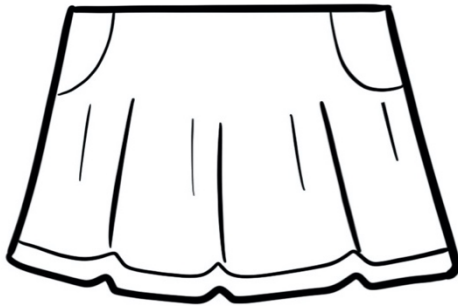
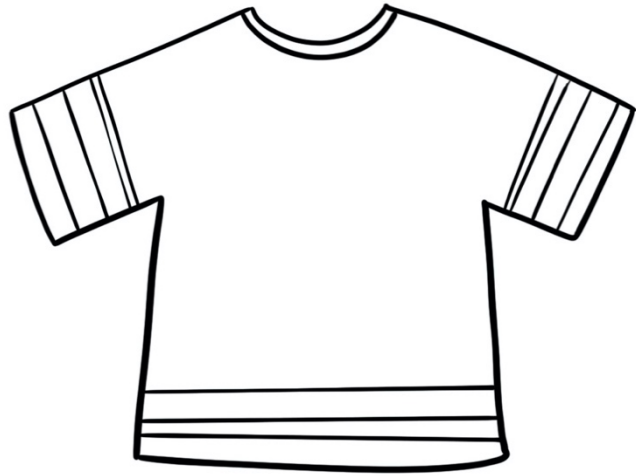
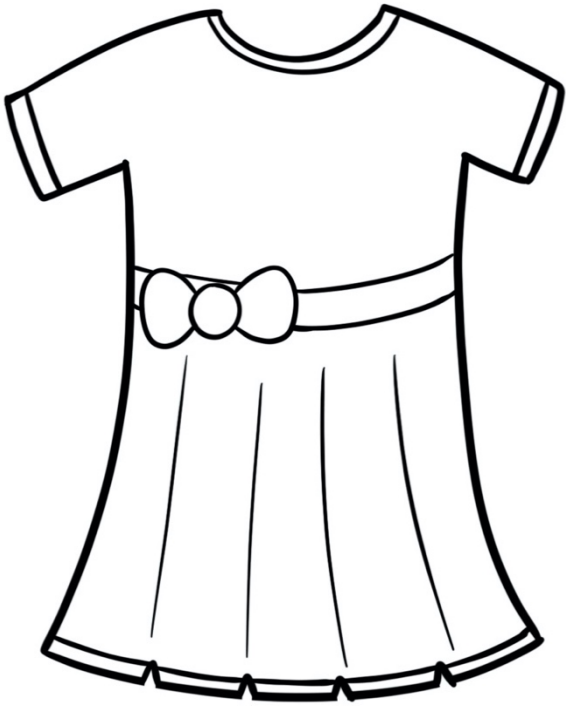
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

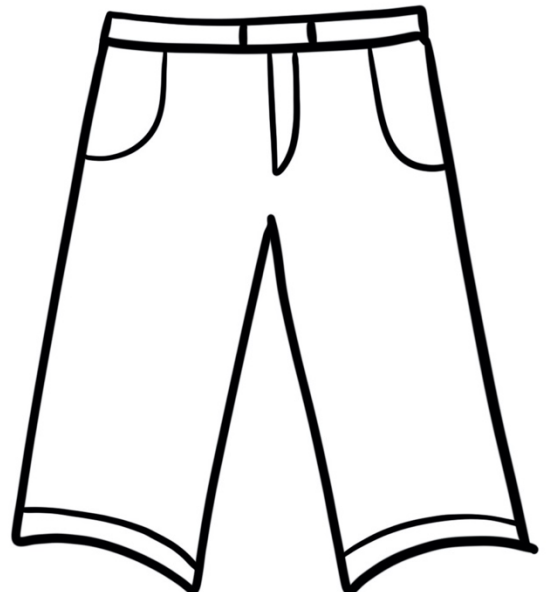
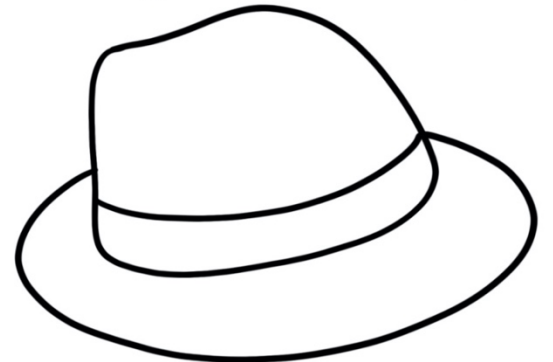
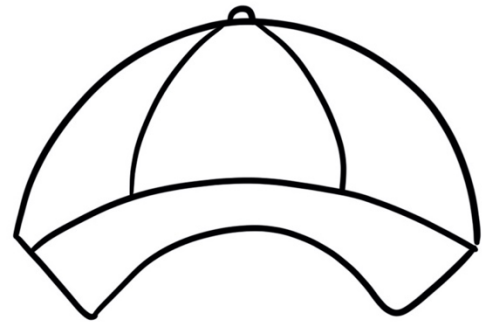
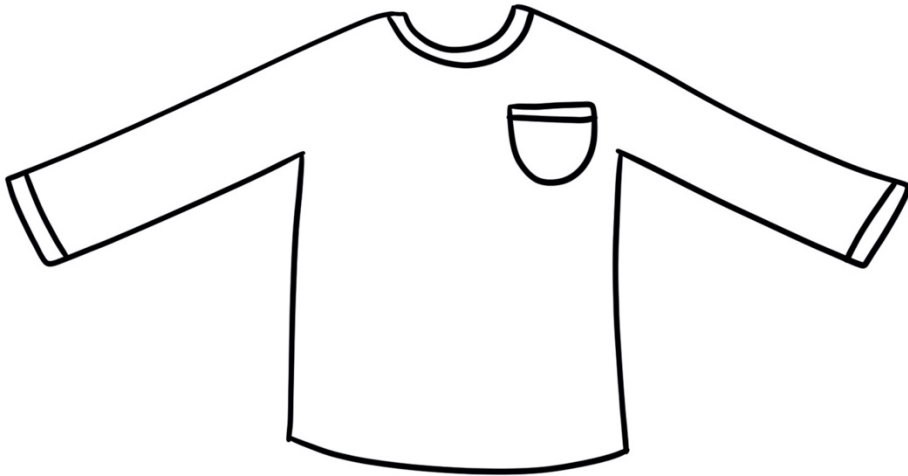
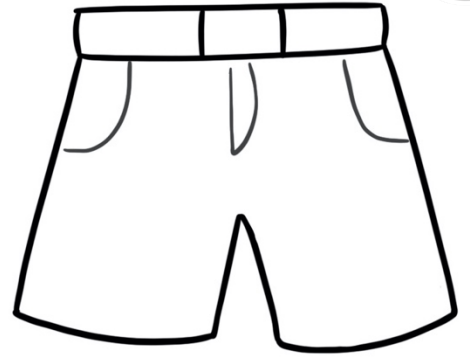











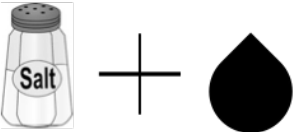





Vocabulary




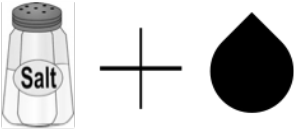

Dictionary

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

Picture	Trace	Meaning
	<p>ocean</p>	<p>A large body of saltwater that covers the Earth.</p>
	<p>habitat</p>	<p>The place that animals live, that provides shelter, food, and water.</p>
	<p>migrate</p>	<p>Move from one place to another</p>
	<p>saltwater</p>	<p>Water that has a large amount of salt in it.</p>
	<p>oceanographer</p>	<p>A person that explores and learns about the ocean.</p>

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)
	ocean	
	habitat	
	migrate	
	saltwater	
	oceanographer	

Vocabulary Matching

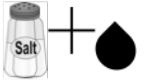
Draw a line from the word to the definition of the word.



ocean



migrate



saltwater



oceanographer



habitat

- Water that has a large amount of salt in it.
- The place that animals live, that provides shelter, food, and water.
- Move from one place to another.
- A person that explores and learns about the ocean.
- A large body of saltwater that covers the Earth.

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



ocean



habitat



migrate



saltwater



oceanographer

Example

The ocean is a habitat, or place for many animals to live, it provides the animals with food and shelter.

1. _____

2. _____

3. _____

Reading/ Writing

Map of the World

Here is a map with the 7 continents and 5 oceans labeled. This will be helpful throughout the packet.



All About Oceans

Read the text to learn more about oceans. Then answer the questions about the text.

Oceans are very large bodies of saltwater. On Earth there are five oceans. They are the Pacific, Atlantic, Indian, Arctic, and Southern Oceans. Oceans are connected to each other and they cover much of the Earth.

Pacific Ocean

The Pacific Ocean is the largest ocean in the world. North and South America are located on the east side of the ocean, while Asia and Australia are the west side of the ocean.



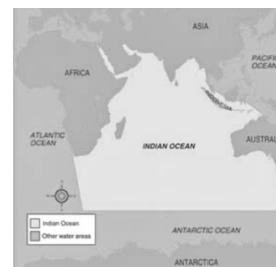
Atlantic Ocean

The Atlantic Ocean is the world's second largest ocean. North and South America are on the west of this ocean. Europe and Africa are the eastern border, or side of the ocean.



Indian Ocean

The Indian Ocean is the third largest ocean on Earth. It is bordered by Africa and the Atlantic Ocean on the west. Asia makes up its northern border, and Australia is the eastern border.

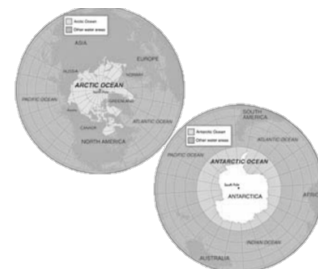


Arctic and Southern Ocean

The Arctic Ocean is the circle around the North Pole. Some people include the Arctic Ocean with the Atlantic Ocean.

The Southern Ocean is also called the Antarctic Ocean. This ocean circles Antarctica.

There are scientists that include the Southern Ocean with the other oceans that border it.



All About Oceans

Find and mark the text evidence to answer each of the following questions.

1. Use your pencil to underline in the text how many oceans there are in the world.
2. Use a red crayon to circle the continents that border the Pacific Ocean.
3. Use a purple crayon to circle the name of the second largest ocean in the world.
4. Use a blue crayon to underline what borders the Indian Ocean.
5. Use a yellow crayon to underline what scientist or some people call the Arctic and Southern Ocean.

Color the Map

Use the key below color the oceans around the world. Use the pictures in the text to help you.



Color Key

Pacific Ocean=Purple

Atlantic Ocean=Green

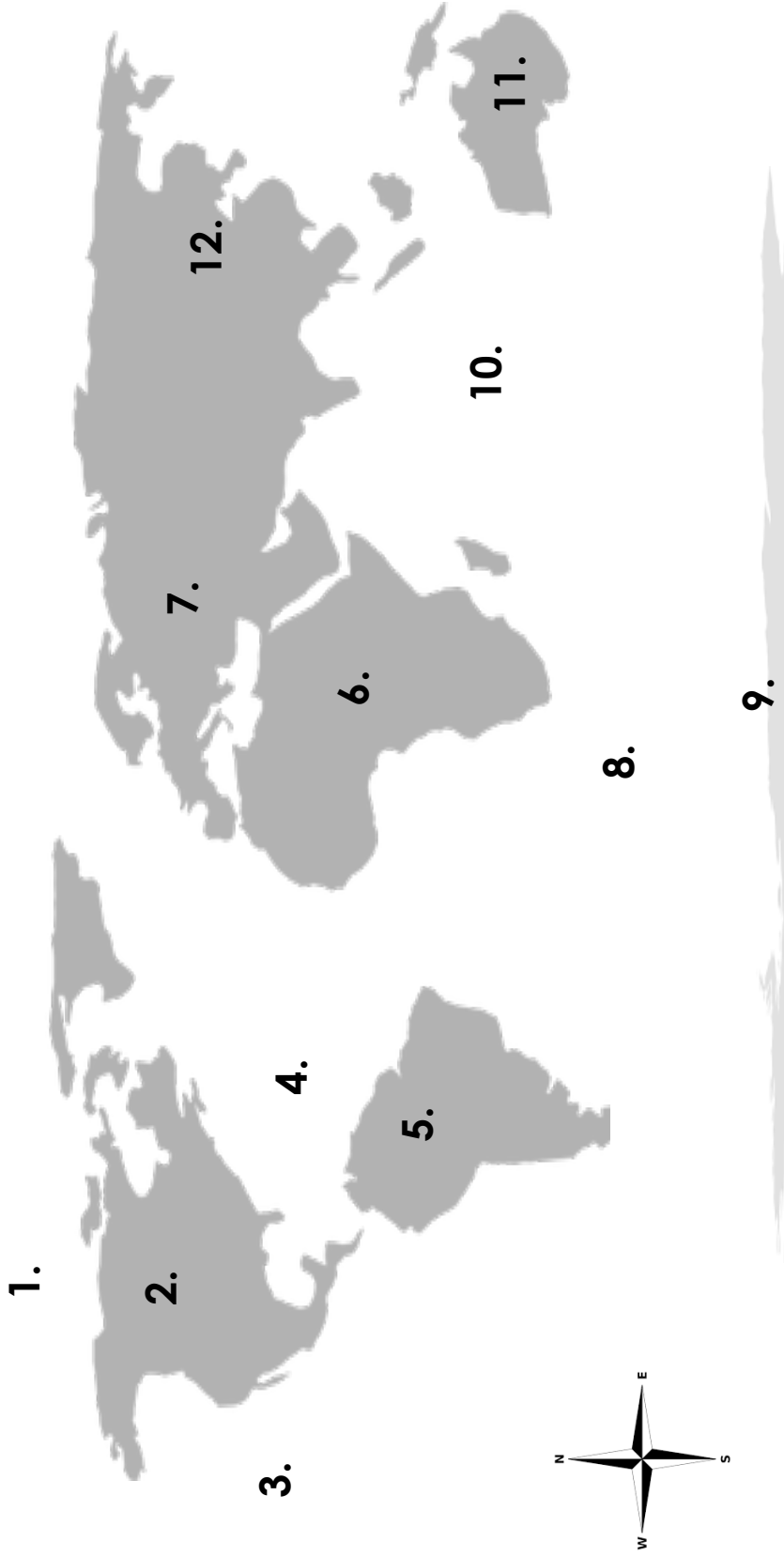
Indian Ocean=Red

Arctic Ocean=Yellow

Southern Ocean=Orange

Map It

Write the number on the line beside the correct name of each ocean and continent.



- | | |
|-----------------------|---------------------|
| 1. _____ Arctic Ocean | _____ Asia |
| _____ Indian Ocean | _____ North America |
| _____ Pacific Ocean | _____ South America |
| _____ Atlantic Ocean | _____ Europe |
| _____ Southern Ocean | _____ Africa |
| | _____ Australia |
| | _____ Antarctica |

Clownfish

Read and learn about clown fish. Then you are going to complete some activities using this text.

What is the orange fish with white stripes that swims around the ocean? That popular fish is called the clownfish.

Clownfish are small fish that live in the ocean. They will grow between 2 and 5 inches when they are adults. It is easy to spot a clownfish because of their bright and beautiful colors. They have orange, red, yellow, black, or blue bodies with white stripes.

A clownfish makes their home in a sea anemone. They are also called anemonefish because of where they live. They will be found in shallow waters, near coral reefs.

The sea anemone and clownfish have a special relationship; it is called symbiosis, which means both help each other to live. An anemone protects the clownfish from predators with its poisonous tentacles. Clownfish then get other fish to come toward the anemone to help it get fish to eat. The clownfish also cleans the anemone by eating its dead tentacles and leftover food. Clownfish are do not get hurt by the poison from the sea anemone because they are immune to it.

Clownfish eat many things; they eat the leftover food they find in the sea anemone, plankton and algae.

All clownfish are born male. They can change to be a female but only to be the leading female of the group. When they change to female they cannot change back to male.

Clownfish are truly an amazing fish that lives in our oceans.

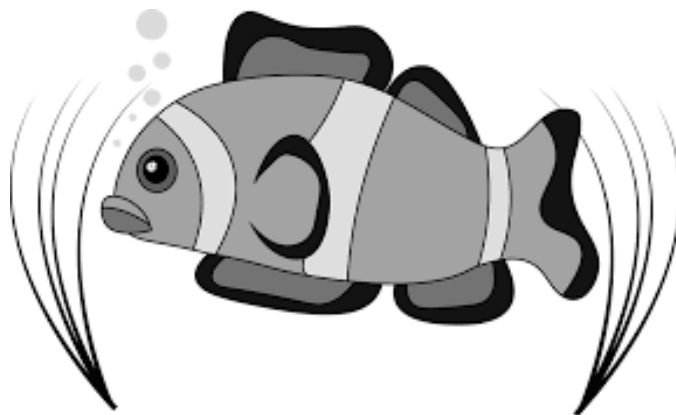
This is a picture of a coral reef which is home to the sea anemone and clownfish.



Clownfish

Find the text evidence. Using different colors mark the text evidence in the text to answer the questions.

1. Use a red crayon to mark how big a clownfish can get.
2. Use a blue crayon to underline why clownfish are also called anemonefish.
3. Use a yellow crayon to underline where a clownfish lives.
4. Use an orange crayon to underline how an anemone keeps the clownfish safe.
5. Use a purple crayon to underline what a clownfish eats.
6. Use a green crayon to mark how a clownfish is born.



Clownfish

Create a report about the clownfish. Use the information from the text and fill in the boxes. Share your report with your talking buddy.

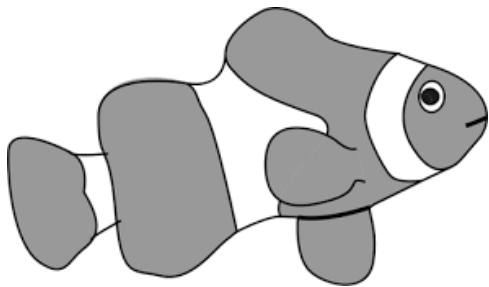
What does a clownfish eat?

How does the clownfish survive in the ocean?

What does a clownfish look like?

(Describe it using words from the text and then draw an example)

Where does the clownfish live?



Jellyfish

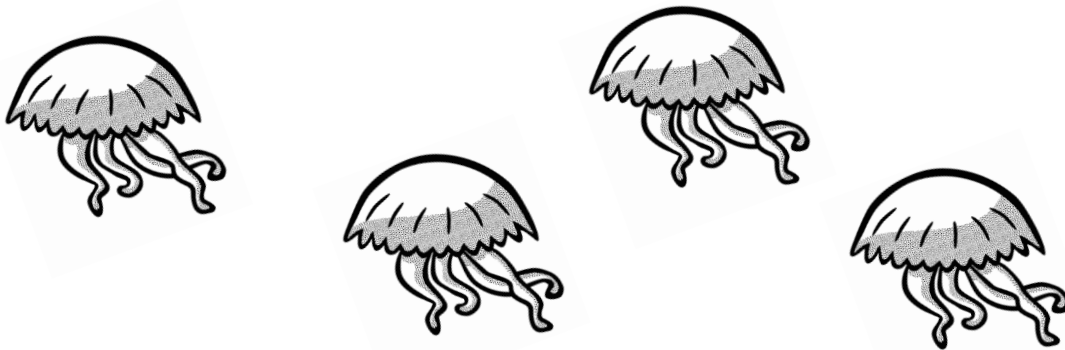
Read the text to learn all about jellyfish.

Jellyfish are sea creatures that are found in all oceans. They are made up of a gelatinous, or jelly like, substance. Jellyfish however, are not actually fish! These unusual creatures have long tentacles but do not have a brain.

There are many different types of jellyfish in the oceans. There are jellyfish that sting and ones that don't. There are also many different sizes of jellyfish. Some are as big as humans and others are very small like a pinhead! Just like the size of jellyfish can be very different so can the colors of jellyfish. There are some that are transparent, or have no color, while others are very colorful and bright.

Jellyfish are considered plankton not fish, because they do not swim. They drift through the ocean. Jellyfish are often found in groups together called a bloom. A bloom is just a group of jellyfish drifting through the ocean together. These groups can be small only a few jellyfish or up to a million jellyfish in one bloom.

Jellyfish are very unique creatures that are found in the oceans.



Jellyfish

Use the text to write 6 facts about Jellyfish.

Fact 1

Fact 2

Fact 3

Fact 4

Fact 5

Fact 6



Sea Turtles

Read to learn about sea turtles. Then you are going to use this text to do some activities.

Sea turtles are reptiles. They are cold blooded animals and cannot survive in ocean water that is too cold. They migrate, or move, to warmer waters when the temperature gets too cold for them.

Sea turtles have four flippers. They use their front flippers to paddle, or swim, through the ocean. Their back flippers are used to steer them in different directions and for stopping. They have sharp jaws to tear apart their food. Sea turtles eat crabs, sea weed, and other fish.

The sea turtles lay eggs. Animals that lay eggs are called oviparous. Which means animals that lay eggs. Each year the female sea turtle climbs onto the beach. They use their front flippers to dig a hole for a nest in the sand. Then they lay their eggs in the nest. They can lay up to one hundred eggs each year. After laying their eggs, they cover them up with sand and head back to the ocean. When the baby turtles hatch, they are only 1 1/2 to 4 inches long. They make the trek to the ocean for the first time.

Sea turtles are interesting ocean reptiles.

Use the text to answer the questions.



1. Why can't sea turtles survive in cold water?

2. How does a sea turtle use its flippers?

3. Where do the female sea turtles lay their eggs every year?

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. $10-2 = \underline{\quad}$ j 2. $24-1 = \underline{\quad}$ h 3. $23-7 = \underline{\quad}$ c

4. $25-5 = \underline{\quad}$ i 5. $17-2 = \underline{\quad}$ s 6. $30-8 = \underline{\quad}$ d

7. $19-9 = \underline{10}$ f 8. $37-3 = \underline{\quad}$ n 9. $36-9 = \underline{\quad}$ a

10. $14-2 = \underline{\quad}$ r 11. $12-5 = \underline{\quad}$ u 12. $18-1 = \underline{29}$ t

13. $32-4 = \underline{\quad}$ p 14. $13-8 = \underline{\quad}$ e






















What do sea monsters eat?

F
10 20 15 23 27 34 22 15 23 20 28 15



Read and Write the Ocean

First you are going to solve the multiplication problems on each card. Then you are going to cut them out and hang them around your house.

Sea Turtle  $5 \times 5 = \underline{\quad}$	Seal  $4 \times 5 = \underline{\quad}$	Starfish  $3 \times 3 = \underline{\quad}$
Seaweed  $4 \times 7 = \underline{\quad}$	Shark  $7 \times 7 = \underline{\quad}$	Jellyfish  $8 \times 5 = \underline{\quad}$
Dolphin  $9 \times 5 = \underline{\quad}$	Clownfish  $3 \times 6 = \underline{\quad}$	Pacific Ocean  $2 \times 2 = \underline{\quad}$
Atlantic Ocean  $4 \times 9 = \underline{\quad}$	Indian Ocean  $8 \times 7 = \underline{\quad}$	Arctic Ocean  $6 \times 2 = \underline{\quad}$
Southern Ocean  $2 \times 3 = \underline{\quad}$	Africa  $6 \times 9 = \underline{\quad}$	Antarctica  $9 \times 9 = \underline{\quad}$
North America  $8 \times 9 = \underline{\quad}$	South America  $8 \times 10 = \underline{\quad}$	Europe  $5 \times 10 = \underline{\quad}$
Asia  $6 \times 10 = \underline{\quad}$	Australia  $7 \times 3 = \underline{\quad}$	Oceanographer  $9 \times 10 = \underline{\quad}$

Read and Write the Ocean

Find the words around your house. First read them to your talking buddy. Then write the word on the line that matches the answer to the multiplication problem.

Answer

Word

25.

Word: **Sea Turtles**

9.

Word: _____

20.

Word: _____

40.

Word: _____

18.

Word: _____

12.

Word: _____

6.

Word: _____

4.

Word: _____

28.

Word: _____

45.

Word: _____

36.

Word: _____

54.

Word: _____

81.

Word: _____

56.

Word: _____

49.

Word: _____

72.

Word: _____

80.

Word: _____

21.

Word: _____

90.

Word: _____

50.

Word: _____

60.

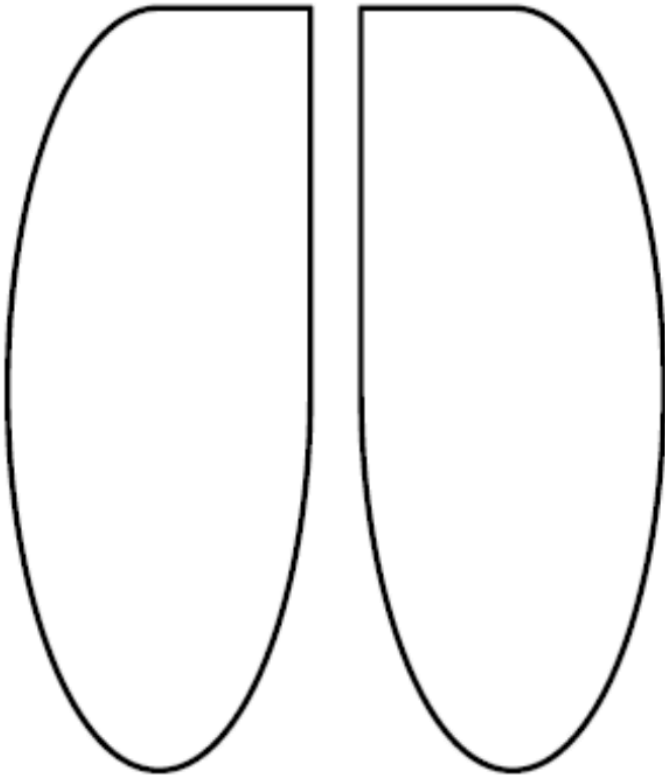
Word: _____

Brain Break

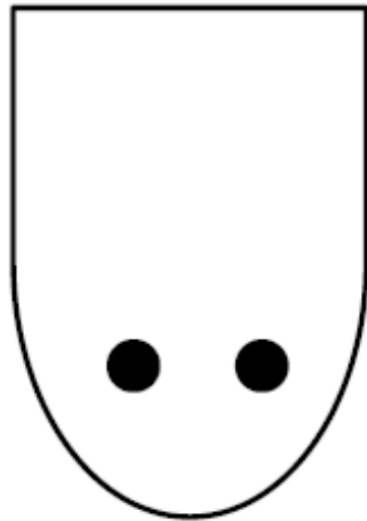
Create a Baby Sea Turtle

Cut out the parts of the sea turtle and create a baby sea turtle. When you done cutting and gluing it together you can color it like a turtle.

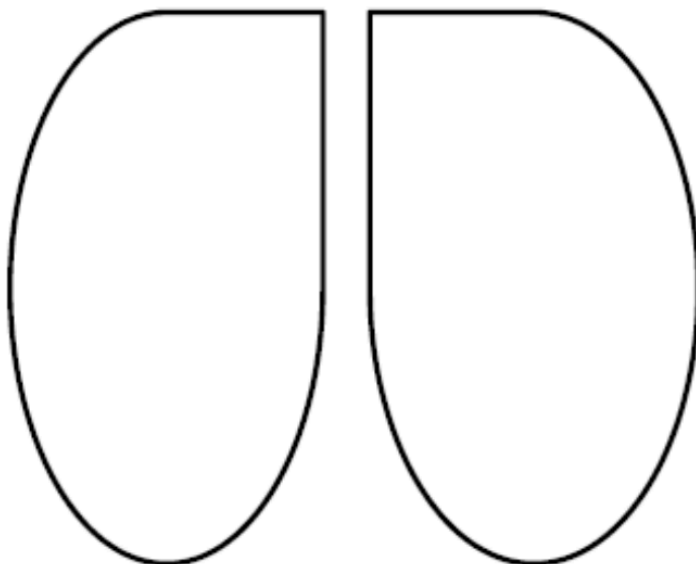
Front Flippers



Head



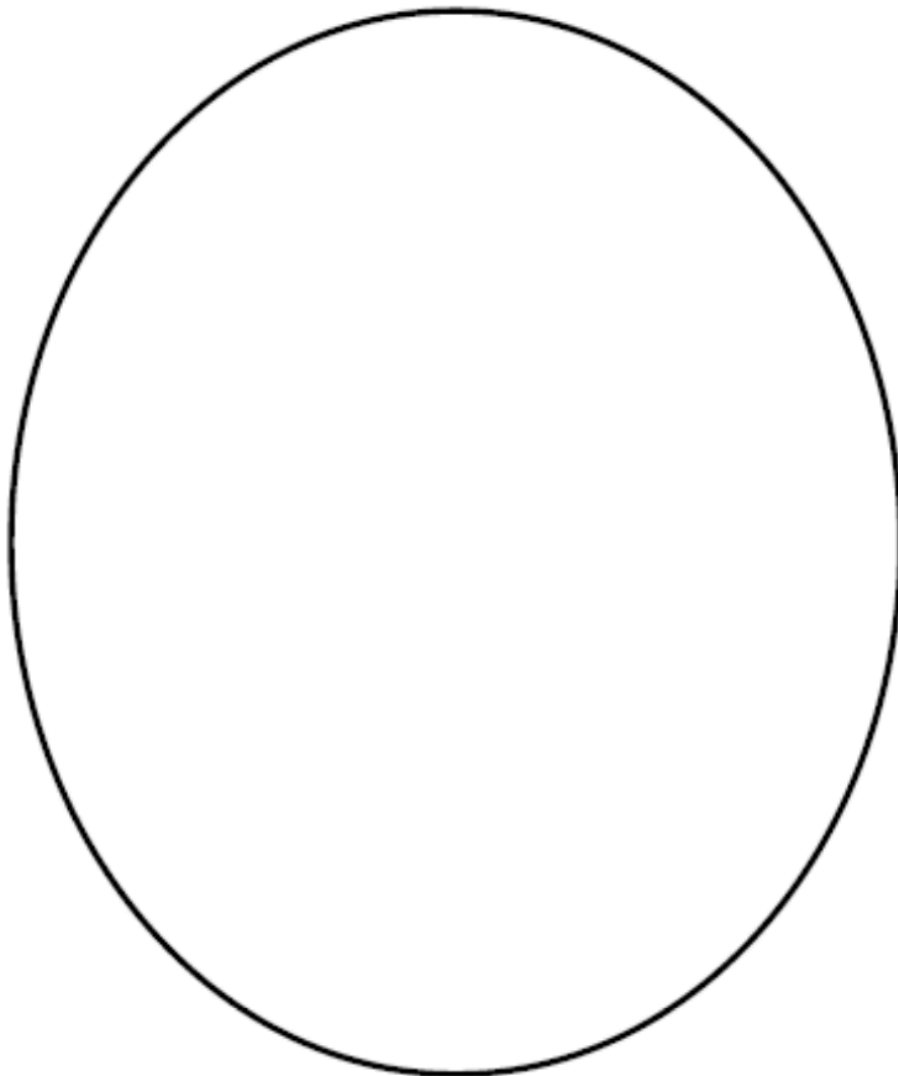
Back Flippers



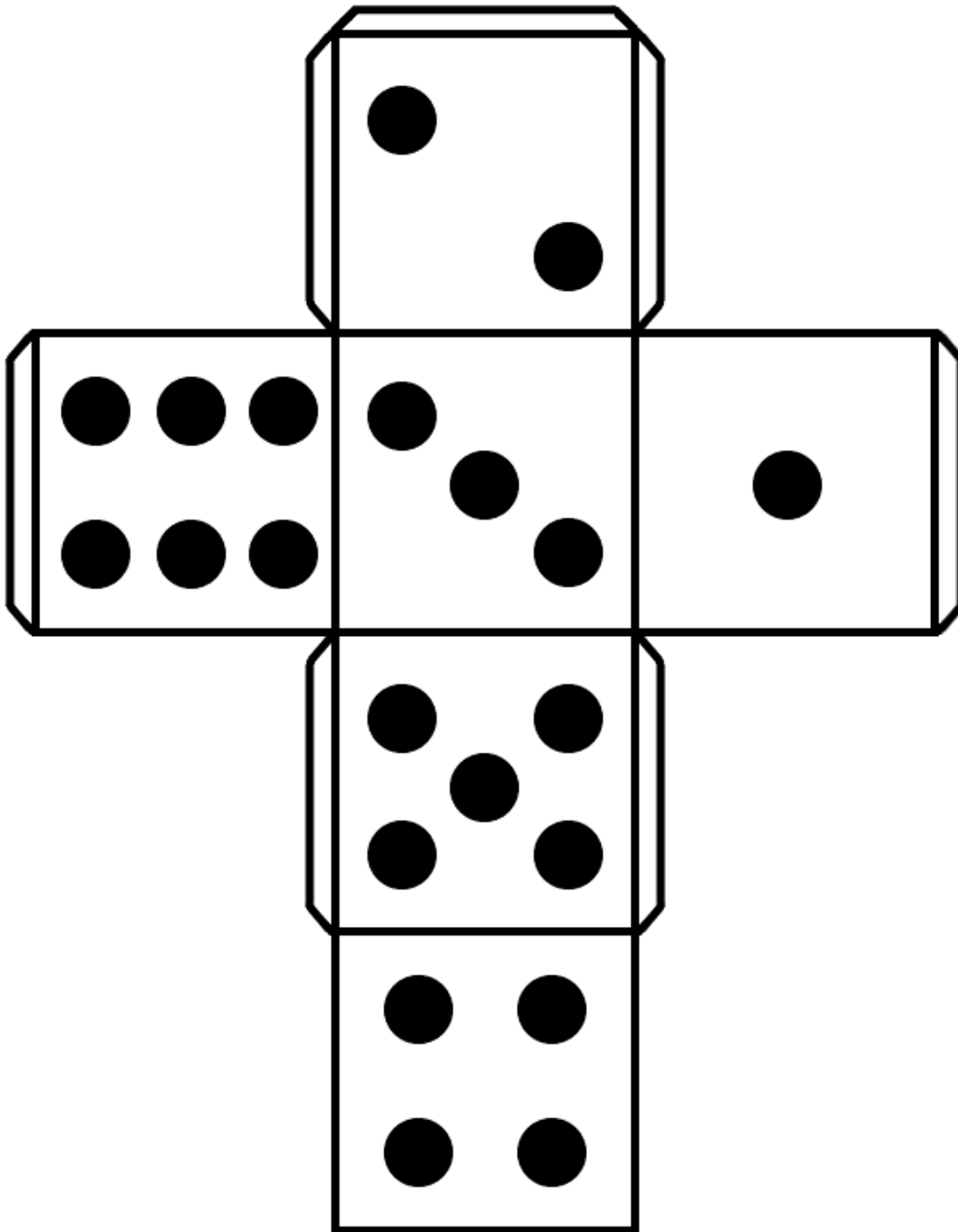
Create a Baby Sea Turtle

Cut out the parts of the sea turtle and create a baby sea turtle. When you done cutting and gluing it together you can color it like a turtle.

Shell














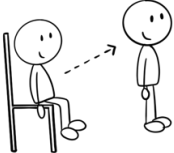
Cut this out to make a dice.
Use this dice for your "Let's Move Brain Breaks" each day.





Let's Move!




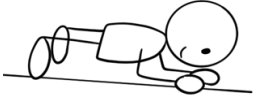








Roll a Brain Break: Roll the dice 10 times and do each movement.

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



Let's Move!




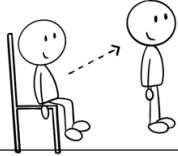







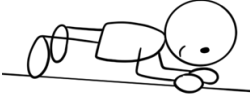
Roll a Brain Break: Roll the dice 10 times and do each movement.

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



Let's Move!


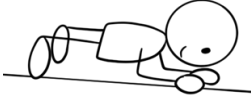









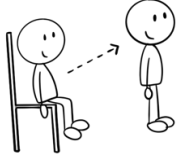
Roll a Brain Break: Roll the dice 10 times and do each movement.

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



Let's Move!






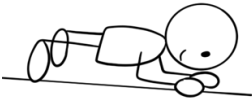






Roll a Brain Break: Roll the dice 10 times and do each movement.

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



Let's Move!

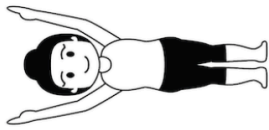
Roll a Brain Break: Roll the dice 10 times and do each movement.

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

Physical Education

Yoga

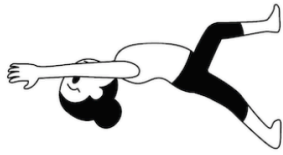
Practice some yoga poses. Count to 10 as you hold each pose.



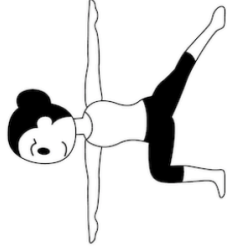
UPWARD SALUTE POSE



EXTENDED SIDE ANGLE POSE



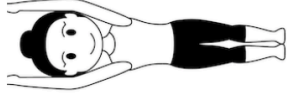
WARRIOR I POSE



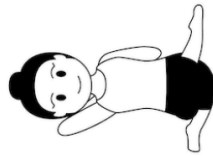
WARRIOR II POSE



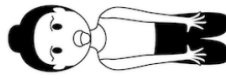
TREE POSE



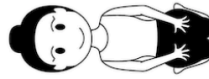
MOUNTAIN POSE



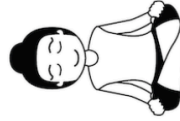
COW FACE POSE



LION POSE



HERO POSE



EASY POSE



SALUTATION SEAL



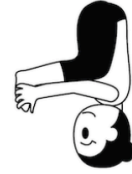
CORPSE POSE



BOW POSE



LOCUST POSE



HAPPY BABY POSE



CAT POSE



DOWNWARD FACING DOG



My Packet Journal

In this packet I learned _____

ICMEE is housed within:





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:

