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2020

### K–1st Grade: English Level 3, Learning Packet #1 • Theme: Space

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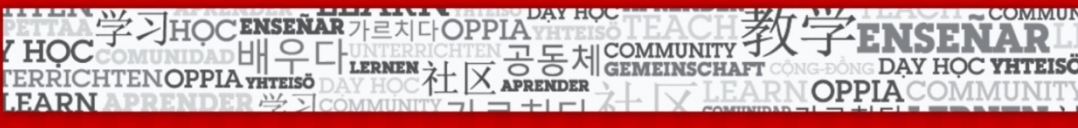


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K-1<sup>st</sup> grade • English Level 3

# Learning Packet #1

Theme: Space



# 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
- 7-8
- 9-10
- 11-12

## **Level 3 – Interdisciplinary Inquiry**

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

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

# International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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

The Standards that Informed the Development of this Packet are:

Science

- SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.  
 SC.1.11.3.A Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- SC.1.11.3.B Make observations at different times of the year to relate the amount of daylight to the time of year

Math

- 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.K.CC.B.5  
 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- 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.OA.A.5  
 Fluently add and subtract within 5.
- CCSS.MATH.CONTENT.K.MD.B.3  
 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup>
- CCSS.MATH.CONTENT.K.G.A.2  
 Correctly name shapes regardless of their orientations or overall size
- CCSS.MATH.CONTENT.1.OA.C.6  
 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).
- CCSS.MATH.CONTENT.1.MD.C.4  
 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Physical Education

- PE.K.1.1 Performs locomotor skills in a variety of environments. PE.K.1.1.a Hops, gallops, jogs, runs, walks, slides, skips, and leaps while maintaining balance. (E)
- PE.K.1.2.d Curls and stretches the body and/or parts of the body. (E)
- PE.1.1.1.a Hops, gallops, side slides, and walks in a mature pattern. (M)
- PE.1.1.2.d Curls, stretches, twists, and bends the body and/or parts of the body. (E)

## ELA

- CCSS.ELA-LITERACY.RI.K.1  
With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.K.1  
With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RF.K.1  
Demonstrate understanding of the organization and basic features of print.
- CCSS.ELA-LITERACY.RF.K.1.A  
Follow words from left to right, top to bottom, and page by page.
- CCSS.ELA-LITERACY.RF.K.1.B  
Recognize that spoken words are represented in written language by specific sequences of letters.
- CCSS.ELA-LITERACY.RF.K.1.C  
Understand that words are separated by spaces in print.
- Demonstrate understanding of the organization and basic features of print.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- 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.
- CCSS.ELA-LITERACY.W.1.1  
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

# Learning Packet #1

**Theme: Space**



# 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. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or 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.
- Each day students have a short prompt that they can respond to. 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 prompts will also be points of conversation for your student with their buddy.
- Science: This packet is all about space. Students will learn some basic information about the sun, moon, earth, stars etc. in each activity.
- Math. Students will practice shapes, counting, graphing, patterns, and addition.
- Vocabulary. Students will practice reading and tracing new and familiar words. They will have the opportunity to strengthen their understanding of these words.
- Reading and Writing. Students will be practicing reading and writing in a variety of ways. They will share their thoughts and opinions in writing, as well as by comparing two things. They will label things, fix incorrect sentences, and read about ways to move our bodies.
- Students will also have the opportunity to draw and create.

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, Kara Mitchell Viesca, and Alexa Yunes.

# International Consortium for Multilingual Excellence in Education



**ICMEE**  
cehs.unl.edu/icmee

15 de agosto del 2020

Queridas 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:

- **Diccionario:** Esperamos que cada día su estudiante aprenda 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.
- Cada día, los estudiantes tienen un tema corto para que puedan responder por escrito. Los estudiantes deben ser animados a escribir en cualquier idioma (o combinación de idiomas) que ellos deseen. También puede hacer los dibujos que necesiten. Esperamos que estos temas del diario de escritura sean también temas de conversación para el estudiante y su “Buddy” (amigo).
- **Ciencias:** El tema de este paquete es el espacio. En cada actividad, los estudiantes aprenderán información básica acerca del sol, la luna, la tierra, las estrellas, etc.
- **Matemáticas:** Los estudiantes practicarán las figuras geométricas, contar, hacer gráficas, patrones y adición (suma).
- **Vocabulario:** Los estudiantes practicarán la lectura y trazarán palabras nuevas y conocidas. Tendrán oportunidad de reforzar el entendimiento de estas palabras.
- **Lectura y Escritura:** Los estudiantes practicarán lectura y escritura en una variedad de formas. Compartirán sus pensamientos y opiniones en escritura y también compararán dos cosas. Etiquetarán objetos, corregirán oraciones y leerán sobre diferentes formas de mover nuestro cuerpo.
- Los estudiantes tendrán oportunidad de dibujar y crear.

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



## Share your learning!

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

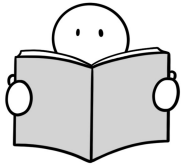
We'd love to see what you've done with this packet!



## Instructions Key



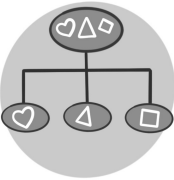
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



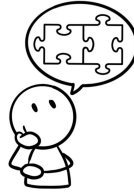
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

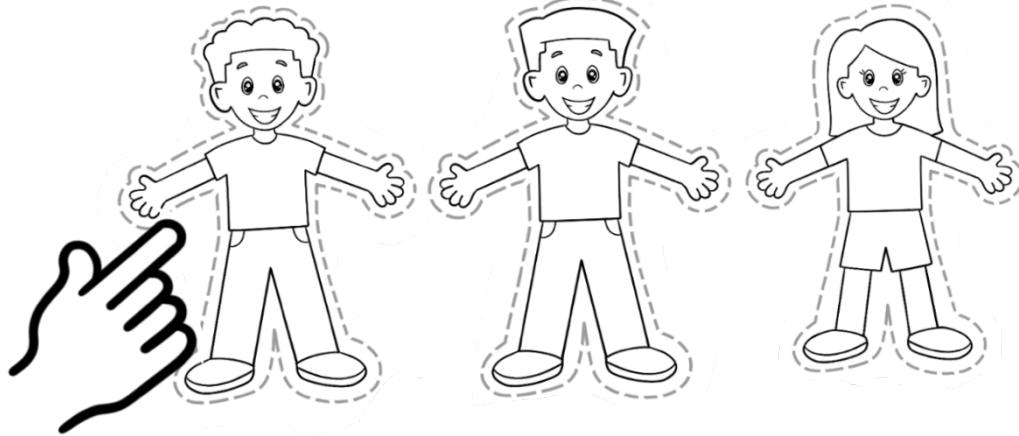
Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> <li>• Vocabulary trace</li> <li>• Label My Buddy</li> <li>• Space shapes</li> <li>• Let's Move</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Passage</li> <li>• Mix It Fix It</li> <li>• Space Dot to Dot</li> <li>• Window or Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Matching</li> <li>• Let's Compare</li> <li>• Astronaut Writing</li> <li>• Move with Your Buddy</li> </ul>	<ul style="list-style-type: none"> <li>• Space Graphing</li> <li>• Space Addition</li> <li>• If I lived in space Writing</li> <li>• Let's Draw</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Would You Rather Writing</li> <li>• Let's Create</li> <li>• Space Patterns</li> </ul>



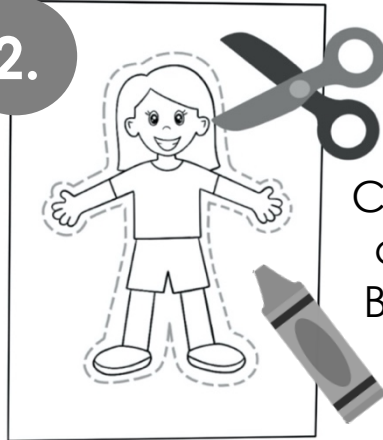
# Day 1

# My Buddy

1. Choose a Buddy

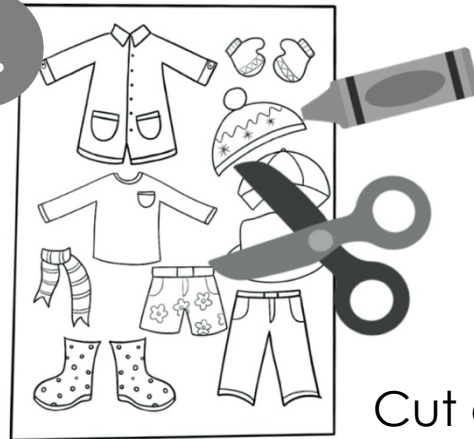


2.



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

3.



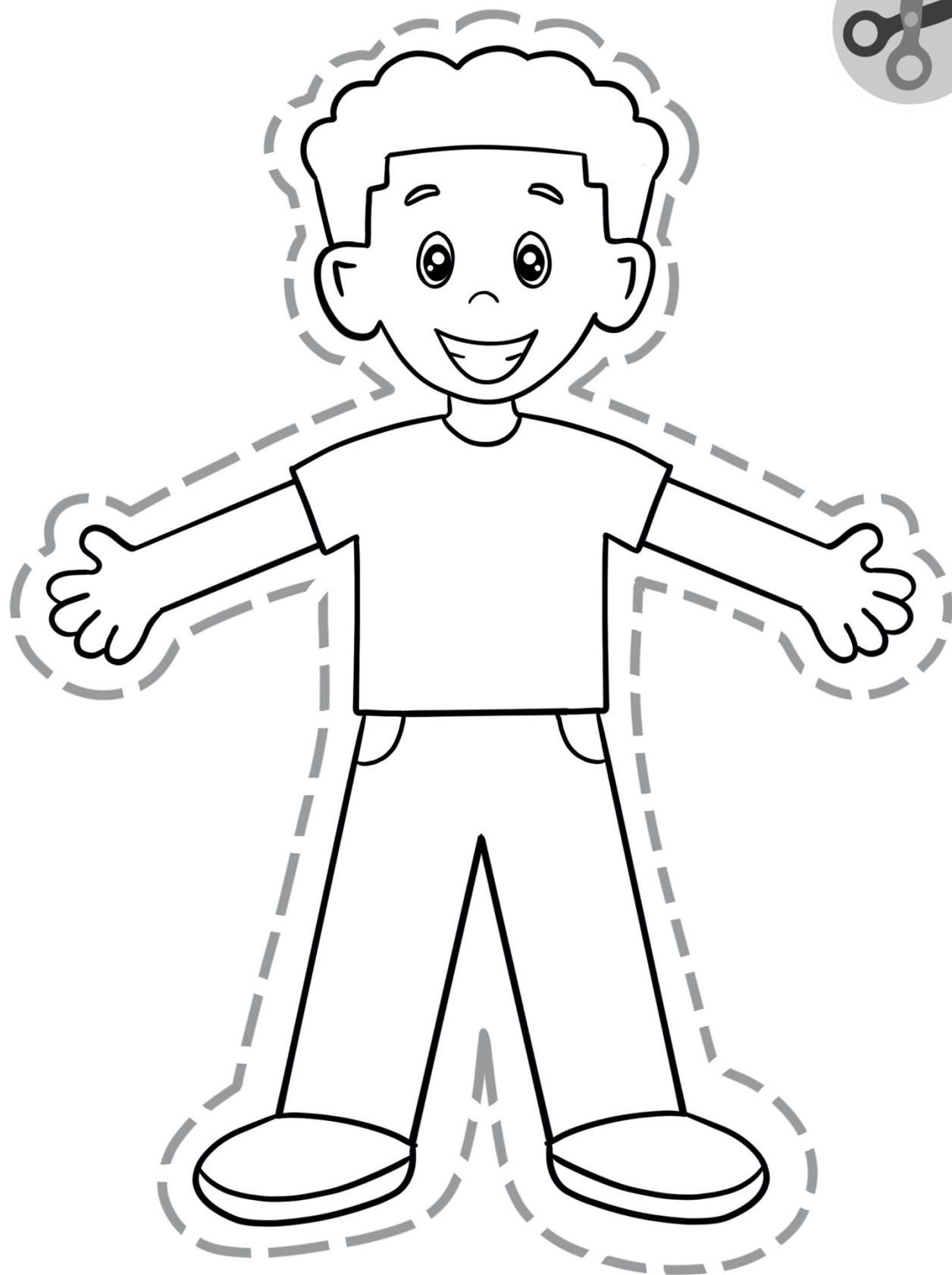
Cut out and color the accessories

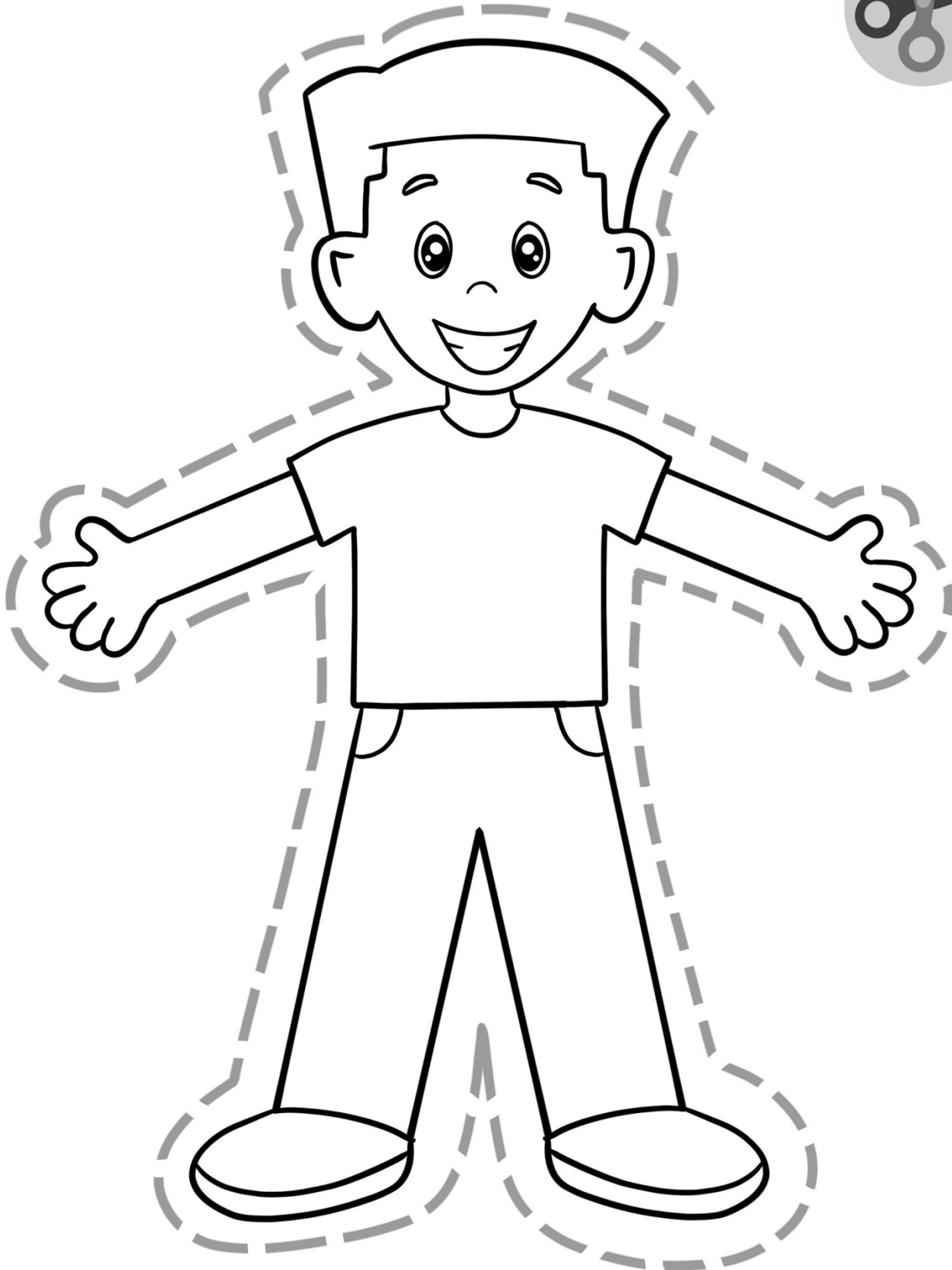
4.

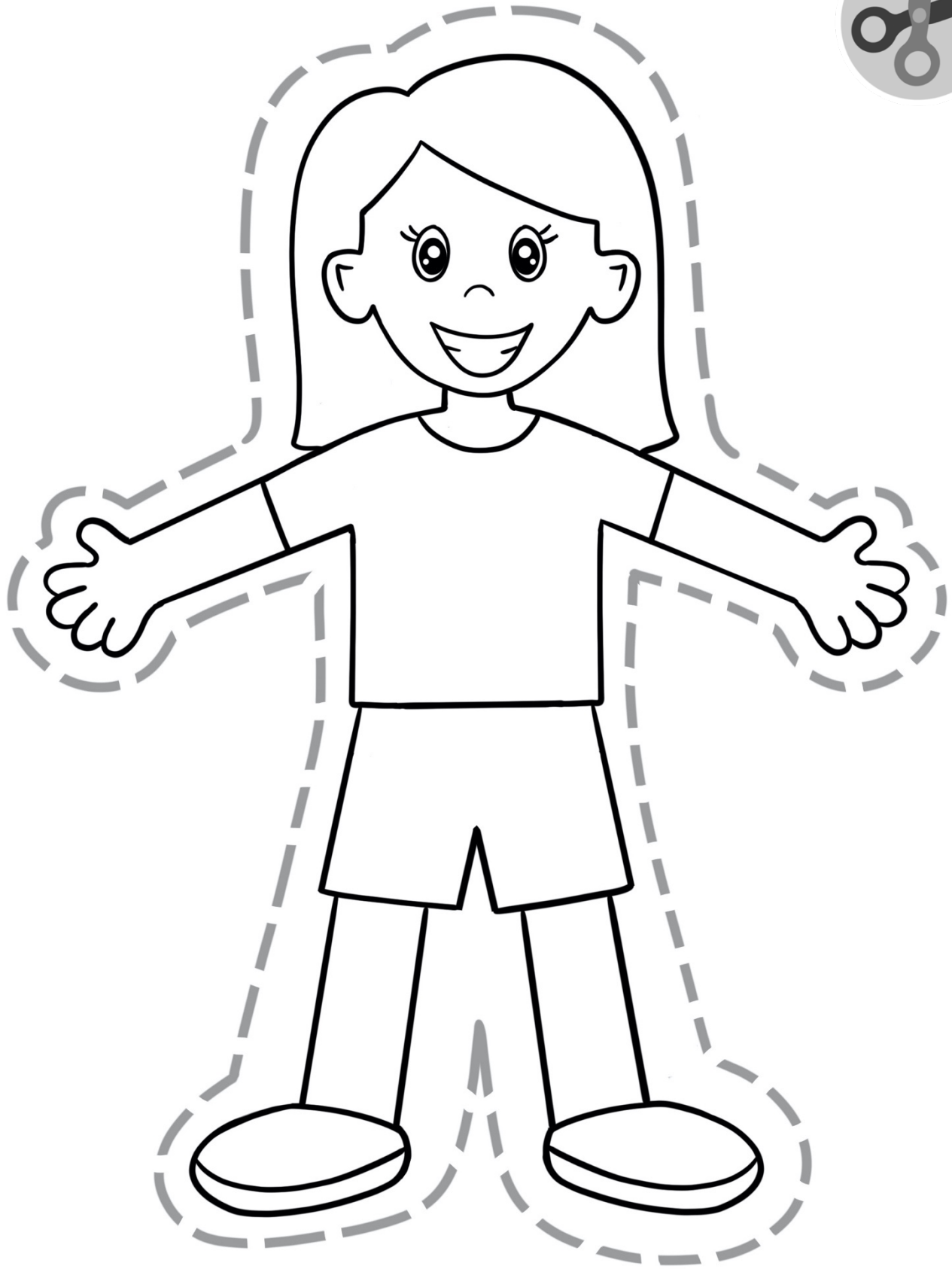


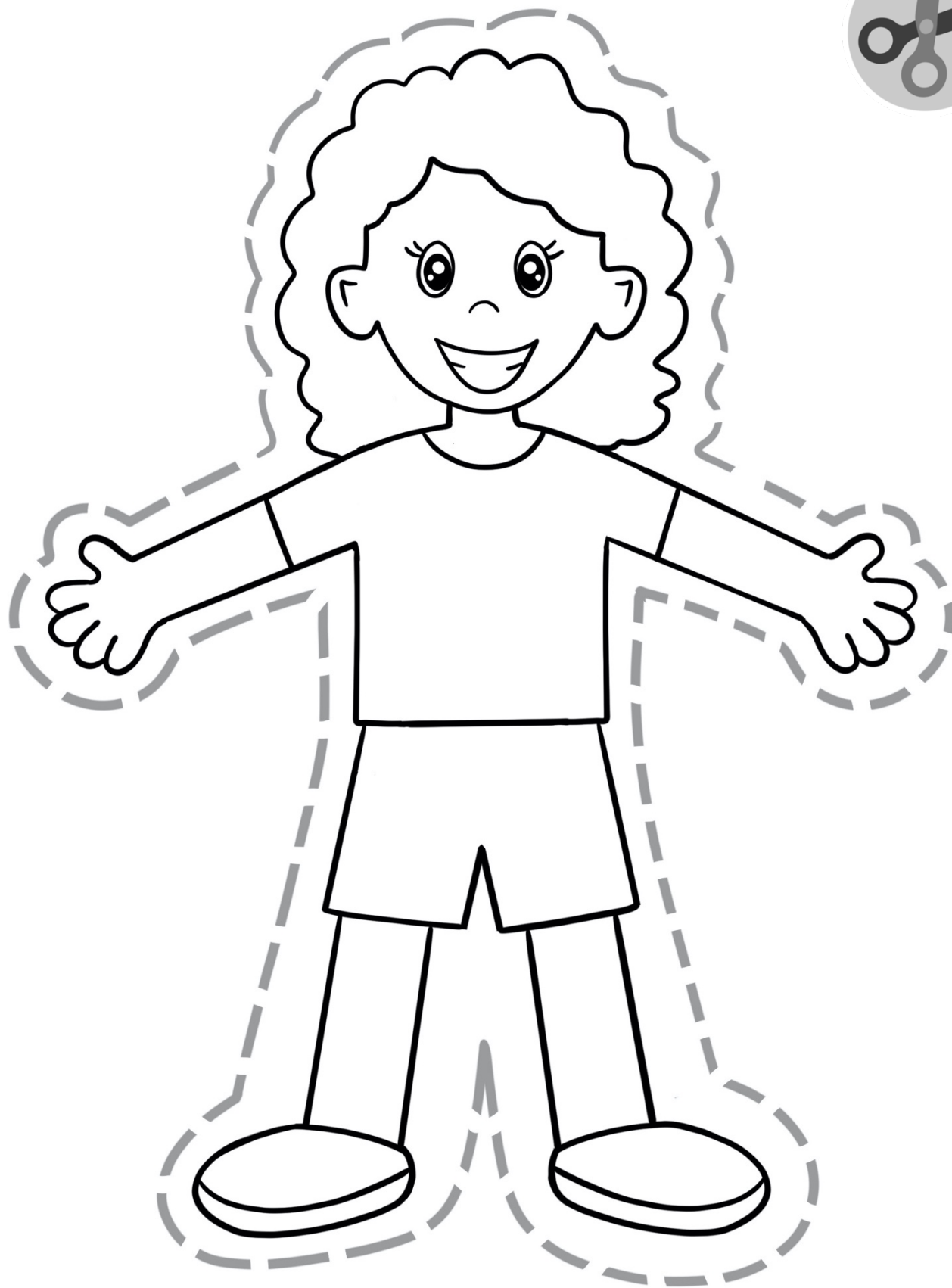
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

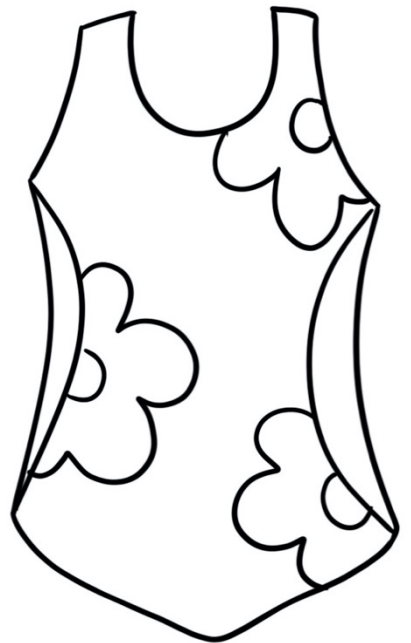
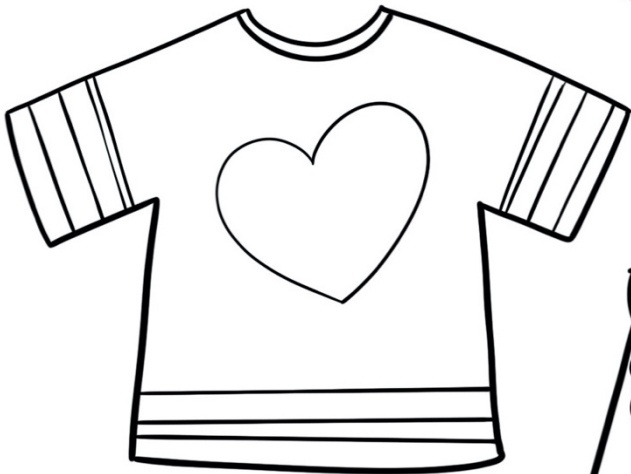
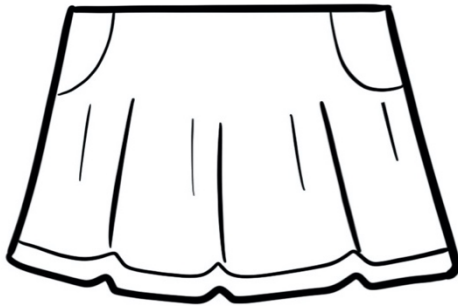
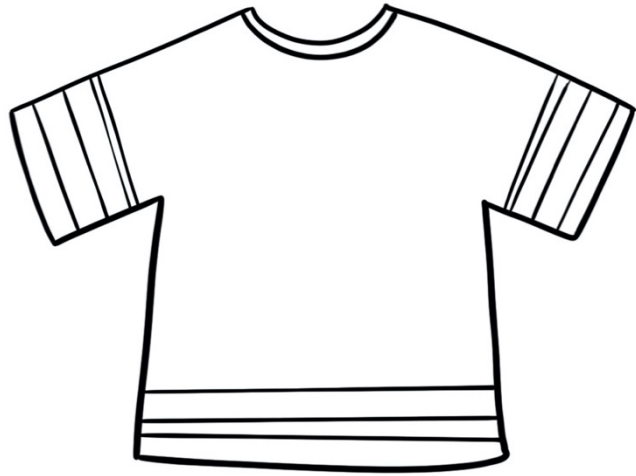
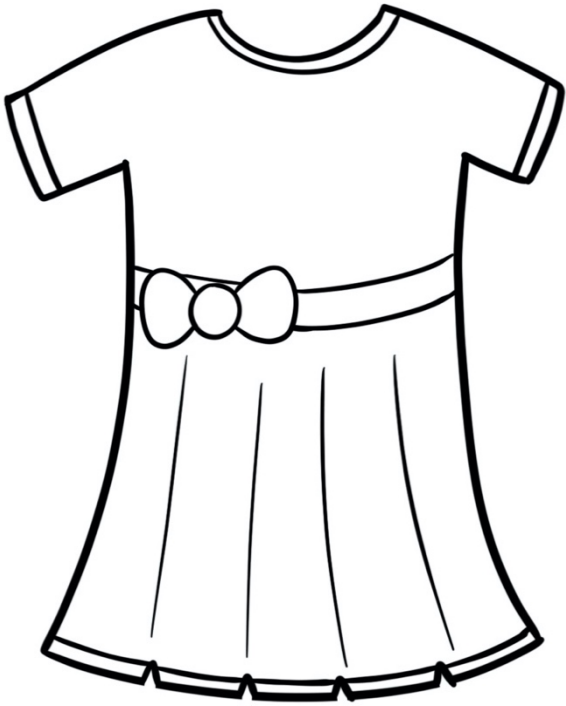


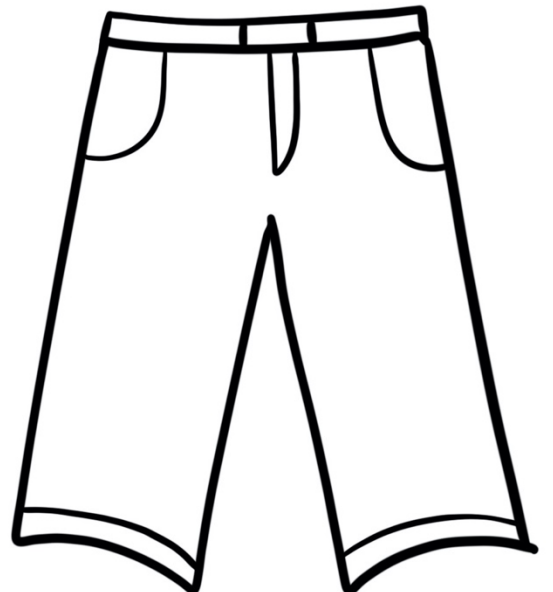
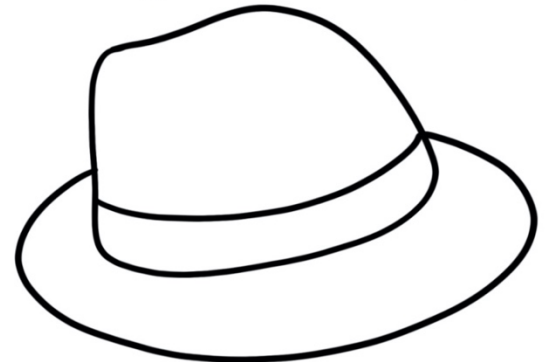
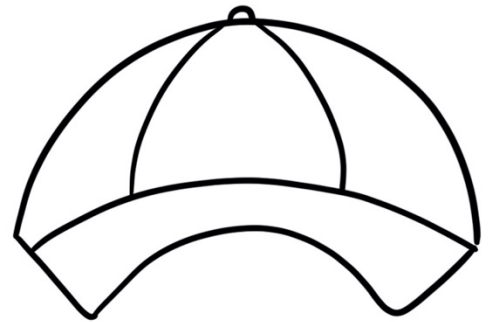
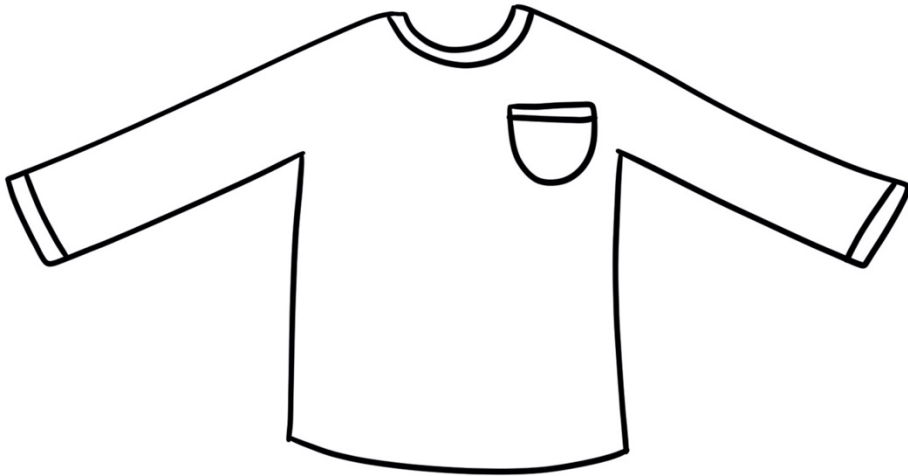
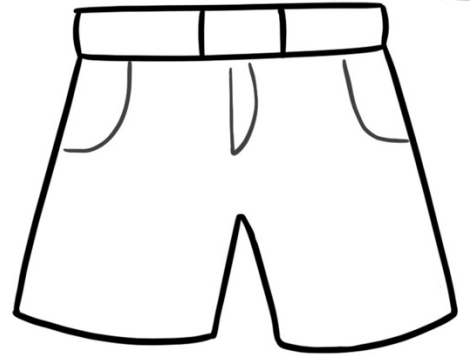


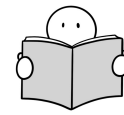








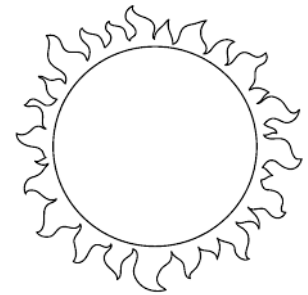




# Vocabulary

Trace the space words.

This is the sun.



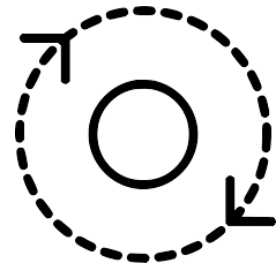
This is the earth.



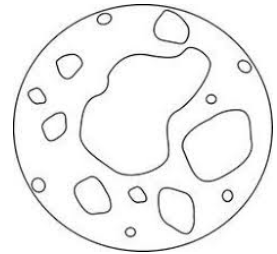
This is a planet.



This is an orbit.



This is the moon.



These are stars.



This is the day.

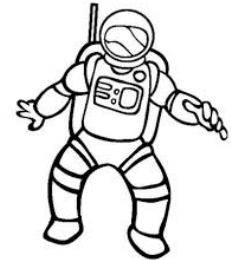




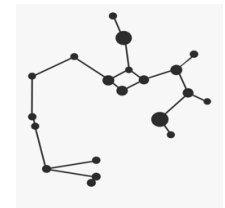
This is the night.



This is an astronaut.

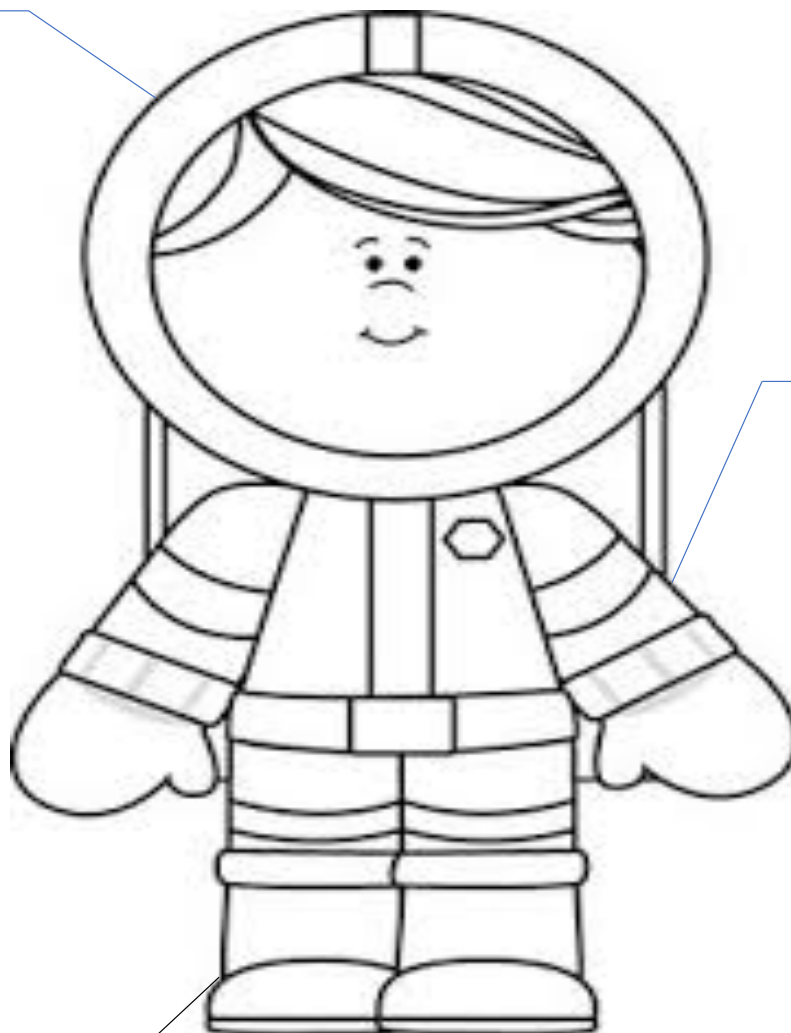


This is a constellation.





# Label My Buddy



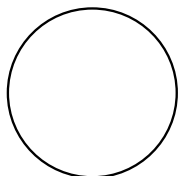
helmet

spacesuit

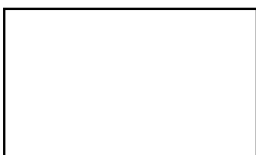
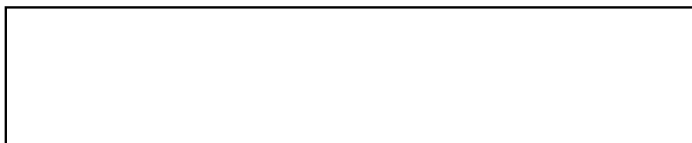
boots



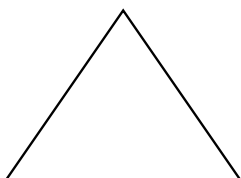
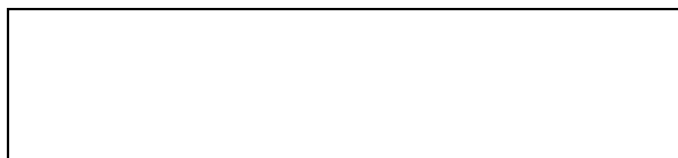
# Space Shapes



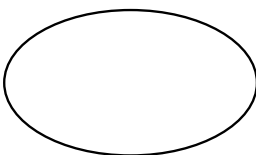
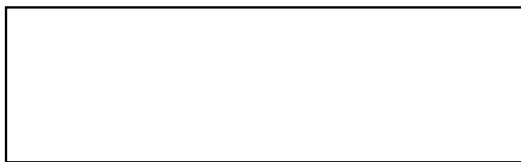
This is a circle. It has no sides or corners.  
The Earth is a circle. Draw 3 circles:



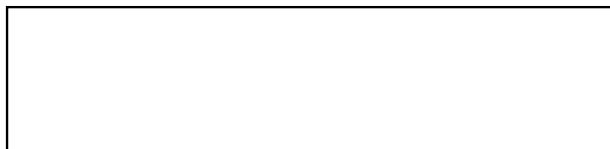
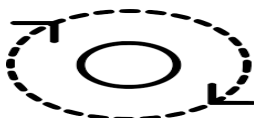
This is a rectangle. It has 4 side and 4 corners. A flag is a rectangle. Draw 3 rectangles:

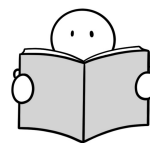


This is a triangle. It has 3 sides and 3 corners. A spaceship can be a triangle. Draw 3 triangles:



This is an oval. It has 0 sides and 0 corners.  
The Earth's orbit is an oval. Draw 3 ovals.





# Let's Move!

Grab your Buddy and get ready to move your body!

Move your arms to raise your Buddy up like the **sun** in the morning.

Use your arms to move your Buddy down like the **sun** at night.

Get your Buddy and set them on the ground. Move around your Buddy in an oval shape to **orbit** them.

Jump up with your Buddy like a **spaceship** going into space.

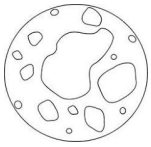
Reach your arms up to be big like the **moon**.



Tell your Buddy your favorite way to move.



# Day 2



## Learn About Space

Our part of space is made up of the sun, the planets, and their moons. The sun is a large star at the center of our part of space. Planets are large objects that orbit in space. Orbits are repeating paths around another object. We live on planet Earth. Earth orbits the sun one time each year. Each day part of the Earth is facing the sun. As the Earth spins away from the sunlight it turns to night. Our planet has one moon. As the Earth orbits the sun, the moon is orbiting the Earth!

There are many stars in the sky. They are far away from the Earth. Some groups of stars make shapes in the sky. These are called constellations. Astronauts are people that study space and space travel. It is fun to learn about the things that are up in space!

1. What is the name of our planet?



---

2. People that study space and space travel are called:

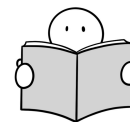
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3. How many moons does our planet have?

---





# Mix It Fix It

Directions: Cut the sentences apart and put the words in the right order.

is	star.	sun	The	a
----	-------	-----	-----	---

Earth.	live	on	planet	We	the
--------	------	----	--------	----	-----

sun.	Earth	The	orbits	the
------	-------	-----	--------	-----

stars	are	the	many	in	sky.	There
-------	-----	-----	------	----	------	-------

the	day.	sun	We	during	the	see
-----	------	-----	----	--------	-----	-----

see	night.	can	at	the	We	moon
-----	--------	-----	----	-----	----	------

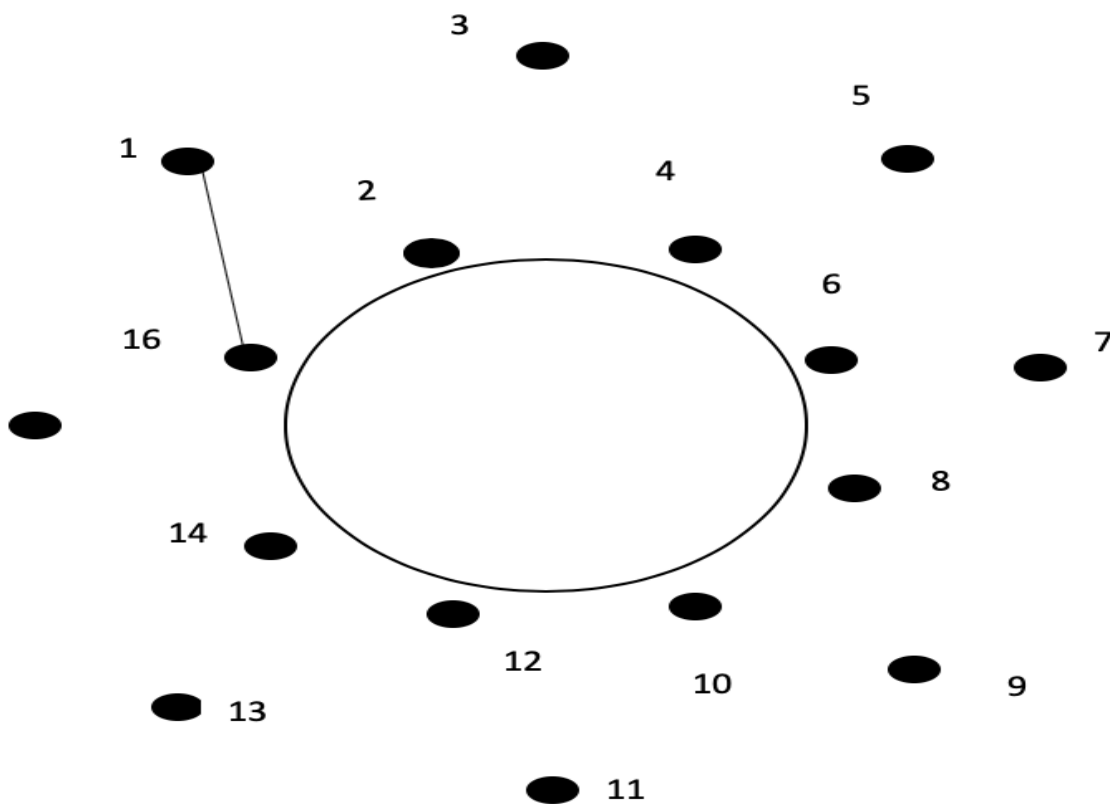
of	a	constellation	is	stars.	A	group
----	---	---------------	----	--------	---	-------

can	An	space.	astronaut	travel	to
-----	----	--------	-----------	--------	----



# Counting Stars

Start at 1. Draw lines to connect the dots to count up to 16! What shape did you make?



I made a \_\_\_\_\_.





# Window or Walk

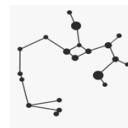
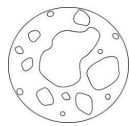
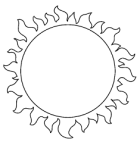
Go for a walk with a grown up or look out your window!

Look for :

- Sunshine
- The moon
- Stars
- A constellation
- A planet

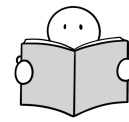
On my walk I saw \_\_\_\_\_

\_\_\_\_\_.





# Day 3



# Space Matching

Draw a line to match the picture to its meaning. The first one is done for you.

sun

- A very big object the orbits in space. It is not a star.



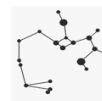
earth

- A repeating path around another object in space.



planet

- A group of stars that seems to make a shape in the sky.



orbit

- A big object that orbits around the Earth. It is often seen at night.



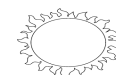
moon

- The planet that we live on.



stars

- A large star in the middle of our solar system. It gives light and heat to the Earth.



day

- Very large balls of gas that glow in the sky.



night

- A person who's job is to learn about space and space travel.



constellation

- The time when you can see the sun and it's light and heat can reach you.



astronaut

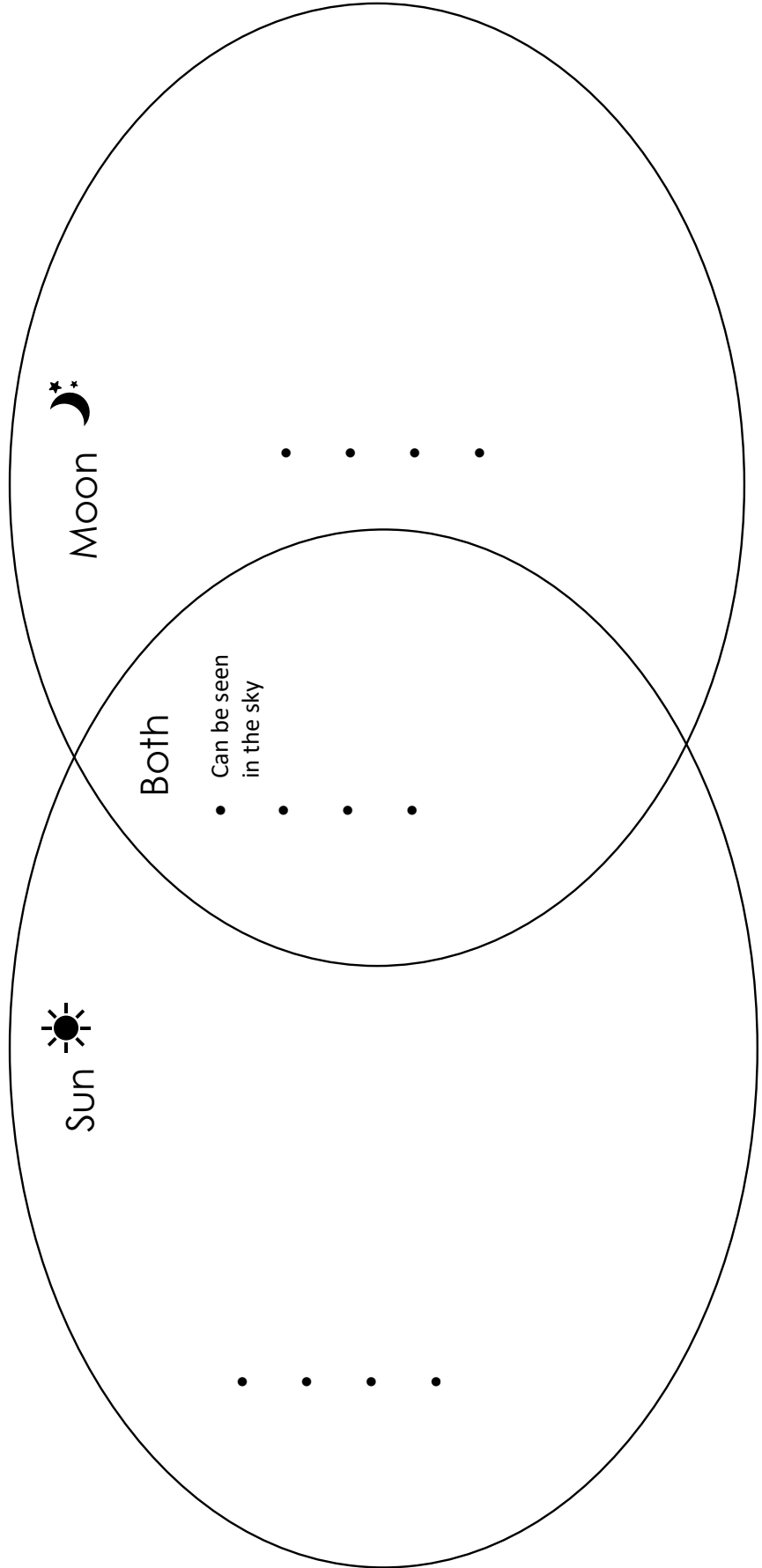
- The time when the sun is on the other side of the Earth.





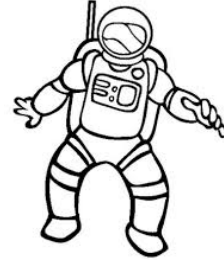
# Let's Compare!

Fill in the Venn diagram. Write at least 3 ideas in each circle. How are they the same? How are they different?



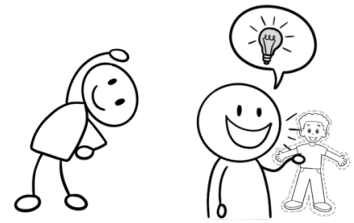


# Astronaut Writing



If I were an astronaut I would...

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



# Move With Your Buddy

Bounce with your Buddy like you are an astronaut on the moon.



Spin with your Buddy around like you are a planet in orbit.



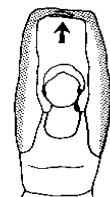
Fly around with your arms out like you are a space ship.



Jump with your Buddy from star to star like you are on a constellation.



Move your Buddy across the room like the sun moves across the sky.





# Day 4



# Space Graphing

Count the objects in the picture. Color in one box for each shape you count. The first one is done for you.

6				
5				
4				
3				
2				
1				
	Earths	suns	moons	suns

How many suns?

There are \_\_\_\_\_ suns.

How many stars?

There are \_\_\_\_\_ stars.

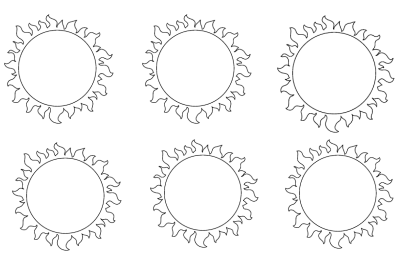
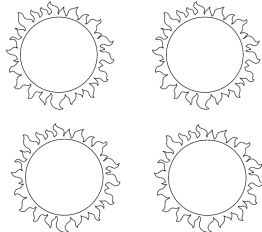
How many moons and Earths?

There are \_\_\_\_\_ moons and Earths.



# Sun Addition

Count the suns. Write the equations


 $+$ 

 $=$ 

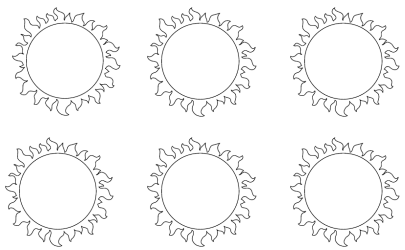
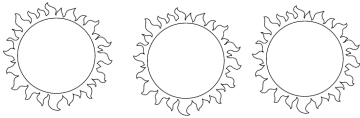


---

 $+$ 


---

 $=$ 


 $+$ 

 $=$ 



---

 $+$ 


---

 $=$



# If I lived in space.....

Write and draw about what you would do if you lived in space.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten such sets of lines.



# Let's Draw!

Draw a picture of the sky during the day or at night.

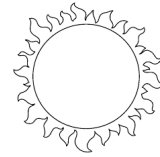
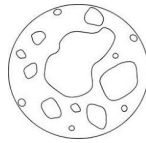


# Day 5



# My Journal

Write and draw about something you learned about space.



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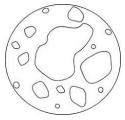
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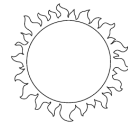
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# Would You Rather...



Would you rather live on the moon or on the sun? Why?

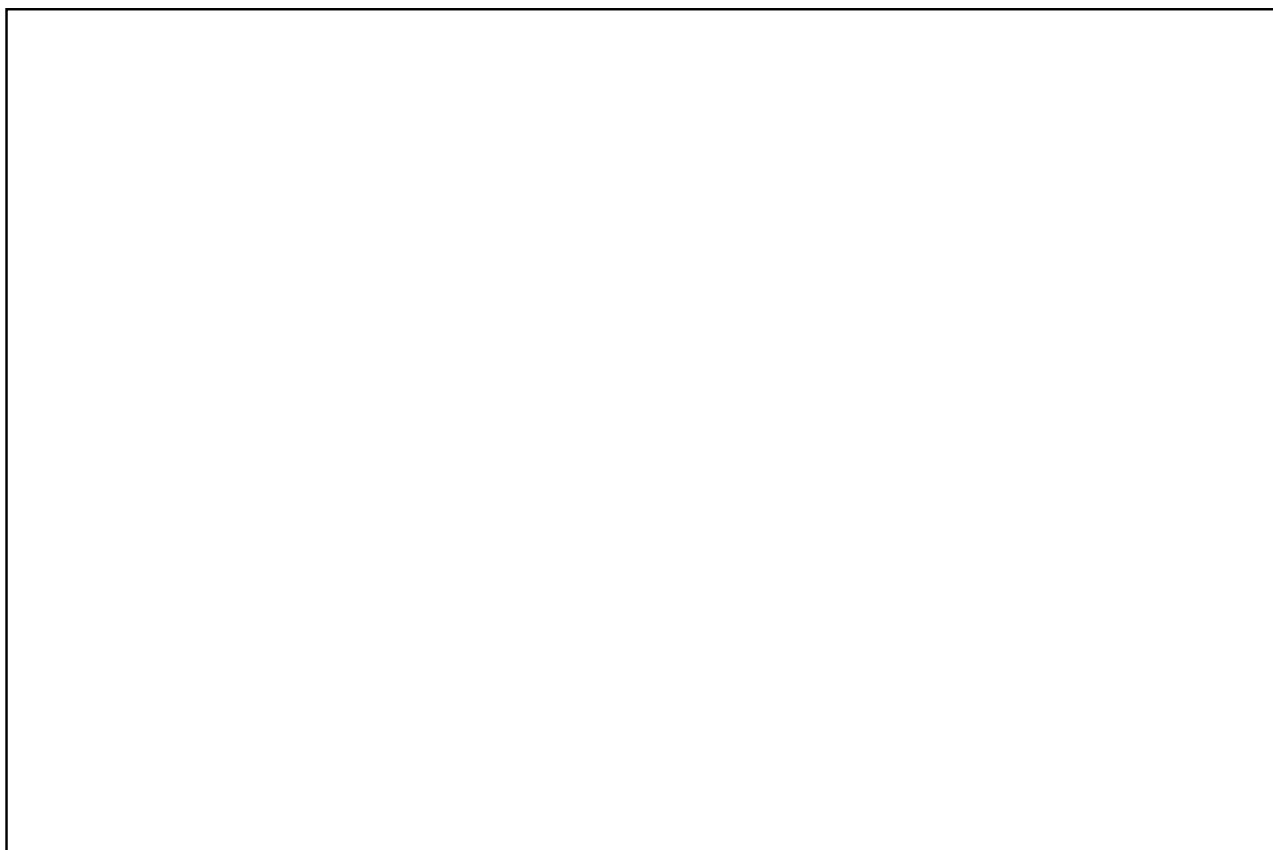
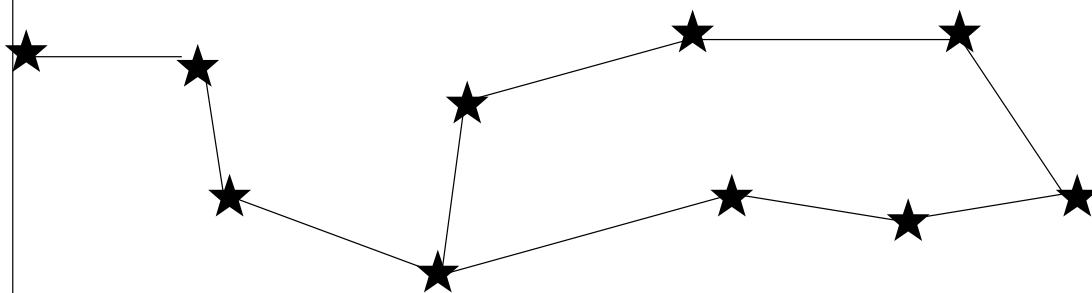
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times.



# Let's Create

Draw 10 or more stars. Then draw lines to connect them and make your own constellation. (You can use star stickers if you have them!)

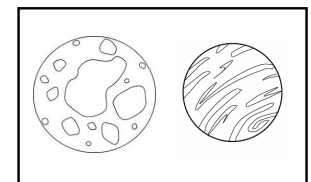
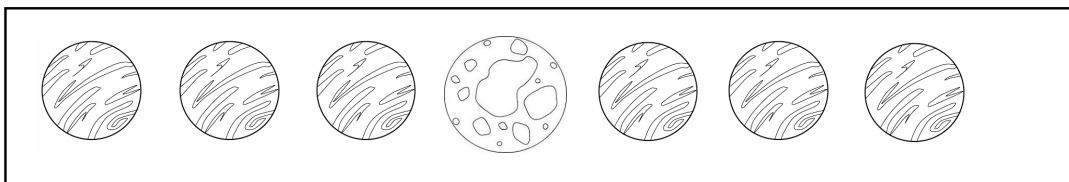
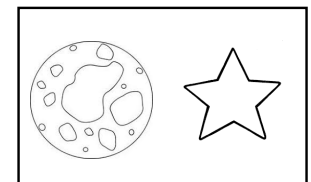
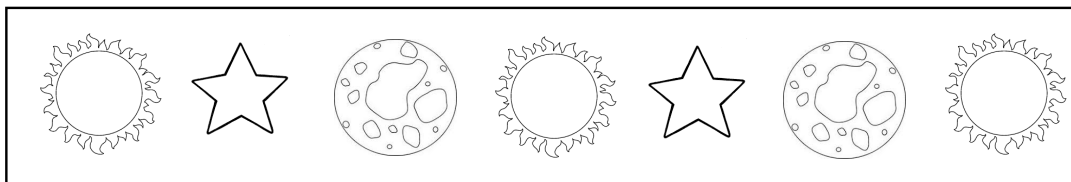
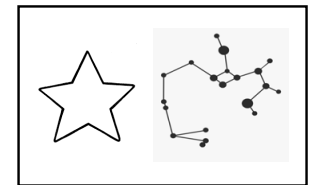
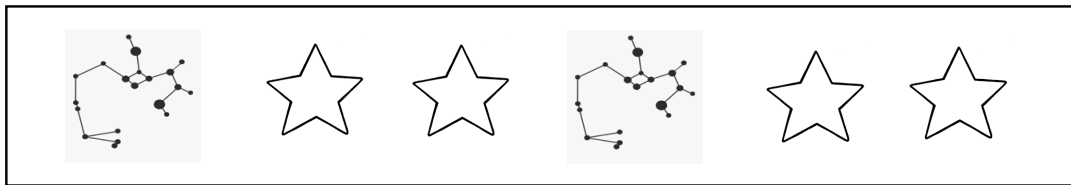
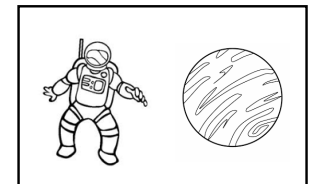
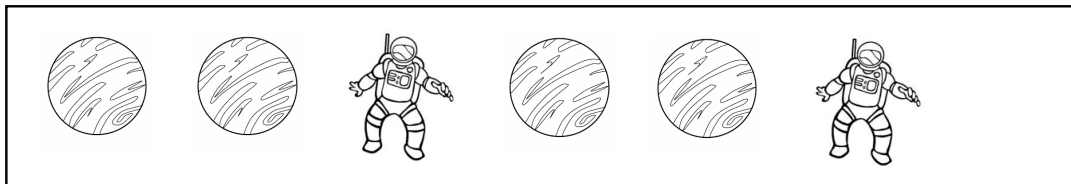
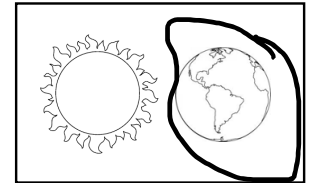
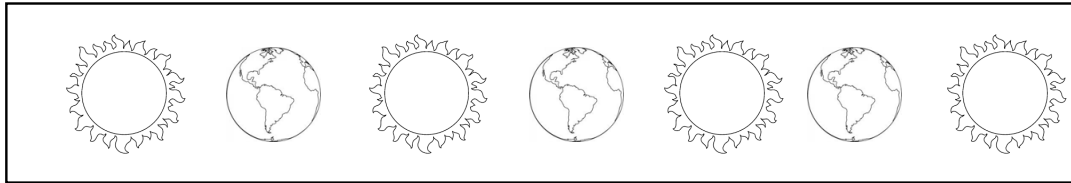
Ex:





# Space Patterns

Circle the shape that comes next. The first one is done for you.







## 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:

