

University of Nebraska - Lincoln

## DigitalCommons@University of Nebraska - Lincoln

---

ICMEE Learning Packets: LEVEL 2 of English  
Proficiency (K-12)

International Coalition for Multilingual  
Education and Equity (ICMEE)

---

2020

### 4th–5th Grade: English Level 2, Learning Packet #5 • Theme: Rainforests

Claudia T. Yunes  
*Yunes Educational Services, yuneseducation@gmail.com*

Tricia Gray  
*University of Nebraska-Lincoln, tgray5@unl.edu*

Alexa Yunes  
*University of Nebraska-Lincoln, alexayunes@gmail.com*

Follow this and additional works at: <https://digitalcommons.unl.edu/icmeelevel2>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Elementary Education Commons](#), [Instructional Media Design Commons](#), and the [Online and Distance Education Commons](#)

---

Yunes, Claudia T.; Gray, Tricia; and Yunes, Alexa, "4th–5th Grade: English Level 2, Learning Packet #5 • Theme: Rainforests" (2020). *ICMEE Learning Packets: LEVEL 2 of English Proficiency (K-12)*. 15. <https://digitalcommons.unl.edu/icmeelevel2/15>

This Article is brought to you for free and open access by the International Coalition for Multilingual Education and Equity (ICMEE) at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in ICMEE Learning Packets: LEVEL 2 of English Proficiency (K-12) by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

4<sup>th</sup> – 5<sup>th</sup> grade • English Level 2

# Learning Packet #5

Theme: Rainforests



# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

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

## **Level 3 – Interdisciplinary Inquiry**

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

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

# 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 **Claudia Yunes** in collaboration with Tricia Gray and Alexa Yunes.

# International Consortium for Multilingual Excellence in Education



The Standards that Informed the Development of this Packet are:

## Math

CCSS.MATH.CONTENT.4.NF Understand decimal notation for fractions, and compare decimal fractions. 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. 6. Use decimal notation for fractions with denominators 10 or 100.

## English Language Arts

LA 4.1 **Reading:** Students will learn and apply reading skills and strategies to comprehend text

LA 4.1.3.a **Word Analysis:** Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell

LA 4.1.4.b **Fluency:** Read words and phrases accurately and automatically

LA 4.1.5 **Vocabulary:** Students will build literary, general academic, and content specific grade level vocabulary.

LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 4.1.6.e **Comprehension:** Retell and summarize the main idea from informational text using supporting details

LA 4.1.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 4.1.6.p Respond to text verbally, in writing, or artistically

LA 4.2 **Writing:** Students will learn and apply writing skills and strategies to communicate.

LA 4.1.6.p Respond to text verbally, in writing, or artistically

LA 4.2.1.f Publish a legible document

## Science Standards and Cross-Cutting Ideas

3-5SC5.3.1.b Identify how parts of plants and animals function to meet basic needs

3-5SC5.3.2 Students will identify variations of inherited characteristics and life cycles

3-5SC5.3.2.b Identify the life cycle of an organism

3-5SC5.3.4.a Describe adaptations made by plants or animals to survive environmental changes

## Social Studies

Understand how to apply geography to interpret the present and plan for the future.

## Art

### Creating

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

### Presenting / Producing

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



4. Presenting (visual arts): Interpreting and sharing artistic work.
5. Realizing and presenting artistic ideas and work.
6. Convey meaning through the presentation of artistic work.

## **Connecting**

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

ICMEE is housed within:



**4<sup>th</sup> – 5<sup>th</sup> grade • English Level 2**

# Learning Packet #5

**Theme: Rainforests**



# 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.



# International Consortium for Multilingual Excellence in Education



In this packet, 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.
- **Journal:** 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.
- **Reading Fluency:** Students should be encouraged to read the sight words every day. A Sorting Sight Words game is included so they can have fun while they practice.
- **Science:** In this packet, students will be learning basic interesting facts and vocabulary about rainforests, parts of a plant, and life cycle of a plant.
- **Vocabulary:** life cycle adapt survive camouflage predator stem roots leaves flower fruit seeds forest layers fable fraction numerator denominator decimal convert
- **Reading:** Students will read a passage about rainforests and will have opportunities to understand and apply their vocabulary drawing and writing. They will analyze the reading passage using a My Report graphic organizer and will understand the sequence of the life plant cycle. Students will also read a fable and will analyze the main characters' feelings.
- **Writing:** Students will write a composition about something they discovered in a rainforest.
- **Grammar:** Students will review nouns, adjectives, and verbs.
- **Math:** Students will review fractions, decimals, and converting fractions to decimals using facts about the rainforests.
- **Art and Writing:** Students will learn how to draw a bat and will write facts about bats and rainforests.

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 **Claudia Yunes** in collaboration with Tricia Gray and Alexa Yunes.

# Answer Key

Math fractions to decimals answer key:

1.  $80/100 = 0.80$  eighth hundredths
2.  $1/100 = 0.01 =$  one hundredth
3.  $5/10 = 0.5 =$  five tenths
4.  $2/100 = 0.02 =$  two hundredths

# 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.

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



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 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 combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Extensiones del paquete:** Algunas actividades tienen extensiones que hemos incluido para que, si el estudiante encuentra fácil una actividad, pueda completar la extensión en lugar de la actividad o adicionalmente.
- **Fluidez en la lectura:** se debe animar a los estudiantes a leer las palabras frecuentes todos los días. Se incluye un juego de clasificación de palabras frecuentes para que puedan divertirse mientras practican.
- **Ciencias:** En este paquete, los estudiantes aprenderán vocabulario y hechos interesantes sobre las selvas tropicales, partes de una planta y el ciclo de vida de una planta.
- **Lectura:** Los estudiantes leerán un pasaje sobre las selvas tropicales y tendrán la oportunidad de comprender y aplicar su vocabulario dibujando y escribiendo. Analizarán el pasaje de lectura utilizando un organizador gráfico Mi Reporte y comprenderán la secuencia del ciclo de vida de las plantas. Los estudiantes también leerán una fábula y analizarán los sentimientos de los personajes principales.
- **Escritura:** los estudiantes escribirán una composición sobre algo que descubrieron en una selva tropical.
- **Gramática:** los estudiantes repasarán sustantivos, adjetivos y verbos.
- **Matemáticas:** los estudiantes repasarán fracciones, decimales y convertirán fracciones a decimales usando datos sobre las selvas tropicales.
- **Arte y escritura:** los estudiantes aprenderán a dibujar un murciélago y escribirán datos sobre los murciélagos y las selvas tropicales.
- **Vocabulario:**

ciclo de vida	adaptar	sobrevivir	camuflaje	depredador		
tallo	raíces	hojas	flor	fruta	semillas	bosque
capas	fábula	fracción	numerador	denominador	decimal	convertir

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



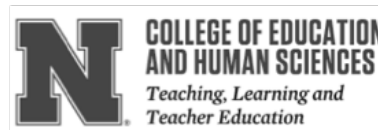
Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad 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,

A handwritten signature in cursive script that reads 'Kara Viesca'.

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

ICMEE is housed within:





## Share your learning!

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

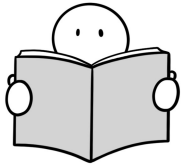
We'd love to see what you've done with this packet!



## Instructions Key



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



- 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

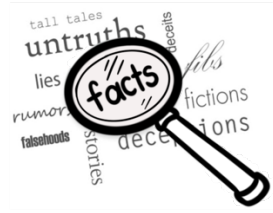
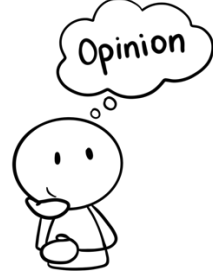

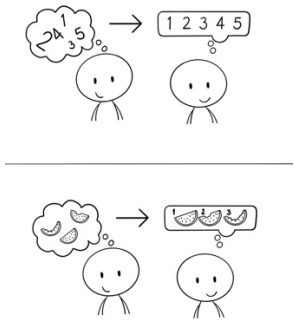



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

# Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	



# Question Words



Who?



When?



Where?



What?



Why?

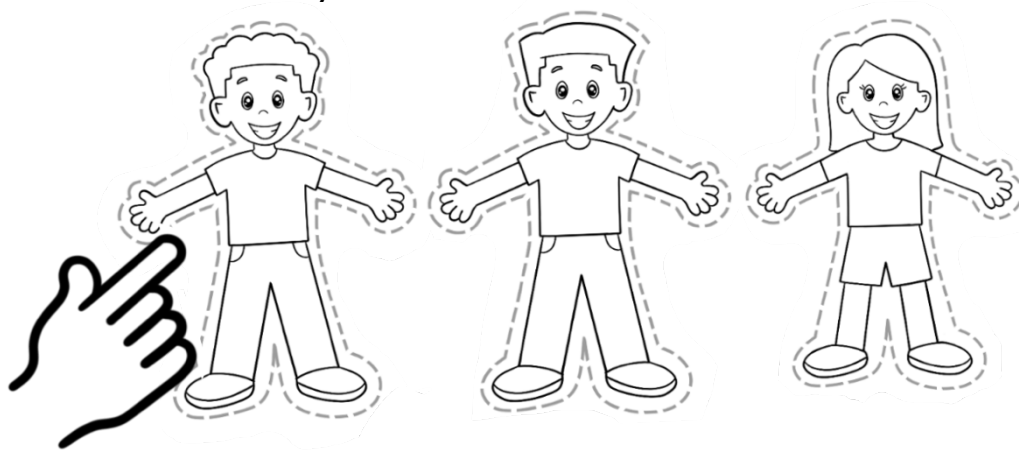




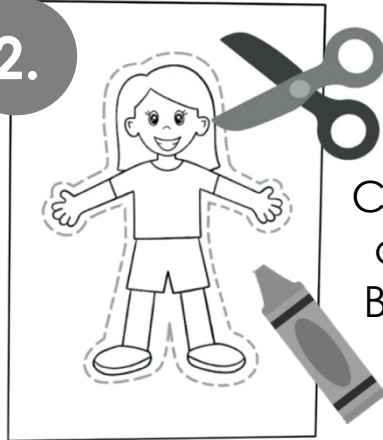
# Activities

# My Buddy

1. Choose a Buddy

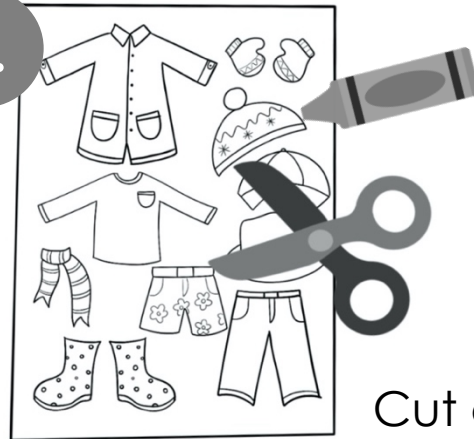


2.



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

3.

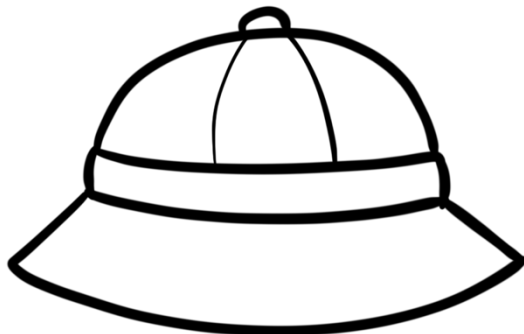


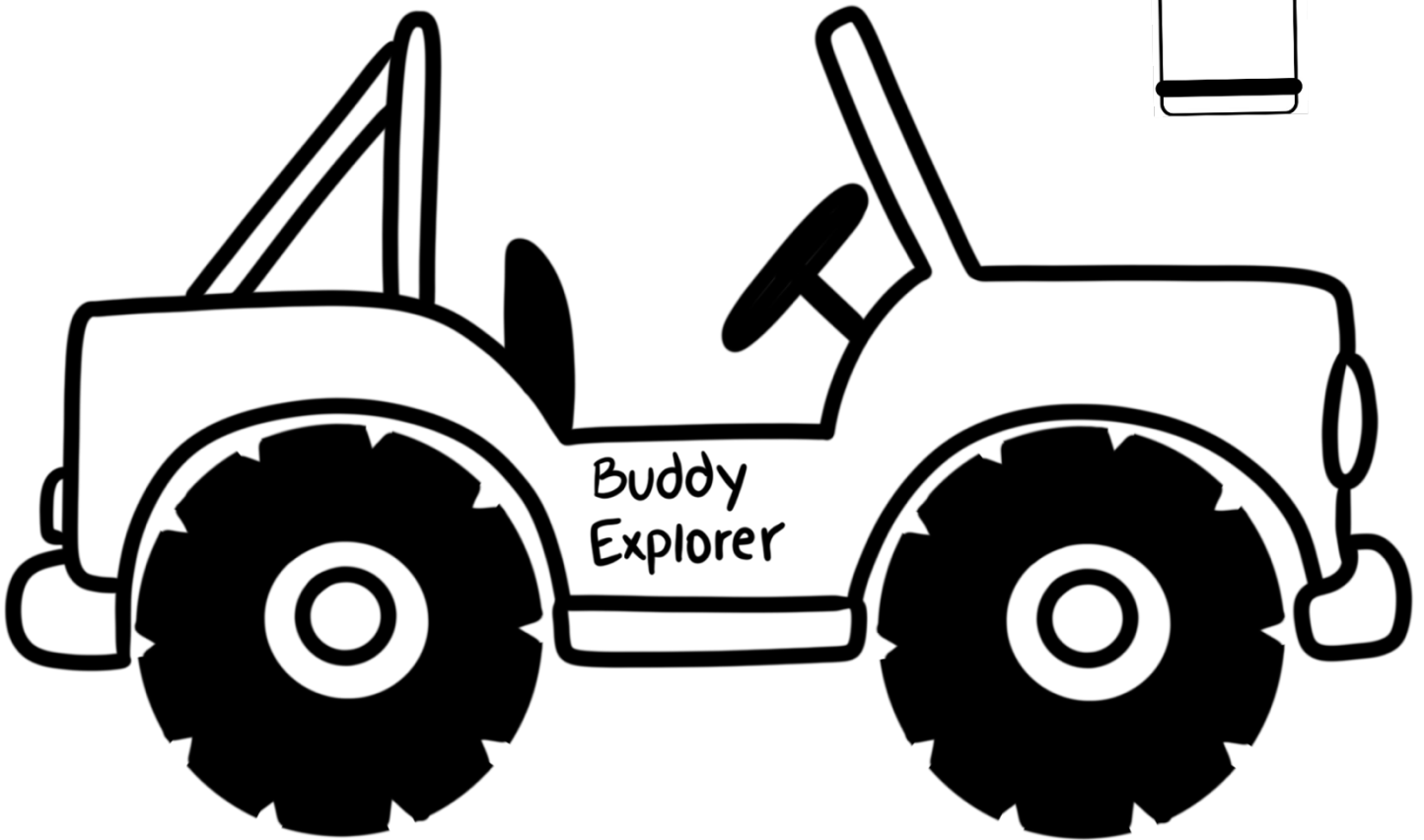
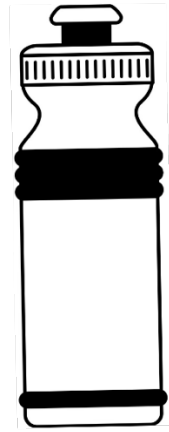
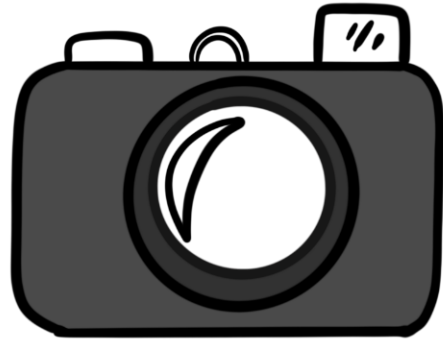
Cut out and color the accessories

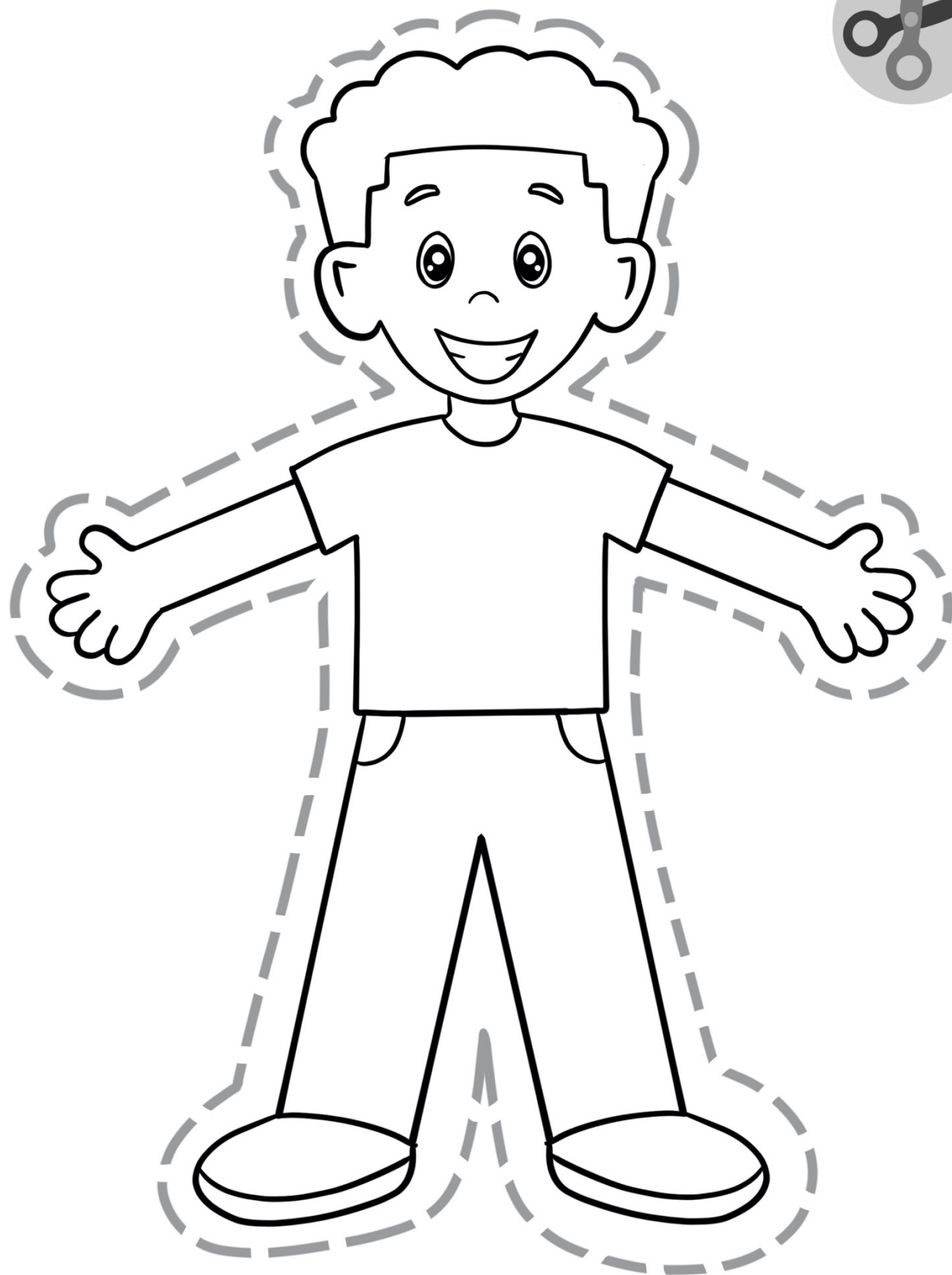
4.

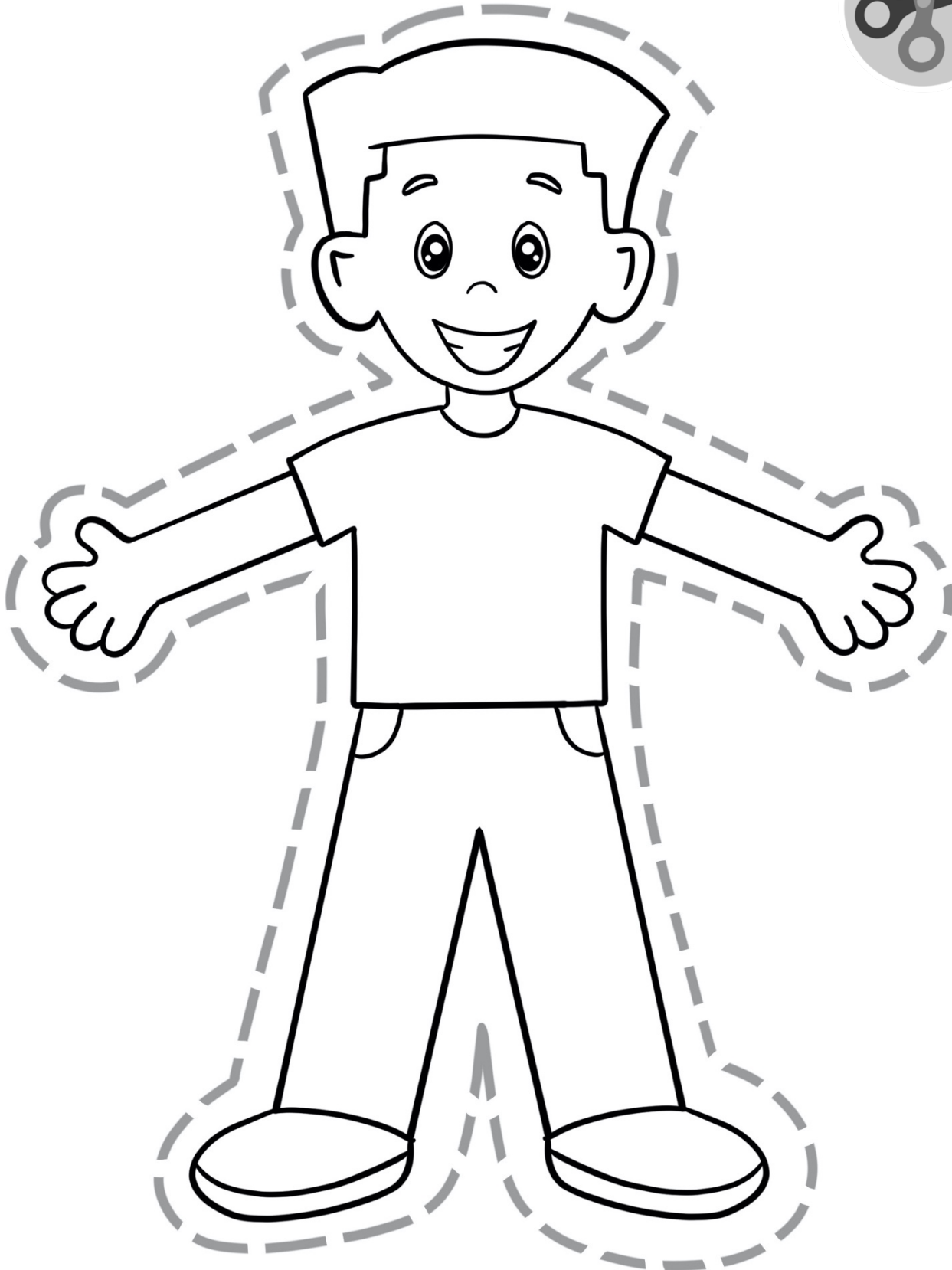


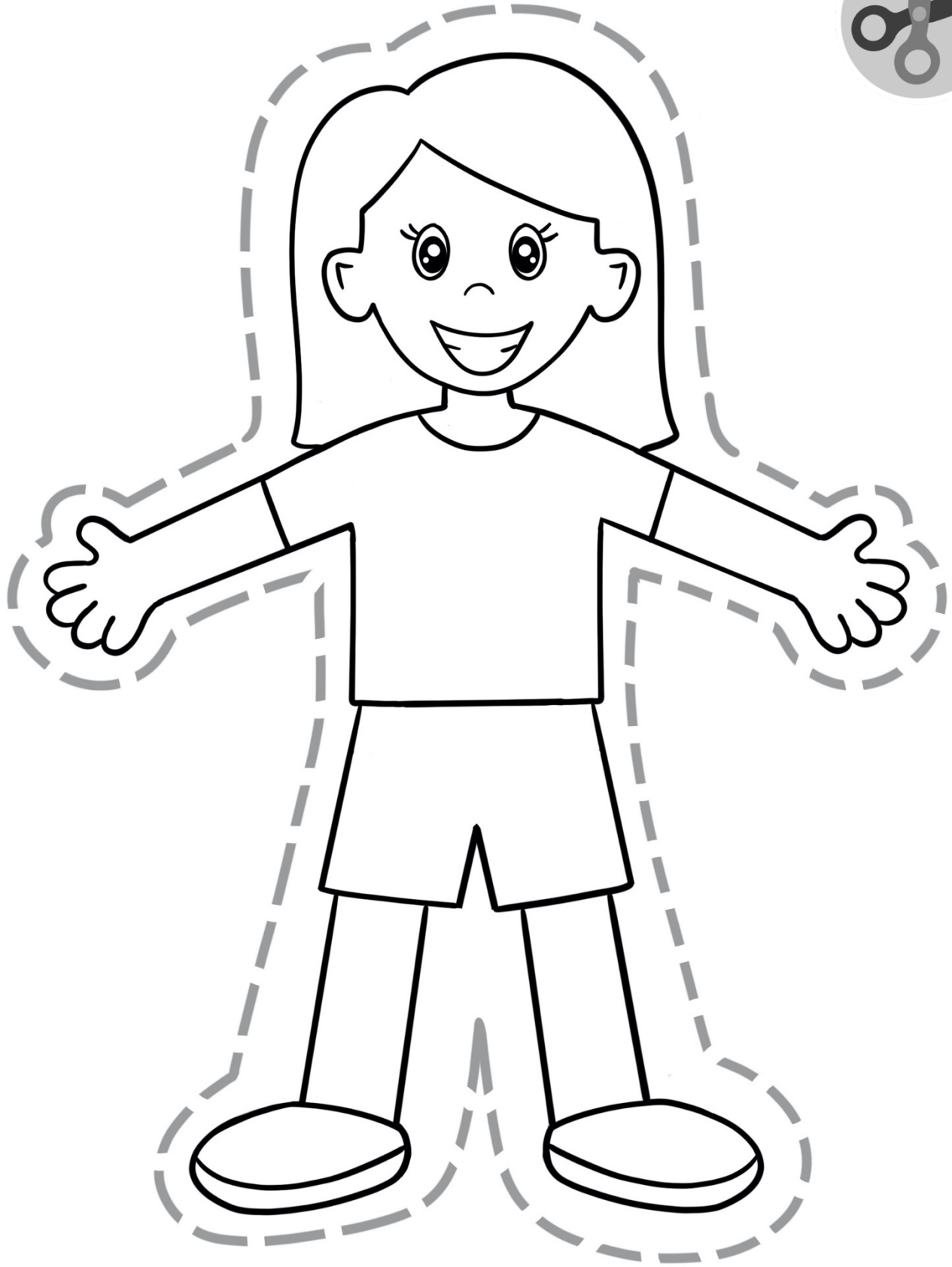
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!



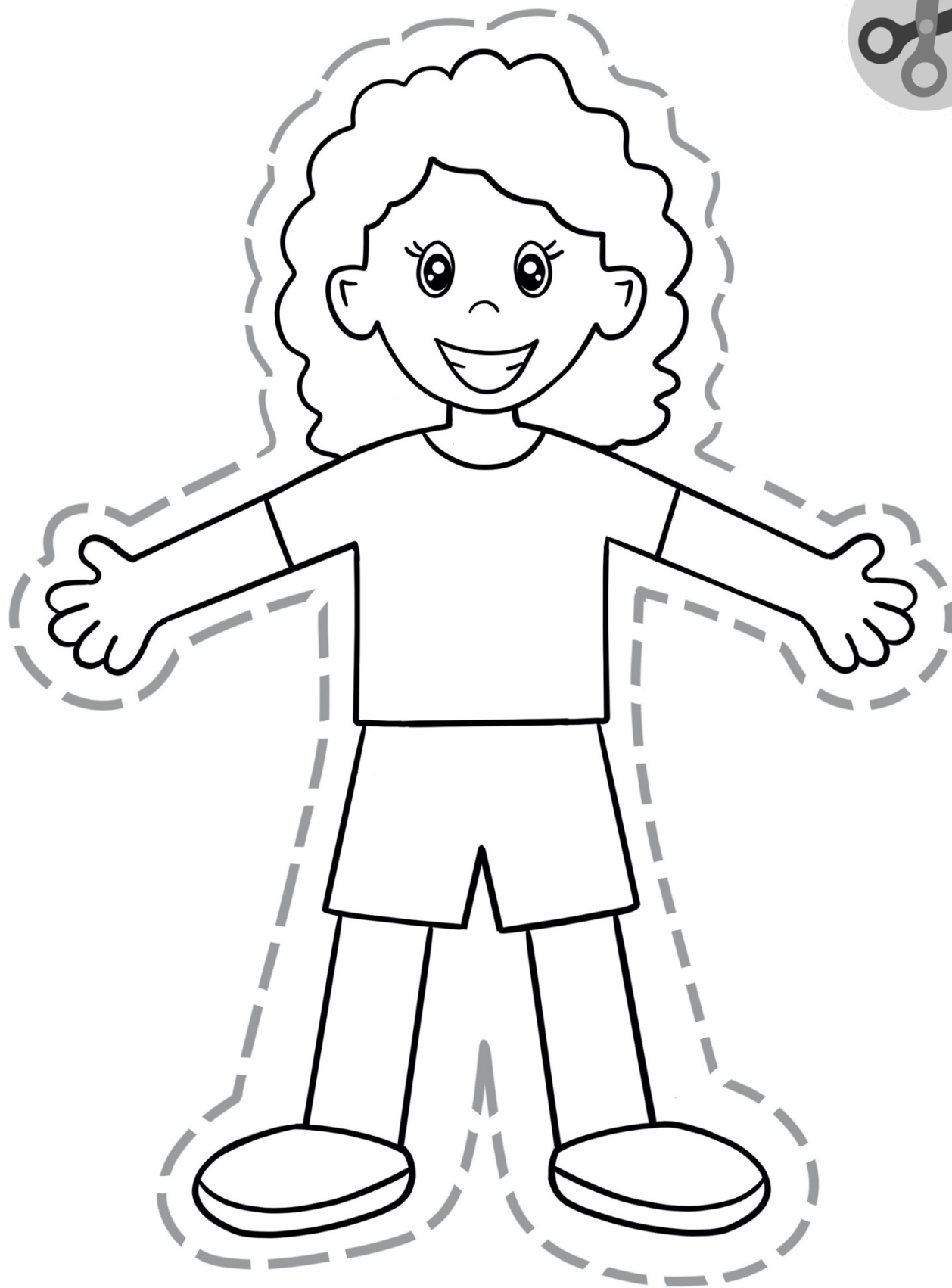


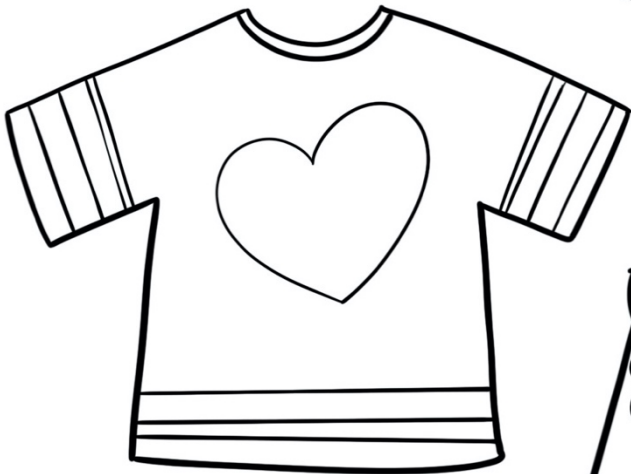
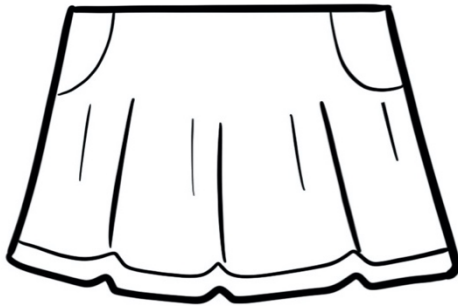
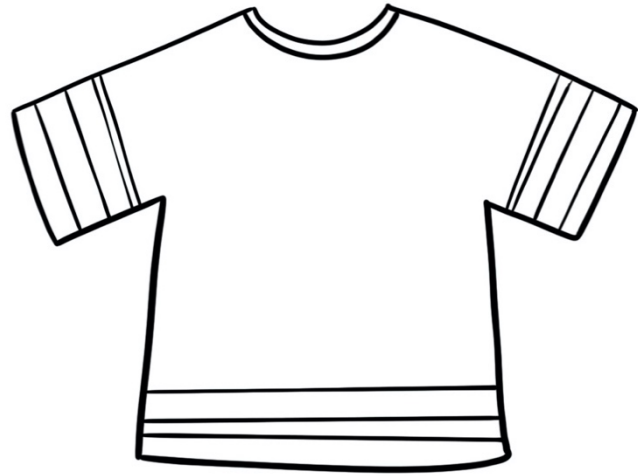
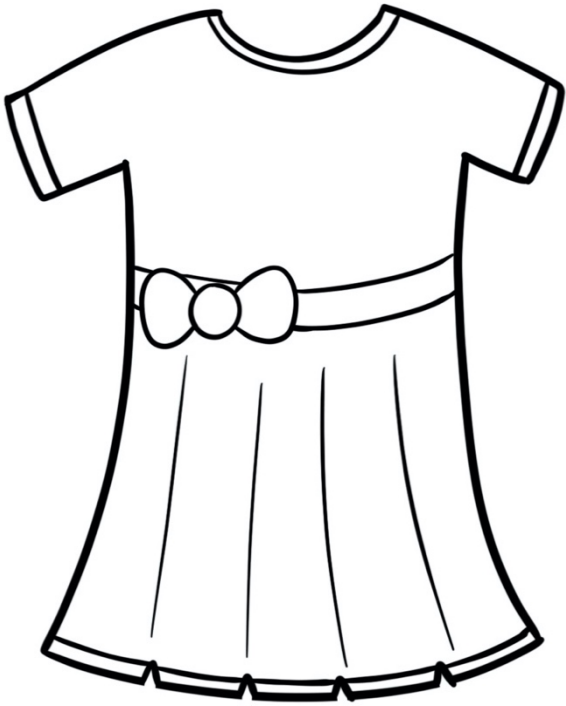


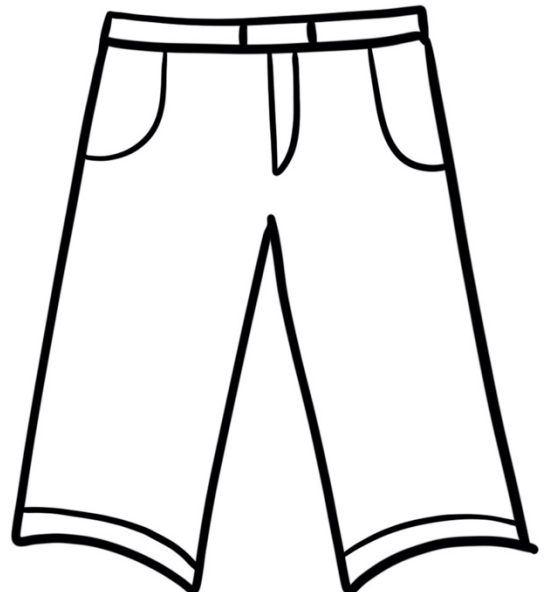
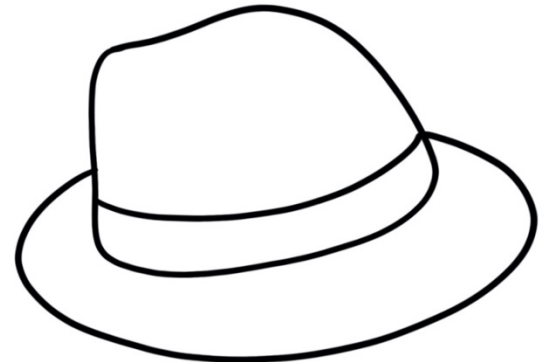
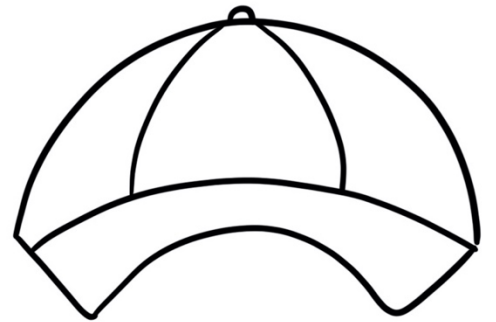
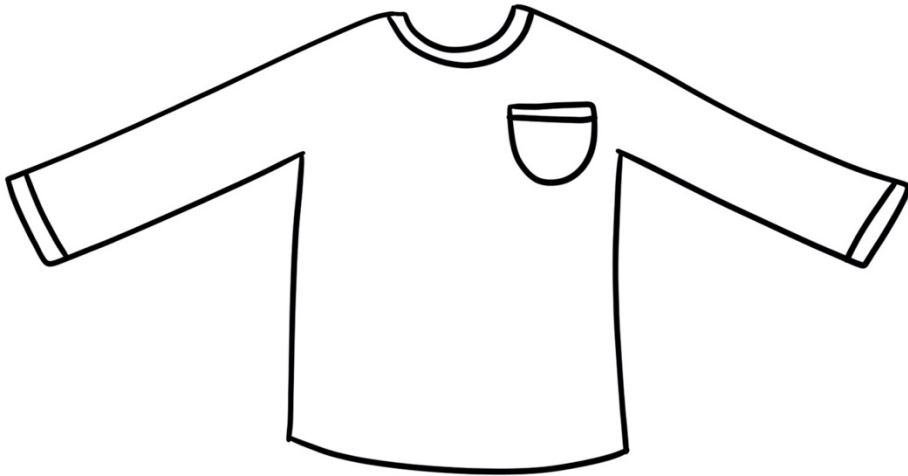
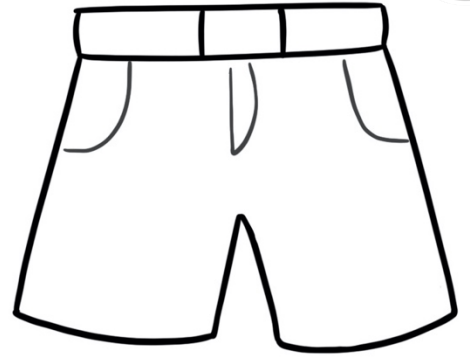








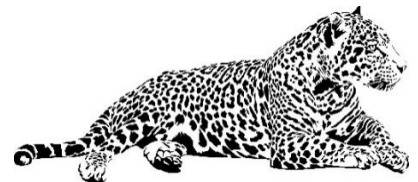
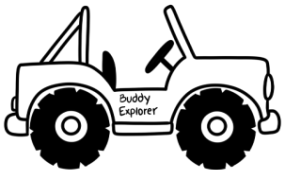




# Packet # 5 Outline

## Rainforests

	<b>Activity</b>	<b>Content Area</b>
<b>1</b>	Sorting Sight Words	Reading
<b>2</b>	Parts of a Plant Vocabulary	Reading & Science
<b>3</b>	Read, Label, and Write	Reading, Science & Writing
<b>4</b>	Life Cycle of an Apple Tree	Reading, Science & Writing
<b>5</b>	Sequence of a Plant Life Cycle	Reading, Science & Writing
<b>6</b>	Rainforest Vocabulary	Reading & Science
<b>7</b>	Rainforests	Reading & Science
<b>8</b>	Rainforest Vocabulary Cards	Reading & Science
<b>9</b>	Layers of the Rainforest	Reading & Science
<b>10</b>	My Rainforest Habitat	Writing & Science
<b>11</b>	Spelling my Words	Writing
<b>12</b>	Rainforest Report	Reading & Science
<b>13</b>	The Jaguar and the Mouse	Reading
<b>15</b>	Characters' Feelings	Reading
<b>16</b>	Feelings Chart	Reading
<b>17</b>	Nouns, Adjectives, and Verbs	Reading & Writing
<b>18</b>	Decimals to Fractions	Math
<b>19</b>	Rainforest Fraction Facts	Math
<b>20</b>	Learn to Draw Bats	Art & Writing





## Sorting Sight Words



1. Read these words 3 times
2. Cut out these words
2. Count how many sounds are in each word
3. Glue the words in the correct box

<b>about</b>	<b>am</b>	<b>bring</b>	<b>carry</b>	<b>cut</b>
--------------	-----------	--------------	--------------	------------

<b>done</b>	<b>draw</b>	<b>eight</b>	<b>for</b>	<b>full</b>
-------------	-------------	--------------	------------	-------------

<b>giving</b>	<b>go</b>	<b>hurt</b>	<b>if</b>	<b>keep</b>
---------------	-----------	-------------	-----------	-------------

<b>laugh</b>	<b>light</b>	<b>much</b>	<b>myself</b>	<b>never</b>
--------------	--------------	-------------	---------------	--------------

<b>own</b>	<b>please</b>	<b>show</b>	<b>small</b>	<b>start</b>
------------	---------------	-------------	--------------	--------------

<b>ten</b>	<b>to</b>	<b>today</b>	<b>try</b>	<b>warm</b>
------------	-----------	--------------	------------	-------------

# Sorting Sight Words Mat



Number of sounds in the word				
2	3	4	5	6
	done			



## Parts of a Plant Vocabulary

Every habitat has different plants. We will learn the parts of a plant and the life cycle of a plant.

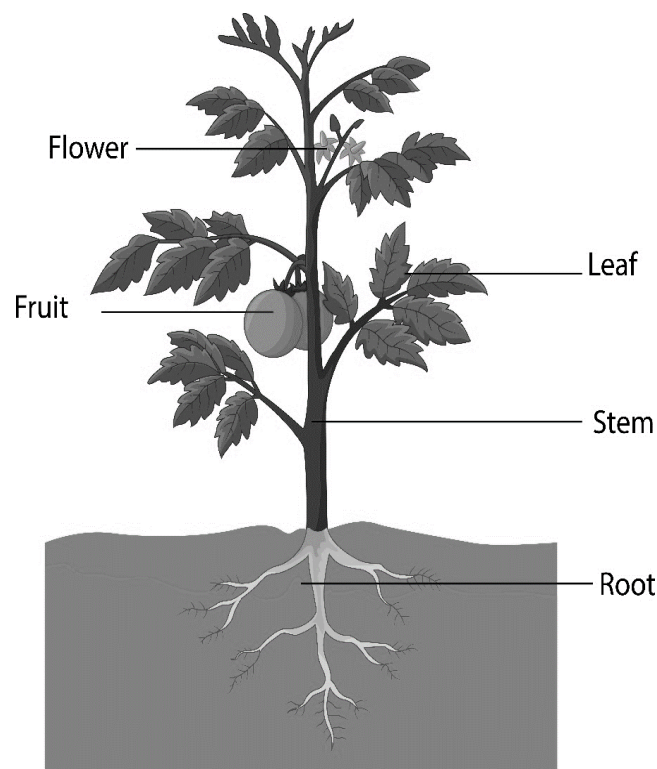
The **stem** is strong to help hold the plant up, and it takes water and nutrients to the leaves.

**Leaf/leaves** receive sunlight and make food for the plant.

**Flowers** make seeds and fruits.

**Roots** absorb water and minerals from the soil and hold the plant in the ground.

**Fruits** are the part of a plant that have seeds inside.

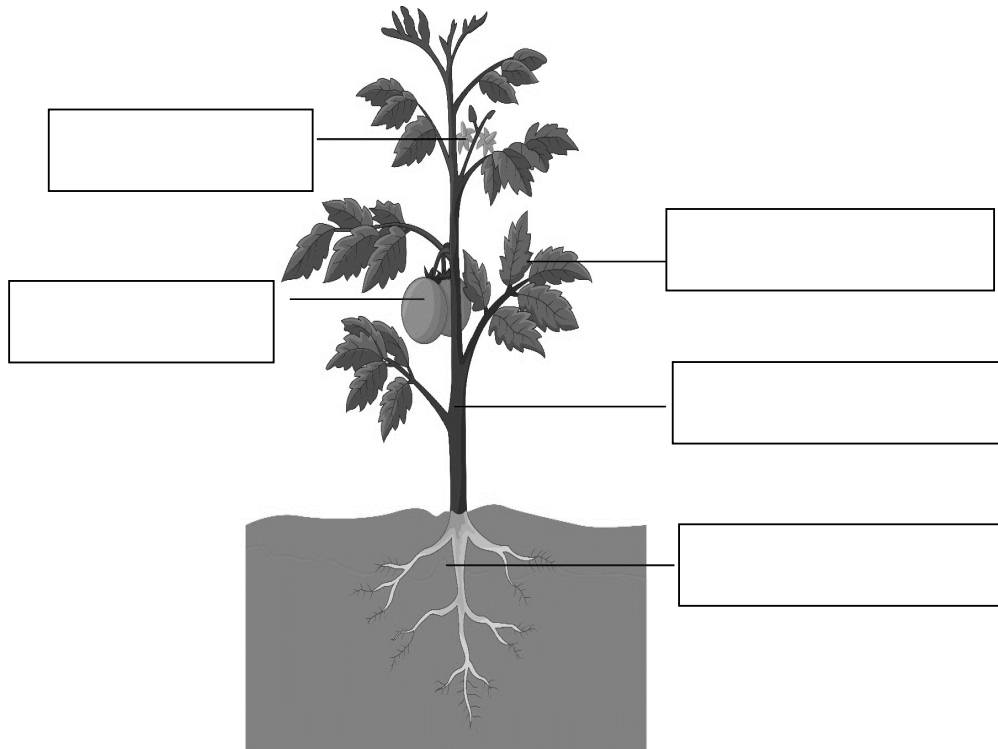




## Read, Label, and Write



1. **Read** Parts of a Plant vocabulary
2. **Label** each part of the plant (write the name)
3. Write a sentence about each part of a plant



root

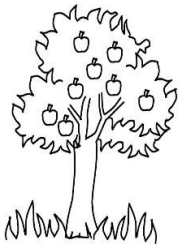
stem

leaf

flower

fruit





## Life Cycle of an Apple Tree

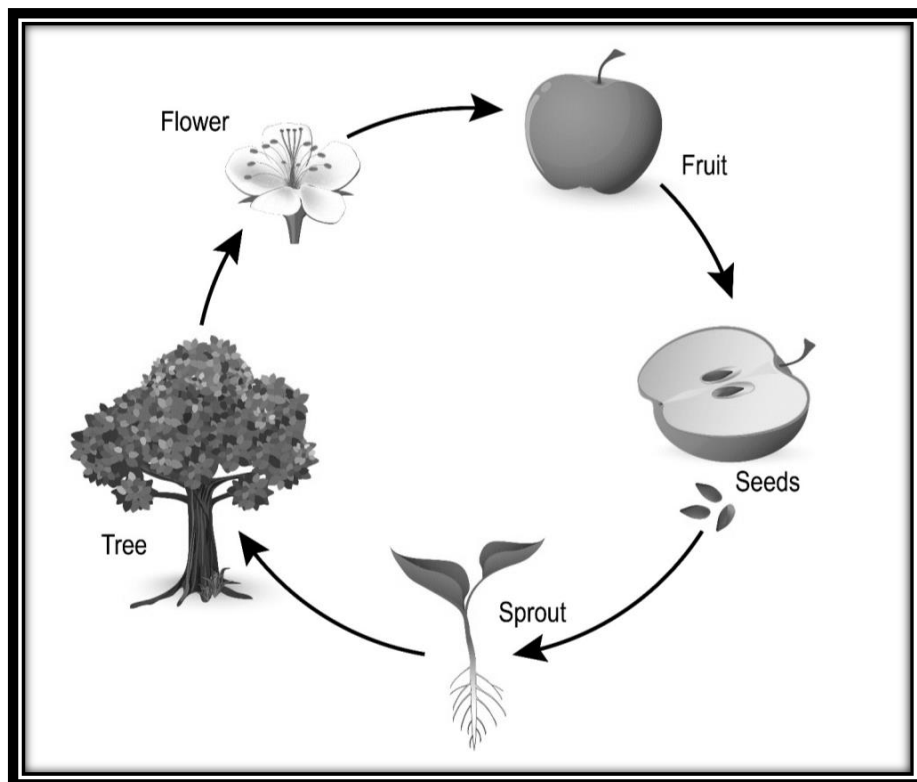


All plants need sun, water, air, nutrients, and soil to grow. After an apple **seed** is planted, it takes a few weeks before it starts growing.

Then, the **roots** grow down, and the **stem** grows up to the light. **Leaves** begin to grow on the **stem**.

The tree keeps growing and later grows flowers. When the **flowers** fall off, small baby apples begin to grow in their place.

Once the apples are fully grown, they are handpicked and washed. Some of the **seeds** of these apples will be planted and the life cycle starts again.





## Sequence of a Plant Life Cycle

Use **sequence words** to **describe the plant life cycle** and make a **drawing** for each step.

1

First \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

Next \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3

Then \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4

Last \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

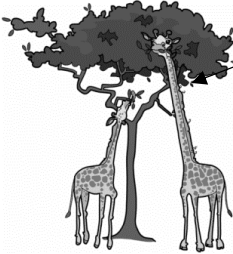


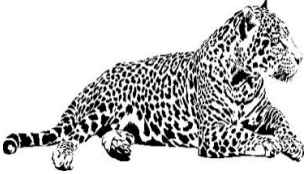
5

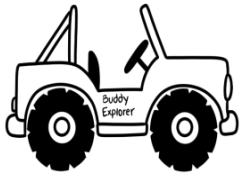
Finally \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Rainforest Vocabulary



Read each word and definition

<b>adaptation</b>	a characteristic or behavior that helps a living thing to survive	
<b>above</b>	in or to a higher place	 below      above
<b>survive</b>	to stay alive; to continue living	
<b>camouflage</b>	characteristic or behavior designed to hide	
<b>predator</b>	an animal that gets food by killing other animals	



## Rainforests



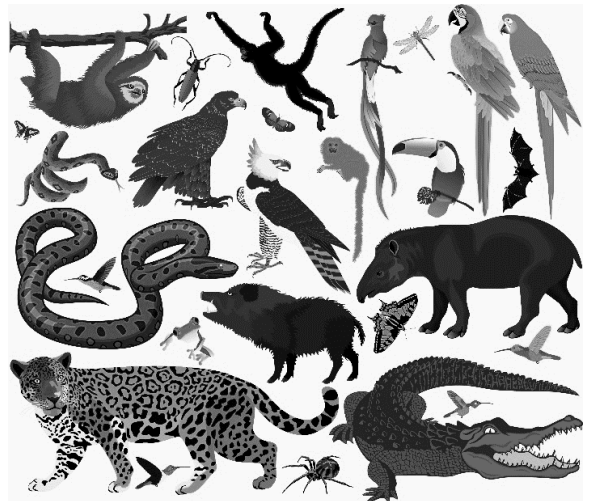
A rainforest is a habitat full of tall trees that gets a big amount of rainfall. The largest rainforests on Earth are in South America and in Africa. More than one half of the plants and animals in the world live in the rainforests.



Rainforests have warm weather all year and the air is humid (filled with drops of water). Plants have learned to adapt to the weather. Many have leaves that can hold rainwater, and other plants have their roots **above** ground, so they can collect water from the humid air.

The trees have so many branches and leaves that it can take up to ten minutes for rain that falls on the forest canopy (layers of branches and leaves on top of the trees) to touch the floor!

Rainforest animals have **adaptations** that help them **survive** in their habitat. Many animals **camouflage** to protect themselves from **predators**. Most animals that live in the top layer have strong arms and legs to help them climb, and swing from branches.



# Rainforest Vocabulary Cards

1. Write the definition



2. Draw a picture

3. Cut your cards



4. Read to your Buddy



**adaptations**

---

---

---



**above**

---

---

---



**survive**

---

---

---



**camouflage**

---

---

---



**predator**

---

---

---



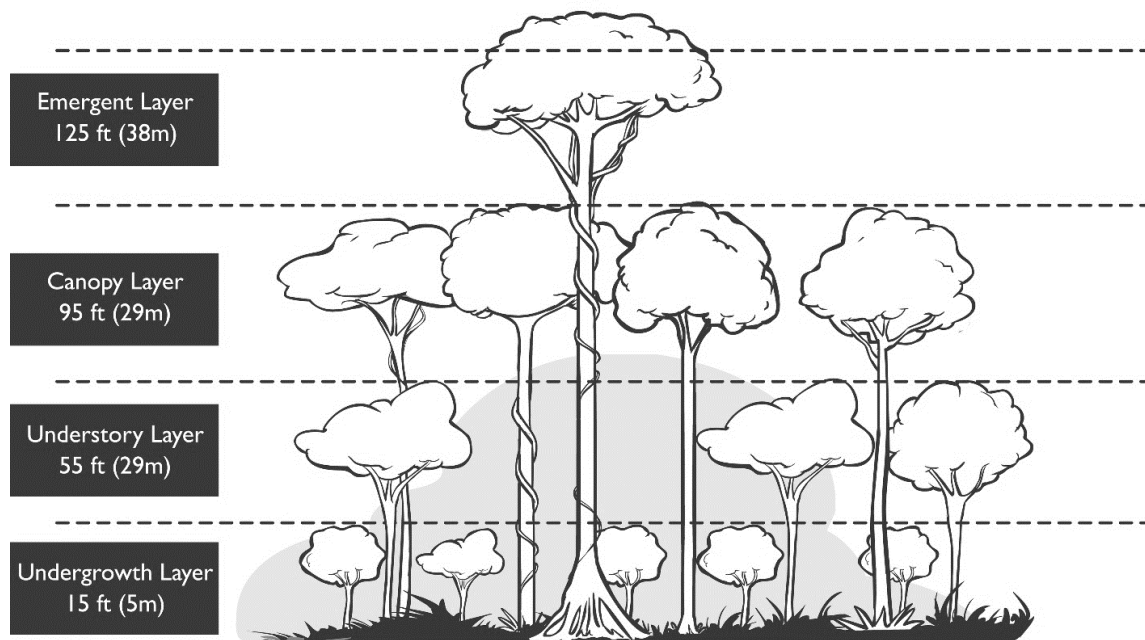


## Layers of the Rainforest

Most rainforests are divided into four layers: emergent, canopy, understory, and forest floor. Each layer is different and has different levels of water, sunlight, and air.

Layer	Sunlight	Adaptations
Emergent	sunshine all day	very tall trees with small lives
Canopy	sunshine some parts of the day	plants act like a roof with long branches to get sunlight
Understory	little sunshine	plants have large leaves to reach the sunlight
Forest floor	almost no sun	plants have roots on top of the floor to catch water and sunlight

## Layers of the Rainforest





## My Rainforest Habitat

Read **Rainforests** and write 8 words that describe a rainforest habitat.

1	2	3	4
5	6	7	8

Based on these words, draw a rainforest habitat and write the **main idea** of the passage.


**Extension**  
Read your sentences  
to your Buddy.


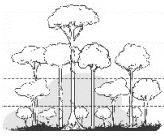
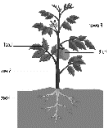






# Rainforest Report



Directions: Read the passage and fill in the report.

<b>Title (name) of the passage:</b>	
<b>One important word and definition:</b>	
<b>FACTS: what I learned about the...</b>	
<b>rainforest</b> 	
<b>layers</b> 	
<b>parts of a plant</b> 	
<span style="font-size: 2em;">?</span>	<b>One question that I have:</b> <hr/> <hr/> <hr/> <hr/> <hr/>
	<b>My OPINION:</b> <b>what I think about the passage</b> <hr/> <hr/> <hr/> <hr/>
<b>Rate the passage:</b> 	<b>What I liked the most:</b> 





## Spelling My Words



1. Read each vocabulary word 3 times
2. Look at the number for each letter and multiply each number to find the total for the word.

	A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	
E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>	H <sub>4</sub>	I <sub>1</sub>	J <sub>8</sub>
K <sub>5</sub>	L <sub>1</sub>	M <sub>3</sub>	N <sub>1</sub>	O <sub>1</sub>	P <sub>3</sub>
Q <sub>10</sub>	R <sub>1</sub>	S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>	V <sub>4</sub>
	W <sub>4</sub>	X <sub>8</sub>	Y <sub>4</sub>	Z <sub>10</sub>	

adapt = \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_\_\_ points

above = \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_\_\_ points

survive = \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_\_\_ points

camouflage = \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_\_\_ points

predator = \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_\_\_ points

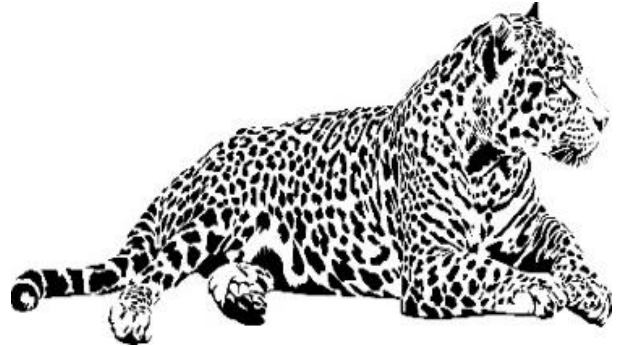
A **fable** is a short story that uses animals to teach a lesson or moral.

## The Jaguar and the Mouse

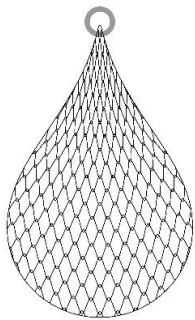
(adapted from Aesop's **fable**)



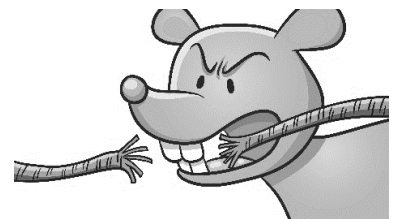
One day, in the rainforest, Jaguar was resting under a tall tree. A little, little mouse came running fast and passed in front of Jaguar's big nose. Jaguar got angry and grabbed Mouse from his tail to eat him.



"Please, help me!" said Mouse. "If you let me go, one day I will make sure to help you!" Jaguar laughed and said, "I don't think that you can help me, but I'm going to let you go."



Time passed, and one day Jaguar was trying to catch a fox and he got caught in a hunter's net. He moved and moved, but he couldn't free himself. He was so upset, that he roared very loud. Mouse heard the roar and went to find Jaguar. He started biting the net until he broke it... and Jaguar was free!



"Remember you laughed when I said I would help you?" asked Mouse, "Now you see that even a little Mouse can help a big Jaguar."

### **Moral**

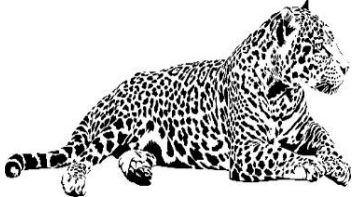
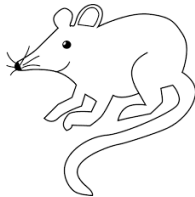
*We should always help each other.  
An act of kindness is never wasted.*



# Characters' Feelings



Use your **Feelings Chart** to fill in this table.

		
<b>In the beginning</b>	<i>Jaguar feels:</i>	<i>Mouse feels:</i>
	<i>because...</i>	<i>because...</i>
<b>In the middle</b>	<i>Jaguar feels:</i>	<i>Mouse feels:</i>
	<i>because...</i>	<i>because...</i>
<b>In the end</b>	<i>Jaguar feels:</i>	<i>Mouse feels:</i>
	<i>because...</i>	<i>because...</i>

How did you feel after reading this fable?

---



---

# Feelings Chart

Jaguar feels \_\_\_\_\_ because \_\_\_\_\_.

Mouse feels \_\_\_\_\_ because \_\_\_\_\_.

happy



sad



surprised



scared



guilty



disgusted



playful



in love



angry



pensive



shy



bored





# Creative Writing

One day I was walking in the rainforest.

I looked down and I discovered \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

**Extension**  
**Read your composition**  
**to your Buddy.**



# Nouns, Adjectives, and Verbs



Read the **fable**

Find the following types of words:

## Nouns:

Name people, places,  
things or ideas

## Adjectives:

Describe people, places,  
things or ideas

## Verbs:

Show actions or a  
state of being

## Nouns

1 jaguar

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

## Adjectives

1 little

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

## Verbs

1 resting

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_



## Decimals to Fractions

A **fraction** is a number that shows **parts** of a whole.

These are the parts of a fraction:

$$\frac{3}{8}$$

**numerator** (how many pieces you have)  
**denominator** (total number of pieces)

A **decimal** is a number that represents a fraction using place value and a **decimal point**.

Tenths  
Hundredths  
Thousandths

0.3 4 5

remove  
rewrite  
add zeros

To convert from decimal to fraction just **remove** the decimal and **rewrite** it as a fraction. Then, look at the place value and **add zeros**.

$$0.23 = \frac{23}{100}$$
 twenty-three hundredths

$$1.18 = 1 \frac{18}{100}$$
 one and eighteen hundredths

$$2.4 = 2 \frac{4}{10}$$
 two and four tenths



## Rainforest Fraction Facts



- ❖ Around **0.80** of the natural foods we eat originated in the rainforest.

Convert that decimal to fraction
Write that fraction in word form

- ❖ In the rainforests, only **0.01** of the sunlight passes down to the forest floor.

Convert that decimal to fraction
Write that fraction in word form





## Rainforest Fraction Facts

123

- ❖ Rainforests contain **0.5** of Earth's living organisms.

Convert that decimal to fraction

Write that in word form

- ❖ Rainforests cover less than **0.02** of Earth's surface.

Convert that decimal to fraction

Write that fraction in word form



## Learn to Draw Bats

The most abundant animals in the **rainforest** are **bats**. They can be as big as 4 feet or as little as 3 inches. Bats eat insects and fruits.

**Instructions:** Follow these steps to draw a bat

1



2



3



4



5



Draw a bat and write 2 sentences about rainforests and bats.



---

---

---





## 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 the 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 the 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:

