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ICMEE Learning Packets: LEVEL 1 of English  
Proficiency (K-12)

International Coalition for Multilingual  
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2020

## K–2nd Grade: English Level 1, Learning Packet #1 • Theme: Back to School

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K-2<sup>nd</sup> grade • English Level 1

# Learning Packet #1

Theme: Back to School



# 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

1. K-2
2. 3-5
3. 6-8 with a literacy background
4. 9-12 with a literacy background
5. 6-8 without literacy background
6. 9-12 without literacy background

### Level 2 – Building Background

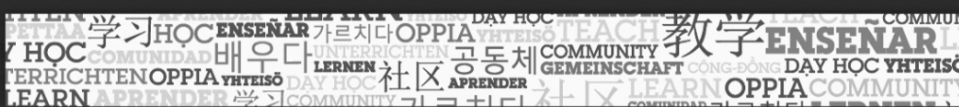
1. K-1
2. 2-3
3. 4-5
4. 6
5. 7-8
6. 9-10
7. 11-12

### Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

1. Productive play and inquiry
2. Grade level and English Language Development standards/curriculum
3. Fostering multilingual language development
4. 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 **Dennise Torres** in collaboration with Lydiah Kiramba and Alexa Yunes.

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The Standards that Informed the Development of this Packet are:

## Math

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- 1.OA.C.6. Add and subtract within 20.
- 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

## Social Studies

- SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.
- SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of the school.

## English Language Arts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- W.K.1. Use a combination of drawing and writing to compose opinion pieces.
- W.K.2. Use a combination of drawing and writing to compose informative/explanatory. texts
- RF.1.1. Demonstrate understanding of the organization and basic features of print.
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

## Science Standards and Cross-Cutting Ideas

- Events have causes that generate observable patterns. (K-ESS3-2),(K-ESS3-3)

## Art

- DA:Cr1.1.Ka. Respond in movement to a variety of stimuli (for example, music/ sound, text, objects, images, symbols, observed dance).
- MA:Pr4.1.1a. Combine varied content (for example, arts, media, literary, science) in media artworks for presentation (for example, an illustrated story).
- MA:Cn10.1.2a. Use personal experiences, interests, information, and models in creating media artworks.

## Physical Education

- 19.A.1a Demonstrate control when performing fundamental locomotor, nonlocomotor, and manipulative skills.
- 19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns.
- 19.B.1b Understand how to execute basic movement patterns.

ICMEE is housed within:



**K-2<sup>nd</sup> grade • English Level 1**

# Learning Packet #1

Theme: Back to School



# International Consortium for Multilingual Excellence in Education



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

Dear Families:

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

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

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

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

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In these packets, we have included the following activities:

**Dictionary.** Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

**Journal.** Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your student with their buddy or with someone in their home.

**Packet Extensions.** We have included extensions on some activities so that if a child finds an activity too easy, he can complete the extension activity in addition to or instead of.

**Theme for the week:** The theme this week is back to school. Your child will share his experiences at school, and we encourage you to share your school experiences. You should use any and all the languages you speak in your home. The packet has school words in English for your child to practice as well. The vocabulary includes:

- |             |               |
|-------------|---------------|
| 1. book     | 5. pencil     |
| 2. chair    | 6. lunchbox   |
| 3. backpack | 7. desk       |
| 4. paper    | 8. teacher    |
| 5. pencil   | 9. student    |
| 6. lunchbox | 10. bookshelf |

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 **Dennise Torres**,  
in collaboration with Lydiah Kiramba and Alexa Yunes.



# International Consortium for Multilingual Excellence in Education



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 niño(a) 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.
- **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.

**Tema de la semana:** El tema de esta semana es El regreso a clases. Su estudiante compartirá experiencias de la escuela y lo animamos a que usted comparta con él/ella sus experiencias escolares. Pueden utilizar cualquier lenguaje que hablen en su casa. El paquete tiene palabras de regreso a clases para que su estudiante las practique también.

1. book - libro
2. chair- silla
3. backpack - mochila
4. paper - papel
5. pencil - lápiz
6. lunchbox - lonchera
7. desk - escritorio
8. teacher – maestro(a)
9. students - estudiantes
10. bookshelf - librero

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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!



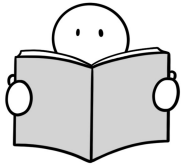
# My plan for the week

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> <li>• Design and name your buddy</li> <li>• Back To School Words</li> <li>• All About Me</li> <li>• Trace Numbers 1-12</li> <li>• Count the pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences with school words</li> <li>• Letter Aa</li> <li>• What Goes Inside?</li> <li>• Label the Pictures</li> <li>• How Many Pencils?</li> <li>• Connect the Dots</li> </ul>	<ul style="list-style-type: none"> <li>• Memory Game</li> <li>• Letter A Book</li> <li>• Scavenger Hunt - Aa</li> <li>• Let's Add and Color</li> <li>• Let's Move</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Bb</li> <li>• Draw yourself at school</li> <li>• Dictionary</li> <li>• Matching Numbers and Words</li> <li>• How Many Books?</li> </ul>	<ul style="list-style-type: none"> <li>• Scavenger Hunt - Bb</li> <li>• Number Line</li> <li>• Get Up and Dance</li> </ul>

## Instructions Key



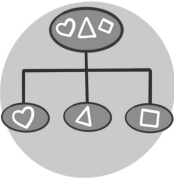
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



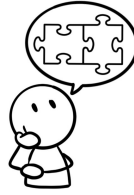
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



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



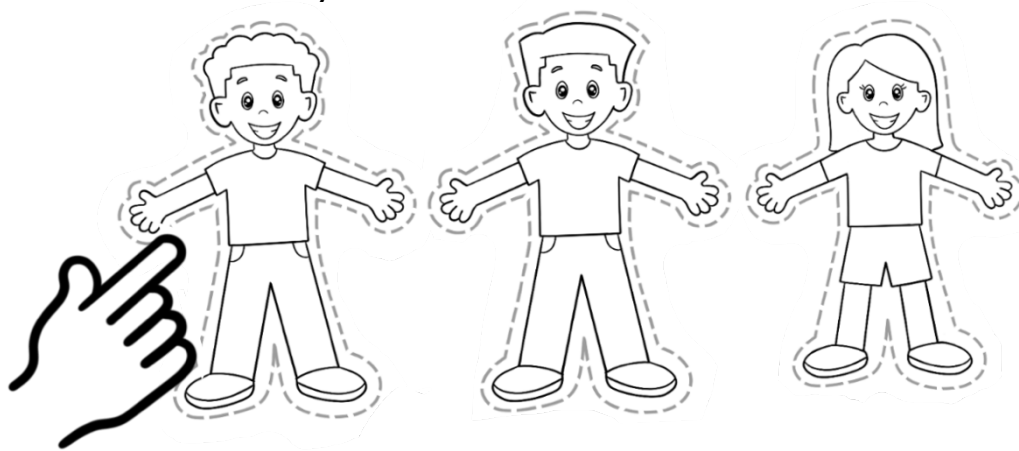
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



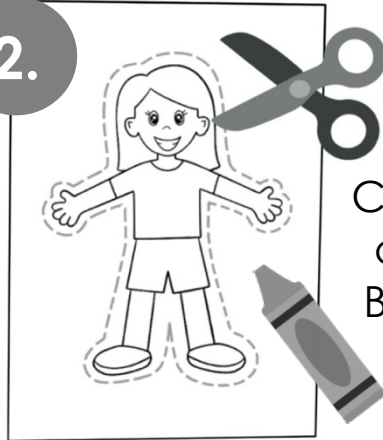
# Day 1

# My Buddy

1. Choose a Buddy

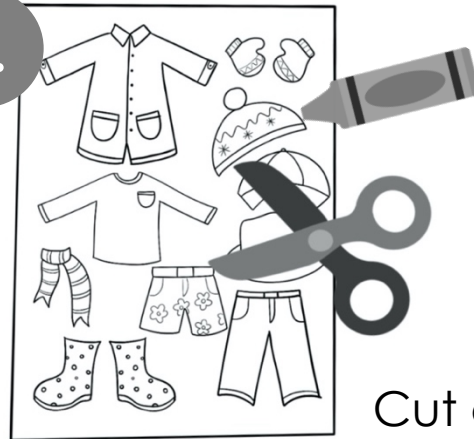


2.



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

3.



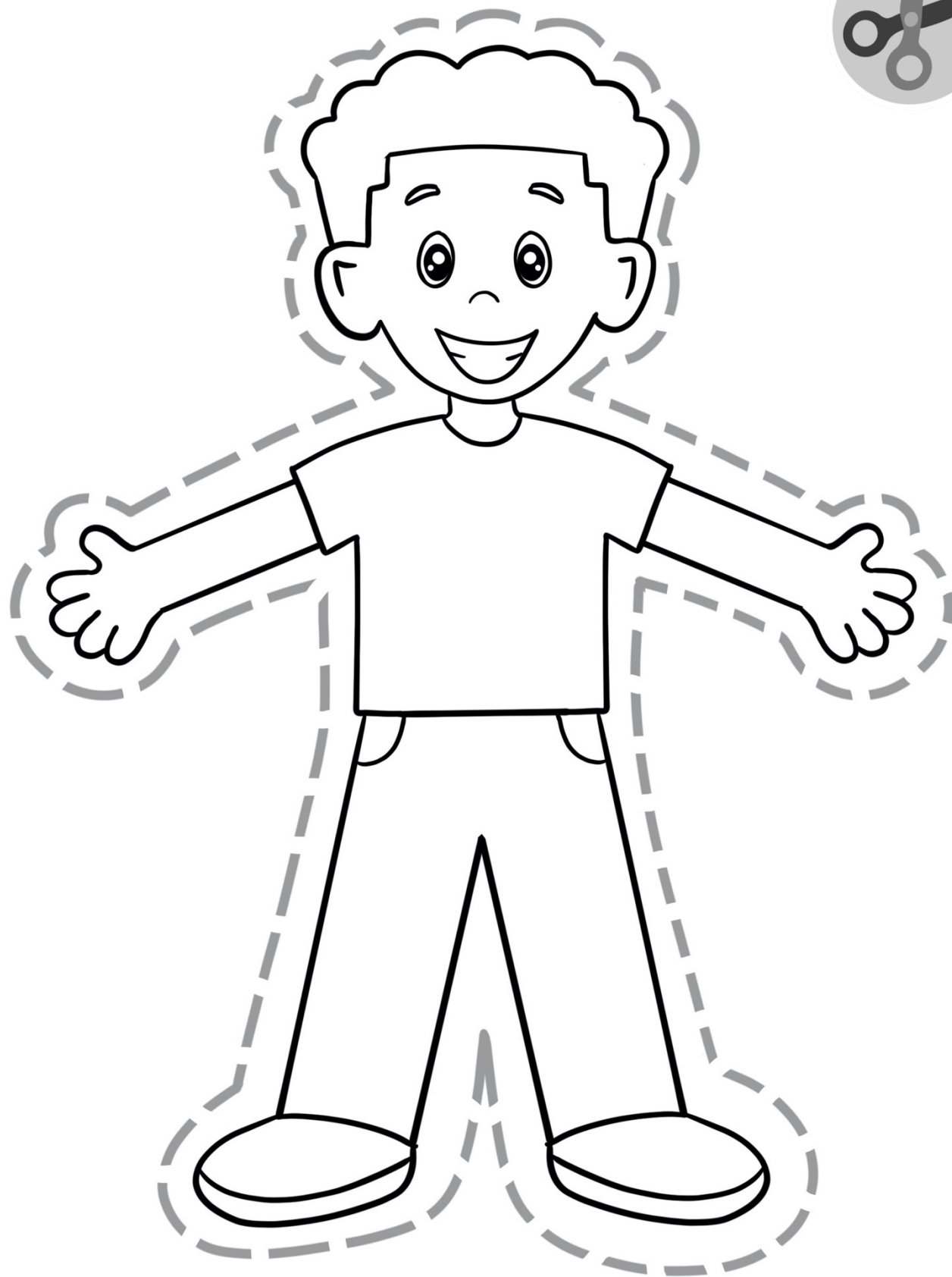
Cut out and color the accessories

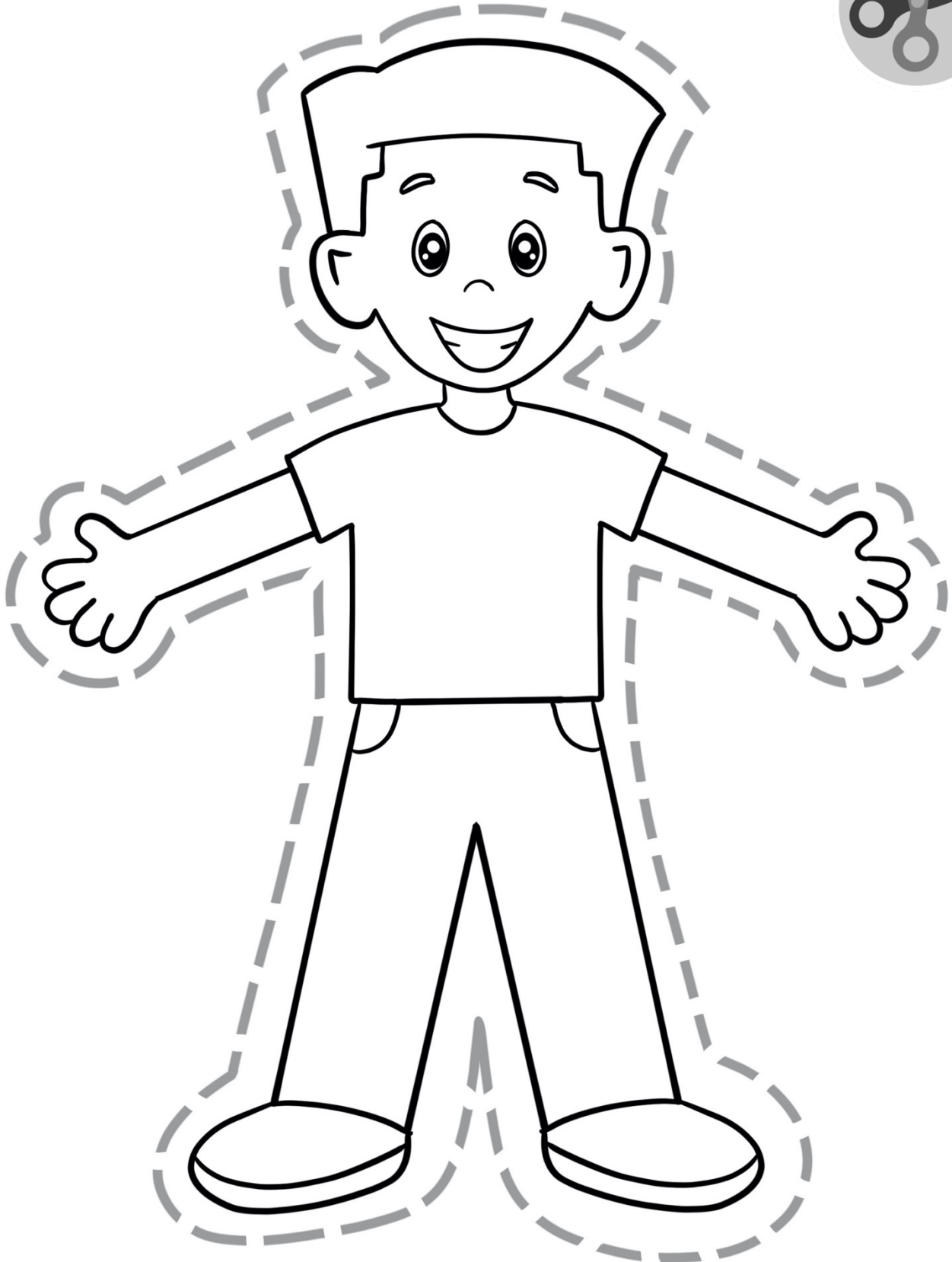
4.

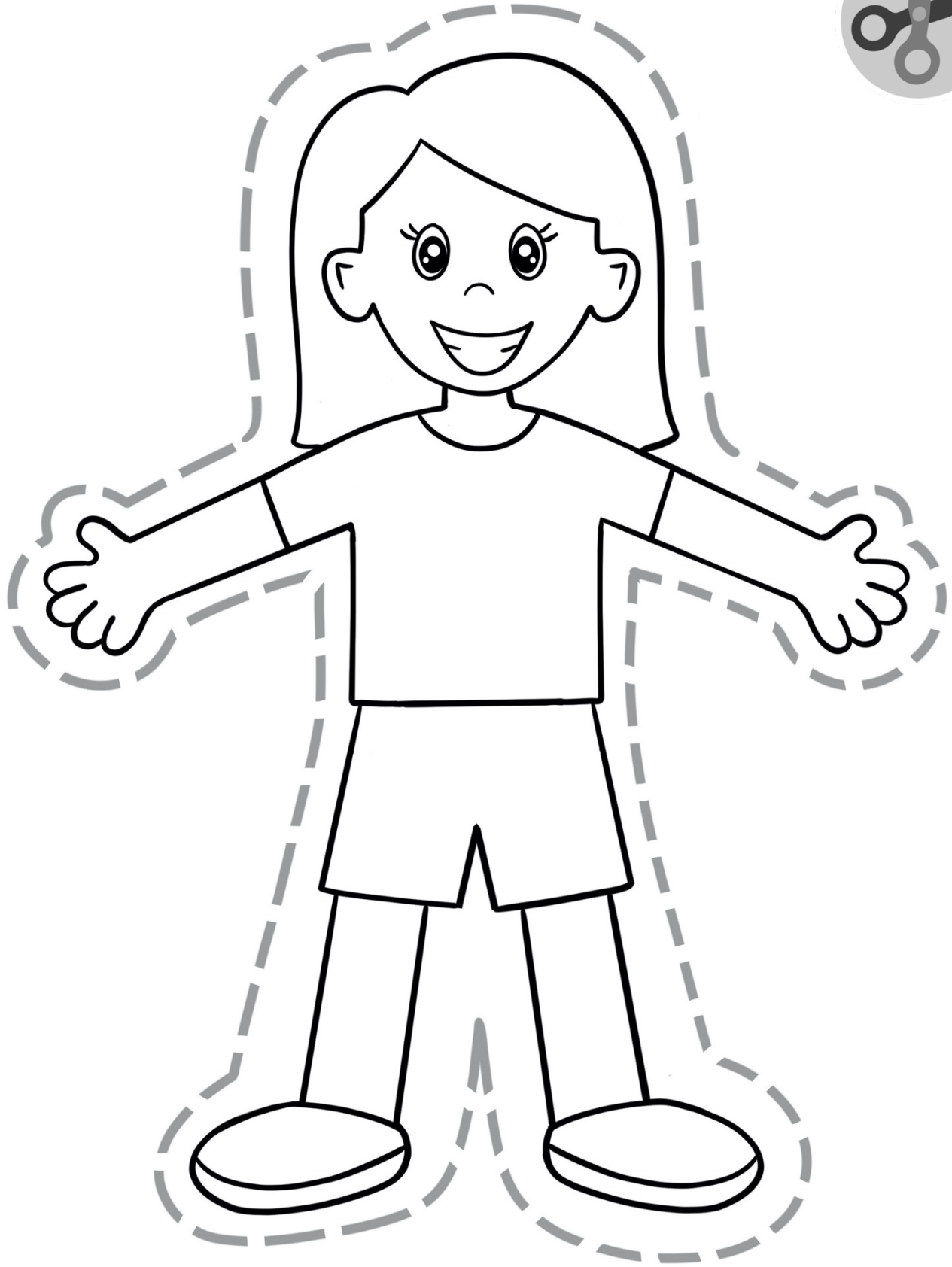


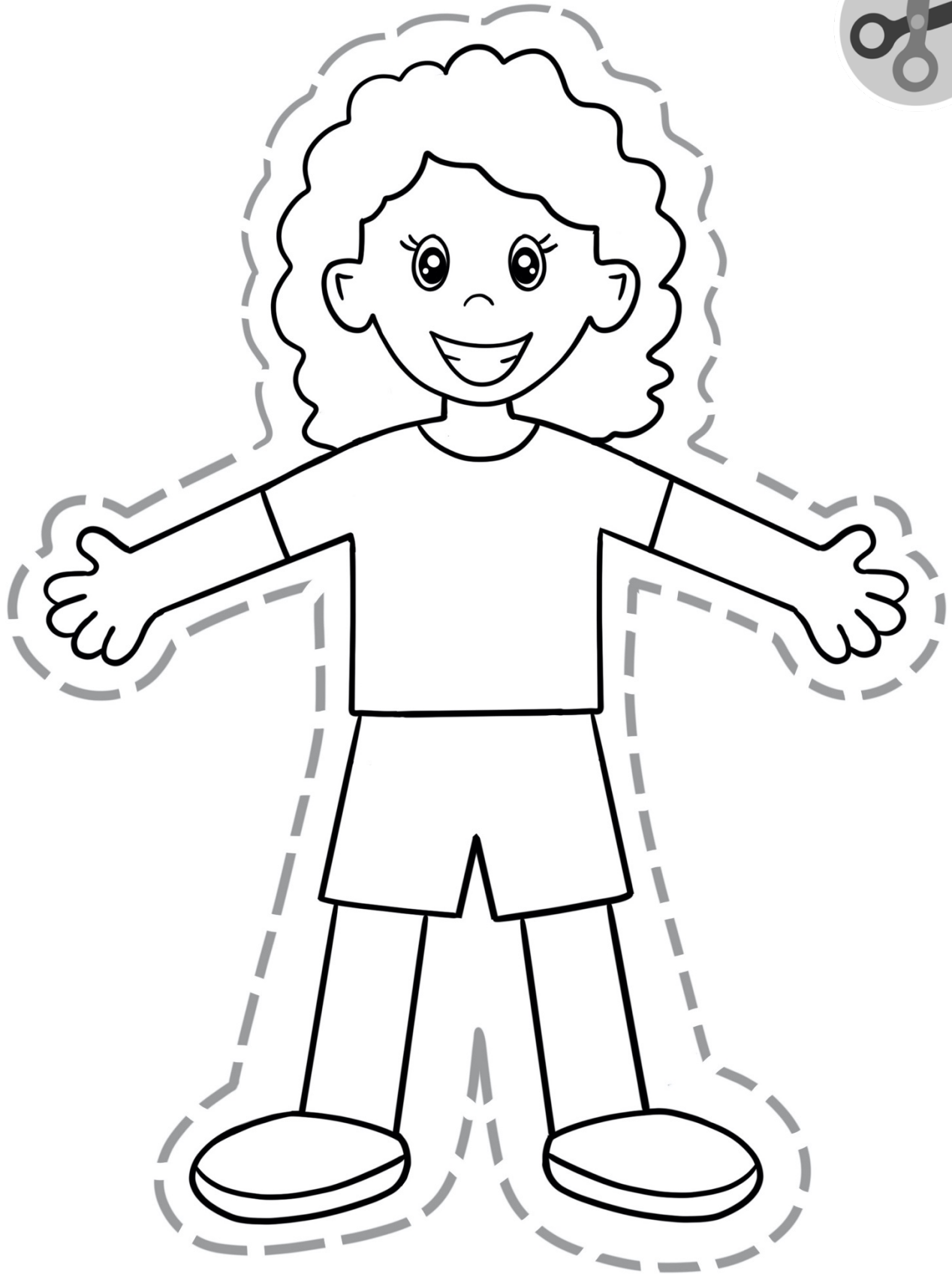
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

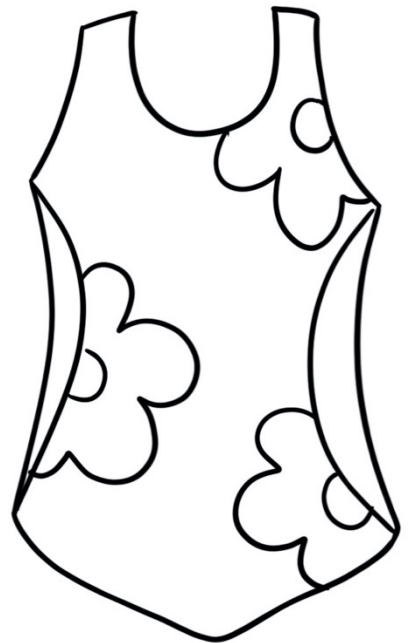
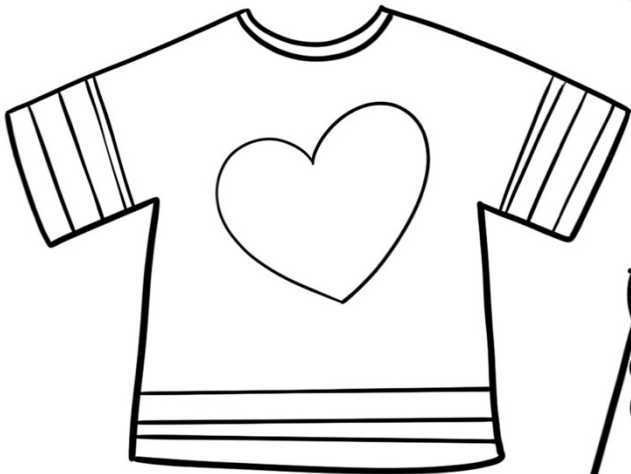
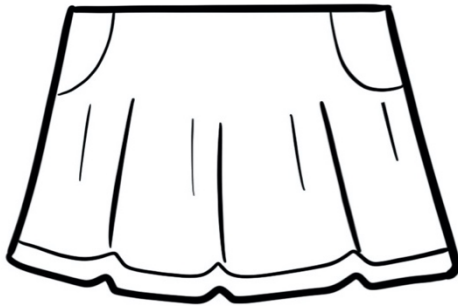
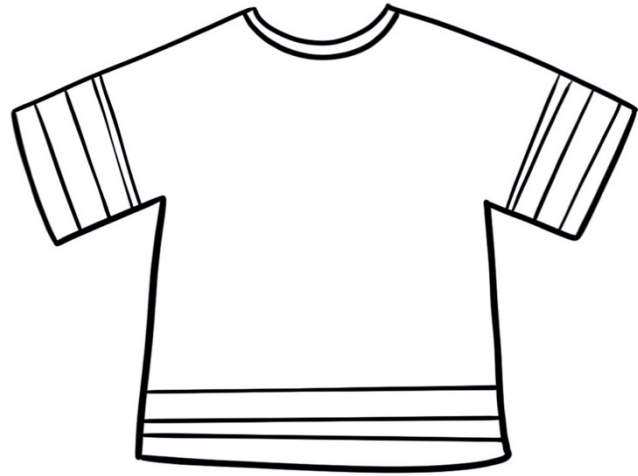
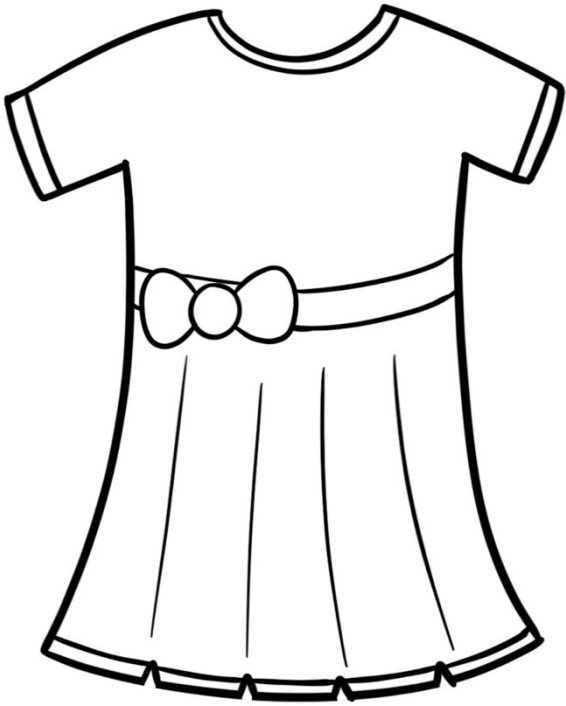


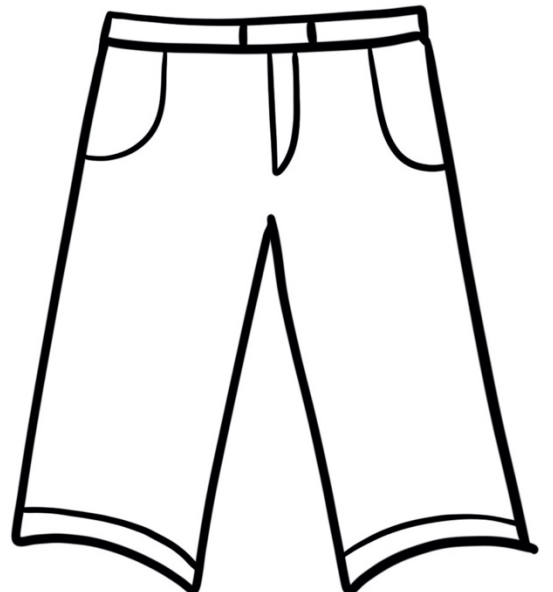
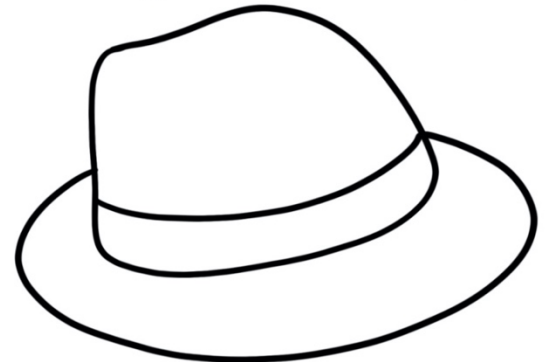
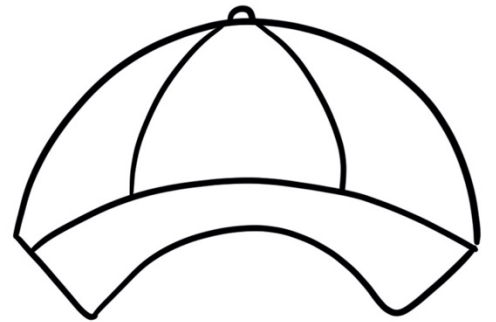
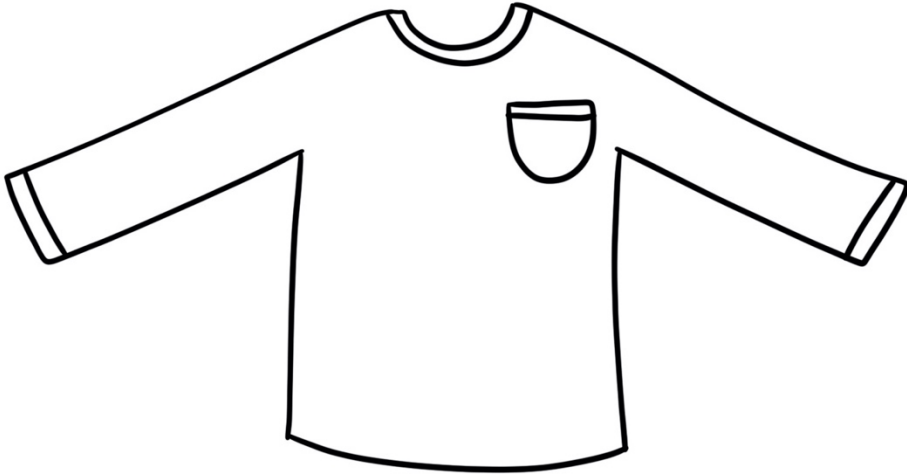






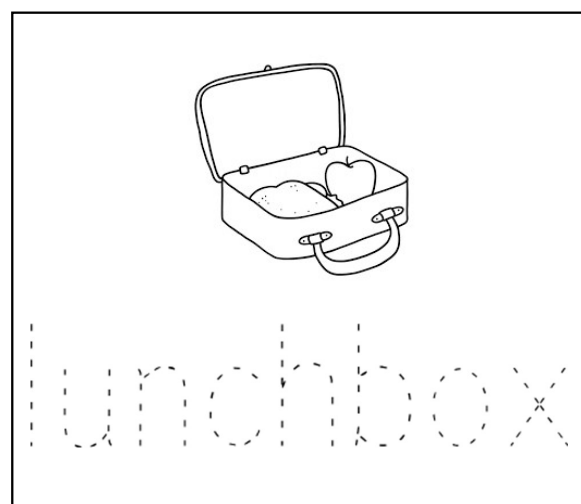
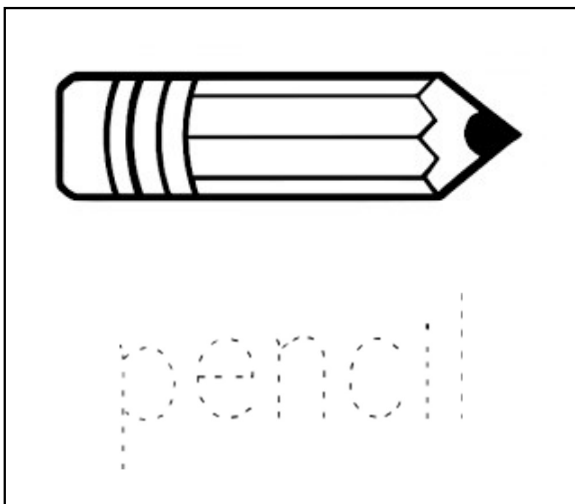
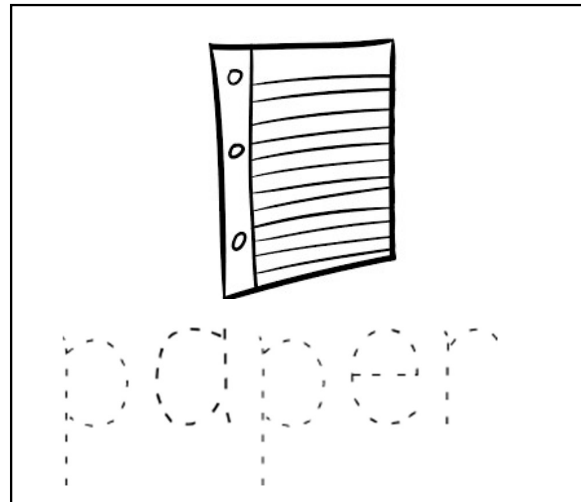
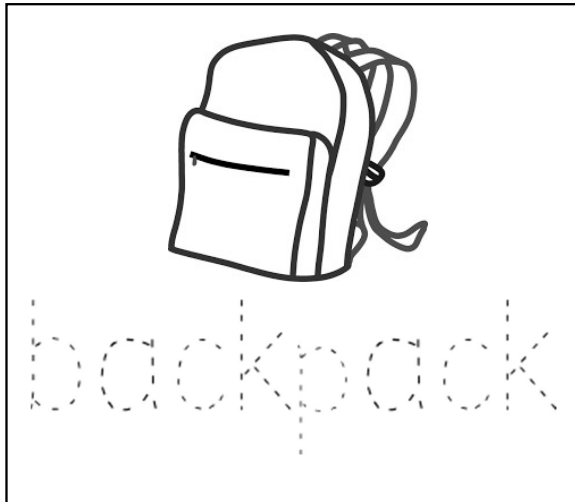
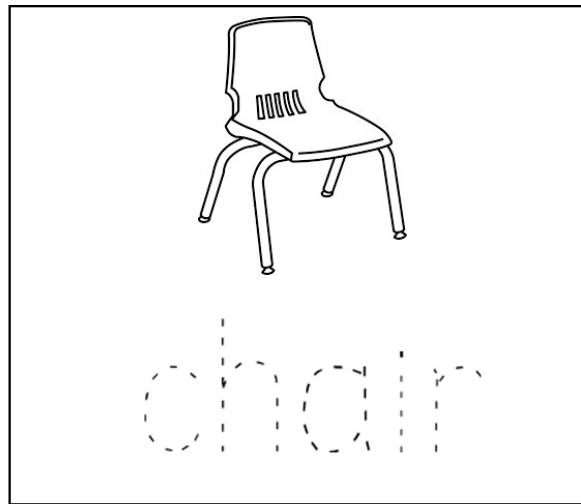
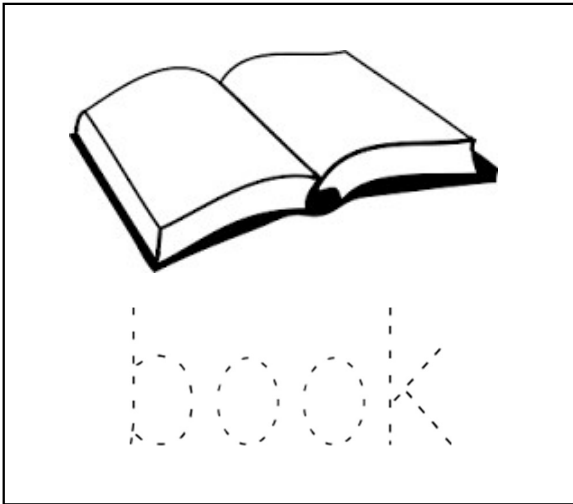


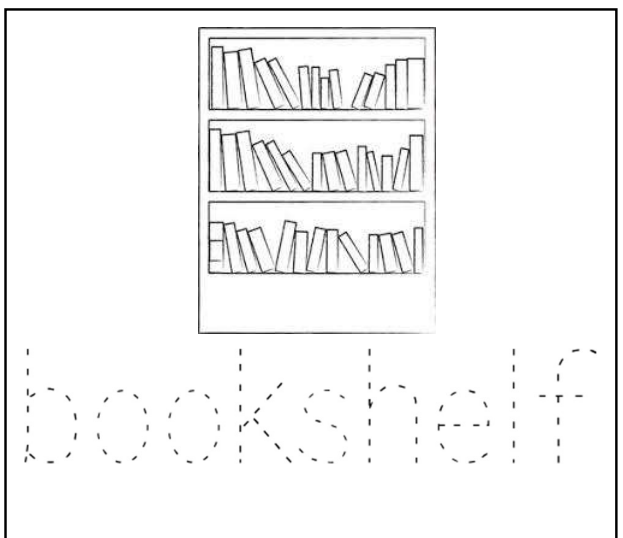
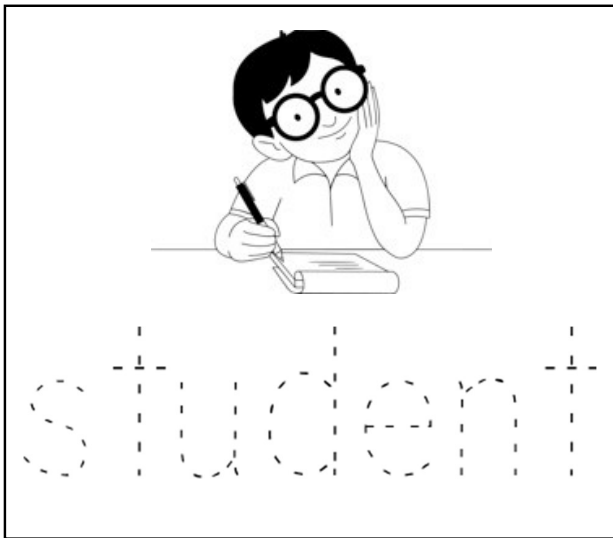
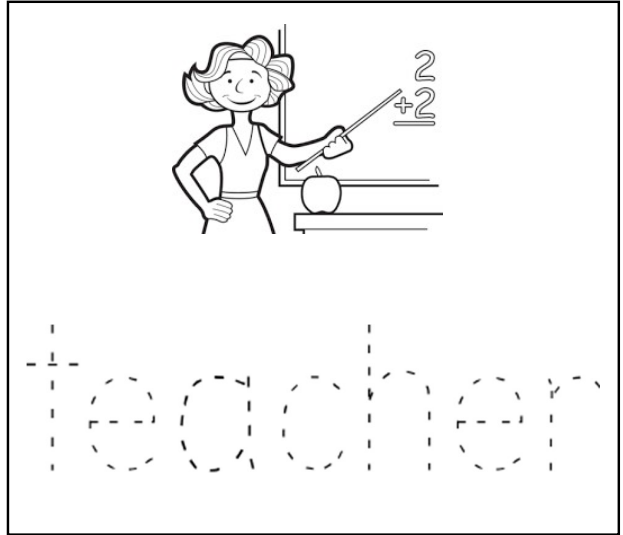
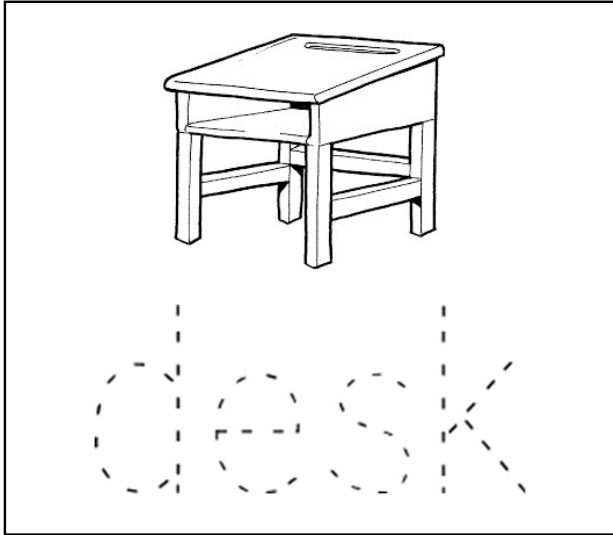




# Back to School Words

Trace the word. Color the picture.







# All About Me

Draw a picture of yourself. Write about yourself.



My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I like \_\_\_\_\_.

I live with \_\_\_\_\_.

## Extension

Tell your buddy about yourself. Use any language.

# Trace Numbers

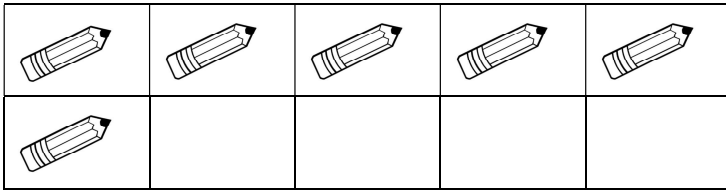
Trace the numbers. Read the numbers.

1	one
2	two
3	three
4	four
5	five
6	six
7	seven

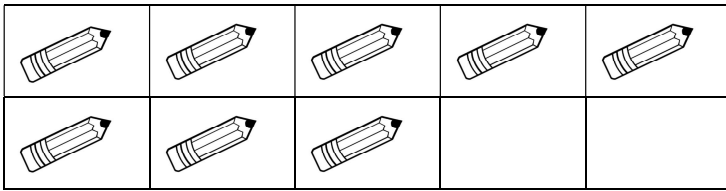
8	eight
9	nine
10	ten
11	eleven
12	twelve

# Count the Pencils

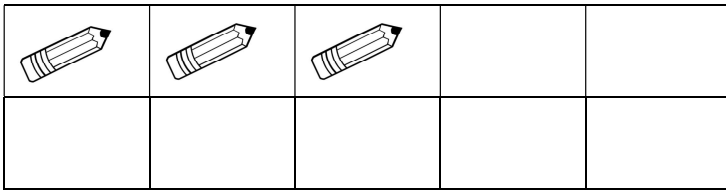
Write the number of pencils.



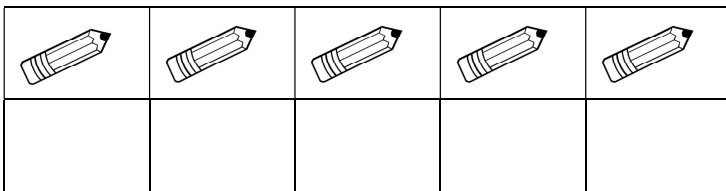
There are  pencils.



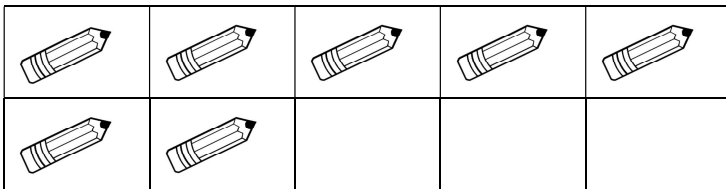
There are  pencils.



There are  pencils.



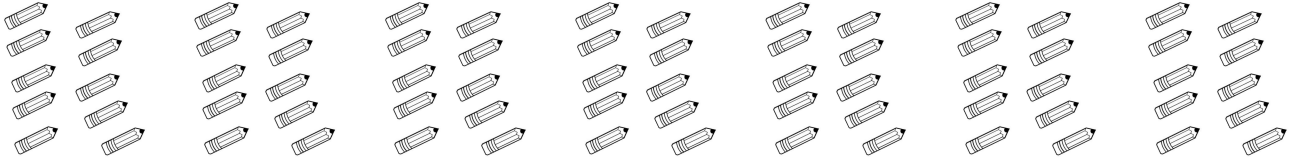
There are  pencils.



There are  pencils.

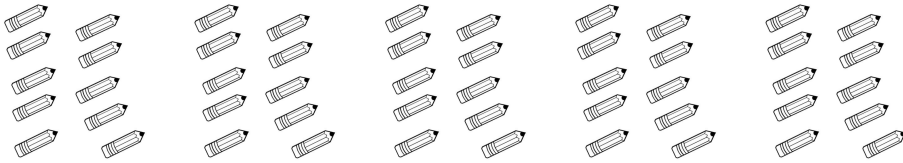
## Extension

Count by 10s. Write the number in the box.  
Write the total on the sentence line.



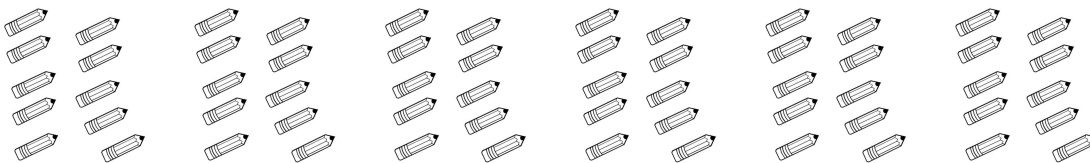
--	--	--	--	--	--	--

There are \_\_\_\_\_ pencils in total.



--	--	--	--	--

There are \_\_\_\_\_ pencils in total.



--	--	--	--	--	--

There are \_\_\_\_\_ pencils in total.

# Day 2

# What I See at School

Read the sentences. Write a word for the last sentence.

Draw a picture for that word.

I see the book.



I see the chair.



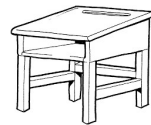
I see the backpack.



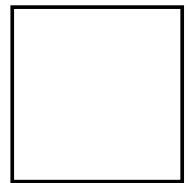
I see the lunchbox.



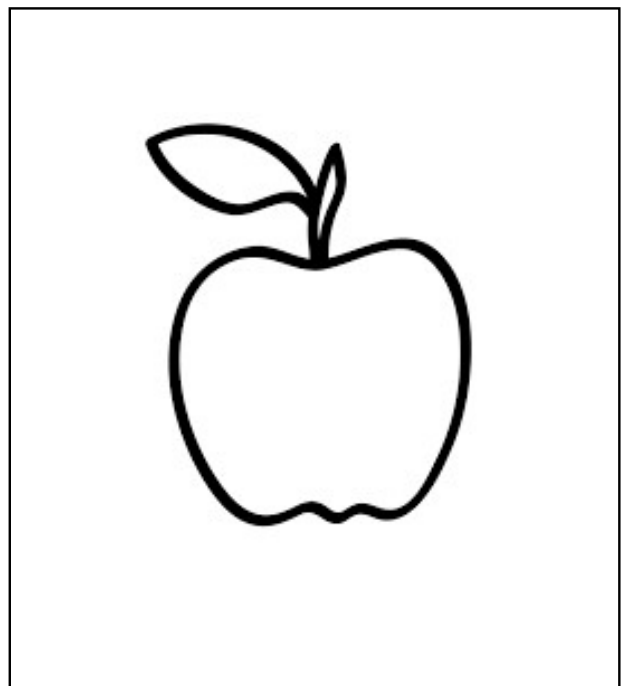
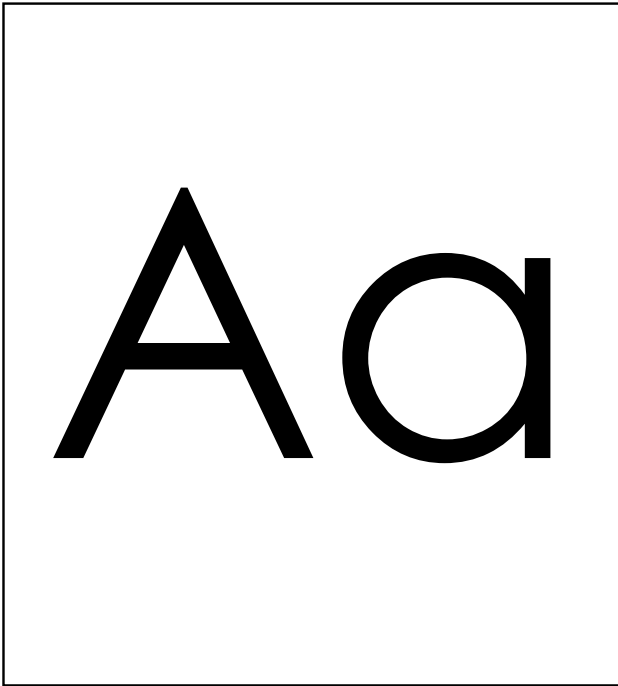
I see the desk



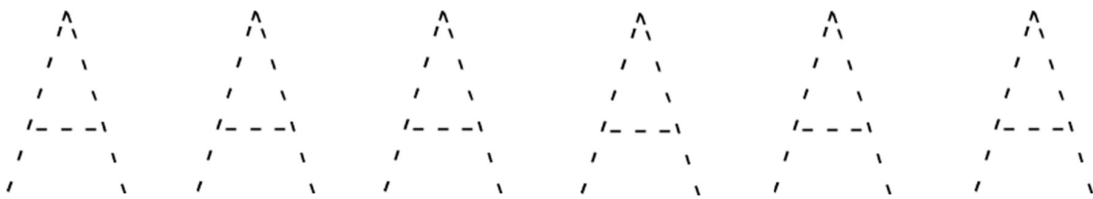
I see the \_\_\_\_\_.



# Letter A



Trace the letters.







## Extension

Write words that start with the letter A.  
Read the words.




Write a sentence using one of the words.

---

---

# What Goes Inside?

Cut the pictures. Glue the pictures where they go.

**doctor's bag**

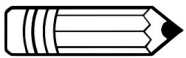
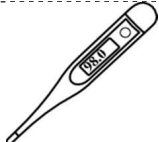

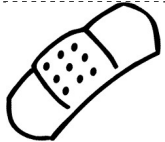






**backpack**



### Extension

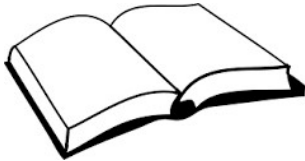
Talk to your buddy. Use the sentence frame:  
The \_\_\_ goes in the \_\_\_.

 pencil	 thermometer	 lunchbox	 band aid
 medicine	 book	 syringe	 paper

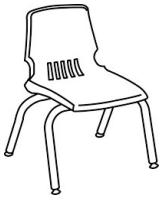
# Label the Pictures

Write the name of the picture. Use the word bank.

Word Bank		
student	teacher	pencil
lunchbox	book	chair



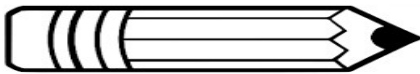
This is a \_\_\_\_\_.



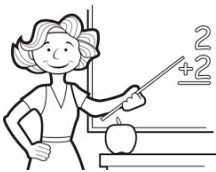
This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



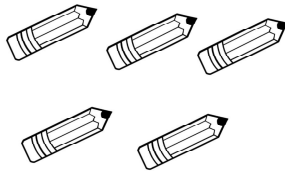

This is a \_\_\_\_\_.

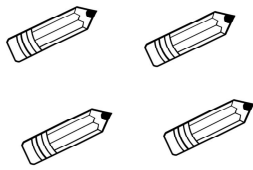
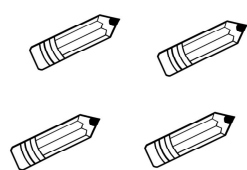


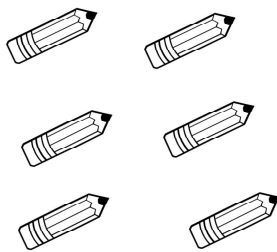
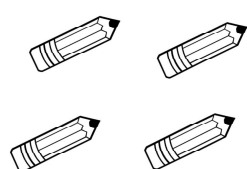
This is a \_\_\_\_\_.

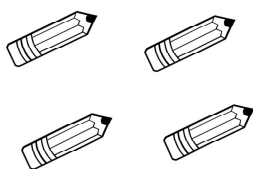
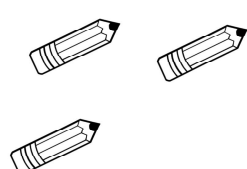
# Add the Pencils

Write the total.

 $+$  $=$   pencils

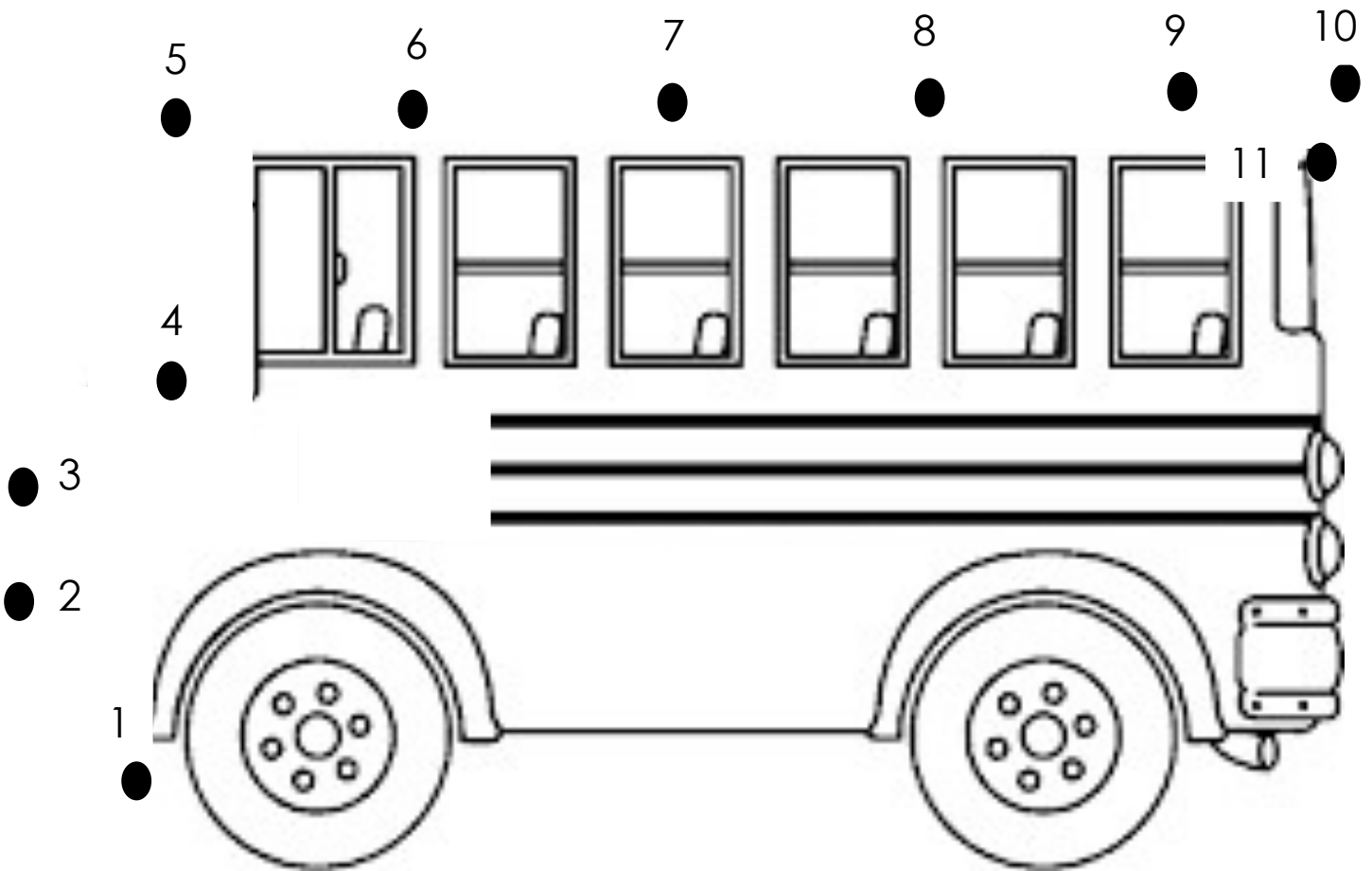
 $+$  $=$   pencils

 $+$  $=$   pencils

 $+$  $=$   pencils

# Connect the Dots

Connect the dots to see the picture.  
Write the name of the picture. Color the picture.



This is a \_\_\_\_\_.

## Extension

Write about a time you rode on a bus.

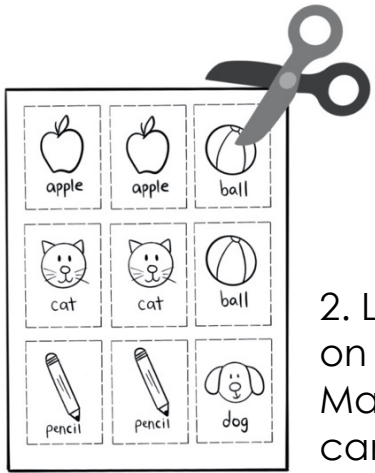


A large, empty rounded rectangular box for writing.

Seven horizontal lines for writing.

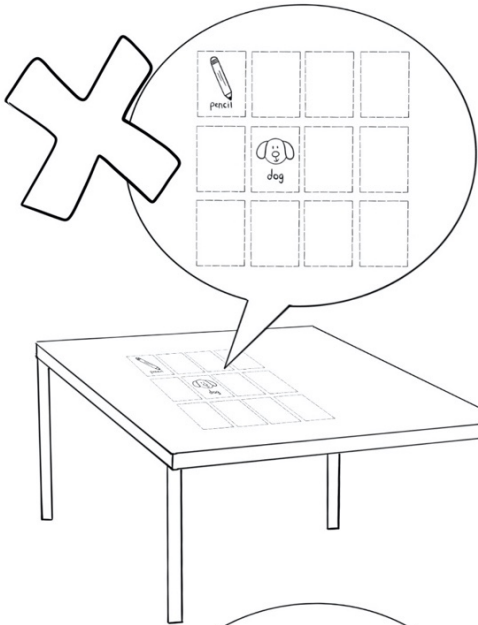
# Day 3

# How to Play "Memory"



1. Cut out all of the cards

2. Lay them down on a flat surface. Make sure you can't see the words or pictures

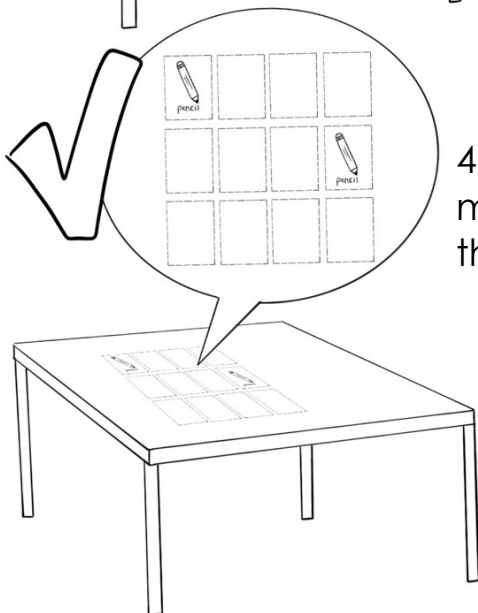


3. Turn over 2 cards at a time to try to find a match

Say the words as you turn over the cards

5. When all the matches are found, the game is over.

The player with the most cards wins!



4. When you get a match, you keep those cards

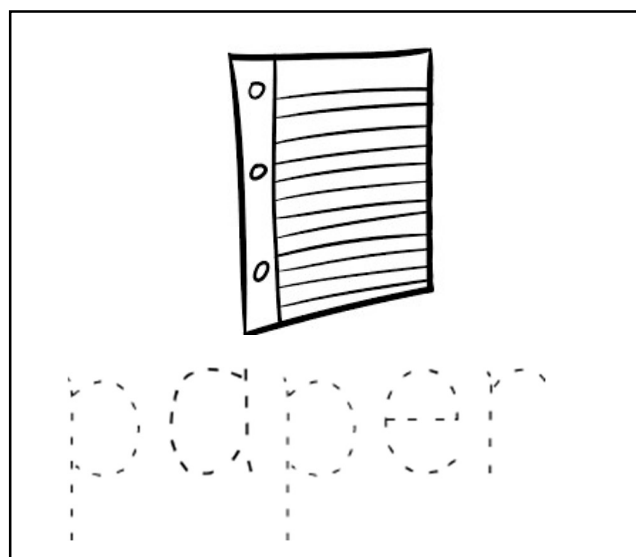
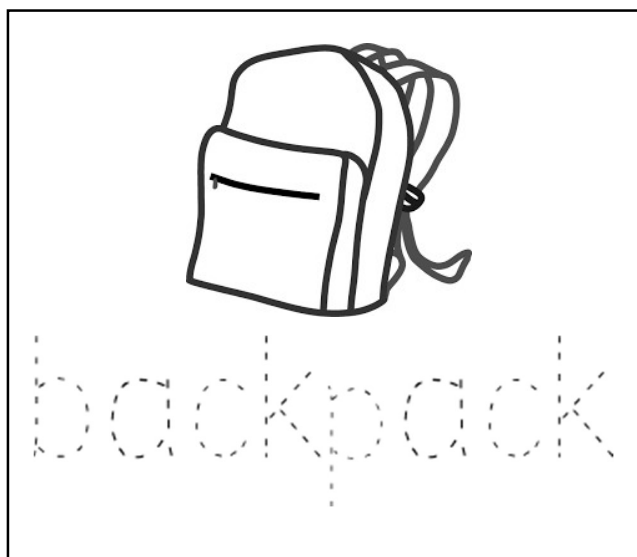
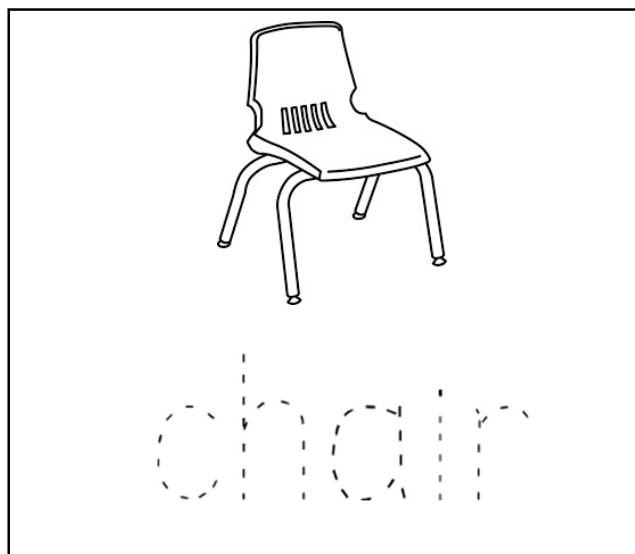
↓	A	A	✓	✗	B	K	✗
	♥	♥	✓	✗	△	♥	✗
	7	7	✓	✗	8	2	✗

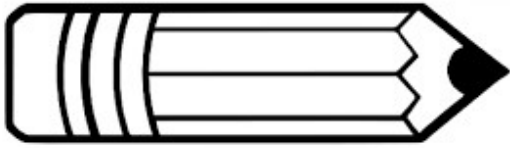


# Memory Game

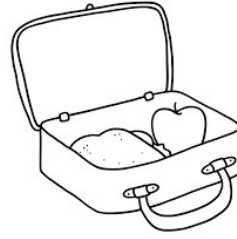
Read the directions "How to Play Memory".

Use these cards to play the game.

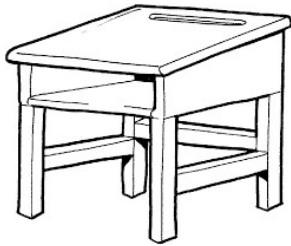




pencil



lunchbox



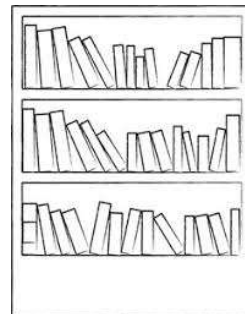
desk



teacher



student



bookshelf



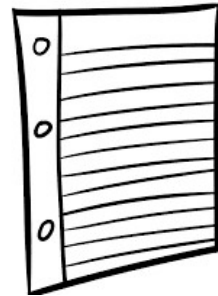
book



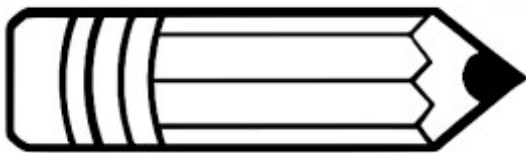
chair



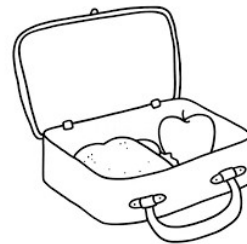
backpack



paper

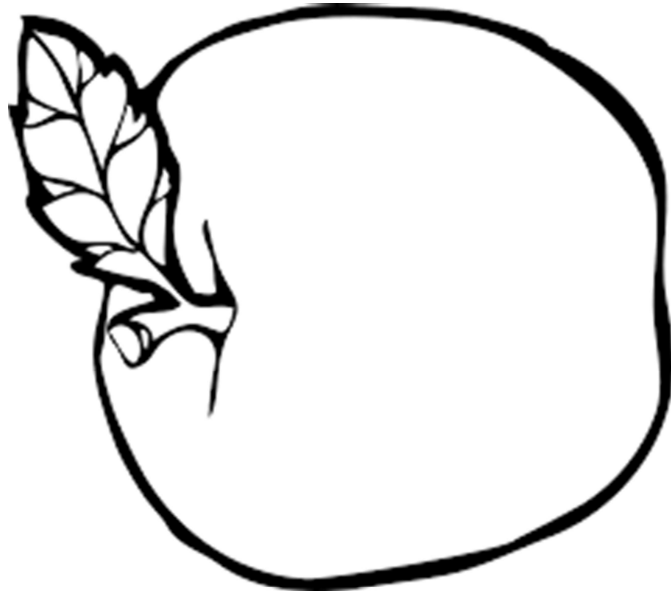
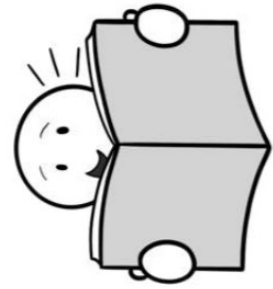


pencil

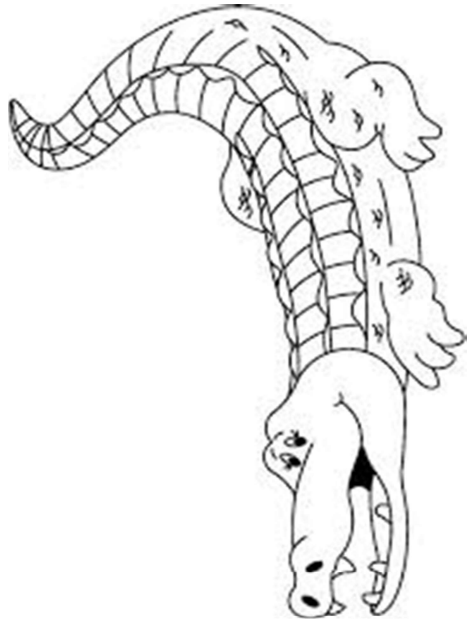


lunchbox

**Letter  
A  
Book**



**A is for apple.**  
● ● ● ●



**A is for alligator.**



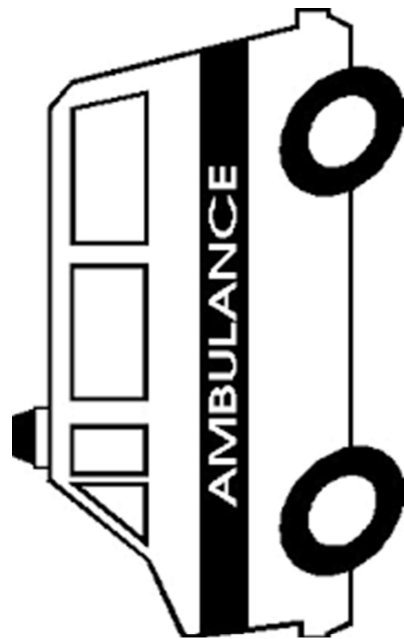
**2**



**A is for ant.**



**3**



**A is for ambulance.**



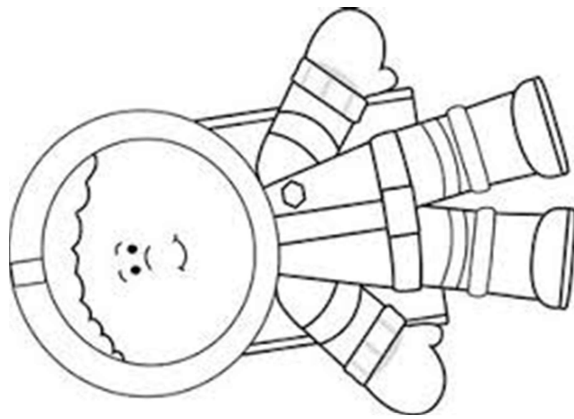
**4**

**A B C D E F G  
H I J K L M N  
O P Q R S T U  
V W X Y Z**

**A is for alphabet.**



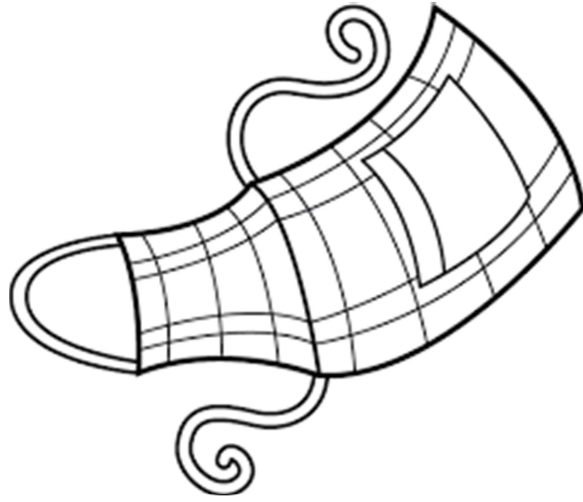
**5**



**A is for astronaut.**



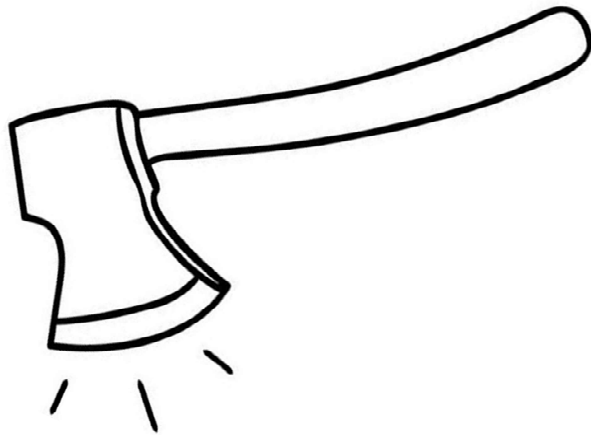
6



**A is for apron.**



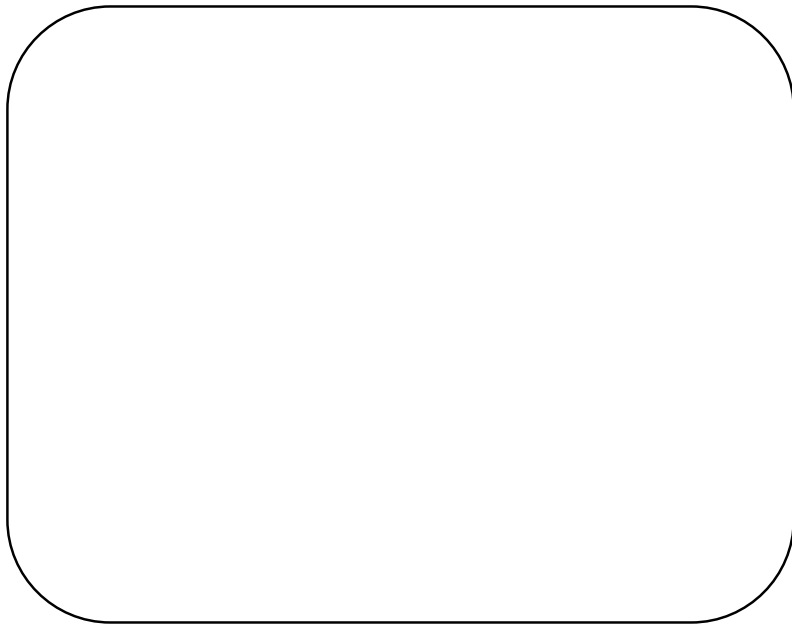
7



A is for axe.



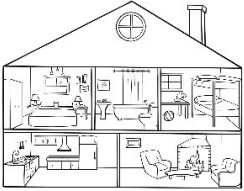
8



A is for \_\_\_\_\_.

9





## Scavenger Hunt

Take your buddy around your house.  
Draw or write things that start with the letter Aa.

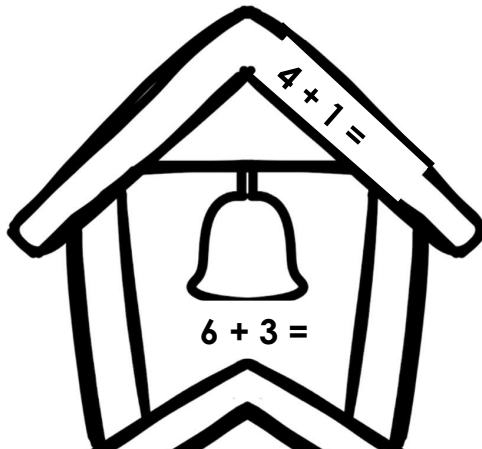
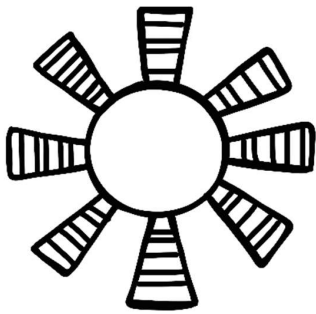
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

# Let's Add and Color

Add the numbers. Use the key to color the picture.



Key		
black - 5	red - 12	yellow - 9
brown - 11	green - 6	blue - 10



$5 + 5 =$

$6 + 3 =$

$5 + 4 =$

$3 + 2 =$

SCHOOL

$10 + 2 =$

$9 + 2 =$

$8 + 4 =$

$6 + 6 =$

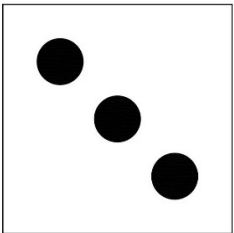

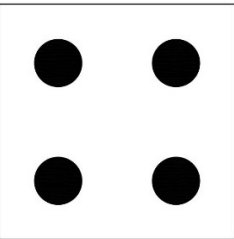

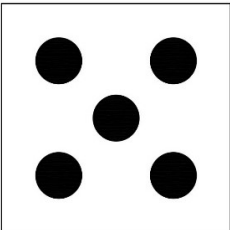

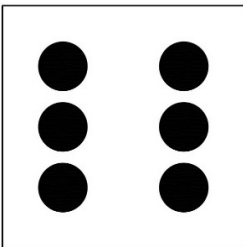

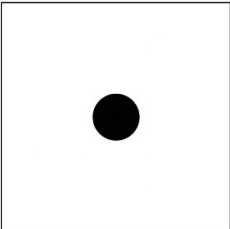



$5 + 1 =$

# Let's Move

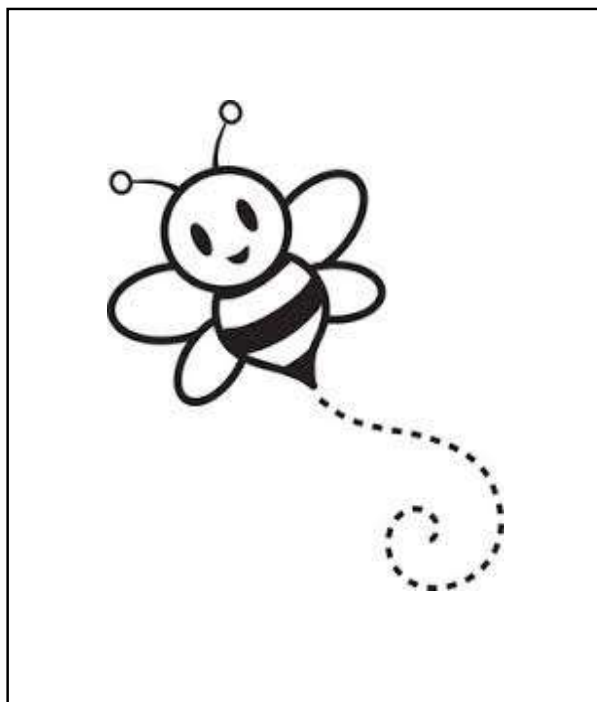
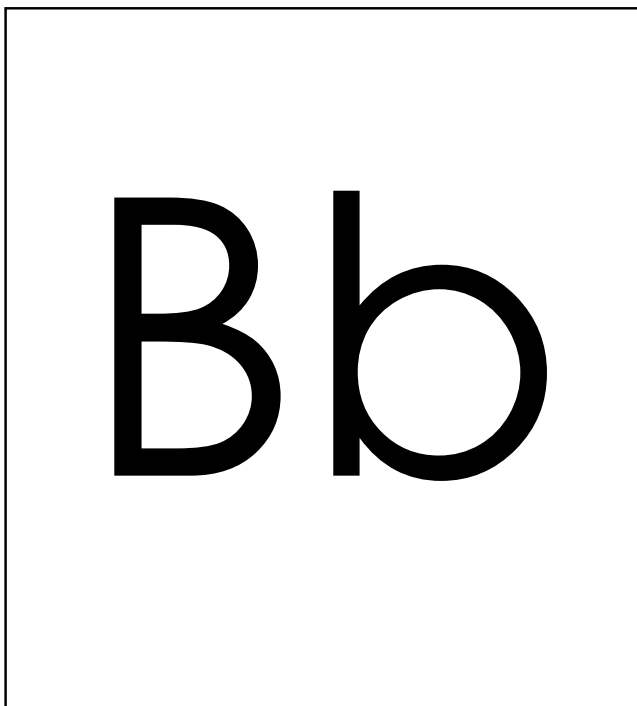


Read the number. Then hop or skip that many times.

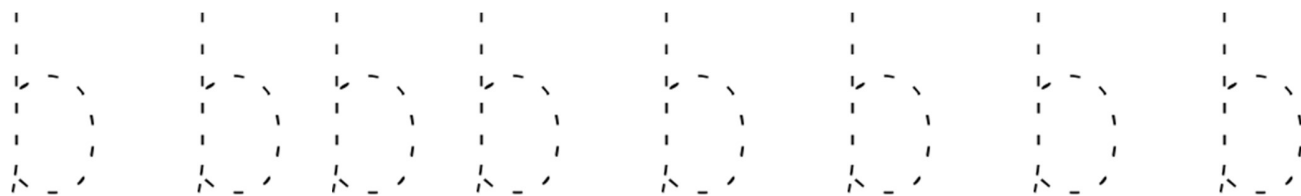
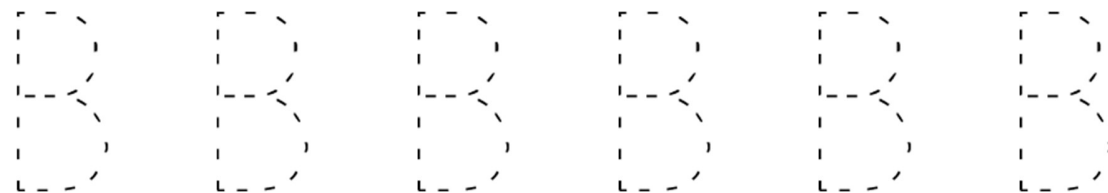
	 hop
	 skip
	 hop
	 skip
	 hop

# Day 4

# Letter B



Trace the letters.





## Extension

Write words that start with the letter B.  
Read the words.




Write a sentence using one of the words.

---

---

# Draw Yourself at School

Draw yourself at school. Write what you like about school.



I like school.

The name of my school is \_\_\_\_\_.

I like to \_\_\_\_\_ at school.



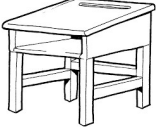



I like to \_\_\_\_\_ at school.

School is \_\_\_\_\_.

# Dictionary



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

Picture	Trace	Home Language(s)
	student	
	bookshelf	
	desk	
	backpack	
	paper	
	chair	



# Matching Numbers and Words

Match the numbers to the words.

4

one

5

eight

6

four

8

six

1

three

3

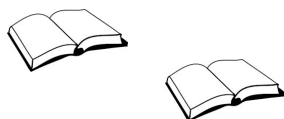

five

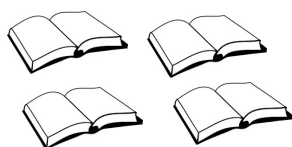



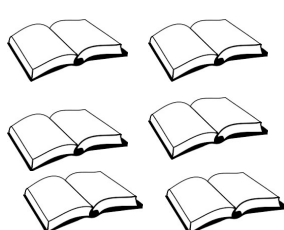

Can you count in another language?  
Count with your buddy.


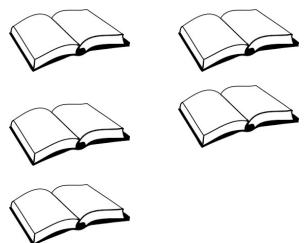
# How Many Books?

Write the total.

 +  =  books

 +  =  books

 +  =  books


 +  =  books

## Extension

# 123

Go for a walk around your neighborhood  
or walk around your house.

Count things that you see. Use the table to keep track.

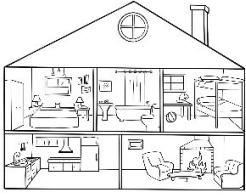
Item	How Many?
	I saw 6 butterflies.

Find the total of the items.  
Draw pictures or use numbers.

I saw \_\_\_\_\_ things on my walk!



# Day 5



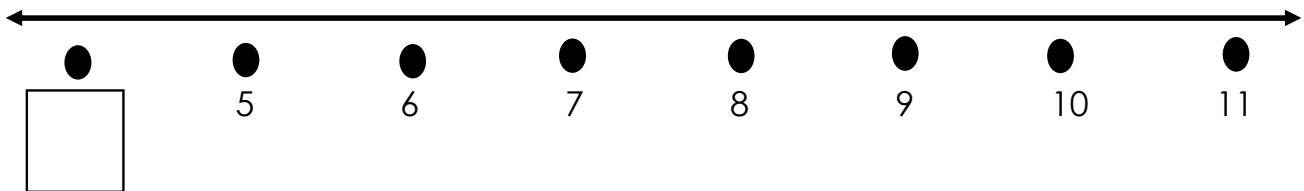
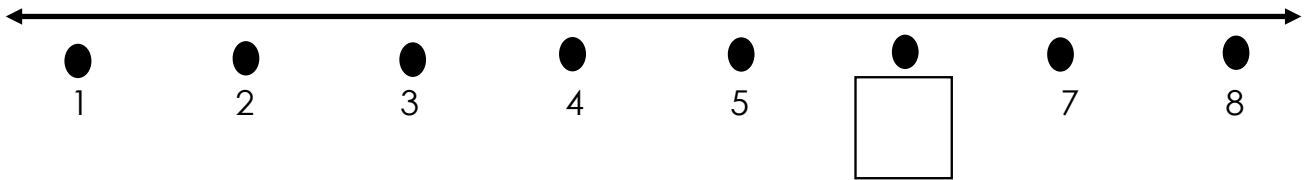
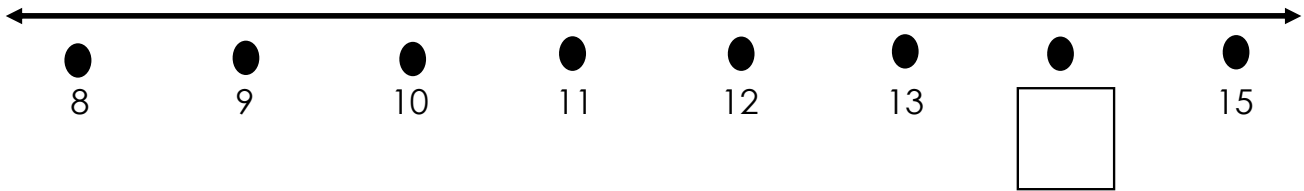
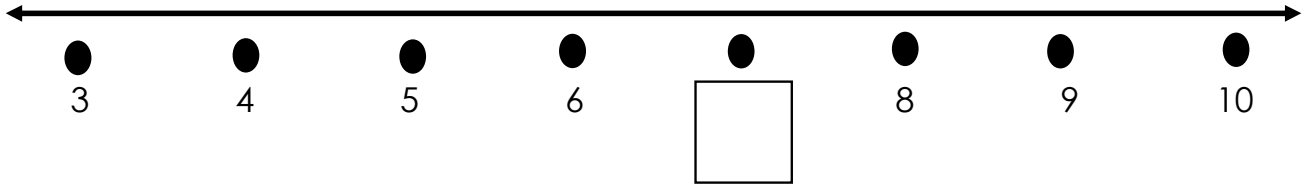
## Scavenger Hunt

Take your buddy around your house.  
Draw or write things that start with the letter Bb.

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

# Number Line

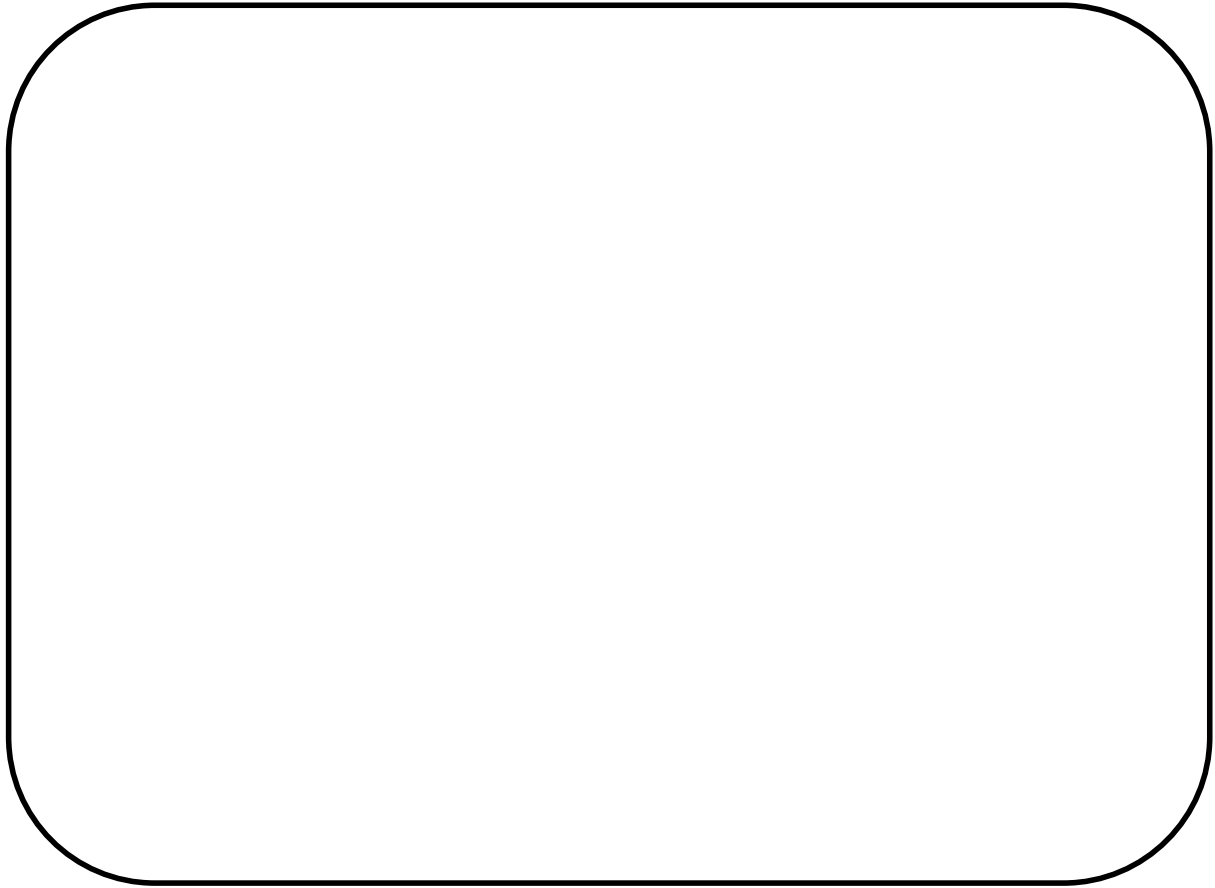
Fill in the missing numbers. Count using the number line.



Can you count in another language?  
Count with your buddy.

# Get Up and Dance

Play a song. Dance alone or with your buddy.  
Draw a picture of you dancing.  
Answer the questions.



Do you like to dance? \_\_\_\_\_

Who in your family likes to dance?

\_\_\_\_\_

What songs do you like?

\_\_\_\_\_

\_\_\_\_\_



# International Consortium for Multilingual Excellence in Education



**ICMEE**

cehs.unl.edu/icmee

## My Packet Journal

Draw a picture about what you learned in this packet:

Write about what you learned in this packet:

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ICMEE is housed within:

