

International Consortium for Multilingual Excellence in Education



December 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Jessica Millen and Brooke David** in collaboration with Lydia Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Standard	6-8
English Language Arts: Reading	<p>CCSS.ELA-LITERACY.RI.6.1</p> <ul style="list-style-type: none"> ○ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCSS.ELA-LITERACY.RI.6.2</p> <ul style="list-style-type: none"> ○ Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ○
English Language Arts: Writing	<p>CCSS.ELA-LITERACY.W.6.2</p> <ul style="list-style-type: none"> ○ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <p>CCSS.ELA-LITERACY.W.6.2.A</p> <ul style="list-style-type: none"> ○ Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <p>CCSS.ELA-LITERACY.W.6.2.C</p> <ul style="list-style-type: none"> ○ Use appropriate transitions to clarify the relationships among ideas and concepts. <p>CCSS.ELA-LITERACY.W.6.3</p> <ul style="list-style-type: none"> ○ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <p>CCSS.ELA-LITERACY.W.6.3.C</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>
WIDA Performance Definitions for Receptive and Productive Language	<p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...</p> <ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns • General content-related words • Everyday social, instructional and some content-related words and phrases <p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...</p> <ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations • General content-related words • Everyday social and instructional words and expressions

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Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. 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 student 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 student (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.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also 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.

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- Food Preferences. This week students will review vocabulary words related to cooking in the kitchen. Students will have the opportunity to draw their own kitchen and look for dishes and utensils in their kitchens. Students will read and write about favorite foods and practice expressing their preferences in the cafeteria. They will also read about how people around the world eat rice.
- Recipes. Students will read a recipe and write their own recipe for something they like to cook. We encourage families to cook and write their recipe together in any language. Through the context of cooking, students will be able to use measurement of volume and using ratios to practice grade level math and science concepts.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

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

This packet was designed and created by **Jessica Millen and Brooke David** in collaboration with Lydiah Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

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Queridas familias:

15 de agosto del 2020

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 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

-El paquete # 1 incluye materiales relacionados a presentación, sentimientos y números; así como lo referente a la edad. Se ha puesto énfasis en el aprendizaje de vocabulario nuevo para desarrollar las destrezas de lenguaje, a nivel principiante, del idioma inglés. Los estudiantes son animados a practicar las destrezas de lectura, escritura y conversación. Si hay tecnología disponible, se les pide que graben su conversación y la reproduzcan para escuchar sus voces.

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

Sinceramente,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education



Share your learning!

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

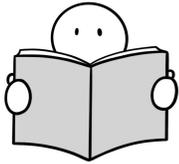
We'd love to see what you've done with this packet!



Instructions Key



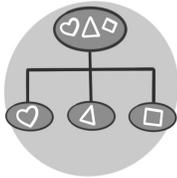
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



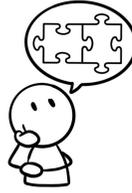
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

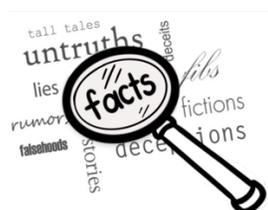
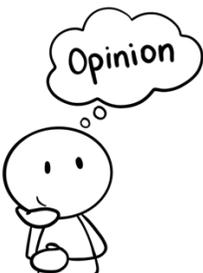
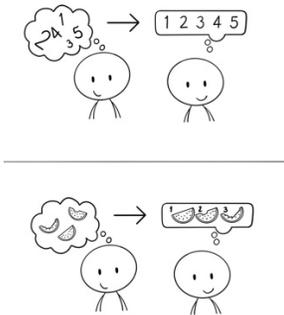


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

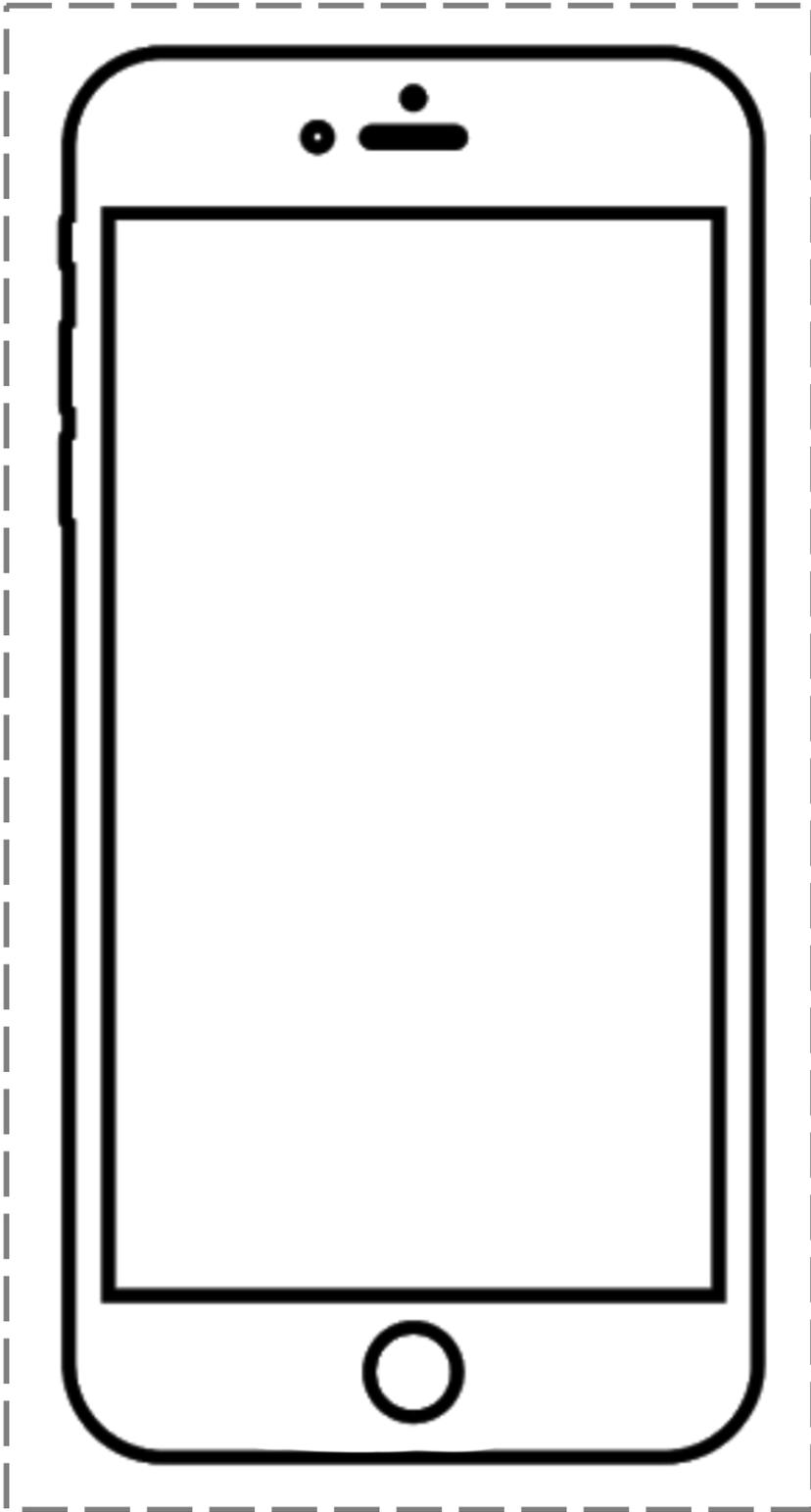


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada



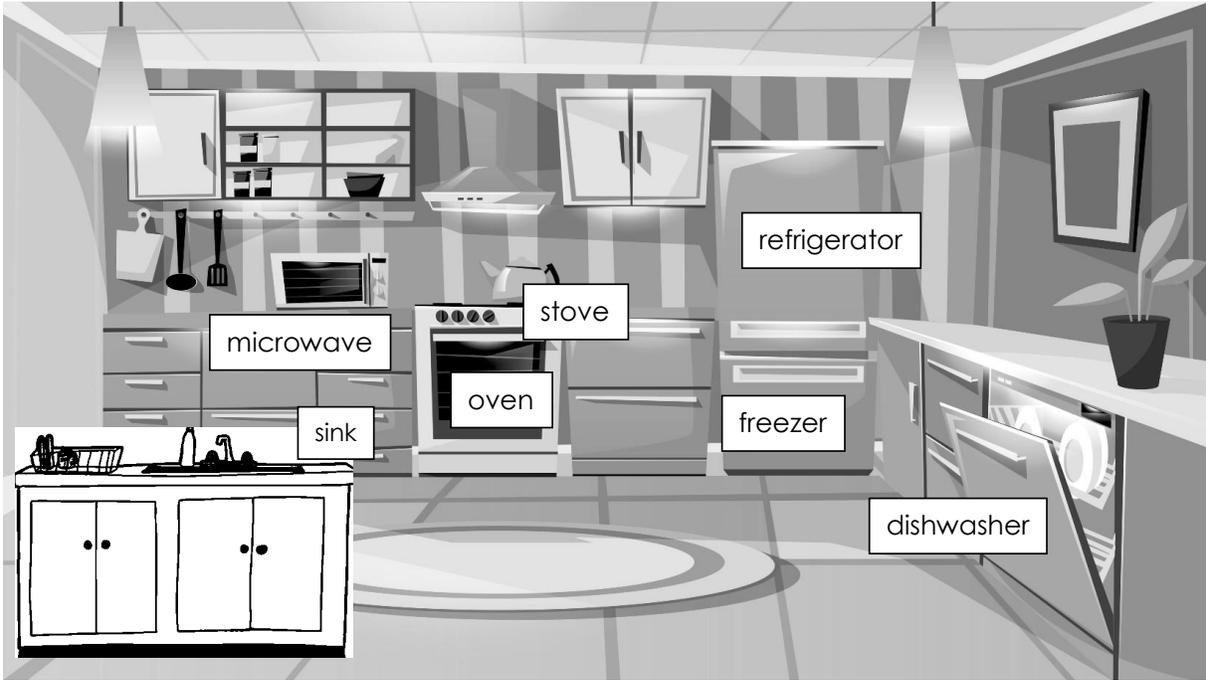




Day 1

Kitchen Vocabulary

 Say and  write the new vocabulary.



		
microwave		microwave

We use the **microwave** to cook food quickly.
The **microwave** can cook popcorn or warm up food.



My Kitchen



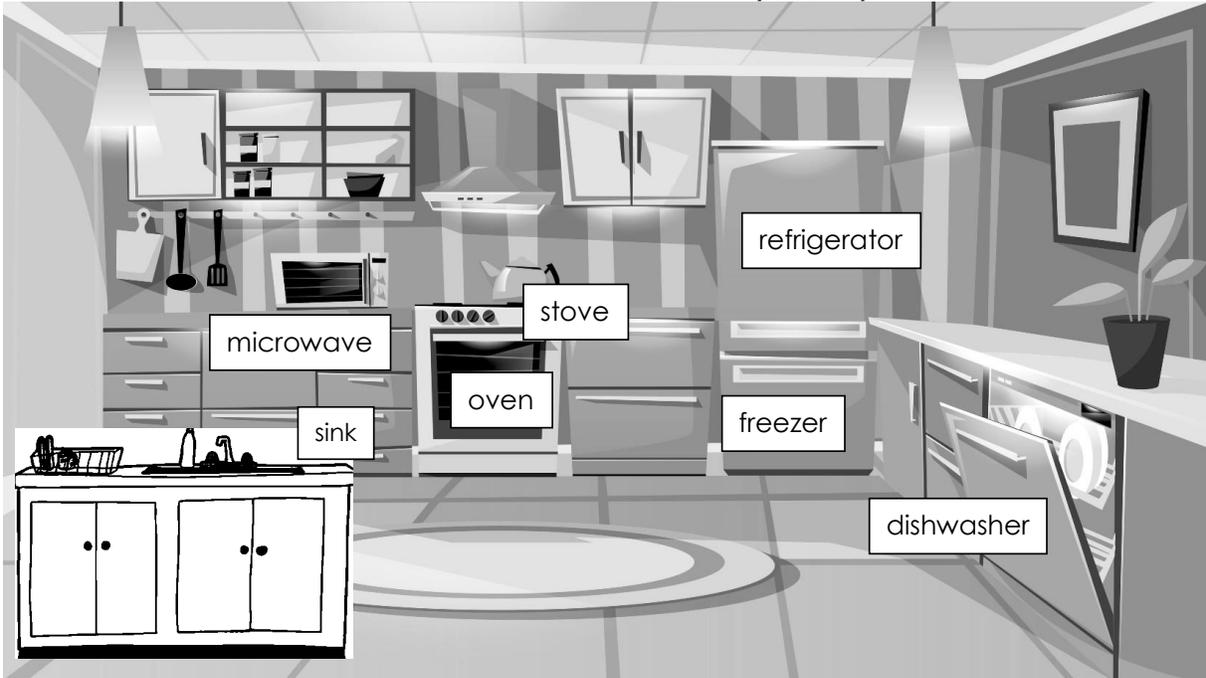
Read the new kitchen words



Draw your kitchen



Label: Write the words on your picture



Draw and label your kitchen.



Dishes and Utensils in the Kitchen



Say and



write the new vocabulary.



Scavenger Hunt: Look for the dishes in your kitchen

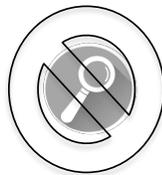
If you find the dish or utensil, check **yes**.



Yes

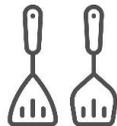
No

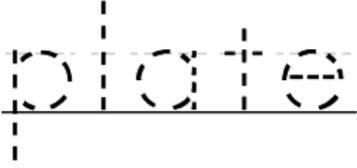
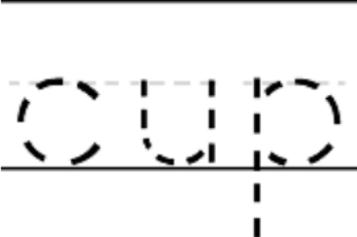
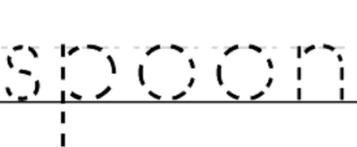
If you do not find the dish or utensil, check **no**.

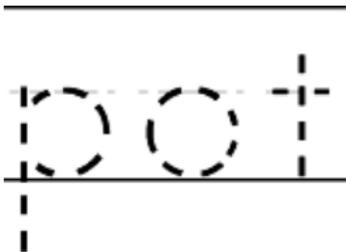
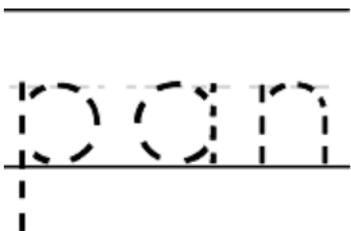
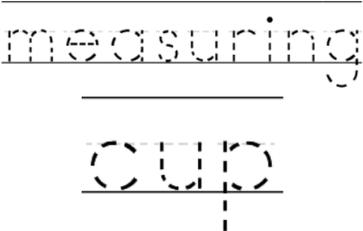
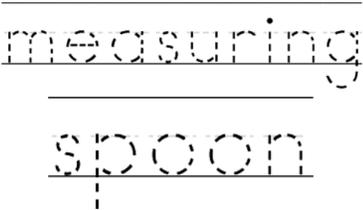


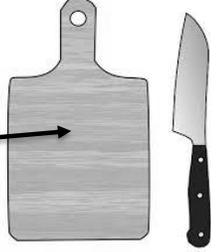
Yes

No



Word	Picture	Write the Word	Do you have a _____ in your kitchen?
 plate		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 bowl		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 cup		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 fork		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 spoon		 	<input type="checkbox"/> Yes <input type="checkbox"/> No

 knife		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 pot		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 pan		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 measuring cup		 	<input type="checkbox"/> Yes <input type="checkbox"/> No
 measuring spoon		 	<input type="checkbox"/> Yes <input type="checkbox"/> No

 cutting board		 cutting board	<input type="checkbox"/> Yes <input type="checkbox"/> No
 spatula		 spatula	<input type="checkbox"/> Yes <input type="checkbox"/> No

What else did you find in your kitchen?

 Picture	 Write the Word

Food Vocabulary



Say the new vocabulary in English.



Write the new vocabulary in your language.

<p>Word and Picture</p>	<p>What is this food called in your language? <i>If you do not have the food in your culture, write the word in English.</i></p>
<p>Example: In Nepali </p>	
<p>Dumplings</p> 	<p>Momo</p>
<p>Word and Picture</p>	<p>What is this food called in your language?</p>
<p>Chicken</p> 	

Word and Picture	What is this food called in your language?
<p data-bbox="472 296 570 338">Pizza</p> 	
<p data-bbox="472 674 570 716">Rice</p> 	
<p data-bbox="391 1010 651 1052">Noodle Soup</p> 	
<p data-bbox="464 1436 578 1478">Pasta</p> 	

Hamburger and French Fries



Tacos



Empanadas



Salad



A Sandwich



Pupusas



Beef



Categorize Likes and Dislikes

Cut the pictures and put them into categories.



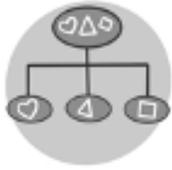


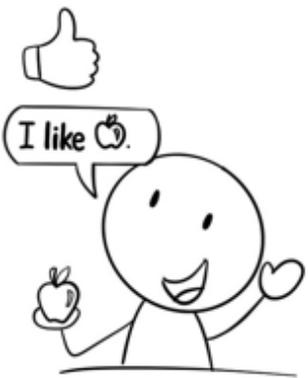




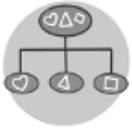


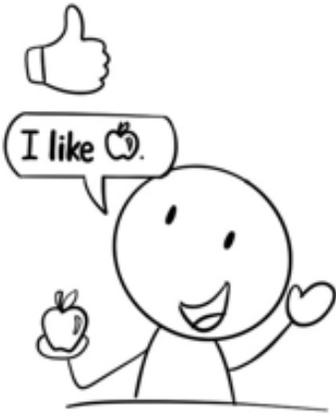
Sort the pictures into two categories



	
<p>I like _____.</p> <p>Example:</p> 	<p>I don't like _____.</p> <p>Example:</p> 

Sort the pictures into two categories



	
<p>I like _____.</p>	<p>I don't like _____.</p>



Day 3

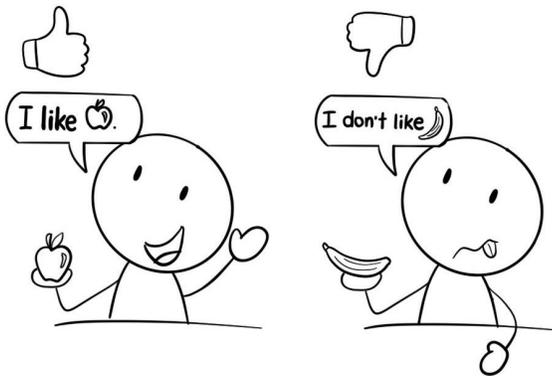
Cafeteria Practice

Read and say the sentences to express your preferences in the cafeteria. Record the sentences in your phone.



Would you like...?

No, thank you



Yes, please.

No, thank you.

I like _____.

I don't like _____.

I eat _____.

I don't eat _____.



meat



beef



pork

dairy



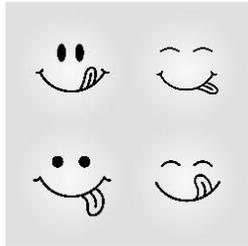
cheese



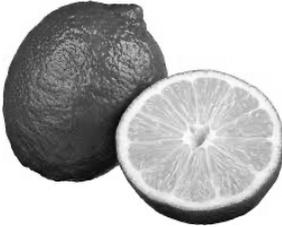
fish



Describing Food

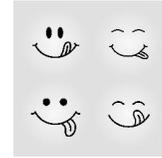


New Vocabulary Adjectives

Word	Picture
Sweet	
Sour	

<p>Bitter</p>	
<p>Spicy</p>	
<p>Salty</p>	

How does the food taste?



Use the adjectives to complete the sentences.

The peppers are _____.



The lemons are _____.



The chips are _____.



The coffee is _____.



The cupcakes are _____.

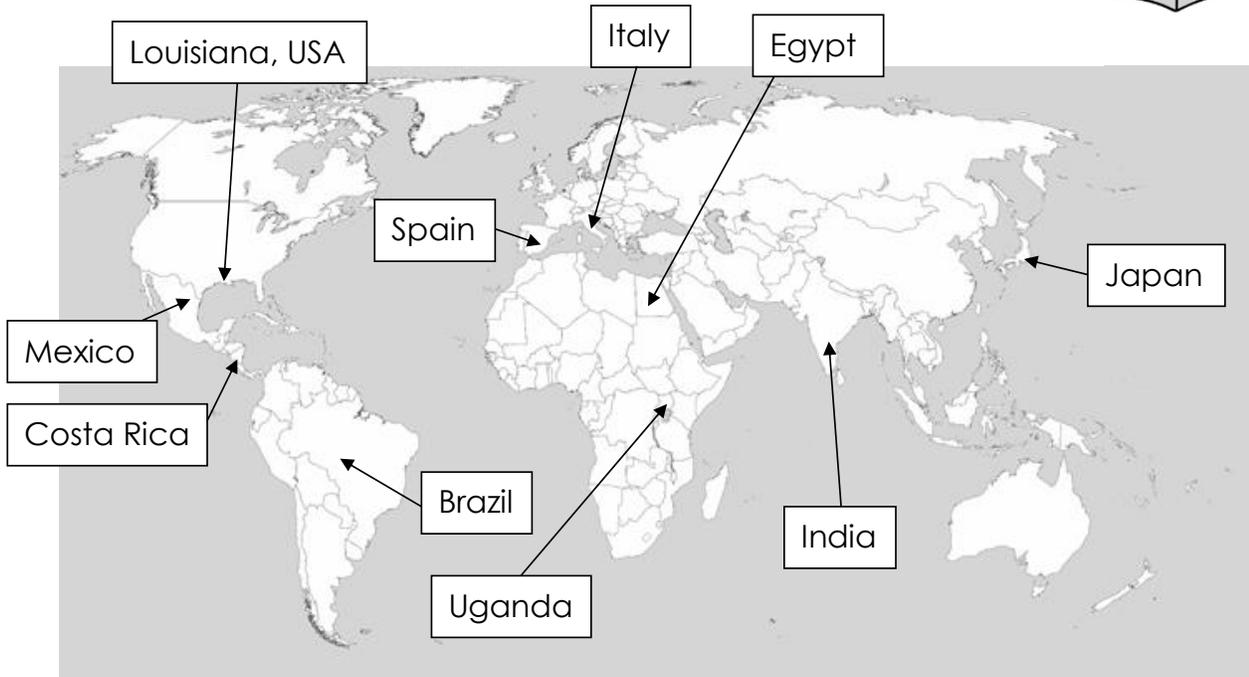




Day 4

Rice around the World

Read about how people eat rice. Use the map to see where people eat rice.



Many people around the world eat rice. They eat it in different recipes.



Yahya is from Egypt. He eats rice. He uses rice to make koshary.



Activity Inspired by 'Everybody Cooks Rice' by Norah Dooley

Marioko is from Japan. She eats rice. She uses rice to make sushi.



Maria is from Mexico. She eats rice. She eats rice with beans and enchiladas.



Eddie is from Italy. He eats rice. He uses rice to make risotto with peas.



Jesus is from Costa Rica. He eats rice. He eats rice with eggs.



Activity Inspired by 'Everybody Cooks Rice' by Norah Dooley

Amir is from India. He eats rice. He eats rice with curry.



Juliana is from Brazil. She eats rice. She eats rice with feiojoadada.



Atim is from Uganda. She eats rice. She eats rice with chicken and malakwang.



Dominic is from Louisiana, United States. He eats rice. He uses rice to make jambalaya.



Activity Inspired by 'Everybody Cooks Rice' by Norah Dooley

Javier is from Spain. He eats rice. He uses rice to make paella.



Do you eat rice? What do you use rice to make? What do you eat rice with?



Draw and



Write about your food.

Activity Inspired by 'Everybody Cooks Rice' by Norah Dooley

Making Rice Sequence



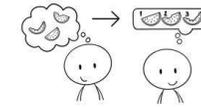
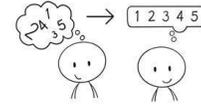
Read about making rice.
Underline the sequence words

1	2	3	4
First,	Second,	Third,	Fourth,
	Next,	Next,	Last,
	Then,	Then,	Finally,

Rice is an important food around the world. It is easy to learn how to make rice. First, wash your hands. Next, gather all the ingredients and tools. The ingredients are water and rice. The tools are a measuring cup and a pan. Then, use a recipe to make the rice. Finally, eat the rice with your family.

Adapted from <https://www.raz-plus.com/projectable/book.php?id=190&lang=4&type=book>

Cut up the pictures and sequence them using your sequence words.



Gather the ingredients.



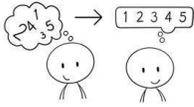
Wash your hands.



Use a recipe to cook the rice.



Eat the rice with your family.



Sequence the pictures here:

First,

Next,

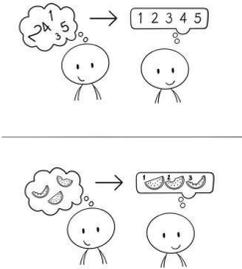
Then,

Finally,



Recipe: How to Cook Rice

Read the recipe to cook rice. Underline the sequence words you see.



Sequence Words			
1	2	3	4
First,	Second,	Third,	Fourth,
	Next,	Then,	Last,
		After,	Finally,

Recipe: How do you cook rice?



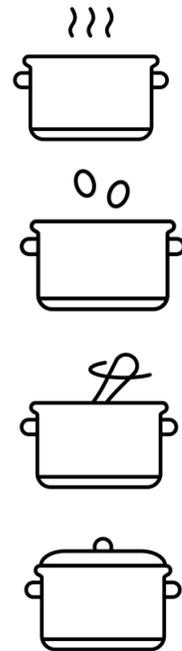
Time: 30 minutes



Servings: 4 people

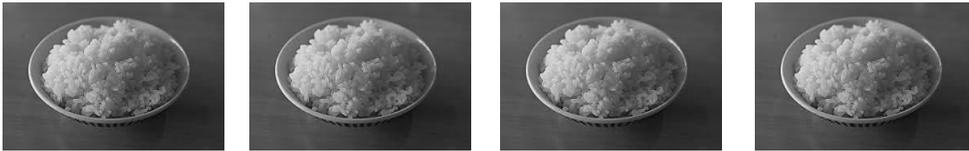
1. First, rinse the rice with water.
2. Second, boil 2 cups of water.
3. Third, put 1 cup rice in the water. Stir.
4. Fourth, let the rice simmer.
5. Fifth, turn down the heat to low. Put the lid on the pot.
6. After 18 minutes, check the rice to see if it is ready.
7. Next, put the lid back on and take off heat. Let the rice rest for a few minutes.
8. Finally, fluff the rice and serve.

You can eat it with vegetables, meat or your favorite sauce!



We can use math to help us cook. When we cook rice, we use **a ratio** to help us use the right amount of rice and water. This recipe uses 1 cup of rice and 2 cups of water.

The **ratio** is 1 cup rice: 2 cups of water. We can also write it like this: 1:2. This recipe makes enough rice for 4 people. This is called a serving.



Read the ratio chart.

Rice	Water	 Servings
1 cup 	2 cups 	4 servings

If we want to cook more rice for more people, we need to add more rice and water. We can use the same ratio, 1:2.

Rice	Water	 Servings
2 cups 	4 cups 	8 servings

How many cups of water do you need to make 3 cups of rice?

Rice	Water	 Servings
3 cups 	_____ cups	12 servings

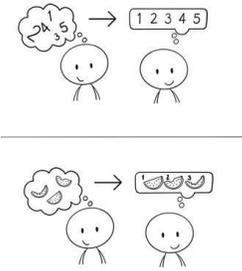


Day 5



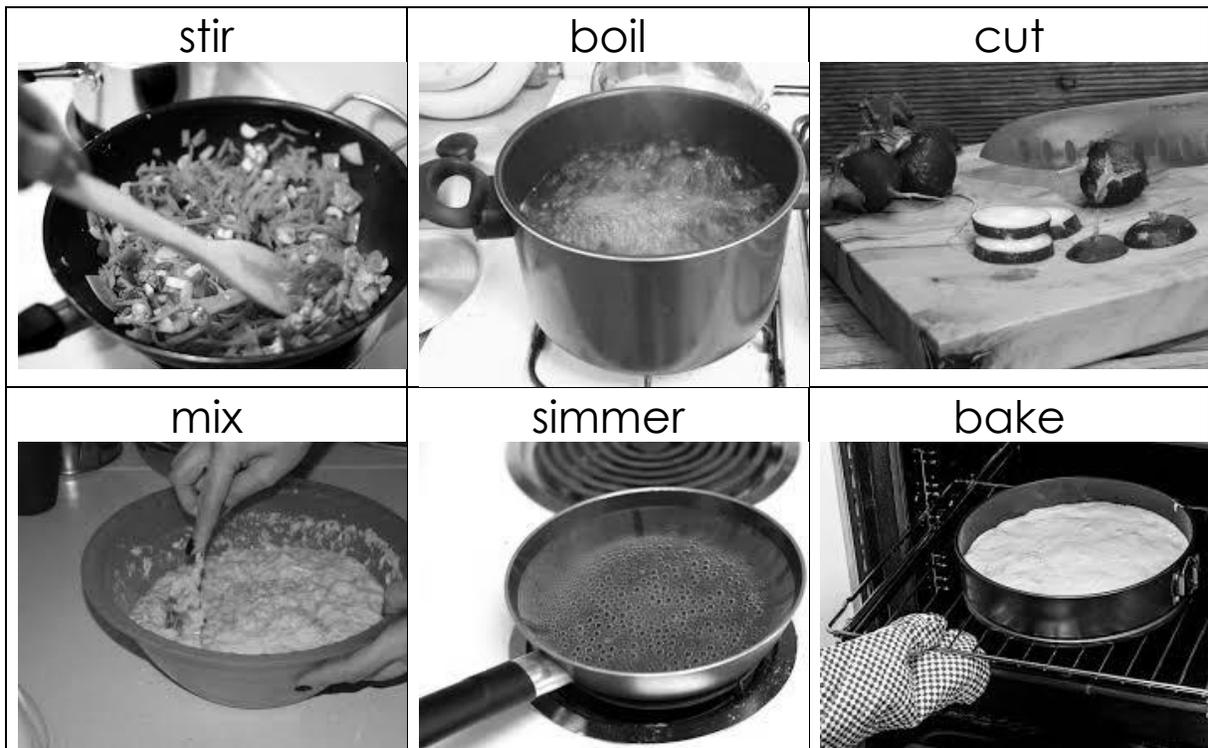
Write a recipe

Draw and write a recipe for food you can cook. Use sequence words to help you write the steps. You can write in any language.



Sequence Words			
1	2	3	4
First,	Second,	Third,	Fourth,
	Next,	Then,	Last,
		After,	Finally,

Verbs we use in recipes



Recipe: How do you cook _____?

 Time: _____ minutes

 Servings: _____

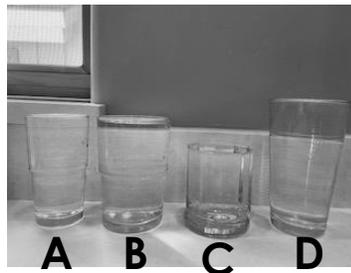
Science: Volume

We can use science to help us cook. **Volume** is how much space something takes up in a container.

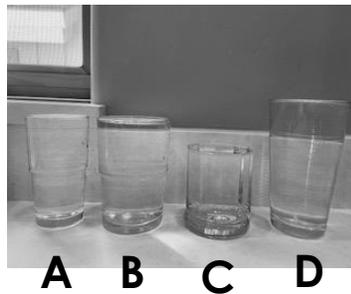


Look at these glasses of water. (Circle) your answer and write a hypothesis.

Which one do you think holds the **most** amount of water?



Which one do you think holds the **least** amount of water?



least

less

more

most

? Hypothesis:

I think _____ holds the **most** amount of water.

I think _____ holds the **least** amount of water.

Measure how much water is in each cup:

A has the least water



B



C



D has the most water



Now you do the experiment:



Which one do you think holds the **most** amount of water?
Which one do you think holds the **least** amount of water?



Draw and label your cups or glasses that you measure:



Make a hypothesis:

I think _____ holds the **most** amount of water.

I think _____ holds the **least** amount of water.

Measure how much water is in each cup or glass.



Draw your observations.

All About Me

 This is a picture of me.

[A large dashed rectangular box for drawing a picture of oneself.]

hello
my name is

[A white rounded rectangular box for writing a name.]

My name is _____.

I am from _____.

I speak _____.



I am _____ years old.

I am in _____th grade.

I like _____.

I don't like _____.



Write your paragraph



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:

