



**11<sup>th</sup> – 12<sup>th</sup> grade • English Level 2**

# LEARNING PACKET #5



**Theme: Dolores Huerta**

# 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.

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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](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 **Trevin Wurm**  
in collaboration with Aaron Johnson and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Proficiency

- 9-12.3
- 9-12.4
- 9-12.8
- 9-12.10

Social Studies

- SS HS 4.1
- SS HS 4.2
- SS HS 4.4
- SS HS 4.5

Science

- SS HS 12.2
- SS HS 13.3
- SS HS 14



**11<sup>th</sup> – 12<sup>th</sup> grade • English Level 2**

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**Theme: Dolores Huerta**

# International Consortium for Multilingual Excellence in Education



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

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.

6<sup>th</sup>-12<sup>th</sup> 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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- 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 child with someone in their home.

This packet contains information about Dolores Huerta. Huerta made contributions to the American labor movements, the Latinx community in the United States, and continues to fight for the rights of immigrant and migrant labor communities. Understanding Huerta's contributions helps give students an understanding of how to make change within their communities and that the voices of immigrants and women are important to creating positive change in the American workforce. The science portion of this packet introduces English learners to the names of different landforms. These will be important in helping students successfully complete science classes and geography, and will help students better describe the environment they're living in as well as ones they have visited.

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 **Trevin Wurm**  
in collaboration with Aaron Johnson and Alexa Yunes.

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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 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:

- **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 de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- Este paquete contiene información sobre Dolores Huerta. Huerta hizo contribuciones a los movimientos laborales estadounidenses, a la comunidad latina en los Estados Unidos y continúa luchando por los derechos de las comunidades laborales inmigrantes y migrantes. Comprender las contribuciones de Huerta ayuda a que los estudiantes comprendan cómo hacer cambios dentro de sus comunidades y que las voces de los inmigrantes y las mujeres son importantes para crear un cambio positivo en la fuerza laboral estadounidense. La parte de ciencia de este paquete presenta a los estudiantes de inglés los nombres de diferentes accidentes geográficos. Estos serán importantes para ayudar a los estudiantes a completar con éxito las clases de ciencias y geografía; y ayudarán a los estudiantes a describir mejor el entorno en el que viven y los lugares que han visitado.

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

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## Share your learning!

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

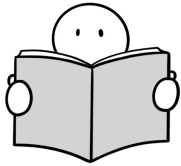
We'd love to see what you've done with this packet!



## 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

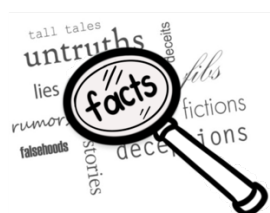
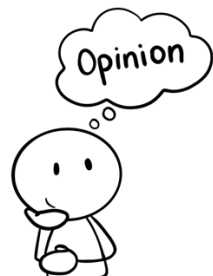

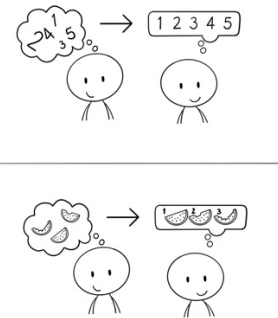



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



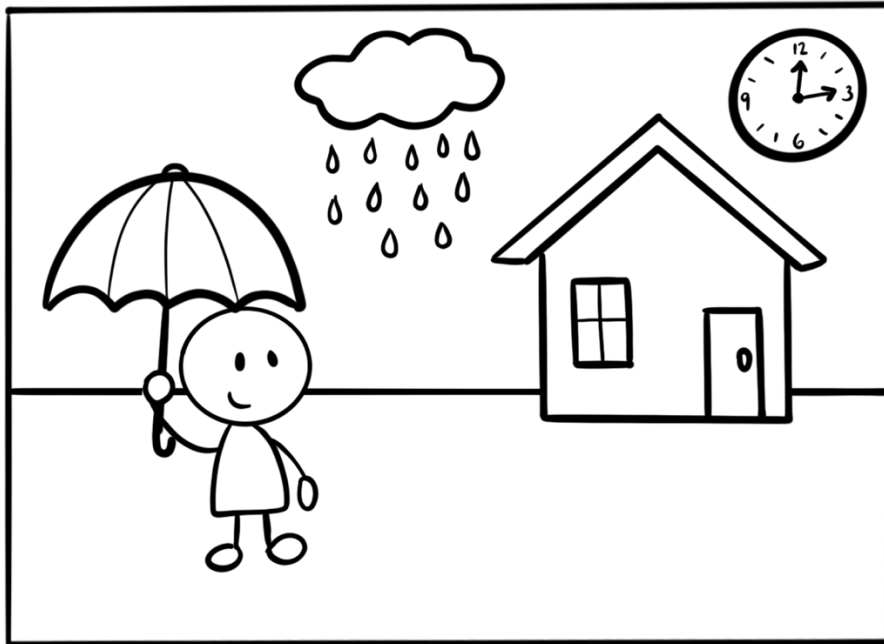
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

# 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

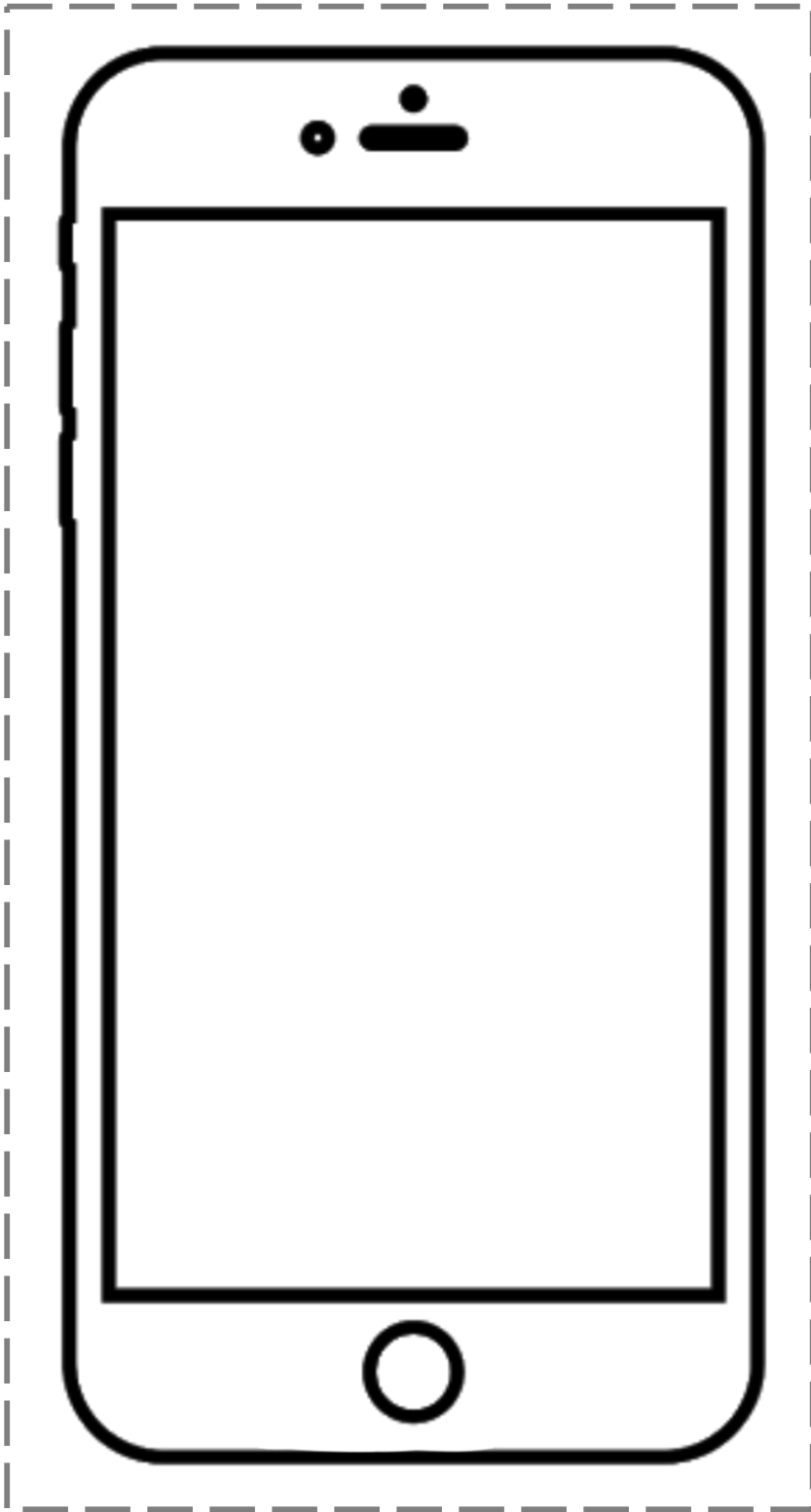


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada







# Activities

# Day 1: Dolores Huerta



**Journal: Write 4-5 sentences to answer this question:**

**Think about a job that you have or want to have. How could your job be more safe? What could the company or your boss do to help everyone feel better at work?**

I think my job could be safer by \_\_\_\_\_.

I feel safe at work because \_\_\_\_\_.

Everyone should feel better at work because \_\_\_\_\_.

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# Who was Dolores Huerta?



Read the information about Martin Luther King Jr. You will answer the questions when you are done reading.



Dolores Huerta was born in the year 1930 in the state of New Mexico. Huerta went to college and started to be a teacher in California. Many of her students had parents who worked on farms. Farm work is very hard, and the people who worked on them were not paid very much money. They were also made to work in the hot sun, not given enough tools to work, and many were treated unfairly for being immigrants. Huerta wanted to change the laws to protect people working on farms. To help, her and Cesar Chavez started the National Farmworkers Association (**say: as-sosh-ee-ashun**). This group held many protests against unfair working conditions (**say: con-dish-shuns**). They started boycotts (remember, a boycott is when people do not buy something to make a company change what it does). They also got farmworkers to hold **strikes**. A strike is when all workers at a factory or a farm stop working. Workers go on strike because they want to show their boss how important they are and how the boss does not make money without them. Huerta and Chavez were very successful. Because of them, farm workers in all of the United States were able to get more rights. Workers get paid more money, are treated better, and have more rights than they did before. Huerta is still alive today and still fighting for more rights for workers in the United States.

1. Why did Dolores Huerta start working for the rights of farm workers?

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2. What were two unfair practices happening to farm workers?

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3. What is a strike?

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4. What do strikes do?

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# Day 2: Dolores Huerta



**Journal: Write 4-5 sentences to answer this question:**  
Dolores Huerta wanted to help the families of students at her school.  
What are some ways you can help the students in your school?

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## Strikes and Boycotts

Strikes	Boycotts
<ul style="list-style-type: none"><li>• Goal is to get the boss to change how workers are treated</li><li>• Workers stop working to show how important they are</li><li>• Workers want to show the boss they make no money without them</li><li>• Strikes can happen for a very long time</li><li>• Strikes are started by the workers</li></ul>	<ul style="list-style-type: none"><li>• Goal is to get companies to change what they do</li><li>• People stop buying things from a company so that they don't make money</li><li>• Workers can also be in a boycott</li><li>• Boycotts can happen for a very long time</li><li>• Boycotts are started by customers</li></ul>

# Compare and Contrast

Read the chart about strikes and boycotts. Look at how they are the same (compare) and how they are different (contrast). You can use this chart to fill in the blanks.

Strikes and boycotts are two kinds of protest. They might look similar, but they are different. First they are different because \_\_\_\_\_.

Another difference between strikes and boycotts is \_\_\_\_\_.

One more difference is that strikes and boycotts \_\_\_\_\_.

Strikes and boycotts are also similar. They are the same because they both

\_\_\_\_\_.

Another way they are the same is \_\_\_\_\_.

Finally, they are also similar because \_\_\_\_\_.

Strikes and boycotts may seem very different, but they have many features that are the same.

Now, copy everything on the lines below to make a full paragraph.

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# Day 3: Dolores Huerta



**Journal: Write 4-5 sentences to answer this question:**

**Yesterday, you did some work with how two things were similar and different. How is Dolores Huerta similar and different to Susan B. Anthony?**

Dolores Huerta and Susan B. Anthony are similar because \_\_\_\_\_.

Dolores Huerta and Susan B. Anthony are different because \_\_\_\_\_.

Both of them wanted \_\_\_\_\_.

They were also different because \_\_\_\_\_.

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## Strike or Boycott?



1. What do you see in this picture?

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2. Why do you think people were not supposed to buy grapes?

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3. Is this an example of a strike or a boycott?

This is an example of a \_\_\_\_\_.

4. How do you know it is a strike or a boycott?

I know this is an example of a \_\_\_\_\_ because \_\_\_\_\_.

## Is and Are

Is and are are two common English words. They mean the same thing, but you use is when you are talking about one thing and are when you are talking about more than one thing. Fill in the blank using is or are.

Examples: He is going to the store after school.

We are buying apples during lunch.

1. The dog \_\_\_\_\_ running to catch the ball.

2. The boys \_\_\_\_\_ playing basketball.

3. The teacher \_\_\_\_\_ giving us homework today.

4. She \_\_\_\_\_ going to be a doctor.

5. They \_\_\_\_\_ in trouble for not calling their mom.

# Day 4: Dolores Huerta



**Journal: Write 4-5 sentences to answer this question:**  
In your home country, what is an example of a job that many people have? For example, in the United States many people work in construction. Is it a job you want? Why or why not?

In my home country, many people work in \_\_\_\_\_.  
I would like this job because \_\_\_\_\_.  
I would not like this job because \_\_\_\_\_.

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Strike	Boycott
	

# Strike and Boycott

Dolores Huerta led many strikes and boycotts. Using what you've learned about strikes and boycotts this week, create a picture that shows a strike (when workers stop working) and a picture that shows a boycott (when people stop buying something from a company). You can use the examples above for inspiration.

My picture of a strike	My picture of a boycott

1. How does your picture show an example of a strike ?

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2. How does your picture show an example of a boycott?

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# Day 5: Dolores Huerta



**Journal: Write 4-5 sentences to answer this question:**  
**Who is the most interesting person you learned about in these 5 weeks?**  
**Why are they so interesting to you? What else do you want to know about them?**

The most interesting person I learned about was \_\_\_\_\_.  
They were the most interesting to me because \_\_\_\_\_.  
One thing I want to know about them is \_\_\_\_\_.

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## How can we change laws that are unfair?

As you have learned these past few weeks, there are many ways to change laws that are not fair. The Constitution gives anyone living in the United States the rights to protest, speak, vote, and talk to the leaders of the country if they do not like the laws. Protesting is the most common way people show that they do not like to make the country a more fair place to live. Even though many people have worked hard to change the laws in the United States, many things are still unfair. People still do not have houses or food, cannot go to the doctor, or cannot get a job. Many people are working hard today to help make our country better for everyone who lives here. Maybe one day, you will be reading about yourself in these packets. Everyone in the United States has the ability to make our country more fair for everyone.

1. How could you make our country a more fair place?

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**2. What are some ways that you can change laws in the United States?**

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**3. In your home country, how could people change the laws?**

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**4. What do you think is the best way to show that a law is unfair? Would you protest, write a letter, or vote?**

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**5. All of the people you learned about worked hard to change our country and make it a more fair place. The person you learned about this week was Dolores Huerta. How did she help make the United States a more fair place?**

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# Science: Day 1

## What are landforms?



Think about how many amazing natural places you can see in the world. You can visit huge mountains, beautiful oceans, and hot deserts. All of these places are different kinds of landforms. Landforms are natural shapes or features on the earth. They are not made by people and are always made by nature.

Landforms help us describe a place and tell us about the climate, weather, and plants and animals that live there. People can live easily in some landforms, but life would be hard for people in others. For example: by a river there is a lot of food and water but a desert does not have much water for people to drink. Some landforms are very nice places to visit. Many people like to spend a warm day on the beach, a landform near the ocean. Not all landforms are nice.

Volcanoes look like mountains, but can explode and destroy entire cities. The landforms of the earth are important for understanding the

characteristics of a place.

1. In your own words, what are landforms?

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2. What is an example of a landform from your home country? Have you been there?

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3. Do you want to live by a beach or a mountain? Why?

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# Science: Day 2

This chart will give you information about some of the different landforms. Look at the picture, read the description, then write one sentence describing what you see in the picture. When you describe, use at least one adjective (big, small, pretty, tall).

Landform	Definition	Describe the picture
<p><b>Valley</b></p> 	<p>A valley is a low area between two higher lands such as mountains.</p>	<p>In the picture, I see <u>tall</u> mountains with a <u>low</u> land in between. The low-land is called a valley.</p>
<p><b>Canyon</b></p> 	<p>A canyon is a deep valley with very steep sides.</p>	
<p><b>Mountain</b></p> 	<p>A mountain is a place on the Earth that is much higher than the land around it.</p>	
<p><b>Ocean</b></p> 	<p>Oceans are large bodies of water. There are 5 oceans around the world: Atlantic, Pacific, Arctic, Indian, and Southern.</p>	



<p><b>Island</b></p> 	<p>An island is land with water all around it.</p>	
<p><b>River</b></p> 	<p>A river is a long <u>flowing</u> body of water. Flowing means the water is moving.</p>	
<p><b>Lake</b></p> 	<p>A lake is water with land all around it. The water in lakes does not move.</p>	

Which of these landforms is the most interesting to you? Why?





The landform that is most interesting to me is \_\_\_\_\_.


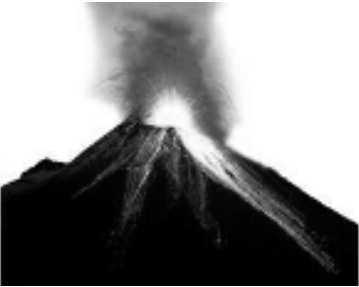

It looks like \_\_\_\_\_.

One question I have about this landform is \_\_\_\_\_?

# Science: Day 3

This chart will give you information about some of the different landforms. Look at the picture, read the description, then write one sentence describing what you see in the picture. When you describe, use at least one adjective (big, small, pretty, tall).

Landform	Definition	Describe the picture
<p><b>Beach</b></p> 	<p>A beach is an area where the ocean touches the land.</p>	<p>There is a tree on the <u>beautiful</u> beach. The water looks <u>clean</u> and <u>warm</u>.</p>
<p><b>Plain</b></p> 	<p>A plain is an area of <u>flat</u> land.</p> <p>Flat means the land does not go high or low, but stays the same.</p>	
<p><b>Plateau (say: plat-oh)</b></p> 	<p>A plateau is an area of flat land higher than the land around it.</p>	
<p><b>Desert</b></p> 	<p>A desert is a dry place where it does not rain very often.</p>	

<p><b>Hill</b></p> 	<p>A hill is higher than the land around it. Hills are much smaller than mountains</p>	
<p><b>Volcano</b></p> 	<p>A volcano is a mountain that opens downward to the <u>magma</u> below. Volcanoes can explode, or erupt.</p> <p>Magma is a hot, liquid rock that comes out of a volcano when it erupts.</p>	
<p><b>Cave</b></p> 	<p>A cave is a large empty space inside of a hill, mountain, or cliff.</p>	

Which of these landforms is the most interesting to you? Why?

The landform that is most interesting to me is \_\_\_\_\_.




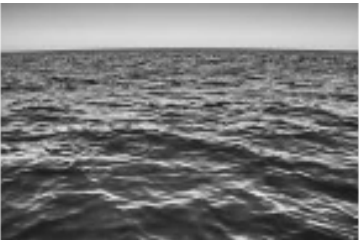
It looks like \_\_\_\_\_.


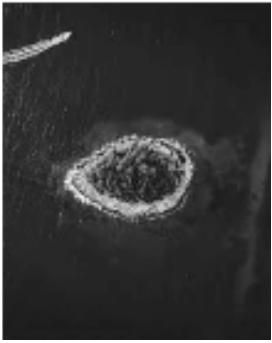

One question I have about this landform is \_\_\_\_\_?

# Science: Day 4

## Identifying and Describing Landforms



Look at the picture of the landform. What kind of landform is it? After you identify the landform, explain how you know what kind of landform it is.

Picture	What kind of landform is this?	How do you know what kind of landform this is?
	The name of this landform is a mountain.	I know this is a mountain because it is very high off of the ground. I can see snow on the mountain which means it is very tall.
		
		
		

Picture	What kind of landform is this?	How do you know what kind of landform this is?
		
		
		

# Science: Day 5

Do you think you would rather live near the mountains or close to the beach? Why? Look at the pictures and think about the good things of living on each landform. Then, use the sentence frames to write a paragraph about why you would want to live near the mountains or on the beach.

Mountains	Beach
	
<p>What are 3 good things about living here?</p>	<p>What are three good things about living here?</p>

If I could choose one of these landforms to live in, I would choose the \_\_\_\_\_.

One reason I want to live there is because \_\_\_\_\_.

Something else that makes me want to live there is \_\_\_\_\_.

Finally, I think I want to live on a beach/mountain is because \_\_\_\_\_.

A \_\_\_\_\_ would be a great landform to live on.

Now, copy your paragraph below. Remember to connect your sentences and use periods and commas.

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## 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



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