

International Consortium for Multilingual Excellence in Education



August 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
- 6-8
- 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

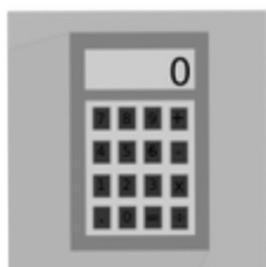
This packet was designed and created by **Jessica Millen and Brooke David** in collaboration with Lydiah Kiramba and Alexa Yunes.

The standards that informed the development of this packet include:

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

Students with Interrupted Formal Schooling
6th – 8th grade • English Level 1

Learning PACKET #2



International Consortium for Multilingual Excellence in Education



August 15th, 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.

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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- 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.
- Packet 2 includes materials relating to migration, geography and family, as well as number writing for students who are not yet familiar with numbers in English. An emphasis is put on learning new vocabulary to develop language skills at the beginning level of English language acquisition. Students are encouraged to practice their reading, writing, and speaking skills. If technology is available, students are asked to record their speaking and play it back to listen to their voices.

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 Lydia Kiramba and Alexa Yunes.

Answer Keys

Ku Moo's Journey

Answer the questions about Ku Moo's Journey.

Question Words



Who? 

When? 

Where? 

What? 

Why? 



 Who is this?
This is Ku Moo.

 Where is Ku Moo from?
Ku Moo is from Thailand.

 Where does Ku Moo live now?
Ku Moo lives in the United States.

 Why did Ku Moo and his family come to the United States?

They want to be safe.

They want to have food to eat.

They want to go to school.

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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.
- El paquete 2 incluye materiales relacionados con la migración, la geografía y la familia, así como la escritura de números para los estudiantes que aún no están familiarizados con los números en inglés. Se enfatiza el aprendizaje de vocabulario nuevo para desarrollar habilidades lingüísticas en el nivel inicial de adquisición del idioma inglés. Se alienta a los estudiantes a practicar sus habilidades de lectura, escritura y expresión oral. Si hay tecnología disponible, se les pide a los estudiantes que graben su discurso y lo 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

ICMEE is housed within:





Share your learning!

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

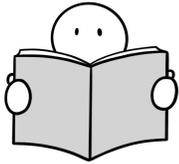
We'd love to see what you've done with this packet!



Instructions Key



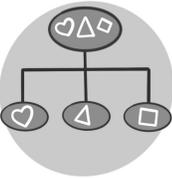
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



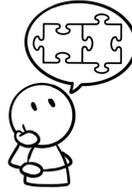
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

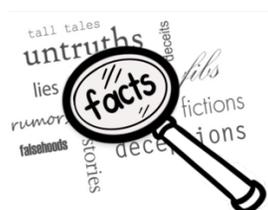
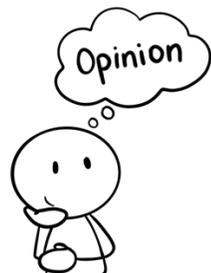
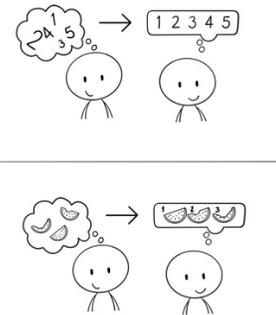
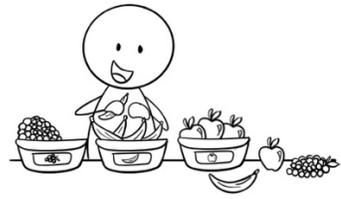


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

Thinking Skills Glossary

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

Question Words



Who?



When?



Where?



What?



Why?



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

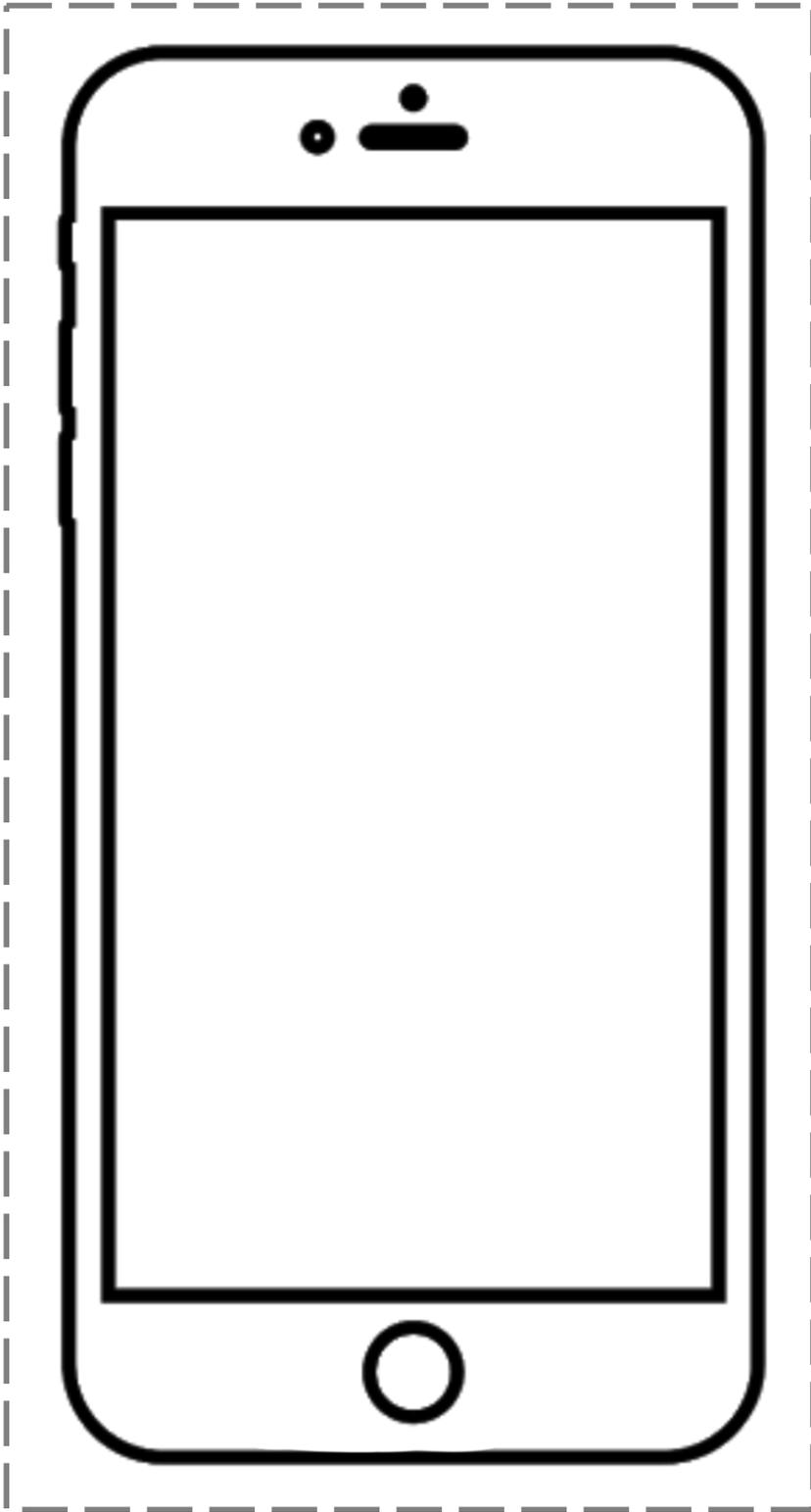


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

1

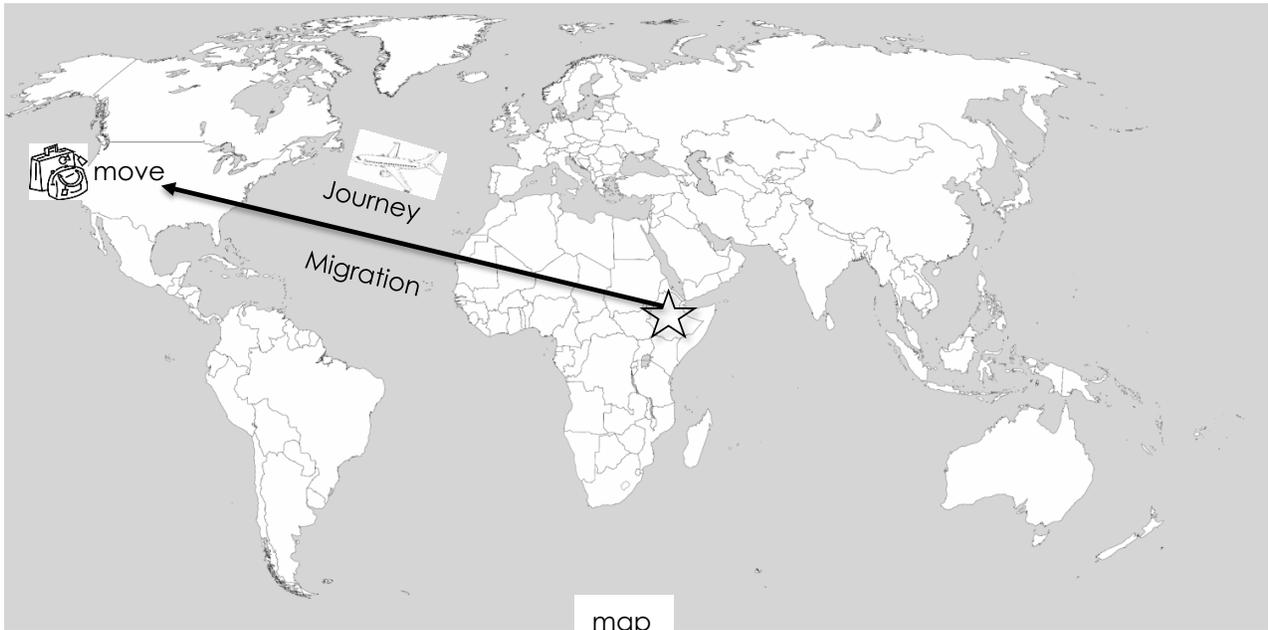
2

Migration and Geography Vocabulary



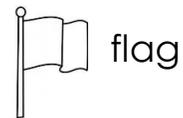
1. Read the words

2. Record the words in your phone



Continents

- Africa
- Asia
- Australia
- Europe
- North America
- South America



country



My **country** is Ethiopia.
 My country is in **Africa**.



My **country** is China.
 My country is in **Asia**.



My country is _____.
 My country is in _____.

What are verbs?

A verb is an action word or state of being. For example, Ahmed is from Egypt. He is from Egypt. He speaks Arabic.



Say the verbs.

To Be

I am



I am from the United States.

You are



You are from the United States.

He is



He is from Egypt.

She is



She is from Indonesia.

They are



They are from Mexico.

We are



We are from the United States.

I am
You are
He is
She is
They are
We are

What are verbs?

A verb is an action word or state of being. For example, Ahmed is from Egypt. He is from Egypt. He speaks Arabic.



Say the verbs.

To Speak

I speak



I speak English and Korean.

You speak



You speak English and Spanish.

He speaks



He speaks Arabic.

She speaks



She speaks Indonesian.

They speak



They speak Spanish.

We speak



We speak English.



I speak
You speak
He speaks
She speaks
They speak
We speak

Numbers 1-10

1 One

•									
---	--	--	--	--	--	--	--	--	--



Write the number.

one one one

one one one



Draw a picture of 1 flag.



Circle

the one:

1 2 3 4 5 6 7 8 9 10

2 two

•	•								
---	---	--	--	--	--	--	--	--	--



Write the number.

two two two

two two two



Draw a picture of 2 flags.



the two:

1 2 3 4 5 6 7 8 9 10

3 three

•	•	•							
---	---	---	--	--	--	--	--	--	--



Write the number.

three three

three three



Draw a picture of 3 flags.



the three:

1 2 3 4 5 6 7 8 9 10

4 four

•	•	•	•						
---	---	---	---	--	--	--	--	--	--



Write the number.

four four

four four



Draw a picture of 4 flags.



the four:

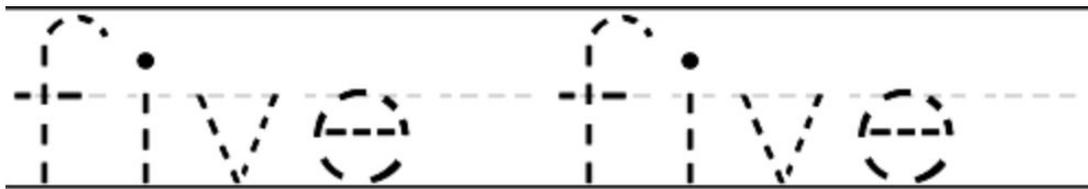
1 2 3 4 5 6 7 8 9 10

5 five

•	•	•	•	•					
---	---	---	---	---	--	--	--	--	--



Write the number.



Draw a picture of 5 flags.



the five:

1 2 3 4 5 6 7 8 9 10

6 six

•	•	•	•	•	•				



Write the number.

six six six

six six six



Draw a picture of 6 flags.



the six:

1 2 3 4 5 6 7 8 9 10

7 seven

•	•	•	•	•	•	•			
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Write the number.

seven seven

seven seven



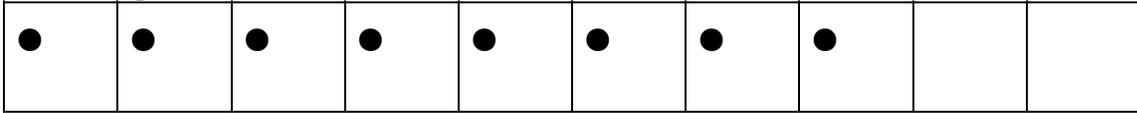
Draw a picture of 7 flags.



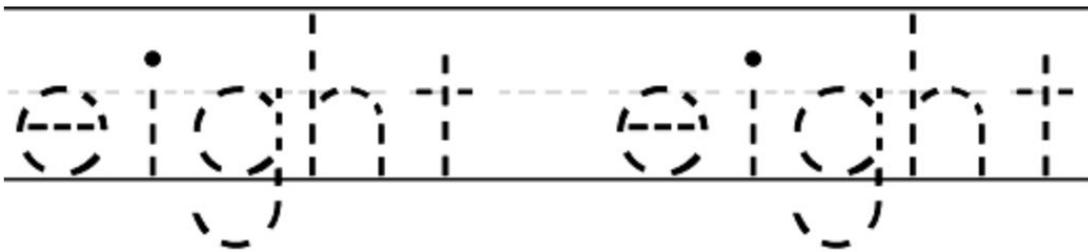
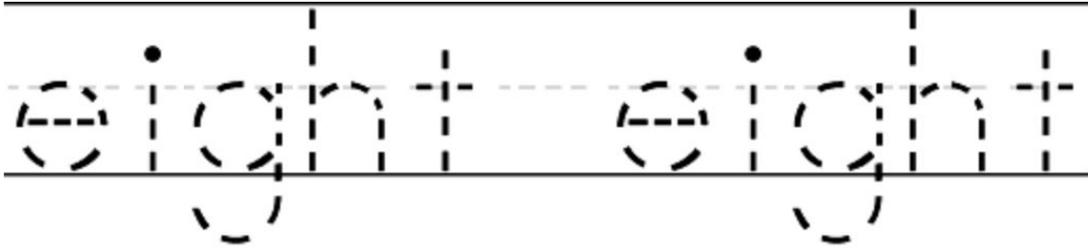
Circle the seven:

1 2 3 4 5 6 7 8 9 10

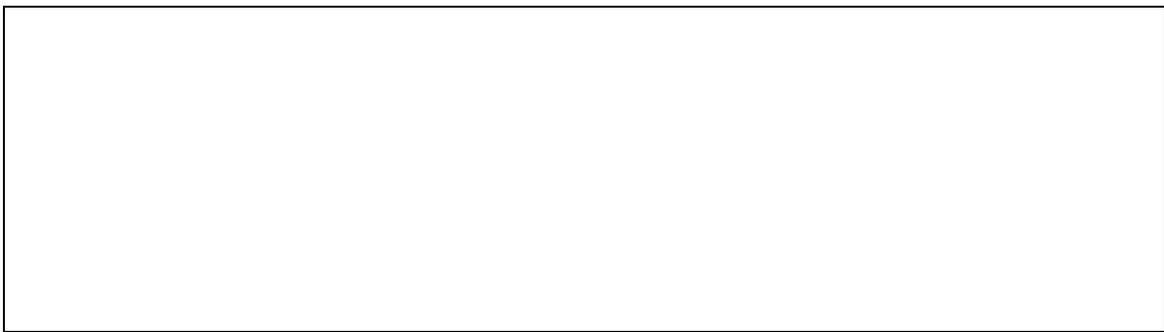
8 eight



Write the number.



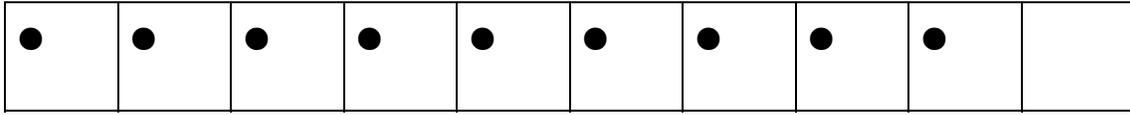
Draw a picture of 8 flags.



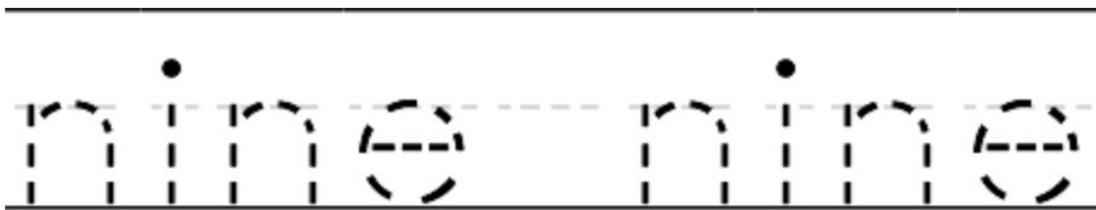
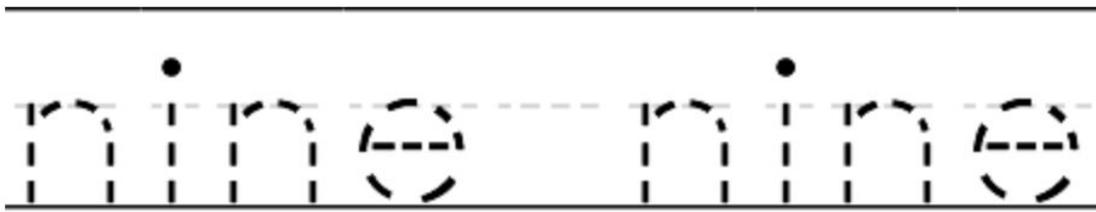
the eight:

1 2 3 4 5 6 7 8 9 10

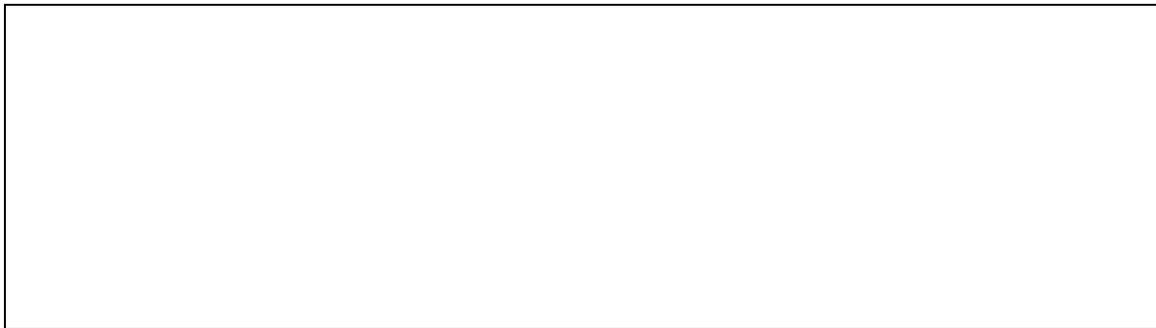
9 Nine



Write the number.



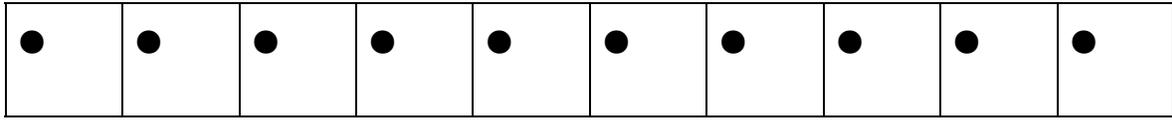
Draw a picture of 9 flags.



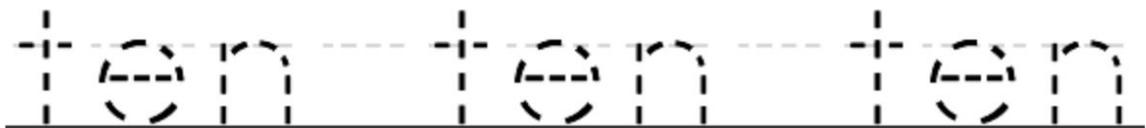
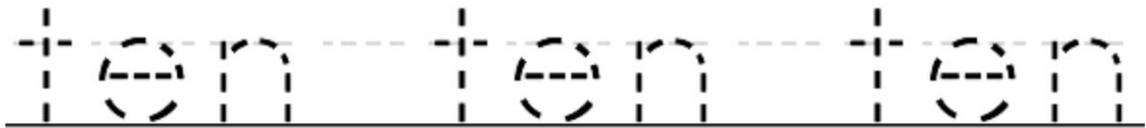
the nine:

1 2 3 4 5 6 7 8 9 10

10 ten



Write the number.



Draw a picture of 10 flags.



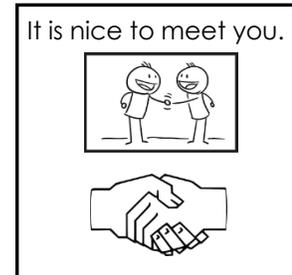
the ten:

1 2 3 4 5 6 7 8 9 10

Introduce Someone Else

Practice introducing someone else.

1. Read the introductions 
2. Practice introducing someone else. You can introduce your friend or someone in your family.



Hello, Pa Reh.
 I am Mr. Reyes.
 It is nice to meet you.

Hello, Mr. Reyes.
This is Pa Reh.
He is my friend.
He is from Thailand.
He speaks Karenni.

Hello, Mr. Reyes.
 It is nice to meet you too.

Hello, _____.
 This is _____.
 He is my _____.
 She is _____.
 They are _____.
 He is from _____.
 She is _____ country.
 They are _____.
 He speaks _____.
 She speaks _____ language.
 They speak _____ language.

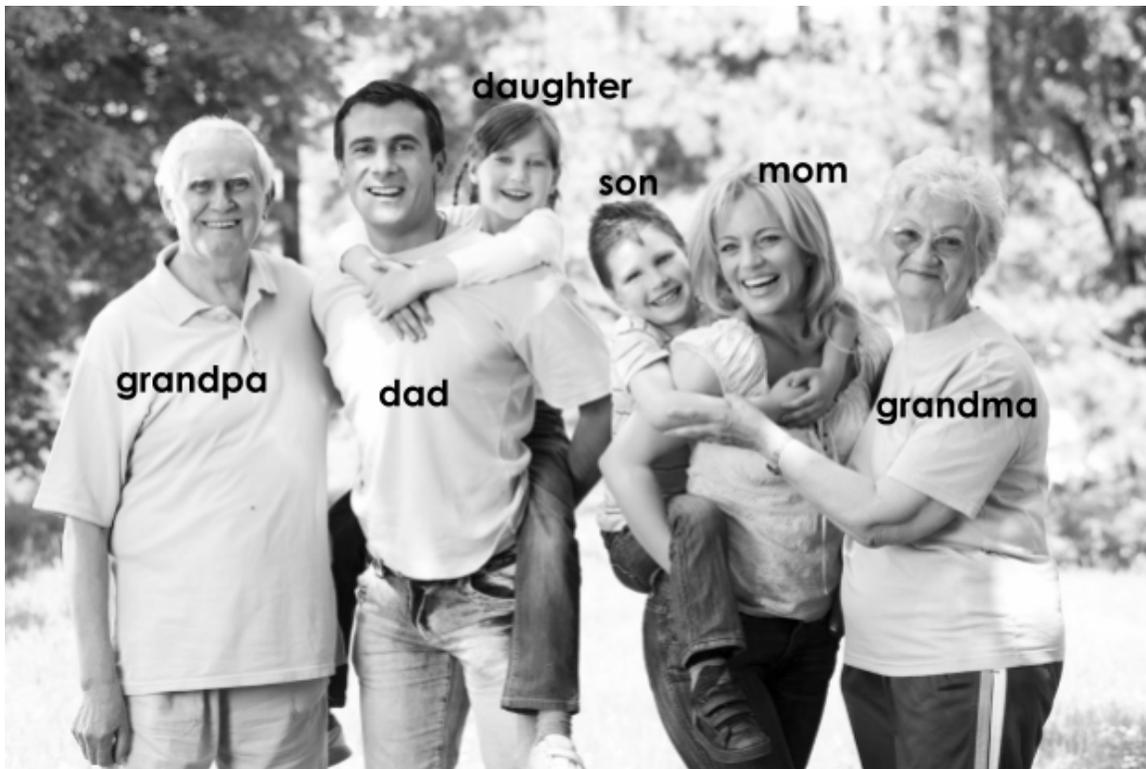
friend teacher
 mother father
 brother sister



Day 2

Family Vocabulary

Look at the picture to learn the new words.





Say and



write the vocabulary words.



grandpa

grandpa



dad dad

dad dad



daughter

daughter



son son

son son



mom mom

mom mom



grandma

grandma

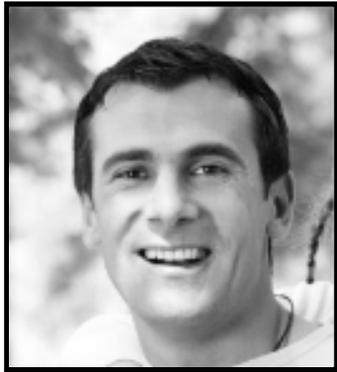
New Vocabulary



Say and words.



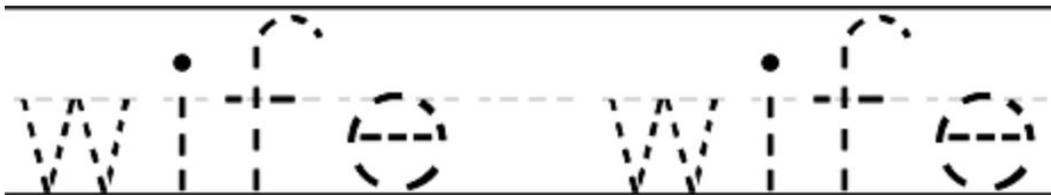
write the new vocabulary



husband



wife





siblings

siblings



sister

sister



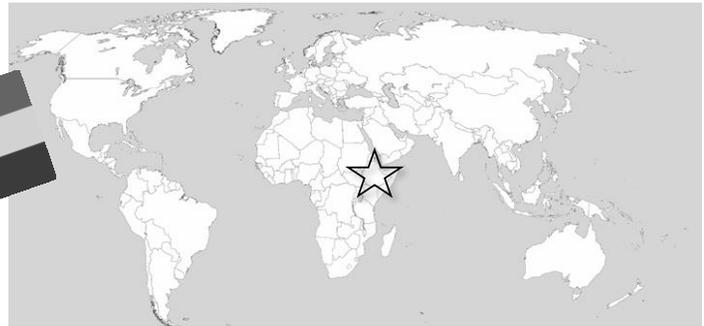
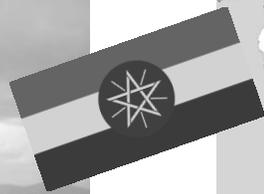
brother

brother

Where are you from?

Read about where people are from.

1. Read the sentences.
2. Copy and write the sentences.



This is Bereket. He is from Ethiopia. He speaks Amharic.

This is _____.

He is from _____.

He speaks _____.

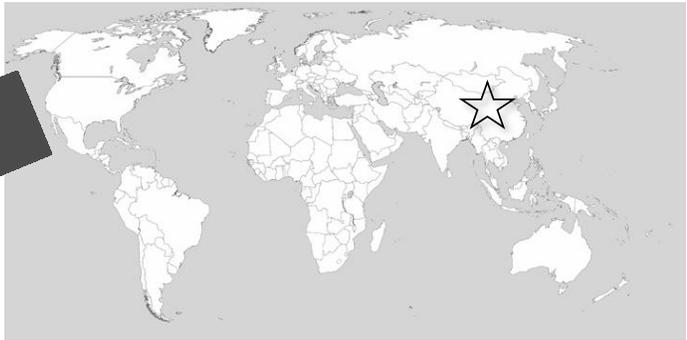


This is Miriam. She is from Tanzania. She speaks Swahili.

This is _____.

She is from _____.

She speaks _____.

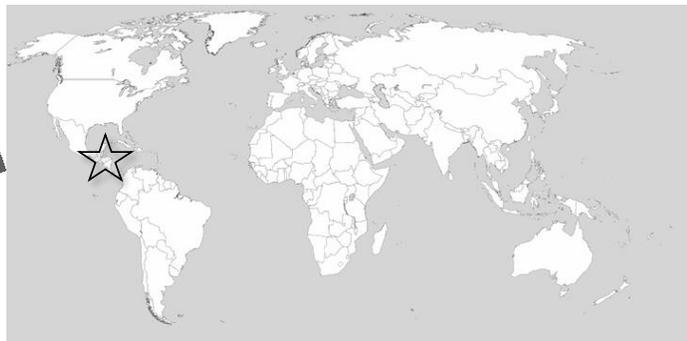


This is Bingyu. She is from China. She speaks Mandarin Chinese.

This is _____.

She is from _____.

She speaks _____.

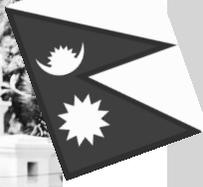


This is Roberto. He is from Honduras. He speaks Spanish.

This is _____.

He is from _____.

He speaks _____.

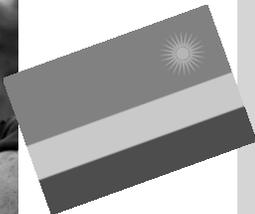


This is Susmita. She is from Nepal. She speaks Nepali.

This is _____.

She is from _____.

She speaks _____.

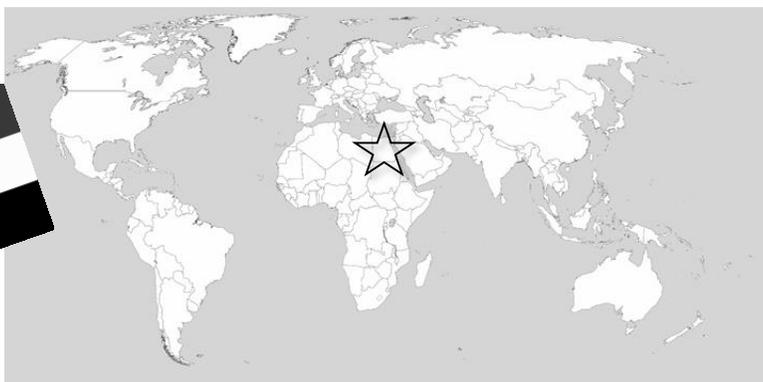


This is Amani. He is from Rwanda. He speaks Kinyarwanda and Swahili.

This is _____.

He is from _____.

He speaks _____ and _____.

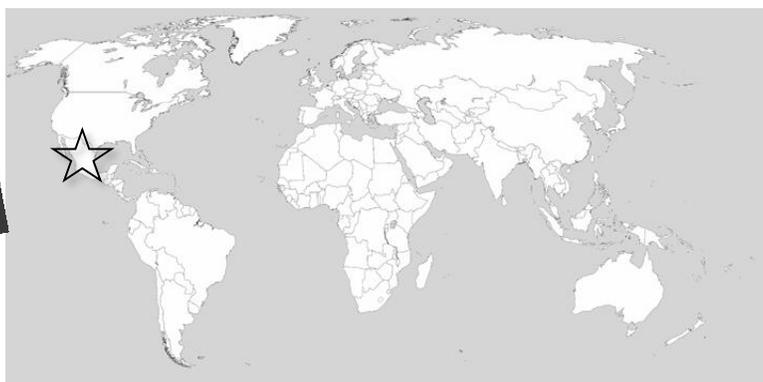


This is Ahmed. He is from Egypt. He speaks Arabic.

This is _____.

He is from _____.

He speaks _____.



This is Iveth and Valeria. They are from Mexico. They speak Spanish.

This is _____ and _____.

They are from _____.

They speak _____.

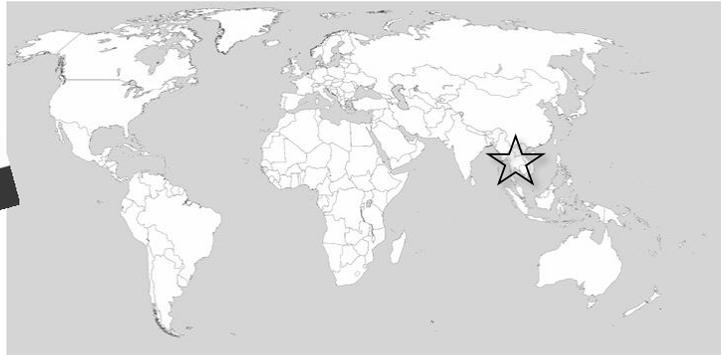


This is Farah. She is from Indonesia. She speaks Indonesian.

This is _____.

She is from _____.

She speaks _____.



This is Ku Moo. He is from Thailand. He speaks Karen.

This is _____.

He is from _____.

He speaks _____.



This is Evelin. She is from Guatemala. She speaks Spanish.



This is Kai Ma Bar. She is from Burma. She speaks Burmese.

Where are you from?

Write about where you are from.

1. Write the sentences. 
2. Read your writing to someone else or record yourself reading.  



Where is your country? Draw a star on your country.  

I am _____.
I am from _____.
I speak _____.

Write the paragraph:



Draw a picture of your flag. 



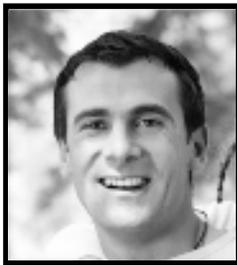
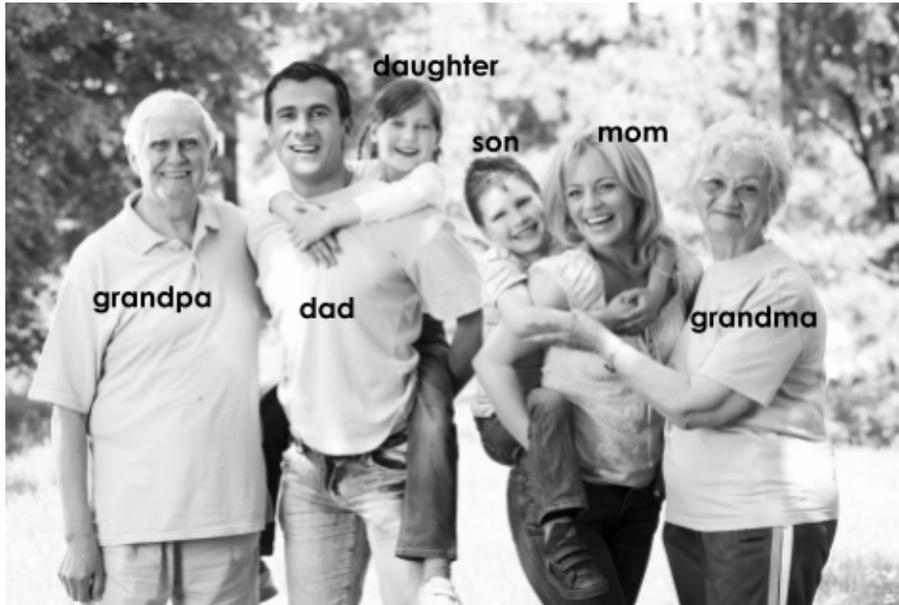


Day 3

Vocabulary Review



Record the new vocabulary into your phone.



husband



wife



siblings



sister



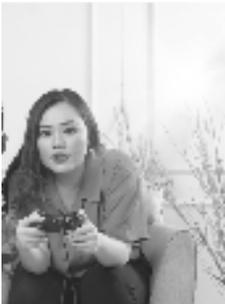
brother

What are pronouns?

A pronoun replaces a noun. For example,
Ahmed is from Egypt. He is from Egypt.
Farah is from Indonesia. She is from Indonesia.



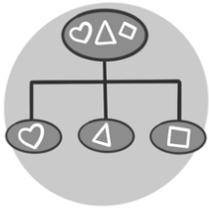
Say the pronouns.

I 	You 	He 
She 	They 	We 



Cut out the pictures

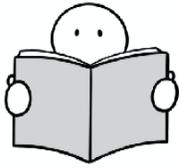




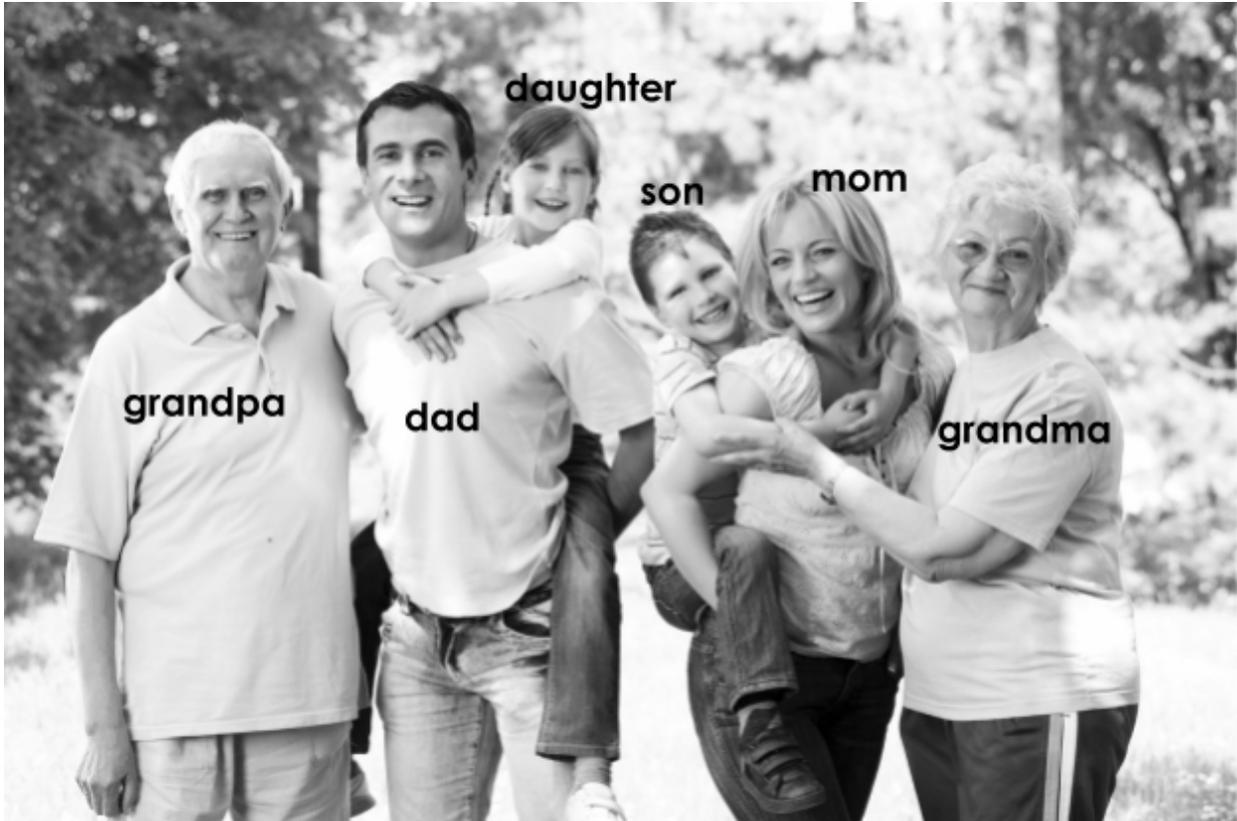
Sort the words into the correct pronoun.

He	She	They

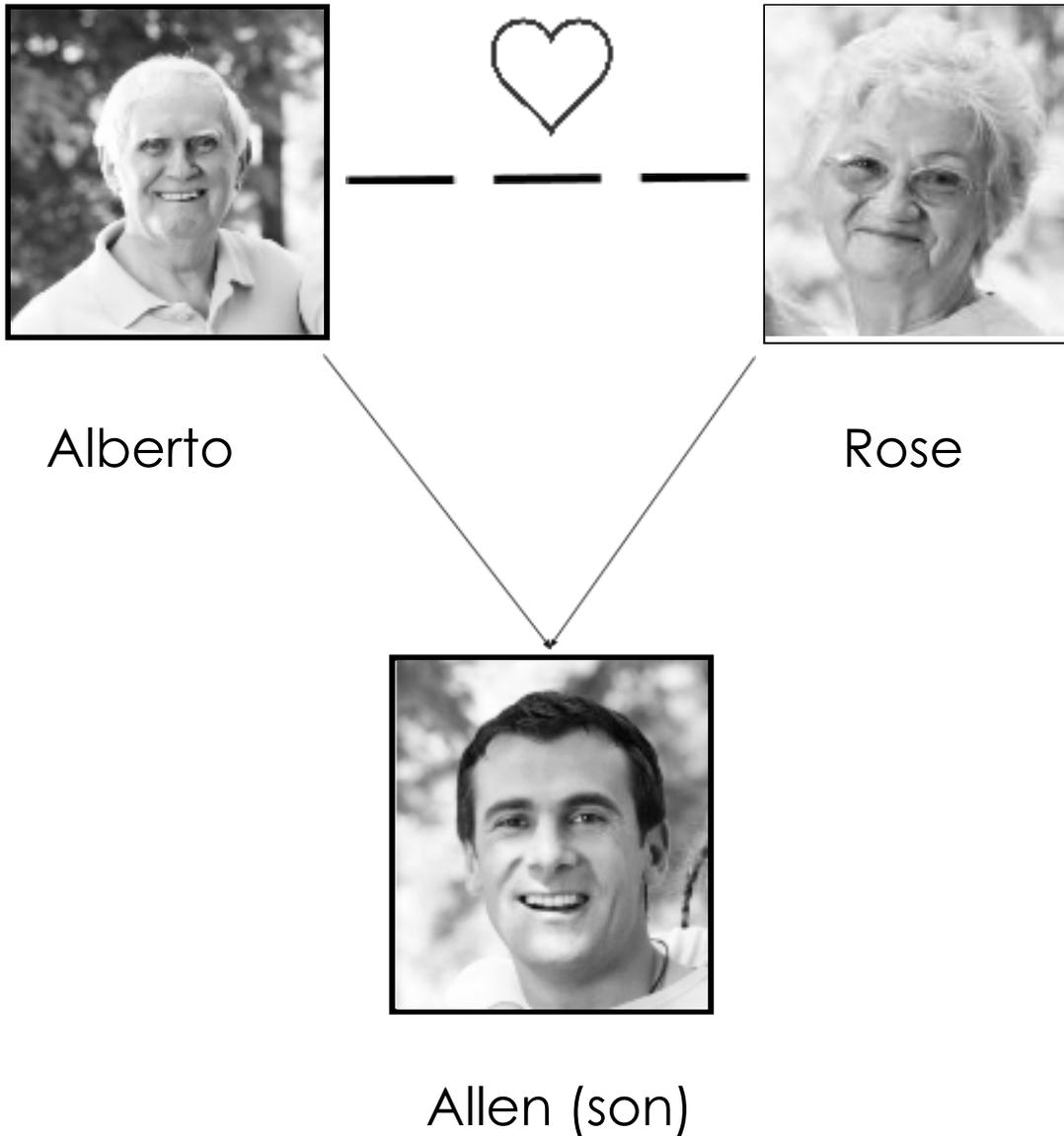
Family Relationships Reading



Read the story about this family.



This is a family. There are six people in this family.



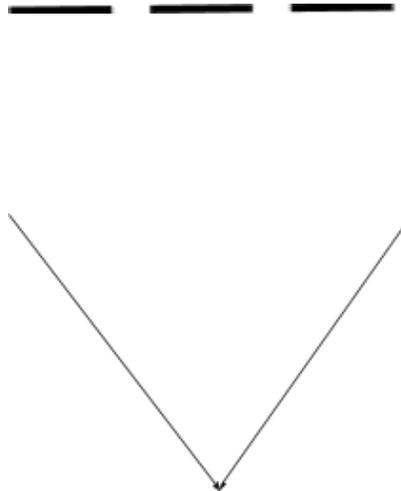
This is Alberto. He is married to Rose. They have one son. His name is Allen.



Allen(dad)



Carmen(mom)



Yennifer
(daughter)



Erick
(son)

Allen is married to Carmen. Allen is the dad.
Carmen is the mom. They have two children.
Yennifer is the daughter. Erick is the son.



Allen (husband)



Carmen (wife)

Allen and Carmen are married. Allen is the husband. Carmen is the wife.



Yennifer (sister)



siblings



Yennifer and Erick are siblings. Yennifer is the sister and Erick is the brother.



Write about your family. Use the examples to help you.

In this family there are six people.

In my family, there are _____ people.

The grandpa is Alberto.

My grandpa is _____.

The grandma is Rose.

My grandma is _____.

The mom is Carmen.

My mom is _____.

The dad is Allen.

My dad is _____.

There are two siblings.

I have _____ siblings.

The sister is Yennifer.

My sisters are _____.

The brother is Erick.

My brothers are _____.

My Family Compare and Contrast



Read about Ahmed's family.



Ahmed is from Egypt. He immigrated to the United States. In Egypt, he lived with his two sisters, grandpa and grandma. In the United States, he lives with his mom, dad and his two sisters.

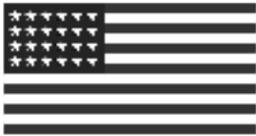
Compare and Contrast Ahmed's family

Think about how Ahmed's family is the same or different in Egypt and in the United States.

<p>Egypt</p>  	<p>United States</p>  
<p>Ahmed grandpa grandma sisters</p>	<p>Ahmed mom dad sisters</p>

Compare and contrast your family.

Think about how your family is the same or different in your country and in the United States.

<p>Your country:</p> <p> Draw your flag here:</p> <p>Circle your country:</p> 	<p>United States</p>  
<p>you</p>	<p>you</p>



Write about your family.

Ahmed is from Egypt.

I am from _____.

In Egypt, he lived with his two sisters, grandpa and grandma.

In my country, I lived with _____.

In the United States, he lives with his mom, dad and his two sisters.

In the United States, I live with _____.

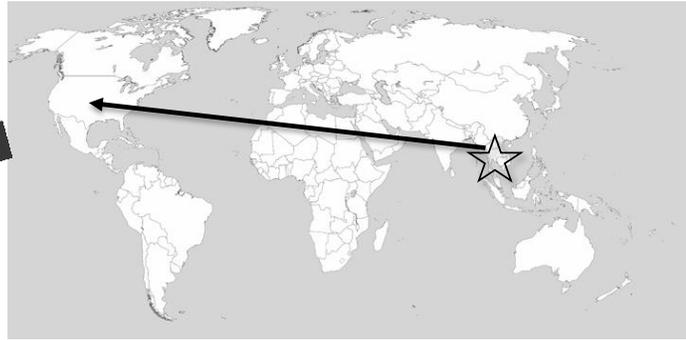
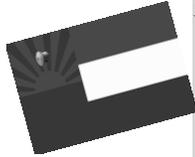


Day 4

Ku Moo's Journey

Read about where people are from.

1. Read the sentences.
2. Copy and write the sentences.



This is Ku Moo. He is from Thailand. He speaks Karen.

His family is from Burma. They left Burma. They went to Thailand. They want to be safe. They want to have food to eat. They want the kids to go to school.

Now Ku Moo and his family live in the United States. They are safe. They have food to eat. The kids go to school.



be safe



have food



go to school

Ku Moo's Journey

Answer the questions about Ku Moo's Journey.

Question Words



Who?



When?



Where?



What?



Why?



Who is this?

This is _____.



Where is Ku Moo from?

Ku Moo is from _____.



Where does Ku Moo live now?

Ku Moo lives in _____.



Why did Ku Moo and his family come to the United States?

They want to _____.

They want to _____.

They want to _____.

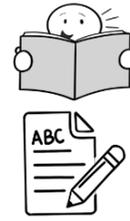


Day 5

Where are you from?

Read about where people are from.

1. Read the sentences.
2. Copy and write the sentences.



This is Evelin. She is from Guatemala. She speaks Spanish.

Her family left Guatemala. They want to be safe.



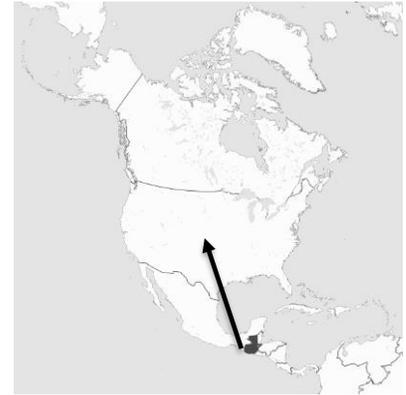
They want to have work.



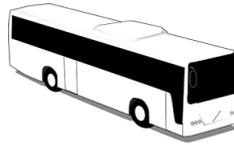
They want the kids to go to school.



Evelin left Guatemala with her mom and her sister.



First, they went on a bus.



Second, they went on a train.



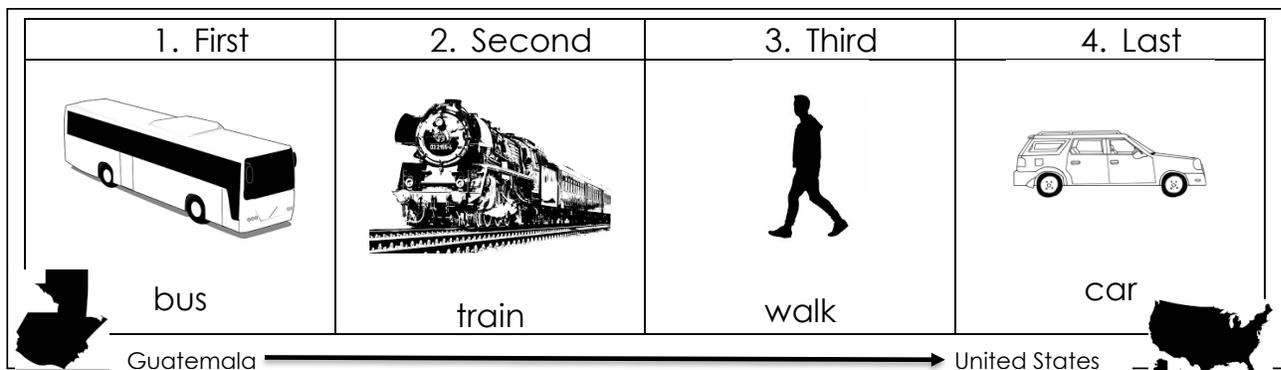
Third, they walked for a long time.



Last, they went in a car.



Now Evelin and her family live in the United States. They are safe. They have work. The kids go to school.



Where are you from?

Write about your **journey** to the United States.

1. Write the sentences. 
2. Read your writing to someone else or record yourself reading.  



What was your journey? Draw an arrow from your country to the United States.

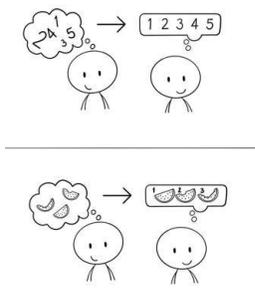


I am _____.

I am from _____.

I speak _____.

Sequence your **journey**. Draw pictures and write words to show how you came to the United States



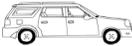
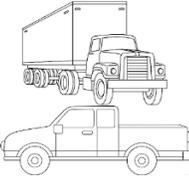
Sequence Words			
1	2	3	4
First,	Second,	Third,	Fourth,
	Next,	Then,	Last,
			Finally,



Draw and write about your **journey** to the United States.

1. _____	2. _____	3. _____	4. _____

Transportation Words

 bus	 train	 walk	 car
 airplane plane	 truck	 bike bicycle	 ship boat

