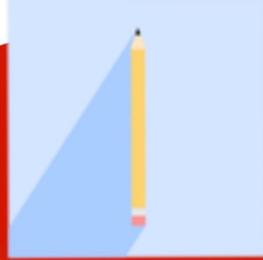


6th - 8th grade • English Level 2

Learning PACKET #1



Theme: Traveling to Mexico

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.

International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

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

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Ronnie Grace**
in collaboration with Aaron Johnson and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

- MA 5.1 NUMBER: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.

Social Studies

- SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface. (Geography Location and Place)
- SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. (Human Environment Interaction)

English Language Arts

- LA 6.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
- LA 6.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
- LA 6.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
- LA 6.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

Science Standards and Cross-Cutting Ideas

- SC.6.12 Weather and Climate SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate
- SC.6.6 Structure and Function and Information Processing SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.

Art

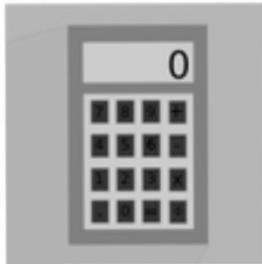
- FA 8.2.1 Students will use the creative process (glossary) to investigate and communicate personal voice in artwork.
- FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.

Physical Education

- PE.6.1.2 Performs a variety of invasion and field game skills and activities with competency.
- PE.6.1.4 Performs a variety of target game skills and activities with competency.
- PE.6.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.
- PE.6.3.2 Engages in physical activity.

6th-8th grade • English Level 2

Learning PACKET #1



Theme: Traveling to Mexico

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.
- In this packet, your child will be “traveling” to a different country and learning about their culture, environment, geography, language, currency, sports, and art. For this packet, the country we will focus on is Mexico. Your child will practice comparing Mexico to the United States and thinking about how Mexico’s culture is different than their own. The vocabulary words they will learn are:
 - travel
 - cactus
 - experience
 - explore
 - memory
 - culture
 - environment
 - desert
 - beach
 - tropical
 - suitcase

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 **Ronnie Grace**
in collaboration with Aaron Johnson and Alexa Yunes.



Answer Keys

International Consortium for Multilingual Excellence in Education

Day 1: Vocab

1. travel – to go to a new place
 2. cactus – a plant that grows in the desert and does not need a lot of water
 3. experience – doing new things and seeing new things
 4. explore – to travel to a new place and learn lots of things about that place
 5. memory – things that happen in your life that you do not forget
 6. culture – the food, art, religion, and language that different places have
 7. environment – the land, plants, and animals in different places
 8. desert – a hot environment no water and lots of sand
 9. beach – a hot environment with lots of water, sun, and sand
 10. tropical – a hot environment with lots of sun, water, and plants

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Nebraska
 COLLEGE OF EDUCATION AND HUMAN SCIENCES
 Teaching, Learning and Teacher Education

Day 1: Vocab

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Day 2: Math

$19 + 34 = 53$	$27 + 45 = 72$	$26 + 14 = 40$
$29 + 15 = 44$	$56 + 18 = 74$	$77 + 65 = 142$
$42 + 19 = 61$	$53 + 58 = 111$	$74 + 36 = 110$

$67 - 28 = 39$	$42 - 37 = 5$	$92 - 34 = 58$
$88 - 29 = 59$	$56 - 37 = 19$	$53 - 26 = 27$
$74 - 16 = 58$	$53 - 31 = 22$	$70 - 54 = 16$

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 Teaching, Learning and Teacher Education

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Day 3: Math

Jose had \$17 in his pocket. On his way to work, he found \$5 on the sidewalk. Nobody was around him, so he put it in his pocket. When he got to work, he worked for 8 hours. His boss gave him \$50 dollars for the day. He put that money in his pocket too. When he got home he counted his money. How much money did he have?
 Answer: \$72

Abdul's mom gave him \$10 so he could buy a good lunch at school. But, when he got on the bus his friend was selling gum for \$1. Abdul bought 5 pieces. Then, Abdul's brother found \$2 so he could buy a cool pencil. After that, Abdul had P.E., and \$4 fell out of his pocket! At lunch time, how much money did Abdul have left?
 Answer: \$1

Rebecca had 60 minutes to finish her homework before she had to give it to her teacher. Rebecca worked on her homework for 20 minutes, but then she talked to her friends for 15 minutes, looked on Instagram for 11 minutes, and then fell asleep for 6 minutes! After all of that, how much time did Rebecca have to finish her homework?
 Answer: 8 minutes

Shahad had 24 cookies, but she wanted more. She went to the kitchen and stole 15. Then, she went to her brother's room and stole 17 of his! The next day at school, everyone ran to Shahad because she had so many cookies! How many cookies did she have?
 Answer: 56 cookies

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$183 + 39 = 222$	$473 + 345 = 818$	$266 + 134 = 400$
$295 + 153 = 448$	$345 + 138 = 533$	$873 + 653 = 1526$
$423 + 199 = 622$	$300 + 527 = 827$	$734 + 436 = 1170$

$374 - 128 = 246$	$452 - 137 = 315$	$962 - 634 = 328$
$808 - 290 = 518$	$200 - 137 = 63$	$825 - 226 = 599$
$436 - 416 = 20$	$583 - 231 = 352$	$754 - 754 = 0$

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Ava was looking at the stars in the sky. She saw 111 stars in the front of her house. In the back of her house, she counted 230 stars. How many stars did Ava see in the sky total?
 Answer: 341 stars

Sinny posted a picture on Instagram with 24 likes. Then, two minutes later it had 36 more likes. After five more minutes, she had 12 more likes on her picture. How many likes did Sinny have total?
 Answer: 72 likes

Steve loved pencils. He had 237 pencils at his house. One day, his brother told him to sell the pencils so he could get some money. On the first day, Steve sold 38 pencils. Then, he sold 77 pencils. On the last day, Steve sold 55 pencils. How many pencils did Steve have left after selling them for 3 days?
 Answer: 67 pencils

Arnold had \$175 dollars. Arnold's mom needed \$98 dollars to fix her car, so Arnold gave her some money. Then, Arnold's sister needed \$99 dollars to take her dog to the vet. After helping his mom and sister, how much money did Arnold have left?
 Answer: \$18

Day 4: Money

2 Dollars = 40 pesos
 3 Dollars = 60 pesos

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 Teaching, Learning and Teacher Education

International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Queridas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más qué 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.

International Consortium for Multilingual Excellence in Education



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.
- En este paquete, los estudiantes “viajarán” a un país diferente y aprenderán acerca de la cultura, ambiente, geografía, idioma, moneda, deportes y arte. Para este paquete, el país en el que nos enfocaremos es México. Su niño(a) practicarán comparando México con los Estados Unidos y pensarán sobre cómo la cultura de México es diferente a la suya. Las palabras de vocabulario que aprenderán son:
 - travel - viaje
 - cactus – cactus
 - experience - experiencia
 - explore - explorar
 - memory - recuerdo
 - culture - cultura
 - environment - ambiente
 - desert - desierto
 - beach - playa
 - tropical - tropical
 - suitcase - maleta

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

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Share your learning!

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

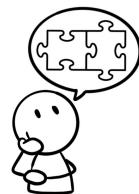
We'd love to see what you've done with this packet!



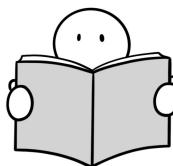
Instructions Key



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



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



- Read
- Lee
- اقرأ
- Akhriso
- Đọc

123

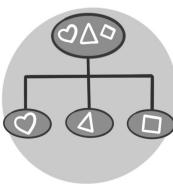
- Count
- Cuenta
- العد
- Tirí
- đếm



- Write
- Escribe
- أكتب
- Qor
- Viết



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



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



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



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



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

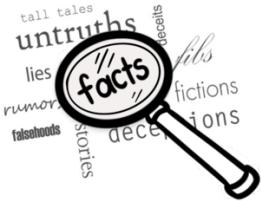
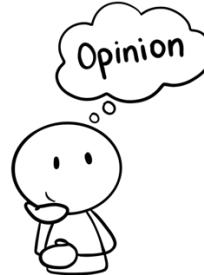
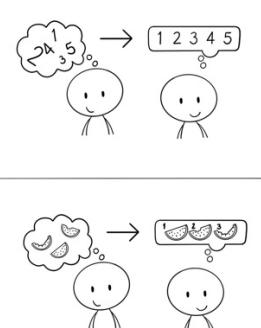


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

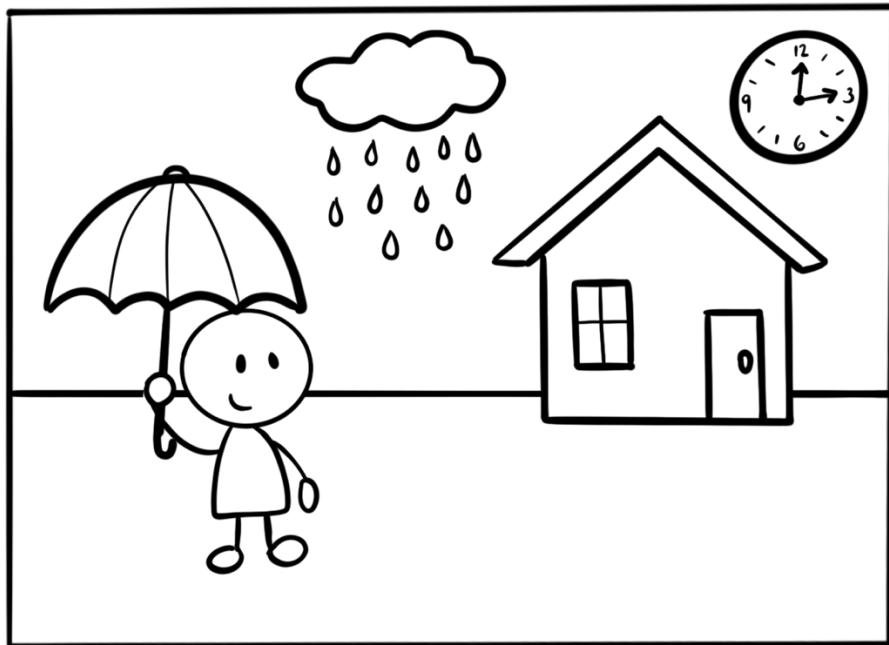


- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to

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



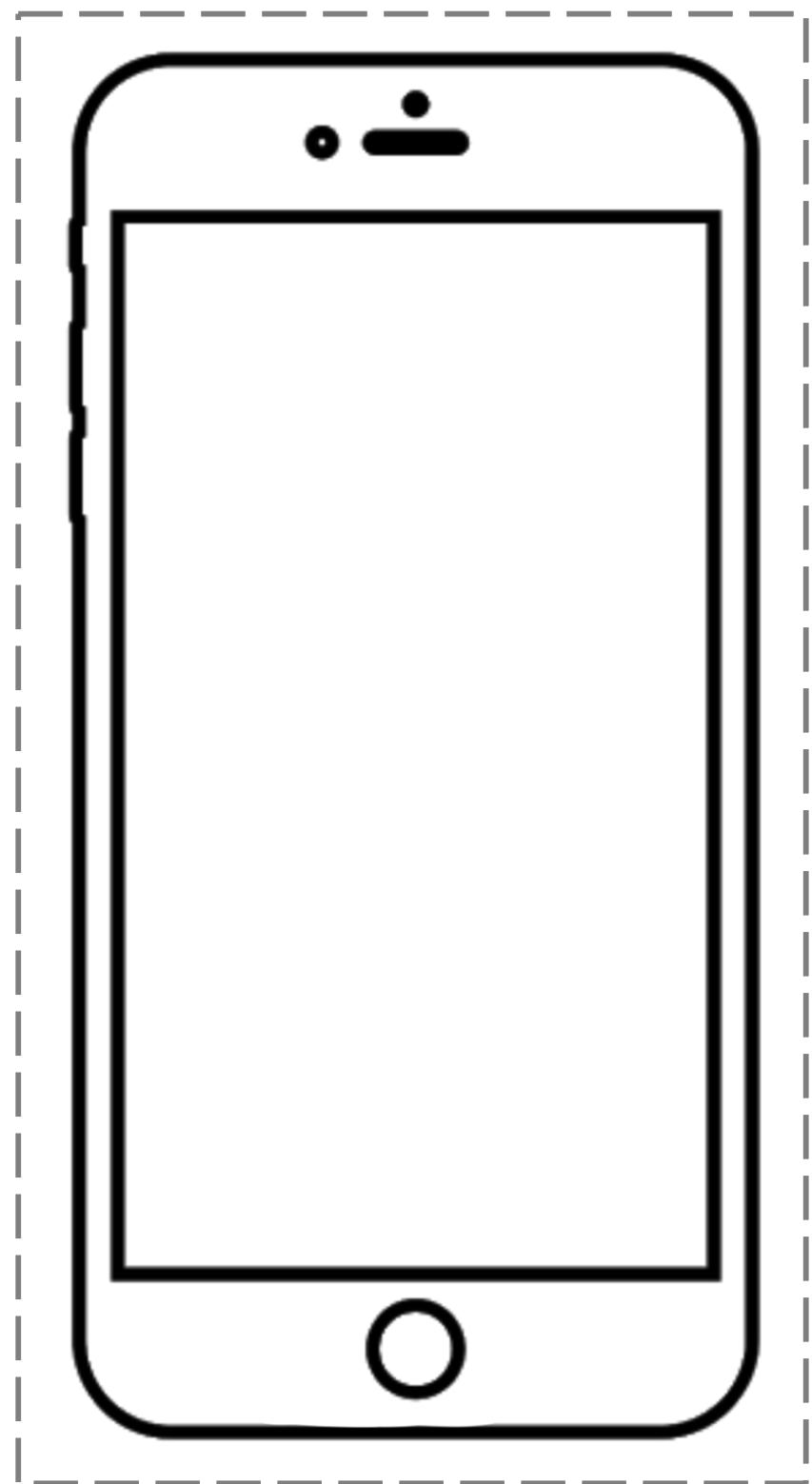
Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo



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



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Day 1

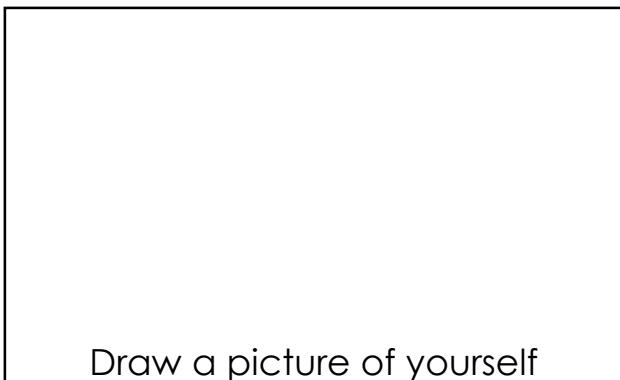


Traveling to Mexico!

This week, we will be traveling to Mexico and learning all about what life is like there! Before we go, we need to get ready! When you go to new countries, you have to have a passport. Here is your passport!

On your passport, you need to:

1. Write your name, birthday, place where you were born, and today's date
2. Draw a picture of yourself
3. You can color your passport if you want to!

Name: _____	<h2>Passport</h2>  <p>Around the world</p>
Birthday: _____	
Birthplace: _____	
Today's date: _____	
 Draw a picture of yourself	

Now it's time to get ready to leave!

Vocabulary You Need to Know

Before we go, there are some words we need to know so we can learn a lot in Mexico! Below a list of words and what they mean.

Here is what you need to do:

1. Read the words and what they mean.
2. Try to match the pictures with the words and what they mean!
3. Draw a line to match the pictures with the words.
4. Look at the example if you need help!

1. travel – to go to a new place



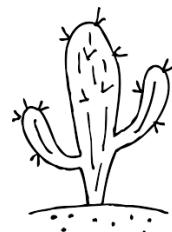
2. cactus – a plant that grows in the desert and does not need a lot of water



3. experience – doing new things and seeing new things



4. explore – to travel to a new place and learn lots of things about that place



5. memory – things that happen in your life that you do not forget



6. culture – the food, art, religion, and language that different places have



7. environment – the land, plants, and animals in different places



8. desert – a hot environment no water and lots of sand



9. beach – a hot environment with lots of water, sun, and sand



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10. tropical – a hot environment with lots of sun, water, and plants



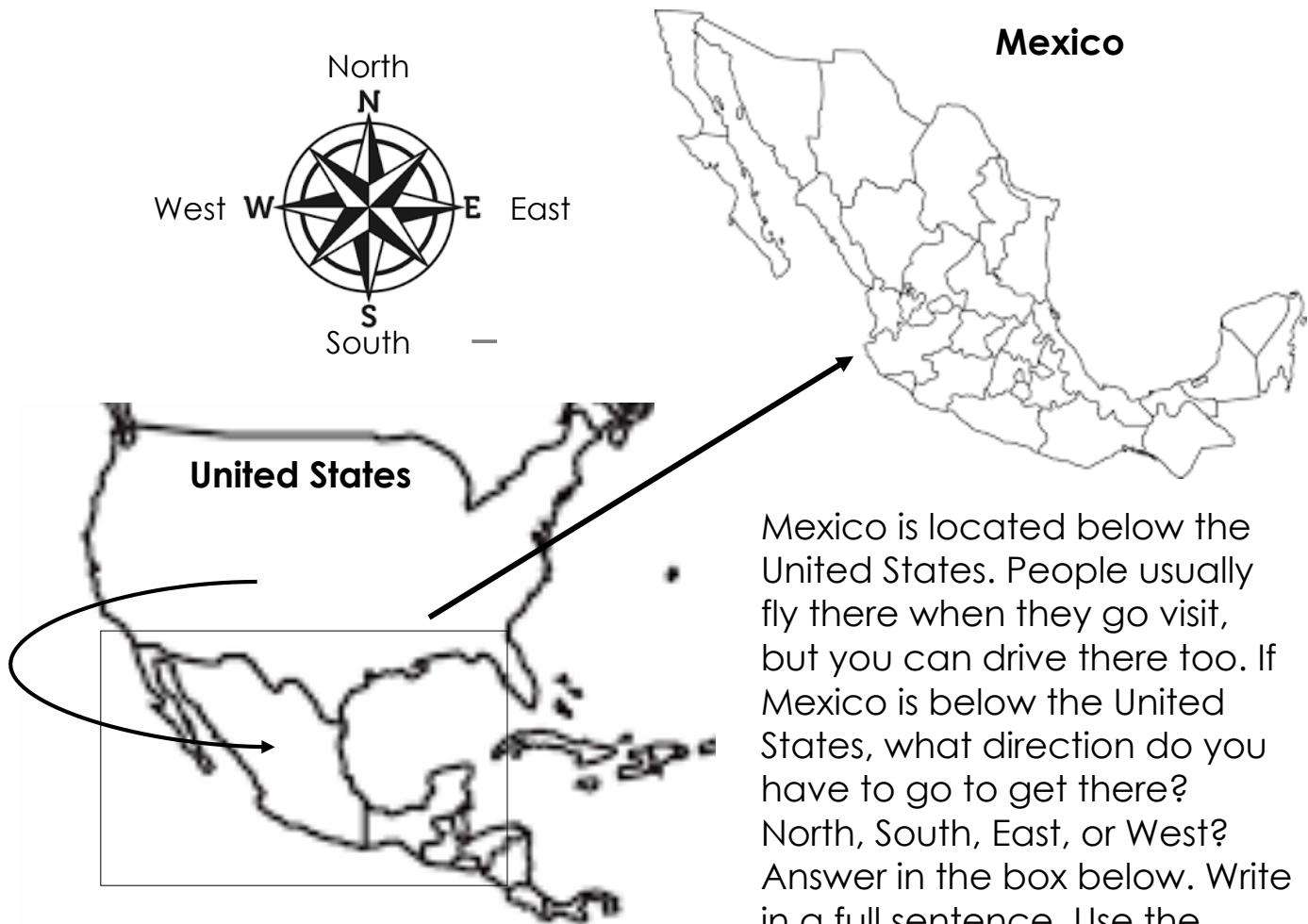
k39261264 www.fotosearch.com

11. suitcase – something you use to put your clothes in when you go to a new place



Where in the World Are We?

Now that you know the important vocabulary, we are going to look at where we are at in the world, and learn some interesting facts about Mexico.

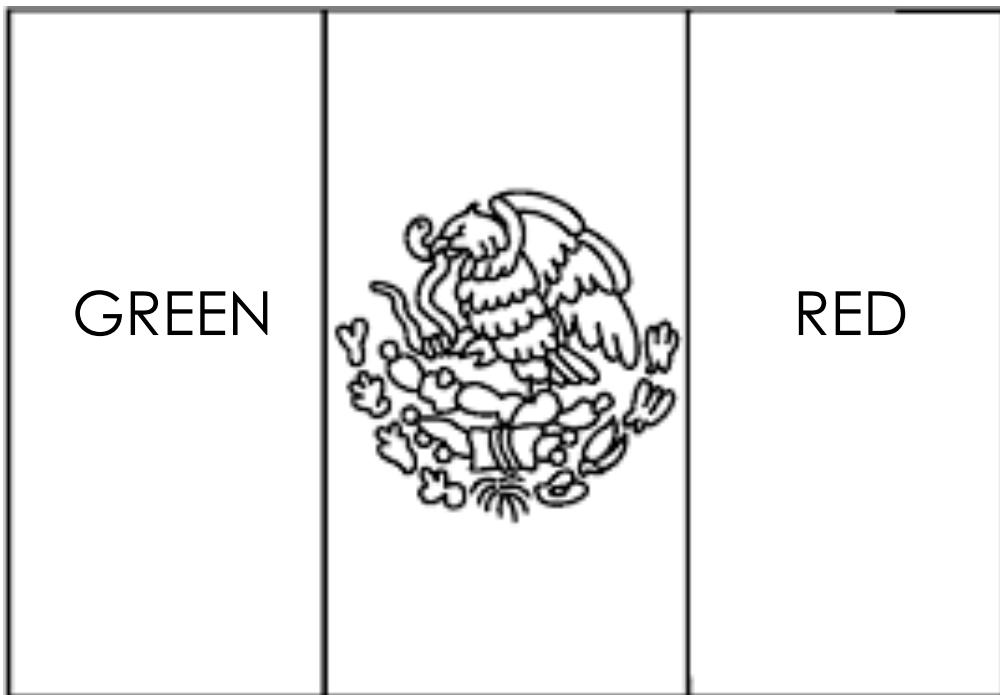


Mexico is located below the United States. People usually fly there when they go visit, but you can drive there too. If Mexico is below the United States, what direction do you have to go to get there? North, South, East, or West? Answer in the box below. Write in a full sentence. Use the sentence starter to help you!

"To get to Mexico, you have to go _____."

Mexico's Flag

Here is a picture of Mexico's flag. Mexico's flag has three different colors: red, green, and white. Each color is important and has a special meaning. Look at the flag, and read where each color goes on the flag. Color the flag to make it look like Mexico's flag. Then, read about what each color means.



Red: The blood of the people who died fighting for Mexico's freedom

White: The Catholic faith (Mexico's main religion)

Green: Independence (being able to be free)

Eagle and Snake in the Middle: In history, the first people to live in Mexico knew where to live because they saw an eagle sitting on a cactus, eating a snake.

Mexico's Language

The main language spoken in Mexico is Spanish. In Mexico, Spanish is called "Español". Below is a list of common Spanish words and phrases. Look at each word. Then, practice writing a sentence in Spanish!



¡Hola!

Hello: Hola

Goodbye: Adios

How are you?: Cómo estás?

I am happy: Estoy feliz

I am sad: Estoy triste

What is your name?: Cómo te llamas?

My name is: Me llamo is _____.

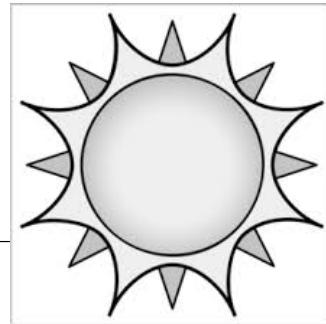
Try writing the following sentence in Spanish on the line below:

Hi! My name is _____. **What is your name? How are you today?**

Now try reading your sentences out loud to yourself, or to someone else!

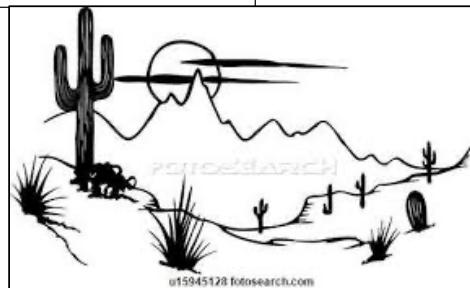
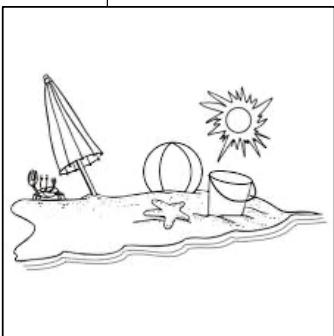
Pack Your Suitcase!

Read about what the climate is like in Mexico. After you are done reading, you will pack your suitcase with all of the clothes you think you will need for your trip. Then, you will write about what you packed and why.

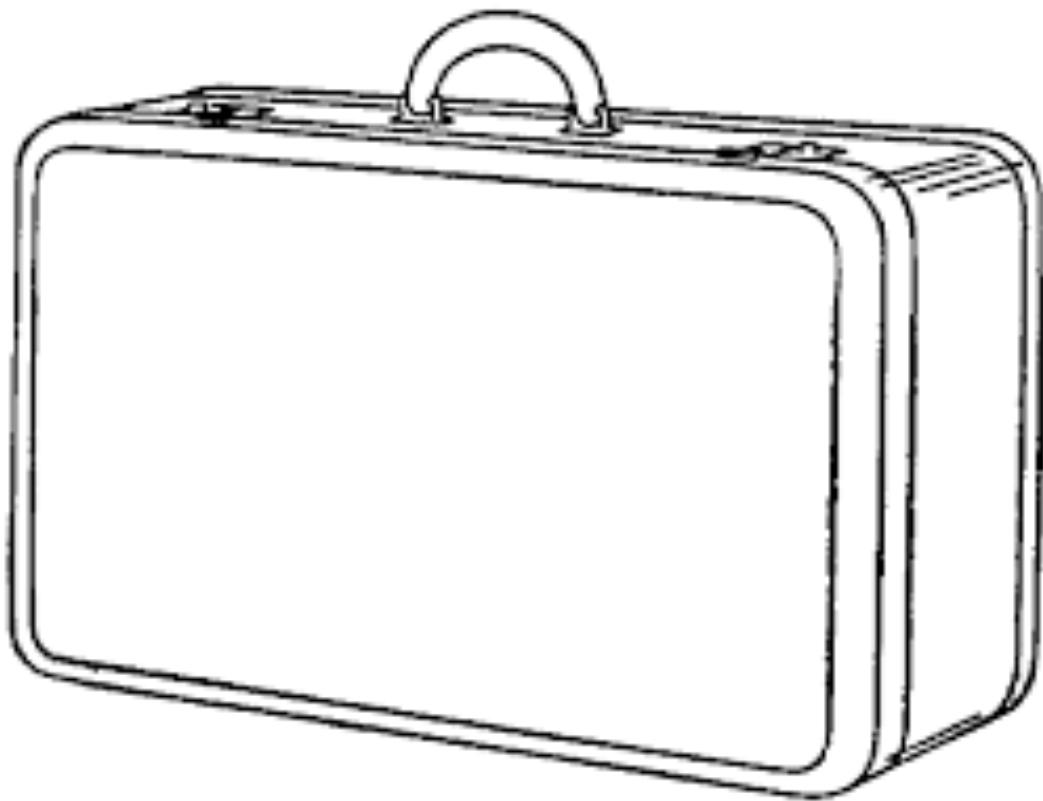


Mexico's Climate

Mexico's climate is very hot. Mexico has lots of beaches that are connected to the ocean. Mexico also has lots of deserts. Deserts are really hot places with lots of sand, but they are different than beaches. Beaches are next to water, but there is very little water in deserts! Mexico has some forests and mountains. Most areas of Mexico do not get very much rain. For that reason, Mexico's climate is mostly hot and dry. If you go to the beach, you will need your sunscreen!



Now that you have read about Mexico's climate, think about what you would pack in your suitcase. Draw the clothes you would bring, then answer the questions below!



1. What clothes did you bring and why?

(I brought _____ because _____.)

2. What clothes did you NOT bring and why?

(I did not bring _____ because _____.)

What do you know? What do you want to learn?

This chart has 2 parts. First, write down what you already know about Mexico. It can be ANYTHING that you already know. Then, write down what you want to learn about Mexico. You can write down ANYTHING that you want to learn!

What do you KNOW about Mexico?	What do you want to LEARN about Mexico?
<ul style="list-style-type: none">• They eat tacos.• • • • • 	<ul style="list-style-type: none">• What kind of money do they use?• • • • •

Let's go to Mexico!



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Day 2

Vocab Review

To review your vocabulary words from Day 1, here is what you will do today:

1. Match the vocabulary words with their picture. Draw a line to match the picture with the word and what it means.
2. Write a sentence using each vocabulary word. Try to make the sentence about yourself. Use CAPITAL LETTERS and end marks (. ! ?) when you are writing.

1. travel – to go to a new place



2. environment – the land, plants, and animals in different places



3. desert – a hot environment no water and lots of sand



4. beach – a hot environment with lots of water, sun, and sand



5. tropical – a hot environment with lots of sun, water, and plants



After you matched your words and what they mean with their pictures, write sentences using each word!

Example - travel: I like to **travel** to different countries so I can see new things!

1. travel: _____

2. desert: _____

3. environment: _____

4. beach: _____

5. tropical: _____

Weather in Mexico

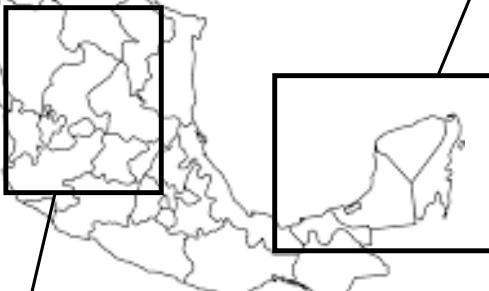
Read about the different types of weather in different parts of Mexico. Then, you will create an Instagram Post about what you learned!



The Northwest part of Mexico is very hot and dry. Normal temperatures in this part of Mexico can be 104 degrees every day! This area is covered in deserts and does not contain lots of plants.



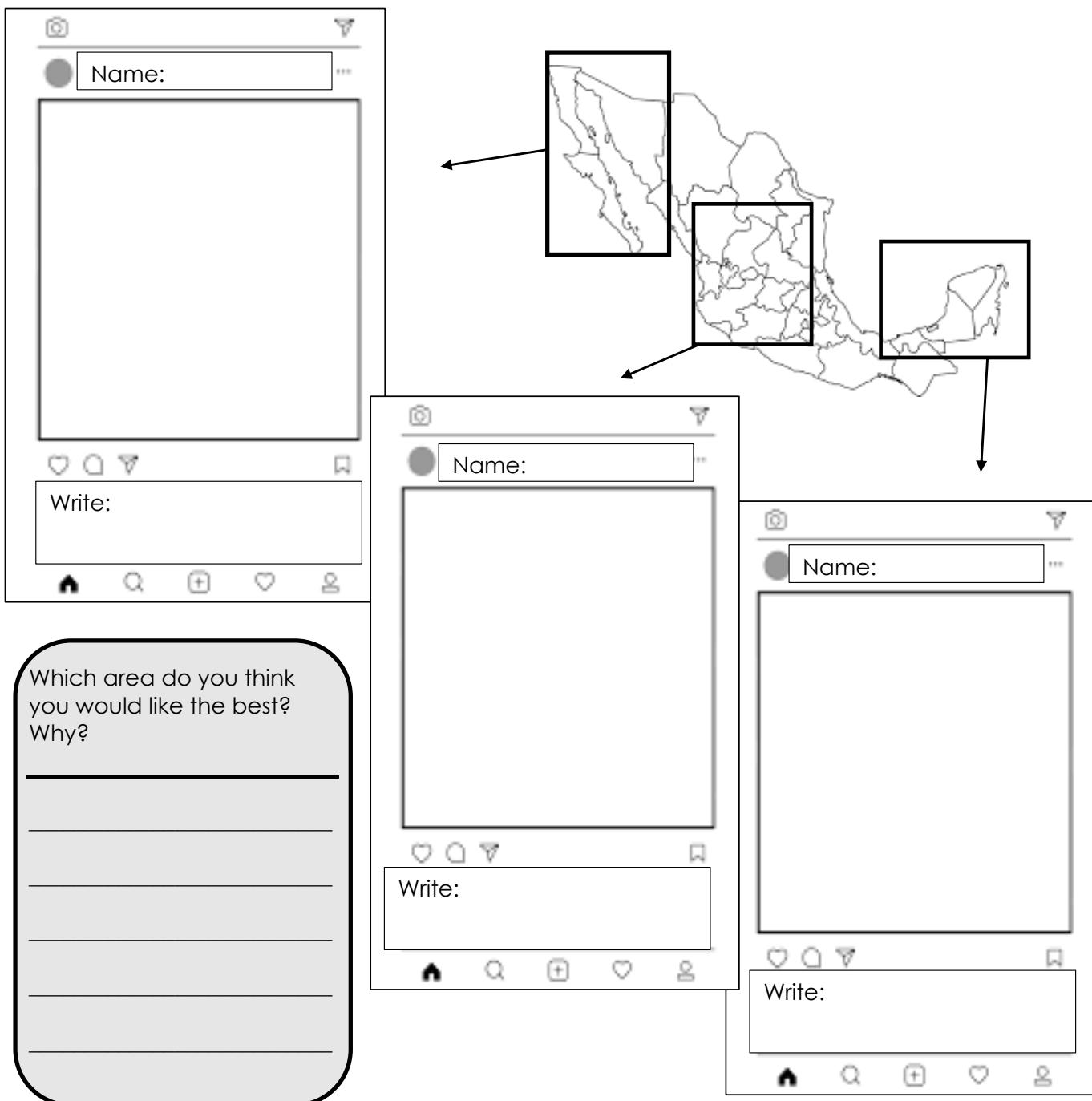
This part of Mexico is warm during the whole year, but it is not super hot. The normal temperature is about 83 degrees in the summer and 75 degrees during the winter. There is some more rain here than in the desert, but it is still very dry. There are lots of pretty beaches to cool off on in this part of Mexico.



The middle part of Mexico is covered in mountains. Because this part of Mexico is higher on the land, it is not as hot. The average temperature in this part of Mexico is 64 degrees. It is hot and dry, but some rain falls in this part of Mexico!

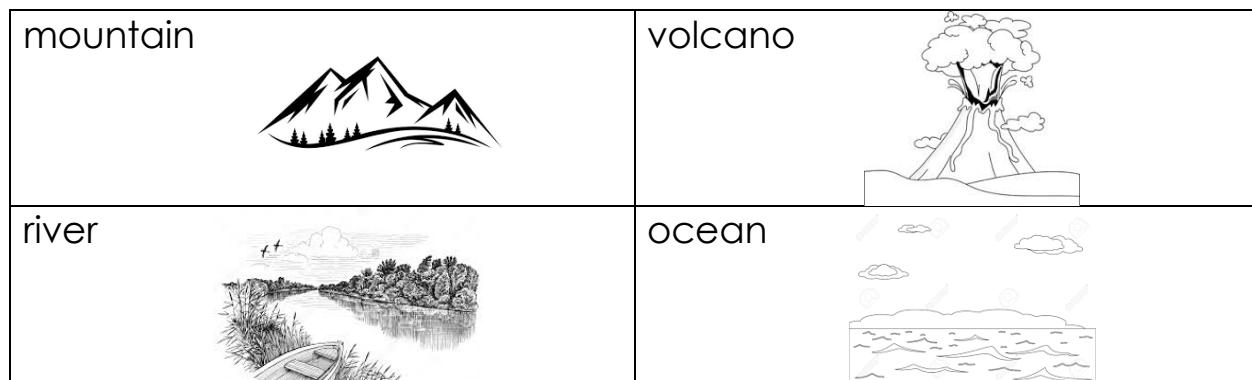
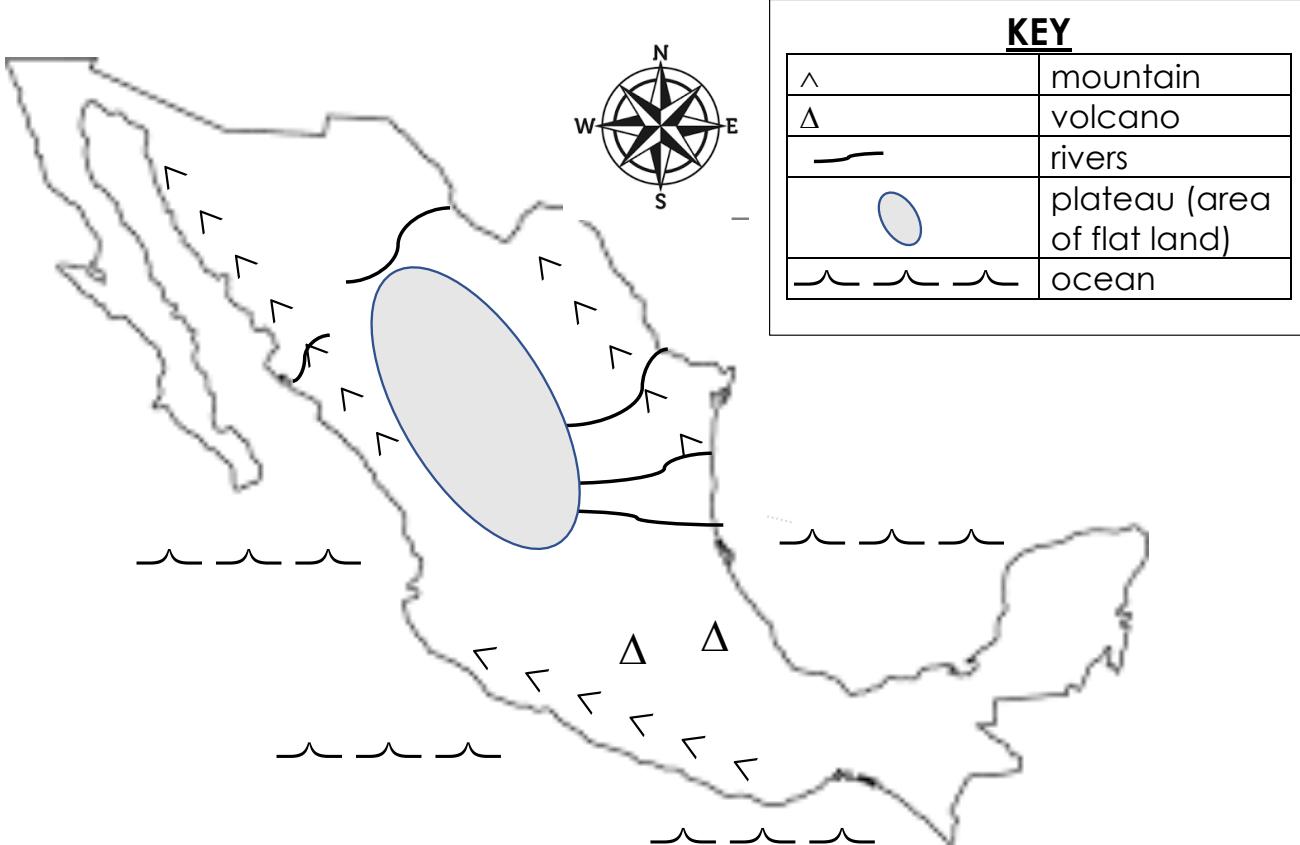
Instagram Post!!

Pretend like you just visited each of these three different areas in Mexico. Make an Instagram Post for each region. Draw a picture of yourself in that part of Mexico, and write a little bit about what the weather is like there, or what you saw!



Mexico's Geography (Land)

On this map, there are lot of pictures that show what the land is like in that part of Mexico. Look at this map of Mexico, and then use the KEY to understand what the pictures mean. After you look at the map, answer the questions about the map. Some will be easy, some will be hard. Try your best!



Geography Questions

Read the following questions and try your best. Answer in full sentences with CAPITAL letters and end marks (. ! ?)

1. What land form is in the MIDDLE of Mexico?

(The landform in the middle of Mexico is _____.)

2. A lot of people who live in Mexico's Plateau grow lots of plants and food to eat because there are lots of rivers close to it. Why do you think it is important to be close to a river if you are growing plants and other food to eat?

(I think it is important to be close to a river to grow plants and food because _____.)

3. What landform is found in the Northwest area of Mexico.

(The landform that is found in the Northwest are of Mexico is _____.)

4. Mexico is surrounded by the ocean. What do you think people get from the ocean to help them live?

(I think people get _____ from the ocean to help them live because _____.)

Math Review

Today, we will start by practicing adding. This is a review, so try your very best!

$\begin{array}{r} 1 \\ 19 \\ +34 \\ \hline 53 \end{array}$	$\begin{array}{r} 27 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +14 \\ \hline \end{array}$
$\begin{array}{r} 29 \\ +15 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ +65 \\ \hline \end{array}$
$\begin{array}{r} 42 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ +58 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ +36 \\ \hline \end{array}$

Now let's practice subtraction!

$\begin{array}{r} 5\cancel{6}7 \\ -28 \\ \hline 39 \end{array}$	$\begin{array}{r} 42 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} 92 \\ -34 \\ \hline \end{array}$
$\begin{array}{r} 88 \\ -29 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ -26 \\ \hline \end{array}$
$\begin{array}{r} 74 \\ -16 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ -31 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ -54 \\ \hline \end{array}$

Read the following story problems and answer them the best you can. Show the math you did in each box and then write your answer!

<p>José had \$17 in his pocket. On his way to work, he found \$5 on the sidewalk. Nobody was around him, so he put it in his pocket. When he got to work, he worked for 8 hours and his boss gave him \$50 dollars for the day. He put that money in his pocket too. When he got home he counted his money. How much money did he have?</p> <p>Answer: _____</p>	<p>Abdul's mom gave him \$10 so he could buy a good lunch at school. But, when he got on the bus his friend was selling gum for \$1. Abdul bought 3 pieces. Then, Abdul gave another friend \$2 so he could buy a cool pencil. After that, Abdul had P.E., and \$4 fell out of his pocket! At lunch time, how much money did Abdul have left?</p> <p>Answer: _____</p>
<p>Rebecca had 60 minutes to finish her homework before she had to give it to her teacher. Rebecca worked on her homework for 20 minutes, but then she talked to her friends for 15 minutes, looked on Instagram for 11 minutes, and then fell asleep for 6 minutes!! After all of that, how much time did Rebecca have to finish her homework?</p> <p>Answer: _____</p>	<p>Shahad had 24 cookies, but she wanted more. She went to the kitchen and stole 15. Then, she went to her brother's room and stole 17 of his! The next day at school, everyone ran to Shahad because she had so many cookies!! How many cookies did she have?</p> <p>Answer: _____</p>



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Day 3

Vocab Review

To review your vocabulary words from Day 1, here is what you will do today:

1. Match the vocabulary words with their picture. Draw a line to match the picture with the word and what it means.
2. Write a sentence using each vocabulary word. Try to make the sentence about yourself. Use CAPITAL LETTERS and end marks (. ! ?) when you are writing.

1. cactus – a plant that grows in the desert and does not need a lot of water



2. experience – doing new things and seeing new things



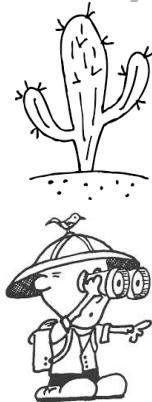
3. explore – to travel to a new place and learn lots of things about that place



4. memory – things that happen in your life that you do not forget



5. culture – the food, art, religion, and language that different places have



6. environment – the land, plants, and animals in different places

After you matched your words and what they mean with their pictures, write sentences using each word!

Example - culture: In my **culture** we like to eat food called “kolaches”.

1. culture: _____

2. cactus: _____

3. experience: _____

4. explore: _____

5. memory: _____

6. environment: _____

Math Review

Today, we will start by practicing adding again. This is a review, so try your very best!

$\begin{array}{r} 11 \\ 183 \\ + 39 \\ \hline 222 \end{array}$	$\begin{array}{r} 473 \\ +345 \\ \hline \end{array}$	$\begin{array}{r} 266 \\ +134 \\ \hline \end{array}$
$\begin{array}{r} 295 \\ +153 \\ \hline \end{array}$	$\begin{array}{r} 345 \\ +138 \\ \hline \end{array}$	$\begin{array}{r} 873 \\ +653 \\ \hline \end{array}$
$\begin{array}{r} 423 \\ +199 \\ \hline \end{array}$	$\begin{array}{r} 300 \\ +527 \\ \hline \end{array}$	$\begin{array}{r} 734 \\ +436 \\ \hline \end{array}$

Now let's practice subtraction!

$\begin{array}{r} 6\ 14 \\ \cancel{3}\cancel{7}4 \\ - 128 \\ \hline 246 \end{array}$	$\begin{array}{r} 452 \\ -137 \\ \hline \end{array}$	$\begin{array}{r} 962 \\ -634 \\ \hline \end{array}$
$\begin{array}{r} 808 \\ -290 \\ \hline \end{array}$	$\begin{array}{r} 200 \\ -137 \\ \hline \end{array}$	$\begin{array}{r} 825 \\ -226 \\ \hline \end{array}$
$\begin{array}{r} 436 \\ -416 \\ \hline \end{array}$	$\begin{array}{r} 583 \\ -231 \\ \hline \end{array}$	$\begin{array}{r} 754 \\ -754 \\ \hline \end{array}$

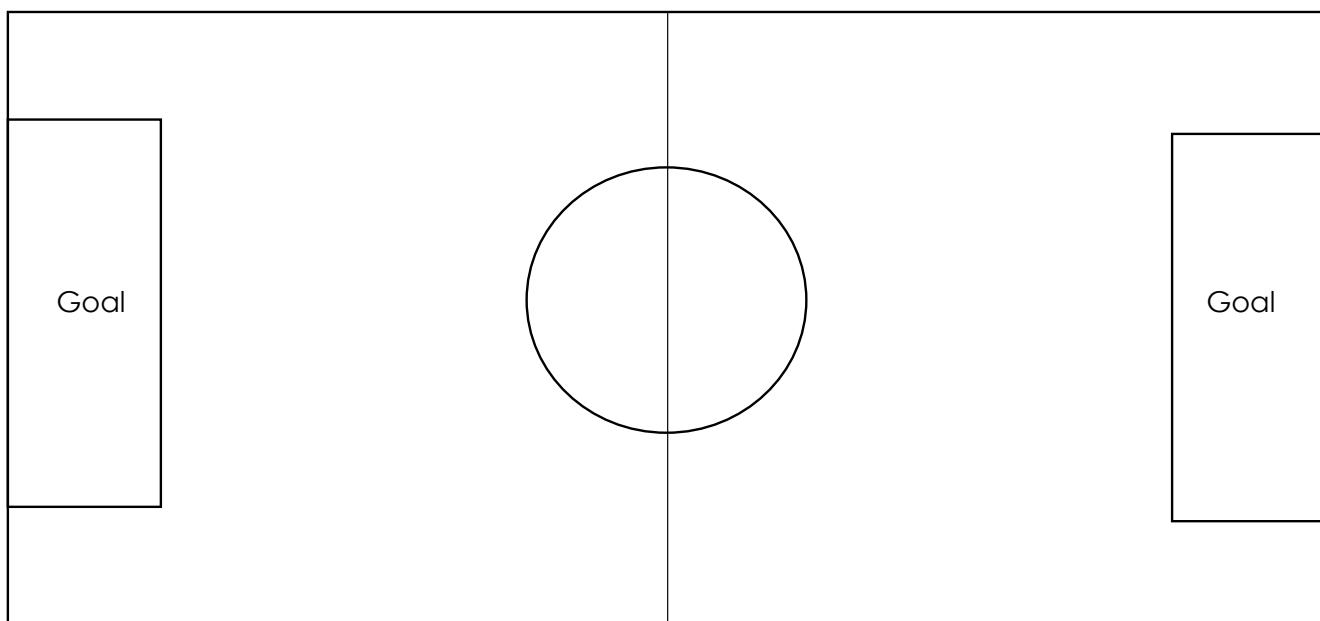
Read the following story problems and answer them the best you can. Show the math you did in each box and then write your answer!

<p>Ava was looking at the stars in the sky. She saw 111 stars in the front of her house. In the back of her house, she counted 230 stars. How many stars did Ava see in the sky total?</p>	<p>Steve loved pencils. He had 237 pencils at his house. One day, his brother told him to sell the pencils so he could get some money. On the first day, Steve sold 38 pencils. Then, he sold 77 pencils. On the last day, Steve sold 55 pencils. How many pencils did Steve have left after selling them for 3 days?</p>
Answer: _____	Answer: _____
<p>Sinry posted a picture on Instagram. It got 24 likes. Then, two minutes later it had 36 more likes. After five more minutes, she had 12 more likes on her picture. How many likes did Sinry have total?</p>	<p>Arnold had \$175 dollars. Arnold's mom needed \$58 dollars to fix her car, so Arnold gave her some money. Then, Arnold's sister needed \$99 dollars to take her dog to the vet. After helping his mom and sister, how much money did Arnold have left?</p>
Answer: _____	Answer: _____

Soccer in Mexico

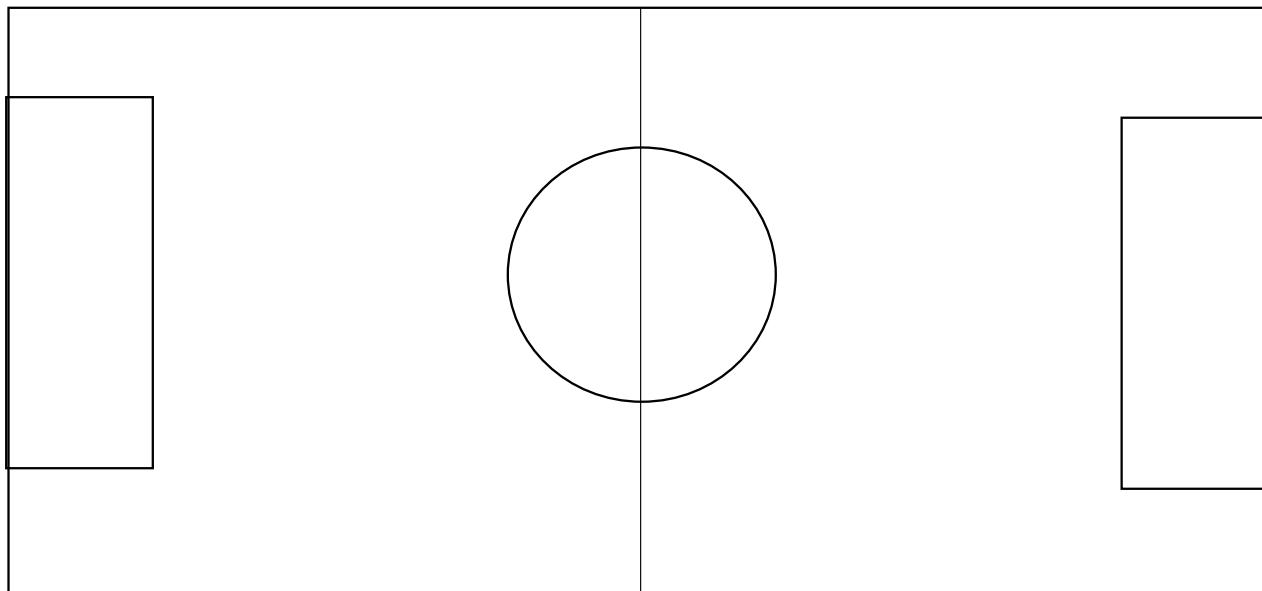
In Mexico, soccer is one of the most important sports. In Mexico, soccer is called “fútbol”. Soccer is played on a large field covered in grass. The shape of the field is a rectangle. In a soccer game, 2 teams play against each other. Each team has 11 players. Each team tries to kick the soccer ball into the other team’s goal. There are two goals at both ends of the soccer field. Players can only kick the ball or hit the balls with their heads. Soccer players cannot use their hands or arms to move the ball!

Soccer games have 2 parts that last for 45 minutes each. Teams can take a break in between the 2 parts of the game to rest and come up with a plan to win the soccer game. When they are playing, soccer players can run with the ball, and kick the soccer ball to other players on their team. This way, they can move the ball fast and get it to their goal. At the end of the game, the team with the most goals wins!



Your Turn!

Pretend like you are the coach of a soccer team. You have 11 players on your team. One of them can be the “goalie” and protect your team’s goal so the other team doesn’t score. Where would you put your other 10 team players? How would you have them move around the field to score a goal? Draw your ideas below!



Now, go outside and pretend like you are playing soccer on your team! Decide what you want to be your “goal” and find something to be your soccer ball! Have fun playing the game of soccer! Then, write about what you did when you were playing soccer outside!

When I was playing soccer outside, I _____

Sugar Skull Art

In Mexico, there is a holiday called “Día de los Muertos”, which means “Day of the Dead”. On this day, people in Mexico remember people they love who have died. People cook their favorite foods and make pretty pieces of art for the person they love who has died. They make something called an “ofrenda”. An ofrenda is a large table that people cover with the yummy food and art that they made for the person they loved. A lot of times, people make sugar skulls to put on the ofrenda. People make sugar skulls very colorful and pretty! Below is a picture of a sugar skull. Color the sugar skull. Then, answer the questions!



How does your family remember people you love who have died?

(To remember people we love who have died, my family _____.)



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Day 4

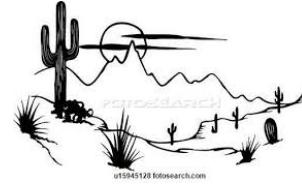


Vocab Review

Look at your vocabulary words and their pictures and definitions. **Cut out each vocabulary word and picture.** Then, mix the cards around. Put the cards face-down on a table. Spread them out. Flip over two cards at a time. If the vocab word matches the picture, then put those cards to the side. If the vocab word does not match the picture, put the cards back and try to find another vocab word and picture that matches!

When you are done playing this game, you can just practice putting words and pictures together for fun!

travel	to go to a new place	
cactus	a plant that grows in the desert and does not need a lot of water	
experience	doing new things and seeing new things	
explore	to travel to a new place and learn lots of things about that place	

memory	things that happen in your life that you do not forget 
culture	the food, art, religion, and language that different places have 
environment	environment – the land, plants, and animals in different places 
desert	a hot environment no water and lots of sand 
beach	a hot environment with lots of water, sun, and sand 

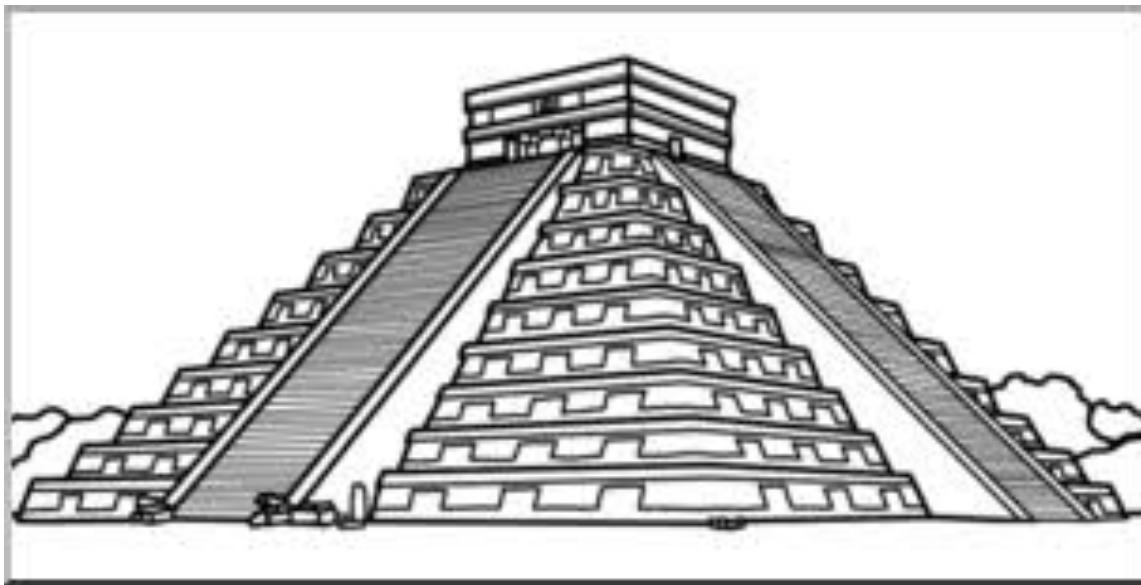
tropical	a hot environment with lots of sun, water, and plants
----------	---



suitcase	something you use put your clothes in when you go to a new place
----------	--



Chichén Itzá



Chichén Itzá was built by a group of people called the Mayans. The Mayans lived in Mexico a long time ago. The Mayans believed in a lot of different gods that brought good things to their life. There was a sun god, a rain god, a corn god, and even a moon goddess. Each god was important to the Mayans' lives. The Mayans built large buildings, like this, for their gods. This temple was built for one of the most important gods, named Kukulkan. Priests (people in charge of the Mayan religion) would climb to the top of the pyramids and do important things for the gods. Chichén Itzá is located in Tinúm, Mexico, and many people visit it every year!

- 1. Why do you think the Mayans wanted to build such big pyramids for their gods? Why couldn't they make something smaller?**

2. If you were Mayan, which god would be most important to you? The corn god, sun god, rain god, or moon god? Why?

3. Would you like to visit Chichén Itzá in real life? Why or why not?



Now, create an Instagram post about your visit to Chichén Itzá! Draw a picture of yourself in front of the big building!

And don't forget to write about your time there and what you learned!!

Plants in Mexico

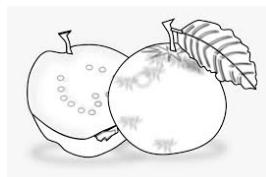
Below is a list of common plants in Mexico with their pictures. After you look at the list of plants and their pictures, read about one of the plants from Mexico, and a very different plant from the United States. Then, you will tell me what is the same and different about those two plants!



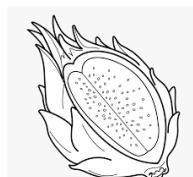
Jalepeño Pepper



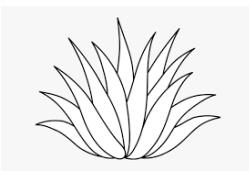
Tagetes Lucida
(big yellow flower)



Guava Fruit

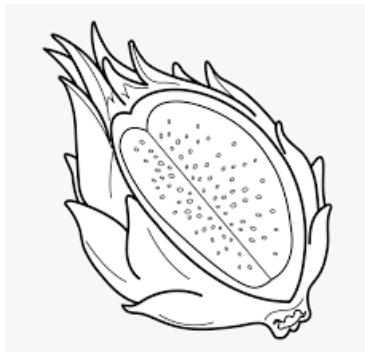


Dragon fruit

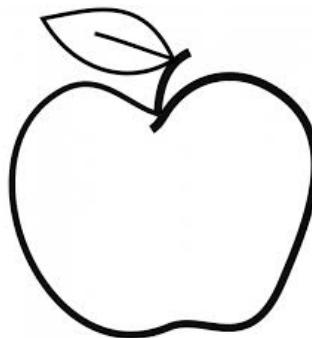


Agave Plant
(type of cactus)

Now, you will read about the dragon fruit that is found in Mexico. Then, you will read about the apple that is found in the United States. After that, you will write down what is the same and what is different.



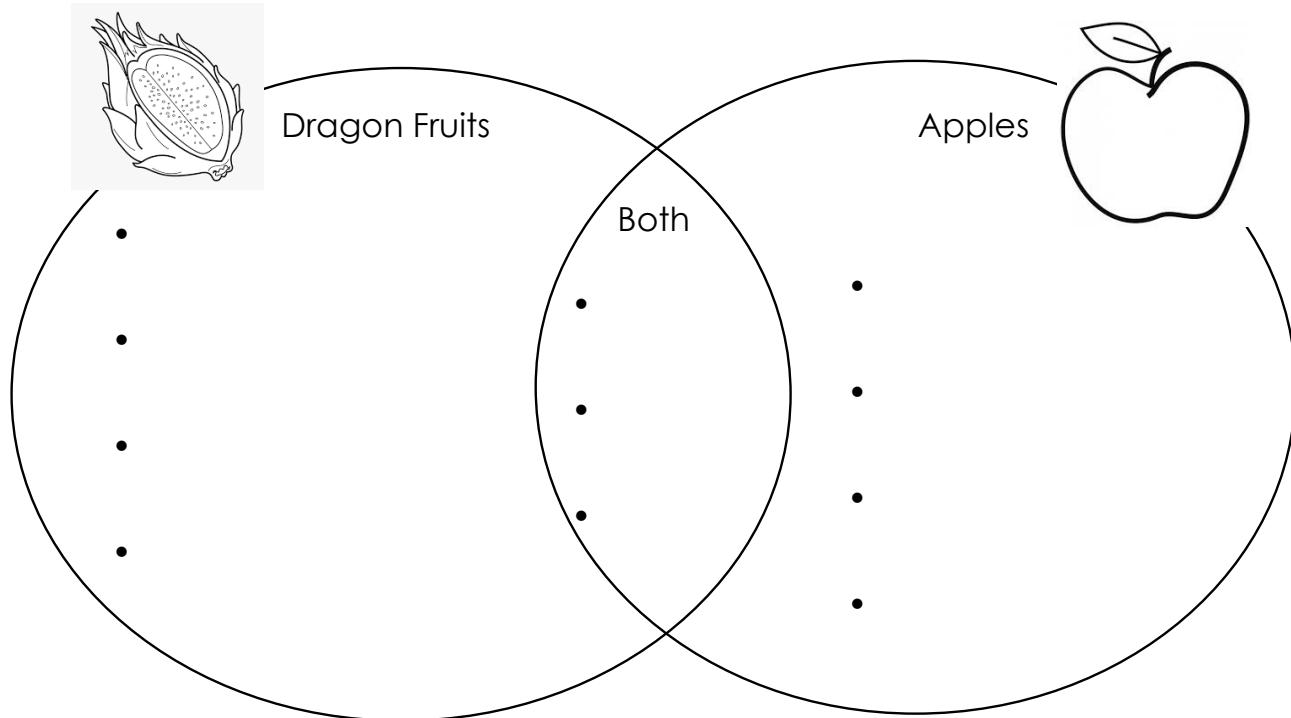
Dragon fruits come off of a cactus. They grow in hot areas that have lots of sun. They do not need a lot of water and can grow in dry areas. They really grow well in areas with tropical climates. They will not grow in areas that are cold, cloudy, or rainy.



Apples grow in all areas of the United States. Apples grow on trees. Apples grow best in good dirt, and don't usually grow well in sandy areas. Apple trees need water to live. If they don't get water, they won't grow. Also, apple trees are strong and can live and grow even during the winter when it is freezing outside!

What is the Same and What is Different?

Look at the circles below. On the left side, tell me what is special about ONLY dragon fruits. On the right side, tell me what is special about ONLY apples. In the middle, tell me what these fruits have that is the SAME!



1. Why do you think that dragon fruits grow in Mexico, but don't grow in all parts of the United States?

(I think dragon fruits grow in Mexico, but not in the United States because _____.)

2. Do you think apples could grow in Mexico? Why or why not?

(I think apples could/could not grow in Mexico because _____.)

Money in Mexico

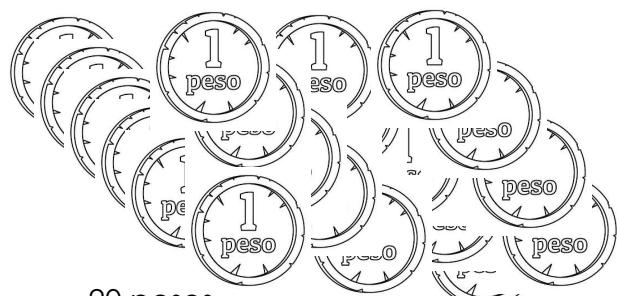
In Mexico, the money is different than in the United States. In the United States, we use dollars and coins. In Mexico, they call their money “pesos”. One dollar in the United States equals 22 pesos. Because of this, things in Mexico are a lot cheaper than they are in the United States. That means that they cost less money!

Look at the pictures below and answer some questions about using money in Mexico. Then, you will practice spending your own pesos!



1 Dollar

=



20 pesos



2 Dollars

=

pesos?



3 Dollars

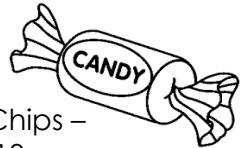
=

pesos?

Now, you have 100 pesos! You have to go to the store to buy food for your family. Look at the items and think about what you would buy! Draw what you would buy in your shopping bag, and then add up how many pesos you spent!



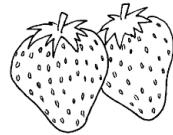
Chips –
7 pesos



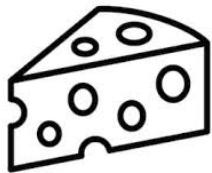
Chips –
13 pesos



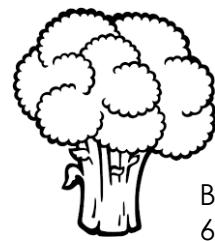
Milk –
8 pesos



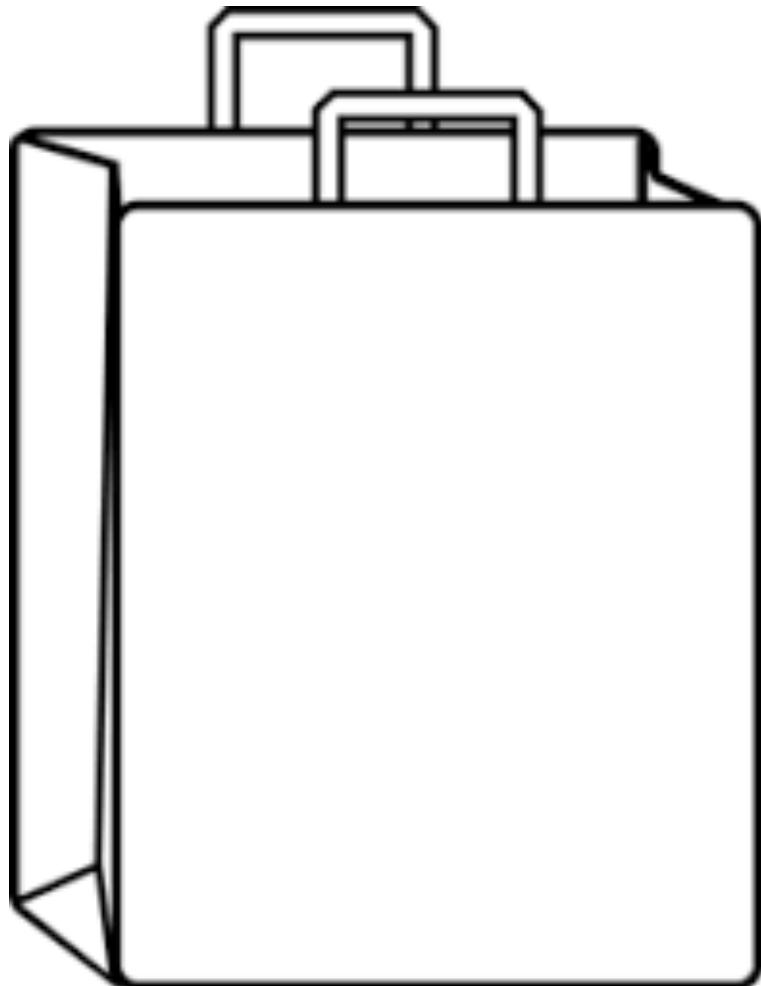
Strawberries –
15 pesos



Cheese –
12 pesos



Broccoli –
6 pesos



How many pesos did you
spend? Add it up here!

Total: _____

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Day 5

Vocab Review

Today, you will practice writing sentences using 2 vocabulary words. You need to write sentences using BOTH of the vocabulary words that you see on the line. Look at the example to help you. Use CAPITAL LETTERS and end marks (. ! ?).

Example – travel & desert: I like to **travel** to the **desert** because I like to see the sand and feel the hot temperature!

1. travel & desert:

2. environment & beach:

3. tropical & experience:

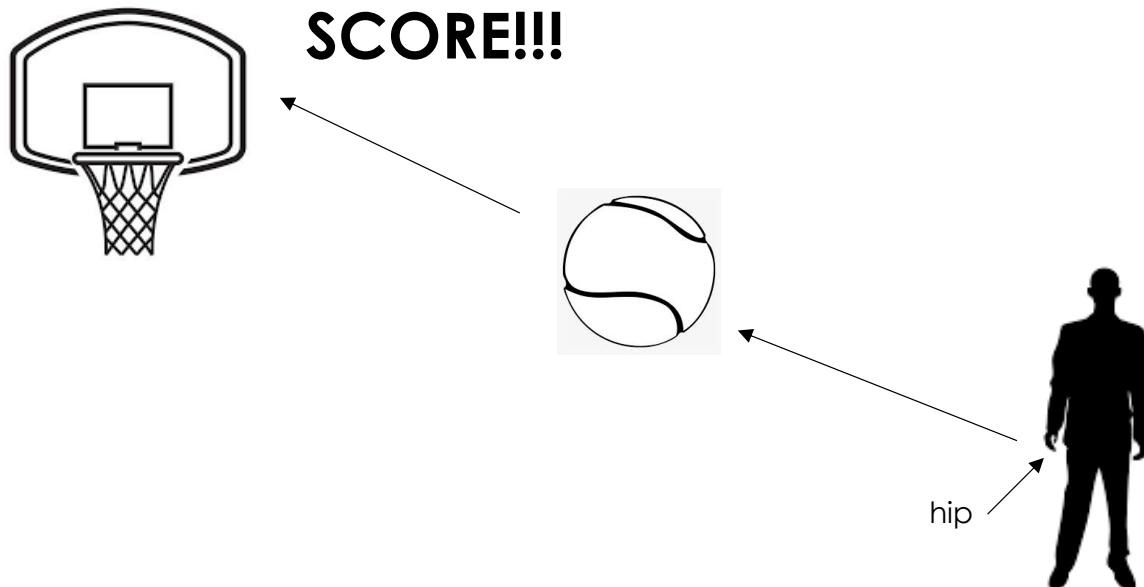
4. explore & cactus:

5. culture & memory:

6. suitcase & travel:

“Juego de Pelota” (Ball Game)

Long ago in Mexico, the Mayan people used to play a game called “Juego de Pelota”. In English, this means Ball Game. This game was like a mix between basketball and soccer. Players had to try to get a ball into a small hole at the top of a wall (like basketball). But, players could not use their hands. Players had to try to get a ball to go into a small hole by only using their legs or hips. This game was very hard to play. To think of how this game is played, try to think about playing basketball with only your legs or hips. It would be pretty hard!!



Your Turn!

Go outside and pretend like you are playing “Juego de Pelota”. You can make your own basketball hoop out of anything. Try to kick a ball into your basketball hoop. Write about what happened on the next page.

Juego de Pelota

1. What did you like about playing “Juego de Pelota”?

2. What did you NOT like about playing “Juego de Pelota”?

3. What was the hardest part of playing “Juego de Pelota”?

4. These games could last for days when the Mayans played it. Do you think you could play this game for days? Why or why not?

Tacos al Pastor

Today, you are going to look at the recipe for a common food eaten in Mexico: Tacos al Pastor. After you look at the recipe, think about what these tacos might look like, smell like, and taste like!

Recipe

- tortillas
 - pork mix
 - onion
 - cilantro
 - lime
 - salsa
1. Cook the pork with spices and then cut it in the small pieces.
 2. Put the pork in a tortilla.
 3. Put cilantro, onion, and lime juice on top of the pork.
 4. Fold the tortilla and enjoy your taco! You can put salsa on the top if you want!



What do you think this smells like?



What do you think this looks like?



What do you think this tastes like?



Reflection

Write a letter to one of your friends, or family members, and tell them to visit Mexico! Write about 4 new things you saw or learned. Think of some really good reasons why your friend or family should go there! When you are done, draw a picture of yourself at your favorite spot in Mexico!

Dear _____,

Your Friend,

(your name)

Goodbye, Mexico!

Congratulations! You have now finished your trip to Mexico! You can now add this stamp from Mexico onto your passport! Color it and make it look beautiful! We will be traveling to a new country next week, so get ready!

Countries Visited	
	
Mexico	

A dashed vertical line separates this section from the others.

Countries Visited	

Countries Visited	

International Consortium for Multilingual Excellence in Education



My Packet Journal

In this packet I learned _____

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Reference Sheet

LENGTH

Metric

1 kilometer = 1000 meters

1 meter = 100 centimeters

1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards

1 mile = 5280 feet

1 yard = 3 feet

1 foot = 12 inches



CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts

1 gallon = 128 ounces

1 quart = 2 pints

1 pint = 2 cups

1 cup = 8 ounces



MASS AND WEIGHT

Metric

1 kilogram = 1000 grams

1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds

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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