

6th – 8th grade • English Level 2

Learning PACKET #2



Theme: Vietnam

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 **Ronnie Grace**
in collaboration with Tricia Gray, Kara Viesca Mitchell, and Alexa Yunes.



The Standards that Informed the Development of this Packet are:

Math

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)

English Language Arts

LA 6.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 6.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

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 6.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

LA 6.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 6.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

Science Standards and Cross-Cutting Ideas

SC.6.9 Growth, Development, and Reproduction of Organisms SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.

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.6.13 Earth’s Systems SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth’s materials and processes.

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.

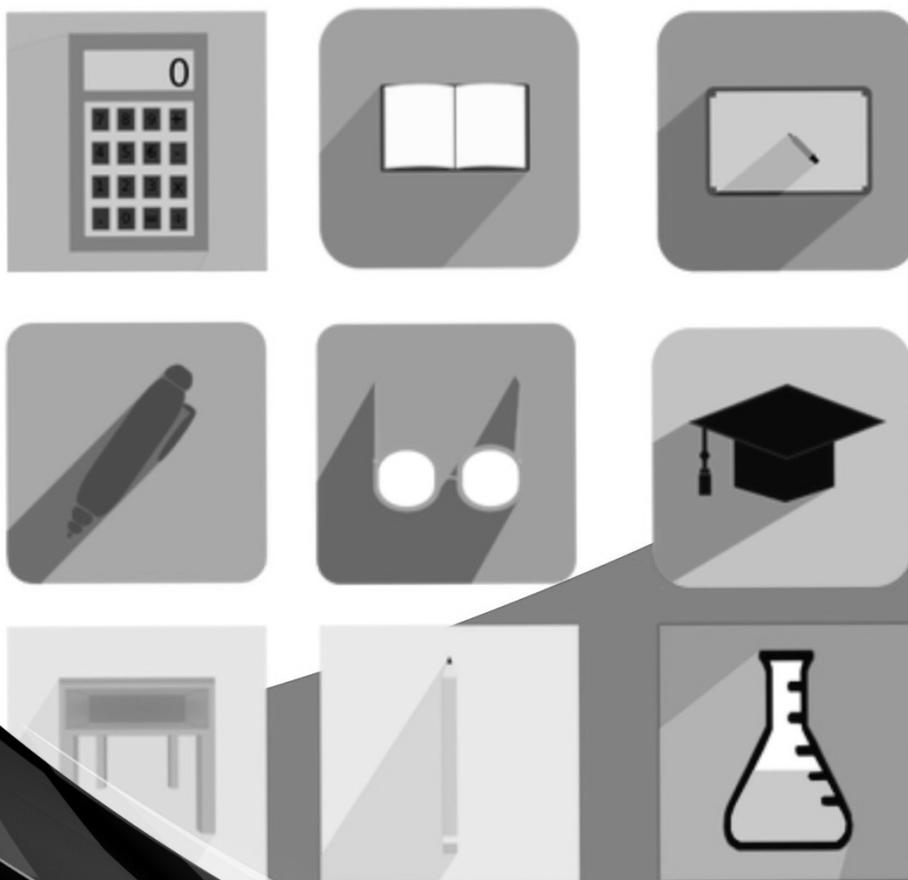


Physical Education

- 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.

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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 Vietnam. Your child will practice comparing Mexico to the United States and thinking about how Vietnam’s culture is different than their own. The vocabulary words they will learn are:
 - plateau
 - tropical
 - crowded
 - motorcycle
 - pearls
 - sugar cane
 - communism
 - forest
 - rice paddy

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 Tricia Gray, Kara Viesca Mitchell, and Alexa Yunes.

International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

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

ICMEE is housed within:



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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.
- En este paquete, su hijo "viajará" a un país diferente y aprenderá sobre su cultura, ambiente, geografía, idioma, moneda, deportes y arte. Para este paquete, el país en el que nos enfocaremos es México. Su hijo practicará comparando México con los Estados Unidos y pensando en cómo la cultura de México es diferente a la suya. Las palabras de vocabulario que aprenderán son:
 - meseta -tropical -abarroado -motocicleta -perlas -caña de azúcar
 - comunismo -bosque -arrozal

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
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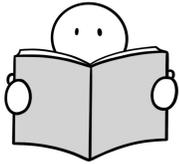
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Instructions Key



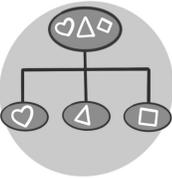
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



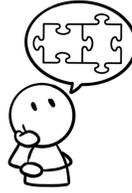
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

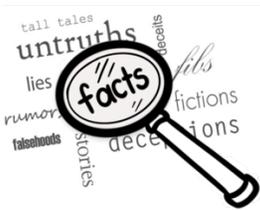
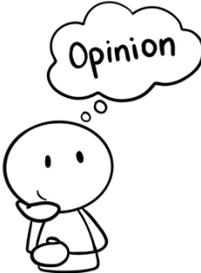
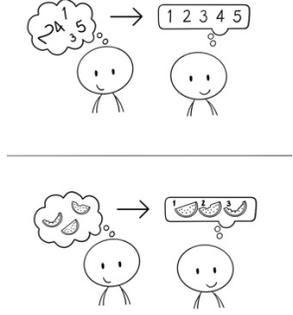


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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

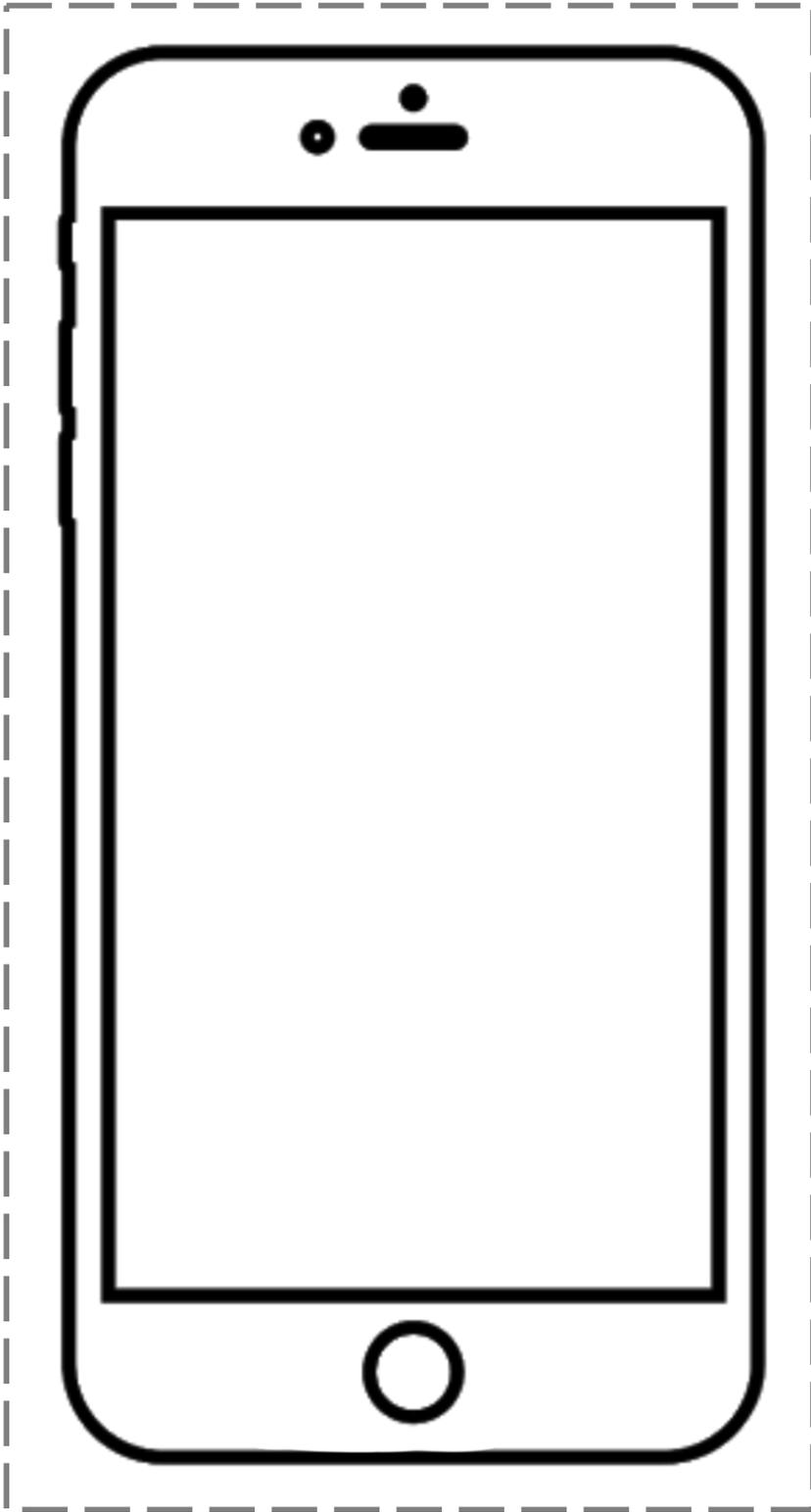


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

Traveling to Vietnam!

This week, we will be traveling to Vietnam 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: _____ Birthday: _____ Birthplace: _____ Today's date: _____	<h2>Passport</h2>  <p>Around the world</p>
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 we need to know so we can learn a lot in Vietnam! Below, there is a list of words and what they mean.

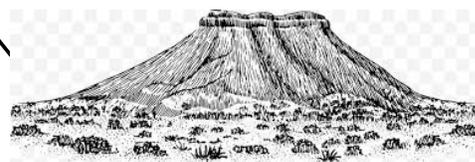
Here is what you need to do:

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. plateaus – a large flat area of land that is higher than the land around it



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



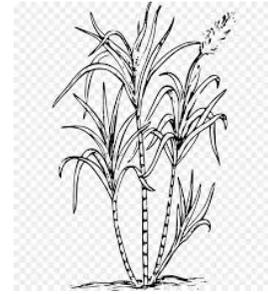
3. crowded – an area with a lot of people



4. motorcycles – vehicles that have two wheels



5. pearls – pretty jewelry that is shiny and white



6. sugar cane – a tall plant that is used to make sugar



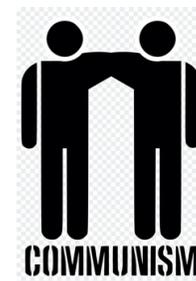
7. communism – a type of government where people own nothing, and the government owns everything.



8. forest – an area with lots of trees and plants

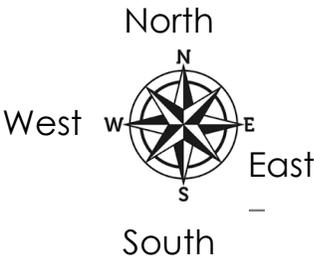
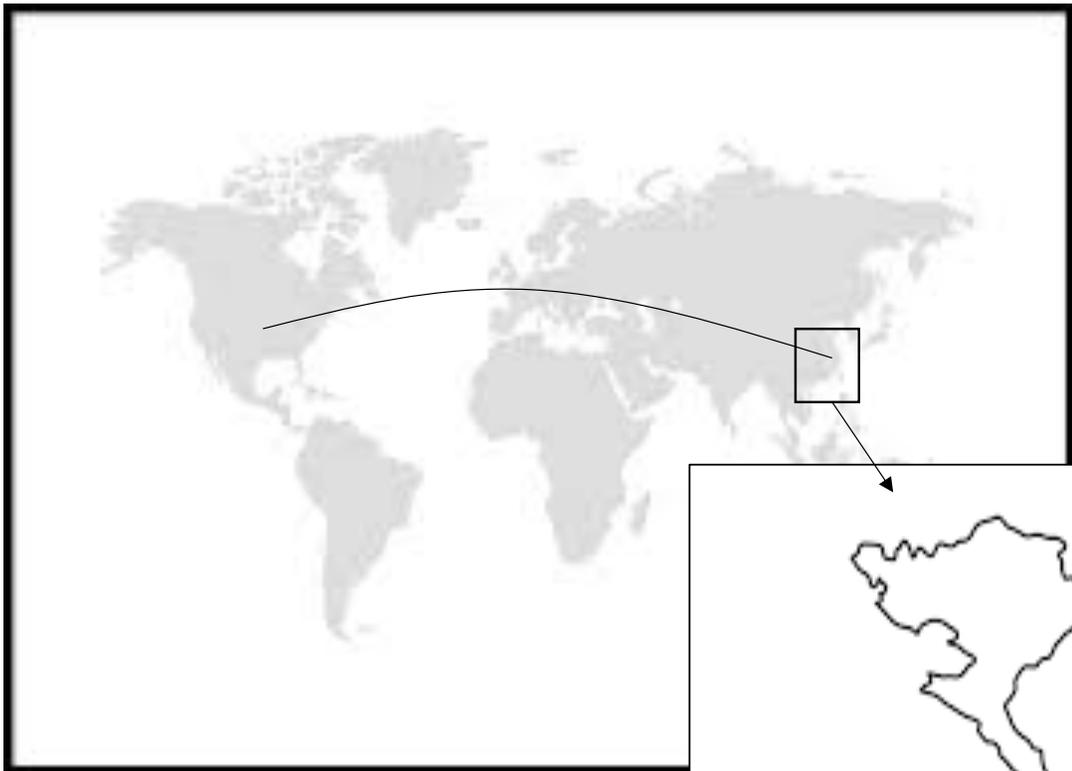


9. rice paddy – the field where rice is grown



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 Vietnam.

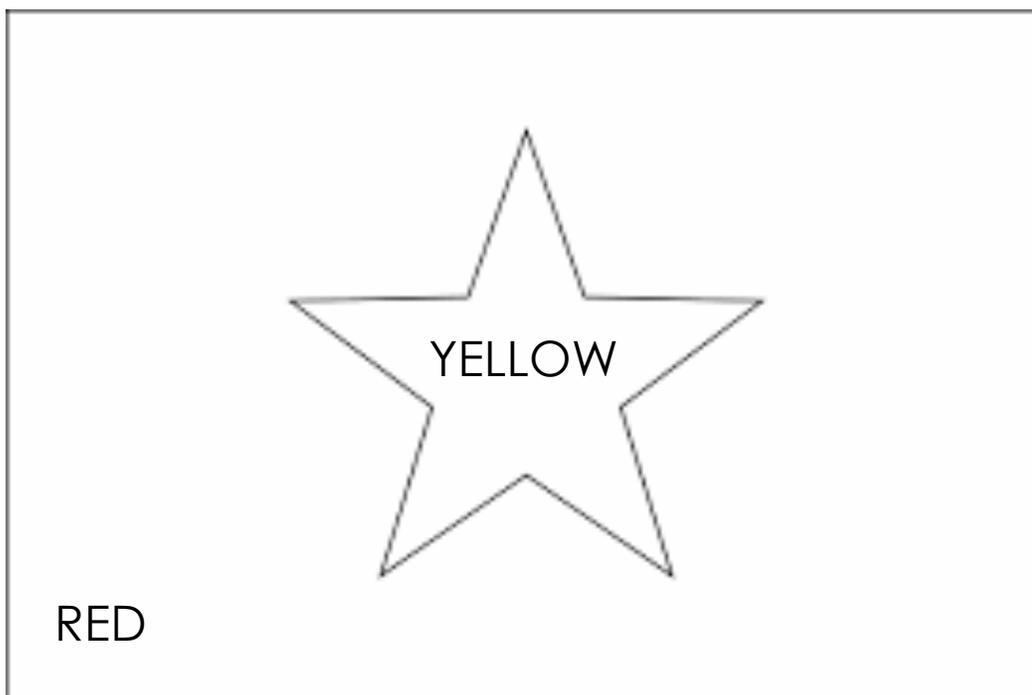


Vietnam is more than 8,500 miles away from the United States. People have to ride an airplane to get there. It takes more than 15 hours to ride on the airplane to get to Vietnam! That is more than half a day! What would you do if you had to sit on a plane for 15 hours?

If I had to sit on a plane for 15 hours, I would _____.

Vietnam's Flag

Here is a picture of Vietnam's flag. Vietnam's flag is red, with a big yellow star in the middle. Each part of the flag is important and means something to the people of Vietnam. Read about the flag of Vietnam, and then you can color the flag if you would like!



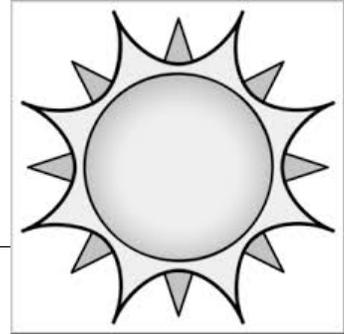
Red: The blood of the people who died fighting for Vietnam's freedom

Yellow Star: The 5 different groups of people who helped build Vietnam and make it as good as it is today:

1. People who studied a lot and taught others
2. Poor farm workers
3. Workers
4. Students
5. Young people

Pack Your Suitcase!

Read about what the climate is like in Vietnam. 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.

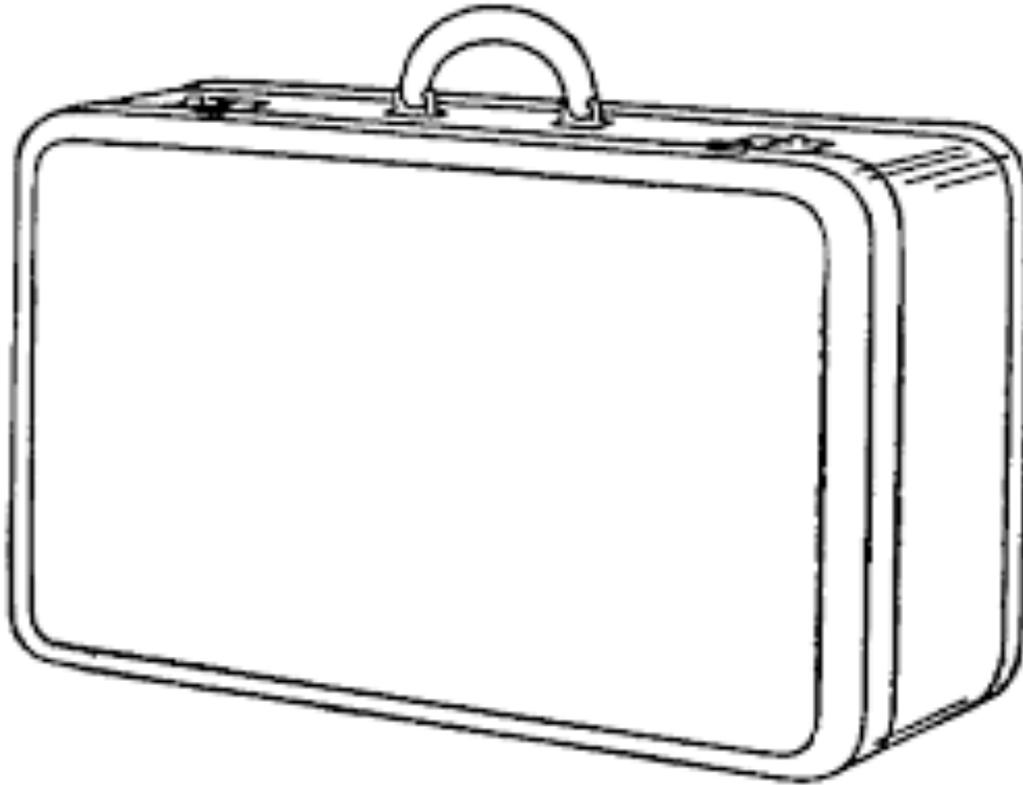


Vietnam's Climate

Vietnam's climate is mostly tropical. That means it is warm for a lot of the year. The climate in Vietnam changes from North to South. In the South, the weather is warmer for most of the year. In the North, and in the mountains, the climate is colder. Sometimes, it can get as low as 37 degrees! Vietnam gets lots of rain all year around, which makes it easy to grow lots of plants! It is also very humid in Vietnam because Vietnam has a lot of rainfall.



Now that you have read about Vietnam'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 Vietnam. It can be ANYTHING that you already know. Then, write down what you want to learn about Vietnam. You can write down ANYTHING that you want to learn!

What do you KNOW about Vietnam?	What do you want to LEARN about Vietnam?
<ul style="list-style-type: none">• People in Vietnam grow a lot of rice.•••••	<ul style="list-style-type: none">• What do people do for fun in Vietnam?••••



Day 2

Vocabulary Review

Read the following sentence and pick which vocabulary word fits best in the sentence. You will use the vocabulary words in the box. You will only use them one time! 😊

plateaus	tropical	crowded
motorcycles	pearls	sugar cane
communism	forest	rice paddy

1. An area where rice is grown is called a _____.
2. My mom wears a _____ necklace every day.
3. I like to ride my _____ on the street in the summer.
4. The weather in Vietnam is _____ because it is warm and there is a lot of rain.
5. The _____ has lots of trees and animals.
6. The store is very _____ because there are a lot of people there.
7. At the top of the mountain was a flat _____.
8. My brother grows a lot of _____ that he makes into sugar.
9. A system where the government owns everything and the people own nothing is called _____.

The Life Cycle of Rice at a Rice Paddy



About 80% of the land in Vietnam is used to grow rice. Rice is very important to people in Vietnam. Most people eat it every day. Look at the pictures below, and read about how rice is grown!

1.



First, a field has to be flooded. Rice fields need to have water that is about 6 inches high. Then, the rice can be planted and it can start to grow.

2.



After the rice is grown, it will look like tall grass sticking out of the water. The rice will be at the bottom of the grass, under the water. People pick the rice by pulling the whole plant out of the ground.

3.



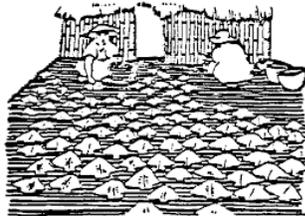
After the rice plants have been picked, it is laid out to dry. It has to lay out to dry for about 2-3 days.

4.



After the rice is dried out, it has to be hit against the ground to get the small rice out from the bottom of the plant.

5.



After the rice has been hit out of the bottom of the plant, it has to dry more. After it dries for 2-3 more days, it is ready to be eaten!

1. How many inches of water needs to be in a rice paddy field in order for the rice to grow well?
(There needs to be _____ inches of water in a rice paddy field.)

2. Where does the rice grow on a rice plant?
(On the rice plant, the rice grows _____.)

3. Do you think that rice is grown in flat areas or mountain areas? Why do you think this?
(I think rice is grown in _____ areas because _____.)

Math Review

Today, we will be reviewing multiplication and division. Try your very best!

$\begin{array}{r} 1 \\ 84 \\ \times 3 \\ \hline 252 \end{array}$	$\begin{array}{r} 97 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ \times 58 \\ \hline \end{array}$
$\begin{array}{r} 40 \\ \times 76 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ \times 62 \\ \hline \end{array}$	$\begin{array}{r} 952 \\ \times 39 \\ \hline \end{array}$
$\begin{array}{r} 859 \\ \times 20 \\ \hline \end{array}$	$\begin{array}{r} 692 \\ \times 59 \\ \hline \end{array}$	$\begin{array}{r} 952 \\ \times 421 \\ \hline \end{array}$
$64/8 =$	$86/3 =$	$125/5 =$

Read the story problems. Show all of your math and do your best to answer the questions. Write your answer on the line.

There were 7 tables in a classroom. At each table, there are 7 students. How many students are there total in the classroom?

Show your work here:

Answer: _____

Liza's mom made 4 bowls of soup. In each bowl of soup there were 8 pieces of chicken. How many pieces of chicken were there total?

Show your work here:

Answer: _____

Juan had 27 pieces of chocolate. He had 9 friends who all wanted some chocolate. Juan gave each of his friends the same number of pieces of chocolate. How many pieces of chocolate did each of his friends get?

Show your work here:

Answer: _____

Maria had \$10 dollars and 4 sisters. She gave each of her sisters \$2. How much money did Maria have left for herself after she gave her sisters money?

Show your work here:

Answer: _____



Day 3

Math Review

Today, we will be reviewing multiplication and division. Try your very best!

$\begin{array}{r} {}^3 74 \\ \times 9 \\ \hline 666 \end{array}$	$\begin{array}{r} 34 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ \times 63 \\ \hline \end{array}$
$\begin{array}{r} 99 \\ \times 62 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ \times 80 \\ \hline \end{array}$	$\begin{array}{r} 285 \\ \times 35 \\ \hline \end{array}$
$\begin{array}{r} 592 \\ \times 34 \\ \hline \end{array}$	$\begin{array}{r} 146 \\ \times 35 \\ \hline \end{array}$	$\begin{array}{r} 909 \\ \times 562 \\ \hline \end{array}$
$122/11 =$	$72/4 =$	$164/4 =$

Read the story problems. Show all of your math and do your best to answer the questions. Write your answer on the line.

Kelly had 56 flowers. She had 8 pots to put them in. She wanted to make sure each pot had the same number of flowers in it. How many flowers will each pot have in it?

Show your work here:

Answer: _____

Alind bought 8 bags of cookies at the store. There were 12 cookies in each bag. How many cookies did Alind have total?

Show your work here:

Answer: _____

Mayar has 20 puppies at her house. Each puppy has 4 paws. How many paws are there in total?

Show your work here:

Answer: _____

A teacher bought 100 pieces of candy. She has 23 students. She wants to give her students each an equal amount of candy. How much candy can each student get?

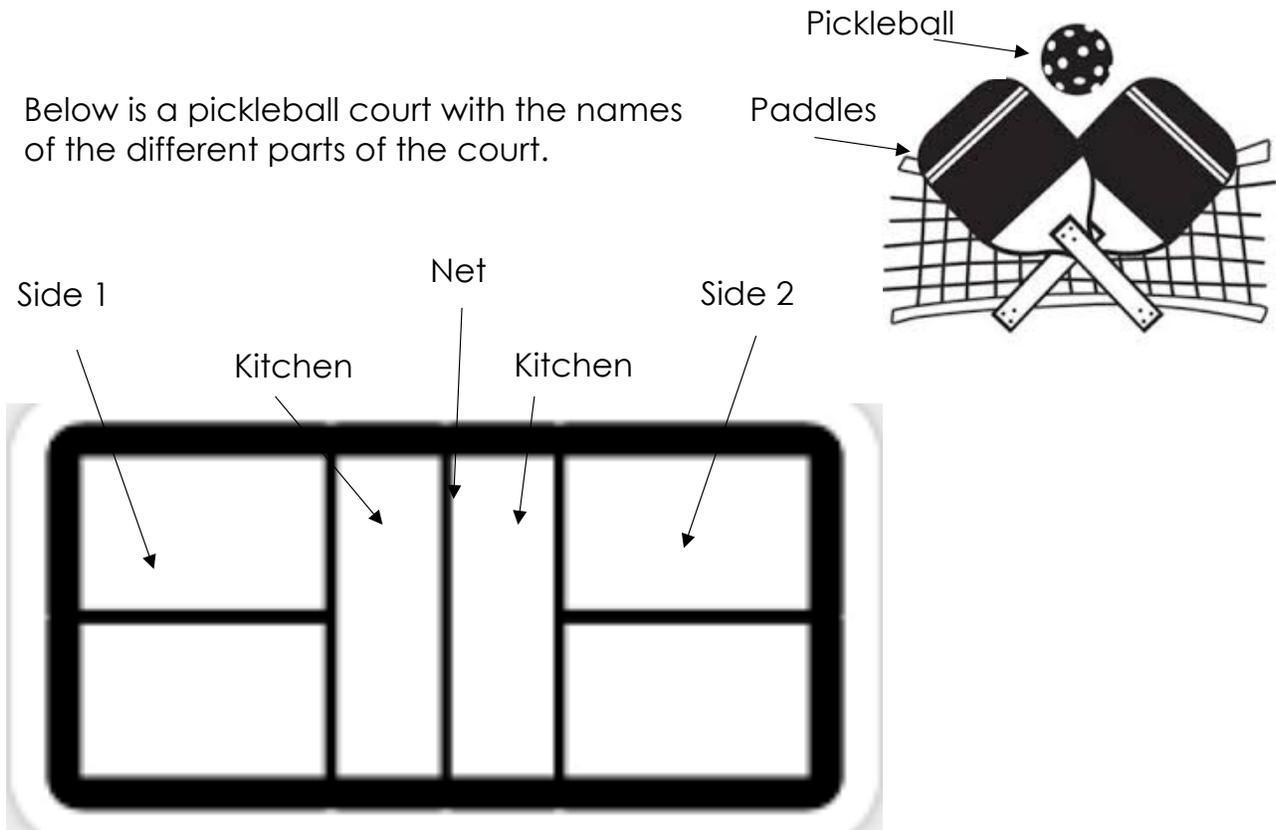
Show your work here:

Answer: _____

Let's Play Pickleball!

Pickleball is a popular sport that is played in Vietnam. It is common to see Pickleball courts on sidewalks and in parks all around Vietnam. To play Pickleball, you need a paddle, a pickleball, and a court. Look at the pictures below and then read about how to play pickleball.

Below is a pickleball court with the names of the different parts of the court.



How to Play Pickleball

1. One team stands on Side 1 and Side 2 of the court. Each team has two players.
2. Players hit the pickleball back and forth over the net with their paddles.
3. Teams get a point if the other team:
 - hits the ball into the net
 - stands in the kitchen part of the court
 - hits the ball outside of the court
 - lets the ball bounce more than 1 time on the ground before they hit it
4. The first team to get 11 points wins.

Your Turn!

Now it's your turn to go outside and try to play pickleball! Get creative and try your best to pretend like you are playing pickleball. After you are done playing, make an "Tiktok" post about your playing pickleball!

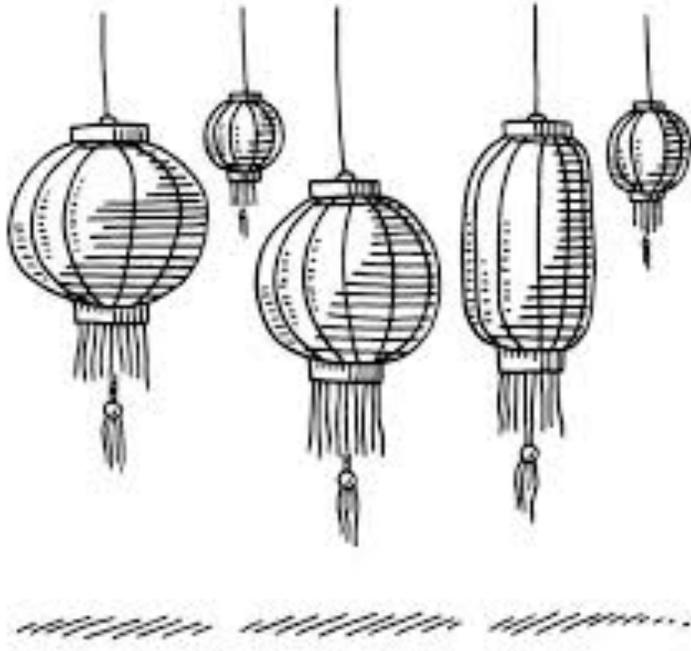


What do you think would be fun about playing pickleball? What do you think would be hard about playing pickleball?

I think pickleball would be fun because _____

I think pickleball would be hard because _____

Lanterns in Vietnam!



Lanterns are very important in Vietnam. They were brought to Vietnam by the Japanese in the 1500s. Lanterns are popular because people believe that they bring them good luck. The lanterns in Vietnam are made of bamboo and silk. Each lantern is unique, which means that they all look different and have different meanings!

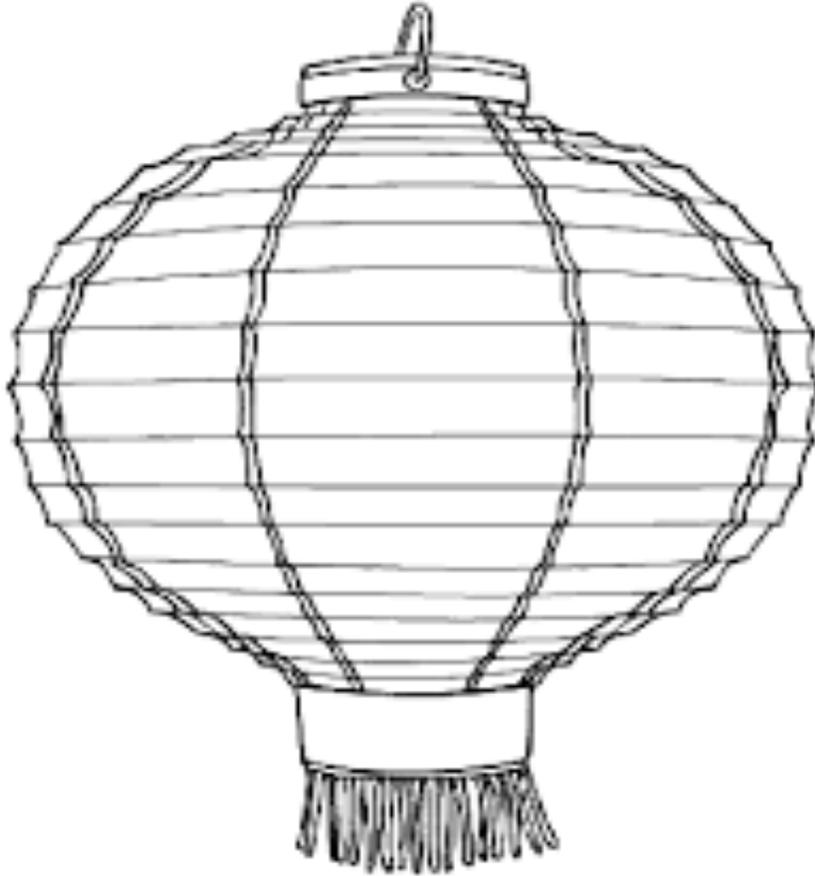
The colors on lanterns mean different things. Here are what they mean:

- Yellow** – happy
- Red** – good luck
- Purple** – sad
- Blue** – hope
- Green** – jealous
- Black** – evil
- White** – good



Your Turn!

After reading about what the different colors on lanterns mean, draw your own! You can add as many colors as you would like! After you are done coloring, write about your lantern.



What colors did you use to color your lantern?
(The colors I used to color my lantern are _____.)

Why did you choose those colors?
(I chose those colors because _____.)



Day 4

Vocab Review

Today, you will be creating sentences with your vocabulary words. Look below for an example.

Example - tropical: I like **tropical** weather because I like it warm and sunny.

1. tropical: _____

2. crowded: _____

3. motorcycles: _____

4. pearls: _____

5. sugar cane: _____

6. forest: _____

7. rice paddy: _____

Halong Bay

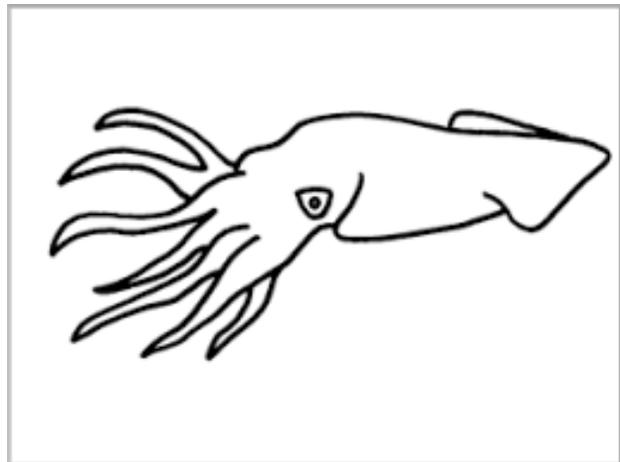
Halong Bay is an area that is made up of around 1,600 small islands. Each island is tall, and most are made of a material called limestone. In some of the islands, there are caves that some people like to go exploring too!



There are lots of things to do in Halong Bay. You can go swimming in caves, or go under the water and look at fish. Lots of people like to visit Monkey Island and look at the different types of monkeys that live there! Some people even like to go squid fishing at night! Look below to see what a squid looks like!

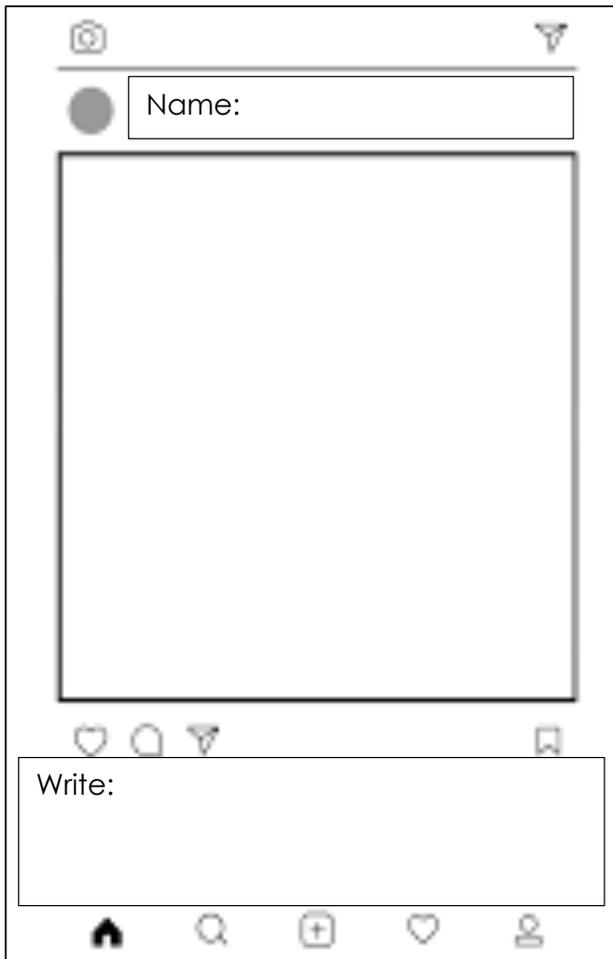


If you were in Halong Bay, what would you like to do?
(If I were in Halong Bay, I would like to _____.)

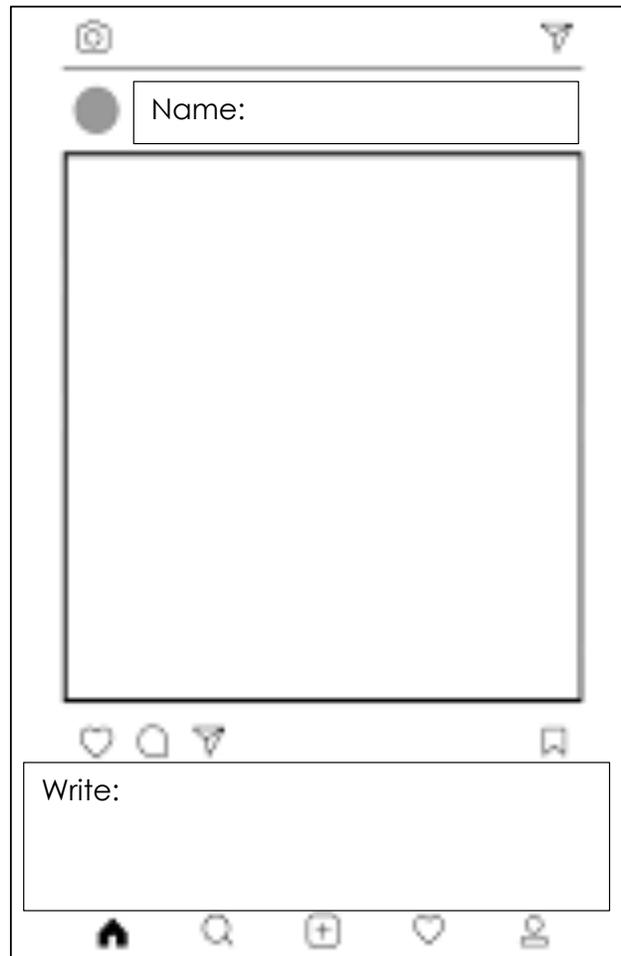


Instagram Post!

Now that you have visited Halong Bay, make a post about what you did there. Think of 2 different things you did, draw a picture, and write about them. Try your very best and be creative! 😊



A template for an Instagram post. At the top left is a camera icon, and at the top right is a share icon. Below the top bar is a profile picture placeholder (a grey circle) and a text box labeled "Name:". The main area is a large empty square for a photo. Below the photo are icons for heart, comment, share, and bookmark. At the bottom is a text box labeled "Write:". The very bottom of the page has a navigation bar with icons for home, search, post, heart, and profile.



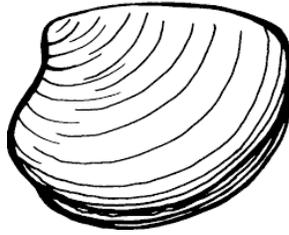
A second template for an Instagram post, identical in layout to the first one. It includes a camera icon, share icon, name field, photo area, interaction icons, caption field, and navigation bar.

Do you think you would ever like to visit Halong Bay in real life? Why or why not?

How Pearls are Made

Today we are going to learn how pearls are made! Look at each step in the process and then answer the following questions!

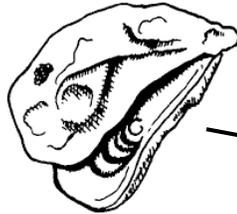
1. Pearls come from the inside of animals called, oysters. Oysters live in the ocean. Oysters look like 2 shells put together.



2. After getting the oysters out of the ocean, people open them up.

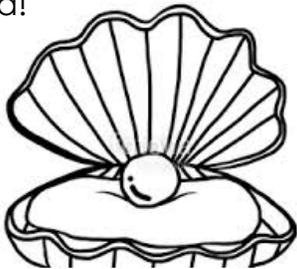


3. After the oyster is open, people put a small white plastic ball in the oyster. Then, they close the oyster again with the ball inside.

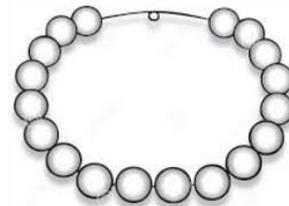


4. While the oyster is closed with the bead inside, the oyster covers the bead with its spit. The spit is shiny and white. It is very pretty.

5. After 6 months – 1 year, the oyster is opened up again and the pearl is ready to be picked!



6. Pearls are made into jewelry and sold for money!



Pearl Questions

1. What animals are pearls grown in?
(Pearls are grown in _____.)

2. What happens after a person gets the oyster out of the ocean?
(After a person gets the oyster out of the ocean, _____.)

3. Pearls can stay in an oyster for 6 months to 1 year. Some pearls can stay in an oyster for 5 years! What do you think happens to the pearls that stay in an oyster for longer? How are they different than pearls that don't stay in an oyster for very long?
(I think pearls that stay in an oyster are different than other pearls because _____.)

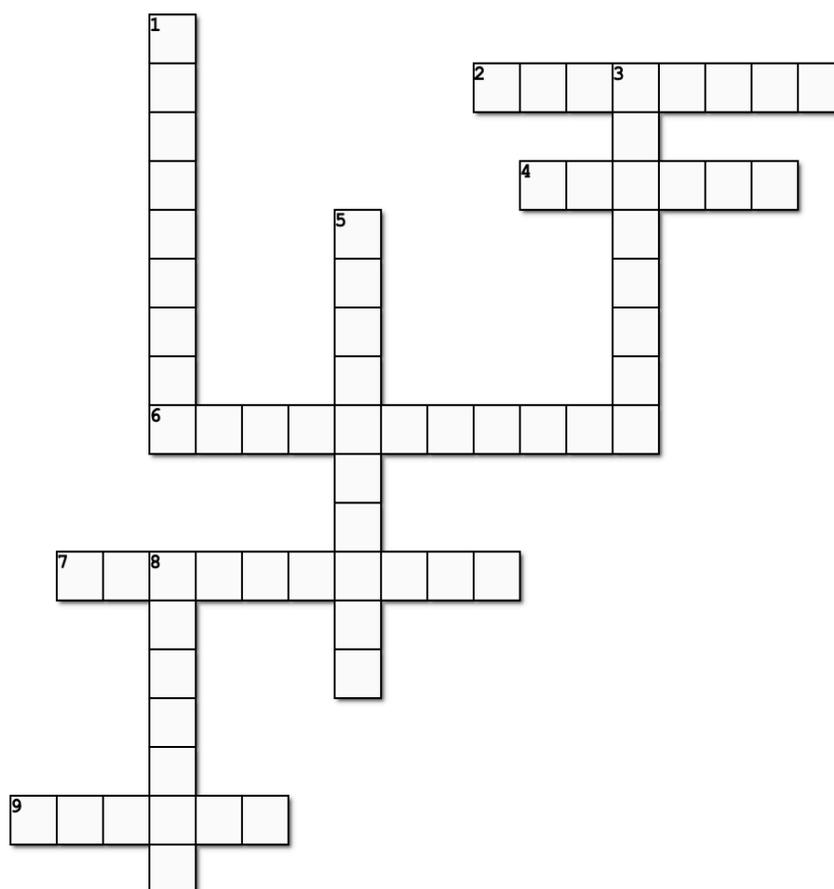
4. Would you ever buy anything made of pearls? Why or why not?
(I would/would not buy something made of pearls because _____.)



Day 5

Vocab Review

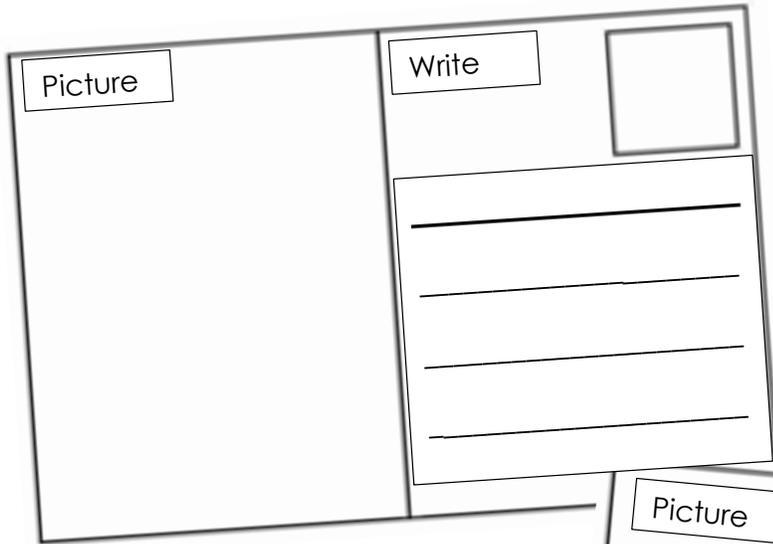
Read the clues below about each vocab word. Fill in the spaces with the correct vocab words.



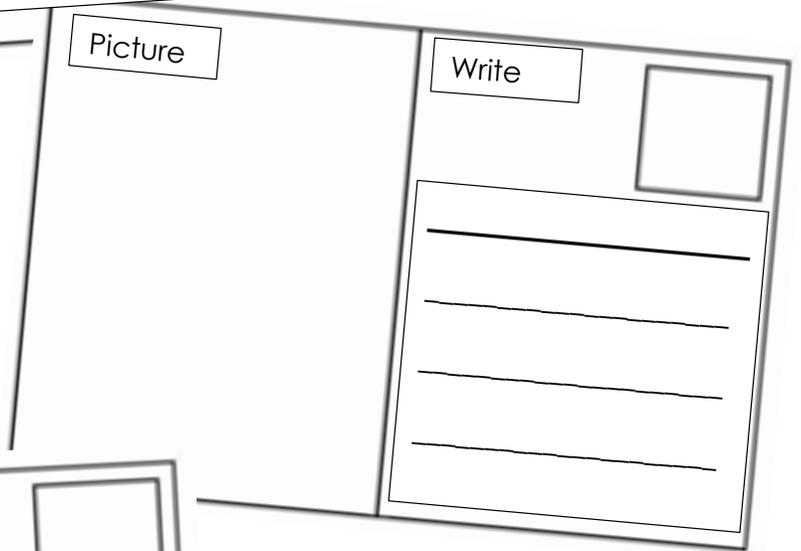
Across	Down
2. a hot environment with lots of sun, water, and plants	1. a type of government where people own nothing, and the government owns everything
4. pretty jewelry that is shiny and white	3. a large flat of land that is higher than the land around it
6. vehicles that have two wheels	5. a tall plant that is used to make sugar
7. the field where rice is grown	8. an area with a lot of people
9. an area with lots of trees and plants	

Vietnam Reflection

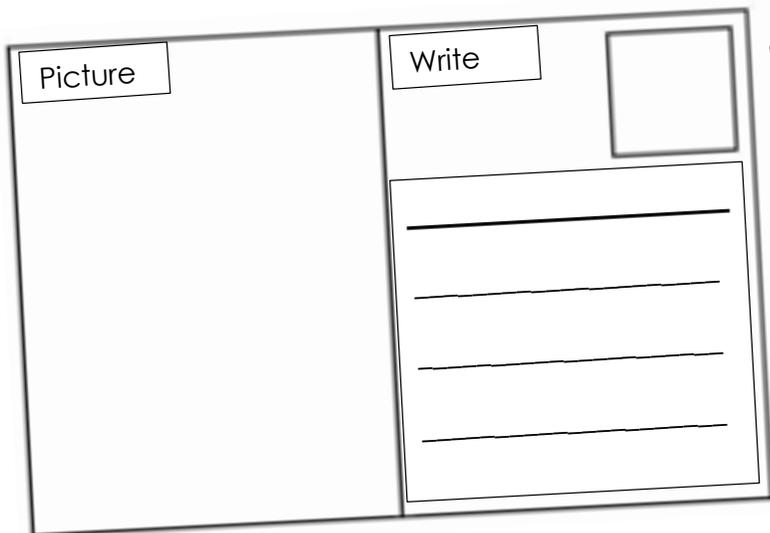
Today, you are going to write postcards and send pictures back to your family and friends about your trip to Vietnam! You will draw pictures about 3 places you visited or things you learned about. You will also write about your pictures too! 😊



A postcard template with a large rectangular area on the left labeled "Picture" and a smaller rectangular area on the right labeled "Write". The "Write" area contains four horizontal lines for text and a small square box in the top right corner.



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A postcard template with a large rectangular area on the left labeled "Picture" and a smaller rectangular area on the right labeled "Write". The "Write" area contains four horizontal lines for text and a small square box in the top right corner.

Time to Move!

In Vietnam, being healthy is very important to people. People in Vietnam like to go on walks everyday to relax and get good exercise. Today, you are going to do the same! Go on a walk, and then when you get back, write about what you saw and how you felt after your walk!

What did you see on your walk?	How did you feel after your walk?
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

How often do you go for walks? Do you like going for walks? Why or why not?

(I got for walks _____ times each week.)

(I do/don't like going for walks because _____.)

Goodbye, Vietnam!

Congratulations! You have now finished your trip to Vietnam! You can now add this stamp from Vietnam 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	 Vietnam

Countries Visited	

Countries Visited	

Countries Visited	



Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within:

