

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 **Brooke David and Jessica Millen** in collaboration with Lydiah Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

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

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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 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:

- Alphabet and number review. This week students will review the English alphabet and begin to associate the sounds with each letter. They will also write words that begin with each letter. The number activity includes the numbers 11-20.
- Schedule. This week students will learn about time and what a typical day is like for students in U.S. schools including what they learn in each class. They will read about student’s favorite classes and be able to write and speak about their own favorite class.

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- Time/Clock. Students will be able to learn about telling time and will practice saying and writing time. During this time, they can practice the numbers they learned in packet 2 and the new numbers they learned in this packet.
- Calendar. Students will learn new vocabulary words related to a calendar. They will read, write and speak about the calendar and be able to use their number knowledge to talk about days, weeks and months.
- Seasons. Students will read about the different seasons including the different weather in each season. We encourage students to talk with their family and friends about the weather they like and don't like. They are also activities for students to begin to write about the differences and similarities between the different seasons.

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 **Brooke David and Jessica Millen** in collaboration with Lydiah Kiramba and Alexa Yunes.

Answer Keys

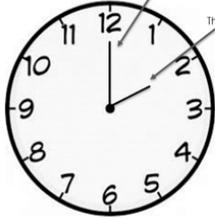


What Time is it?

1. Read the words
2. Use the clock to help you tell time
3. Record the sentences in your phone

The **minute hand** points to the minutes. When the minute hand points to 12, we say **o'clock**.

The **hour hand** point to the hours. → 2 = 2:00



What time is it?
It is _____ o'clock.

What time is it?
It is two o'clock.
It is 2:00.

| Number Words | |
|--------------|--------|
| 1 | one |
| 2 | two |
| 3 | three |
| 4 | four |
| 5 | five |
| 6 | six |
| 7 | seven |
| 8 | eight |
| 9 | nine |
| 10 | ten |
| 11 | eleven |
| 12 | twelve |



What time is it?
It is eight o'clock.
It is 8:00.



What time is it?
It is ten o'clock.
It is 10:00.



What time is it?
It is nine o'clock.
It is 9:00.



What time is it?
It is one o'clock.
It is 1:00.



What time is it?
It is eleven o'clock.
It is 11:00.

| Number Words | |
|--------------|--------|
| 1 | one |
| 2 | two |
| 3 | three |
| 4 | four |
| 5 | five |
| 6 | six |
| 7 | seven |
| 8 | eight |
| 9 | nine |
| 10 | ten |
| 11 | eleven |
| 12 | twelve |

Draw the time on the clock.



What time is it?
It is four o'clock.
It is 4:00.



What time is it?
It is seven o'clock.
It is 7:00.

Ku Moo's Schedule

Answer the questions about Ku Moo's day at school.

Question Words

| | |
|--------|--|
| Who? | |
| When? | |
| Where? | |
| What? | |
| Why? | |



Who is this?
This is Ku Moo.

Where does Ku Moo go?
Ku Moo goes to school.

Where does Ku Moo go 1st Period?
Ku Moo goes to math class.

Where does Ku Moo go 3rd Period?
Ku Moo goes to technology class.

Where does Ku Moo go 5th Period?

Ku Moo goes to PE class.

Where does Ku Moo go 7th Period?

Ku Moo goes to social studies class.

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15 de agosto del 2020

Estimadas familias:

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

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

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

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

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En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- **Diario:** Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- **Alfabeto y revisión de números:** Esta semana los estudiantes repasarán el alfabeto inglés y comenzarán a asociar los sonidos con cada letra. También escribirán palabras que comienzan con cada letra. La actividad numérica incluye los números 11-20.
- **Horario:** Esta semana, los estudiantes aprenderán sobre el tiempo y cómo es un día típico para los estudiantes en las escuelas de Estados Unidos, incluyendo lo que aprenden en cada clase. Leerán sobre las clases favoritas de los estudiantes y podrán escribir y hablar sobre su propia clase favorita.
- **Hora / Reloj:** Los estudiantes podrán aprender a contar la hora y practicarán cómo decir y escribir la hora. Durante este tiempo, pueden practicar los números que aprendieron en el paquete 2 y los nuevos números que aprendieron en este paquete.
- **Calendario:** Los estudiantes aprenderán nuevas palabras de vocabulario relacionadas con un calendario. Leerán, escribirán y hablarán sobre el calendario y podrán usar su conocimiento numérico para hablar sobre días, semanas y meses.
- **Estaciones:** Los estudiantes leerán sobre las diferentes estaciones, incluyendo el clima diferente en cada estación. Alentamos a los estudiantes a hablar con sus familiares y amigos sobre el clima que les gusta y no les gusta. También hay actividades para que los estudiantes comiencen a escribir sobre las diferencias y similitudes entre las diferentes estaciones.

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

Sinceramente,

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

ICMEE is housed within:





Share your learning!

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

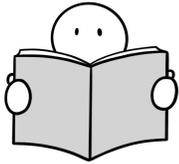
We'd love to see what you've done with this packet!



Instructions Key



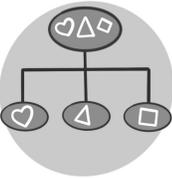
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



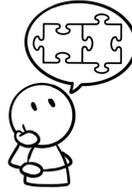
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

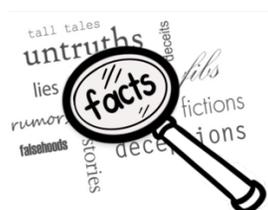
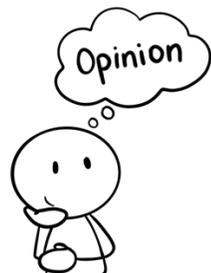
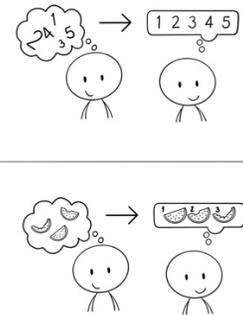
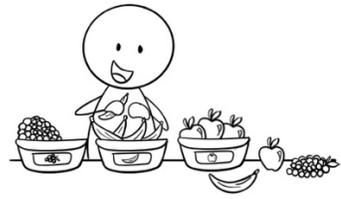


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

Thinking Skills Glossary

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

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



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



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



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



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

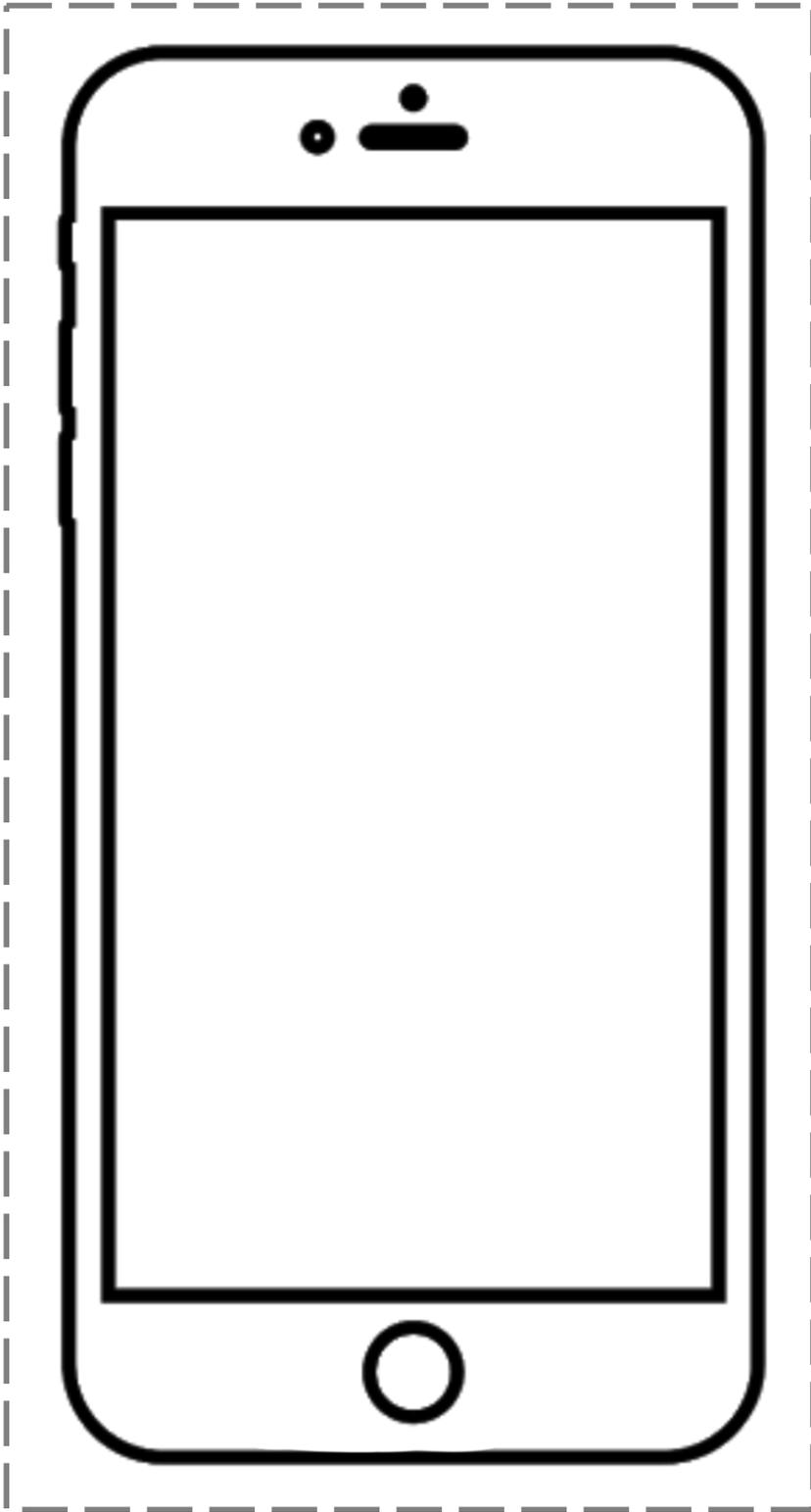


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







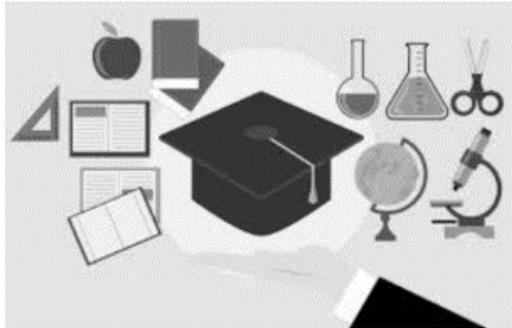
Day 1

1 2 3



Daily Schedule Vocabulary

1. Read the words
2. Record the words in your phone
3. Write the words



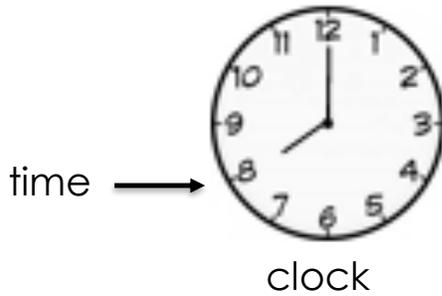
school

High School Block Schedule

| Monday-Thursday | | |
|-----------------|----------|----------|
| Period | Start | End |
| 1 / 2 | 8:40 AM | 10:15 AM |
| Advisory | 10:20 AM | 10:45 AM |
| 3 / 4 | 10:50 AM | 12:25 PM |
| HS Lunch | 12:30 PM | 1:00 PM |
| 5 / 6 | 1:00 PM | 2:35 PM |
| 7 / 8 | 2:40 PM | 4:15 PM |

| Friday | | |
|----------|----------|----------|
| Period | Start | End |
| 1 / 2 | 8:40 AM | 9:45 AM |
| Advisory | 9:50 AM | 10:30 AM |
| 3 / 4 | 10:35 AM | 11:40 AM |
| 5 / 6 | 11:45 AM | 12:50 PM |
| HS Lunch | 12:55 PM | 1:25 PM |
| 7 / 8 | 1:30 PM | 2:35 PM |

schedule



School starts at **8:00**.



It is **7:55**. You are **early**.



It is **8:00**. You are **on time**.



It is **8:05**. You are **late**.

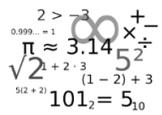
Period 1: Math passing period Period 2: Science



locker

Daily Schedule Vocabulary

1. Read the words 
2. Record the words in your phone 
3. Circle the classes you have on your schedule

| Schedule | | |
|---|---|---|
| 8:00  | Period 1 1st Period | Math  |
| 9:00  | Period 2 2nd Period | Science  |
| 10:00  | Period 3 3rd Period | English Language Arts Literacy  |
| 11:00  | Period 4 4th Period | Social Studies  |
| 12:00  | Lunch  | |
| 1:00  | Period 5 5th Period | English Language Development ELD ESL English as a Second Language  |
| 2:00  | Period 6 6th Period | Art  |
| 3:00  | Period 7 7th Period | Physical Education PE Gym  |
| | Other classes  | Music Choir Orchestra Band  Computer Technology  World Language Spanish French Chinese  _____ _____ |

The English Alphabet Review

Alphabet Chart Aa Bb Cc
Dd Ee Ff Gg Hh
Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz



Write the letter. Then write words that begin with each letter in the English alphabet.



Practice saying or recording each letter sound. Use the visuals to help you.



Write the letter.

Aa Aa Aa Aa

Aa Aa Aa Aa



Write the word next to the picture.



apple

apple



Record yourself saying the letter sound.

Aa Aa Aa Aa



Write the letter.

Bb Bb Bb Bb

Bb Bb Bb Bb



Write the word next to the picture.



ball ball

ball ball



Record yourself saying the letter sound.



Bb Bb Bb



Write the letter.

Cc Cc Cc Cc

Cc Cc Cc Cc



Write the word next to the picture.



car car

car car



Record yourself saying the letter sound.

Cc Cc Cc Cc



Write the letter.

Dd Dd Dd Dd

Dd Dd Dd Dd



Write the word next to the picture.



dad dad

dad dad



Record yourself saying the letter sound.



Dd Dd Dd



Write the letter.

Ee Ee Ee Ee

Ee Ee Ee Ee



Write the word next to the picture.



egg egg

egg egg



Record yourself saying the letter sound.

Ee Ee Ee Ee



Write the letter.



Write the word next to the picture.

4



four four

four four



Record yourself saying the letter sound.



Ff Ff Ff Ff



Write the letter.

Gg Gg Gg Gg

Gg Gg Gg Gg



Write the word next to the picture.



grandpa

grandpa



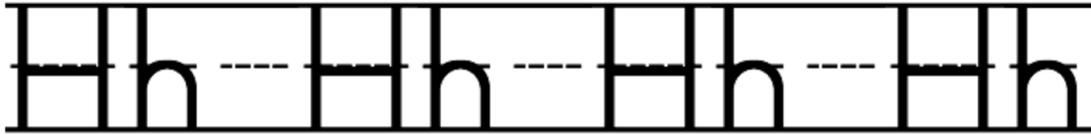
Record yourself saying the letter sound.



Gg Gg Gg



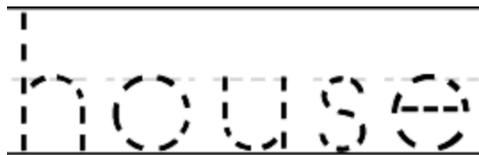
Write the letter.



Write the word next to the picture.



house



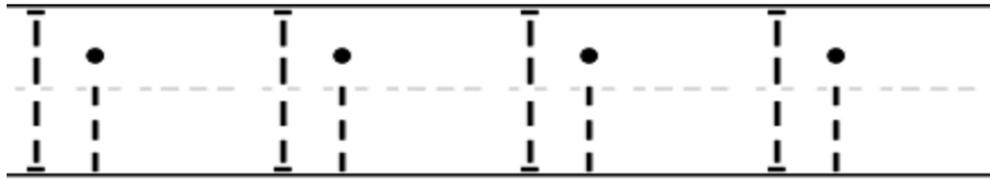
Record yourself saying the letter sound.



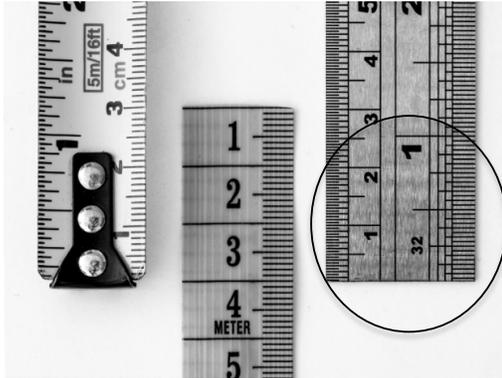
Hh Hh Hh



Write the letter.



Write the word next to the picture.



inch

inch



Record yourself saying the letter sound.

li li li li



Write the letter.

Jj Jj Jj Jj

Jj Jj Jj Jj



Write the word next to the picture.



january

january



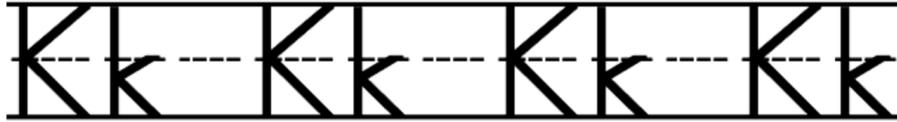
Record yourself saying the letter sound.



Jj Jj Jj Ji



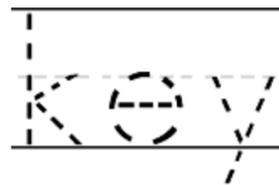
Write the letter.



Write the word next to the picture.



key



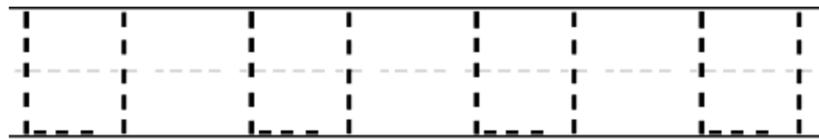
Record yourself saying the letter sound.



Kk Kk Kk



Write the letter.



Write the word next to the picture.



lemon

lemon



Record yourself saying the letter sound.



L L L L L



Write the letter.

Mm Mm Mm Mm

Mm Mm Mm Mm



Write the word next to the picture.



mom mom

mom mom



Record yourself saying the letter sound.



Mm Mm



Write the letter.

Nn Nn Nn Nn

Nn Nn Nn Nn



Write the word next to the picture.

| November | | | | | | |
|----------|----|-----|-----|----|----|----|
| mo | tu | wed | thu | fr | sa | su |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 1 | 2 | 3 | 4 | 5 | 6 |

november

november



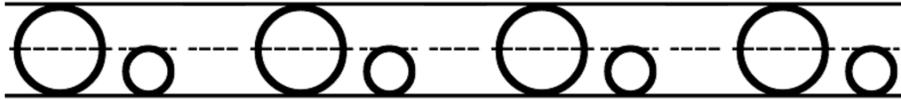
Record yourself saying the letter sound.



Nn Nn Nn

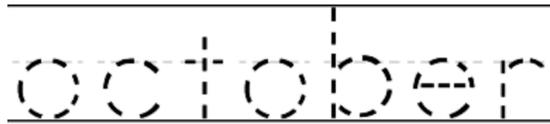


Write the letter.



Write the word next to the picture.

| October | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|
| Mon | Tue | Wed | Thu | Fri | Sat | Sun |
| | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |



Record yourself saying the letter sound.





Write the letter.

Pp Pp Pp Pp

Pp Pp Pp Pp



Write the word next to the picture.

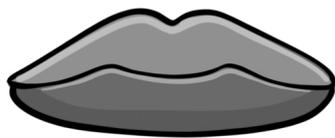


pizza

pizza



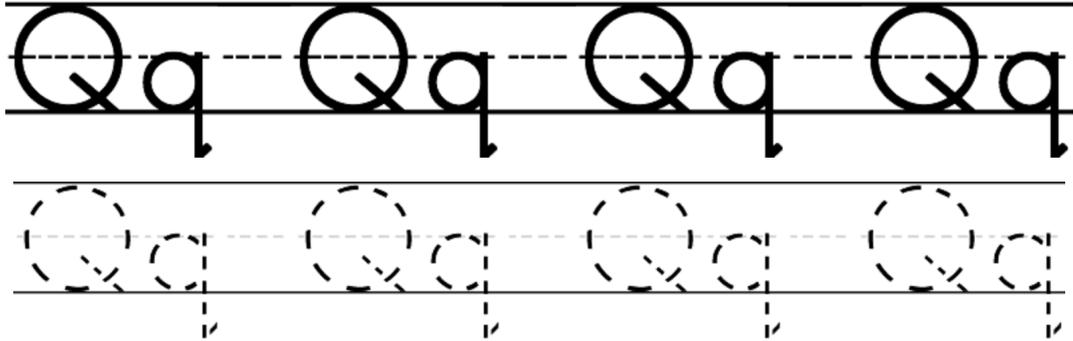
Record yourself saying the letter sound.



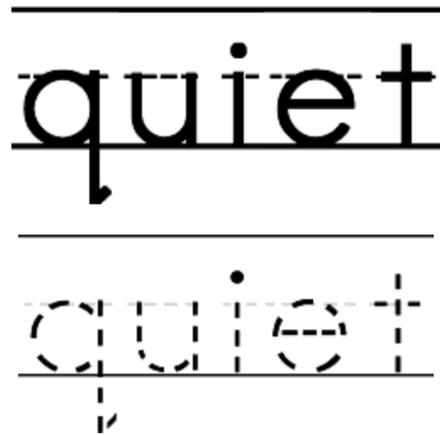
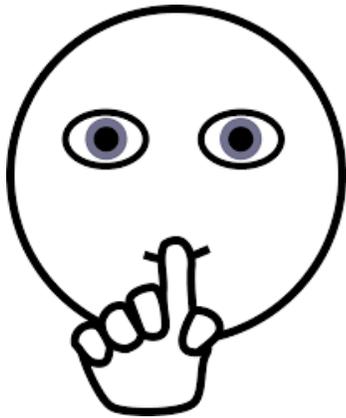
Pp Pp Pp



Write the letter.



Write the word next to the picture.



Record yourself saying the letter sound.





Write the letter.

Rr Rr Rr Rr

Rr Rr Rr Rr



Write the word next to the picture.



rain

rain



Record yourself saying the letter sound.



Rr Rr Rr Rr



Write the letter.

Ss Ss Ss Ss

Ss Ss Ss Ss



Write the word next to the picture.



son son

son son



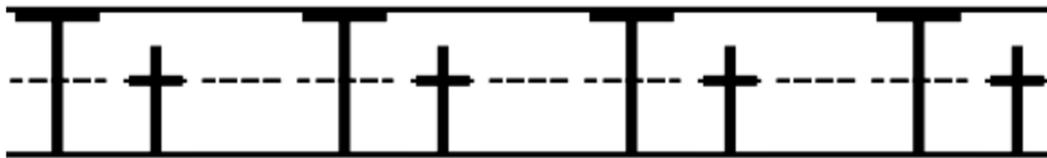
Record yourself saying the letter sound.



Ss Ss Ss Ss



Write the letter.



Write the word next to the picture.



tree

tree



Record yourself saying the letter sound.



Tt Tt Tt Tt



Write the letter.

Uu Uu Uu Uu

Uu Uu Uu Uu



Write the word next to the picture.



umbrella

umbrella

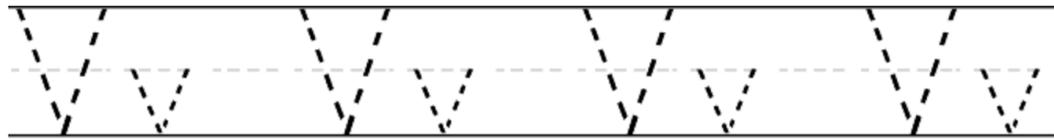
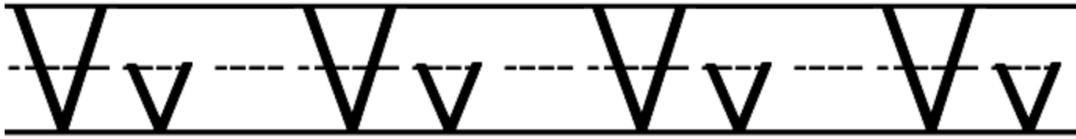


Record yourself saying the letter sound.

Uu Uu Uu Uu



Write the letter.



Write the word next to the picture.



volcano

volcano



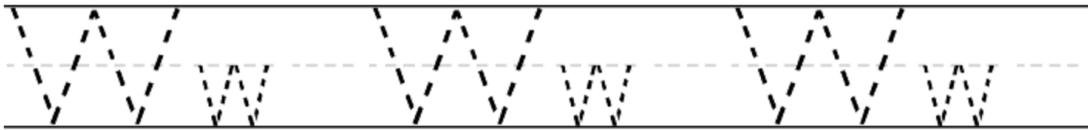
Record yourself saying the letter sound.



Vv Vv Vv



Write the letter.



Write the word next to the picture.



window

window



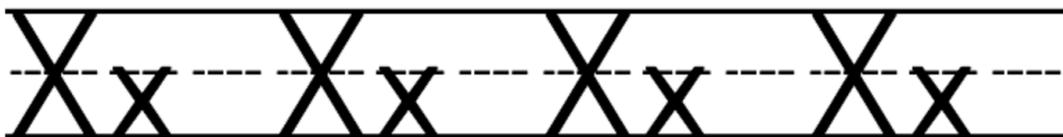
Record yourself saying the letter sound.



Ww Ww



Write the letter.



Write the word next to the picture.



x-ray

x-ray

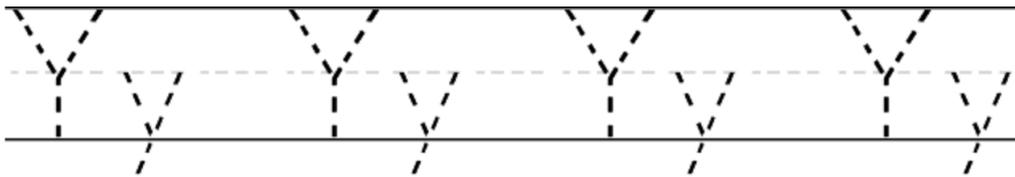
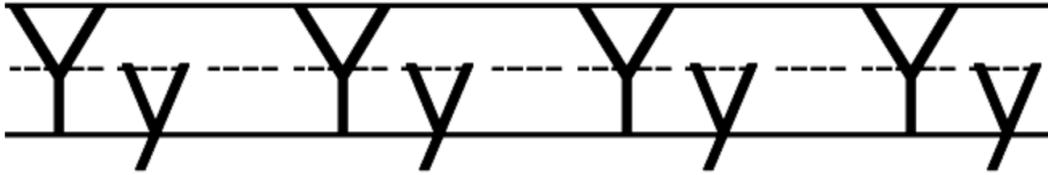


Record yourself saying the letter sound.

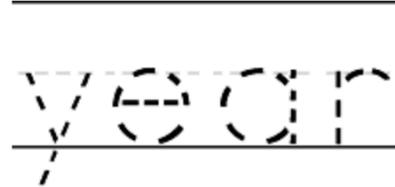
Xx Xx Xx Xx



Write the letter.



Write the word next to the picture.



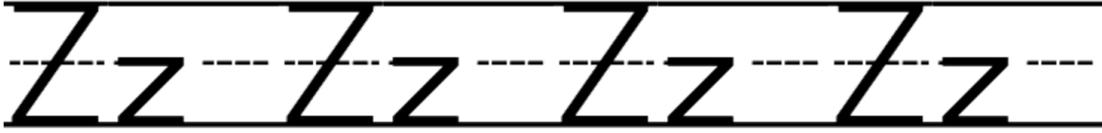
Record yourself saying the letter sound.



Yy Yy Yy



Write the letter.



Write the word next to the picture.



zipper

zipper



Record yourself saying the letter sound.



z z z



Day 2



What's your favorite class?

1. Read about each student's favorite class



2. Write about your favorite class



This is Estefane.

His favorite class is social studies.

He likes to use maps.



He learns about people and places.



This is Natalie.



Her favorite class is Spanish.

She likes to write.

She learns how to read in Spanish.



This is Kiki.



Her favorite class is science.

She likes to do experiments.

She learns about chemical reactions.



This is Valeria.
Her favorite class is English Language Development (ELD).
She likes to present to her class.
She learns how to speak English.



This is Aryam.
Her favorite class is Art.
She likes to paint.
She learns about colors.



This is Omar.
His favorite class is English Language Arts.
He likes to read books.
He learns how to write.



This is Kevin. His favorite class is math.
He likes to solve problems.
He learns about equations.

$$\begin{array}{l} 2 > -3 & + \\ 0.999... & -1 \\ \pi \approx 3.14 & \times \\ \sqrt{2} & \div \\ 5 & 2 \\ (1 - 2) & + 3 \\ 5(2 + 2) & \\ 10 & 1_2 = 5_{10} \end{array}$$



This is Liliانا.
Her favorite class is Social Studies.
She likes to solve problems.
She learns about history.



This is Nadia.
Her favorite class is music.
She likes to sing.
She learns about music notes.





Write about your favorite class



Draw your favorite class

My favorite class is _____.



I like to _____.

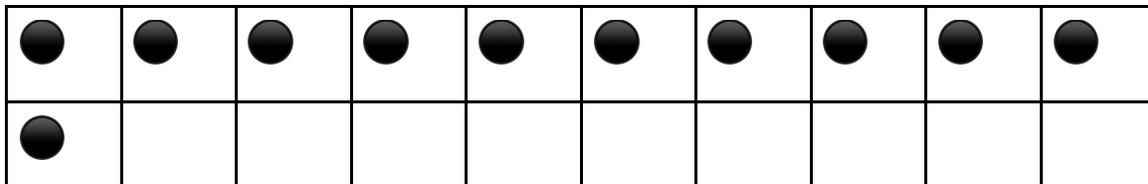
I learn about _____.



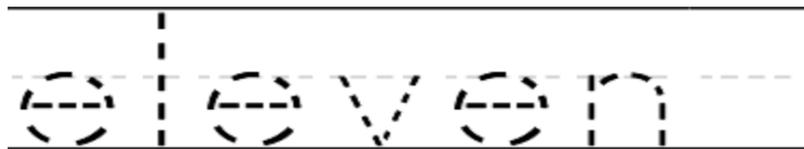
I learn how to _____.

Numbers 11-20

11 Eleven



Write the number.



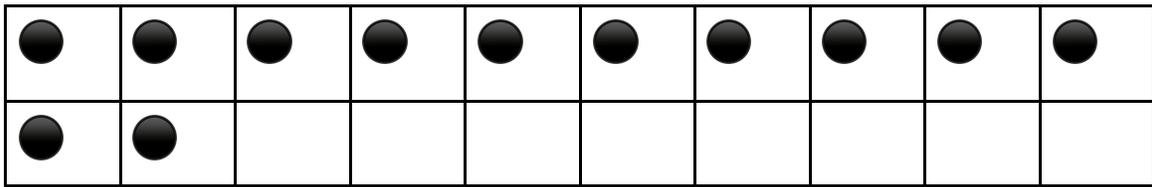
Draw a picture of 11 suns.



the eleven:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

12 Twelve



Write the number.



Draw a picture of 12 clouds.



the twelve:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

13 thirteen

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | | | | | | | |



Write the number.

thirteen



Draw a picture of 13 lightning bolts.

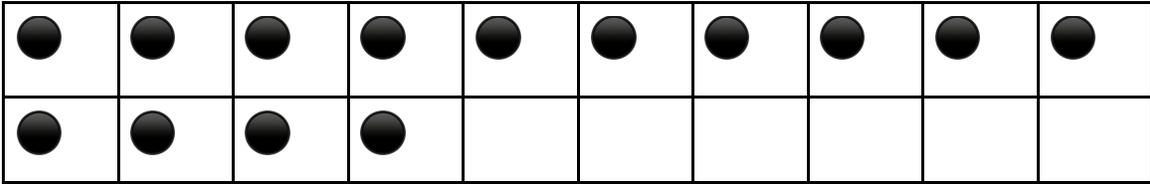


Circle

the thirteen:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

14 fourteen

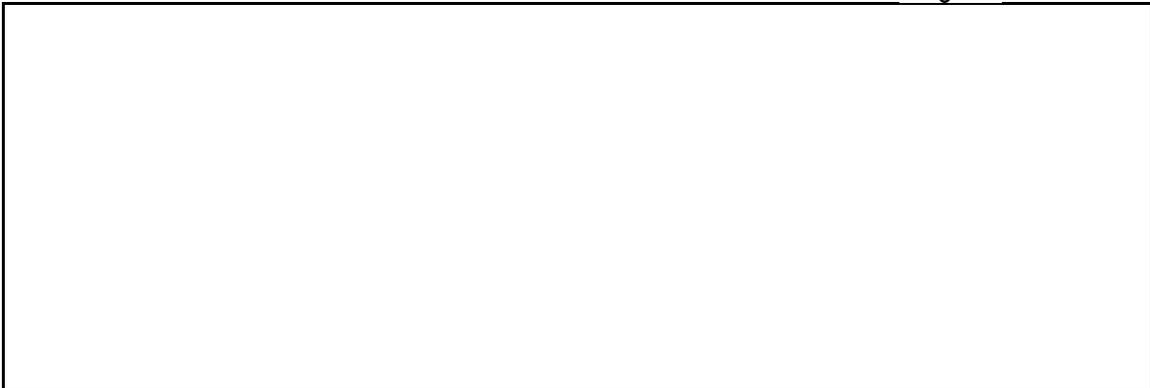


Write the number.

fourteen



Draw a picture of 14 umbrellas.

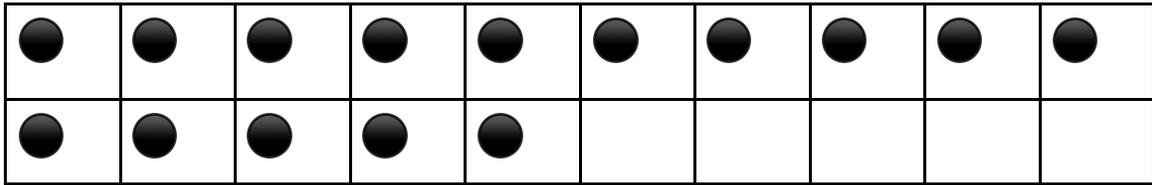


Circle

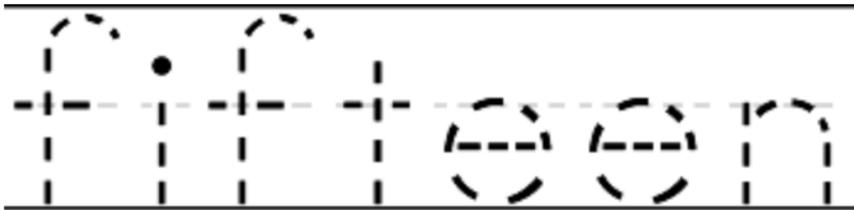
the fourteen:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

15 fifteen



Write the number.



Draw a picture of 15 clocks.



the fifteen:

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

16 sixteen

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | | | | |



Write the number.

sixteen



Draw a picture of 16 rain clouds.

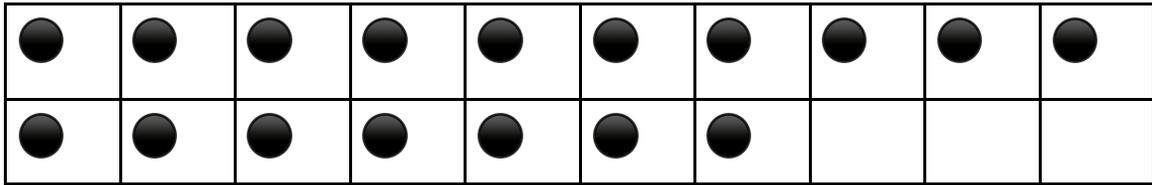


Circle

the sixteen:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

17 seventeen



Write the number.

seventeen



Draw a picture of 17 snowflakes.

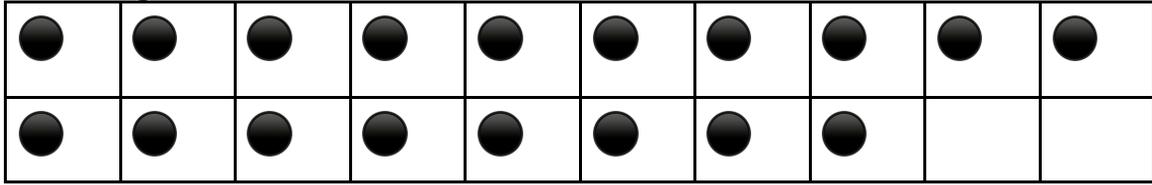


Circle

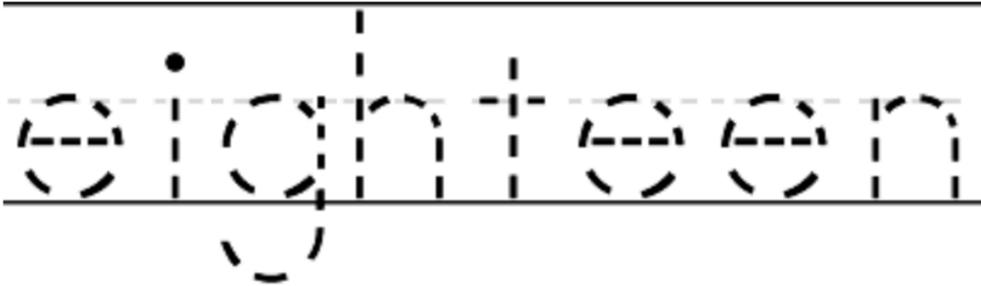
the seventeen:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

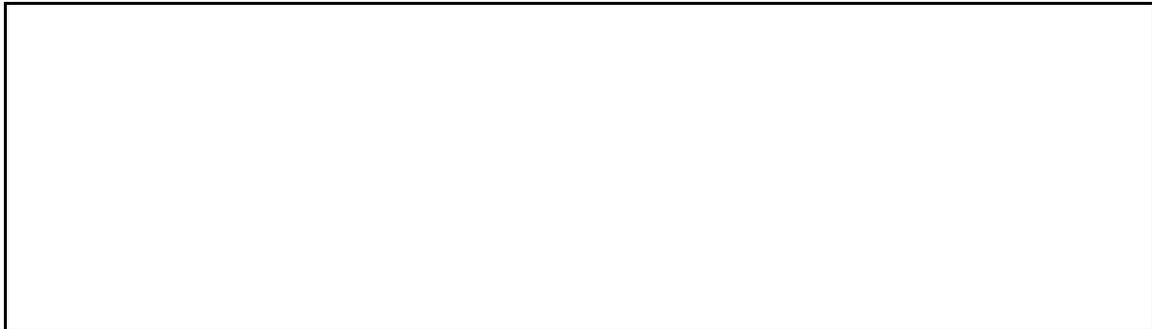
18 eighteen



Write the number.



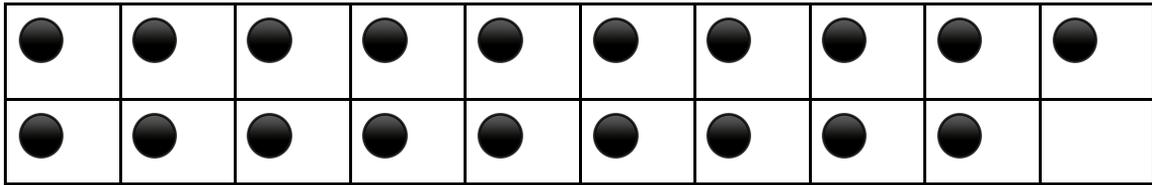
Draw a picture of 18 trees.



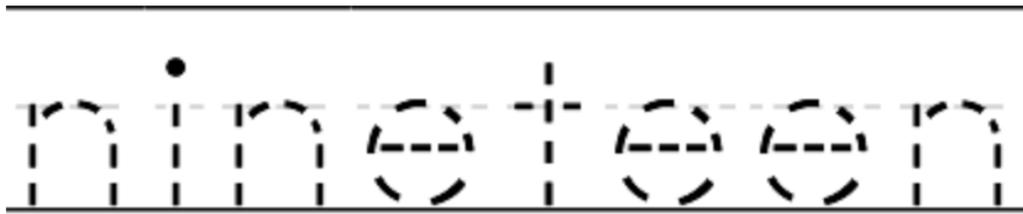
the eighteen:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

19 nineteen



Write the number.



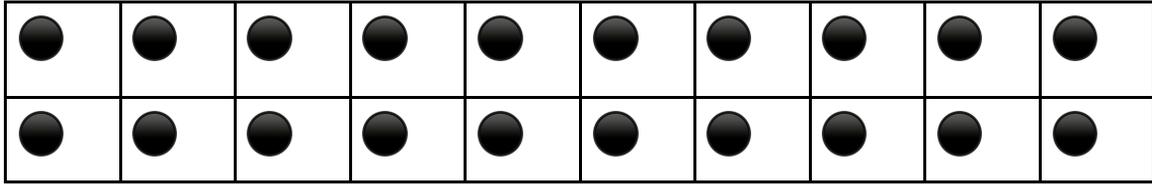
Draw a picture of 19 leaves.



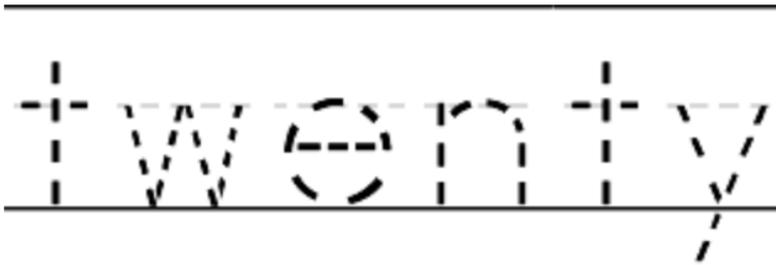
the ninteen:

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

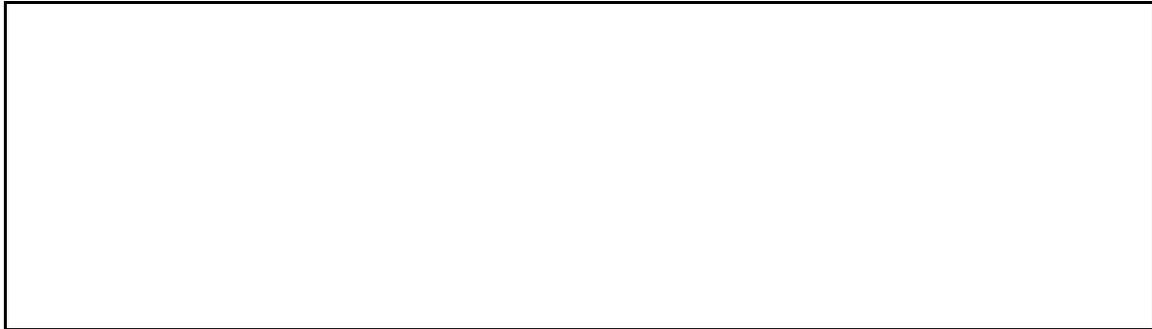
20 twenty



Write the number.



Draw a picture of twenty flowers.



the twenty:

- 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20



Day 3



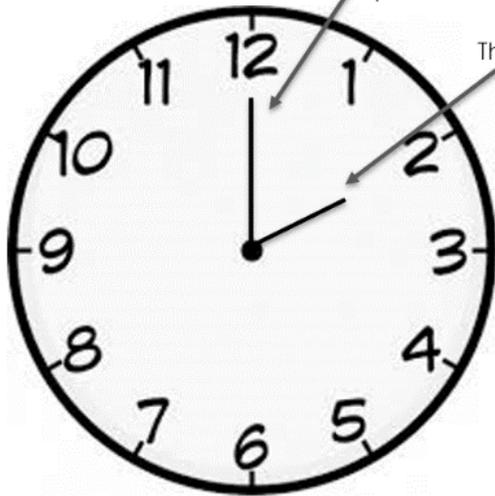
What Time is it?



1. Read the words
2. Use the clock to help you tell time
3. Record the sentences in your phone

The **minute hand** points to the minutes. When the minute hand points to 12, we say **o'clock**.

The **hour hand** point to the hours. → 2 = 2:00



What time is it?

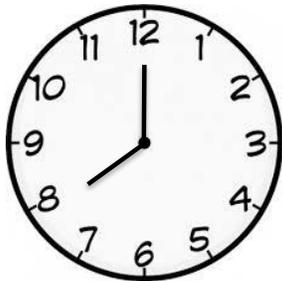
It is _____ o'clock.

What time is it?

It is two o'clock.

It is 2:00.

| Number Words | |
|--------------|--------|
| 1 | one |
| 2 | two |
| 3 | three |
| 4 | four |
| 5 | five |
| 6 | six |
| 7 | seven |
| 8 | eight |
| 9 | nine |
| 10 | ten |
| 11 | eleven |
| 12 | twelve |



What time is it?

It is _____ o'clock.

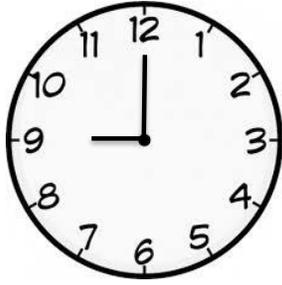
It is ___:00.



What time is it?

It is _____ o'clock.

It is ___:00.



What time is it?

It is _____ o'clock.

It is ___:00.

Number Words

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

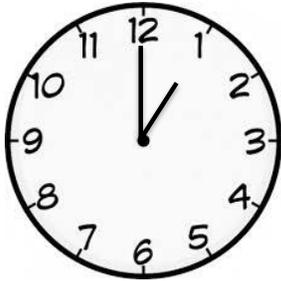
8 eight

9 nine

10 ten

11 eleven

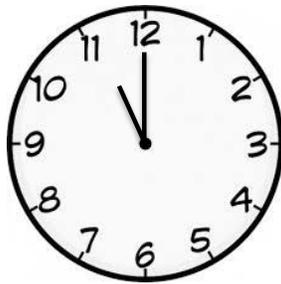
12 twelve



What time is it?

It is _____ o'clock.

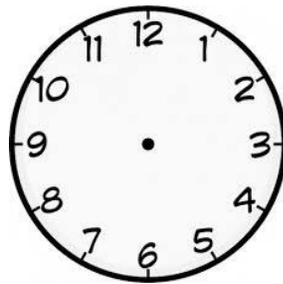
It is ___:00.



What time is it?

_____.

_____:____.

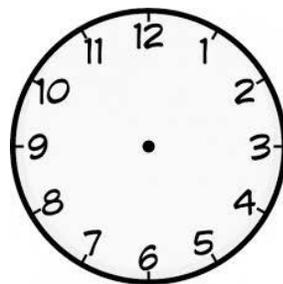


What time is it?

It is four o'clock.

It is 4:00.

Draw the time
on the clock.

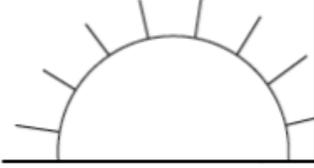
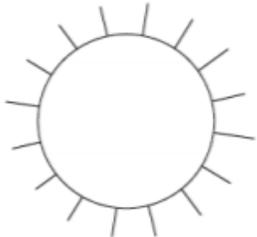


What time is it?

It is seven o'clock.

It is 7:00.

Write about Time in your Country

| | | | |
|---|---|--|---|
|  <p>8:00 in the morning</p> |  <p>1:00 in the afternoon</p> |  <p>6:00 in the evening</p> |  <p>9:00 at night</p> |
|  |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Draw or write about what you do each part of the day. You can draw pictures, write in English or write in your language.</p> | | | |
| <p>What do you do in the morning?</p> | <p>What do you do in the afternoon?</p> | <p>What do you do in the evening?</p> | <p>What do you do at night?</p> |
|  |  |  | |



What Time?



1. Use the clock to help read the schedule
2. Practice talking about the time



3. Record your speaking in your phone

| Schedule | | |
|-----------|---|---|
| 8:00 | Period 1 1 st Period | Math Algebra Geometry Calculus |
| 9:00 | Period 2 2 nd Period | Science Biology Physics Chemistry |
| 10:00 | Period 3 3 rd Period | English Language Arts Literacy |
| 11:00 | Period 4 4 th Period | Social Studies US History World History Civics |
| 12:00 | Lunch | |
| 1:00 | Period 5 5 th Period | English Language Development ELD ESL English as a Second Language |
| 2:00 | Period 6 6 th Period | Art Drawing Ceramics Graphic Design |
| 3:00 | Period 7 7 th Period | Physical Education PE Gym Swimming Weight Lifting |

What time is _____?
class

_____ is at _____.
class

What class do you have at _____?

At _____ o'clock, I have _____.

What time is math?

Math is at 8:00.
Math is at eight o'clock.

What class you have at 8:00?

At 8:00, I have math.



What Time?



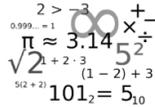
1. Use your schedule to answer the questions about time

| Monday | | Tuesday | |
|--------|----------|----------|----------|
| 1st | 8:00 AM | 8:00 AM | 8:00 AM |
| 2nd | 9:00 AM | 9:00 AM | 9:00 AM |
| 3rd | 10:00 AM | 10:00 AM | 10:00 AM |
| 4th | 11:00 AM | 11:00 AM | 11:00 AM |
| 5th | 12:00 PM | 12:00 PM | 12:00 PM |
| 6th | 1:00 PM | 1:00 PM | 1:00 PM |
| 7th | 2:00 PM | 2:00 PM | 2:00 PM |



2. Record your speaking in your phone

What time do you have math?



9:00 = 9 o'clock

I have math at _____.

Copy the sentence: _____

What time do you have English Language Arts?



I have English Language Arts at _____.

Copy the sentence: _____

What class do you have at 9:00?

At 9:00, I have _____.

Copy the sentence: _____

What class do you have at 2:00?

At 2:00, I have _____.

Copy the sentence: _____

What time is lunch?



Lunch is at _____.

Copy the sentence: _____

Ku Moo's Schedule

Read about Ku Moo's day at school.

1. Read the sentences.
2. Write Ku Moo's schedule.

High School Block Schedules

| | Monday-Thursday | Friday |
|-------|-----------------|----------|
| 7:00 | 8:00 AM | 8:00 AM |
| 8:00 | 9:00 AM | 9:00 AM |
| 9:00 | 10:00 AM | 10:00 AM |
| 10:00 | 11:00 AM | 11:00 AM |
| 11:00 | 12:00 PM | 12:00 PM |
| 12:00 | 1:00 PM | 1:00 PM |
| 1:00 | 2:00 PM | 2:00 PM |
| 2:00 | 3:00 PM | 3:00 PM |
| 3:00 | 4:00 PM | 4:00 PM |



This is Ku Moo. He is from Thailand. He speaks Karen. Now he lives in the United States. He goes to school.



First, Ku Moo goes to **math class**.

1st Period: _____

$$\begin{array}{l} 2 > 3 \\ 0.999... = 1 \\ \pi \approx 3.14 \\ \sqrt{2} + 2^{-3} \\ \frac{1}{5} \times 2 = \frac{2}{5} \\ 101_2 = 5_{10} \end{array}$$

Second, Ku Moo goes to **ELD class** (English Language Development).

2nd Period: _____



Third, Ku Moo goes to **technology class**.

3rd Period: _____



Then he goes to lunch. After lunch, he goes outside.



Fourth, he goes to **science class**.

4th Period: _____



Fifth, he goes to **PE class** (Physical Education).

5th Period: _____



Sixth, he goes to **ELA class** (English Language Arts).

6th Period: _____

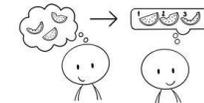
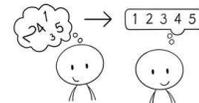


Seventh, he goes to **social studies class**.

7th Period: _____



Ordinal Numbers



| | |
|------------------|----------|
| 1 st | First |
| 2 nd | Second |
| 3 rd | Third |
| 4 th | Fourth |
| 5 th | Fifth |
| 6 th | Sixth |
| 7 th | Seventh |
| 8 th | Eighth |
| 9 th | Ninth |
| 10 th | Tenth |
| 11 th | Eleventh |
| 12 th | Twelfth |

Ku Moo's Schedule

Answer the questions about Ku Moo's day at school.

Question Words



Who?



When?



Where?



What?



Why?



Who is this?

This is _____.



Where does Ku Moo go?

Ku Moo goes to _____.



Where does Ku Moo go 1st Period?

Ku Moo goes to _____.



Where does Ku Moo go 3rd Period?

Ku Moo goes to _____.



Where does Ku Moo go 5th Period?

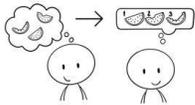
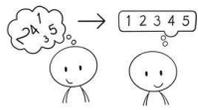
Ku Moo _____.



Where does Ku Moo go 7th Period?

_____.

Sequence your schedule. Draw pictures and write words to show your where you go at school.



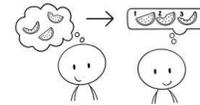
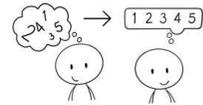
| Sequence Words | | | |
|----------------|---------|--------|----------|
| 1 | 2 | 3 | 4 |
| First, | Second, | Third, | Fourth, |
| | Next, | Then, | Last, |
| | | | Finally, |



Draw and write about your **schedule** for every day at school.

| Period | Where do you go? I go to _____. |
|--------|------------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Ordinal Numbers



| | |
|------------------|----------|
| 1 st | First |
| 2 nd | Second |
| 3 rd | Third |
| 4 th | Fourth |
| 5 th | Fifth |
| 6 th | Sixth |
| 7 th | Seventh |
| 8 th | Eighth |
| 9 th | Ninth |
| 10 th | Tenth |
| 11 th | Eleventh |
| 12 th | Twelfth |



Day 4

- 1
- 2
- 3



Calendar Vocabulary

1. Read the words
2. Record the words in your phone
3. Write the words

New Vocabulary with Pictures

| | |
|--------|--|
| Year | |
| Season | |
| Month | |
| Week | |
| Day | |



year

2020

| JANUARY | FEBRUARY | MARCH | APRIL |
|---|---|---|---|
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 |
| MAY | JUNE | JULY | AUGUST |
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |
| SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 |

 year



year

year



season



 season



season

season



month



 month



month

month



week

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



week



week

week



day



 day



day

day

Calendar Reading



Read using your **new calendar vocabulary**.

Months



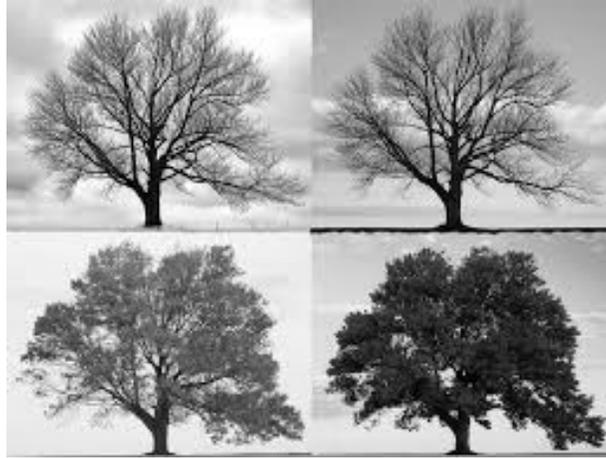
A calendar shows the days, weeks, and months of a year. There are 12 **months** in one calendar **year**. They are January, February, March, April, May, June, July, August, September, October, November and December.

Days of the Week

| October 2013 | | | | | | |
|--------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

There are four full **weeks** in one **month**. There are seven days in a week. They are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

Seasons



Seasons are part of a year. There are 4 seasons in a year. They are winter, spring, summer and fall. In parts of the world, the weather is different in each season.

Adapted from pebblego.com and readworks.org.

Calendar Questions

Write about the calendar using the pictures.

1. Write the answers.



2. Tell your answers to someone else.



Questions

1. How many seasons are there in a year?



There are _____.

2. How many months are there in a year?



There are _____.

3. Write the name of the months beginning with January.



January, _____.

4. How many days are there in a week?

| October 2013 | | | | | | |
|--------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |



There are _____.

5. Name the days of the week beginning with Monday.



Monday, _____.

6. What day is it?

| October 2013 | | | | | | |
|--------------|-----|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |



It is _____.



Day 5

Weather Vocabulary

1. Read the words. 

2. Record the words in your phone. 



Sunny



Hot



Cloudy



Cold



Rainy



Stormy



Windy



Snowy



Draw a line between the word and the picture.



Hot

Cloudy

Sunny

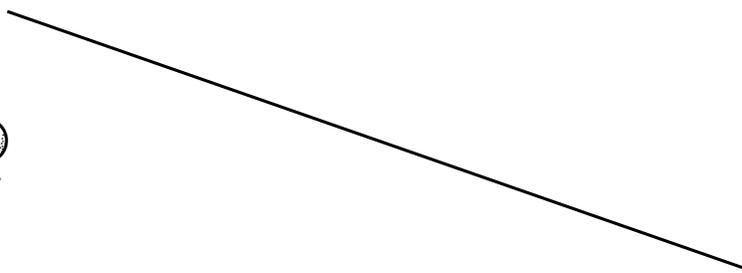
Windy

Cold

Rainy

Stormy

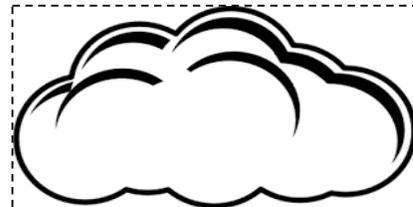
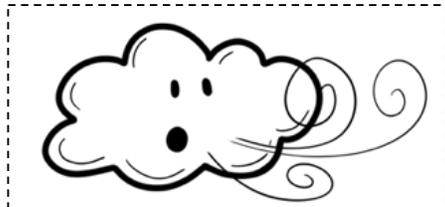
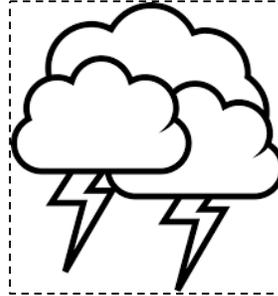
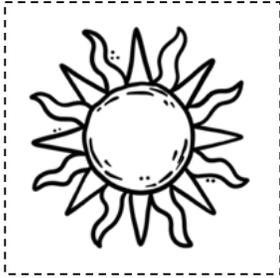
Snowy

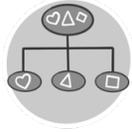


Share What You Learned



Cut the pictures

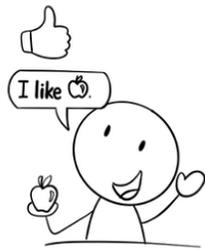




Sort the weather vocabulary.



Tell someone what you like and don't like.

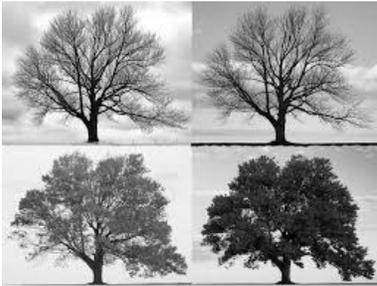


Weather and Seasons Reading



Read about the weather during each season.

Seasons



Seasons are part of a year. Each year has 4 seasons. They are winter, spring, summer and fall. Read about the weather in each season.

Winter



Winter is **cold** and **snowy** in many places. It can be **windy** too. Winter has short days and long nights.



Spring

Spring weather changes quickly. Some days are **sunny**. Other days are **rainy** and **windy**. Spring is **stormy** in some places.



Summer

Spring weather is **hot** in most places. It is **sunny**. Sometimes it can be **rainy** or **stormy**. Summer is a good time to be outside.



Fall

Fall is the season between summer and winter. Temperatures can be **hot** and **cold**. It is **windy**. Leaves turn colors.

Reading adapted from pebblego.com

Compare and Contrast Seasons

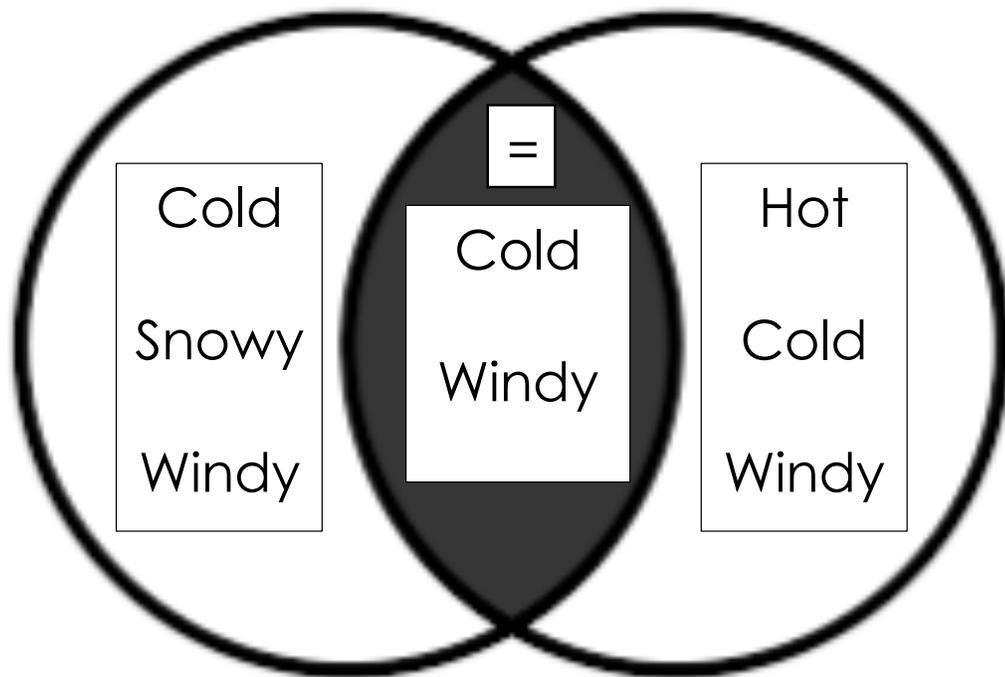


Look at the example and then compare and contrast the other two seasons.

EXAMPLE:

Winter

Fall

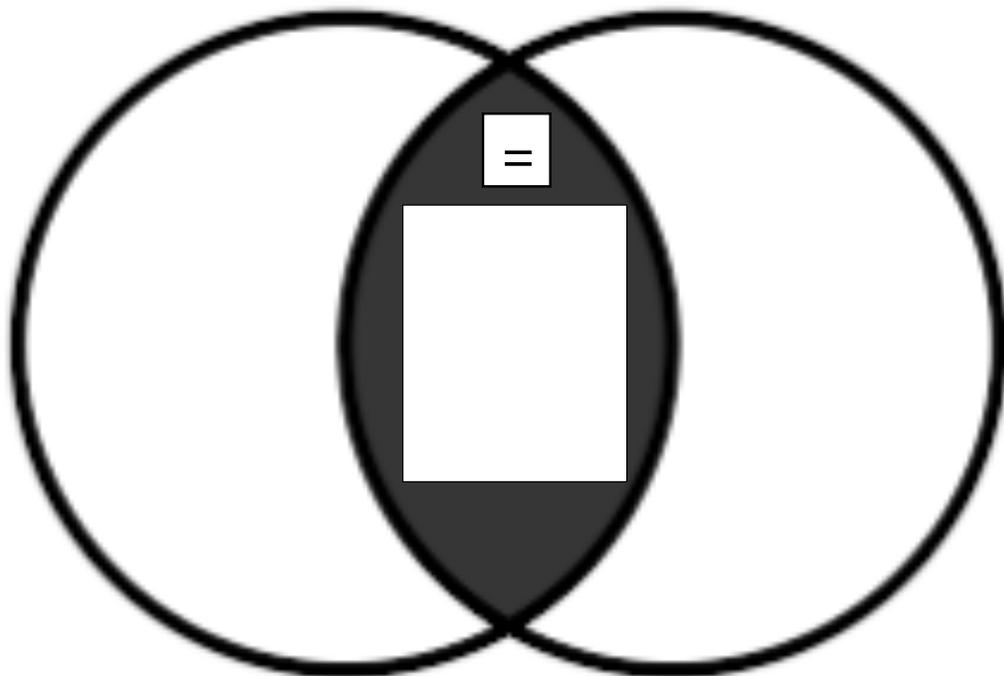




Compare and contrast summer and spring using your new **vocabulary words**.

Spring

Summer

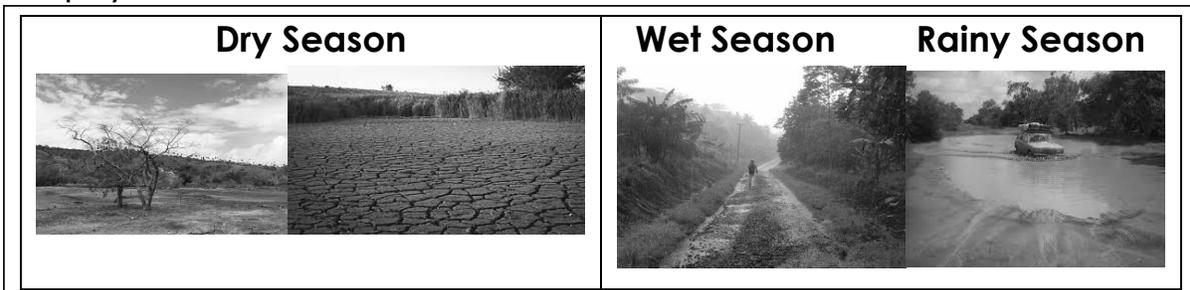


What's the weather like in your country?



Draw and write about the weather and the seasons in your country. You can draw pictures, write in English or write in your language.

You can use your **weather or season words** that you have learned. Here are some new words that might help you.



|

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: