



# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

**The breakdown of packets is as follows:**

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

## **Level 2 – Building Background**

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

## **Level 3 – Interdisciplinary Inquiry**

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

# International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Tricia Ramaekers**

in collaboration with Mary Royers, Claudia Yunes, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

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CCSS.ELA-LITERACY.W.6.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.RI.6.7

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.L.6.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.RI.6.2

- 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.

CCSS.ELA-LITERACY.W.6.2

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.2.C

- Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.6.3

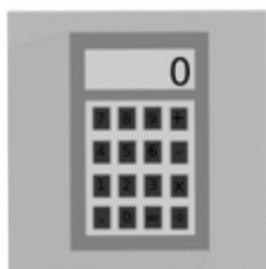
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.6.3.C

- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

6<sup>th</sup> – 8<sup>th</sup> grade • English Level 1

# Learning PACKET #4



Theme: My Home

# International Consortium for Multilingual Excellence in Education



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

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6<sup>th</sup>-12<sup>th</sup> grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet 4 includes materials relating to homes and what makes a house a home. Students will work on home vocabulary, addresses and phone numbers. An emphasis is put on learning new vocabulary to develop language skills at the beginning level of English language acquisition. Students are encouraged to practice their reading, writing, and speaking skills. If technology is available, students are asked to record their speaking and play it back to listen to their voices.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at [icmee@unl.edu](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

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

This packet was designed and created by **Tricia Ramaekers**  
in collaboration with Mary Royers, Claudia Yunes, Kara Mitchell Viesca, 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.
- **El paquete 4 incluye materiales relacionados con los hogares y lo que hace que una casa sea un hogar.** Los estudiantes trabajarán en vocabulario, direcciones y números de teléfono en el hogar. Se enfatiza el aprendizaje de vocabulario nuevo para desarrollar habilidades lingüísticas en el nivel inicial de adquisición del idioma inglés. Se alienta a los estudiantes a practicar sus habilidades de lectura, escritura y expresión oral. Si hay tecnología disponible, se les pide a los estudiantes que graben su discurso y lo reproduzcan para escuchar sus voces.

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

Sinceramente,

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

ICMEE is housed within:





## Share your learning!

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

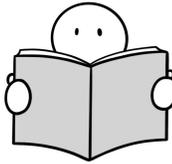
We'd love to see what you've done with this packet!



## Instructions Key



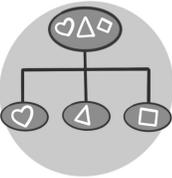
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



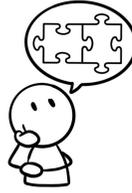
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

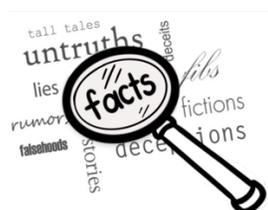
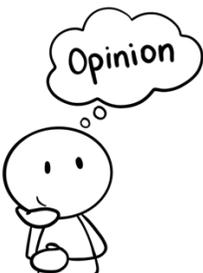
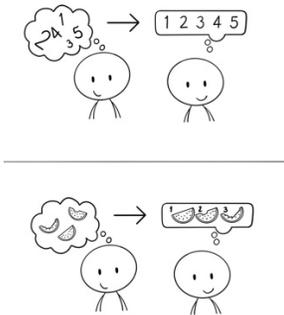


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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

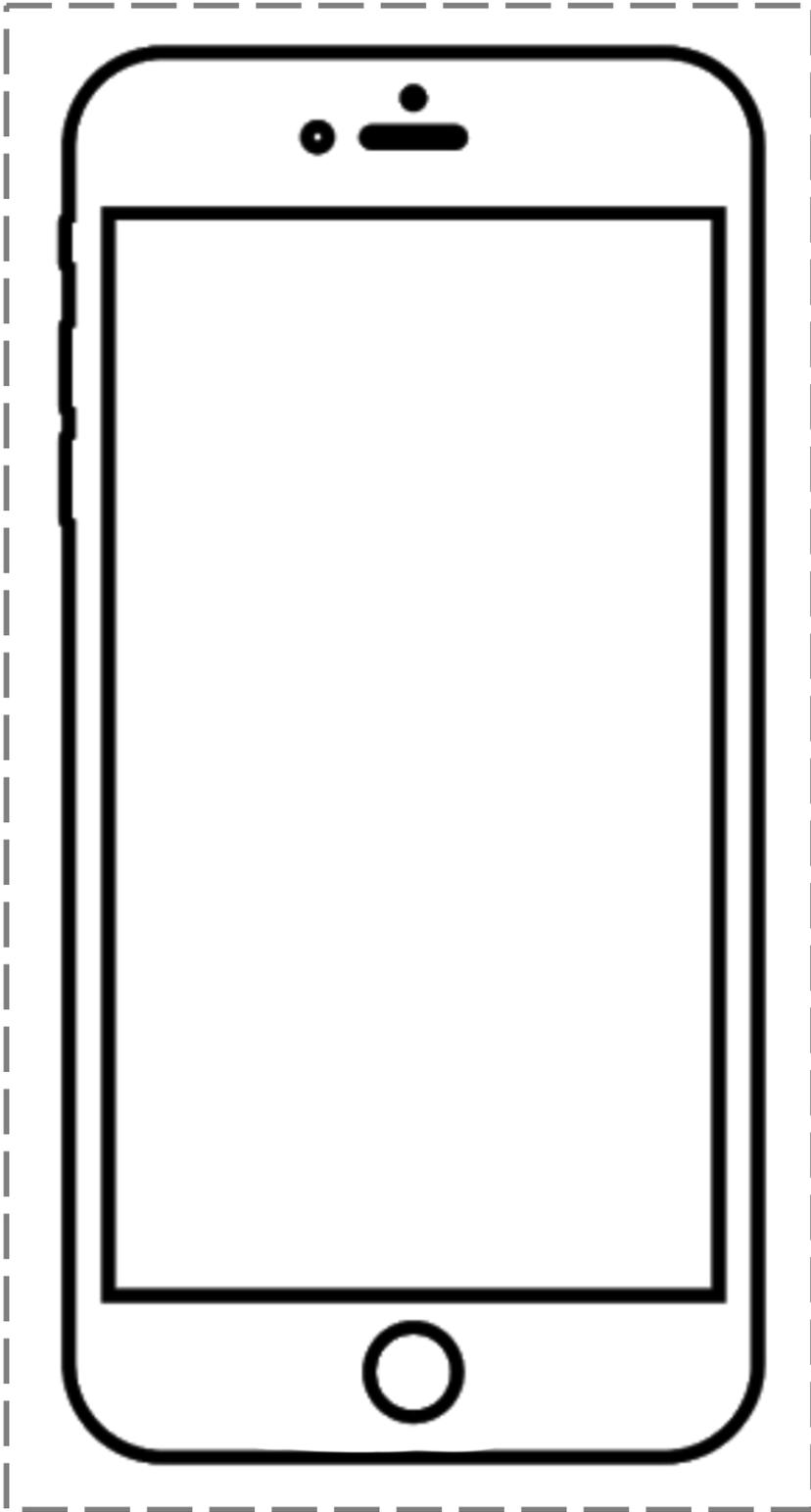


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada





# Rooms and Chores in a House

## Vocabulary Cards

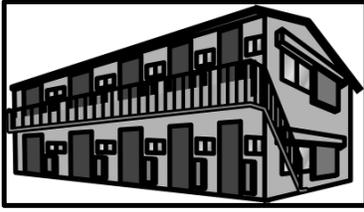
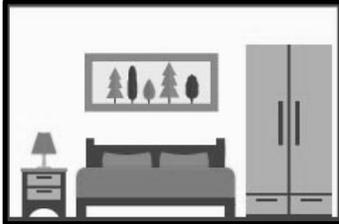


Read the vocabulary.



Record and listen to your voice when you are finished.



<p>House</p> 	<p>Apartment</p> 	<p>Garage</p> 
<p>Living Room</p> 	<p>Kitchen</p> 	<p>Dining Room</p> 
<p>Bathroom</p> 	<p>Bedroom</p> 	<p>Office</p> 
<p>Vacuuming</p> 	<p>Cleaning</p> 	<p>Taking out trash</p> 

# Rooms and Chores Vocabulary Cards

1. Look at the vocabulary words. Write in English or another language what they mean to you.



 2. Draw a picture 

3. Cut your cards

4. Read and record

<p><b>office</b></p> <hr/> <hr/> <hr/>	
<p><b>kitchen</b></p> <hr/> <hr/> <hr/>	
<p><b>cleaning</b></p> <hr/> <hr/> <hr/>	
<p><b>dining room</b></p> <hr/> <hr/> <hr/>	
<p><b>vacuuming</b></p> <hr/> <hr/> <hr/>	

<b>bathroom</b> _____ _____ _____	
<b>bedroom</b> _____ _____ _____	
<b>taking out trash</b> _____ _____ _____	
<b>living room</b> _____ _____ _____	
<b>garage</b> _____ _____ _____	

# Vocabulary Practice



Choose one vocabulary word for each sentence.



1. I sleep in my \_\_\_\_\_.
2. I cook food in the \_\_\_\_\_.
3. I take a shower in the \_\_\_\_\_.
4. I clean the carpet when I am \_\_\_\_\_.
5. I watch TV in the \_\_\_\_\_ with my family.
6. I park my car in the \_\_\_\_\_ at night.
7. I live on the second floor of an \_\_\_\_\_.



Can you write your own sentences with these words?



cleaning \_\_\_\_\_

garage \_\_\_\_\_

bedroom \_\_\_\_\_

office \_\_\_\_\_

vacuuming \_\_\_\_\_

# Furniture and Appliances Vocabulary Cards



Read the vocabulary.



Cut the cards

Let's play Go Fish



refrigerator (fridge)



stove / oven



couch



armchair



table



bathtub



end table



bed



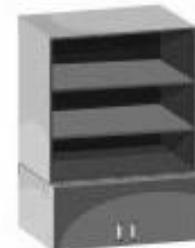
desk



lamp



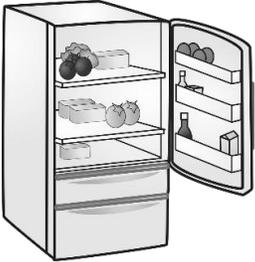
chair



bookshelf

# Home Objects Vocabulary Cards

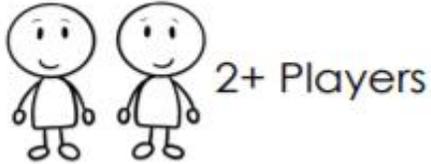


<p><b>Toilet</b></p> 	<p><b>Shower</b></p> 	<p><b>Sink</b></p> 
<p><b>Refrigerator</b></p> 	<p><b>Stove</b></p> 	<p><b>Microwave</b></p> 
<p><b>Couch</b></p> 	<p><b>TV</b></p> 	<p><b>Lamp</b></p> 
<p><b>Chair</b></p> 	<p><b>Table</b></p> 	<p><b>Desk</b></p> 

# Vocabulary Go Fish

Use your vocabulary cards to **play Go Fish**

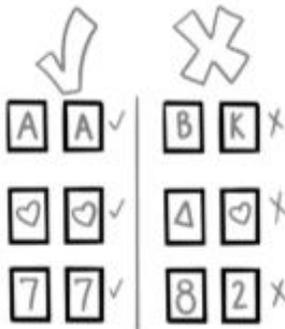
## How to Play "Go Fish"



Take turns asking your partner if they have a match for one of your cards. If they do, they have to give you their card. If they do not, they say "Go Fish!" and you take a card from the deck between you.



Look to see if you have any matching cards in your hands. If you do, take those cards out of your deck.

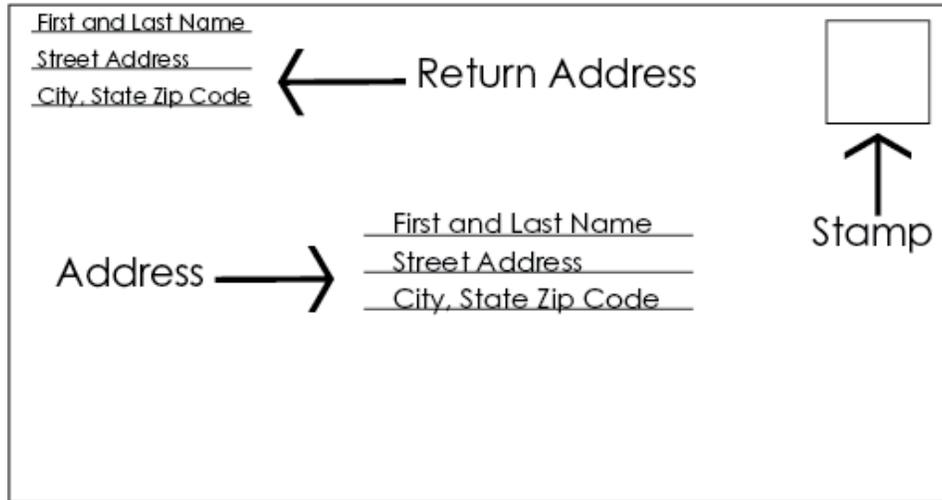


Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



Keep playing until someone runs out of cards!

# Parts of an Address



**Instructions:** Write the address on the line.

**Example:**

<b>City:</b> Lincoln,	<b>Zip Code:</b> 68224	<b>Street Address:</b> 542 48th St
<b>First Name:</b> Henry	<b>Last Name:</b> Holland	<b>State:</b> NE

Henry Holland

542 48th St

Lincoln, NE 68224

<b>State:</b> NY	<b>Last Name</b> Lopez	<b>First Name:</b> Katie
<b>Street Address:</b> 8765 Broadway St	<b>Zip Code</b> 88224	<b>City:</b> New York City

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Writing a Letter

**Instructions:** Use the information in the boxes to fill in the envelope.

Draw a stamp.

**Return address:**

<b>Last Name:</b> Smith	<b>Street Address:</b> 13548 90th Ave	<b>City</b> San Diego,
<b>Zip Code:</b> 90210	<b>First Name:</b> Tanya	<b>State:</b> CA

**Address:**

<b>First Name</b> Alaya	<b>Zip Code:</b> 66101	<b>City</b> Kansas City
<b>Stree Address:</b> 254 Sumner St	<b>Last Name:</b> Abdul	<b>State:</b> KS

The diagram shows an envelope layout. On the left, there are three horizontal lines representing the return address area. An arrow points from the text "Return Address" to these lines. On the right, there is a square box representing a stamp. An arrow points from the text "Stamp" below to this box. On the bottom left, there is the text "Address" with an arrow pointing to three horizontal lines representing the recipient's address area.

# Writing a Letter

**Instructions:** Write your information in the Return Address. Use the information in the boxes to fill in the envelope. Draw a stamp.

**Return address:**

<b>First Name</b>	<b>Zip Code:</b>	<b>City</b>
<b>Street Address:</b>	<b>Last Name:</b>	<b>State:</b>

**Address:**

<b>Last Name:</b> Abdul	<b>Street Address:</b> 254 Summer St	<b>City</b> Kansas City
<b>Zip Code:</b> 66101	<b>First Name:</b> Alayah	<b>State:</b> KS

_____ _____ _____	← Return Address	<input type="checkbox"/>
Address →	_____ _____ _____	↑ Stamp

# How I Feel About Chores

Categorize and  write the chores that you like and dislike.

## Word Bank

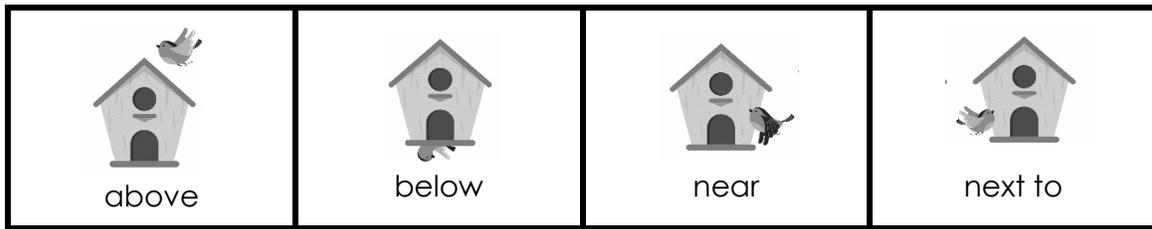
<p><b>Vacuuming</b></p> 	<p><b>Cleaning</b></p> 	<p><b>Taking out trash</b></p> 	<p><b>Dusting</b></p> 
<p><b>Mowing the lawn</b></p> 	<p><b>Washing dishes</b></p> 	<p><b>Washing clothes</b></p> 	<p><b>Sweeping</b></p> 

## T-Chart

 Chores that I like	Chores that I dislike 
<p>1. I like _____.</p> <p>2. I like _____.</p> <p>3. _____.</p> <p>4. _____.</p>	<p>1. I dislike _____.</p> <p>2. I dislike _____.</p> <p>3. _____.</p> <p>4. _____.</p>

# Prepositions

## Where in the Home?



Write a sentence about where each room is located in the home.



### Example:

Which room is **below** the office?

The dining room is below the office.

1. Which room is **next to** the garage?

\_\_\_\_\_.

2. Which room is **near** the bedroom?

\_\_\_\_\_.

3. Which room is **below** the bathroom?

\_\_\_\_\_.

4. Which room is **next to** the bathroom?

\_\_\_\_\_.

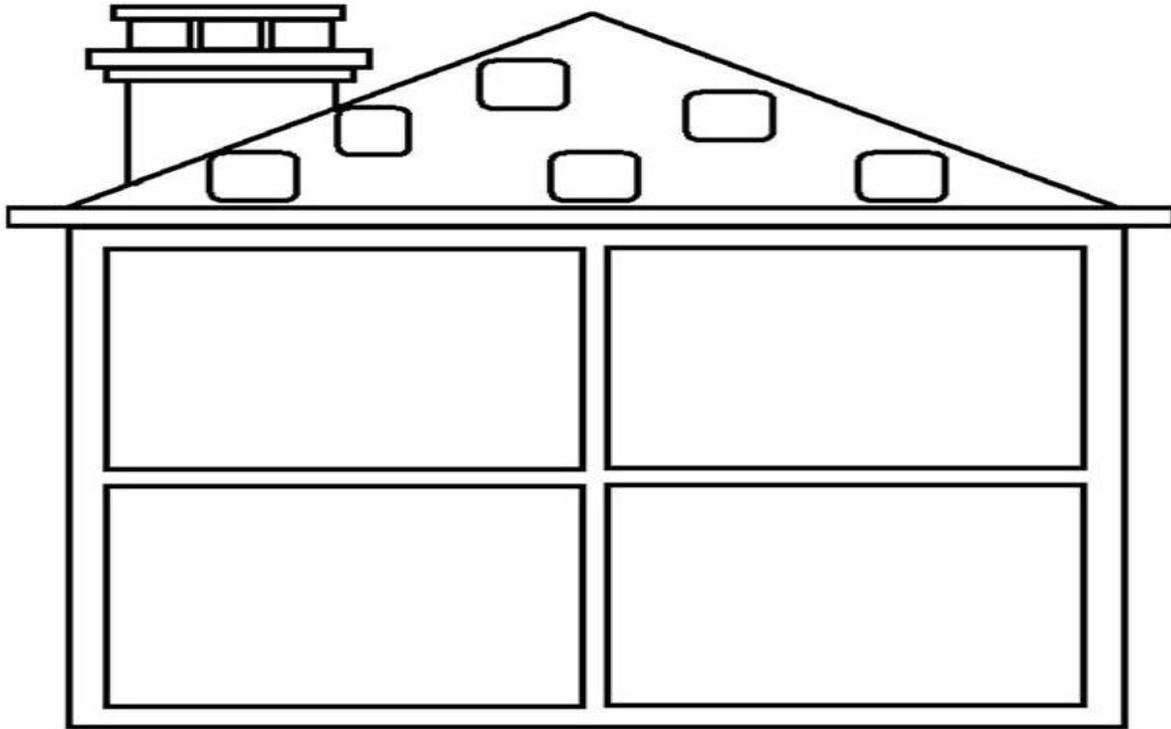
5. Which room is **above** the living room?

\_\_\_\_\_.

# Where in Your Home?



Draw your home, then write a sentence about where each room is in your home.



Bathroom	
Your bedroom	
Kitchen	
Living room	
Dining room	

# Phone Numbers

Phone numbers are broken into 3 parts.		
<b>Area Code</b> XXX	<b>Prefix</b> XXX	<b>Line Number</b> XXXX
403	762	5908

<b>Example Phone Number:</b>	403-762-5908
<b>Say each number alone.</b>	four•zero•three - seven•six•two - five•nine•zero•eight

<b>For an Emergency, Call</b>	9-1-1
-------------------------------	-------



Practice reading each phone number.  
Touch the keys as you read the number.



823-643-7761

310-222-9093

212-345-1288

202-980-5905

What is your phone number? \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

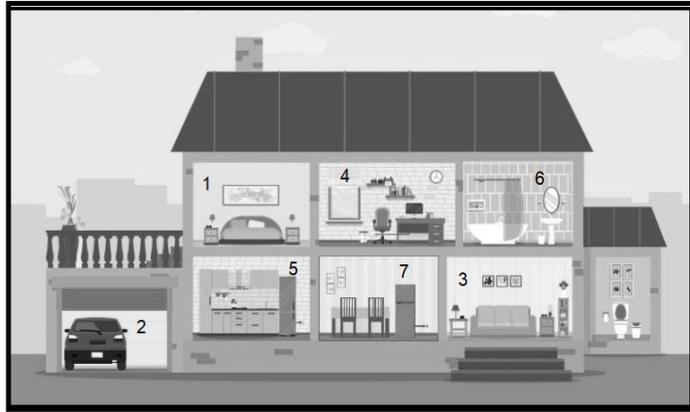
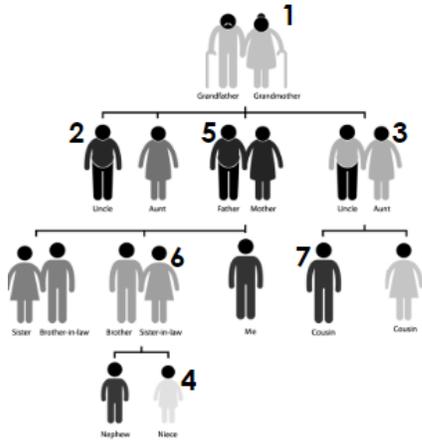
What is your mom or dad's phone number? \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

What is your grandparent's phone number? \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

# Find the Family Member



Write a sentence about where each family member is located using your family and home vocabulary



1. My grandmother is in the bedroom.
2. My uncle is in the \_\_\_\_\_.
3. My \_\_\_\_\_ is in the \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.

Write a number and your sentence.

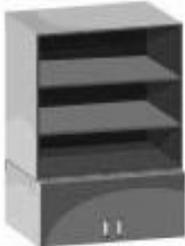
8. \_\_\_\_\_.
9. \_\_\_\_\_.

# Find the Room

Label each picture.

Then cut out the pictures. Glue in the correct room.



 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

<u><b>Kitchen</b></u>	<u><b>Bathroom</b></u>
<u><b>Living Room</b></u>	<u><b>Bedroom</b></u>
<u><b>Dining Room</b></u>	<u><b>Office</b></u>

# Who Lives in Your Home?

**Instructions:** Read the story and answer the questions



Hello! My name is Mateo.

My family lives in an apartment. I live with many different people.

I share my house with my mom, dad, brother, and sister. I also live with my cousin, Enrique. He is funny. My baby nephew, Alexander, lives with us too. He is cute.

Next week my grandma will come and visit. I am excited to see her.



## Question Words

	 Who?	 What?
 When?	 Where?	 Why?

1. Who lives with Mateo? \_\_\_\_\_

2. When is his grandma visiting? \_\_\_\_\_

3. What is the baby's name? \_\_\_\_\_

4. Where does Enrique live? \_\_\_\_\_

**Instructions:** Write **two questions and answers** about the story



5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

### Sentence Frames

I live with my \_\_\_\_\_.

My \_\_\_\_\_ and \_\_\_\_\_ live in my home.

I share my home with \_\_\_\_\_.

### Your Turn!

Write sentences to tell who lives in your home.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# What Are They Doing?

Look at the questions and  write a description of what you see below.

What is the father doing? →

The father is **vacuuming**.

What is the son doing? →

The son is **cleaning**.



← What are they doing?

They are \_\_\_\_\_.

What is the sister doing? →

---

---

What is the brother doing? →

---

---



# Draw and Write: What Are You Doing?

Instructions:



**Draw** your two **favorite chores**.

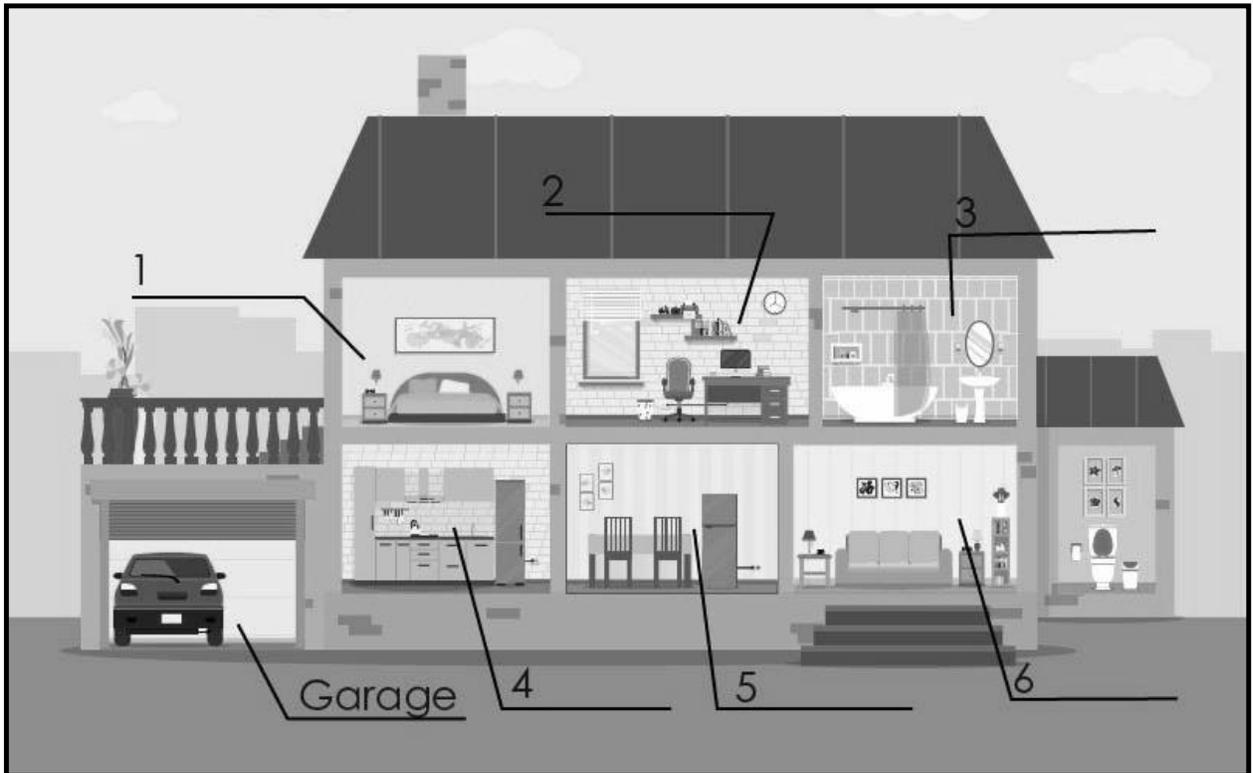
**Write** about each of your chores. **What** do you do? **Where** do you do it?

**When** do you do it? **Why** do you do it?

Chore 1	Chore 2
	

# Rooms in a House

**Instructions:** Label the rooms in the house below.



Write a sentence telling what furniture you find in each room of the house.

**Example:** I see a car in the garage.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Welcome to Sam's House!

Hi, my name is Sam and this is my house. My house has four rooms. The first room is my mom's bedroom. We like to read in her bedroom. We have a kitchen and we cook and eat dinner there. The bathroom has a sink, a shower, and a toilette. My bedroom is small, but I like my bed. I sleep in my bedroom.



Welcome to my house!

**Answer** the following questions with **complete sentences**.

Where does Sam read?

---

What do they do in the kitchen?

---

What does the bathroom have?

---

Does the bedroom have a sink?

---

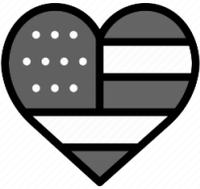
# Compare

**Instructions:** Write about the **differences and similarities** between your home in your original country and your new country. Make sure to use your vocabulary words!

**Example:**

*My old home had 4 rooms. my new home has 5 rooms. They both have kitchen.*



<b>My old home</b> 	<b>Both homes</b> 	<b>My new home</b> 
•  •  •  •	•  •  •	•  •  •  •

How are your old and new homes different?

---

---

How are your old and new homes similar?

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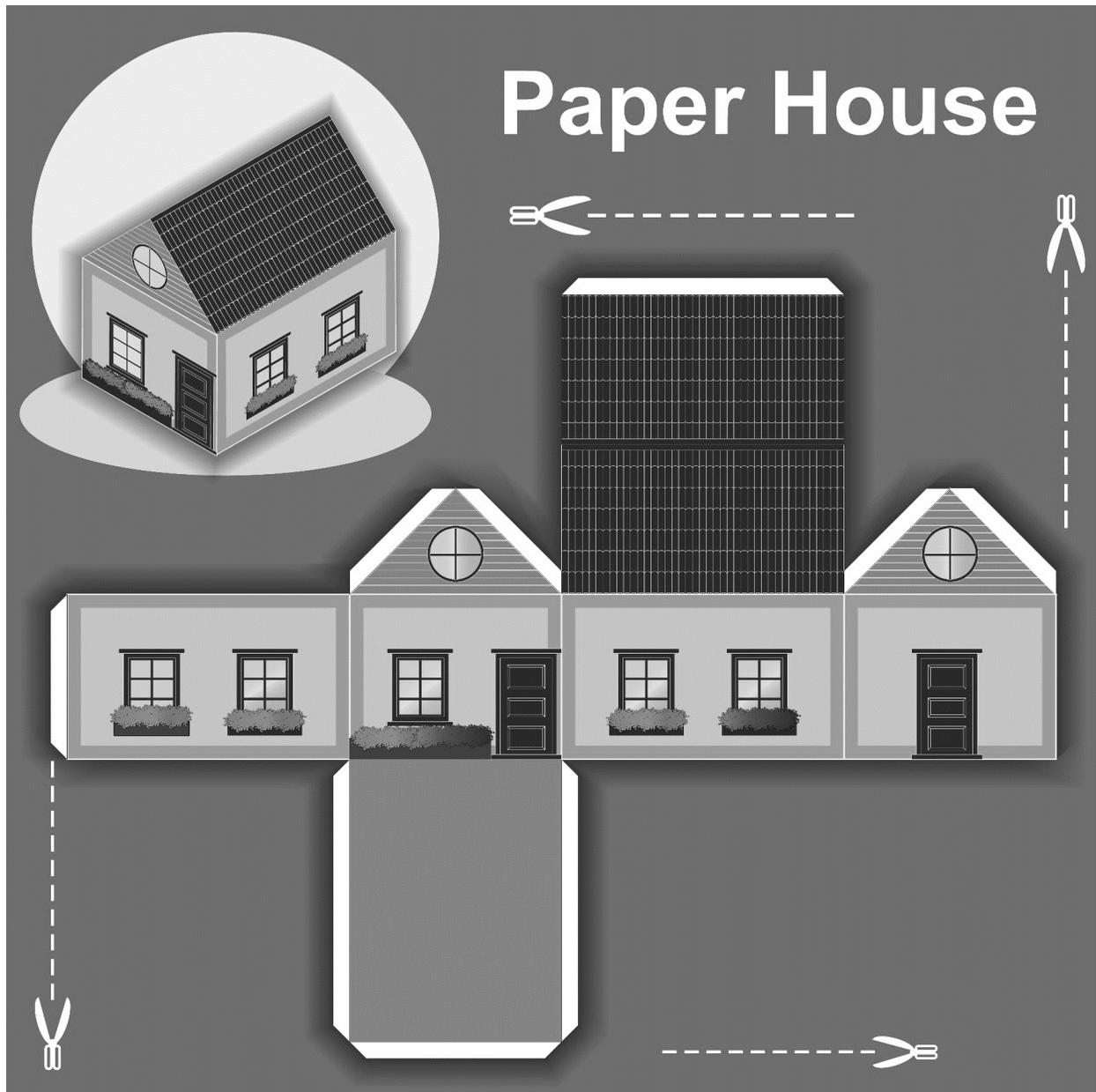
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# Design a Paper House

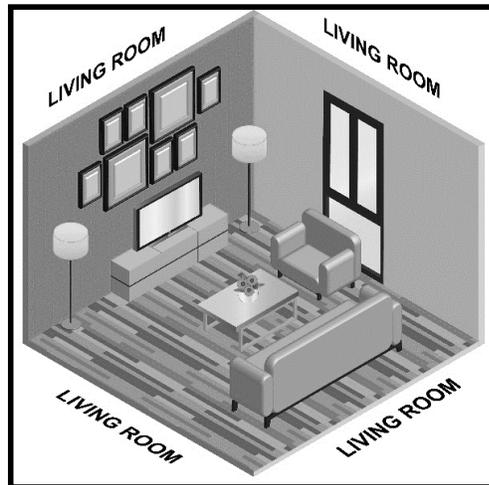
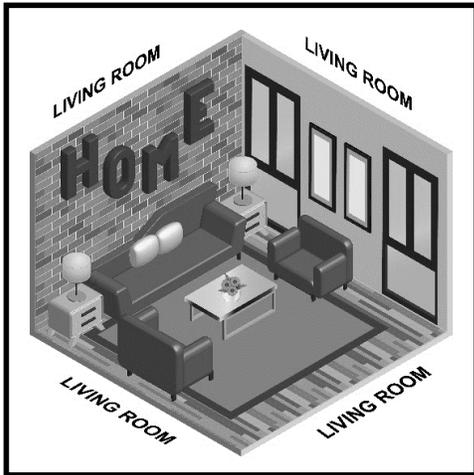
Cut and paste to create a **paper house**.

Then **design all the rooms** in your house.

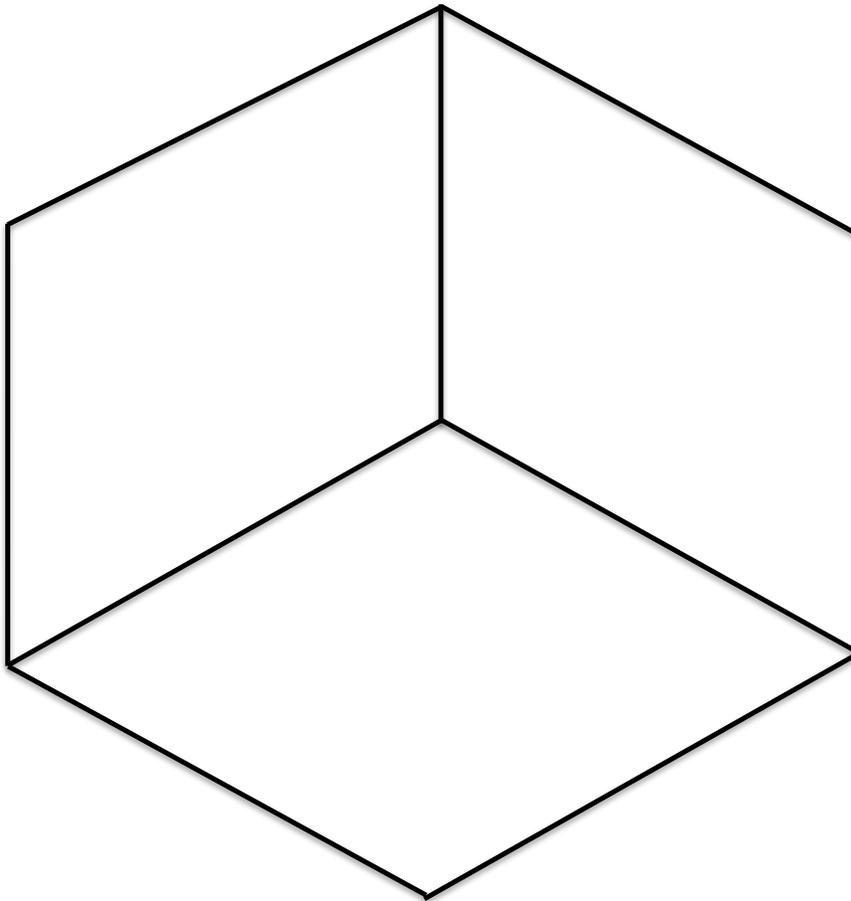
**Label** all the furniture and rooms. **Make sure to use your vocabulary words!**

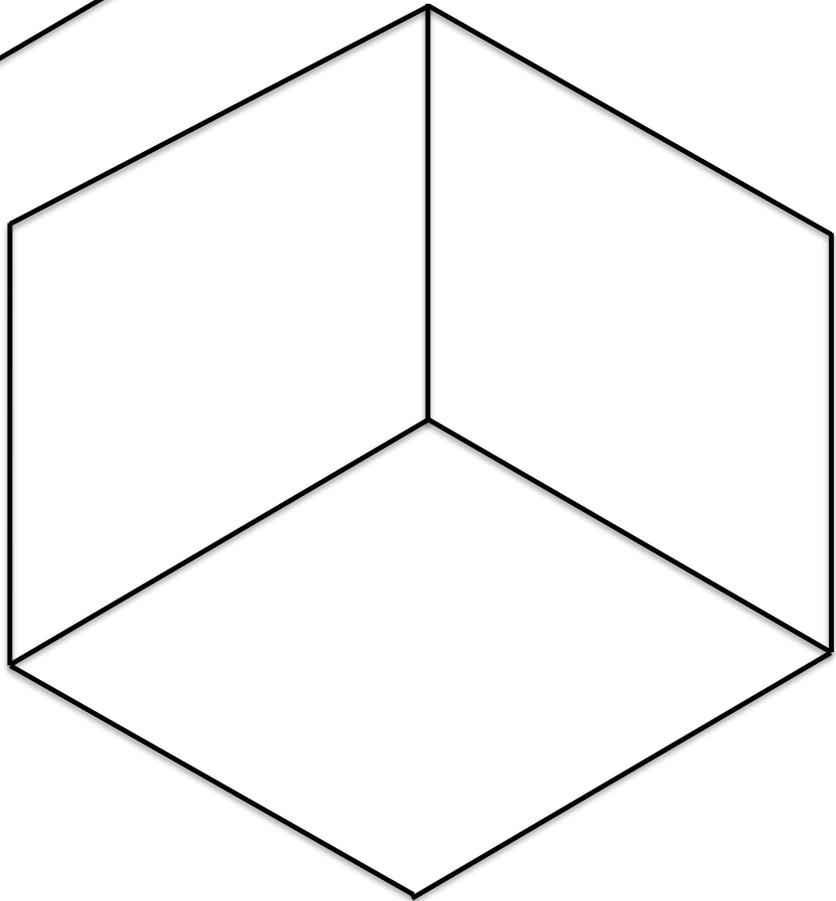
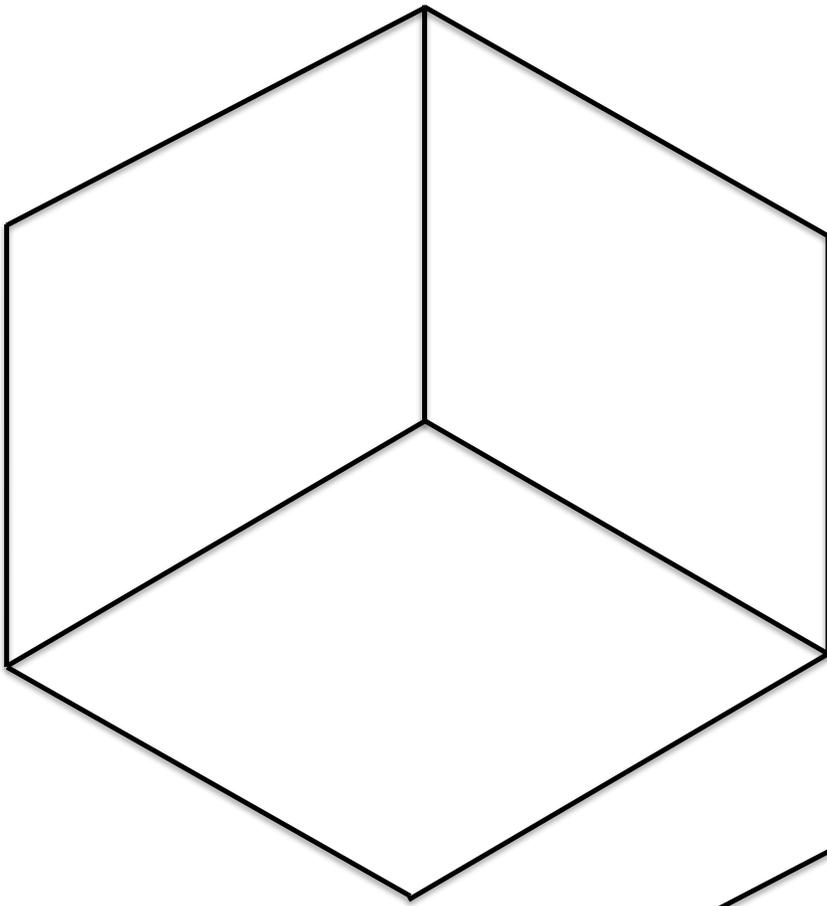


## Sample living rooms



## Design your own rooms





# Vocabulary Dictionary

Word	Picture	In Your Language	Sentence in English
cleaning			
vacuuming			
mowing			
sweeping			
bed			
dining room			
office			

<b>couch</b>			
<b>sink</b>			
<b>kitchen</b>			
<b>bathroom</b>			
<b>bedroom</b>			
<b>coffee table</b>			
<b>bathtub</b>			
<b>sink</b>			

# Essential Question

## Instructions:

Answer the question.

Write in a complete sentence.

Use vocabulary words.



## Sentence Frames

A \_\_\_\_\_ makes a home because \_\_\_\_\_.

A home is \_\_\_\_\_.

Question: What makes a home?

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# Where Am I?

## What is a home?

Draw and describe your home. Use vocabulary words to label the pictures.

