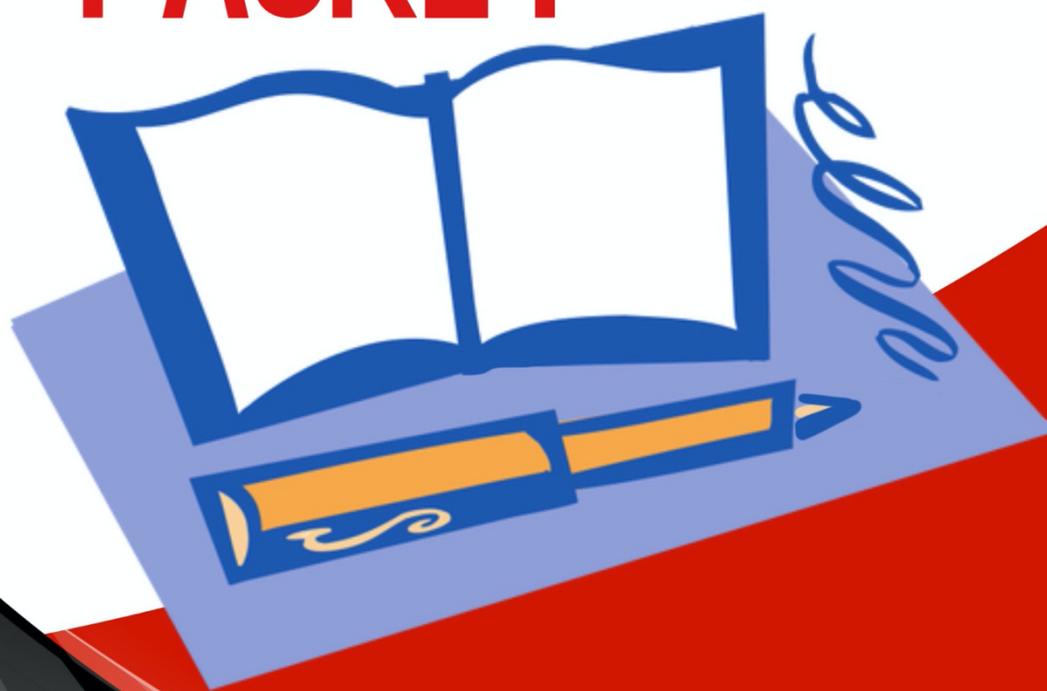




9<sup>th</sup> – 12<sup>th</sup> grade • English Level 1

# LEARNING PACKET #2



Theme: Family

# 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 **Mary Royers Tricia and Ramaekers** in collaboration with Claudia Yunes, Kara Mitchell Viesca and Alexa Yunes.



The Standards that Informed the Development of this Packet are:

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.W.9-10.4

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

CCSS.MATH.CONTENT.HSN.Q.A.2

Define appropriate quantities for the purpose of descriptive modeling.

**9<sup>th</sup> – 12<sup>th</sup> grade • English Level 1**

# LEARNING PACKET #2



**Theme: Family**

# 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.



# 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:



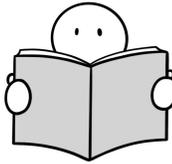




## Instructions Key



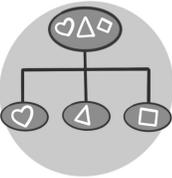
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



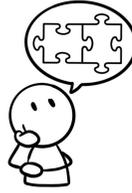
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

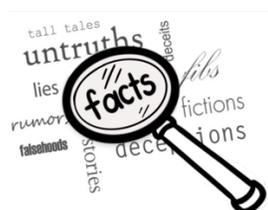
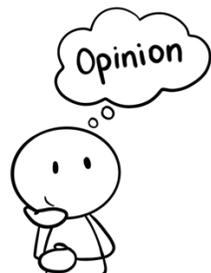
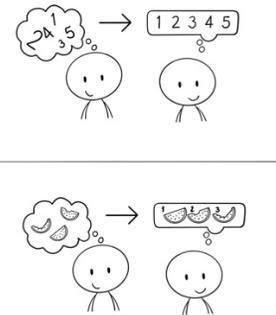
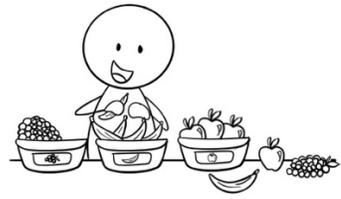


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

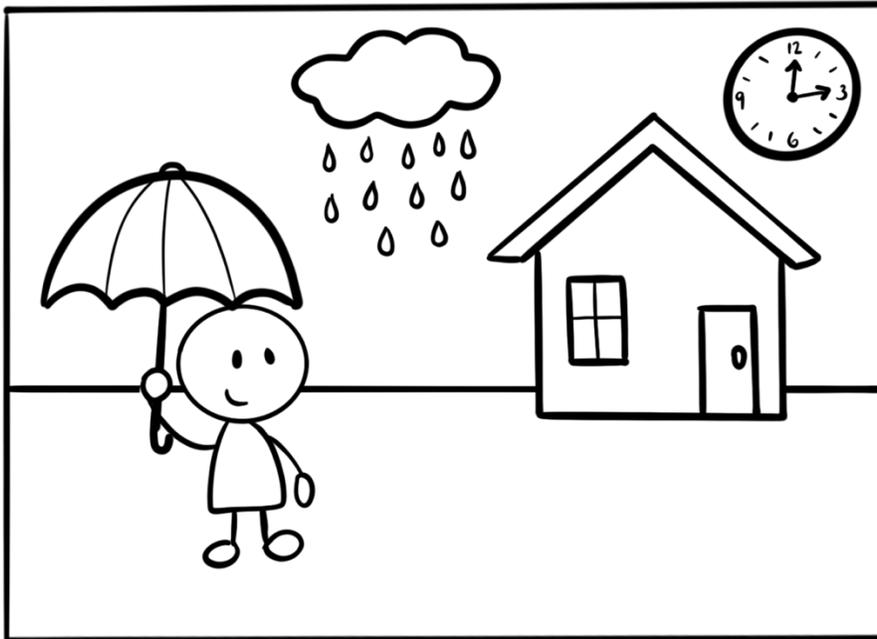


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

# 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

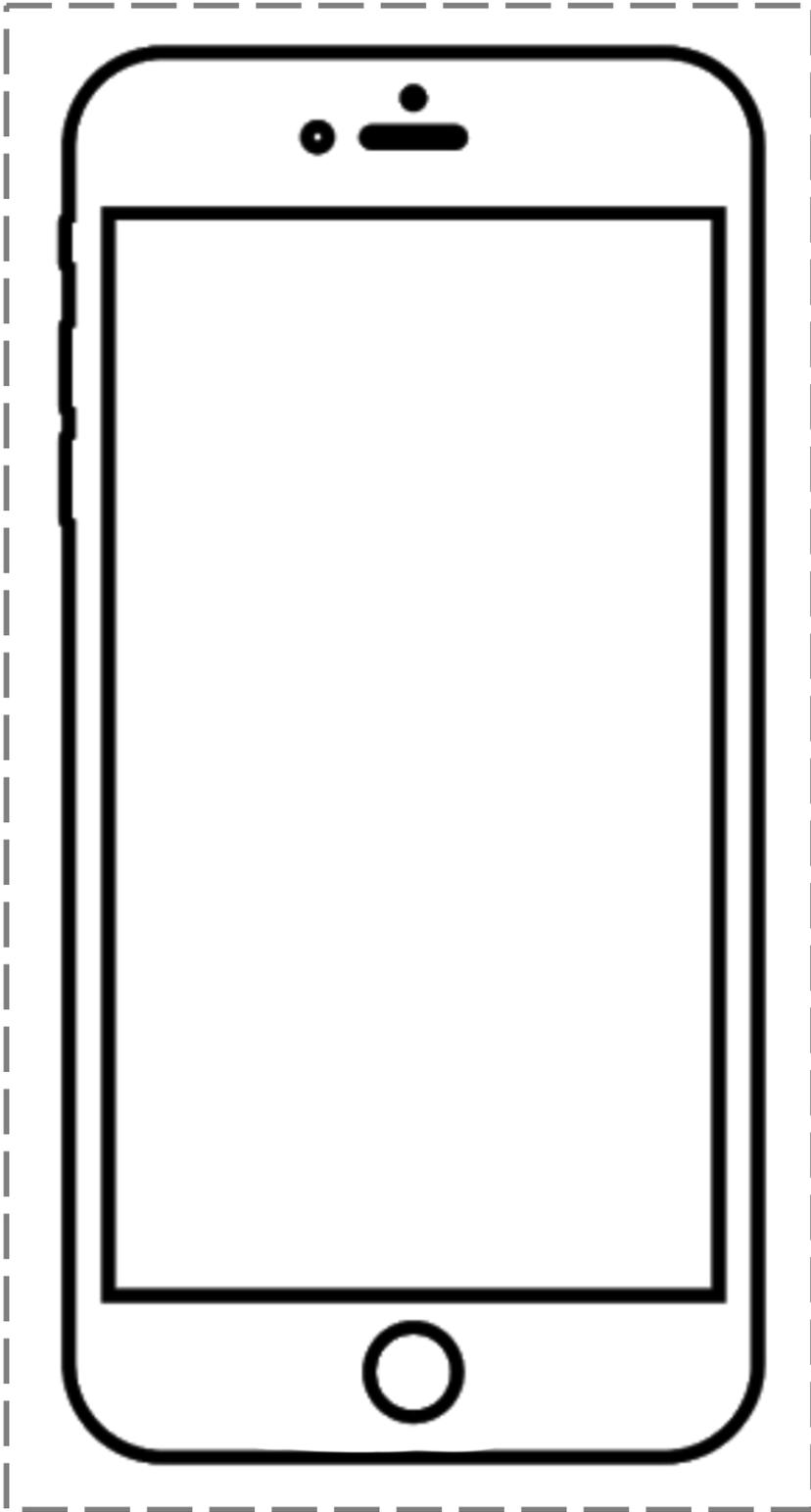


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada

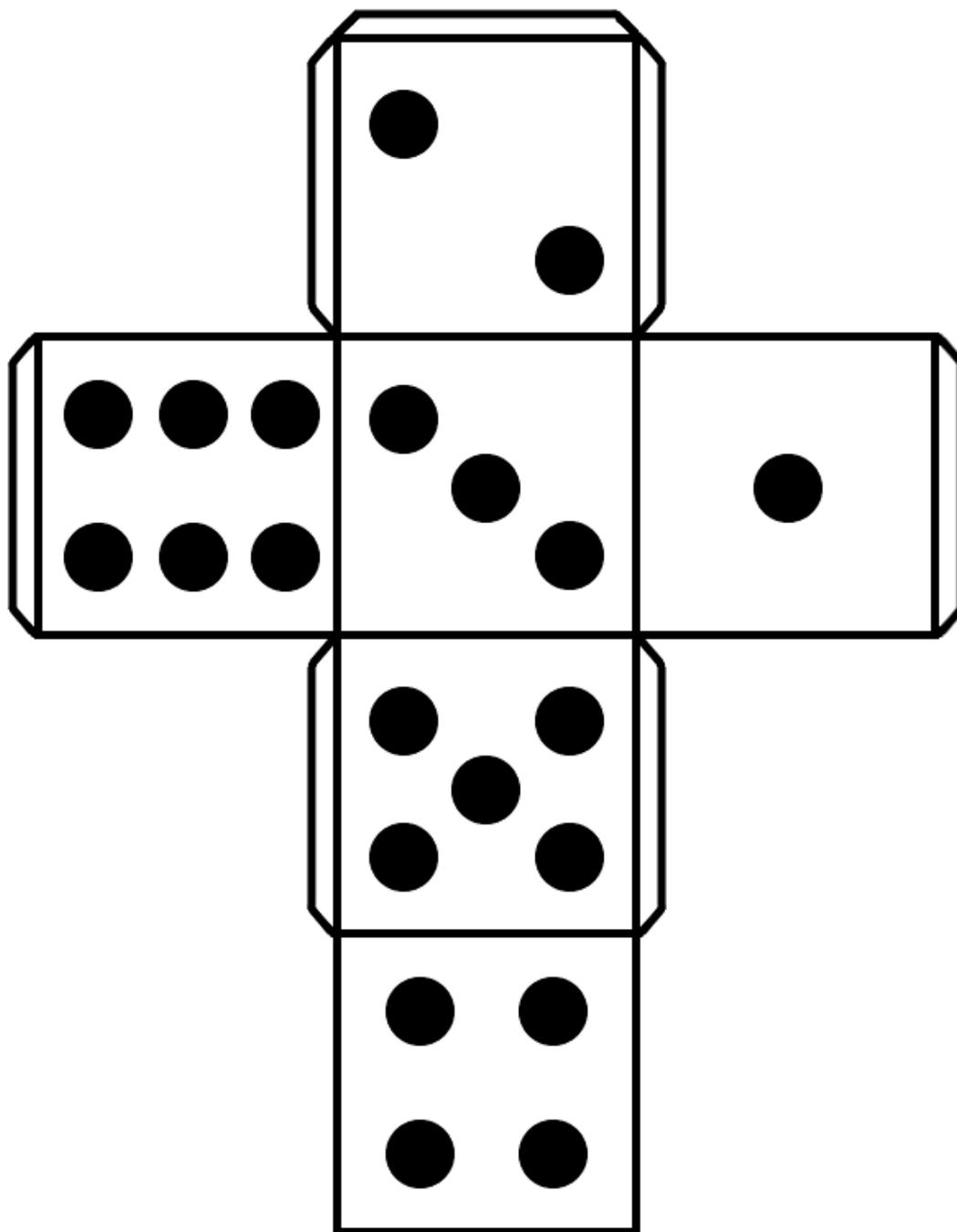




# Reading Daily Practice



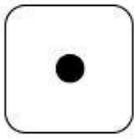
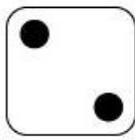
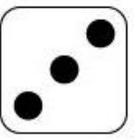
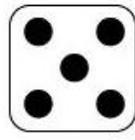
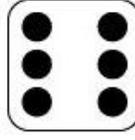
Cut this out to make a dice.  
Use this dice for your **“Roll Your Sight Words”** each day.





## Roll Your Sight Words

1. Roll the dice 2. Read that column

					
a	at	all	again	ask	always
am	are	after	any	by	around
and	big	away	always	could	because
be	but	by	because	every	been
can	come	could	before	give	what
for	fun	did	don't	just	does
go	get	from	first	know	first
has	her	good	gave	live	five
I	like	give	goes	may	gave
in	look	how	just	once	green
is	make	know	may	over	made
it	my	over	once	this	pull
me	on	put	off	some	read
said	was	say	who	take	right
see	yes	some	sleep	then	their
the	you	take	stop	think	this

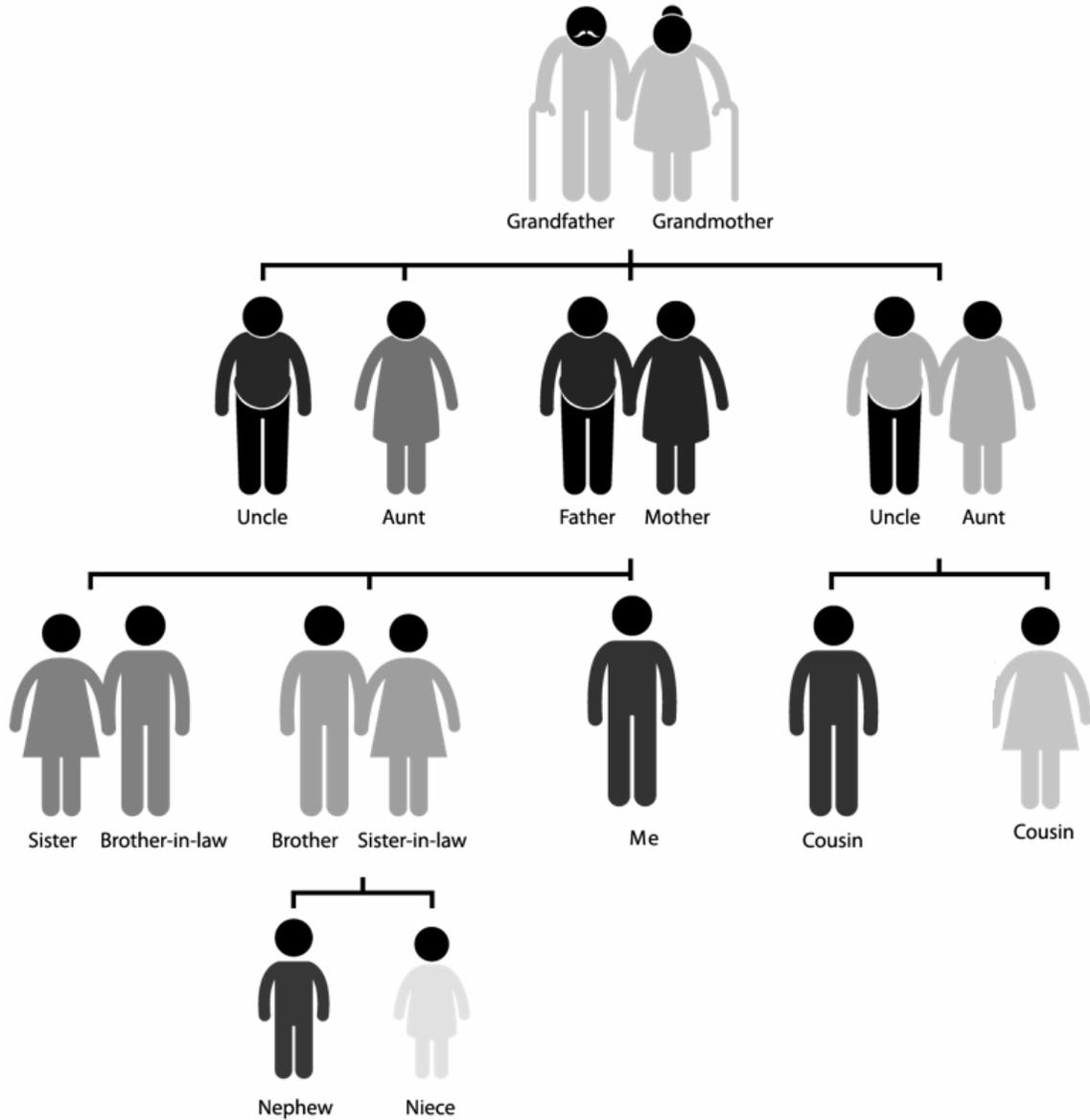
# Family Vocabulary



Read the vocabulary.



Record and listen to your voice when you are finished.



Source: OysterEnglish.com

# This Is My Family



Read the vocabulary.



Record and listen to your voice when you are finished.

Hi! My name is Ted. I have a big family.  
My dad is Juan and my mom is Mary. I  
have one brother and one sister.  
Nicolas is my brother and my sister is  
Sara. I love my family!

**Write about your family:**

Hi! My name is \_\_\_\_\_ . I have  
a \_\_\_\_\_ family.

My \_\_\_\_\_ is \_\_\_\_\_ .

My \_\_\_\_\_ is \_\_\_\_\_ .

\_\_\_\_\_ is my \_\_\_\_\_ .

\_\_\_\_\_ is my \_\_\_\_\_ .

I love my family!

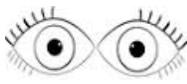
# My Grandfather and His Car

my	a	have	the	is
I	and	white	color	

My grandfather

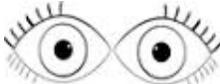


I have a grandfather.

My grandfather  a  .

The  is color white.

I  the  .

My grandfather  the  and  .

---

## Glossary



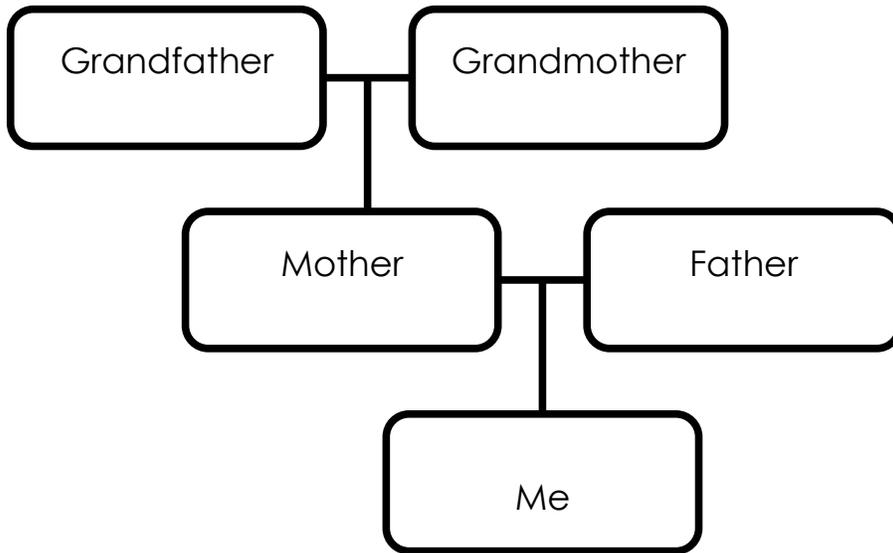
# My Family Tree



Write the names of these five family members.

Next, draw at least three more boxes.

You should write at least **eight** family members on your family tree.



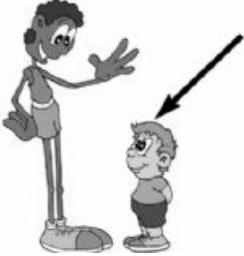
# Physical Characteristics Vocabulary



Read the vocabulary.



Record and listen to your voice when you are finished.

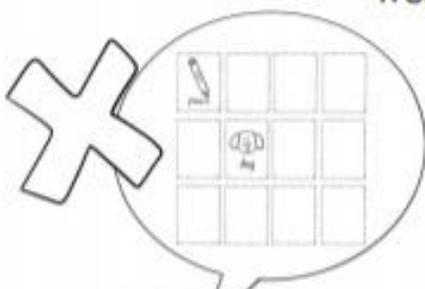
<p>Old</p> 	<p>Middle Aged</p> 	<p>Young</p> 
<p>Short</p> 	<p>Average</p> 	<p>Tall</p> 
<p>Small</p> 	<p>Big</p> 	<p>Skinny</p> 
<p>Artistic</p> 	<p>Strong</p> 	<p>Athletic</p> 

# How to Play "Memory"



1. Cut out all of the cards

2. Lay them down on a flat surface. Make sure you can't see the words or pictures

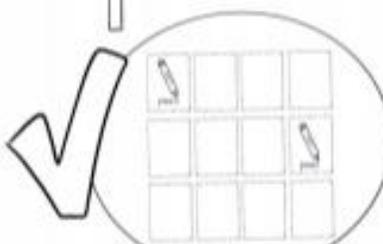


3. Turn over 2 cards at a time to try to find a match

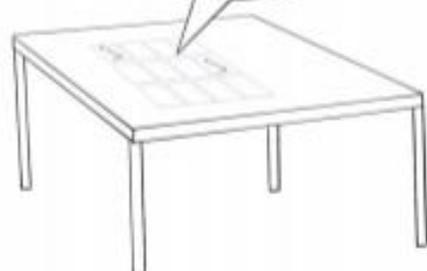
Say the words as you turn over the cards

5. When all the matches are found, the game is over.

The player with the most cards wins!



4. When you get a match, you keep those cards

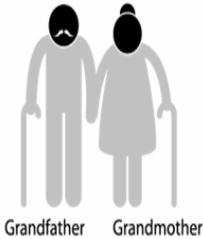


✓	A	A	✓	X	B	K	X
	♥	♥	✓	X	4	♥	X
	7	7	✓	X	8	2	X

# Memory Game

	Old		Middle aged
	Young		Short
	Average		Tall
	Small		Big

# Memory Game

	Skinny		Artistic
	Strong		Athletic
	Car		Wash
	Color	 Grandfather    Grandmother	Grandfather Grandmother

# True or False?



## Instructions:

Write True or False for the first statement. Write a statement that shows the opposite.



### Example:

False Her husband is short.

True Her husband is tall.



\_\_\_\_\_ 1. She is young.

\_\_\_\_\_



\_\_\_\_\_ 2. Her dad is tall.

\_\_\_\_\_



\_\_\_\_\_ 3. His wife is short.

\_\_\_\_\_



\_\_\_\_\_ 4. His grandpa is old.

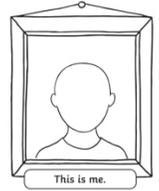
\_\_\_\_\_



\_\_\_\_\_ 5. She is middle aged.

\_\_\_\_\_

# Physical Descriptions



Instructions: Describe yourself below using words and drawings.

 Write About Yourself	 Draw Yourself
I am _____ and _____.  I am not _____ or _____.	

Write a complete sentence about yourself:

\_\_\_\_\_.

Instructions: Describe a family member using your new vocabulary.

 Write About My Family Member	 Draw
My _____ is _____ and _____.  My _____ is not _____ or _____.	

Write a complete sentence about your family member:

\_\_\_\_\_.

# Family Member Symbols

Instructions:  Draw a symbol to represent seven family members.

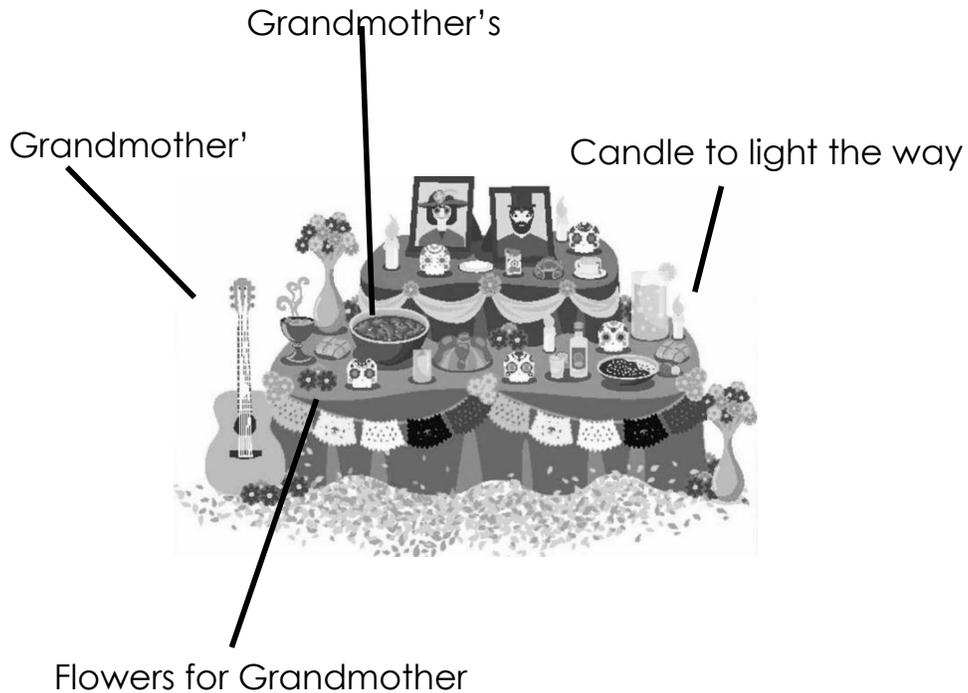


Write one sentence to describe each member of the family

<p>Example:</p>  <p>My mom is <u>strong</u>.</p>	<p>1.</p> <p>My _____ is _____.</p>	<p>2.</p> <p>_____.</p>
<p>3.</p> <p>_____.</p>	<p>4.</p> <p>_____.</p>	<p>5.</p> <p>_____.</p>

# Altar to Remember

Description: Many people make altars to remember their family members that are gone. You can bring important food, photos, and items to remember each person.



Instructions: Look at the example. 🎨 Draw your own altar to celebrate at least one family member that is gone. 📝 Write a description for at least four items.

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---

# Gendered Vocabulary

Instructions: Using the word bank below, categorize the family member vocabulary based on gender.

## Word Bank

sister, uncle, grandmother, cousin, brother-in-law, aunt, father, grandfather, mother, brother, sister-in-law, me

♀ Female ♀	Neutral	♂ Male ♂

Write about your family members! What makes your family unique?

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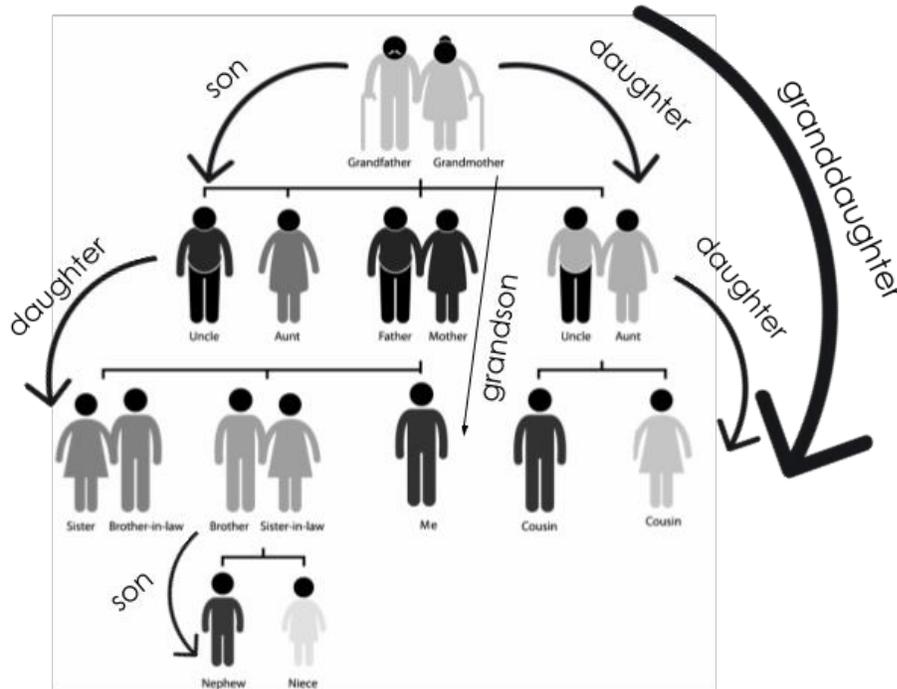
# My Relationships

Instructions: Use your vocabulary to determine your relationship with family members.

## Word Bank

cousin	grandmother	father
mother	sister	uncle

1. I am the granddaughter/grandson of my \_\_\_\_\_.
2. I am the daughter/son of my \_\_\_\_\_.
3. I am the cousin of my \_\_\_\_\_.
4. I am the niece/nephew of my \_\_\_\_\_.
5. I am the daughter of my \_\_\_\_\_.
6. I am the sister/brother of my \_\_\_\_\_.



Source: OysterEnglish.com

# How Old Are You?

Use the picture to complete the sentence.

 6 months old	 2 years old	 5 years old	 10 years old
 18 years old	 30 years old	 50 years old	 80 years old

	1. My cousin is _____ years old.
	2. My father is _____ years _____.
	3. My nephew is _____ _____ old.
	4. My grandpa is _____ years old.
	5. I am _____ years old.

# Family and Food

Family and food are closely related.



Write about your family members and  draw the food that reminds you of your family.

## Example

This food reminds me of my **Aunt Priya** because **she loves roti.**



This food reminds me of my \_\_\_\_\_  
because...

This food reminds me of my \_\_\_\_\_  
because...

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# Question Words

	 Who?	 What?
 When?	 Where?	 Why?



Read the story. Answer the questions.



Mom is Alice. Dad is David. At 6:00 pm, Mom and Dad walk to the park with their kids, Samuel and Victoria. Samuel and Victoria are young. At the park, they see Grandma and Grandpa Jones. They are old. They eat in the park together. Then they walk home.

1. Who is David?

---

2. Where does the family eat?

---

3. Who does the family see at the park?

---

4. Who is young?

---

5. When does the family go to the park?

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# Pastimes Vocabulary



Read the vocabulary.



Record and listen to your voice when you are finished.

<p>Reading</p> 	<p>Drawing</p> 	<p>Painting</p> 
<p>Listening to music</p> 	<p>Talking with friends</p> 	<p>Playing games</p> 
<p>Playing soccer</p> 	<p>Singing</p> 	<p>Cooking</p> 
<p>Watching TV</p> 	<p>Studying</p> 	<p>Exercising</p> 

# Likes and Dislikes



Write the pastimes that you like and dislike in the t-chart below

Pastimes that I like	Pastimes that I dislike
•  •  •  •  •	•  •  •  •  •



# Family Pastimes

Use your pastime vocabulary to  write which family members like the activities that you see below



My \_\_\_\_\_ likes to \_\_\_\_\_

My \_\_\_\_\_ doesn't like to \_\_\_\_\_



My \_\_\_\_\_ likes to \_\_\_\_\_

My \_\_\_\_\_ doesn't like to \_\_\_\_\_



My \_\_\_\_\_ likes to \_\_\_\_\_

My \_\_\_\_\_ doesn't like to \_\_\_\_\_



My \_\_\_\_\_ likes to \_\_\_\_\_

My \_\_\_\_\_ doesn't like to \_\_\_\_\_

# Comparisons

Compare and contrast yourself with another family member.



Write the pastimes that you like and the pastimes that you don't like below.

My _____	Both	Me
They like to _____	We like to _____  We like to _____	I like to _____
They don't like to _____	We don't like to _____  We don't like to _____	I don't like to _____

My _____	Both	Me
They like to _____	We like to _____  We like to _____	I like to _____
They don't like to _____	We don't like to _____  We don't like to _____	I don't like to _____

# Pastime Locations



Write which pastimes you like to do in different locations

At Home 	Both 	At School 
<p><b>Example:</b> I like to exercise <u>at home.</u></p>	<p><b>Example:</b> I like to read <u>at school and at home.</u></p>	<p><b>Example:</b> I like to talk with friends <u>at school.</u></p>

At Home 	Both 	At School 
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Write about your favorite pastime location. What makes this location your favorite?

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# Numbers in Word Form and Expanded Form

123

Use your **Place Value Chart** to answer these questions.

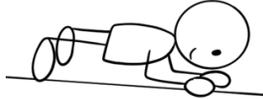
<b>584, 371</b>			
1.	Write the number in <b>word</b> form 		
2.	How is this amount written in <b>expanded</b> form? ○ ○ ○		
3.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">                 Which digit is in the <b>ten thousands</b> place?                  _____             </td> <td style="width: 50%; padding: 5px;">                 Which digit is in the <b>hundreds</b> place?                  _____             </td> </tr> </table>	Which digit is in the <b>ten thousands</b> place? _____	Which digit is in the <b>hundreds</b> place? _____
Which digit is in the <b>ten thousands</b> place? _____	Which digit is in the <b>hundreds</b> place? _____		
4.	Which of the following statements is <b>true</b> about the number <b>584,371</b> ? a) The 4 is in the hundreds place. b) The 3 is in the thousands place. c) the 5 is in the hundred thousands place.		

# Let's Move!



Put your vocabulary cards facing down.

Grab one, read the word, and start moving!

	Reading	Arm circles (20 times) 
	Drawing	Plank (5 seconds) 
	Singing	Pretend to swim (20 times) 
	Playing games	Toe touches (15 times) 
	Cooking	Sit-ups (10 times) 



## 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



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