



Students with Interrupted Formal Schooling
9th – 12th grade • English Level 1

LEARNING PACKET #4



Theme: Holidays and Time

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 Lydia Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Standard	9-12
English Language Arts: Reading	<p>CCSS.ELA-LITERACY.RI.9-10.1</p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCSS.ELA-LITERACY.RI.9-10.2</p> <ul style="list-style-type: none"> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
English Language Arts: Writing	<p>CCSS.ELA-LITERACY.W.9-10.2</p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <p>CCSS.ELA-LITERACY.W.9-10.2.A</p> <ul style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <p>CCSS.ELA-LITERACY.W.9-10.3</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>CCSS.ELA-LITERACY.W.9-10.3.C</p> <ul style="list-style-type: none"> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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

English
Language
Proficiency
Standards -
ELPA21

At the end of this level, with prompting and support, students can:

- identify a few key words and phrases in oral communications and simple oral and written texts.
- participate in short conversational and written exchanges on familiar topics; present information; and respond to simple yes/no questions and some wh- questions.
- communicate information about a familiar topic.
- express an opinion about a familiar topic.
- gather information from a few provided print and digital sources and label collected information, experiences, or events.
- identify a point an author or speaker makes.
- recognize the meaning of some words learned through reading.
- recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions.
- use a narrow range of vocabulary and syntactically simple sentences.
- recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.

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Theme: Holidays and Time

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August 15th, 2020

Dear Families:

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

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

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

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

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

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

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- This packet focuses on holidays and reviews time. To begin, students will learn vocabulary related to holidays and celebrations. Then students will be able to use that vocabulary to read and write about celebrations. Then students will learn specifically about New Years and write about their own New Year Celebration. Students will then use their knowledge of New Year to learn sequencing vocabulary words. Finally, students will revisit time and learn new time-related vocabulary and then use this new vocabulary to write about and interview someone about holidays.

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, 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.

En este paquete hemos incluido las siguientes actividades:

ICMEE is housed within:



Instructions Key



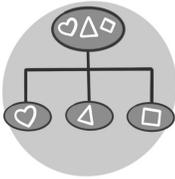
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- 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
- العد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



- Color
- Colorea
- لون
- Midab guudaha
- 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

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

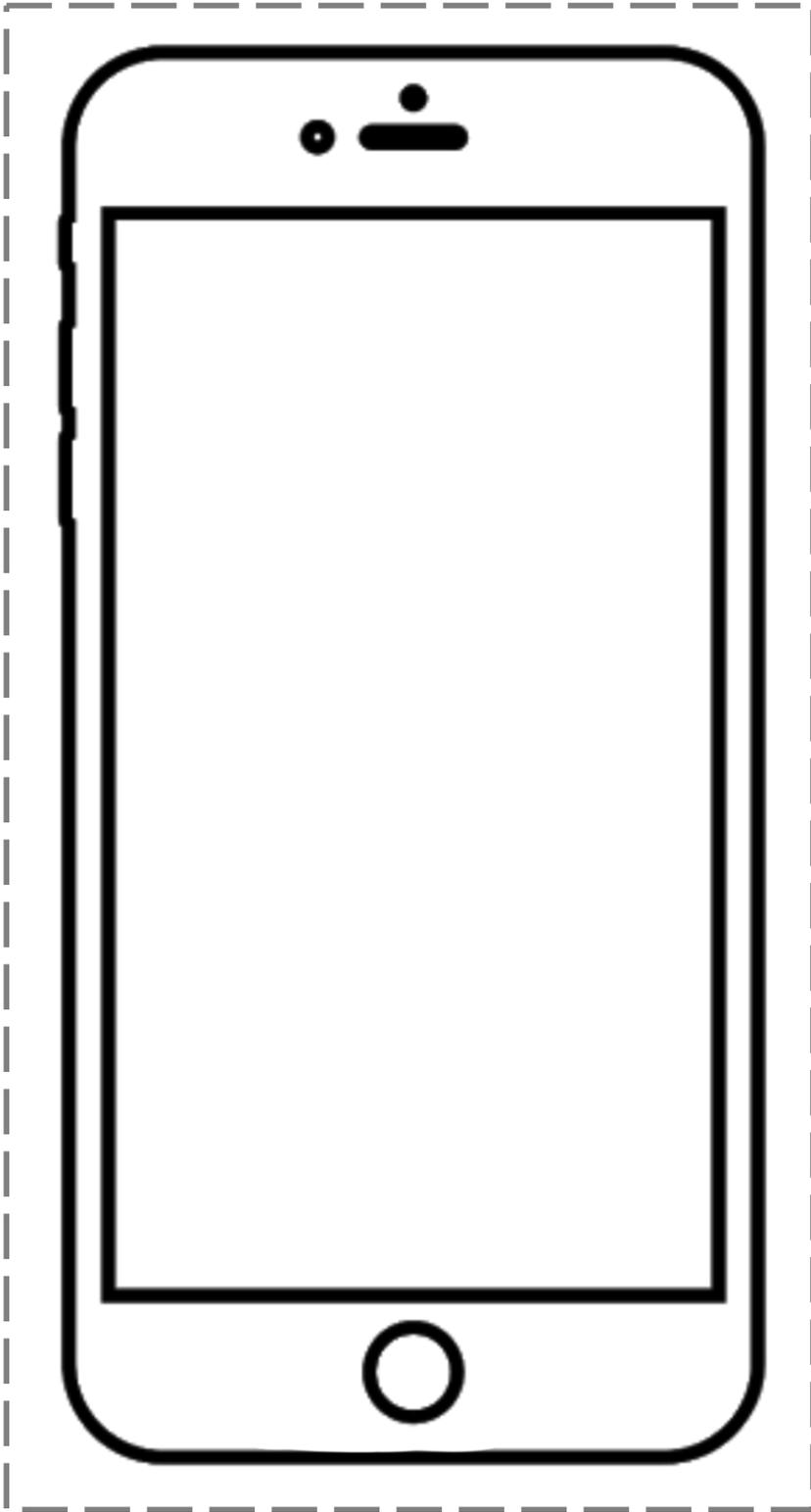


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

Celebration Vocabulary



Say and



write the new vocabulary.



holiday



holiday



Read the definition:

A **holiday** is a day to remember a person or event.



celebrate



celebrate



Read the definition:

To celebrate is to make something special.



tradition



tradition



Read the definition:

A **tradition** is the usual way to do something.



decorate



decorate



Read the definition:

To decorate is to make something look Beautiful.



Gift



gift



Read the definition:

A **gift** is something we give to people usually on a special day.



clothing



clothing



Read the definition:

Clothing is worn to cover the body. In many countries, special clothing is worn during holidays.



food



food



Read the definition:

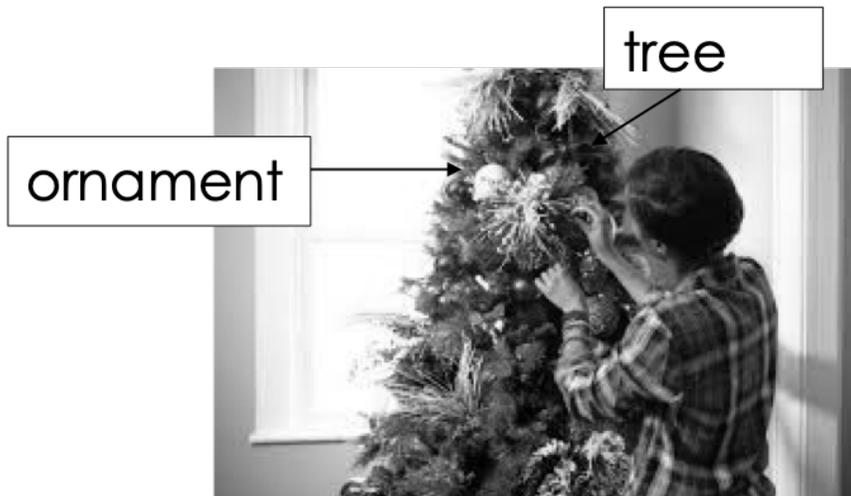
Food is what we eat. Special food is made for most holidays.

Celebrations Reading



Read about celebrating holidays around the world.

People celebrate in many different ways. They **decorate**. In the United States, many people **decorate** trees with lights and ornaments during the Christmas holiday.



Adapted from: <http://www.readworks.org>



People celebrate in many different ways. They eat **food**. Eid al-Fitr is a Muslim holiday. It lasts for one to three days. Family and friends eat special **food** together.





People celebrate in many different ways. They give **gifts**. Kwanzaa is an African American holiday. It lasts for seven days. Adults give kids **gifts**.





People celebrate in many different ways. They wear special **clothing**. For Chinese New Year, people wear new red **clothing**. Kids carry lanterns. Some people wear dragon costumes and dance.



Evelin's Celebration



Read about Evelin's country celebration.



This is Evelin. She is from Guatemala. She celebrates Independence Day with her family on **September 15th**. She celebrates with parties, dances and **fireworks**. One tradition in Guatemala includes military marches by the President in **parades**.

September 15th

fireworks

parade

September						
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				



Adapted from: <https://www.readworks.org/article/Holidays-in-Latin-America/977eb97f-df10-4e23-8d80-add6511388d0#!articleTab:content/contentSection:b33601a3-65bc-48fa-b9bd-bd744c212191/>



Write answers the questions about Evelin's country celebration.



Who is this?



This is _____.



Where is she from?



She is from _____.

who



when



where



what



why



What does she celebrate?

She celebrates _____.



When does she celebrate?

September						
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				

She celebrates on _____.



What does she do to celebrate?



She celebrates with _____.



Draw a picture of a celebration in your country.



Write about your celebration.

I am _____.

I am from _____.

The holiday we celebrate is _____.

The holiday is on _____.

We celebrate with _____.



Day 2

Happy New Year!

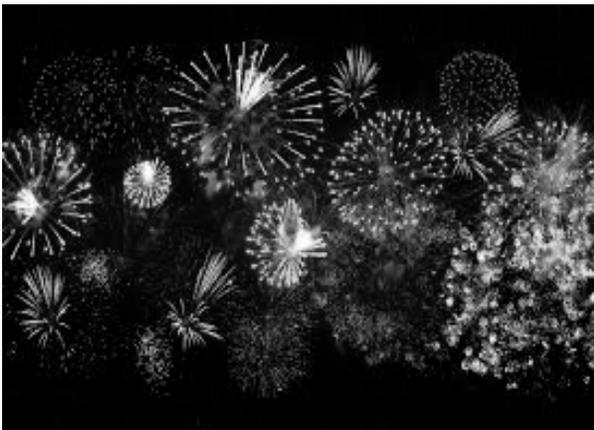


Read about how people celebrate the New Year

Many people around the world celebrate the New Year. The New Year happens at 12:00 midnight on January 1st. Some countries and cultures celebrate the New Year at different times. People celebrate the New Year in different ways.



People celebrate the New Year in the United States. They watch fireworks. They celebrate with family and friends. Some people like to eat black eyed peas to celebrate the New Year.



People celebrate the New Year in Spain. They watch the clock. At 12:00 midnight, they eat 12 grapes.



People celebrate the New Year in China. They celebrate Chinese New Year. 2020 is the year of the Rat.



People celebrate the New Year in Mexico. They celebrate with family and friends. They eat tamales and menudo.



People celebrate the New Year in Ethiopia. They use a different calendar. They celebrate the New Year in September.



People celebrate the New Year in different ways. Do you celebrate the New Year? How do you celebrate the New Year in your country?

How do you celebrate the New Year?



Draw about your New Year's celebration.



Write about your New Year's celebration.

When?



When do you celebrate the New Year?

I celebrate the New Year in _____.

Who?



Who do you celebrate the New Year with?

I celebrate with _____.

What?



What do you do to celebrate the New Year?

On New Year, I _____.

What?



What do you eat on New Years?

On New Years, I eat _____.

Like?



What do you like about New Years?

On New Years, I like _____.



Day 3

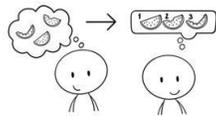
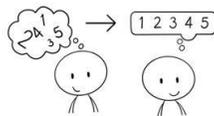
Ling's Holiday



Read about Ling's holiday.

This is Ling. She is from China. Now she lives in the United States. She celebrates the Chinese New Year. First, she helps her family clean and decorate the house. Then, they hang red banners. Next they eat food. Finally, they watch fireworks.

New Vocabulary – Sequence Words



1	2	3	4
First,	Second,	Third,	Fourth,
	Next,	Next,	Last,
	Then,	Then,	Finally,



Reread Ling's story with pictures. Underline the sequence words.

First, she helps her family clean and decorate the house.



Then, they hang red banners.



Next they eat food.



Finally, they watch fireworks.



Sequence your holiday.



Draw pictures and write words to show how you celebrate your holiday using sequence words.

My New Year's Celebration

First, _____ _____	Then, _____ _____
Next, _____ _____	Finally, _____ _____



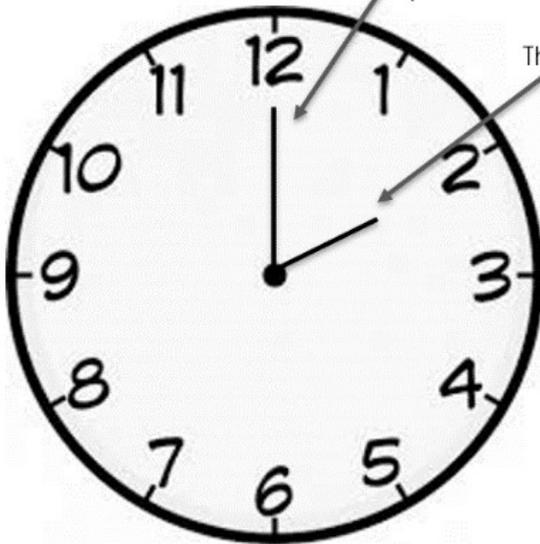
Day 4

What Time Is It?



Read about telling time.

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

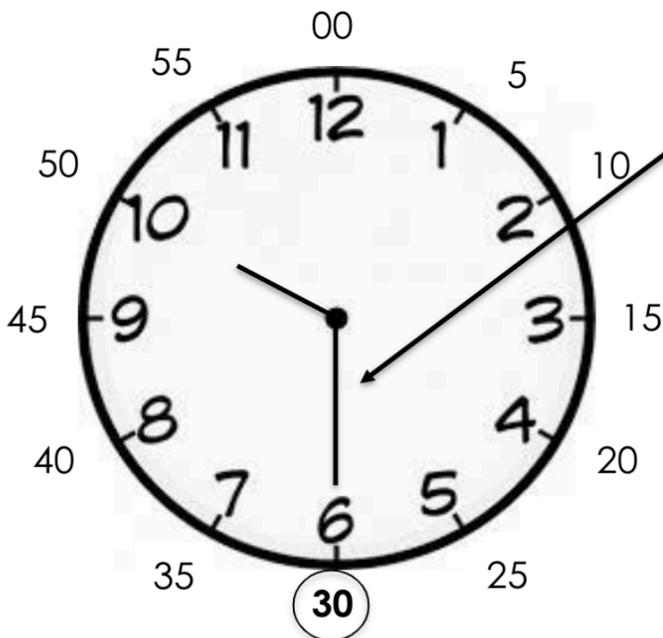
What time is it?

It is _____ o'clock.

What time is it?

It is two o'clock.

It is 2:00.



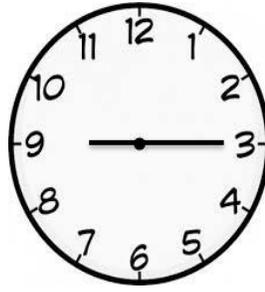
The **minute hand** points to the minutes. There are 60 seconds in a minute. We can count by 5s to know what time it is.

What time is it?

It is **10:30**.



Look at the clocks and tell someone what time it is.



What time is it?
It is ___:___.



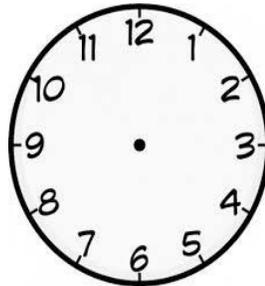
What time is it?
It is ___:___.



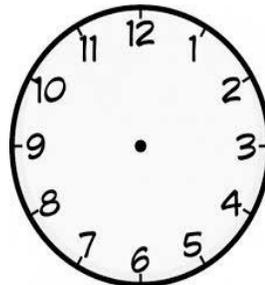
What time is it?
____:____.



Draw the time on the clock. It is 4:05.



Draw the time on the clock. It is 6:45.



Being On Time



Read about time in the United States.

In the United States it is very important to be **on time**. On time means being in a place at the time on the schedule. For example, students have to be on time to class. Also, it is important to be on time for work and for appointments. This is not always true in all countries

Example:

 <p>School starts at 8:00. It is 7:55. You are early.</p>	<p>Is it important to be on time in your country?</p> <p>What happens if you are late?</p>
 <p>It is 8:00. You are on time.</p>	
 <p>It is 8:05. You are late.</p>	



Draw and write about time in your country.

Is it important to be **on time** in your country?

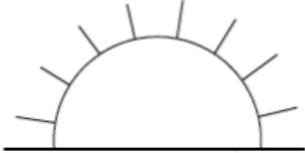
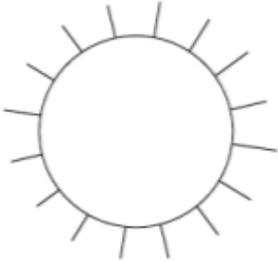
What happens if you are **late**?

Today is a Holiday!

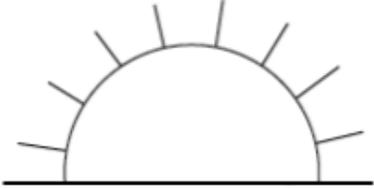
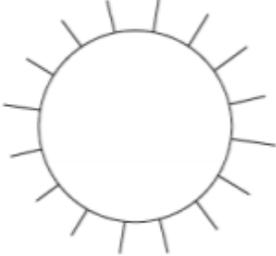
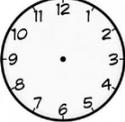
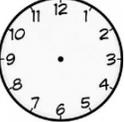
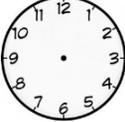
1. Read about how Fatima celebrates her holiday. Read about what she does in the morning, in the afternoon and at night.
2. Draw and write about how you celebrate your holiday. Draw and write about what you do in the morning, in the afternoon and at night.



Fatima celebrates Ramadan.

 <p>8:00 in the morning</p>	 <p>1:00 in the afternoon</p>	 <p>5:00 in the evening</p>	 <p>9:00 at night</p>
			
<p>In the morning, Fatima prays with her family.</p> 	<p>In the afternoon, Fatima reads a book with her family. They read the Quran.</p>  	<p>At night, Fatima eats food with her family.</p> 	

I celebrate _____.

 <p>8:00 in the morning</p>	 <p>1:00 in the afternoon</p>	 <p>5:00 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>
			



Day 5

What do you celebrate?



Interview a friend, teacher or a family member. Ask them questions about a holiday they



celebrate.

Write down their answers.

Question Words

Who?	
When?	
Where?	
What?	
Why?	



Who will you interview?



I am asking _____ questions about their favorite holiday.



What is your favorite holiday to celebrate?

_____ celebrates _____.



When do you celebrate your holiday?

_____ celebrates on _____.



What do you do to celebrate your holiday?

_____ celebrates with _____.



What food do you eat to celebrate your holiday?

_____ eats _____.



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:

