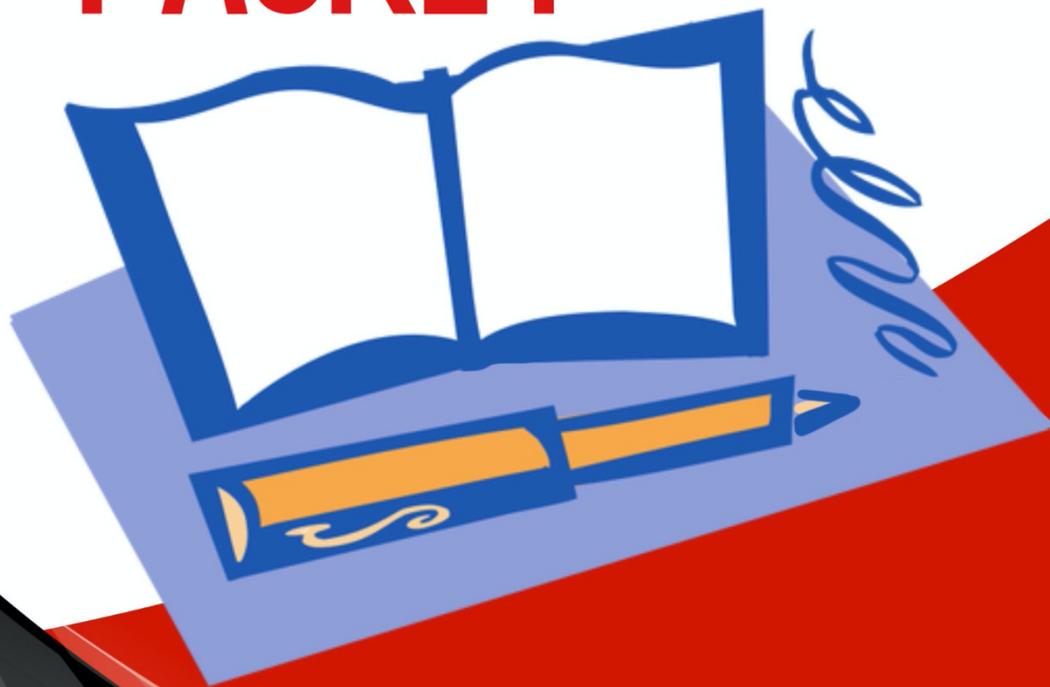




Students with Interrupted Formal Schooling
9th – 12th grade • English Level 1

LEARNING PACKET #5



Theme: Community Helpers

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.

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.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Brooke David and Jessica Millen** in collaboration with Lydiah Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Standard	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	<p>At the end of this level, with prompting and support, students can:</p> <ul style="list-style-type: none"> ● 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.



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

LEARNING PACKET #5



Theme: Community Helpers

International Consortium for Multilingual Excellence in Education



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 community helpers. It teaches students who in their community can help them and provides the English they need to ask for help. To begin students will be introduced to school community through the induction model of thinking about words they know before being introduced to new vocabulary. Then they will have a lesson on singular and plural nouns using their new vocabulary. They will be introduced to community helps and participate in reading and writing activities using this new vocabulary. They will learn ways to ask for help when problems arise for them at school. They will then look into their own community to find their own community helpers. They will have the opportunity to read and write about how students help others and how they have helped people too. Lastly, they will compare school communities using new vocabulary.

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 Lydia Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

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- 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.
- Este paquete se enfoca en los ayudantes de la comunidad. Enseña a los estudiantes quiénes en su comunidad pueden ayudarlos y les brinda el inglés que necesitan para pedir ayuda. Para comenzar, los estudiantes serán introducidos a la comunidad escolar a través del modelo de pensamiento inductivo sobre palabras que ya conocen antes de que se les presente un vocabulario nuevo. Luego, tendrán una lección sobre sustantivos en singular y plural utilizando el vocabulario recién adquirido. Se les presentarán los ayudantes de la comunidad y participarán en actividades de lectura y escritura utilizando este vocabulario nuevo. Aprenderán formas de pedir ayuda cuando surjan problemas en la escuela. Luego buscarán en su propia comunidad los ayudantes de su comunidad. Tendrán la oportunidad de leer y escribir sobre cómo los estudiantes ayudan a otros y cómo ellos también han ayudado a las personas. Por último, compararán comunidades escolares utilizando vocabulario nuevo.

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

Sinceramente,

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

ICMEE is housed within:





Share your learning!

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

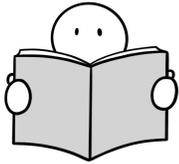
We'd love to see what you've done with this packet!



Instructions Key



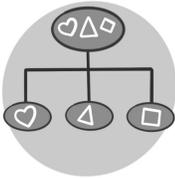
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



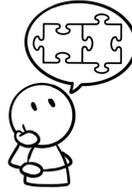
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

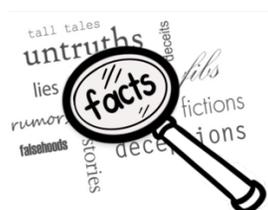
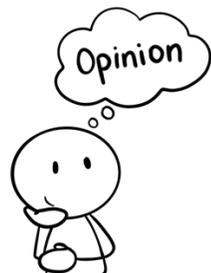
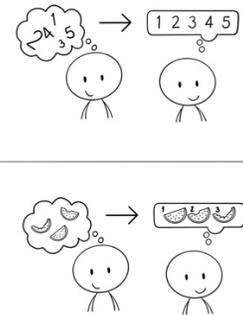
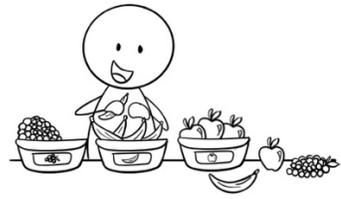


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

Thinking Skills Glossary

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

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



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



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



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



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

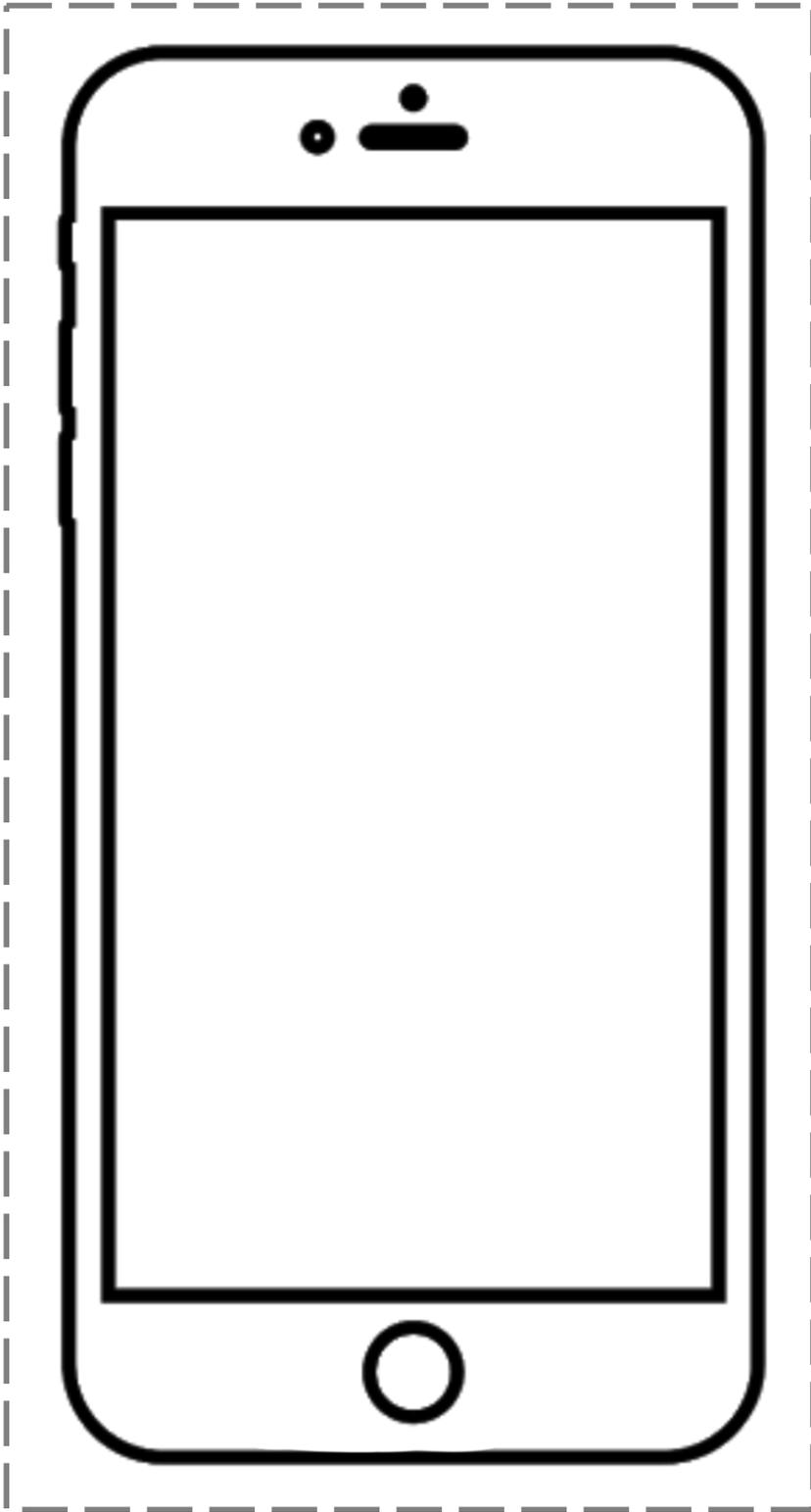


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

Community Introduction

 Record what you see in this picture.

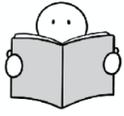




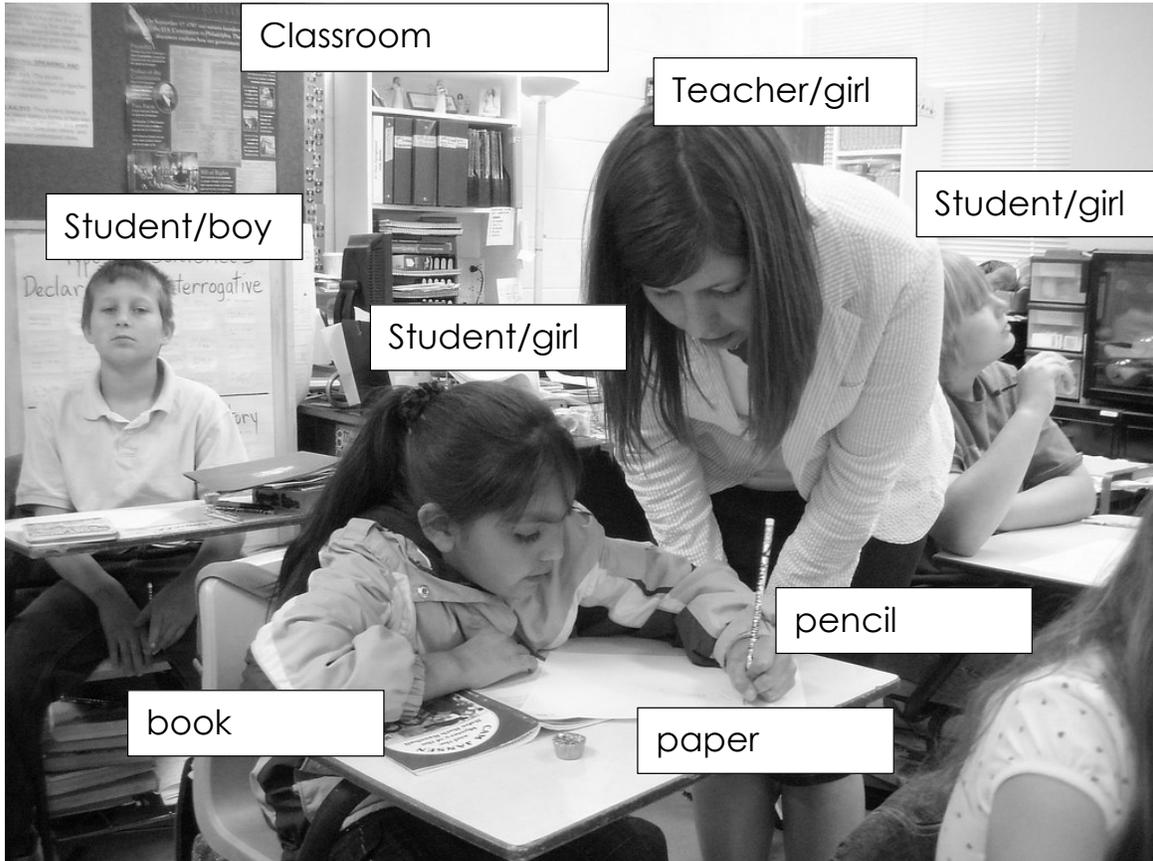
Label the picture. Use the words in the box.

- | | |
|-----------|--------|
| student | pencil |
| teacher | book |
| classroom | girl |
| paper | boy |





Read the words on the picture.





Read the paragraph. Look for your new vocabulary words.

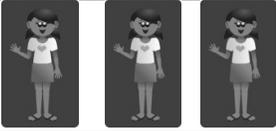
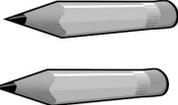
A community is a group of people. People live and work in a community. They can help one another.

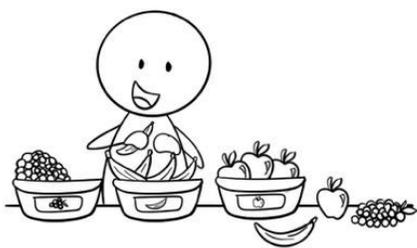
People in a community have different jobs. **Teachers** help their **students**. **Students** have jobs too. They go to school to learn. They are reading a **book** and writing with **paper** and **pencils**.

Adapted from: <https://www.readworks.org/article/A-Community-of-People/569f8adf-deeb-4b2c-9a38-9e9bd8ac5d36#!articleTab:content/>

Singular and Plural

In English, add and "s" or "es" to the end of a word to make it plural.

Singular (1 - one)	Plural (2, 3, 4, 5, ... more than 1)
teacher 	teachers 
student 	students 
boy 	boys 
girl 	girls 
classroom 	classrooms 
paper 	papers 
pencil 	pencils 
book 	books 



Use the vocabulary to sort singular and plural words.

teacher	book
books	girls
pencil	boy
students	teachers
classroom	student

Singular (1 - one)	Plural (2, 3, 4, 5, ... more than 1)



Day 2

Community Helpers Vocabulary

 Say and  write the new vocabulary.

 teacher		 teacher
--	---	--

Read the definition:

A **teacher** is a person who helps students learn at school.

 counselor		 counselor
--	---	--

Read the definition:

A **counselor** is a person who helps when there is a problem. You can talk to a counselor if you have a problem.



librarian



librarian

Read the definition:

A **librarian** is a person who helps people find a book at the library.



principal



principal

Read the definition:

A **principal** is a person who helps students and teachers at school.



secretary



secretary

Read the definition:

A **secretary** is a person who works in an office. Secretaries help people with information.



nurse



nurse

Read the definition:

A **nurse** is a person who helps people who are sick. Nurses work at schools and hospitals.



doctor



doctor

Read the definition:

A **doctor** is a person who helps people who are sick. Doctors work at hospitals.



paramedic



paramedic

Read the definition:

A **paramedic** is a person who helps in an emergency. Paramedics help to make sure everyone is okay.



fire fighter



fire fighter

Read the definition:

A **fire fighter** is a person who helps in an emergency. Fire Fighters put out fires.



police officer

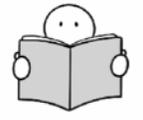


police officer

Read the definition:

A **police officer** is a person who helps in an emergency. Police Officers help to make sure everyone is safe.

Community Helpers Reading



Read about community helpers.

What is a community? A community is a group of people who live near each other and work together. They help each other.

People in a community have different jobs. Some people work in schools. **Teachers** and **principals** help students learn. **Counselors** help students when they have a problem. **Librarians** help students find books.

Other people work in the community. **Nurses** and **police officers** help people in the community. **Police officers** keep us safe. **Nurses** and **doctors** keep us healthy. Sometimes **police officers** and **nurses** work



What do you like about your community?

Adapted from: <https://www.readworks.org/article/A-Community-of-People/569f8adf-deeb-4b2c-9a38-9e9bd8ac5d36#!articleTab:content/>

Community Helpers Singular and Plural



Write the missing word.

Singular (1 - one)	Plural (2, 3, 4, 5, ... more than 1)
teacher	
	counselors
	librarians
principal	
	secretaries
nurse	
doctor	
	paramedics
	fire fighters
	police officers

Who can help you at school?



1. Cut out the pictures of the community helpers.



2. Read the problems and match the people who can help.



3. Write the sentence.



A teacher



A librarian



A nurse



A police officer



A doctor



A counselor

Who can help?	How can they help?
	<p>help students learn</p> 
<p><u>A teacher</u> can <u>help students learn</u>.</p>	
Who can help?	How can they help?
	<p>keep us healthy</p> 
<p>_____ can help _____.</p>	
Who can help?	How can they help?
	<p>find a book</p> 
<p>_____ can help _____.</p>	

Who can help?	How can they help?
	<p>keep us healthy</p> 
<p>_____ can help _____.</p>	
Who can help?	How can they help?
	<p>Keep us safe</p> 
<p>_____ can help _____.</p>	

Who can help?	How can they help?
	<p data-bbox="857 317 1386 422">Help students when they have a problem</p> 
<p data-bbox="347 915 1295 961">_____ can help _____.</p>	



Day 3

Community Walk



Walk around your school or neighborhood.



Look for community helpers.



Make a check when you see community helpers.

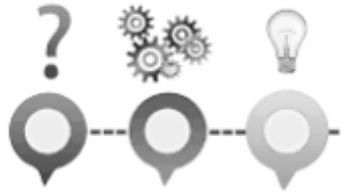
Community helpers	Picture	Check if you see this community helper in your school or neighborhood
teacher	 A black and white photograph of a teacher standing at the front of a classroom, facing a group of students seated at desks.	
counselor	 A black and white photograph of a woman, likely a counselor, sitting at a desk and talking to a student whose back is to the camera.	

<p>librarian</p>		
<p>doctor</p>		
<p>paramedic</p>		
<p>principal</p>		
<p>secretary</p>		

<p>fire fighter</p>		
<p>police officer</p>		
<p>nurse</p>		
 	<p>Who else do you see in your school or community? Write and draw who you see.</p>	

Asking for help

We ask many questions. We ask questions to find solutions to our problems.



New Vocabulary

Word	Picture	Example
Question	Five question marks of varying sizes and shades of gray.	Can I have a pencil ?
Problem	Four interlocking puzzle pieces, two black and two gray.	I don't have a pencil . 
Solution	Two silhouettes of people placing puzzle pieces together.	The teacher gives me a pencil . 



Cut the pictures. Match the problem to the question.



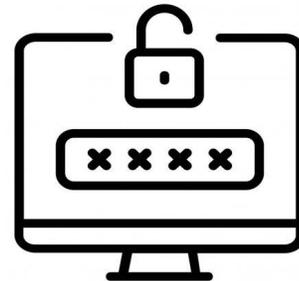
I cannot find my class.



I can't find the bathroom



I don't understand



I forgot my password



I cannot open my locker



I forgot my computer

Can you I borrow a computer?

Can you help me find my class?

Where is the bathroom?

Can you help me find my
password?

Can you help me open my
locker?

I don't understand, can you
help me please?

Match the problems with the question.

Problem 	Question 

Your Community Helper



Read about Evelin's community helpers.



Evelin



Ms. Candelario

This is Evelin. She is from Guatemala. When she lived in Guatemala she went to school. Her teacher was Ms. Candelario. Ms. Candelario is a community helper. She helped Evelin learn Spanish.

Who helped you in your country?



Draw a picture of a helper from your country/community.

A large, empty rectangular box with a thin black border, intended for drawing a picture of a helper.



Write about the person who helped you in your country/ community.

My name is _____.

I am from _____. When I lived in my country, _____ helped me. _____ is a community helper. She/He helped me _____.



Day 4

Ku Moo Helps



Read about how Ku Moo helps his family.



Ku Moo uses a graphic organizer to organize his writing.



Who does Ku Moo help? 	What is the problem? 	How does he help? 
Grandma 	She does not speak English.	He helps her talk to the neighbor.
Grandpa 	He does not know how to take the bus.	Ku Moo helps his grandpa take the bus.
Mom 	She needs help in the garden.	He helps her in the garden.

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



Ku Moo helps his grandma. She does not speak English. He helps her talk to the neighbor.



Ku Moo helps his grandpa. He does not know how to take the bus. Ku Moo helps his grandpa take the bus.



Ku Moo helps his mother. She needs help in the garden. He helps her in the garden.



Ku Moo Helps

Answer the questions about how Ku Moo helps his family.



Question Words



Who?



When?



Where?



What?



Why?



Who is this?

This is _____.



Who does Ku Moo help?

Ku Moo helps his _____,
_____ and _____.



Where does Ku Moo help his mom?

Ku Moo helps his mom _____
_____.



Who does Ku Moo help to take the bus?

Ku Moo helps his _____
to take the bus.

Who do you help?



_____.

Draw and write about how you help.



Who do you help? 	What is the problem? 	How do you help? 

I help _____

I help _____

I help _____



Day 5

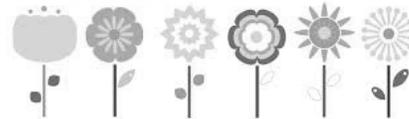
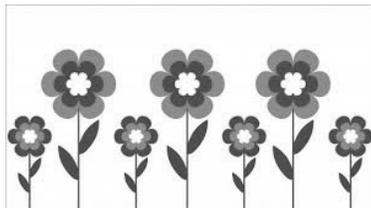
School Communities Comparison

Students and teachers make up a school community. Some schools are the **same** but some are **different**.

same



different





Look at the pictures of school community and **write** about what is the **same** and what is **different**. Use the words in the box.

teacher	paper	books
boys	computer	students
girls	pencil	

What is in classroom 1? _____

What is in classroom 2? _____

What is in classroom 1 and classroom 2?

Classroom 1



Classroom 2





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:

