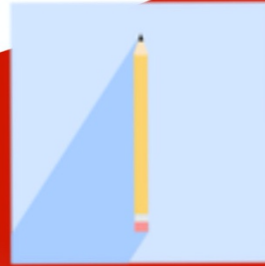


6<sup>th</sup> – 8<sup>th</sup> grade • English Level 1

# Learning PACKET #3



Theme: School

# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

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

## **Level 3 – Interdisciplinary Inquiry**

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

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

# International Consortium for Multilingual Excellence in Education



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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Tricia Ramaekers and Mary Royers** in collaboration with Claudia Yunes, Tricia Gray, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

CCSS.ELA-LITERACY.W.6.4

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

CCSS.ELA-LITERACY.RI.6.7

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

CCSS.ELA-LITERACY.L.6.1

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

CCSS.ELA-LITERACY.RI.6.2

- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.W.6.2

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

CCSS.ELA-LITERACY.W.6.2.C

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

CCSS.ELA-LITERACY.W.6.3

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

CCSS.ELA-LITERACY.W.6.3.C

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





# 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



- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet 3 includes materials relating to school. Students will complete activities on ways to be a good student, where to find help in school, and how to be safe at school. An emphasis is put on learning new vocabulary to develop language skills at the beginning level of English language acquisition. Students are encouraged to practice their reading, writing, and speaking skills. If technology is available, students are asked to record their speaking and play it back to listen to their voices.

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Tricia Ramaekers and Mary Royers** in collaboration with Claudia Yunes, Tricia Gray, and Alexa Yunes.

# Answer Keys

## Matching Vocabulary

Cut out the vocabulary on the next page. Then sort into the correct column to match the verb.

Verbs			
Write	Open/Close	Sit	Read
pencil	locker	desk	book
pen	binder	chair	
notebook	lock		
paper	computer		

## Class Schedule

Read the class schedule. Answer questions about the schedule below.

	Class	Start Time	End Time
1	Math class	7:45am	8:30am
2	Science class	8:35am	9:20am
3	Art class	9:25am	10:10am
4	PE class	10:15am	11:00am
-	Lunch	11:00am	11:30am
5	Social studies class	11:35am	12:20pm
6	English class	12:25pm	1:05pm
7	Consumer science class	1:10pm	1:55pm
8	Study hall	2:00pm	2:45pm

**Example Question:** Which class begins at nine twenty-five?  
**Example Answer:** Art class begins at nine twenty-five.

Which class ends at eleven?

PE class ends at 11:00.

Which class is the first (1st) class of the day?

Math Class is the first class of the day.

Which class begins at eight thirty-five?

Science class begins at eight thirty-five.

Which class ends at one fifty-five?

Consumer Science class ends at one fifty-five.

Which class begins at seven forty-five?

Math class begins at seven forty-five.

## Prepositions Introduction

Read the vocabulary. Write the missing words.

Record and listen to your voice when you are finished.

The pencil is <b>on</b> the desk	The pencil is <b>below</b> the desk	The pencil is <b>above</b> the desk
The pencil is <b>behind</b> the desk	The pencil is <b>in front of</b> the desk	The pencil is <b>next to</b> the desk
The pencil is <b>under</b> the desk	The pencil is <b>near</b> the desk	The pencil is <b>far from</b> the desk

	1. My name is Mrs. Ahmed. I am the <u>Assistant Principal</u> . I also work in the main office. I help Mrs. Henderson lead the school.
	2. My name is Miss Roberts. I am the school <u>counselor</u> . I work in the counseling office. I help students with problems.
	3. My name is Mr. Jones. I am a <u>teacher</u> . I work in the classroom. I teach students at school.
	4. My name is Mr. Lopez. I am the <u>librarian</u> . I work in the library. I help students with books, and media.
	5. My name is Mr. Benson. I am the <u>custodian</u> . I work all over the school. I clean the school.
	6. My name is Ms. Hart. I am the school <u>nurse</u> . I work in the health office. I help students who are sick at school.



Write True or False.

- False 1. The combination is 16, 6, 28
- False 2. Spin clockwise, counterclockwise, then counterclockwise.
- True 3. In step 2, spin two times counterclockwise.
- True 4. In step 1, stop on number 16.
- False 5. In step 3, pull up to open.
- True 6. In step 3, spin one time clockwise. and stop on number 28.

Look at the pictures. Circle the best answer.



1. There is a fire.  
 a. **Evacuate**  
 b. Shelter  
 c. Lockdown  
 d. Secure



2. A bank by the school was robbed.  
 a. Evacuate  
 b. Shelter  
 c. Lockdown  
 d. **Secure**



3. There is a tornado.  
 a. Evacuate  
 b. **Shelter**  
 c. Lockdown  
 d. Secure



4. There is someone dangerous in the building.  
 a. Evacuate  
 b. Shelter  
 c. **Lockdown**  
 d. Secure

# 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:



# International Consortium for Multilingual Excellence in Education



En este paquete hemos incluido las siguientes actividades:

- Diccionario: Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- Diario: Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- El paquete 3 incluye materiales relacionados con la escuela. Los estudiantes completarán actividades sobre cómo ser un buen estudiante, dónde encontrar ayuda en la escuela y cómo estar seguros en la escuela. Se enfatiza el aprendizaje de vocabulario nuevo para desarrollar habilidades lingüísticas en el nivel inicial de adquisición del idioma inglés. Se alienta a los estudiantes a practicar sus habilidades de lectura, escritura y expresión oral. Si hay tecnología disponible, se les pide a los estudiantes que graben su discurso y lo reproduzcan para escuchar sus voces.

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

Sinceramente,

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

ICMEE is housed within:





## Share your learning!

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

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





## Instructions Key



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



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



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



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

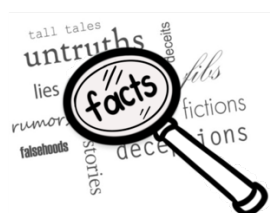
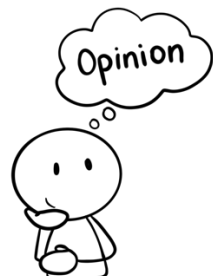

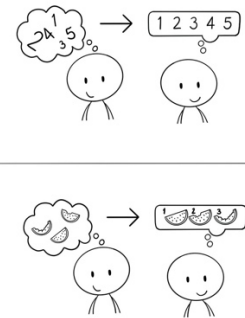



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

## Thinking Skills Glossary

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

# Question Words



Who?



When?



Where?



What?



Why?



# iPhone Instruction Icons



Write a text message  
写短信  
Escribe un mensaje



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



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



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



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

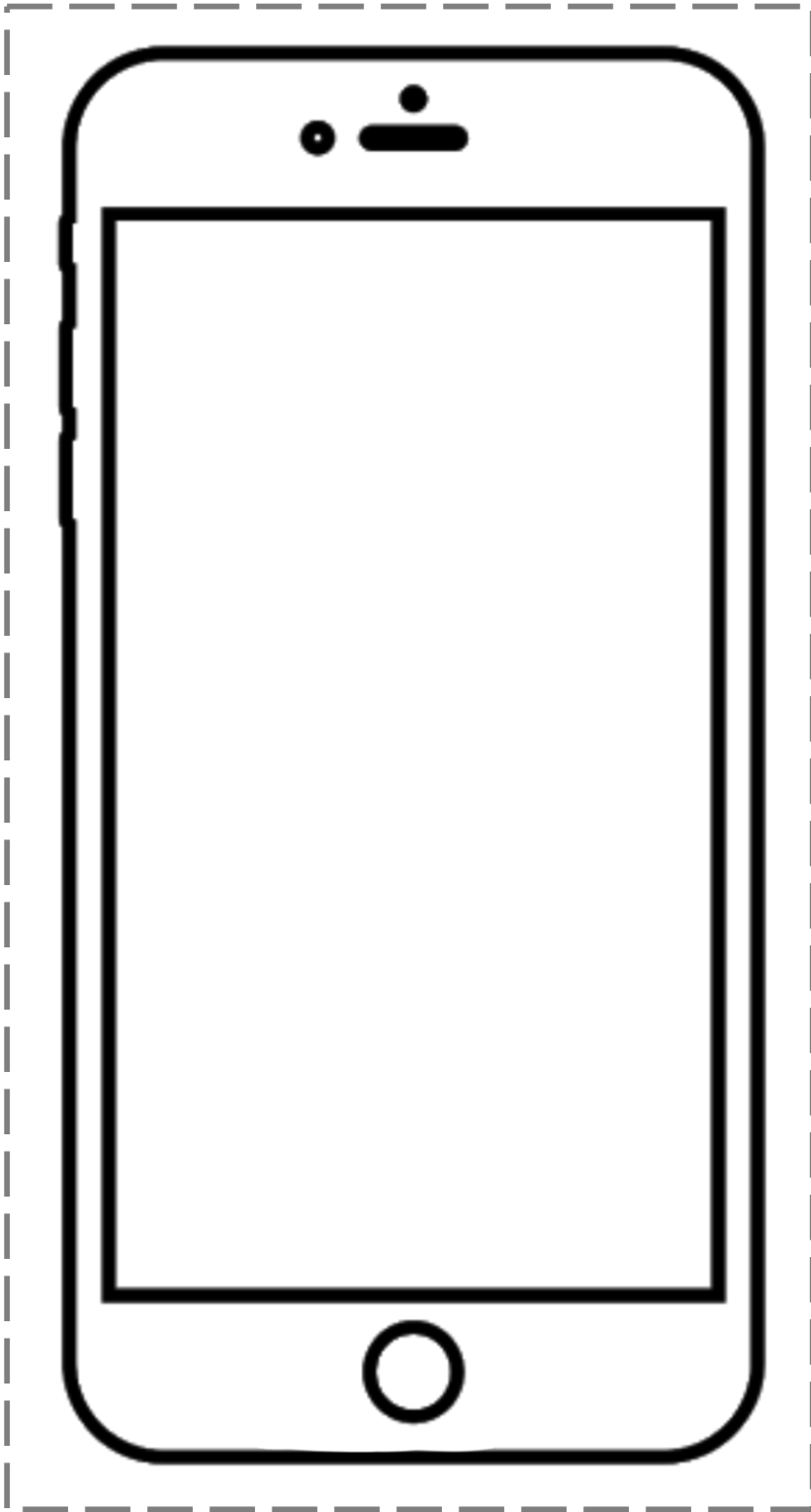


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada

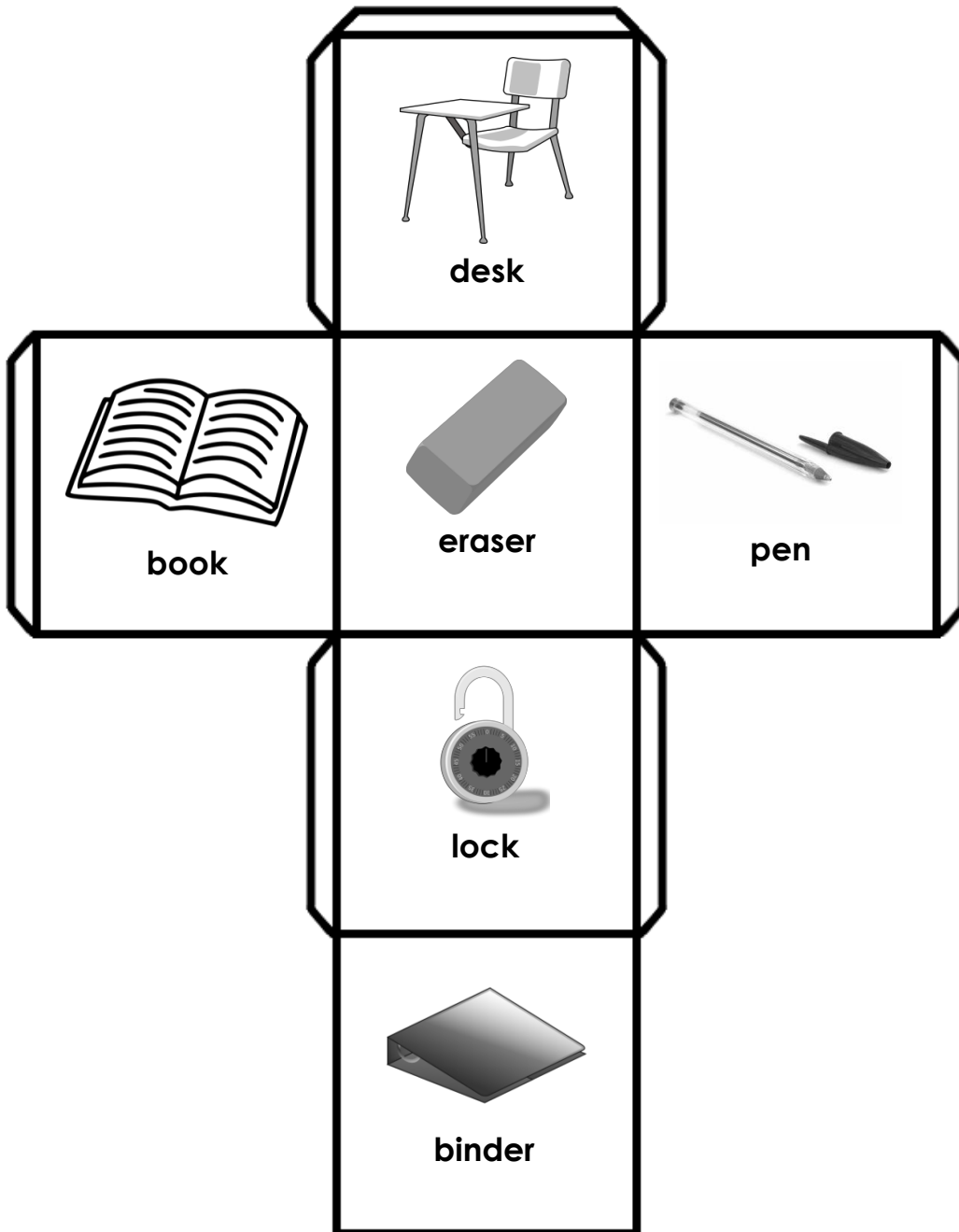




# Reading Daily Practice



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

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




# School Vocabulary



Read the vocabulary.



Record and listen to your voice when you are finished.

 <p>pencil</p>	 <p>pen</p>	 <p>locker</p>
 <p>book</p>	 <p>computer</p>	 <p>desk</p>
 <p>chair</p>	 <p>lock</p>	 <p>notebook</p>
 <p>paper</p>	 <p>binder</p>	 <p>eraser</p>

# Write and Draw

Read the word. Write a sentence. Draw a picture.

Word



Sentence



Draw your sentence



<b>Notebook</b>	<hr/> <hr/> <hr/>	
<b>Lock</b>	<hr/> <hr/> <hr/>	
<b>eraser</b>	<hr/> <hr/> <hr/>	
<b>binder</b>	<hr/> <hr/> <hr/>	
<b>desk</b>	<hr/> <hr/> <hr/>	



**Try the words in a sentence. Choose one vocabulary word for each sentence.**

1. I write in my notebook with a \_\_\_\_\_.
2. I made a mistake and will use an \_\_\_\_\_ to fix it and write again.
3. I write on the \_\_\_\_\_ with my pen and pencil.
4. The combination to my \_\_\_\_\_ is 7 - 14 - 27.
5. I sit at a \_\_\_\_\_ when I'm in the classroom.
6. I read a \_\_\_\_\_ before I go to sleep.
7. I like to write with a blue \_\_\_\_\_ not a black one.
8. I go to my \_\_\_\_\_ to get my clothes for P.E.
9. I type an email on my \_\_\_\_\_.
10. I sit on a hard \_\_\_\_\_ during my 2nd period class.



**Can you write your own sentences with these words?**

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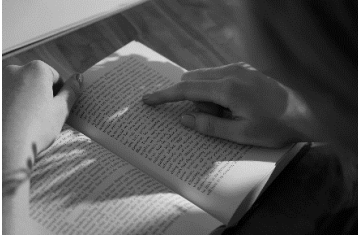
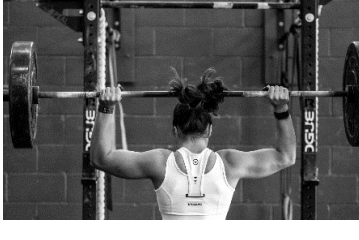
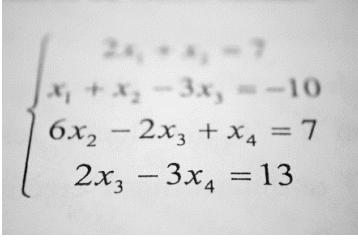

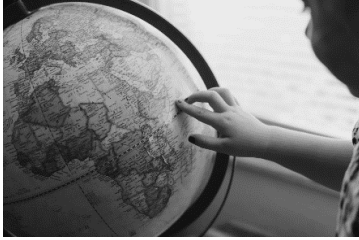



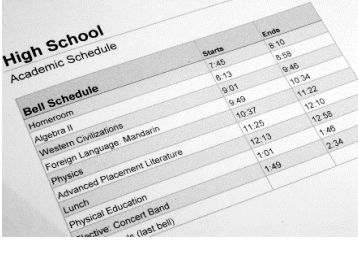
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# Class Vocabulary


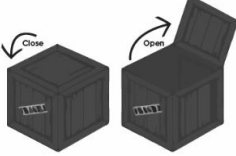



Read the vocabulary. 

 Record and listen to your voice when you are finished.






<p>Class</p> 	<p>Safe</p> 	<p>Unsafe</p> 																																				
<p>English class</p> 	<p>Gym class</p> 	<p>Math class</p>  $\begin{cases} 2x_1 + x_2 = 7 \\ x_1 + x_2 - 3x_3 = -10 \\ 6x_2 - 2x_3 + x_4 = 7 \\ 2x_3 - 3x_4 = 13 \end{cases}$																																				
<p>Art class</p> 	<p>Social studies class</p> 	<p>Science class</p> 																																				
<p>Consumer science class</p> 	<p>Student</p> 	<p>Schedule</p>  <table border="1"> <thead> <tr> <th colspan="3">High School Academic Schedule</th> </tr> <tr> <th></th> <th>Starts</th> <th>Ends</th> </tr> </thead> <tbody> <tr> <td><b>Bell Schedule</b></td> <td></td> <td></td> </tr> <tr> <td>Homeroom</td> <td>7:45</td> <td>8:10</td> </tr> <tr> <td>Algebra II</td> <td>8:15</td> <td>8:55</td> </tr> <tr> <td>Western Civilizations</td> <td>9:01</td> <td>9:46</td> </tr> <tr> <td>Foreign Language - Mandarin</td> <td>9:49</td> <td>10:34</td> </tr> <tr> <td>Physics</td> <td>10:37</td> <td>11:22</td> </tr> <tr> <td>Advanced Placement Literature</td> <td>11:25</td> <td>12:10</td> </tr> <tr> <td>Lunch</td> <td>12:15</td> <td>12:58</td> </tr> <tr> <td>Physical Education</td> <td>1:01</td> <td>1:46</td> </tr> <tr> <td>Recreative Concert Band (last bell)</td> <td>1:49</td> <td>2:34</td> </tr> </tbody> </table>	High School Academic Schedule				Starts	Ends	<b>Bell Schedule</b>			Homeroom	7:45	8:10	Algebra II	8:15	8:55	Western Civilizations	9:01	9:46	Foreign Language - Mandarin	9:49	10:34	Physics	10:37	11:22	Advanced Placement Literature	11:25	12:10	Lunch	12:15	12:58	Physical Education	1:01	1:46	Recreative Concert Band (last bell)	1:49	2:34
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# Matching Vocabulary

 Cut out the vocabulary on the next page.  
 Then sort into the correct column to match the verb.


<u>Verbs</u>			
<p><b>Write</b></p> 	<p><b>Open/Close</b></p> 	<p><b>Sit</b></p> 	<p><b>Read</b></p> 
			 <hr/> <p>book</p>



 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	

# Class Schedule



Read the class schedule 

Answer questions about the schedule below.

	Class	Start Time	End Time
1	Math class	7:45am	8:30am
2	Science class	8:35am	9:20am
3	Art class	9:25am	10:10am
4	PE class	10:15am	11:00am
-	Lunch	11:00am	11:30am
5	Social studies class	11:35am	12:20pm
6	English class	12:25pm	1:05pm
7	Consumer science class	1:10pm	1:55pm
8	Study hall	2:00pm	2:45pm

**Example Question:** Which class begins at nine twenty-five?

**Example Answer:** Art class begins at nine twenty-five.

Which class ends at eleven?

---

Which class is the first (1st) class of the day?

---

Which class begins at eight thirty-five?

---

Which class ends at one fifty-five?

---

Which class begins at seven forty-five?

---



# My Schedule

Create your own schedule. 

Write 5 questions and answers about your schedule below.

	Class	Start Time	End Time
1			
2			
3			
4			
-	Lunch		
5			
6			
7			
8			

**Example Question:** Which class **begins** at nine twenty-five?

**Example Answer:** Art class begins at nine twenty-five.

**Question:** \_\_\_\_\_ Which class ends at eleven?

**Answer:** \_\_\_\_\_

**Question** \_\_\_\_\_

**Answer:** \_\_\_\_\_

**Question** \_\_\_\_\_

**Answer:** \_\_\_\_\_

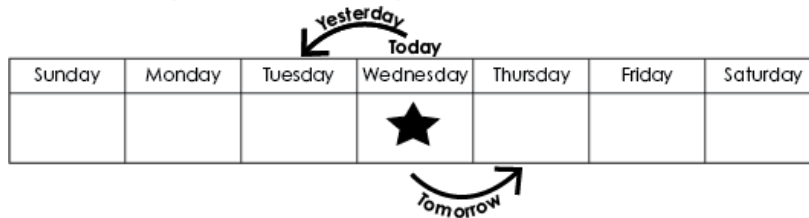
# School Actions

A verb is an action. It shows something you do.

Read the verbs below.



Record and listen to your voice when you are finished.



Verb Tenses			
	Present Tense (Today)	Past Tense (Yesterday)	Future Tense (Tomorrow)
	ask asks	asked	will ask
	help helps	helped	will help
	write writes	wrote	will write
	listen	listened	will listen
	open opens	opened	will open
	close closes	closed	will close

# Prepositions Introduction












Read the vocabulary.



Write the missing words.



Record and listen to your voice when you are finished.

<p>The pencil is <b>on</b> the desk</p> 	<p>The pencil is <b>below</b> the desk</p> 	<p>The pencil is <b>above</b> the desk</p> 
<p>The _____ is <b>behind</b> the desk</p> 	<p>The pencil is <b>in front of</b> the _____</p> 	<p>The _____ is <b>next to</b> the desk</p> 
<p>The _____ is <b>under</b> the desk</p> 	<p>The pencil is <b>near</b> the _____</p> 	<p>The _____ is <b>far from</b> the desk</p> 

# Vocabulary Cards: Prepositions

1. Write a sentence



2. Draw a picture



3. Cut your cards



4. Read and record



<b>on</b> <hr/> <hr/> <hr/>	
--------------------------------	--



<b>below</b> <hr/> <hr/> <hr/>	
-----------------------------------	--



<b>behind</b> <hr/> <hr/> <hr/>	
------------------------------------	--



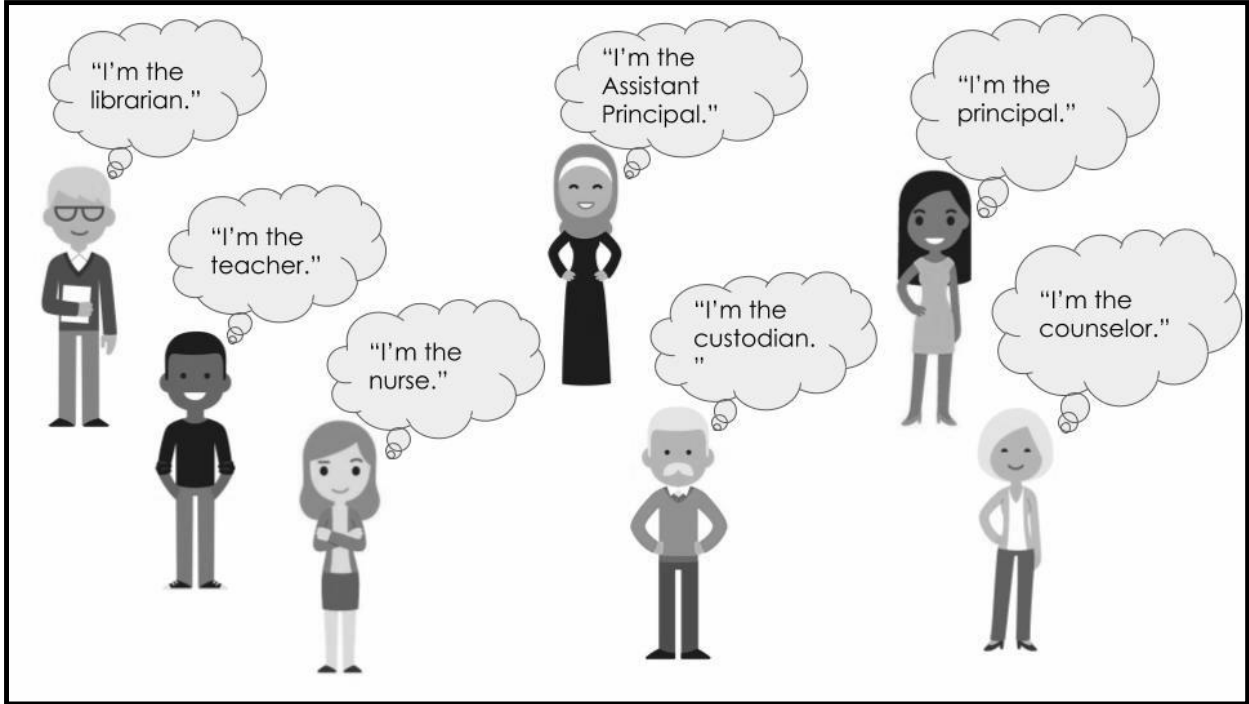
<b>next</b> <hr/> <hr/> <hr/>	
----------------------------------	--



<b>near</b> <hr/> <hr/> <hr/>	
----------------------------------	--



# People at School



Read the job descriptions below.








Then, write 3 sentences about the job description for each school worker.

Job	Duties	Place of Work
<b>Principal</b>	Leads the school	Works in the main office
<b>Assistant Principal</b>	Helps the principal lead the school	Works in the main office
<b>Librarian</b>	Helps students with books and media	Works in the library
<b>Teacher</b>	Teaches students	Works in the classroom
<b>Nurse</b>	Helps students who are sick at school	Works in the health office
<b>Custodian</b>	Cleans the school	Works all over the school
<b>Counselor</b>	Helps students with problems	Works in the counseling office

# Job Description



Write 4 sentences about the job description for each school worker.

	<p><b>Example:</b> My name is Ms. Henderson. I am the principal. I work in the main office. I lead the school.</p>
	
	
	
	
	
	

# Drawing Prepositions



Look at the sentence  Draw what you see.

<p>The pencil is <b>above</b> the pen.</p>	<p>The locker is <b>far from</b> the desk.</p>	<p>The book is <b>near to</b> the computer.</p>
<p>The notebook is <b>under</b> the lock.</p>	<p>The computer is <b>behind</b> the binder.</p>	<p>The eraser is <b>below</b> the desk.</p>
<p>The chair is <b>next to</b> the book.</p>	<p>The paper is <b>in front of</b> the student.</p>	<p>The pencil is <b>on</b> the desk.</p>



Draw and  write your own example below!

---





# How to Open a Lock









Schools have lockers. Each locker has a lock.



Read the diagram below.

Vocabulary	
 <p>clockwise</p>	 <p>counterclockwise</p>

Combination  
16 - 5 - 28

<b>Step 1</b>		<b>Spin three times clockwise.</b> 
<b>Step 2</b>		<b>Spin two times counterclockwise.</b> 
<b>Step 3</b>		<b>Spin one time clockwise.</b> 
<b>Step 4</b>		<b>Pull up to open</b> 

# Lock Combination

Write True or False.



## Example:

True The combination has three numbers.

\_\_\_\_\_ 1. The combination is 16, 6, 28

\_\_\_\_\_ 2. Spin clockwise, counterclockwise, then counterclockwise.

\_\_\_\_\_ 3. In step 2, spin two times counterclockwise.

\_\_\_\_\_ 4. In step 1, stop on number 16.

\_\_\_\_\_ 5. In step 3, pull up to open.

\_\_\_\_\_ 6. In step 3, spin one time clockwise. and stop on number 28.

---

Write the steps to open this lock:

## Combination

**37 - 5 - 45**



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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

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

# Make a Safety Plan

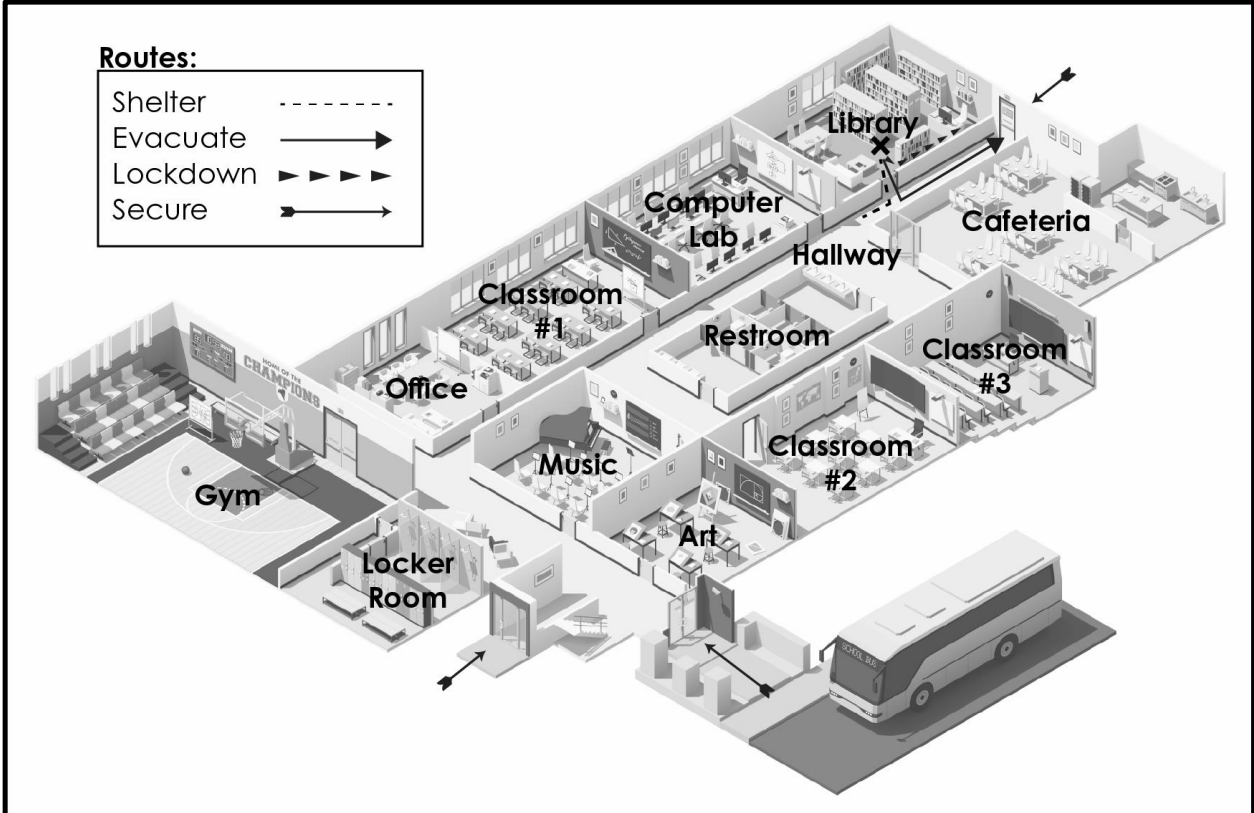


Read the safety drills below.

Safety Drills			
<p><b>Shelter</b> (find a safe place)</p>	<p><b>Evacuate</b> (leave the building)</p>	<p><b>Lockdown</b> (lock the door; hide)</p>	<p><b>Secure</b> (do not leave the building)</p>

Follow the routes for each type of Safety Drill in the diagram below.

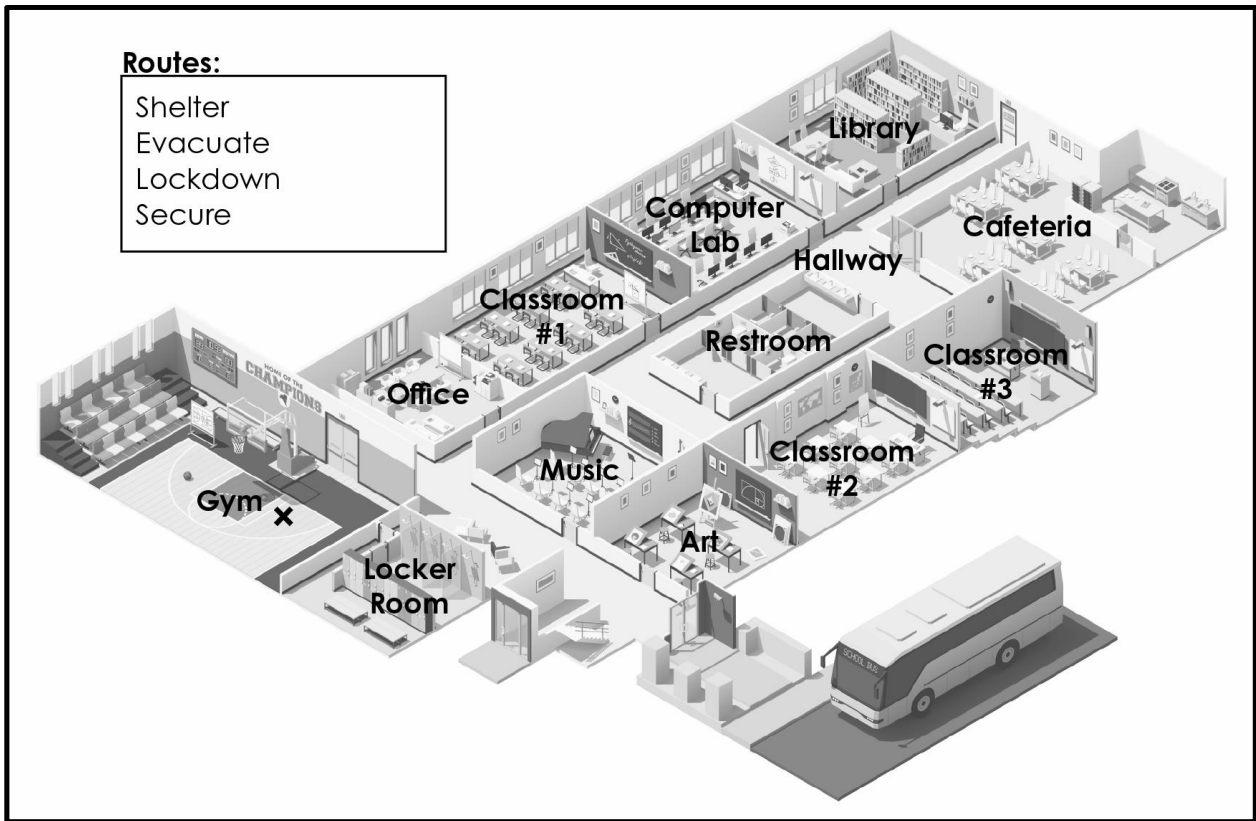
**Example:**



# Your Turn!



Draw each route in a different color. Start in the Gym at the X.



When do we seek shelter?

---

When do we evacuate the school?

---

When do we lockdown the school?

---

When do we secure the classroom?

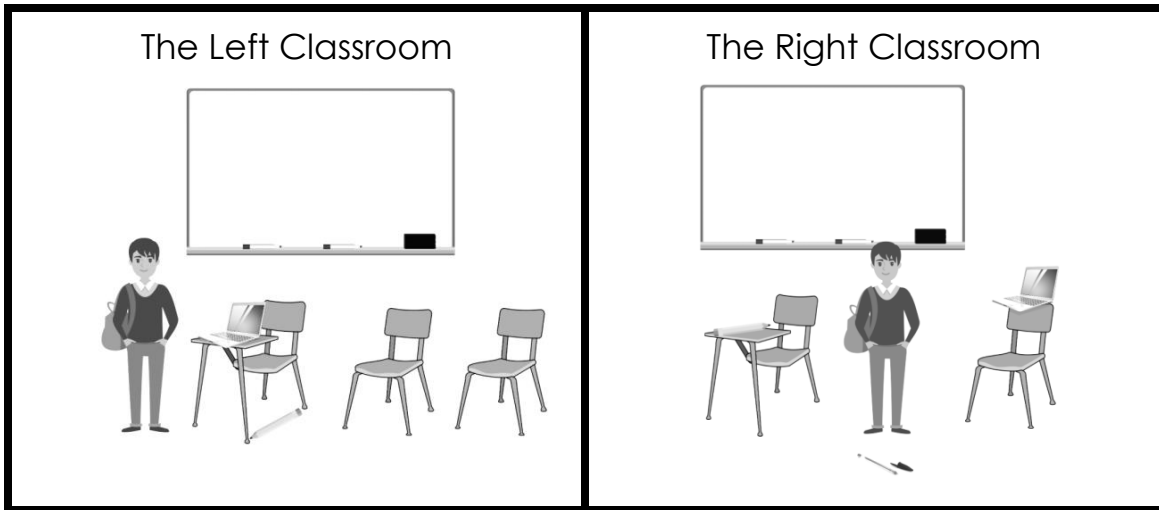
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# Similarities and Differences



Look at the two classrooms.

Write how two or more things are the similar or different



What is one **difference** between the left classroom and the right classroom?

**Example:** One **difference** in the left classroom is the student is far from the chairs.

**My Answer:** \_\_\_\_\_  
\_\_\_\_\_

What is one **similarity** between the left classroom and the right classroom?

**Example:** One **similarity** in the left classroom is the student is next to the chairs.

**My Answer:** \_\_\_\_\_  
\_\_\_\_\_

# Facts



# and Opinions



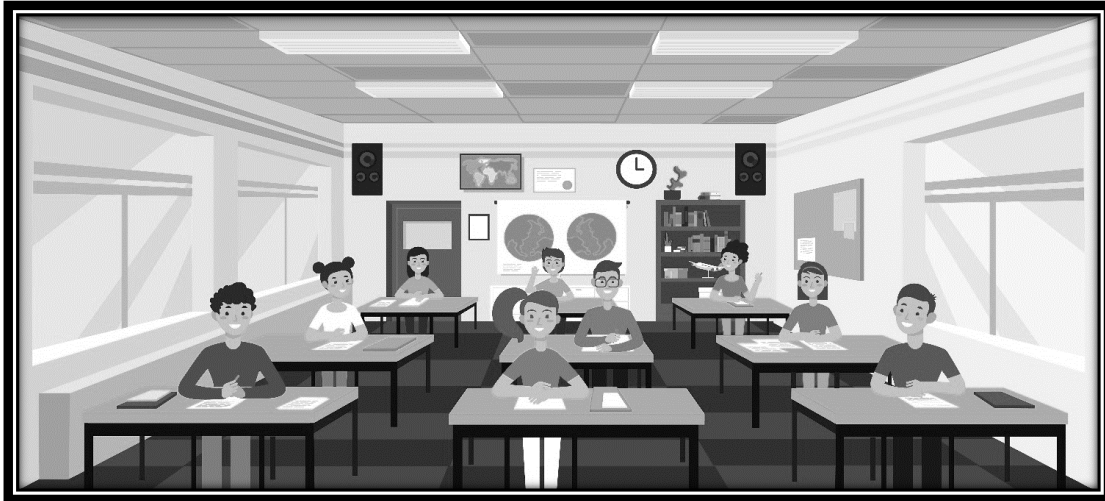
# About Classrooms



1. Write two facts and two opinions about this classroom. **Use your prepositions and school vocabulary words**

**Fact** something **we know**, without question

**Opinion** something **we think** or believe



## Facts

## Opinions

*There are papers on the desks.*

*The pencil is cool!*

Blank dashed box for writing a fact.

Blank dashed box for writing an opinion.

Blank dashed box for writing a fact.

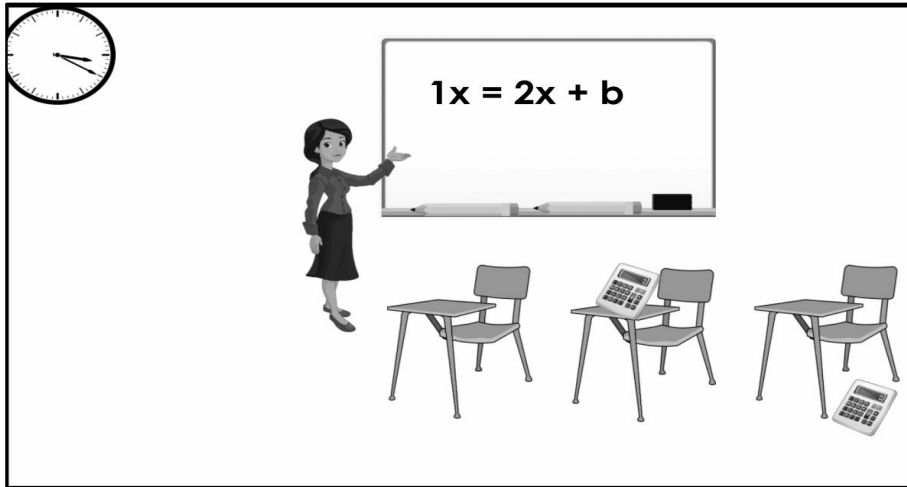
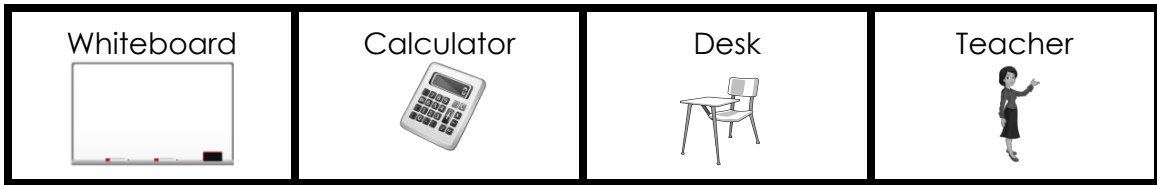
Blank dashed box for writing an opinion.

Blank dashed box for writing a fact.

Blank dashed box for writing an opinion.

# Math Class

Look at the Math and Science classrooms.

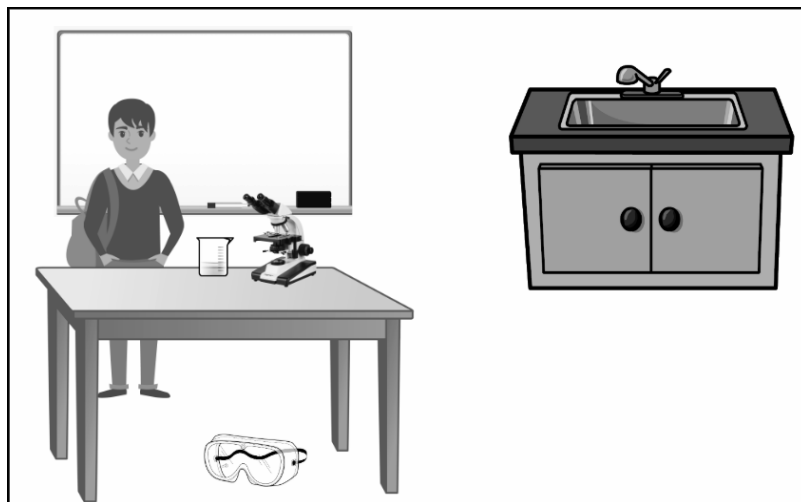
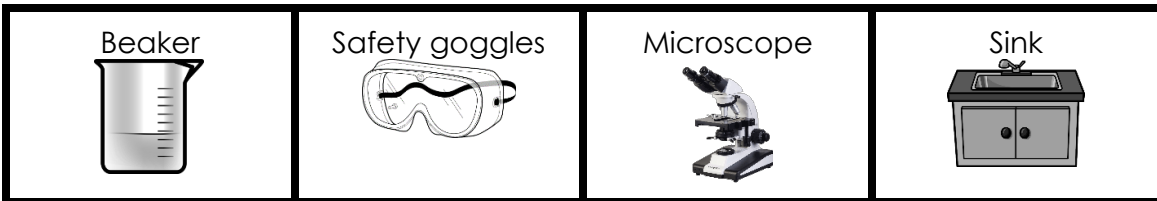


# Science Class

Look at the science classroom.



Write four sentences about what you see using the words below.





# Compare and Contrast



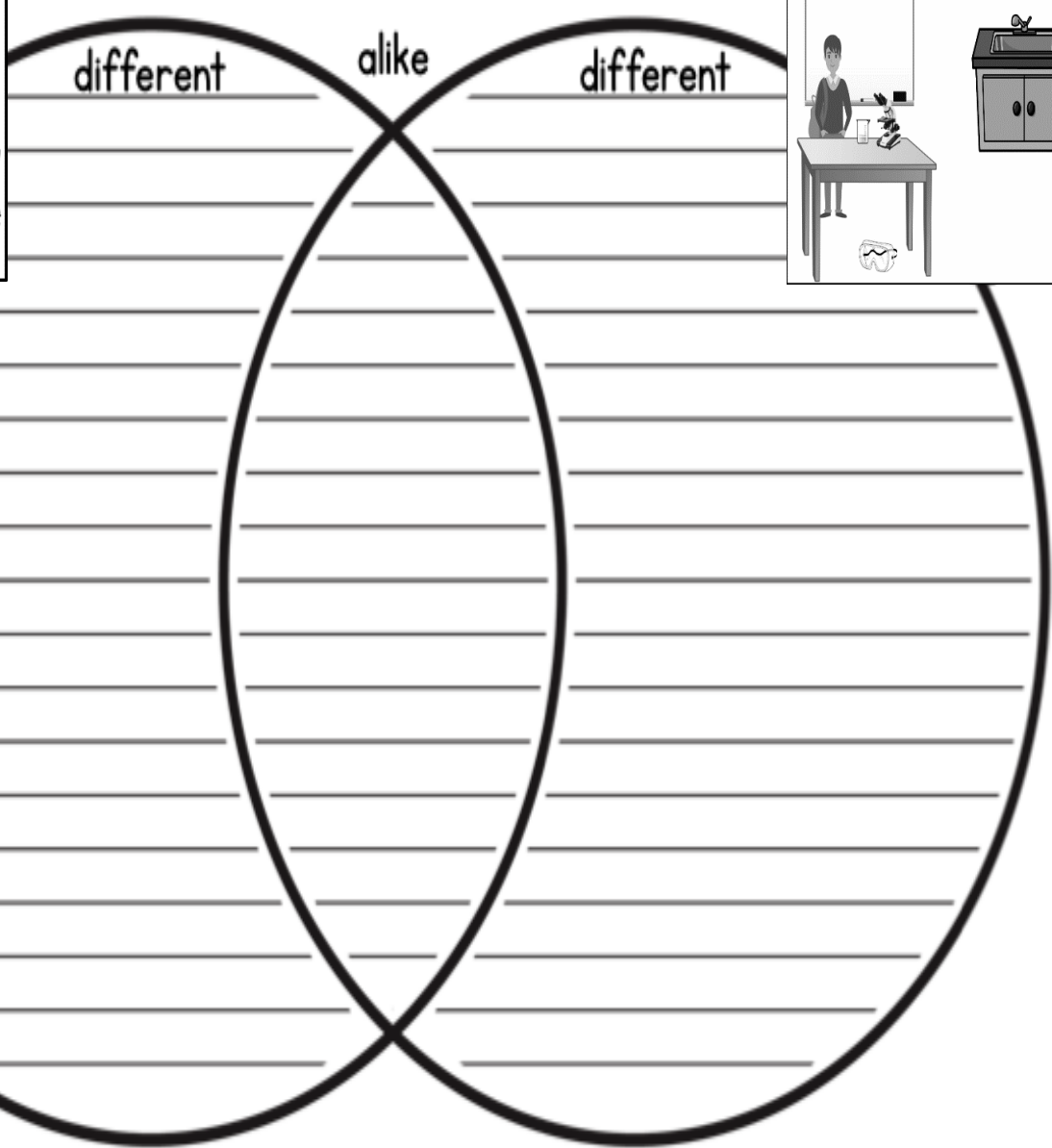
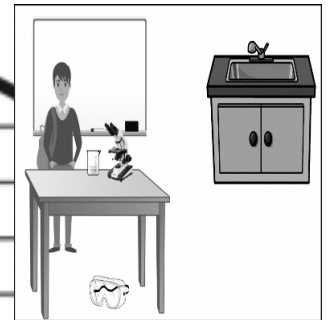
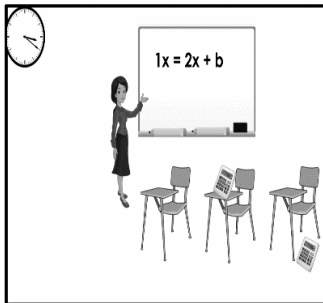
When you compare two things, you are telling how they are the same or **similar or different**.

When you contrast two things, you are telling how they are **different**.

**Instructions:** Compare and contrast Math and Science classrooms.  
Use your vocabulary words!

**Math**

**Science**





# Safety at School



Read the safety drills below.

Safety Drills			
<p><b>Shelter</b> (find a safe place)</p>	<p><b>Evacuate</b> (leave the building)</p>	<p><b>Lockdown</b> (lock the door; hide)</p>	<p><b>Secure</b> (do not leave the building)</p>

Look at the pictures. Circle the best answer.

	<p>1. There is a fire.</p> <ul style="list-style-type: none"> <li>a. Evacuate</li> <li>b. Shelter</li> <li>c. Lockdown</li> <li>d. Secure</li> </ul>
	<p>2. A bank by the school was robbed.</p> <ul style="list-style-type: none"> <li>a. Evacuate</li> <li>b. Shelter</li> <li>c. Lockdown</li> <li>d. Secure</li> </ul>
	<p>3. There is a tornado.</p> <ul style="list-style-type: none"> <li>a. Evacuate</li> <li>b. Shelter</li> <li>c. Lockdown</li> <li>d. Secure</li> </ul>
	<p>4. There is someone dangerous in the building.</p> <ul style="list-style-type: none"> <li>a. Evacuate</li> <li>b. Shelter</li> <li>c. Lockdown</li> <li>d. Secure</li> </ul>

# Vocabulary Dictionary

Word	Picture	In Your Language	Sentence in English
pencil			
pen			
locker			
book			
computer			
desk			
chair			

lock			
notebook			
paper			
binder			
eraser			
clockwise			
shelter			
lockdown			

# Essential Question

Answer the question.

Write in a complete sentence. 

Use vocabulary words.

Sentence Frames
I can be a good student by _____.
I can find help from _____.
I can be safe by _____.

Question: How can I be a good student?

Where can I find help at school?

How can I be safe at school?

---

---

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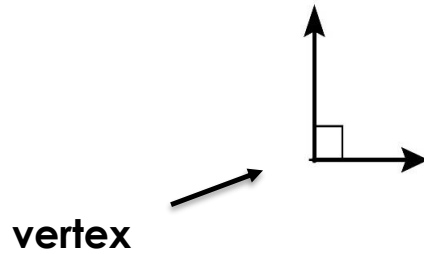
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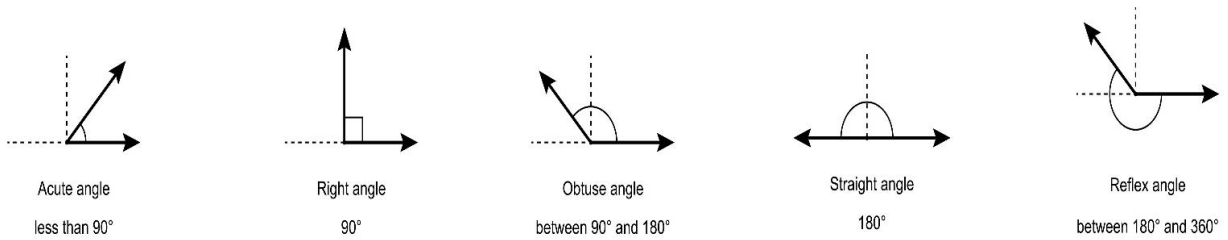
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# Angles and Polygons

An angle is formed by two rays that have the same endpoint (vertex)



## Types of Angles

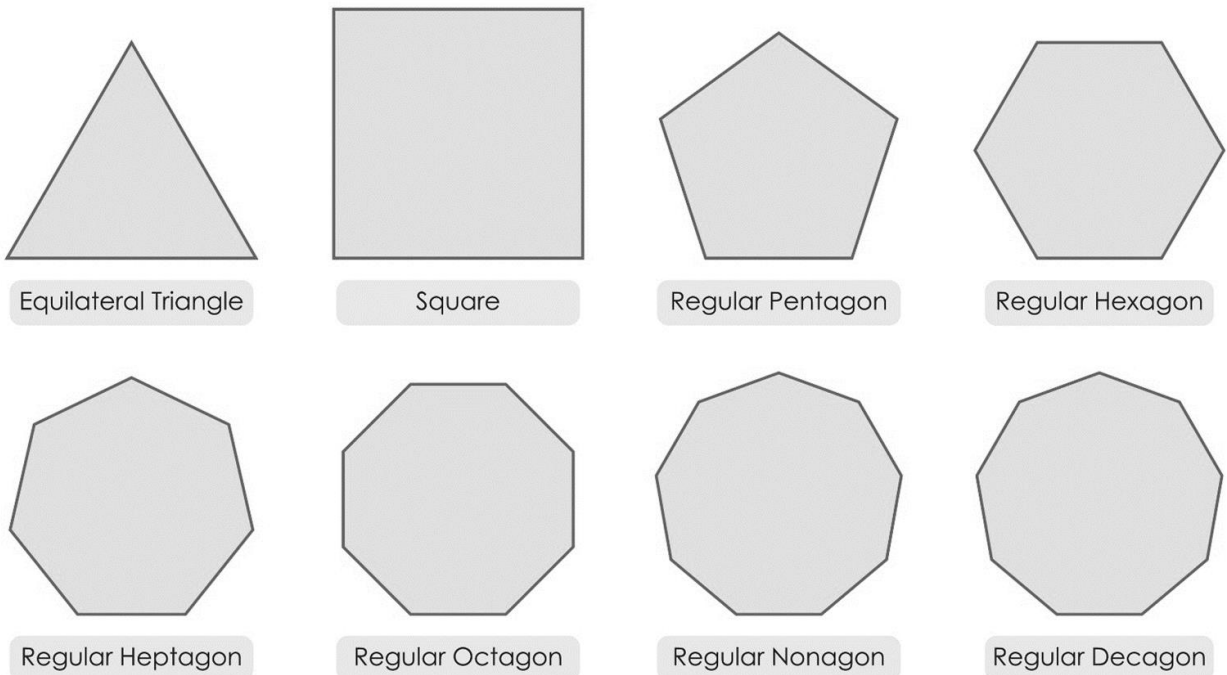


## Types of Polygons

A polygon is a **closed shape with straight sides**.

Examples: rectangles, triangles, hexagons, and octagons

The word polygon means **many** (poly) **angles** (gon).



# Finding Angles of Polygons

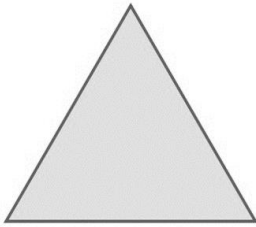


Number of sides \_\_\_\_\_  
# obtuse angles \_\_\_\_\_  
# acute angles \_\_\_\_\_  
# right angles \_\_\_\_\_

Locker door

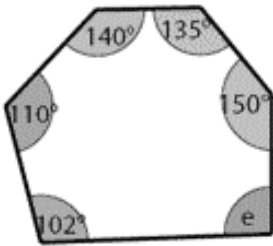


Number of sides \_\_\_\_\_  
# obtuse angles \_\_\_\_\_  
# acute angles \_\_\_\_\_  
# right angles \_\_\_\_\_



Equilateral Triangle

Number of sides \_\_\_\_\_  
# obtuse angles \_\_\_\_\_  
# acute angles \_\_\_\_\_  
# right angles \_\_\_\_\_



Number of sides \_\_\_\_\_  
# obtuse angles \_\_\_\_\_  
# acute angles \_\_\_\_\_  
# right angles \_\_\_\_\_

Draw your own shape

Number of sides \_\_\_\_\_  
# obtuse angles \_\_\_\_\_  
# acute angles \_\_\_\_\_  
# right angles \_\_\_\_\_



# Let's Take a Break!

Read the **compound words**. Find each word in the puzzle.

Draw a check mark next to the words that you found and **jump 20 times!!**

**CLOCK** ✓  
**SHELTER**

**SINK**  
**SHELF**

**BEAKER**  
**BINDER**

**DESK**  
**LOCK**

D	E	S	K	W	U	N	C
K	C	B	O	R	K	A	L
S	V	I	V	P	N	T	O
Y	A	N	B	O	I	E	C
A	T	D	N	J	S	R	K
S	H	E	L	F	I	H	R
B	D	R	Y	S	R	P	M
E	R	L	O	C	K	F	H
B	E	A	K	E	R	D	J
T	P	V	H	Q	N	Z	W
X	S	H	E	L	T	E	R



# My Packet Journal

In this packet I learned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

ICMEE is housed within:





## Reference Sheet

### LENGTH

#### Metric

1 kilometer = 1000 meters  
 1 meter = 100 centimeters  
 1 centimeter = 10 millimeters

#### Customary

1 mile = 1760 yards  
 1 mile = 5280 feet  
 1 yard = 3 feet  
 1 foot = 12 inches

### CAPACITY AND VOLUME

#### Metric

1 liter = 1000 milliliters

#### Customary

1 gallon = 4 quarts  
 1 gallon = 128 ounces  
 1 quart = 2 pints  
 1 pint = 2 cups  
 1 cup = 8 ounces

### MASS AND WEIGHT

#### Metric

1 kilogram = 1000 grams  
 1 gram = 1000 milligrams

#### Customary

1 ton = 2000 pounds  
 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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