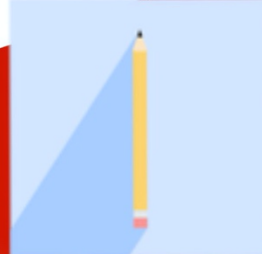




Students with Interrupted Formal Schooling
6th – 8th grade • English Level 1

Learning PACKET #4



Theme: Time and Date

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

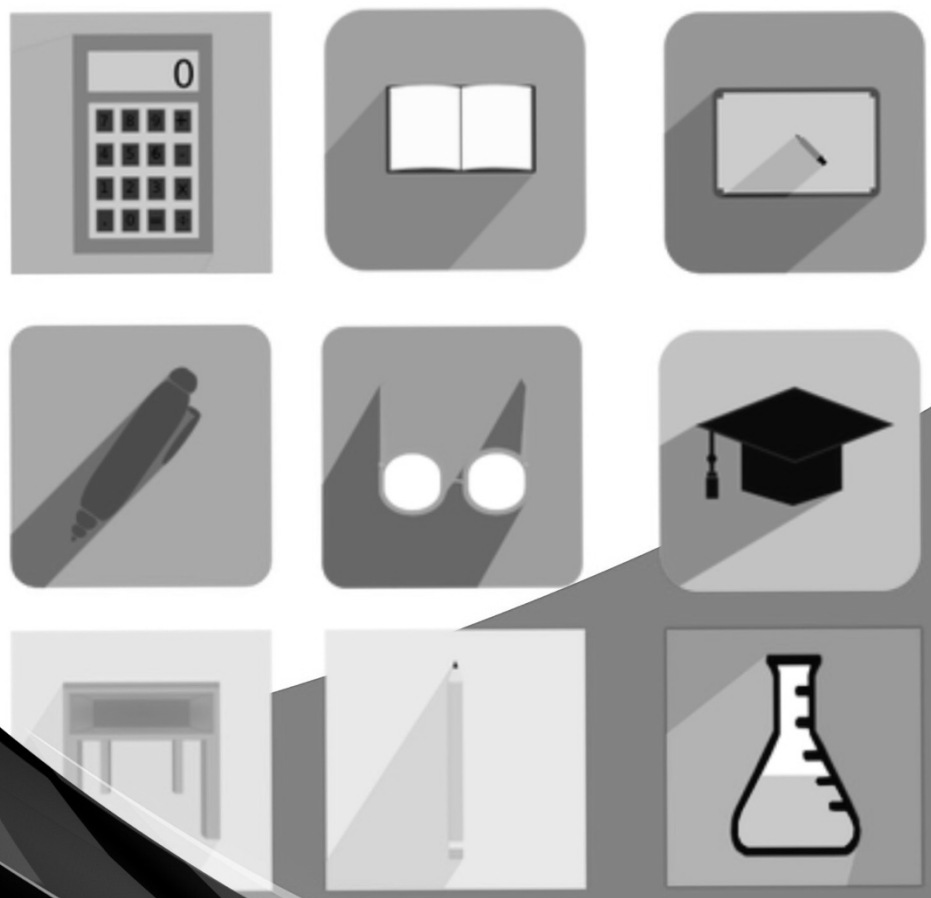
This packet was designed and created by **Jessica Millen and Brooke David** in collaboration with Lydiah Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Standard	6-8
English Language Arts: Reading	<p>CCSS.ELA-LITERACY.RI.6.1</p> <ul style="list-style-type: none"> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCSS.ELA-LITERACY.RI.6.2</p> <ul style="list-style-type: none"> 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.
English Language Arts: Writing	<p>CCSS.ELA-LITERACY.W.6.2</p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <p>CCSS.ELA-LITERACY.W.6.2.A</p> <ul style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <p>CCSS.ELA-LITERACY.W.6.2.C</p> <ul style="list-style-type: none"> Use appropriate transitions to clarify the relationships among ideas and concepts. <p>CCSS.ELA-LITERACY.W.6.3</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <p>CCSS.ELA-LITERACY.W.6.3.C</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>
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

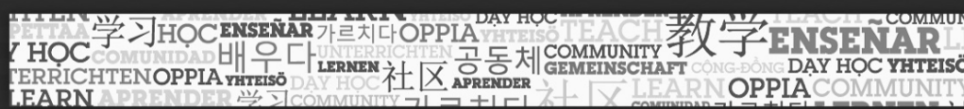
Students with Interrupted Formal Schooling
6th – 8th grade • English Level 1

Learning PACKET #4



Theme: Time and Date

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.

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.
- Number review. This week students will review numbers 1-100.
- Time/Clock. Students will be able to learn about telling time and will practice saying and writing time. During this time, they can practice the numbers they learned in packet 2, packet 3 and the new numbers they learned in this packet.
- Calendar. Students will review vocabulary words related to a calendar. They will read, write and speak about the calendar and be able to use their number knowledge to talk about days, weeks and months.
- Holidays and Celebrations. Students will read about the different holidays that people from different cultures celebrate. We encourage students to talk with their family and friends about the holidays they celebrate in their country and culture. They are also activities for students to write about how and when they celebrate holidays using sequence words. Students are encouraged to use what they have learned about time to connect to their traditions and celebrations.

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 **Jessica Millen and Brooke David** in collaboration with Lydiaiah Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

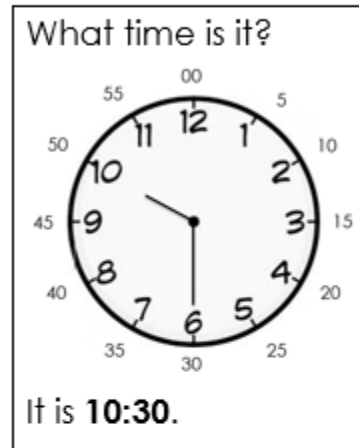
Answer Keys



What time is it?
It is 9:15.



What time is it?
It is 1:40.



What time is it?
It is **10:30**.



What time is it?
It is 11:45.

Draw the time
on the clock.



What time is it?
It is 4:05.



What time is it?
It is 7:30.

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:

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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 días festivos y en repasar el tiempo. Para comenzar, los estudiantes aprenderán vocabulario relacionado con días festivos y celebraciones. Luego, los estudiantes podrán usar ese vocabulario para leer y escribir sobre celebraciones. Después, los estudiantes aprenderán específicamente sobre el Año Nuevo y escribirán sobre su propia celebración del Año Nuevo. Los estudiantes usarán su conocimiento del Año Nuevo para aprender vocabulario de palabras de secuencia. Finalmente, los estudiantes repasarán el tiempo y aprenderán vocabulario nuevo relacionado con el tiempo y usarán este vocabulario para escribir y entrevistar a alguien sobre los días festivos.

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.

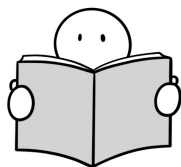
We'd love to see what you've done with this packet!



Instructions Key



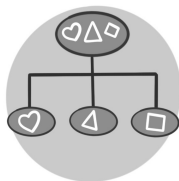
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



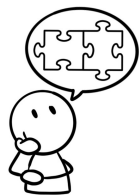
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

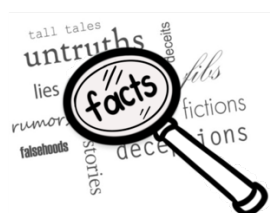
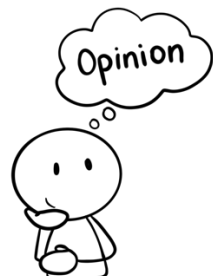

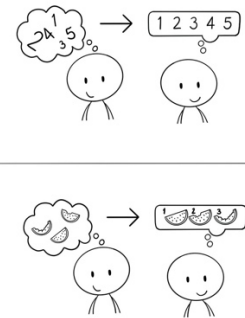



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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

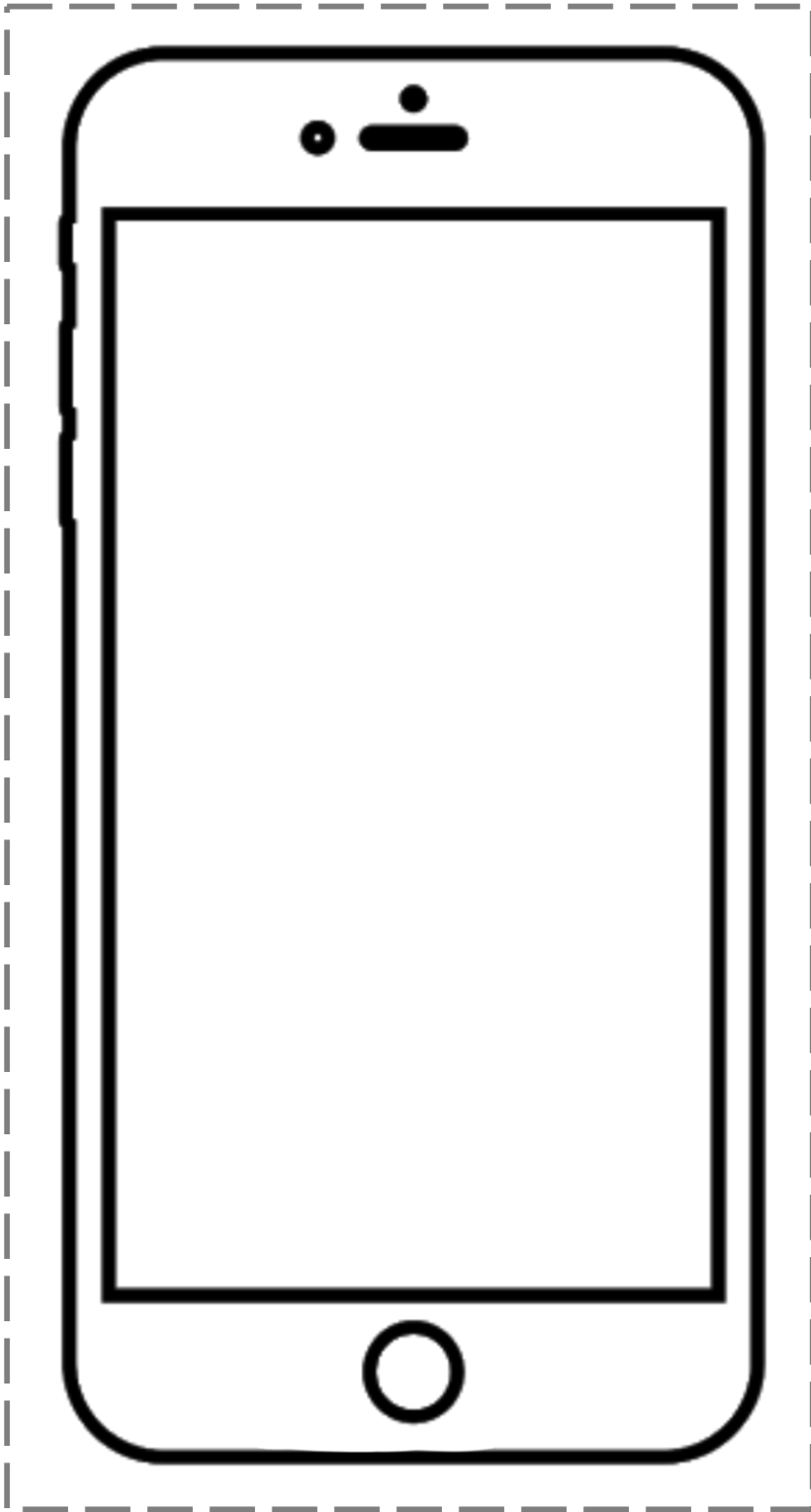


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Day 1

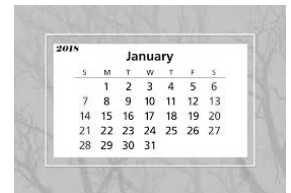
Calendar and Time Review



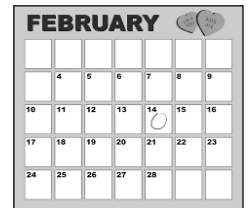
Write the numbers.

Review:

1. There are _____ days in a week.
2. There are _____ months in a year.
3. There are _____ seasons in a year.
4. There are _____ days in January.



5. There are _____ days in February.



6. What time is it? It is _____.





Tell someone what you learned.

Say the months of the year.



Say the days of the week.



Numbers 1-100



Review and record numbers 1-20:

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

New Number Vocabulary 20-100

Twenties

20 **twenty**
21 twenty-one
22 twenty-two
23 twenty-three
24 twenty-four
25 twenty-five
26 twenty-six
27 twenty-seven
28 twenty-eight
29 twenty-nine

Thirties

30 **thirty**
31 thirty-one
32 thirty-two
33 thirty-three
34 thirty-four
35 thirty-five
36 thirty-six
37 thirty-seven
38 thirty-eight
39 thirty-nine

Forties

40 **forty**
41 forty-one
42 forty-two
43 forty-three
44 forty-four
45 forty-five
46 forty-six
47 forty-seven
48 forty-eight
49 forty-nine

Fifties

50 **fifty**
51 fifty-one
52 fifty-two
53 fifty-three
54 fifty-four
55 fifty-five
56 fifty-six
57 fifty-seven
58 fifty-eight
59 fifty-nine

Sixties

60 **sixty**
61 sixty-one
62 sixty-two
63 sixty-three
64 sixty-four
65 sixty-five
66 sixty-six
67 sixty-seven
68 sixty-eight
69 sixty-nine

Seventies

70 **seventy**
71 seventy-one
72 seventy-two
73 seventy-three
74 seventy-four
75 seventy-five
76 seventy-six
77 seventy-seven
78 seventy-eight
79 seventy-nine

Eighties

80 **eighty**
81 eighty-one
82 eighty-two
83 eighty-three
84 eighty-four
85 eighty-five
86 eighty-six
87 eighty-seven
88 eighty-eight
89 eighty-nine

Nineties

90 **ninety**
91 ninety-one
92 ninety-two
93 ninety-three
94 ninety-four
95 ninety-five
96 ninety-six
97 ninety-seven
98 ninety-eight
99 ninety-nine
100 one hundred

Numbers Chart



Write the number words. See the **example.**

number	- teen	- ty
3 three	13 <u>thirteen</u>	30 <u>thirty</u>
4	14	40
5	15	50
6	16	60
7	17	70
8	18	80
9	19	90



Day 2

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:

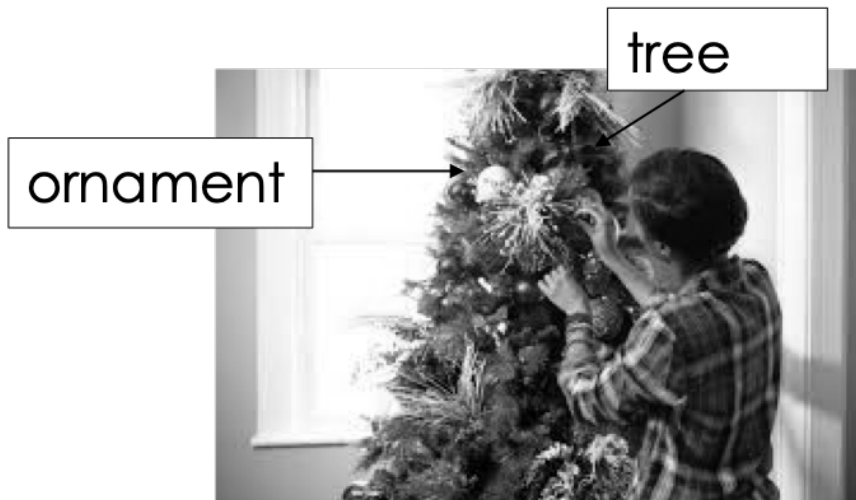
Food is what we eat. Special food is made for most holidays.

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 3

Happy New Year!



1. Read about how people celebrate the New Year

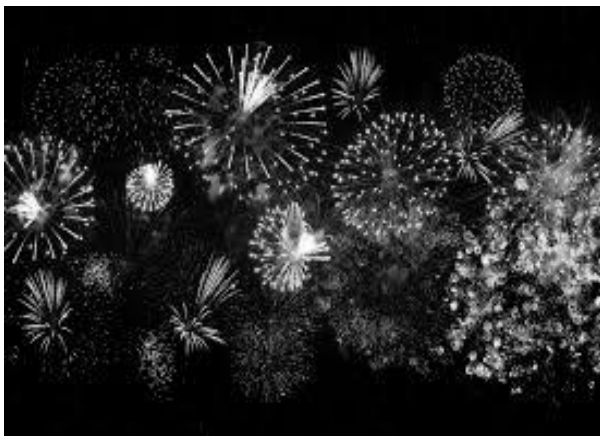


2. Write about how you celebrate the New Year

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 around the world. In many countries, they eat King's cake.



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 and write about your New Year's celebration.



Draw your New Year's celebration

Happy New Year! The year is _____.

I celebrate the New Year in _____.

I celebrate with _____.



I like to _____.

I eat _____.



At _____:_____, I _____.



Day 4

Ku Moo's Holiday

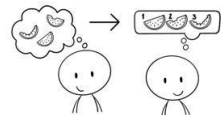
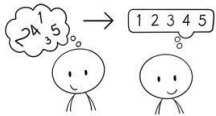
Read about Ku Moo's holiday.



1. Read the sequence of Ku Moo's holiday.



2. Underline the **sequence words** you read



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

This is Ku Moo. He is from Thailand. He speaks Karen.

Now he lives in the United States. He celebrates Karen New Year.

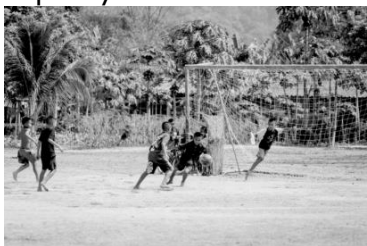
First, everyone sings a Karen song.



Then, Ku Moo watches the people dance.



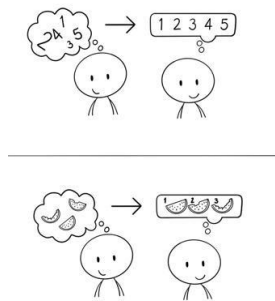
Next, he plays soccer.



Finally, they eat Karen food.



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



Sequence Words			
1	2	3	4
First,	Second,	Third,	Fourth,
	Next,	Then,	Last,
		After that,	Finally,



Draw and write about how you celebrate your **holiday using sequence words**.

What do you celebrate?

I celebrate _____.

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

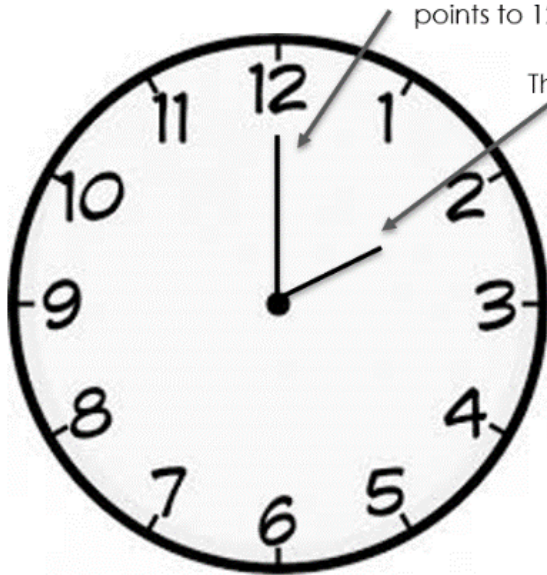


What Time is it?



1. Read the words
2. Use the clock to help you tell time
3. Record the sentences in your phone

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

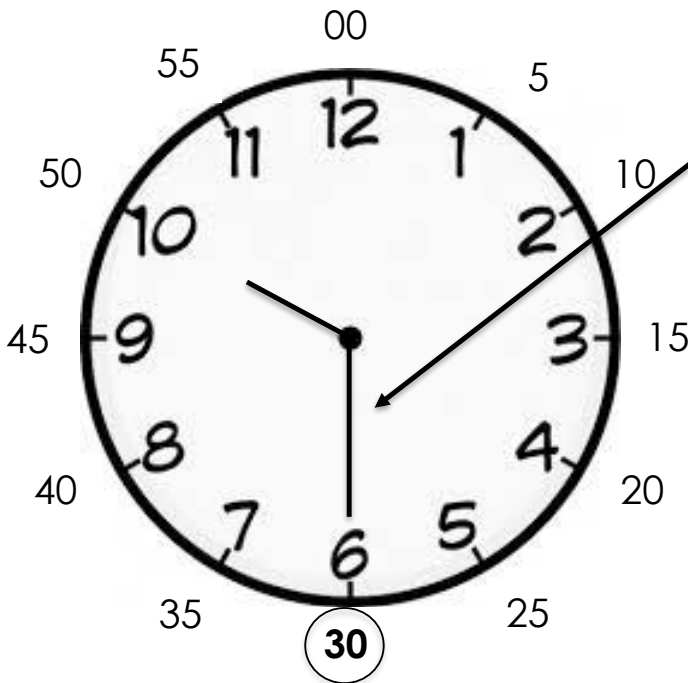
What time is it?

It is _____ o'clock.

What time is it?

It is two o'clock.

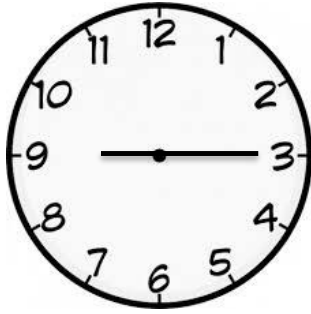
It is 2:00.



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?

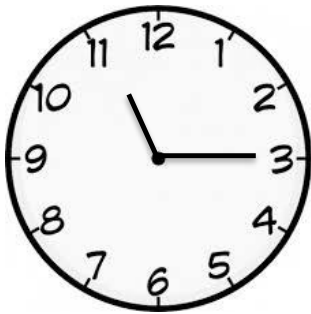
It is **10:30**.



What time is it?
It is ___:___.



What time is it?
It is ___:___.

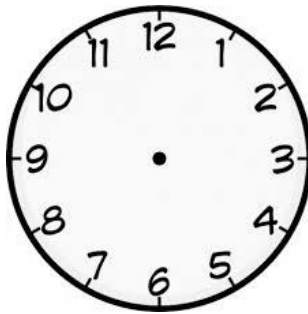


What time is it?
_____:

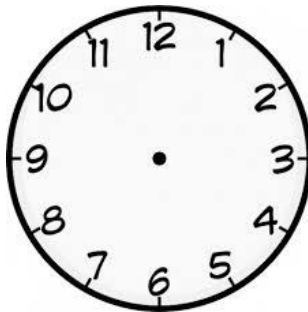
What time is it?

It is **10:30**.

Draw the time
on the clock.



What time is it?
It is 4:05.



What time is it?
It is 7:30.

How important is time in your country?



Draw and write about time in your country. You can draw pictures, write in English or write in your language.

School starts at **8:00**.



It is **7:55**. You are **early**.



It is **8:00**. You are **on time**.



It is **8:05**. You are **late**.

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

What happens if you are **late**?

Large empty rectangular box for drawing and writing.



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?





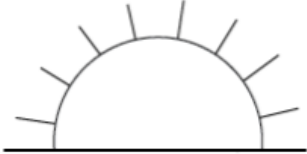
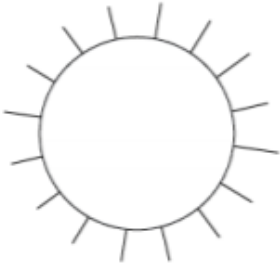





_____ eats _____.

Today is a Holiday!





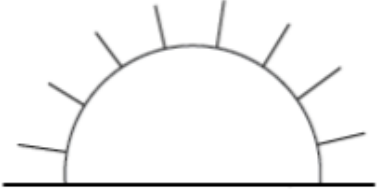
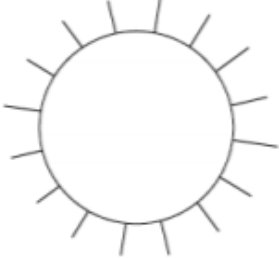



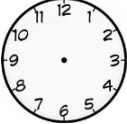
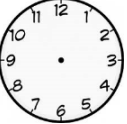
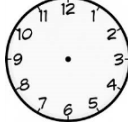
1. Read about how Fatima celebrates her holiday. Read about what she does in the morning, in the afternoon and at night.
2. Draw and write about how you celebrate your holiday. Draw and write about what you do in the morning, in the afternoon and at night.



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>
			



Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



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