

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

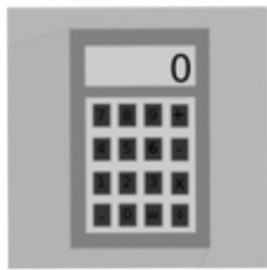
This packet was designed and created by **Jessica Millen and Brooke David** in collaboration with Lydiah Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

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

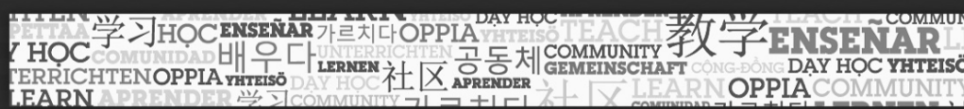
Students with Interrupted Formal Schooling
6th – 8th grade • English Level 1

Learning PACKET #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.
- Community Helpers. This week students will learn about people who help at school and in the community. They will learn vocabulary for community helpers, how to identify a problem and ask for help. Students will also read and write about how they can be helpful to others in their community. This week has a writing focus. Students will learn how to plan and write a personal narrative.

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 Lydia Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

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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:



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En este paquete hemos incluido las siguientes actividades:

- Ayudantes de la comunidad. Esta semana los estudiantes aprenderán sobre las personas que ayudan en la escuela y en la comunidad. Aprenderán vocabulario sobre los ayudantes de la comunidad, cómo identificar un problema y cómo pedir ayuda. Los estudiantes también leerán y escribirán sobre cómo pueden ayudar a otros en su comunidad. Esta semana tiene un enfoque de escritura. Los estudiantes aprenderán a planificar y escribir una narrativa personal.

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

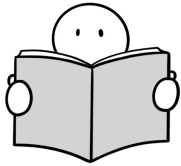
ICMEE is housed within:



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

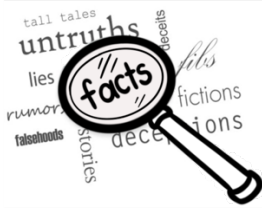
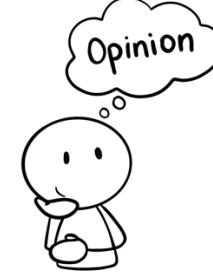

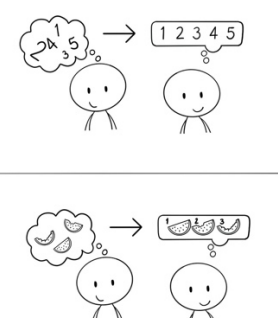
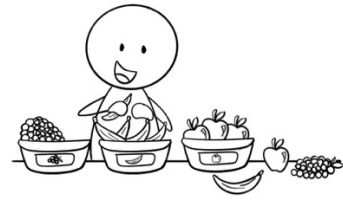


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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?



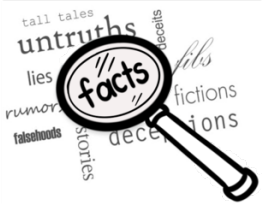
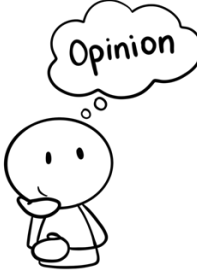
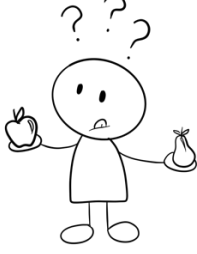
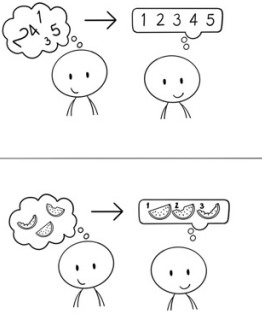
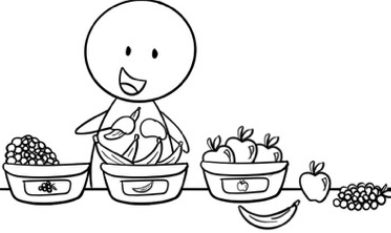
What?

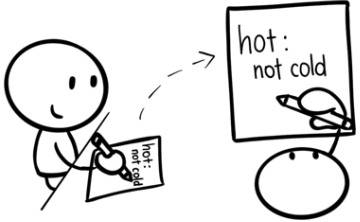
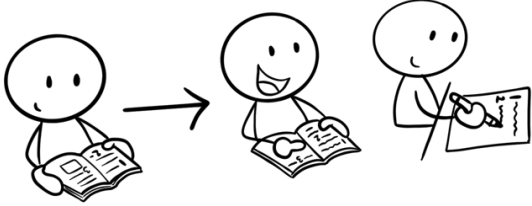

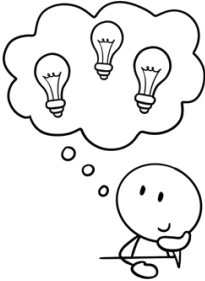





Why?



Thinking Skills Glossary – Level 3 English

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	

Word	Definition	Picture
Define 限定 Definir	Write the meaning 写出意思 Escribir el significado	Define "hot" 
Retell 复述 Recontar	To tell again, in your own words 再说一遍，用你自己的话 Volver a contar en tus propias palabras	
Think Imagine Reflect 认为 想像 反映 Piensa Imagina reflexiona	Talk to yourself in your mind 畅所欲言 Hablar contigo mismo	
Brainstorm 头脑风暴 Lluvia de ideas	think of many ideas about one question 想出关于一个问题的许多想法 Pensar en varias ideas sobre la misma pregunta	

Word	Definition	Picture
Predict 预测 Predecir	Think about what will happen next 想想接下来会发生什么 Pensar y adivinar lo que va a pasar	
Main idea 大意 Idea principal	One big idea about the story 关于这个故事的一个大想法 Una idea mas importante de la historia	
Find Locate 找 Encontrar	Look for something 寻找东西 Buscar algo	

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

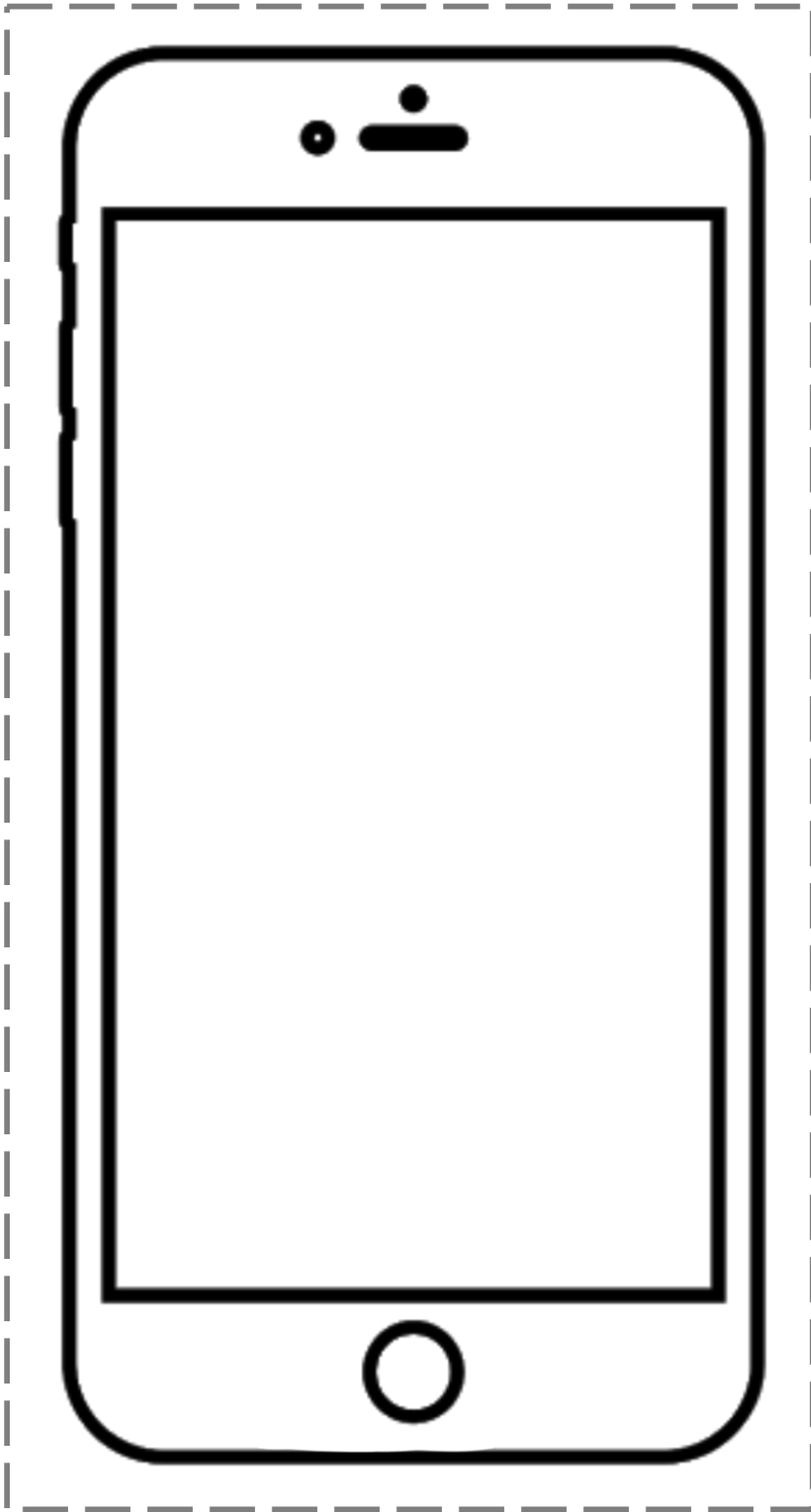


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada










Day 1

Community Helpers Vocabulary

 Say and  write the new vocabulary.

 teacher		 teacher
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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



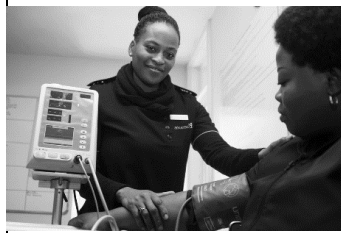
secretary

Read the definition:

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



nurse



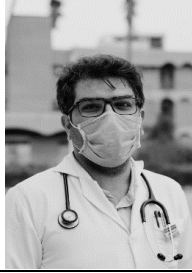
nurse

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 Walk

 Walk around your school or neighborhood and look for community helpers. You can have them sign your paper or use a  checkmark when you see them.








Don't forget to introduce yourself!
Hi! My name is _____.

Signature or checkmark



teacher		
counselor		

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

<p>paramedic</p>		
<p>fire fighter</p>		
<p>police officer</p>		
<p>  Write and draw your own.  </p>		

What is the Problem?






1. Read the question: What is the problem?






2. Read the problem



3. Practice asking the question and explaining the problem



<p>What is the problem?</p>	 <p>I cannot... I do not... I forgot...</p>
<p>What is the problem?</p>	<p>I <u>do not</u> understand.</p> 
<p>What is the problem?</p>	<p>I <u>cannot</u> open my locker.</p> 

<p>What is the problem?</p>	<p>I <u>do not</u> have a pencil.</p> 
<p>What is the problem?</p>	<p>I <u>cannot</u> find my class.</p> 
<p>What is the problem?</p>	<p>I <u>cannot</u> login to my account. I forgot my password.</p> 
<p>What is the problem?</p>	<p>I <u>forgot</u> my homework.</p> 
<p>What is the problem?</p>	<p> Draw and write about a problem you have</p>



Day 2

Can you help me please?








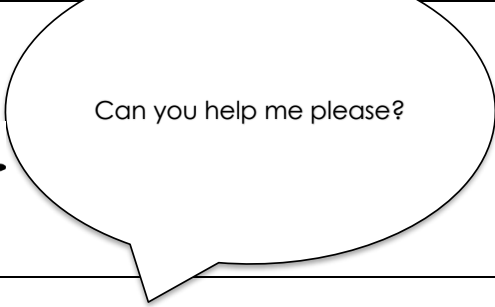




1. Read the question: What is the problem?
2. Read the problem and how to ask for help
3. Practice asking for help









What is the problem?
Ask your teacher for help.



 <p>I cannot... I do not... I forgot...</p>	 
<p>I <u>do not</u> understand.</p> 	<p>Can you help me please?</p> <p>I <u>do not</u> understand.</p>

 <p>I cannot... I do not... I forgot...</p>	  <p>Can you help me please?</p>
<p>I <u>cannot</u> open my locker.</p> 	<p>Can you help me please? I <u>cannot</u> open my locker.</p>
<p>I <u>do not</u> have a pencil.</p> 	<p>Can you help me please? I <u>do not</u> have a pencil.</p>
<p>I <u>cannot</u> find my class.</p> 	<p>Can you help me please? I <u>cannot</u> find my class.</p>
<p>I <u>cannot</u> login to my account. I forgot my password.</p> 	<p>Can you help me please? I <u>cannot</u> login to my account. I forgot my password.</p>

<p>I <u>forgot</u> my homework.</p> 	<p>Can you help me please?</p> <p>I <u>forgot</u> my homework.</p>
<p>Draw and write about a problem</p>  	
 <p>I cannot... I do not... I forgot...</p>	
	

Can you help me please?



1. Read the question: What is the problem?
2. Read the problem and how to ask for help
3. Practice asking for help
4. Play the game!



What is the problem?

Ask your teacher for help.



- I cannot...
- I do not...
- I forgot...



Game:

1. Cut the cards.
2. Mix up the cards.
3. Match the problem with asking for help.





I do not understand.



Can you help me please?

I do not understand.

I cannot open my locker.



Can you help me please?

I cannot open my locker.

I do not have a pencil.



Can you help me please?

I do not have a pencil.

I cannot find my class.



Can you help me please?

I cannot find my class.

I cannot login to my account. I forgot my password.



Can you help me please?

I cannot login to my account. I forgot my password.

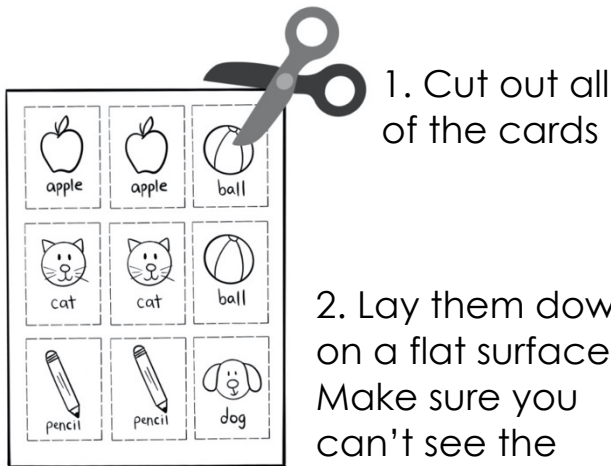
I forgot my homework.



Can you help me please?

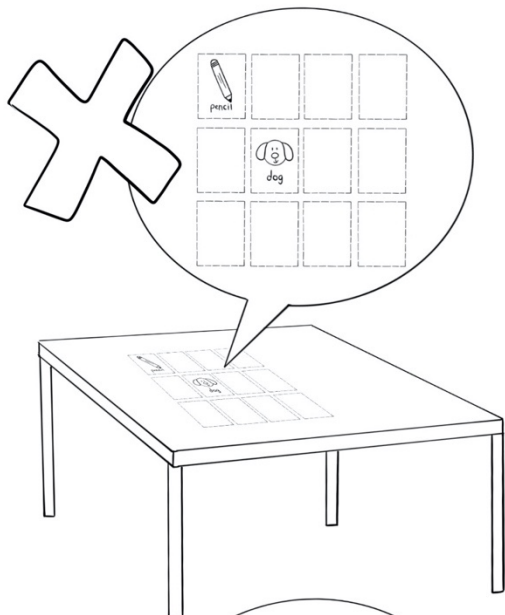
I forgot my homework.

How to Play "Memory"



1. Cut out all of the cards

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

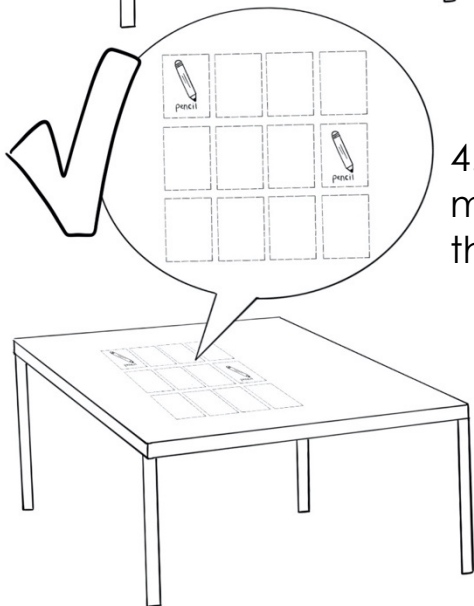


3. Turn over 2 cards at a time to try to find a match

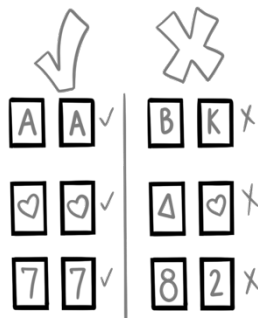
Say the words as you turn over the cards

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

The player with the most cards wins!



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






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


 <p>A teacher</p>	 <p>A librarian</p>	 <p>A nurse</p>
 <p>A secretary</p>	 <p>A principal</p>	 <p>A counselor</p>


_____ can help me _____.

Who can help?	How can they help? find a book to read
	
<p>_____ can help me _____.</p>	

Who can help?	How can they help?
	<p>find my new class</p> 
<p>_____ can help me _____.</p>	
	<p>when I am sick</p> 
<p>_____ can help me _____.</p>	
	<p>call my family</p> 
<p>_____ can help me _____.</p>	

Who can help?	How can they help?
	<p>open my locker</p> 

	<p>do my homework</p> 
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	Who can help?	How can they help?



Day 3

Ku Moo Helps









Read about how Ku Moo helps his family.



Ku Moo uses a graphic organizer to organize his writing.



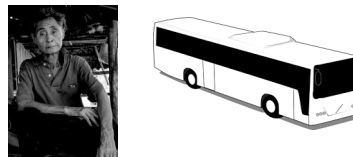
Who does Ku Moo help? 	What is the problem? 	How does he help? 
Grandma 	She does not speak English.	He helps her talk to the neighbor.
Grandpa 	He does not know how to take the bus.	Ku Moo helps his grandpa take the bus.
Mom 	She needs help in the garden.	He helps her in the garden.

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 4









Who do you help?



Read about how Evelin helps feels when she helps her sister. Underline the **feeling words** you see.



Write about how you feel when you help someone.

 Feeling Words			
I feel _____.			
happy 	sad 	proud 	
nervous 	mad 	grumpy 	confused 



Evelin



Evelin's mom

Evelin's sister,
Yamilet

Evelin's mom is at work. Evelin helps her sister, Yamilet.



Yamilet cannot cook by herself. Evelin helps Yamilet cook dinner. Evelin feels happy.



Yamilet does not understand her homework. Evelin helps her with her homework. Evelin feels grumpy. She has a lot of homework, too.



Yamilet cannot stay up late. Evelin helps her get ready for bed. Evelin feels proud.






Draw and write about how you feel when you help.
You can write in English or in your language.



Who do you help?








I help _____.

What is the problem?  _____ cannot... _____ does not...	How do you help?  I help _____.	How do you feel?  I feel _____.



Feeling Words

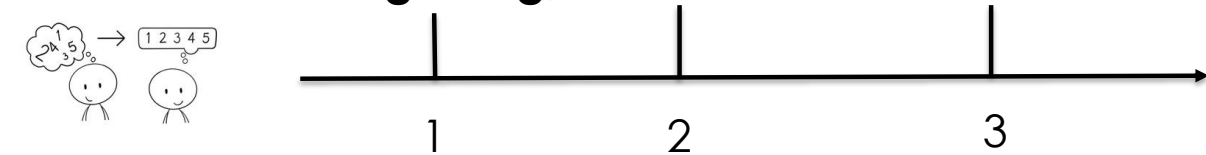
I feel _____.

happy 	sad 	proud 	
nervous 	mad 	grumpy 	confused 

Planning for Writing: Beginning, Middle and End

When you want to write a narrative, you can plan your writing. A narrative is a story. We can write a narrative about ourselves. This is called a **personal narrative**.

Stories have a **beginning**, a **middle** and an **end**.



Mukendi wrote a personal narrative about when his bike was stolen. Somebody from the community helped him.




Read his plan. Later, you will read the story.


Beginning	Middle	End
<p>Mukendi is late for school. His bike is missing. He is confused.</p>	<p>Mukendi goes to the Community Center after school. He is sad. He sees Frank. Frank helps him write a police report about his stolen bike.</p>	<p>Mukendi goes to to the Community Center the next day. Frank gives him a new bike. Mukendi feels happy.</p>


Check the Plan


Use the Question Words to check to Mukendi's Plan.
Did he include all the information he needs for his story to make sense?


Question Words




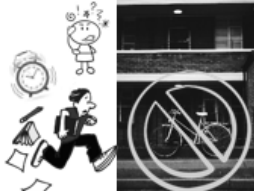


Who? 

When? 

Where? 

What? 

Why? 

Beginning	Middle	End
		
<p>Mukendi is late for school. His bike is missing. He is confused.</p>	<p>Mukendi goes to the Community Center after school. He is sad. He sees Frank. Frank helps him write a police report about his stolen bike.</p>	<p>Mukendi goes to to the Community Center the next day. Frank gives him a new bike. Mukendi feels happy.</p>



Look for the answers in the story:

Who is the story about?

Mukendi

When does the story happen?

In the morning, after school, the next day

Where does the story take place?

Mukendi's house, school, the Community Center

What happens in the story?








Mukendi's bike is stolen. Frank helps Mukendi.

Why is Mukendi happy at the end of the story?

Frank gives Mukendi a new bike.


Feeling Words

I feel _____.

<p>happy </p>	<p>sad </p>	<p>proud </p>	
<p>nervous </p>	<p>mad </p>	<p>grumpy </p>	<p>confused </p>

Plan Your Writing: Beginning, Middle, End




Use Mukendi's Plan to draw and write your own personal narrative plan. You will write a story about how someone in the community helped you. 


You can write about the community you live in now in the United States or about the community in your country.


Beginning	Middle	End
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Question Words



Who? 

When? 

Where? 








What? 

Why? 



Feeling Words

I feel _____.

happy 	sad 	proud 
nervous 	mad 	grumpy  confused 

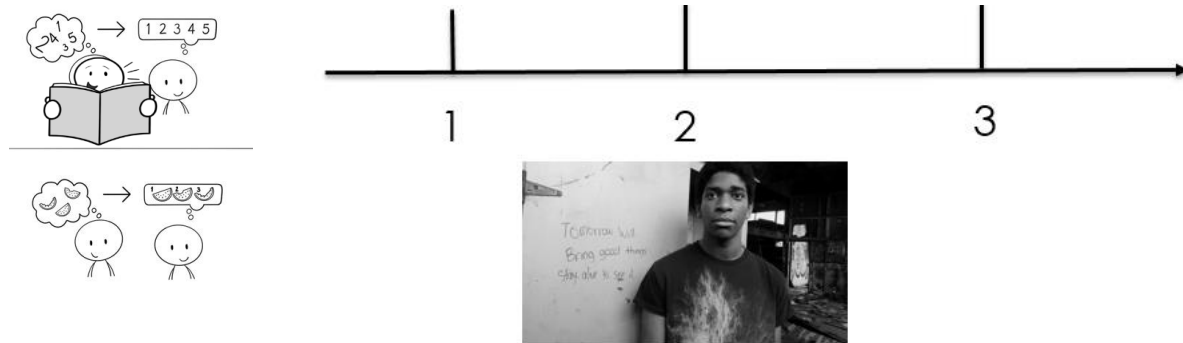


Day 5

Writing a Personal Narrative: Beginning, Middle and End




When you want to write a narrative, you can use your plan to write your story. A narrative is a story. We can write a narrative about ourselves. This is called a **personal narrative**.

Stories have a **beginning**, a **middle** and an **end**.



Mukendi wrote a personal narrative about when his bike was stolen. Somebody from the community helped him.

Mukendi used his plan to write his story.

Beginning	Middle	End
		
<p>Mukendi is late for school. His bike is missing. He is confused.</p>	<p>Mukendi goes to the Community Center after school. He is sad. He sees Frank. Frank helps him write a police report about his stolen bike.</p>	<p>Mukendi goes to to the Community Center the next day. Frank gives him a new bike. Mukendi feels happy.</p>



Read Mukendi's story.



One morning, Mukendi woke up late for school. He needed to hurry.



He decided to ride his bike to school. He went outside. His bike was missing! He was going to be late for school. He was confused.

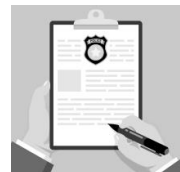


After school, he went to the community center. He saw Frank who works at the community center. Frank said, "Hi Mukendi. What's wrong? You look sad."



Mukendi said, "Somebody stole my bike."

Frank said "I will help you make a report to the police."



The next day, Mukendi went to the community center again. He saw Frank. Frank was smiling. He gave Mukendi a new bike. Mukendi was happy



Mukendi said, "Frank, thank you for your help!"

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



ICMEE is housed within: