

9th – 12th grade • English Level 1

LEARNING PACKET #1



Theme: Feelings

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
- 7-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

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

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Mary Royers**

in collaboration with Tricia Ramaekers, Kara Mitchell Viesca, and Alexa Yunes.

The Standards that informed the development of this packet include:

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.W.9-10.4

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

CCSS.MATH.CONTENT.HSN.Q.A.2

Define appropriate quantities for the purpose of descriptive modeling.

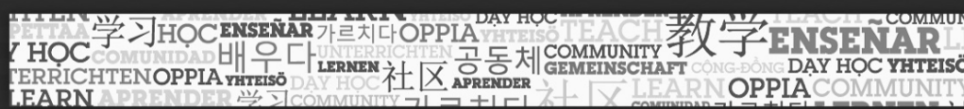
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Theme: Feelings

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.
- Packet one will focus on the basics of English, introducing numbers 1-100 and mainly focusing on feelings and emotions. At the secondary level, we encourage students to practice newcomer level vocabulary and grammar while practicing high level thinking in their language learning journey.

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 **Mary Royers**
in collaboration with Tricia Ramaekers, Kara Mitchell Viesca, and Alexa Yunes.

Answer Keys

Emoji Dictionary

1. B
2. E
3. C
4. A
5. H
6. G
7. F
8. K
9. J
10. L
11. I
12. D

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Queridas familias:

15 de agosto del 2020

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.

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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 número uno se enfocará en las bases del inglés introduciendo los números del 1 al 100 y en aprender los sentimientos y las emociones. En el nivel secundario, animamos a los estudiantes a que practiquen el vocabulario de nivel básico mientras que también desarrollan el pensamiento crítico en su proceso de aprendizaje de un nuevo idioma.

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

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Share your learning!

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

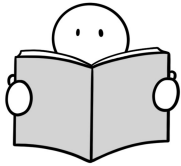
We'd love to see what you've done with this packet!



Instructions Key



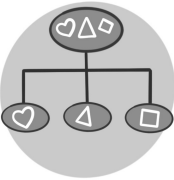
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



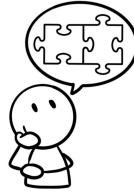
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

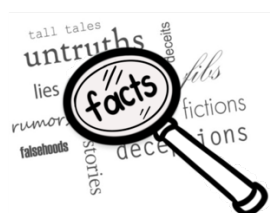
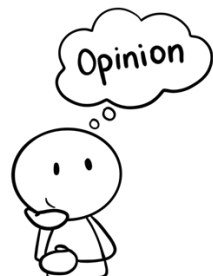

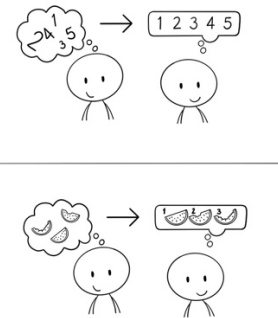



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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

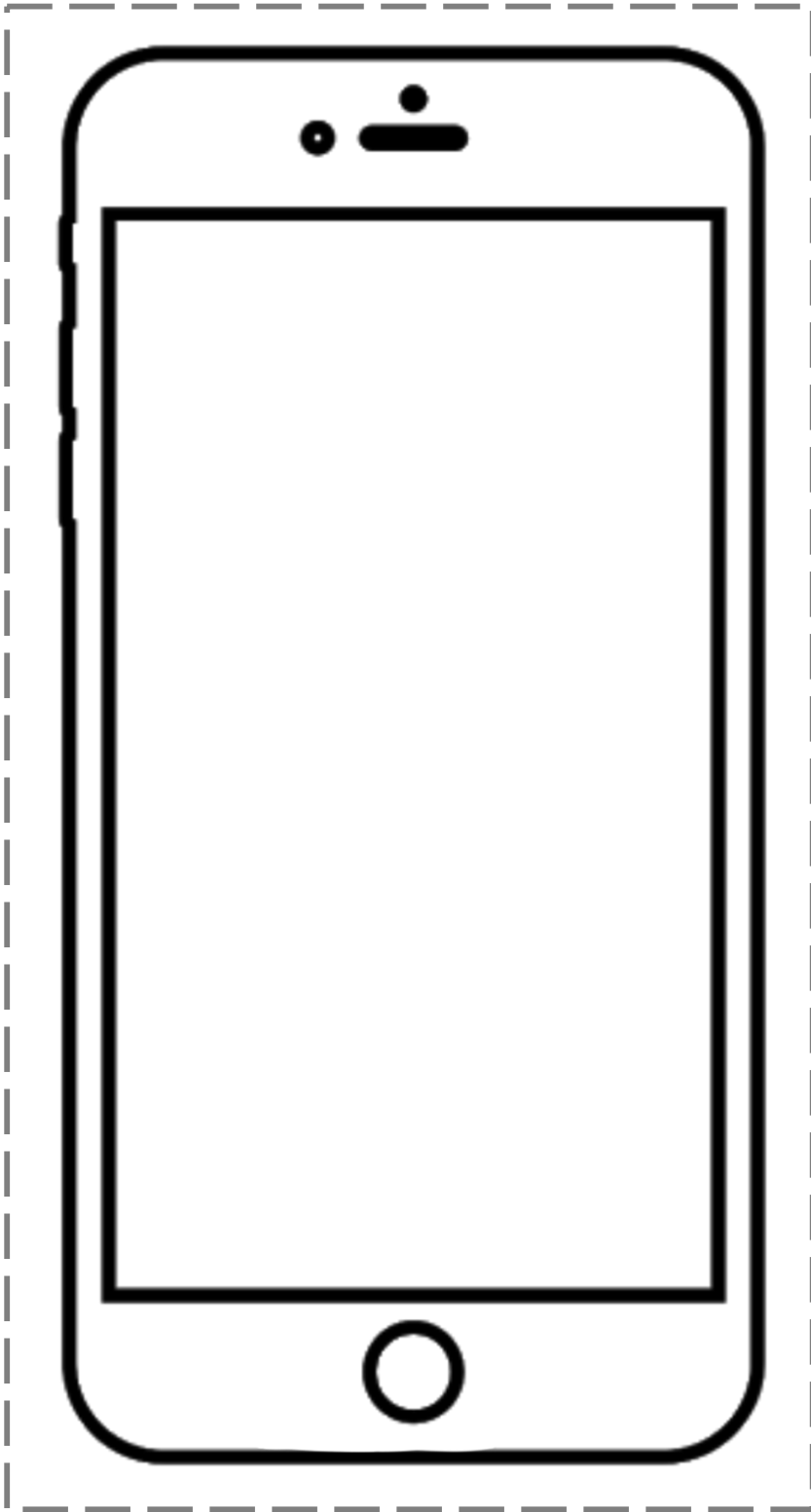


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Activities

Feelings Vocabulary

Happy



Sad



Angry



Scared



Nervous



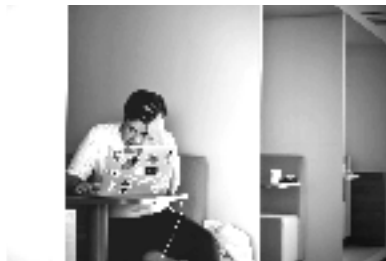
Focused



Bored



Frustrated



Excited



Tired



Surprised



Silly



Practice saying the vocabulary.



Record and listen to your voice when you are finished.

How do they feel?

 Write about the students' emotions.

How does Sara **feel**?



Sara **feels** bored today.

How does Biwas **feel**?



Biwas **feels** _____ today.

How does Jata **feel**?



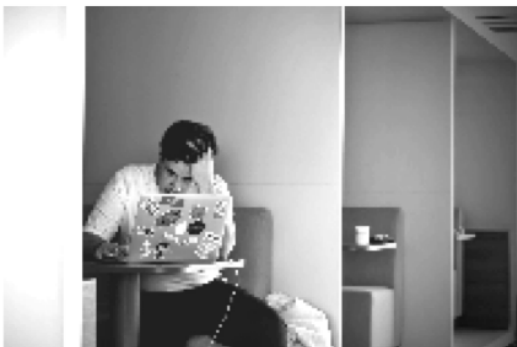
Jata **feels** _____ today.

How does Silvia **feel**?



Silvia **feels** _____ today.

How does Antoni **feel**?



Antoni **feels** _____ today.

How does Nidhi **feel**?



Nidhi **feels** _____ today.

About Me

1 one	11 eleven	21 twenty-one
2 two	12 twelve	30 thirty
3 three	13 thirteen	40 forty
4 four	14 fourteen	50 fifty
5 five	15 fifteen	60 sixty
6 six	16 sixteen	70 seventy
7 seven	17 seventeen	80 eighty
8 eight	18 eighteen	90 ninety
9 nine	19 nineteen	100 one hundred
10 ten	20 twenty	101 one hundred and one

About Sara

-Hello.

-My name is **Sara**.

-I am **eighteen** years old.

About Me

- _____.

- _____.

- _____.

This is Sara.

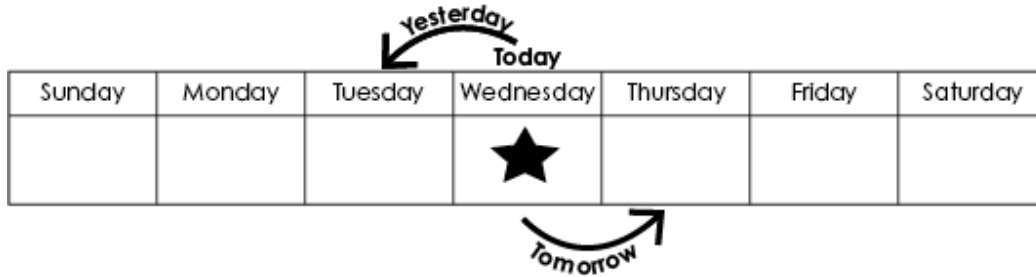




This is me.



Draw a picture of yourself above

Initial Reflection Journal



<u>Present Tense</u>	<u>Past Tense</u>
feel	felt
Today I feel happy.	Yesterday I felt sad.
	



Write in your journal for today. Use the verb *feel* in your sentence.



Record saying your answers on a cell phone, or with the record button.

Today I feel _____.
 Yesterday I felt _____.



_____.



_____.

Feelings and Situations





Draw the situations where you experience different feelings.

When do you feel happy ?	When do you feel sad ?	When do you feel angry ?
When do you feel scared ?	When do you feel nervous ?	When do you feel focused ?
When do you feel bored ?	When do you feel frustrated ?	When do you feel excited ?
When do you feel tired ?	When do you feel surprised ?	When do you feel silly ?

How do you feel here?


 Write how you feel in different places using your vocabulary from page 1


 Here I feel
_____ and _____.

 Here I do **not feel**
_____ or _____.

Amusement Park





 Here I feel
_____ and _____.

 Here I do **not feel**
_____ or _____.

High School



 Here I feel
_____ and _____.

 Here I do **not feel**
_____ or _____.

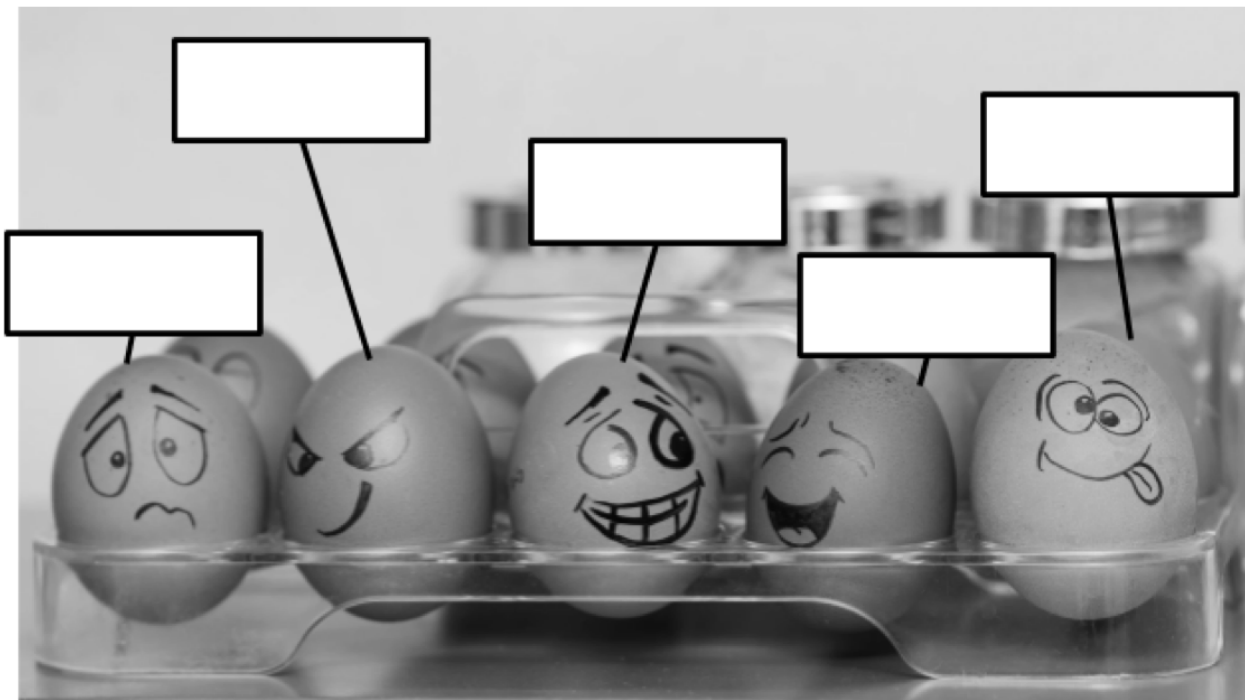
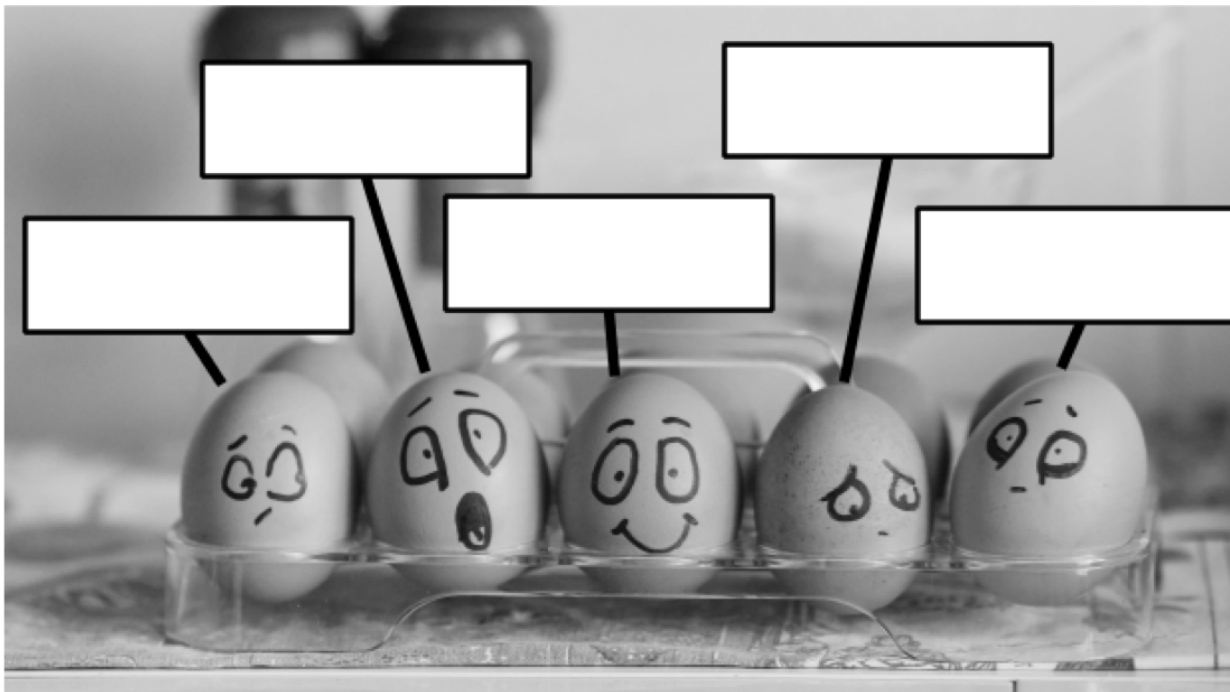
Soccer Field



Vocabulary

Identify the feelings

 Write the feelings that you see



How Old Are They?

 Write the age of the celebrities

How old is Diego Luna?



I think **he** is ____ years old.

How old is Lizzo?



I think **she** is ____ years old.

How old is Lupita Nyong'o?



I think **she** is ____ years old.

How old is Rosario Dawson?



I think **she** is ____ years old.

How old is Robert Downey Jr?



I think **he** is ____ years old.

How old is Cristiano Ronaldo__?



I think **he** is ____ years old.

Answer key: Luna Diego is forty years old. Lizzo is thirty years old. Lupita Nyong'o is thirty-seven years old. Rosario Dawson is forty-one years old. Robert Downey Jr. is fifty-five years old. Cristiano Ronaldo is thirty-five years old.

About Them

 Write a description of the person you see in the picture.

Her name is Sara.
She is eighteen years old.
Today she feels bored.



His name is Kwame.
He is _____ years old.
Today he feels _____.



Her name is Sofia.
She is _____ years old.
Today she feels _____.





His name is Mateo.
He is _____ years old.
Today he feels _____.







How Do You feel?

Today	Yesterday
Today I feel _____.	Yesterday I felt _____.
 Draw a picture of your feelings today.	 Draw a picture of your feelings yesterday.

Record your answers on a cell phone,
or with the record button below.



How Are You Feeling?

Comic Strip



Write the correct word to complete the story.

Word Bank		
feeling sad	sorry let's	great you



How are you _____?



I feel _____!



How are _____ feeling?



I feel _____.



I'm _____ you feel sad.



_____ go talk!

Identify the feelings

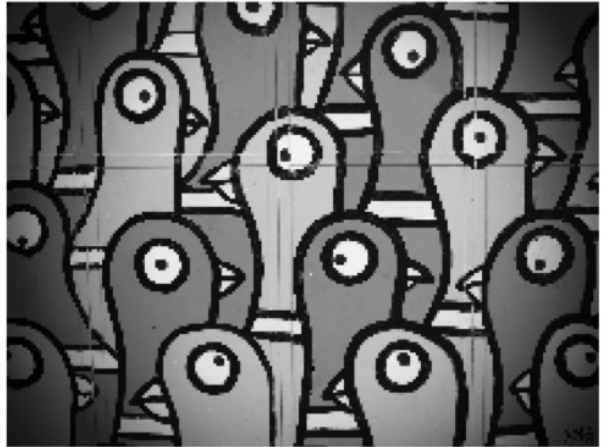
Write the feelings that you see and don't see in the art.

This art feels _____ and _____.



This art doesn't feel _____.

This art feels _____ and _____.



This art doesn't feel _____.

This art feels _____ and _____.



This art doesn't feel _____.

This art feels _____ and _____.



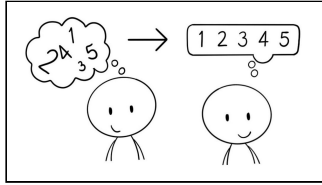
This art doesn't feel _____.

Sequencing

Comic Strip



1. Cut out the pictures.



2. Sequence in the correct order.



3. Write the story on the line.



1. <hr/> <hr/>	2. <hr/> <hr/>	3. <hr/> <hr/>
4. <hr/> <hr/>	5. <hr/> <hr/>	6. <hr/> <hr/>

True or False?

Comic Strip Questions



Write **true** () or **false** () on the line.

1. One woman is angry. / _____

2. One woman is great. / _____

3. Two women are sad. / _____

4. Four women are friends. / _____

5. Two women are friends. / _____

6. One woman is happy. / _____

Bonus:









Write your own true or false question below.


_____ / _____

Draw The Story



Draw pictures based on the story you read.



Word Bank		
<p>cell phone</p> 	<p>lost</p> 	<p>look / looking</p> 
<p>Why?</p> 	<p>friends</p> 	<p>school</p> 









<p>Habiba, Javier, and Tim are friends.</p> 	<p>Tim is <u>frustrated</u> and <u>nervous</u>.</p>	<p>Why is Tim <u>frustrated</u> and <u>nervous</u>? Because Tim lost his cell phone.</p>
<p>Javier is <u>sad</u> for his friend Tim.</p>	<p>Habiba is <u>focused</u> on looking for the cell phone for Tim.</p>	<p>Habiba and Javier look for the cell phone at school.</p>
<p>Habiba finds the cell phone!</p>	<p>Javier and Tim are <u>surprised</u> and <u>excited</u>.</p>	<p>Javier and Habiba are good friends for Tim.</p>

Opposite Feelings















Write the opposite feelings below.

Word Bank	
<p style="text-align: center;">Opposite</p> 	<p style="text-align: center;">Feelings</p> 

Feeling	Opposite Feeling
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Emoji Dictionary

Word	Emoji	In Your Language	Sentence in English
1. Happy			
2. Sad			
3. Angry			
4. Scared			
5. Nervous			
6. Focused			
7. Bored			
8. Frustrated			
9. Excited			
10. Tired			
11. Surprised			
12. Silly			

A. 	B. 	C. 	D. 	E. 	F. 
G. 	H. 	I. 	J. 	K. 	L. 

Emotions Weekly Journal



Write about your feelings for five days.



Draw a picture of your feelings for five days.



Record saying your answers on a cell phone, or with the record button.

For example:

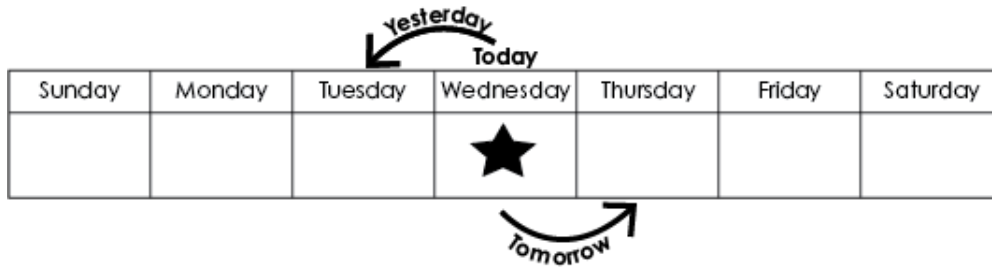
On Monday
I felt happy.



For example:

On Tuesday
I felt frustrated.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Final Reflection Journal



<u>Present Tense</u>	<u>Past Tense</u>
feel	felt
Today I feel happy.	Yesterday I felt sad.
	



Write in your journal for today. Use the verb *feel* in your sentence.



Record saying your answers on a cell phone, or with the record button.

Today I feel _____.
 Yesterday I felt _____.



_____.



_____.

Where Am I?



Draw a picture of you. Show how you feel. Complete the Sentences.

My name is _____

I am _____ years old.

I feel _____

All About Me



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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