



Students with Interrupted Formal Schooling  
**9<sup>th</sup> – 12<sup>th</sup> grade** • English Level 1

# LEARNING PACKET #2



Theme: Family

# International Consortium for Multilingual Excellence in Education



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

Dear District/School Personnel:

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

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

## **Level 1 – Entry into English**

Emphasis on developmentally appropriate interesting/challenging tasks

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

## **Level 2 – Building Background**

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

## **Level 3 – Interdisciplinary Inquiry**

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

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

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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](mailto:icmee@unl.edu).

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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

The standards that informed the development of this packet are:

Standard	9-12
English Language Arts: Reading	<p>CCSS.ELA-LITERACY.RI.9-10.1</p> <ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul> <p>CCSS.ELA-LITERACY.RI.9-10.2</p> <ul style="list-style-type: none"> <li>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> </ul>
English Language Arts: Writing	<p>CCSS.ELA-LITERACY.W.9-10.2</p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul> <p>CCSS.ELA-LITERACY.W.9-10.2.A</p> <ul style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul> <p>CCSS.ELA-LITERACY.W.9-10.3</p> <ul style="list-style-type: none"> <li>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul> <p>CCSS.ELA-LITERACY.W.9-10.3.C</p> <ul style="list-style-type: none"> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> </ul>
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"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> <li>General content-related words</li> <li>Everyday social, instructional and some content-related words and phrases</li> </ul> <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"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> <li>Phrase-level grammatical structures</li> <li>Phrasal patterns associated with familiar social and instructional situations</li> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>



English  
Language  
Proficiency  
Standards –  
ELPA21

At the end of this level, with prompting and support, students can:

- identify a few key words and phrases in oral communications and simple oral and written texts.
- participate in short conversational and written exchanges on familiar topics; present information; and respond to simple yes/no questions and some wh- questions.
- communicate information about a familiar topic.
- express an opinion about a familiar topic.
- gather information from a few provided print and digital sources and label collected information, experiences, or events.
- identify a point an author or speaker makes.
- recognize the meaning of some words learned through reading.
- recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions.
- use a narrow range of vocabulary and syntactically simple sentences.
- recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.

Students with Interrupted Formal Schooling  
**9<sup>th</sup> – 12<sup>th</sup> grade** • English Level 1

# LEARNING PACKET #2



Theme: Family

# International Consortium for Multilingual Excellence in Education



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

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6<sup>th</sup>-12<sup>th</sup> grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- This week's packet expands on what students learned last week by helping them learn about vocabulary in English used to describe their close family members. First, students will review the alphabet and practice the sounds each letter makes. Then, students will learn the names of common family members and pronouns. This will help students describe their journey to the United States, as well as talk about family members they may still have living in other countries. By the end of this packet, students will also learn vocabulary for common forms of transportation, further allowing them to tell their personal stories in English.

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

Sincerely,

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

This packet was designed and created by **Brooke David and Jessica Millen** in collaboration with Lydia Kiramba and Alexa Yunes.

# International Consortium for Multilingual Excellence in Education



15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

ICMEE is housed within:



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- El paquete de esta semana amplía lo que los estudiantes aprendieron la semana pasada ayudándolos a aprender sobre el vocabulario en inglés que se usa para describir a sus familiares cercanos. Primero, los estudiantes revisarán el alfabeto y practicarán los sonidos que hace cada letra. Luego, los estudiantes aprenderán los nombres de los miembros comunes de la familia y los pronombres. Esto ayudará a los estudiantes a describir su viaje a los Estados Unidos, así como a hablar sobre los miembros de la familia que aún puedan tener viviendo en otros países. Al final de este paquete, los estudiantes también aprenderán vocabulario sobre medios comunes de transporte, lo que les permitirá contar sus historias personales en inglés.

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

Sinceramente,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

ICMEE is housed within:





## Share your learning!

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

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

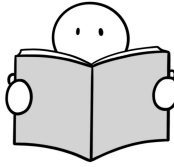




## Instructions Key



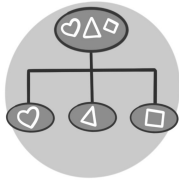
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



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



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

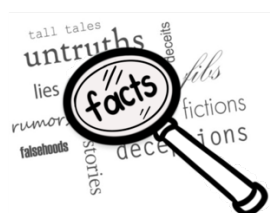
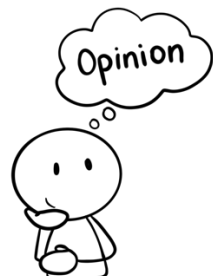

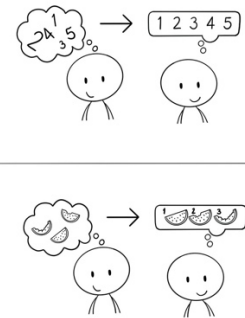



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

## Thinking Skills Glossary

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

# Question Words



Who?



When?



Where?



What?



Why?



# iPhone Instruction Icons



Write a text message  
写短信  
Escribe un mensaje



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



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



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



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

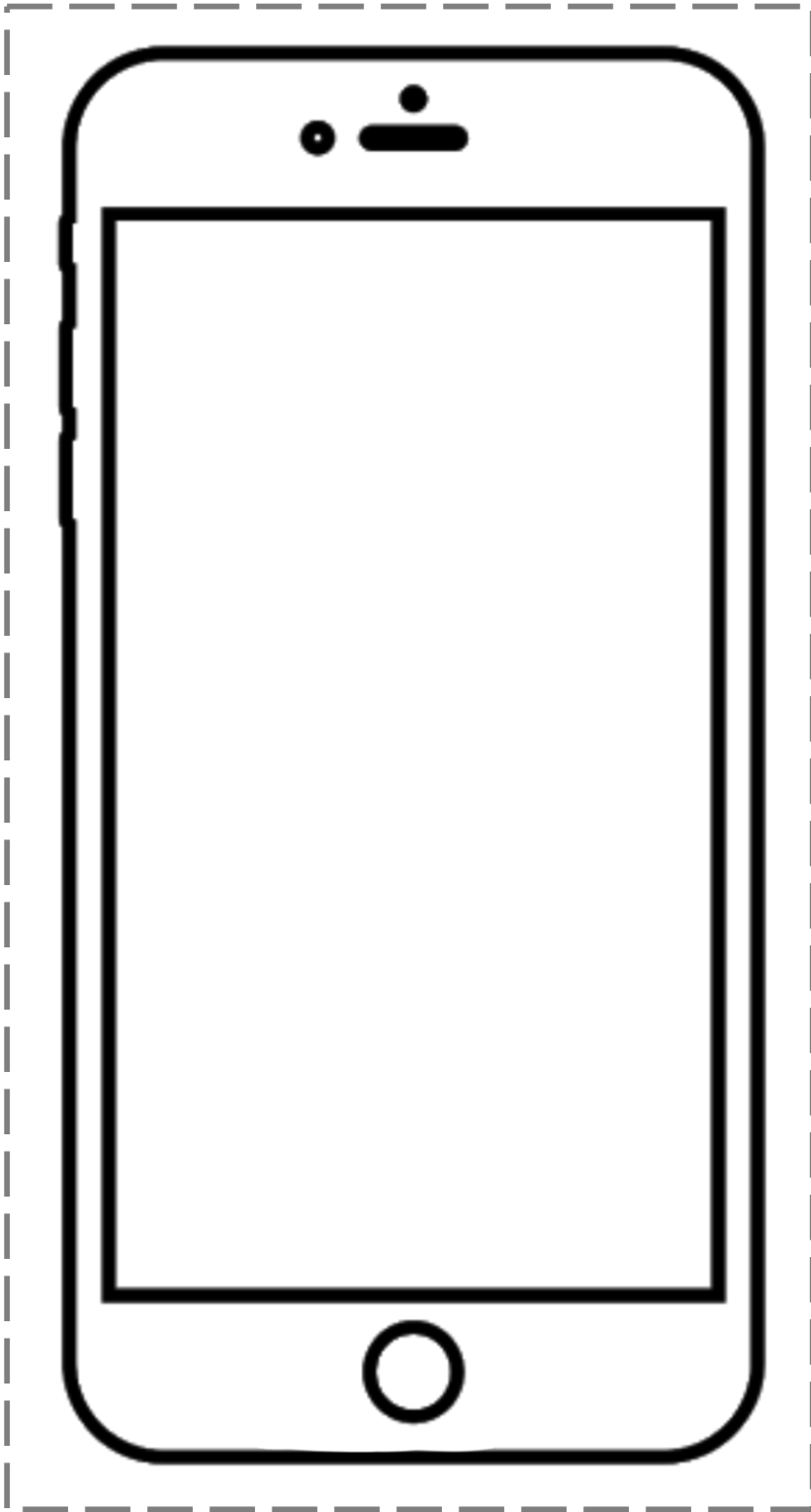


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada

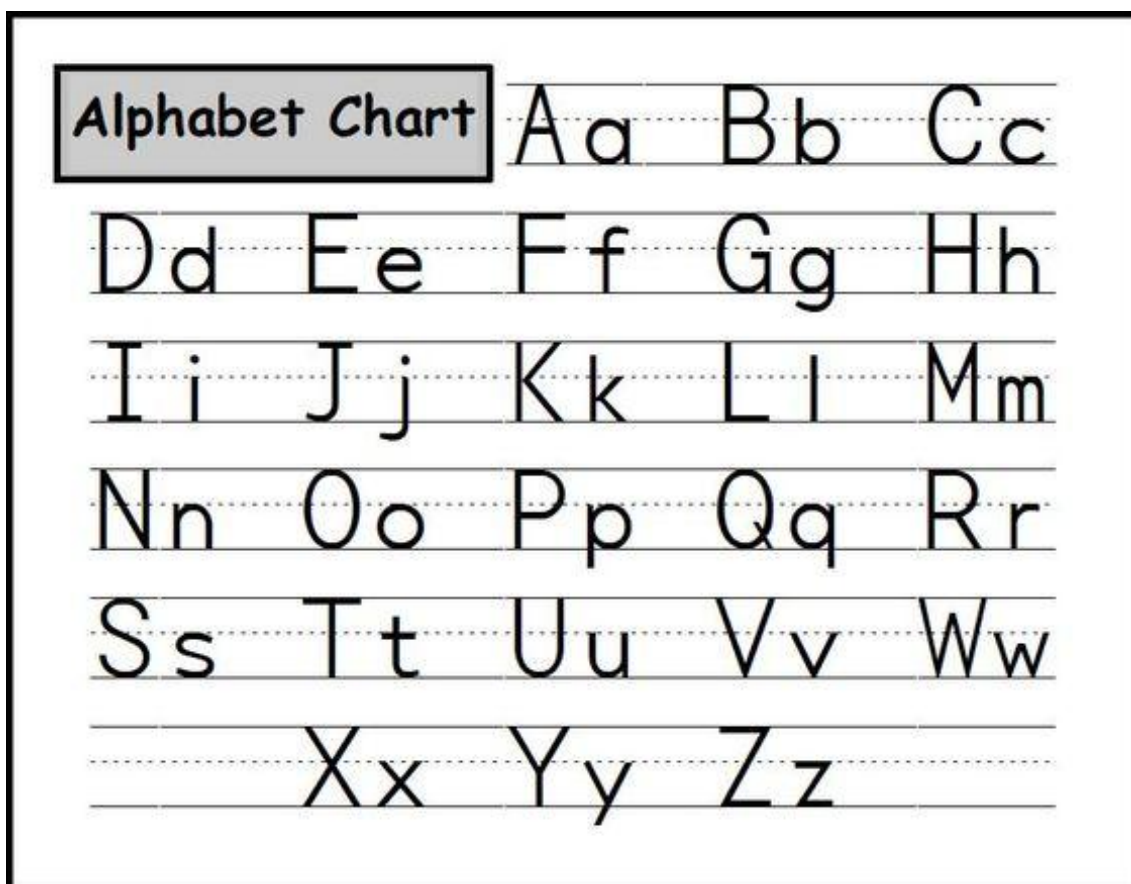






# Day 1

## The English Alphabet Review



Write the letter. Then write words that begin with each letter in the English alphabet.



Practice saying or recording each letter sound. Use the visuals to help you.





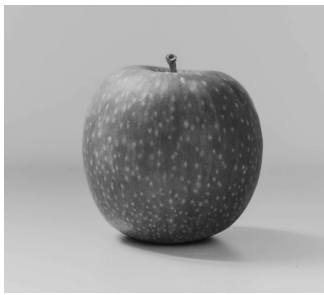
Write the letter.

Aa Aa Aa Aa

Aa Aa Aa Aa



Write the word next to the picture.



apple

apple



Record yourself saying the letter sound.

Aa Aa Aa Aa



Write the letter.

Bb Bb Bb Bb

Bb Bb Bb Bb



Write the word next to the picture.



ball ball

ball ball



Record yourself saying the letter sound.



Bb Bb Bb



Write the letter.

Cc Cc Cc Cc

Cc Cc Cc Cc



Write the word next to the picture.



car car

car car



Record yourself saying the letter sound.

Cc Cc Cc Cc



Write the letter.

Dd Dd Dd Dd

Dd Dd Dd Dd



Write the word next to the picture.



dad dad

dad dad



Record yourself saying the letter sound.



Dd Dd Dd



Write the letter.

Ee Ee Ee Ee

Ee Ee Ee Ee



Write the word next to the picture.



egg egg

egg egg

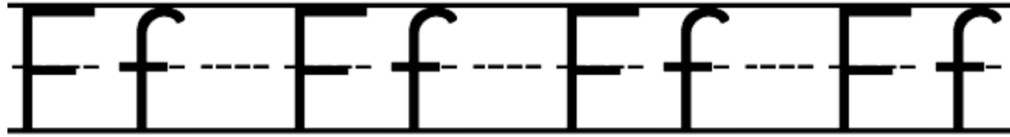


Record yourself saying the letter sound.

Ee Ee Ee Ee



Write the letter.



Write the word next to the picture.

4



four four

four four



Record yourself saying the letter sound.



Ff Ff Ff Ff



Write the letter.

Gg Gg Gg Gg

Gg Gg Gg Gg



Write the word next to the picture.



grandpa

grandpa



Record yourself saying the letter sound.

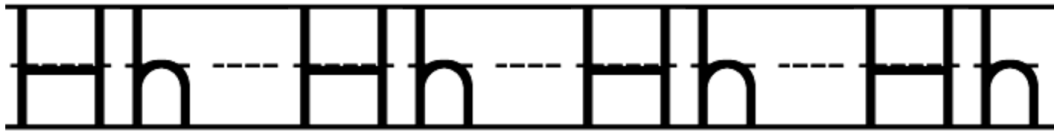


Gg Gg Gg





Write the letter.



Write the word next to the picture.



house

house



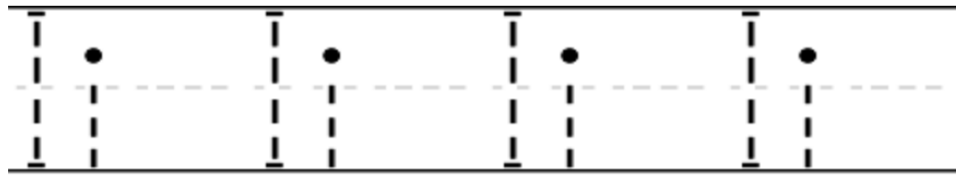
Record yourself saying the letter sound.



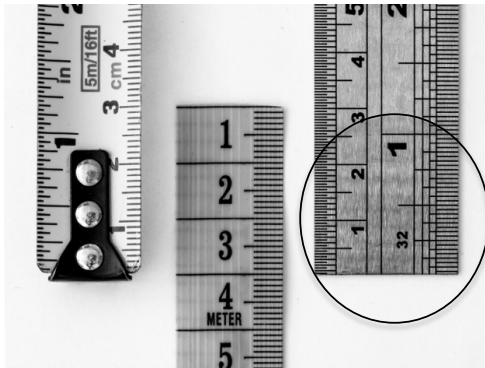
Hh Hh Hh



Write the letter.



Write the word next to the picture.



inch

inch



Record yourself saying the letter sound.

li li li li



Write the letter.

Jj Jj Jj Jj

Jj Jj Jj Jj



Write the word next to the picture.



january

january



Record yourself saying the letter sound.



Jj Jj Jj Ji



Write the letter.



Write the word next to the picture.



key



Record yourself saying the letter sound.



Kk Kk Kk



Write the letter.



Write the word next to the picture.



lemon

lemon



Record yourself saying the letter sound.



l l l l l



Write the letter.

Mm Mm Mm Mm

Mm Mm Mm Mm



Write the word next to the picture.



mom mom

mom mom



Record yourself saying the letter sound.



Mm Mm



Write the letter.

Nn Nn Nn Nn

Nn Nn Nn Nn



Write the word next to the picture.

November						
mo	tu	wed	thu	fr	sa	su
26	27	28	29	30	31	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	1	2	3	4	5	6

november

november



Record yourself saying the letter sound.

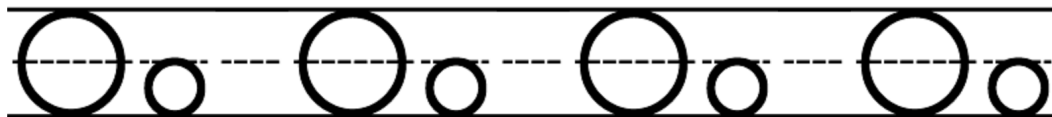


Nn Nn Nn





Write the letter.

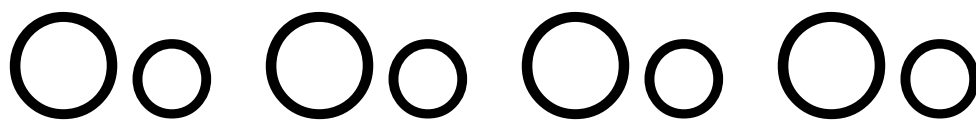


Write the word next to the picture.

October						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					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
31						



Record yourself saying the letter sound.





Write the letter.

Pp Pp Pp Pp

Pp Pp Pp Pp



Write the word next to the picture.



pizza

pizza



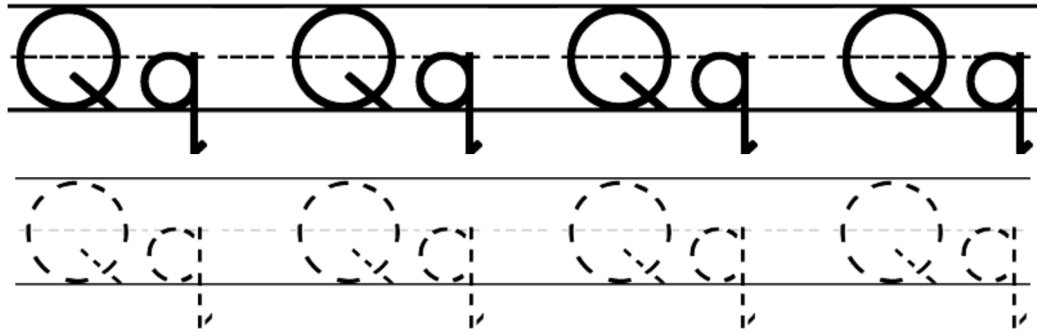
Record yourself saying the letter sound.



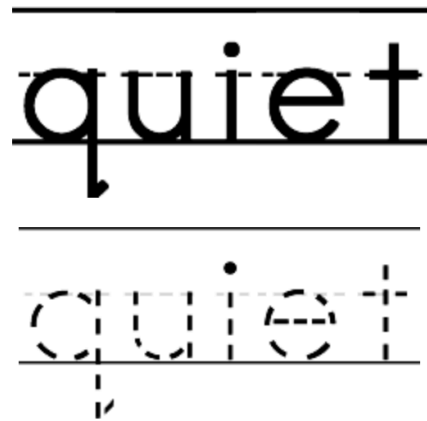
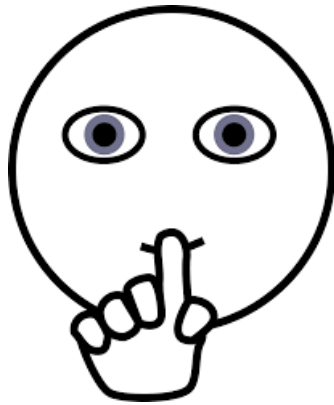
Pp Pp Pp



Write the letter.



Write the word next to the picture.



Record yourself saying the letter sound.





Write the letter.

Rr Rr Rr Rr

Rr Rr Rr Rr



Write the word next to the picture.



rain

rain



Record yourself saying the letter sound.



Rr Rr Rr Rr



Write the letter.

Ss Ss Ss Ss

Ss Ss Ss Ss



Write the word next to the picture.



son son

son son



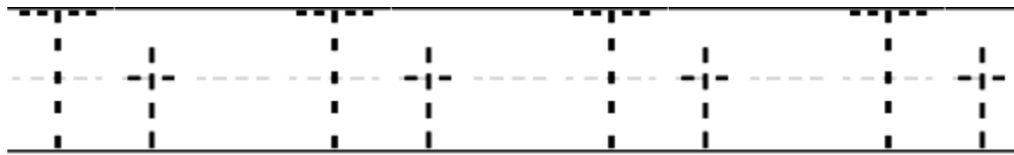
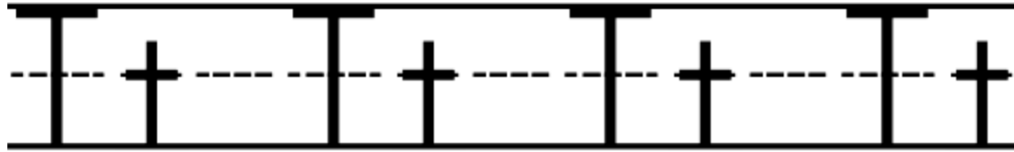
Record yourself saying the letter sound.



Ss Ss Ss Ss



Write the letter.



Write the word next to the picture.



tree



Record yourself saying the letter sound.



Tt Tt Tt Tt



Write the letter.

Uu Uu Uu Uu

Uu Uu Uu Uu



Write the word next to the picture.



umbrella

umbrella

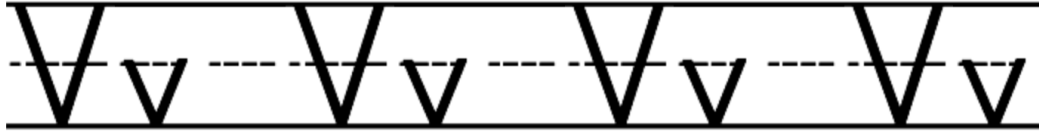


Record yourself saying the letter sound.

Uu Uu Uu Uu



Write the letter.



Write the word next to the picture.



volcano

volcano



Record yourself saying the letter sound.



Vv

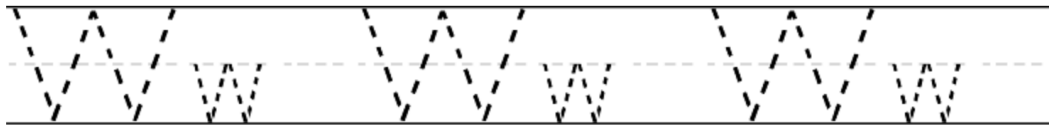
Vv

Vv





Write the letter.



Write the word next to the picture.



window

window



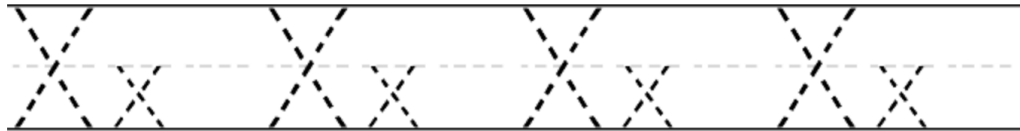
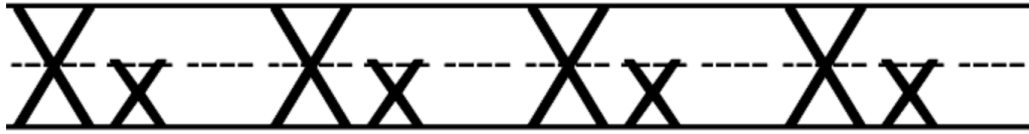
Record yourself saying the letter sound.



Ww Ww



Write the letter.



Write the word next to the picture.



x-ray

x-ray

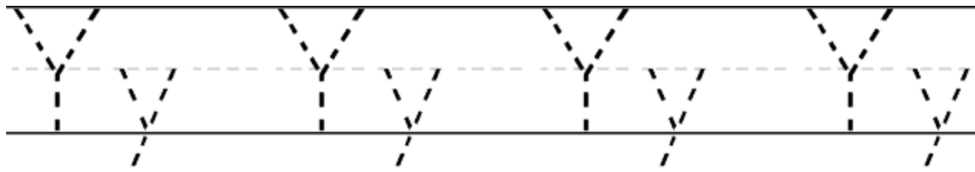
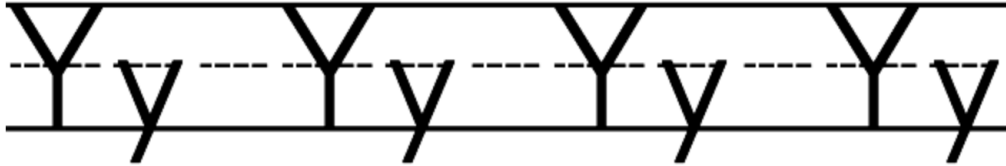


Record yourself saying the letter sound.

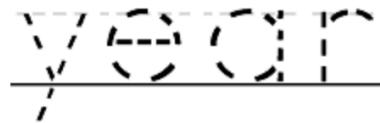
Xx Xx Xx Xx



Write the letter.



Write the word next to the picture.



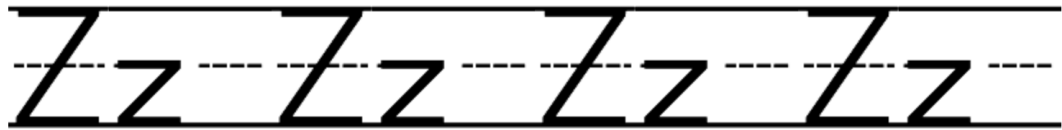
Record yourself saying the letter sound.



Yy Yy Yy



Write the letter.



Write the word next to the picture.



zipper

zipper



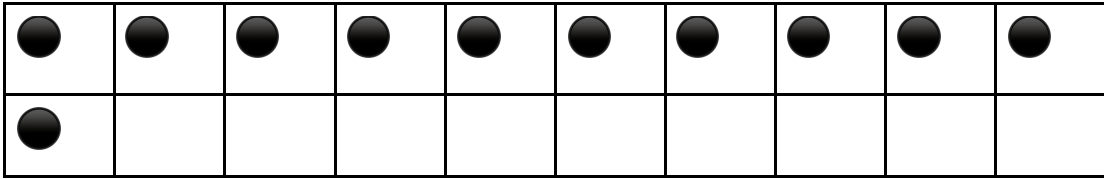
Record yourself saying the letter sound.



Zz Zz Zz

# Numbers 11-20

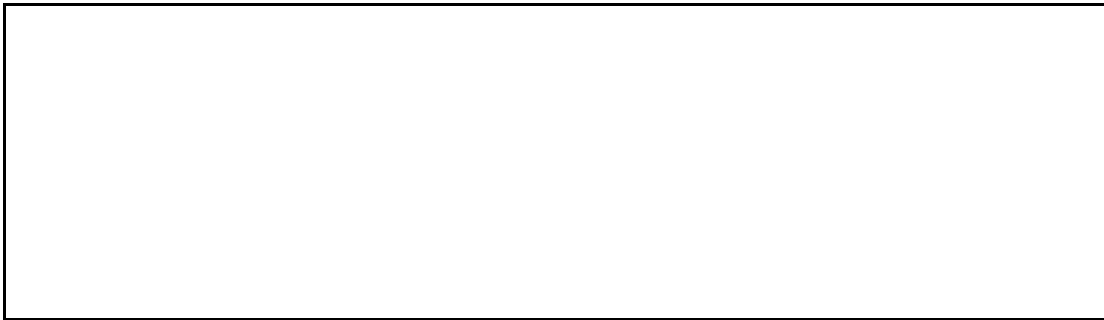
11 Eleven



Write the number.



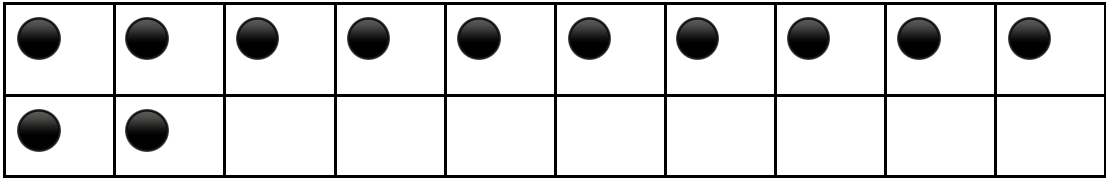
Draw a picture of 11 suns.



Circle the eleven:

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

# 12 Twelve



Write the number.



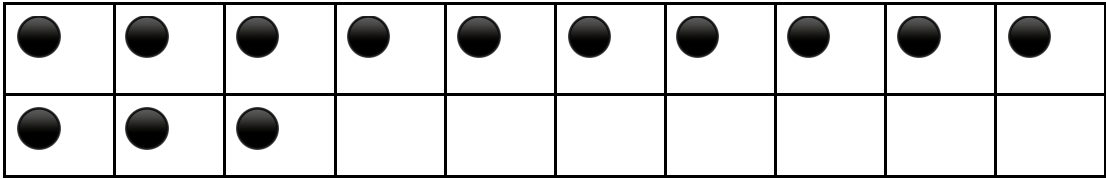
Draw a picture of 12 clouds.



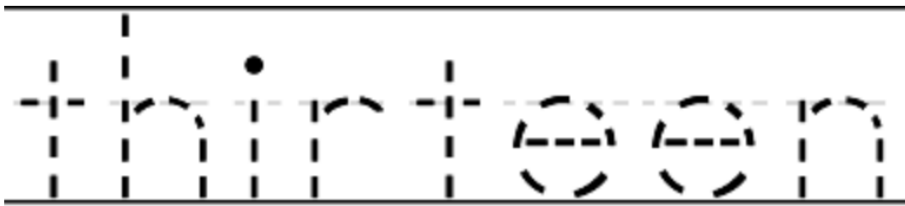
the twelve:

- 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

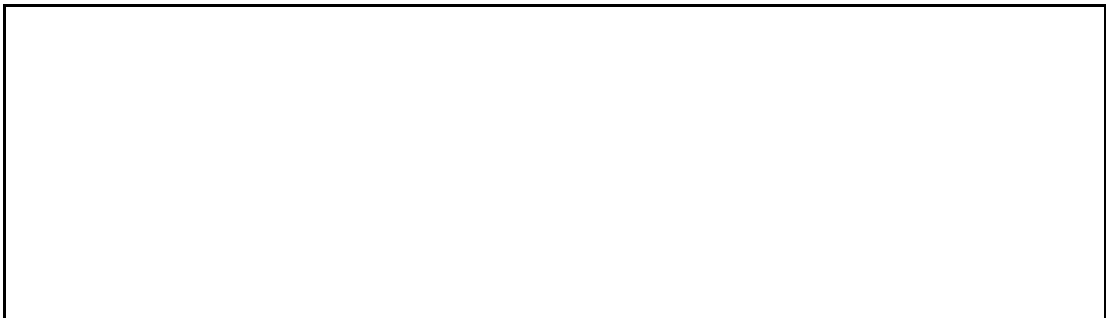
13 thirteen



Write the number.



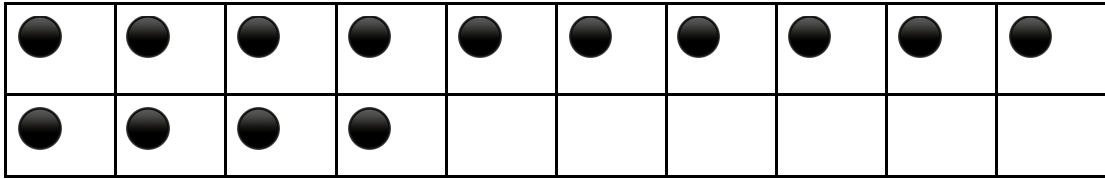
Draw a picture of 13 lightning bolts.



the thirteen:

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

14 fourteen

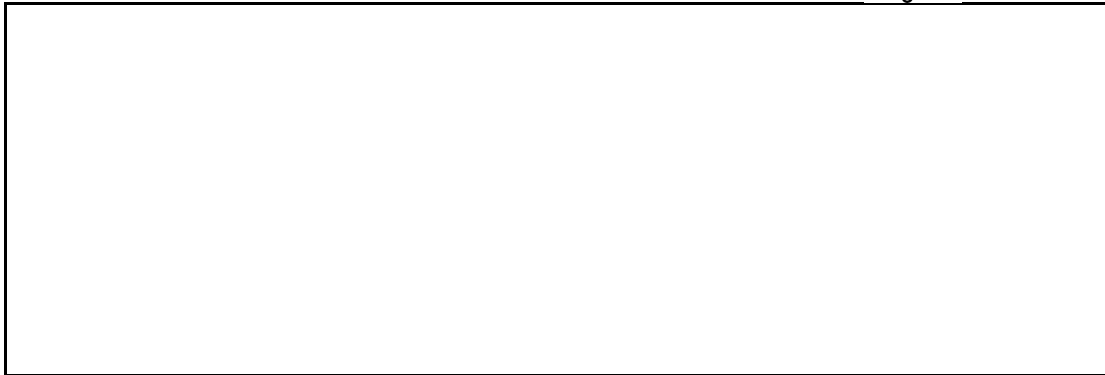


Write the number.

fourteen



Draw a picture of 14 umbrellas.

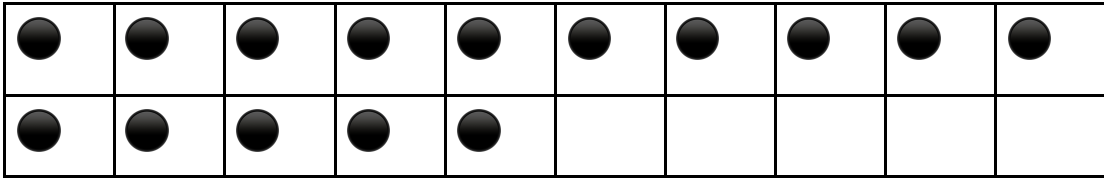


Circle the fourteen:

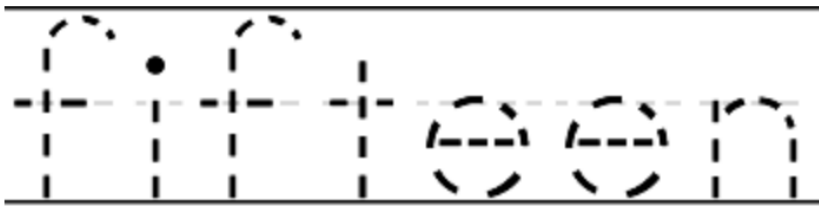
1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20



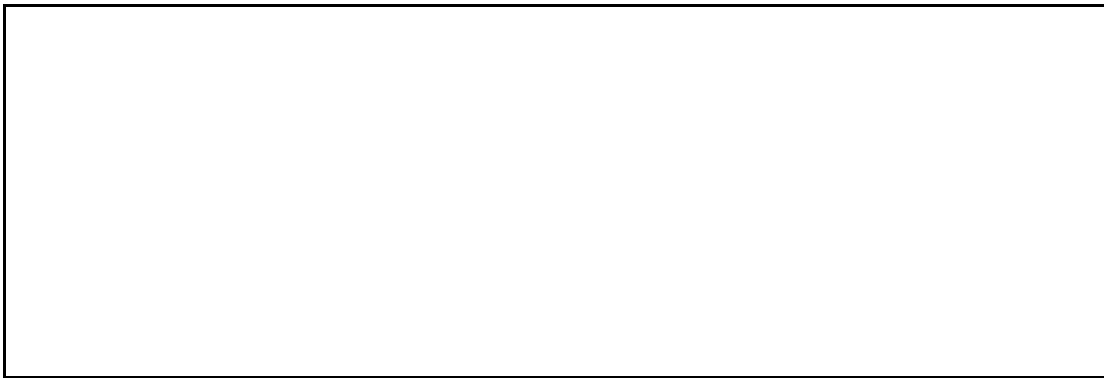
15 fifteen



Write the number.



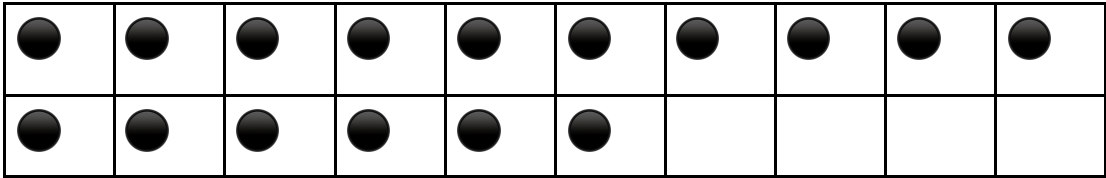
Draw a picture of 15 clocks.



the fifteen:

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

16 sixteen

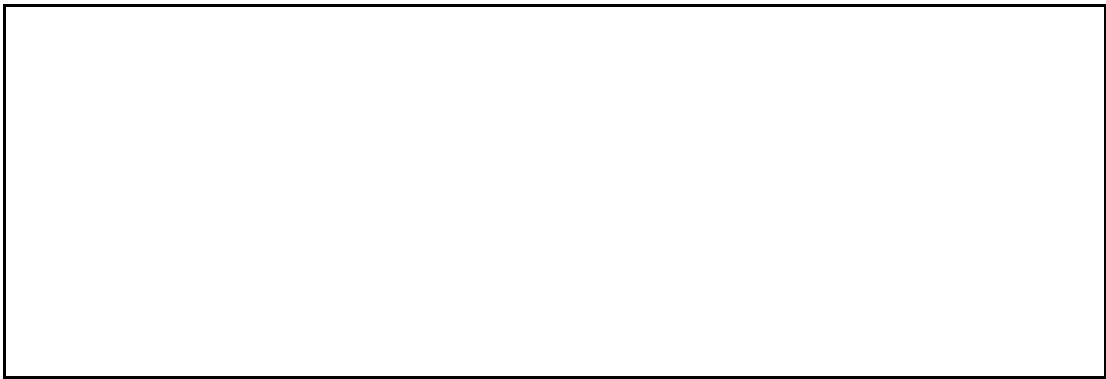


Write the number.

sixteen



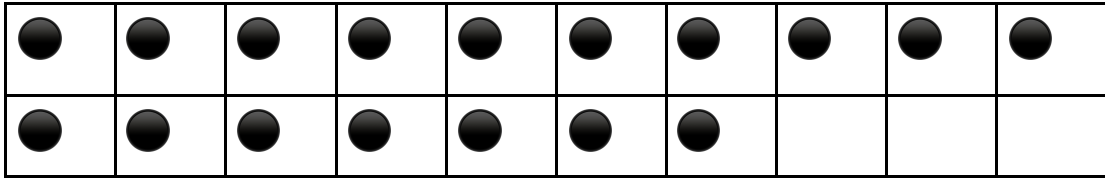
Draw a picture of 16 rain clouds.



the sixteen:

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

17 seventeen



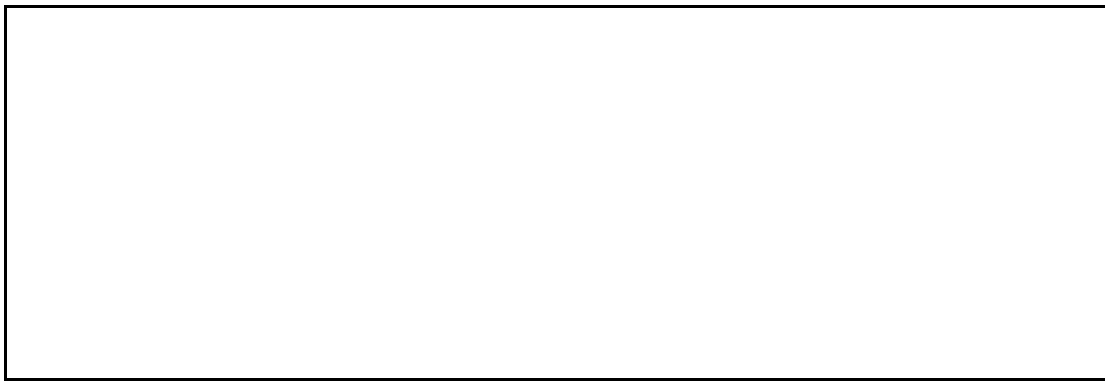
Write the number.

\_\_\_\_\_

seventeen



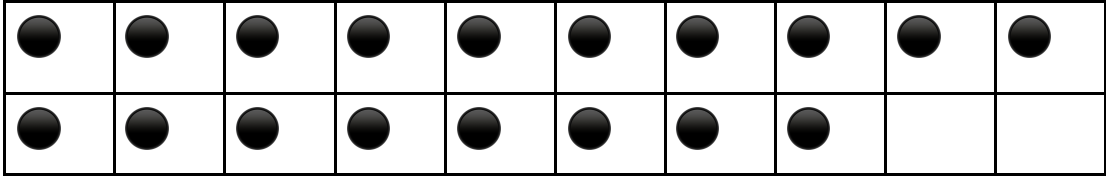
Draw a picture of 17 snowflakes.



the seventeen:

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

18 eighteen



Write the number.

eighteen



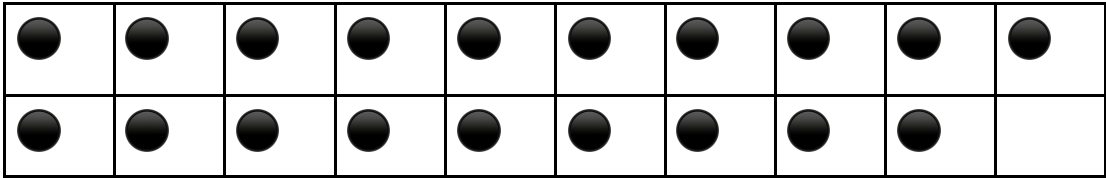
Draw a picture of 18 trees.



the eighteen:

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

19 nineteen

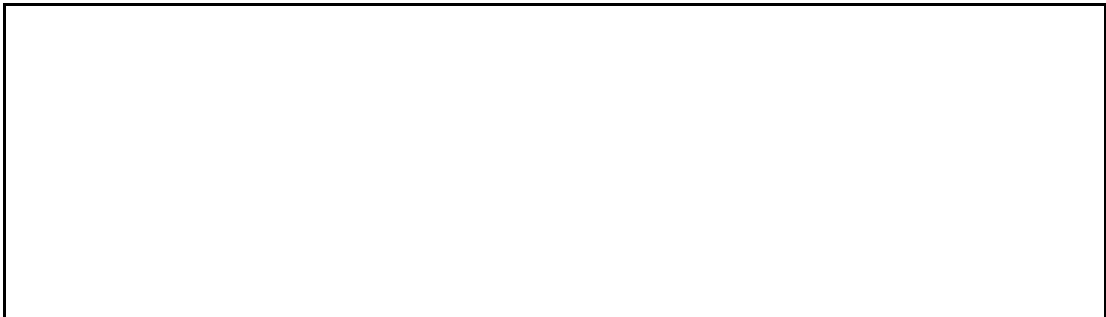


Write the number.

nineteen



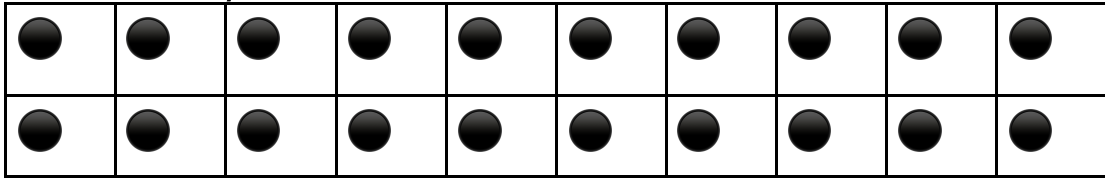
Draw a picture of 19 leaves.



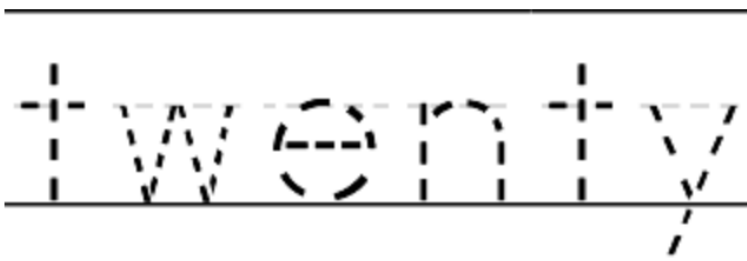
the ninteen:

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

20 twenty



Write the number.



Draw a picture of twenty flowers.



the twenty:

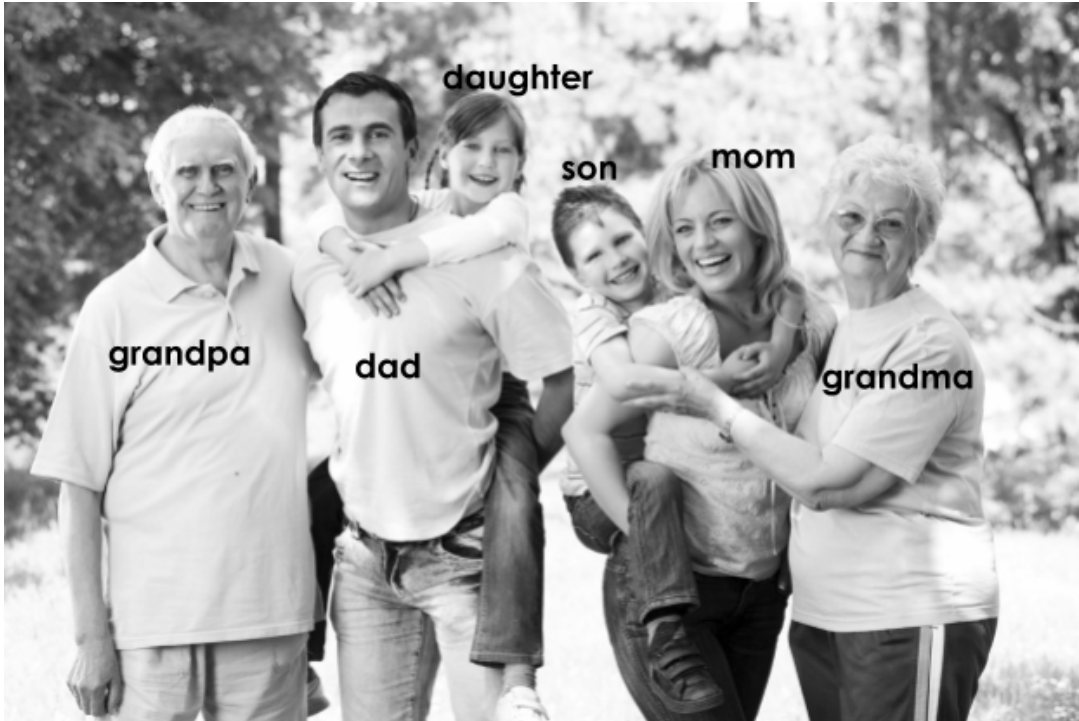
1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20



# Day 2

# Family Vocabulary

Look at the picture to learn the new words.







Say and



write the vocabulary words.



grandpa

grandpa



dad dad

dad dad



daughter

daughter



son son

son son



mom mom

mom mom



grandma

grandma

## New Vocabulary



Say and words.



write the new vocabulary



husband



wife

husband

wife wife



siblings

siblings



sister

sister



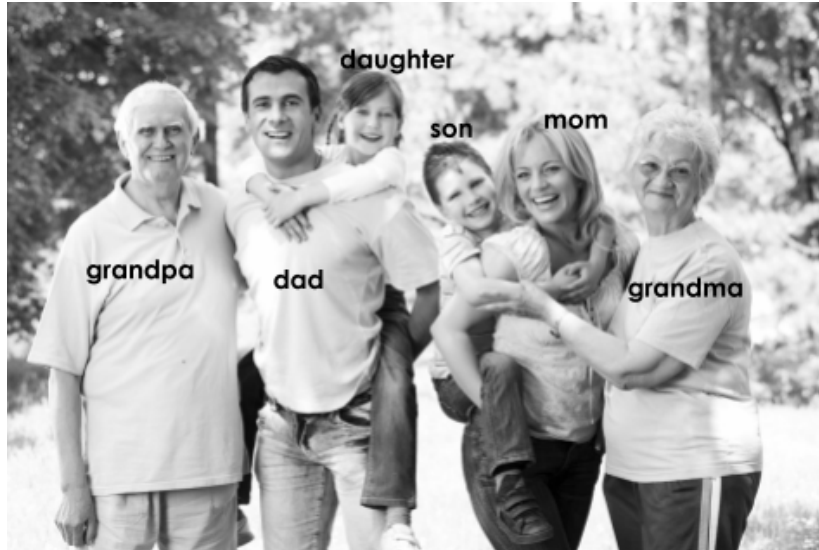
brother

brother

# Vocabulary Review



Record the new vocabulary into your phone.



husband



wife



siblings



sister



brother

## What are pronouns?

A pronoun replaces a noun. For example, Ahmed is from Egypt. He is from Egypt.

Farah is from Indonesia. She is from Indonesia.



Say the pronouns.

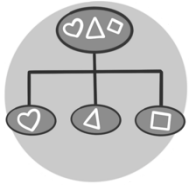
I 	You 	He 
She 	They 	We 



Cut out the pictures







Sort the words into the correct pronoun.

He	She	They

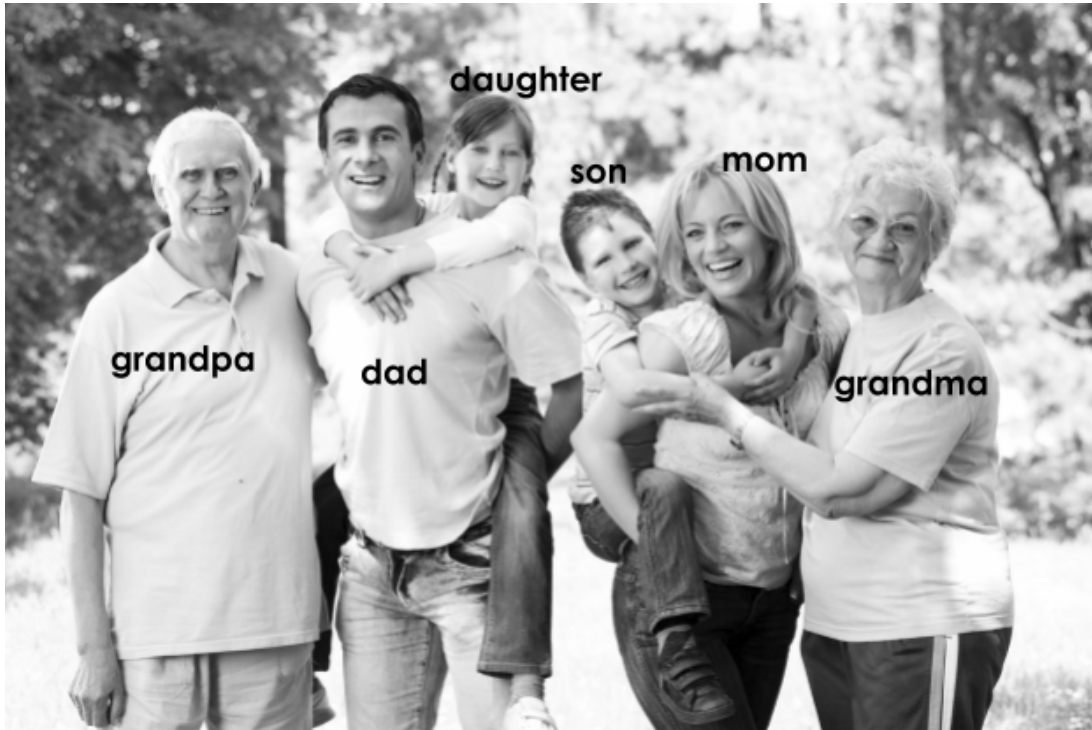


# Day 3

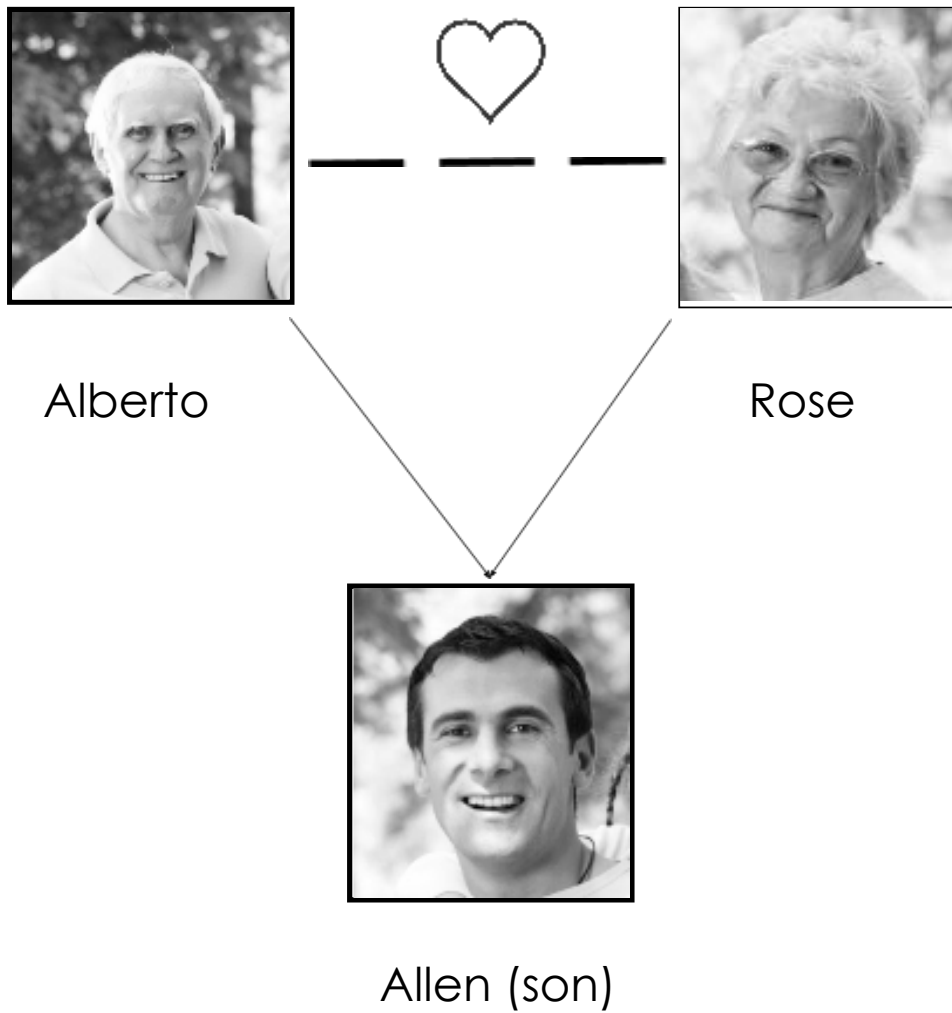
## Family Relationships Reading



Read the story about this family.



This is a family. There are six people in this family.



This is Alberto. He is married to Rose. They have one son. His name is Allen.



Allen(dad)



Carmen(mom)



Yennifer  
(daughter)



Erick  
(son)

Allen is married to Carmen. Allen is the dad.  
Carmen is the mom. They have two children.  
Yennifer is the daughter. Erick is the son.



Allen (husband)



Carmen (wife)

Allen and Carmen are married. Allen is the husband. Carmen is the wife.

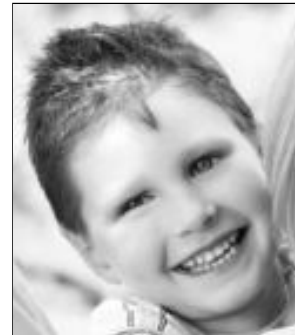
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Yennifer (sister)



siblings



Yennifer and Erick are siblings. Yennifer is the sister and Erick is the brother.



Write about your family. Use the examples to help you.

In this family there are six people.

In my family, there are \_\_\_\_\_ people.

The grandpa is Alberto.

My grandpa is \_\_\_\_\_.

The grandma is Rose.

My grandma is \_\_\_\_\_.

The mom is Carmen.

My mom is \_\_\_\_\_.

The dad is Allen.

My dad is \_\_\_\_\_.

There are two siblings.

I have \_\_\_\_\_ siblings.

The sister is Yennifers.

My sisters are \_\_\_\_\_.

The brother is Erick.

My bothers are \_\_\_\_\_.



# Day 4



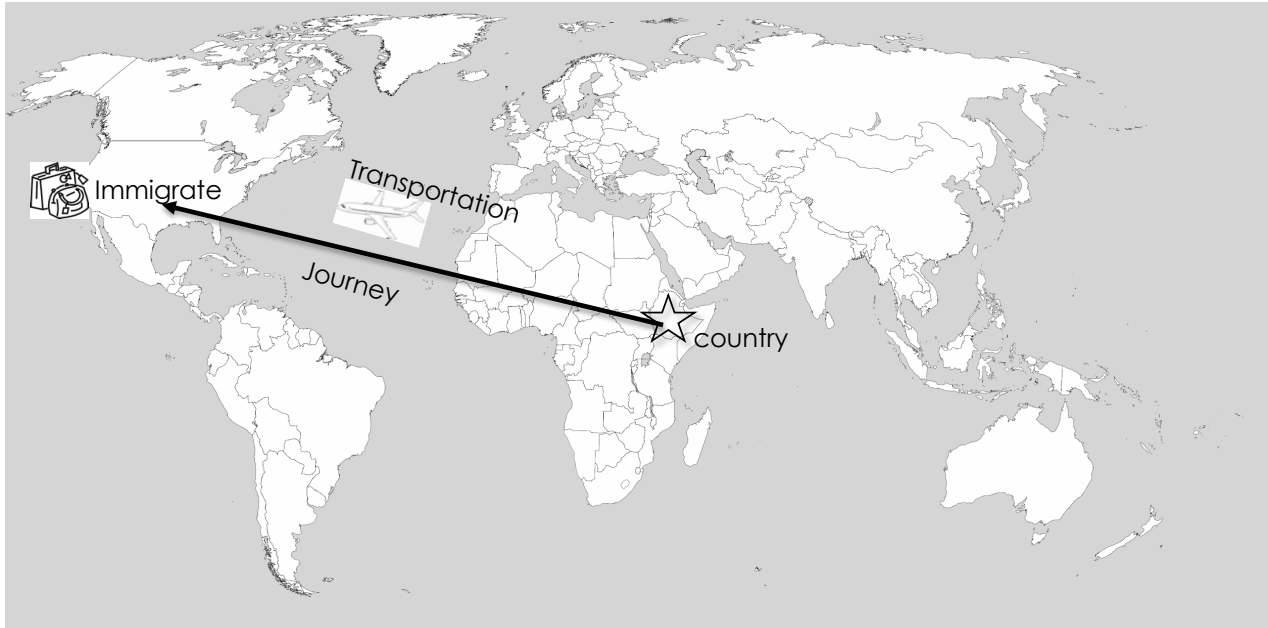
1

2

# Migration Vocabulary





1. Read the words
2. Record the words in your phone




## New Vocabulary

<p>Journey</p>	<p>to move from one place to another</p>	
<p>When you move to a new country, you start a <b>journey</b>.</p>		

Immigrate	to move to a new country	
I immigrated to the United States 4 years ago.		

Country	the land of a person's birth, residence or citizenship	
The United States is the country where my family lives now.		

Transportation	the way to go from one place to another place.	
Our transportation to the United States was an airplane.		

Adapted from: <https://www.empoweringells.com/ell-voices/>

# Family Migration Stories

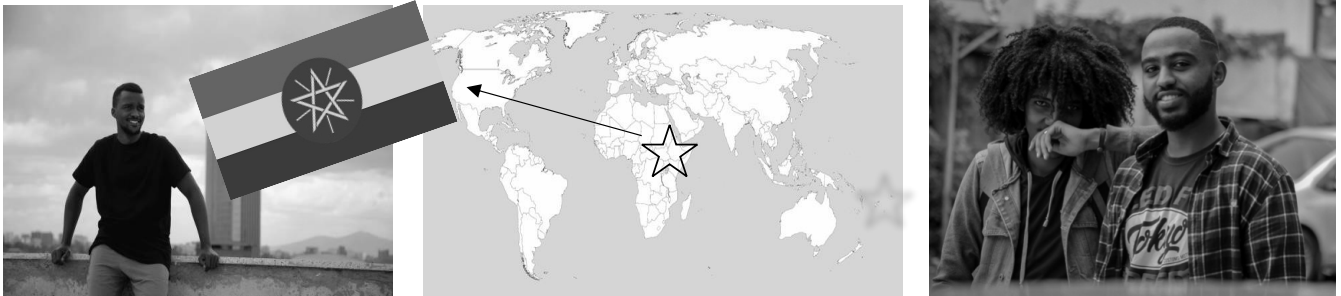
1. Read the sentences.



2. Write the answers.



Bereket



This is Bereket. He is from Ethiopia. He immigrated to the United States with his two brothers.

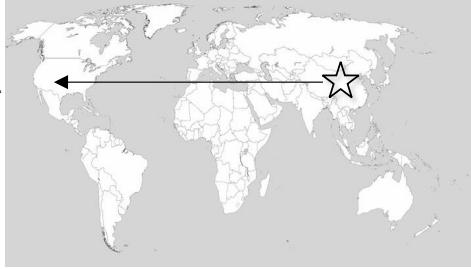
This is \_\_\_\_\_.

He is from \_\_\_\_\_.

He immigrated to \_\_\_\_\_.

He is in the United States with \_\_\_\_\_ brothers.

# Ling



This is Ling. She is from China. She speaks Mandarin Chinese. She immigrated to the United States with her dad, mom and brother.

This is \_\_\_\_\_.

She is from \_\_\_\_\_.

She immigrated to \_\_\_\_\_.

She is in the United States with her \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

# Ahmed



This is Ahmed. He is from Egypt. He immigrated to the United States with his mom and sister.

This is \_\_\_\_\_.



He is from \_\_\_\_\_.

He immigrated to \_\_\_\_\_.

He is in the United States with his \_\_\_\_\_ and \_\_\_\_\_.

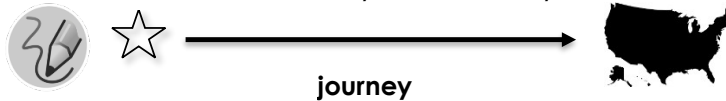
# Where are you from?

Write about your **journey** to the United States with your family.

1. Write the sentences. 
2. Read your writing to someone else or record yourself reading. 



What was your journey? Draw an arrow from your country to the United States.





Draw a picture of your family who came with you to the United States.



Write about your family's journey.

My name is \_\_\_\_\_ . I am from \_\_\_\_\_ . I immigrated to the United States with \_\_\_\_\_ .



# Day 5



# Transportation Reading



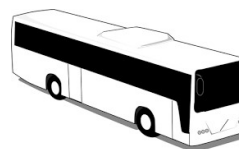
Read about Evelin's journey to the United States.



Evelin left Guatemala with her mom and her sister.



First, they went on a bus.



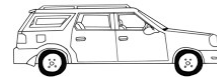
Second, they went on a train.



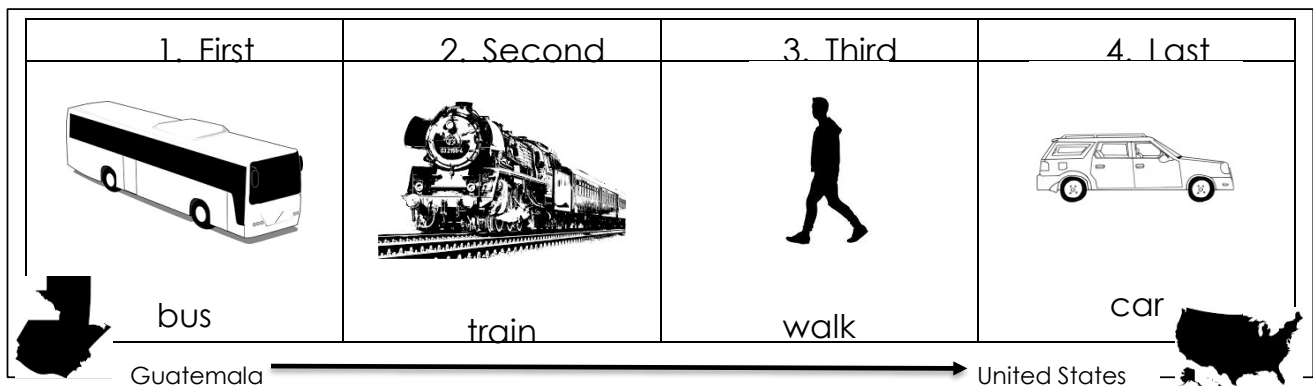
Third, they walked for a long time.



Last, they went in a car.



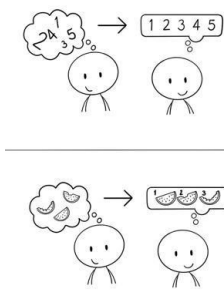
Now Evelin and her family live in the United States.



# Transportation Sequence Activity






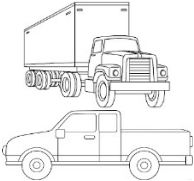



Sequence your **journey**. Draw pictures and write words to show how you came to the United States

## Sequence Vocabulary



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

## Transportation Vocabulary

 bus	 train	 walk	 car
 airplane plane	 truck	 bike bicycle	  ship      boat



Draw and write about your journey to the United States.

1. _____	2. _____	3. _____	4. _____
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>





## Reference Sheet

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

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

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

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



ICMEE is housed within:

