



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

# LEARNING PACKET #3



Theme: Time and Seasons

# 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, Kara Mitchell Viesca, 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</li> </ul>



	expressions
English Language Proficiency Standards - ELPA21	<p>At the end of this level, with prompting and support, students can:</p> <ul style="list-style-type: none"> <li>● identify a few key words and phrases in oral communications and simple oral and written texts.</li> <li>● participate in short conversational and written exchanges on familiar topics; present information; and respond to simple yes/no questions and some wh- questions.</li> <li>● communicate information about a familiar topic.</li> <li>● express an opinion about a familiar topic.</li> <li>● gather information from a few provided print and digital sources and label collected information, experiences, or events.</li> <li>● identify a point an author or speaker makes.</li> <li>● recognize the meaning of some words learned through reading.</li> <li>● recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions.</li> <li>● use a narrow range of vocabulary and syntactically simple sentences.</li> <li>● recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.</li> </ul>

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**9<sup>th</sup> – 12<sup>th</sup> grade** • English Level 1

# LEARNING PACKET #3



Theme: Time and Seasons

# 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 packet focuses on date, time, and weather. All of these are essential to be able to develop a routine in school, stay on schedule, and talk with other students, teachers, and family members about the weather and date and time of events. Students will be able to explain what kinds of activities are typically done at different times during the day, read and draw the time on an analog clock, and learn adjectives for describing seasons and weather.

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

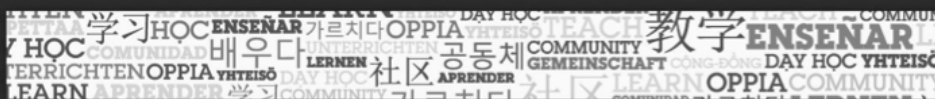
University of Nebraska Lincoln

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 Lydiah Kiramba, Kara Mitchell Viesca, 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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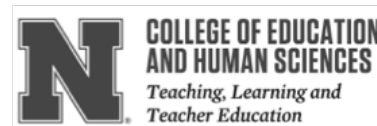
- Este paquete se enfoca en la fecha, la hora y el clima. Todos estos temas son esenciales para poder desarrollar una rutina en la escuela, cumplir con el horario y hablar con otros estudiantes, maestros y familiares sobre el clima, la fecha y hora de los eventos. Los estudiantes podrán explicar qué tipo de actividades se realizan típicamente en diferentes momentos durante el día, leer y dibujar la hora en un reloj analógico y aprender adjetivos para describir las estaciones y el clima.

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

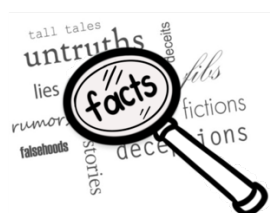
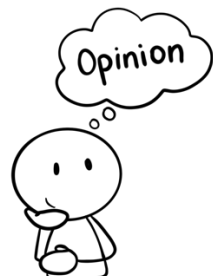

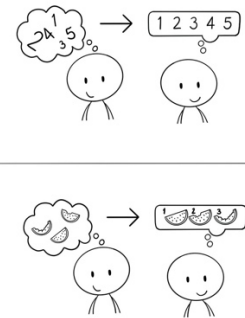



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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

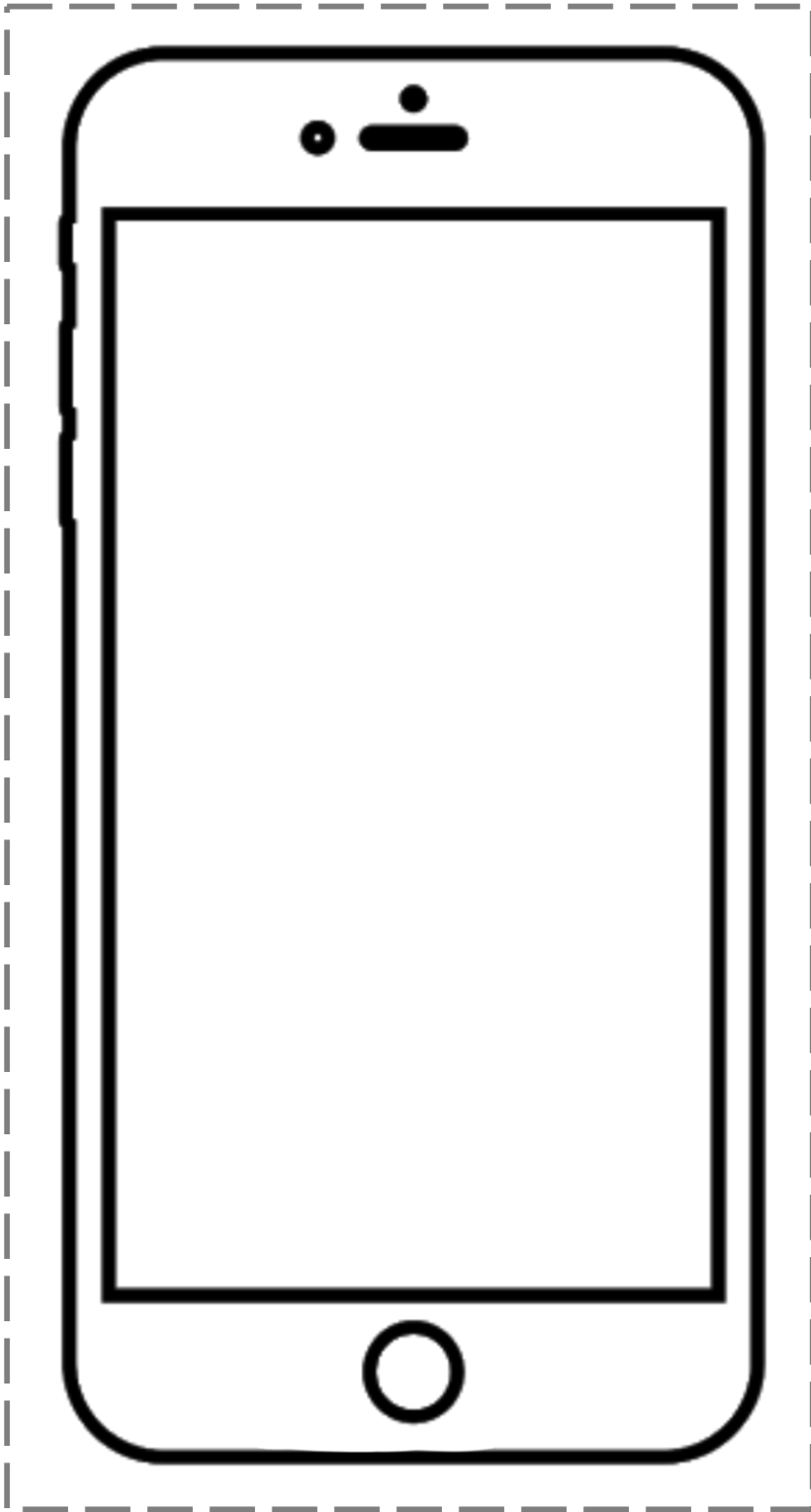


Record a voice message  
录制语音留言  
Graba un mensaje de voz



Make a phone call  
打个电话  
Haz una llamada







# Day 1

## Letter Digraphs

In English some letters blend together at the beginning, middle, and end of words to make a new sound.

Example:

p + h = ph

phone







th



Write the words with the letter digraph.



mouth

mouth



Record yourself saying the letter sound.

th th th th th



sh



Write the words with the letter digraph.



shoe

shoe



Record yourself saying the letter sound.

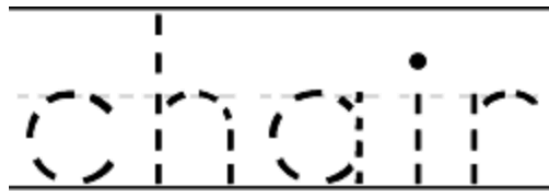
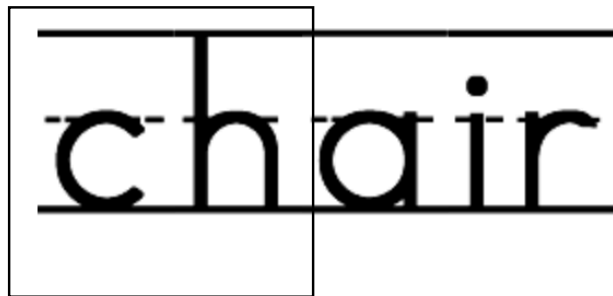
sh sh sh sh sh



ch



Write the words with the letter digraph.



Record yourself saying the letter sound.

ch ch ch ch

## Numbers 1-100



Review and record numbers 1-20:

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

# New Number Vocabulary 20-100

## Twenties

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

## Thirties

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

## Forties

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

## Fifties

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

## Sixties

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

## Seventies

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

## Eighties

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

## Nineties

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

# Numbers Chart



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

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





# Day 2

1 2 3



# Daily Schedule Vocabulary

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



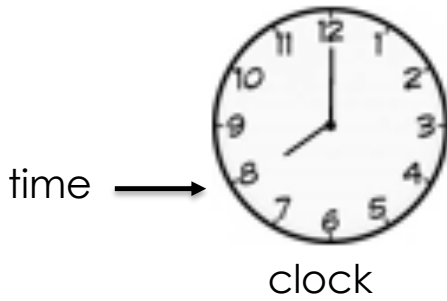
school

## High School Block Schedule

Monday-Thursday		
Period	Start	End
1 / 2	8:40 AM	10:15 AM
Advisory	10:20 AM	10:45 AM
3 / 4	10:50 AM	12:25 PM
HS Lunch	12:30 PM	1:00 PM
5 / 6	1:00 PM	2:35 PM
7 / 8	2:40 PM	4:15 PM

Friday		
Period	Start	End
1 / 2	8:40 AM	9:45 AM
Advisory	9:50 AM	10:30 AM
3 / 4	10:35 AM	11:40 AM
5 / 6	11:45 AM	12:50 PM
HS Lunch	12:55 PM	1:25 PM
7 / 8	1:30 PM	2:35 PM

schedule



School starts at **8:00**.



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



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




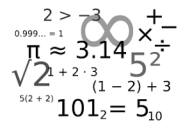

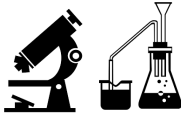






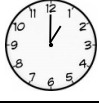

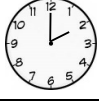



It is **8:05**. You are **late**.







locker

# Daily Schedule Vocabulary

1. Read the words 
2. Record the words in your phone 
3. Circle the classes you have on your schedule

Schedule		
<b>8:00</b> 	<b>Period 1</b> 1 <sup>st</sup> Period	<b>Math</b> Algebra Geometry Calculus 
<b>9:00</b> 	<b>Period 2</b> 2 <sup>nd</sup> Period	<b>Science</b> Biology Physics Chemistry 
<b>10:00</b> 	<b>Period 3</b> 3 <sup>rd</sup> Period	<b>English Language Arts</b> English 9 English 10 Composition 
<b>11:00</b> 	<b>Period 4</b> 4 <sup>th</sup> Period	<b>Social Studies</b> US History World History Civics 
<b>12:00</b> 	Lunch 	
<b>1:00</b> 	<b>Period 5</b> 5 <sup>th</sup> Period	<b>English Language Development ELD/ELL</b> Level 1 Level 2 Level 3 Level 4 
<b>2:00</b> 	<b>Period 6</b> 6 <sup>th</sup> Period	<b>Art</b> Drawing Ceramics Graphic Design 
<b>3:00</b> 	<b>Period 7</b> 7 <sup>th</sup> Period	<b>Physical Education PE</b> Team Sports Weight Lifting 

	<b>Electives</b>	<b>Music</b> Choir Orchestra Band  <b>Computer Technology</b>  <b>World Language</b> Spanish French Chinese 
	<b>Other classes</b>	 Write the name of other classes you have on your schedule:

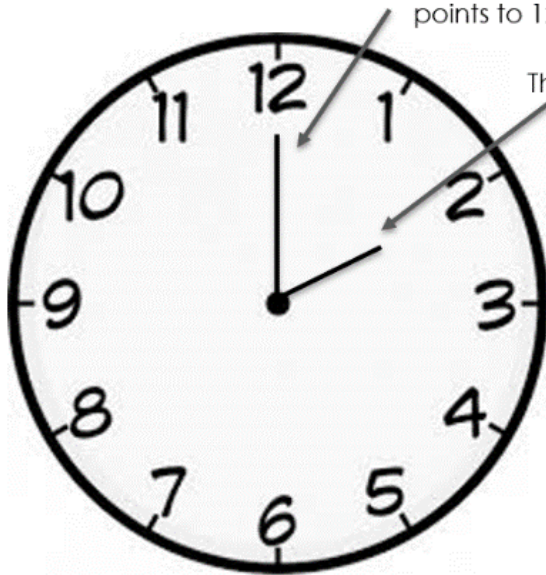


# What Time is it?



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

The **minute hand** points to the minutes. When the minute hand points to 12, we say **o'clock**.



The **hour hand** point to the hours. → 2 = 2:00

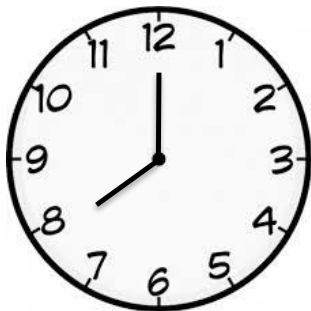
What time is it?

It is \_\_\_\_\_ o'clock.

What time is it?

It is two o'clock.

It is 2:00.



What time is it?

It is \_\_\_\_\_ o'clock.

It is \_\_\_\_:00.



What time is it?

It is \_\_\_\_\_ o'clock.

It is \_\_\_\_:00.

### Number Words

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve



What time is it?

It is \_\_\_\_\_ o'clock.

It is \_\_\_\_:00.

Number Words

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

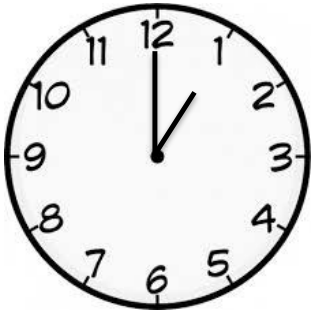
8 eight

9 nine

10 ten

11 eleven

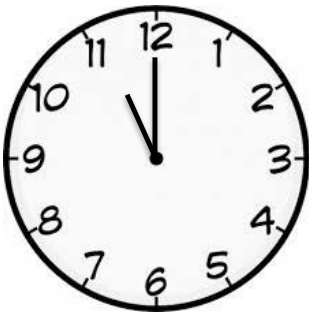
12 twelve



What time is it?

It is \_\_\_\_\_ o'clock.

It is \_\_\_\_:00.

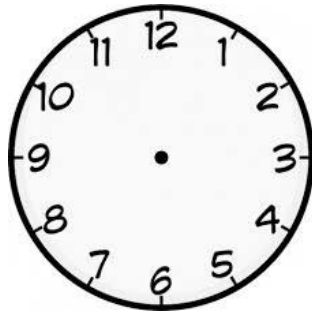


What time is it?

\_\_\_\_\_.

\_\_\_\_:\_\_\_\_.

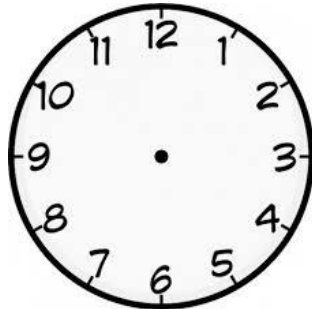
Draw the time  
on the clock.



What time is it?

It is four o'clock.

It is 4:00.





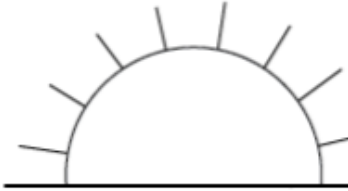
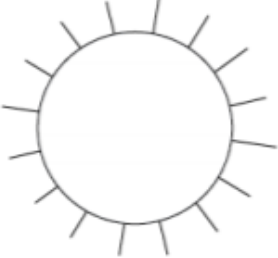



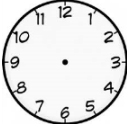
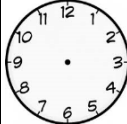
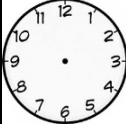


What time is it?

It is seven o'clock.

It is 7:00.

# Write about Time in your Country

 <p>8:00 <b>in the morning</b></p>	 <p>1:00 <b>in the afternoon</b></p>	 <p>7:00 <b>in the evening</b></p>	 <p>11:00 <b>at night</b></p>
			
<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Draw or write about what you do each part of the day. You can draw pictures, write in English or write in your language.</p>			
<p>What do you do <b>in the morning</b>?</p>	<p>What do you do <b>in the afternoon</b>?</p>	<p>What do you do <b>in the evening</b>?</p>	<p>What do you do <b>at night</b>?</p>
			






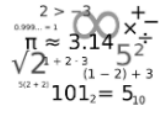














# What Time?



1. Use the clock to help read the schedule
2. Practice talking about the time



3. Record your speaking in your phone

Schedule		
<b>8:00</b> 	<b>Period 1</b> 1 <sup>st</sup> Period	<b>Math</b> Algebra Geometry Calculus 
<b>9:00</b> 	<b>Period 2</b> 2 <sup>nd</sup> Period	<b>Science</b> Biology Physics Chemistry 
<b>10:00</b> 	<b>Period 3</b> 3 <sup>rd</sup> Period	<b>English Language Arts</b> English 9 English 10 Composition 
<b>11:00</b> 	<b>Period 4</b> 4 <sup>th</sup> Period	<b>Social Studies</b> US History World History Civics 
<b>12:00</b> 	Lunch 	
<b>1:00</b> 	<b>Period 5</b> 5 <sup>th</sup> Period	<b>English Language Development ELD/ELL</b> Level 1 Level 2 Level 3 Level 4 
<b>2:00</b> 	<b>Period 6</b> 6 <sup>th</sup> Period	<b>Art</b> Drawing Ceramics Graphic Design 
<b>3:00</b> 	<b>Period 7</b> 7 <sup>th</sup> Period	<b>Physical Education PE</b> Team Sports Weight Lifting 

What time is \_\_\_\_\_?  
class

\_\_\_\_\_ is at \_\_\_\_\_.  
class



**What time is math?**

**Math is at 8:00.  
Math is at eight o'clock.**

What class do you have at \_\_\_\_\_?

At \_\_\_\_\_ o'clock, I have \_\_\_\_\_  
class



**What class you have at 8:00?**

**At 8:00, I have math.**



What Time?

Period	Start	Monday	Tuesday
1st	8:40 AM	8:40 AM	8:40 AM
2nd	9:25 AM	9:25 AM	9:25 AM
3rd	10:10 AM	10:10 AM	10:10 AM
4th	10:55 AM	10:55 AM	10:55 AM
5th	11:40 AM	11:40 AM	11:40 AM
6th	12:25 PM	12:25 PM	12:25 PM
7th	1:10 PM	1:10 PM	1:10 PM
8th	1:55 PM	1:55 PM	1:55 PM

Use your schedule to answer the questions about time.



Record your speaking in your phone.

1. What time do you have math?

$$\begin{array}{l}
 2 > -3 & + \\
 0.999... = 1 & \times \\
 \pi \approx 3.14 & \div \\
 \sqrt{2} & 5^2 \\
 1 + 2 \cdot 3 & (1 - 2) + 3 \\
 5(2 + 2) & 101_2 = 5_{10}
 \end{array}$$

I have math at \_\_\_\_\_.



2. What time do you have English Language Arts?

I have English Language Arts at \_\_\_\_\_.

3. What class do you have at 9:00?



At 9:00, I have \_\_\_\_\_ class.

4. What class do you have at 2:00?



At 2:00, I have \_\_\_\_\_ class.

5. What time is lunch?



Lunch is at \_\_\_\_\_.

What time do you have math?



I have math at \_\_\_\_\_.

Copy the sentence: \_\_\_\_\_

What time do you have English Language Arts?

I have English Language Arts at \_\_\_\_\_.

Copy the sentence: \_\_\_\_\_

What class do you have at 9:00?

At 9:00, I have \_\_\_\_\_.

Copy the sentence: \_\_\_\_\_

What class do you have at 2:00?

At 2:00, I have \_\_\_\_\_.

Copy the sentence: \_\_\_\_\_

What time is lunch?



Lunch is at \_\_\_\_\_.

Copy the sentence: \_\_\_\_\_



# Day 3



# What's your favorite class?

1. Read about each student's favorite class



2. Write about your favorite class



This is Estefane.

His favorite class is social studies.

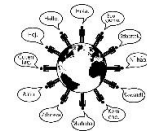
He likes to use maps.



He learns about people and places.



This is Natalie.



Her favorite class is Spanish.

She likes to write.

She learns how to read in Spanish.



This is Kiki.



Her favorite class is science.

She likes to do experiments.

She learns about chemical reactions.



This is Valeria.  
 Her favorite class is English Language Development (ELD).  
 She likes to present to her class.  
 She learns how to speak English.



This is Aryam.  
 Her favorite class is Art.  
 She likes to paint.  
 She learns about colors.



This is Omar.  
 His favorite class is English Language Arts.  
 He likes to read books.  
 He learns how to write.



This is Kevin. His favorite class is math.  
He likes to solve problems.  
He learns about equations.

$$\begin{array}{l} 2 > -3 & + \\ 0.999... = 1 & \times \\ \pi \approx 3.14 & \div \\ \sqrt{2} & 5^2 \\ 1 + 2 \cdot 3 & (1 - 2) + 3 \\ 5(2 + 2) & 101_2 = 5_{10} \end{array}$$



This is Liliana.  
Her favorite class is Social Studies.  
She likes to solve problems.  
She learns about history.



This is Nadia.  
Her favorite class is music.  
She likes to sing.  
She learns about music notes.







Write about your favorite class



Draw your favorite class

My favorite class is \_\_\_\_\_.



I like to \_\_\_\_\_.

I learn about \_\_\_\_\_.



I learn how to \_\_\_\_\_.



# Day 4

- 1
- 2
- 3



# Calendar Vocabulary

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

## New Vocabulary with Pictures

Year	
Season	
Month	
Week	
Day	



year

2020

JANUARY	FEBRUARY	MARCH	APRIL
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	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	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	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
MAY	JUNE	JULY	AUGUST
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	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 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	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
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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 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	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 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

 year



year

year



season



season



season

season



# month



---

 month

---



month

month



week

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



week



week

week



day



---

 day

---



day

day



# Calendar Reading



Read using your **new calendar vocabulary**.

## Months



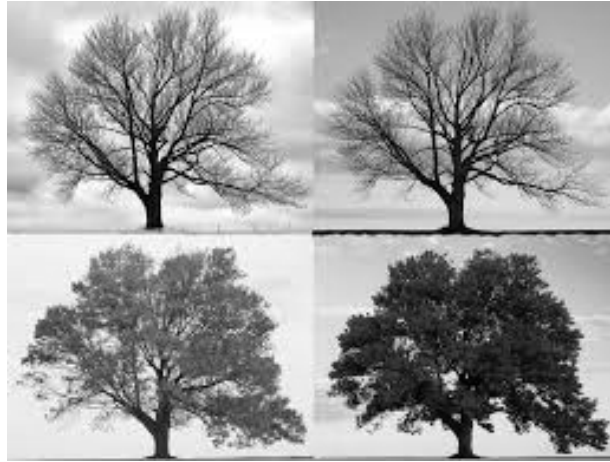
A calendar shows the days, weeks, and months of a year. There are 12 **months** in one calendar **year**. They are January, February, March, April, May, June, July, August, September, October, November and December.

## Days of the Week

October 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

There are four full **weeks** in one **month**. There are seven days in a week. They are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

# Seasons



**Seasons** are part of a year. There are 4 seasons in a year. They are winter, spring, summer and fall. In parts of the world, the weather is different in each season.

Adapted from pebblego.com and readworks.org.

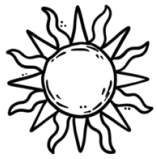


# Day 5

# Weather Vocabulary

1. Read the words. 

2. Record the words in your phone. 



Sunny



Hot



Cloudy



Cold



Rainy



Stormy



Windy



Snowy



Draw a line between the word and the picture.



Hot

Cloudy

Sunny

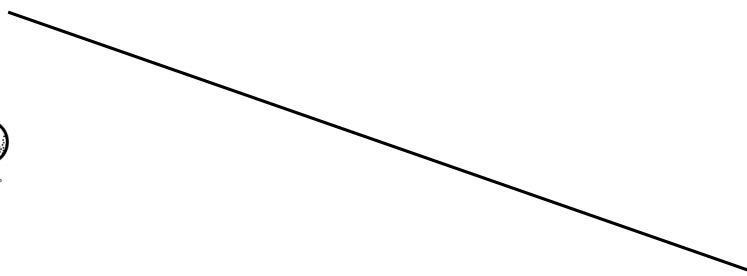
Windy

Cold

Rainy

Stormy

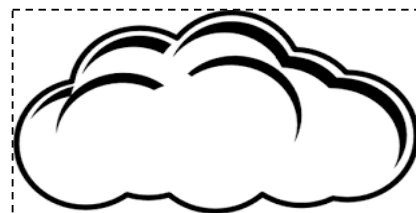
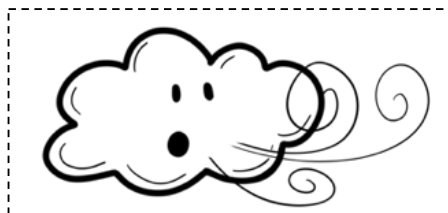
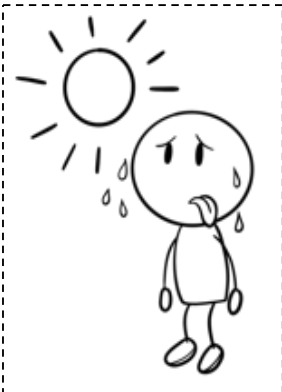
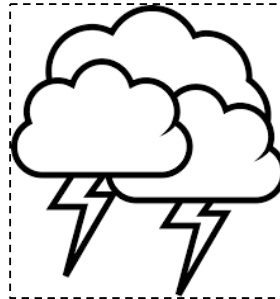
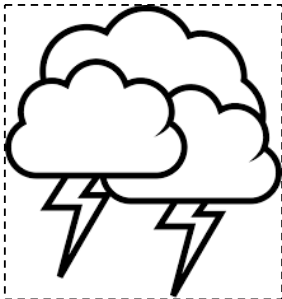
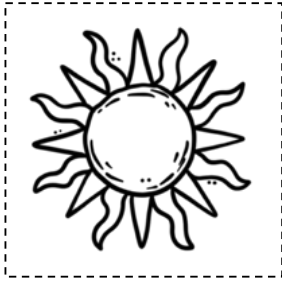
Snowy

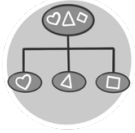


# Share What You Learned



Cut the pictures

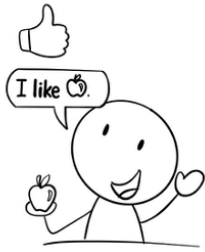




Sort the weather vocabulary.



Tell someone what you like and don't like.



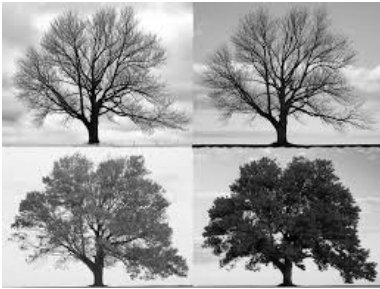


# Weather and Seasons Reading



Read about the weather during each season.

## Seasons



Seasons are part of a year. Each year has 4 seasons. They are winter, spring, summer and fall. Read about the weather in each season.

## Winter



Winter is **cold** and **snowy** in many places. It can be **windy** too. Winter has short days and long nights.



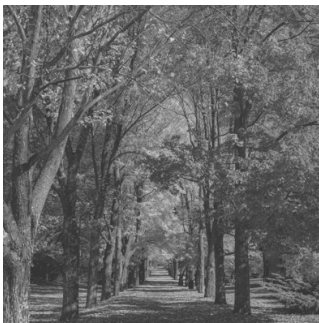
## Spring

Spring weather changes quickly. Some days are **sunny**. Other days are **rainy** and **windy**. Spring is **stormy** in some places.



## Summer

Spring weather is **hot** in most places. It is **sunny**. Sometimes it can be **rainy** or **stormy**. Summer is a good time to be outside.



## Fall

Fall is the season between summer and winter. Temperatures can be **hot** and **cold**. It is **windy**. Leaves turn colors.

Reading adapted from pebblego.com

# Compare and Contrast Seasons

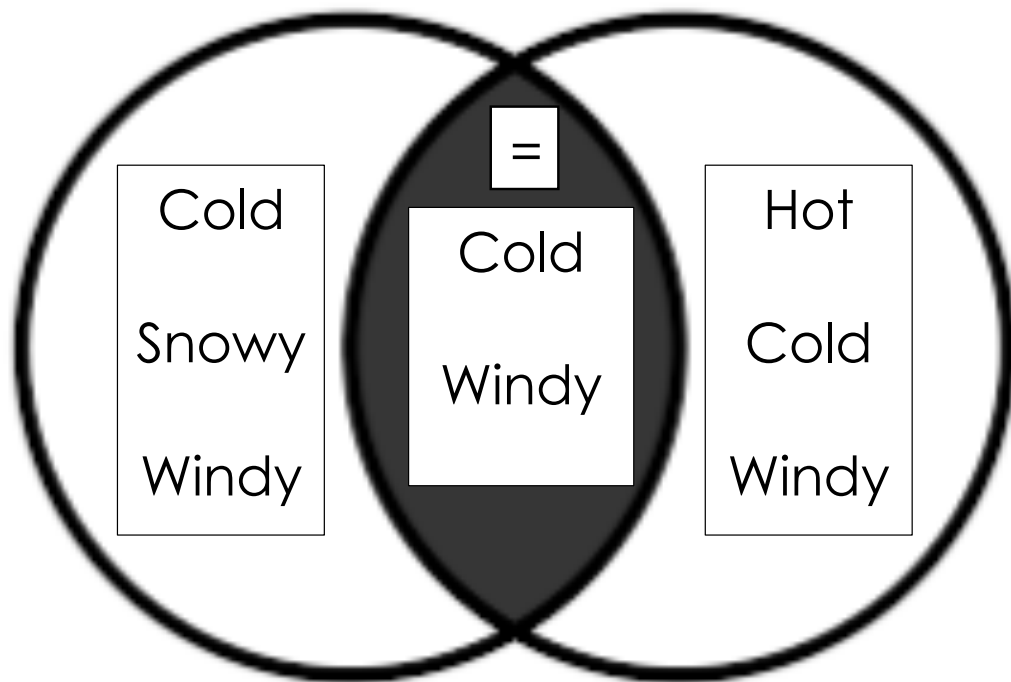


Look at the example and then compare and contrast the other two seasons.

EXAMPLE:

Winter

Fall

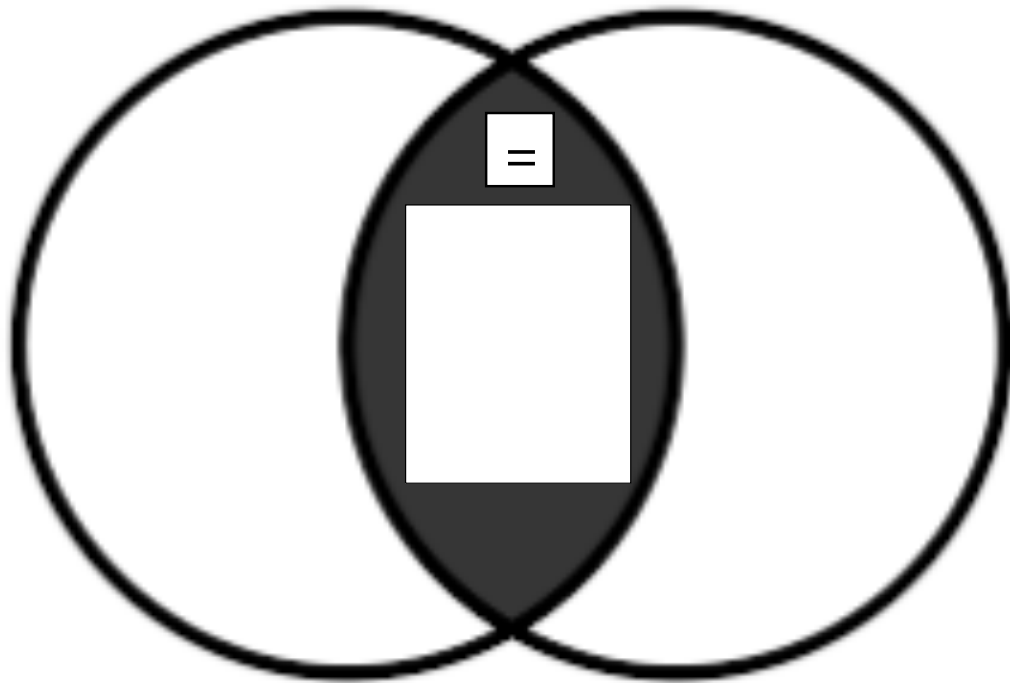




Compare and contrast summer and spring using your new **vocabulary words**.

Spring

Summer



# What's the weather like in your country?



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

You can use your **weather or season words** that you have learned. Here are some new words that might help you.

**Dry Season**



**Wet Season**



**Rainy Season**







## 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:

