



9th – 12th grade • English Level 1

LEARNING PACKET #5



Theme: Neighborhood

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

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

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

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

Level 2 – Building Background

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

Level 3 – Interdisciplinary Inquiry

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

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

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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 **Tricia Ramaekers and Mary Royers** in collaboration with Claudia Yunes, Tricia Gray, and Alexa Yunes.



The Standards that Informed the Development of this Packet are:

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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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 5 includes materials relating to a neighborhood. Students will focus on neighborhood vocabulary, while also practicing following directions on a map. Students will give directions by writing in complete sentences. An emphasis is put on learning new vocabulary to develop language skills at the beginning level of English language acquisition. Students are encouraged to practice their reading, writing, and speaking skills. If technology is available, students are asked to record their speaking and play it back to listen to their voices.

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 **Tricia Ramaekers and Mary Royers** in collaboration with Claudia Yunes, Tricia Gray, and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

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

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

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

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

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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 5** incluye materiales relacionados con un vecindario o colonia. Los estudiantes se enfocarán en el vocabulario del vecindario, mientras también practican siguiendo las instrucciones en un mapa. Los estudiantes darán instrucciones escribiendo en oraciones completas. Se pone énfasis en el aprendizaje de vocabulario nuevo para desarrollar habilidades lingüísticas en el nivel inicial de adquisición del idioma inglés. Se anima a los estudiantes a practicar sus habilidades de lectura, escritura y habla. Si hay tecnología disponible, se les pide a los estudiantes que graben su discurso y lo reproduzcan para escuchar sus voces.

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

Sinceramente,

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

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Share your learning!

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

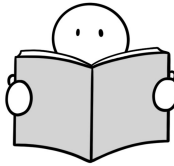
We'd love to see what you've done with this packet!



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

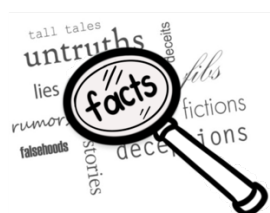
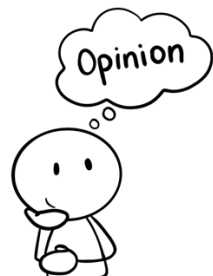

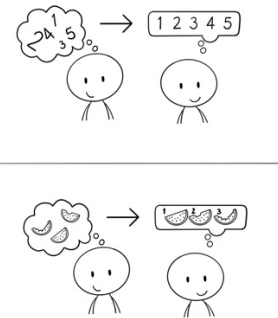



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ

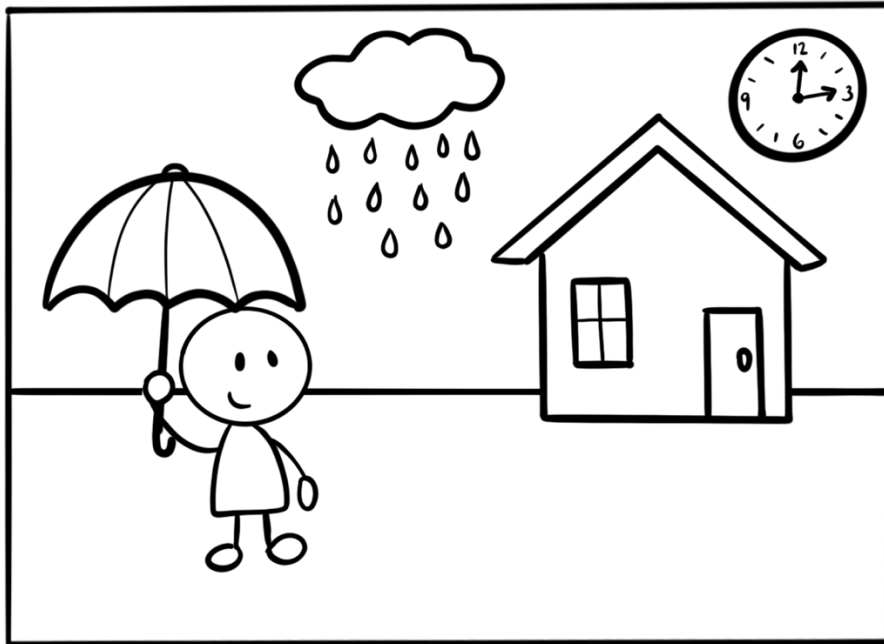


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

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

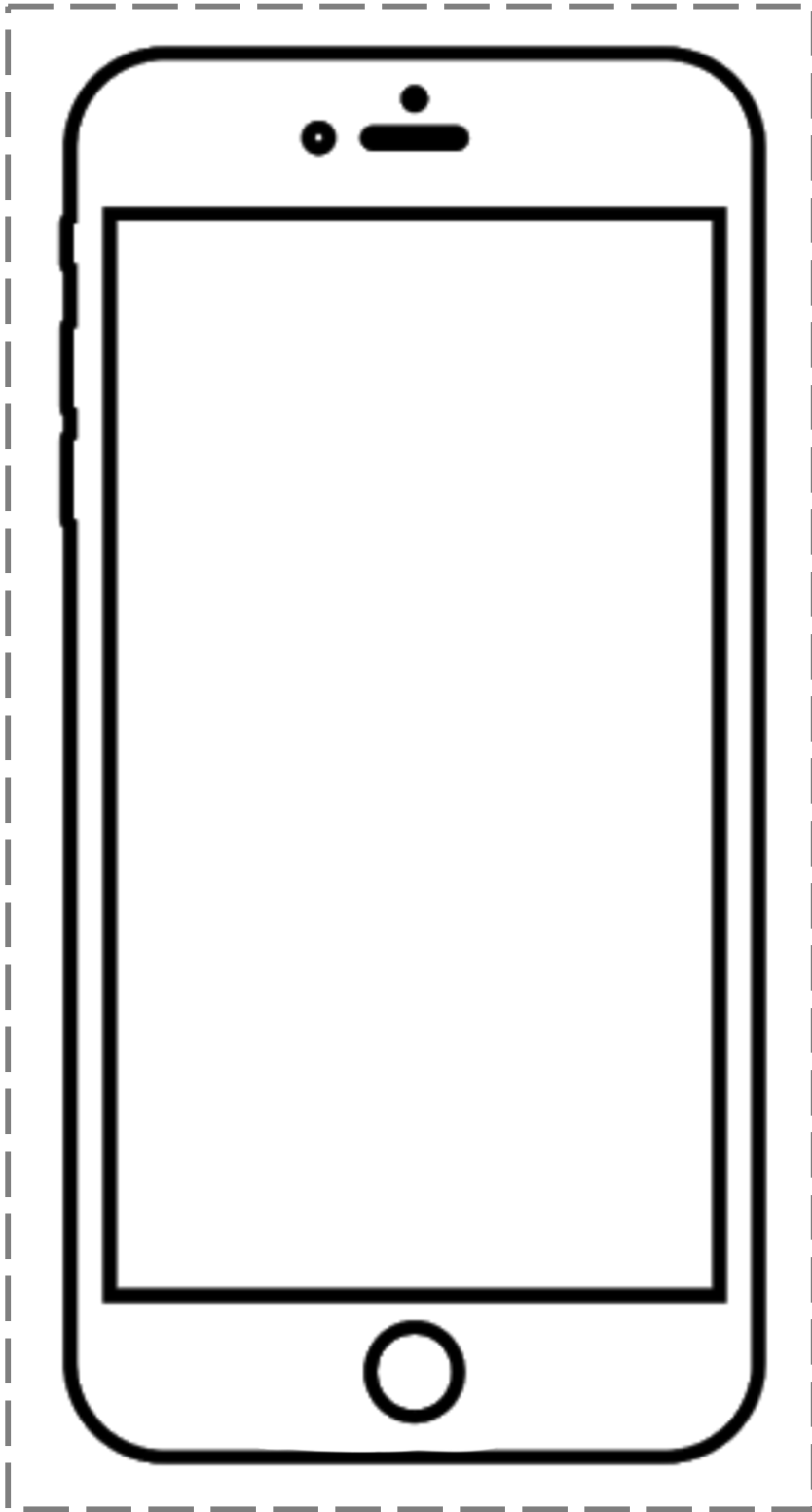


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







Sight Word Phrases 1-Minute Race



Set 1

Cut the flash cards. Use a timer to see how many phrases you can read in 1 minute. Play with someone in your house.

what is that	we were in	here it is
your red book	it's my name	don't put any
he had to	she said that	to go around
because she is	it was your	they had to



Sight Word Phrases 1-Minute Race



Set # 2

come to see	then we have	will think about
every pretty	then we have	I take every
but she said	then we have	I know how
for you	then we have	will make to




Sight Word Phrases 1-Minute Race

Set # 3




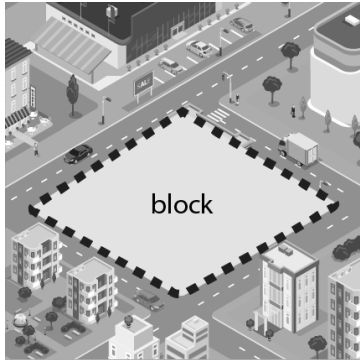



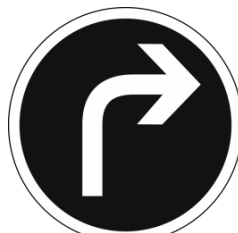
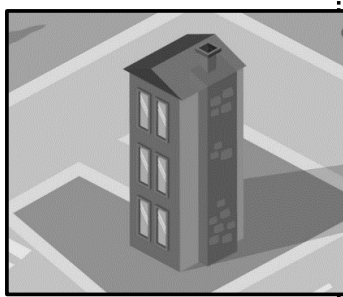


<p>write and tell</p>	<p>can give it</p>	<p>try to give</p>
<p>come over</p>	<p>I am very</p>	<p>now what are</p>
<p>the four green</p>	<p>they don't want</p>	<p>right around</p>
<p>think and go for it</p>	<p>who can play</p>	<p>by their side</p>

Directions Vocabulary

Instructions: Read the vocabulary. 

Record and listen to your voice when you are finished.



 <p>street</p>	 <p>block</p>	 <p>sidewalk</p>
 <p>turn left</p>	 <p>go forward</p>	 <p>turn right</p>
 <p>building</p>	 <p>you arrived</p>	 <p>neighborhood</p>








Directions Vocabulary Cards



1. Write your own definition
3. Cut your cards

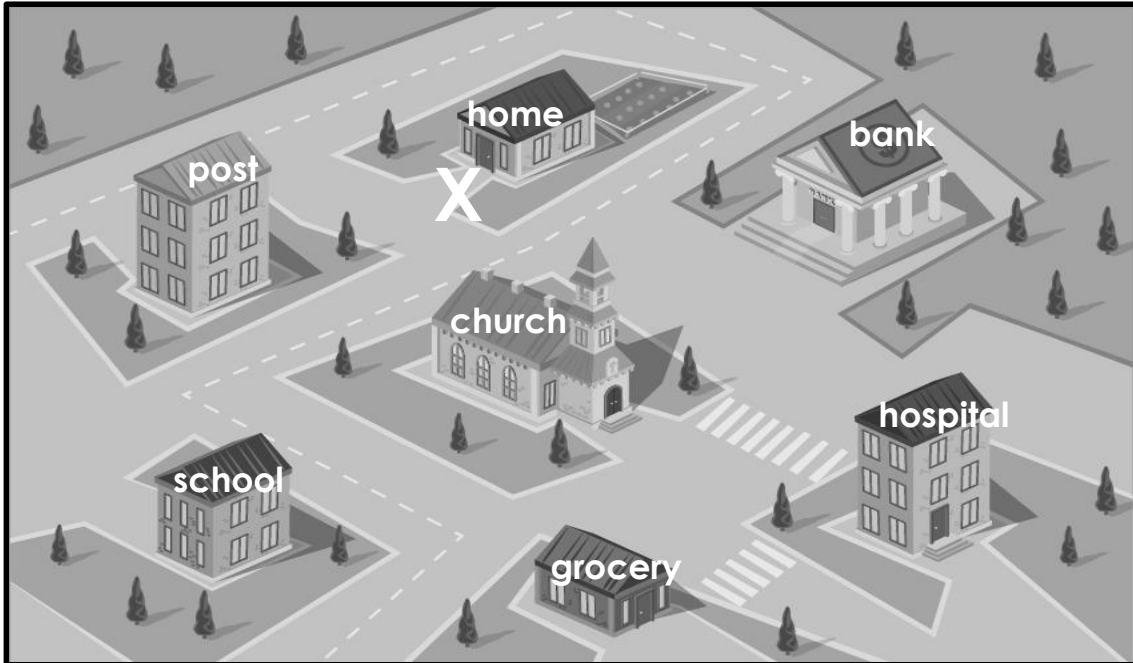
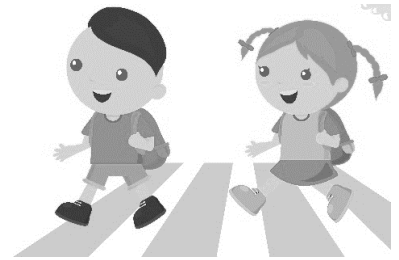
2. Draw a picture
4. Read and record

 block _____ _____ _____	
 sidewalk _____ _____ _____	
 building _____ _____ _____	
 street _____ _____ _____	
 neighborhood _____ _____ _____	



Following Directions

Instructions: Follow the directions to the destination, draw your path from beginning to end.



1. Start on X at your home



2. Turn right on Peach Avenue
3. Turn right on First Street
4. Turn right again
5. Turn right on Second Street
6. Go forward until Apple Avenue
7. Turn left after Apple Avenue
8. You've arrived!

Where are you?

1. Start on X at your home

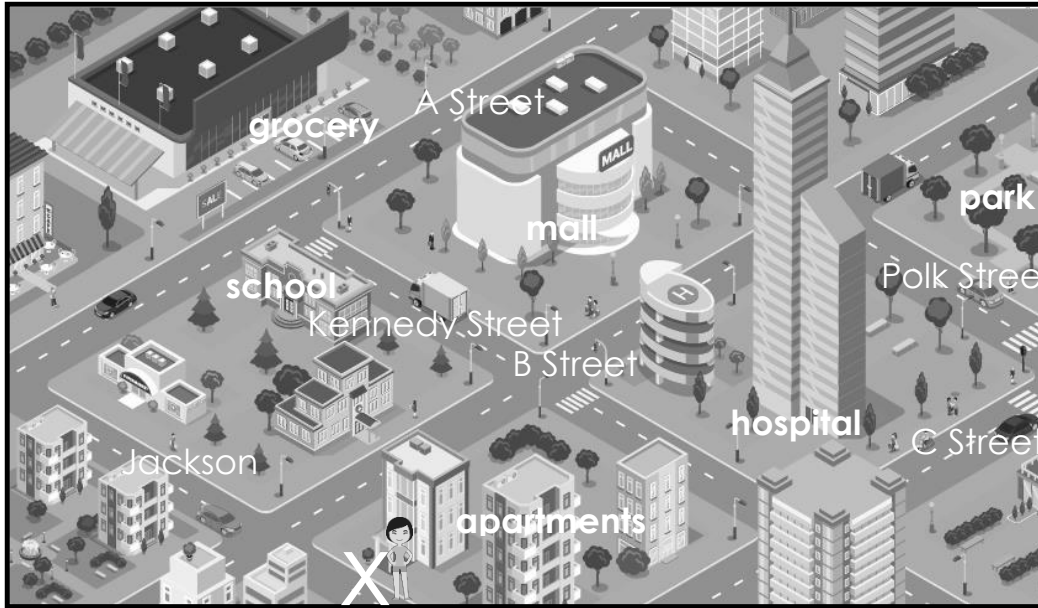


2. Turn left on Peach Avenue
3. Turn left on Second Street
4. Turn left again
5. Go forward on First Street
6. Turn left after Peach Avenue
7. You've arrived!

Where are you?

Writing Directions

Instructions: Complete the directions to the destination shown on the path below.



Directions to the **grocery store**



Start where you see Mia.

1. Turn _____ on B Street
2. Turn _____ on Kennedy Street
3. Turn _____ on A street
4. Turn _____ and you've arrived!

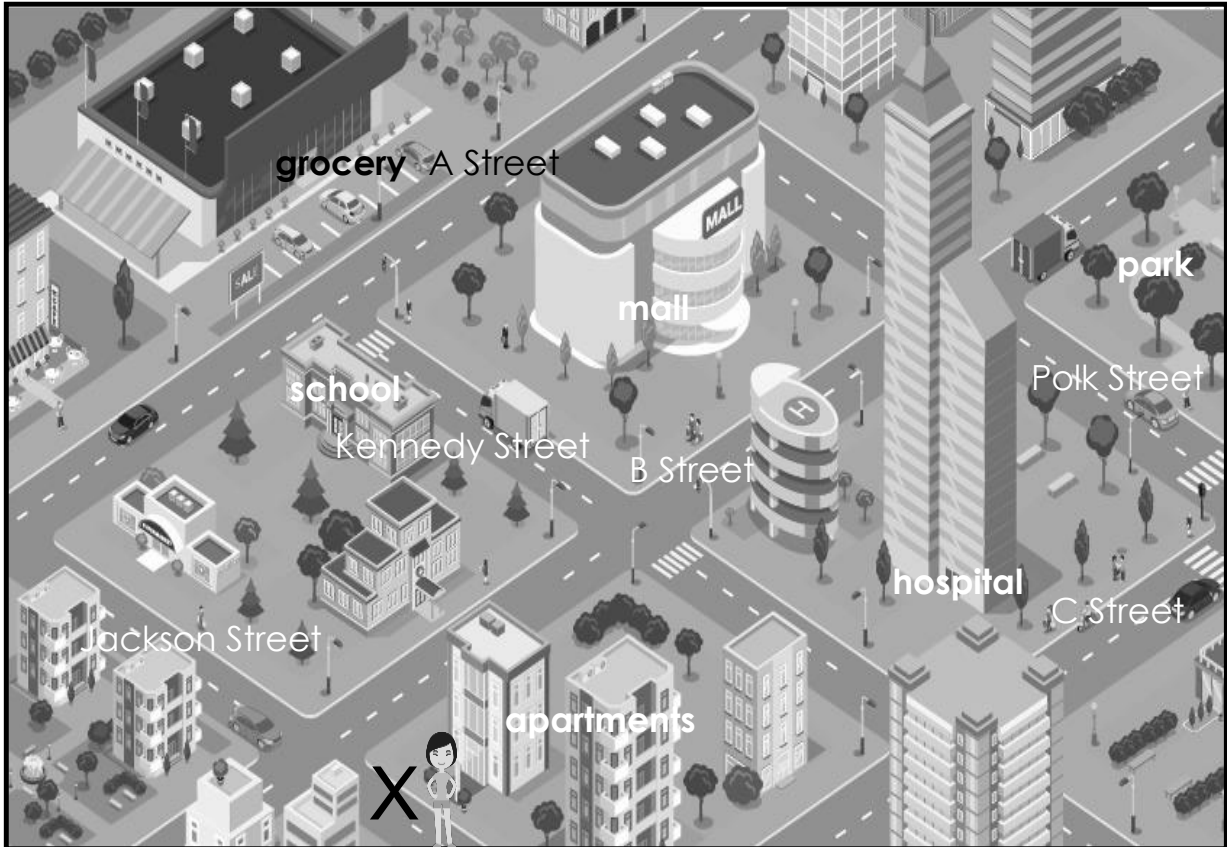
Directions to the **park**



Start where you see Mia.

1. _____ to B Street
2. _____ on Kennedy Street
3. _____ on C Street
4. _____ on Polk Street
5. _____ and you've arrived!

Write the Directions



Help Mia get to different places on the map. Write the directions. Start at the **X**.

Example:

How do I get to the **mall**?

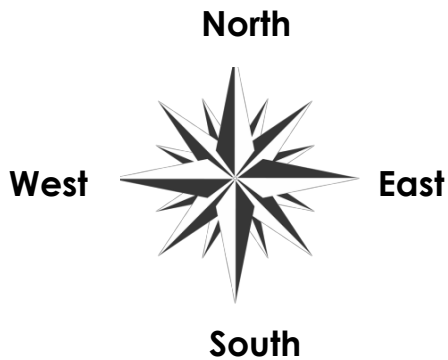
Go straight on Jackson Street. Turn right on B Street. Walk one and a half blocks. The mall is on your left.

1. How do I get to the **grocery store**?


2. How do I get to the **hospital**?



Compass Rose



Compass Rose

Use the map.  Write North, Northeast, East, Southeast, South, Southwest, West, or Northwest on the line.


Example:

Jason's house is Northeast of Tonya's apartment.

1. Michelle's house is _____ of Tanya's apartment.
2. Mohammad's apartment is _____ of Jason's house.
3. Roberto's house is _____ of Michelle's house.
Aya's house is _____ of Jason's house.
4. Tanya's apartment is _____ of Michelle's house.
5. Roberto's house is _____ of Mohammad's apartment.

Neighborhood Vocabulary

Read the vocabulary. 

 Record and listen to your voice when you are finished.



car



bus



truck



bike



park



police officer



neighbor



recycle



clean up



wave



catch up



share food

Vocabulary Memory Game

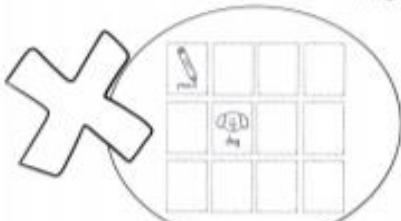
Instructions: Use your Directions and Neighborhood vocabulary cards to play Memory.

How to Play "Memory"



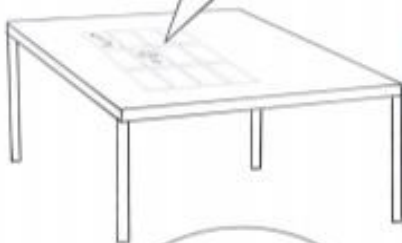
1. Cut out all of the cards

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



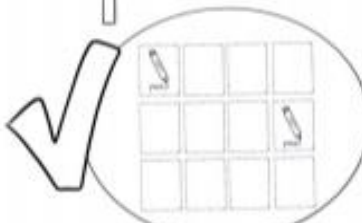
3. Turn over 2 cards at a time to try to find a match

Say the words as you turn over the cards

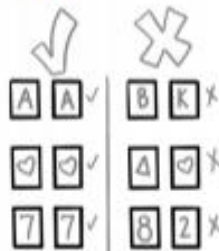


5. When all the matches are found, the game is over.

The player with the most cards wins!



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





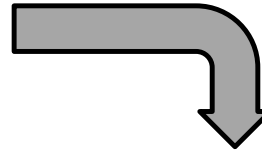
Walking Around my Neighborhood



Use **sequence words** and your vocabulary words to **describe a Walk in Your Neighborhood**, then make a **drawing** for each place you went.

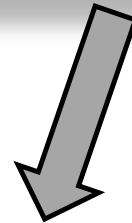
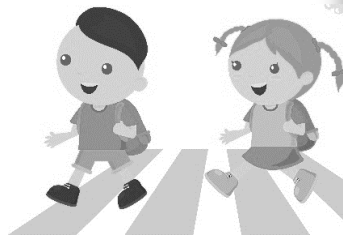
1

First, I walk to the grocery store to buy fruit.



2

Next, _____

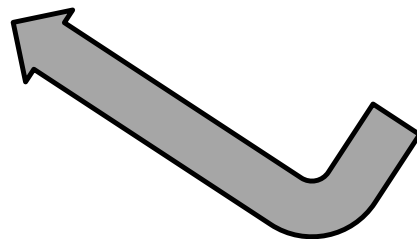


5

Finally, _____

3

Then, _____



Neighborhood Responsibilities

Instructions: Use the words below to describe each photo that you see.

Example:



I see a man eating with his neighbor.



I see _____



I see _____



I see _____



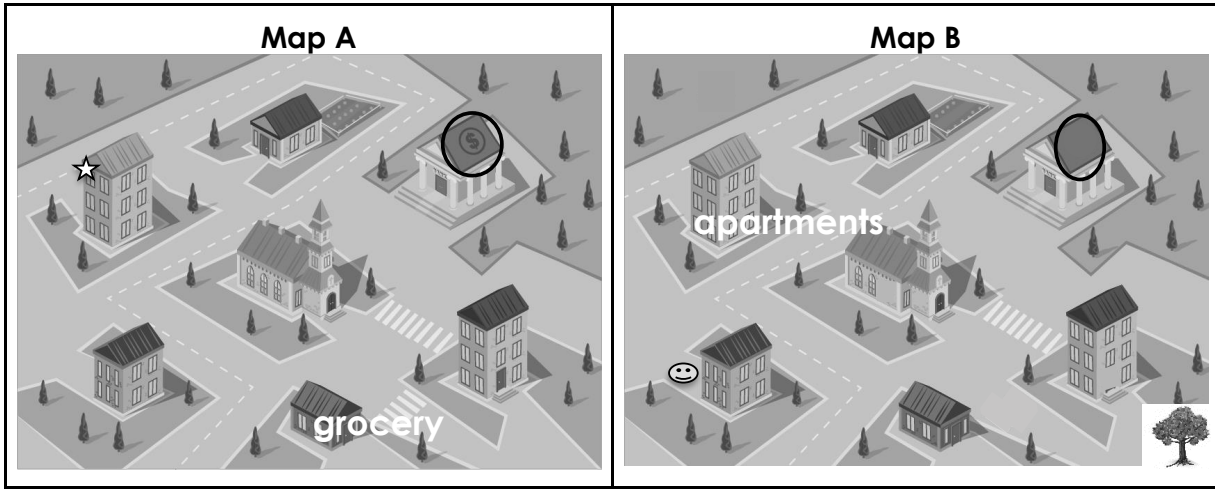
Draw a picture.



Describe what you see.

Spot the Differences

Instructions: Look at the two maps below. Circle the differences you see. Then write the differences in a complete sentence.



Example: I see the bank in Map A has a dollar sign, but the bank in Map B does not.

1. I see _____ in Map A, but _____

2. I see _____ in Map A, but _____







3. I see _____

4. _____

5. _____

Neighborhood Sentences

Instructions: Write a sentence for each photo. Use the verbs from the word bank and your vocabulary words.

	Word Bank	My Sentence
	truck night drive	<i>I drive my truck in the night.</i>
	morning park walk	
	afternoon play playground	
	everyday buy store	
	ride bus school	
	bicycle home friends	

What Is a Good Neighbor?

Instructions: Describe an **irresponsible and responsible** neighbor in the t-chart below. Use your vocabulary from this packet for ideas.



Irresponsible Neighbor	Responsible Neighbor
<p>Example: An irresponsible neighbor doesn't clean up the trash.</p> <p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p>4. _____ _____</p>	<p>Example: A responsible neighbor recycles.</p> <p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p>4. _____ _____</p>

Vocabulary Dictionary

Word	Picture	In Your Language	Sentence in English
neighbor			
police officer			
motorcycle			
sidewalk			
park			
recycle			
clean up			

block			
street			
wave			
talk			
truck			
bus			
car			
church			

Creative Writing

Write a sentence for each work



park



bicycle



neighbor



Extension
Read your story
to a friend.

Essential Question

Answer the question.

Write in a complete sentence. Use vocabulary words.



Sentence Frames

A good neighbor is _____.

A good neighbor _____.

Question: What makes a good neighbor?



My Packet Journal

In this packet I learned _____

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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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