

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 Nicole Ponti
in collaboration with Tricia Gray, Kara Mitchell Viesca, Claudia Yunes, and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

- Operations and Algebraic Thinking- Use the four operations with whole numbers to solve problems; Represent and solve problems involving multiplication and division.

English Language Arts

- RL.4.4- Determine the meaning of words and phrases as they are used in a text
- RL.4.7- Make connections between the text of a story or drama and a visual or oral presentation of the text

Art

- Create- 1. Generate and conceptualize artistic ideas and work.
- Performing, Presenting, Producing- 6. Convey meaning through the presentation of artistic work.

Physical Education

- Flexibility- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.
- Aerobic Capacity- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

English Language Development (WIDA)

- Writing- Supply words for sentences about revising from models
- Listening- Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2
- Single statements or questions- An idea within words, phrases, or chunks of language; Simple grammatical constructions (e.g., commands, wh- questions, declaratives); Common social and instructional forms and patterns; General content-related words; Everyday social, instructional and some content-related words and phrases

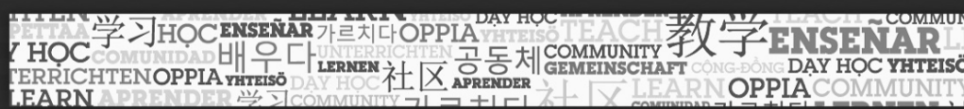
4th – 5th grade • English Level 3

Learning Packet #2

Theme: Careers



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August 15th, 2020

Dear Families:

During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. 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 child 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 child (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.

Kinder-5th grade students will create a Buddy for their packets. This is the first activity in the packets and is intended to give children have someone to talk to about the work they are doing in the packet. We have included images of “buddies” to choose from. Choose a buddy, personalize it, and even name the buddy. Throughout the packet activities, students will be told to talk to their buddy or even to ask their buddy questions. With this buddy, students can work independently without needing your time and attention to be successful with the packet. However, we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer, but they should plan for who their buddy will be each time they work on the packet. This might be something they will need your help understanding.

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In these packets, we have 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.
- 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 student with their buddy or with someone in their home.

Career Glossary

Resume: document to show a person's career background, skills, and part of a job application process

Career: profession or occupation or work a person develops skills in the same field with more employment opportunities over time. (Teaching, plumber, electrician, mechanic, etc.)

Income: money earned from working job work a person does to simply earn money, with less opportunities to advance skills (cashier, fast food worker, etc.)

Savings: amount of money left over and not spent for a specific purpose

budget: a plan of how to spend money earned and saved

full time: working 30-40+ hours per week

part time: working less than 30 hours per week

experience: previous knowledge and skills application a form to complete for an interested job or career position that includes your skills, experience, education, and other items that is part of the hiring process

responsibility: the ability to do a task alone

perseverance: to keep working hard until the task is completed to the best of one's ability

inquiry: to be curious or question

analyze: to review a topic with great detail

research: explore a topic with reliable resources

interview: part of the hiring process to meet a potential boss or employer

character: qualities of a person (honest, trustworthy, hardworking)

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

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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 Kínder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- **Diccionario:** Esperamos que cada día su estudiante capte 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 cortos de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- Este paquete contiene actividades con temas de carreras profesionales y gráficas de coordenadas.
- Estos son los términos utilizados en todo el paquete:
Glosario de carreras
 - **Currículum:** documento para mostrar los antecedentes profesionales, las habilidades y es parte de un proceso de solicitud de empleo de una persona.
 - **Carrera:** profesión, ocupación o trabajo en el que una persona desarrolla habilidades en el mismo campo con más oportunidades laborales a lo largo del tiempo; ejemplos: docente, plomero, electricista, mecánico, etc.
 - **Ingresos:** dinero ganado por trabajar
 - **Empleo:** trabajo que realiza una persona simplemente para ganar dinero; con menos oportunidades de mejorar sus habilidades (cajero, trabajador de comida rápida, etc.)
 - **Ahorros:** cantidad de dinero sobrante y no gastada para un propósito específico
 - **Presupuesto:** un plan de cómo gastar el dinero ganado y ahorrado
 - **Trabajo de tiempo completo:** trabajar 30-40 + horas por semana
 - **Trabajo de tiempo parcial:** trabajar menos de 30 horas a la semana
 - **Experiencia:** conocimientos y habilidades previas
 - **Aplicación:** una forma de competir para un trabajo o puesto profesional que incluye tus habilidades, experiencia, educación y otros elementos que forman parte del proceso de contratación
 - **Responsabilidad:** la capacidad de realizar una tarea o trabajo solamente
 - **Perseverancia:** seguir trabajando duro hasta que la tarea se complete de la mejor manera posible
 - **Indagación:** ser curioso o cuestionar
 - **Analizar:** revisar un tema con gran detalle

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- Investigación: explorar un tema con recursos confiables
- Entrevista: parte del proceso de contratación para conocer a un posible jefe o empleador
- Carácter: cualidades de una persona (honesto, digno de confianza, trabajadora)

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
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Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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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



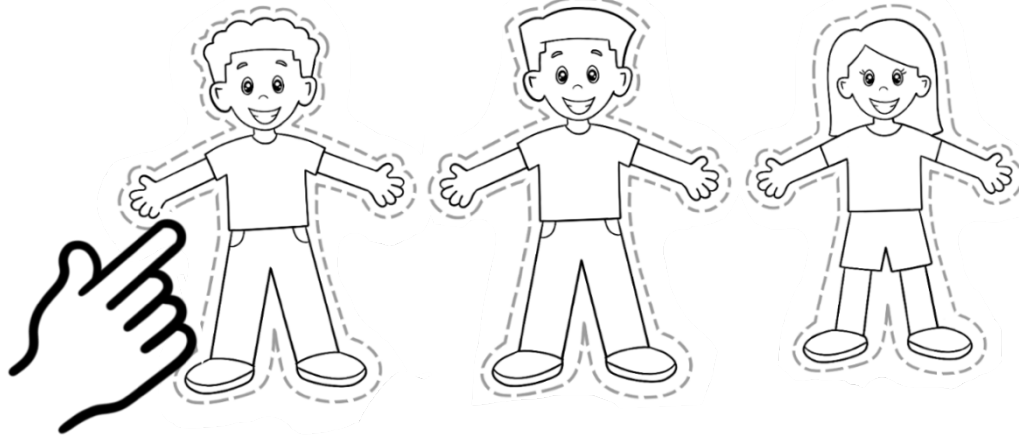
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



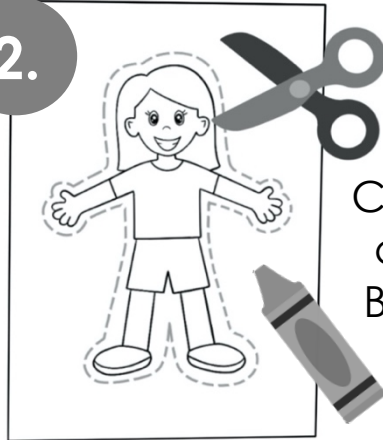
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

My Buddy

1. Choose a Buddy

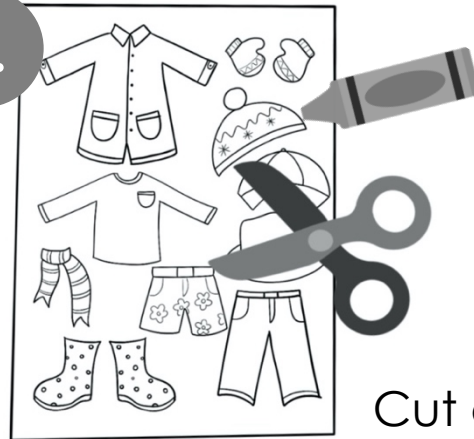


2.



Cut out and color your Buddy and give it a name!

3.

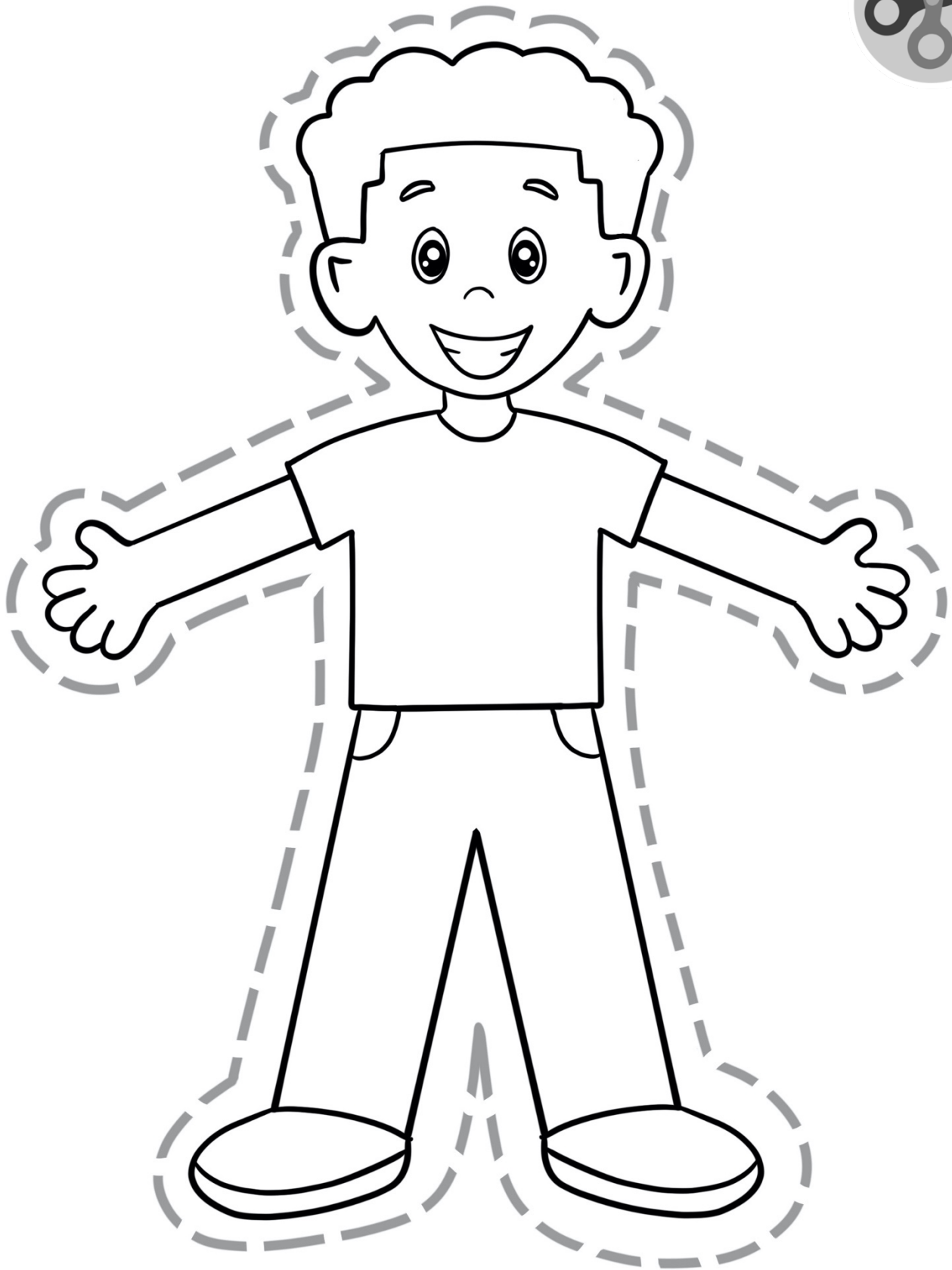


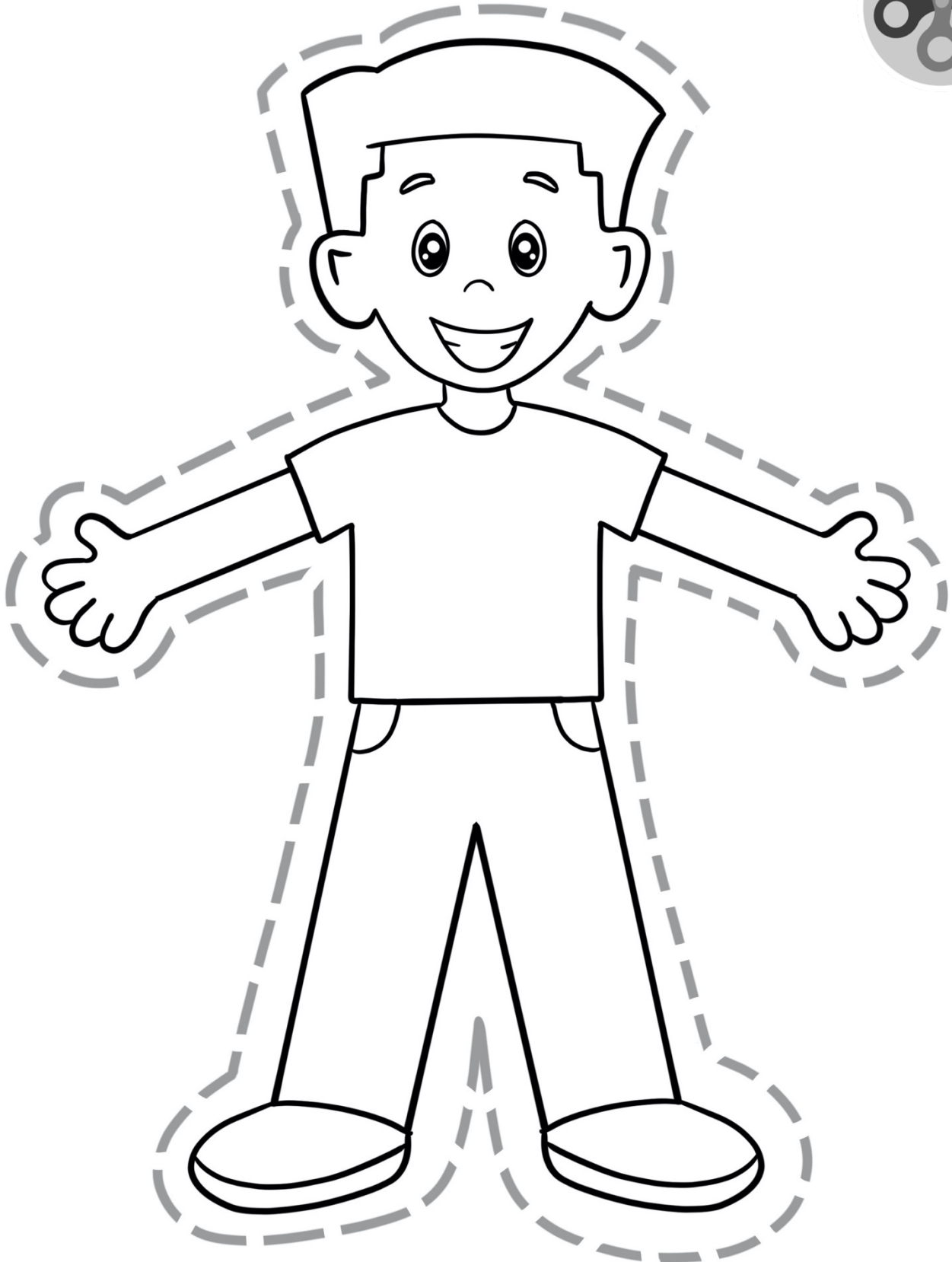
Cut out and color the accessories

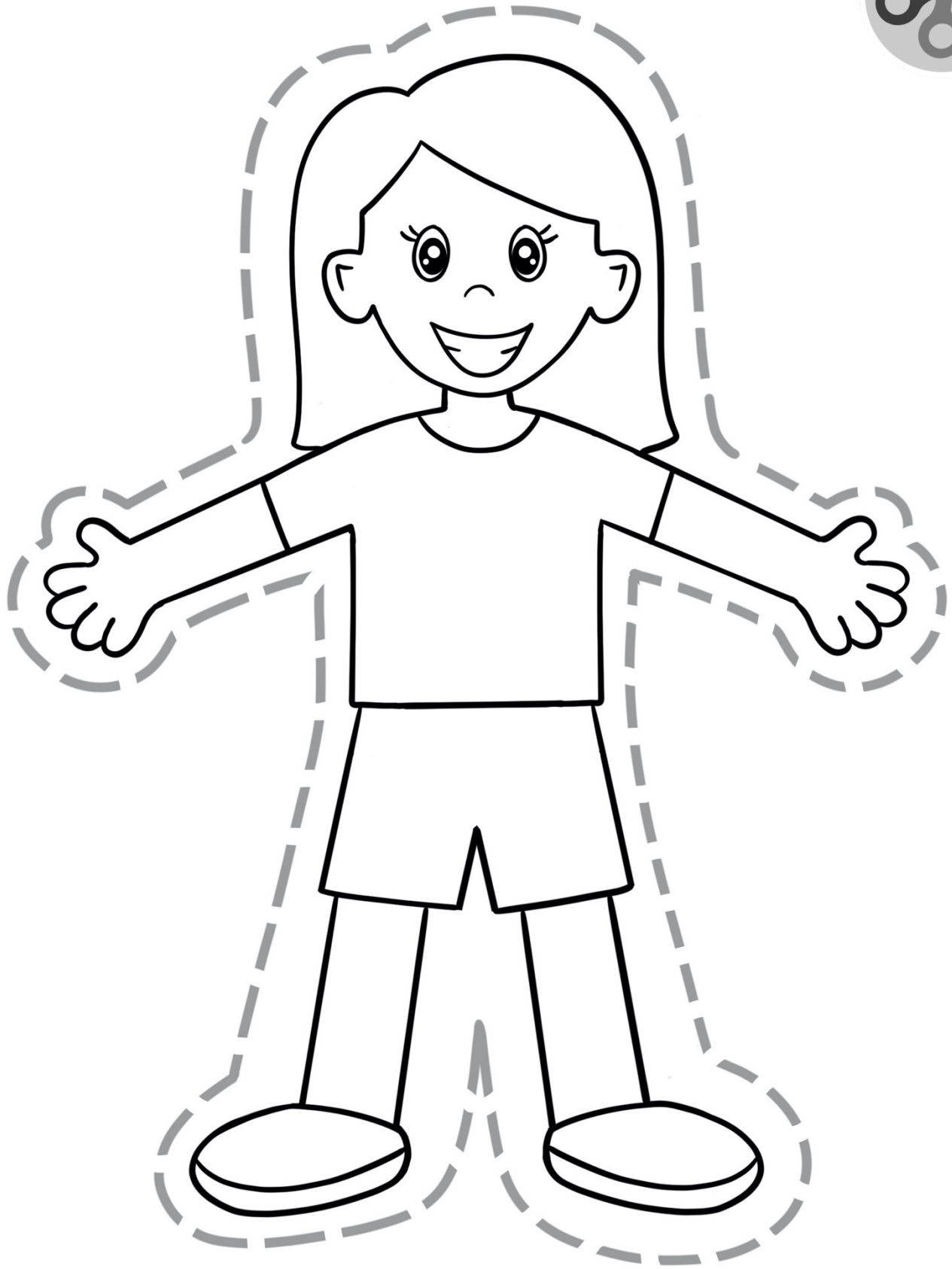
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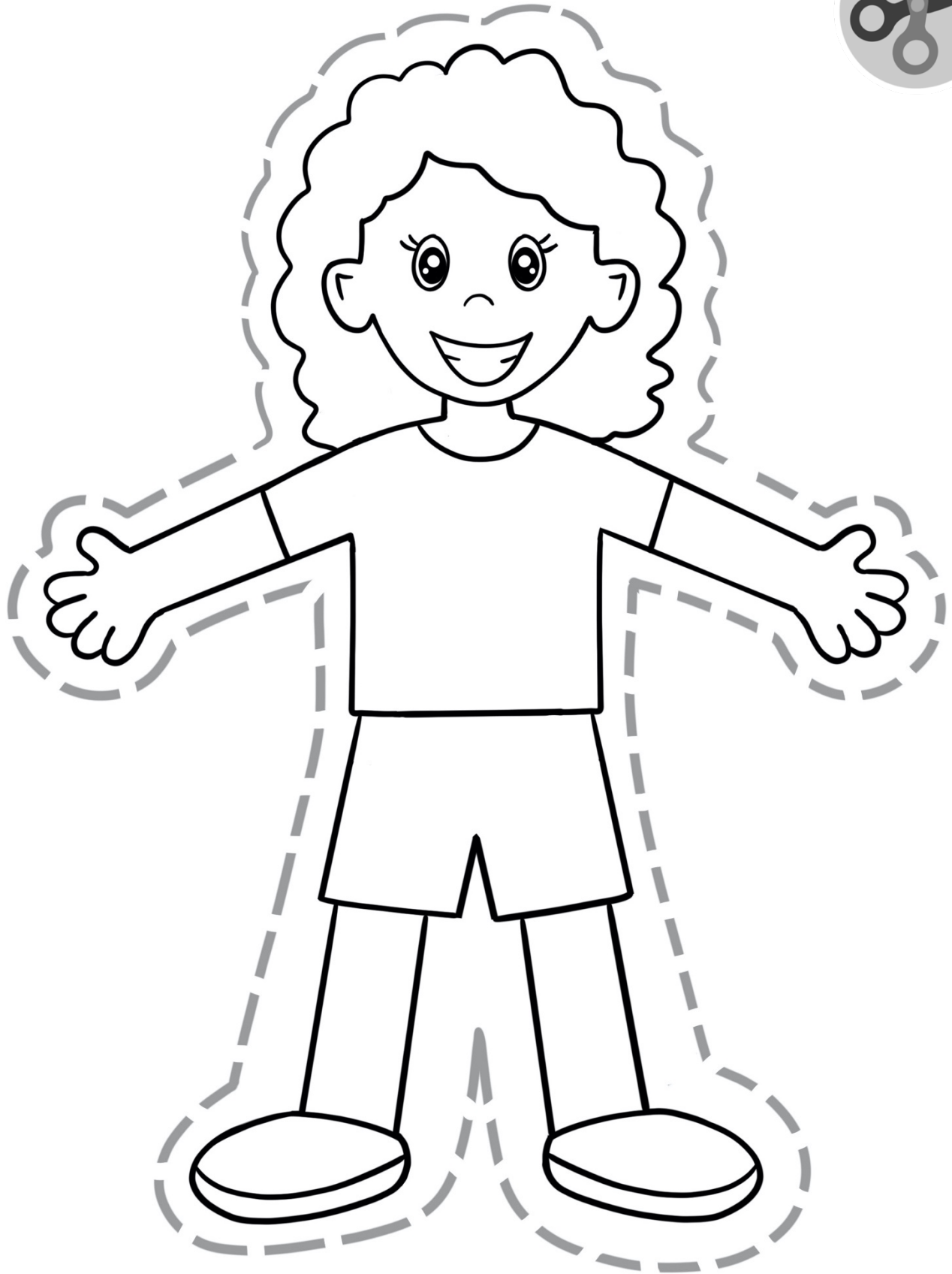


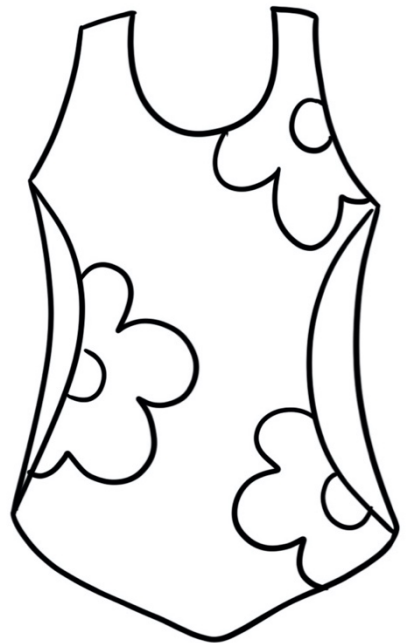
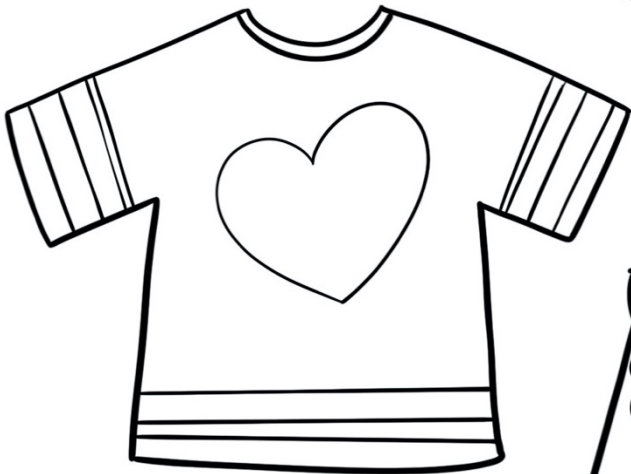
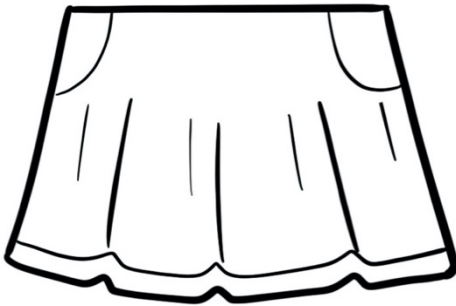
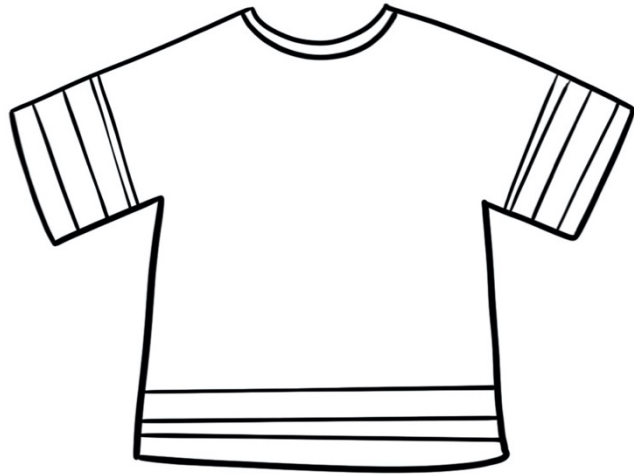
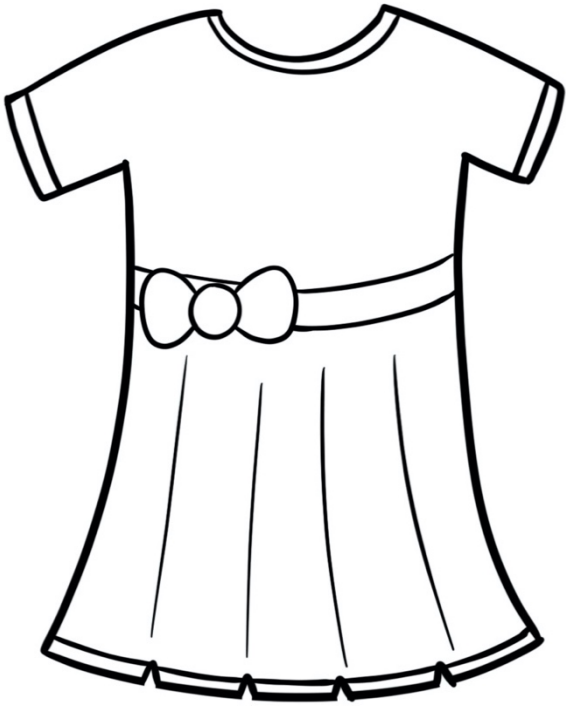
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

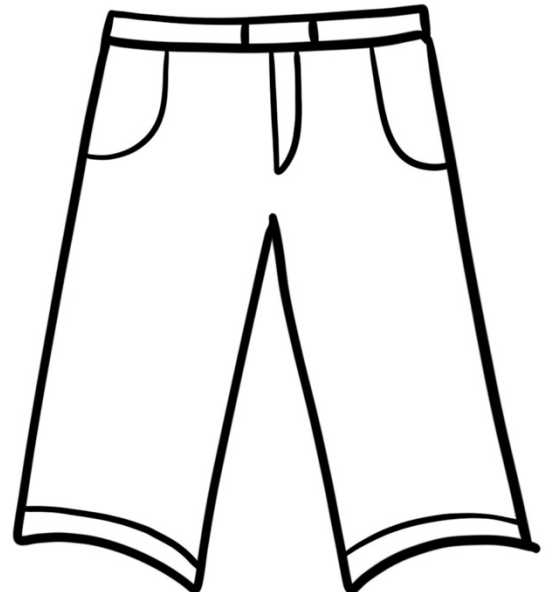
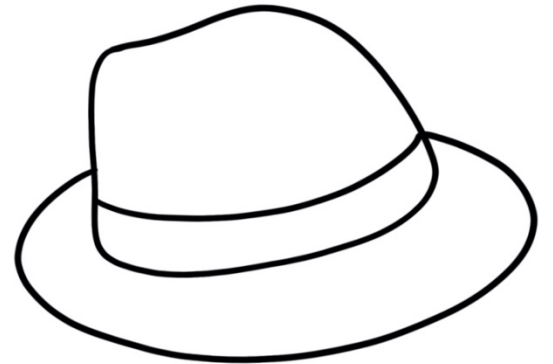
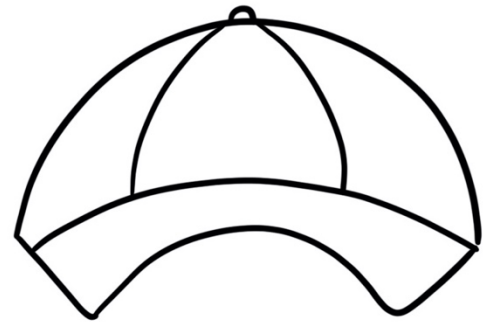
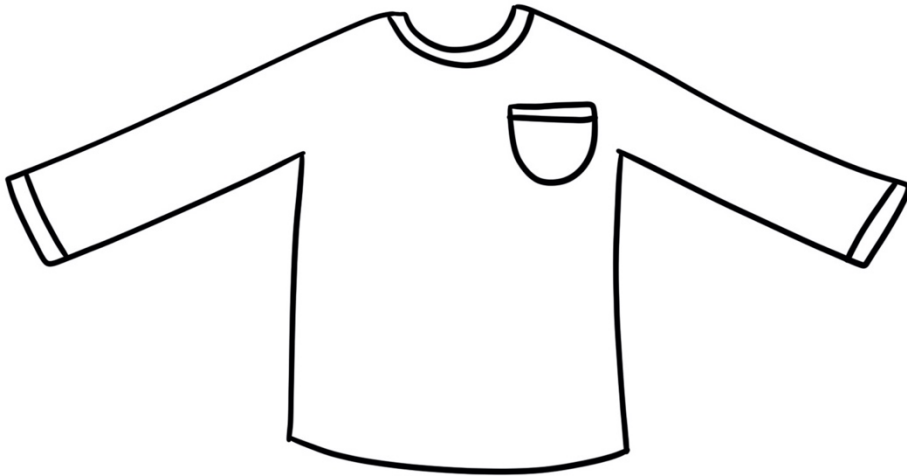




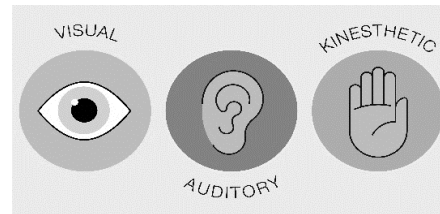








Test: What's My Learning Style?



Directions: Circle the letter before the statement that best describes you.

1. If I have to learn how to do something, I learn best when I:
 - (A) Watch someone show me how.
 - (B) Hear someone tell me how.
 - (C) Try to do it myself.
2. When I read, I often find that I:
 - (A) Visualize what I am reading in my mind's eye.
 - (B) Read out loud or hear the words inside my head.
 - (C) move around and try to "feel" the content.
3. When I write I:
 - (A) Am concerned with how neat and well-spaced my letters and words appear.
 - (B) Often say the letters and words to myself.
 - (C) Push hard on my part or pencil and can feel the flow of the words.
4. If I am unsure how to
 - (A) Write it in order to determine if it looks right.
 - (B) Spell it out loud in order to determine if it sounds right.
 - (C) Write it in order to determine if it feels right.

Extension
Find out your friends or family learning styles!



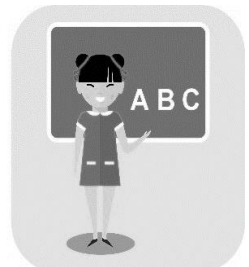
5. I prefer teachers who:
 - (A) Use a board or overhead projector while they lecture.
 - (B) Talk with lots of expression.
 - (C) Use hands-on activities.

6. When trying to concentrate, I have a difficult time when:
 - (A) There is a lot of clutter or movement in the room.
 - (B) There is a lot of noise in the room.
 - (C) I have to sit still for any length of time.

7. When solving a problem, I:
 - (A) Write or draw diagrams to see it.
 - (B) Talk myself through it.
 - (C) Use my entire body or move objects to help me think.

8. To keep occupied while waiting, I:
 - (A) Look around, stare, or read.
 - (B) Talk or listen to others.
 - (C) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

Add the total number of "A's, B's, and C's", write the totals on each line. The letter with the highest number is your learning style.



A= _____ Visual **B=** _____ Auditory **C=** _____ Kinesthetic

My Learning Style is _____



Vocabulary



Read each word and definition, then draw a picture.

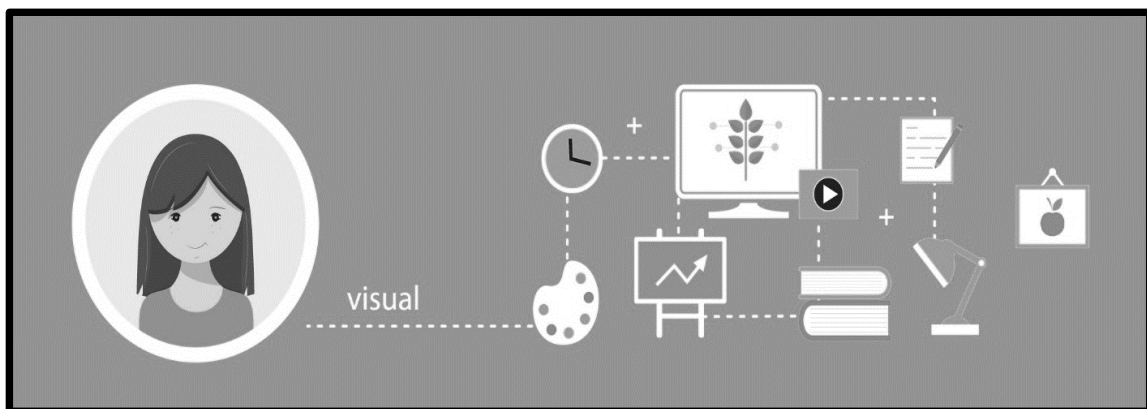
Word	Definition	Picture
learning style	a set of behaviors, and attitudes that make learning easy for an individual	
kinesthetic	moving, manipulating or touching materials to learn	
auditory	depending on listening and speaking as a main way of learning	
visual	associating information received with images; requires that learners first see what they are expected to know	
strategy	what we plan or intend to do to reach a goal	



Visual Learners

If you are a visual learner, these are **some strategies** you can use to **learn faster and better!**

- Organize work and living space to avoid distractions.
- Sit in the front of the room to avoid distraction and away from doors or windows.
- Use neatly organized or typed material.
- Use visual association, images, written repetition, flash cards, etc.
- Use note pads, Post-Its, to-do lists, and other forms of reminders.
- Use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in your notes.
- Allow sufficient time for planning thoughts when solving tasks.
- Participate actively in class activities.
- Write or draw before answering questions.



Suggested Careers:

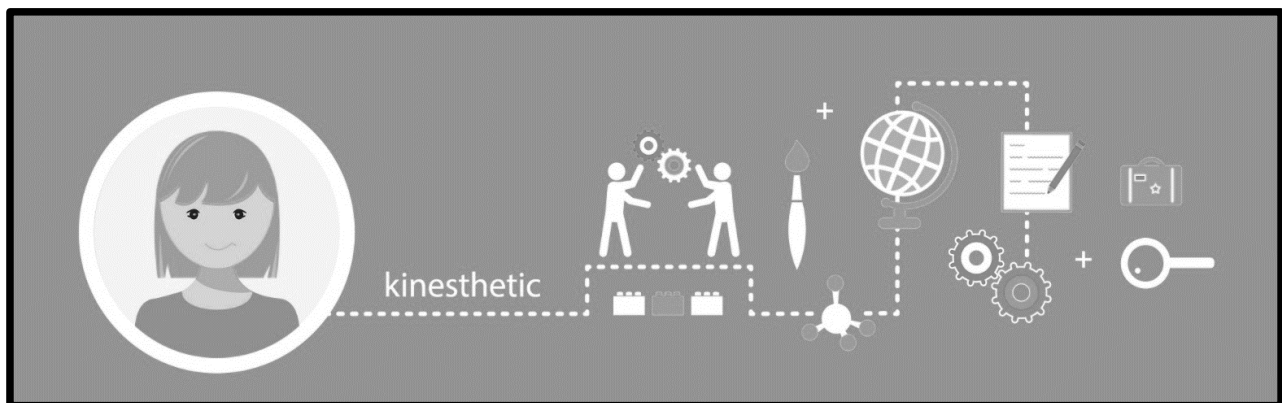
artist, inventor, architect, interior designer,
mechanic, engineer, sculptor



Kinesthetic Learners

If you are a kinesthetic learner, these are **some strategies** you can use to **learn faster and better!**

- Actively participate in discussions.
- Use all of your senses - sight, touch, taste, smell, hearing.
- Use direct involvement, physical manipulation, imagery, and "hands on" activities to improve motivation, interest, and memory.
- Allow for physical action in solving problems.
- Read or summarize directions, especially if they are lengthy and complicated.
- Use taped reading materials.
- Use practice, play acting, and modeling to prepare for tests.
- Allow for physical movement and periodic breaks during tests, while reading, or while composing written assignment.
- Teach the material to someone else.



Suggested Careers:

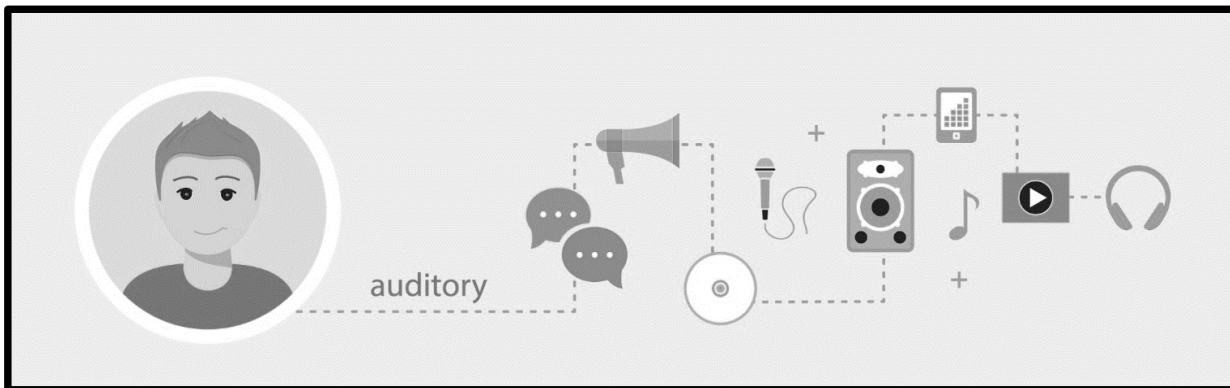
teachers, dancers, firefighters, police officer,
athletes, construction builder



Auditory Learners

If you are an auditory learner, these are **some strategies** you can use to **learn faster and better!**

- Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television.
- Sit away from doors or windows where noises may enter the classroom.
- Rehearse information orally.
- Use rhymes, jingles, and auditory repetition through tape recording to improve memory.
- Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated.
- Remind yourself to review details.
- Use time managers and translate written appointment reminders into verbal cues.
- Read your notes aloud.
- Practice writing your answers using old exams and speak your answers.



Suggested Careers:

teacher, translator, poet, writer, politician,
blogger, lawyer, journalist

Identify Your Learning Style and Possible Career Choices

Instructions: Using the Learning Styles test and passages, answer the following questions in the cards on the right side. Then **use the cards to interview your friends and family.**



Does your learning style match how you think you learn best? Explain why or why not

Explain why knowing your learning style is important to share with your teachers, *parents,* and *friends*

Based on your learning style, which career is the most interesting to you? Why?





Creative Writing



What is your dream career? Who do you want to be when you grow up?

Decorative writing lines with arrows at the top and bottom, and vertical decorative borders on the sides.



Extension
Read your composition
to your Buddy.



My Dream Career



I want to be a

Handwriting lines for writing a career choice.

I will graduate in the



CLASS OF

Empty box for writing the graduation year.

To be college and career ready I need to:

Dashed-line box containing handwriting lines for listing requirements.

This is how I will look like

Large empty box for drawing a self-portrait.

Labor Day



Overview

Labor Day 2020 will occur on Monday, September 7. Labor Day pays tribute to the contributions and achievements of American workers and is traditionally observed on the first Monday in September.

When was it created?

Labor Day was created by the labor movement in the late 19th century and became a federal holiday in 1894. Labor Day weekend also symbolizes the end of summer for many Americans, and is celebrated with parties, street parades and athletic events.



Who Created Labor Day?

On May 11, 1894, employees of the Pullman Palace Car Company in Chicago went on strike to protest wage cuts and the firing of union representatives. On June 26, the American Railroad Union called for a boycott of all Pullman railway cars, crippling railroad traffic nationwide. To break the Pullman strike, the federal government dispatched troops to Chicago, unleashing a wave of riots that resulted in the deaths of more than a dozen workers. In the wake of this massive unrest and to repair ties with American workers, Congress passed an act making Labor Day a legal holiday in the District of Columbia and the territories. On June 28, 1894, President Grover Cleveland signed it into law.

Labor Day Celebrations

Labor Day is still celebrated in cities and towns across the United States with parades, picnics, barbecues, fireworks displays and other public gatherings. For many Americans, particularly children and young adults, it represents the end of the summer and the start of the back-to-school season.

Source: <https://www.history.com/topics/holidays/labor-day-1>



Now answer the following questions

1. Which day of the week does Labor Day happen every year?

2. Do you think we should still celebrate Labor Day? Why or why not?

3. What is the purpose of Labor Day?



Interview an Adult About Their Work



Questions	Answers
What do you do for work?	
How long have you worked there?	
How did you learn how to do your job?	
What tools do you need to do your job?	
What do you like most about your job? Why?	
When you were my age, what was your dream job? Why?	
What advice can you share with me as I start to think about what I want to do when I grow up?	

Wages Multiplications

Eight **(8) hours** of labor constitutes a **day's work**.

Multiply and solve these **wages**

a \$15.00 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	d \$15.25 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	g \$15.50 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	j \$15.75 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$
b \$12.00 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	e \$12.25 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	h \$12.50 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	k \$12.75 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$
c \$25.00 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	f \$25.50 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	i \$25.75 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$	l \$35.00 $\begin{array}{r} X \quad 8 \\ \hline \end{array}$

Budgets and Wages

Directions: Help your career buddy develop a budget to save for a new bike.

1. The bike your career buddy wants **costs \$157. 80**. Your career buddy babysits and walks dogs to earn income. Your career buddy tries to save the income earned but spends a lot on video games and candy.

Use the chart below to figure out how much he needs to save for the bike and be able to spend money on the other interests too.

You career buddy earns \$20 each week from dog walking and earns \$30 each week from babysitting. Your career buddy spends on video games that cost \$15 and \$10 on candy every week. If your career buddy continues this pattern, how long will it take to save up to buy that bike?

Amount earned each week	
babysitting	\$
dog walking	\$

Amount spent each week	
Video games	\$
candy	\$



Amount saved	
Week 1	\$
Week 2	\$
Week 3	\$

Money spent
subtract money
 from total

Money earned
add money
 from total

My career buddy will take _____ weeks to save enough money to buy a bike.

Babysitter Wages



1. Pretend you have your first job as a babysitter, someone who is responsible for watching children younger than you while their parents are away for a short period of time. You get paid **\$7 per hour**.

Complete the chart below, use multiplication to help you:

If you worked # hours	Total Wages
1	\$7
2	
3	
4	
5	

2. Pretend you have another job as a dog walker, someone who has the responsibility of taking a dog out for exercise while the owner is at work. You get paid \$8 every 30 minutes.

# minutes	Total Wages
30	\$8
60	
90	
120	
150	
180	

3. Create your own math problem! What job will you choose?
How much will the job make per hour?

Write your word problem here:

Extension
Solve your word problem



Your first and last name

Your address

Your Phone number:

Interests: Write what you like to do in school, after school, and at home

Best Skills: Write what subjects do you like best and why?

Personal attributes: Most proud moment / accomplishment / memory / languages you speak:

After school clubs/sports/music:

What do you wish more people knew about you:

What is your Dream Job and why:

Hidden Treasures

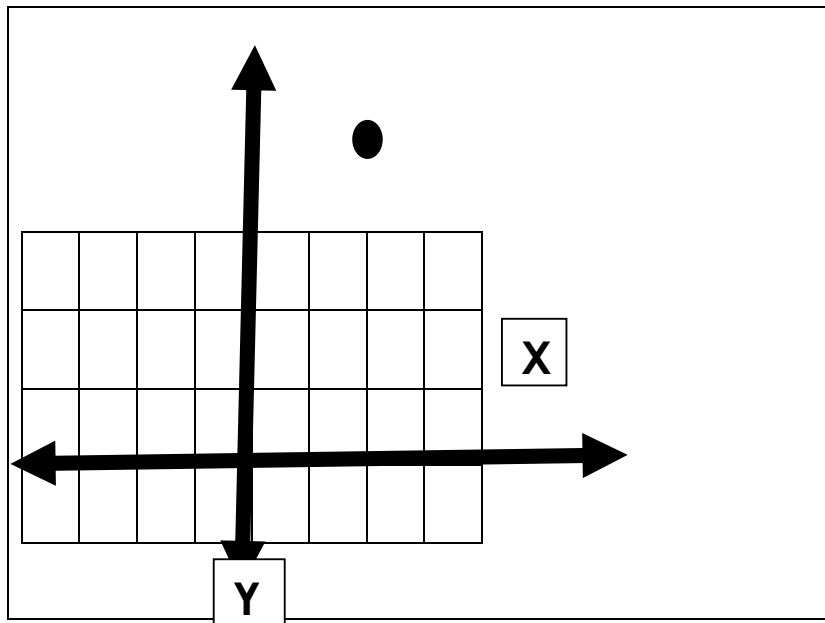
Coordinates are like following directions. (X , Y) is a coordinate that tells you where to go.

X is the horizontal line (\longleftrightarrow) and is the 1st step to finding the treasure.

Y is the vertical line (\updownarrow) and is the 2nd step to finding the treasure.

After you plot all the coordinates, you will find the hidden **treasure!**

Example



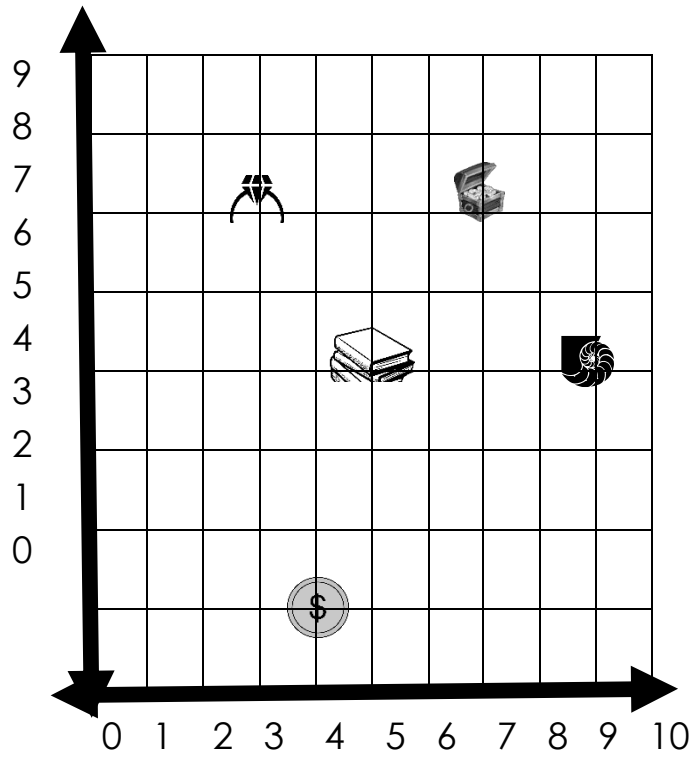
(X, Y)

(2, 3)


1. Go to the right 2 spaces
2. Then go up 3 spaces from.




Find the Hidden Treasures!




1. Write the coordinates for each treasure

 (__, __)

 (__, __)

 (__, __)

 (__, __)

 (__, __)

Plot Your Own Treasures!

2. Write the letter on the grid that represents the coordinates:

Example: A (3, 4)

B (2, 7)

C (9, 1)

D (4, 5)

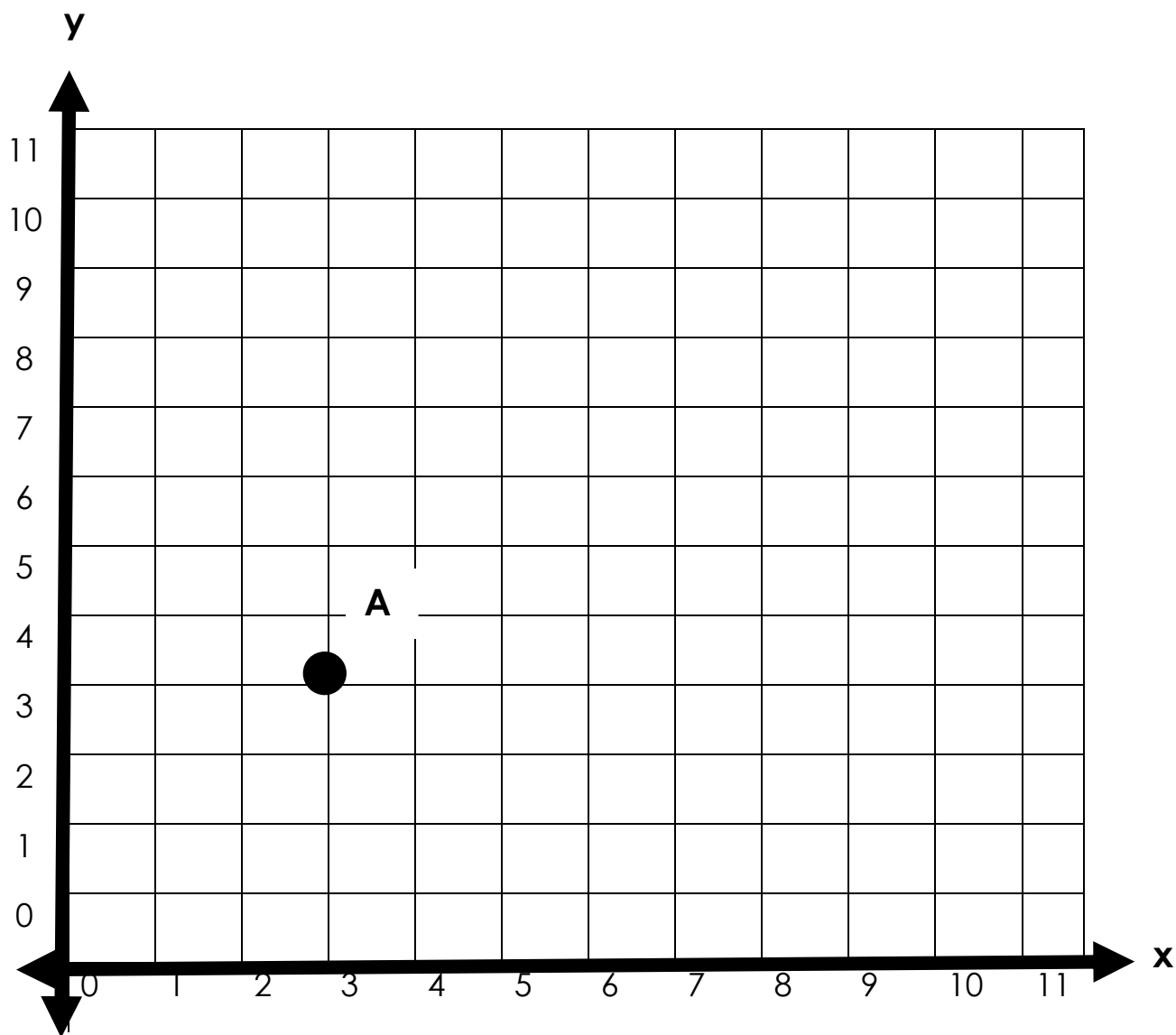
E (2, 2)

F (6, 8)

G (10, 4)

H (1, 9)

I (2, 10)



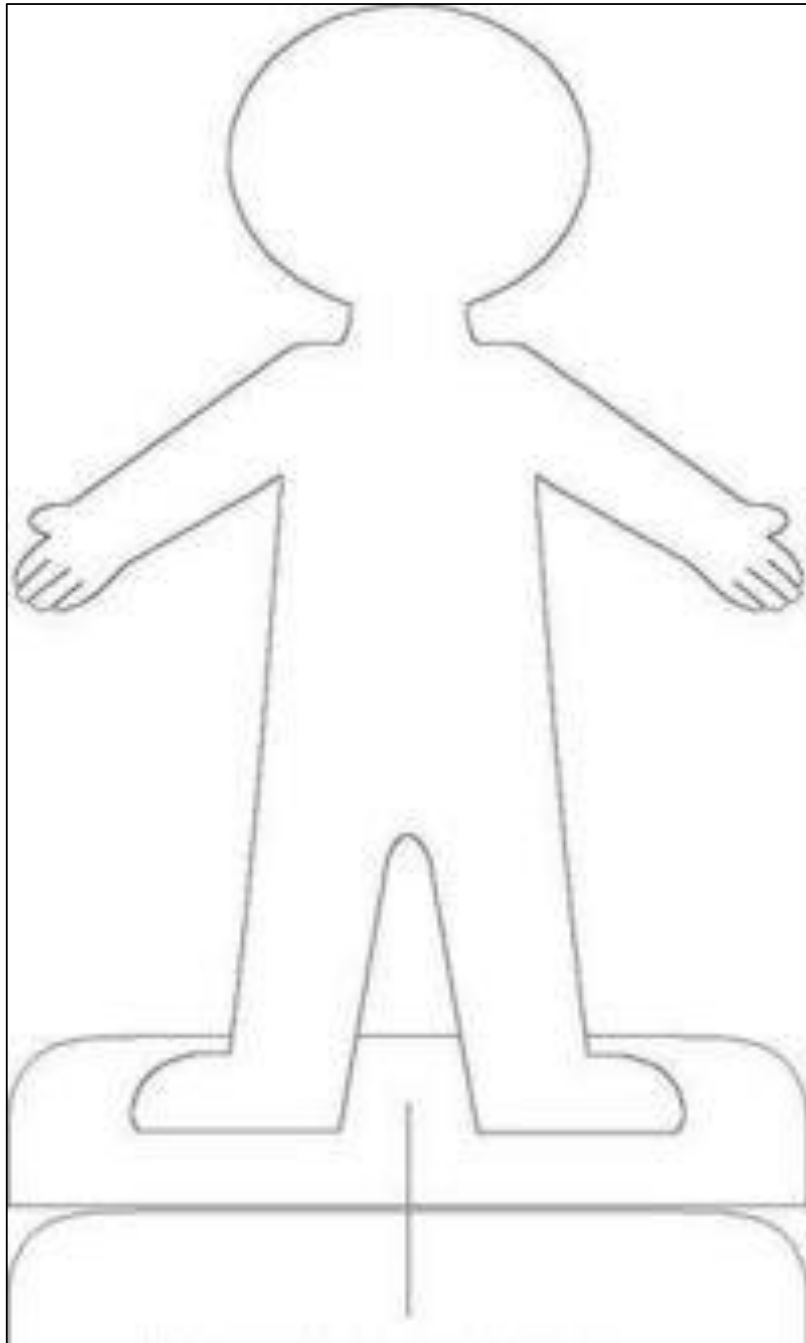


Create Your Career Buddy!






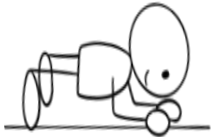
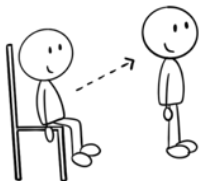
What career do you want to do when you grow up?

Do you want to be a teacher, mailman, astronaut, plumber, electrician, mechanic, researcher, singer, professional sports player, chef, construction builder, doctor, nurse, lawyer, soldier or any choice!



Daily Movement Breaks

When you need a break, try these routines!

Activity	Day 1	Day 2	Day 3	Day 4	Day 5
Arm Circles 	20 circles forward 20 circles back	20 circles forward 20 circles back	20 circles forward 20 circles back	20 circles forward 20 circles back	20 circles forward 20 circles back
Sit-ups 	10 sit-ups	12 sit-ups	14 sit-ups	16 sit-ups	18 sit-ups
Jumping Jacks 	25 jumping jacks	25 jumping jacks	25 jumping jacks	25 jumping jacks	25 jumping jacks
Plank 	15 seconds	20 seconds	25 seconds	30 seconds	35 seconds
Sit down/Stand 	How many can you do in 20 seconds?	How many can you do in 25 seconds?	How many can you do in 30 seconds?	How many can you do in 35 seconds?	How many can you do in 40 seconds?

Career Glossary

resume	a document to show a person's career background, skills, and part of a job application process
career	profession or occupation or work a person develops skills in the same field with more employment opportunities over time. (Teaching, plumber, electrician, mechanic, etc.)
income	money earned from working
job	work a person does to simply earn money, with less opportunities to advance skills (cashier, fast food worker, etc.)
savings	amount of money left over and not spent for a specific purpose
budget	a plan of how to spend money earned and saved
full time	working 30-40+ hours per week
part time	working less than 30 hours per week
experience	previous knowledge and skills
application	a form to complete for an interested job or career position that includes your skills, experience, education, and other items that is part of the hiring process
responsibility	the ability to do a task alone
perseverance	to keep working hard until the task is completed to the best of one's ability
inquiry	to be curious or question
analyze	to review a topic with detail
research	explore a topic with reliable resources
interview	part of the hiring process to meet a potential boss or employer
character	qualities of a person (honest, trustworthy, hardworking)



My Packet Journal

Draw a picture about what you learned in this packet:

A large, empty rectangular box with a black border, intended for the student to draw a picture about what they learned in the packet.

Write about what you learned in this packet:

Four horizontal lines provided for the student to write about what they learned in the packet.

ICMEE is housed within:



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: