

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 **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Proficiency

- 6-8.1 English learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- 6-8.2 English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- 6-8.3 English learner can speak and write about grade-appropriate complex literary and informational texts and topics.
- 6-8.4 English learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence.
- 6-8.7 English learner can adapt language choices to purpose, task, and audience when speaking and writing.
- 6-8.8 English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.
- 6-8.9 English learner can create clear and coherent grade-appropriate speech and text.
- 6-8.10 English learner can make accurate use of standard English to communicate in grade-appropriate speech and writing.

Math

- MA.6.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

Social Studies

- SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.
- SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
- SS 6.4.1 Analyze patterns of continuity and change over time in world history.
- SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
- SS 6.4.4 Interpret and evaluate sources for historical context.

Science Standards and Cross-Cutting Ideas

- SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.

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August 15th, 2020

Dear Families:

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

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

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

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

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

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

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- Packet 2 Focus: Students will learn about the life of ancient Egypt through a variety of reading, writing, science, and creative activities.
- Math Concept: Decimals. Each day students will have a short math activity to practice and build skills.
- Vocabulary: Agriculture, delta, dynasty, embalming, hierarchy, hieroglyphics, Nile River, papyrus, pharaoh, polytheism

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 **Amanda McLaughlin** in collaboration with Lauren Gatti and Alexa Yunes.

Answer Keys

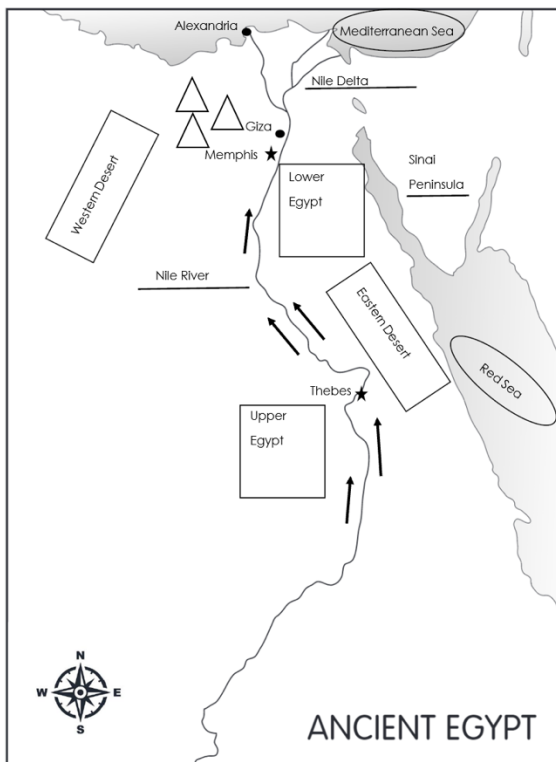
Activity 2

1. D
2. C
3. D
4. B

Activity 4

- 1..24
- 2.2
- 3..81
- 4.7
- 5..03
- 6..9

Activity 3



Activity 9

1. Pyramid
2. Papyrus
3. Mummy
4. Memphis
5. King Tut
6. Nile River
7. (Your Name)

Activity 10

- .5 < .63 .314 > .03 .991 > .199
 .2 = .20 .131 < .88 .40 = .4

Activity 12

1. Pharaoh
2. Senior officials
3. Nobles, priests
4. Treasurer, army
5. Surveyors, scribes, tax collectors
6. Traders, shopkeepers, craftsmen, painters, sculptors
7. Canal diggers, fishermen, farm workers, herders, slaves, peasants

Answer Keys

Activity 13

Transaction	Items	Withdrawal	Deposit	Balance
The shopkeeper begins his day with \$50.00.				50.00
A man buys a bag of rice from the shopkeeper. One bag of rice costs \$2.50.	1 bag of rice		2.50	52.50
The Egyptian soldiers come to the market and are very thirsty. They buy \$11.75 of water vases from the shopkeeper.	Water vases		11.75	64.25
It is very hot in the market today and the shopkeeper needs a new hat to keep cool. He buys one for \$5.89.	1 Hat	5.89		58.36
A group of 4 children come to the market. They each buy a fig. Each fig costs \$0.30	4 figs		1.20	59.56
A priest comes to the market looking for a goat. He buys one from the shopkeeper for \$49.99	1 goat		49.99	109.55
The market is closing, and it is time to go home. The shopkeeper buys a loaf of bread for dinner for \$2.60.	1 loaf of bread	2.60		106.95

Activity 15

								4	
.	8	1	1					0	
								0	
					7	0		.	9
	2		7					0	
	3		.	0	5	8		7	
.	.		4						
0	4								
0	6								
8						.	5	1	

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 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.
- Enfoque del paquete 2: Los estudiantes aprenderán sobre la vida del antiguo Egipto a través de una variedad de actividades de lectura, escritura, ciencia y creatividad.
- Concepto matemático: decimales. Cada día, los estudiantes tendrán una pequeña actividad matemática para practicar y desarrollar habilidades.
- Vocabulario: agricultura, delta, dinastía, embalsamamiento, jerarquía, jeroglíficos, río Nilo, papiro, faraón, politeísmo

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

ICMEE is housed within:





Share your learning!

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

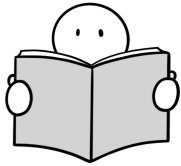
We'd love to see what you've done with this packet!



Instructions Key



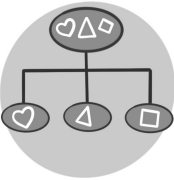
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



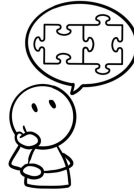
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

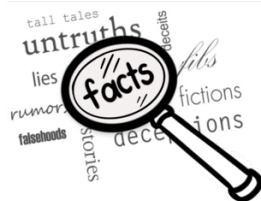
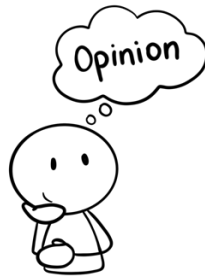

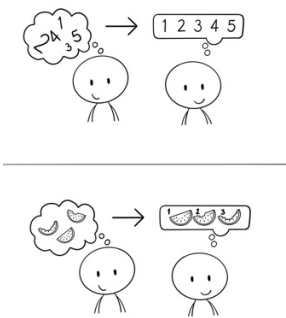



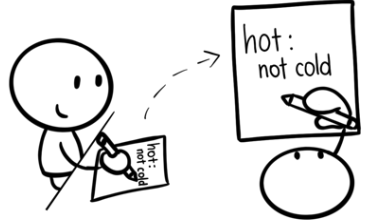
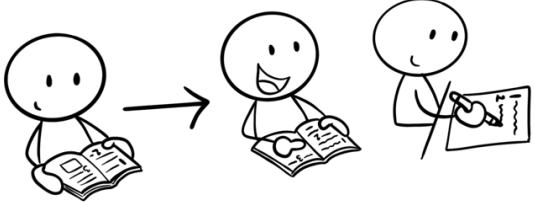

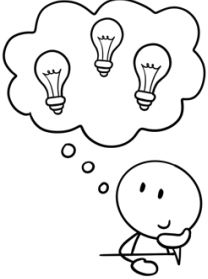
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ






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

Thinking Skills Glossary – Level 3 English

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	

Word	Definition	Picture
Define 限定 Definir	Write the meaning 写出意思 Escribir el significado	Define "hot" 
Retell 复述 Recontar	To tell again, in your own words 再说一遍，用你自己的话 Volver a contar en tus propias palabras	
Think Imagine Reflect 认为 想像 反映 Piensa Imagina reflexiona	Talk to yourself in your mind 畅所欲言 Hablar contigo mismo	
Brainstorm 头脑风暴 Lluvia de ideas	think of many ideas about one question 想出关于一个问题的许多想法 Pensar en varias ideas sobre la misma pregunta	

Word	Definition	Picture
Predict 预测 Predecir	Think about what will happen next 想想接下来会发生什么 Pensar y adivinar lo que va a pasar	
Main idea 大意 Idea principal	One big idea about the story 关于这个故事的一个大想法 Una idea mas importante de la historia	
Find Locate 找 Encontrar	Look for something 寻找东西 Buscar algo	

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

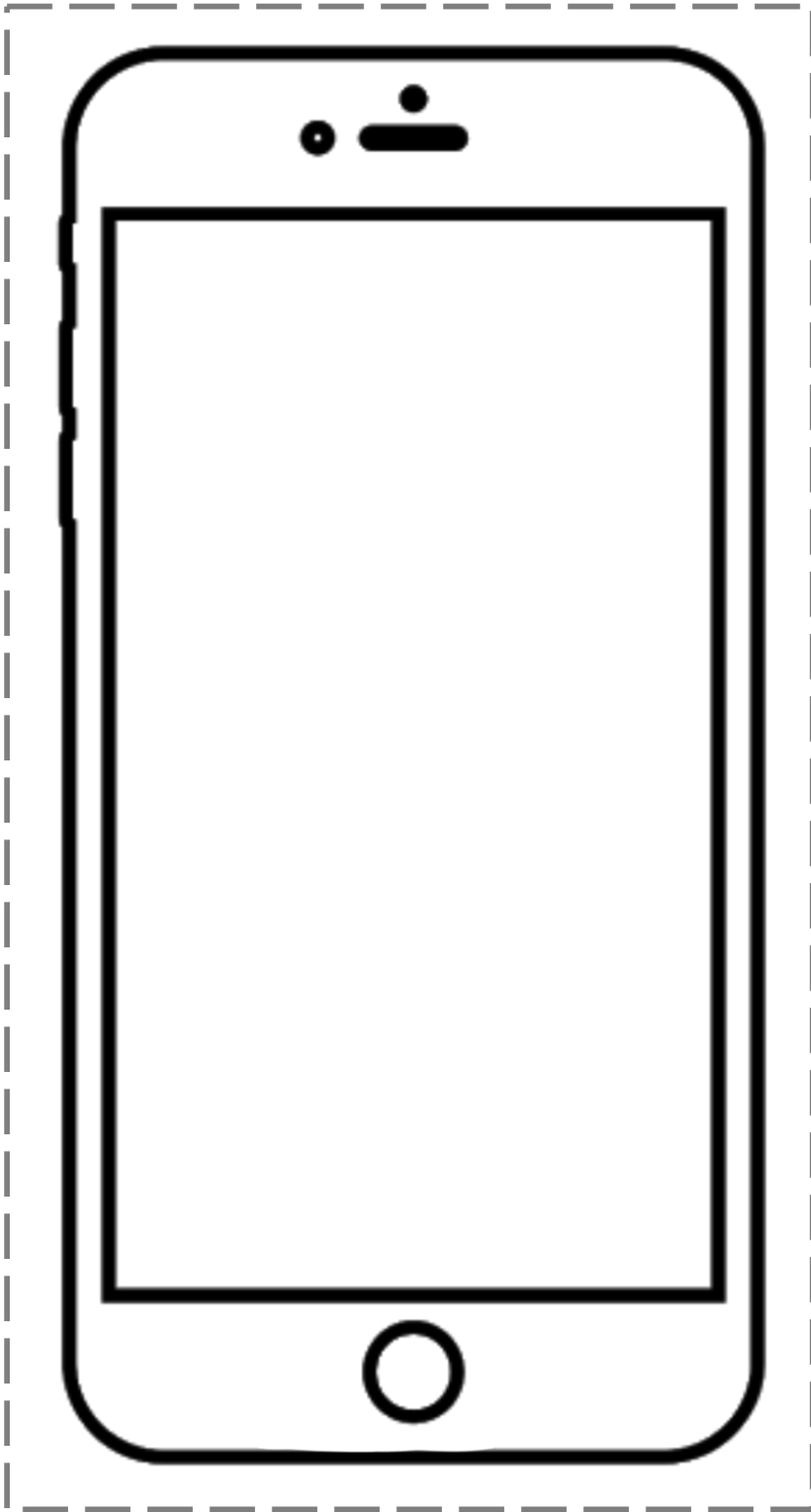


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada





Packet 2 Introduction

Welcome! This week you will travel back in time to the land of Ancient Egypt! The ancient Egyptians had many discoveries that changed the way civilizations lived. You will learn about the fascinating lives of Egyptians, such as pharaohs, pyramids, and mummies!



Checklist

Day 1 <ul style="list-style-type: none">✓ Vocabulary✓ Intro reading✓ Map✓ Decimals	Day 2 <ul style="list-style-type: none">✓ Pyramids✓ Who Killed King Tut?✓ Decimals
Day 3 <ul style="list-style-type: none">✓ Primary source✓ Hieroglyphics✓ Decimals	Day 4 <ul style="list-style-type: none">✓ Making Mummies✓ Social class✓ Decimals
Day 5 <ul style="list-style-type: none">✓ Vocabulary✓ Decimals✓ Reflection	



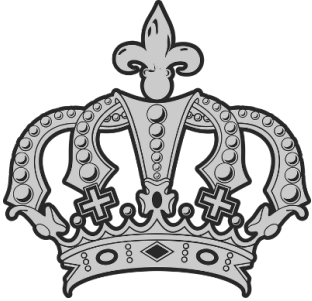
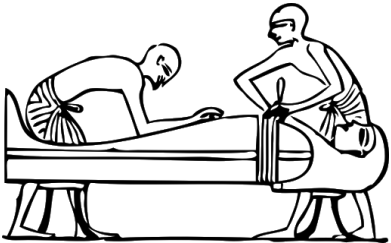


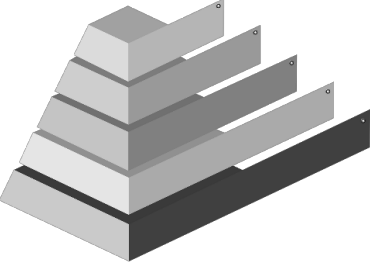





Day 1

Ancient Egypt Vocabulary

Directions: Study the vocabulary notes for ancient Egypt Then, write a way you will remember the word (home language, connection, drawing). After, cut out the cards to play a memory game. Place all cards face down, so you cannot see the information. Choose two cards at a time to look at and read aloud. If it is a match, you keep the cards! Take turns choosing cards with someone or play alone and see how fast you can find all the matches!

Objective: I can **define** vocabulary words for ancient Egypt.

Word	Definition	Visual	How I Remember This Word
Agriculture	the science or occupation of farming		
Delta	area of fertile soil at the mouth of a river		
Dynasty	line of rulers from the same family		
Embalming	process to remove moisture from a dead body in order to preserve it		

<p>Hierarchy</p>	<p>a system in which people or things are placed in a series of levels with different importance or status</p>		
<p>Hieroglyphics</p>	<p>Egyptian writing system made up of hundreds of picture symbols</p>		
<p>Nile River</p>	<p>the world's longest river, the focal point of ancient Egyptian civilization</p>		
<p>Papyrus</p>	<p>a reed plant that grows along the shores of the Nile</p>		
<p>Pharaoh</p>	<p>Egyptian kings</p>		
<p>Polytheism</p>	<p>the belief in many gods and goddesses</p>		

Agriculture	Delta	Dynasty
Embalming	Hierarchy	Hieroglyphics
Nile River	Papyrus	Pharaoh
Polytheism		

the belief in many gods and goddesses	line of rulers from the same family	Egyptian writing system made up of hundreds of picture symbols
the science or occupation of farming	a system in which people or things are placed in a series of levels with different importance or status	Egyptian kings
a reed plant that grows along the shores of the Nile	process to remove moisture from a dead body in order to preserve it	the world's longest river, the focal point of ancient Egyptian civilization
area of fertile soil at the mouth of a river		

Ancient Egypt: Life Along the Nile

Directions: Read the article "Ancient Egypt: Life Along the Nile". Then, answer the comprehension questions about the reading.

Objective: I can **analyze** parts of a historical article.



Crops in the Nile River valley in Egypt. Photo from: DeAgostini/Getty Images.
By USHistory.org

The ancient Egyptians lived in northern Africa. For 3,000 years, they were one of the most advanced and powerful people in the world. Their rise to power began about 5,000 years ago. That power slipped away about 2,000 years ago.

We have many clues about ancient Egypt. Archeologists find them in the Nile River Valley. Archeologists study human history. They dig up and study objects people used many years ago.

People started living in Egypt about 8,000 years ago. Egypt became a rich and important country because of the Nile.

Fish And Fruit Trees

Egypt was in the middle of a desert. At first, it was hard to find food. Then people discovered that the Nile provided much food. There were fruit trees next to the Nile. Many fish swam in the river.

Then they discovered something even more important. The Nile flooded about six months every year. When it stopped flooding, the water left a layer of dirt. The dirt was good for growing wheat, beans, barley and cotton. Farmers learned to dig canals from the Nile to their farm fields. These canals gave them fresh water. They were able to water their crops all year round.



The path of the Nile River, including modern-day countries. Photo from: Wikimedia Commons.

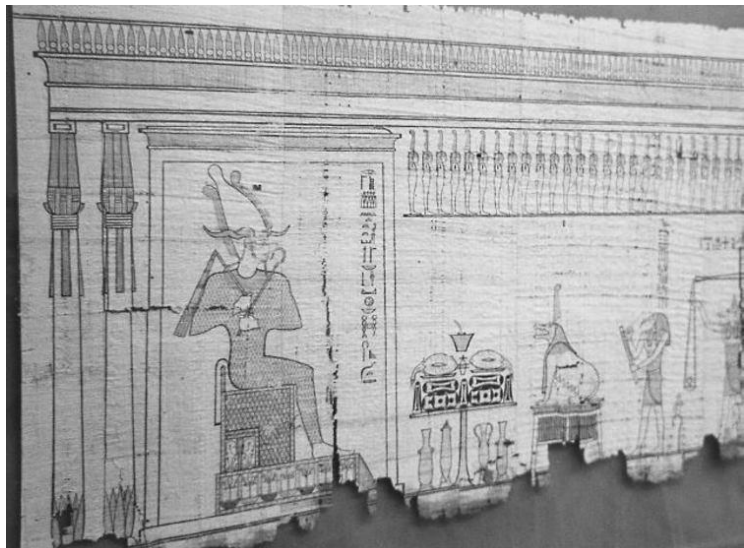
A Calendar For Planting

Egyptians needed to know when to start planting. So they invented a calendar. It showed when the Nile flooded. The calendar had 365 days. There were 12 months, and each month had 30 days each. The five extra days were at the end of the year.

Papyrus Along The River

Paper was not invented yet, though. Egyptians figured out how to make it from large reeds. These reeds grow along the Nile and are called papyrus. The Egyptians turned these reeds into a kind of paper. This kind of paper is also called papyrus. They wrote their calendars on papyrus.

Papyrus was used for many other things. They made boats, baskets, mats and rope from papyrus. They even made sandals.



The Book of the Dead, an Egyptian text about the afterlife, on papyrus.

Papyrus was an important tool. It was used for many reasons besides calendars! Photo from: Wikimedia Commons/Hajor.

The Largest Desert In The World

There are many deserts in Egypt. The giant Sahara Desert is west of the Nile. It is the largest desert in the world.

The Sahara is more than 3,500,000 square miles. It is almost as big as the United States.

Time For Thinking

The Egyptians learned more about the Nile's floods. They got better at farming. Egyptians found they could bake wheat into bread. They also learned to make soup out of barley and clothing from cotton.

Once food was not so hard to get, there was more time to think. The Egyptians started thinking about art, government and religion. Eventually, they built pyramids and made mummies. These amazing creations are still remembered today.

Source: Newsela.com

Comprehension Questions

1. Read the sentences below. They are the first part of a summary of the article. Ancient Egyptian civilization grew along the Nile River 5,000 years ago. The Nile provided everything the Egyptians needed. Which answer BEST completes the summary?
 - a. They became known for their loss of power about 2,000 years ago.
 - b. They became known for their archeologists who studied the Nile.
 - c. They became known for their fruit trees, fish, wheat, beans, barley and cotton.
 - d. They became known for their art, government, religion and architecture.
2. What is the MAIN purpose of the section "Fish And Fruit Trees"?
 - a. to describe the favorite food of the people of the Nile
 - b. to describe the different layers of dirt along the river
 - c. to describe how the flooding helped Egyptians to farm
 - d. to describe when the Egyptians needed to start planting
3. Which selection from the article BEST explains why the Egyptians were able to become an advanced people?
 - a. The ancient Egyptians lived in northern Africa. For 3,000 years, they were one of the most advanced and powerful people in the world.
 - b. We have many clues about ancient Egypt. Archeologists find them in the Nile River Valley.
 - c. There are many deserts in Egypt. The giant Sahara Desert is west of the Nile. It is the largest desert in the world.
 - d. Once food was not so hard to get, there was more time to think. The Egyptians started thinking about art, government and religion.
4. Read the paragraph below from the section "Papyrus Along the River."

Paper was not invented yet, though. Egyptians figured out how to make it from large reeds. These reeds grow along the Nile, and are called papyrus. The Egyptians turned these reeds into a kind of paper. This kind of paper is also called papyrus. They wrote their calendars on papyrus.

Which question is answered in the paragraph?

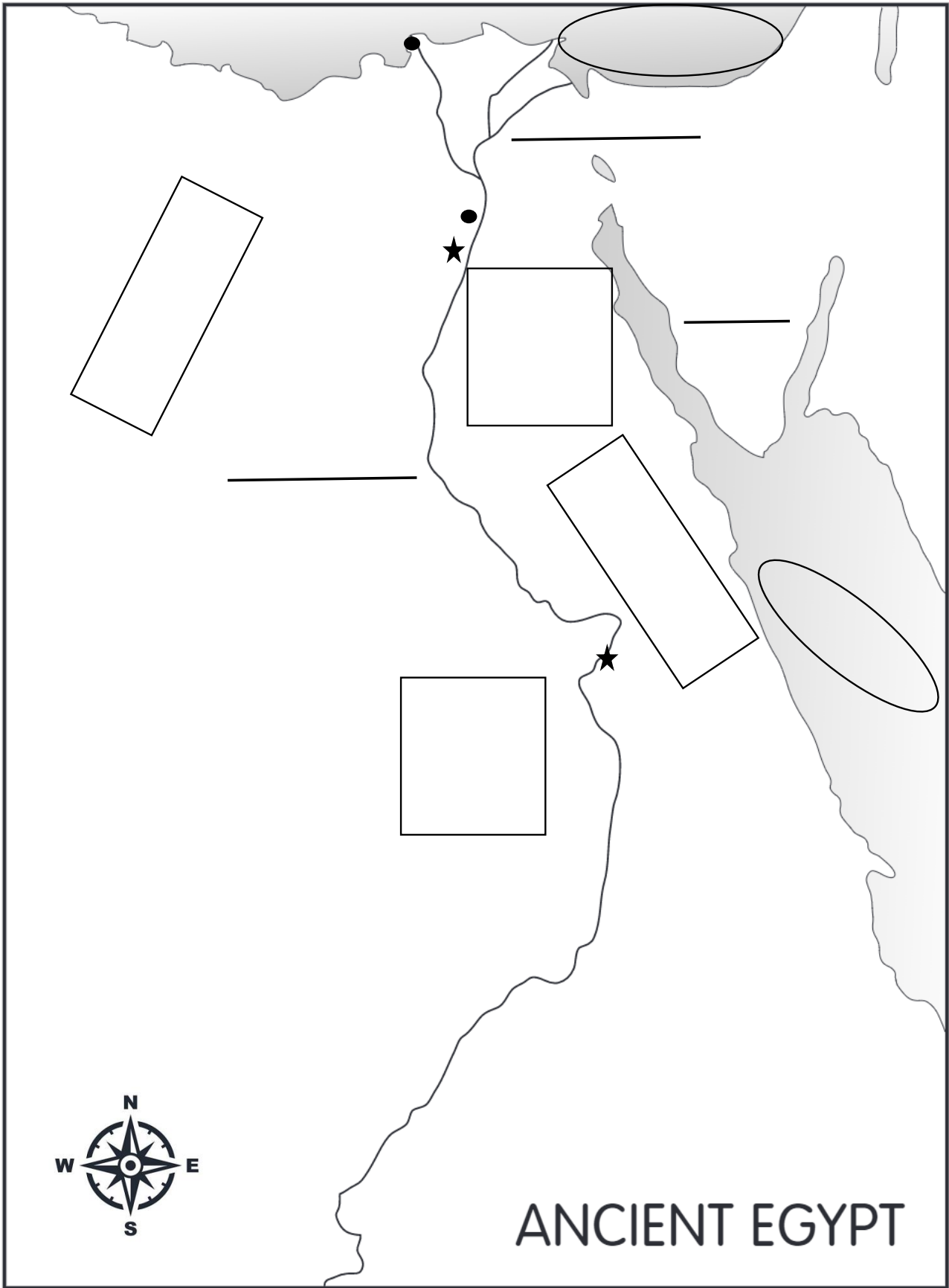
- a. What kind of reeds did Egyptians use?
- b. How did the Egyptians make paper?
- c. Why did Egyptians make calendars?
- d. When did Egyptians invent papyrus?

Ancient Egypt Map Labeling

Directions: Follow the directions to label important geographical features of ancient Egypt on the map. Make sure to use the compass rose included to identify **north, south, east, and west**.

Objective: I can correctly **label** a map of ancient Egypt.

1. The Mediterranean Sea is **north** of Egypt. Label the seas in the oval.
2. The Red Sea is **west** of Egypt.
3. The Nile River is a long river that flows **south** to **north** in Egypt. Label the river on the line.
4. Draw small arrows to show the flow of the Nile River. The river begins in **south** Egypt and ends in the Mediterranean Sea.
5. The Nile Delta is a group of waterways that connects the Nile River to the Mediterranean Sea.
6. Ancient Egypt was broken into two regions. Lower Egypt is the region in the **north**. Label the regions using the squares.
7. Upper Egypt is the region in the **south**.
8. The city of Alexandria is on the coast of the Mediterranean Sea, **east** of the Nile Delta. Cities are represented by a black dot. Write the name of cities next to the dot.
9. The city of Giza is located to the **west** of the Nile River and **south** of where the river connects to the Nile Delta.
10. The capital of Lower Egypt is Memphis. Memphis is **south** of Giza. Capitals are represented by a star. Write the name of capitals next to the star.
11. The capital of Upper Egypt is Thebes. Thebes is **centrally** located in Egypt, along the Nile River.
12. The Nile River is located between two deserts. The Western Desert is on the **west** side of the Nile. Label the deserts using the rectangles.
13. The Eastern Desert is on the **east** side of the Nile.
14. A peninsula is a landform surrounded by water on three sides. The Sinai Peninsula is **east** of the Eastern Desert and **north** of the Red Sea.
15. The famous, ancient pyramids of Egypt are located **east** of Giza. Draw three triangles to represent the pyramids.



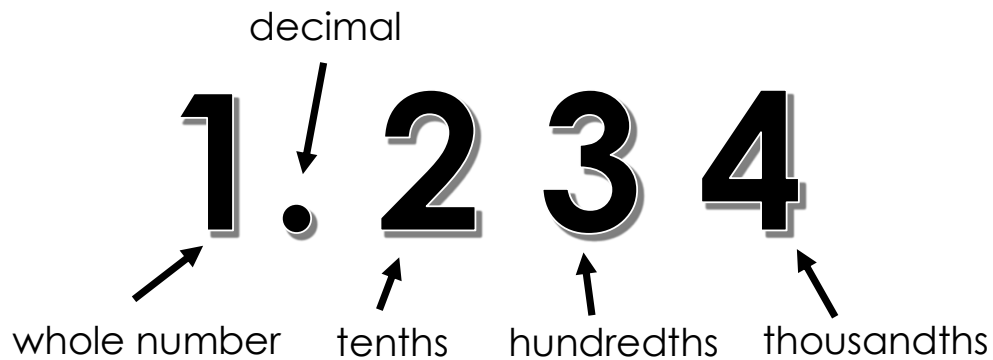
Intro to Decimals

Directions: Read through the notes about decimals and complete the practice items.

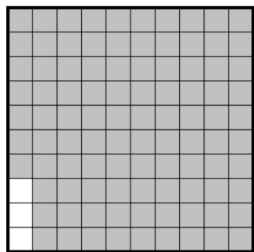
Objective: I can **define** decimals. I can **create** shapes that represent decimals.

What is a decimal?

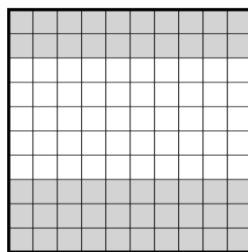
A decimal is a number **less than one**. A decimal can also be between numbers. A decimal is represented by a . (period).



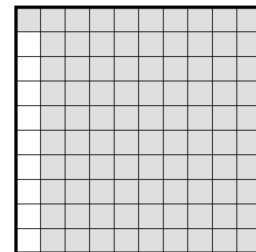
Visual Examples:



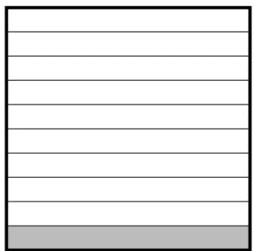
= .97



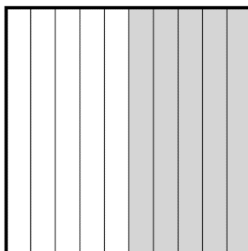
= .5



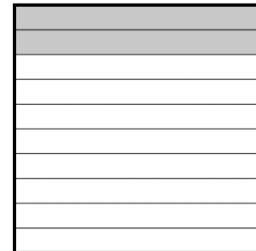
= .91



= .1



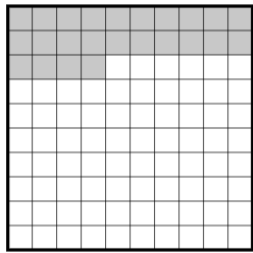
= .5



= .2

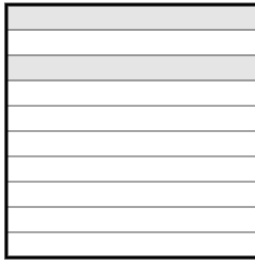
Practice Items

1.



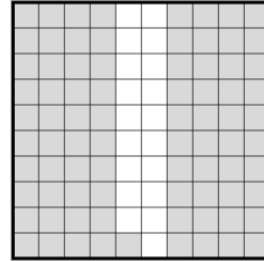
= _____

2.



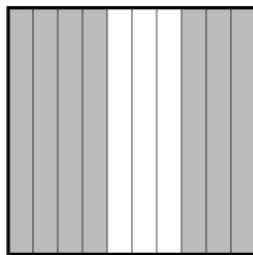
= _____

3.



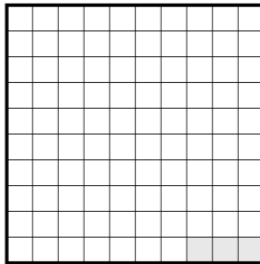
= _____

4.



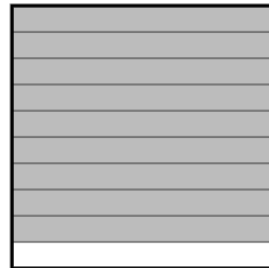
= _____

5.



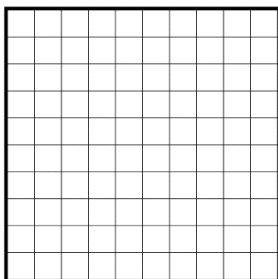
= _____

6.



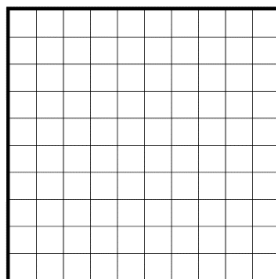
= _____

7.



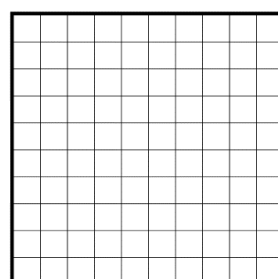
= .35

8.



= .6

9.



= .72

Day 2

Sources

Content

- Who Killed King Tut? By the Government of Egypt
<http://www.touregypt.net/featurestories/killtut.htm>
- Opportunity for Murder
<http://www.unmuseum.org/tutmurder.htm>
- The Death of King Tut by Jimmy Dunn
<http://www.touregypt.net/featurestories/kingtutdeath.htm>

Photos

- http://www.two-views.com/X-RAY/king_tut.html
- <https://www.dailymail.co.uk/sciencetech/article-6652981/Incredible-photos-reveal-mummified-face-feet-King-Tut.html>

Treasures of the Pyramids

Directions: First, read the short article about the function of pyramids in ancient Egypt. Then, follow the directions to create your own pyramid.

Objective: I can **create** a pyramid to represent myself.

Historians for centuries have been fascinated with the pyramids of ancient Egypt. The pyramids were made of giant carved stones. The base is large and flat, and the four sides are triangle shaped. All four sides touch at the top to create a point. Due to their size, there are many theories about how the pyramids were built in ancient times.

The pyramids were built for the pharaohs, the rulers of Egypt. The pyramids were used a tomb for the pharaohs bodies to be laid to rest when they died. The tombs are shaped like pyramids because Egyptians believed that the shape of the pyramid helped the souls of the pharaohs to better reach the sky to go be with the gods.

Egyptians also believed that a part of the pharaoh's spirit stayed behind on Earth. When the pharaoh died, their family and friends filled the tomb with items that they loved and would need to take care of their spirit. For example, they left food, gold, toys, and even sometime their pet cats! (Which were very popular among wealthy Egyptians)

Creating your Pyramid

The Egyptians buried their loved ones with items that were very important to them. What is important to you? List four things that are important to you below. Then, write a paragraph explaining why these things are important. The items can be anything you love (people, places, or things), you just need a good reason to include in your pyramid!

I would put _____ in my pyramid because _____

_____. I would also take _____

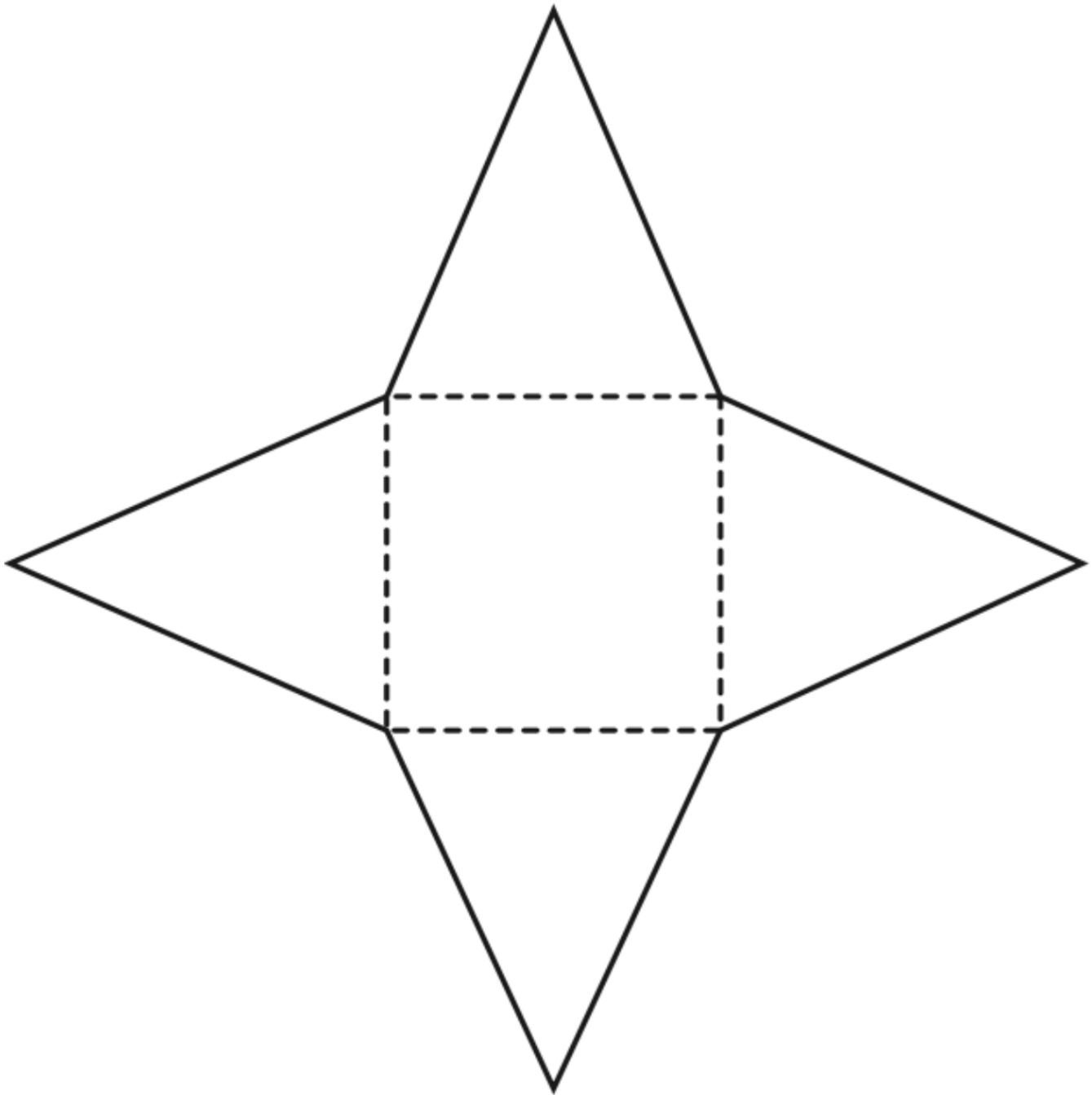
because _____.

Another item would be _____ because _____

_____. Finally, I would take _____ because _____.

_____.

Next, draw each item on a wall of the pyramid. Then, Cut on the black lines. After that, on the blank side of the paper, draw the bricks to build the pyramid. Finally, fold on the black lines to display the bricks on the outside and keep your precious items safe on the inside!



Who Killed King Tut?

Directions: Read the articles describing King Tut and his mysterious death. Then, complete the graphic organizer stating your opinion on how he died.

Objective: I can **support** my opinion using reasons and evidence from a text.

The Case

Over 3,000 years ago, the young and powerful King Tutankhamun died mysteriously around the time of his 18th birthday. Today, his mummy is shriveled and dried to dust, along with any clues or suspects in his death. Your job today is to review the facts surrounding his death and answer the question, who killed King Tut?



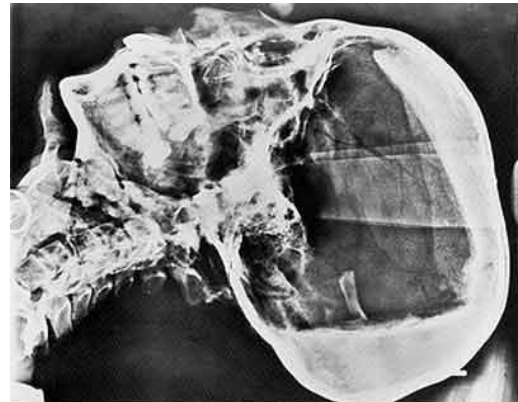
Background Information

In the year 1347 BC Egypt was a very powerful and wealthy nation. The leader of Egypt was 9 year old Tutankhamen, known as King Tut. The leader before Tut, Akhenaton, had changed the religion system of Egypt. When Tut came into power, he changed the religion system back to the old way. Since he was just a boy, King Tut relied on the help of many others to make decisions for Egypt.

The Discovery of Tut's Tomb

In 1922, British archaeologist Howard Carter was exploring the tombs in the Valley of the Kings. Here he found a tomb that looked to have been untouched for over 3,000 years. This was shocking, because most of the tombs had been broken into at some time by robbers. Carter was amazed at what he found; he was the first person in over 3,000 years to enter the tomb of Tutankhamen. All the gold and other treasures were still there, untouched.

However, something seemed strange about the tomb. For one, it was smaller than the tombs of other kings and queens. The decorations of the tomb were sloppy and not as elaborate as those of other royalty. The objects in the tomb were precious but seemed to be gathered in a hurry and had Tut's name scratched on them. The mummified body was also not up to royal standard. Carter thought this burial must have been done in such a rush that proper expectations were not followed. Perhaps, it was all rushed to cover up some type of crime or a wrongly death? In 1925 Carter had an autopsy done of the body but found no signs of foul play. Later, in 1968 X-ray of Tut's body showed a small piece of bone floating in his brain cavity and a dense mass at the base of his skull that could have been a hematoma, or massive blood clot. This evidence has led many to believe that Tut might have died after a blow, or hard hit, to the head.



Murder?

There is research that leads historians to believe that a handful of King Tut's servants could have been responsible for his death. Greed could have led them to take out the teen in hopes of gaining his riches. Another motive could have been the changes to religion made by Tut and his father. The original changes made by his father changed people's entire lives and made many angry. With his young age, he most likely did not have the intelligence and skills yet to lead a powerful nation. The young king had much help from his servants, history specifically mentions Ay and Horemheb, who spent a lot of time with Tut. Being the son of a disliked king has a lot of problems, in addition to being a child, some may have wanted to remove Tut to restore Egypt back to its old ways.

Suspects

Ay: Tut's prime minister and most important adviser. He became pharaoh after Tut's death and claimed Tut's queen as his second wife.

Ankhesenamun: Tut's wife. The young couple had their share of problems. They had lost two children before birth. Unable to produce an heir, did the queen seek the throne for herself?

Horemheb: Commander of Egypt's armed forces, might have felt the frail king lacked the stomach for military action. When the general took the throne after Ay's death, he destroyed all records of Tut's reign.

Malaria or other Health Issues: A common illness amongst those living along the Nile River. Because of the lifestyle that Tutankhamen was brought into, marriage was common among relatives and siblings. When there are marriages like this, and children are born, health problems are brought along. For Tutankhamen, he suffered through Klippel-Fell Syndrome, which is a disease that affects the feet and causes deformities. Perhaps King Tut could have suffered through Malaria or fell down a flight of stairs, causing a fracture to the back of his head.



Angry Civilian: Tut was the heir of Akhenaton, and not many people wanted to follow the religion that Akhenaton set forth for his people. Perhaps someone who was upset with Akhenaton's ruling could have murdered Tutankhamen out of spite.

What's the Verdict?

Complete the graphic organizer to form your opinion on the death of King Tut. Was it murder? If so, who did it? Or did he succumb to malaria or have an accident?

Opinion	
Reason	
Text Evidence	
Reason	
Text Evidence	

Roll a Decimal

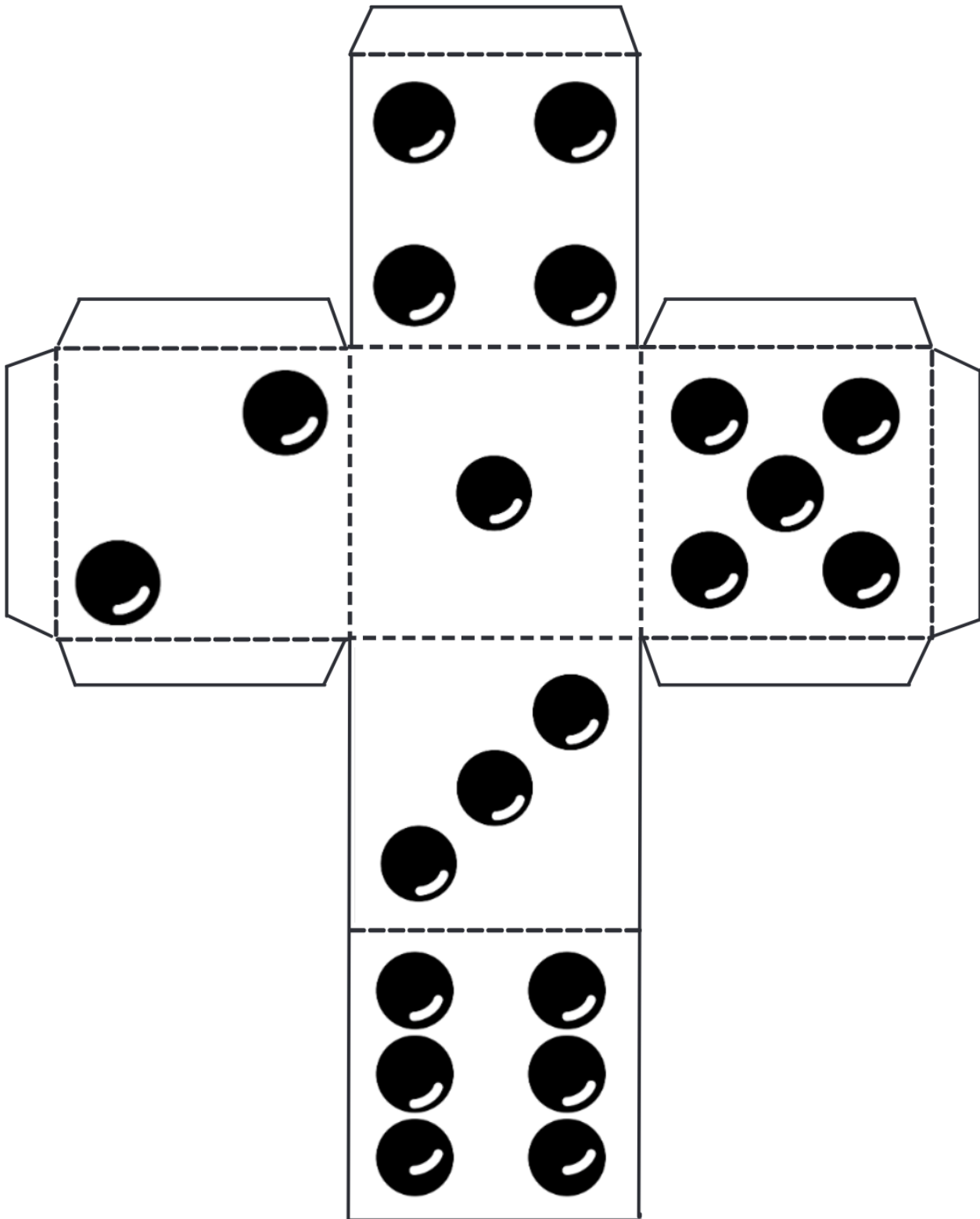
Directions: First, follow the instructions to create the paper dice. Then, roll the dice 4 times and write each number in the box labeled "Standard Form" to create a decimal. After you roll the decimal, use the example to rewrite the decimal in "Word Form" and "Expanded Form". Repeat 4 more times.

Objective: I can **write** decimals in standard form, word form, and expanded form.

Standard Form	Word Form	Expanded Form
Example: 3.567	Three and five tenths, six hundredths, and seven thousandths	$3 + .5 + .06 + .007$
____ . ____ ____ ____		
____ . ____ ____ ____		
____ . ____ ____ ____		
____ . ____ ____ ____		
____ . ____ ____ ____		

Foldable Dice

Directions: Cut on the **solid lines** and fold on the **dash lines**. Use tape or glue to secure the small flaps in place to make a cube.





Day 3

Primary Source: Ancient Egyptian Paintings

Directions: Look at each ancient Egyptian painting. Then, list words from each part of speech to describe the painting. (3 nouns, 2 adjectives, 1 verb).

Noun: person, place, thing

Adjective: describing word

Verb: action word

Objective: I can **describe** a primary source.



Nouns

- 1.
- 2.
- 3.

Adjectives

- 1.
- 2.

Verb

- 1.



Nouns

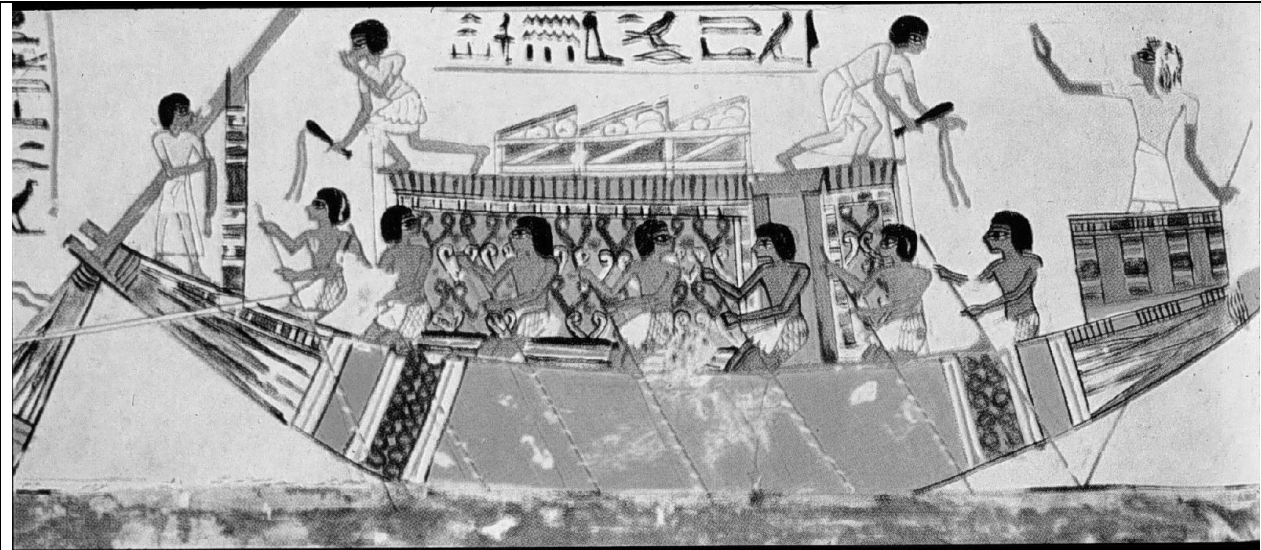
- 1.
- 2.
- 3.

Adjectives

- 1.
- 2.

Verb

- 1.



Nouns

- 1.
- 2.
- 3.

Adjectives

- 1.
- 2.

Verb

- 1.

Hieroglyphics

Directions: The ancient Egyptians created a writing system using pictures that we call hieroglyphics. Examples of hieroglyphics can be found within the tombs of Egyptian pyramids and on many other artifacts that have been discovered. Use the key to decode each phrase. Then, use the key to write your own words in hieroglyphics!

Objective: I can **decode** hieroglyphics using a key.

Key



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



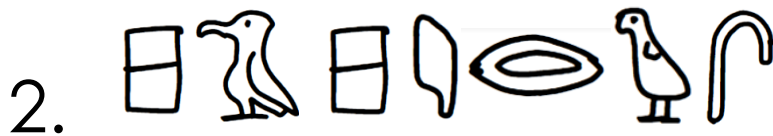
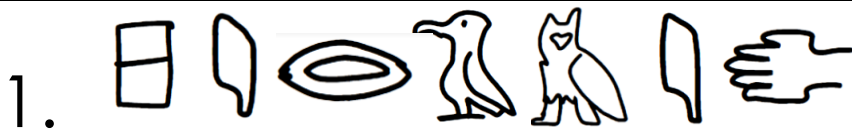
X



Y



Z



5. What is the name of the boy king of Egypt?

6. What is the powerful river in Egypt?

7. What is **your** name?

Comparing Decimals

Directions: Read through the vocabulary notes and complete the practice items. Then, cut out the decimal cards and find a friend or family member to play “Decimal War” with.

Objective: I can **compare** decimals using $>$, $<$, and $=$.

> **Greater than:** The number on the **left** is larger.

Example: $.95 > .89$

< **Less than:** The number on the **left** is smaller

Example: $.09 < .1$

= **Equal to:** Both numbers are the same.

Example: $.5 = .50$

Practice Items

$.5 \bigcirc .63$

$.314 \bigcirc .03$

$.991 \bigcirc .199$

$.2 \bigcirc .20$

$.131 \bigcirc .88$

$.40 \bigcirc .4$

Decimal War

Directions: Cut out all the cards. Then, pass them out equally between you and partner. At the same time, you and your partner will lay down a card. Whoever has the **greater** card wins and takes both cards. Continue playing until one player has all the cards, and the other player has none. The player with all the cards is the winner!

.345	.01	.6
.98	.478	.1
.32	.028	.3

.87	.321	.098
.11	.03	.719
.555	.55	.8
.2	.02	.002

.37	.07	.307
.4	.5	.54
.567	.19	.432
.99	.629	.123



Day 4

Ancient Egypt: Making Mummies

Directions: Read the article "Ancient Egypt: Making Mummies". (Source: readworks.org) Pay special attention to the use of sequence in the text (first, next, then, last). Then, complete the graphic organizer summarizing the steps of mummification.

Objective: I can **identify** the sequence of events in a text.



An elaborate coffin used to hold a mummy.

Thousands of years ago in ancient Egypt, pharaohs were buried inside huge pyramids. Before burial, however, their bodies were preserved. To do this, the ancient Egyptians would *mummify* their kings. Mummification was a very careful process. In fact, it took 70 days to complete.

First, embalmers would remove organs from the body. They removed the brain by sticking a hook up the pharaoh's nose. This would loosen up the brain so it could be pulled out through the nose. The ancient Egyptians didn't think the brain was important, so it was thrown away. The stomach, liver, intestines, and lungs were also removed. These organs were carefully wrapped and kept in jars. They thought the heart was most important. They left the heart in its place.

The body was now a shell. Next, the embalmers stuffed it with fabric and sawdust. Then it was covered in salt, which dried it out. When the body was completely dry, it was wrapped in layers and layers of linen bandages. After that, it was placed in a coffin.

Sometimes, the coffin was placed inside another coffin. These coffins were made out of wood or stone. They were either shaped like a rectangle or like the mummy itself. Finally, the coffin was placed in a tomb. Next to it were many objects for the mummy to use in the afterlife.

Sequence Graphic Organizer



Before burial...	
First...	
Next...	
Then...	
Finally...	

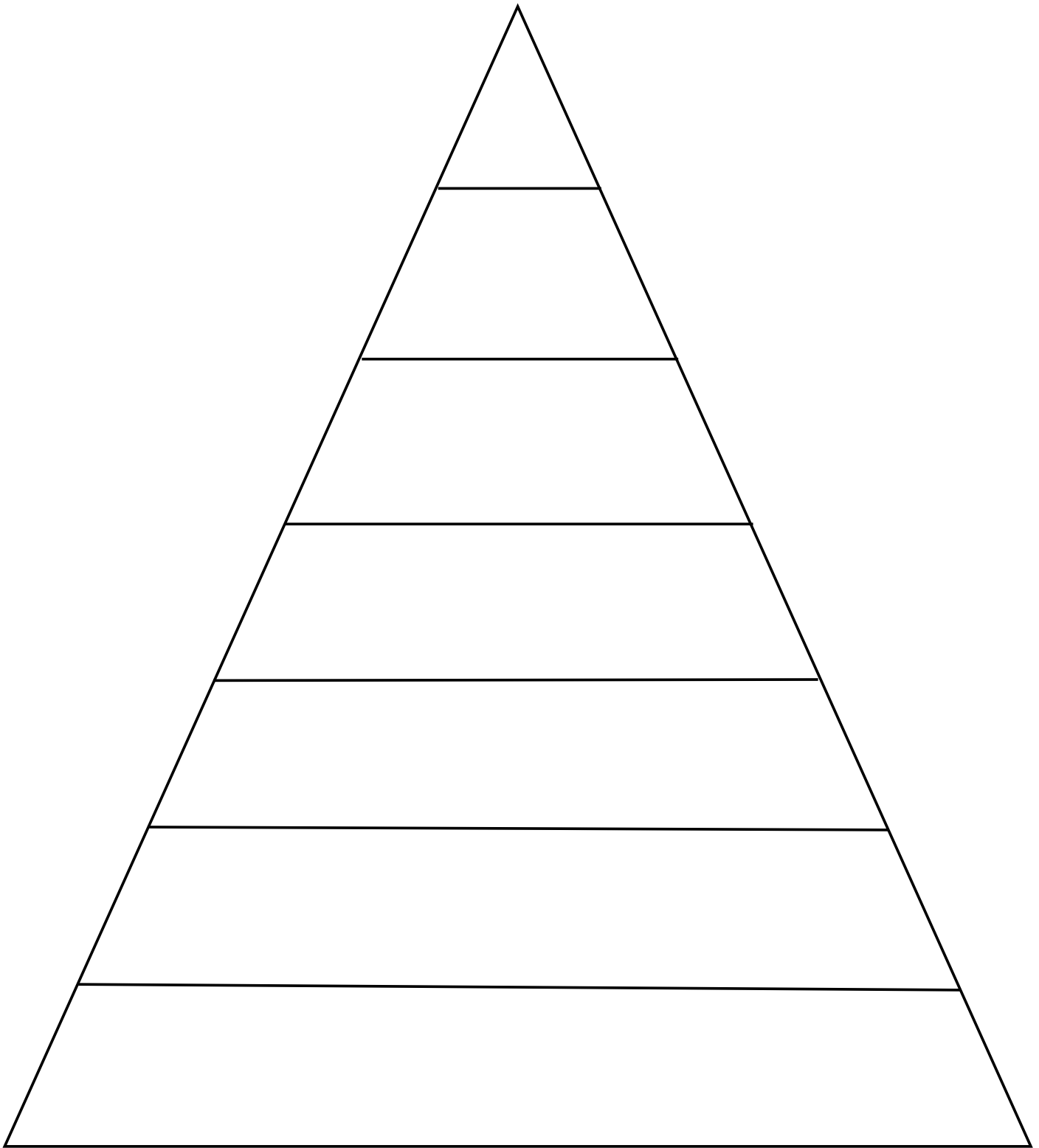
Social Class Sort

Directions: Read the article describing the social class pyramid. Then, classify each job title in the correct class of the social pyramid.

Objective: I can **classify** job titles by social class.

Ancient Egypt was ruled by the Pharaoh. Pharaoh had senior officials who helped them rule the kingdom. Priests and nobles were very respected within the kingdom, making them some of the most rich and powerful citizens besides royalty. The treasurer, who took care of money, and members of the army were important members of the government. The most powerful members of ancient Egyptian society depended on other important workers to get their daily tasks done. Surveyors were necessary in the building process of pyramids and other large structures. Scribes and tax collectors also worked for the government in many ways. Skilled workers were essential to a functioning society. These people worked in the local economy by creating and selling goods. At the bottom of the social pyramid were the unskilled workers. Unskilled workers worked hard, long days. Many unskilled workers worked with animals and did manual labor. Also at the bottom of the pyramid were citizens who were forced into jobs or did not have a job.

Pharaoh	Treasurer	Herders	Traders	Nobles
Painters	Slaves	Senior officials	Farm workers	Surveyors
Army	Scribes	Sculptors	Canal diggers	Shopkeeper
Priests	Craftsmen	Peasants	Tax collectors	Fishermen



Adding and Subtraction Decimals

Directions: Read and complete the vocabulary notes. Then, complete the bank statement chart.

Objective: I can **add and subtract** decimals.

Tips for Adding and Subtracting Decimals

When adding and subtracting decimals, just as with whole numbers, we must line numbers up by place value.	$\begin{array}{r} 21.55 \\ + 3.32 \\ \hline 24.87 \end{array}$
This means that ones, tenths, and hundredths place must all line up.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Whole number →</div> <div style="text-align: center;"> $\begin{array}{r} 21.55 \\ + 3.32 \\ \hline 24.87 \end{array}$ </div> <div style="text-align: center;">← Hundredths</div> </div>
If one number has fewer digits than another, it is ok to fill the missing places with zeros.	$\begin{array}{r} 1.573 \\ - 0.450 \\ \hline 1.123 \end{array}$
Whole numbers can be changed to decimal numbers by adding a decimal point after the ones place and then any necessary zeros after the number.	$\begin{array}{r} 5 \\ + 1.67 \\ \hline \end{array}$
Once the places are lined up, the rules for addition and subtraction are the same as the rules for whole numbers	$\begin{array}{r} 5.00 \\ + 1.67 \\ \hline 6.67 \end{array}$

Examples

$\begin{array}{r} .35 \\ + .5 \\ \hline \end{array}$	$\begin{array}{r} 4.82 \\ - 2.11 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 1.56 \\ \hline \end{array}$	$\begin{array}{r} .345 \\ + .218 \\ \hline \end{array}$
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Bank Statement Activity

You are going to complete a bank statement for an ancient Egyptian merchant. Read each transaction and complete the bank statement by either adding or subtracting.

Deposit: Adding money into an account (addition)

Withdrawal: Taking money out of an account (subtraction)

Transaction	Items	Withdrawal	Deposit	Balance
The merchant begins his day with \$50.00.				50.00
A man buys a bag of rice from the merchant. One bag of rice costs \$2.50.	1 bag of rice		2.50	52.50
The Egyptian soldiers come to the market and are very thirsty. They buy \$11.75 of water vases from the merchant.				
It is very hot in the market today and the merchant needs a new hat to keep cool. He buys one for \$5.89.				
A group of 4 children come to the market. They each buy a fig. Each fig costs \$0.30				
A priest comes to the market looking for a goat. He buys one from the merchant for \$49.99				
The market is closing, and it is time to go home. The merchant buys a loaf of bread for dinner for \$2.60.				

How much money does the merchant have at the end of the day? \$ ___ ___ . ___ ___



Day 5

Vocabulary Story

Directions: Write a complete paragraph (5-7 sentences) about ancient Egypt. It can be a fiction story or non-fiction informational paragraph. You must use **at least 5 vocabulary words**. Circle all 5 vocabulary words. Then, draw a picture to represent the information in your paragraph.

Objective: I can **write** a complete paragraph about ancient Egypt using 5 or more vocabulary words.

agriculture	delta	dynasty	embalming	hierarchy
hieroglyphics	Nile River	papyrus	pharaoh	polytheism

Decimal Search

Directions: Read each decimal in word form and rewrite it into standard (number) form. Then, find and circle each rewritten decimal in the puzzle.

Objective: I can **convert** decimals from word form to standard form.

0	4	2	0	2	6	9	.	4	1
.	8	1	1	7	.	4	3	0	2
6	3	5	8	9	1	5	2	0	5
1	9	0	6	5	3	7	0	.	9
7	2	3	7	2	1	2	1	0	.
4	3	5	.	0	5	8	.	7	8
.	.	2	4	6	3	0	9	6	3
0	4	8	1	9	7	.	8	7	3
0	6	9	6	5	4	2	3	0	.
8	1	3	.	8	2	.	5	1	2

fifty-eight thousandths . ____ _ _	eight thousandths . ____ _ _
four hundred and seven hundredths ____ _ _ . ____ _	twenty-three and forty-six hundredths ____ _ . ____ _
eight hundred eleven thousandths . ____ _ _ _	seven and four tenths ____ . ____
seventy and nine tenths ____ _ . ____	fifty-one hundredths . ____ _

Weekly Reflection

Directions: Complete the 3-2-1 to reflect on your learning from this week! Make sure to write **at least one complete sentence** for each prompt.

Objective: I can **reflect** on what I have learned about ancient Egypt.

3 New things I learned	1. 2. 3.
2 Connections to my prior knowledge or life	1. 2.
1 Question I still have	1.



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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