Elementary ESOL
Summer Enrichment Packet
For
Rising 2\textsuperscript{nd} Graders

PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS
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Department of Curriculum and Instruction
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Week 1: Science

Read the Learning A-Z story, Babies and Parents. You can cut it out and staple it together to make a book. As you read, think about how the baby animal and parent look alike.

Activity 1: Adult/Offspring Matching Game
Talk about ways the adult and young animals are similar (the same) and different.

Activity 2: Are you my mother?
Using your Adult/Young Matching cards, take turns describing the young animal and guessing which animal is the adult.
Baby animals have parents. How are baby animals and their parents alike? How are they different?

Many babies look a lot like their parents. The babies are also different in some ways.

This baby has a long nose and long tail. So does its parent.

This baby has spots on its fur. The spots help it hide from other animals. Its parent does not have spots.

Think About It!

How are these kittens like their mother? How are they different?
These baby birds look a little like their parent. They all have beaks. But they have different colors.

Some babies look very different from their parents. They grow for a long time before they look like their parents.

Baby animals grow up. They will become adults. Then they might have babies, too!

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**Read-Thinking-Write**

Write or draw your answers on separate paper. Use details from the book to support each answer.

- Name two baby animals that look a lot like their parents.
- Why do some baby animals have spots?
- Which words have the same meaning as parents?
  - dog and puppy
  - brother and sister
  - mom and dad
- Look at the pictures on page 9. How does the baby change as it grows up?

**Focus Question**

Do baby animals look the same as their parents? Pick one of the animals from this book. How are the baby and its parent the same? How are they different?
**Activity: Adult/Offspring Memory**

**Directions:** Cut out each animal. Turn over each card so the white side is facing up. Take turns trying to match the adult with the child. Try to use a sentence frame on your turn.

**Sentence Frames**

- I have an adult __________.
- I found a young ________.
- A young ______ is called a ________.
- I have a match! I found the adult _____ and the young ______.

<table>
<thead>
<tr>
<th>Cow</th>
<th>Calf</th>
<th>Horse</th>
<th>Foal</th>
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<tbody>
<tr>
<td><img src="cow.png" alt="Cow" /></td>
<td><img src="calf.png" alt="Calf" /></td>
<td><img src="horse.png" alt="Horse" /></td>
<td><img src="foal.png" alt="Foal" /></td>
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<table>
<thead>
<tr>
<th>Butterfly</th>
<th>Caterpillar</th>
<th>Lion</th>
<th>Cub</th>
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<td><img src="lion.png" alt="Lion" /></td>
<td><img src="cub.png" alt="Cub" /></td>
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<table>
<thead>
<tr>
<th>Robin</th>
<th>Chicks</th>
<th>Frog</th>
<th>Tadpole</th>
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<tbody>
<tr>
<td><img src="robin.png" alt="Robin" /></td>
<td><img src="chicks.png" alt="Chicks" /></td>
<td><img src="frog.png" alt="Frog" /></td>
<td><img src="tadpole.png" alt="Tadpole" /></td>
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<table>
<thead>
<tr>
<th>Cat</th>
<th>Kitten</th>
<th>Orangutan</th>
<th>Orangutan Baby</th>
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</thead>
<tbody>
<tr>
<td><img src="cat.png" alt="Cat" /></td>
<td><img src="kitten.png" alt="Kitten" /></td>
<td><img src="orangutan.png" alt="Orangutan" /></td>
<td><img src="orangutan.png" alt="Orangutan Baby" /></td>
</tr>
</tbody>
</table>
**Week 1: Math**

**Activity: Making the Largest Number**

**Directions:** Cut out each number. Mix the numbers up and place them in a pile. Pick two cards from the pile. Use the Tens/Ones game card to make your two-digit number. Look at your number. Is it the biggest number you can make? Record all the numbers you make on your paper.

Make this activity a game! Play with two players to see who makes the largest number. The player with the most largest numbers wins!

As a challenge, pick 3 cards. Can you make the largest three-digit number?

**Sentence Frames**

- ____ is larger than ____.
- _____ is greater than ____.
- _____ tens and ___ ones equals ____.
- If I put ____ in the tens place the value is ____.
- I can make a larger number by _____.

```
0 1 2 3 4
5 6 7 8 9
0 1 2 3 4
5 6 7 8 9
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<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
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</table>

**Record Your Numbers Here**

___ tens + ___ ones = _____

1. 
2. 
3. 
4. 
5. 

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<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
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**Record Your Numbers Here**

___ tens + ___ ones = _____

1. 
2. 
3. 
4. 
5. 

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<thead>
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<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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</table>

**Record Your Numbers Here**

__ hundreds + __ tens + ___ ones = _____

1. 
2. 
3. 
4. 
5.
**Week 1: Social Studies**

**Activity: Recycling Scavenger Hunt**

**Directions:** Use the game board to see how many recycling items you can find at home. If you find the object at home, color or cross off the item from the board. Be sure to recycle any of the items you find!

<table>
<thead>
<tr>
<th>🌿 Recycling Scavenger Hunt 🌿</th>
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<tbody>
<tr>
<td>tin can</td>
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<tr>
<td>newspaper</td>
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<tr>
<td>recycling bin</td>
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<tr>
<td>yard waste</td>
</tr>
<tr>
<td>plastic carton</td>
</tr>
<tr>
<td>aluminum can</td>
</tr>
<tr>
<td>plastic food container</td>
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<tr>
<td>water bottle</td>
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<tr>
<td>cardboard box</td>
</tr>
<tr>
<td>glass bottles</td>
</tr>
<tr>
<td>paper scraps</td>
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<tr>
<td>plastic bag</td>
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</tbody>
</table>
Week 2: Science

Activity: Plant Part Puzzle

Directions: Cut out the plant puzzle along the dotted lines. Mix up the puzzle pieces and put the puzzle back together again. Glue the puzzle onto a piece of paper. Color the puzzle. Once the puzzle is complete, glue the labels onto your puzzle.

roots  stem  flower  leaf  seeds
Activity: Inside/Outside Circle Making 10

Directions: You will need 10 small objects, such as beans, pebbles, buttons, etc. Draw a circle on a piece of paper. Hold your objects in your hand. Drop them on the circle. Count how many objects are inside the circle and how many are outside the circle. Write the numbers on the chart below. Then use the numbers to make an equation to equal 10. Try it again and make your circle bigger or smaller. What do you notice about the equations you wrote?

### Sentence Frames

There are ____ beans outside the circle.
There are ____ beans inside the circle.
I see ____ beans outside the circle
I see ____ beans inside the circle.
____ and ____ equal 10.
____ plus ____ equals 10.

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<thead>
<tr>
<th>Inside</th>
<th>Outside</th>
<th>Equation</th>
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<table>
<thead>
<tr>
<th>Inside</th>
<th>Outside</th>
<th>Equation</th>
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</table>
Week 2: Social Studies

Read the Learning A-Z story, Basics of Economics. You can cut it out and staple it together to make a book.

Activity 1: Needs, Wants, Goods and Service Sort

Directions: After reading Basics of Economics, cut out the pictures and sort each picture into the correct category: Goods, Services, Needs and Wants. Some pictures can go into multiple categories.

Sentence Frames

______ is a good because _____.

______ is a need.

A _______ provides a service.

The service a _______ provides is to _______.

Something I want is ________.
Wants

These pictures show wants. We do not need these things to live. What are some things you want?

Goods

These pictures show goods. People can buy and sell these things. What are some goods you buy?
Services

These people offer services. These services help others. What are some services you use?

Vocabulary

How many of these words can you find in the book?

<table>
<thead>
<tr>
<th>bus driver</th>
<th>mechanic</th>
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<tbody>
<tr>
<td>cell phone</td>
<td>medicine</td>
</tr>
<tr>
<td>clothes</td>
<td>pet</td>
</tr>
<tr>
<td>dentist</td>
<td>shaved ice</td>
</tr>
<tr>
<td>food</td>
<td>shelter</td>
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<tr>
<td>groceries</td>
<td>shoes</td>
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<tr>
<td>hairdresser</td>
<td>teacher</td>
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<tr>
<td>headphones</td>
<td>toy</td>
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<tr>
<td>ice cream</td>
<td>video game system</td>
</tr>
<tr>
<td>jacket</td>
<td>water</td>
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<tr>
<td>Needs</td>
<td>Wants</td>
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<td>----------------</td>
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<tr>
<td>cell phone</td>
<td>shelter</td>
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<td>groceries</td>
<td>video games</td>
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<tr>
<td>doctor</td>
<td>mechanic</td>
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Activity: Life Cycle Diagrams

**Directions:** Cut out the different life cycles. Arrange the life cycles in the correct order. Glue the life cycles on a sheet of paper. Write a sentence describing each stage of the life cycle. Use words from the word bank.

### Word Bank
- egg
- frog
- tadpole
- legs
- tail
- butterfly
- germinate
- Larva
- chrysalis
- seedling
- young
- adult
- plant

### Sentence Frames
The life cycle of a ____ begins with a ____.  
First, the ________.  
Next, the ________.  
Then, ________.  
Last, ________.
Read the Learning A-Z books, *Less Than* and *Greater Than*. You can cut it out and staple it together to make a book.

**Activity: Comparing Numbers Greater Than and Less Than**

**Directions:** Find objects in your house (cereal, beans, socks, objects, etc.) to compare numbers. Use the greater than/less than symbols to help you compare.

**Sentence Frames**

_____ is greater than _____
_____ is less than _____
_____ is equal to _____
I have _____ ______ and _____ _____.
Many vegetables grow in the garden. Compare the numbers to find which one is greater.

There are two beets.

5 > 2

Five is greater than two.

There are five carrots.
There are four onions.

There are six beans.

There are three yams.

Four is greater than three.
There is one pepper.

Six is greater than one. Which group of vegetables has more than any other? Which number is the greatest?
Who has fewer fish?
Count the fish to find the numbers.
Compare the numbers to find which is less.

Sam has three yellow fish.

Two is less than three.

Sara has two yellow fish.
He has one red fish.

She has four red fish.

He has five blue fish.

One is less than four.
She has no blue fish.

Zero is less than five.
Who has fewer fish total?
She has fewer fish than he does.
### Week 3: Social Studies

**Activity 1: Making Words**
**Directions:** Cut out the letters in the word *recyclables*. Recyclables are things we can recycle. Move the letters around to make as many words as you can. Write down all the words you can come up with.

**Activity 2: Recycling Poster**
**Directions:** Design a poster to show the importance of recycling.

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**Making Words**

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*recyclables*
**Week 4: Science**

Read the Learning A-Z books, *Animal Dads*. You can cut it out and staple it together to make a book.

**Activity 1: How do parents help their offspring survive?**

**Directions:** Draw pictures to show ways that animals help their offspring.

**Activity 2:** Draw a picture to show how adults help you. Write a sentence to describe your picture.

**Sentence Frames**

Parents help by ________.
Some adult animals _________.
Young animals need their adults to _________.

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**Animal Dads**

*A Reading A-Z Level F Leveled Book*

Word Count: 145

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*Written by Barbara Schiavon*

Visit www.readinga-z.com for thousands of books and materials.
Some animal dads don’t help much. These dads don’t help at all!

Other animal dads are great! Which animal dads are those?

This dad guards and cares for his chicks. He helps them all by himself for almost two years.

This dad cleans bugs from his babies’ fur. He helps feed them. He carries them, too.
This dad holds eggs in his mouth. He helps them stay safe until they are born.

This dad eats food and spits it back up. Then he feeds it to his pups. Yum! He helps his pups grow strong.

This dad carries tadpoles on his back. He helps them reach water.

This dad holds an egg on his feet. He helps keep it warm in the cold.
This dad holds thousands of eggs in his pouch. He helps them grow and hatch.

These dads help out with their young, too!
<table>
<thead>
<tr>
<th>Provide Food</th>
<th>Protect</th>
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<tbody>
<tr>
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How do adult animals help their young survive?

<table>
<thead>
<tr>
<th>Keep Clean</th>
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How do adults help you?
Activity 1: Numbers in Real Life

Directions: Numbers are everywhere! Look at each picture. Circle the groups of tens. Write each number using a different number representation. Can you find things in your house you can make groups of 10 to count?
Activity 2: Number Bingo
Directions: Look for items in your house that have the same number that is represented in the Bingo Card. Try to get five in a row! For example if you see 10+2, you need to find 12 of something, like a carton of eggs or 12 pencils.

<table>
<thead>
<tr>
<th>Number Representation</th>
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<tbody>
<tr>
<td>Expanded Form</td>
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</table>

<table>
<thead>
<tr>
<th>Sentence Frames</th>
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</table>
| My number is _________.
| There are ___ tens and ____ ones, so the total is _______.
| I made ______ groups of ten.
| There is a total of _______ _______.

Activity 1

<table>
<thead>
<tr>
<th>Numbers In Real Life</th>
<th>Number Representation</th>
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<tr>
<td>20+2</td>
<td>Free Space</td>
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<td>ten</td>
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<td>30+6</td>
<td>10+9</td>
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Week 4: Social Studies

Read the Learning A-Z book, Community Helpers.

Activity 1: Community Helpers In My Neighborhood
Directions: Draw a picture of the community helpers you see in your neighborhood. Write a sentence to tell how they help you or your community.

Activity 2: Community Helper Sort
Directions: Cut out each card. Sort the cards in different ways. Tell how you sorted each group. Then try to find the community helper, where he/she works and a tool they use. Glue these pictures to a piece of paper.
Who are the helpers in our community?
Let's meet some of them.

This is a police officer.
She is an important helper.
She lives in our community.

This is a construction worker.
He is an important helper.
He lives in our community.

This is a doctor.
She is an important helper.
She lives in our community.
This is a firefighter.
He is an important helper.
He lives in our community.

This is a teacher.
He is an important helper.
He lives in our community.

This is a baker.
He is an important helper.
He lives in our community.

This is an assistance dog.
She is an important helper too.
What community helper do you see in your neighborhood?
teacher
school
blackboard

firefighter
fire station
helmet and ax

chef
restaurant
pot

cashier
store
cash register
Answer Key

Week 2 Science- Plant Parts

Week 2 Social Studies- Goods and Wants can vary

Week 3 Science- Life Cycles

Week 4 Math- Real Numbers

All other content activities answers will vary.