Middle School
ESOL Beginner
Summer Enrichment Packet
for Rising 6th – 8th Graders

Prince George’s County Public Schools
Division of Academics
Department of Curriculum and Instruction
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NOTE TO STUDENTS AND/OR PARENT OR GUARDIANS

You have learned so much in school this year! It is important that you keep your brain active over the summer to be ready for next year. In this packet, you will find weekly activities to last you all summer long. The activities consist of a series of topics for you to continue building your social and instructional language, which will enable you to progress to more advanced ESOL classes. You should complete five activities each week. Make sure you use a notebook for all your writing activities.

This summer enrichment packet is based on the following standard:
**WIDA English Language Development Standard 1 (ELD 1):** Social and Instructional Language: English Language Learners communicate for social and instructional purposes within the school setting.

The following are some of the skills the Beginning English Learners should have acquired this year:

<table>
<thead>
<tr>
<th>Language Functions</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell what may happen</td>
<td>Phrases with have to and need to</td>
<td>Time</td>
</tr>
<tr>
<td>Give directions</td>
<td>Modal verbs</td>
<td>Community Workers</td>
</tr>
<tr>
<td>Express wants</td>
<td>Possessive adjectives</td>
<td>Direction words</td>
</tr>
<tr>
<td>Express feelings</td>
<td>Possessive pronouns</td>
<td>Civil Rights words</td>
</tr>
<tr>
<td>Give opinions</td>
<td>Irregular Past Tense</td>
<td>Opinion words</td>
</tr>
<tr>
<td>Describe places</td>
<td>Sensory Adjectives</td>
<td>Animals</td>
</tr>
<tr>
<td>Make a suggestion</td>
<td>Object pronouns</td>
<td>Plants and habitats</td>
</tr>
<tr>
<td>Have a discussion</td>
<td>Prepositional phrases</td>
<td>History</td>
</tr>
<tr>
<td>Ask for and accept a favor</td>
<td>Subjects and predicates</td>
<td>Historical records</td>
</tr>
<tr>
<td>Make comparisons</td>
<td>Word Order in Sentences</td>
<td>Story elements</td>
</tr>
<tr>
<td>Ask for and give advice</td>
<td>Contractions</td>
<td>Opposites</td>
</tr>
<tr>
<td>Describe actions</td>
<td>Future Tense Verbs</td>
<td>The Body</td>
</tr>
<tr>
<td>Buy or sell an item</td>
<td></td>
<td>Sports</td>
</tr>
<tr>
<td>Agree and disagree</td>
<td></td>
<td>American History</td>
</tr>
<tr>
<td>Give information</td>
<td></td>
<td>Landforms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bodies of water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Idioms</td>
</tr>
<tr>
<td></td>
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<td>Outer Space</td>
</tr>
</tbody>
</table>
Review of Community Workers vocabulary, Modal verbs, Cause and Effect.

Task 1. Look at the pictures and words below. Then, complete the sentences with the correct word.

1. The word ____________________________ means “people who enforce the law and keep order.”

2. The word   ____________________ means “to save someone from a dangerous situation.”

3. The word _____________________ means “when the earth moves and causes disaster.”

4. The word _____________________ means “people whose job is to provide emergency medical care to sick or injured people who are being taken to a hospital.”

5. The word ______________________means “sudden and unexpected events that need action.”

6. The word ___________________ means “people who fight fires and rescue people and animals.”
Verbs: Sometimes you aren't sure if something will happen. Use helping verbs may, might, or could with another verb to tell about it. For example: Someone may fall, a friend might call, I could be a musician.

Task 2. Complete the sentences below. Tell about the job Jim could have. Use word from the box.

may meet          might be          could take
could go          might carry      could fight
might save        may drive        may rescue

1. I ___________ lives.
2. I ___________ the ambulance.
3. I ___________ people to the hospital.
4. I ___________ boxes.
5. I ___________ to different places.
6. I ___________ nice people.
7. I ___________ a firefighter.
8. I ___________ fires.
Task 3. Read the following article, then answer the questions.

TOKYO, JAPAN – A fire woke Kenji Yamada at 4:00 A.M. He called the fire station. Soon, he heard the sound of fire trucks. "I have never seen flames so high and so bright!" Yamada said. "It’s true! I almost lost my life!" When he tried to throw water on the fire, he burned four fingers. Paramedics treated him.

Firefighters asked what caused the fire. At first, Yamada didn’t have a clue. He went to bed between 10 P.M. and 11 P.M. Then, he smelled smoke. It came from his kitchen. “I think it was something in my trash.” He sighed.

Yamada cooked dinner at 8:00 P.M. He often makes tempura. He put the fried crumbs in his trash can. Those crumbs could get to be has hot as 100°C. After a while, the crumbs might start a fire. They did last night at Yamada’s home. In fact, hot crumbs have been the cause of other fires in Tokyo this year.

Directions: In your notebook answer the questions below, using complete sentences:

1. Why did Yamada wake up at 4:00 A.M.?

2. What happened when Yamada threw water on the fire?

3. How did crumbs start a fire in Yamada’s kitchen?

4. What should you do to make sure you do not start a fire in your own kitchen?
Task 4. When we look at cause and effect in a story, we look at what happens and the reason why those events happen. The cause is why something happened, and the effect is what happened.

For example: In Hot Crumbs Cause Fire, putting hot crumbs in the trash is the cause, a fire starting in Yamada’s kitchen is the effect.

Directions: Read the paragraph below. Look for the main cause and its effects. Complete the cause-and-effect chart:

Stormy Night

There was a huge storm that night. Rain poured down and the wind roared. In the valley, trees fell to the ground. In the mountains, the storm caused mud to slide down a hill. In town, the power went out. Everywhere, there were floods.
Task 5. Directions: In your notebook, write a friendly letter to someone you know, telling them about the time when you helped someone, or someone helped you.

**Friendly Letter**

A friendly letter is a letter you write to tell someone you know about events in your life. A friendly letter has paragraphs with a topic sentence and details. A friendly letter also includes 4 parts: date, greeting, body, and closing.

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**Write your friend's name in the greeting of the letter**

**Dear Susan,**

You will not believe what happened! Today, my neighbor saved my cat, Sam! Sam ran outside when I opened the door. She saw my neighbor’s dog, Fred. Fred is a big dog! Sam got scared and quickly climbed up a tree. Then my neighbor, Mr. Adler, came home from work. When I told him what was happening, Mr. Adler got a ladder. He climbed up the ladder and got Sam. I was very grateful that Mr. Adler was there to help me.

I hope that your cat is safe! Please write back to me soon.

**Your Friend,**

**Amanda**

---

**Write a Friendly Letter**

**WRITING PROMPT** When were you helped by another person? Who helped you? Write a friendly letter to someone you know telling about the experience.

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Once you are finished writing, use this checklist to revise your draft.

**Writing Checklist**

1. Does your letter have a **date**, a **greeting**, a **closing**, and your **signature**?

2. Did you talk about someone you helped, or about someone who helped you?

3. Did you include enough details?

4. Does your writing sound real?
Review of Civil Rights Words, Irregular Past Tense Verbs, Identifying Sequence

Task 1. Look at the pictures and words below. Then, complete the sentences with the correct word.

vote  ballot  civil rights

protest  sign  parade

1. The word ______________________ means “to show that you do not like something.”

2. The word ______________________ means “to show which person or party you want to win an election.”

3. The word ______________________ means “a piece of paper on which you make a secret vote.”

4. The word ______________________ means “something the freedoms that every person should have, such as to vote or to be treated fairly by the law.”

5. The word ______________________ means “a piece of paper or wood large enough for people to read that gives people important information.”

6. The word ______________________ means “lines of people marching together to celebrate or protest about something.”
The Right to Vote

In the early 1900s, women fought for their right to vote. Some women wrote letters, and others gave speeches. Many walked in parades. One woman did much more. Alice Paul wanted to make a difference.

A New Plan

Alice Paul started fighting for the vote in 1912. In 1917, she went to the White House with other women to protest. They wanted President Wilson to help women get the right to vote. The women carried signs that demanded the right to vote. President Wilson wanted Alice and other women to stop. The police said the women had to stop. But the women kept protesting. They did not give up. The police arrested some of the women, including Alice Paul.

Jail Time

The police put Paul in jail for seven months. They did not let her talk to anyone. Paul did not think this was fair. She stopped eating to tell the world that she should not be in jail. The prison doctors tried to make Paul eat, but she said no.

Paul Keeps Fighting

The newspapers wrote about how Paul was treated in prison. Many readers got angry and also began to protest. Paul was set free after five weeks in jail. She kept fighting for the right to vote. In 1918, President Wilson supported the women’s right to vote. In 1919, Congress agreed with the President. In 1920, the states passed the 19th Amendment to the Constitution. Women in the U.S. finally had the right to vote.

Alice Paul Made a Difference

Paul was happy that women had the right to vote, but she did not stop working for women’s rights. Alice Paul continued to make a difference for the rest of her life.
Directions: In your notebook, answer the questions below, using complete sentences.

1. How did women fight to get the right to vote?
2. What happened when the women went to the White House?
3. Why did Alice stop eating?
4. Why were many people angry when they read about Alice’s situation from the newspapers?
5. What happened when Alice Paul got out of jail?

Task 3. Complete the timeline below.

**Identify Sequence**
Read about important events in civil rights. Then put the events in order. Use them to make a time line of civil rights.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Events in Civil Rights**
- In 1965, César Chávez helped farmworkers.
- Martin Luther King, Jr., gave a famous speech in 1963.
- In 1920, women got the right to vote.
- A law ended slavery in 1865.
- In 1964, a new law gave all Americans equal rights.
Task 4. Review irregular past tense verbs in the chart below, then complete the sentences with the correct verb.

They Gave People Hope

Grammar: Irregular Past Tense Verbs

These verbs have special forms to tell about the past.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>think</td>
<td>thought</td>
<td>Frederick Douglass thought slaves should be free.</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>He led the movement to end slavery.</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>He went across America.</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>He gave strong speeches.</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>He spoke about equal rights.</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>Many people saw him and agreed with him. In 1865, Congress passed a law to end slavery.</td>
</tr>
</tbody>
</table>

Complete each sentence. Use the past tense of the verb in dark print.

1. Eleanor Roosevelt thought all people should have the same rights.

2. She led a movement to get fair treatment for people everywhere.

3. Eleanor went around the world.

4. She spoke with the leaders of many countries.

5. She gave important speeches.

6. People saw her and agreed with her ideas.
Task 5. Write a Personal Narrative

Writing Prompt: When did you make a difference in the world? When did you help someone? Write a personal narrative to tell what you did. Tell how you felt about it, too.

Tell a story about how you made a difference. Use your organizer.

1. Write the **beginning**. The beginning is what happened **first**.

2. Write the **middle**. Tell what you did and how you felt.

3. Write the **end**. The end is what happened **last**. Tell how you felt.
Review: History and historical records vocabulary, language of comparisons

Task 1. Study the pictures and text below, then complete activities A and B.

We call the early 1940s “The War Years” because the U.S. fought in World War II from 1941–1945. Here are some ways you can learn about the 1940s.

Some people wrote about their lives in diaries or journals. You can read them to see what people’s lives were like in the past.

You can read old newspapers. They reported the daily events as they happened. Photographs made the news come alive.

Look in books written later by historians. A historian reads many sources and tells the story of the past.
Task 2. In your notebook, write 3 comparisons. In each compare 2 other kinds of records, like movies or magazines. Use words from the box.

Task 3. Follow the directions below.
Make Comparisons

Sum It Up

A. Read about Tanya. Tell how you and Tanya are alike. Tell how you and Tanya are different. Use the chart.

Tanya lived through a war. She wrote me a letter about it. She said there was no school for a year. Sometimes it was hard to get food. Her dad was in the army. He was gone for months. Her family had no money for clothes or other important things. But the war is over now, and Tanya says life is much better!

Comparison Chart

<table>
<thead>
<tr>
<th>About Tanya</th>
<th>About You</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya lived through a war.</td>
<td></td>
</tr>
</tbody>
</table>

B. Read each question. Write the answer.

How are you and Tanya the same?
1. We both ____________________ .
2. We both ____________________ .
3. We both ____________________ .

How are you and Tanya different?
4. Tanya ____________________ , but I ____________________ .
5. Tanya ____________________ , but I ____________________ .
6. Tanya ____________________ , but I ____________________ .
Task 4. Follow the directions below:

**The 1940s: Who? What? Where?**

**Nouns**

A noun names a person, place, or thing.

- **World War II** began in 1939.
- **Margaret Bourke-White** took photographs of the war in Europe.
- Magazines printed her amazing pictures.
- Americans could see what their soldiers were doing.

**READ SENTENCES**

Say each sentence. Tell if each underlined noun is a person, a place, or a thing.

**EXAMPLE 1.** Bill Mauldin is the name of a person.

1. Bill Mauldin also recorded the events of World War II.
2. While he was in the army in Italy, he drew cartoons of American soldiers.
3. His pictures were often published in the newspaper *Stars and Stripes*.
4. Ollie Stewart was a reporter.
5. He was the first journalist from the newspaper African-Americans to go to the frontline in North Africa.
6. He was also in France when the war ended there.

**WRITE A PARAGRAPH**

Write the paragraph. Add the missing words. award newspapers soldiers

The photographer Joe Rosenthal took (7) during World War II. He was on an island in (8) when he took a famous picture of six American (9) lifting a flag.

Many magazines and (10) printed the picture. Joe won an (11) for the picture.

Joe Rosenthal took this photo in Iwo Jima, Japan, in 1945.
Task 5. Follow the directions below:

The 1940s: What We Did

Grammar: Present and Past Tense Verbs

A verb changes to show when an action happens.

Use a present tense verb to tell what happens now.

Today kids listen to CDs.

Use a past tense verb to tell what happened in the past. To form the past tense, you usually add -ed.

In the 1940s, kids listened to records.

Study the verbs in the box. They have a special form to show the past tense.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
</tr>
</tbody>
</table>

Complete each sentence. Use the correct form of the verb from the box above.

1. **Present**
   
   Today families say, “Let’s watch TV.”

2. **Past**
   
   In the 1940s, they often listened. “Let’s listen to the radio.”

   Today a worker bought milk at the store.

   In the 1940s, a worker bought milk at someone’s house.

3. **Present**
   
   Now CDs are popular.

   In the 1940s, records were popular.
Review: Story Elements, Opposites

In every story, there are people, places, and things that happen. These are important parts of the story. We call them story elements. Read the definitions of story elements in box 3 below:

Below are some ways to describe characters (the animals or people in the story.) Many of these words are opposites. Two words are opposites when they have completely different meanings. For example: tall and short are opposites.
Task 1. Follow the directions and do activities A and B below:
Two Sides of the Story

- Vocabulary: Opposites
- Language: Ask for and Accept a Favor

A. Name each character. Use words from the box.

```
tall giant  brave girl  good fairy  short elf  old woman  strong bear
```

B. The young child asks the old woman for a favor. Complete their sentences.

1. **Young Child:** Can you ___________________________ ?
   
   **Old Woman:** Yes, I ____________________________ .

2. **Old Woman:** I will ____________________________ .
   
   **Young Child:** ____________________________ ! You are very nice!

---

Study the opposites below, then read the fable *The Eagle and the Moon of Gold*, and answer the questions in your notebook.
One day, a poor boy named Yaoh walked into the forest. He started to chop down a tree. Ter! Ter! Ter! sang his ax. “Stop!” an eagle cried from the sky. “This tree is my home. If you cut it down, my babies will die.” “I’m sorry,” Yaoh said sadly. “I have no choice. I need wood to build a fire, or I’ll die, too.” The eagle thought about Yaoh’s words. Then the eagle said, “I can fly you to the moon. Everyone knows that the moon is made of gold. You’ll be rich, and you can buy firewood. Just remember – we must return to Earth before sunrise, or the sun will burn us!” Shu! Shu! Shu! Yaoh and the eagle flew to the moon.

Before the sun came up, Yaoh put a few small pieces of gold into his pocket. He was content with what he had. Yaoh never needed to chop wood again.
Now a greedy man named Gwa lived in the house next to Yaoh. Gwa demanded to know how Yaoh got his gold. Yaoh told him about the eagle and the moon of gold. “I will be rich!” Gwa said to himself.

In the morning Gwa went to the same tree. He started to chop. Ter! Ter! Ter! Sang his ax “Stop!” the eagle cried from the sky. “This tree is my home.” “I have no choice” Gwa lied. “I need wood to build a fire, or I’ll die.” The eagle said, “I can fly you to the moon. Everyone knows that the moon is made of gold. You’ll be rich!” the eagle added. “You can buy firewood. Just remember – we must return to Earth before sunrise, or the sun will burn us!” Shu! Shu! Shu! Gwa and the eagle flew to the moon.

Gwa put many large pieces of gold into his pockets. “Hurry! The sun is rising!” the eagle cried. Still, Gwa was not content. He wanted more gold! More and more! The sun rose higher! “Too late!” the eagle cried.

Gwa did not listen to the eagle. He put more gold into his bags. “We will be burned!” cried the eagle. The eagle returned to Earth, but Gwa did not. He wanted more gold. Then the sun came up! Gwa and all his dreams melted into the moon.

Moral: Greed robs you of what you already have.
Task 2. In your notebook, answer the questions below, using complete sentences.

1. Two of Yaoh’s **character traits** are that he is **honest** and **hard-working**. Based on the story, how do you know that Yaoh is honest and hard-working?

2. One of Gwa character traits is that he is **greedy**. Based on the story, how do you know that Gwa is greedy?

Task 3. Follow the directions below, and complete the Character Traits Map.

**Identify Character Traits**

*Sum It Up*

Read the story. Then make a character map. List the characters’ actions. List what the actions tell about the characters.

---

**The Magic Rice Pot**

A long, long time ago, two men lived in India. Navjot was very poor. The goddess Durga felt sorry for him. She gave him a magic rice pot. It was always full of rice. Navjot gave deep thanks to Durga. With this pot, he was content.

But one day an innkeeper visited. He saw the pot. He tricked Navjot into giving it to him.

The goddess Durga was watching. “I have a better pot for you,” she told the innkeeper. The innkeeper took the pot. But when he opened it, evil spirits rose up. They began to beat him.

“We will not leave until you give back the pot!” the spirits cried. What could the man do? He gave the magic pot back to Navjot.

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**Character Map for “The Magic Rice Pot”**

<table>
<thead>
<tr>
<th>Character</th>
<th>What the Character Does</th>
<th>What the Character Is Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durga</td>
<td>She gives Navjot a magic rice pot.</td>
<td>kind</td>
</tr>
<tr>
<td>Navjot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innkeeper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Another story element is called **setting**. The setting is the **place** where a story happens, and the **time** when the story happens.

**Task 4.** Read the story about Pall Bunyan below, then complete the chart with phrases that indicate the setting of the story.

*Read the story. Look for phrases that tell *when* and *where* things happen.*

<table>
<thead>
<tr>
<th>Setting</th>
<th>When the story happens</th>
<th>Where the story happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the morning</td>
<td>Paul went up Eagle Mountain.</td>
<td>Eagle Mountain</td>
</tr>
<tr>
<td></td>
<td>After his walk, he went back home.</td>
<td></td>
</tr>
<tr>
<td>During breakfast</td>
<td>Paul sat beside the other men.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He ate 275 pancakes.</td>
<td></td>
</tr>
<tr>
<td>At 12:00</td>
<td>Paul began to plant trees near his home.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He worked from noon to 3:00 and made the North Woods.</td>
<td></td>
</tr>
<tr>
<td>Before dinner</td>
<td>Paul walked across Minnesota.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He walked until 6:00. His footsteps made 10,000 lakes.</td>
<td></td>
</tr>
</tbody>
</table>
Another story element is the **plot**. The **plot** tells **what happens** in the story. The **plot** always has a **beginning**, a **middle**, and an **end**.

**Task 5.** Look at the story map of *The Eagle and the Moon of Gold*, below. Imagine a new, different **end** for the story and write it in the last box.

### Plot of *The Eagle and the Moon of Gold*

**BEGINNING**

Yaoh is a poor boy who need to chop down a tree in order to get wood to keep warm. An eagle needs that same tree to keep her babies alive in their nest.

**MIDDLE**

The eagle carries Yaoh to the moon, which is made of gold. Yaoh gets a few, small pieces of gold. Before sunrise, he flies back home with the eagle so that they won't be burnt by the sun. Yaoh has enough money to buy wood, and he is very content. Yaoh's greedy neighbor, Gwa, wants to know how he got his gold. Then, he lies to the eagle and tricks her into carrying him to the moon.

**END**

Imagine a new, different end for the story and write it in the last box.