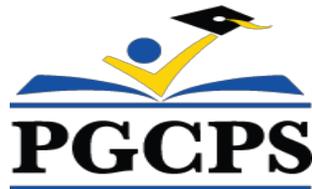


Elementary ESOL  
Summer Enrichment Packet  
For  
Rising 3<sup>rd</sup> and 4th Graders



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS  
Division of Academics  
Department of Curriculum and Instruction



# **Week 1**

## Academic Vocabulary

### **Content Areas:**

Science

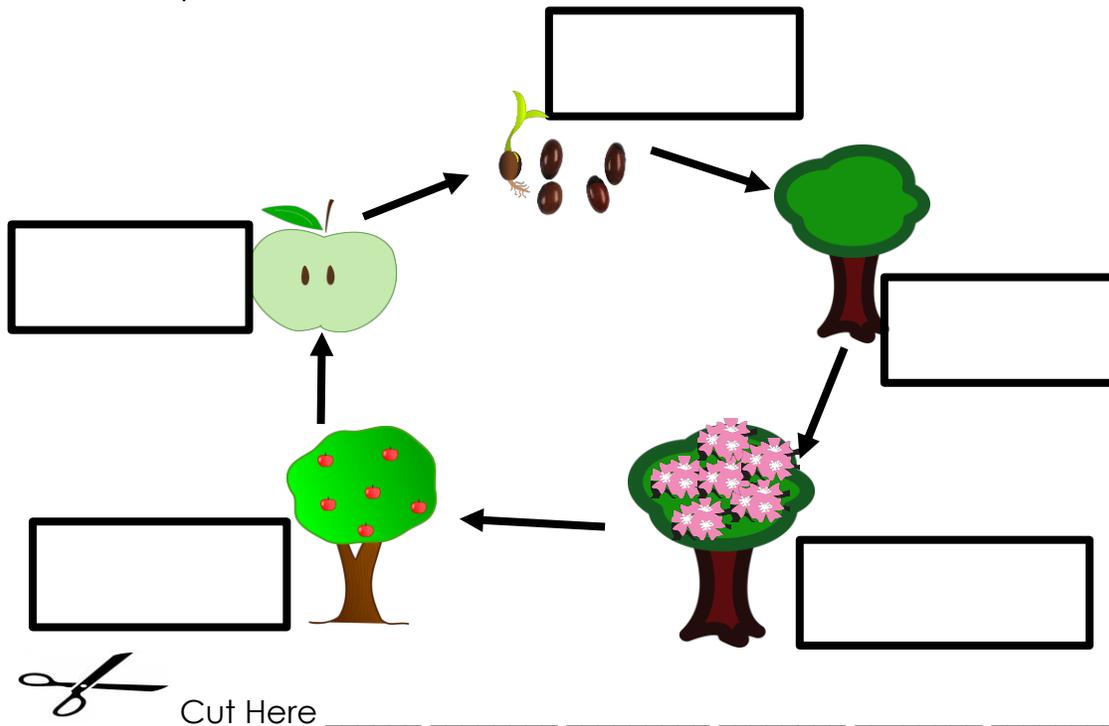
Social Studies

Mathematics

## Science Topics: Plants as Living Things. Plant Reproduction. Vocabulary Practice: Labeling a Tree Life Cycle Diagram

Directions:

1. Look at the pictures below. They show a cycle diagram of the life of an apple tree.
2. Read and cut the sentences at the bottom of the page. Each sentence describes a different stage in the life cycle of the apple tree.
3. Think about how the sentences go with the stages. If necessary, discuss your choices with your family.
4. Glue or paste the sentences to match each stage.
5. Now, share the complete cycle diagram of an apple tree with your family.



Seeds land on the ground and <b>germinate</b> .	The seed forms <b>roots</b> and <b>stems</b> , and eventually becomes a tree.	The fruit forms under the right <b>temperatures</b> .	The tree <b>blooms</b> in the spring.	The fruit fall and the seeds <b>disperse or spread</b> .
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## Science Topics: Plants as Living Things; Plant Reproduction Vocabulary Practice: Cloze Activity “Germination”

Directions:

1. Read the words from the Word Bank below.
2. The text “Germination” has some missing words. Think about which words fit best to describe how a seed develops into a plant.
3. Fill in the blanks. Make sure that sentences make sense.
4. Now, share your sentences with your family.

<b>oxygen</b>	<b>dormant</b>	<b>radicle</b>	<p><b>germination process</b></p>
<b>germinate</b>	<b>coat</b>	<b>seedlings</b>	
<b>shoot</b>	<b>plumule</b>	<b>dispersal</b>	

### Germination

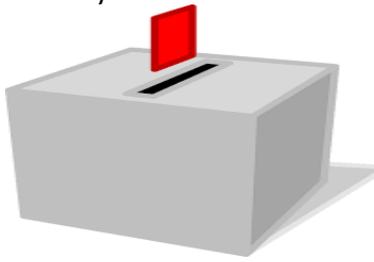
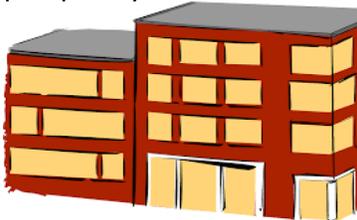
Most plants begin as \_\_\_\_\_ in the ground. Seeds remain \_\_\_\_\_ or inactive until the conditions are right for germination. All seeds need water, \_\_\_\_\_, and proper temperature in order to \_\_\_\_\_. The seed has a \_\_\_\_\_ through which it gets water and oxygen. When the seed coat breaks open, a root or \_\_\_\_\_ appears in the soil. After that, a shoot or \_\_\_\_\_ emerges from the ground. As the shoot grows and gets stronger, it becomes a \_\_\_\_\_ with leaves. Next, under the right temperature the plant starts flowering. Finally, the flowers produce seeds which after \_\_\_\_\_ give life to new plants.

## Social Studies Topics: Citizenship. Community.

### Vocabulary Review

Directions:

1. Read the words and look at the pictures.
2. Think about the word meanings and how they might fit into the sentences on the next page.

<p>community</p> 	<p>citizens</p> 	<p>respectful</p> 
<p>environment</p> 	<p>recycling</p> 	<p>vote (voted - Past tense)</p> 
<p>government</p> 	<p>property</p> 	<p>elections</p> 

## Social Studies Topics: Citizenship. Community. Vocabulary Practice: Cloze Activity

Directions.

1. Read the text "Being a Good Citizen" below.
2. Select words from the visual word bank on the previous page to complete the sentences.
3. Reread the text to make sure the sentences make sense.
3. Now, talk about being a good citizen with your family.

### Being a Good Citizen

Jose, Diana, and Victor are talking about what being a good citizen means. Jose says, "Being a good citizen means to be \_\_\_\_\_ to our surroundings. It's important to clean up after ourselves if we are having a picnic at the park. Also, it's important to care for the \_\_\_\_\_ by \_\_\_\_\_ plastic and paper." Diana says, "Yes, I agree. By the way, taking care of the recycling is one of my chores in my family. Also, I think that good \_\_\_\_\_ are kind and helpful to neighbors and elderly people. They also take good care of the personal and public \_\_\_\_\_." "Victor, what do you think?" asks Diana.

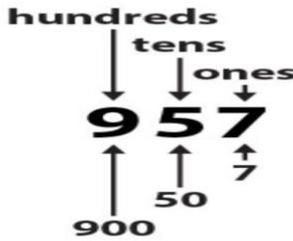
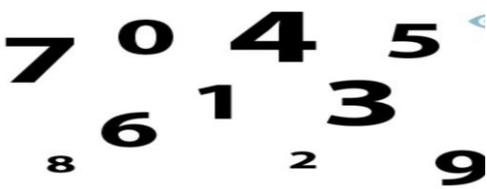
Victor shares that being a good citizen means to be an active member of the \_\_\_\_\_. "For example, says Victor, "My parents just \_\_\_\_\_ in the local \_\_\_\_\_ ."

## Mathematics Topic: Place Value

### Vocabulary Practice: Matching Activity

Directions:

1. Read the math words on the left and definitions on the right.
2. Draw a line to match the words with their definitions. Use examples to help you.
3. Now, create flashcards. First, cut the words and definitions. Then use glue two parts (word and definition) back to back. Now, you can play vocabulary games with your family members.

Math Words		Definitions and Examples
<p><b>digit</b></p>		 <p>a <b>value</b> a digit has because of its place in a number; the names of a position or place are: <b>ones, tens, hundreds</b></p>
<p><b>number</b></p>		<p>any of the symbols such as</p> 
<p><b>place value</b></p>		<p>a unit that indicates <b>quantity (how many)</b> and <b>value (how much)</b>; it can be described using <b>symbols</b> (2, 83, 167) or <b>words</b> (two; eighty three; one hundred sixty seven)</p>

# **Week 2**

## Academic Vocabulary

### **Content Areas:**

Science

Social Studies

Mathematics

## Science Topics: Animals and Habitats

### Vocabulary Practice: Matching Activity

Directions:

1. Look at the pictures. **Match** an animal with its **habitat**.
2. Discuss your **choices** with your family.
3. Use the clues from the pictures to **justify** your choices.

Animals	Habitats
 <p>squirrel</p>	 <p>savanna</p>
 <p>toucan</p>	 <p>forest</p>
 <p>frog</p>	 <p>rain forest</p>
 <p>elephant</p>	 <p>desert</p>
 <p>sea turtle</p>	 <p>pond</p>
 <p>tarantula</p>	 <p>ocean</p>

**Science Topics: Animals and Habitats.**  
**Vocabulary Practice: *What am I?* Riddles**

Directions:

1. Read the riddles. The **highlighted** words are there to help you.
2. Use the words from the **Habitats** word bank below to answer the riddles. Write them in the *column* on the right.
3. Play the riddles with your family. Create new riddles!
4. You can also cut the sections and create flashcards.

**Habitats**

<b>pond</b>	<b>savanna</b>	<b>rainforest</b>	<b>tree</b>	<b>desert</b>
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**Riddles: *What Habitat Am I?***

I am a place with very tall trees that create a huge <b>canopy</b> . There is <b>a lot of rain</b> here. As a result, it is very <b>humid</b> . Orchids, colorful frogs, and toucans live here. <i>What habitat am I?</i>	You are a ...
I am a place with a <b>dry climate</b> . There are some trees and shrubs here but water is not easy to find. Lions, elephants, and zebras live here. <i>What habitat am I?</i>	You are a ...
I am <b>a small body of water</b> with plants all around. <b>Water lilies</b> , frogs, and fish like it here because they have plenty of water and food here. <i>What habitat am I?</i>	You are a ...
I am a place where squirrels and birds find food and shelter. They build their <b>nests</b> and spend cold winters. <i>What habitat am I?</i>	You are a ...
I am a place with a <b>very dry climate</b> . It is very hot during the day but sometimes cold at night. There are not many plants here but <b>cacti</b> grow abundantly. I provide shelter for snakes and tarantulas. <i>What habitat am I?</i>	You are a ...

# Social Studies Topics: Government. Laws

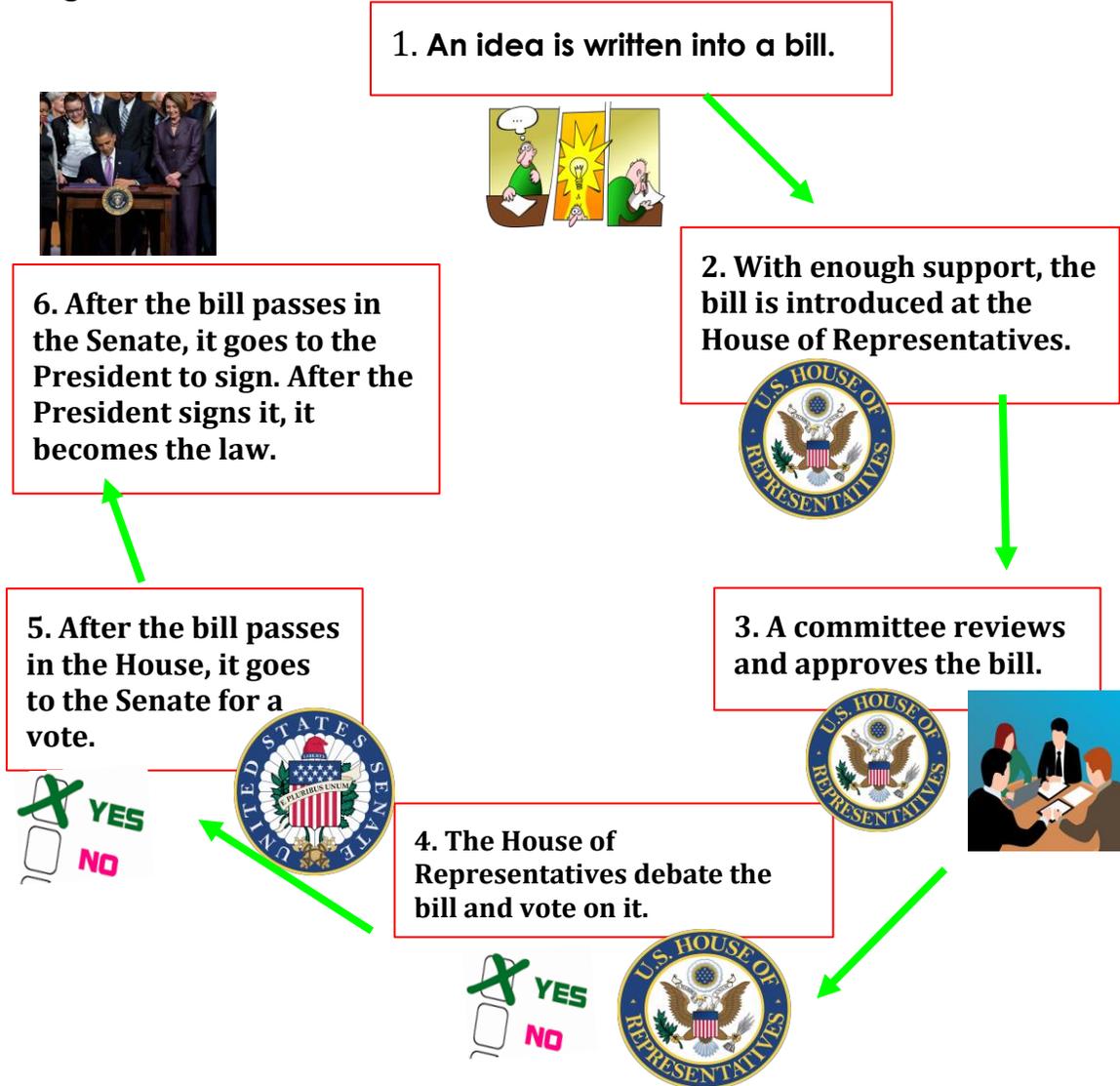
## Vocabulary Practice: Reading and Discussion Activities

**Questions: What are laws? How are laws created in the United States?**

Laws are **rules** that people must **obey** or follow. Laws are created to **protect** people and the things they own. For example, the law says that pet-owners must walk their pets on a leash to **keep the community safe**. Another example of a law is that babies and toddlers must be in car seats when they are in the car.

**Part 1. Study the diagram below. Discuss what you see with your family.**

**Diagram "How a Bill Becomes a Law"**



## Part 2. Close Activity: How a Bill Becomes a Law

<b>bill</b>	<b>committee</b>	<b>House of Representative</b>		
<b>Senate</b>	<b>law</b>	<b>vote</b>	<b>President</b>	<b>veto</b>

Directions:

1. Use the words from the word bank above to fill in the missing words.
2. Use the **diagram** on the previous page to help you decide which words fit best so your sentences make sense.
3. After you finish, reread and share with your family.

A law begins as an idea by a citizen or a House Representative to solve a problem. The idea is written into a \_\_\_\_\_.

When the Representative receives enough support, the bill is introduced in the \_\_\_\_\_. The bill is assigned the bill to a \_\_\_\_\_.

The committee reviews the bill. When the committee approves the bill, it sends it to the House floor for a \_\_\_\_\_.

After the debate, the Representatives \_\_\_\_\_ on the bill. They can select to say YES or NO. If a majority of the Representatives say YES, the bill passes in the U.S. House of Representatives.

Then, the bill goes to the US \_\_\_\_\_. Senators discuss the bill and vote on it. If a majority of Senators voted YES for the bill, then the bill goes to the President of the United States.

The \_\_\_\_\_ can sign the bill or \_\_\_\_\_ the bill. To veto a bill means to reject it. If the President signs the bill, the bill becomes a law.

# Mathematics Topic: Operations with Two- and Three-Digit Numbers

## Vocabulary Practice: Word Problem Cloze Activity

Part 1. Directions:

1. Read the words and phrases in the Word Bank below. These are small and everyday words, but they play a big role in math!
2. Think about how these words and phrases can be used in math.
3. Use these words and phrases to complete the sentences in the word problem below. Make sure the sentences make sense mathematically!

### Word Bank

<b>at least</b>	<b>no more</b>	<b>per</b>
<b>spends</b>	<b>budget</b>	<b>each</b>

<p><b>Math Problem:</b> <b><i>Budgeting for Drinks</i></b></p>	 <p>a pack                      a pouch</p>
<p>Jesse's mother is working on her grocery _____. She asked Jesse to help her figure out how much money she _____ every month on his favorite drinks, Capri Sun punch. The punch comes in a pack of 10 pouches and costs \$5.00 _____ pack. If Jesse drinks _____ 26 pouches but _____ than 30 pouches of juice per month, then how much money does his mother need for Jesse's drinks _____ month?</p> <p><b>A Challenge Question:</b> <i>How much money does she need for the whole year?</i></p>	

# Mathematics Topic: Operations with Two- and Three-Digit Numbers

## Part 2. Solving the Problem

Directions:

1. Now, that there is a complete word problem, use the space below to solve the problem. Show how you use two strategies: **repeated addition** and **multiplication**.
2. Make sure your work shows how you use **numbers** and **drawings** to **represent** the problem and the solution.
3. Discuss the problem and your solutions with your family.
4. Use drawings to support your explanation.

### Let's Review:

<b>Repeated Addition</b> means <b>adding the same number a specific number of times.</b>	<b>Multiplication</b> is <b>an operation performed on a pair of numbers to get a third number called "product."</b>
<b>Example:</b> $6 + 6 + 6 = 18$ (6 plus 6 plus 6 equals 18)	<b>Example:</b> $6 \times 3 = 18$ (6 multiplied by 3 equals 18)

NOTE: Did you notice that we got the same answer both times, when we used repeated addition and multiplication?

<b>Strategy 1: Repeated Addition</b>	<b>Strategy 2: Multiplication</b>
Numbers	Numbers
Drawing or <b>Visual Representation</b>	Drawing or <b>Visual Representation</b>

# **Week 3**

## Academic Vocabulary

### **Content Areas:**

Science

Social Studies

Mathematics

## Science Topics: Plants. Seeds Dispersal Part 1. Reading Activity

### Animals Help to Spread Seeds

Animals use plants as food. On the other hand, plants need animals to **disperse** or spread seeds. Let's look at the pictures and read how animals help plants with the seed **dispersal** or spread.



a bison

Some seeds are covered with spikes called **burrs**. These burrs get **attached** or hooked onto the animal's fur. As animals move, the seeds fall off.



a finch

Seeds and fruit are good food for birds. As they eat seeds or **nibble** on fruit, they may drop some seeds. Also, they drop seeds from their **beaks** as they fly from place to place.



a squirrel

Some animals **collect** and bury seeds in the ground so they can **survive** through the winter. For example, squirrels hide acorns in the ground. If they don't eat them, new oak trees can grow from the acorns.

## Science Topics: Plants and Seeds Dispersal

### Part 2. Matching and Writing Activity

Directions:

1. Read the sentences and **match** them with the pictures.
2. Use the space under each sentence to add more **details**.
3. Now, share with your family what you know about different ways seeds **disperse** or spread.

Pictures		Sentences
<p>sheep</p> 		<p>Wind <b>dispersed</b> seeds by blowing them.</p>
<p>dandelion</p> 		<p>Water <b>dispersed</b> seeds by carrying them to new places.</p>
<p>coconut</p> 		<p>Mammals <b>disperse</b> seeds by carrying them in their fur.</p>
<p>sunflower</p> 		<p>Birds <b>disperse</b> seeds by dropping them as they eat or carry them in their beaks.</p>

## Social Studies Topics: Goods and Services

### Vocabulary Practice: Reading and Sorting Activity

**Goods** are things or items that were made or **produced** to satisfy our *wants* and *needs*. **Services** are actions done by a person or people for others. While we can buy both goods and services, there is a **distinction** or **difference** between goods and services. Goods are **tangible** or **physical** items that we can touch and services are **non-physical**.

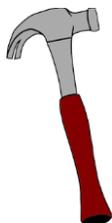
Directions:

1. Look at the pictures at the bottom of the page. Think about how they *represent* **goods** or **services**.
2. Cut out the pictures. Paste them either under the Goods or Services columns below.
3. Now, share your choices with your family. **Justify** your selections.

Goods	Services



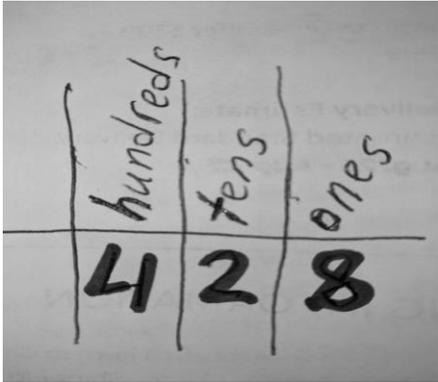
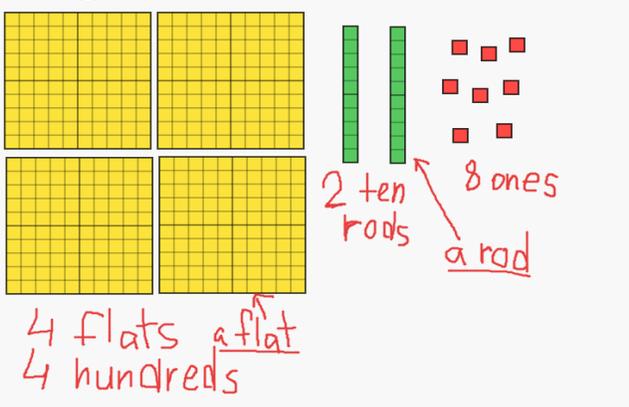
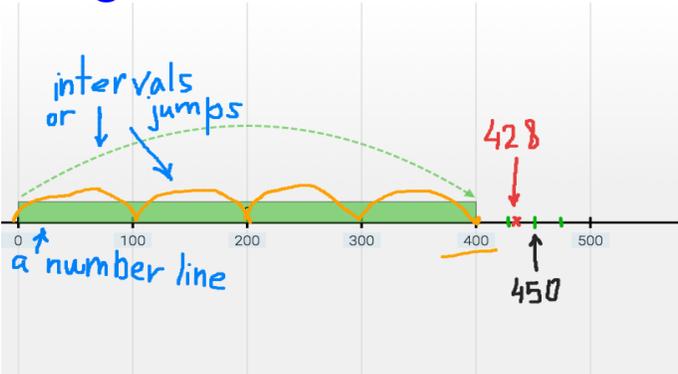
Cut out the pictures.



# Mathematics Topics: Three Digit Numbers. Multiple Representations

## Part 1. Vocabulary Review. Modeling

We can **represent** or show numbers in **multiple** or many ways. The **table** shows different ways the **number 428** can be represented.

<p><b>symbols</b></p> <p><b>428</b></p>	<p><b>words</b></p> <p>four hundred twenty eight</p>
<p><b>place value chart</b></p> 	<p><b>using base ten blocks</b></p> 
<p><b>decomposition* or expression</b></p> <p><b>200 + 200 + 28</b></p> <p>* breaking down</p>	<p><b>using a number line</b></p> 

## Part 2. Your Turn!

Directions:

1. Use the table below to represent **274**.
2. Share your work with your family.
3. Explain different ways the number 274 can be represented.

<b>symbols</b>	<b>words</b>
<b>place value chart</b>	<b>using base ten blocks</b>
<b>decomposition or expression</b>	<b>using a number line</b>

# **Week 4**

## Academic Vocabulary

### **Content Areas:**

Science

Social Studies

Mathematics

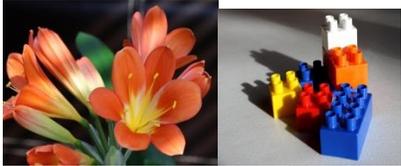
## Science Topics: Properties of Matter

### Vocabulary Review: Reading & Matching Activity

What is **matter**? **Matter** is anything that *occupies* or takes up space. We can *identify* matter by different **properties** or *characteristics*. A property is a way that something *looks like* or *feels like*. Properties of matter are: *color, shape, texture, hardness, flexibility*.

Directions:

1. Read the descriptions.
2. Draw a line to match the descriptions with the pictures.
3. Now, share with your family. **Justify** your choices by using what you know about **matter** and its **properties**.

	<p><b>Flexibility</b> is a property that tells how easy or hard it is to <i>bend</i> an object. We can stretch rubber bands because they are <i>flexible</i>. Woods planks will break if we bend them.</p>
	<p>We can also see the shape of matter. <b>Shape</b> is the form that an object has. The basketball is round. The ottoman is shaped like a cube.</p>
	<p>We can see some properties such as <b>color</b>. The flower is orange. The Legos are blue, red, and orange.</p>
	<p><b>Texture</b> is another property we can feel when we touch an object. The gold ball is smooth but the tree bark is rough.</p>
	<p>We can feel <b>hardness</b>. We can feel how <i>hard</i> or how <i>soft</i> an object is. We can make a cup more easily from clay than from metal. Metal is hard.</p>

## Social Studies Topics: Consumers. Producers. Vocabulary Practice: Reading and Sorting Activity

A variety of **products** are **produced** for people to **consume** or use. Different products *are made from* different **materials**. Things for **consumers** can be made from materials such as *metal, wood, plastic, paper, or glass*. While *wood and metal* are **natural resources**, *glass and paper* are **produced** by people. The pictures on the bottom of the page show objects made from different **materials**. They have one thing *in common* - they are all made for human **consumption** or use.

Directions:

1. Look at the table below. It shows four **categories of materials**.
2. Cut out the pictures. How do they fit into these categories?
3. Paste the pictures into the **categories**.
4. Look around your home! Add more pictures.
5. Now, discuss these categories with your family.

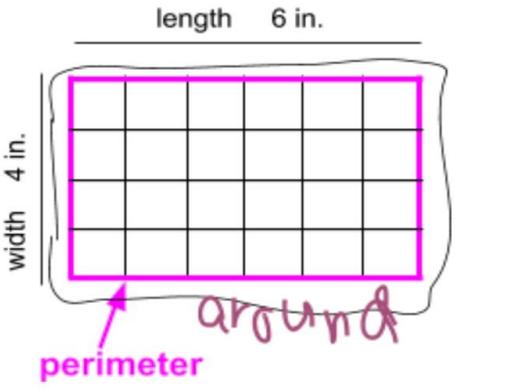
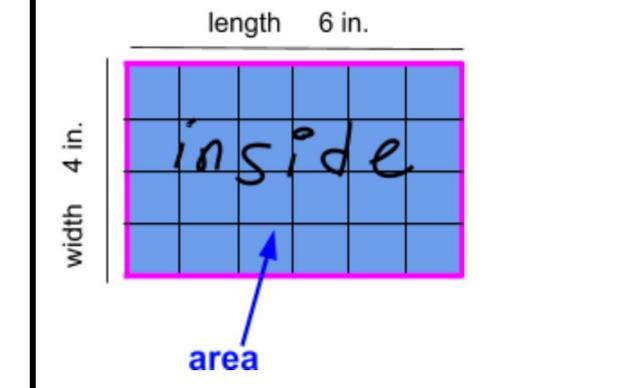
<b>Plastic</b>	<b>Metal</b>
<b>Wood</b>	<b>Glass</b>

✂ Cut out the pictures.-----



## Mathematics Topics: Measurement. Perimeter & Area Part 1. Vocabulary Review

Read about **perimeter** and **area** in the *table* below.  
Talk with your family about these two ways of measuring objects.

perimeter	area
<p>Perimeter is the <b>length</b> or the <b>distance</b> <b>around</b> a <b>two - dimensional figure</b> or shape.</p>	<p>Area is the measurement of the space <b>inside</b> or <b>within</b> a <b>two - dimensional figure</b> or shape.</p>
	
<p>We measure the perimeter by <b>adding the lengths</b> of <i>each</i> side of a figure.</p> <p>4 in + 6 in + 4 in + 6 in = 20 in or 4 in + 4 in + 6 in + 6 in = 20 in</p>	<p>We measure the area by <b>counting the square units</b> <i>inside</i> a shape or <b>multiplying the length by the width</b> of a figure.</p> <p>6 in x 4 in = 24 sq. in.</p>
<p>Real Life Examples:</p> 	<p>Real Life Examples:</p> 

## Part 2. Perimeter and Area: Measuring Objects at Home

Directions:

1. Look at the **objects** below. You may find them in your home.
2. Use a **ruler** or a **measuring tape** to measure the **perimeter** and the **area** of at least 3 items.
3. Write your number sentences and explanations in the space next to each object.

Start your sentences like this:

The perimeter of \_\_\_\_\_ is \_\_\_\_\_.

The area of \_\_\_\_\_ is \_\_\_\_\_.

Item	Perimeter	Area
<p><b>a book cover</b></p> 		
<p><b>a seat of a chair</b></p> 		
<p><b>a painting on the wall</b></p> 		
<p><b>a cutting board</b></p> 		