

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:

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

Activities Week 1

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.

paramedics



firefighters



earthquake



rescue



emergency



police officers



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



- I might save lives.
- I _____ the ambulance.
- I _____ people to the hospital.



- I _____ boxes.
- I _____ to different places.
- I _____ nice people.



- I _____ a firefighter.
- I _____ fires.
- I _____ people.



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 as 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?

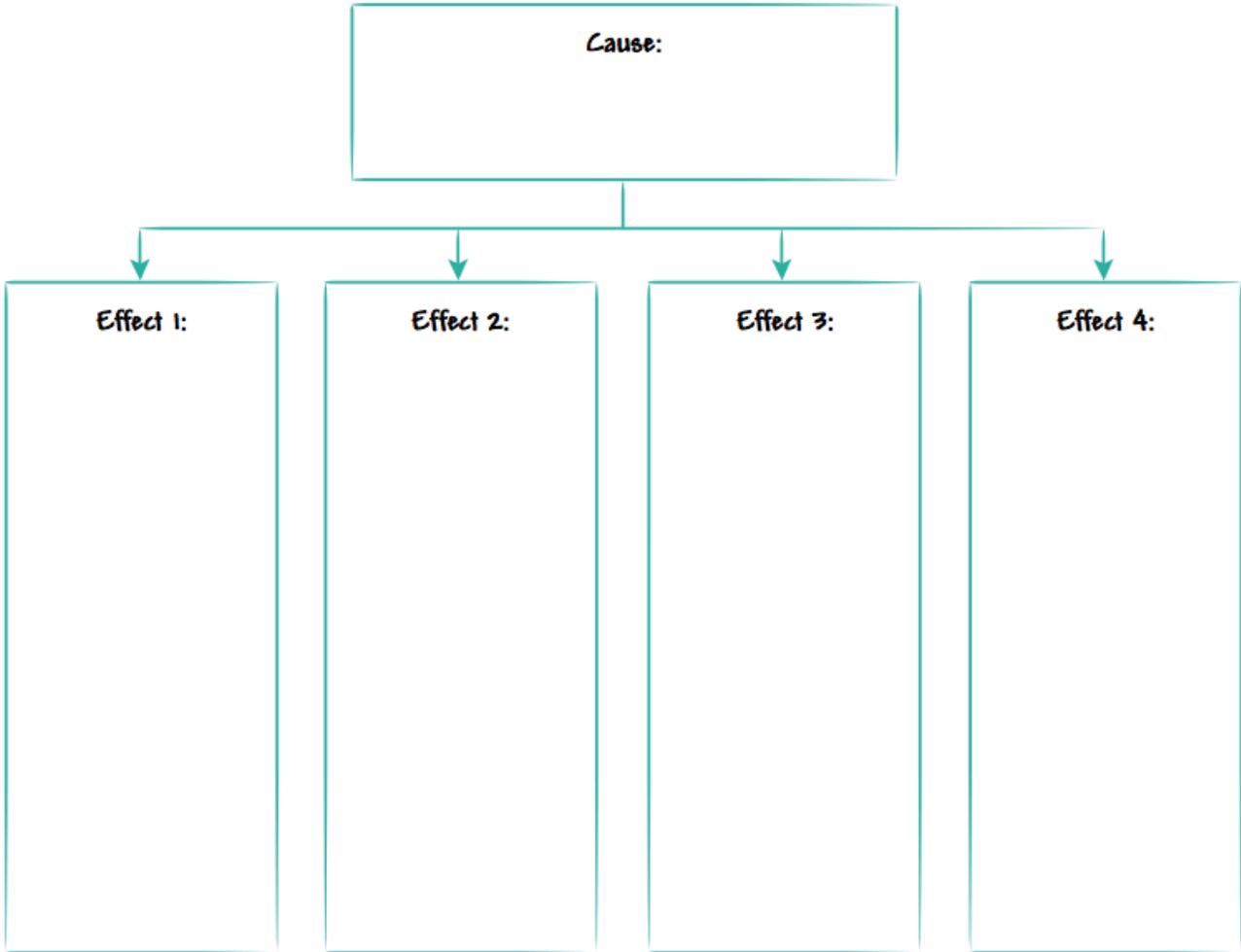
Task 4. When we look at **cause and effect** in a story, we look at **what happens** and **the reason why** those events happen. The **cause** is **why something happened**, and the **effect** is **what happened**.

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.

FRIENDLY LETTER

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

September 28, 2009

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 the date at the top of the letter. This is the **heading** of the letter.

Write like you are talking to your friend.

The **closing** includes your signature.

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.

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?

Activities Week 2

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."

Task 2. Directions: Read the history article below, then answer the questions.

Striving for Change



Alice Paul

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.

Time Line of Civil Rights

Date: _____
Event: _____

Events in Civil Rights

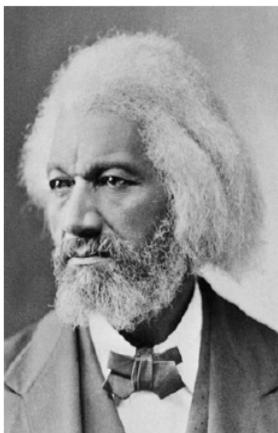
- In 1965, César Chávez helped farmworkers.
- Martin Luther King, Jr., gave a famous speech in 1963.
- In 1920, women got the right to vote.
- A law ended slavery in 1865.
- In 1964, a new law gave all Americans equal rights.

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.



Frederick Douglass

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

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

- Eleanor Roosevelt thought all people should have
(**think**)
the same rights.
- She _____ a movement to get fair treatment for
(**lead**)
people everywhere.
- Eleanor _____ around the world.
(**go**)
- She _____ with the leaders of many countries.
(**speak**)
- She _____ important speeches.
(**give**)
- People _____ her and agreed with her ideas.
(**see**)



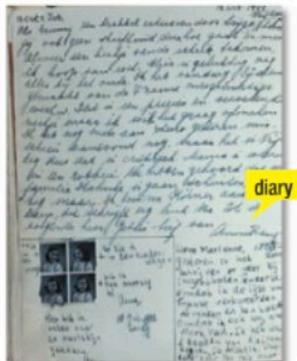
Eleanor Roosevelt

Activities Week 3

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.



diary

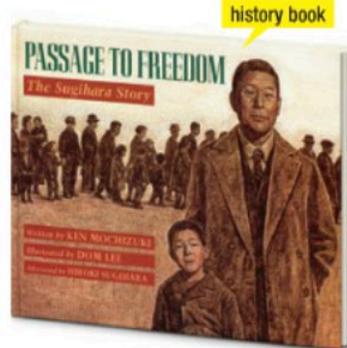
Some people wrote about their lives in **diaries** or **journals**. You can read them to see what people's lives were like in the past.



newspaper

photograph

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

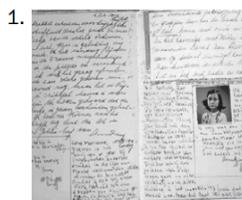


history book

Look in books written later by **historians**. A historian reads many **sources** and tells the story of the past.

A. Complete each sentence. Tell about the picture. Use words from the box.

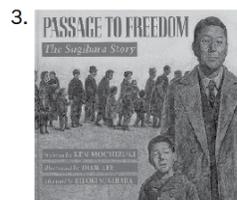
newspaper historian diary history book photographs



In a diary,
you can read about what a
person's life was like in the
past.



A _____
has _____
that make the news come
alive.



A _____
is written by a
_____.

B. Complete each sentence. Compare the historical records.

4. Both a newspaper and a _____ give facts about events.
5. A _____ reports events as they happen, but a _____ reports events after they have happened.
6. A _____ tells about the events in one person's life, but a _____ tells about events in the lives of many people.

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.

Words That Compare
 alike unlike
 same different
 and but
 both

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

About Tanya	About You
Tanya lived through a war.	

- 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.



Margaret Bourke-White

World War II began in 1939.
thing

Margaret Bourke-White took photographs of the war in Europe.
person things thing place

Magazines printed her amazing pictures.
things things

Americans could see what their soldiers were doing.
people people

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*.



Bill Mauldin

4. Ollie Stewart was a reporter.

5. He was the first journalist from the newspaper *Afro-American* to go to the frontline in North Africa.

6. He was also in France when the war ended there.



Ollie Stewart

WRITE A PARAGRAPH

Write the paragraph.

Add the missing words.

award newspapers soldiers

Japan photographs

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.

Present	Past
leave	left
are	were
say	said

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

Present

1.



Today families say ,
"Let's watch TV."

Past



In the 1940s, they often _____ ,
"Let's listen to the radio."

2.



Today a worker _____
milk at the store.



In the 1940s, a worker _____ milk
at someone's house.

3.



Now CDs _____ popular.



In the 1940s, records _____ popular.

Activities Week 4

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:

RECIPE FOR A STORY

Begin with characters,
Some evil, some kind.
Put them in settings
That you have designed.

Throw lots of action
Into the mix.
Stir in a problem
That you can fix.

Cook it for hours
And get to the end.
Share your new story
With all of your friends.

monster

villain

superhero

3

What are the story elements?
A **character** is a person or animal in a story.
The **setting** is the time and place that the story happens.
The **plot** is what happens in the story from the **beginning** to the **middle** to the **end**.

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:

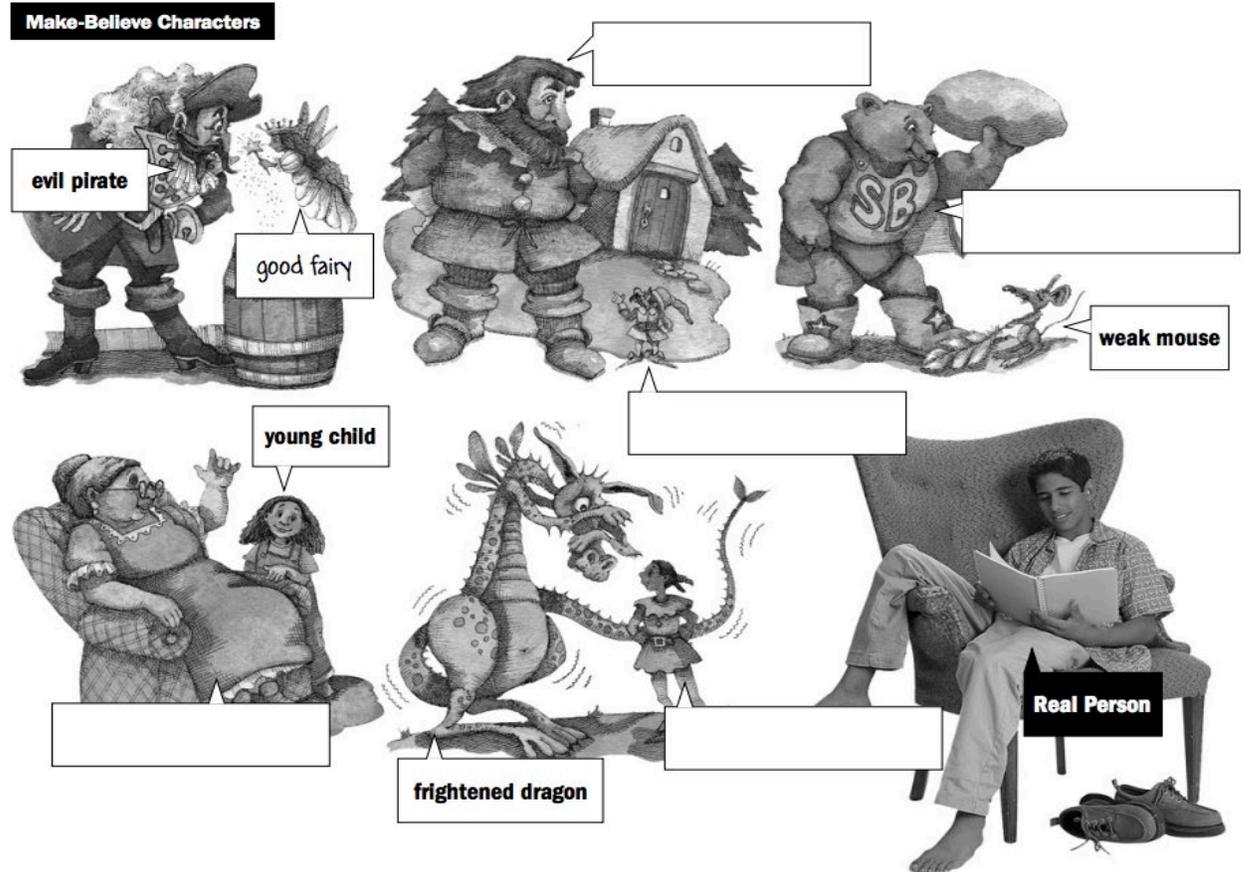
Two Sides of the Story

► **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.

- **poor** A **poor** person has little money.
- **rich** A **rich** person has a lot of money.
- **small** **Small** means “little.”
- **large** **Large** means “big.”
- **few** When you have **few** things, you have only a small number of things.
- **many** When you have **many** things, you have a large number.
- **content** **Content** people are happy with what they have.
- **greedy** **Greedy** people always want more.

The Eagle and the Moon of Gold

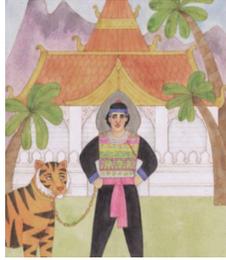
by Yeemay Chan



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.

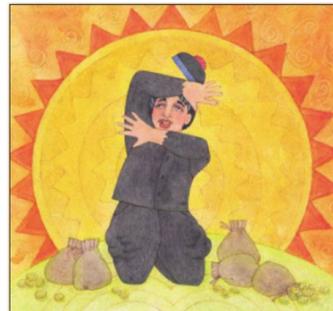
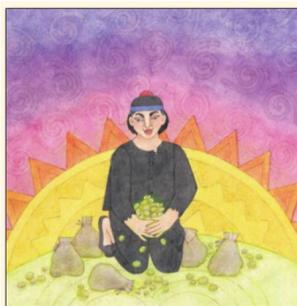


Now a **greedy** man named Gwa lived in the house next to Yaoh. Gwa demanded to know how Yaoh got his gold. Yaoh told him about the eagle and the moon of gold. "I will be **rich!**" Gwa said to himself.



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.

Character Map for "The Magic Rice Pot"

Character	What the Character Does	What the Character Is Like
Durga	She gives Navjot a magic rice pot.	kind
Navjot		
Innkeeper		

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 Paul 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.

	
<p>In the morning, Paul went up Eagle Mountain. After his walk, he went back home.</p>	<p>During breakfast, Paul sat beside the other men. He ate 275 pancakes.</p>
	
<p>At 12:00, Paul began to plant trees near his home. He worked from noon to 3:00 and made the North Woods!</p>	<p>Before dinner, Paul walked across Minnesota. He walked until 6:00. His footsteps made 10,000 lakes.</p>

Setting

When the story happens	Where the story happens
<i>In the morning</i>	<i>Eagle Mountain</i>

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

A large empty rectangular box provided for writing a new, different end for the story.