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

Prince George’s County Public Schools
Division of Academics
Department of Curriculum and Instruction
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 Newcomer English Learners should have acquired in their first year of English language acquisition:

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<tr>
<td>Express feelings</td>
<td>Present progressive</td>
<td>Family</td>
</tr>
</tbody>
</table>
Review: Food vocabulary, adjectives.

Task 1. Directions: Name each food. Use the words from the box.

| butter | chicken | milk | plum | pear | peas | roll | water |

Task 2. Read the text below. Study the adjectives box on the right.

Adjectives

An adjective is a word that tells about a noun. A noun is a place, person or thing. An adjective tells about a place, a person or a thing.

For example:

In the picture I see a long, orange carrot. I also see large, round onions.

Long, orange, round are adjectives.

Carrot and onion are nouns.

Directions:
In your notebook, draw the pictures of four foods you like, and tell about them using at least 2 adjectives.

Example: I like big, round bagels.

Use this sentence frame to tell about the foods you like.
I like _______________ ,    _______________   _____________  

Something Good for Lunch

Kim wants something to eat.  
Kim will make hot dogs for lunch.  
She cooks a batch of long hot dogs in a big pot.  
Next Kim chops some small onions.  
She moves the onions to a different spot.  
She opens a large bag of buns.  
She fills the buns with hot dogs, mustard, and onions.  
She opens a small bag of chips, too.  
She pours a cup of punch.  
This is too much food to eat!  
Kim calls Mitch.  
He wants the same lunch as Kim.  
Then they sit and eat a great lunch!

Task 3. Directions: In your notebook, answer the questions below using complete sentences.

1. What do Kim and Mitch have for lunch?

2. What problem does Kim have? How does she solve it?

3. Would you like to have the same lunch as Kim and Mitch? Why or why not?
Task 4. In your notebook, list all the action verbs you can find in *Something Good for Lunch*.

Task 5. Write about how to make food! You will need to use action verbs. An action verb tells the action in a sentence. It tells what someone does. In the example, *make, find, take, get* are action verbs.

Once you have all the ingredients, how do you make salad? Directions: Complete each sentence. Tell how to make salad. If you want, you can use the verbs listed below:

<table>
<thead>
<tr>
<th>wash</th>
<th>cut</th>
<th>eat</th>
<th>add</th>
<th>put</th>
<th>get</th>
</tr>
</thead>
</table>

I make tasty salads.

I find fresh lettuce.

I take a red tomato.

I get some carrots, too.
1. I _______ wash the lettuce.
2. I _______ some carrots.
3. I _______ the tomato.
4. I _______ the salad in a bowl.
5. I _______ the dressing.
6. I _______ the salad!
Review: Job Descriptions, Occupations and Places of work, Present Tense, Interrogative Pronouns

Task 1. Directions: Look at the words in the Word Box. Write the correct occupation and work place on the lines under each occupation description below.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Place of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>school buildings and homes</td>
</tr>
<tr>
<td>farmer</td>
<td>restaurant building site</td>
</tr>
<tr>
<td>shop assistant</td>
<td>garage office</td>
</tr>
<tr>
<td>nurse</td>
<td>shop police station</td>
</tr>
<tr>
<td>factory-worker</td>
<td>architect farm</td>
</tr>
<tr>
<td>waiter/waitress</td>
<td>bricklayer office</td>
</tr>
</tbody>
</table>

I help people learn new things. I file documents, answer the phone and send emails. I make things on a production line. I help customers and take their money.

Teacher

School

I wire houses and install electrical products. I grow crops and keep animals. I work very hard. I take your order, then I bring you your food. I service cars, change the oil and check parts.

Factory worker

I help the traffic move and arrest bad people. I look after sick people and help the busy doctors. I design homes, factories and shops. I use bricks and cement to build walls and houses.
Task 2.

People in Action

Present Tense Verbs

To tell what another person or thing does, use a verb that ends in -s.

The carpenter builds a box.
He uses glue.
It holds the sides together.
His son helps.

BUILD SENTENCES
Say each sentence. Add the correct form of the action verb.

Example: 1. He mops the floor.

1. He ___ the floor. ( mop )
2. She ___ the plants. ( water )
3. She ___ newspapers. ( sell )

4. It ___ the clothes. ( clean )
5. He ___ ( run )
6. She ___ the news. ( report )

Task 3.
Directions: In your notebook, write about a job that you might like to have when you are older. What makes the job interesting to you? What do you need to study to be good at the job?

Task 4. Read the text below, then answer the questions.
Let Ben Take It

Ben is a bike messenger.
Do you want to send something?
Ben can get it there fast.
Just say where it must go.
He gets his map.
He can study it to learn the best route.
He uses it to find a shop.
Then he hops on his bike and . . . zip!
He is off like a jet.
Ben can carry a lot of different things:
food, pictures, letters, flowers.
They fit in the big bag on his back.
Ben loves his job.
He has a smile on his face.
When you want to send something,
let Ben take it!

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

1. What is Ben's job?
2. What does Ben use to do his job?
3. What kinds of things does Ben carry?
4. What do you think is the hardest part of Ben's job?
5. Would you want to be a bike messenger? Why? Or why not?

Task 5. Directions: Complete each question using Who, What, Where, and When.
Who? What? Where? When?

Questions with Who, What, Where, and When

A. You can use the words Who, What, Where, or When to start a question.

- Use Who to ask about a person.
  - Who is this?

- Use Where to ask about a place.
  - Where can he go?

- Use What to ask about a thing.
  - What is his job?

- Use When to ask about a time.
  - When is he at work?

B. Complete each question. Use Who, What, Where, or When.

1. _____ drives the cab?
   - Mr. Siwela drives the cab.

2. _____ is on his head?
   - A cap is on his head.

3. _____ is the cab?
   - The cab is at the flower shop.

4. _____ is the shop?
   - The shop is on Main Street.

5. _____ wants a ride in the cab?
   - Ms. Vega wants a ride.

6. _____ is in her hand?
   - A plant is in her hand.

7. _____ is she ready to go?
   - She is ready to go now.

8. _____ is her home?
   - Her home is on Elm Street.
Review: Present Tense, Adjectives
Task 1.

Directions: Use a word from the box to complete each sentence. Write the word on the line. Use each word only once. There is one more word than you need.

<table>
<thead>
<tr>
<th>layers</th>
<th>scientist</th>
<th>use</th>
</tr>
</thead>
<tbody>
<tr>
<td>rock</td>
<td>study</td>
<td>learn</td>
</tr>
</tbody>
</table>

The word __________________ means “an expert in science.”

The word __________________ means “to do something with.”

The word __________________ means “to gain knowledge or skill.”

The word __________________ means “a stone of any size.”

The word __________________ means “to learn about; to think deeply.”
Task 2. Read the informational text below. Then, answer the questions.

**Smart Rocks**

What can we learn from rocks? Rocks tell us about the past. Geologists are scientists who study rocks. Some rocks are small. You can pick them up. Some rocks are big. These hills are really big rocks. They are made of many layers, flat parts that sit on top of one another. The layers tell us when the rock was made. The lower layers of rock are older.

Geologists use rocks to learn about plants and animals from the past. After they died, plants and animals left marks or parts in rocks. These are called fossils.

- Layers of rocks

- These hills are made of a type of rock called sandstone.

- fish fossil

- Geologists study fossils frozen in rock
Directions: In your notebook, answer the questions below. Use complete sentences.

1. What do geologists do?
2. Why do geologists look at the layers in a rock?
3. Are the top layers of rocks older or younger than the bottom?
4. Are fossils old or young? How do you know?

Task 3. Read the paragraph below aloud. Add the vocabulary words.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>rocks</td>
</tr>
<tr>
<td>learn</td>
</tr>
<tr>
<td>scientists</td>
</tr>
<tr>
<td>study</td>
</tr>
<tr>
<td>use</td>
</tr>
</tbody>
</table>

Geologists are ___________________ who look at _________ to find out about plants and animals. They __________ about plants and animals that lived long ago. Geologists _________ special tools to __________ fossils of plants and animals.

Task 4. Begin a rock collection. Study the rocks like a scientist.

Directions:

1. Collect some interesting rocks.
2. Make a rock observation log. Assign each rock a number or letter to identify it.
3. Take notes in the log about how each rock looks and feels. Use adjectives to describe their color, size, and shape. You can use some of the adjectives in the box below.

4. Compare the rocks: how are the rocks alike? How are they different?
Task 5. Directions: Complete each sentence with the correct form of the action verb.

**Everyone Helps**

▲ Grammar: Present Tense Verbs

To tell what another person or thing does, use a verb that ends in -s.

- The Ali family **owns** a store.
- It **keeps** them busy.
- Mr. Ali **works** hard.
- Mrs. Ali **helps**.

Read each sentence. Add the correct form of the action verb.

1. Mr. Ali **cleans** (clean) .
   He **sweep** (sweep) the sidewalk.

2. He **move** (move) a box for Mr. Ali.
   It **hold** (hold) fresh apples.

3. Mrs. Ali **take** (take) the money.
   She **thank** (thank) the man.

4. Kira **cut** (cut) a flower.
   She **put** (put) it in water.
Review: Ordinal and Cardinal Numbers, Negative Sentences, Questions with Do and Does

Directions: Review the number words below, then complete the tasks on pages 16-17.

**Number Words**

<table>
<thead>
<tr>
<th>0</th>
<th>11</th>
<th>21</th>
<th>40</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>eleven</td>
<td>twenty-one</td>
<td>forty</td>
<td>one hundred</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>22</td>
<td>50</td>
<td>101</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>23</td>
<td>60</td>
<td>500</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>24</td>
<td>70</td>
<td>550</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>25</td>
<td>80</td>
<td>1,000</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>26</td>
<td>90</td>
<td>1,151</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>27</td>
<td>100</td>
<td>5,000</td>
</tr>
<tr>
<td>7</td>
<td>18</td>
<td>28</td>
<td>100</td>
<td>10,000</td>
</tr>
<tr>
<td>8</td>
<td>19</td>
<td>29</td>
<td>100</td>
<td>100,000</td>
</tr>
<tr>
<td>9</td>
<td>20</td>
<td>30</td>
<td>100</td>
<td>500,000</td>
</tr>
<tr>
<td>10</td>
<td>ten</td>
<td>31</td>
<td>300</td>
<td>1,000,000</td>
</tr>
</tbody>
</table>

Put commas after the millions place and the thousands place.

**Beijing, China:** Population 17,400,000

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**First, Second, Third…**

- Vocabulary: Ordinal Numbers
- Language: Express Needs

Ordinal numbers are used to describe the order in which things happen.
Task 1

**Numbers Tell How Many**

► **Vocabulary: Cardinal Numbers**
► **Language: Give Information**

A. Read the number words. Write the numbers.

1. four thousand, five hundred forty
2. nine hundred ninety-seven
3. three hundred ten thousand
4. two million, one hundred thousand
5. fifty-four thousand, one hundred one
6. eight hundred thirty-eight
7. five thousand, six hundred fourteen
8. seven hundred nineteen
9. thirty million, two hundred thousand
10. ten thousand, four hundred one

B. Complete the facts about this student’s school. Use number words.

11. My school has three fields. (3 fields)

12. My school has twelve classrooms. (12 classrooms)

13. My school has twenty-four computers. (24 computers)

14. My school has three hundred forty-seven students. (347 students)
Task 2.

First, Second, Third . . .

▶ Vocabulary: Ordinal Numbers
▶ Language: Express Needs

A. Look at the picture. In what order are the people? Write words from the box to show the order.

<table>
<thead>
<tr>
<th>first</th>
<th>second</th>
<th>third</th>
<th>fourth</th>
<th>fifth</th>
<th>sixth</th>
<th>seventh</th>
<th>eighth</th>
<th>ninth</th>
<th>tenth</th>
</tr>
</thead>
</table>

B. Use the picture above to complete each sentence. Tell what the person needs.

| mother | sneakers | bag | food | tag |

1. The first person needs sneakers .
2. The fourth person needs a
3. The sixth person needs a big
4. The seventh person needs his
5. The tenth person needs

Task 3. Read this story set in China a long time ago, then complete the task on page 19.
A Year Without Rain

Year 723: A year without rain. In a year without rain the crops do not grow. Many people are hungry. "Who will give us rice?" they cry. Their cry goes all over the land.

The lords come fifth. What do the lords give? Each gives 2 bags of rice. The emperor comes last. What does the emperor give? He gives one thousand jars of rice. 723 is a year without rain. The crops do not grow, yet everyone eats.

Glossary

monks: religious leaders
lords: people who own land that others live and work on
emperor: leader of the country

Task 3. Directions:

Think About
A Year Without Rain

IDENTIFY PROBLEM AND SOLUTION
Make a problem-and-solution chart for A Year Without Rain. Follow these steps.

1. Think about the story. What is the main problem? Draw a box and write the problem.

   **Problem:** There is no rain. People are hungry.

2. What happens next? Add boxes. Write one event in each box.

   **Problem:** There is no rain. People are hungry.

   1. The children each give 1 bowl of rice.
   2. 
   3. 
   4. 
   5. 
   6. 

   **Solution:** 
Task 4. Follow the directions below:

I Am Not Ready!

Grammar: Negative Sentences

There are different ways to build negative sentences.

Add not after am, is, or are.

Add do not or does not before other verbs.

A. Make each sentence a negative sentence. Use a verb and the word not.

1. I am ready for the game.
   I ________ am not ________ ready for the game.

2. The bus is on time.
   The bus ________ on time.

3. We are on Bus 5.
   We ________ on Bus 5.

B. Make each sentence a negative sentence. Add do not or does not.

4. The bus driver leaves at 4:00.
   The bus driver ________ at 4:00.

5. She closes the doors.
   She ________ the doors.

6. The players go to the game.
   The players ________ to the game.
Task 5. Follow the directions below:

What Questions Do They Ask?

Language: Ask Questions
Grammar: Questions with Do and Does

Complete each question. Then complete the answer. Use do or does.

1. Do I need two caps? No, you ______ not.

2. ______ you have five bats? Yes, we ______.

3. ______ it cost ten dollars? Yes, it ______.

4. ______ Marco work here? No, he ______ not.

Questions with Do and Does
Use do with I, you, we, and they.
Do you have three caps?
Use does with he, she, and it.
Does she need two bags?
Review: Neighborhood Vocabulary, Prepositions, Regular Past Tense

Task 1. Look at the neighborhood pictures. In your notebook, answer the questions under the pictures, using complete sentences.

Example: What happens at the bus station?
People wait for the bus.

If you wish, you can use the phrases in the box.

<table>
<thead>
<tr>
<th>buy tools</th>
<th>pump gas</th>
<th>borrow books</th>
</tr>
</thead>
<tbody>
<tr>
<td>cross the street</td>
<td>mail letters</td>
<td></td>
</tr>
</tbody>
</table>

1. What happens at the library?
2. What happens at the gas station?
3. What happens at the hardware store?
4. What happens at the post office?
5. What happens at the intersection?

Study the text and the location words below.
Task 2. Study the places in the picture below. Then, in your notebook, copy and complete the sentences below. Tell where the places are, using location words.

1. The pet shop is _______ the corner.
2. You can get dog food _______ the pet shop.
3. The toy store is _______ the café.
4. The toy store is _______ the music store and the market.
5. You go _______ the stairs to get from the market to the bakery.
6. The market is _______ the bakery.
7. The café is _______ the bakery.
8. There are two plants _______ the café.
9. There is someone _______ the door to the bakery.
10. The theater is _______ the pet shop.

Task 3. Read the text below, then complete the chart on page 25.
More Than A Meal

Carlos volunteered at the Community Center. He took meals to people’s homes. On Monday, Carlos parked next to the fire station. He delivered meals to Mr. Chase. He stayed and took out the trash. Then, Carlos continued his meals delivery. He parked in front of the market. He delivered meals to Mrs. Gonzalez. He stayed and fixed the light. Carlos parked behind the school. He delivered meals to Mr. Potter, but he did not stay.

On Tuesday, Carlos delivered meals to Mr. Chase. He stayed and watered the plants. Carlos delivered meals to Mrs. Gonzalez. He stayed and washed the dishes. Carlos delivered meals to Mr. Potter, but he did not stay.

On Wednesday, Carlos delivered meals to Mr. Chase. He delivered meals to Mrs. Gonzalez. Carlos delivered meals to Mr. Potter, but something was wrong. Something was very wrong. Carlos called 9-1-1. An ambulance took Mr. Potter to the hospital.

On Thursday, Carlos visited Mr. Potter at the hospital, but he did not stay.
On Friday, Carlos visited Mr. Potter. Mr. Potter was happy to see him. This time, Carlos stayed.

Task 3. Follow the directions below:

**Think About More Than a Meal**

**IDENTIFY DETAILS**
Make a detail chart to tell about More Than a Meal. Follow these steps.

1. Think about what Carlos did each day in the story. Draw a chart like the one below. Write what Carlos did on Monday.

<table>
<thead>
<tr>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>delivered meals, took out trash, and fixed a light</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

2. What did Carlos do the rest of the week? Complete the chart with more details. Use words from the book.
Task 4. Follow the directions, and complete the activity below:

**We Visited the Zoo**

- **Regular Past Tense Verbs**
  You can add *-ed* to many verbs to tell about things that happened in the past.

We **wanted** to go to the city zoo.

I **asked** Mom to take us there.

Complete each sentence. Add the past tense of the verb in dark type.

1. We **walked** around the zoo.
   
   (walk)

2. Sam **watched** the young lions.
   
   (watch)

3. They **looked** so big!
   
   (look)

4. Tara **stayed** away from them!
   
   (stay)

5. I **asked** to see the monkeys.
   
   (ask)

6. They **jumped** all around.
   
   (jump)

7. One monkey **tossed** a ball.
   
   (toss)

8. We **listened** to them yell!
   
   (listen)

9. Mom **laughed**.
   
   (laugh)

10. We all **enjoyed** our visit.
    
    (enjoy)
Task 5. Follow the directions, and complete activities A and B, below.

**Identify Details**

**Sum It Up**

**A.** Read what Sergio did in his neighborhood. Make a detail chart to show what he did and when he did it. The first row in the chart has been filled in for you.

**Sergio’s Busy Week**

Sergio has many nice neighbors. He spent a lot of time this week helping them after school. On Monday, Sergio shopped for dog treats. Then he walked Mrs. Perez’s dog. On Tuesday, he mowed the grass for Mr. Mendez. He read the paper to Mr. Mendez, too. On Wednesday, Sergio carried groceries for Mrs. Gold. Then he stacked groceries on her kitchen shelves. On Thursday, Sergio watched Mrs. Lee's twin boys. On Friday, Sergio played baseball after school. All the neighbors went to the game and cheered for him!

<table>
<thead>
<tr>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>shopped for dog treats, walked dog</td>
</tr>
</tbody>
</table>

**B.** Imagine that you are one of Sergio’s neighbors. Write a thank-you note to thank him for helping you.

Dear Sergio,

Thank you for ___________________________

________________________________________

________________________________________

Your neighbor,

________________________________________