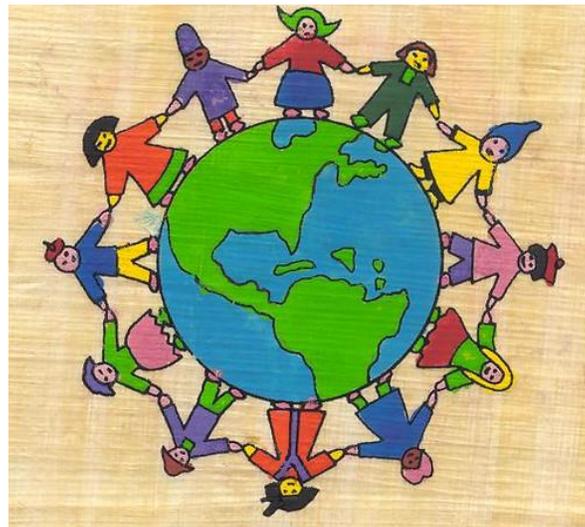


Middle School
ESOL Newcomer
Summer Enrichment Packet
for Rising 6th – 8th Graders



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:

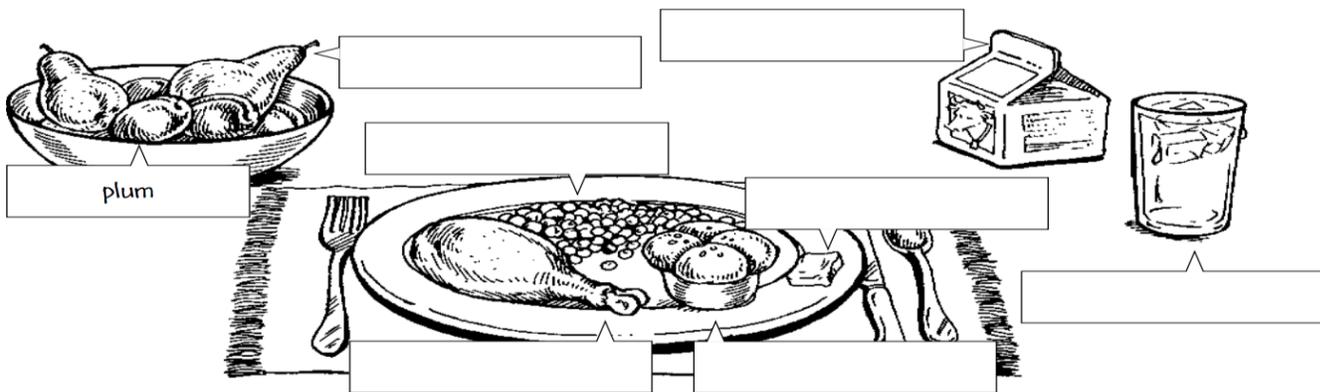
Language Functions	Grammar	Vocabulary
Exchange greetings	Personal pronouns	Personal information words
Give information	Present tense	Communication words
Express likes and dislikes	Yes-no questions	Colors, sizes, shapes
Ask and answer questions	Negative sentences	Foods
Express needs	Interrogative sentences	House
Give and carry out commands	Prepositions	Clothing
Describe places	Regular past tense	Cardinal/ordinal numbers
Describe actions	Adjectives	Location words
Describe people	Possessive adjectives	Neighborhood words
Express feelings	Present progressive	Family

**Activities
Week 1**

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.

Tasty Salad

Lettuce, lettuce,
Fresh, green lettuce.
Carrots, carrots,
Long, orange carrots.
Onions, onions,
Large, round onions.
Salad, salad,
Tasty salad.
What a treat!

Adjectives
An adjective is a word that describes a noun. An adjective describes a person, place, or thing.

long, orange carrots
large, round onions

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 _____, _____.

adjective *adjective* *noun*

Something Good for Lunch



Kim and Mitch eat 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.



I **make** tasty salads.

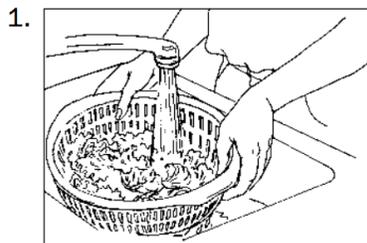
I **find** fresh lettuce.

I **take** a red tomato.

I **get** some carrots, too.

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:

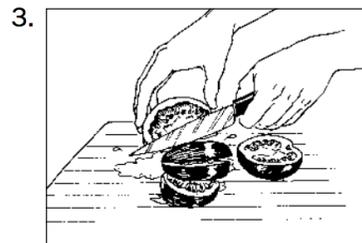
wash cut eat add put get



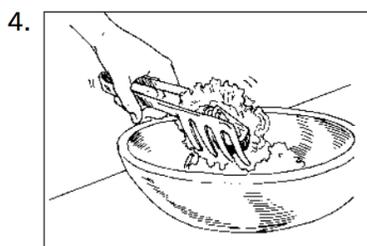
I _____ wash _____ the
lettuce.



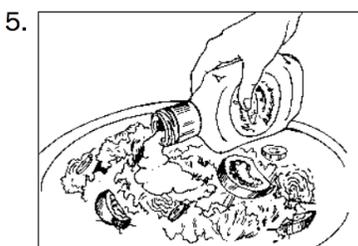
I _____ some
carrots.



I _____ the
tomato.



I _____ the salad
in a bowl.



I _____ the
dressing.

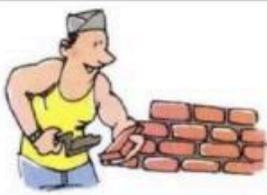


I _____ the salad!

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.

Occupation		Place of Work	
teacher	electrician	school	buildings and homes
farmer	police officer	restaurant	building site
shop assistant	secretary	garage	office
nurse	mechanic	shop	police station
factory worker	architect	hospital	farm
waiter/waitress	bricklayer	factory	office

			
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		Factory worker	
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.
			
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.



He ____ the floor. (**mop**)



She ____ the plants. (**water**)



She ____ newspapers. (**sell**)



It ____ the clothes. (**clean**)



He ____ . (**run**)



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!



Ben is a bike messenger.

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 *What* to ask about a thing.

What is his job?

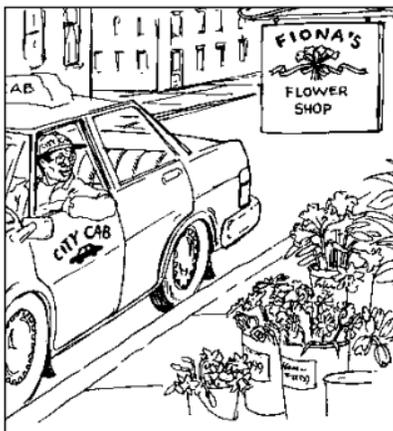
Use *Where* to ask about a place.

Where can he go?

Use *When* to ask about a time.

When is he at work?

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



1. Who 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.

Activities
Week 3**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.

layers**scientist****use****rock****study****learn**

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.



Layers of rocks

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



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.



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.

Vocabulary

rocks

learn

scientists

study

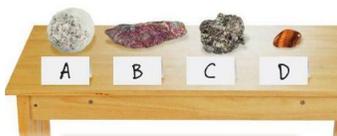
use

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.

Rock	Color	Size	Shape	Weight
A	gray	big	round	10 oz.



4. Compare the rocks: how are the rocks alike? How are they different?

Activities
Week 4

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

0 zero	11 eleven	21 twenty-one	40 forty	100 one hundred
1 one	12 twelve	22 twenty-two	50 fifty	101 one hundred one
2 two	13 thirteen	23 twenty-three	60 sixty	500 five hundred
3 three	14 fourteen	24 twenty-four	70 seventy	550 five hundred fifty
4 four	15 fifteen	25 twenty-five	80 eighty	1,000 one thousand
5 five	16 sixteen	26 twenty-six	90 ninety	1,151 one thousand, one hundred fifty-one
6 six	17 seventeen	27 twenty-seven		5,000 five thousand
7 seven	18 eighteen	28 twenty-eight		10,000 ten thousand
8 eight	19 nineteen	29 twenty-nine		100,000 one hundred thousand
9 nine	20 twenty	30 thirty		500,000 five hundred thousand
10 ten				1,000,000 one million



Beijing, China: seventeen million, four hundred thousand population 17,400,000

Put commas after the millions place and the thousands place.

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 | <u>4,540</u> |
| 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 _____ .
(12 classrooms)
13. My school _____ .
(24 computers)
- _____ .
14. My school _____ .
(347 students)
- _____ .

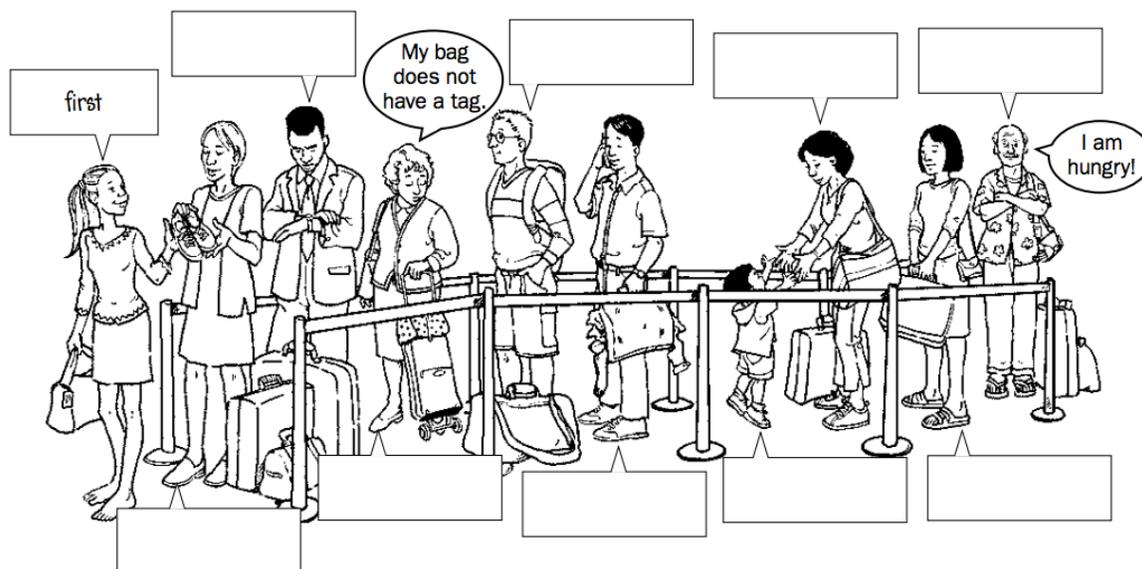


Task 2.

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.

first	second	third	fourth	fifth	sixth	seventh	eighth	ninth	tenth
-------	--------	-------	--------	-------	-------	---------	--------	-------	-------



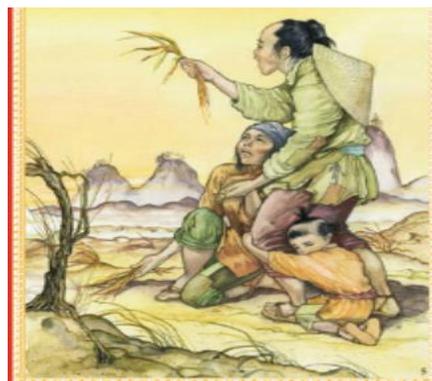
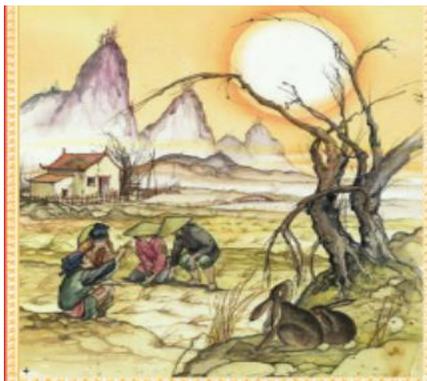
B. Use the picture above to complete each sentence. Tell what the person needs.

mother	sneakers	bag	food	tag
--------	----------	-----	------	-----

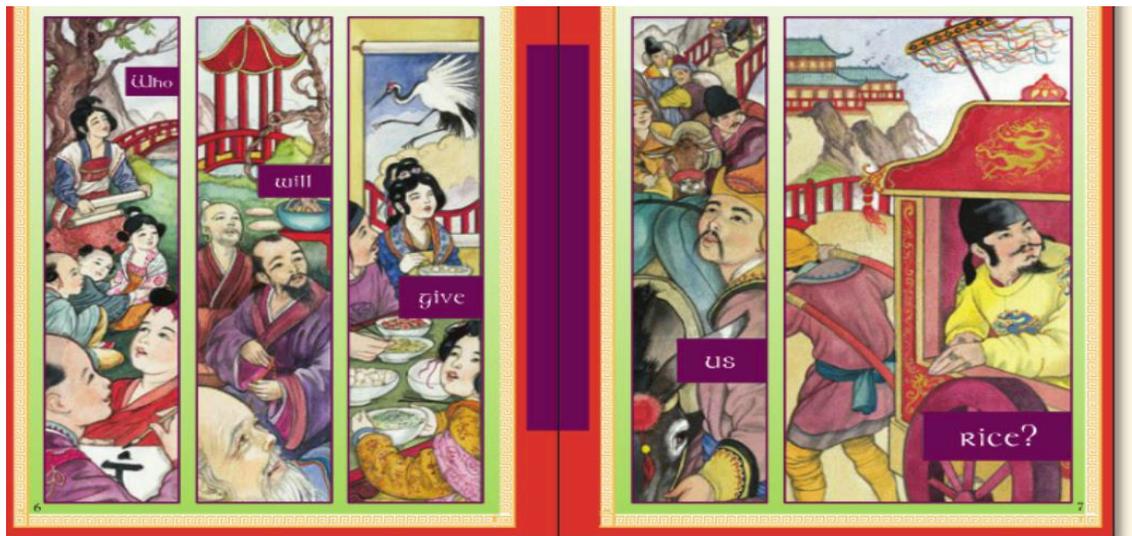
1. The first person needs sneakers.
2. The fourth person needs a _____.
3. The sixth person needs a big _____.
4. The seventh person needs his _____.
5. The tenth person needs _____.

Task 3. Read this story set in China a long time ago, then complete the task on page 19.

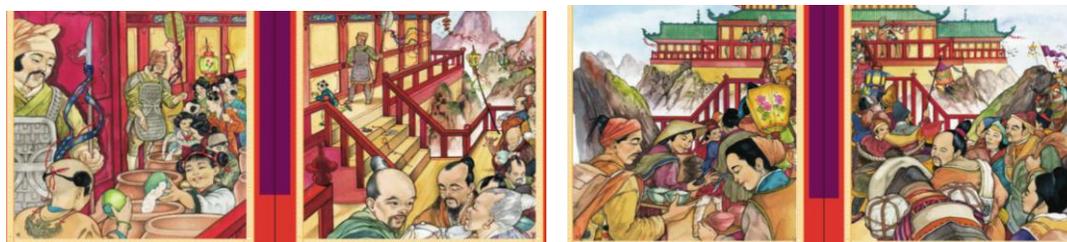
A Year Without Rain



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 children come first. What do the children give? Each gives one bowl of rice. The monks come second. What do the monks give? Each gives two bowls of rice. The villagers come third. What do the villagers give? Each gives three bowls of rice. The merchants come fourth. What do the merchants give? Each gives one bag of rice.



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*

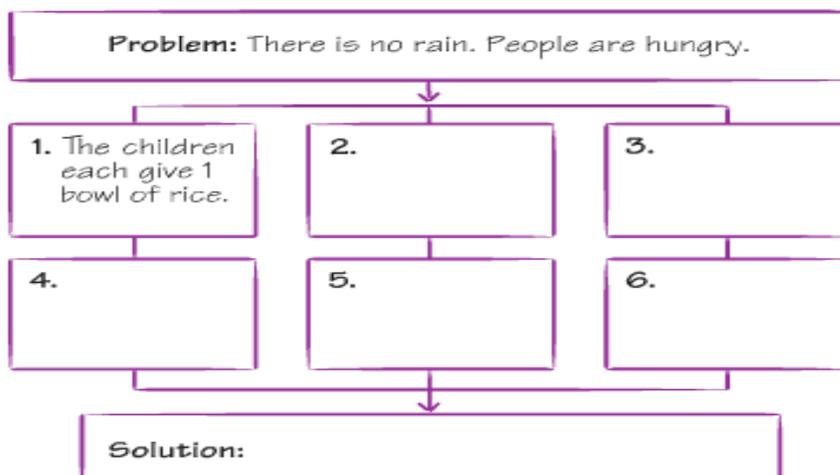
IDENTIFY PROBLEM AND SOLUTION

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.



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**.



He is ready.

He is not ready.

Add **do not** or **does not** before other verbs.



He gets on the bus.

He does not get on the bus.

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*.

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?

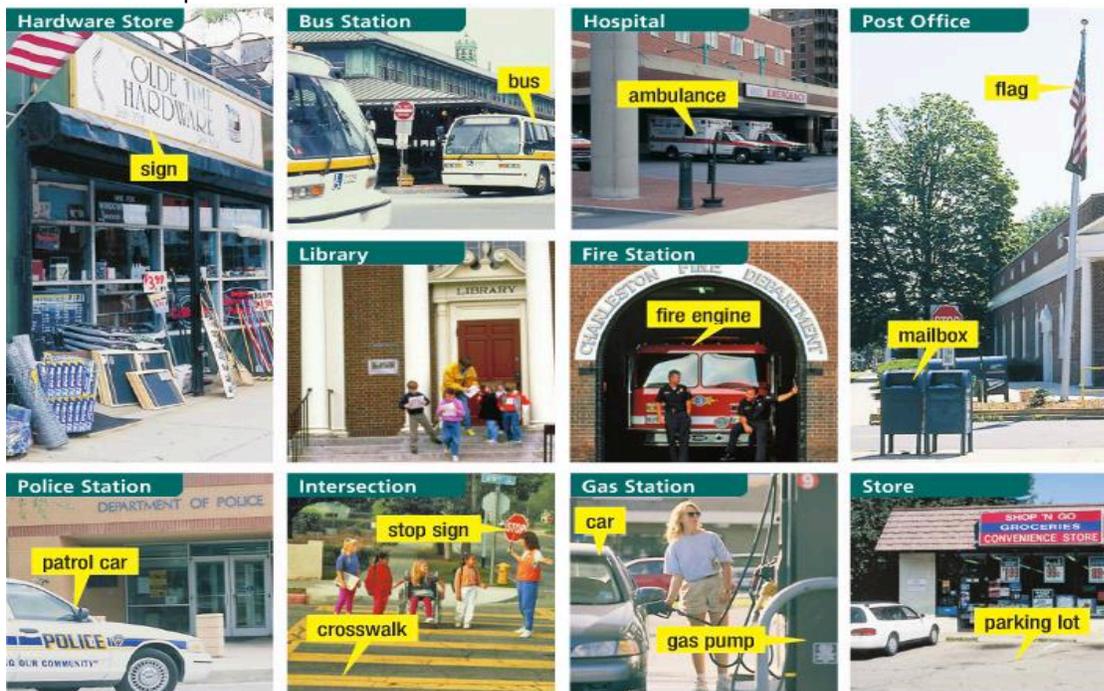


Activities
Week 5

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.

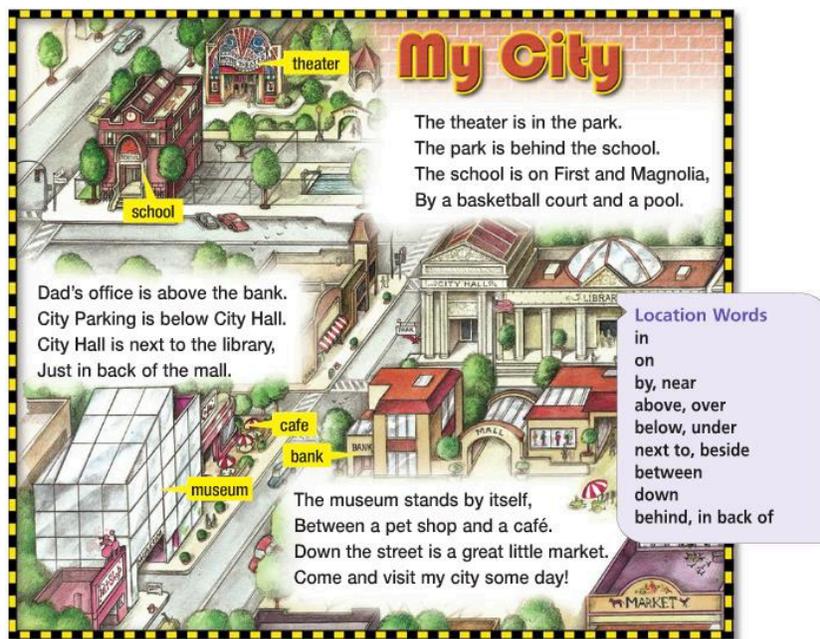


If you wish, you can use the phrases in the box.

buy tools	pump gas	borrow books
cross the street	mail letters	

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.

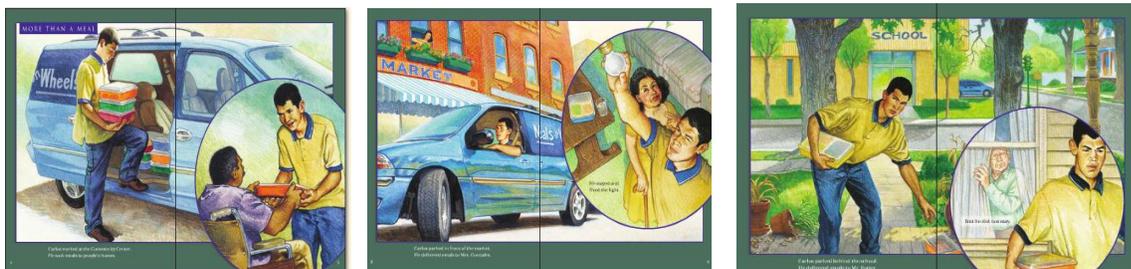


1. The pet shop is _____ the corner.
2. You can get dog food _____ the pet shop.
3. The toy store is _____ the café.
4. The toy store is _____ the music store and the market.
5. You go _____ the stairs to get from the market to the bakery.
6. The market is _____ the bakery.
7. The café is _____ the bakery.
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.



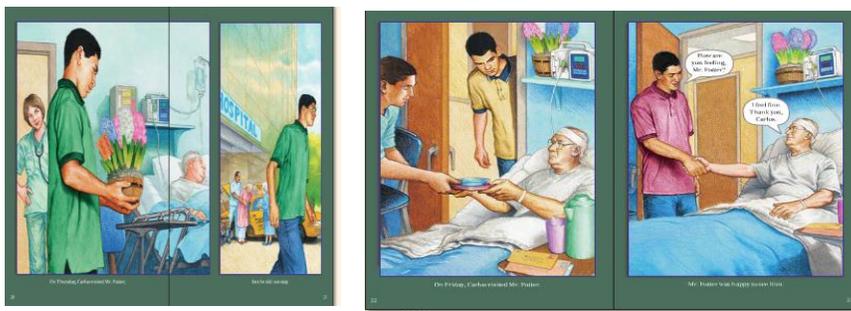
On Tuesday, Carlos delivered meals to Mr. Chase. He stayed and watered the plants. Carlos delivered meals to Mrs. Gonzalez. He stayed and washed the dishes. Carlos delivered meals to Mr. Potter, but he did not stay.



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.

Day	Events
Monday	delivered meals, took out trash, and fixed a light
Tuesday	
Wednesday	
Thursday	
Friday	

- 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 _____ the young lions.
(watch)
3. They _____ so big!
(look)
4. Tara _____ away from them!
(stay)
5. I _____ to see the monkeys.
(ask)
6. They _____ all around.
(jump)
7. One monkey _____ a ball.
(toss)
8. We _____ to them yell!
(listen)
9. Mom _____ .
(laugh)
10. We all _____ 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!

Detail Chart

Day	Events
Monday	shopped for dog treats, walked dog

- 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,
