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ICMEE Learning Packets: LEVEL 2 of English
Proficiency (K-12)

International Coalition for Multilingual
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2020

6th–8th Grade: English Level 2, Learning Packet #5 • Theme: Egypt

Ronnie Grace

Lincoln Public Schools, rgrace@lps.org

Aaron Johnson

University of Nebraska-Lincoln, ajohnson147@unl.edu

Alexa Yunes

University of Nebraska-Lincoln, alexayunes@gmail.com

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6th – 8th grade • English Level 2

Learning PACKET #5



Theme: Egypt

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Ronnie Grace** in collaboration with Aaron Johnson and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

MA 6.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

Social Studies

- SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. (Civic Participation)
- SS 6.2.3 Explain the interdependence of producers and consumers. (Exchange and Markets)
- SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.
- SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events

English Language Arts

- LA 6.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
- LA 6.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
- LA 6.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
- LA 6.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.
- LA 6.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
- LA 6.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

Science Standards and Cross-Cutting Ideas

- SC.6.9 Growth, Development, and Reproduction of Organisms SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.
- SC.6.12 Weather and Climate SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate
- SC.6.13 Earth’s Systems SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth’s materials and processes.

Art

FA 8.2.1 Students will use the creative process (glossary) to investigate and communicate personal voice in artwork.

FA 8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.

Physical Education

PE.6.1.2 Performs a variety of invasion and field game skills and activities with competency.

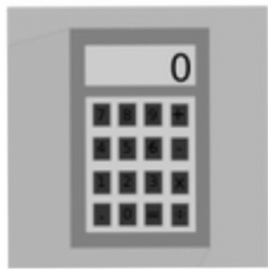
PE.6.1.4 Performs a variety of target game skills and activities with competency.

PE.6.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.

PE.6.3.2 Engages in physical activity.

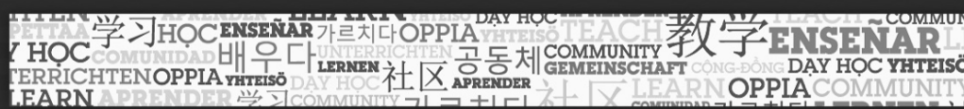
6th – 8th grade • English Level 2

Learning PACKET #5



Theme: Egypt

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.

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- Journal. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal spaces will also be points of conversation for your child with someone in their home.
- In this packet, your child will be “traveling” to a different country and learning about their culture, environment, geography, language, currency, sports, and art. For this packet, the country we will focus on is Egypt. Your child will practice comparing Egypt to the United States and thinking about how Egypt’s culture is different than their own. The vocabulary words they will learn are:
 - o desert
 - o pyramid
 - o pharaohs
 - o magic
 - o luck
 - o whirling
 - o valley
 - o populated

We hope that these activities will enhance your child’s learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education





This packet was designed and created by **Ronnie Grace**
in collaboration with Aaron Johnson and Alexa Yunes.

Answer Keys

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Vocab Day 1

- 1. desert – a dry area with lots of sand and not a lot of water 
- 2. pyramids – large buildings built in Egypt that are square on the bottom, but have for triangle sides 
- 3. pharaohs – people who were in charge of Egypt a long time ago 
- 4. magic – special powers 



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- 5. luck – good things that happen to a person. In Egypt people believe that cats bring them good luck. 
- 6. whirling – a type of dancing in Egypt where people turn in lots of circles 
- 7. valley – an area of land between hills and mountains 
- 8. populated – a lot of people that live in an area of the world 



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Vocab Day 2

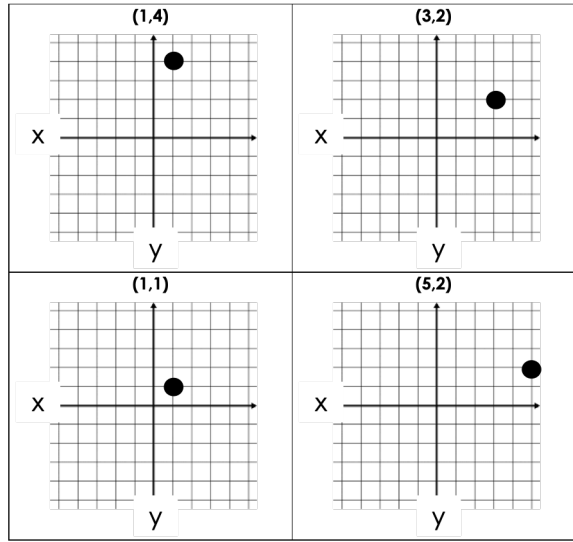
- 1. A lot of people like to do a dance calling whirling and spin around!
- 2. The store was very populated on Saturday. There were so many people I could not walk!
- 3. My sister had good luck because she won \$20.
- 4. There was a river in the valley between the two mountains.
- 5. In Egypt, there are large pyramids that look like big triangles coming out of the ground.
- 6. My friend's dad can make himself disappear because he knows magic.
- 7. Pharaohs are people who used to be in charge of Egypt.
- 8. It is hard for plants to grow in the desert because it is really hot and there is not a lot of rain.



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Math Day 2



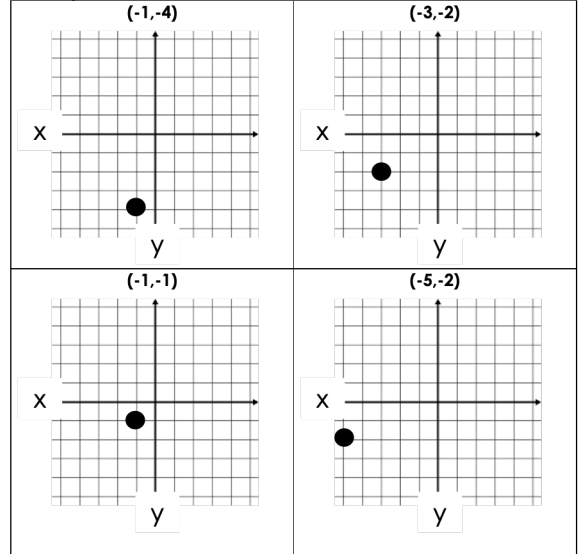
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Math Day 3



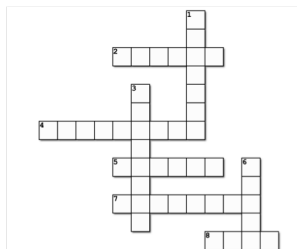
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Day 4 Vocab



Across	Down
2. a dry area with lots of sand and not a lot of water DESERT	1. large buildings built in Egypt that are square on the bottom, but have triangle sides PYRAMID
4. a lot of people that live in an area of the world POPULATED	3. people who were in charge of Egypt a long time ago PHARAOHS
5. an area of land between hills and mountains VALLEY	6. special powers MAGIC
7. a type of dance in Egypt where people turn in lots of circles WHIRLING	
8. good things that happen to a person. In Egypt people believe that cats bring them good luck. LUCK	

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

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En este paquete hemos incluido las siguientes actividades:

- Diccionario: Esperamos que cada día su estudiante aprenda palabras que encontrará interesantes y querrá tener un seguimiento y registro de estas. Al final de los paquetes encontrarán páginas en las que su estudiante podrá mantener su propio diccionario. Recomendamos ampliamente que los estudiantes usen estas páginas para registrar palabras que les gusten o les parezcan interesantes. También alentamos a los estudiantes a usar cualquier lenguaje que deseen, así como imágenes para recordar el significado de las palabras.
- Diario: Cada día, los estudiantes tienen un tema corto de escritura al que pueden responder. Los estudiantes deben ser alentados a escribir en cualquier idioma (o combinación de idiomas) que les parezca más conveniente. También pueden utilizar imágenes si lo consideran necesario. Esperamos que estos temas de escritura puedan utilizarse de puntos de conversación entre su estudiante y su amigo.
- En este paquete, su hijo “viajará” a un país diferente y aprenderá sobre su cultura, medio ambiente, geografía, idioma, moneda, deportes y arte. Para este paquete, el país en el que nos centraremos es Egipto. Su hijo practicará comparar Egipto con los Estados Unidos y pensar en cómo la cultura de Egipto es diferente a la suya. Las palabras de vocabulario que aprenderán son:

desierto
pirámide
faraones
magia
suerte
girando
valle
poblado

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

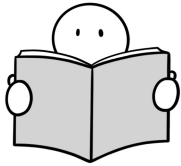
We'd love to see what you've done with this packet!



Instructions Key



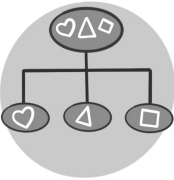
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- lựa chọn



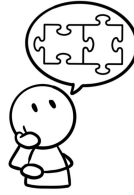
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy


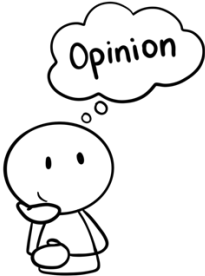

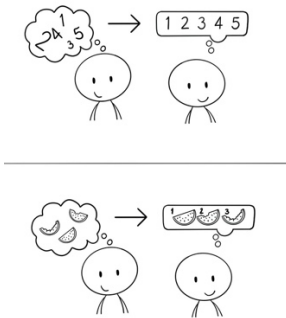



- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

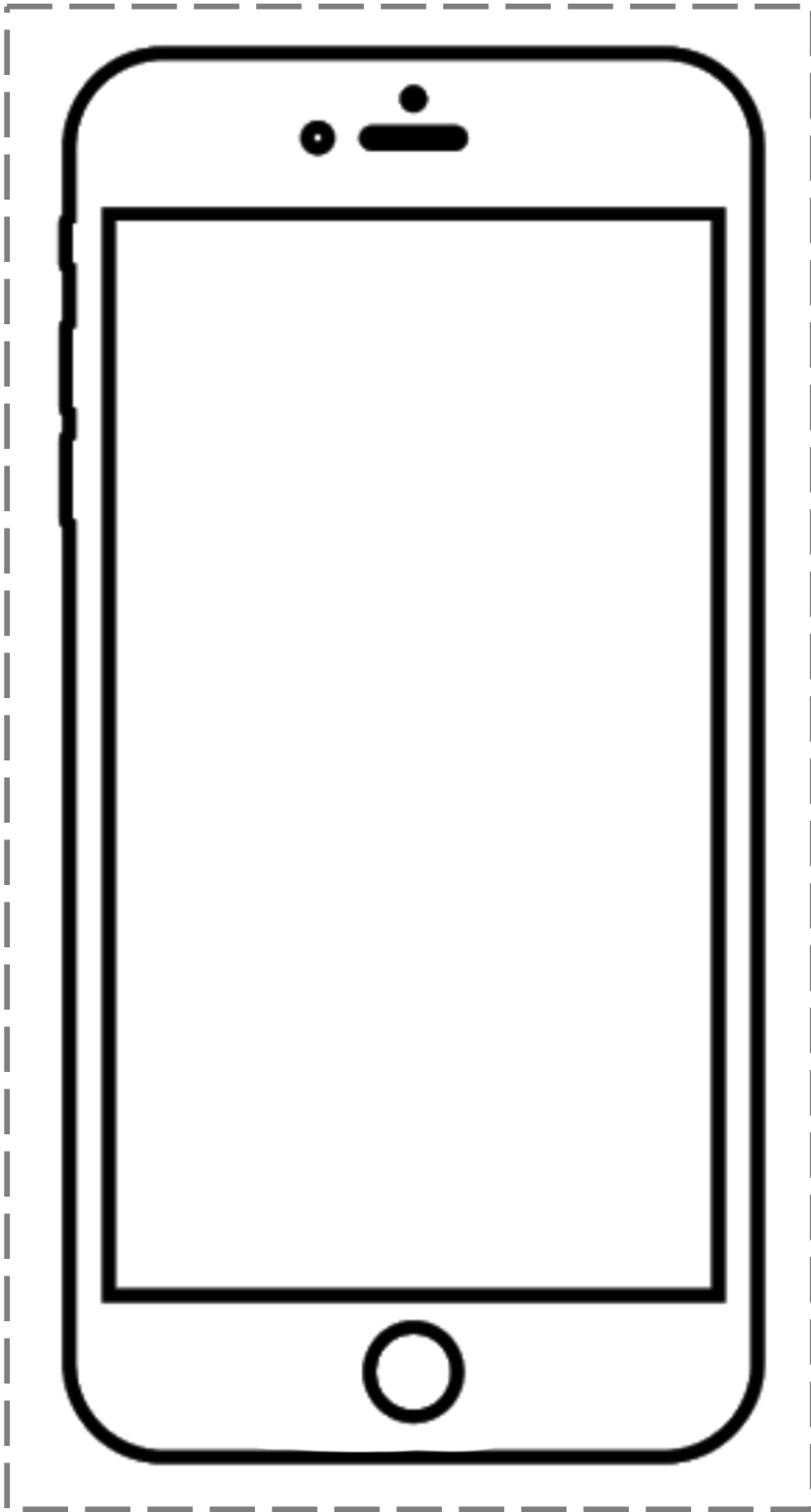


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada








Day 1

Traveling to Egypt!

This week, we will be traveling to Egypt and learning all about what life is like there! Before we go, we need to get ready! When you go to new countries, you have to have a passport. Here is your passport!

On your passport, you need to:

1. Write your name, birthday, place where you were born, and today's date
2. Draw a picture of yourself
3. You can color your passport if you want to!

Name: _____ Birthday: _____ Birthplace: _____ Today's date: _____	<h2>Passport</h2>  <p>Around the world</p>
Draw a picture of yourself	

Now it's time to get ready to leave!

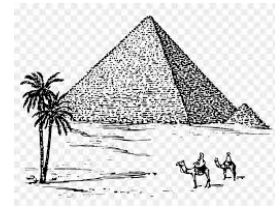
Vocabulary You Need to Know

Before we go, there are some we need to know so we can learn a lot in Egypt! Below, there is a list of words and what they mean.

Here is what you need to do:

1. Read the words and what they mean.
2. Try to match the pictures with the words and what they mean!
3. Draw a line to match the pictures with the words.
4. Look at the example if you need help!

1. desert – a dry area with lots of sand and not a lot of water



2. pyramids – large buildings built in Egypt that are square on the bottom, but have for triangle sides



3. pharaohs – people who were in charge of Egypt a long time ago



4. magic – special powers



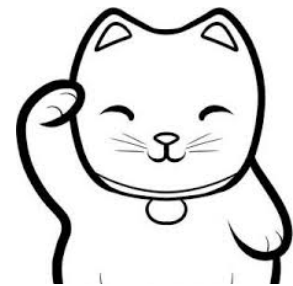
5. luck – good things that happen to a person. In Egypt people believe that cats bring them good luck.



6. whirling – a type of dancing in Egypt where people turn in lots of circles



7. valley – an area of land between hills and mountains

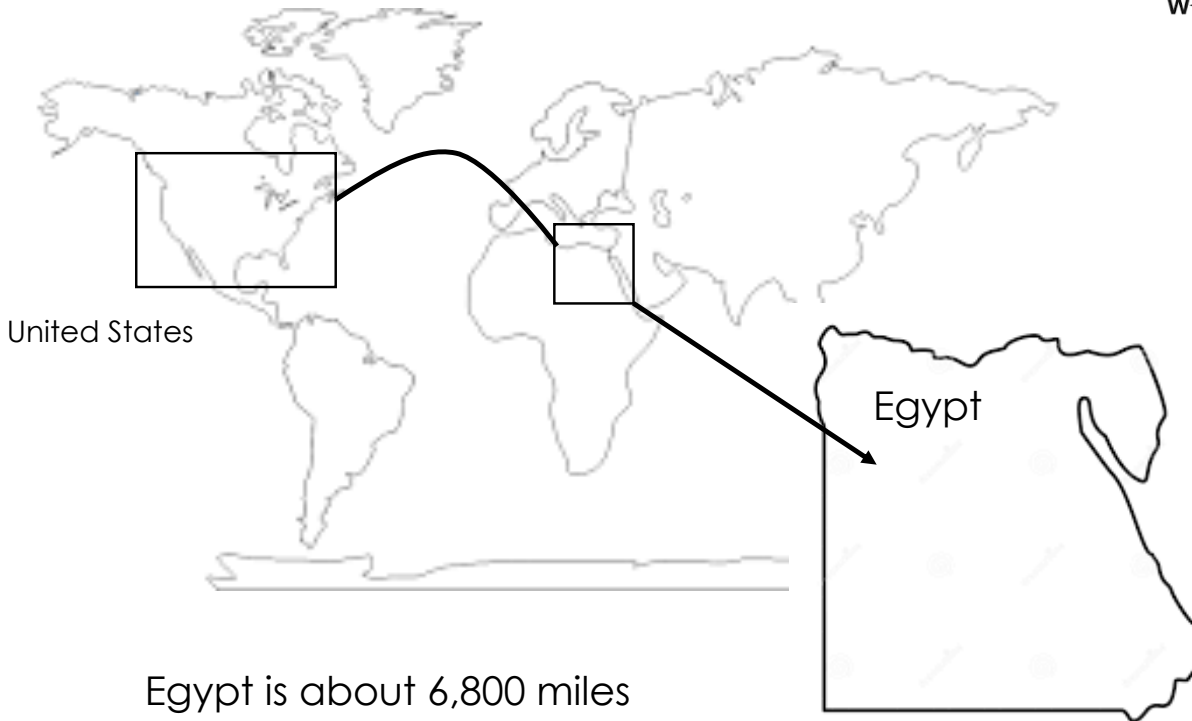


8. populated – a lot of people that live in an area of the world



Where in the World Are We?

Now that you know the important vocabulary, we are going to look at where we are at in the world, and learn some interesting facts about Egypt.

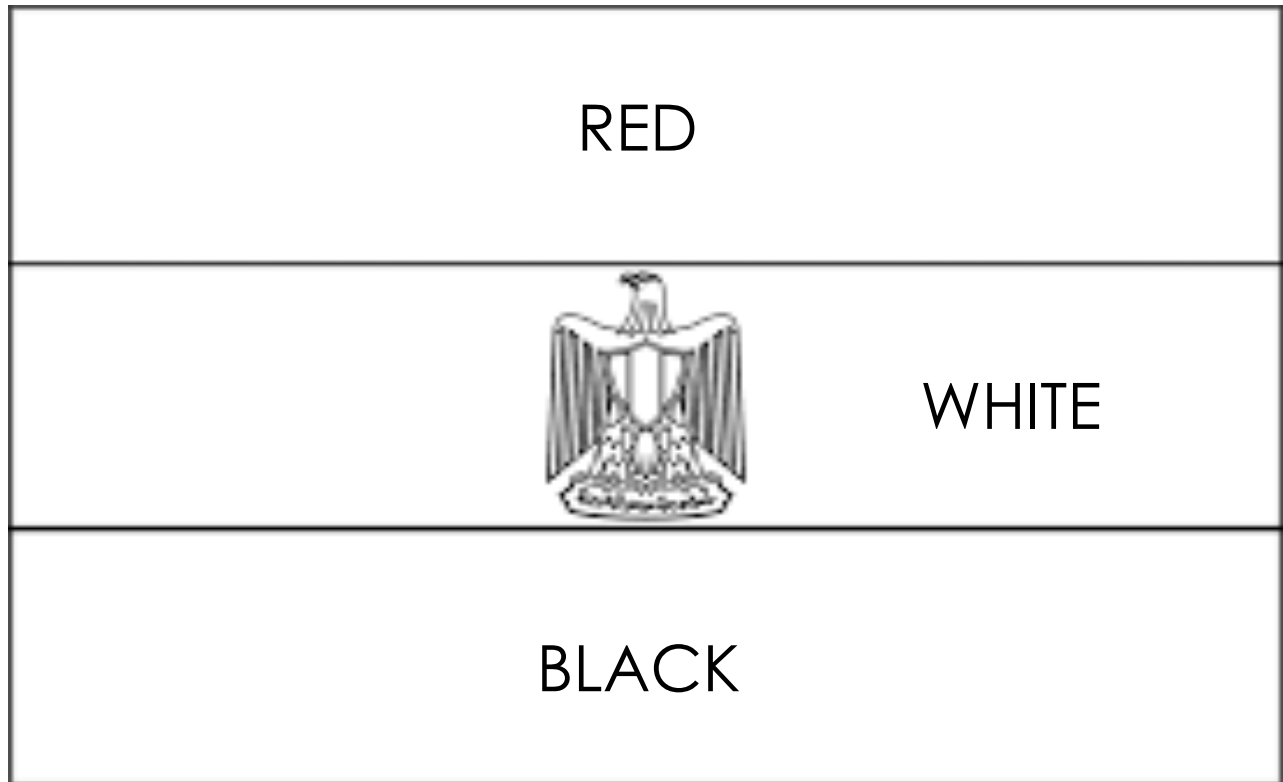


Egypt is about 6,800 miles away from the United States. If you wanted to go to Egypt you would have to take an airplane. An airplane ride to Egypt would be almost 14 hours! That is a really long airplane flight! The United States is located on the continent of North America, and Egypt is located on the continent of Africa. Africa is much bigger than North America. In the past, Egypt was not a safe country to visit, but today most parts of Egypt are safe to travel to!

What do you think the weather is like in Egypt? Why?

Egypt's Flag

Below is a picture of Egypt's Flag. Egypt's flag has three different stripes and a picture in the middle of the flag. Read about what each part of the flag means. Then, color the flag to make it look beautiful!



Red: Blood of people who fought for Egypt's freedom

White: Peace

Black: The bad part of Egypt's past when they didn't have freedom

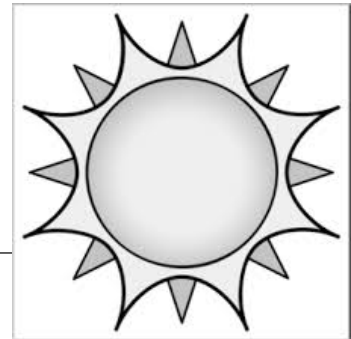
Eagle in the Middle of the Flag: Strength and Power

Pack Your Suitcase!

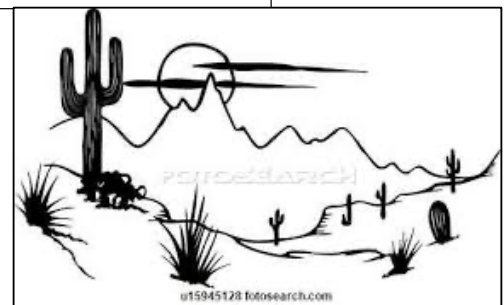
Read about what the climate is like in Egypt. After you are done reading, you will pack your suitcase with all of the clothes you think you will need for your trip. Then, you will write about what you packed and why.



Egypt's Climate



The climate in all of Egypt is very hot and dry. The whole country is a desert climate. The only part of the country that is not dry is the Northeast part of Egypt. The Northeast part of Egypt has rain during the winter time. It is also very windy in the Northeast part of Egypt. Overall, the country is very hot, and summer is the hottest season. From March to May, it is very windy in Egypt. Storms of sand roll across the land and the temperatures can get as hot as 113 degrees!



Now that you have read about Egypt's climate, think about what you would pack in your suitcase. Draw the clothes you would bring, then answer the questions below!



1. What clothes did you bring and why?

(I brought _____ because _____.)

2. What clothes did you NOT bring and why?

(I did not bring _____ because _____.)

What do you know? What do you want to learn?

This chart has 2 parts. First, write down what you already know about Egypt. It can be ANYTHING that you already know. Then, write down what you want to learn about Egypt. You can write down ANYTHING that you want to learn!

What do you KNOW about Egypt?	What do you want to LEARN about Egypt?
<ul style="list-style-type: none">• I know that Egypt has lots of pyramids.•••••	<ul style="list-style-type: none">• Why does Egypt have lots of pyramids?•••••

Let's go to Egypt!



Day 2

Vocabulary Review

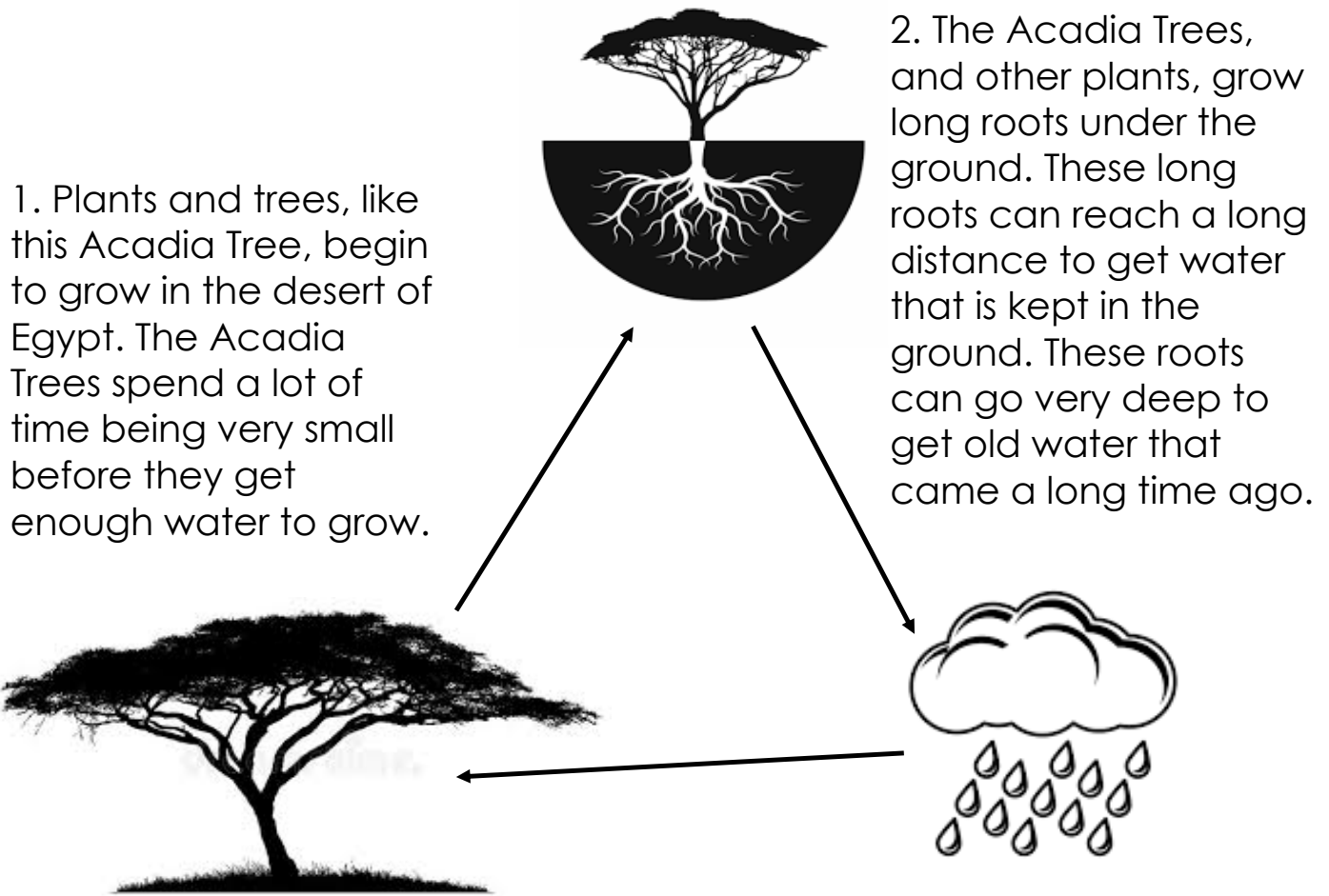
Read the following sentence and pick which vocabulary word fits best in the sentence. You will use the vocabulary words in the box. You will only use them one time! 😊

desert	pyramid	pharaohs
magic	luck	whirling
valley	populated	

1. A lot of people like to do a dance calling _____ and spin around!
2. The store was very _____ on Saturday. There were so many people I could not walk!
3. My sister had good _____ because she won \$20.
4. There was a river in the _____ between the two mountains.
5. In Egypt, there are large _____ that look like big triangles coming out of the ground.
6. My friend's dad can make himself disappear because he knows _____.
7. _____ are people who used to be in charge of Egypt.
8. It is hard for plants to grow in the _____ because it is really hot and there is not a lot of rain.

The Desert in Egypt

Have you ever wondered how plants grow in the desert of Egypt? There are not a lot of plants in the desert in Egypt, but there are some. The plants that grow in the desert in Egypt can go a long time without having any water. Look below and learn about how plants in Egypt live without water. Then, answer the questions about what you learned!



3. Rain falls in the desert in Egypt and it goes into the ground. The roots from the Acacia Tree and other plants soak up the water and use them to grow! After these trees get water, they grow really fast!

Desert Questions

1. Why do Acacia trees and other plants have long roots in the desert in Egypt?

(I think these plants have long roots because _____.)

2. When do the Acacia Trees grow the fastest? When there is no rain, or when there is rain?

(Acacia Trees grow the fastest when _____.)

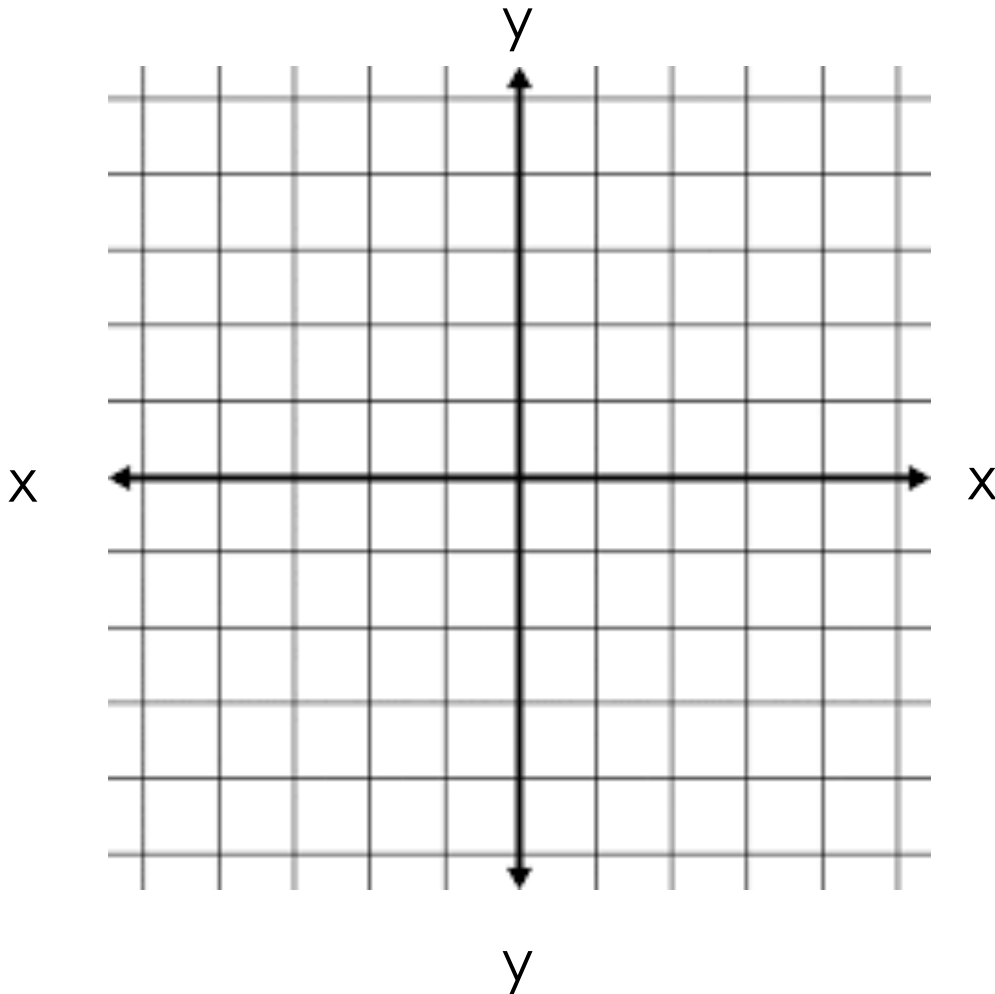
3. Do you think the Acacia Trees would live if they got a lot of water? Why or why not?

(I think Acacia Trees would/would not live with a lot of rain because _____.)

Math Practice

Today you are going to practice graphing! Look at the examples and directions below and then practice on your own!

When you start graphing, you will get a graph that looks like this:

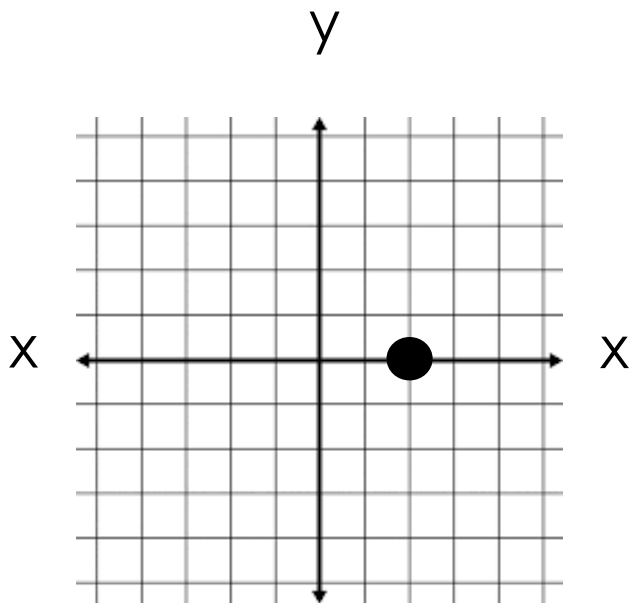


There is an "x" line, and a "y" line. When you get a graph like this, you will get a point to put on the graph. Your point will look like this:

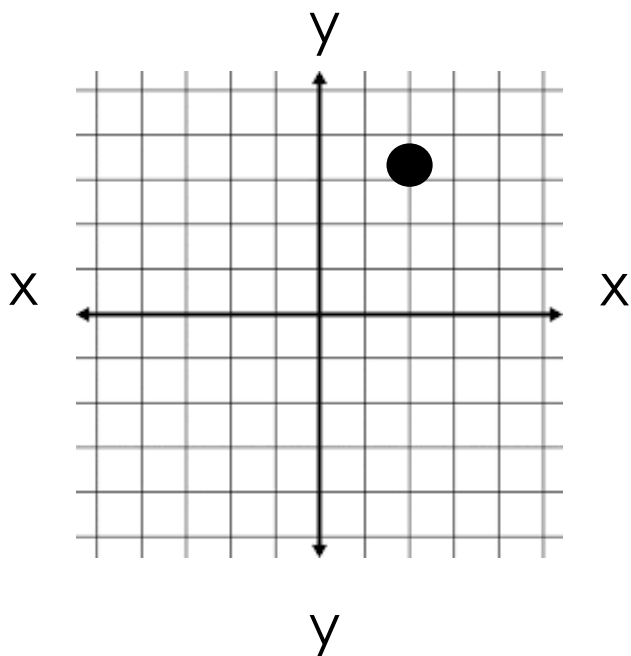
(2,3)

With **(2,3)** the **2** goes on the X line, and the **3** goes on the Y line.

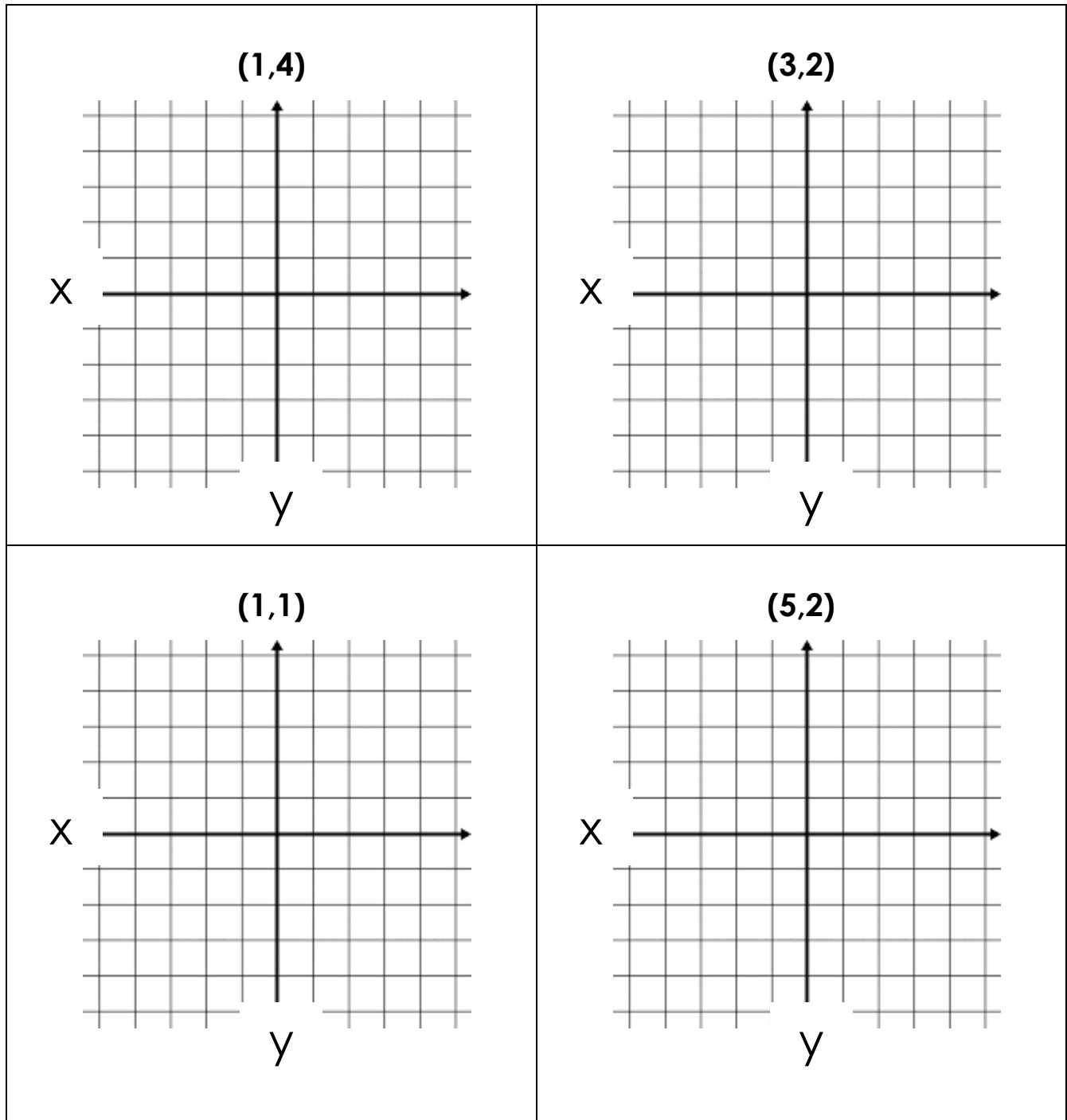
When you graph **(2,3)** you move over 2 spots to the right on the x line, like this.



And then, you go 3 spots up, like this:



Now you try!





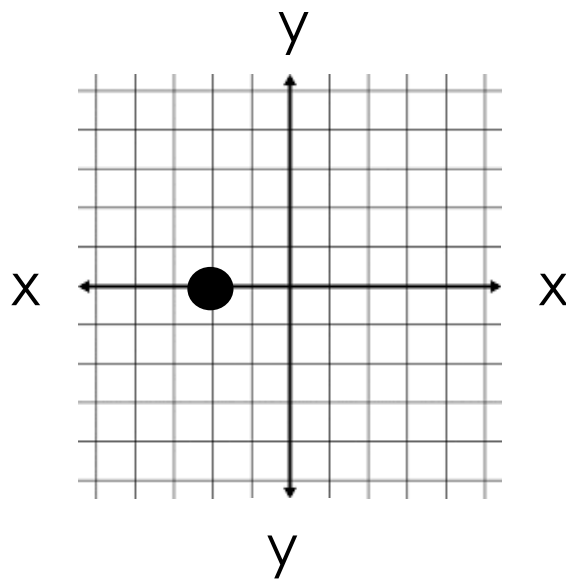
Day 3

Math Practice

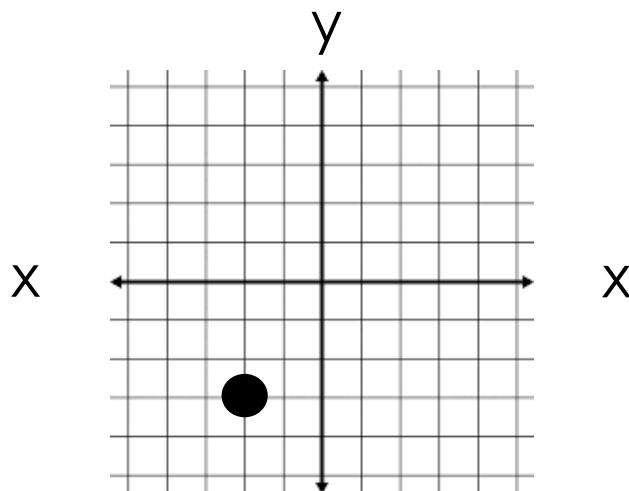
Today we are going to practice graphing with positive and negative numbers. Here is an example of how it looks. We are going to graph **$(-2,-3)$** .

With **$(-2,-3)$** the **-2** goes on the X line, and the **-3** goes on the Y line.

When you graph **$(-2,-3)$** you move over 2 spots **to the left** on the x line, like this.

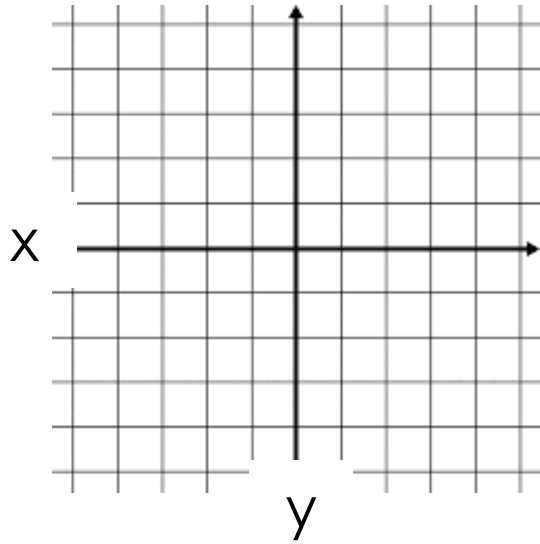


And then, you go 3 spots **down**, like this:

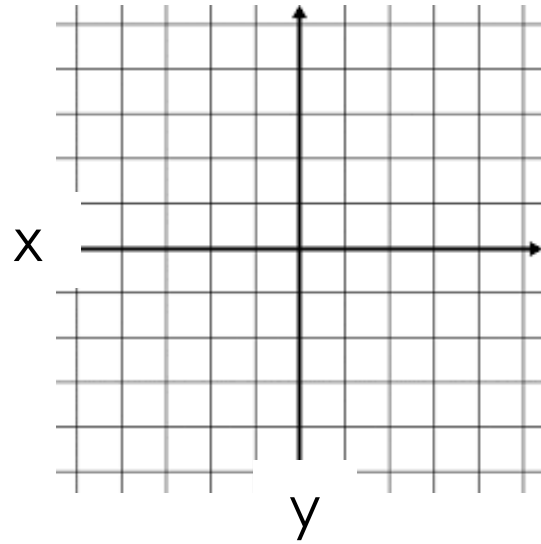


Now you try!

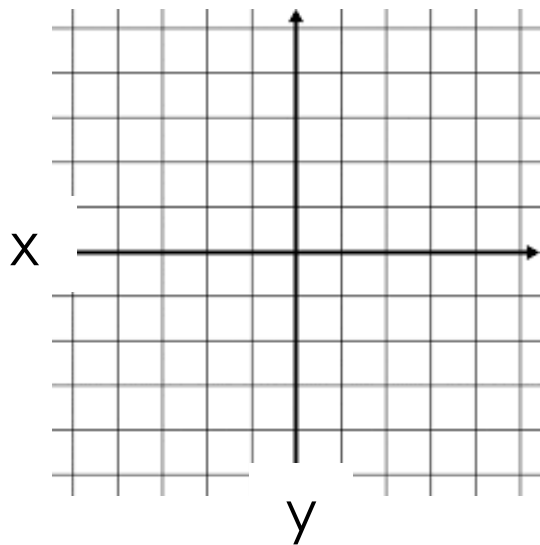
$(-1, -4)$



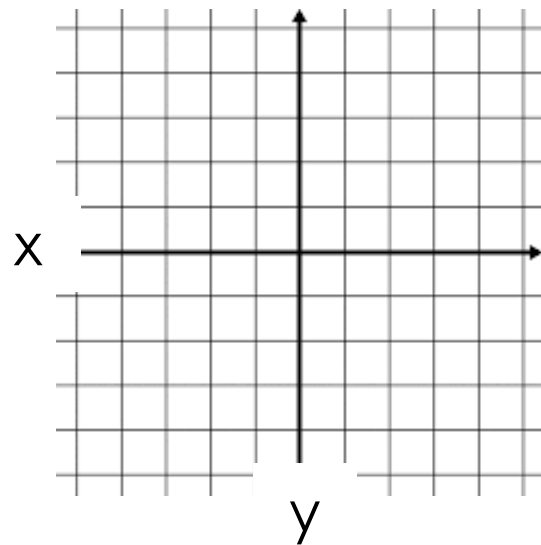
$(-3, -2)$



$(-1, -1)$



$(-5, -2)$



Whirling in Egypt



In Egypt, a popular dance is called the Whirling Dervish. When you do this dance, a person usually puts their right palm up towards the sky, and then puts their left palm down towards the earth. After their palms are turned the right way, they spin to their left.

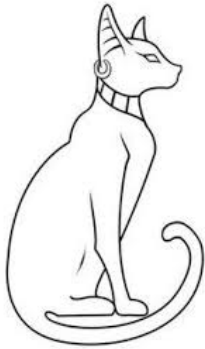


Your Turn!

Try to do the whirling dance and then post a TikTok of you whirling!



Good Luck Animals in Egypt



In Egypt, cats are a very special animal for people. Some of the first people that lived in Egypt thought that cats were magic animals that brought good luck to people who had them. A long time ago, families used to dress their cats in pretty jewels and feed them food that cost a lot of money. In the past, when their cats died, people

would wrap their cats up really tight and put them in special boxes that kept them safe. People would protect cats and keep them safe. Nobody was allowed to ever hurt a cat, and if they did, they could get into a lot of trouble.



1. Why do you think that Egyptians thought cats brought good luck? Why didn't they choose another animal?

(I think the Egyptians thought cats brought good luck because _____.)

2. What did Egyptians do to make their cats feel special?

(To make their cats feel special, Egyptians _____.)

Your Turn!

Today you are going to choose your own animal that you think brings you good luck. Here's what you are going to do:

1. Draw a picture of what animal you think is special and brings you good luck.
2. Write about why you chose that animal.

Draw your Good Luck Animal Here!

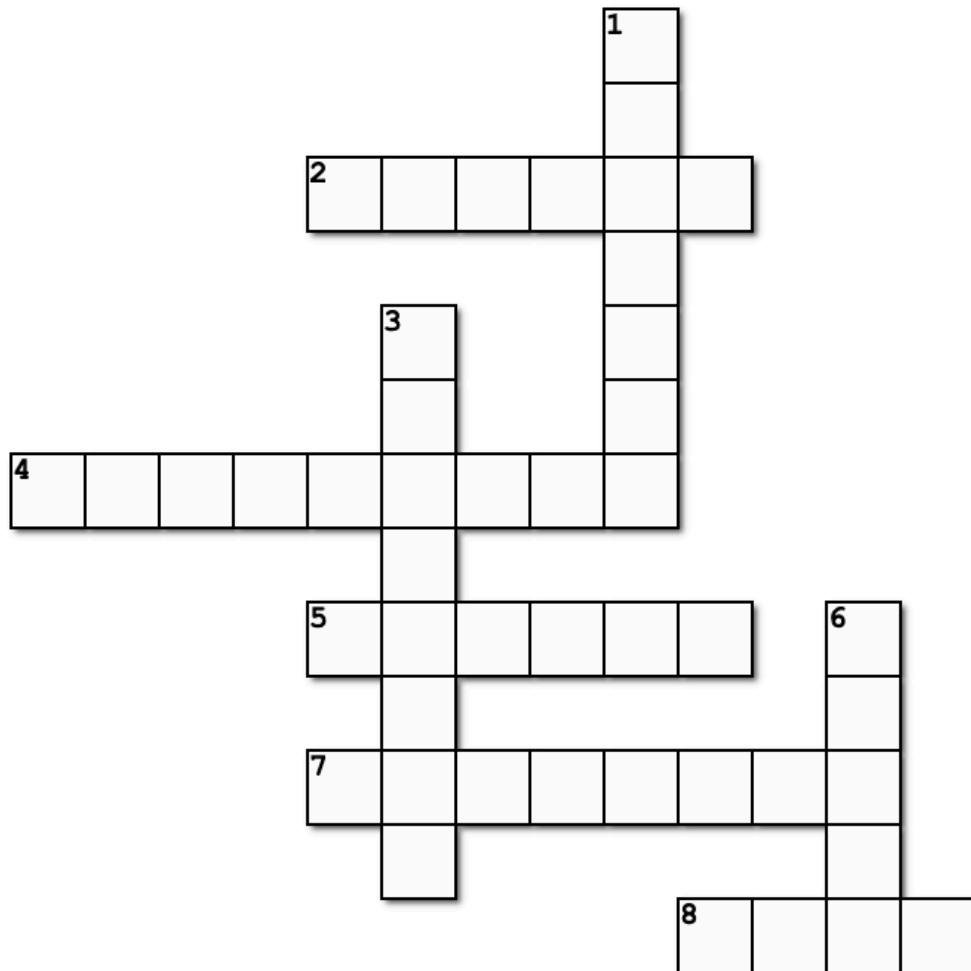
Why did you choose this animal as your good luck animal?
(I chose the _____ animal because _____.)



Day 4

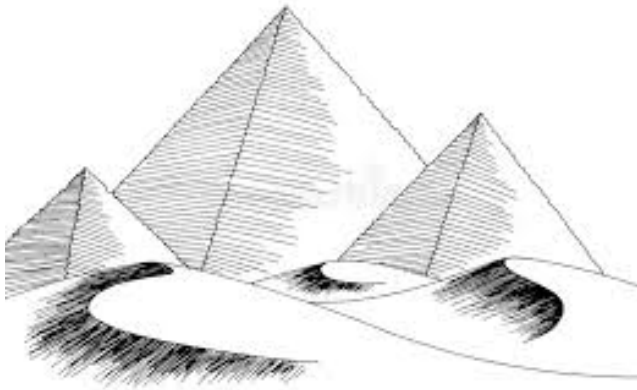
Vocabulary Practice

Complete the crossword puzzle below! 😊



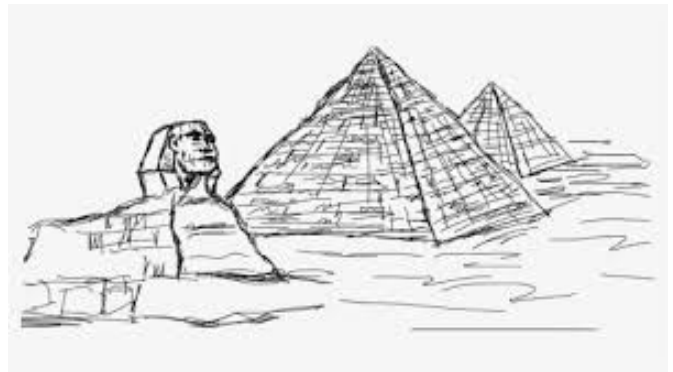
Across	Down
<p>2. a dry area with lots of sand and not a lot of water</p> <p>4. a lot of people that live in an area of the world</p> <p>5. an area of land between hills and mountains</p> <p>7. a type of dance in Egypt where people turn in lots of circles</p> <p>8. good things that happen to a person. In Egypt people believe that cats bring them good luck.</p>	<p>1. large buildings built in Egypt that are square on the bottom, but have triangle sides</p> <p>3. people who were in charge of Egypt a long time ago</p> <p>6. special powers</p>

Pyramids in Egypt



More than 4,500 years ago, there were pharaohs that ruled Egypt. These pharaohs believed that they would become powerful even after they died. To make sure they had everything they needed, they built these large pyramids to make sure they had a safe place to go after they died, and could keep all of their things with them.

There are about 80 pyramids that people know about in Egypt. The 3 biggest pyramids were built for the pharaoh named Khufu. Inside of the pyramids, there is chamber where the pharaohs are kept after they die. The pyramids are very important to the culture of Egypt!



1. What is inside of the pyramids of Egypt?
(Inside the pyramids there are _____.)

2. Do you think there could be more pyramids in Egypt than they know about? Why or why not?
(I think there are/are not more pyramids in Egypt because _____.)

Your Turn!

Post a picture on Snapchat of you at the pyramids in Egypt! Write about your time at the pyramids and what you learned too!



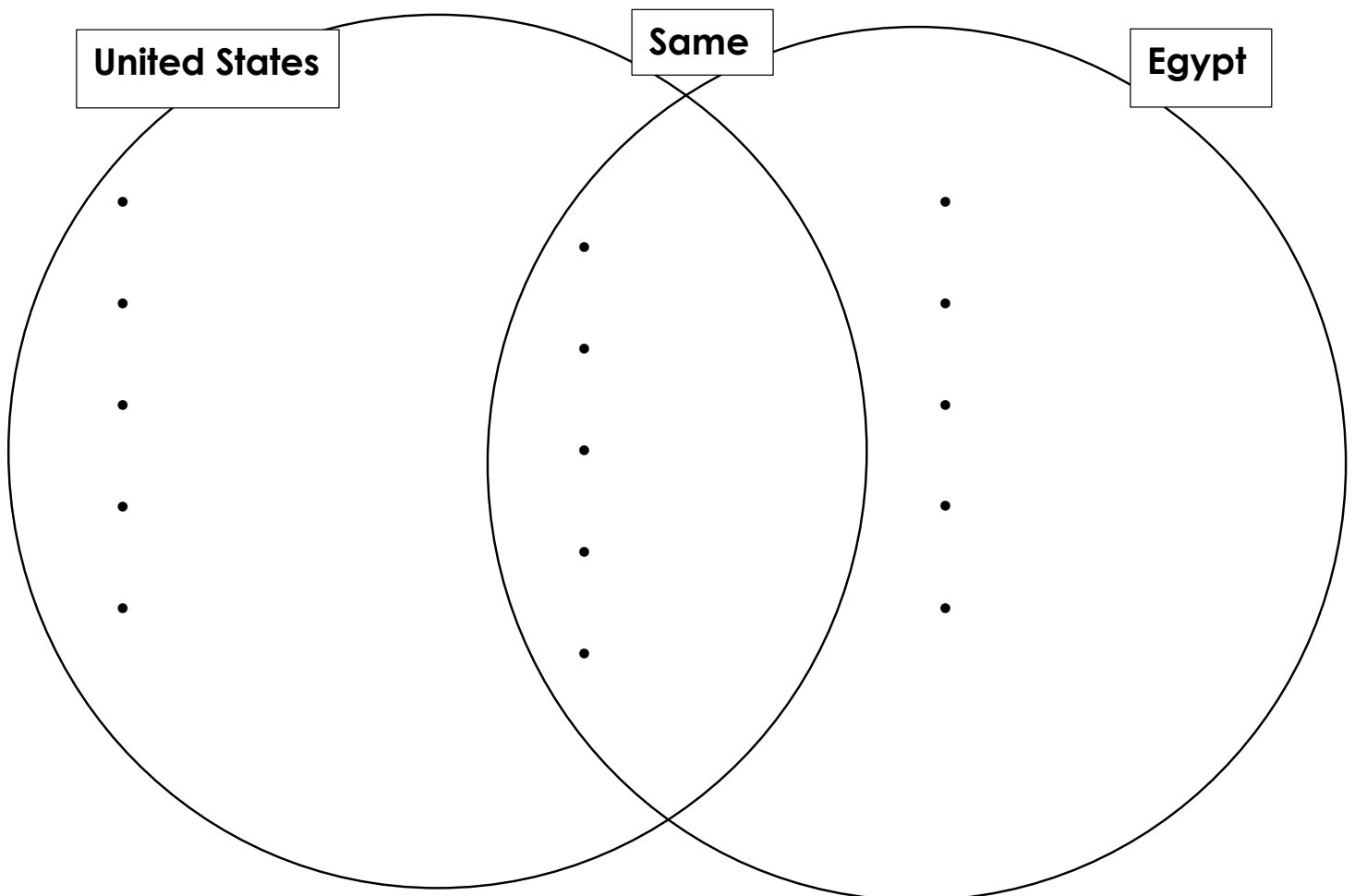
Snapchat

What did you learn?

Way of Life in Egypt

Outside of the main cities in Egypt, people live in the desert. The people who live in the desert live in small communities. These communities are close to wells. Wells are areas where water is underground. People use this underground water to cook, clean, and drink. The houses in these desert areas are made of mud. Some houses are made of skin from goats and other animals. 4 generations can live together in one house. That means that kids, their parents, their grandparents, and their great-grandparents can all live together! Most of the houses don't have a lot of things inside of them. Most have some wooden chairs, but not much more. Most houses do not have air conditioning, but there are many windows in the house so air can blow through and cool everyone off!

Now, write down what is the same and different about the life and houses in Egypt and your life and house in the United States!



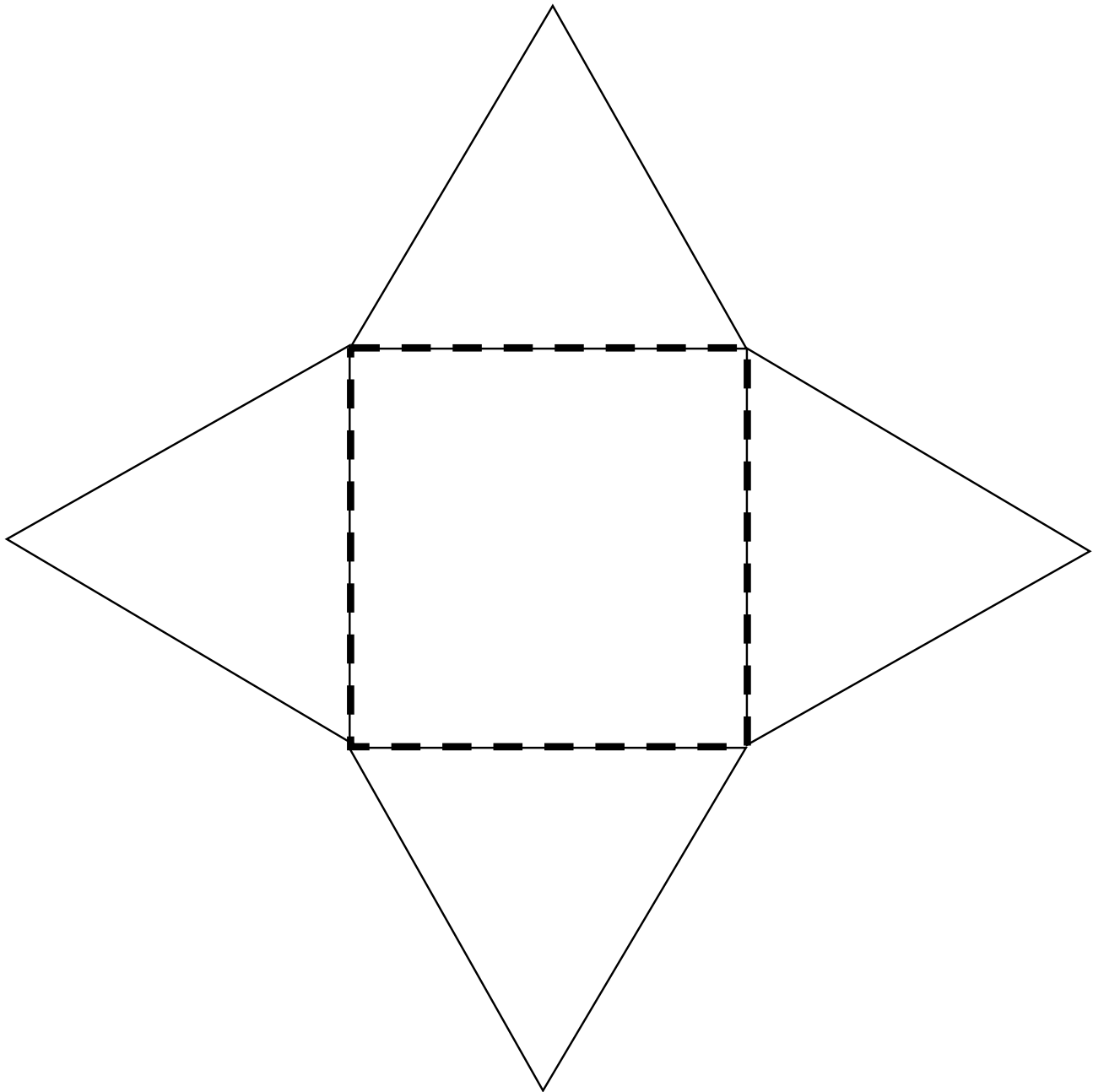


Day 5

Make a Pyramid!

Today you are going to make a pyramid! Follow the directions below:

1. Fold along the dotted line.
2. Tape or glue the top parts of the triangles together to make a pyramid.
3. Put something special in your pyramid to keep safe, just like the ancient Egyptians did with their pharaohs! 😊



Falafel

Today, you are going to look at the recipe for a common food eaten in Egypt: Falafel. After you look at the recipe, think about what falafels might look like, smell like, and taste like!

Recipe

- dry chickpeas
- parsley
- cilantro
- onion
- garlic
- pepper and other spices
- sesame seeds

1. Smash all of the ingredients together.

2. Once the mix is all smashed together, grab some of the mix and form it so it looks like a hamburger. This is a falafel!

3. Fry the falafel in hot oil.

4. Put tomatoes or cucumbers on top and enjoy!

What do you think this smells like?



What do you think this looks like?



What do you think this tastes like?





Reflection Activity

Today you will draw three pictures showing places you visited in Egypt. You will also write a little bit about each place you visited and the pictures you drew!

Picture:

Writing:

Picture:






Writing:

Picture:

Writing:

Goodbye, Egypt!

Congratulations! You have now finished your trip to Egypt! You can now add this stamp from Egypt onto your passport! Color it and make it look beautiful!!

Countries Visited		Countries Visited	
 Mexico	 Vietnam	 Egypt	
 Australia	 Russia		
Countries Visited		Countries Visited	



Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within:

