ACADEMIC ENRICHMENT PACKET

CLEVELAND METROPOLITAN SCHOOL DISTRICT

ENGLISH LEARNERS

Grades PK – 12
May 18 – 29, 2020

Cleveland Metropolitan School District | MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT
Parents & Caregivers – Daily language learning is important! The following packet and links are available for your child to access daily English language learning. Thank you for everything you do for your children!

Padres o Encargados – ¡El aprendizaje diario de idiomas es importante! El siguiente paquete y enlaces están disponibles para que su hijo acceda al aprendizaje diario del idioma inglés. ¡Gracias por todo lo que haces por tus hijos!

Wazazi & watunzaji – kujifunza lugha ya kila siku ni muhimu! Pakiti zifuatazo na viungo vinapatikana kwa mtoto wako kufikia kujifunza lugha cha Kiingereza cha kila siku. Tunakushukuru kwa ajili ya kila kitu unayatenda kwa ajili ya watoto wenu!

Waaliddiinta iyo Daryeeleyaasha - Barashada luqadda maalinlaha ah waa muhiim! Xirmooyinka soosocda iyo xiriidhada soosocda ayaa loo heli karaa cuunuggaaga inuu marin u helo barashada luqadda Ingiriisiga maalin kasta. Waad ku mahadsan tahay wakasta oo aad u qabtaan carruurtaada!

أبآباء ومقدمو الرعاية – تعلم اللغة اليومية أمر مهم! تتوفر الحزمة والروابط التالية لطفلك للوصول إلى تعلم اللغة الإنجليزية اليومي.

شكرا لك على كل ما تفعله لأطفالك!
## ONLINE RESOURCES FOR ENGLISH LEARNERS

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<th>Bilingual / Dual Language Activities</th>
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<td><strong>Resource Name</strong></td>
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<td>Colorin Colorado Families</td>
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<td>70 ideas on what to do at home</td>
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<th>English Language Development / English as a Second Language</th>
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<td><strong>Resource Name</strong></td>
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<td>Discovery Education</td>
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<td>Museums to Visit online</td>
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<td>Kid Lit TV</td>
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<td>Starfall</td>
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<td>International Children’s Library</td>
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<td>Resource Name</td>
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<td>EL Civics</td>
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### World Languages

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<tr>
<th>Resource Name</th>
<th>Grade Levels</th>
<th>Website</th>
<th>Description</th>
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<tr>
<td>Duolingo</td>
<td>K-6</td>
<td>Duolingo.com</td>
<td>Language learning in multiple languages through interactive activities.</td>
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<tr>
<td>Busuu</td>
<td>4-12</td>
<td>Busuu.com</td>
<td>Language learning in multiple languages through interactive activities</td>
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<tr>
<td>Quizlet</td>
<td>K-12</td>
<td>Quizlet.com</td>
<td>Language learning in multiple languages through interactive activities</td>
</tr>
<tr>
<td>Plural Plus</td>
<td>9-12</td>
<td>Pluralplus.unac.org</td>
<td>United Nations free resource for language learning and cultural understanding around the world.</td>
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</table>
**PARENT DIRECTIONS**

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<tr>
<th>English</th>
<th>Spanish</th>
<th>Swahili</th>
<th>Arabic</th>
<th>Nepali</th>
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<tbody>
<tr>
<td>Your child should be logging in to any of the online resources above daily as enrichment to continue their English language learning.</td>
<td>Su hijo debe iniciar sesión en cualquiera de los recursos en línea anteriores diariamente como enriquecimiento para continuar su aprendizaje de idioma inglés.</td>
<td>Mtoto wako anapaswa kuingia katika nyenzo yoyote ya mtandaoni juu ya kila siku kama kuboresha na kuendelea kujifunza lugha ya Kiingereza.</td>
<td>يجب أن يكون طالبك تسجيل الدخول إلى أي من الموارد عبر الإنترنت أعلاه يوميا كجزء من مواصلة تعلم اللغة الإنجليزية.</td>
<td>तपाईंको बढाले उपभोक्ताको रूपमा शैक्षणिक कृत्य नै पढाई अपलाई संसाधनमा लग इन गतिको पद्धति उपीतरूप अधिक भाषा संबंध जानौ।</td>
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This Photo by Unknown Author is licensed under CC BY
**ACTIVITIES FOR GRADES PK – 5**

**REMOTE LEARNING** Project Based Learning for Kindergarten-8th Grade English Language Learners

**Plants, Nutrition & Healthy Eating**

These daily activities go together as a project exploring how nutrition shapes who we are. This ten day project will provide enrichment targeted at English Learners in PreKindergarten-8th grade through the exploration of seeds, plants, ecosystems.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Day 1: Planting the Seed</th>
<th>Day 2: The Five Senses</th>
<th>Day 3: Plants &amp; Ecosystems</th>
<th>Day 4: Ecosystems</th>
<th>Day 5: Observe and Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK  -2nd</td>
<td>In this <strong>Plant &amp; Nutrition Unit</strong>, your child will learn about plants, foods, and the ecosystem. You will help your child learn about plants by watching this video link. Video: Parts of a Plant Next, help your child plant a seed to become a plant. Follow the instructions on the project How a Plant Grows from Seed p. 5 Video: How to Grow a Seed in a Ziplock Bag Every day have your child <strong>draw their observations</strong> of their seed on their My Observations p. 6</td>
<td>Have your child watch Video: The Five Senses Your child will use their observation skills by exploring their <strong>five senses</strong>. Use Food and 5 Senses p. 15, to learn about the five senses. Don’t forget to <strong>observe your seed every day</strong> and draw what it looks like on My Observations p. 6.</td>
<td>Your child will learn about what a plant needs to grow and provide nutrients. Watch and listen to the video link with your child. Video: Plants Need Water and Light <strong>Optional Activity:</strong> Your child may like to plan and collect materials for the Ecosystem in a Bottle. Use the Make a Plan p. 17 to prepare for tomorrow’s project. Don’t forget to <strong>observe your seed every day</strong> and draw what it looks like on My Observations p. 6.</td>
<td>Your child will learn about Ecosystems. Assist your child in creating an Ecosystem in a Bottle. Use the A Plant Ecosystem p. 18 for step by step directions. Then, help your child to make their first observation of their ecosystem using My Bottle Ecosystem Observation Page p. 19. Have your child check the seed / plant add water if is needed.</td>
<td>Your child will apply all of their senses while using what they have learned about plants and ecosystems. Use My Bottle Ecosystem Observation Page p. 19 for drawing and writing. Your child will watch and listen to Video: Plant Growth Conditions Don’t forget to <strong>observe your seed every day</strong> and draw what it looks like on My Observations p. 6.</td>
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<tr>
<td>3rd – 5th</td>
<td>In this <strong>Nutrition Unit</strong>, your child will learn about plants, foods, and the ecosystem. Your child learn about plants by watching these video links.</td>
<td>Have your child watch Video: The Five Senses Your child will use their observation skills by exploring their <strong>five</strong></td>
<td>Your child will learn about what a plant needs to grow and provide nutrients. Watch and</td>
<td>Your child will learn about Ecosystems. Assist your child in creating an Ecosystem in a Bottle. Use the A Plant Ecosystem p. 18</td>
<td>Your child will apply all of their senses while using what they have learned about plants and ecosystems. Use My</td>
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</tbody>
</table>
In this **Nutrition Unit**, you will learn about plants, foods, and the ecosystem. You will learn about plant **cells** by watching this video link.  
**Video: Plant and Animal Cells**  
**Complete Plant Animal Cells p. 11-14 to learn:**  
-Cells are the basic unit of all living things.  
-Plant and animal cells have parts called organelles that help them function and stay organized.  

| 6th-8th | In this Nutrition Unit, you will learn about plants, foods, and the ecosystem. You will learn about plant cells by watching this video link. | **Watch Video: The Five Senses**  
Use your observation skills by exploring your five senses. Complete Food and 5 Senses p. 15. Read Food is Our Fuel and Complete Comprehension Questions p. 16  
Don’t forget to observe your seed every day and **You will learn about what a plant needs to grow** and provide nutrients. Watch and listen to the video link.  
**Video: Plants Need Water and Light**  
Plan and collect materials for the Ecosystem in a Bottle. Use the Make a Plan p. 17 to prepare for tomorrow’s project.  
**You will learn about Ecosystems. Use the A Plant Ecosystem p. 18 for step by step directions.** Then, help your child to make their first observation of their ecosystem using My Bottle Ecosystem Observation Page p. 19. Don’t forget to observe your seed every day and draw what it looks like. Have your child check the seed / plant add water if is needed.  
**Apply all of your senses while using what you have learned about plants and ecosystems. Use My Bottle Ecosystem Observation Page p. 19 for drawing and writing. Your child will watch and listen to Video: Plant Growth Conditions Next week, we’ll explore how food nourishes us. Complete Food and Energy p. 20-23.**  
Don’t forget to observe your seed every day and draw what it looks like.  
**Video: Veggie Time Lapse**  
**Apply all of your senses while using what you have learned about plants and ecosystems. Use My Bottle Ecosystem Observation Page p. 19 for drawing and writing. Your child will watch and listen to Video: Plant Growth Conditions Next week, we’ll explore how food nourishes us. Complete Food and Energy p. 20-23.**  
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**Video: Veggie Time Lapse**  
Watch and listen to Video: Plant Growth Conditions Next week, we’ll explore how food nourishes us. Complete Food and Energy p. 20-23.
Follow the instructions on How a Plant Grows from Seed p. 5
Video: How to Grow a Seed in a Ziplock Bag
Every day record your observations on My Observations p. 7

draw what it looks like on My Observations p. 7

Stop and Think: if you knew if took 140 days to grow just one carrot, does that change the way you think about food? Watch this time lapse video of veggies growing.

Video: Veggie Time Lapse
Don’t forget to observe your seed every day and draw what it looks like on My Observations p. 7

Check the seed / plant add water if is needed.

Complete Food and Energy p. 20-23.
Don’t forget to observe your seed every day and draw what it looks like on My Observations p. 7

PreK - 2nd

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<td>This week your child will use what they have learned about Nutrition and Healthy Foods to create and share their favorite recipe with the help of an adult by end of this unit.</td>
<td>Your child will use the page My Favorite Food p. 30 to draw and write about their favorite food. Ask your child the guiding questions about their favorite food p. 30. Have your child check the seed or plant add water if is needed. Have your child sing along to the Healthy Meal Song Jack Hartman, Make Ecosystem observation.</td>
<td>With an adult’s help you will plan your favorite recipe. Use the Cooking Project Checklist p. 31 to make sure your child has all of the ingredients they need for their recipe. Now, let’s think about your favorite food and then watch the video on making a Yummy Chocolate Snack Watch a video of a girl cooking Don’t forget to make your Ecosystem observation.</td>
<td>With an adult’s help, the My Recipe p. 34 to write your child’s favorite recipe. Have your child check the seed or plant add water if is needed. Have your child sing along to the Good Foods Song Kid Size Cooking Don’t forget to make your Ecosystem observation.</td>
<td>Now it’s time to share and post your recipe video, photo, or image of My Recipe p. 34 See you on Facebook! <a href="https://www.facebook.com/MultilingualCMSD/">https://www.facebook.com/MultilingualCMSD/</a></td>
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<td>Now let’s watch and listen to the read aloud story The Very Hungry Caterpillar</td>
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<td>Have your child use the My Plate p. 24 coloring sheet to color the foods that they eat. Read with your child an example of a recipe or you may use the Stone Soup p. 25-26. Now with your child, lets watch a recipe making video Stone Soup Story Have your child sing along to the Healthy Eating Song Pink Frog</td>
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3rd - 5th

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<td>Now, let’s listen to this story being Read Aloud about making a recipe.</td>
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<td>6th-8th</td>
<td>Read the Newsela Article p. 27-28 on Astronauts’ multicultural “comfort” food. Use Show What You Know p. 29 to share what you learned with a family member or make a newcast style video of yourself sharing this exciting story from Space. Don’t forget to make your Ecosystem observation.</td>
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<td>Use the page My Favorite Food p. 30 to write about your favorite recipe. Answer the guiding questions about your favorite food p.30. Check the seed or plant add water if is needed. Don’t forget to make your Ecosystem observation.</td>
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<td>Read the Newsela Article p. 32-33 about middle schoolers learning to cook. Use the Cooking Project Checklist p. 31 to make sure your child has all of the ingredients they need for their recipe. Watch the video Stone Soup Watch the video of a boy about your age cooking breakfast. Don’t forget to make your Ecosystem observation.</td>
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<td>Use project page “Write Recipe Here” to explain how to make your special dish. Use the My Recipe (printable) to help write your child’s favorite recipe. Check the seed / plant add water if is needed. Don’t forget to make your Ecosystem observation.</td>
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How a plant grows from a seed

Have you ever wondered...?

- How a plant grows?
- Have you ever seen the process?

In this hands-on-project you will be able to see the whole process of growing a plant, just follow the instructions, grab the materials and you are ready to go.

Materials:

- 1 plastic bag
- Piece of paper towel or cotton balls
- 2 to 4 bean seeds
- Water
- Sun light

Procedures:

First put the beans seeds in the paper towel or cotton. Then, place them in the plastic bag. Next, add a couple drops of water. Finally, find a place in your house that has sun light, leave them there. Every day, observe the process and record your observations. Share your experience.
# Record What You See

**Pok - 2nd**

<table>
<thead>
<tr>
<th>Days</th>
<th>How is the weather today?</th>
<th>Draw what you see</th>
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# Record Your Observations

## 3rd-8th Grade

<table>
<thead>
<tr>
<th>Days</th>
<th>Observations</th>
<th>Estimate and measure the plant</th>
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Read About External Plant Parts

EXTERNAL PLANT PARTS DEFINITION

Plants have external plants parts that help them grow, survive and reproduce. These parts include the stem, leaves, flower, fruits and roots. Many plant parts are eaten by people.

To better understand how external plant parts work...

LET'S BREAK IT DOWN!

The stem in an external plant part.

The stem is strong and helps hold the plant up. It also lets water and nutrients flow up to the leaves. Some examples of stems we eat are celery, asparagus, and sugar cane.

Leaves are an external plant part.

Leaves collect sunlight and make food for the plant. Leaves come in many different shapes and sizes, but most leaves are flat and green. Some examples of leaves we eat are mint and spinach.
Flowers are an external plant part.

Flowers are the parts of plants that make seeds and fruits. Some examples of flowers we eat are lavender and roses. Flowers are colorful so they can attract animals like hummingbirds and bees.

Fruits are an external plant part.

Fruits are the part of plants that protect seeds and helps the seed get moved from place to place by an animal. Animals like to eat fruit because most of them taste sweet.

Roots are an external plant part.

Roots absorb water and minerals from the soil and hold the plant in the ground so it does not fall over. Some examples of roots we eat are potatoes, carrots and beets.

**EXTERNAL PLANT PARTS VOCABULARY**

**External Part**

A part on the outside of a plant.
Flower
The part of a plant that makes seeds.

Fruit
The part of a plant that has seeds inside.

Leaf
The part of a plant that uses sunlight to make food.

Reproduce
To make more plants (animals also reproduce).

Root
The plant part that holds a plant in the ground and helps it get water from the soil.

QUESTIONS ABOUT EXTERNAL PLANT PARTS

What do we mean by external parts of a plant?
External parts are the parts that are on the outside of plants.

What is the function of seeds?
Seeds help the plants reproduce because they can grow into a new plant.

What characteristics do plants have that show they are alive?
They grow, they need nutrients (food and water) and they make more plants (reproduce).

What are of the main parts of a plant?
The main parts of a plant are roots, stem, leaves, flowers and fruit.

What is the purpose of each of the plant parts?
The roots anchor the plant in the soil and help it take in water. The stem holds up the plant and carries water to the leaves. The leaves use sunlight to make food for the plant. The flowers produce seeds to make new plants. Fruits serve as a protective covering for seeds and help the seed get moved somewhere else by an animal (see video about pollination and seed dispersal).
WHAT IS A CELL?

Cells are the basic unit of all living things. All cells need energy, get rid of waste and contain genetic material to make more cells. Some living things are made of only 1 cell (unicellular) and other organisms like humans are made of many cells working together (multicellular).

To better understand cells...

LET’S BREAK IT DOWN!

All living things are made of cells.

Cells can be seen with a light microscope which can magnify objects up to 1,000 times. Typically a microscope slide is prepared which creates a thin layer of cells and holds them in place. Dye is used to stain the cells, making them easier to see. Cells can range in size. For example, an amoeba is about 1 mm in length and the biggest ones can be seen without a microscope. A red blood cell is 100x smaller at 0.01 mm and a bacteria is 1000x smaller than an amoeba at about 0.001 mm.
Plant & Animal Cells Have Organelles.

Organelles are parts of a cell that help the cell to function and stay organized. The mitochondria, for example, is where sugars are used to produce energy. The vacuole is a membrane bound organelle that stores fluids. The cell membrane controls what comes in and out of a cell. Plant and animal cells need organelles in order to carry out their everyday functions.

Cells are specialized, depending on their function.

Not all cells are the same. In the human body, for example, there are many kinds of cells. A nerve cell has long arm like features to help the cell communicate with other nerve cells. A muscle cell is more tubular in shape and it can get longer and shorter when muscles contract. These kinds of differences between the cells of an organism is called cell differentiation. Cells are structured in ways that help them achieve their function.
Plant and animal cells have similarities and differences.

Although plant and animal cells have many of the same organelles, there are some notable differences. Plant and animal cells both have a cell membrane, but in addition to a cell membrane, a plant cell also has a cell wall. The cell wall gives the plant cell structure. Plant cells also contain chloroplasts, green organelles that do photosynthesis. Animal cells do not have chloroplast because they do not do photosynthesis.

Studying cells can help us cure diseases.

There are several specialized types of scientists that study cells. Pathologists look at human cells under microscopes to diagnose diseases. For example, red blood cells normally have a disc like shape. In a disease called sickle cell anemia, cells are shaped like the letter “c” and this can be seen under a microscope to diagnose the disease so the patient can get treatment. Many other types of scientists also study cells such as molecular biologists, biochemists and more.

**PLANT & ANIMAL CELLS VOCABULARY**

- **Cell**: The basic unit of all living things.
- **Organelle**: Parts of a cell that help it function.
**Nucleus**
The organelle that contains DNA, the genetic material of the cell.

**Cytoplasm**
The jelly–like liquid inside the cell where the organelles are found.

**Cell Membrane**
The thin, flexible barrier surrounding the cell.

**Cell Wall**
Found outside the cell membrane, this organelle gives the plant structure. Animal cells do not have cell walls.

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**PLANT & ANIMAL CELLS DISCUSSION QUESTIONS**

**What is the difference between a unicellular organism and a multicellular organism?**

Single celled organisms are made up of only one cell. An amoeba is an example of a unicellular organism. Multicellular organisms are made up of more than one cell. People, dogs and plants are all examples of multicellular organisms.

**Why is the mitochondria of a cell important?**

The mitochondria is where sugar is converted into energy. The cell needs energy in order to carry out its everyday functions.

**What function does a cell wall serve for a plant?**

The cell wall gives a plant cell support and structure allowing the plant to stand upright. This is important so that the plant can get sunlight in order to do photosynthesis.

**Describe what you might see if you were to look at cells through a microscope.**

Depending on the power of the microscope, you would be able to see the cell membranes (or cell walls if looking at plants). You would also most likely be able to see the nucleus of each cell. Other organelles might be too small or not colored.
Food and the Five Senses

Touch
5 Senses Kitchen Scavenger Hunt

- Touch an item with a smooth surface. The item was:
- Touch an item with a rough surface. The item was:
- Touch an item with a fuzzy surface. The item was:
- Touch an item with a bumpy surface. The item was:
- Touch an item with a soft surface. The item was:

What you need:
- paper
- pencil
- pencil crayons

Sight

Draw a picture of 5 items you can see from where you are sitting right now. Write 2 describing words to describe each item.

What you need:
- paper
- pencil

SMELL

List as many sour smells as you can think of.

List as many Loud Kitchen noises as you can think of:
1. example: banging pots and pans
2.
3.
4.
5.
6.
7.
8.
9.
10.

List as many quiet noises as you can think of:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Graph Your Favourite Tasting Foods

- Draw a grid to rate your favourite foods on a scale of 1 to 10.
Food Is Our Fuel
Cross-Curricular Focus: Life Science

Everything that is alive needs energy. All animals get the energy they need from food. People are animals. Think about the human body as an amazing machine. It can do all kinds of things for us. Food is the fuel that helps keep the amazing machine running.

Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants. Some animals eat other animals as meat. Some animals, like people, eat both plants and animals.

Since plants make their own food using sunlight, the sun's energy is found in plants. The sun's energy is very strong. It loses a lot of its strength by the time it goes into a plant.

When we eat plants, we get more of the sun's energy than when we eat animals. That's why it is good to eat fruits and vegetables. When an animal eats a plant, the energy is less strong. The animal also used its energy to find the plant to eat. When a second animal eats the first animal, it gets even less energy than the first animal got. The second animal used a lot of energy to chase its prey.

Like a car that has to be filled with gasoline, living things have to eat again and again. Instead of gasoline, living things use food as fuel.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Where do all animals get their energy?

2) Where do plants get their energy?

3) If our bodies are amazing machines, then food is our __________

4) Why do we get more energy from eating vegetables than we get from eating meat?

5) If a third animal eats the second animal, will it get more or less energy?
# Make a plan!

What supplies do you need for your ecosystem?

<table>
<thead>
<tr>
<th>item</th>
<th>Where will you get it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empty Plastic Bottle with Cap</td>
<td></td>
</tr>
<tr>
<td>Soil</td>
<td></td>
</tr>
<tr>
<td>Seeds</td>
<td></td>
</tr>
<tr>
<td>Grass seed</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
</tr>
</tbody>
</table>

Adult approved list

initials
A Plant Ecosystem

Step 1: Have an adult cut off the top of a plastic bottle

Step 2: Add soil to the bottle

Step 3: Create small holes to plant your seeds (about 1 inch deep for green beans)

Step 4: Place the seeds in the holes.

Step 5: Sprinkle grass seeds on top.

Step 6: Water the seeds

Step 7: Turn the top upside down and place it inside the base

Step 8: Seal edges with tape

Step 9: Place ecosystem in a sunny spot.
Read About Food and Energy

DEFINITION OF FOOD

Food is any nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. Our bodies tell us when we need food by feeling hungry. The types of food we eat determine what types of building blocks and energy sources our bodies use.

To better understand food and nutrition....

LET’S BREAK IT DOWN!

The food we eat gives our bodies materials for growth.

Nearly all our food comes from either plants or animals. After it enters our digestive system, our bodies break it down into useful materials that have two uses.

Growth & repair (getting taller, stronger or mending broken bones), and energy to think, stay warm, and move around.

Flamingos are an excellent example of how food is used for growth. Flamingos like to eat algae which has a lot of beta-carotene, a natural chemical that has a red color. The bird’s digestive system breaks down the algae, which releases the red chemical. The red chemical then gets deposited in the flamingo’s feathers as they grow, giving flamingos a pink color.

If you feed a flamingo food without the natural red chemical, it would not be pink. Even though we are not the color of our food like a flamingo, we are also made up the materials that we have eaten. You are what you eat!
### Examples of Food and Energy

- **Hydroponic plants grow without soil by using minerals in the water.** This is evidence that plants do not get their energy from the soil. All the energy to make them grow comes from the sun.

- **Bugs are a delicacy in some countries.** Many are high in protein and they can be cooked easily and quickly. Yum...

- **Vitamins and minerals are not food.** They can provide us with building blocks to help us grow but they don’t give us any energy.

### Food and Energy Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td>Any nutritious substance that people or animals eat in order to give them energy and building blocks to grow and repair.</td>
</tr>
<tr>
<td><strong>Energy</strong></td>
<td>It makes things happen. (Or more formally: the ability to do work)</td>
</tr>
<tr>
<td><strong>Hunger</strong></td>
<td>The feeling that makes you want to eat. It is actually our bodies telling us that we need food for more energy and building blocks.</td>
</tr>
<tr>
<td><strong>Oxidizer</strong></td>
<td>A chemical that provides a lot of oxygen to help things burn.</td>
</tr>
<tr>
<td><strong>Digestive System</strong></td>
<td>Made up of the stomach, intestines and other components, it allows us to break down food and absorb nutrients.</td>
</tr>
</tbody>
</table>
The food we eat gives our bodies energy.

Food also provides us with energy to move and stay warm. We can conduct experiments with food to show that it has stored energy by mixing it with an oxidizer and setting it on fire.

An oxidizer is a chemical that provides a lot of oxygen to help things release energy. The ability of food to burn shows that it contains stored energy.

The amount of energy and types of nutrients we get is determined by the types of foods we eat. Whole or natural foods contain lots of important nutrients. Unhealthy foods do not.

For example, broccoli contains carbohydrates, calcium, protein, fiber, iron, and vitamins. You need all these things to help you grow. Candy contains just sugar.

Energy from our food comes from the sun!

All the energy we get from food can be traced back to the sun.

The sun’s energy is transferred to plants, which use it to convert water and carbon dioxide into sugars. That process is called photosynthesis. Plants are then eaten by animals, which are eaten by larger animals.

Through this process, the energy from the sun is transferred from one living thing to another.

For example, a plant captures energy from the sun through photosynthesis, and then the plant is eaten by a caterpillar. The caterpillar gets eaten by a turkey, and we eat the turkey for dinner. The whole process is powered by the sun.
Photosynthesis

A process by which plants use sunlight to make sugar from carbon dioxide and water.

**FOOD AND ENERGY DISCUSSION QUESTIONS**

**How does your body turn food into energy?**

When a person eats food, their digestive system breaks it down into small pieces. Those small pieces are digested and absorbed by the body. Inside the body, food helps us get energy and also to grow and repair.

**How is energy transferred from a plant to a person?**

Energy is first transferred from the sun to the plant by photosynthesis. Then, the plant is eaten by a person. When this happens, energy is transferred from the plant to a person.

**Why is sunlight energy important?**

Almost all energy on earth can be traced back to the sun! Photosynthesis in plants converts light energy to chemical energy. Animals and people eat the plants and then the chemical energy in the plant can be used by animals (including humans).

**What does food give us?**

It gives us energy and building blocks to keep our bodies healthy and functioning properly.

**How do plants and animals take in the food they need to survive?**

Plants do not ingest the food they need for survival. They must create their food through the process of photosynthesis. Animals ingest, or eat the food they need for energy from sources such as plants or other animals.

**How do we know that plants obtain materials needed for growth primarily from air and water.**

One piece of evidence is hydroponic plants. They grow without any soil. It uses water, air and sunlight to grow. You can further confirm that a plant requires water, air and sunlight by trying to grow a plant in the dark or without water.
Fruits
Vegetables
Grains
Protein
Dairy

ChooseMyPlate.gov
Stone Soup

J large, very clean cups

'1 cups water

3 large carrots

3 potatoes

2 onions

1 can tomatoes

1 can corn

1 can peas

1 teaspoons beef bouillon

dash of salt

Heat water in a large pot.
Add the stone.

Peel and cut 1/2 cup carrots, 1/2 potato, onions, and celery.

Boil the ingredients until soft.

Add tomatoes, corn, peas, and bay leaf.

Add salt and boil for 10 minutes.

Remove the stone.

Serve with crackers.

"Stone Soup" is a popular folk tale.
Almost 50 years ago, three astronauts went to the moon. They were the first to walk on it. It was an important trip. The astronauts had a lot of work to do. They needed energy to keep going. So what did they eat on the trip? Frosted Flakes!

NASA is the U.S. space group. It sends astronauts into space. Before a rocket takes off, scientists must plan what the astronauts on board will eat. Astronauts ask for yummy, comforting foods. They like sweet cereals. They like pudding and canned peaches. They even bring hot sauce! It spices up all their space foods. NASA has sent many comfort foods up into space.

**Science Lab**

The International Space Station flies high above Earth. It circles our planet. It is like a science lab in space. Astronauts fly up to the station. They travel there in a space shuttle. Then they live up there for a while. They may stay for months. They do experiments to learn about space.

The astronauts at the space station come from many countries. Sometimes they get homesick. It is easy to get homesick in space. You are so far from everyone you know. Astronauts miss their
families. Food can make them feel better. It reminds them of home.

**Favorite Foods**

That is why space groups around the world work with special cooks. The cooks team up with scientists. They make "space" versions of the country's favorite foods. This way, astronauts can enjoy their favorite flavors in space.

Astronauts from Russia like fish. They especially like caviar. That is another name for fish eggs. These astronauts top their meals with garlic.

Astronauts from Italy prefer pasta. One company made a special "space lasagna" for them. They also brew coffee. Coffee is important in Italy.

In 2008, South Korea sent its first astronaut into space. The astronaut took kimchi with him. Kimchi is spicy cabbage. Many Koreans love it. It is the country’s national dish.

Kim Sung Soo is a scientist. He helped make the space kimchi recipe. "If a Korean goes to space, kimchi must go too," he said.

Meanwhile, scientists in Japan made "space ramen." Ramen is a kind of soup. It has lots of noodles. A Japanese astronaut took the soup into space. He slurped it on the space shuttle!

Many astronauts share their food. Americans give cakes to the Russians. The Russians share their oatmeal with the Americans. By sharing, they have become friends.

Astronauts are great scientists. Their work might change the world. Still, they are not very different from us. They trade lunches. They share their favorite foods. Maybe you have done the same in the school cafeteria!
In the _______________ called ____________________________, (book, article, section) (write the title)

the author discusses _____________________________. (What is it all about? Write the main idea)

__________________________________________________________________________________________

First, the author points out that ___________________________. (What is one important/supporting idea from the text?)

__________________________________________________________________________________________

__________________________________________________________________________________________

In addition, ___________________________. (What is another important/supporting idea from the text?)

__________________________________________________________________________________________

__________________________________________________________________________________________

In conclusion, ___________________________. (restate the main idea)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Use these transition words to add an example after each important idea:

For example, ____________

For instance, ____________

To illustrate, ____________

____________ specifically ____________ such as In this case ____________ As an example, ____________.

__________________________________________________________________________________________

__________________________________________________________________________________________
Name: ______________________

My Favorite Food

What is your favorite food? When do you eat it? Why do you like it? In one of the boxes below, draw a picture of your favorite food. In the other box, draw a picture of you eating your favorite food. Then write about the food on the lines below.
Cooking Project Checklist

Instructions:

In order to complete this special project make sure you take the right precautions and do the following things:

- Do I have all the ingredients needed?
- Do I have all the materials needed?
- Is there an adult with me?
- Do I have all the tools needed?
- Am I recording the process?
- Don’t forget to write down the recipe with the procedure.
Young chefs make meals to learn about cultures, healthy foods
By Washington Post, adapted by Newsela staff on 05.31.18
Word Count 382
Level 390L

A group of sixth graders cuts up lemons. The smell fills the air.
They all go to the Washington School for Girls. They are taking a cooking class. It is called Cooking Skills and World Cuisine. They learn about different cultures. They cook food from around the world.

Girls cut up sweet potatoes. Others measured chicken soup and spices. A few ripped leaves off Swiss chard. They put them in piles.

**Student Chefs**

Their teacher is Patrick McDermott. He works for a nonprofit group. Its name is Common Threads. The group wants people to cook and eat healthy food.
6th-8th Grade

Mr. McDermott calls each student "Chef." He stirs a pot of steaming chicken. He checks the greens. When the food is ready, they will eat together.

**Learning About Ethiopian Culture Through Food**

The students are learning about Ethiopian culture. It is a country in Africa. In Ethiopia, many relatives will eat together.

Mr. McDermott teaches them about kitchen safety. They learn how to read a recipe. They also learn how to measure ingredients. They practice their table manners as well.

The students also learn about nutrition. They learn to eat different colored fruits and vegetables. People need both to be healthy. Eating the right amount of food is important, too. They should not eat too much. They also should not eat too little.

Sydney Stevens is 11. Her mom did not want to let Sidney use a knife. She used to be scared to let her use a knife. Now she trusts Sydney.

**Chard Dish And Ethiopian Stew**

The student cooks made a chard dish. Its name is ye'abesha gomen. They also made doro wat. It is a traditional Ethiopian stew. The students cleaned the kitchen. They also made dessert.

Za'Niyah Martin is 12 years old. She loves making food with her hands. She also loves sharing it with friends.

**A First Taste Of Zucchini**

For Sydney, the afternoon was like a trip to Ethiopia. She tried zucchini for the first time. She sort of liked it.
Recipe for ...........................................
From the kitchen  o

Ingredients

Directions
Calories

All creatures need to eat something in order to survive. Fortunately, different species of animals have different things that they eat as food. No matter what a creature eats, the food must have enough calories in it to maintain life. Calories, or the energy stored in the food, provide the fuel animals, including humans, need in order to live and move about in the world. Any creature that does not consume enough food, or in other words enough calories, will starve and die.

The term calorie has a scientific meaning. Calorie is a measure of an amount of energy just like pound is a measure of weight. A calorie is officially defined as the amount of energy it takes to raise the temperature of 1 gram of water by 1 degree Celsius, which is 1.8 degrees Fahrenheit. The term “calorie” and “Calorie” with a capital C have two different meanings to scientists. The term Calorie (with a capital C) means one kilocalorie, the amount of energy required to raise the temperature of one kilogram of water by one degree Celsius. A kilogram is the same as 1,000 grams and a kilocalorie is 1,000 calories. Food calories are always measured as Calories but average people don’t care much about the difference and just use the word calories.

Food is composed of proteins, fats and carbohydrates. Nutritionists know that a gram of protein contains 4 Calories, a gram of fat has 9 Calories, and a gram of carbohydrate has 4 Calories.

All foods contain calories. When we eat something it provides energy for our bodies to use when we are active. We even need energy or calories while we are sleeping because, for example, our bodies are still breathing, our heart is pumping, and we continue to digest the food in our stomachs. If a person eats more food and more calories than is used up by activity, the body stores the excess calories in case it might need it later when food might not be available. So a person gains weight due to the extra food and calories. Similarly, if a person consumes fewer calories than are used every day over several weeks and is more active, that person will lose weight.
You’re Invited to Share!

You have been cooking up some great recipes. We want to share the tasty dishes with our learning community. Please email your recipe and photo of yourself with your finished product to

What: Your Recipe with a photo
Why: To create a learning community cookbook.
Where: Post to Multilingual Multicultural Education Facebook https://www.facebook.com/MultilingualCMSD/
Dear Parent/Guardian:
We have developed a project-based academic enrichment for language learners in grades 6-8. This project will give students the chance to apply the skills they learn in school and connect them to real-world experiences. It also provides students with an engaging opportunity to practice and embrace their English language in the areas of: writing, listening, reading, and speaking.

We encourage family participation for “Family History/Cultural Heritage Project”, as it expands the educational experience for each student. A rubric is included for students and parents to have a clear understanding of what is expected for this project. This rubric is a tool to allow the students to evaluate their own work and identify what quality work is.

There are three phases of the project:

**Phase 1 (2 days): Family Interview**
Students will read an article informing them about effective strategies in performing an interview. After that, they will choose at least one relative they’d like to interview. They will read a set of interview questions and determine the best questions to ask. They will then carry out the interview with the chosen relative. Students may choose to voice record the interview, jot notes, or type notes onto a laptop when receiving answers to their questions.

**Phase 2 (3 days): Timeline**
Students will create a timeline representing important events about them and their families. They will create pictures and drawings to represent the special events selected. Examples of events they can choose will be included on the project template.

**Phase 3 (5 days): Cumulative Project**
Students will use the first two phases of the project, create a cumulative project, and choose a platform (plan or design) to present their work. Beyond the family interview and timeline, students will have various options for which they might want to include, additionally, on their final project.

Students will have the option to present their project to friends and family members or they can record their projects, write a short summary of the presentation and share on the CMSD Multicultural Multilingual Education Office Facebook page. If students do not want to take a video, they can take pictures of selected portions of their project to share to the page also. It can be a platform (plan or design) for educating and learning about other students experiences.

At the end of this project, students will have acquired self-awareness about themselves and culture, which a foundation of personal growth and success. In the Multicultural Multilingual Education Department, we value the rich cultural diversity that our families bring to the city of Cleveland. We believe that all of our students are better served when they begin to understand and value
multi-culturalism. We hope this project supports families in providing students with academic enrichment that supports these core values.
If you have any questions about this project, please do not hesitate to contact the ESL Itinerant Teachers at:

*Google Voice phone number (216) 250-2014 or anthony.demarco@clevelandmetroschools.org; wanda.lai@clevelandmetroschools.org and/or multilingual@ClevelandMetroSchools.org*

Thank you for your support,

<table>
<thead>
<tr>
<th>Title: Family History/Cultural Heritage Project</th>
<th>Grade: 6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards: ELP 6-8.1; RL 1-3 7; RI 1-3 7; SL 2; SL 1; RI 1-3, 7; ELP 6-8.10; L 1, 3; ELP 6-8.2; W6, SL1; W1c, 2c, 3c, 4; SL4, 6</td>
<td></td>
</tr>
<tr>
<td>Ohio Social Studies Standard: 7.1 Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.</td>
<td></td>
</tr>
</tbody>
</table>

**An English language learner can** participate in grade appropriate oral and written exchange of information, ideas, and analyses, responding to peer, audience, or reared comments and questions...

**Objectives: I can...**
- Read an informational article to identify the central idea and specific details.
- Ask and answer questions with words relevant to the topic.
- Perform a Family Interview with at least 15 questions.
- Create a timeline with at least 16 important events of my life and my family.
- Write 2-3 sentences to describe events on the timeline.
- Prepare and deliver a short oral presentation about a variety of topics and experiences about me and my family.
- Select the appropriate signal words for describing the sequence or order in which events happened on the oral presentation.
- Analyze information and create a cumulative project on “Family History and Cultural Heritage”.
- Write a short summary for the presentation.

**Vocabulary**

- **History**: a chronological record of significant events often including an explanation of their causes.
- **Chronological**: arranged in according to the order of time; an example of a set of years in chronological order: 1940, 1950, 1960; a set of years that are not chronological order: 1960, 1950, 1940...
- **Timeline**: a way to list important events; events must be put in chronological order (the order in which they happened)
- **Culture**: the beliefs, social forms, and traits of a racial, religious, or social group.
- **Heritage**: something you receive from a predecessor (someone who lives before you).
- **Family Surname**: the name borne in common by members of a family.
- **Heirloom**: a piece of property that descends from one generation to another.

(adapted from merriam-webster.com)

**Essential**

**Student Directions:**

**Phase 1:** After reading the article “How to Interview a Relative” by Kimberly Powell, you are now ready to begin the interview portion. *As the interviewer you must choose at least 15 questions to ask your relative. *Pre-read each question to screen out questions that do not apply. *Select questions that you believe would reveal the most information about your own or your relative’s cultural heritage. *As you listen to the response you receive for each question, document as much as you can on a separate piece of paper or by typing the response on the computer. *Be sure to become familiar with the essential vocabulary prior to interviewing.

**Phase 2:** Create a personal timeline to display the important events in your life and in your family (at least 16 events). *You can use any kind of paper to create your timeline (copy paper, notebook paper, construction paper and/or poster board). *You
may be creative as you like, just make sure that your timeline is no larger than a poster board and no smaller that a piece of paper.

**Phase 3:** It is your final task! You will use the first two phases of the project, create a cumulative project, choose a platform (plan/model), and write a short summary of the presentation.

*Share your project!*

### Resources/References

- Article: “How to interview a Relative” by Kimberly Powell
  - [https://www.thoughtco.com/how-to-interview-a-relative-1420706](https://www.thoughtco.com/how-to-interview-a-relative-1420706)
- Timeline Video: [https://www.youtube.com/watch?v=Ld7EnSVA-5w](https://www.youtube.com/watch?v=Ld7EnSVA-5w)
- Family Tree - [https://www.smartdraw.com/family-tree/](https://www.smartdraw.com/family-tree/)
- Create a family crest OR share your family crest. Explain it's meaning in writing: [https://www.mytribesos.com/crest/](https://www.mytribesos.com/crest/)
- Graphic Organizer
- Interview Starter Sentences

### Project Based Learning Checklist

<table>
<thead>
<tr>
<th>Phase 1 (2 days)</th>
<th>Family Interview: Students will…</th>
<th>Materials: (Select at least one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read article (strategies in executing an interview).</td>
<td>□ Paper, Pencil, Notebook</td>
</tr>
<tr>
<td></td>
<td>Choose at least one relative (they would like to interview).</td>
<td>□ Voice Recorder</td>
</tr>
<tr>
<td></td>
<td>Read a set of interview questions.</td>
<td>□ Laptop</td>
</tr>
<tr>
<td></td>
<td>Determine the best questions to ask (select at least 15 questions).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record/Write Responses/Document</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Read article (strategies in executing an interview).</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>□ Record/Write Responses/Document</td>
<td></td>
</tr>
<tr>
<td>Phase 2 (3 days)</td>
<td>Timeline: Students will…</td>
<td>Materials:</td>
</tr>
<tr>
<td></td>
<td>Create a timeline (representing important events about them and their families; at least 16 events).</td>
<td>□ Copy Paper</td>
</tr>
<tr>
<td></td>
<td>Create pictures/drawings (to represent the special events selected).</td>
<td>□ Pencil, Pen</td>
</tr>
<tr>
<td></td>
<td>□ Create a timeline (representing important events about them and their families; at least 16 events).</td>
<td>□ Construction Paper</td>
</tr>
<tr>
<td></td>
<td>□ Create pictures/drawings (to represent the special events selected).</td>
<td>□ Card Board</td>
</tr>
<tr>
<td></td>
<td>□ Record/Write Responses/Document</td>
<td>□ Glue, Tape</td>
</tr>
<tr>
<td></td>
<td>□ □ Record/Write Responses/Document</td>
<td>□ Crayons, Markers, or Colored Pencils</td>
</tr>
<tr>
<td>Phase 3 (5 days)</td>
<td>Cumulative Project: Students will…</td>
<td>Materials: (Select at least one)</td>
</tr>
<tr>
<td></td>
<td>Create a cumulative project (using the first two phases of the project).</td>
<td>□ Tri-Fold or regular poster</td>
</tr>
<tr>
<td></td>
<td>□ Choose a platform (plan or design) to present their work.</td>
<td>□ Computer (PowerPoint, Prezi, Google)</td>
</tr>
<tr>
<td></td>
<td>□ Write a short summary of the presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Present their project to friends and family members.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Share you project on the CMSD/Multicultural Multilingual Education Office Facebook page. Some options for sharing include:</td>
<td></td>
</tr>
</tbody>
</table>
- Recording a video of the presentation and posting
- Taking pictures of their final project piece and sharing

**Scrapbook**

---

### Activity-Focus Domain and Rubric

<table>
<thead>
<tr>
<th>Family Interview Article Tips: Reading</th>
<th>Timeline: Writing, Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Interview:</strong> Listening, Speaking</td>
<td><strong>Presentation:</strong> Writing, Speaking</td>
</tr>
</tbody>
</table>

**Students will able to...**
- Participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the English Language Proficiency Standards.
- Demonstrates competence in the general skills and strategies of the reading, writing, listening and speaking process.

---

### Family Interview Rubric

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>4-Proficient</th>
<th>3-Advanced</th>
<th>2-Intermediate</th>
<th>1-BEGINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-The student determines the main idea of each responding answer and how each answer is supported with evidence. -The student is able to quote or cite responding answers. -The student leads the discourse of the discussion in a professional manner. -The student understands all domain-specific vocabulary within the context of the conversation during the family interview.</td>
<td>-The student determines and paraphrases the main idea of each responding answer. -The student participates in the discussion. -The student determines the meaning of academic vocabulary during the family interview.</td>
<td>-The student recognizes a few key words or phrases. -The student recognizes the main topic. -The student recalls a few key telling points during the family interview.</td>
<td>-The student does not recognize what is being said during the family interview.</td>
</tr>
</tbody>
</table>

---

### Interview Strategies Rubric

<table>
<thead>
<tr>
<th>READING</th>
<th>4-Proficient</th>
<th>3-Advanced</th>
<th>2-Intermediate</th>
<th>1-BEGINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-The student determines central ideas or themes and how they are supported by specific details. -The student determines the meaning of figurative language. -The student determines whether reasoning is sound and evidence is sufficient.</td>
<td>-The student determines the central idea or theme and supporting details. -The student uses context clues to determine the meaning of academic vocabulary.</td>
<td>-The student identifies basic information within the text. -The student identifies a few key words and phrases.</td>
<td>-The student does not comprehend the story.</td>
</tr>
</tbody>
</table>

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### Timeline Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Phase 1 - Part A: Read Article

How to Interview a Relative

Tips for Uncovering Personal Family History

Getting relatives to share their stories isn't always easy. But it can be rewarding and allow you to document stories, such as in a memory book. Follow these step-by-step ideas for a successful family history interview!
1. **Schedule a time in advance.** This gives everyone a chance to prepare.
2. **Prepare a list of questions beforehand** and either share them with your relative or give them an idea of what you want to cover.
3. **Bring several notepads and pens to the interview.** If you plan to make a recording, be sure to have a tape player, digital recorder, or smartphone on which to record the interview, plus extra tapes, memory cards, chargers or batteries, as appropriate for your recording device.
4. **Take good notes** and make sure you record your name, the date, the place the interview is being conducted and the interviewee.
5. **Begin with a question or topic that you know will elicit a reply,** such as a story you have heard her tell in the past.
6. **Ask questions which encourage more than simple 'yes' or 'no' answers.** Try to elicit facts, feelings, stories, and descriptions.
7. **Show interest.** Take an active part in the dialogue without dominating it. Learn to be a creative listener.
8. **Use props whenever possible.** Old photographs, favorite old songs, and treasured items may bring memories flooding back.
9. **Don't push for answers.** Your relative may not wish to speak ill of the dead or may have other reasons for not wanting to share. Move on to something else.
10. **Use your prepared questions as a guideline,** but don't be afraid to let your relative go off on a tangent. They may have many things to say that you never thought to ask!
11. **Don't interrupt or attempt to correct** your relative; this can end an interview in a hurry!
12. When you are done, be sure to **thank your relative for her time.**

### Tips for a Successful Family History Interview

1. Put your relative at ease by telling them that they will have a chance to see and approve of anything that you write before you share it with others.
2. Keep the interview length to no more than 1 to 2 hours at a stretch. It's tiring for both you and for the person being interviewed. This is supposed to be fun!
3. Consider preparing a transcript or written report as a tangible thank you to your relative for her participation.
4. If the relative and other participants agree, setting up a recorder in the corner of a room while sitting around a dinner table may help to get family stories flowing.
Interview Questions to Ask Relatives for Your Family History/Cultural Heritage Project

The person I chose to interview is:

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
5. Were there any special items in the house that you remember?
6. What is your earliest childhood memory?
7. What kind of games did you play growing up?
8. What was your favorite thing to do for fun?
9. Did you have family chores or responsibilities? What were they? Which was your least favorite?
10. What was school like for you as a child? What were your best and worst subjects? Where did you attend grade school? High school? College?
11. What school activities and sports did you participate in?
12. Do you remember any fads from your youth? Popular hairstyles? Clothes?
13. Who were your childhood heroes?
14. What were your favorite songs and music?
15. Did you have any pets? If so, what kind and what were their names?

Interview Exemplary Responses

5. Were there any special items in the house that you remember?

Special items in our apartment included a variety of famous paintings. I remember them because they were beautiful and based on nature. My mom purchased one of her favorite paintings while on a trip to Chicago. It was a painting of Venice, Italy.

17. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?

The historical event that had the most impact on me while growing up was Hurricane Katrina. It was an important event because I worried about my grandmother, who at the time lived in New Orleans. She was displaced to live in the Super Dome, where the Saints play, for a temporary period of time with other families who had been effected.
16. Were you religious growing up? If so, what religion?
17. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?
18. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favorite foods?
19. Describe your favorite holiday. Did your family have special traditions?
20. How is the world today different from what it was like when you were a child?
21. What do you know about your family surname?
22. Is there a naming tradition in your family, such as always giving the firstborn son the name of his paternal grandfather?
23. What stories have come down to you about your parents? Grandparents? More distant ancestors?
24. Are there any stories about famous or infamous relatives in your family?
25. Have any recipes been passed down to you from family members?
26. Are there any physical characteristics that run in your family?
27. Are there any special heirlooms, photos, or other memorabilia that have been passed down in your family?
28. When and how did you meet your spouse?
29. Where and when did you and your spouse get married?
30. What memory stands out the most from your wedding day?
31. Why did you choose your children’s names?
32. What was your proudest moment as a parent?
33. What did your family enjoy doing together?
34. What was your profession and how did you choose it?
35. If you could have had any other profession what would it have been?
36. Of all the things you learned from your parents, which do you feel was the most valuable?
37. What accomplishments were you the most proud of?
38. What is the one thing you most want people to remember about you?
**Phase 1 - Part B: Interview Sentence Stems**

1. My full name is_____________. My parents selected this name for me because__________. My nickname as a child was______________, I was given this nickname because__________.
2. I was born in (city and country) on (birth day/month/year).
3. The reason my family lived there was because__________.
4. My family lived in a (house/apartment/farm/etc.) I would describe it as (choose one word to describe it) because__________. In our (house/apartment/farm/etc.) there were (describe the number of rooms). We had/We did not have__________.
5. Special items in our (house/apartment/farm/etc.) included__________. I remember them because__________.
6. My earliest childhood memory was__________. It was (select one word to describe it) because__________.
7. The games I played growing up were__________.
8. My favorite thing to do for fun was__________. I enjoyed it because__________.
9. My responsibilities to my family included___________. The responsibility that brought me the least amount of joy was__________ because__________.
10. School as a child was (choose one word to describe it) because__________. My best subject was__________ and my worst subject was__________. I attended grade school in (name the city/country). The high school I attended was located in (name the city/country). I attended college in (name the city/country).
11. School activities I participated in include__________. The reason I chose these activities was because__________.
12. The fads from my youth were__________. (Discuss whether or not you participated in the feds and explain why/why not.)
13. My childhood heroes were__________. They were heroic to me because__________. My childhood hero was__________. He/she was heroic to me because__________.
14. My favorite genre of music was__________ because__________. Some of my favorite songs include__________. I enjoyed this music because__________.
15. My childhood pets were__________. Their names were__________.
16. I [was/wasn't] religious growing. My religion was__________. It was an important part of my life because__________.
17. Some of the historical events that had the most impact on me were__________. These were important because__________.
18. A typical family dinner was__________. (Describe the dinner by using the prompts in the question).
19. My favorite holiday was__________. Some of the special traditions were__________. Those were important because__________.
20. Today's world is different from my childhood because__________.
21. I got my surname from my______. I was told it means__________.
22. The naming tradition in my family is__________.
23. (Tell a story that came down to you from your relative. Be sure to say which relative it came from).
24. Are there any stories about famous or infamous relatives in your family? There (are/aren't) stories about famous or infamous relative in my family. (If so, please describe).
25. Have any recipes been passed down to you from family members? The recipes that have been passed down in my family are__________. These recipes were passed down by__________.
26. Some of the physical characteristics that run in my family are (physical characteristics include: being tall, brown hair or eyes, etc.)
27. Are there any special heirlooms, photos, or other memorabilia that have been passed down in your family?
28. I met my spouse in (day/month/year or anything you can remember). We met (describe where and how you met).
29. We got married__________.
30. The memory that stands out most from my wedding day is__________. The reason why it's so memorable is because__________.
31. I chose the name of my children because__________.
32. My proudest moment as a parent is__________. Because__________.
33. An activity that my family enjoyed doing together was__________. It was enjoyable because__________.
34. The profession I chose is__________. I chose it because__________.
35. The profession I would have chosen is__________. Because__________.
36. The most valuable thing I learned from my parents was__________. It's most valuable because__________.
37. An accomplishment I am most proud of is__________. Because__________.
38. The one thing I would like people to remember me most by is__________. Because__________.
Phase 2: Create a Timeline

Creating a Timeline
Family History/Cultural Heritage Project

What is a timeline?
- A **timeline** is a way to list important events. These events must be put in chronological order (the order in which they happened). It is a visual way to organize information and to keep track of when events occur and see how much history has taken place during your life and your family.

Essentials/Procedure/Assignment
- Your task is to **create a personal timeline** to display the **important events in your life and in your family**.
- You may use any kind of paper to create your timeline (construction paper, poster board, copy/Xerox paper, notebook paper).
- You may be creative as you like, just please ensure that your timeline is no larger than a poster board and no smaller than a piece of paper.

Below are a few ideas of what you can put on your timeline:
- When and where you were born (country and hospital name)
- First accomplishments (walking, first word, first lost tooth, first award)
- What is your earliest childhood event
- When and where was your first year of school (school’s name)
- Dates you learned something important (rode a bike, played a sport, learned to skateboard)
- When and where did you and your family moved to USA
- Important family dates/events (sibling births, new pets, marriages, other relative moves in or out, vacations).
- What is your favorite holiday? What is the special tradition(s) you and your family celebrate every year?
- Try to include anything that is important to you and or to your family!

The timeline **MUST** include the following:
- Put your name on your timeline and a title
- **8** or more important **personal life events** and **8** or more important **family events**
- Dates for each event
- No larger than a poster board and no smaller than a piece of paper
- Must have illustrations for each events –either real pictures or drawings (**ask parents before using personal and or family photos); pictures should be connected to or placed near the event
- Events must be in **chronological order** (time) order
- Events should be **spaced appropriately** and must have **2 to 3 complete sentences** describing each event
- Must be creative and neat

<table>
<thead>
<tr>
<th>Phase 2 - Timeline</th>
<th>Phase 3 - Cumulative Project Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline Video:</strong> <a href="https://www.youtube.com/watch?v=Ld7EnSVA-Sw">https://www.youtube.com/watch?v=Ld7EnSVA-Sw</a></td>
<td><strong>Family Tree</strong> - <a href="https://www.smartdraw.com/family-tree/">https://www.smartdraw.com/family-tree/</a></td>
</tr>
</tbody>
</table>
| - Create a timeline about you and your family. Include, at least 15 important or significant events.  
  - Here is a suggestion on how to create the timeline.  
  | **Family Recipe:** Students can take a picture of the family recipe. They will write about why they chose to include the recipe (history, why it’s important to tradition, which special occasions are served).  
  | **Family Tale:** This can be a legend (told throughout generations) or an important story related to members in the family.  
  | **Family Heirloom:** This can be any special object passed down through generations (wedding ring, sport memorabilia, religious symbol, etc.)  
  | **Create a family crest OR share your family crest. Explain its meaning in writing:** [https://www.mytribe101.com/crest/](https://www.mytribe101.com/crest/) |
| All About **'s Life |  |
| The top row represents the events on the timeline. It is a good idea to include an age or a year in these spaces.  
  The bottom row is for a picture of the event mentioned in the top row. You can draw a picture of the event or place a photograph there.  
  |  |
| **Note:** Create and understand that a timeline shows events in sequence. You read a timeline from left to right.  
  |  |
| **Poster Board** |  |
| You may use a **poster board** to create your timeline. Simply cut the poster in half lengthwise and tape end to end. See illustrations below.  
  |  |
| **Step 1:** Select a poster color.  
  **Step 2:** Cut the poster lengthwise down the center.  
  |  |
| Cut here |  |
| Step 3: Tape the two pieces end to end.  
  |  |
| fold here |  |
Presentation Listening Exercise-Graphic Organizer

Name: -------------------------------------- Presenter Name(s): __________________________

Presentation Listening Exercise

The central idea of the presentation is...

Using the graphic organizer, write a brief summary of the presentation:

Instructional Elements of Writing

As in learning any writing skill, writing a good summary takes practice. To create a successful summary, all stages of the writing process must be used.

Key Instructional Elements:
- Has a main idea/concept
- Includes important facts and details
- Is in the writer’s own words
- Direct use of text from selections should have quotation marks
- Reflects underlying meaning
- Includes details in logical order

If the student has to describe the SEQUENCE or ORDER in which things happened, he/she should use this words: first, second, third, in the first place, first of all, then, before, after, last, meanwhile, now, finally, for one thing, next.

Summary Writing Rubric

<table>
<thead>
<tr>
<th>Writing</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea is clear.</td>
<td>Main Idea is clear.</td>
<td>Main idea is unclear—not specifically stated in the writing.</td>
<td>The main idea is not present.</td>
<td></td>
</tr>
<tr>
<td>All important details are included.</td>
<td>Important details are included but some might be missing.</td>
<td>Some critical information is missing.</td>
<td>Contains only some details.</td>
<td></td>
</tr>
<tr>
<td>Details are in logical order.</td>
<td>Ideas are in logical order.</td>
<td>Ideas are in random order and not logical.</td>
<td>Ideas are not in a logical order.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates clear understanding of information in the text.</td>
<td>Demonstrates adequate understanding.</td>
<td>Demonstrates basic understanding of information in text.</td>
<td>Demonstrates little or no understanding.</td>
<td></td>
</tr>
<tr>
<td>Is characterized by paraphrasing of the main idea and significant details.</td>
<td>Is characterized by paraphrasing of the main idea and significant details.</td>
<td>Is characterized by the substantial copying of key phrases and minimal paraphrasing.</td>
<td>Is characterized by the substantial copying of indiscriminately</td>
<td></td>
</tr>
</tbody>
</table>
## Final Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>Goes over and above all the required elements stated in the directions/instructions</td>
<td>Includes all of the required elements as stated in the directions/instructions</td>
<td>Missing one or more of the required elements as stated in the directions/instructions</td>
<td>Several required elements are missing from the project</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Exceptionally clever and unique in showing deep understanding</td>
<td>Thoughtfully and uniquely presented; clever at times in showing understanding of the material</td>
<td>A few original touches enhance the project to show some understanding of the material</td>
<td>Shows little creativity, originality and/or effort in understanding the material</td>
</tr>
<tr>
<td><strong>Neatness and Attractiveness</strong></td>
<td>Exceptionally attractive and particularly neat in design and layout</td>
<td>Attractive and neat in design and layout</td>
<td>Acceptably attractive but may be messy at times and/or show lack of organization</td>
<td>Distracingly messy or very poorly designed. Does not show pride in work.</td>
</tr>
<tr>
<td><strong>Understanding of Content</strong></td>
<td>Shows a sophisticated understanding of the themes in the work</td>
<td>Shows an understanding of the major themes of the book</td>
<td>Displays a somewhat limited understanding of the book. May have a few misinterpretations.</td>
<td>Does not show an understanding of the text. Misses plot points and has quite a few misinterpretations.</td>
</tr>
<tr>
<td><strong>Overall Effectiveness &amp; Completion</strong></td>
<td>Project is engagingly organized and presents material that is captivating for the viewer.</td>
<td>Project is somewhat organized, complete and holds the attention of the viewer</td>
<td>Project is disorganized and incomplete at times and is somewhat able to hold the attention of the viewer</td>
<td>Project is incomplete and not easy to follow</td>
</tr>
</tbody>
</table>
# ACTIVITIES FOR GRADES 9 – 12
High School Project Based Learning

## How does Immigration affect local and global communities?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Immigration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question</td>
<td><strong>How does Immigration affect local and global communities?</strong></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>1. Interview:</td>
<td>Each of us has a unique and important story to share. Choose 2 members of your family and interview them using the questions included in this packet. It is important to share these stories in order to preserve them for generations to come. <em>(2 days)</em></td>
</tr>
<tr>
<td>2. Photo Journal:</td>
<td>Research 3-5 immigrants that made a positive impact on society. Be sure to include at least one immigrant from your country, and a local immigrant who has influenced the Cleveland community. Include a photo of each immigrant and a description of their contribution to their community. <em>(3-4 days)</em></td>
</tr>
<tr>
<td>3. Creative Writing:</td>
<td>Choose 2 out of the 4 options listed below. Write about the impacts of immigration on community. In what ways do you see diversity and inclusion in your community? Can it be improved? Examples of creative writing can include: <em>(2-3 days)</em></td>
</tr>
<tr>
<td></td>
<td>a. A letter to your congressman introducing yourself and your opinions about the influence of immigrants in your local community.</td>
</tr>
</tbody>
</table>

b. Poem. Choose one of the following 3 options for your Poem:
   1. Haiku about culture (holidays, food, traditions, etc) using template provided.
   2. Limerick about culture (holidays, food, traditions, etc) using template provided.
   3. Free write your own poem about culture (holidays, food, traditions, etc)

c. Song. Write an original song about the importance of diversity and inclusion.

d. Artistic representation of your choice of impacts of immigration on community with a description/explanation. For example, drawing, painting, poster, sculpture, etc.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>1. Interview due: _____________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Photo Journal due: __________</td>
</tr>
<tr>
<td></td>
<td>3. Creative Writing due: __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer</td>
</tr>
<tr>
<td></td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td>Art Supplies</td>
</tr>
<tr>
<td></td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td>Pencil</td>
</tr>
</tbody>
</table>

| Rubric         | Attached document    |

Family Interview Questions

1. What was your childhood like? **How was it different from mine?**

2. Tell me about my relatives/ancestors. Where is our family from? What country/countries did we come from and when? **Did you or our ancestors want to come to the United States, and why or why not?**

3. How did our family get to the United States or our hometown? How did they travel? Was it difficult? Was the journey long?

4. What did you (or Mom, Grandpa, etc.) think America or our hometown would be like? What has your experience really been like? **Was it everything you hoped for?**

5. Did you or any of our ancestors who came to the United States speak another language? What languages did they speak? **If they did not speak English, how did they learn?**
6. What things did you or our ancestors bring with them to the U.S. or our hometown? **What was your or our family’s most valued item and did they bring it with them? Did you or our family leave anything special behind?**

7. What did you or our family miss from the country or town they came from?

8. What traditions have been passed down in our family?

9. What were the lives of your parents, grandparents, or great-grandparents like? How did they live? **What do you remember them saying over and over again?**

10. Do you know what their schools were like? **Can you tell me how they got to school?**

11. **Do you remember any of the stories anyone in the family used to tell? Tell me one . . . please!**

12. Do you remember any of the songs sung or jokes told by family members? **Sing me a song. Tell me a joke.**

13. What is your first memory of leaving your homeland or coming to America? Or what is your first childhood memory?

14. **What artifact could I bring in that represents our family? Please tell me about that treasured item.**

---

**Letter Template**

[Date]

[Your Councilperson’s Name]

[Your Councilperson’s Address]

Dear [Councilperson],

My name is [your name]. I am a [grade in high school] at [name of your school]. I am writing to you to express my opinions about the influence of immigrants on our community. I am an immigrant from [your country]. Our community is influenced by immigrants in the following three ways. [First way community is influenced by immigrants]. [Explanation]. Another way our community is influenced by immigrants is [second way community is influenced by immigrants]. [Explanation]. And finally, the last way our community is influenced by [third way community is influenced by immigrants]. [Explanation].

I believe that diversity and inclusion in our community is important because [explanation].

Sincerely,

[your name]
# Haiku Pattern Template

Name: ___________________________  Date: ______________

**Topic:**

<table>
<thead>
<tr>
<th>1st line: 5 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd line: 7 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd line: 5 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Remember to count the number of syllables in the entire line! If your line has too many syllables or not enough syllables, delete, add, or substitute words.

**Example:**

Birds are so talented  
Singing a song sweetly  
Always in tune

(6 syllables) (6 syllables) (4 syllables)

[Take away the word so]  
[Add the word so]  
[Substitute never out of for always in]

Revised Poem:

Birds are talented  
Singing a song so sweetly  
Never out of tune

(5 syllables) (7 syllables) (5 syllables)
Limerick Poem

Purpose: The purpose of this activity is to show what you know about the topic you have studied. A limerick is a rhyming, humorous, and often nonsensical five-line poem.

Example:

There once was a gray schnauzer named Spark
Quite talkative, he so liked to bark.
Sometimes running he found
His feet all off the ground
Especially on larks in the park.

9 syllables
9 syllables
6 syllables
6 syllables
9 syllables

There once was a girl who loved rhyme;
She felt her writing was sublime.
Indeed quite a poet,
Though some didn't know it,
She'd be rich if each paid a dime.

8 syllables
8 syllables
6 syllables
6 syllables
8 syllables

There was a mean clown in the circus.
For fun he would push us and jerk us.
He would hit us with pies
That left cream in our eyes.
His act never once failed to irk us.

9 syllables
9 syllables
6 syllables
6 syllables
9 syllables

Instructions: Read each step carefully.
1. The first, second, and fifth lines rhyme (forming a triplet), and have the same number of syllables.
2. The third and fourth lines rhyme (forming a couplet), and have the same number of syllables.
3. Limericks often begin with the words: There once was. . . or There was a. . .
4. Begin with the rough draft template below.
5. If you would like additional assistance with the task, click here for a helpful website.
Rough Draft

<table>
<thead>
<tr>
<th>Write the Poem’s Title Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 1, the ending word will rhyme with the ending word of lines 2 and 5.</td>
</tr>
<tr>
<td>Line 2, the ending word will rhyme with the ending word of lines 1 and 5.</td>
</tr>
<tr>
<td>Line 3, the ending word will rhyme with the ending word of line 4.</td>
</tr>
<tr>
<td>Line 4, the ending word will rhyme with the ending word of line 3.</td>
</tr>
<tr>
<td>Line 5, the ending word will rhyme with the ending word of lines 1 and 2.</td>
</tr>
</tbody>
</table>

Revise and Edit your Limerick Draft

1. Revise your poem to make sure it makes sense and has the rhyming scheme; move lines around, change small words for those with deeper meaning (nice to personable, congenial, amiable, affable, etc.)
2. Edit your poem for proper capitalization and spelling.
3. It is a very effective strategy to have a friend or family member read your poem before it is finalized as sometimes it is difficult to edit your own documents.

Limerick Poem Final Draft

1. Create a new Google Doc.
2. Create an interesting title for your poem at least 20 point font.
3. The body of the poem should be written in at least 14-18 point font.*
   *Note: Depending upon the font, the size will change, just make it comfortable to read.
4. Left justify all text.
5. You can add clipart if you choose. If you need assistance on this process, click here.
6. Read and reread your poem checking for spelling, grammar, and content errors.
7. Follow your teacher's instructions on how to turn in this assignment.
## PBL Rubric - High School

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Below Proficient</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Driving question is not addressed. Written language is difficult to comprehend, purpose is unclear, images are not aligned with essential question of project.</td>
<td>Written portions, while not perfect, are comprehensible and the purpose for the text is generally clear. Images are appropriate and supportive of the aims of the project. Driving question is at least addressed, if not well developed.</td>
<td>Each written portion, while not perfect, is easily comprehensible, and the purpose of each section is clear. Images are well suited to aims and those aims are achieved, the driving question is raised and convincingly answered.</td>
</tr>
<tr>
<td>Organization</td>
<td>Directions were not followed and the consistent lack of organization <strong>(headings, labels, captions, letter format, etc.)</strong> hinders appreciation and comprehension of the three parts of the project.</td>
<td>While the organization is inconsistent, the project is generally well organized. Its 3 sections are labeled, and in order.</td>
<td>The various sections and the project overall are consistently well put-together with attention to detail such as font choice and font size, appropriate photo sizing, etc.</td>
</tr>
<tr>
<td>Creativity</td>
<td>This is a very basic attempt at the project with very little or no innovation, student voice, or personality.</td>
<td>The project reflects basic aspects of the culture of the family and/or personality of the family members themselves. Creativity and innovation are present in visuals, but do not exceed requirements.</td>
<td>The project paints a picture of the family and their culture in a way that is personal and conveys that in an innovative way. Creativity and innovation are present in visuals, and exceed requirements.</td>
</tr>
<tr>
<td>Effort</td>
<td>Final project shows little, or no evidence of effort throughout the project. Parts may be missing in some of the 3 sections. Plagiarism is present.</td>
<td>While not always consistent, project includes all 3 sections and shows adequate effort to satisfy basic requirements.</td>
<td>Project reflects a level of effort that goes above and beyond the basic requirements.</td>
</tr>
</tbody>
</table>