



N ICMEE



Differences

Activity **PACKET**

3rd – 4th

Summer Packet #2 • Theme: Differences



International Consortium for Multilingual Excellence in Education



June 10, 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.

With this letter, is an “Activity Packet” that can be used freely with any group of students or families. We designed these packets with three grade bands (K-1, 2-3, and 4-5) and English Language Development Levels 1 and 2 in mind. 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 can be used, but do not have to be.

We also have 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 and family. 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, Arabic, Somali and Vietnamese (all included). However, due to our limited resources and desire to be quickly responsive, we have mostly used online translating services for this work and recommend that you use your own translating services to ensure you are happy with the quality of the translations (an English version of the parent letter is included) and then also translate the letter into any other language that would be helpful for your district.

Designing Activity Packets is 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:

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<https://cehs.unl.edu/icmee/>. We will be offering free professional learning opportunities this summer for teachers to think forward about and prepare for the upcoming school year and its uncertainties in this COVID-19 era. Specifically we are designing four modules that will take ~3 hours each to complete across a one-week timespan. The four topics of the four modules are: *assessment, teaching and learning, classroom communities and working with families*. Each of the four modules are being designed to help teachers think through what they have learned and experienced during the COVID-19 crisis and how they can best plan and prepare for future uncertainties while keeping health and wellness as well as great learning at the forefront of their practice. The four modules will each be offered three times. Teachers can take more than one module at a time, or they can spread their participation out across the three weeks they will be offered. The modules require asynchronous work online and end with a culminating webinar on the Friday of the week offered. Certificates of completion documenting 3 hours of professional learning will be available to all teachers who complete the module and request the certificate. We recommend groups of teachers taking the modules together as professional learning communities to foster strong reflection, learning and planning opportunities. Each of the four modules will be offered during the following weeks:

- June 15th
- July 13th
- August 3rd

Please visit our website for more information on registration (should be available soon) and to see the other free professional learning opportunities we offer for teachers.

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 Activity Packet was designed and created by:

Tianna Bankhead, Molly Heeren, Jessica Spencer, Samantha Stuefer, Alexa Yunes

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The Standards that Informed the Development of this Packet are:

| English Language Arts |
|---|
| <p>LA 2.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>LA 2.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</p> <p>LA 2.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p> <p>LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> |
| Math |
| <p>MA 2.3.3 Measurement: Students will perform and compare measurements and apply formulas.</p> <ul style="list-style-type: none">MA 2.3.3.d Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.MA 2.3.3.e Measure and estimate lengths using inches, feet, centimeters, and meters.MA 2.3.3.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m. <p>MA 3.3.3 Measurement: Students will perform and compare measurements and apply formulas.</p> <ul style="list-style-type: none">MA 3.3.3.b Tell and write time to the minute using both analog and digital clocks. |
| Science |
| <p>SC2.1.1.d Describe objects, organisms, or events using pictures, words, and numbers</p> <p>SC5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gases</p> |
| Social Studies |
| <p>SS 2.3.3.d Describe how people adapt to their physical environment</p> <p>SS 3.3.3.a. Describe how the environment influences human activities and how humans alter the environment to suit their needs.</p> <p>SS 3.3.3.c Explain the importance of Earth's natural resources.</p> |

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June 10, 2020

Dear Parent or Guardian:

During this global pandemic, we have created some learning materials that we hope will be helpful for your student to engage with. This Activity Packet was designed with your student in mind and is aligned with their grade level content. Each activity in this packet will help them 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 student ask you about the topics they are engaging with. The packet is in English, but we encourage you and your student 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 as supporting their learning in all the languages they know is helpful—even for 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 below about the packet and activities in it and then discussing with your student how the packet works and how they can make their way 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), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this stressful time. We are hoping that this is a helpful resource so your student can continue learning important things while at home.

We also tried to make the packets interesting and fun. We hope that your student will enjoy the packets and feel like they are doing productive play. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. And we have written the packets and activities so a student at the early stages of English proficiency should be able to enjoy the packets and be successful without too much challenge.

In this packet, we have included the following activities:

- Create a Buddy. This is the first activity in the packet and is intended to help your student have someone to talk to about the work they are doing in the packet. We have included images of potential “buddies” that your student can choose from. We suggest they choose a buddy and add features and color to the buddy however they would like. They should also name their buddy. Throughout the packet activities, your student will be told to talk to their buddy or even to ask their buddy questions. This buddy is so your student can work independently without needing your time and attention to be successful with the packet. But we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer. But they should plan for who their buddy will be each time they work on the packet (one of our buddies, someone in your family/home, a doll they already have, etc.). This might be something they will need your help understanding.

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or 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.
- Journal. Each day students have a short prompt that they can respond to. 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 prompts will also be points of conversation for your student with their buddy.
- This packet will focus on the importance of differences. We are all different and it is okay to be different from one another, it is what makes us strong and unique. This packet will also review shapes and measuring in math. It also reviews the water cycle in science. Have as much fun with this packet as you can!

We hope that these activities will enhance your child’s learning while they are currently unable to attend school. 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
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10 de junio de 2020

Estimados padres/madres o tutores legales:

Durante esta pandemia global, hemos creado algunos materiales de aprendizaje que esperamos que sean útiles para su estudiante. Este paquete de actividades se diseñó teniendo en cuenta el nivel de su estudiante y está alineado con el contenido de su grado. Cada actividad en este paquete le ayudará a continuar con su escolarización, así como, seguir desarrollando su multilingüismo. Le animamos a que hable con su estudiante sobre las actividades que está realizando y deje que le haga preguntas sobre los temas que le interesan. Aunque, el paquete está en inglés, les proponemos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use con su estudiante el idioma con el que se sienta más cómodo, ya que, usar cualquiera de los idiomas que el estudiante conoce le ayudará en su aprendizaje -¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer las actividades del paquete en el idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que, le recomendamos que adapte el paquete de actividades con su estudiante, acorde a lo que le funcione mejor a usted. Le recomendamos que lea la información que está a continuación sobre el paquete y las actividades que contiene y después, analice con su estudiante cómo funciona el paquete y cómo pueden abrirse paso a través de este. Creemos que, con la introducción que encontrará abajo, su estudiante podrá hacer muchas actividades, si no todas, por sí mismo. Sin embargo, si el estudiante tuviera la oportunidad de trabajar más estrechamente con usted (o un hermano u otro miembro de la familia), lo animamos a que trabajen juntos. Por favor, tenga en cuenta que este paquete no pretende ser algo que añada más estrés o una mayor carga de trabajo para su familia en estos momentos estresantes. Simplemente, esperamos que esto sea un recurso útil para que su estudiante pueda continuar su aprendizaje mientras esté en casa.

Intentamos crear paquetes que fuesen interesantes y divertidos. Esperamos que su estudiante disfrute los paquetes y sienta que está haciendo algo productivo mientras juega. Hemos incluido actividades que forman parte del contenido de todos los estándares fundamentales de su grado: artes del lenguaje en inglés, matemáticas, estudios sociales, ciencias, educación física y arte. Además, hemos escrito los paquetes y las actividades, de manera que un estudiante cuyo dominio del inglés se encuentre aún en sus primeras etapas, pueda disfrutar de los mismos sin problemas y con éxito.

En este paquete, hemos incluido las siguientes actividades:

- Crea un amigo. Esta es la primera actividad del paquete y está diseñada para ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está realizando. Hemos incluido imágenes de posibles "amigos" para que su estudiante elija. Sugerimos que elijan un amigo y le agregue diferentes colores y características, como quieran. Además, deberían ponerle un nombre a su amigo. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Este amigo es para que su estudiante pueda trabajar de forma independiente, sin necesidad de su tiempo y atención, así puede completar el paquete sin tener que pedirle ayuda. No obstante, animamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Incluso, su estudiante podría elegir como amigo a un peluche, una muñeca o algo más, no necesita usar

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uno de los amigos que ofrecemos. Sin embargo, su estudiante debe pensar quién será su amigo cada vez que trabaje en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). La elección de su amigo podría ser algo en la que su estudiante pueda necesitar su ayuda.

-Diccionario- esperamos que cada día su estudiante encuentre palabras que le resulten interesantes y quiera recordar. Al final del paquete, hay varias páginas para que su estudiante cree su propio diccionario. Así que, le animamos a que las use para que su estudiante pueda llevar un seguimiento de todas las palabras que le gusten o le parezcan interesantes. Además, alentamos a su estudiante a que use el idioma que prefiera para escribir esas palabras y también, dibujos, así le será más fácil recordar el significado de estas.

-Diario. Cada día, su estudiante tendrá un tema sobre el que tendrá que escribir. Animamos a su estudiante a escribir en el idioma que desee (o una combinación de idiomas), incluso pudiendo usar dibujos. Esperamos que estos temas de escritura sean puntos de conversación entre su estudiante y su amigo.

-Este paquete se centrará en la importancia de las diferencias. Todos somos diferentes y está bien serlo los unos de los otros, es lo que nos hace fuertes y únicos. Este paquete repasará las formas y las medidas en matemáticas, además, repasará el ciclo del agua en ciencias. ¡Diviértase tanto como pueda con este paquete!

Esperamos que estas actividades contribuyan al aprendizaje de su hijo/a mientras no pueda asistir a la escuela. Además, esperamos que le proporcionen a su hijo/a oportunidades de juego productivo. Si tiene alguna duda, pregunta o inquietud acerca de estos paquetes, no dude en comunicarse con nuestro proyecto enviando un correo electrónico a icmee@unl.edu o llamando al departamento de Teaching, Learning, and Teacher Education al 402-472-2231.

Atentamente,

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06-10-2020

亲爱的家长或监护人：

在新冠全球性大流行期间，我们创建了一些学习资料，希望对您的学生开展学习有所帮助。本活动包的设计充分考虑了您的学生，并与他们所处年级课程内容保持一致。此活动包中的每项活动都将帮助他们继续学习，并继续发展他们的多种语言能力。我们鼓励您与学生谈论他们在做什么，并让他们向您询问他们正在接触的主题。活动包里的资料是用英语写的，但是我们鼓励您和您的学生用您想要用的任何语言一起说和思考。我们强烈建议您使用最适合与您的学生一起使用的语言，因为用他们所知道的所有语言辅助他们学习是非常有效的，对学习英语也是如此！因此，请鼓励您的学生用他们希望使用的任何语言完成活动包中的各项活动。

我们知道，许多家庭现在正承受着巨大的压力和不确定性，因此我们鼓励您根据最适合自己的方式扮演您想与学生一起扮演的活动包中的角色。我们建议阅读以下有关活动包及其活动的信息，然后与您的学生讨论如何使用活动包以及如何让他们从这个过程中获益。我们相信，通过您的介绍，您的学生可以独立完成很多（即使不是全部）活动包中的任务。但是，如果您（或者兄弟姐妹或其他家庭成员）可以与您的学生更加紧密地合作完成，我们也鼓励您这样做。望悉知，这并不是要在这个紧张的时期给您的家庭增加压力和工作。我们希望这份活动包能成为有用的资源，以便您的学生可以在家中继续学习重要的东西。

同时，我们努力让这一系列的活动包变得有趣。我们希望您的学生会喜欢这些活动包，并觉得他们在做富有成效的游戏。我们整合了符合所有年级各科目标的活动：英语语言艺术，数学，社会研究，科学，体育和艺术。并且，我们精心编写了所有的活动，因此，即便是英语熟练程度有所欠缺的学生们也能够享受这些活动包并在没有太多挑战的情况下取得成功。

在此活动包中，我们囊括了以下活动：

- 建立好友。这是活动包中的第一个活动，旨在帮助您的学生找到可以谈论分享他们在活动包中所完成的活动的对象。我们为您的学生提供了可以选择的潜在“伙伴”图像。我们建议他们选择一个伙伴，并根据需要向该伙伴添加功能和上色。他们还可以为伙伴取名。在这一系列活动中，您的学生将被告知他们需要与伙伴交谈，甚至向伙伴提问。这个伙伴使您的学生可以独立完成任务，所以无需花费您的时间和精力就可以很好地使用活动包。但如果允许的话，我们也鼓励您的学生与您或其他家庭成员交流。此外，您的学生可以选择一个毛绒动物，玩偶或其他东西作为伙伴。他们不必使用我们提供的任何一个伙伴。但是，他们应当为每次使用活动包时指定一位伙伴（我们提供一个伙伴，您的家人/家中的某人，或者他们已经有的洋娃娃等）。他们可能需要您的帮助来理解这一点。

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- 字典。我们希望您的学生每天都能与他们感兴趣的单词互动，并希望对其进行记录。活动包最后的几页可供您的学生创造并保存自己的字典。我们鼓励学生使用这些页面来查找自己喜欢或感兴趣的单词。我们还鼓励学生使用他们想要的任何语言以及图片来帮助他们记住单词的含义。
- 日志。每天，学生根据简短的一段提示，他们可以做出回应。应当鼓励学生用他们最喜欢的最倾向使用任何一种语言（或多种语言的组合）进行日志写作。他们还可以根据需要使用图片。我们希望这些日志提示也将成为您的学生与伙伴对话的要点。
- 该活动包将重点介绍差异的重要性。我们都是不同的，彼此之间也可以不同，这就是使我们强大而独特的原因。该活动包还将探讨形状和数学测量值。它还回顾了科学中的水循环。尽可能多地使用此活动包！

我们希望这些活动可以在您的孩子目前无法上学的情况下提升他们的学习能力。我们也希望这些活动包能给您的孩子创造寓教于乐的机会。如果您对 these 活动包有任何疑问或疑虑，请随时通过此邮箱 icmee@unl.edu 或致电 402-472-2231 与内布拉斯加林肯大学的教学、学习和教师教育系取得联系。

Sincerely,

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السادة آباء و أمهات و أوصياء الطلاب،

خلال هذا الوباء العالمي قمنا بتصميم بعض المواد التعليمية التي نأمل أن تكون مفيدة لأبنائكم. وقد تم وضع الطالب في الإعتبار عند تصميم هذه الحزمة من الأنشطة ، وهي تتماشى و محتوى صفه الدراسي. كل نشاط في هذه الحزمة سيساعد الطلاب على مواصلة دراستهم وكذا الاستمرار في تنمية التعددية اللغوية. نحثكم على التحدث إلى طالبكم/طالباتكم حول ما يشغلون عليه والسماح لهم بطرح الأسئلة حولالمواضيع والتمارين التي يتفاعلون معها. هذهالحزمة باللغة الإنجليزية، ولكننا نشجعك أنت وطالبك على التحدث والتفكير معًا بأي لغة تريدها.. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم الطلاب بجميع اللغات التي يعرفونها يساعدهم كثيرا- حتى في تعلم الإنجليزية! لذا يرجى تشجيع الطلاب على القيام بالواجبات والتمارين التي في الحزمة بأي لغة يرغبون بها.

نحن ندرك جدا أن الأسر تتعامل مع الكثير من التوتر والغموض في الوقت الراهن، لذلك نحثكم على لعب أيدور ترغبون فيه مع الطلاب وحزمة الأنشطة الخاصة بهم وفقا لما يناسبكم. المرجوا قراءة المعلومات أدناه حول الحزمة الأنشطة، ثم مناقشة كيفية عمل هذه الحزمة مع الطلاب وكيف يمكنهم شق طريقهم من خلالها. نعتقد أنه باستخدام هذه المقدمة، يمكن لطلابكم انجاز الكثير، ان لم نقل الكل ، بأنفسهم. ومع ذلك، إذا كنتم متواجدين للاشتغال مع الطلاب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة متواجد)، فإننا نشجع ذلك أيضًا. ونحيطكم علما أنالمقصود من هذا ليس هو إضافة مزيد منالإجهاد والعمل على أسرتكم خلال هذا الوقت العصيب. نأمل أن يكون هذا مصدرًا مفيدًا حتى يتمكن الطلاب من مواصلة تعلم أشياء مهمة ومفيدة أثناء مكوثهم في المنزل.

حاولنا أيضًا جعل هذه الحزمة مثيرة للإهتمام وممتعة. نأمل أن يستمتع طلابكم بالحزمة وكأنهم يشاركون في لعب منتج. قمنا بدمجأنشطة من جميع محتويات الصفوف الدراسية: اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، علوم التربية البدنية والفنون. وقد صممت هاته الحزم والأنشطة، لتمكن الطلاب من الاستمتاع بهذه الحزم ووانجازها بنجاح دون صعوبة وحتى ان كان الطلاب في مراحلهم الأولى من تعلم الإنجليزية.

في هذه الحزمة ، قمنا بادراجالأنشطة التالية:

- اختيار وتصميم الصديق الافتراضي: هذا هو النشاط الأول في الحزمة ويهدف مساعدة الطلاب في تصميم صديق افتراضي بهدف محاورته حول تمارين وأنشطة الحزمة. لقد قمنا بادراج نماذج الأصدقاء الافتراضيين في هذه الحزمة كي يختار الطلاب من بينهم. ونقترح ان يختاروا الصديق (ة) الافتراضي وإضافة ملامح وألوان من اختيارهم. كما يجب تسمية هذا/ هذه الصديق (ة) الافتراضي. خلال أنشطة الحزمة سيطلب من الطلاب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه. يكمن دور هذا الصديق في تمكين الطالب من العمل بشكل مستقل دون الحاجة إلى وقتكم كي ينجز الحزمة بنجاح. ولكننا نشجعكم أيضًا الطلاب على التحدث مع أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك ، يمكن للطلاب اختيار لعبة محشو أو دمىة أو أي شيء آخر كصديق افتراضي لهم. واستخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في الحزمة يبقى اختياري. لكن الأهم هو اختيار صديق في كل يعملون على أنشطة الحزمة (قد يكون هذاالصديق فرد من اسرتكم/بيبتكم ، أو دمىة كانت متوفرة في البيت أو ما إلى ذلك. قد يحتاج الطلاب إلى مساعدتكم في فهم هذا الأمر.

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- القامو: نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون تتبعها كل يوم. توجد في نهاية الحزمة صفحات يحتفظ بها الطالب في قاموسه الخاص. نشجع الطلاب على استخدام هذه الصفحات لتتبع الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر ما تعنيه الكلمات
- المذكرة اليومية: كل يوم يكون لدى الطلاب تمرين قصير يمكنهم الإجابة عنه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضًا استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق الجديد.
- هذه الحزمة تركز على أهمية الاختلافات. كلنا مختلفون وانه شيء عادي ان تكون مختلف عن الاخرين. هذا ما يجعلنا قويين وفريدين. وكذلك هذه الحزمة ستقوم بمراجعة الاشكال والقياسات في الرياضيات. وأيضا ستراجع دورة الماء في العلوم. استمتع بهذه الحزمة قدر الإمكان.

نأمل أن تعزز هذه الأنشطة تعلم ابنكم في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة نأمل أيضا ان تقوم هذه الحزم بمنح ابنكم فرصاً للعب المنتج. إذا كان لديك أي أسئلة أو استفسارات حول هذه الحزم التعليمية فلا تترددوا في الاتصال بمشروعنا على icmee@unl.edu أو بالاتصال بشعبة التدريس والتعلم وتعليم المعلمين على

2231-472-402

مع خالص التحيات

Kara Viesca

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








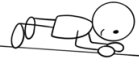
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Let's Move!

Solve the math equations and do the actions!



| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Jumping jacks  | $2 + 15 = \underline{\quad}$ | $9 + 8 = \underline{\quad}$ | $7 + 4 = \underline{\quad}$ | $11 + 4 = \underline{\quad}$ | $4 + 13 = \underline{\quad}$ |
| Toe touches  | $12 + 15 = \underline{\quad}$ | $14 + 8 = \underline{\quad}$ | $12 + 9 = \underline{\quad}$ | $8 + 13 = \underline{\quad}$ | $7 + 9 = \underline{\quad}$ |
| Sit-ups  | $16 - 6 = \underline{\quad}$ | $40 - 30 = \underline{\quad}$ | $37 - 27 = \underline{\quad}$ | $28 - 18 = \underline{\quad}$ | $19 - 9 = \underline{\quad}$ |
| Arm circles  | $8 + 13 = \underline{\quad}$ | $11 + 8 = \underline{\quad}$ | $24 + 2 = \underline{\quad}$ | $6 + 7 = \underline{\quad}$ | $9 + 3 = \underline{\quad}$ |
| Run (minutes)  | $16 - 14 = \underline{\quad}$ | $20 - 17 = \underline{\quad}$ | $14 - 13 = \underline{\quad}$ | $20 - 18 = \underline{\quad}$ | $19 - 18 = \underline{\quad}$ |
| Stand up, sit down  | $14 - 5 = \underline{\quad}$ | $20 - 6 = \underline{\quad}$ | $32 - 14 = \underline{\quad}$ | $22 - 17 = \underline{\quad}$ | $18 - 16 = \underline{\quad}$ |
| Wall sit (seconds)  | $2 + 15 = \underline{\quad}$ | $9 + 4 = \underline{\quad}$ | $17 + 4 = \underline{\quad}$ | $13 + 4 = \underline{\quad}$ | $4 + 23 = \underline{\quad}$ |
| Plank (seconds)  | $10 + 15 = \underline{\quad}$ | $10 + 20 = \underline{\quad}$ | $10 + 25 = \underline{\quad}$ | $10 + 30 = \underline{\quad}$ | $10 + 35 = \underline{\quad}$ |



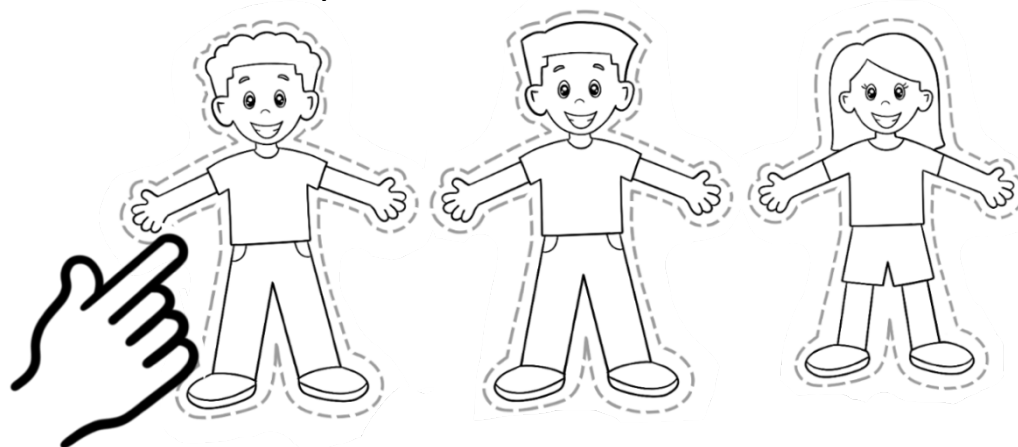
N ICMEE

Day 1

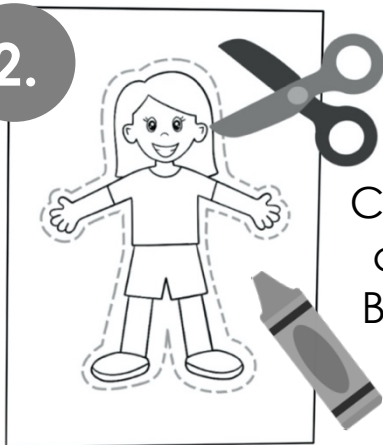


My Buddy

1. Choose a Buddy

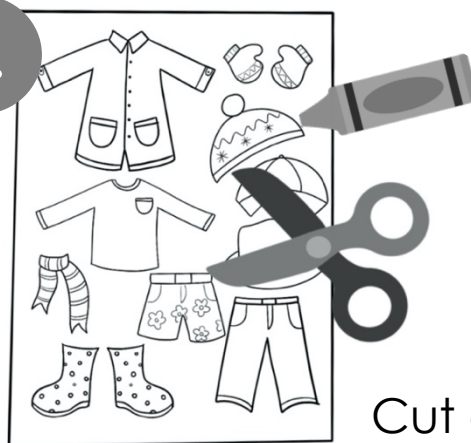


2.



Cut out and color your Buddy and give it a name!

3.

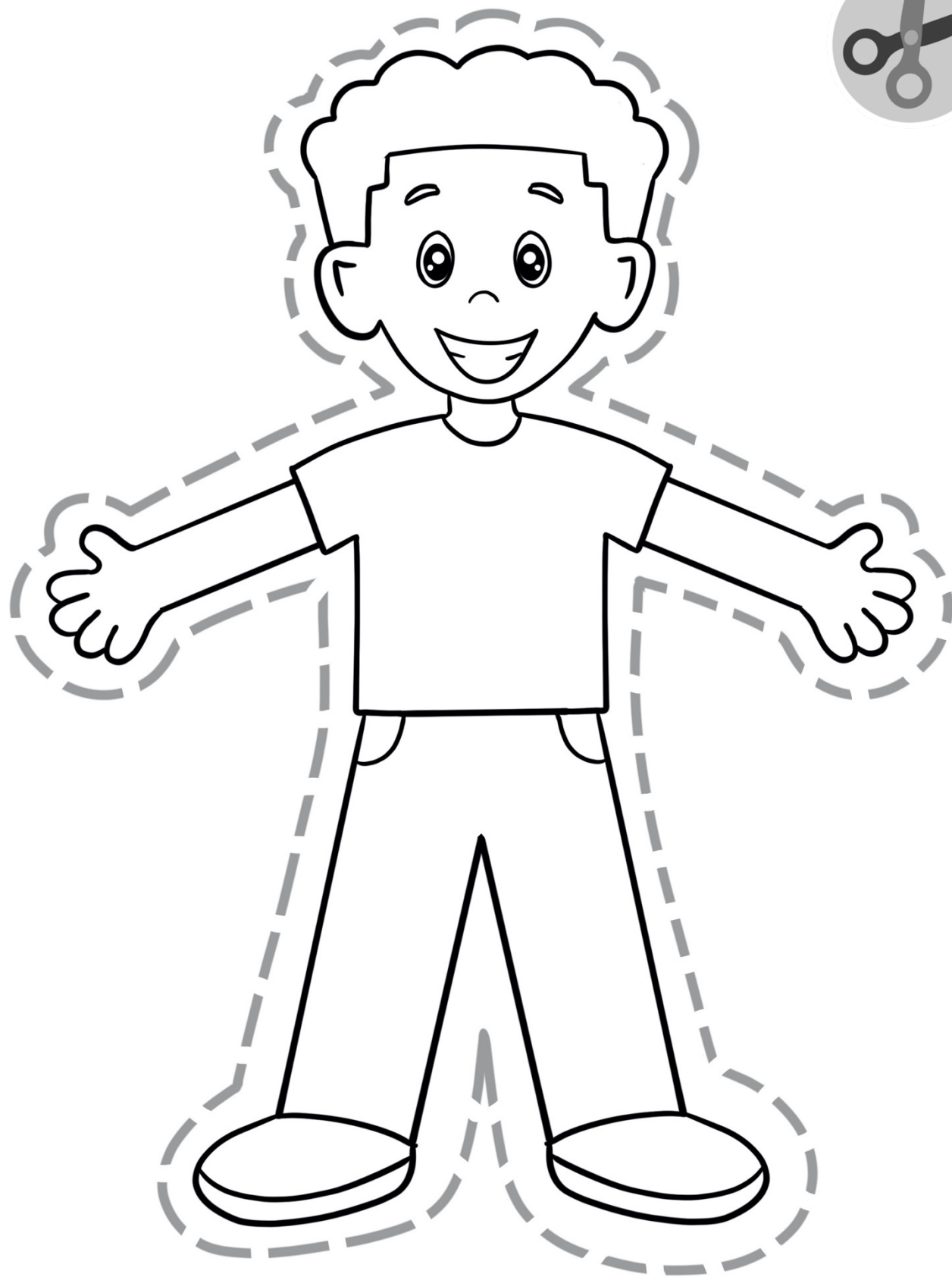


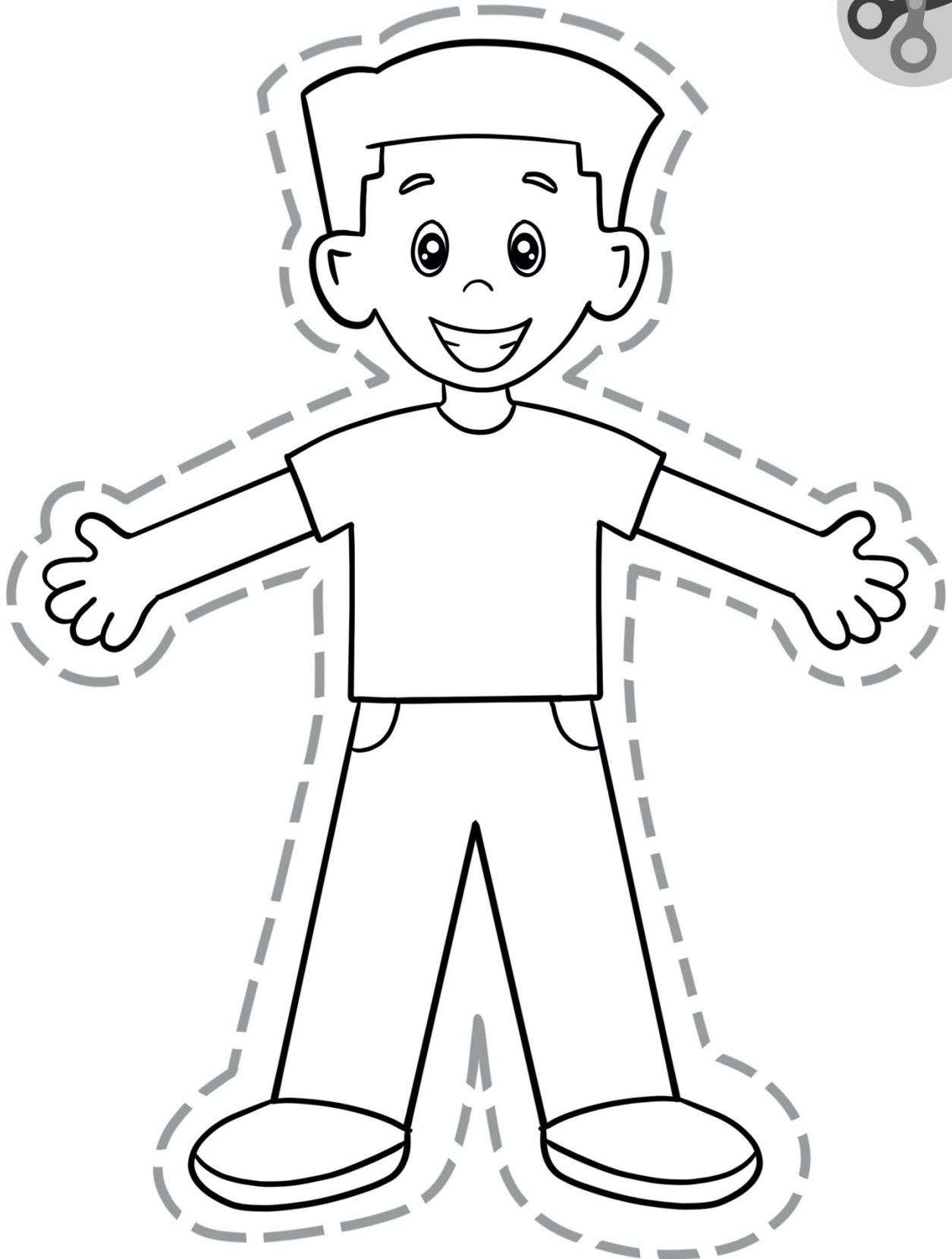
Cut out and color the accessories

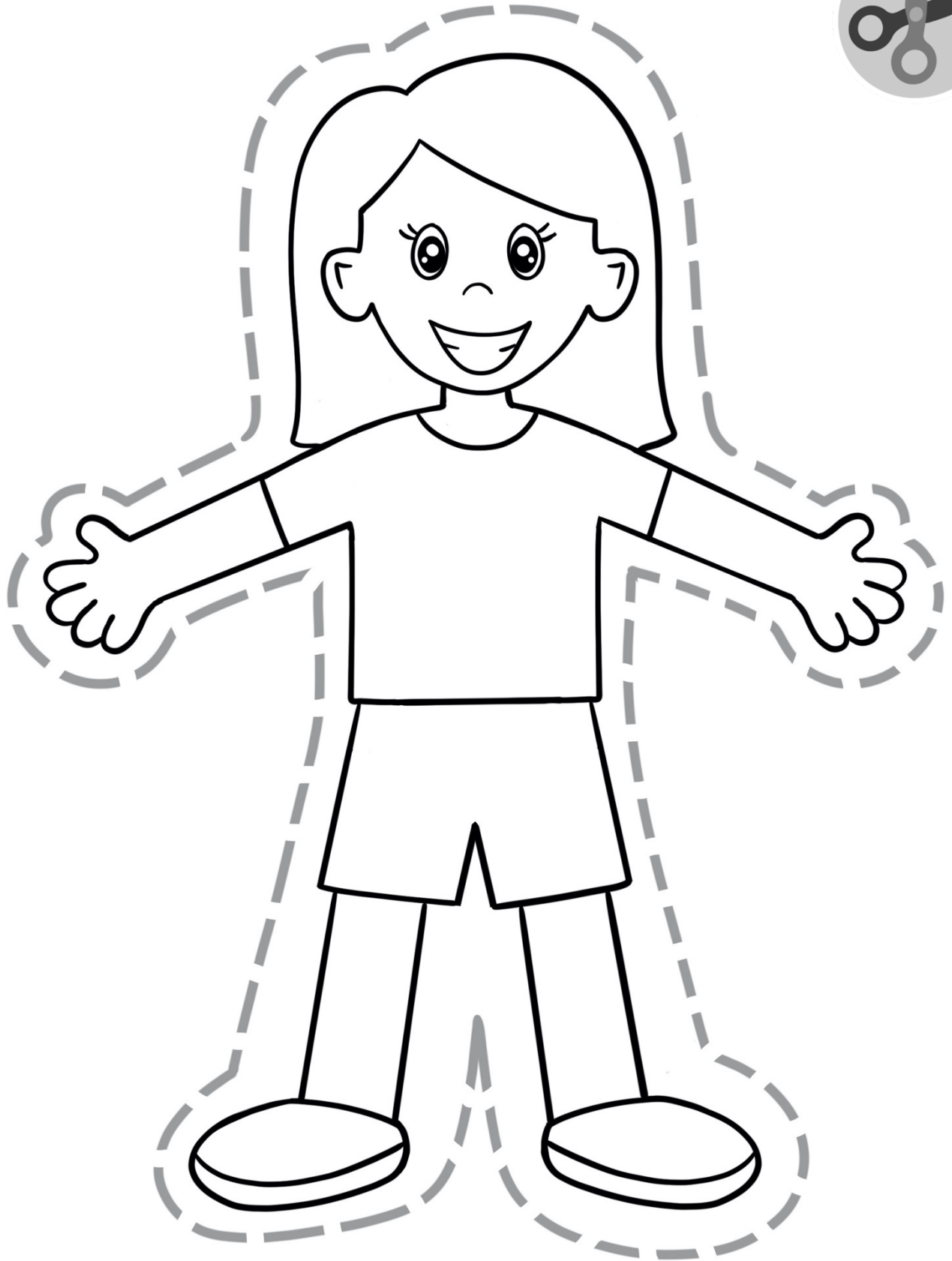
4.

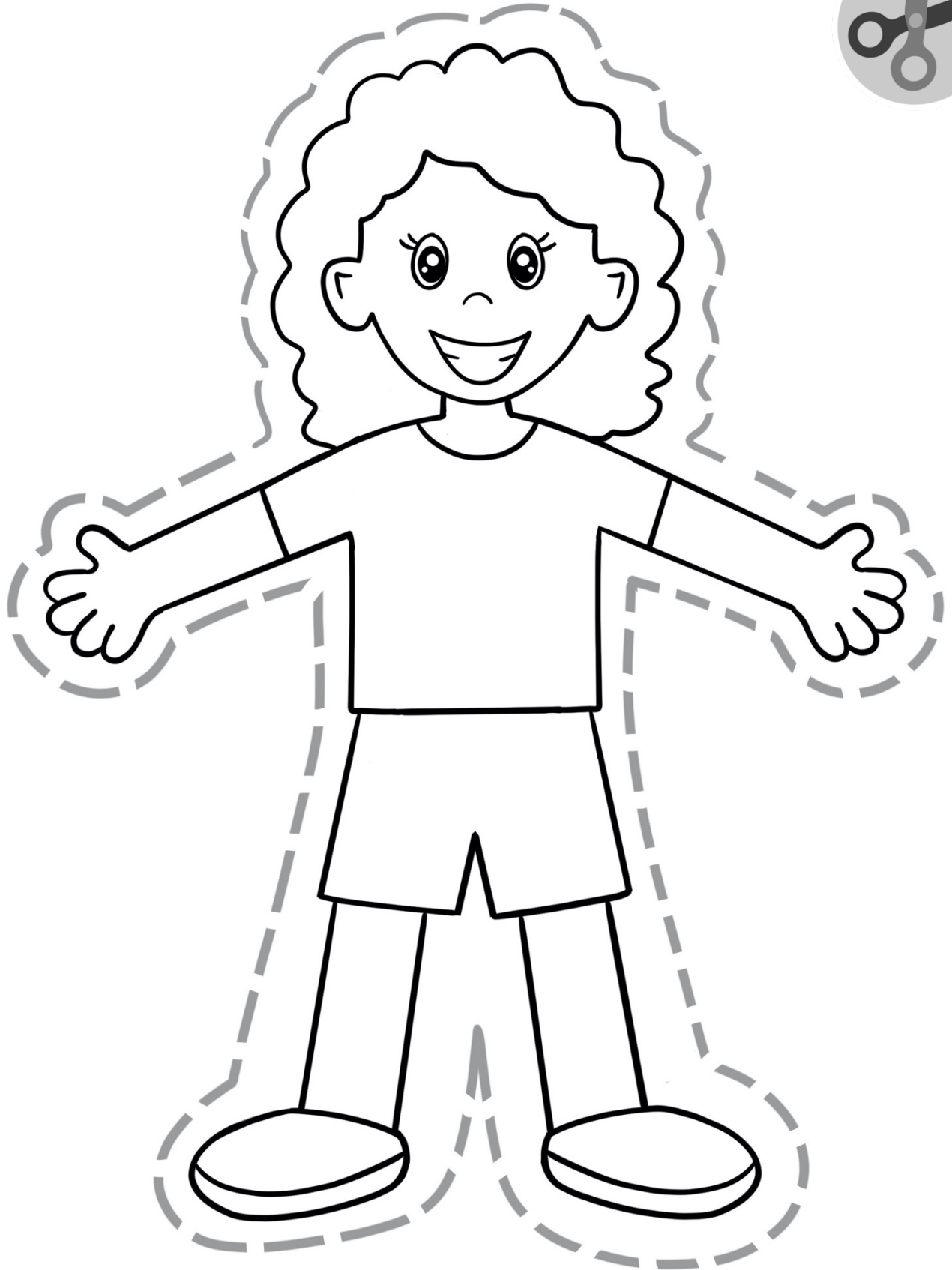


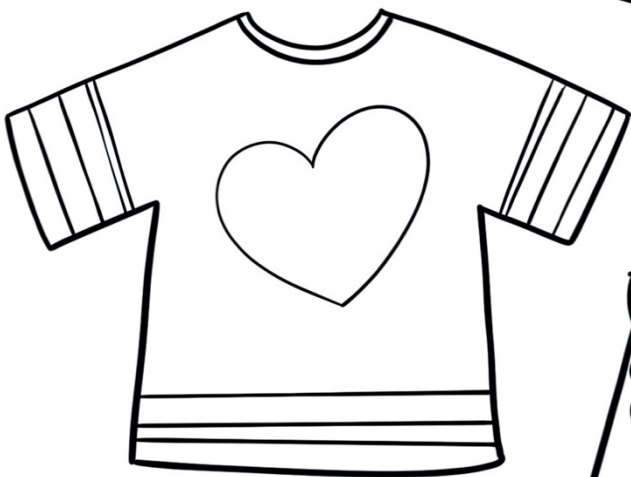
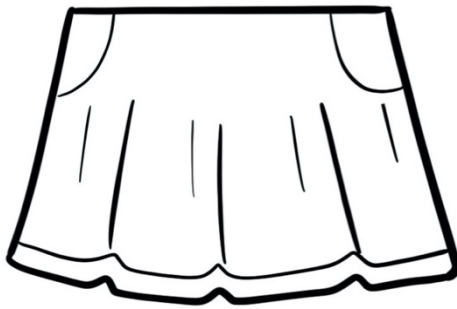
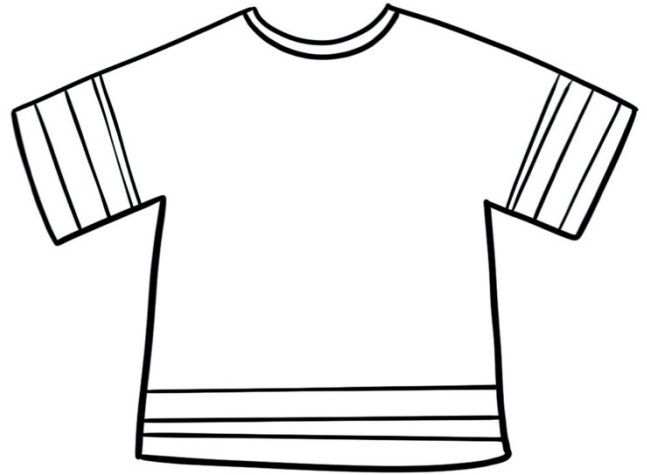
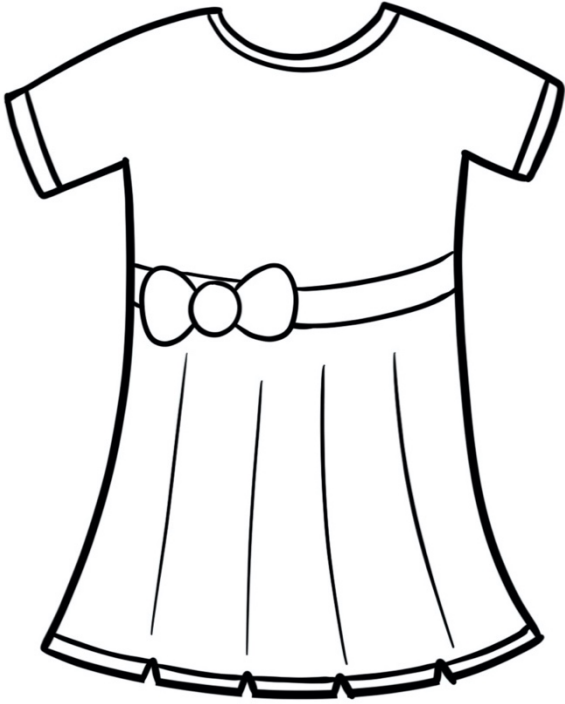
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

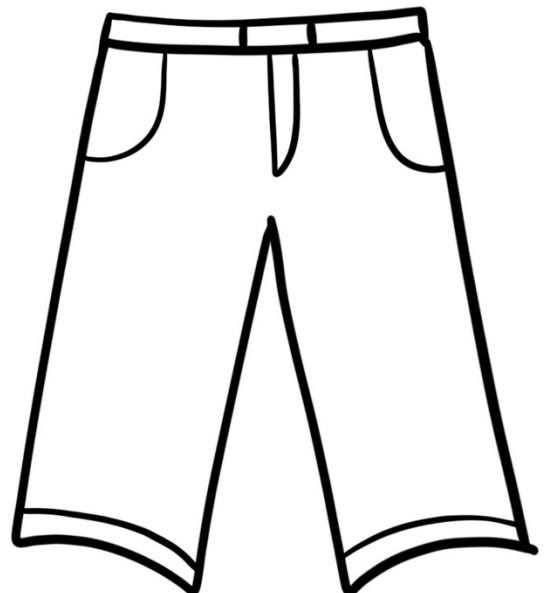
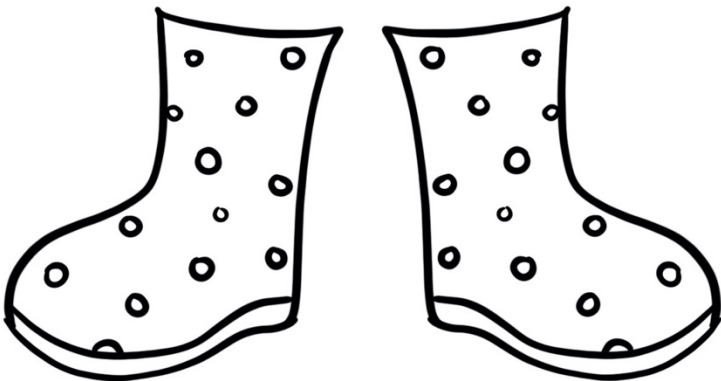
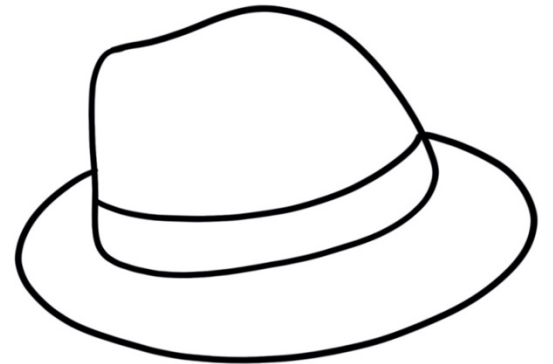
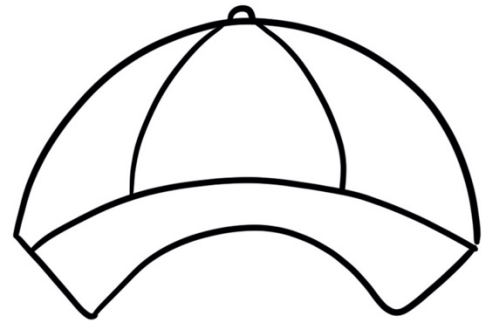
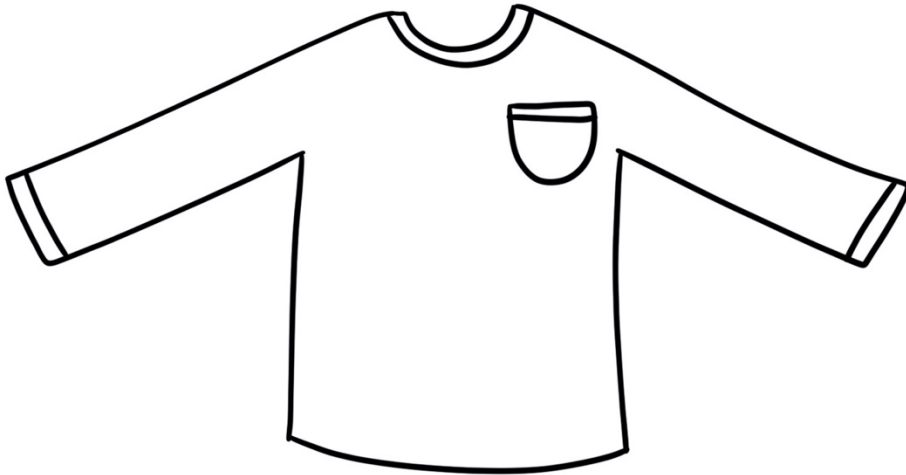
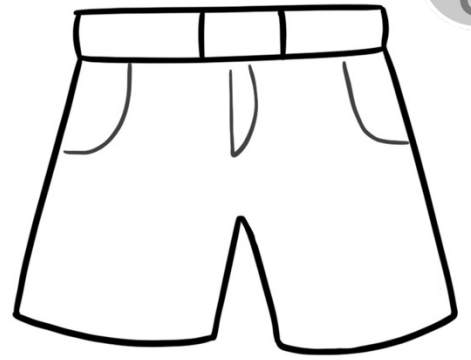




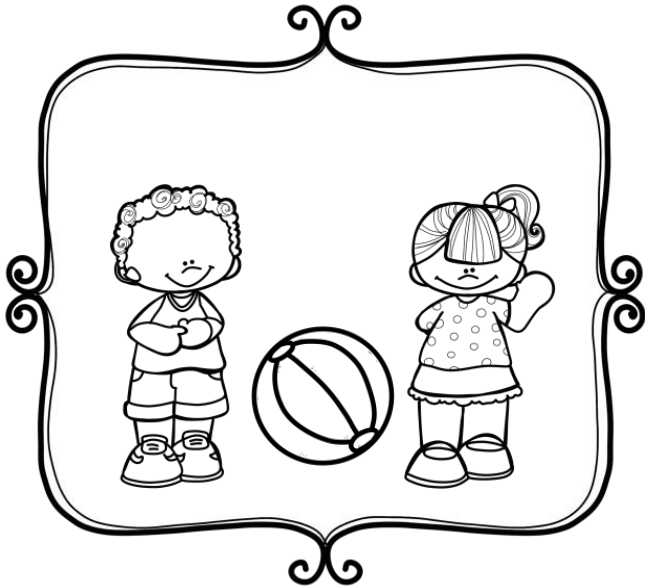
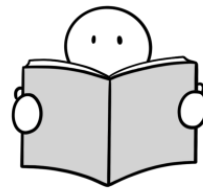




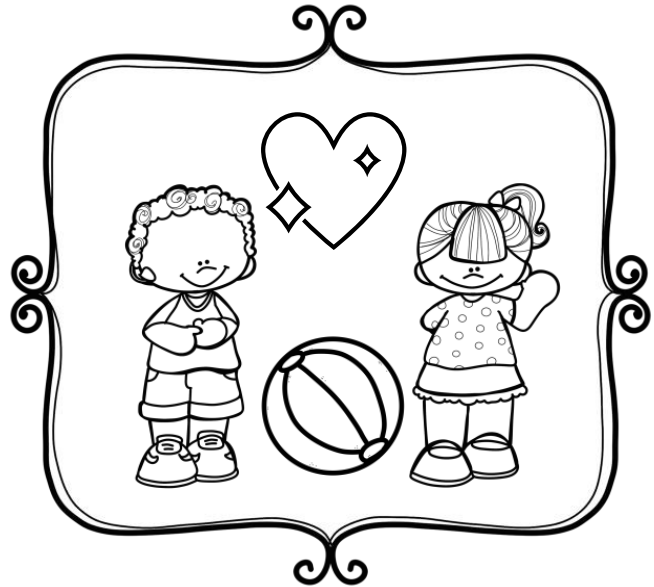




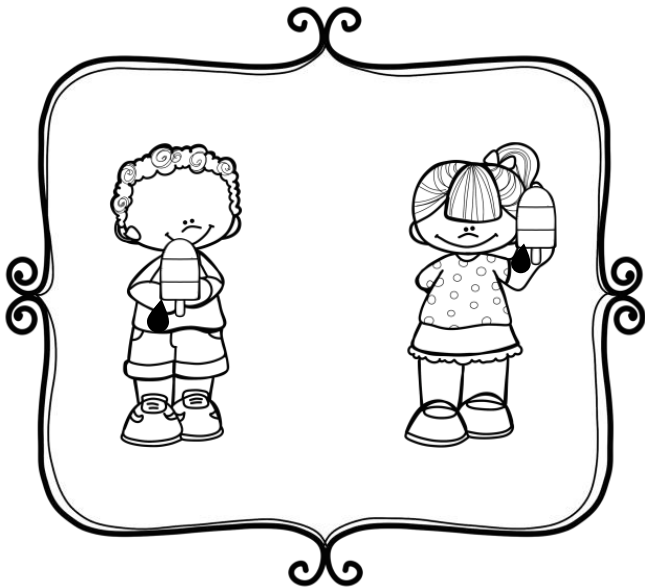
A Water Story



Tom and Sally were playing with a beach ball. They looked different.



They both loved playing. They were similar.



It was hot. They ate frozen popsicles. The popsicles started to melt.



Clouds filled the sky. It started to rain.

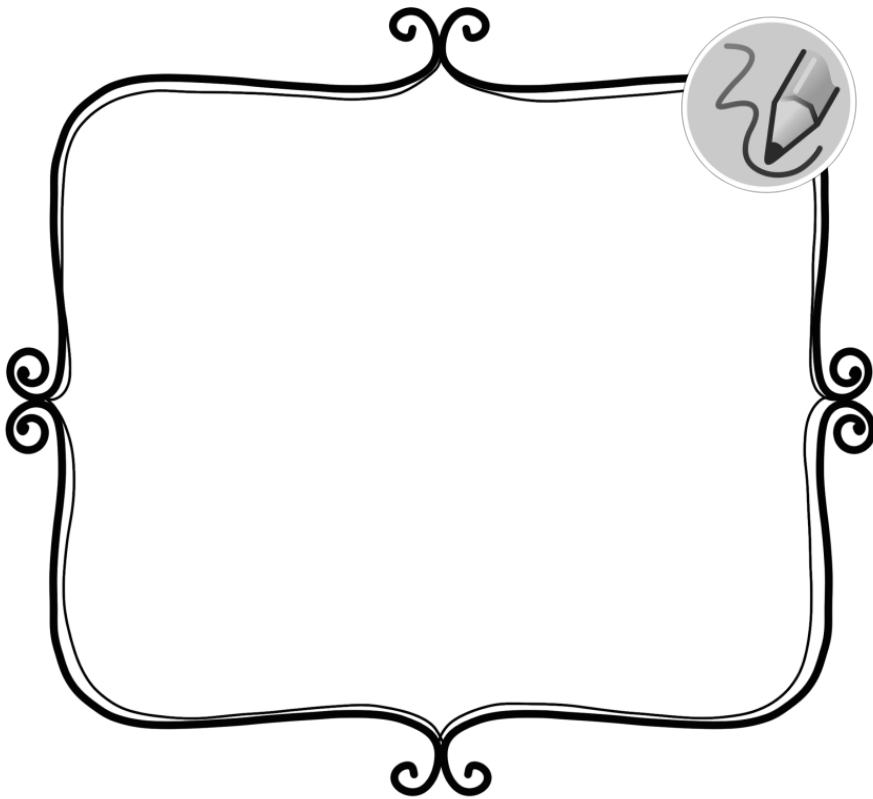
A Water Story



Tom and Sally grabbed umbrellas.

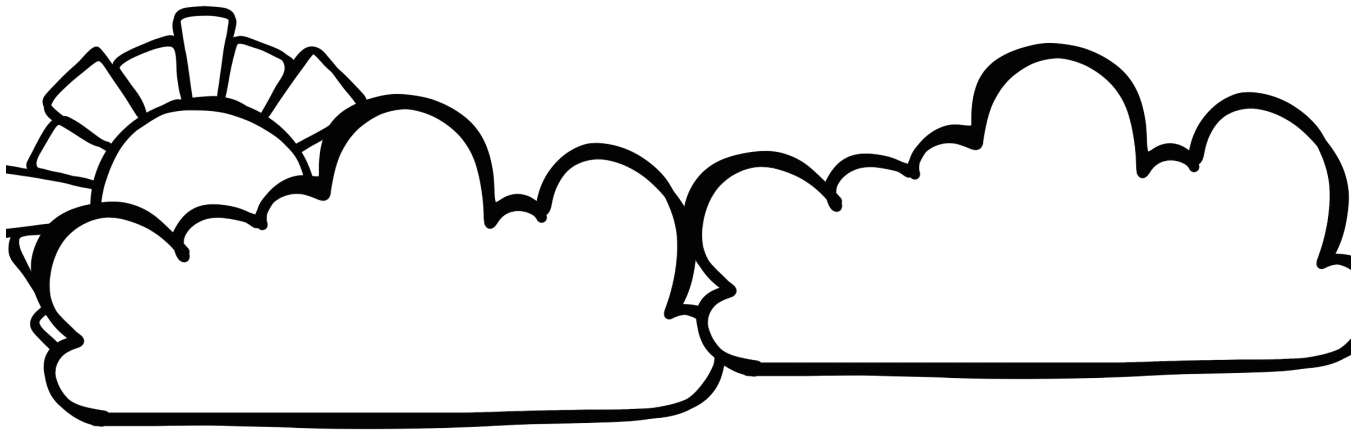


They ended their day playing in the rain.



Draw you playing in the rain! Share with your buddy.

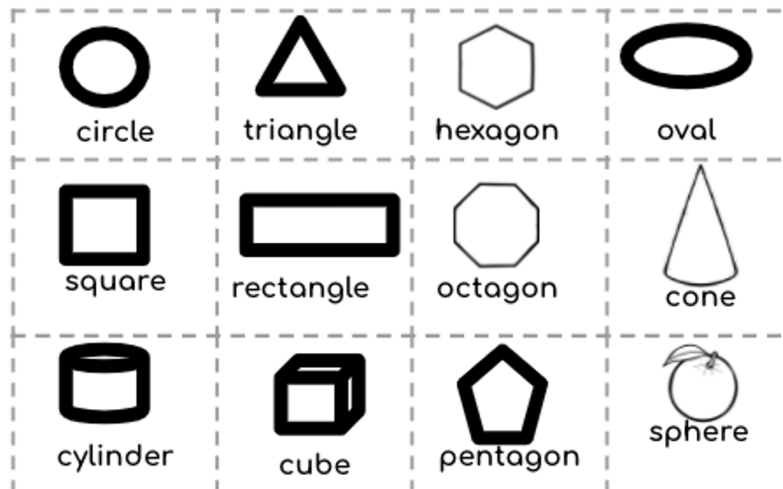




Go outside and look up at the clouds.

Can you describe them?

What shapes do you see?



Do they look the same or do they look different?

I see clouds that are the same. They both have shapes that are _____.

The clouds are different. One cloud has a shape that looks like a _____. One cloud has a shape that is a _____.



Draw a picture of the clouds that you see.

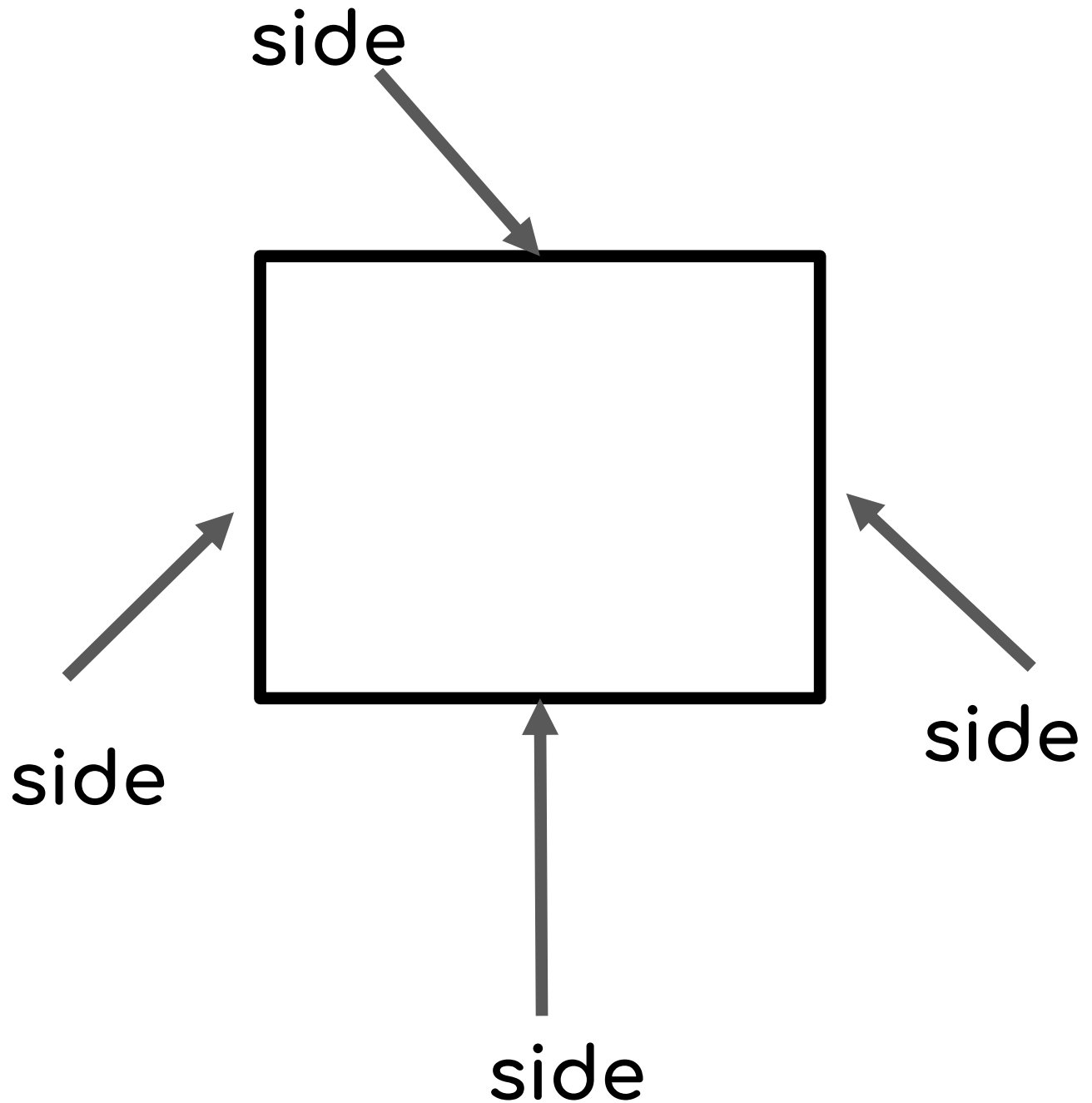
I see clouds that are the same. They both have shapes that are _____.

The clouds are different. One cloud has a shape that looks like a _____. One cloud has a shape that is a _____.



Describe the clouds in your journal.

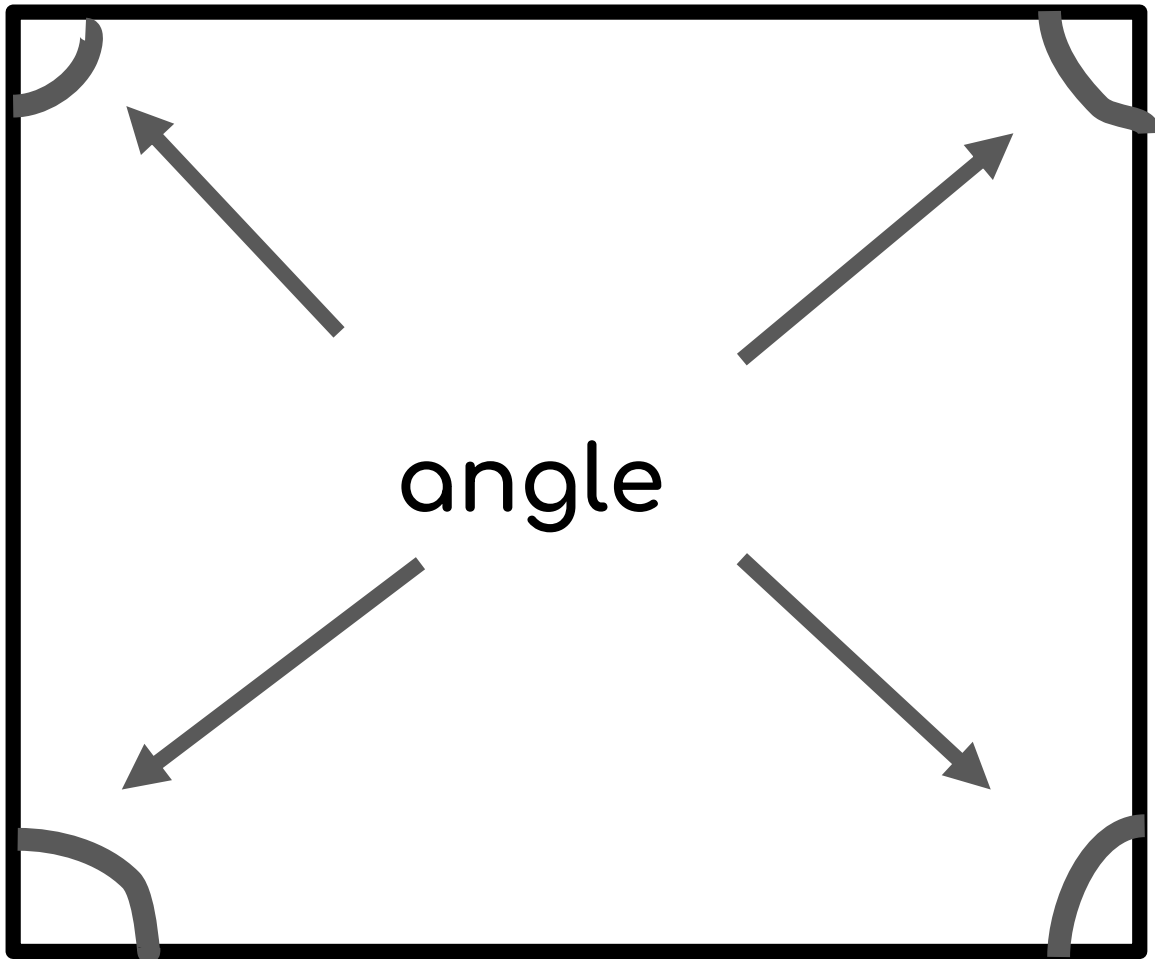
Here is an example of a side



A square has 4 sides.

Here is an example of an angle.

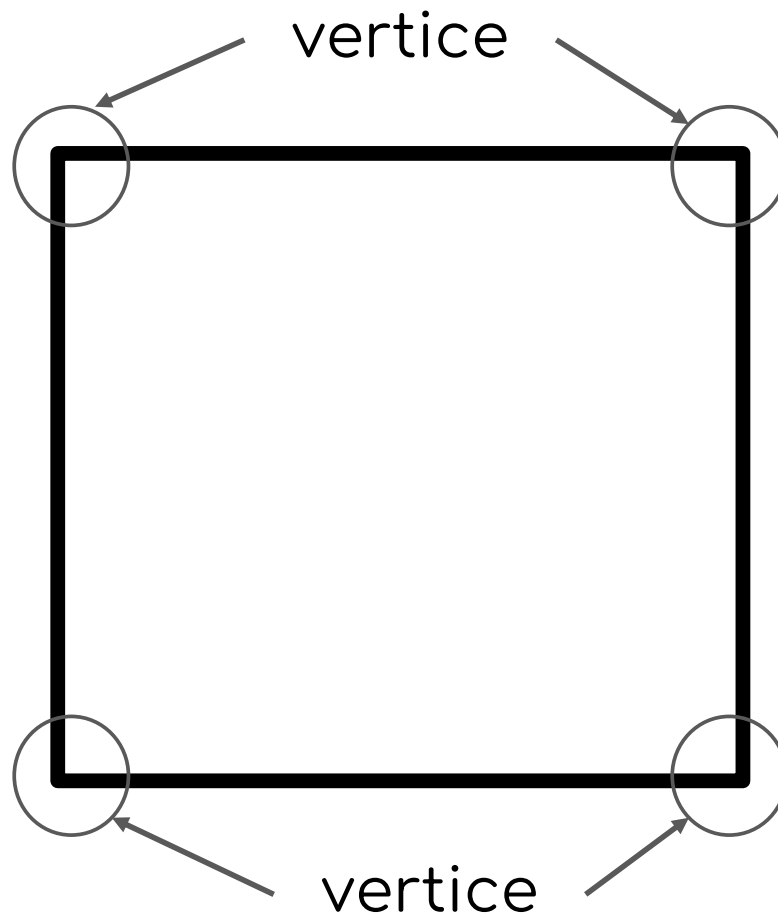
An angle is the space between two lines that meet.



A square has 4 angles.

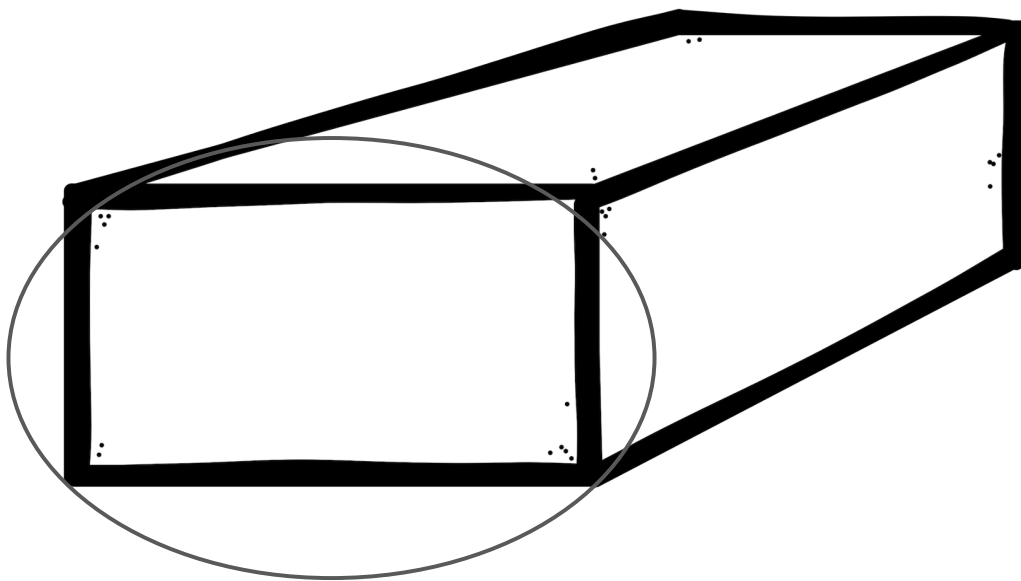
Here is an example of an vertice.

A vertice is where two sides meet at a point.



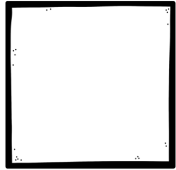
A square has 4 vertices.

Here is an example of a face.
Only 3-D shapes have faces.

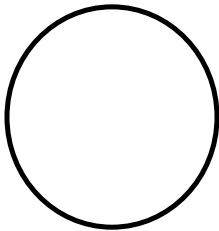


A rectangular prism has 6 faces

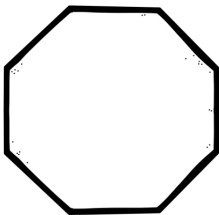
Count and write the number of sides.
Count and write the number of angles.
Count and write the number of vertices.
Count and write the number of faces.
Read each sentence aloud.



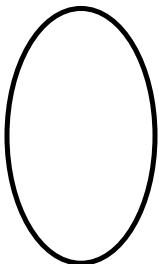
A _____ has ___ sides, ___ angles and ___ vertices.



A _____ has ___ sides, ___ angles and ___ vertices.

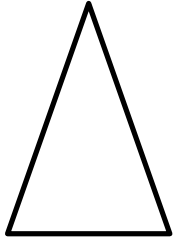


A _____ has ___ sides, ___ angles and ___ vertices.

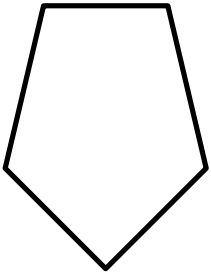


A _____ has ___ sides, ___ angles and ___ vertices.

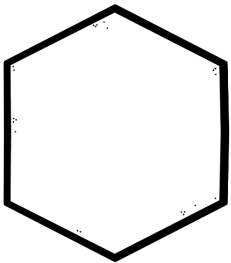
Count and write the number of sides.
Count and write the number of angles.
Count and write the number of vertices.
Count and write the number of faces.



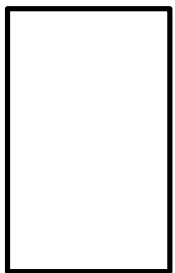
A _____ has ___ sides, ___ angles and ___ vertices.



A _____ has ___ sides, ___ angles and ___ vertices.

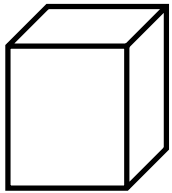
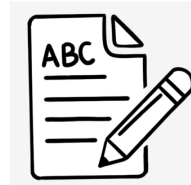


A _____ has ___ sides, ___ angles and ___ vertices.

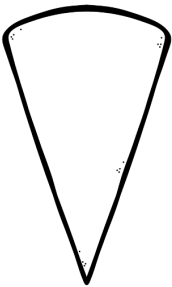


A _____ has ___ sides, ___ angles and ___ vertices.

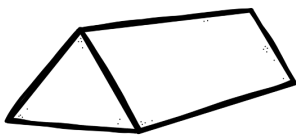
Count and write the number of sides.
Count and write the number of angles.
Count and write the number of vertices.
Count and write the number of faces.



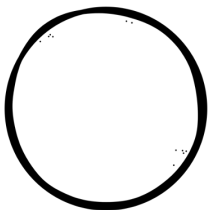
A _____ has ___ sides, ___ angles , ___ vertices
and ___ faces.



A _____ has ___ sides, ___ angles , ___ vertices
and ___ faces.

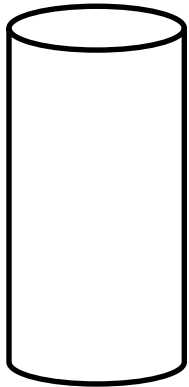


A _____ has ___ sides, ___ angles , ___ vertices
and ___ faces.

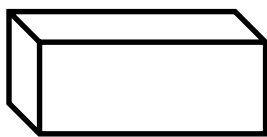


A _____ has ___ sides, ___ angles , ___ vertices
and ___ faces.

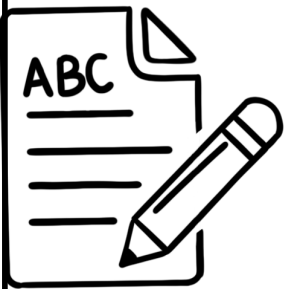
Count and write the number of sides.
Count and write the number of angles.
Count and write the number of vertices.
Count and write the number of faces.



A _____ has ___ sides, ___ angles , ___ vertices
and ___ faces.



A _____ has ___ sides, ___ angles , ___ vertices
and ___ faces.



Can you describe the clouds that you saw outside?



I see clouds that are the same. They both have shapes that are _____.

The clouds are different.

One cloud has a shape that looks like a _____.

One cloud has a shape that is a _____.



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Day 2



What Are They Doing?

Look at the picture. **What are they doing?** Write a story about the picture. Use your vocabulary. Use as much English as you can. Use your home language.




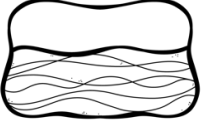

Word Bank:



Cloud
Water Vapor
Frozen
Similar
Same
Different
Wet
Melt
Water Cycle
Beach Ball
Umbrella
Rain

Share your story with your
buddy!






Keeping Oceans Clean-Reducing Plastic Use

Lots of **plastic**  gets into the **ocean**  which hurts plants 

and animals  . You can help by using less **plastic**  .

Look  around your house  for things that can be **reused**. Put an X

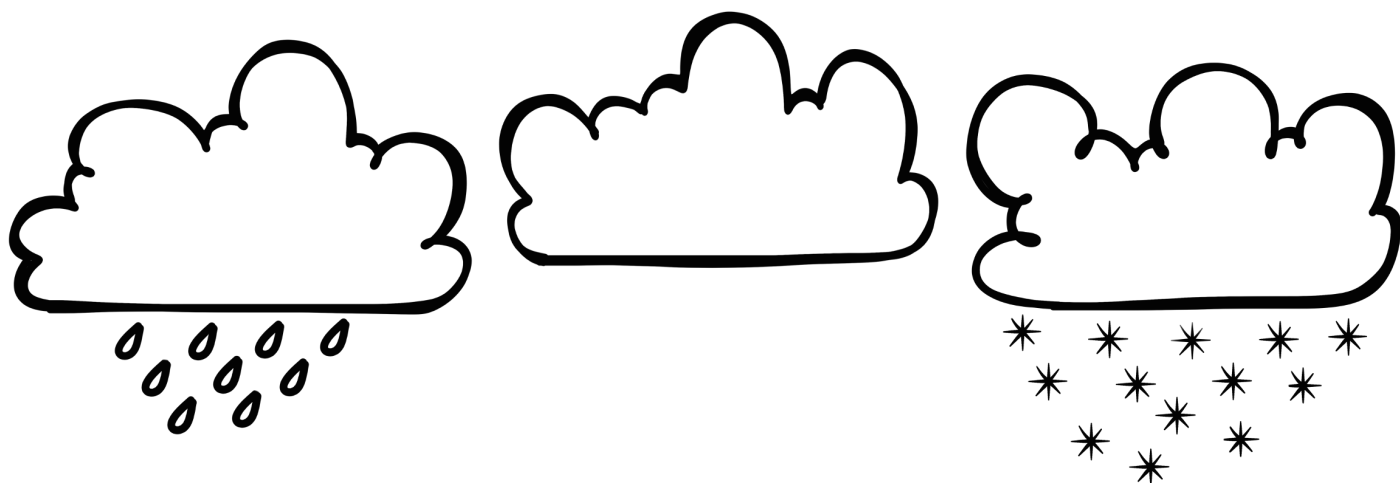
in the box by what you find in your house  !

Reusable water bottle  instead of **plastic** water bottles 

Reusable grocery bag  instead of **plastic** bags 

Reusable dishes  instead of **plastic** dishes 

Is a cloud a solid, a liquid or a gas?



I think a cloud is a

_____.

I think this because _____



Draw a picture here to show the molecules.

Use your ruler to measure the length in centimeters of each line.



1) 

_____ cm

2) 

_____ cm

3) 

_____ cm

4) 

_____ cm

5) 

_____ cm

Use your ruler to measure the length in inches of each line.



1) 

_____ in

2) 

_____ in

3) 

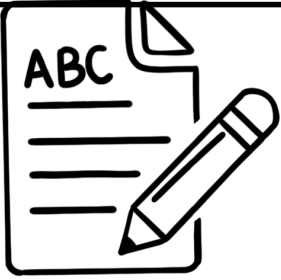
_____ in

4) 

_____ in

5) 

_____ in



Look up in the sky. What do you see? What does it make you think about?

I see _____. It makes me think _____.



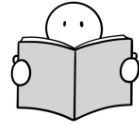
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Day 3

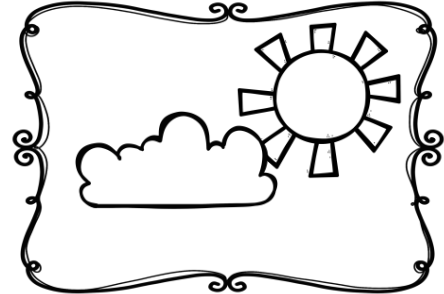


Finish the Sentence

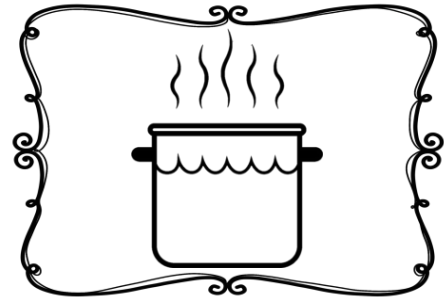
Circle the correct word to finish the sentences. Hints are in the pictures.



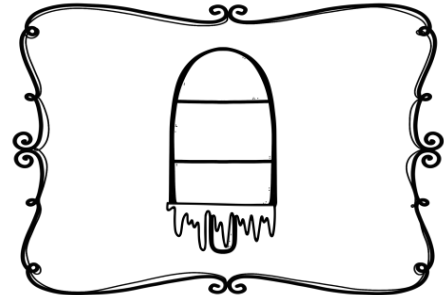
There was only one (star/cloud) in the sky.



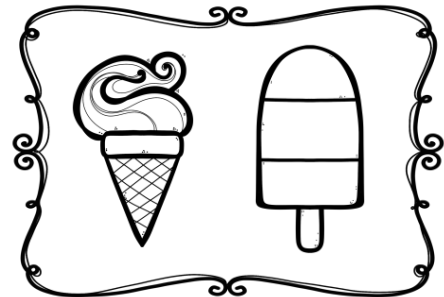
There was (water vapor/rain) coming from the pot.



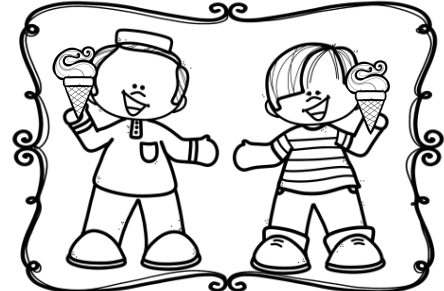
The popsicle was (hot/frozen).



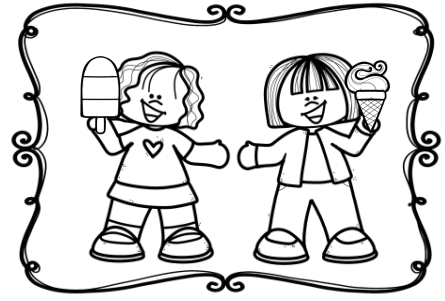
Popsicles and ice cream are (similar/good) because they are both frozen treats.



The boys both got the (different/same) ice cream.



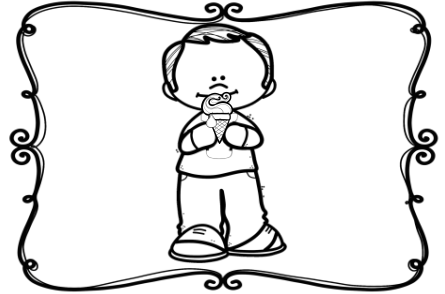
The kids got (same/different) treats.



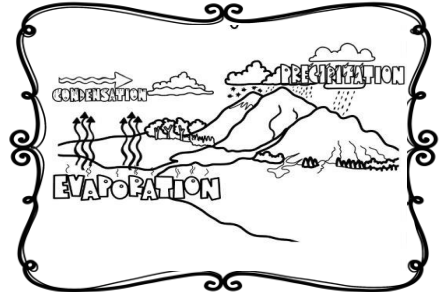
She played in the rain and got (dry/wet).



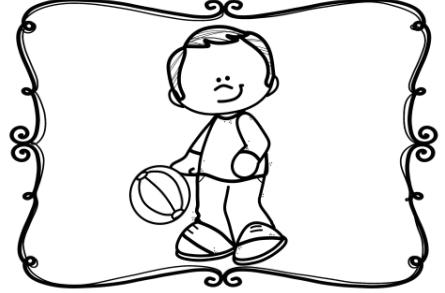
Her ice cream started to (soak/melt).



Evaporation, condensation, and precipitation are all part of the (land cycle/water cycle).



He played with a (football/beach ball).

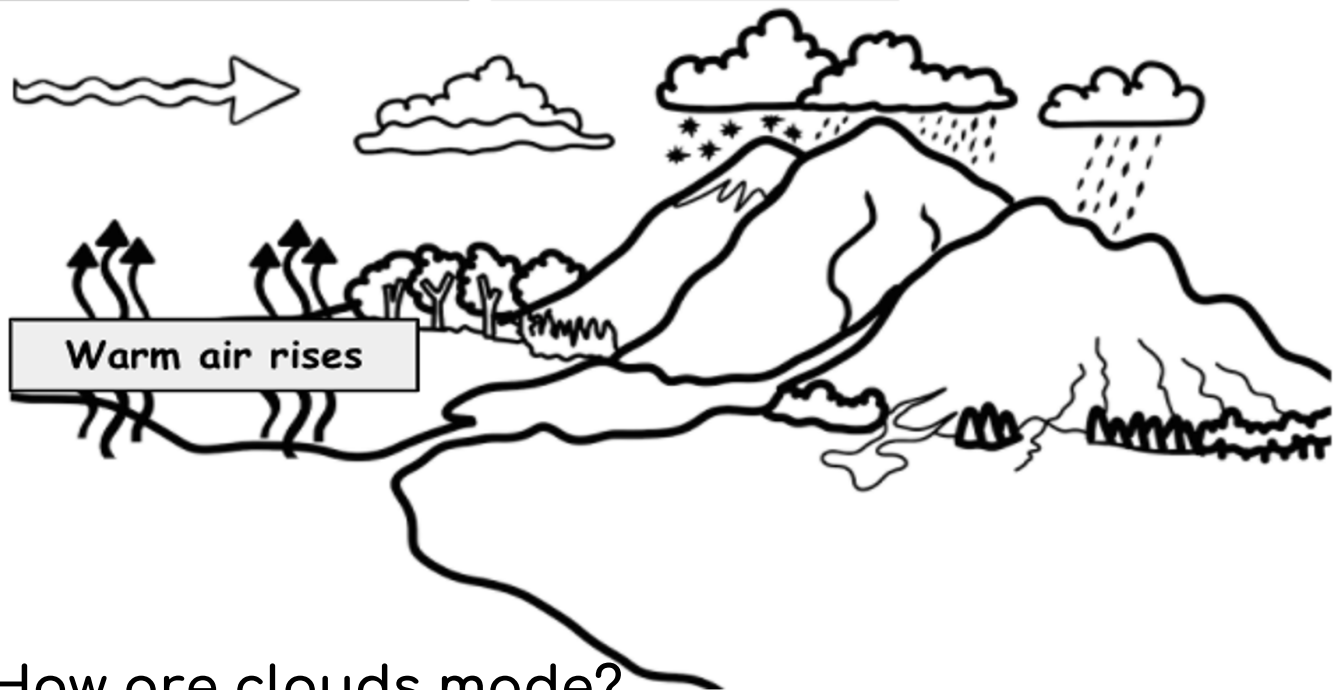


She took her (hat/umbrella) in the rain.



Water vapor cools
Turns into tiny pieces
of dust and ice.

Forms a cloud



How are clouds made?

Air is a gas.

You can not see air.

It has small water droplets in it called water vapor.

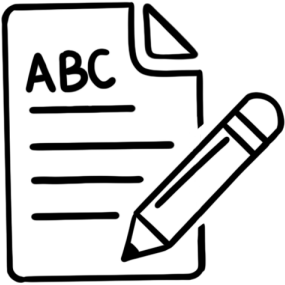
When the air gets warm it rises into the sky . Then it cools.

When it cools the water vapor turns into tiny pieces of dust and ice.

Finally it all comes together to form clouds in the sky.



Write in your journal. Is a cloud a solid, liquid or gas?



Is a cloud a solid, liquid or gas?
Why do you think the way you
do?

I think a cloud is a _____ because _____.



N ICMEE

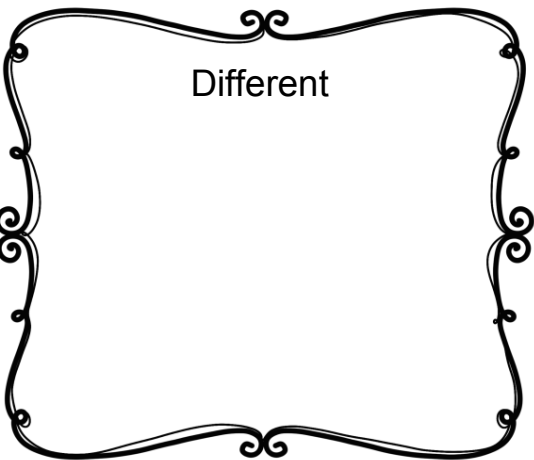
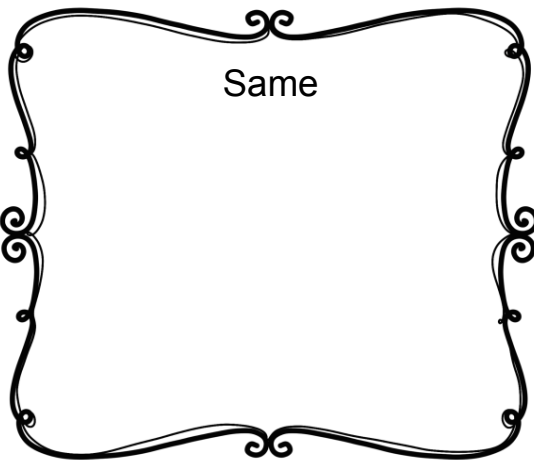
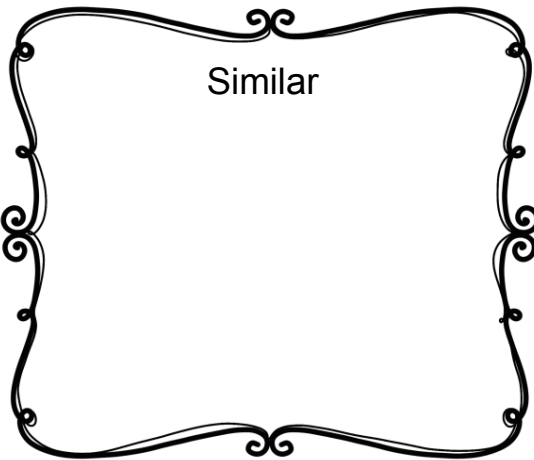
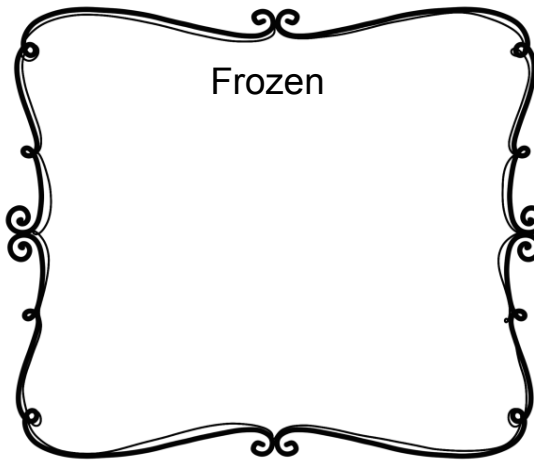
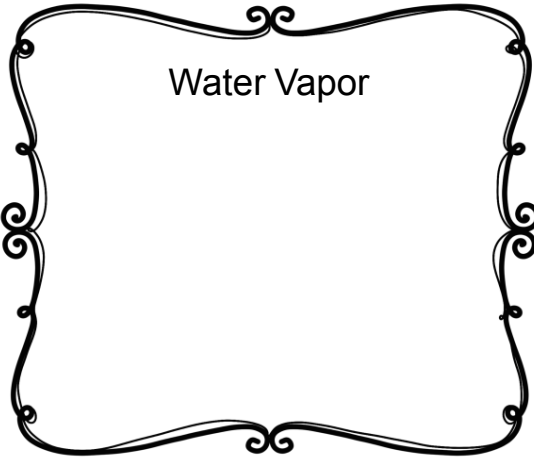
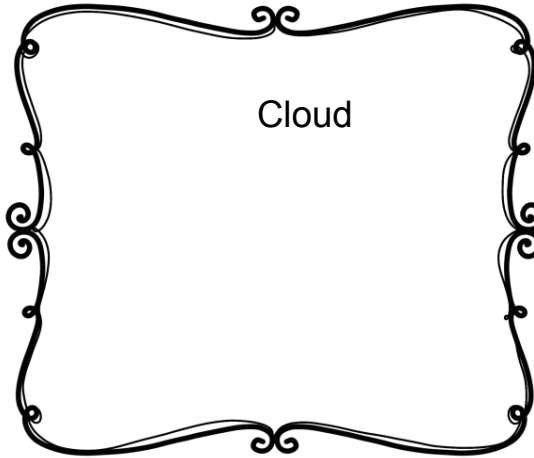
Day 4



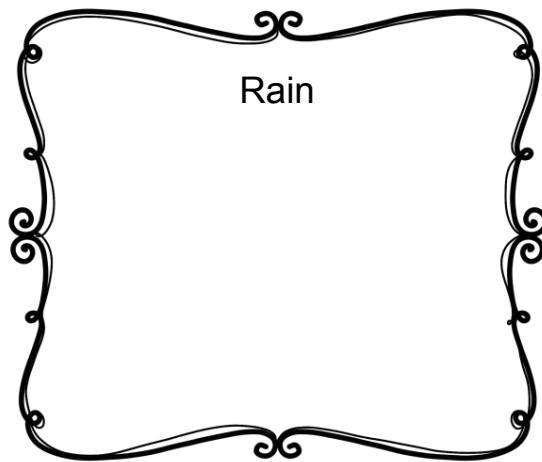
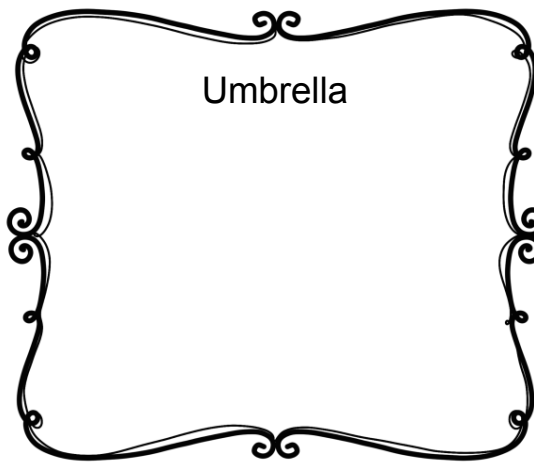
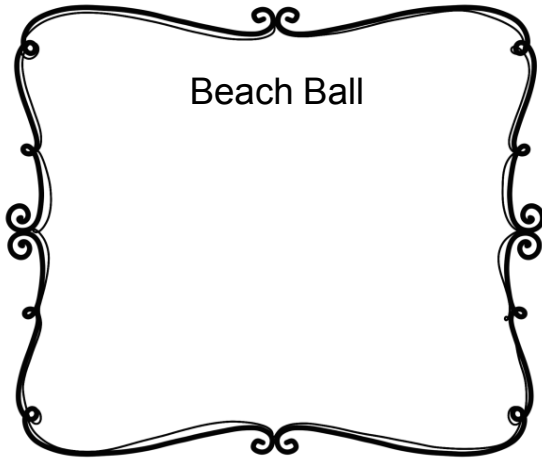
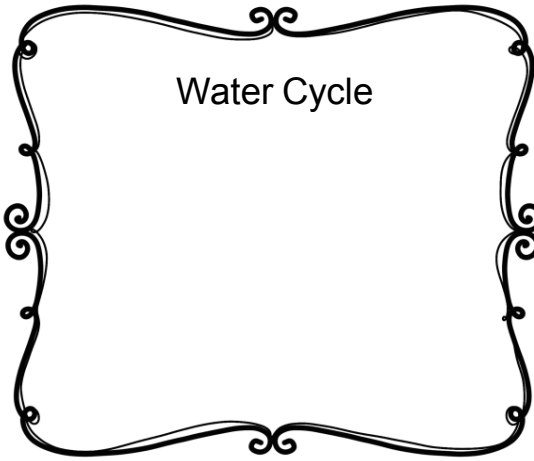
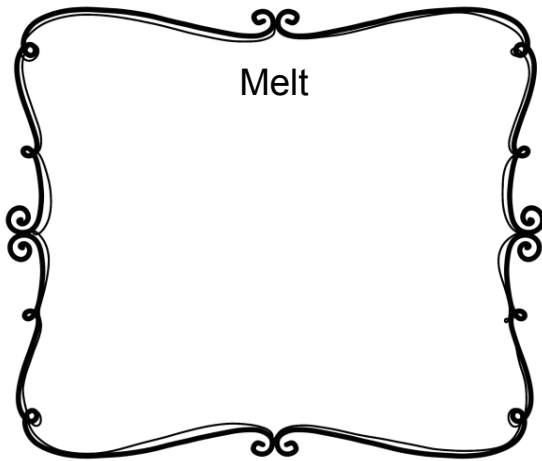
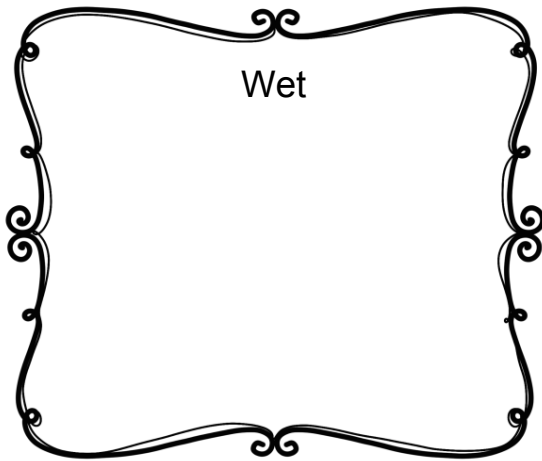
Draw Your Vocabulary



Draw your vocabulary in the box. Show your buddy or someone in your house your picture.



Draw Your Vocabulary



Show your pictures to your buddy. Tell them what the pictures are.

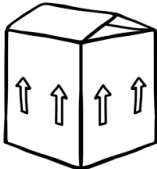
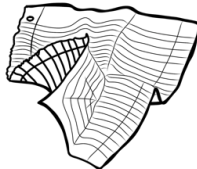




Keeping Oceans Clean-Getting Rid of Litter

Litter is trash that has been left outside. Lots of litter gets into the ocean which hurts plants and animals. You can help by cleaning up litter.

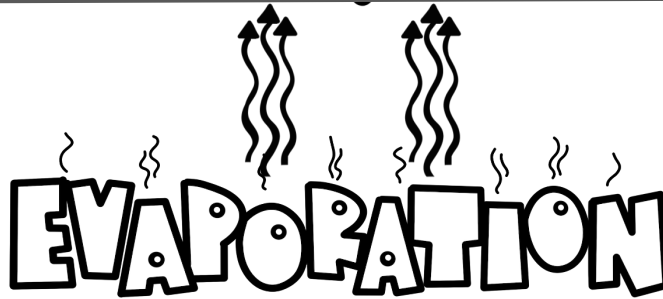
Get a grown-up and go on a walk to clean up litter.

Look for the things below.

| | |
|---|--|
| <p>Cardboard</p>  | <p>Paper</p>  |
| <p>Cans</p>  | <p>Bottles</p>  |

Draw a picture of the litter you cleaned up!

THE WATER Cycle

A diagram illustrating the process of evaporation. The word "EVAPORATION" is written in large, bold, outlined letters. Above the letters, there are two sets of three wavy arrows pointing upwards, representing water vapor rising from the surface. There are also small wavy lines above the letters, suggesting heat or steam.

EVAPORATION

Evaporation is when liquid turns into a gas or vapor.

A diagram illustrating the process of condensation. The word "CONDENSATION" is written in large, bold, outlined letters. Above the letters, there are several wavy lines representing water vapor. To the right of the word, there is a large, wavy arrow pointing to the right, indicating the direction of the process.

CONDENSATION

Condensation is when water vapor, or gas, turns into a liquid.

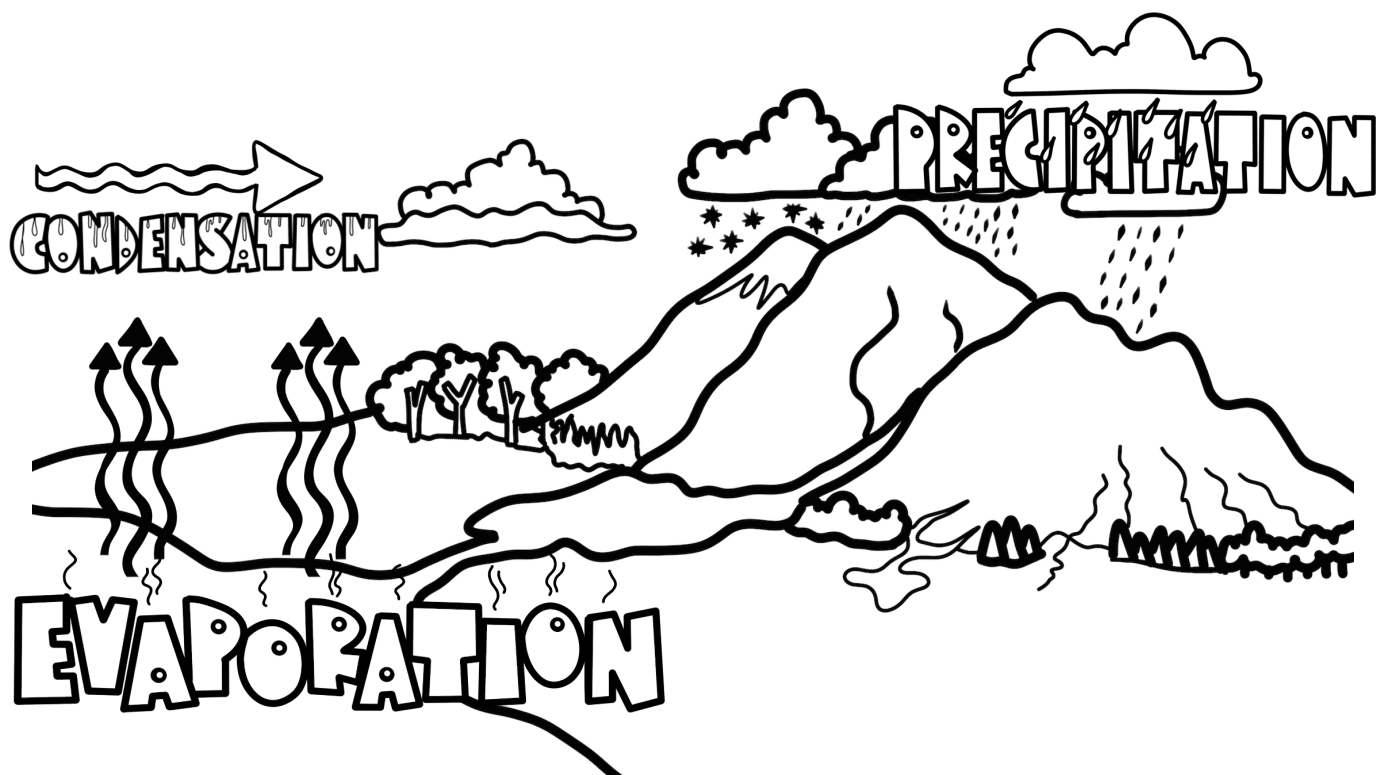
A diagram illustrating the process of precipitation. The word "PRECIPITATION" is written in large, bold, outlined letters. Above the letters, there is a simple outline of a cloud. Several wavy lines representing rain are falling from the bottom of the cloud.

PRECIPITATION

Precipitation is water that falls from the clouds.

rain, snow, sleet, hail

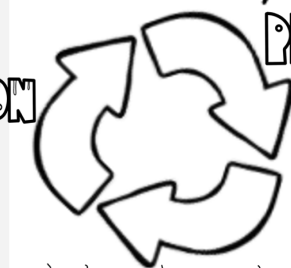
THE WATER Cycle



This is a picture of the water cycle.
Cycle means circle.



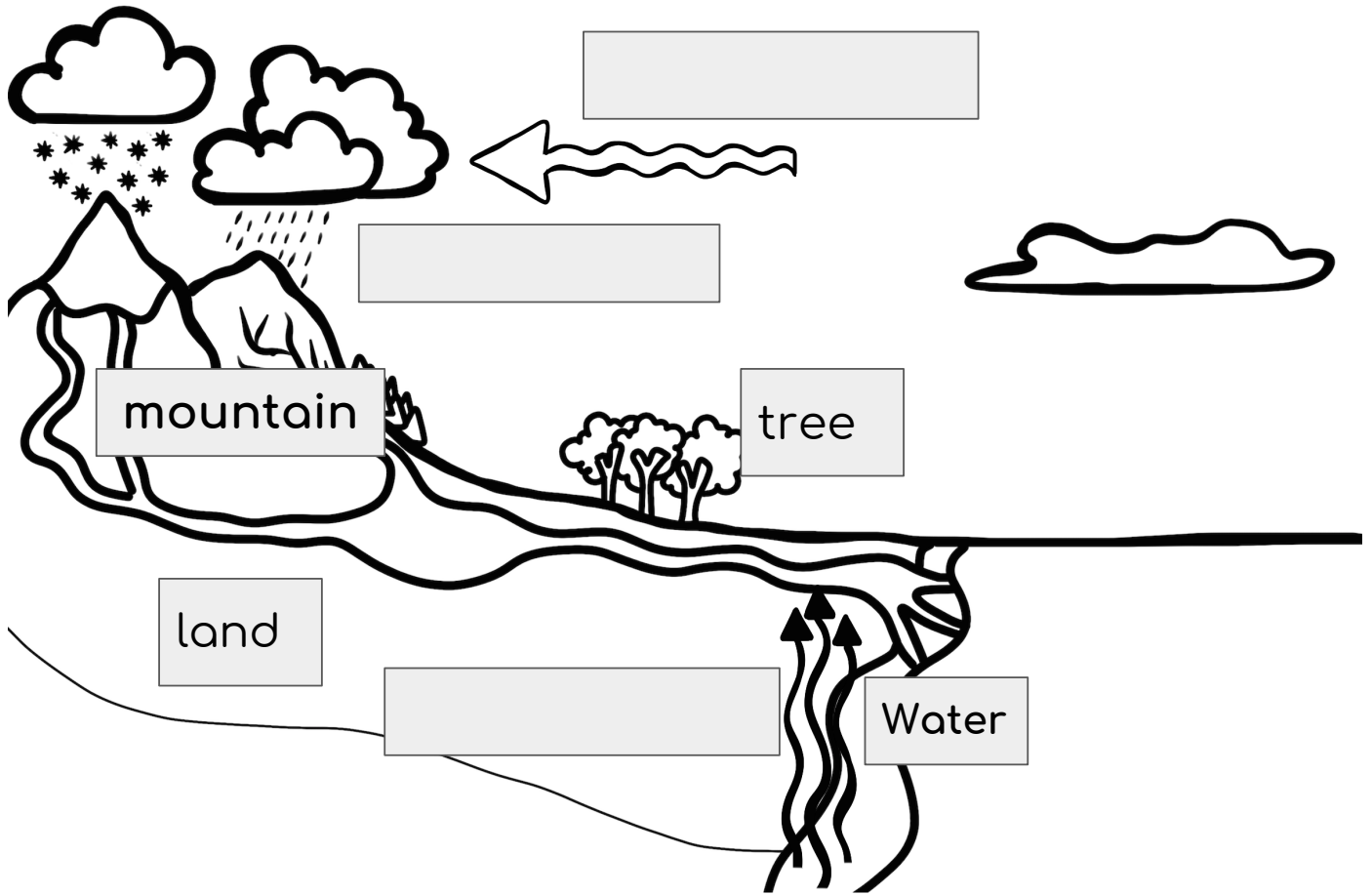
CONDENSATION



PRECIPITATION

EVAPORATION

THE WATER Cycle



Label the different parts of the water cycle:

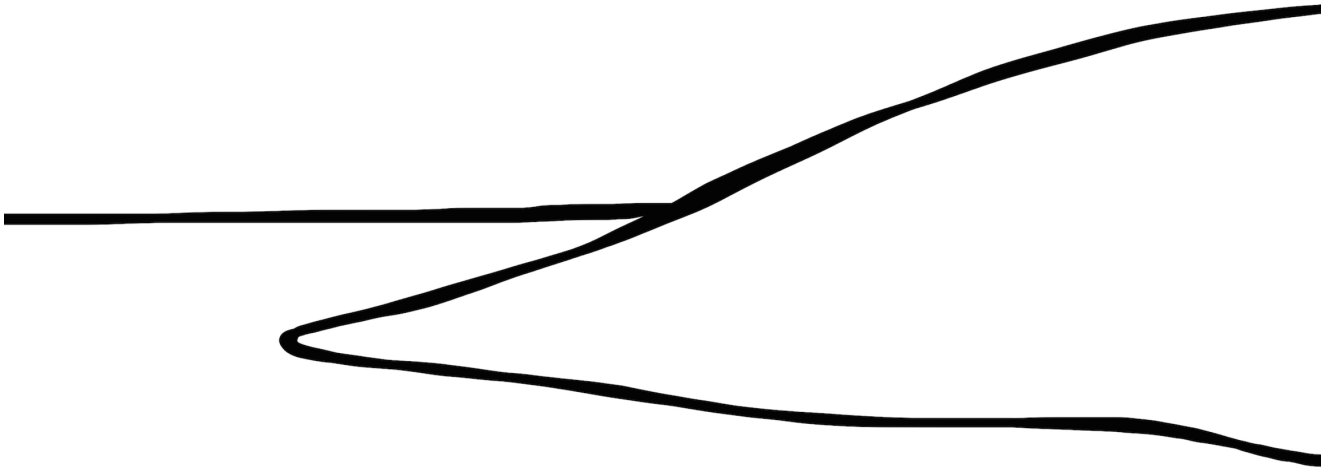


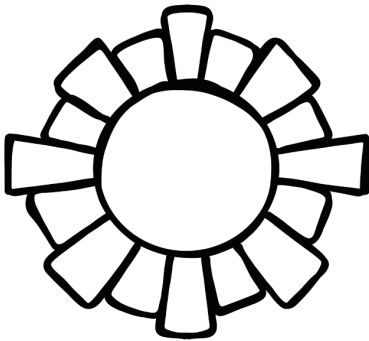
Evaporation

Condensation

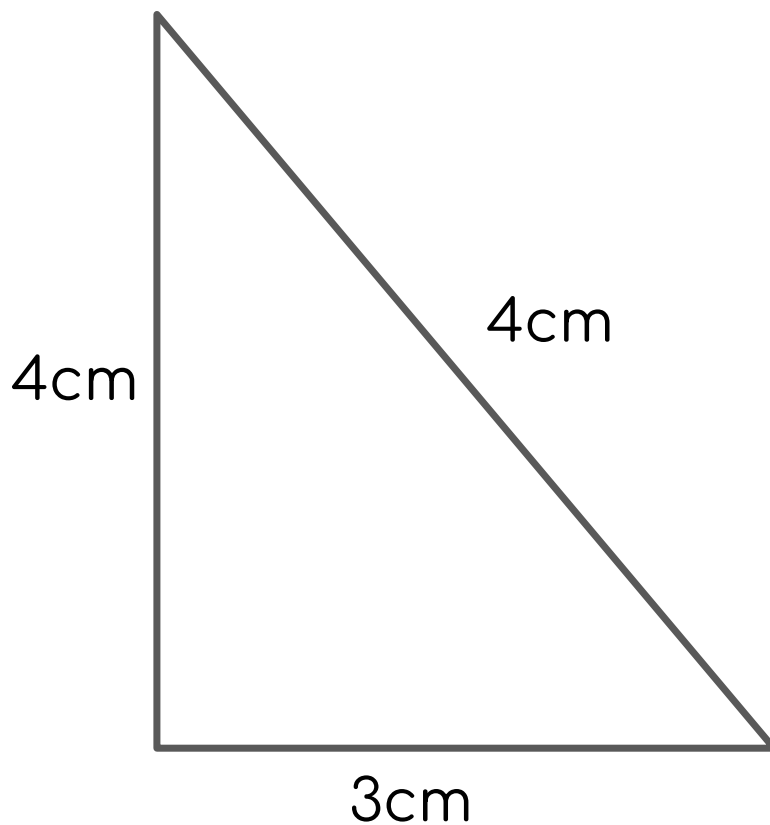
THE WATER Cycle

Cut out the pictures and create your own water cycle. Label your picture with the new vocabulary.





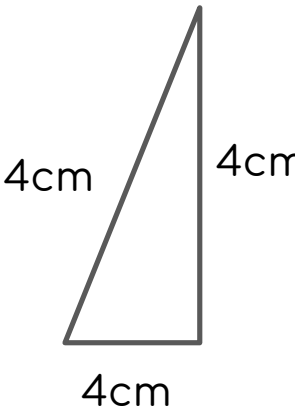
- Perimeter is the distance around the outside of a shape.
- To find perimeter you add the length of each side together. The total is your perimeter.




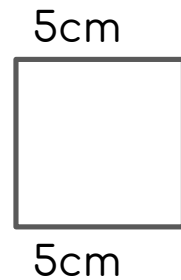
$$\underline{4\text{cm}} + \underline{4\text{cm}} + \underline{3\text{cm}} = \underline{11\text{cm}}$$

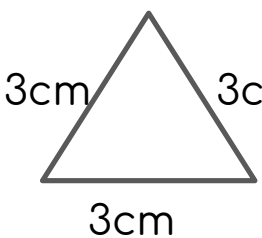
Add the sides together to find the perimeter.



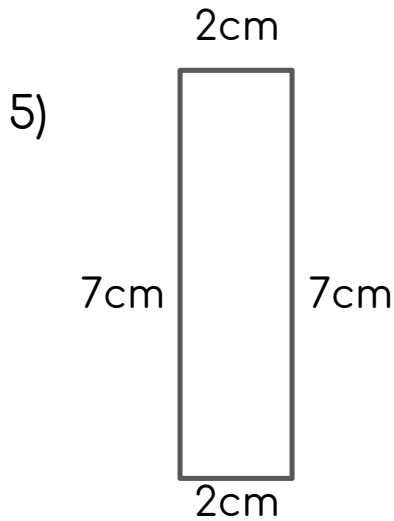
1)  _____ + _____ + _____ = _____

2)  _____ + _____ + _____ + _____ = _____

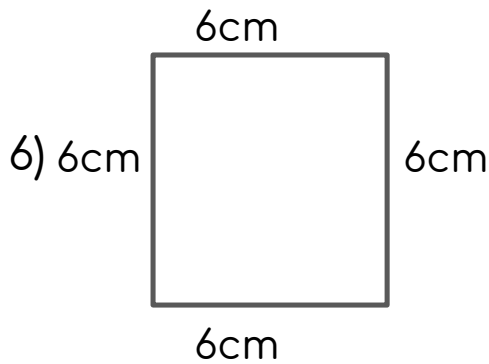
3)  _____ + _____ + _____ + _____ = _____

4)  _____ + _____ + _____ = _____

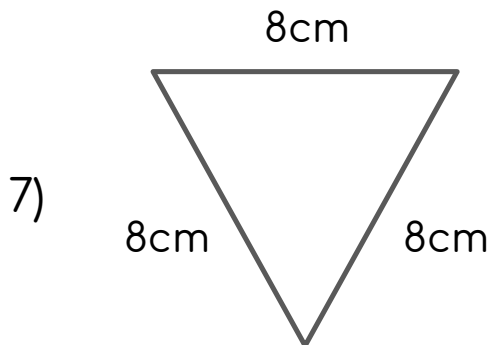
Add the sides together to find the perimeter.



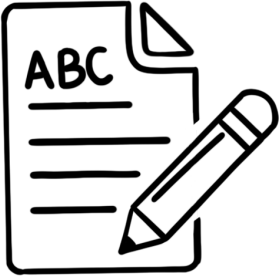
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



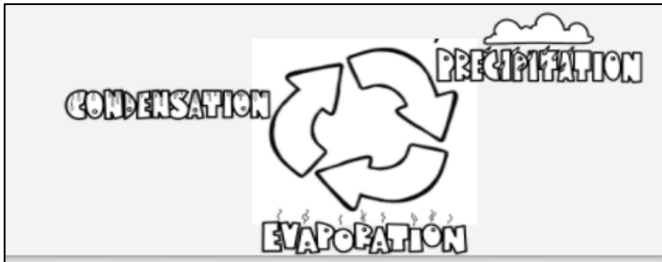
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



We are learning about the water cycle. Cycle means circle. Why do you think it is called the Water Cycle?



I think it is named the water cycle because _____.



N ICMEE

Day 5



Difference Acrostic Poem



Write a poem. Use the first letter given to you to start your sentence. Use as much vocabulary as possible. Use as much English as possible. Use your home language.

W

ater vapor fills the air

A

s the wet ground begins to dry.

T

he rain clouds disappear

E

ver so high into the sky. I

R

un to grab my beach ball so all my different

Word Bank:

~~Cloud~~

~~Water Vapor~~

Frozen

~~Similar~~

Same

~~Different~~

~~Wet~~

Melt

Water Cycle

~~Beach Ball~~

Umbrella

~~Rain~~

F

riends can play. We all can do different things,

U

nique in our own ways, similar at the end of a

N

ot so rainy day.

Difference Acrostic Poem



Write a poem. Use the first letter given to you to start your sentence. Use as much vocabulary as possible. Use as much English as possible. Use your home language.

W

A

T

E

R

F


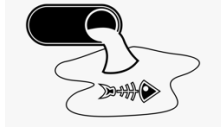
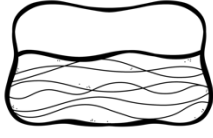



C

N


Word Bank:

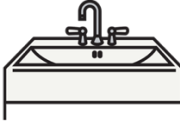
- Cloud
- Water Vapor
- Frozen
- Similar
- Same
- Different
- Wet
- Melt
- Water Cycle
- Beach Ball
- Umbrella
- Rain

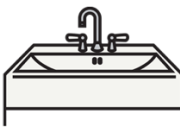
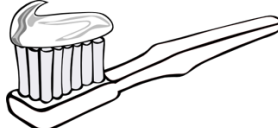
Keeping Oceans Clean-Saving Water


When we use too much water  more **wastewater**  goes into the ocean  which hurts plants  and animals  . You can help by **saving water**  .

Look  around your house  for ways to **save water**.

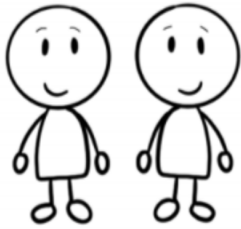
Take shorter showers  .

Turn off the sink  when you're done.

Turn off the sink  while brushing your teeth  ,

 Talk to a buddy about other ways you can **save water**.

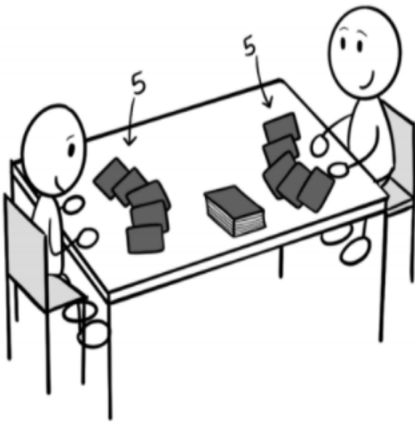
How to Play "Go Fish"



2+ Players



Shuffle the cards



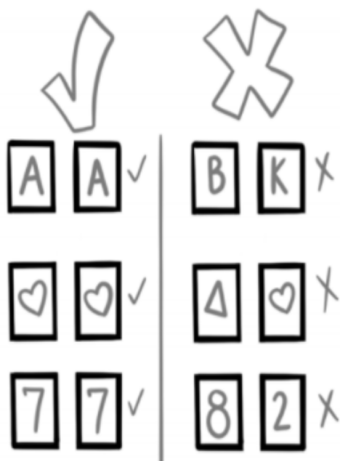
Give each player 5 cards without looking



Take turns asking your partner if they have a match for one of your cards. If they do, they have to give you their card. If they do not, they say "Go Fish!" and you take a card from the deck between you.



Look to see if you have any matching cards in your hands. If you do, take those cards out of your deck.

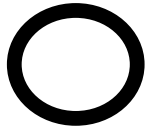
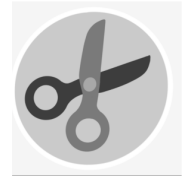


Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



Keep playing until someone runs out of cards!

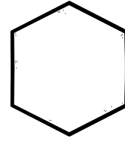
Cut the shapes to play 'Go Fish'



circle



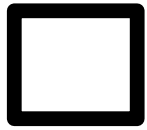
triangle



hexagon



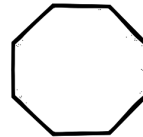
oval



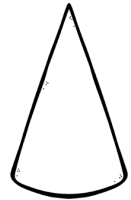
square



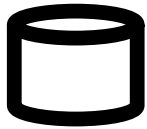
rectangle



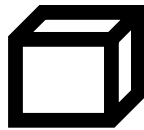
octagon



cone



cylinder



cube



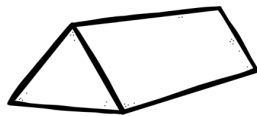
pentagon



sphere

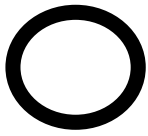
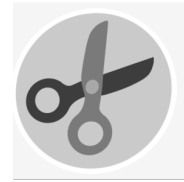


rectangular
prism

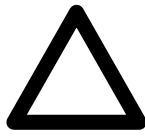


triangular
prism

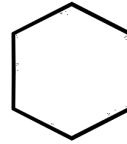
Cut the shapes to play 'Go Fish'



circle



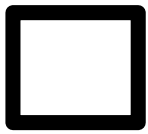
triangle



hexagon



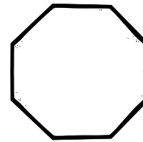
oval



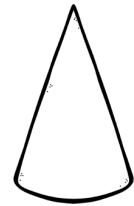
square



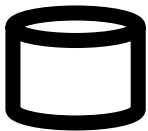
rectangle



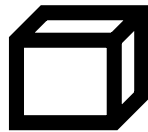
octagon



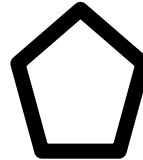
cone



cylinder



cube



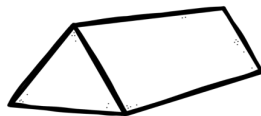
pentagon



sphere



rectangular
prism



triangular
prism

