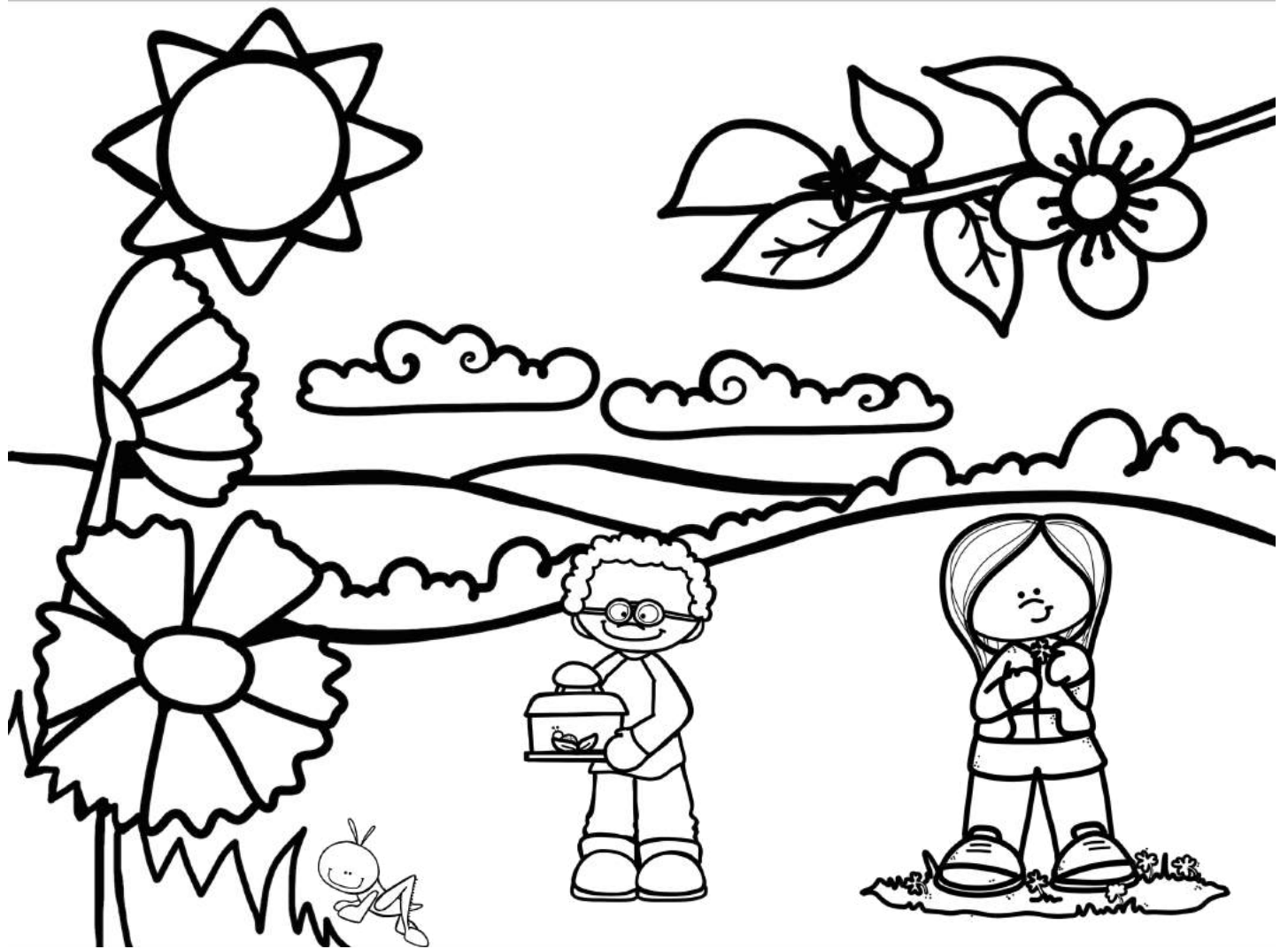


Grades 2-3

Remote Learning Packet 2



International Consortium for Multilingual Excellence in Education



April 29, 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 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, and Chinese. We encourage you to translate the included English letter into any other language you may need to communicate effectively with parents in 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: <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.

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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 by:
Tianna Bankhead
Molly Heeren
Brandon Heinz

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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 gradelevel vocabulary.</p> <ul style="list-style-type: none"> -LA.2.1.5.c Acquire new academic and content-specific grade- level vocabulary, relate to prior knowledge, and apply in new situations.
Math
<p>MA 3.1.2 Operations: Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately.</p> <ul style="list-style-type: none"> • MA 3.1.2.c Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication. • MA 3.1.2.e Multiply one digit whole numbers by multiples of 10 in the range of 10 to 90. • MA 3.1.2.f Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$). <p>MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately</p> <ul style="list-style-type: none"> • MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties. • MA 2.1.2.f Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., $3 + 3 + 3 = 9$).
Science
Social Studies
<p>SS 2.3.4 Describe different groups of people and the different settings where they live.</p> <ul style="list-style-type: none"> - SS 2.3.4.a Describe cultures of the local community and other communities. For example: foods, languages, celebrations, religions, music, sports
P.E./Health
<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Students will demonstrate the ability to use decision-making skills to enhance health.</p>
Art
<p>FA 2.2.1.a Experiment and explore ideas and materials (glossary) (e.g., 2D, 3D).</p>

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April 22, 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 week's packet we focus on Spring cooking and baking. Spring is a time where there are many holidays and celebrations such as Ramadan, Easter, Holi, and many more. We encourage you to work with your students if you can and try some home cooking. The included activities make room for students to cook with you, draw a picture about the cooking experience and write about the experience. Remember, this packet is meant as a tool for fun learning and not frustration. We hope this packet gives you the opportunity to bring your family together.

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

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

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29 de abril 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.

- El paquete de esta semana se centra en la repostería y la cocina durante la primavera. La primavera es una época en la que se celebran muchas festividades, por ejemplo, el Ramadán, la Pascua, el Holi y muchas más. Le animamos a que si puede trabaje con su estudiante e intente cocinar algo en casa. Las actividades que se incluyen se han adaptado para que su estudiante cocine con usted, dibuje sus experiencias cocinando y, además, escriba sobre ellas. Recuerde, que el paquete es una herramienta para aprender divirtiéndose y no para que el estudiante se frustre. Esperamos que el paquete le proporcione una buena oportunidad para que la familia se reúna.

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 email a icmee@unl.edu o llamando al departamento de Teaching, Learning, and Teacher Education al 402-472-2231.

Atentamente,

A handwritten signature in black ink that reads 'Kara Viesca'.

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
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2020年4月22日

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准的活动：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。
- 在这周的活动包中，我们专注于春季烹饪和烘焙。春天的时候有许多节日和庆祝活动，如斋月，复活节，洒红节等等。我们鼓励您与学生合作，并尝试一些家庭烹饪。活动包中的活动为学生提供了与您一起烹饪的空间，画了一张有关烹饪经历的画并写下该经历。请记住，这个活动包是作为趣味学习的工具，并不想为您徒增烦恼。我们希望此活动包能为您和家人聚在一起创造机会。

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,

Kara Mitchell Viesca, PhD
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2020,29

السادة آباء، أمهات وأوصياء الطلبة الأعرء،

خلال هذا الوباء العالمي، قدأنشأنا بعض المواد التعليمية لطلابك كي يتفاعل معها ونأمل أن تكون مفيدة له (1). تم تصميم حزمة النشاط هذه مع وضع الطالب في الاعتبار وهي تتماشى مع محتواه على مستوى الصف الدراسي. كل نشاط في هذه الحزمة سيساعدهم على مواصلة دراستهم وكذلك الاستمرار في تنمية التعددية اللغوية. نشجعك على التحدث إلى طالبك حول ما ييقومون به والسماح للطلاب بطرح أسئلة عليك حولالمواضيع التي يتفاعلون معها. هذه الحزمة باللغة الإنجليزية ولكننا نشجعك أنت وطالبك على التحدث والتفكير معاً بأي لغة تختارونها. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم تعلمهم الطلابجميع اللغات التي يعرفونها سيساعدهم كثيراً-حتى في الإنجليزية! لذا، يرجى تشجيع الطالب على القيام بالواجبات التي في الحزمة بأي لغة يرغبون بها.

نحن نعلم أن العائلات تتعامل مع الكثير من التوتر و الغموض في الوقت الحالي ، لذلك نشجعك على لعب الدور الذي ترغب فيه مع الطالب ومعهزمة الأنشطة الخاصة بقدر استطاعتك. نوصي بقراءة المعلومات أدناه حول الحزمة والأنشطة فيها ثم مناقشة كيف سيتعامل الطالب معها وكيف يقوم يمضي قُدماً فيها. نعتقد أنه من خلال هذه المقدمة، أنه يمكن لطلابك أن ينجز الكثير، إن لم نقل الكل، بنفسه. رغم ذلك، إذا كنت متواجداًللمعمل بشكل أقرب مع الطالب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة) فإننا نشجع ذلك أيضاً. المرجو أن تعلموا أننا المقصود من هذا ليس هو إضافة مزيد من الإجهاد والعمل على عائلتكم خلال هذا الوقت العصيب. بل نأمل أن يكون هذا مصدرًا مفيدًا حتى يتمكن الطالب من مواصلة تعلم أشياء مهمة أثناء مكوته في المنزل.

حاولنا أيضاً جعل الحزمة التعليمية مثيرة للاهتمام وممتعة. نأمل أن يستمتع طالبك بهذه الحزمة ويشعر أنه يقوم بلعب مفيد و منتج. قمنا بدمج أنشطة من جميع معايير محتوى المستويات الدراسية: فنون اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، العلوم التربوية البدنية والفنون. وقد قمنا باعداد هذه الحزمات والأنشطة لغرض تمكين الطلاب ذوي المستوى المبتدئ في اللغة الإنجليزية أيضاً من أن يكونوا قادرين على الإستمتاع بالحزمات وأن ينجزوها بنجاح دون الكثير من المشقة أو التحدي.

في هذه الحزمة ، قمنا بإدراج الأنشطة التالية:

- إنشاء صديق. هذا هو النشاط الأول في الحزمة ويهدف إلى مساعدة الطالب في إيجاد شخص ما للتحدث معه عن العمل الذي سيقومون به في الحزمة. لهذا الغرض قمنا بإضافة صور لـ "أصدقاء"

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إفترضيين يمكن للطالب(ة) الاختيار من بينهم. نقترح عليهم اختيار صديق! وإضافة ملامح وألوان إلى الصديق كيفما يريدون. كما يجب عليهم أيضًا تسمية هذا الصديق الافتراضي. خلال أنشطة الحزمة سيطلب من الطالب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه (ا). يكمن دور هذا الصديق في انه سيمكّن الطالب من العمل بشكل مستقل دون الحاجة إلى وقتكم مساعدتك كي ينجز الحزمة بنجاح. ولكننا نشجع أيضًا طالبك على التحدث معك أو مع أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك، يمكن لطالبك أيضا اختيار لعبة محشوة أو دمىة أو أي شيء آخر كصديق لهم و يبقوا استخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في هذه الحزمة اختياري. لكن يجب أن يقوموا باختيار صديق(ة) لهم في كل مرة يعملون على الحزمة (قد يكون شخص هذا الصديق فرد من عائلتك/منزلك، أو دمىة كانت لديهم وما إلى ذلك. وقد يحتاجون إلى مساعدتك في فهم هذه الخطوة.

- القاموس. كل يوم نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون متابعتها. في نهاية الحزمة توجد صفحات للطالب كي يحتفظ بها في قاموسهم الخاص. نشجع الطلاب على استخدام هذه الصفحات لمتابعة الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر معاني الكلمات.
- المذكرة اليومية: كل يوم سيكون لدى الطلاب موجه قصير يمكنهم الرد عليه. 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(ة) الجديد(ة).
- في حزمة هذا الأسبوع سنركز على الطبخ في فصل الربيع والخيز. فصل الربيع هو الوقت الذي يوجد فيه العديد من الأعياد والاحتفالات مثل رمضان وعيد الفصح وهولي وغيرها الكثير. نحن نشجعك على الاشتغال مع طلابك إذا كان بإمكانك تجربة بعض من الطبخ المنزلي. هذه الأنشطة تتيح مساحة للطلاب للطهي معك ورسم صورة عن تجربة الطهي وكذلك الكتابة عن هذه التجربة. تذكر أن هذه الحزمة مخصصة كأداة للتعلم الممتع وليس للإحباط. نأمل أن تمنحك هذه الحزمة الفرصة لتجع كل عائلتك معا.

نأمل أن تعزز هذه الأنشطة تعلم طفلك في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة. نأمل أيضا ان تمنحوا طفلكمفرصًا للعب المنتج. إذا كان لديك أي أسئلة أو استفسارات حول هذه الحزمات التعليمية فلا

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تترددوا في الاتصال بمشروعنا على icmee@unl.edu أو الاتصال بشعبة "التدريس والتعلم وتعليم المعلمين"

على هذا الرقم 2231-472-402

مع خالص التحيات

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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Instructions Key



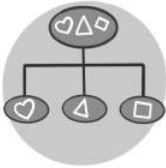
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



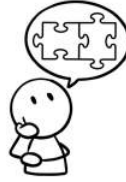
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



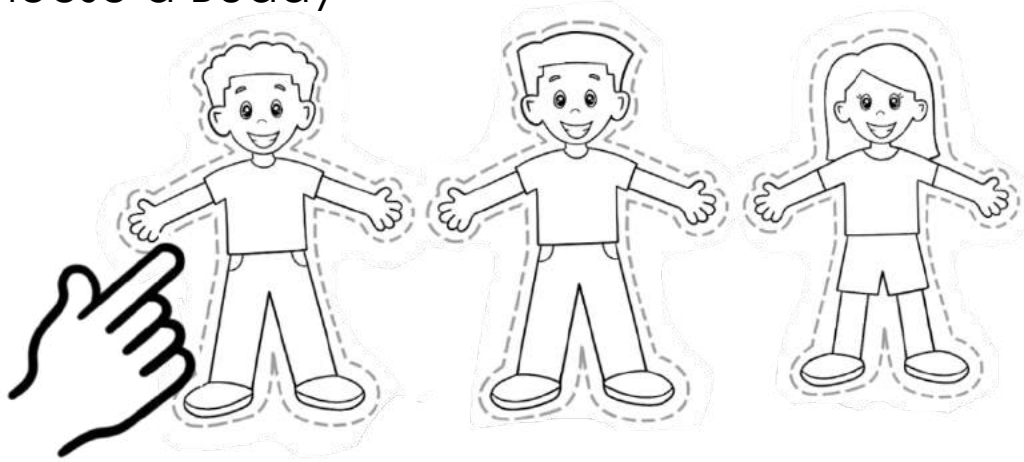
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



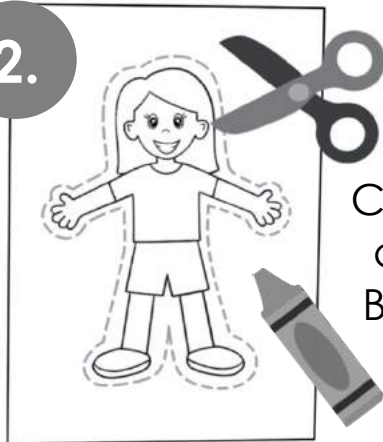
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

My Buddy

1. Choose a Buddy

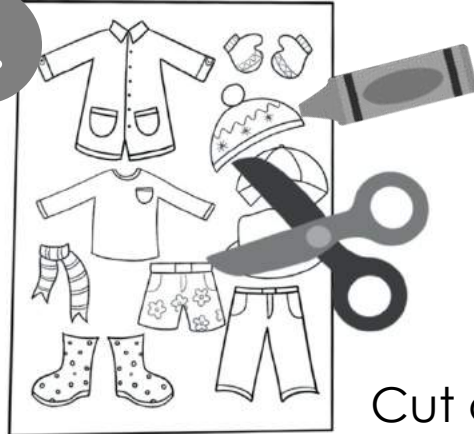


2.



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

3.

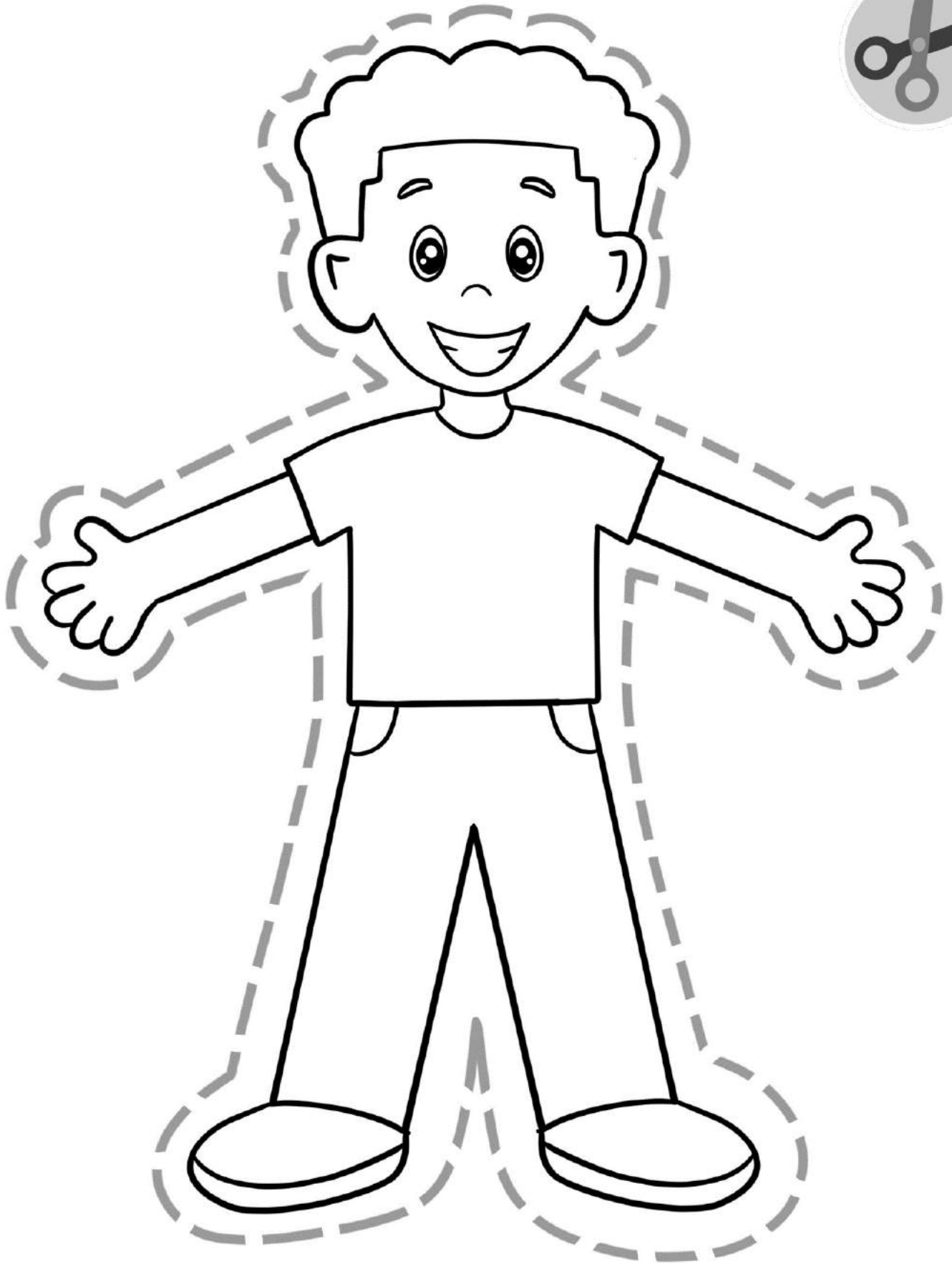


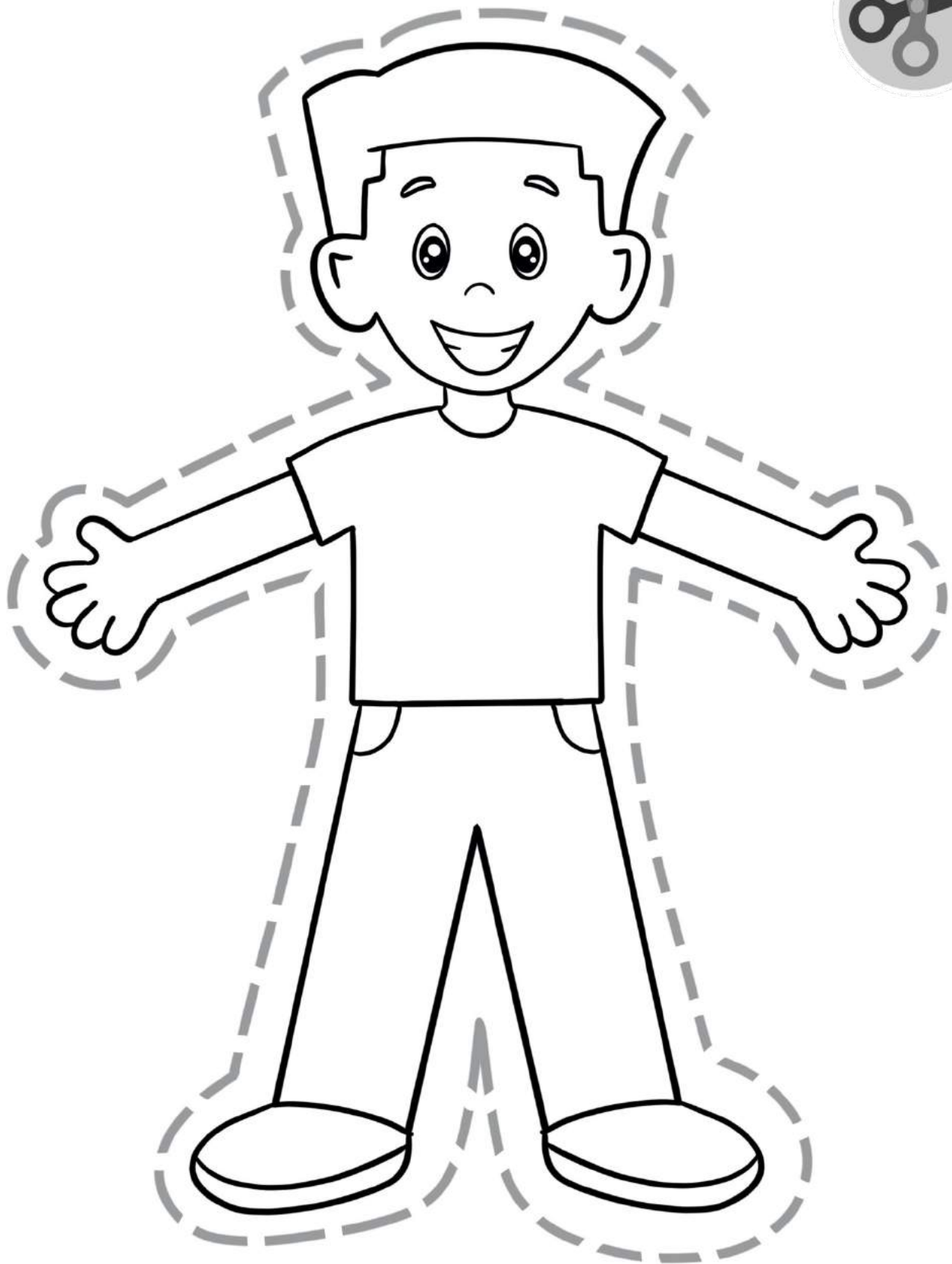
Cut out and color the accessories

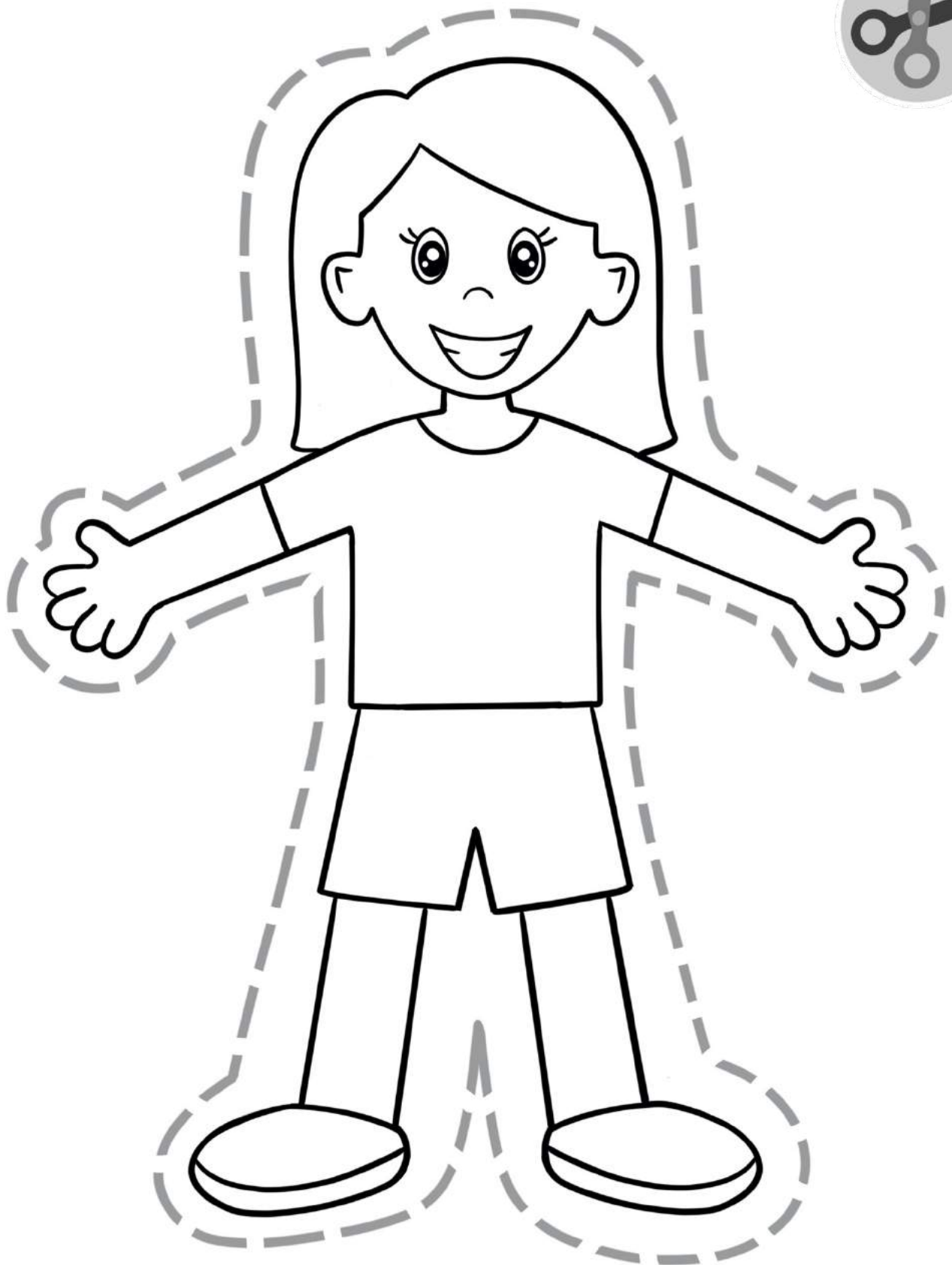
4.

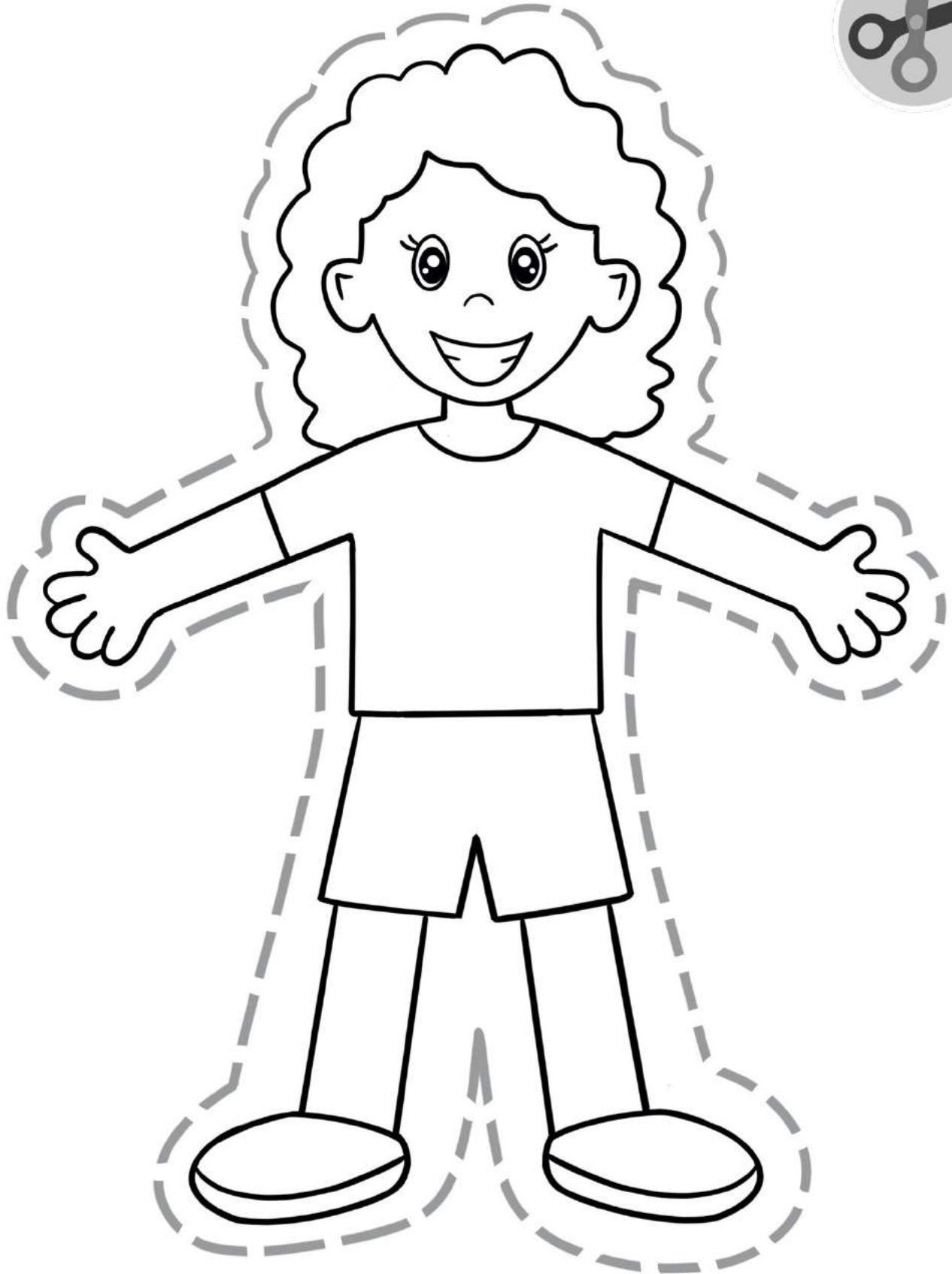


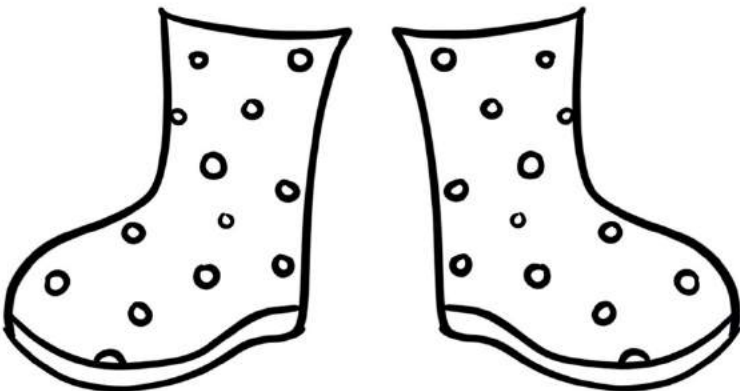
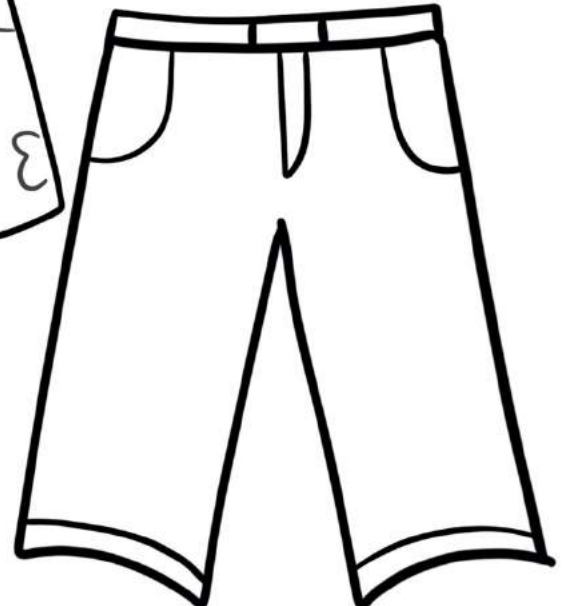
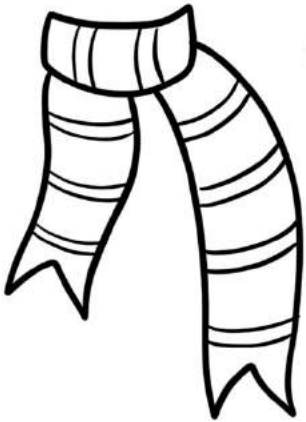
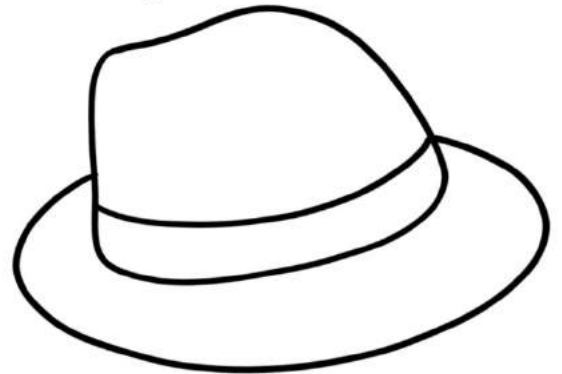
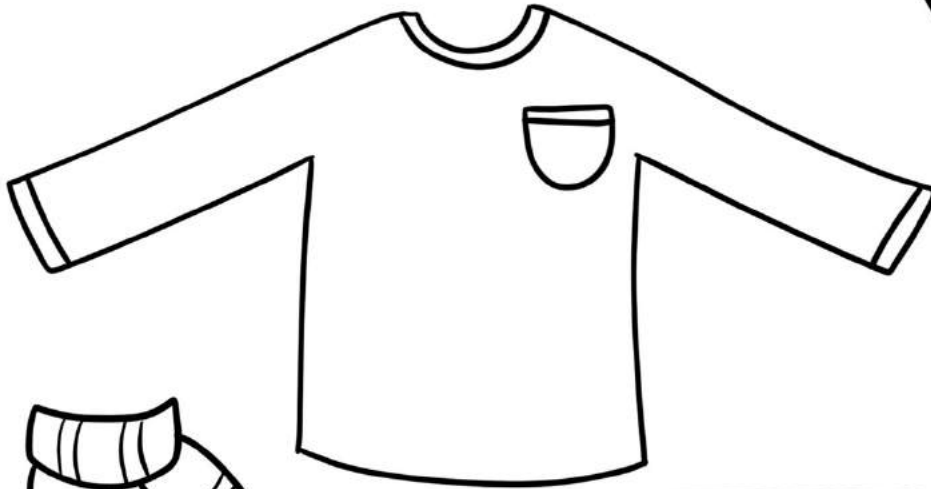
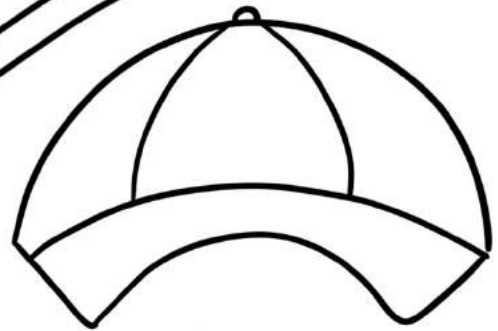
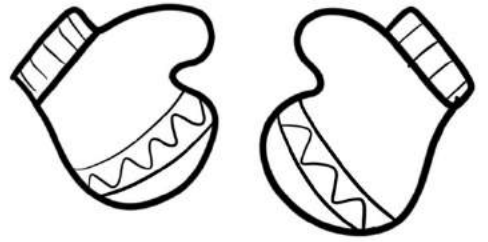
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

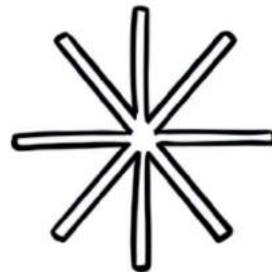
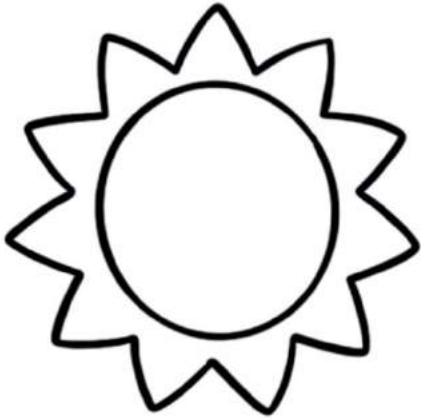
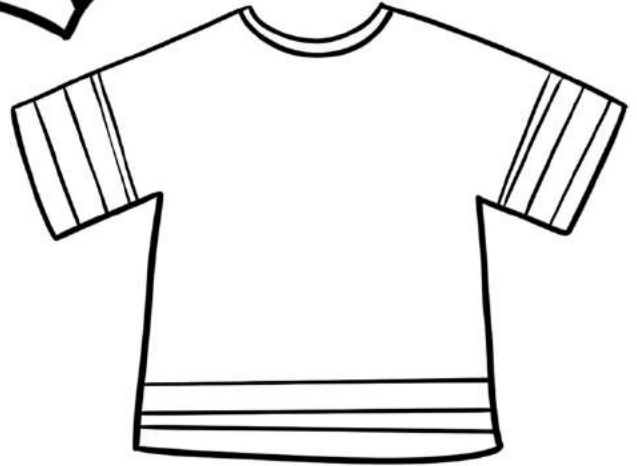
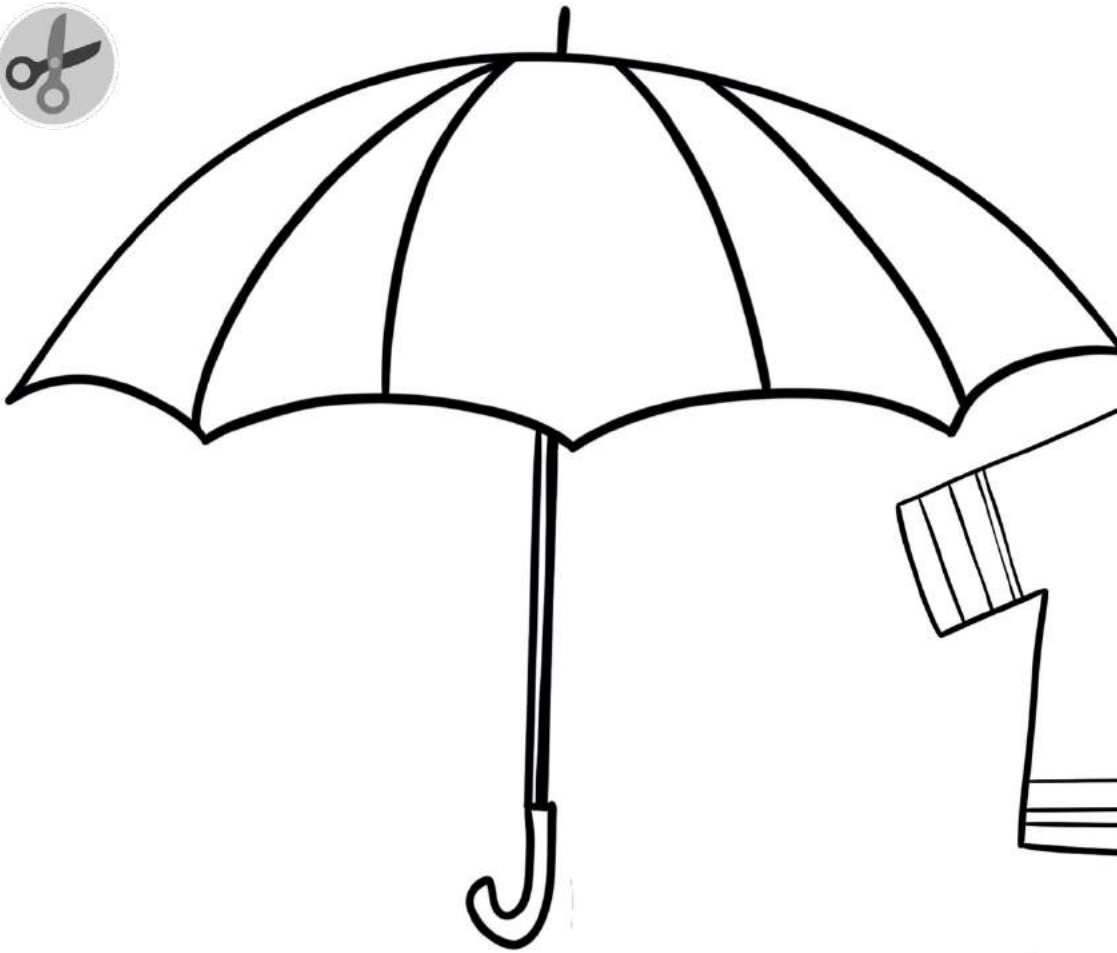














Day 1

- Math Repeated Addition/ Array Activity
 - Glossary
- Vocabulary Game
 - Plate Activity
 - Recipe
 - Journal Page



Write the repeated addition equation and solve.

1)  $\boxed{2} + \boxed{2} + \boxed{2} + = \boxed{6}$



2) 

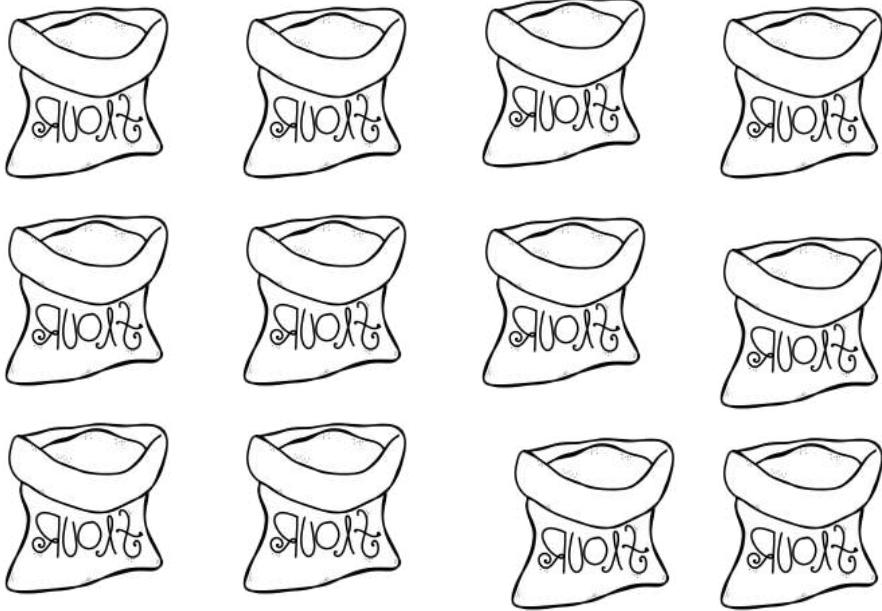


$$\boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$



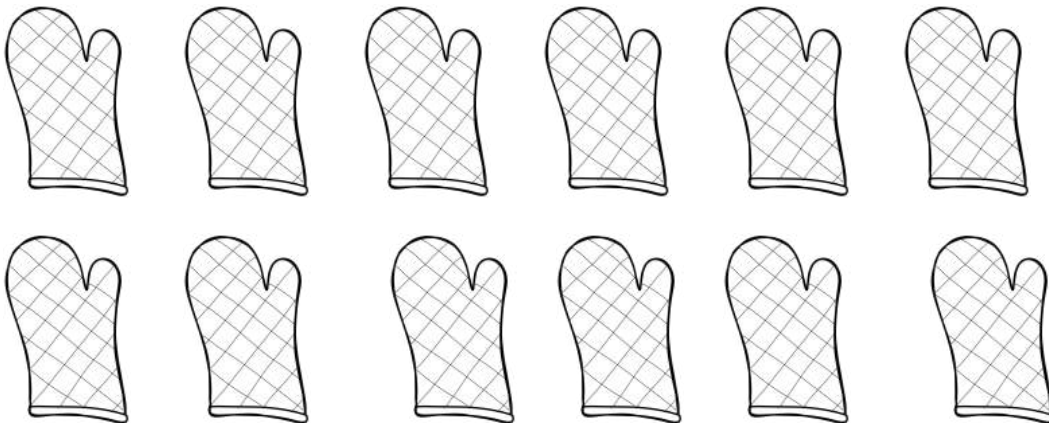
Write the repeated addition equation and solve.

3)



$$\square + \square + \square + \square = \square$$

4)




















$$\square + \square + \square + \square + \square + \square =$$

Picture Dictionary-Baking

			
ingredients	butter	milk	baking pan
			
sugar	eggs	oil	mixing bowl
			
kitchen	mixer	oven	frying pan
			
fork	knife	spoon	spatula
			
measuring spoons	can opener	oven mitt	measuring cups
			
recipe	cake pan	rolling pin	

Picture Dictionary-Nutrition

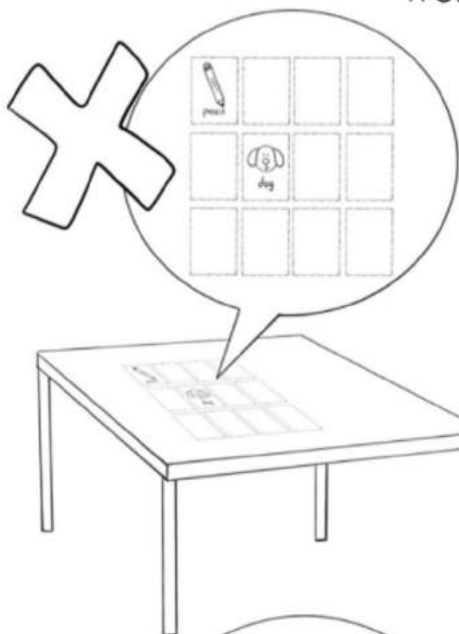
Fruits		Vegetables		Dairy	
	orange		broccoli		milk
	strawberry		carrot		yogurt
	watermelon		peas		cheese
Grains			Proteins		
	bread		chicken		
	cereal		egg		
	pasta		fish		
	rice		nuts		

How to Play "Memory"



1. Cut out all of the cards

2. Lay them down on a flat surface. Make sure you can't see the words or pictures

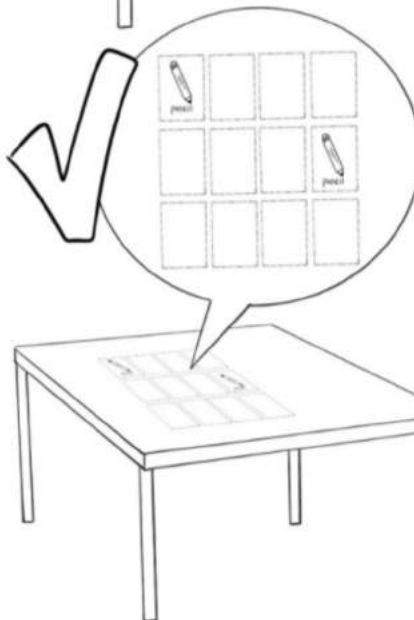


3. Turn over 2 cards at a time to try to find a match

Say the words as you turn over the cards

5. When all the matches are found, the game is over.

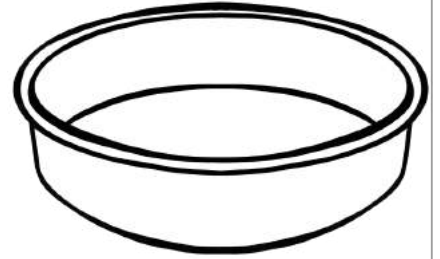
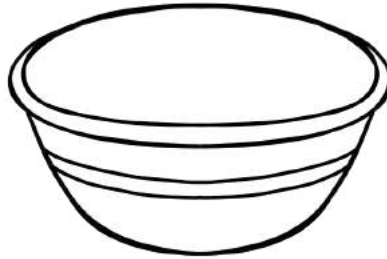
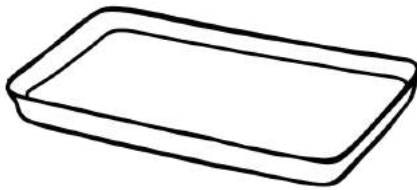
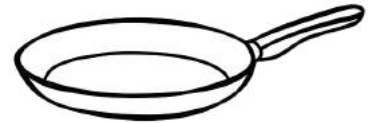
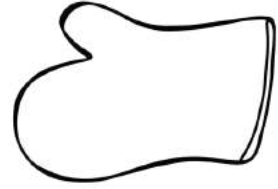
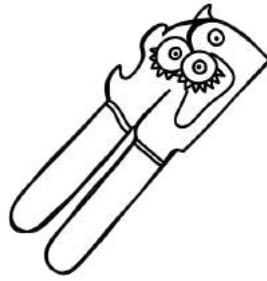
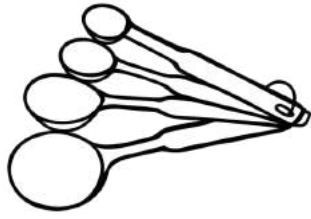
The player with the most cards wins!



4. When you get a match, you keep those cards





Simple White Cake

- | | |
|------------------------|----------------------------|
| 1 c. white sugar | 1 1/2 c. all purpose flour |
| 1/2 c. butter | 1 1/4 tsp. Baking powder |
| 2 eggs | |
| 2 tsp. Vanilla extract | 1/2 c. milk |

Mix together sugar and butter.
 Beat in the eggs one at a time.
 Stir in the butter.
 Combine flour and baking powder.
 Mix all ingredients together. Stir until smooth.
 Pour into a floured cake pan.
 Bake for 30-40 minutes at 350 degrees in a preheated oven. For cupcakes
 bake at 20-25 minutes.

Taken from : <https://www.allrecipes.com/recipe/17481/simple-white-cake/>

ingredients	butter	milk
sugar	eggs	oil
kitchen	mixer	oven
fork	knife	spoon

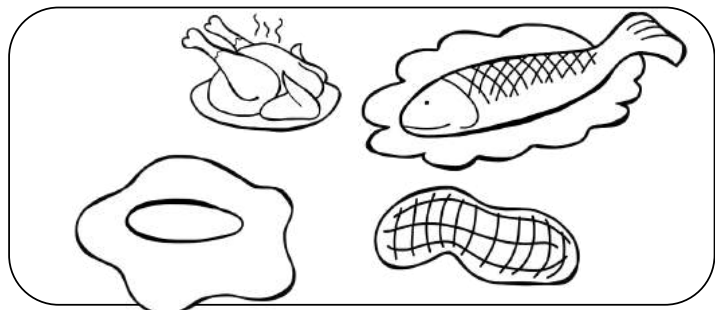
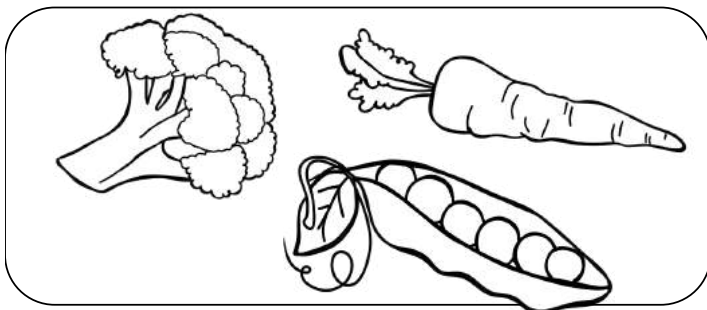
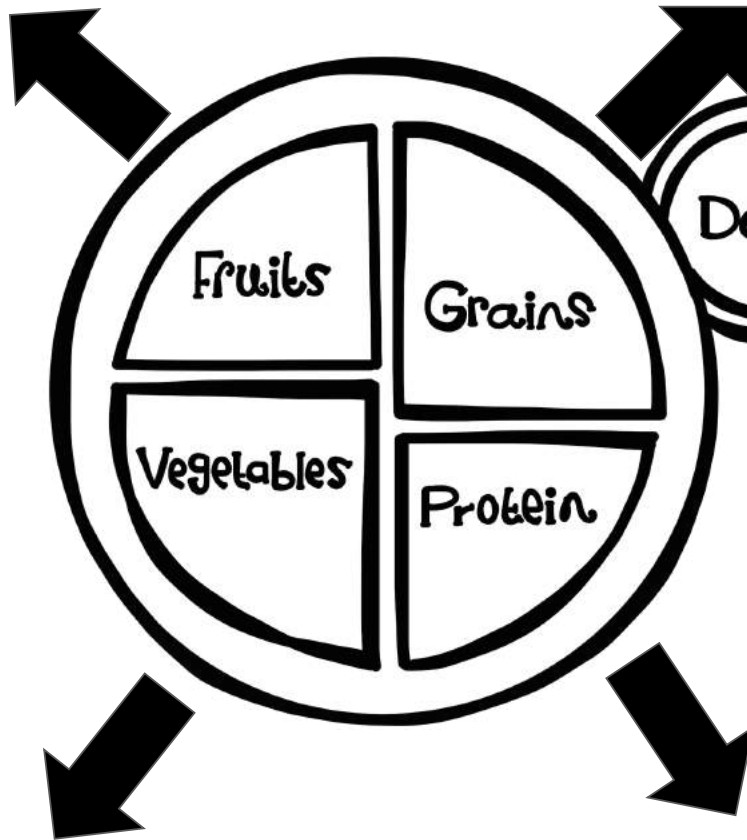
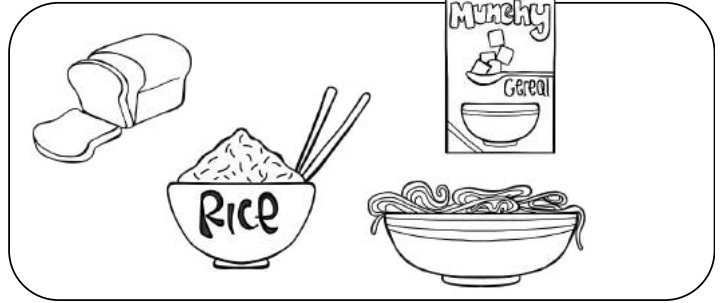
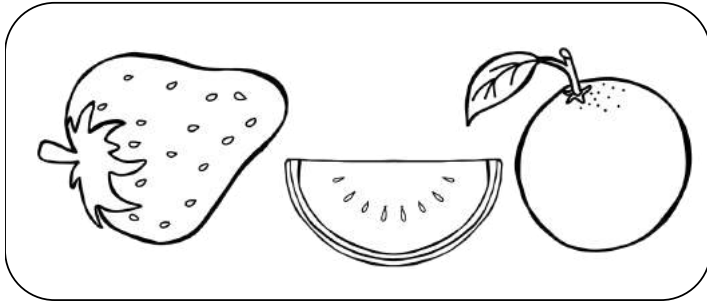
Measuring spoon	Can opener	Oven mitt
Measuring cup	spatula	Frying pan
Baking pan	Mixing bowl	Cake pan
Rolling pin	recipe	



Nutrition

My plate can help make healthy choices.

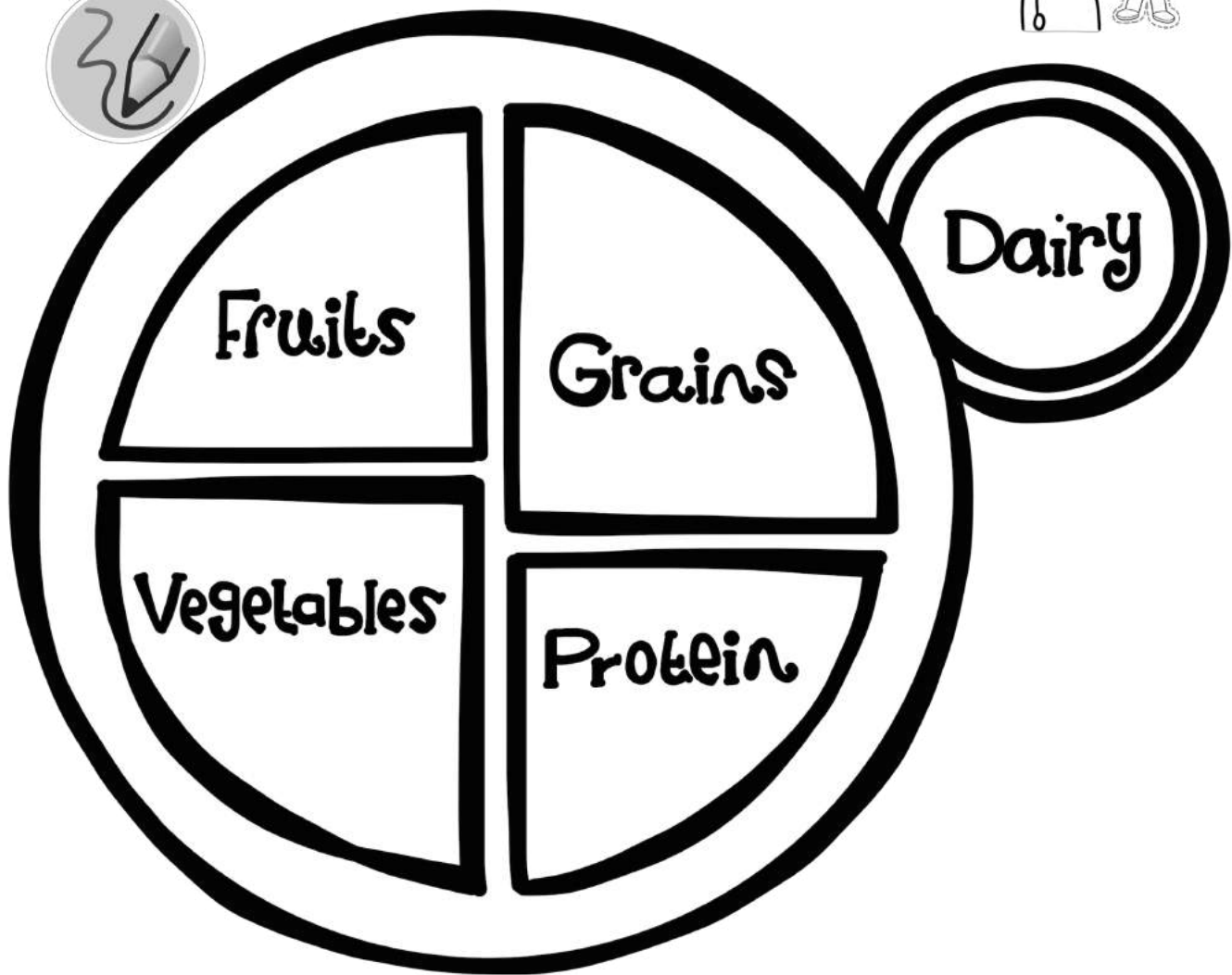
- It is important to have a balanced diet.
- My plate shows the major food groups and how much to eat at each meal.



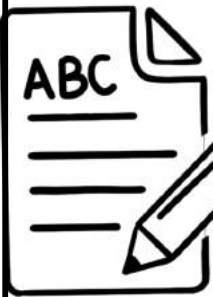
ChooseMyPlate.gov



Draw a picture in the plate of some of your favorite fruits, vegetables, proteins, grains and dairy?



Write about it in your journal.



Write about your favorite food in each food group from My Plate.

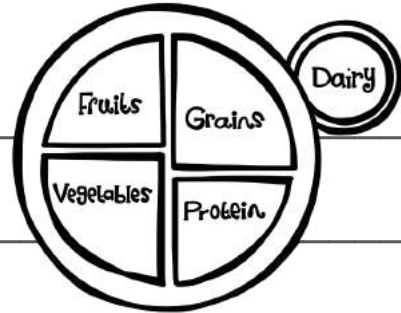
My favorite fruit is _____.

My favorite vegetable is _____.

My favorite grain is _____.

My favorite protein is _____.

My favorite dairy is _____.

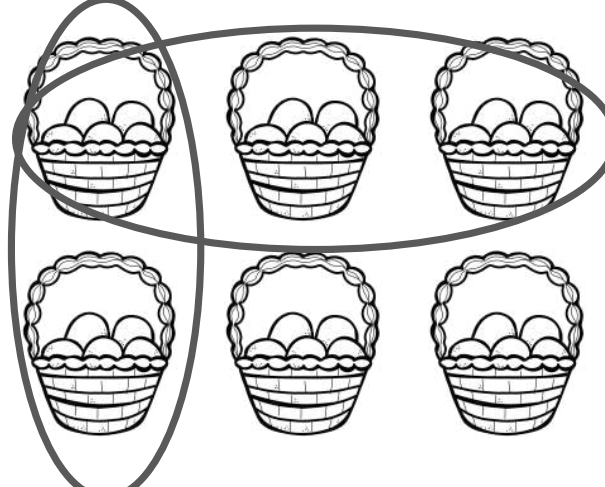


Day 2

- Math Arrays
 - Go Fish
 - Food Sort
- Recipe Story
 - Journal



Write the multiplication problem for the array.

1)  $\boxed{2} \times \boxed{3} = \boxed{6}$

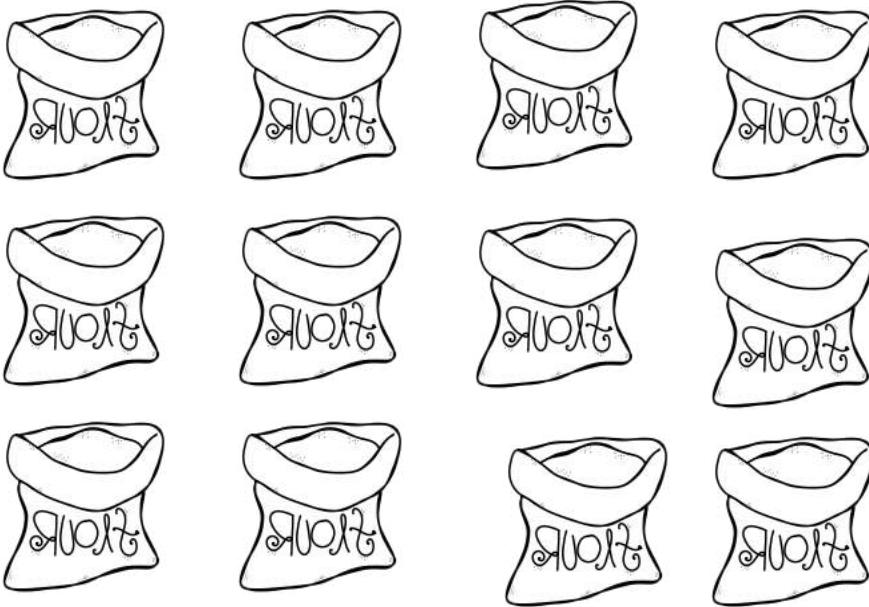
2) 

$$\boxed{} \times \boxed{} = \boxed{}$$



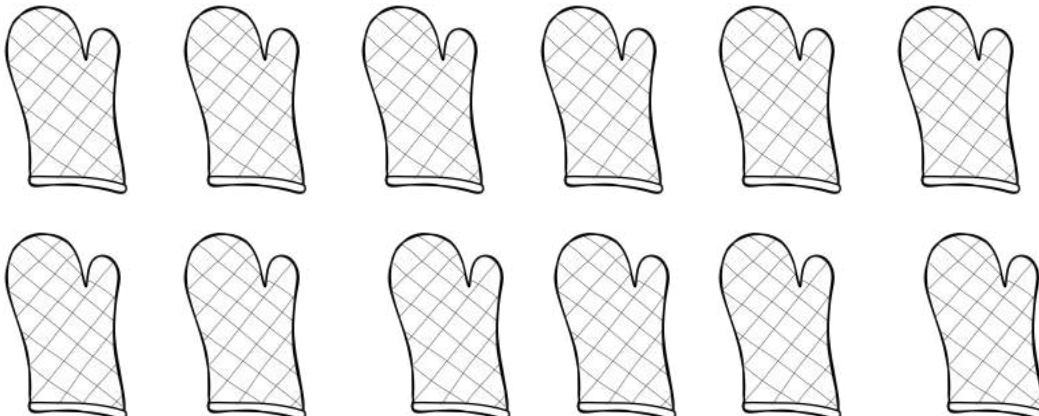
Write the multiplication problem for the array.

3)



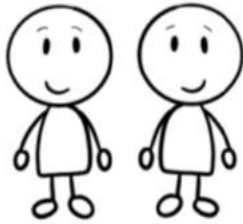
$$\square \times \square = \square$$

4)



$$\square \times \square = \square$$

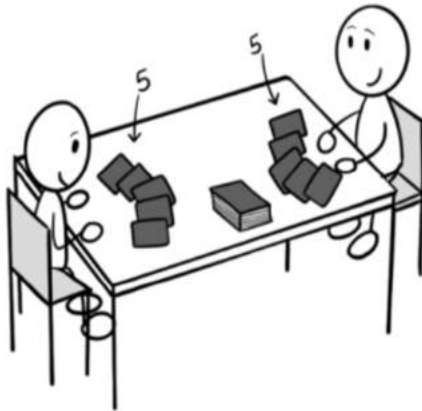
How to Play "Go Fish"



2+ Players



Shuffle the cards



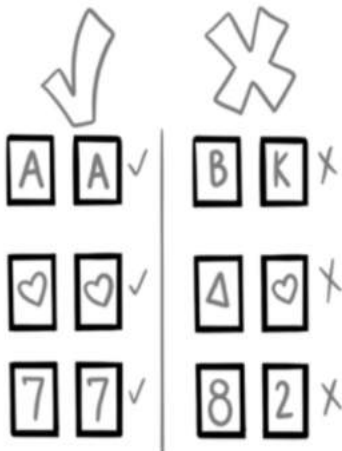
Give each player 5 cards without looking



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!

Snack Time



Cecelia would like to make a snack. She has the following ingredients. Sort out the ingredients in the following table.



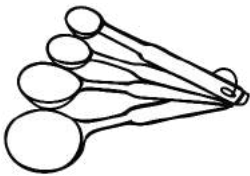
Fruit	Vegetable	Dairy	Grain	Protein

Does she have some healthy choices? Write about it in your journal.



Write down or create a story based on the recipe. How long has it been in the family? When would this recipe be cooked? What special memories does the recipe bring to mind? Does your buddy enjoy this food?

Recipe Story:



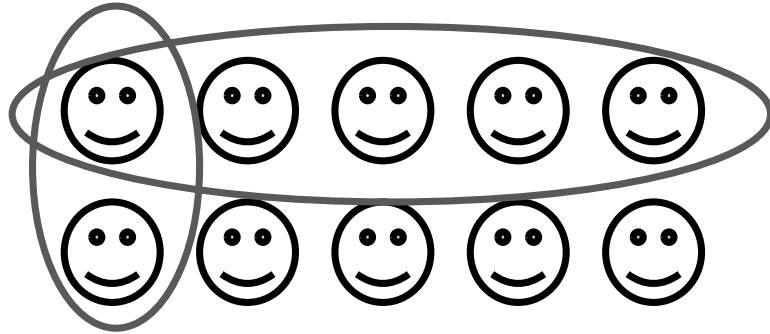
Day 3

- Math Array Drawing
- Exercise Your Brain
- Read Your Recipe to Your Buddy
 - Food Art Story
 - Journal



Draw an array to match the problem

1) $2 \times 5 = 10$



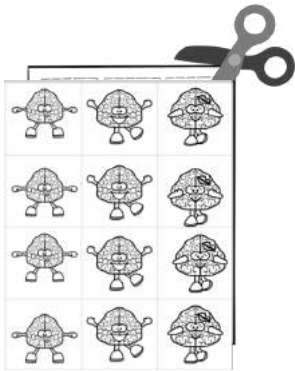
2) $3 \times 6 = 18$

4) $3 \times 4 = 12$

5) $5 \times 2 = 10$

6) $4 \times 8 = 32$

Exercise Your Brain!



Cut out the brain cards.



Add them to the pile with rest of the vocabulary cards for the week. Make sure to mix them up.



Read one card at a time.



If you land on a brain card, you need to shout out the action on the card, "stretch your brain!" or "Kiss your brain!" or "Let's dance!"

Dance!

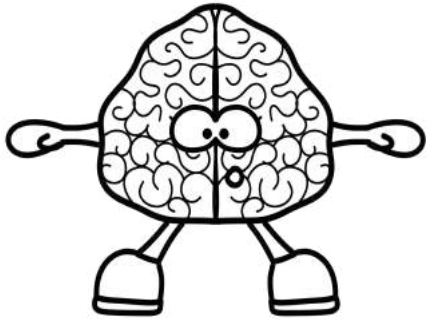


Do the action on the card before moving on to the next card in your deck.

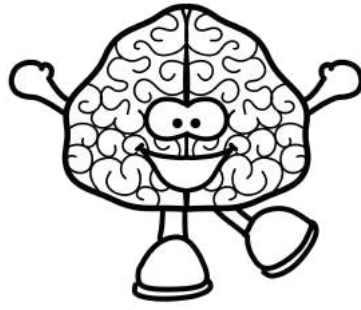


Do this until you are all out of cards!

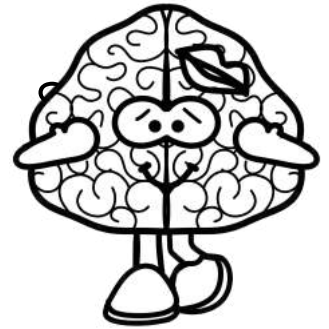




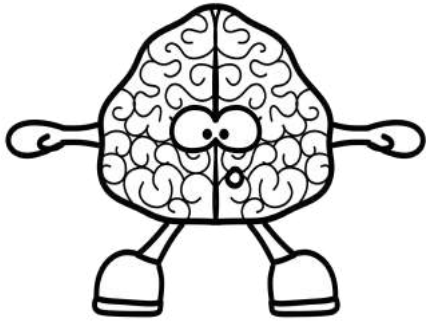
Stretch



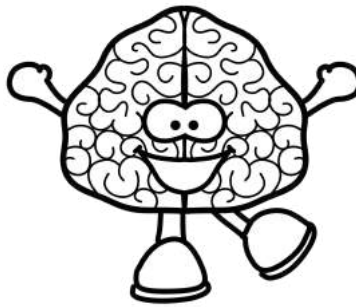
Dance!



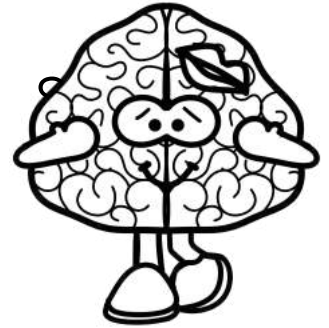
Kiss your brain!



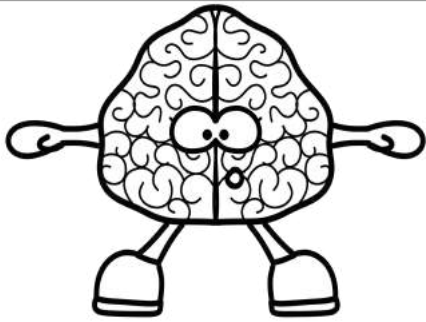
Stretch



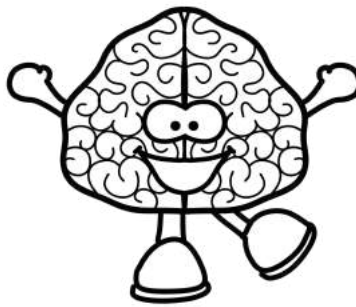
Dance!



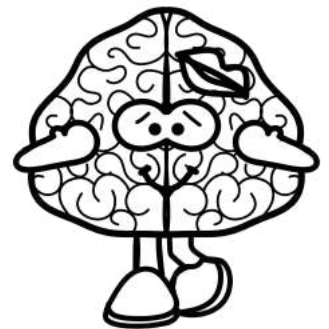
Kiss your brain!



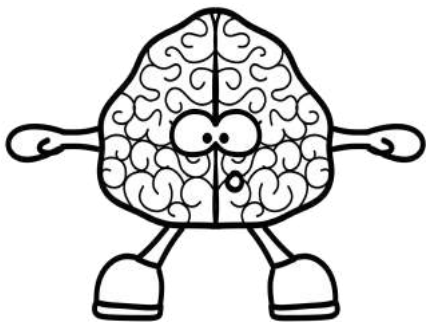
Stretch



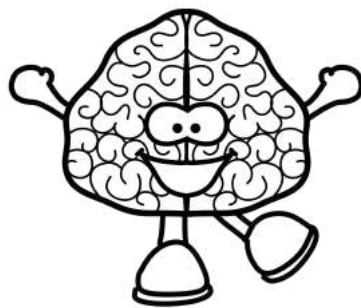
Dance!



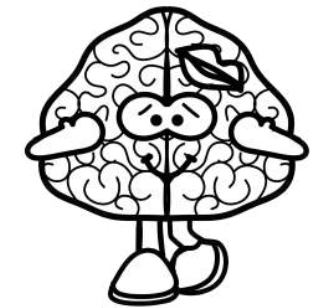
Kiss your brain!



Stretch



Dance!

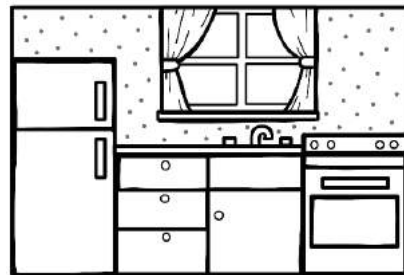


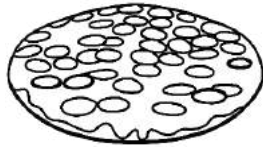
Kiss your brain!



Read your recipe story to a family member or your buddy.
Write down and draw four reactions or details they had about
the story.

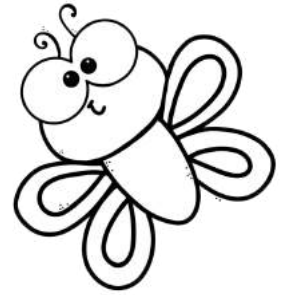
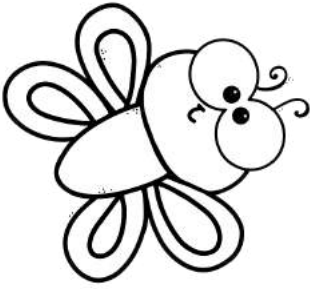






Recipe Detail 2





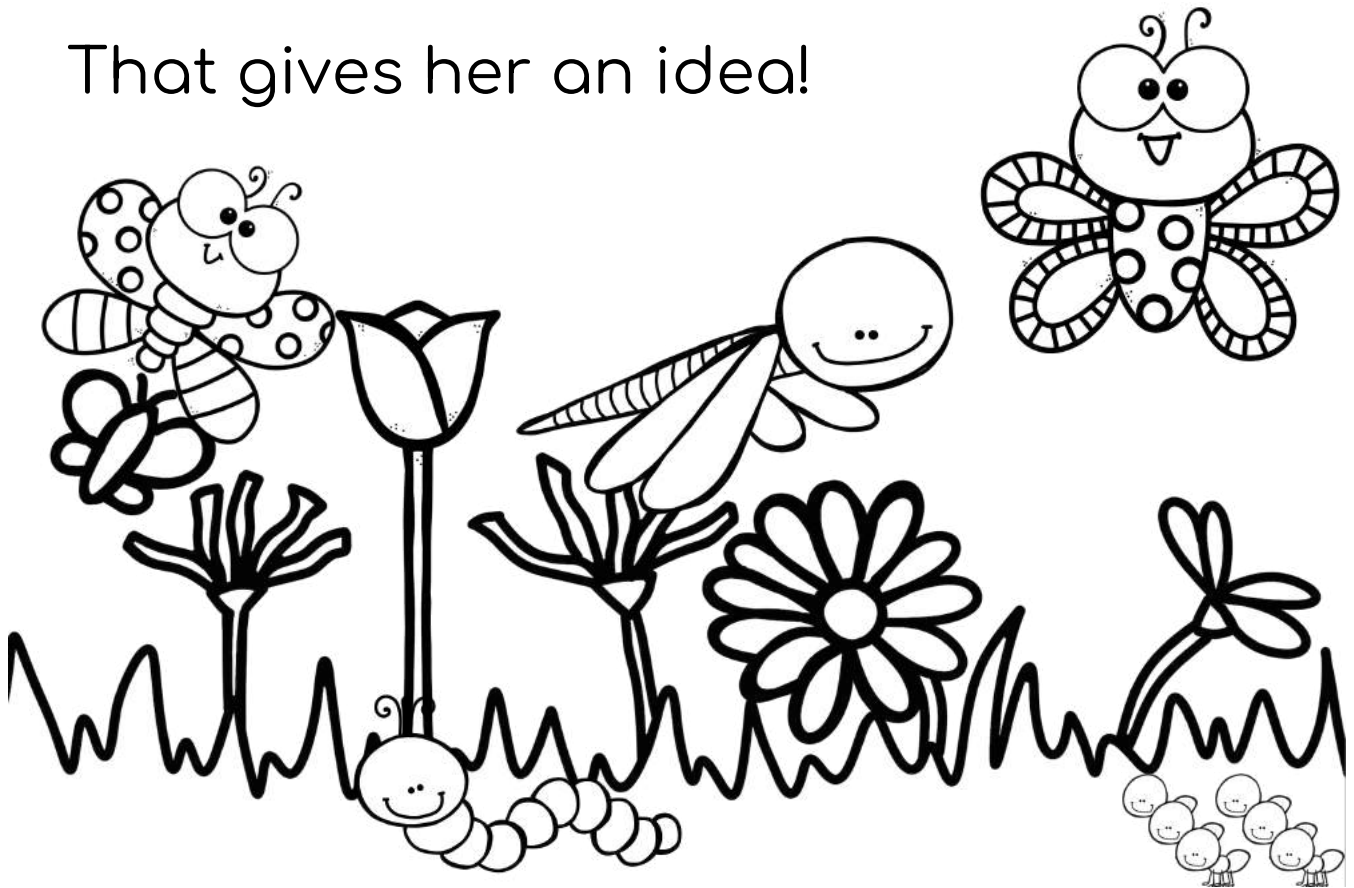
Cecelia goes for a walk.

She stops to look at the spring flowers.

She sees all the little bugs buzz by.

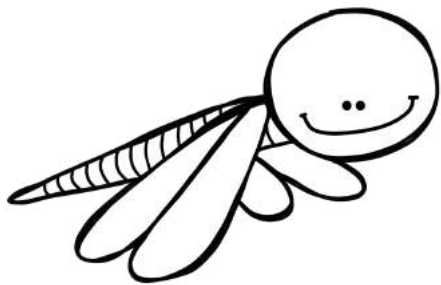
They look so happy!

That gives her an idea!





She can make art that she can eat! Yum!
It is healthy too!



Can you find Cecelia's snacks in the picture?



Tell your buddy...

I see...



caterpillar



snail



butterfly

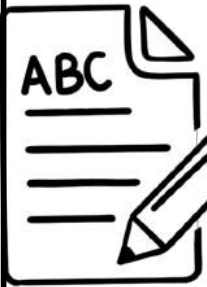


moth



bee





Did you find all of Cecelia's bugs? What do you think about making snacks like Cecelia? Is it a fun idea or not? Why?

I think making snacks like Cecelia is not a good idea because...

I think making fun snacks like Cecelia is not fun because...

Day 4

- Math Multiplication and Repeated Addition
- Drawing of Cooking Your Recipe
 - Make Bug Art
 - Journal

Solve the math problem.



$$1) 3 \times (2) = 3 + 3 = 6$$

$$1) 4 \times (5) = 4 + 4 + 4 + 4 + 4 = 20$$

$$1) 6 \times (5) =$$

$$1) 7 \times (5) =$$

$$1) 3 \times (3) =$$

$$1) 2 \times (5) =$$

$$1) 8 \times (4) =$$

$$1) 5 \times (7) =$$

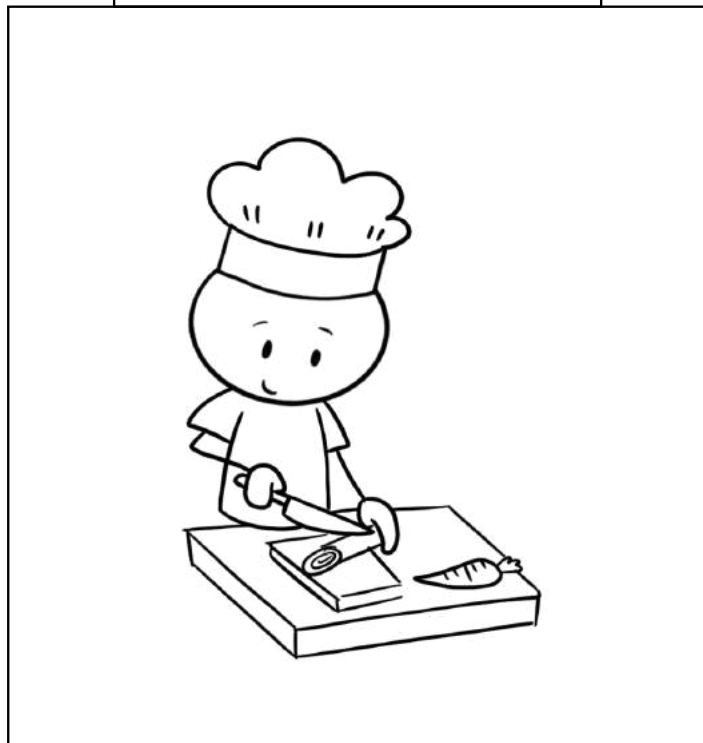
$$1) 6 \times (3) =$$

$$1) 10 \times (2) =$$

DRAW A PICTURE STORY FOR YOUR BUDDY OF HOW YOU HELPED COOK THE MEAL YOU MADE WITH YOUR FAMILY:



Beginning



Middle



Middle



End



DRAW A PICTURE STORY FOR YOUR BUDDY OF HOW YOU HELPED COOK THE MEAL YOU MADE WITH YOUR FAMILY:



Beginning

Middle

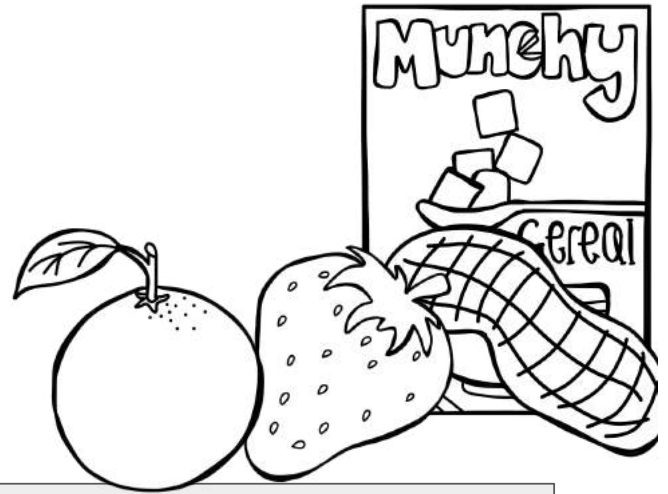
A large, empty rectangular box intended for drawing the beginning of the cooking story.A large, empty rectangular box intended for drawing the middle of the cooking story.

Middle

End

A large, empty rectangular box intended for drawing the middle of the cooking story.A large, empty rectangular box intended for drawing the end of the cooking story.

Try to make your own bug art that is also healthy to eat!



Step 1:

Find your ingredients.

Get a variety of fruits, vegetables, proteins, grains and dairy.

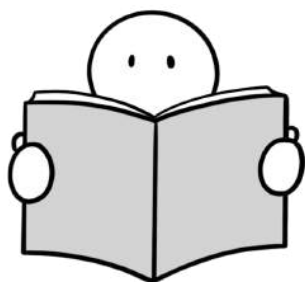
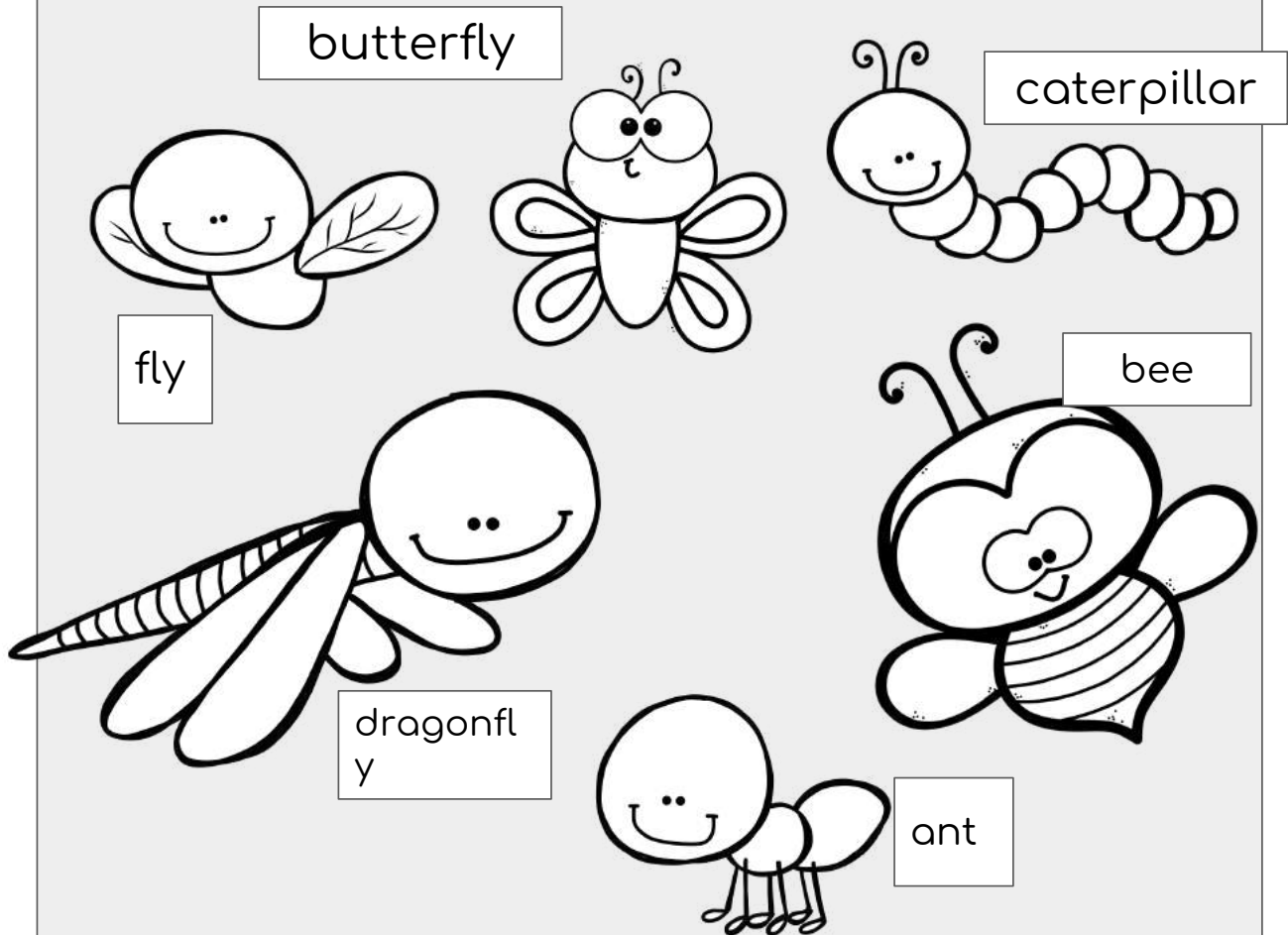
Nuts, berries, tomatoes, cucumber, cereal are great choices.

Don't forget something that can stick it all together like peanut butter or hummus!



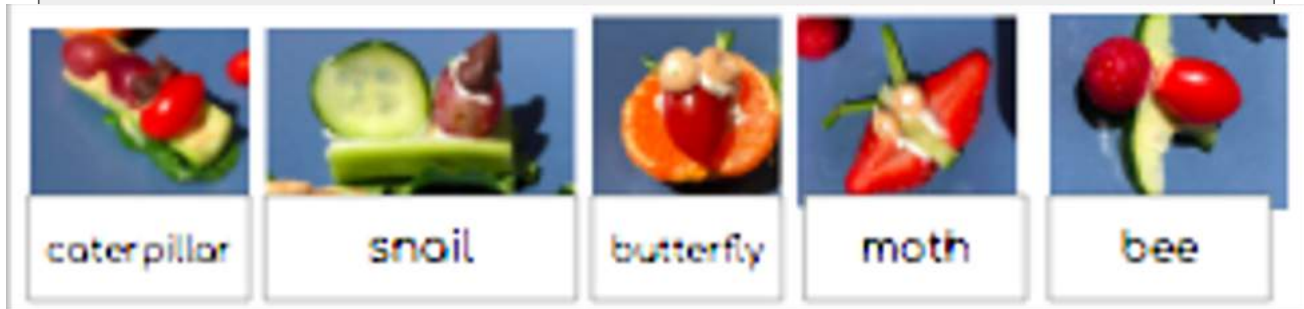
Try to make your own bug art that is also healthy to eat!

Step 2: Decide what bug you want to make.



Try to make your own bug art that is also healthy to eat!

Step 3: Create.



Here are some tips:

To make wings:

use orange sections or cucumber or strawberry slices.

Head and body:

grapes , cherry tomatoes, or blueberries

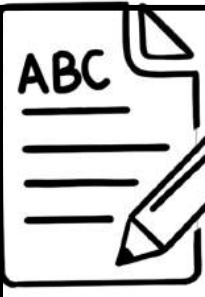
Snail shell: sliced cucumber

Body:

scooped out cucumber or celery stalk and fill it with peanut butter or cream cheese.

Or use your own imagination and have fun!!!





What bugs do you think would be fun to make out of food? Why?

I think _____ would be fun to make because _____.

Day 5

- Multiplication Chart
- Story Sequencing

Complete the Multiplication Chart



x	1	2	3	4	5	6	7	8	9
1	1 x 1 =	1 x 2 =	1 x 3 =	1 x 4 =	1 x 5 =	1 x 6 =	1 x 7 =	1 x 8 =	1 x 9 =
2	1 x 2 =	2 x 2 =	2 x 3 =	2 x 4 =	2 x 5 =	2 x 6 =	2 x 7 =	2 x 8 =	2 x 9 =
3	1 x 3 =	3 x 2 =	3 x 3 =	3 x 4 =	3 x 5 =	3 x 6 =	3 x 7 =	3 x 8 =	3 x 9 =
4	1 x 4 =	4 x 2 =	4 x 3 =	4 x 4 =	4 x 5 =	4 x 6 =	4 x 7 =	4 x 8 =	4 x 9 =
5	1 x 5 =	5 x 2 =	5 x 3 =	5 x 4 =	5 x 5 =	5 x 6 =	5 x 7 =	5 x 8 =	5 x 9 =
6	1 x 6 =	6 x 2 =	6 x 3 =	6 x 4 =	6 x 5 =	6 x 6 =	6 x 7 =	6 x 8 =	6 x 9 =
7	1 x 7 =	7 x 2 =	7 x 3 =	7 x 4 =	7 x 5 =	7 x 6 =	7 x 7 =	7 x 8 =	7 x 9 =
8	1 x 8 =	8 x 2 =	8 x 3 =	8 x 4 =	8 x 5 =	8 x 6 =	8 x 7 =	8 x 8 =	8 x 9 =
9	1 x 9 =	9 x 2 =	9 x 3 =	9 x 4 =	9 x 5 =	9 x 6 =	9 x 7 =	9 x 8 =	9 x 9 =
10	1 x 10	10 x 2 =	10 x 3 =	10 x 4 =	10 x 5 =	10 x 6 =	10 x 7 =	10 x 8 =	10 x 9 =

Directions: Some friends want to make spring cupcakes. Can you help them put the steps in order? Match the phrases with the pictures or write your own sentences if you would like.



Cut out the pictures and put them in the correct order in the boxes below numbered 1, 2, 3, 4.



Match the phrases with the pictures

clean up the mess

decorate the cupcakes

mix the ingredients

put the cupcakes in the oven

1

2

3

4



First _____

_____.



Next _____

_____.



Then _____

_____.



Last _____

_____.