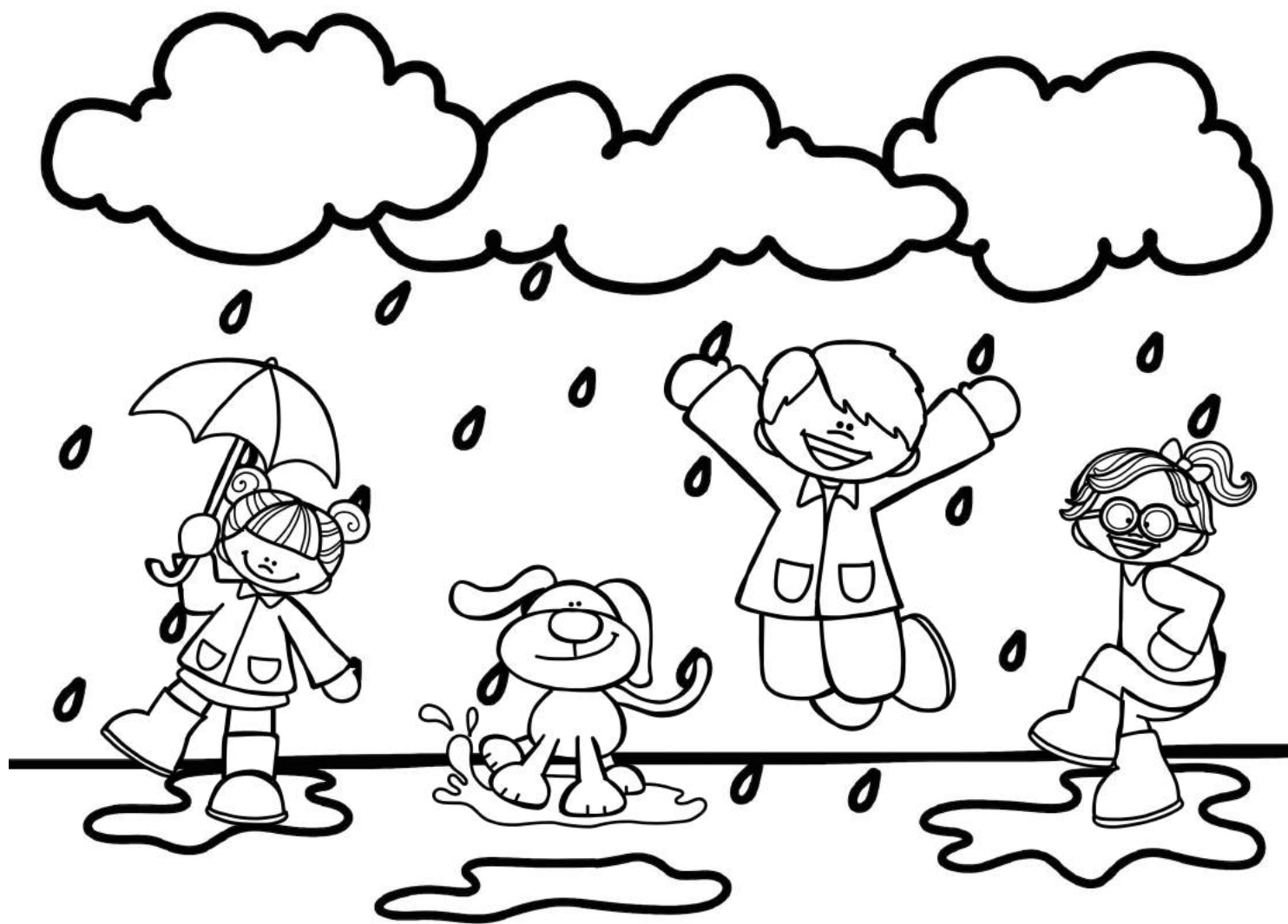


# Grades 2-3

## Remote Learning Packet 3



# International Consortium for Multilingual Excellence in Education



April 22, 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 15<sup>th</sup>
- July 13<sup>th</sup>
- August 3<sup>rd</sup>

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](mailto: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

LA.2.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific gradelevel vocabulary.

-LA.2.1.5.c Acquire new academic and content-specific grade- level vocabulary, relate to prior knowledge, and apply in new situations.

-LA 2.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning

LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 2.1.3.b b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 3.1.5 - Vocabulary: Students will build and use conversational, academic, and content-specific gradelevel vocabulary.

LA 2.2 / LA 3.2 - Writing: Students will learn and apply writing skills and strategies to communicate

LA 2.2.2 / LA 3.2.2 - Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

## Math

MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

- MA 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.
- MA 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.

MA.3.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers and simple fractions within the base-ten number system.

- MA 3.1.1.b Compare whole numbers through the hundred thousands and represent the comparisons using the symbols  $>$ ,  $<$  or  $=$ .

MA.2.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

- MA 2.1.1.b Read and write numbers within the range of 0 – 1,000 using standard, word, and expanded forms.
- MA 2.1.1.c Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).

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MA 3.1.2 Operations: Students will demonstrate the meaning of multiplication and division with whole numbers and compute accurately

- MA 3.1.2.a Add and subtract within 1,000 with or without regrouping.

MA 2.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations

- MA 2.2.1.a Identify a group of objects from 0- 20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts.

## Science

SC2.4.3 Students will observe simple patterns of change on Earth.

- SC2.4.3.c Describe simple seasonal weather indicators and how they impact student choices (activities, clothing)

## Social Studies

## P.E./Health

## Art

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# International Consortium for Multilingual Excellence in Education



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 the packet focuses on the weather outside. There are also some math activities including subtracting so students can continue to practice those skills.

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](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

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

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# International Consortium for Multilingual Excellence in Education



22 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.

-Esta semana el paquete se centrará en el tiempo atmosférico. También, hay algunas actividades de matemáticas incluyendo restas, para que los estudiantes continúen practicando esas destrezas.

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](mailto:icmee@unl.edu) o llamando al departamento de Teaching, Learning, and Teacher Education al 402-472-2231.

Atentamente,

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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# International Consortium for Multilingual Excellence in Education



2020年5月6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。
- 本周的活动包主要关注户外天气这一主题，同时也有一些数学相关的活动包括减法运算以便学生们可以继续练习这些技能。

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](mailto: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  
Associate Professor of Language Education  
University of Nebraska Lincoln  
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حرر في ماي 6, 2020,

السادة آباء، أمهات وأوصياء الطلبة الأعزاء،

خلال هذا الوباء العالمي، قد أنشأنا بعض المواد التعليمية لطفلك كي يتفاعل معها ونأمل أن تكون مفيدة له (أ). تم تصميم حزمة الأنشطة هذه مع وضع الطالب في الاعتبار وهي تتماشى مع محتوى الصف الدراسي. كل نشاط في هذه الحزمة سيساعد الطالب على مواصلة دراستهم وكذلك الاستمرار في تنمية التعدد اللغوي. نشجعك على التحدث إلى طفلك حول ما يقومون به في هذه الحزمة والسماح له (أ) بطرح أسئلة عليك حول المواضيع التي يتفاعلون معها. هذه الحزمة باللغة الإنجليزية ولكننا نشجعك أنت وطفلك على التحدث والتفكير معًا بأي لغة تختارونها. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم تعلمهم الطلاب بجميع اللغات التي يعرفونها سيساعدهم كثيرًا - حتى في تعلم 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 ومع حزمة الأنشطة هاته بقدر استطاعتك. نوصي بقراءة المعلومات أدناه حول الحزمة والأنشطة التي تتضمنها ثم مناقشة كيف سيتعامل الطالب معها وكيف يقوم يمضي فُدمًا فيها. من خلال هذه المقدمة نعتقد أنه يمكن لطالبك أن ينجز الكثير، إن لم نقل الكل، بنفسه (أ). رغم ذلك، إذا كنت متواجد للعمل بشكل أقرب مع الطالب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة) فإننا نشجع ذلك أيضًا. المرجو أن تعلموا أن المقصود من هذا ليس هو إضافة مزيد من الإجهاد والعمل على عائلتكم خلال هذا الوقت العصيب. بل نأمل أن يكون هذا ذا منفعة حتى يتمكن الطالب من مواصلة تعلم أشياء مهمة أثناء مكوته في المنزل.

حاولنا أيضًا جعل الحزمة التعليمية مثيرة للإهتمام وممتعة. نأمل أن يستمتع طفلك بهذه الحزمة ويشعر أنه يقوم بلعب مفيد و منتج. قمنا بدمج أنشطة من جميع محتويات المواد الدراسية: فنون اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، العلوم، التربية البدنية والفنون. وقد قمنا باعداد هذه الحزمات والأنشطة لغرض تمكين الطلاب ذوي المستوى المبتدئ في اللغة الإنجليزية أيضا من أن يكونوا قادرين على الإستمتاع بالأنشطة 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 الأنشطة التي سيقومون بانجازها. لهذا الغرض قمنا بإضافة صور لـ "أصدقاء" افتراضيين يمكن للطالب (ة) الاختيار من بينهم. نقترح اختيار صديق (ة) والقيام برسم ملامح له

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وتلويته كيفما يريدون. كما يجب عليهم أيضاً 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 وقتك وأحتى مساعدتك له كي ينجز الحزمة بنجاح. ولكننا نشجع أيضاً طفلك على التحدث معك أو مع أحد أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك ، يمكن لطفلك أيضاً اختيار لعبة محشوة أو دمية أو أي شيء آخر كصديق لهم. و يبقى استخدام أحد الأصدقاء الإفتراضيين الذين نقدمهم في هذه الحزمة اختياري. لكن المفروض أن يقوموا باختيار صديق(ة) لهم في كل مرة يشغلون فيها على الحزمة (قد يكون هذا الصديق فرد من أفراد عائلتك/منزلك ، أو دمية كانت لديهم أو ما إلى ذلك. وكذا قد 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 خاصة كي يحتفظ بها الطالب في قاموسه (ه) الخاص. نشجع الطلاب على استخدام هذه الصفحات الخاصة 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 واجب منزلي يمكنهم من التفاعل معه. يتوجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات ( التي يميلون إليها. يمكنهم أيضاً استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص للمحادثة بين طفلك و الصديق(ة) الجديد(ة).
- حزمة هذا الأسبوع تتمحور حول الطقس وتتضمن أيضاً بعض أنشطة الرياضيات بما فيها طرح كي تسمح للطلاب بمواصلة ممارسة هذه المهارات.

نأمل أن تعزز هذه الأنشطة تعلم طفلك في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة. نأمل أيضاً ان تمنحوا طفلكم فرصاً للعب المنتج. إذا كان لديك أي أسئلة أو استفسارات حول هذه الحزمات التعليمية فلا تترددوا في الاتصال بمشروعنا على [icmee@unl.edu](mailto:icmee@unl.edu) أو الاتصال بشعبة "التدريس والتعلم وتعليم المعلمين" على هذا الرقم 2231-472-402

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# International Consortium for Multilingual Excellence in Education



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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## Instructions Key



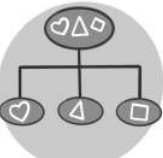
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



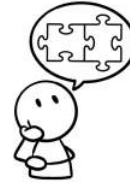
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



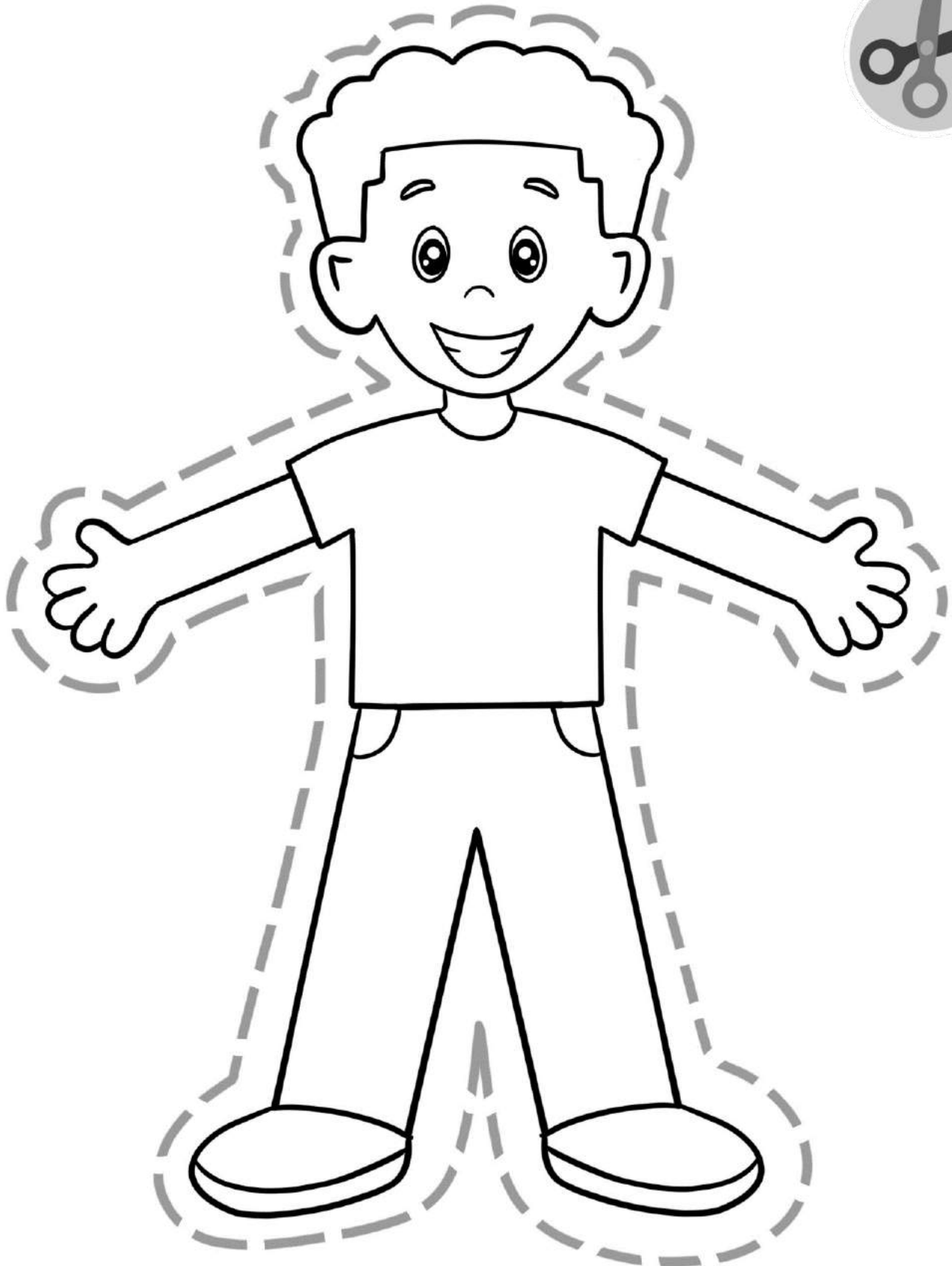
- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy

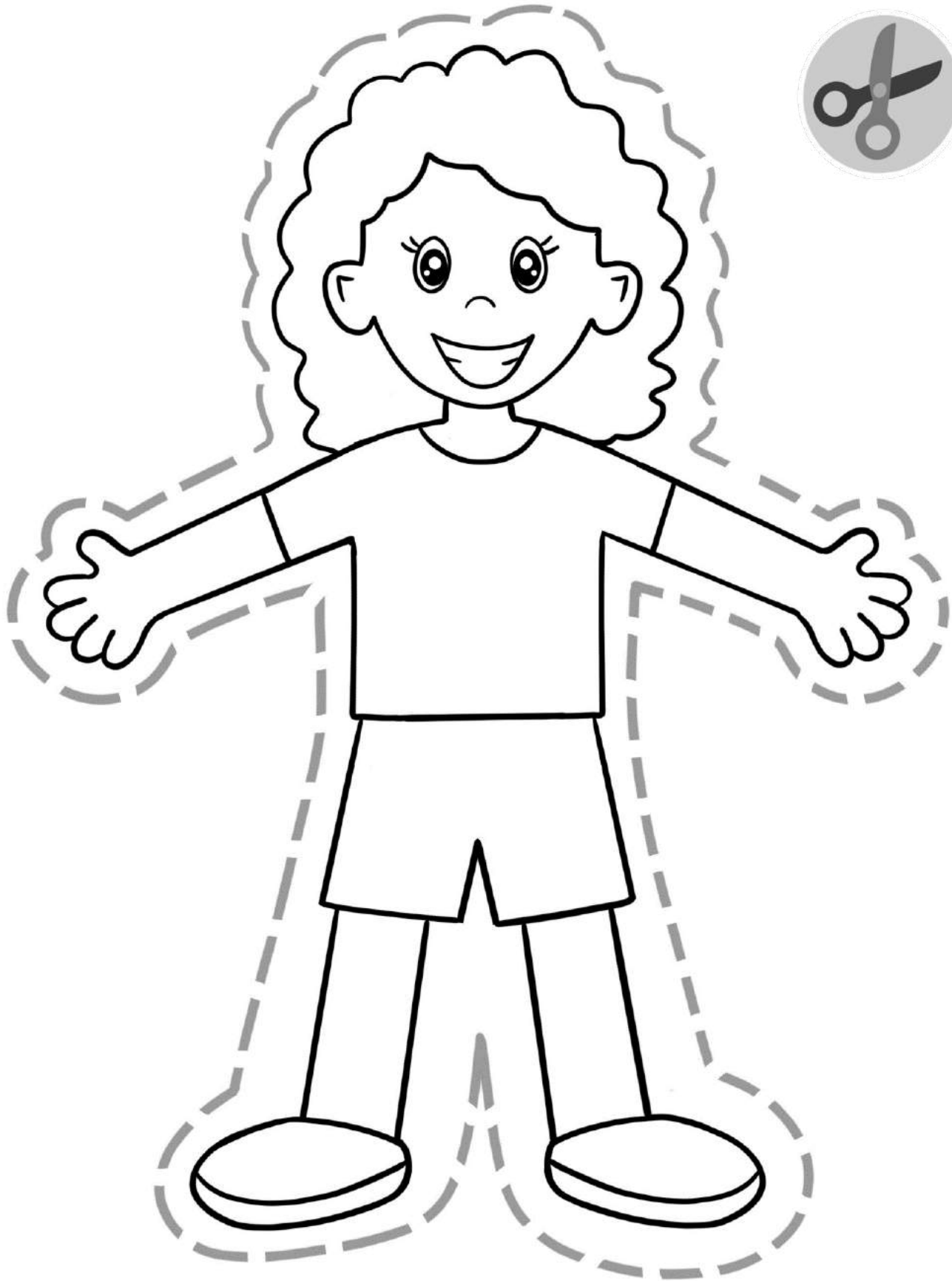


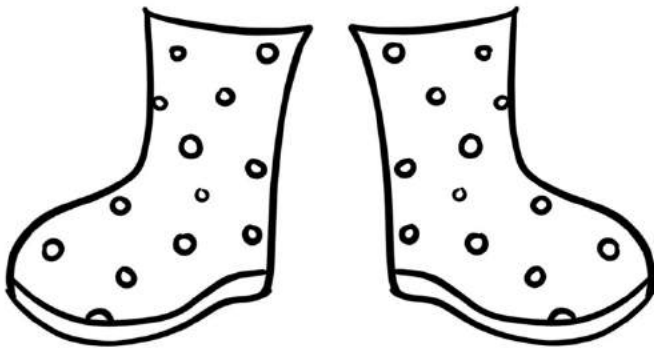
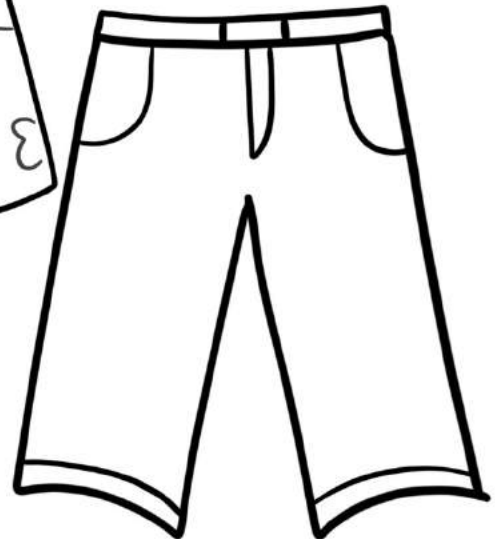
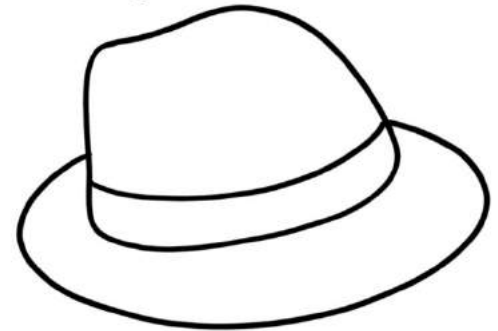
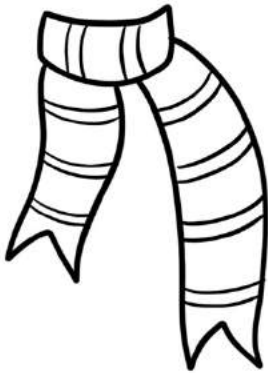
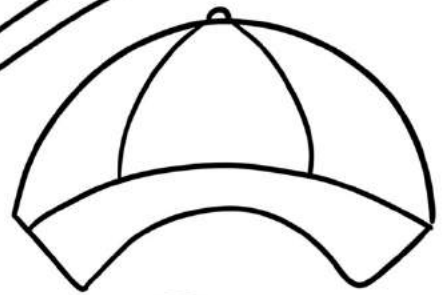
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



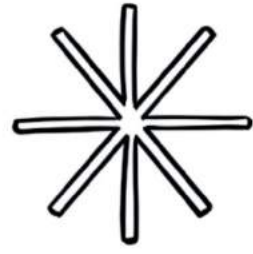
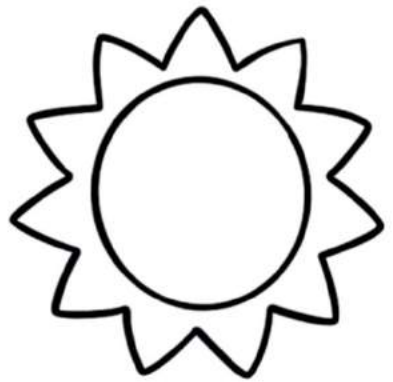
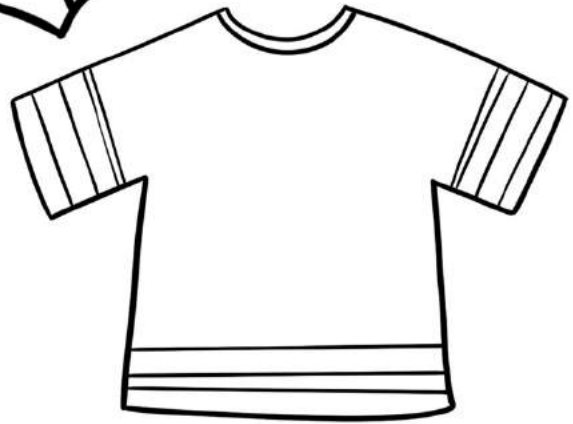
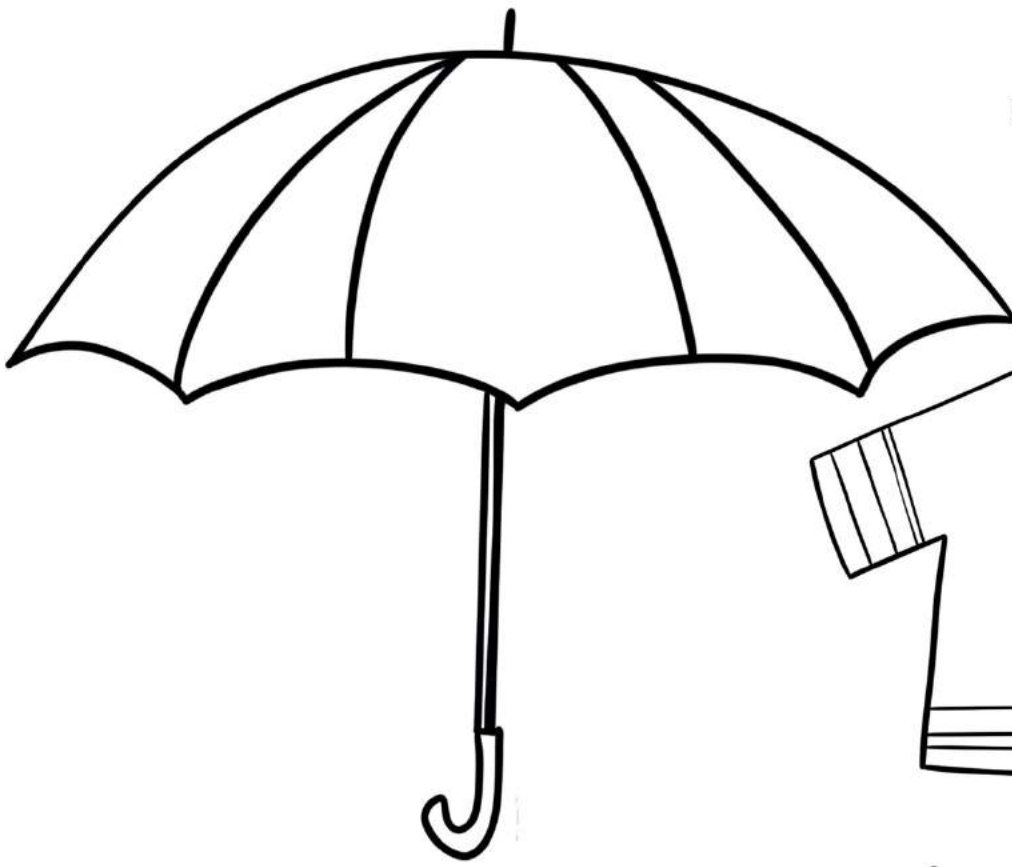
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn











# Day 1

- Math - Represent Numbers
  - Vocabulary Activity
- What is the weather this week?
  - Draw the Weather
  - Journal Page

Day 1 Use sticks and circles to represent each number  
Write the Number in expanded form

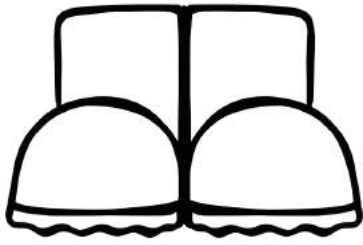


<p>223</p> <p>200    20    3</p> <p>— + — + —</p>	<p>    0</p> <p>    0</p> <p>    0</p>	<p>335</p> <p>— + — + —</p>	
<p>467</p> <p>— + — + —</p>		<p>123</p> <p>— + — + —</p>	
<p>542</p> <p>— + — + —</p>		<p>167</p> <p>— + — + —</p>	



# Vocabulary Practice Day 1

- Write your Spring vocabulary words in the empty spaces.
- You can write the words in your home language or English.
- Practice your Spring Vocabulary words by playing vocabulary games.



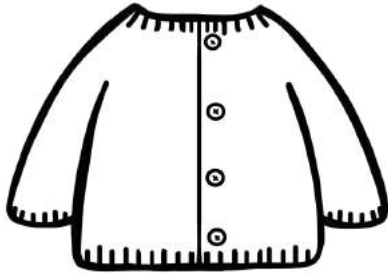
boots



pants



shoes



sweater



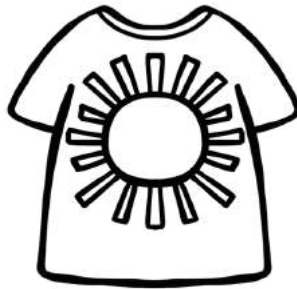
sweatshirt



hat



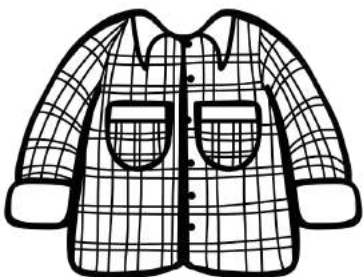
dress



tshirt



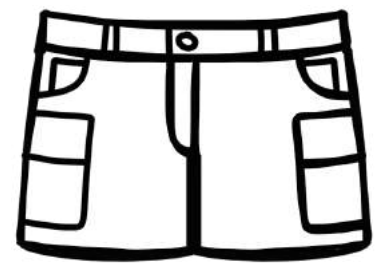
jacket



shirt

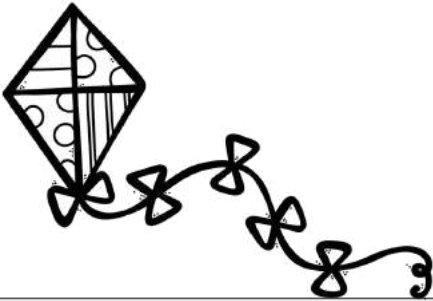


umbrella

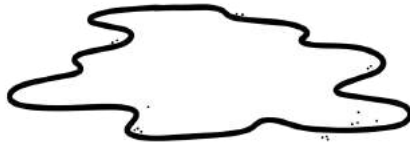


shorts

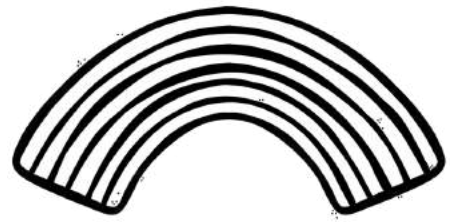




kite



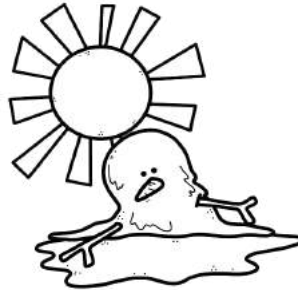
puddle



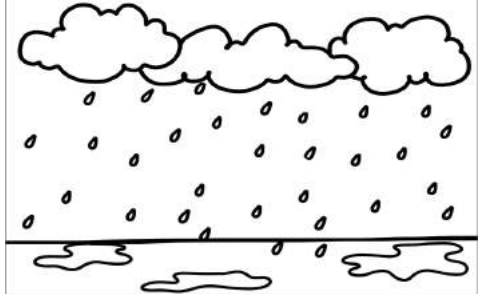
rainbow



cloudy



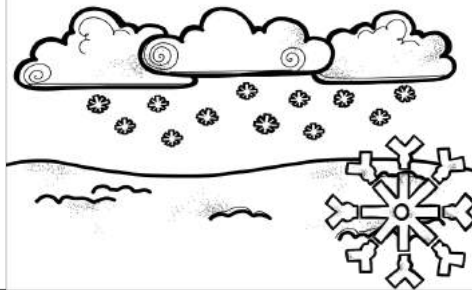
warm



rainy



stormy



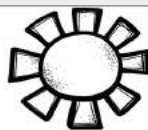
snowy



Partly cloudy



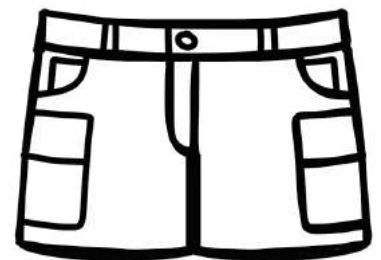
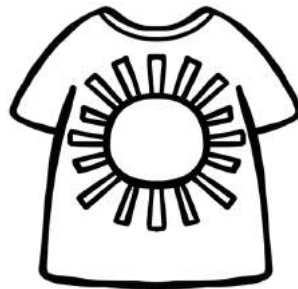
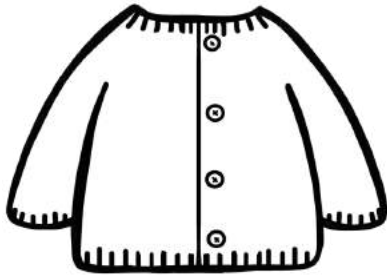
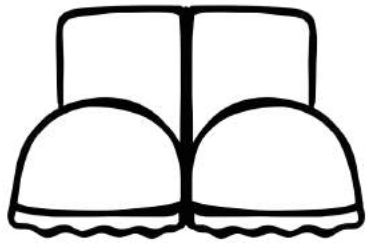
sun

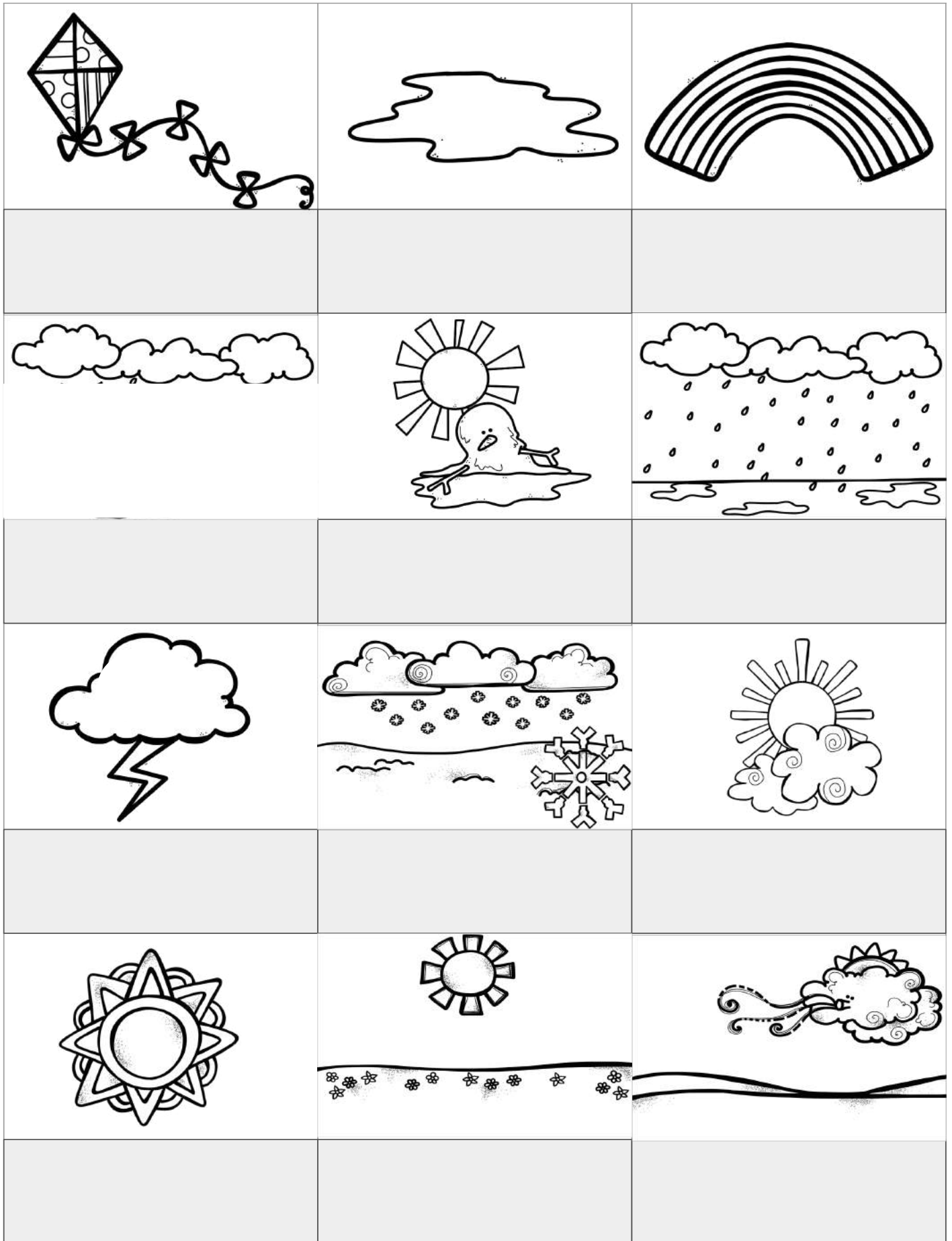


sunny

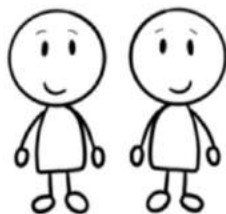


windy





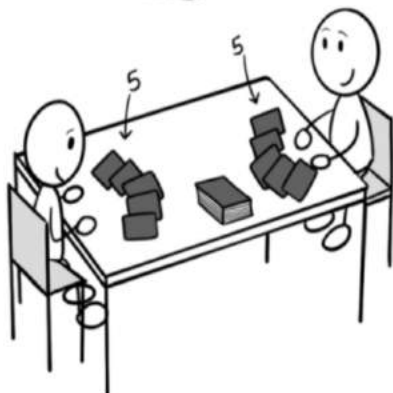
# How to Play "Go Fish"



2+ Players



Shuffle the cards



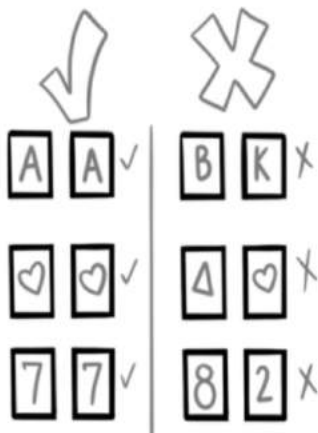
Give each player 5 cards without looking



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.



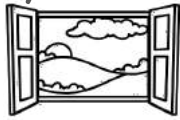
Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



Keep playing until someone runs out of cards!

# What is the weather this week?

Every day this week, look out the window.



What does the weather look like?

Fill out the chart each day.

☀️				
☁️				
❄️				
🌧️				
Day	Day	Day	Day	Day
1	2	3	4	5

On day 5, write down what the weather was like for the week.





--	--	--	--	--



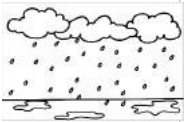
--	--	--	--	--



--	--	--	--	--



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--	--	--	--	--



--	--	--	--	--



--	--	--	--	--

Day  
1

Day  
2

Day  
3

Day  
4

Day  
5





f

f

f



**Example**

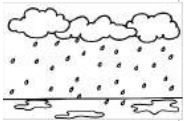
f

f



f

f



f



Day  
1

Day  
2

Day  
3

Day  
4

Day  
5

# Example

This week there were:

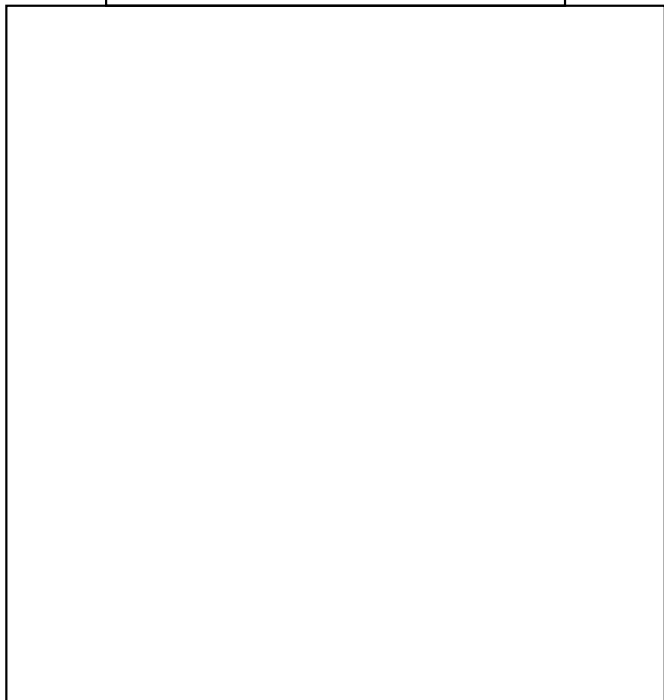
3 sunny days  
2 cloudy days  
2 windy days  
1 rainy day

Most of the days were sunny this week.

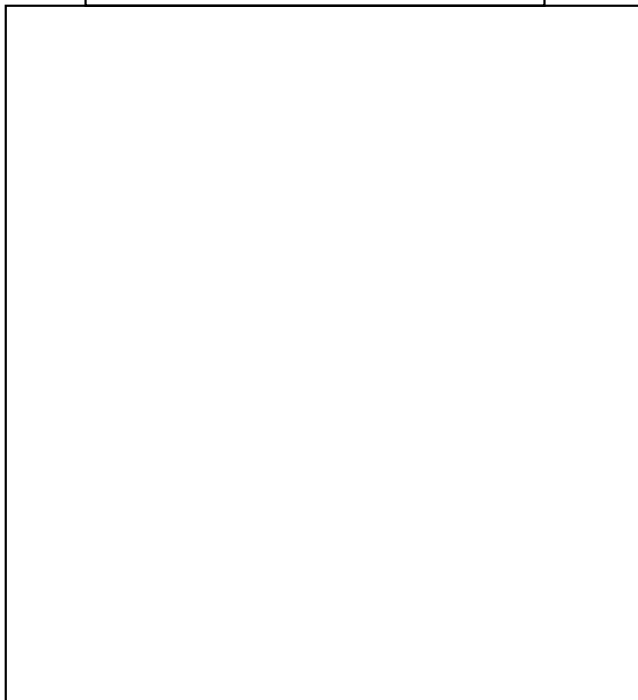
There were no stormy, snowy or partly cloudy days this week.

**DRAW A PICTURE STORY FOR YOUR BUDDY OF HOW THE WEATHER OVER A DAY.  
BE SURE TO INCLUDE DETAILS OF THE WEATHER:**

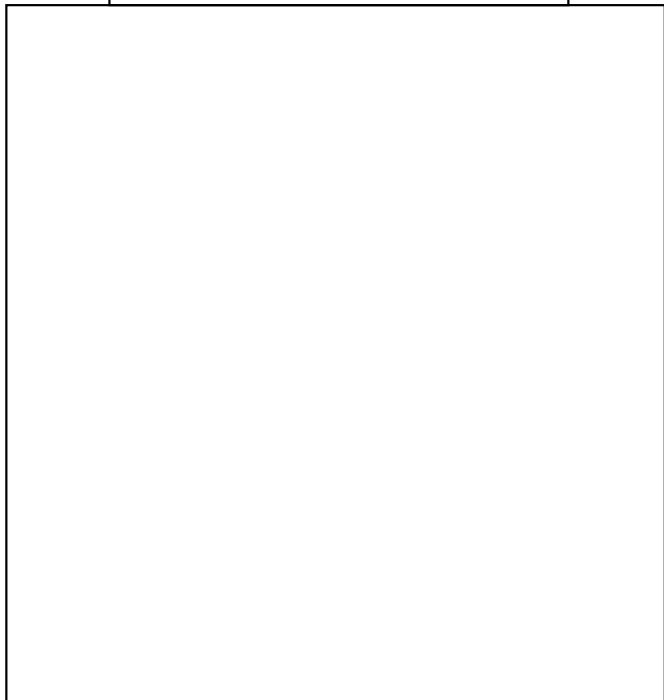
**Morning**



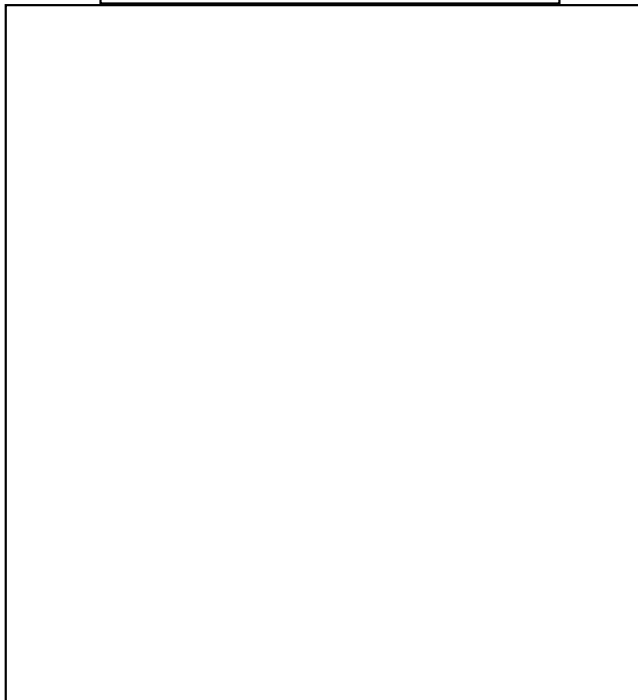
**Middle of the Day**



**Evening**



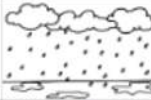








**Nighttime**



# Day 1




Today the weather is \_\_\_\_\_.







		
cloudy	warm	rainy
		
stormy	snowy	Partly cloudy
		
sun	sunny	windy

I will put on \_\_\_\_\_.

I will put on \_\_\_\_\_.

I will put on \_\_\_\_\_.

		
dress	tshirt	jacket
		
shirt	umbrella	shorts

		
boots	pants	shoes
		
sweater	sweatshirt	hat

I like to \_\_\_\_\_

when it is \_\_\_\_\_.

# Day 2

- Math - Compare Numbers
  - Vocabulary Activity
    - Get Dressed
    - Write a Poem
    - Journal Page

Compare the numbers with  $>$ ,  $<$ , or  $=$

1)  $234 \bigcirc 572$

6)  $998 \bigcirc 2,000$

2)  $432 \bigcirc 432$

7)  $554 \bigcirc 554$

3)  $34 \bigcirc 72$

8)  $1,012 \bigcirc 13$

4)  $1,334 \bigcirc 892$

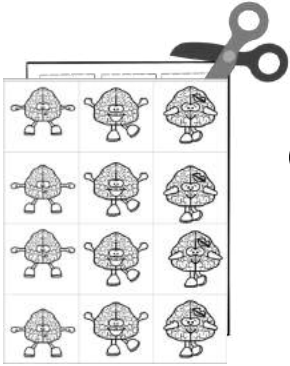
9)  $1,332 \bigcirc 965$

5)  $1,445 \bigcirc 1,756$

10)  $76 \bigcirc 88$



# 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!”

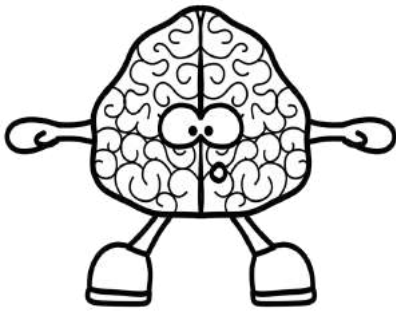


Dance!

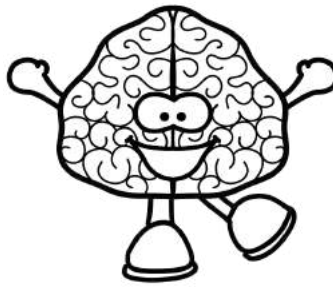


Do the action on the card before moving on to the next card in your deck.

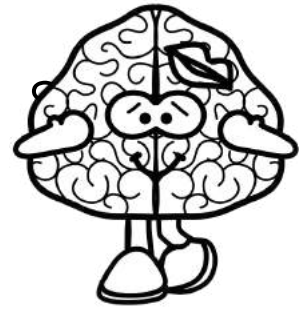
Do this until you are all out of cards!



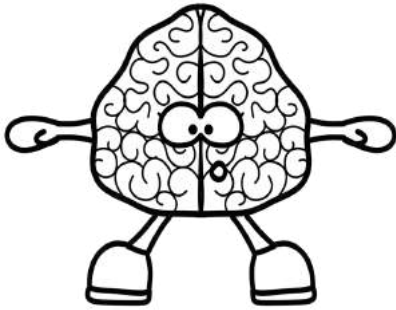
Stretch



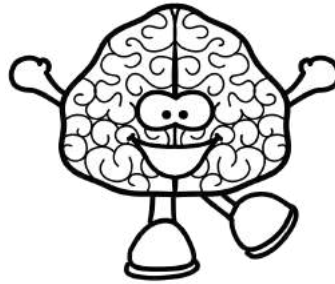
Dance!



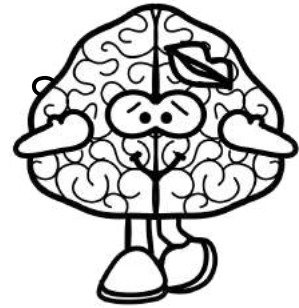
Kiss your brain!



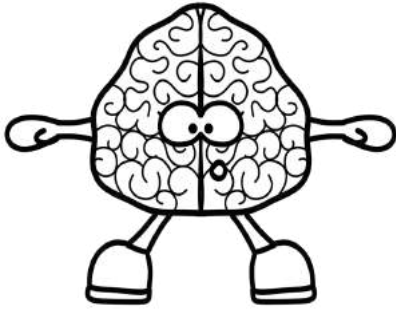
Stretch



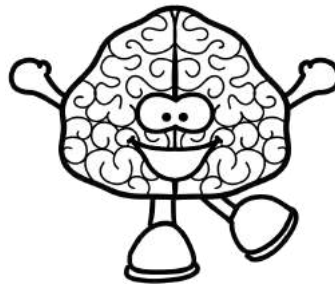
Dance!



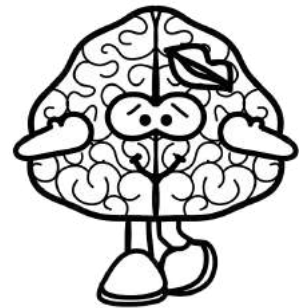
Kiss your brain!



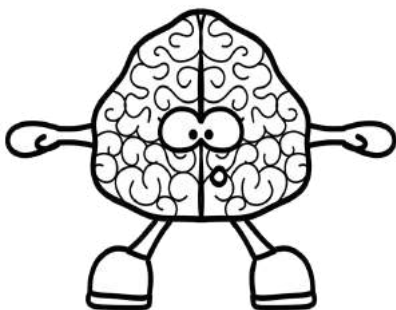
Stretch



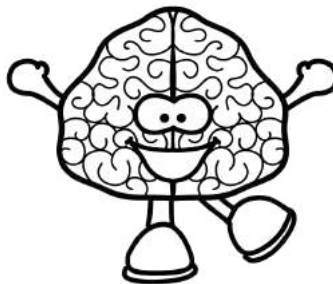
Dance!



Kiss your brain!



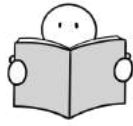
Stretch



Dance!



Kiss your brain!



## Get Dressed!

It is time to go out to play!

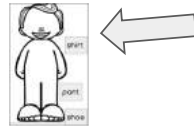
What should the kids wear?

Look out the window. 

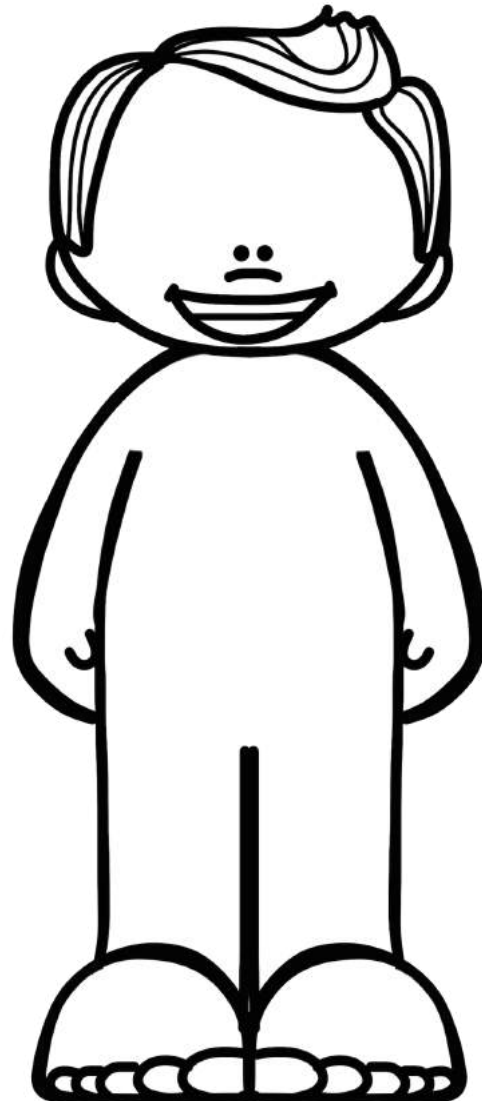
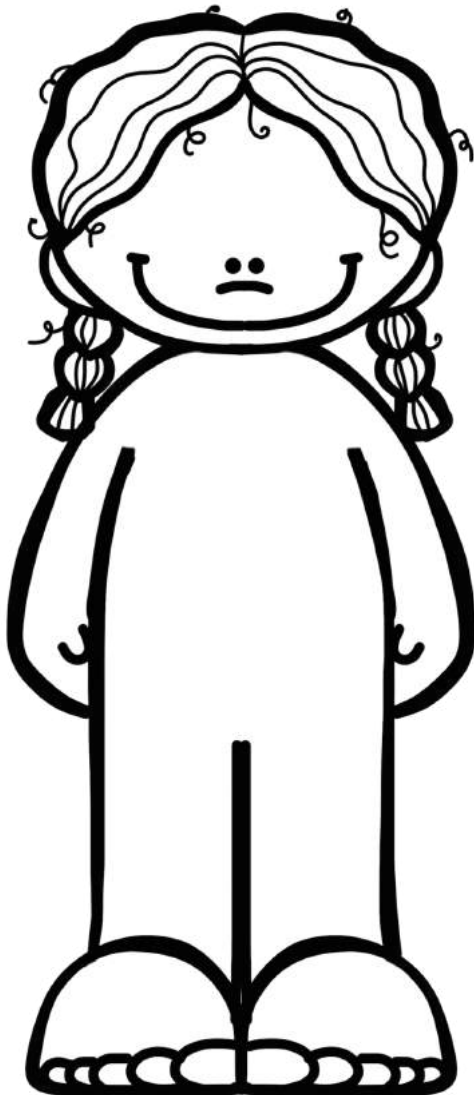
Then decide the clothes that would be best to wear.

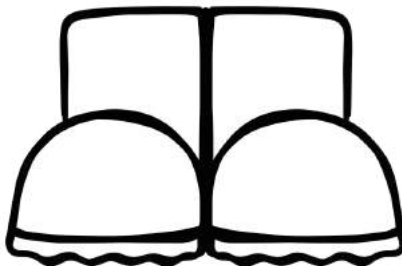
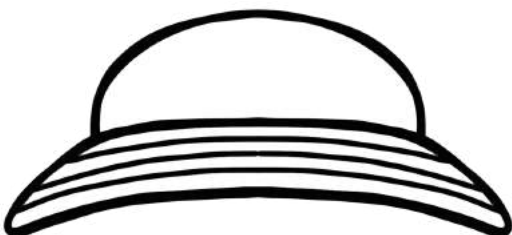
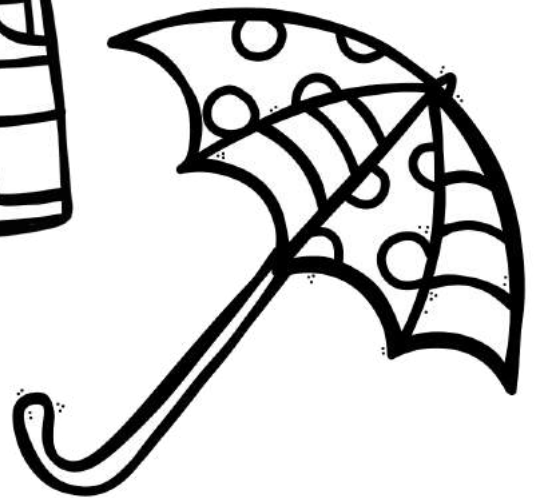
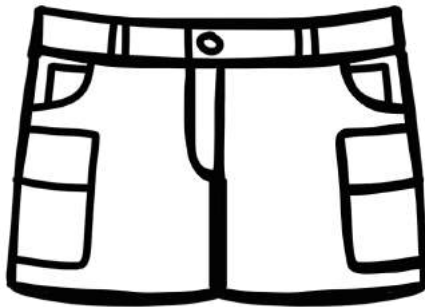
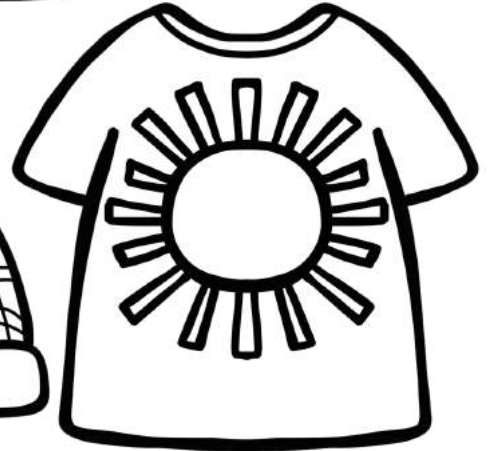
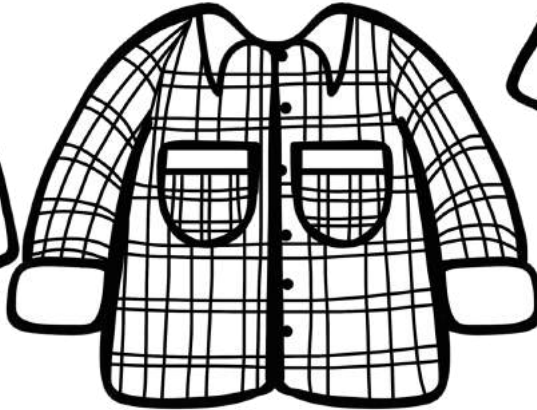
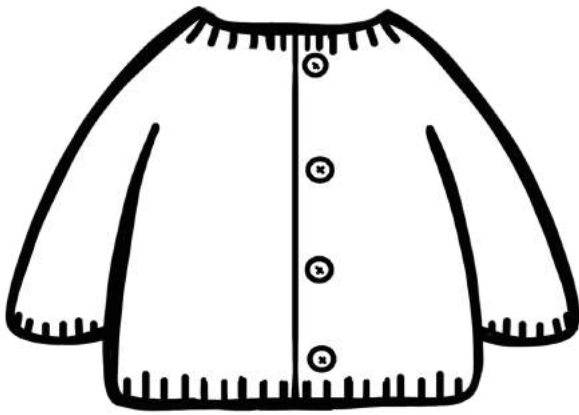
Cut out the clothes.    

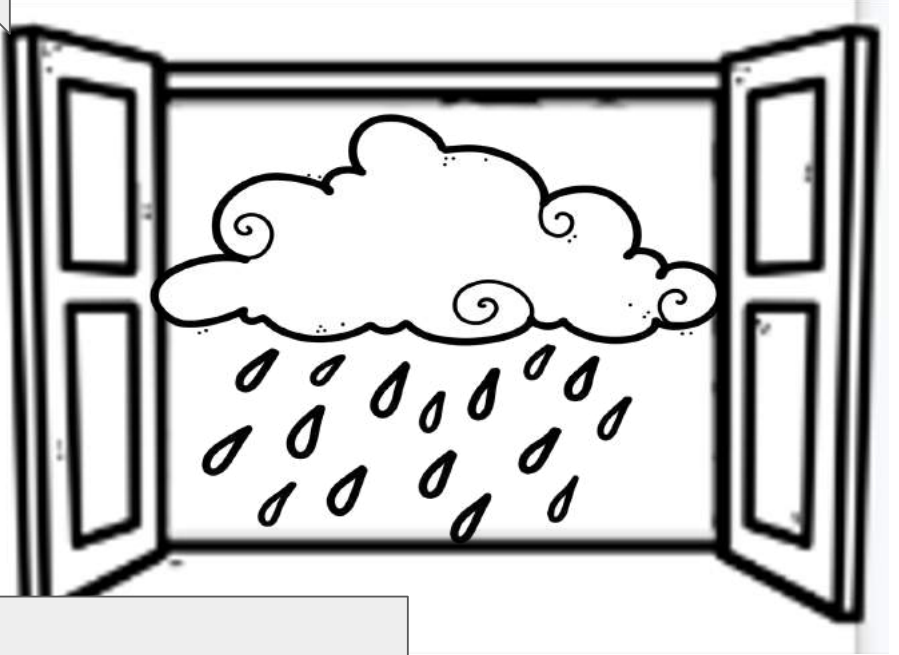
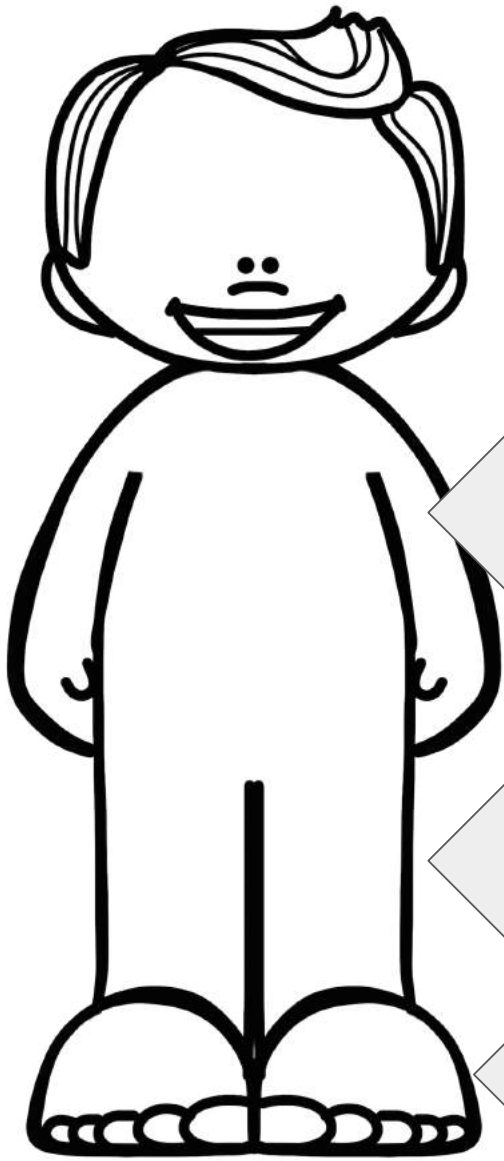
Put them on each child.



Then label each picture.

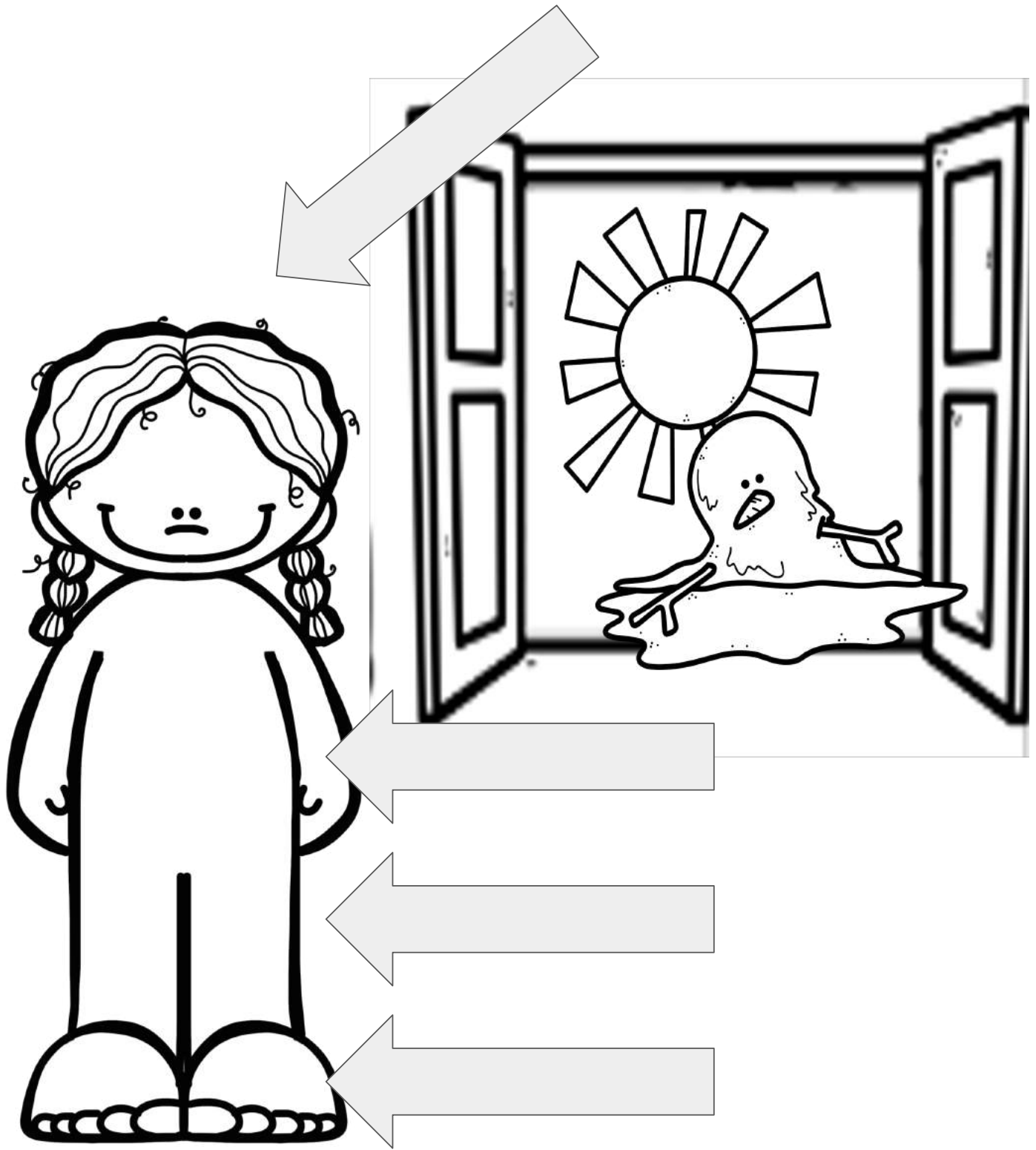






Cut out clothes.  
Put them on.  
Label the picture.

It is rainy. He wears \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



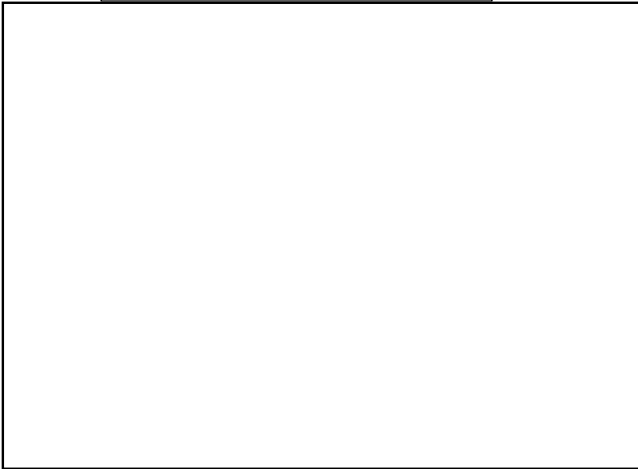
Cut out clothes.  
Put them on.  
Label the picture.

It is rainy. She wears \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



**Create two poems or rhymes based on the weather. One in your home language and one in English. Be sure to draw a picture to illustrate your poem as well.**

**First Picture**



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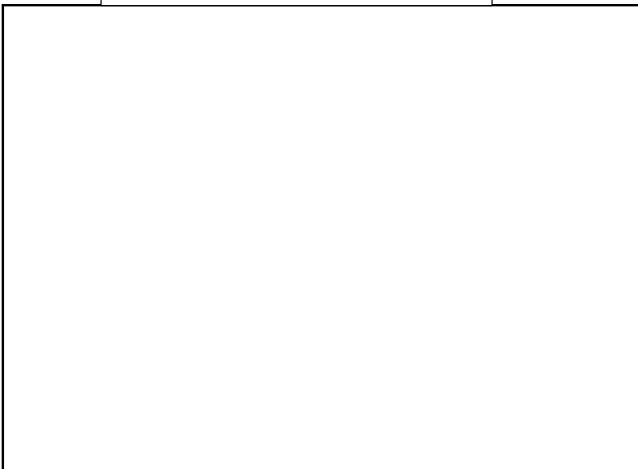
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**Second Picture**



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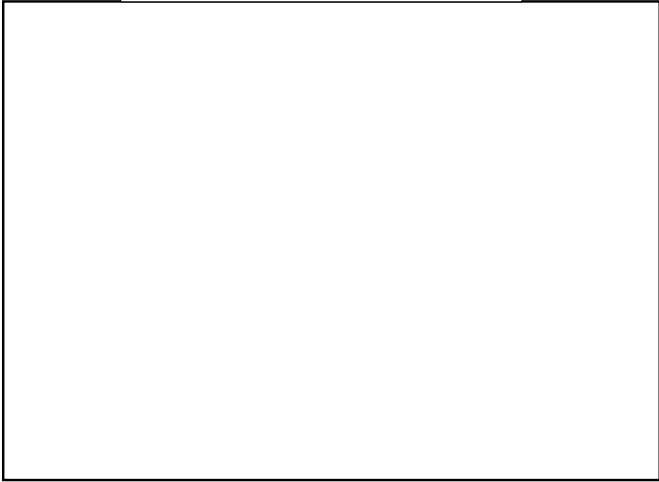
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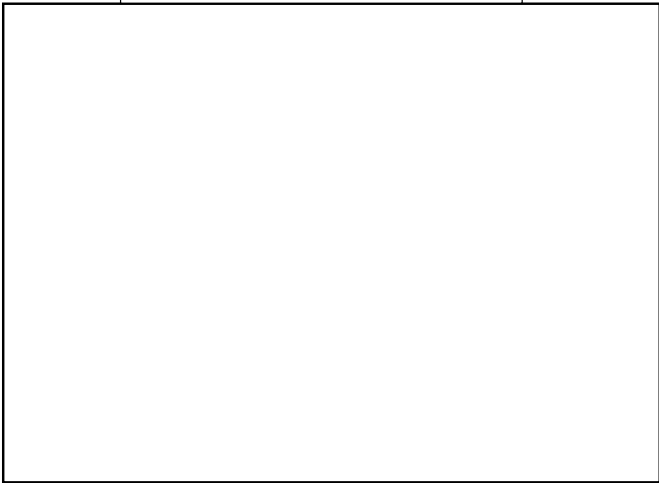
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**First Picture**



Seven horizontal lines for writing the first line of the poem.










**Second Picture**



Seven horizontal lines for writing the second line of the poem.

# Day 2




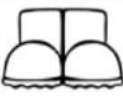








Today the weather is \_\_\_\_\_.

		
cloudy	warm	rainy
		
stormy	snowy	Partly cloudy
		
sun	sunny	windy

I will put on \_\_\_\_\_.

I will put on \_\_\_\_\_.

I will put on \_\_\_\_\_.

					
dress	tshirt	jacket	boots	pants	shoes
					
shirt	umbrella	shorts	sweater	sweatshirt	hat

I like to \_\_\_\_\_

when it is \_\_\_\_\_.

# Day 3

- Math – Subtract without Regrouping
  - Matching Activity
- What is the weather like?
  - Draw the Weather
  - Journal Page

Day 3 Solve



Example 1

$  \begin{array}{r}  146 \quad \square \quad   \quad   \quad   \quad   \\  - \quad 35 \quad \circ \circ \circ \circ \circ \\  \hline  111  \end{array}  $ <p style="text-align: center; margin-top: 5px;">100 + 10 + 1</p>	$  \begin{array}{r}  146 \\  - \quad 35 \\  \hline  111  \end{array}  $
--	---

1) 
$$\begin{array}{r}
 115 \\
 - \quad 75 \\
 \hline
 \end{array}$$

2) 
$$\begin{array}{r}
 298 \\
 - \quad 98 \\
 \hline
 \end{array}$$

3) 
$$\begin{array}{r}
 136 \\
 - \quad 70 \\
 \hline
 \end{array}$$

4) 
$$\begin{array}{r}
 319 \\
 - \quad 42 \\
 \hline
 \end{array}$$

5) 
$$\begin{array}{r}
 748 \\
 - \quad 36 \\
 \hline
 \end{array}$$

6) 
$$\begin{array}{r}
 298 \\
 - \quad 36 \\
 \hline
 \end{array}$$

7) 
$$\begin{array}{r}
 136 \\
 - \quad 76 \\
 \hline
 \end{array}$$

8) 
$$\begin{array}{r}
 319 \\
 - \quad 67 \\
 \hline
 \end{array}$$

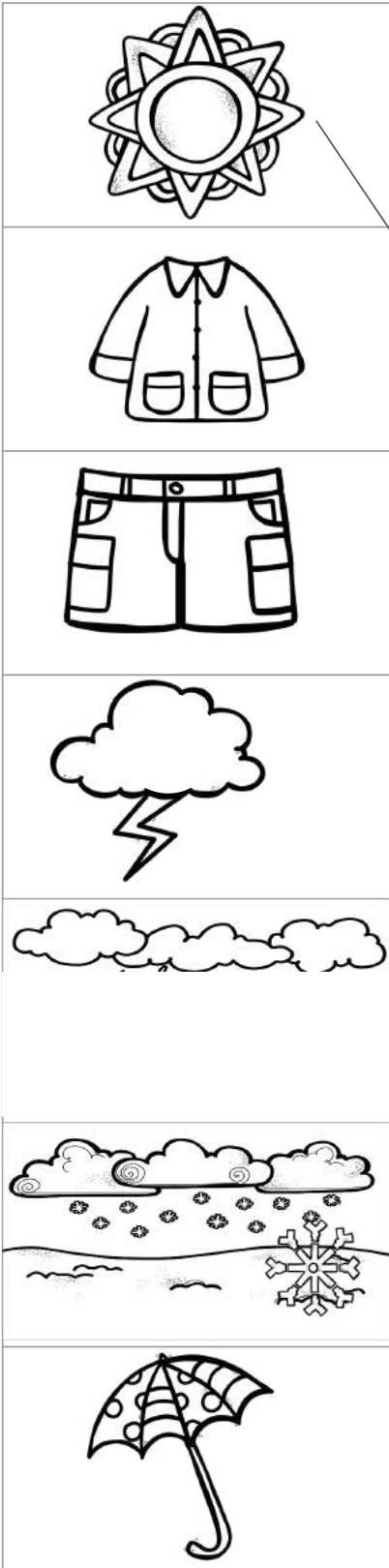
9) 
$$\begin{array}{r}
 115 \\
 - \quad 80 \\
 \hline
 \end{array}$$

10) 
$$\begin{array}{r}
 298 \\
 - \quad 85 \\
 \hline
 \end{array}$$

11) 
$$\begin{array}{r}
 136 \\
 - \quad 22 \\
 \hline
 \end{array}$$

12) 
$$\begin{array}{r}
 319 \\
 - \quad 13 \\
 \hline
 \end{array}$$

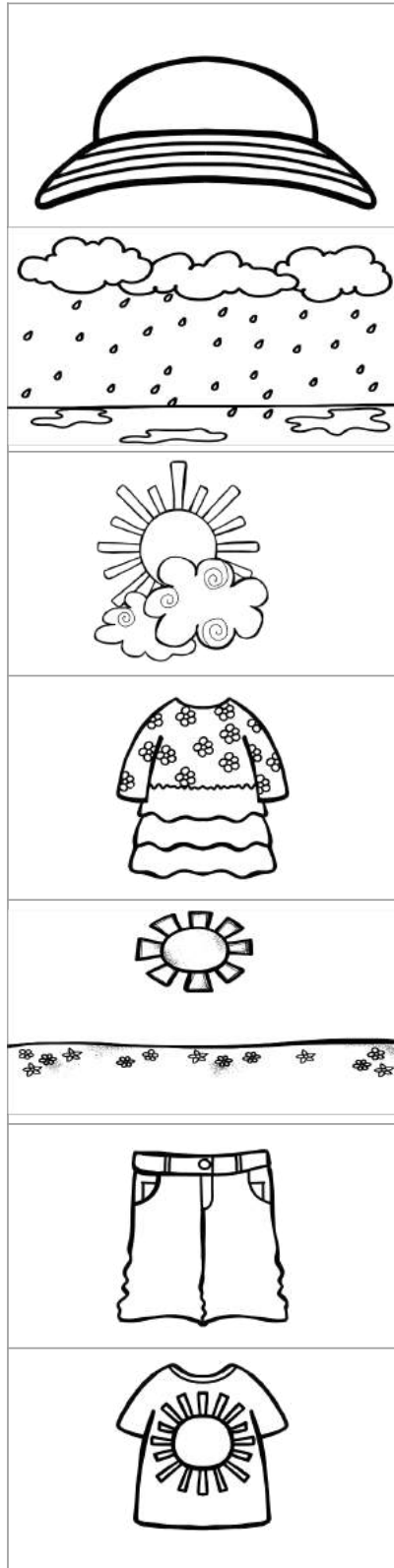
Draw a line to match the picture to the word.



shorts  
cloudy  
umbrella  
jacket  
sun  
stormy  
snowy



Draw a line to match the picture to the word.



hat

rain

cloudy

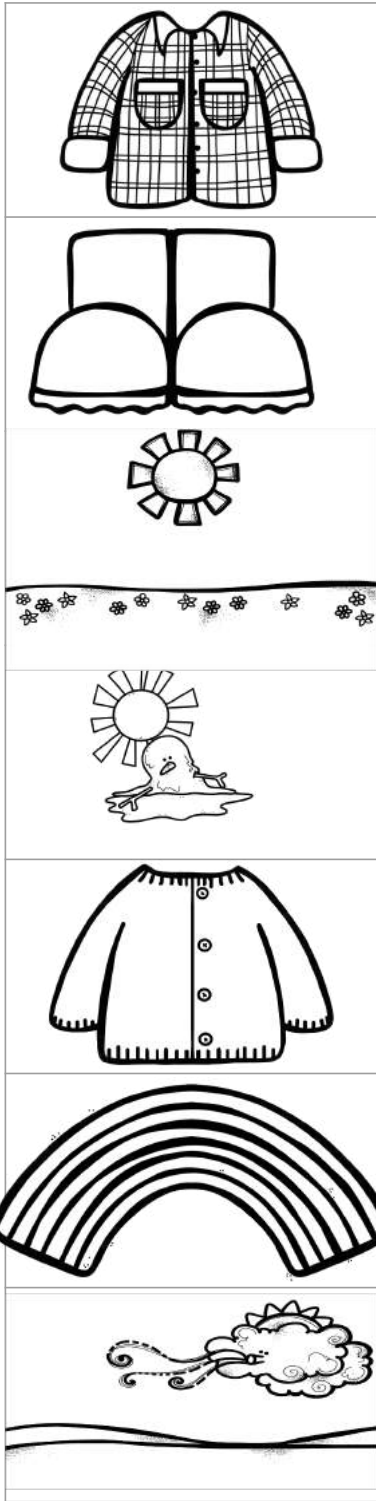
dress

sunny

pants

tshirt

Draw a line to match the picture to the word.



rainbow

shirt

windy

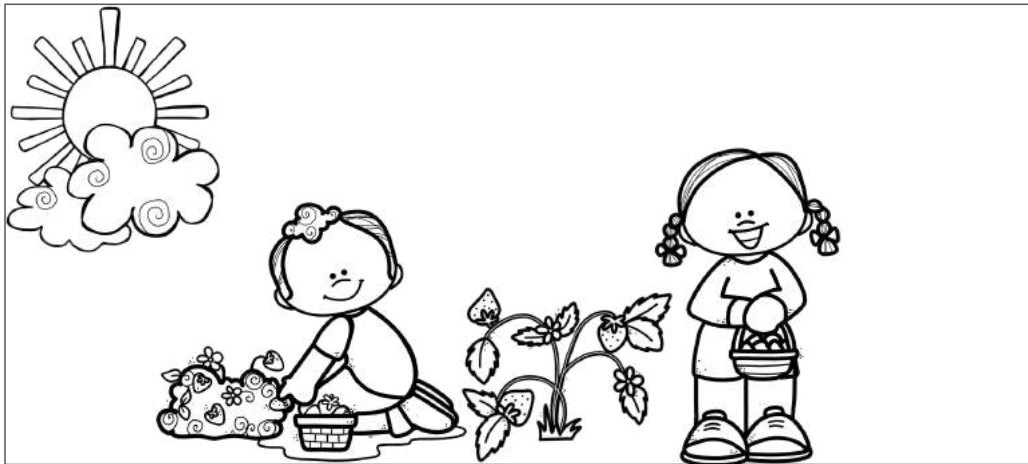
boots

warm

sweater

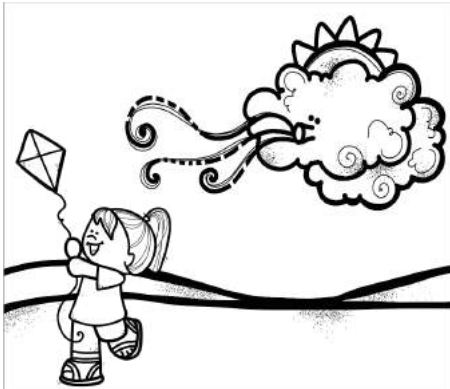
sunny

What is the weather like?

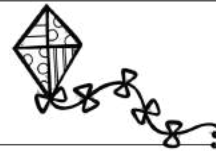


pick strawberries 

We pick strawberries when it is partly cloudy 



fly a kite



I \_\_\_\_\_ when it is \_\_\_\_\_.



blow bubbles



I \_\_\_\_\_ when it is \_\_\_\_\_.

---



jump in puddles

We \_\_\_\_\_ when it is \_\_\_\_\_.

**Write down the types of weather and the different activities you see in each of the different seasons:**

Spring	Summer

Fall	Winter



Day 3

Today the weather is \_\_\_\_\_.

Today I will wear \_\_\_\_\_

\_\_\_\_\_

I like to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Day 4

- Math – Subtract with Regrouping
  - Memory
  - Word Search
  - Journal Page

**Day 4**

**Solve**



Example 1

Example 2

$$\begin{array}{r} 1) \ 131 \\ - \ 65 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \ 456 \\ - \ 35 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \ 178 \\ - \ 19 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \ 913 \\ - \ 95 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \ 657 \\ - \ 65 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \ 943 \\ - \ 68 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \ 341 \\ - \ 45 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \ 122 \\ - \ 48 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \ 86 \\ - \ 80 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \ 58 \\ - \ 18 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \ 35 \\ - \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \ 165 \\ - \ 32 \\ \hline \end{array}$$

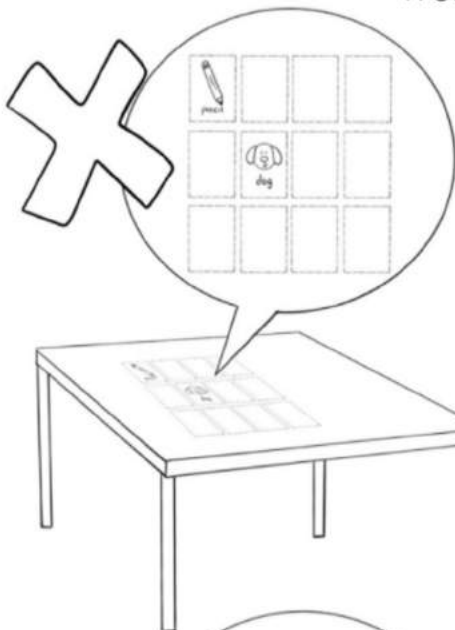


# How to Play "Memory"



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

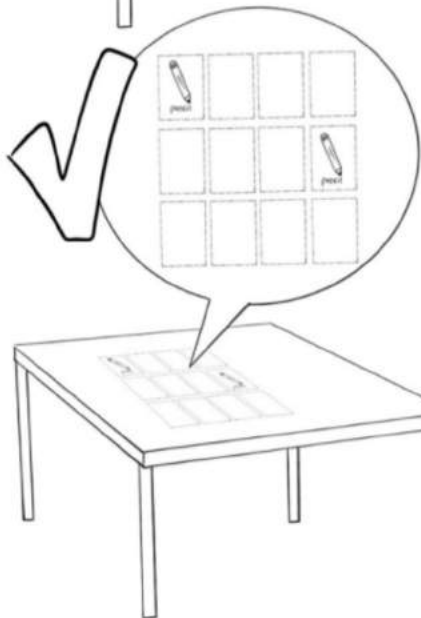


3. Turn over 2 cards at a time to try to find a match

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

↓	×
A A ✓	B K ×
♥ ♥ ✓	△ ♥ ×
7 7 ✓	8 2 ×

**Find all the weather words in  
the word search!**

O	U	P	K	R	E	V	L	I	S	D	H	A	Z	Y
H	A	I	L	V	M	X	Y	C	R	O	U	N	C	H
V	D	A	L	X	C	H	E	A	T	H	M	A	W	R
B	M	F	N	G	A	P	F	K	Z	R	I	F	Q	A
J	Q	U	Y	O	R	D	T	H	O	B	D	X	U	I
S	X	C	Z	T	V	E	G	T	E	O	L	L	E	N
W	R	Q	K	R	D	E	S	O	Y	A	K	S	D	R
I	P	E	O	O	Z	F	R	R	S	N	O	W	C	Y
N	I	N	K	P	H	I	D	C	C	B	H	L	G	N
D	V	Y	U	I	R	V	A	T	A	D	R	O	W	Z
M	I	C	D	C	N	W	G	L	U	S	Z	G	H	D
B	C	O	L	A	X	R	L	J	N	R	T	F	I	B
U	E	F	C	L	O	U	D	P	R	U	A	Y	T	J
J	E	D	I	Y	U	Z	X	N	Y	L	V	I	E	S
K	T	S	N	O	W	C	H	G	W	B	T	I	N	P

ICE  
SNOW  
RAIN  
WIND  
HAIL

SUN  
HEAT  
CLOUD  
OVERCAST  
HAZY

HUMID  
TORNADO  
STORM  
DRY  
TROPICAL



Day 4

Today the weather is \_\_\_\_\_.

Today I will wear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I like to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Day 5

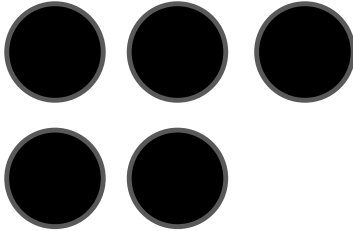
- Math – Even or Odd
- What is the weather this week?
  - Journal Page

Day 5

Circle the correct answer

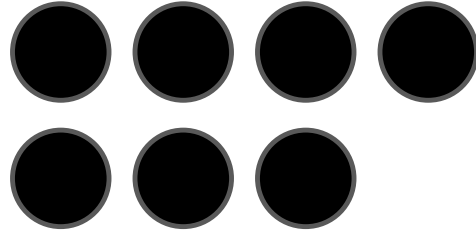
1) Even

odd



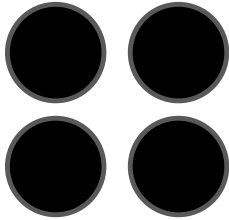
2) Even

Odd



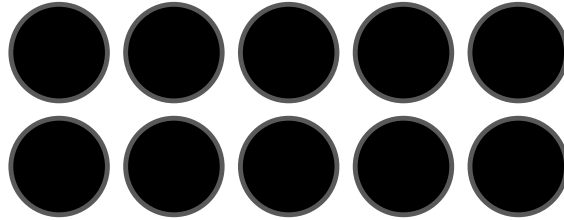
3) Even

Odd



4) Even

Odd



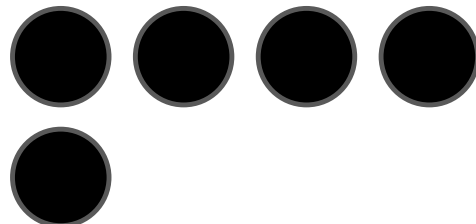
5) Even

Odd



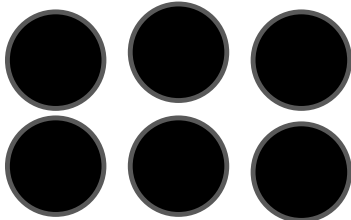
6) Even

Odd



7) Even

Odd



8) Even

Odd



What is the weather this week?



Day 1	Day 2	Day 3	Day 4	Day 5

This week there were:



Day 1	Day 2	Day 3	Day 4	Day 5

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Most of the days were \_\_\_\_\_

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There were no \_\_\_\_\_

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Day 5

What is your favorite kind of weather? Why?

I like \_\_\_\_\_ because \_\_\_\_\_.

When it is \_\_\_\_\_ I \_\_\_\_\_.

\_\_\_\_\_ weather is the best. I like to \_\_\_\_\_.

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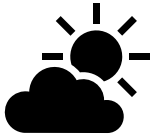
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Weather Conclusion:

The weather this week was \_\_\_\_\_.



I expect the weather next week to be \_\_\_\_\_  
because \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_.



Spring weather is normally \_\_\_\_\_.

I expect the weather in the summer to be \_\_\_\_\_  
because \_\_\_\_\_



\_\_\_\_\_.

Weather in the spring is \_\_\_\_\_ than weather in  
the summer.



My favorite type of weather is \_\_\_\_\_.



Normally that type of weather is in the \_\_\_\_\_  
season.

