



N ICMEE

S U M M E R

Activity PACKET

2nd – 3rd

Summer Packet #1

Theme: Summer

International Consortium for Multilingual Excellence in Education



June 10, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance.

With this letter, is an “Activity Packet” that can be used freely with any group of students or families. We designed these packets with three grade bands (K-1, 2-3, and 4-5) and English Language Development Levels 1 and 2 in mind. Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

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

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors can be used, but do not have to be.

We also have included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student and family. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, Arabic, Somali and Vietnamese (all included). However, due to our limited resources and desire to be quickly responsive, we have mostly used online translating services for this work and recommend that you use your own translating services to ensure you are happy with the quality of the translations (an English version of the parent letter is included) and then also translate the letter into any other language that would be helpful for your district.

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

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

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

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

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

Sincerely,

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

This Activity Packet was designed and created by:
Tianna Bankhead, Molly Heeren, Jessica Spencer, Samantha Stuefer, Alexa Yunes

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The Standards that Informed the Development of this Packet are:
LIST STANDARDS

English Language Arts
<p>LA 2.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>LA 2.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</p> <p>LA 2.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p> <p>LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>
Math
<p>MA 2.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.</p> <ul style="list-style-type: none">MA 2.3.1.a Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons <p>MA 3.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.</p> <ul style="list-style-type: none">MA 3.3.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes.
Science
<p>SC2.2.1.d Identify solids and liquids and recognize that liquids take the shape of their container</p> <p>SC5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gases</p> <p>SC2.1.1.d Describe objects, organisms, or events using pictures, words, and numbers</p> <p>SC2.4.2.b Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling</p>
Social Studies
P.E./Health
Art
<p>FA 2.2.1.b Create artworks that express unique student interpretation.</p>

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June 10, 2020

Dear Parent or Guardian:

During this global pandemic, we have created some learning materials that we hope will be helpful for your student to engage with. This Activity Packet was designed with your student in mind and is aligned with their grade level content. Each activity in this packet will help them continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your student ask you about the topics they are engaging with. The packet is in English, but we encourage you and your student to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student as supporting their learning in all the languages they know is helpful—even for their English! So, please encourage your student to do the work in the packet in any language they would like.

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

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

In this packet, we have included the following activities:

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

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Each day students have a short prompt that they can respond to. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal prompts will also be points of conversation for your student with their buddy.
- This packet is focused on summer vocabulary and summer fun activities. This packet will allow your child to explore recycling materials, learning about the states of matter and reviewing different shapes and their attributes. Each day will allow your child a journal page to reflect on what they learned for the day. Try your best and have fun with this packet!

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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10 de junio de 2020

Estimados padres/madres o tutores legales:

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

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

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

En este paquete, hemos incluido las siguientes actividades:

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

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

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

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

Este paquete se centra en el vocabulario del verano y las actividades divertidas que se hacen durante este tiempo. Este paquete le permitirá a su hijo/a explorar materiales reciclados, aprender sobre los estados de la materia y revisar diferentes formas y sus atributos. Además, cada día su hijo/a reflexionará en su diario sobre lo que ha aprendido. ¡Inténtelo lo mejor que pueda y diviértase con este paquete!

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

Atentamente,

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06-10-2020

亲爱的家长或监护人：

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

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

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

在此活动包中，我们囊括了以下活动：

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

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- 字典。我们希望您的学生每天都能与他们感兴趣的单词互动，并希望对其进行记录。活动包最后的几页可供您的学生创造并保存自己的字典。我们鼓励学生使用这些页面来查找自己喜欢或感兴趣的单词。我们还鼓励学生使用他们想要的任何语言以及图片来帮助他们记住单词的含义。
- 日志。每天，学生根据简短的一段提示，他们可以做出回应。应当鼓励学生用他们最喜欢的最倾向使用任何一种语言（或多种语言的组合）进行日志写作。他们还可以根据需要使用图片。我们希望这些日志提示也将成为您的学生与伙伴对话的要点。
- 此活动包的重点是夏季词汇和夏季娱乐活动。该活动包将使您的孩子探索回收材料，了解物质状态并查看不同的形状及其属性。每天，您的孩子都可以在日记页上反思他们当天所学的内容。尽力而为，享受这活动包的乐趣！

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

Associate Professor of Language Education

University of Nebraska Lincoln

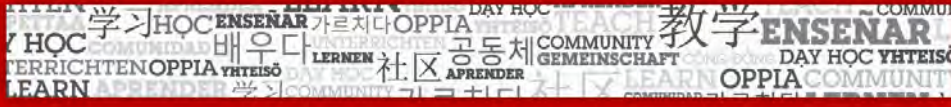
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السادة آباء و أمهات و أوصياء الطلاب،

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

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

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

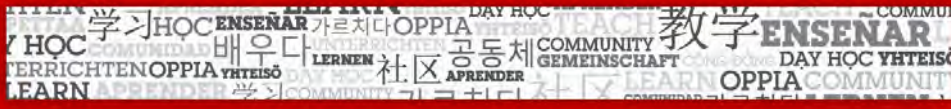
في هذه الحزمة ، قمنا بادراجالأنشطة التالية:

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

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- القامو: نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون تتبعتها كل يوم. توجد في نهاية الحزمة صفحات يحتفظ بها الطالب في قاموسه الخاص. نشجع الطلاب على استخدام هذه الصفحات لتتبع الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر ما تعنيه الكلمات
- المذكرة اليومية: كل يوم يكون لدى الطلاب تمرين قصير يمكنهم الرد عليه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضاً استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق الجديد.
- هذه الحزمة تتمحور حول مفردات فصل الصيف وأنشطة الصيف الممتعة. هذه الحزمة ستمكن طلابكم من اكتشاف مواد التدوير والتعلم عن حالات المادة ومراجعة الأشكال المختلفة وخصائصها. هناك صفحة مخصصة لكل يوم في المذكرة اليومية للطلاب كي للتعبير عما تعلموه في اليوم. ابداً قصارى جهدك واستمتع بهذه الحزمة!

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

2231-472-402

مع خالص التحيات

Kara Viesca

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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Instructions Key



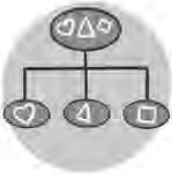
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- 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



- Count
- Cuenta
- العد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

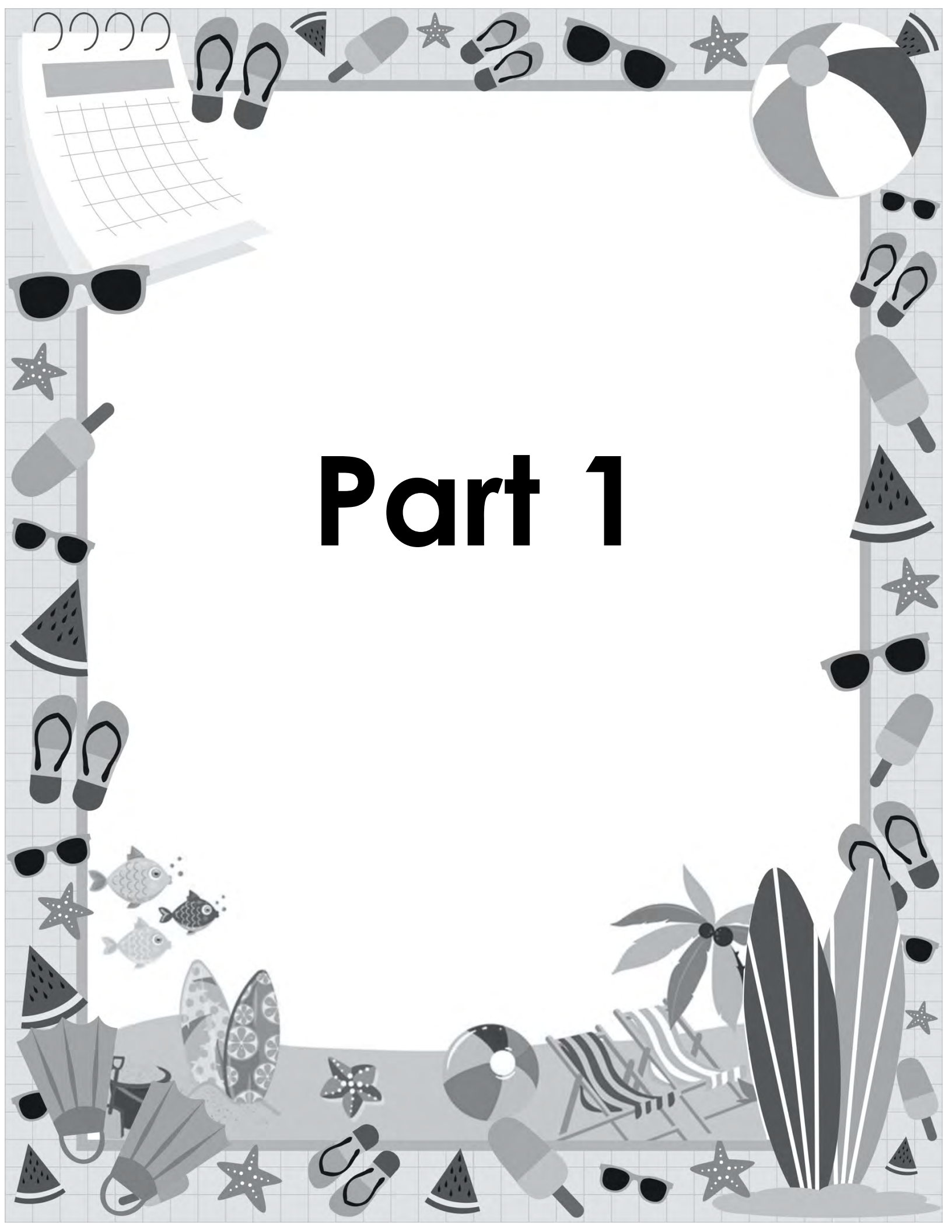


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



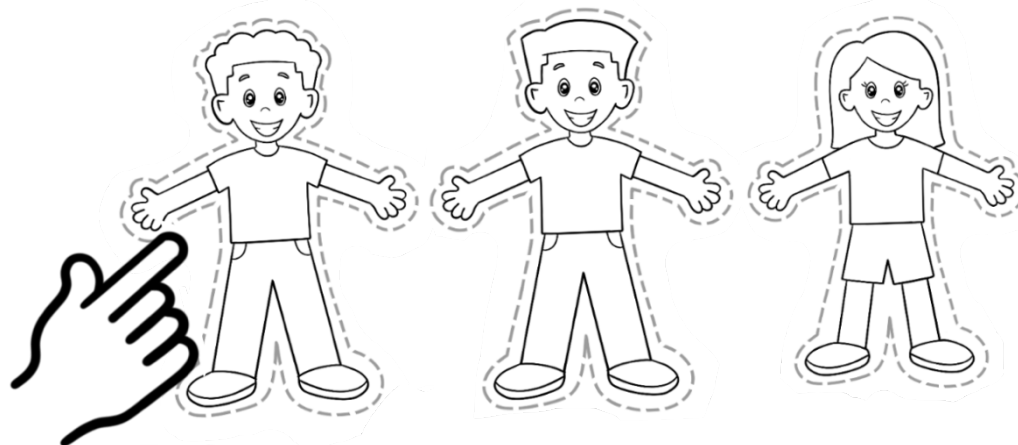
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Part 1

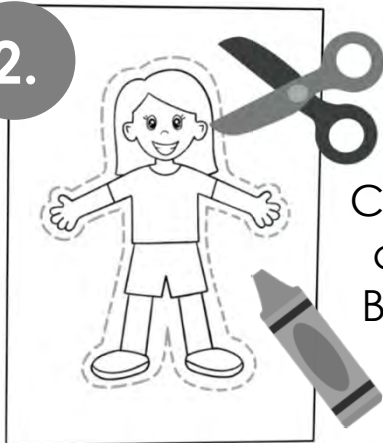


My Buddy

1. Choose a Buddy

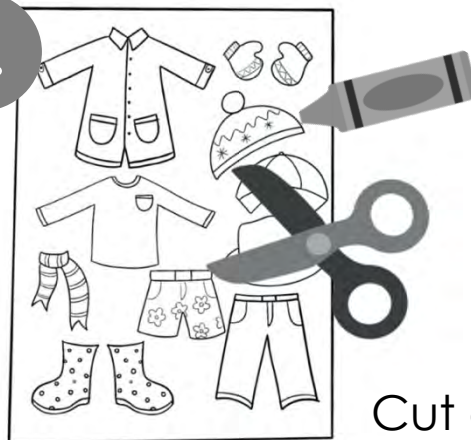


2.



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

3.

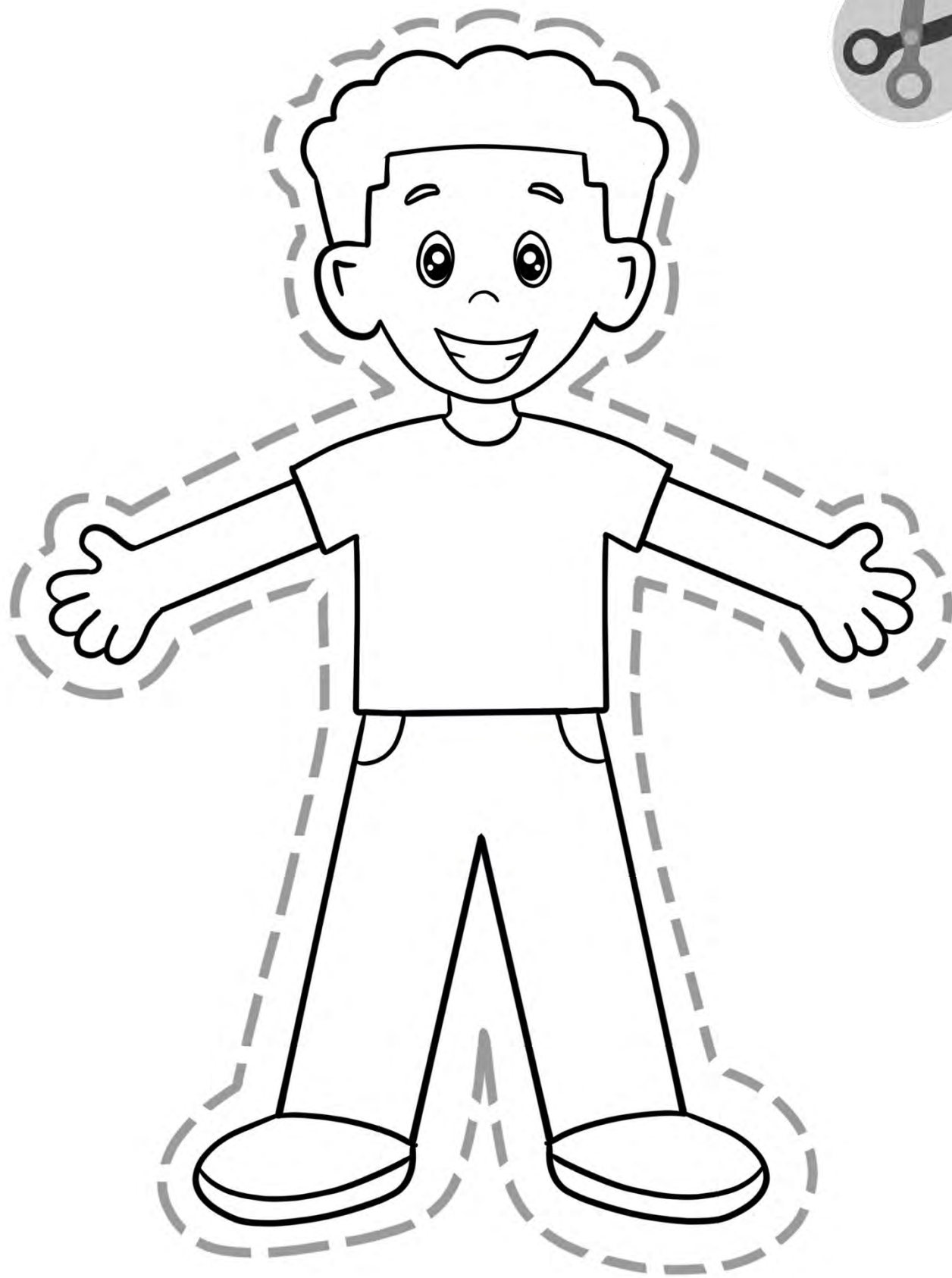


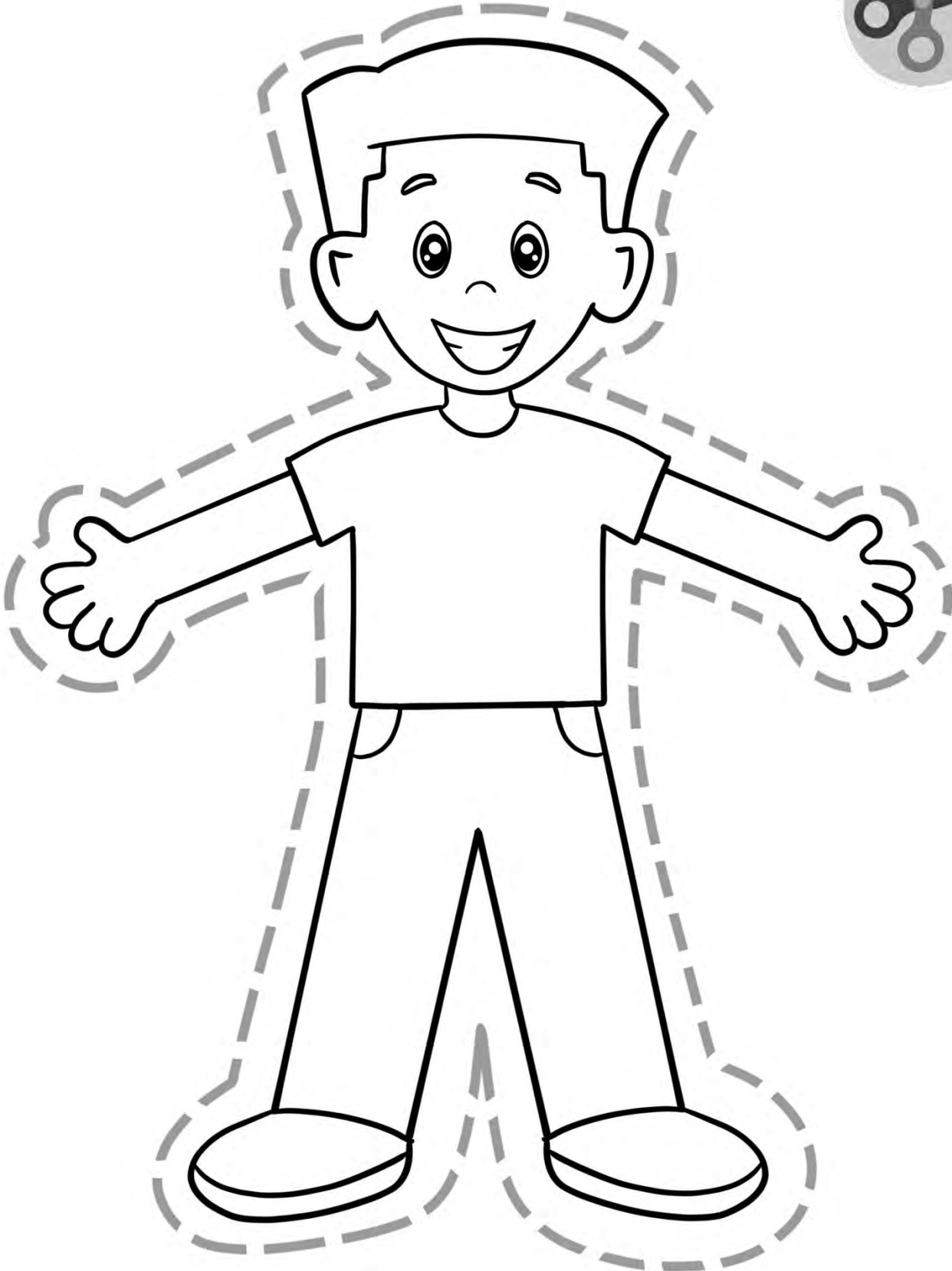
Cut out and color the accessories

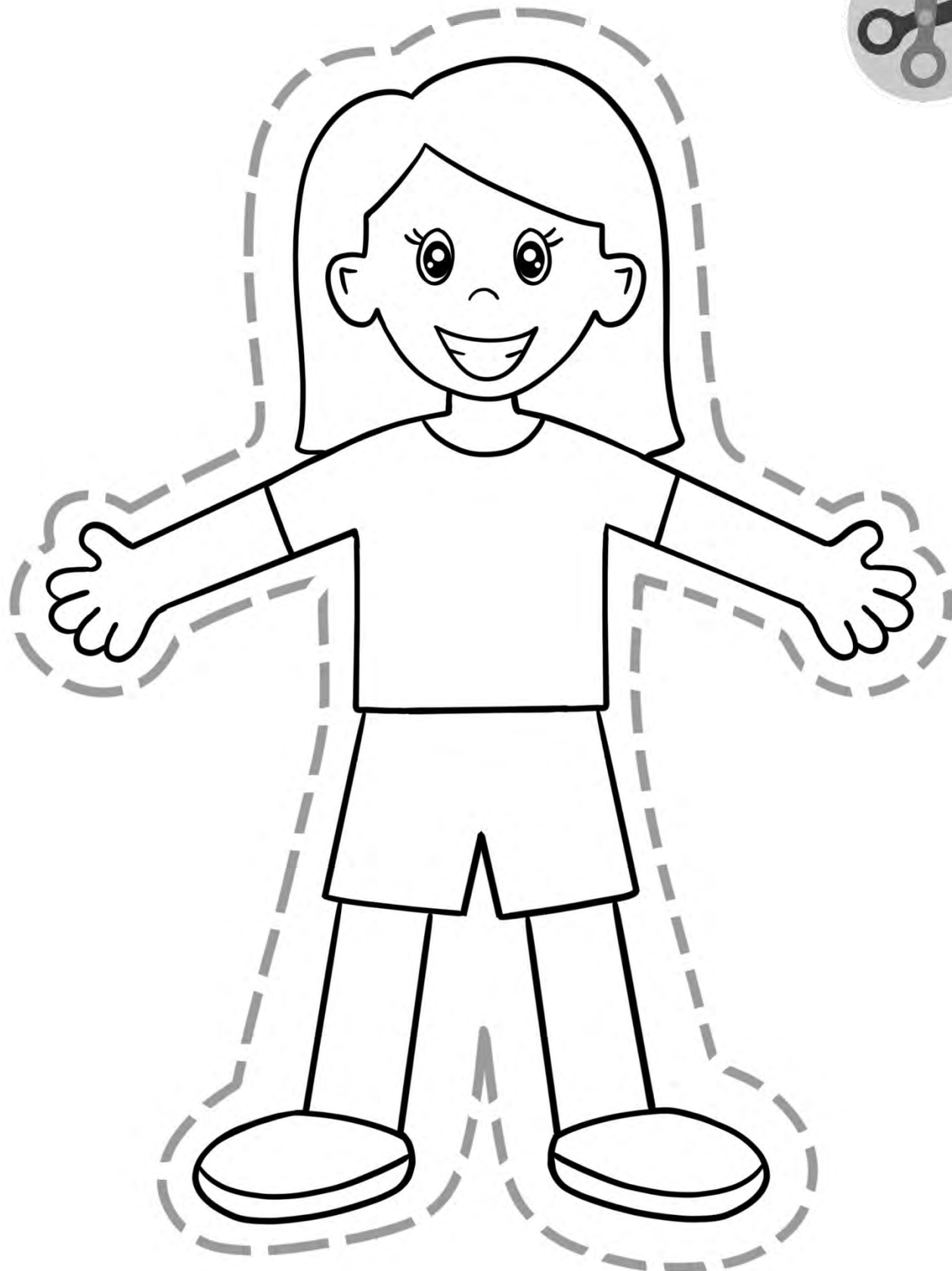
4.

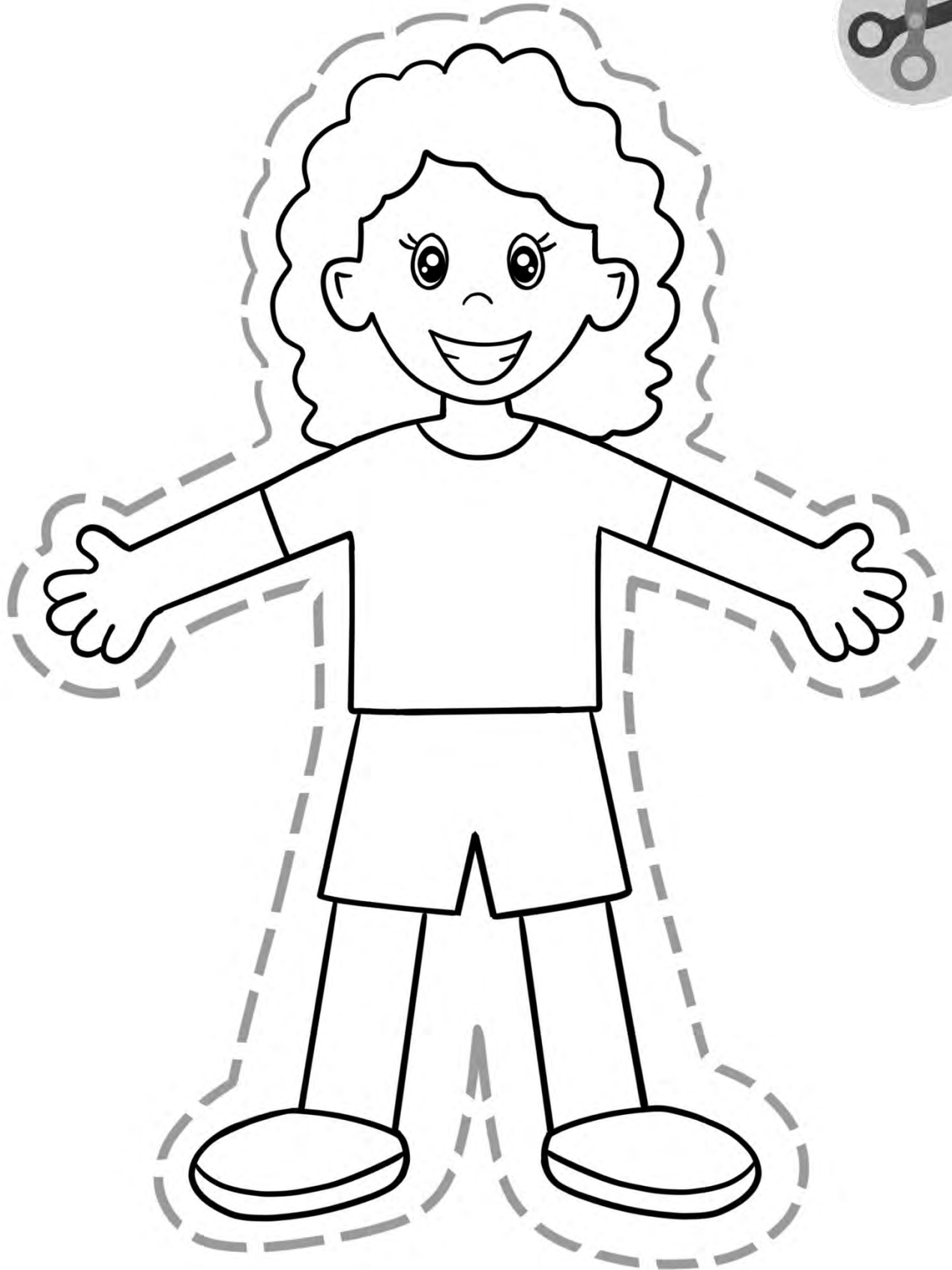


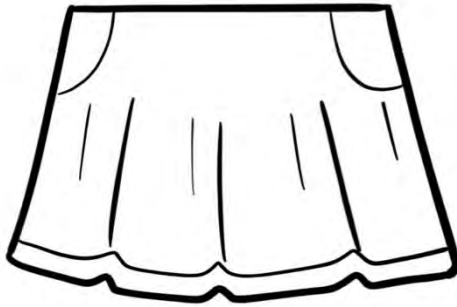
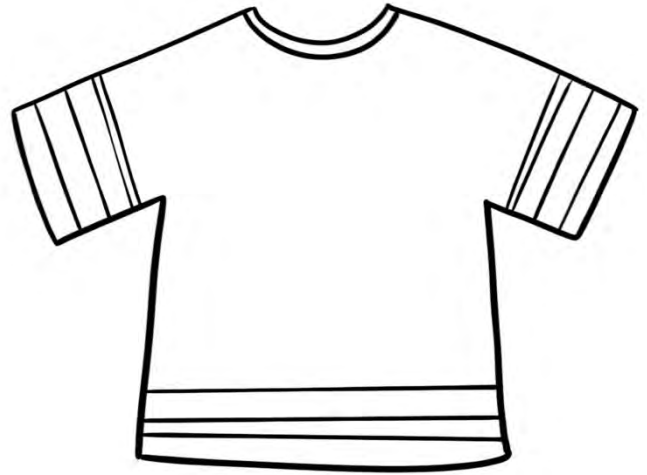
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

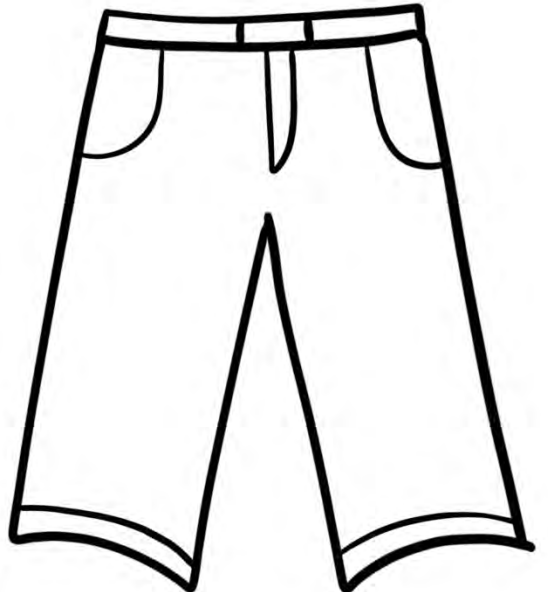
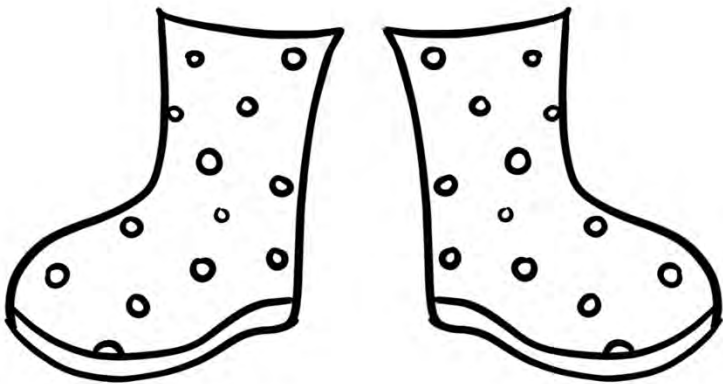
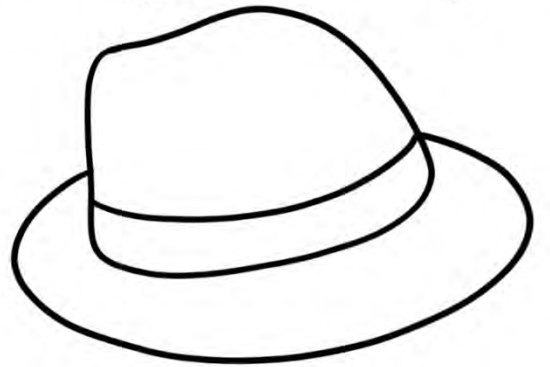
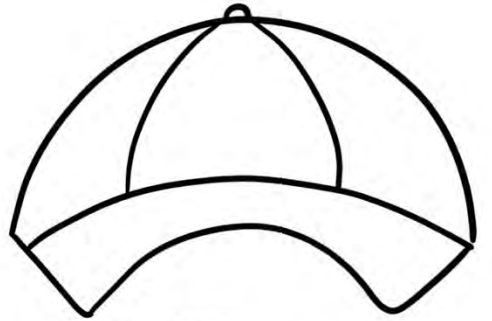




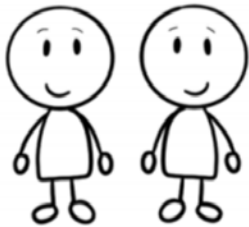








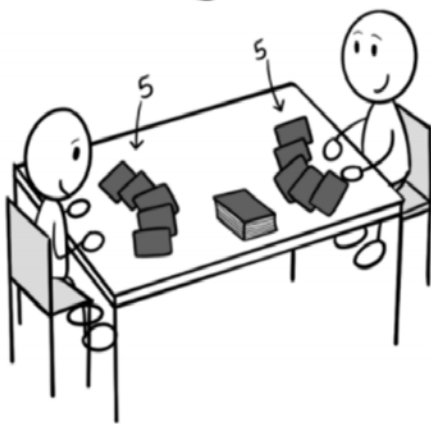
How to Play "Go Fish"



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.

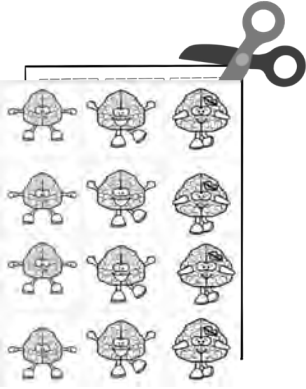


Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



Keep playing until someone runs out of cards!

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!”

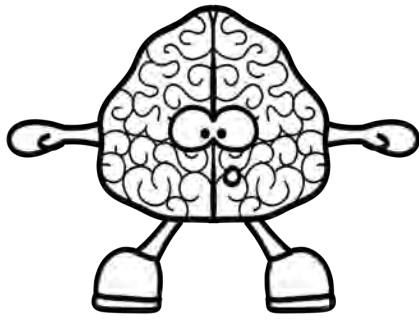


Dance!

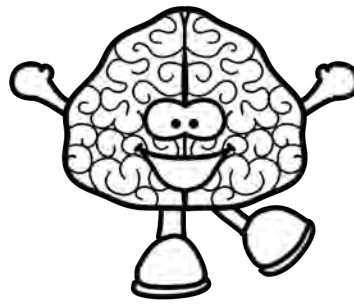


Do the action on the card before moving on to the next card in your deck.

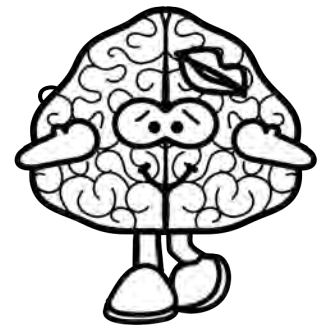
Do this until you are all out of cards!



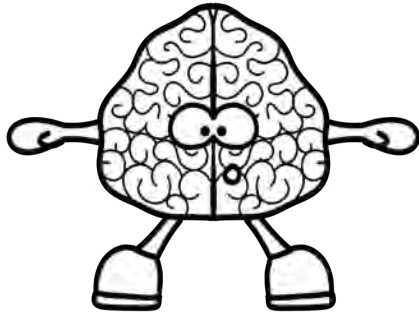
Stretch



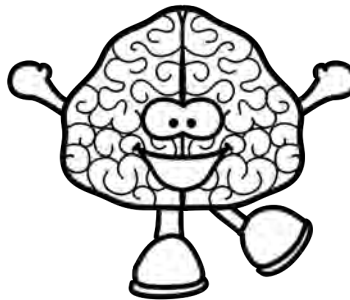
Dance!



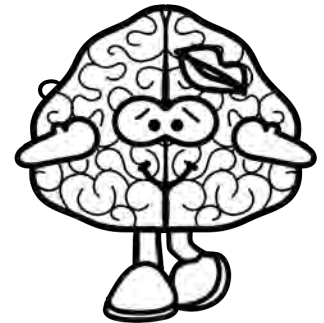
Kiss your brain!



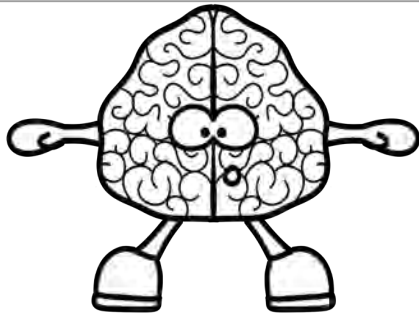
Stretch



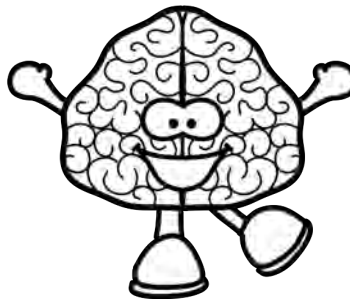
Dance!



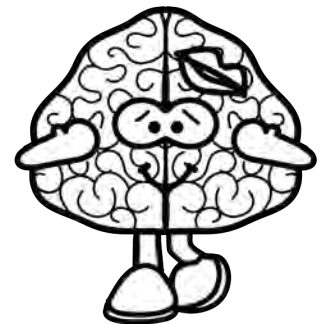
Kiss your brain!



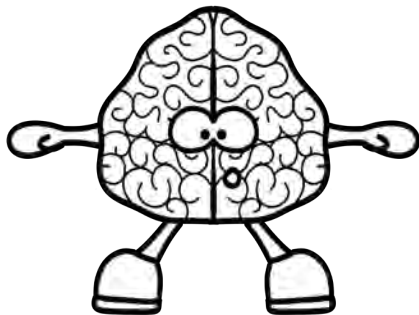
Stretch



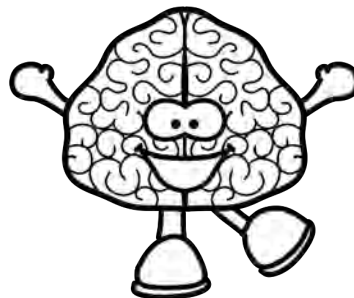
Dance!



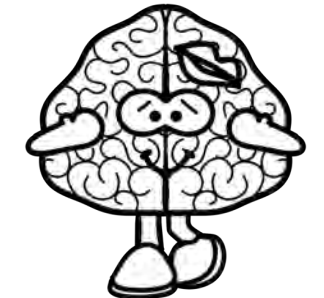
Kiss your brain!



Stretch



Dance!



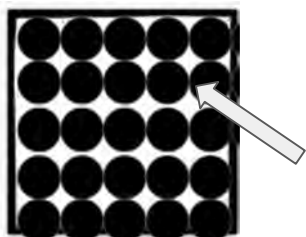
Kiss your brain!



solid

liquid

gas



molecule

flows

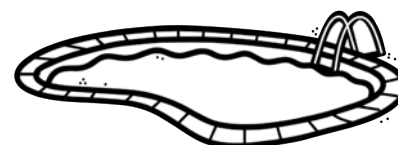
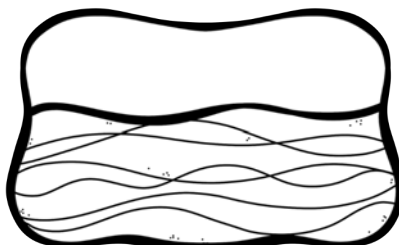
cold



hot

popsicle

sunscreen

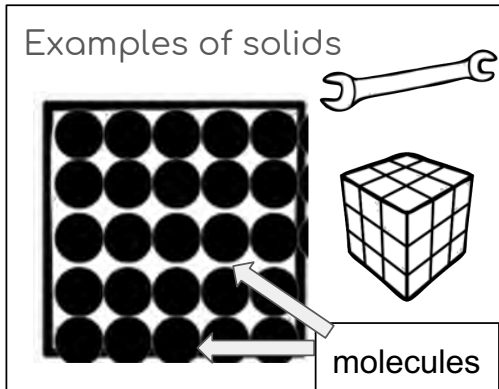


swimsuit

ocean

pool

What is a Solid?



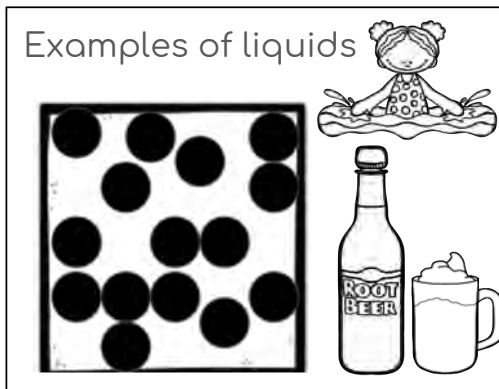
Solids have a shape.

The shape does not change.

The molecules are very close together.

Sometimes solids are very hard.

What is a Liquid?

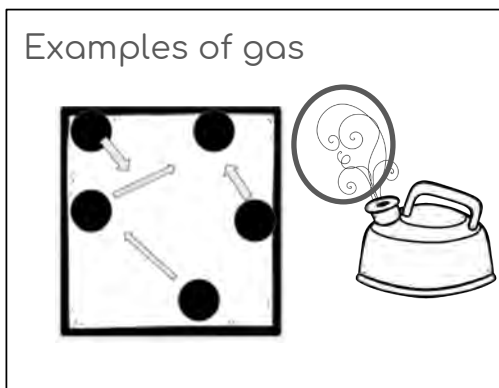


Liquids flow and move.

Liquids shape change to fit the container they are in.

The molecules are spaced apart and move around at a medium speed.

What is a Gas?




Gas usually can not be seen.

Gas takes the shape and the volume of the container it is in.

The molecules move very fast. They are far apart.



1.  Cut out the pictures on the next page.

2.  Then sort them into three piles.

Solid

Liquid

Gas

3.  Talk with your buddy about how you sorted your pictures.


“_____ is a gas/liquid/solid because _____”

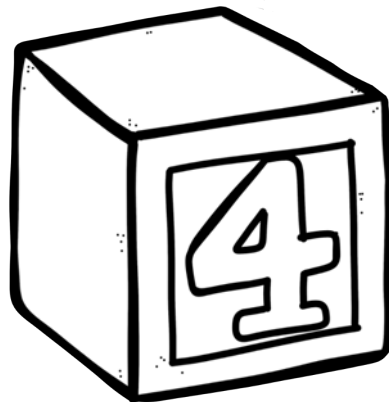
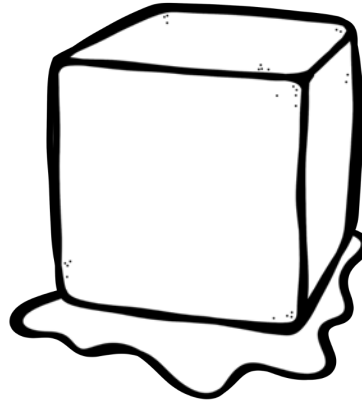
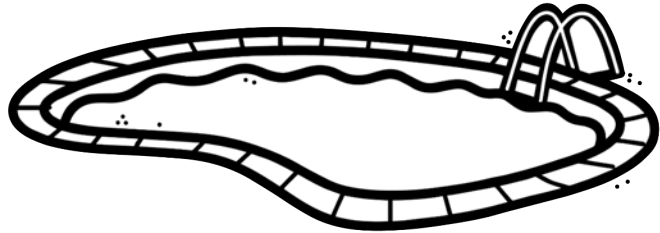
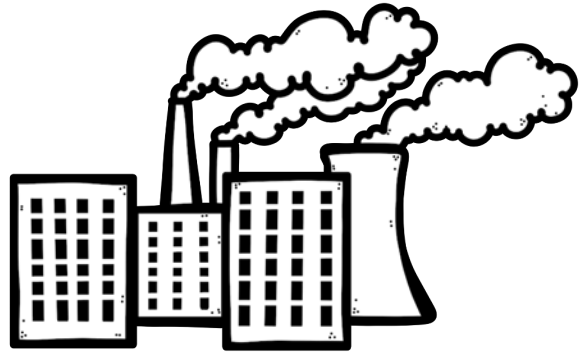
Or you can say...

“There are _____ solids.”

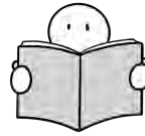
“There are _____ liquids.”

“There are _____ gasses.”

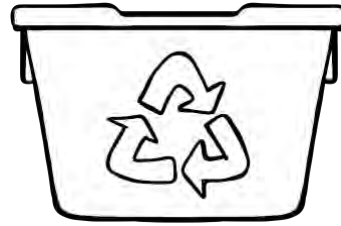
4.  Then write about it in your journal.



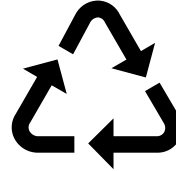
What is Recycling?



Recycling is making
trash new again. This
is a recycling bin.



This is the recycling
picture.



You can recycle:

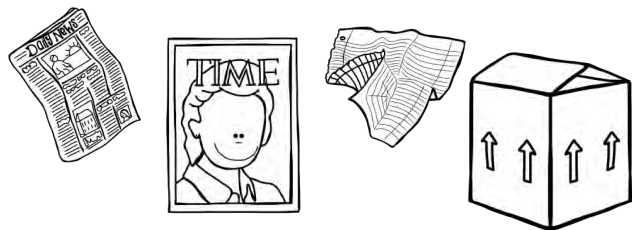
PLASTIC



GLASS



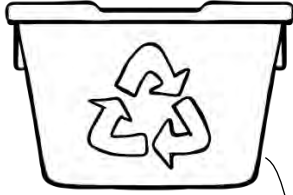
**PAPER AND
CARDBOARD**



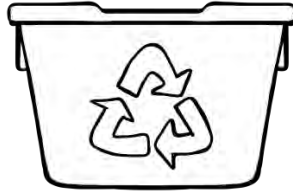
METAL



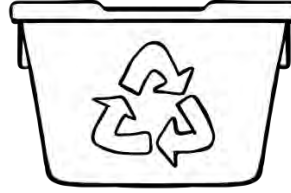
Recycling is sorted. Can you sort the recycling? Draw a line to the correct bin.



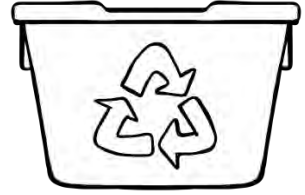
PAPER AND
CARDBOARD



PLASTIC



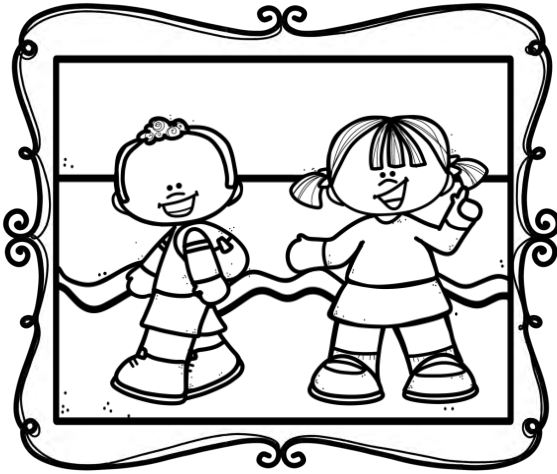
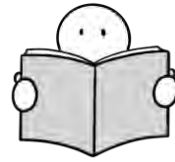
METAL



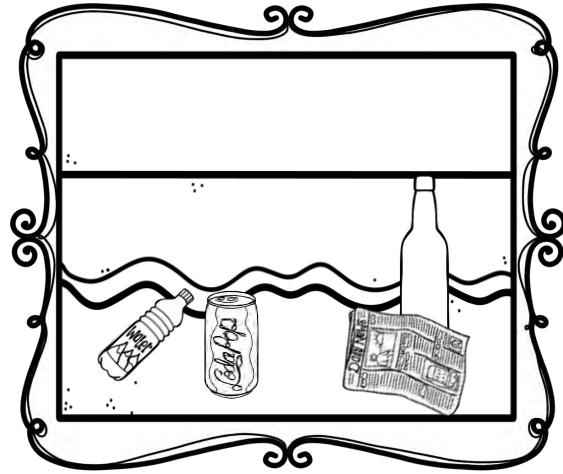
GLASS



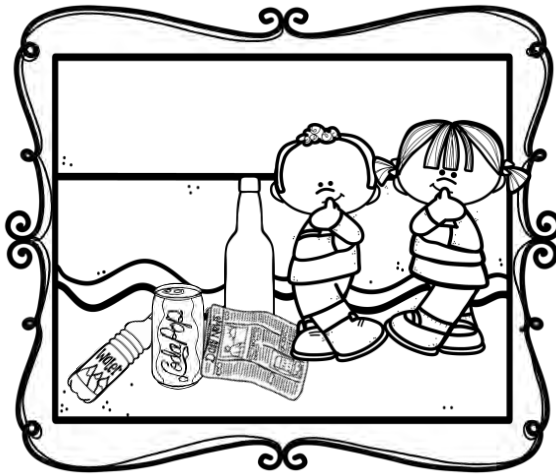
Recycling Day



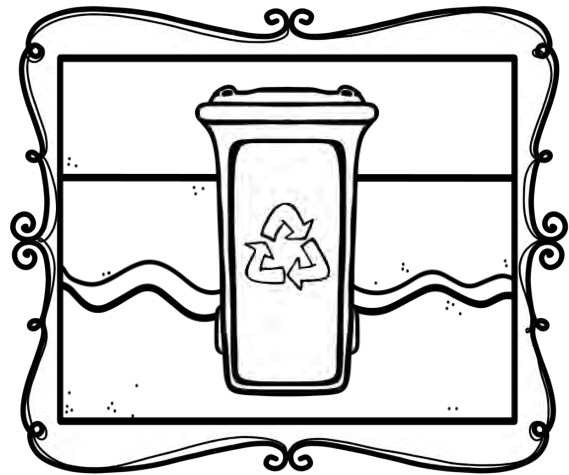
Jon and Mary are at the beach. They are walking. They see the ocean. It is hot.



Jon and Mary see things on the beach. These things do not belong.



Jon and Mary start thinking about what they can do.



Jon and Mary see a recycling bin ahead.

Circle yes or no.



Can Jon and Mary recycle these things?

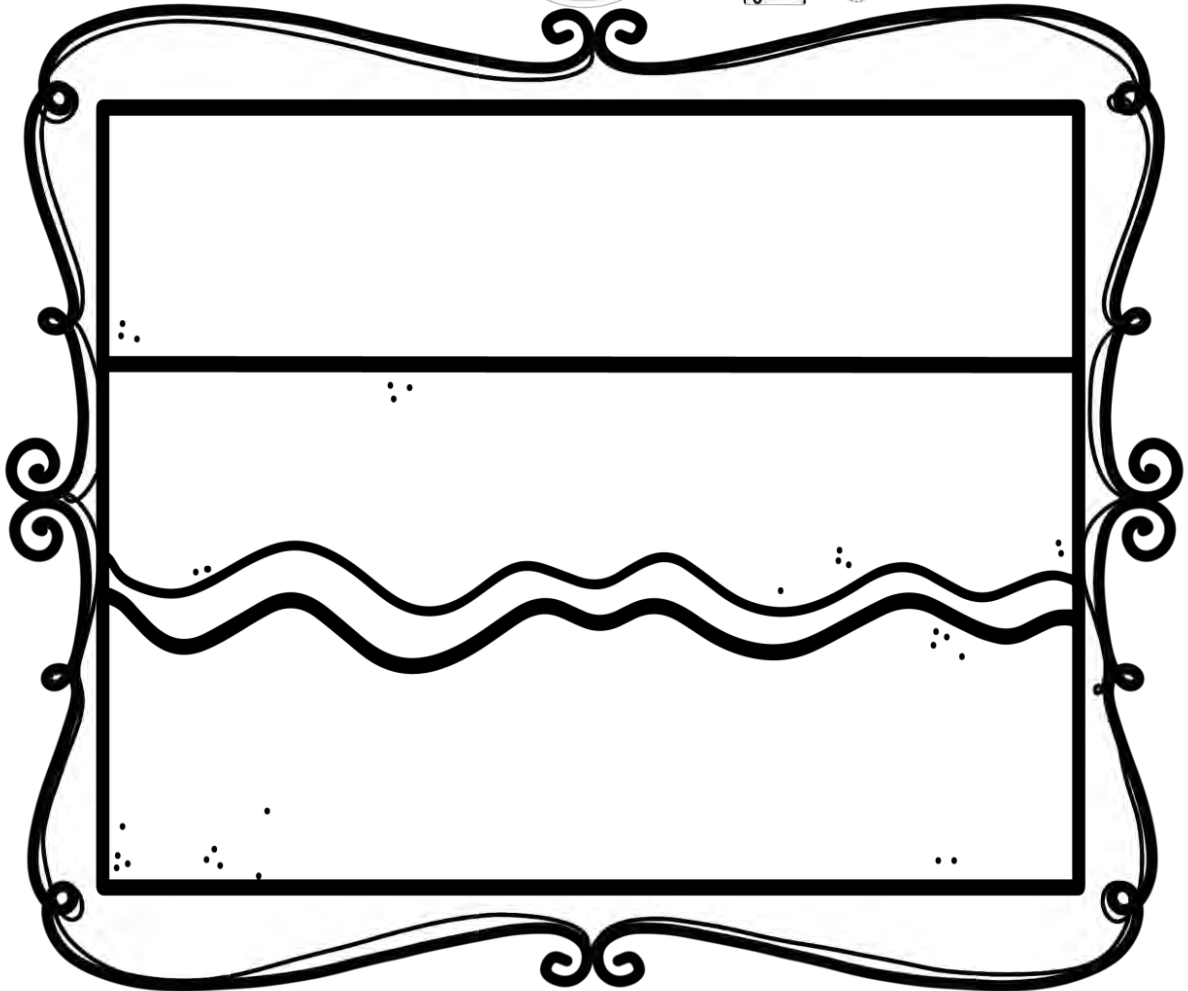
Yes

No

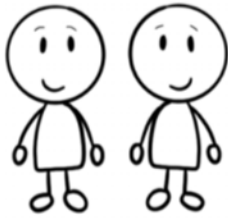
Write what happens next. Draw what happens next. Use the word bank to help you.

Tell the story to your buddy when you are done.

Word Bank:
Recycle Newspaper Glass Metal Bottle Hot Ocean



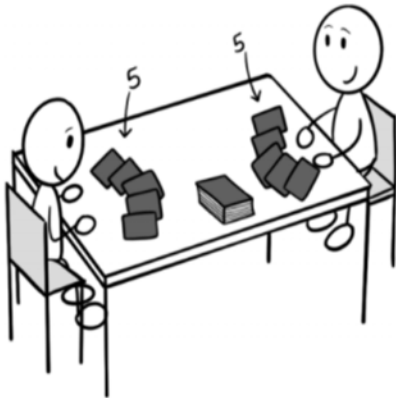
How to Play "Go Fish"



2+ Players



Shuffle the cards



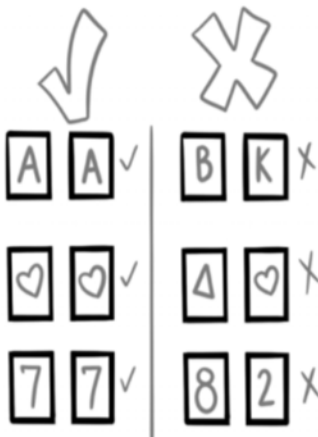
Give each player 5 cards without looking



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.



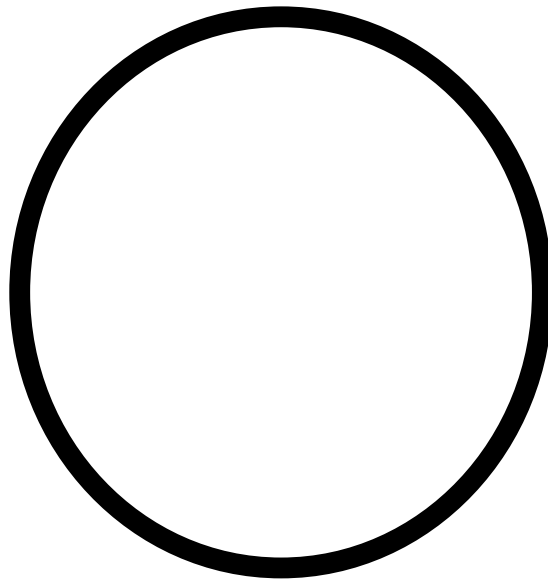
Now you are ready to play! Keep trying to find matching cards and run out of cards before your opponent.



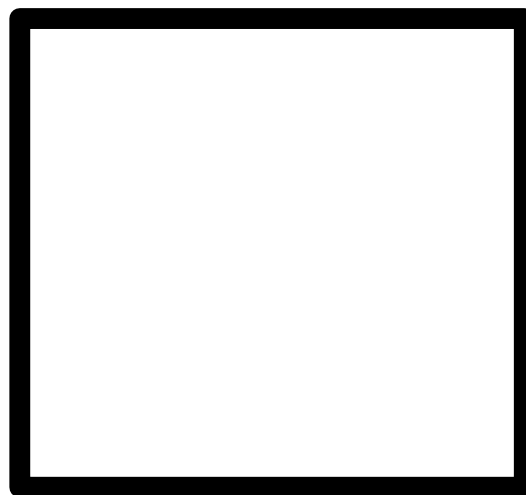
Keep playing until someone runs out of cards!

2D and 3D Shapes Vocabulary

circle

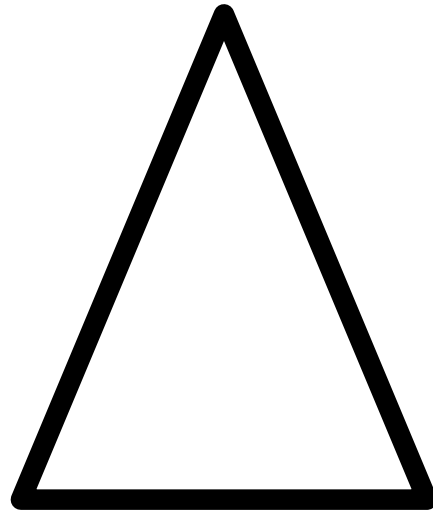


square



2D and 3D Shapes Vocabulary

triangle

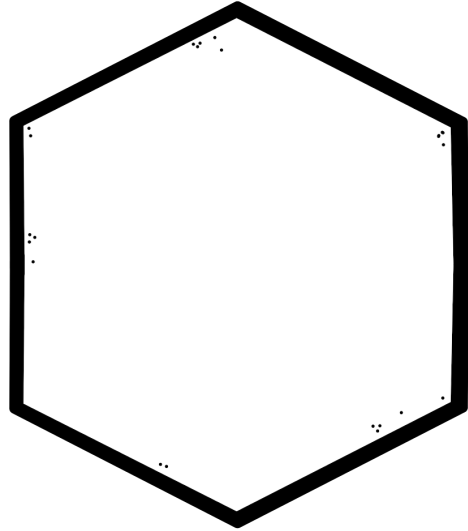


rectangle

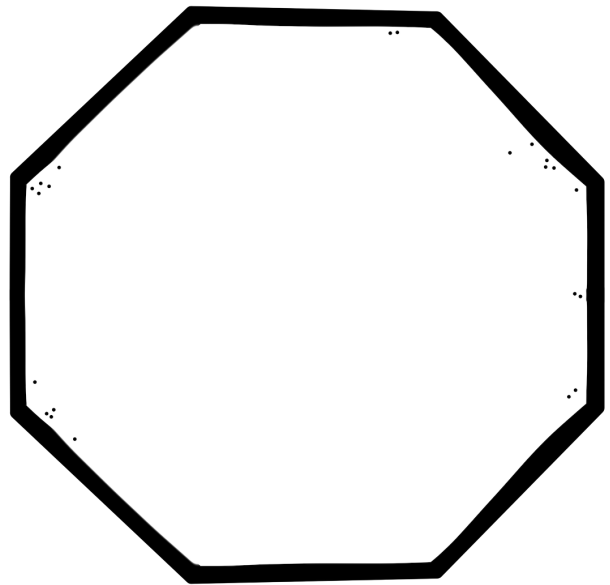


2D and 3D Shapes Vocabulary

hexagon

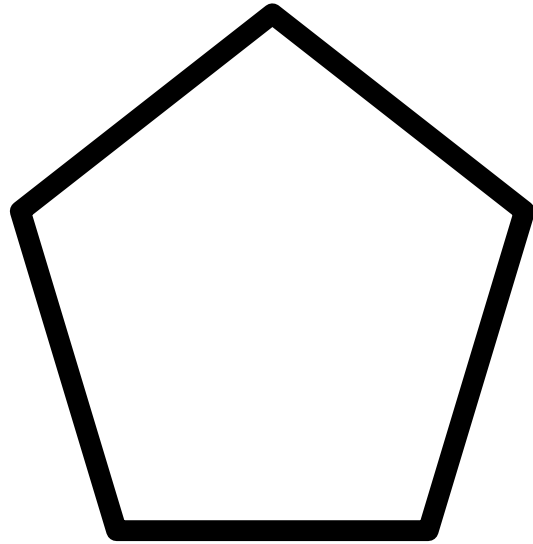


octagon

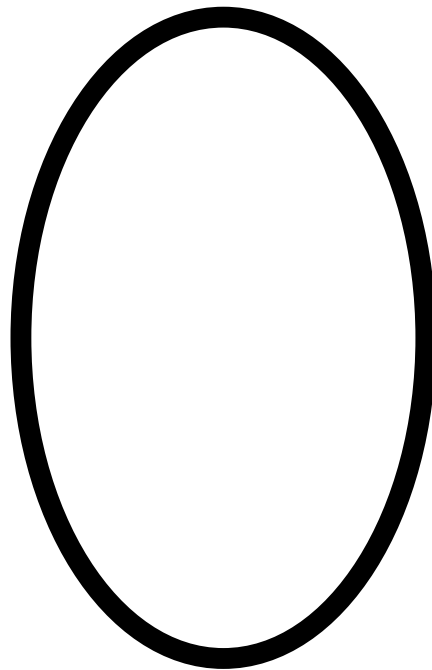


2D and 3D Shapes Vocabulary

pentagon

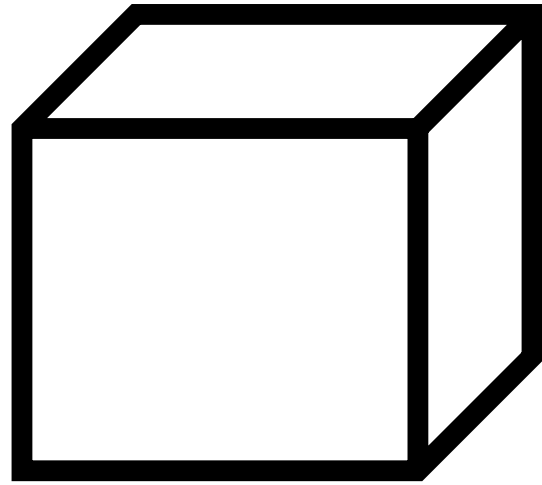


oval

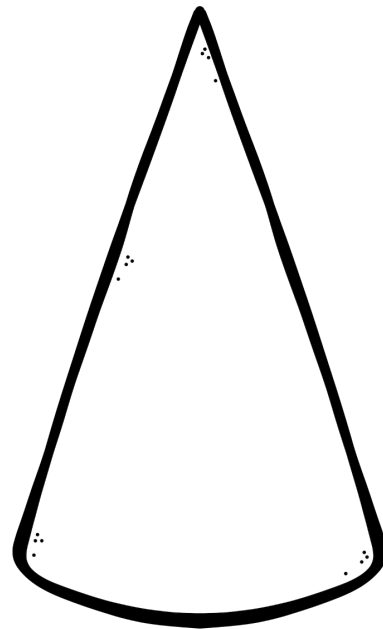


2D and 3D Shapes Vocabulary

cube

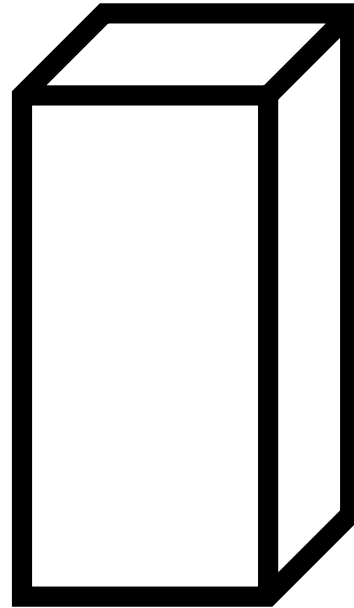


cone

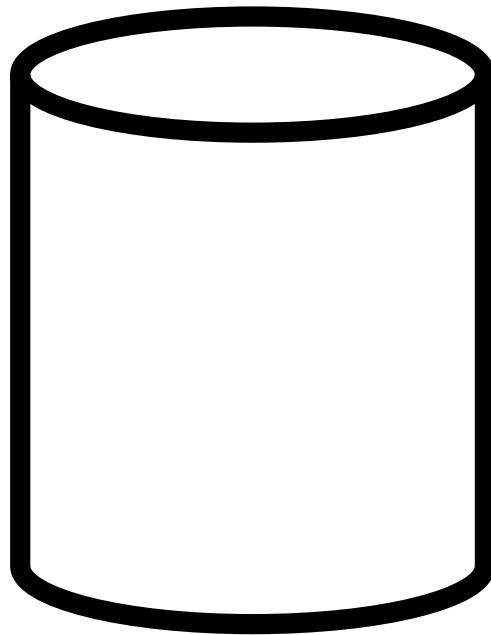


2D and 3D Shapes Vocabulary

**Rectangular
prism**

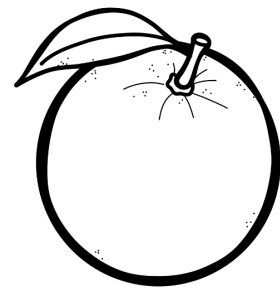
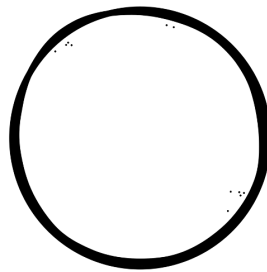


cylinder

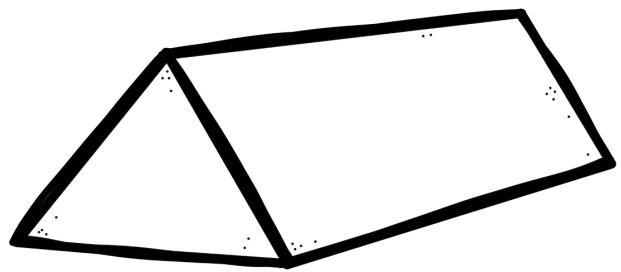


2D and 3D Shapes Vocabulary

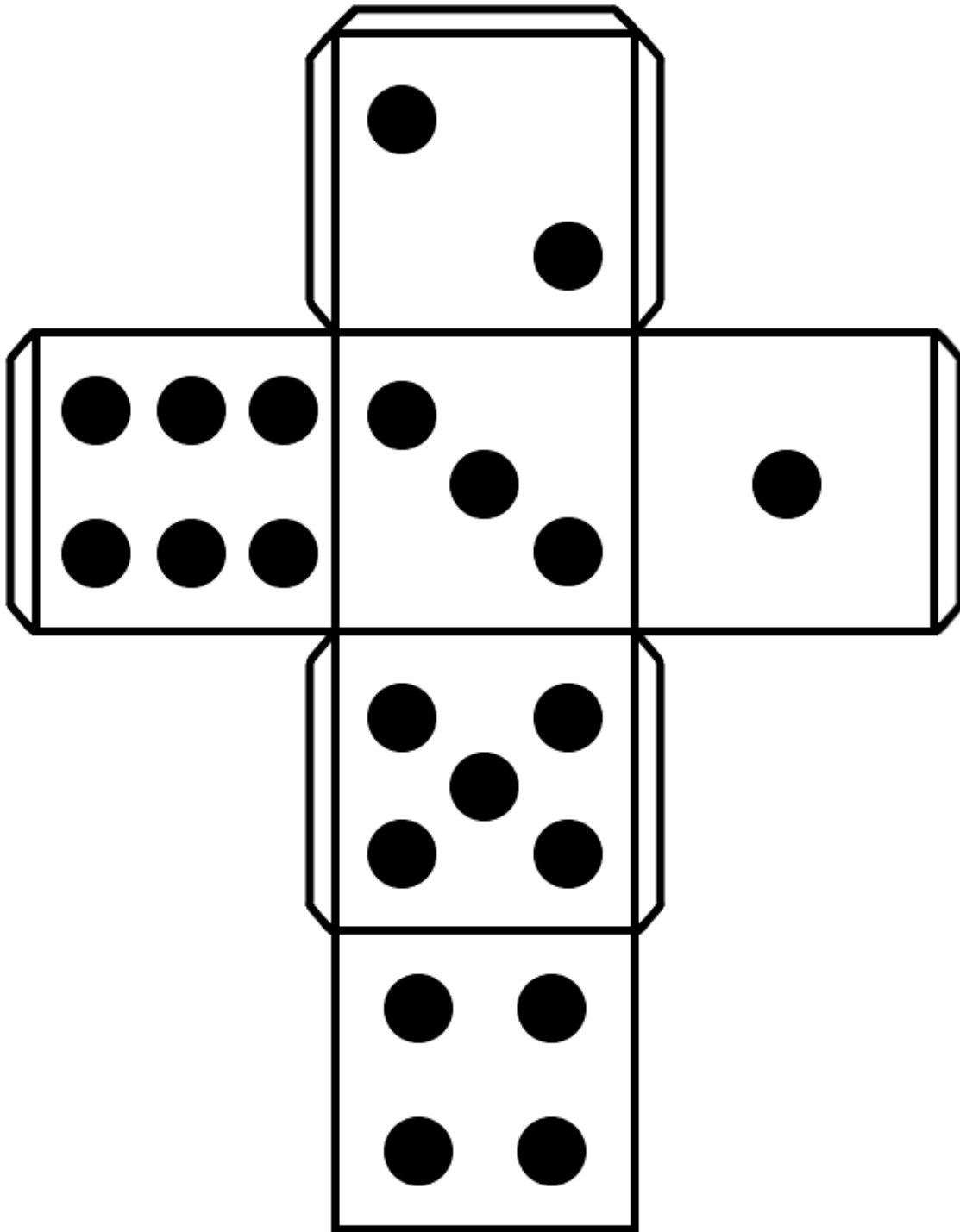
sphere



**triangular
prism**














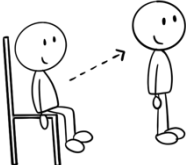
Cut this out to make a dice.
Use this dice for your "Let's Move Brain Breaks" each day.



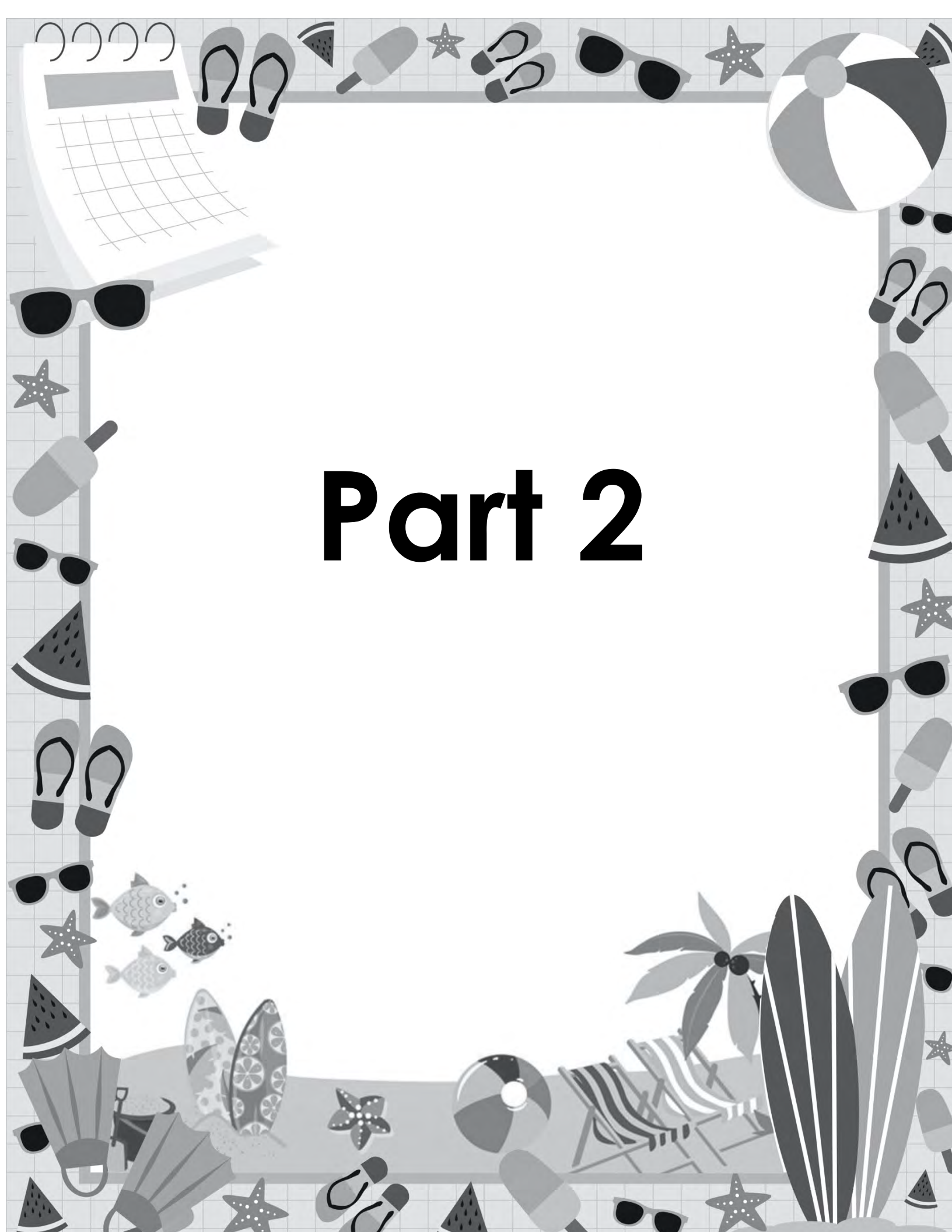


Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

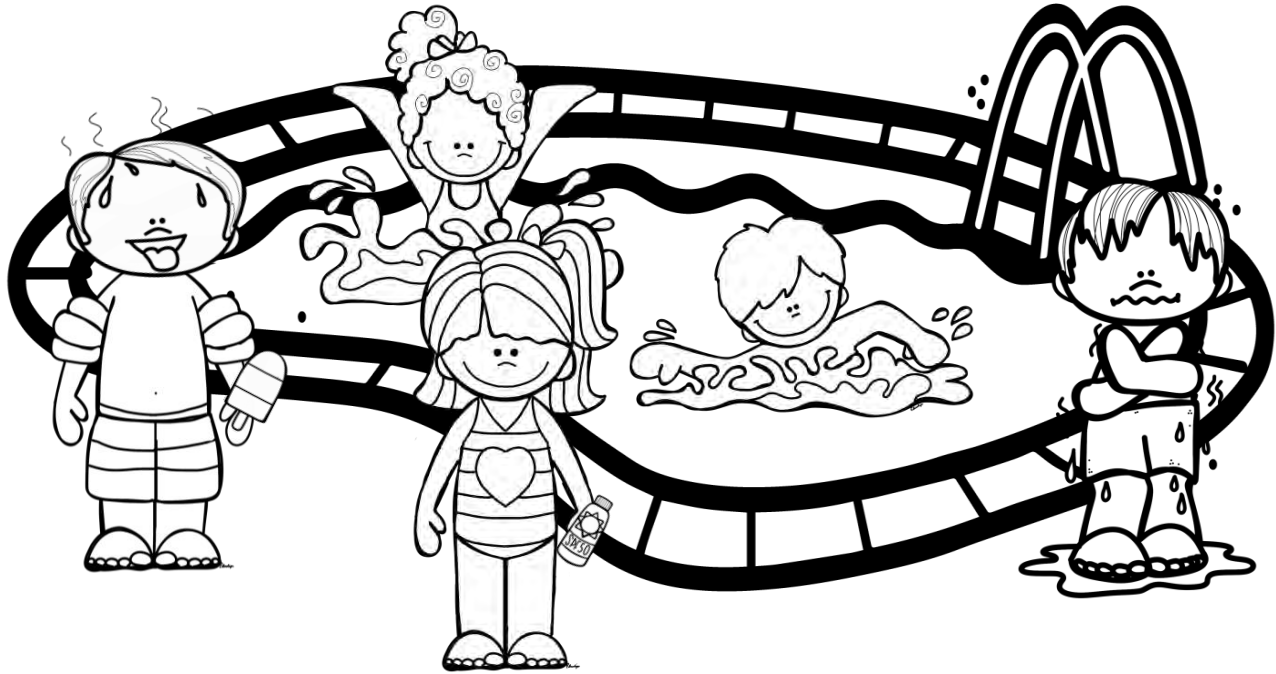
	Day 1
	10 Jumping jacks 
	Touch your toes 20 times 
	10 sit-ups 
	Make 20 arm circles 
	Run in place for 1 minute 
	Sit down and stand up 10 times 

Part 2



Write a Story!

Look at the scene. Write a story about it. Use your vocabulary.
Use English. Use your home language.



Solid Liquid Gas Molecule Flows Cold Hot
Popsicle Sunscreen Swimsuit Ocean Pool

Tell your story to your
buddy.

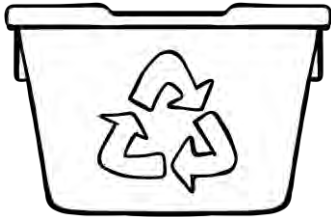


Recycling Scavenger Hunt



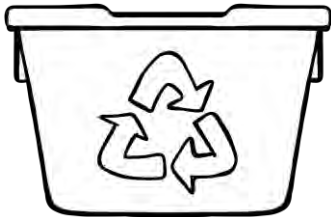
Look around your house . What can be recycled ? List 3 items in the categories below. Draw the items.

Paper and Cardboard



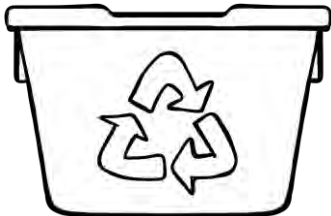
1	2	3
---	---	---

Plastic



1	2	3
---	---	---

Metal



1	2	3
---	---	---

Glass



1	2	3
---	---	---

Make a States of Matter Chart

1. Fold your paper in half.



2. Take the top of your paper and fold it about $\frac{1}{3}$ of the way down.



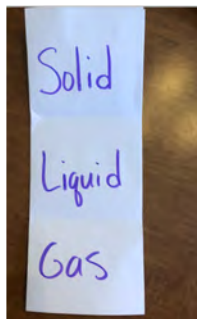
3. Take the bottom of the paper and fold it to the top of the paper.



4. Unfold the paper and you should have 3 boxes.



5. Label the outside Solid, Liquid and Gas



6. On the inside, write your own description of each.

A solid is...

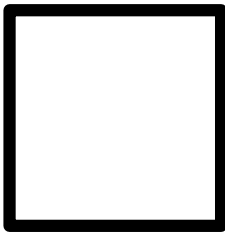
A liquid is...

A gas is...

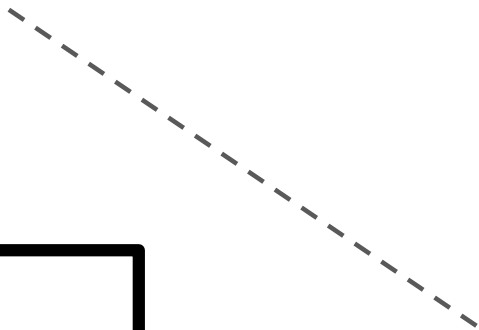


7. Finally, walk around your home and locate items that are solid, liquids and gasses. When you find them, write them down in your chart. Write down as many as you can!!!

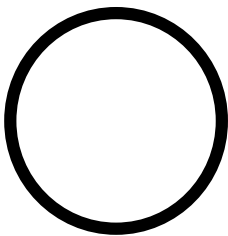
Draw a line to match the shape to the correct name.
Write the name of the shape.



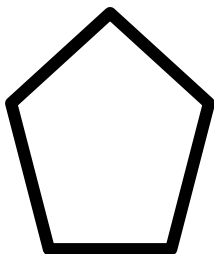
circle



square

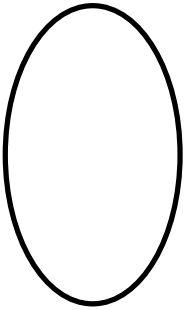


pentagon

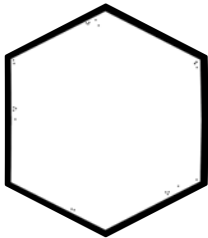


rectangle

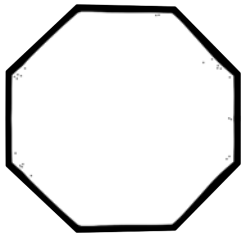
Draw a line to match the shape to the correct name.
Write the name of the shape



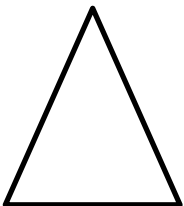
octagon



oval

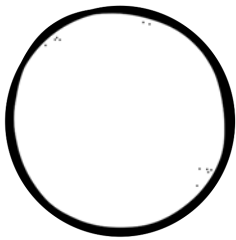


hexagon

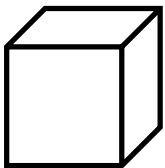


triangle

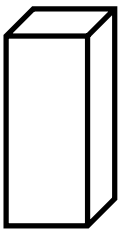
Draw a line to match the shape to the correct name.
Write the name of the shape



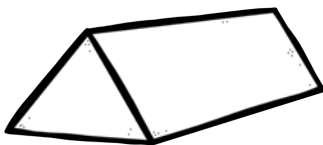
triangular
prism



cube

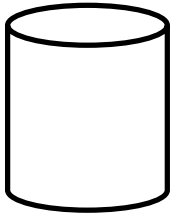


sphere



rectangular
prism

Draw a line to match the shape to the correct name.
Write the name of the shape



cone



cylinder



What did you learn when you were looking for solids, liquids and gasses? Was it easy to find them? Was it difficult? Why?

I learned _____.

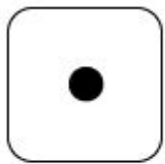


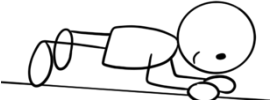

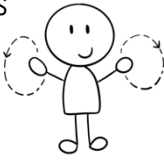




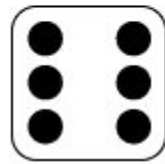

I think that _____.

I have a question about _____.

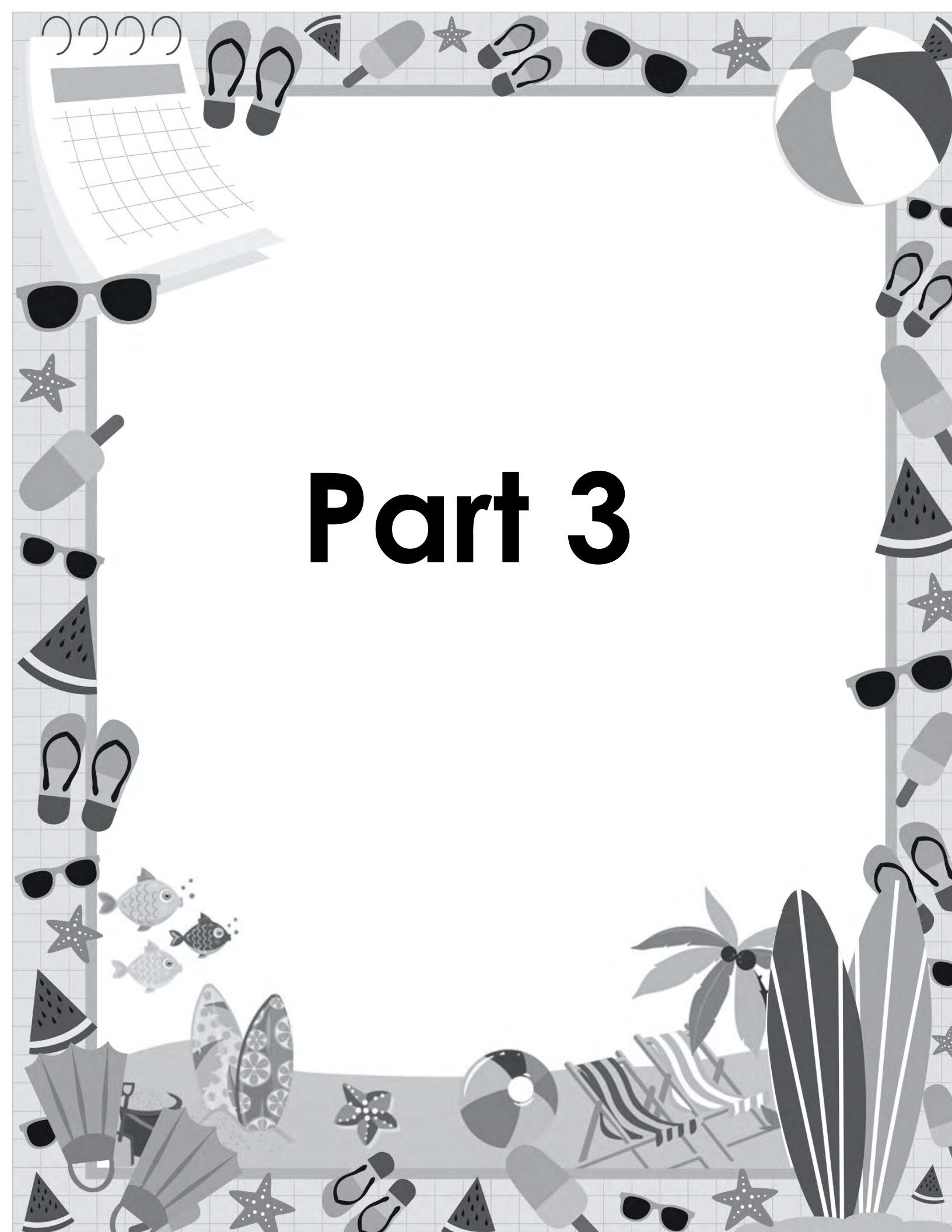


Let's Move!

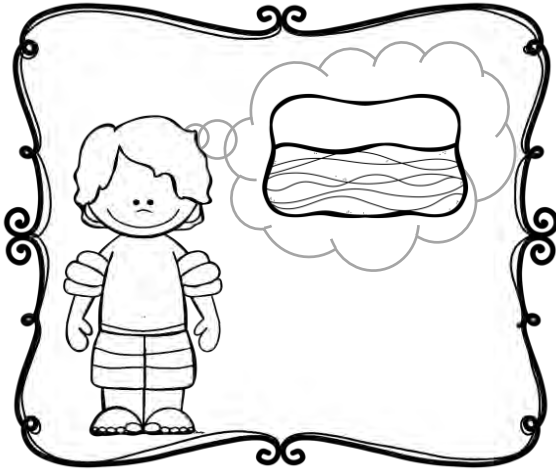
Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 2
	1-minute wall-sit 
	1-minute plank 
	Make 30 arm circles 
	Run in place for 1 minute 
	20 Jumping jacks 
	Touch your toes 20 times 

Part 3



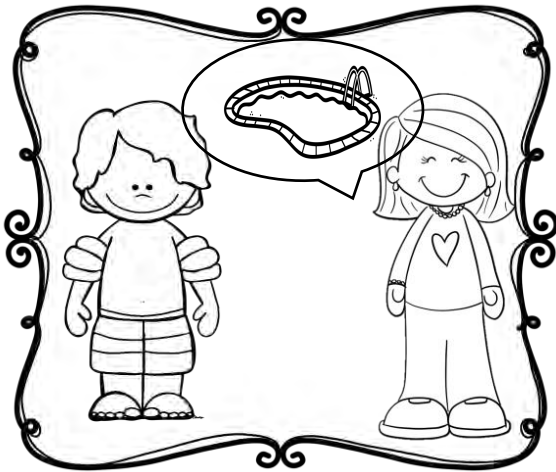
Summer Story



Rob is hot. He wants to go to the ocean.



Rob is sad. The ocean is too far away.



Rob's mom says he can go to the pool.



Rob is happy! He loves to swim.

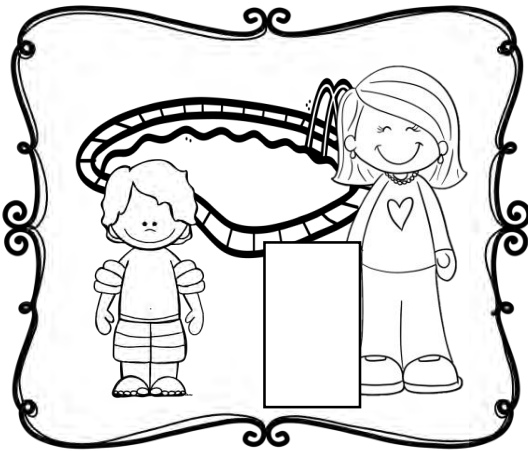
Summer Story



Rob is already in his swimsuit.
He puts on his sunscreen.



Rob gets to the pool. He gets in
the pool.



Rob swims for a long time. He
gets out. His mom gives him a
towel.

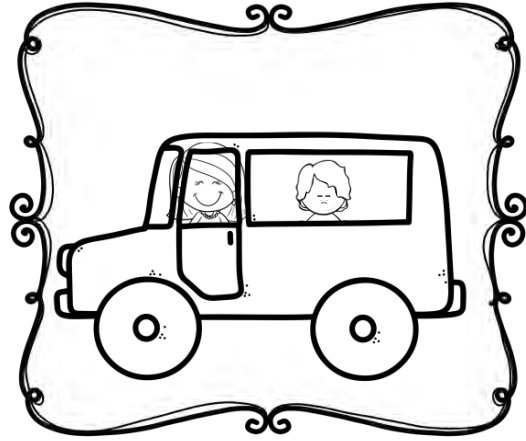


Rob's mom gets him a
popsicle. The popsicle is cold. It
is solid.

Summer Story

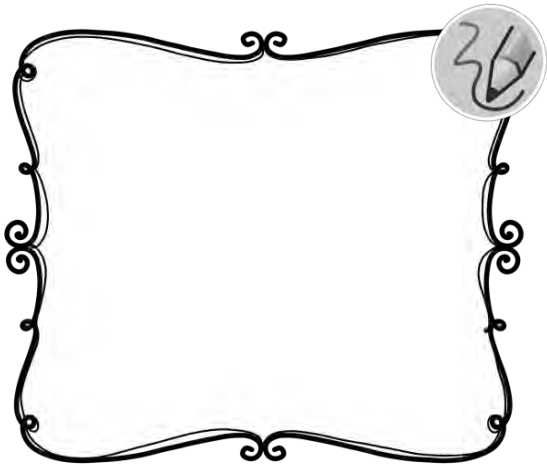


It starts to melt. It is turning into liquid.



Rob finishes his popsicle. He is tired. They go home.

Have you ever gone swimming?
Draw it!



Let's Make Oobleck!

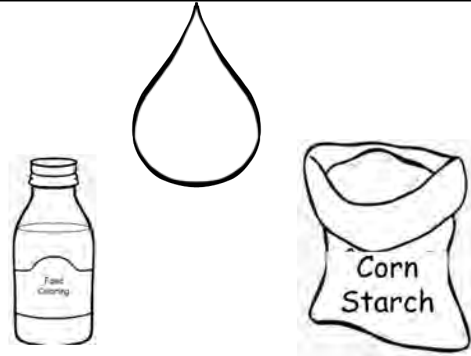
Then decide if it is a solid, liquid or a gas?

You will need:

1 cup of water

1.5-2.0 cups of corn starch

food coloring



1. Put water in a bowl.

2. Slowly add corn starch.



First use a spoon. Then you may need to mix with your hand.

Stop adding corn starch when it both a liquid but it can also take a shape like a solid.

3. Play with the Oobleck. Is it a solid? Is it a liquid? Is it a gas? Why do you think the way you do?



Write about what you think in your journal.

<https://www.instructables.com/id/Oobleck/>

Let's Make Salt Dough!

Then decide if it is a solid, liquid or a gas?

You will need:

1 cup of water

2.0 cups of all purpose flour

1 cup salt



1. Mix flour and salt in a bowl.
2. Slowly add water.

Roll it in a ball. Knead it for 5 minutes.

If it is too sticky, add more flour.

If it is too dry, add more water.

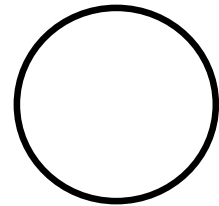
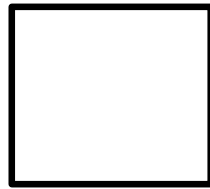
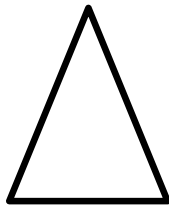
3. Play with the salt dough. Use different tools.
4. Is it a solid? Is it a liquid? Is it a gas? Why do you think the way you do?



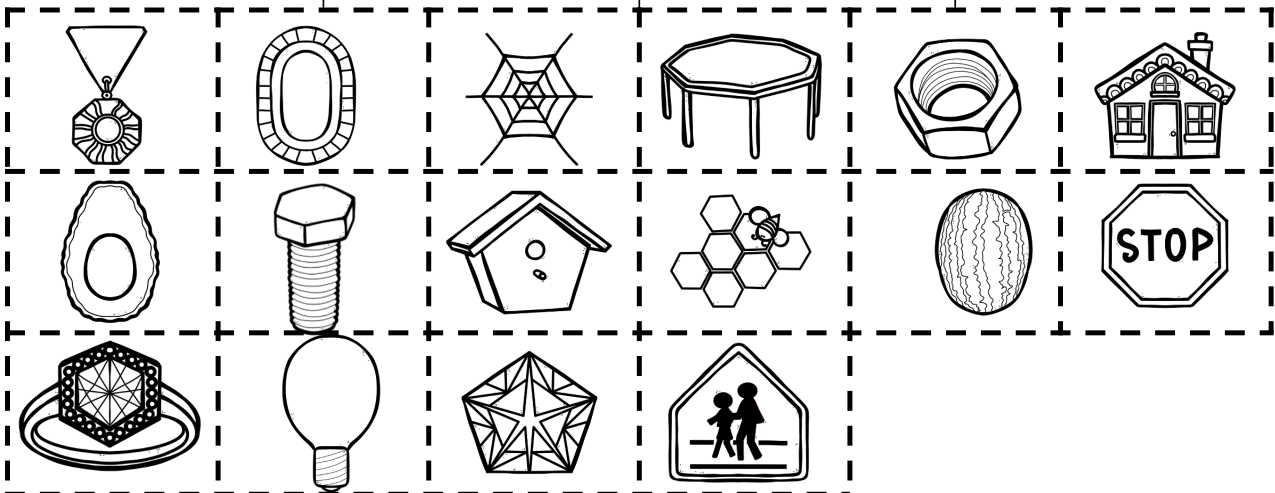
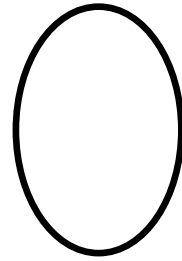
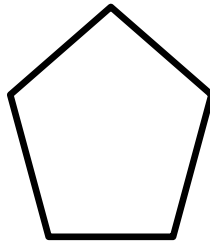
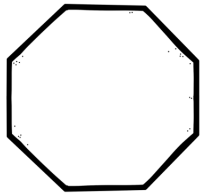
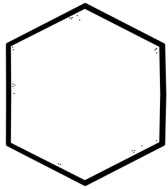
Write about what you think in your journal.

<https://unsophisticook.com/salt-dough-recipe/>

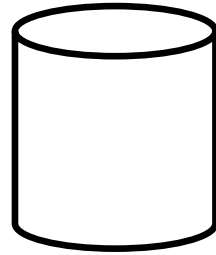
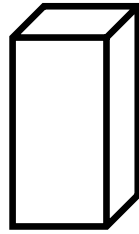
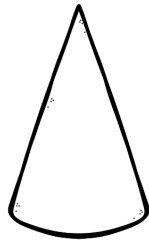
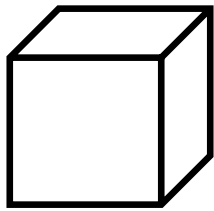
Cut and paste the shapes in the correct column.



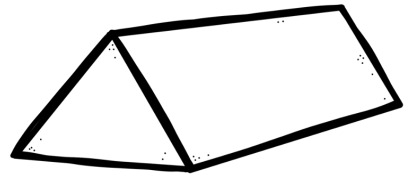
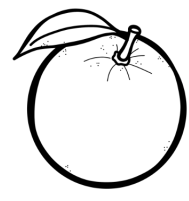
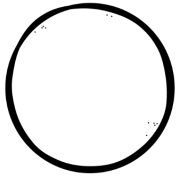
Cut and paste the shapes in the correct column.

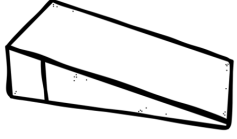

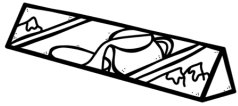




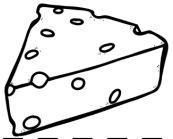




Cut and paste the shapes in the correct column.



Cut and paste the shapes in the correct column. 




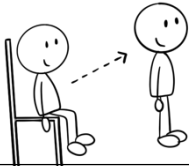







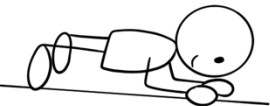


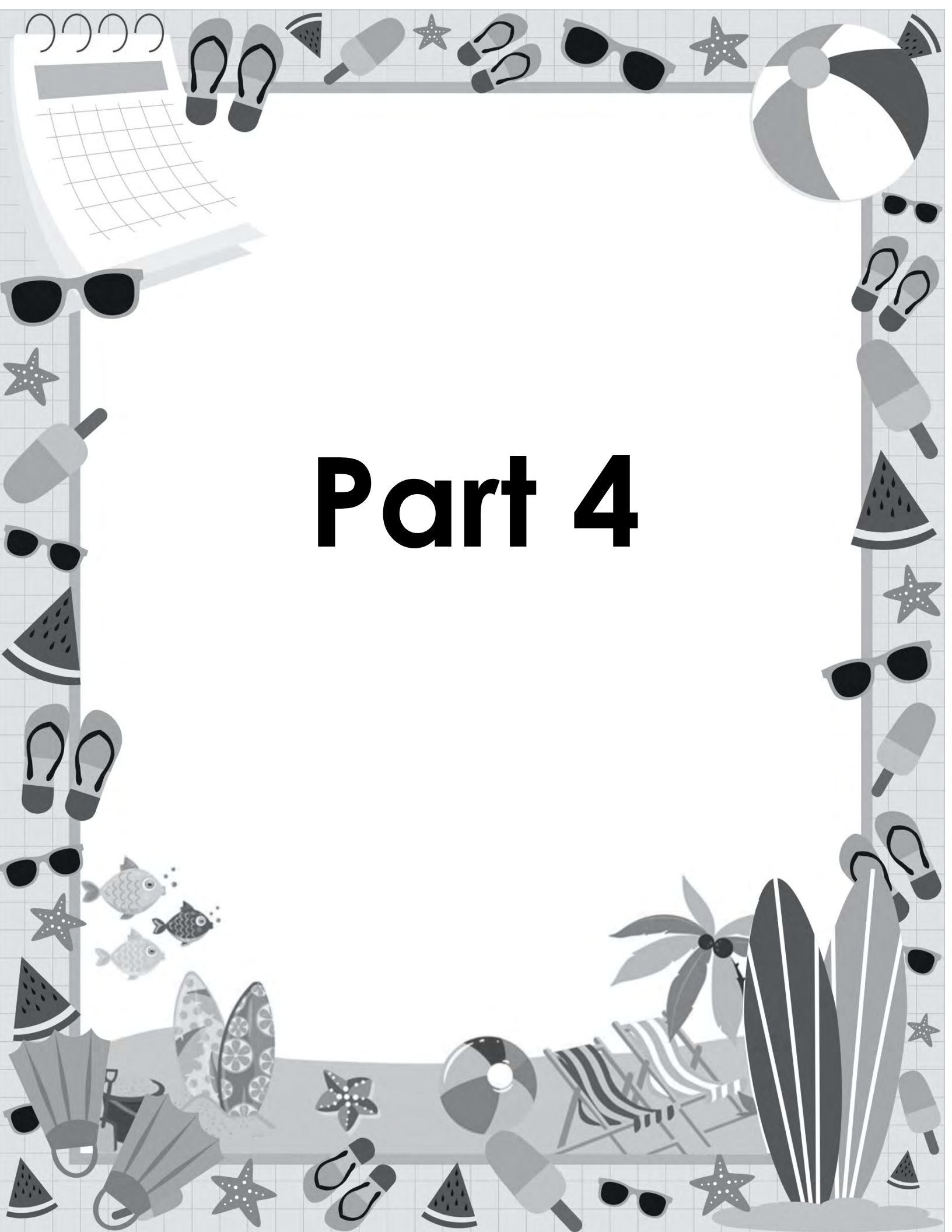


Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 3
	10 Sit-ups 
	Sit down and stand up 10 times 
	Run in place for 1 minute 
	Touch your toes 20 times 
	Touch your toes 20 times 
	1-minute plank 

Part 4

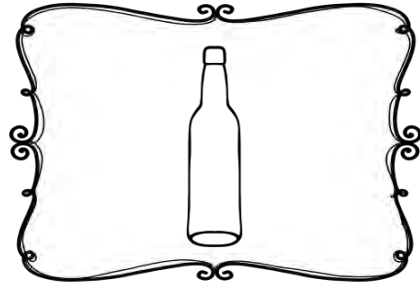


Finish the Sentence

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



A glass bottle is (solid/squishy).



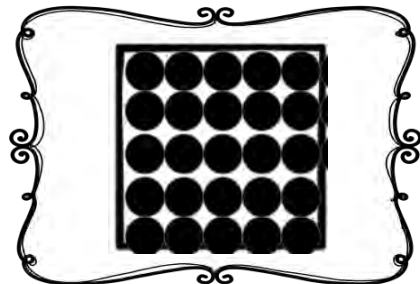
Ice cream melts into a (solid/liquid)



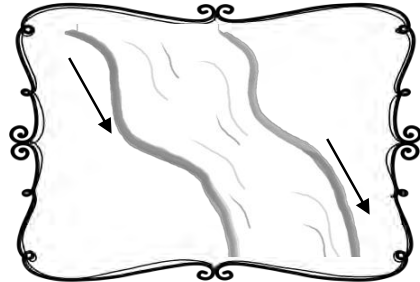
Steam from a pot is (liquid/gas)



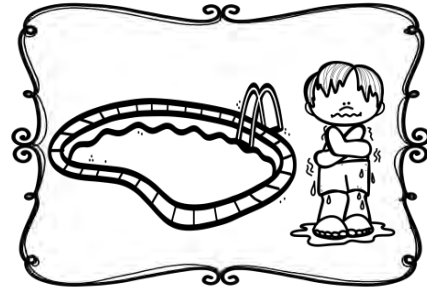
In solids the (particles/molecules) are close together.



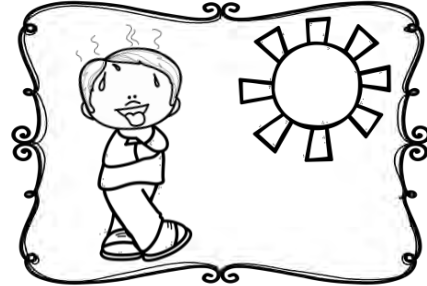
River water (flows/stops).



Cole is (cold/hot) when he gets out of the pool.



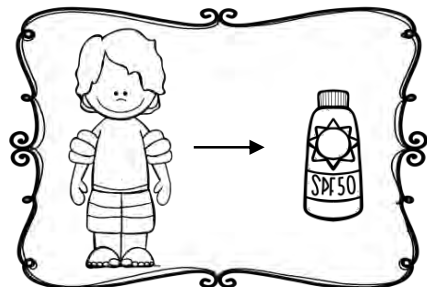
Jean is (cold/hot) in the sun.



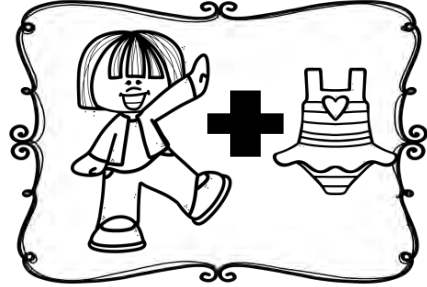
Rob loves his fruity (granola/popsicle).



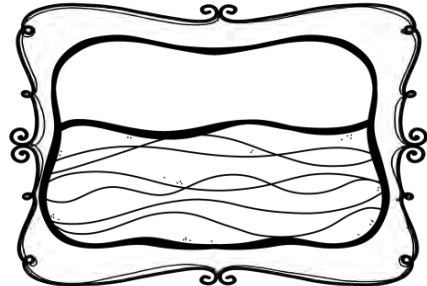
Jack should put on (oil/sunscreen) before going to the pool.



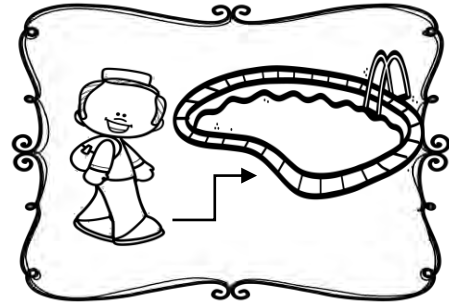
Tanya needs her (shorts/swimsuit) to swim.



The (pool/ocean) is a huge body of water!



Mark is going to the (puddle/pool).



Pick 3 of your vocabulary words. Write 3 sentences.



Solid Liquid Gas Molecule Flows Cold Hot
Popsicle Sunscreen Swimsuit Ocean Pool

1. _____

2. _____

3. _____

Share your sentences with your buddy.

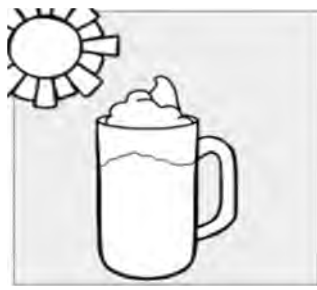
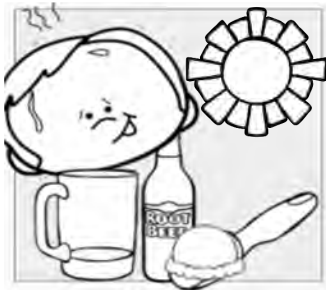


Matter

Directions: A boy wants to make a root beer float on a hot summer day. Can you put the pictures in order? Write about what happens. Then describe the states of matter in your journal.



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

feel hot and need something to cool down make a cool ice cream treat
put Ice cream, root beer in a cup play out in the sand and the hot sun

1

2

3

4

First _____

_____.

Next _____

_____.

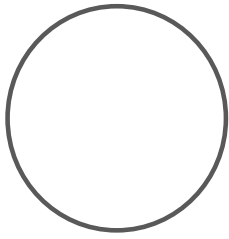
Then _____

_____.

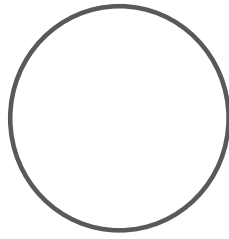
Last _____

_____.

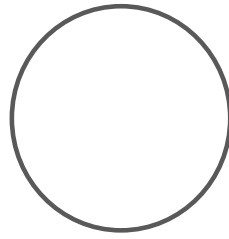
Which state of matter is in the different parts of the root beer float? Draw the molecules in the circles.



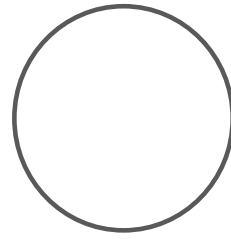
root beer



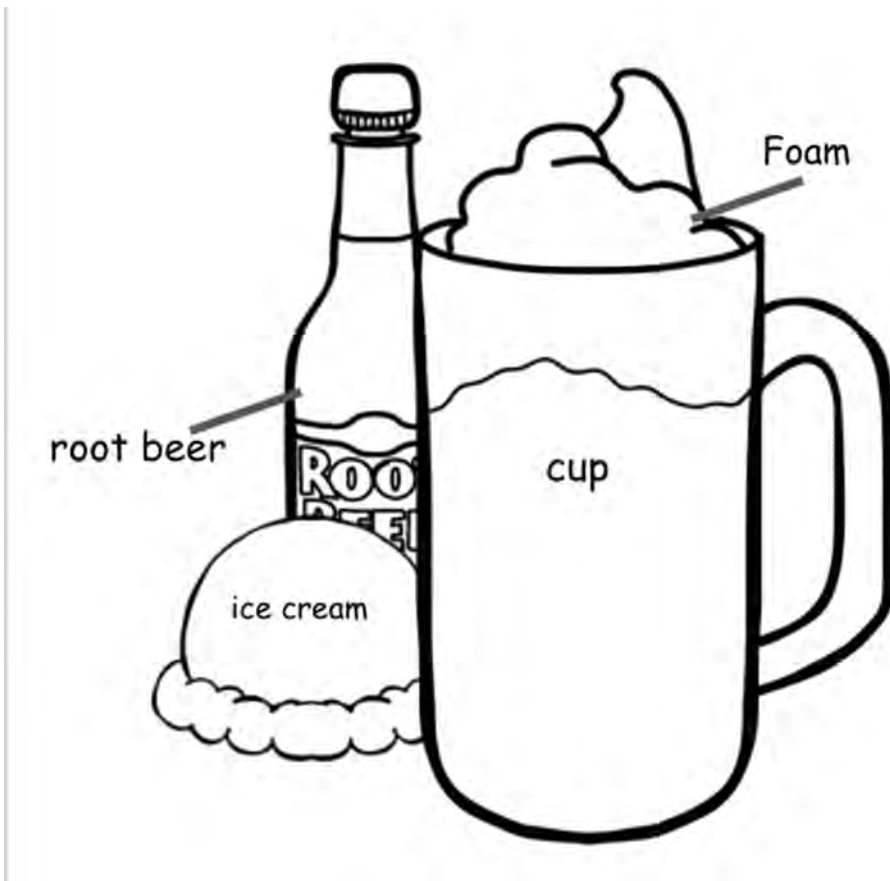
cup



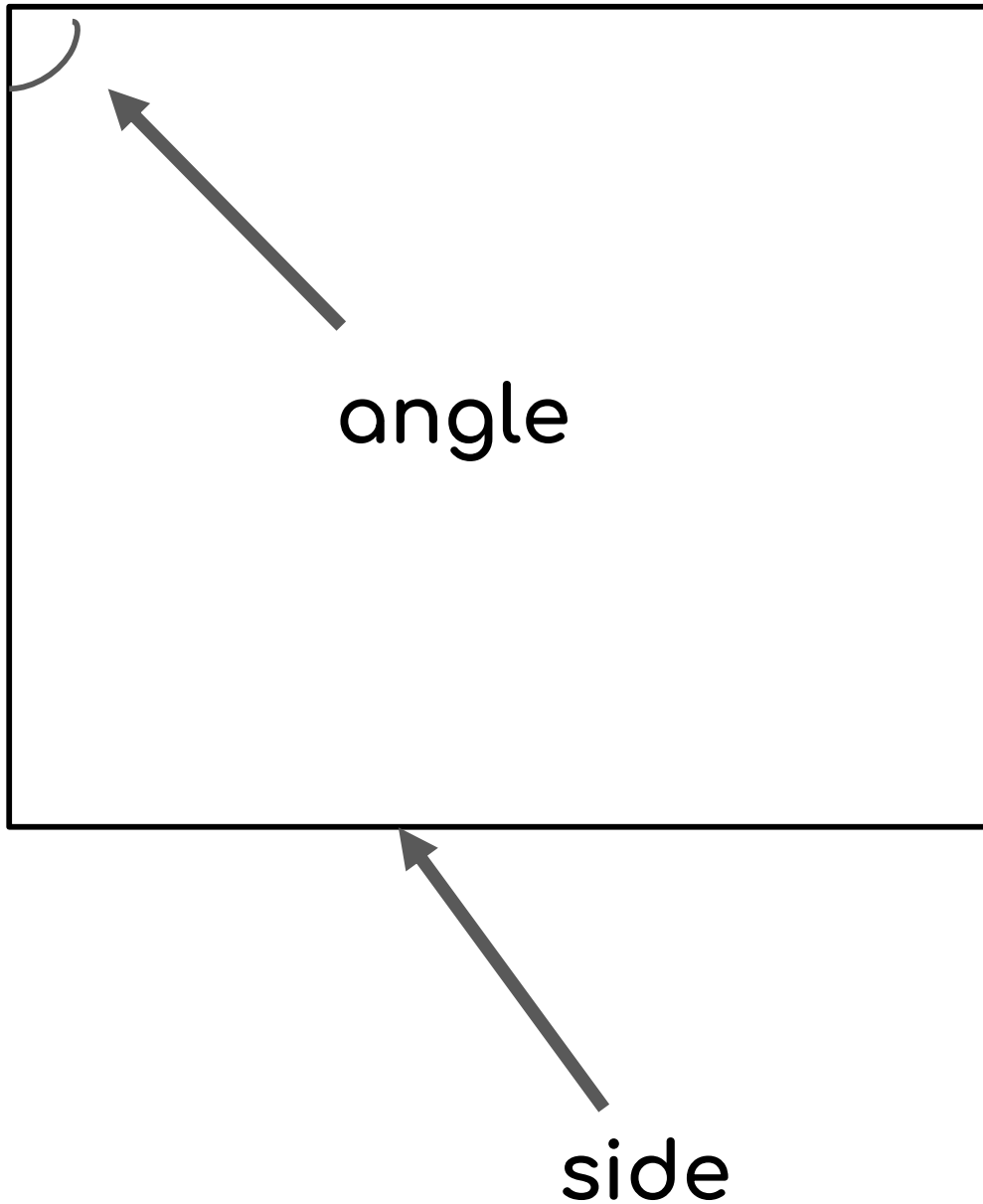
foam



ice cream



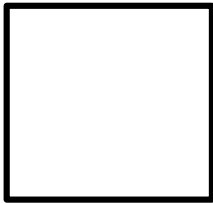
Here is an example of what a side is and what an angle is.



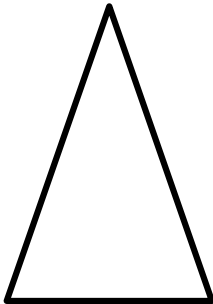
Complete the sentence frame. Describe the sides and angles each shape has. Read the sentence aloud.



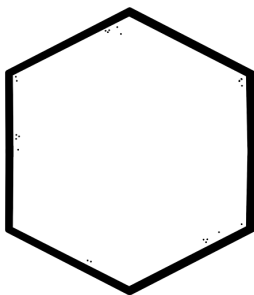
1. A _____ has ____ sides and ____ angles.



2. A _____ has ____ sides and ____ angles.



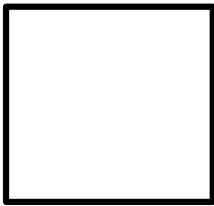
3. A _____ has ____ sides and ____ angles.



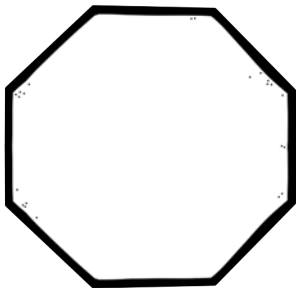
Complete the sentence frame. Describe the sides and angles each shape has. Read the sentence aloud.



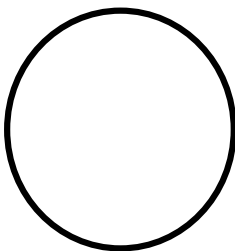
4. A _____ has ____ sides and ____ angles.



5. A _____ has ____ sides and ____ angles.



6. A _____ has ____ sides and ____ angles.



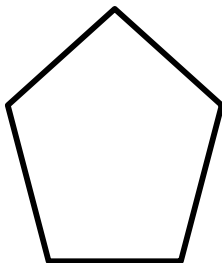
Complete the sentence frame. Describe the sides and angles each shape has.
Read the sentence aloud.



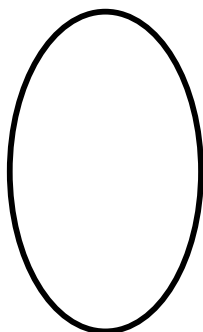
7. A _____ has ____ sides and ____ angles.



8. A _____ has ____ sides and ____ angles.



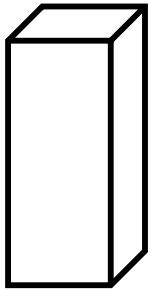
9. A _____ has ____ sides and ____ angles.



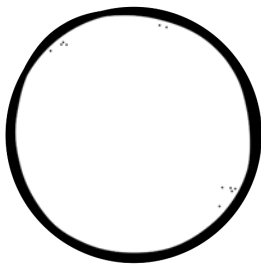
Complete the sentence frame. Describe the sides and angles each shape has. Read the sentence aloud.



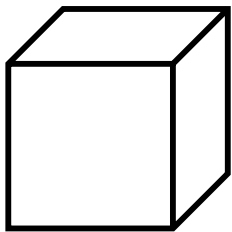
10. A _____ has ___ sides, _____ angles, _____ faces.



11. A _____ has ___ sides, _____ angles, _____ faces.



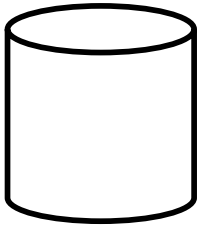
12. A _____ has ___ sides, _____ angles, _____ faces.



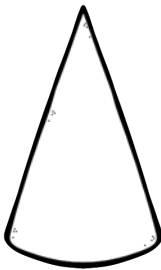
Complete the sentence frame. Describe the sides and angles each shape has. Read the sentence aloud.



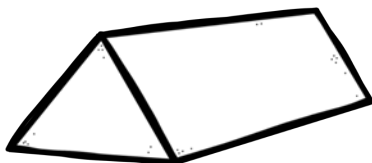
10. A _____ has ____ sides, ____ angles, ____ faces.



11. A _____ has ____ sides, ____ angles, ____ faces.



12. A _____ has ____ sides, ____ angles, ____ faces.





How do you think the root beer float is a way to describe states of matter?

I learned _____.

I think that _____.


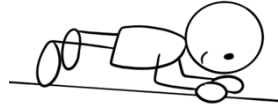










I have a question about _____.

A series of horizontal lines for writing, including lines that pass through the text boxes above and several additional lines below.

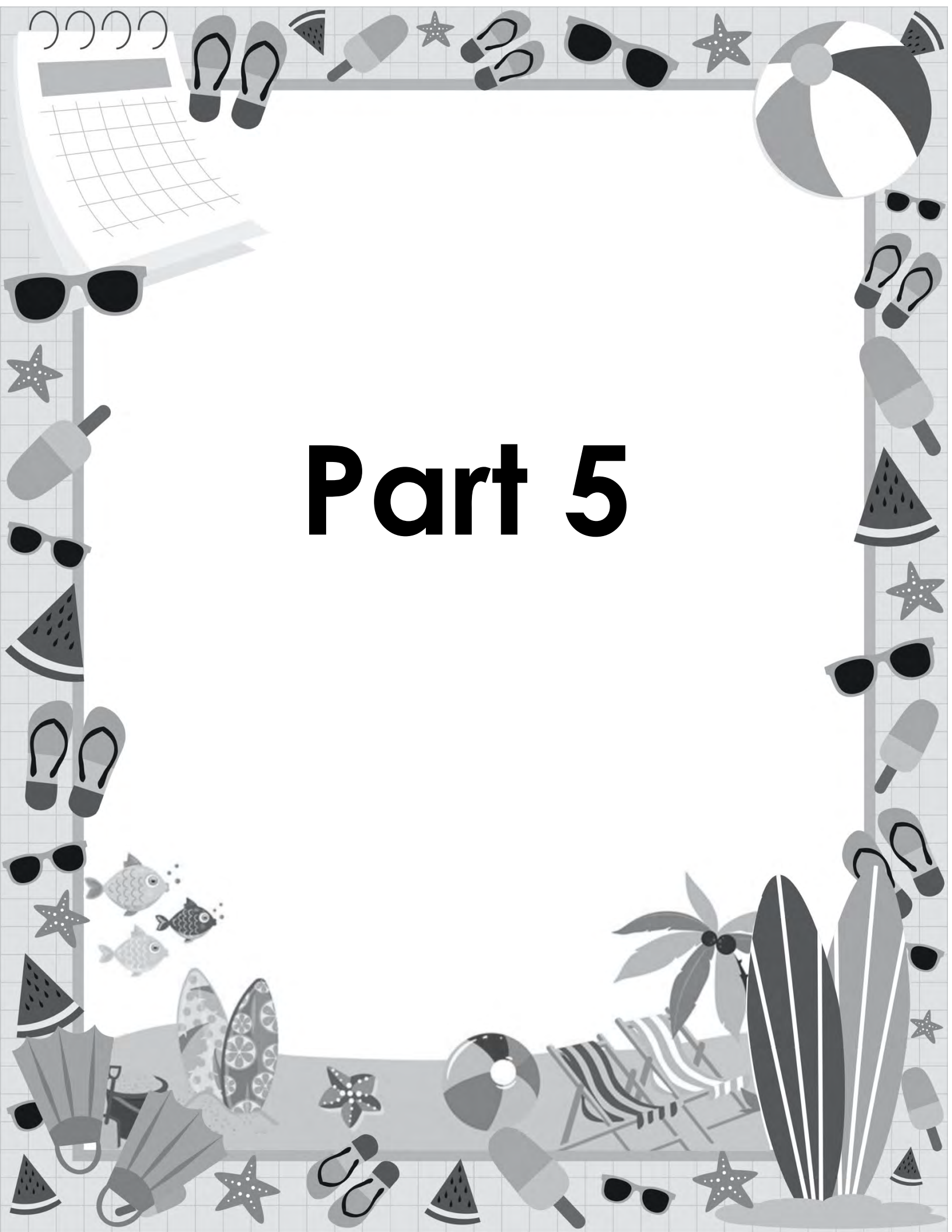


Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 4
	1-minute plank 
	10 sit-ups 
	1-minute wall-sit 
	Make 30 arm circles 
	Touch your toes 10 times 
	Sit down and stand up 10 times 

Part 5



A Summer Poem!



Write a summer poem with as much English as you can. **You can use your own language.** Use the first letter to start your sentence. Use your vocab. Read the example below.

S

itting by the ocean is where I want to be, but

U

nder the water at the pool is where I'll be.

M

y face is red from being hot, but that's okay,

M

y mom brought sunscreen. I'm

E

ating a cold popsicle that's turning into liquid. I

R

eally love summer!

Word Bank

Solid

~~Liquid~~

Gas

Molecule

Flows

~~Cold~~

~~Hot~~

~~Popsicle~~

~~Sunscreen~~

Swimsuit

~~Ocean~~

~~Pool~~

A Summer Poem!

Now it is your turn. Write your poem!



S

U

M

M

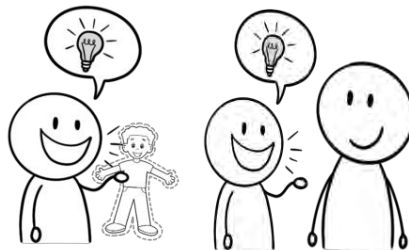
E

R

Word Bank

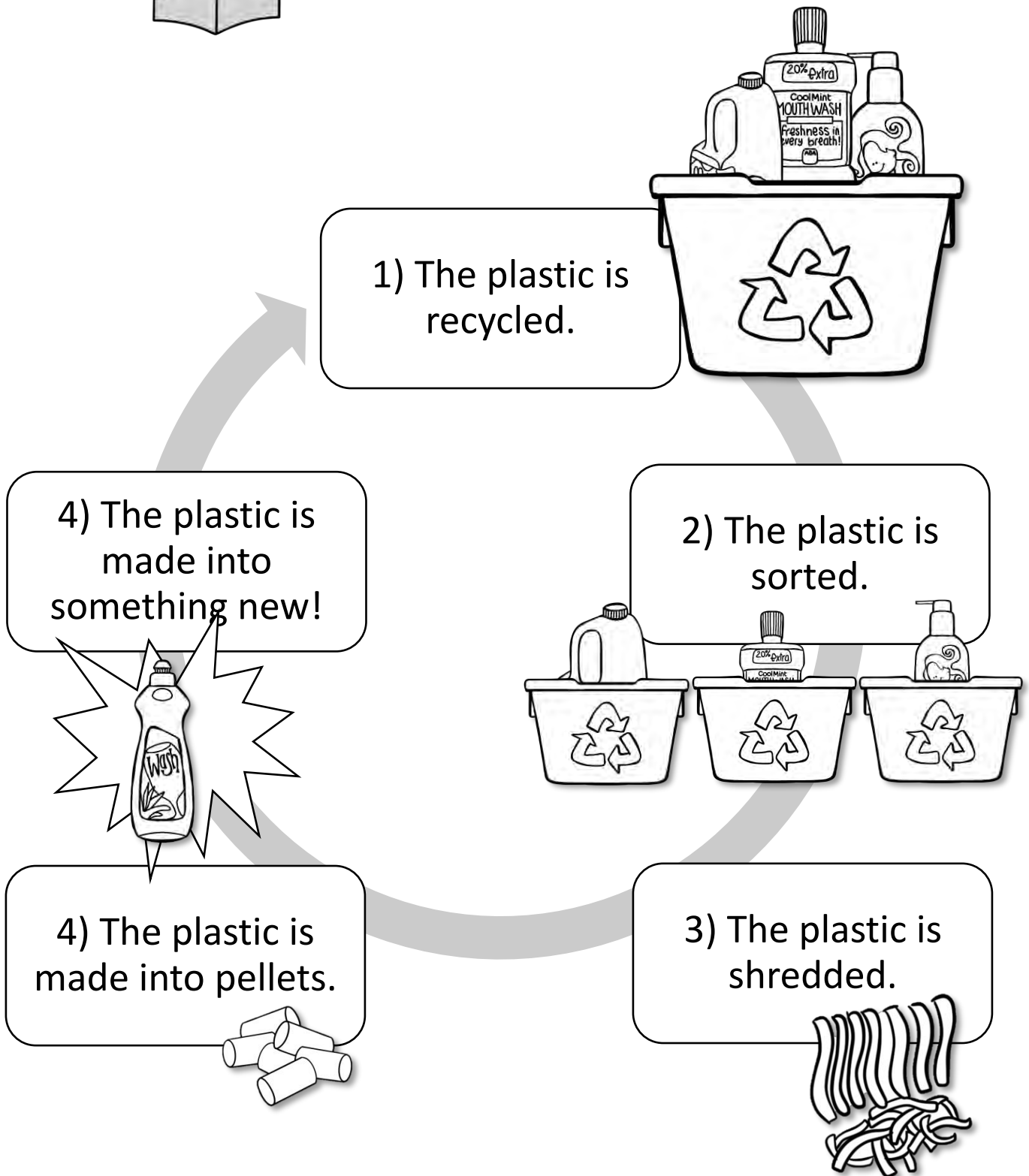
- Solid
- Liquid
- Gas
- Molecule
- Flows
- Cold
- Hot
- Popsicle
- Sunscreen
- Swimsuit
- Ocean
- Pool

Tell your buddy or someone in your house your poem.

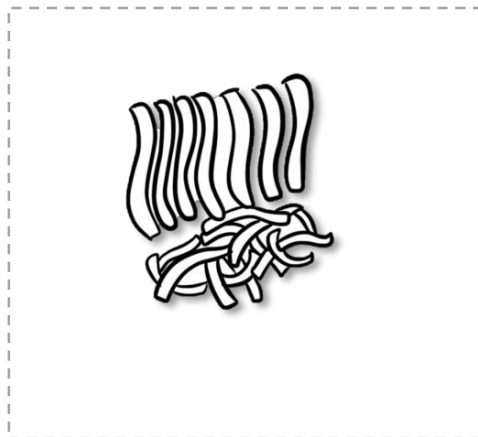
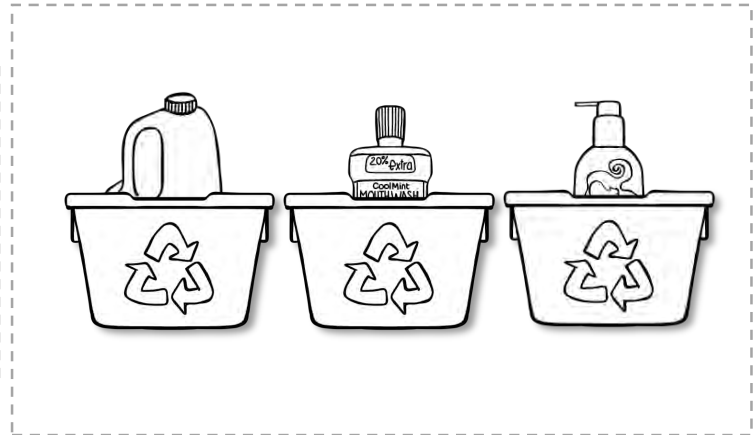
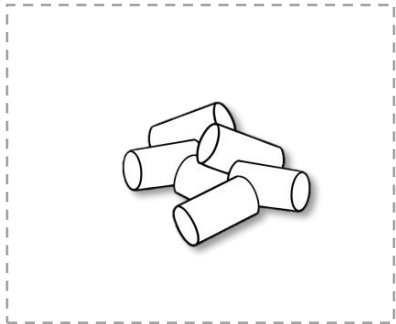
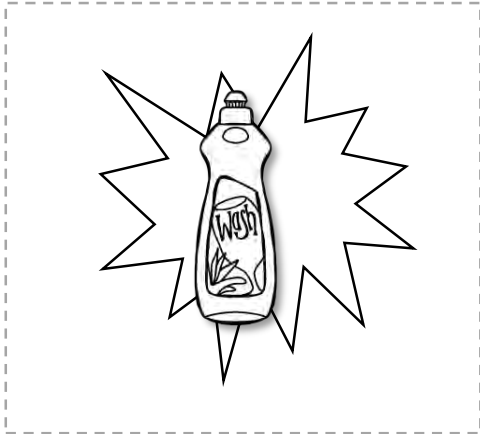




The Cycle of Recycling Plastic



Cut out the pictures. Put them in order.



Color the shapes that you find



square - red
triangle - blue
rectangle - green

circle - purple
oval - orange
cylinder - yellow

sphere - pink
cube - brown
cone - black



Count the shapes you found.



square ____

circle ____

sphere ____

triangle ____

oval ____

cube ____

rectangle ____

cylinder ____

cone ____

Color the shapes that you find



Square - red
Triangle - blue
Rectangle - green

circle - purple
oval - orange
cylinder - yellow

sphere - pink
cube - brown
cone - black



Count the shapes you found.

123

square ____

circle ____

sphere ____

triangle ____

oval ____

cube ____

rectangle ____

cylinder ____

cone ____

Color the shapes that you find



Square - red
Triangle - blue
Rectangle - green

circle - purple
oval - orange
cylinder - yellow

sphere - pink
cube - brown
cone - black



Count the shapes you found.

123

square ____

circle ____

sphere ____

triangle ____

oval ____

cube ____

rectangle ____

cylinder ____

cone ____

Color the shapes that you find



Square - red
Triangle - blue
Rectangle - green

circle - purple
oval - orange
cylinder - yellow

sphere - pink
cube - brown
cone - black



Count the shapes you found.



square ____

circle ____

sphere ____

triangle ____

oval ____

cube ____

rectangle ____

cylinder ____

cone ____



Write about what you learned this week. You can write about shapes, states of matter or recycling or you can write about something else!

I learned _____.






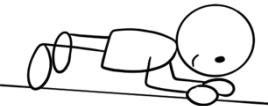





I think that _____.

I have a question about _____.



Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 5
	Make 40 arm circles 
	Touch your toes 20 times 
	1-minute plank 
	10 sit-ups 
	Run in place for 1 minute 
	1-minute wall-sit 