



**N** ICMEE



# Differences

## Activity **PACKET**

4th – 5th

Summer Packet #2 • Theme: Differences



# International Consortium for Multilingual Excellence in Education



June 10, 2020

Dear District/School Personnel:

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

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

We designed these activities based around several big ideas:

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

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

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

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

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



<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 and created by:

Kara Mitchell Viesca, Cindy Linzell, Samantha Stuefer, Karen Terrell, and Alexa Yunes

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



Standards for this packet include:

## ELA

- LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
- LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
- LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
- LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 5.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
- LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 5.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
- LA 5.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

## Math

- MA.4.1.1 NUMBER & MA 5.1 NUMBER Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions and decimals within the base-ten number system.
- MA 4.4 DATA & MA 5.4 DATA Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.
- MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.

## Science

- SC.4.4.2: Energy: Conservation and Transfer

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



## Social Studies

- SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.
- SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space. For example: languages, religions, foods, music, sports, celebrations

## PE/Health/Wellness

- PE.4/5.3 Health-Related Physical Activity and Fitness

## Art

- FA 5.2.1 Students will use the creative process (glossary) to make works of art exploring subjects and themes (glossary) with a variety of materials (glossary).
- FA 5.2.1.a Develop ideas using a variety of materials (glossary)

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



June 4, 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 time. We are hoping that this is a helpful resource so your student can continue learning important things while at home.

We aim to make these packets interesting and fun. We hope that your student will enjoy the activities 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.

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



- 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 exploring our differences, and how our differences make us beautiful and special. We hope these activities might spark conversations at home about embracing those who are different than us, look different, or believe different things. We will also explore concepts about electricity and challenge students with many different math problems. Each day will allow your child to reflect on what they learned for the day. Try your best with each activity, adapt the activities to fit your needs and your child's learning style any time you want to, and have fun!

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

ICMEE is housed within:



# 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

ICMEE is housed within:





# International Consortium for Multilingual Excellence in Education



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

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

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

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

Esperamos que estas actividades contribuyan al aprendizaje de su hijo/a mientras no pueda asistir a la escuela. Además, esperamos que le proporcionen a su hijo/a oportunidades de juego productivo. Si tiene alguna duda, pregunta o inquietud acerca de estos paquetes, no dude en comunicarse con nuestro proyecto enviando un correo electrónico a [icmee@unl.edu](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

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



2020年6月4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。

ICMEE is housed within:





# International Consortium for Multilingual Excellence in Education



السادة آباء و أمهات و أوصياء الطلاب،

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

نحن ندرك جدا أن الأسر تتعامل مع الكثير من التوتر والغموض في الوقت الراهن، لذلك نحثكم على لعب أيدور ترغبون فيه مع الطلاب وحزمة الأنشطة الخاصة بهم وفقا لما يناسبكم. المرجوا قراءة المعلومات أدناه حول الحزمة الأنشطة، ثم مناقشة كيفية عمل هذه الحزمة مع الطلاب وكيف يمكنهم شق طريقهم من خلالها. نعتقد أنه باستخدام هذه المقدمة، يمكن لطلابكم انجاز الكثير، ان لم نقل الكل ، بأنفسهم. ومع ذلك، إذا كنتم متواجدين للاشتغال مع الطلاب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة متواجد)، فإننا نشجع ذلك 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 دمىة أو أي شيء آخر كصديق افتراضي لهم. واستخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في الحزمة يبقى اختياري. لكن الأهم هو اختيار صديق في كل يعملون على أنشطة الحزمة (قد يكون هذاالصديق فرد من اسرتكم/بيبتكم ، أو دمىة كانت متوفرة في البيت أو ما إلى ذلك. قد يحتاج الطلاب إلى مساعدتكم في فهم هذا الأمر.

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



- 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 الإجابة عنه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضًا استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق الجديد.
- تركز هذه الحزمة على استكشاف اختلافاتنا، وكيف تجعلنا خلافاتنا جميلة ومميزة. نأمل أن تؤدي هذه الأنشطة إلى إثارة محادثات في المنزل حول احتضان أولئك الذين يختلفون عنا أو يبدون مختلفين أو يؤمنون بأشياء مختلفة. سوف نستكشف أيضًا مفاهيم حول الكهرباء ونتحدى الطلاب الذين يعانون من مشاكل الرياضيات المختلفة. سيسمح كل يوم لطفلك بالتفكير فيما تعلموه لهذا اليوم. ابذل قصارى جهدك مع كل نشاط، وقم بتكييف الأنشطة لتناسب احتياجاتك وأسلوب التعلم لطفلك في أي وقت تريد ، واستمتع!

نأمل أن تعزز هذه الأنشطة تعلم ابنكم في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة نأمل أيضا ان تقوم هذه الحزم بمنح ابنكم فرصًا للعب المنتج. إذا كان لديكم أي أسئلة أو استفسارات حول هذه الحزم التعليمية فلا تترددوا في الاتصال بمشروعنا على [icmee@unl.edu](mailto: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








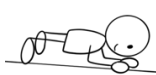
ICMEE is housed within:



# Let's Move!

Solve the math equations and do the actions!



	Day 1	Day 2	Day 3	Day 4	Day 5
Jumping jacks 	$32 \div 2 = \underline{\quad}$	$45 \div 3 = \underline{\quad}$	$64 \div 8 = \underline{\quad}$	$27 \div 3 = \underline{\quad}$	$80 \div 8 = \underline{\quad}$
Toe touches 	$3 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$
Sit-ups 	$22 - 16 = \underline{\quad}$	$52 - 39 = \underline{\quad}$	$37 - 21 = \underline{\quad}$	$74 - 56 = \underline{\quad}$	$90 - 71 = \underline{\quad}$
Arm circles 	$12 + 15 = \underline{\quad}$	$9 + 8 = \underline{\quad}$	$7 + 4 = \underline{\quad}$	$11 + 4 = \underline{\quad}$	$4 + 13 = \underline{\quad}$
Run (minutes) 	$22 \div 11 = \underline{\quad}$	$36 \div 12 = \underline{\quad}$	$14 \div 7 = \underline{\quad}$	$84 \div 42 = \underline{\quad}$	$9 \div 3 = \underline{\quad}$
Stand up, sit down 	$4 \times 3 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$2 \times 7 = \underline{\quad}$	$2 \times 9 = \underline{\quad}$
Wall sit (seconds) 	$84 - 55 = \underline{\quad}$	$40 - 6 = \underline{\quad}$	$72 - 14 = \underline{\quad}$	$52 - 17 = \underline{\quad}$	$98 - 16 = \underline{\quad}$
Plank (seconds) 	$32 + 15 = \underline{\quad}$	$89 + 8 = \underline{\quad}$	$47 + 4 = \underline{\quad}$	$71 + 14 = \underline{\quad}$	$34 + 17 = \underline{\quad}$



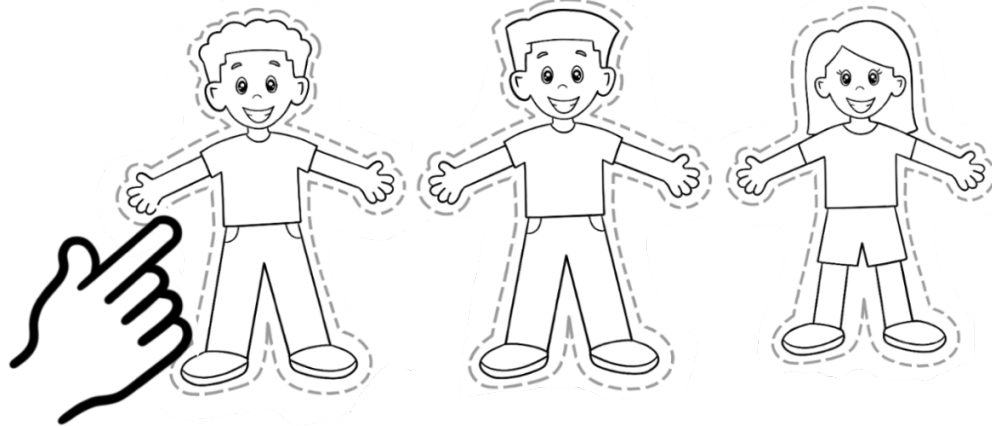
**N** ICMEE

**Day 1**



# My Buddy

1. Choose a Buddy



2.



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

3.



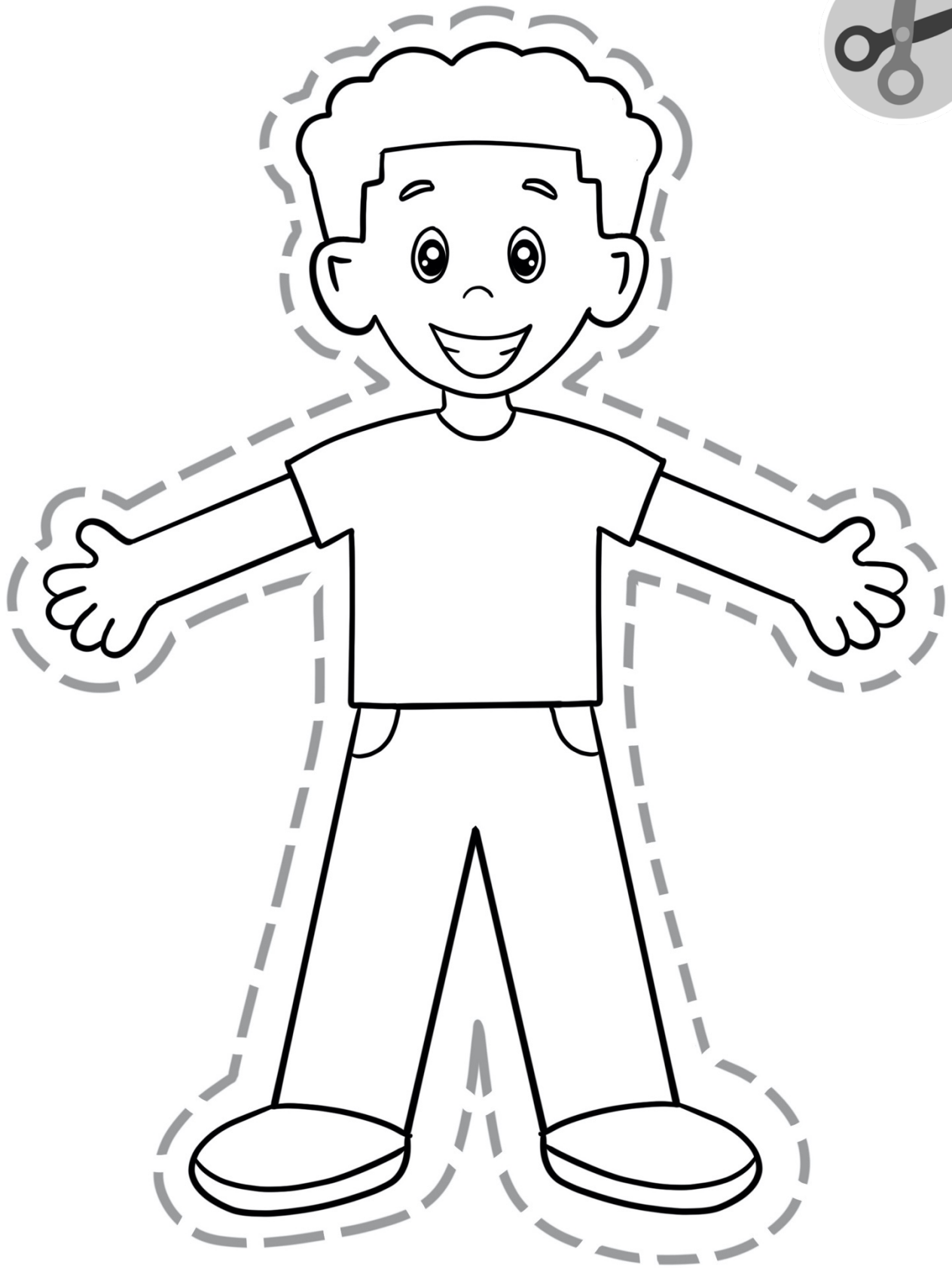
Cut out and color the accessories

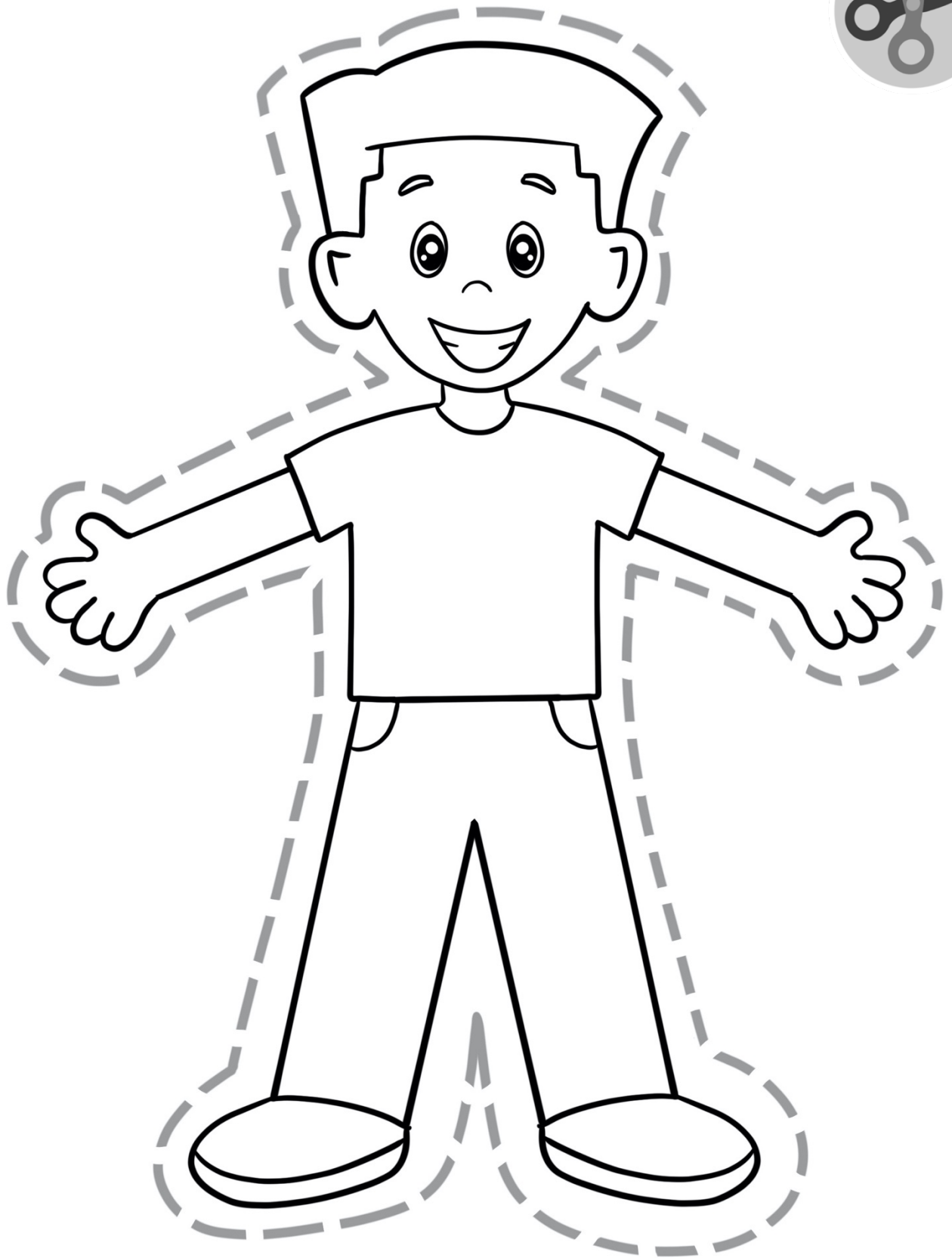
4.

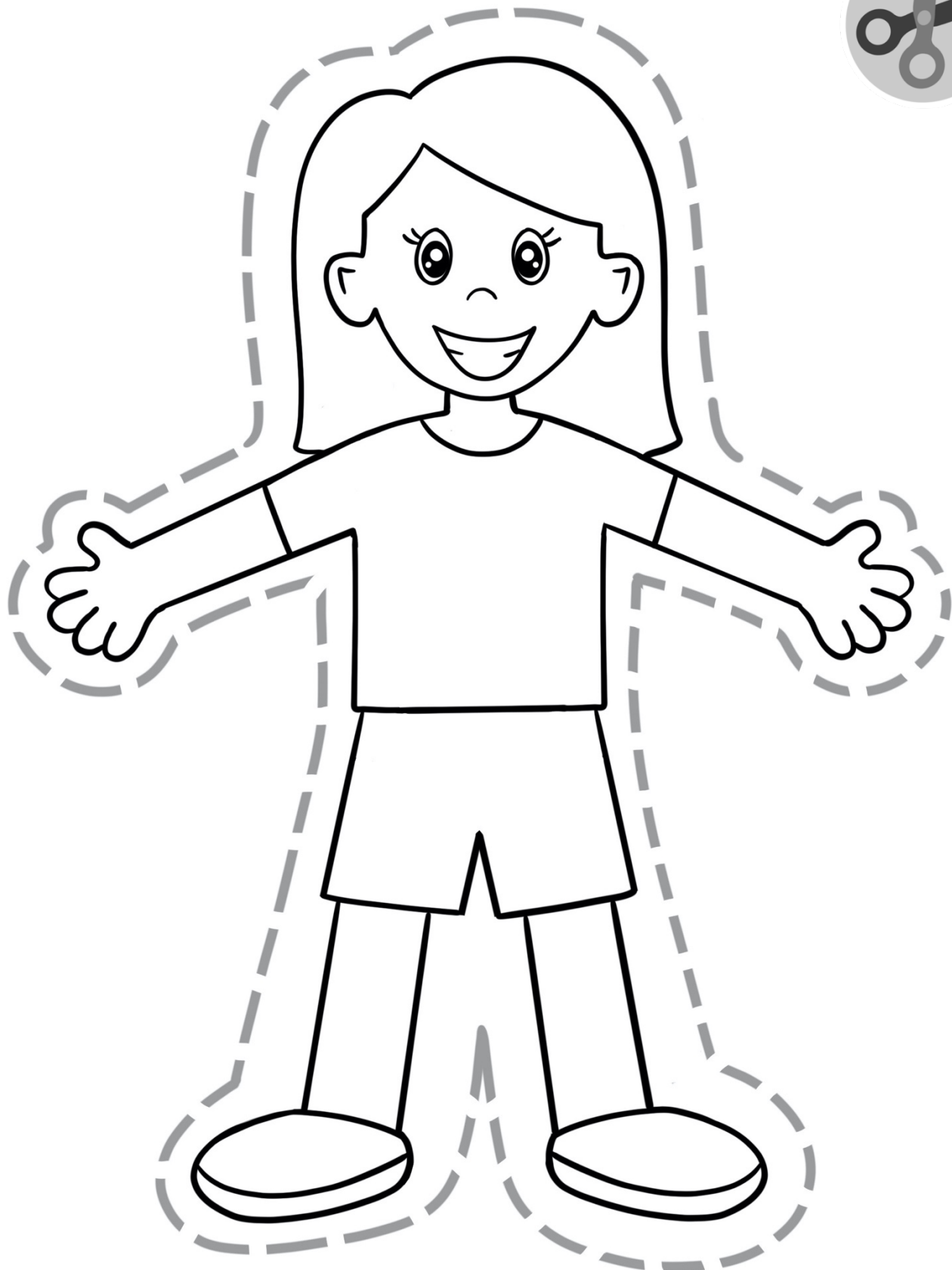


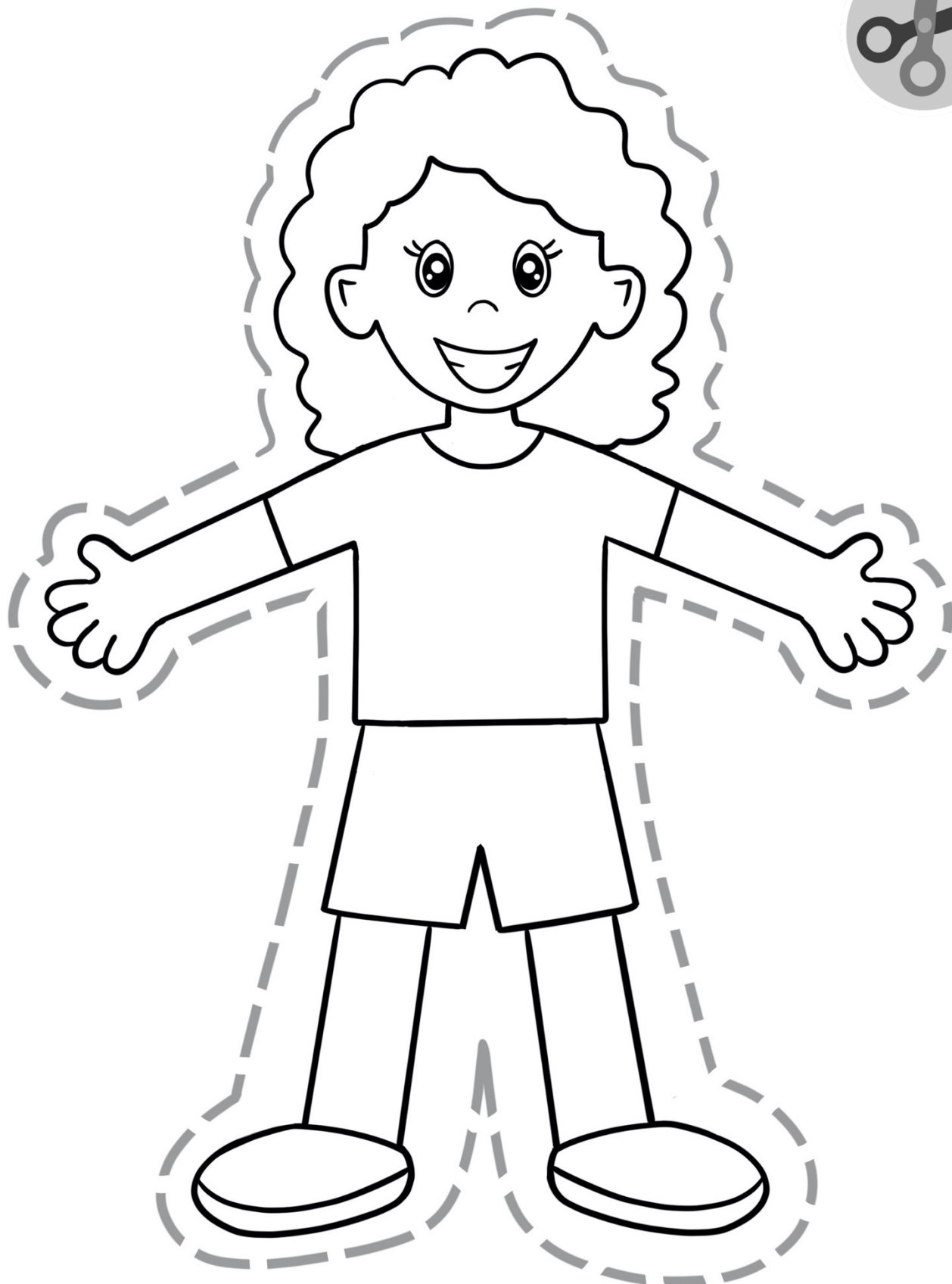
Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

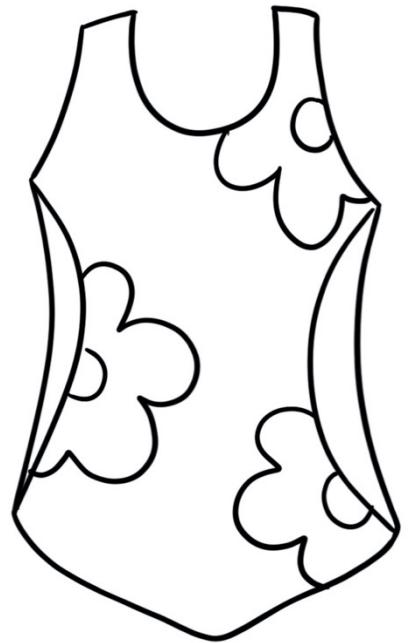
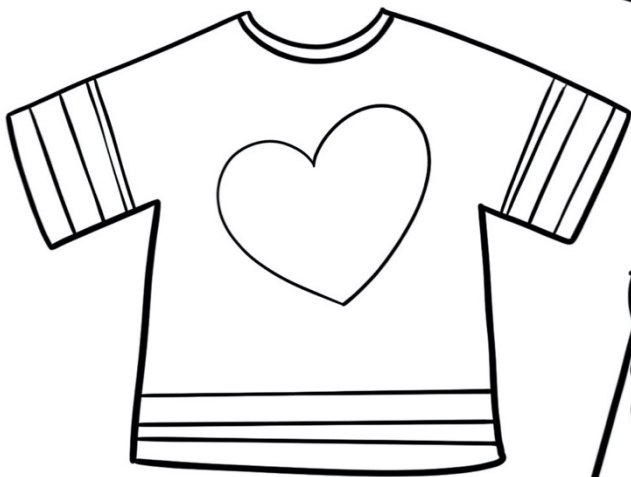
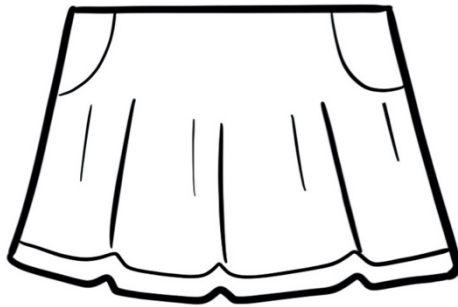
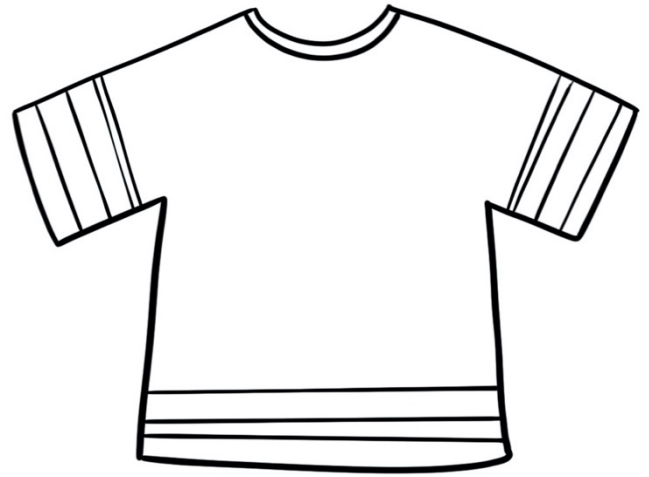
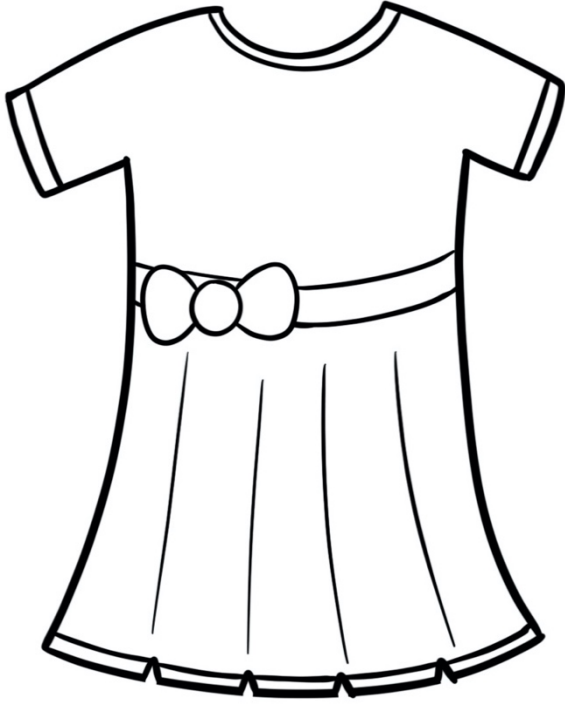


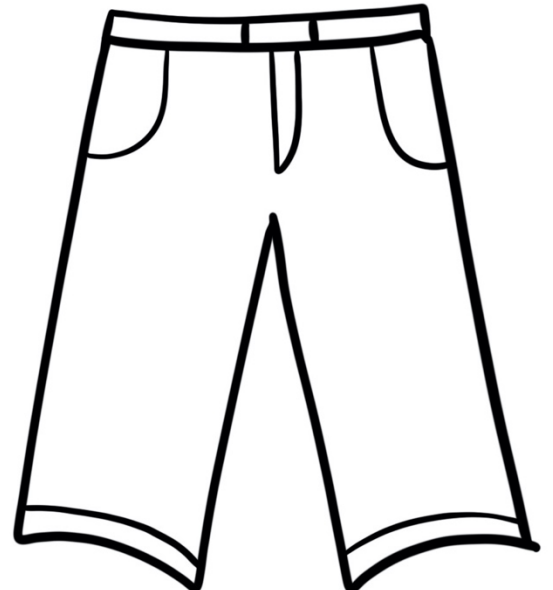
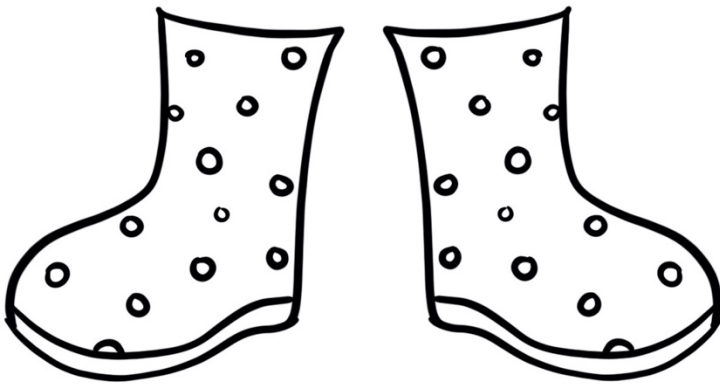
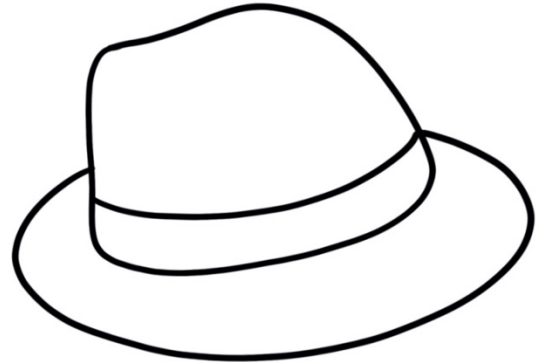
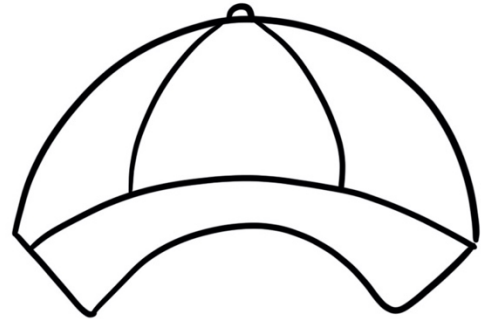
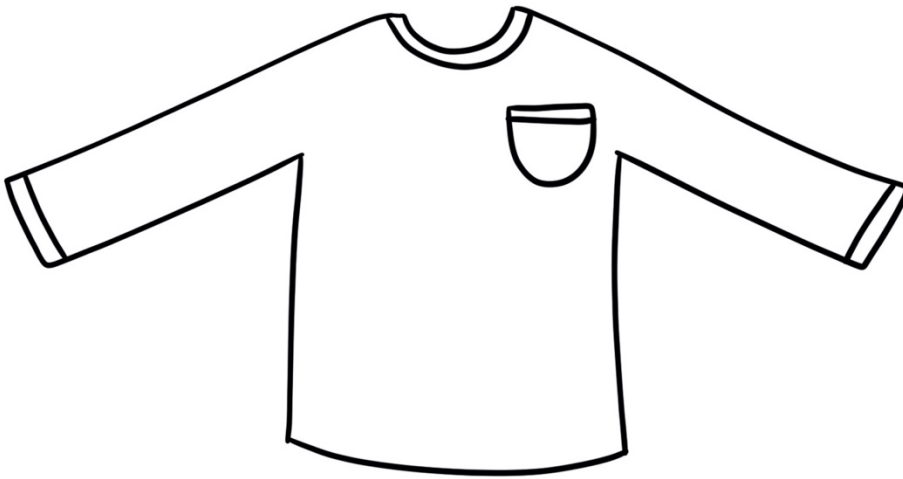
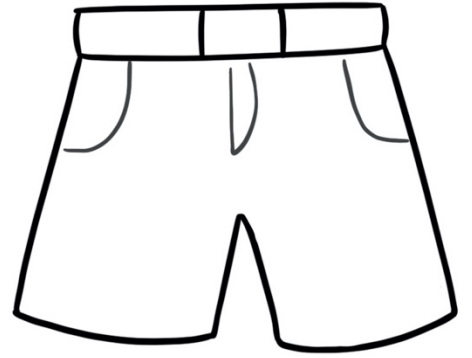












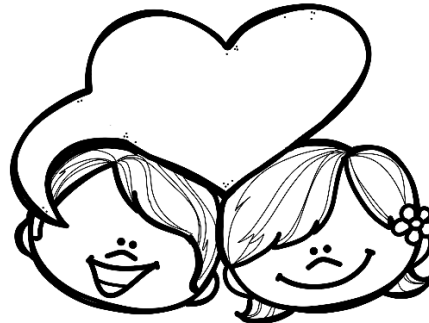


## Vocabulary Practice!

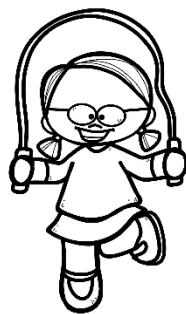
These words rhyme! That means that they sound the same.



**Kicking**



**Talking**



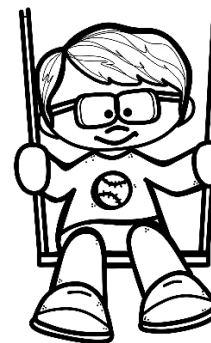
**Skipping**



**Drawing**



**Laughing**



**Swinging**



**Painting**



**Sharing**



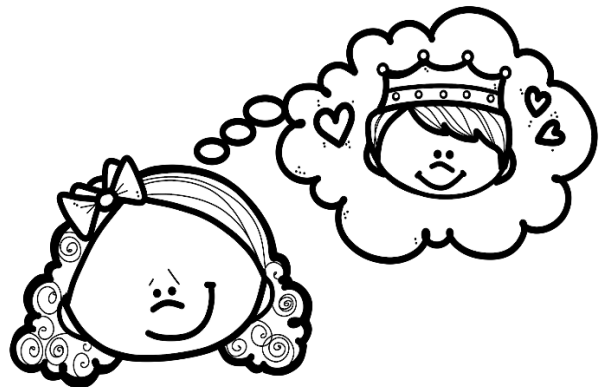
**Making**



**Hugging**



**Giving**



**Dreaming**





### What do these words mean?

Look at the pictures and words above. Write in English or in another language what they mean to you.

Kicking \_\_\_\_\_

Talking \_\_\_\_\_

Skipping \_\_\_\_\_

Drawing \_\_\_\_\_

Laughing \_\_\_\_\_

Swinging \_\_\_\_\_

Painting \_\_\_\_\_

Sharing \_\_\_\_\_

Making \_\_\_\_\_

Hugging \_\_\_\_\_

Giving \_\_\_\_\_

Dreaming \_\_\_\_\_



**Try the words in a sentence! Choose one vocabulary words for each sentence.**

1. He is \_\_\_\_\_ the ball.
2. He was \_\_\_\_\_ to his friend about comics.
3. He was \_\_\_\_\_ with his jump rope.
4. She was \_\_\_\_\_ on her paper.
5. Ari saw Ted \_\_\_\_\_ at a joke.
6. The kids love \_\_\_\_\_ at the park.
7. They were \_\_\_\_\_ in art class.
8. Amy and Mark were \_\_\_\_\_ a cookie.
9. Mike was \_\_\_\_\_ his mom a card.
10. Lisa and Val were \_\_\_\_\_.
11. He was \_\_\_\_\_ his teacher an apple.
12. Tuck was \_\_\_\_\_ about running in his sleep.

**Read the sentences to your buddy!**





Can you write your own sentences with these words?

---

---

---

---

---

---

---

---

---

---



Read your sentences to your buddy!



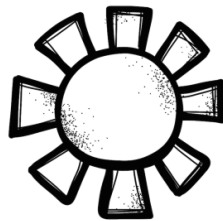
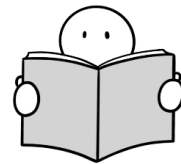
Can you write some sentences with verbs?

Kicking Talking Skipping Drawing Laughing Swinging Painting Sharing Making  
Hugging Giving Dreaming

---

---

---



Hi! My name is Ben.

I love summer!

In summer, I can play outside.

This summer, I am learning about my friends. They are special.

These are my friends.

We like each other.

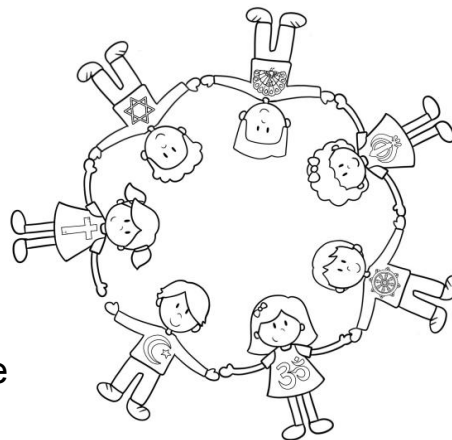
We are all special.

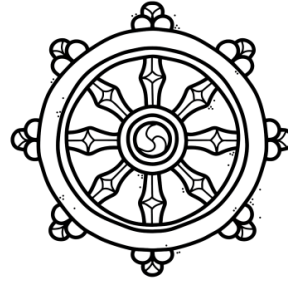
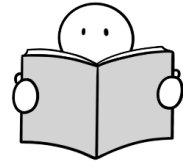
We are all different religions.

Religion is what you believe.

Friends do not have to believe the same thing.

Let's learn about my friends!





Hi! My name is Khin.

My name is special because it means kindness.

My family and I are Buddhist.



This is a Dharma wheel. It is the wheel of life.

It is a symbol of Buddhism.

Buddhists do not believe in a creator or God.

Buddhists believe in understanding.

Understanding is learned through meditation.

Buddhists can go to a temple to worship.





Draw a Buddhist Temple. Write a sentence about your Temple.



### Unscramble the Buddhist Words

1. DAHMAR \_\_\_\_\_
2. WEEHL OF EIFL \_\_\_\_\_
3. SDUIDMHB \_\_\_\_\_
4. TNINGAEUUSDNR \_\_\_\_\_
5. TDNTEMIAO \_\_\_\_\_
6. MLTEEP \_\_\_\_\_

**Word Bank**

Meditation  
Wheel of Life

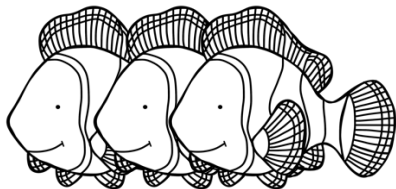
Buddhism  
Temple

Understanding

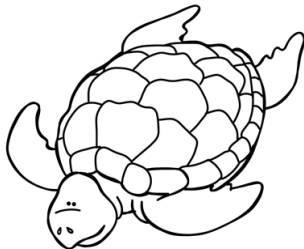
Darhma

# Let's Make A Fishbowl!

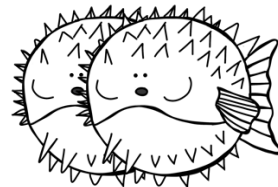
Clownfish



Turtle



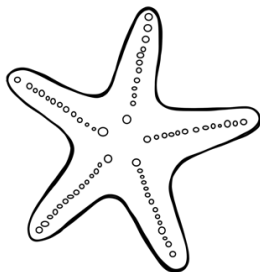
Pufferfish



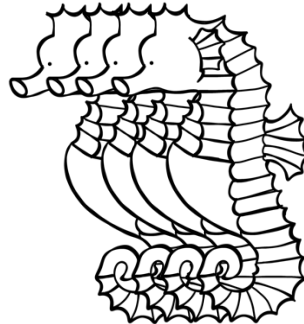
Shrimp



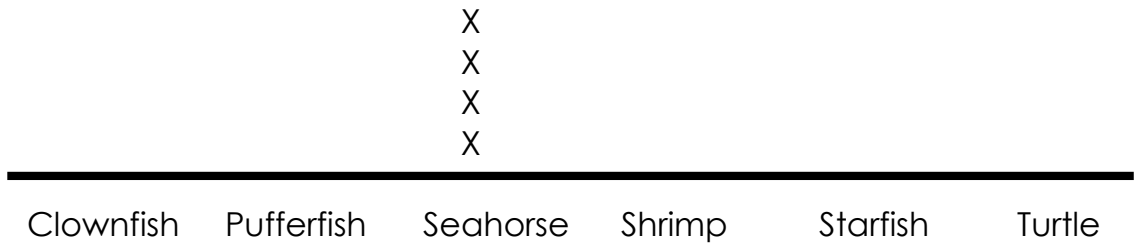
Starfish



Seahorse



1. Make a line plot for the animals that will be in the fishbowl:



2. How many total animals are there in the fishbowl?

There are \_\_\_\_\_ animals in the fishbowl.

3. Use the table to write fractions for each kind of animal:

Animal	How many?	Fraction of fishbowl
Clownfish		
Pufferfish		
Seahorse		
Shrimp		
Starfish		
Turtle		

**Extension for Grade 5:**

Multiply or divide the fractions.

a)  $\frac{1}{2} \times \frac{1}{4}$

b)  $\frac{1}{2} \div \frac{1}{4}$

c)  $\frac{1}{4} \times \frac{1}{2}$

d)  $\frac{1}{4} \div \frac{1}{2}$





**N** ICMEE

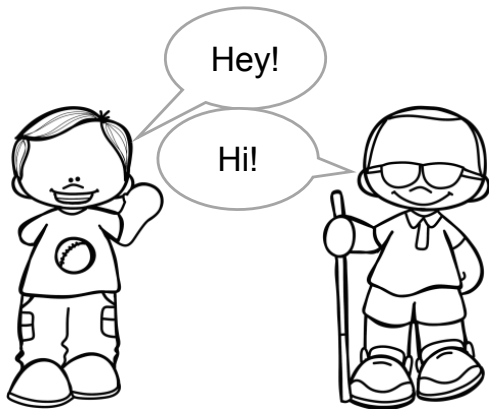
# Day 2



# Same As, Different Than

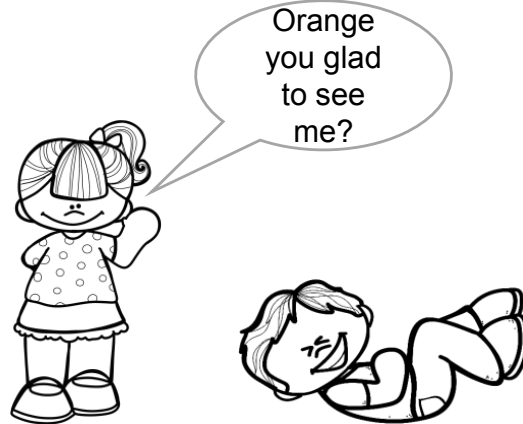


Look at the pictures. Find what is the same. Find what is different. Fill in the circles below.



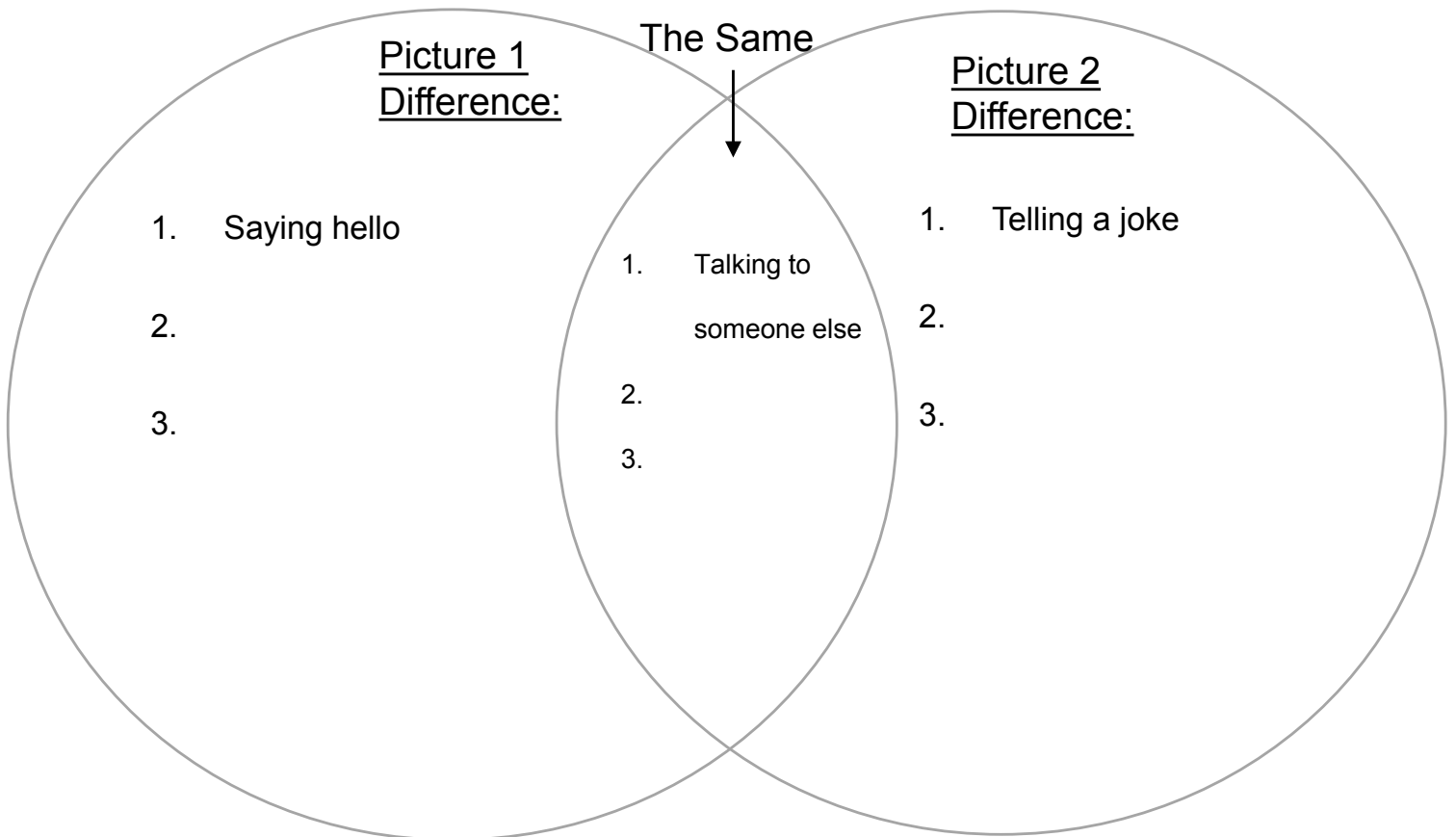
Picture 1

Rob and David are saying hello.

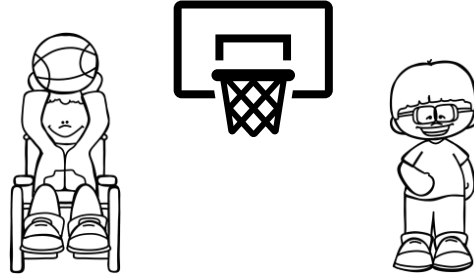
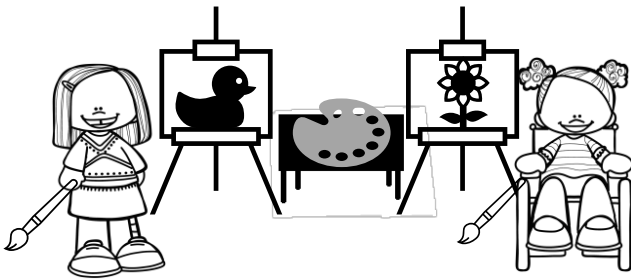


Picture 2

Rose is telling Mark a joke.



Look at the pictures. Find what is the same. Find what is different. Fill in the circles below.

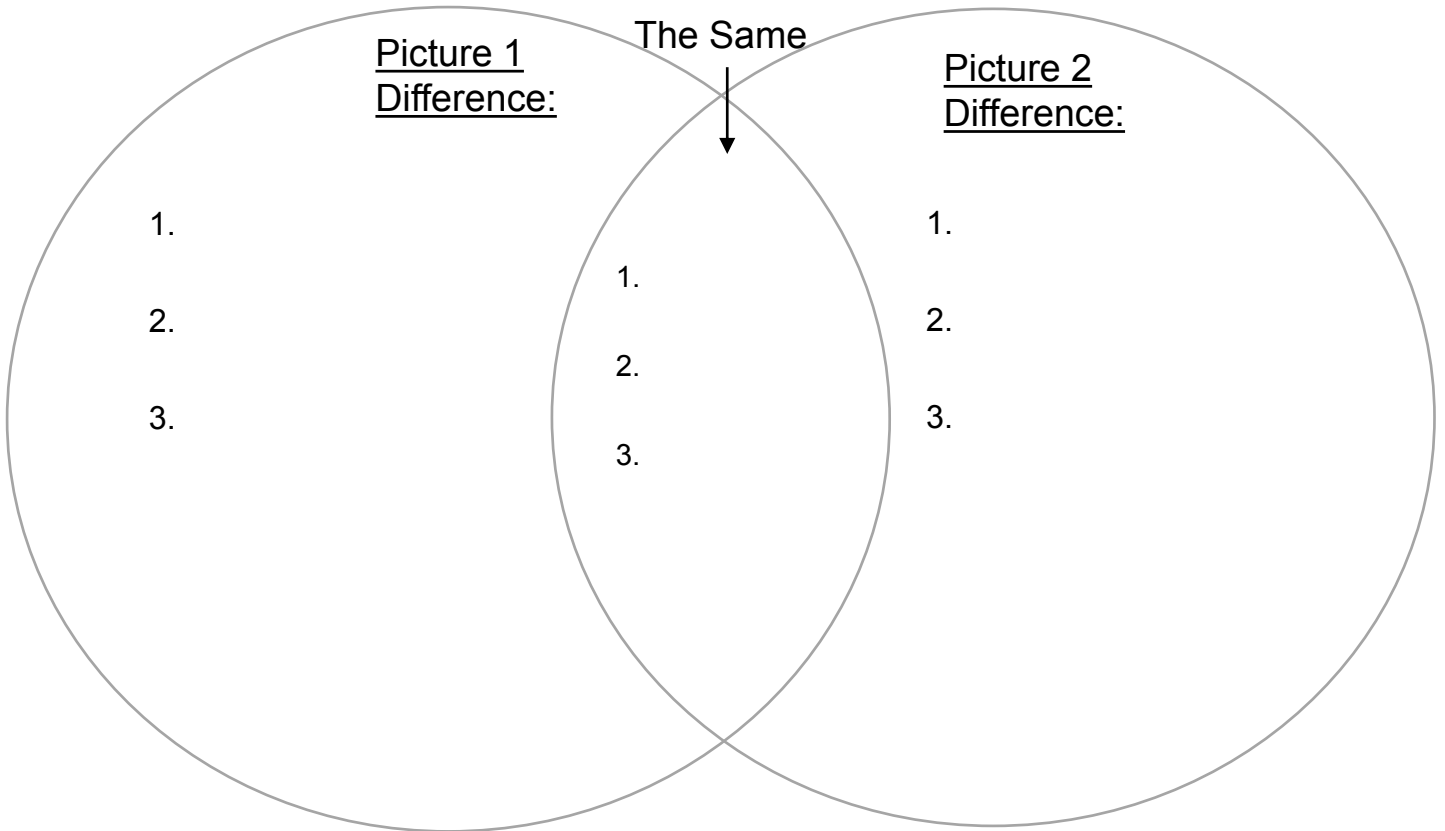


Picture 1

Ann and Dee are sharing paint.

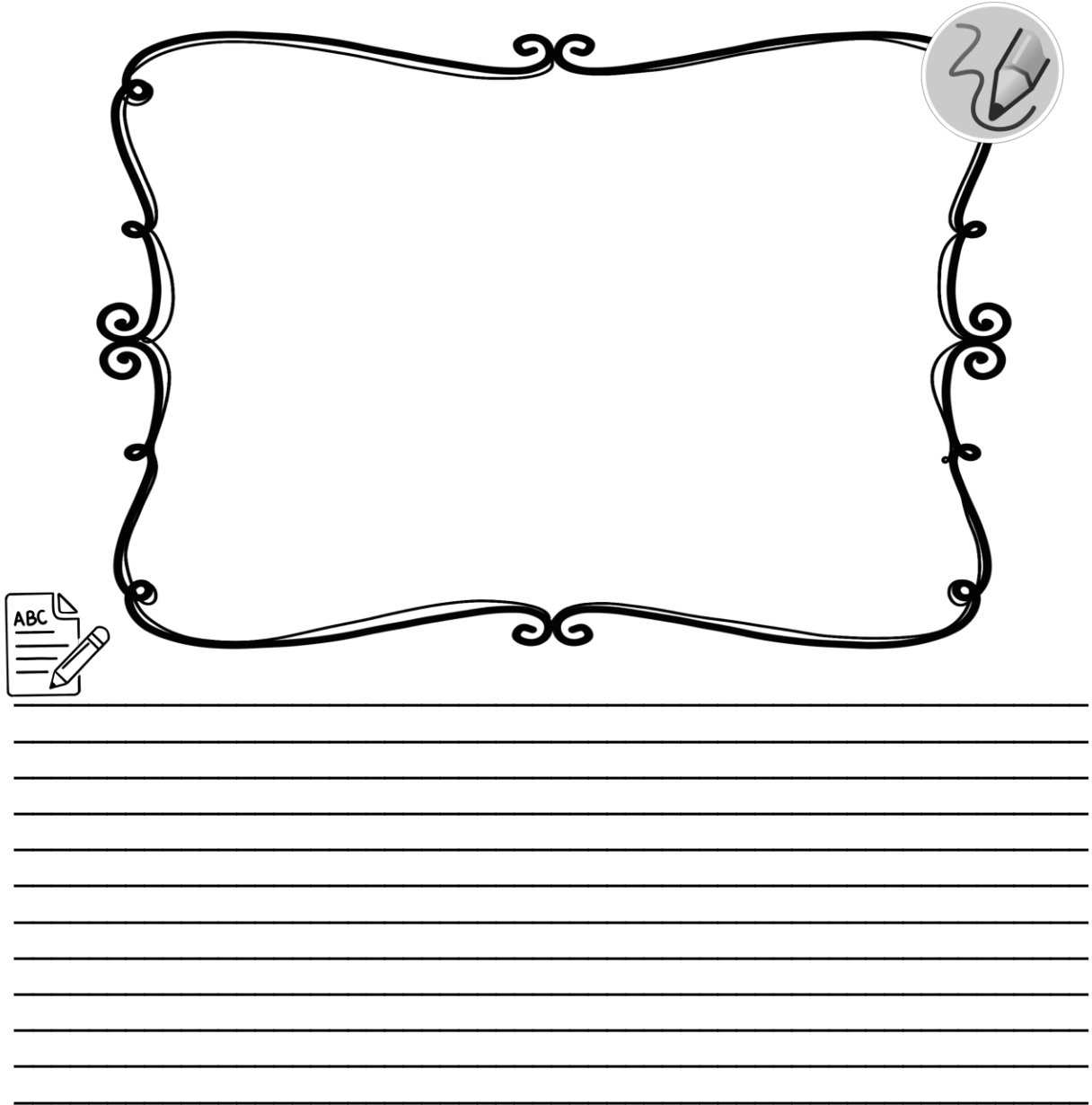
Picture 2

Ryan and Peter are sharing a ball.

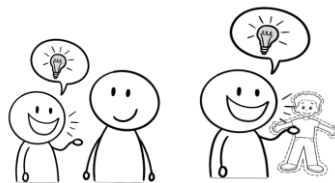


# Story time!

Pick 1 of the pictures. Write a story about the kids in the picture. Draw what they do in your story.



Tell your story to someone in your house or your buddy.



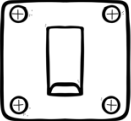



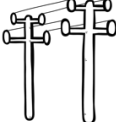




Let's Read and think about Electricity!

# ELECTRICITY

We use **electricity** for lots of things.

We use **electricity**  to turn lights  on .

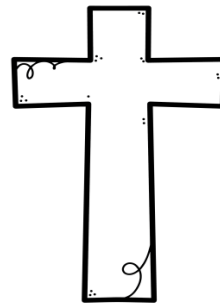
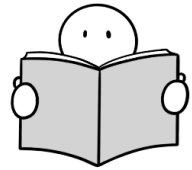
We get **electricity**  from power lines .

We can get **electricity**  from the wind .

Which one uses **electricity**?



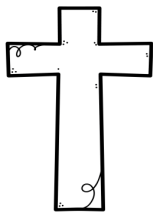
Read this to your buddy and talk about **electricity**.



Hi! My name is Hope.

My name is special because it is an important word in the Bible.

My family and I are Christians.

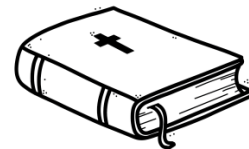


This is a cross. It is a symbol for Christians.

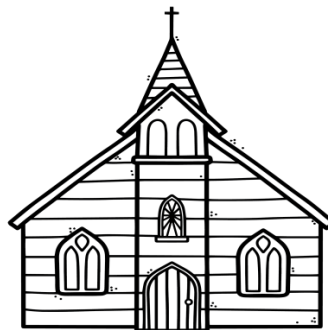
Christians believe that Jesus died on the cross.

Christians believe that God created the world. We also believe that God exists in three parts: the Father (God), the Son (Jesus), and the Holy Spirit.

Our special book is called the Bible.



Christians go to church on Sunday, and on special days like Christmas and Easter.





Complete the sentences. Use the words below.

Bible      Church      Holy Spirit      Cross

1. The \_\_\_\_\_ is a symbol for Christians.
2. The \_\_\_\_\_ is the holy book for Christians.
3. Christians worship in a \_\_\_\_\_.
4. Christians believe that God has 3 forms, Father, Son, and \_\_\_\_\_.

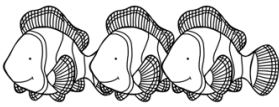
### Find the Christian Words

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

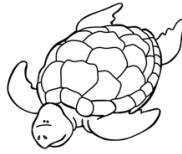
Easter    Christmas    ~~Church~~    Bible    Holy Spirit    Son    Father  
 Christian

# Fishbowl Fractions

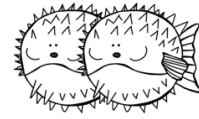
Clownfish



Turtle



Pufferfish



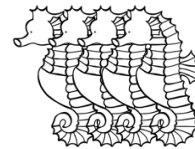
Shrimp



Starfish



Seahorse



Write a fraction for each group of animals.

Compare the groups by circling the signs for greater than (>), less than (<), or equal (=)

Group	Compare	Group
Clownfish 3/16	> < =	Pufferfish 2/16
Turtle	> < =	Starfish
Seahorse	> < =	Shrimp
Pufferfish	> < =	Turtle
Starfish + clownfish	> < =	Shrimp
Turtle + clownfish	> < =	Pufferfish + starfish
Shrimp - seahorse	> < =	Starfish

## Extension for Grade 5:

Multiply or divide the fractions.

a)  $1/8 \times 1/16$

b)  $1/8 \div 1/16$

c)  $1/16 \times 1/8$

d)  $1/16 \div 1/8$





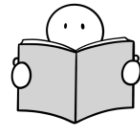
**N** ICMEE

# Day 3



# Finish the Sentence

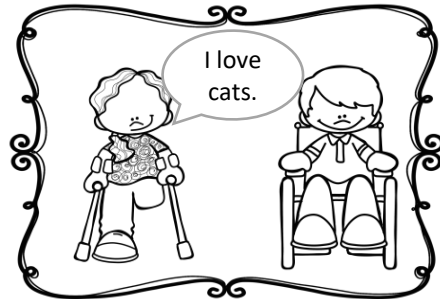
Circle the correct word to finish the sentences. Hints are in the pictures.



Cole watches Tim as he is (running/kicking) his ball.



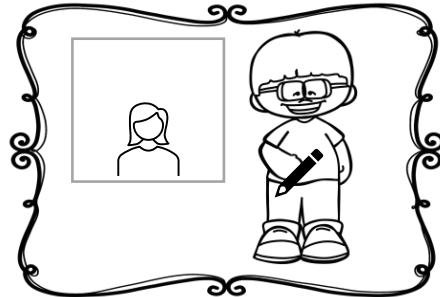
Freya and Ben are (talking/singing).



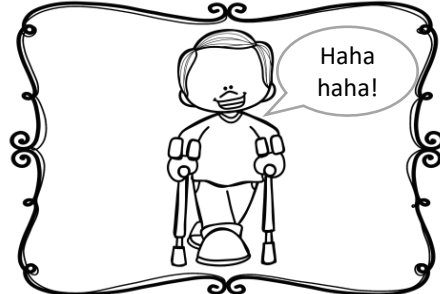
Jill is (fighting/skipping) with her rope.



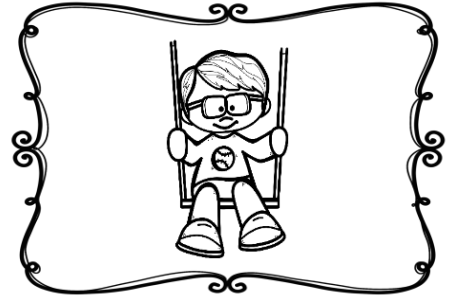
Caleb is (picking/drawing) a picture.



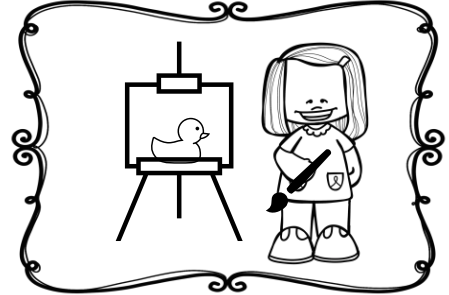
Tanner is (dancing/laughing).



Taylor is (swinging/thinking) on the playground.



Jean is (touching/painting) a duck.



Lexi and Ruth are (sharing/caring) an umbrella.



Ben is (making/taking) cookies.



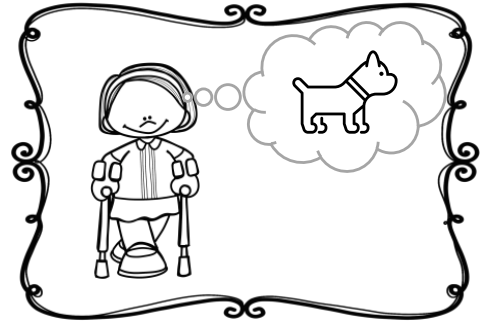
Finn and Gale are (talking/hugging).



Ruth is (giving/laying) a gift to Steve.



Tanya is (dreaming/playing) about having a puppy.



Pick 3 of your vocabulary words. Write 3 sentences.



Kicking Talking Skipping Drawing Laughing Swinging Painting Sharing Making  
Hugging Giving Dreaming

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Share your sentences with your buddy.





Let's Read and think about Electricity!

# ELECTRICITY

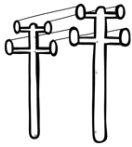
We use **ELECTRICITY** for lots of things.

**Electricity** is outside the house, too!

## Electricity Search! Look Outside!

Look for things that make or use **electricity** outside! Put an X in the box for what you find!

Power Lines



Street Lights



Traffic Lights



Lawn Mower



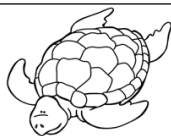
Read this to your buddy and talk about **electricity**.

# Fishbowl Line Plot

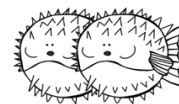
Clownfish



Turtle



Pufferfish



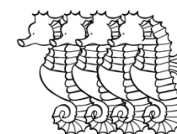
Shrimp



Starfish



Seahorse



1. Create your own fishbowl, and make a line plot for the animals that will be in the fishbowl

---

Clownfish    Pufferfish    Seahorse    Shrimp    Starfish    Turtle

2. Use the table to write a fraction for each kind of fishbowl.

Animal	How many?	Fraction of fishbowl
Clownfish		
Pufferfish		
Seahorse		
Shrimp		
Starfish		
Turtle		

3. Compare the groups by circling the sign for greater than (>), less than (<), or equal (=).

Group	Compare	Group
Clownfish	> < =	Pufferfish
Turtle	> < =	Starfish
Seahorse	> < =	Shrimp
Pufferfish	> < =	Turtle
Starfish + clownfish	> < =	Shrimp
Turtle + clownfish	> < =	Pufferfish + starfish

## Extension for Grade 5:

Multiply or divide the fractions.

a)  $2 \times \frac{1}{8}$

b)  $2 \div \frac{1}{8}$

c)  $\frac{1}{8} \times 2$

d)  $\frac{1}{8} \div 2$



**N** ICMEE

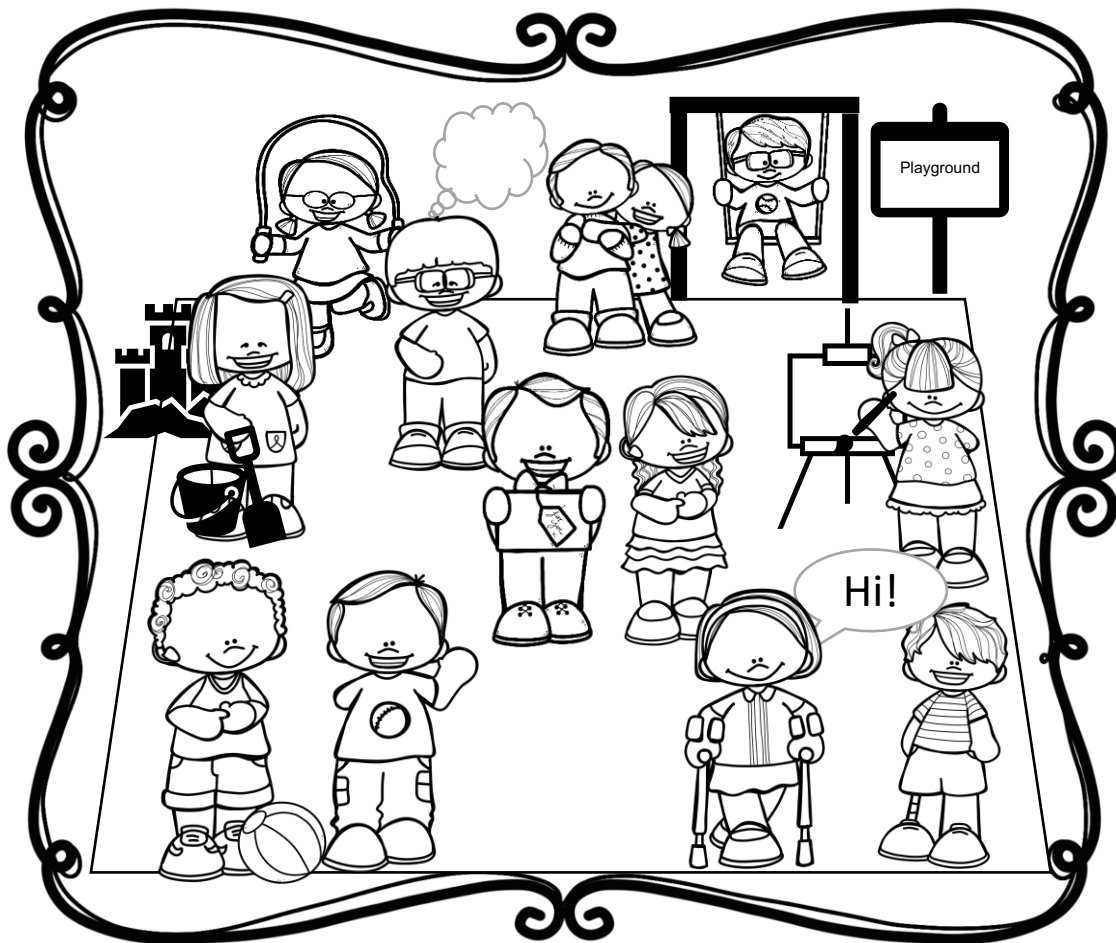
**Day 4**



## Write a Story!

Look at the picture below. Write a story about it. Use your vocabulary words. Use as much English as you can. Use your home language.

Kicking Talking Skipping Drawing Laughing Swinging Painting Sharing Making  
Hugging Giving Dreaming



---

---

---

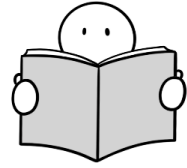
---

---

Tell your story to your buddy.







Hi! My name is Nadia.

My name is special because I was named after a very strong woman. She tells the truth about our people.

My family and I are Yezidi.



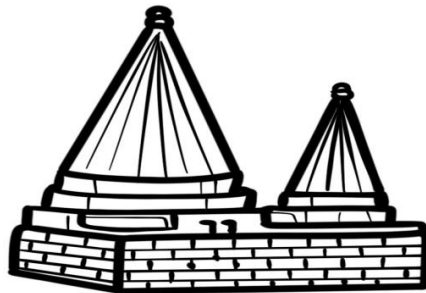
Yezidis believe in God, who created all. We also believe in saints and angels.



This is a symbol of our religion. Tawusi Melek, the Peacock Angel, helps and protects us.

Special songs explain Yezidi beliefs.

Lalish is the holy place for Yezidis. Yezidis visit Lalish on special holidays. The New Year is a special holiday.



## Unscramble the Yezidi Words

1. YIIEDZ \_\_\_\_\_
2. SLLHIA \_\_\_\_\_
3. PCECAKO AGLNE \_\_\_\_\_
4. SNGOS \_\_\_\_\_
5. STSAIN \_\_\_\_\_
6. GSNELA \_\_\_\_\_

**Word Bank**

Angels  
Peacock Angel

Lalish  
Saints

Songs

Yezidi

Draw Lalish. Write a sentence about Lalish.





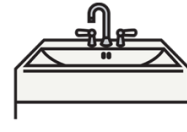
Let's Read and think about Electricity!

# ELECTRICITY

You can make static \_\_\_\_\_ at home!



You can take a balloon \_\_\_\_\_ and rub it on your hair \_\_\_\_\_.



Or you can comb \_\_\_\_\_ your hair \_\_\_\_\_. Then, turn the sink \_\_\_\_\_ on,



and put the comb \_\_\_\_\_ near the water \_\_\_\_\_.

## Electricity Search! Look Inside!

Look for things that use **electricity** in the house. Put an X in the box for what you find!



Lamp



Tv



Hair dryer



Music player



Read this to your buddy and talk about **electricity**.



**N** ICMEE

**Day 5**



## Difference Acrostic Poem

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

D  
I  
F  
F  
E  
R  
E  
N  
C  
E

ifference is talking in many languages,

inside jokes and laughing with your friends.

iguring out what makes you, you.

eeling happy when you're sharing all you are

ver dreaming. And one day you will

realize that everyone is giving something and

everyone does things different.

ever give up on making your dreams

ome true. Everyone is special.

pecially you!

Kicking  
~~Talking~~  
Skipping  
Drawing  
~~Laughing~~  
Swinging  
Painting  
~~Sharing~~  
Making  
Hugging  
~~Giving~~  
Dreaming

# Difference Acrostic Poem

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

D  
I  
F  
F  
E  
R  
E  
N  
C  
E

---

---

---

---

---

---

---

---

---

---

---

---

- Kicking
- Talking
- Skipping
- Drawing
- Laughing
- Swinging
- Painting
- Sharing
- Making
- Hugging
- Giving
- Dreaming



Hi! I'm Ben! I learned about my friends.

Khin is Buddhist.



Hope is Christian.



Nadia is Yezidi.

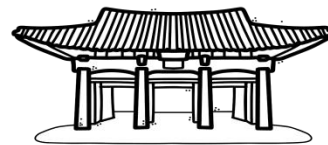
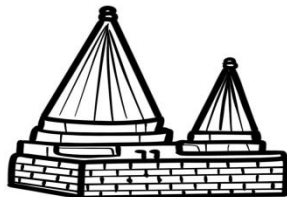
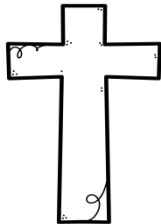
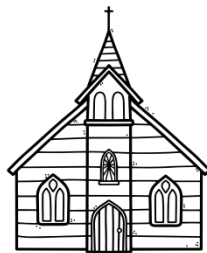
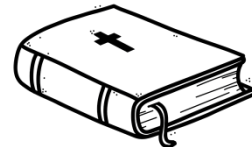


What do you remember about my friends?

Draw a circle ○ around all of the pictures that are Buddhist.

Draw a square □ around all of the pictures that are Christian.

Draw a triangle ▲ around all of the pictures that are Yezidi.



## Fraction Puzzles

$\frac{4}{5}$	-	$\frac{2}{5}$	=	
+		-		+
$\frac{1}{5}$	+	$\frac{1}{5}$	=	
=		=		=
	-		=	

$\frac{2}{3}$	-	$\frac{1}{3}$	=	
+		+		+
$\frac{3}{3}$	-	$\frac{2}{3}$	=	
=		=		=
	-		=	