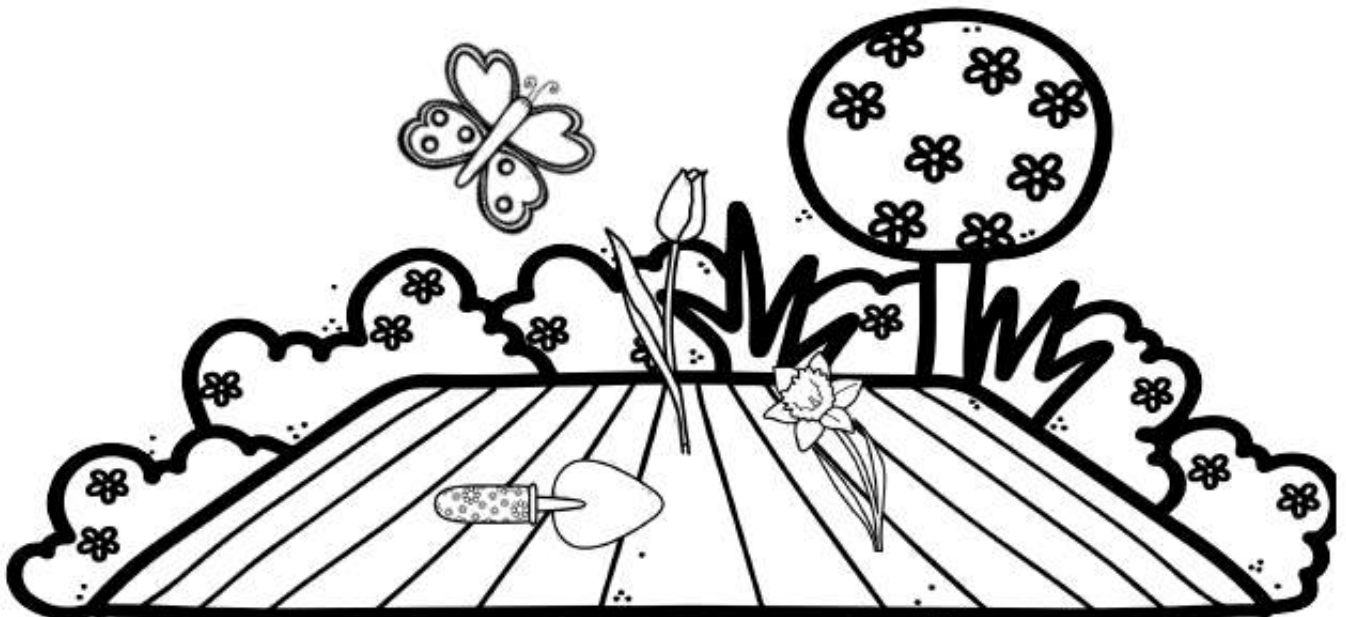


Spring Activities

For Grades 4-5



International Consortium for Multilingual Excellence in Education



April 22, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. On April 10th, we learned of a pressing need for curriculum development assistance for schools and districts across Nebraska (and many US states) and quickly jumped at the chance to create learning activities for students who may benefit from additional kinds of learning activities that do not require internet. This is our first effort at this kind of curriculum development, done rapidly to strive to meet a pressing need. We hope these will be useful supplementary resources for you and that our ongoing efforts will provide valued support for multilingual student learning.

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

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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:

<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 by:

Cindy H. Linzell, Samantha L. Stuefer, Kara Mitchell Viesca, ICMEE Admin Team

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The Nebraska State Standards that Informed the Development of this Packet are:

Math

- MA 4.1.2 Operations: Students will demonstrate the meaning of addition and subtraction of whole numbers and fractions and compute accurately.
- 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 4.1.2 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.
- 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

Social Studies

- SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.
- SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

English Language Arts

- LA 4.2.2 and 5.2.2 - Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 4.3.1 and 5.3.1 - Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
- LA 4.3.3 and 5.3.3 - Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

Science (Cross-Cutting Ideas)

- Patterns - Similarities and differences in patterns can be used to sort and classify nature phenomena
- Constructing Explanations and Designing Solutions - Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution
- Scientific Knowledge is Based on Empirical Evidence - Science findings are based on recognizing patterns

Art

- FA 5.2.1.e Apply various techniques to develop craftsmanship (glossary) skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue).
- FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.
- FA 5.2.1.a Develop ideas using a variety of materials (glossary)

Physical Education

- PE.4/5.3 Health-Related Physical Activity and Fitness
- PE.4/5.4 Responsible Behavior

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April 22, 2020

Dear Parent or Guardian:

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

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

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

In this packet, we have included the following activities:

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

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. At the end of the week your student will have a chance to reflect on the learning and write about it.

Here are the activities your student will do with this packet.

Day 1

Your student will design their buddy and work on some vocabulary related to Spring. They will do a reading about spring and start a data collection project noticing the weather and temperature. Your student will also be active and write down information about their activity. This can be done outside or in a safe place inside your home. Your student will then practice some addition and add any words they would like to their dictionary. They can also talk about their work with their buddy, with you or another family member.

Day 2

Your student will draw a spring scene and tell a spring story. They will continue to notice the weather and temperature and do activities that they write down. They will do more addition for mathematics and then read about sandhill cranes. They can add any new words to their dictionary that they would like. They can also talk about their work with their buddy, with you or another family member.

Day 3

Your student will learn how to plant a flower and draw a flower. They will continue to notice the weather and temperature and do activities that they write down. They will do more addition for mathematics that will help them solve a puzzle. They can add any new words to their dictionary that they would like. They can also talk about their work with their buddy, with you or another family member.

Day 4

Your student will continue to notice the weather and temperature and do activities that they write down. Your student will write about their favorite thing about Spring and continue to do addition for math. They will also look at a data chart and make conclusions about numbers that are greater than or less than each other. They can add any new words to their dictionary that they would like. They can also talk about their work with their buddy, with you or another family member.

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Day 5

Your student will write a poem about Spring and do some more addition for mathematics. Your student will finalize their collection of data regarding what they notice regarding the weather and temperature and then will answer several questions about the data they collected. They will also add up the data about their activities and answer some questions about that. They can finalize their dictionary for this packet, respond to a journal prompt and do a crossword puzzle and word search related to the vocabulary about Spring this week.

We have included answers to the math problems and help with the word search and cross word puzzle, if you would like to check your students work.

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
PI: International Consortium for Multilingual Excellence in Education

This Activity Packet was designed by:

Cindy H. Linzell
Samantha L. Stuefer
Kara Mitchell Viesca
ICMEE Admin Team

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Answer Key

Day 1

- | | | | | | |
|---------|---------|---------|---------|---------|---------|
| 1. 944 | 2. 599 | 3. 983 | 4. 790 | 5. 659 | 6. 985 |
| 7. 789 | 8. 796 | 9. 789 | 10. 589 | 11. 489 | 12. 937 |
| 13. 982 | 14. 829 | 15. 846 | 16. 168 | 17. 889 | 18. 746 |
| 19. 788 | 20. 399 | | | | |

Day 2

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| 1. 379 | 2. 1187 | 3. 1386 | 4. 1274 | 5. 959 | 6. 1158 |
| 7. 958 | 8. 1236 | 9. 919 | 10. 1208 | 11. 782 | 12. 1133 |
| 13. 980 | 14. 1798 | 15. 1318 | 16. 1330 | 17. 1039 | 18. 1177 |
| 19. 1885 | 20. 769 | | | | |

Day 3

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| 1. 1479 | 2. 844 | 3. 1033 | 4. 1517 | 5. 1313 | 6. 753 |
| 7. 1390 | 8. 1446 | 9. 1022 | 10. 1360 | 11. 1021 | 12. 1151 |
| 13. 1056 | 14. 540 | 15. 1522 | 16. 1262 | 17. 1054 | 18. 1264 |
| 19. 1254 | 20. 1582 | | | | |

Day 4

1. $6,150 < 12,774$
2. $13,120 < 17,400$
3. $34,500 > 17,080$
4. $196,400 > 16,500$
5. $541,000 > 66,905$
6. $524,266 > 326,400$
7. $475,600 < 659,870$
8. $224,800 > 247,700$

How many weeks in 2020 had more birds than in 2019? 5

How many weeks in 2020 had less birds than in 2019? 3

Challenge: How many birds TOTAL were there in 2020? 2,015,836

How many birds TOTAL were there in 2019? 1,364,629

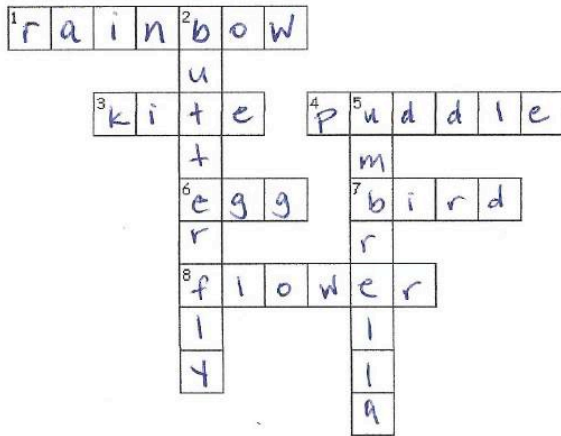
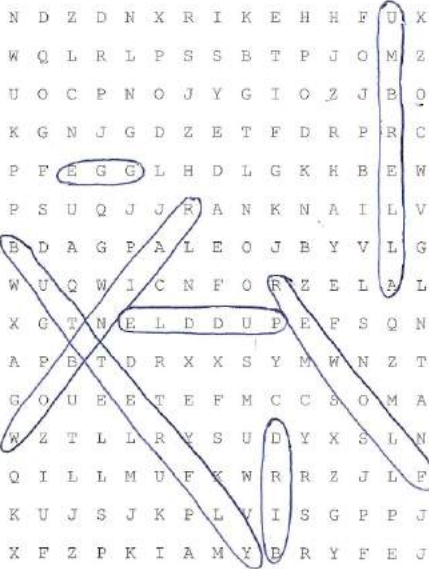
Day 3

- | | | | | | |
|---------|----------|----------|----------|----------|----------|
| 1. 846 | 2. 1342 | 3. 1374 | 4. 1684 | 5. 978 | 6. 1122 |
| 7. 365 | 8. 1189 | 9. 362 | 10. 1173 | 11. 861 | 12. 1483 |
| 13. 568 | 14. 1325 | 15. 1005 | 16. 1095 | 17. 1301 | 18. 405 |
| 19. 686 | 20. 1491 | | | | |

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22 de abril de 2020

Estimados padres o guardianes:

Durante esta pandemia global, hemos creado algunos materiales de aprendizaje que esperamos sean útiles para que su estudiante participe. Este paquete de actividades fue diseñado con su estudiante en mente y está alineado con su contenido de nivel de grado. Cada actividad en este paquete los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo usando a su estudiante, ya que respaldar su aprendizaje en todos los idiomas que saben es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su Paquete de actividades según lo que funcione mejor para usted. Recomendamos leer la información a continuación sobre el paquete y las actividades que contiene, y luego discutir con su estudiante cómo funciona el paquete y cómo pueden abrirse paso. Creemos que con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si está disponible para trabajar más estrechamente con su estudiante (o para un hermano u otro miembro de la familia), también lo alentamos. Tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento estresante. Esperamos que este sea un recurso útil para que su estudiante pueda continuar aprendiendo cosas importantes mientras está en casa.

También tratamos de hacer que los paquetes fueran interesantes y divertidos. Esperamos que su estudiante disfrute los paquetes y sienta que está haciendo un juego productivo. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: artes del lenguaje en inglés, matemáticas, estudios sociales, ciencias, educación física y arte. Y hemos escrito los paquetes y actividades para que un estudiante en las primeras etapas de dominio del inglés pueda disfrutar de los paquetes y tener éxito sin demasiado desafío.

En este paquete, hemos incluido las siguientes actividades:

- Crea un amigo. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" que su estudiante puede elegir. Sugerimos que elijan un amigo y agreguen características y color al amigo como quieran. También deberían nombrar 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 compañero es para que su estudiante pueda trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito con el paquete. Pero también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante podría elegir un animal de peluche o muñeca o algo más como su amigo. No tienen que usar uno de los amigos que ofrecemos. Pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo que necesitarán su ayuda para comprender.

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-Diario. Al final de la semana, su estudiante tendrá la oportunidad de reflexionar sobre el aprendizaje y escribir sobre él.

Estas son las actividades que su estudiante realizará con este paquete:

Día 1

Su estudiante diseñará a su amigo y trabajará en vocabulario relacionado con la primavera. Harán una lectura sobre la primavera y comenzarán un proyecto de recolección de datos notando el clima y la temperatura. Su estudiante también estará activo y anotará información sobre su actividad. Esto se puede hacer afuera o en un lugar seguro dentro de su hogar. Luego, su alumno practicará alguna adición y agregará cualquier palabra que le gustaría a su diccionario. También pueden hablar sobre su trabajo con su amigo, con usted u otro miembro de la familia.

Día 2

Su estudiante dibujará una escena de primavera y contará una historia de primavera. Continuarán notando el clima y la temperatura y realizarán actividades que anoten. Harán más adiciones para las matemáticas y luego leerán sobre grúas sandhill. Pueden agregar cualquier palabra nueva a su diccionario que deseen. También pueden hablar sobre su trabajo con su amigo, con usted u otro miembro de la familia.

Día 3

Su estudiante aprenderá a plantar una flor y dibujar una flor. Continuarán notando el clima y la temperatura y realizarán actividades que anoten. Harán más adiciones para las matemáticas que los ayudarán a resolver un rompecabezas. Pueden agregar cualquier palabra nueva a su diccionario que deseen. También pueden hablar sobre su trabajo con su amigo, con usted u otro miembro de la familia.

Día 4

Su estudiante continuará notando el clima y la temperatura y realizará actividades que anote. Su estudiante escribirá sobre lo que más le gusta de Spring y continuará sumando para matemáticas. También mirarán una tabla de datos y sacarán conclusiones sobre los números que son mayores o menores entre sí. Pueden agregar cualquier palabra nueva a su diccionario que deseen. También pueden hablar sobre su trabajo con su amigo, con usted u otro miembro de la familia.

Día 5

Su estudiante escribirá un poema sobre la primavera y agregará algo más para las matemáticas. Su estudiante finalizará su recopilación de datos con respecto a lo que observan con respecto al clima y la temperatura y luego responderá varias preguntas sobre los datos que recopilaron. También sumarán los datos sobre sus actividades y responderán algunas preguntas al respecto. Pueden finalizar su diccionario para este paquete, responder a un aviso del diario y hacer un crucigrama y una búsqueda de palabras relacionadas con el vocabulario sobre la primavera de esta semana.

Hemos incluido respuestas a los problemas matemáticos y ayuda con la búsqueda de palabras y el crucigrama, si desea verificar el trabajo de sus estudiantes.

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

Sinceramente,

A handwritten signature in black ink that reads '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

This Activity Packet was designed by:

Cindy H. Linzell
Samantha L. Stuefer
Kara Mitchell Viesca
ICMEE Admin Team

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Answer Key

Day 1

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Day 2

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
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Day 3

- | | | | | | |
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Day 4

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- 34,500 > 17,080
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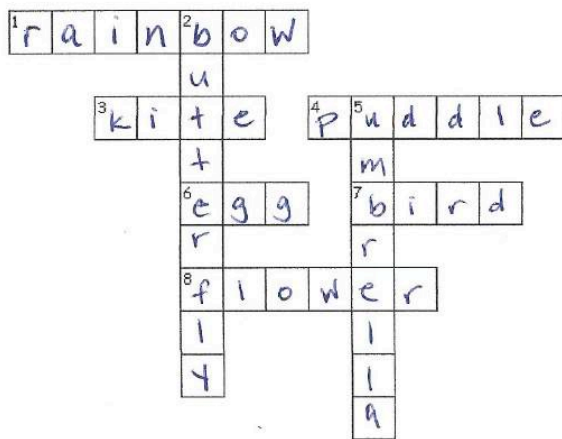
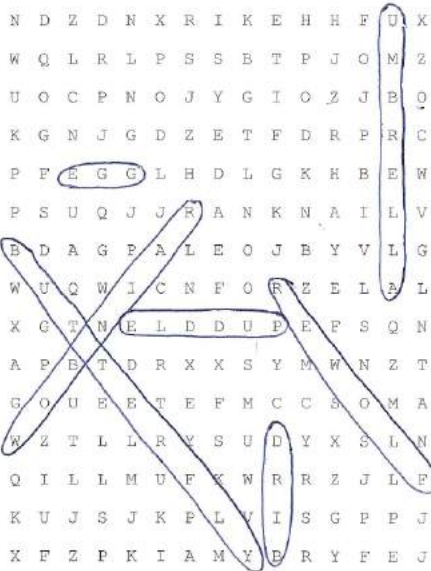
Day 3

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Aabriil 22, 2020

Gacaliye Waalid ama Mas'uulka:

Intii lagu gudajiray masiibadaani, waxaan u abuurnay qaar ka mid ah agab waxbarasho oo aan rajeynayno inuu ku caawin doono ardaygaagu inuu ladhaqmo. Xirmadan Waxqabadka waxaa loogu talagalay ardaygaaga maanka ku haya waxaana lagu waafajiyay maadooyinka heerka fasalka. Waxqabad kasta oo ku jira baakadan ayaa ka caawin doona inay sii wataan waxbarashadooda iyo sidoo kale sii wadida kobcinta luqadaha badan. Waxaan kugu dhiirigelinaynaa inaad kala hadasho ardaygaaga waxa ay sameynayaan oo u oggolaan ardaygaaga inuu wax kaa weydiyo mawduucyada ay ku howlan yihiin. Baakada waxay ku qoran tahay Ingiriis, laakiin waxaan kugu dhiirigelinaynaa adiga iyo ardaygaagaba inaad ku wada hadashaan oo aad ku wada fekertaan luuqad kasta oo aad jeclaan lahayd. Waxaan si xoogan kuugu dhiirigelinaynaa inaad isticmaasho luqadda aad ugu kalsoontahay inaad ula isticmaasho ardaygaaga sidii aad u taageeri lahayd waxbarashadooda dhammaan afafka ay garanayaan inay ku caawinayso — xitaa Ingiriisidooda! Marka, fadlan ku dhiirrigeli ardaygaaga inuu ka shaqeyso shaqada baakada luqad kasta oo ay jeclaan lahaayeen.

Waxaan ognahay inay qoysasku la tacaalaan walaac badan iyo shaki la'aan waqtigan, sidaa darteed waxaan kugu dhiirigelinaynaa inaad ka cayaarto doorka aad jeceshahay inaad la ciyaarto ardaygaaga iyo Xidhmada Waxqabadka ee ku saleysan waxa adiga kuu fiican. Waxaan kugula talineynaa inaad akhrido macluumaadka hoose ee ku saabsan baakada iyo waxqabadka ku jira ka dibna kala hadal ardaygaaga sida baakada ay u shaqeyso iyo sida ay wax uga qaban karaan. Waxaan aaminsanahay hordhacaas, ardaygaagu inuu wax badan ka qaban karo, hadii uusan aheyn, howsha laftooda. Si kastaba ha noqotee, haddii aad diyaar u tahay inaad si dhow ula shaqeyso ardaygaaga (ama walaal ama qof kale oo qoyska ka tirsan), waxaan sidoo kale dhiirigelinaynaa taas. Fadlan ogsoonow, tan looguma talagalay inay noqoto wax ku sii kordhisa walaaca iyo shaqada qoyskaaga inta lagu jiro wakhtigan buuqa badan. Waxaan rajeyneynaa inay tani tahay mid waxtar leh sidaas darteed ardaygaagu wuxuu sii wadan karaa barashada waxyaabaha muhiimka ah inta uu joogo guriga.

Waxaan sidoo kale isku daynay inaan baakadaha ka dhigno mid xiisa leh oo xiiso leh. Waxaan rajeyneynaa inuu ardaygaagu ku raaxeysan doono xirmada oo uu dareemayo inuu sameynayo ciyaar wax soo saar leh. Waxaan ka qabanay howlo isku dhafan oo ka kooban heerarka heerka fasalka oo dhan: Fanka Luqadda Ingiriisiga, Xisaabaadka, Cilmiga Bulshada, Sayniska, Caafimaadka Jimicsiga iyo Farshaxanka. Oo waxaan qorney baakadaha iyo nashaadaadyada si ardaygu bilowga hore ee aqoonta Ingiriisiga u awoodo inuu ku raaxeysto xirmadaha oo uu guuleysto iyada oo aan tartan badan la dhicin.

Xirmadan, waxaan ku soo darnay waxqabadyada soo socda:

- Abuur Buddy. Tani waa waxqabadkii ugu horreeyay ee baakadka waxaana loogu talagalay in lagu caawiyo ardaygaaga inuu haysto qof uu kala hadlo waxa ku saabsan baakadka. Waxaan ku soo darnay sawirro "saaxiibo" suuragal ah oo ardaygaagu ka dooran karo. Waxaan soo jeedineynaa inay doortaan saaxiib oo ay ku darsadaan astaamaha iyo midabbada jaallaha si kasta oo ay jeclaan lahaayeen. Waa inay iyaguna magacaabaan saaxiibkood. Inta lagu gudajiro howlaha baakadaha, ardaygaaga waxaa loo sheegi doonaa inuu la hadlo saaxiibkood ama xitaa inuu weydiyo su'aalaha saaxiibkood. Saaxiibkaani waa sidaa darteed ardaygaagu si madaxbanaan ayuu u shaqeyn karaa isaga oo aan u baahnayn waqtigaaga iyo fiiradaada si uu ugu guuleysto xirmada. Laakiin sidoo kale waxaan ku dhiirigelinaynaa

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ardaygaaga inuu kula hadlo adiga ama xubnaha kale ee qoyska sida ay diyaar u yihiin. Dheeraad ah, ardaygaagu wuxuu dooran karaa xayawaan cufan ama caruusad ama wax kale sidii saaxiibkood. Ma aha inay isticmaalaan mid ka mid ah saaxiibbada aan soo bandhigno. Laakiin waa inay u qorsheeyaan cidda ay saaxiibbadeenna, qof reerkaaga / gurigaaga ah, kubad ay horey u leeyihiin, iwm). Tani waxay noqon kartaa wax ay u baahan doonaan kaalmadaada fahanka.

- Qaamuus. Maalin kasta waxaan rajeyneynaa inuu ardaygaagu la shaqeyn doono ereyada ay xiiseeyaan ee doonaya inay la socdaan. Dhamaadka baakadka ayaa boggag loogu talagalay ardaygaaga si uu u haysto qaamuuskooda. Waxaan ardayda ku dhiirigelinaa inay isticmaalaan bogaggan si ay ula socdaan ereyada ay jecel yihiin ama u helaan wax xiiso leh. Waxaan sidoo kale ku dhiirigelineynaa ardayda inay isticmaalaan luqad kasta oo ay jeclaan lahaayeen iyo sidoo kale sawirro ka caawinaya inay xusuustaan micnaha ereyadu.

-Joornaal. Dhamaadka usbuuca usbuuca ardaygaagu wuxuu heli doonaa fursad uu ku milicsado waxbarashada oo wax ka qoro.

Waa kuwan nashaadaadka uu ardaygu ku sameyn doono xirmadaan.

Maalinta 1aad

Cunugaagu wuxuu qaabayn doonaa saaxiibkood wuxuuna ka shaqeyn doonaa qaar ka mid ah ereyada la xiriira guga. Waxay sameyn doonaan aqrin ku saabsan guga waxayna bilaabayaana mashruuc xog aruurin ah iyagoo ogaanaya cimilada iyo heerkulka. Ardaygu sidoo kale wuxuu noqon doonaa mid firfircoon oo qori doona macluumaad ku saabsan hawlhooda. Tan waxaa lagu samayn karaa banaanka ama meel aamin ah gudaha gurigaaga. Ilmahaaga ayaa kadib ku celcelin doona xoogaa iskudarka oo ku dari doona erey kasta oo ay jeclaan lahaayeen qaamuuskooda. Waxay kaloo ka wada hadli karaan shaqadooda saaxiibkood, adiga ama xubin kale oo qoyska ka tirsan.

Maalinta 2aad

Ilmahaagu wuxuu sawiri doonaa goobta guga oo wuxuu u sheegi doonaa sheeko guga. Waxay sii wadi doonaan ogaanshaha cimilada iyo heerkulka waxayna sameyn doonaan howlaha ay qorayaan. Waxay ku kordhin doonaan xisaab dheeri ah xisaabta ka dibna waxay akhriin doonaan wixii ku saabsan cillad yariisyada. Waxay ku dari karaan ereyo kasta oo cusub qaamuuskooda ay jeclaan lahaayeen. Waxay kaloo ka wada hadli karaan shaqadooda saaxiibkood, adiga ama xubin kale oo qoyska ka tirsan.

Maalinta 3aad

Ardaygaagu wuxuu baran doonaa sida loo beero ubax una sawiro ubax. Waxay sii wadi doonaan ogaanshaha cimilada iyo heerkulka waxayna sameyn doonaan howlaha ay qorayaan. Waxay ku kordhin doonaan xisaab dheeri ah xisaabta ka caawin doonta iyaga xalinta halxiraala. Waxay ku dari karaan ereyo kasta oo cusub qaamuuskooda ay jeclaan lahaayeen. Waxay kaloo ka wada hadli karaan shaqadooda saaxiibkood, adiga ama xubin kale oo qoyska ka tirsan.

Maalinta 4aad

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Cunugaagu wuxuu sii wadan doonaa ogaanshaha cimilada iyo heerkulka oo wuxuu qabanayaa howlaha ay qorayaan. Ardaygaagu wuxuu qori doonaa wax ku saabsan waxa ay jecel yihiin ee ku saabsan Gu'ga oo sii wadi doonaa ku sii darista xisaabta. Waxay kaloo eegi doonaan shaxanka macluumaadka oo waxay ku gabagabeyn doonaan tirooyinka ka weyn ama ka yar midba midka kale. Waxay ku dari karaan ereyo kasta oo cusub qaamuuskooda ay jeclaan lahaayeen. Waxay kaloo ka wada hadli karaan shaqadooda saaxiibkood, adiga ama xubin kale oo qoyska ka tirsan.

Maalinta 5aad

Ilmahaagu wuxuu qori doonaa gabay ku saabsan guga oo wuxuu ku sii kordhin doonaa wax dheeraad ah oo dheeraad ah xagga xisaabta. Ilmahaagu wuxuu dhammaystiri doonaa xog uruurintooda ku saabsan waxa ay ku ogaadaan ee ku saabsan cimilada iyo heerkulka ka dibna jawaabi doonaa dhowr su'aalood oo ku saabsan xogta ay soo ururiyeen. Waxay sidoo kale ku dari doonaan xogta ku saabsan howlahooda waxayna ka jawaabi doonaan su'aalaha qaarkood ee ku saabsan taas. Waxay ku dhammeyn karaan qaamuuskooda qaamuuska baakadkan, waxay uga jawaabaan qoraal wargeys deg deg ah waxayna sameyn karaan halxiraalaha weedha wareega iyo ereyga raadinta ee la xiriira ereyada ku saabsan guggii toddobaadkan.

Waxaan ku soo darnay jawaabaha dhibaatooyinka xisaabta waxaan ka caawineynaa ereyga raadinta iyo iskudhafka ereyga hal abuurka, haddii aad jeceshahay inaad hubiso ardaydaada inay shaqeeyaan.

Waxaan rajeyneynaa in nashaadaadani ay kor u qaadi doonaan waxbarashada cunuggaaga inta aysan awoodin inay dugsiga dhigtaan. Waxaan sidoo kale rajeynaynaa inay siinayaan cunuggaaga fursado uu ku ciyaaro ciyaar wax soo saar leh. Haddii aad qabtid wax su'aalo ah ama walaacyo ah oo ku saabsan xirmadahan, xor u noqo inaad gaarto mashruuceena icmee@unl.edu ama adoo wacaya Teaching, Learning and Teacher Education department ag 402-472-2231.

Si daacad ah,

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Answer Key

Day 1

- | | | | | | |
|---------|---------|---------|---------|---------|---------|
| 1. 944 | 2. 599 | 3. 983 | 4. 790 | 5. 659 | 6. 985 |
| 7. 789 | 8. 796 | 9. 789 | 10. 589 | 11. 489 | 12. 937 |
| 13. 982 | 14. 829 | 15. 846 | 16. 168 | 17. 889 | 18. 746 |
| 19. 788 | 20. 399 | | | | |

Day 2

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| 1. 379 | 2. 1187 | 3. 1386 | 4. 1274 | 5. 959 | 6. 1158 |
| 7. 958 | 8. 1236 | 9. 919 | 10. 1208 | 11. 782 | 12. 1133 |
| 13. 980 | 14. 1798 | 15. 1318 | 16. 1330 | 17. 1039 | 18. 1177 |
| 19. 1885 | 20. 769 | | | | |

Day 3

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| 1. 1479 | 2. 844 | 3. 1033 | 4. 1517 | 5. 1313 | 6. 753 |
| 7. 1390 | 8. 1446 | 9. 1022 | 10. 1360 | 11. 1021 | 12. 1151 |
| 13. 1056 | 14. 540 | 15. 1522 | 16. 1262 | 17. 1054 | 18. 1264 |
| 19. 1254 | 20. 1582 | | | | |

Day 4

1. $6,150 < 12,774$
2. $13,120 < 17,400$
3. $34,500 > 17,080$
4. $196,400 > 16,500$
5. $541,000 > 66,905$
6. $524,266 > 326,400$
7. $475,600 < 659,870$
8. $224,800 > 247,700$

How many weeks in 2020 had more birds than in 2019? 5

How many weeks in 2020 had less birds than in 2019? 3

Challenge: How many birds TOTAL were there in 2020? 2,015,836

How many birds TOTAL were there in 2019? 1,364,629

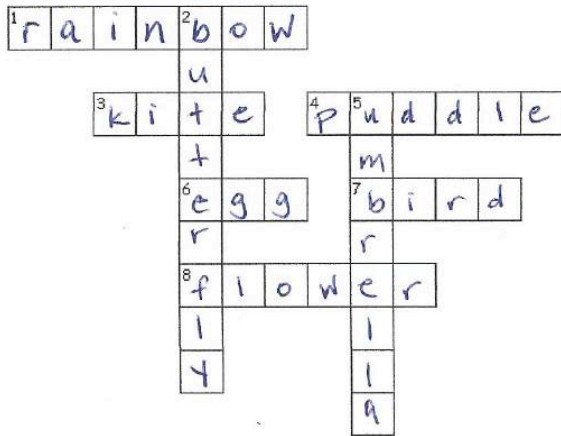
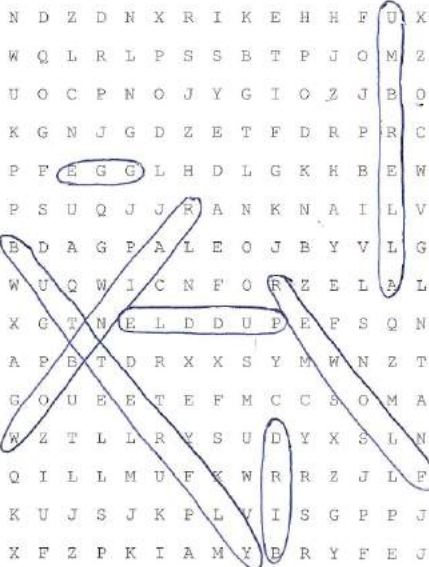
Day 3

- | | | | | | |
|---------|----------|----------|----------|----------|----------|
| 1. 846 | 2. 1342 | 3. 1374 | 4. 1684 | 5. 978 | 6. 1122 |
| 7. 365 | 8. 1189 | 9. 362 | 10. 1173 | 11. 861 | 12. 1483 |
| 13. 568 | 14. 1325 | 15. 1005 | 16. 1095 | 17. 1301 | 18. 405 |
| 19. 686 | 20. 1491 | | | | |

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Ngày 22 tháng 4 năm 2020

Kính gửi phụ huynh hoặc người giám hộ:

Trong đại dịch toàn cầu này, chúng tôi đã tạo ra một số tài liệu học tập mà chúng tôi hy vọng sẽ hữu ích cho học sinh của bạn tham gia. Gói Hoạt động này được thiết kế dành cho học sinh của bạn và phù hợp với nội dung cấp lớp của chúng. Mỗi hoạt động trong gói này sẽ giúp họ tiếp tục việc học cũng như tiếp tục phát triển đa ngôn ngữ. Chúng tôi khuyến khích bạn nói chuyện với sinh viên của bạn về những gì họ đang làm và để sinh viên của bạn hỏi bạn về các chủ đề họ đang tham gia. Gói này bằng tiếng Anh, nhưng chúng tôi khuyến khích bạn và học sinh của bạn nói và suy nghĩ với nhau bằng bất kỳ ngôn ngữ nào bạn muốn. Chúng tôi khuyến khích bạn sử dụng ngôn ngữ mà bạn cảm thấy thoải mái nhất khi sử dụng với học sinh của mình vì hỗ trợ việc học của chúng bằng tất cả các ngôn ngữ mà chúng biết là hữu ích ngay cả đối với tiếng Anh của chúng! Vì vậy, vui lòng khuyến khích học sinh của bạn thực hiện công việc trong gói bằng bất kỳ ngôn ngữ nào chúng muốn.

Chúng tôi biết rằng các gia đình hiện đang phải đối phó với rất nhiều căng thẳng và không chắc chắn, vì vậy chúng tôi khuyến khích bạn đóng vai trò bạn muốn đóng với học sinh và Gói hoạt động của họ dựa trên những gì phù hợp nhất với bạn. Chúng tôi khuyên bạn nên đọc thông tin bên dưới về gói và các hoạt động trong đó và sau đó thảo luận với học sinh của bạn về cách thức hoạt động của gói và cách chúng có thể thực hiện theo cách đó. Chúng tôi tin rằng với phần giới thiệu đó, sinh viên của bạn có thể tự mình làm rất nhiều việc, nếu không muốn nói là tất cả. Tuy nhiên, nếu bạn sẵn sàng hợp tác chặt chẽ hơn với học sinh của mình (hoặc cho anh chị em hoặc thành viên khác trong gia đình), chúng tôi cũng khuyến khích điều đó. Xin vui lòng biết rằng, đây không phải là một cái gì đó gây thêm căng thẳng và làm việc cho gia đình của bạn trong thời gian căng thẳng này. Chúng tôi hy vọng rằng đây là một tài nguyên hữu ích để học sinh của bạn có thể tiếp tục học những điều quan trọng khi ở nhà.

Chúng tôi cũng đã cố gắng để làm cho các gói thú vị và vui vẻ. Chúng tôi hy vọng rằng học sinh của bạn sẽ thích các gói và cảm thấy như chúng đang chơi hiệu quả. Chúng tôi đã tích hợp các hoạt động từ tất cả các tiêu chuẩn nội dung cấp lớp: Nghệ thuật Ngôn ngữ Anh, Toán học, Khoa học Xã hội, Khoa học, Giáo dục Thể chất và Nghệ thuật. Và chúng tôi đã viết các gói và hoạt động để một học sinh ở giai đoạn đầu thành thạo tiếng Anh có thể thưởng thức các gói và thành công mà không gặp quá nhiều thách thức.

Trong gói này, chúng tôi đã bao gồm các hoạt động sau:

- Tạo một người bạn. Đây là hoạt động đầu tiên trong gói và nhằm giúp học sinh của bạn có ai đó nói chuyện về công việc họ đang làm trong gói. Chúng tôi đã bao gồm những hình ảnh về những người bạn tiềm năng của nhóm mà bạn học sinh có thể chọn. Chúng tôi đề nghị họ chọn một người bạn và thêm các tính năng và màu sắc cho bạn bè theo cách họ muốn. Họ cũng nên đặt tên cho bạn thân của họ. Trong suốt các hoạt động gói, học sinh của bạn sẽ được yêu cầu nói chuyện với bạn bè của họ hoặc thậm chí để hỏi bạn bè của họ. Người bạn này là để sinh viên của bạn có thể làm việc độc lập mà không cần thời gian và sự chú ý của bạn để thành công với gói. Nhưng chúng tôi cũng khuyến khích học sinh của bạn nói chuyện với bạn hoặc các thành viên khác trong gia đình khi họ có sẵn. Hơn nữa, học sinh của bạn có thể chọn một con thú nhồi bông hoặc búp bê hoặc một cái gì đó khác làm bạn thân của chúng. Họ không phải sử dụng một trong những người bạn mà chúng tôi cung cấp. Nhưng họ nên lập kế hoạch cho ai là bạn thân của họ mỗi khi họ làm việc trên gói (một trong những người bạn của chúng tôi, một người

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nào đó trong gia đình / nhà bạn, một con búp bê họ đã có, v.v.). Đây có thể là một cái gì đó họ sẽ cần sự giúp đỡ của bạn hiểu.

- Từ điển. Mỗi ngày chúng tôi hy vọng rằng học sinh của bạn sẽ tham gia với những từ mà họ thấy thú vị và muốn theo dõi. Cuối gói là các trang để học sinh của bạn giữ từ điển của riêng mình. Chúng tôi khuyến khích sinh viên sử dụng các trang này để theo dõi các từ họ thích hoặc thấy thú vị. Chúng tôi cũng khuyến khích sinh viên sử dụng bất kỳ ngôn ngữ nào họ muốn cũng như hình ảnh để giúp họ nhớ những từ đó có nghĩa gì.

- Tạp chí. Vào cuối tuần, học sinh của bạn sẽ có cơ hội suy ngẫm về việc học và viết về nó.

Dưới đây là các hoạt động mà học sinh của bạn sẽ làm với gói này.

Ngày 1

Học sinh của bạn sẽ thiết kế bạn thân của họ và làm việc với một số từ vựng liên quan đến Mùa xuân. Họ sẽ đọc về mùa xuân và bắt đầu một dự án thu thập dữ liệu nhận thấy thời tiết và nhiệt độ. Học sinh của bạn cũng sẽ hoạt động và viết ra thông tin về hoạt động của họ. Điều này có thể được thực hiện bên ngoài hoặc ở một nơi an toàn trong nhà của bạn. Học sinh của bạn sau đó sẽ thực hành một số bổ sung và thêm bất kỳ từ nào họ muốn vào từ điển của họ. Họ cũng có thể nói về công việc của họ với bạn bè của họ, với bạn hoặc một thành viên khác trong gia đình.

Ngày 2

Học sinh của bạn sẽ vẽ một cảnh mùa xuân và kể một câu chuyện mùa xuân. Họ sẽ tiếp tục chú ý thời tiết và nhiệt độ và thực hiện các hoạt động mà họ viết ra. Họ sẽ làm thêm về toán học và sau đó đọc về sêu cát. Họ có thể thêm bất kỳ từ mới nào vào từ điển mà họ muốn. Họ cũng có thể nói về công việc của họ với bạn bè của họ, với bạn hoặc một thành viên khác trong gia đình.

Ngày 3

Học sinh của bạn sẽ học cách trồng một bông hoa và vẽ một bông hoa. Họ sẽ tiếp tục chú ý thời tiết và nhiệt độ và thực hiện các hoạt động mà họ viết ra. Họ sẽ làm thêm vào toán học sẽ giúp họ giải một câu đố. Họ có thể thêm bất kỳ từ mới nào vào từ điển mà họ muốn. Họ cũng có thể nói về công việc của họ với bạn bè của họ, với bạn hoặc một thành viên khác trong gia đình.

Ngày 4

Học sinh của bạn sẽ tiếp tục chú ý đến thời tiết và nhiệt độ và thực hiện các hoạt động mà họ viết ra. Học sinh của bạn sẽ viết về điều yêu thích của họ về Mùa xuân và tiếp tục làm thêm cho môn toán. Họ cũng sẽ xem xét một biểu đồ dữ liệu và đưa ra kết luận về các số lớn hơn hoặc nhỏ hơn nhau. Họ có thể thêm bất kỳ từ mới nào vào từ điển mà họ muốn. Họ cũng có thể nói về công việc của họ với bạn bè của họ, với bạn hoặc một thành viên khác trong gia đình.

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Ngày 5

Học sinh của bạn sẽ viết một bài thơ về mùa xuân và làm thêm một số bổ sung cho toán học. Học sinh của bạn sẽ hoàn thiện bộ sưu tập dữ liệu của họ về những gì họ nhận thấy liên quan đến thời tiết và nhiệt độ và sau đó sẽ trả lời một số câu hỏi về dữ liệu họ thu thập được. Họ cũng sẽ thêm dữ liệu về các hoạt động của họ và trả lời một số câu hỏi về điều đó. Họ có thể hoàn thiện từ điển của mình cho gói này, trả lời lời nhắc của tạp chí và thực hiện trò chơi ô chữ và tìm kiếm từ liên quan đến từ vựng về Mùa xuân tuần này.

Chúng tôi đã bao gồm các câu trả lời cho các vấn đề toán học và trợ giúp với tìm kiếm từ và câu đố chữ, nếu bạn muốn kiểm tra học sinh của mình làm việc.

Chúng tôi hy vọng rằng những hoạt động này sẽ tăng cường việc học tập của con bạn trong khi chúng hiện không thể đến trường. Chúng tôi cũng hy vọng rằng họ sẽ cho con bạn cơ hội chơi hiệu quả. Nếu bạn có bất kỳ câu hỏi hoặc quan tâm nào về các gói này, vui lòng liên hệ với dự án của chúng tôi tại icmee@unl.edu hoặc bằng cách gọi Teaching, Learning and Teacher Education department tại 402-472-2231.

Trân trọng,

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Answer Key

Day 1

- | | | | | | |
|---------|---------|---------|---------|---------|---------|
| 1. 944 | 2. 599 | 3. 983 | 4. 790 | 5. 659 | 6. 985 |
| 7. 789 | 8. 796 | 9. 789 | 10. 589 | 11. 489 | 12. 937 |
| 13. 982 | 14. 829 | 15. 846 | 16. 168 | 17. 889 | 18. 746 |
| 19. 788 | 20. 399 | | | | |

Day 2

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| 1. 379 | 2. 1187 | 3. 1386 | 4. 1274 | 5. 959 | 6. 1158 |
| 7. 958 | 8. 1236 | 9. 919 | 10. 1208 | 11. 782 | 12. 1133 |
| 13. 980 | 14. 1798 | 15. 1318 | 16. 1330 | 17. 1039 | 18. 1177 |
| 19. 1885 | 20. 769 | | | | |

Day 3

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| 1. 1479 | 2. 844 | 3. 1033 | 4. 1517 | 5. 1313 | 6. 753 |
| 7. 1390 | 8. 1446 | 9. 1022 | 10. 1360 | 11. 1021 | 12. 1151 |
| 13. 1056 | 14. 540 | 15. 1522 | 16. 1262 | 17. 1054 | 18. 1264 |
| 19. 1254 | 20. 1582 | | | | |

Day 4

- 6,150 < 12,774
- 13,120 < 17,400
- 34,500 > 17,080
- 196,400 > 16,500
- 541,000 > 66,905
- 524,266 > 326,400
- 475,600 < 659,870
- 224,800 > 247,700

How many weeks in 2020 had more birds than in 2019? 5

How many weeks in 2020 had less birds than in 2019? 3

Challenge: How many birds TOTAL were there in 2020? 2,015,836

How many birds TOTAL were there in 2019? 1,364,629

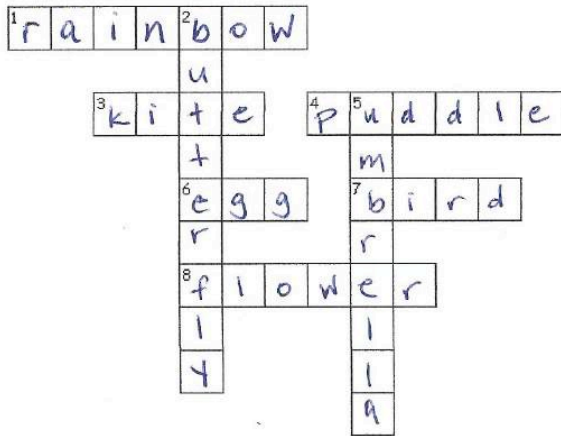
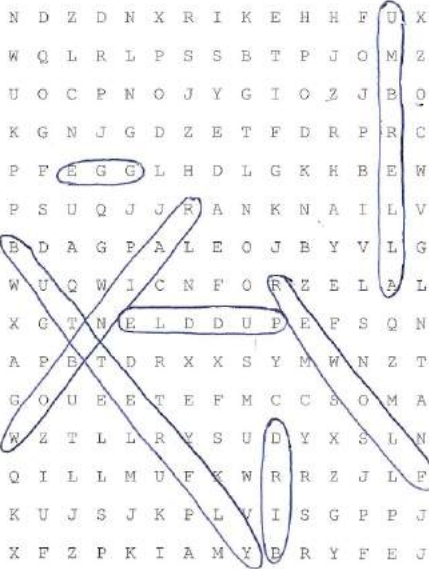
Day 3

- | | | | | | |
|---------|----------|----------|----------|----------|----------|
| 1. 846 | 2. 1342 | 3. 1374 | 4. 1684 | 5. 978 | 6. 1122 |
| 7. 365 | 8. 1189 | 9. 362 | 10. 1173 | 11. 861 | 12. 1483 |
| 13. 568 | 14. 1325 | 15. 1005 | 16. 1095 | 17. 1301 | 18. 405 |
| 19. 686 | 20. 1491 | | | | |

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Hello!

We are happy you are here! This week we will learn about Spring. Here is what you will do this week. Have fun!



Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> ⇒ Design your buddy ⇒ Vocabulary introduction ⇒ Spring reading ⇒ Go for a walk. Exercise and collect data ⇒ Math – addition ⇒ Add words to your Dictionary 	<ul style="list-style-type: none"> ⇒ Draw a Spring scene ⇒ Tell a Spring story ⇒ Go for a walk. Exercise and collect data ⇒ Math – addition ⇒ Sandhill Crane reading ⇒ Add words to your Dictionary 	<ul style="list-style-type: none"> ⇒ How to plant a flower ⇒ Draw a flower ⇒ Go for a walk. Exercise and collect data ⇒ Math – addition and puzzle ⇒ Add words to your Dictionary 	<ul style="list-style-type: none"> ⇒ Go for a walk. Exercise and collect data ⇒ Favorite thing about Spring ⇒ Math – addition ⇒ Add words to your Dictionary 	<ul style="list-style-type: none"> ⇒ Write a poem about Spring ⇒ Math – addition ⇒ Go for a walk. Exercise and collect data. Add your totals for the week. ⇒ Add words to your Dictionary, write in your journal, complete puzzles

Now, let's get started!

Instructions Key



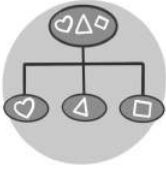
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



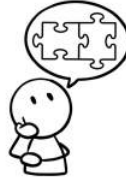
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



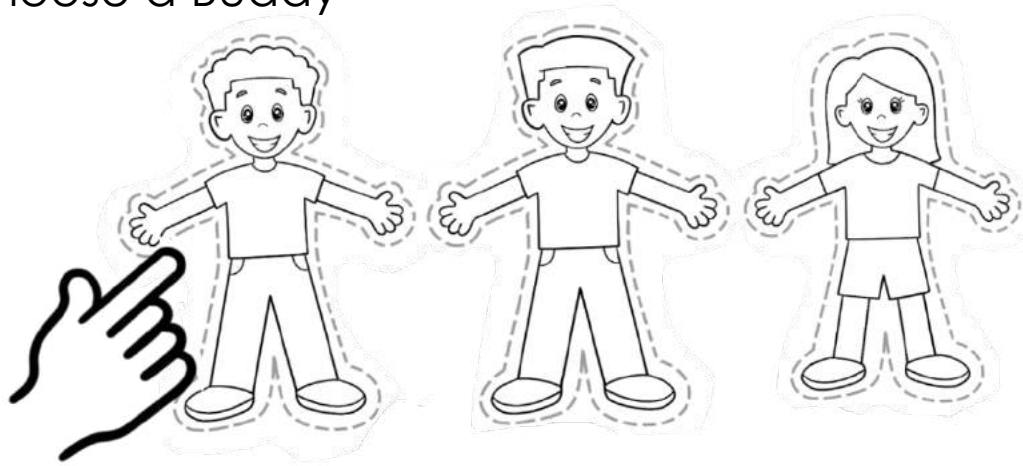
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



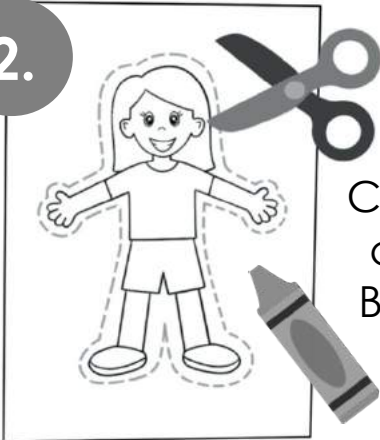
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

My Buddy

1. Choose a Buddy

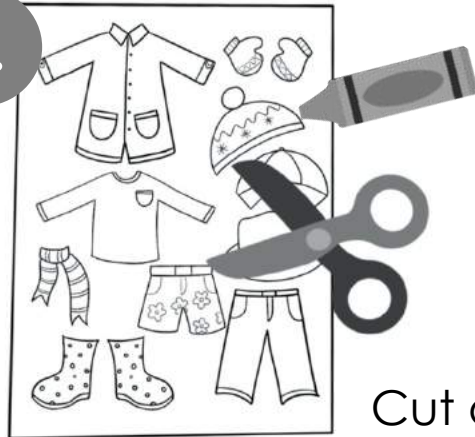


2.



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

3.



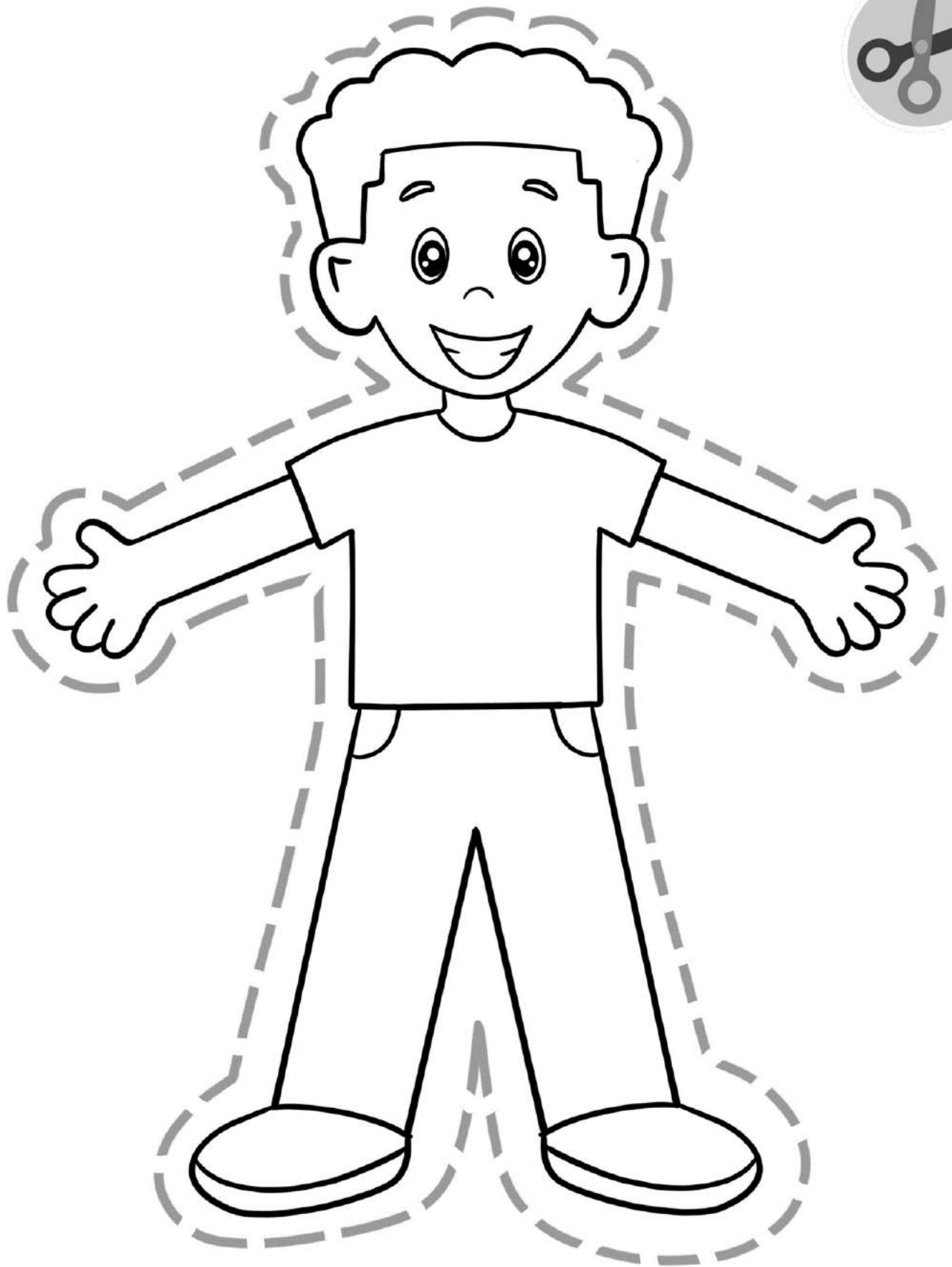
Cut out and color the accessories

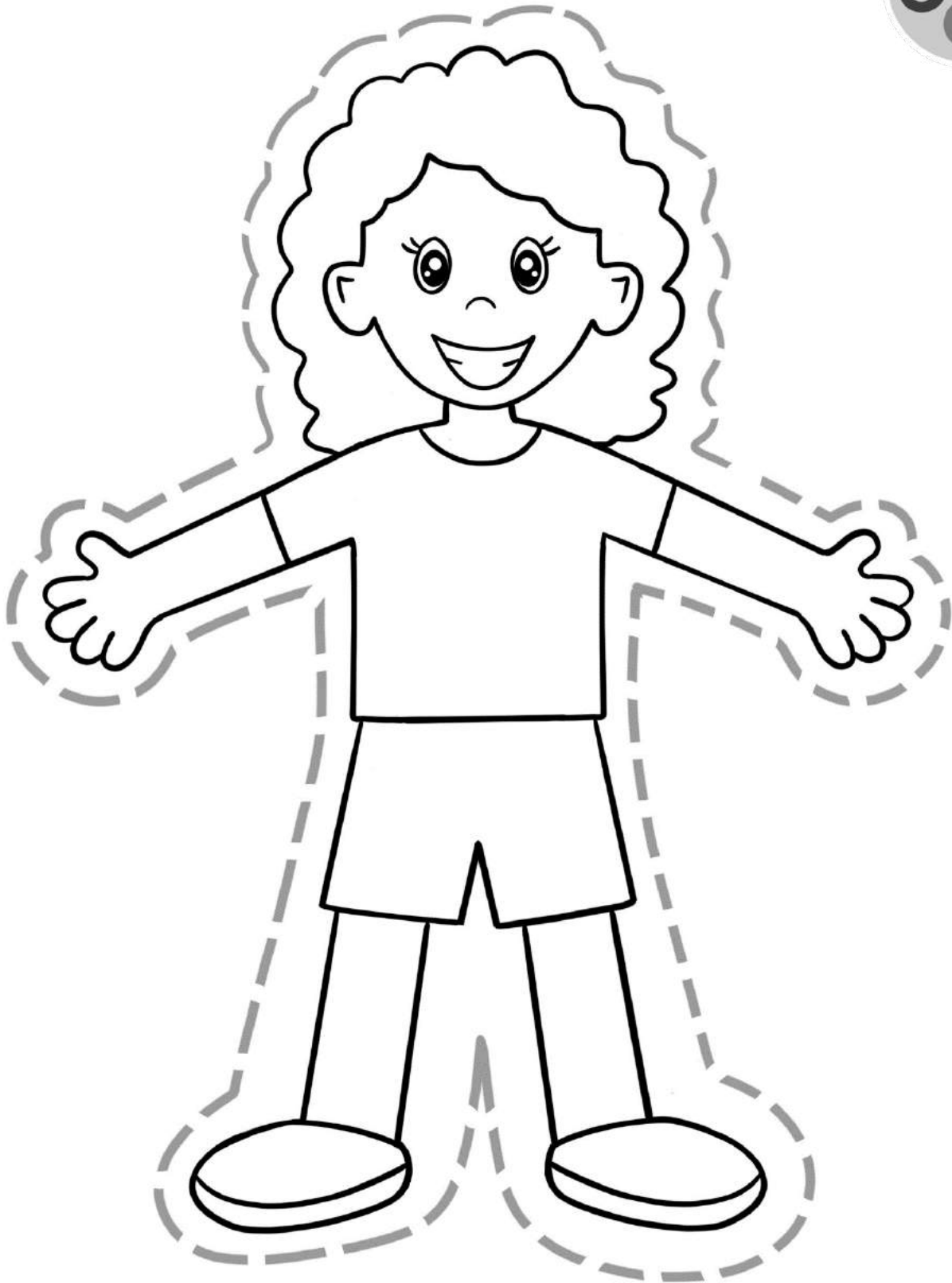
4.

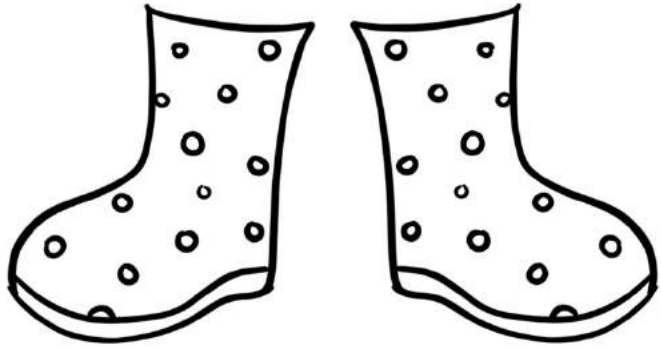
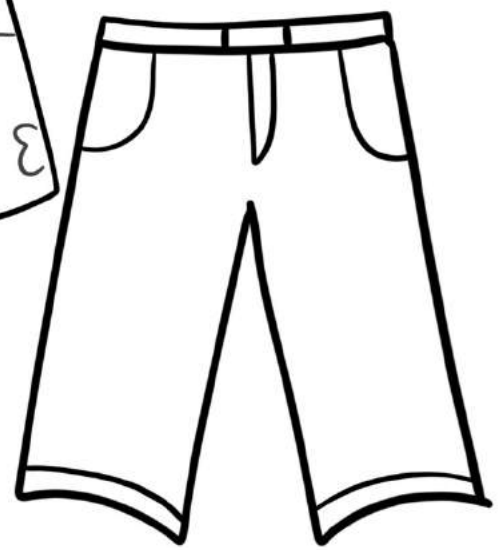
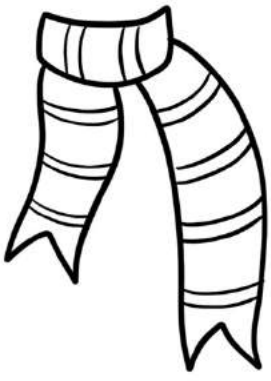
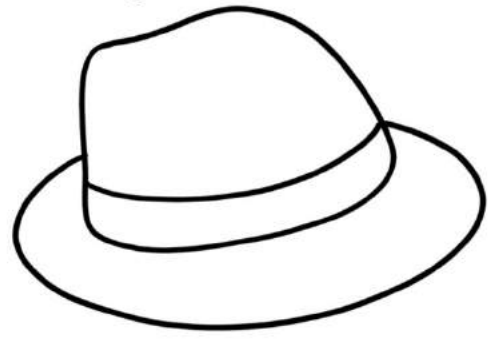
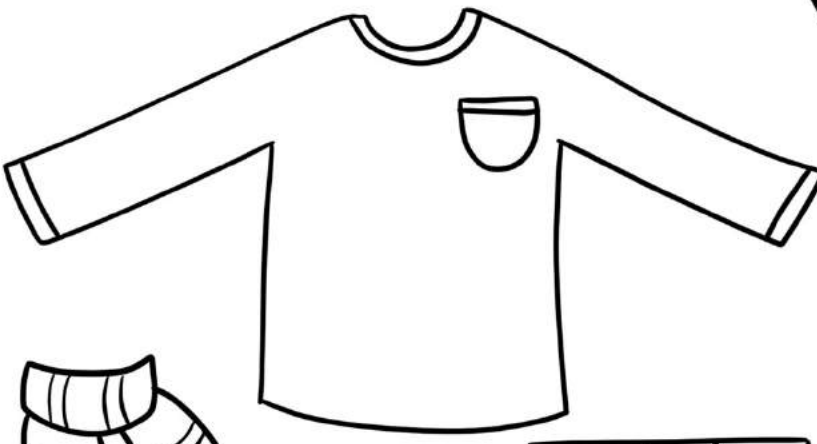
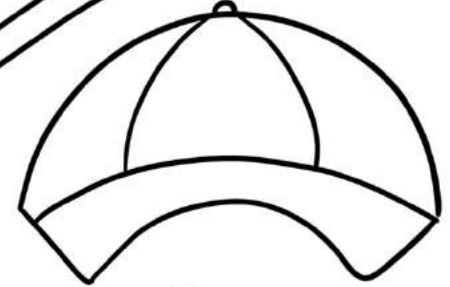
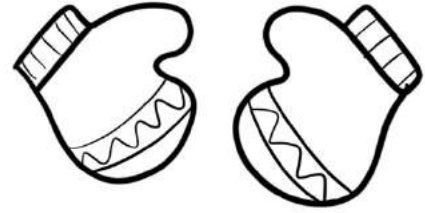


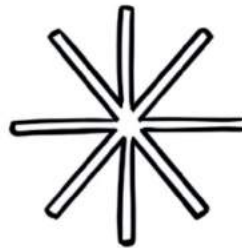
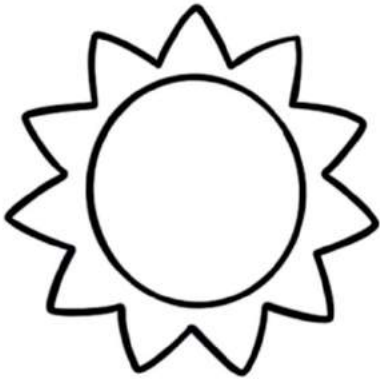
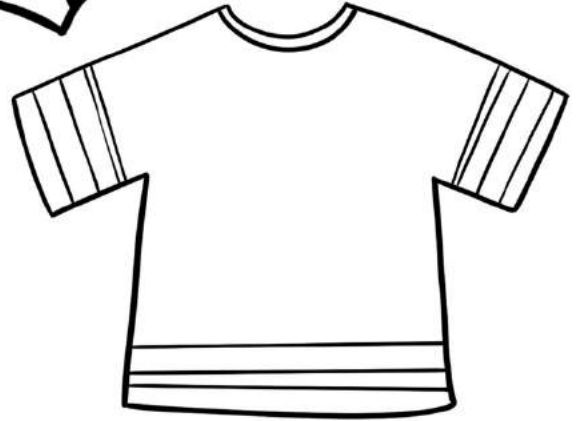
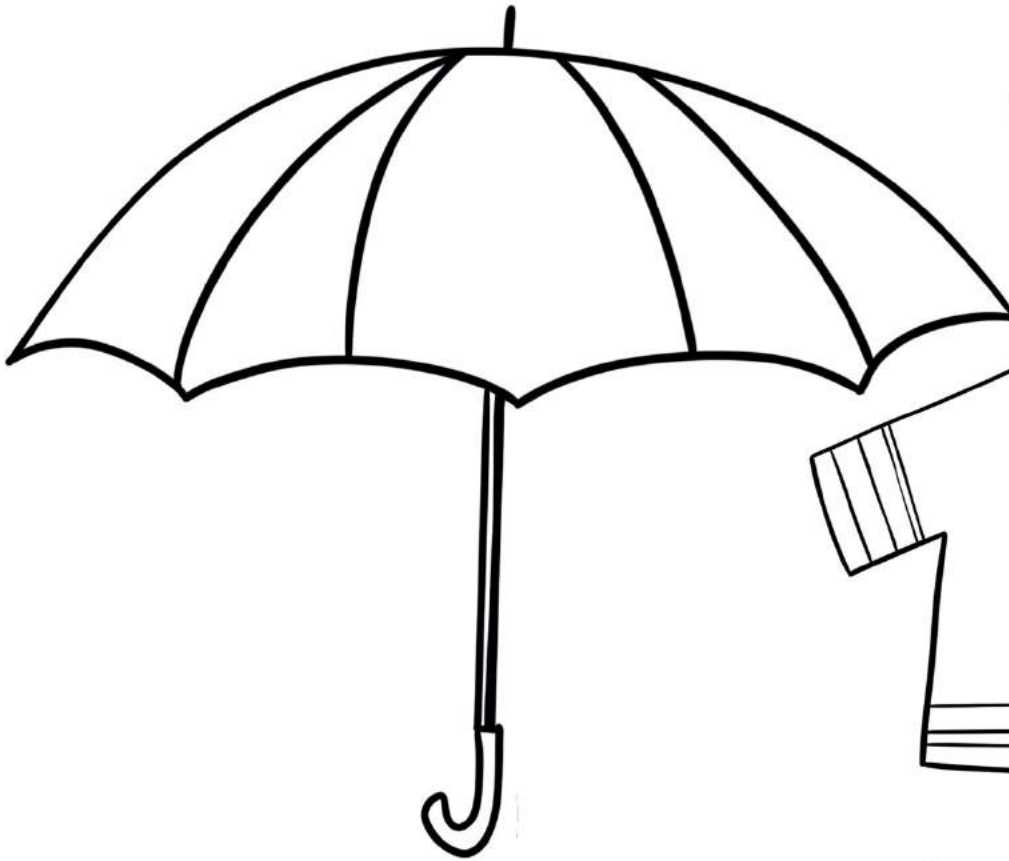
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!













Spring words

Please color or decorate these Spring things. You can also add the words for these Spring things in any other language you know.



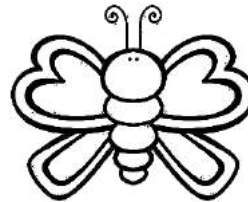
puddle



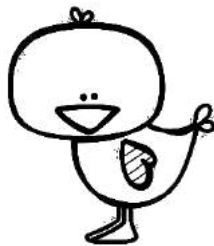
flower



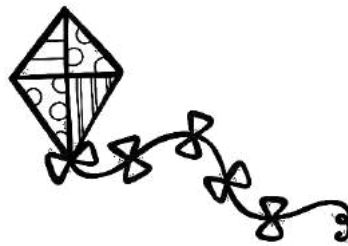
egg



butterfly



bird



kite



umbrella



rainbow

Now, let's read about Spring!



Spring

Spring is a happy season! The temperature is warmer in Spring. New plants begin to grow. Animals are born. Sometimes, animals are born from eggs. When you go outside in the spring, you can see flowers grow. You can hear birds sing. You can see butterflies too!

Sometimes it rains in the Spring. If there is sun, there might be a rainbow! Rain also leaves puddles. It is fun to jump in puddles. But, it is best to go outside in the rain with an umbrella! Spring is a happy season!

Find the vocabulary words from page 3. Underline each word you find.

What do you like about Spring? Write your answer here.







What is the weather? Let's see what we can notice about Spring.

Look out your window or go for a walk.





Here is an example:

I looked out the window. It was sunny. Today is Day 1. I put an X in the box for 'sunny' for Day 1.

					
	Cloudy?	Rainy?	Sunny?	Snowy?	Something Else?
Day 1			x		Windy





Now you try!

What is the weather like today? What day is it? Put an X in the box. Do this each day!

					
	Cloudy?	Rainy?	Sunny?	Snowy?	Something Else?
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

What is the temperature?

Go outside or look out the window. Today is Day 1. Put an X to mark the temperature today. Do this each day!

	 Hot?	 Warm?	 Chilly?	 Cold?	Something Else?
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

Now let's get active! 





On your walk, or in a safe place to be active do some Spring activities. Write down what you do.

How many times did you hop like a rabbit? (Write it in the chart.)

How many times did you leap like a frog? (Write it in the chart.)

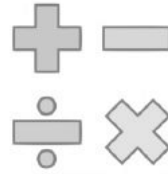
How far did you waddle like a duck? (How many steps? Write it in the chart.)

How far did you fly like a bird? (How many steps? Write it in the chart.)

	Hop Like a Rabbit! 	Leap like a Frog! 	Waddle like a duck! 	Fly Like a Bird 
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				

Now let's do math!

Add the following numbers.



Here is an example

$$\begin{array}{r|l} 6 & 2 & 7 \\ + & 3 & 1 & 2 \\ \hline & 9 & 3 & 9 \end{array}$$

1.) $\begin{array}{r} 941 \\ + 3 \\ \hline \end{array}$ 2.) $\begin{array}{r} 199 \\ +400 \\ \hline \end{array}$ 3.) $\begin{array}{r} 850 \\ +133 \\ \hline \end{array}$ 4.) $\begin{array}{r} 190 \\ +600 \\ \hline \end{array}$

5.) $\begin{array}{r} 539 \\ +120 \\ \hline \end{array}$ 6.) $\begin{array}{r} 971 \\ + 14 \\ \hline \end{array}$ 7.) $\begin{array}{r} 303 \\ +486 \\ \hline \end{array}$ 8.) $\begin{array}{r} 590 \\ +206 \\ \hline \end{array}$

9.) $\begin{array}{r} 180 \\ +609 \\ \hline \end{array}$ 10.) $\begin{array}{r} 276 \\ +313 \\ \hline \end{array}$ 11.) $\begin{array}{r} 237 \\ +252 \\ \hline \end{array}$ 12.) $\begin{array}{r} 726 \\ +211 \\ \hline \end{array}$

13.) $\begin{array}{r} 750 \\ +232 \\ \hline \end{array}$ 14.) $\begin{array}{r} 807 \\ + 22 \\ \hline \end{array}$ 15.) $\begin{array}{r} 716 \\ +130 \\ \hline \end{array}$ 16.) $\begin{array}{r} 154 \\ + 14 \\ \hline \end{array}$

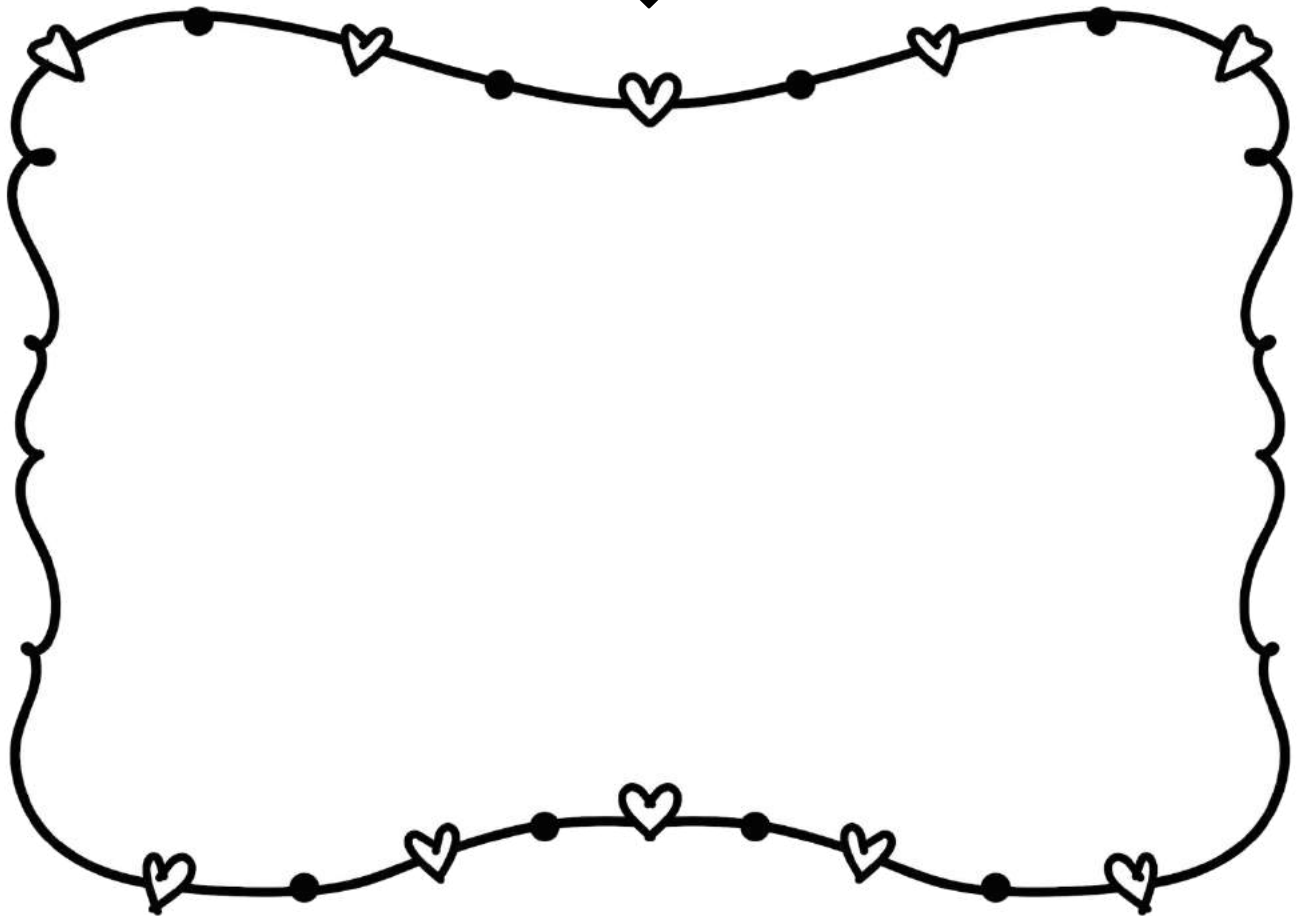
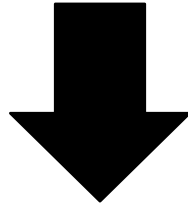
17.) $\begin{array}{r} 489 \\ +200 \\ \hline \end{array}$ 18.) $\begin{array}{r} 223 \\ +523 \\ \hline \end{array}$ 19.) $\begin{array}{r} 656 \\ +132 \\ \hline \end{array}$ 20.) $\begin{array}{r} 379 \\ + 20 \\ \hline \end{array}$



Day 2

Spring Scene

What do you like about Spring? Draw it in the box.

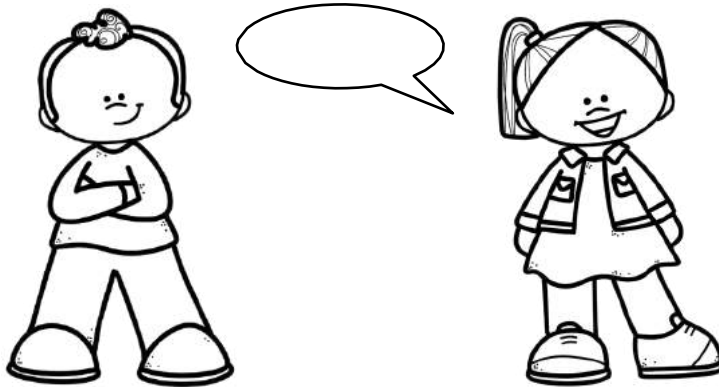


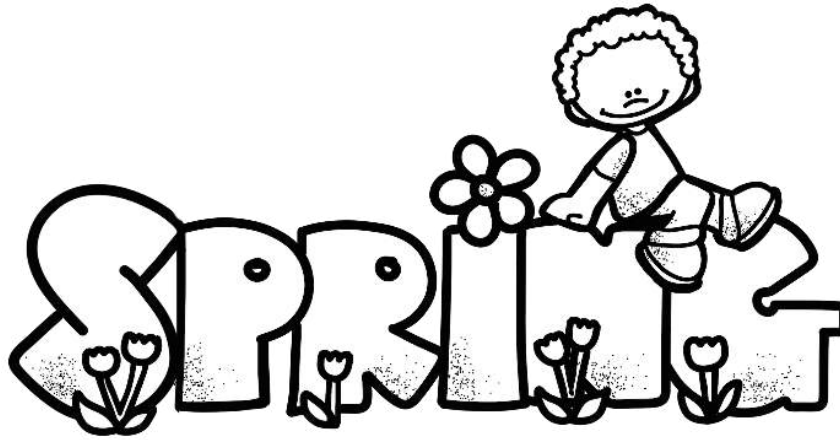
Use the vocabulary from Day 1. Write the words in English on your drawing. Write other words in your drawing in your other language.



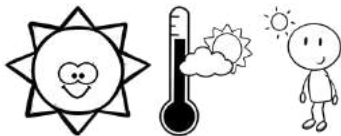
Spring Story

Look at your spring drawing. Use your drawing to write a story. Tell your story to your buddy or a family member.





What is the weather? What is the temperature?



Go or look out outside again. Write the weather in your chart from Day 1 on pages 12 and 13. Is it Cloudy? Sunny? Rainy? Snowy? Write the temperature in your chart from Day 1. Is it Hot? Warm? Chilly? Cold? Be sure to put your information in the row for "Day 2."

Now, let's get active again!



On your walk, or in a safe place to be active, do some Spring activities. Write down what you do.

How many times did you hop like a rabbit? (Write it in the chart on page 13.)



How many times did you leap like a frog? (Write it in the chart on page 13.)



How far did you waddle like a duck? (How many steps? Write it in the chart on page 13.)

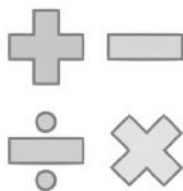


How far did you fly like a bird? (How many steps? Write it in the chart on page 13.)



Now let's do math!

Add the following numbers.



Here is an example

$$\begin{array}{r} 1 \\ 827 \\ + 336 \\ \hline 1163 \end{array}$$

1.) $\begin{array}{r} 274 \\ +105 \\ \hline \end{array}$ 2.) $\begin{array}{r} 594 \\ +593 \\ \hline \end{array}$ 3.) $\begin{array}{r} 731 \\ +655 \\ \hline \end{array}$ 4.) $\begin{array}{r} 483 \\ +791 \\ \hline \end{array}$

5.) $\begin{array}{r} 341 \\ +618 \\ \hline \end{array}$ 6.) $\begin{array}{r} 918 \\ +240 \\ \hline \end{array}$ 7.) $\begin{array}{r} 785 \\ +173 \\ \hline \end{array}$ 8.) $\begin{array}{r} 337 \\ +899 \\ \hline \end{array}$

9.) $\begin{array}{r} 779 \\ +140 \\ \hline \end{array}$ 10.) $\begin{array}{r} 561 \\ +647 \\ \hline \end{array}$ 11.) $\begin{array}{r} 200 \\ +582 \\ \hline \end{array}$ 12.) $\begin{array}{r} 664 \\ +469 \\ \hline \end{array}$

13.) $\begin{array}{r} 581 \\ +399 \\ \hline \end{array}$ 14.) $\begin{array}{r} 825 \\ +973 \\ \hline \end{array}$ 15.) $\begin{array}{r} 409 \\ +909 \\ \hline \end{array}$ 16.) $\begin{array}{r} 335 \\ +995 \\ \hline \end{array}$

17.) $\begin{array}{r} 842 \\ +197 \\ \hline \end{array}$ 18.) $\begin{array}{r} 408 \\ +769 \\ \hline \end{array}$ 19.) $\begin{array}{r} 903 \\ +982 \\ \hline \end{array}$ 20.) $\begin{array}{r} 258 \\ +511 \\ \hline \end{array}$



The Sandhill Crane



This is a crane. It is a large bird. There are many different cranes. One kind of crane is the Sandhill Crane. In March and April, many Sandhill Cranes come to Nebraska. They fly from Texas and Mexico to Canada. Many birds fly south in the Fall and north in the Spring.

This is called *migration*. The birds stop at the Platte River by Kearney, Nebraska. The river is the perfect spot to rest. The Sandhill Cranes eat the corn in the fields. Thousands of Sandhill Cranes will come to Nebraska each spring.

- Height:** 3 to 4 feet
- Weight:** 6 to 12 pounds
- Wingspan:** 6 to 7 feet
- Lifespan:** 20 to 40 years
- Color:** Gray with a red head
- Diet:** Corn, seeds, plants, grubs, worms, snails, small reptiles and rodents



Information from:
<https://rowe.audubon.org/crane-facts>



The Sandhill Crane

What did you learn about sandhill cranes? Fill in the blanks below!



The Sandhill Crane is a big _____.

Many Sandhill Cranes stop in _____ in March and April.

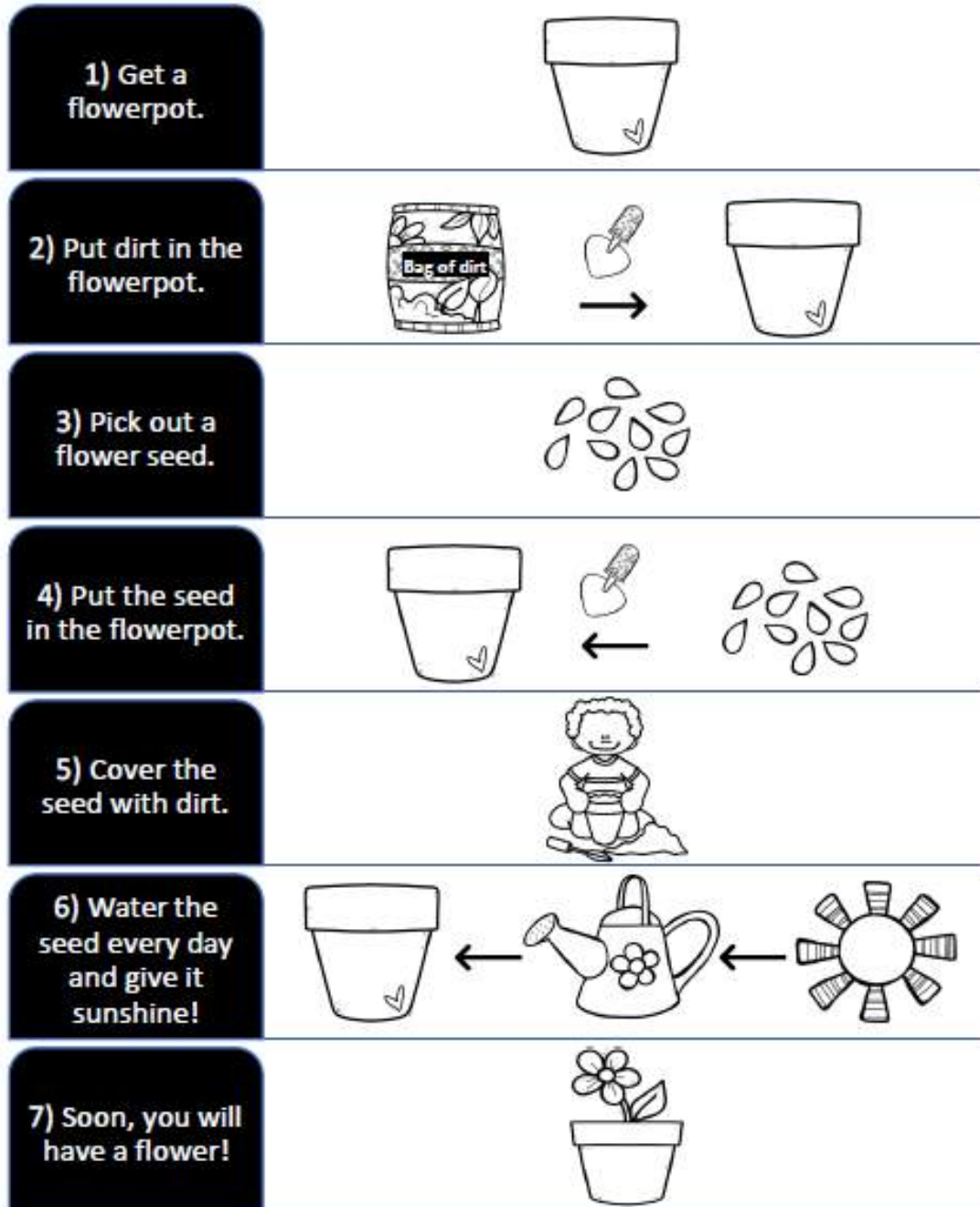
Birds fly south in the Fall and North in the Spring. This is called _____.

The Sandhill Cranes rest on the _____ near Kearney, Nebraska.

The Sandhill Cranes eat the _____ in the fields.

Day 3

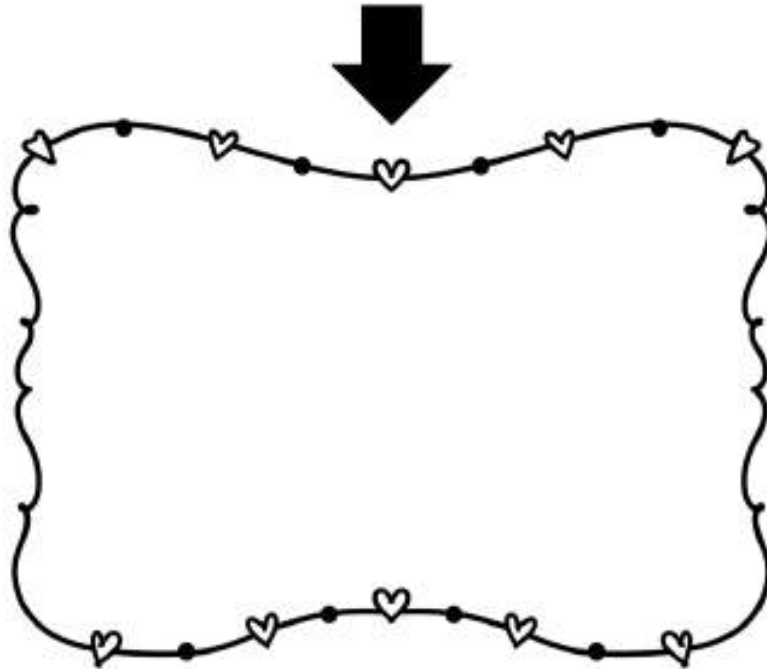
How To Plant a Flower





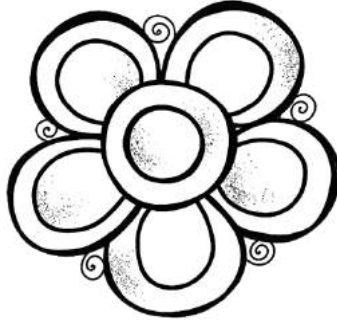
Flower Power

Take a walk or look out the window. Find a flower you like. Draw the flower below.

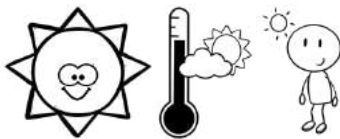


Now, tell your buddy or a family member how to plant a flower. Tell them about the flower you drew.





What is the weather? What is the temperature?



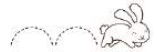
Go or look out outside again. Write the weather in your chart from Day 1 on pages 12 and 13. Is it Cloudy? Sunny? Rainy? Snowy? Write the temperature in your chart from Day 1. Is it Hot? Warm? Chilly? Cold? Be sure to put your information in the row for "Day 3."

Now, let's get active again!



On your walk, or in a safe place to be active, do some Spring activities. Write down what you do.

How many times did you hop like a rabbit? (Write it in the chart on page 13.)



How many times did you leap like a frog? (Write it in the chart on page 13.)



How far did you waddle like a duck? (How many steps? Write it in the chart on page 13.)



How far did you fly like a bird? (How many steps? Write it in the chart on page 13.)



Solve each problem. Find the answer on the page 24. Color in the shape.
What do you see?

1.)
$$\begin{array}{r} 536 \\ +943 \\ \hline 1479 \end{array}$$

2.)
$$\begin{array}{r} 518 \\ +326 \\ \hline \end{array}$$

3.)
$$\begin{array}{r} 593 \\ +440 \\ \hline \end{array}$$

4.)
$$\begin{array}{r} 701 \\ +816 \\ \hline \end{array}$$

5.)
$$\begin{array}{r} 751 \\ +562 \\ \hline \end{array}$$

6.)
$$\begin{array}{r} 429 \\ + 324 \\ \hline \end{array}$$

7.)
$$\begin{array}{r} 828 \\ +562 \\ \hline \end{array}$$

8.)
$$\begin{array}{r} 589 \\ +857 \\ \hline \end{array}$$

9.)
$$\begin{array}{r} 334 \\ +688 \\ \hline \end{array}$$

10.)
$$\begin{array}{r} 662 \\ +698 \\ \hline \end{array}$$

11.)
$$\begin{array}{r} 745 \\ +276 \\ \hline \end{array}$$

12.)
$$\begin{array}{r} 672 \\ +479 \\ \hline \end{array}$$

13.)
$$\begin{array}{r} 133 \\ +923 \\ \hline \end{array}$$

14.)
$$\begin{array}{r} 245 \\ +295 \\ \hline \end{array}$$

15.)
$$\begin{array}{r} 808 \\ +714 \\ \hline \end{array}$$

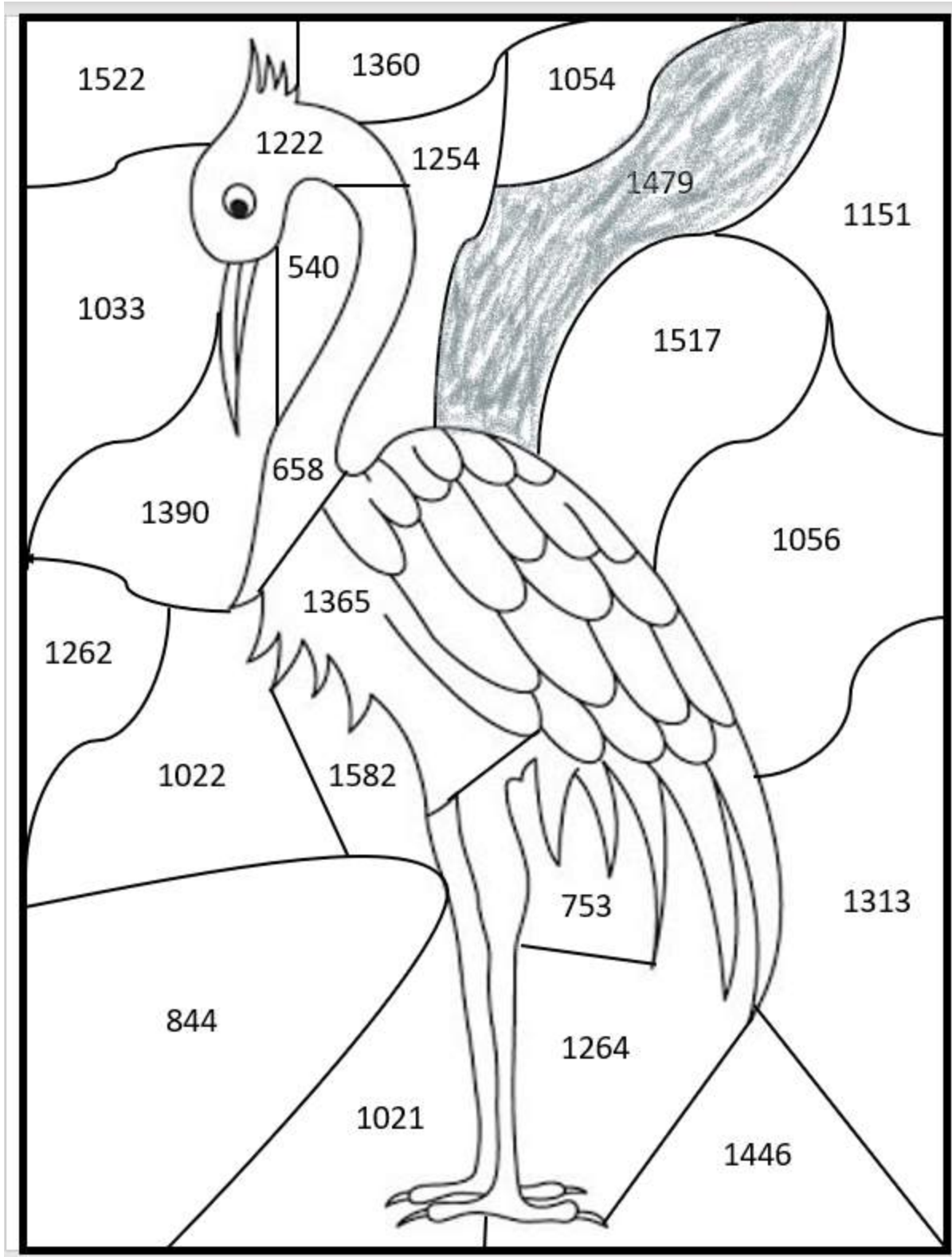
16.)
$$\begin{array}{r} 985 \\ +277 \\ \hline \end{array}$$

17.)
$$\begin{array}{r} 533 \\ +521 \\ \hline \end{array}$$

18.)
$$\begin{array}{r} 586 \\ +678 \\ \hline \end{array}$$

19.)
$$\begin{array}{r} 932 \\ +322 \\ \hline \end{array}$$

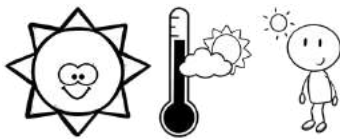
20.)
$$\begin{array}{r} 917 \\ +665 \\ \hline \end{array}$$



Day 4



What is the weather? What is the temperature?



Go or look out outside again. Write the weather in your chart from Day 1 on pages 12 and 13. Is it Cloudy? Sunny? Rainy? Snowy? Write the temperature in your chart from Day 1. Is it Hot? Warm? Chilly? Cold? Be sure to put your information in the row for "Day 4."

Now, let's get active again!



On your walk, or in a safe place to be active, do some Spring activities. Write down what you do.

How many times did you hop like a rabbit? (Write it in the chart on page 13.)



How many times did you leap like a frog? (Write it in the chart on page 13.)



How far did you waddle like a duck? (How many steps? Write it in the chart on page 13.)



How far did you fly like a bird? (How many steps? Write it in the chart on page 13.)



My Favorite Thing About Spring

Draw your favorite thing about spring in the boxes. Write a story with the pictures.

Below is my story.



My favorite thing about Spring is rain. It rains a lot of April.



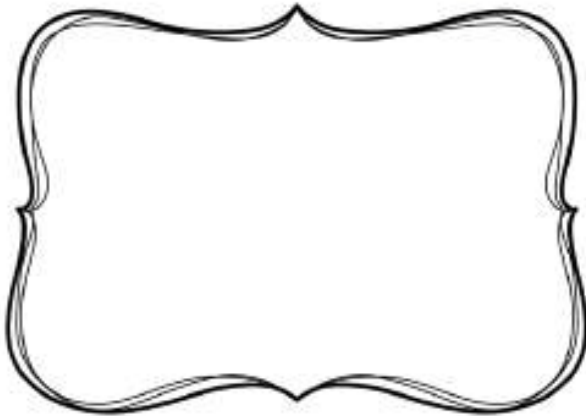
When it rains, I go out to play. I can splash in puddles all day.

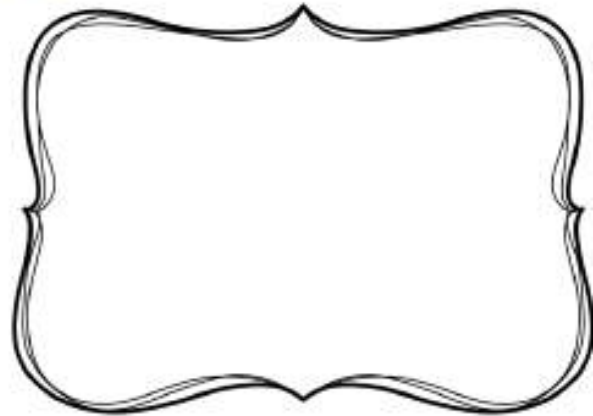


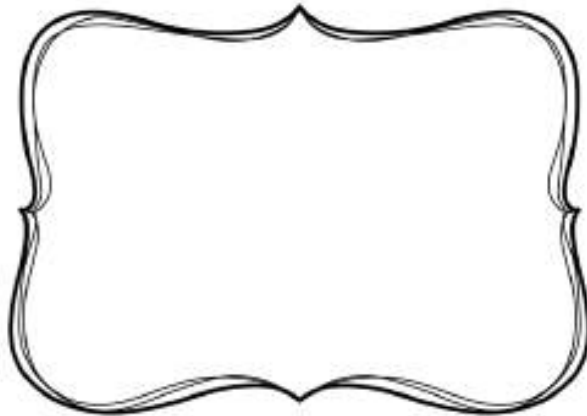
When it is done a rainbow comes out. It ends a good day. Then I wait again for another rainy day.

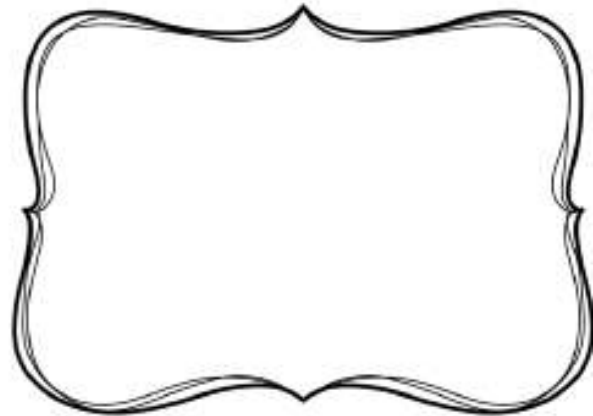


Now it is your turn to write a story about your favorite thing about spring! When you are done, tell your story to your buddy or someone you live with. Ask them what their favorite thing about spring is.









The Sandhill Crane

On Day 2, you read about Sandhill Cranes (page 12). Now, let's learn how many Sandhill Cranes came to Nebraska in 2019 and 2020. Scientists count the number of Sandhill Cranes every year. The scientists count the birds from airplanes. These charts show the number of Sandhill Cranes each week.

2020

Date	Week number	Number of Sandhill Cranes
Feb. 11	1	6,150
Feb. 18	2	13,120
Feb. 24	3	34,500
Mar. 3	4	196,400
Mar. 12	5	541,000
Mar. 21	6	524,266
Mar. 29	7	475,600
Ap. 7	8	224,800

2019

Date	Week number	Number of Sandhill Cranes
Feb. 12	1	12,774
Feb. 24	2	17,400
Mar. 1	3	17,080
Mar. 8	4	16,500
Mar. 14	5	66,905
Mar. 25	6	326,400
Mar. 30	7	659,870
Ap. 8	8	247,700

The Sandhill Crane

Use the numbers from the Sandhill Cranes chart. Put a greater than (>) or less than (<) in the blank between the numbers.

	2020		2019
Week 1	6,150	<	12,774
Week 2	_____	_____	_____
Week 3	_____	_____	_____
Week 4	_____	_____	_____
Week 5	_____	_____	_____
Week 6	_____	_____	_____
Week 7	_____	_____	_____
Week 8	_____	_____	_____

How many weeks in 2020 had more birds than in 2019? _____

How many weeks in 2020 had less birds than in 2019? _____

Challenge: How many birds TOTAL were there in 2020? _____

How many birds TOTAL were there in 2019? _____

(Hint: use addition)

Day 5

A Poem for Spring

Below is an example of the kind of poem you will be asked
to write on the next page.

Word bank:

Umbrella

~~Rainbow~~

Puddle

~~Kite~~

~~Flower~~

Egg

~~Butterfly~~

~~Bird~~

Spring is full of flowers and _____

Pretty little birds. _____

Rainbows shine across the sky _____

In many colors with big clouds. But _____

Nothing is as great as _____

Getting my kite up high with all the butterflies. _____



A Poem for Spring

Now you will write a poem about spring using the letters given to you. Try to use your new vocabulary! Also color in the letters.

Word bank:

Umbrella

Rainbow

Puddle

Kite

Flower

Egg

Butterfly

Bird

S
A
R
H
N
G

Add the following numbers.

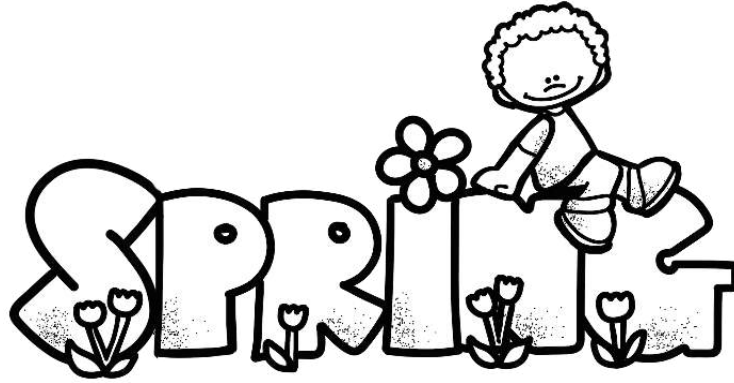
$$\begin{array}{r} 1.) \quad \mathbf{361} \\ \mathbf{+485} \\ \hline \end{array} \quad \begin{array}{r} 2.) \quad \mathbf{952} \\ \mathbf{+390} \\ \hline \end{array} \quad \begin{array}{r} 3.) \quad \mathbf{525} \\ \mathbf{+849} \\ \hline \end{array} \quad \begin{array}{r} 4.) \quad \mathbf{697} \\ \mathbf{+987} \\ \hline \end{array}$$

$$\begin{array}{r} 5.) \quad \mathbf{767} \\ \mathbf{+211} \\ \hline \end{array} \quad \begin{array}{r} 6.) \quad \mathbf{552} \\ \mathbf{+570} \\ \hline \end{array} \quad \begin{array}{r} 7.) \quad \mathbf{232} \\ \mathbf{+133} \\ \hline \end{array} \quad \begin{array}{r} 8.) \quad \mathbf{247} \\ \mathbf{+942} \\ \hline \end{array}$$

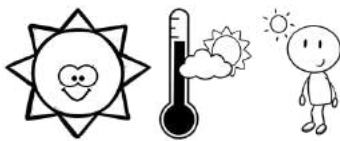
$$\begin{array}{r} 9.) \quad \mathbf{209} \\ \mathbf{+153} \\ \hline \end{array} \quad \begin{array}{r} 10.) \quad \mathbf{880} \\ \mathbf{+293} \\ \hline \end{array} \quad \begin{array}{r} 11.) \quad \mathbf{454} \\ \mathbf{+407} \\ \hline \end{array} \quad \begin{array}{r} 12.) \quad \mathbf{972} \\ \mathbf{+511} \\ \hline \end{array}$$

$$\begin{array}{r} 13.) \quad \mathbf{176} \\ \mathbf{+392} \\ \hline \end{array} \quad \begin{array}{r} 14.) \quad \mathbf{432} \\ \mathbf{+893} \\ \hline \end{array} \quad \begin{array}{r} 15.) \quad \mathbf{416} \\ \mathbf{+589} \\ \hline \end{array} \quad \begin{array}{r} 16.) \quad \mathbf{862} \\ \mathbf{+233} \\ \hline \end{array}$$

$$\begin{array}{r} 17.) \quad \mathbf{938} \\ \mathbf{+363} \\ \hline \end{array} \quad \begin{array}{r} 18.) \quad \mathbf{127} \\ \mathbf{+278} \\ \hline \end{array} \quad \begin{array}{r} 19.) \quad \mathbf{385} \\ \mathbf{+301} \\ \hline \end{array} \quad \begin{array}{r} 20.) \quad \mathbf{781} \\ \mathbf{+710} \\ \hline \end{array}$$




What is the weather? What is the temperature?



Go or look out outside again. Write the weather in your chart from Day 1 on pages 12 and 13. Is it Cloudy? Sunny? Rainy? Snowy? Write the temperature in your chart from Day 1. Is it Hot? Warm? Chilly? Cold? Be sure to put your information in the row for "Day 5."

Now, let's get active again! 

On your walk, or in a safe place to be active, do some Spring activities. Write down what you do.

How many times did you hop like a rabbit? (Write it in the chart on page 13.) 

How many times did you leap like a frog? (Write it in the chart on page 13.)



How far did you waddle like a duck? (How many steps? Write it in the chart on page 13.)



How far did you fly like a bird? (How many steps? Write it in the chart on page 13.)



Look at the charts you have filled out each day. Use the information in the charts to answer these questions.

What was the weather?



How many days was it cloudy? _____

How many days was it rainy? _____

How many days was it sunny? _____

How many days was it snowy? _____

Was there something else? Yes _____ or No _____

If there was something else, what was it? _____

Look at your answers to the questions above. Is the number of days it was cloudy greater than (>), equal to (=) or less than (<) the number of days it was sunny? (circle the righty symbol)

Cloudy > = < Sunny

Is the number of days it was rainy greater than (>), equal to (=) or less than (<) the number of days it was snowy? (circle the right symbol)

Rainy > = < Snowy

What was the temperature?



How many days was it hot? _____

How many days was it warm? _____

How many days was it chilly? _____

How many days was it cold? _____

Look at your answers to the questions above. Is the number of days it was hot greater than (>), equal to (=) or less than (<) the number of days it was warm? (circle the righty symbol)

Hot > = < Warm

Is the number of days it was chilly greater than (>) or less than (<) the number of days it was ? (circle the right symbol)

Chilly > = < Cold

Challenge Questions!



List the days it was sunny (e.g., Day 2, Day 4) _____

On those sunny days, what was the temperature? (e.g., warm) _____

Do you see a pattern? Were most of the sunny days the same temperature?

Yes _____ No _____

Why do you think that is?



List the days it was cloudy _____

On those cloudy days, what was the temperature? _____

Do you see a pattern? Were most of the cloudy days the same temperature?

Yes _____ No _____

Why do you think that is?



List the days it was rainy _____

On those rainy days, what was the temperature? _____

Do you see a pattern? Were most of the rainy days the same temperature?

Yes _____ No _____

Why do you think that is?



List the days it was snowy _____

On those snowy days, what was the temperature? _____

Do you see a pattern? Were most of the rainy days the same temperature?

Yes _____ No _____

Why do you think that is?

Great work! You are a scientist!

You collected data!

You analyzed data!

You noticed patterns!

You made assertions!


Activity Chart!

Go to your chart on page 13.

Add up the totals!

How many times across 5 days did you hop like a rabbit? 

How many times across 5 days did you leap like a frog? 

How far did you waddle like a duck across 5 days? (How many steps?) 

How far did you fly like a bird across 5 days? (How many steps?) 

Challenge Questions!

Based on the numbers above, complete the sentences below.

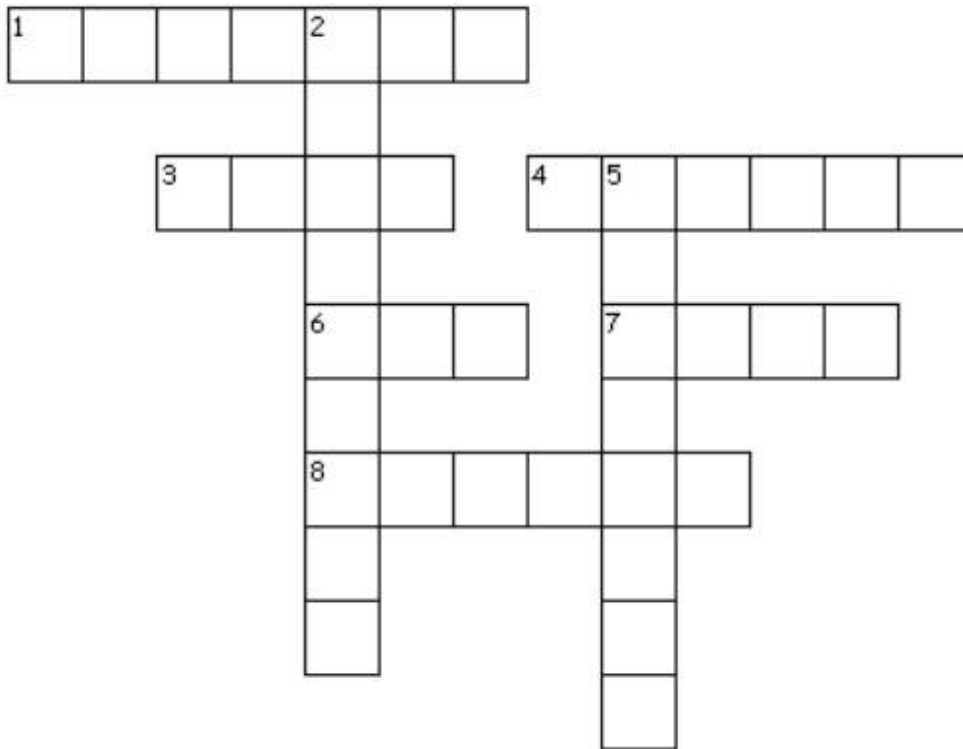
My highest number is _____ for _____

My lowest number is _____ for _____

My favorite activity was _____

Crossword Puzzle

Write the words in the boxes.



Across

1. red, orange, yellow, green, blue, indigo, violet; colors in the air after it rains
3. toy that flies in the air when it is windy
4. water on the ground
6. baby birds are in this before they are born
7. animal with wings that flies through the air
8. plant with a colorful top

Down

2. insect with colorful wings that flies in through the air
5. use this to stay dry when it is raining

Word Search

Find the word. Draw a circle around the words.

egg

flower

butterfly

puddle

bird

rainbow

umbrella

kite

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



My Dictionary

Write words for your dictionary. Write the meaning in English, your home language, or draw a picture.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



My Journal

Write (in English or your home language) or draw things from this week that you have liked.

A large, decorative frame with a scalloped border. Inside the frame, there are ten horizontal lines spaced evenly, providing a space for writing or drawing.