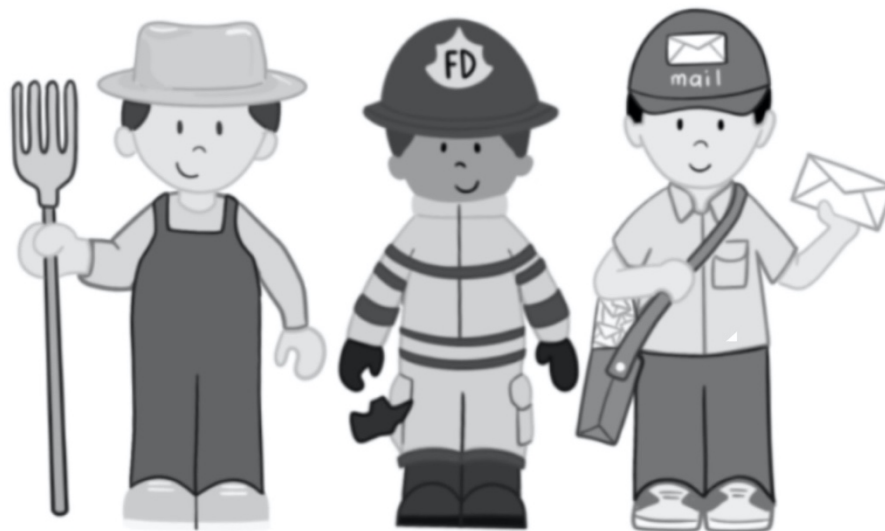




N ICMEE

Community

Activity **PACKET**



4th – 5th

Summer Packet #3 • Theme: Community

International Consortium for Multilingual Excellence in Education



June 10, 2020

Dear District/School Personnel:

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

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

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

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

Sincerely,

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

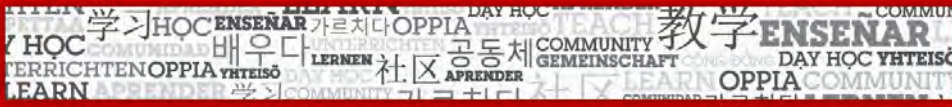
This Activity Packet was designed and created by:

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

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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 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 4.2.3 Applications: Students will solve real-world problems involving equations with fractions.
- MA 4.4.2 Analysis & Applications: Students will analyze data to address the situation.
- MA.5.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers, fractions, and decimals within the base-ten number system.
- MA 5.1.2 Operations: Students will demonstrate the meaning of operations and compute accurately with whole numbers, fractions, and decimals.
- MA 5.2.3 Applications: Students will solve real-world problems involving equations with fractions and mixed numbers.

Science

- SC.4.4.2: Energy: Conservation and Transfer
- SC.4.6.3: Structure, Function, and Information Processing

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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).

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June 9, 2020

Dear Parent or Guardian:

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

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

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

In this packet, we have included the following activities:

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

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Each day students have a short prompt that they can respond to. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal prompts will also be points of conversation for your student with their buddy.
- This packet focuses on the concept of community. We encourage students to make connections to their own communities, in the U.S. or in any other country, and to use those experiences to complete this packet. Students will continue about religions around the world, embracing differences as strengths that make us all better together, and they will compare and contrast as well. They will complete activities about helping friends around the world. In math, they will learn about counting coins. Finally, the vocabulary for this packet includes the words: happy, sad, feel, help, mine, I, your, you, our, similar, together, friend.

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

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9 de junio de 2020

Estimados padres/madres o tutores legales:

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

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

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

En este paquete, hemos incluido las siguientes actividades:

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

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

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

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

-Este paquete se centra en el concepto de la comunidad. Alentamos a los estudiantes a que hagan conexiones con sus propias comunidades, en los EE. UU. o en otro país y que usen esas experiencias para que completen este paquete. Los estudiantes continuarán aprendiendo sobre las religiones que existen alrededor del mundo, apreciando las diferencias como fortalezas que no hacen mejores juntos, además, compararán y contrastarán. Completarán actividades donde tendrán que ayudar a amigos alrededor del mundo y en matemáticas, aprenderán a contar monedas. Finalmente, el vocabulario de este paquete incluye palabras como: feliz, triste, ayudar, mío, yo, tuyo, tú, nuestro, similar, juntos, amigo.

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

Atentamente,

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2020年6月2日

亲爱的家长或监护人：

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

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

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

在此活动包中，我们囊括了以下活动：

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

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- 字典。我们希望您的学生每天都能与他们感兴趣的单词互动，并希望对其进行记录。活动包最后的几页可供您的学生创造并保存自己的字典。我们鼓励学生使用这些页面来查找自己喜欢或感兴趣的单词。我们还鼓励学生使用他们想要的任何语言以及图片来帮助他们记住单词的含义。
- 日志。每天，学生根据简短的一段提示，他们可以做出回应。应当鼓励学生用他们最喜欢的最倾向使用任何一种语言（或多种语言的组合）进行日志写作。他们还可以根据需要使用图片。我们希望这些日志提示也将成为您的学生与伙伴对话的要点。
- 此活动包关注社区这一概念。我们鼓励学生与美国或任何其他国家/地区的自己的社区建立联系，并利用这些经验来完成本作业。学生们将继续探讨世界各地的宗教，将差异作为使我们大家在一起更好的优势，他们还将进行比较和对比。他们将完成有关帮助世界各地朋友的活动。在数学上，他们将学习有关数硬币的知识。最后，此活动包的词汇表中包含以下单词：快乐的，悲伤的，感觉，帮助，我的，我，你的，你，我们的，相似的，一起的，朋友。

我们希望这些活动可以在您的孩子目前无法上学的情况下提升他们的学习能力。我们也希望这些活动包能给您的孩子创造寓教于乐的机会。如果您对 these 活动包有任何疑问或疑虑，请随时通过此邮箱 icmee@unl.edu 或致电 402-472-2231 与内布拉斯加林肯大学的教学、学习和教师教育系取得联系。

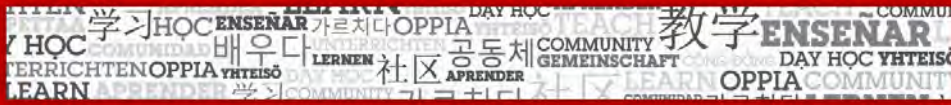
Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
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السادة آباء وأوصياء 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 ومحتوى 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 يشغلون عليه هنا والسماح لهم بطرح الأسئلة حول المواضيع 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 كثيرًا. 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 أيضًا. ونحيطكم علما أن المقصود من هذا ليس هو إضافة مزيد من الإجهاد والعمل على أسرتكم خلال هذا الوقت العصيب. نأمل أن يكون هذا مصدرًا مفيدًا حتى يتمكن الطلاب من مواصلة تعلم أشياء مهمة ومفيدة أثناء مكوثهم في المنزل.

حاولنا أيضًا جعل هذه الحزمة مثيرة للإهتمام وممتعة. نأمل أن يستمتع طلابكم بالحزمة وكأنهم يشاركون في لعب منتج. قمنا بدمج أنشطة من جميع محتويات الصفوف الدراسية اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، علوم التربية البدنية والفنون وقد صممت هاته الحزم والأنشطة لتمكن الطلاب من الإستمتاع بالأنشطة وانجازها بنجاح دون صعوبة، حتى و ان كان الطلاب في مراحلهم الأولى من تعلم الإنجليزية.

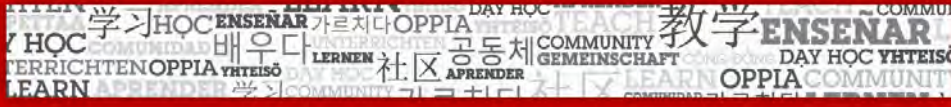
في هذه الحزمة، قمنا بادراج الأنشطة التالية:

- 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 أيضًا 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 هذا الصديق فرد من اسرتكم/بيبتكم، أو دمىة كانت متوفرة في البيت أو ما إلى ذلك. قد يحتاج الطلاب إلى مساعدتكم في فهم هذا الأمر.

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- القاموس: نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون تتبعها 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 أيضاً استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق الجديد.
 - تركز هذه الحزمة على مفهوم المجتمع. نشجع الطلاب على التواصل مع مجتمعاتهم سواء في الولايات المتحدة أو في أي بلد آخر، واستخدام هذه التجارب عند انجاز هذه الحزمة. سيستمر الطلاب في موضوع الأديان في جميع أنحاء العالم، واحتضان الاختلافات باعتباره نقطة قوة تجعلنا جميعاً أفضل، وسوف يقومون بمقارنات أيضاً. سوف ينجزون أنشطة حول مساعدة صديق عبر العالم. وفي الرياضيات سوف يتعلمون حساب العملات المعدنية. وأخيراً، تتضمن هذه الحزمة مفردات التالية: سعيد، حزين، يشعر، يساعد، ملكي، أنا، لك، أنت، لنا، المتشابه، معاً، صديق.
- نأمل أن تعزز هذه الأنشطة من تعلم ابنكم في هذه الظروف التي لا يمكنه (ا) الذهاب فيها إلى المدرسة. نأمل أيضاً ان تقوم هذه الحزم بمنح ابنكم فرصاً للعب المنتج. إذا كان لديكم أي أسئلة أو استفسارات حول هذه الحزم التعليمية فلا تترددوا في الاتصال بالبريد الإلكتروني للمشروع على icmee@unl.edu أو بالاتصال بشعبة التدريس والتعلم والتعليم المعلمين على 402-472-2231.

مع خالص التحيات

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Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

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Instructions Key



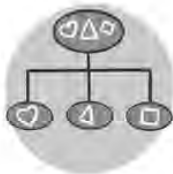
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



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



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



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



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



- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



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

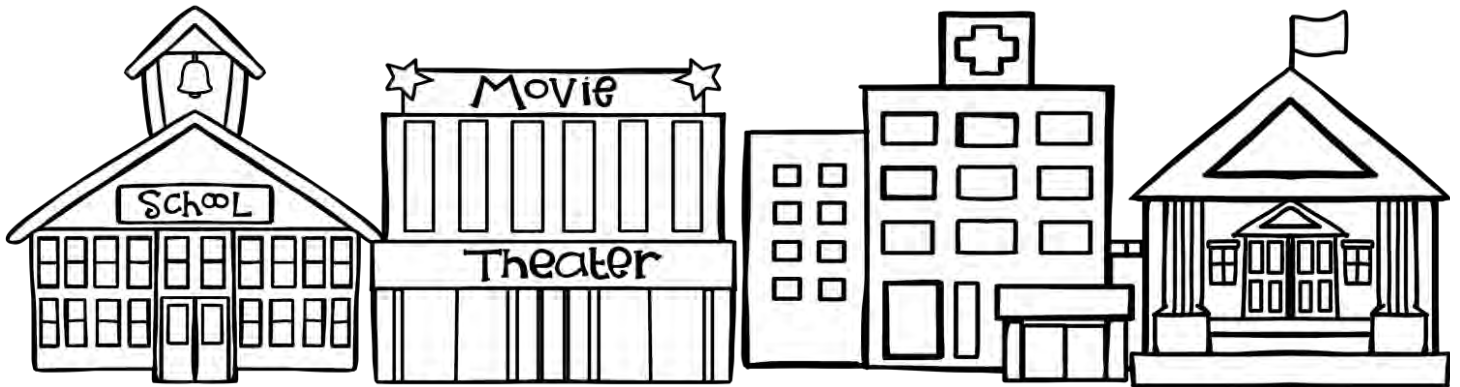


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn



Community

Grade 4-5





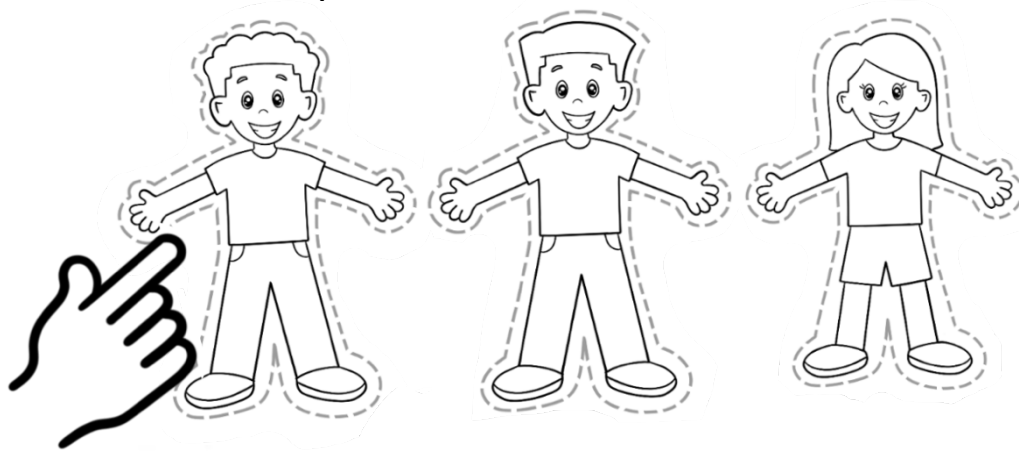
N ICMEE

Day 1

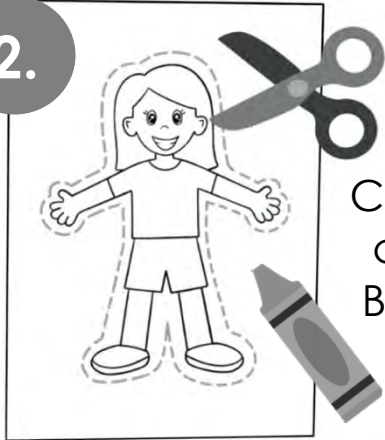


My Buddy

1. Choose a Buddy

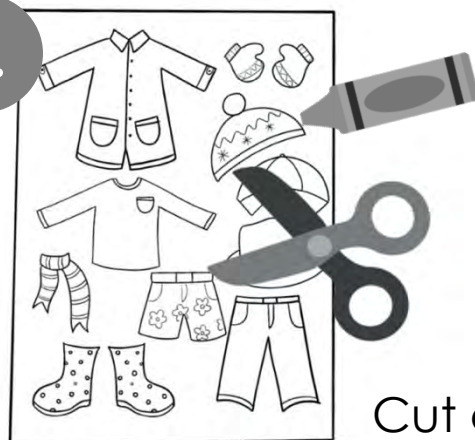


2.



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

3.

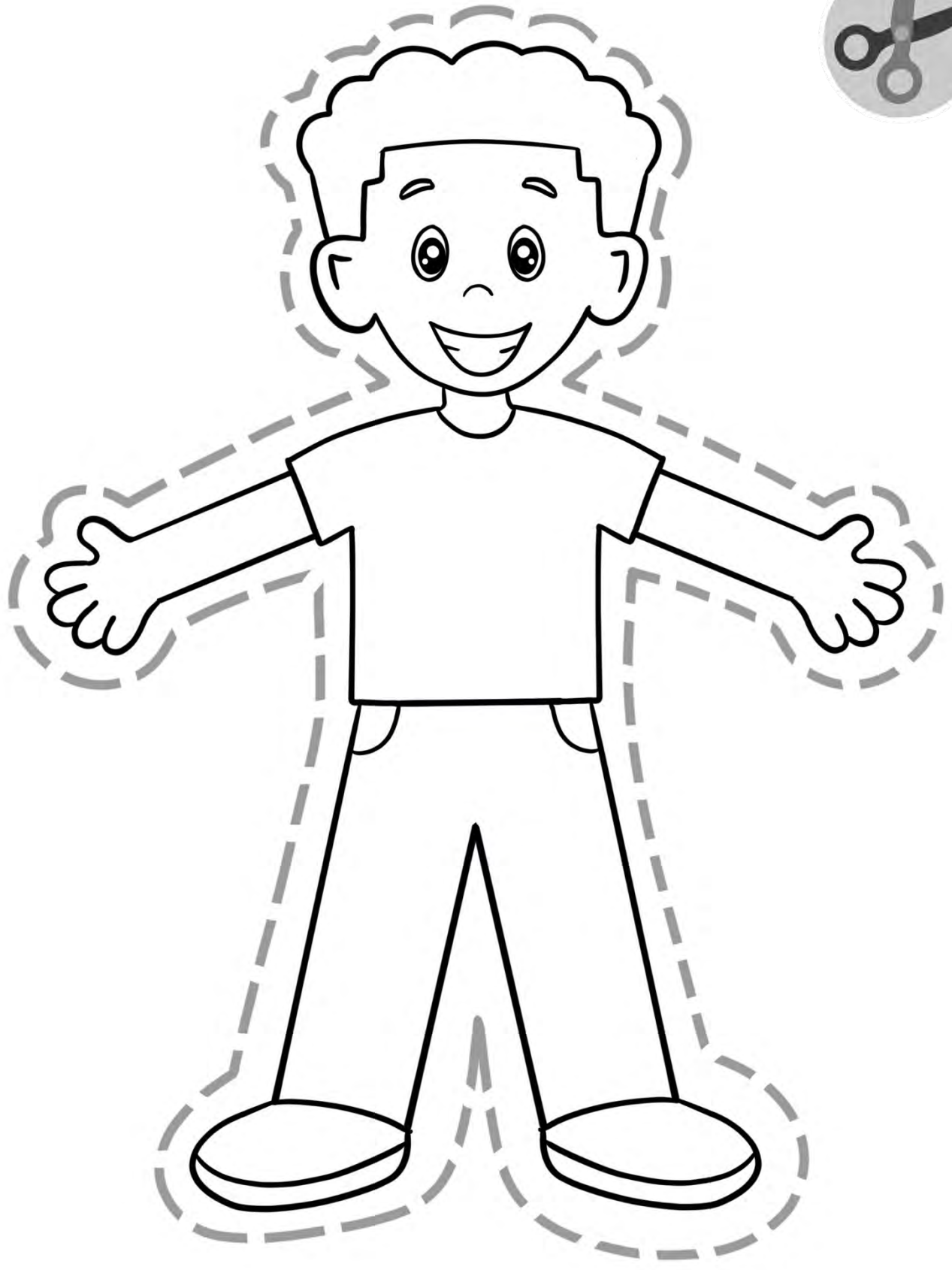


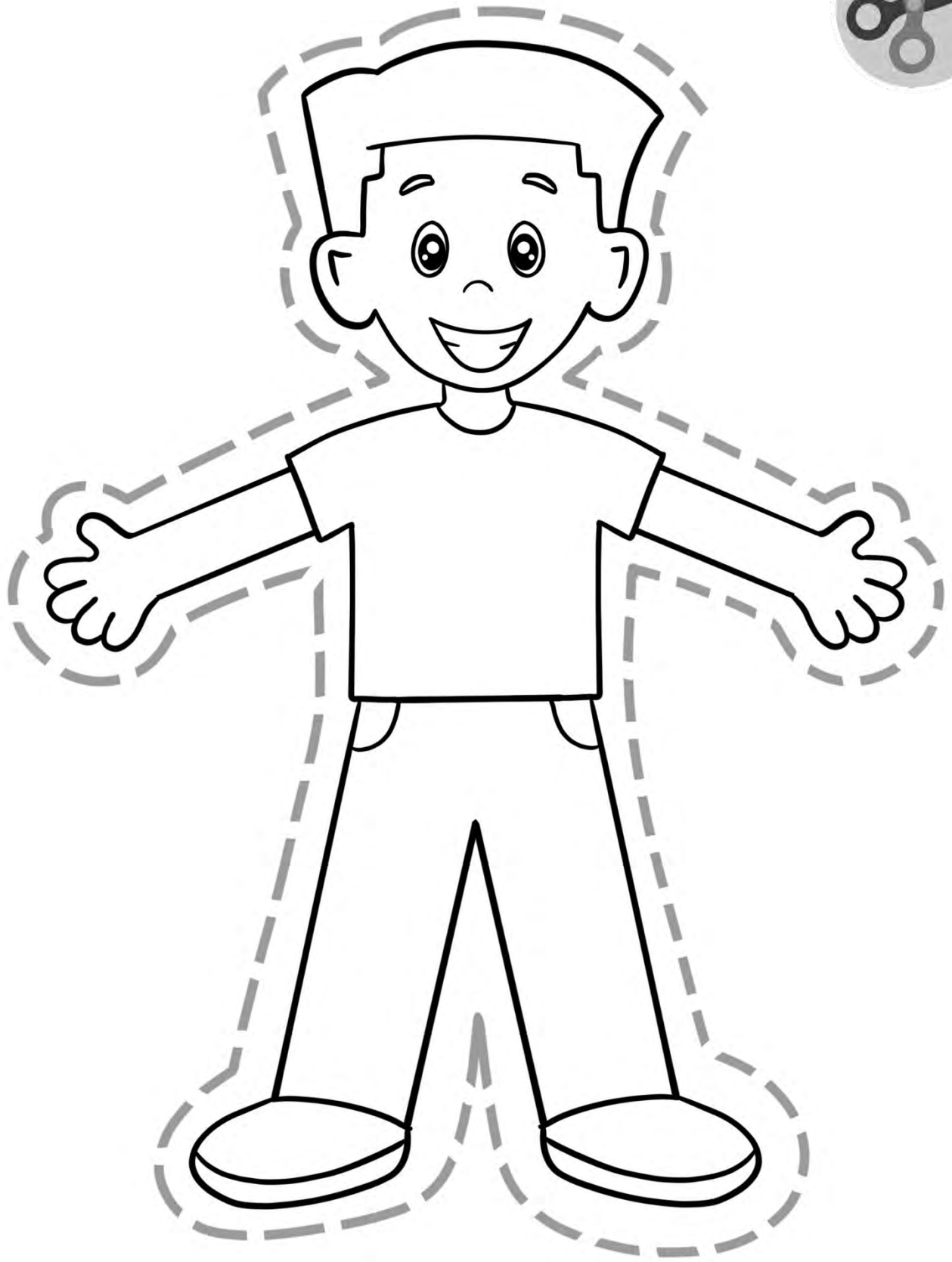
Cut out and color the accessories

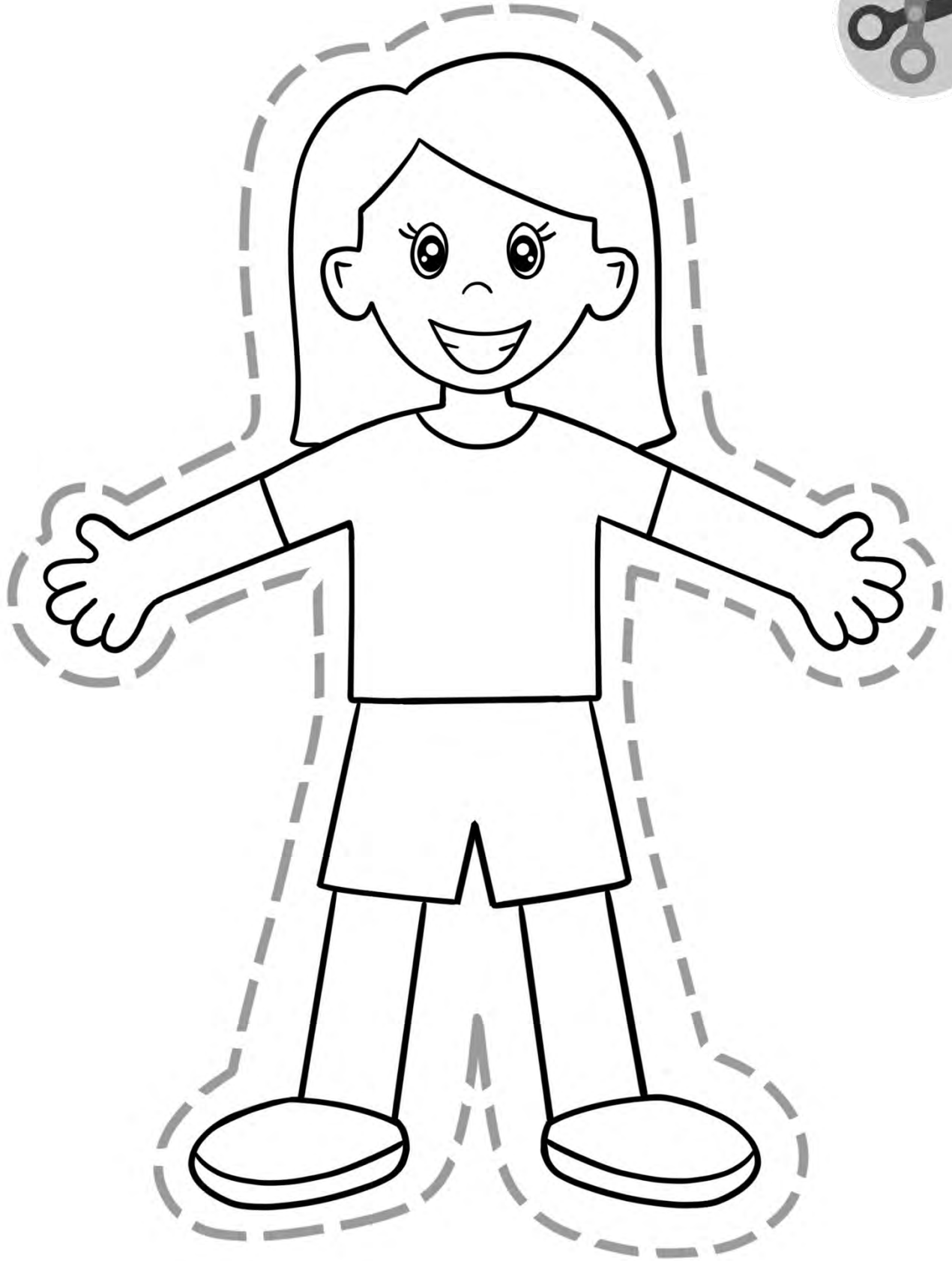
4.

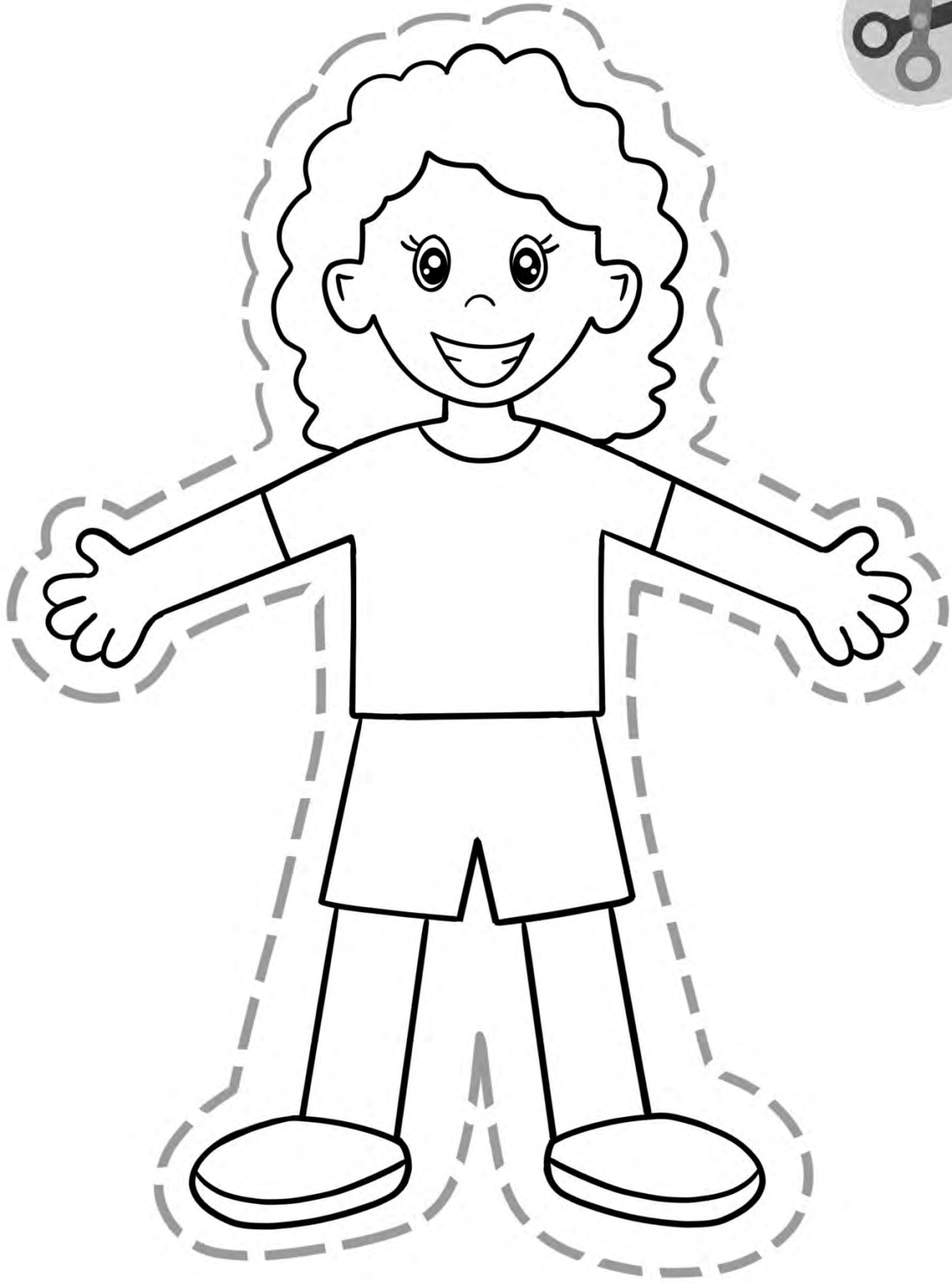


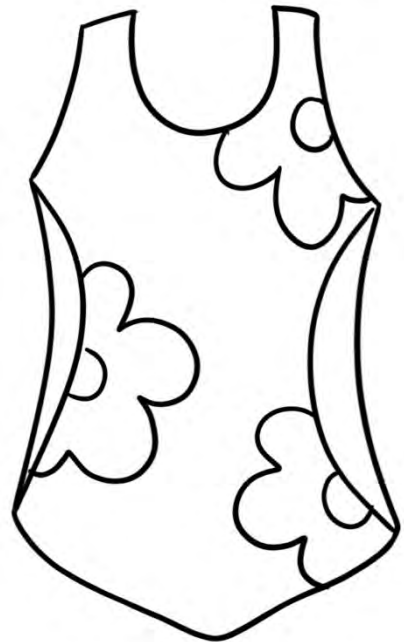
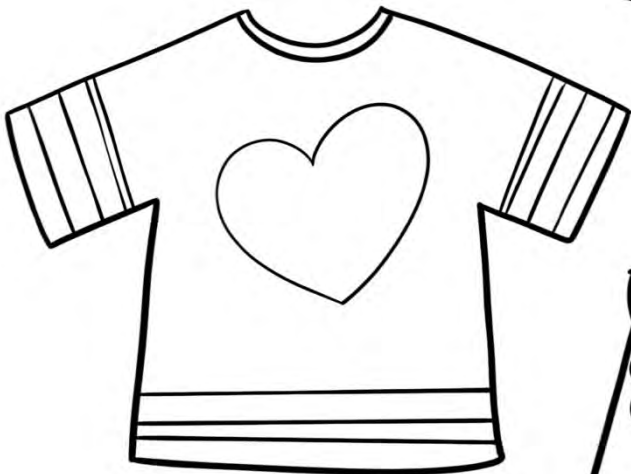
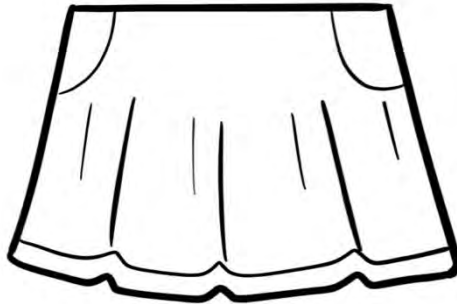
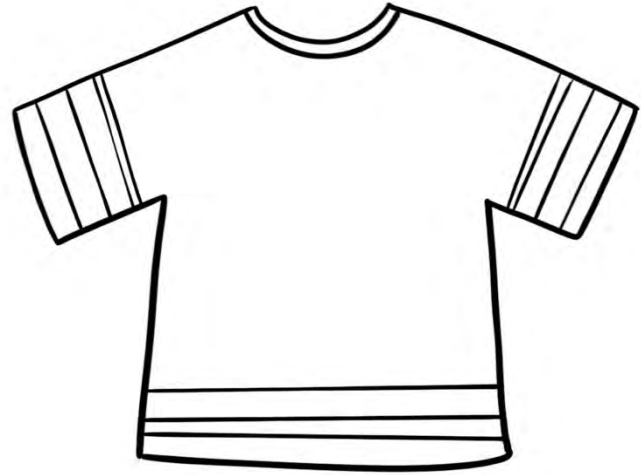
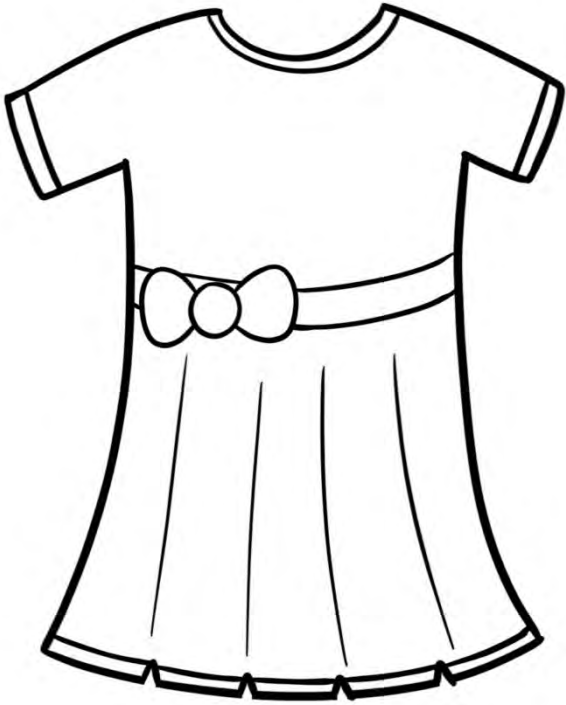
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

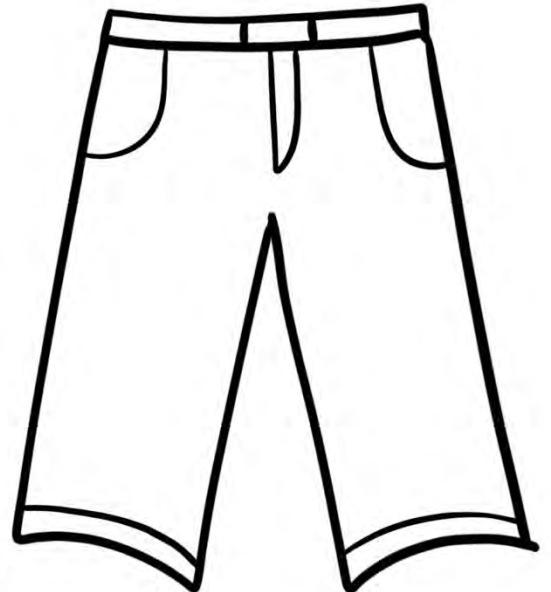
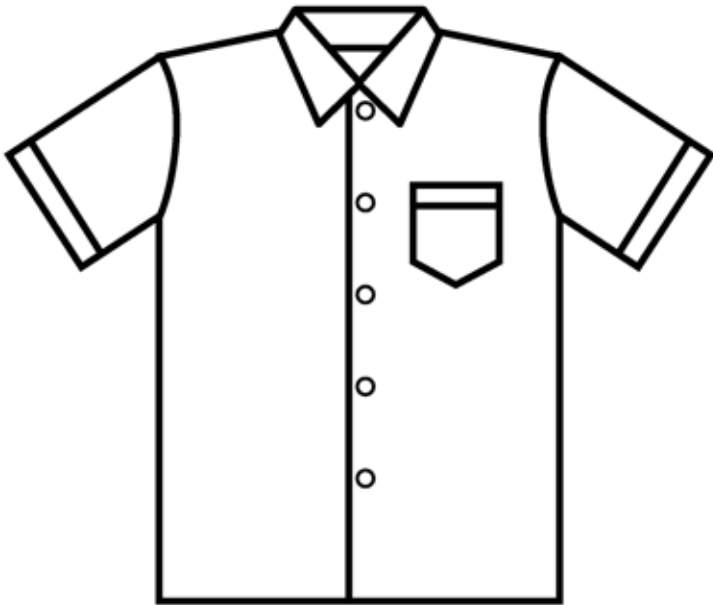
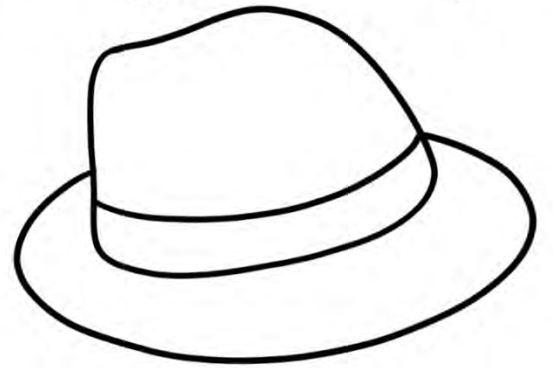
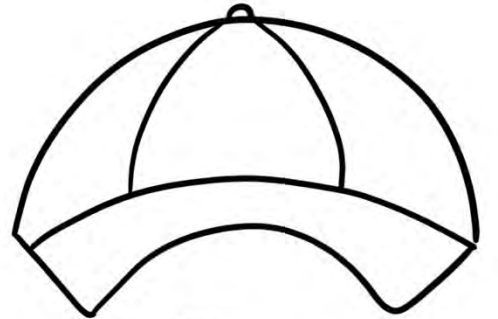









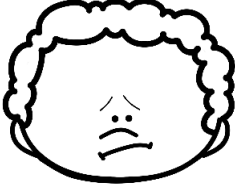




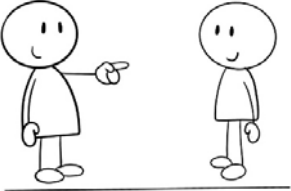
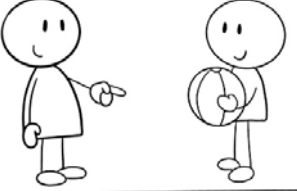





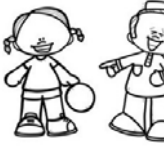




Vocabulary Practice!

These are common words. This means you will hear them a lot.

 <p>Happy</p>	 <p>Sad</p>
 <p>Feel</p>	 <p>Help</p>
 <p>Mine</p>	 <p>I</p>
 <p>You</p>	 <p>Your</p>

 <p style="text-align: center;">Our</p>	 <p style="text-align: center;">Similar</p>
 <p style="text-align: center;">Together</p>	 <p style="text-align: center;">Friend</p>



What do these words mean?

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

Happy _____

Sad _____

Feel _____

Help _____

Mine _____

I _____

Your _____

You _____

Our _____

Similar _____

Together _____

Friend _____



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

1. Shane was _____ when he played.
2. Shelly was _____ when she could not see her friends.
3. The fight made her feel _____ bad.
4. Tuck went to _____ his friend up.
5. I told him the book was _____.
6. _____ like warm weather.

7. What is _____ favorite color?
8. _____ are funny!
9. We rode up the hill on _____ bikes.
10. The boys were _____.
11. We play _____ a lot.
12. He is my best _____.



Read the sentences to your buddy!



Can you write your own sentences with these words?

Happy Sad Feel Help Mine I Your You Our
Similar Together Friend

Helping a Friend Story



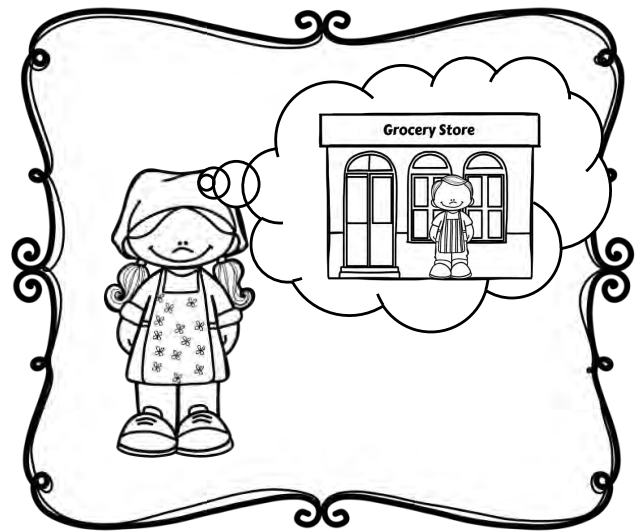
Tay owns a bakery. It is on F Street. Tuck owns a grocery store. It is also on F Street. The bakery and grocery store are on F Street together.



Tay and Tuck get to work at the same time. They are happy. They smile at each other.

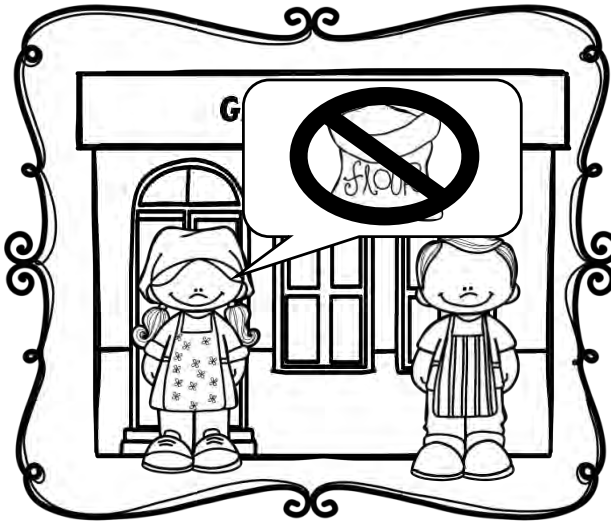


Tay goes inside. She begins to bake. She is out of flour. Tay is sad.

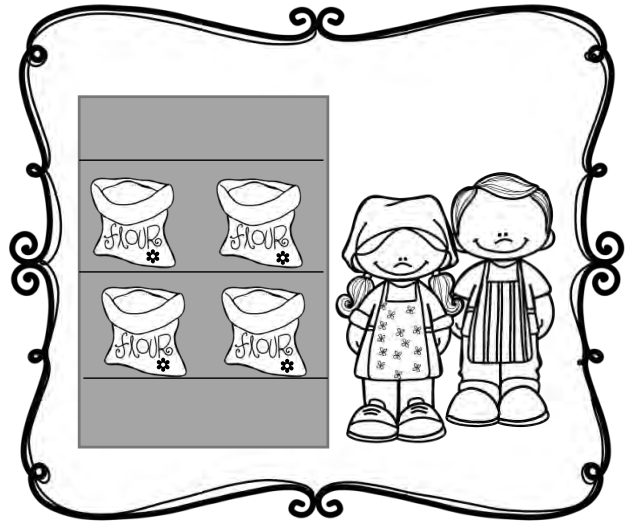


Tay remembers that Tuck's grocery store is next door. She is happy again.

Helping a Friend Story



Tay goes to the grocery store. She tells Tuck he is out of flour.



Tuck says they are friends. He says he will help her. He takes her to the flour.

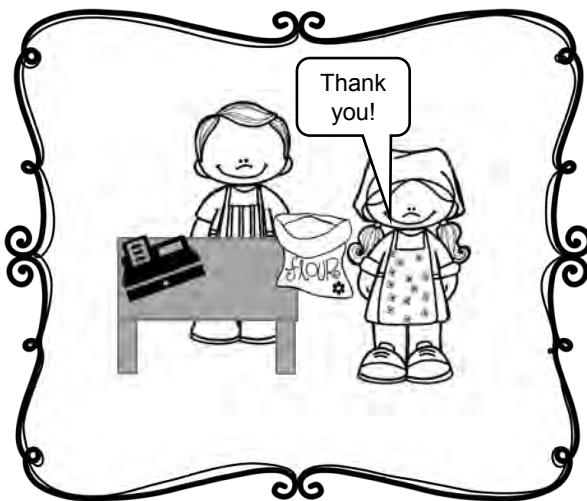


It is not the same flour she uses. It is similar. She goes to buy it.



"Here is your flour," Tuck says. He hands it to Tay.

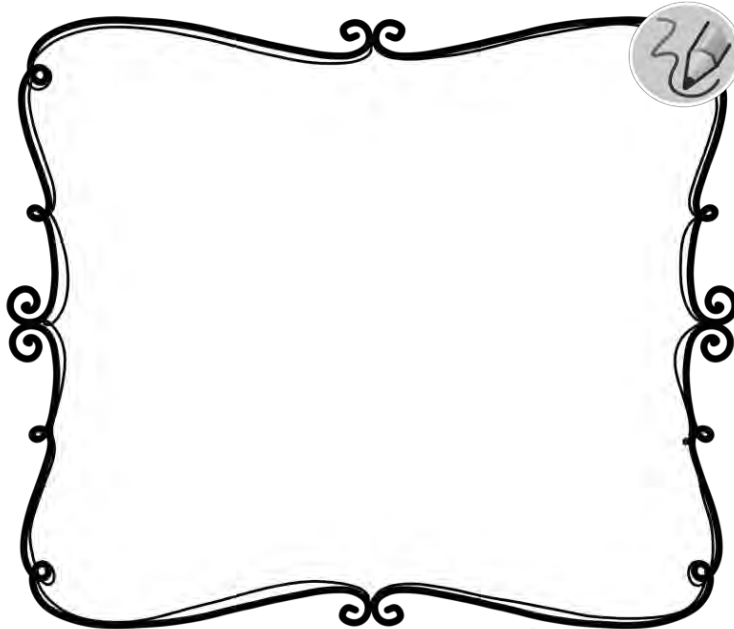
Helping a Friend Story



“Thank you,” says Tay.

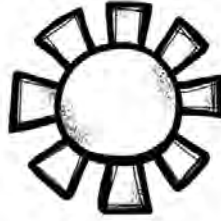
What does Tay do next? Finish the story with what you think He does!
Draw and write it.





Share with your buddy.





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.

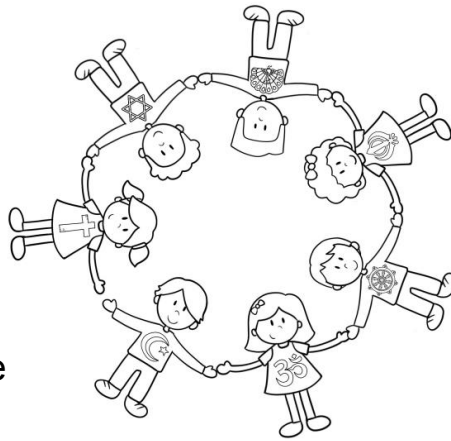
We are all special.

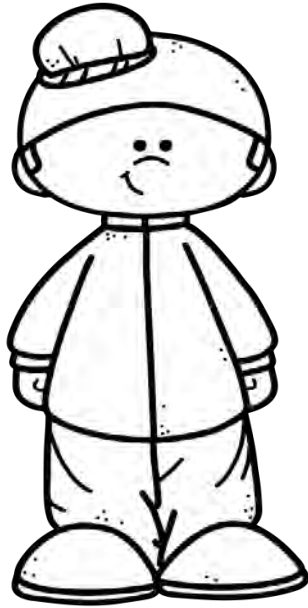
We are all different religions.

Religion is what you believe.

Friends do not have to believe the same thing.

It is fun to learn about my friends!





Hi! My name is Kal.

My name is special because it was chosen at a ceremony. It means Strong One.

My family and I are Sikh.



This is a Kanda. It is a symbol of Sikhism.

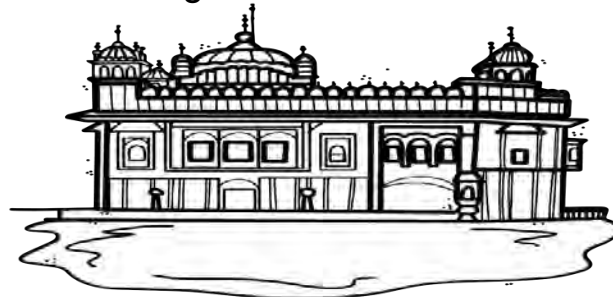
The Kanda represents God who has no beginning or end.

Sikhs believe that there is one God. They believe that all people are equal.

The Guru Granth Sahib is the holy book for Sikhs. This book has lessons from all religions..



Sikhs worship in the gurdwara. The Golden Temple is a famous gurdwara.



Draw a Kanda. Write a sentence about your Kanda.







Find the Sikh Words

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

Golden Temple Guru Granth Sahib Gurdwara Equal ~~Kanda~~
Sikh

Going to the Bank

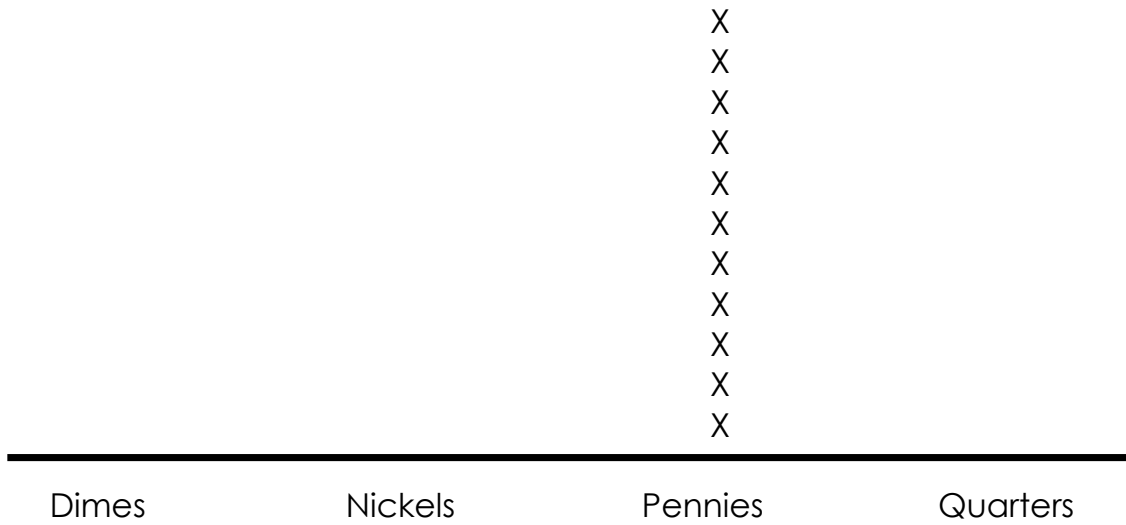
Coin				
Name	Penny	Nickel	Dime	Quarter
Value	1 cent = \$0.01	5 cents = \$0.05	10 cents = \$0.10	25 cents = \$0.25

Adapted from math-salamanders.com

1. How many coins will I be taking to the bank?



2. Make a line plot for the coins that I will be taken to the bank:



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

Coin	How many?	Fraction of total coins
Dimes		
Nickels		
Pennies		
Quarters		

4. Use the table to use decimals for each kind of coin:

Coin	How many?	How much ?
Pennies	11	\$0.11
Dimes		
Nickels		
Quarters		

How much will I be taking to the bank? _____

Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

TIC TAC TOE

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1min.	 10 arm circles	 Wall sit 1min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O

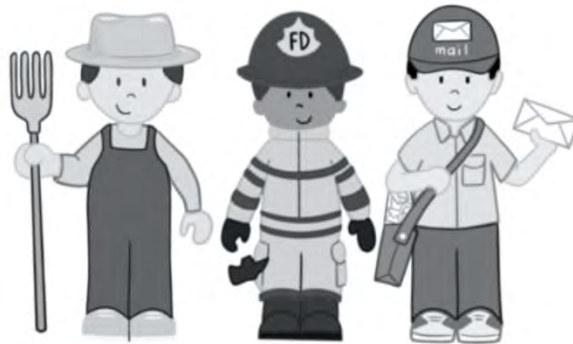


Cut the X's and O's to put them on the game if you want to.



N ICMEE

Day 2



Finish the Sentence

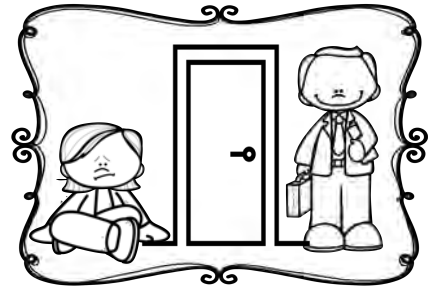
Circle the correct word to finish the sentences. Hints are in the pictures.



Tanner was (sad/happy) when the waitress brought his food.



Lana was (happy/sad) when her dad went to work.



The chef's food made him (touch/feel) happy.



Tanya went to (ignore/help) her friend.



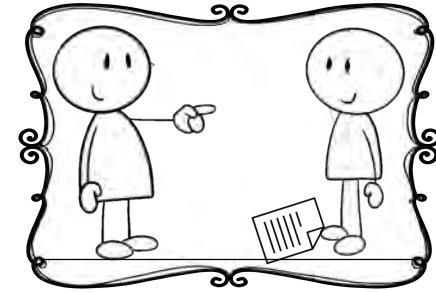
This paper is (mine/not).



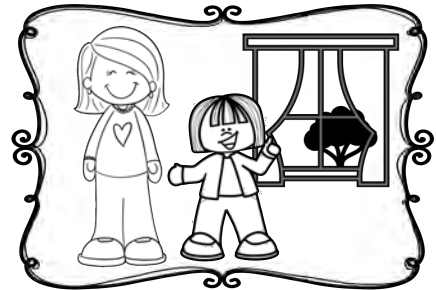
(I/thing) love eating at the restaurant.



“(Them/your) paper is on the ground,” he said.



“(mine/you) can go outside and play,” Mom said.



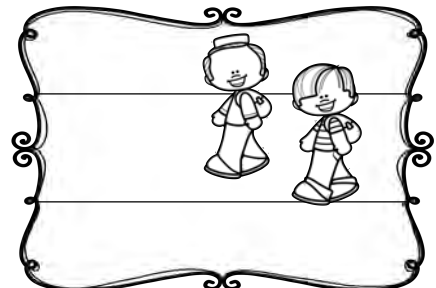
We are turning in (Melanie/our) papers.



Tucker and Tanner stood in a (cold/similar) way.



They crossed the street (alone/together).



Shelly was Tom's best (friend/enemy).



Pick 3 of your vocabulary words. Write 3 sentences.



1. _____

2. _____

3. _____

Word Bank:

- Happy
- Sad
- Feel
- Help
- Mine
- I
- Your
- You
- Our
- Similar
- Together
- Friend

Share your sentences with your buddy.





I am meditating.



Hi! My name is Sabal.

My name is special because it means strong.

My family and I are Hindu.

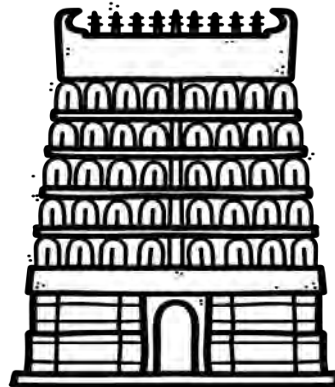


The symbol for Hinduism is the Om. The Om is the best name for God. We make the Om sound when we meditate.

Hindus believe in one God, but he has many forms.

Hindus have more than one important writings, called Vedas, to help them in life.

Hindus worship in a Mandir.



Complete the sentences. Use the words below.

Vedas Mandir God Om

1. The _____ is the symbol for Hinduism.
2. In Hinduism, _____ has many forms.
3. The writings in Hinduism are called _____.
4. Hindus worship in a _____.

Find the Hindu Words

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

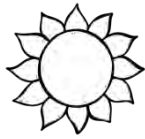
Mandir Vedas Meditate ~~Om~~ Hindu



Let's Read and think about Thermal Energy and Electricity!

THERMAL
energy

Things have **thermal energy** when they are warm.



The sun gives things **thermal energy**.

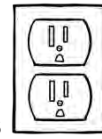
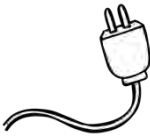
THERMAL
energy



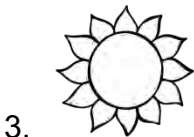
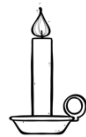
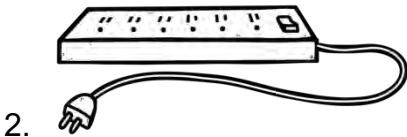
We use **electricity** when we use batteries



We use **electricity** when we plug things into sockets



Which one has **thermal energy**? (Which one is warm?)
Which one uses **electricity**?



Read this to your buddy and compare and contrast **thermal energy** and **electricity**.

Counting Coins



Write the money amount for each group of coins.

Quarters ____ coins x 25 cents = \$ ____ . ____

Dimes ____ coins x 10 cents = \$ ____ . ____

Nickels ____ coins x 5 cents = \$ ____ . ____

Pennies ____ coins x 1 cent = \$ ____ . ____

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

Group	Compare	Group
Pennies \$0.11	> <input checked="" type="radio"/> < =	Dimes \$0.50
Quarters	> < =	Nickels
Pennies + nickels	> < =	Quarters
Dimes + pennies	> < =	Pennies + quarters
Quarters - dimes	> < =	Nickels - pennies







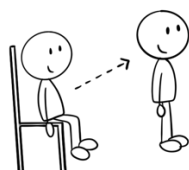

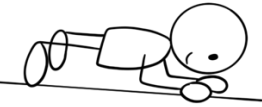
Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

TIC TAC TOE

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1min.	 10 arm circles	 Wall sit 1min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O

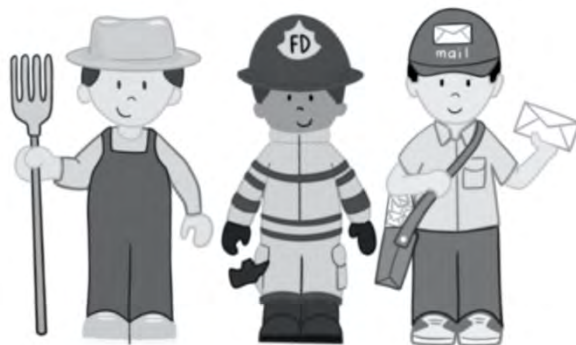


Cut the X's and O's to put them on the game if you want to.



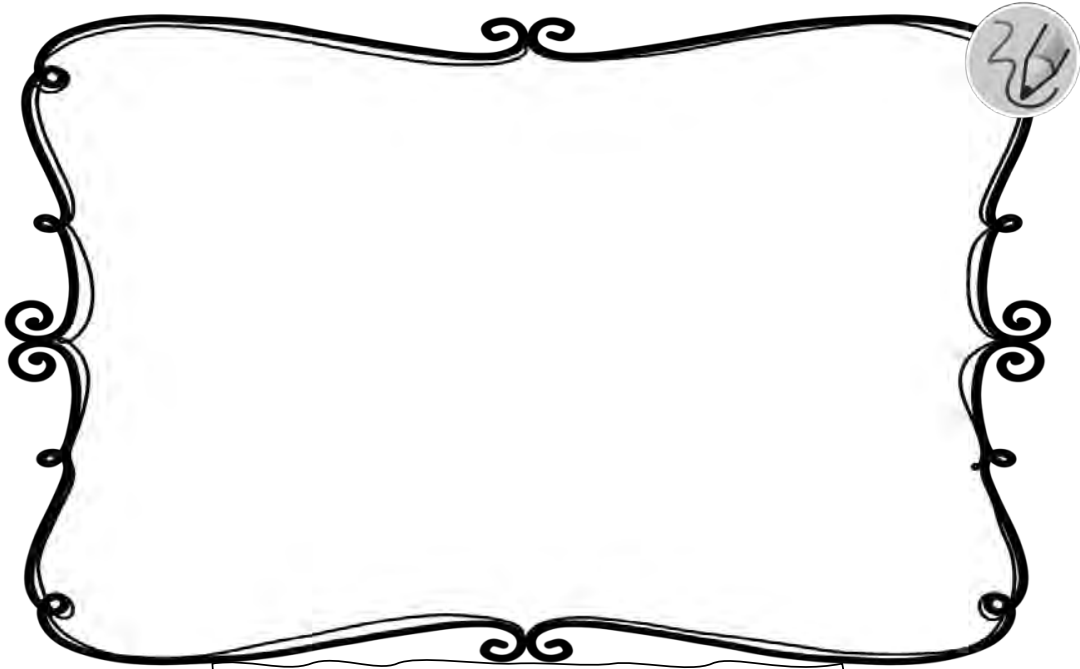
N ICMEE

Day 3



Write a Story

Use your vocabulary words to write a story. You can also use your home language. Draw your story in the box.



Word Bank:

Happy Sad Feel Help Mine I Your
You Similar Together Friend





Tell the story to your buddy.


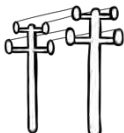




Let's Read and think about Thermal Energy and Electricity!

Thermal Energy and Electricity Search! Look Outside!

Things have **thermal energy**  when they are warm.

The sun  gives things **thermal energy** .

We get **electricity**  from power lines .

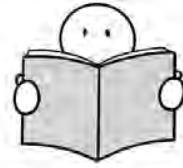
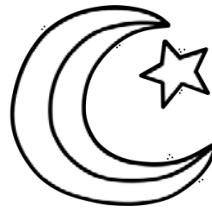
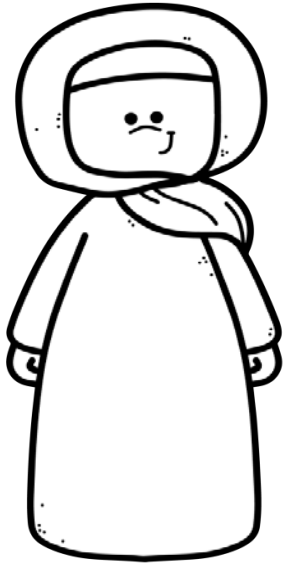
We can get **electricity**  from the wind .

Compare means "the same as".

Contrast means "different".

 How is **thermal energy**  the same as **electricity** ?

 How is **thermal energy**  different from **electricity** ?



Hi! My name is Basma.

My name is special because it means smile. My parents gave me this name.

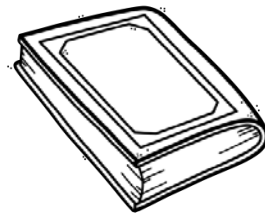
My family and I are Muslim. Our religion is called Islam.



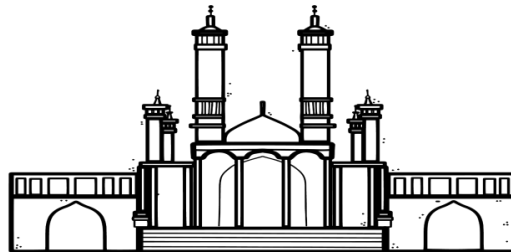
This is a Hilal, the symbol for Islam.

Muslims believe there is one God. His name is Allah. He created everything.

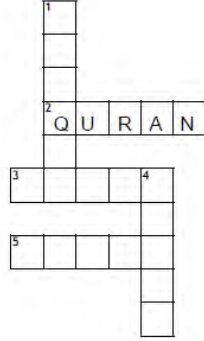
The holy book of Islam is the Qur'an.
The Qur'an is the word of God.



Muslims worship in a Mosque. The mosque in Mecca is the most holy Mosque.



Complete the puzzle with Islam Words



Across

2. The holy book of Islam
3. The most holy mosque
5. The symbol of Islam

Word Bank

Mecca
Quran

Mosque

Allah

Hilal

Down

1. Muslims worship in a _____
4. The name of God

Unscramble the Islam Words

1. IHLLA _____
2. ALLHA _____
3. NARUQ _____
4. SUQMEO _____
5. CACME _____

Word Bank

Hilal
Mosque

Quran

Allah

Mecca

Graphing Coins

1. Find coins at least 15 coins at your home and make a line plot for the coins that you could take to the bank.



2. Use the table to write fractions for each kind of coin:

Coin	How many?	Fraction of total coins	How much?
Dimes			
Nickels			
Pennies			
Quarters			

3. Compare cost of each group by circling the sign for greater than (>), less than (<), or equal (=).

Group	Compare	Group
Pennies	> < =	Dimes
Quarters	> < =	Nickels
Pennies + nickels	> < =	Quarters
Dimes + pennies	> < =	Pennies + quarters







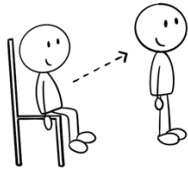

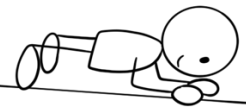
Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

TIC TAC TOE

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1 min.	 10 arm circles	 Wall sit 1 min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O

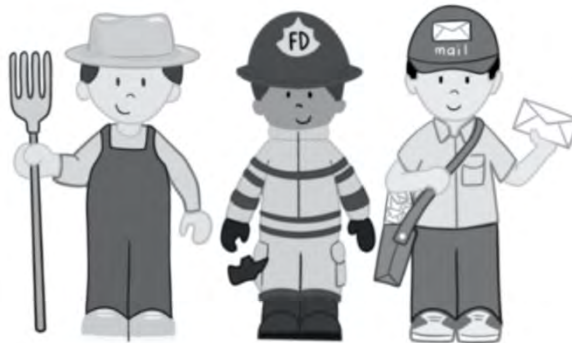


Cut the X's and O's to put them on the game if you want to.



N ICMEE

Day 4



I-Spy With Vocabulary!



1) Find all your vocabulary words in the picture below. Circle the pictures that match your words.



2) Tell your buddy what you found.



Word Bank:

Happy Sad Feel Help Mine I Your
Our You Similar Together Friend



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

Kal is Sikh.



Sabal is Hindu.



Basma is Muslim.

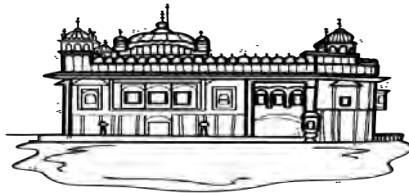
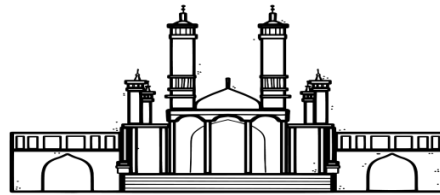
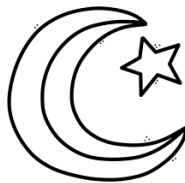
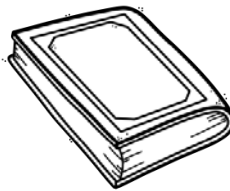
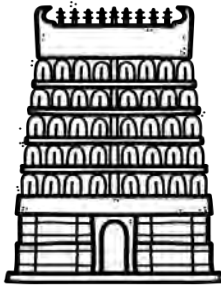


What do you remember about my friends?

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

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

Draw a triangle △ around all of the pictures that are Muslim.





Let's practice! Draw a line from the symbol to the religion.



Hinduism

Islam

Christianity

Sikhism

Buddhism

Yezidiism

Judaism



Let's Read and think about Thermal Energy!

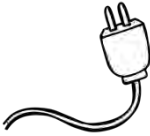
THERMAL
energy

Things have **thermal energy** when they are warm.

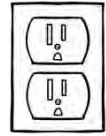


We use **electricity**

when we plug



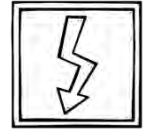
things into sockets



THERMAL
energy

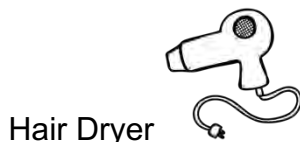
Some things have **thermal energy**

AND **electricity**



Thermal Energy and Electricity Search! Look Inside!

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



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





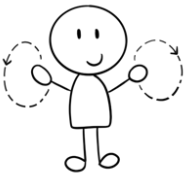

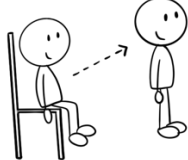

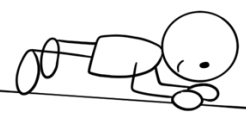
Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

TIC TAC TOE

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1min.	 10 arm circles	 Wall sit 1min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O



Cut the X's and O's to put them on the game if you want to.



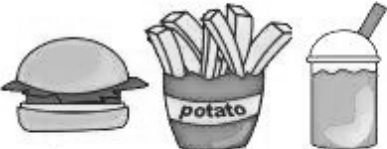









N ICMEE

Day 5



Coins Chart

Find out how much money you will have left after you pay for your items.

No	Buy	Pay	How much is left?
1.	 <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> \$0.06 \$0.07 \$0.04 </div>	 2 dimes	
2.	 <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> \$0.05 \$0.04 \$0.07 </div>	 1 dime and 2 nickels	
3.	 <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> \$0.02 \$0.04 \$0.11 </div>	 2 dimes	
4.	 <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> \$0.04 \$0.04 \$0.03 </div>	 1 dime and 1 nickel	
5.	 <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> \$0.04 \$0.09 \$0.06 </div>	 1 dime and 2 nickels	

Adapted from bestcoloringpagesforkids.com

A Summer Poem!



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

C

aring about people

O

utside of yourself and making them feel happy

M

akes community.

M

aking sure you help others similar and different from you

U

nconditionally loving one other is community.

N

ever you or yours or mine or

I

, only ours.

T

ogether through it all. Community is

Y

ours' and mines' superpower!

Word Bank:

~~Happy~~

~~Sad~~

~~Feel~~

~~Help~~

~~Mine~~

~~I~~

~~Your~~

~~You~~

~~Our~~

~~Similar~~

~~Together~~

~~Friend~~

A Summer Poem!



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

C
O
M
M
U
N
I
T
Y

Word Bank:

Happy

Sad

Feel

Help

Mine

I

Your

You

Our

Similar

Together

Friend

Tell your buddy or someone in your house your poem.



Let's Move!



Play Tic Tac Toe!

Each time you pick a space, do the movement on that space.

TIC TAC TOE

 10 jumping jacks	 10 toe touches	 10 sit-ups
 Run for 1min.	 10 arm circles	 Wall sit 1min.
 Sit-stand 10 times	 10 sit-ups	 10 push-ups

X	O
X	O
X	O
X	O
X	O



Cut the X's and O's to put them on the game if you want to.