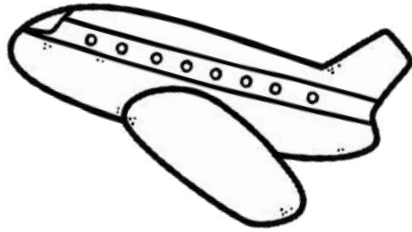
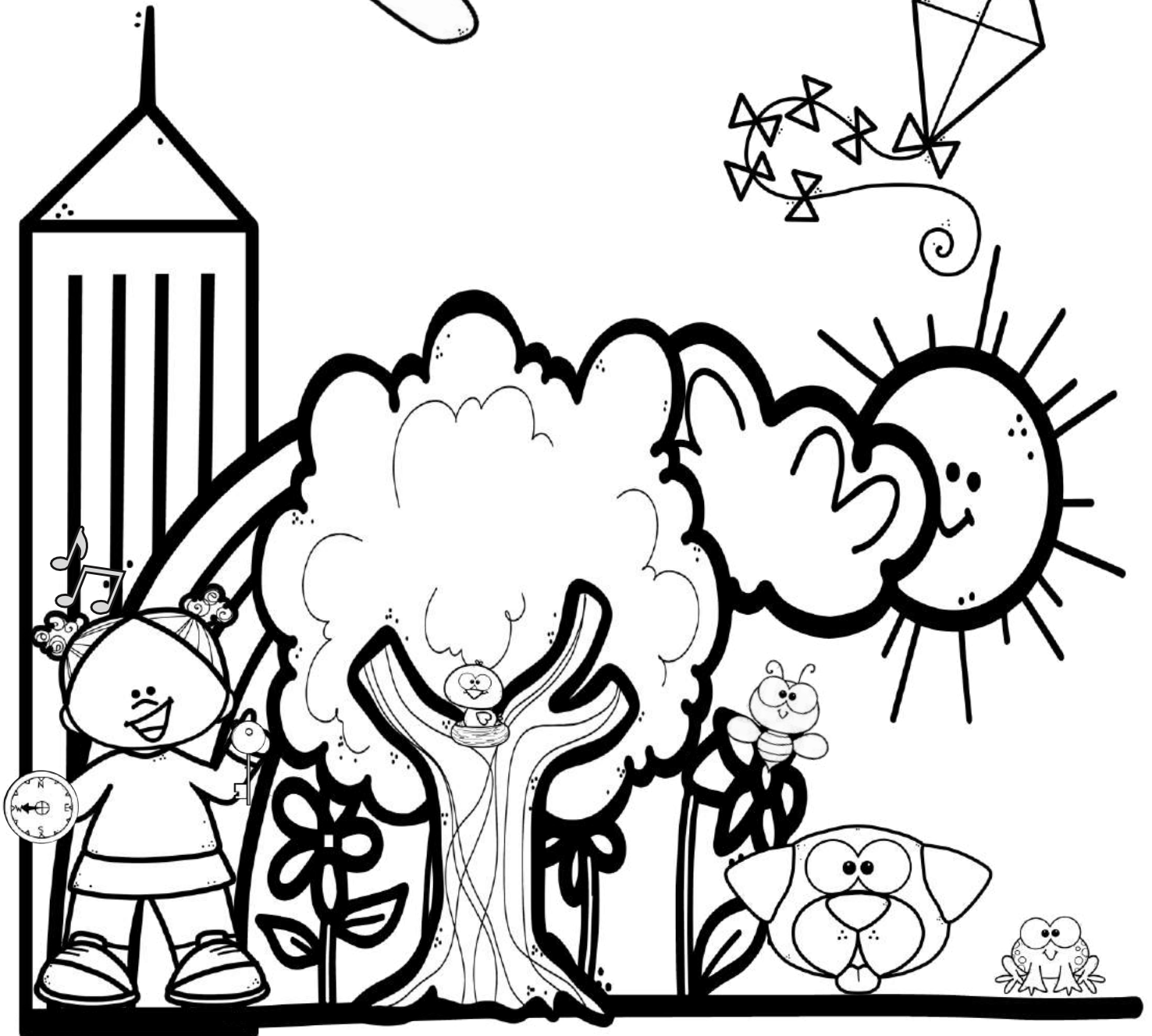
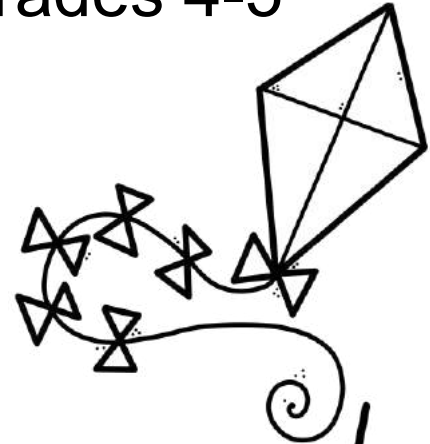




Spring Activities: Cause and Effect and Rhyming



Grades 4-5



International Consortium for Multilingual Excellence in Education



May 5, 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. We are also excited to announce that we have secured additional funding to develop packets over the summer for all the grade levels, content areas and English proficiency levels. We will release everything free of cost on our website, so please be sure to check back in with us over the summer.

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, and Chinese. We encourage you to translate the included English letter into any other language you may need to communicate effectively with parents in your district.

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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



<https://cehs.unl.edu/icmee/>. We will be offering free professional learning opportunities this summer for teachers to think forward about and prepare for the upcoming school year and its uncertainties in this COVID-19 era.

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

- June 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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



The Nebraska State Curriculum Standards that this packet is aligned with are:

Mathematics

- 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 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska. For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations
- SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

English Language Arts

- LA 4.1.5 and 5.1.5 - Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
- LA 4.2.2 and 5.2.2 - Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
- 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.

Fine Arts

- 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).

Science (Cross-Cutting Ideas)

- Cause and Effect - Cause and effect relationships are routinely identified

Physical Education

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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



May 6, 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.

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. 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 words that rhyme. They will read about a story with rhyming words and do some multiplication for mathematics. They will also work with a map and do some physical activity and write down what they do.

Day 2

Your student will learn about cause and effect. They will read about it and write about it. They will continue working with maps and multiplication as well as do some physical activity and write down what they do.

Day 3

Your student will look for vocabulary words in a picture and do some more work around cause and effect. They will continue working with maps and multiplication as well as do some physical activity and write down what they do.

Day 4

Your student will read a little story focused on cause and effect and will continue doing some general work around the ideas of cause and effect. They will also continue working with maps and multiplication as well as do some physical activity and write down what they do.

Day 5

Your student will write a poem do some math problems, analyze their data from the physical activity they did all week and enjoy a crossword puzzle and word search with their rhyming vocabulary words. They will also have the chance to finalize their dictionary and write a journal entry about something they learned 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.

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



Spring Rhyming Words

VEGFVMZBYHNBKMSOGUYHHKI
 HEXROJOTKHIQZWESTOMQFUQF
 WHNOIXYZURTGWKOAOZMKGCCR
 PZTNOADBJRROQGOQZXBPNRD
 VRTXXVYFODJHHOYCTUOORVHTDK
 DYONAJLGHIDEUVJIMKKMOPRU
 BWT CZOOMP CMNTOWERDABLDVR
 YLYGZFWBJCZJLIPJOJKVQUYW
 XTCYSAEUWJCPDNPJLCOQZPMJ
 SNKITERTKYEVFKFPQTZHZKA
 JBMOSOXWTGZNESTUSPGROWJO
 FFYGPPTRAINPOGWMPFXVWJCT
 CGLXRAACUUIDEQZOXNHGDBEE
 GONYIAULTSPHIRNZIESWIRZI
 QIQPNFLASHEXOKYYPATOTYK
 BHEPGORGVCPGYSGQHNVDDRLL
 EYEEPPDDISYFGQDFERXTRCTID
 PSIGNVVMJEPINSJZVVBITELDXP
 TXDHCJGPNLTCVOCJKCCCVPHF
 KBBQQSPLASHNLQOGDSDDKXHA
 LOZZWRFRKWNABLNXIYHLZMVIS
 VILEUYINZLGDHDYDUXAGIMISD
 HCYYPEPJAJOLIJODJNGKWKTTQ
 MOWAXODQBDDQLWYYDEYGRAHF

spring sign tower flower kite bite rain plane frog dog mow
 grow splash flash west nest key bee

Spring Rhyming Words

Math Answers

Day 1

1. 576 2. 132 3. 603 4. 48 5. 485 6. 711
7. 32 8. 144 9. 260 10. 140 11. 639 12. 450
13. 170 14. 144 15. 26

$48 < 132 < 485 < 576 < 603$

$711 > 260 > 144 > 140 > 32$

$26 < 144 < 170 < 450 < 639$

Day 2

1. 2952 2. 5810 3. 2730 4. 1624 5. 3815 6. 4459
7. 1905 8. 388 9. 1710 10. 2769 11. 6328 12. 5640
13. 1692 14. 6048 15. 4417 Secret Code: Birds sing in spring

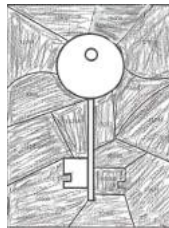
Day 3

1. 2400 2. 2368 3. 1222 4. 3552 5. 1462 6. 5346
7. 1176 8. 1776 9. 5643 10. 2856 11. 4180 12. 5025
13. 2294 14. 266 15. 2349



Day 4

1. 39600 2. 8556 3. 24244 4. 23529 5. 21050 6. 34500
7. 30680 8. 11248 9. 17014 10. 30488 11. 35910 12. 66880
13. 19223 14. 32634 15. 16254



Day 5

1. 193556 2. 8448 3. 5968 4. 3654 5. 150286 6. 128212
7. 188160 8. 372 9. 34405 10. 576 11. 9050 12. 15614
13. 715680 14. 960 15. 12736 Secret code: Splash in the rain

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



ICMEE

cehs.unl.edu/icmee

6 de mayo de 2020

Estimados padres/madres o tutores legales:

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

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

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

En este paquete, hemos incluido las siguientes actividades:

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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



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

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

-Diario. Al final de la semana su estudiante tendrá la oportunidad de reflexionar en su aprendizaje y escribir sobre éste.

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

Día 1

Su estudiante diseñará a su amigo y trabajará en algunas palabras de vocabulario que riman. Leerá una historia con palabras que riman y hará algunas multiplicaciones de matemáticas. Trabjará con un mapa, realizará ejercicio físico y escribirá acerca de lo que ha hecho.

Día 2

Su estudiante aprenderá sobre causa y efecto, leerá y escribirá sobre ello. Seguirá trabajando con los mapas y multiplicando. Además, continuará con el ejercicio físico y anotando lo que ha hecho.

Día 3

Su estudiante buscará las palabras del vocabulario en una foto y hará más trabajo sobre causa y efecto. Continuará trabajando con los mapas, multiplicando y seguirá con el ejercicio físico y escribiendo lo que ha hecho.

Día 4

Su estudiante leerá una pequeña historia centrada en el concepto de causa y efecto y continuará haciendo trabajos normales relacionado con esta idea. También, seguirá con el ejercicio físico y escribiendo lo que ha realizado.

Día 5

Su estudiante escribirá un poema y hará algunos problemas matemáticos, analizará los datos de su actividad física durante la semana y disfrutará de un crucigrama y una sopa de letras con las palabras que riman de su vocabulario. También, tendrá la oportunidad de terminar su diccionario y, además, escribirá la entrada de su diario sobre algo que haya aprendido esta semana.

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



En el caso de que le gustase revisar las respuestas del trabajo de su estudiante, hemos incluido las respuestas de los problemas matemáticos y ayuda para encontrar las palabras de la sopa de letras y el crucigrama.

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,

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

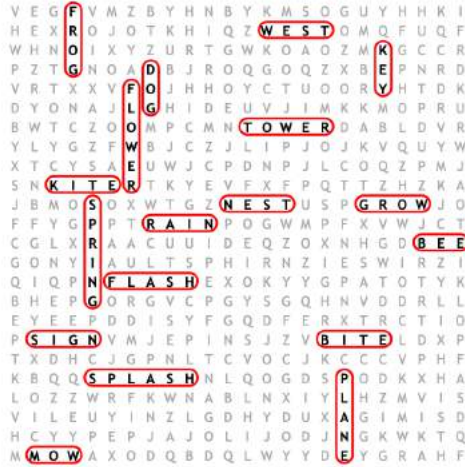
ICMEE is housed within:



International Consortium for Multilingual Excellence in Education

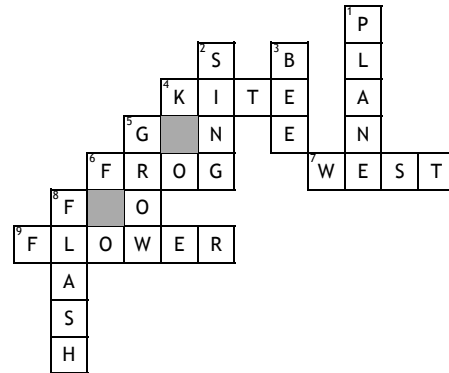


Spring Rhyming Words



spring sign tower flower kite bite rain plane frog dog mow
grow splash flash west nest key bee

Spring Rhyming Words



Math Answers

Day 1

1. 576 2. 132 3. 603 4. 48 5. 485 6. 711
7. 32 8. 144 9. 260 10. 140 11. 639 12. 450
13. 170 14. 144 15. 26

$48 < 132 < 485 < 576 < 603$

$711 > 260 > 144 > 140 > 32$

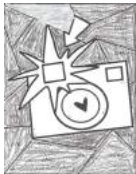
$26 < 144 < 170 < 450 < 639$

Day 2

1. 2952 2. 5810 3. 2730 4. 1624 5. 3815 6. 4459
7. 1905 8. 388 9. 1710 10. 2769 11. 6328 12. 5640
13. 1692 14. 6048 15. 4417 Secret Code: Birds sing in spring

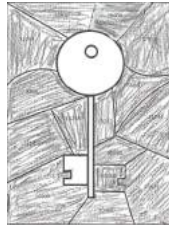
Day 3

1. 2400 2. 2368 3. 1222 4. 3552 5. 1462 6. 5346
7. 1176 8. 1776 9. 5643 10. 2856 11. 4180 12. 5025
13. 2294 14. 266 15. 2349



Day 4

1. 39600 2. 8556 3. 24244 4. 23529 5. 21050 6. 34500
7. 30680 8. 11248 9. 17014 10. 30488 11. 35910 12. 66880
13. 19223 14. 32634 15. 16254



Day 5

1. 193556 2. 8448 3. 5968 4. 3654 5. 150286 6. 128212
7. 188160 8. 372 9. 34405 10. 576 11. 9050 12. 15614
13. 715680 14. 960 15. 12736 Secret code: Splash in the rain

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



2020年5月6日

亲爱的家长或监护人：

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

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

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

在此活动包中，我们囊括了以下活动：

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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



- 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。在一周结束时，您的学生将有机会反思并写下自己的学习的收获。

以下是本周您的学生将完成的活动。

第一天

您的学生将设计他们的伙伴，并学习一些押韵的词汇。他们将阅读一个有韵词的故事，并做一些数学乘法。他们还将使用地图，进行一些体育活动并写下他们所做的。

第二天

您的学生将了解因果关系。他们将阅读并写作。他们将继续学习地图和乘法，并进行一些体育活动并写下他们所做的。

第三天

您的学生将在图片中寻找词汇，并围绕因果做更多的活动。他们将继续学习地图和乘法，并进行一些体育活动并写下他们所做的。

第四天

您的学生将阅读一个有关因果关系的小故事，并将继续围绕因果关系开展一些活动。他们还将继续处理地图和乘法，并进行一些体力活动并写下他们的工作。

第五天

您的学生会写一首有数学问题的诗，分析他们整周进行的体育锻炼中的数据，并享受填字游戏和用押韵词汇搜索单词的功能。他们可以为这个活动包敲定字典，并在日记中记录他们本周学到的东西。

如果您想检查学生的工作，我们提供了数学问题的答案，并提供了单词搜索和填字游戏的帮助。

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。如果您对这些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,

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



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

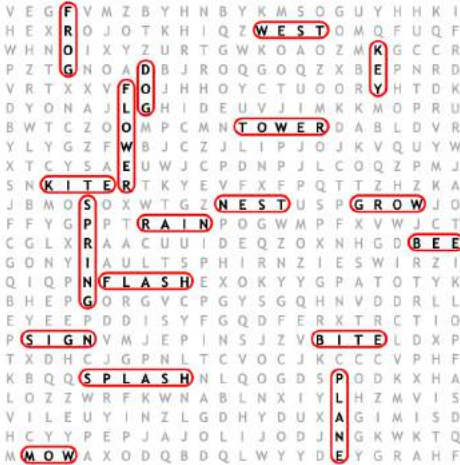
This Activity Packet was designed by:

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

ICMEE is housed within:

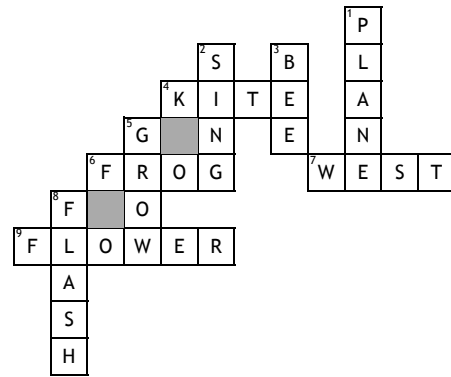


Spring Rhyming Words



spring sign tower flower kite bite rain plane frog dog mow
grow splash flash west nest key bee

Spring Rhyming Words



Math Answers

Day 1

- 576
- 132
- 603
- 48
- 485
- 711
- 32
- 144
- 260
- 140
- 639
- 450
- 170
- 144
- 26

$48 < 132 < 485 < 576 < 603$

$711 > 260 > 144 > 140 > 32$

$26 < 144 < 170 < 450 < 639$

Day 2

- 2952
- 5810
- 2730
- 1624
- 3815
- 4459
- 1905
- 388
- 1710
- 2769
- 6328
- 5640
- 1692
- 6048
- 4417

Secret Code: Birds sing in spring

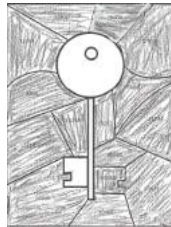
Day 3

- 2400
- 2368
- 1222
- 3552
- 1462
- 5346
- 1176
- 1776
- 5643
- 2856
- 4180
- 5025
- 2294
- 266
- 2349



Day 4

- 39600
- 8556
- 24244
- 23529
- 21050
- 34500
- 30680
- 11248
- 17014
- 30488
- 35910
- 66880
- 19223
- 32634
- 16254



Day 5

- 193556
- 8448
- 5968
- 3654
- 150286
- 128212
- 188160
- 372
- 34405
- 576
- 9050
- 15614
- 715680
- 960
- 12736

Secret code: Splash in the rain

ICMEE is housed within:

International Consortium for Multilingual Excellence in Education



حرر في ماي 6, 2020,

السادة آباء، أمهات وأوصياء الطلبة الأعزاء،

خلال هذا الوباء العالمي، قد أنشأنا بعض المواد التعليمية لطفلك كي يتفاعل معها ونأمل أن تكون مفيدة له (أ). تم تصميم حزمة الأنشطة هذه مع وضع الطالب في الاعتبار وهي تتماشى مع محتوى الصف الدراسي. كل نشاط في هذه الحزمة سيساعد الطالب على مواصلة دراستهم وكذلك الاستمرار في تنمية التعدد اللغوي. نشجعك على التحدث إلى طفلك حول ما يقومون به في هذه الحزمة والسماح له (أ) بطرح أسئلة عليك حول المواضيع التي يتفاعلون معها. هذه الحزمة باللغة الإنجليزية ولكننا نشجعك أنت وطفلك على التحدث والتفكير معًا بأي لغة تختارونها. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم تعلمهم الطلاب بجميع اللغات التي يعرفونها سيساعدهم كثيرًا - حتى في تعلم الإنجليزية! لذا، يرجى تشجيع الطالب على القيام بالواجبات التي في الحزمة بأي لغة يرغبون بها.

نحن نعلم أن العائلات تتعامل مع الكثير من التوتر و الغموض في الوقت الحالي، لذلك نشجعك على لعب الدور الذي ترغب فيه مع الطالب ومع حزمة الأنشطة هاته بقدر استطاعتك. نوصي بقراءة المعلومات أدناه حول الحزمة والأنشطة التي تتضمنها ثم مناقشة كيف سيتعامل الطالب معها وكيف يقوم يمضي فُدمًا فيها. من خلال هذه المقدمة نعتقد أنه يمكن للطلاب أن ينجز الكثير، إن لم نقل الكل، بنفسه (أ). رغم ذلك، إذا كنت متواجد للعمل بشكل أقرب مع الطالب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة) فإننا نشجع ذلك أيضًا. المرجو أن تعلموا أن المقصود من هذا ليس هو إضافة مزيد من الإجهاد والعمل على عائلتكم خلال هذا الوقت العصيب. بل نأمل أن يكون هذا ذا منفعة حتى يتمكن الطالب من مواصلة تعلم أشياء مهمة أثناء مكوته في المنزل.

حاولنا أيضًا جعل الحزمة التعليمية مثيرة للإهتمام وممتعة. نأمل أن يستمتع طفلك بهذه الحزمة ويشعر أنه يقوم بلعب مفيد و منتج. قمنا بدمج أنشطة من جميع محتويات المواد الدراسية: فنون اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، العلوم، التربية البدنية والفنون. وقد قمنا باعداد هذه الحزمات والأنشطة لغرض تمكين الطلاب ذوي المستوى المبتدئ في اللغة الإنجليزية أيضا من أن يكونوا قادرين على الإستمتاع بالأنشطة وأن ينجزوها بنجاح دون الكثير من المشقة أو التحدي.

في هذه الحزمة ، قمنا بإدراج الأنشطة التالية:

- إنشاء صديق. هذا هو النشاط الأول في الحزمة ويهدف إلى مساعدة الطالب في إيجاد شخص ما للتحدث معه عن الأنشطة التي سيقومون بانجازها. لهذا الغرض قمنا بإضافة صور لـ "أصدقاء" افتراضيين يمكن للطلاب(ة) الاختيار من بينهم. نقترح اختيار صديق (ة) والقيام برسم ملامح له

ICMEE is housed within:



وتلويته كيفما يريدون. كما يجب عليهم أيضاً تسمية هذا الصديق الافتراضي. خلال أنشطة الحزمة سيطلب من الطالب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه (أ). يكمن دور هذا الصديق في انه سيمكّن الطالب من العمل بشكل مستقل دون الحاجة إلى وقتك وحتى مساعدتك له كي ينجز الحزمة بنجاح. ولكننا نشجع أيضاً طفلك على التحدث معك أو مع أحد أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك، يمكن لطفلك أيضاً اختيار لعبة محشوة أو دمية أو أي شيء آخر كصديق لهم. و يبقى استخدام أحد الأصدقاء الإفتراضيين الذين نقدمهم في هذه الحزمة اختياري. لكن المفروض أن يقوموا باختيار صديق(ة) لهم في كل مرة يشتغلون فيها على الحزمة (قد يكون هذا الصديق فرد من أفراد عائلتك/منزلك، أو دمية كانت لديهم أو ما إلى ذلك. وكذا قد يحتاجون إلى مساعدتك في فهم هذه الخطوة.

- القاموس: كل يوم نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون متابعتها. في نهاية الحزمة توجد صفحات خاصة كي يحتفظ بها الطالب في قاموسه (ه) الخاص. نشجع الطلاب على استخدام هذه الصفحات الخاصة لمتابعة الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر معاني الكلمات.
- المذكرة اليومية: في نهاية الأسبوع، ستتاح الفرصة للطلاب للتفكير في التعلّات والكتابة عنها.

إليك الأنشطة التي سيقوم بها طالبك في هذه الحزمة.

اليوم 1

سيقوم الطالب بتصميم زميل له والعمل على بعض المفردات التي فيها القافية. سيقوم بالقراءة قصة تحتوي على كلمات ذات قافية والقيام ببعض عمليات الضرب بالنسبة للرياضيات. وسيشتغل الطالب على خريطة وكذا سيقوم ببعض الأنشطة البدنية ويدون ما فعله.

اليوم 2

سوف يتعلم الطالب عن موضوع السبب والنتيجة. سوف يقرأ ويكتب عنها. سيستمر في الاشتغال على الخرائط وعمليات الضرب وكذلك القيام ببعض الأنشطة البدنية وتدوين ما قد تم القيام به.

اليوم 3

ICMEE is housed within:

International Consortium for Multilingual Excellence in Education



سيبحث الطالب عن المفردات انطلاقاً من صورة ويقوم ببعض الأنشطة في موضوع السبب والنتيجة. أيضاً الاستمرار في الاشتغال على الخرائط وعمليات الضرب وكذلك القيام ببعض الأنشطة البدنية وكتابة ما قد تم القيام به.

اليوم 4

سيقراً الطالب قصة صغيرة تتمحور حول موضوع السبب والنتيجة، وسيواصل القيام ببعض الأنشطة حول فكرة السبب والنتيجة. أيضاً الاستمرار في الاشتغال على الخرائط وعمليات الضرب وكذلك القيام ببعض الأنشطة البدنية وكتابة ما قد تم القيام به.

اليوم 5

سيقوم الطالب بكتابة قصيدة ويقوم والاشتغال على بعض عمليات الرياضيات، ويحلل بيانات النشاط البدني الذي قام به طوال الأسبوع ويستمتع بألغاز الكلمات المتقاطعة والبحث عن الكلمات ذات القافية. سيكون لديهم أيضاً فرصة لإنهاء قاموسهم وكتابة مقال في المذكرة اليومية حول شيء تعلموه هذا الأسبوع.

إذا كنت ترغب في التحقق من عمل طلابك فقد قمنا بتضمين إجابات عمليات الرياضيات هنا وكذا المساعدة في "أنشطة البحث عن الكلمات" "ولغز الكلمات المتقاطعة"

نأمل أن تقوم هذه الأنشطة بتعزيز تعلم طفلك في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة. كما نأمل ان تقوموا بمنح طفلكم فرصاً للعب المنتج. إذا كان لديك أي أسئلة أو استفسارات حول هذه الحزم التعليمية فلا تترددوا في الاتصال بمشروعنا على icmee@unl.edu أو الاتصال بشعبة "التدريس والتعلم والتعليم المعلمين

على هذا الرقم 2231-472-402

مع خالص التحيات

Kara Viesca

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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



Spring Rhyming Words

VEGFV MZBYHNB YKMSOGUYHHKI
 HEXROJOTKHIQZ WEST OMQFUQF
 WHNOIXYZURTGWKOAOZMKGCCR
 PZTGN OABJROQGOQZXBEPNRD
 VRTXXVFLGJHHOYCTUOORVHTDK
 DYONAJLGHIDEUVJIMKKMOPRU
 BWT CZ OAMP CMNTOWER DABLDVR
 YLYGZFWBJCZJLIPJOKJVQUYW
 XTCYSAEUWJCPDHPJLCOQZPMJ
 SNKITER RTKYEVXFPPQT T ZHZKA
 JBMOSOXW TGZNESTUSP GROW JO
 FFYGPPTRAIN POGWMPFXVWJCT
 CGLXR A A CUUIDEQZOXNHGD BEE
 GONYIAULTSPHIRNZIESWIRZI
 QIQPNFLASH EXOKYYGPATOTYK
 BHEP G ORGVCPGYSGQHNVDDRLL
 EYEEFDDISYFGQDFERXTRCTIO
 PSIGNVVMJEPINSJZVBITE LDXP
 TXDHCJGPNLTCVOCJKKCCVPHF
 KBQQ SPLASH NLQOGDSDDDKXHA
 LOZZWRFKWNABLNXIYLH ZMVIS
 VILEUYINZLGDHYDUXAGIMISD
 HCYYP E P J A J O L I J O D J N G K W K T Q
 MOW AXODQB DQLWY YDE YGRAHF

spring sign tower flower kite bite rain plane frog dog mow
 grow splash flash west nest key bee

Spring Rhyming Words

Math Answers

Day 1

- 1. 576 2. 132 3. 603 4. 48 5. 485 6. 711
- 7. 32 8. 144 9. 260 10. 140 11. 639 12. 450
- 13. 170 14. 144 15. 26

- 48<132<485<576<603
- 711>260>144>140>32
- 26<144<170<450<639

Day 2

- 1. 2952 2. 5810 3. 2730 4. 1624 5. 3815 6. 4459
- 7. 1905 8. 388 9. 1710 10. 2769 11. 6328 12. 5640
- 13. 1692 14. 6048 15. 4417 Secret Code: Birds sing in spring

Day 3

- 1. 2400 2. 2368 3. 1222 4. 3552 5. 1462 6. 5346
- 7. 1176 8. 1776 9. 5643 10. 2856 11. 4180 12. 5025
- 13. 2294 14. 266 15. 2349

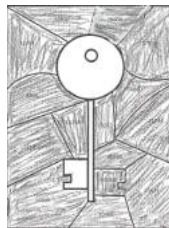


ICMEE is housed within:



Day 4

- 1. 39600 2. 8556 3. 24244 4. 23529 5. 21050 6. 34500
- 7. 30680 8. 11248 9. 17014 10. 30488 11. 35910 12. 66880
- 13. 19223 14. 32634 15. 16254



Day 5

- 1. 193556 2. 8448 3. 5968 4. 3654 5. 150286 6. 128212
- 7. 188160 8. 372 9. 34405 10. 576 11. 9050 12. 15614
- 13. 715680 14. 960 15. 12736 Secret code: Splash in the rain





Learning Activities!

Day 1	Day 2	Day 3	Day 4	Day 5
<input type="checkbox"/> Buddy Activity <input type="checkbox"/> Vocabulary <input type="checkbox"/> Story with Rhymes <input type="checkbox"/> Math <input type="checkbox"/> Map <input type="checkbox"/> Let's Move!	<input type="checkbox"/> Cause and Effect <input type="checkbox"/> Story <input type="checkbox"/> Map <input type="checkbox"/> Math <input type="checkbox"/> Let's Move!	<input type="checkbox"/> I Spy vocab words <input type="checkbox"/> Cause and Effect <input type="checkbox"/> Map <input type="checkbox"/> Math <input type="checkbox"/> Let's Move	<input type="checkbox"/> Cause and Effect Story <input type="checkbox"/> More Cause and Effect <input type="checkbox"/> Map <input type="checkbox"/> Math <input type="checkbox"/> Let's Move!	<input type="checkbox"/> Poem <input type="checkbox"/> Math <input type="checkbox"/> Let's Move Analysis! <input type="checkbox"/> Crossword <input type="checkbox"/> Word Search <input type="checkbox"/> Dictionary <input type="checkbox"/> Journal

Instructions Key



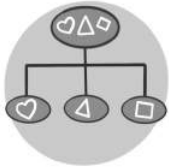
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- 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



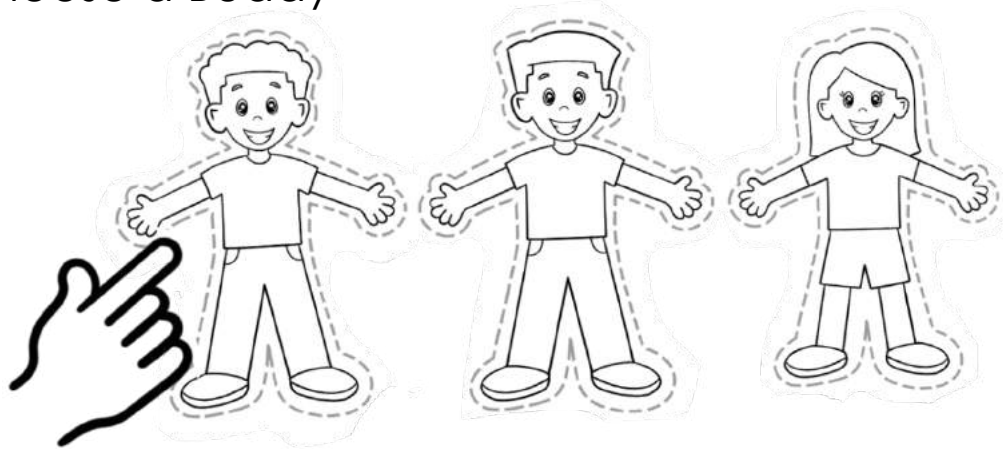
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



- 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.

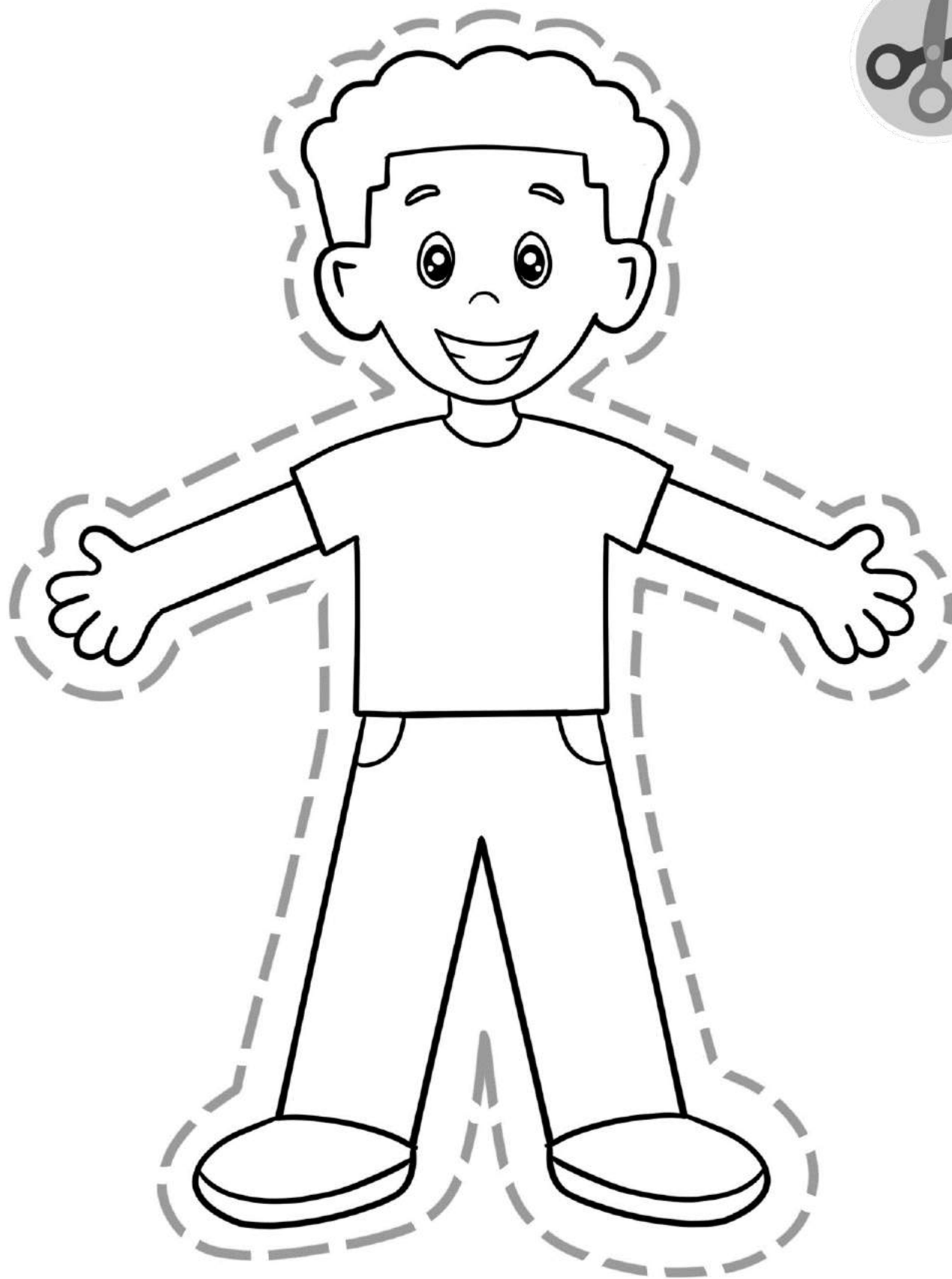


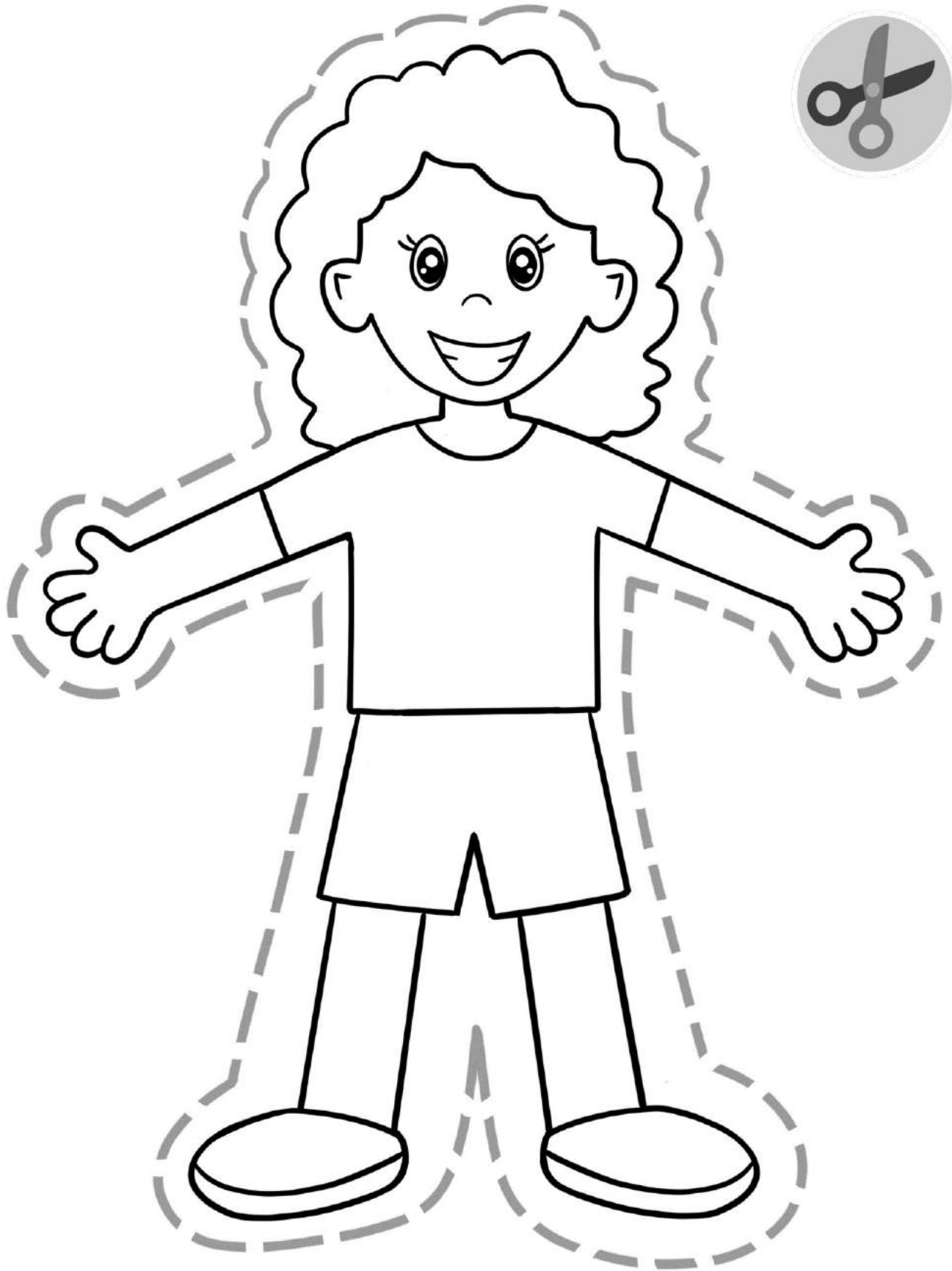
Cut out and color the accessories

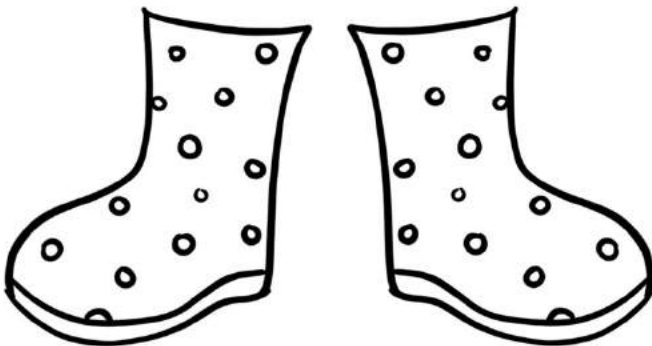
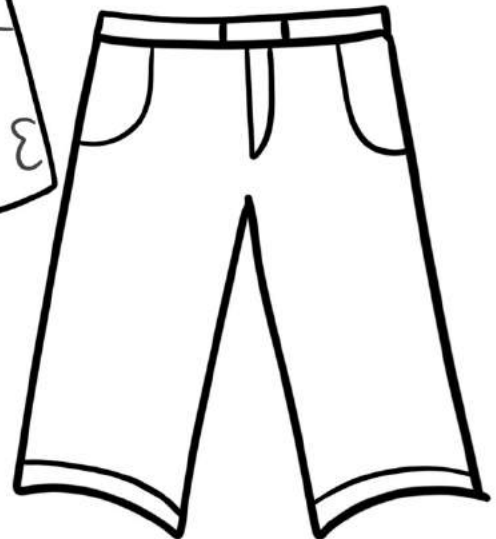
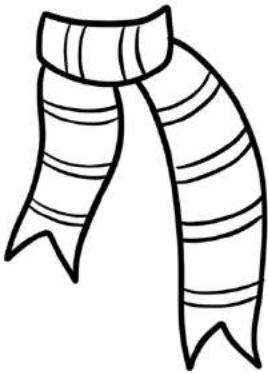
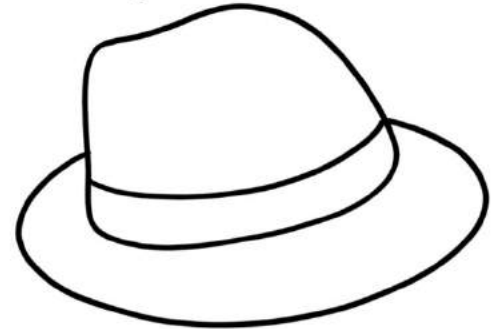
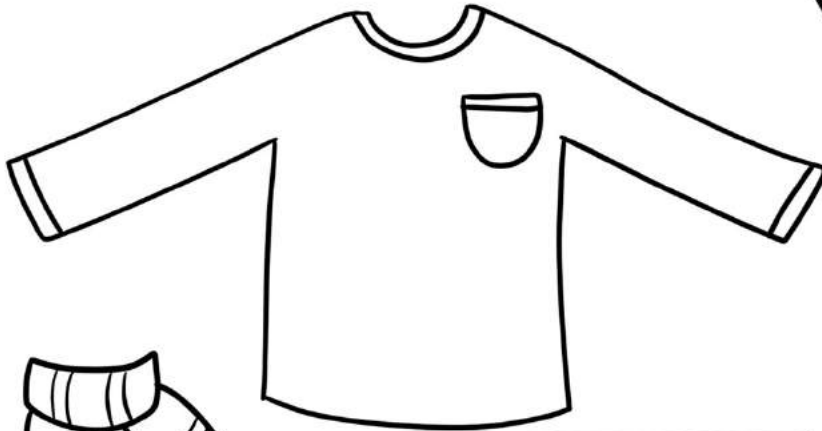
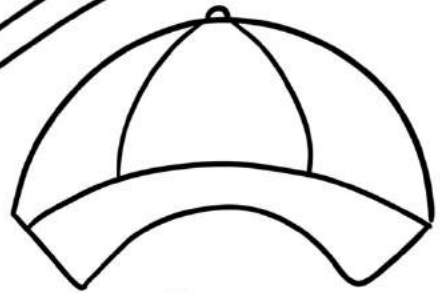
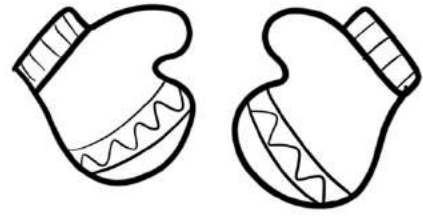
4.

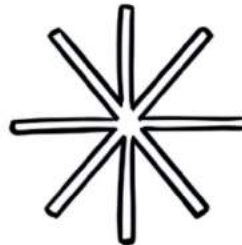
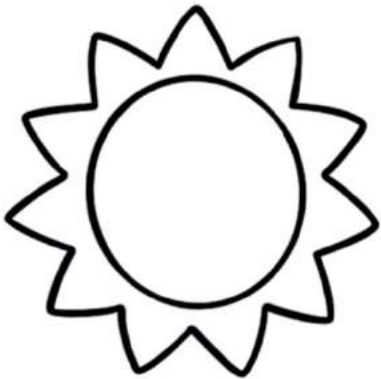
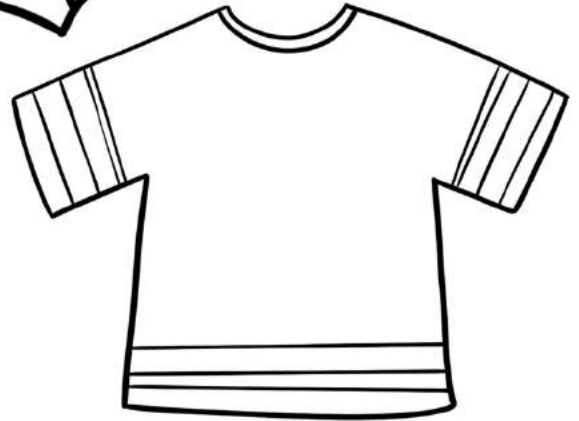
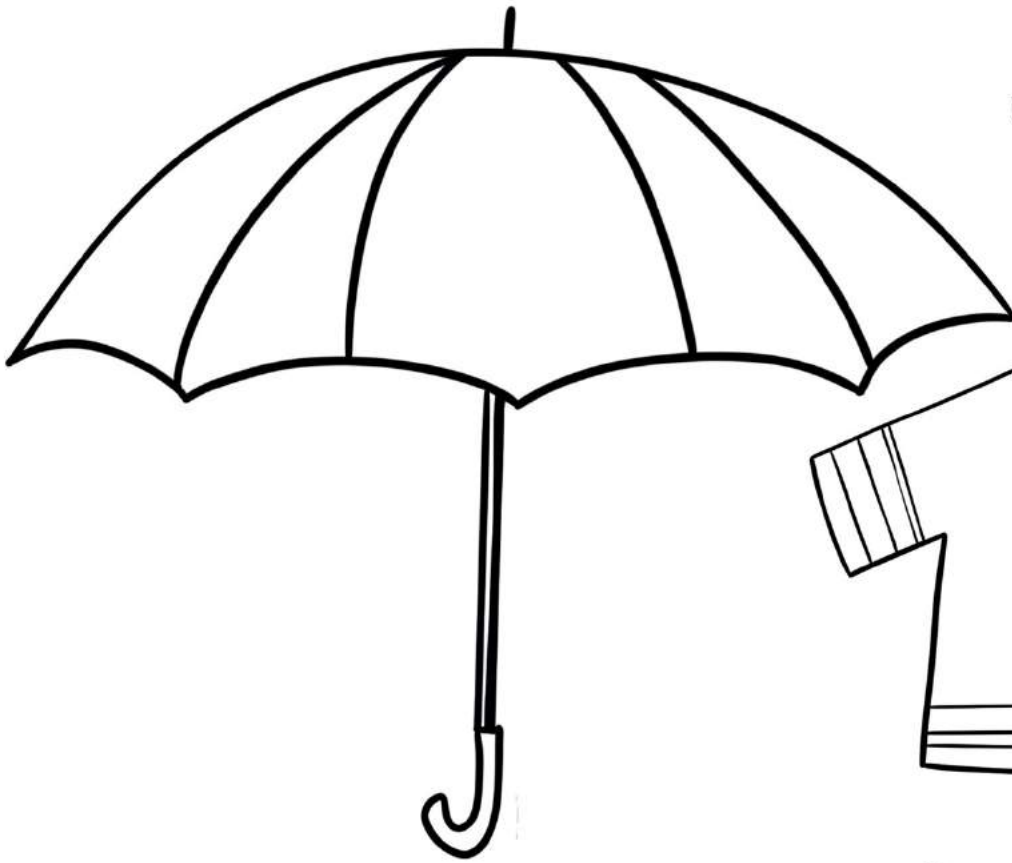


Have fun with your Buddy!
Dress them up, play with them, and even talk with them!





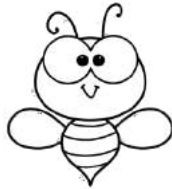






Vocabulary Practice!

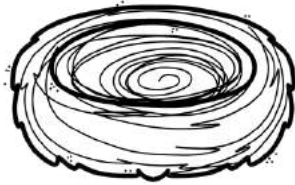
These words rhyme! That means that they sound the same.



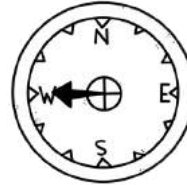
bee



key



nest



west



flash



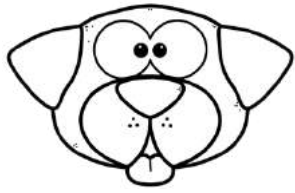
splash



grow



mow



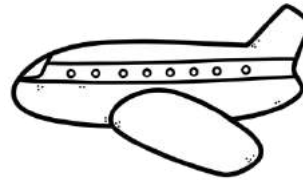
dog



frog



rain



plane



kite



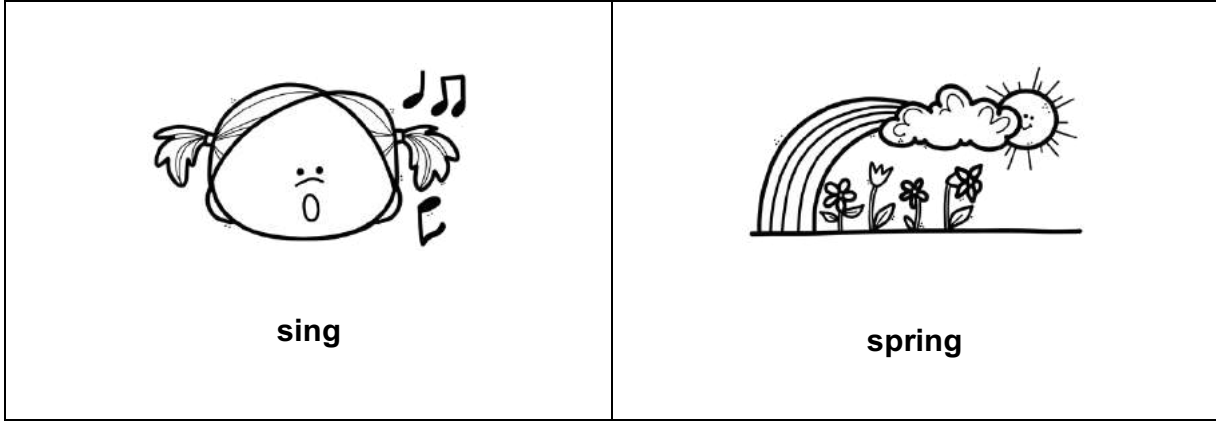
bite



dog



flower



What do these words mean?

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

bee _____

key _____

nest _____

west _____

flash _____

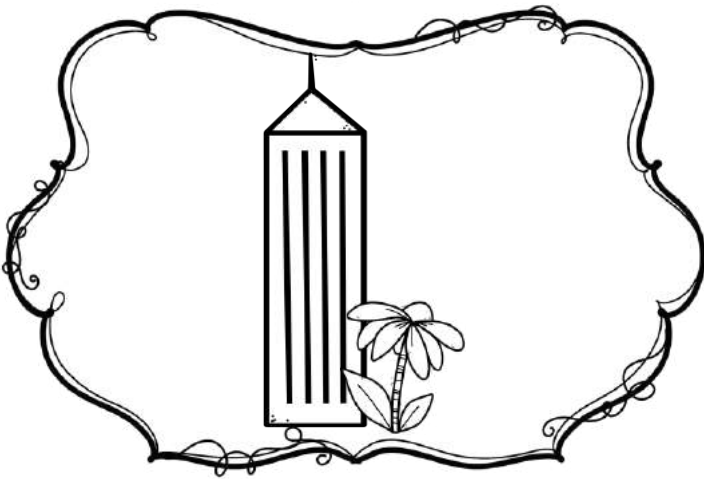
splash _____

grow _____

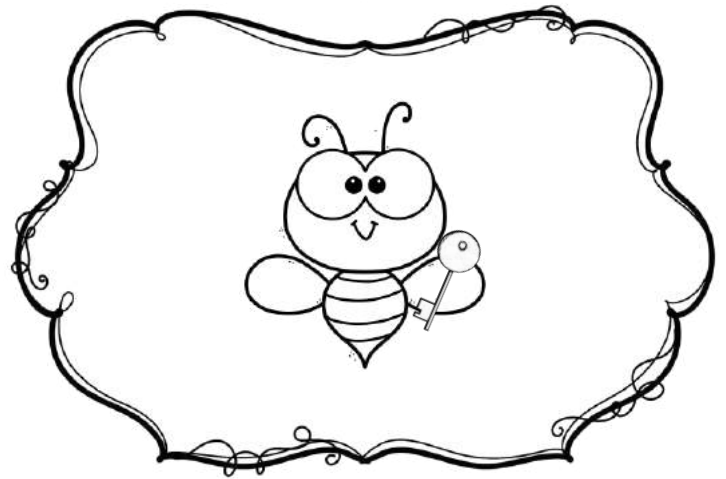
mow _____

dog _____

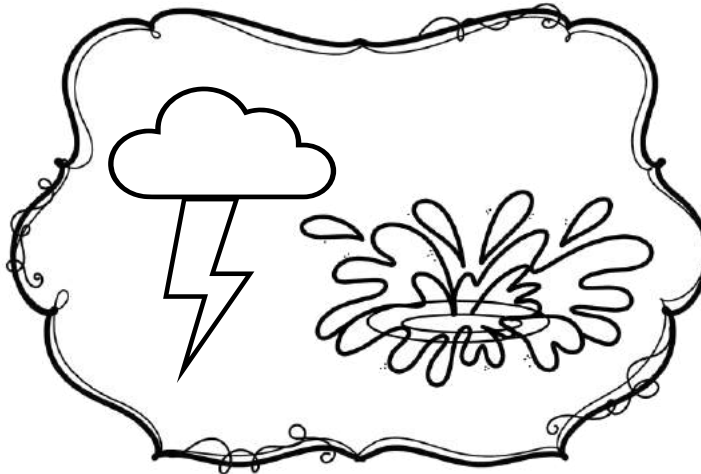
The Tower in the Spring



There once was a tower by a great big flower.



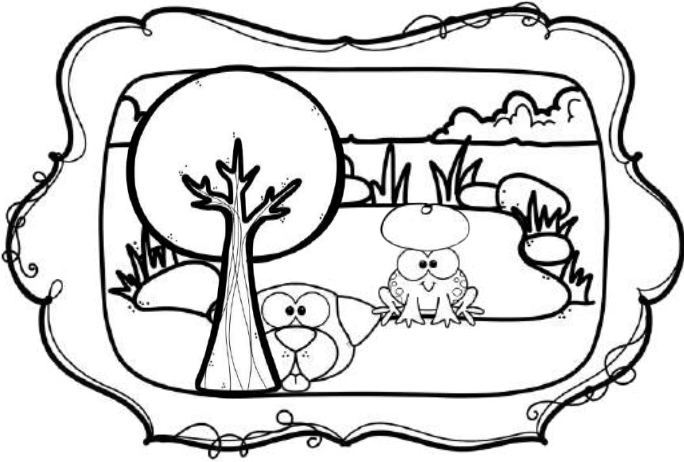
A little bee held the key.



But along came a flash and a great big splash!



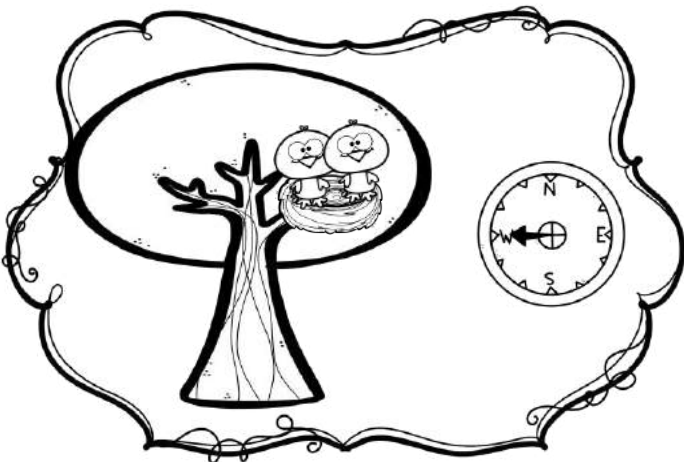
Down came the rain from behind a plane.



Away hid the frog. Away hid the dog.



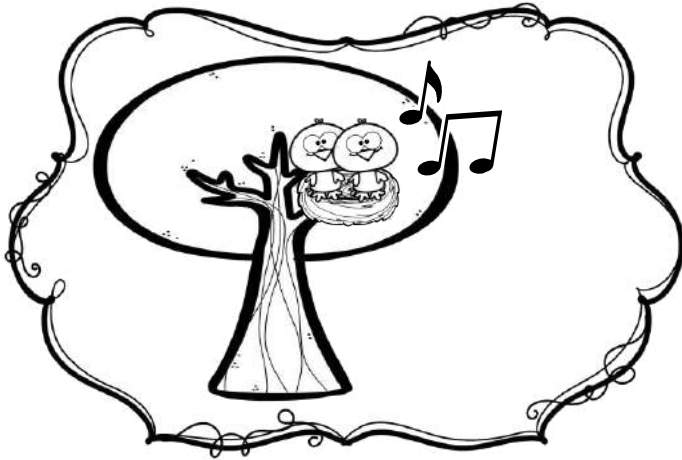
Away hid the girl with the kite.
Away hid the boy taking a bite.



Away to the west the birds hid in
their nest.



And where the grass would grow
tall hid the man who would mow it
all.



Then the rain stopped, and the birds did sing!



That is the story of the tower in the spring.



When you are done:

- 1) Color in the pictures.
- 2) Tell the story to your buddy.

Let's multiply!

123

We will practice many types of multiplication in this packet. Use this chart to remember your multiplication facts.

MULTIPLICATION TABLE											
x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Let's remember:

123

hundreds tens ones

$$465 = 400 + 60 + 5$$

Here is an example:

3	
4	5
X	6
<hr/>	
	0

1. Multiply 6 x 5, Write the zero, carry the 3.

3		
4	5	
X	6	
<hr/>		
2	7	0

2. Multiply 6 x 4, Write the zero, carry the 3.

3. Add 24 + 3, place in answer

Let's multiply! Find the answers to these problems. Use the answers to complete the puzzle on the next page.

123

1.)

$$\begin{array}{r} 64 \\ \times 9 \\ \hline \end{array}$$

2.)

$$\begin{array}{r} 66 \\ \times 2 \\ \hline \end{array}$$

3.)

$$\begin{array}{r} 67 \\ \times 9 \\ \hline \end{array}$$

4.)

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

5.)

$$\begin{array}{r} 97 \\ \times 5 \\ \hline \end{array}$$

6.)

$$\begin{array}{r} 79 \\ \times 9 \\ \hline \end{array}$$

7.)

$$\begin{array}{r} 16 \\ \times 2 \\ \hline \end{array}$$

8.)

$$\begin{array}{r} 18 \\ \times 8 \\ \hline \end{array}$$

9.)

$$\begin{array}{r} 52 \\ \times 5 \\ \hline \end{array}$$

10.)

$$\begin{array}{r} 28 \\ \times 5 \\ \hline \end{array}$$

11.)

$$\begin{array}{r} 71 \\ \times 9 \\ \hline \end{array}$$

12.)

$$\begin{array}{r} 50 \\ \times 9 \\ \hline \end{array}$$

13.)

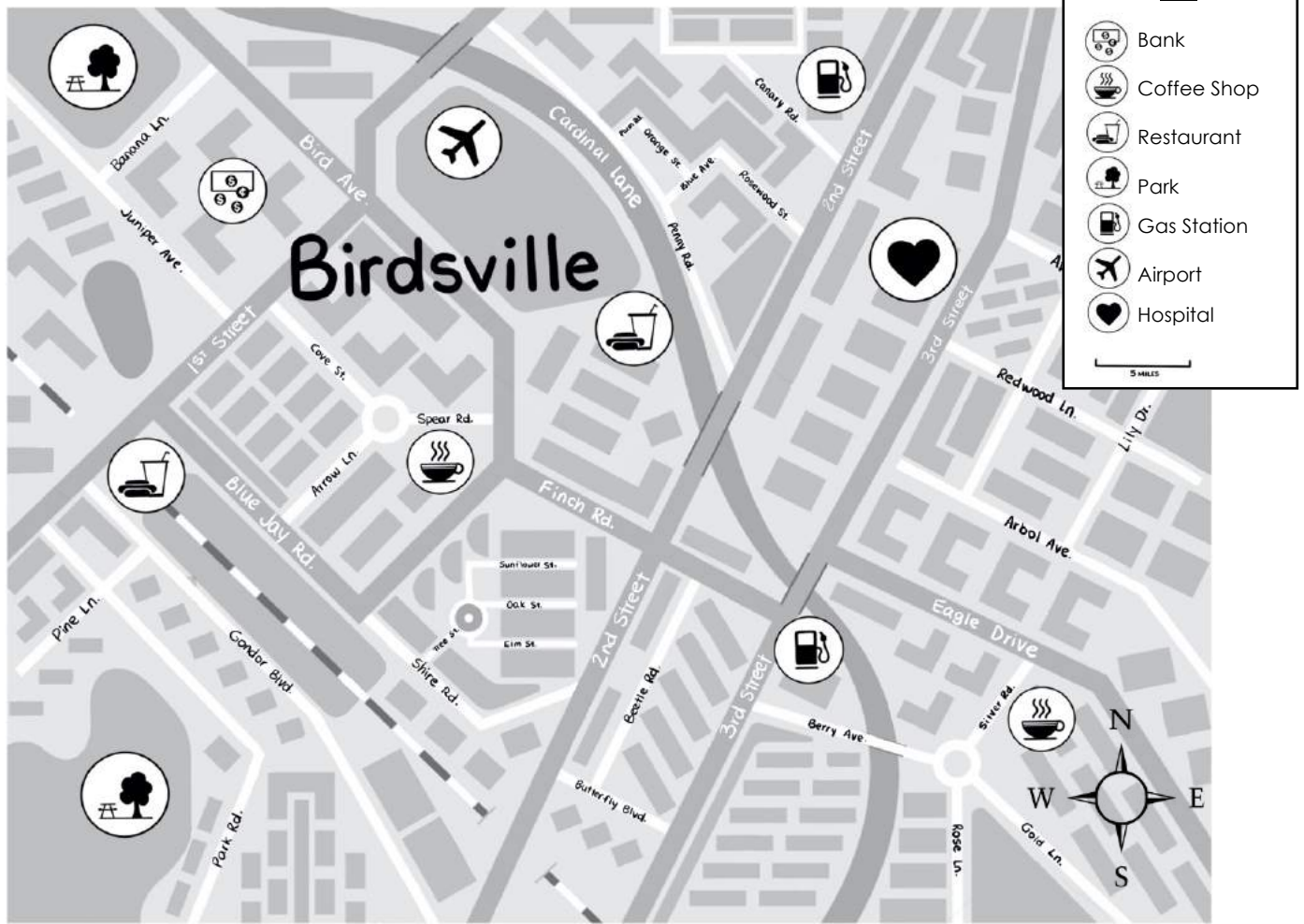
$$\begin{array}{r} 34 \\ \times 5 \\ \hline \end{array}$$

14.)

$$\begin{array}{r} 36 \\ \times 4 \\ \hline \end{array}$$

15.)

$$\begin{array}{r} 13 \\ \times 2 \\ \hline \end{array}$$



The Map of Birdsville

Let's practice with maps! Answer the questions using the map of Birdsville.

1. How many coffee shops are on the map? _____
2. How many parks are on the map? _____
3. The hospital is between two streets. What are the names of the streets?
_____ and _____
4. The airport is on the _____ side of the city. (north, south, east, west)
5. On what street can you buy gas on the north side of the city? _____
6. On what street can you buy coffee on the east side of the city? _____
7. The bank is on the _____ side of the city. (north, south, east, west)
8. On what road could you buy gas, buy food and go to the airport? _____



Let's move!

Practice these activities.



Skip!



Jump! (with two feet)



Hands in the air!



Touch your toes!



Hop! (with right foot)



Hop! (with left foot)



Hands on your head!










Cross your arms!

Good work! Keep active every day! Write down what you do in the chart!



Write it down in the chart!

		 			 
	How many times did you skip?	How many times did you put your hands in the air and touch your toes?	How many times did you jump (with two feet)?	How many times did you hop (with one foot)?	How many times did you put your hands on your head and cross your arms?
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					
TOTAL					




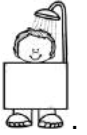


What is Cause and Effect?





The **cause** of something is why it happened. The **effect** of something is what happened. **Cause** and **effect** are important in our everyday life.

Here are some examples of **causes** and **effects**.





Example #1

I got dirty  so I took a shower . Being dirty  is the **cause**. The **effect** of being dirty is that I took a shower .

Example #2

I ate too much candy  then I got a stomach ache . Eating too much candy  is the **cause**. The **effect** of eating too much candy is getting a stomach ache .

Example #3

I kicked my friend  . It hurt him, so he cried  . Kicking my friend  is the **cause**. The **effect** of kicking my friend is that he cried .



What do you think?

Write ideas about what a **cause** is and give some examples.

Write ideas about what **effect** is and give some examples.



Tell your buddy about cause and effect!

Cause and Effect



Complete the sentences using the word bank. Draw a picture next to the sentences.

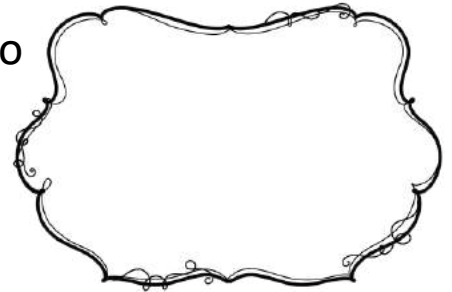
- If there is rain, you can splash in the puddles.

(~~Splash~~/~~Rain~~)



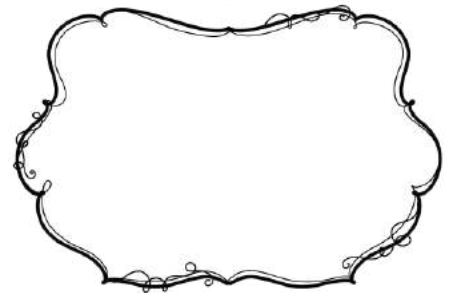
- If the grass _____ s too tall, you have to

_____. (Grow/Mow)



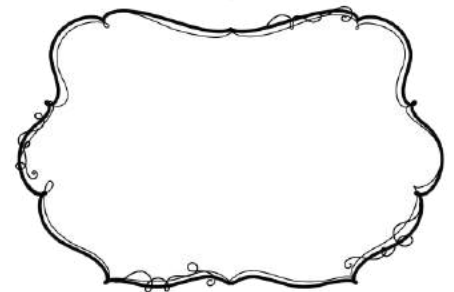
- If a _____ is locked, you must find a

_____. (Key/Tower)



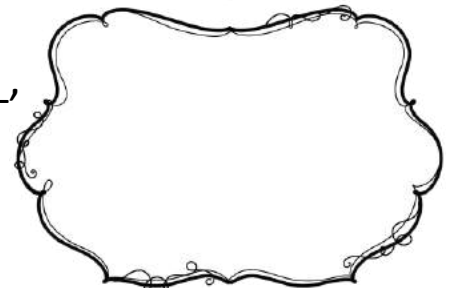
- You can't fly your _____ in the winter,

but you can in the _____. (Spring/Kite)

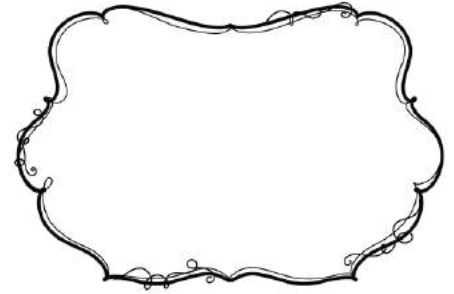


- If your mouth is full from taking a _____,

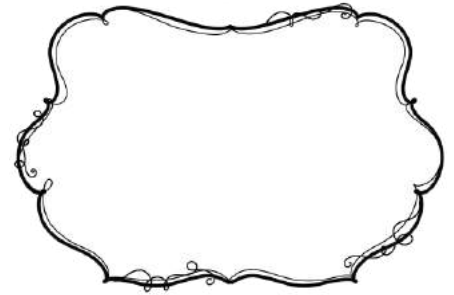
you cannot _____. (Sing/Bite)



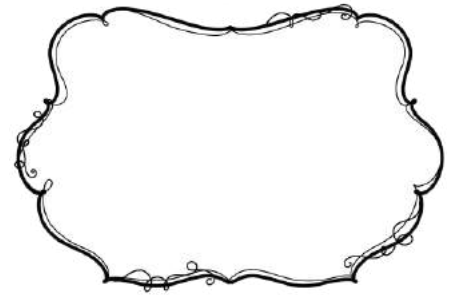
- If there is a _____ of lightening, a _____ can get scared. (Dog/Flash)



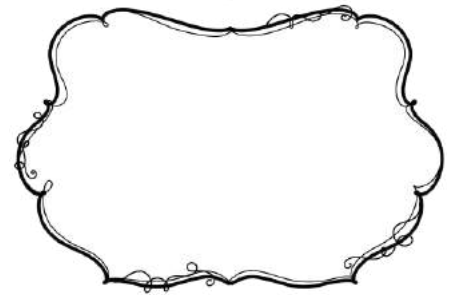
- With no _____ , a _____ won't make honey. (Bee/Flower)



- If a _____ wants to get to California from Nebraska, it must go _____ . (West/Plane)



- In tropical areas, a _____ will build a _____ . (Nest/Frog)





The Map of Birdsville

Let's practice with maps again! Answer the questions using the map of Birdsville.

1. You live on Butterfly Rd. What is the fastest way to get to the airport from your house. List all of the roads.

2. From the Coffee Shop on Silver Rd., what is the fastest way to get to the hospital? List all of the roads.

3. You like to drive your car. How many ways can you get from your house on Butterfly Rd. to the bank? What are the ways? List all of the roads.

4. Choose how you would go from your house on Butterfly Rd. to the Coffee Shop. Which Coffee Shop did you go to? How did you get there? Why did you choose that way?

Let's multiply again! Find the answers to these problems.
Use the answers to complete the puzzle on the next page.

123

1.)

$$\begin{array}{r} 369 \\ \times 8 \\ \hline \end{array}$$

2.)

$$\begin{array}{r} 830 \\ \times 7 \\ \hline \end{array}$$

3.)

$$\begin{array}{r} 455 \\ \times 6 \\ \hline \end{array}$$

4.)

$$\begin{array}{r} 406 \\ \times 4 \\ \hline \end{array}$$

5.)

$$\begin{array}{r} 763 \\ \times 5 \\ \hline \end{array}$$

6.)

$$\begin{array}{r} 637 \\ \times 7 \\ \hline \end{array}$$

7.)

$$\begin{array}{r} 381 \\ \times 5 \\ \hline \end{array}$$

8.)

$$\begin{array}{r} 194 \\ \times 2 \\ \hline \end{array}$$

9.)

$$\begin{array}{r} 190 \\ \times 9 \\ \hline \end{array}$$

10.)

$$\begin{array}{r} 923 \\ \times 3 \\ \hline \end{array}$$

11.)

$$\begin{array}{r} 904 \\ \times 7 \\ \hline \end{array}$$

12.)

$$\begin{array}{r} 940 \\ \times 6 \\ \hline \end{array}$$

13.)

$$\begin{array}{r} 846 \\ \times 2 \\ \hline \end{array}$$

14.)

$$\begin{array}{r} 672 \\ \times 9 \\ \hline \end{array}$$

15.)

$$\begin{array}{r} 631 \\ \times 7 \\ \hline \end{array}$$

Now, let's have some fun with the answers! Write the answers for the subtraction problems on the lines.

123

- | | | | | | | | |
|----|-------------|---|---|-----|-------------|---|---|
| 1. | _____ | = | B | 9. | _____ | = | N |
| 2. | _____ | = | D | 10. | _____ | = | P |
| 3. | _____ | = | E | 11. | _____ | = | R |
| 4. | _____ | = | G | 12. | <u>5640</u> | = | S |
| 5. | _____ | = | H | 13. | <u>1692</u> | = | T |
| 6. | <u>4459</u> | = | I | 14. | _____ | = | U |
| 7. | _____ | = | L | 15. | _____ | = | Y |
| 8. | _____ | = | M | | | | |

Find the secret word! Write the letter above each number.

Here is an example:

<u>S</u>	<u>I</u>	<u>T</u>
5640	4459	1692

2952 4459 6328 5810 5640

5640 4459 1710 1624

4459 1710

5640 2769 6328 4459 1710 1624



Let's move!

Practice these activities.



Skip!



Jump!



Hands up!



Touch your toes!



Hop!



Hands on your head!



Cross your arms!

Good work! Keep active every day! Write down what you do in the chart on page 23! Today is Day 2.

I-Spy With Vocabulary!



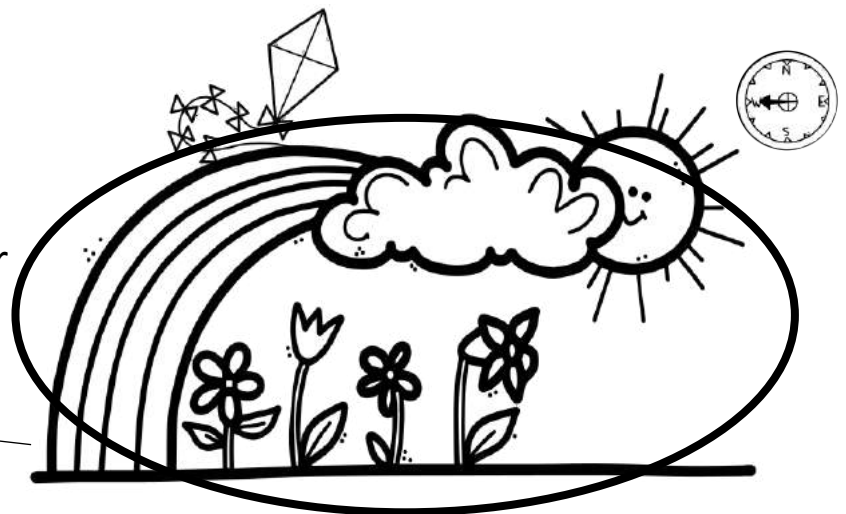
1) Find all your vocabulary words in the picture below. Circle the pictures that match your words.



2) Tell your buddy what you found.



- | | | |
|--------|-------|-------------------|
| Bee | Grow | Bite |
| Key | Mow | Kite |
| Nest | Dog | Flower |
| West | Frog | Tower |
| Flash | Plane | Sing |
| Splash | Rain | Spring |









More on Cause and Effect!

The **cause** of something is why it happened. The **effect** of something is what happened. **Cause** and **effect** are important in our everyday life.


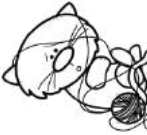
Here are some more examples of **causes** and **effects**.


Example #1

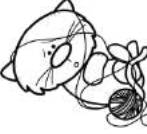
The car broke down  so it was towed away .

The car breaking down  is the **cause**. The **effect** of the car breaking down is that it was towed away .





Example #2

The cat played with the yarn  and got tangled in the yarn . The cat

playing with the yarn  is the **cause**. The **effect** of the cat playing with the yarn

is that she got tangled in it .

Example #3

Someone left a banana skin on the floor  so the girl slipped  . The
banana skin on the floor  is the **cause**. The **effect** of the banana skin being
on the floor is that the girl slipped  .



What do you notice?

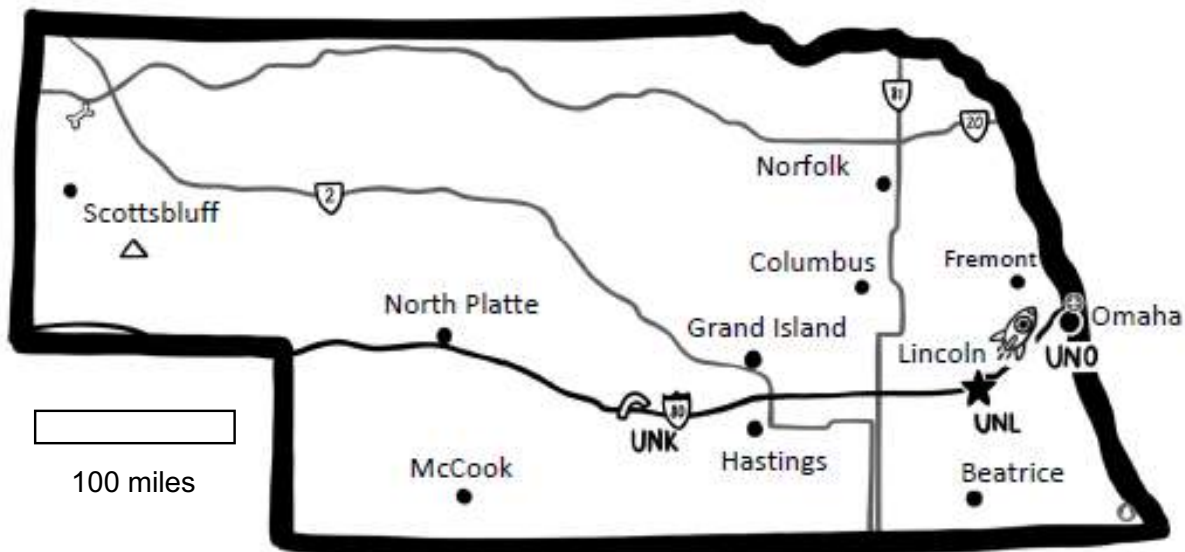
Think about your day. What are some causes linked to effects that you have noticed today?

CAUSE	EFFECT



Tell your buddy about cause and effect!

Nebraska



Key	
★ State Capital - Lincoln	△ Chimney Rock
● City	⤿ The Archway
2 Highway	UNK University of Nebraska Kearney
80 Interstate	UNL University of Nebraska Lincoln
✈ Omaha Airport	UNO University of Nebraska Omaha
🚀 Air and Space Museum	🏞 Indian Caves State Park
	🦴 Agate Fossil Beds

This map shows a much larger area than the City of Birdsville map. But, it is smaller than the City of Birsville map. This is because the scale is bigger. Answer the questions using the map of Nebraska.

1. How many cities are shown on this map? _____
2. What is the name of the capital city? _____
3. If you drive on Highway 80, what will you see? _____

4. What do you want to see in Nebraska?

5. How will you get there? A long way or a short way?

Let's multiply!

123

Here is an example:

$$\begin{array}{r} \boxed{1} \\ \times \begin{array}{r} 63 \\ 74 \\ \hline 252 \end{array} \end{array}$$

1. Multiply 4×3 , Write the 2, carry the 1.
2. Multiply 4×6 , add the 1. Write 25.

$$\begin{array}{r} \boxed{2} \\ \times \begin{array}{r} 63 \\ 74 \\ \hline 252 \end{array} \\ + \\ \hline \begin{array}{r} 4410 \\ 252 \\ \hline 4662 \end{array} \end{array}$$

3. Put a zero (0) to "hold the place."
4. Multiply 7×3 , write the 1, carry the 2.
5. Multiply 7×6 , add the 2. Write 44.
5. Add $252 + 4410$.
6. The answer is 4662.

Let's multiply again! Find the answers to these problems.
Use the answers to complete the puzzle on the next page.

123

1.)

$$\begin{array}{r} 25 \\ \times 96 \\ \hline \end{array}$$

2.)

$$\begin{array}{r} 74 \\ \times 32 \\ \hline \end{array}$$

3.)

$$\begin{array}{r} 13 \\ \times 94 \\ \hline \end{array}$$

4.)

$$\begin{array}{r} 37 \\ \times 96 \\ \hline \end{array}$$

5.)

$$\begin{array}{r} 43 \\ \times 34 \\ \hline \end{array}$$

6.)

$$\begin{array}{r} 54 \\ \times 99 \\ \hline \end{array}$$

7.)

$$\begin{array}{r} 49 \\ \times 24 \\ \hline \end{array}$$

8.)

$$\begin{array}{r} 37 \\ \times 48 \\ \hline \end{array}$$

9.)

$$\begin{array}{r} 99 \\ \times 57 \\ \hline \end{array}$$

10.)

$$\begin{array}{r} 51 \\ \times 56 \\ \hline \end{array}$$

11.)

$$\begin{array}{r} 95 \\ \times 44 \\ \hline \end{array}$$

12.)

$$\begin{array}{r} 67 \\ \times 75 \\ \hline \end{array}$$

13.)

$$\begin{array}{r} 31 \\ \times 74 \\ \hline \end{array}$$

14.)

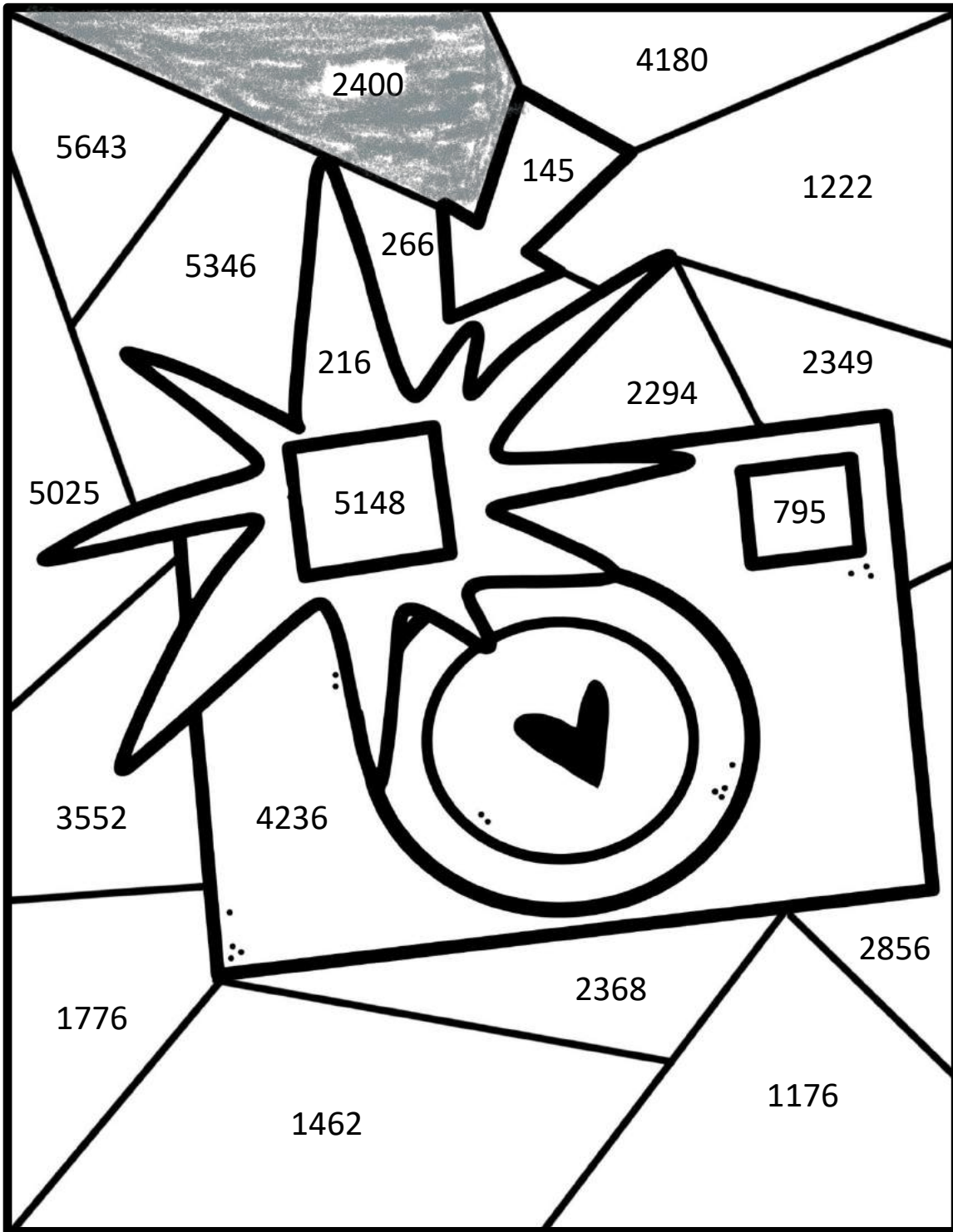
$$\begin{array}{r} 19 \\ \times 14 \\ \hline \end{array}$$

15.)

$$\begin{array}{r} 29 \\ \times 81 \\ \hline \end{array}$$

Find the answers from the last page. Color in the shape.
What do you see?

123





Let's move!

Practice these activities.



Skip!



Jump!



Hands up!



Touch your toes!



Hop!



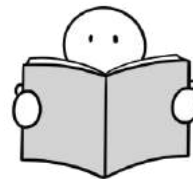
Hands on your head!



Cross your arms!

Good work! Keep active every day! Write down what you do in the chart on page 23! Today is Day 3.

The Cause and Effect Story



Read the story below. Color it in when you are done.



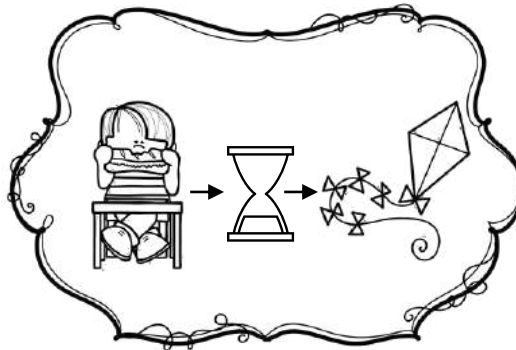
There was a girl named Lee. Lee was afraid of bees. Because Lee was afraid of bees, she could not get to her house key.



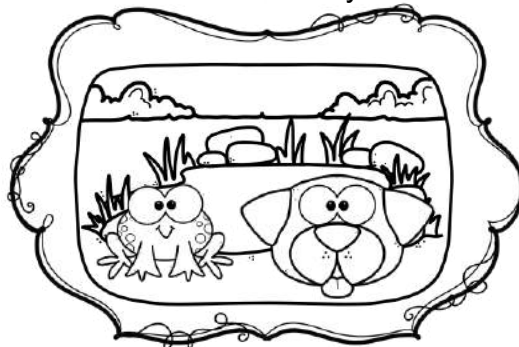
There was a boy named Harlo. Harlo had watched his grass grow. Because his grass had grown, Harlo needed to mow.



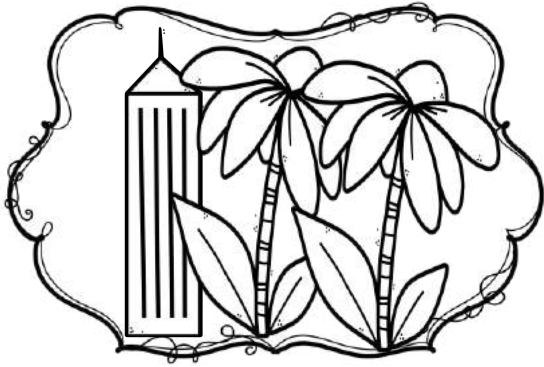
There was a girl named Shane. Shane needed to get on a plane. But there was rain, so there was no plane, so Shane could not get on the plane.



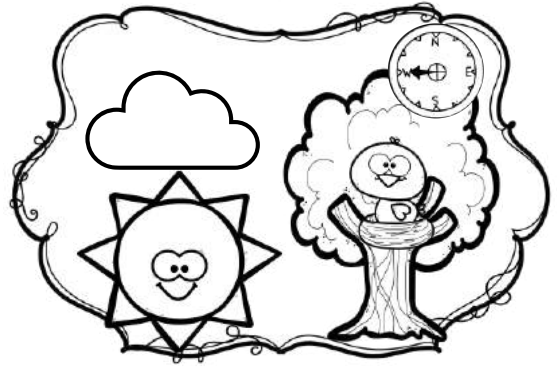
There was a boy named Dwite. Dwite wanted to fly his kite. His mother said he had to take one more bite, so Dwite had to wait to fly his kite.



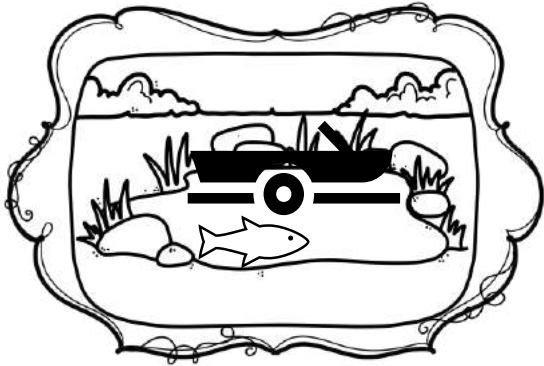
There was a dog named Arthog. Arthog was out on a pond. Arthog met Fogg who was a frog. Because Arthog met Fogg they became friends, so the dog and frog played again and again.



There was a great big tower. The tower was in front of many flowers. Because of sunshine and rain, the flowers grew tall, so the flowers were as tall as the tower.



There was a bird in a nest. The nest was off to the west. Because the nest was to the west, the bird saw the sun last, because the sun always sets in the west.

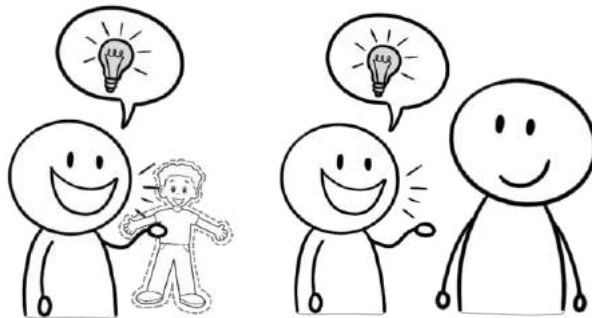


There was a fish in a pond. The fish heard a flash in the pond. The fish looked up and saw a big flash. It had started to rain on that grey day, so the splash and flash scared the fish away.



There was a girl named Starling. Starling loved the spring. Because Starling loved the spring, she started to sing, starting with, "I love spring..."

Now tell the story to your buddy or someone in your house.






More on Cause and Effect!


The **cause** of something is why it happened. The **effect** of something is what happened. **Cause** and **effect** are important in our everyday life.


Here are some more examples of **causes** and **effects**.

Example #1



We built a snowman in the Spring . But the weather quickly became warm so the


snowman melted . The **cause** is we built a snowman in the Spring

. The **effect** of building a snowman in the Spring is that it melted

 because the weather got warm.

Example #2

I tried to carry too many books  so the books fell . The **cause** is that I tried to

carry too many books . The **effect** of trying to carry too many books is that they fell





What do you notice?

Think about your day. What are some causes linked to effects that you have noticed today?

CAUSE	EFFECT



Tell your buddy about cause and effect!

The United States



Key			
	Golden Gate Bridge		Highway US-83
	Rocky Mts.		Highway US-2
	Mt. Rushmore		Highway US-50
	The Alamo		Highway US-20
	The White House		The Statue of Liberty
 500 miles			

This is a map of the United States. This map is a much larger area than the State of Nebraska map. Nebraska is in the middle of this map. The number for Highway 83 is in the middle of Nebraska. There are many things to see in the United State. This map show some of them. Let's practice with maps again!

1. What will you see if you drive on Highway 80? _____

2. How many states will you drive through on Highway 20? _____
3. What do you want to see in the United States? _____
How will you get there? _____
Will you drive a long way or a short way? Why? _____

Let's multiply!

123

Here is an example:

$$\begin{array}{r} \boxed{1} \\ \begin{array}{r} \boxed{2} \ \boxed{6} \ \boxed{3} \\ \times \ \boxed{5} \ \boxed{2} \\ \hline \end{array} \\ \begin{array}{r} 5 \ 2 \ 6 \end{array} \end{array}$$

1. Multiply 2×3 , Write the 6
2. Multiply 2×6 , write the 2, carry the 1.
3. Multiply 2×2 , add the 1. Write 5.

$$\begin{array}{r} \boxed{3} \ \boxed{1} \\ \begin{array}{r} \boxed{2} \ \boxed{6} \ \boxed{3} \\ \times \ \boxed{5} \ \boxed{2} \\ \hline \end{array} \\ + \begin{array}{r} 5 \ 2 \ 6 \\ 1 \ 3 \ 1 \ 5 \ 0 \\ \hline \end{array} \\ \begin{array}{r} 1 \ 3 \ 6 \ 7 \ 6 \end{array} \end{array}$$

4. Put a zero (0) to "hold the place."
5. Multiply 5×3 , write the 5, carry the 1.
6. Multiply 5×6 , add the 1. Write 1, carry the 3.
7. Multiply 5×2 , add the 3. Write 13.
8. Add $526 + 13150$.
9. The answer is 13676.

Let's multiply again! Find the answers to these problems.
Use the answers to complete the puzzle on the next page.

123

1.)

$$\begin{array}{r} 440 \\ \times 90 \\ \hline \end{array}$$

2.)

$$\begin{array}{r} 276 \\ \times 31 \\ \hline \end{array}$$

3.)

$$\begin{array}{r} 638 \\ \times 38 \\ \hline \end{array}$$

4.)

$$\begin{array}{r} 759 \\ \times 31 \\ \hline \end{array}$$

5.)

$$\begin{array}{r} 842 \\ \times 25 \\ \hline \end{array}$$

6.)

$$\begin{array}{r} 690 \\ \times 50 \\ \hline \end{array}$$

7.)

$$\begin{array}{r} 767 \\ \times 40 \\ \hline \end{array}$$

8.)

$$\begin{array}{r} 152 \\ \times 74 \\ \hline \end{array}$$

9.)

$$\begin{array}{r} 181 \\ \times 94 \\ \hline \end{array}$$

10.)

$$\begin{array}{r} 412 \\ \times 74 \\ \hline \end{array}$$

11.)

$$\begin{array}{r} 378 \\ \times 95 \\ \hline \end{array}$$

12.)

$$\begin{array}{r} 760 \\ \times 88 \\ \hline \end{array}$$

13.)

$$\begin{array}{r} 409 \\ \times 47 \\ \hline \end{array}$$

14.)

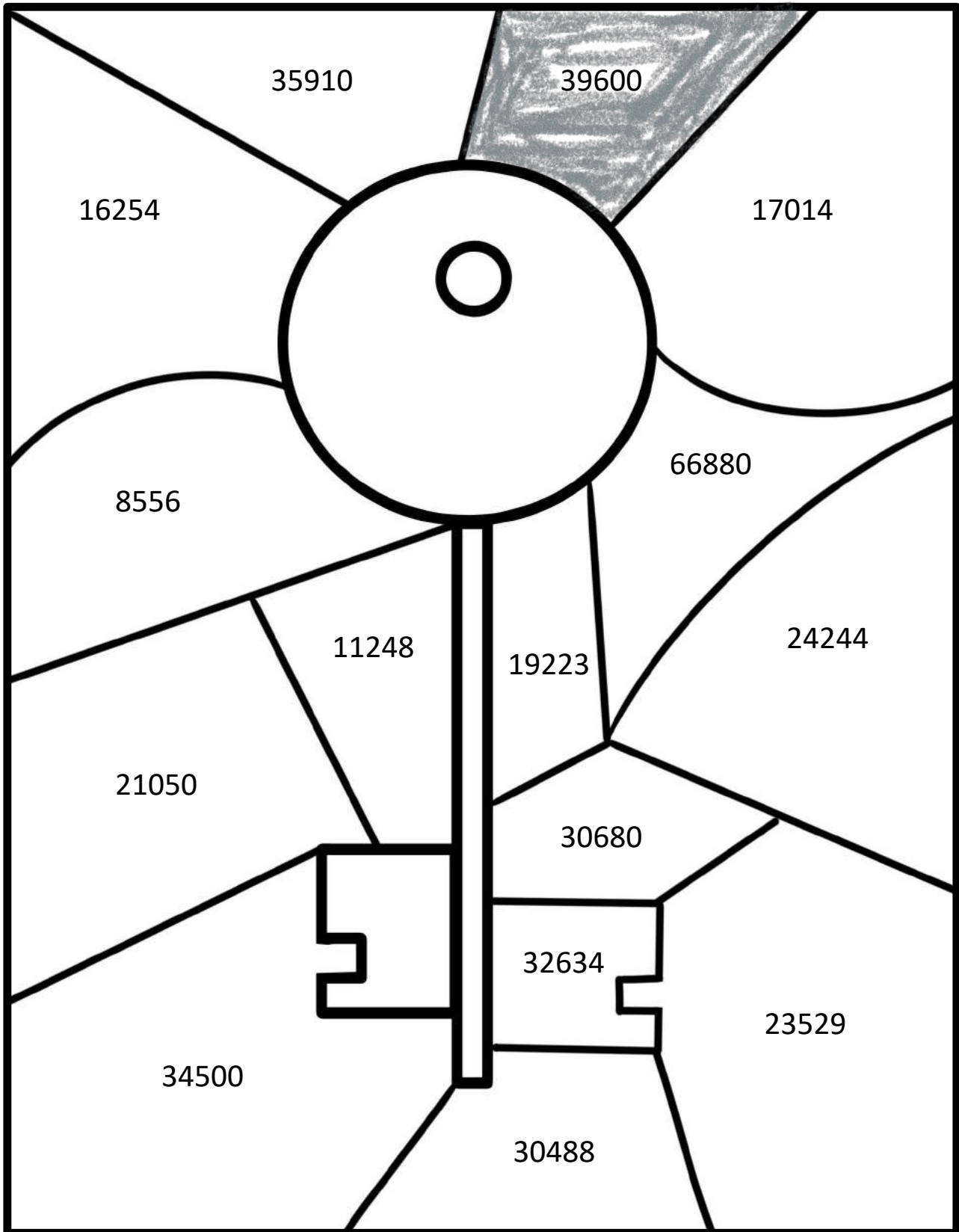
$$\begin{array}{r} 777 \\ \times 42 \\ \hline \end{array}$$

15.)

$$\begin{array}{r} 258 \\ \times 63 \\ \hline \end{array}$$

Find the answers from the last page. Color in the shape.
What do you see?

123





Let's move!

Practice these activities.



Skip!



Jump!



Hands up!



Touch your toes!



Hop!



Hands on your head!



Cross your arms!

Good work! Keep active every day! Write down what you do in the chart on page 23! Today is Day 4.

Rhyming Poem!



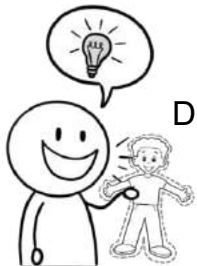
Using your **vocabulary**, write a rhyming poem. Use as much English as you can, but also **use your own language**.

Word Bank:
Bee, key, nest, west, flash, splash, grow, mow, dog,
frog, plane, rain, bite, kite, flower, tower, sign, spring

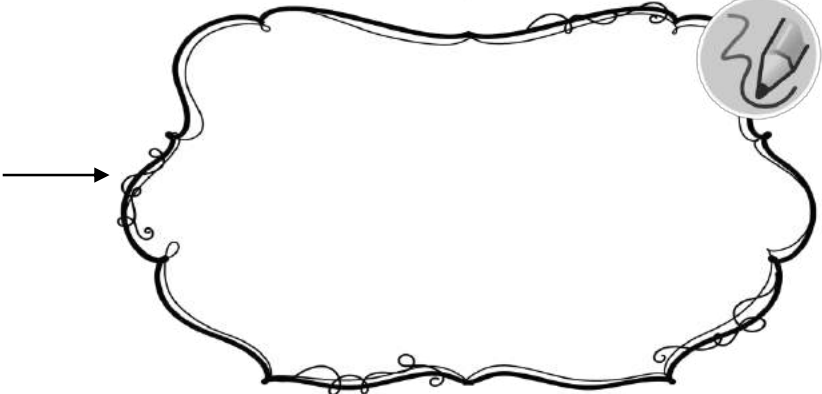
Example Poem:

I love **spring**.
It makes me want to **sing**.
I love to **splash** in puddles or
See the **flash** of lightning.
I love watching the big furry **dog** and
The happy hopping **frog**.
I love hearing a buzzing **bee**
And the sound of my jangling **keys**.
I love the chirping birds in their **nest**
and
Watching the sun set in the **West**.
I love the pitter patter of **rain** and
The zooming of a **plane**.
I love to watch the plants **grow** tall
and
Watch my parents **mow** the lawn.
I love to take a big **bite** of fruit and
Watch my **kite** fly high above the roof.
I love the clouds floating above a
tower and
The sweet smell of a springtime
flower.

Your Poem:



Draw **your** poem. Tell it to your buddy.



Let's multiply again! Find the answers to these problems.
Use the answers to complete the puzzle on the next page.

123

1.)

$$\begin{array}{r} 212 \\ \times 913 \\ \hline \end{array}$$

2.)

$$\begin{array}{r} 352 \\ \times 24 \\ \hline \end{array}$$

3.)

$$\begin{array}{r} 746 \\ \times 8 \\ \hline \end{array}$$

4.)

$$\begin{array}{r} 609 \\ \times 6 \\ \hline \end{array}$$

5.)

$$\begin{array}{r} 922 \\ \times 163 \\ \hline \end{array}$$

6.)

$$\begin{array}{r} 964 \\ \times 133 \\ \hline \end{array}$$

7.)

$$\begin{array}{r} 588 \\ \times 320 \\ \hline \end{array}$$

8.)

$$\begin{array}{r} 186 \\ \times 2 \\ \hline \end{array}$$

9.)

$$\begin{array}{r} 983 \\ \times 35 \\ \hline \end{array}$$

10.)

$$\begin{array}{r} 576 \\ \times 1 \\ \hline \end{array}$$

11.)

$$\begin{array}{r} 181 \\ \times 50 \\ \hline \end{array}$$

12.)

$$\begin{array}{r} 211 \\ \times 74 \\ \hline \end{array}$$

13.)

$$\begin{array}{r} 720 \\ \times 994 \\ \hline \end{array}$$

14.)

$$\begin{array}{r} 160 \\ \times 6 \\ \hline \end{array}$$

15.)

$$\begin{array}{r} 398 \\ \times 32 \\ \hline \end{array}$$

Now, let's have some fun with the answers! Write the answers for the subtraction problems on the lines.

123

1. _____ = A
2. _____ = B
3. _____ = D
4. _____ = E
5. _____ = G
6. _____ = H
7. 188160 = I
8. _____ = K

9. _____ = L
10. _____ = M
11. _____ = N
12. _____ = P
13. _____ = R
14. 960 = S
15. 12736 = T

Find the secret word! Write the letter above each number.

Here is an example:

$$\begin{array}{c} \underline{\text{S}} \\ 960 \end{array} \quad \begin{array}{c} \underline{\text{I}} \\ 188160 \end{array} \quad \begin{array}{c} \underline{\text{T}} \\ 12736 \end{array}$$

$\begin{array}{r} \underline{\quad} \\ 960 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 15614 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 34405 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 193556 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 960 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 128212 \end{array}$

$\begin{array}{r} \underline{\quad} \\ 188160 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 9050 \end{array}$

$\begin{array}{r} \underline{\quad} \\ 12736 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 128212 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 3654 \end{array}$

$\begin{array}{r} \underline{\quad} \\ 715680 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 193556 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 188160 \end{array} \quad \begin{array}{r} \underline{\quad} \\ 9050 \end{array}$



Let's Move!

Practice these activities.



Skip!



Jump!



Hands up!



Touch your toes!



Hop!



Hands on your head!



Cross your arms!








Good work! Keep active every day!



Write down what you do in the chart on page 23! Today is Day 5.



Look at your chart and add up all the numbers. Below is an example.

		 			 
	How many times did you skip?	How many times did you put your hands in the	How many times did you jump	How many times did you hop	How many times did you put your hands on

		air and touch your toes?	(with two feet)?	(with one foot)?	your head and cross your arms?
Day 1	10	10	15	10	20
Day 2	15	15	25	15	30
Day 3	20	20	35	20	40
Day 4	25	25	45	25	50
Day 5	30	30	55	30	60
TOTAL	100	100	175	100	200

The numbers in the “Total” row in your chart on page 23 will help you answer the questions below.

How many times did you skip total across Day 1-Day 5? _____

How many times did you put your hands in the air and touch your toes total across Day 1-Day 5? _____

How many times did you jump total across Day 1-Day 5? _____

How many times did you hop total across Day 1-Day 5? _____

How many times did you put your hands on your head and cross your arms total across Day 1-Day 5? _____

Challenge Questions!

Greater than >

Equal to =

Less than <

Was the total number of times you skipped $>$ $=$ $<$ than the number of times you put your hands in the air and touched your toes? (Circle the right symbol.)

Was the total number of times you put your hands in the air and touches your toes $>$ $=$ $<$ the number of times you jumped? (Circle the right symbol.)

Was the total number of times you jumped $>$ $=$ $<$ the number of times you hopped? (Circle the right symbol.)

Was the total number of times you hopped $>$ $=$ $<$ the number of times you put your hands on your head and crossed your arms? (Circle the right symbol.)

Was the total number of times you put your hands on your head and crossed your arms $>$ $=$ $<$ the number of times you skipped? (Circle the right symbol.)

Look at your chart again. Do you notice any patterns?

Did you do a little more each day? Did the numbers go up and down from one day to the next?

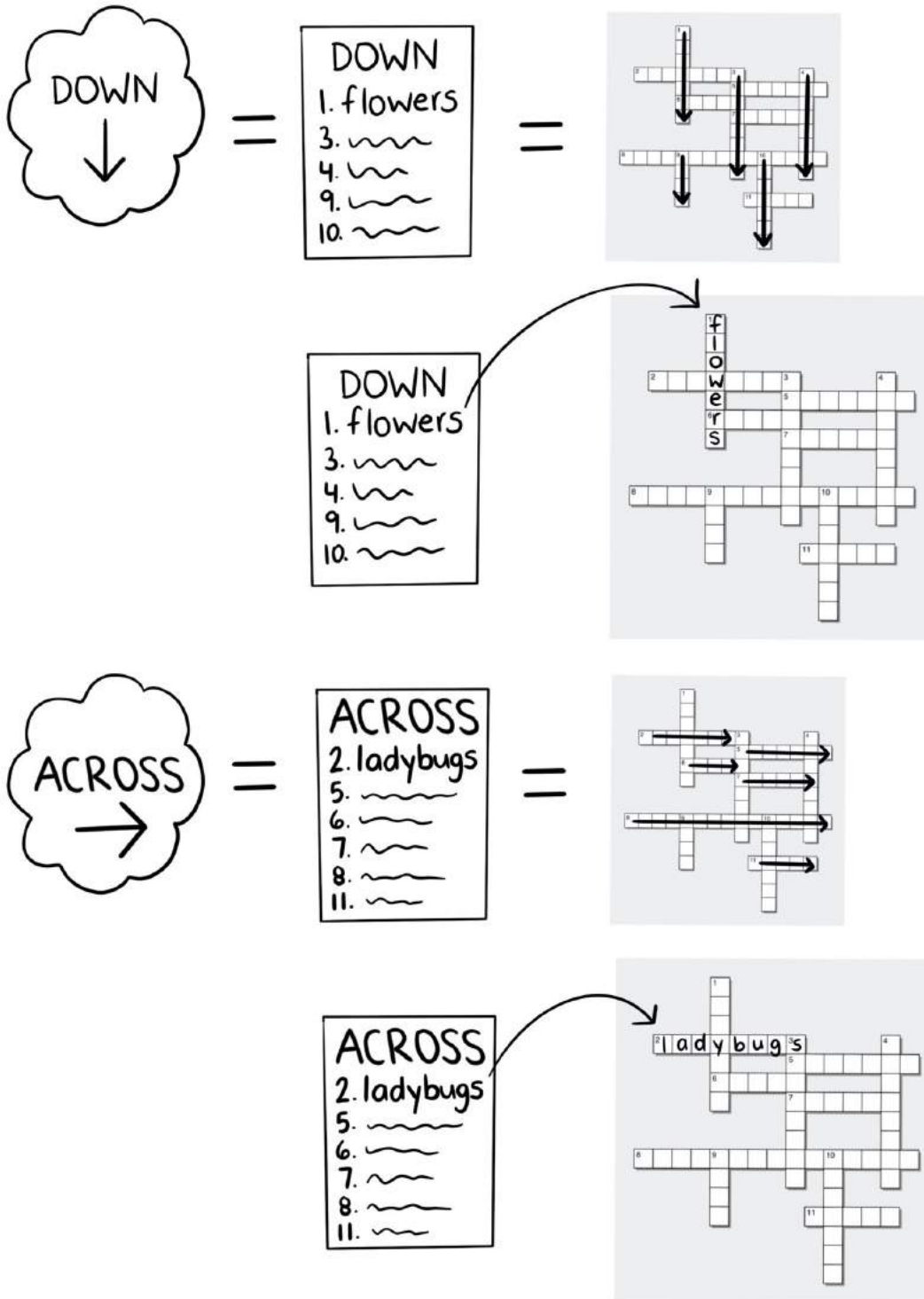
What caused the numbers to change from one day to the next?

What was the effect of doing these activities?

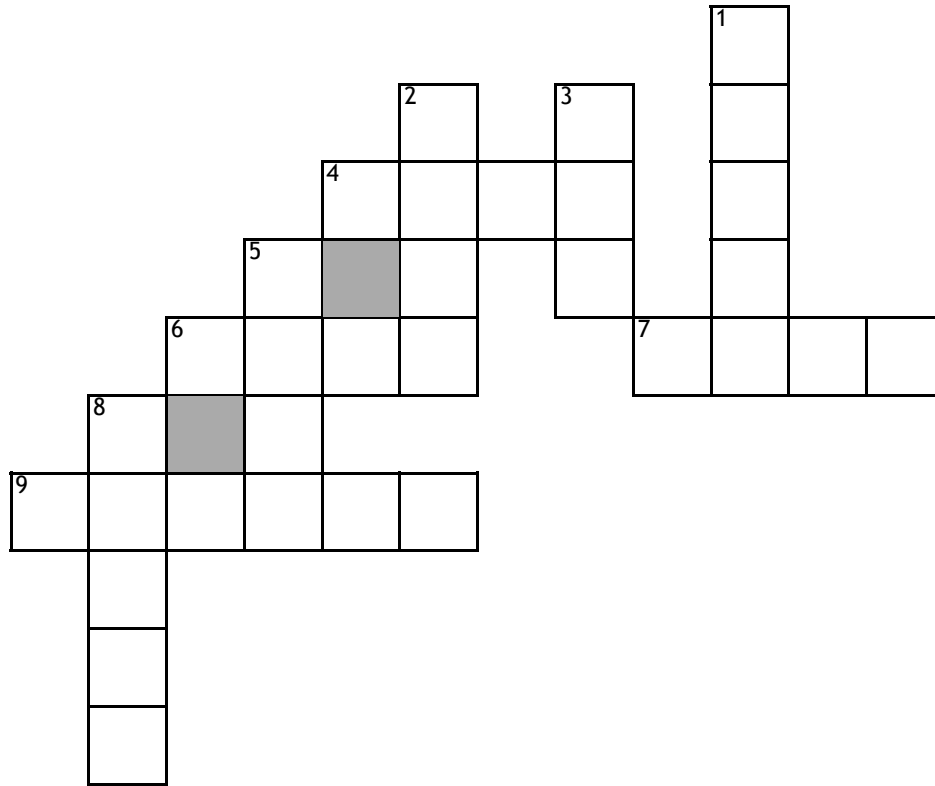


Talk to your buddy about the patterns you notice in your chart. Also tell your buddy about what you notice about cause and effect.

How to Solve a Crossword Puzzle



Spring Rhyming Words



Across

- 4. Rhymes with bite
- 6. Rhymes with dog
- 7. Rhymes with nest
- 9. Rhymes with tower

Down

- 1. Rhymes with rain
- 2. Rhymes with spring
- 3. Rhymes with key
- 5. Rhymes with mow
- 8. Rhymes with splash

Word Bank

sing
west
kite

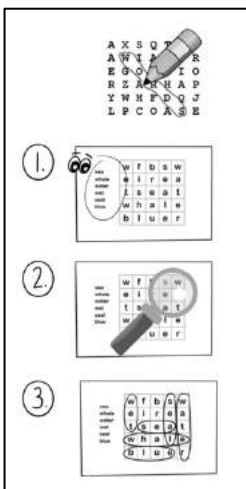
grow
bee

frog
flower

flash
plane

Spring Rhyming Words

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



tower flower kite bite rain plane frog dog
 grow splash flash west nest key bee
 spring sign mow



My Dictionary

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

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



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.