

A decorative floral wreath border surrounds the entire page. It features various flowers, leaves, and a ladybug. The wreath is composed of several layers of floral elements, including large daisies, smaller blossoms, and leafy branches.

N ICMEE

SPRING  
Activity
PACKET

The title is surrounded by various spring-themed illustrations. There are several small flowers, a ladybug, a bird, and a dragonfly. Dotted lines and swirls are scattered around the text, adding a whimsical touch.

Kinder – 1st grade

International Consortium for Multilingual Excellence in Education



April 22, 2020

Dear District/School Personnel:

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

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

We designed these activities based around several big ideas:

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

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

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

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the parent letter is included) and then also translate the letter into any other language that would be helpful for your district.

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

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

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

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

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

Sincerely,

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

This Activity Packet was designed by:
Jessica Mitchell-McCollough, Tricia Gray, and Alexa Yunes

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Standards K-1

ELA	
LA 0.1.1.a	Identify variations in text (e.g., font size, bold, italic, upper/lower case).
LA 0.1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark).
LA 0.1.1.d	Demonstrate knowledge that print reads from left to right and top to bottom.
LA 0.1.1.f	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
LA 0.1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.
LA 01.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.
LA 0.1.5.b	Develop awareness of context clues and text features that may be used to infer the meaning of unknown words.
LA 0.1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations, and titles.
LA 0.1.6.o	Respond to text (e.g., verbally, in writing, or artistically).
LA 1.1.1.a	Same as above
LA 1.1.1.b	Same as above
LA 1.1.3.c	Same as above
LA 1.1.5.b	Same as above
Mathematics	
MA 0.1.1.a	Perform the counting sequence by counting forward from any given number to 100, by ones.
MA 0.1.1.c	Use of one-to-one correspondence when counting objects to show the relationship between numbers and quantities of 0 to 20.
MA 0.3.2.a	Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).
Science	
SC.K.7.2.a	Use observations to describe patterns of what plants and animals (including humans) need to survive.
Social studies	
SS K.3.1.a	Identify locations in the school and around the classroom (substituting neighborhood).
SS K.3.2.a	Identify physical characteristics of place.
SS K.3.3.a	Identify types of weather and the impact of weather on everyday life.
SS K.3.3.b	Identify the four seasons.
Physical education	
PE.K.1	Physical activity skills and movement patterns
PE.K.4.1	Exhibits personal responsibility in physical activity settings.
Art	
FA 2.2.1.b	Create artworks that express unique student interpretation.
FA 2.2.4.d	Identify how images and objects are used to convey a story, familiar experience, or connection to the world.

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April 22, 2020

Dear Parent or Guardian:

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

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

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

In this packet, we have included the following activities:

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

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- This packet also contains opportunities for practice with new vocabulary discussing the weather in Spring in Nebraska. While each day contains activities that your child can complete on their own, we encourage you to observe and discuss the Spring season, the weather, the plants and animals that are around where you live. While the packet contains practice in English, we hope you will also help your child to learn words in your language(s).

We hope that these activities will enhance your child's learning while they are currently unable to attend school. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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22 de abril de 2020

Estimados padres o guardianes:

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

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

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

En este paquete, hemos incluido las siguientes actividades:

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

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- Este paquete también contiene oportunidades para practicar con nuevo vocabulario sobre el clima en primavera en Nebraska. Si bien cada día contiene actividades que su hijo puede completar por su cuenta, lo alentamos a observar y hablar sobre la temporada de primavera, el clima, las plantas y los animales que se encuentran alrededor del lugar donde vive. Si bien el paquete contiene práctica en inglés, esperamos que también ayude a su hijo a aprender palabras en su (s) idioma (s).

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

Sinceramente,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

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Abril 22, 2020

Gacaliye Waalid ama Mas'uulka:

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

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

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

Xirmadan, waxaan ku soo darnay waxqabadyada soo socda:

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

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

- Xirmadan ayaa waliba leh fursado lagu barto iyadoo la adeegsanayo ereyo cusub oo looga hadlayo cimilada guga ee Nebraska. In kasta oo maalin kasta ay ka kooban yihiin waxqabadyo uu ilmahaagu kaligiis dhammayn karo, waxaan kugu dhiirigelinaynaa inaad u fiirsato oo aad kala hadasho xilliyada Guga, cimilada, dhirta iyo xayawaanka ku xeeran halka aad ku nooshahay. In kasta oo baakada ay kujiraan wax ku barashada Ingiriisiga, waxaan rajeyneynaa inaad sidoo kale ka caawin doontid cunugaada inuu barto ereyada kuqoran luqaddaada (yada).

Waxaan rajeyneynaa in nashaadaadani ay kor u qaadi doonaan waxbarashada cunuggaaga inta aysan awoodin inay dugsiga dhigtaan. Waxaan sidoo kale rajeynaynaa inay siinayaan cunuggaaga fursado uu ku ciyaaro ciyaar wax soo saar leh. Haddii aad wax su'aalo ah ama walaac ah ka qabtid xidhmooyinkan, waxaad xor u tahay inaad mashruucayaga ka gaarto icmee@unl.edu ama adoo wacaya Waaxda Waxbaridda, Barashada iyo Macallimiinta 402-472-2231.

Si daacad ah,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

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Ngày 22 tháng 4 năm 2020

Kính gửi phụ huynh hoặc người giám hộ:

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

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

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

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

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

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

- Gói này cũng chứa các cơ hội thực hành với từ vựng mới thảo luận về thời tiết ở Spring ở Nebraska. Mặc dù mỗi ngày có các hoạt động mà con bạn có thể tự hoàn thành, chúng tôi khuyến khích bạn quan sát và thảo luận về mùa xuân, thời tiết, thực vật và động vật xung quanh nơi bạn sống. Mặc dù gói chứa thực hành bằng tiếng Anh, chúng tôi hy vọng bạn cũng sẽ giúp con bạn học từ trong ngôn ngữ của bạn.

Chúng tôi hy vọng rằng những hoạt động này sẽ tăng cường việc học tập của con bạn trong khi chúng hiện không thể đến trường. Chúng tôi cũng hy vọng rằng họ sẽ cho con bạn cơ hội chơi hiệu quả. Nếu bạn có bất kỳ câu hỏi hoặc thắc mắc nào về các gói này, vui lòng liên hệ với dự án của chúng tôi tại icmee@unl.edu hoặc bằng cách gọi cho bộ phận Dạy, Học và Giáo dục Giáo viên theo số 402-472-2231.

Trân trọng,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

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Instructions Key



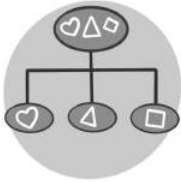
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



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



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



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



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



- Count
- Cuenta
- العد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



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



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

My Plan for the Week

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> • Design and name your buddy • Seasons in Nebraska • Read and Write Spring Worksheet • Seasons vocabulary cards • Math: Count the caterpillars • Read <i>Spring, Spring, What Do You See?</i> 	<ul style="list-style-type: none"> • Check the weather and dress your buddy • Draw a picture of Spring • Animal vocabulary cards • Math: Connect the dots and count • Read <i>Spring, Spring, What Do You See?</i> 	<ul style="list-style-type: none"> • Check the weather and dress your buddy Today it is_____. • Neighborhood Walk • Math: Count the caterpillars • Read <i>Spring, Spring, What Do You See?</i> 	<ul style="list-style-type: none"> • Check the weather and dress your buddy • Play Go Fish with vocabulary cards • Math: Connect the dots and count • Read <i>Spring, Spring, What Do You See?</i> 	<ul style="list-style-type: none"> • Check the weather and dress your buddy • Play Memory with vocabulary cards • Math: Connect the dots and count • Sort the Clothes • Read <i>Spring, Spring, What Do You See?</i>

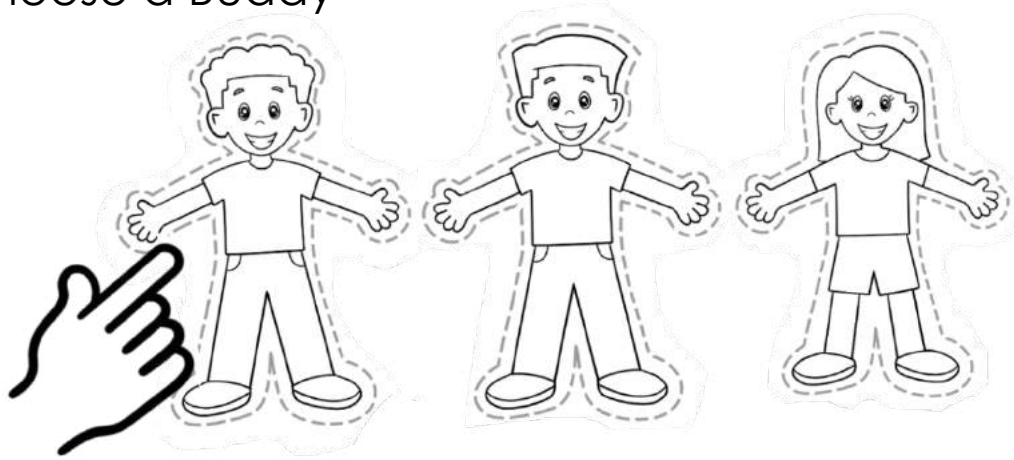
A decorative floral wreath border surrounds the page. It features various flowers, leaves, and berries in shades of gray and white. The wreath is composed of a dark gray ribbon-like base with floral elements attached to it.

N ICMEE

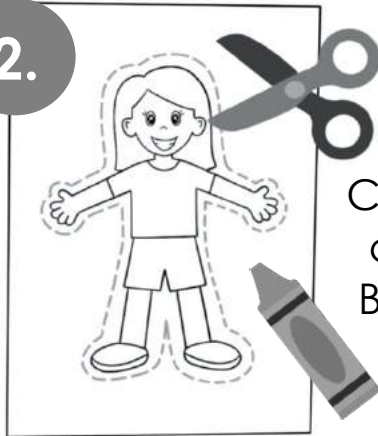
Day 1

My Buddy

1. Choose a Buddy

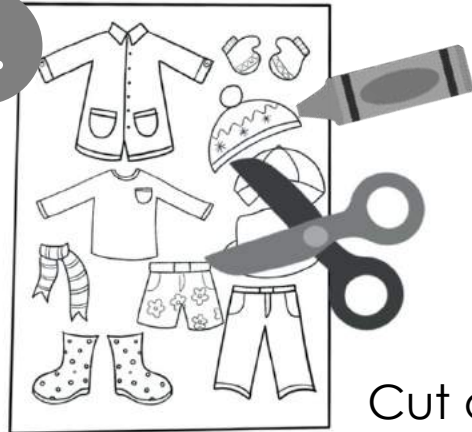


2.



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

3.



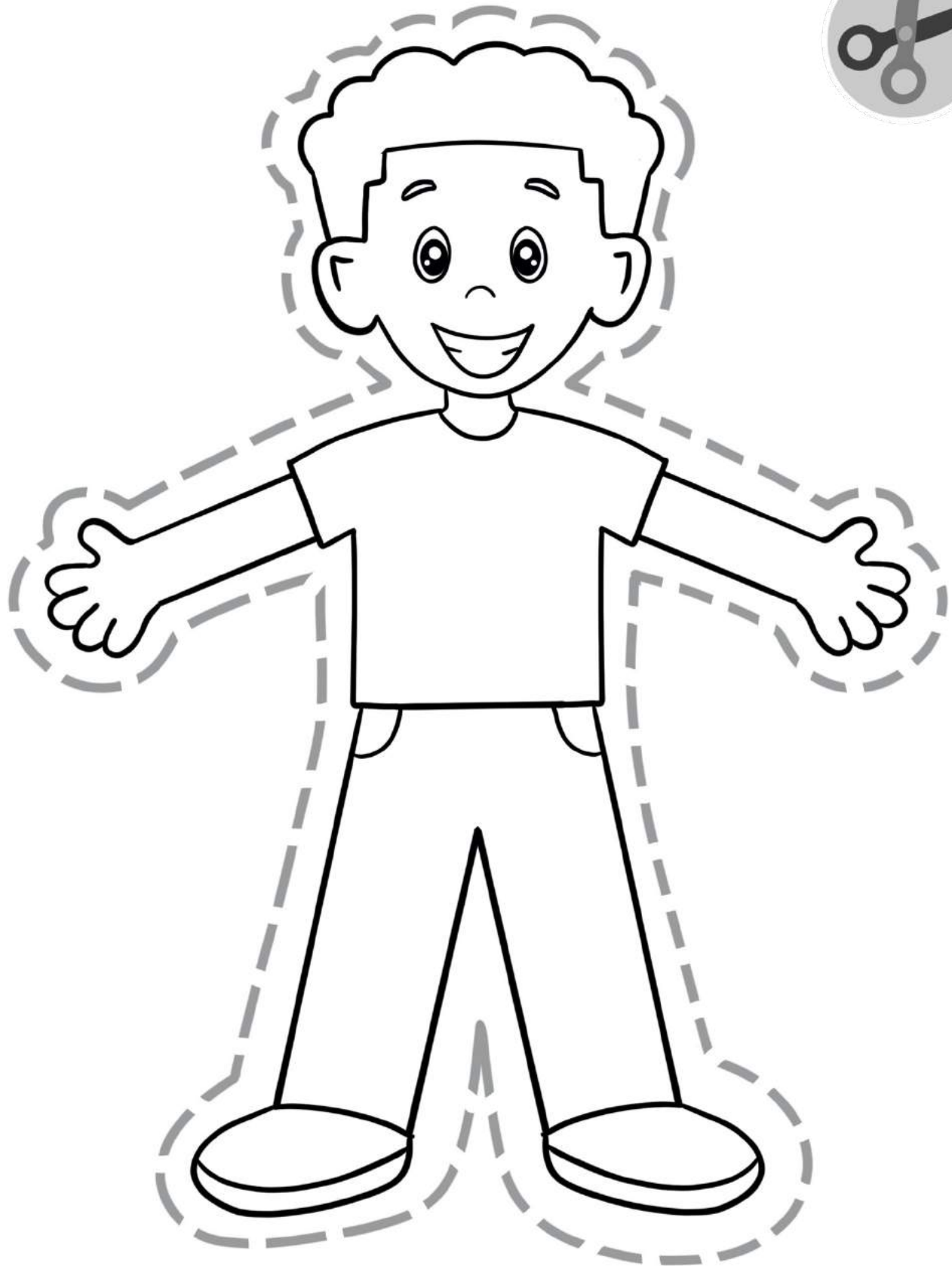
Cut out and color the accessories

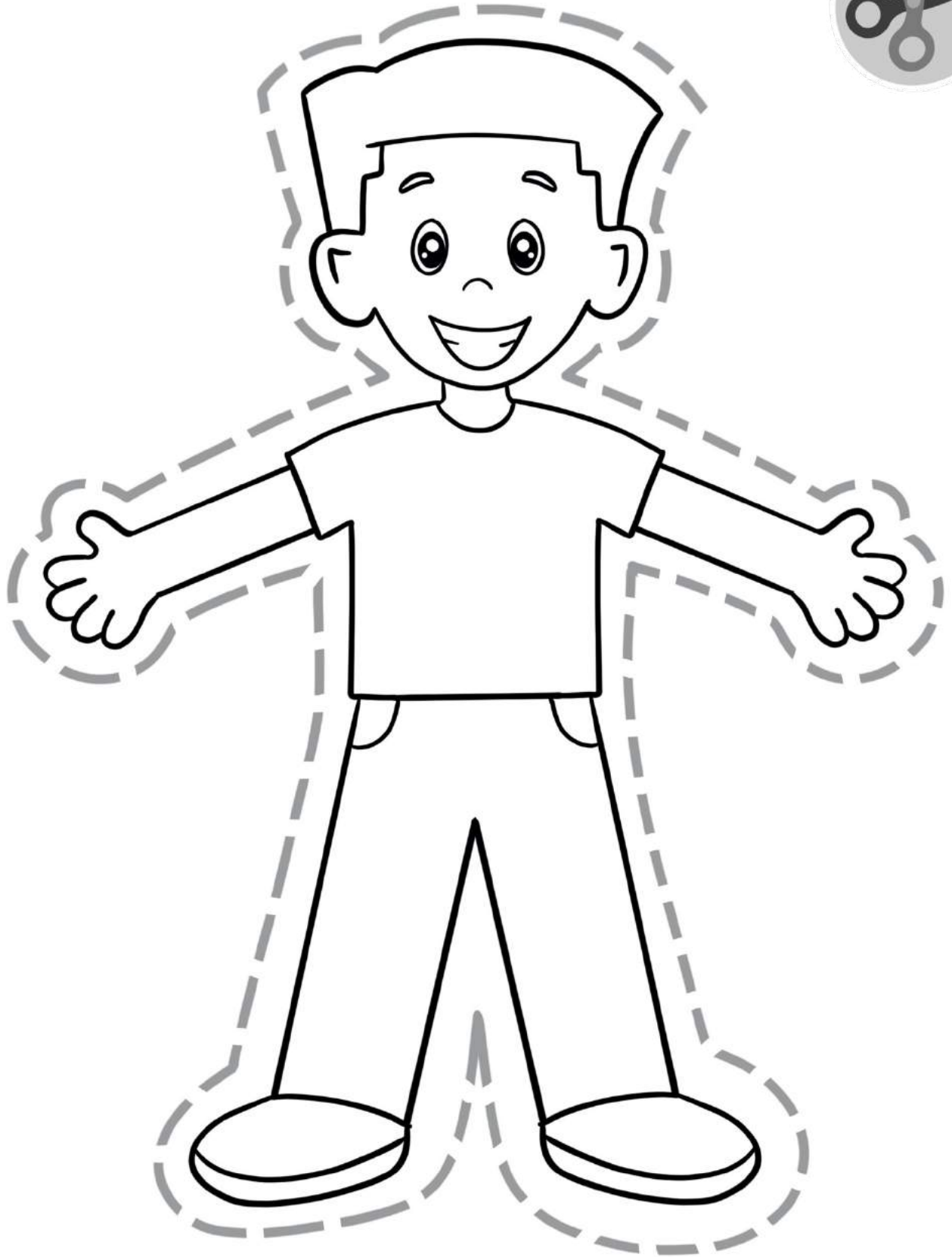
4.

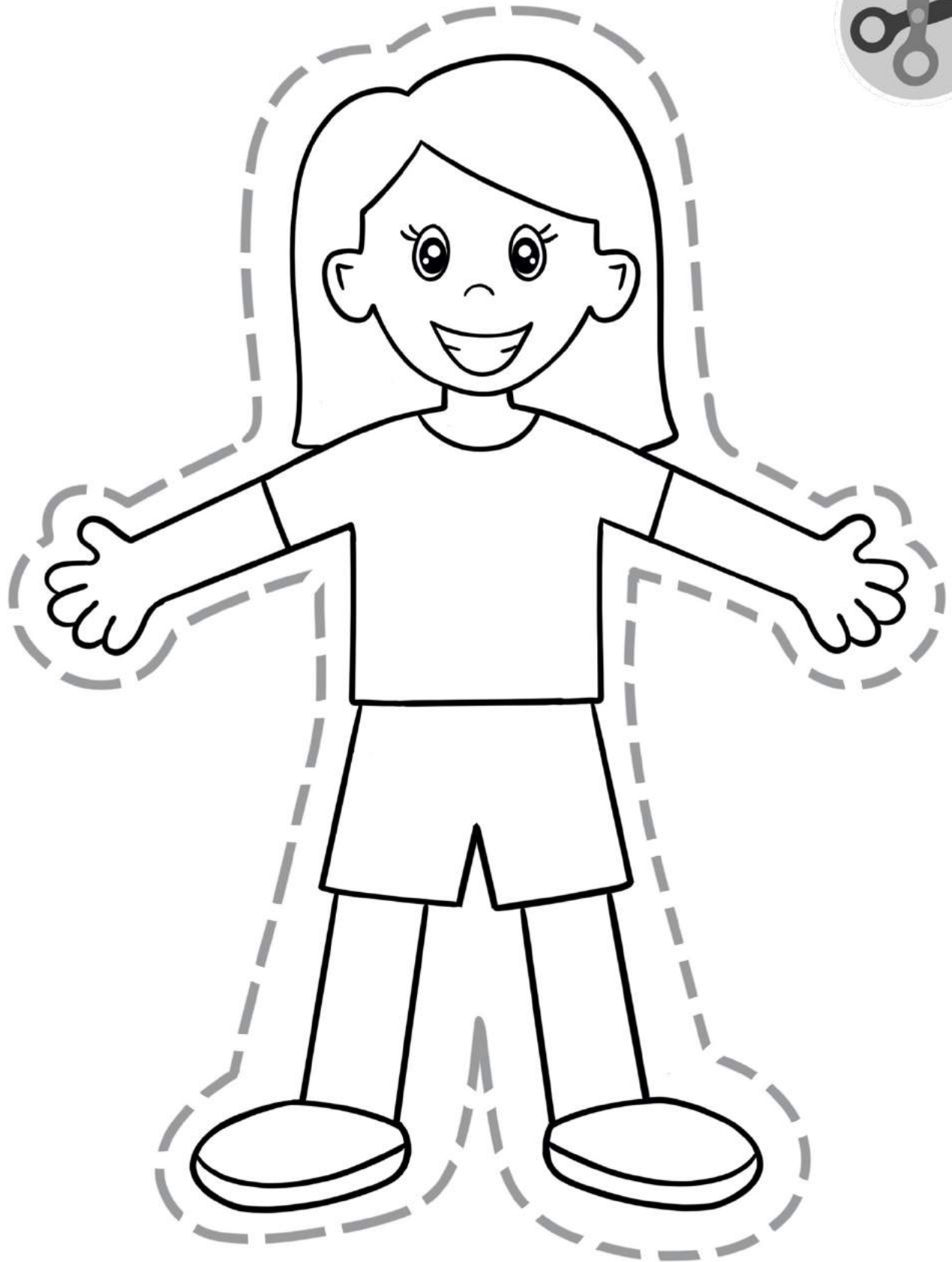


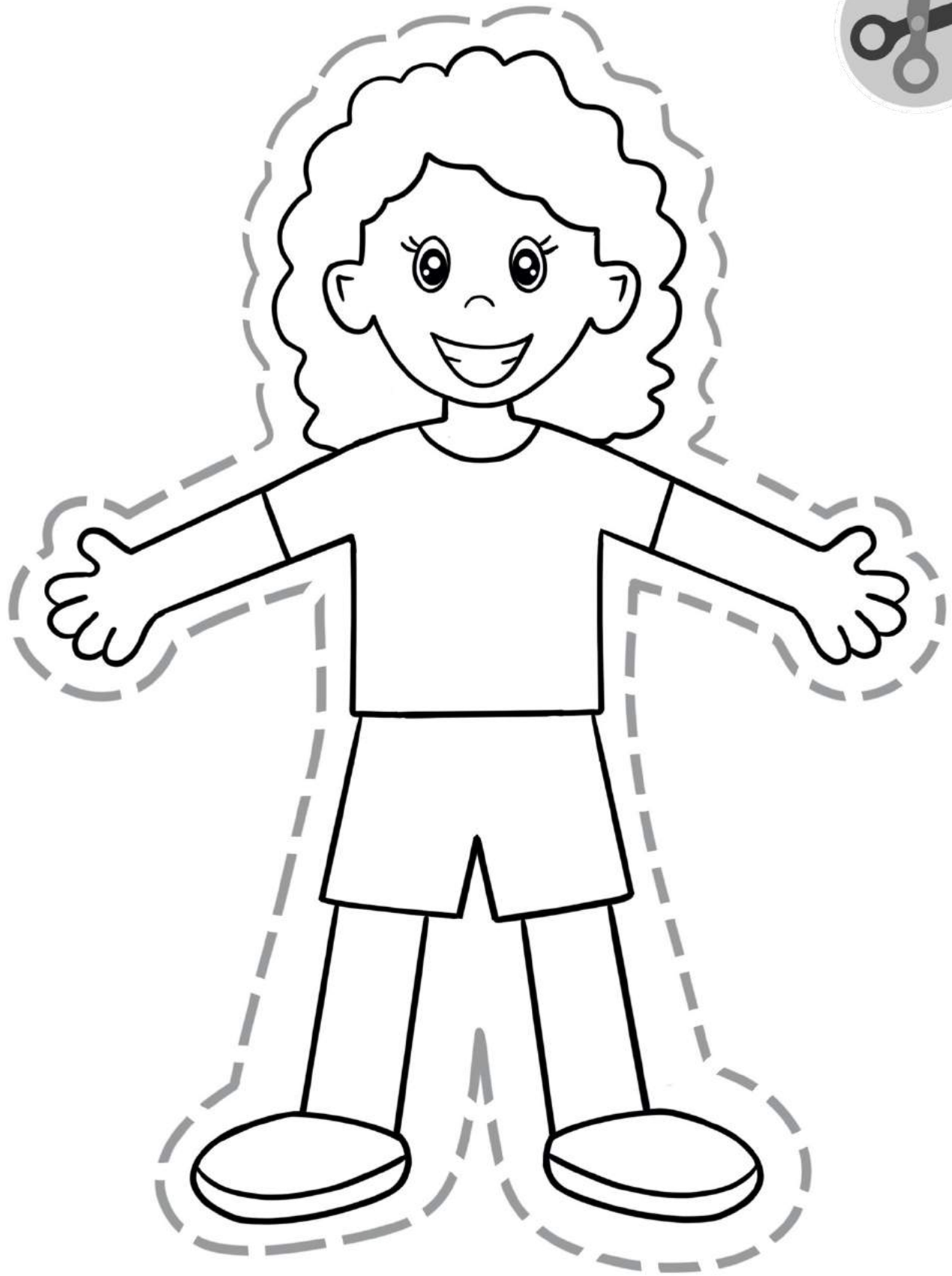
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

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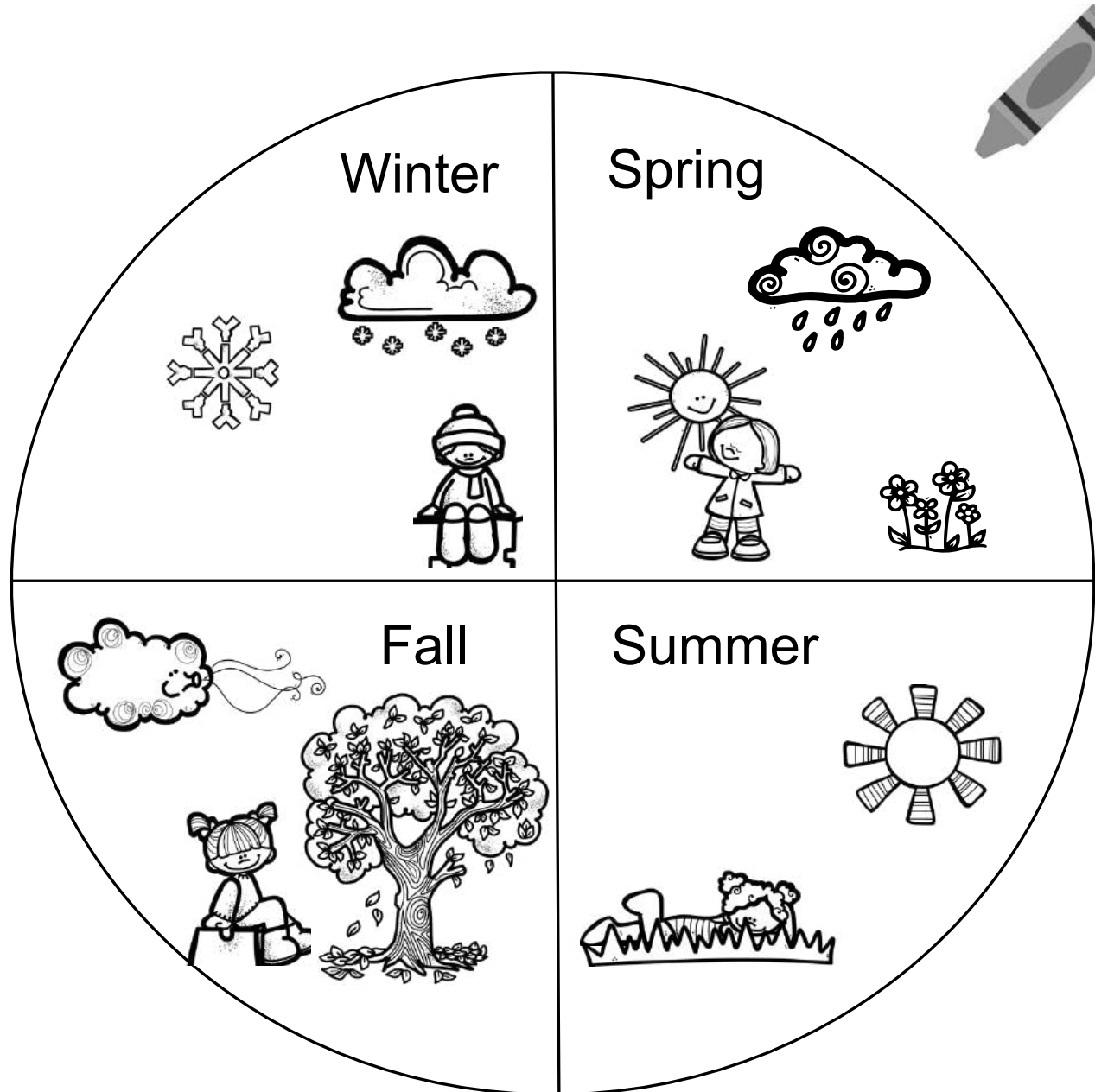






Seasons in Nebraska

We have four (4) seasons in Nebraska.



Read.

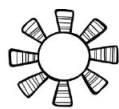


It is spring in Nebraska. It is warm.

It is



sunny.



It is rainy.



You write the words.



Winter

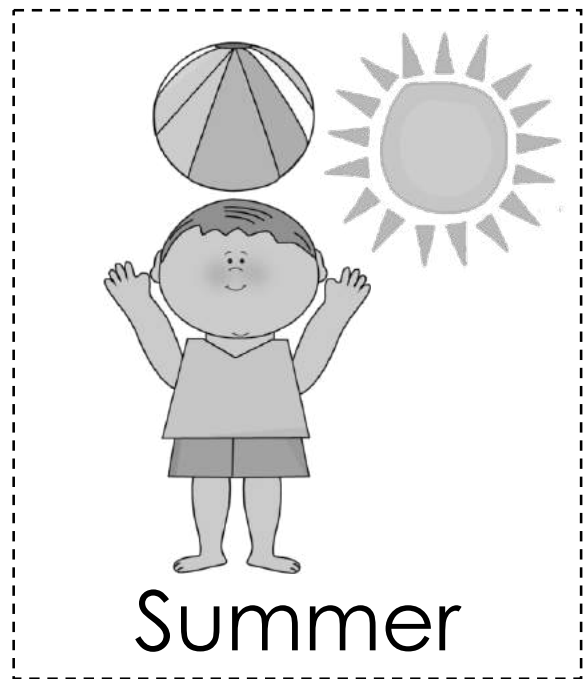
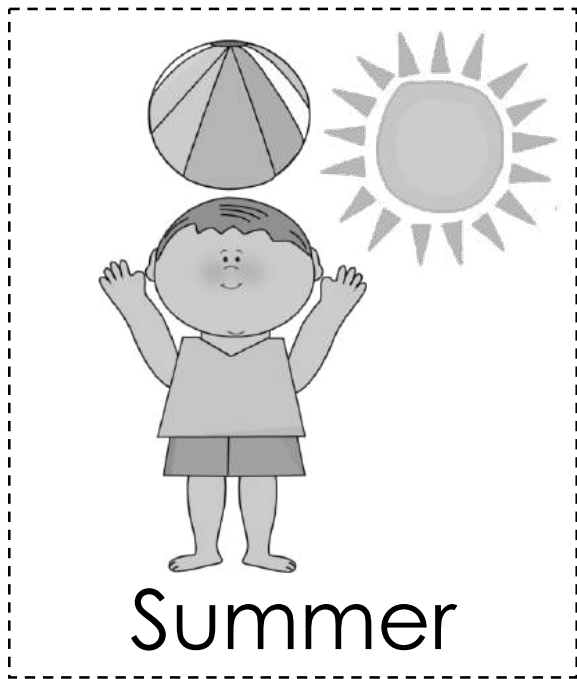
Spring

Summer

Fall

Extend:

Say the words to your buddy.
Can your buddy say the words?





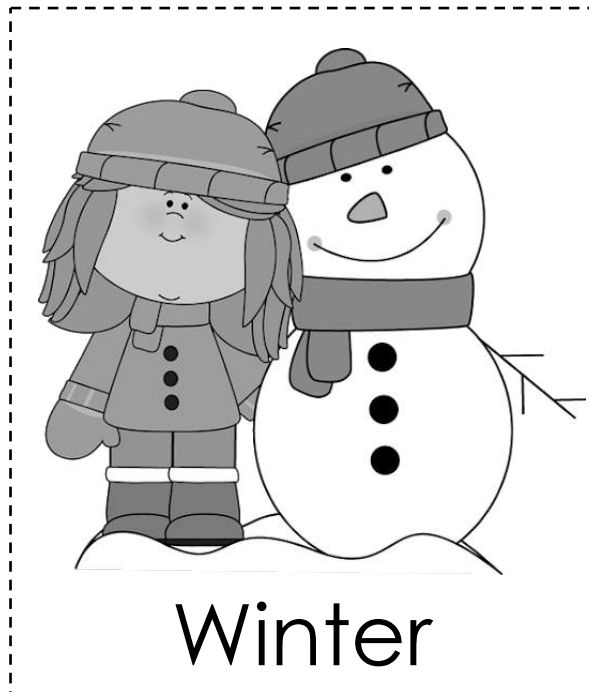
Spring



Spring



Winter


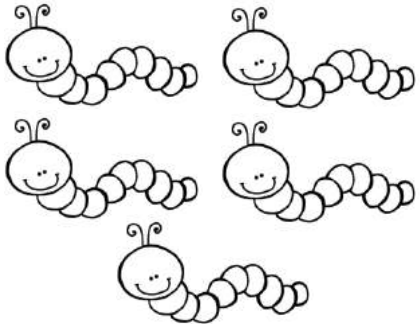


Winter

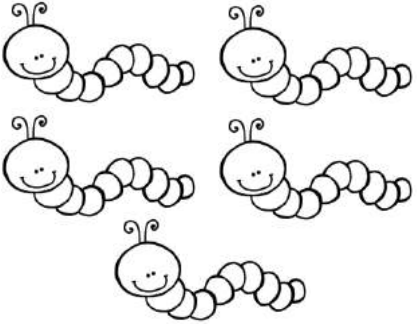
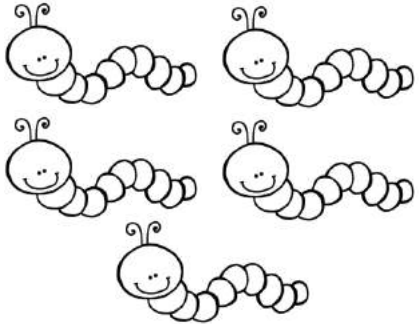
Name _____



Count the caterpillars!

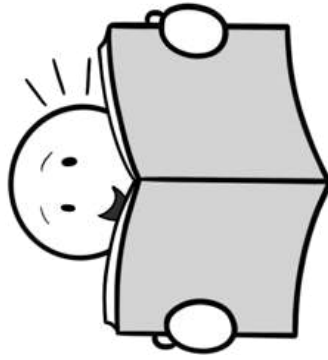


There are ____ caterpillars.

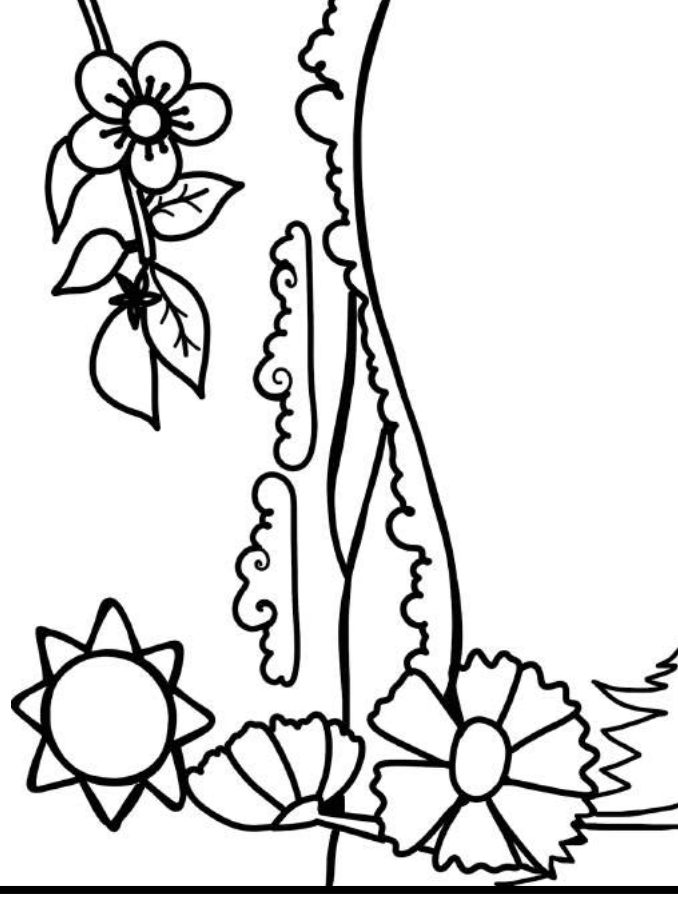


There are ____ caterpillars

Read the book,
Spring, Spring,
What Do You See?

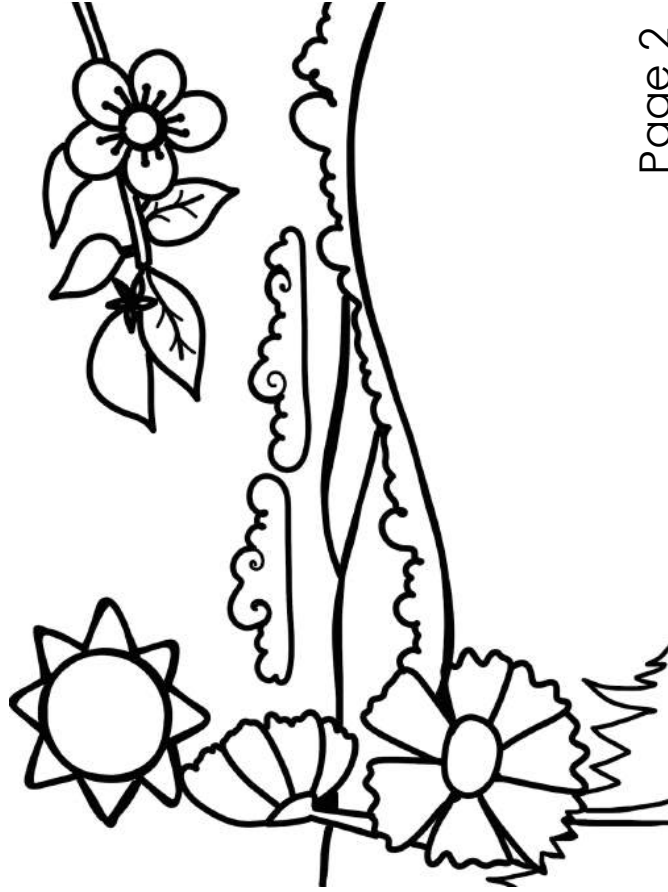


Spring, Spring,
What Do You See?



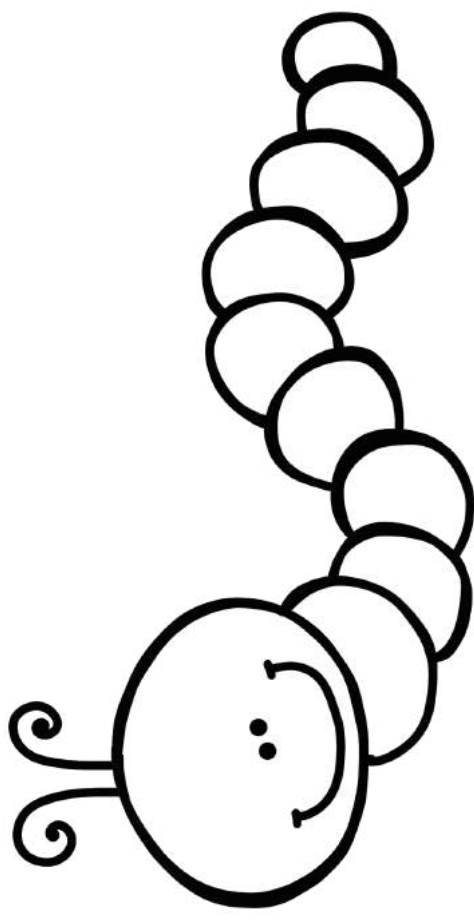
Page 1

Spring, spring, what
do you see?

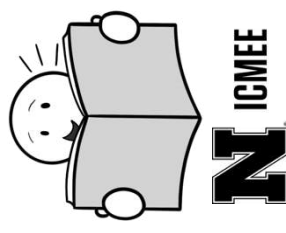


Page 2

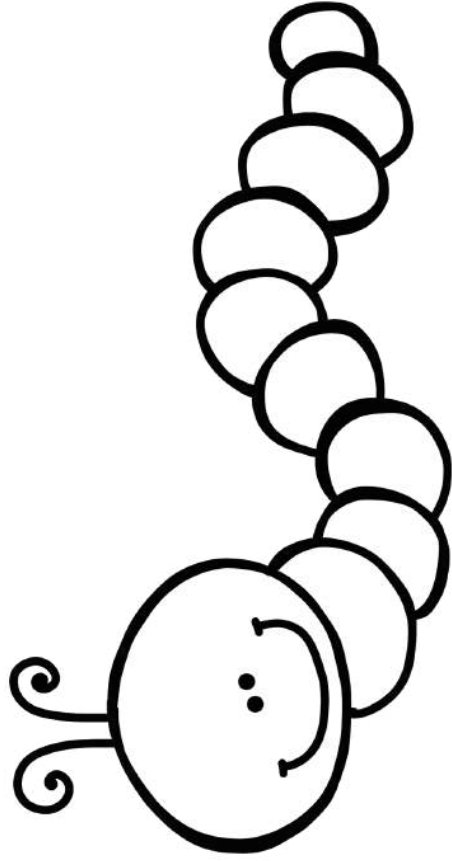
I see a caterpillar in
front of me.



Page 3

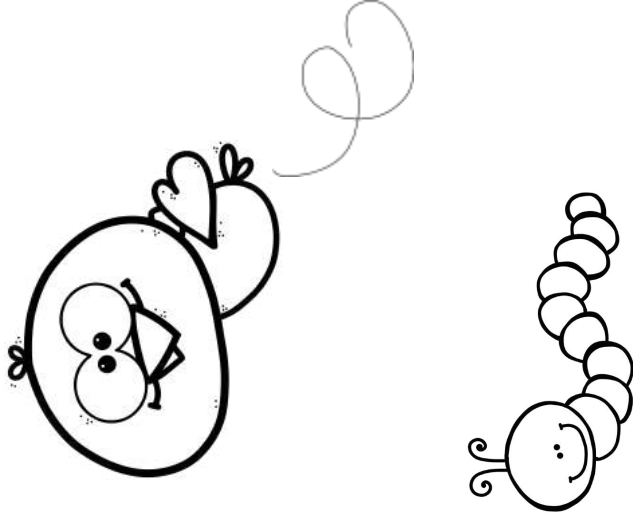


**Caterpillar,
caterpillar, what do
you see?**

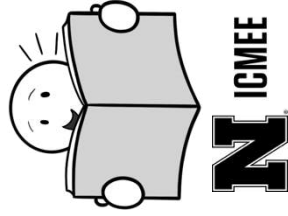


Page 4

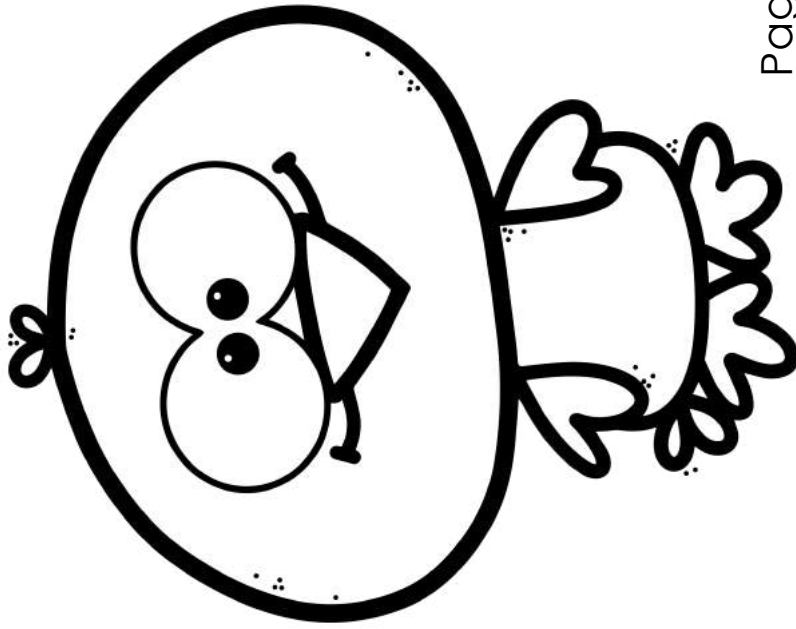
**I see a bird flying
above me.**



Page 5

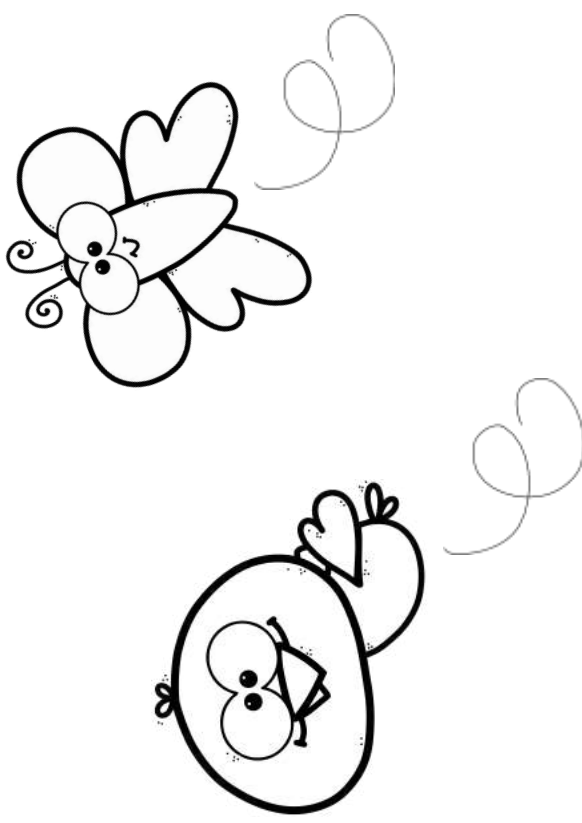


**Bird, bird, what do
you see?**

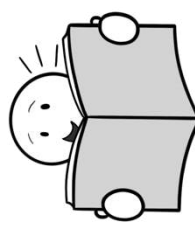


Page 6

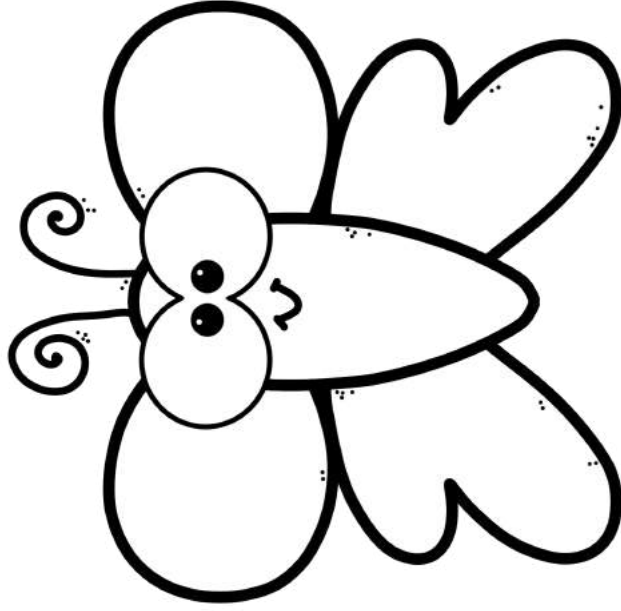
**I see a butterfly flying
beside me.**



Page 7

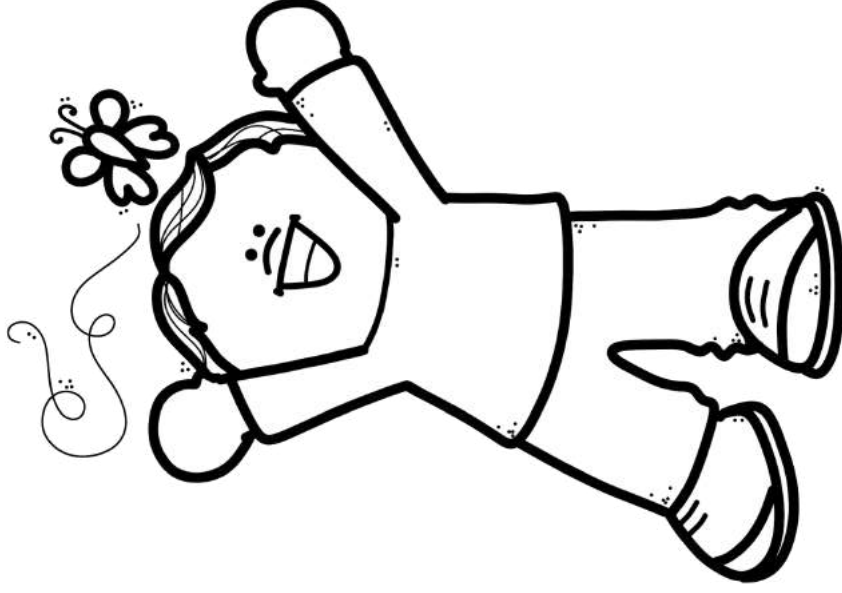


Butterfly, butterfly,
what do you see?



Page 8

I see a child chasing
me!



Page 9



A decorative floral wreath border surrounds the page. It features various flowers, including daisies, sunflowers, and smaller blossoms, along with green leaves and stems. The wreath is rendered in shades of gray and white against a light gray background.

N IGMEE

Day 2

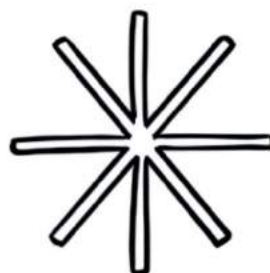
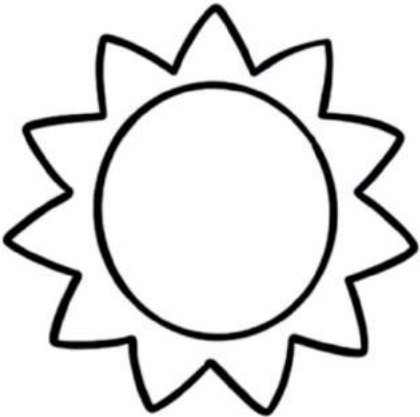
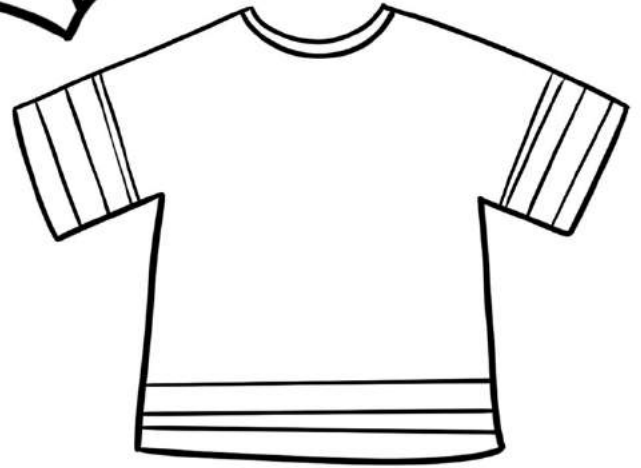
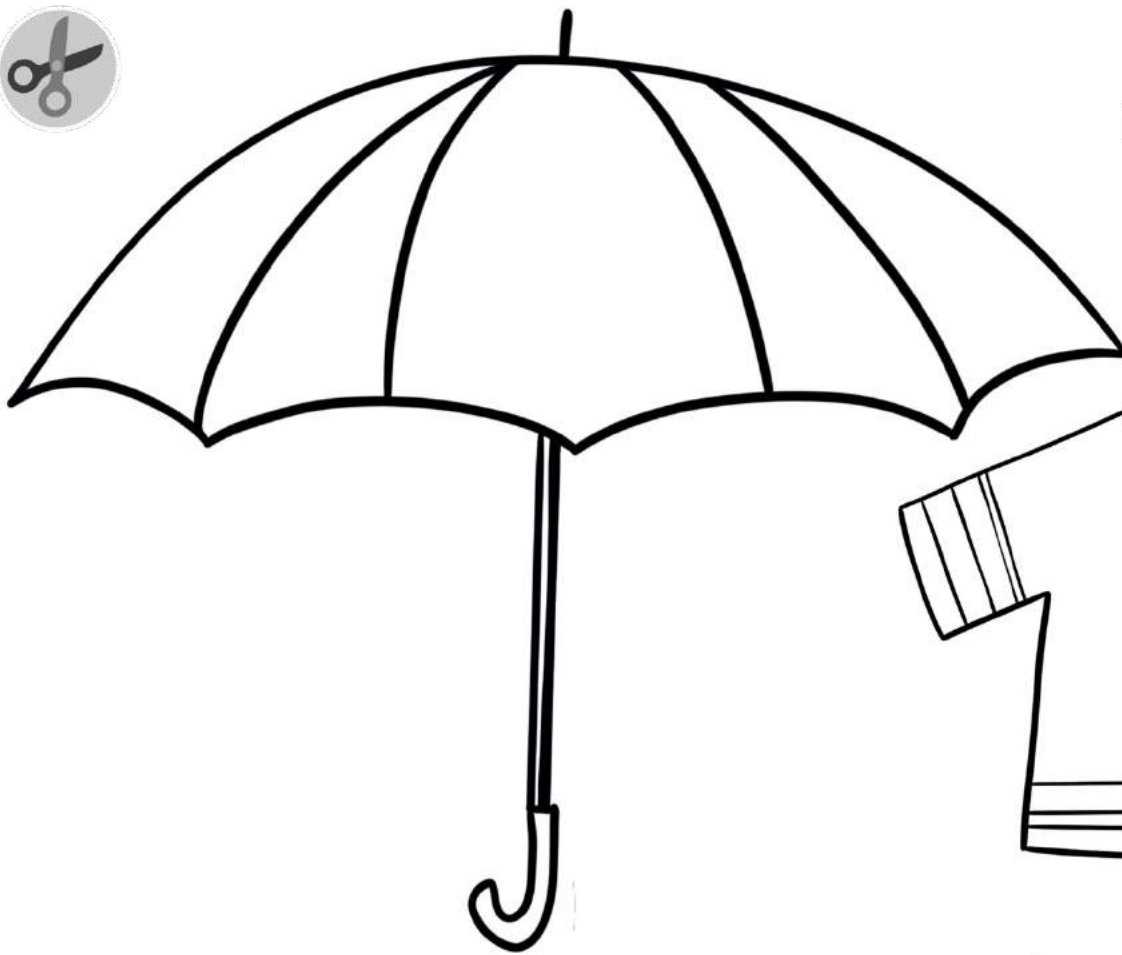
Check the Weather

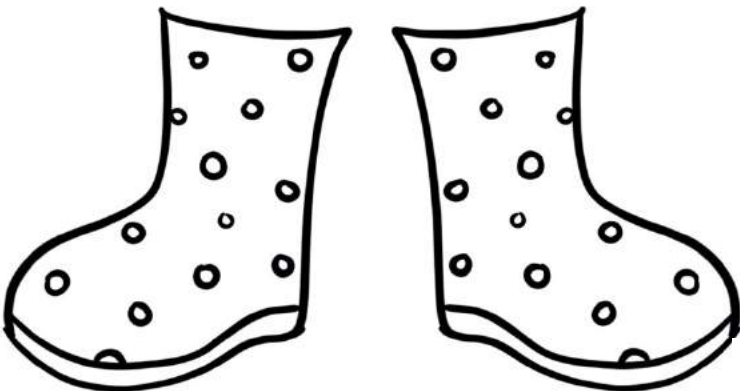
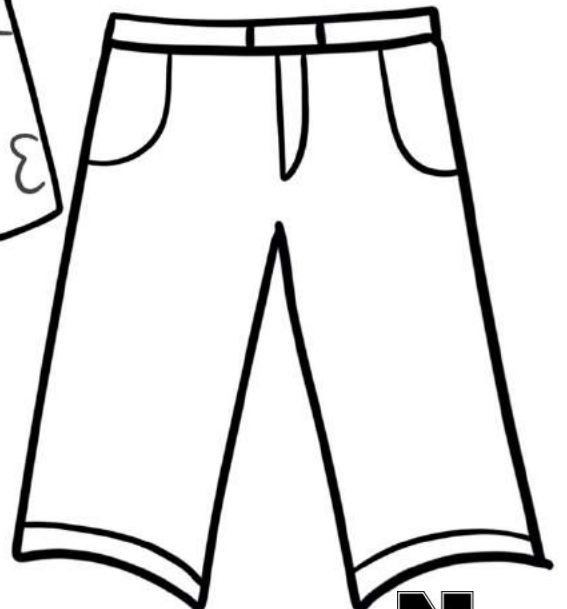
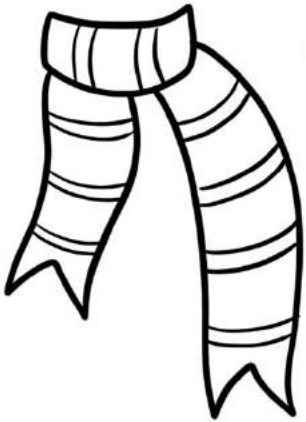
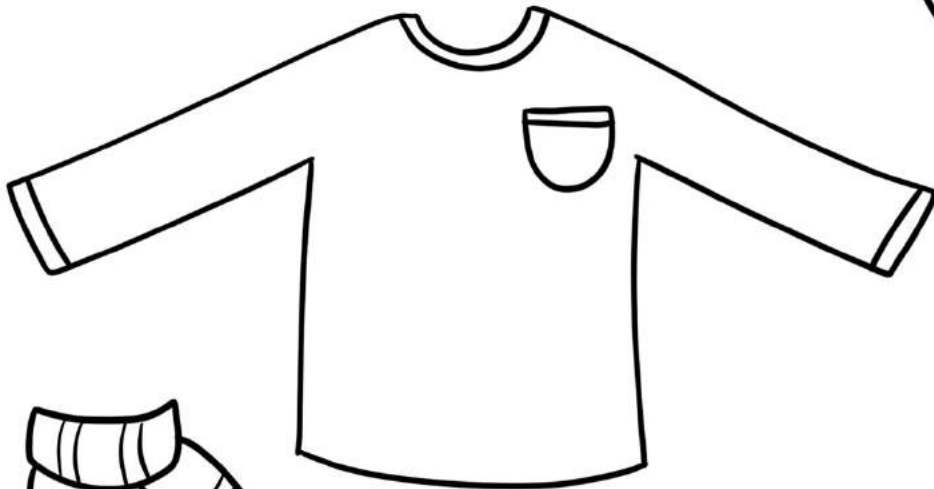
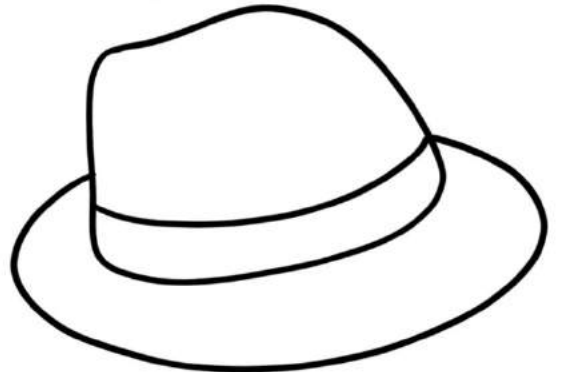
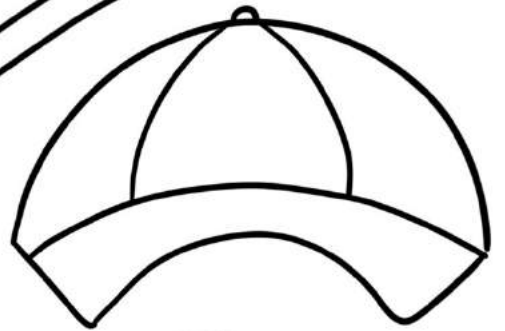
Dress your Buddy!



Extend:

What are you wearing?
Tell your Buddy!





Draw a picture of **spring**.

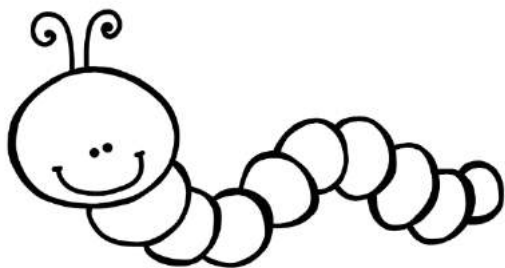


Extend:
Tell your buddy about your picture of Spring.

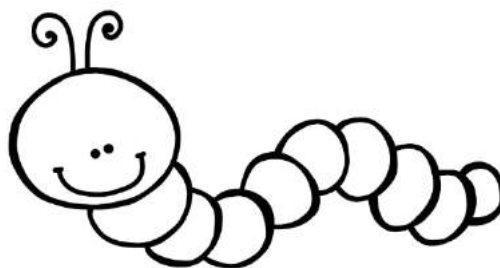
Name _____



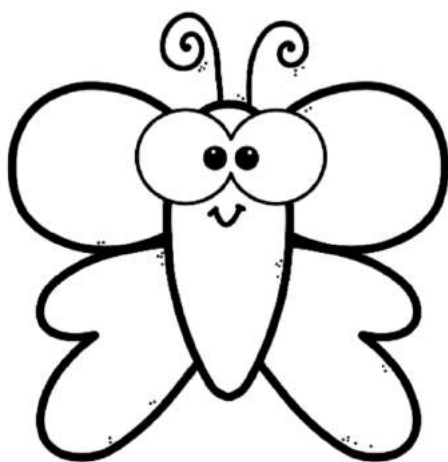
Color, cut, play!



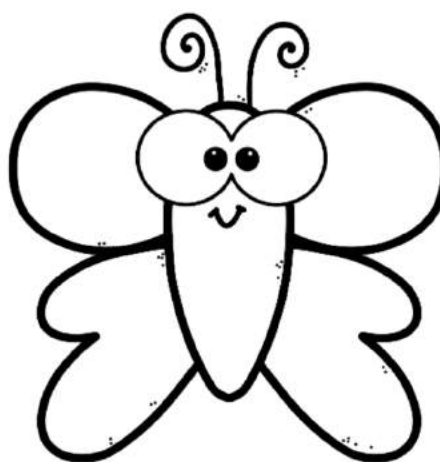
caterpillar



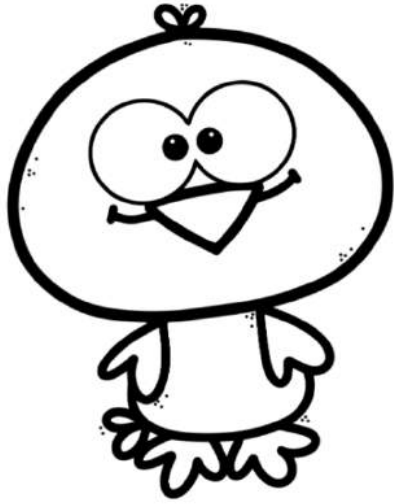
caterpillar



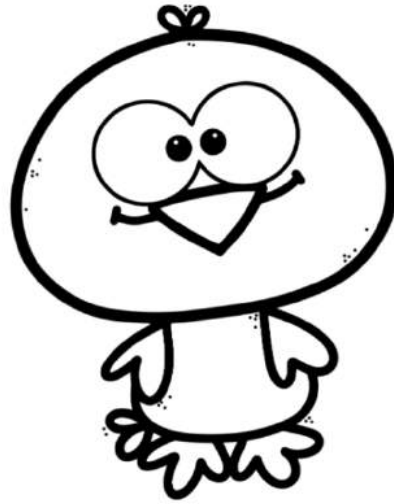
butterfly



butterfly



bird

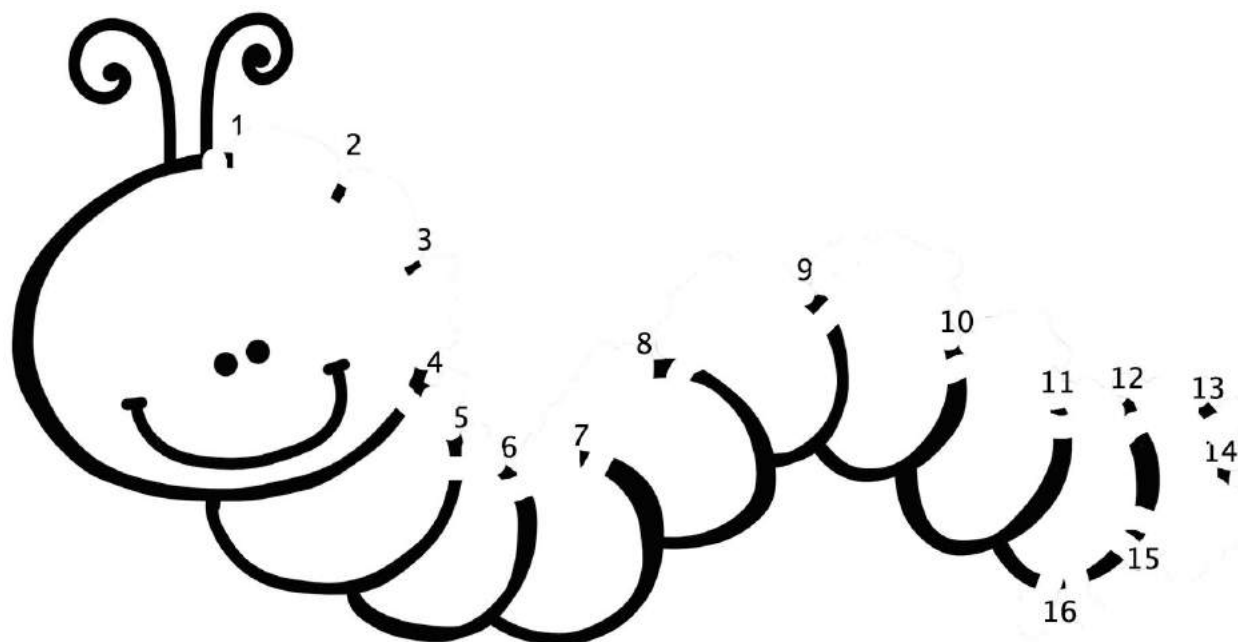


bird



Name _____

Connect the dots!



What is it?

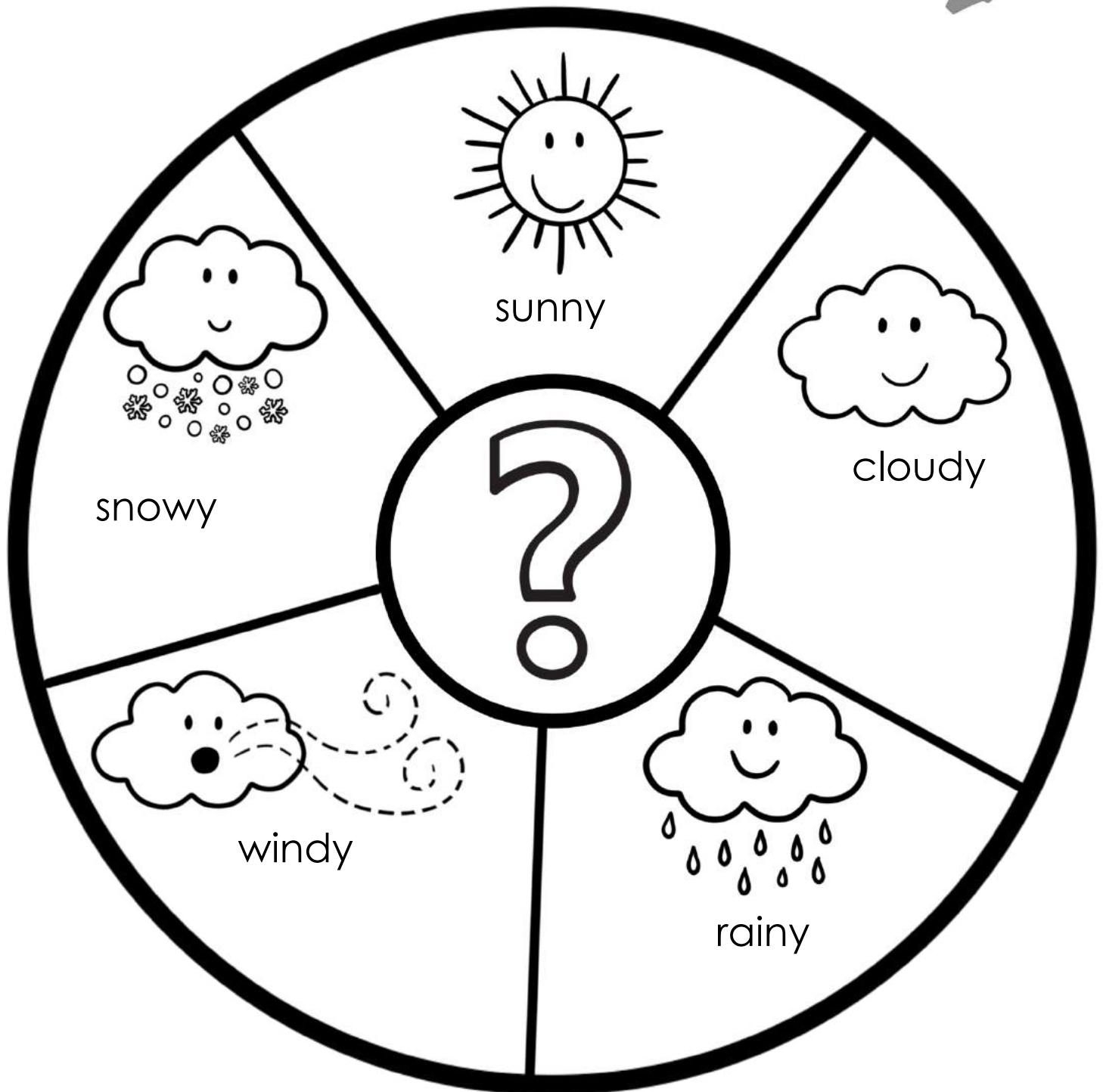
It is a _____.

A decorative floral wreath border in shades of gray, featuring various flowers, leaves, and berries, framing the central text.

N IGMEE

Day 3

Check the Weather



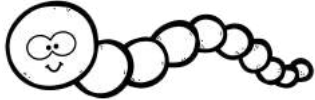
Today it is _____.



Neighborhood Walk



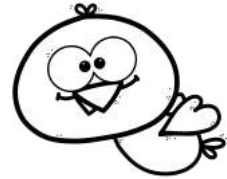
Take a walk with an adult and look for the things below.



caterpillar



leaf



bird



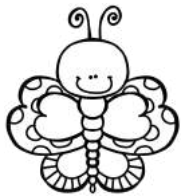
tree



flower



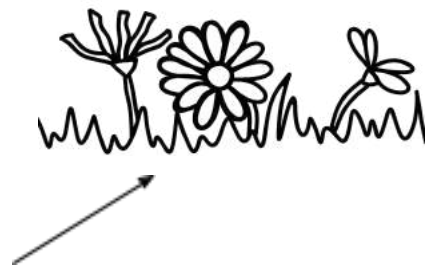
cloud



butterfly



ant



grass

Extend:

Look at your chart. Count what you saw.
Tell your buddy about your walk. "I saw _____."

Name _____



Count the caterpillars!

There are _____ caterpillars

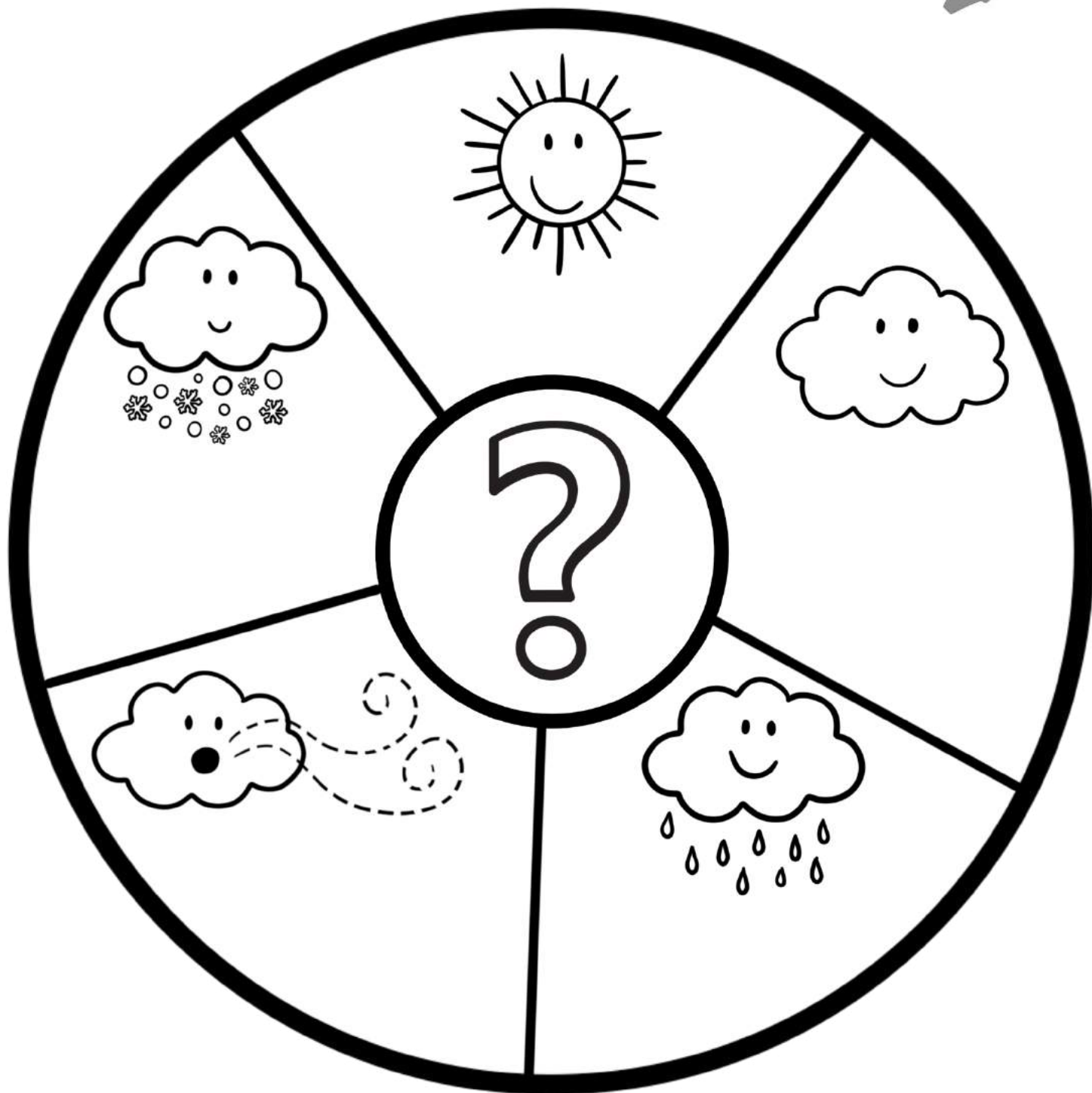
There are _____ caterpillars

A decorative floral wreath border surrounds the page. It features various flowers, including daisies, tulips, and smaller blossoms, along with leaves and stems. The wreath is rendered in shades of gray and white against a light gray background.

N IGMEE

Day 4

Check the Weather

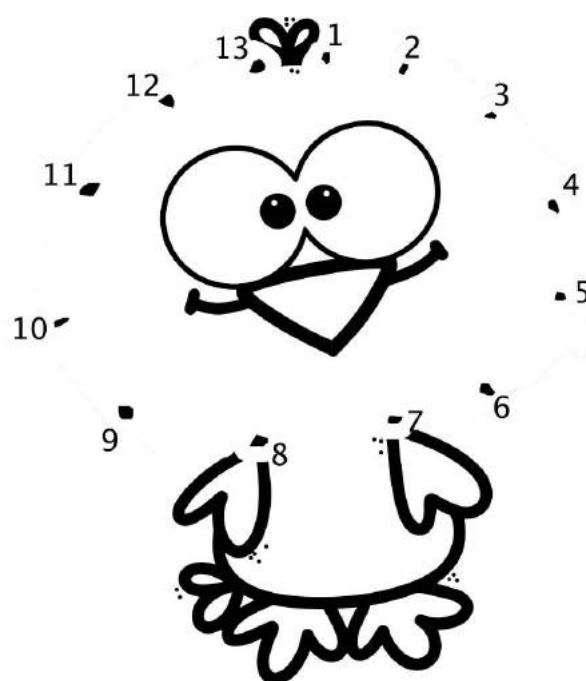


Today it is _____.



Name _____

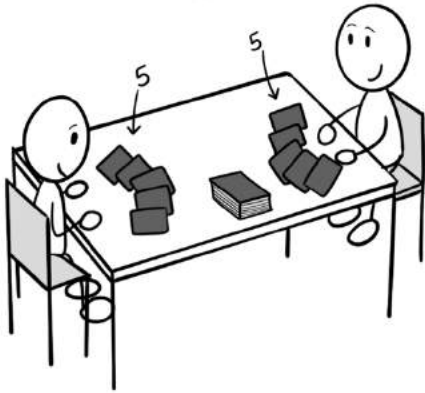
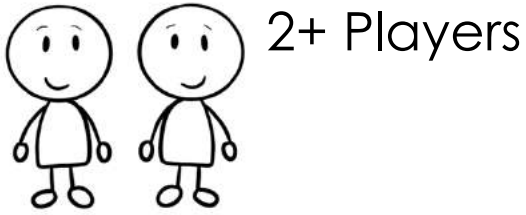
Connect the dots!



What is it?

It is a _____.

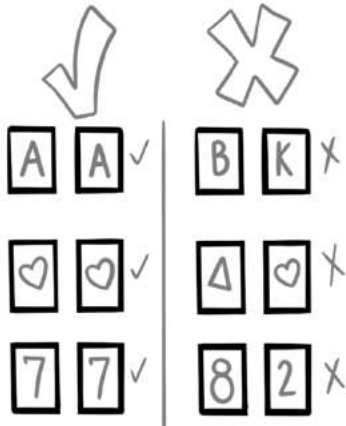
How to Play "Go Fish"



Take turns asking your partner if they have a match for one of your cards. If they do, they have to give you their card. If they do not, they say "Go Fish!" and you take a card from the deck between you.



Look to see if you have any matching cards in your hands. If you do, take those cards out of your deck.



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



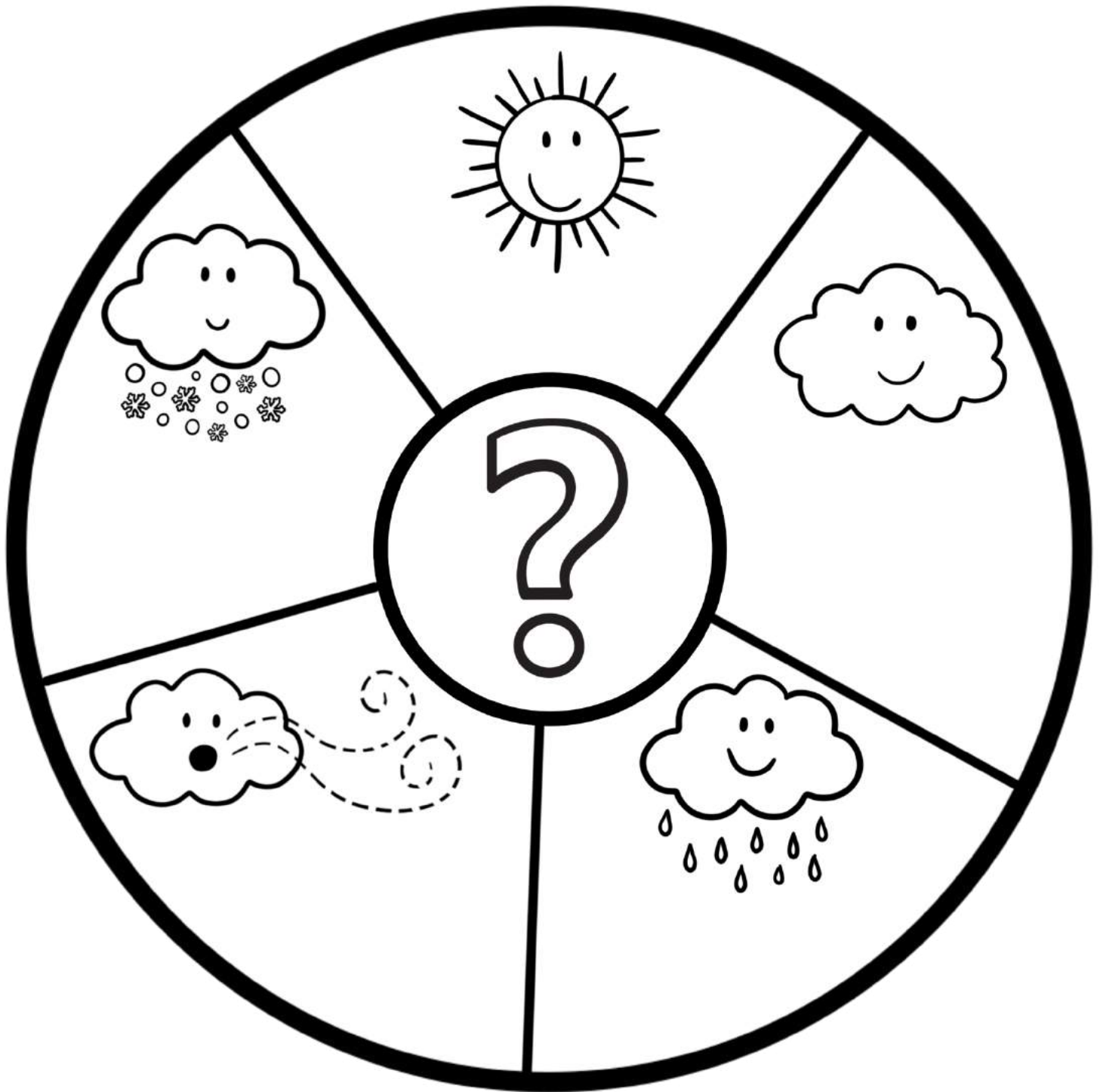
Keep playing until someone runs out of cards!

A decorative floral wreath border surrounds the page. It features various flowers, leaves, and berries in shades of gray and white. The wreath is composed of several distinct floral elements, including large daisy-like flowers, smaller blossoms, and clusters of berries, all arranged in a circular pattern.

N ICMEE

Day 5

Check the Weather

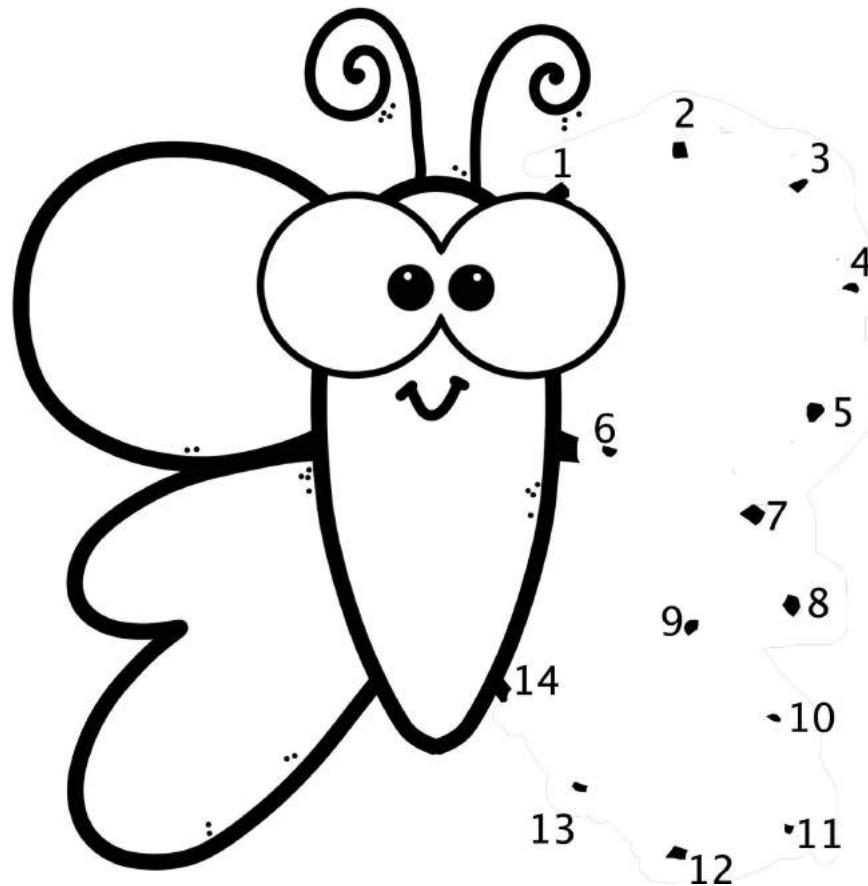


Today it is _____.



Name _____

Connect the dots!



What is it?

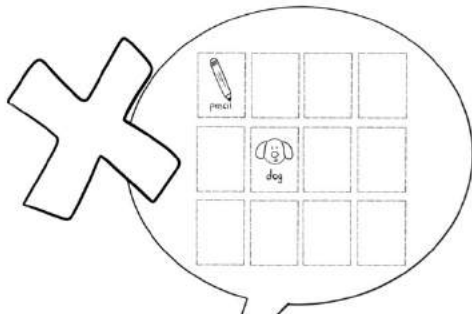
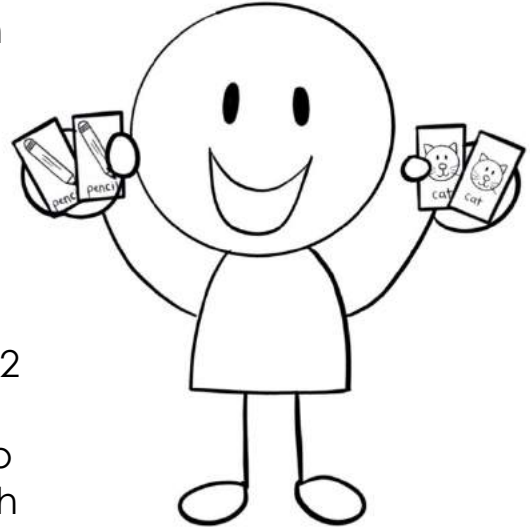
It is a _____.

How to Play "Memory"



1. Cut out all of the cards

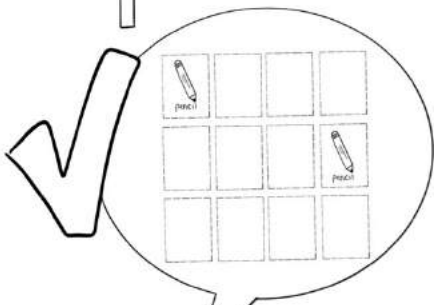
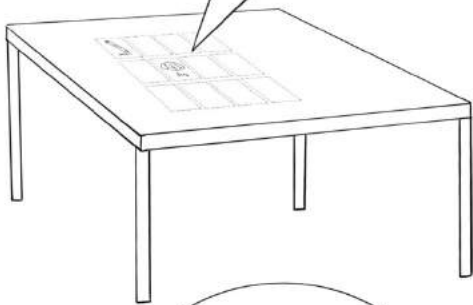
2. Lay them down on a flat surface. Make sure you can't see the words or pictures



3. Turn over 2 cards at a time to try to find a match

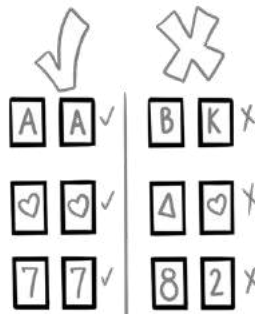
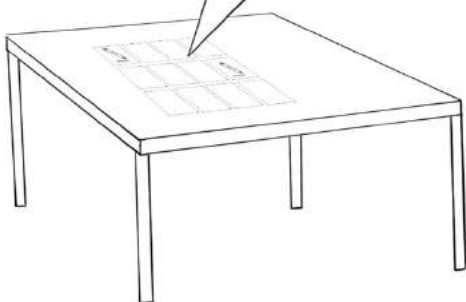
Say the words as you turn over the cards

5. When all the matches are found, the game is over.



4. When you get a match, you keep those cards

The player with the most cards wins!



Sort the Clothes

