

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**

**Kinder – 1<sup>st</sup>**  
Packet 3



# International Consortium for Multilingual Excellence in Education



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

- June 15<sup>th</sup>
- July 13<sup>th</sup>
- August 3<sup>rd</sup>

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

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

Sincerely,

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

This Activity Packet was designed by:  
Jessica Mitchell-McCollough  
Tricia Gray  
Alexa Yunes  
ICMEE Admin Team

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# International Consortium for Multilingual Excellence in Education



April 29, 2020

Dear Parent or Guardian:

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

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

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

In this packet, we have included the following activities:

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

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Each day students have a short prompt that they can respond to. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal prompts will also be points of conversation for your student with their buddy.

Helpful words and phrases: This week your child will be learning and practicing many words. We encourage you to remind your child how to say them and write them in any and all languages you speak in your home. They are provided in English in this packet for your child to practice also.

- |           |            |
|-----------|------------|
| 1. Red    | 13. Hard   |
| 2. Orange | 14. Warm   |
| 3. Yellow | 15. Cool   |
| 4. Green  | 16. Big    |
| 5. Blue   | 17. Small  |
| 6. Purple | 18. Tall   |
| 7. White  | 19. short  |
| 8. Black  | 20. Wet    |
| 9. Brown  | 21. Dry    |
| 10. Gray  | 22. Loud   |
| 11. Pink  | 23. Quiet  |
| 12. Soft  | 24. Smooth |
|           | 25. Rough  |

Theme for the week: This week your child will be learning colors and other words that describe Spring and the plants and animals they might see, hear, or feel during Spring.

Activities that require supervision: This week your child will be asked to go outside to go on a walk. Please make sure they are accompanied by an adult or older child that can help to keep them safe. Instead of a neighborhood “walk,” you can also have your learner explore the yard around where you live or look out a window, or imagine that they are on a walk outside.

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 ICMEE is housed within:



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concerns about these packets, feel free to reach out to our project at [icmee@unl.edu](mailto:icmee@unl.edu) or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

K-1 Packet Prepared by: Tricia Gray, Jessica Mitchell-McCollough, and Alexa Yunes

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29 de abril de 2020

Estimados padres/madres o tutores legales:

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

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

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

En este paquete, hemos incluido las siguientes actividades:

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

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

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

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

-Expresiones y palabras útiles. Esta semana su hijo/a aprenderá y practicará muchas palabras. Recuérdele a su hijo/a que puede pronunciar y escribir las palabras en cualquiera de los idiomas que se hablen en su casa. En el paquete encontrará las palabras en inglés para que su hijo/a practique

- |                   |                          |
|-------------------|--------------------------|
| 1. Rojo           | 13. Duro                 |
| 2. Naranja        | 14. Caliente             |
| 3. Amarillo       | 15. Frío                 |
| 4. Verde          | 16. Grande               |
| 5. Azul           | 17. Pequeño              |
| 6. Morado/violeta | 18. Alto                 |
| 7. Blanco         | 19. Bajo                 |
| 8. Negro          | 20. Seco                 |
| 9. Café/marrón    | 21. Ruidoso/fuerte       |
| 10. Gris          | 22. Silencioso/tranquilo |
| 11. Rosa/Rosado   | 23. Liso/delicado        |
| 12. Suave         | 24. Áspero/rugoso        |

Tema de la semana: esta semana su hijo/a aprenderá los colores y otras palabras que describen la primavera, las plantas y los animales que puedan ver, escuchar o sentir durante la primavera.

Actividades que requieren supervisión: esta semana su hijo/a le pedirá ir afuera a dar un paseo. Por favor, asegúrese de que está acompañado de un adulto u otra persona mayor que lo pueda mantener a salvo. En lugar de dar un paseo por el vecindario, también el estudiante puede explorar un jardín cerca de donde viva, mirar por la ventana o imaginarse que está paseando fuera.

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

Atentamente,

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Associate Professor of Language Education  
University of Nebraska Lincoln  
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# 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。

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- 字典。我们希望您的学生每天都能与他们感兴趣的单词互动，并希望对其进行记录。活动包最后的几页可供您的学生创造并保存自己的字典。我们鼓励学生使用这些页面来查找自己喜欢或感兴趣的单词。我们还鼓励学生使用他们想要的任何语言以及图片来帮助他们记住单词的含义。
- 日志。每天，学生根据简短的一段提示，他们可以做出回应。应当鼓励学生用他们最喜欢的最倾向使用任何一种语言（或多种语言的组合）进行日志写作。他们还可以根据需要使用图片。我们希望这些日志提示也将成为您的学生与伙伴对话的要点。
- 有用的单词和短语。这周您的孩子将学习和练习许多单词。我们鼓励您提醒您的孩子，如何用您在家中使用的语言在说和写中运用这些单词。在整个活动包中我们以英语提供这些单词或短语，供您孩子练习。

1. Red 红色
2. Orange 橙色
3. Yellow 黄色
4. Green 绿色
5. Blue 蓝色
6. Purple 紫色
7. White 白色
8. Black 黑色
9. Brown 棕色
10. Gray 灰色
11. Pink 粉色
12. Soft 柔软的
13. Hard 坚硬的
14. Warm 温暖的
15. Cool 冷酷的
16. Big 大的
17. Small 小的
18. Tall 高的
19. Short 矮的
20. Wet 湿的
21. Dry 干的
22. Loud 大声的

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- 23. Quiet    安静的
- 24. Smooth    光滑的
- 25. Rough    粗糙的

本周主题：本周您的孩子将学习颜色和其他描述了春天以及他们在春季可能看到、听到或感觉到的动植物的词语。

需要监督的活动：本周您的孩子将被要求到外面去散步。请确保他们有成人或较大的孩子陪同，以帮助确保他们的安全。除了在您所在的街区“散步”，您还可以让您的孩子探索您所居住的院子，看着窗外，或者想象他们在外面散步。

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你的孩子创造寓教于乐的机会。如果您对 these 活动包有任何疑问或疑虑，请随时通过此邮箱 [icmee@unl.edu](mailto:icmee@unl.edu) 或致电 402-472-2231 与内布拉斯加林肯大学的教学、学习和教师教育系取得联系。

Sincerely,

Kara Mitchell Viesca, PhD  
Associate Professor of Language Education  
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Teaching, Learning and Teacher Education  
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K-1 Packet Prepared by: Tricia Gray, Jessica Mitchell-McCollough, and Alexa Yunes

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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 لطالبك 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 للطالب (ة) الاختيار من بينهم. نقترح اختيار صديق (ة) والقيام برسم ملامح له

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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 (ا). يكمن دور هذا الصديق في انه سيمكّن الطالب من العمل بشكل مستقل دون الحاجة إلى وقتك وأحتى 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 يشغلون 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.

- قاموس. 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: كل يوم سيكون لدى الطلاب موجه قصير يمكنهم الرد عليه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضاً استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق(ة) الجديد(ة).
- كلمات وعبارات مفيدة. خلال هذا الأسبوع طفلك سيتعلم ويمارس العديد من الكلمات. نحن نشجعك على تذكير طفلك بكيفية النطق والكتابة بأي وبكل اللغات التي تحدثونها في منزلكم. ففي هذه الحزمة، نقدم هذه الكلمات باللغة الإنجليزية لكي يمارسها طفلك أيضاً.

1. أحمر
2. برتقالي
3. أصفر
4. أخضر
5. أزرق

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6. أرجواني

7. أبيض

8. أسود

9. بني

10. رمادي

11. وردي

12. ناعم

13. صعب

14. دافئ

15. رائع

16. كبير

17. صغير

18. طويل

19. قصير

20. مبلل

21. جاف

22. بصوت عال

23. هادئ

24. سلس

25. حشيش

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- موضوع الأسبوع: هذا الأسبوع سيتعلم طفلك الألوان ومفردات أخرى لوصف فصل الربيع والنباتات و الحيوانات التي قد يشاهدها، يسمعها أو يحس بوجودها خلال فصل الربيع.
- الأنشطة التي تتطلب إشرافاً: في هذا الأسبوع سيطلب من طفلك الخروج في نزهة مشياً على الأقدام. من فضلك تأكد من أن يكون طفلك مرفوقاً بشخص أكبر منه (أ) سناً أو بشخص راشد بمقدوره أن يساعد في الحفاظ على سلامة الطفل (ة). كذلك بدلاً من "المشي" حول الحي، يمكنك أن تجعل طفلك يستكشف محيط المنزل الذي تسكنون فيه، أو أن ينظر من النافذة، أو يخيل أنه (أ) في نزهة في الخارج.

نأمل أن تعزز هذه الأنشطة تعلم طفلك في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة. نأمل أيضاً ان تمنحوا طفلكم فرصاً للعب المنتج. إذا كان لديك أي أسئلة أو استفسارات حول هذه الحزمات التعليمية فلا تترددوا في الاتصال بمشروعنا على [icmee@unl.edu](mailto:icmee@unl.edu) أو الاتصال بشعبة "التدريس والتعلم وتعليم 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

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# Standards K-1

<b>ELA</b>	
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 (in English).
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 0.1.4.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.e	With adult guidance, retell main ideas from informational text and/or media.
LA 0.1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
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 0.2.1.b	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
LA 0.2.1.i	Use own words to relate information.
LA 0.3.2.c	Complete a task following one/two-step directions.
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
LA 1.2.1.i	Same as above
<b>Mathematics</b>	
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.
<b>Science</b>	
SC.K.7.2.a	Use observations to describe patterns of what plants and animals (including humans) need to survive.
	Describe how living things change as they grow.
	Recognize seasonal changes in animals and plants.
	Observe and describe simple daily changes in weather.
<b>Social studies</b>	
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.
SS K.4.1.b	Identify the sequence of personal events and their impact.
<b>Physical education</b>	
PE.K.1.1	Performs locomotor skills in a variety of environments (i.e., hops, jogs, runs, walks, etc.).
PE K.1.2	Performs non-locomotor skills in a variety of environments (i.e., curls, stretches, twists, etc.)
PE K. 3.2	Engages in physical activity.
PE.K.4.1	Exhibits personal responsibility in physical activity settings.
<b>Art</b>	
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.
FA 2.3.1.a	Generate spontaneous movement independently to explore ideas and images (e.g., shadowing and movement imagery).
FA 2.3.1.b	Create movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities).
FA 2.3.2.a	Explore locomotor and non-locomotor movement to develop dance technique (e.g. gross motor movements).

## Instructions Key



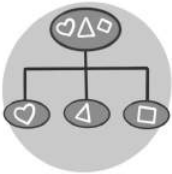
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



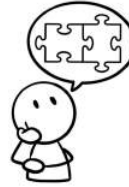
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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 Plan for the Week

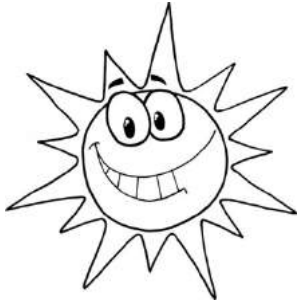
Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"><li>• The Colors of Spring</li><li>• Check the Weather</li><li>• Read <i>Life Opposites on My Walk</i></li><li>• Opposites Activities</li><li>• Adding Ants</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Neighborhood Walk</li><li>• Adding Ants</li><li>• Journal</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Read <i>The Colorful Garden</i></li><li>• Shapes Activities</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Shapes and Colors Activities</li><li>• Reading a Map</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Dictionary</li><li>• My Neighborhood</li><li>• I Spy</li></ul>



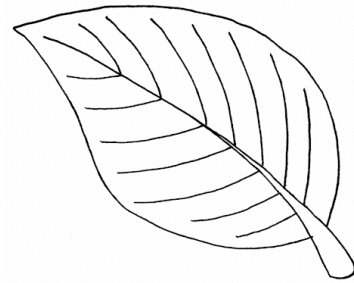
**Day 1**

# The Colors of Spring

Trace the color word. Make the picture that color.



yellow sun



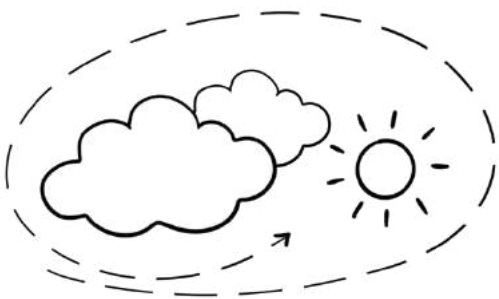
green leaf



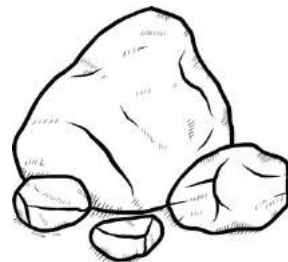
brown soil



white cloud



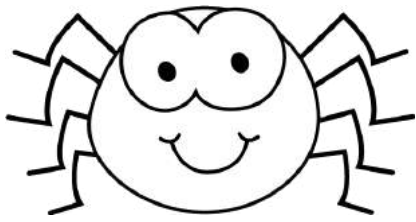
blue sky



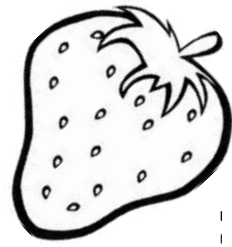
gray rocks

# The Colors of Spring

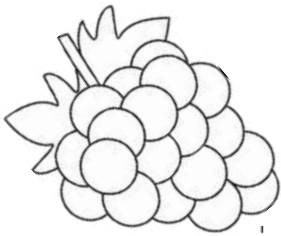
Trace the color word. Make the picture that color.



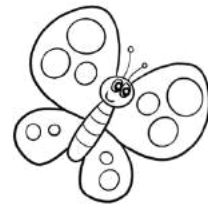
black  
spider



red  
strawberry



purple  
grapes

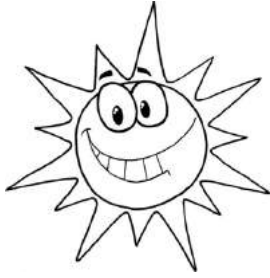


orange  
butterfly



pink  
flower

# Colors Key



**yellow** sun

amarillo

黄色

الأصفر

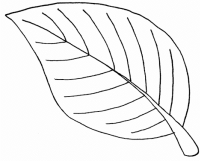


**red** strawberry

rojo

红色

أحمر

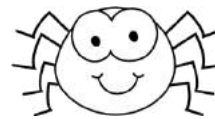


**green** leaf

verde

绿色

أخضر



**black** spider

negro

黑色

أسود



**brown** soil

café

棕色

بنى



**purple** grapes

morado

紫色

أرجواني

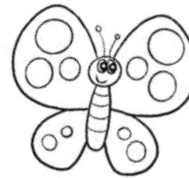


**white** cloud

blanco

白色

أبيض



**orange** butterfly

naranja

橙子

البرتقالي



**blue** sky

azul

蓝色

أزرق



**pink** flower

rosa

粉

زهري



**gray** rocks

gris

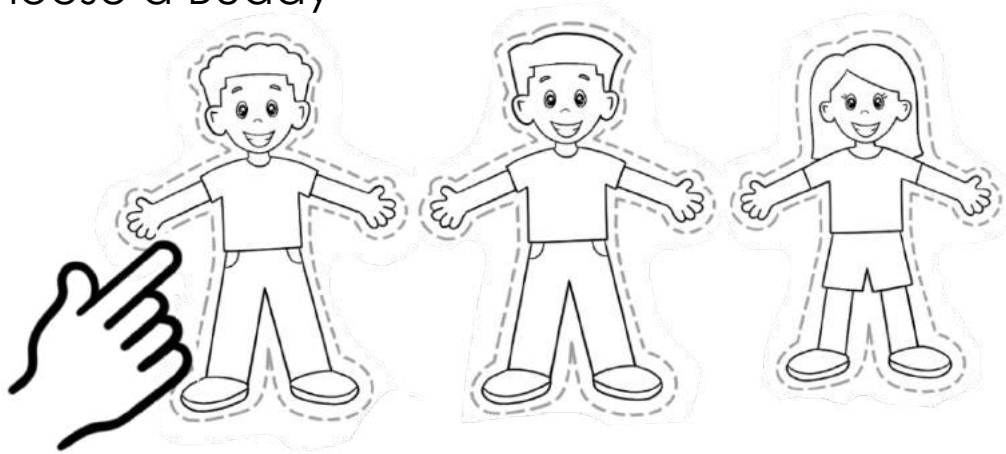
灰色

اللون الرمادي

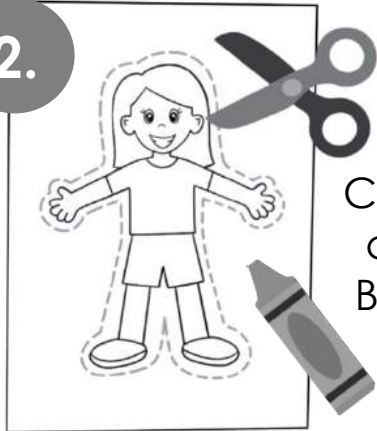


# My Buddy

1. Choose a Buddy

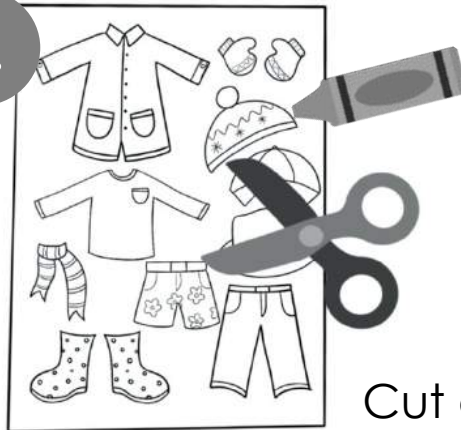


2.



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

3.

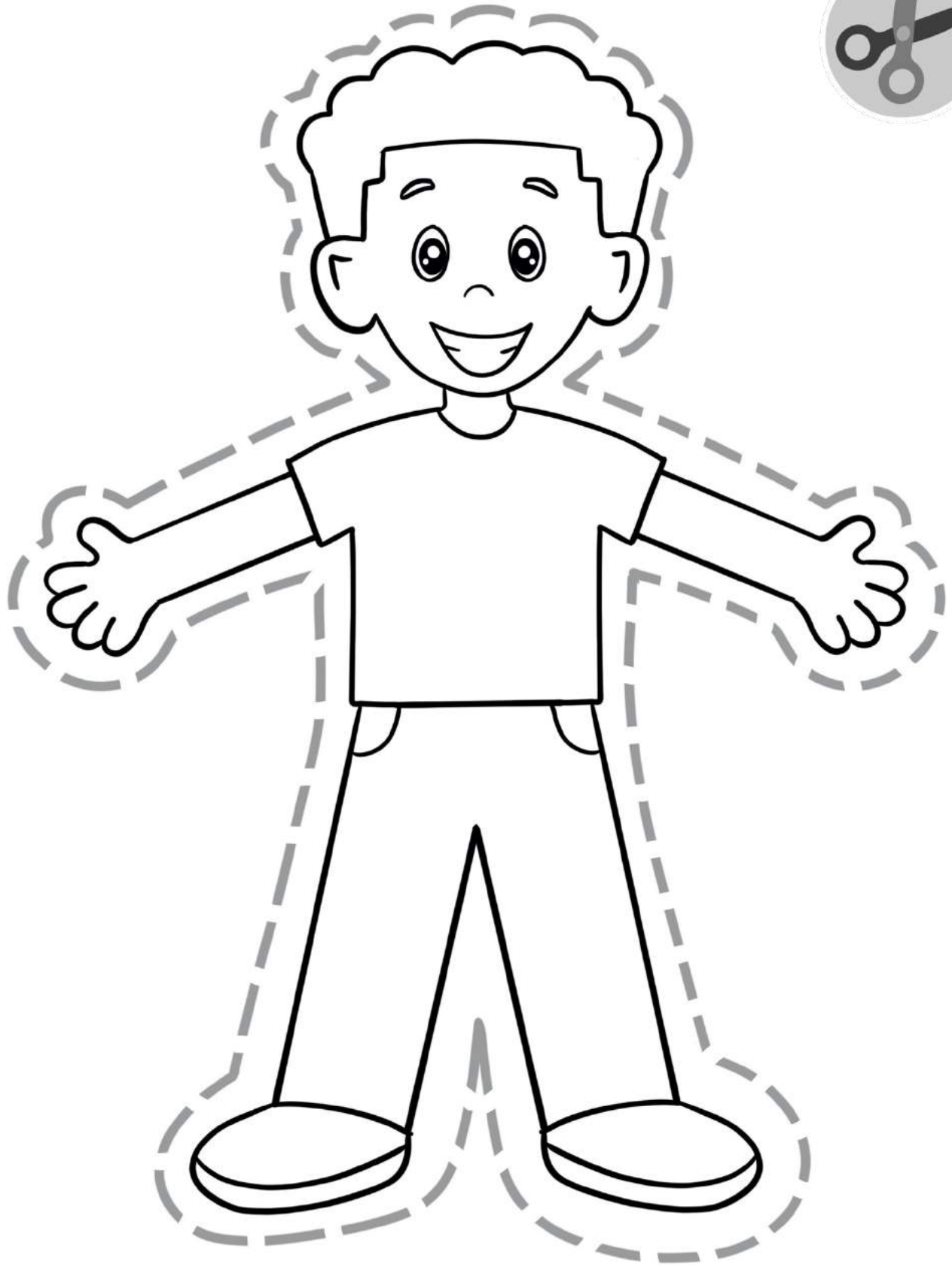


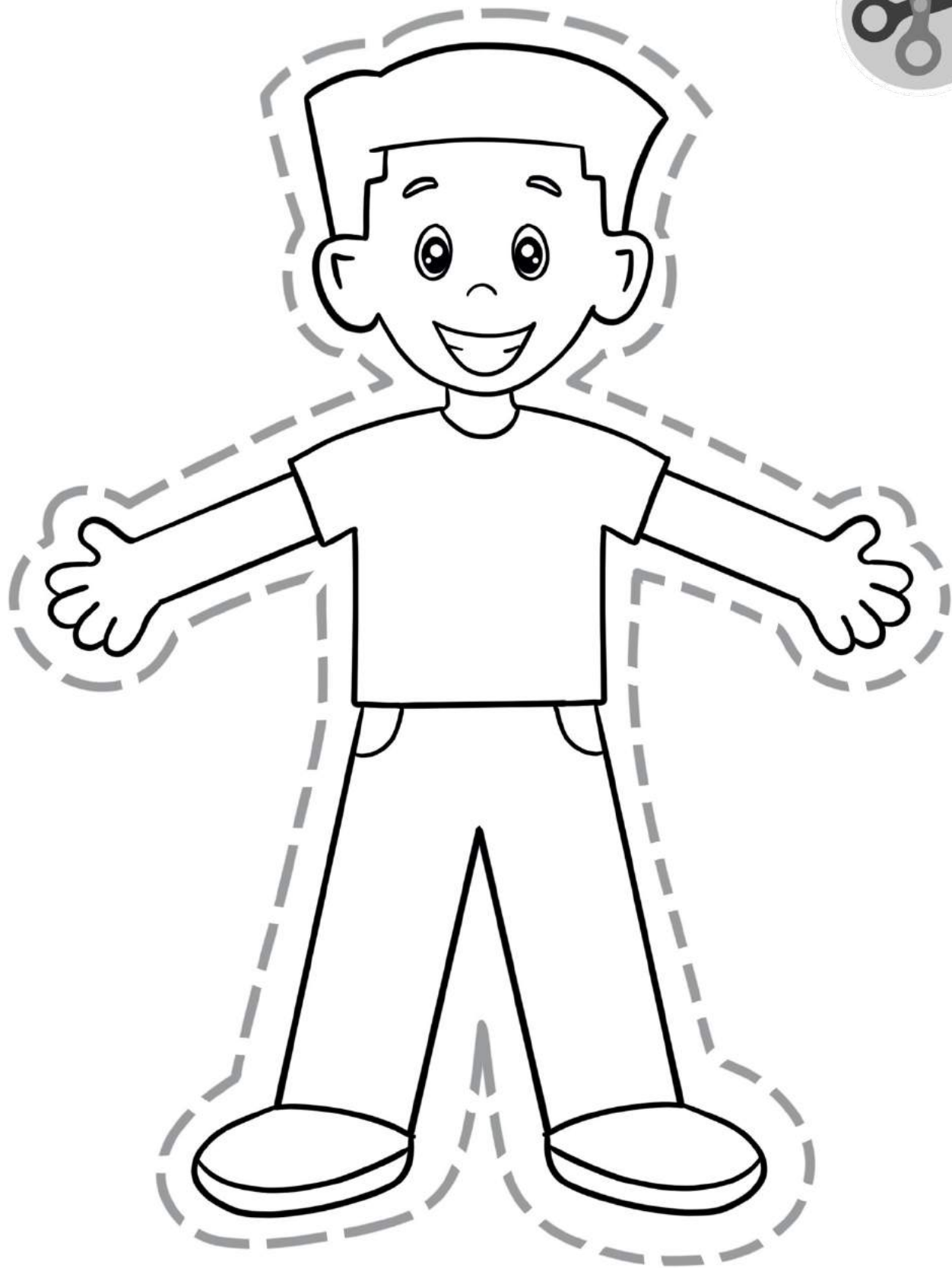
Cut out and color the accessories

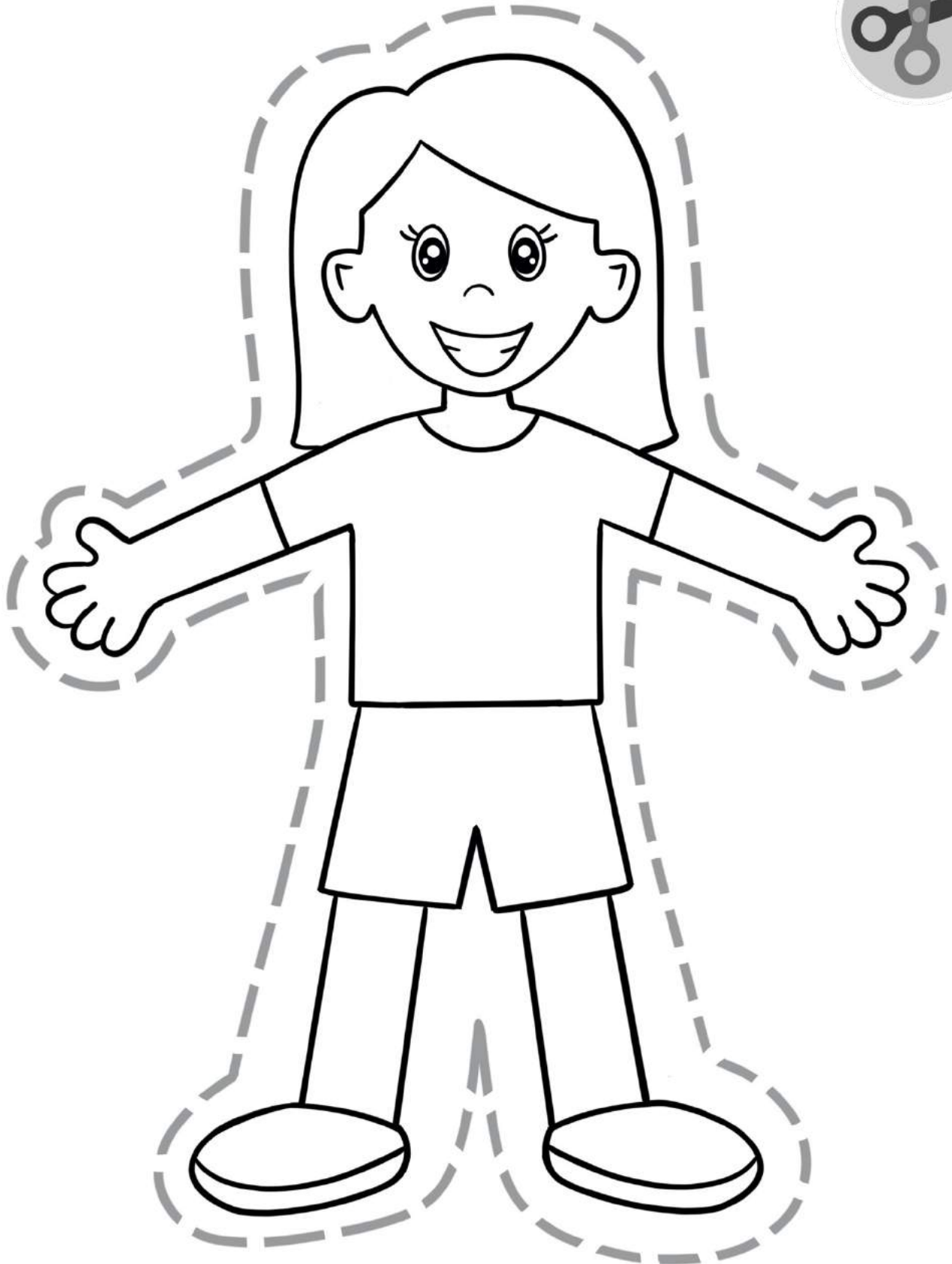
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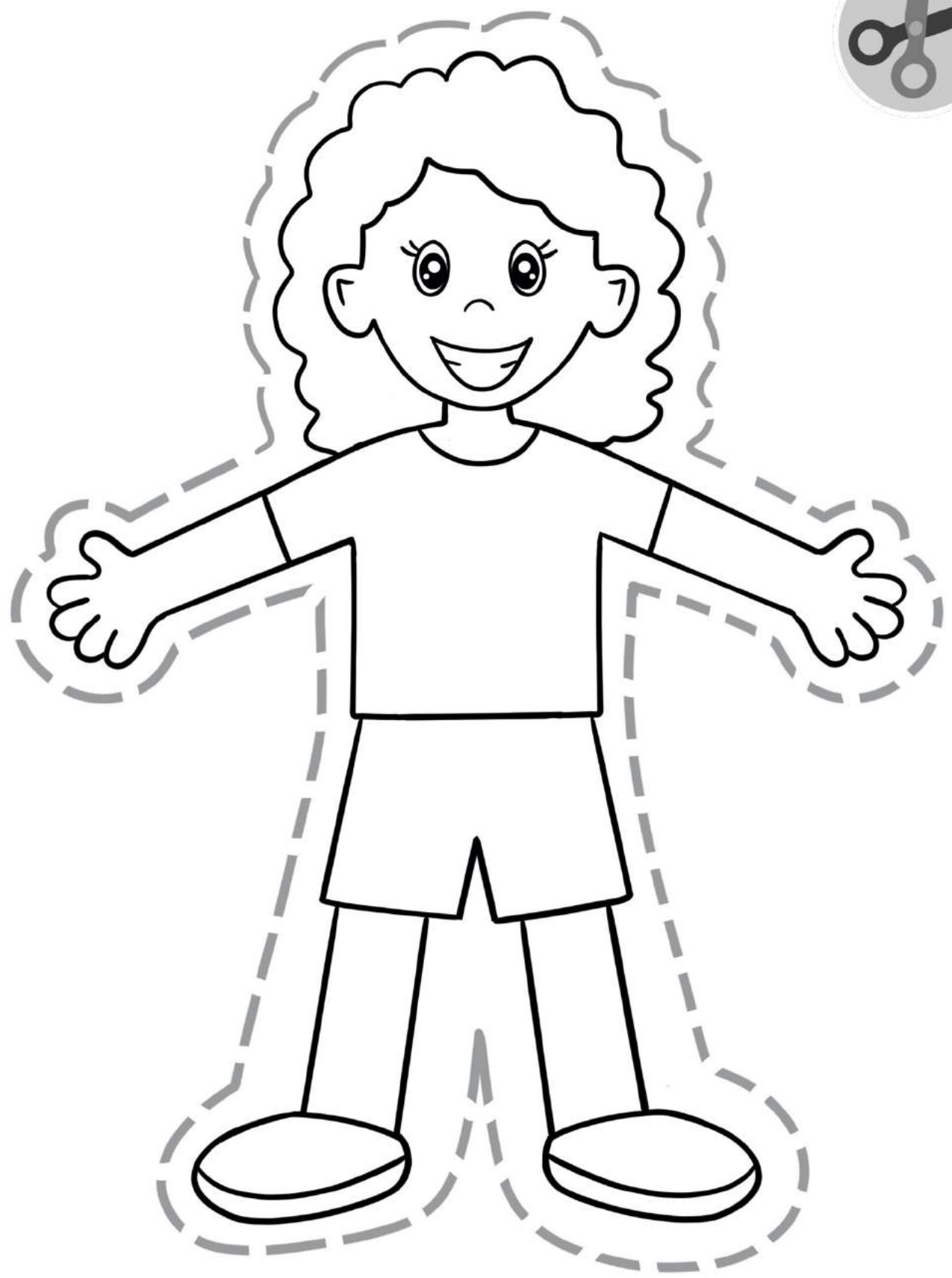


Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

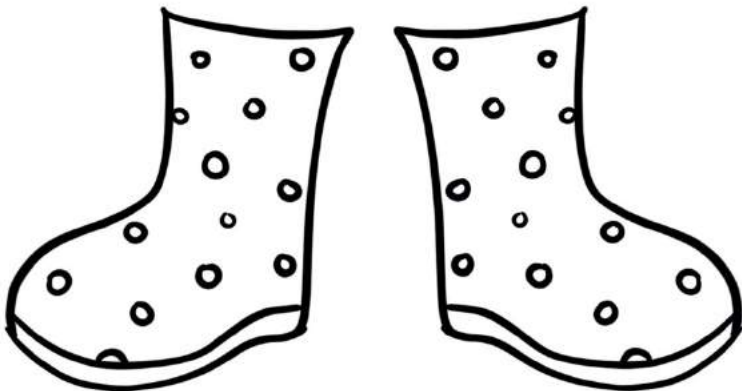
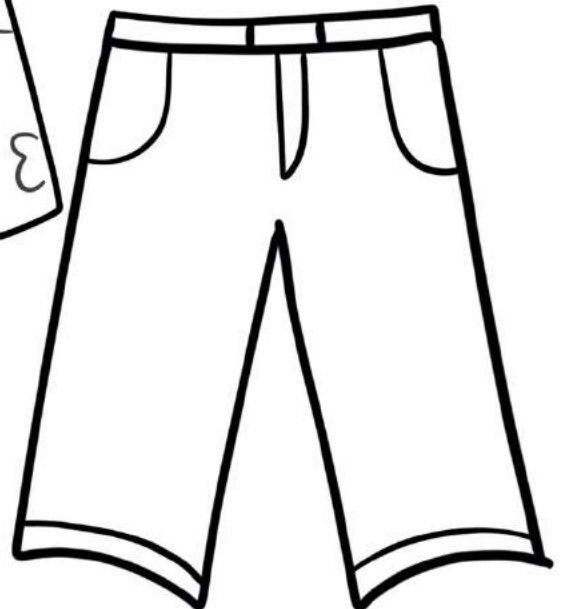
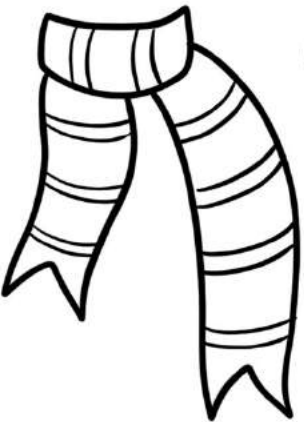
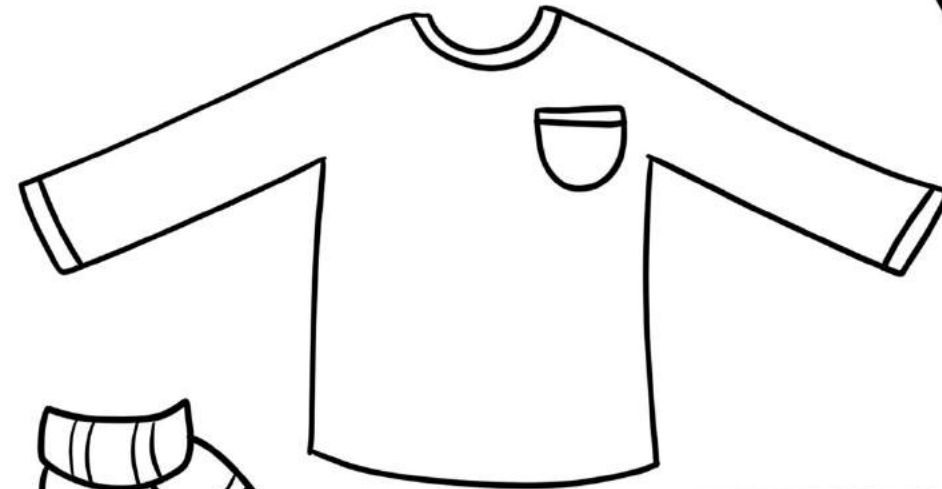
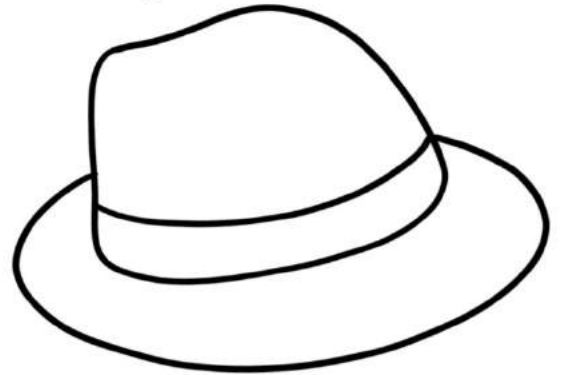
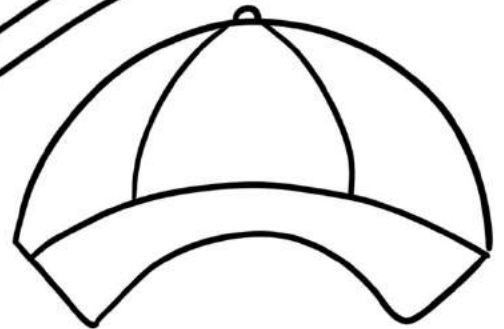




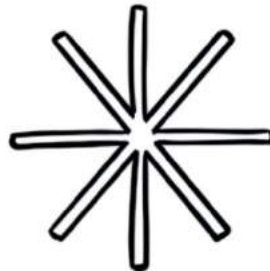
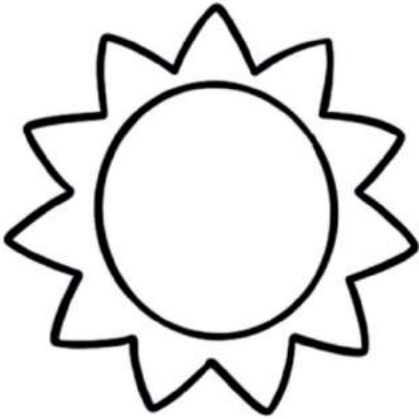
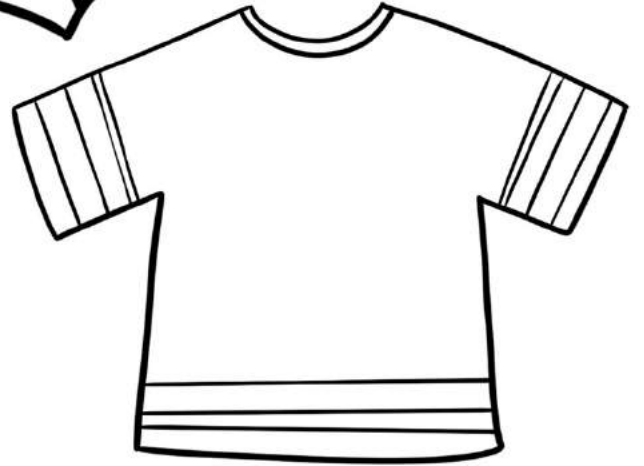
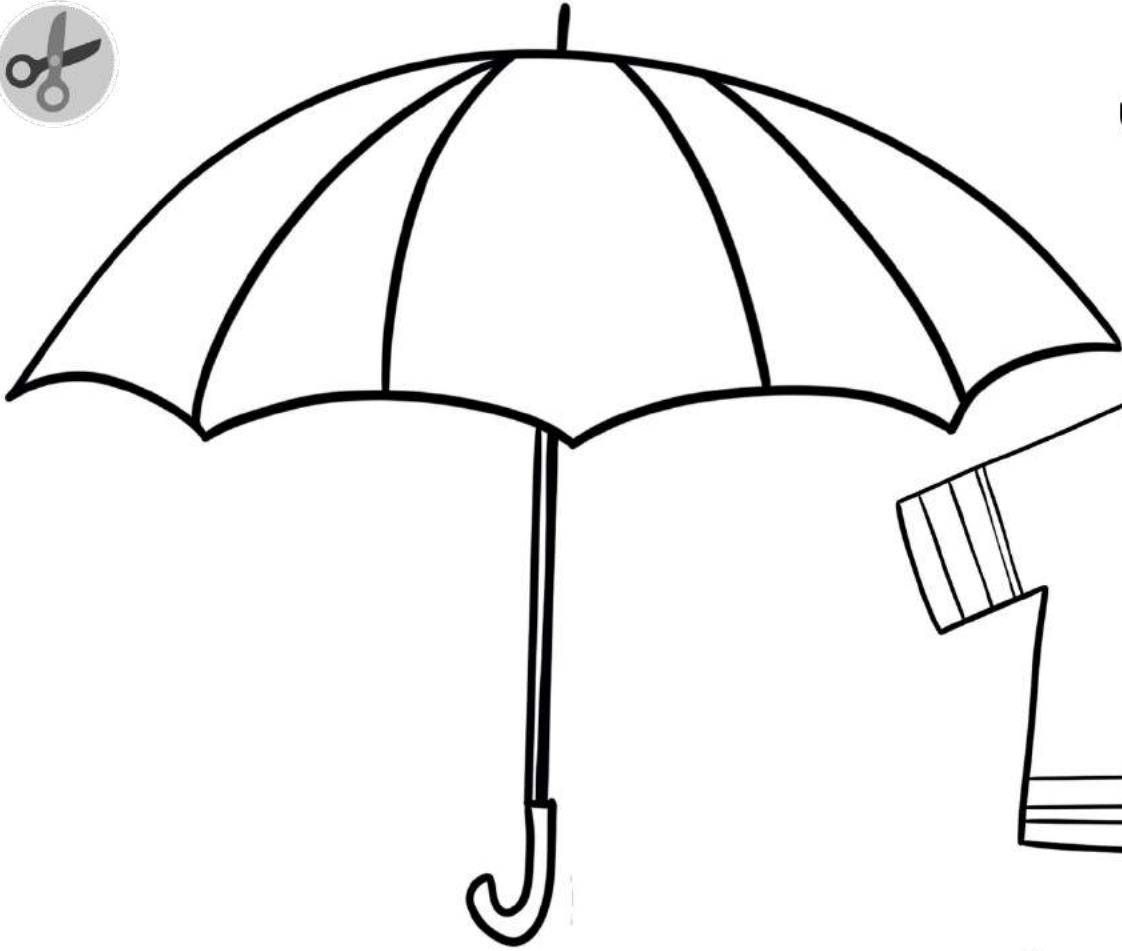






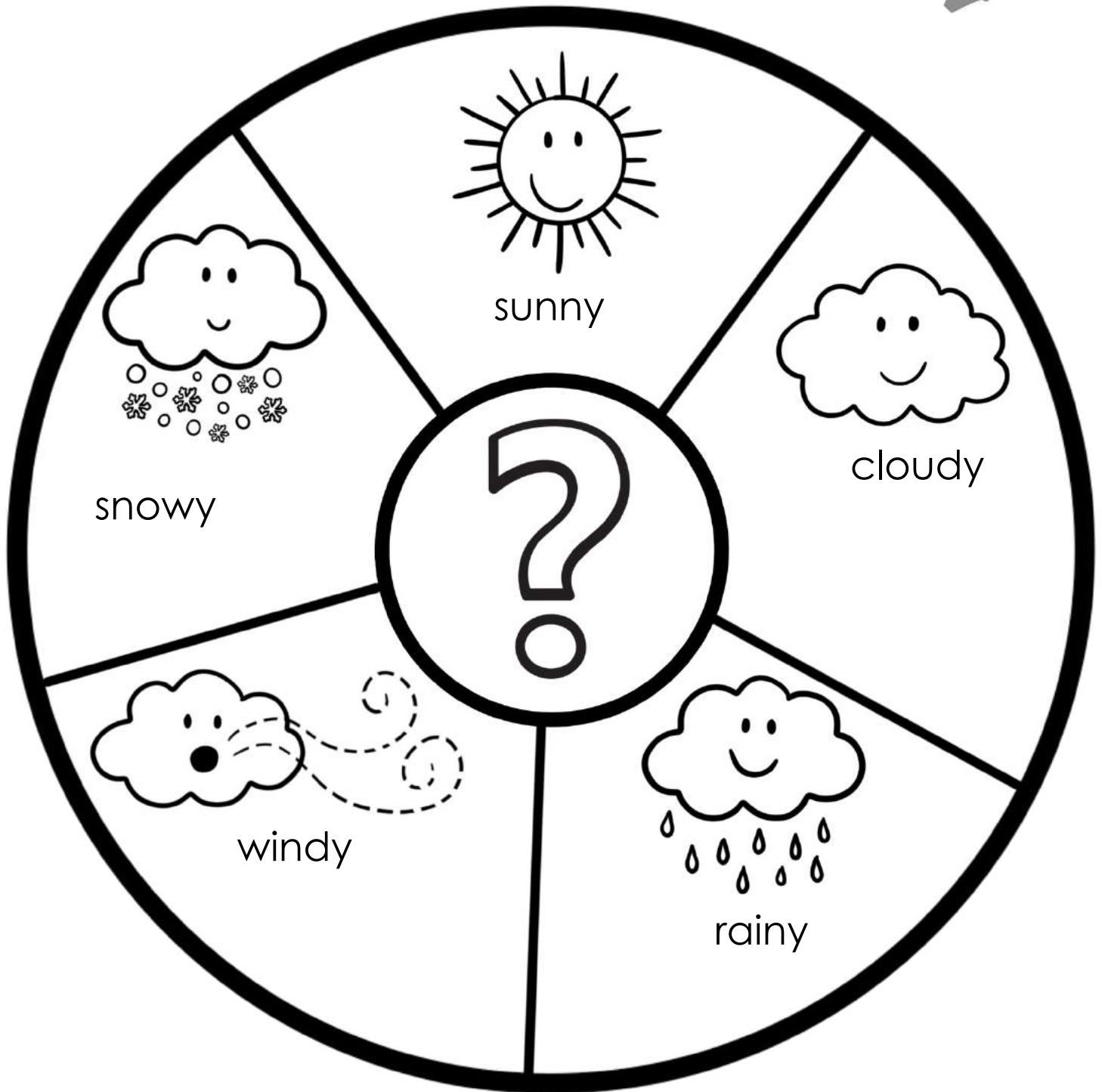






# Check the Weather

Dress your Buddy!



Today it is \_\_\_\_\_.

# Let's Write!



umbrella



t-shirt



shorts



shirt



pants



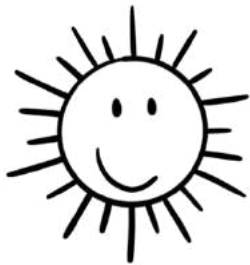
jacket

# Check the Weather

Dress your Buddy!



## Let's Read!



It's sunny outside.  
It's warm outside.



It's windy outside.



It's rainy outside



It's snowy outside.  
It's cold outside.



It's cloudy outside.

# What will you wear?

1.



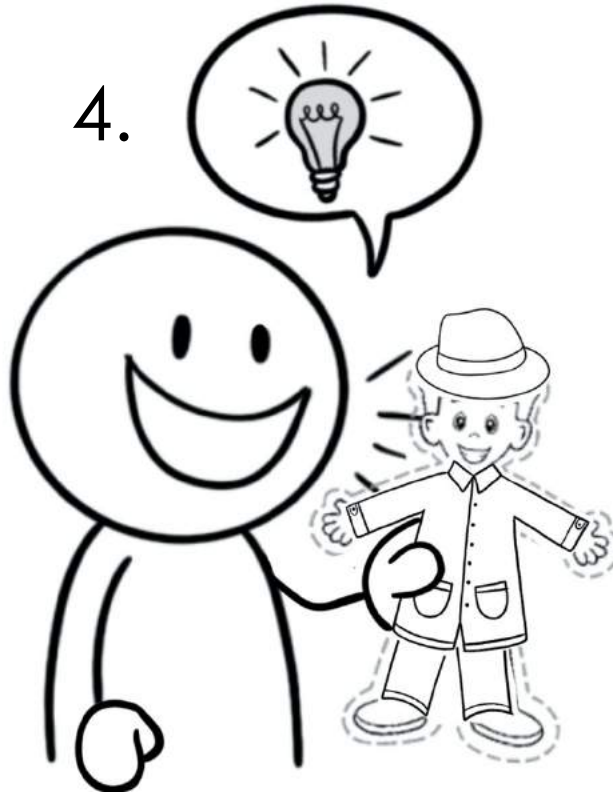
2.



3.



4.

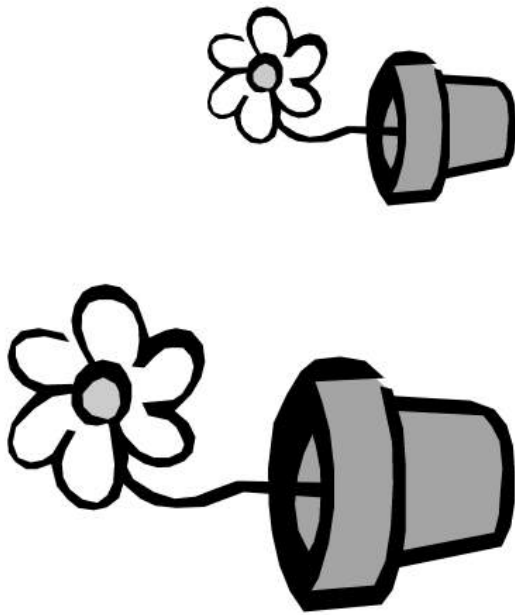


I will wear \_\_\_\_\_.

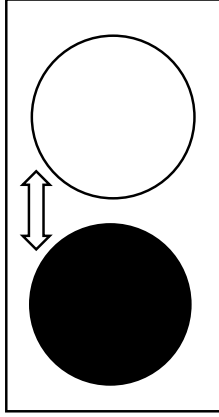
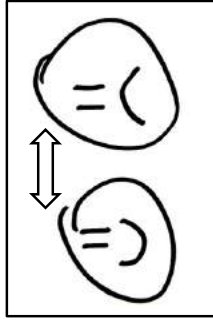
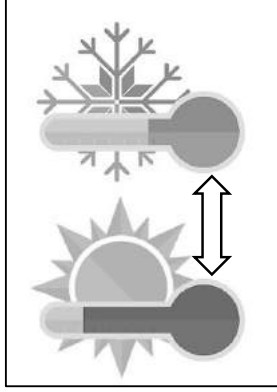
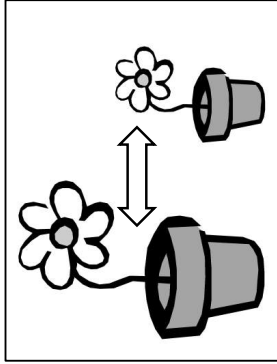
My shirt is \_\_\_\_\_.

My pants are \_\_\_\_\_.

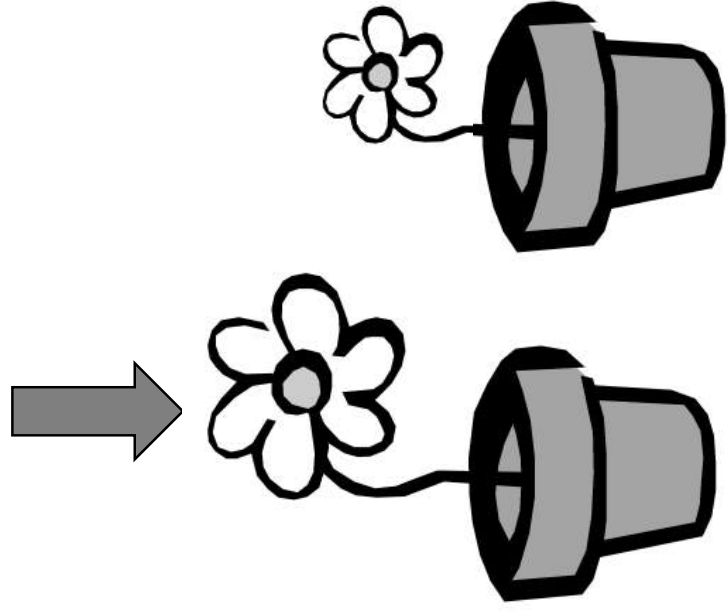





# Opposites on My Walk



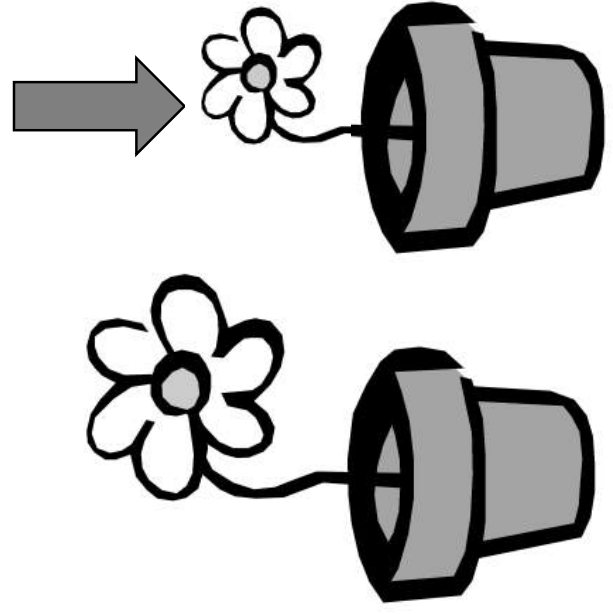
Opposites are pairs of words that mean different things.




On my walk, I see a **tall** flower.



Page 2



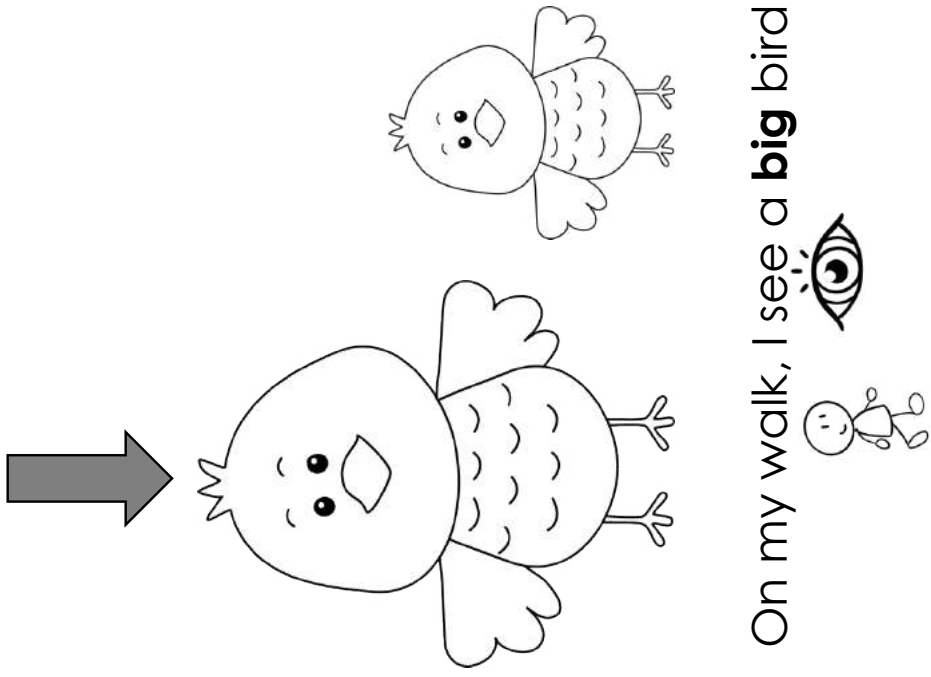
I see a **short** flower.



Page 3

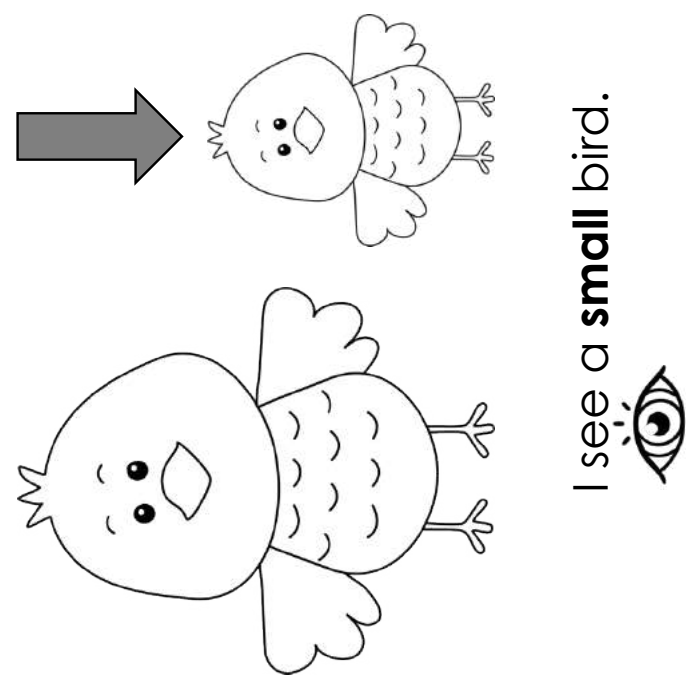


On my walk, I see a **big** bird.



The illustration shows a large cartoon bird on the left and a smaller cartoon bird on the right. A large grey arrow points from the large bird towards the smaller bird. Below the smaller bird is a small stick figure and a large eye icon.

I see a **small** bird.



The illustration shows a large cartoon bird on the left and a smaller cartoon bird on the right. A large grey arrow points from the large bird towards the smaller bird. Below the smaller bird is a large eye icon.

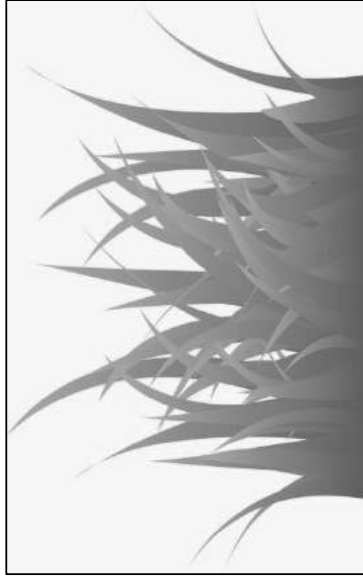




On my walk, I feel **wet** grass.



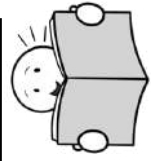
Page 6



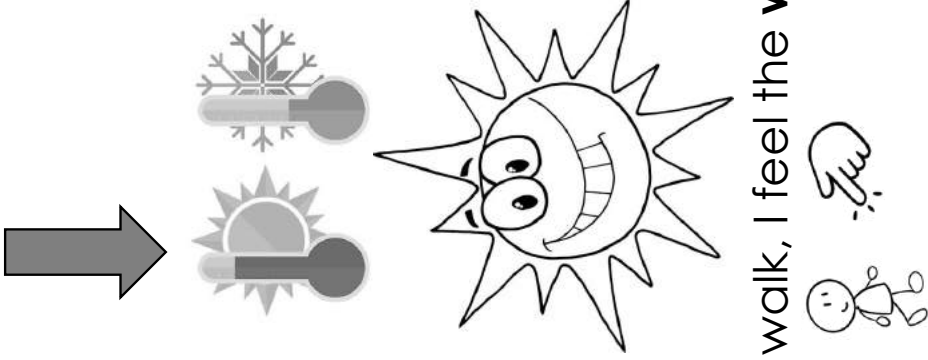
I feel **dry** grass.



Page 7

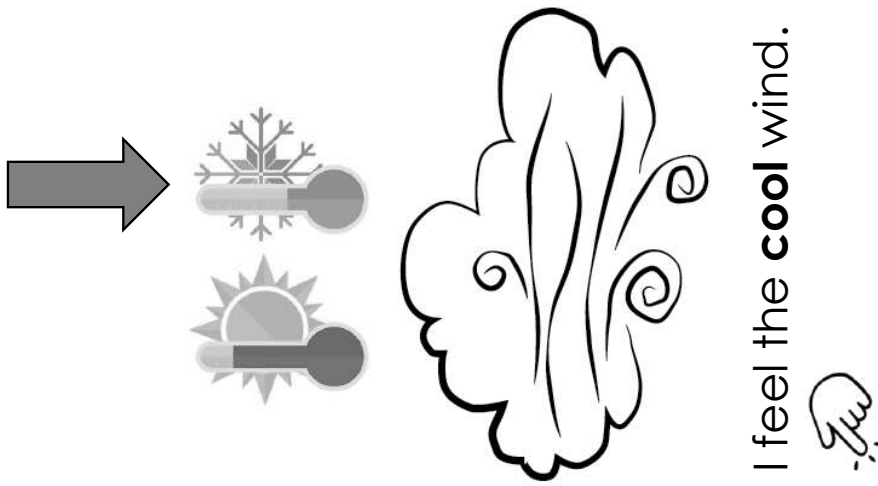


On my walk, I feel the **warm** sun.




Page 8

I feel the **cool** wind.




Page 9







On my walk, I hear a **loud** thunder.



Page 10



I hear **quiet** rain.



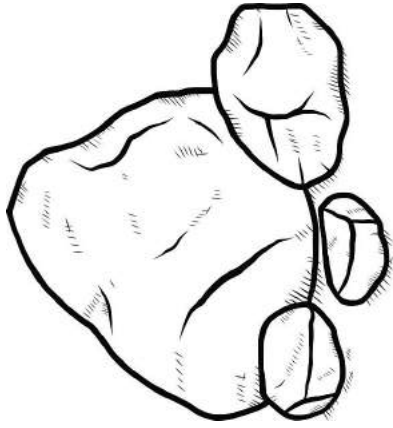
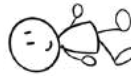
Page 11





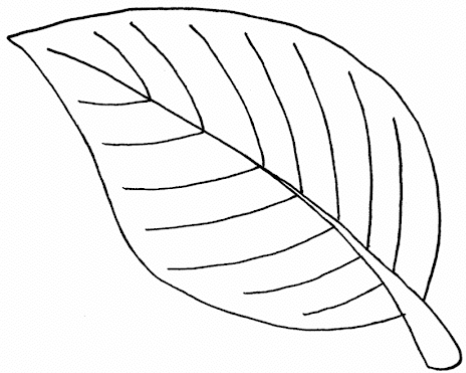


On my walk, I feel a **soft** feather.



I feel a **hard** rock.

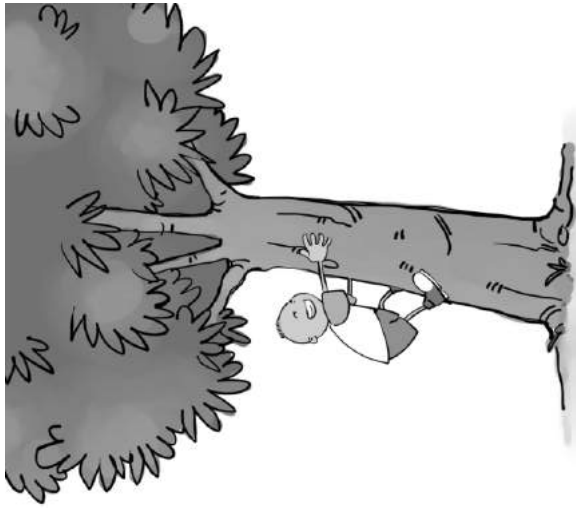




On my walk, I feel a **smooth** leaf.



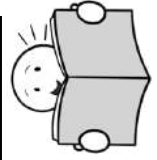
Page 14



I feel a **rough** tree.



Page 15



# Opposites

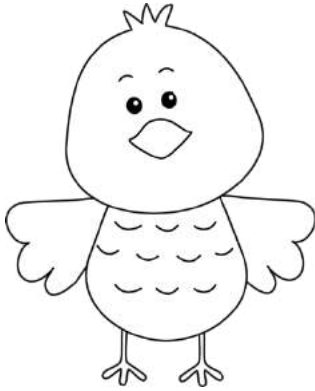
Color the pictures and read the words.



tall



short



big



small



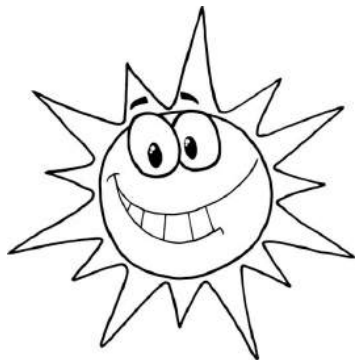
wet



dry

# Opposites

Color the pictures and read the words.



warm



cool



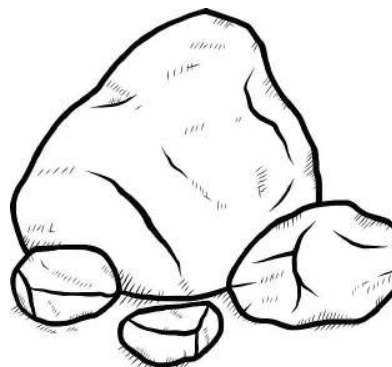
loud



quiet



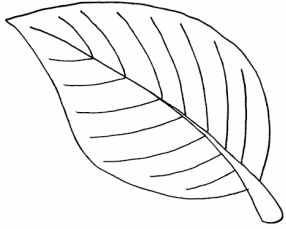
soft



hard

# Opposites

Color the pictures and read the words.



smooth



rough

# Home Scavenger Hunt

Trace the words. Find opposites in your home.  
Draw them with their describing word.

smooth

rough

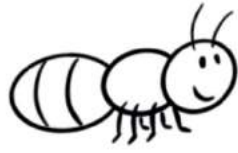
warm

cool

big

small





# Adding Ants

6 ants +  = 10 ants

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4 ants +  = 10 ants

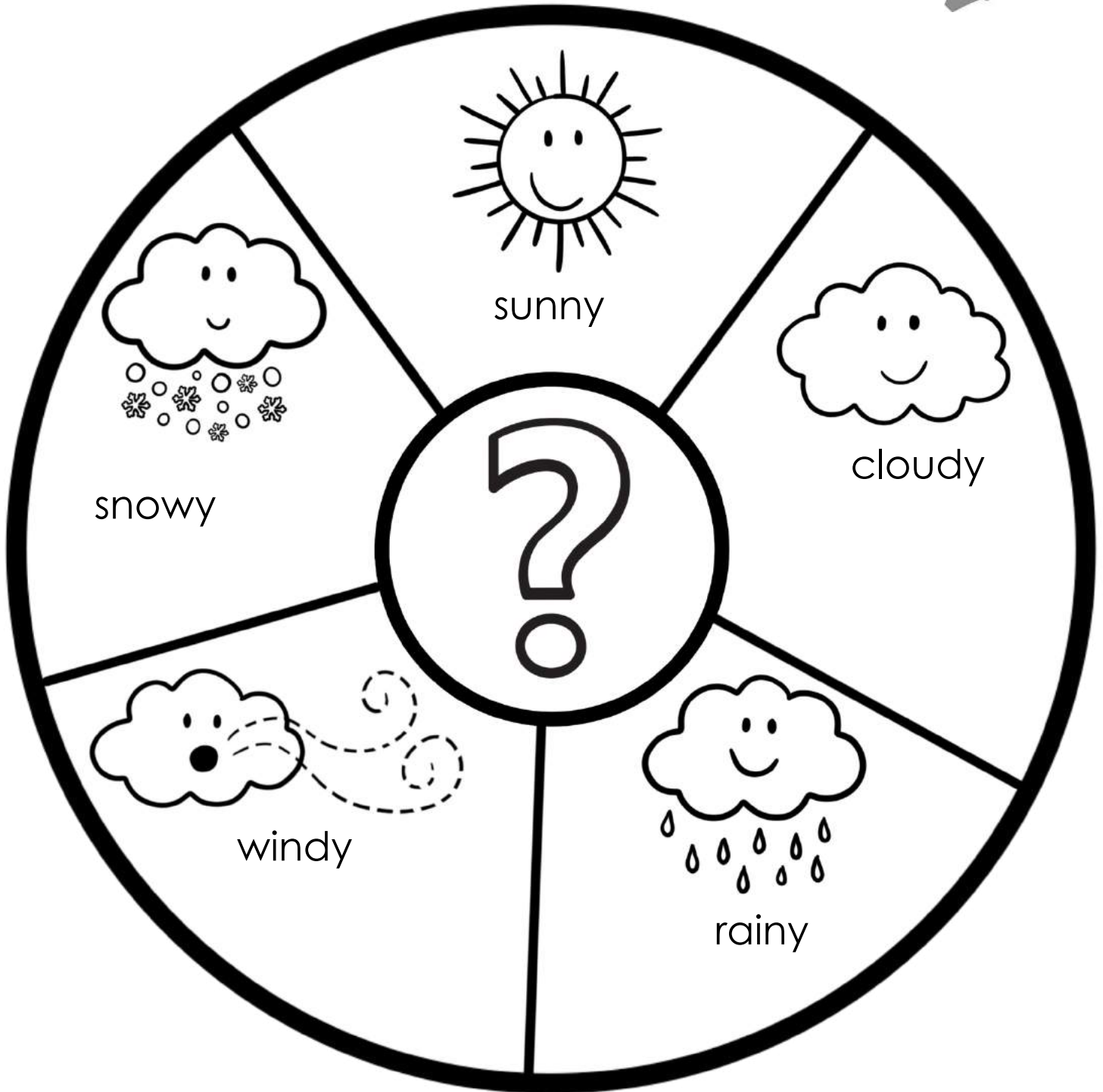
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



**Day 2**

# Check the Weather

Dress your Buddy!



Today it is \_\_\_\_\_.

# What will you wear?

1.



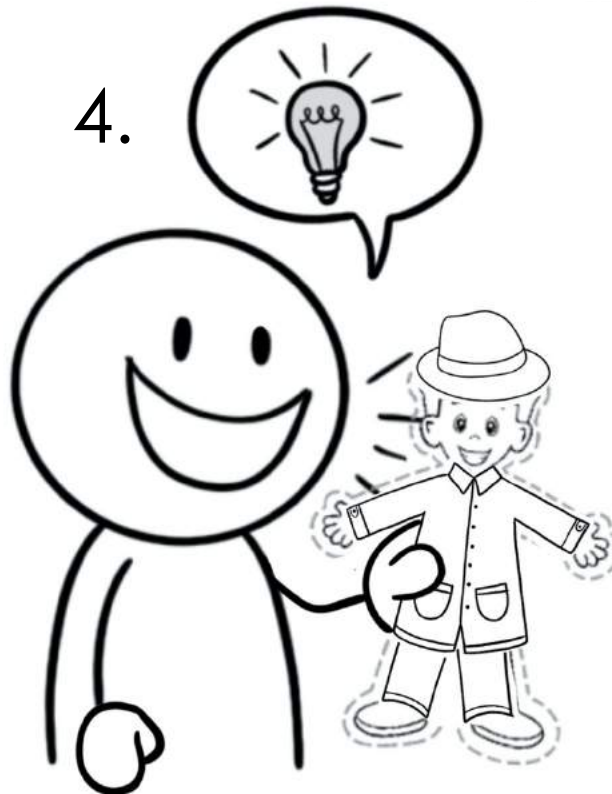
2.



3.



4.

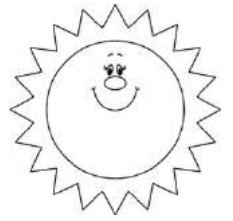


I will wear \_\_\_\_\_.













My shirt is \_\_\_\_\_.

My pants are \_\_\_\_\_.

# Neighborhood Walk



Take a walk with an adult or caretaker. Bring the "Neighborhood Walk" paper and a small bag or box to collect any things you see, hear, and feel. Try to find something of each color below.

green 	blue 	yellow 
purple 	orange 	gray 
black 	red 	brown 
pink 	white 	

# On Your Neighborhood **Walk**

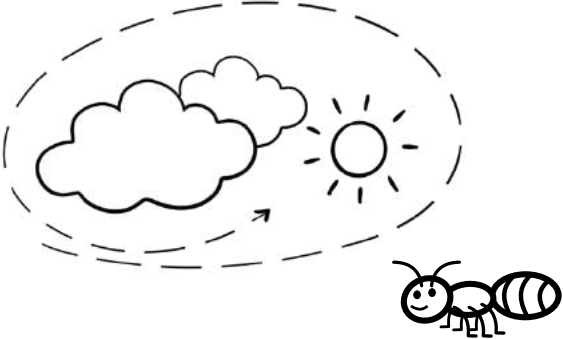


**Extension:**  
Move your body on the  
Neighborhood Walk

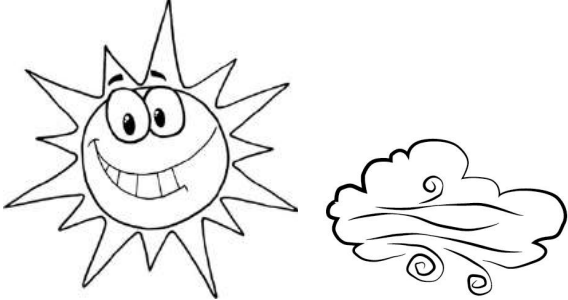
- Be tall like a tree. Be short like grass.



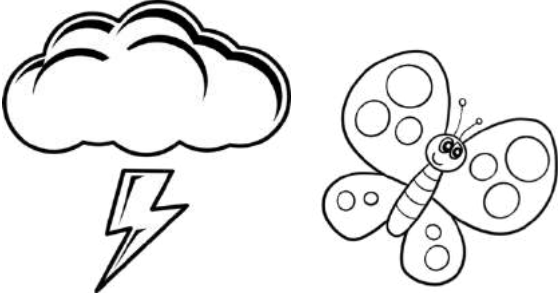
- Be big like the sky. Be small like an ant.



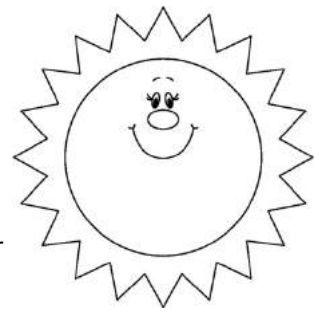
- Feel the warm sun. Feel the cool breeze.



- Be loud like thunder! Be quiet like a butterfly.

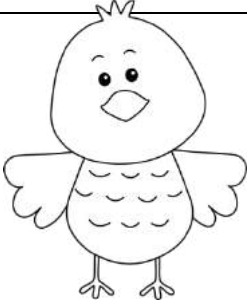


# After Your Neighborhood Walk

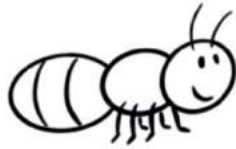


Glue, draw, or write (in any language) what you saw, heard, or felt on your Neighborhood walk that matches the colors.

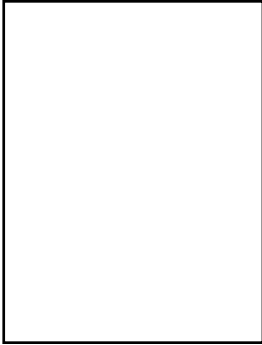
Put the objects in the spaces with their color words.

green  It is/they are _____.	blue  It is/they are _____.	yellow  It is/they are _____.
purple  It is/they are _____.	orange  It is/they are _____.	gray  It is/they are _____.
black  It is/they are _____.	red  It is/they are _____.	brown  It is/they are _____.
pink  It is/they are _____.	white  It is/they are _____.	 It is big.

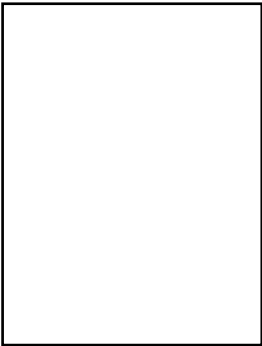




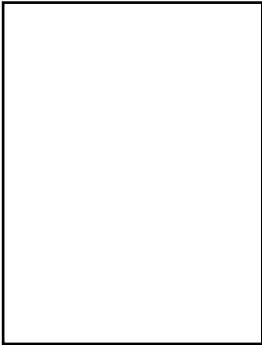
# Adding Ants

10 ants +  = 14 ants

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5 ants +  = 9 ants

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

10 ants +  = 11 ants

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

# Journal



Draw your favorite thing from your walk and write about it.  
Write in any language(s) you know. Read this to your buddy or someone in your house.



I saw \_\_\_\_\_.

I did not see \_\_\_\_\_.

I also saw \_\_\_\_\_.

I liked \_\_\_\_\_.



**Day 3**

# Check the Weather

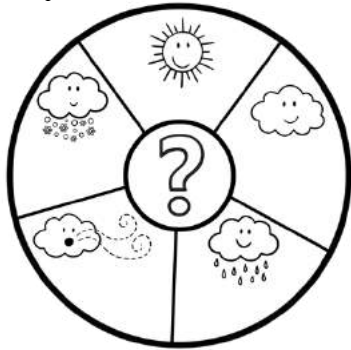
Dress your Buddy!



Today it is \_\_\_\_\_.

# What will you wear?

1.



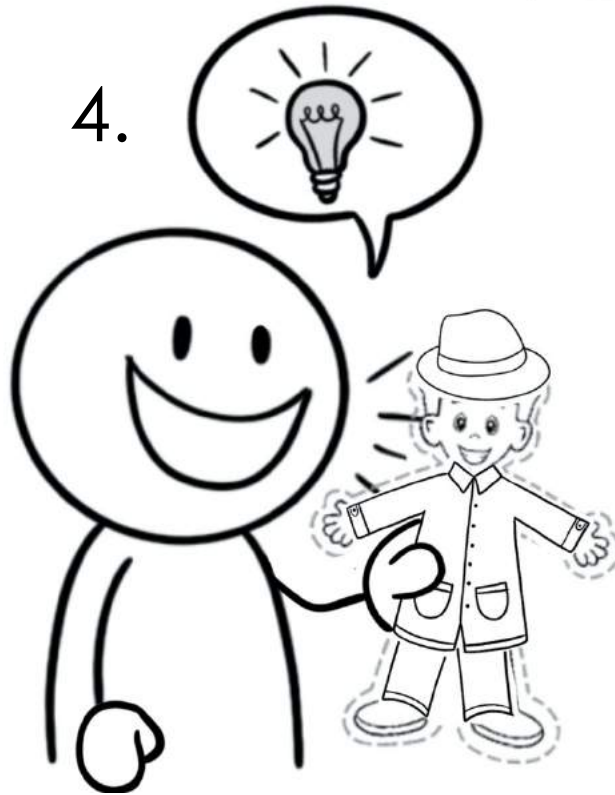
2.



3.



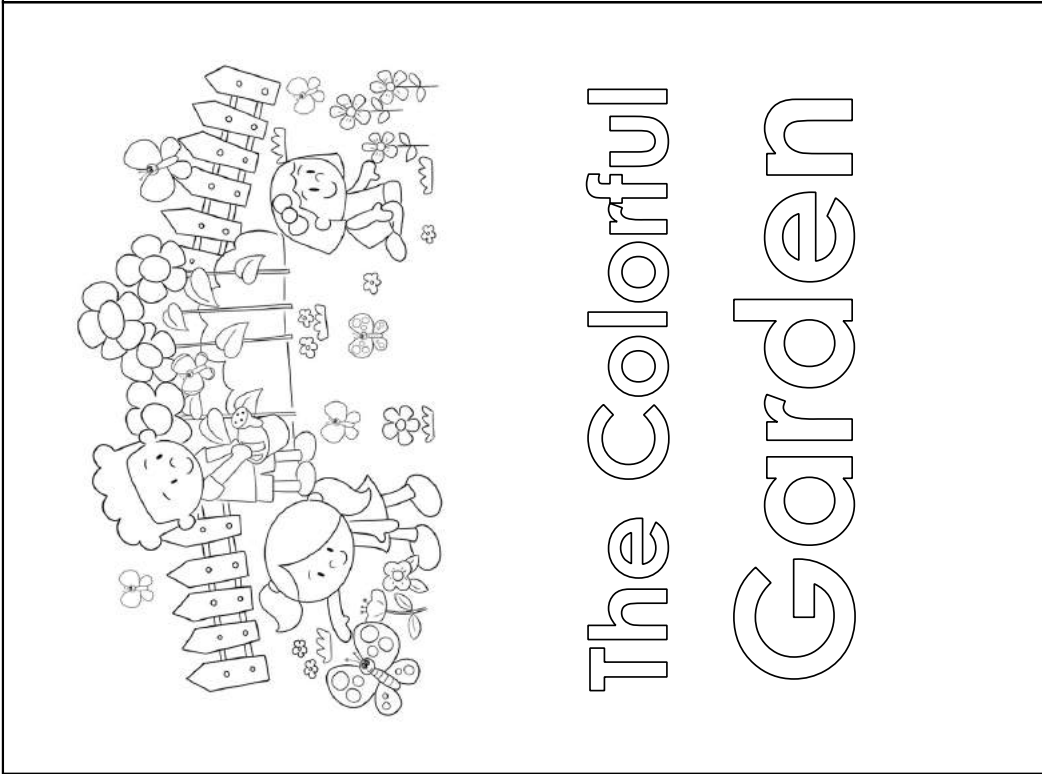
4.



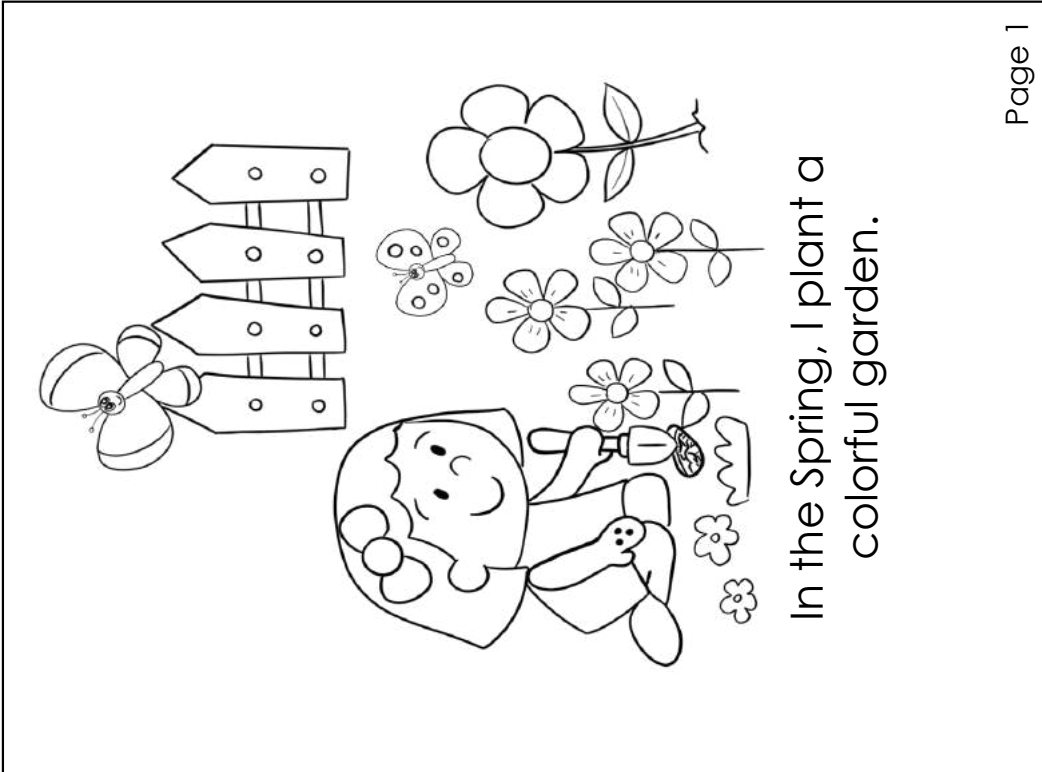
I will wear \_\_\_\_\_.

My shirt is \_\_\_\_\_.


My pants are \_\_\_\_\_.



# The Colorful Garden

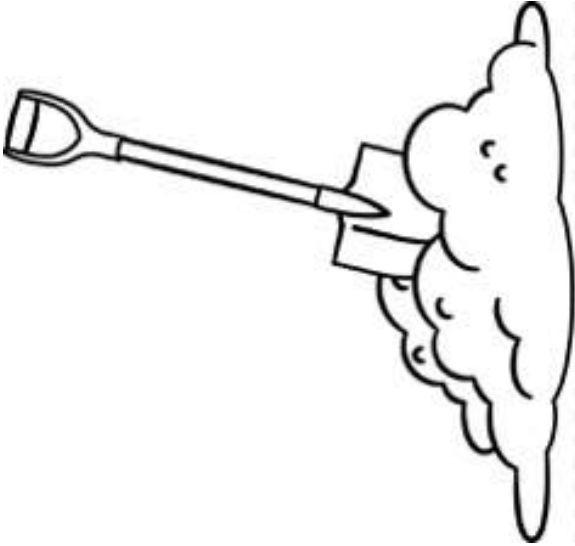


In the Spring, I plant a colorful garden.



First, I plant small seeds in the soft, brown soil.

Page 2

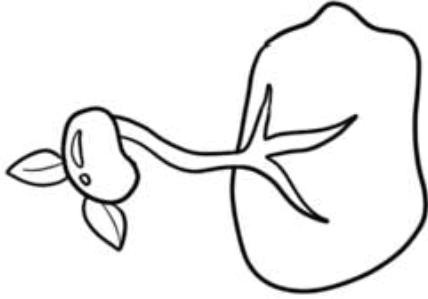


Next, I water the small, black seeds. The soil feels wet.

Page 3

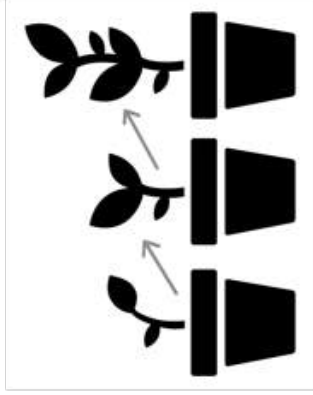
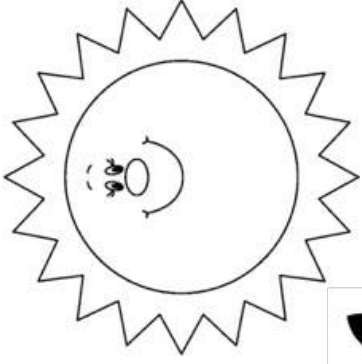






Then, the short, green seedlings  
push out of the soft, brown soil.

Page 4



The yellow, warm sun helps them  
grow taller.

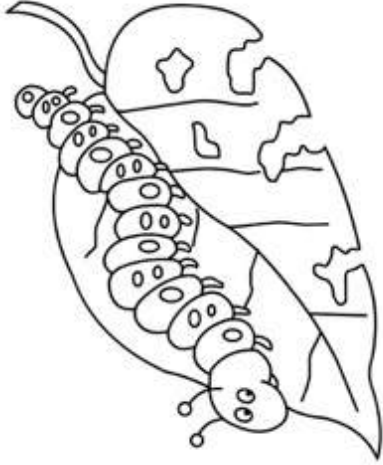
Page 5





Soon, colorful buds grow on the tall stems above the smooth, green leaves.

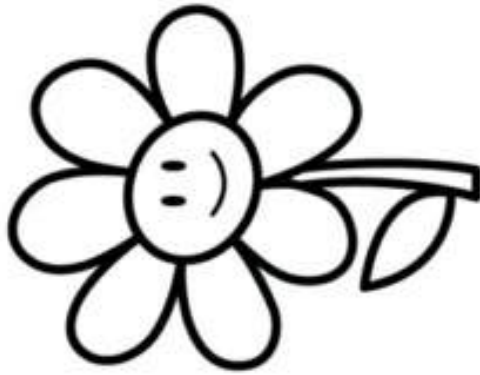
Page 6



The green caterpillars eat the smooth leaves to grow bigger.

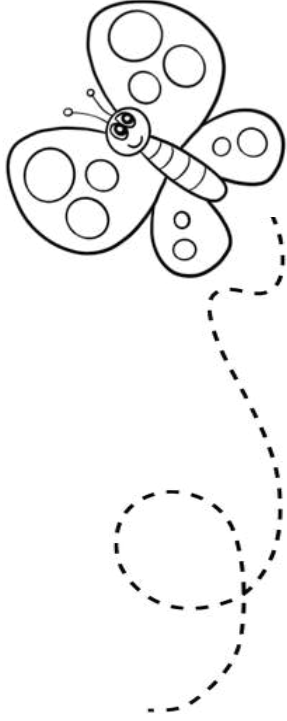
Page 7





Finally, the pink flowers bloom in my garden. I like how they smell.

Page 8



The orange butterflies like my garden, too. They fly from flower to flower.

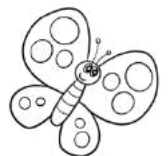
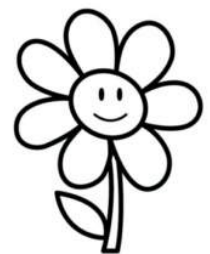
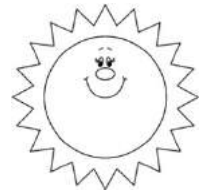
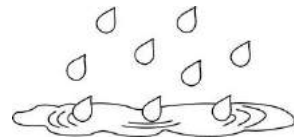
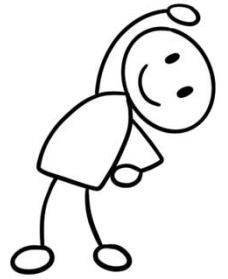
Page 9



# Let's Act!

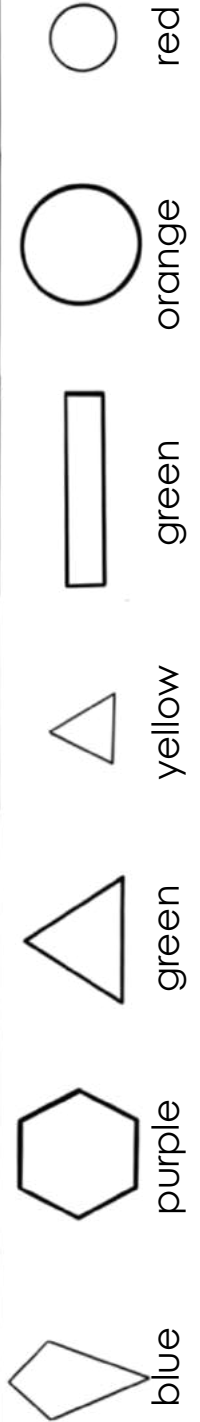
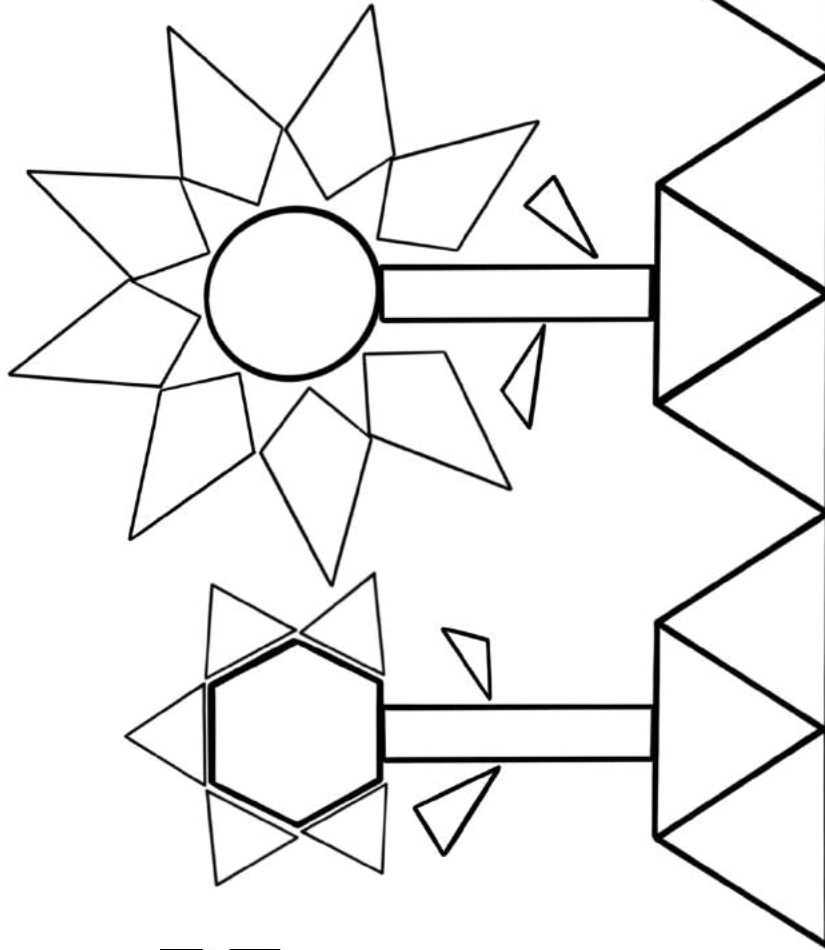
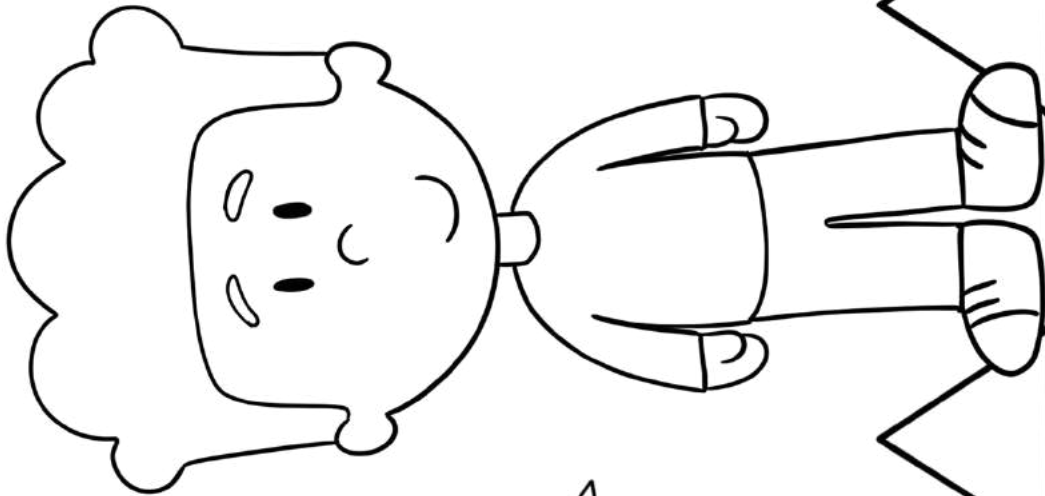
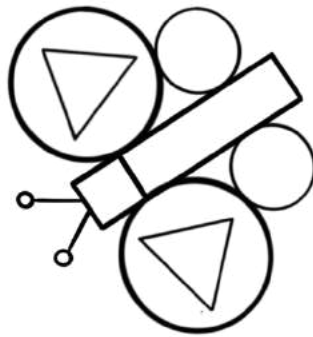
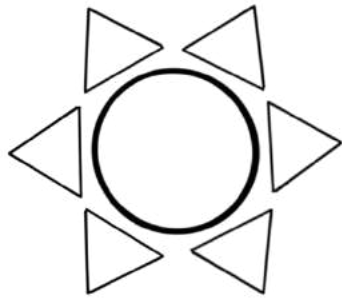
Move your body to...

- Be a seed in the soil. Feel the soft, brown soil around you.
- Use your hands to show the water falling onto the wet soil.
- Be the seedling pushing out of the soft, brown soil.
- Grow taller toward the warm, yellow sun.
- Be a caterpillar eating the leaves to grow bigger.
- Stretch your arms to bloom like a colorful flower.
- Fly from flower to flower like a butterfly.



# Shape Garden

Color each shape the color written by that shape on the key to create your shape garden.



# Spoken Journal

Pretend to plant your own colorful garden with your Buddy!





**Day 4**



# Check the Weather

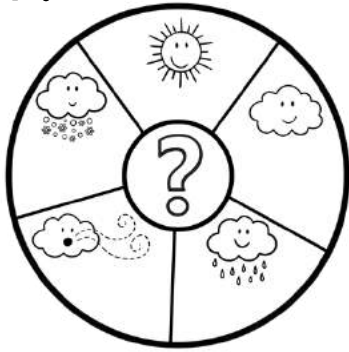
Dress your Buddy!



Today it is \_\_\_\_\_.

# What will you wear?

1.



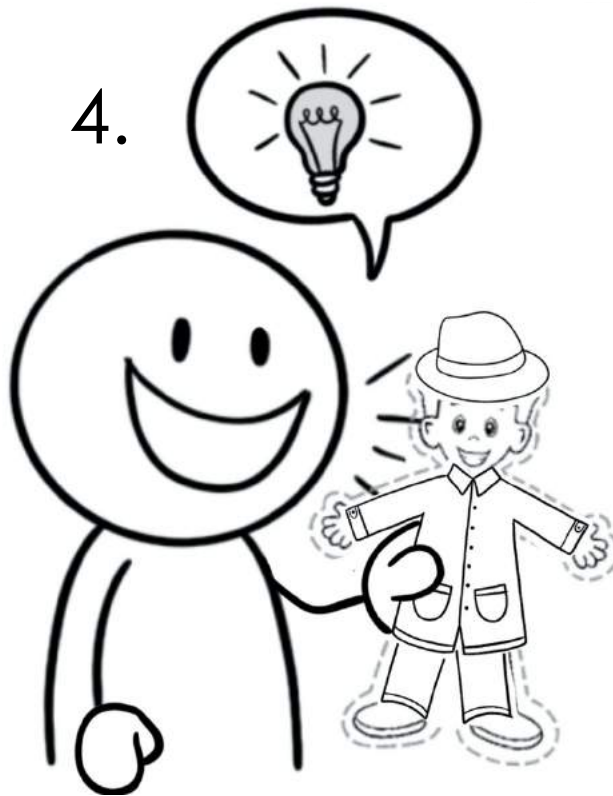
2.



3.



4.



I will wear \_\_\_\_\_.

My shirt is \_\_\_\_\_.

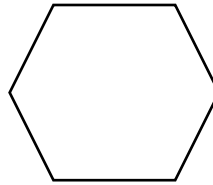
My pants are \_\_\_\_\_.

# Shapes and Colors

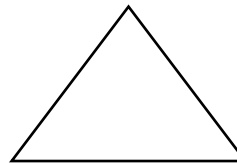
Color each shape. Say the sentences to your buddy.



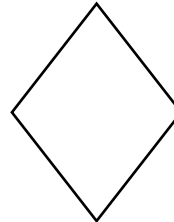
"This hexagon is \_\_\_\_\_."



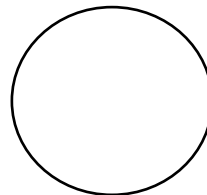
"This triangle is \_\_\_\_\_."



"This diamond is \_\_\_\_\_."



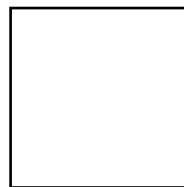
"This circle is \_\_\_\_\_."



"This rectangle is \_\_\_\_\_."

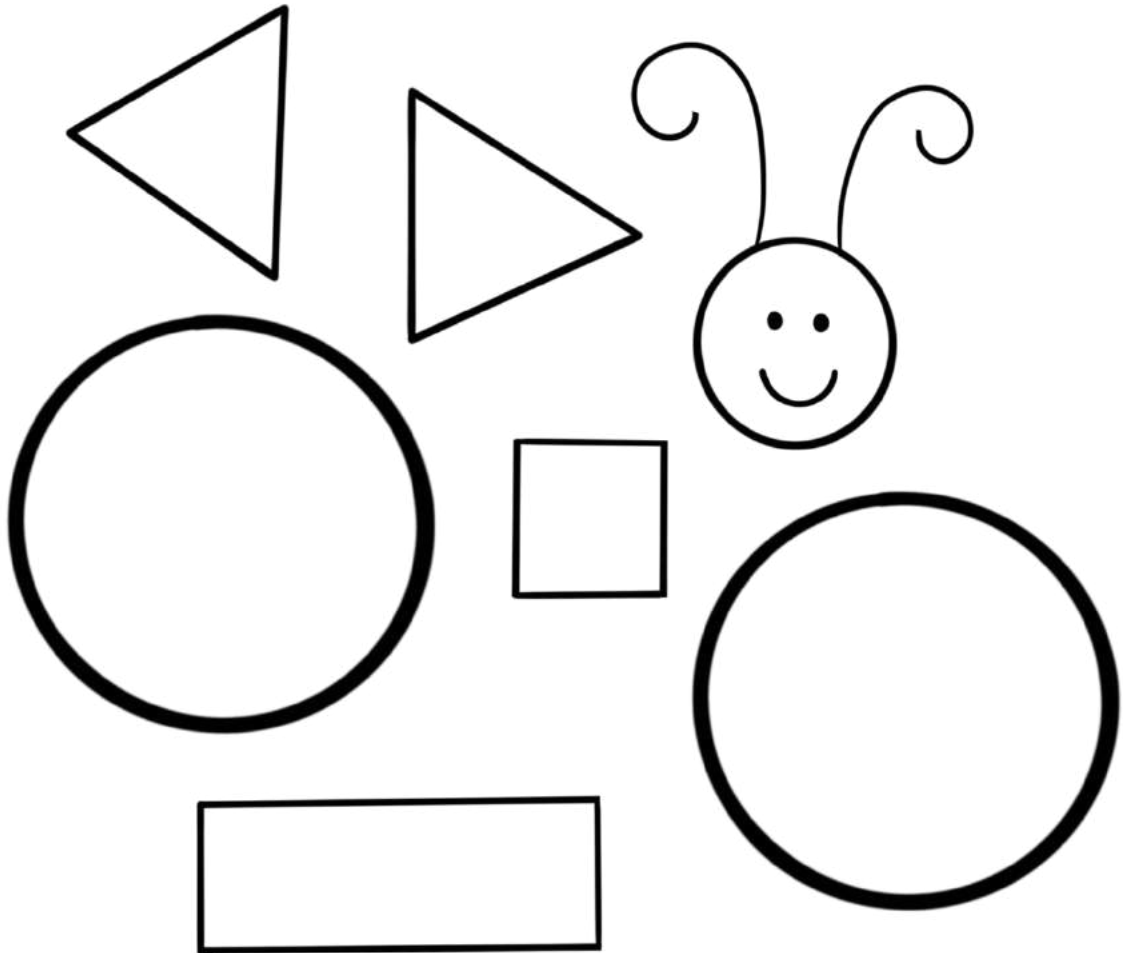


"This square is \_\_\_\_\_."



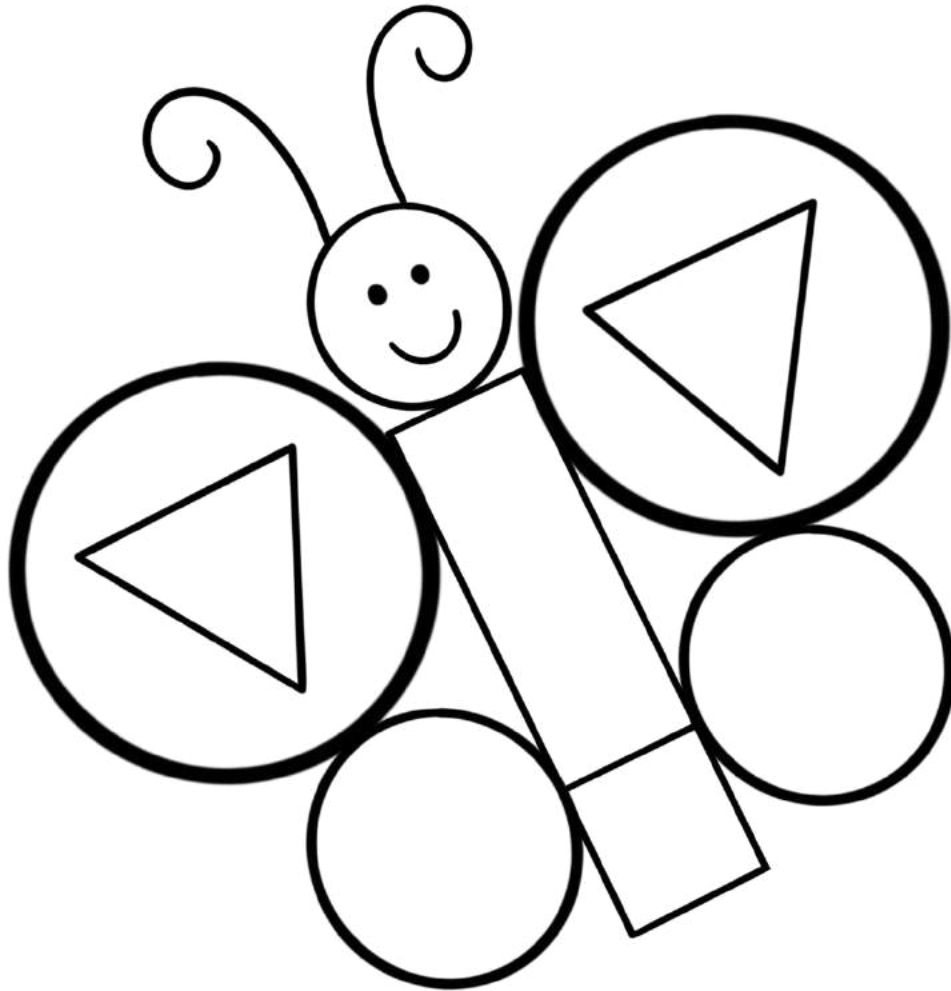
# Butterfly Shapes

Color and cut out the shapes to create a butterfly.  
Put the shapes in the puzzle to make the picture



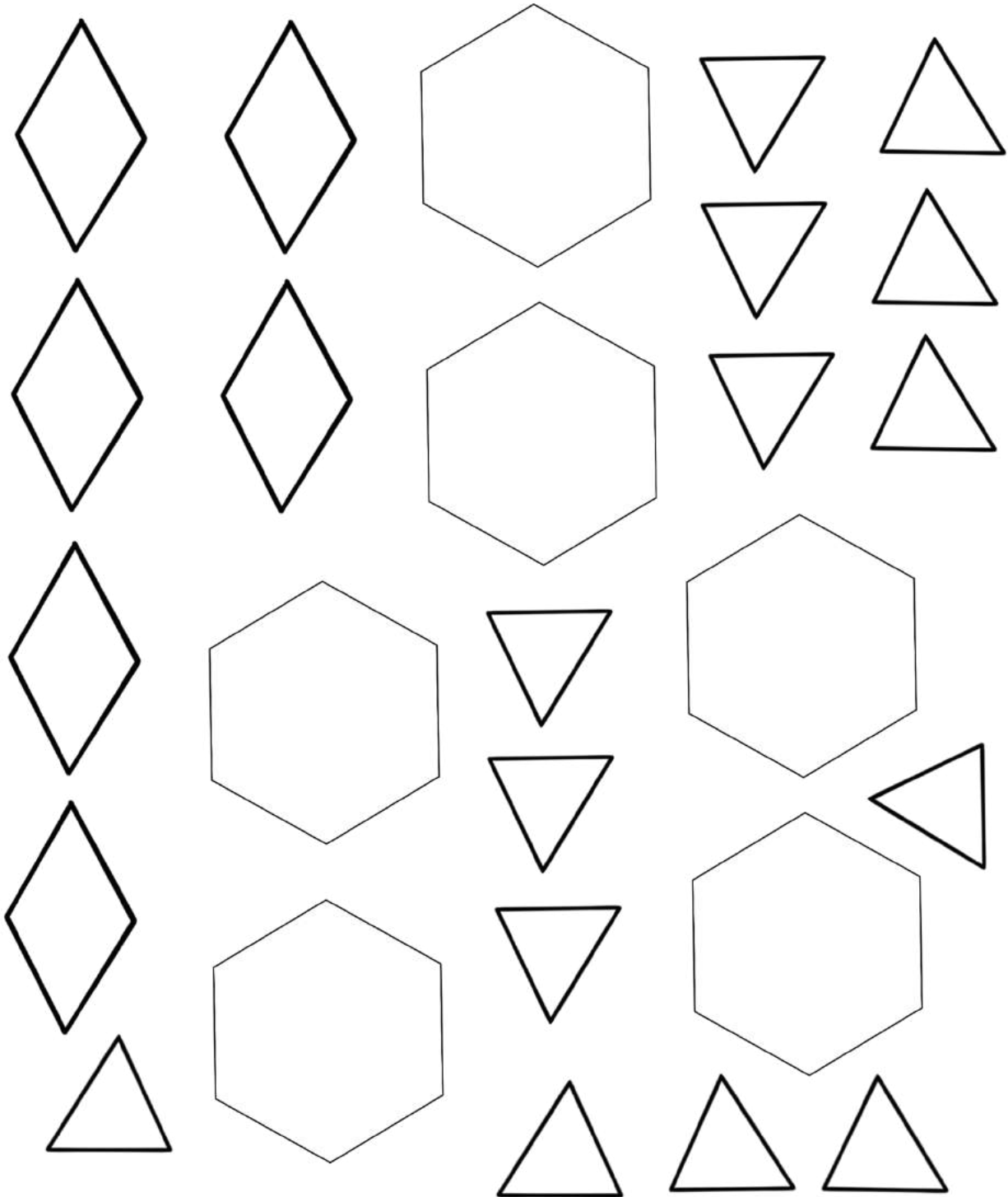
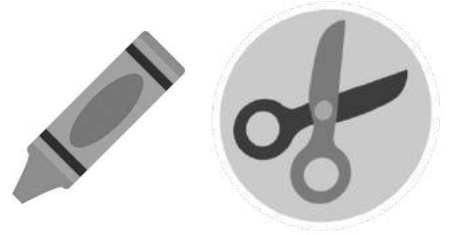
# Butterfly

Tell your buddy what you made. What shapes did you use? What other words do you know for those shapes? What colors are the shapes?



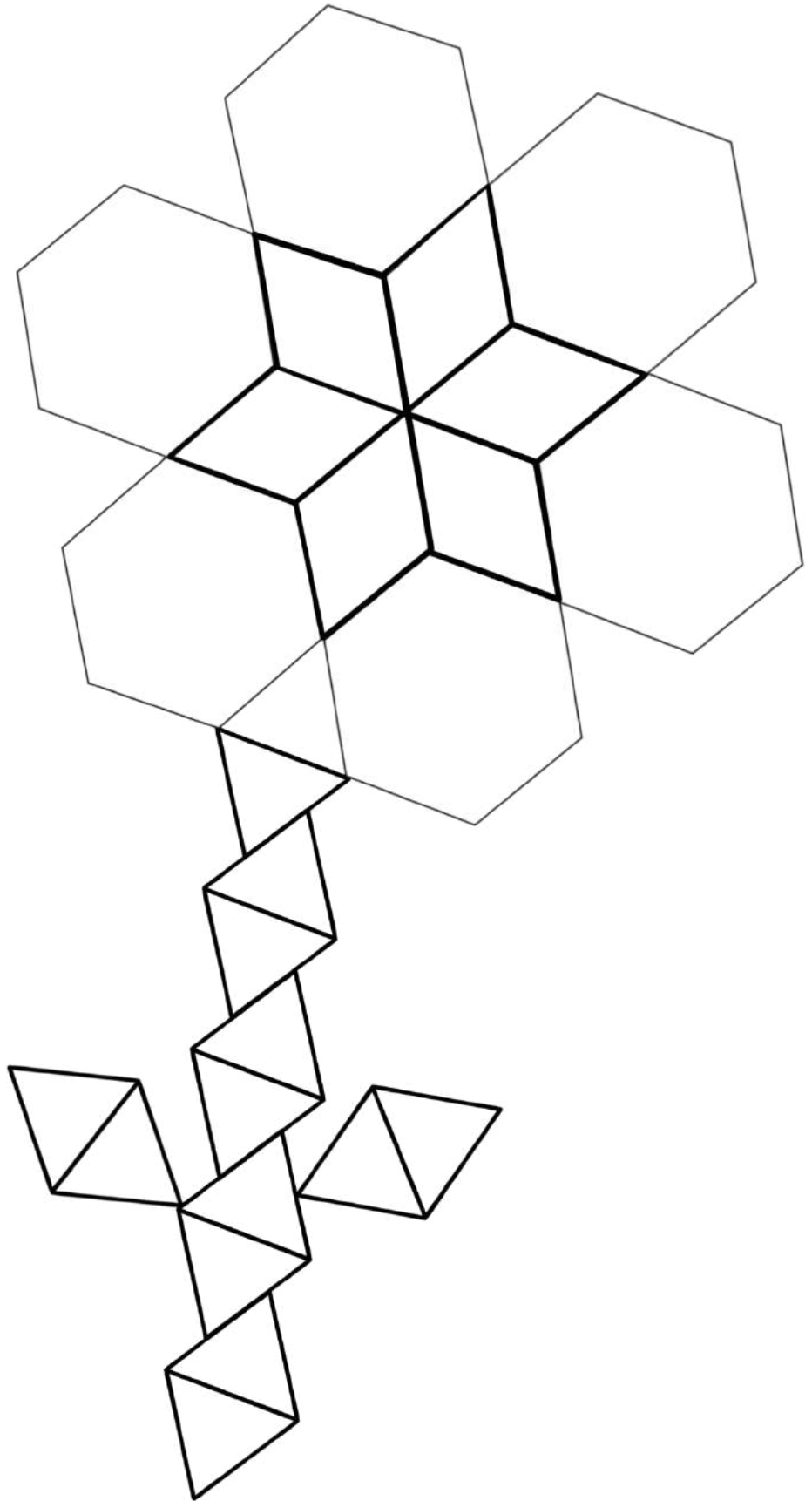
# Flower Shapes

Color and cut out the shapes to create a flower.  
Put the shapes in the puzzle to make the picture



# Flower

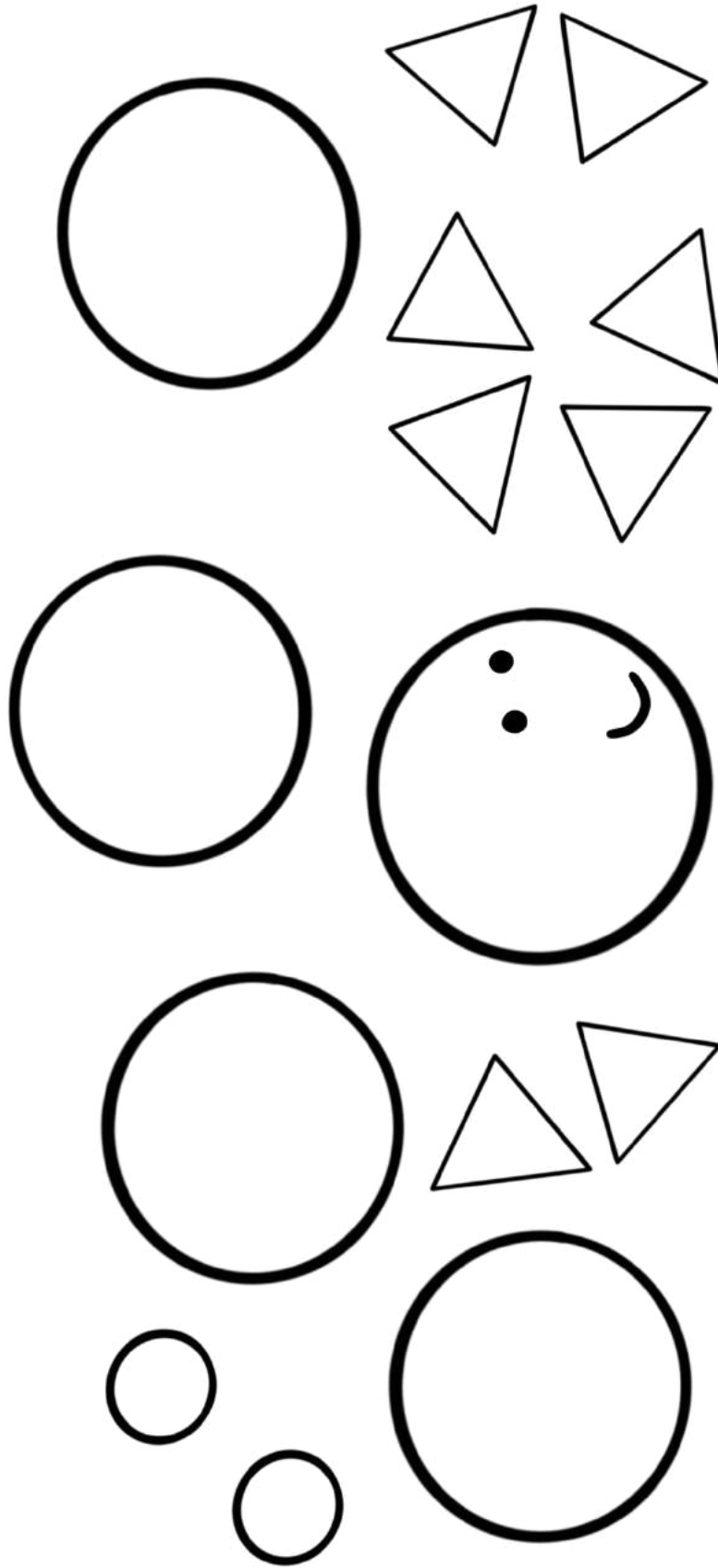
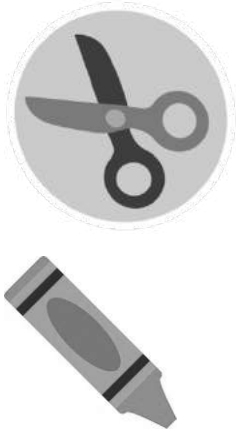
Tell your buddy what you made.  
What shapes did you use?  
What other words do you  
know for those shapes?  
What colors are the shapes?





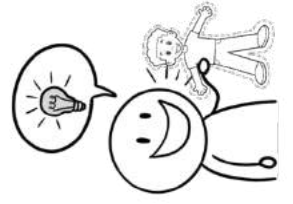
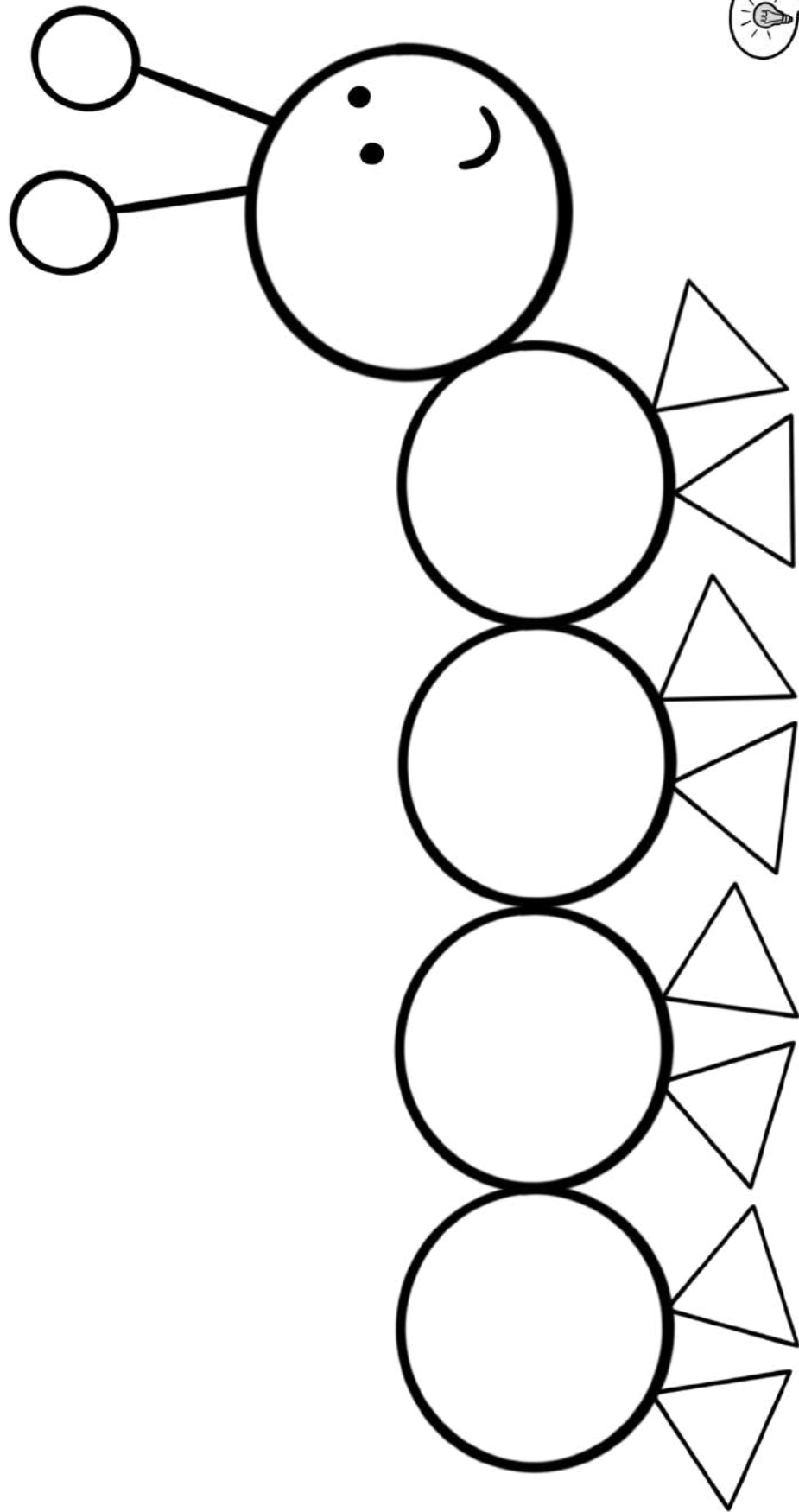
# Caterpillar Shapes

Color and cut out the shapes to create a caterpillar.  
Put the shapes in the puzzle to make the picture



# Caterpillar

Tell your buddy what you made. What shapes did you use? What other words do you know for those shapes? What colors are the shapes?



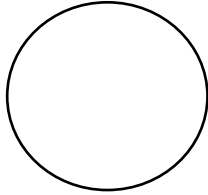
# Let's Act!

Move your body! Use your body to make the shapes.  
You can use your hands, arms, legs, and feet. You can walk, run, skip, or hop.

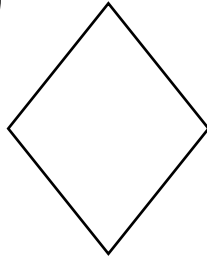
○ Square



○ Circle



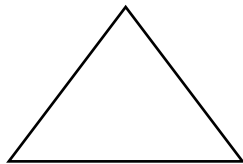
○ Diamond



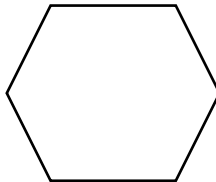
○ Rectangle



○ Triangle



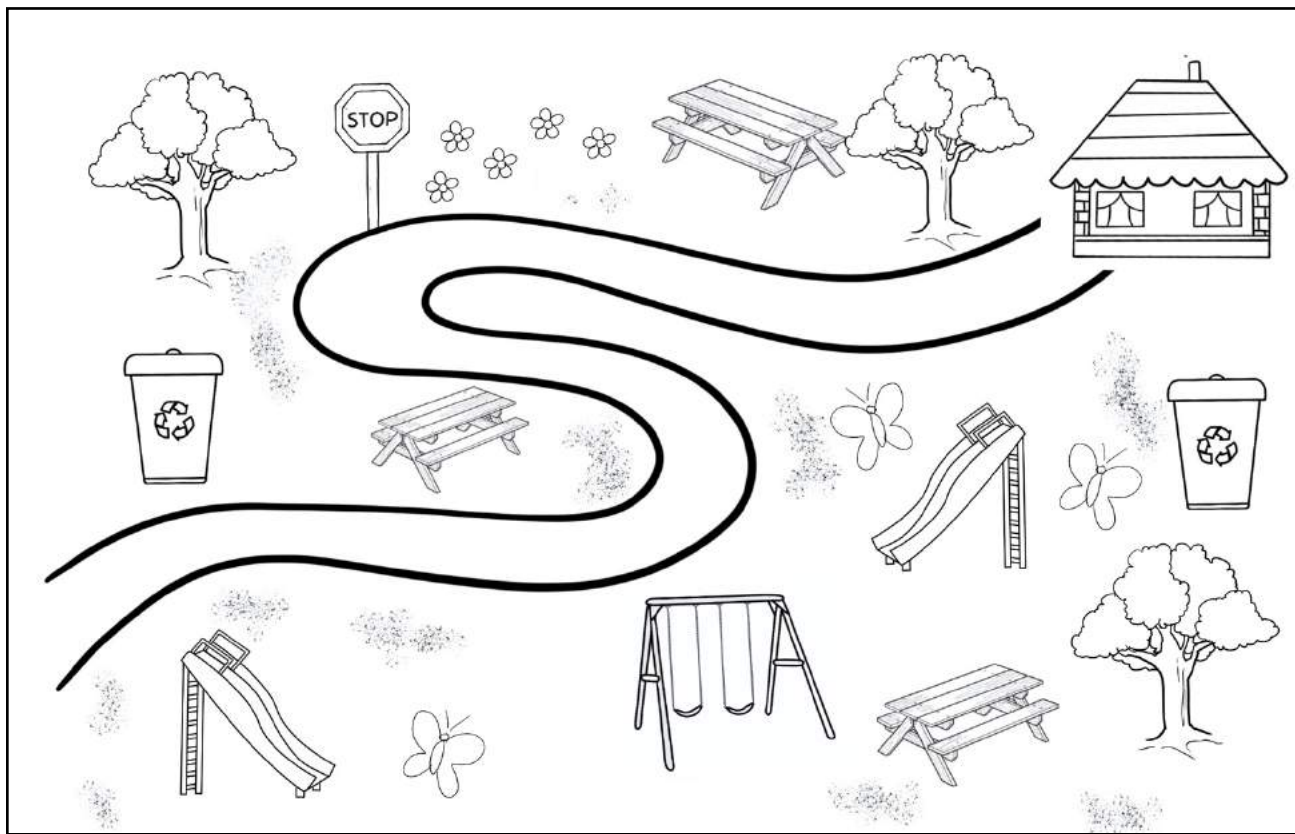
○ Hexagon









My favorite shape is a \_\_\_\_\_.

# Reading a Map

A map is a picture of a place that shows where things are located. A key shows you what the pictures on the map mean.



Map Key	Trash	Table	Stop Sign	Slide	Swings	Buddy's House
						

1. How many flowers are in the garden? \_\_\_\_\_
2. Draw a circle around the butterflies.
3. Draw a rectangle around the swings.
4. Draw a triangle around the slide.
5. How many trees are there? \_\_\_\_\_
6. Draw a square around your buddy's house.
7. Draw a square around the garden.
8. Trace the path from your buddy's house to the garden.



**Day 5**

# Check the Weather

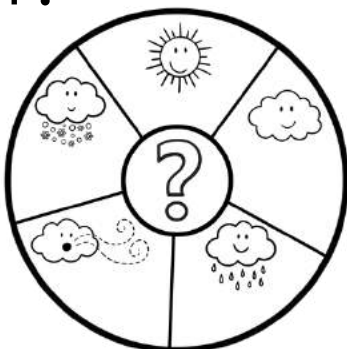
Dress your Buddy!



Today it is \_\_\_\_\_.

# What will you wear?

1.



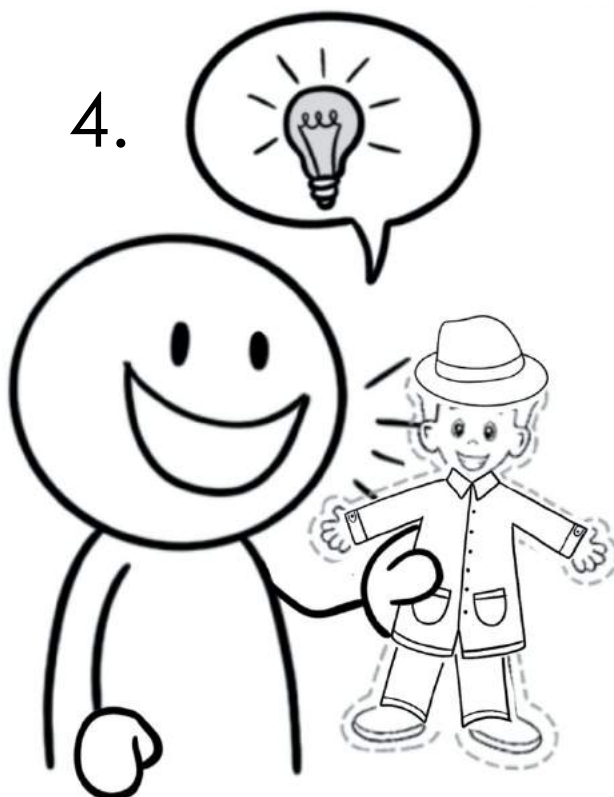
2.



3.



4.



I will wear \_\_\_\_\_.









My shirt is \_\_\_\_\_.

My pants are \_\_\_\_\_.









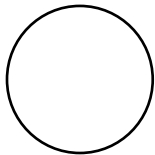
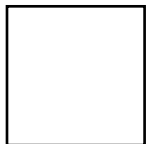
# Dictionary

Look at the pictures. Trace the words. Can you write them in another language?

Picture	Trace	Home Language(s)
	tall	
	short	
	big	
	small	
	wet	
	dry	
	warm	
	cool	

# Dictionary

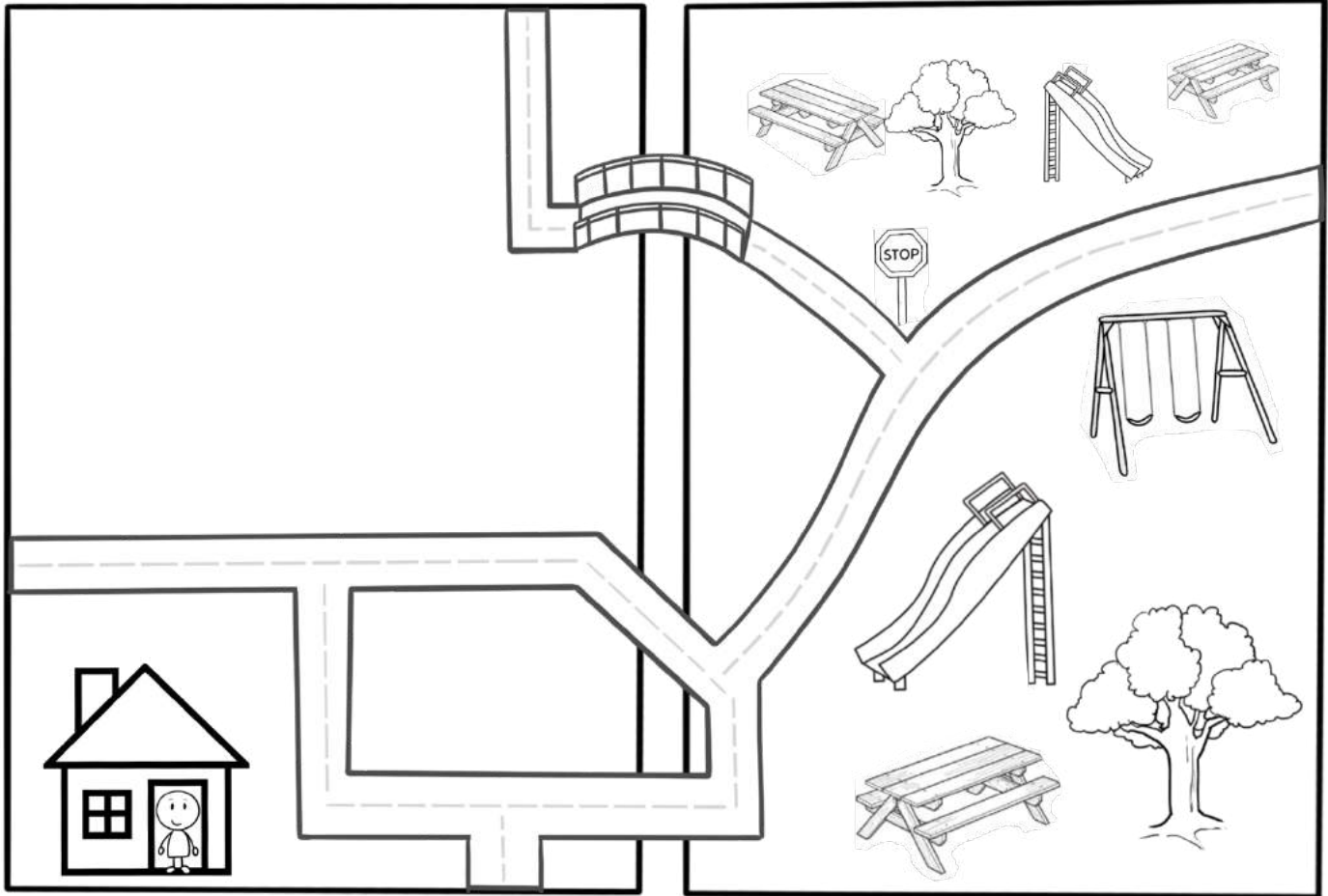
Look at the pictures. Trace the words. Can you write them in another language?

Picture	Trace	Home Language(s)
	loud	
	quiet	
	soft	
	hard	
	smooth	
	rough	
	circle	
	square	

# My Neighborhood

Garden

Park



## Key



Table



Tree



Stop Sign



Swings



Slide



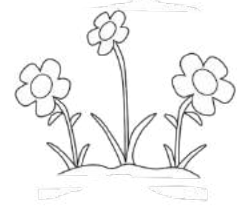
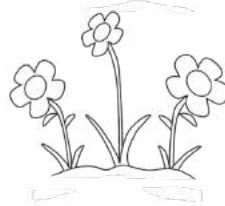
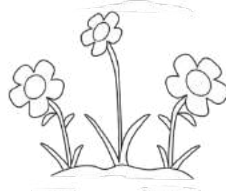
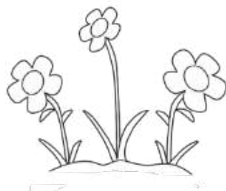
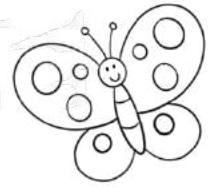
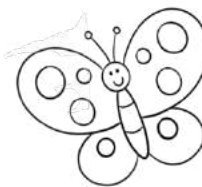
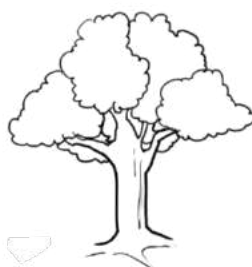
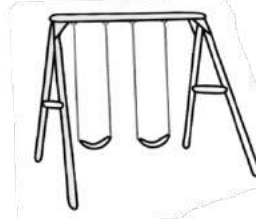
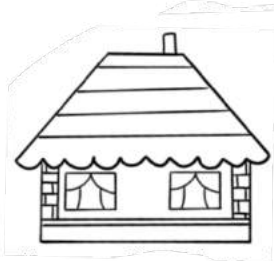
Buddy's House

## Directions:

Create a map of your neighborhood.  
Put the pictures on the map where  
you want them to be located.

# My Neighborhood

Color and cut out the things you want to put on your map.  
Do you see your buddy's house? Where is your home?



# Questions

Look at your map and answer these questions.



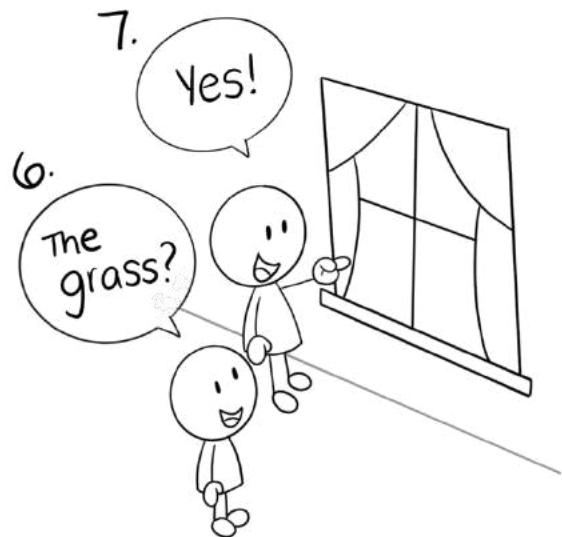
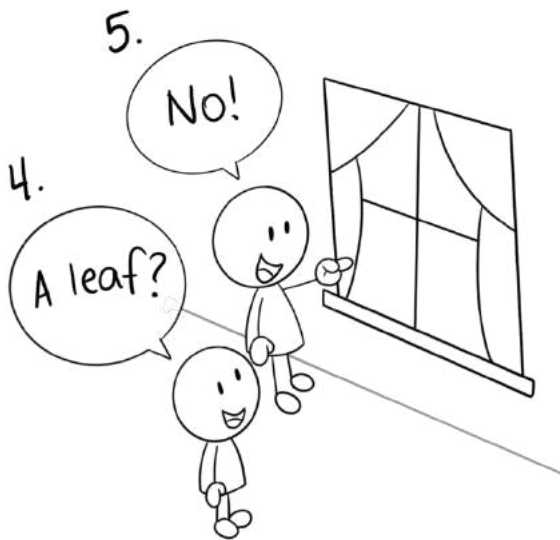
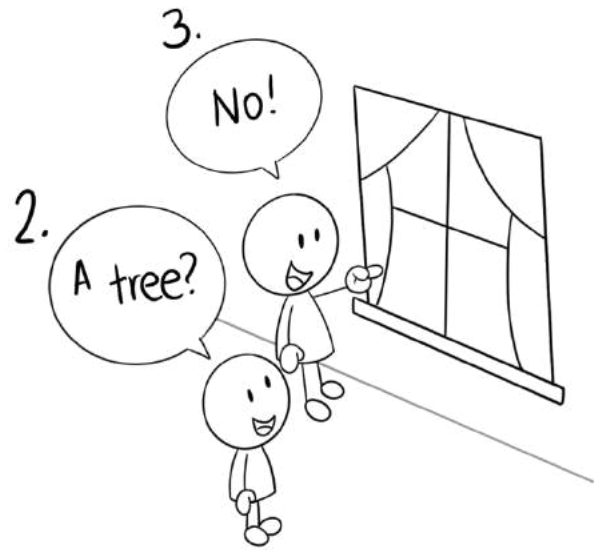
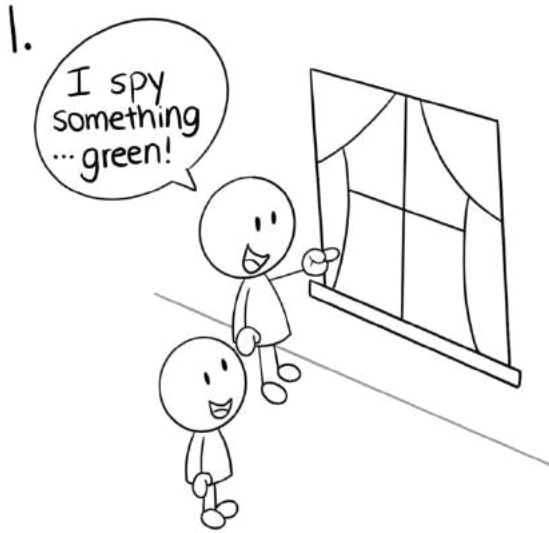
1. How many **flowers** are on your map?  
“There are \_\_\_\_\_ flowers.”
2. How many **butterflies** are on your map?  
“There are \_\_\_\_\_ butterflies.”
3. How many **swings** are in the **park**?  
“There are \_\_\_\_\_ swings.”
4. How many **slides** are in the **park**?  
“There are \_\_\_\_\_ slides.”
5. How many **trees** are there on your map?  
“There are \_\_\_\_\_ trees.”
6. Trace the path from your **home** to the **garden**.
7. Trace the path from your **home** to the **park**.

## Extend

- Tell your buddy how to get from your garden to your home. Use any language you know.
- Tell your buddy how to get from the park to your home. Use any language you know.

# I Spy

Play "I Spy Signs of Spring" looking out of a window with someone in your home or your buddy.  
Do you or someone in your house know another word for these words?



**Choose from these words or add your own!**

Red	Gray	Small	Tall
Purple	Pink	Big	Short
Green	Orange	White	Blue
Brown	Black		