



N ICMEE

U.S.A. Activity PACKET



K - 1st

Summer Packet #4 • Theme: 4th of July - U.S.A.

International Consortium for Multilingual Excellence in Education



June 10, 2020

Dear District/School Personnel:

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

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

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

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

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
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This Activity Packet was designed and created by:

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June 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.

We believe that all people are equal, have equal rights, and that the systems within the United States need to uphold equitable opportunities for all people to pursue life, liberty, and the ideal of happiness. This week your child will explore the theme of the United States of America: its conceptualization as a nation, its values, and its citizens and what they do.

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. United States of America
2. Nation
3. Diverse peoples
4. Community
5. Rules
6. Equal
7. Rights
8. Responsibilities
9. Citizenship
10. Citizen(s)
11. Celebrate
12. Nation
13. National Holidays
14. Independent
15. Patriotism
16. Symbols
17. National rituals/traditions
18. Unite
19. Fireworks
20. Flag
21. Right to life

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22. Right to liberty
23. Right to pursue happiness
24. Your actions matter
25. Everyone's actions matter

Day 1: What is the USA? (map, idea of a country and states, people) Sprinkle symbols throughout the week.
Day 2: What are the values of the USA? (all people are equal, all people have the right to life, liberty, and the pursuit of happiness)
Day 3: Who is a citizen?
Day 4: What do citizens do?
Day 5: Review and play based engagement with content.

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 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
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29 de junio de 2020

Estimados padres/madres o tutores legales:

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

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

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

En este paquete, hemos incluido las siguientes actividades:

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

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

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

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

Creemos que todas las personas son iguales, tienen los mismos derechos y que los sistemas dentro de Estados Unidos necesitan apoyar oportunidades de trabajo equitativas para que todas las personas puedan vivir su vida, libertad y el ideal de la felicidad. Esta semana, su hijo/a explorará el tema de los Estados Unidos de América: su conceptualización como una nación, sus valores, sus ciudadanos y lo que hacen.

Palabras y frases útiles: esta semana su hijo aprenderá y practicará muchas palabras. Le alentamos a que le recuerde a su hijo/a cómo pronunciar y escribir las palabras en cualquiera de todos los idiomas que se hablen en su casa. En el paquete encontrará las palabras en inglés para que su hijo/a también

1. Estados Unidos de América
2. Nación (país)
3. Personas diversas
4. Comunidad
5. Reglas
6. Igual
7. Derechos
8. Responsabilidades
9. Ciudadanía
- 10- Ciudadano(s)
11. Celebrar
12. Nación
13. Fiestas nacionales
14. Independiente
15. Patriotismo

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16. Símbolos
17. Tradiciones nacionales
18. Unirse
19. Fuegos artificiales
20. Bandera
21. Derecho a vivir
22. Derecho a la libertad
23. Derecho a perseguir la felicidad
24. Tus acciones importan
25. Las acciones de todas las personas importan

Día 1: ¿Qué son los EE. UU.? (mapa, idea de un país, estados, gente) Lluvia de ideas sobre símbolos durante la semana

Día 2: ¿Cuáles son los valores de los EE. UU.? (todas las personas son iguales, todas las personas tienen derecho a vivir, la libertad y perseguir la felicidad)

Día 3: ¿Quién es un ciudadano?

Día 4: ¿Qué hacen los ciudadanos?

Día 5: Revisa y juega en base al contenido.

- Actividades que requieren supervisión: para esta semana, se le pedirá a su hijo/a que salga a dar un paseo. Por favor, asegúrese que está acompañado por un adulto o un hermano mayor que pueda ayudarlo y se asegure de que esté a salvo. En lugar de un paseo por el vecindario, también puede llevar a su hijo/a a un jardín que esté cerca de donde viva para que explore, mirar a través de la ventana, o imaginarse que están dando un paseo fuera.

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

Atentamente,

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2020-06-29

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。

我们认为，所有人都是平等的，享有平等的权利，而且美国内部的制度必须维护所有人追求生活，自由和幸福理想的平等机会。这个星期，您的孩子将探索美利坚合众国的主题：将其概念化为一个国家，其价值观，其公民及其行为。

有用的单词和短语：本周您的孩子将学习和练习许多单词。我们鼓励您教导您的孩子怎么说，并用您在家中使用的语言书写。本活动包中以英语列出了这些单词，供您的孩子练习。

- | | |
|---------------------------------|---------|
| 1. United States of America | 美利坚合众国 |
| 2. Nation | 国家 |
| 3. Diverse peoples | 多样的民族 |
| 4. Community | 社团；团体 |
| 5. Rules | 规则 |
| 6. Equal | 平等的 |
| 7. Rights | 权利 |
| 8. Responsibilities | 责任 |
| 9. Citizenship | 公民权 |
| 10. Citizen(s) | 公民 |
| 11. Celebrate | 庆祝 |
| 12. Nation | 国家 |
| 13. National Holidays | 国家假日 |
| 14. Independent | 独立的 |
| 15. Patriotism | 爱国主义 |
| 16. Symbols | 符号 |
| 17. National rituals/traditions | 国家仪式/传统 |
| 18. Unite | 联合 |
| 19. Fireworks | 烟花 |
| 20. Flag | 旗帜 |

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- | | |
|-------------------------------|-----------|
| 21. Right to life | 生存权 |
| 22. Right to liberty | 自由权 |
| 23. Right to pursue happiness | 追求幸福的权利 |
| 24. Your actions matter | 你的行动很重要 |
| 25. Everyone's actions matter | 每个人的行动很重要 |

- 第1天：美国是什么？（地图，国家/地区，州和国家的概念）在整个星期内标上符号。
第2天：美国的价值是什么？（所有人平等，所有人都有生命，自由和追求幸福的权利）
第3天：谁是公民？
第4天：公民做什么？
第5天：基于内容进行复习和互动。

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。除了在小区“散步”，您还可以让您的孩子探索您居住的院子或看着窗户，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能给您的孩子创造寓教于乐的机会。如果您对 these 活动包有任何疑问或疑虑，请随时通过此邮箱 icmee@unl.edu 或致电 402-472-2231 与内布拉斯加林肯大学的教学、学习和教师教育系取得联系。

Sincerely,

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السادة آباء و أمهات وأوصياء الطلاب،

خلال هذا الوباء العالمي قمنا بتصميم بعض المواد التعليمية التي نأمل أن تكون مفيدة لأبنائكم. وقد تم وضع الطالب في الاعتبار عند تصميم هذه الحزمة من الأنشطة، وهي تتماشى و محتوى صفه الدراسي. كل نشاط في هذه الحزمة سيساعد الطلاب على مواصلة دراستهم وكذا الاستمرار في تنمية التعددية اللغوية. نحنكم على التحدث إلى طالبكم/طالبكم حول ما يشتغلون عليه و السماحهم بطرح الأسئلة حولالمواضيع و التمارين التي يتفاعلون معها.

هذهالحزمة باللغة الإنجليزية، ولكننا نشجعك أنت و طالبك على التحدث و التفكير معًا بأي لغة تريدها.. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم الطلاب بجميع اللغات التي يعرفونها يساعدهم كثيرا- حتى في تعلم الإنجليزية! لذا يرجى تشجيع الطلاب على القيام بالواجبات و التمارين التي في الحزمة بأي لغة يرغبون بها.

نحن ندرك جدا أن الأسر تتعامل مع الكثير من التوتر و الغموض في الوقت الراهن، لذلك نحنكم على لعب أيدور ترغبون فيه مع الطلاب و حزمة الأنشطة الخاصة بهم وفقا لما يناسبكم. المرجو قراءة المعلومات أدناه حول الحزمة الأنشطة،ثم مناقشة كيفية عمل هذه الحزمة مع الطلاب وكيف يمكنهم شق طريقهم من خلالها. نعتقد أنه باستخدام هذه المقدمة، يمكن لطلابكم انجاز الكثير، ان لم نقل الكل، بأنفسهم. ومع ذلك، إذا كنتم متواجدون للاشتغال مع الطلاب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة متواجد)، فإننا نشجع ذلك أيضًا. ونحيطكم علما أنالمقصود من هذا ليس هو إضافة مزيد منالإجهاد والعمل على أسرتم خلال هذا الوقت العصيب. نأمل أن يكون هذا مصدرًا مفيدًا حتى يتمكن الطلاب من مواصلة تعلم أشياء مهمة ومفيدة أثناء مكوثهم في المنزل.

حاولنا أيضًا جعل هذه الحزمة مثيرة للإهتمام وممتعة. نأمل أن يستمتع طلابكم بالحزمة وكأنهم يشاركون في لعب منتج. قمنا بدمجأنشطة من جميع محتويات الصفوف الدراسية: اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، علوم التربية البدنية والفنون. وقد صممت هاته الحزم والأنشطة، لتمكن الطلاب من الاستمتاع بهذه الحزم ووانجازها بنجاح دون صعوبة وحتى ان كان الطلاب في مراحلهم الأولى من تعلم الإنجليزية.

في هذه الحزمة ، قمنا بادراجالأنشطة التالية:

- اختيار وتصميم الصديق الافتراضي: هذا هو النشاط الأول في الحزمة ويهدف مساعدة الطلاب في تصميم صديق افتراضي بهدف محاورته حول تمارين و أنشطة الحزمة. لقد قمنا بادراج نماذج الأصدقاء الافتراضيين في هذه الحزمة كي يختار الطلاب من بينهم. ونقترح ان يختاروا الصديق (ة) الافتراضي وإضافة ملامح وألوان من اختيارهم. كما يجب تسمية هذا/ هذه الصديق (ة)

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الافتراضي. خلال أنشطة الحزمة سيطلب من الطلاب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه. يكمن دور هذا الصديق في تمكين الطالب من العمل بشكل مستقل دون الحاجة إلى وقتكم كي ينجز الحزمة بنجاح. ولكننا نشجعكم أيضاً الطلاب على التحدث مع أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك ، يمكن للطلاب اختيار لعبة محشو أو دمىة أو أي شيء آخر كصديق افتراضي لهم. واستخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في الحزمة يبقى اختياري. لكن الأهم هو اختيار صديق في كل يعملون على أنشطة الحزمة (قد يكون هذا الصديق فرد من اسرتكم/بيتكم ، أو دمىة كانت متوفرة في البيت أو ما إلى ذلك. قد يحتاج الطلاب إلى مساعدتكم في فهم هذا الأمر.

- القامو: نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون تتبعها كل يوم. توجد في نهاية الحزمة صفحات يحتفظ بها الطالب في قاموسه الخاص. نشجع الطلاب على استخدام هذه الصفحات لتتبع الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر ما تعنيه الكلمات
- المذكرة اليومية: كل يوم يكون لدى الطلاب تمرين قصير يمكنهم الإجابة عنه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضاً استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطلابك مع الصديق الجديد.

نحن نؤمن بأن جميع الناس متساوون، ولهم حقوق متساوية ، وأن الأنظمة داخل الولايات المتحدة بحاجة إلى دعم الفرص المتساوية لجميع الناس لمتابعة الحياة والحرية ومثل السعادة. سوف يستكشف طفلك هذا الأسبوع موضوع الولايات المتحدة الأمريكية: مفهومها كدولة وقيمها ومواطنيها وماذا يفعلون.

كلمات و عبارات مفيدة: سيتعلم طفلك هذا الأسبوع ويمارس العديد من الكلمات. نحن نشجعك على تذكير طفلك بكيفية نطقها وكتابتها بأي لغة تتحدثها في منزلك. يتم توفيرها باللغة الإنجليزية في هذه الحزمة لكي يمارسها طفلك أيضاً.

1. الولايات المتحدة الأمريكية
2. الأمة
3. الشعوب المتنوعة
4. المجتمع
5. القواعد

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6. متساوي
7. الحقوق
8. المسؤوليات
9. الجنسية
- 10- المواطن (المواطنون)
11. احتقل
12. الأمة
13. الأعياد الوطنية
14. مستقل
15. الوطنية
16. الرموز
17. طقوس / تقاليد وطنية
18. اتحدوا
19. الألعاب النارية
20. العلم
- 21- الحق في الحياة
- 22- الحق في الحرية
23. الحق في السعي وراء السعادة
24. أفعالك مهمة
25. تصرفات الجميع مهمة

يوم 1: ما هي الولايات المتحدة؟ (خريطة، فكرة عن دولة وولايات، أشخاص) رش الرموز طوال الأسبوع.

يوم 2: ما هي قيم الولايات المتحدة؟ (جميع الناس متساوون، جميع الناس لهم الحق في الحياة والحرية والسعي وراء السعادة)

يوم 3: من هو المواطن؟

يوم 4: ماذا يفعل المواطنون؟

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يوم 5: مراجعة ولعب تفاعلي مع المحتوى.

الأنشطة التي تتطلب الإشراف: سيطلب من طفلك هذا الأسبوع الخروج في نزهة على الأقدام. يرجى التأكد من أن يكون برفقة شخص بالغ أو شخص كبير يمكن أن يساعد في الحفاظ على سلامتهم. بدلاً من "المشي" في الحي، يمكنك أيضاً أن تجعل المتعلم يستكشف الفناء الذي تعيش فيه أو النظر من النافذة ، أو تخيل أنهم في نزهة في الخارج.

نأمل أن تعزز هذه الأنشطة تعلم ابنكم في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة نأمل أيضا ان تقوم هذه الحزم بمنح ابنكم فرصاً للعب المنتج. إذا كان لديك أي أسئلة أو استفسارات حول هذه الحزم التعليمية فلا تترددوا في الاتصال بمشروعنا على icmee@unl.edu أو بالاتصال بشعبة التدريس والتعلم وتعليم المعلمين على 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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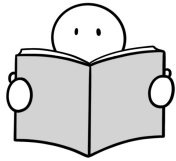
Standards K-1

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 (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
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.
Science	
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.
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.
SS K.4.1.b	Identify the sequence of personal events and their impact.
Physical education	
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.
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.
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 movemnt to develop dance technique (e.g. gross motor movements).

Instructions Key



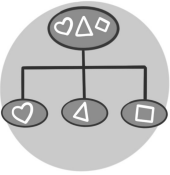
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



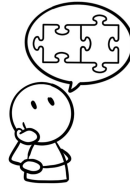
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdaqaaqaa jirkaaga
- Di chuyển cơ thể của bạn



- 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



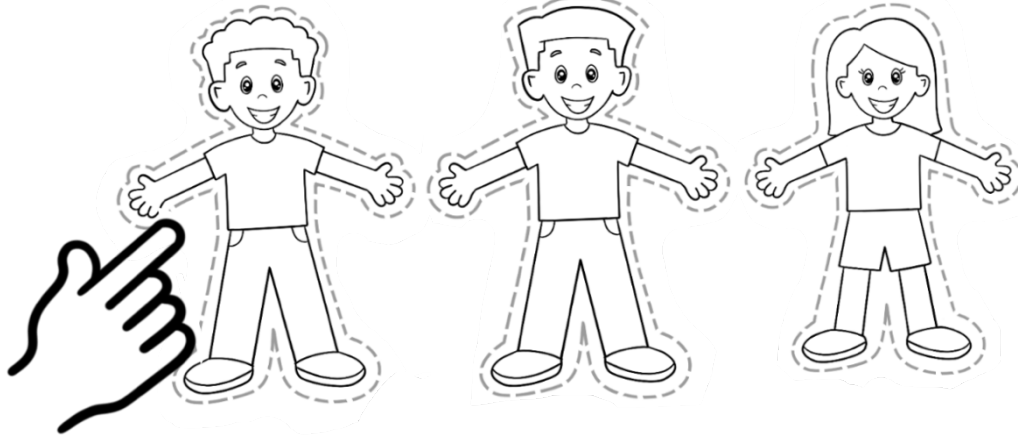
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

Day 1

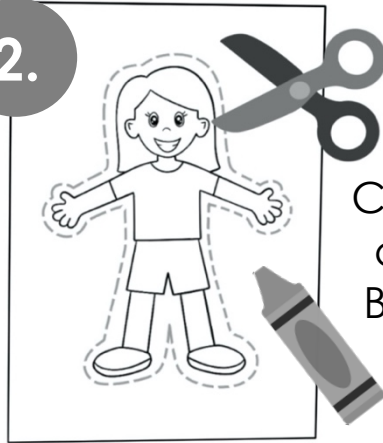


My Buddy

1. Choose a Buddy

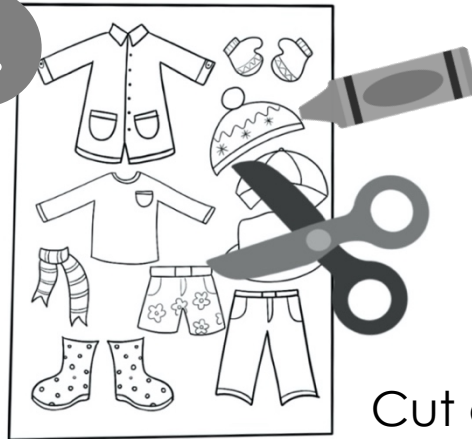


2.



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

3.

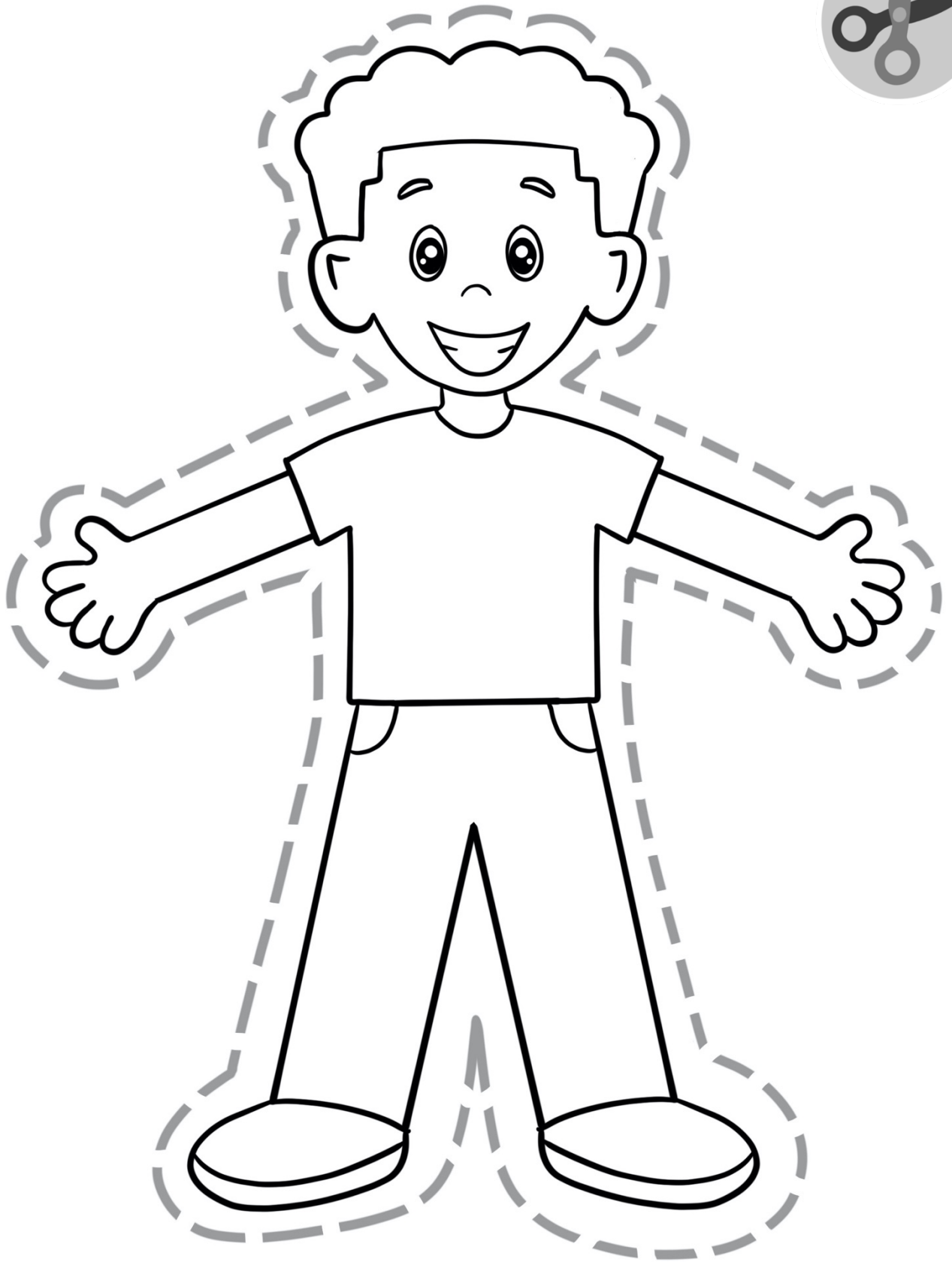


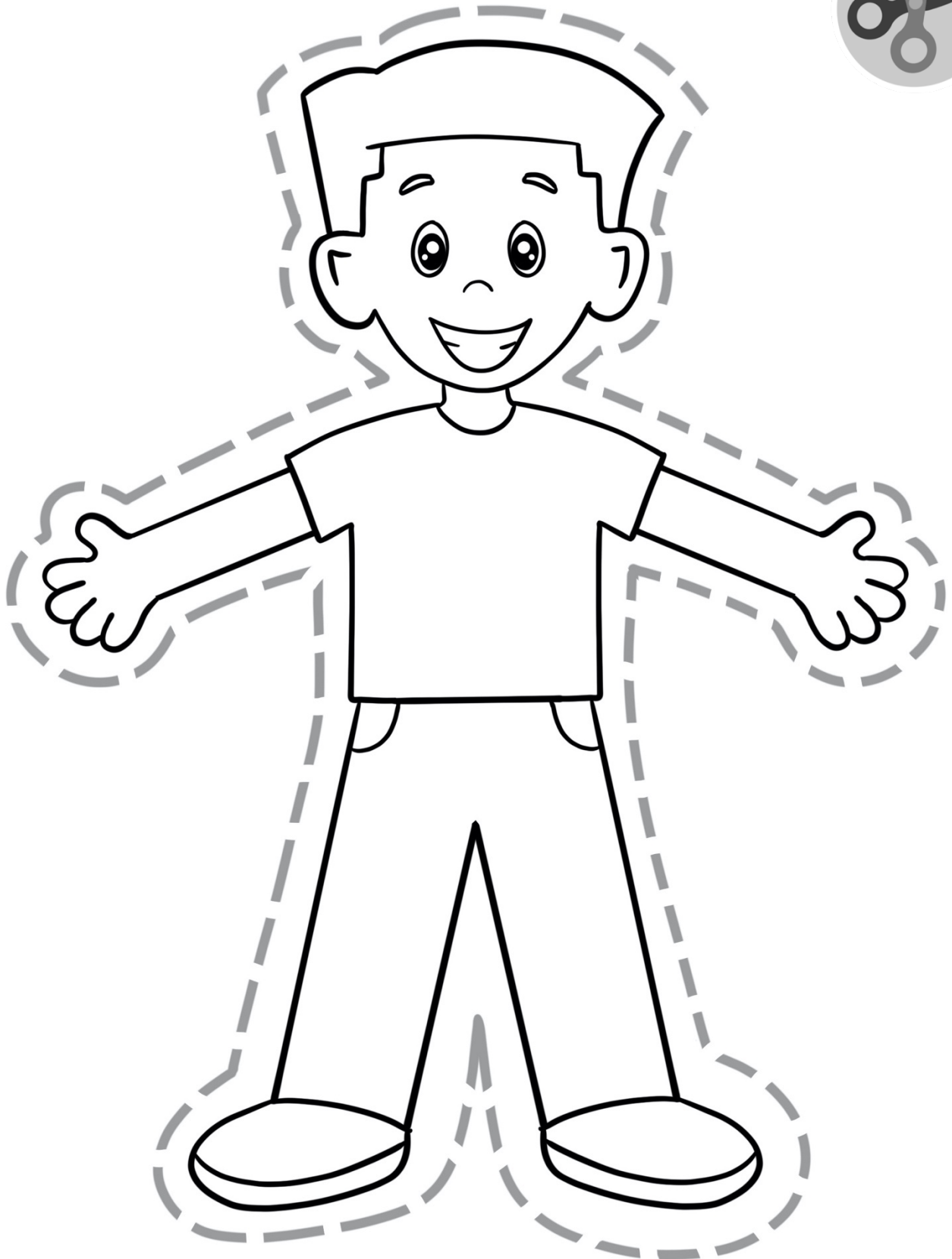
Cut out and color the accessories

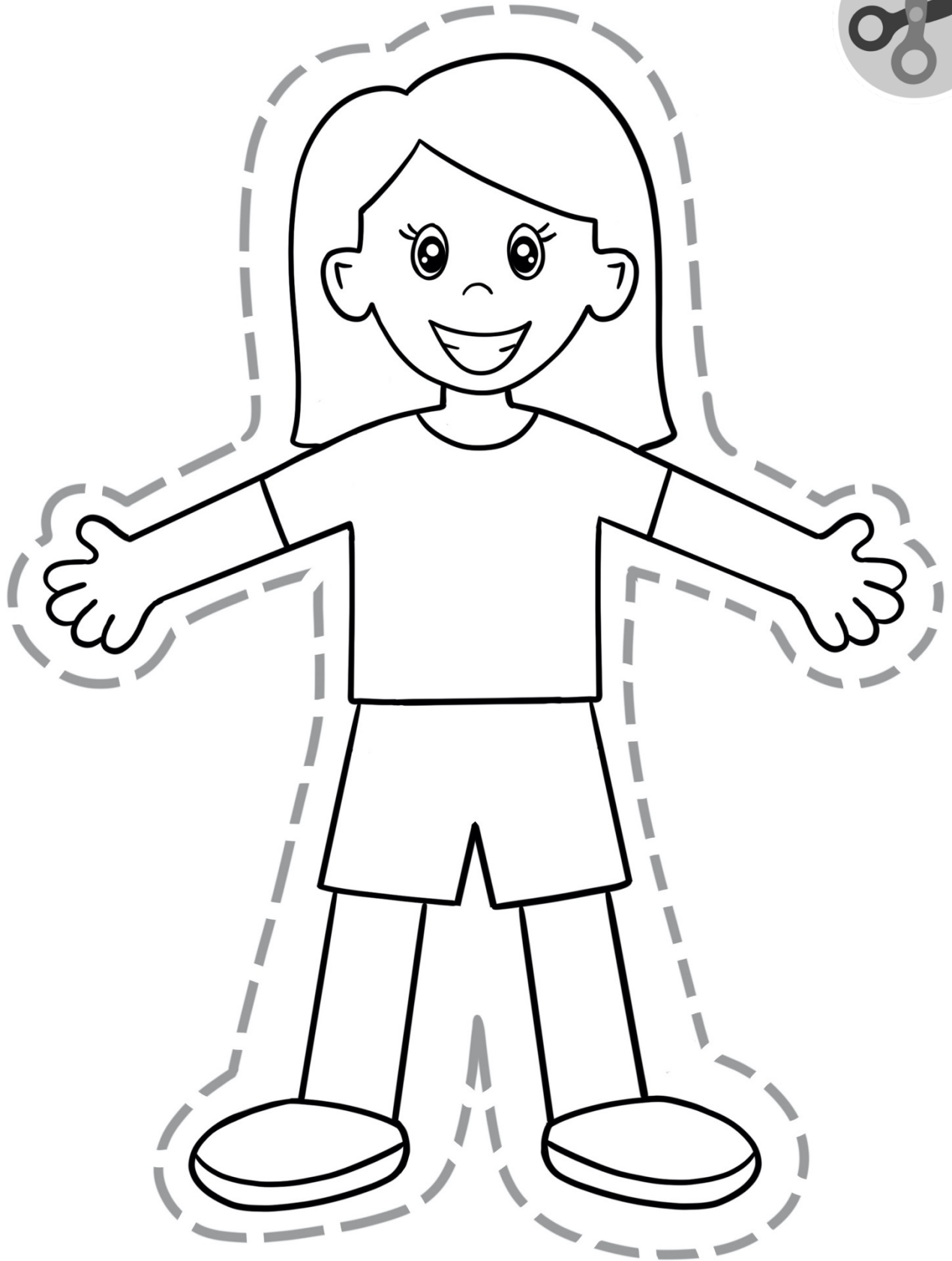
4.

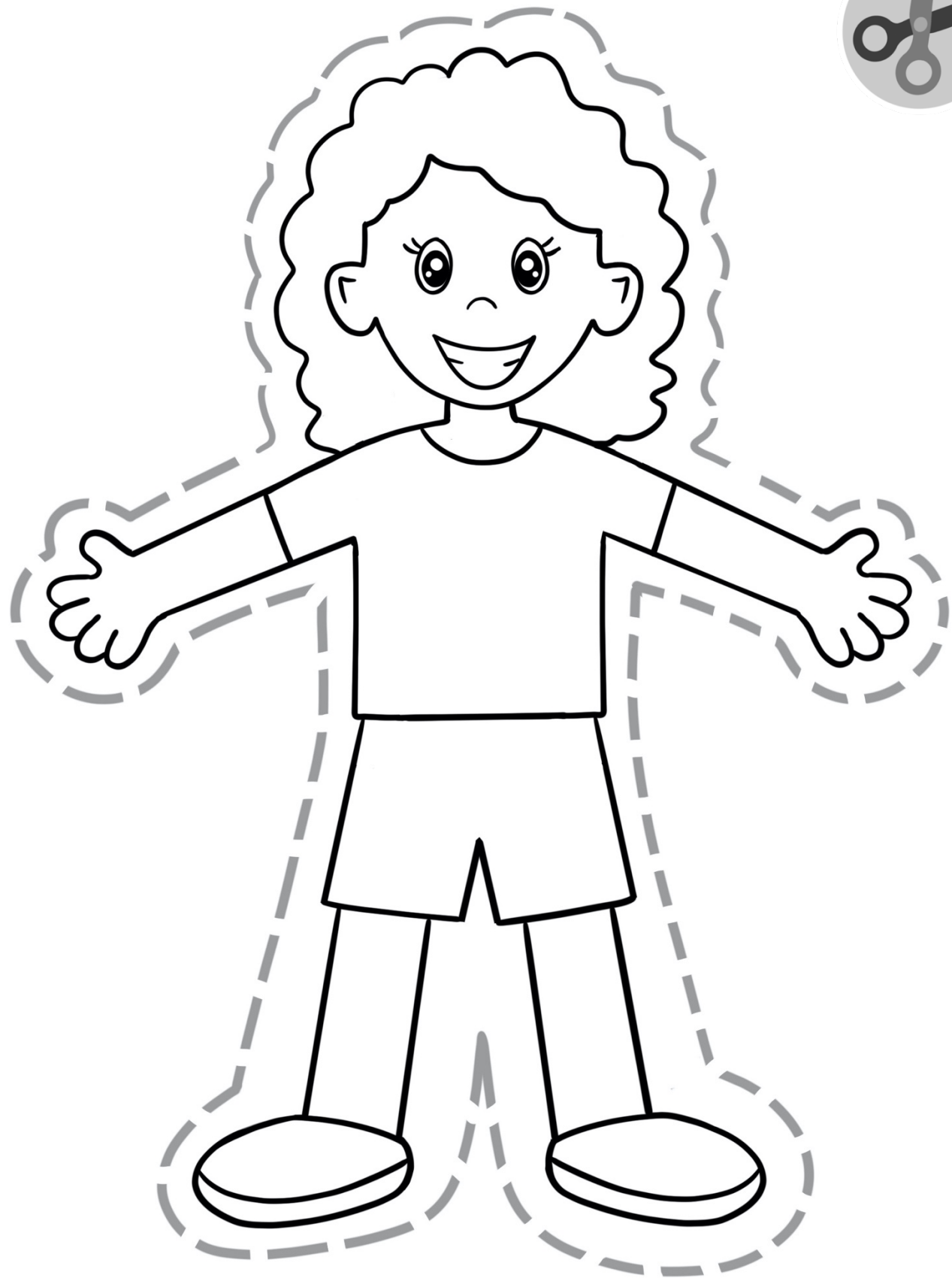


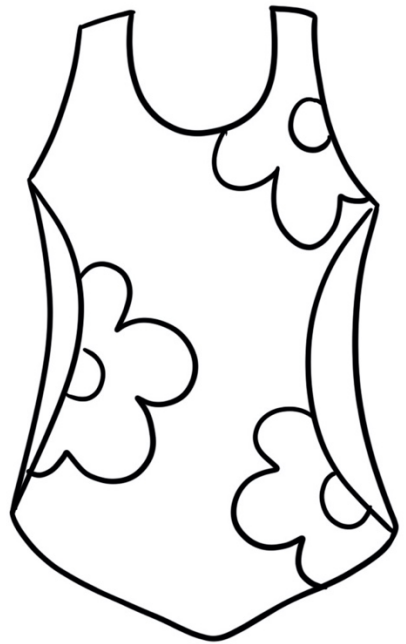
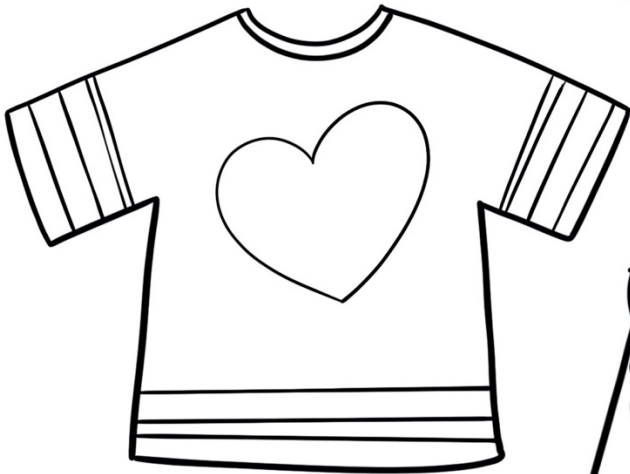
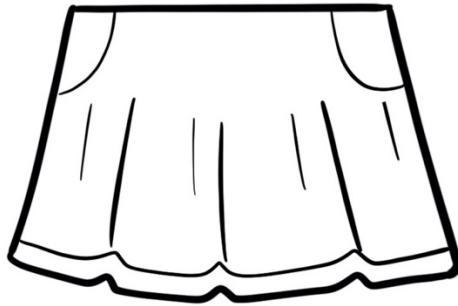
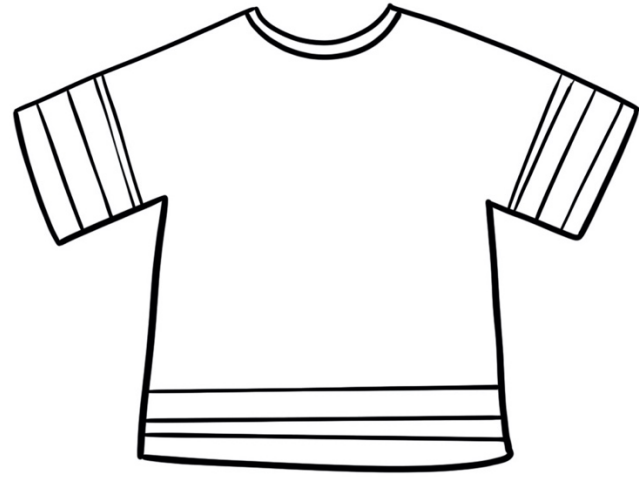
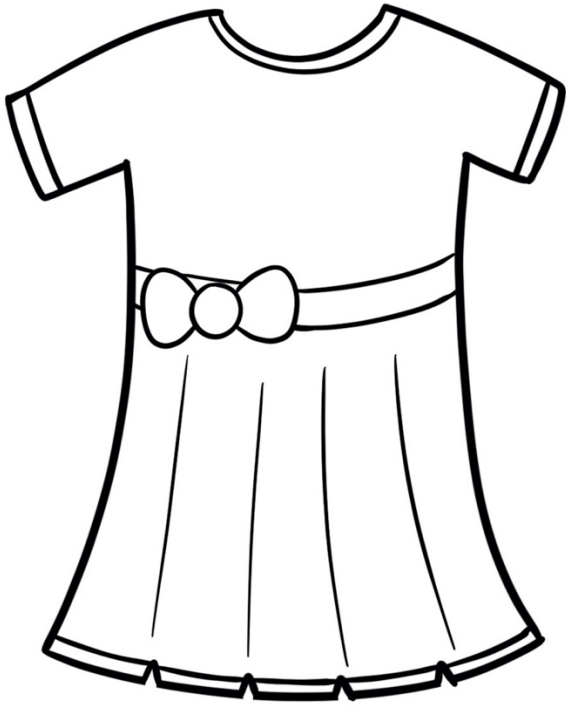
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

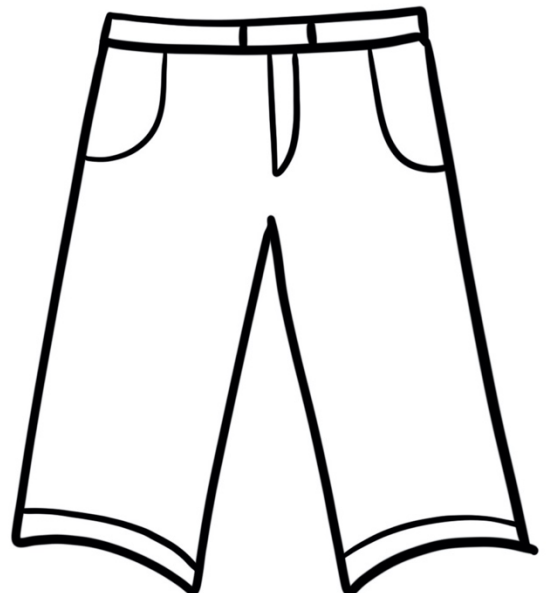
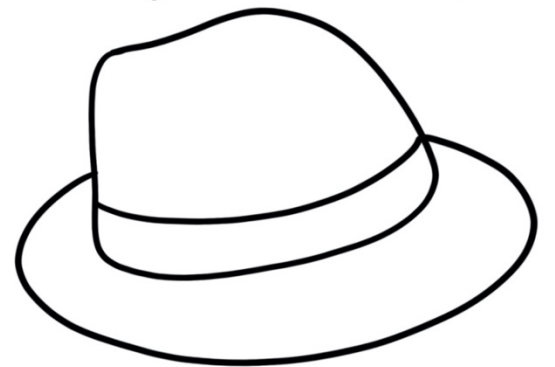
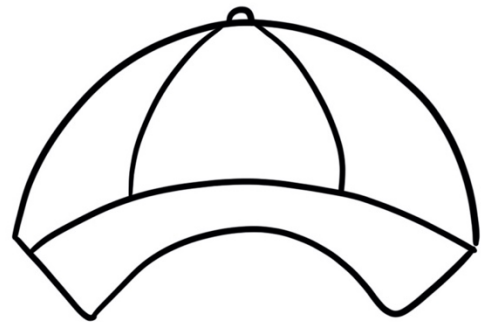
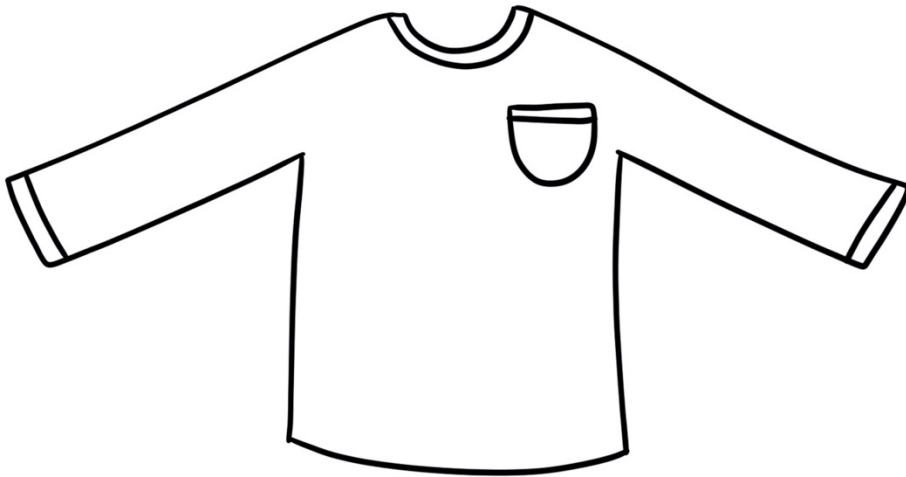
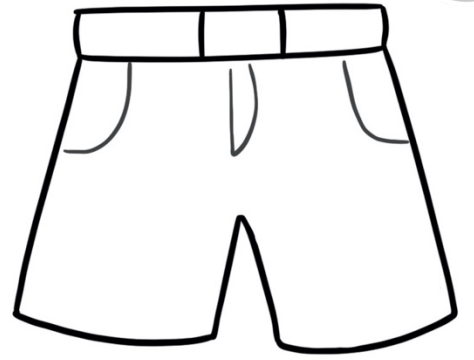






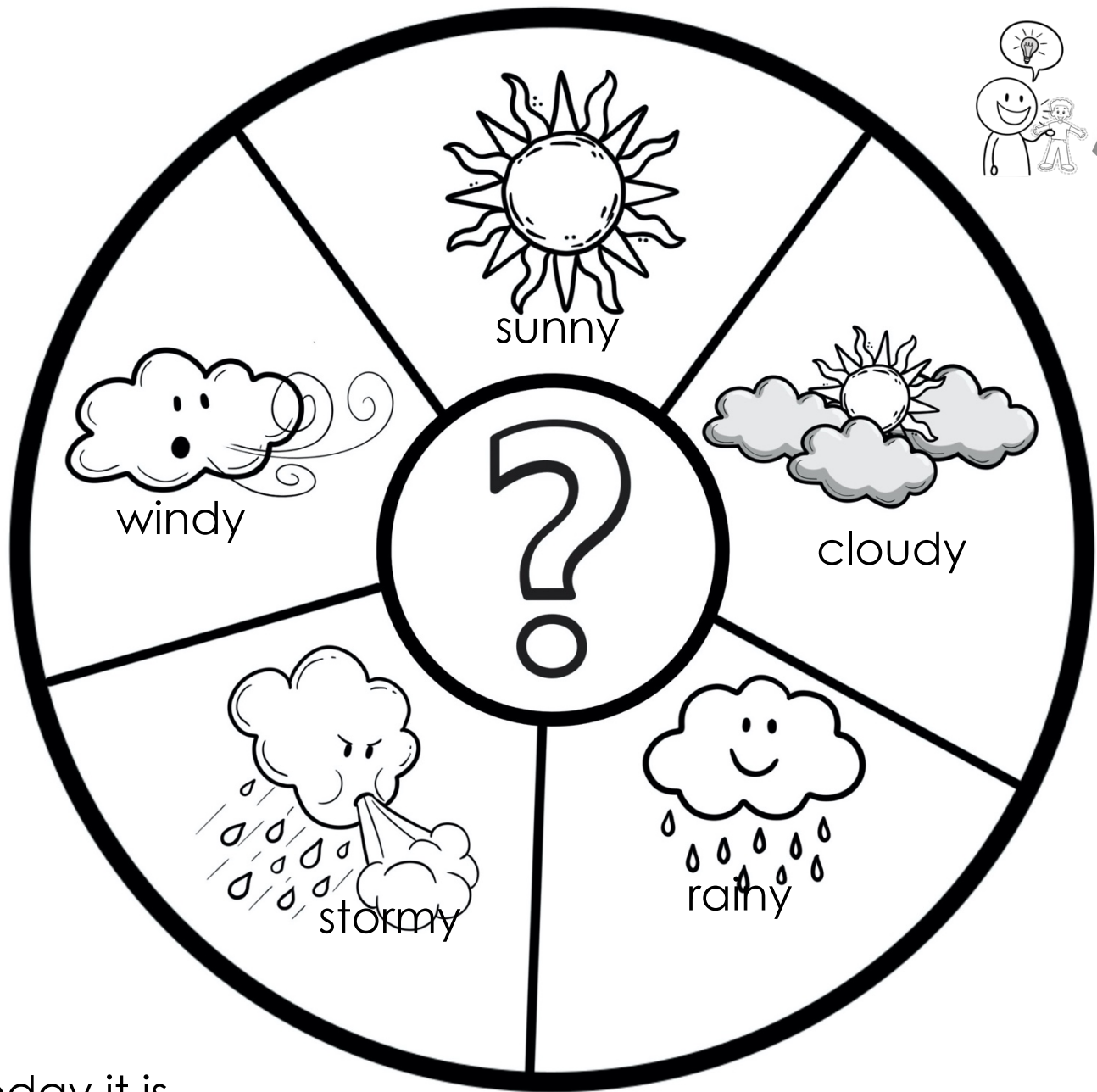






Check the Weather

Check the weather wheel. Is it cold outside? Is it hot outside?
Is it sunny outside? Is it rainy outside?
Is the weather the same or different than it was yesterday?



Today it is _____.

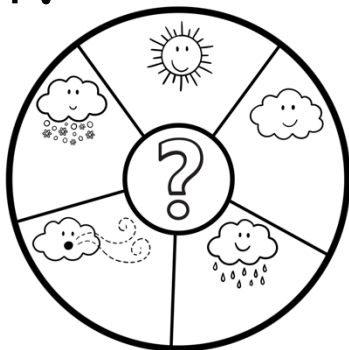
Yesterday the weather was _____.

Is the weather the same or different from yesterday?

It is _____.

What will you wear?

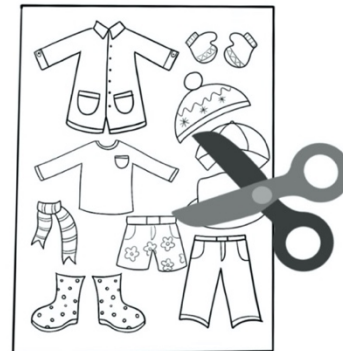
1.



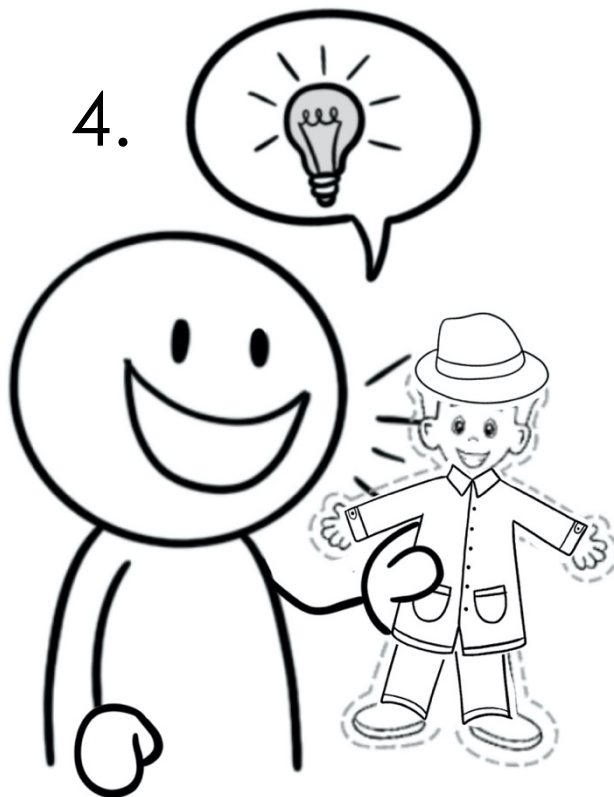
2.



3.



4.



I will wear _____.

Are your clothes the same or different from yesterday?

The United States of America

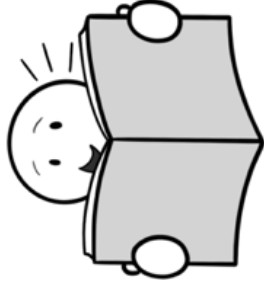
Can you find the United States of America on the map?



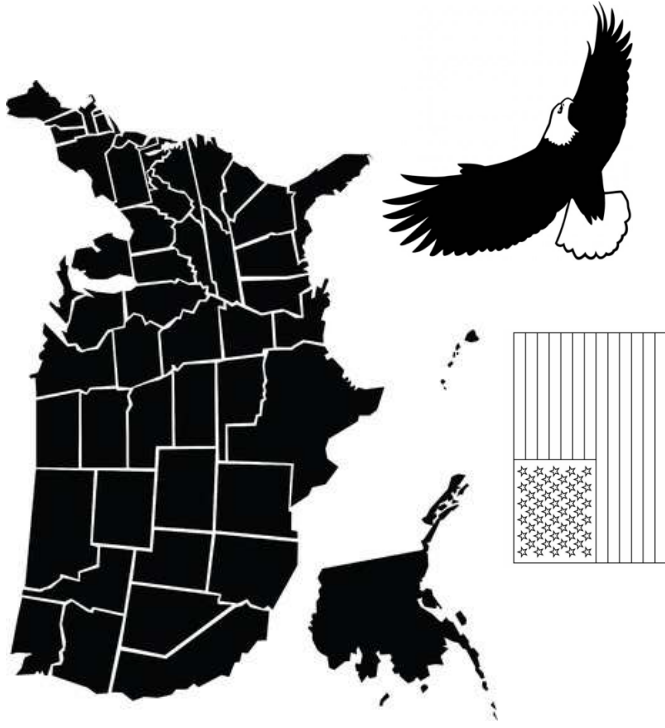
A **nation** is a body of people who share land and live together under one **government**.

The **United States of America** is a nation with a history of **diverse** people working together to build **community** and to make **laws** that support all peoples' **equal rights** and define **responsibilities** of citizenship.

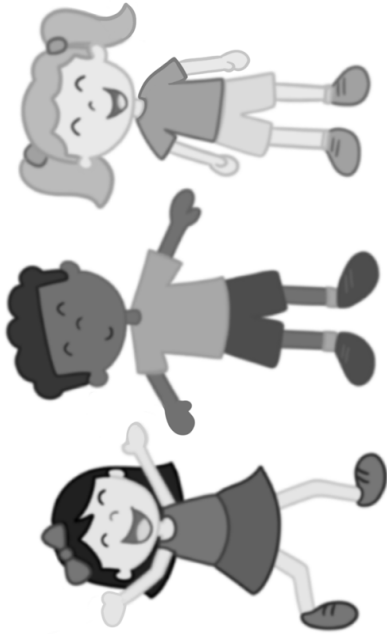
Citizenship is the work we do to participate in the community.



Read the story
*What is the United States of
America?*



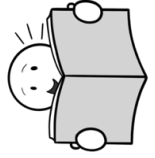
What is the United States of America?

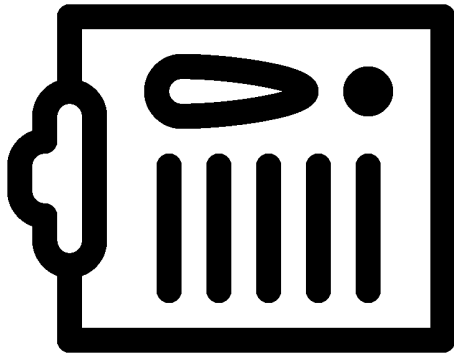


The **United States of America** is a nation with a history of **diverse** people working together to build **community**

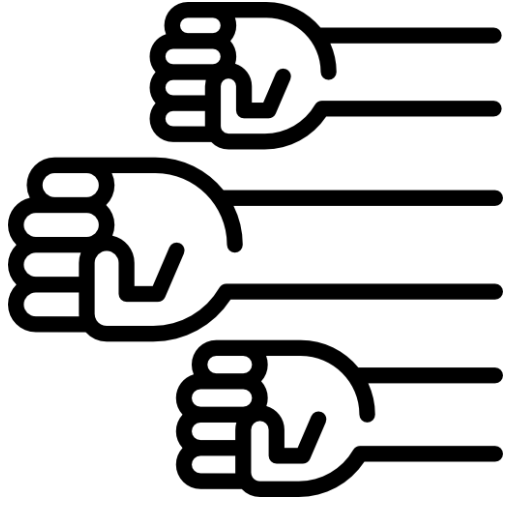


A **nation** is a body of people who share land and live together under one **government**.

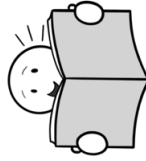


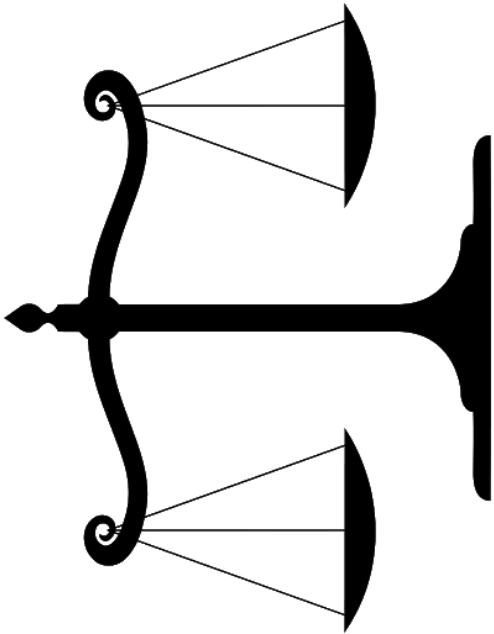


The **rules** protect all peoples' **equal rights**.



All people have **equal rights**.





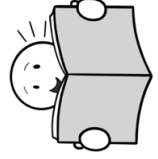
Equal means the same.

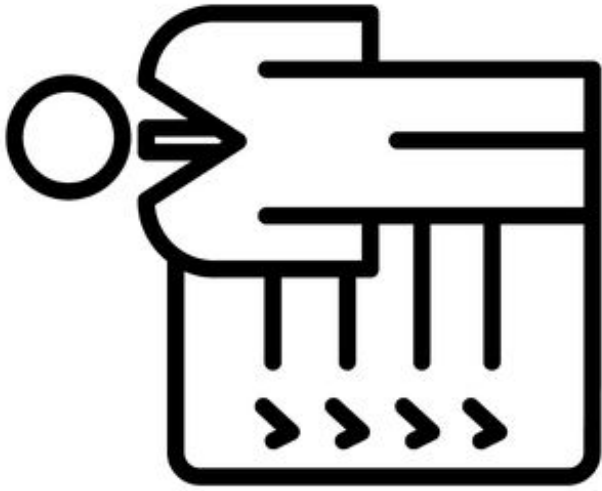
Page 6



Rights are what you are free to do.

Page 7





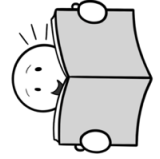
The rules also help define the **responsibilities** of citizenship.

Page 8



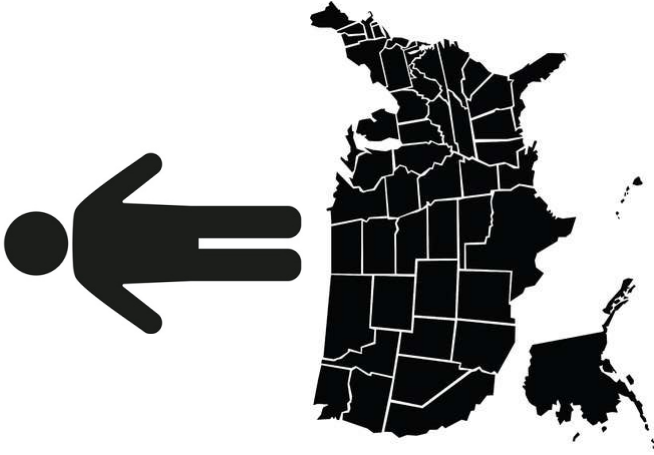
Responsibilities are what you should do to help the community.

Page 9

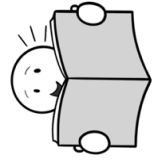


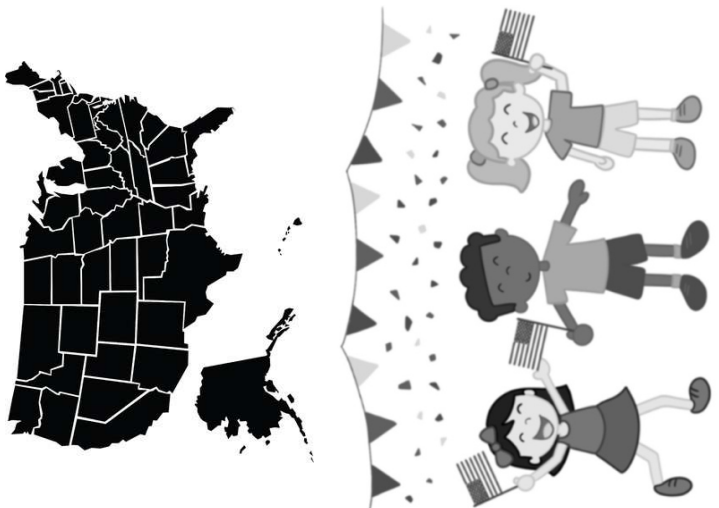
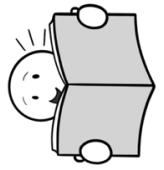


Citizenship is the work the people do to meet the responsibilities for the community.



A **citizen** is a person who lives in a particular place.











All people living in the United States of America have the rights and responsibilities of citizens.

Page 12

The top half of the page features a solid black silhouette of the United States map, including Alaska and Hawaii. To the right of the map, three diverse children are depicted celebrating. They are holding small American flags and standing under a stream of falling confetti. The children are drawn in a simple, cartoonish style.




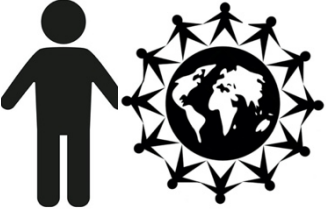

Dictionary

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

Picture	Trace	Home Language(s)
	United States of America	
	nation	
	diverse people	
	community	
	rules	
	equal	

Dictionary

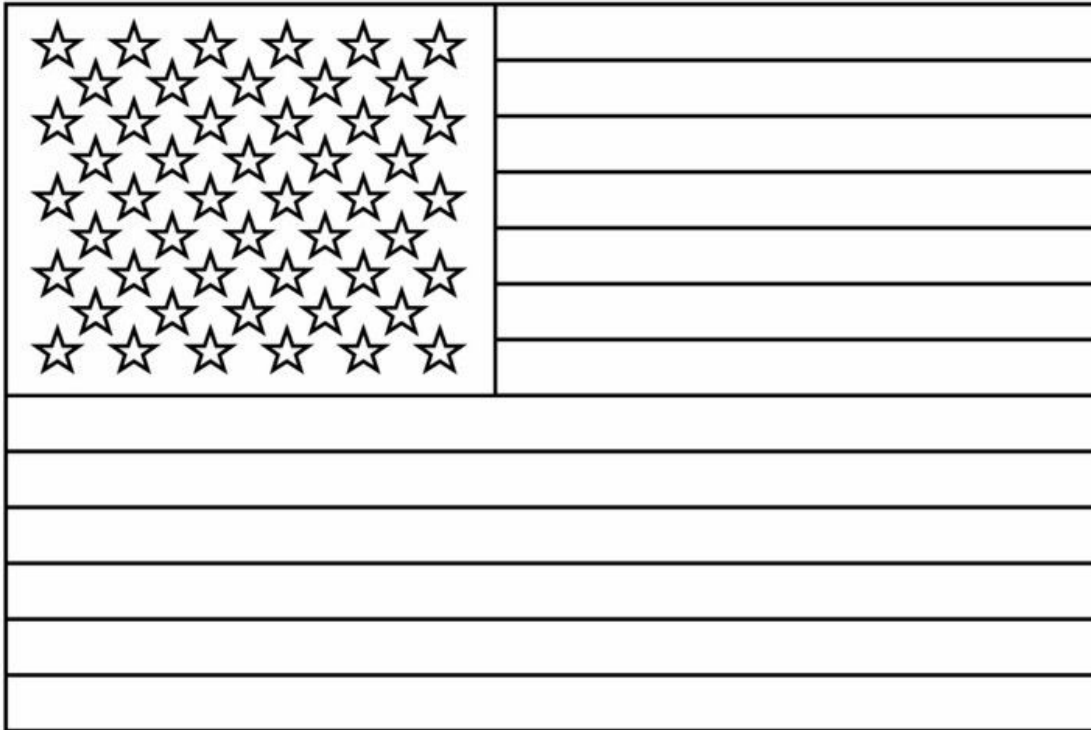
Look at the pictures. Trace the words. Can you write them in another language?

Picture	Trace	Home Language(s)
	rights	
	responsibilities	
	citizenship	
	citizen	
	freedom	

Color the Flag of the U.S.A.



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



What shape is the flag?

The flag is a _____.

How many red stripes are on the flag?

There are _____ red stripes on the flag.

How many white stripes are on the flag?

There are _____ white stripes on the flag.

How many stars are on the flag?

There are _____ stars on the flag.

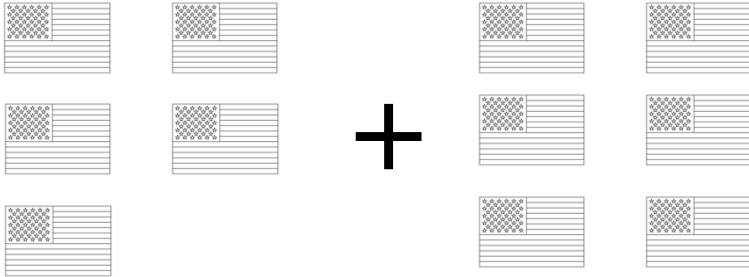
How many stars are in each row on the flag?

There are _____ stars in each row on the flag.

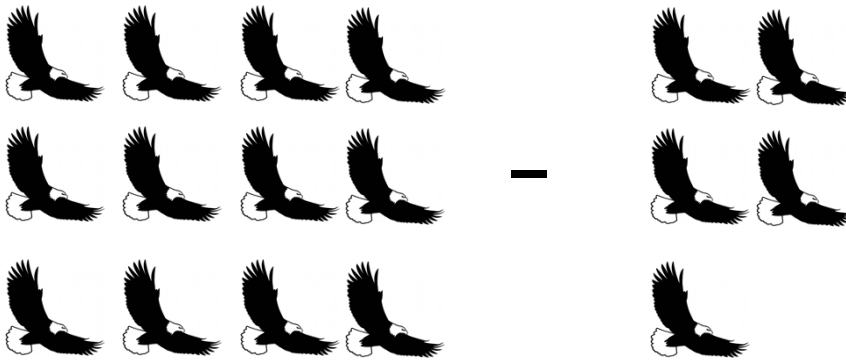
123

U.S.A. Math

Count the symbols. Add or subtract!



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



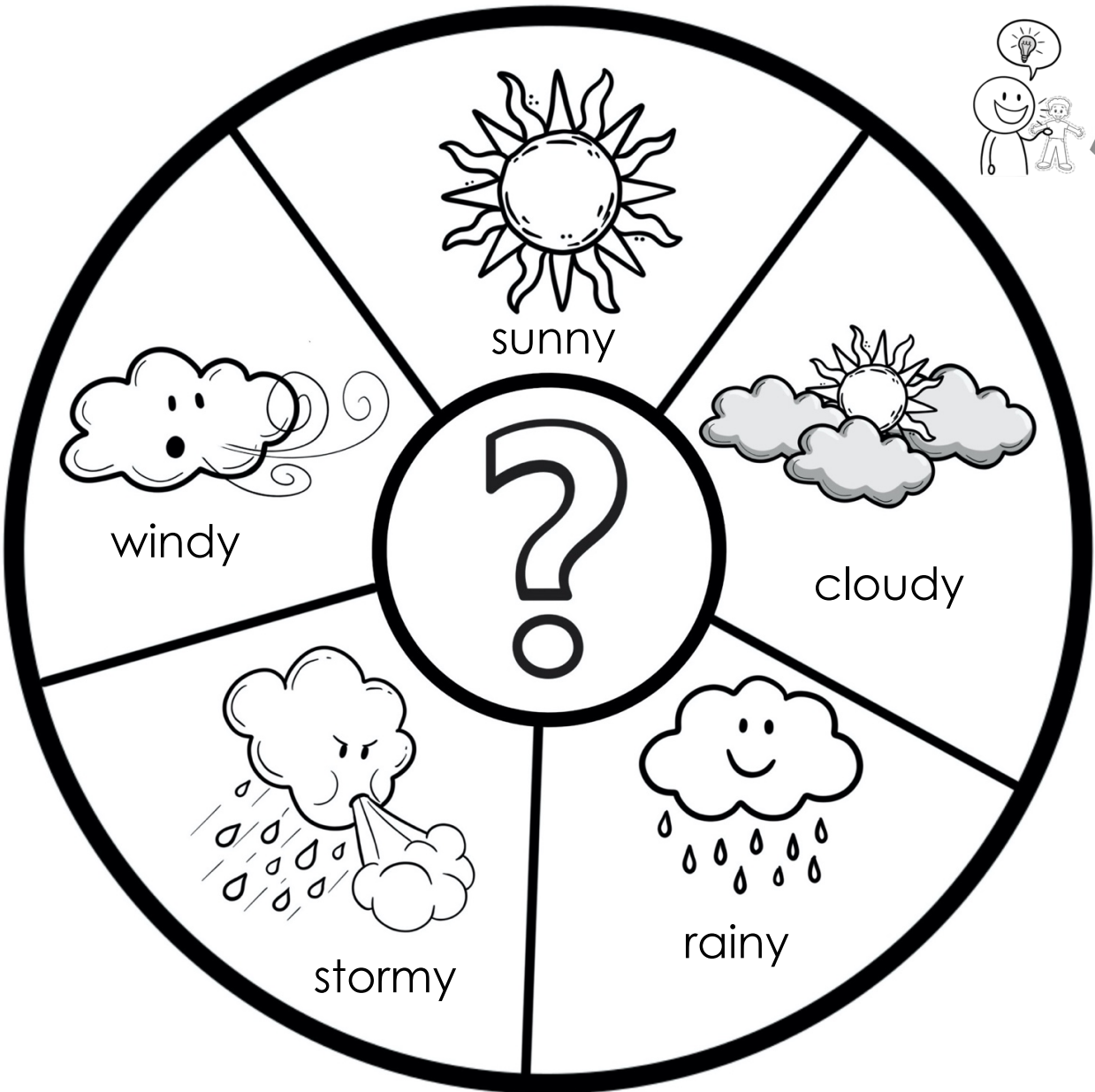
Day 2

Check the Weather

Check the weather wheel. Is it cold outside? Is it hot outside?

Is it sunny outside? Is it rainy outside?

Is the weather the same or different than it was yesterday?



Today it is _____.

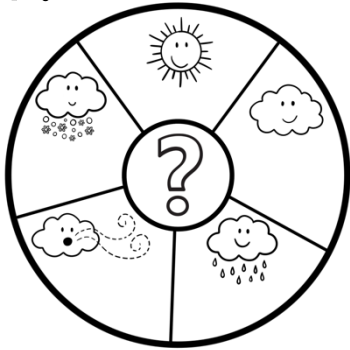
Yesterday the weather was _____.

Is the weather the same or different from yesterday?

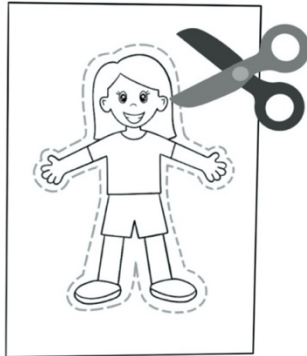
It is _____.

What will you wear?

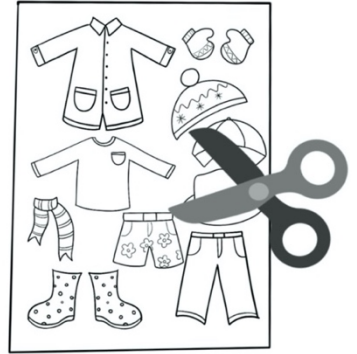
1.



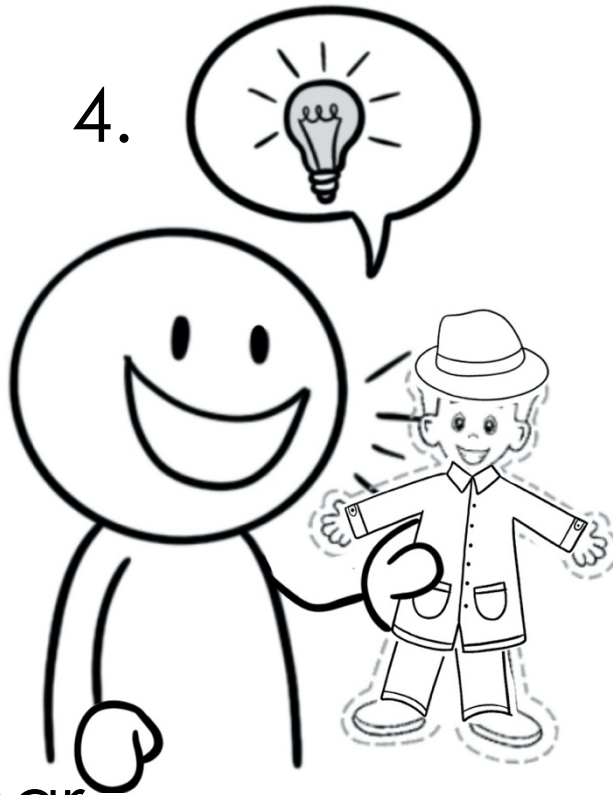
2.



3.



4.

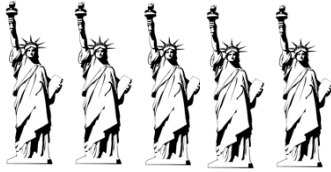


I will wear _____.

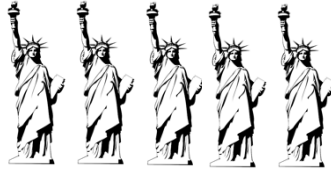
Are your clothes the same or different from yesterday?

U.S.A. Math #2

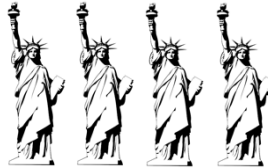
Count the symbols. Add or subtract!



+



+



=



-



-

=

Journal



All people are equal, all people have the right to life, liberty, and the pursuit of happiness.

What is your name? Draw a picture of yourself and write your name.

My name is _____.

What makes you special?

I am special because _____

_____.

What makes you happy?

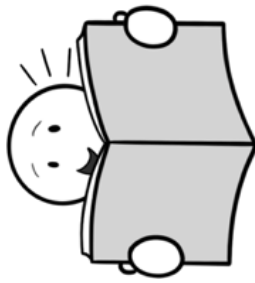
I am happy when _____

_____.

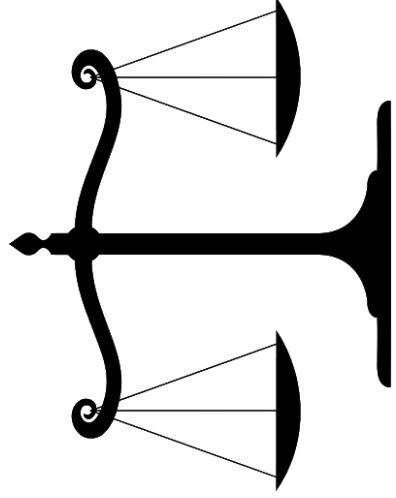
What do you do to be a good friend?

To be a good friend, I _____

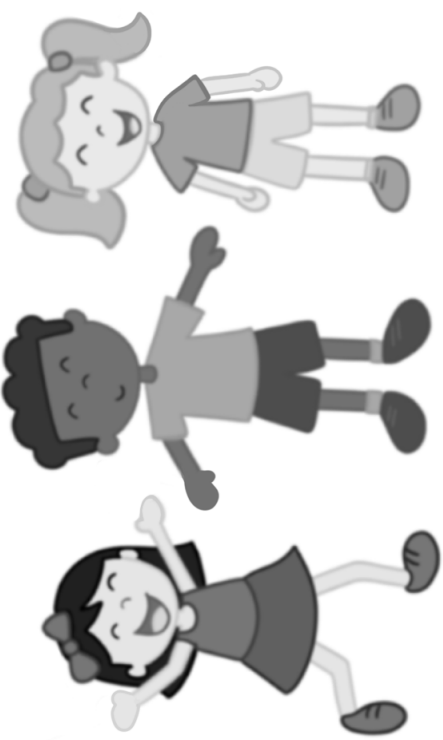
_____.



Read the story
All People are Equal

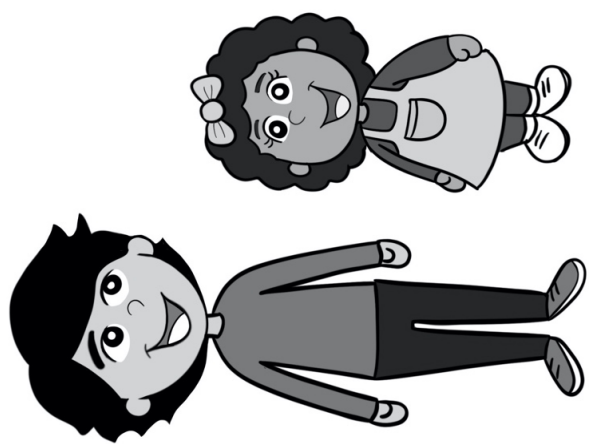


All People are Equal



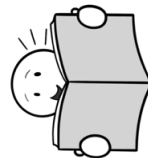
I am a person. You are a person.
We are different people.

Page 2



Being different means that we
may look different, speak
different languages, celebrate
different holidays, and eat
different foods.

Page 3





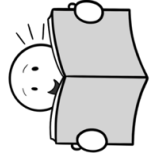
Being different is beautiful.

Page 4



In the United States of America,
we celebrate our differences.

Page 5

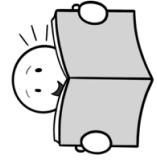


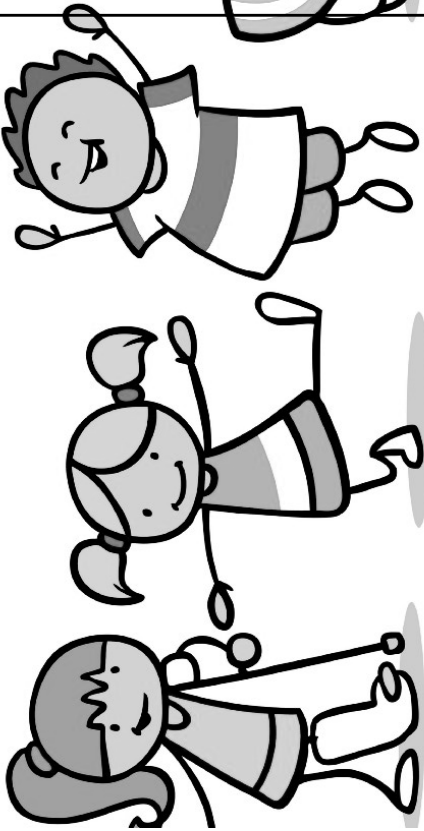


In the United States of America,
we believe that all people are
equal, even though we are all
different.

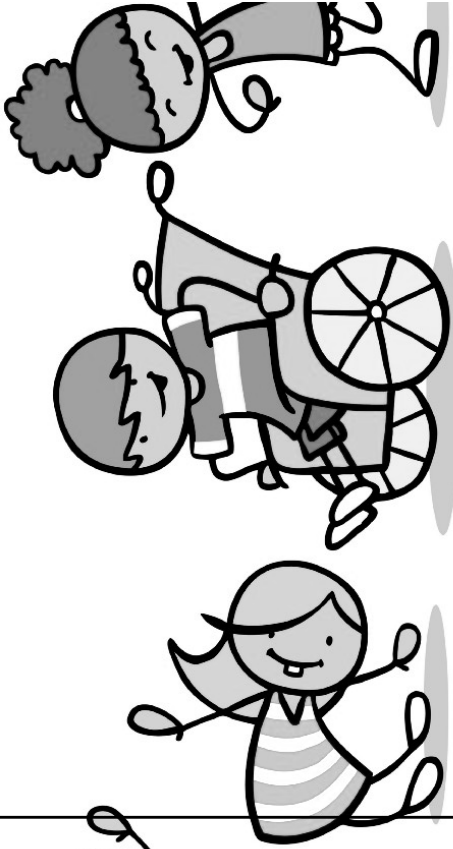


Equal means that all people have
the same rights, even if those
people are different.

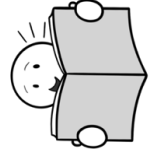


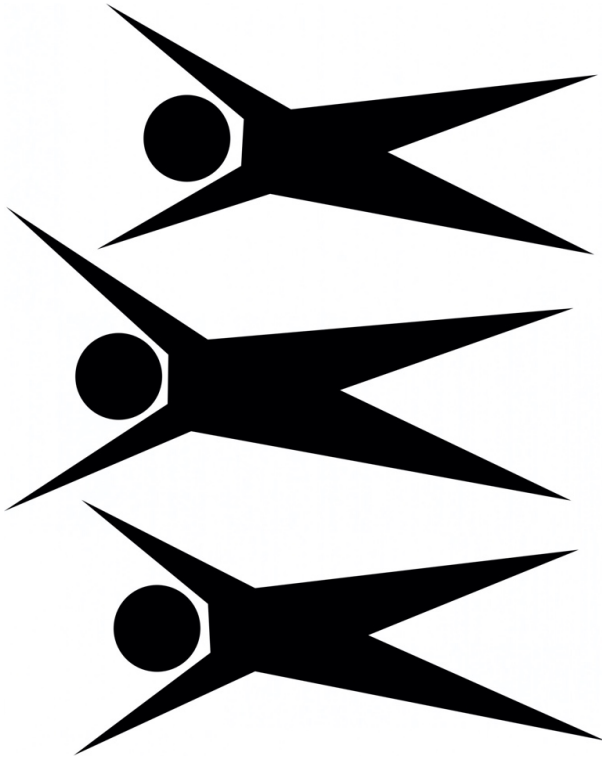


All people in the United States of America have the right to life.

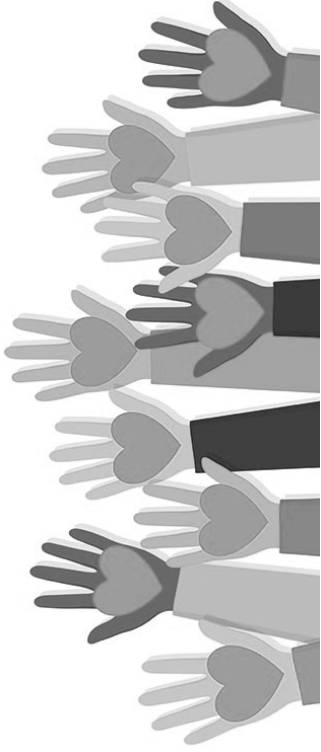


The right to life means that your life matters. You are the only you!

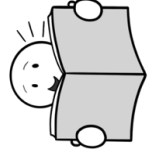


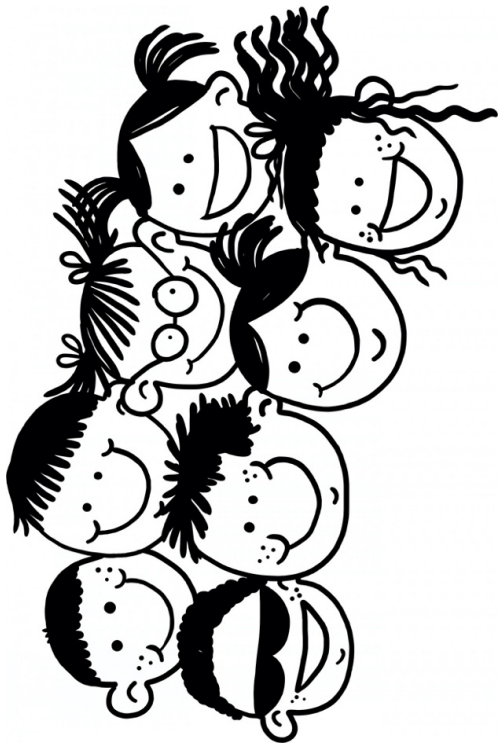


All people in the United States of America have the right to liberty.



The right to liberty means that you are free to do what you want, unless your actions would hurt others. Your actions matter!

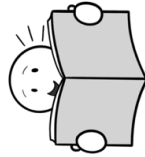




All people living in the United States of America have the right to pursue happiness.

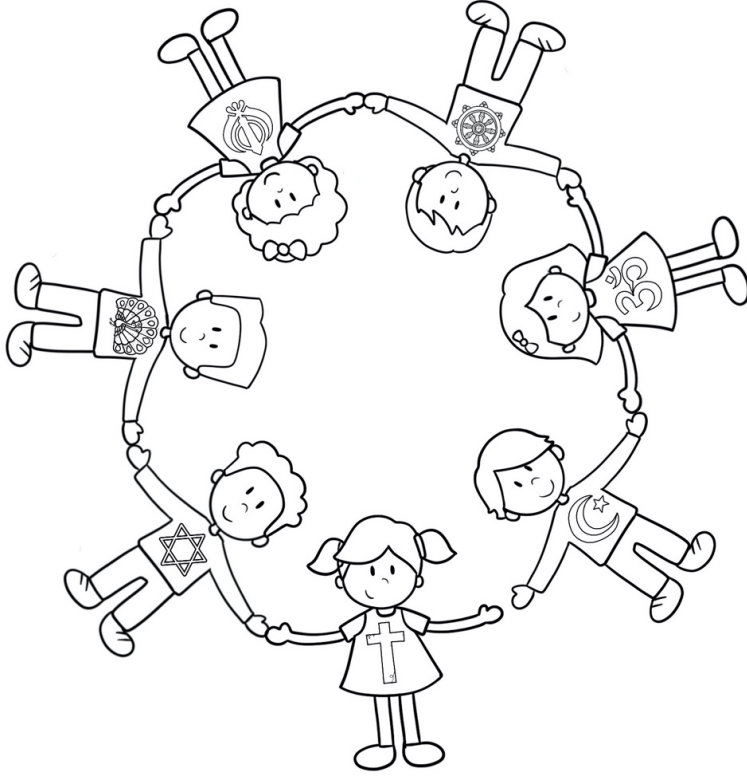


The right to pursue happiness means that you are free to do what makes you happy, unless your actions would hurt others. Everyone's happiness matters.

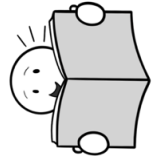




I am different from you, and you
are different from me.



And, together, we celebrate
each other's life, liberty, and
happiness!



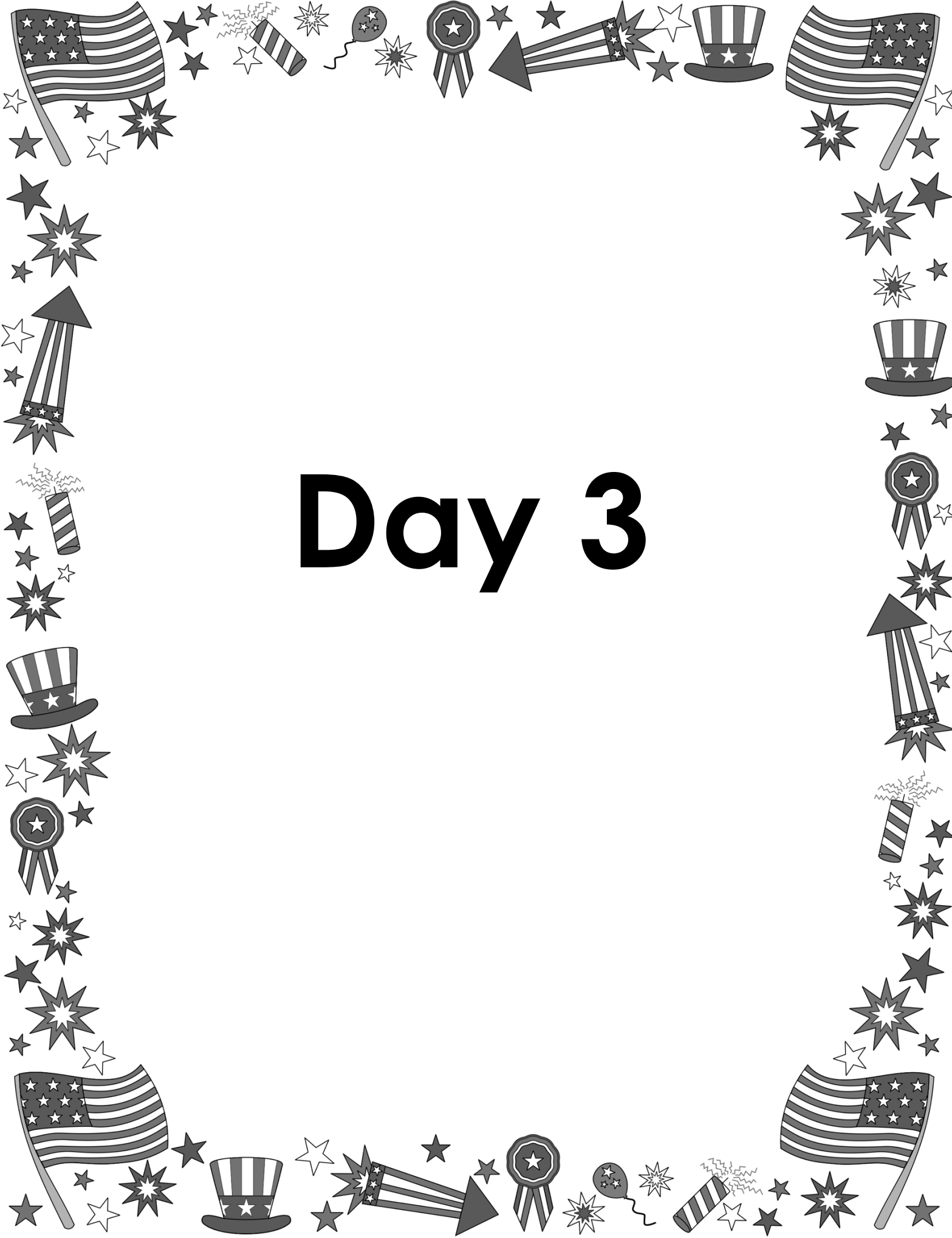
Journal Review

Go back to your journal and your pictures:

- Tell your buddy how your pictures show that **your life matters.**
- Tell your buddy how your pictures show that **your actions matter.**
- Tell your buddy how your pictures show that **your happiness matters.**
- Tell you buddy how your pictures show that **everyone's happiness matters.**



Day 3

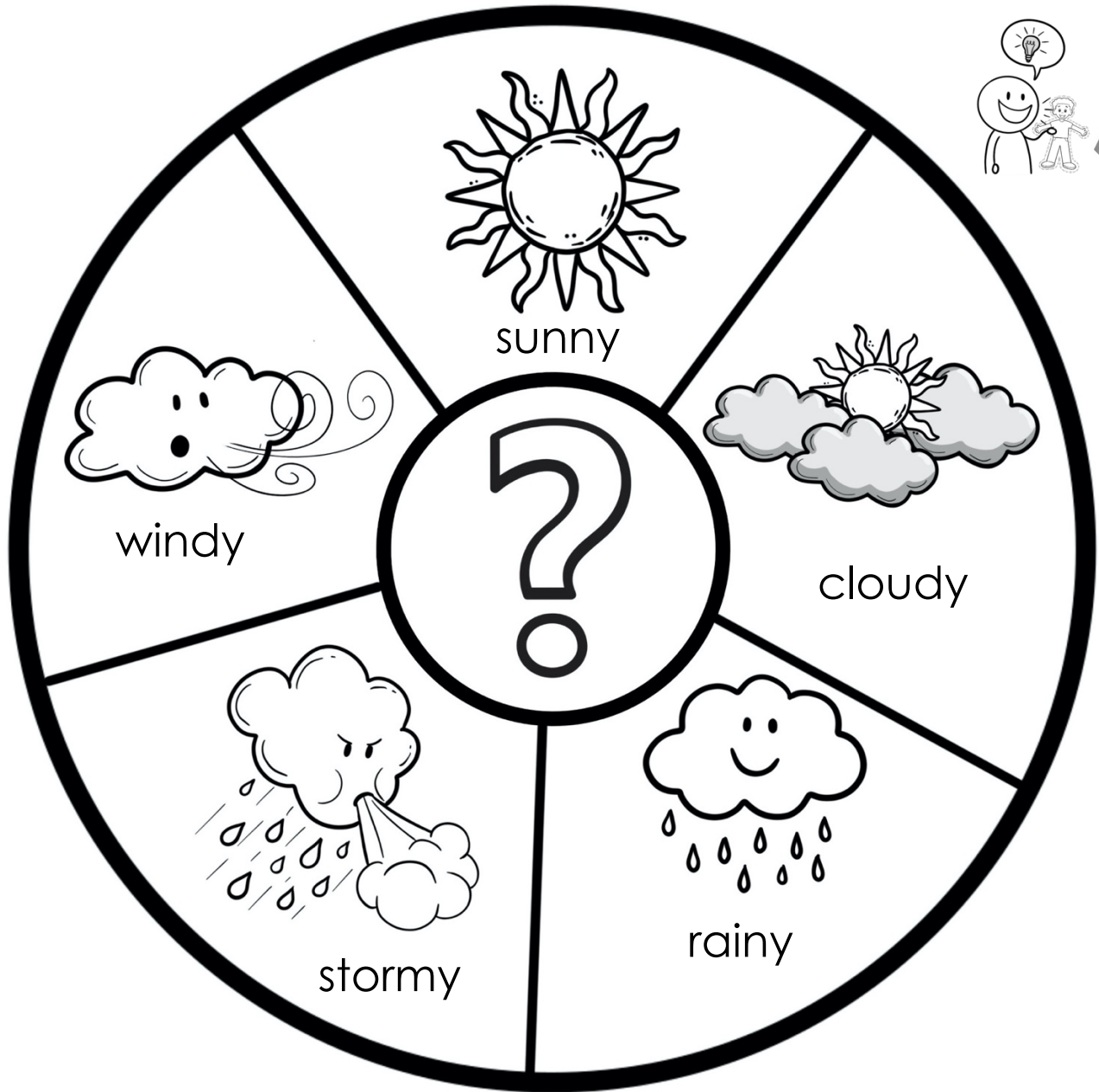


Check the Weather

Check the weather wheel. Is it cold outside? Is it hot outside?

Is it sunny outside? Is it rainy outside?

Is the weather the same or different than it was yesterday?



Today it is _____.

Yesterday the weather was _____.

Is the weather the same or different from yesterday?

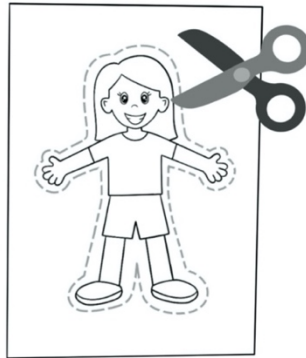
It is _____.

What will you wear?

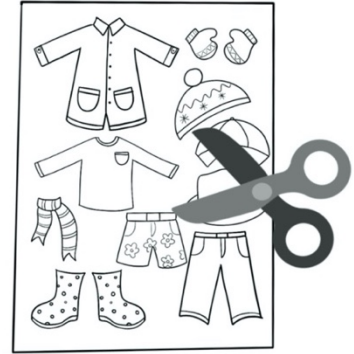
1.



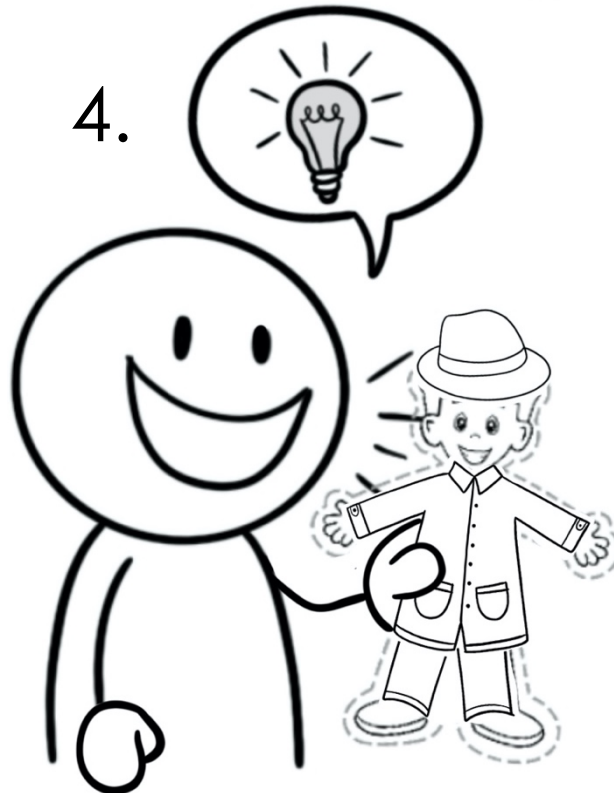
2.



3.

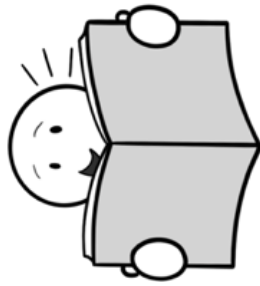


4.

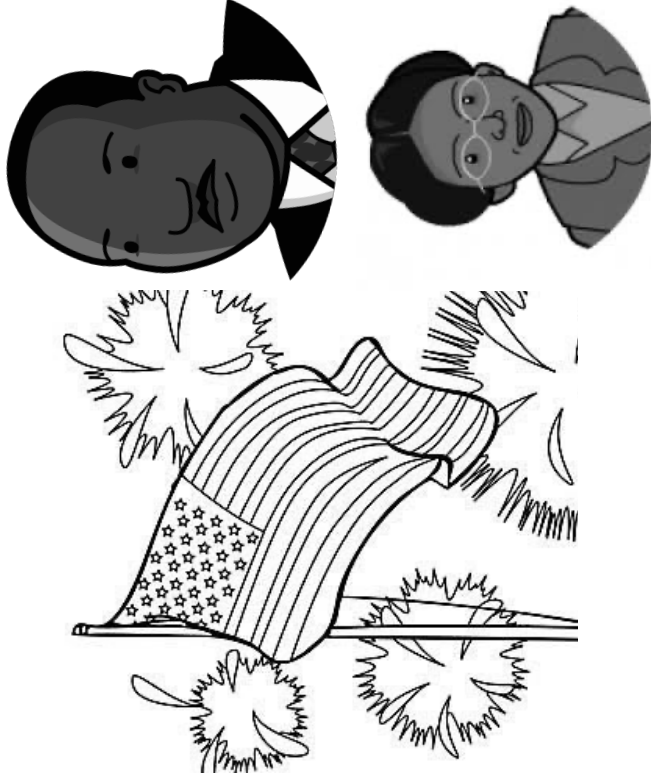


I will wear _____.

Are your clothes the same or different from yesterday?



Read the story
*Celebrating the
United States of America*



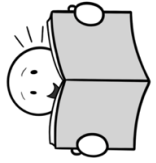
Celebrating the United States of America



In the **United States of America**,
we come together to celebrate
our differences.

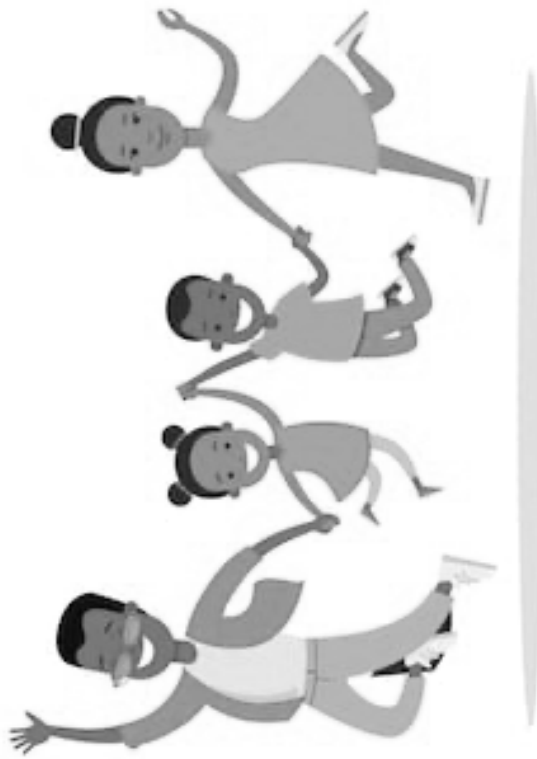


Our differences make our nation
strong and beautiful.

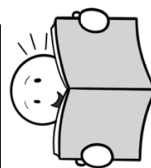


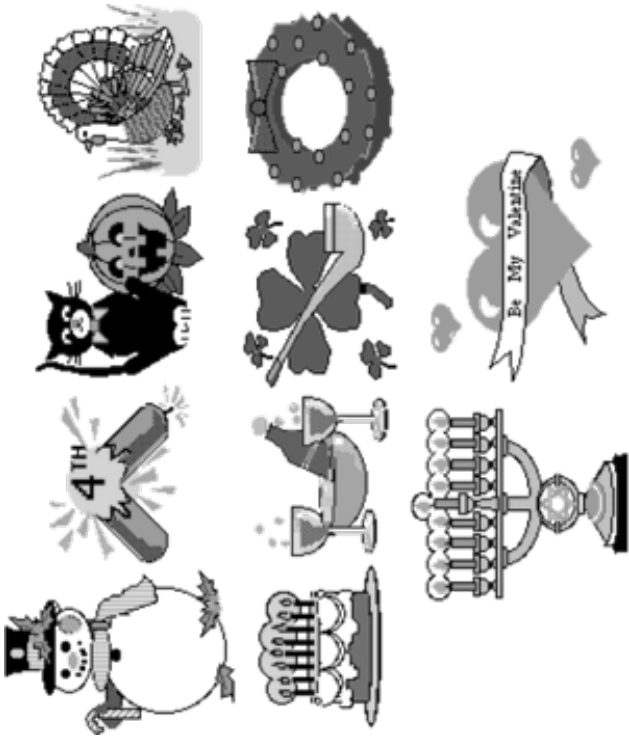


Together we celebrate the nation
in many ways.



Together we celebrate the
people that make our nation
strong.





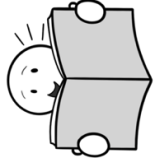
We celebrate national holidays,
like Independence Day.

Page 6



On Independence Day, we
celebrate the birth of the United
States as an independent nation.

Page 7

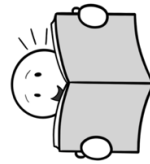


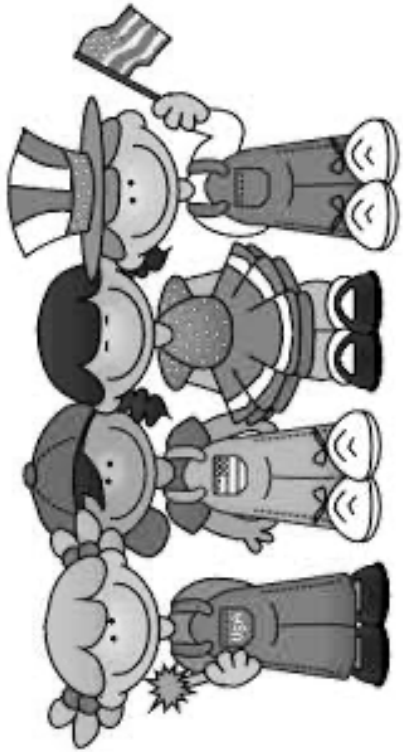


We celebrate citizens, like Rosa Parks or Dr. Martin Luther King, Jr.

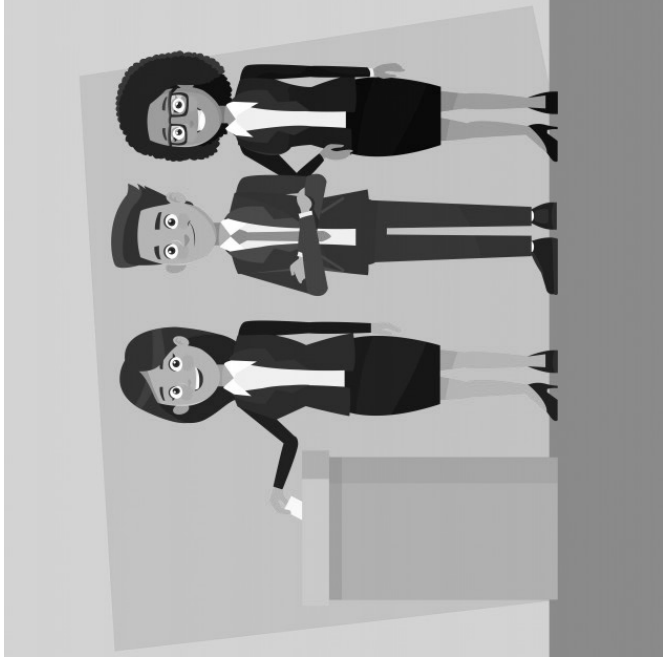


Citizens like Rosa Parks and Dr. Martin Luther King, Jr. fight for equal rights for all people.

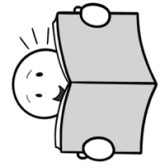


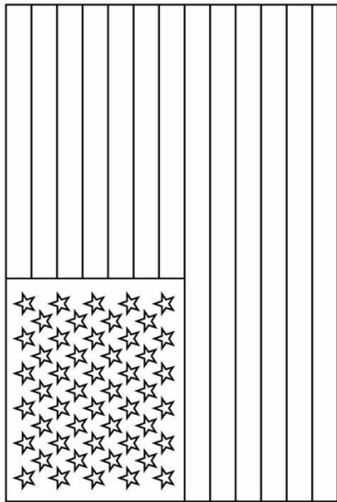


We celebrate acts of patriotism,
like voting and protesting.



Acts of patriotism like voting and
protesting bring important
changes to make our nation
better.

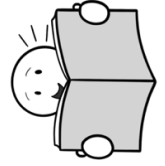


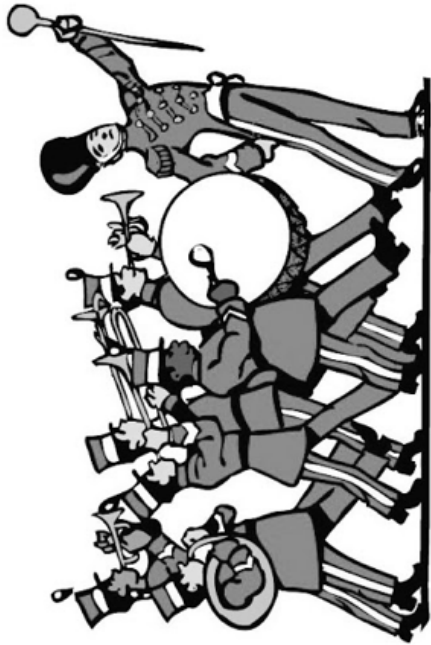


We celebrate symbols of the United States of America, like the flag or the Statue of Liberty.



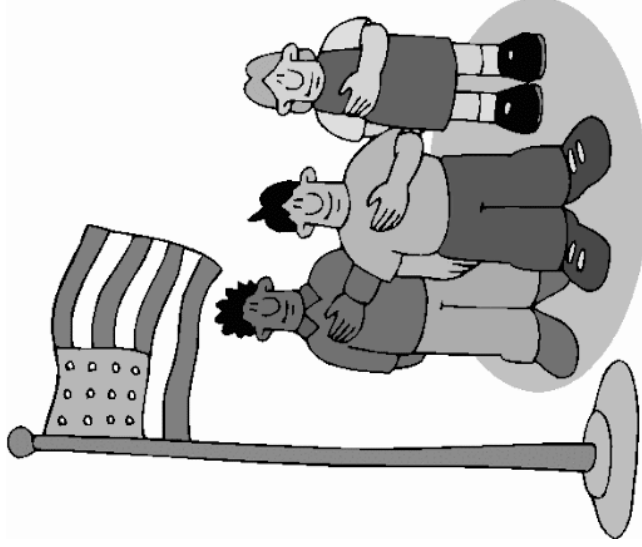
Symbols of the United States of America, like the flag or the Statue of Liberty represent our nation.





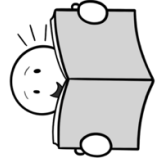
We celebrate national rituals, like saying the “Pledge of Allegiance” and singing the “Star Spangled Banner.”

Page 14



Performing rituals like saying the “Pledge of Allegiance” or singing the “Star Spangled Banner” remind us to be responsible citizens.


Page 15





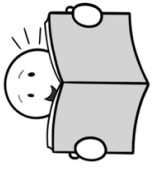
In the United States of America,
we celebrate our differences.

Page 16






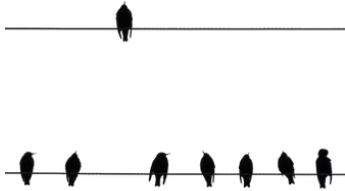
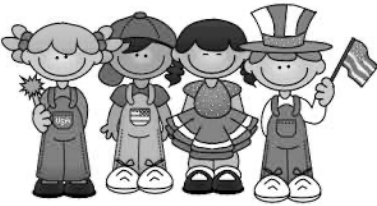
By celebrating our differences,
we unite as one nation.

Page 17



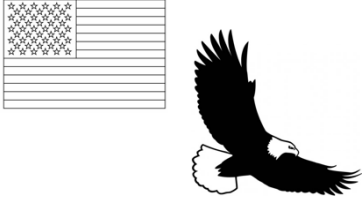



Dictionary

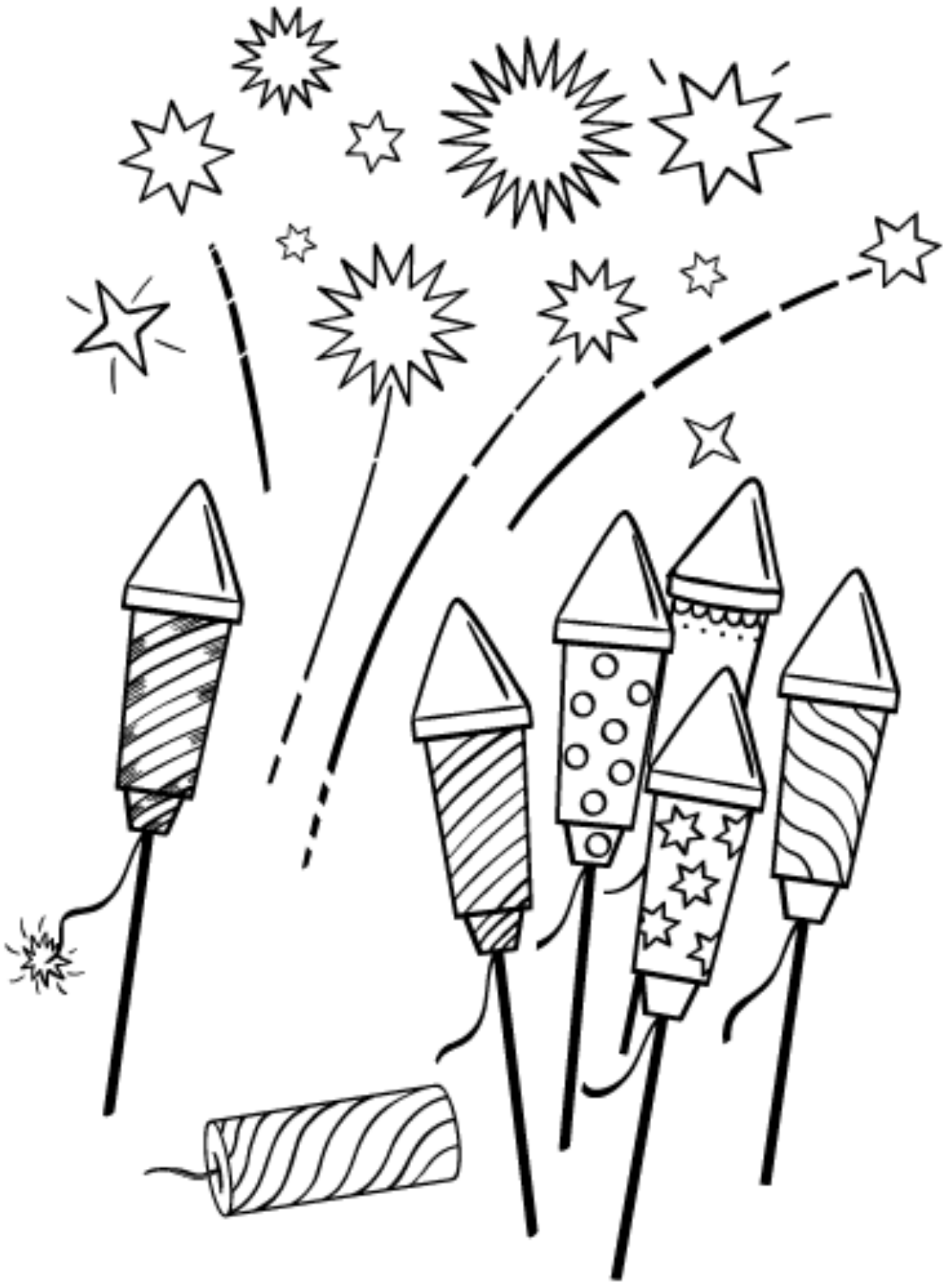
Look at the pictures. Trace the words. Can you write them in another language?

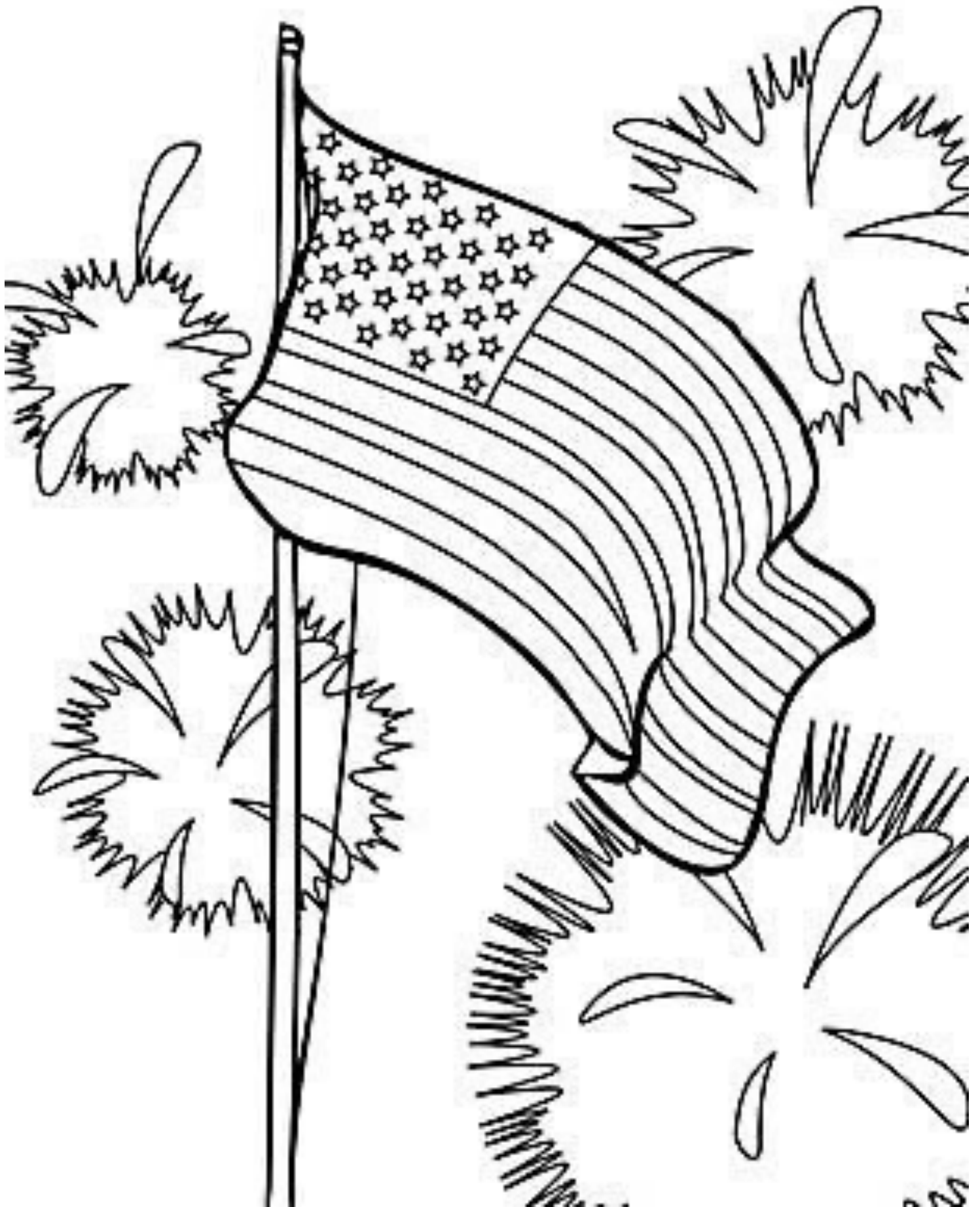
Picture	Trace	Home Language(s)
	celebrate	
	nation	
	national holidays	
	independent	
	patriotism	

Dictionary

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

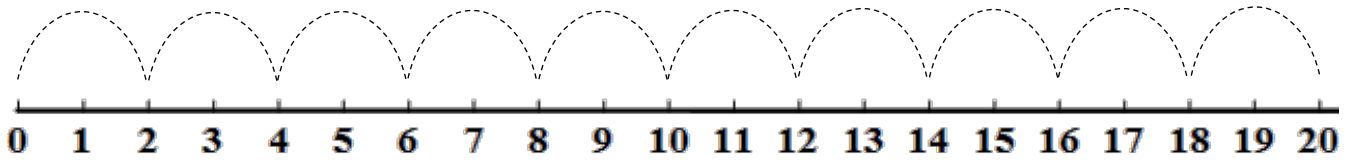
Picture	Trace	Home Language(s)
	symbols	
	national rituals	
	unite	
	citizens	



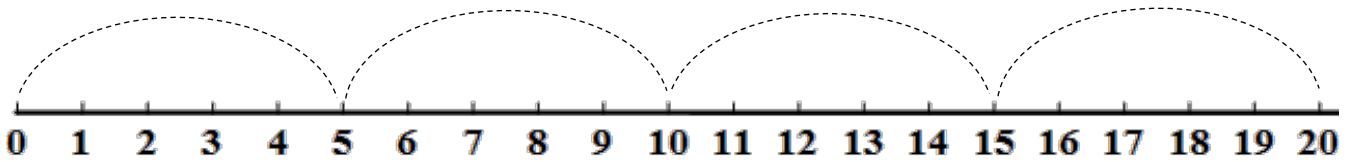




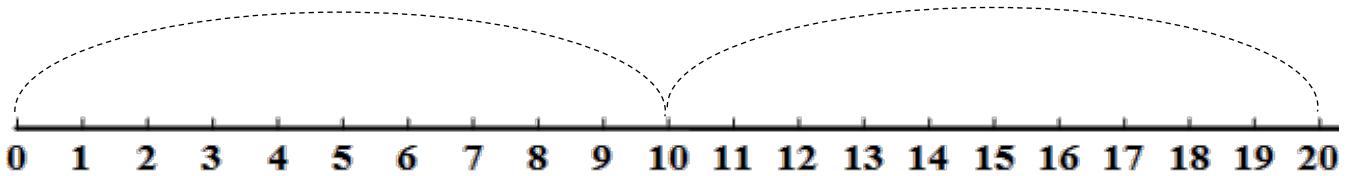
Skip Counting



Skip counting by 2's



Skip counting by 2's



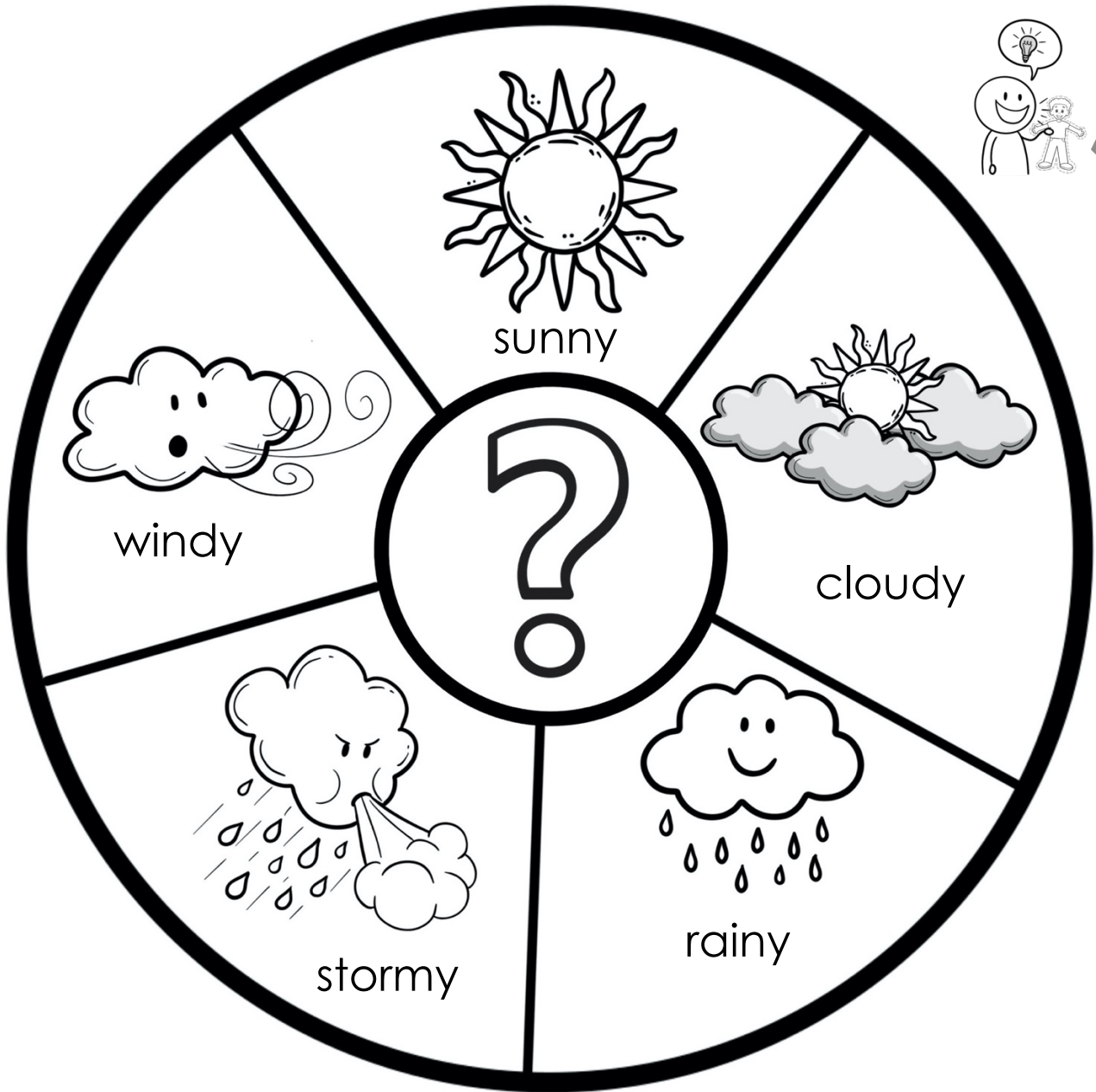
Skip counting by 2's



Day 4

Check the Weather

Check the weather wheel. Is it cold outside? Is it hot outside?
Is it sunny outside? Is it rainy outside?
Is the weather the same or different than it was yesterday?



Today it is _____.

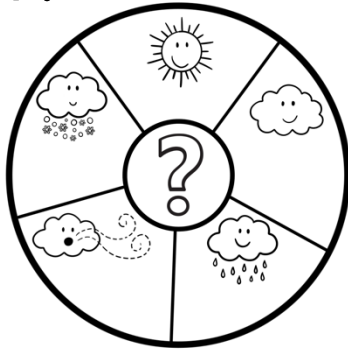
Yesterday the weather was _____.

Is the weather the same or different from yesterday?

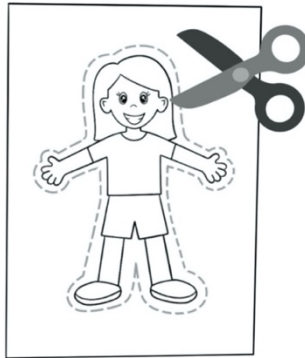
It is _____.

What will you wear?

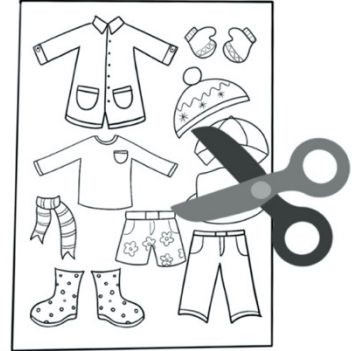
1.



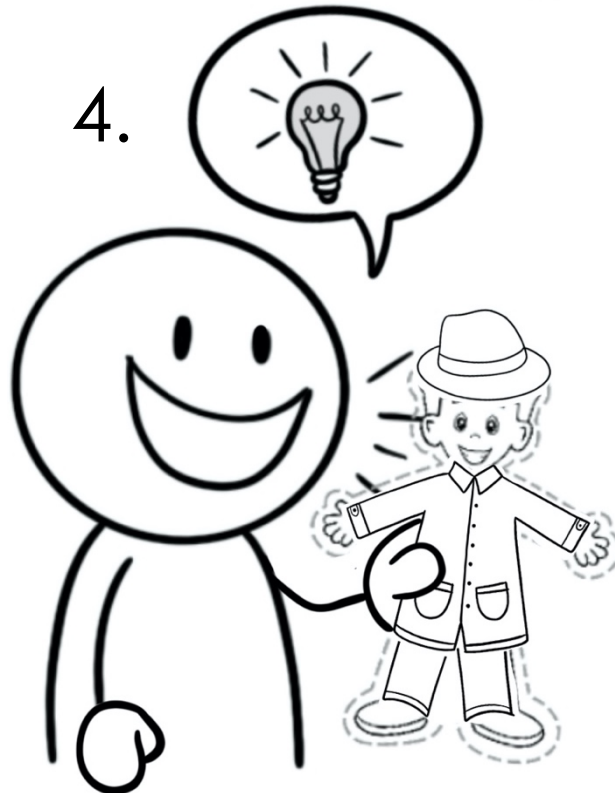
2.



3.



4.



Today I am going to _____.

I want to go to _____.

Math Patterns

Look at the patterns below. Fill in the blank with the missing numbers to complete the pattern.

Count by 2's:

2, 4, ____, 8, 10, 12, ____, 16, 18, 20

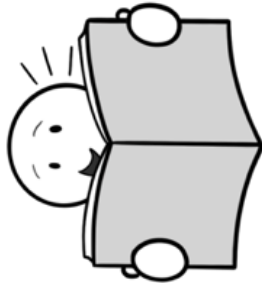
1, 3, 5, ____, 9, 11, 13, 15, ____, 19

Count by 5's:

5, 10, 15, ____, 25, ____, 35, 40, 45, ____

Count by 10's:

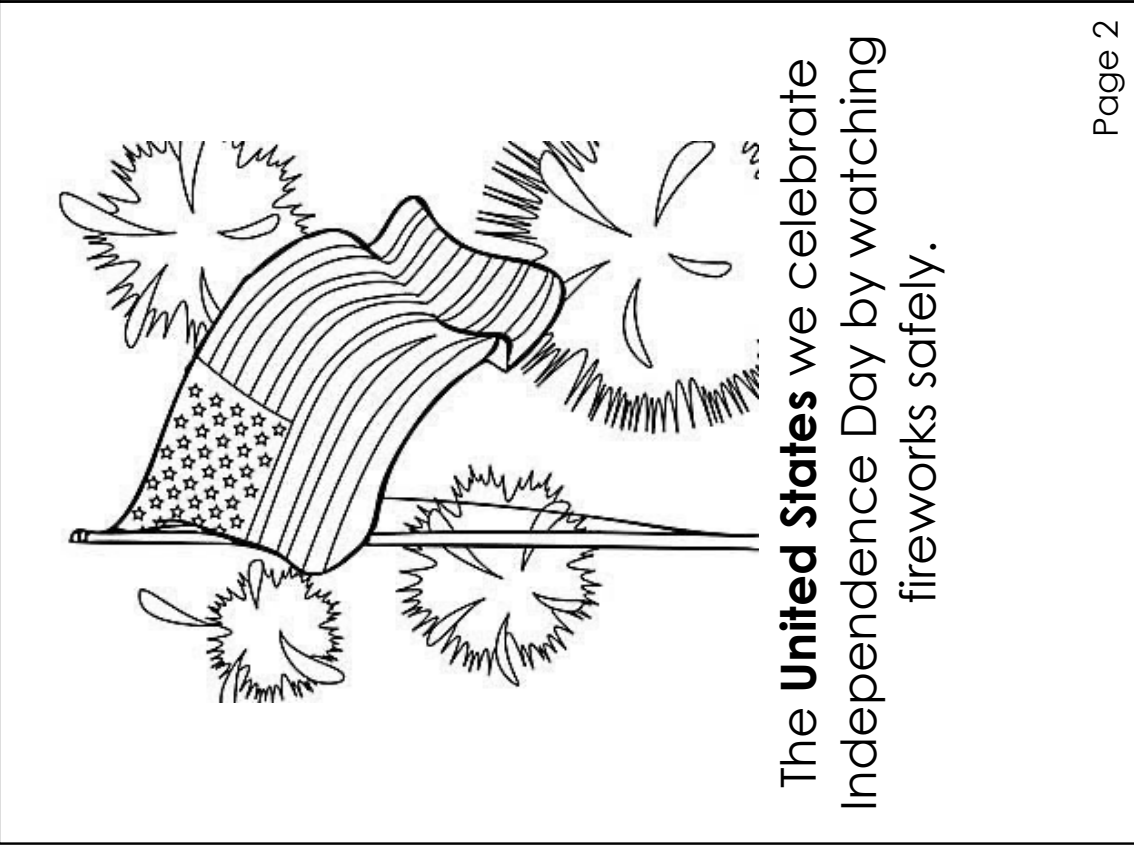
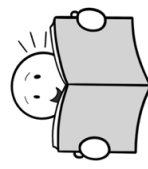
10, 20, 30, 40, ____, 60, 70, 80, 90, 100



Read the story
Celebrating with Fireworks

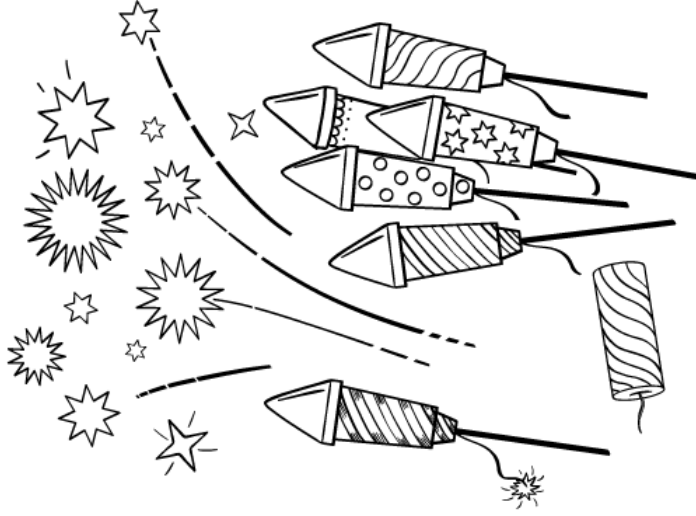


Celebrating Fireworks

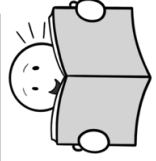




Fireworks light up the sky and sometimes make very loud noises.



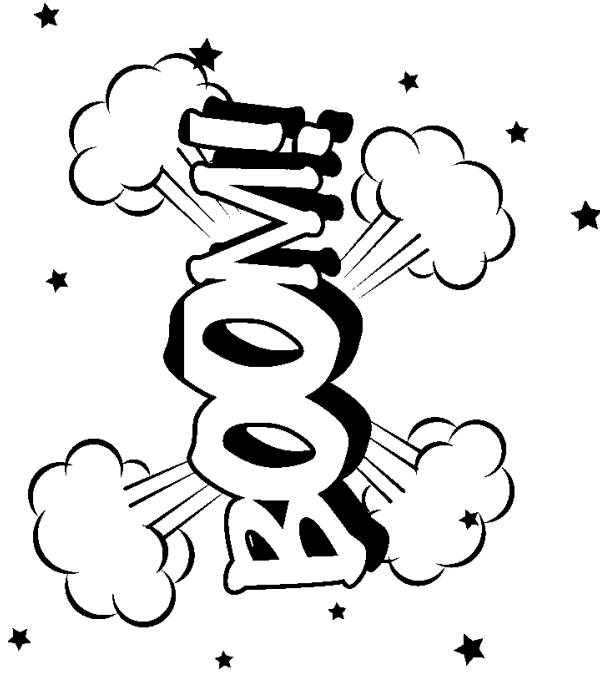
They are colorful explosions that burn brightly.





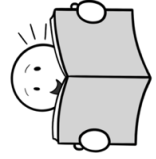
What makes fireworks explode?

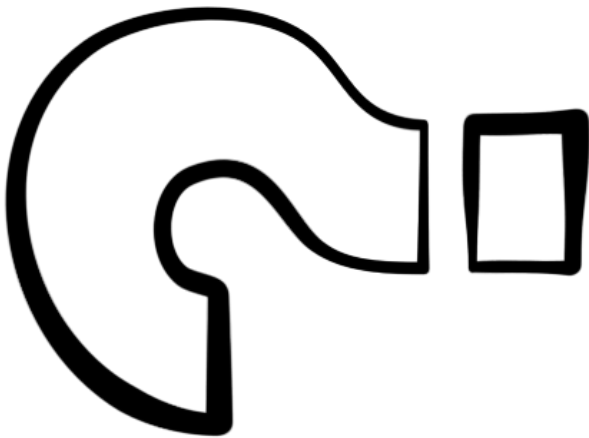
Page 6



When the heat from the fire touches the materials inside the fireworks, it explodes.

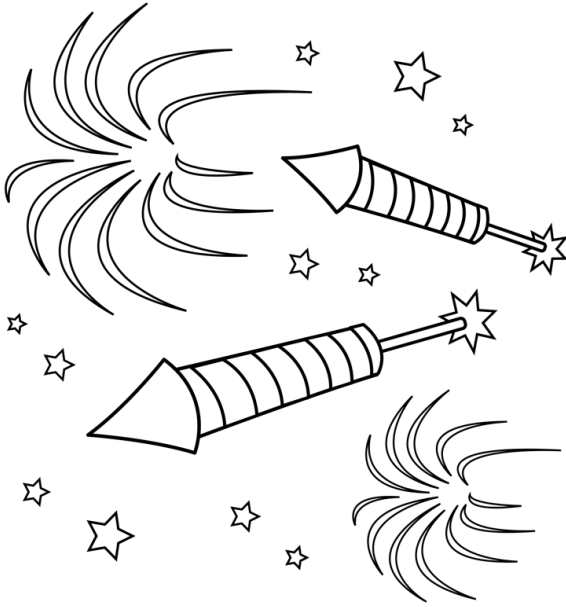
Page 7





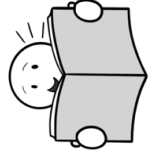
What makes fireworks loud?

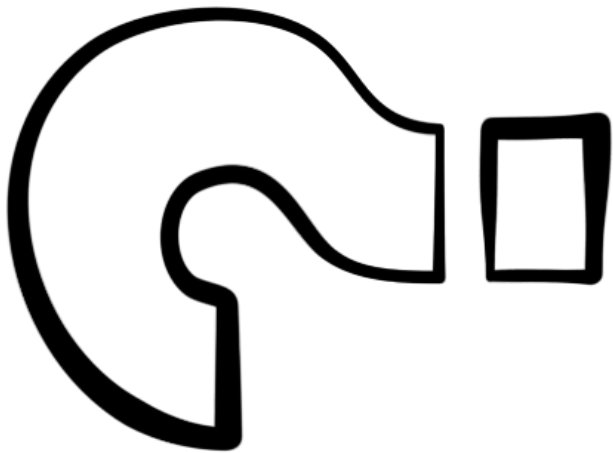
Page 8



When the fireworks shoot up into the air, they explode and make a loud noise.

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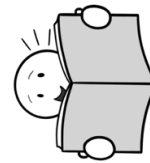


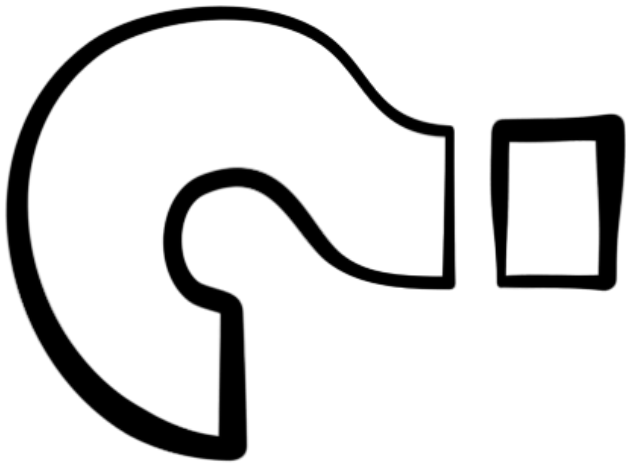


What makes fireworks different colors?



When different materials explode, they shine different colors across the sky.





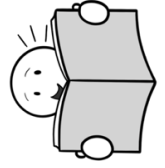
How can we be safe around fireworks?

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When watching fireworks, make sure to be with an adult. Sit and enjoy the colors from far away.

Page 13





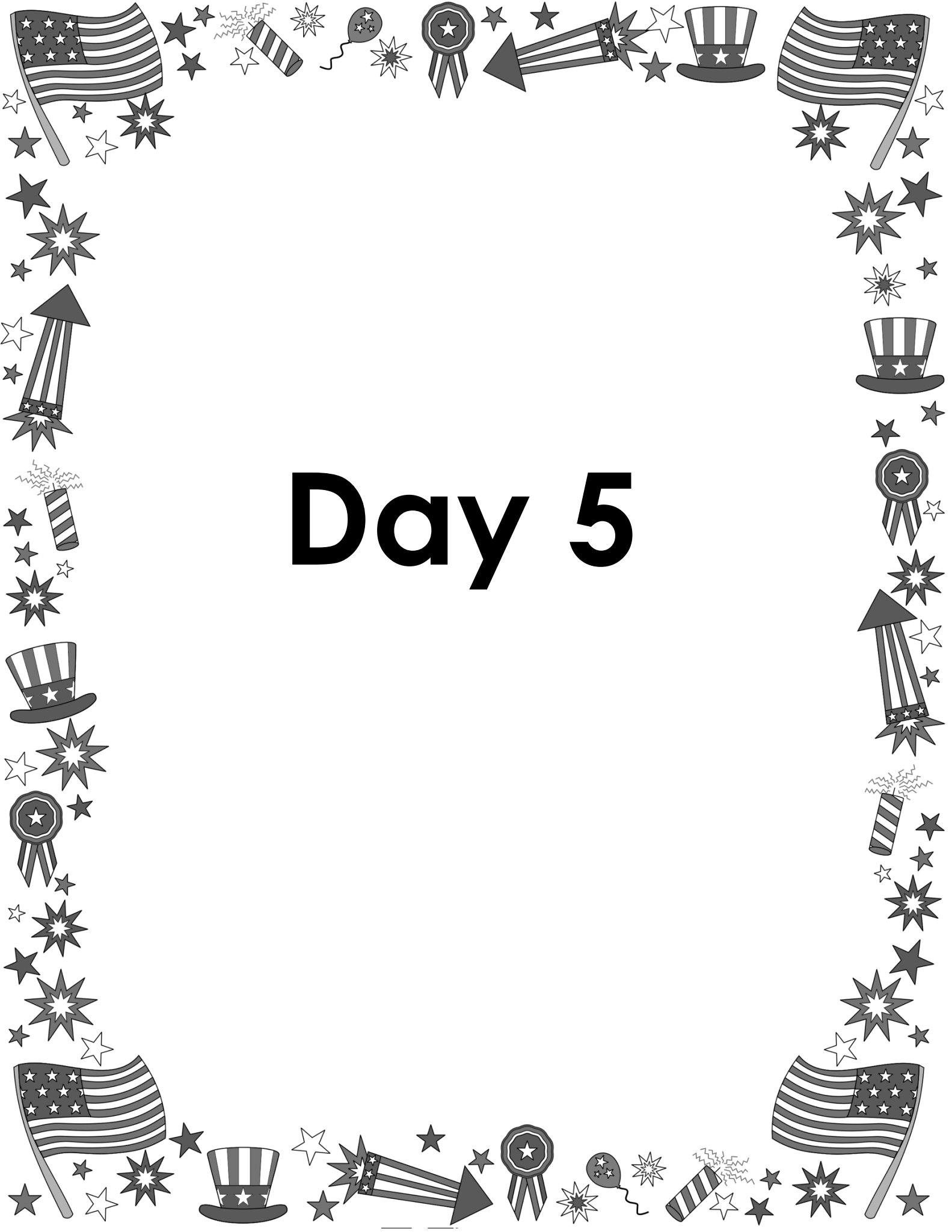
Fireworks!



Create your own fireworks show.

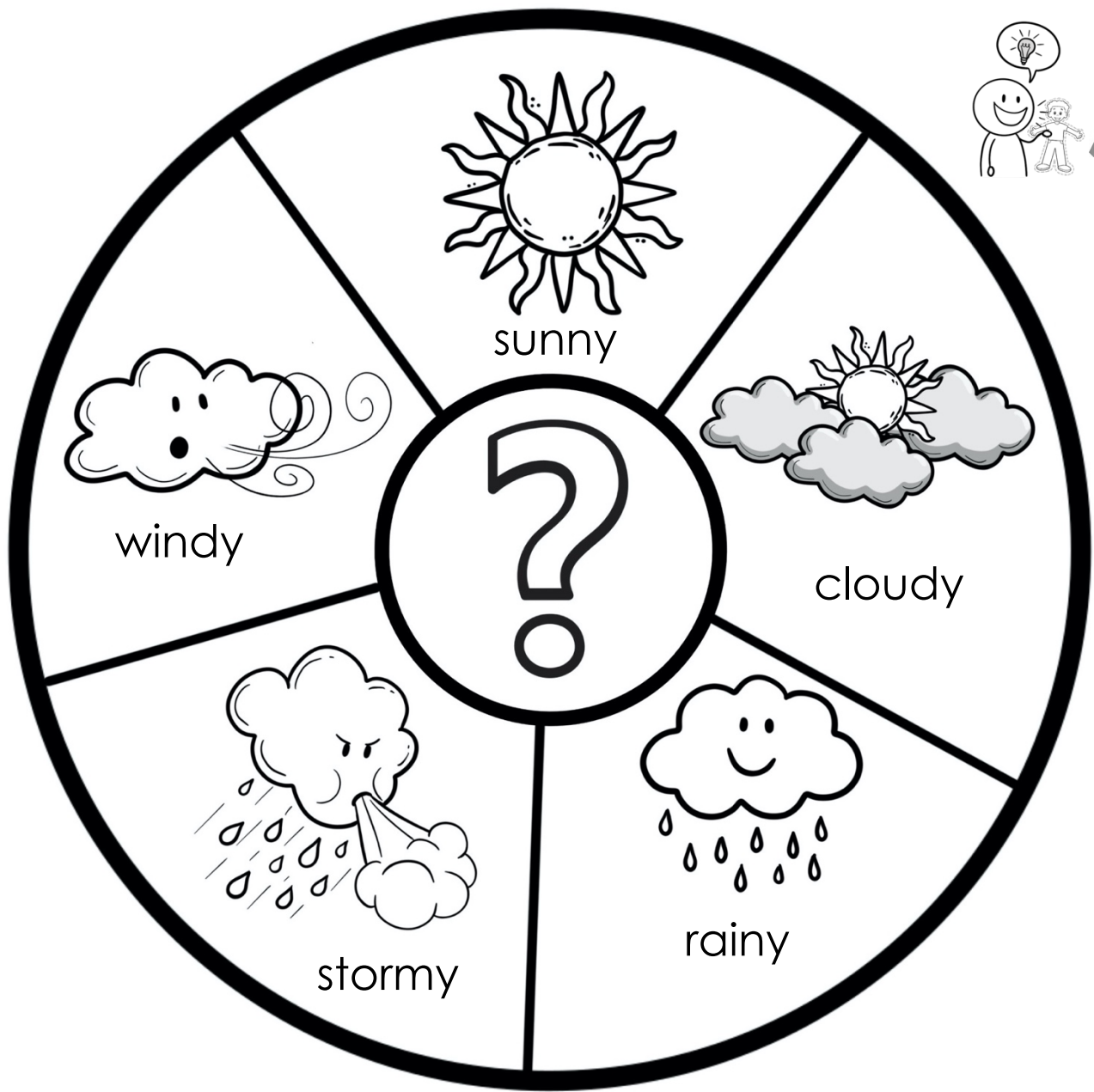
- Draw your own fireworks show.
- What shapes will your fireworks be?
- What colors will your fireworks be?
- Will the explosions be big or little?
- Where will you and your buddy sit to watch? (*hint watch fireworks safely from far away).
- Tell your buddy or someone else about your picture.

Day 5



Check the Weather

Check the weather wheel. Is it cold outside? Is it hot outside?
Is it sunny outside? Is it rainy outside?
Is the weather the same or different than it was yesterday?



Today it is _____.

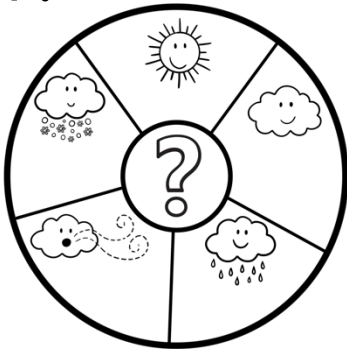
Yesterday the weather was _____.

Is the weather the same or different from yesterday?

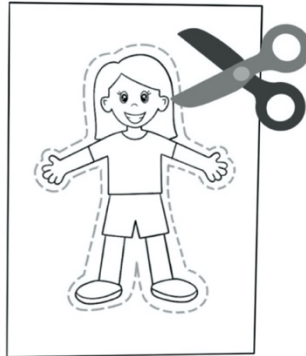
It is _____.

What will you wear?

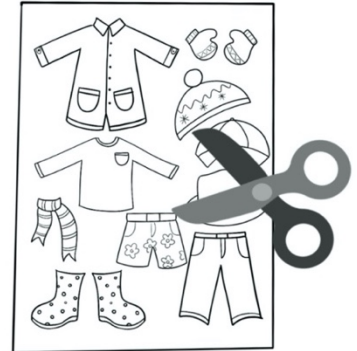
1.



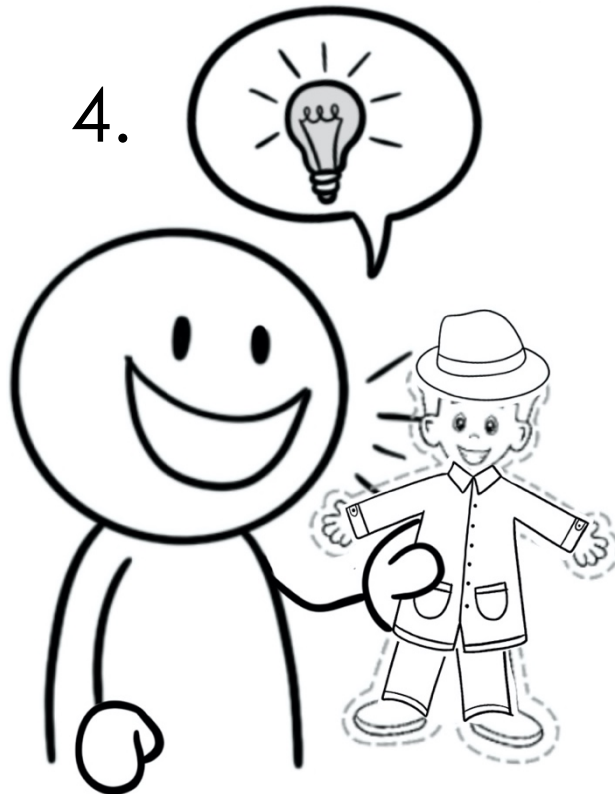
2.



3.



4.

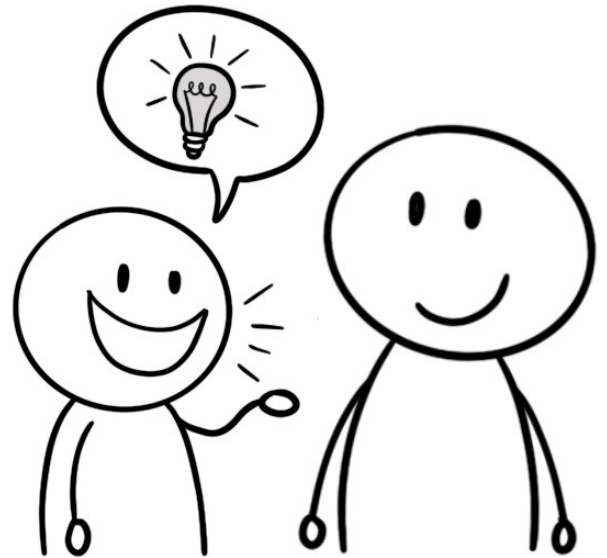


I will wear _____.

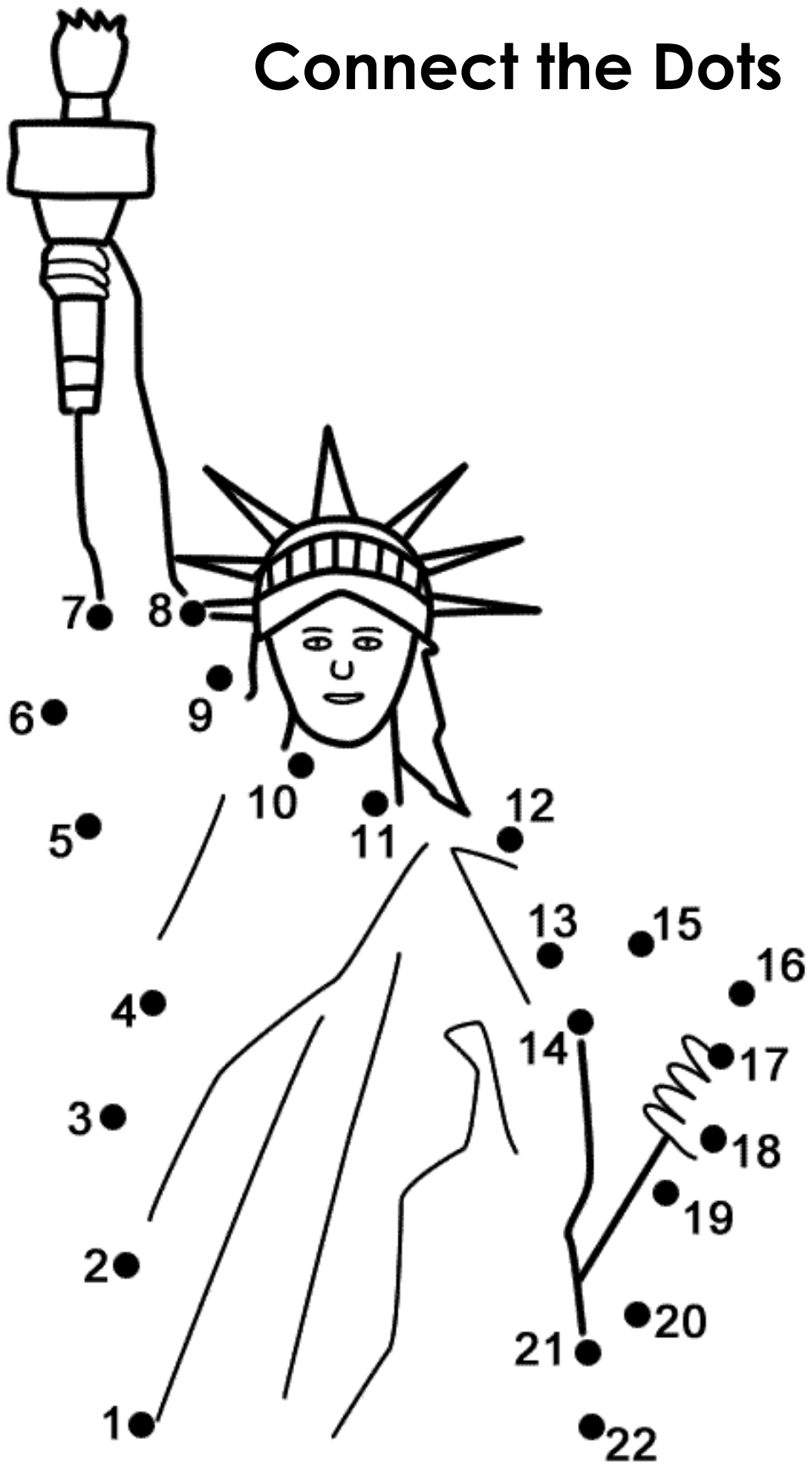
Are your clothes the same or different from yesterday?

Read to Your Buddy

Choose a story from this week to read to your buddy
or someone else in your home



Connect the Dots



Move Like a Firework

Move your body to act like a firework in the sky!

- Crouch down in a ball.
- Jump into the air like a rocket flying into the sky.
- Spread your arms and legs wide as you explode.
- What color will you be?
- What sounds will you make?
- What shape will you be?

