



**N** ICMEE

S U M M E R

# Activity PACKET

**Kinder – 1<sup>st</sup>**  
Summer Packet #1  
Theme: Summer

# 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:

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



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

- June 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 and created by:

Tricia Gray  
Jessica Mitchell-McCollough  
Alexa Yunes

ICMEE is housed within:



# 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).





# International Consortium for Multilingual Excellence in Education



- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. 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.

Theme for the week: This week your child will be learning and making inferences about the summer weather, activities we do in the summer, and feelings and how they can be described using weather metaphors. We encourage you to talk about the weather each day with your child in any and all languages you speak in your home. You may also want to share what activities you like to do in the Summer and how you feel when doing them.

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. Happy
2. Grumpy
3. Nervous (Uneasy)
4. Angry
5. Frustrated
6. Sad
7. Lonely
8. Hopeful
9. Calm
10. Strong
11. Swimming
12. Camping
13. Biking
14. Walking
15. Building sandcastles
16. Fishing
17. Windy (cloud blowing)
18. Calm (cloud with X over mouth)
19. bad weather (make sure there is a thumbs down with this icon)
20. good weather (thumbs up)
21. Storm

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



22. Tornado
23. Lightning
24. Thunder
25. Rainbow
26. Sunny

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](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

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



10 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

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



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

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

-Diario. 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.

-Tema de la semana: esta semana su hijo/a aprenderá y deducirá sobre el verano, las actividades que hacemos, los sentimientos y cómo se pueden describir los mismos usando metáforas relacionadas con el tiempo. Le animamos a que hable con su hijo/a sobre el tiempo que hace cada día en cualquiera de todos los idiomas que se hablen en su casa. Incluso, puede que quiera compartir que actividades le gusta hacer en el verano y cómo se siente cuando las hace.

-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 practique.

1. Feliz
2. Gruñón
3. Inquieto
4. Enojado/ enfadado
5. Frustrado
6. Triste
7. Solo
8. Optimista
9. Calmado
10. Fuerte
11. Nadar
12. Acampar
13. Montar en bicicleta
14. Caminar
15. Hacer castillos de arenas

ICMEE is housed within:





# International Consortium for Multilingual Excellence in Education



16. Pescar
17. Ventoso (nube soplando)
18. Calmado (nube con X en la boca)
19. Mal tiempo
20. Buen tiempo
21. Tormenta
22. Tornado
23. Relámpago/ rayo
24. Trueno
25. Arcoíris
26. Soleado

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,

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

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



06-10-2020

亲爱的家长或监护人：

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

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

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

在此活动包中，我们囊括了以下活动：

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

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



- 字典。我们希望您的学生每天都能与他们感兴趣的单词互动，并希望对其进行记录。活动包最后的几页可供您的学生创造并保存自己的字典。我们鼓励学生使用这些页面来查找自己喜欢或感兴趣的单词。我们还鼓励学生使用他们想要的任何语言以及图片来帮助他们记住单词的含义。
- 日志。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。

本周主题：本周您的孩子将学习并推断出夏季的天气，我们在夏季进行的活动以及感觉以及如何使用天气隐喻对其进行描述。我们鼓励您每天和孩子用家中所讲的任何一种语言谈论天气。您可能还想分享您夏天喜欢做些什么活动以及做这些事时的感受。

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. Happy 开心的；幸福的
2. Grumpy 脾气暴躁的
3. Nervous (Uneasy) 紧张的(不安的)
4. Angry 生气的
5. Frustrated 沮丧的
6. Sad 伤心的
7. Lonely 孤单的
8. Hopeful 充满希望的
9. Calm 平静的
10. Strong 坚强的；强壮的
11. Swimming 游泳
12. Camping 野营
13. Biking 骑自行车
14. Walking 散步
15. Building sandcastles 建沙子城堡
16. Fishing 钓鱼
17. Windy (cloud blowing) 多风的；风大的
18. Calm (cloud with X over mouth) 风和日丽的
19. bad weather (make sure there is a thumbs down with this icon) 坏天气 
20. good weather (thumbs up) 好天气 

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



21. Storm	暴风雨
22. Tornado	龙卷风
23. Lightning	闪电
24. Thunder	打雷
25. Rainbow	彩虹
26. Sunny	晴天

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。除了在小區“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](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  
University of Nebraska Lincoln  
Teaching, Learning and Teacher Education  
PI: International Consortium for Multilingual Excellence in Education

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



السادة آباء و أمهات و أوصياء الطلاب،

خلال هذا الوباء العالمي قمنا بتصميم بعض المواد التعليمية التي نأمل أن تكون مفيدة لأبنائكم. وقد تم وضع الطالب في الإعتبار عند تصميم هذه الحزمة من الأنشطة ، وهي تتماشى و محتوى صفه الدراسي. كل نشاط في هذه الحزمة سيساعد الطلاب على مواصلة دراستهم وكذا الاستمرار في تنمية التعددية اللغوية. نحثكم على التحدث إلى طالبكم/طالباتكم حول ما يشغلون عليه والسماح لهم بطرح الأسئلة حولالمواضيع والتمارين التي يتفاعلون معها. هذهالحزمة باللغة الإنجليزية، ولكننا نشجعك أنت وطالبك على التحدث والتفكير معًا بأي لغة تريدها.. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم الطلاب بجميع اللغات التي يعرفونها يساعدهم كثيرا- حتى في تعلم الإنجليزية! لذا يرجى تشجيع الطلاب على القيام بالواجبات والتمارين التي في الحزمة بأي لغة يرغبون بها.

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

حاولنا أيضًا جعل هذه الحزمة مثيرة للإهتمام وممتعة. نأمل أن يستمتع طلابكم بالحزمة وكأنهم يشاركون في لعب منتج. قمنا 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 وأنشطة الحزمة. لقد قمنا بادراج نماذج الأصدقاء الافتراضيين في هذه الحزمة كي يختار الطلاب من بينهم. ونقترح ان يختاروا الصديق (ة) الافتراضي وإضافة ملامح وألوان من اختيارهم. كما يجب تسمية هذا/ هذه الصديق (ة) الافتراضي. خلال أنشطة الحزمة سيطلب من الطلاب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه. يكمن دور هذا الصديق في تمكين الطالب من العمل بشكل مستقل دون الحاجة إلى وقتكم كي ينجز الحزمة بنجاح. ولكننا نشجعكم أيضًا الطلاب على التحدث مع أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك ، يمكن للطلاب اختيار لعبة محشو أو دمىة أو أي شيء آخر كصديق افتراضي لهم. واستخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في الحزمة يبقى اختياري. لكن الأهم هو اختيار صديق في كل يعملون على أنشطة الحزمة (قد يكون هذاالصديق فرد من اسرتكم/بيبتكم ، أو دمىة كانت متوفرة في البيت أو ما إلى ذلك. قد يحتاج الطلاب إلى مساعدتكم في فهم هذا الأمر.

ICMEE is housed within:





# International Consortium for Multilingual Excellence in Education



- 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 لطالبك مع الصديق الجديد.
- موضوع الأسبوع: سيتعلم طفلك هذا الأسبوع عن الطقس الصيفي والأنشطة التي تقوم بها في الصيف والمشاعر وكيف يمكن وصفها باستخدام استعارات الطقس. نحن نشجعك على التحدث عن الطقس كل يوم مع طفلك بأي لغة تتحدثها في منزلك. قد ترغب أيضاً في مشاركة الأنشطة التي تحب القيام بها في الصيف وكيف تشعر عند القيام بها.
- كلمات وعبارات 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. سعيد
2. غاضب
3. عصبي (غير مستقر)
4. غاضب
5. محبط
6. حزين
7. وحيد
8. متفائل
9. هادئ
10. قوي
11. سباحة
12. تخييم
13. ركوب الدراجات
14. المشي
15. بناء القلاع الرملية
16. صيد
17. كثير الرياح (سحابة تهب)
18. الهدوء (سحابة مع X فوق الفم)

ICMEE is housed within:



# International Consortium for Multilingual Excellence in Education



19. الأحوال الجوية السيئة (تأكد من وجود أصبح مشير الى الأسفل مع هذا الرمز)

20. الطقس جيد (ممتاز)

21. عاصفة

22- إعصار

23. برق

24. رعد

25. قوس قزح

26. مشمس

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 فرصًا للعب المنتج. إذا كان لديكم أي أسئلة أو استفسارات حول هذه الحزمات  
التعليمية فلا تترددوا في الاتصال بمشروعنا على [icmee@unl.edu](mailto: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

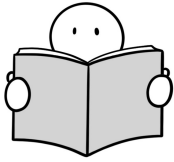
ICMEE is housed within:



## Instructions Key



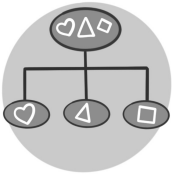
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



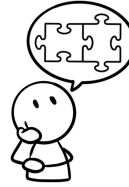
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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

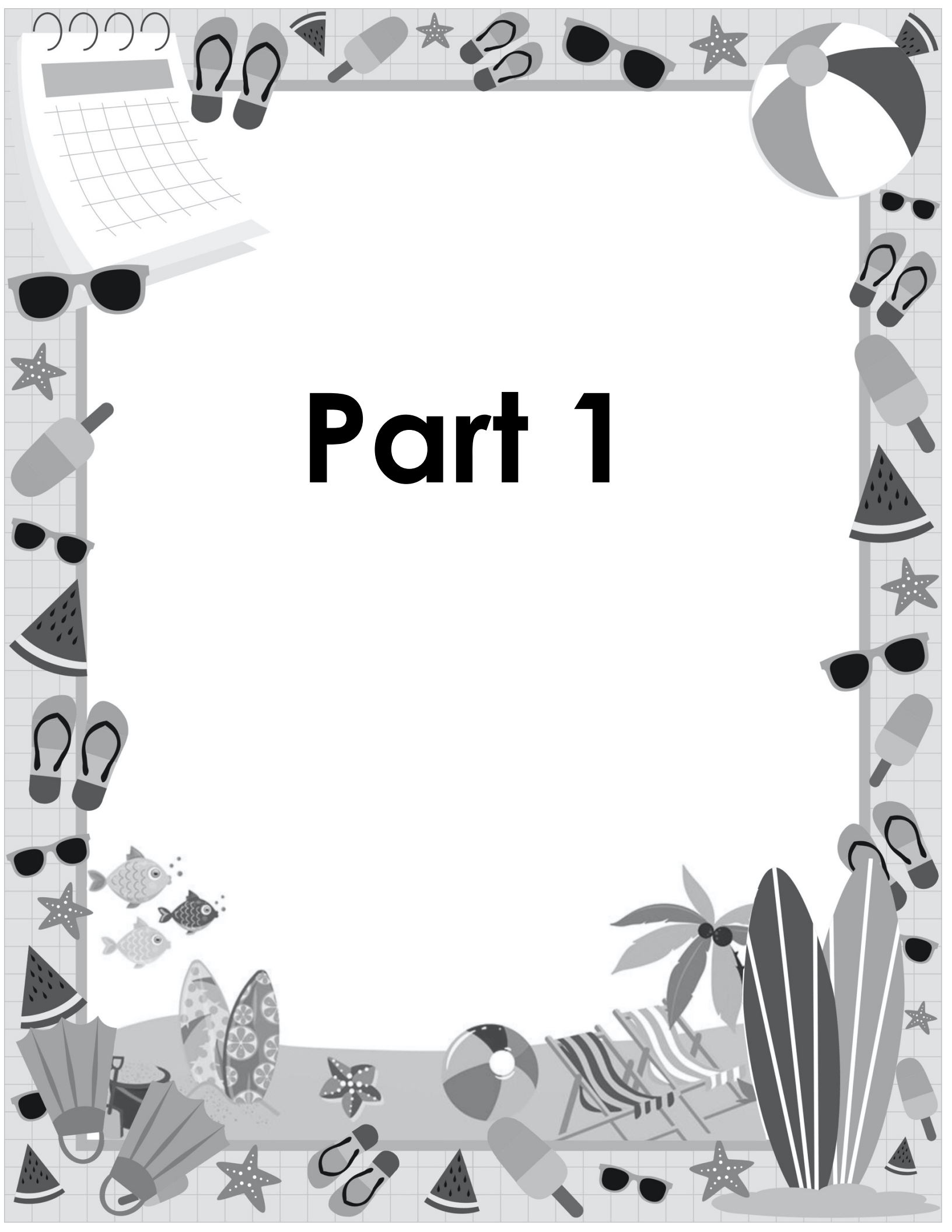


- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

# My Plan for the Week

<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Part 5</b>
<ul style="list-style-type: none"><li>• Check the Weather</li><li>• Summer in Nebraska</li><li>• Clothes sort</li><li>• Weather in the Summer</li><li>• Read <i>Colors of the Summer</i></li><li>• Weather activity</li><li>• Summer art activity</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Counting</li><li>• Feelings</li><li>• Read <i>Feelings are Like the Weather</i></li><li>• Feelings activities</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Summer fun activities</li><li>• Activity acting</li><li>• Art journal</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Skip counting</li><li>• Art journal</li></ul>	<ul style="list-style-type: none"><li>• Check the weather</li><li>• Dictionary</li><li>• Memory game</li><li>• Charades</li></ul>

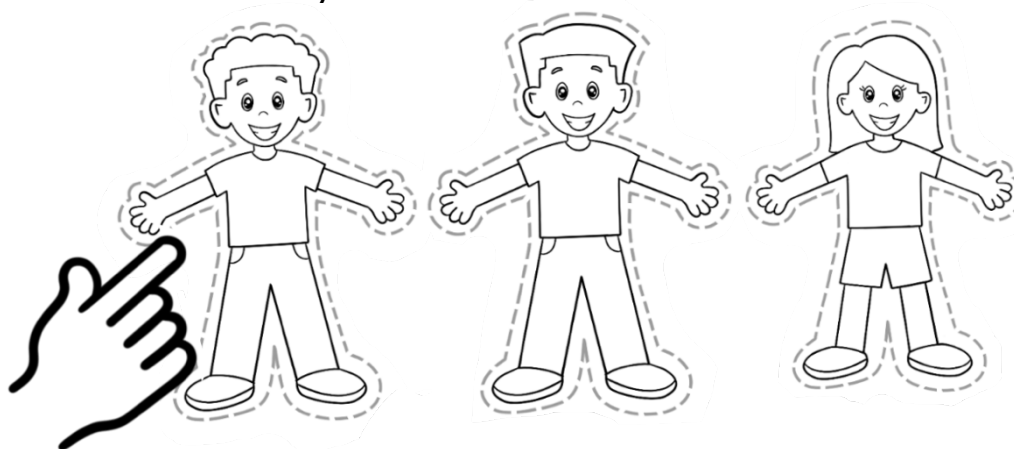
# Part 1



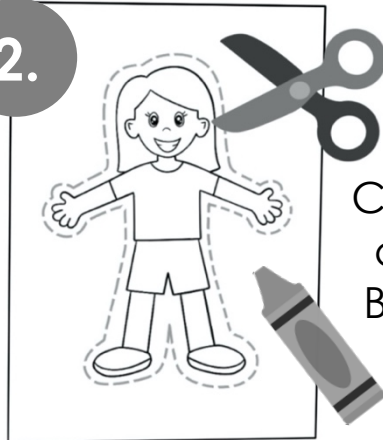


# My Buddy

1. Choose a Buddy

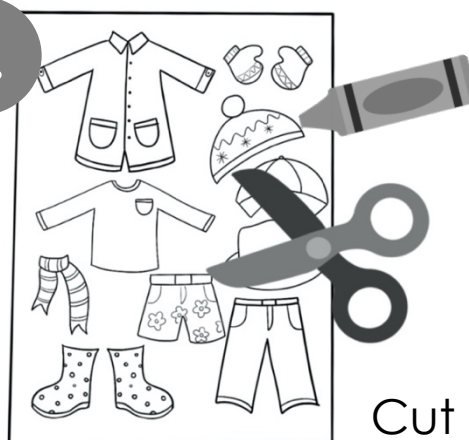


2.



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

3.

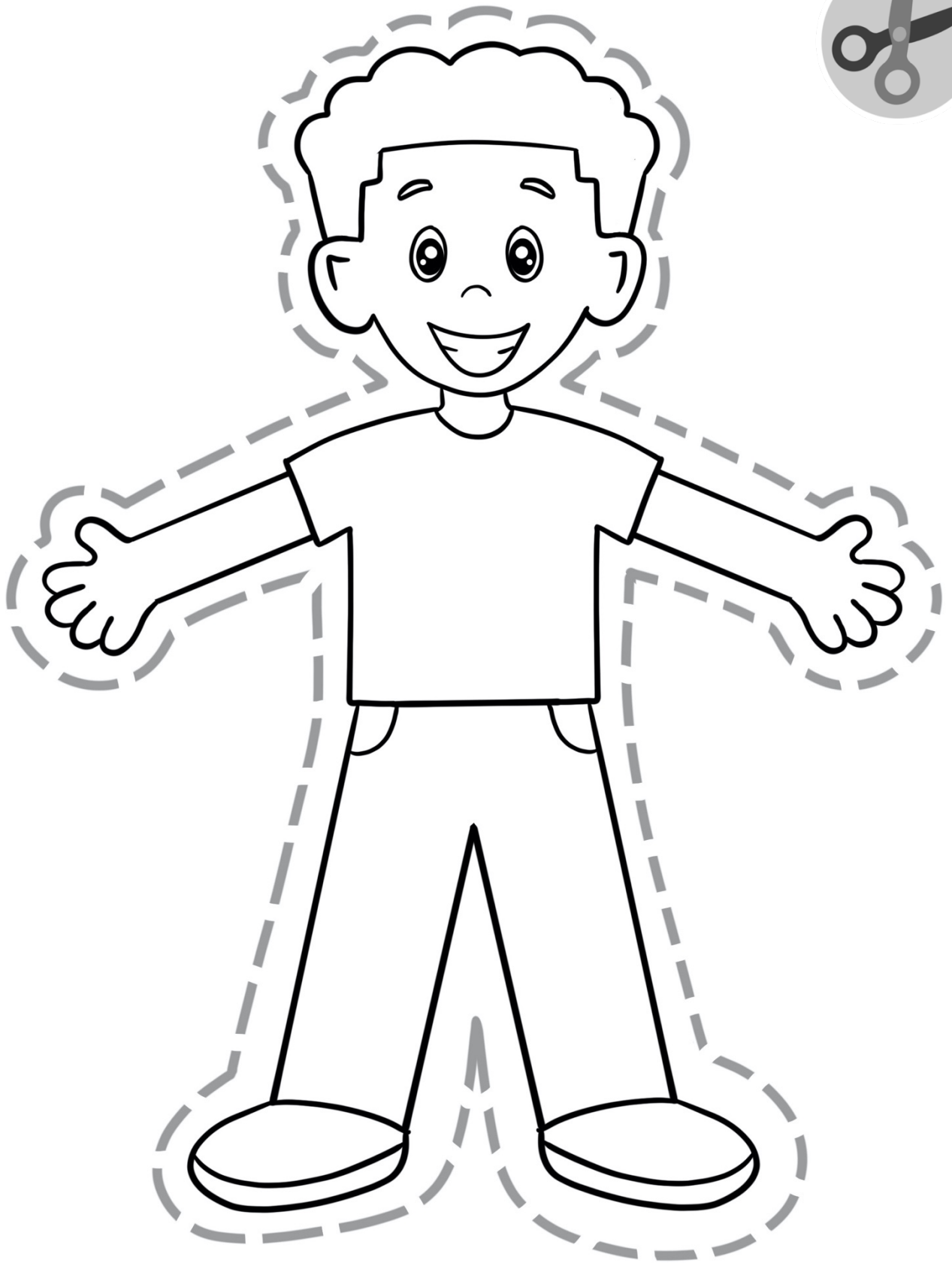


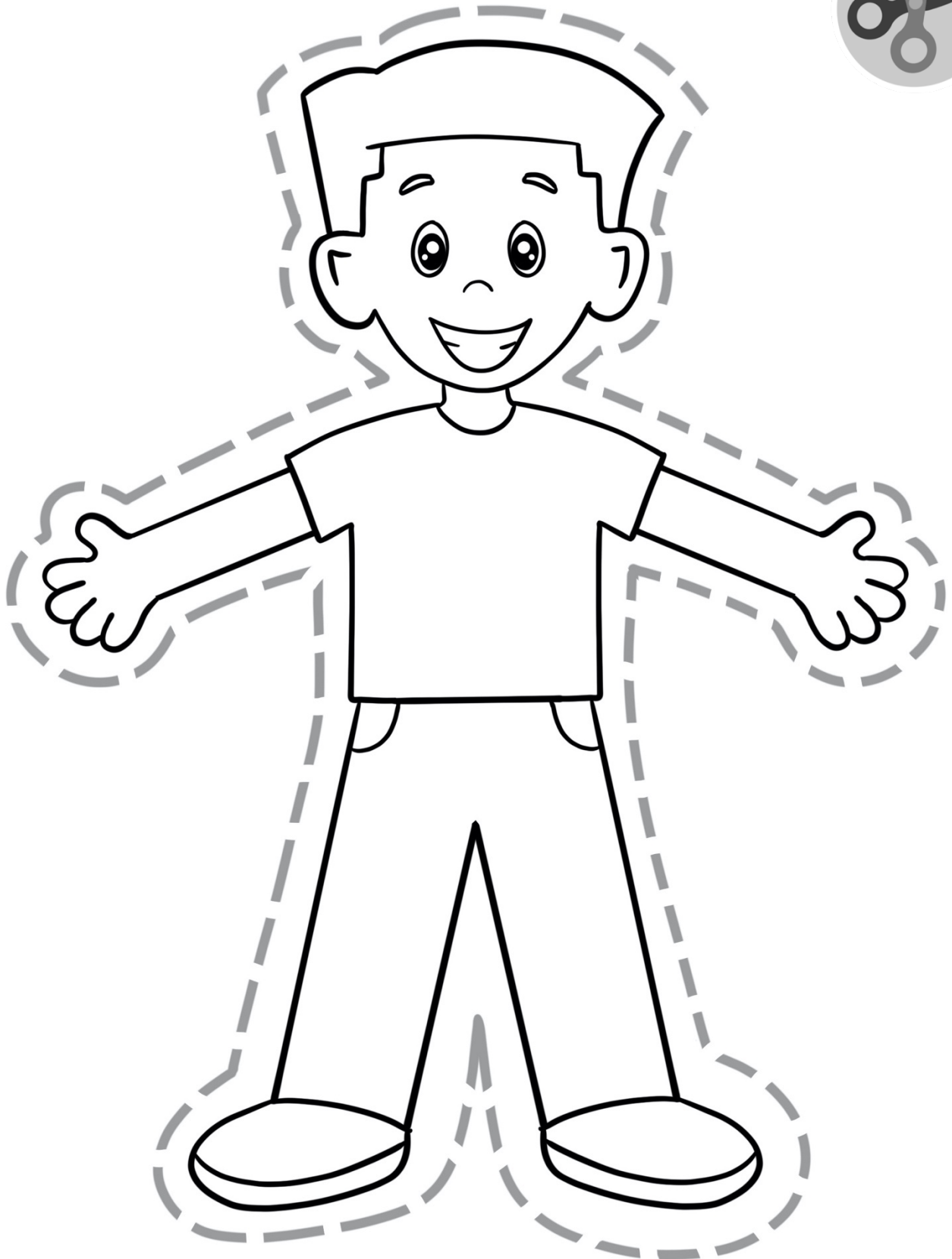
Cut out and color the accessories

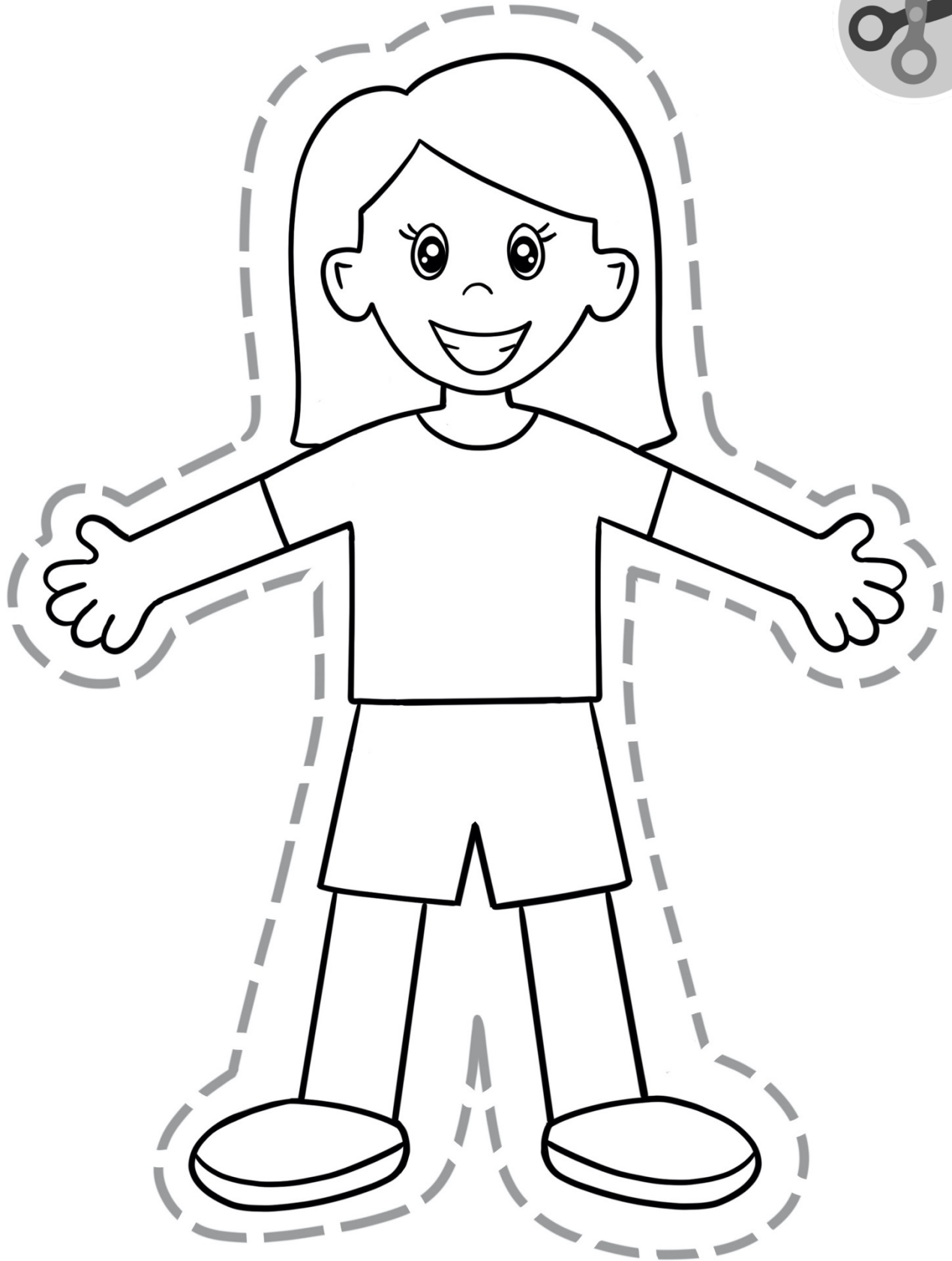
4.

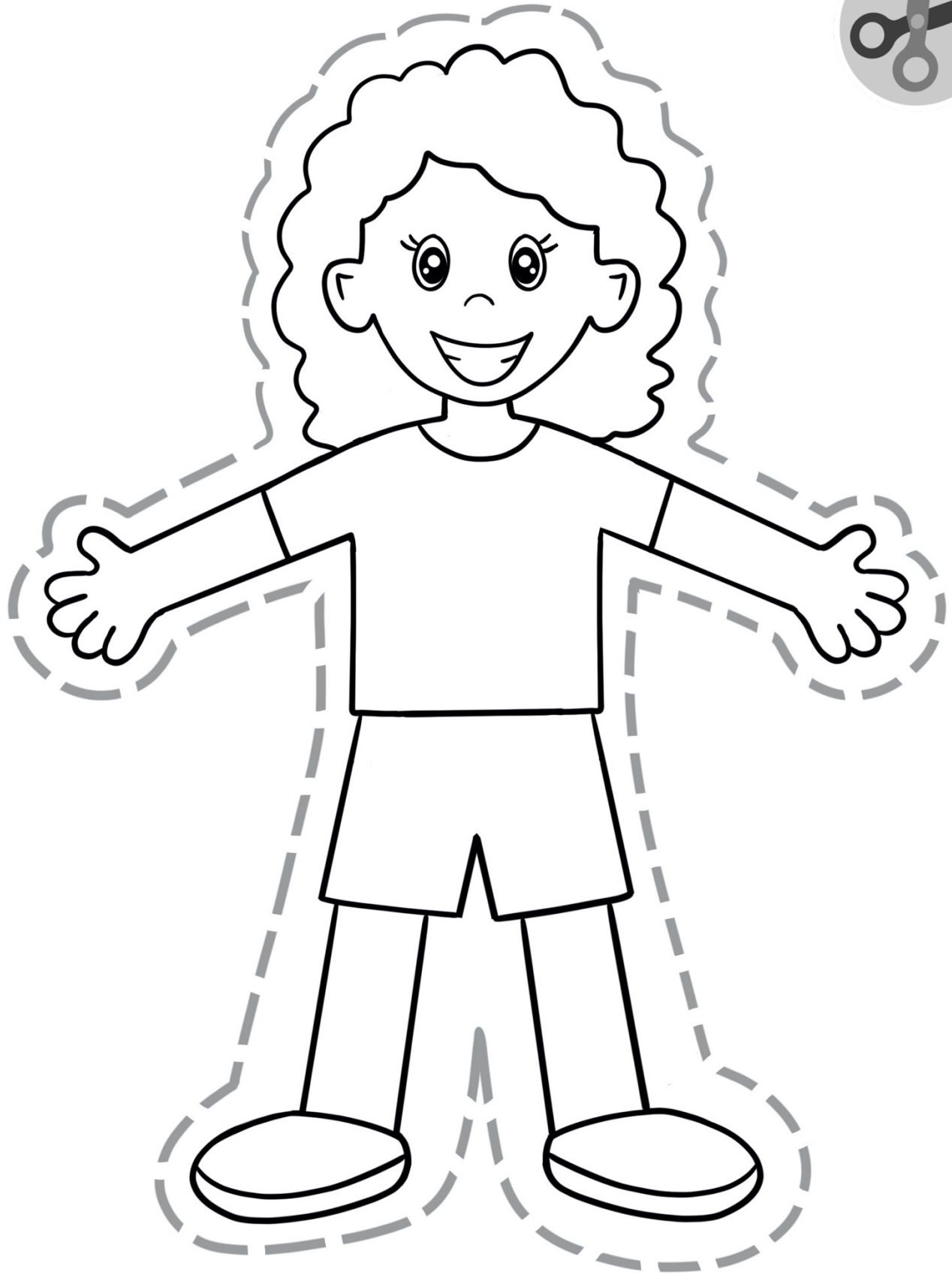


Have fun with your Buddy!  
Dress them up, play with them, and even talk with them!

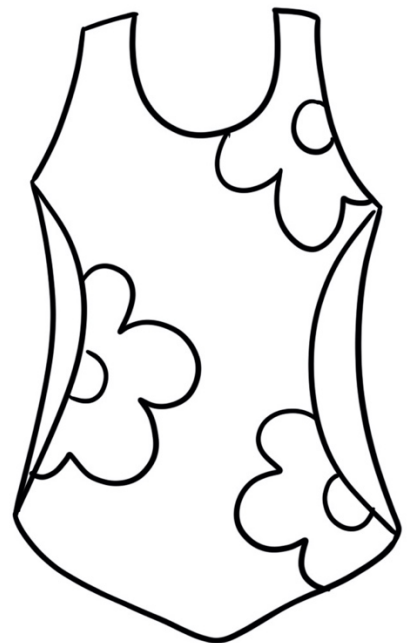
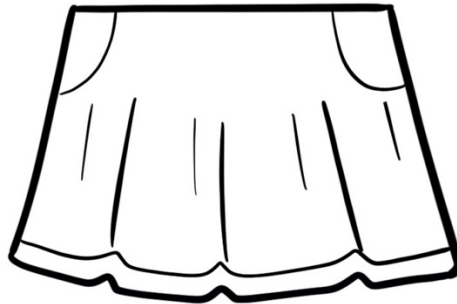
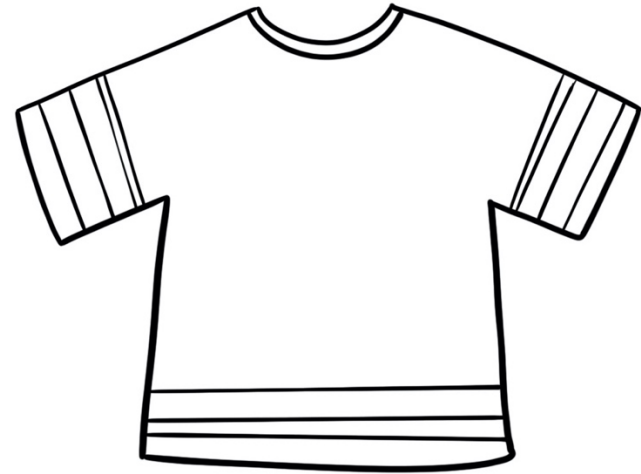
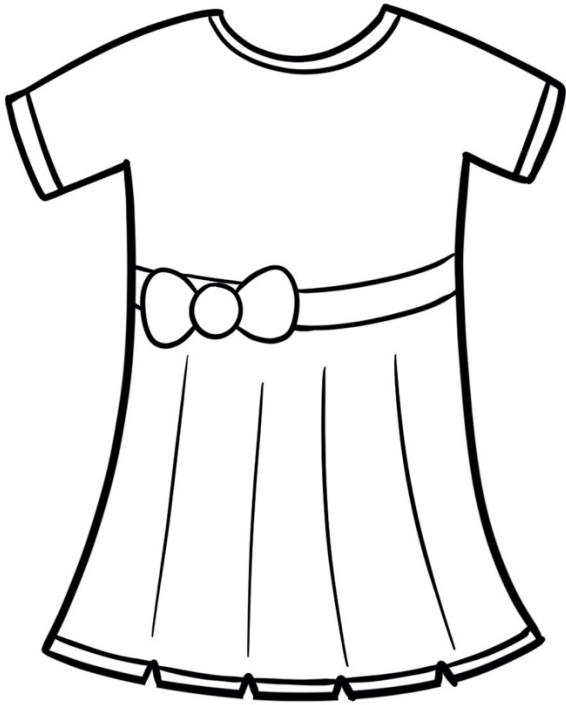


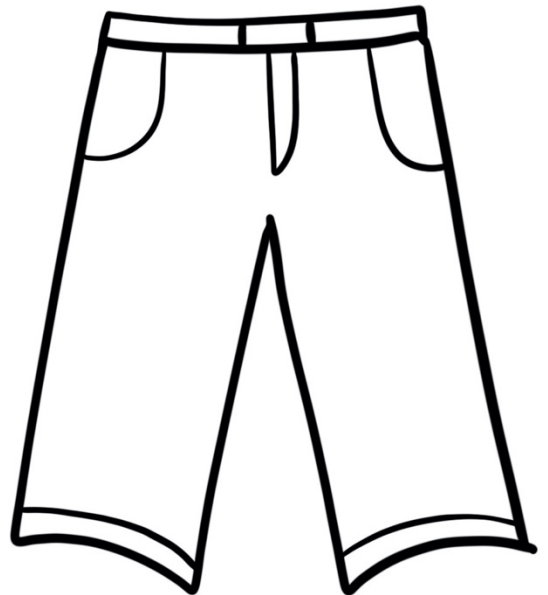
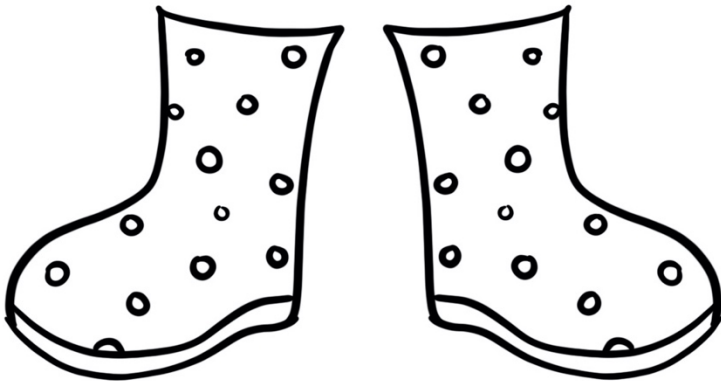
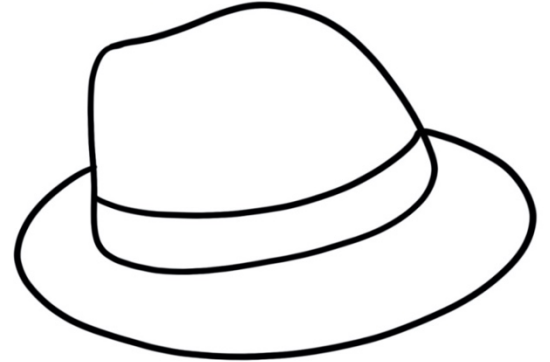
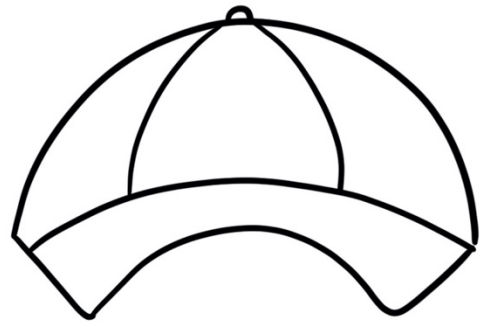
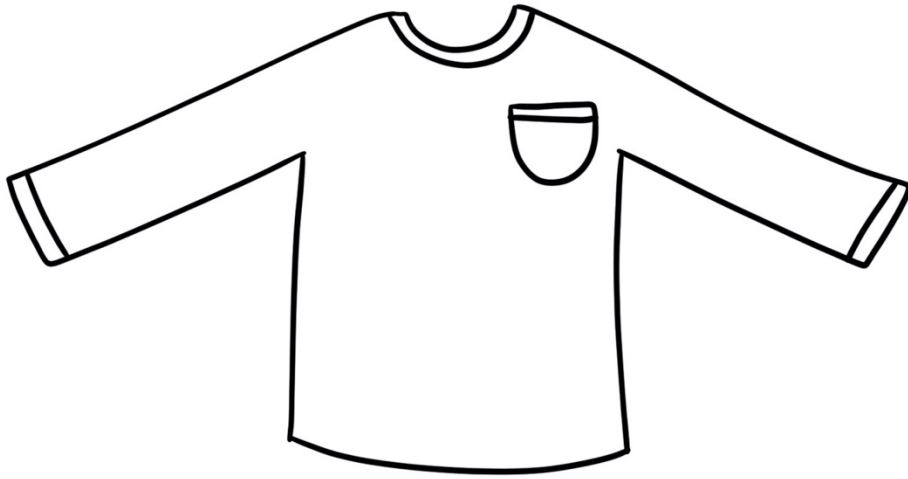
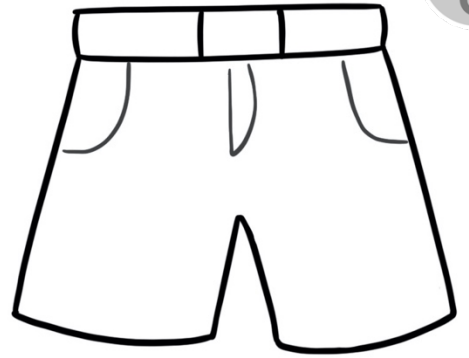






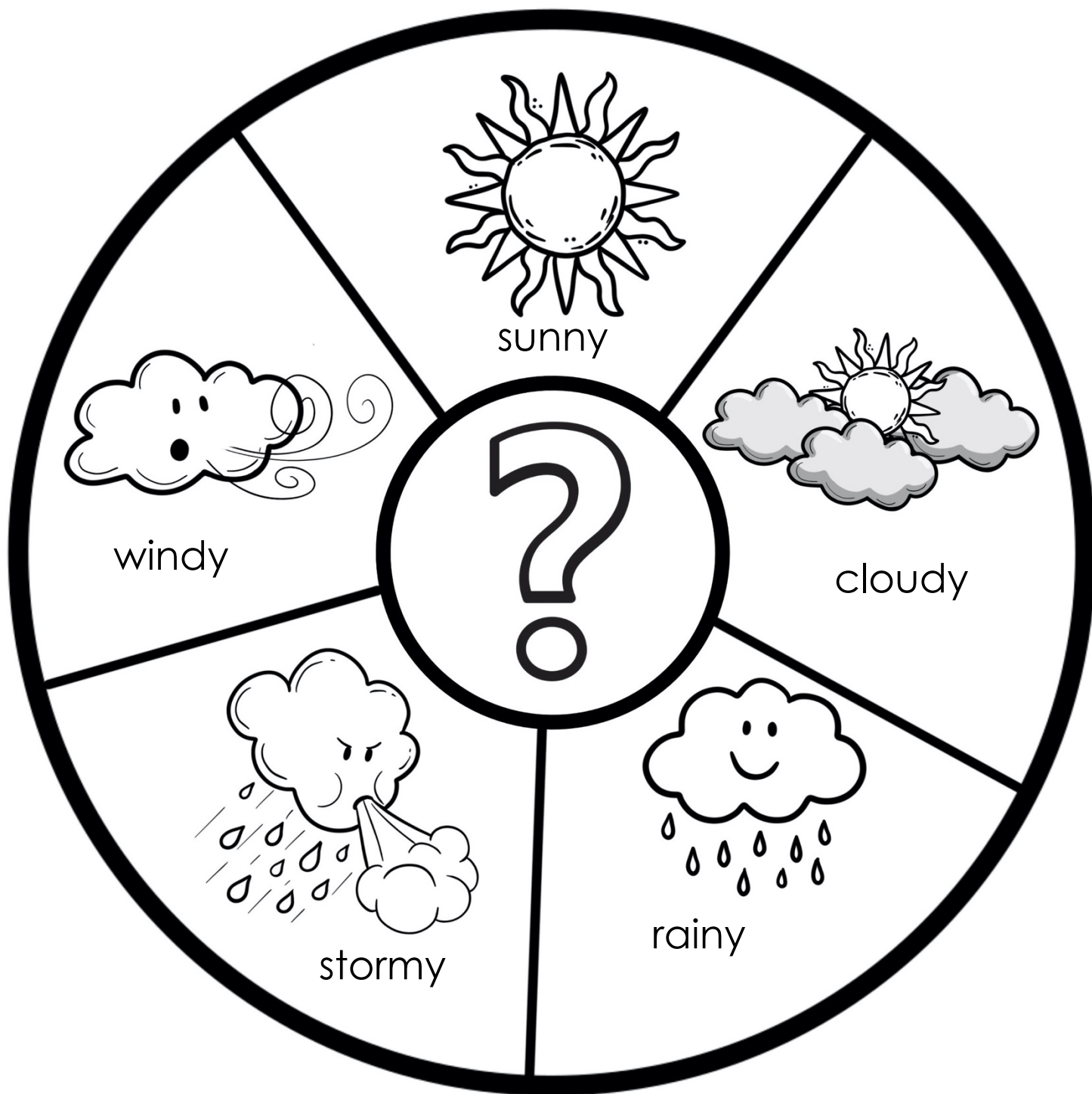




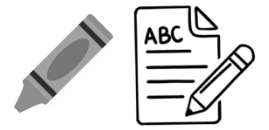


# Check the Weather

Dress your Buddy!

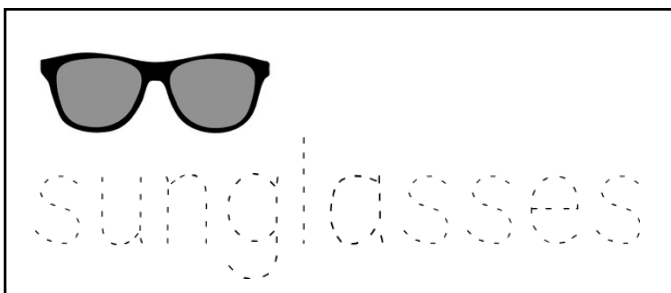
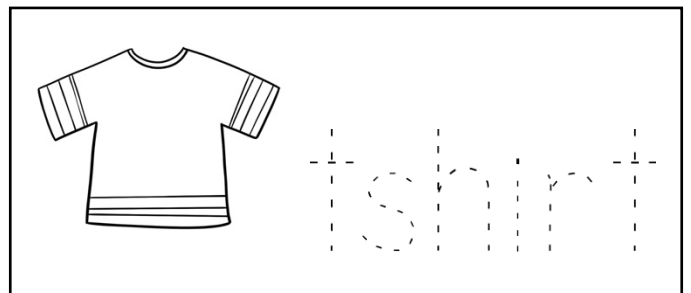
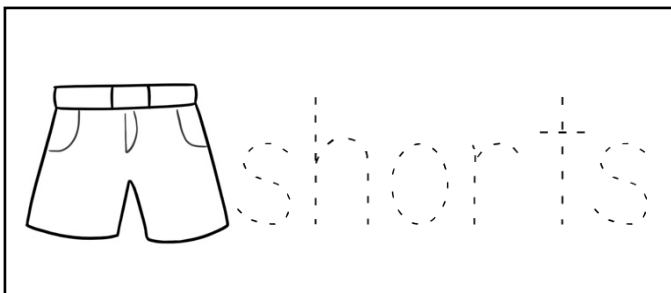
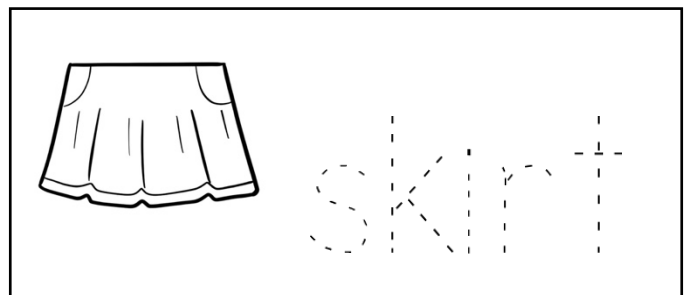
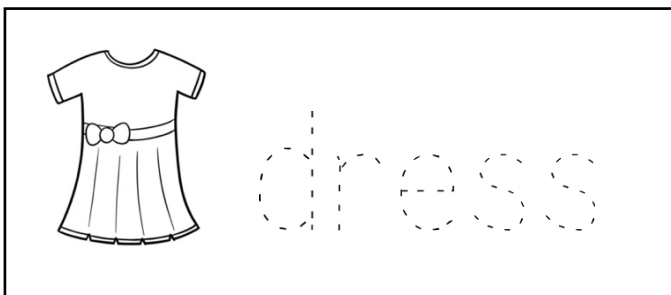
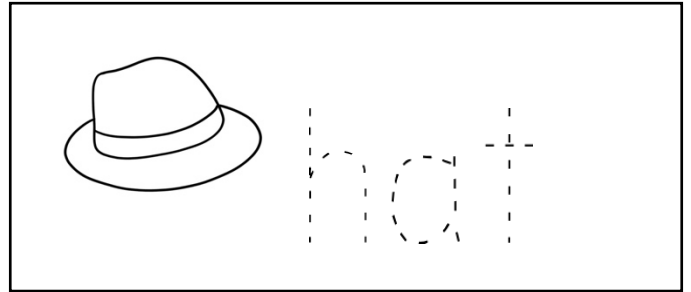
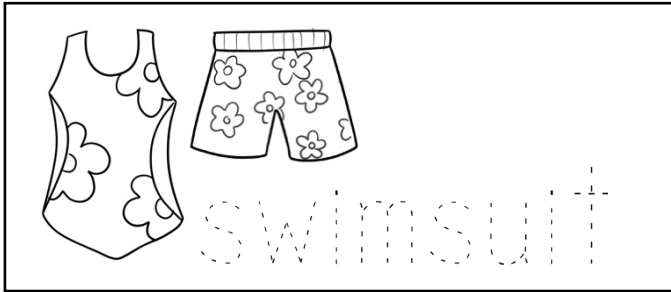


Today it is \_\_\_\_\_.



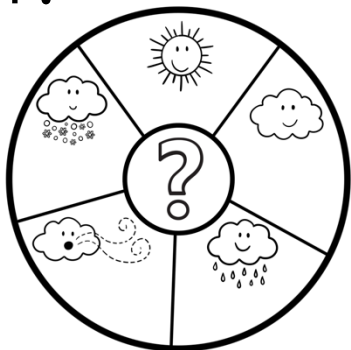
# Let's Write!

Color the pictures and trace the words.

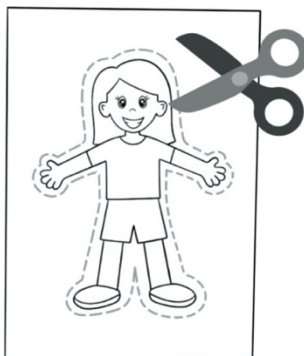


# What will you wear?

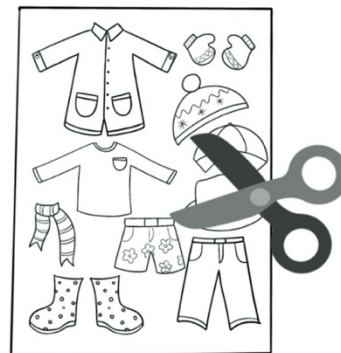
1.



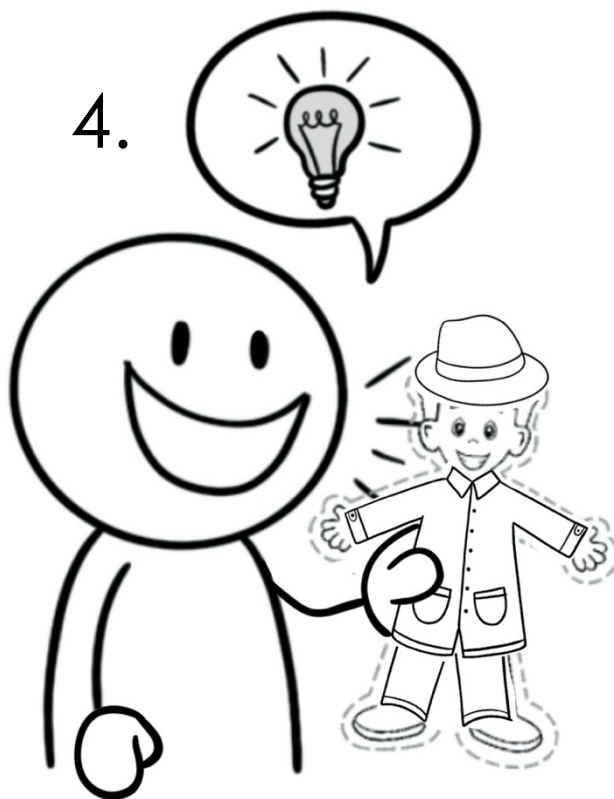
2.



3.



4.



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

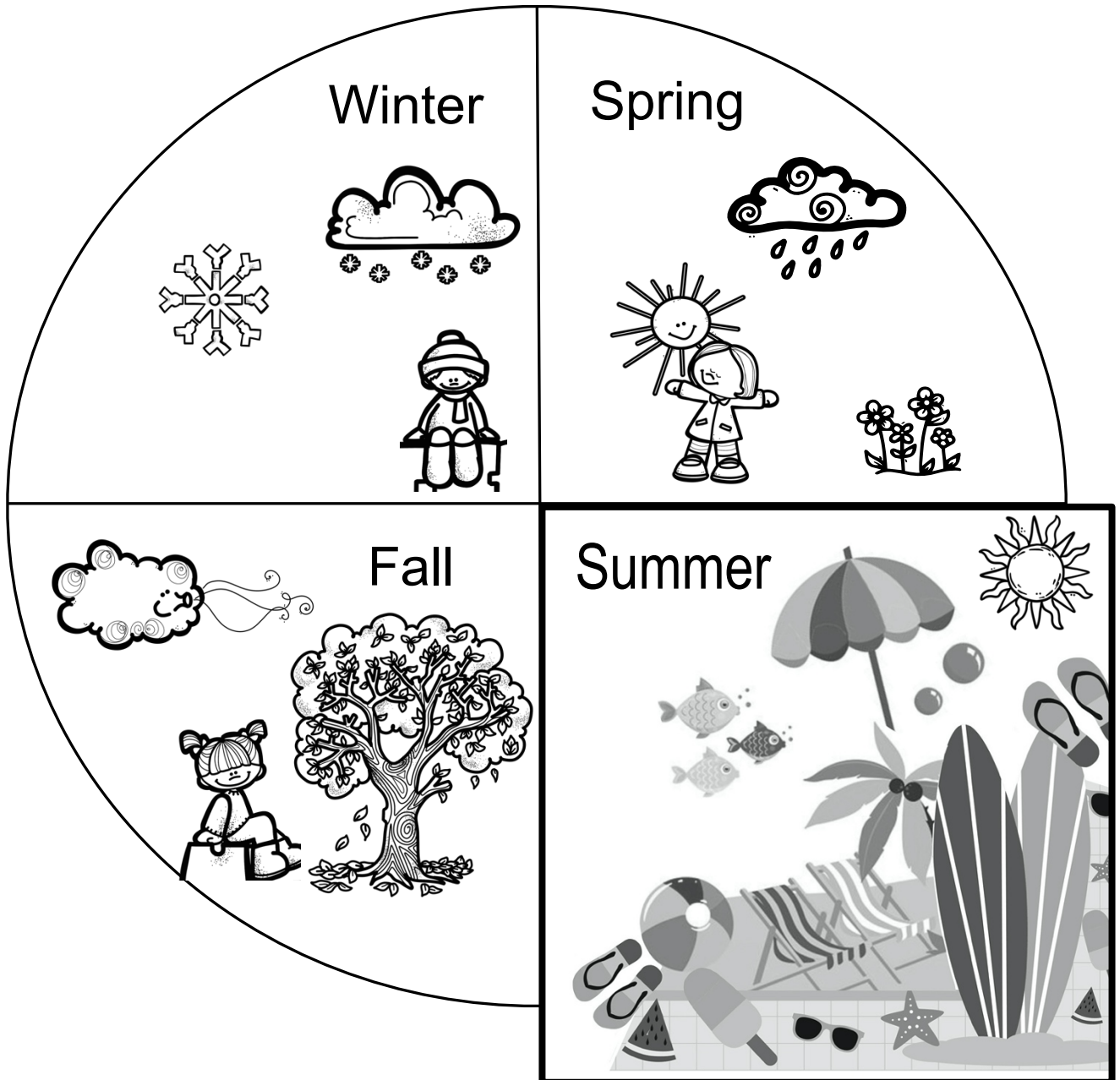
My shirt is \_\_\_\_\_.

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

# Seasons in Nebraska



We have four (4) seasons in Nebraska.







## Weather Key

1. Windy	1.大风	1. ventoso	.1 عاصف
2. Calm	2.冷静	2. calmado	.2 الهدوء
3. Bad weather	3.恶劣的天气	3. Mal tiempo	.3 سوء الأحوال الجوية
4. Good weather	4.天气好	4. Buen clima	.4 الطقس الجيد
5. Storm	5.风暴	5. Tormenta	.5 العاصفة
6. Tornado	6.龙卷风	6. Tornado	.6 إعصار
7. Lightning	7.闪电	7. Rayos	.7 البرق
8. Thunder	8.雷声	8. Truenos	.8 الرعد
9. Rainbow	9.彩虹	9. Arco iris	.9 قوس قزح
10. Sunny	10.阳光明媚	10. Soleado	.10 مشمس

1.



2.



3.



4.



5.



6.



7.



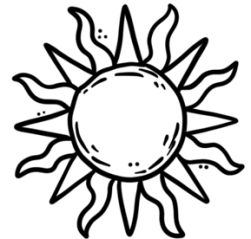
8.



9.



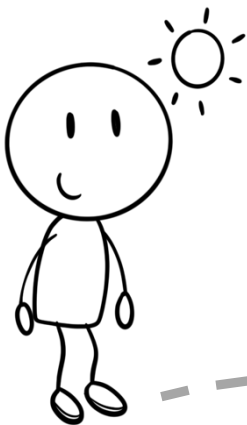
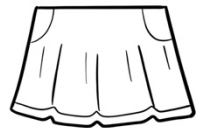
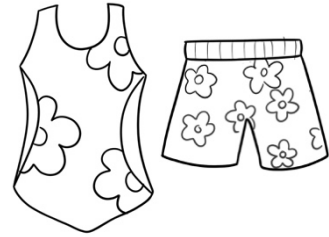
10.





# Sort the Clothes

Sort the clothes. What will you wear when it is cold?  
What will you wear when it is hot?



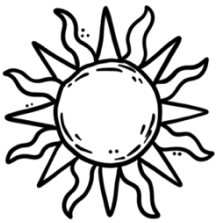
# Let's Read!



It is summer in Nebraska.



It is hot.



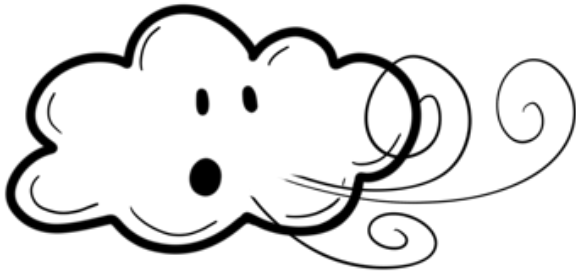
It is sunny.



Sometimes, it is stormy.

# The Weather in the Summer

Trace the words that describe the summer weather.



windy



calm



bad  
weather



good  
weather



storm



tornado

# The Weather in the Summer

Trace the words that describe the summer weather.



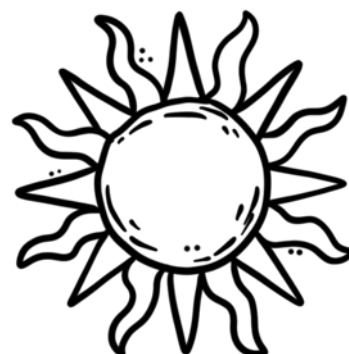
lightning



thunder



rainbow



sunny







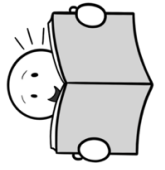
In the Summer, I see a  
rainbow of colors.

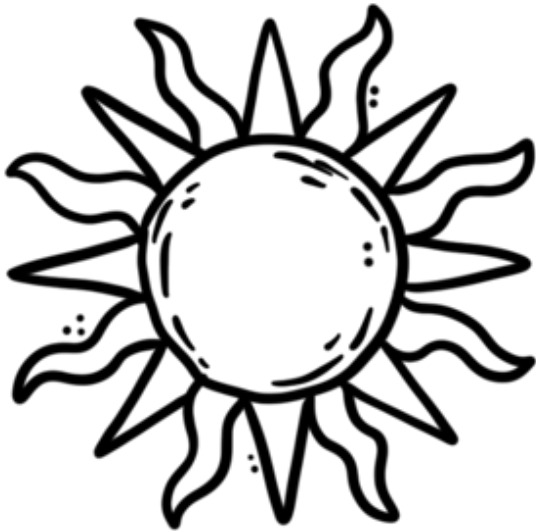
Page 2



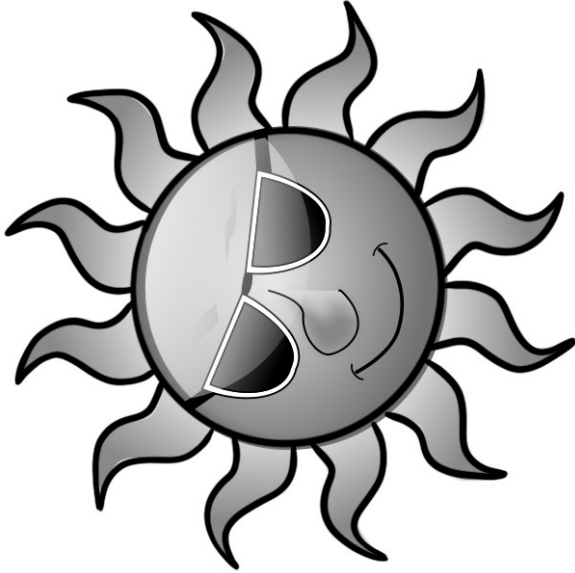
What do they mean?

Page 3

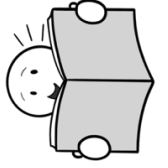


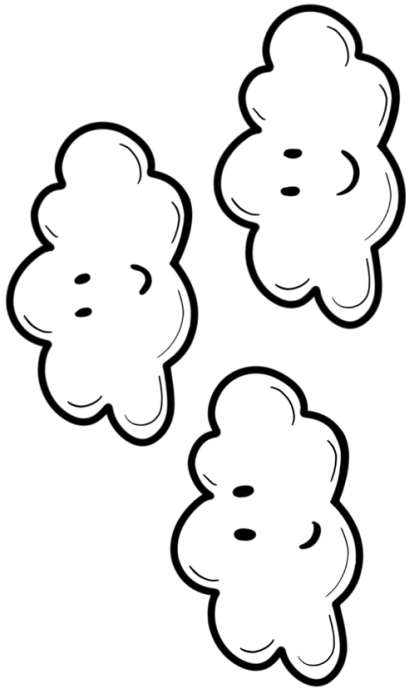


I see a bright yellow sun shining in  
the big blue sky. In the Summer,  
the sun is hot.



It is sunny.

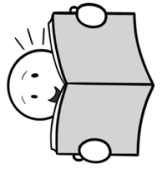




I see the blue sky with  
white fluffy clouds.



The weather is calm.





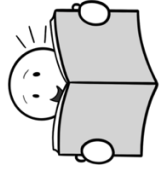
I see the green leaves moving,  
waving on the tree branches.

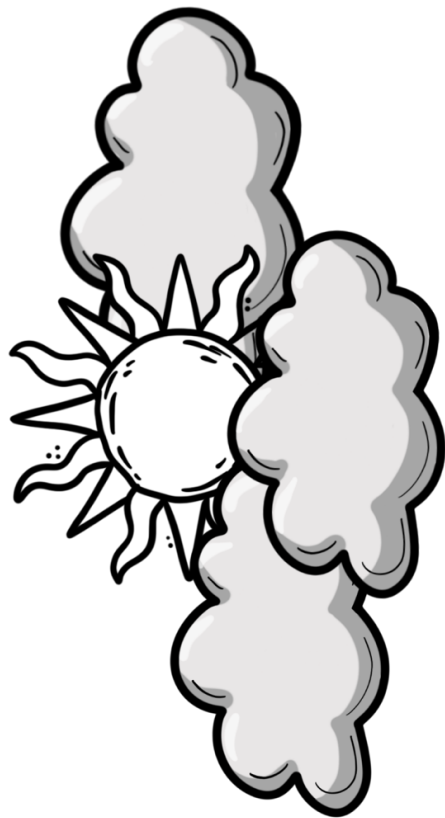
Page 8



It is windy.

Page 9





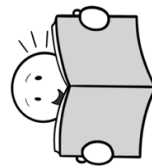
I see many dark gray clouds,  
blocking the sun.

Page 10



A storm is coming.

Page 11





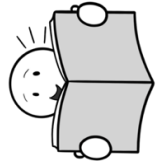
I see a flash of bright, white light  
as the lightning dances between  
the clouds.

Page 12



The storm is here. The wet rain is  
falling from the clouds. The  
thunder is loud. The wind is  
blowing.

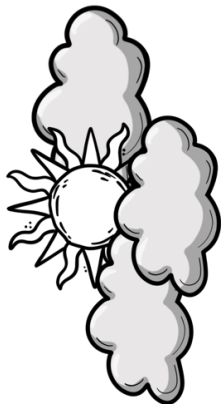
Page 13



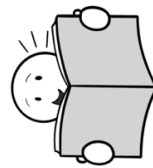


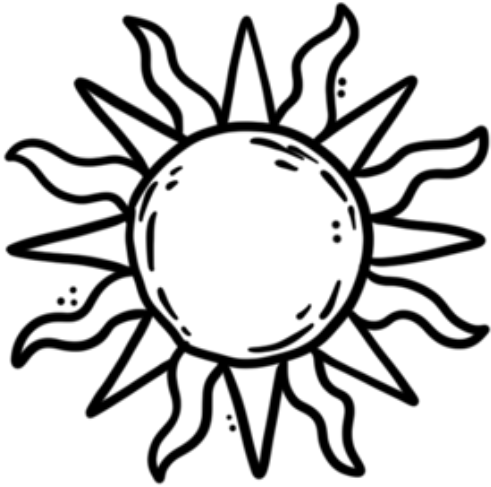


I see light gray clouds  
moving away.



The storm is leaving.

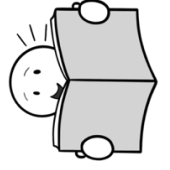




I see the yellow sun shining across  
the wet ground.



The rainbow is here. The Summer  
weather is calm again.



# Good and Bad Weather

What weather do you like?

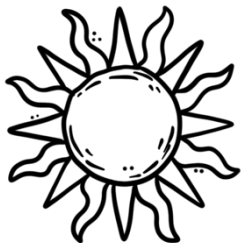
Draw lines from the different pictures to good or bad weather according to your opinion.



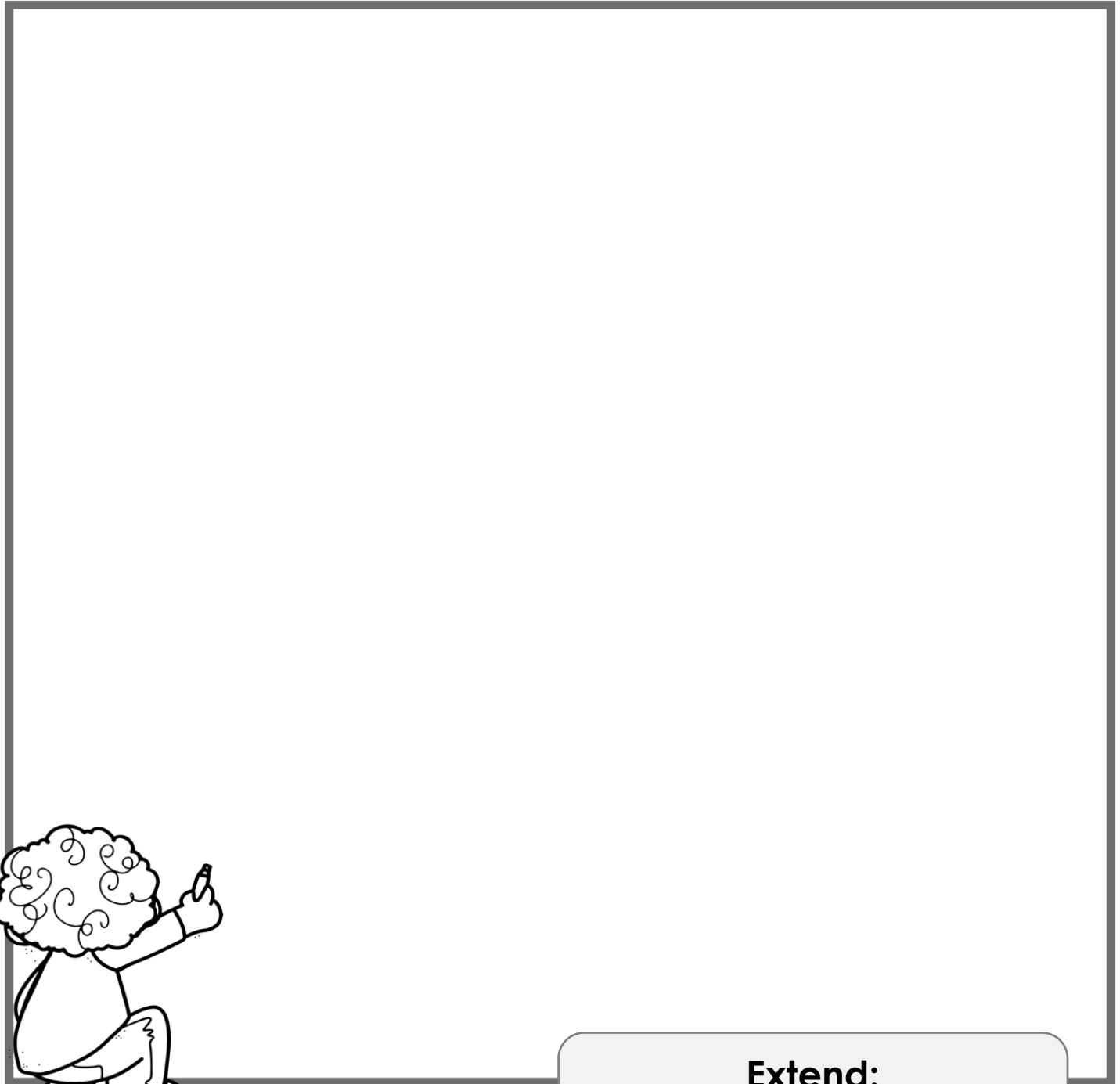
bad  
weather



good  
weather

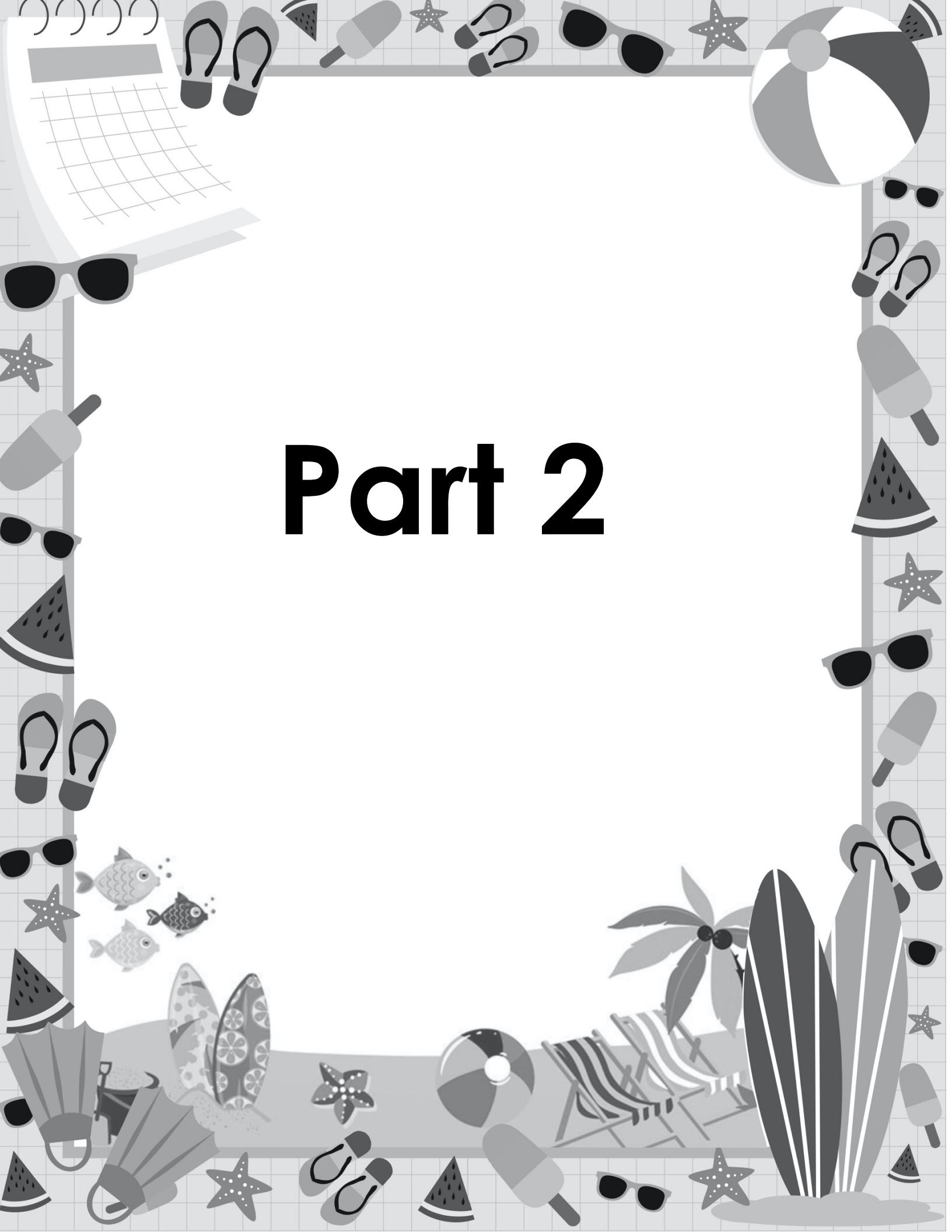


Draw a picture of **Summer**.



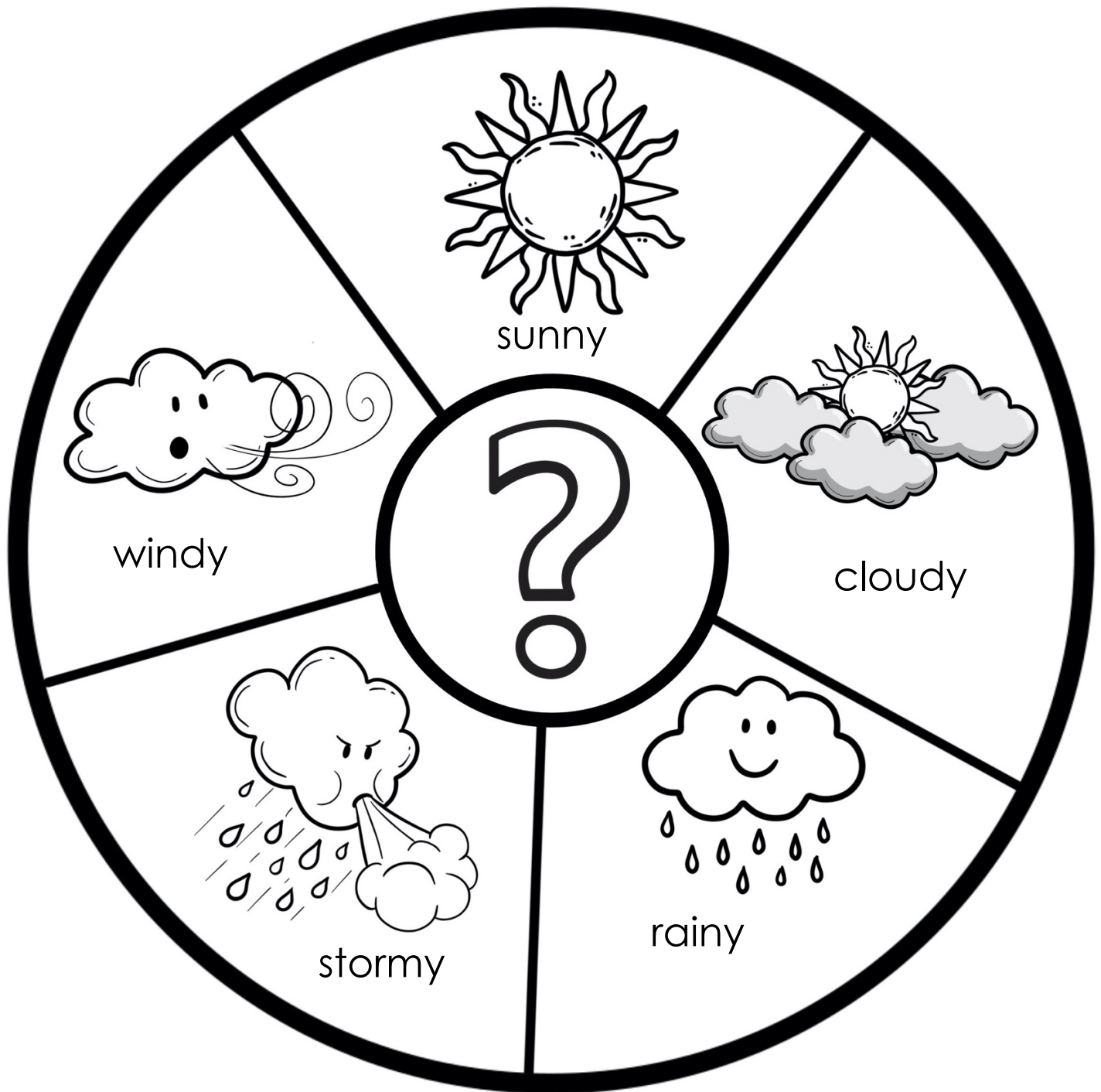
**Extend:**  
Tell your buddy about your picture of Summer.

# Part 2



# Check the Weather

Dress your Buddy!



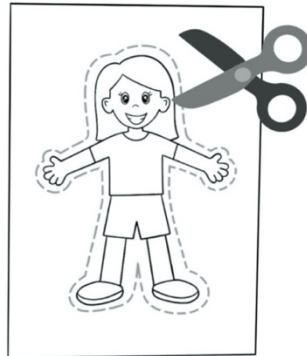
Today it is \_\_\_\_\_.

# What will you wear?

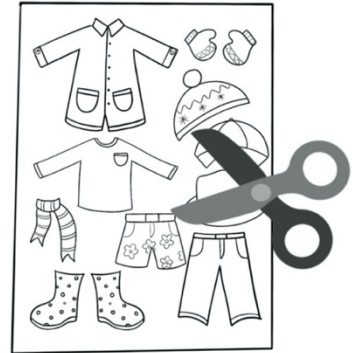
1.



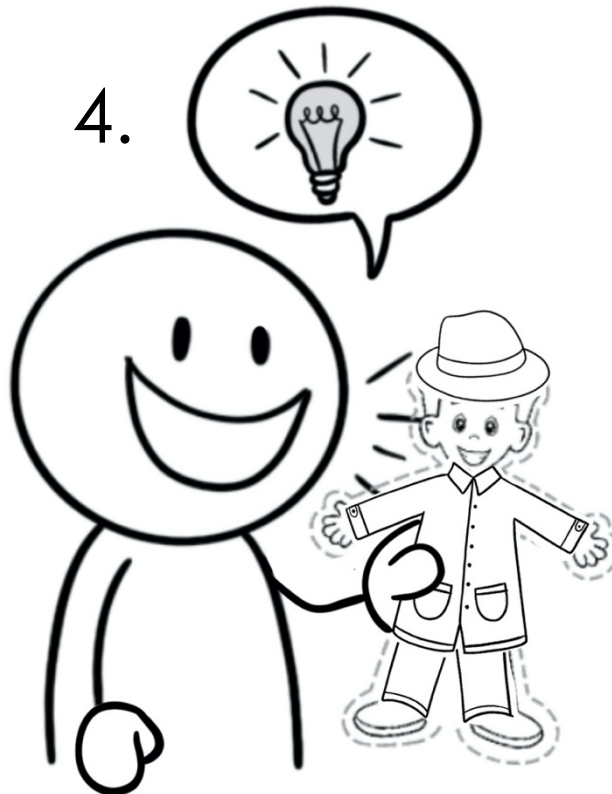
2.



3.



4.



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

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

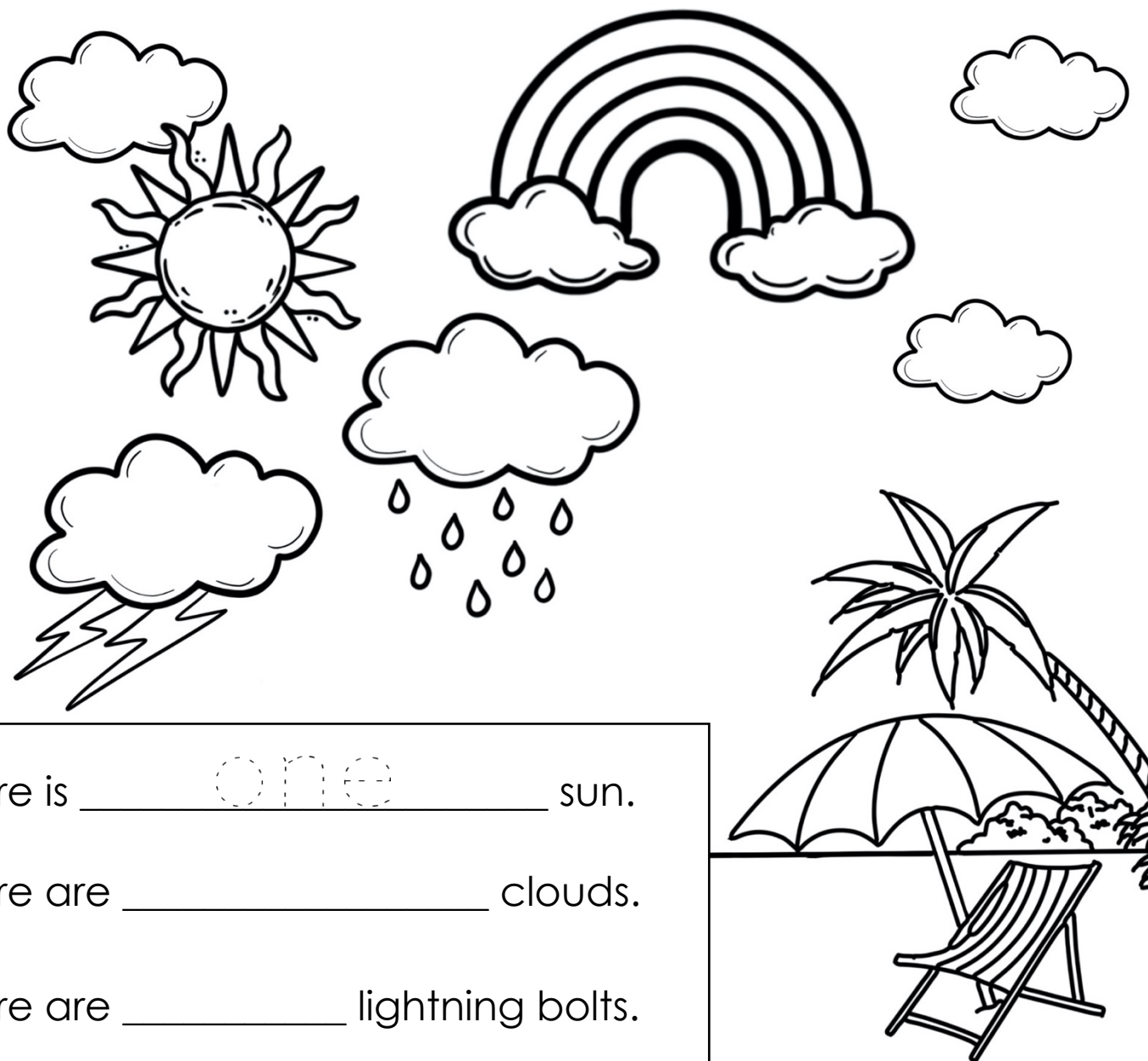
My pants are \_\_\_\_\_.



# Counting

123

Review the weather words from yesterday.  
Count the number of each thing on this page.



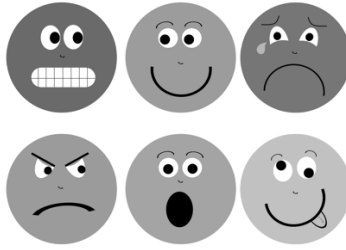
There is one sun.

There are \_\_\_\_\_ clouds.

There are \_\_\_\_\_ lightning bolts.

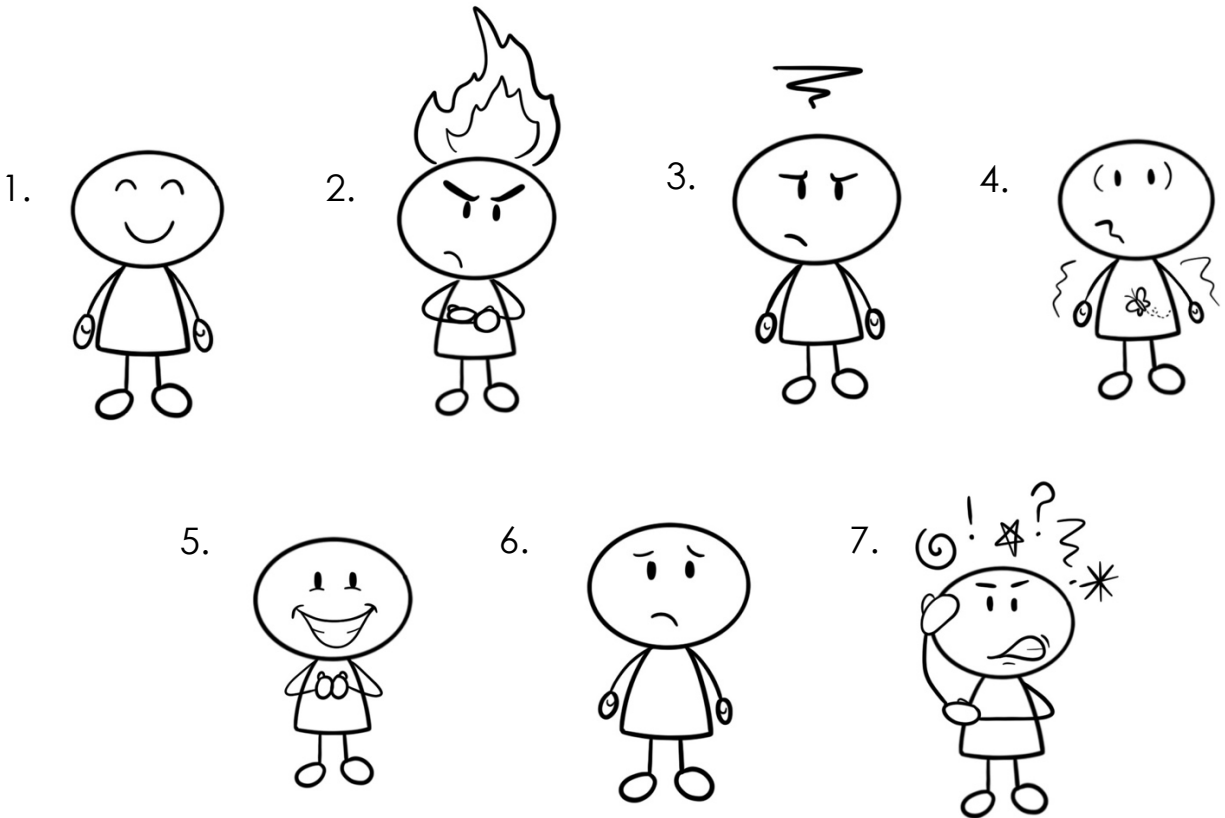
There is \_\_\_\_\_ rainbow.

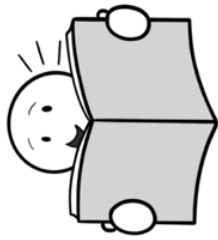
There are \_\_\_\_\_ rain drops.



## Feelings Key

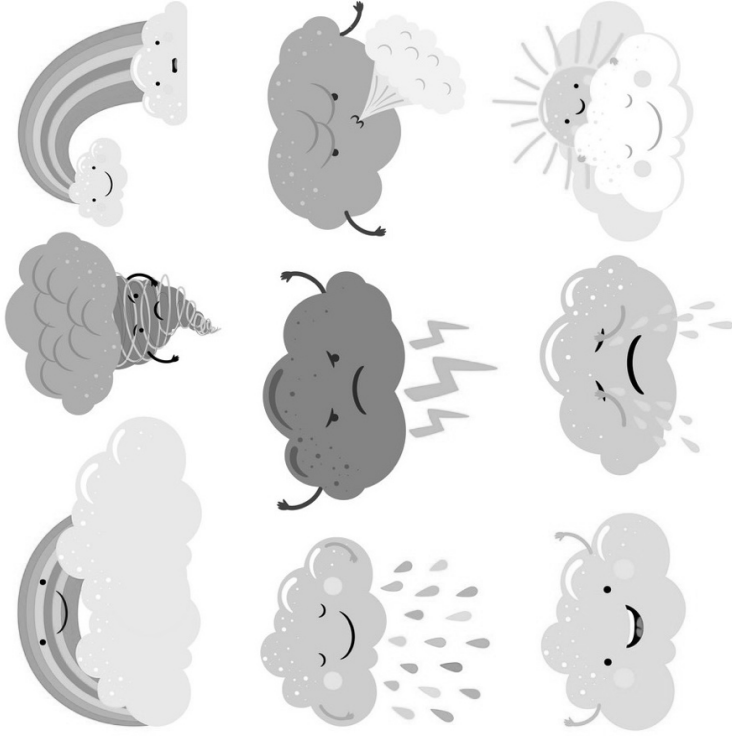
1. Happy	1.快乐	1. Feliz	.1 سعيدة
2. Angry	2.生气	2. Enojado	.2 غاضب
3. Grumpy	3.脾气暴躁	3. Gruñón	.3 غاضب
4. Nervous	4.紧张	4. Nervioso	.4 متوتر
5. Hopeful	5.充满希望	5. Esperanzado	.5 متفائل
6. Frustrated	6.沮丧	6. Frustrado	.6 محبط
7. Calm	7.冷静	7. Calmado	.7 هدوء



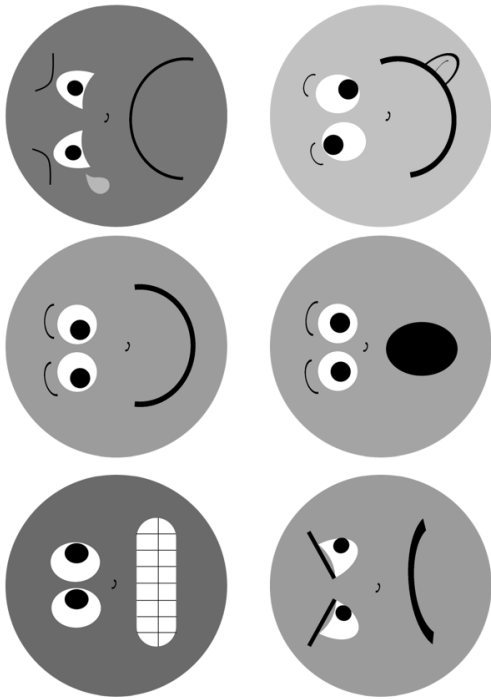


**Read the story**

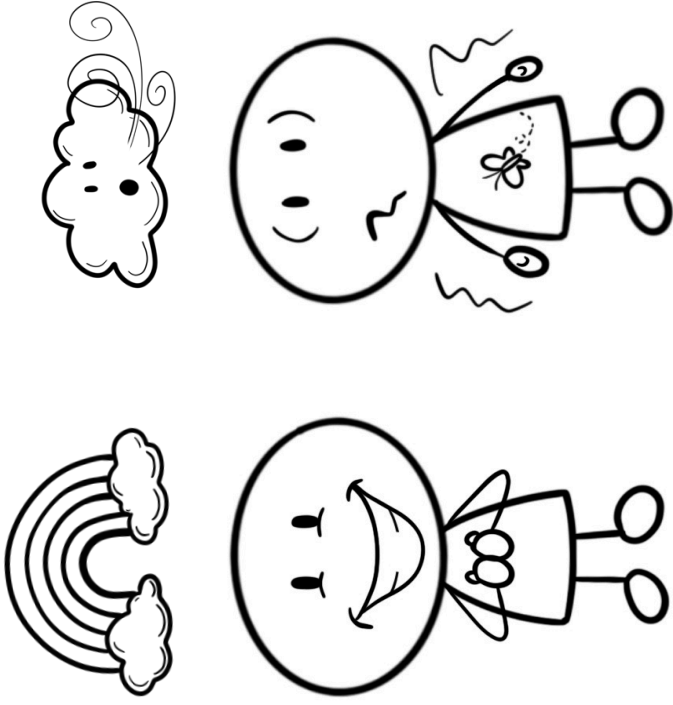
*Feelings are Like the Weather*



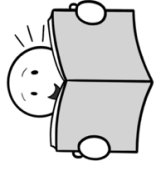
**Feelings are Like the  
Weather**

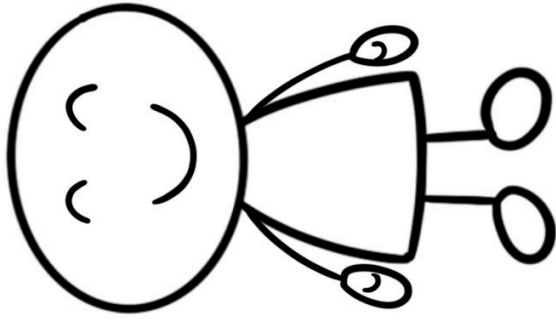


Feelings are like the weather.



Just like the weather can change,  
so can your feelings.



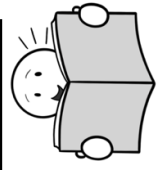


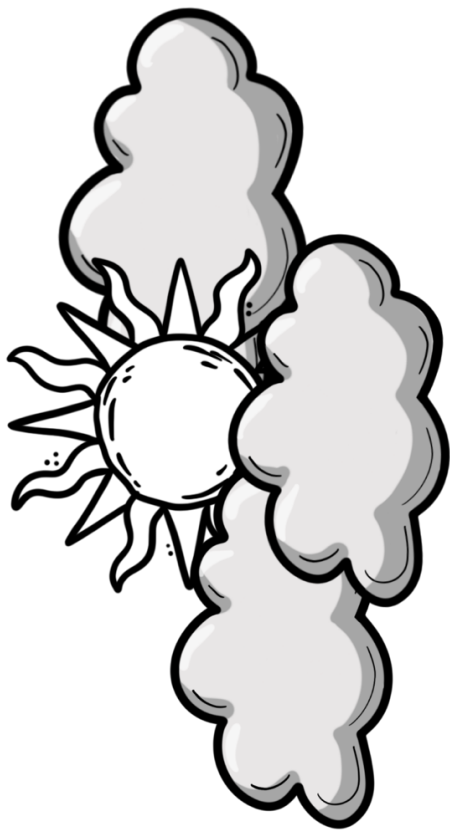
When I feel sunny there is a smile  
on my face. My body feels full of  
bright energy.

Page 4

Feelings sunny is like being happy.  
I am having a good day.

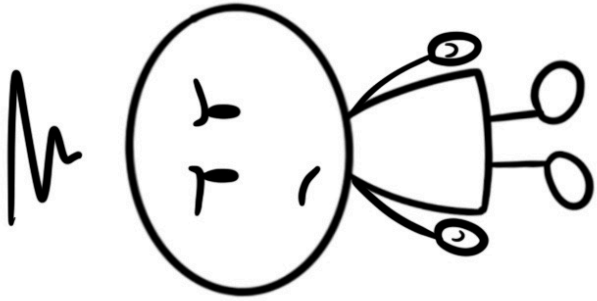
Page 5





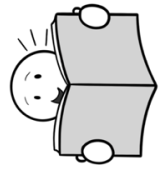
When I feel cloudy, I do not smile.  
My body feels slow,  
without energy.

Page 6



Feeling cloudy is like feeling  
grumpy. I am having a bad day.

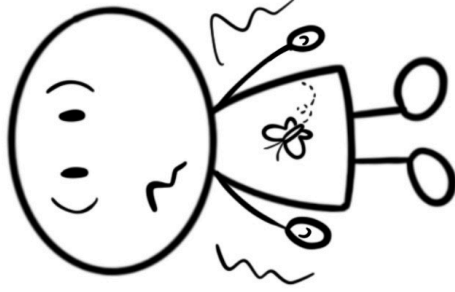
Page 7





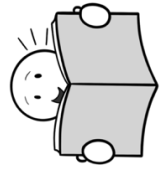
When I feel windy, my body twists  
and turns. My tummy feels  
uneasy.

Page 8



Feeling windy is like feeling  
nervous or worried. I want to feel  
calm.

Page 9

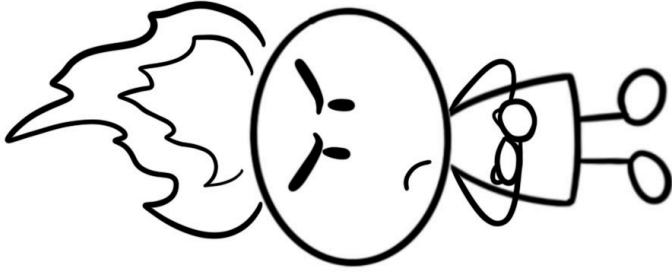






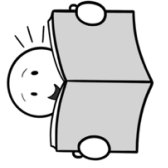
When I feel stormy, I cry, shout, or yell. My body feels like a tornado.

Page 10



Feeling stormy is like feeling very angry or frustrated. I want to feel calm.

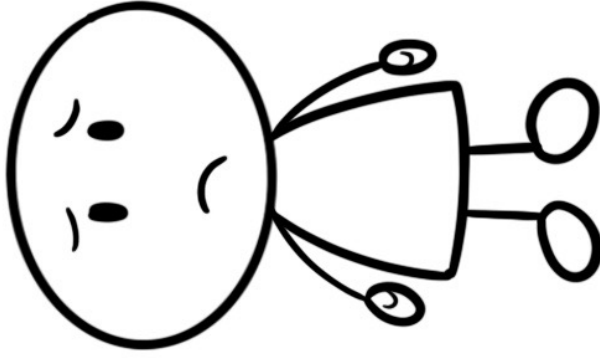
Page 11





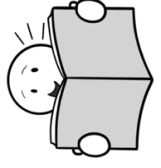
When I feel rainy, I have a frown  
on my face. My heart feels lonely.

Page 12



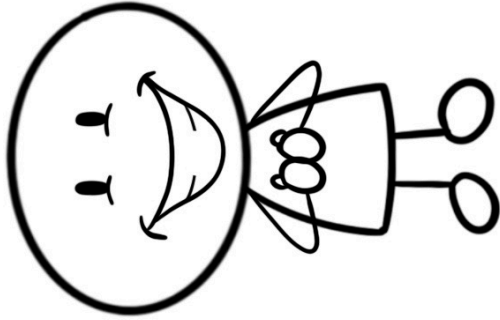
Feeling rainy is like feeling sad.  
I want to feel like a rainbow.

Page 13

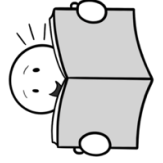




When I feel like a rainbow  
I am smiling.  
My body feels calm and strong.



Feeling like a rainbow is like  
feeling hopeful.  
I can be okay.



# Act

Show your buddy! Act out the feelings we've learned.  
How do they look? How do they sound?



- Happy



- Grumpy



- Nervous



- Angry



- Frustrated



- Sad



- Hopeful



## Extend:

Tell your buddy or someone in your house how you are feeling today.  
Use any language you know.

# Journal



Draw the weather outside today.

Draw your feelings today.

Do your feelings match the weather, or are they different?  
Write in any language(s) you know. Read this to your buddy or someone in your house.



The weather today is \_\_\_\_\_

\_\_\_\_\_.

Today I feel \_\_\_\_\_

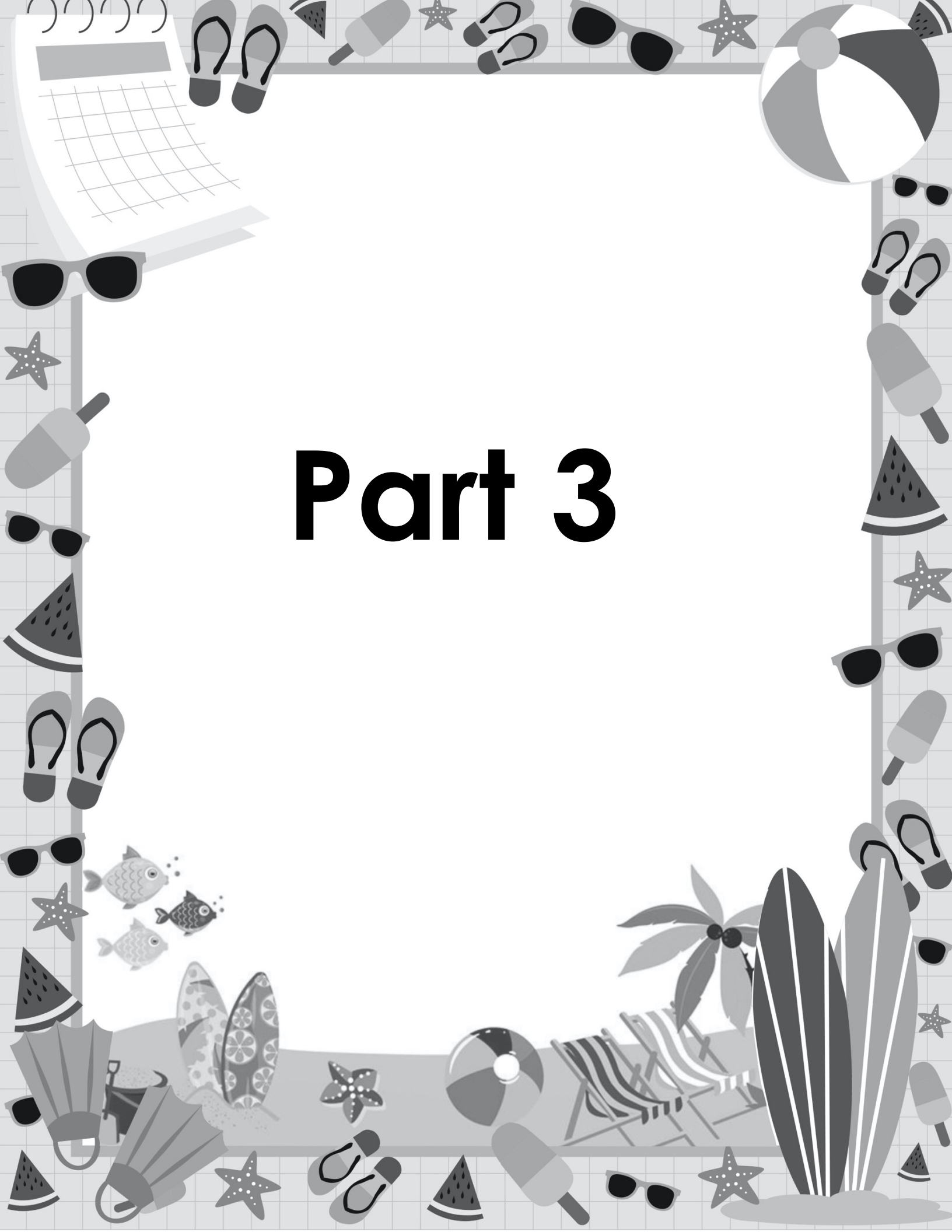
\_\_\_\_\_.

Do your feelings match the weather?

\_\_\_\_\_

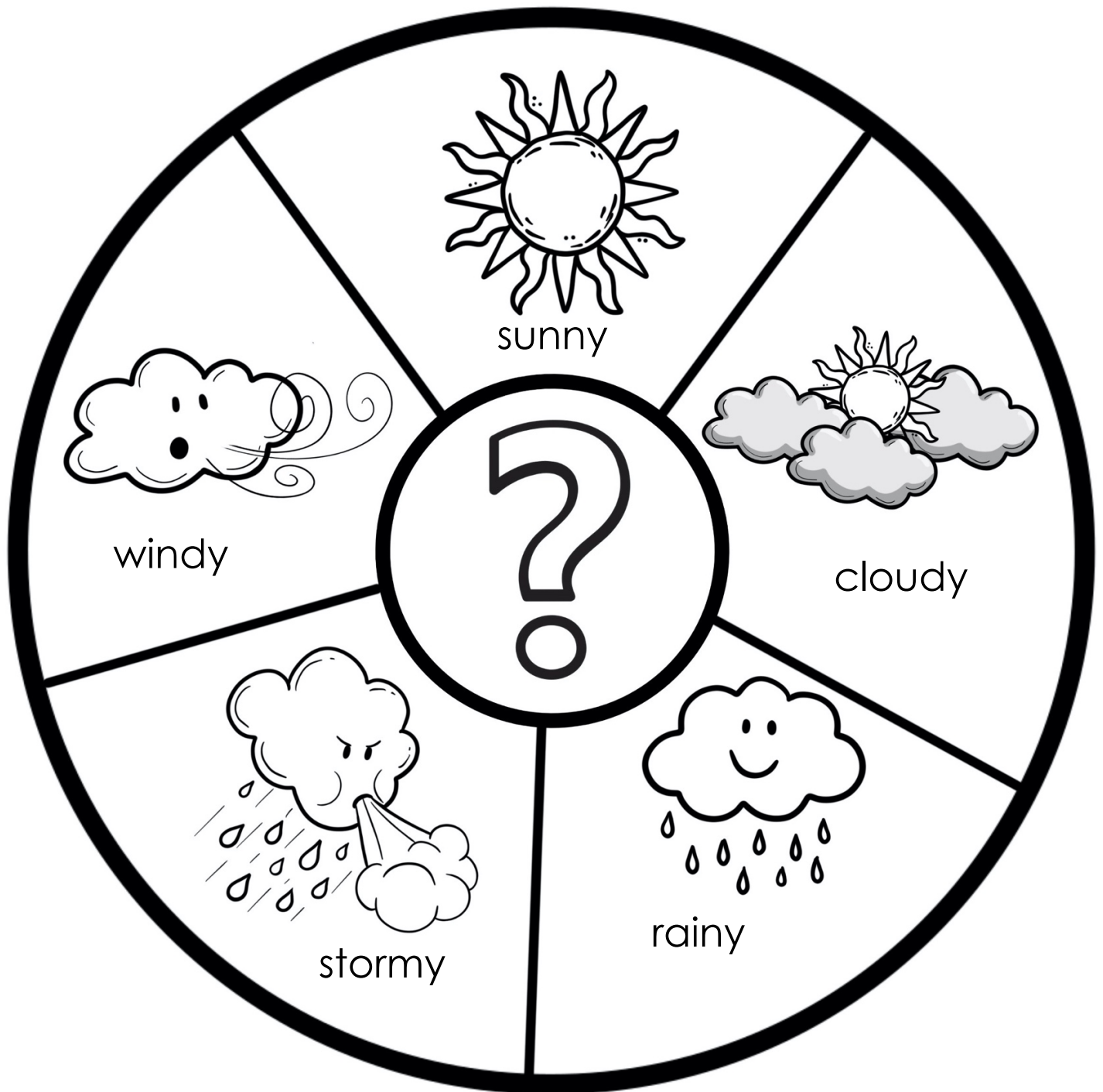
\_\_\_\_\_.

# Part 3



# Check the Weather

Dress your Buddy!

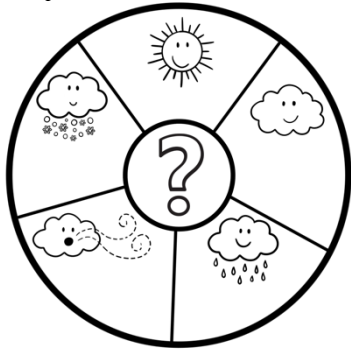


Today it is \_\_\_\_\_.

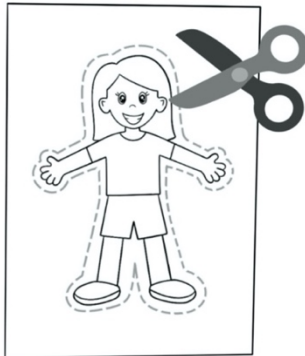


# What will you wear?

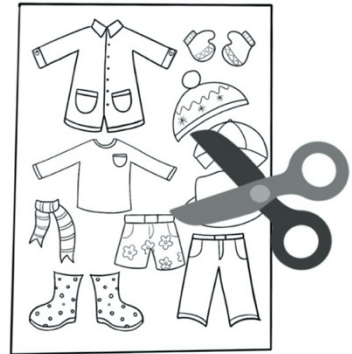
1.



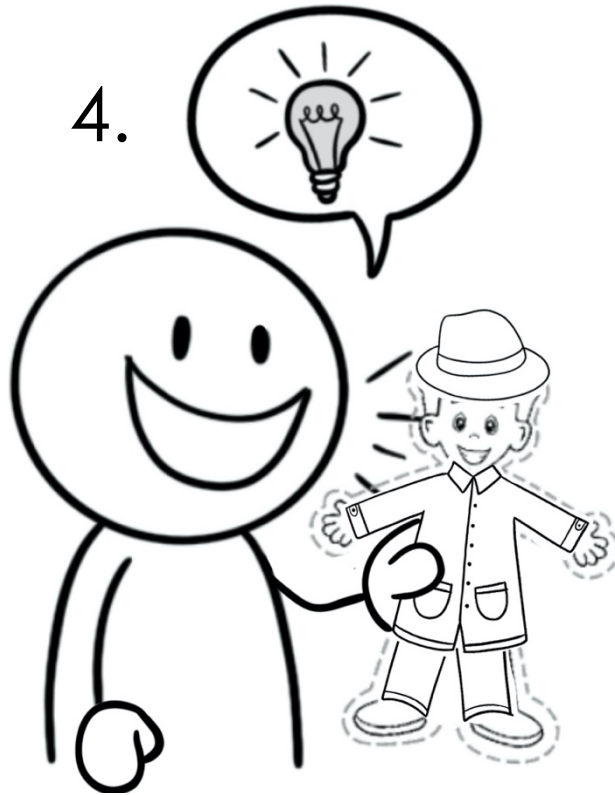
2.



3.



4.



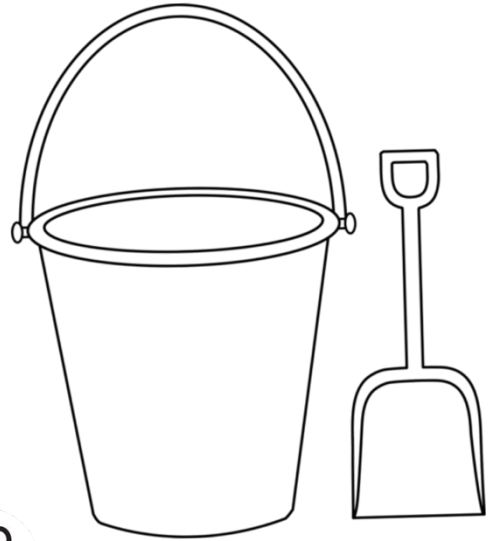
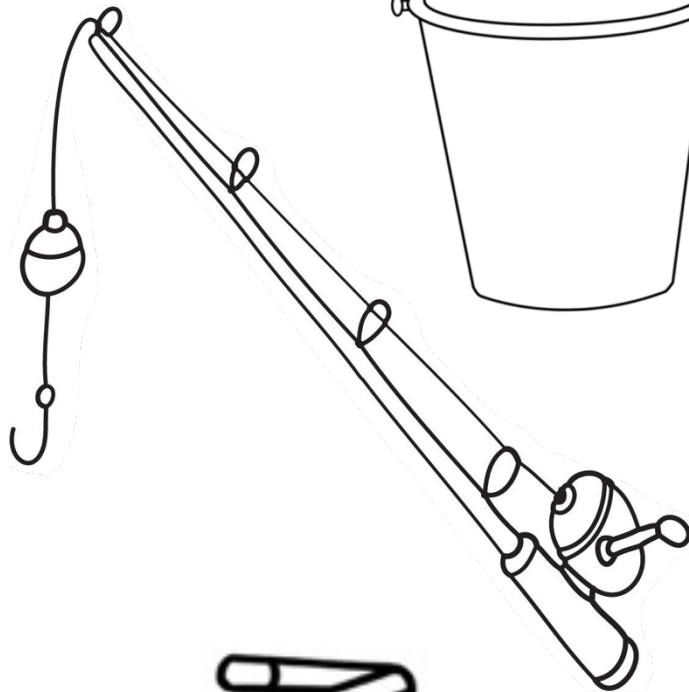
I will wear \_\_\_\_\_.

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

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

# Gear

What other things do you and your buddy need to bring today?  
Cut or tear out the things you need and bring them along.



# My Feelings

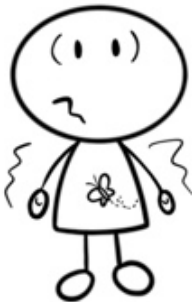
Trace the words and say the words as you write them.



happy



sad



nervous



angry



frustrated



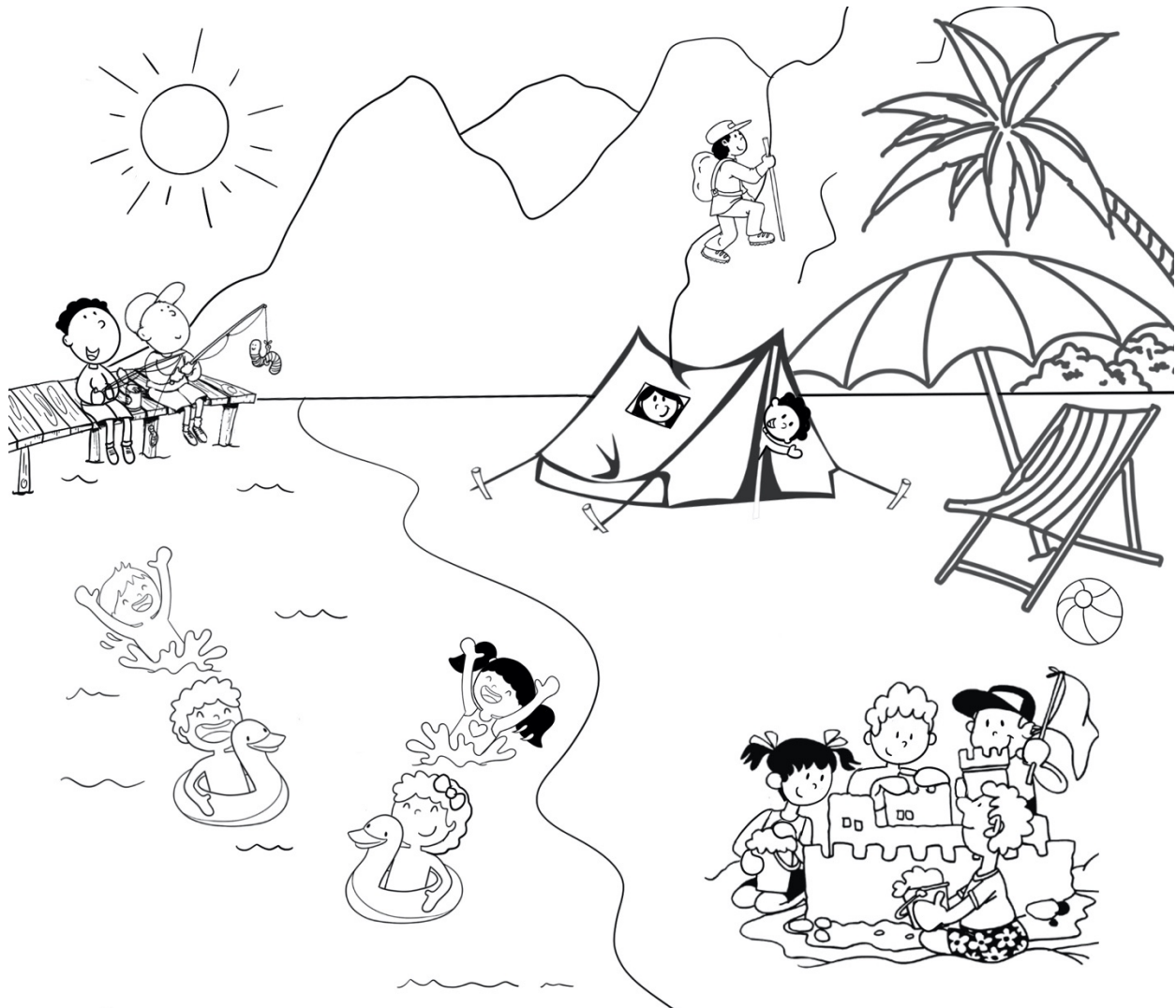
hopeful



grumpy

# Summer Activities

Color the picture and complete the sentences.



There are \_\_\_\_\_ kids fishing.

There are \_\_\_\_\_ people biking.

There is \_\_\_\_\_ person camping.

There are \_\_\_\_\_ kids building a sandcastle.

There are \_\_\_\_\_ kids swimming.

# Activity Acting

Move your body! Act out each summer activity for your buddy!



- Swimming



- Camping



- Biking



- Hiking



- Building a sandcastle



- Fishing



## Extend:

Help your buddy act out each activity.

# Journal



Draw the weather outside today.

What activity would you like to be outside doing?

Draw yourself and anyone else you want to add to your picture doing a summer activity.



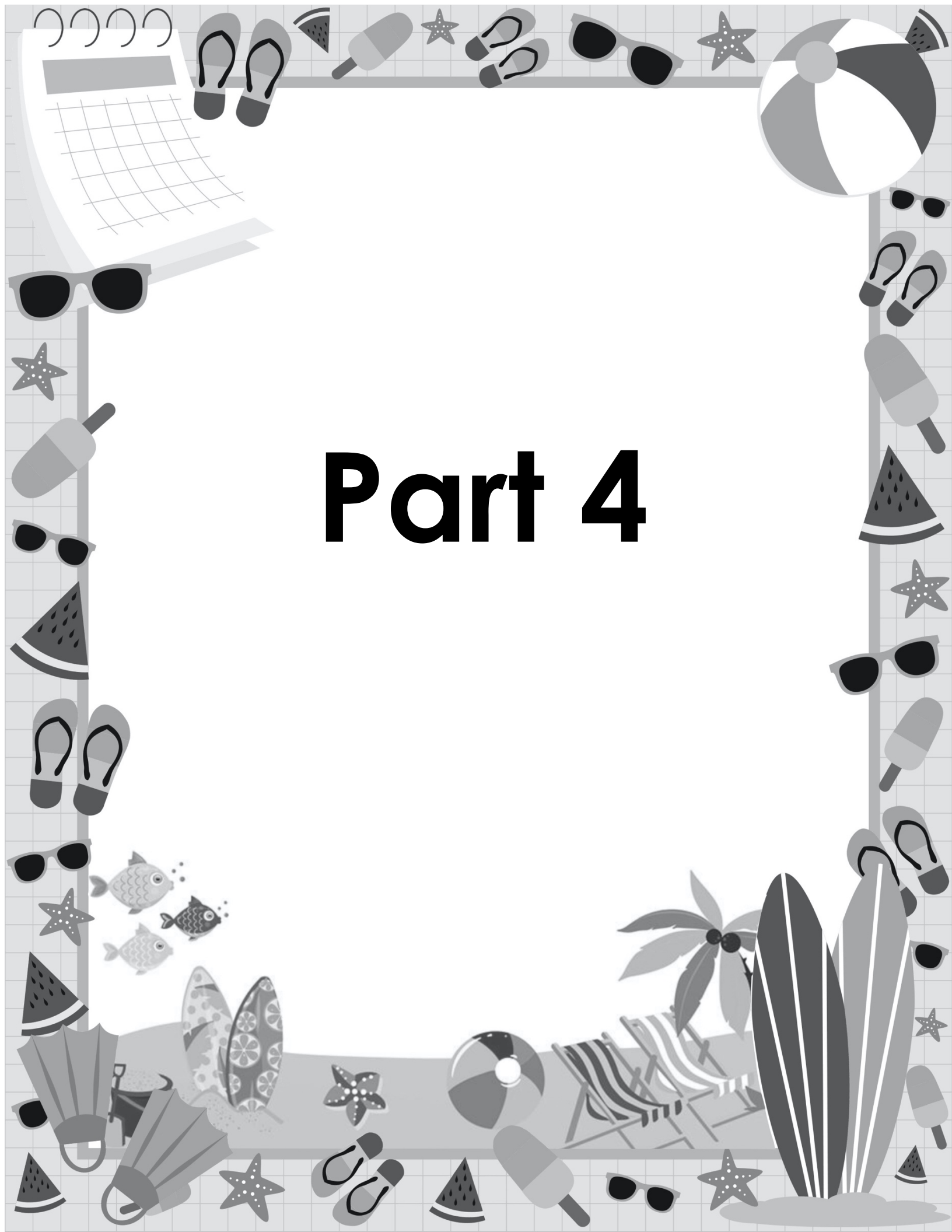
## Extend:

Tell your buddy or someone in your house about this activity.

Use any language you know.

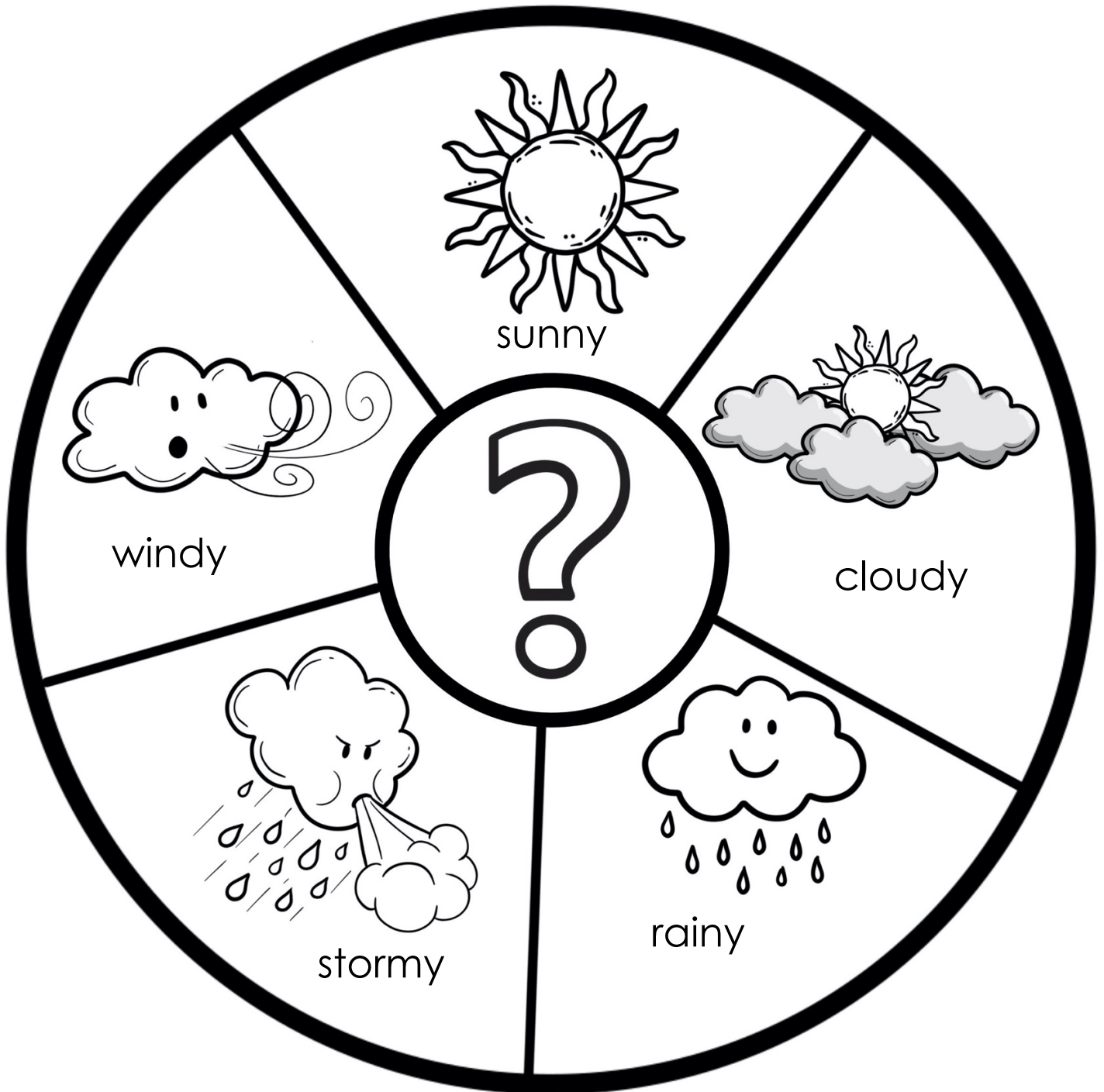


# Part 4



# Check the Weather

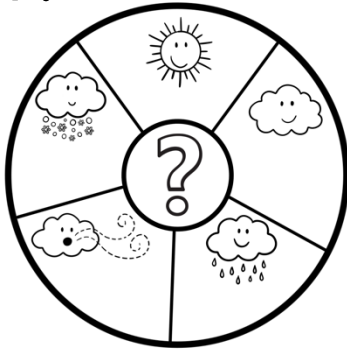
Dress your Buddy!



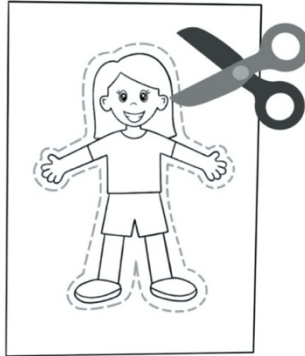
Today it is \_\_\_\_\_.

# What will you wear?

1.



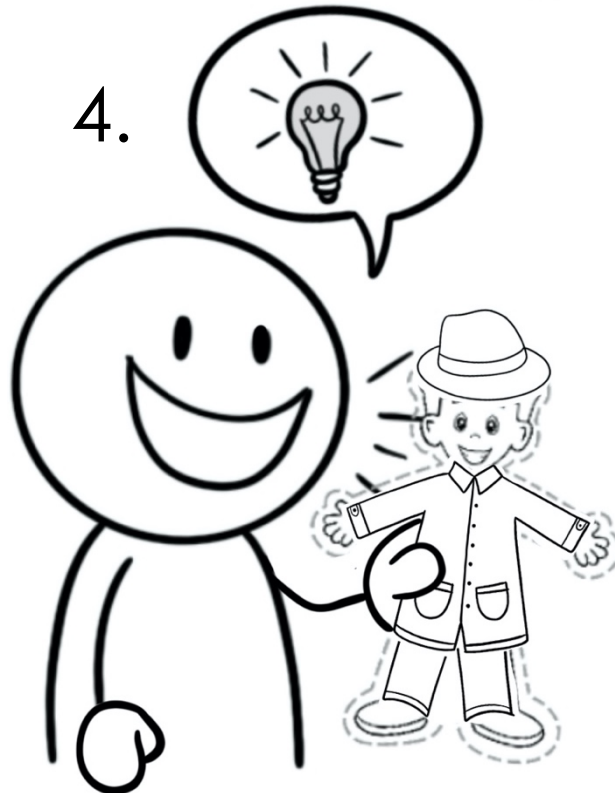
2.



3.



4.



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

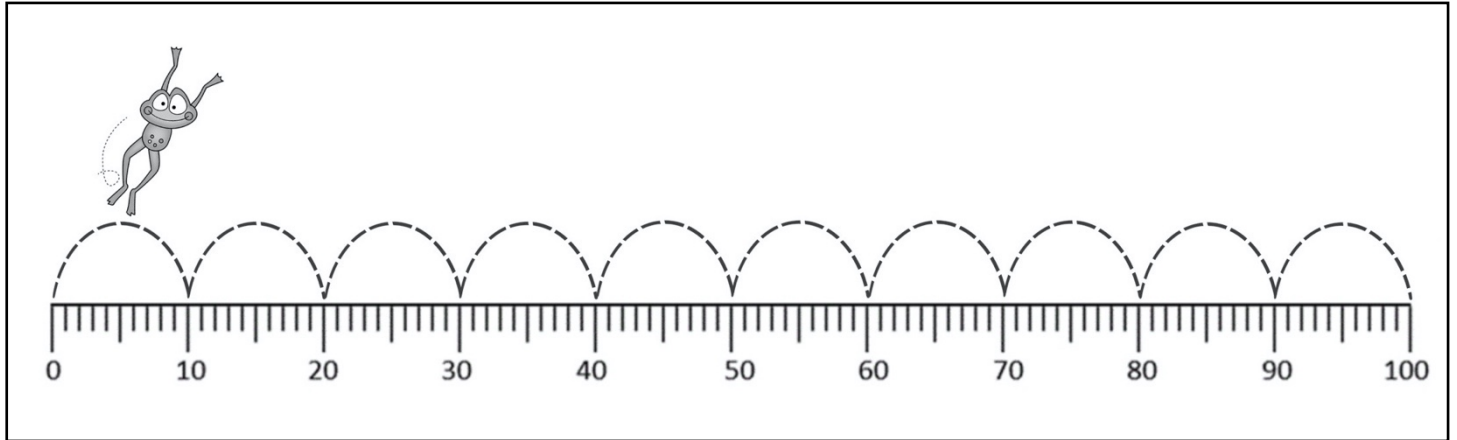
My shirt is \_\_\_\_\_.

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

# Skip Counting

123

Count by 10's, from 0 to 100!



## Extend:

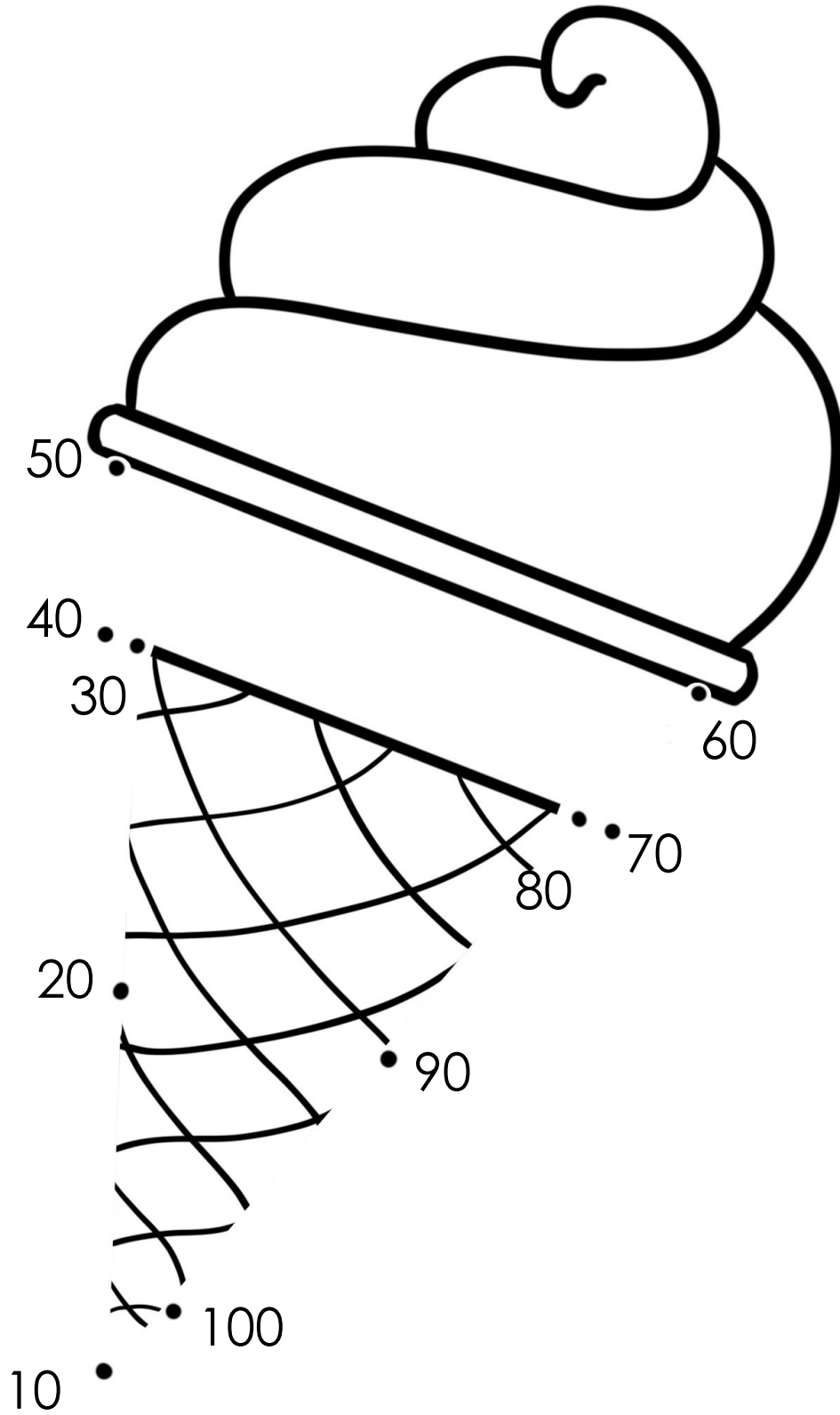
Jump as you count by tens to 100.  
Hop on one foot as you count by tens to 100.  
Skip as you count by tens to 100.

# Skip Counting

Connect the dots to see the picture!  
Start at "10." Count by 10's as you draw.



123



# Journal



Draw your dream Summer.

What activities do you like to do? What weather do you like?

Write about your dream Summer.



I like \_\_\_\_\_

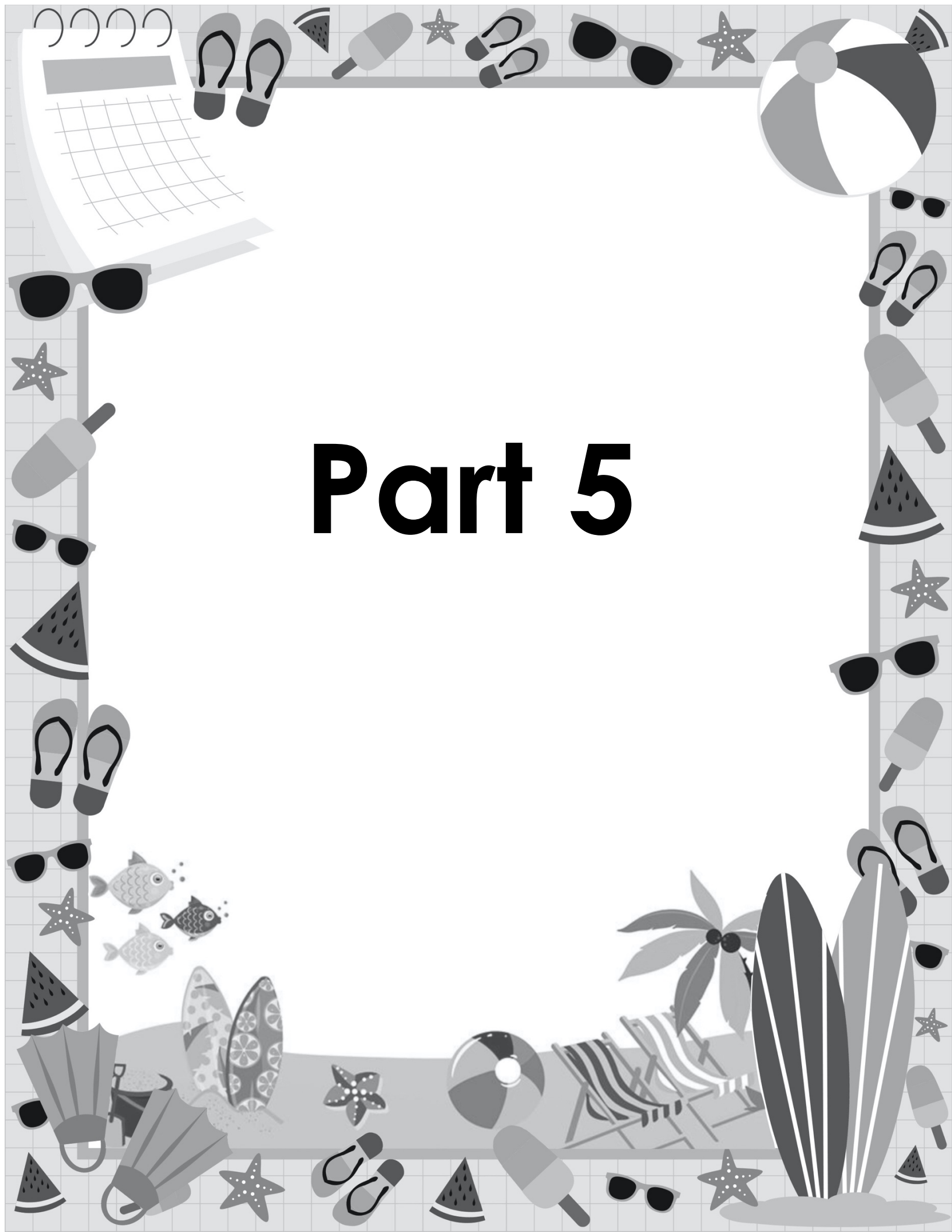
\_\_\_\_\_ in the Summer.

In the Summer, I like when the weather is \_\_\_\_\_.

I like \_\_\_\_\_ with my friend.

In the Summer, I feel \_\_\_\_\_.

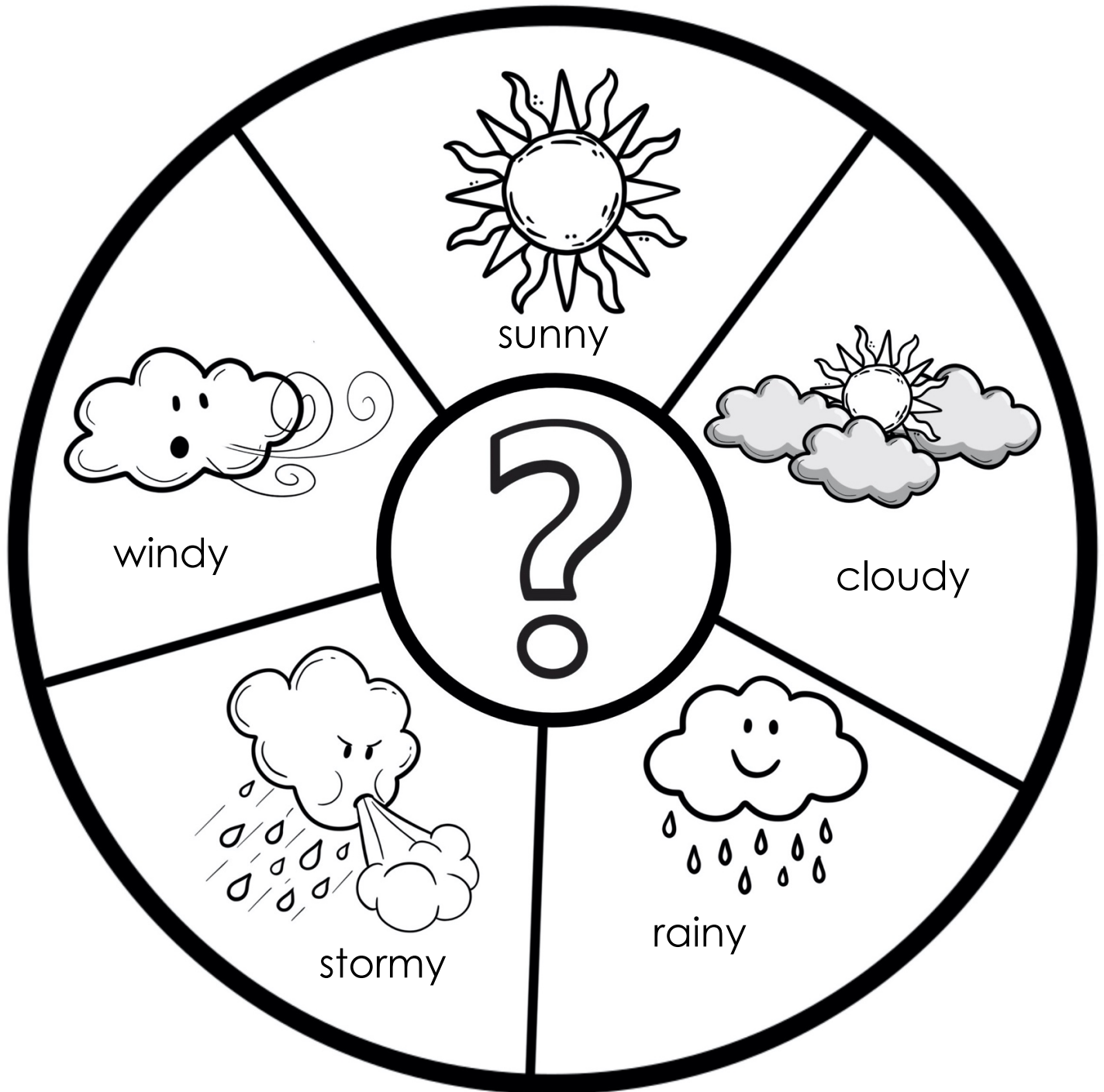
# Part 5





# Check the Weather

Dress your Buddy!

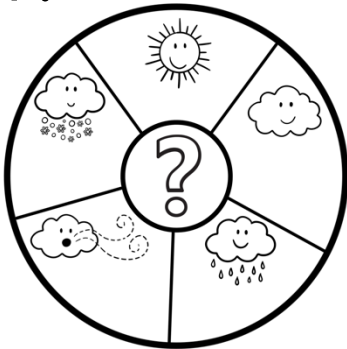


Today it is \_\_\_\_\_.

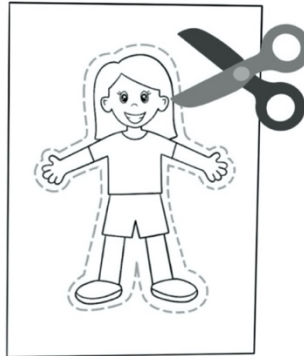


# What will you wear?

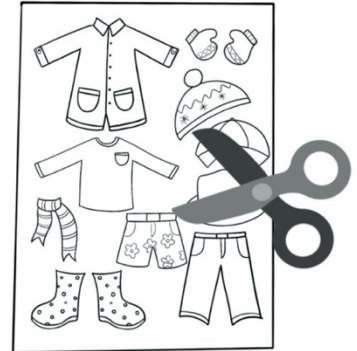
1.



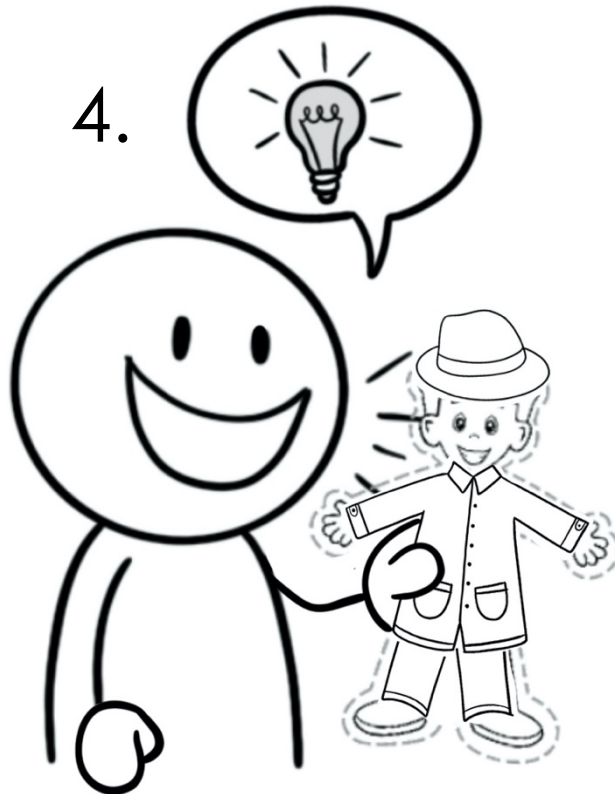
2.



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)
	happy	
	grumpy	
	nervous	
	angry	
	frustrated	
	sad	
	hopeful	
	rainbow	








# Dictionary

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

Picture	Trace	Home Language(s)
	camping	
	biking	
	hiking	
	building sandcastles	
	fishing	
	swimming	
	calm	
	windy	

# Dictionary

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

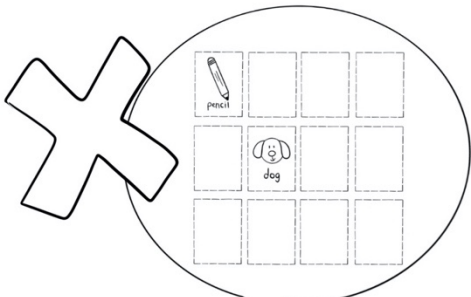
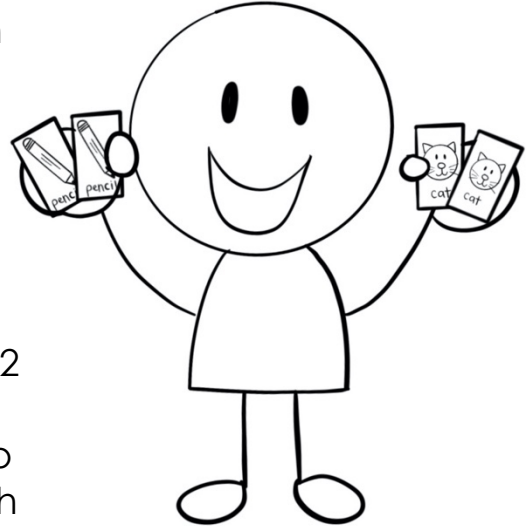
Picture	Trace	Home Language(s)
	bad weather	
	good weather	
	storm	
	tornado	
	lightning	
	thunder	
	sunny	

# How to Play "Memory"



1. Cut out all of the cards

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

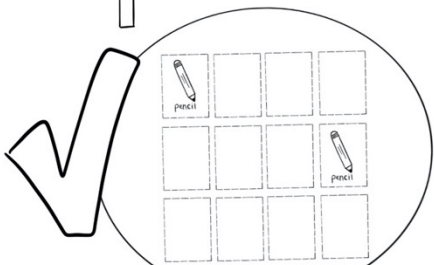


3. Turn over 2 cards at a time to try to find a match

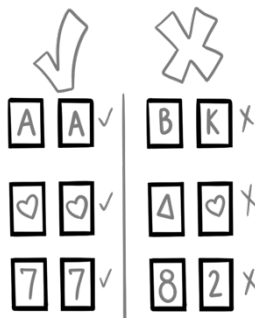
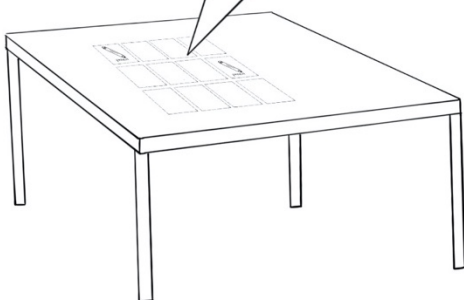
Say the words as you turn over the cards

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

The player with the most cards wins!



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





windy



calm



bad weather



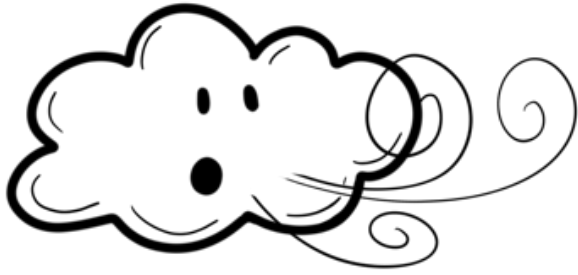
good weather



storm



tornado



windy



calm



bad weather



good weather



storm



tornado



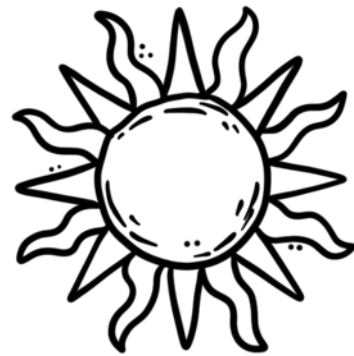
lightning



thunder



rainbow



sunny



grumpy





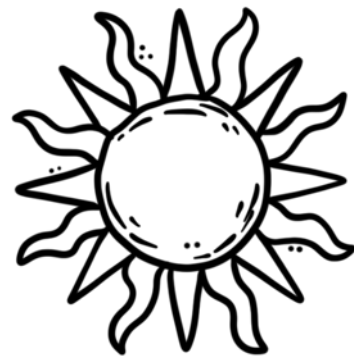
lightning



thunder



rainbow



sunny



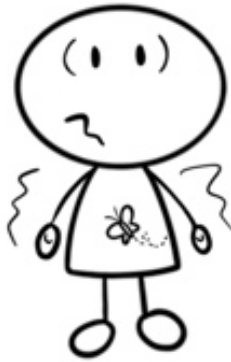
grumpy



happy



sad



nervous



angry



frustrated



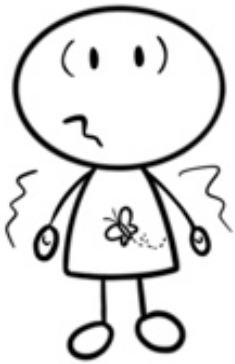
hopeful



happy



sad



nervous



angry



frustrated



hopeful



camping



hiking



building  
sandcastles



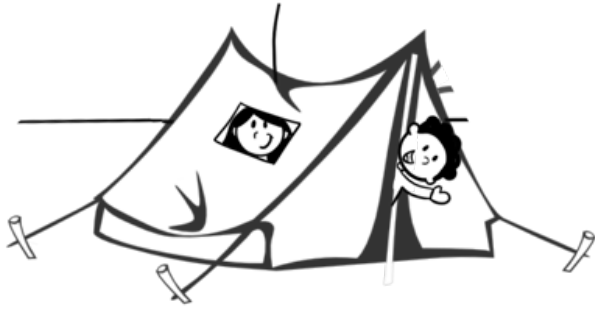
swimming



fishing



biking



camping



hiking



building  
sandcastles



swimming



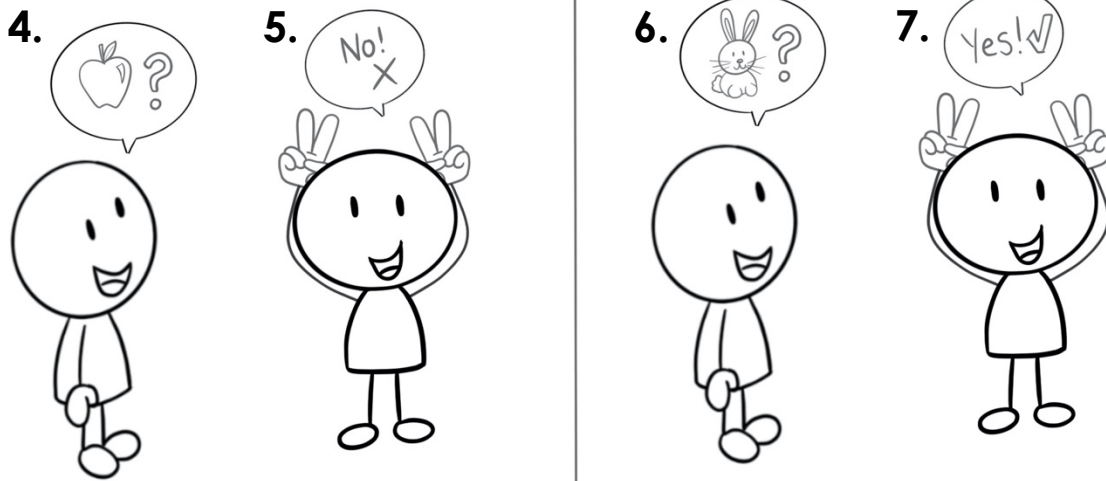
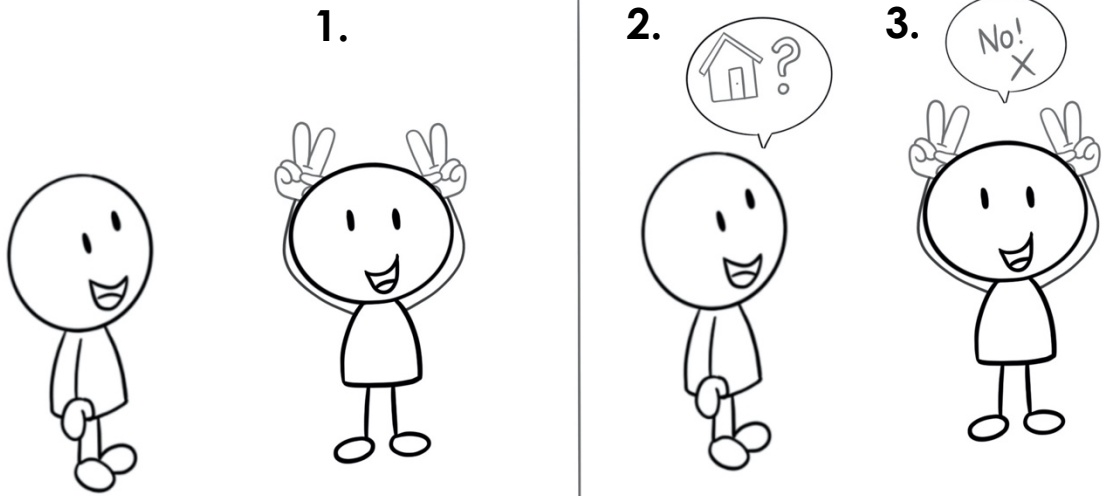
fishing



biking

# Charades

Play charades. Use the same cards from the memory game.



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

Tornado	Happy	Calm	Windy
Biking	Hiking	Swimming	Camping
Skirt	Shorts	Frustrated	
Dress	Sunny	Building sandcastles	