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ICMEE Learning Packets: Level 1-2 of English
Proficiency (K-5)

International Coalition for Multilingual
Education and Equity (ICMEE)

2020

Kinder – 1st grade: Spring Activity Packet #2

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

N ICMEE

SPRING
Activity
PACKET

Kinder – 1st
Packet 2

International Consortium for Multilingual Excellence in Education



April 29, 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, and Chinese. We encourage you to translate the included English letter into any other language you may need to communicate effectively with parents in your district.

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

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

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

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

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

Sincerely,

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

This Activity Packet was designed by:

Jessica Mitchell-McCollough

Tricia Gray

Alexa Yunes

ICMEE Admin Team

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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 01.4.b | Use appropriate expression to reflect meaning while reading emergent-reader text. |
| LA 0.1.5.b | Develop awareness of context clues and text features that may be used to infer the meaning of unknown words. |
| LA 0.1.6.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). |

International Consortium for Multilingual Excellence in Education



April 29, 2020

Dear Parent or Guardian:

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

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

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

In this packet, we have included the following activities:

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

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- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. At the end of the packet are pages for your student to keep their own dictionary. We encourage students to use these pages to keep track of words they like or find interesting. We also encourage students to use any language they would like as well as pictures to help them remember what the words mean.
- Journal. Each day students have a short prompt that they can respond to. Students should be encouraged to write in any language (or combination of languages) that they feel most inclined to. They can also use pictures as appropriate. We hope these journal prompts will also be points of conversation for your student with their buddy.
- Helpful words and phrases. This week your child will be learning and practicing many words. We encourage you to remind your child how to say and write them in any and all languages you speak in your home. They are provided in English throughout this packet for your child to practice.

- | | |
|------------------|----------------------------|
| 1. Caterpillar | 14. Plant |
| 2. Leaf/leaves | 15. Seed |
| 3. Butterfly | 16. Seedling |
| 4. Flower | 17. Sun |
| 5. Soil | 18. Water |
| 6. Life cycle | 19. Stem |
| 7. Egg | 20. Pushes out of the soil |
| 8. Hatches | 21. Blooms |
| 9. Eats | 22. First |
| 10. Grows bigger | 23. Then |
| 11. Changes into | 24. Next |
| 12. Chrysalis | 25. Finally |
| 13. Flies | |

- Theme for the week: This week your child will be learning about life cycles that occur during the Spring. This includes the life cycle of a butterfly from egg to butterfly and the life cycle of a plant from seed to flower.
- 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 child explore the yard around where you live, look out of a window, or imagine they are on a walk outside.

We hope that these activities will enhance your child’s learning while they are currently unable to attend school. We also hope that they will give your child opportunities for productive play. If you have any questions or ICMEE is housed within:



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

Sincerely,

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

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

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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 uno de los amigos que ofrecemos. Sin embargo, su estudiante debe pensar quién será su amigo cada vez

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que trabaje en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). La elección de su amigo podría ser algo en la que su estudiante pueda necesitar su ayuda.

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

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

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

- | | |
|-----------------------|-----------------------|
| 1. Oruga | 14. Planta |
| 2. Hoja/hojas | 15. Semilla |
| 3. Mariposa | 16. Plantar semillas |
| 4. Flor | 17. Sol |
| 5. Tierra | 18. Agua |
| 6. Ciclo de vida | 19. Tallo |
| 7. Huevo | 20. Sale de la tierra |
| 8. Salir del cascarón | 21. Florece |
| 9. Come | 22. Primero |
| 10. Crece | 23. Entonces |
| 11. Cambia a | 24. Después |
| 12. Crisálida | 25. Finalmente |
| 13. Vuele | |

- El tema de la semana- Esta semana su hijo va a aprender acerca del ciclo de la vida que ocurre durante la primavera. Esto incluye el ciclo de una mariposa desde que es un huevo hasta que se convierte en mariposa y el ciclo de una planta, es decir, desde que es una semilla hasta que se convierte en una flor.
- 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 un jardín para que explore que esté cerca de donde viva, mirar a través de la ventana, o imaginarse que están dando un paseo fuera.

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

Atentamente,

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

Este paquete de actividades fue diseñado por: Tricia Gray, Jessica Mitchell-McCollough, and Alexa Yunes

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2020年4月22日

亲爱的家长或监护人：

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

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

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

在此活动包中，我们囊括了以下活动：

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

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

1. Caterpillar 毛毛虫
2. Leaf/leaves 叶子
3. Butterfly 蝴蝶
4. Flower 花
5. Soil 土壤
6. Life cycle 生命循环
7. Egg 蛋
8. Hatches 孵化
9. Eats 吃
10. Grows bigger 长大/变大
11. Changes into 变成
12. Chrysalis 成蛹
13. Flies 苍蝇
14. Plant 植物
15. Seed 种子
16. Seedling 播种
17. Sun 太阳
18. Water 水
19. Stem 茎
20. Pushes out of the soil 破土而出
21. Blooms 开花
22. First 首先

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- 23. Then 然后
- 24. Next 接下来
- 25. Finally 最终

- 本周主题：本周您的孩子将学习春季期间的生命周期。这包括蝴蝶从卵到蝴蝶的生命周期，以及植物从种子到花朵的生命周期。
- 需要监督的活动：本周您的孩子将被要求到外面去散步。请确保他们有成人或较大的孩子陪同，以帮助确保他们的安全。除了在您所在的街区“散步”，您还可以让您的孩子探索您所居住的院子，看着窗外，或者想象他们在外面散步。

我们希望这些活动可以在您的孩子目前无法上学的情况下提升他们的学习能力。我们也希望这些活动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,

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

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

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حرر في أبريل 2020,29

السادة آباء، أمهات وأوصياء الطلبة الأعزاء،

خلال هذا الوباء العالمي، قد أنشأنا بعض المواد التعليمية لطالبك كي يتفاعل معها ونأمل أن تكون مفيدة له (١). تم تصميم حزمة النشاط هذه مع وضع الطالب في الاعتبار وهي تتماشى مع محتواه على مستوى الصف الدراسي. كل نشاط في هذه الحزمة سيساعدهم على مواصلة دراستهم وكذلك الاستمرار في تنمية التعددية اللغوية. نشجعك على التحدث إلى طالبك حول ما يقومون به والسماح للطالب بطرح أسئلة عليك حول المواضيع التي يتفاعلون معها. هذه الحزمة باللغة الإنجليزية ولكننا نشجعك أنت وطالبك على التحدث والتفكير معًا بأي لغة تختارونها. نحن نشجعك بشدة على استخدام اللغة التي تشعر براحة أكبر في استخدامها مع طالبك لأن دعم تعلمهم الطلاب بجميع اللغات التي يعرفونها سيساعدهم كثيرًا -حتى في الإنجليزية! لذا، يرجى تشجيع الطالب على القيام بالواجبات التي في الحزمة بأي لغة يرغبون بها.

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

حاولنا أيضًا جعل الحزمة التعليمية مثيرة للإهتمام وممتعة. نأمل أن يستمتع طالبك بهذه الحزمة ويشعر أنه يقوم بلعب مفيد و منتج. قمنا بدمج أنشطة من جميع معايير محتوى المستويات الدراسية: فنون اللغة الإنجليزية والرياضيات والدراسات الاجتماعية، العلوم التربوية البدنية والفنون. وقد قمنا بأعداد هذه الحزم والأنشطة لغرض تمكين الطلاب ذوي المستوى المبتدئ في اللغة الإنجليزية أيضًا من أن يكونوا قادرين على الإستمتاع بالحزم وأن ينجزوها بنجاح دون الكثير من المشقة أو التحدي.

في هذه الحزمة ، قمنا بإدراج الأنشطة التالية:

- إنشاء صديق. هذا هو النشاط الأول في الحزمة ويهدف إلى مساعدة الطالب في إيجاد شخص ما للتحدث معه عن العمل الذي سيقومون به في الحزمة. لهذا الغرض قمنا بإضافة صور لـ "أصدقاء" افتراضيين يمكن للطالب (ة) الاختيار من بينهم. نقترح عليهم اختيار صديق إ وإضافة ملامح وألوان

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إلى الصديق كيفما يريدون. كما يجب عليهم أيضًا تسمية هذا الصديق الافتراضي. خلال أنشطة الحزمة سيطلب من الطالب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه (ا). يكمن دور هذا الصديق في انه سيمكّن الطالب من العمل بشكل مستقل دون الحاجة إلى وقتك ومساعدتك كي ينجز الحزمة بنجاح. ولكننا نشجع أيضًا طالبك على التحدث معك أو مع أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك، يمكن لطالبك أيضا اختيار لعبة محشوة أو دمية أو أي شيء آخر كصديق لهم و يبقوا استخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في هذه الحزمة اختياري. لكن يجب أن يقوموا باختيار صديق(ة) لهم في كل مرة يعملون على الحزمة (قد يكون شخص هذا الصديق فرد من عائلتك/منزلك، أو دمية كانت لديهم وما إلى ذلك. وقد يحتاجون إلى مساعدتك في فهم هذه الخطوة.

- قاموس. كل يوم نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون متابعتها. في نهاية الحزمة توجد صفحات للطالب كي يحتفظ بها في قاموسهم الخاص. نشجع الطلاب على استخدام هذه الصفحات لمتابعة الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر معاني الكلمات.
- المذكرة اليومية: كل يوم سيكون لدى الطلاب موجه قصير يمكنهم الرد عليه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضًا استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق(ة) الجديد(ة).
- كلمات وعبارات مفيدة. خلال هذا الأسبوع طفلك سيتعلم ويمارس العديد من الكلمات. نحن نشجعك على تذكير طفلك بكيفية النطق والكتابة بأي وبكل اللغات التي تحدثونها في منزلكم. هذه الكلمات تم توفيرها باللغة الإنجليزية طوال هذه الحزمة لكي يمارسها طفلك.

1. بركة

2. ورقة / أوراق

3. فراشة

4. زهرة

5. تربة

6. دورة الحياة

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7. بيض
8. فتحات
9. يأكل
10. يكبر
11. يتغير إلى
12. شرنقة
13. الذباب
14. النبات
15. البذور
16. شتلة
17. الشمس
18. الماء
19. الجذع
20. يدفع خارجا من التربة
21. تزهر
22. أولا
23. ثم
24. التالي
25. وأخيرا

- موضوع الأسبوع: سيتعرف طفلك هذا الأسبوع على دورات الحياة التي تحدث خلال فصل الربيع. وهذا يشمل دورة حياة الفراشة من البيضة إلى الفراشة ودورة حياة النبات من البذور إلى الزهرة.

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- الأنشطة التي تتطلب إشراكاً: سيطلب من طفلك هذا الأسبوع الخروج في نزهة مشياً على الأقدام. من فضلك تأكد من أن يرافقهم طفل بالغ أو طفل كبير يمكن أن يساعد في الحفاظ على سلامتهم. بدلاً من "المشي" في الحي ، يمكنك أيضاً أن تجعل طفلك يستكشف المحيط المسكن الذي تعيش فيه ، أو أن تنظر من النافذة ، أو التخيل أنه في نزهة في الخارج.

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

هذا الرقم 402-472-2231

مع خالص التحيات

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PI: International Consortium for Multilingual Excellence in Education

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Instructions Key



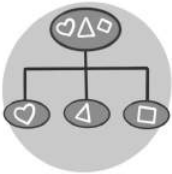
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



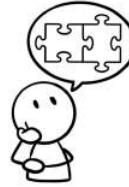
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



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



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



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

123

- Count
- Cuenta
- العد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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



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



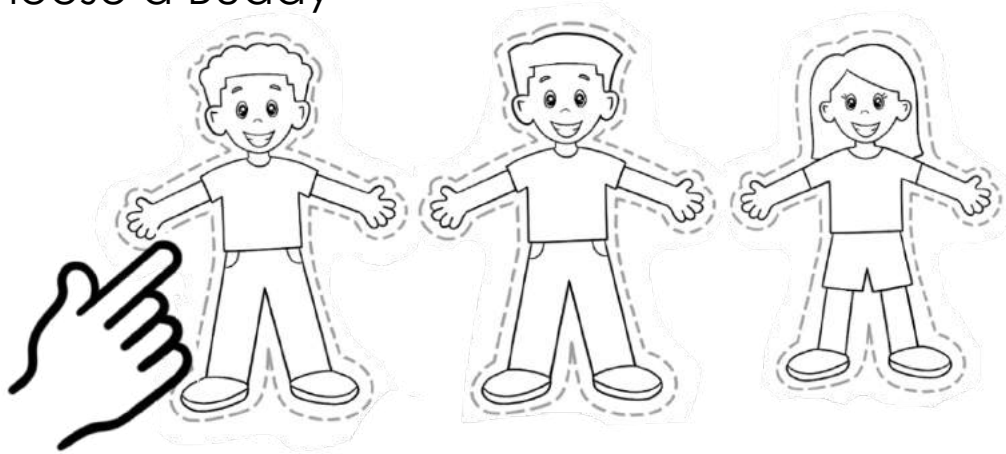
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

My Plan for the Week

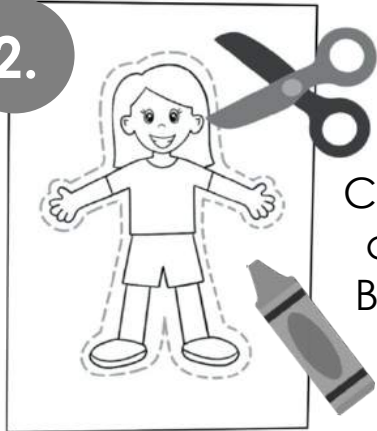
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|--|--|---|
| <ul style="list-style-type: none"> • Check the weather • I will wear... • Neighborhood Walk Activities • Journal | <ul style="list-style-type: none"> • Check the weather • I will wear... • Let's Color • Read <i>Life Cycle of a Butterfly</i> • Butterfly Activities • Journal | <ul style="list-style-type: none"> • Check the weather • I will wear... • Acting • Let's Color • Read <i>Life Cycle of a Flower</i> • Flower Activities • Journal | <ul style="list-style-type: none"> • Check the weather • I will wear... • Review Life Cycles • Word Sort • Life Cycle Comparison Activities • Spoken Journal | <ul style="list-style-type: none"> • Check the weather • I will wear... • Let's Go Outside • Dictionary • Spring Story • Games • Let's Color |

My Buddy

1. Choose a Buddy

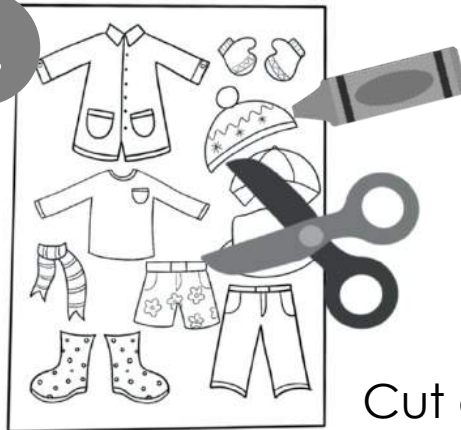


2.



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

3.

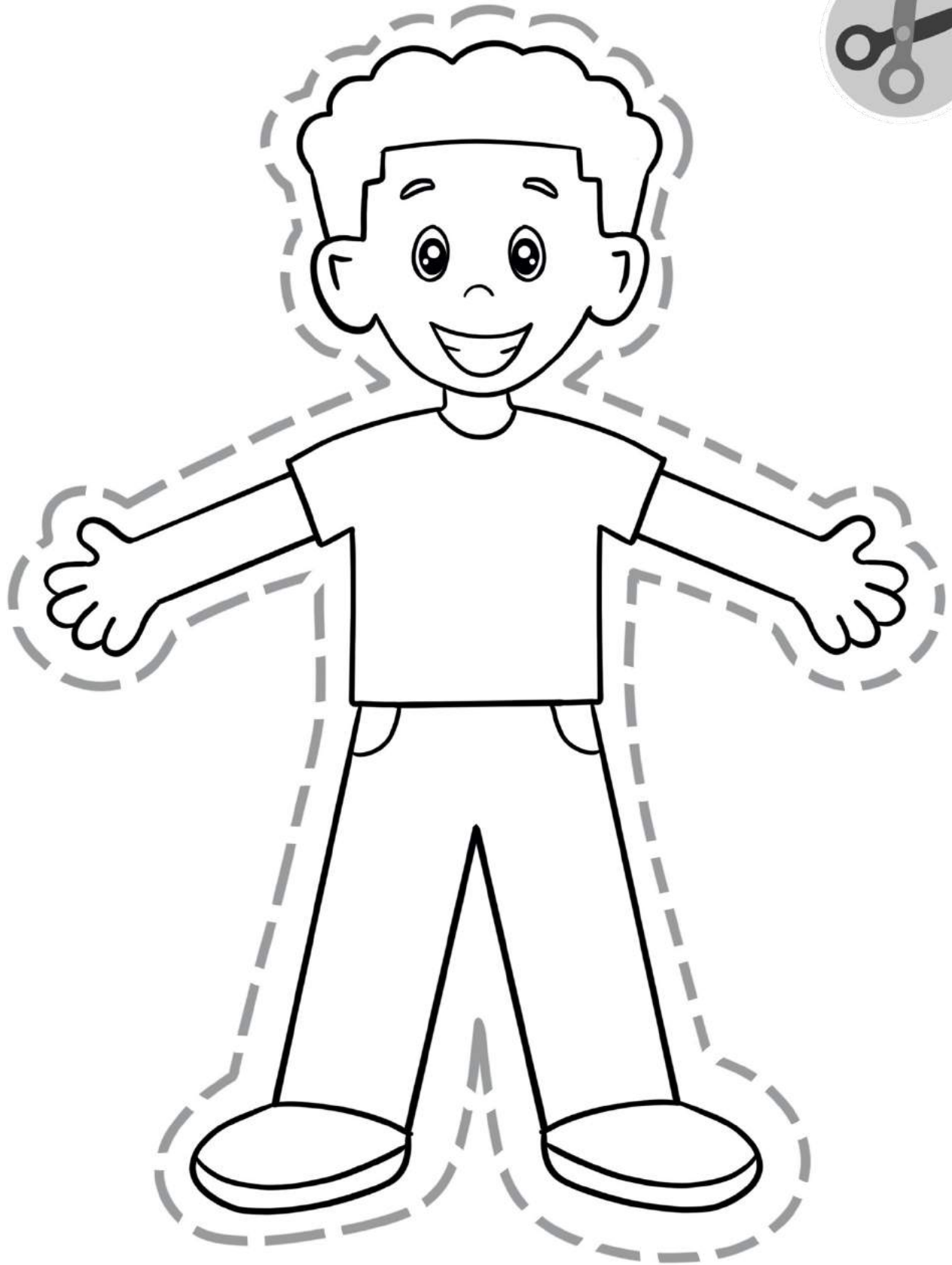


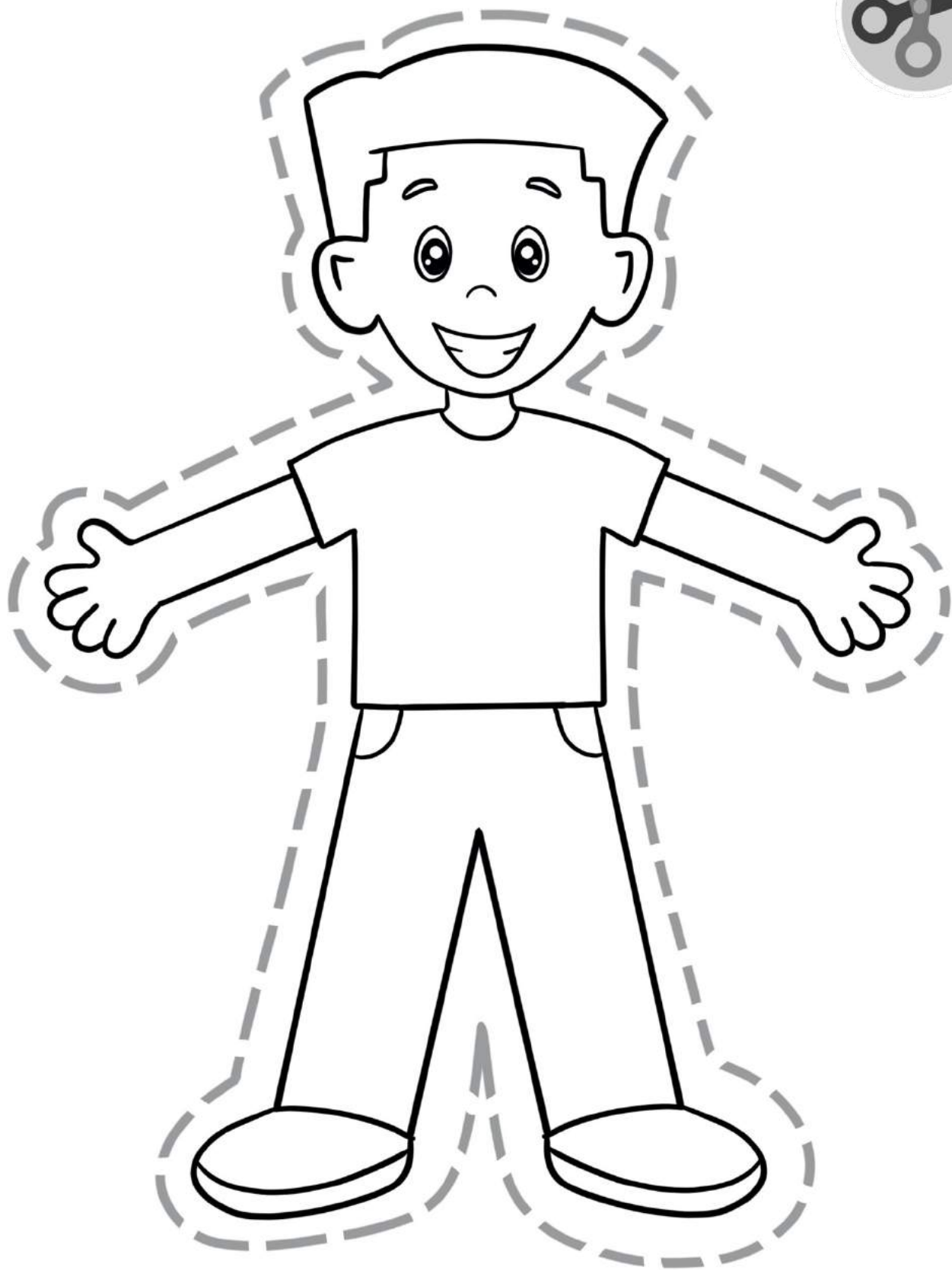
Cut out and color the accessories

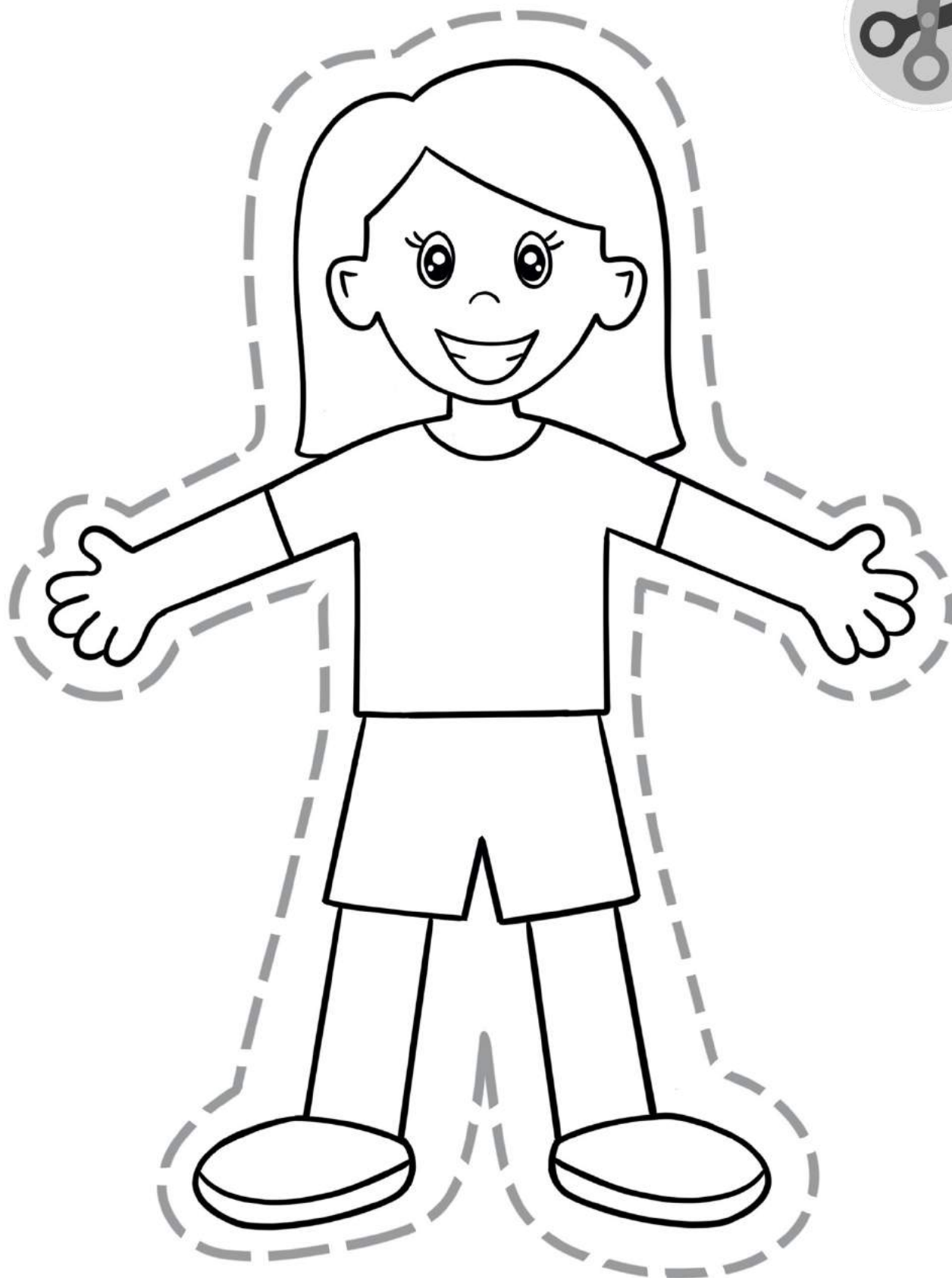
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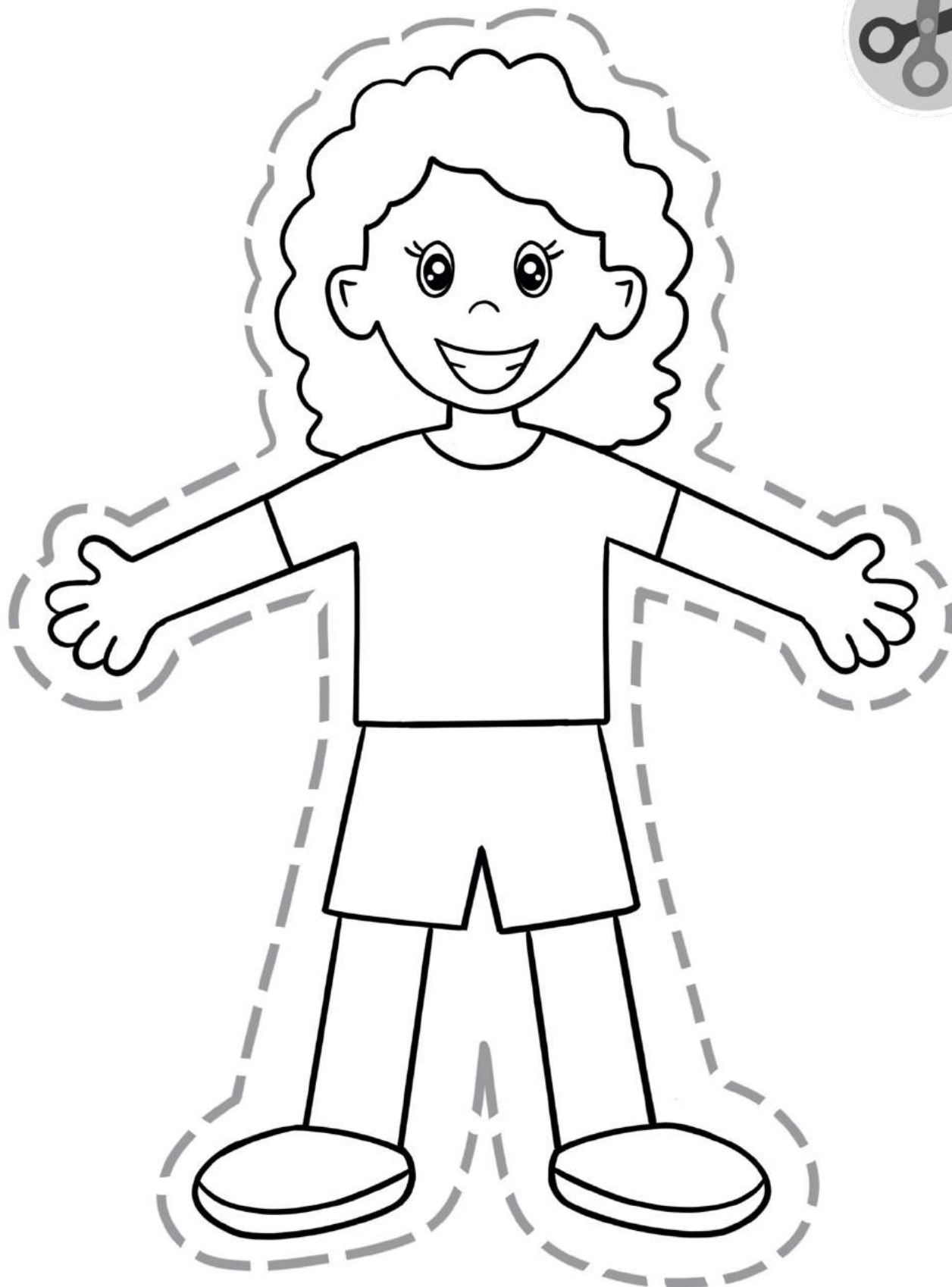


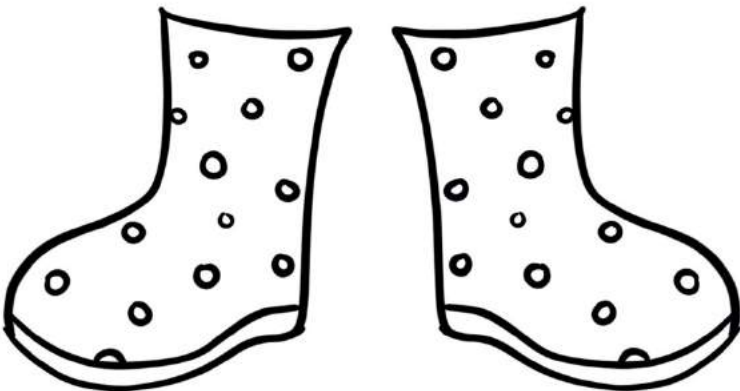
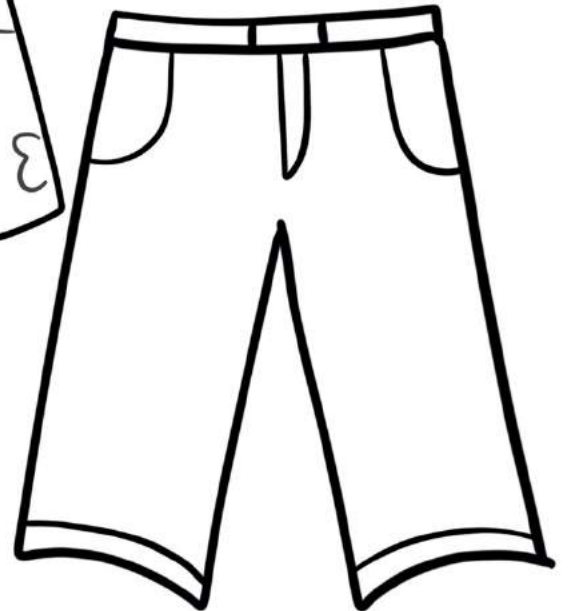
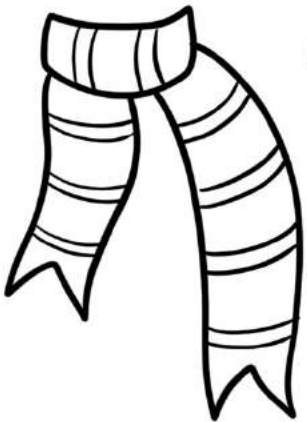
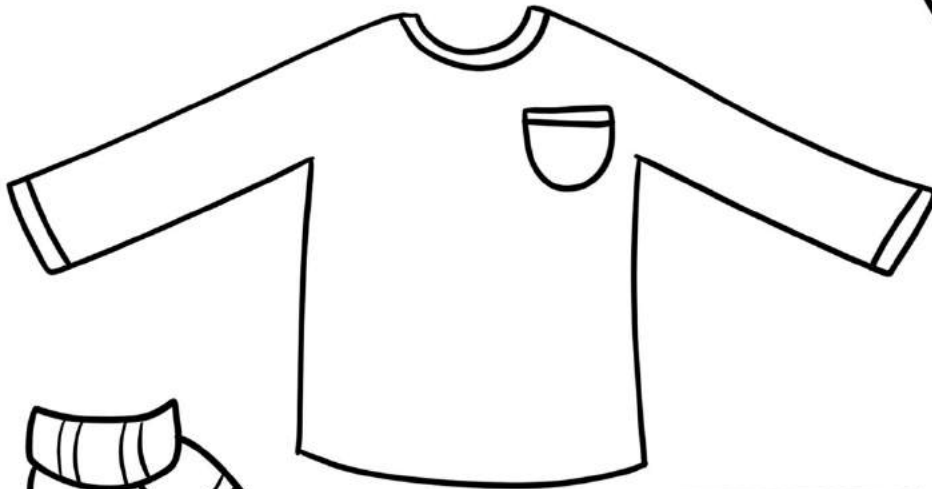
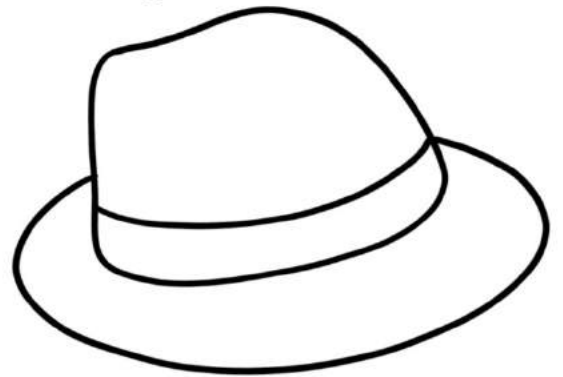
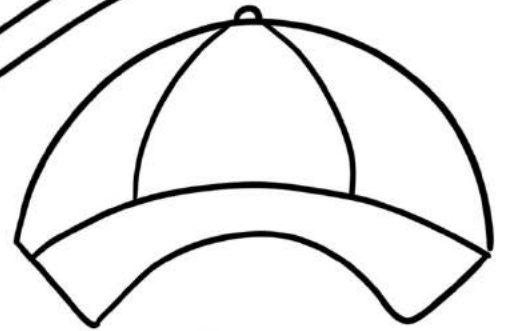
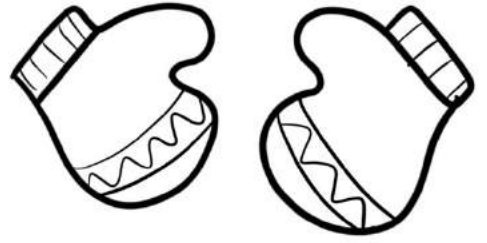
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

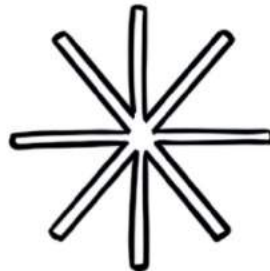
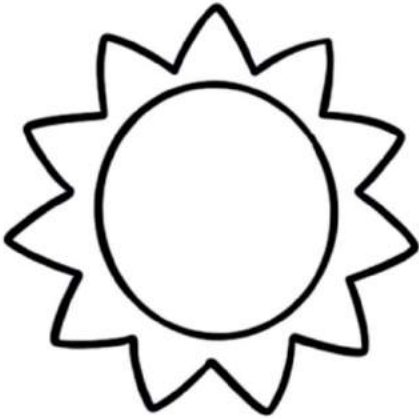
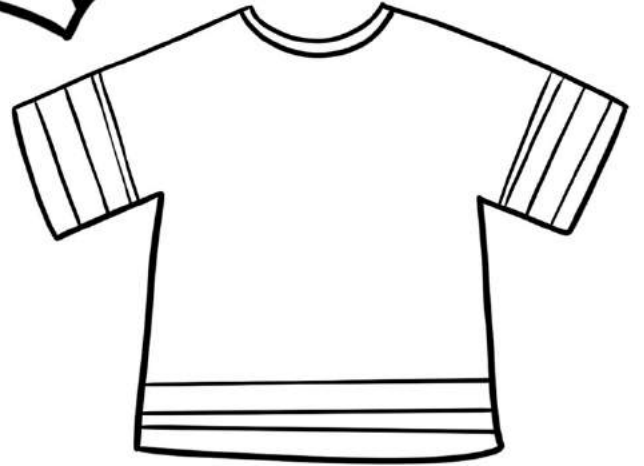
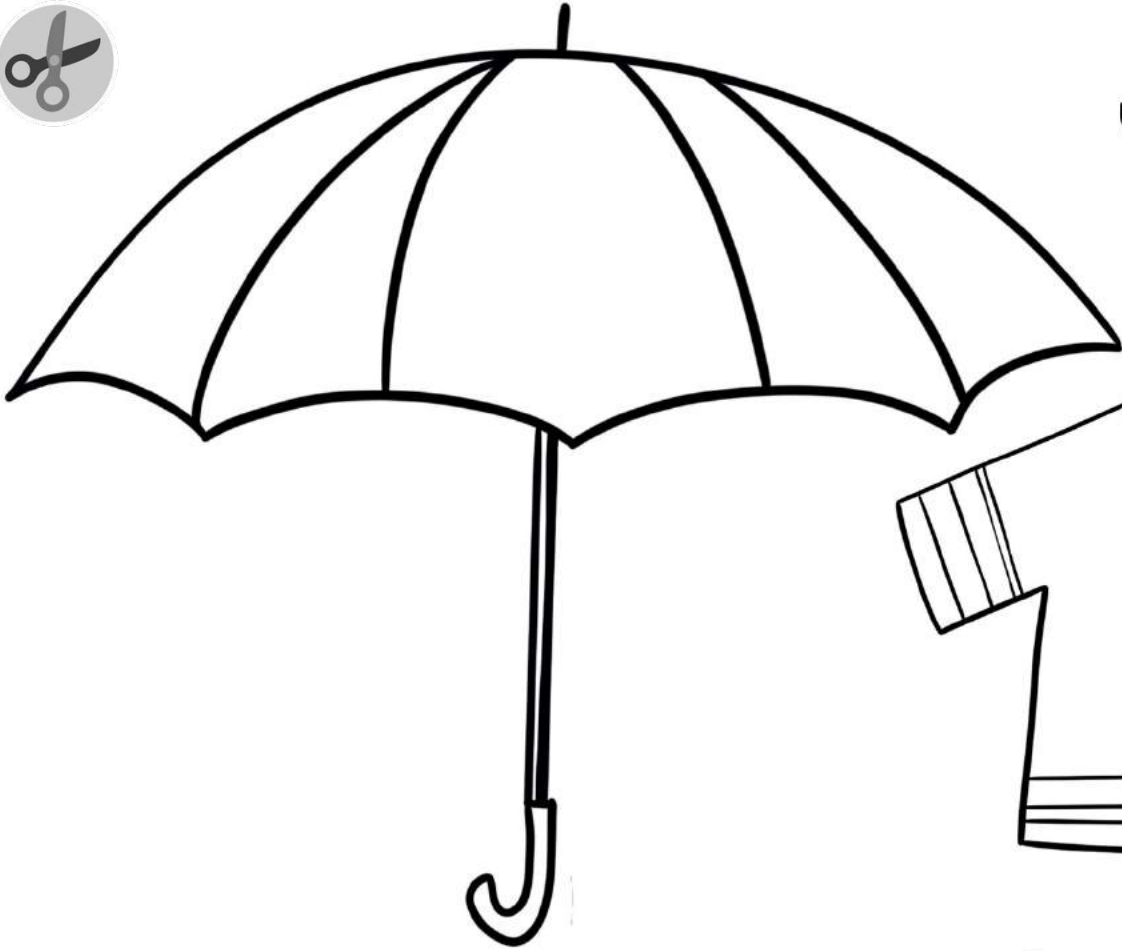










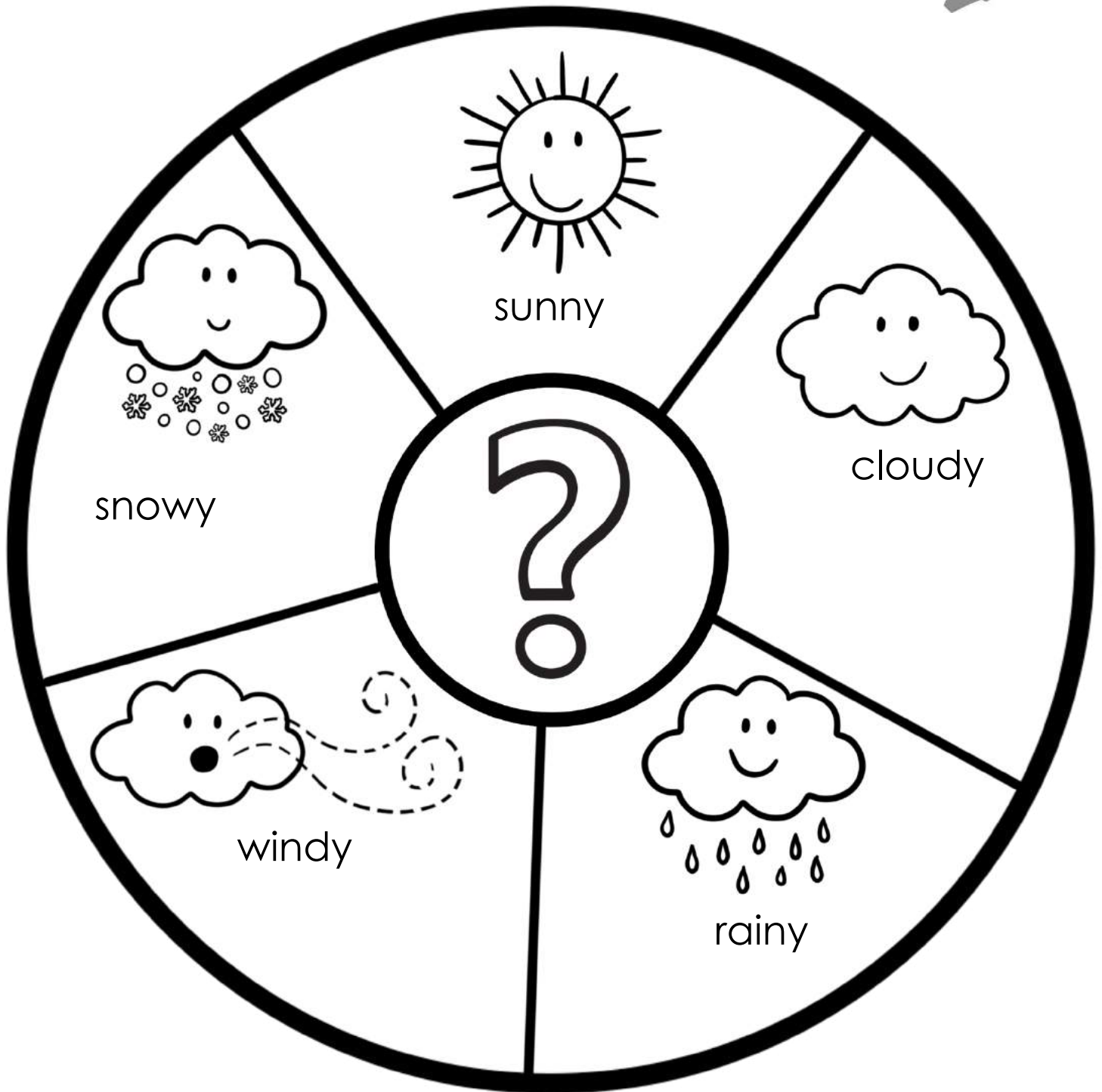




Day 1

Check the Weather

Dress your Buddy!



Today it is _____.

Let's Write!



umbrella



t-shirt



shorts



shirt



pants



jacket

Check the Weather

Dress your Buddy!



Let's Read!



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



It's windy outside.



It's rainy outside



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



It's cloudy outside.

What will you wear?

1.



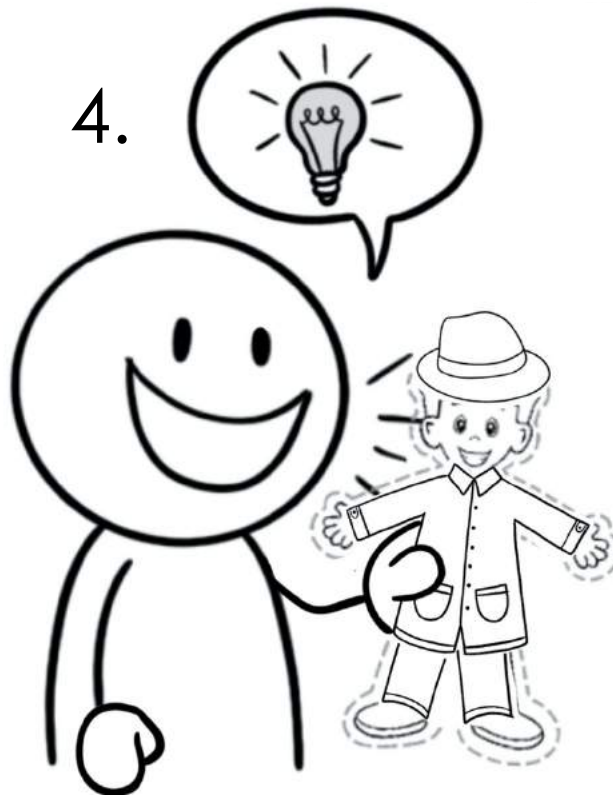
2.



3.



4.

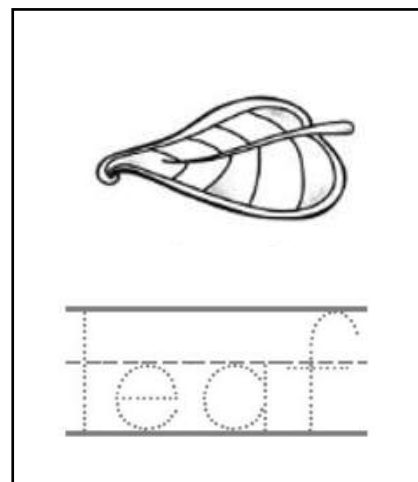
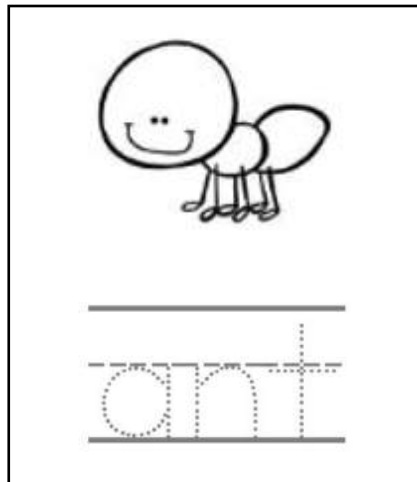
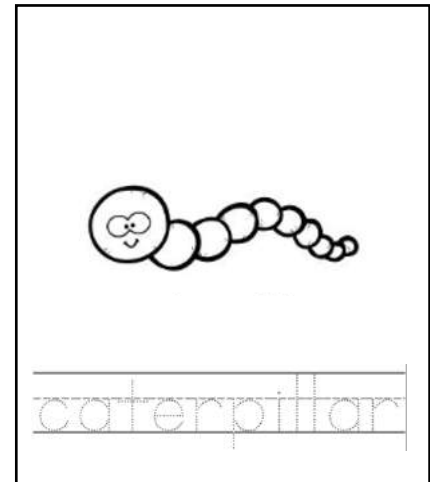
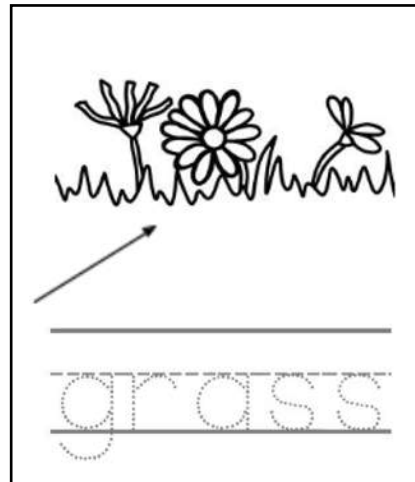
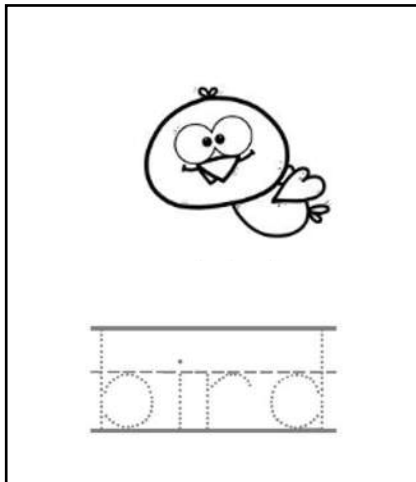
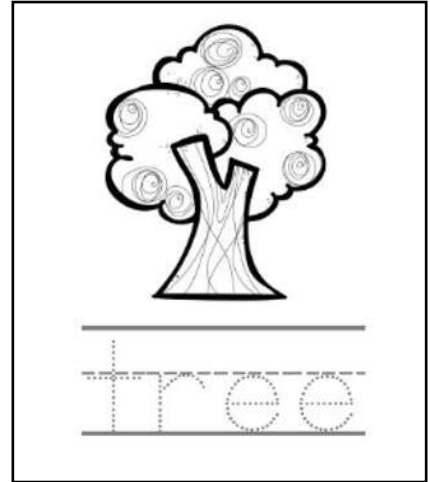
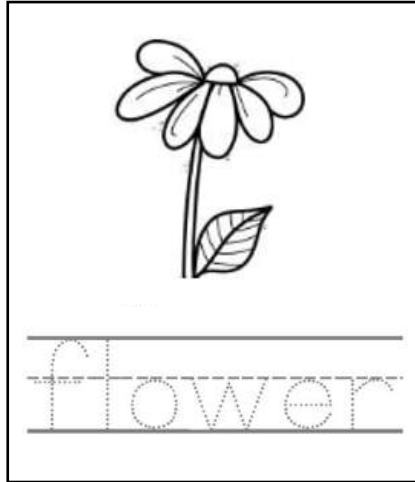
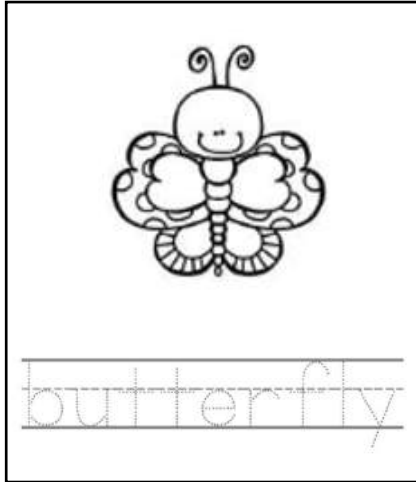


Today it is _____.

I will wear _____.

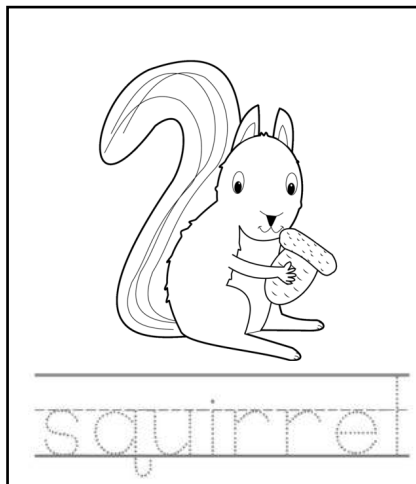
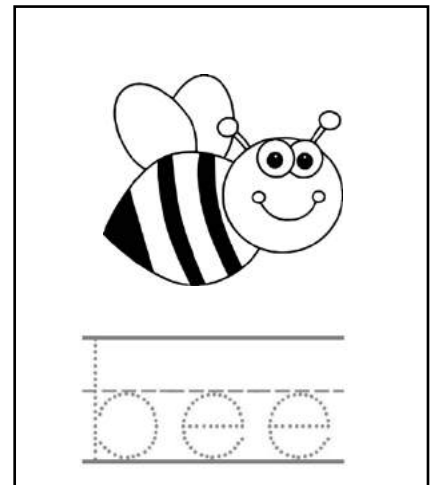
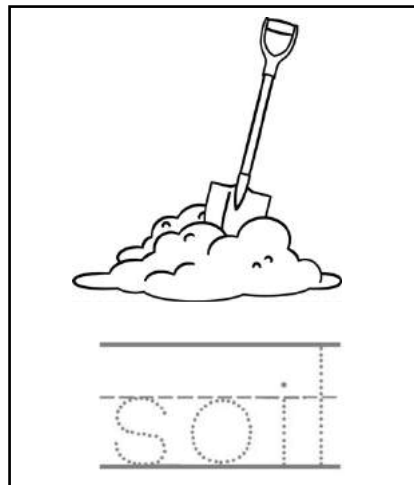
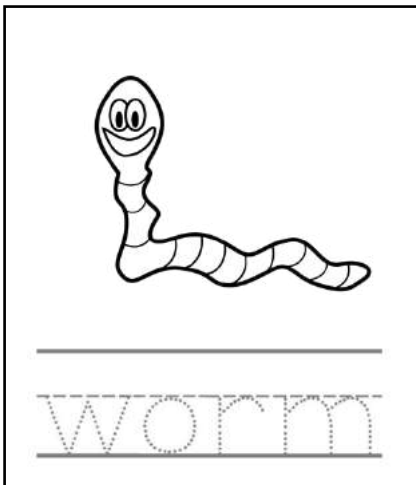
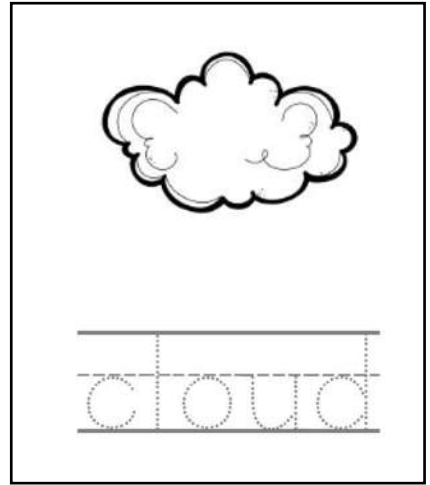
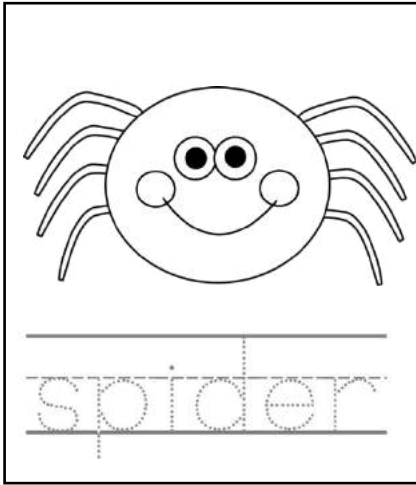
Neighborhood Walk Prep

Color the pictures. Trace the words.
Do you know them in other languages?



Neighborhood Walk Prep

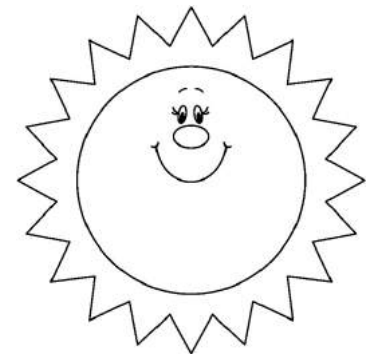
Color the pictures. Trace the words.
Do you know them in other languages?



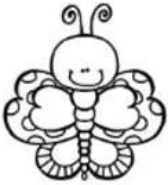


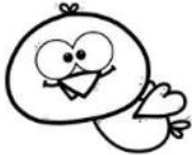

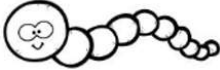










Note to parents:

Instead of a neighborhood “walk” you might have your learner explore the yard around where you live or look out a window or imagine that they are on a walk outside.

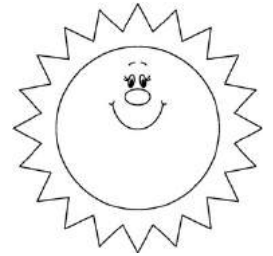
Neighborhood Walk



Count the items you find on your walk.

| | | | |
|---|---|--|---|
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> | Tally the things you see in each box  |

Neighborhood Walk



- Hop on 2 feet 10 times. Count your hops.



- Jump 10 times on 1 foot and count each time you jump.



- Skip 10 steps and count each step.



- Stop and balance on 1 foot. Count to 10 while you balance.



- Stand on 2 feet. Stop and listen. What do you hear? Are there loud noises? Are there quiet noises? Tell an adult what you hear.



- Lay down on the ground and look up. Tell your buddy what you see.



- Stand up. Keep walking.



- Smell the flowers or plants you find. Is it a nice smell or a bad smell? Which is your favorite smell? Tell your buddy.

After My Neighborhood Walk

Count your tally marks and talk to your Buddy.

123

- What did you see the most?

"I saw _____."

- What did you not see?

"I did not see _____."

- Did you see anything else?

"I also saw _____."

- What did you like?

"I liked _____."



Journal



Draw a picture or write a story about your walk.



I saw _____.

I did not see _____.

I also saw _____.

I liked _____.



Day 2

Check the Weather

Dress your Buddy!



Today it is _____.

What will you wear?

1.



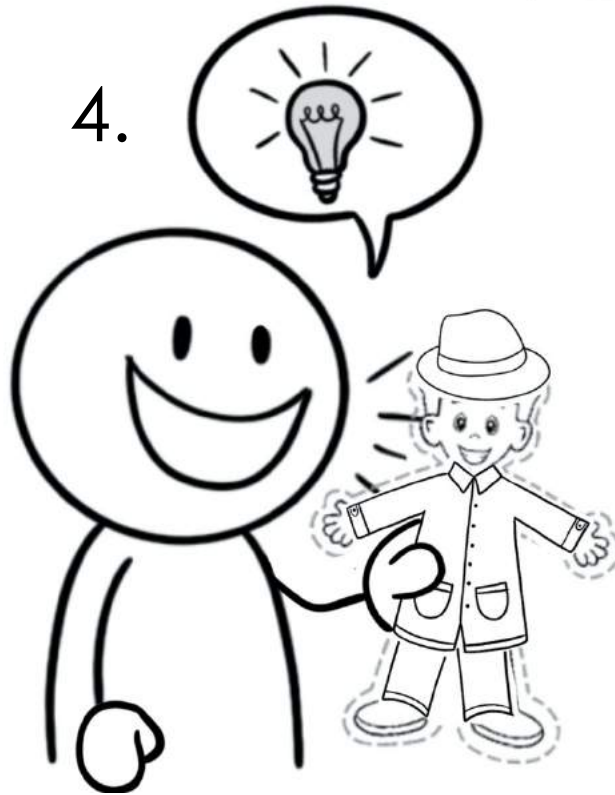
2.



3.



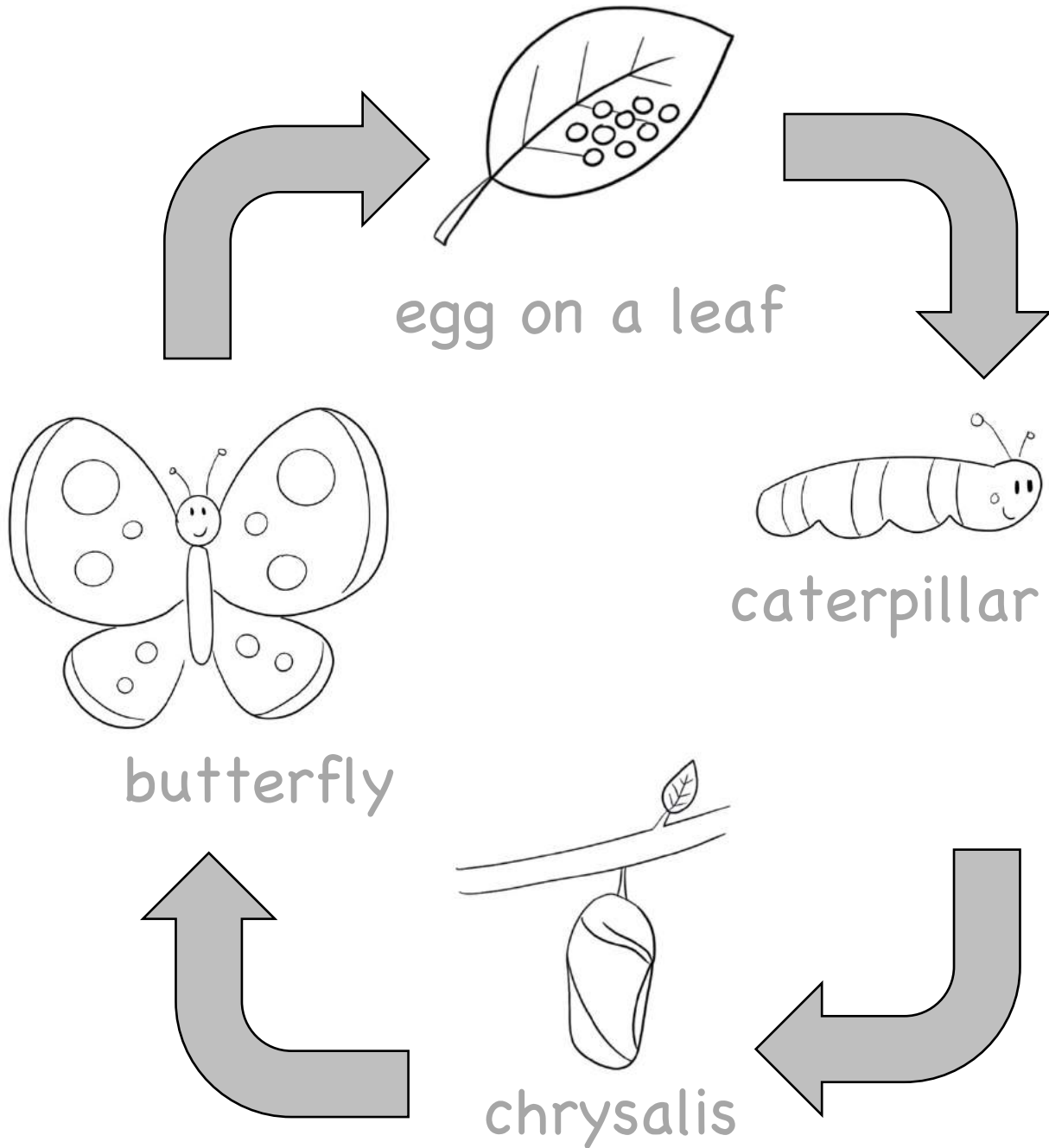
4.

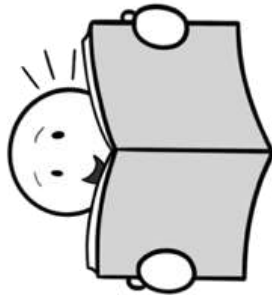


I will wear _____.

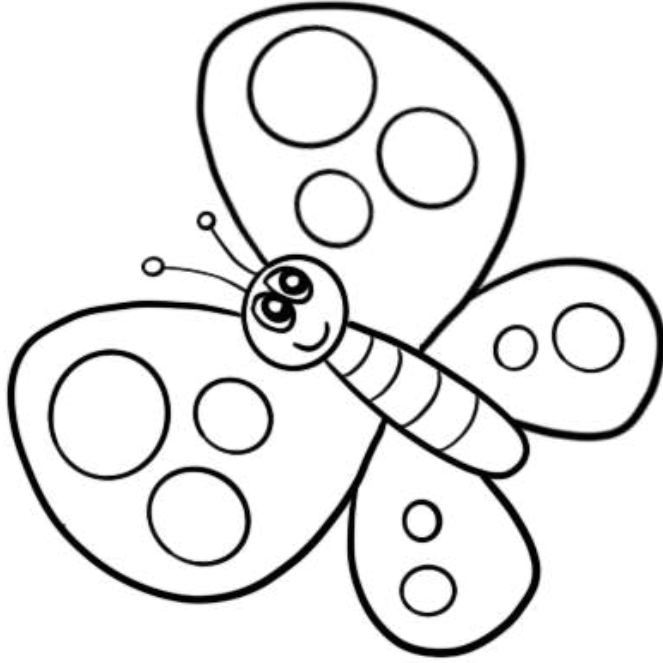
Let's Color!

Color the life cycle of a butterfly



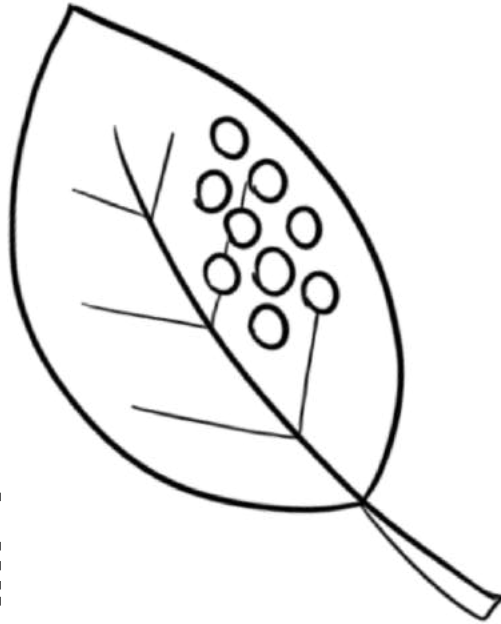


Read the story
Life Cycle of a Butterfly



**Life Cycle of a
Butterfly**

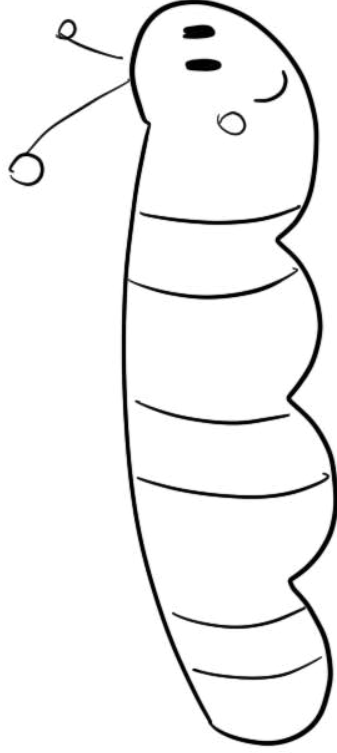
PART 1



The life cycle of a butterfly has four parts. First, the butterfly starts as a tiny egg on a leaf.

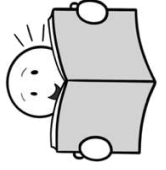
Page 2

PART 2

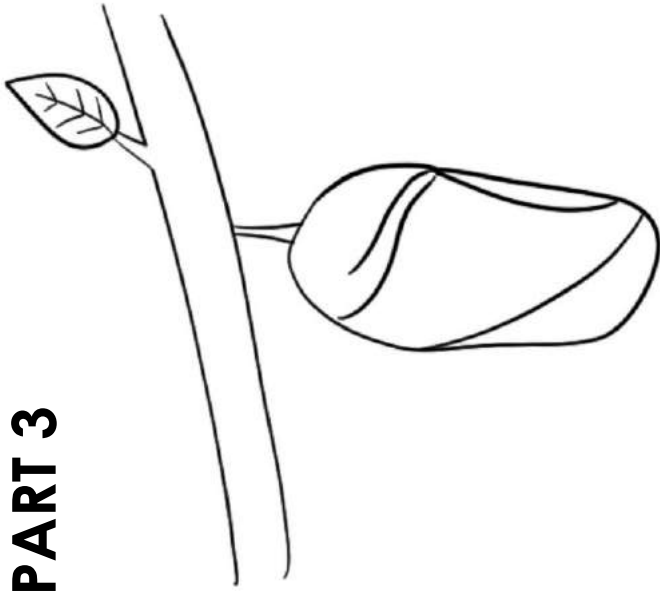


Next, the egg hatches, and the caterpillar crawls out. The caterpillar eats and grows bigger.

Page 3



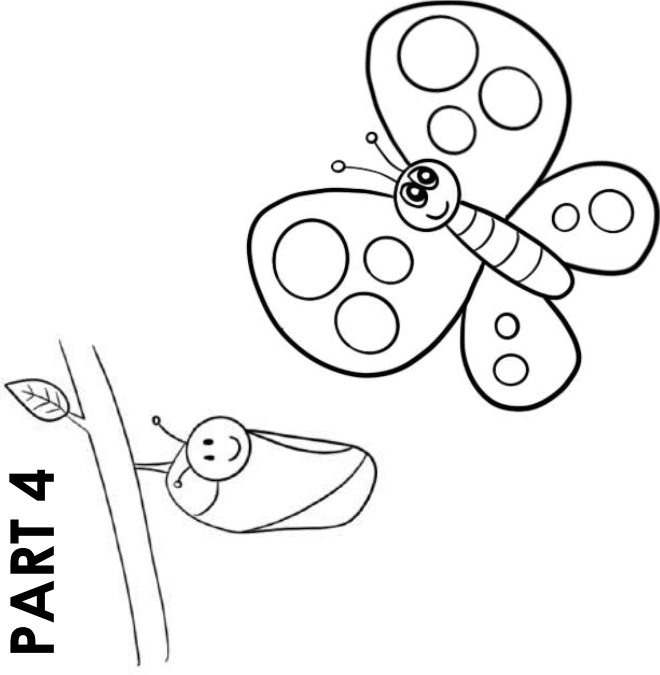
PART 3



Then, the caterpillar changes into a chrysalis.

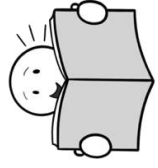
Page 4

PART 4



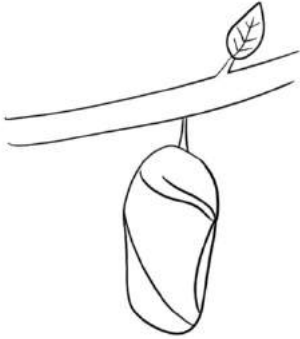
Finally, the butterfly emerges and flies.

Page 5

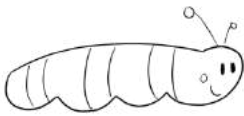


Butterfly Words

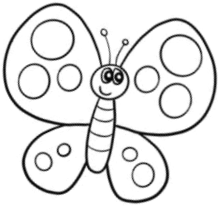
Match the words to the pictures



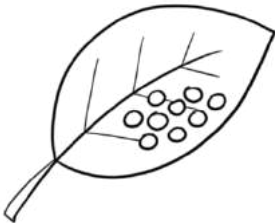
flies (flying)



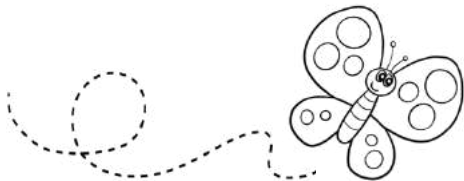
egg on a leaf



caterpillar



chrysalis



butterfly

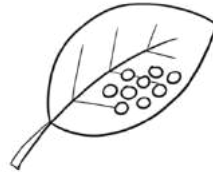
Do you know the words in other languages?
Can you write them?

Be a Butterfly!

Move your body to...



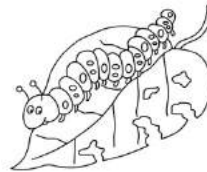
- **Lay** like an egg on a leaf



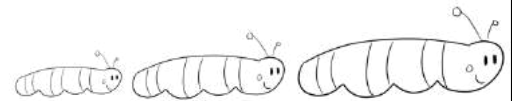
- **Crawl** like a caterpillar



- **Eat** like a caterpillar



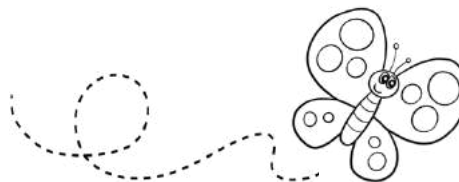
- **Grow** bigger like a caterpillar



- **Hang** like a chrysalis



- **Fly** like a butterfly

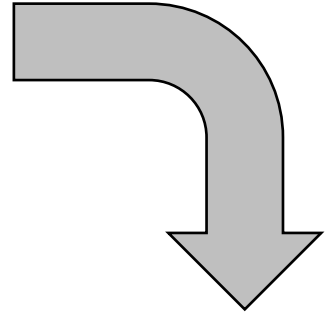
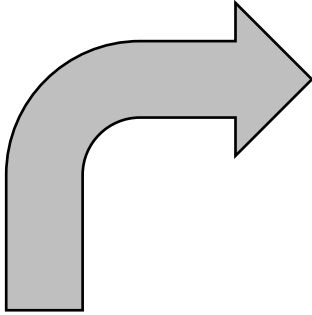


Journal



Draw each part of the
Life cycle of a butterfly:

1. First

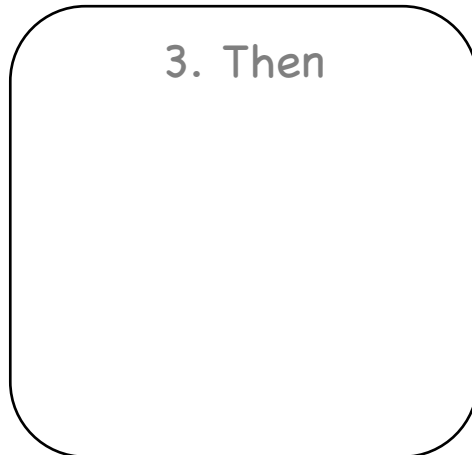
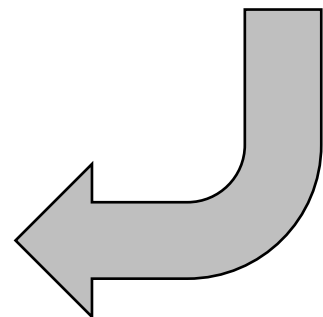
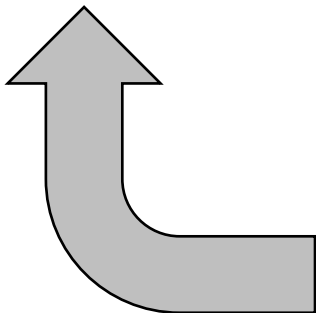


2. Next

4. Finally



3. Then



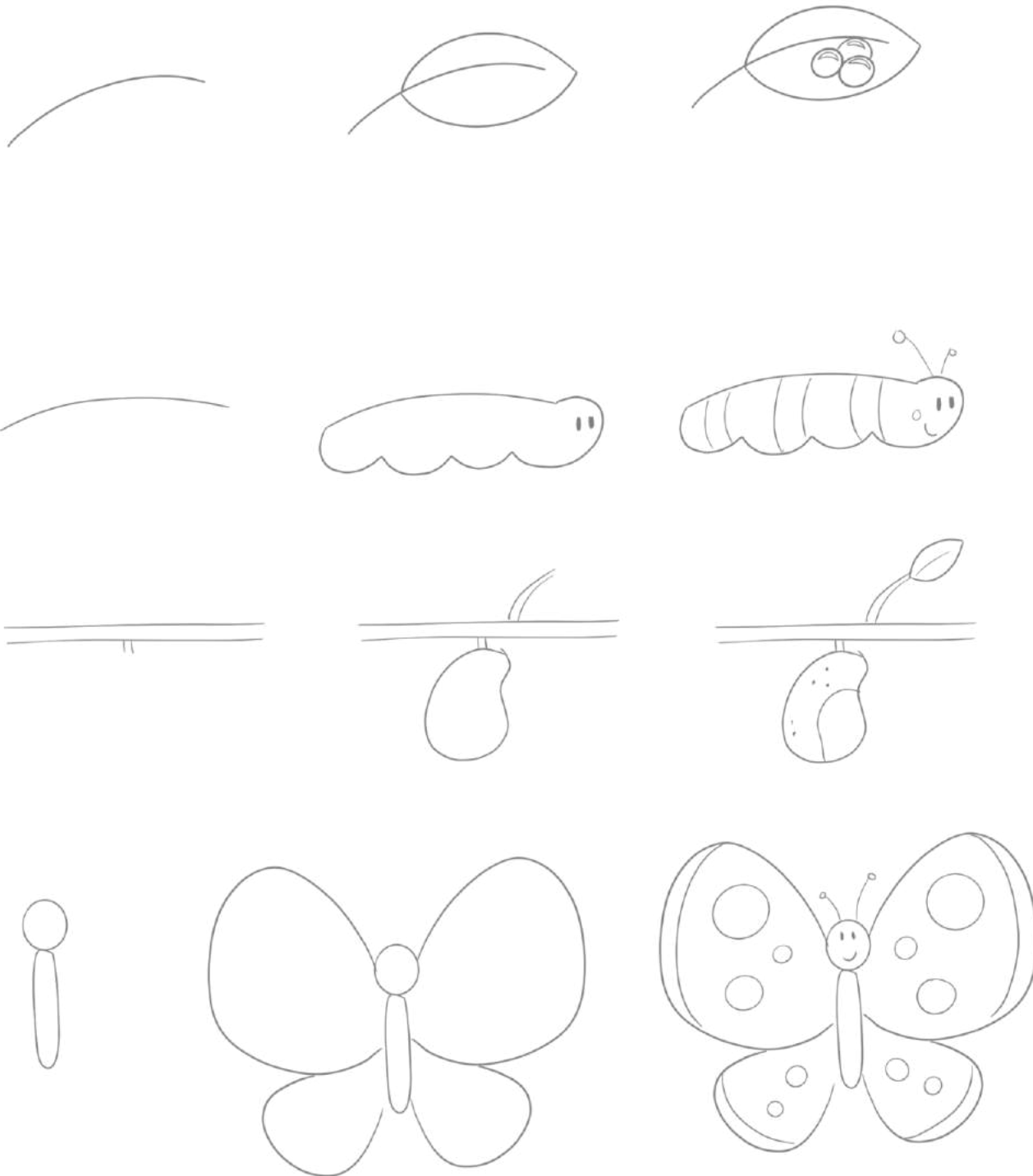
Teach your Buddy!





Let's Draw!

Here are some step-by-step drawings to help you.





Day 3

Check the Weather

Dress your Buddy!



Today it is _____.

What will you wear?

1.



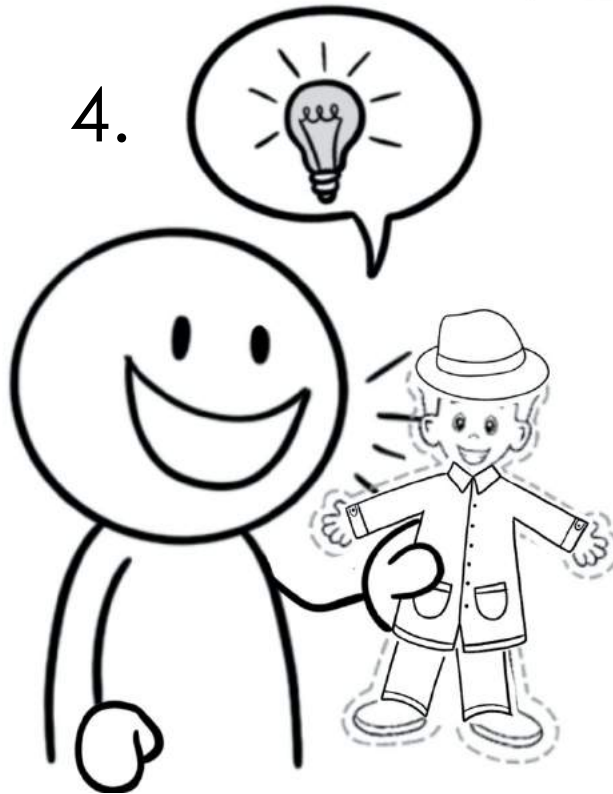
2.



3.



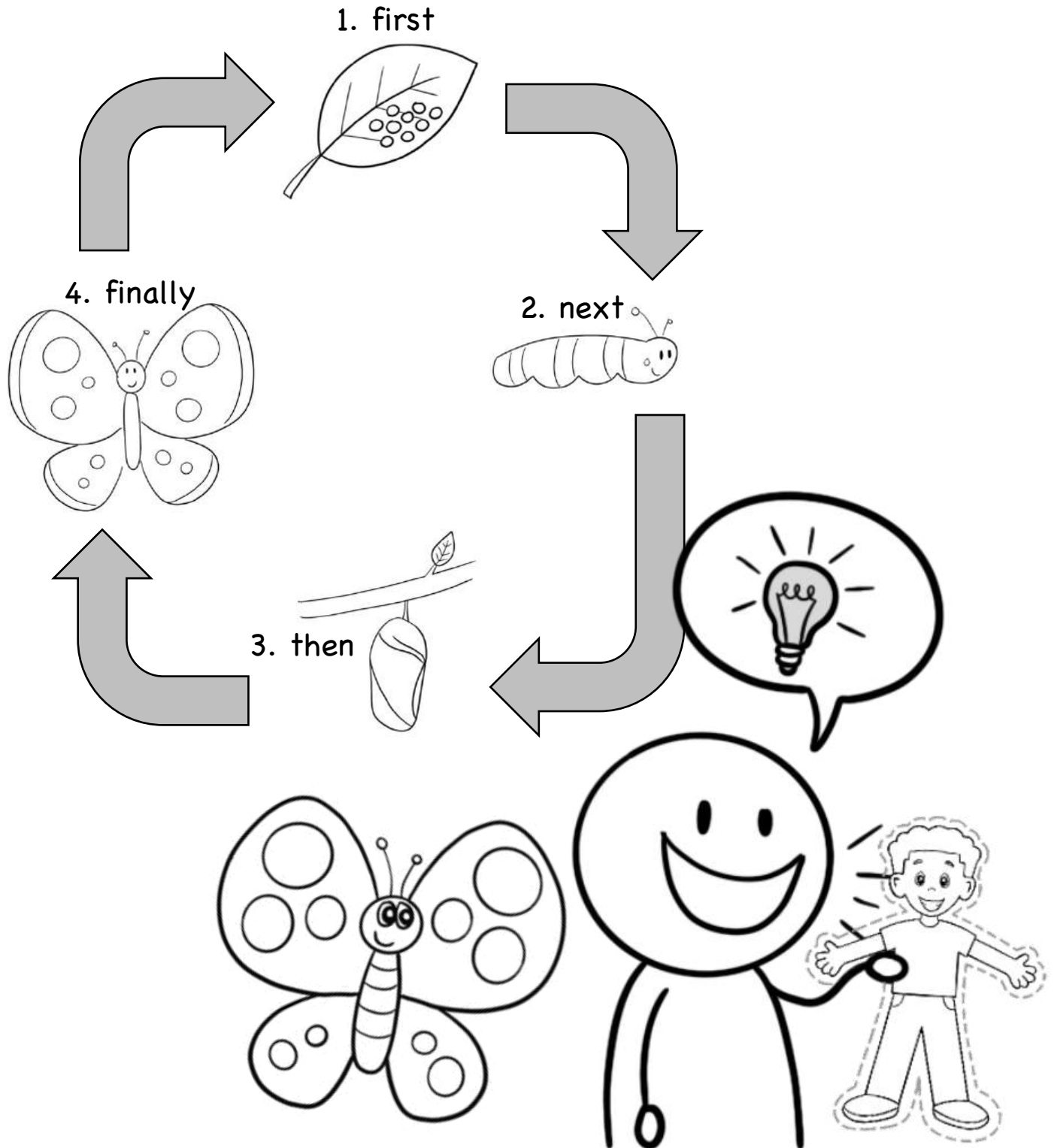
4.



I will wear _____.

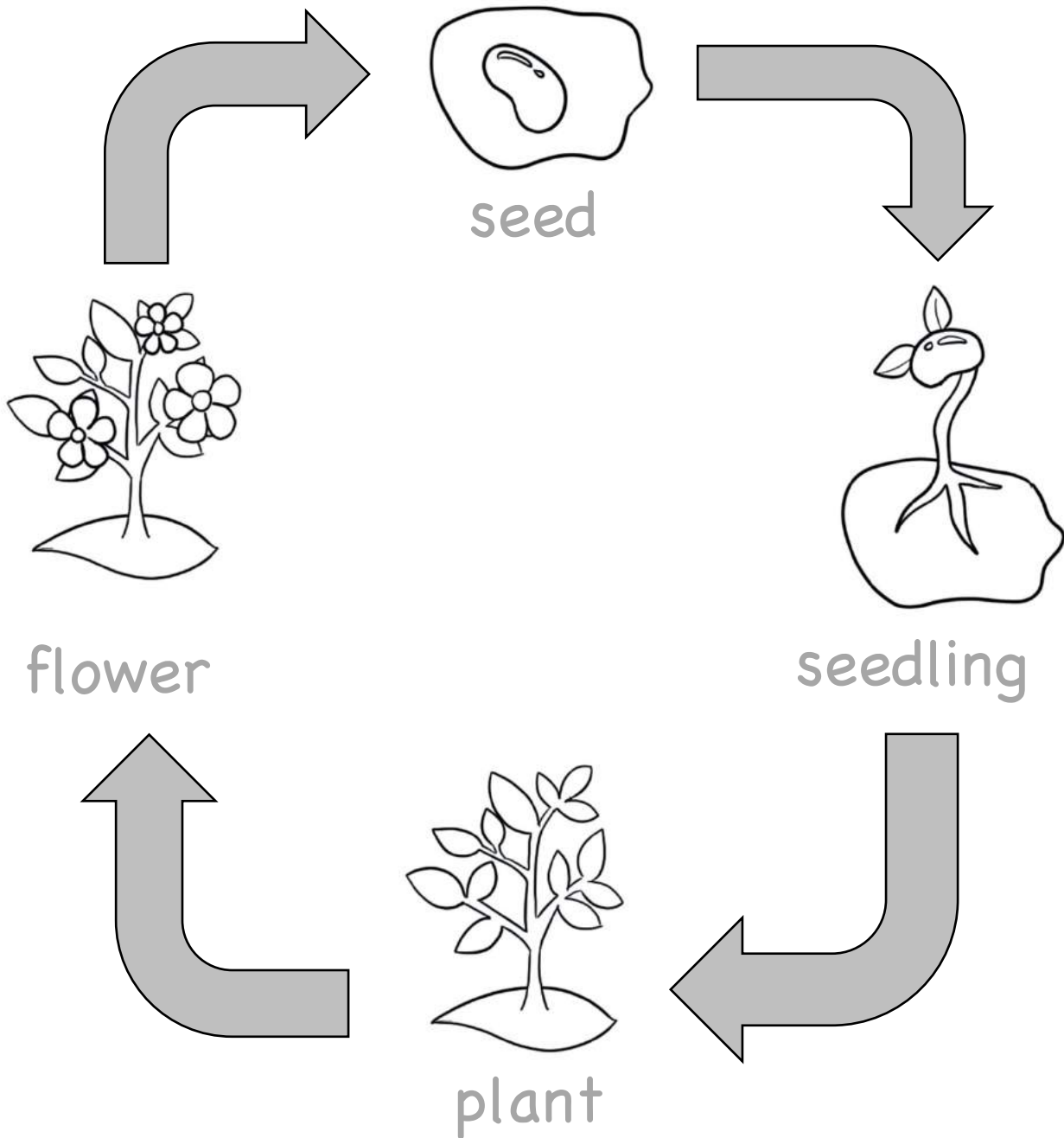
Butterfly Life Cycle Acting

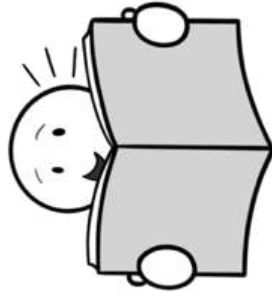
Help your Buddy act out the butterfly life cycle



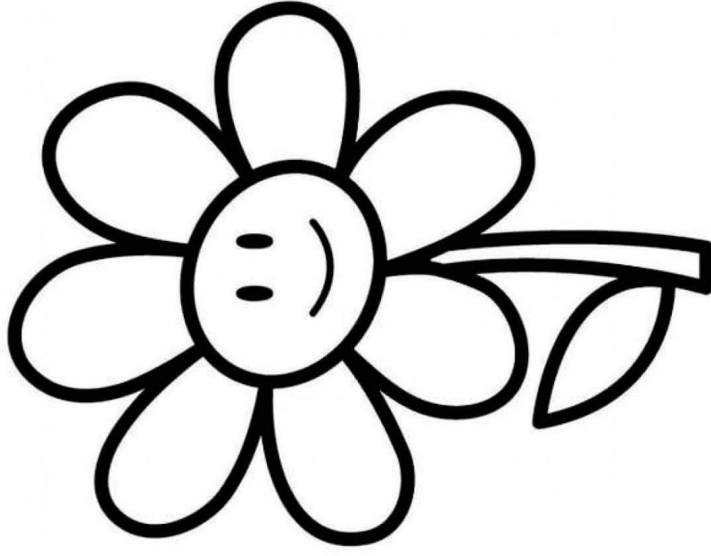
Let's Color!

Color the life cycle of a flower





Read the story
Life Cycle of a Flower



**Life Cycle of a
Flower**

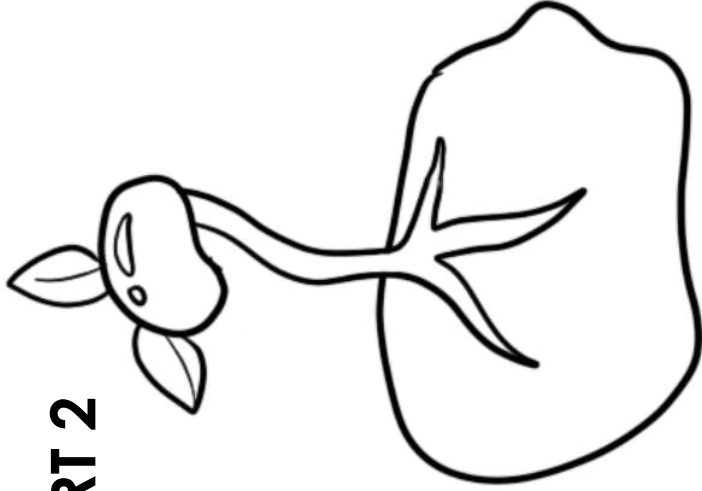
PART 1



The life cycle of a flower has four parts. First, the plant starts as a seed in the soil.

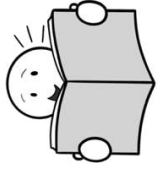
Page 2

PART 2



Next, the seed changes into a seedling with help from the sun and water and pushes out of the soil.

Page 3



PART 3



Then, the stem and leaves grow toward the sun as the plant gets bigger.

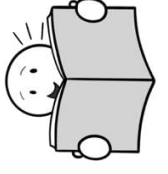
Page 4

PART 4



Finally, the flower blooms.

Page 5



Flower Words

Match the words to the pictures



plant



seed



soil



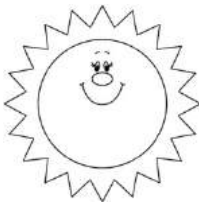
seedling



sun



flower



bigger

Do you know the words in other languages?
Can you write them?

Be a Flower!

Move your body to...



- **Lay** like a seed in the soil



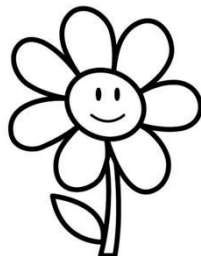
- **Push** up through the soil like a seedling



- **Grow** bigger toward the sun like a plant



- **Open** like a flower with your petals dancing in the wind



Journal



Draw each part of the
Life cycle of a flower:

1. First

2. Next

3. Then

4. Finally

Teach your Buddy!





Day 4

Check the Weather

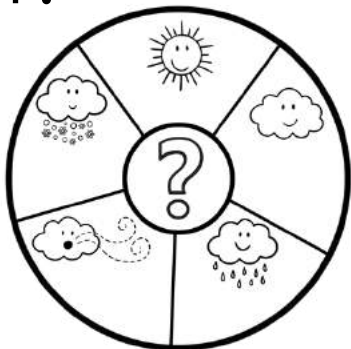
Dress your Buddy!



Today it is _____.

What will you wear?

1.



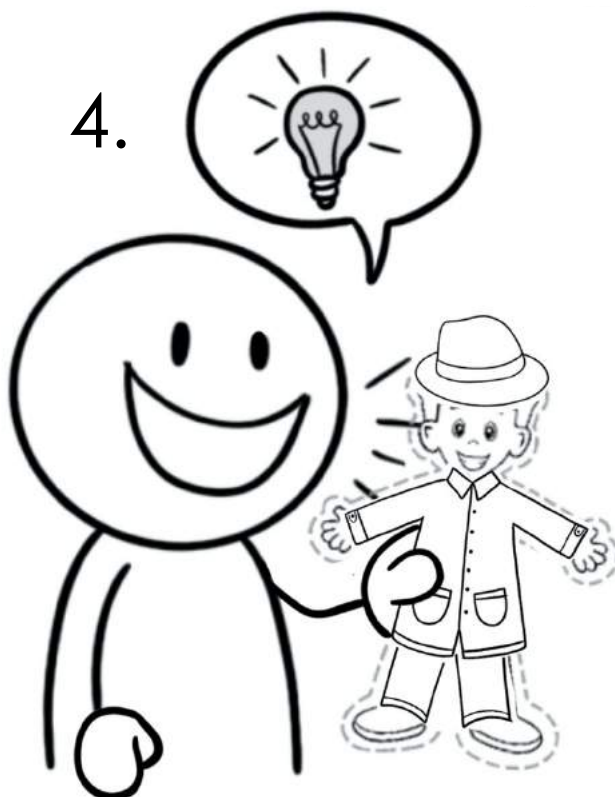
2.



3.



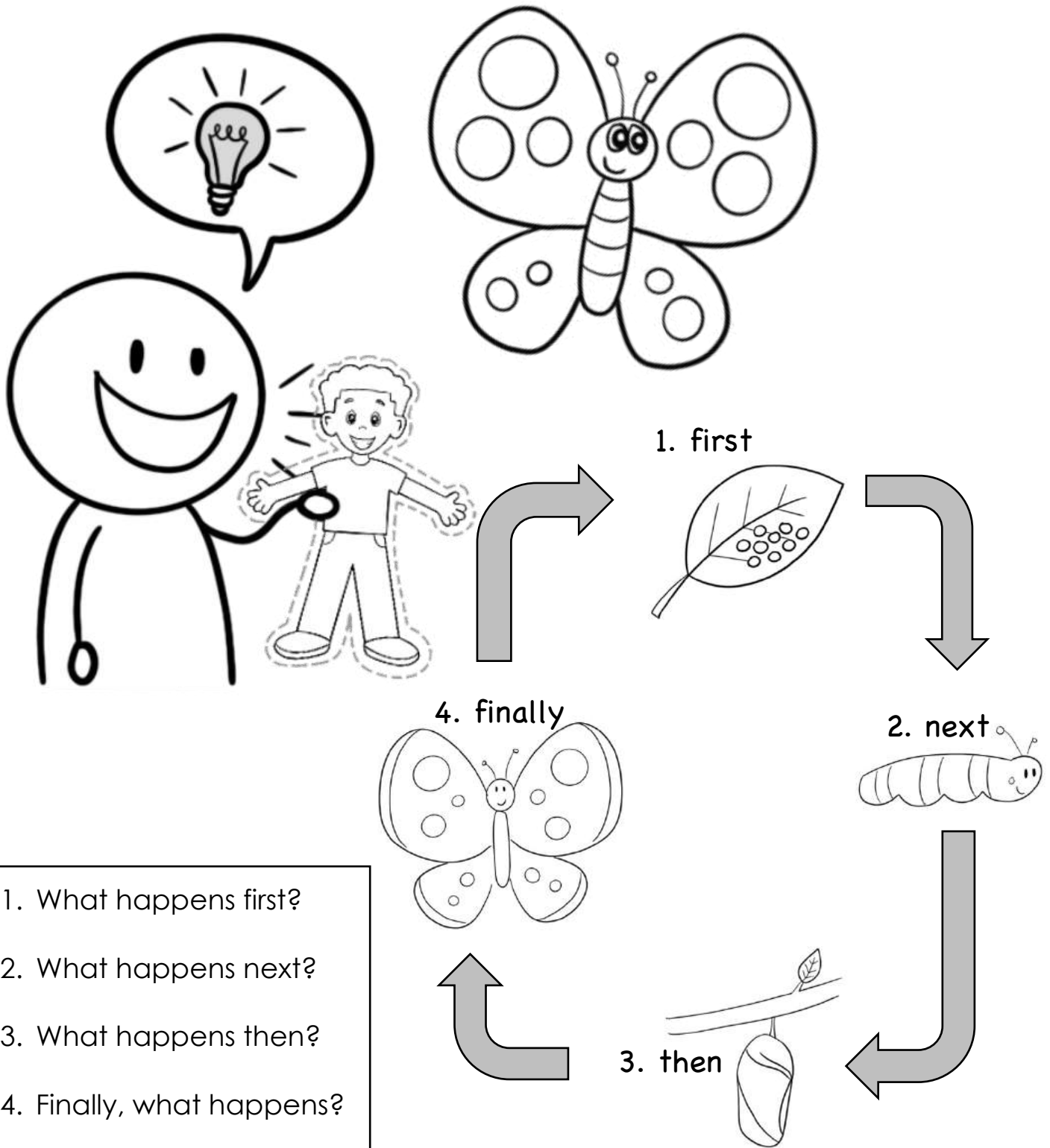
4.



I will wear _____.

Butterfly Life Cycle Sharing

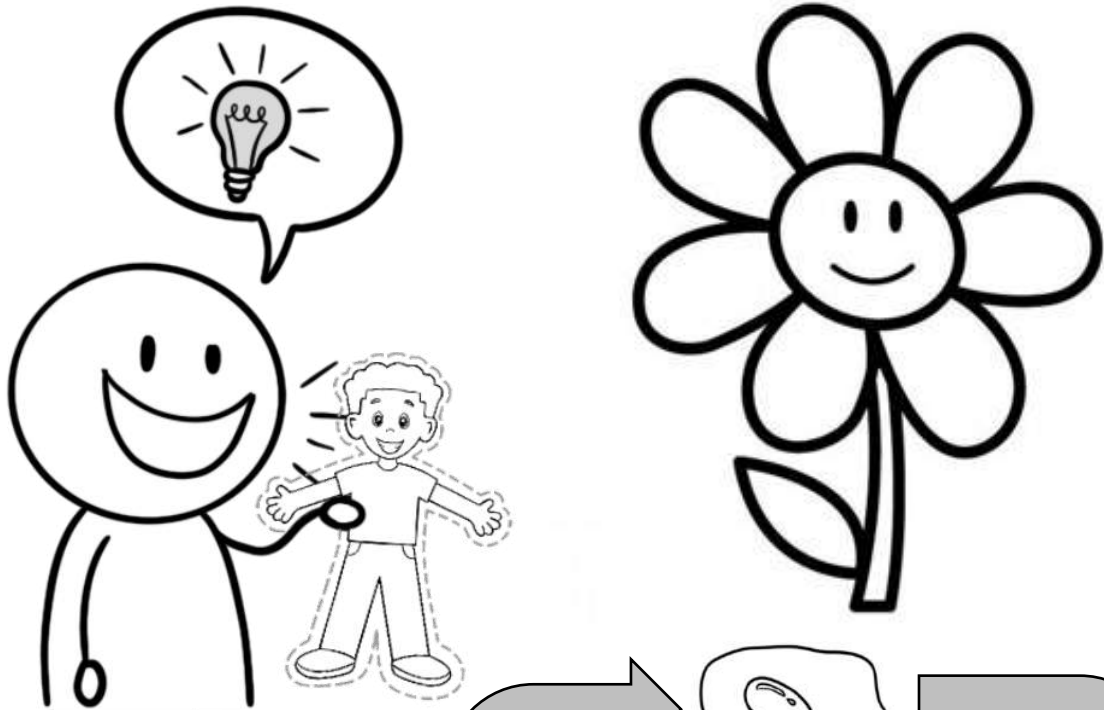
Tell your Buddy what you learned about the life cycle of a butterfly.



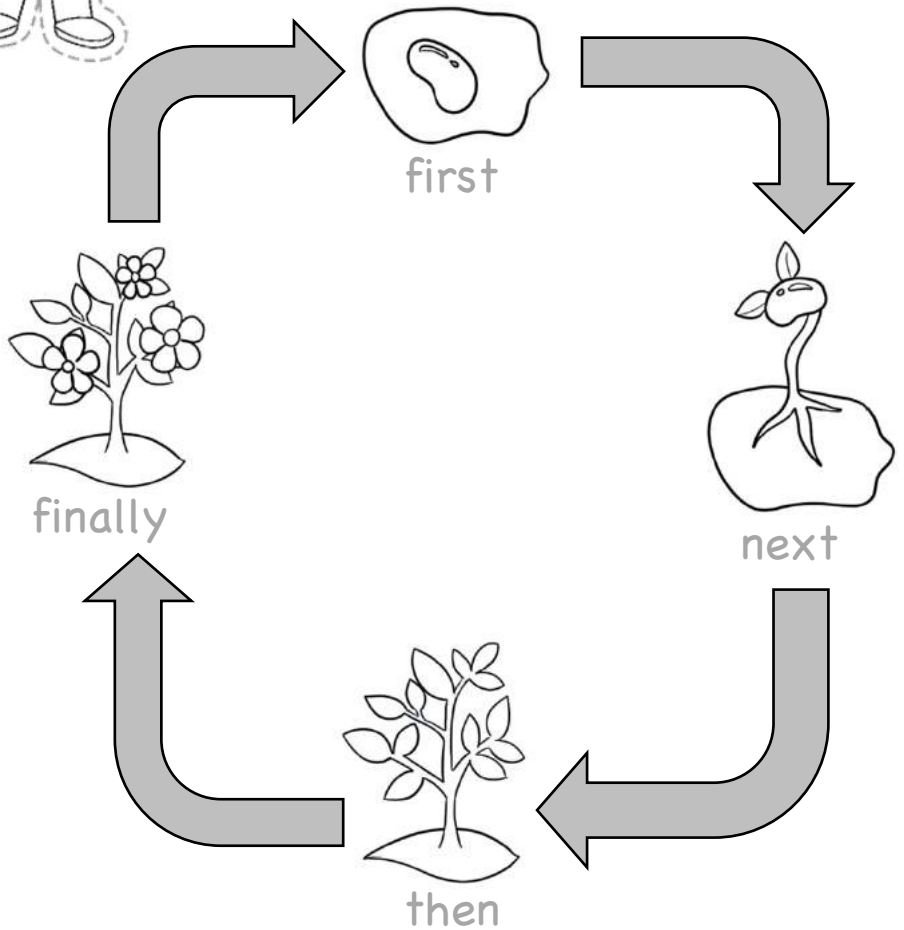
- 1. What happens first?
- 2. What happens next?
- 3. What happens then?
- 4. Finally, what happens?

Flower Life Cycle Acting

Help your Buddy act out the life cycle of a flower.



1. What happens first?
2. What happens next?
3. What happens then?
4. Finally, what happens?



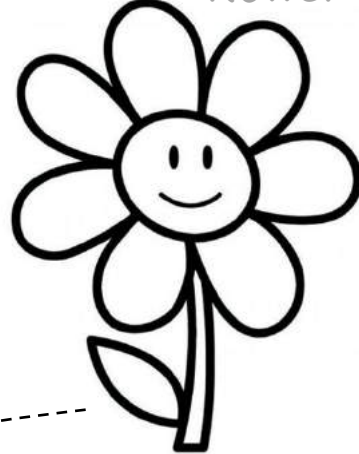
Word Sort

Draw a line from the pictures to where they belong.

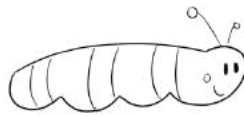
butterfly



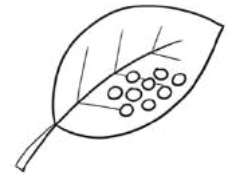
flower



plant



caterpillar



eggs on a leaf



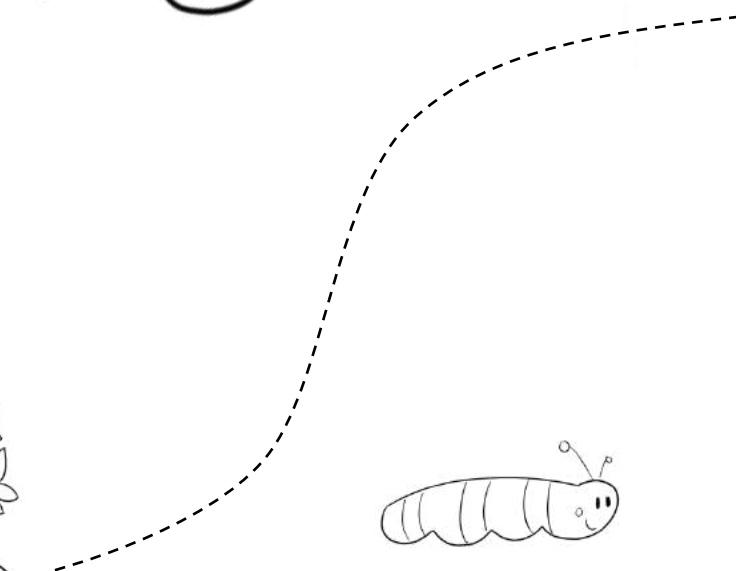
seed in the soil



chrysalis

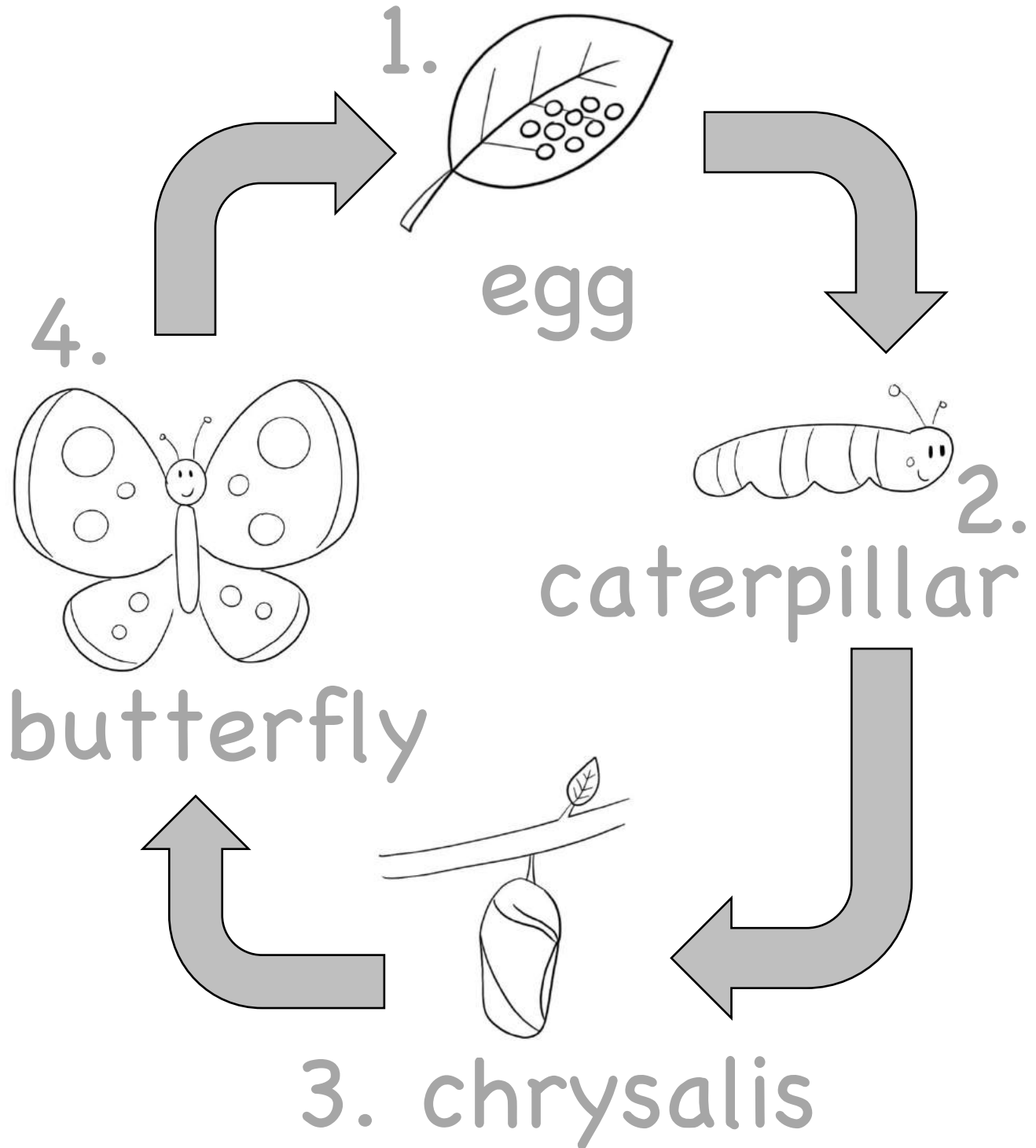


seedling



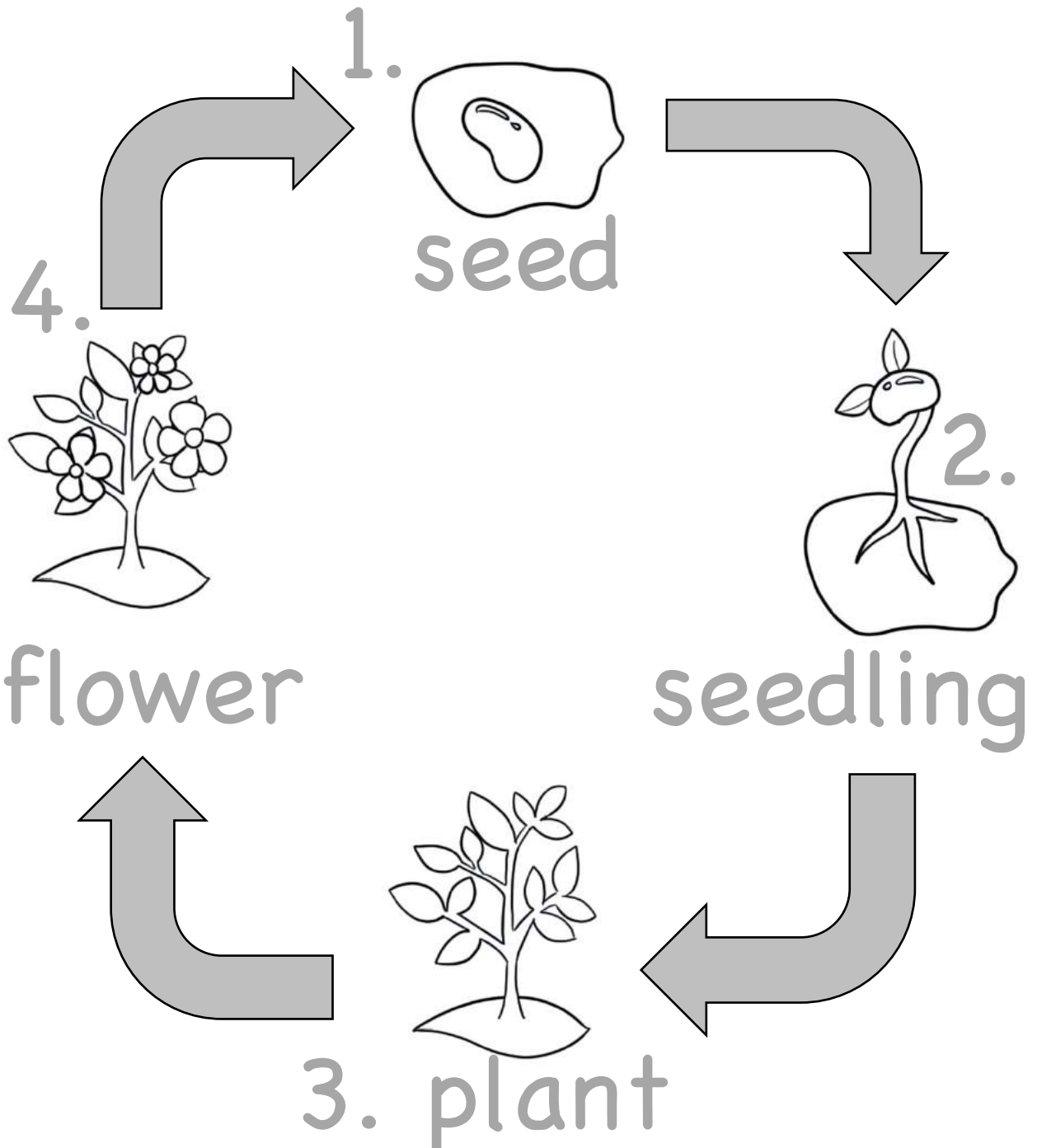
Life Cycle of a Butterfly

Color the life cycle and trace the words



Life Cycle of a Flower

Color the life cycle and trace the words

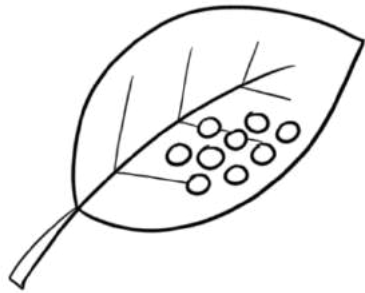


Life Cycle of a Butterfly

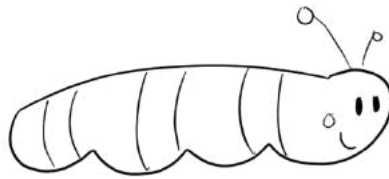


Color and cut each picture.
Put them in order on the cycle chart on the next page.

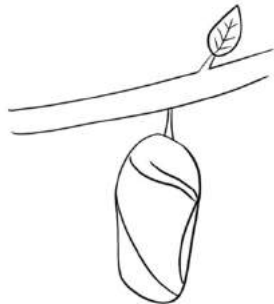
1. First



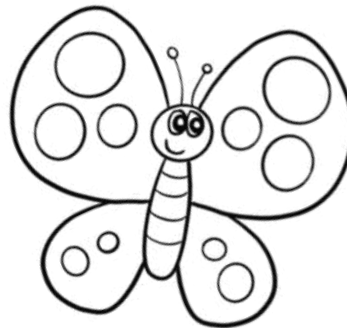
2. Next



3. Then

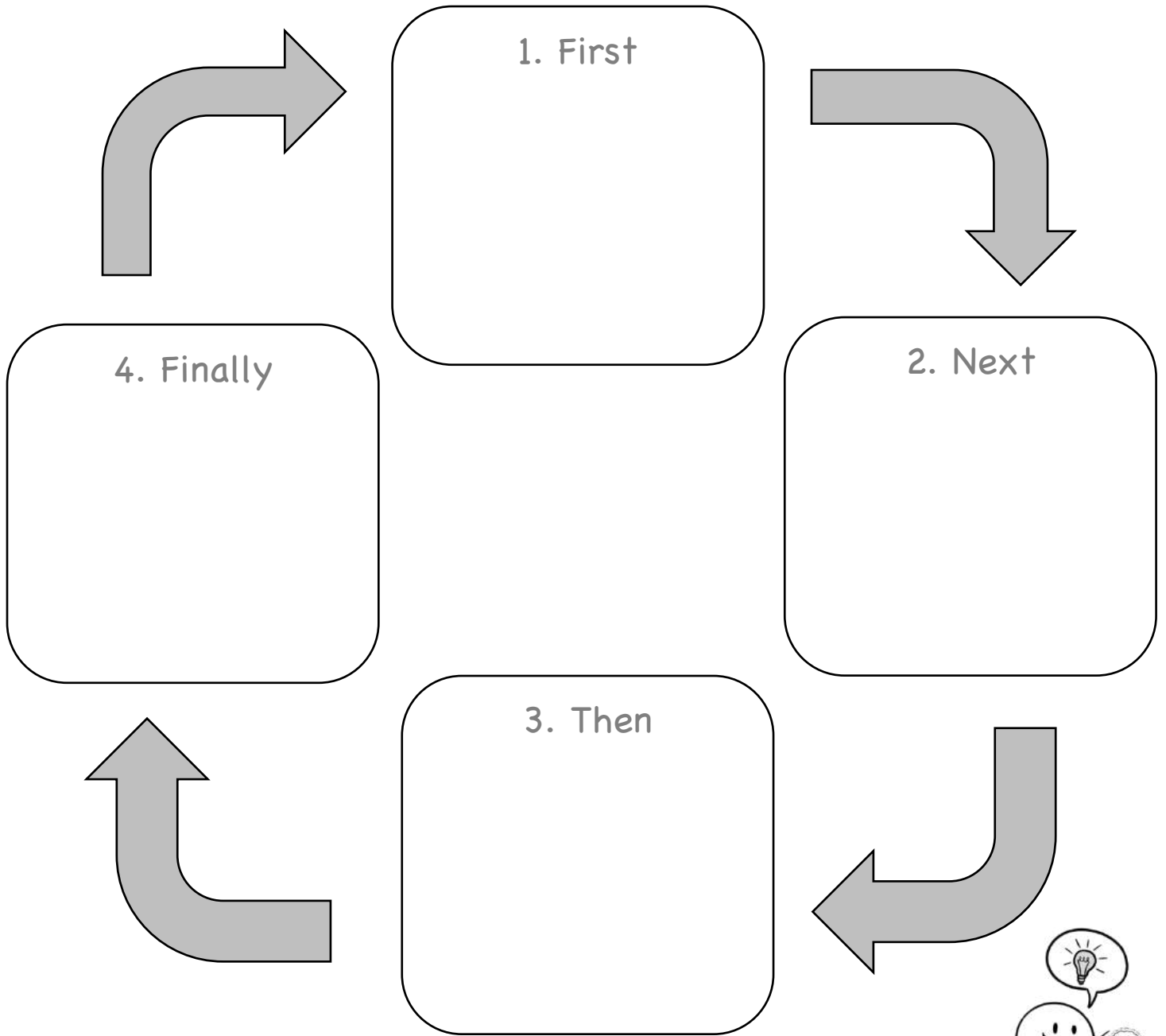


4. Finally



Life Cycle of a Butterfly

Use the pictures from page 53 to complete this life cycle.



1. First, the butterfly starts as a tiny _____ on a leaf.
2. Next, the egg hatches and the _____ eats and grows bigger.
3. Then, the caterpillar changes into a _____.
4. Finally, the _____ emerges and flies.

Life Cycle of a Flower



Color and cut each picture.
Put them in order on the cycle chart on the next page.

1. First



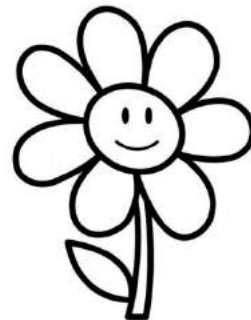
2. Next



3. Then

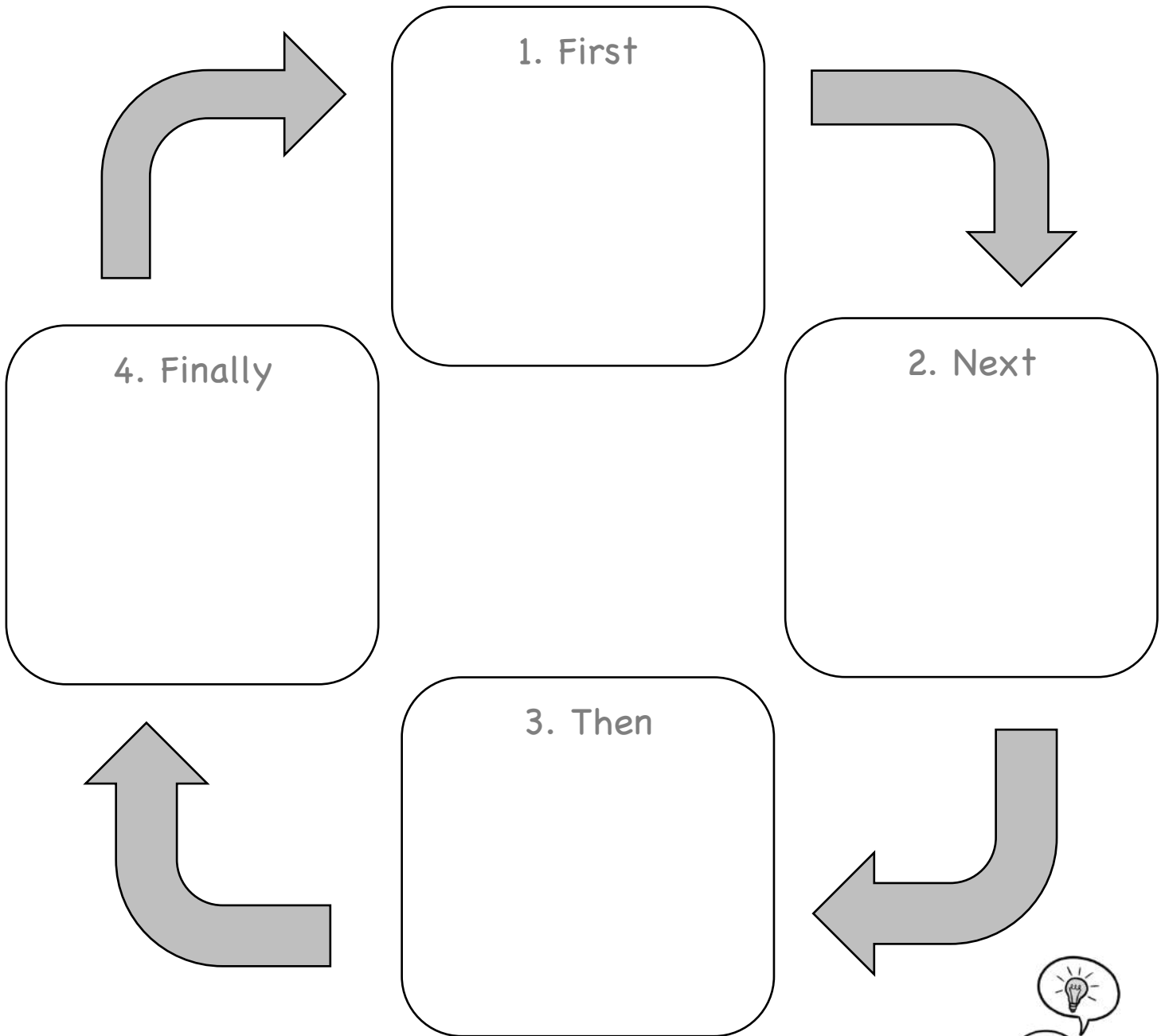


4. Finally



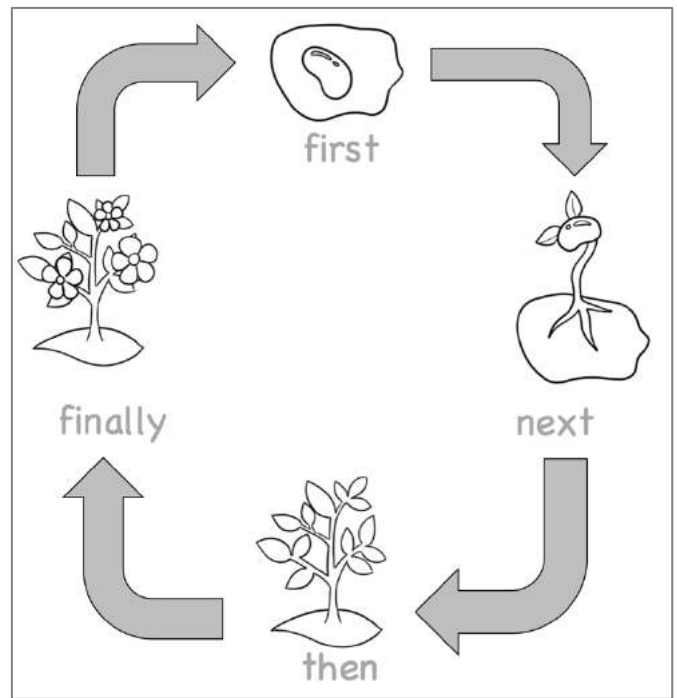
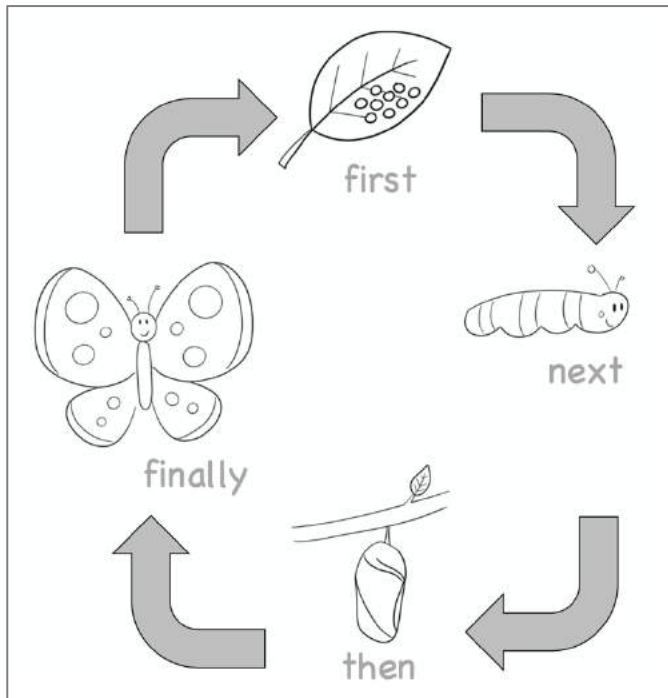
Life Cycle of a Flower

Use the pictures from page 55 to complete this life cycle.



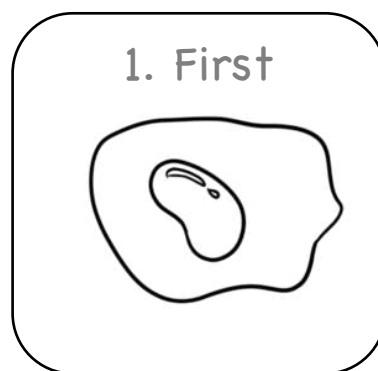
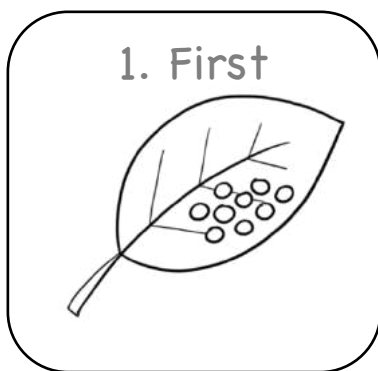
1. First, the plant starts as a _____ in the soil.
2. Next, the seed changes into a _____ and pushes out of the soil.
3. Then, the _____ and _____ grow toward the sun as the plant gets bigger.
4. Finally, the _____ blooms.

Spoken Journal



1. What happens first? Look at part 1 (first)

How does the butterfly start? How does the flower start?

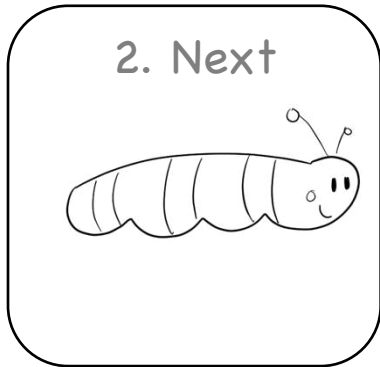


The butterfly starts as an _____. The flower starts as a _____.

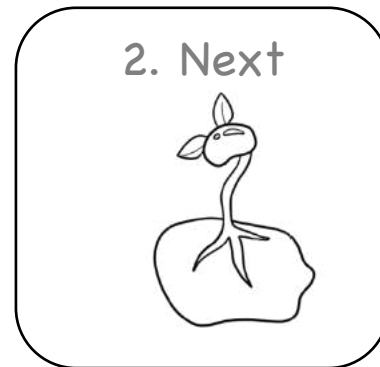


2. What happens next? Look at part 2 (next)

What changes?



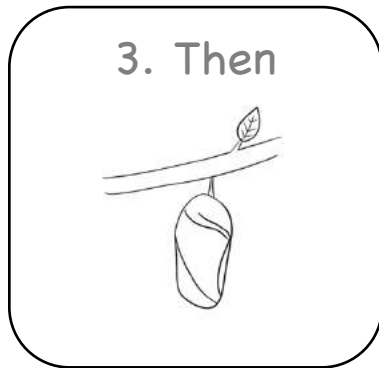
Next, the egg hatches and the _____ eats and grows bigger.



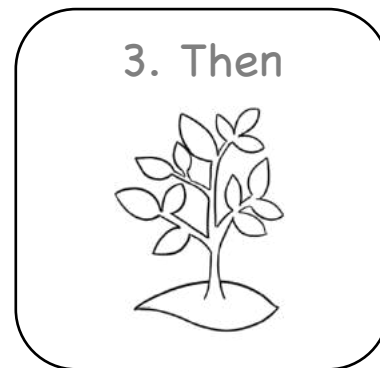
Next, the seed changes into a _____ and pushes out of the soil.

3. Then what happens? Look at part 3 (then)

What changes?



Then, the caterpillar changes into a _____.



Then, the _____ and _____ grow toward the sun as the plant gets bigger.



4. Finally, what happens? Look at part 4 (finally)

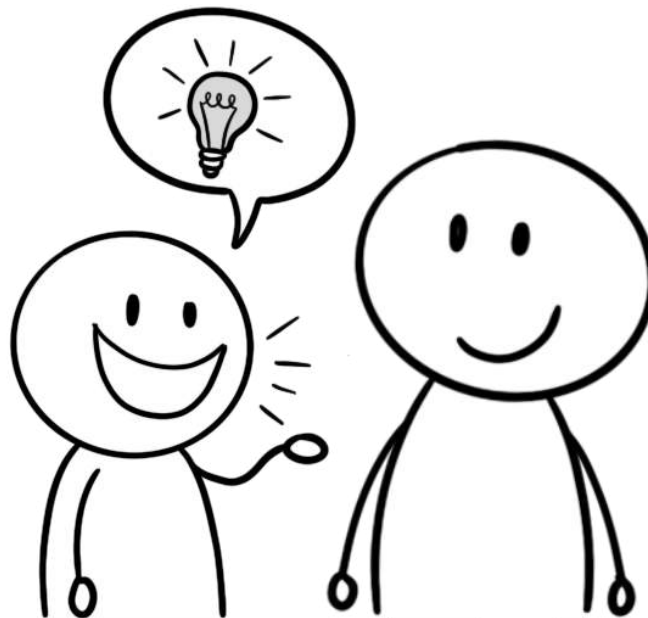
What happens last?



Finally, the _____ emerges
and flies.



Finally, the _____ blooms.



Extend:

Find someone in your house.
Tell them what you think is the same and different
about the butterfly and flower life cycles.

Let's Move!

Touch your toes, knees, shoulders, and head,
and chant as you move



1. first



2. next



3. then



4. finally



1. seed



2. seedling



3. plant



4. flower



1. egg



2. caterpillar



3. chrysalis



4. butterfly



Day 5

Check the Weather

Dress your Buddy!



Today it is _____.

What will you wear?

1.



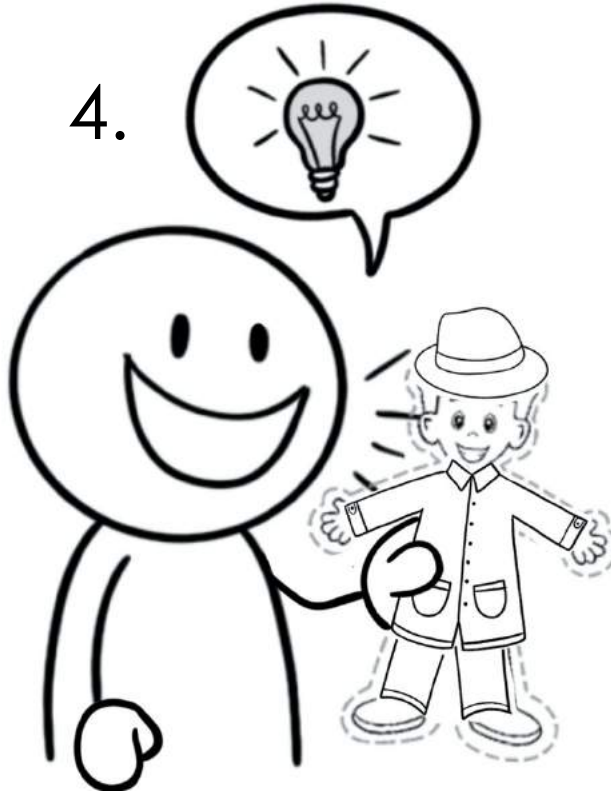
2.



3.



4.



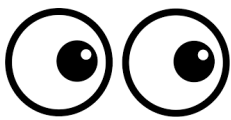
I will wear _____.

Let's go outside!

Go outside with an adult and answer the questions



I will wear _____.



Draw the shapes of the clouds you see.



123

Count the different kinds of flowers you see.



Listen to the birds. Can you copy their songs?



Let's go outside!

Go outside with an adult and see how many you can find of each thing.

123 Count

How many seeds can you find?



I can find ____ seeds.

How many seedlings can you find?



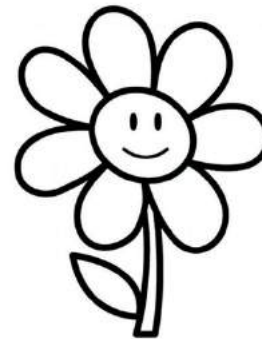
I can find ____ seedlings.

How many plants can you find?



I can find ____ plants.

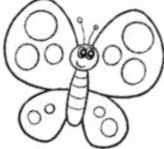
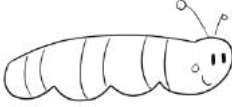

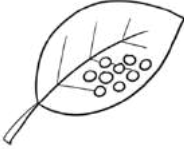




How many flowers can you find?



I can find ____ flowers.

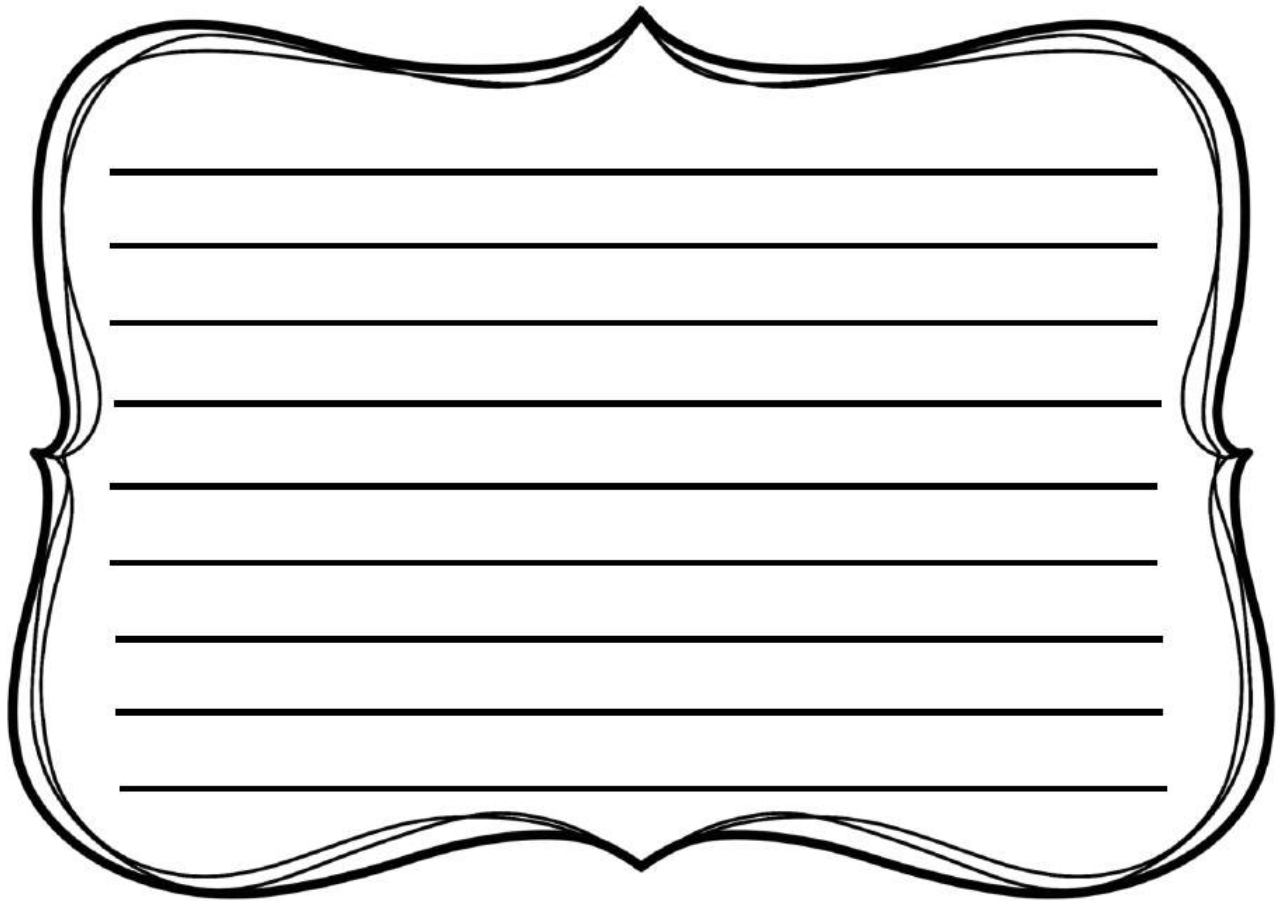
Dictionary

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

| Picture | Trace | Home Language(s) |
|---|-------------|------------------|
|  | butterfly | |
|  | caterpillar | |
|  | chrysalis | |
|  | egg | |
|  | flower | |
|  | plant | |
|  | seed | |
|  | seedling | |

Spring Story

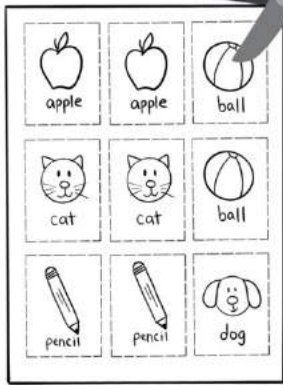
Tell a story, write a story, or draw a story about Spring.
Tell it or read it to your Buddy or someone in your house.



A large, decorative frame with a scalloped border. Inside the frame are ten horizontal lines, providing space for writing a story.

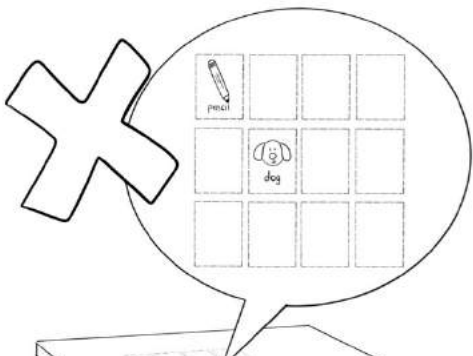


How to Play "Memory"



1. Cut out all of the cards

2. Mix up the cards



3. Lay them in rows, face down

4. Turn over any 2 cards

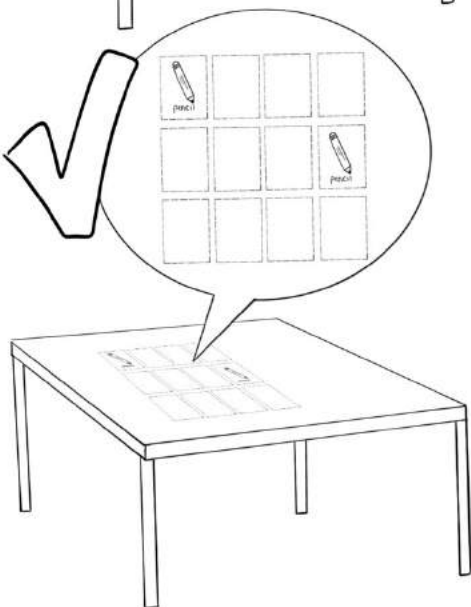
5. If the 2 cards match, keep them

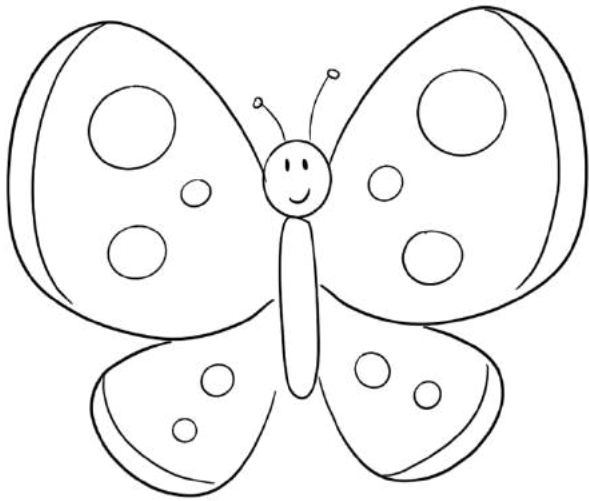
6. If they don't match, turn them back over

7. Remember what was on each card and where it was

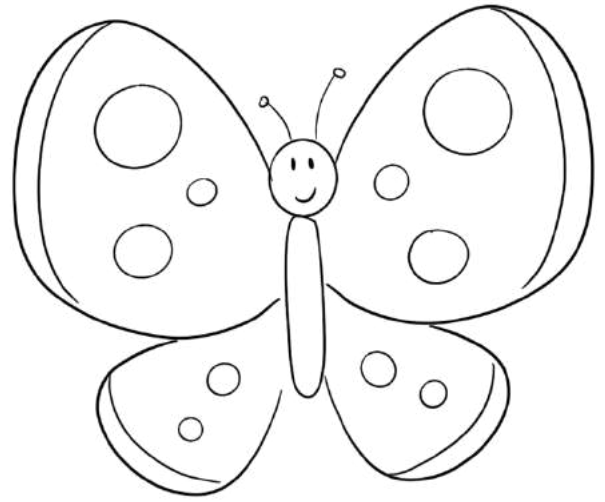
8. Watch and remember during the other player's turn

9. The game is over when all the cards have been matched

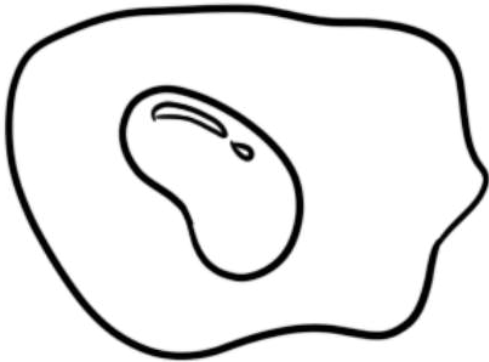




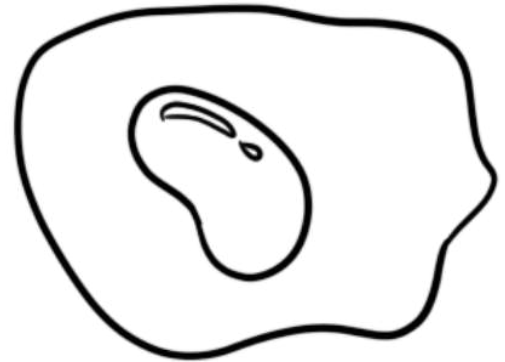
butterfly



butterfly



seed



seed



soil



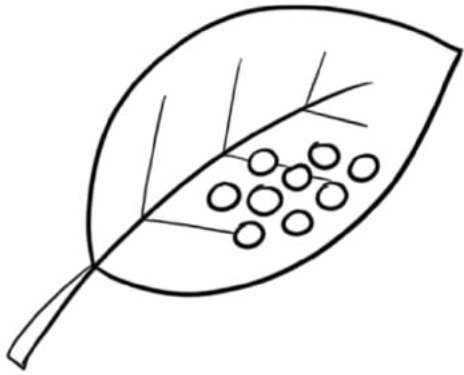
soil



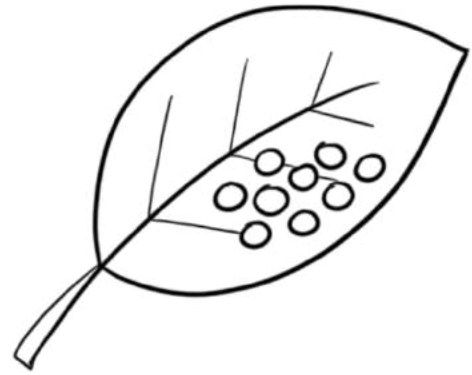
plant



plant



egg



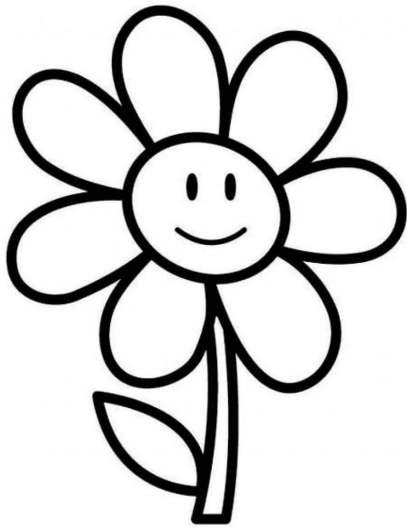
egg



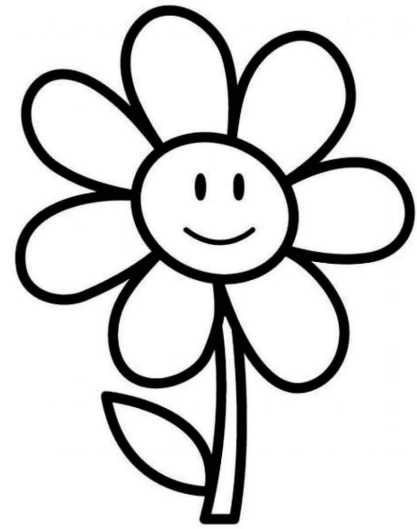
seedling



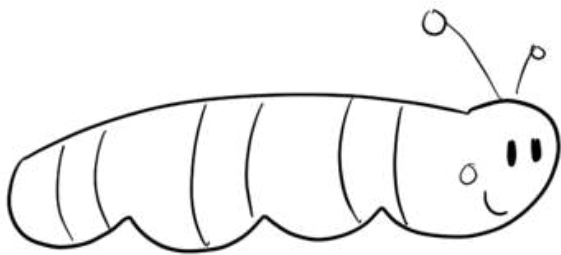
seedling



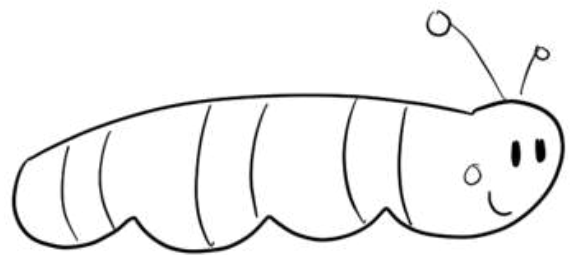
flower



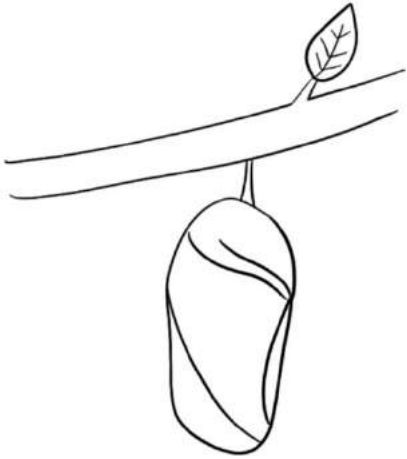
flower



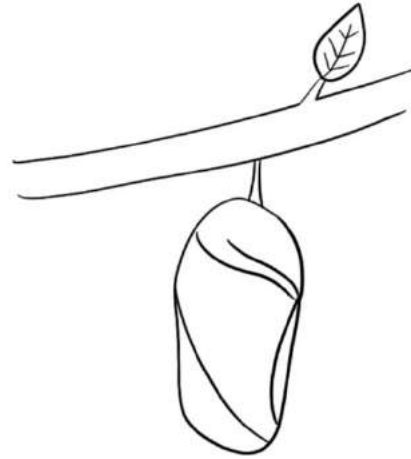
caterpillar



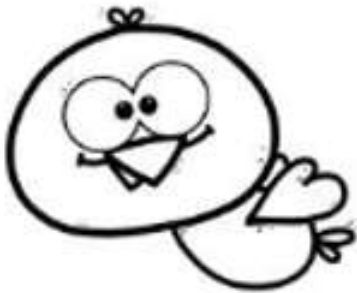
caterpillar



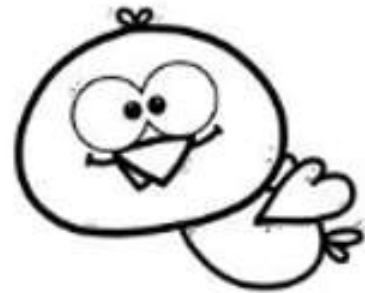
chrysalis



chrysalis



bird



bird



leaf



leaf



Spring



Spring

Charades

Play Charades with someone else at your house, or act out the steps with your

How to play:

Charades is a game of acting out words without speaking. You need at least two people to play. Choose a word from the memory game cards and act it out for someone else to guess what the word is. The goal is to guess the word as quickly as possible. When someone guesses your word, it becomes their turn to act out another word and your turn to guess. Keep playing until you have guessed all the words. You can guess in any language you know.



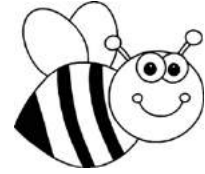
Cards for Charades



cloud



worm



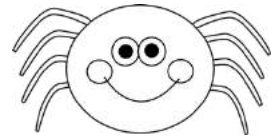
bee



squirrel



soil



spider



mushroom



caterpillar

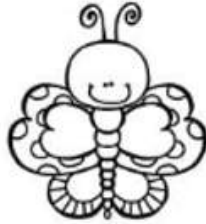


ant

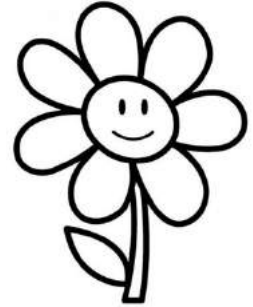
More Cards for Charades



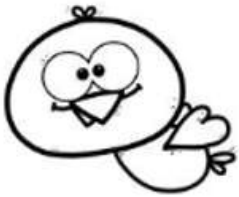
leaf



butterfly



flower



bird



seed



seedling

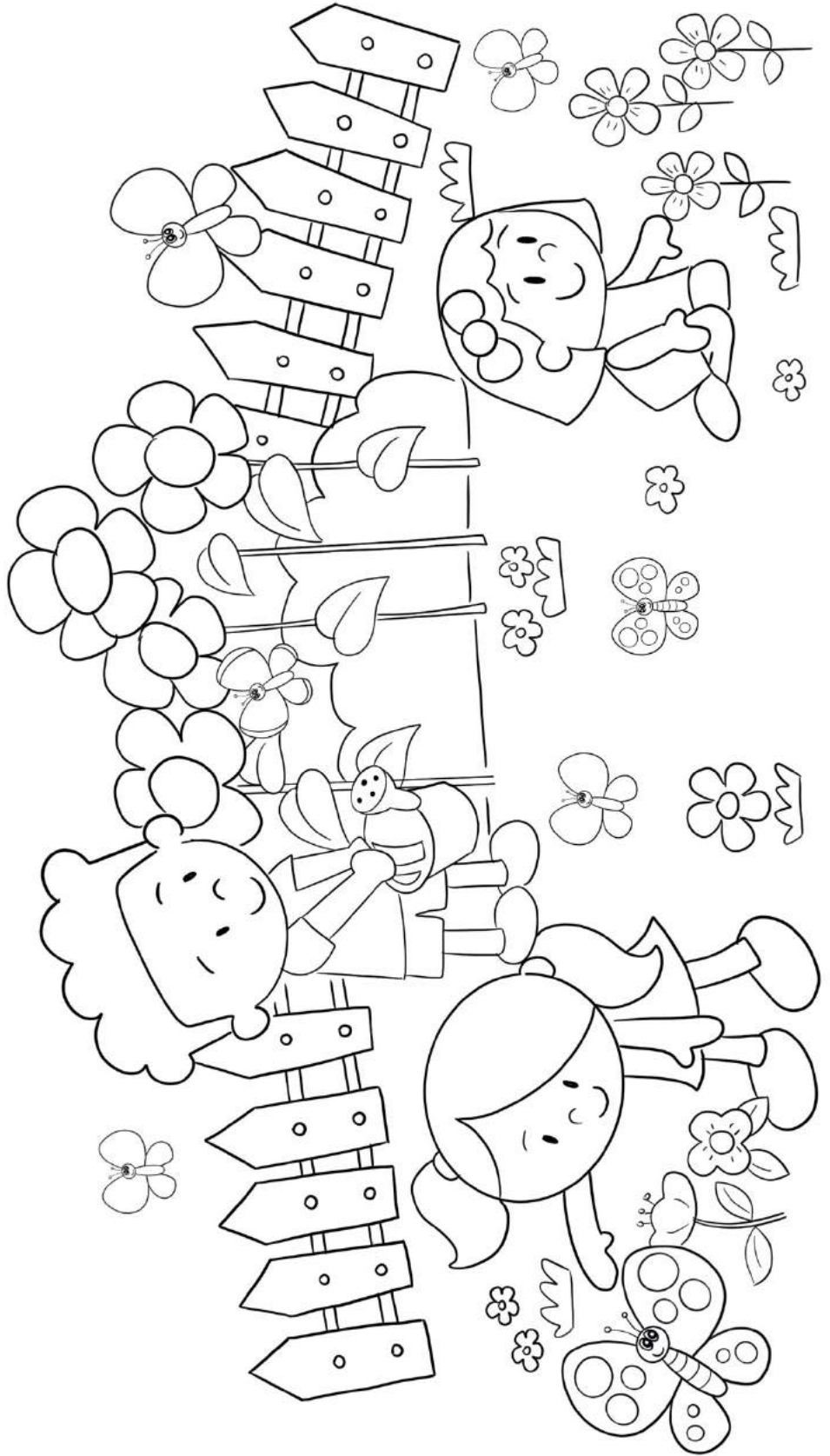


plant

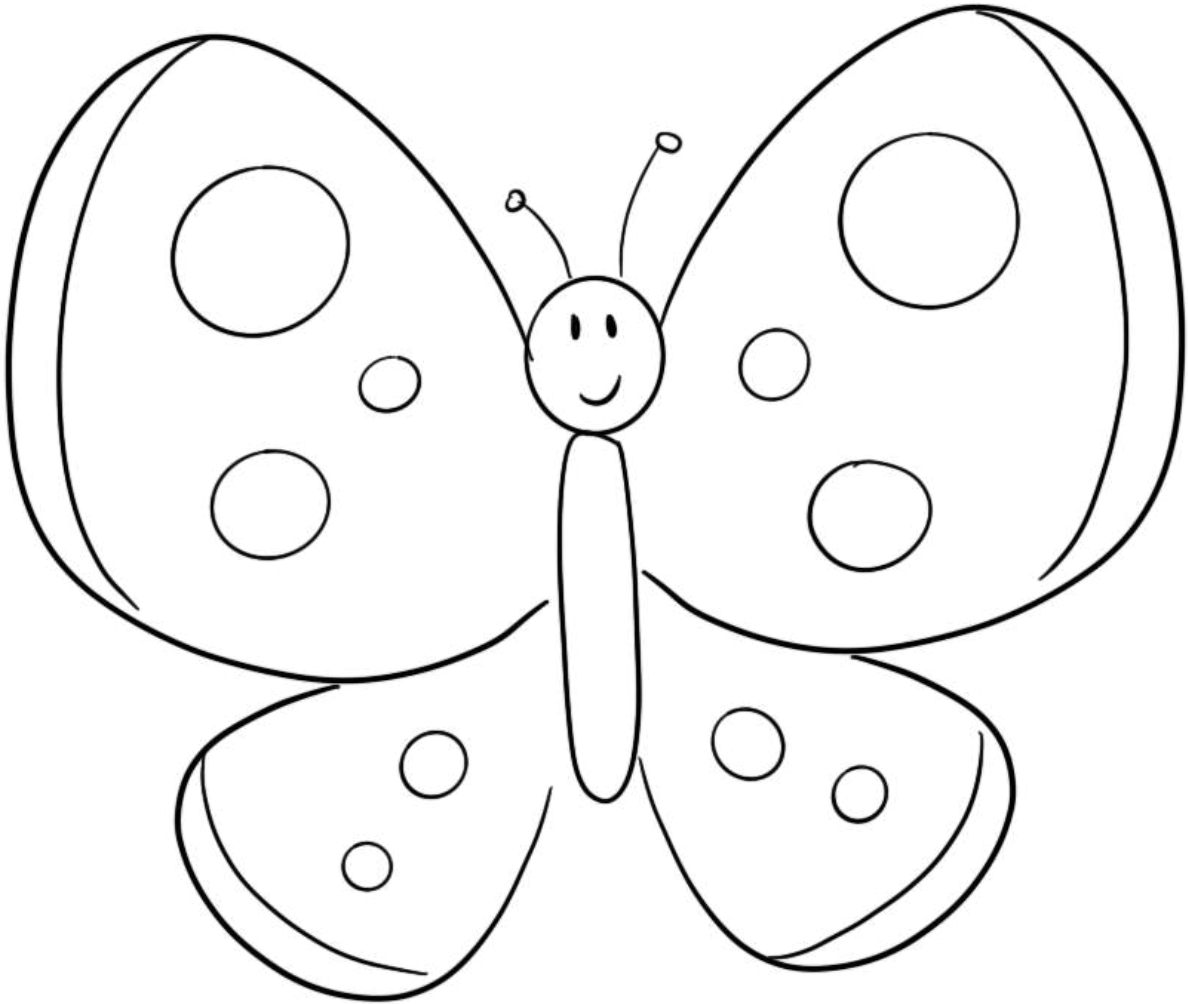


growing
bigger

Spring



butterfly



flower

