

International Consortium for Multilingual Excellence in Education



December 15th, 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. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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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 are optional.

We have also 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. 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, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a 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 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 packet was designed and created by **Brooke David** and **Jessica Millen** in collaboration with Lydiah Kiramba, Kara Mitchell Viesca, and Alexa Yunes.

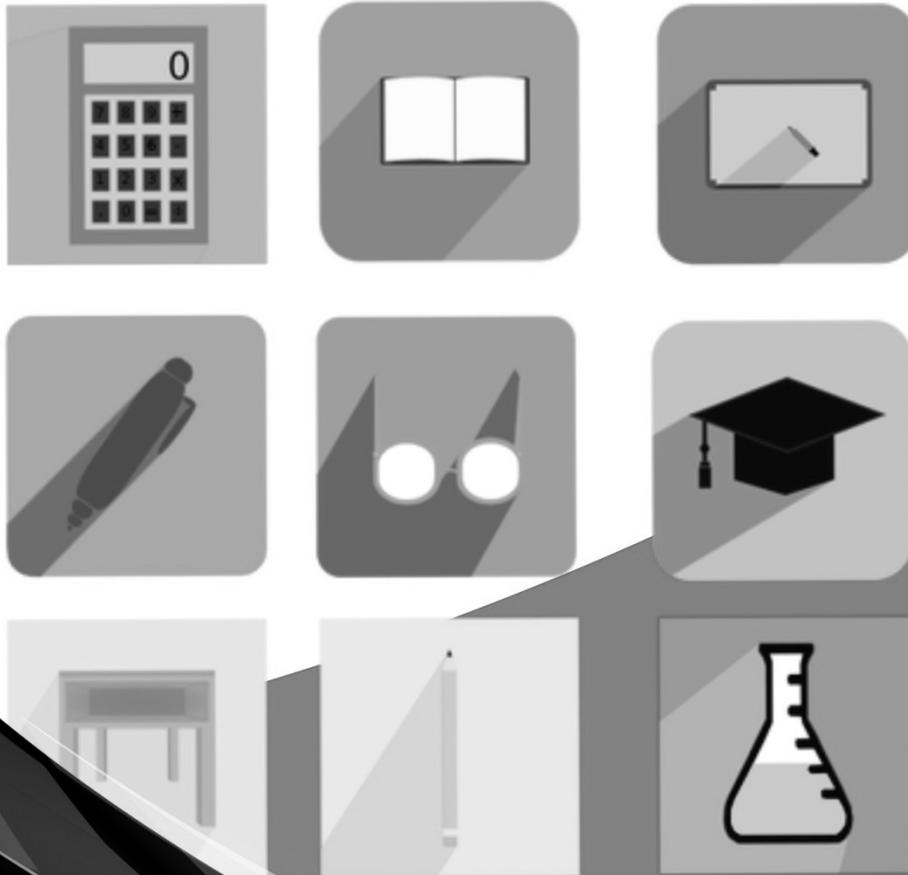
The Standards that Informed the Development of this Packet are:

Standard	9-12
English Language Arts: Reading	<p>CCSS.ELA-LITERACY.RI.9-10.1</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>CCSS.ELA-LITERACY.RI.9-10.2</p> <ul style="list-style-type: none"> ● Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
English Language Arts: Writing	<p>CCSS.ELA-LITERACY.W.9-10.2</p> <ul style="list-style-type: none"> ● Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <p>CCSS.ELA-LITERACY.W.9-10.2.A</p> <ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <p>CCSS.ELA-LITERACY.W.9-10.3</p> <ul style="list-style-type: none"> ● Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>CCSS.ELA-LITERACY.W.9-10.3.C</p> <ul style="list-style-type: none"> ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
WIDA Performance Definitions for Receptive and Productive Language	<p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...</p> <ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns • General content-related words • Everyday social, instructional and some content-related words and phrases <p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...</p> <ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations • General content-related words • Everyday social and instructional words and

	expressions
English Language Proficiency Standards - ELPA21	<p>At the end of this level, with prompting and support, students can:</p> <ul style="list-style-type: none"> ● identify a few key words and phrases in oral communications and simple oral and written texts. ● participate in short conversational and written exchanges on familiar topics; present information; and respond to simple yes/no questions and some wh- questions. ● communicate information about a familiar topic. ● express an opinion about a familiar topic. ● gather information from a few provided print and digital sources and label collected information, experiences, or events. ● identify a point an author or speaker makes. ● recognize the meaning of some words learned through reading. ● recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions. ● use a narrow range of vocabulary and syntactically simple sentences. ● recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.

Students with Interrupted Formal Schooling
9th – 12th grade • English Level 1

Learning PACKET #7



Theme: Staying Active

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December 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students 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 child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children 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. Supporting their learning in all the languages they know is helpful—even for developing 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 about the packet and activities and then discussing with your student how the packet works and how they can work 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 do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

- Dictionary. Each day we hope that your student will engage with words they find interesting and want to keep track of. We encourage students to use the dictionary activities to keep track of words they learn and 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.

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- 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.
- This packet is all about staying active and staying healthy. Students will begin by learning new vocabulary about staying active. They will use this vocabulary to read about staying active. This week they will record how they stay active. Next they will learn about how to put verbs in English in the past tense. After that, they will explore feelings by learning new vocabulary words and through reading about feelings. They will read about stress and think of ways to deal with being stressed. Lastly, they will create a personal health plan.

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

Sincerely,

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

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Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education



Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

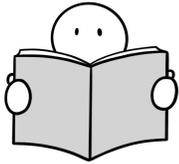
We'd love to see what you've done with this packet!



Instructions Key



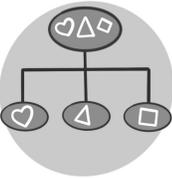
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



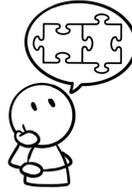
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



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

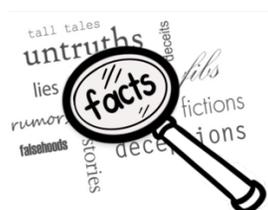
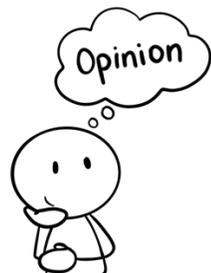
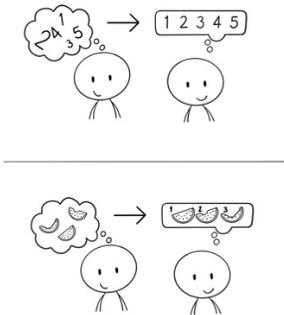


- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



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

Thinking Skills Glossary

Word	Definition	Picture
Fact 事实 Hecho	something we know, without question 我们知道的毫无疑问 Algo que podemos comprobar	
Opinion 意见 Opinión	something we think or believe 我们认为或相信的事情 Algo que pensamos	
Compare 相比 Comparar	think about how two or more things are the same or different 考虑一下两个或多个事物是相同还是不同 Pensar en qué se parecen y en qué son diferentes dos o más cosas	
Sequence 序列 Secuencia	to put things in the right order from first to last 从头到尾正确地安排事情 Poner las cosas en orden , del primero al último	
Classify Sort Categorize 分类 Clasificar Organizar	to put things into groups by how they are the same 通过相同的方式将事物分组 Agrupar cosas por cómo se parecen	

Question Words



Who?



When?



Where?



What?



Why?



iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

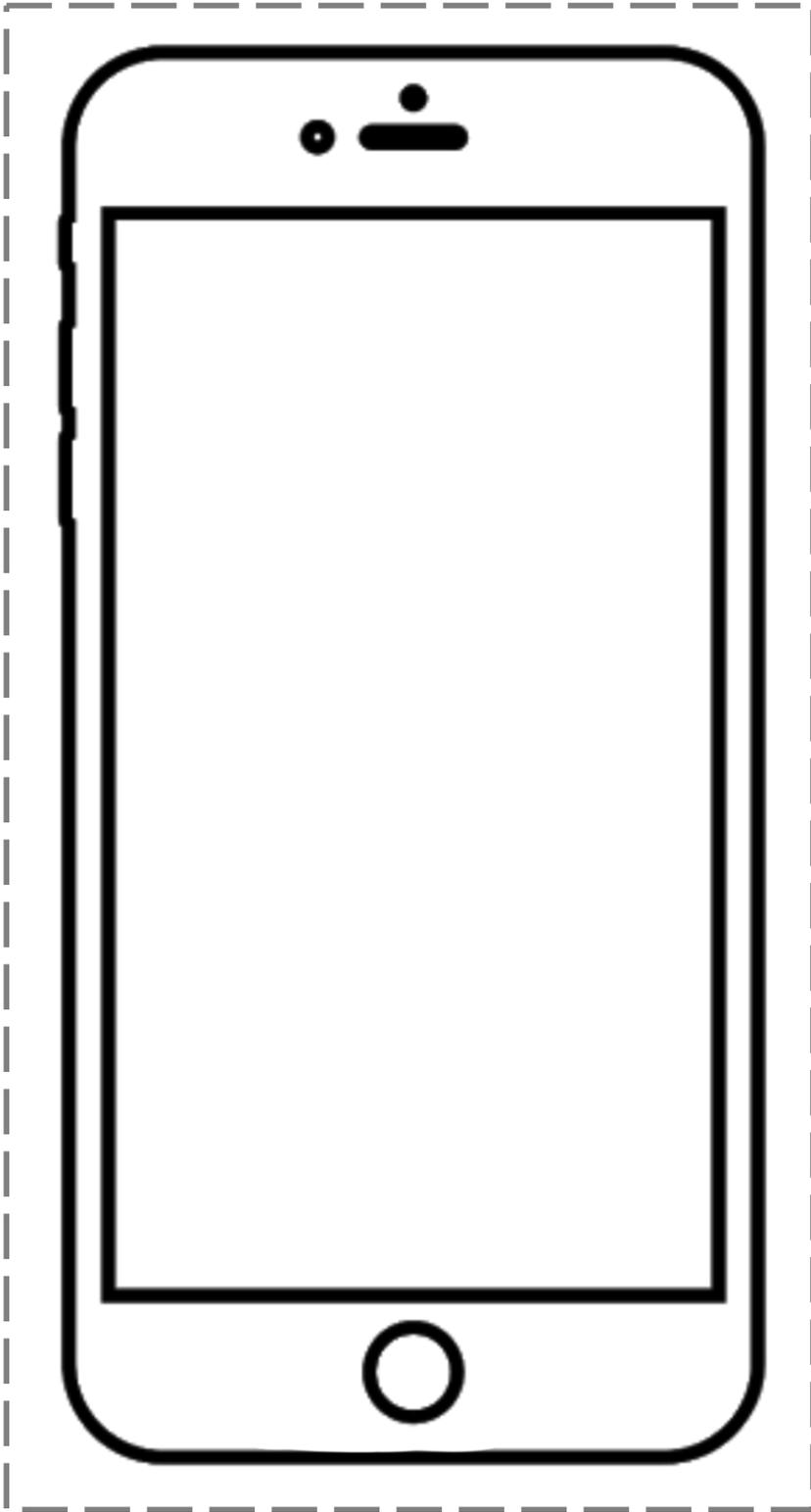


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada







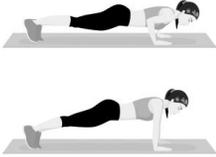
Day 1

Staying Active

It is important to get exercise and stay active. This helps people stay healthy.

 Say and
  write the new vocabulary.

Word	Picture	Write the Word
 exercise		 <hr/> exercise
 workout		 <hr/> workout
 healthy		 <hr/> healthy
 walk		 <hr/> walk
 run		 <hr/> run

 pushups		 push-ups
 sit ups		 sit-ups
 lunges		 lunges
 jumping jacks		 jumping jacks
 plank		 plank
 stretch		 stretch

 ride a bike		 ride a bike
 play sports		 play sports

What else do you like to do to stay active?

 Picture	 Write the Word in English or in your language

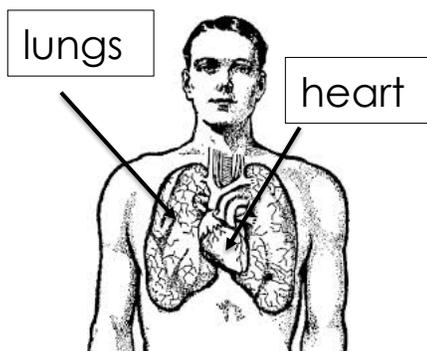
Exercise Reading and Sorting



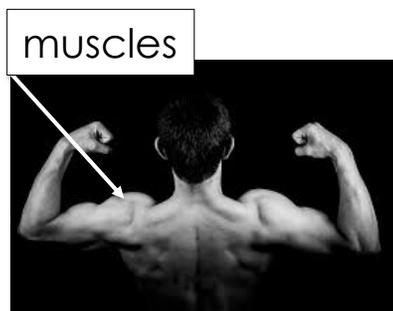
Read to someone about exercise.



Exercise is a way to stay active. There are many types of exercises. Cardio and strength training are two types of exercise.



Cardio is good for you heart and lungs. Walking, running and riding a bike are examples of cardio.

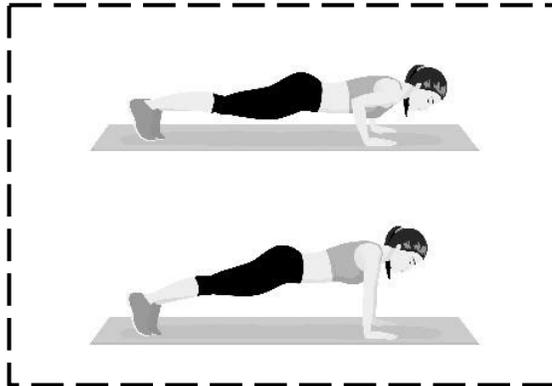


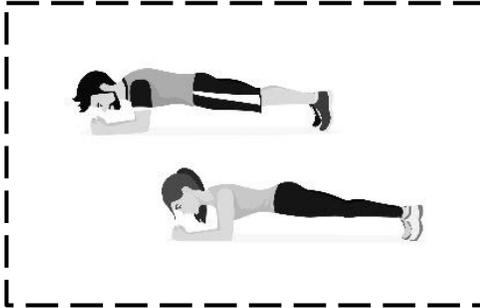
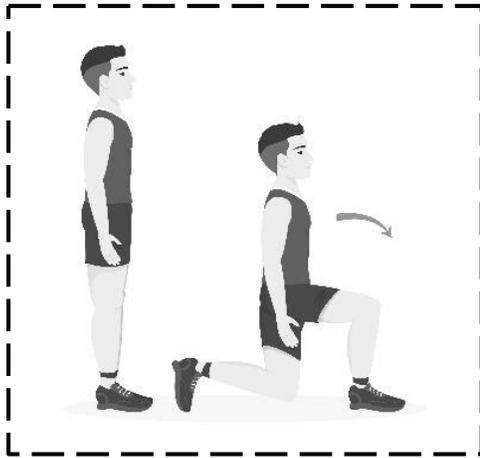
Strength training is good for your muscles. Push-ups, planks and lunges are examples of strength training.

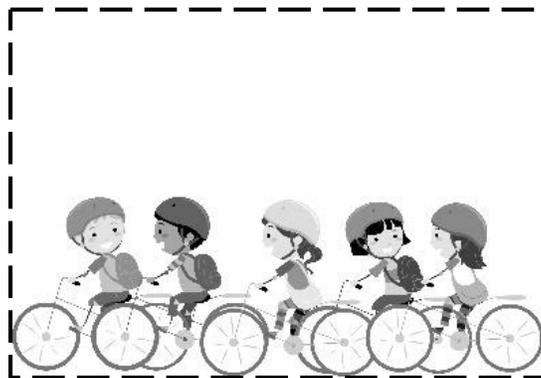
Adapted from: www.pebblego.com

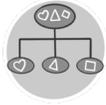


Cut the pictures.

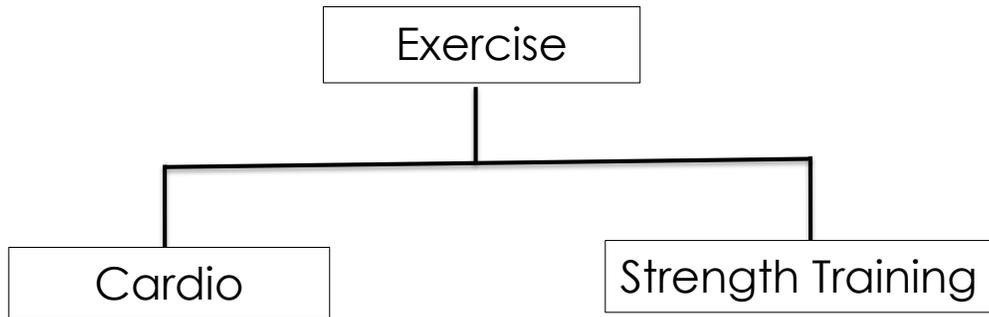








Sort the exercises into different categories after you cut the pictures.



Personal Exercise Log



Read the example of a personal exercise log.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Exercise	run	sit-ups	stretch	ride a bike	walk
					



Draw and



write the exercises you do

for a week.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Exercise					



Day 2

I Am Healthy



Read about how Evelin is healthy.

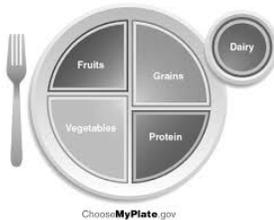
This is Evelin. She is **healthy**.



She likes to play sports. She **plays soccer** with her friends.



She also eats healthy every day. She eats **fruits** and **vegetables**.



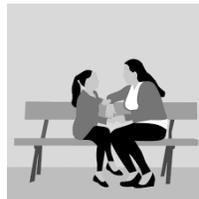
Evelin **washes her hands** during the day and **takes a shower** every day.



Evelin gets enough **sleep** every night. She goes to bed **at 10:00 o'clock** each night.



When she is **sad**, she **talks to her mom** to feel better.



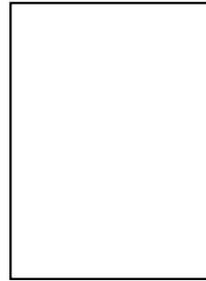
Comparing Healthy Habits



Compare your healthy habits to Evelin's healthy habits.



Evelin



You

Evelin plays soccer.

Evelin eats fruits and vegetables.

Evelin takes a shower every day.

Evelin goes to bed at 10 o'clock each night.

When she is sad, she talks to her mom.

I play _____.

I eat _____ and _____.

I _____ every day.

I go to bed at _____ o'clock each night.

When I am sad, I _____.

Day 3

Introducing Feelings

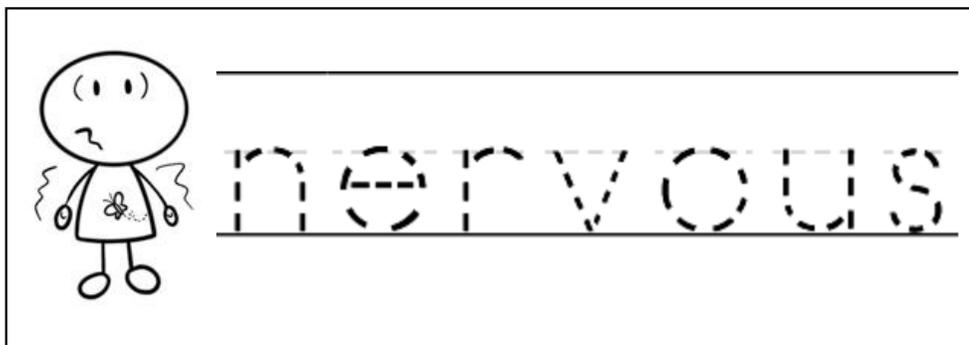
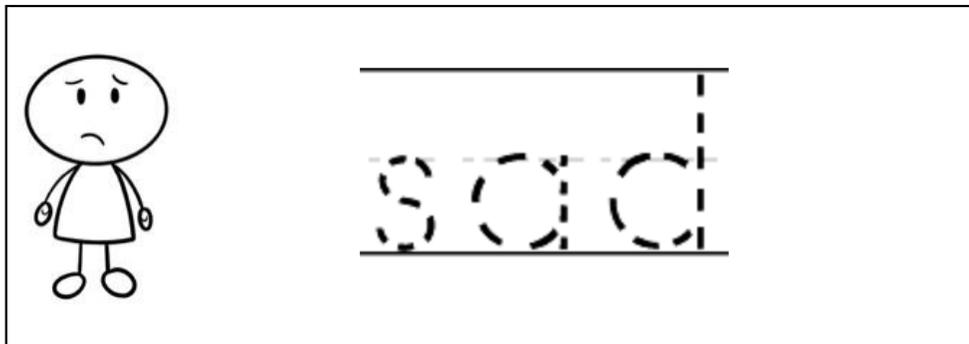
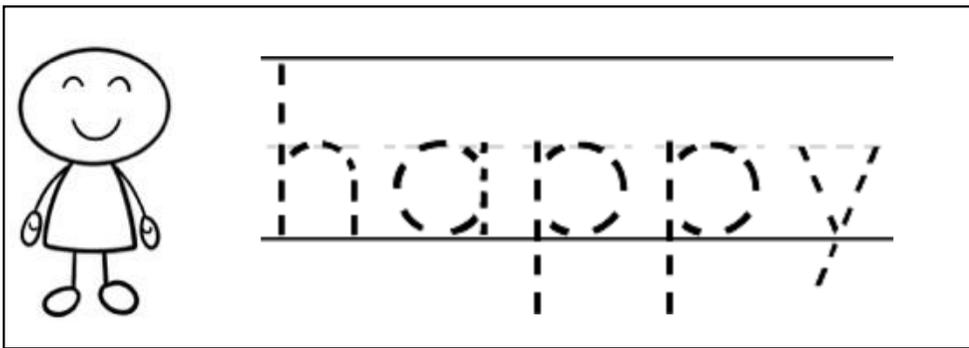
New Vocabulary



Write and
words.



record the new vocabulary





angry



frustrated



hopeful



grumpy

How Do You Feel?



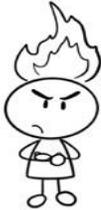
happy



sad



nervous



angry



frustrated



hopeful



grumpy



How do you feel? Write the feeling.



I don't understand my assignment. I feel frustrated.





I am by myself. I feel

_____.



I am with my friends.
I feel

_____.



I am talking in front
of the class. I feel

_____.



I have too much homework. I feel _____.



When I do well in school, I feel _____.



When I have to wake up early, I feel _____.

Feelings Reading



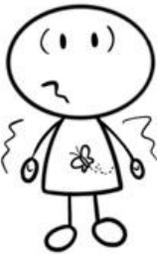
Read about different feelings.



All feelings are normal. Sometimes you may feel **angry**. Being **angry** is you are not happy. You may feel like you want to yell or hit. When you are angry, try to calm down by taking deep breaths.



All feelings are normal. Sometimes you feel **happy**. Being **happy** is you are not sad. You smile and laugh. When you are happy, you get along better with friends and family.



All feelings are normal. Sometimes you feel **nervous**. Being **nervous** is being unsure or concerned. You may get a stomach ache or headache. When you are nervous, you can talk to an adult.



Talk to someone about your feelings.



Say 2 things that make you feel angry.

Say 2 things that help you not feel angry.



Say 2 things that make you feel happy.

Say 2 things you can do to help people feel happy.



Say 2 things that make you feel nervous.

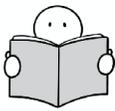
Say 2 things that help you not feel nervous.



Day 4

A Stressful Day

Stress is when you are busy, worried or nervous.



Read about Jenny's stressful day.

First, Jenny **woke up at 9:00 a.m.** and was late for school.



Then, she had to **run** to catch the **bus.**



At school, she **did not understand** her assignment.



At noon, she **spilled coffee** all over her homework.



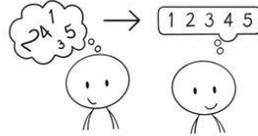
In the afternoon, she saw her **friends in the hallway.**



Finally, Jenny **talked to her friends** and felt happy.

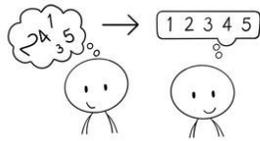


Sequence Jenny's Stressful Day



Cut the pictures and put Jenny's day in order.





Put the pictures in the correct order.

First,	Then,	At school,
At noon,	In the afternoon,	Finally,



Draw and write about what you do when you have a stressful day.

When I am stressed or nervous, I

_____.

What makes a good friend?



When you are stressed, it can help to talk to a **good friend**. Look at the pictures and talk with someone about what makes a **good friend**.



New Vocabulary

We can use adjectives to describe our friends.

My friend is _____.

<p>Honest</p> 	<p>My friend is honest. He tells the truth.</p>
<p>Friendly</p> 	<p>My friend is friendly. They smile at me.</p>
<p>Helpful</p> 	<p>My friend is helpful. He helps me with my homework.</p>
<p>Trustworthy</p> 	<p>My friend is trustworthy. He listens to me when I have a problem</p>

Generous



My friend is generous. They share their lunch with me.

Kind



My friend is kind. She helps me.



Draw and write about your friend.

What makes your friend a good friend?

My friend's name is _____.

He/She/They is/are _____.

_____.



Day 5

My Health Plan

Staying Active

Circle what you do to stay active.



run



Ride a bike



Play sports

To stay active, I like to _____.

Eating Healthy

Circle the food you eat to stay healthy.



fruit



vegetables



grains

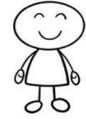


protein

To stay healthy, I eat to _____.

My feelings

I have many feelings. Sometimes, I am happy.



Circle what makes you happy?



My friends



Playing sports



Going to school



My family

I am happy when _____.

Sometimes I feel sad. I talk to someone when I am sad.



Circle who you talk to when you are sad.



My friends



My family



My teacher



My doctor

When I am sad, I talk to my _____.

Being Healthy

Circle what you do to be healthy.



Wash my
hands



Get
enough
sleep



Take a
shower

To be healthy, I _____.

International Consortium for Multilingual Excellence in Education



My Packet Journal

Draw a picture about what you learned in this packet:

A large, empty rectangular box with a thin black border, intended for a student to draw a picture about what they learned in the packet.

Write about what you learned in this packet:

Four horizontal lines spaced evenly down the page, intended for a student to write about what they learned in the packet.

ICMEE is housed within:



Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within: