



N ICMEE

S U M M E R

Activity PACKET

4th – 5th

Summer Packet #1

Theme: Summer

International Consortium for Multilingual Excellence in Education



June 10, 2020

Dear District/School Personnel:

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

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

We designed these activities based around several big ideas:

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

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

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

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

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

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

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

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

Sincerely,

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

This Activity Packet was designed and created by:

Kara Mitchell Viesca, Cindy Linzell, Samantha Stuefer, Karen Terrell, and Alexa Yunes

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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.
- This packet is focused on exploring our differences, and how our differences make us beautiful and special. We hope these activities might spark conversations at home about embracing those who are different than us, look different, or believe different things. We will also explore concepts about electricity and challenge students with many different math problems. Each day will allow your child to reflect on what they learned for the day. Try your best with each activity, adapt the activities to fit your needs and your child's learning style any time you want to, and have fun!

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

Sincerely,

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

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

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

-Este paquete se centrará en la importancia de las diferencias. Todos somos diferentes y está bien serlo los unos de los otros, es lo que nos hace fuertes y únicos. Este paquete repasará las formas y las medidas en matemáticas, además, repasará el ciclo del agua en ciencias. ¡Diviértase tanto como pueda con este paquete!

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

Atentamente,

Kara Mitchell Viesca, PhD
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2020年6月4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。
- 该活动包专注于探索我们的差异，以及我们的差异如何使我们美丽和特别。我们希望这些活动可以激发家中谈话，即拥抱与我们不同，看起来不同或信仰不同的人。我们还将探讨有关电的概念，并向面临许多不同数学问题的学生发起挑战。每天，您的孩子都可以反思他们当天所学的知识。尽最大努力进行每项活动，根据需要调整活动以适应您的需求和孩子的学习风格，并尽享乐趣！

我们希望这些活动可以在您的孩子目前无法上学的情况下提升他们的学习能力。我们也希望这些活动包能给您的孩子创造寓教于乐的机会。如果您对 these 活动包有任何疑问或疑虑，请随时通过此邮箱 icmee@unl.edu 或致电 402-472-2231 与内布拉斯加林肯大学的教学、学习和教师教育系取得联系。

Sincerely,

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السادة آباء و أمهات و أوصياء الطلاب،

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

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

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

في هذه الحزمة ، قمنا بادراجالأنشطة التالية:

- اختيار وتصميم الصديق الافتراضي: هذا هو النشاط الأول في الحزمة ويهدف مساعدة الطلاب في تصميم صديق افتراضي بهدف محاورته حول تمارين وأنشطة الحزمة. لقد قمنا بادراج نماذج الأصدقاء الافتراضيين في هذه الحزمة كي يختار الطلاب من بينهم. ونقترح ان يختاروا الصديق (ة) الافتراضي وإضافة ملامح وألوان من اختيارهم. كما يجب تسمية هذا/ هذه الصديق (ة) الافتراضي. خلال أنشطة الحزمة سيطلب من الطلاب التحدث إلى هذا الصديق أو حتى طرح أسئلة عليه. يكمن دور هذا الصديق في تمكين الطالب من العمل بشكل مستقل دون الحاجة إلى وقتكم كي ينجز الحزمة بنجاح. ولكننا نشجعكم أيضا الطلاب على التحدث مع أفراد العائلة الآخرين عندما يكونون متاحين. علاوة على ذلك ، يمكن للطلاب اختيار لعبة محشو أو دمىة أو أي شيء آخر كصديق افتراضي لهم. واستخدام أحد الأصدقاء الافتراضيين الذين نقدمهم في الحزمة يبقى اختياري. لكن الأهم هو اختيار صديق في كل يعملون على أنشطة الحزمة (قد يكون هذاالصديق فرد من اسرتكم/بيبتكم ، أو دمىة كانت متوفرة في البيت أو ما إلى ذلك. قد يحتاج الطلاب إلى مساعدتكم في فهم هذا الأمر.

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- القامو: نأمل أن يتفاعل الطالب مع الكلمات التي يجدها مثيرة للاهتمام ويريدون تتبعها كل يوم. توجد في نهاية الحزمة صفحات يحتفظ بها الطالب في قاموسه الخاص. نشجع الطلاب على استخدام هذه الصفحات لتتبع الكلمات التي يحبونها أو يجدونها مثيرة للاهتمام. كما نشجع الطلاب على استخدام أي لغة يختارونها بالإضافة إلى استخدام الصور لمساعدتهم على تذكر ما تعنيه الكلمات
- المذكرة اليومية: كل يوم يكون لدى الطلاب تمرين قصير يمكنهم الإجابة عنه. يجب تشجيع الطلاب على الكتابة بأي لغة) أو مجموعة من اللغات (التي يشعرون بأنها أكثر ميلاً إليهم. يمكنهم أيضًا استخدام الصور حسب الاقتضاء. نأمل أن تكون مطالبات المذكرة اليومية هذه فرص محادثة لطالبك مع الصديق الجديد.
- تركز هذه الحزمة على استكشاف اختلافاتنا، وكيف تجعلنا خلافاتنا جميلة ومميزة. نأمل أن تؤدي هذه الأنشطة إلى إثارة محادثات في المنزل حول احتضان أولئك الذين يختلفون عنا أو يبدون مختلفين أو يؤمنون بأشياء مختلفة. سوف نستكشف أيضًا مفاهيم حول الكهرباء ونتحدى الطلاب الذين يعانون من مشاكل الرياضيات المختلفة. سيسمح كل يوم لطفلك بالتفكير فيما تعلموه لهذا اليوم. ابذل قصارى جهدك مع كل نشاط، وقم بتكييف الأنشطة لتناسب احتياجاتك وأسلوب التعلم لطفلك في أي وقت تريد ، واستمتع!

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

2231-472-402

مع خالص التحيات

Kara Viesca

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Answer Key

Find the Jewish Words

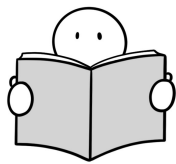
H L B O W U X X Q D J Q S F N O F
H L W D M N C K C E S J Z C U W F
A K N X B V I U W A Z D A V R A F
N A V Y M W D I U J F V A Y T Y X
A M C O O C S Z X R T Q M Q H J K
H J R M V H R K S E T W G D X Y J
S K E K P I B U W U X I V N Y O C
A X T I T S B D L R A Z U C I Y A
H C B P S T A R O F D A V I D D L
H K E P A H B V V O R Z I Q U W D
S P C U F Y N T Z T H A R O T Q U
O G U R Y E C A R L B W R S B M L
R A R B H N B L X G O D W Q J K O
E P C S D S Z P N Y U E S J V Q O
R D N Q R W A E A L X C B O W A I
J X J U B X G I J I H R G T U S J
Q G A K Y J U K C M W J U Z S O J

God Torah Yom Kippur Star of David Rosh Hashanah
Jewish

Instructions Key



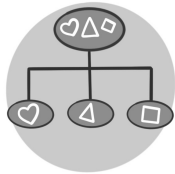
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



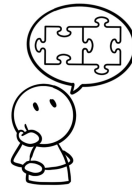
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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



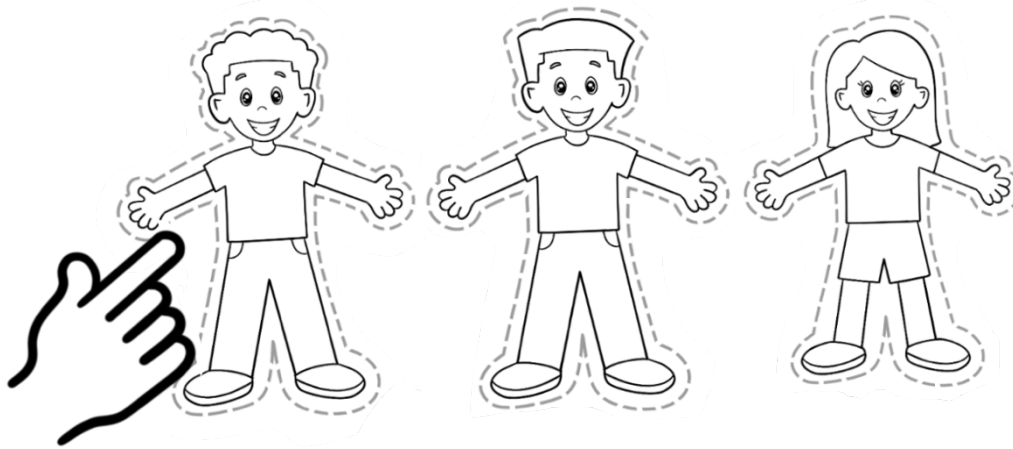
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



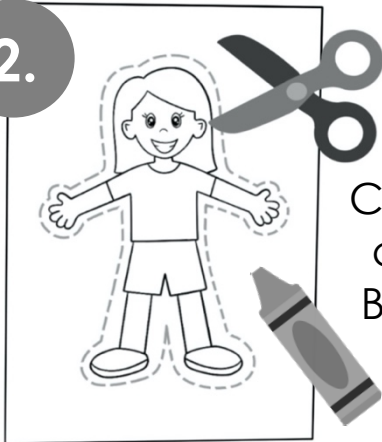
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

My Buddy

1. Choose a Buddy

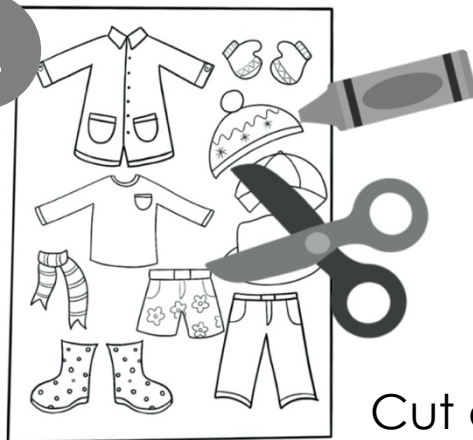


2.



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

3.

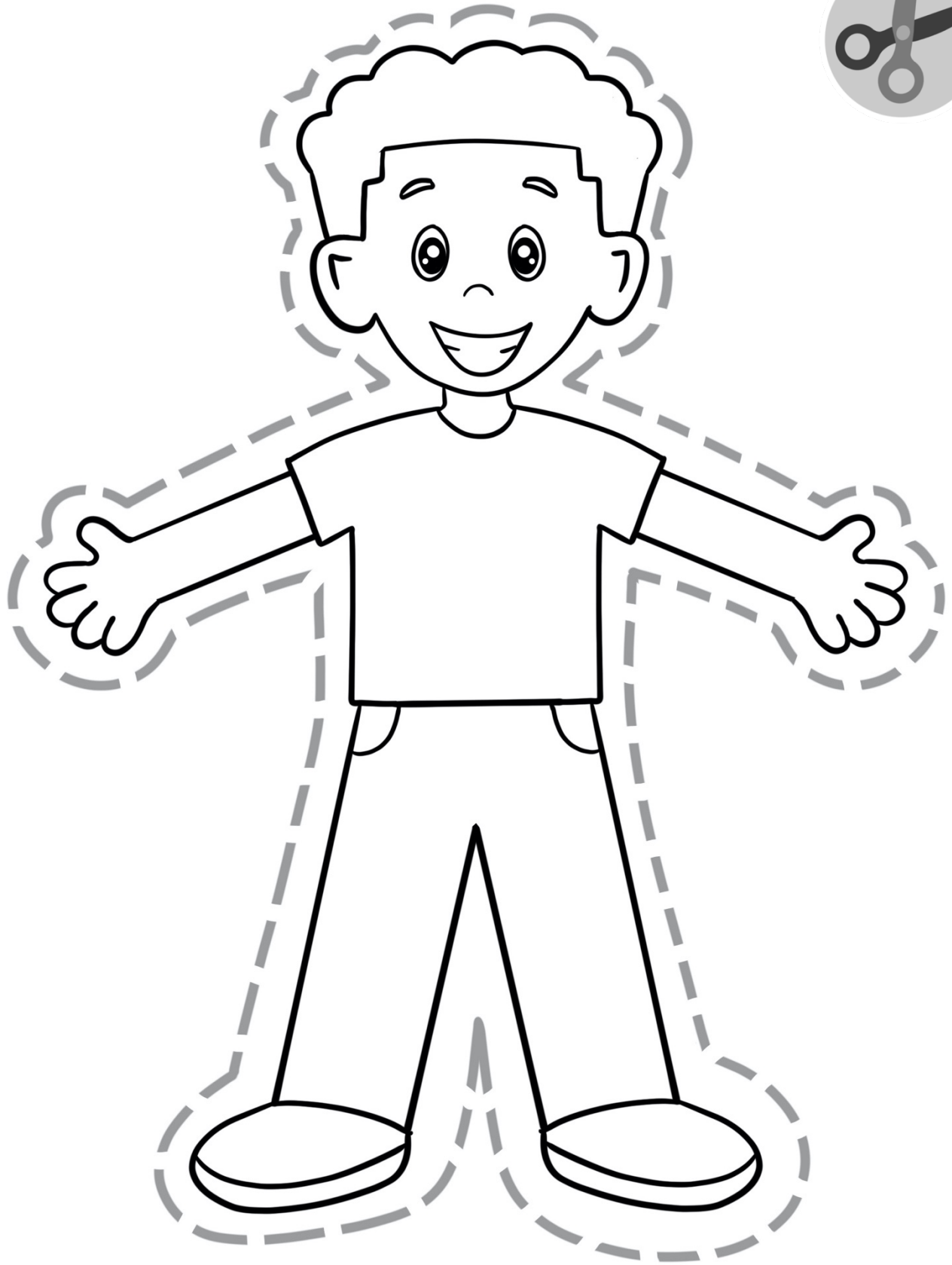


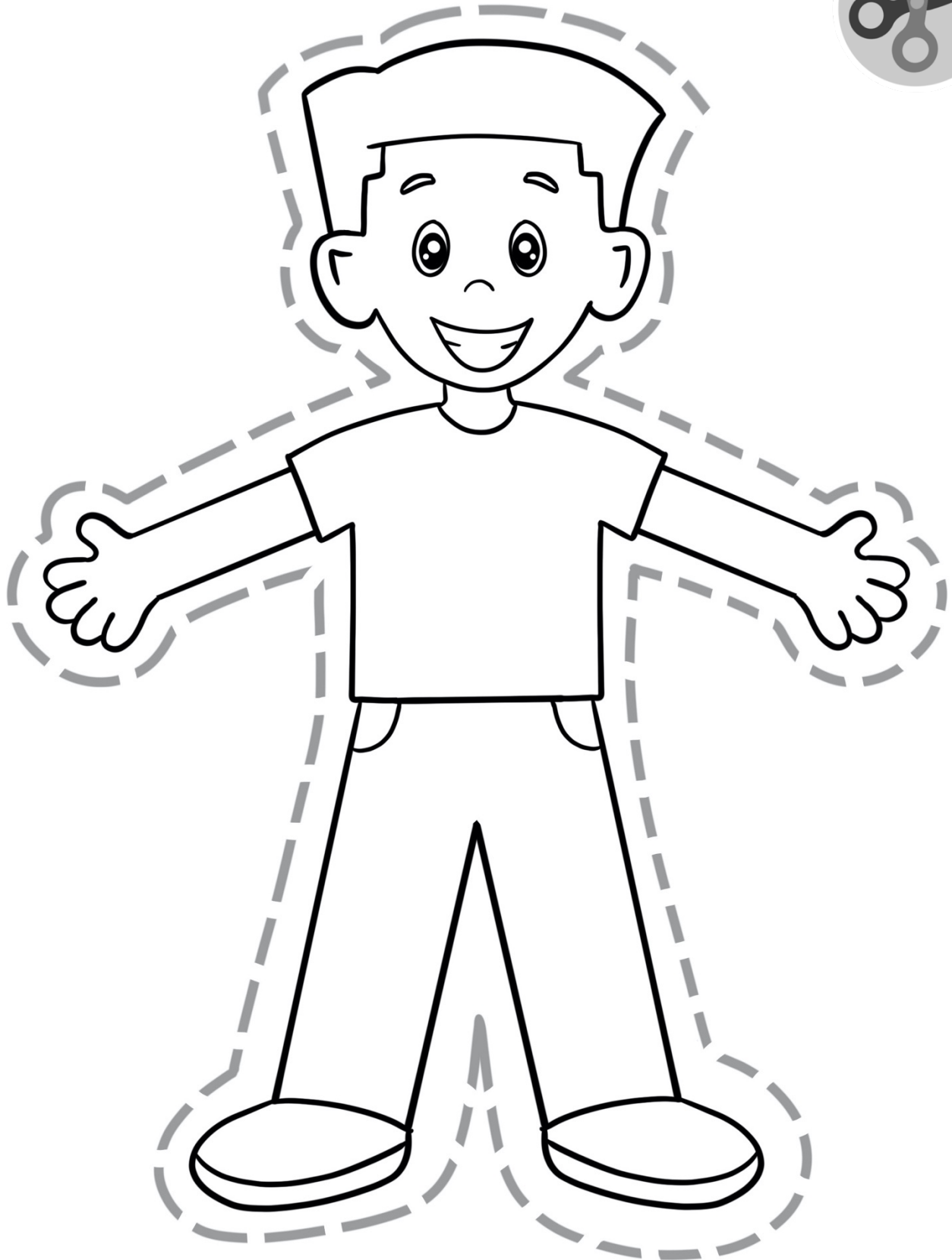
Cut out and color the accessories

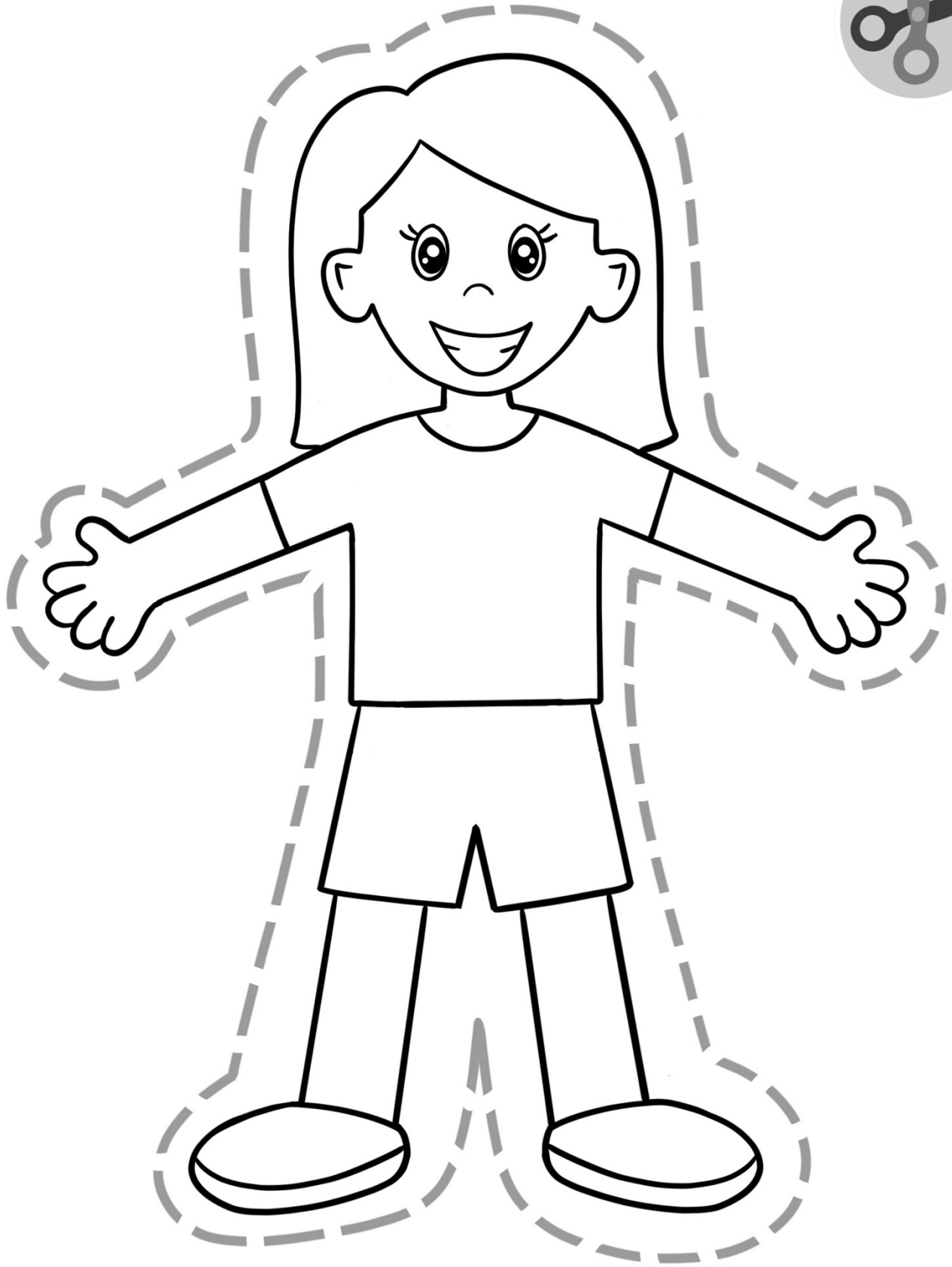
4.

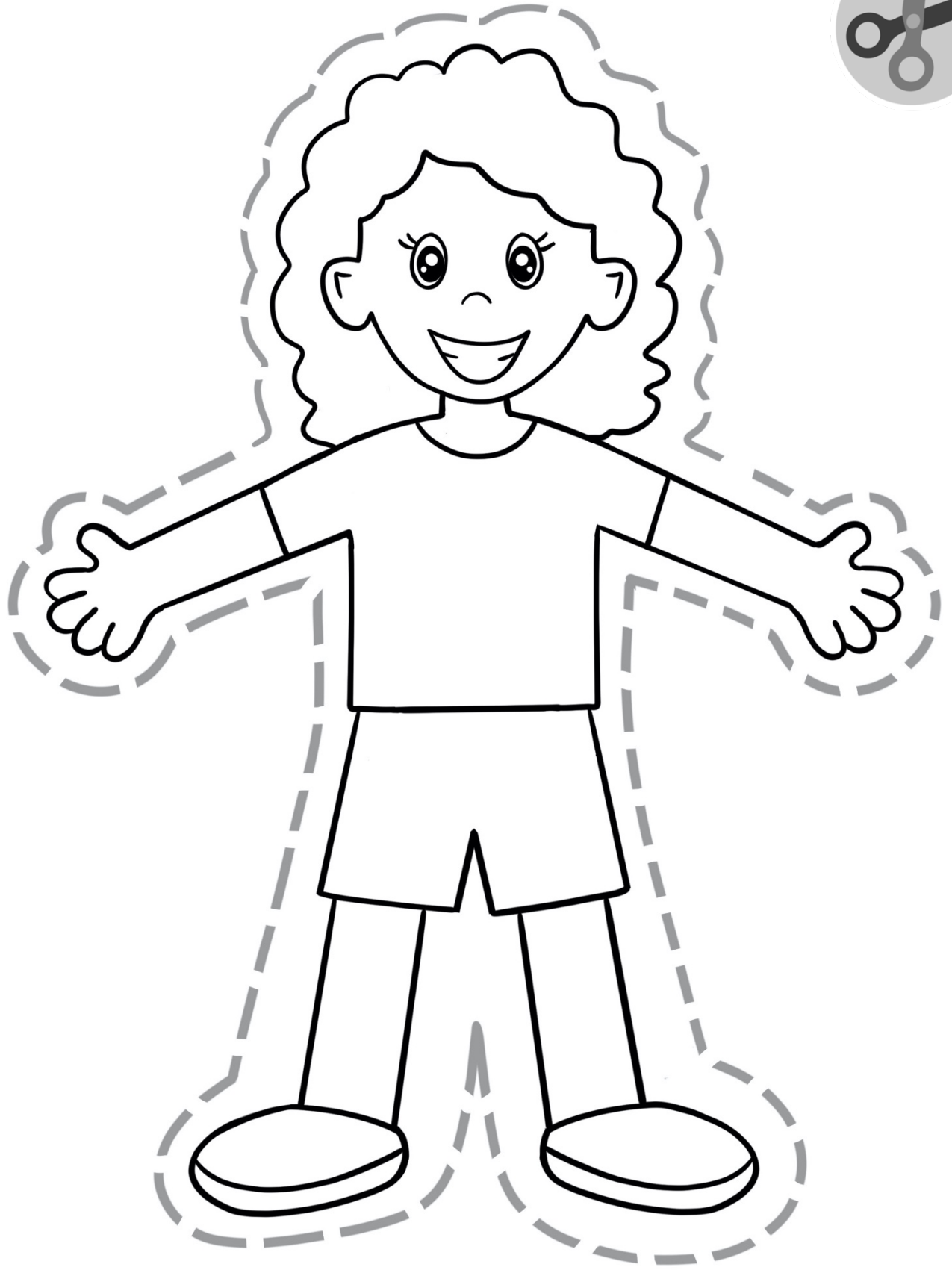


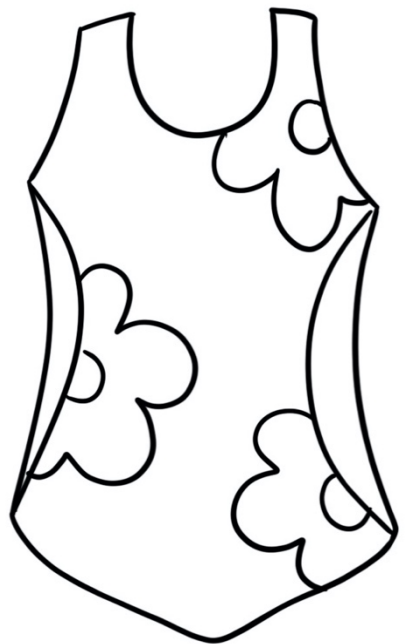
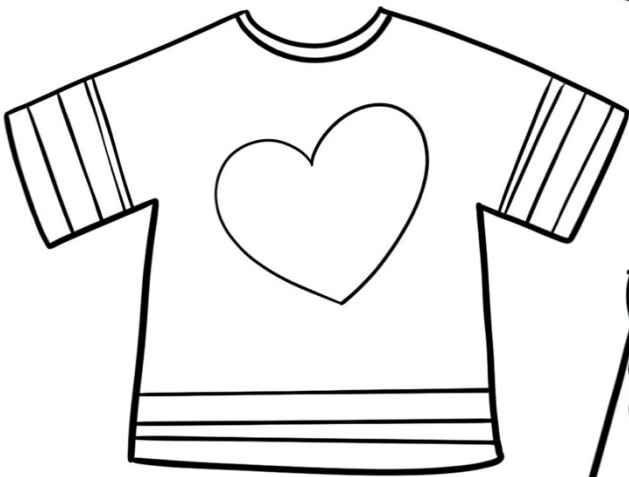
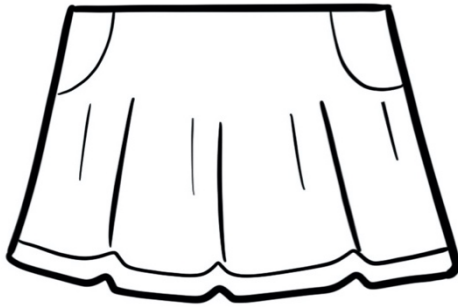
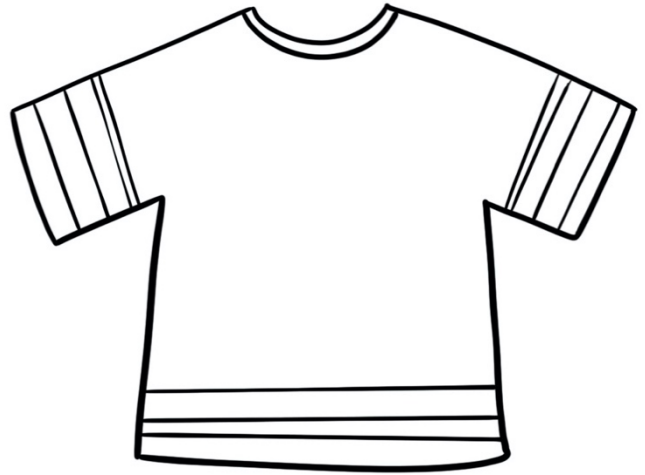
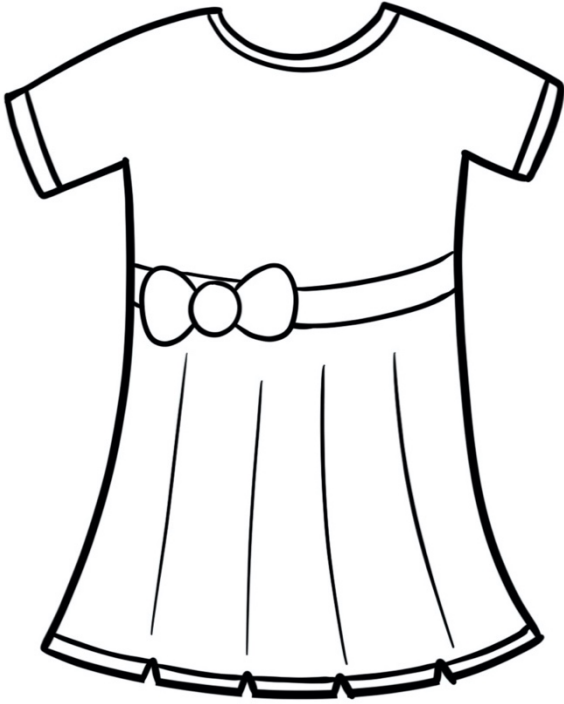
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

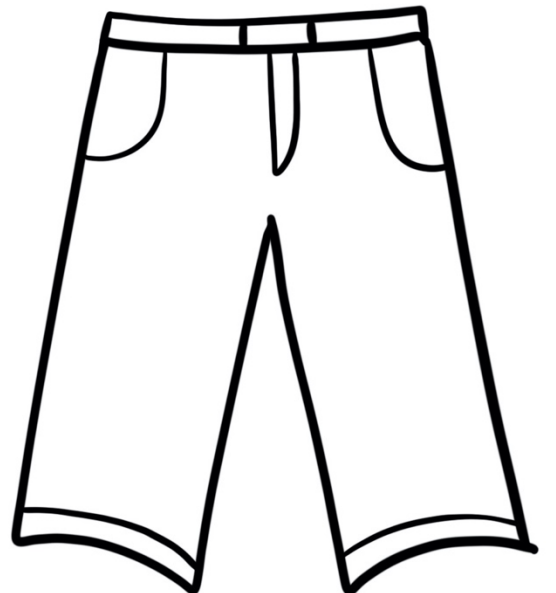
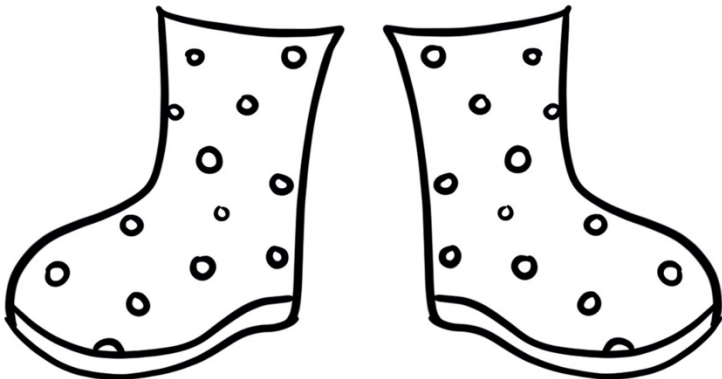
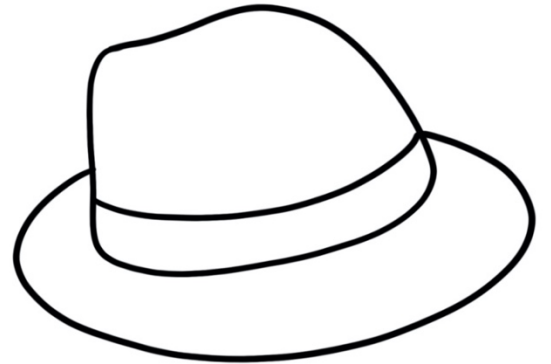
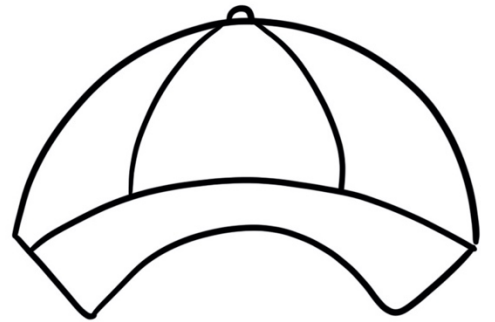
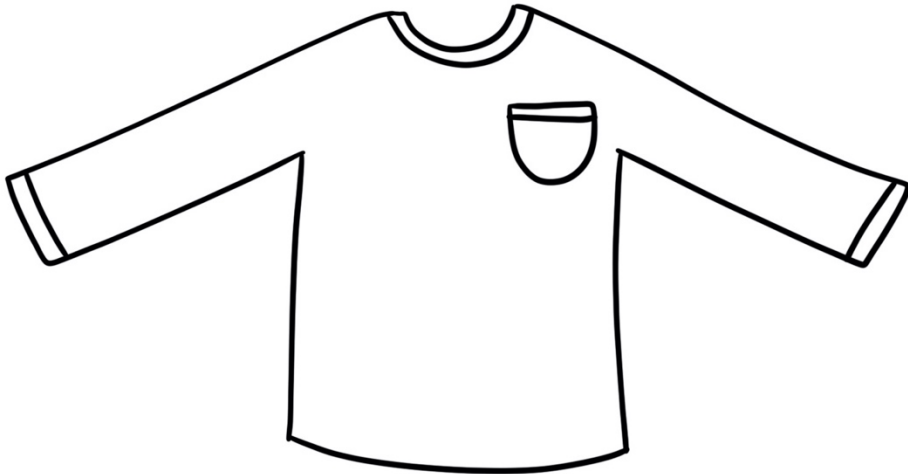
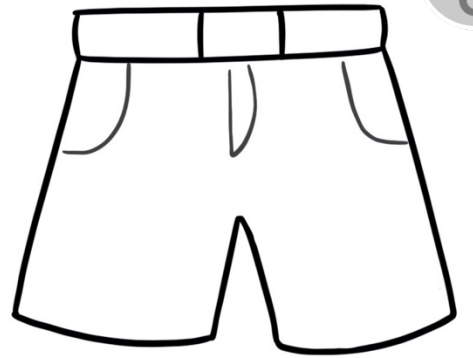








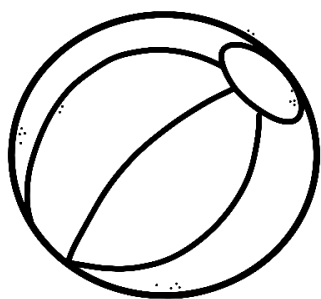




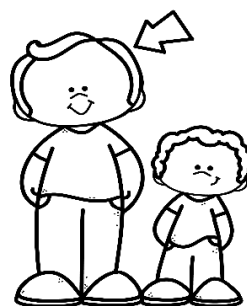


Vocabulary Practice!

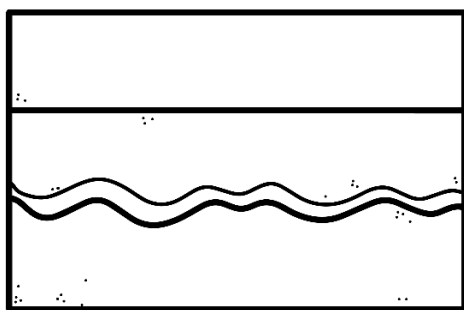
These words rhyme! That means that they sound the same.



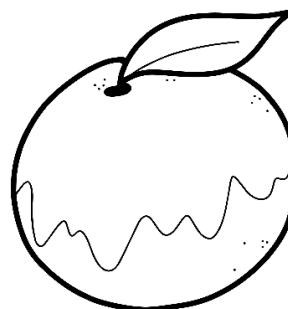
Ball



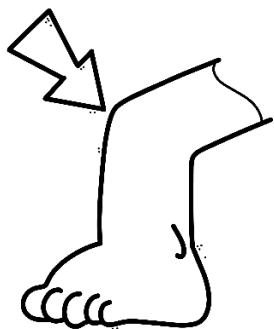
Tall



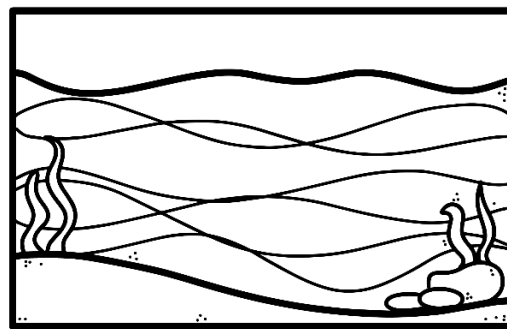
Beach



Peach



Knee



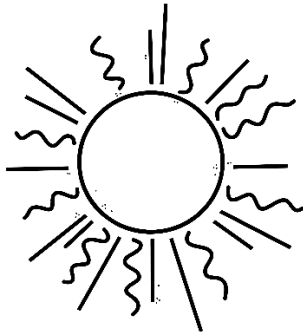
Sea



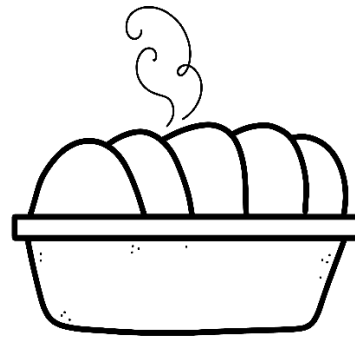
Hot



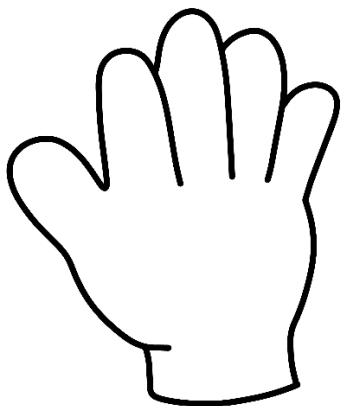
Spot



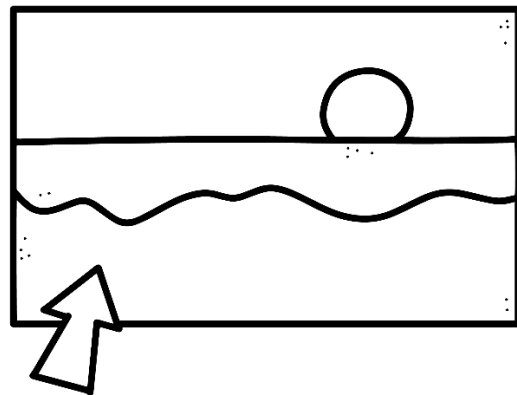
Heat



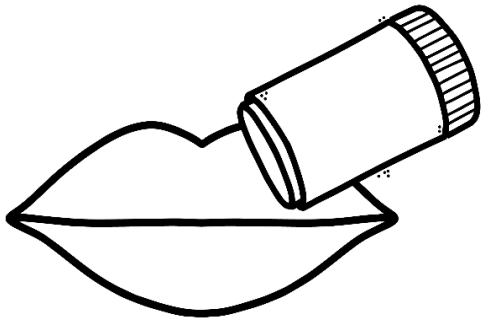
Meat



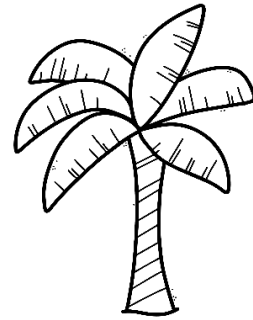
Hand



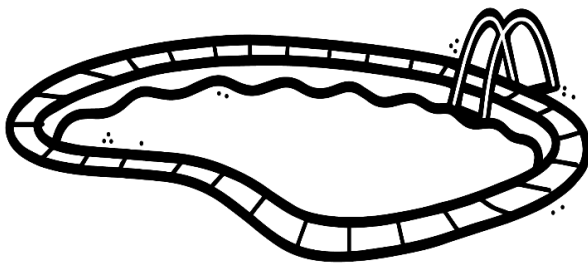
Sand



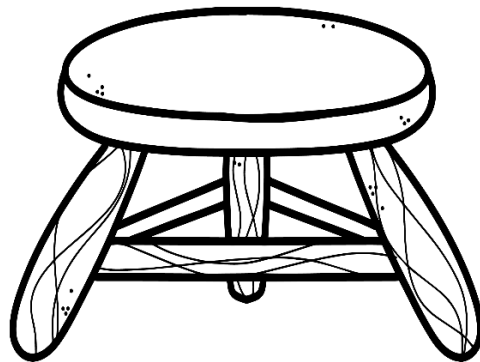
Balm



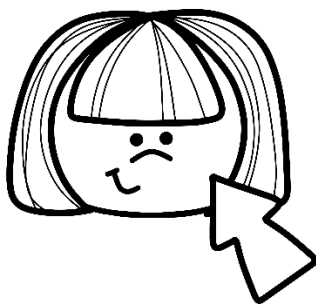
Palm



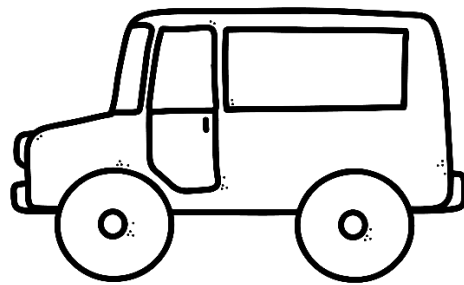
Pool



Stool



Tan



Van



What do these words mean?

Look at the pictures in pg. 13-15 and write their meaning in English or any language.

Ball _____

Tall _____

Beach _____

Peach _____

Knee _____

Sea _____

Pool _____

Stool _____

Hot _____

Spot _____

Heat _____

Meat _____

Hand _____

Sand _____

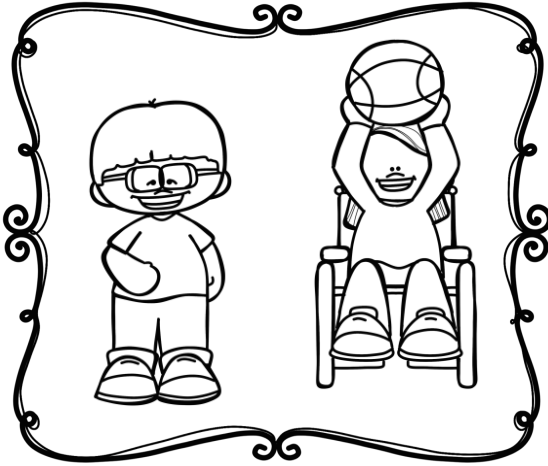
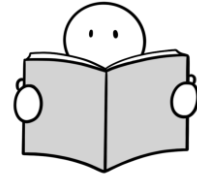
Balm _____

Palm _____

Tan _____

Van _____

Difference Is Cool!



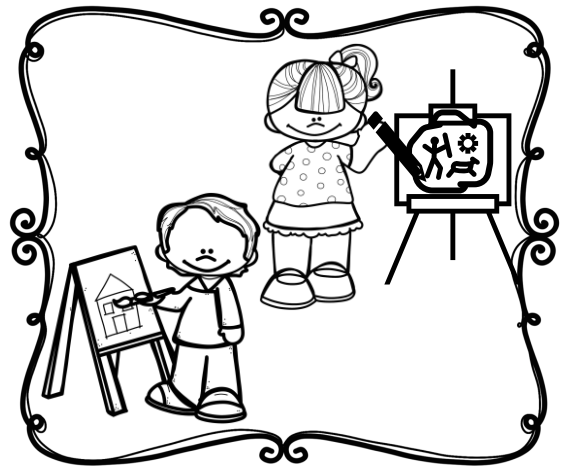
Ted and Maria are sharing a ball. Maria is throwing it. Ted is kicking it.



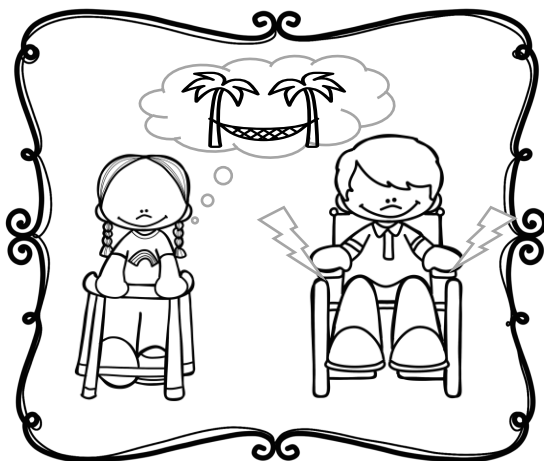
Mark is skipping along. Max is swinging. They smile.



Rosie and Sam are talking. Sam says something funny. They are laughing.



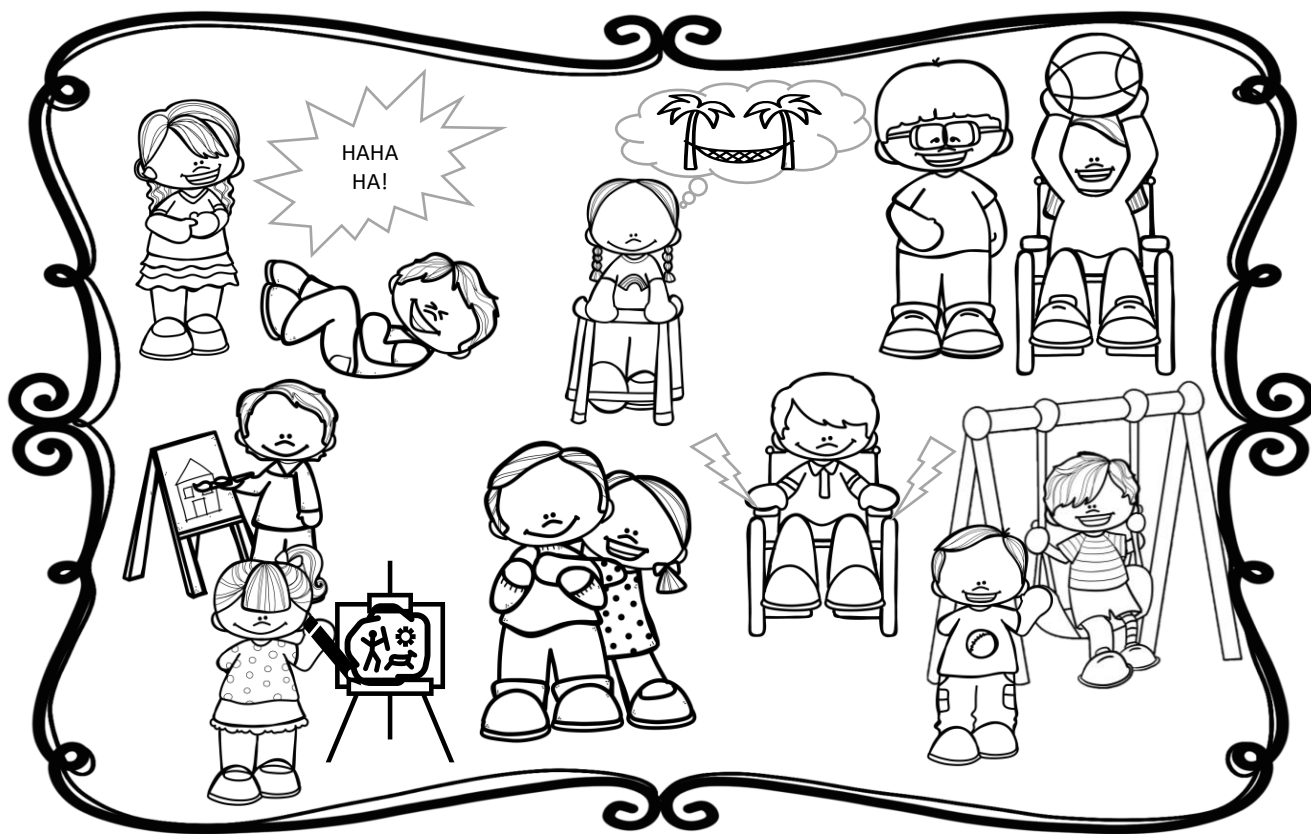
Amy and Dan are painting and drawing. They are giving each other ideas.



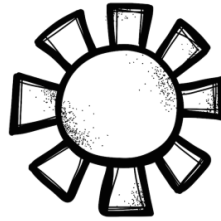
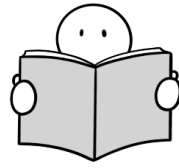
Fatima is dreaming. Bill is making himself go fast.



Mary and Jon are hugging.




Everyone can do something.
Everyone is special.
Being different is cool!




Hi! My name is Ben.


I love summer!

In summer, I can play outside.


I ride my bike. 

I like to swim in the pool. 

But, in summer, I don't see my friends from school.

I am sad. 

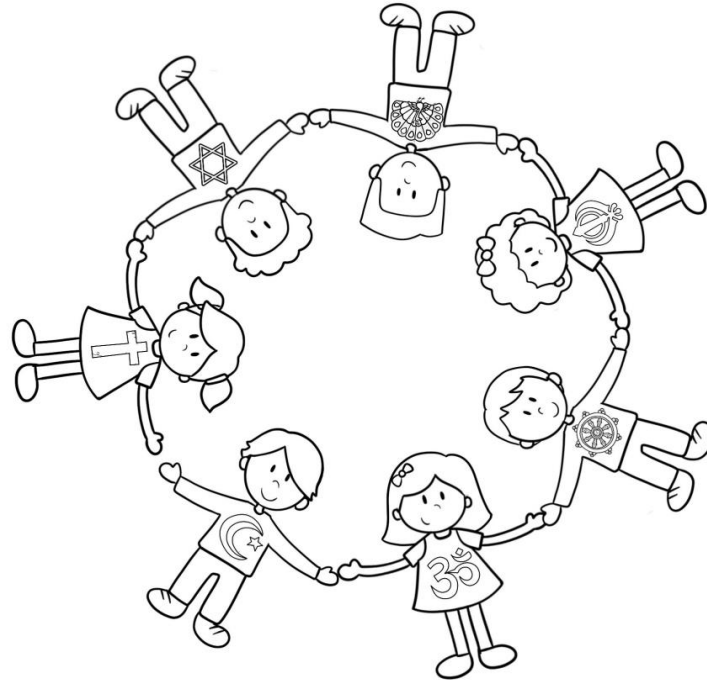
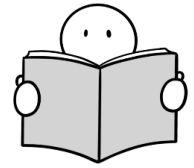
My friends are special.

We are not all the same. Some friends are tall. Some friends are short. 

Some friends have dark hair. Some friends have light hair.

Being different is what makes us special.

I want to tell you about what makes us special.



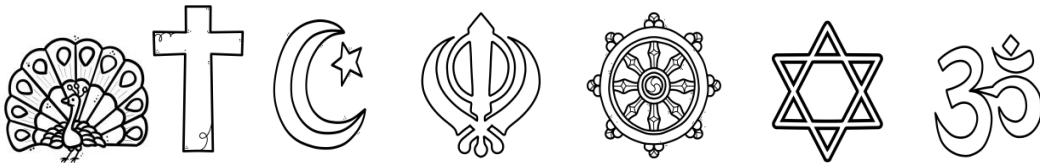
These are my friends.

We like each other.



We are all special.

We are all different religions.



















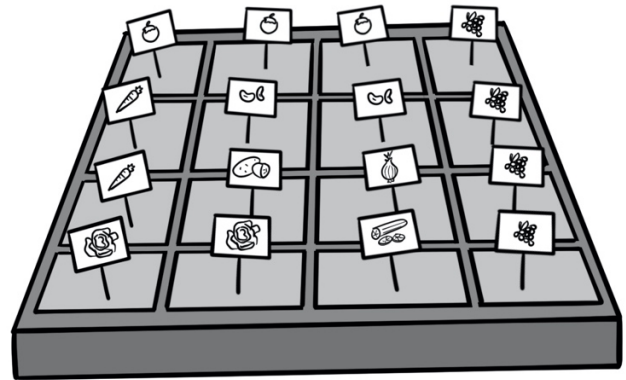
Religion is what you believe.

Friends do not have to believe the same thing.

It is fun to learn about my friends!

Let's Make a Garden!

Tomato 	Tomato 	Tomato 	Grapes 
Carrots 	Beans 	Beans 	Grapes 
Carrots 	Potato 	Onion 	Grapes 
Lettuce 	Lettuce 	Cucumber 	Grapes 



1. How many parts are there to this garden? There are _____ parts.
2. Use the table to write fractions for each kind of plant:

Plant	How many parts?	Fraction of the garden
Tomato	3	$\frac{3}{16}$
Carrots		
Lettuce		
Beans		
Potato		
Onion		
Grapes		

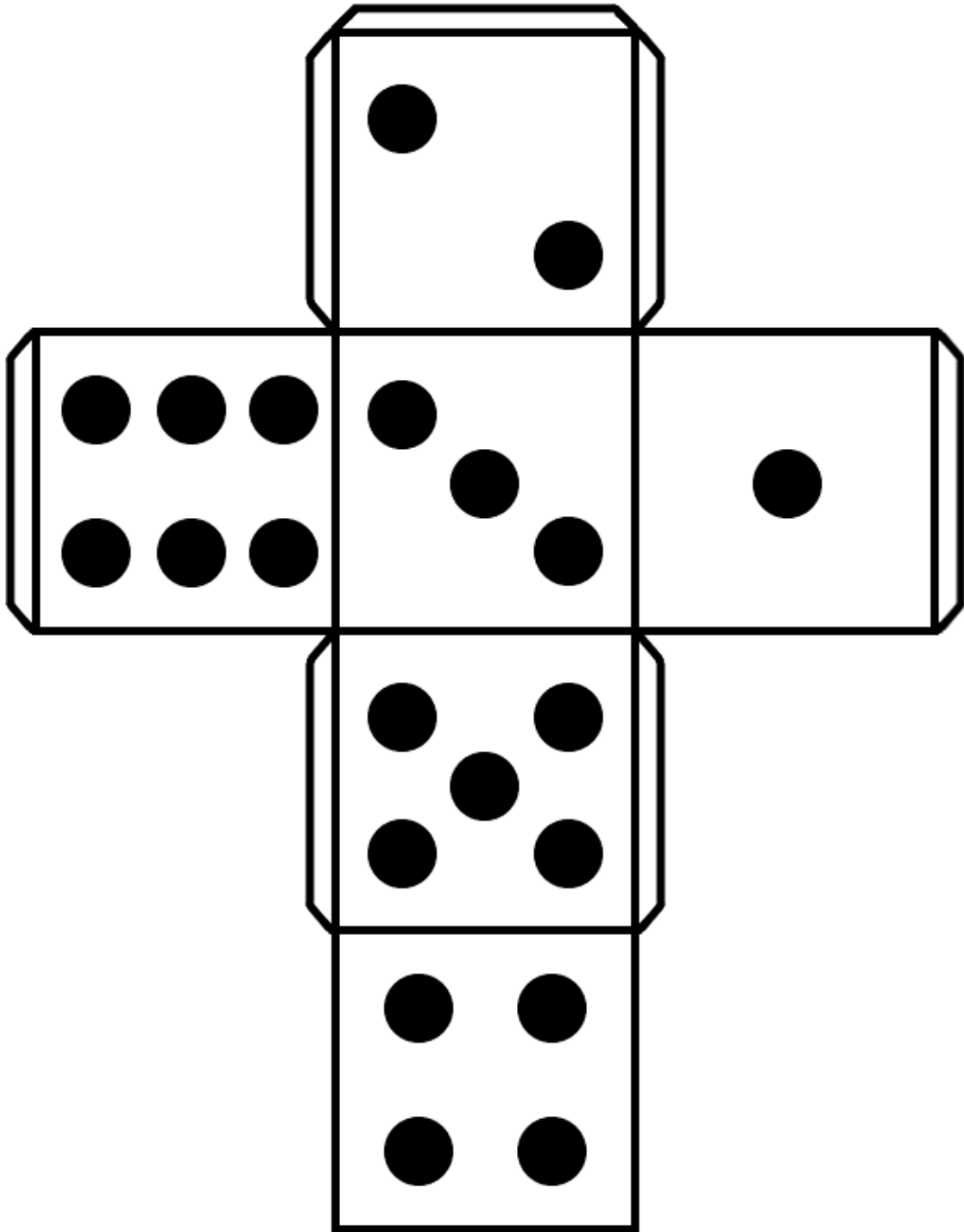
Extension for Grade 5:

1. $\frac{1}{2} = \frac{\square}{16}$

2. $\frac{1}{4} = \frac{\square}{16}$

3. $\frac{1}{8} = \frac{\square}{16}$












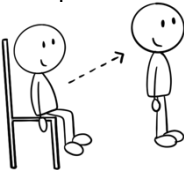
Cut this out to make a dice.
Use this dice for your "Let's Move Brain Breaks" each day.



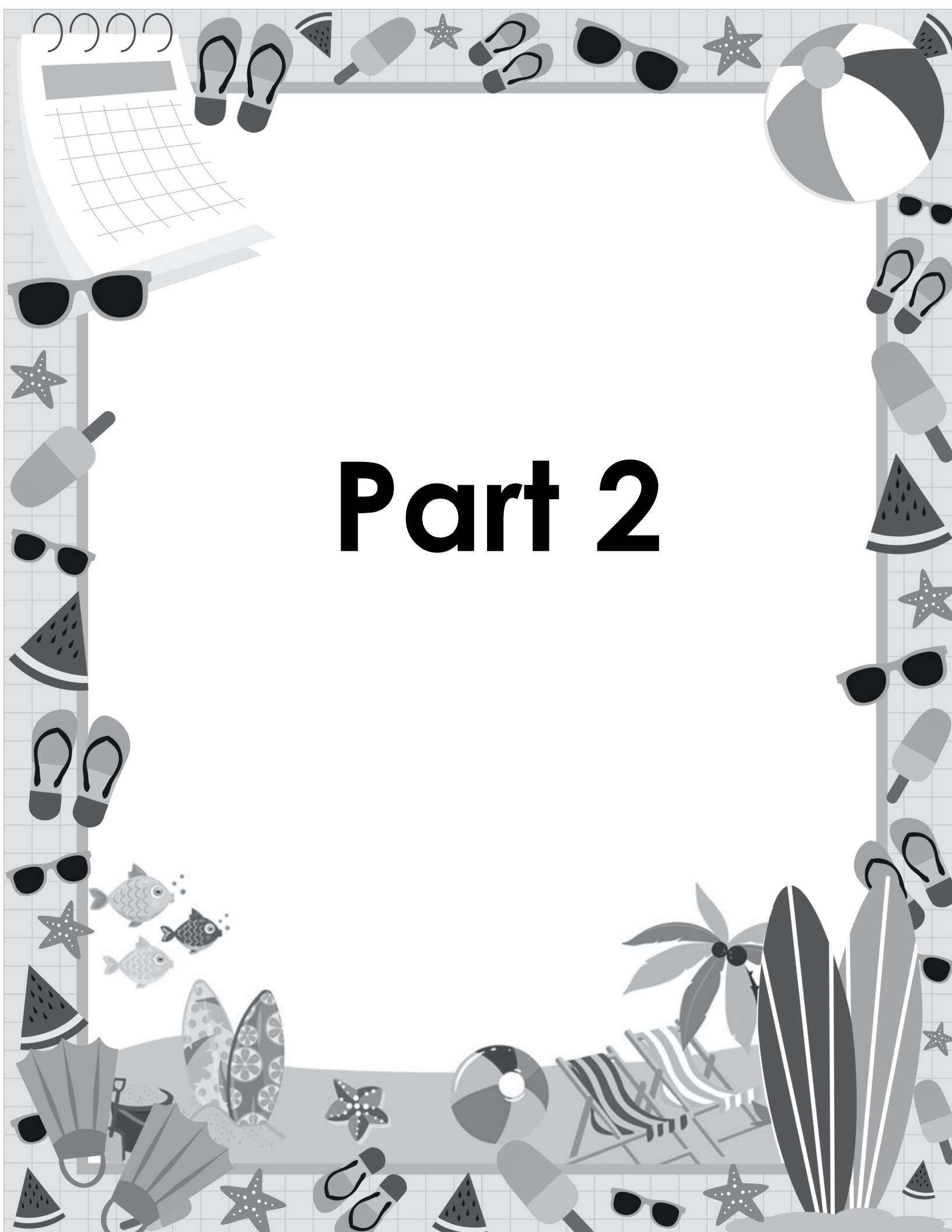


Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 1
	10 Jumping jacks 
	Touch your toes 20 times 
	10 sit-ups 
	Make 20 arm circles 
	Run in place for 1 minute 
	Sit down and stand up 10 times 

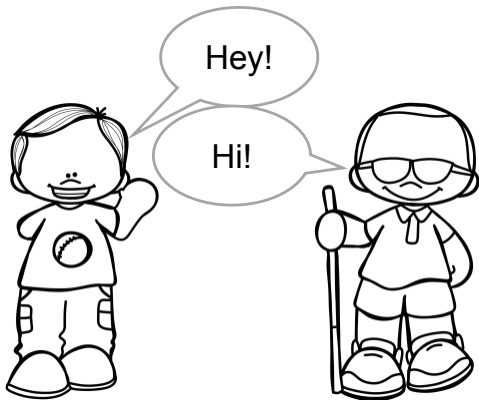
Part 2



Same As, Different Than



Look at the pictures. Find what is the same. Find what is different. Fill in the circles below.



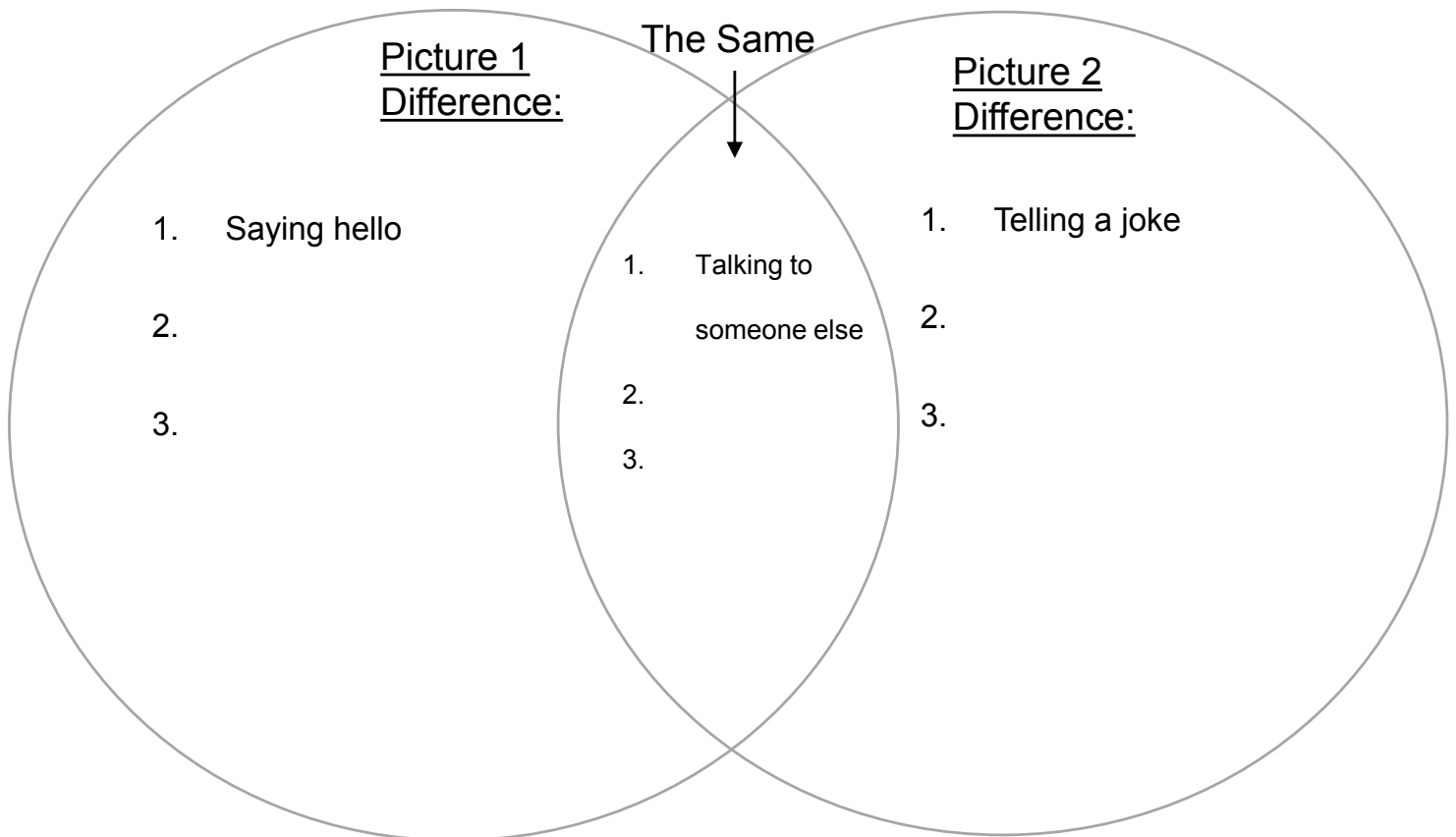
Picture 1

Rob and David are saying hello.

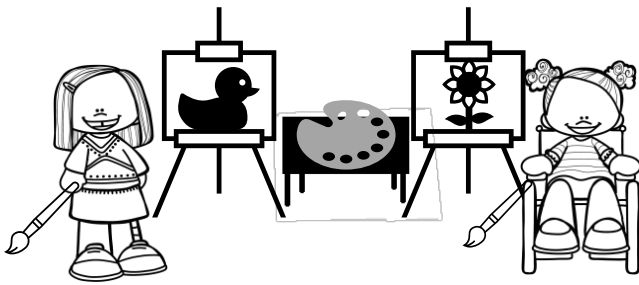


Picture 2

Rose is telling Mark a joke.

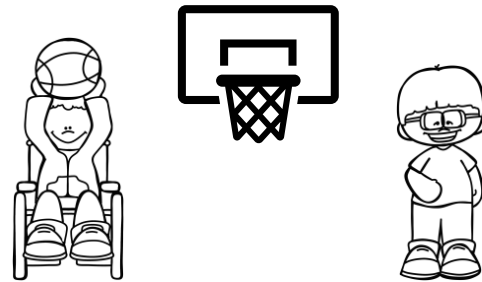


Look at the pictures. Find what is the same. Find what is different. Fill in the circles below.



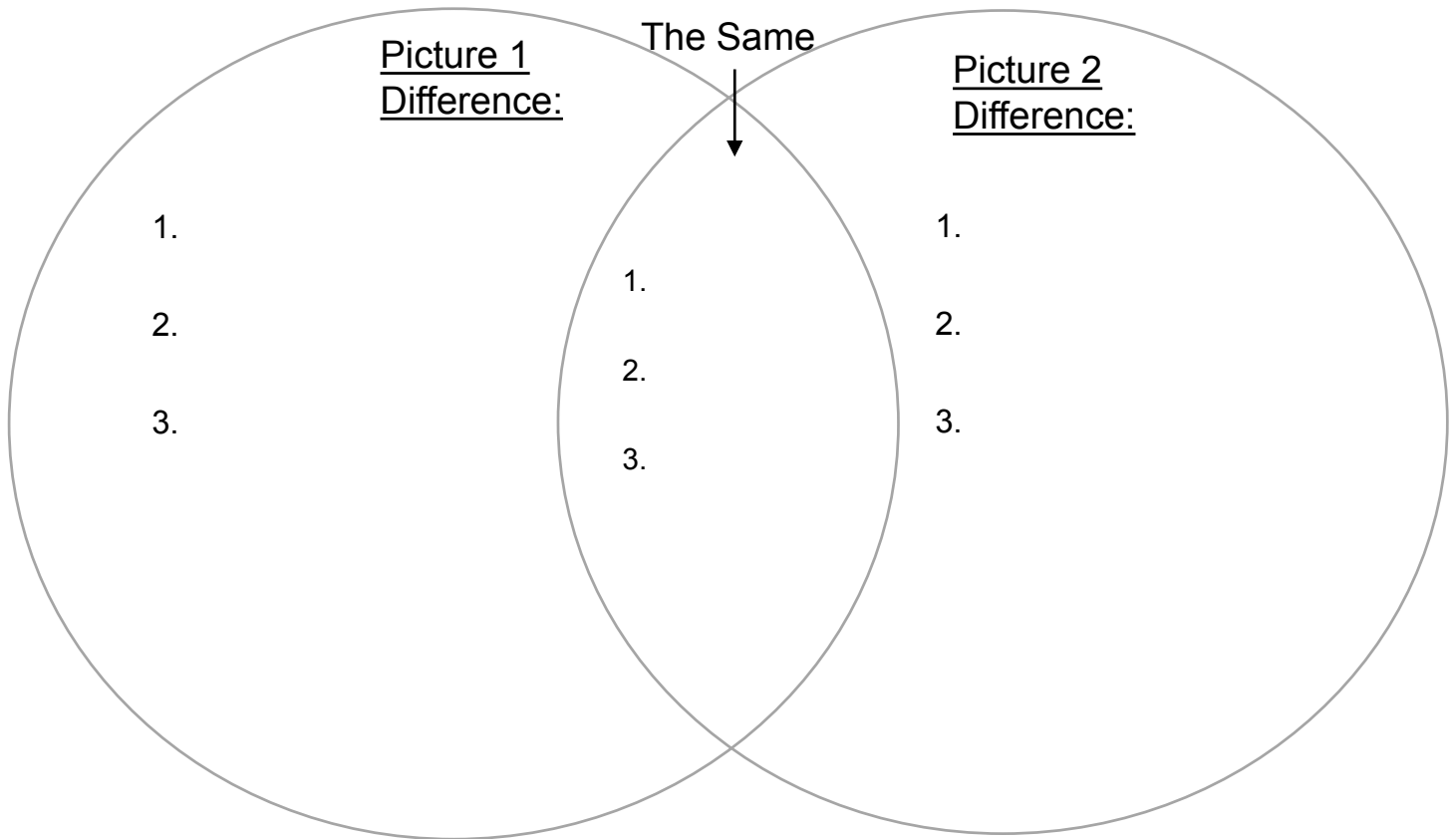
Picture 1

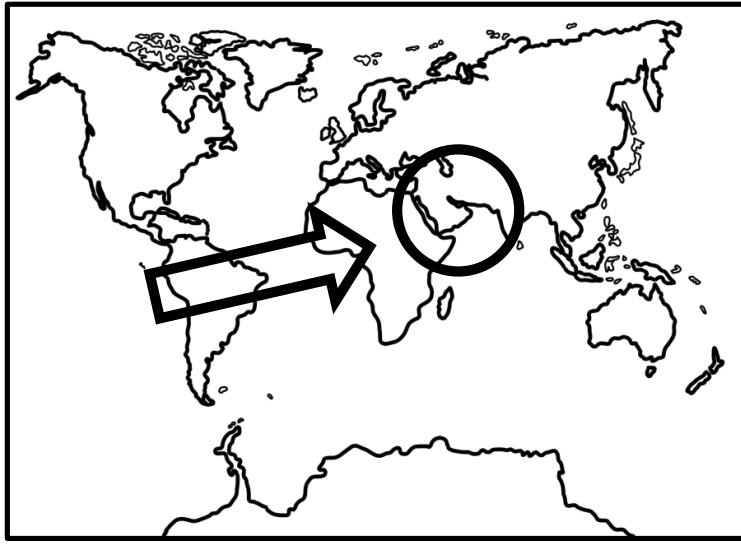
Ann and Dee are sharing paint.



Picture 2

Ryan and Peter are sharing a ball.





I am Jewish, but there are many religions in the world.



My friend Kin is Buddhist.



My friend Hope is Christian.



My friend Nadia is Yezidi.



My friend Kal is Sikh.



My friend Sabal is Hindu.



My friend Basma is Muslim.



We do not believe that same things, but we are friends. I learn about the religions of my friends. I learned that many religions started in the same area of the world! I put a circle on the map to show you!

Garden Math

















1. Write a fraction for each plant in the garden.

Tomato = _____ Onion = _____

Carrots = _____ Beans = _____

Lettuce = _____ Potato = _____

Grapes = _____ Cucumber = _____

Tomato 	Tomato 	Tomato 	Grapes 
Carrots 	Beans 	Beans 	Grapes 
Carrots 	Potato 	Onion 	Grapes 
Lettuce 	Lettuce 	Cucumber 	Grapes 

2. Compare the fractions for each plant and circle the correct sign.

Greater than (>)

Less than (<)

or Equal to (=)

Part	Compare	Part
Cucumber $\frac{1}{16}$	> < =	Onion $\frac{1}{16}$
Tomato	> < =	Grapes
Carrots	> < =	Beans
Lettuce	> < =	Cucumber
Potato + Beans	> < =	Grapes
Tomato + Onion	> < =	Grapes + Carrots
Carrots – Lettuce	> < =	Beans – Cucumber

Extension for Grade 5:

A. $\frac{1}{2} + \frac{1}{4} = \square$



B. $\frac{1}{2} - \frac{1}{4} = \square$




C. $\frac{1}{2} + \frac{1}{8} = \square$


D. $\frac{1}{2} - \frac{1}{8} = \square$




Let's Read and think about Thermal Energy!






Summer is hot   . There is lots of sun  .

The sun  is what makes summer hot   .

HEAT comes from the sun  .

When something is warm it has **thermal energy**  .

Which one has **thermal energy**? (Which one is warm?)

1.  
2.  
3.  




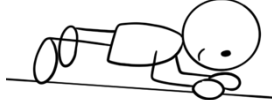








Read this to your buddy and talk about thermal energy.





Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

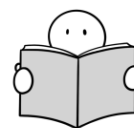
	Day 2
	1-minute wall-sit 
	1-minute plank 
	Make 30 arm circles 
	Run in place for 1 minute 
	20 Jumping jacks 
	Touch your toes 20 times 



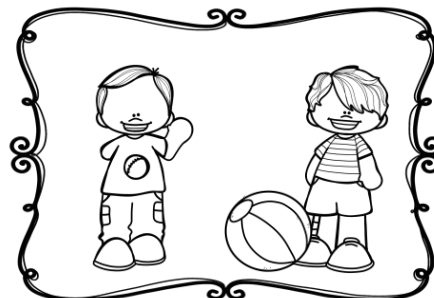
Part 3

Finish the Sentence

Circle the correct word to finish the sentences. Hints are in the pictures.



Cole watches Tim as he is (running/kicking) his ball.



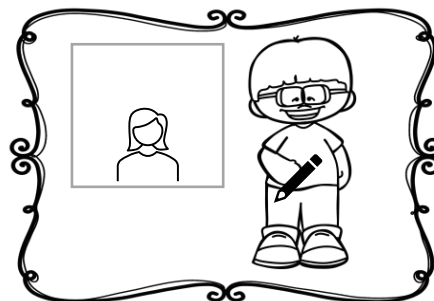
Freya and Ben are (talking/singing).



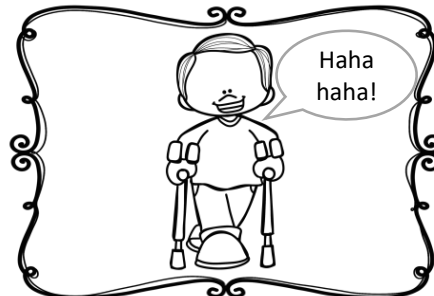
Jill is (fighting/skipping) with her rope.



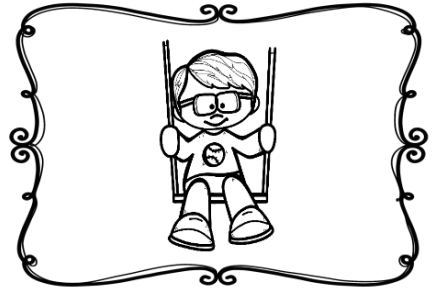
Caleb is (picking/drawing) a picture.



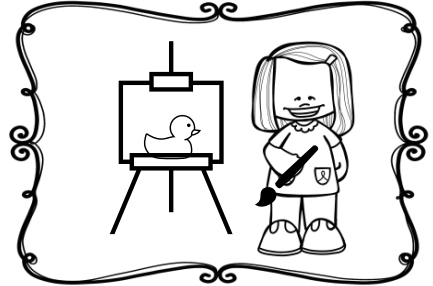
Tanner is (dancing/laughing).



Taylor is (swinging/thinking) on the playground.



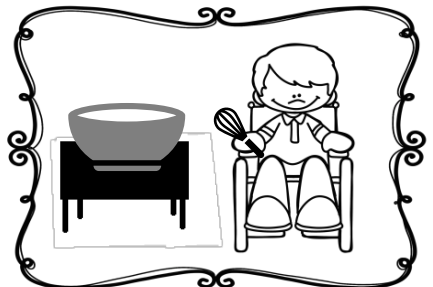
Jean is (touching/painting) a duck.



Lexi and Ruth are (sharing/caring) an umbrella.



Ben is (making/taking) cookies.



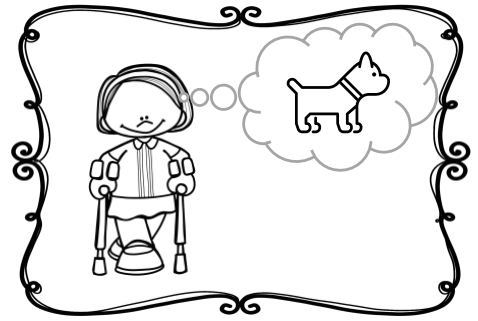
Finn and Gale are (talking/hugging).



Ruth is (giving/laying) a gift to Steve.



Tanya is (dreaming/playing) about having a puppy.



Pick 3 of your vocabulary words. Write 3 sentences.



Kicking Talking Skipping Drawing Laughing Swinging Painting Sharing Making
Hugging Giving Dreaming

1. _____

2. _____

3. _____

Share your sentences with your buddy.



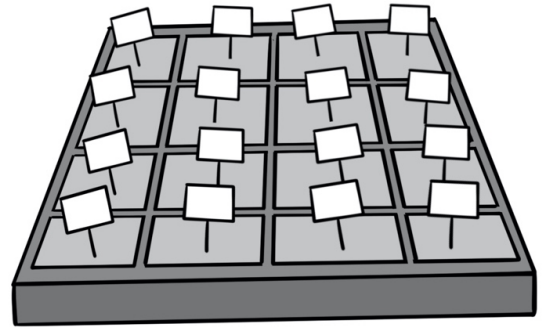
Your Garden

1. Plant your own garden using:

beans, carrots, cucumber, grapes, lettuce, onions, potatoes, and tomatoes



Your Garden



2. Write a fraction for each kind of plant. (See table in Day 3)

3. Compare the fractions for each plant and circle the correct sign.

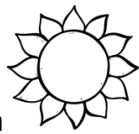
Part	Compare	Part
Cucumber $\frac{1}{16}$	> < =	Onion $\frac{1}{16}$
Tomato	> < =	Grapes
Carrots	> < =	Beans
Lettuce	> < =	Cucumber
Potato + Beans	> < =	Grapes
Tomato + Onion	> < =	Grapes + Carrots



Let's Read and think about Thermal Energy!

Thermal
energy

When something is warm it has **thermal energy**.



In the summer, the sun makes things warm.

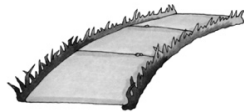
Thermal Energy Search! Look Outside!

Look for things that have **thermal energy** outside! Put an X in the box for what you find!

Road



Sidewalk



Bench



Stair Railing




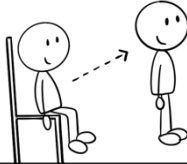







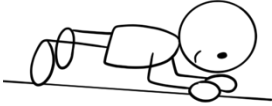


Read this to your buddy and talk about thermal energy.

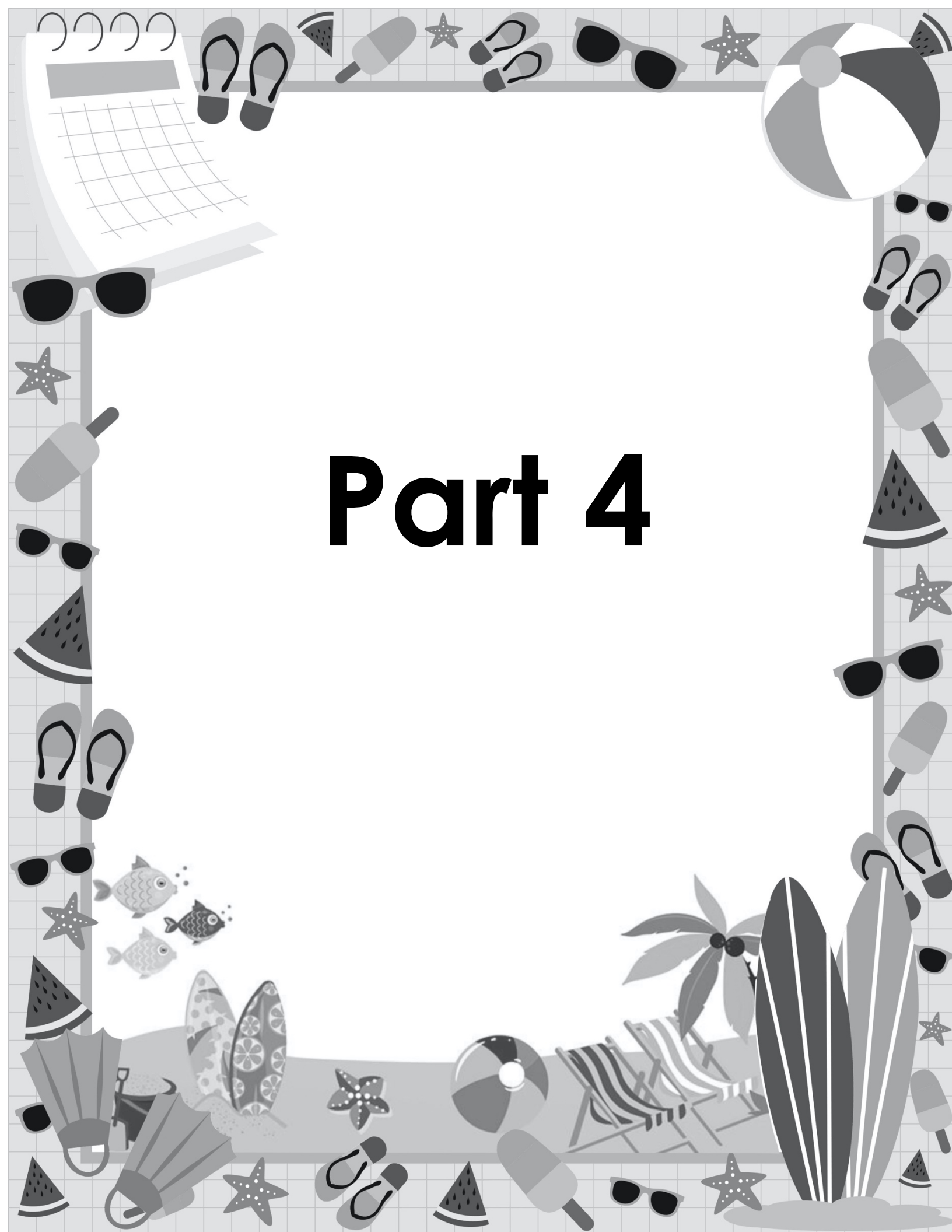


Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 3
	10 Sit-ups 
	Sit down and stand up 10 times 
	Run in place for 1 minute 
	Touch your toes 20 times 
	Touch your toes 20 times 
	1-minute plank 

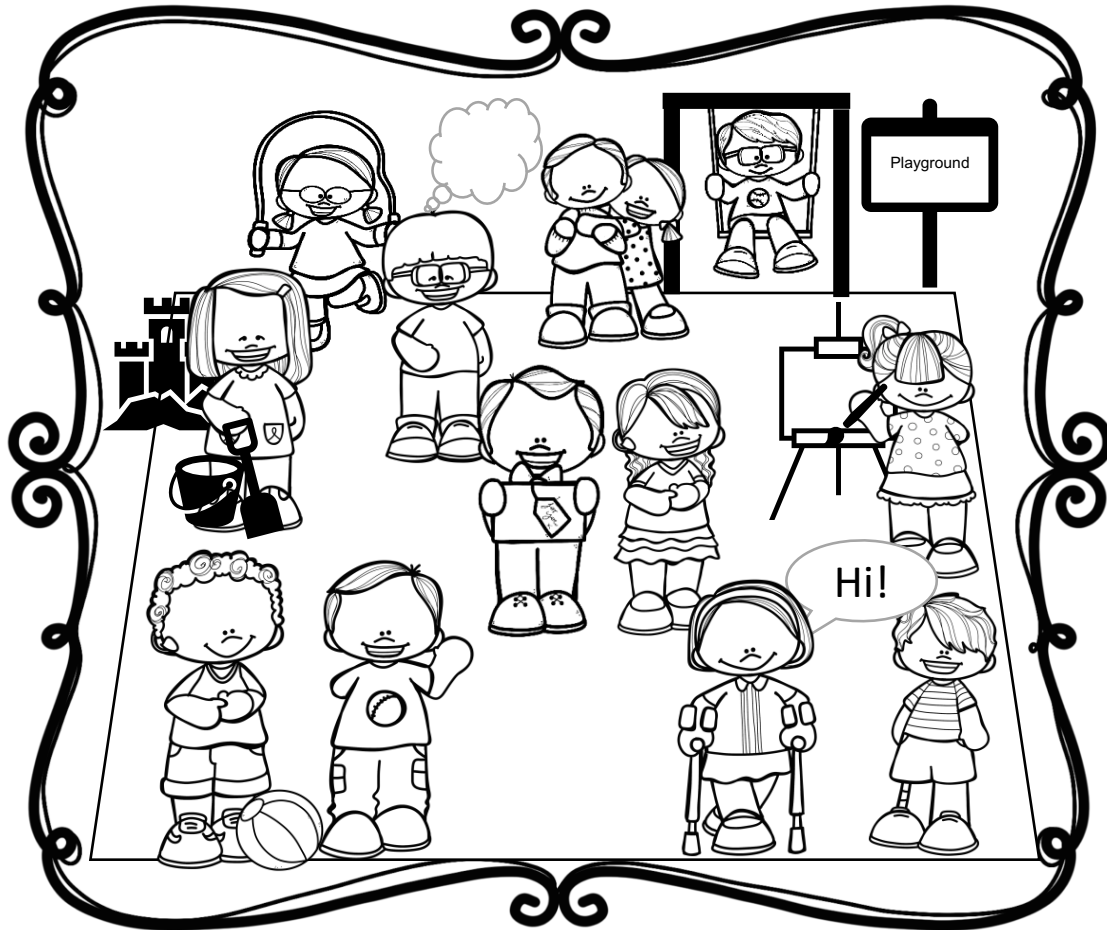
Part 4



Write a Story!

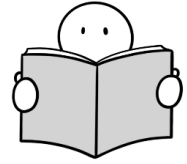
Look at the picture below. Write a story about it. Use your vocabulary words. Use as much English as you can. Use your home language.

Kicking Talking Skipping Drawing Laughing Swinging Painting Sharing Making
Hugging Giving Dreaming



Tell your story to your buddy.





My name is Benjamin.

My friends call me Ben.

My name is special because it is the same name as my grandfather, Benyamin.

My family and I are Jewish.

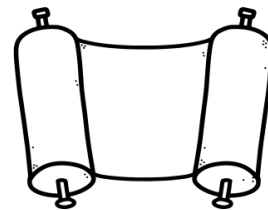


This is the Star of David.

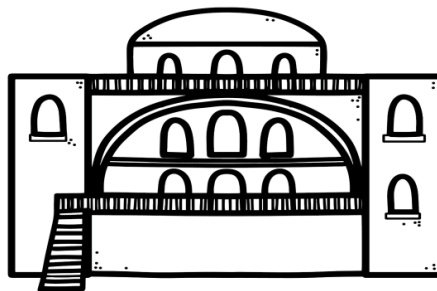
It is the symbol of Judaism.

Judaism is an old religion. We believe that there is one God, who made the world.

















Our special book is called the Torah.





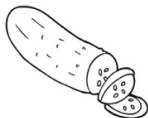





We go to synagogue on Saturdays and Holy days, like Rosh Hashanah and Yom Kippur.



Garden Fractions

Tomato 	Tomato 	Tomato 	Grapes 
Carrots 	Beans 	Beans 	Grapes 
Carrots 	Potato 	Onion 	Grapes 
Lettuce 	Lettuce 	Cucumber 	Grapes 

Match the food to the fraction:

Plant	Fraction
Beans 	$\frac{1}{16}$
Carrots 	$\frac{2}{16}$
Cucumber 	$\frac{3}{16}$
Grapes 	$\frac{4}{16}$
Lettuce 	
Onion 	
Potato 	
Tomato 	



Let's Read and think about Thermal Energy!




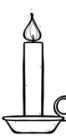


When something is warm it has **thermal energy**.

Thermal energy is inside the house too.

Thermal Energy Search! Look Inside!

Look for things that have **thermal energy** in the house. Put an X in the box for what you find!

Tea Pot 	Coffee 	Boiling Water 	Candle 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The sun gives heat to these things, which is **thermal energy**!


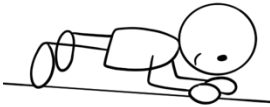












Read this to your buddy and talk about thermal energy.

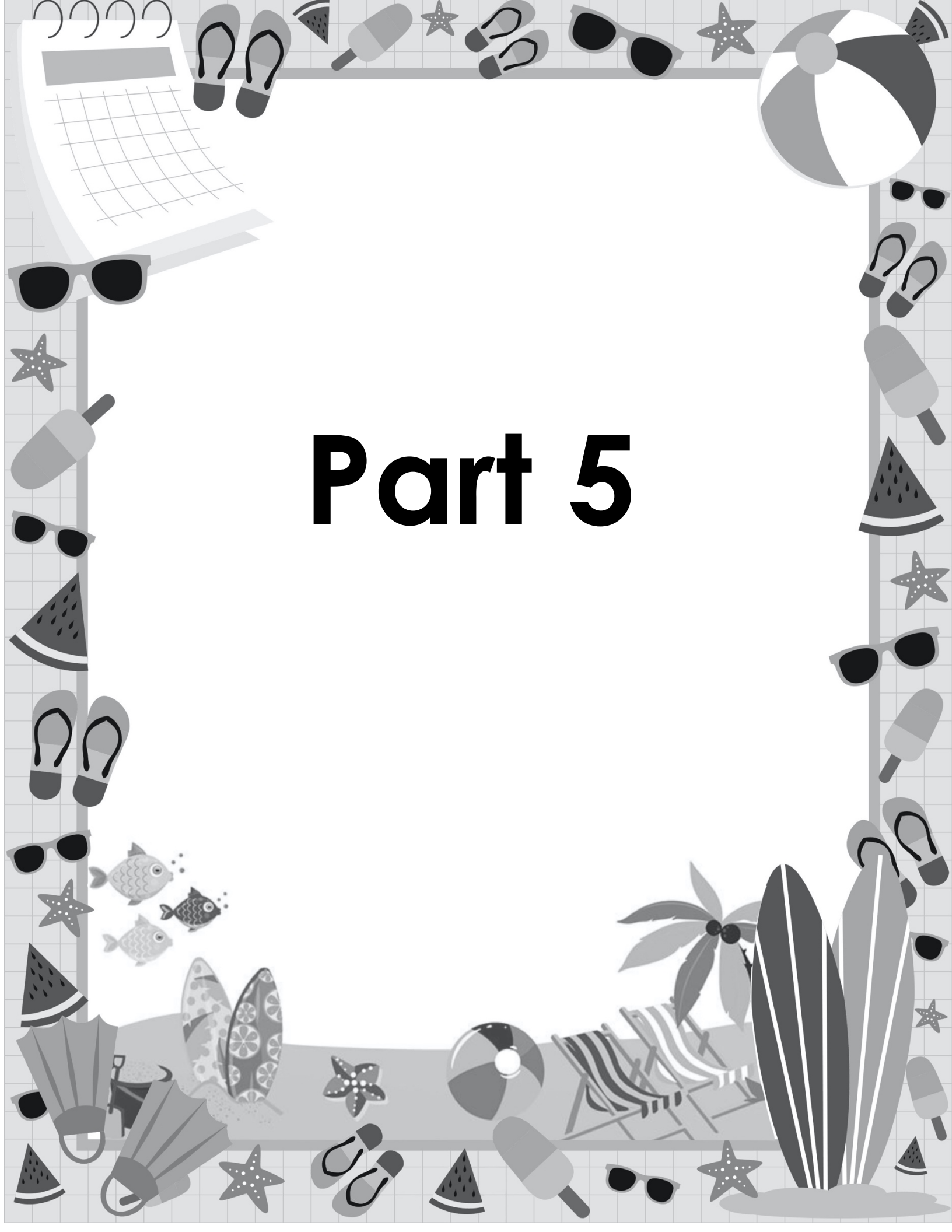


Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 4
	1-minute plank 
	10 sit-ups 
	1-minute wall-sit 
	Make 30 arm circles 
	Touch your toes 10 times 
	Sit down and stand up 10 times 

Part 5





Complete the sentences. Use the words below.

Synagogue God Torah Grandfather Star

1. The _____ of David is the symbol of the Jewish religion.
2. The _____ is the holy book of the Jewish religion.
3. Jewish people believe there is one _____.
4. Ben has the same name as his _____.
5. Jewish people worship in a _____.

Find the Jewish Words

H	L	B	O	W	X	X	Q	D	J	Q	S	F	N	O	F	
H	L	W	D	M	N	C	K	C	E	S	J	Z	C	U	W	F
A	K	N	X	B	V	I	U	W	A	Z	D	A	V	R	A	F
N	A	V	Y	M	W	D	I	U	J	F	V	A	Y	T	Y	X
A	M	C	O	O	C	S	Z	X	R	T	Q	M	Q	H	J	K
H	J	R	M	V	H	R	K	S	E	T	W	G	D	X	Y	J
S	K	E	K	P	I	B	U	W	U	X	I	V	N	Y	O	C
A	X	T	I	T	S	B	D	L	R	A	Z	U	C	I	Y	A
H	C	B	P	S	T	A	R	O	F	D	A	V	I	D	D	L
H	K	E	P	A	H	B	V	V	O	R	Z	I	Q	U	W	D
S	P	C	U	F	Y	N	T	Z	T	H	A	R	O	T	Q	U
O	G	U	R	Y	E	C	A	R	L	B	W	R	S	B	M	L
R	A	R	B	H	N	B	L	X	G	O	D	W	Q	J	K	O
E	P	C	S	D	S	Z	P	N	Y	U	E	S	J	V	Q	O
R	D	N	Q	R	W	A	E	A	L	X	C	B	O	W	A	I
J	X	J	U	B	X	G	I	J	I	H	R	G	T	U	S	J
Q	G	A	K	Y	J	U	K	C	M	W	J	U	Z	S	O	J

God Torah Yom Kippur Star of David Rosh Hashanah
Jewish



Try the words in a sentence!

Choose one vocabulary word for each sentence.

1. A _____ floats in the water.
2. Trees are very _____.
3. Summer is a good time to go to the _____.
4. A really yummy fruit is a _____.
5. She hurt her _____ when she fell down.
6. There are lots of fish in the _____.
7. Marcia loves to swim in the _____.
8. Jin sat down on a _____.

**ball, tall, beach, peach, knee, sea,
pool, stool, hot, spot, heat, meat,
hand, sand, balm, palm, tan, van**

9. It gets _____ outside in the summer.

10. The dog found a good _____ to take a nap.

11. There was lots of _____ from the fire.

12. Lots of people grill _____ in the summer.

13. Tanya put a firefly in her _____.

14. A crab buried himself in the _____.

15. Ray found his lip _____.

16. There were many _____ leaves on the tree.

Read the sentences
to your buddy!





Can you write your own sentences with some of these words?

ball, tall, beach, peach, knee, sea, pool, stool, hot, spot,
heat, meat, hand, sand, balm, palm, tan, van

Read the sentences to your buddy!








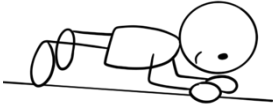





Can you write some sentences with words that rhyme?

Ball/Tall Beach/Peach Knee/Sea Pool/Stool
Hot/Spot Heat/Meat Hand/Sand Balm/Palm Tan/Van



Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 5
	Make 40 arm circles 
	Touch your toes 20 times 
	1-minute plank 
	10 sit-ups 
	Run in place for 1 minute 
	1-minute wall-sit 