



N ICMEE



Differences

Activity **PACKET**

K – 1st

Summer Packet #2 • Theme: Differences



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:

Tricia Gray
Jessica Mitchell-McCollough
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Standards K-1

ELA	
LA 0.1.1.a	Identify variations in text (e.g., font size, bold, italic, upper/lower case).
LA 0.1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark).
LA 0.1.1.d	Demonstrate knowledge that print reads from left to right and top to bottom (in English).
LA 0.1.1.f	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
LA 0.1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.
LA 0.1.4.b	Use appropriate expression to reflect meaning while reading emergent-reader text.
LA 0.1.5.b	Develop awareness of context clues and text features that may be used to infer the meaning of unknown words.
LA 0.1.6.e	With adult guidance, retell main ideas from informational text and/or media.
LA 0.1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
LA 0.1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations, and titles.
LA 0.1.6.o	Respond to text (e.g., verbally, in writing, or artistically).
LA 0.2.1.b	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
LA 0.2.1.i	Use own words to relate information.
LA 0.3.2.c	Complete a task following one/two-step directions.
LA 1.1.1.a	Same as above
LA 1.1.1.b	Same as above
LA 1.1.3.c	Same as above
LA 1.1.5.b	Same as above
LA 1.2.1.i	Same as above
Mathematics	
MA 0.1.1.a	Perform the counting sequence by counting forward from any given number to 100, by ones.
MA 0.1.1.c	Use of one-to-one correspondence when counting objects to show the relationship between numbers and quantities of 0 to 20.
Science	
SC.K.7.2.a	Use observations to describe patterns of what plants and animals (including humans) need to survive.
	Describe how living things change as they grow.
	Recognize seasonal changes in animals and plants.
	Observe and describe simple daily changes in weather.
Social studies	
SS K.3.1.a	Identify locations in the school and around the classroom (substituting neighborhood).
SS K.3.2.a	Identify physical characteristics of place.
SS K.3.3.a	Identify types of weather and the impact of weather on everyday life.
SS K.3.3.b	Identify the four seasons.
SS K.4.1.b	Identify the sequence of personal events and their impact.
Physical education	
PE.K.1.1	Performs locomotor skills in a variety of environments (i.e., hops, jogs, runs, walks, etc.).
PE K.1.2	Performs non-locomotor skills in a variety of environments (i.e., curls, stretches, twists, etc.)
PE K. 3.2	Engages in physical activity.
PE.K.4.1	Exhibits personal responsibility in physical activity settings.
Art	
FA 2.2.1.b	Create artworks that express unique student interpretation.
FA 2.2.4.d	Identify how images and objects are used to convey a story, familiar experience, or connection to the world.
FA 2.3.1.a	Generate spontaneous movement independently to explore ideas and images (e.g., shadowing and movement imagery).
FA 2.3.1.b	Create movements that use a variety of dance elements (e.g., verbally cue students to explore a variety of imaginary environments that promote movement exploration and qualities).
FA 2.3.2.a	Explore locomotor and non-locomotor movemnt to develop dance technique (e.g. gross motor movements).

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June 10, 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.

Theme for the week: This week your child will be learning about differences. The vocabulary is centered around different parts of the body and words that describe bodies. Your child will explore what makes bodies the same, different, and learn that ALL bodies are beautiful and strong. Finally, your child will be working to understand comparisons and make comparison statements.

Helpful words and phrases: This week your child will be learning and practicing many words. We encourage you to remind your child how to say them and write them in any and all languages you speak in your home. They are provided in English in this packet for your child to practice also.

1. Hair
2. Skin
3. Arms
4. Legs
5. Head
6. foot/feet
7. Toes
8. Hands
9. Fingers
10. Stomach
11. Eyes
12. Nose
13. Ears
14. Mouth
15. Teeth
16. Face
17. Chest
18. Different
19. Same
20. Long
21. Short
22. Thin

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- 23. Thick
- 24. Dark
- 25. Light
- 26. Big
- 27. Little
- 28. Curly
- 29. Kinky
- 30. Straight

Activities that require supervision: This week your child will be asked to go outside to go on a walk. Please make sure they are accompanied by an adult or older child that can help to keep them safe. Instead of a neighborhood “walk,” you can also have your learner explore the yard around where you live or look out a window, or imagine that they are on a walk outside.

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

Sincerely,

Kara Mitchell Viesca, PhD
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10 de junio de 2020

Estimados padres/madres o tutores legales:

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

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

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

En este paquete, hemos incluido las siguientes actividades:

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

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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.

Tema de la semana: esta semana su hijo/a aprenderá sobre las diferencias. El vocabulario se centra en las diferentes partes del cuerpo y las palabras que los describen. Su hijo/a explorará qué hace que los cuerpos sean iguales, diferentes y aprenderá que TODOS los cuerpos son bonitos y fuertes. Finalmente, su hijo/a trabajará en entender las comparaciones y también, las hará.

Palabras y frases útiles: Esta semana su hijo/a aprenderá y practicará muchas palabras. Recuérdele 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. Pelo
2. Piel
3. Brazos
4. Piernas
5. Cabeza
6. Pie/ pies
7. Dedos de los pies
8. Manos
9. Dedos de la mano
10. Estómago
11. Ojos
12. Nariz
13. Orejas
14. Boca
15. Dientes
16. Cara
17. Pecho

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18. Diferente
19. Igual/mismo
20. Largo
21. Corto
22. Delgado
23. Grueso
24. Oscuro
25. Claro
26. Grande
27. Pequeño
28. Ondulado
29. Rizado
30. Liso

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

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

Atentamente,

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06-10-2020

亲爱的家长或监护人：

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

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

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

在此活动包中，我们囊括了以下活动：

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

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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。

本周主题：本周您的孩子将学习差异。词汇集中在身体的不同部位以及描述身体的单词。您的孩子将探索使身体相同，不同的原因，并了解所有身体都是美丽而结实的。最后，您的孩子将努力理解比较并做出比较表述。

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

1. Hair 头发
2. Skin 皮肤
3. Arms 手臂
4. Legs 腿
5. Head 头
6. foot/feet 足
7. Toes 脚趾
8. Hands 手
9. Fingers 手指
10. Stomach 胃
11. Eyes 眼睛
12. Nose 鼻子
13. Ears 耳朵
14. Mouth 嘴
15. Teeth 牙齿
16. Face 脸
17. Chest 胸膛
18. Different 不同的
19. Same 相同的
20. Long 长的
21. Short 短的
22. Thin 薄的
23. Thick 厚的

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- 24. Dark 深的
- 25. Light 浅的
- 26. Big 大的
- 27. Little 小的
- 28. Curly 卷曲的
- 29. Kinky 卷曲的
- 30. Straight 直的

需要监督的活动：本周您的孩子将被要求到外面去散步。请确保他们有成人或较大的孩子陪同，以帮助确保他们的安全。除了在小区“散步”，您还可以让您的孩子探索您居住的院子或看着窗户，或者想象他们在外面散步。

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

Sincerely,

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

ICMEE is housed within:



International Consortium for Multilingual Excellence in Education



السادة آباء و أمهات وأوصياء الطلاب،

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

هذه الحزمة 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 متواجدون للاشتغال مع الطلاب (أو كان هناك أحد الإخوة أو فرد آخر من العائلة متواجد)، فإننا نشجع ذلك أيضًا. ونحيطكم علما أن المقصود من هذا ليس هو إضافة مزيد من الإجهاد والعمل على أسرتم خلال هذا الوقت العصيب. نأمل أن يكون هذا مصدرًا مفيدًا حتى يتمكن الطلاب من مواصلة تعلم أشياء مهمة ومفيدة أثناء مكوثهم في المنزل.

حاولنا أيضًا جعل هذه الحزمة مثيرة للإهتمام وممتعة. نأمل أن يستمتع طلابكم بالحزمة وكأنهم يشاركون في لعب منتج. قمنا بدمج أنشطة 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 بادراج الأنشطة 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)

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

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

موضوع الأسبوع: سيتعلم طفلك هذا الأسبوع الاختلافات. تتمحور المفردات حول أجزاء مختلفة من الجسم والكلمات التي تصف الأجسام. سوف يستكشف طفلك ما يجعل الأجسام متشابهة ومختلفة ، ويتعلم أن جميع الأجسام جميلة وقوية. أخيراً ، سيعمل طفلك على فهم المقارنات وإعداد عبارات المقارنة.

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

1. شعر
2. جلد
3. ذراع
4. ساق
5. رأس
6. قدم / قدم

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7. أصابع القدم
8. يدين
9. أصابع
10. معدة
11. عيون
12. أنف
13. أذن
14. فم
15. أسنان
16. وجه
17. صدر
18. مختلفة
19. نفس الشيء
20. طويل
21. قصير
22. رقيق
23. سميك
24. ظلام
25. ضوء
26. كبير
27. القليل
28. مجعد
29. غريب
30. مستقيم

الأنشطة التي تتطلب الإشراف: سيطلب من طفلك هذا الأسبوع الخروج في نزهة على الأقدام. يرجى التأكد من أن يكون برفقة شخص بالغ أو شخص كبير يمكن أن يساعد في الحفاظ على سلامتهم. بدلاً من "المشي"

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في الحي، يمكنك أيضاً أن تجعل المتعلم يستكشف الفناء الذي تعيش فيه أو تنظر من النافذة ، أو تخيل أنهم في نزهة في الخارج.

نأمل أن تعزز هذه الأنشطة تعلم ابنكم في هذه الظروف التي لا يمكنه الذهاب فيها إلى المدرسة
نأمل أيضا ان تقوم هذه الحزم بمنح ابنكم فرصاً للعب المنتج. إذا كان لديكم أي أسئلة أو استفسارات حول هذه
الحزمات التعليمية فلا تترددوا في الاتصال بمشروعنا على icmee@unl.edu أو بالاتصال بشعبة التدريس والتعلم
وتعليم المعلمين على 2231-472-402

مع خالص التحيات

Kara Viesca

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

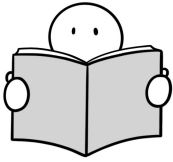
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Instructions Key



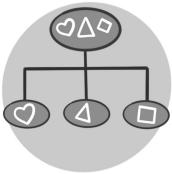
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



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



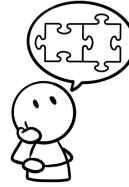
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- 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



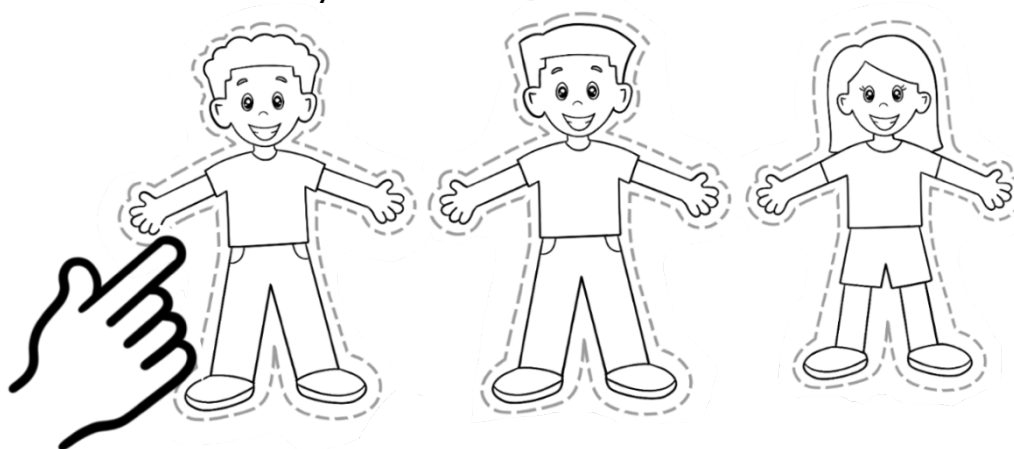
N ICMEE

Day 1

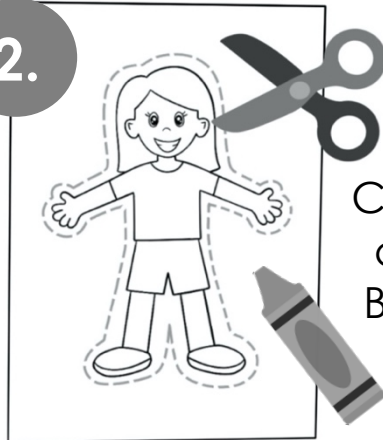


My Buddy

1. Choose a Buddy

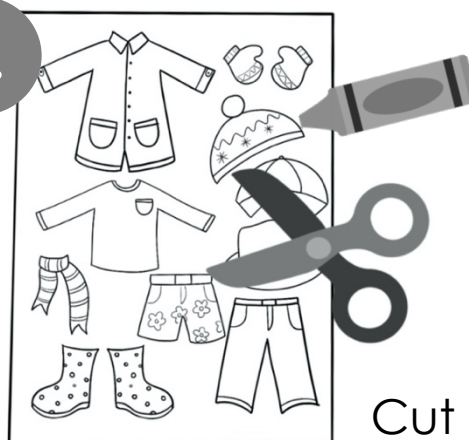


2.



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

3.

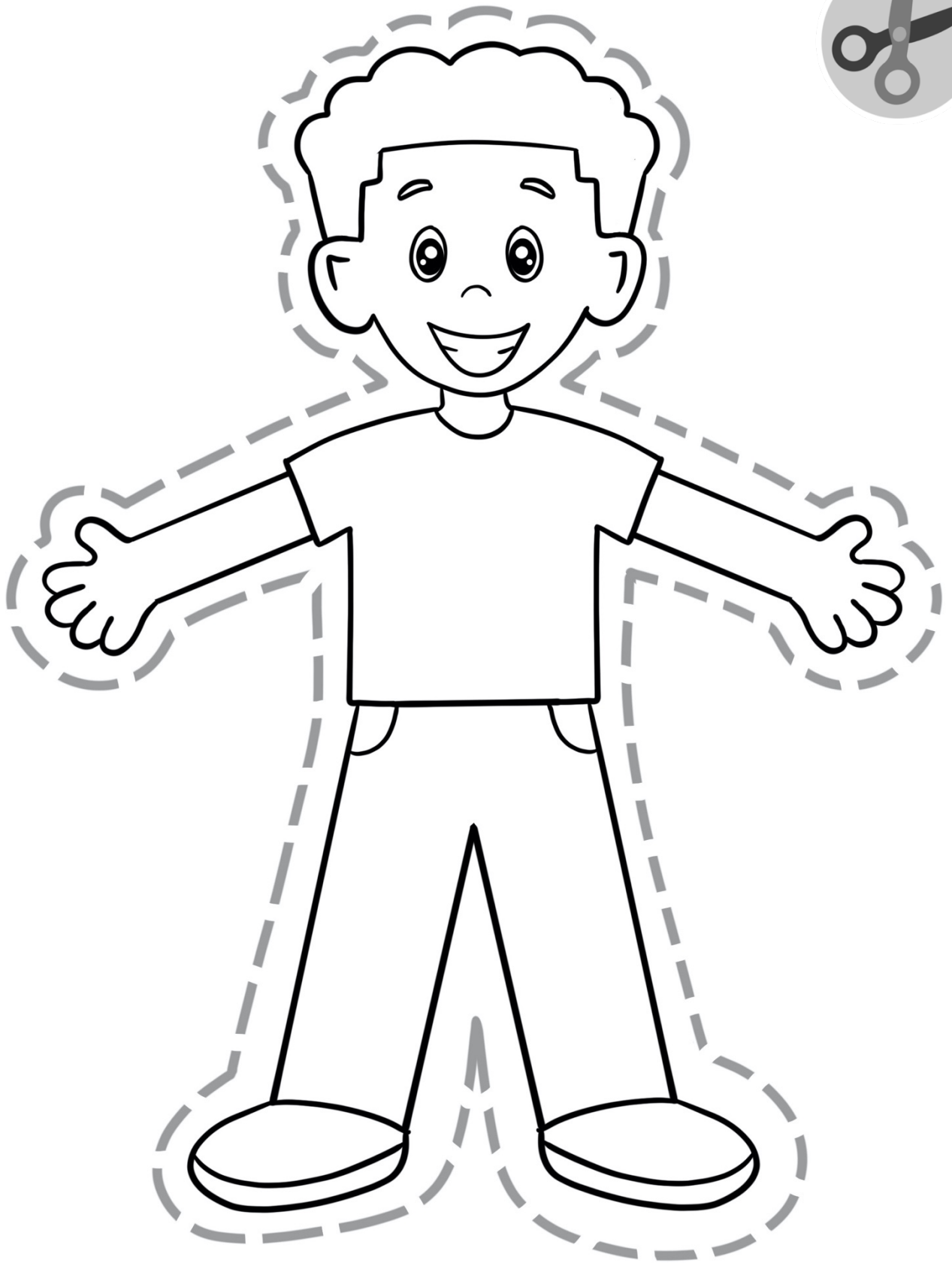


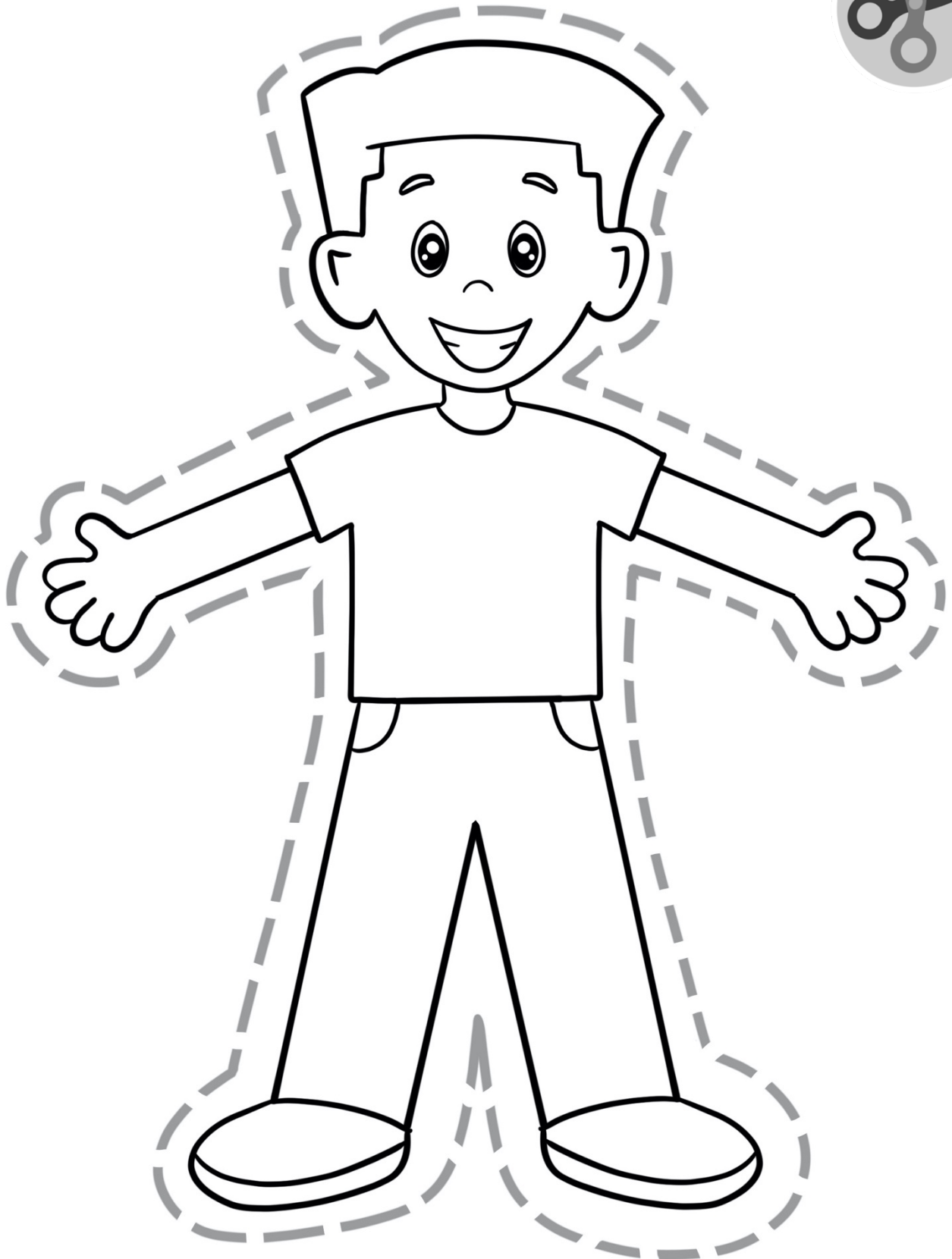
Cut out and color the accessories

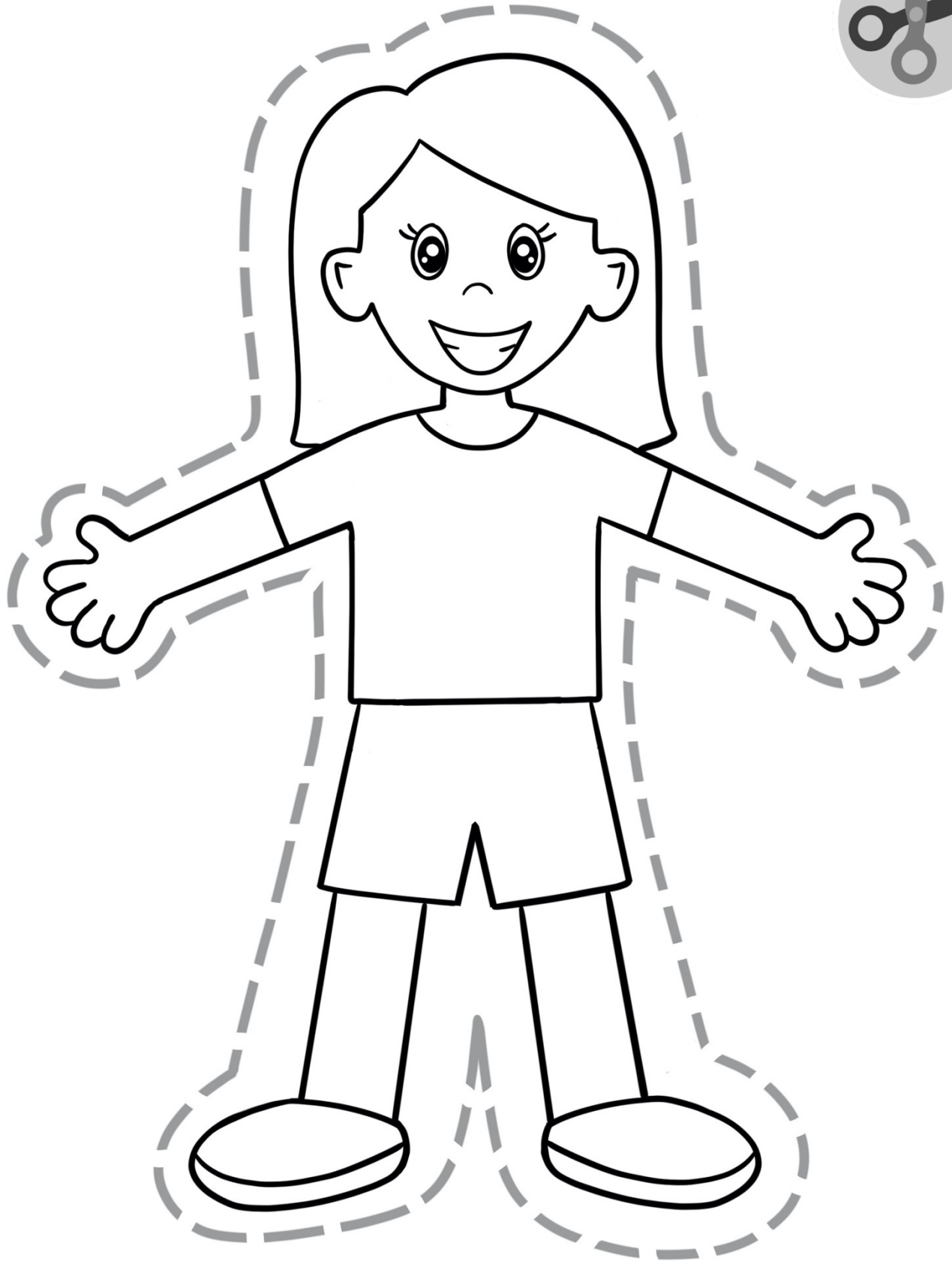
4.

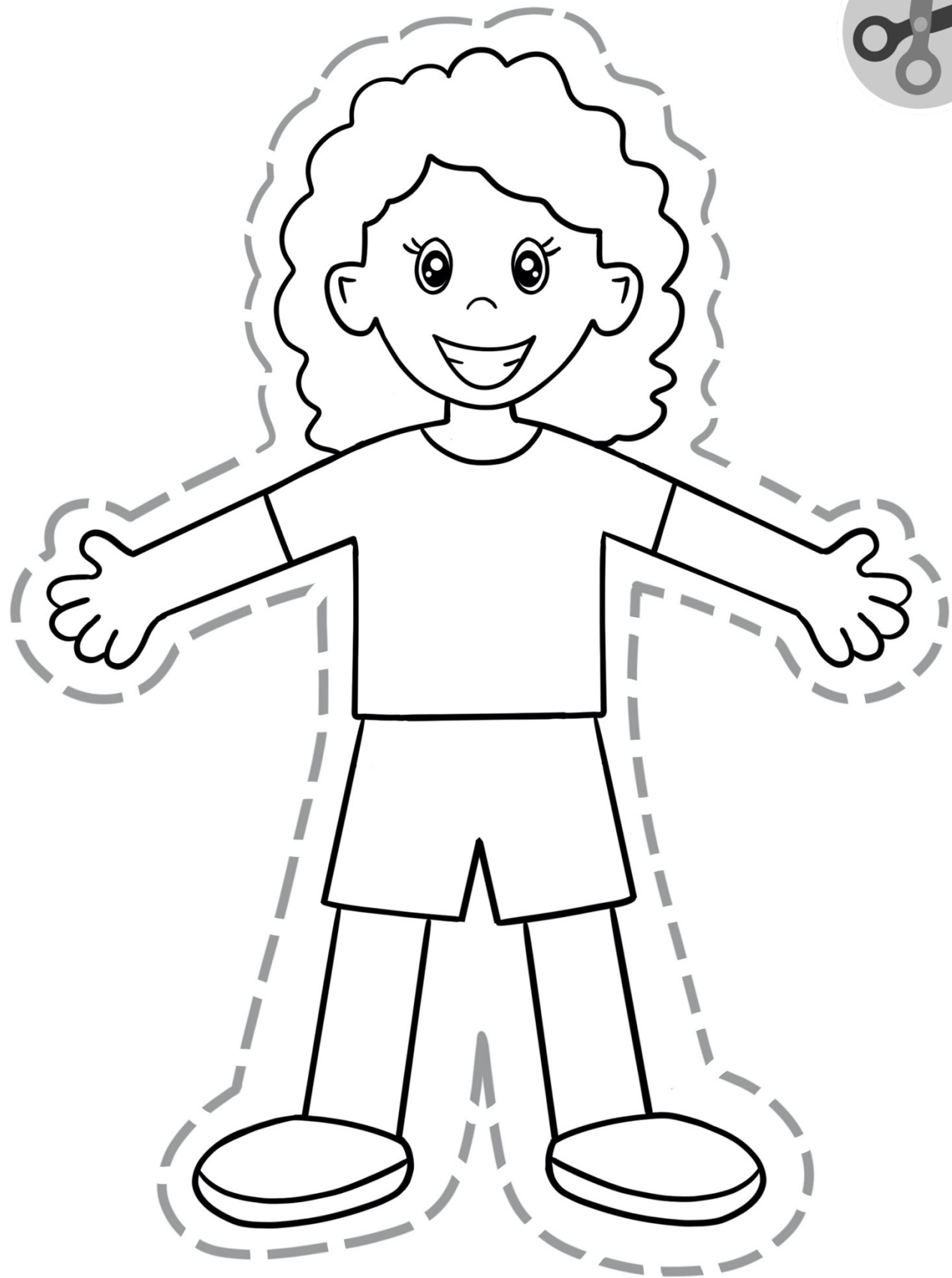


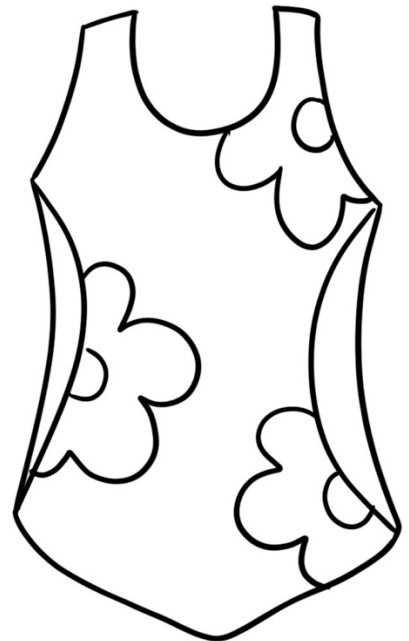
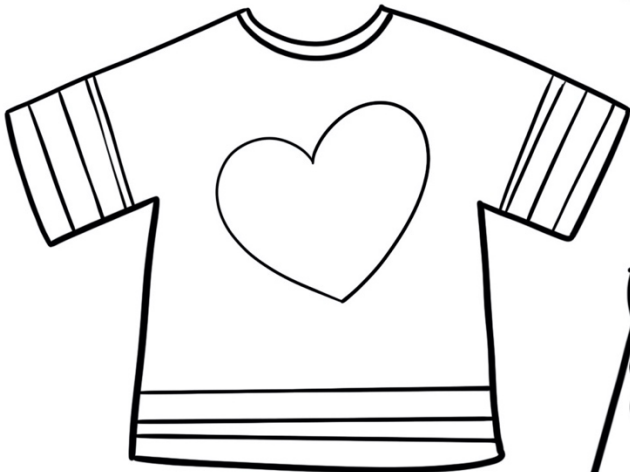
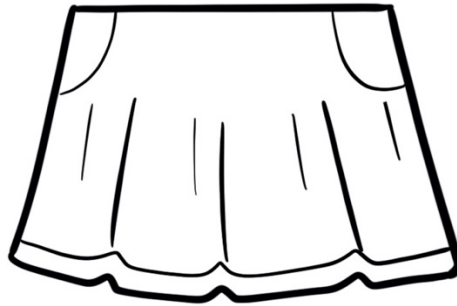
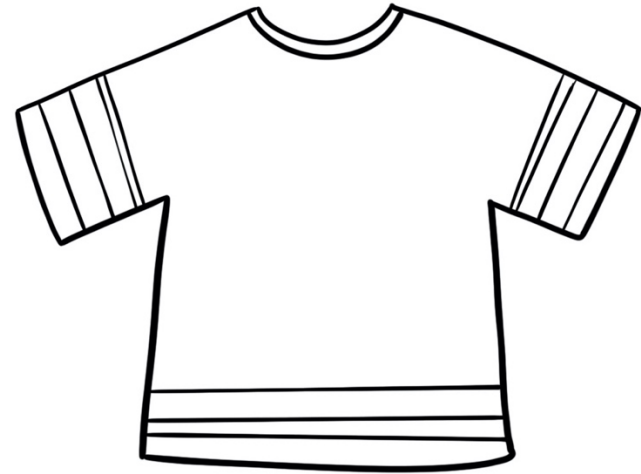
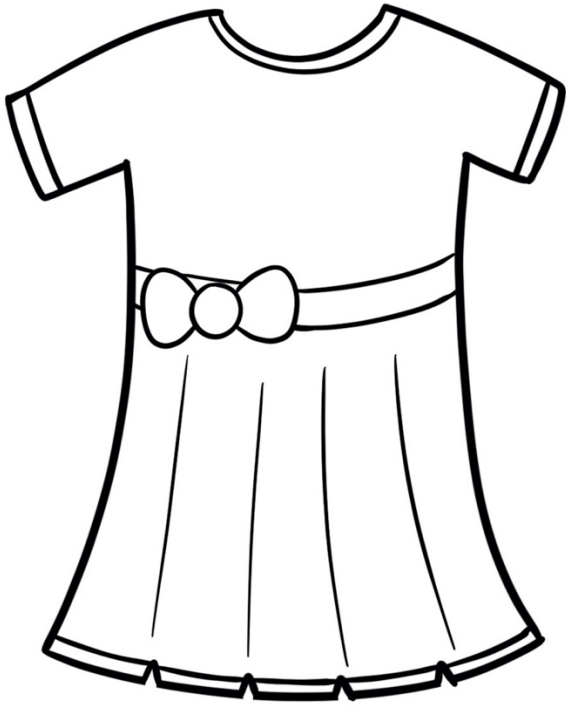
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

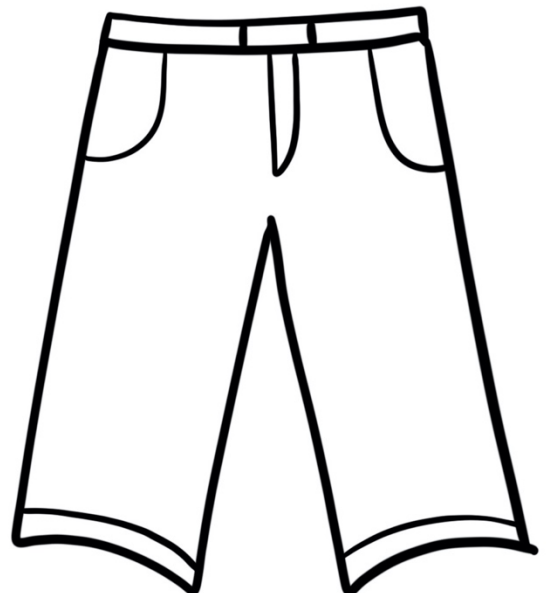
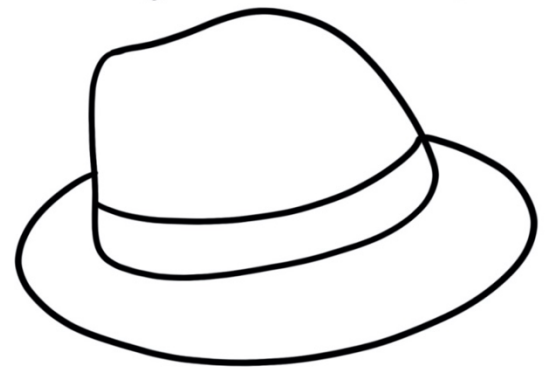
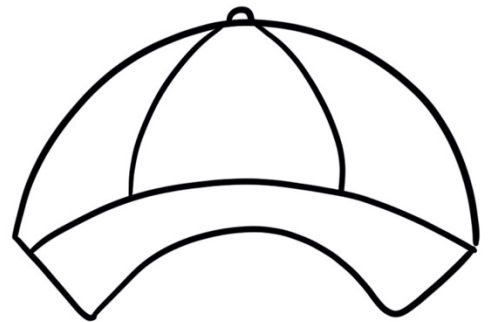
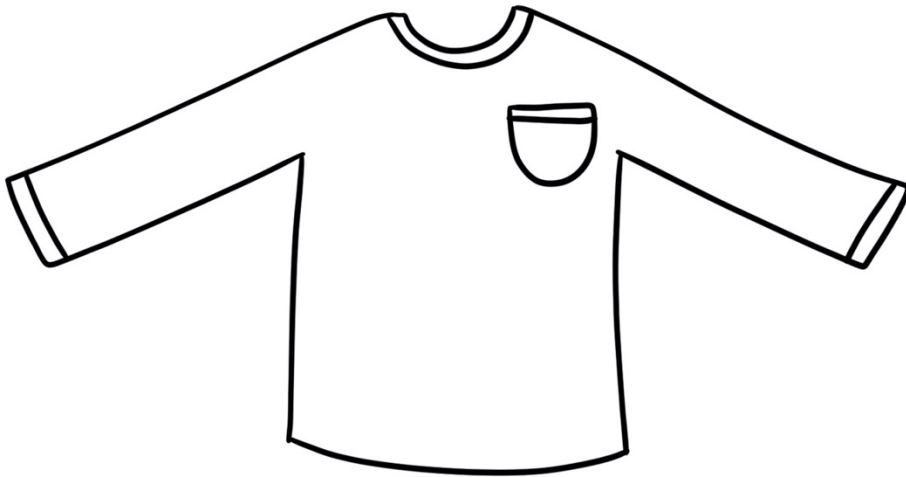
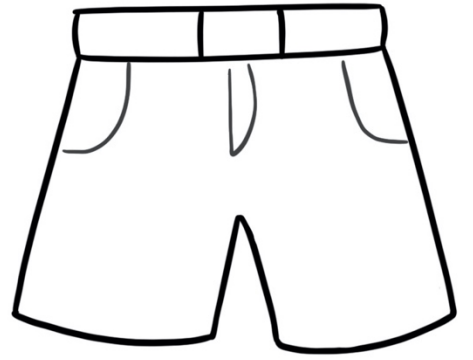






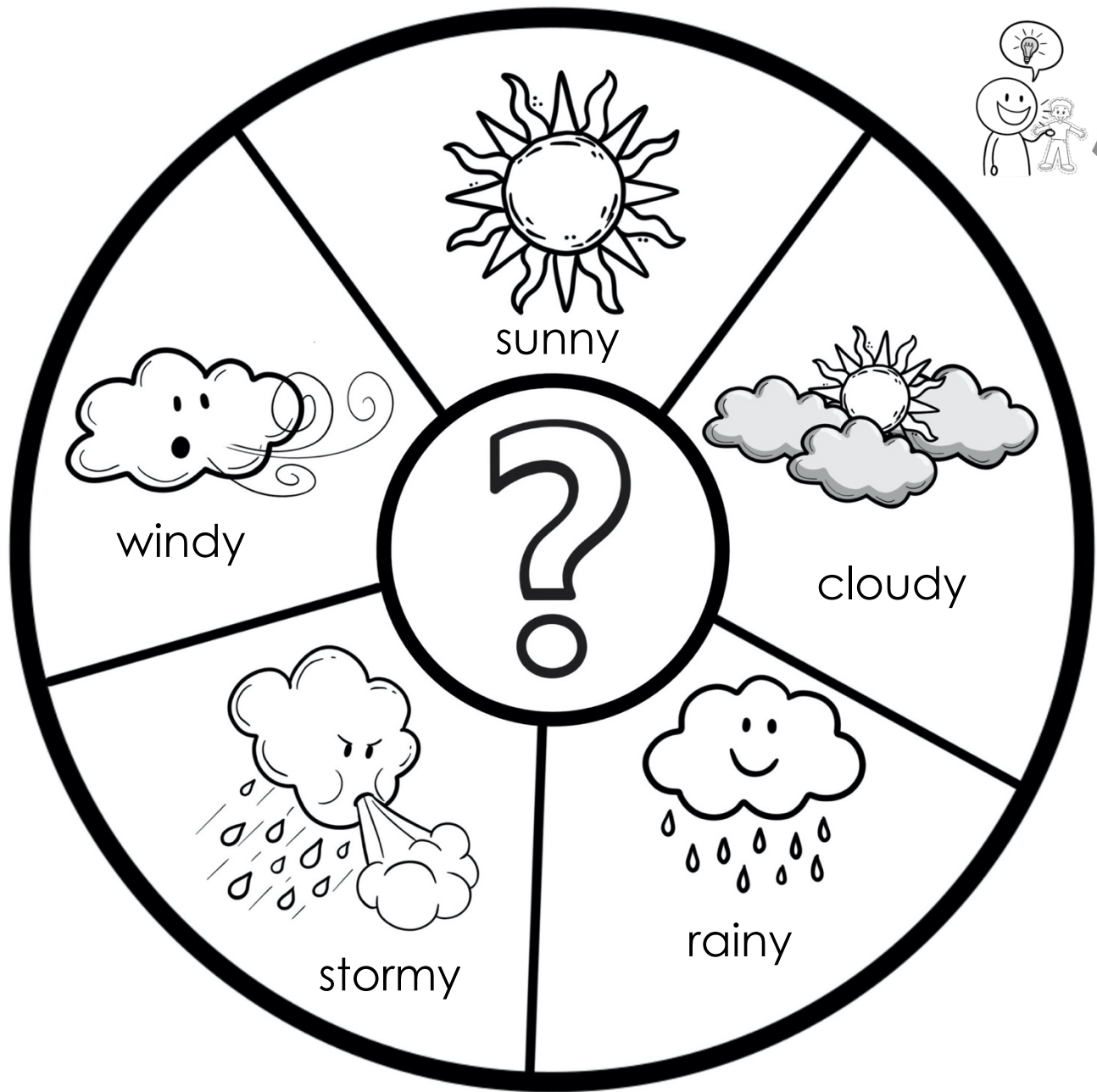






Check the Weather

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

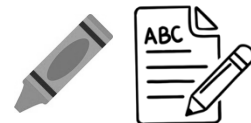


Today it is _____.

Yesterday the weather was _____.

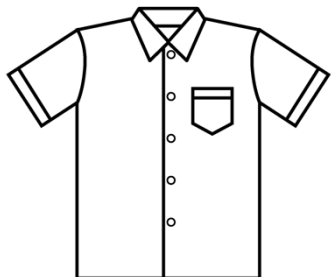
Is the weather the same or different from yesterday?

It is _____.



Let's Write!

Color the pictures and trace the words.



shirt



jacket



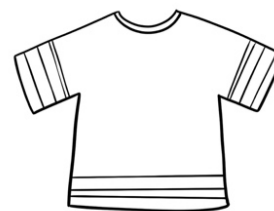
shorts



pants



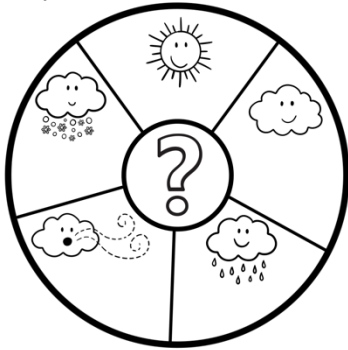
umbrella



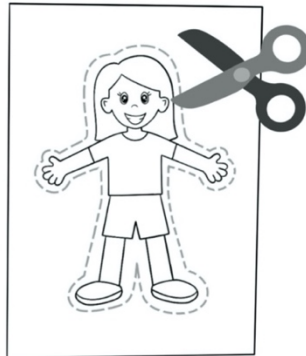
tshirt

What will you wear?

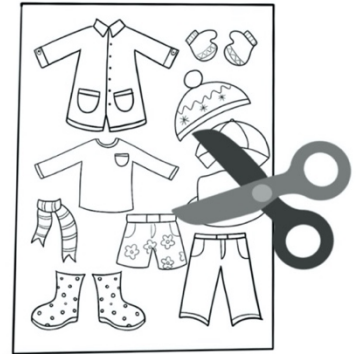
1.



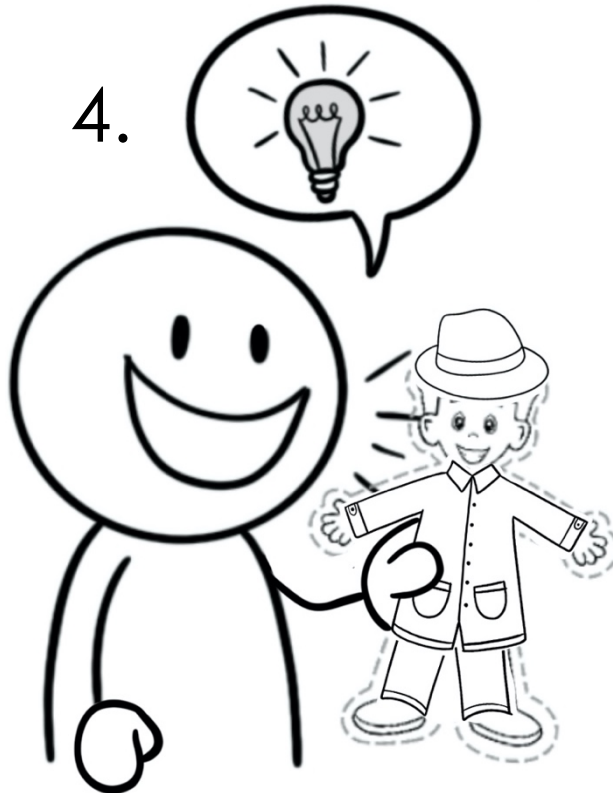
2.



3.



4.



I will wear _____.

Are your clothes the same or different from yesterday?



Body Parts #1

Trace the words. Read the words to your buddy.
Point to the body parts on the buddy's body as you say them.

head

face

ears

mouth

hand

arm

chest

leg



Body Parts #2

Trace the words. Read the words to your buddy.
Point to the body parts on the buddy's body as you say them.

nose

teeth

stomach

foot

hair

eyes

fingers

toes

Let's Move!



- Touch your head 2 times



- Touch your skin softly

- Shake your head from side to side.



Does your hair move?



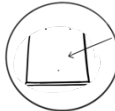
- Count your fingers. How many do you have?



- Count your toes. How many do you have?



- Rub your stomach.



- Stomp your feet five times.



- Stretch your arms, now cross them



over your chest and give yourself a hug.



- Open your mouth wide. Touch your teeth.



- Wave your hands in the air.

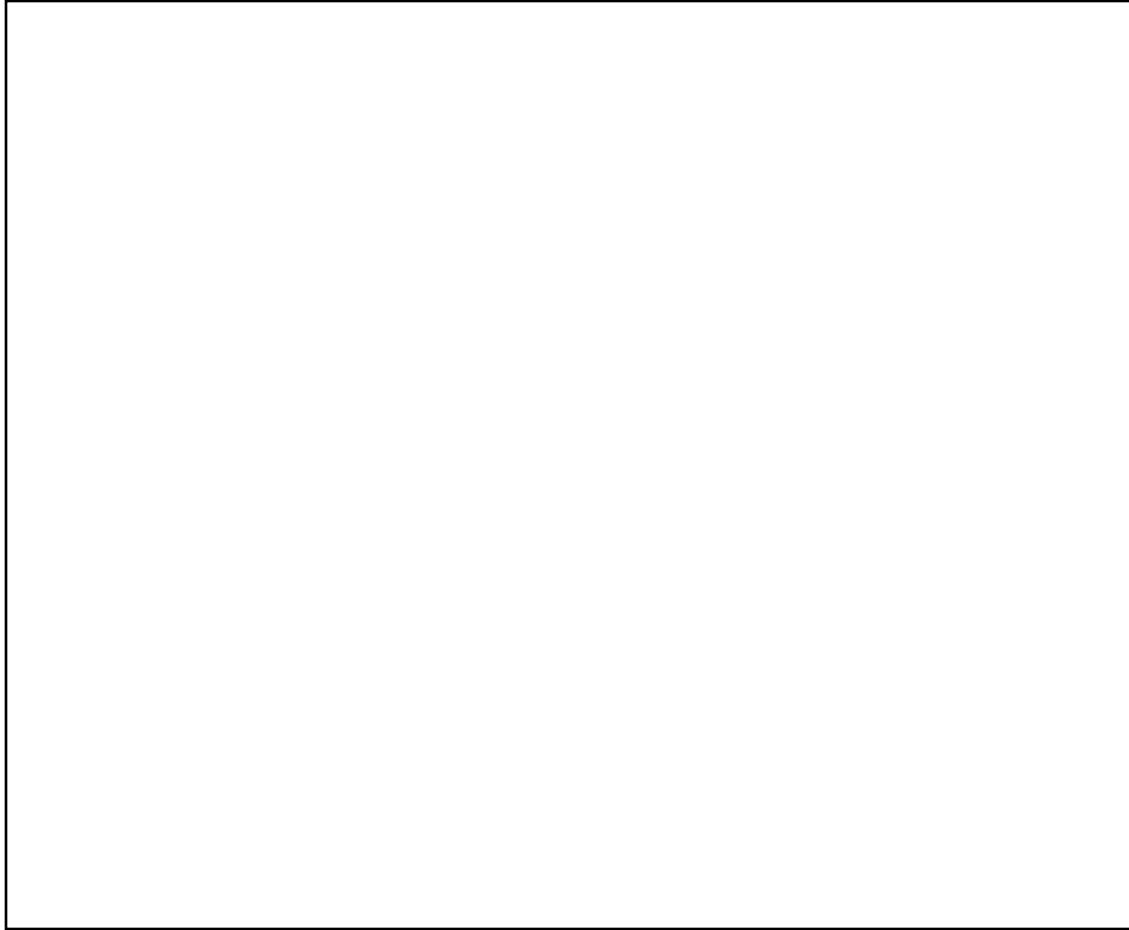


- Pat yourself on the back three times.

Good job!

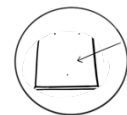


Build a Creature



Draw!

- One (1) big stomach.
- Draw two (2) heads.
- Draw three (3) noses on each head.
- Draw four (4) ears on each head.
- Draw three (3) eyes on each head.
- Draw two (2) mouths with lots of teeth in them.
- Draw a lot of hair on the heads.
- Draw six (6) arms.
- Draw one (1) hand on each arm.
- Give each hand three (3) fingers.
- Draw seven (7) legs.
- Draw one (1) foot on each leg.
- Draw eight (8) toes on each foot.



Let's Count!

123

Look at your creature from page 19.
Count the body parts and write the number for each answer.

- How many ears does your creature have? _____



- How many fingers does your creature have? _____



- How many feet does your creature have? _____



- How many legs does your creature have? _____



- How many eyes does your creature have? _____



- How many hands does your creature have? _____





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Day 2

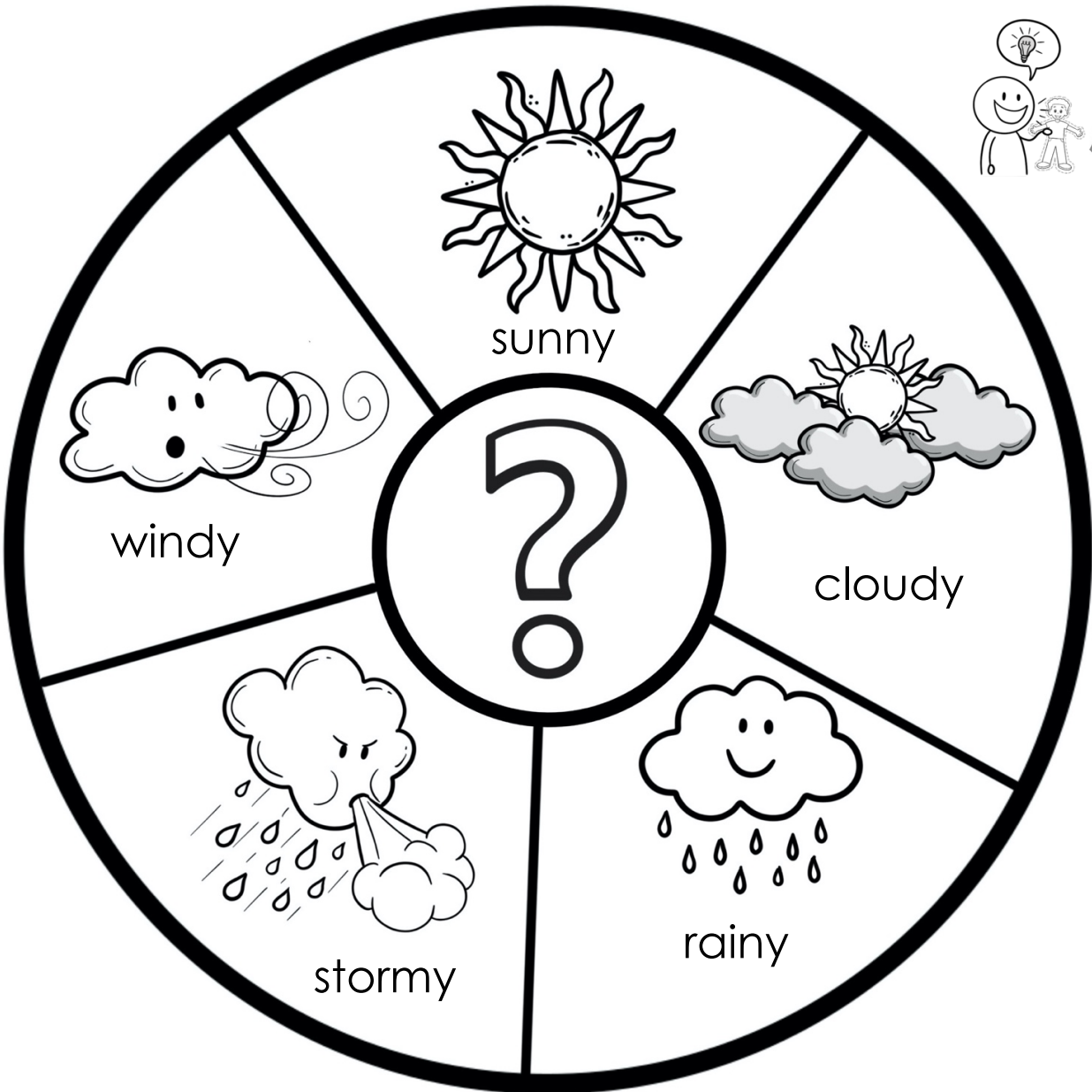


Check the Weather

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

Is it sunny outside? Is it rainy outside?

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



Today it is _____.

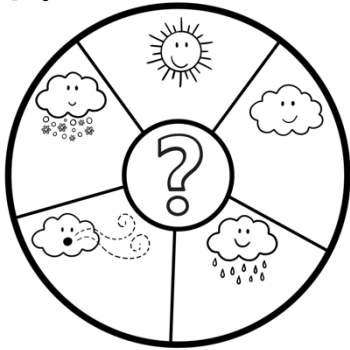
Yesterday the weather was _____.

Is the weather the same or different from yesterday?

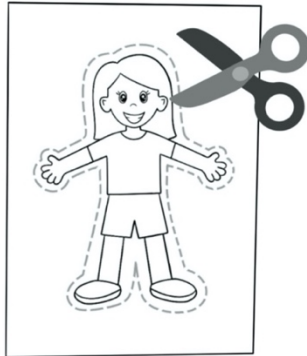
It is _____.

What will you wear?

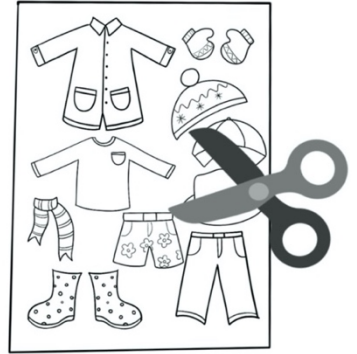
1.



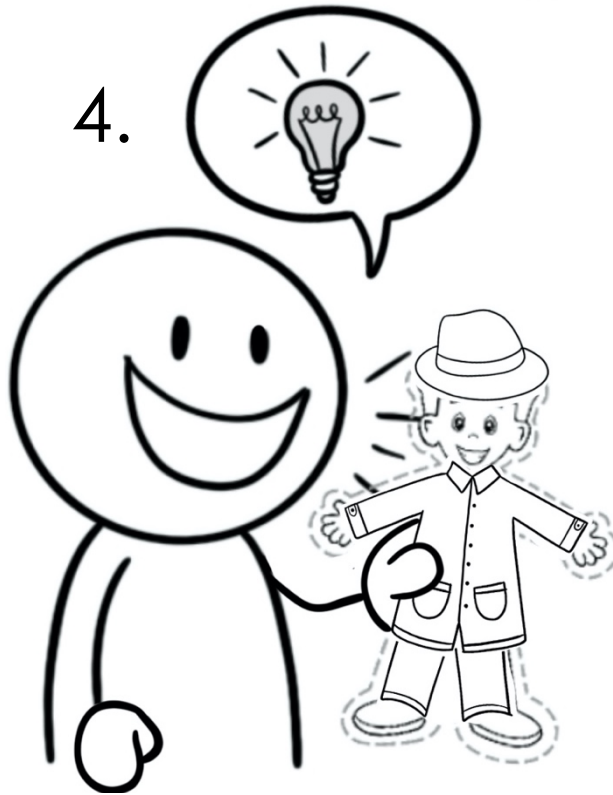
2.



3.



4.



I will wear _____.

Are your clothes the same or different from yesterday?

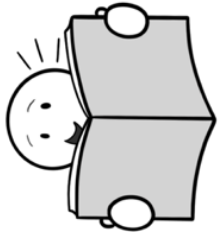
Review

Look at your creature from page 19.

Get out your creature that you drew. Introduce your buddy to your creature.

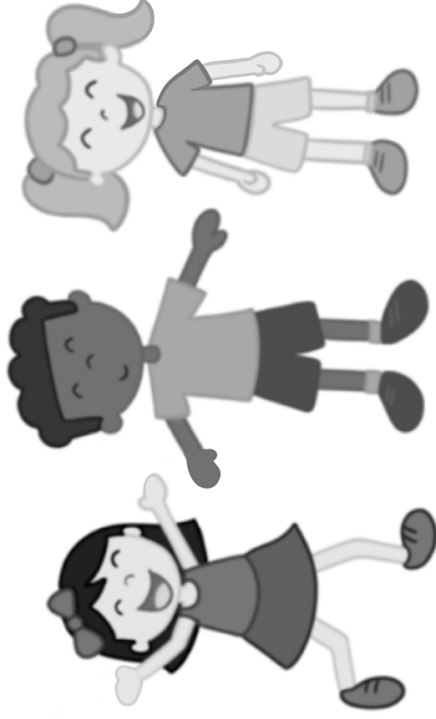
- Tell your buddy how many heads your creature has.
- Tell your buddy how many noses your creature has.
- Tell your buddy how many toes your creature has.
- Tell your buddy how many mouths your creature has.
- Tell your buddy how many teeth your creature has.
- Tell your buddy how many eyes your creature has.



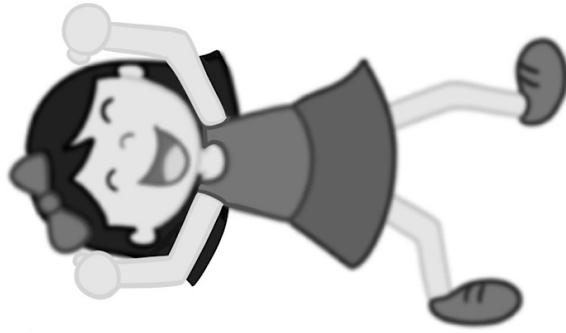


Read the story

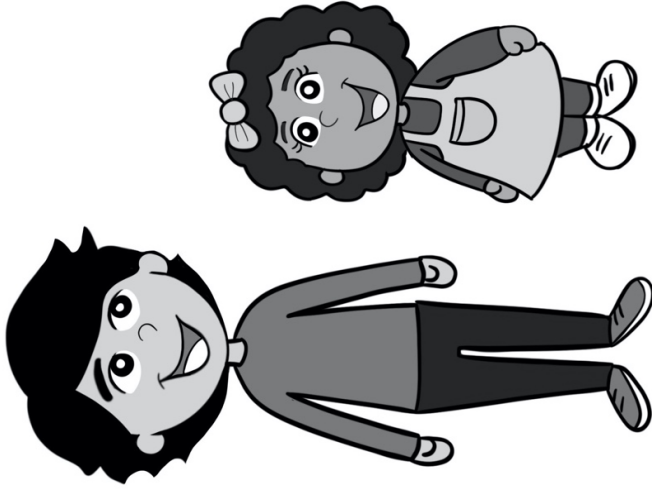
All Bodies Are Strong and Beautiful



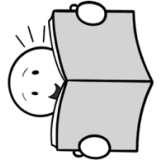
**All Bodies Are
Strong and Beautiful**

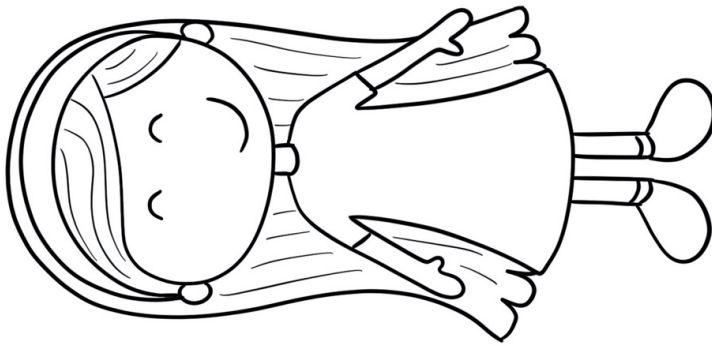


All bodies are
strong and beautiful.



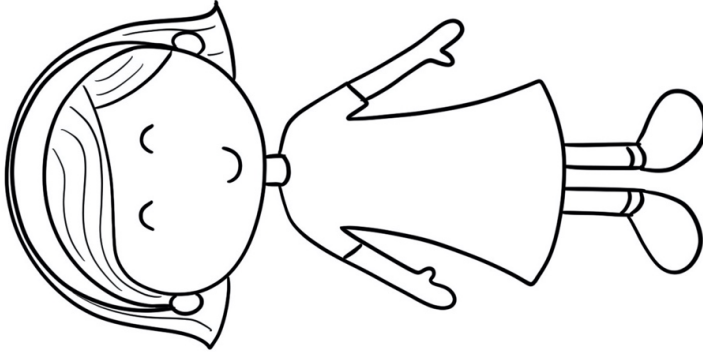
All bodies are different.





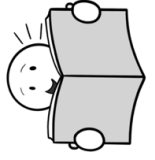
Some bodies have **long** hair.

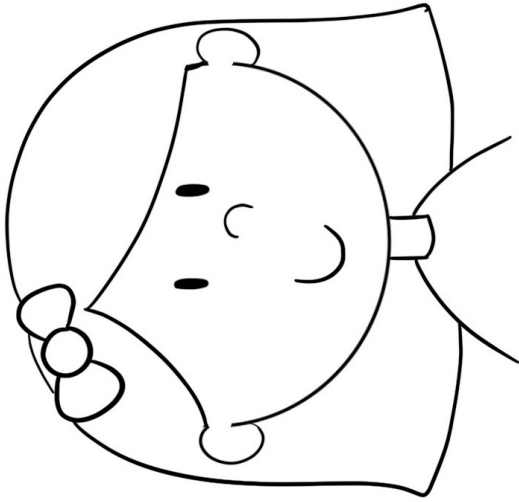
Page 4



Some bodies have **short** hair.

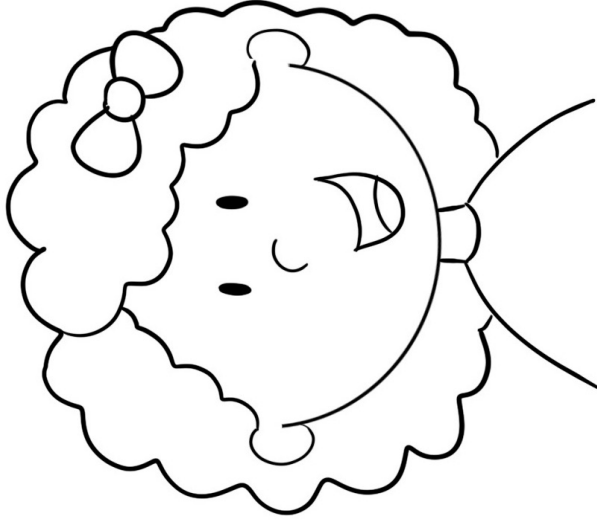
Page 5





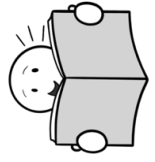
Some bodies have **straight** hair.

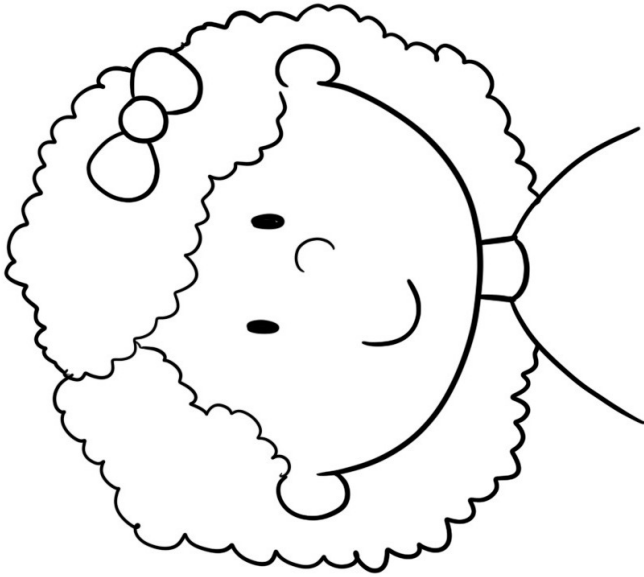
Page 6



Some bodies have **curly** hair.

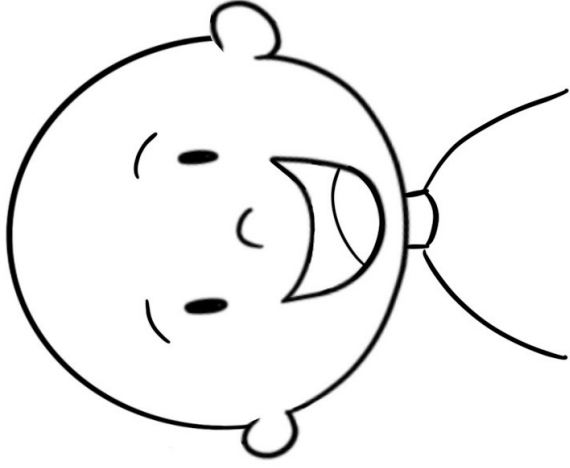
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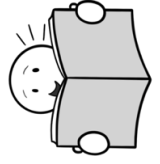
Some bodies have **kinky** hair.

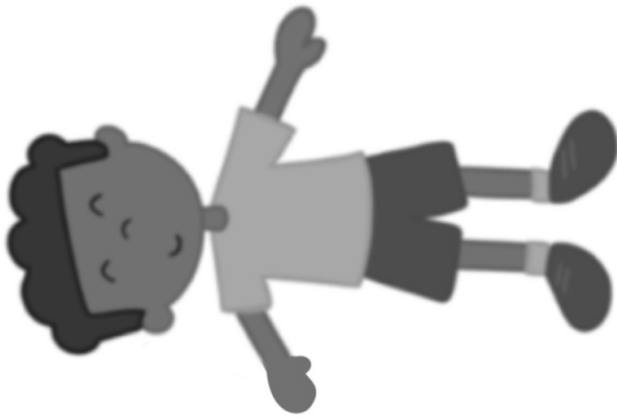
Page 8



Some bodies have no hair.

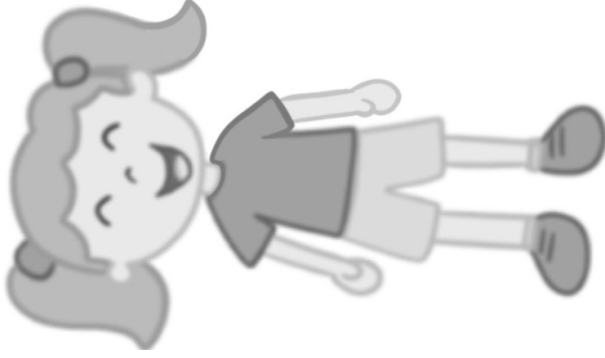
Page 9





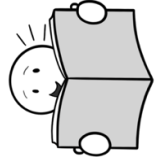
Some bodies have **dark** skin.

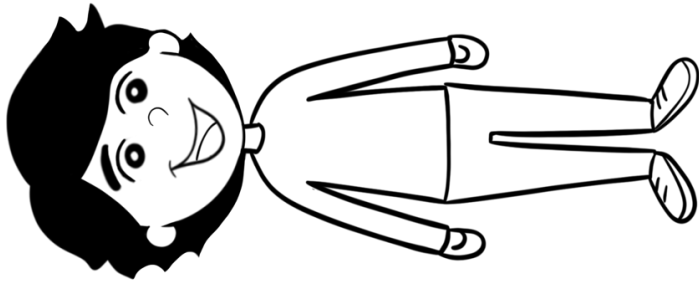
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Some bodies have **light** skin.

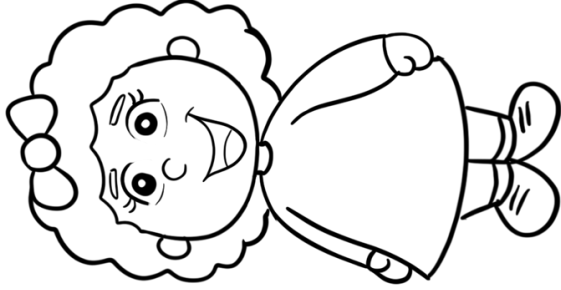
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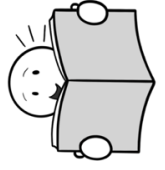
Some bodies have **long** legs.

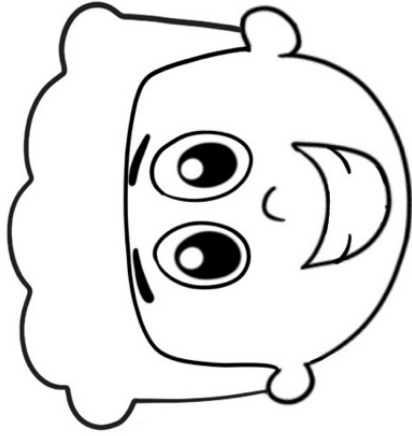
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Some bodies have **short** legs.

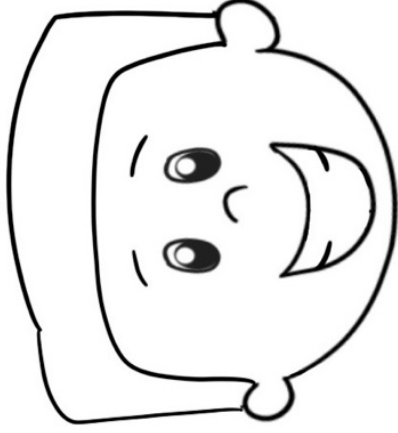
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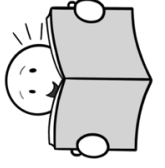
Some bodies have **big** eyes.

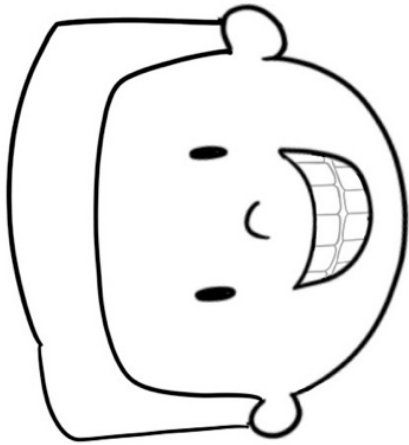
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Some bodies have **small** eyes.

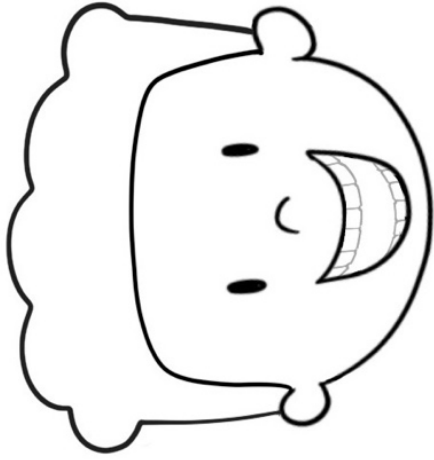
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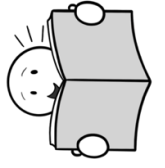
Some bodies have **big** teeth.

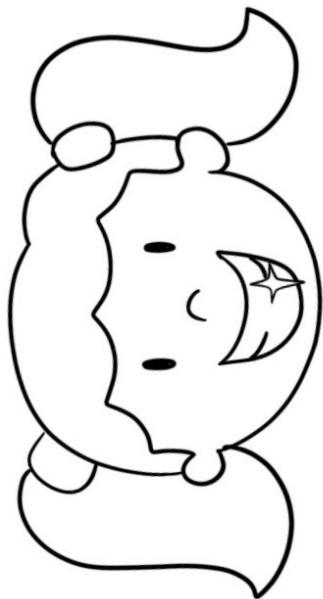
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Some bodies have **small** teeth.

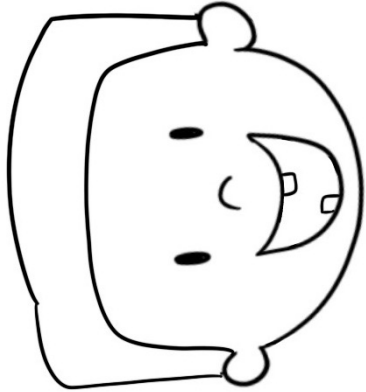
Page 17





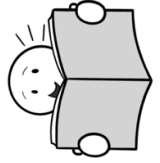
Some bodies have **shiny** teeth.

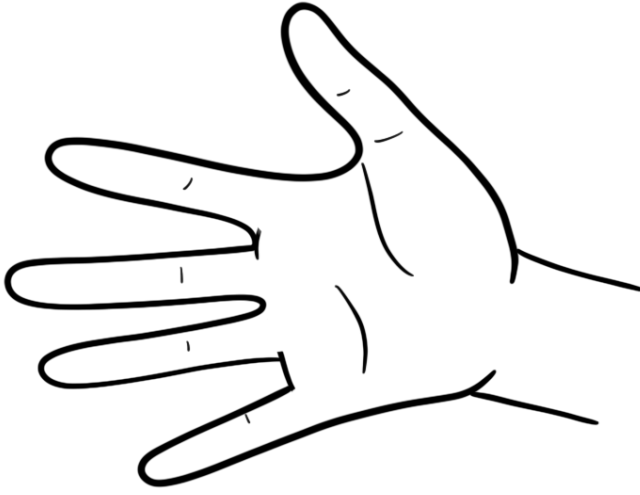
Page 18



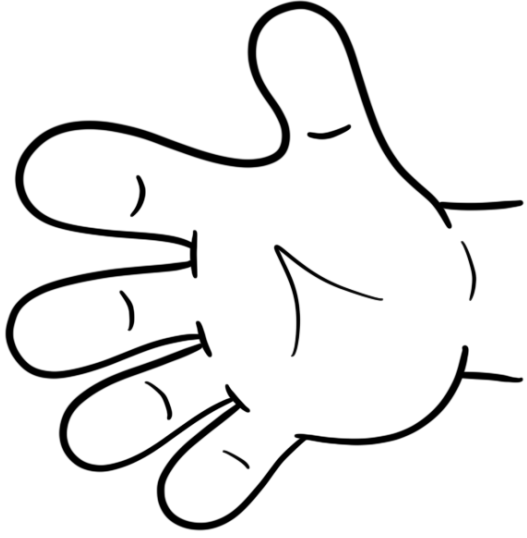
Some bodies have no teeth.

Page 19

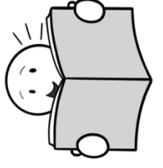


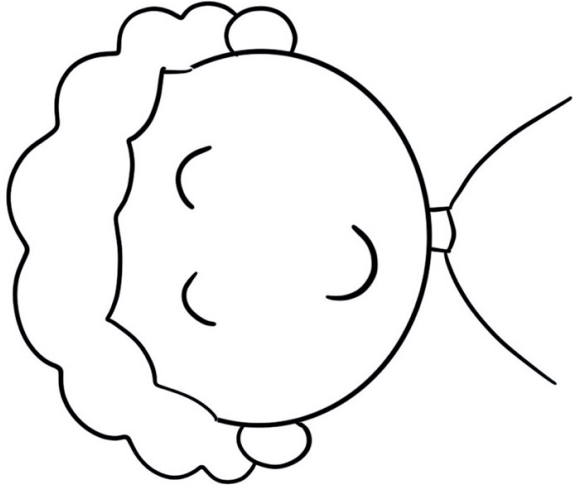


Some bodies have hands with
thin fingers.



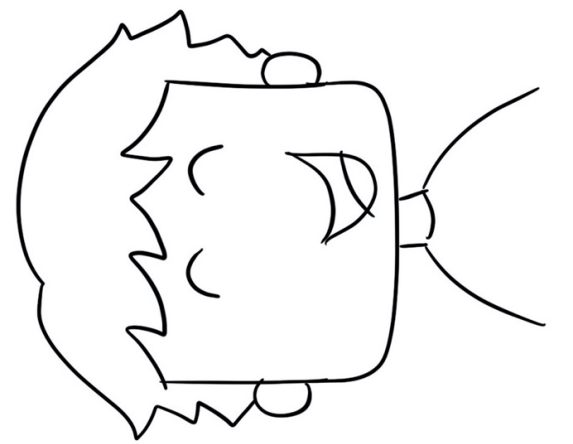
Some bodies have hands with
thick fingers.





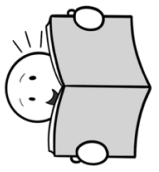
Some bodies have a **round** face.

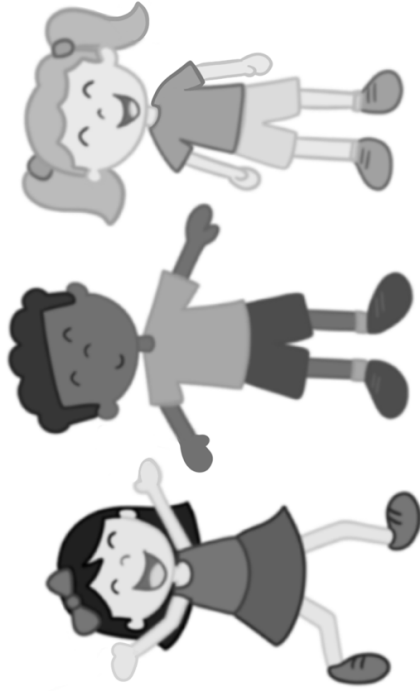
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Some bodies have a **square** face.

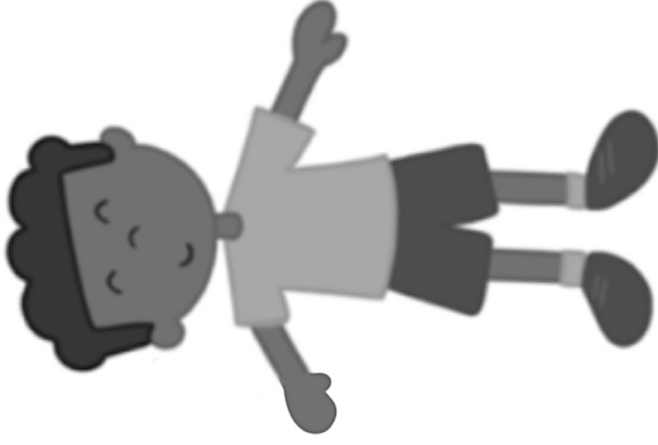
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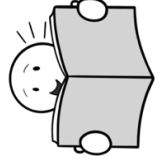
All bodies are
strong and beautiful.

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My body is
strong and beautiful too!

Page 26



Journal



Draw your own body.

Use words from the story to complete the sentences.



- I have _____ hair.
- I have _____ skin.
- I have _____ legs.
- I have _____ arms.
- I have _____ eyes.
- I have _____ teeth.
- I have _____ fingers.



I am strong and beautiful

Extension: Tell your buddy about your body.
Read the sentences you wrote.



N ICMEE

Day 3

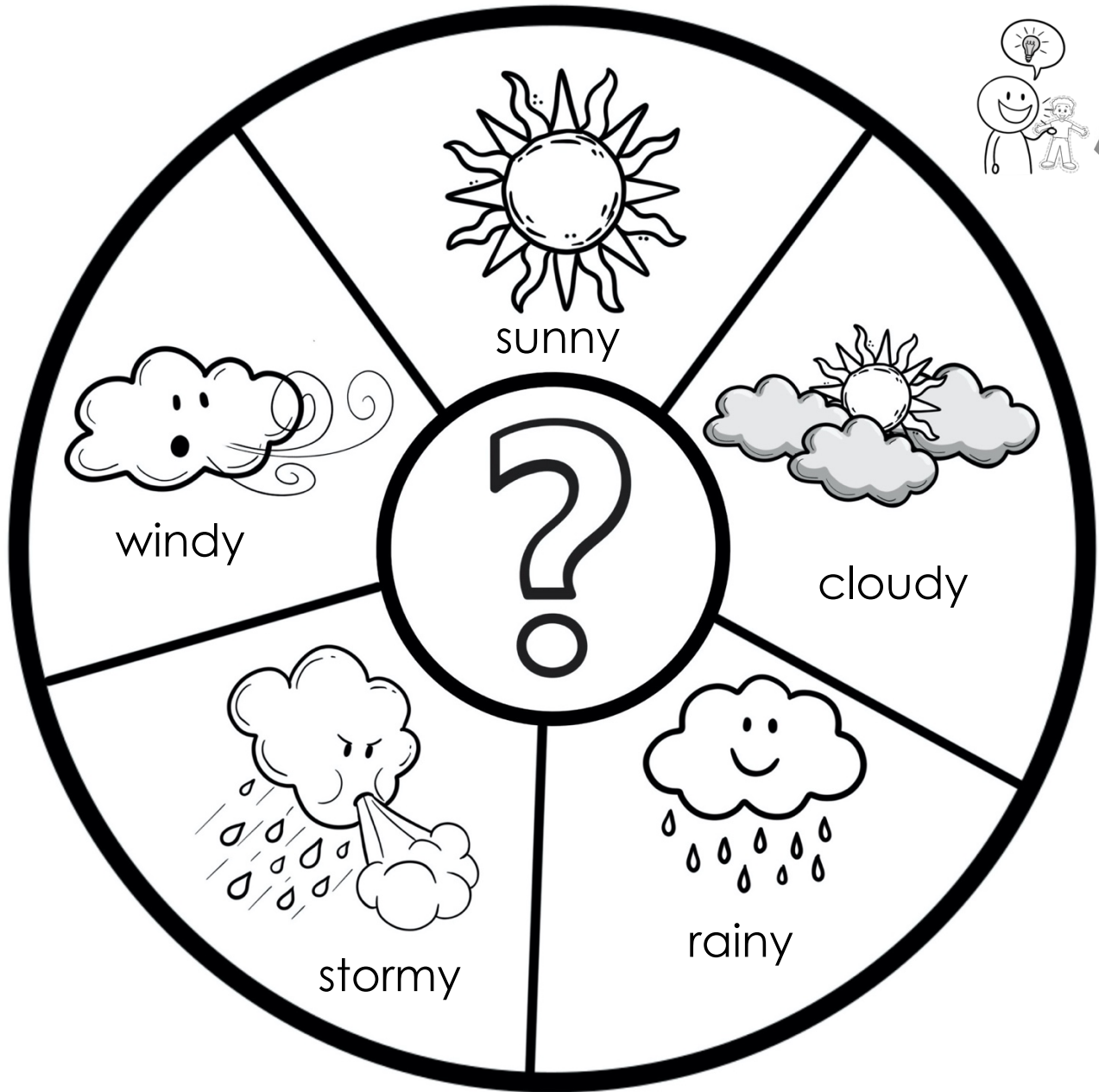


Check the Weather

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

Is it sunny outside? Is it rainy outside?

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



Today it is _____.

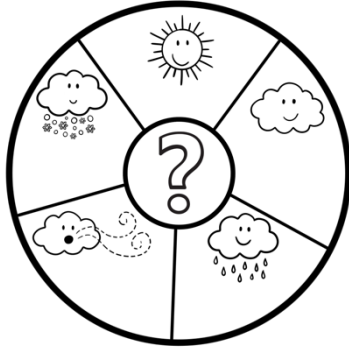
Yesterday the weather was _____.

Is the weather the same or different from yesterday?

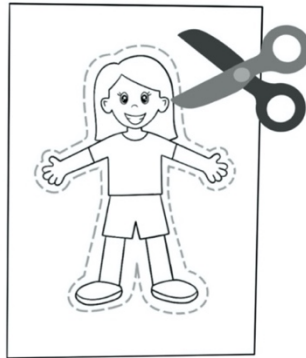
It is _____.

What will you wear?

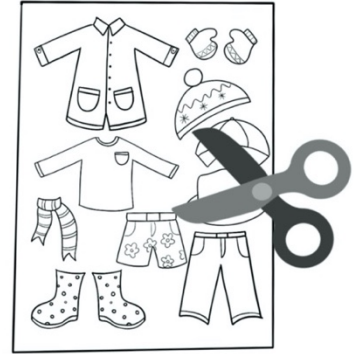
1.



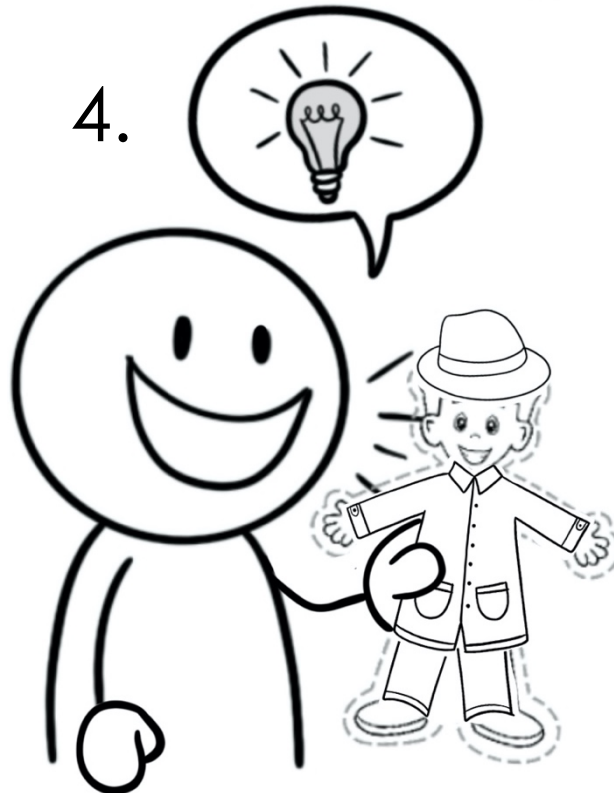
2.



3.

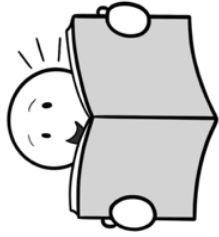


4.



I will wear _____.

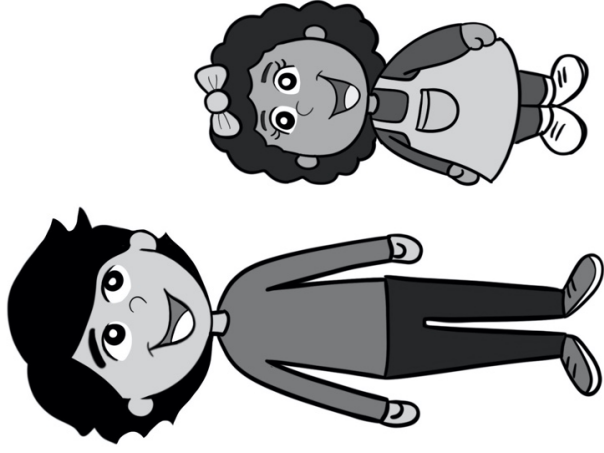
Are your clothes the same or different from yesterday?



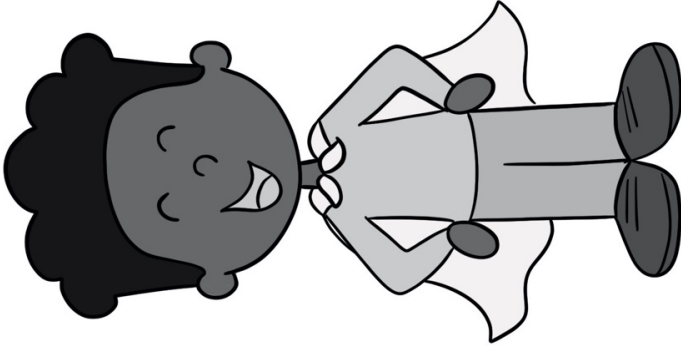
Read the story

All Bodies Are Different

Underline the “-er” ending of the describing words in the story.

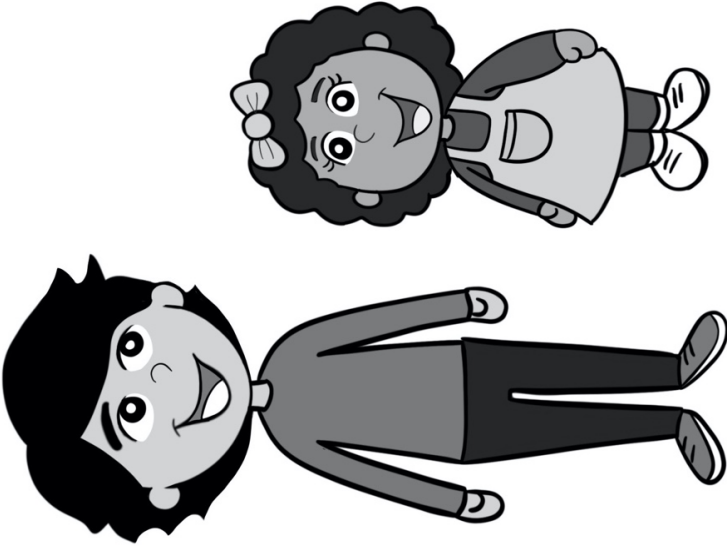


**All Bodies Are
Different**



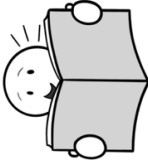
All bodies are **strong** and **beautiful**.

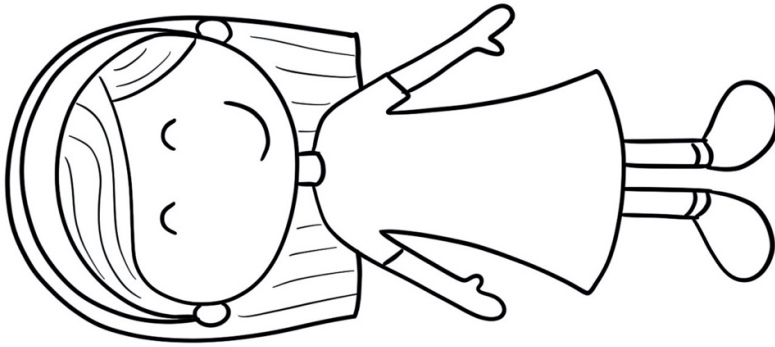
Page 2



All bodies are different.

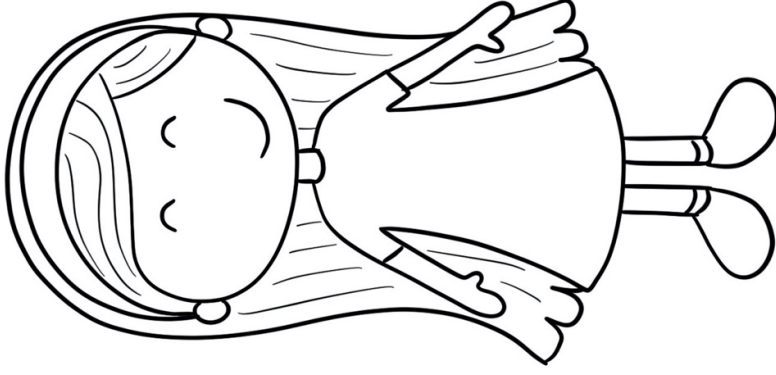
Page 3





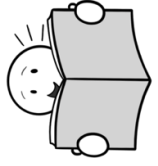
I have **long** hair.

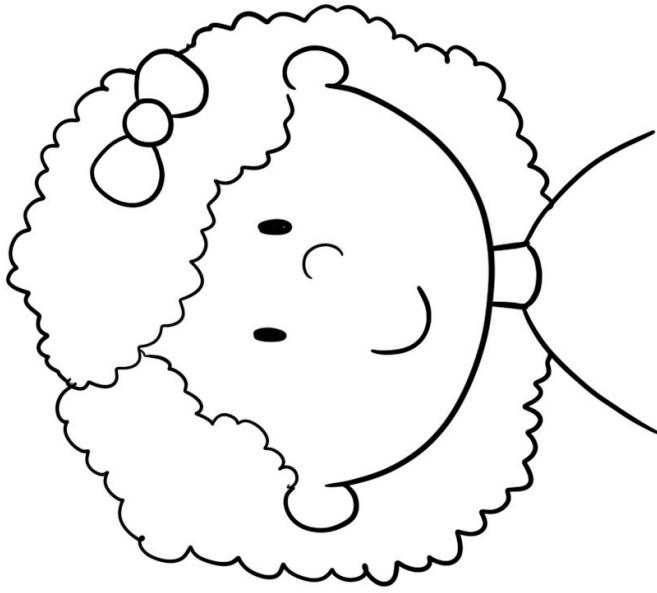
Page 4



I have **longer** hair.

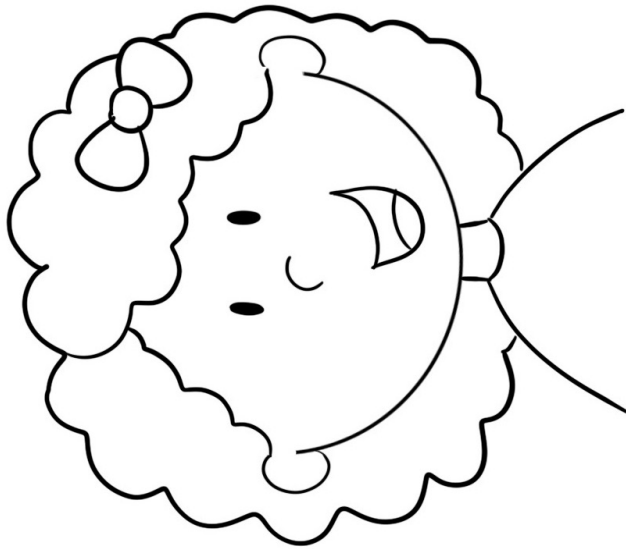
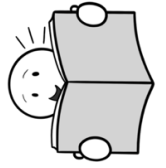
Page 5





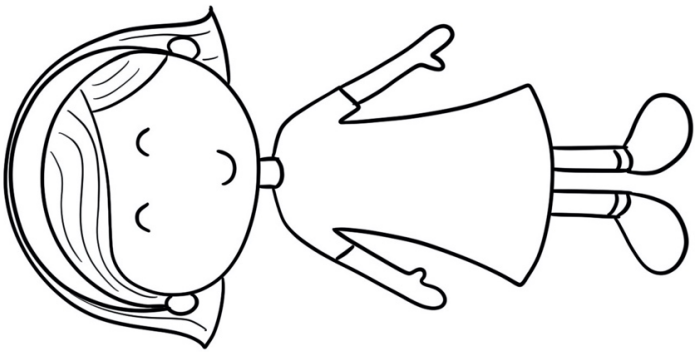
I have **curlier** hair.

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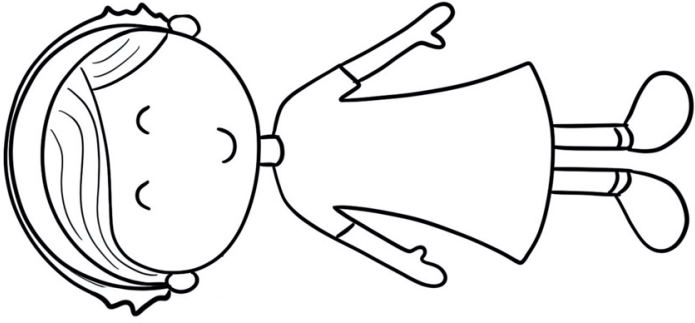
I have **curly** hair.

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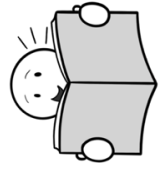
I have **short** hair.

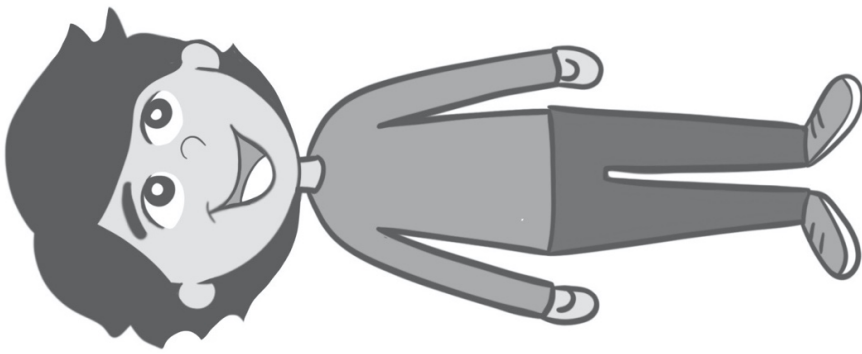
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I have **shorter** hair.

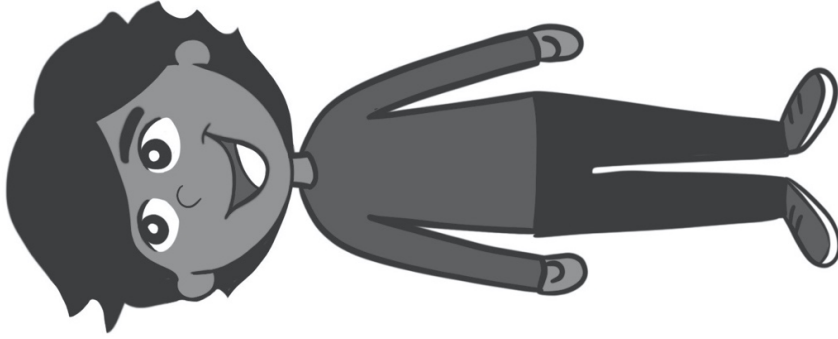
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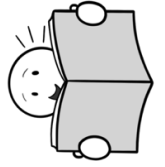
I have **dark** skin.

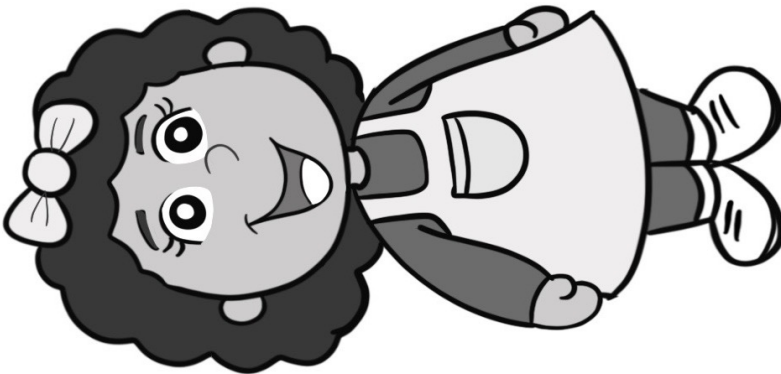
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I have **darker** skin.

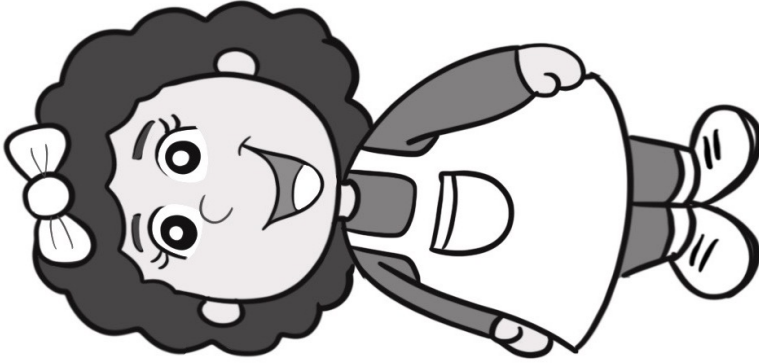
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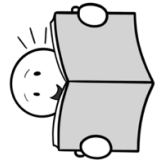
I have **light** skin.

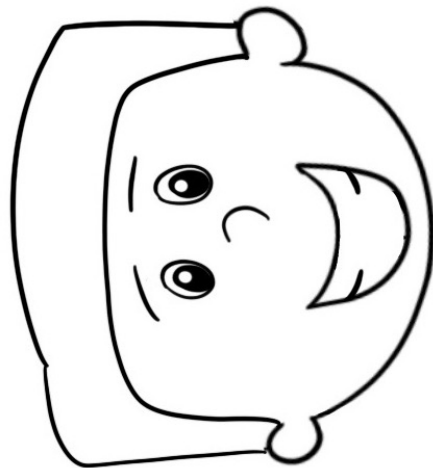
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I have **lighter** skin.

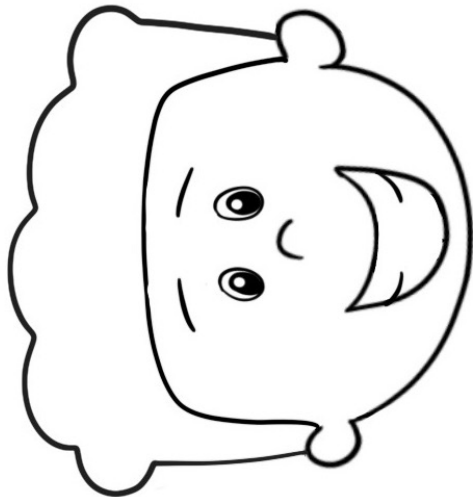
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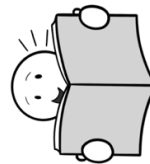
I have **small** eyes.

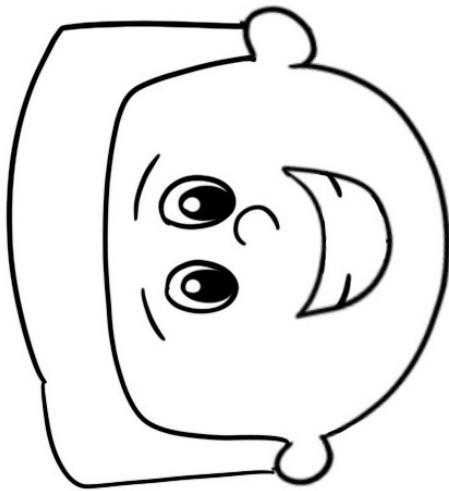
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I have **smaller** eyes.

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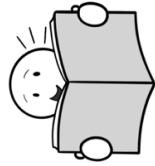
I have a **big** mouth.

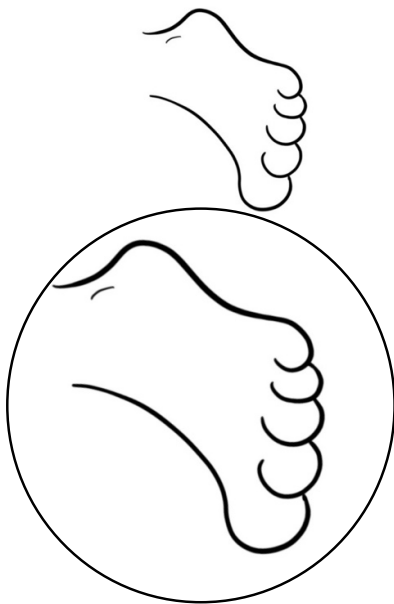
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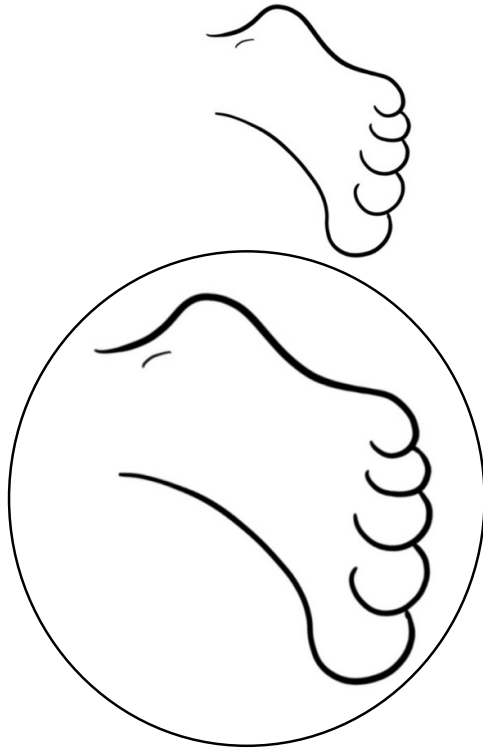
I have a **bigger** mouth.

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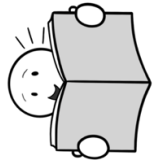


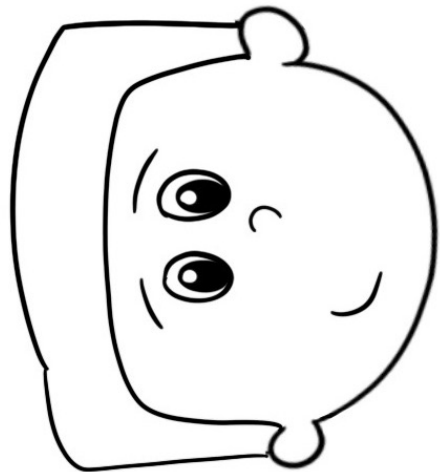


I have **big** feet.

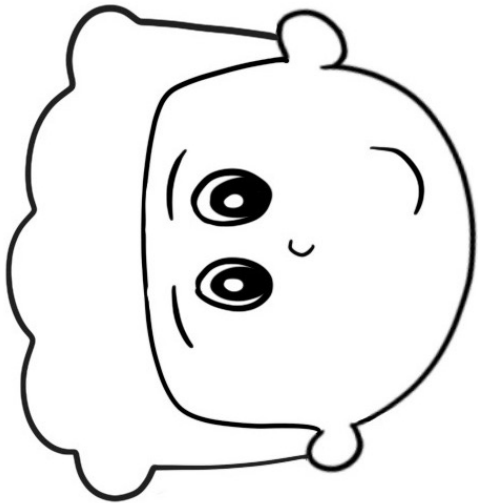


I have **bigger** feet.

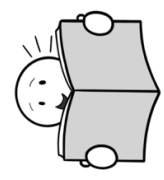


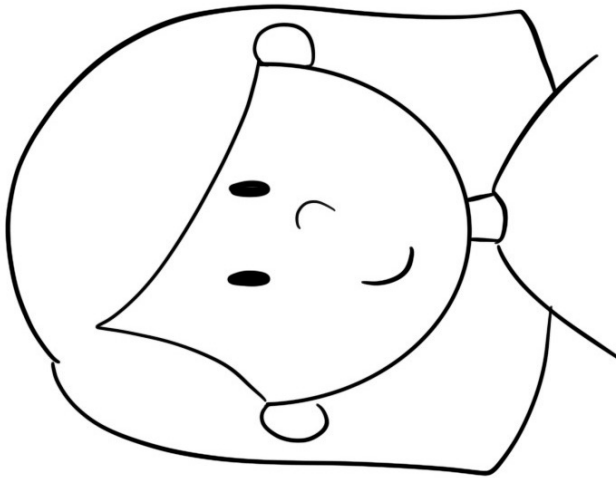


I have a **small** nose.



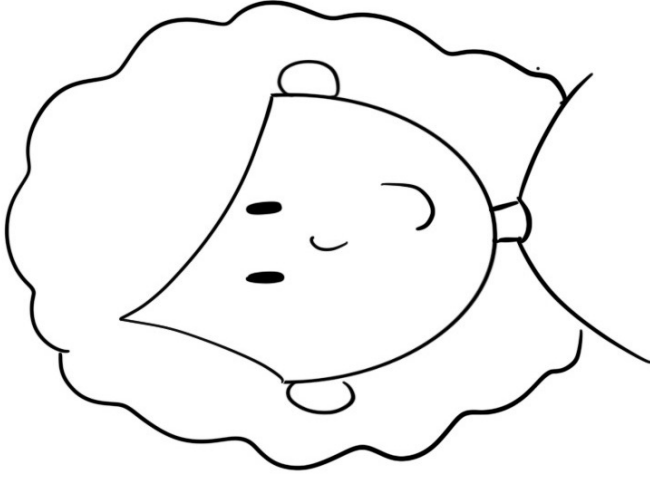
I have a **smaller** nose.





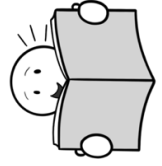
I have a **thin** face.

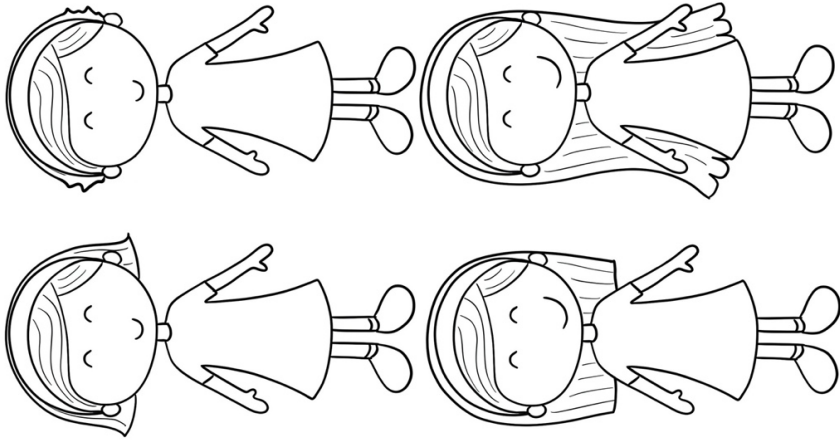
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I have a **thinner** face.

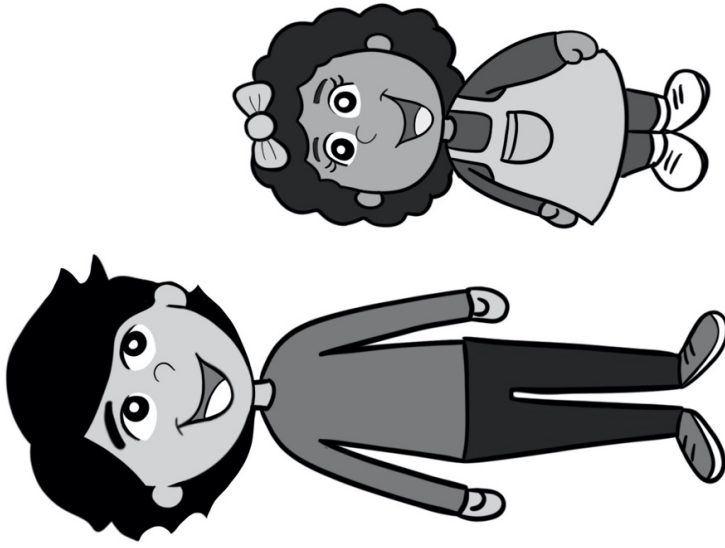
Page 23





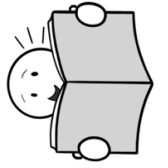
All bodies are **different!**

Page 24

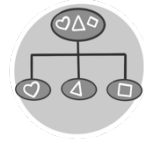


All bodies are **strong and beautiful!**


Page 26




Sorting Adjectives




Circle the object that matches the word.




smaller



longer




shorter



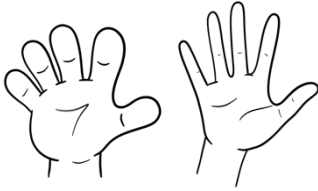
bigger



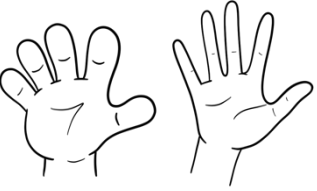
darker



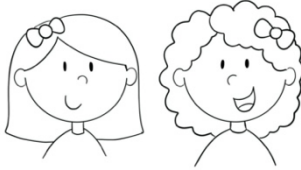
lighter



thinner



thicker

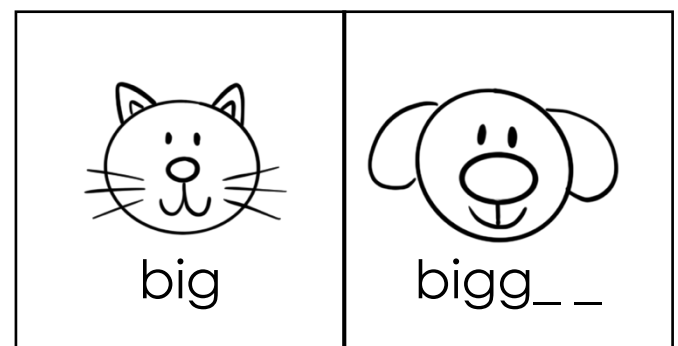
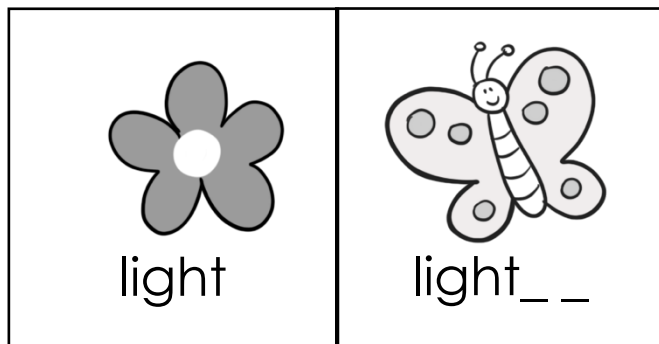
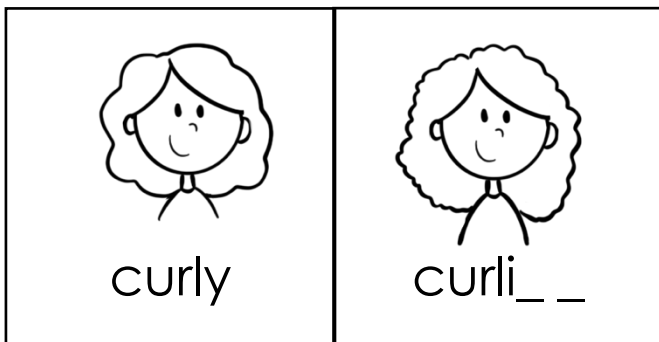
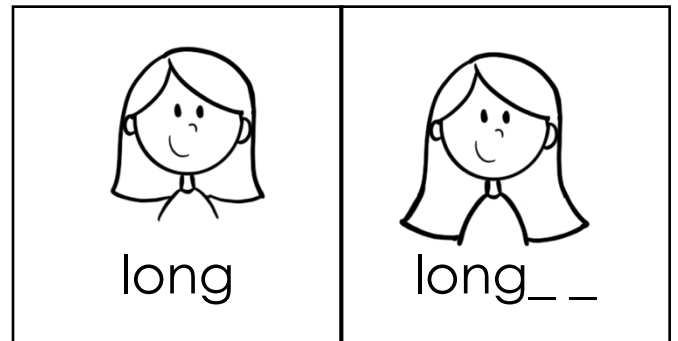
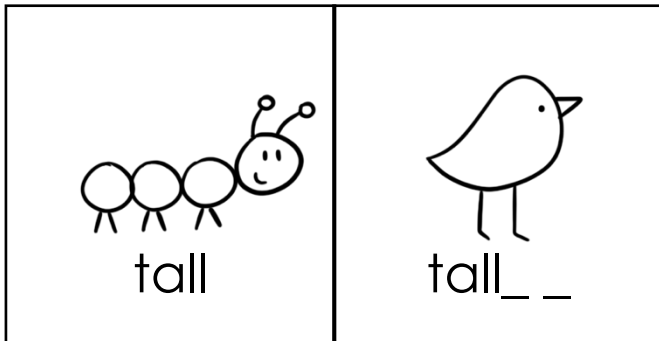


curlier

Comparing Words



Complete the comparison by adding **-er**.



The bird's legs are _____ than the caterpillar's legs.

The second girl's hair is _____ than the first girl's hair.

The dog's nose is _____ than the cat's nose.

The butterfly is _____ than the flower.

Spoken Journal

Get out your buddy and your creature from page 19.

- Compare your body to your buddy's body.

How is your body different from your buddy's body?

How are your bodies the same?

- Compare your body to your creature's body.

How is your body different from your creature's body?

How are your bodies the same?





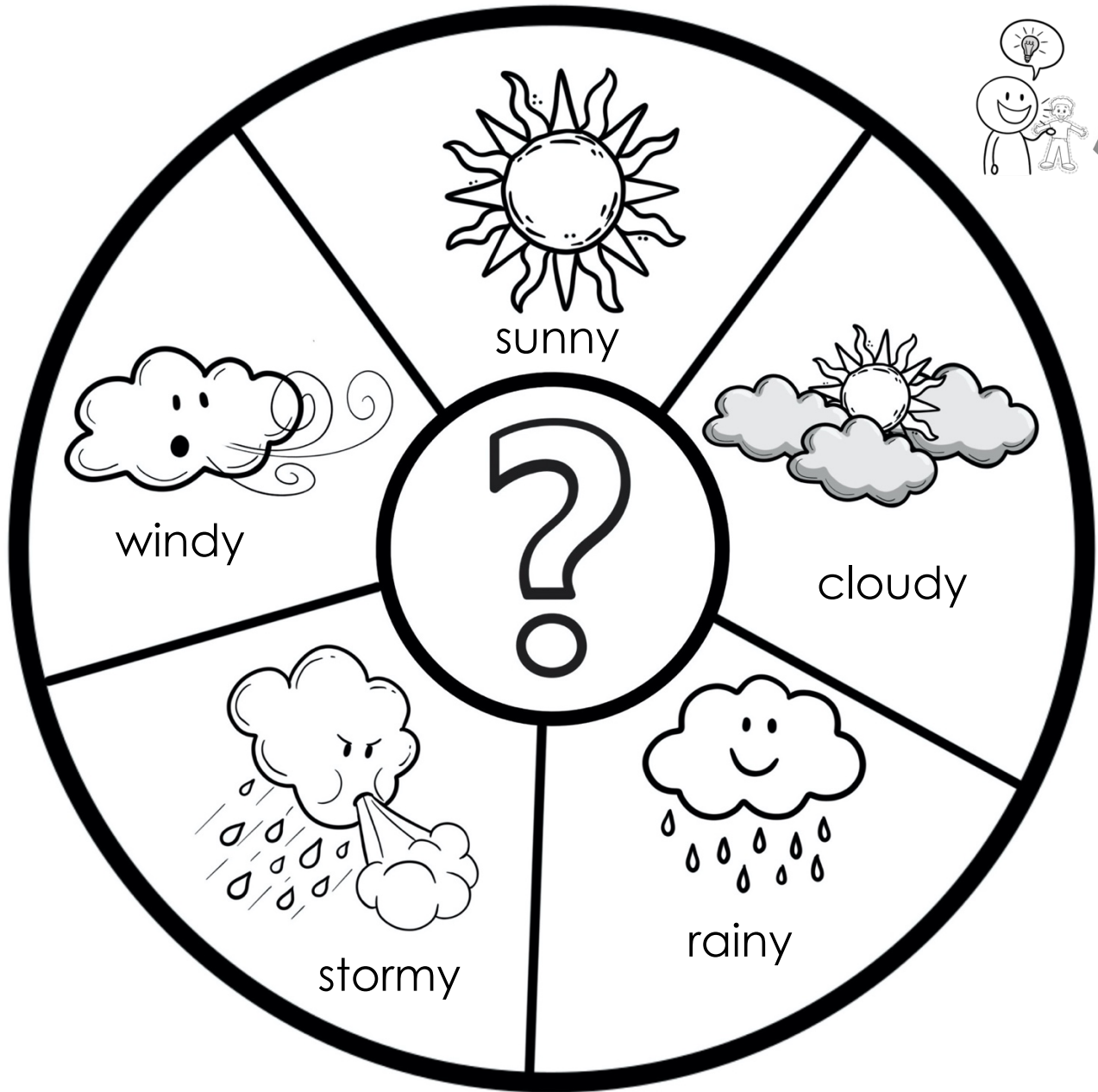
N ICMEE

Day 4



Check the Weather

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



Today it is _____.

Yesterday the weather was _____.

Is the weather the same or different from yesterday?

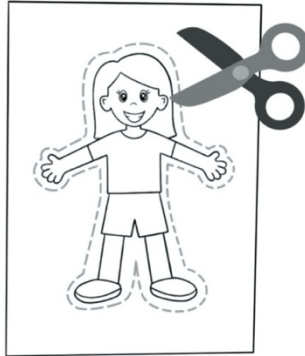
It is _____.

What will you wear?

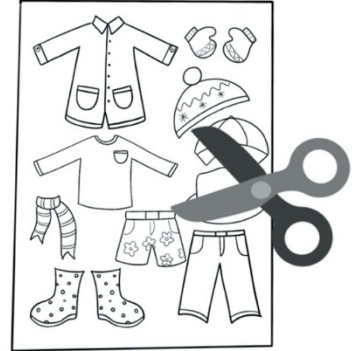
1.



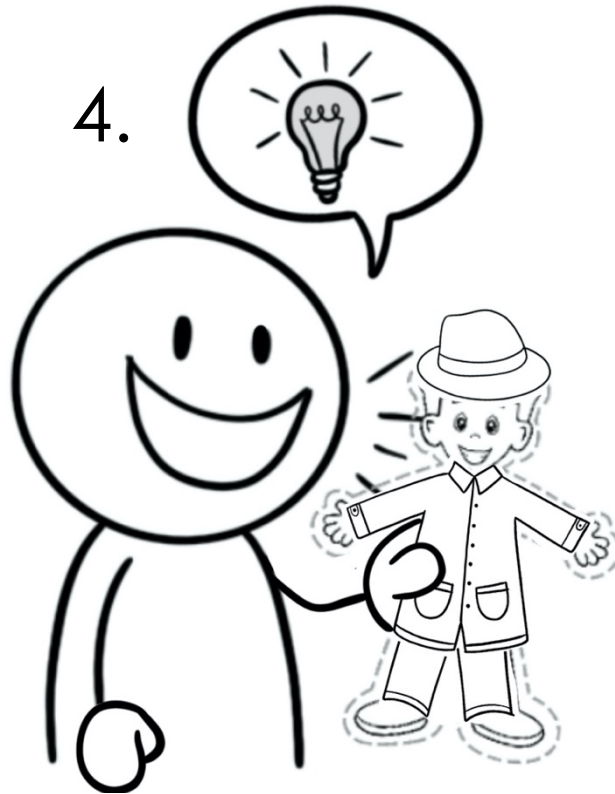
2.



3.



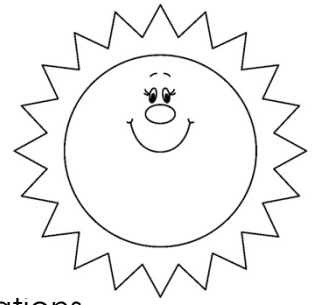
4.



I will wear _____.

Are your clothes the same or different from yesterday?

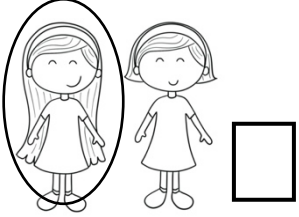
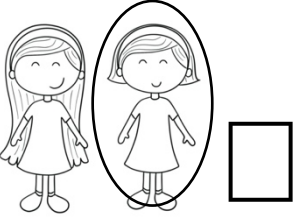
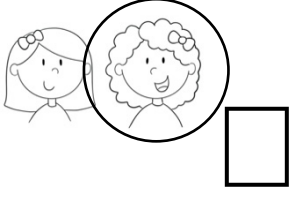
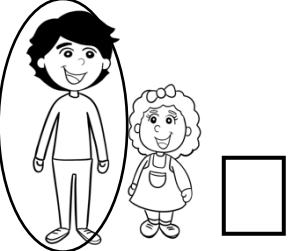
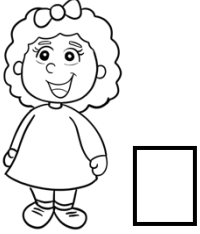
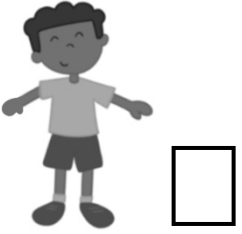
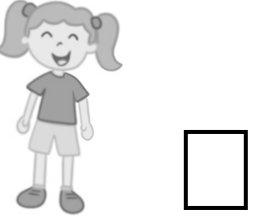



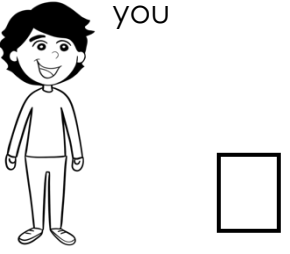
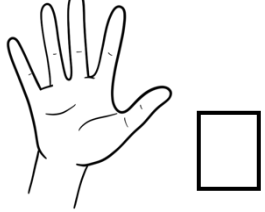
Neighborhood Walk

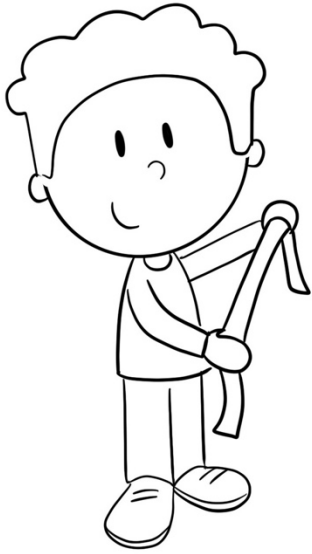


Find the following on your walk!

Observe and Compare. Go for a walk or walk around your home.

Who and what do you see? Use the sheet below to record your observations.

<p>Someone with hair that is longer than yours</p>  <input data-bbox="375 737 443 821" type="checkbox"/>	<p>Someone with hair that is shorter than yours</p>  <input data-bbox="716 737 784 821" type="checkbox"/>	<p>Someone with hair that is curlier than yours</p>  <input data-bbox="1049 737 1117 821" type="checkbox"/>	<p>Someone taller than you</p>  <input data-bbox="1390 737 1458 821" type="checkbox"/>
<p>Someone shorter than you</p>  <input data-bbox="375 1125 443 1209" type="checkbox"/>	<p>Someone with darker skin than you</p>  <input data-bbox="716 1125 784 1209" type="checkbox"/>	<p>Someone with lighter hair than you</p>  <input data-bbox="1049 1125 1117 1209" type="checkbox"/>	<p>Someone with smaller eyes than you</p>  <input data-bbox="1390 1125 1458 1209" type="checkbox"/>
<p>Someone with bigger feet than you</p>  <input data-bbox="375 1503 443 1587" type="checkbox"/>	<p>Someone with a thicker nose than you</p>  <input data-bbox="716 1503 784 1587" type="checkbox"/>	<p>Someone with longer legs than you</p>  <input data-bbox="1049 1503 1117 1587" type="checkbox"/>	<p>Someone with thinner fingers than you</p>  <input data-bbox="1390 1503 1458 1587" type="checkbox"/>

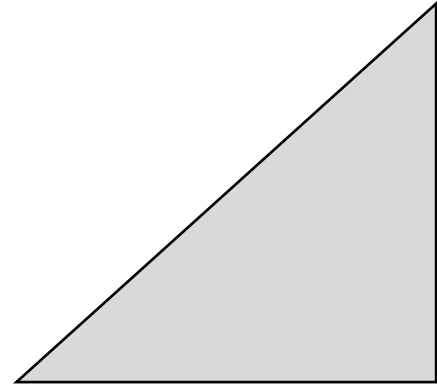


Measuring Shapes

Look at the sides on each of these shapes.
Circle the correct side(s) for each shape.



Circle the 2 **shorter** sides.



Circle the **longer** side.



Circle the **longer** side.



Circle the 2 **longer** sides.

Extension:

What shapes can you draw?
Do they have long sides or short sides?
Which sides are shorter?
Which sides are longer?

Journal



Draw a picture of your neighborhood walk. Then, tell your buddy or someone in your home about your walk. What did you see? What differences did you see? What was the same?

Extension: Can you write about what you saw?
Choose any language you know.



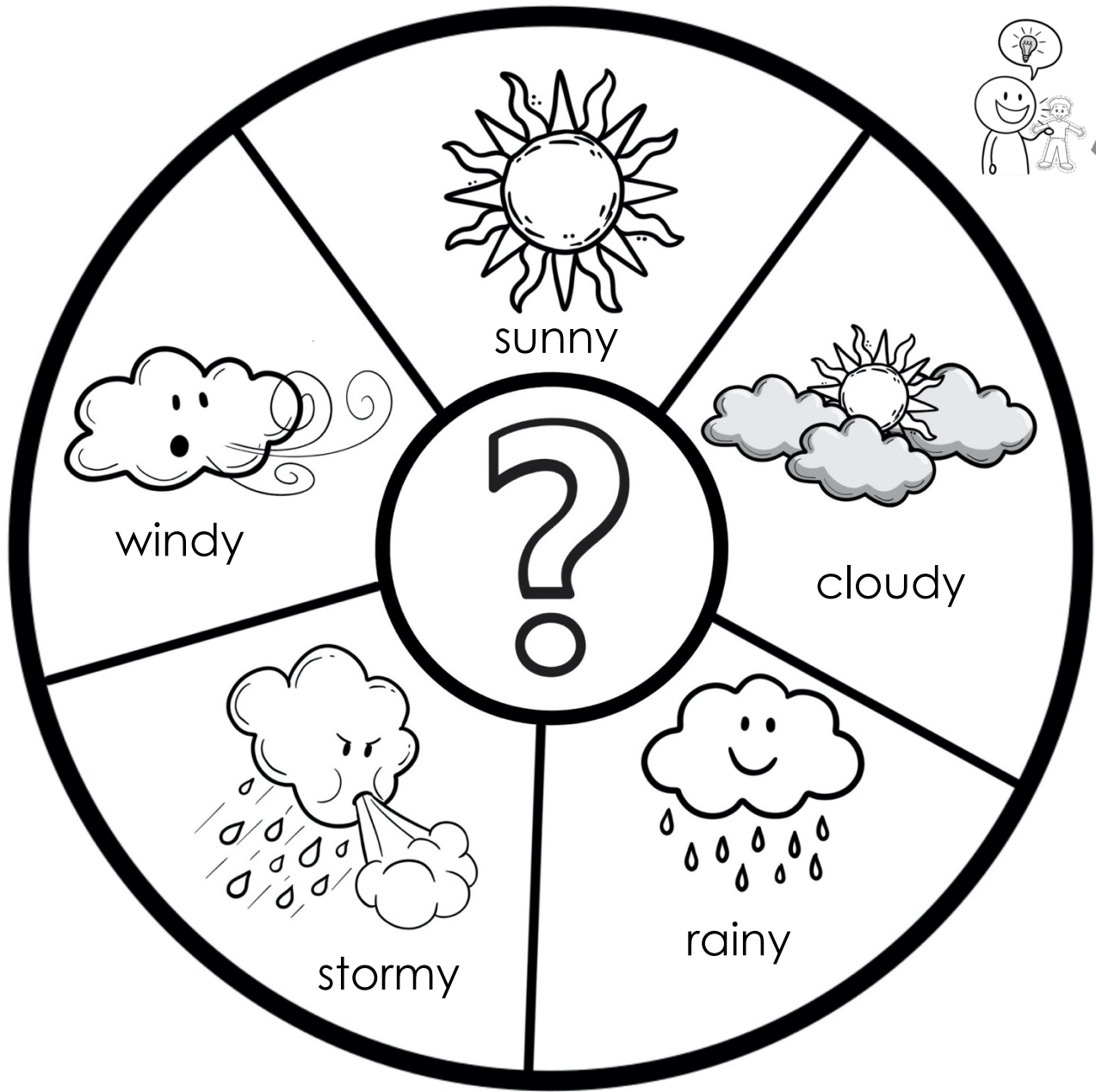
N ICMEE

Day 5



Check the Weather

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



Today it is _____.

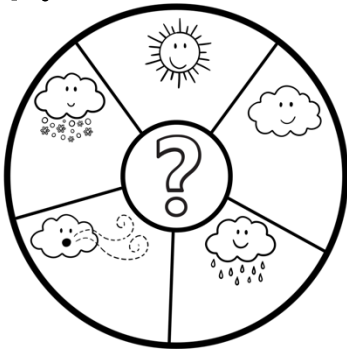
Yesterday the weather was _____.

Is the weather the same or different from yesterday?

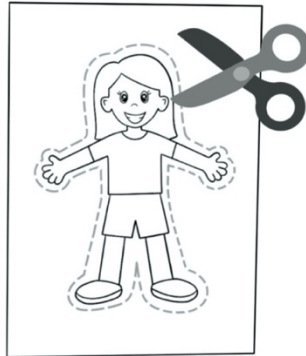
It is _____.

What will you wear?

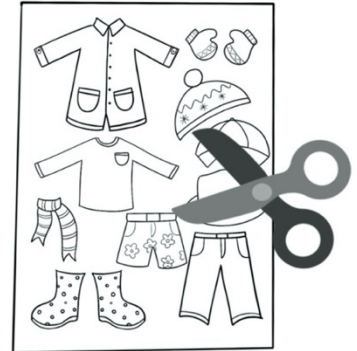
1.



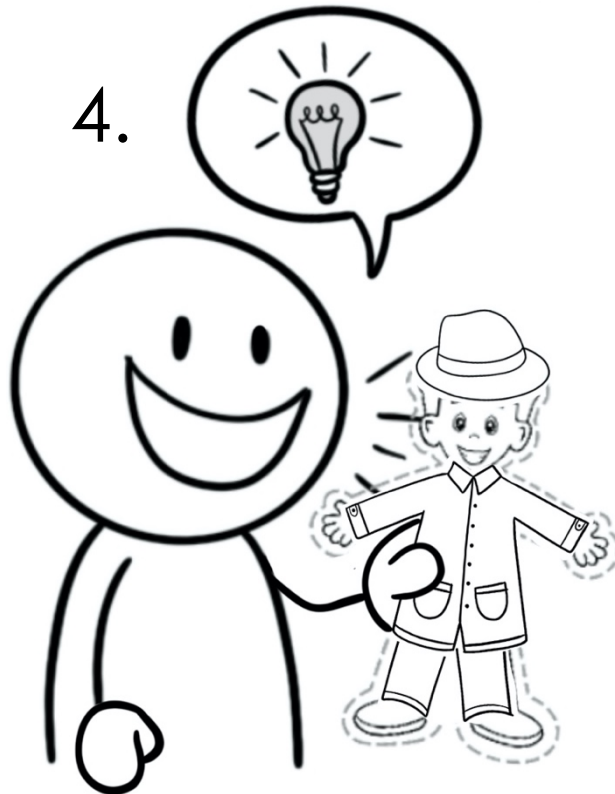
2.



3.



4.




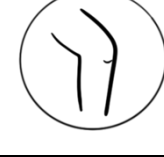

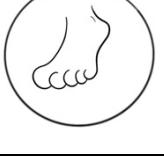
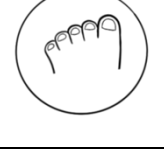



I will wear _____.

Are your clothes the same or different from yesterday?


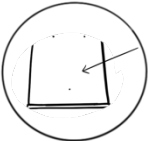





Dictionary

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

Picture	Trace	Home Language(s)
	hair	
	chest	
	arms	
	legs	
	head	
	feet	
	toes	
	hands	









Dictionary

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

Picture	Trace	Home Language(s)
	fingers	
	stomach	
	teeth	
	eyes	
	nose	
	ears	
	mouth	
	face	

Dictionary

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

Picture	Trace	Home Language(s)
	short	
	long	
	thin	
	thick	
	dark	
	light	
	big	
	small	

Dictionary

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

Picture	Trace	Home Language(s)
	straight	
	curly	



Write your name as the title of your book.

_____ : A Book About Me



Draw your face with your eyes, nose, mouth, and hair.

I have _____ eyes.
I have a _____ nose.
I have a _____ mouth.
I have _____ hair.



Draw your legs, feet, and toes.

I have _____ legs.
I have _____ feet.
I have _____ toes.



Draw your arms, hands, and fingers.

I have _____ arms.
I have _____ hands.
I have _____ fingers.



Draw your whole body.

I have a strong,
beautiful body!