

Dear Caretakers,

Children are learning wherever they are! In this packet, you will find resources to help them grow and learn while they are not at school.

Home Links with different kinds of activities connected to what kindergartners are now learning about in school—Construction.

Alphabet Chart, that children can use to practice letters and sounds.

Books and other texts you can read through with your children.

Literacy activities, including prompts for discussion, reading practice, word and writing practice. Writing includes drawing!

As children are playing, as always, you can **support learning by talking** with them about what they are doing.

Tell me what you are working on.

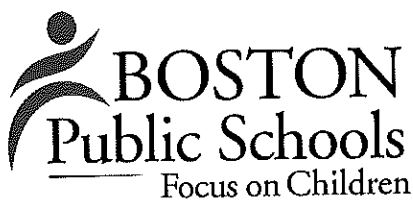
How did you decide to do that?

What else could you use?

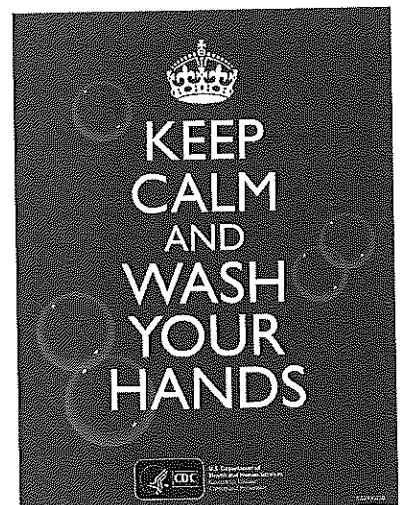
Can you try that in a different way?

Collect materials around your home, such as food containers, packing materials, twist ties and string, paper scraps, loose buttons, sticks and leaves... all of these can be used for building and making things. Then you and your children can tell stories and draw about what you made.

You may be receiving packets from more than one grade.
Encourage children of different ages to read, work, and explore together!



Department of
Early Childhood



Estimados todos y todas,

¡Los niños y niñas aprenden en todos lados! Es por eso que en estas páginas les enviamos recursos para ayudarlos a que sigan creciendo y aprendiendo mientras no están en la escuela.

Home Links tiene distintos tipos de actividades relacionadas a la unidad que están aprendiendo en la escuela: Recursos en nuestras comunidades.

El abecedario para practicar las letras y sus sonidos

Libros y otros textos para leer y conversar

Varias actividades de alfabetización, incluyendo más preguntas para conversar, práctica de lectura y escritura y lectura de palabras. ¡La escritura también incluye el dibujar!

Mientras los niños y niñas juegan es bueno conversar sobre lo que hacen:

Dime lo que estás haciendo.

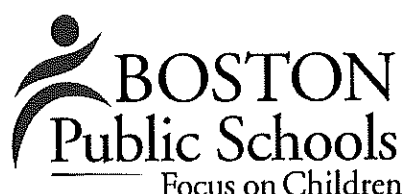
¿Cómo decidiste hacer eso?

¿Qué otra cosa podrías usar?

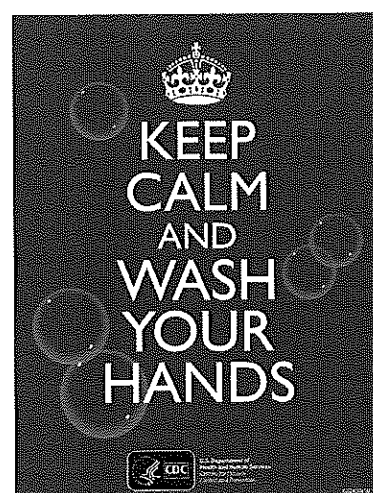
¿Puedes probar eso de otro modo?

Junten materiales reciclables en sus hogares desde cajas de comida a botones e inviten a que los niños y niñas creen y construyan con ellos. Luego juntos pueden inventar historias sobre lo creado.

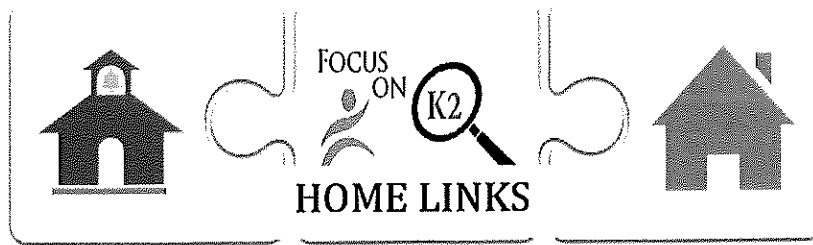
Tal vez reciban materiales para niños y niñas de distintas edades. **¡Estimúlenlos a que trabajen y exploren juntos!**



Department of
Early Childhood



Read Aloud Books on Youtube	
Dreaming up By Christy Hale	https://www.youtube.com/watch?v=WvVILpzYfs0
How a House Is Built By Gail Gibbons	https://www.youtube.com/watch?v=WYkVHQaDF1I
The Little Red Fort By Brenda Maier	https://www.youtube.com/watch?v=M5LFCZggG7I&t=16s
Roxaboxen By Alice McLerran	https://www.youtube.com/watch?v=-kumeb_Ih2U
Online Academic Resources	
• Epic accounts for all children • Tumble books (clever backpack) • Math - Khan Academy link (backpack) • Open library	



Unit 3: Construction

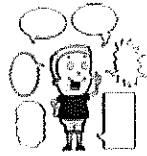
Week 5

Dear Families,

This week your Kindergartener is learning about construction. Try at least three of these fun learning activities, or do them all! The most important thing is to enjoy time with your child learning about what's happening in the classroom. Please color in the boxes of the activities you choose, and return this form to school at the end of the week. **HAVE FUN!**

Language and Literacy: **Talk and Draw**

We read the book *How a House is Built* by Gail Gibbons in school. Talk about the building where you live and draw a picture of the building and label it. Bring your drawing to school to share.



Language and Literacy: **Finding Words**

We are learning to recognize common words. Help your child find these words in books and print: **you, a, to, the, and, is, my, with**. Encourage your child to make sentences using these words.



Gross Motor: **Obstacle Course**

Use a variety of boxes to create an obstacle course. Include boxes to climb through, jump over, and run around. The goal is to promote physical activity, balance and coordination while learning positional words (in, through, under, over, beside).



**Remember
to read
each night
for 20
minutes.**

Science: **Building a House**

Ask your child to make a plan for building a house: How will he/she go about it? Find household objects to use to create a house, such as paper bags and newspaper. Use your imagination and decorate your house.



Language and Literacy: **Song "Peter's Hammer"**



Peter pounds with one hammer,
One hammer, one hammer.
Peter pounds with one hammer
This fine day.

Continue with 2, 3, 4, and 5 hammers.

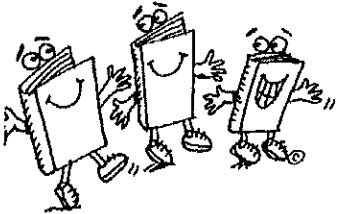
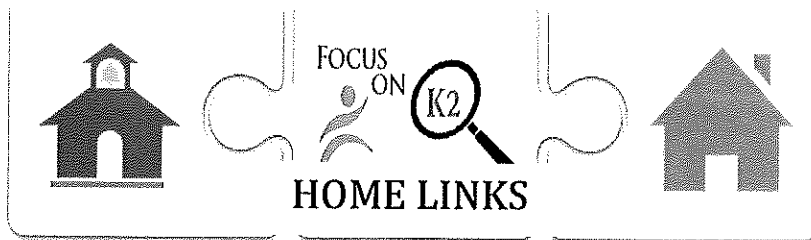
Math: **Building with Shapes**



Cut out colorful paper shapes, including squares, rectangles, and arches. Have your child make buildings with the shapes and glue on a plain piece of paper. Bring to school to share.

Child's Name: _____

Parent's Signature: _____



Reading Log

Check off each day that you and your child read a story together. Remember that reading in your home language is just as great as reading in English.

Visit the Boston Public Library for great books about construction.

Monday ____ Tuesday ____ Wednesday ____ Thursday ____ Friday ____ Saturday ____ Sunday ____

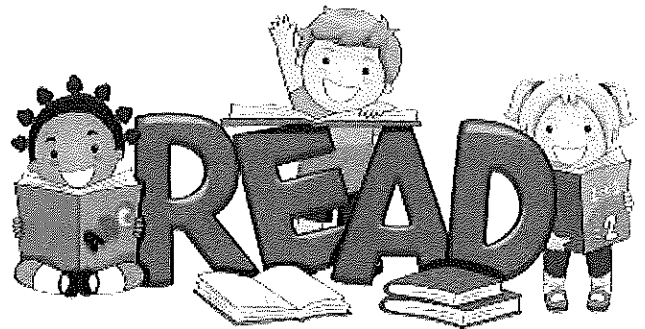
Books we are reading in school

How a House is Built by Gail Gibbons

Other books you and your child might enjoy:

Block City by Robert Louis Stevenson

Alphabet Under Construction by Denise Fleming



Conversation Starters

Here are some questions to ask your child while you are doing the Home Links activities:

- What kind of house did you grow up in? Tell a story to your child about your childhood home.
- Make a list of all the materials that houses can be made from.
- What would an imaginary house look like? Who might live in an imaginary house?





Unidad 3: Construcción

Semana 5

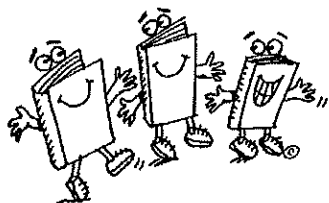
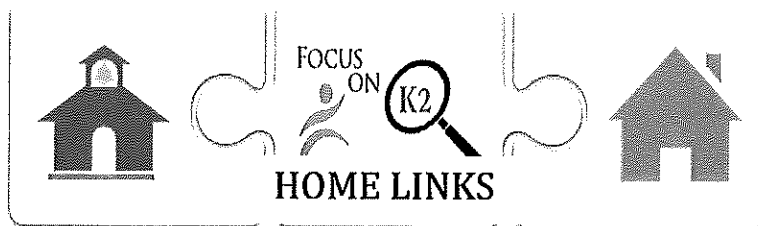
Estimadas familias:

Esta semana su estudiante de kindergarten está aprendiendo sobre construcción. ¡Traten de hacer por lo menos tres de estas divertidas actividades de aprendizaje, o háganlas todas! Lo más importante es disfrutar del tiempo con su niño y aprender sobre lo que está sucediendo en el salón de clases. Por favor, coloree las casillas de las actividades que elija y devuelva este formulario a la escuela al final de la semana.

¡DIVIÉRTANSE!

<u>Lenguaje y Alfabetización:</u> Hablar y dibujar Nosotros leímos el libro <i>How a House is Built</i> por Gail Gibbons en la escuela. Habla sobre el edificio donde vives, haz un dibujo y etiquétalo. Lleva tu dibujo a la escuela para compartir. 	<u>Lenguaje y Alfabetización:</u> Encontrando palabras Estamos aprendiendo a reconocer palabras comunes. Ayude a su hijo a encontrar estas palabras en libros y publicaciones: you, a, to, the, and, is, my, with. Motive a su niño a hacer oraciones usando estas palabras. 	
<u>Motricidad gruesa:</u> Carrera de obstáculos  Use una variedad de cajas para crear una pista de obstáculos. Incluya cajas para poder travesar, saltar y correr alrededor de ellas. El objetivo es promover la actividad física, el equilibrio y la coordinación mientras aprenden palabras de posición (en, a través, debajo, sobre, al lado).	 Recuerda leer todas las noches por 20 minutos.	<u>Ciencias:</u> Construyendo una casa  Pídale a su hijo que haga un plano para la construcción de una casa: ¿Cómo necesitará hacerlo él/ella? Encuentra objetos domésticos para construir una casa, tales como bolsas de papel y periódico. Usa tu imaginación y decora tu casa.
<u>Lenguaje y Literatura:</u> Canción "El Martillo de Pedro"  Pedro da golpes con un martillo, Un martillo, un martillo. Pedro da golpes con un martillo, Este bello día. <i>Continúa con 2, 3, 4, y 5 martillos.</i>	<u>Matemáticas:</u> Construyendo con figuras  Corte figuras en papel de colores, incluyendo cuadrados, rectángulos y arcos. Pídale a su hijo que haga edificios con las figuras y que las pegue en una hoja de papel simple. Que la lleve a la escuela para compartir.	

Nombre del niño/a: _____ Firma del padre: _____



Registro de Lectura

Marque cada día que usted y su niño han leído un cuento juntos. Recuerde que la lectura en su idioma natal es tan fabulosa como la lectura en inglés.

Visiten la Biblioteca Pública de Boston para fabulosos libros sobre construcción.

lunes ____ martes ____ miércoles ____ jueves ____ viernes ____ sábado ____ domingo ____

Libros que estamos leyendo en la escuela

How a House is Built por Gail Gibbons

Otros libros que usted y su niño pueden disfrutar:

Block City por Robert Louis Stevenson

Alphabet Under Construction por Denise Fleming



Iniciadores de Conversaciones

Aquí hay algunas preguntas que puede hacerle a su niño mientras están haciendo las actividades de Home Links:

- ¿En qué tipo de casa creció usted? Cuénteles una historia a su hijo sobre la casa de su infancia.
- Hagan una lista de todos los materiales con los que las casas se pueden construir.
- ¿Cómo sería una casa imaginaria?
¿Quién podría vivir en una casa imaginaria?





Unidade 3: Construção

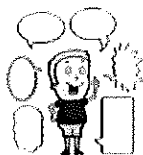
Semana 8

Prezadas Famílias,

Esta semana o seu filho(a) no Jardim Infantil está a aprender sobre construção. Tente pelo menos estas três atividades divertidas, ou faça-as todas! A coisa mais importante é sentir prazer ao passar tempo com a sua criança aprendendo sobre o que está a passar-se na sala de aula. Pinte por favor nos quadrados das atividades que escolher, devolve este formulário à escola no fim de semana. **DIVIRTA-SE!**

Língua e Alfabetização: Fale e Desenhe

Nós lêmos o livro *"Dirt, The Scoop on Soil"*. Lembra o que aprendeu sobre sujeira? Pode encontrar sujeira perto do local aonde vive? Desenhe e escreva sobre o que sabe sobre sujeira e solo.



Língua e Alfabetização: Encontrando Palavras

Aprendemos sobre o som **sh**. É capaz de encontrar palavras **sh** em livros e impressos? Algumas das palavras da escola eram: **"shadow, shade, shine, shall, shake, shape, shoes, shelf, shovel, she, ship"**. Tenta fazer uma frase com uma ou mais destas palavras.



Movimento Motor: Esculturas

Construa uma escultura de tiras de papel. Podem ser tiras finas que são dobradas, retas ou amassadas. Cole as tiras num pedaço de papel. Se não tiver cola, pode pensar em formas de liga-las sem cola? Traga-a para a escola ou tire uma foto para partilhar.



**Lembre de ler
20 minutos
todas as
noites.**

Ciência: Construa uma Casa

Construa uma casa usando biscoitos e glacé, crème de queijo, ou manteiga de amendoim. Pense como é que pode fazer a casa estável. Decore com cereal ou outros alimentos. Tire uma foto para partilhar e depois coma...a sua criação!



Língua e Alfabetização: Canção

"Logo de Manha Cedo"

Esta é a forma como pregamos os pregos,
pregamos os pregos, pregamos os pregos.
Esta é a forma como pregamos os pregos
logo de manha cedo

(Continue com: "Esta é a forma como serramos a madeira, apertamos o parafuso, mexemos a tinta, pintamos as paredes, conduzimos o carro para materiais")

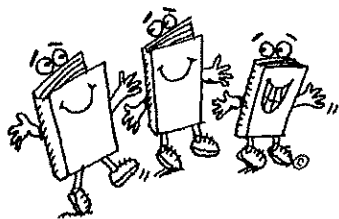
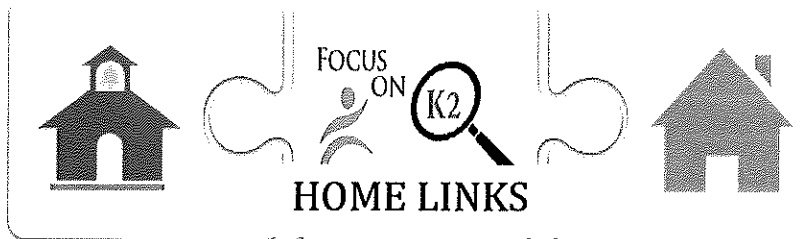


Matemática: Cavando

Pode pensar em lugares na sua vinhança aonde poderia cavar se o tempo estivesse mais quente? Que tipos de materiais poderia cavar? Neve? Sujeira? Areia?
Pode pensar em outras coisas?
O que poderia usar para cavar?
Escreva ou desenhe as suas ideias.



Nome da Criança: _____ Assinatura dos Pais: _____



Registro de Leitura

Ponha um sinal cada dia que você e sua criança lerem uma história juntos. Lembre-se de que a leitura na sua língua materna é tão bom como ler em Inglês.

Visite a Biblioteca Pública de Boston para ótimos livros sobre construção.

Segunda ____ Terça ____ Quarta ____ Quinta ____ Sexta ____ Sábado ____ Domingo ____

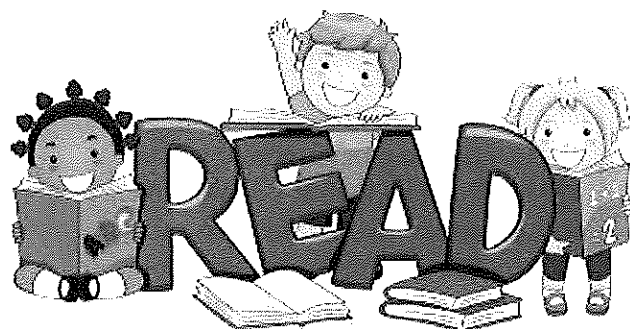
Livros que estamos a ler na escola

"Houses and Homes" de Ann Morris

Outros livros que você e sua criança podem gostar:

"Dirt, The Scoop on Soil" de Natalie Rosinsky

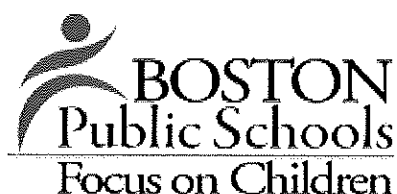
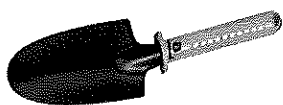
"Dig Dig Digging" de Margaret Mayo

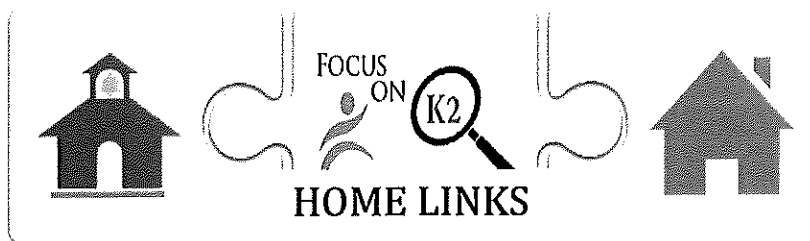


Iniciadores de Conversação

Você pode ajudar a sua criança a aprender mais sobre construção! Aqui estão algumas perguntas para fazer à sua criança enquanto estão a fazer as atividades de Conexões de Casa (Home Links):

- Podemos encontrar ferramentas em nossa casa para cavar? Pode ser que precisemos investigar na nossa cozinha para encontrar ferramentas.
- O que é que podemos fazer com tiras de papel? (dobrar, cortar, enrolar)
- Que tal se usarmos diferentes tipos de papel? (jornal, revistas, construção)

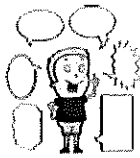
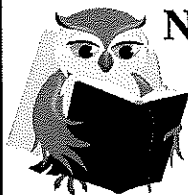




Bài Thứ 3: Xây Dựng Tuần Thứ 5

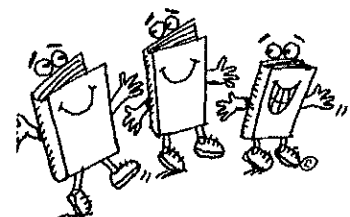
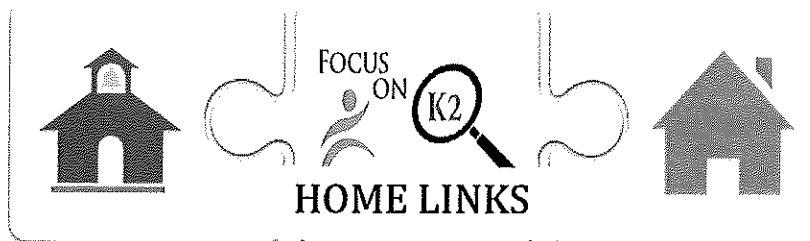
Quý phụ huynh kính mến:

Trong tuần này học sinh lớp mẫu giáo sẽ học về Xây Dựng. Xin quý vị khuyến khích các em trải nghiệm những hoạt động vui này và cùng làm với các em. Điều quan trọng nhất là cùng với các em cùng vui và học trong lớp. Hãy tô màu vào ô hoạt động mà bạn chọn và gửi lại cho trường vào cuối tuần. **Chúc Vui Vẻ!**

<u>Ngôn Ngữ và Văn: Thảo Luận và Viết</u> Trong trường chúng ta đã đọc quyển sách “<i>How a House is Built</i>” của Gail Gibbons viết. Hãy diễn tả và vẽ về tòa nhà mà ta ở. Mang đến trường để cùng chia sẻ với tất cả mọi người. 	<u>Ngôn Ngữ và Văn: Tìm Từ</u> Chúng ta đã học để nhận dạng một số từ thông thường. Hãy giúp con em quý vị tìm những từ sau đây, và cắt: you, a, to, the, and, is, my, with. Khuyến khích các em sử dụng những từ này và làm thành câu. 	
<u>Vận Động: Chứng ngại vật</u> Dùng một số hộp để làm chướng ngại vật. Những hộp mà chúng ta có thể trèo qua, nhảy qua và chạy xung quang. Mục đích là giúp các em thể thao, cân bằng và sử dụng các từ đã học (ở trong(in), xuyên qua (through), bên dưới (under), ở trên (over), kế bên (beside)). 	Nhớ đọc sách với các em 20 phút mỗi ngày. 	<u>Khoa Học: Xây Nhà</u> Hãy hỏi các em về dự kiến sẽ xây nhà như thế nào: Muốn nhà các em ra sau? Tìm dụng cụ để có thể xây nhà như giấy, bao giấy và báo. Dùng sự tưởng tượng và trang trí cho nhà của mình. 
<u>Ngôn Ngữ và Văn: Hát bài “Peter’s Hammer”</u> Peter dùng với một cái búa, Một cái búa, một cái búa. Peter dùng với một cái búa Vào ngày đẹp trời.  <i>Peter pounds with one hammer, One hammer, one hammer. Peter pounds with one hammer This fine day.</i> <i>tiếp tục với 2, 3, 4, và 5 cái búa (hammers).</i>	<u>Toán: Ghép hình</u> Cắt những hình có nhiều màu khác nhau, bao gồm hình vuông, hình chữ nhật, và hình cong. Hỏi các em dùng những hình này và ghép thành toà nhà, dán lại trên một tờ giấy khác. Mang đến trường để chia sẻ với mọi người. 	

Tên Học Sinh: _____

Chữ Ký Phụ Huynh: _____



Giấy Ghi Những Sách Đã Đọc Xong (Reading Log)

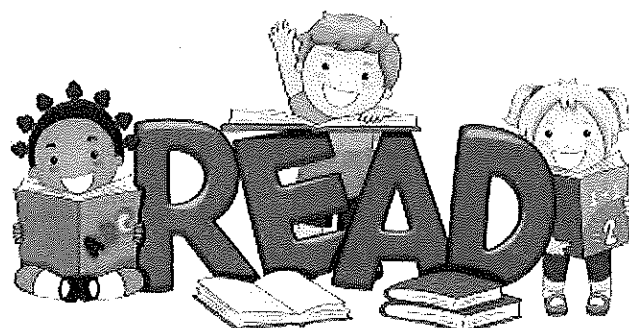
Đánh dấu vào đây mỗi ngày sau khi quý phụ huynh và con em quý vị cùng đọc sách. Xin quý vị ghi nhớ đọc sách viết bằng ngôn ngữ của quý vị cũng tốt giống như quý vị đọc sách viết bằng Anh Ngữ.

Hãy đến thư viện mượn sách có liên quan về xây dựng.

Thứ Hai _____ Thứ Ba _____ Thứ Tư _____ Thứ Năm _____ Thứ Sáu _____ Thứ Bảy _____ Chủ Nhật _____

Những sách mà chúng tôi đọc ở trường
"How a House is Built" của Gail Gibbons

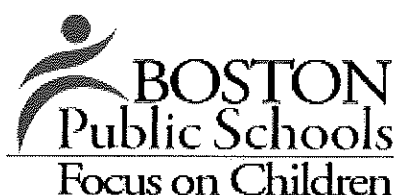
Những sách mà con em quý vị có thể muốn đọc:
"Block City" của Robert Louis Stevenson
"Alphabet Under Construction" của Denise Fleming



Bắt đầu thảo luận với các em

Sau đây là một số câu hỏi để hỏi con quý vị trong khi quý vị đang làm các hoạt động Liên kết ở Nhà (*Home Links activities*):

- Hãy nhớ lại xem mình đã lớn lên trong ngôi nhà như thế nào? Hãy kể lại thời thơ ấu của quý vị với các em.
- Lập danh sách những vật dụng mà chúng ta có thể dùng để xây nhà.
- Hãy tưởng tượng nhà chúng ta sẽ như thế nào? Ai sẽ sống trong nhà này?

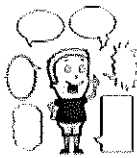
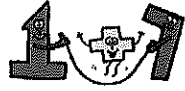




Inite 3: Konstriksyon Semenn 5

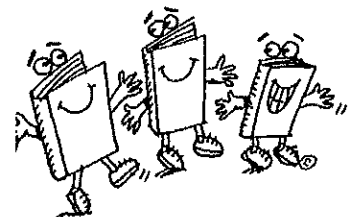
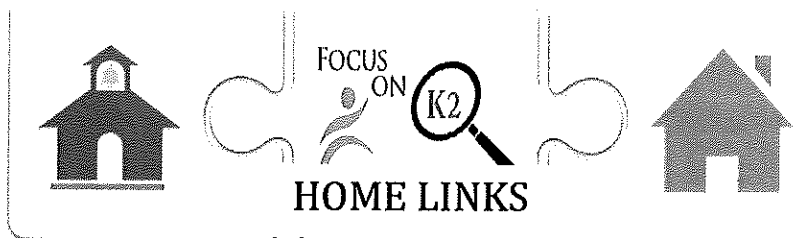
Chè Fanmi,

Semenn sa a, elèv Jadendanfan w nan ap aprann sou konstriksyon. Eseye twa nan aktivite aprantisay amizan sa yo pou pi piti, osinon fè tout! Sa ki pi enpòtan an, se pou pran tan pou amize w ak pitit ou nan aprann sa k ap pase nan sal klas la. Tanpri souple, kolore bwat aktivite ou chwazi pou fè yo, epi voye fòm sa a tounen nan lekòl la nan fen semenn nan. **AMIZE W BYEN!**

<u>Langaj ak Alfabetizasyon: Pale ak Desinen</u> Nou te li liv nan lekòl la <i>Kijan yo Bati yon Kay</i> “How a House is Built” Gail Gibbons ekri. Pale sou imèb kote ou rete a epi desinen yon foto imèb la epi mete etikèt sou li. Pote desen ou an nan lekòl la pou pataje. 	<u>Langaj ak Alfabetizasyon: Chache Mo</u> N ap aprann rekonèt mo komen. Ede pitit ou a chache mo sa yo nan liv ak nan karaktè: you (ou), a (a), to (ak), the (a, yo), and (ak), is (ye), my (pa mwen), with (ak, avèk). Ankouraje pitit ou a pou li sèvi ak mo sa yo pou fè fraz. 	
<u>Mouvman Global: Kous Konplike</u> Sèvi ak yon bann bwat pou kreye yon pakou konplike. Mete bwat pou grenpe, sote sou tèt yo, epi kouri nan tout sans. Objektif la se pou ankouraje aktivite fizik, balans ak kowòdinasyon pandan w ap aprann mo pozisyonman (nan, atravè, anba, anwo, akote). 	Sonje pou li chak swa pandan 20 minit. 	<u>Syans: Bati yon Kay</u> Mande pitit ou a pou li fè yon plan pou bati yon kay: Kijan l ap fè sa? Chache bagay nan kay la pou sèvi pou bati kay la, tankou sache an papye ak jounal? Sèvi ak imajinasyon w epi dekore kay ou a. 
<u>Langaj ak Alfabetizasyon: Chante Mato Pyè a “Peter’s Hammer”</u>  Pyè frape ak yon mato, Yon mato, yon mato. Pyè frape ak yon mato Nan bèl jounen sa a. <i>Kontinye ak 2, 3, 4, ak 5 mato.</i>	<u>Matematik: Bati ak Fòm</u>  Dekoupe fòm an papye koulè, ki gen fòm kare, rektang, ak koube. Fè pitit ou a fè imèb ak fòm sa yo epi kole yo sou yon fèy papye san mak. Pote li nan lekòl la pou pataje.	

Non Timoun nan: _____

Siyati Paran an: _____



Fèy Kontwòl Lekti

Tcheke chak jou lè ou menm ak pitit ou a li yon istwa ansanm.
Sonje lekti nan lang ou pale lakay ou bon menm jan ak si ou te li an Angle.

Vizite Bibliyotèk Piblik Boston pou ka jwenn bonjan liv sou konstriksyon.

Lendi ____ Madi ____ Mèkredi ____ Jedi ____ Vandredi ____ Samdi ____ Dimanch ____

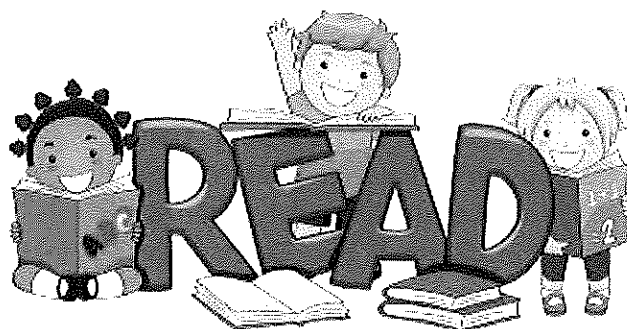
Liv n ap li nan lekòl la

"How a House is Built" pa Gail Gibbons

Lèt liv ou menm ak pitit ou a kapab amize yo ladan:

"Block City" pa Robert Louis Stevenson

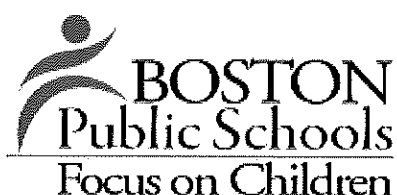
"Alphabet Under Construction" pa Denise Fleming



Demarè Konvèsasyon

Ou kapab ede pitit ou a aprann plis sou konstriksyon! Men kèk kesyon pou poze pitit ou a pandan w ap fè aktivite Koneksyon Lakay yo (Home Links):

- Nan ki kalite kay ou te grandi? Bay pitit ou a yon istwa sou lakay ou lè ou te piti.
- Fè yon lis ak ki materyèl yo kapab fè kay.
- Ak kisa yon kay imajinè ta kapab sanble?
Ki moun ki kapab rete nan yon kay imajinè?



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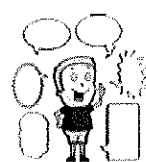


單元 3: 建築

週 5

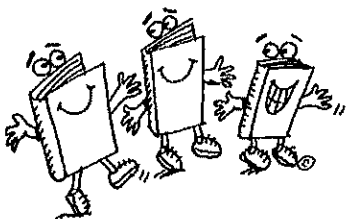
親愛的家庭，

這星期你的幼稚園孩童在學習有關建築。嘗試下列其中最少三種有趣的學習活動，或試做所有活動！最重要的是享受與你孩子一起的時間，了解在教室裡所發生的事情。請在你所選擇活動的格子內塗上顏色，並在最後一星期把這活動表交回學校。增添樂趣！

語言和識字：說話及繪畫 我們在學校讀了一本由 Gail Gibbons 所寫 <i>How a House is Built</i> 的書。談談你所居住的房子，並繪畫一幅這房子的圖片，並貼上標籤。把你的繪圖帶回學校分享。 	語言和識字：尋找生字 我們在學習認辨普通的生字。幫助你的孩子從書本及印製品中找出這些生字：you, a, to, the, and, is, my, with。鼓勵你的孩子用這些生字作句。 	
大型動作：障礙賽訓練 使用各種盒子來做一個障礙訓練場。包括可爬行通過，跳過，及環繞著跑的箱子。目標是在學習有關位置生字 (in, through, under, over, beside) 的同時，促進身體的活動，平衡和協調。 	記得每晚閱讀 20 分鐘。 	科學：建築一間房屋 讓你的孩子作一個建築房屋的計劃：他/她會怎樣做呢？找一些屋內的物件來製作一間房屋，如紙袋及報紙。使用你的想像力，並佈置你的房子。 
語言和識字：唱 "Peter's Hammer" (彼得的鎚子)  彼得用一把鎚子敲擊， 一錘，一錘。 彼得用一把鎚子敲擊 這美好的一天。 Peter pounds with one hammer, One hammer, one hammer. Peter pounds with one hammer This fine day. 繼續 2, 3, 4, 及 5 hammers.		數學：用圖形製作  剪出彩色紙圖形，包括正方形，長方形，及圓拱形。讓你的孩子用各種圖形製作房子，並粘在平面紙上。帶回學校與大家分享。

孩子姓名: _____

家長簽名: _____



閱讀日誌

記下每一天你和你孩子一起讀過故事。請記住，閱讀你的母語與閱讀英語一樣是很好的。

到訪波士頓公立圖書館找一些有關建築的好書。

星期一 ____ 星期二 ____ 星期三 ____ 星期四 ____ 星期五 ____ 星期六 ____ 星期日 ____

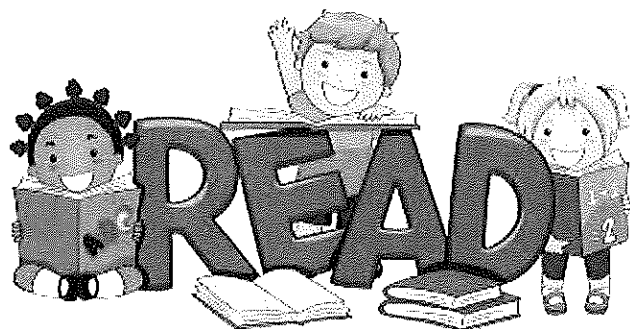
我們在學校正在閱讀的書本

How a House is Built 作者 Gail Gibbons

其他你及你孩子可能會喜歡的書本：

Block City by Robert Louis Stevenson

Alphabet Under Construction 作者 Denise Fleming



啟動話題

當你進行家庭鏈接 Home Links 活動時，這裡有些可問你孩子的問題：

- 你在什麼類型的房子中長大？給你孩子講及你孩童時所住房子的故事。
- 作一個列表，列出一間房屋所需要的物料。
- 想像這房子的樣貌？誰會住在這間房子裏？



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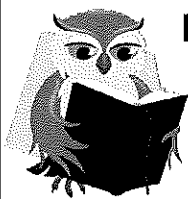


Unidadi 3: Konstruson

Simana 5

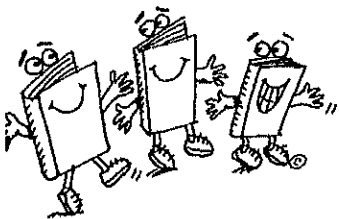
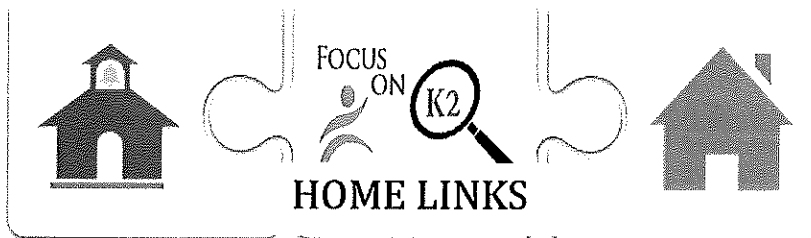
Stimadu Familhas,

Kel simana li bu fidju ki sta na jardin sta preni sobri konstruson. Tenta pelu menus tres di kes atividades di aprendizajen divirtidu o fazi tudu es! Kuza mas inportanti e goza tenpu ku aprendizajen di bu fidju sobri kuza ki sta kontinsi na sala di aula. Favor pinta na kaixa di atividades ki bu skodji y divolvi kel formulariu li pa skola na fin di simana. **DIVIRTI!**

<u>Lingua y Alfabetizason:</u> Fala y Dizenha Nu le livru <i>“How a House is Built”</i> di Gail Gibbons na skola. Fala sobri prediu undi ki bu mora y dizenha un imagen di prediu y dal un nomi. Trazi bu dizenhu pa skola pa konpartilha. 	<u>Lingua y Alfabetizason:</u> Atxa palavras Nu sta ta preni rikunhesi palavras kumuns. Djuda bu fidju atxa kes palabras li na livrus y inprimi: you, a, to, the, and, is, my, with. Enkuraja bu fidju a fazi frazis ku kes palabras li. 	
<u>Motor:</u> Kaminhu di Obstakulu Uza un variedadi di kaxotis pa kria un kaminhu di obstakulu. Inklui kaxotis pa subi, salta riba des y kori a volta. Objetivu e pa prumovi aktividadi fizika, balansu y kordenason au mesmu tenpu ki sta preni palabras di puzison. (in, through, under, over, beside). 	Lenbra di le kada noti pa 20 minutu. 	<u>Siensia:</u> Konstrui un Kaza Pidi bu fidju pa fazi un planu pa fazi un kaza. Modi ke ta planial? Djobi objetus na bu kaza pa uza pa kria un kaza sima sakus di papel y jornal. Uza bu imajinason y dikora bu kaza. 
<u>Lingua y Alfabetizason:</u> Kantiga “Martelu di Pedro”  Pedro bati ku un martelu, Un martelu, un martelu. Pedro bati ku un martelu Kel dia dretu. <i>Kontinua ku 2, 3, 4, y 5 martelus.</i>	<u>Matimatika:</u> Konstruson y Formas Korta figuras di papel kuluridu, inkluidu kuadrados, retangulus y arkus. Dexa bi fidju kazi predius ku figuras y kola na un folha di papel en branku. Trazi pa skola pa konpartilha. 	

Nomi di Kriansa: _____

Sinatura di Pai/Mai: _____



Registru di Leitura

Marka dias ki bo ku bu fidju le un storia djuntu. Lenbra ma le na bu lingua materna e tantu bon sima le na Ingles.

Vizita Biblioteka Publika di Boston pa bons livrus sobri konstruson.

Sigunda-fera ____ Tersa-fera ____ Kuarta-fera ____ Kinta-fera ____ Sexta ____ Sabadu ____ Duminigu ____

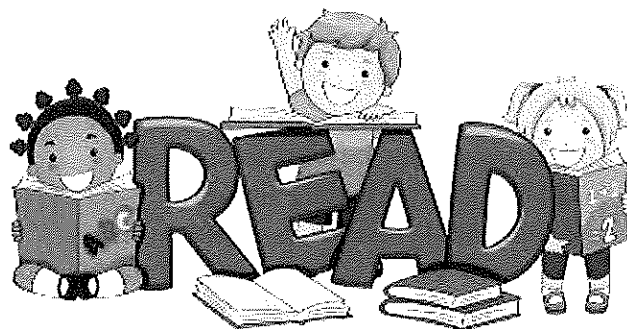
Livrus ki nu sta le na skola:

"How a House is Built" di Gail Gibbons

Otu livrus ki bo ku bu kidju podi gosta:

"Block City" di Robert Louis Stevenson

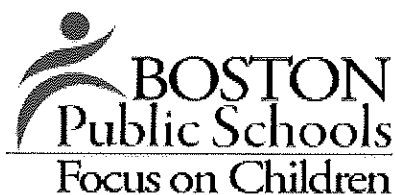
"Alphabet Under Construction" di Denise Fleming

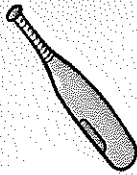
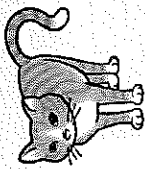
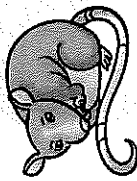
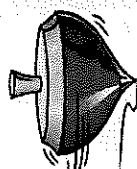
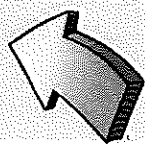


Inisiantis di Konversa

Kes li e alguns purguntas ki bu podi fazi bu fidju enkuantu nhos sta fazi atividades di Ligason pa Kaza (Home Links):

- Na ki tipu d kaza ki bu kria? Konta un storia pa bu fidju sobri bu kaza di infansia.
- Fazi un lista l tudu material ki podi uzadu pa fazi kazas.
- Modi ki un kaza imajinariu podia parsi? Ken ki pudia vivi na un kaza imajinariu?



Aa 	Bb 	Cc 	Dd 	Ee 	Ff 	Gg 
Hh 	Ii 	Jj 	Kk 	Ll 	Mm 	Nn 
Oo 	Pp 	Qu qu 	Rr 	Ss 	Tt 	Uu 
Vv 	Ww 	Xx 	Yy 	Zz 	Fundations Alphabet Chart	

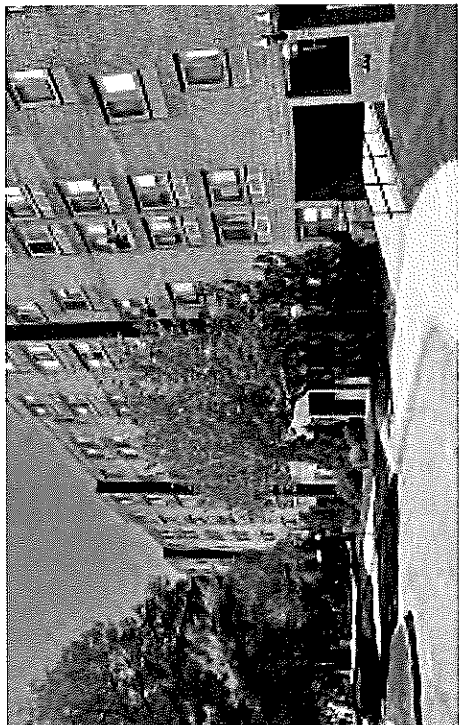
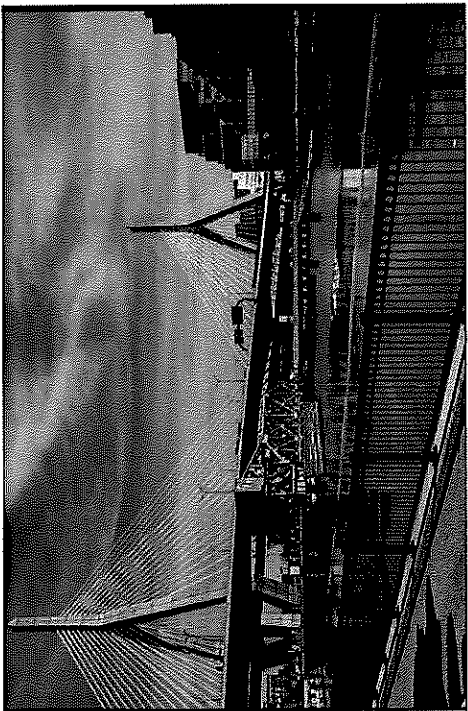
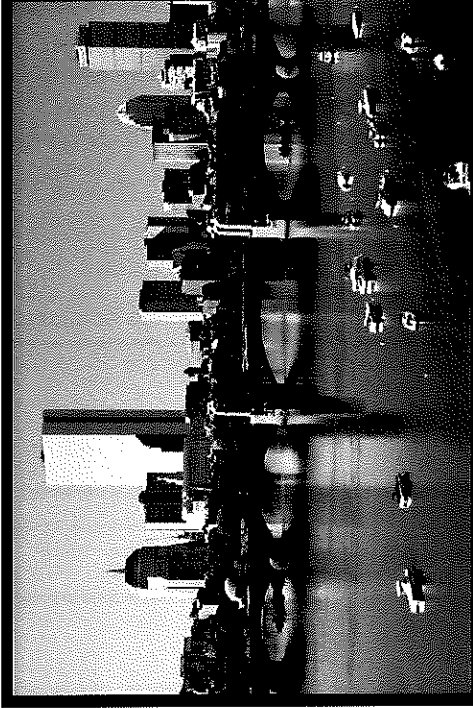
Talk Time Prompts

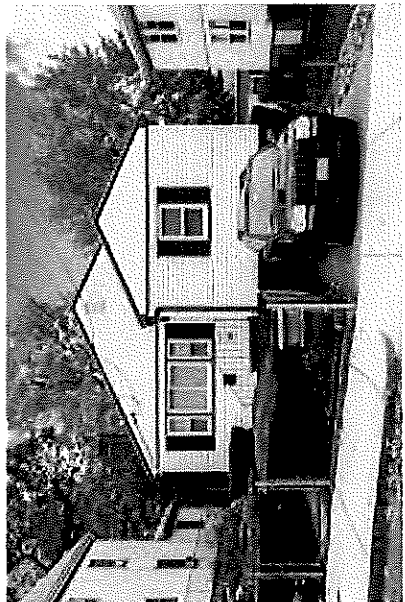
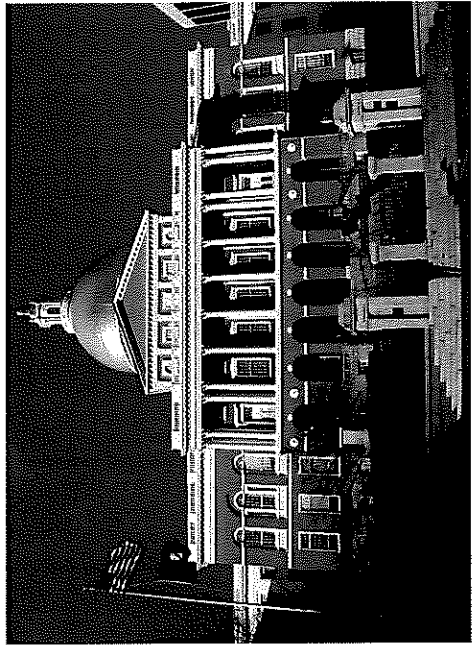
A: Pick a building.

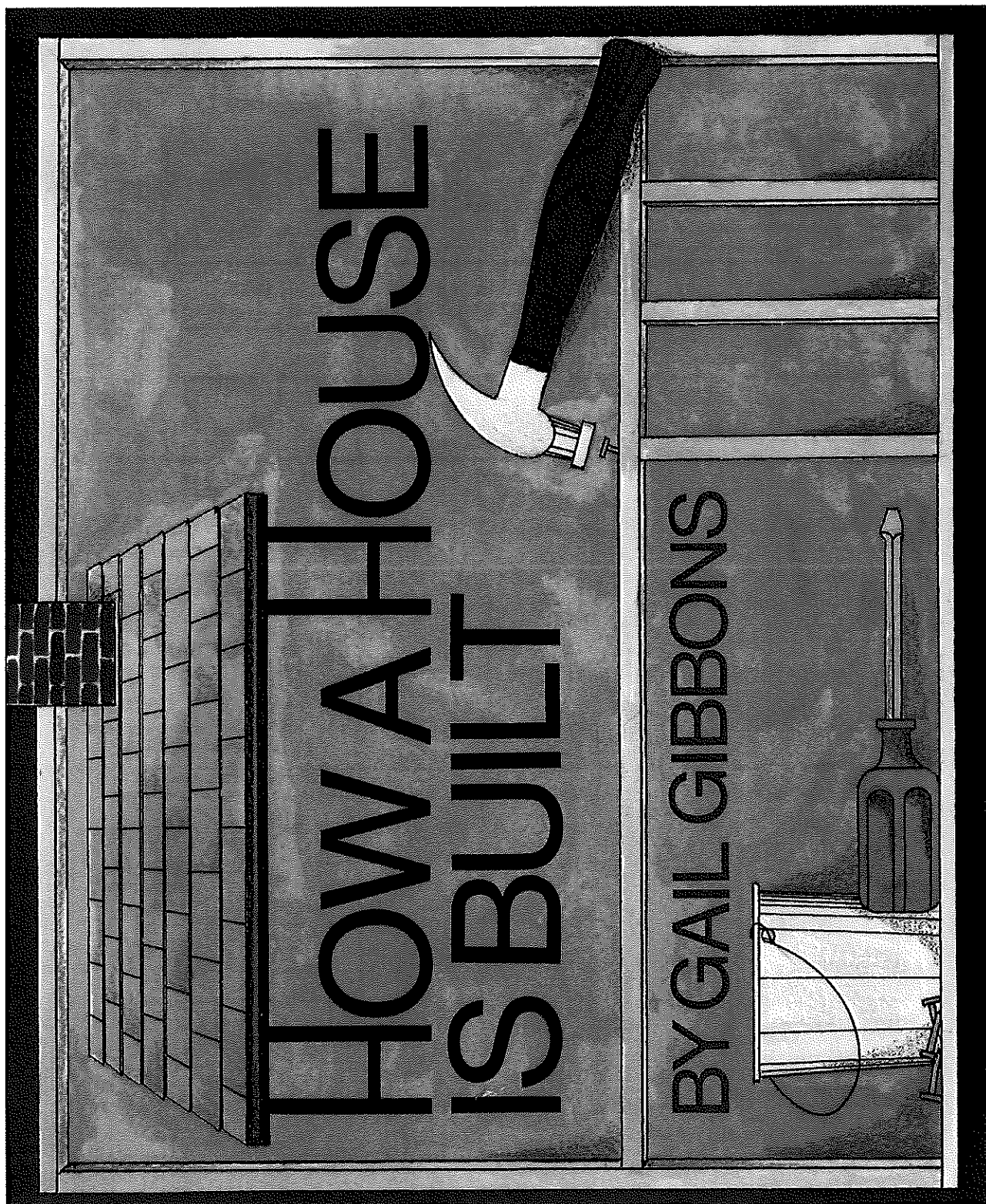
- What material do you think it is made of?
- What is interesting about the building?

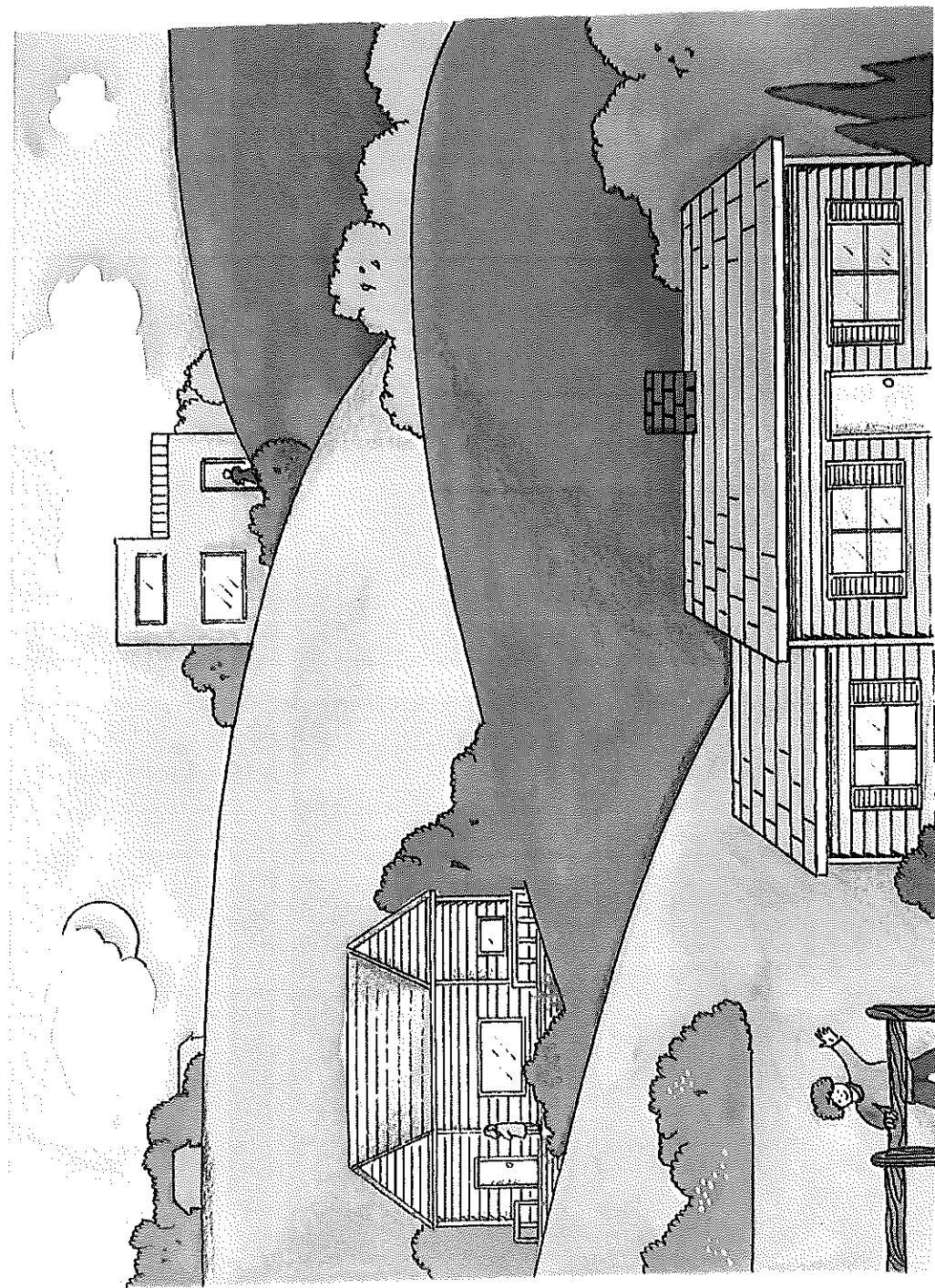
B: This building looks made of _____.

I think the _____ is interesting
because_____.

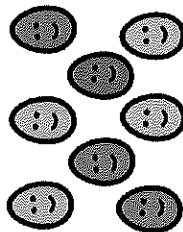




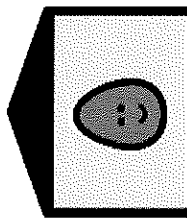




people



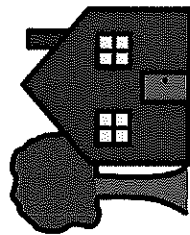
live

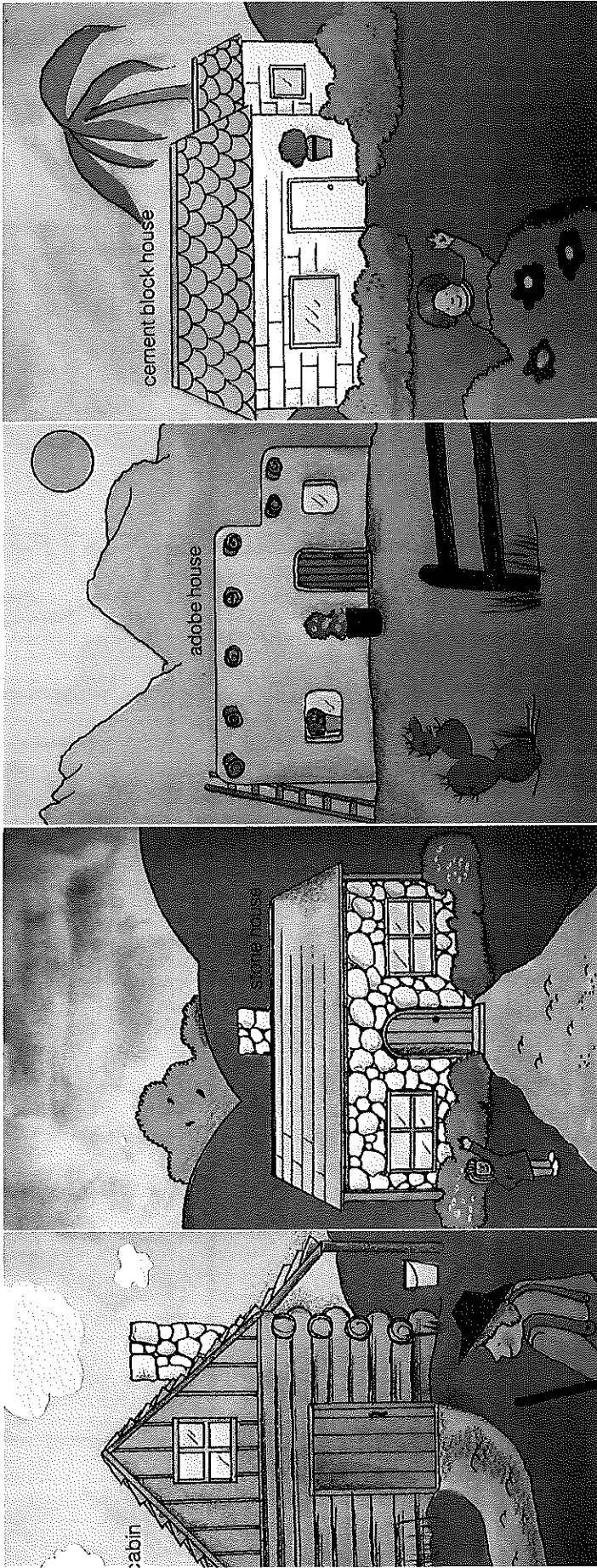


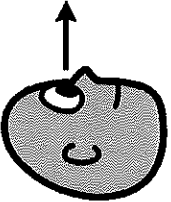
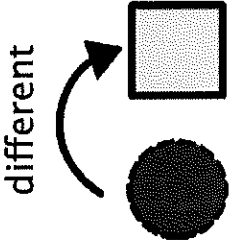
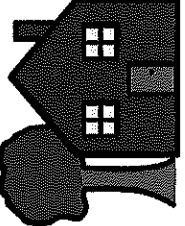
in

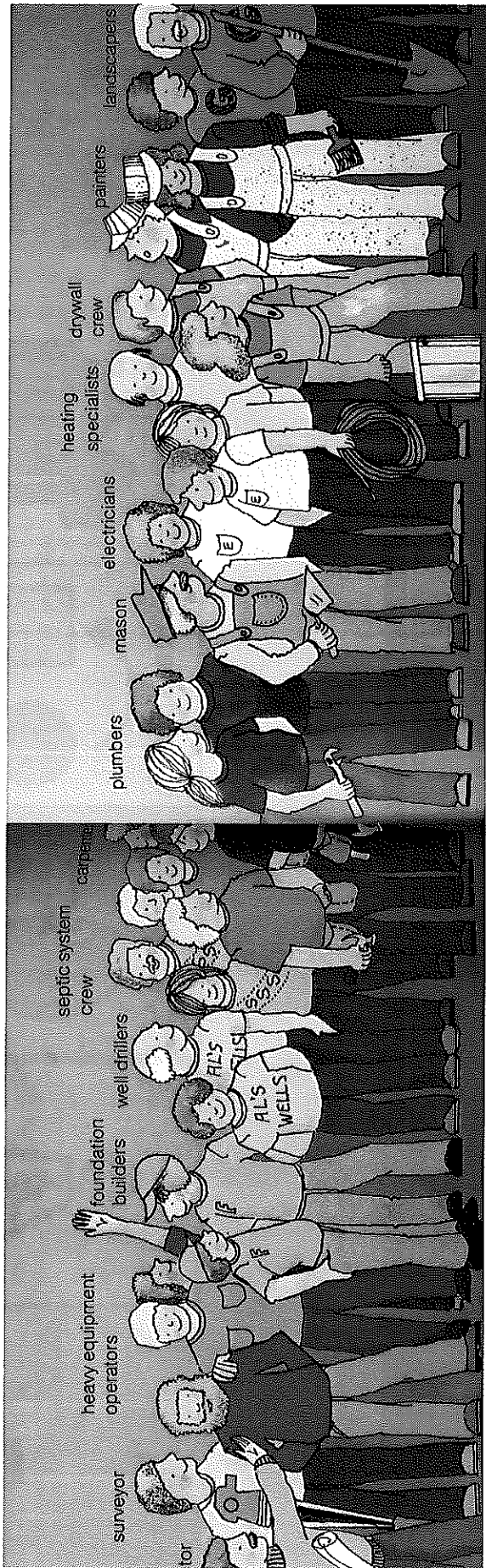


houses





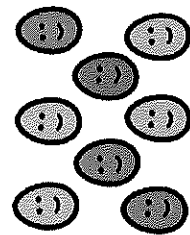
	 see	 different	 houses
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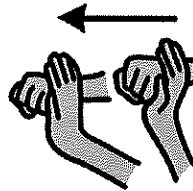
Many



people



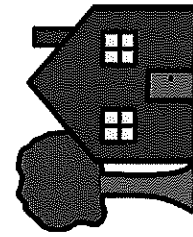
help

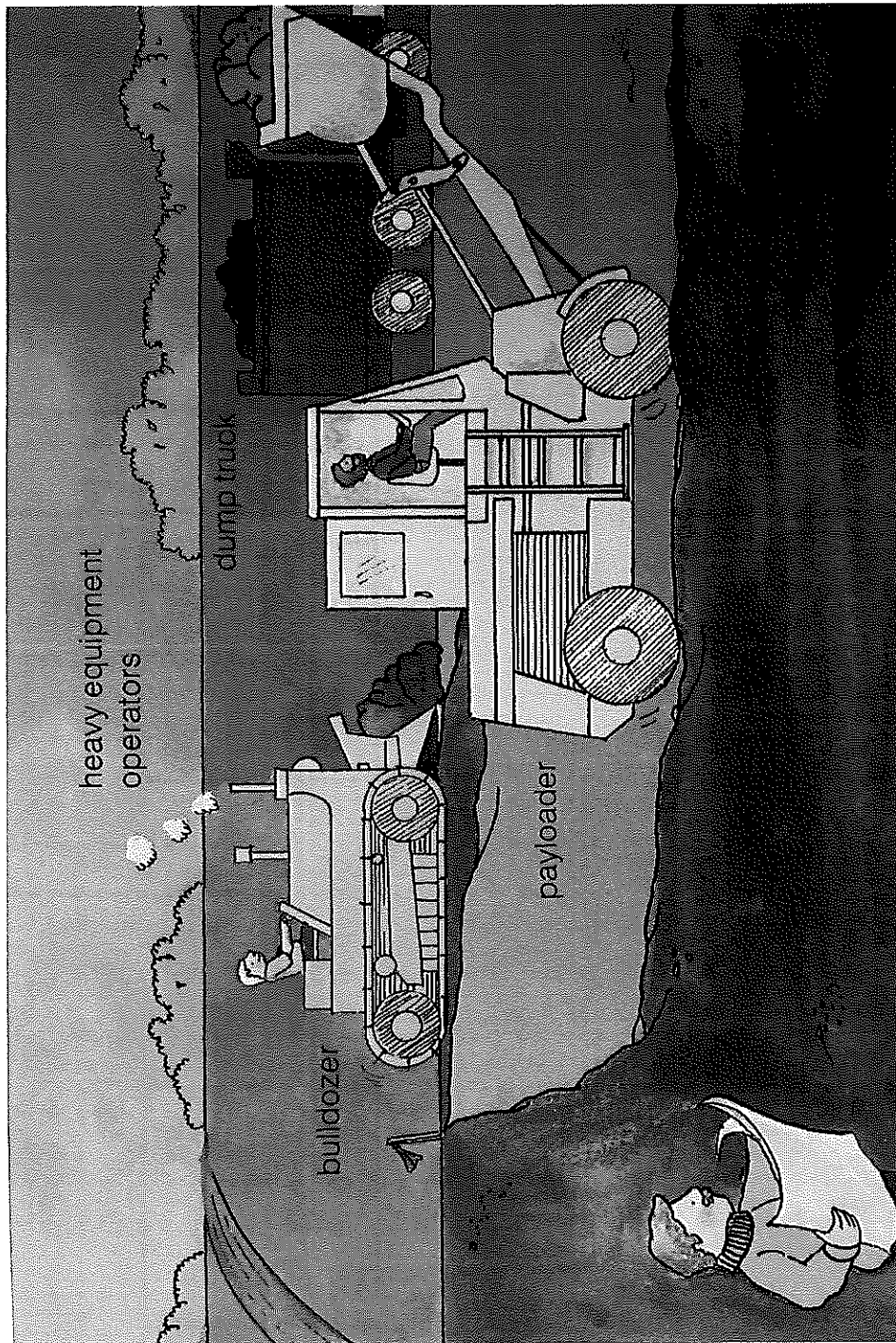


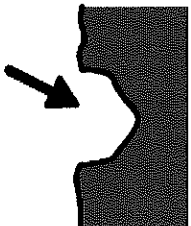
build

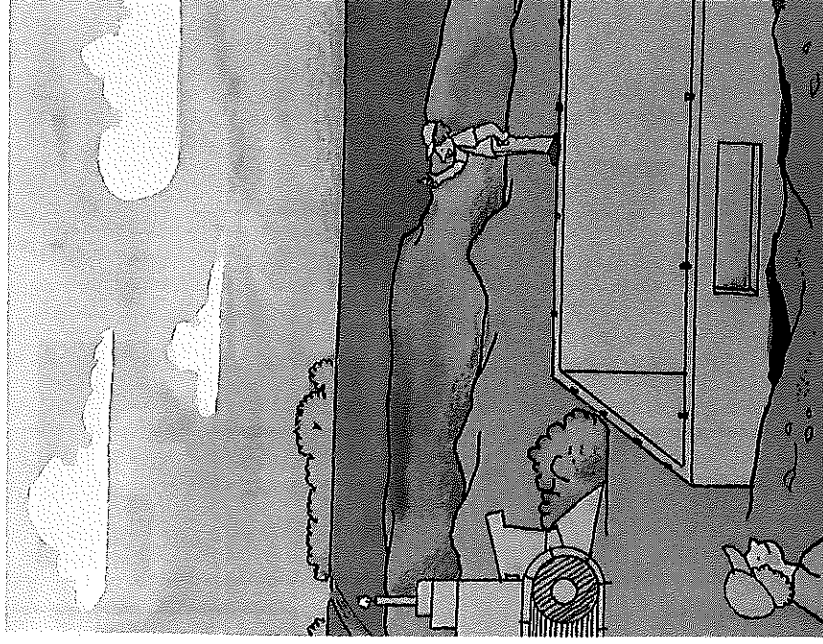
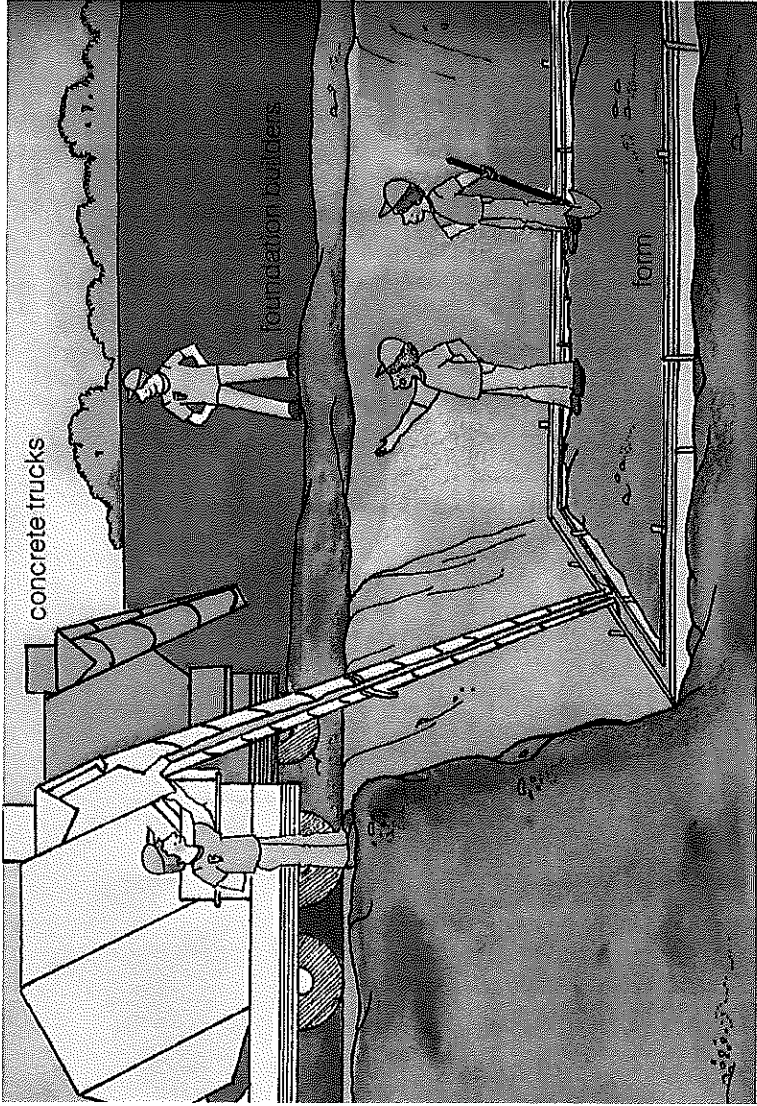


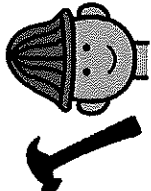
a house

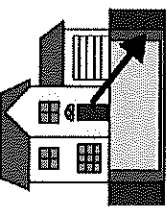




construction workers 	dig 	a big 	hole 
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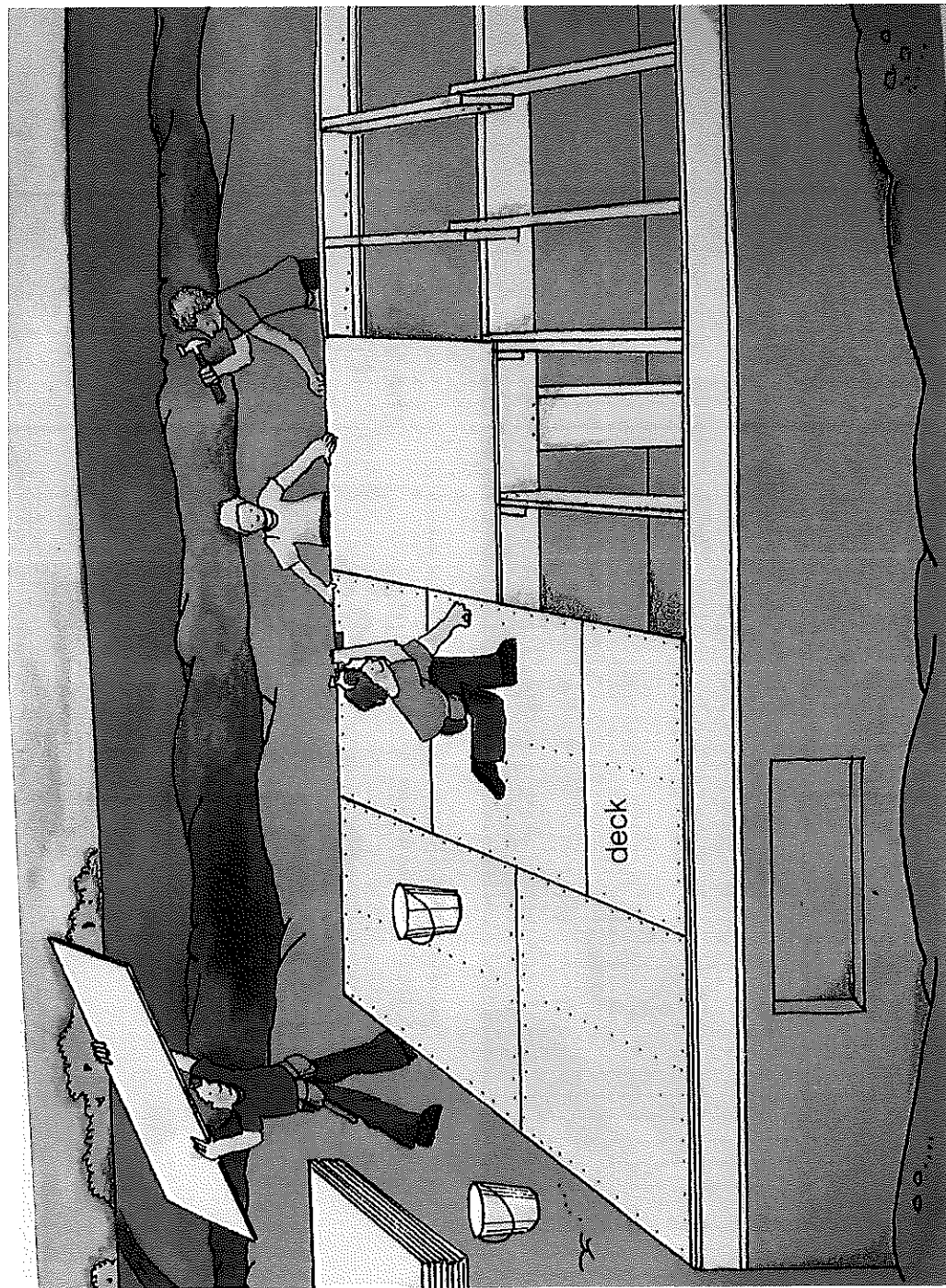
construction workers	
pour	

The foundation	
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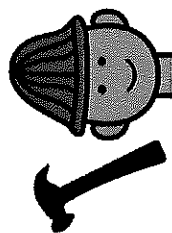
holds	
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up	
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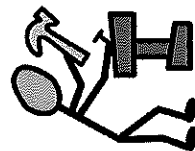
the house	
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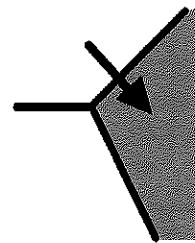
The construction workers

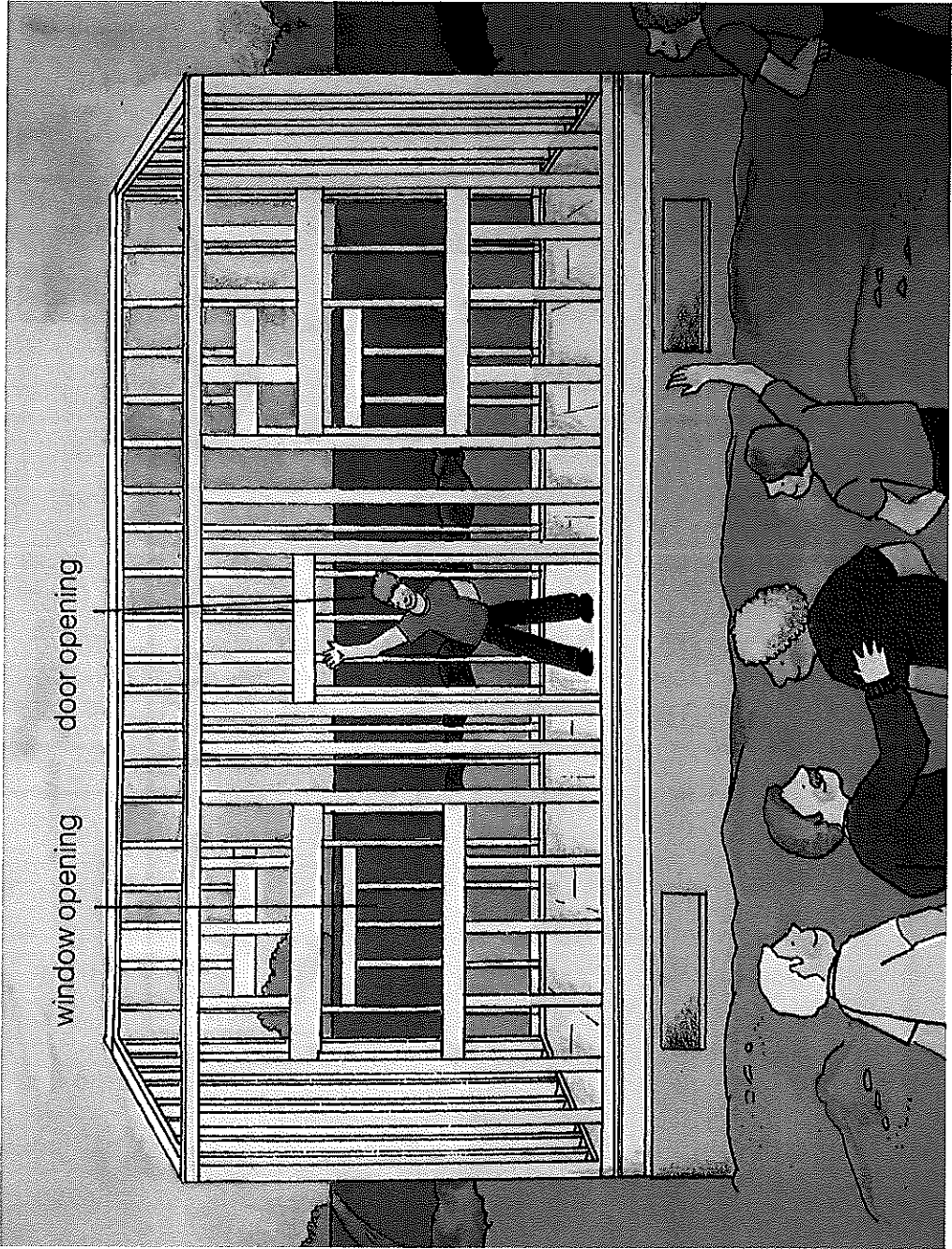


build



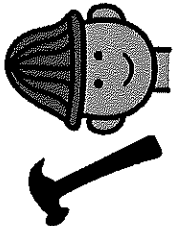
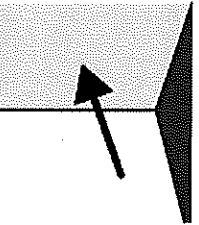
the floor

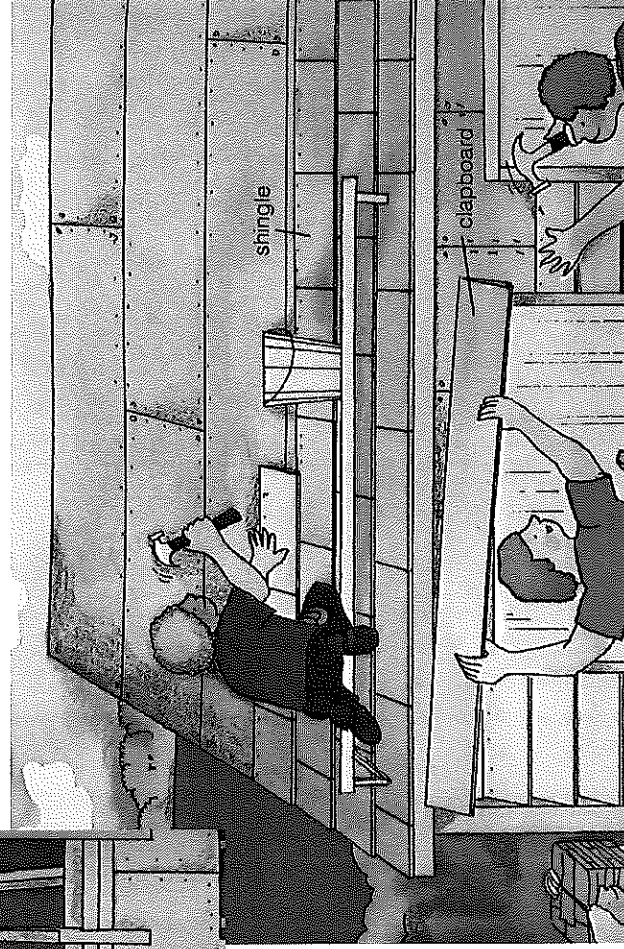
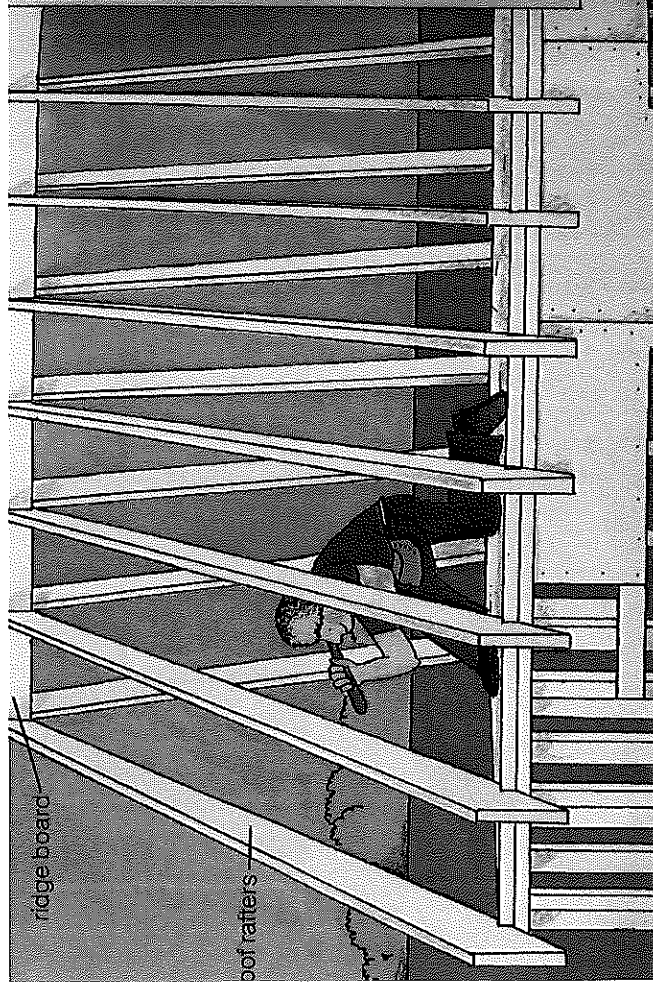




door opening

window opening

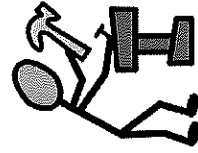
The construction workers 	build 	the walls 
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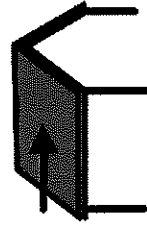
The construction workers

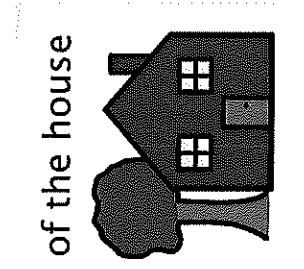
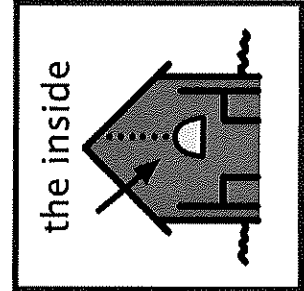
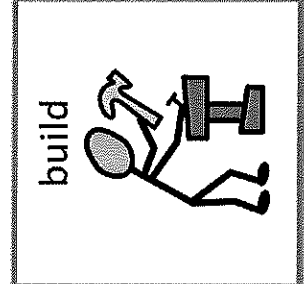
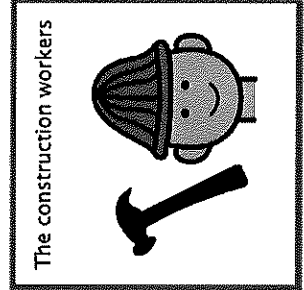
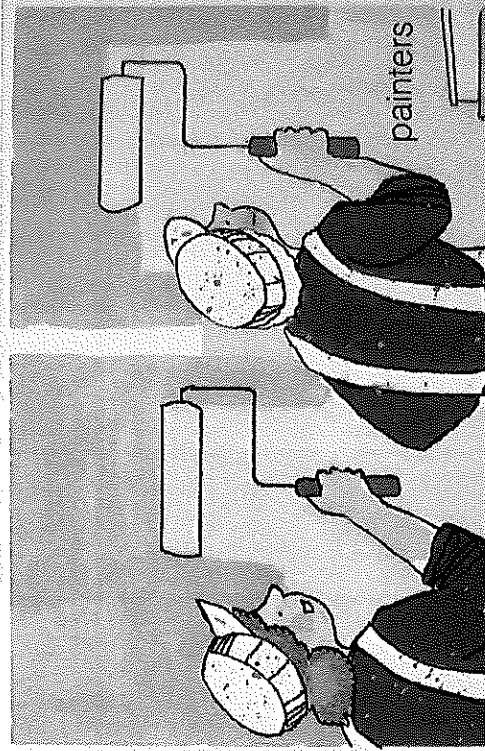
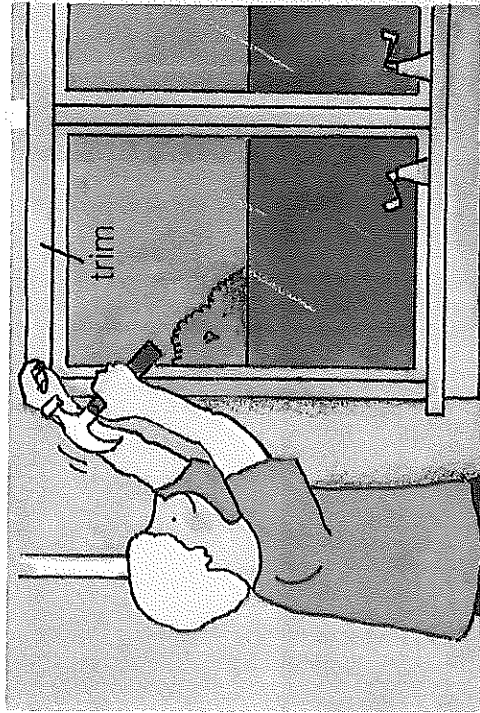
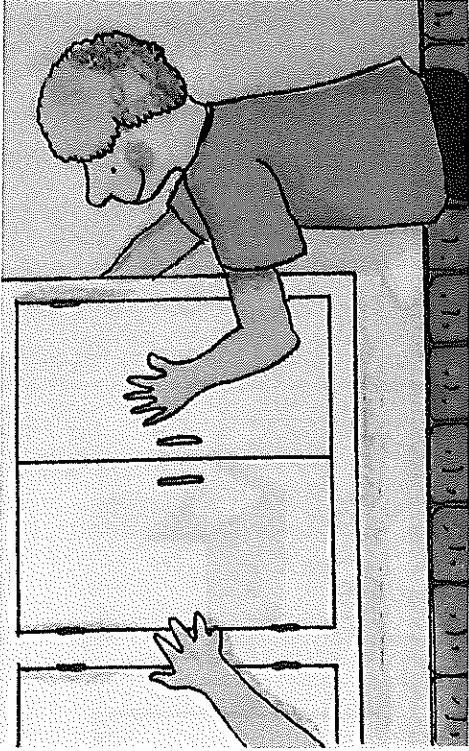
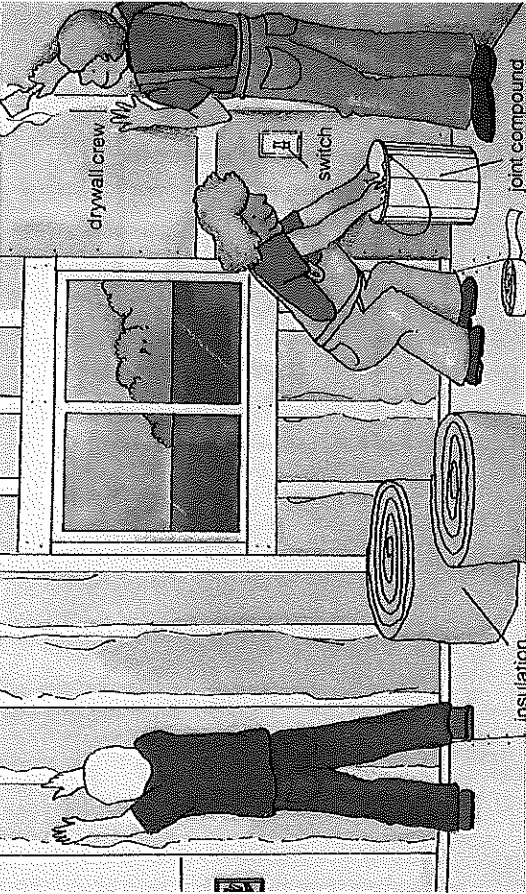


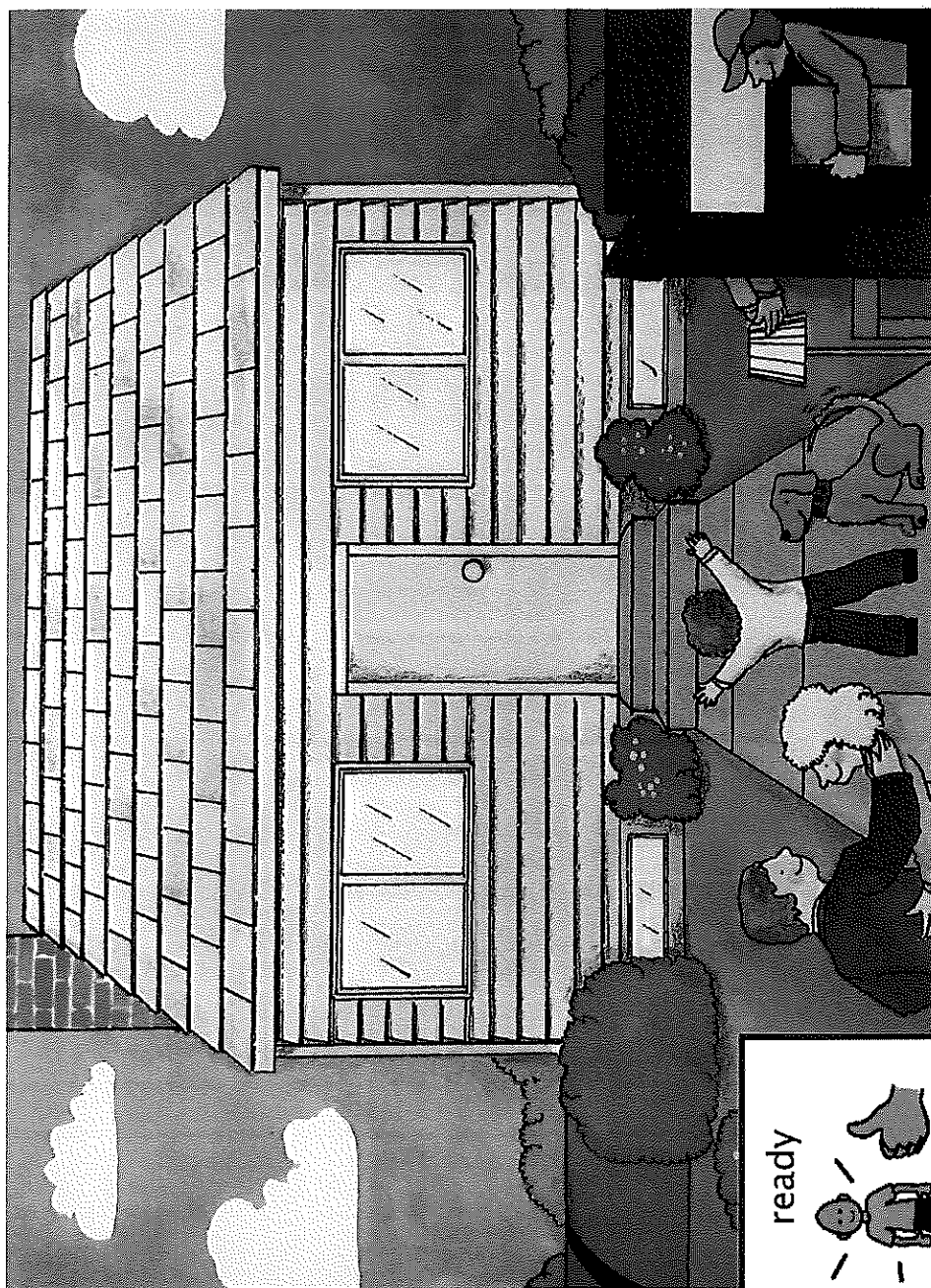
build



the roof







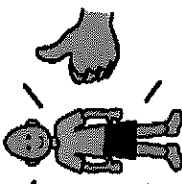
he house



is



ready



A family



moves



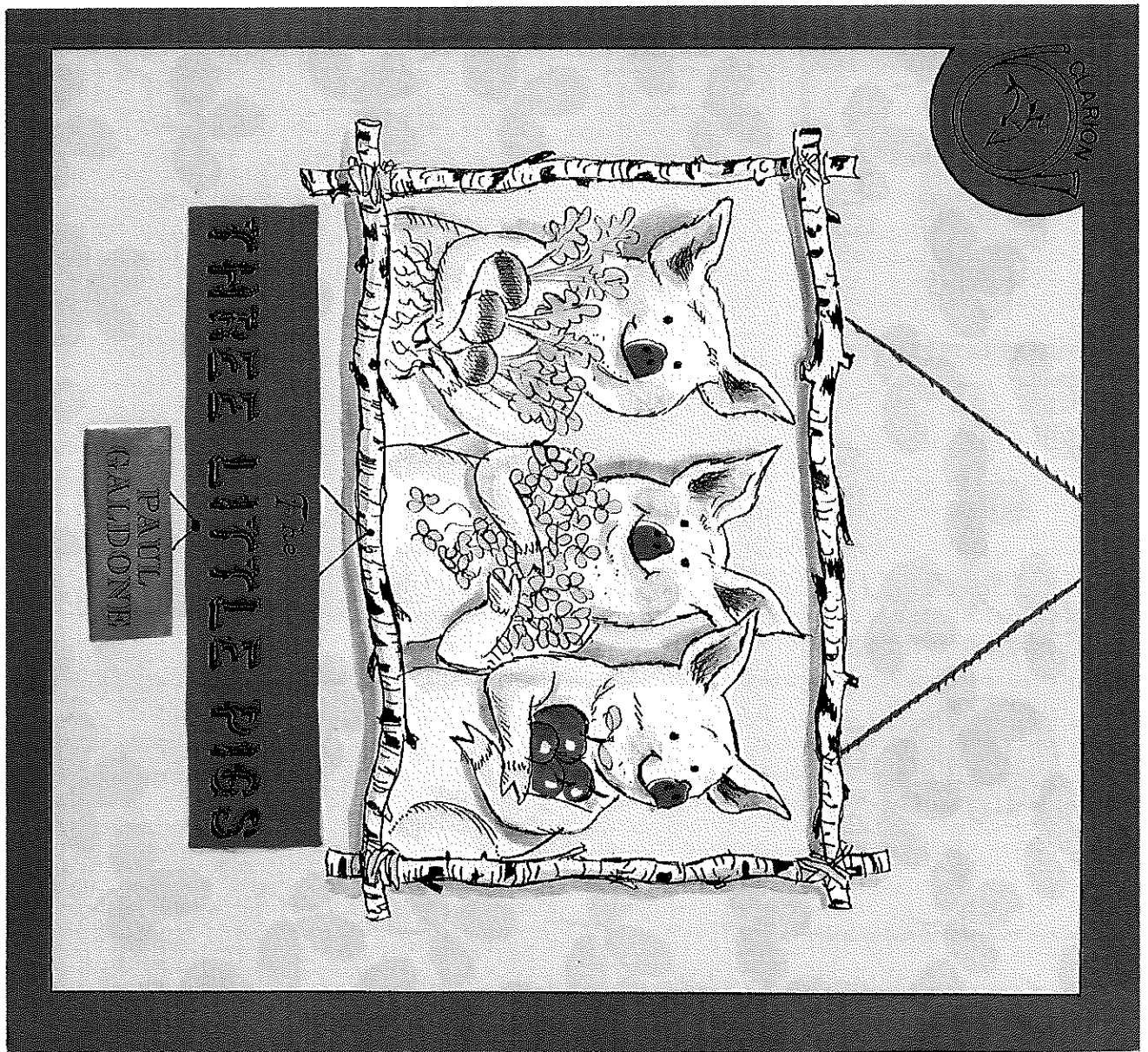
in



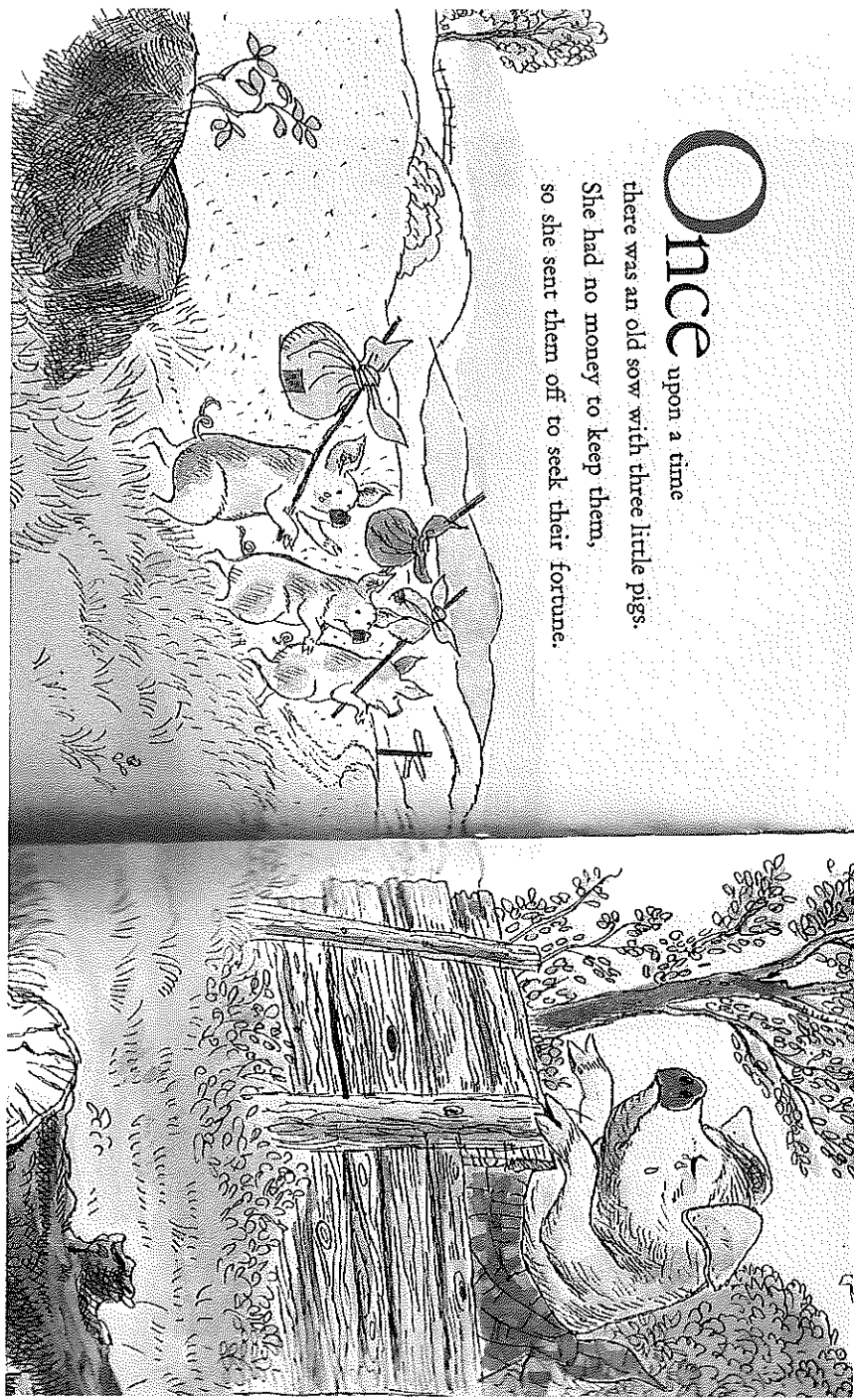
to the house



Rubin 2019



Once upon a time....

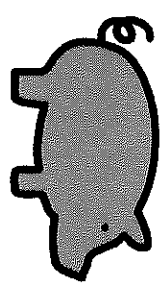


Once upon a time
there was an old sow with three little pigs.
She had no money to keep them,
so she sent them off to seek their fortune.

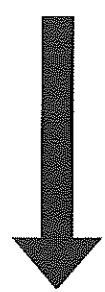
three



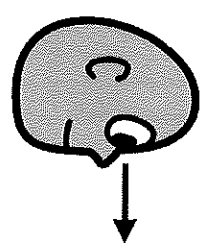
pigs



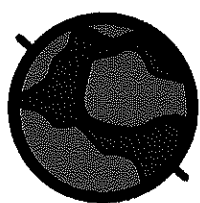
went



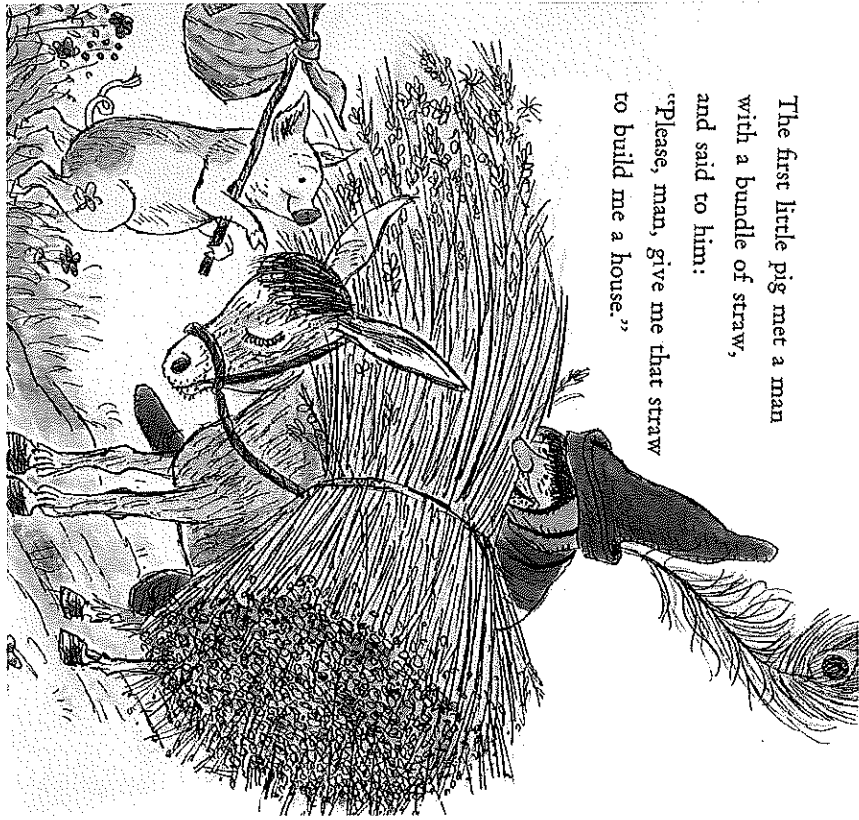
to see



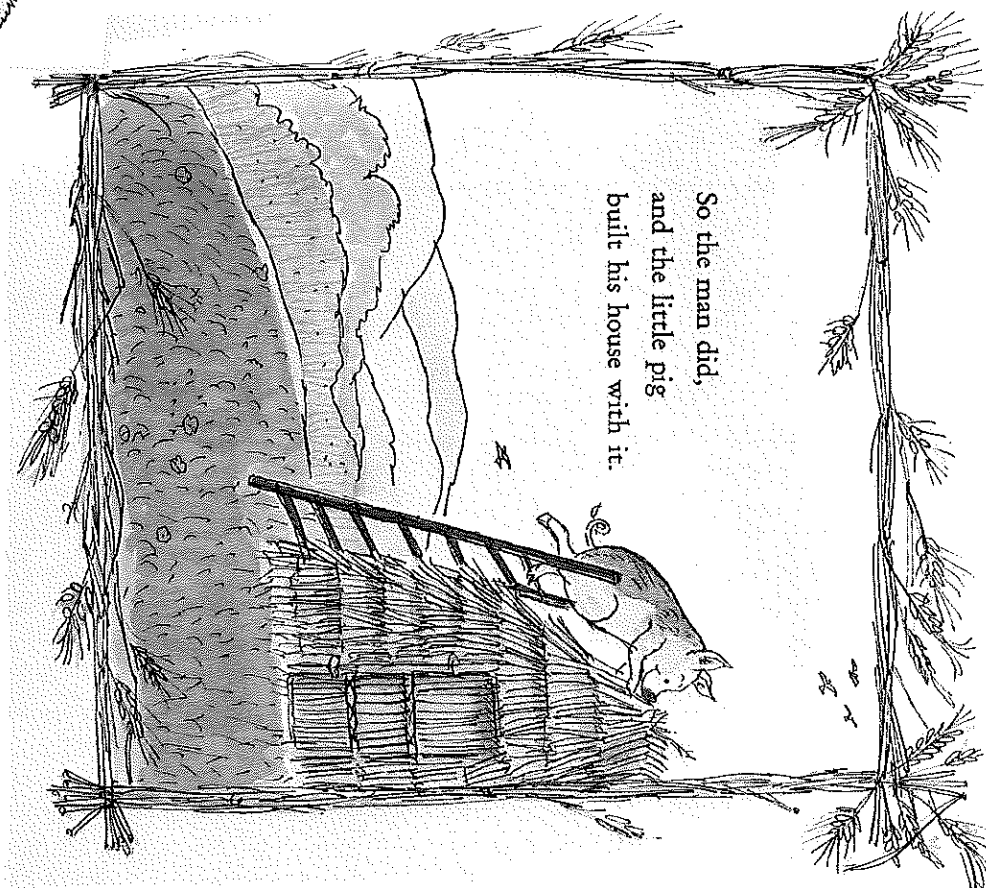
the world

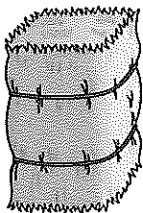
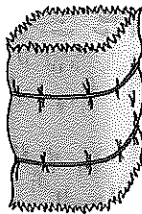


The first little pig met a man
with a bundle of straw,
and said to him:
"Please, man, give me that straw
to build me a house."



So the man did,
and the little pig
built his house with it.



	he pig
	pig
	straw
	house
	a straw
	built
	bought
	ne first
	2 3

Along came the big bad wolf.
He said "Little pig,
little pig, let me in."

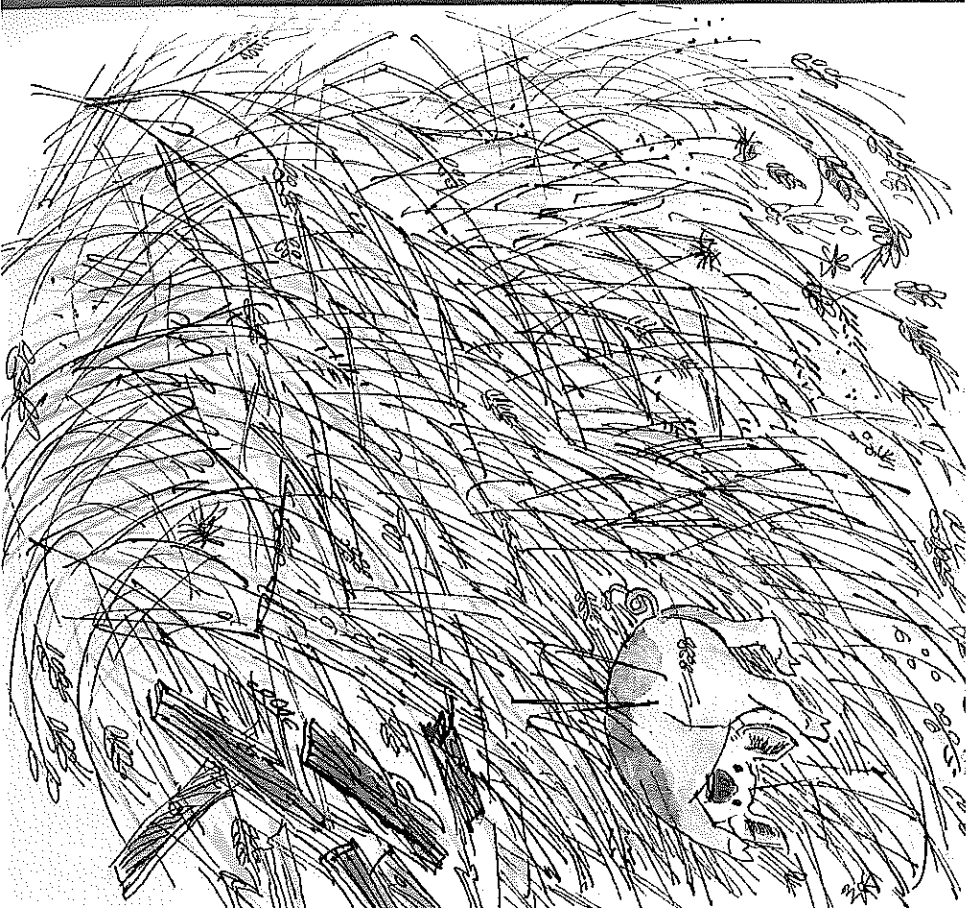


⊘
"No no no. Not by the hair on
my chinny chin chin."

"Then I'll huff, and I'll puff,
And I'll blow your house down."



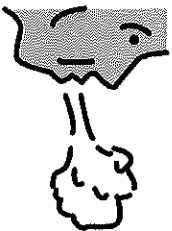
huffed, and he puffed,
the house in.
up the first little pig.



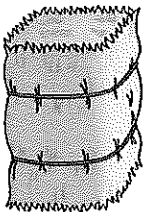
The Bad Wolf



blew



the straw



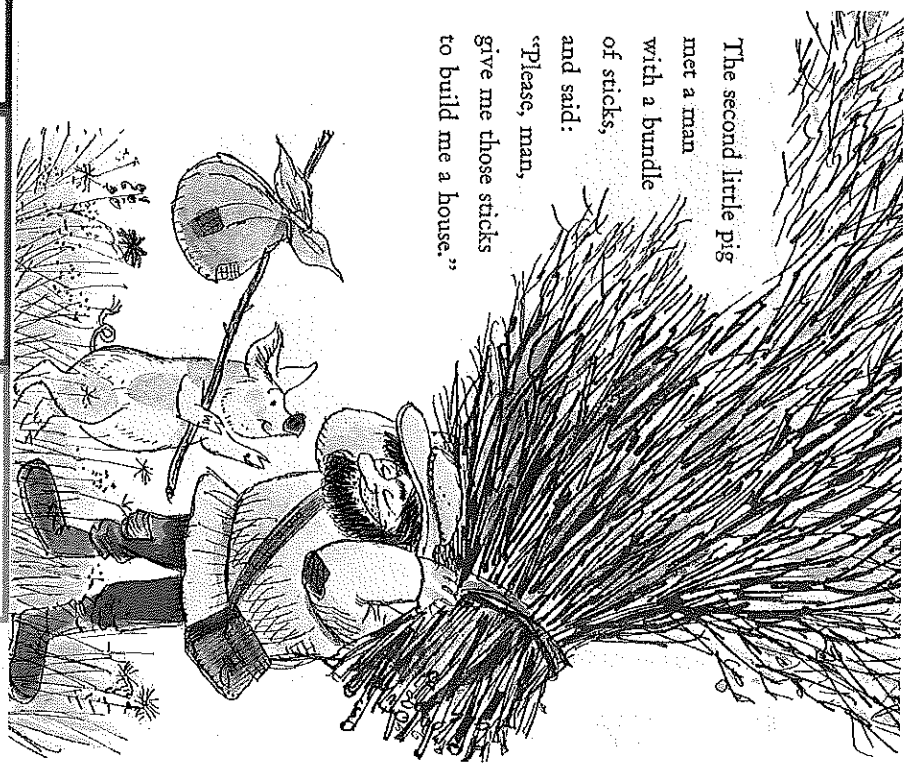
house

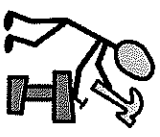


down

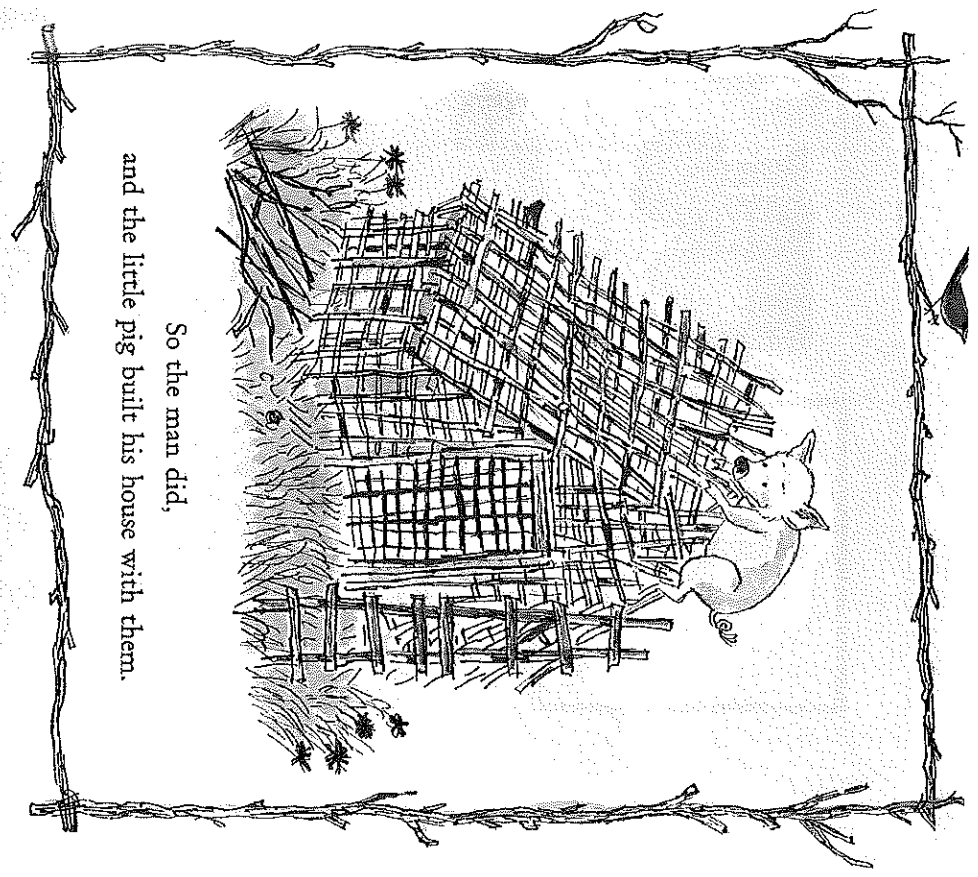


The second little pig
met a man
with a bundle
of sticks,
and said:
“Please, man,
give me those sticks
to build me a house.”



second	2 3	he pig	
pig		bought	
sticks		a stick	
house		built	

So the man did,
and the little pig built his house with them.



Along came the big bad wolf.
He said "Little pig,
little pig, let me in."



⊘
"No no no. Not by the hair on
my chinny chin chin."



⊘
"Then I'll huff, and I'll puff,
And I'll blow your house down."





So he huffed, and he puffed,
and he huffed and he puffed, and
at last he blew the house in.
And he ate up the second little pig.

The Bad Wolf



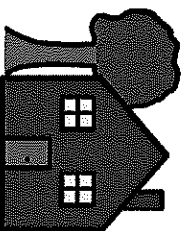
blew



the stick



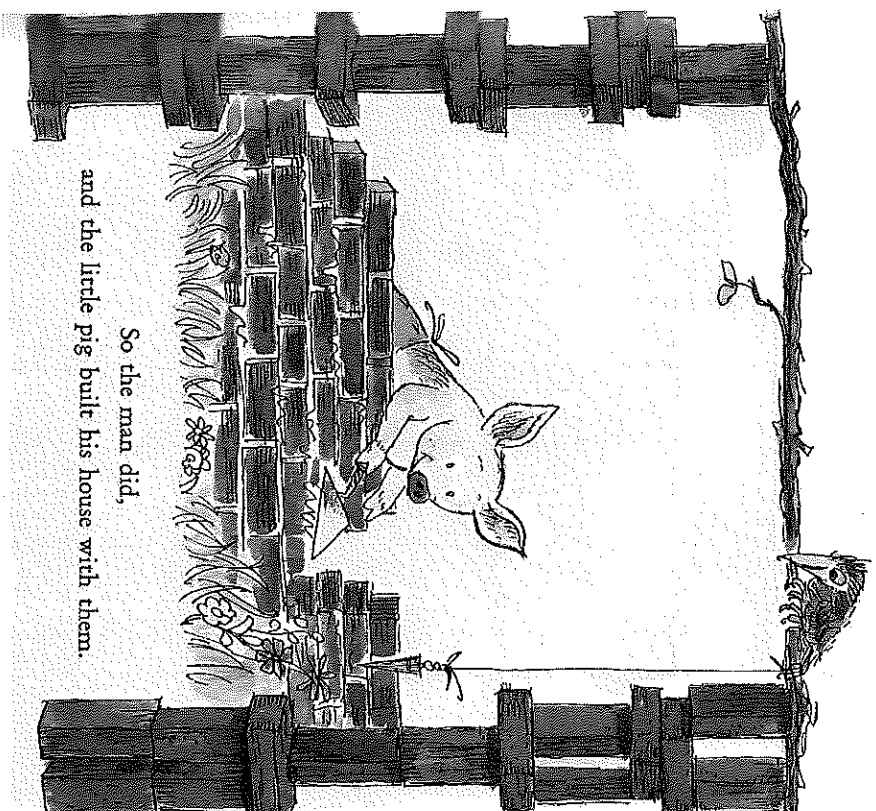
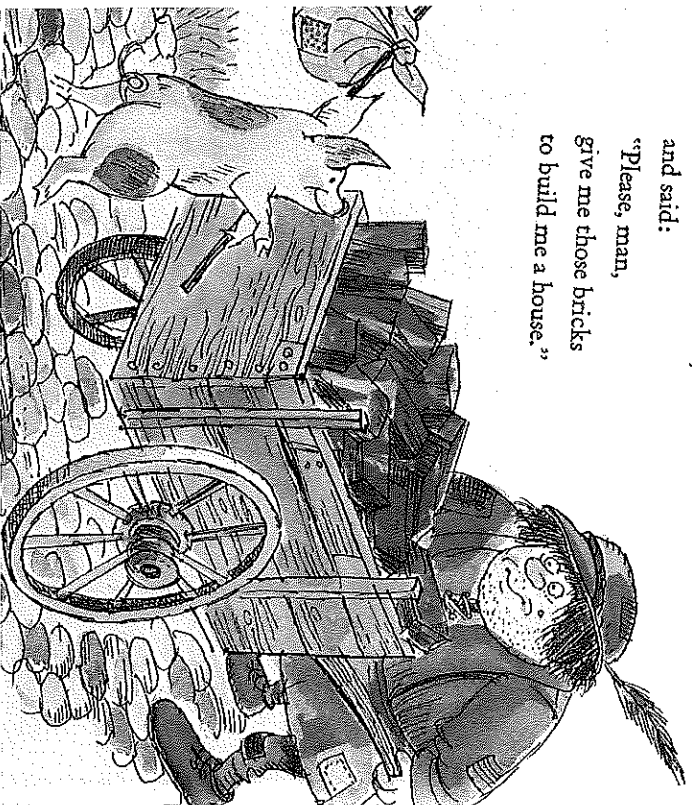
house



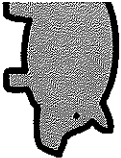
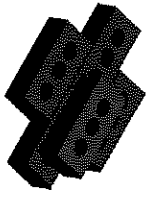
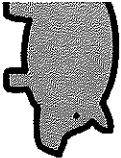
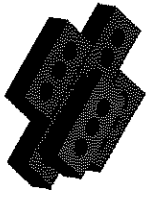
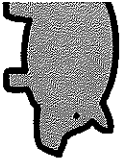
down



The third little pig
met a man
with a load of bricks,
and said:
"Please, man,
give me those bricks
to build me a house."



So the man did,
and the little pig built his house with them.

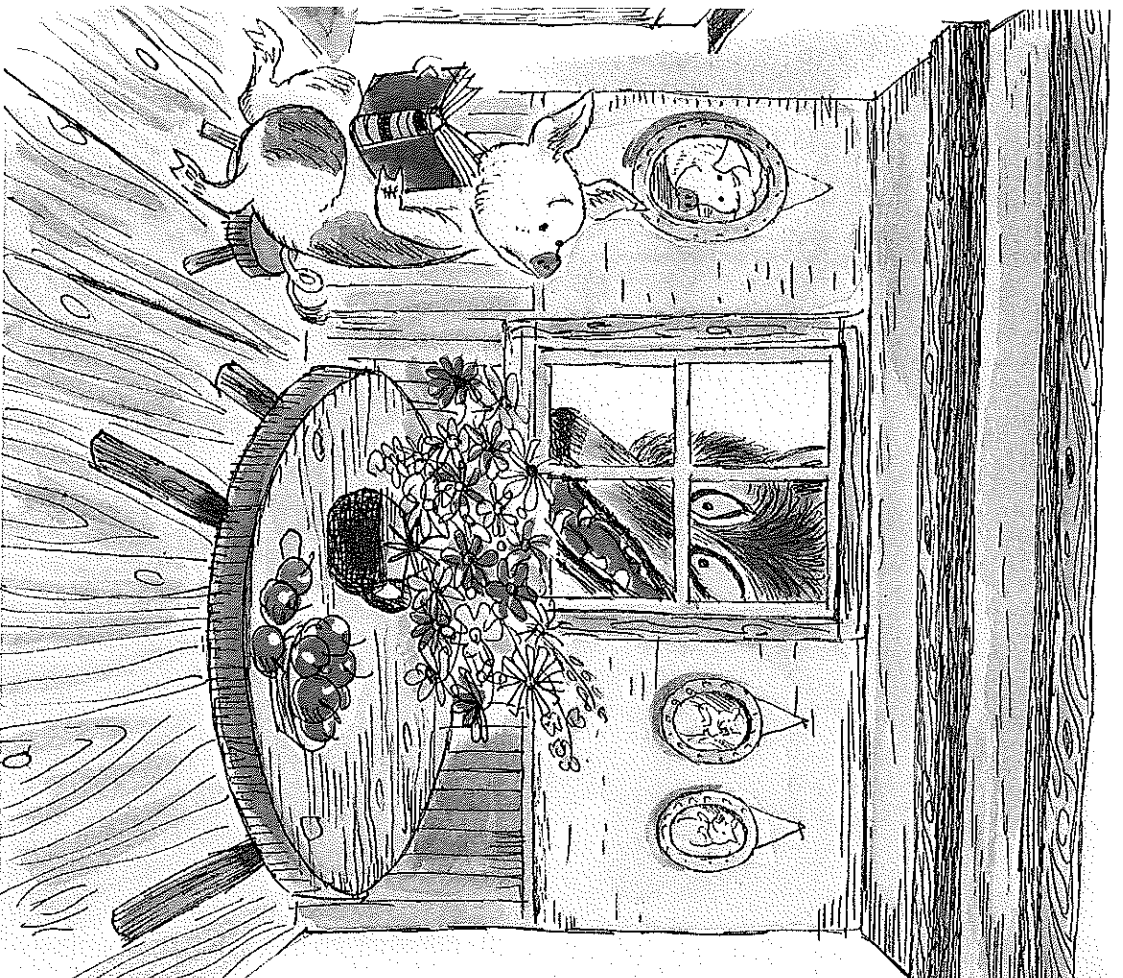
the third	2 3	pig	bought	bricks
				
he pig	built	a brick	house	
				

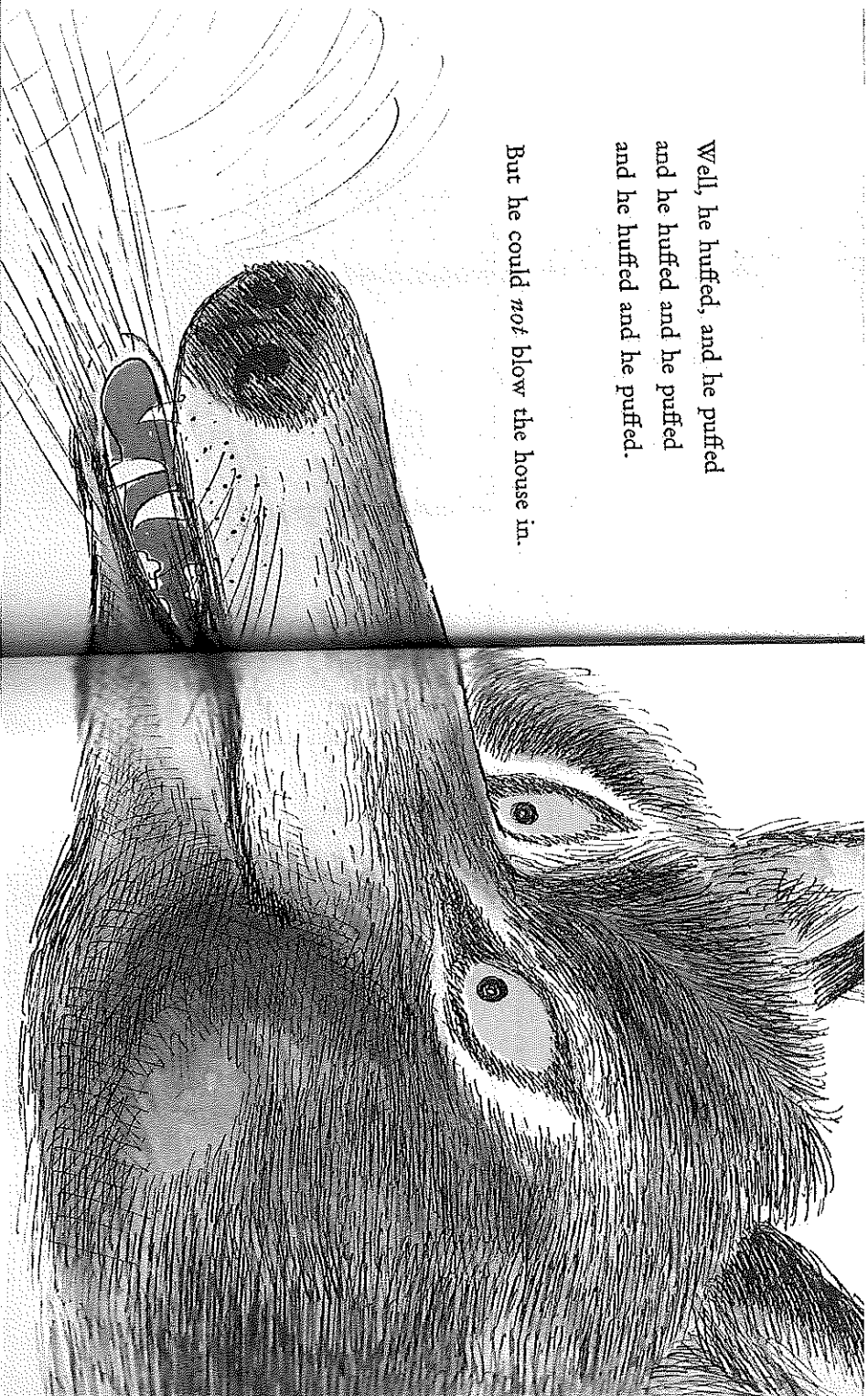
Along came the big bad wolf.
He said "Little pig,
little pig, let me in."



⊘
"No no no. Not by the hair on
my chinny chin chin."

⊘
"Then I'll huff, and I'll puff,
And I'll blow your house down."





Well, he huffed, and he puffed
and he huffed and he puffed
and he huffed and he puffed.

But he could *not* blow the house in.

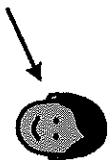
 The Bad Wolf	 blew	 and blew
 The Bad Wolf	 did not	 blow
 the house	 down	



Bad Wolf

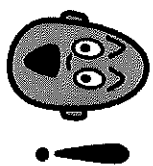


thought



he

could



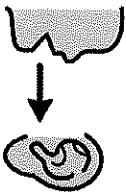
trick



the pig



Bad Wolf



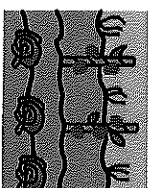
told



the pig

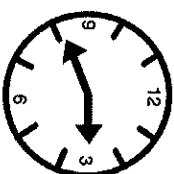


to go



to turnip garden

at



6:00



The pig



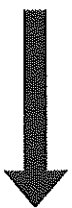
tricked



the wolf

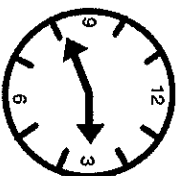


pig



went

at



5:00



Bad Wolf

Bad Wolf

did

told

it

the pig

again

to go

to the apple tree

at

5:00

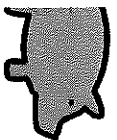
at



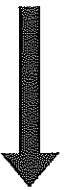
the wolf



tricked



the pig

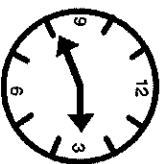


went

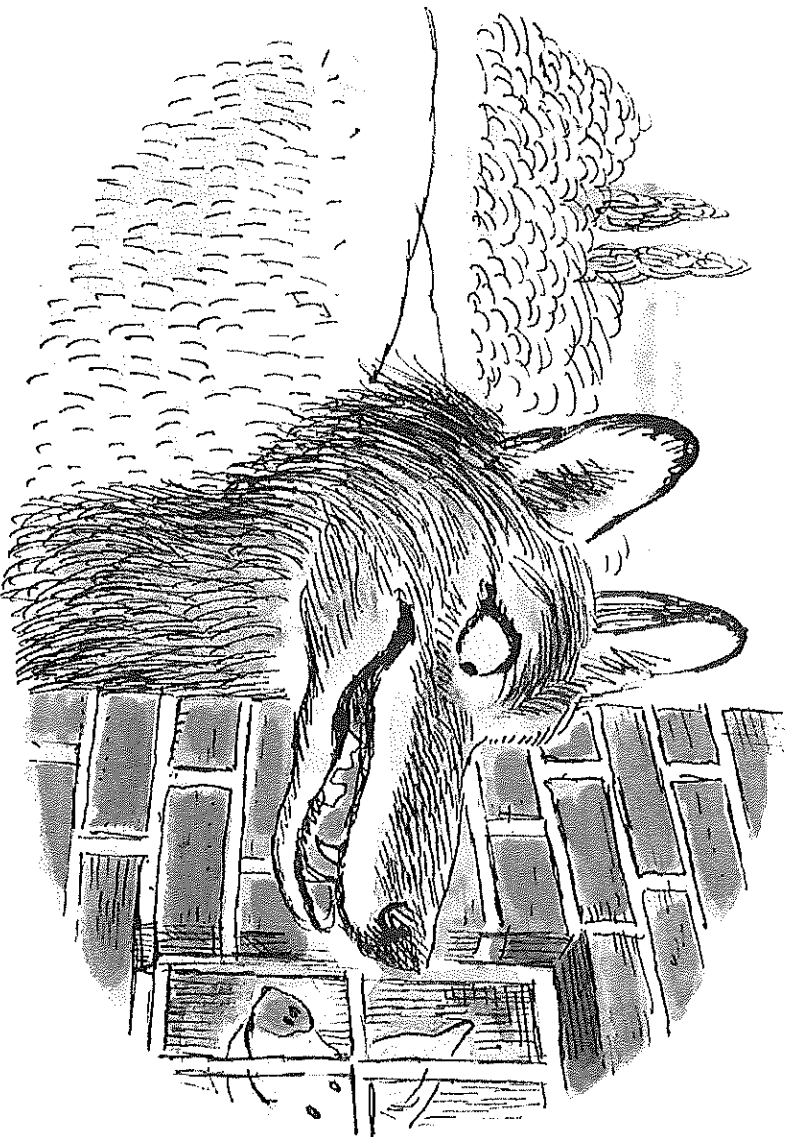


pig

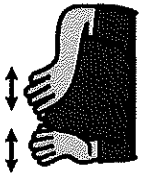
at



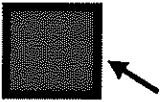
4:00



Bad Wolf



did



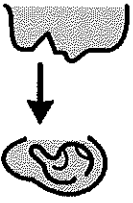
it



again



Bad Wolf



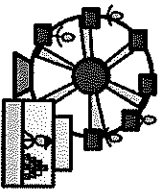
told



the pig

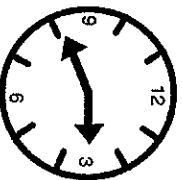


to go

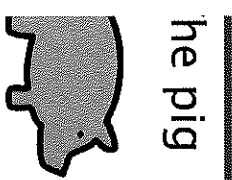
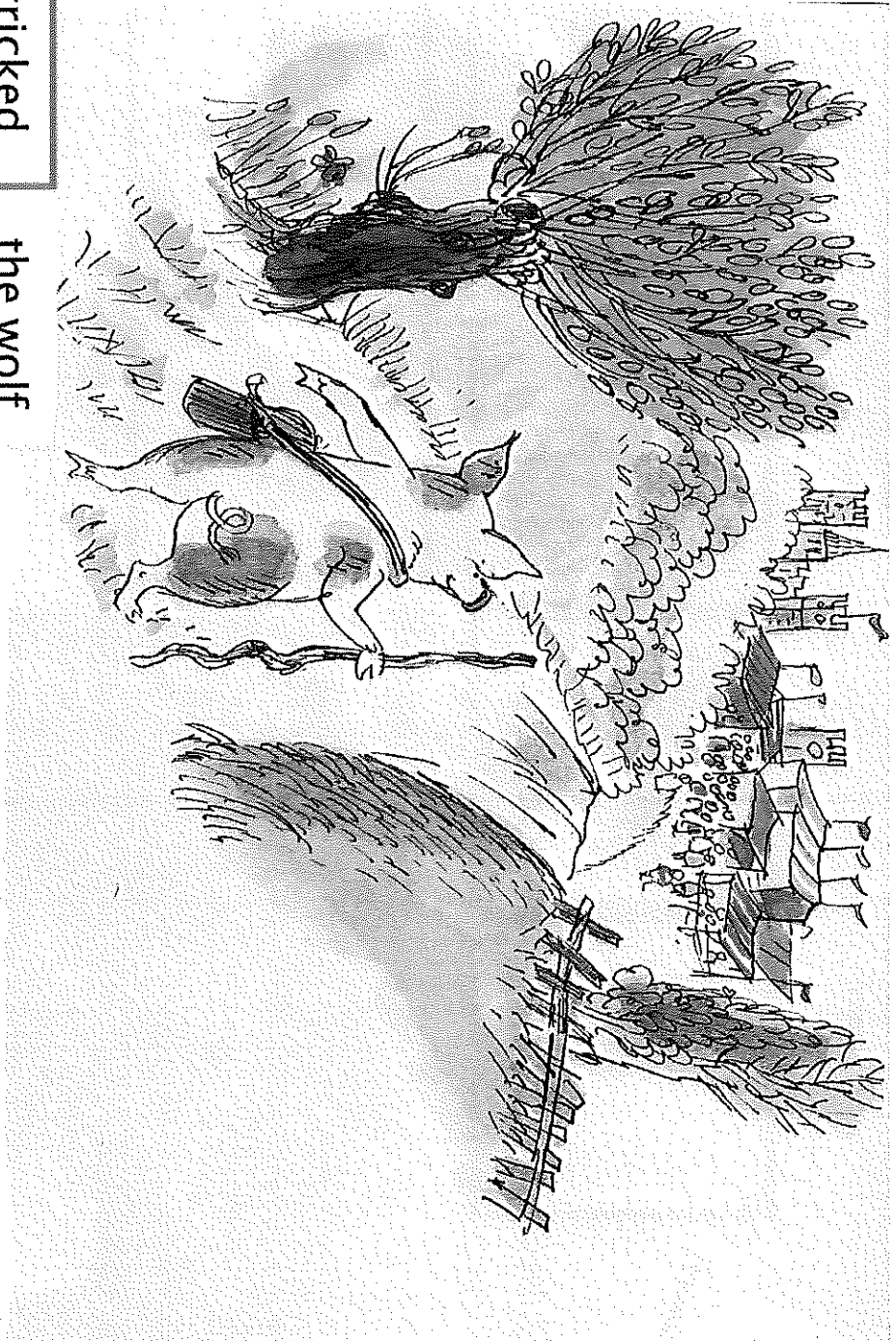


to the fair

at



3:00



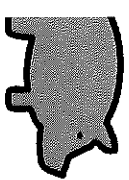
the pig



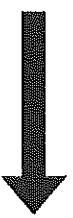
tricked



the wolf

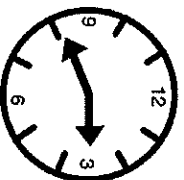


pig



went

at



2:00



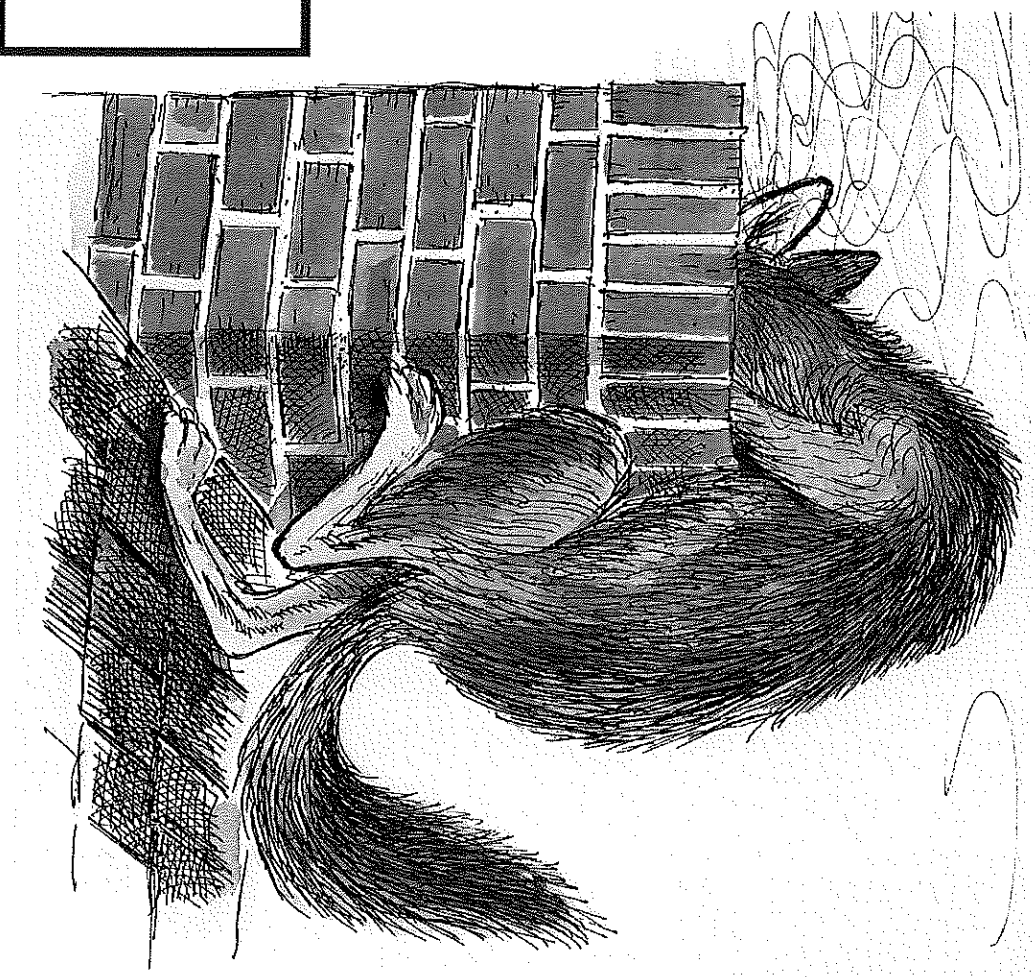
Bad Wolf



is

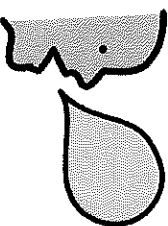


mad





Bad Wolf



said



I



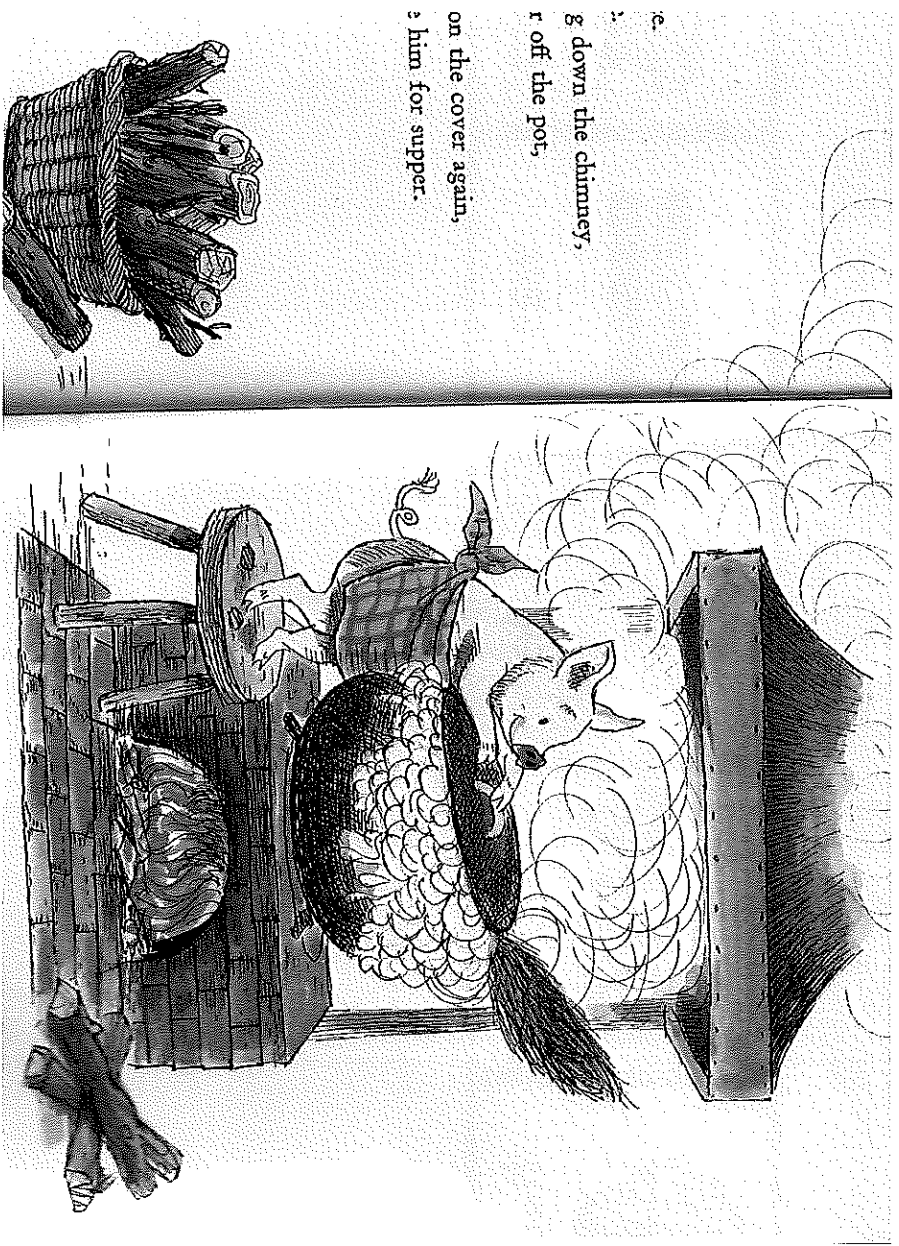
will go



down

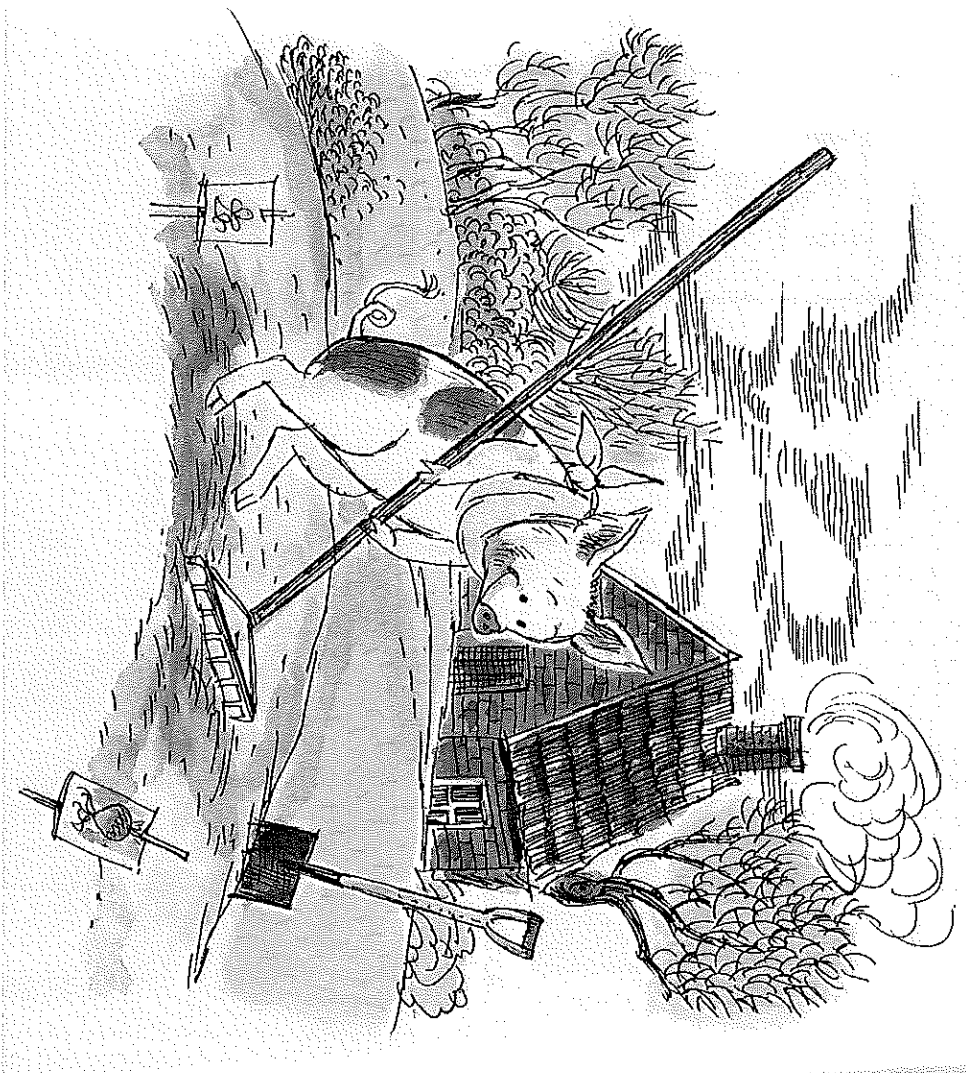


the chimney



the pig	
put	
fell	
a hot	
in	
Bad Wolf	

pot	
in	
the fireplace	



The pig

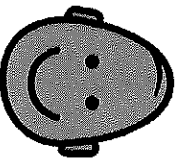


was



safe

and



happy



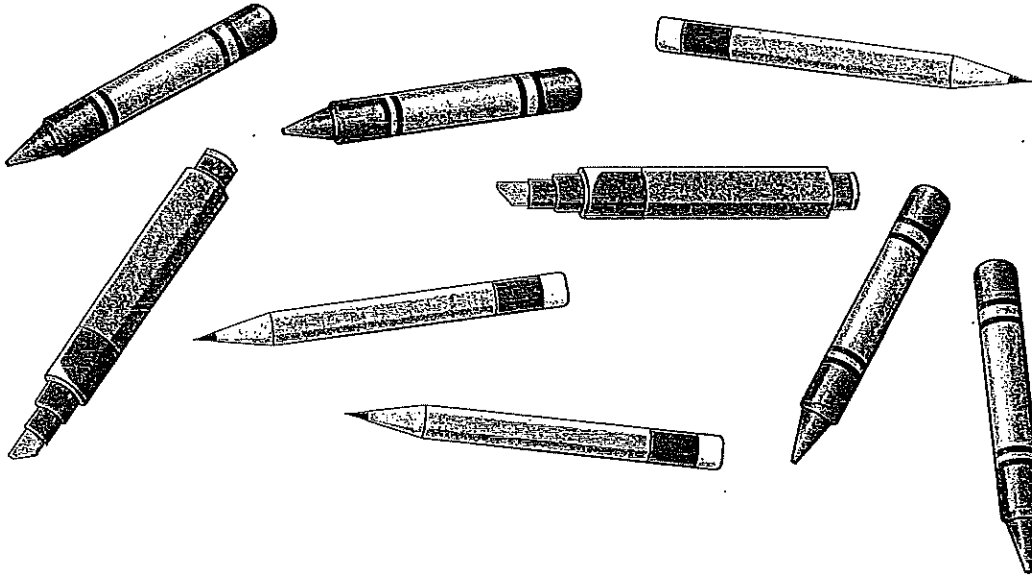
NAME _____

DATE _____

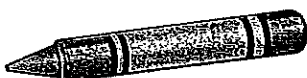
Inventory Bag

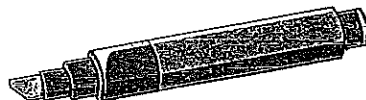
Count the number of crayons, markers, and pencils.

Count how many there are in all.



_____ pencils 

_____ crayons 

_____ markers 

How many are there in all? _____

NOTE

Students practice counting and writing numbers.

 How Many? (9–10)

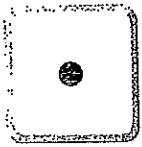
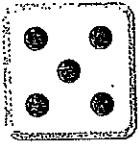
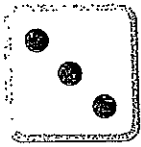


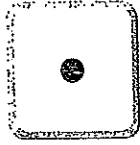
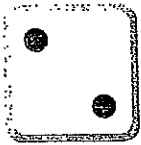
NAME _____

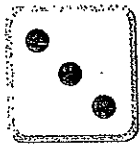
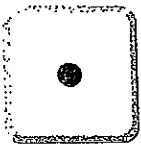
DATE _____

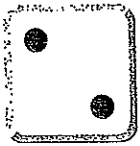
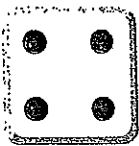
Roll and Record

Write the total.

2







NOTE

Students combine two amounts to find the total.

MM How Many? (0–6); How Many? (7–8)



NAME _____

DATE _____

Inventories at Home

Dear Family,

Your child will be taking an “inventory” of a related set of objects at home. Examples might be: a collection of stuffed animals, toy cars, books, or a set of items from the kitchen such as silverware or canned goods. They should count each type of item, for example: 4 red cars, 5 black cars, 2 green cars; count how many in all, and record all the information below or on the back of this page.

What did you Inventory? _____

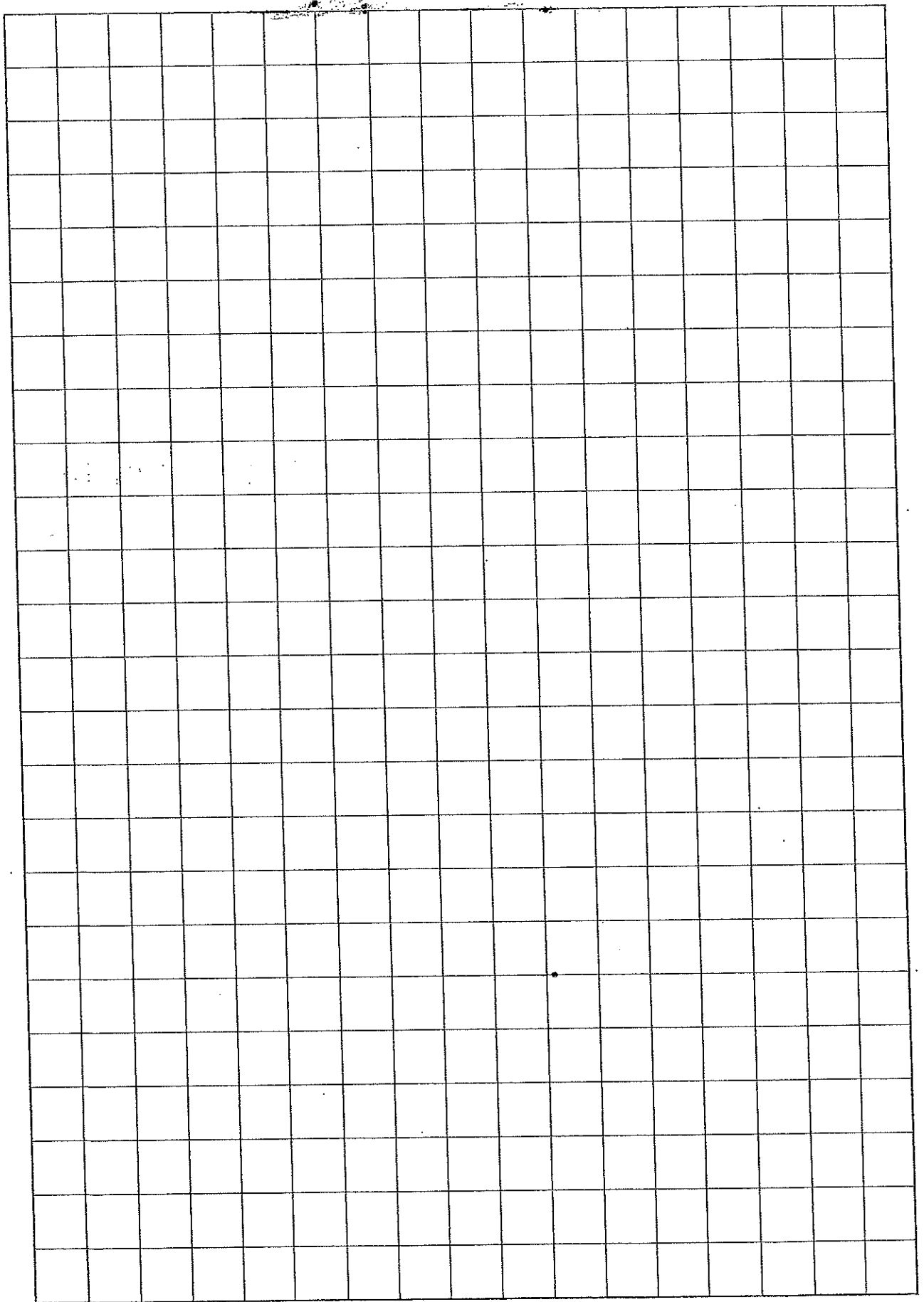
How many objects were in your Inventory? _____

Show how many.

NOTE

Students count related sets of objects.

Numbers 0 to 30



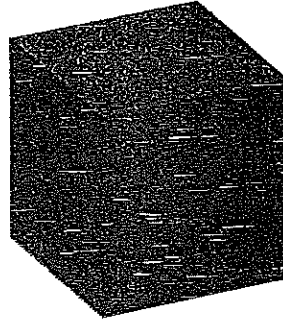
NAME _____

DATE _____

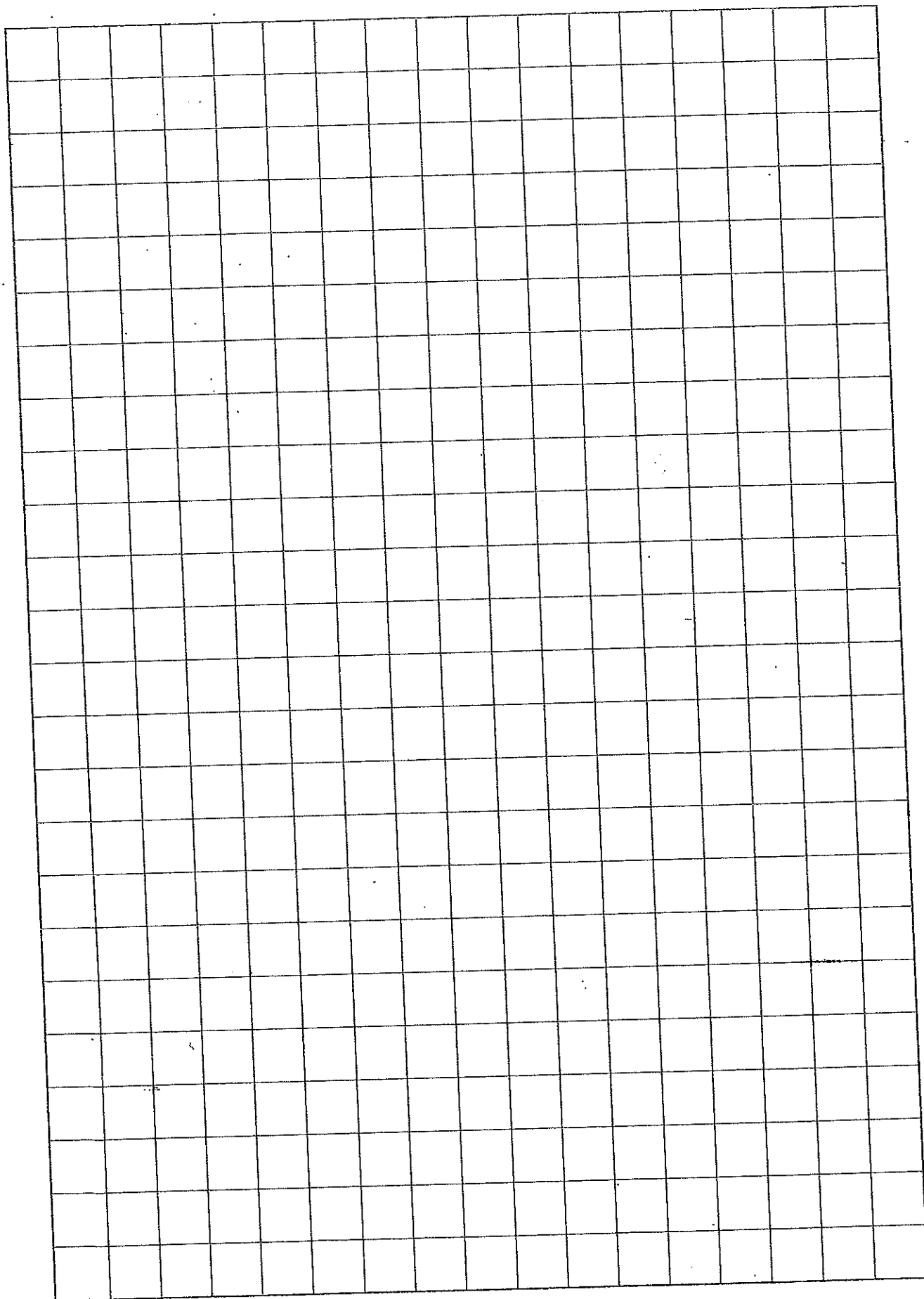
How Many Blocks?

Solve the problem. Show your work.

Jack was building with blocks.
He used 2 blocks to build a wall.
He used 4 blocks to build a bridge.



How many blocks did Jack use?





NAME _____

DATE _____

(PAGE 1 OF 2)

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them with your child can enrich your child's mathematical learning.

Counting We continue to focus on strategies for counting accurately and are practicing counting sets of up to 20 objects. This is more challenging because there are more objects to keep track of, but also because the number sequence in the teens doesn't follow the same pattern as the rest of the numbers. For example, think about 21, 22, 23 (or 31, 32, 33 or 41, 42, 43), and then consider the fact that we don't say ten-one, ten-two, ten-three for 11, 12, 13. You can support your child by finding lots of ways to count together at home.

Solving Story Problems In this unit, students have many opportunities to solve problems about combining (addition) and separating (subtraction) small amounts. At home, find ways to present problems about common situations: "There are six people in our family. But Grandma and Grandpa are joining us for dinner tonight. How many people will there be?". Or, "Usually, we have six people at our dinner table, but José is eating at a friend's house. How many people will there be?". Or, "If James wants three tacos, and Maria wants four, how many tacos do I need to make?". Encourage children to explain how they solve such problems. Most kindergarteners count from one. Some may count on (or back) or "just know" some combinations.



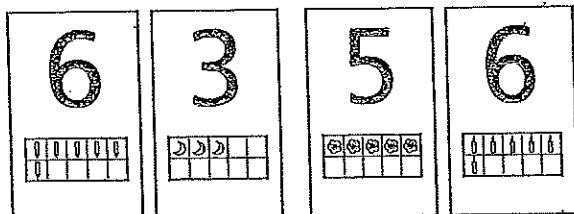
NAME _____

DATE _____

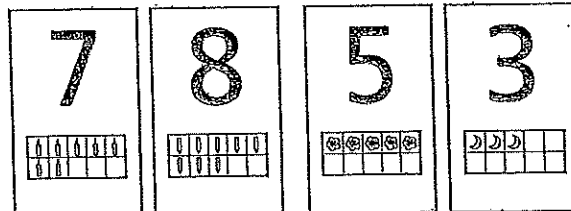
(PAGE 2 OF 2)

Related Activities to Try at Home

Playing Double Compare We have been playing *Double Compare* with all of the cards from 0 to 10. You could play at home with a deck of playing cards. Each player gets half the deck. Both players turn over their top two cards, and the person with the greater total says “me.” The game is over when all of the cards have been turned over. Be sure to ask your child to explain how she or he knows which number is greater. You might be surprised—although many children count or add to find and compare the totals, some children do not. Instead they reason about the numbers:



“I have 6 and 3. You have 6 and 5. We both have 6, so you have more because 5 is more than 3.”



“Both of my numbers are bigger than both of yours. So I have more.”

Or, “I have 2 big numbers, and you have 2 small numbers. I have more.”

Math and Literature You can find these books in your local library and read them together. These books focus on measuring, counting forward, and counting back:

Bang, Molly. *Ten, Nine, Eight.*

Dale, Penny. *Ten in the Bed.*

Bowman, Anne. *Count Them While you Can...: A Book of Endangered Animals.*

Deitz Shea, Pegi, Cynthia Weill, and Pahn Viet-Dinh. *Ten Mice for Tet!*

Heo, Yeumi. *Ten Days and Nine Nights: An Adoption Story.*

Martin, Bill. *Chicka Chicka 1, 2, 3.*

Metropolitan Museum of Art. *Museum 123.*

Sayre, April Pulley and Sayre, Jeff. *One is a Snail, Ten is a Crab.*



NAME _____

DATE _____

How Many Grapes?

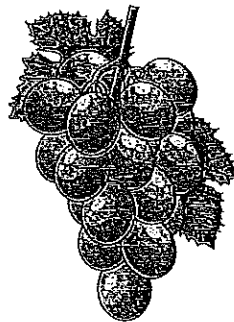
Read the problem. Show your work.

Mia brought grapes for snack.

She had 5 grapes.

Then she ate 1 of the grapes.

How many grapes did Mia have left?



NAME _____

DATE _____

Double Compare

Circle the pair of cards in each row that has more.

2 1	3 2
---	---

6 3	4 3
---	---

4 4	2 5
---	---

3 8	1 9
---	---

NOTE

Students combine two amounts and determine which total is greater.

More

Date _____

Spring 2020

_____ 'S

Science Work Packet

Grade K2

Animals 2x2

Date _____

Dear Parents,

Over the next few weeks, your child will be learning about the animals around your home and neighborhood. We will talk about what animals need to live and grow (food, water, air, and shelter). We will also help children understand that some of the things in their environment are living (plants, insects, birds...) and some are non-living (rocks, sticks, the sidewalk). Here are some additional activities you can do with your child to observe animals around you.

- Go for a walk and look for animals in your neighborhood
- Reuse a small plastic container with a lid to make a terrarium out of dirt and leaf debris from outside your home. You will be amazed at what you can find!
- Create a bird feeder out of a toilet paper roll, sunbutter (or nut butter) and seeds.
- Take a virtual trip to aquariums around the world by observing animals on webcams
<http://www.animalcameras.com/aquariums/live-aquarium-exhibit-webcams/>.
- Visit the FOSS website (FOSSweb.com) and look up more information in the *Animals 2x2* module

We hope you and your child enjoy learning about animals in your world!

Date _____

What do you already know about animals?

What do you want to know about animals?

Date _____

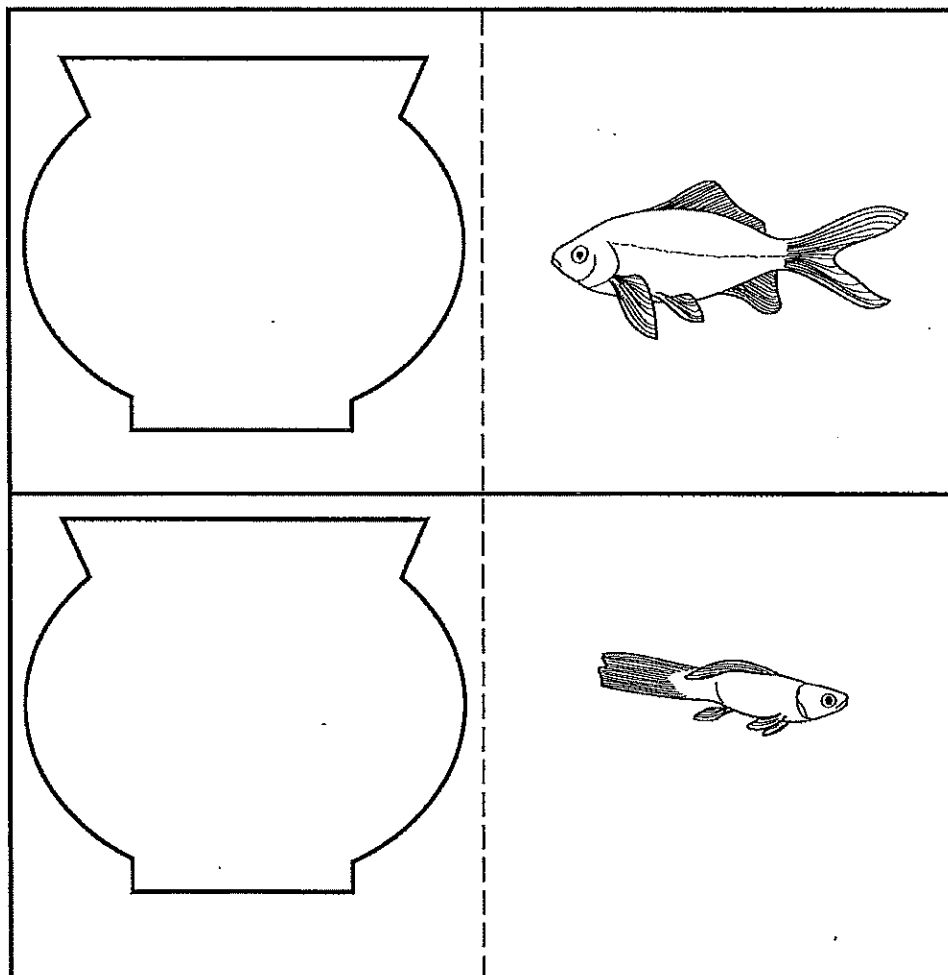
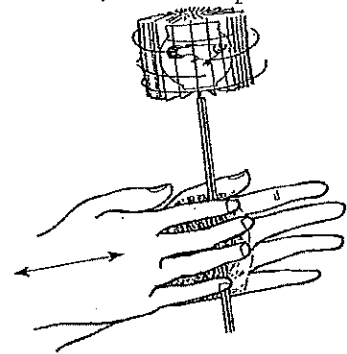
What do animals such as birds and fish
need to live and grow? (please write and draw
your answer)

HOME/SCHOOL CONNECTION

Investigation 1: Goldfish and Guppies

The pictures below will make two fish-in-a-bowl twirlers, one with a goldfish and one with a guppy. Cut on the solid lines, so that you have two strips, each with a bowl on the left side and a fish on the right. Color the bowl and the fish. Fold each strip in half along the dotted line, so that the pictures are back to back. Push a straw or pencil up between the two picture backs and securely tape it in place. Be sure the straw or pencil spans the full length of the picture.

Hold the straw or pencil between your palms with the pictures up, spin the straw back and forth, and watch the picture. An optical illusion makes the fish look as if it were in the bowl.



Date _____

What birds can you see outside of your house today?

(Spend 10-15 minutes in one spot outside your house, or looking out the window. Write and draw your observations)

Date _____

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Date _____

What birds can you see outside of your house today?

(Spend 10-15 minutes in one spot outside your house, or looking out the window. Write and draw your observations)

Date _____

Home/School Connection:

You have been observing the birds outside of your house and looking closely at the way they behave. Play a game of "animal charades" with your family. Each person will take a turn imitating the behavior of any animal they choose. The rest of the family guesses what the animal is. Guessers may only ask "yes" and "no" questions.

HOME/SCHOOL CONNECTION

Investigation 3: Big and Little Worms

Earthworms are often thought of as very lowly and unappealing creatures. But in fact, earthworms are very important creatures in many ways. The tunnels that earthworms make help keep soil loose, and make growing conditions better for garden plants. Water can travel through the soil better, and plants can grow their roots deeper.

To learn more about earthworms, have your child cut out the questions and answers below. Read aloud all of the questions, then read each answer and work together to decide which question it answers. Have your child glue the questions and answers on another sheet of paper, matching each answer to its question.

Q: How big can earthworms get?

A: As earthworms burrow, they produce a covering of mucus. This helps them move through the soil. As the mucus is rubbed off, it cements the walls of the tunnel. The mucus also helps the earthworm slip away from animals that would like to eat it for dinner.

Q: Why are earthworms so moist?

A: Earthworms don't have eyes, but they are sensitive to light.

Q: How do earthworms breathe?

A: The smallest earthworm is barely 2 centimeters long (less than an inch). One of the largest is a 2.5 meter giant that lives in Australia (that's about 100 inches).

Q: Do earthworms really eat dirt?

A: As earthworms make their tunnels through the soil, they take in food that is mixed with dirt. Some of the sand in the soil acts as grinding stones in the worm's gizzard. The soil that is not good for food passes through the earthworm. It is left behind as a casting.

Q: How do earthworms see?

A: Worms need to breathe, just like people, but they don't have noses. The air goes right through their skin.

Date _____

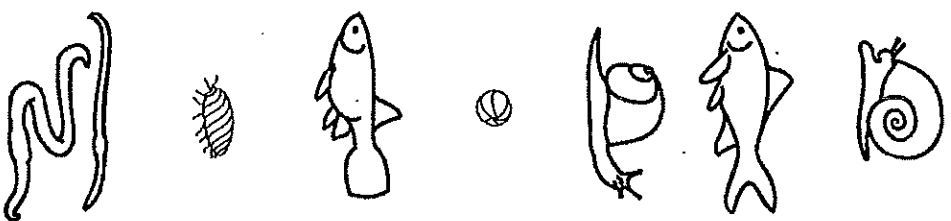
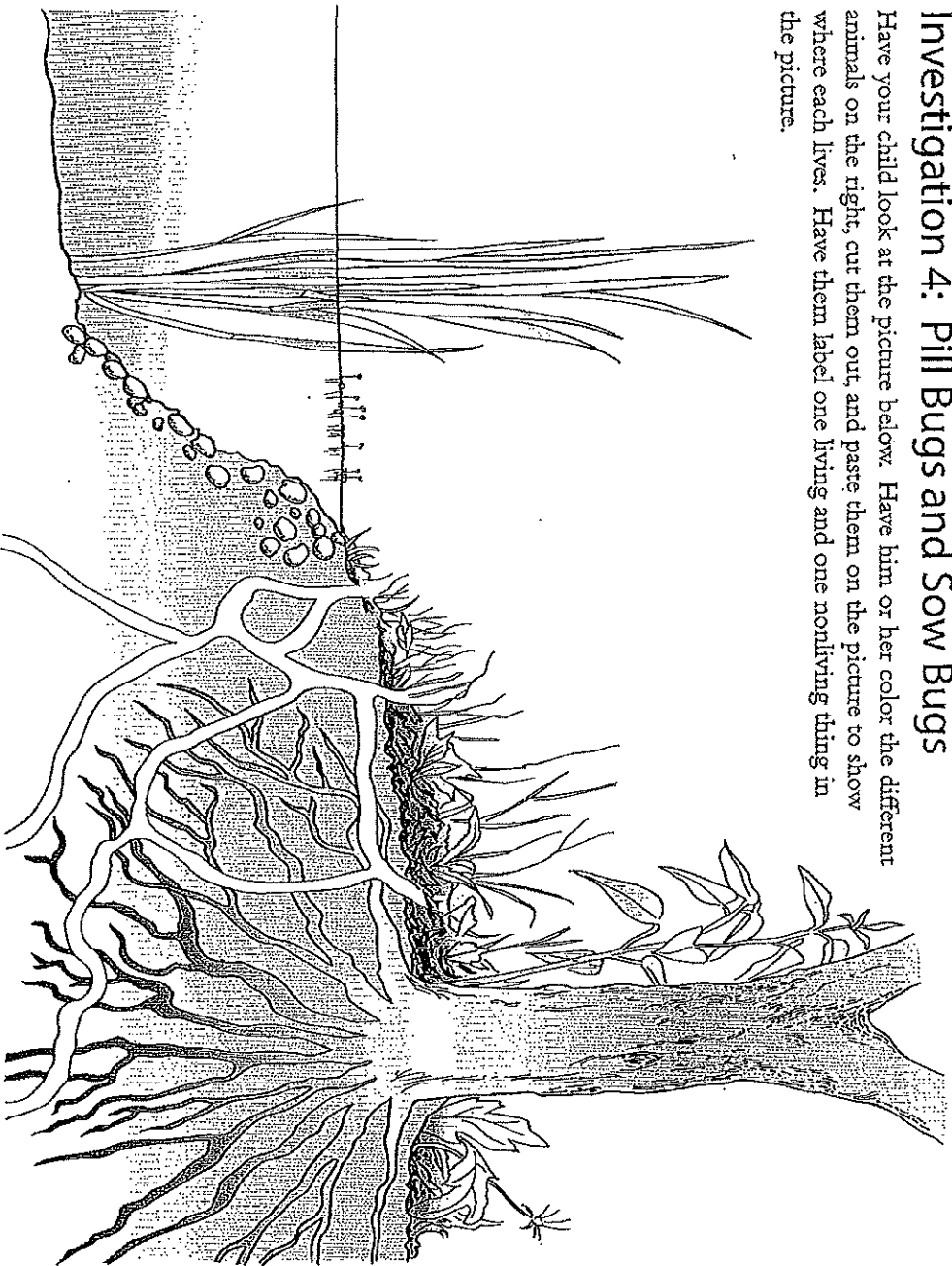
What do worms need to live and grow?

(please write and draw your answer)

HOME/SCHOOL CONNECTION

Investigation 4: Pill Bugs and Sow Bugs

Have your child look at the picture below. Have him or her color the different animals on the right, cut them out, and paste them on the picture to show where each lives. Have them label one living and one nonliving thing in the picture.



Date _____

Go outside or look outside your window.
Draw a picture of one thing that is living
and one thing that is non-living.

Living

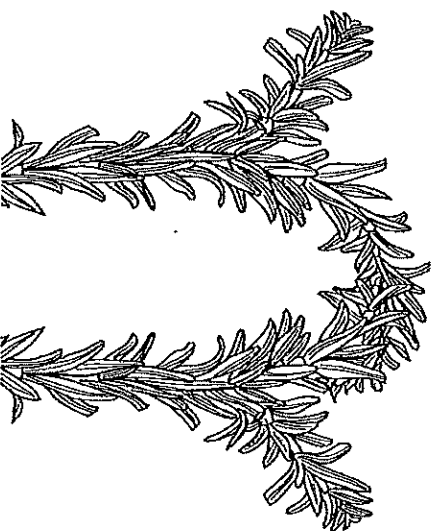
Non-living

PAPER AQUARIUM

1

Tunnel

Tape here



FOSS Next Generation
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Can be duplicated for classroom or workshop use.

Animals Two by Two Module
Investigation 1: Goldfish and Guppies
No. 8—Teacher Master

Date _____

What are 3 things you learned about animals?

1.

2.

3.

Date _____

What are 2 questions you have about animals?

1.

2.

Date _____

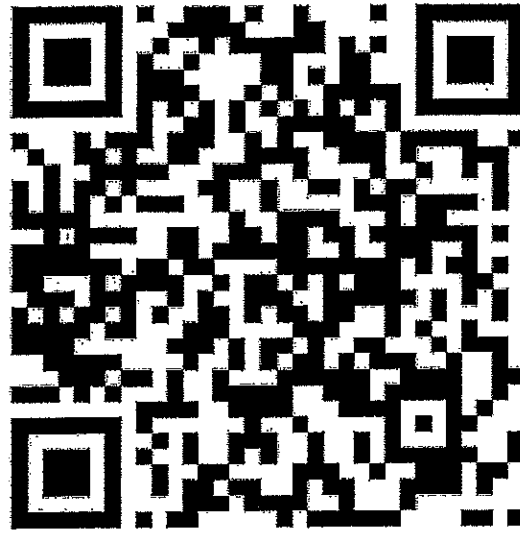
What is one thing you are wondering
about animals?

BPS Elementary Music Packet

Week 1

Scan the QR code or go to:

<https://www.youtube.com/watch?v=yh5cQLyTw5o>



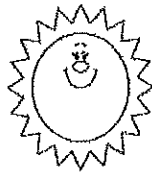
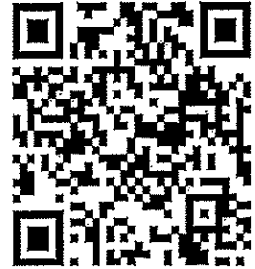
John the Rabbit
Oh John the rabbit, yes ma'am
Got a mighty habit, yes ma'am
Jumping in my garden, yes ma'am
Cutting down my cabbage, yes ma'am
My sweet potatoes, yes ma'am
My fresh tomatoes, yes ma'am
And If i live, yes ma'am
To see next fall, yes ma'am
I ain't gonna have, yes ma'am
No garden at all, yes ma'am
NO ma'am!



Listening map!

Listen to the music and color the story!

https://www.youtube.com/watch?v=mFWQgxXM_b8

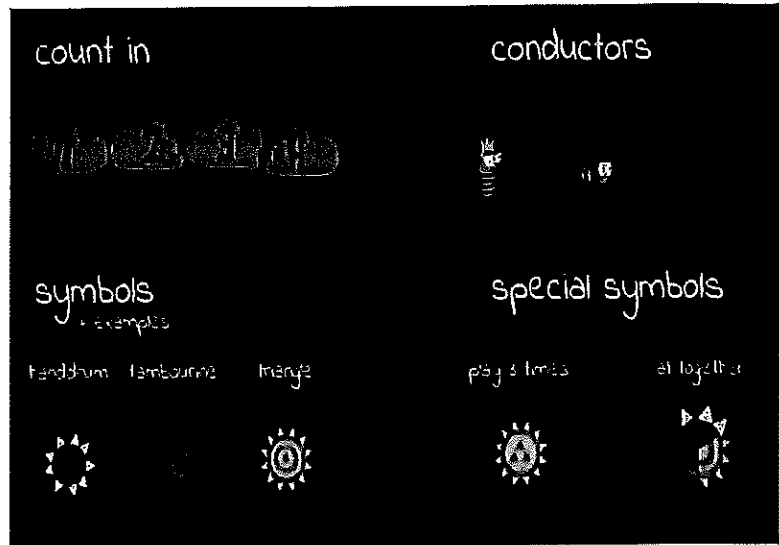
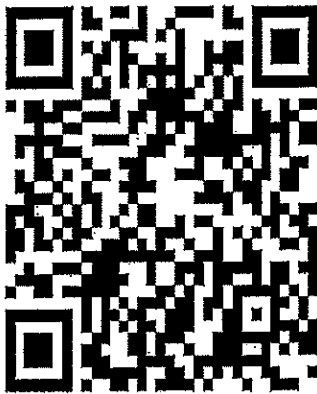


Draw your favorite instrument!

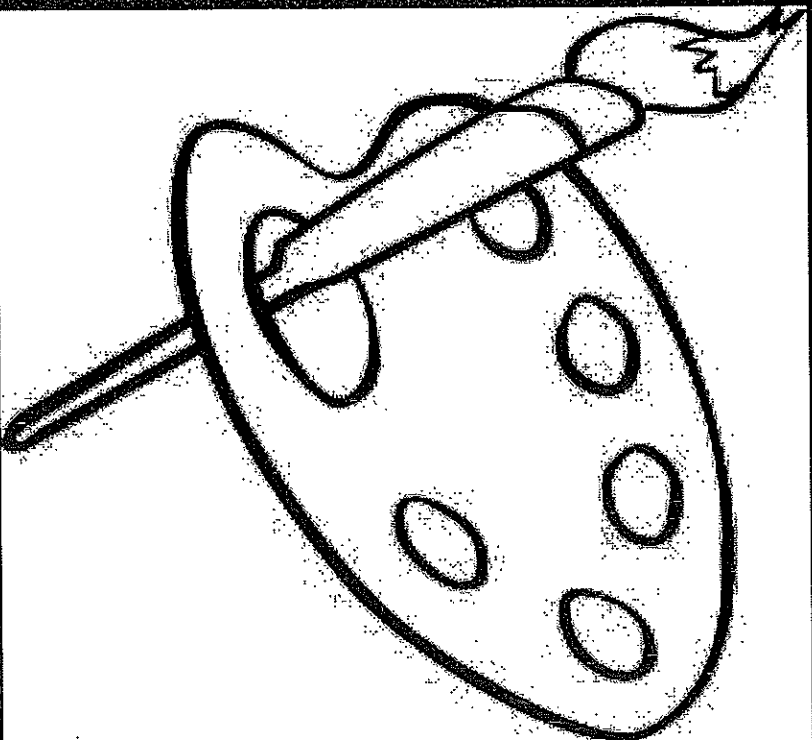
A large, empty rectangular box with a thin black border, intended for a child to draw their favorite instrument.

Waltz of the flowers! Find small instruments or ask your parents for spoons and other materials to play along!

<https://www.youtube.com/watch?v=bOXFrgB083A>

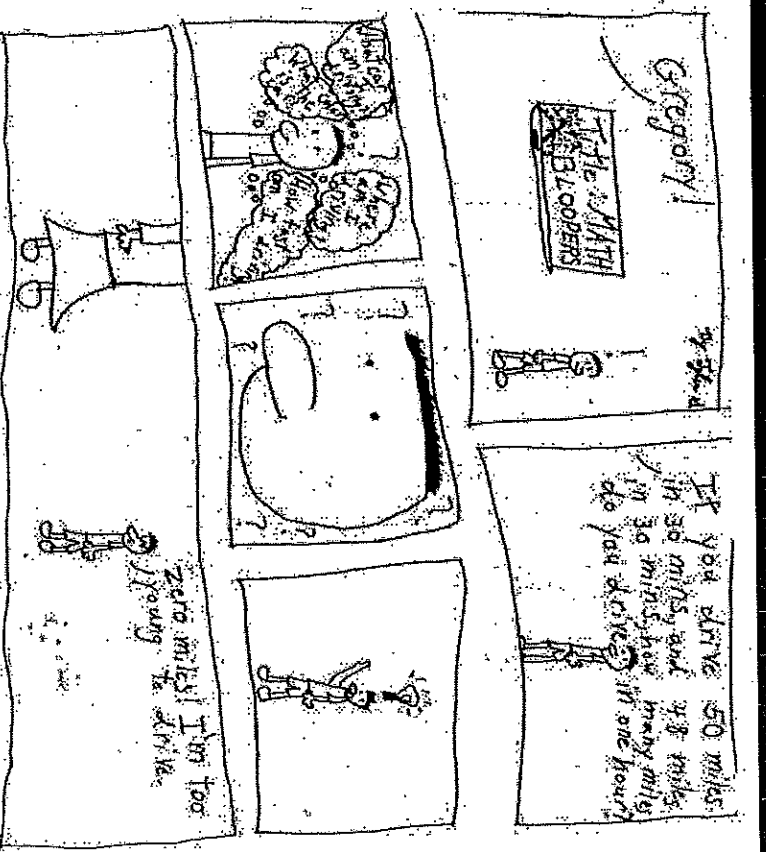


Thank you to Edison K8 music educator Ms. Maria Doreste for constructing this packet.



BPS Arts Take Home Art Pack Week 1

BPS Arts Bring JOY



Current Events Comic Strip Grades: K-12

Art is a way to communicate ideas. Choose a topic of interest and illustrate a comic strip about it. Use the checklist to guide you.

Materials: Comic Strip Template, checklist, pencil

Tips/Tricks: Does it make sense? Add speech bubbles and captions to help explain your pictures.

CREATE

Generate and conceptualize artistic ideas and work

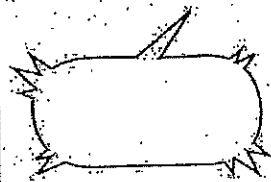
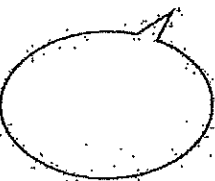
Students will be able to:

- Create from **observation** and **imagination**
- **Practice** using a specific material

COMIC STRIP CHECKLIST

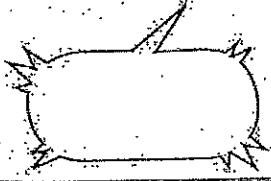
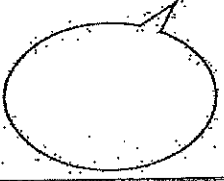
- Beginning: Who are the characters?
- Middle: What is the conflict/drama?
 - End: What is the resolution?
 - Does it make sense?
- Have someone else read it.
 - At least 4 frames long

CREATE A COMIC STRIP! Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

			
<i>by: _____</i>			

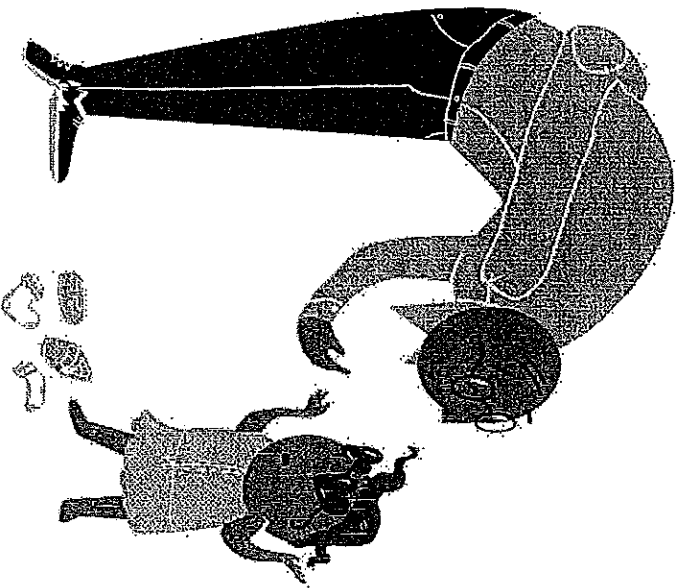
<i>by: _____</i>			

CREATE A COMIC STRIP! Design and draw your own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

			
by: _____			

by: _____			

BPS Arts Bring JOY



Art Interview of a Family Member Grades: K-12

Have you ever asked your family members about the role that art has played in their lives? Pick someone in your family to interview. Did they have art when they were growing up? What was it like? What did they like about art? What didn't they like? What would they like to learn more about? Do they have a favorite artist, painting, color? Make up your own questions to ask and record answers.

Materials: Interview sheet, pencil, paper

Tips/Tricks: For younger students, a family member can record responses while the student draws a picture, but be sure to talk about the questions and the drawings out loud

CONNECT

Synthesize and relate knowledge and personal experiences to make art

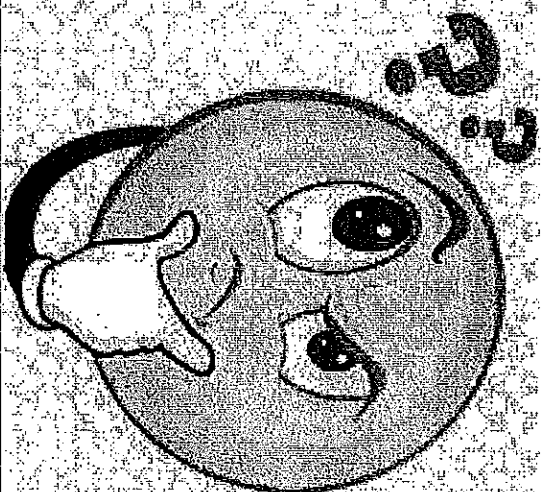
Students will be able to:

- demonstrate use of subject matter and symbols to communicate ideas in art
- discuss similarities and differences of individuals and cultures

Family Interview Questions

- What was art like when you were a kid _____
- What is your favorite kind of art _____
- Why do you think people care about art _____
- What would you want to learn more about in art _____

BPS Arts Bring JOY



What's Going on in Art Class Grades: K-12 Reflection Sheet

Amidst the busy hustle and bustle of CREATING in the art studio we don't always get a chance to pause and be reflective about what we've done. Take this opportunity to look back on a project that we've worked on.

Materials: Reflection sheet, pencil, paper

Tips/Tricks: For younger students, a family member can record responses while the student draws a picture, but be sure to talk about the questions and the drawings out loud

RESPOND

Perceive and analyze artistic work.

Students will be able to:

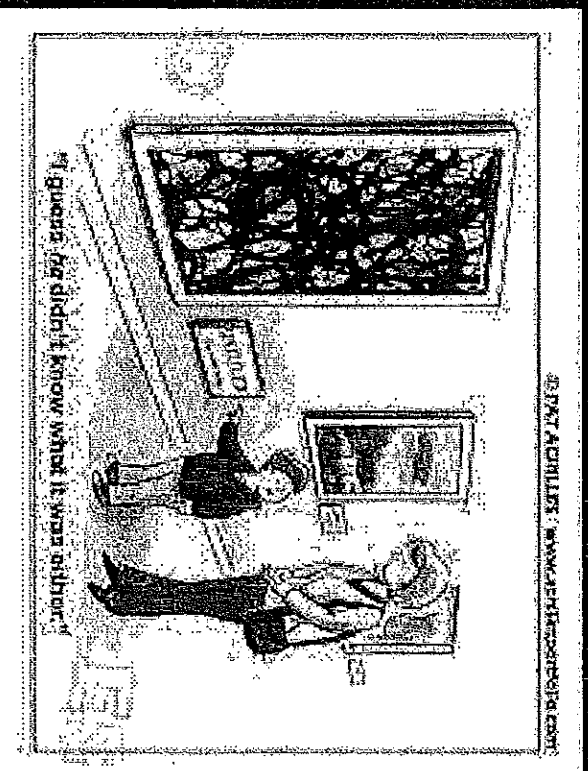
- Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.

What's Going on in art class?

Pick a project to reflect on

- Right now we are learning about _____
- Which makes me wonder _____
- I really enjoyed _____
- I struggled a little with _____
- I'm most proud of _____
- Some things I didn't know before but I do now _____

BPS Arts Bring JOY



My First Solo Exhibit

Grades: K-12

You've been working hard in the art studio, now it's time to share your talents with the world! You don't need to worry about signing with a fancy gallery, because you can create your own right in your home. Gather 5-10 piece of work and start curating your own art show. Invite family members to look at your work, ask you questions about your work, and give feedback/critique. If you don't have a body of work to choose from, start creating!

Materials: Collection of Artwork

Tips/Tricks: When choosing work, think about why you like it. Maybe choose a collection of work that all have to do with a theme.

PRESENT

Select, analyze, and interpret artistic work for presentation

Students will be able to:

- Talk about artistic intent, process, and thought about their own work with others

