

Fifth Grade Learning Resources

May 2020

Dear Families,

Enclosed is our final set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra última de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập sau cùng với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bổ túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmadeena ugu danbeysa ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyeedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qiimaynta dheeriga ah. Waxaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybteena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበራች ቤተሰቦች፣

እሽጉ የእርስዎ ተማሪ በዚህ የትምህርት ዘመን ቀደም ብሎ የተማራቸውን ችሎታዎችን ለመለማመድ ሊጠቀምባቸው የሚችል አማራጭ የመማሪያ ግብዓቶቻችንን የመጨረሻ ስብስብ ናቸው። እነዚህም ተግባራት የተሰጡ ስራዎችን ለሚሟላት የታሰቡ እና በቀጥታ በልጅዎ መምህር የቀረቡ ተግባራት ናቸው። ይህ ከ 2-3 ሳምንታት የሚሆን ተጨማሪ ትምህርት ለመደገፍ የተቀረበው ነው። ተማሪዎች ከዚህ እሽግ ውስጥ ከአንድ የሂሳብ ተግባር እና ከአንድ የማንበብ ተግባር ያልበለጠ በየቀኑ እንዲያጠናቅቁ እንመክራለን። ለተጨማሪ የትምህርት እና የልምምድ እድሎች፣ የመጀመሪያዎቹን የሀብቶች ስብስቦችን እና የሚገኙን ቅጥያዎችን ጨምሮ ለማግኘት፣ እባክዎ ድር ጣቢያችንን እዚህ ላይ ይጎብኙ፡

www.highlineschools.org/coronavirus/learning-support/home-learning-southwest.

5th Grade Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**

**Grade 5 Day 6: Multiplying Fractions**

Grade	5
Day	6
Math	Multiplying Fractions
Audience	Teachers
Language of Instruction	English
Objective	Fluency practice with multiplying fractions
Standard	<p>Number and Operations—Fractions</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>5.NF.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $(a \times q)/b$. <i>For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*</i></p> <p>5.NF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>
Links to printable materials (Student facing)	Student Page: Grade 5, Day 6: Multiplying Fractions
Online / Blended Resources	How to Multiply Mixed Numbers Video https://www.youtube.com/watch?v=ICbswBRIGyY&feature=youtu.be FractionApp https://www.mathlearningcenter.org/resources/apps/fractions



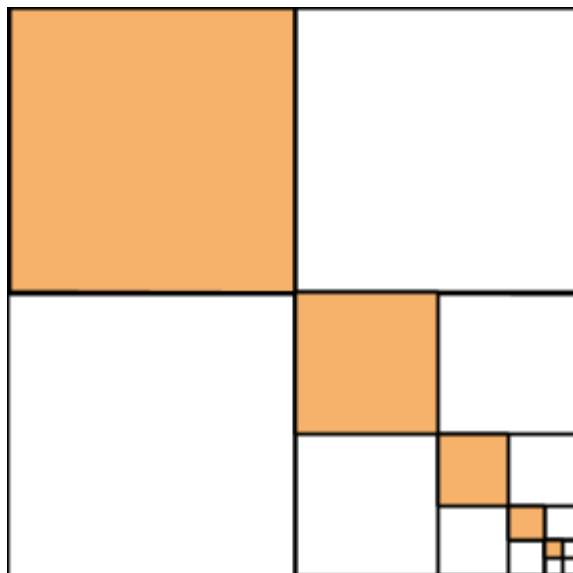
	Worksheets	Online
Launch	Solve a variety of fraction multiplication problems.	Watch the video demonstration on how to multiply mixed numbers using an area model https://www.youtube.com/watch?v=ICbswBRIGyY&feature=youtu.be
Explore	Use estimation, area and real life context to make sense of multiplying fractions.	Try out the Fraction App https://www.mathlearningcenter.org/resources/apps/fractions
Summarize	What is your favorite way to represent and solve fractions?	What is your favorite way to represent and solve fractions?

Solve on the number line.

$$\frac{2}{3} \times \frac{3}{4} =$$



What part of the square is shaded?



Place the numbers 1, 2, 3, and 4 into each space to try to make the **largest** possible answer and the **smallest** possible answer.

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Write a story that matches this equation:

$$1\frac{1}{2} \times \frac{3}{4}$$

Draw a rectangle with these dimensions and calculate its area:

$$3\frac{2}{3} \times 2\frac{1}{3}$$

Estimate the value of each expression and decide which box it goes in.


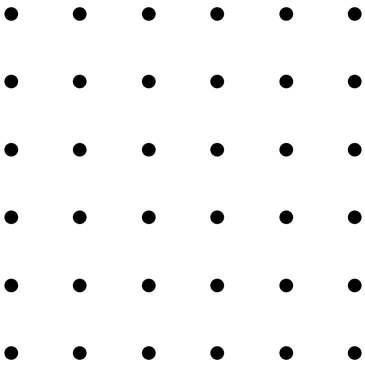
$1 \times \frac{1}{4}$	$\frac{3}{4} \times 2\frac{1}{3}$	$\frac{1}{5} \times 5$	$\frac{1}{2} \times 2$
Less than 1	Equal to 1	More than 1	

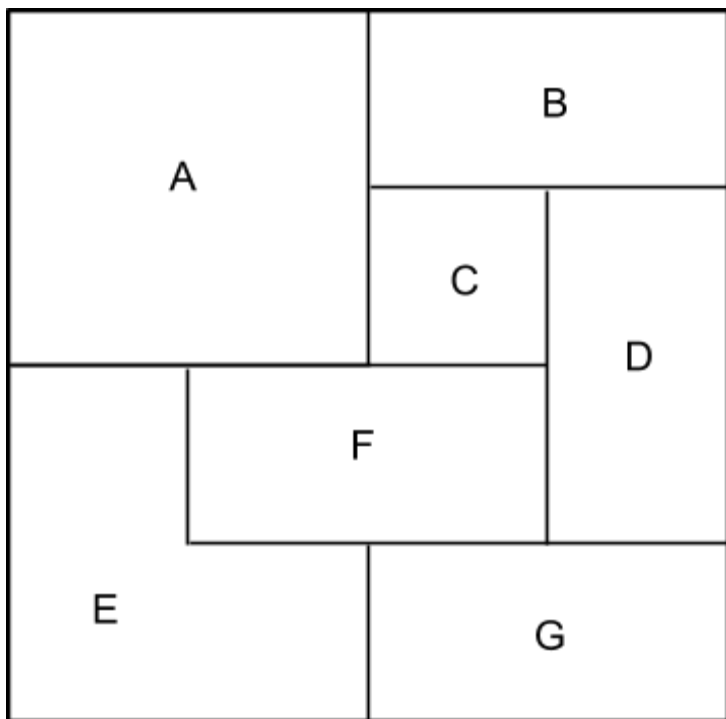
Explain one of your choices.

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS**Grade 5 Day 7: Fractions**

Grade	5
Day	7
Math	Fractions
Audience	Teachers
Language of Instruction	English
Objective	Multiplying, ordering and visualizing fractions.
Standard	Number and Operations—Fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
Links to printable materials (Student facing)	Student Page: Grade 5, Day 7 Fractions
Online / Blended Resources	Who wants to be a Millionaire Game http://www.math-play.com/Multiplying-Fractions-Millionaire/Multiplying-Fractions-Millionaire.html FogStonelsle.com is a free game that gives students practice with fraction addition, subtraction, multiplication, and division

	Worksheets	Online
Launch	Solve a variety of fraction string problems.	Play Who wants to be a Millionaire? http://www.math-play.com/Multiplying-Fractions-Millionaire/Multiplying-Fractions-Millionaire.html
Explore	Look for patterns.	FogStonelsle.com is a free game that gives students practice with fraction addition, subtraction, multiplication, and division
Summarize	Choose one example and explain how you know.	

<p>What is...</p> <p>$\frac{1}{4}$ of \$1.00 _____</p> <p>$\frac{1}{2}$ of \$1.00 _____</p> <p>$\frac{2}{4}$ of \$1.00 _____</p>	<p>$\frac{1}{5}$ of \$1.00 _____</p> <p>$\frac{3}{5}$ of \$1.00 _____</p> <p>$\frac{3}{5}$ of \$2.00 _____</p>
<p>What pattern do you notice?</p>	
<p>Place the following fractions on the number line:</p> <p>$\frac{4}{5}$ $\frac{1}{5}$ $1\frac{4}{5}$ $\frac{1}{3}$ $\frac{10}{3}$ $\frac{5}{3}$ $\frac{5}{4}$ $1\frac{2}{3}$ $\frac{6}{9}$ $2\frac{1}{5}$ $\frac{3}{10}$ $1\frac{2}{5}$</p> 	
<p>What is $\frac{1}{4}$ of 36? _____</p> <p>What is $\frac{2}{4}$ of 36? _____</p> <p>What is $\frac{3}{4}$ of 36? _____</p> <p>What is $\frac{1}{6}$ of 36? _____</p> <p>What is $\frac{2}{6}$ of 36? _____</p> <p>What is $\frac{5}{6}$ of 36? _____</p>	
<p>Choose one and describe how you know.</p>	



Pablo's birthday cake was cut into 7 pieces. What fraction of the cake is each piece?

A _____

B _____

C _____

D _____

E _____

F _____

G _____

Choose one and describe how you know.

**Grade 5 Day 8:** Connecting Fractions to Division

Grade	5
Day	8
Math	Connecting Fractions to Division
Audience	Teachers
Language of Instruction	English
Objective	Observe and use the patterns in a division table to develop understanding of fractions as division
Standard	<p>Numbers & Operations—Fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50 pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>
Links to printable materials (Student facing)	Student Page Grade 5 Day 8: Connecting Fractions to Division
Online / Blended Resources	<p>Fractions are Division https://www.youtube.com/watch?v=3xwDryouw6o</p> <p>Connecting Fractions and Division https://www.youtube.com/watch?v=PcY8dUiyoPI</p> <p>FractionApp https://www.mathlearningcenter.org/resources/apps/fractions</p>



	Worksheets	Online
Launch	Study the patterns in a division table and record noticing.	Connecting Fractions and Division https://www.youtube.com/watch?v=PcY8dUiy_oPI Fractions are Division https://www.youtube.com/watch?v=3xwDryou_w6o
Explore	Use the patterns in a division table to fill in the missing cells.	
Summarize	Use the division table to figure out how to share up to 10 candy bars with up to 10 people. A friend doesn't understand how this table works. How would you explain it to him?	

Part 1

This table shows how a group of up to ten people can share up to ten candy bars. For example if 3 people share 1 candy bar each person gets $\frac{1}{3}$ of the candy bar. Study the table and describe some of the patterns you notice.

I notice _____

		How many people will they invite?									
		1	2	3	4	5	6	7	8	9	10
How many candy bars will they buy?	1	1/1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	1/10
	2	2/1	2/2	2/3	2/4	2/5	2/6	2/7	2/8	2/9	2/10
	3	3/1	3/2	3/3	3/4	3/5	3/6	3/7	3/8	3/9	3/10
	4	4/1	4/2	4/3	4/4	4/5	4/6	4/7	4/8	4/9	4/10
	5	5/1	5/2	5/3	5/4	5/5	5/6	5/7	5/8	5/9	5/10
	6	6/1	6/2	6/3	6/4	6/5	6/6	6/7	6/8	6/9	6/10
	7	7/1	7/2	7/3	7/4	7/5	7/6	7/7	7/8	7/9	7/10
	8	8/1	8/2	8/3	8/4	8/5	8/6	8/7	8/8	8/9	8/10
	9	9/1	9/2	9/3	9/4	9/5	9/6	9/7	9/8	9/9	9/10
	10	10/1	10/2	10/3	10/4	10/5	10/6	10/7	10/8	10/9	10/10

Part 2

Fill in the missing portions of the division table.

		How many people will they invite?									
		1	2	3	4	5	6	7	8	9	10
How many candy bars will they buy?	1	1/1	1/2	1/3	1/4	1/5	1/6		1/8	1/9	1/10
	2	2/1	2/2	2/3		2/5	2/6	2/7	2/8		2/10
	3	3/1		3/3	3/4	3/5	3/6		3/8	3/9	3/10
	4	4/1	4/2	4/3	4/4	4/5	4/6	4/7	4/8	4/9	
	5	5/1		5/3		5/5	5/6	5/7	5/8	5/9	5/10
	6	6/1	6/2	6/3	6/4	6/5		6/7	6/8	6/9	
	7	7/1	7/2	7/3	7/4	7/5	7/6	7/7	7/8	7/9	7/10
	8	8/1	8/2		8/4	8/5	8/6	8/7	8/8	8/9	8/10
	9	9/1		9/3	9/4	9/5	9/6	9/7	9/8	9/9	
	10	10/1	10/2	10/3	10/4	10/5		10/7	10/8	10/9	10/10

Part 3

This table shows what fraction of a candy bar each person will get.
Use the table to answer these questions:

Example:

Three people share 2 candy bars. What fraction does each get? $\frac{2}{3}$

Four people share 5 candy bars. What fraction does each get? $\frac{5}{4}$

1. Five people share 2 candy bars. What fraction does each get? _____
2. Six people share 3 candy bars? What fraction does each get? _____
3. Seven people share 8 candy bars? What fraction does each get? _____

		How many people will they invite?									
		1	2	3	4	5	6	7	8	9	10
How many candy bars will they buy?	1	1/1	1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	1/10
	2	2/1	2/2	2/3	2/4	2/5	2/6	2/7	2/8	2/9	2/10
	3	3/1	3/2	3/3	3/4	3/5	3/6	3/7	3/8	3/9	3/10
	4	4/1	4/2	4/3	4/4	4/5	4/6	4/7	4/8	4/9	4/10
	5	5/1	5/2	5/3	5/4	5/5	5/6	5/7	5/8	5/9	5/10
	6	6/1	6/2	6/3	6/4	6/5	6/6	6/7	6/8	6/9	6/10
	7	7/1	7/2	7/3	7/4	7/5	7/6	7/7	7/8	7/9	7/10
	8	8/1	8/2	8/3	8/4	8/5	8/6	8/7	8/8	8/9	8/10
	9	9/1	9/2	9/3	9/4	9/5	9/6	9/7	9/8	9/9	9/10
	10	10/1	10/2	10/3	10/4	10/5	10/6	10/7	10/8	10/9	10/10

A friend is trying to work on his math, but he doesn't understand how this table can help him solve division problems. What would you say to help understand how to use this tool?

**SFUSD**SAN FRANCISCO
PUBLIC SCHOOLS**Grade 5 Day 9: Dividing Fractions**

Grade	5
Day	9
Math	Fractions and Division
Audience	Teachers
Language of Instruction	English
Objective	Recognizing patterns in division.
Standard	Number and Operations—Fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions.5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$).
Links to printable materials (Student facing)	Student Page: Grade 5, Day 9 Fractions
Online / Blended Resources	Countdown Fractions https://nrich.maths.org/6564 This video gives directions for making origami stars . This video gives directions for folding paper into fifths . This website contains instructions for folding paper into other divisions besides fifths.



	Worksheets	Online
Launch	Solve division number strings	Play Countdown Fractions https://nrich.maths.org/6564
Explore	Look for patterns.	Try out one of these paper folding videos: This video gives directions for making origami stars . This video gives directions for folding paper into fifths . This website contains instructions for folding paper into other divisions besides fifths.
Summarize	Write an expression that could be true for the number line.	

Division of whole number by whole number

$$3 \div 1 =$$

$$3 \div 2 =$$

$$3 \div 3 =$$

$$3 \div 4 =$$

$$3 \div 5 =$$

$$3 \div 6 =$$

$$3 \div 7 =$$

What pattern do you notice?

Division of fraction by whole number

$$\frac{1}{3} \div 2 =$$

$$\frac{1}{3} \div 3 =$$

$$\frac{1}{3} \div 4 =$$

$$\frac{1}{4} \div 2 =$$

$$\frac{1}{4} \div 3 =$$

$$\frac{1}{4} \div 4 =$$

What pattern do you notice?

What expression might go with this number line?



How do you know?



Grade 5 Day 10: Classifying 2-D Figures

Grade	5
Day	10
Math	Classifying 2-D Figures
Audience	Teachers
Language of Instruction	English
Objective	Shapes can be classified into categories according to their attributes. Some of these categories are hierarchical; i.e., some groups are subcategories of other categories. Attributes belonging to one category also belong to all subcategories of that category.
Standard	Classify two-dimensional figures into categories based on their properties. 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
Links to printable materials (Student facing)	Student Page: Math Grade 5, Lesson 10: Multiplying and Dividing Decimals by Decimals
Online / Blended Resources	An interactive tool that is very useful for exploring shapes : http://www.mathsisfun.com/geometry/quadrilaterals-interactive.html These puzzles give students opportunities to classify polygons using interactive Venn diagrams .

	Worksheets	Online
Launch	Part 1: Complete both questions.	An interactive tool that is very useful for exploring shapes : http://www.mathsisfun.com/geometry/quadrilaterals-interactive.html
Explore	Part 2: Solve each question and explain your thinking	These puzzles give students opportunities to classify polygons using interactive Venn diagrams .
Summarize	What are some patterns and connections that you've made?	What are some patterns and connections that you've made?

Grade 5 Lesson 10: Classifying 2-D Figures

Part 1:

What shapes can you find in these giraffe fur designs? Angles?



Part 2:

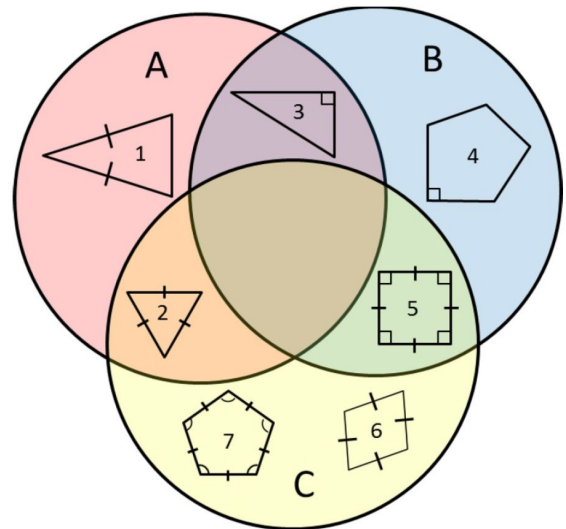
Look at this diagram. What are the attributes shared by shapes inside circle A? inside circle B? inside circle C?

Make sure that any shapes that have that attribute are *inside* the circle and any shapes that don't are *outside* of the circle.

Attributes of all shapes in Circle A:

Attributes of all shapes in Circle B:

Attributes of all shapes in Circle C:



Where would you place a rectangle that does not have four sides of the same length? Why?

Challenge: What shape could go in the center of the diagram?



Dear Fifth Grade Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace.

In this packet, you will find ideas for activities to try each day. You will also find two articles: "Healing Paws" and "Me and My Habits." Each article has a worksheet to help you think about what you are learning.

In addition to the activities in the packet, here are some suggestions that will keep you growing as a reader and writer.

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.
- Write a "tweet" about your reading. Create a tweet (thought) about your reading in 30 words or less. You can tweet about:
 - *What you are thinking or wondering about your book right now?*
 - *How has one of the characters in your book changed since you started reading?*

We are thinking about you every day!

Sincerely,

Your Teachers



Estimados estudiantes y familias del quinto grado,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo.

En este paquete, encontrarán ideas de actividades para hacer todos los días. También encontrarán dos artículos: "Healing Paws" y "Me and My Habits." Cada artículo tiene una hoja de trabajo para ayudarte a pensar sobre lo que estas aprendiendo.

Además de las actividades en el paquete, he aquí algunas sugerencias para continuar creciendo como lector y escritor.

- Haz que un adulto te lea cada día
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Túrnense para inventar lo que viene después en la historia.
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias
- Escribe un "tweet" sobre lo que leíste. Crea un tweet (ideas) sobre tu lectura en 30 palabras o menos. Tú puedes escribir un tweet sobre:
 - *¿Qué estás pensando o preguntándote sobre el libro ahora?*
 - *¿Cómo ha cambiado uno de los personajes de tu libro desde que empezaste a leer?*

¡Estamos pensando en ti todos los días!

Sinceramente,

Tus maestros

Thư gửi học sinh Lớp Năm và Gia Đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho học sinh với những hoạt động vui thích để duy trì việc học tập trong thời gian không tới trường học. Xin sử dụng những tài liệu học tập này với nhịp độ của riêng mình.

Trong tập hồ sơ này học sinh và phụ huynh sẽ nhận được những ý kiến cho những hoạt động để thực hiện mỗi ngày. Học sinh cũng sẽ thấy hai đề tài “Healing Paws” và “Me and My Habits”. Mỗi đề tài có một tờ giấy làm bài (worksheet) để giúp bạn nghĩ về những gì bạn đang học tập.

Bổ túc cho những hoạt động trong tập hồ sơ này, sau đây là một số đề nghị nhằm duy trì việc đọc và viết.

- Có sự tăng trưởng việc đọc sách mỗi ngày cho học sinh.
- Học sinh tự đọc sách mỗi ngày.
- Kể lại truyện đọc cho một vài người nào đó. Thay phiên nhau để tiên đoán những sự kiện kế tiếp sẽ xảy ra trong câu truyện.
- Vào cuối ngày, nói với một người nào đó về những gì đã xảy ra trong ngày với bạn. Nói cho người này biết là bạn đã làm gì, và hỏi người này đã làm gì. Hỏi lẫn nhau những câu hỏi.
- Viết và vẽ hình cho những câu truyện của bạn.
- Viết một bản báo tin qua (tweet) về việc đọc sách của bạn. Tạo một bản văn qua tweet nói về đọc sách của bạn, bản văn có khoảng 30 chữ hoặc ít hơn. Bạn có thể viết trong bản văn (tweet) về:
 - *Bạn nghĩ gì hoặc quan tâm điều gì về sách của bạn bây giờ?*
 - *Một trong những nhân vật trong sách có thay đổi như thế nào kể từ khi bạn bắt đầu đọc*

Chúng tôi nghĩ về bạn mỗi ngày!

Thân,

Các giáo viên của bạn

Mudanayaal Ardayda iyo Qoysaska Fasalka Shanaadaw,

Bogaga waraaqahan waxa aad ka heli doontaa hawlo madadaalo oo aad waxka baran doonto inta laga maqan yahay dugsiga. Waxa aad u isticmaashaa waraaqahan sida aad awoodo.

Waraaqahan, waxa aad ka heleysaa fikiro hawlo aad maalin kasta isku dayi karto. Waxaa sidoo kale ku jira laba maqaal: "Healing Paws" iyo "Me and My Habits." Maqaal kastaa waxa uu leeyahay su'aalo kaa caawinaya inaad ka fikirto waxa aad soo dhigatay.

Marka laga tago hawlaha ku jira waraaqaha, waa kuwan waxoogaa talooyin ah oo markaa aad ku korin karto qoraalkaaga iyo akhriskaaga.

- Qof waynu hakuu akhriyo maalin kasta.
- Akhri sheekadaada maalin kasta.
- Uga sheekee qof kale. Waxa aad kolba midkiin mala awaashaan waxa soo socda.
- Kadibna, waxa aad ka sheekeysaa wax aad maalintaas la kulantay. Waxa aad qof uga sheekeysaa waxa aad samaysay, oo waxa aad waydiisaa waxa uu sameeyay. Iswaydiiya.
- Qor oo ka sheekee sheekadaada.
- Ka qor "tweet" waxa aad akhriday. Waxa aad abuurtaa tweet (fikir) ilaa 30 kalmadood oo la akhriyayo ama ka yar ah. Waxaad ka tweet garan kartaa:
 - *Waxa aad ka fikirayso ama aad iska waydiisay buuga wakhti xaadirkan?*
 - *Sida mid kamid ah cida sheekadu ku saabsanayd ay isku badashay ilaa intii aad bilawday akhrisa?*

Maalin kasta waanu kaa fikirnaa!

Mahadsanid,

Macallinkaaga



ውድ የአምስተኛ ክፍል ተማሪዎች እና ቤተሰቦች፤

በዚህ ጥቅል ላይ ያሉት ገጾች ከትምህርት ውጪ በምትሆኑበት ወቅት መማራችሁን እንዲቀጥል የሚረዱ አስደሳች የሆኑ ተግባራትን ለእናንተ ይሰጣሉ። እባክዎ ቁሳ-ቁሶችን በራስዎ ፍጥነት ይጠቀሙ።

በዚህ ፓክ ውስጥ በየቀኑ ስለሚሞክሯቸው ተግባራት ሃሳቦችን ያገኛሉ። ሁለት አንቀጾችንም ያገኛሉ፡ “Healing Paws” እና “Me and My Habits.” እያንዳንዱ አንቀጽ ምን እየተማሩ እንዳሉ እንዲያስቡ የሚረዱ የቀመር ሉህ አለው።

በዚህ ጥቅል ውስጥ ካሉ ተግባራት በተጨማሪ፤ እንደ አንባቢ እና ፀሃፊ ማደግ እንዲቀጥሉ የሚረዱችሁ አንዳንድ ምክሮች በዚህ ውስጥ አሉ።

- በእያንዳንዱ ቀን የሚያነብላቸው አዋቂ ይኑራችሁ።
- ለራሳችሁ በየቀኑ አንብቡ።
- ታሪኮችን ከሆነ ሰው ጋር አውሩ። በታሪኩ ውስጥ ቀጥሎ የሚመጣውን ነገር የሚይዝ ተራ በተራ አድርጉ።
- በቀኑ ማብቂያ፤ በቀንዎ ላይ ስለፈጠረው ነገር ከሆነ ሰው ጋር ተነጋገሩ። ለዚያ ግለሰብ ምን እንዳደረጋችሁ ተናገሩ እና እነሱም ምን እንዳደረጉ ጠይቋቸው። እርስ በእርሳችሁ ጥያቄዎችን ተጠያየቁ።
- የራሳችሁ የሆኑትን ታሪኮች ፃፉ እና አብራሩ።
- ስለንባብዎ “ትዊት” ይጻፉ። ስለንባብዎ በ30 ወይም ባነሱ ቃላት ትዊት (ሃሳብ) ይፍጠሩ። ስለሚከተለው ትዊት ሊደረጉ ይችላሉ፡
 - አሁን ስለመጽሃፍዎ ምን እያሰቡ ወይም እየተገረሙ ነው?
 - ማንበብ ከጀመሩ በኋላ መጽሃፉ ውስጥ ካሉት ገጸ ባህሪያት አንዱ እንዴት ተቅይሯል?



በየቀኑ ስለእርስዎ እያሰብን ነው!

ከልባዊ ሰላምታ ጋር፤

የእርስዎ መምህራን


3rd-5th English Weeks 5-6

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.	Look at the food in your home. Create a pretend menu for lunch. Example: Pretzel and jelly sandwich with a side of tuna fish: \$4.67 Chocolate chip scrambled eggs with salsa ice cream: \$5.99	Unscramble these animal names, then draw the animal. caro rwmo cnaotu rumle	Make a t-chart of healthy and unhealthy foods in your home. 	Create your own superhero. Draw and label a costume and superpowers. Write about a time the superhero saved someone.
Monday	Tuesday	Wednesday	Thursday	Friday
Use boxes or books to create a ramp. Find five things to roll down the ramp. What rolls the farthest? What rolls the shortest?	Design a plan for your dream neighborhood. Draw and label a map of the homes, streets, and businesses you would have.	Create a commercial for your new neighborhood. Tell what makes it special and why people should move there.	Listen to any song. Write down any similes you hear. Ex: "I came in LIKE a wrecking ball." 	Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it, and write about its habitat, predators, and prey.

3rd-5th English Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters: S A T	Go on a shape hunt. Find five things in your house for each shape: Rhombus Trapezoid Equilateral	How many words can you make from this word? educational	List 5 things in your home that are solids . List 5 things in your home that are liquids . List 5 things in your home that are gases .	Imagine two of your friends went to your school when no one was there. Write or draw their adventure.
Monday	Tuesday	Wednesday	Thursday	Friday
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are magnetic . Find four things in your home that are mixtures . Find four things in your home that are transparent .	Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo. 	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.

Healing Paws



Cree Hayuga is at an age when most kids like to play video games or hang out with their friends. Instead, this fifth grader from Santa Fe, N.M., spends three hours each Wednesday afternoon training dogs.

She volunteers at Assistance Dogs of the West. It is one of several programs around the country that train dogs to be the eyes, ears, and hands for people with disabilities.

Cree joined the program when she was in fourth grade because she loves animals. Dogs in the program learn how to open and shut doors, turn lights on and off, throw away trash, and pick up items for people in wheelchairs. "The hardest command to teach [a dog] is the stand-stay position," Cree told *Senior Edition*. She is referring to the position in which the dog stands at its owner's side when it is not doing anything else.

Cree says that training dogs has taught her patience and responsibility. "It's really fun," she said. "The animals get really attached to you, and it's hard to say good-bye."

Although saying good-bye isn't easy, Cree knows that she has helped both the dog and its grateful owner. Cree wants to be a veterinarian when she grows up.

Name: _____ Date: _____

1. The main idea of paragraph three in the passage is
 - A. Cree is in fourth grade.
 - B. Cree wants to be a veterinarian.
 - C. The dogs learn how to help people do everyday tasks.
 - D. Dogs are fun to be around.

2. Cree's personality is shown partly by the fact that she spends more time than the average fifth grader
 - A. training circus dogs to do tricks.
 - B. studying to become a veterinarian.
 - C. playing video games and hanging out.
 - D. doing volunteer work that helps people.

3. The main idea of this passage is that
 - A. dogs are hard to train.
 - B. Cree will be a veterinarian one day.
 - C. Cree is a volunteer who trains assistance dogs.
 - D. there is not enough help for people in wheelchairs.

4. Which of the following details supports the main idea in question three?
 - A. The hardest command to teach is the stand-stay position.
 - B. Saying good-bye isn't easy.
 - C. Cree has been doing volunteer work with dogs for a year.
 - D. Cree lives in Santa Fe, New Mexico.

5. Why do you think the stand/stay position is hardest for a dog to learn?

Me and My Habits

by ReadWorks



The first thing I do every morning, before I stretch or get out of bed, is rub my eyes three times with closed fists. Then I get out of bed and tap my right big toe on the floor three times before walking to the bathroom to brush my teeth.

It's not that I enjoy the odd habits or anything. I'm just used to them, and they're kind of a part of me. As I brush my teeth, I look at myself in the mirror. I like to inventory things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey. If you look at my face closely, you will see that I am really not my own person. I'm just someone made up of the different parts of everyone else in my family.

My friend Susanna says that's kind of a morbid way of thinking about my life, but I don't think

she knows the correct way to use the word "morbid."

After I'm done brushing my teeth, I walk back to my bedroom, toe-to-heel, very slowly. Then I get dressed for school. We have to wear a uniform, so I wear the same thing every day: a blue and green plaid skirt with a navy blue polo shirt and black loafers. Susanna finds the uniform boring (she says it infringes on her self-identity), but I don't mind it so much. It's just one less thing I have to worry about in the morning.

I eat the same thing for breakfast every day: oatmeal with bananas and a few spoonfuls of brown sugar. My mom prepares breakfast for Joey and me because our dad has usually already left for work by the time we're ready for breakfast.

Joey sits at the head of the table, and I sit at the foot of the table. He always reads the sports section of the newspaper, and I always get the front page.

On the way to school, I buckle and unbuckle the seat belt two times. My mom doesn't ever say anything, but my habit seems to really annoy Joey.

"Rose, *stop it!*" he says, turning around to glare at me from the front seat.

"Just ignore it!" I respond, and click once more.

"Settle down, settle down," Mom says.

We are all quiet on the rest of the way to school. My mom says it takes her a while to wake up in the morning; otherwise she'd be chattier. I don't mind though. It's sometimes nice just to watch the streets go by out the car window, with the people walking along the sidewalks. We always listen to the same radio show, "The Darnell Owens Show," whose emcees talk about movies. They especially love film noir.

When we get to school, Joey slams the door behind him, and I reach between the front seats to give my mom a kiss good-bye.

In school, I meet Susanna by our lockers. They're right next to each other in a prime spot by our classroom, because Susanna complained to the principal that she didn't feel comfortable "expressing herself" on the inside of her locker next to any other person in our grade. (Susanna's dad is a lawyer, and her mom is an artist.)

I open and close the locker three times before I reach inside to grab my books for social studies and math.

Susanna is chattering on about this new painting she and her mom did in her mom's studio

when the long shadow of William Jones crosses over us.

"Hey, freaks," he says.

Susanna and I glance at each other.

"What do you want, William?" Susanna says defiantly.

I'm always in such awe of her bravery. William started making fun of us when we were in first grade. That's when my habit really picked up, and he noticed that I was tapping the doorway three times every time we left the classroom or sneezing three times, even when I didn't have to. Well, Susanna started sticking up for me, which is how we became such great friends, but it only made things worse with William. Soon William started mimicking Susanna when she raised her hand to answer a question (which she did often), and mocking the way she walked, always with one hand on her hip.

"Just wanted to say good morning. Just wanted to say good morning. Just wanted to say good morning," he says, smiling and curling his lip. "Three times... Right, loser?"

I shake my head and turn back to my locker, like what he says doesn't hurt my feelings. I can't help my habit-it just pops up when I least expect it. My mom says the people who make fun of me are ignorant, but she still takes me to see Dr. P. every week to try to help me get over my habit.

"Doesn't it get old?" Susanna asks.

"Nope!" William bares his teeth at us and then walks into the classroom.

"Just forget him," Susanna says, patting me on the back. I'm glad Susanna is on my side.

Joey and I take the bus home together after school. At the bus stop, Joey always gets off first. He's supposed to wait for me to get off the bus before starting to walk home, but he rarely does. I end up walking a few yards behind him, watching his dirty backpack move up and down as he moves.

Mom has a snack waiting for us when we get home-carrots and ranch dressing-and every day we have to eat it and then do our homework right away. Joey says he does his homework in his room, but he's just playing video games. Mom lets him get away with it.

I sit down at the kitchen table and pull my worksheets out of my backpack to start in on my math homework. Mom sits next to me, takes a carrot out of the plastic dish, and dips it in ranch.

"How was school?"

"It was okay. William was teasing me again." Mom looks sad when I say this.

"I'm sorry, sweetie. Things will get better," she says.

"I know," I say. I do my homework and then go read in my room until it's time for dinner.

I wonder if I will ever "kick my habit," as Dr. P. likes to say. Dr. P. thinks that my habit is something I can train myself to give up. She thinks that with a little bit of effort on my part and with lots of help from her, I can learn not to need my habit to feel comfortable. Most of the time, I believe her and even want to kick my habit. Maybe then, Joey wouldn't be embarrassed of me, and William wouldn't tease me. But without my habit, I don't think that Susanna and I would have become friends. I also don't think that I'd feel the same sense of happiness I feel when I touch things or do things three times. There's something very back and forth about my relationship to my habit-I'm not sure I'm ready to give it up. Maybe someday in the future.

"Rose, dinner!" Mom calls.

I go to the bathroom, look at my face in the mirror, and wash my hands three times before going downstairs to eat.

Name: _____ Date: _____

1. Who is the narrator of this passage?

- A. William
- B. Rose
- C. Susanna
- D. Joey

2. Rose describes her "odd habits" throughout the passage. Which habit does she do each morning before brushing her teeth?

- A. rubs her eyes and taps her right big toe on the floor three times
- B. eats three bowls of oatmeal and bananas for breakfast
- C. buckles and unbuckles the seat belt three times
- D. opens and closes her locker three times

3. Rose shares a lot of information about Susanna, including things she has said, kind things she has done, and information about her life. Based on this, what conclusion can be made?

- A. Rose and Susanna are the same age.
- B. Rose and Susanna are close friends.
- C. Rose and Susanna have a lot in common.
- D. Rose and Susanna are strangers.

4. Rose experiences some negative consequences because of her habits. Which detail from the text supports this conclusion?

- A. Rose's friend Susanna thinks Rose has a morbid way of thinking about her life.
- B. William Jones makes fun of Rose.
- C. Rose's mother reassures Rose that things will get better.
- D. Rose thinks she wouldn't be friends with Susanna without her habit.

5. What is this passage mainly about?

- A. an argument between two close siblings
- B. how the narrator's habits affect her life
- C. a friendship between two classmates
- D. a visit to the principal's office

6. Read the following sentences: "I like to **inventory** things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey."

As used in the passage, what does the word "**inventory**" mean?

- A. to ignore
- B. to criticize
- C. to make a list of
- D. to learn about

7. Choose the answer that best completes the sentence below.

Rose thinks that if she kicked her habits, maybe Joey wouldn't be embarrassed of her and William wouldn't tease her. _____, she also thinks that without her habit, she wouldn't have become friends with Susanna or feel the same sense of happiness she feels when she touches things or does things three times.

- A. In conclusion
- B. However
- C. Frequently
- D. So

8. How have Rose's habits affected her relationship with her brother Joey? Use evidence from the passage to support your answer.

9. According to Rose, how did she and Susanna become great friends?

10. At the end of the passage, Rose concludes, "There's something very back and forth about my relationship to my habit." Explain why Rose says this by using evidence from the text.

Name: _____

Title: _____

Author: _____

Outlining the Text

What is the topic?

Detail #1

Detail #2

Detail #3

Why is this text important?

Social Emotional Learning

Highline families,

In this packet, you will find several resources to use with your student. First, you will notice a lesson on establishing a family charter. The purpose of this activity is to create a document in which everyone in the home has an opportunity to express how they want to feel in this time of shared space and time. Each household member also then shares what actions each person can do to help each person feel that way. Additionally, you will find a series of lessons on mindful breathing and movement. These types of strategies are proven to support reduced stress and increased calming when practiced. Give them a try with your student!

Highline Schools Social Emotional Learning Team

Familias de Highline,

En este paquete, encontrará varios recursos para usar con su estudiante. Primero, verá una lección para establecer un acuerdo familiar. El propósito de esta actividad es crear un documento en el que todos en casa tengan la oportunidad de expresar cómo quieren sentirse en estos momentos de espacio y tiempo compartidos. Luego, cada uno comparte que pueden hacer para ayudar a sentirse de esa manera. Adicionalmente, encontrará una serie de lecciones sobre como estar consciente de la respiración y el movimiento. Se ha demostrado que estos tipos de estrategias reducen el estrés y aumentan la tranquilidad cuando se practican. ¡Póngalas a prueba con su estudiante!

Equipo de Aprendizaje Socioemocional de las Escuelas de Highline

Thân gửi gia đình học sinh thuộc học khu Highline,

Trong tập tài liệu này, quý vị sẽ thấy một số tài nguyên sử dụng cho học sinh con em của quý vị. Trước hết, quý vị sẽ nhận thấy một bài học về việc thiết lập một điều lệ gia đình. Mục đích của hoạt động này là tạo một tài liệu mà trong đó mọi người ở nhà có cơ hội diễn tả họ muốn cảm thấy như thế nào trong thời gian và không gian chung này. Mỗi thành viên trong gia đình cũng chia sẻ công việc gì mà mỗi người thực hiện để giúp mỗi người cảm thấy như vậy. Hơn thế nữa, quý vị sẽ thấy một loạt các bài học thư giãn về thở hít và chuyển động. Những phương cách này đã được chứng minh để hỗ trợ việc giảm sự căng thẳng và gia tăng sự trầm tĩnh khi được thực tập. Xin hãy thử cùng với học sinh con em của quý vị!

Nhóm Học Tập Cảm Xúc Xã Hội Học Khu Highline

Qoysaska Highline,

Bushqadan, waxa aad ka heli doontaa dhawr macluumaad oo uu ardaygu isticmaali karo. Marka kowaad, waxa aad ogaan doontaa daris kusaabsan dejinta caqdiga qoyska. Ujeedada hawshani waa in la sameeyo waraaqo uu qof kasta oo guriga jooga uu fursad ugu heli karo uu makraa ku sheegayo dareenkooda wakhtigan meelaha iyo wakhtiga la wadaago. Xubin kasta oo qoyska ah waxa ay sidoo kale sheegi doontaa talaabooyinka qof kasta uu samayn karo si uu markaa qof kastaa u dareemo sidaa. Sidoo kale, waxa aad heli doontaa duruus taxane ah oo neefsiga iyo dhaqaaqa maskax furnida ah. Noocyadan khidadaha ahi waxaa la xaqiijiyay inay taageeraan yaraynta warwarka oo ay kordhiyaan xasiloonaada marka lagu celceliyo. Waxa aad isku wada daydaan ardaygaaga!

Kooxda Waxbarashada Dareenka Bulshada Dugsiyada Highline

የHighline ቤተሰቦች

በዚህ ፓኬት ውስጥ ከልጅዎ ጋር የሚጠቀሙባቸውን በርካታ መገልገያዎች ያገኛሉ። በመጀመሪያ ፣ የቤተሰብ ቻርተር ስለ መመሥረት ትምህርት ያገኛሉ። የዚህ ልምምድ ዓላማ በቤት ውስጥ ያለ ሰው በሙሉ በዚህ የጋራ ቦታ እና ጊዜ ውስጥ ምን ሊሰማው እንደሚችል ለመግለጽ እንዲችል ዕድል ለመፍጠር የሚያስችለውን ሰነድ መፍጠር ነው። እያንዳንዱ የቤተሰብ አባል የሆነ ሰው እንዲህ ዓይነት ስሜት እንዲሰማው ለማድረግ እያንዳንዳቸው ሰዎች ሊያደርጓቸው የሚችሏቸውን እርምጃዎች ያካፍላል። በተጨማሪም፣ በማስተዋል ስለሚደረግ አተነፋፈስ እና እንቅስቃሴ ላይ ተከታታይ ትምህርቶችን ያገኛሉ። እነዚህ ዓይነቶች ዘዴዎች ተግባራዊ በሚሆኑበት ጊዜ ጭንቀትን ለመቀነስ እና መረጋጋትን ለመጨመር እንደሚረዱ ተረጋግጧል። ከእርስዎ ልጅ ጋር ይሞክሩዋቸው!

የHighline ትምህርት ቤት ማኅበራዊ ስሜት ትምህርት ቡድን

The Charter

What is it?

The Classroom Charter is a tool that can help us create the positive, supportive social-emotional environments that we know are best for learning. The Charter is like a promise we make to one another, or an agreement.

How it Works:

The Charter describes how we want to feel at school and what we can do to ensure that everyone has those feelings more consistently.

Everyone has a voice in its creation and plays an active role in bringing it to life.

The Charter is considered a “living” document – meaning once it’s created, teachers and students make a habit of checking-in with the Charter throughout the school year.

Why it Matters:

When there is a climate of emotional support and warm relationships between teachers and students, and students among one another, there is an increase in productivity and wellbeing, greater likelihood of academic success, and better outcomes for students as they become adult community members. The same is true for families.

Family Charter

As a family, we want to feel... Trusting
Valued
Understood
Happy
Loved
Safe

Behaviors that could help us have these feelings more often are:

The Charter is guided by two questions:

1. How do you want to feel when we’re together?
2. How will we help each other have these feelings more often?

Charters are created and used effectively by members of classrooms, schools, businesses, organizations, and homes.

RULER ANCHOR
THE CHARTER
FIFTH GRADE

MY NAME _____

DATE _____

Duration: 35 minutes

1 Family members and grown ups, please read this before your child leads the activity.


Key Ideas:

- Living and working in any group, whether at school, a job, or at home – can be wonderful and challenging. We can navigate challenges better when we are self-aware and have empathy for others.
- We all have different needs, feelings, and perspectives, thus occasional conflicts are inevitable.
- The Charter can be a way of better understanding one another's needs and feelings in advance. In other words, creating a Charter can help us be proactive about people's emotions so that we can be more productive, maintain goodwill, nurture our relationships, and move through life together with greater ease.

Activity Goals:

The goal of this assignment is for your fifth grader to:

- Lead your family through a discussion about how the families in the stories could get along better by using the Family Charter.
- Be an "emotion coach."

Activity Description:

We often understand more about getting along with others than we give ourselves credit for. In this activity, your family will have an opportunity to consider how the different characters in the stories may be feeling. Your discussion should explore ways the family members could work with their emotions more skillfully in order to create the kind of emotional climate in their homes that they'd like to have.

If you were their "emotional coach" what might you suggest they do in order to feel the way they say they'd like to feel?

2

Student, follow the first steps and then have fun doing the activity!

First Steps

Student, do this first in your own words, then go to the activity.

1. **Tell** your family about the Charter.
2. **Share** how the Charter helps us all feel the way we want to feel when we're together.

The Activity



1. First, ask your family to share stories about times they've seen someone handle a conflict with grace and skill in a way that inspired them.
2. Next, read the case studies.
3. Then, lead your family in a discussion about how the families in the stories could get along better by using the Family Charter. Considering the feelings that they want to have, what behaviors could help them have those feelings more often? Remember to be specific!

CASE STUDY #1

Katie and Brenda's family had a Family Charter which listed how they'd like to feel at home together. These are feeling words on their Family Charter:

Katie and Brenda are sisters. Katie is in fifth grade and Brenda is in kindergarten. Even though there is a big difference in their ages, they generally get along well. Katie liked to take good care of her belongings, but one day when Katie came home from school, she discovered that several of her favorite things were broken. Her dad said, "You should have put them on a higher shelf."

Family Charter

As a family, we want to feel... Trusting
Valued
Understood
Happy
Loved
Safe

Behaviors that could help us have these feelings more often are:

As a family, please discuss:

1. Based on their family's Charter words, was everyone feeling the way they wanted to feel?
2. Do you believe that Katie was feeling any of the words on the charter? If so, which ones? If not, why? Which of the feelings on the Charter would you say that she was especially not feeling?
3. Do you believe her dad was feeling any of the words on the charter? If so, which ones? If not, why? Which of the feelings on the Charter would you say that she was especially not feeling?

*The Charter also includes behaviors that help us have these feelings most of the time.
Keeping that in mind:*

4. What behaviors could the family agree upon in order to:
 - a. Feel Trusting?
 - b. Feel Valued?
 - c. Feel Understood
 - d. Feel Happy?
 - e. Feel Loved?
 - f. Feel Safe?

Example: To feel appreciated, they could say, "thank you" when someone does something nice for them.

Please go to the Activity Sheet and complete the section for Case Study #1

CASE STUDY #2

Joey and James's family had a Family Charter which listed how they'd like to feel at home together. These are feeling words on their Family Charter:

Joey and James lived with their mother and grandmother. Their mom was at work and their grandmother was fixing dinner. They were in a great mood, laughing and joking while they were helping set the table. They were looking forward to having a delicious dinner – their favorite meal that their Grandmother prepared – noodles and meatballs with homemade sauce.

This time, the meatballs tasted different to Joey, and the sauce didn't seem to taste the same either. "This tastes weird," he said. "It's your favorite," Grandma replied. "I don't want to eat it," said Joey. "You can't get up from the table until you've finished all your food." Grandma stated flatly.

Family Charter

As a family, we want to feel... Respected
Loved
Appreciated
Supported
Understood

Behaviors that could help us have these feelings more often are:

As a family, please discuss:

1. Based on their family's Charter words, was everyone feeling the way they wanted to feel?
2. Do you believe that the grandmother was feeling any of the words on the charter? If so, which ones? If not, why? Which of the feelings on the Charter would you say that she was especially not feeling?
3. Do you believe that Joey was feeling any of the words on the charter? If so, which ones? If not, why? Which of the feelings on the Charter would you say that she was especially not feeling?

Remember, the Charter also includes behaviors that help us have these feelings most of the time. Keeping that in mind:

4. What behaviors could the family agree upon to...
 - g. Feel Respected?
 - h. Feel Loved?
 - i. Feel Appreciated?
 - j. Feel Supported?
 - k. Feel Understood?

Example: To feel lighthearted, they could tell jokes to one another for some laughs.

Please go to the Activity Sheet and complete the section for Case Study #2

ACTIVITY SHEET

DATE _____

CASE STUDY #2

Anchor Breathing

1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?



Respiración Ancla

1. Siéntate y ponte cómodo.
2. Apoya tu mano sobre tu lugar de respiración elegido: barriga, pecho o nariz.
3. Haz tus respiraciones y mantén tu atención sobre tu lugar de respiración.
4. Cuando tu atención se distrae, tráelo de vuelta suavemente a tu lugar de respiración.
5. ¿Puedes estar consciente de tu respiración durante 5 respiraciones? ¿Durante 1 minuto?



Move: Seated Exercises



Seated Mountain



1. Sit with feet together and pointed forward.
2. Arms straight at the sides or hands resting on side of chair or lap.
3. Sit up nice and tall.
4. Take deep breaths in and out; feel the floor beneath the feet.

-
- If on the floor, start with crossed legs. Sit up nice and tall. Let your shoulders relax. Take deep breaths in and out.

Chair Boat



1. Slide your chair back from your desk so that your knees are not under your desk.
2. Start in Seated Mountain.
3. Hold on to the seat of the chair or the back of the chair with both hands.
4. Inhale, lift both feet off the ground. Keep your knees touching and stay balanced. Take 3-5 relaxed breaths. If this is difficult, you can lift one foot at a time.
5. See if you can lift your knees a little higher and stay balanced.
6. If you feel steady, see if you can stretch both arms out straight in front of you, shoulder height, parallel to the floor.
7. Exhale, put your feet back on the ground and return to Seated Mountain.

-
- If practicing on the floor, simply substitute boat pose.
 - To modify, try lifting one foot at a time.



Montaña Sentada

1. Siéntate con los pies juntos y mirando hacia delante.
2. Los brazos colgado a los lados o las manos descansando sobre los lados de la silla o en la falda.
3. Siéntate bien erguido.
4. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

- En el suelo, si es el caso, se empieza con las piernas cruzadas. Siéntate bien erguido. Deja que tus hombros se relajen. Respira profundamente hacia dentro y hacia fuera.



Silla Barco

1. Mueve tu silla hacia atrás para que tus rodillas no estén debajo de tu mesa.
2. Comienza en la postura de Montaña Sentada.
3. Agarra la silla, o el respaldo de la silla con ambas manos.
4. Inhala y levanta ambos pies del suelo. Mantén el equilibrio con las rodillas juntas. Toma 3-5 respiraciones relajadas. Si te cuesta, puedes levantar un pie y luego el otro.
5. Intenta levantar tus rodillas un poco más mientras mantengas el equilibrio.
6. Si te encuentras estable, intenta estirar ambos brazos hacia delante, a la altura de los hombros, paralelos al suelo.
7. Exhala, pon tus pies en el suelo de nuevo y vuelve a la postura de Montaña sentada.

- Si estás en el suelo, sustituye con la postura de barco.
- Para modificarlo, prueba levantando un pie y luego el otro.

Move: Standing Exercises



Mountain

1. Stand with feet together and pointed forward.
2. Arms straight to the sides.
3. Stand up nice and tall.
4. Lift your chest up, belly in.
5. Take deep breaths in and out; feel the floor beneath the feet.

Big Toe

1. Begin in Mountain.
2. Step your feet apart.
3. Hold up both hands with your peace sign fingers pointing up.
4. Straighten the arms, point your peace sign fingers toward your feet, exhale and fold forward. See if you can touch your toes with your peace sign fingers.
5. Bend your knees if you cannot touch your toes.
6. Make sure you are comfortable.
7. Relax your head and neck.
8. Take 3-5 breaths in Big Toe.



Muévete: Ejercicios de Pie



Montaña

1. Ponte de pie con los pies juntos y mirando hacia delante.
2. Los brazos rectos en los lados.
3. Asegúrate que tu cuerpo esté bien erguido hacia arriba.
4. Levanta tu pecho y mete tu barriga hacia dentro.
5. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

Dedo Gordo

1. Comienza en la postura de montaña.
2. Separa tus pies un poco.
3. Levanta ambas manos con tus dedos hacia arriba y haciendo señal de la paz.
4. Enderece los brazos, apunta los dedos haciendo el señal de la paz hacia tus pies y exhala, doblando hacia adelante. Intenta tocar los dedos de tus pies con los dedos de tus manos haciendo la señal de paz.
5. Dobla tus rodillas si no puedes tocar los dedos de tus pies.
6. Asegúrate que estés cómodo.
7. Relaja tu cabeza y tu cuello.
8. Toma 3-5 respiraciones en la postura de Dedo gordo.



VISUAL & PERFORMING ARTS

Learning Activities Grades 4-5

Home Packet #3, May 2020

GENERAL MUSIC

- Think about and share why you think writing a poem is similar to composing a song.
- Think about the soundtrack to a popular video game and share with another person or write down how it makes you feel as opposed to playing the game on mute.
- Find three different performances of our National Anthem and listen to them. Which one do you like the most, and why?
- Have you thought about playing an instrument next year in band? Think about what instrument you may want to learn how to play. Find videos of Trumpet, Trombone, Flute and Clarinet solos to help you in your thinking.
- Play through some of the songs we've been working with on the recorder. Can you compose your own music on the recorder? Don't forget gentle air!
- Draw a practice xylophone/marimba on a piece of paper and use two pencils to practice the music you've been working on.
- Interview family members about their musical backgrounds and interests. What is their favorite song right now and why? What instruments do they play? What does music mean to them? Who are their favorite artists? Record the responses they get and also answer the questions themselves.
- Choreograph a short dance routine incorporating the different ways we're recommended to wash our hands (scrubbing nails, between fingers, etc).

THEATRE

- Perform a play using shadow puppets.
- Mirror Exercise: Pair up actors. One actor is the mirror and must copy everything the other actor does
- Act out your favorite storybook and put on a play for your family.

VISUAL ART

Recyclable projects: Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape and/or glue and make a sculpture.

Drawing & Painting/writing prompts:

- Create one still life or self-portrait every day looking in a mirror and practicing observation techniques.
- Illustrate a daily journal

- Go to a window in your home. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, tool
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different- a pizza, a flower, a happy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label.
- Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)

Invent:

- What can this become? Start with any shape (hand, circle, square, even just a mark} and use your imagination to turn the shape or mark into something
- Fold, crease, repeat. Make many of the same folded creations (crane, heart, fortune teller, paper airplane) and turn it into a paper sculpture.

ARTES DRAMATICAS Y VISUALES

Actividades de aprendizaje grados 4-5

Materiales de actividades para hacer en casa #3, mayo del 2020

MÚSICA GENERAL

- Piensa y comparte por qué crees que escribir un poema es similar a componer una canción.
- Piensa en la música de un videojuego popular y comparte con otra persona o escribe que sientes al jugarlo en silencio.
- Encuentra tres interpretaciones diferentes de nuestro Himno Nacional y escúchalas. ¿Cuál te gusta más y por qué?
- ¿Has pensado en tocar un instrumento el año que viene en la clase de banda? Piensa qué instrumento deseas aprender a tocar. Encuentra videos de solos de trompeta trombón, flauta y clarinete para ayudarte a decidir
- Toca algunas de las canciones con las que hemos estado trabajando en la flauta dulce. ¿Puedes componer tu propia música? ¡No olvides de soplar suavemente!
- Dibuja un xilófono/marimba en un pedazo de papel y usa dos lápices para practicar la música en la que has estado trabajando.
- Entrevista a miembros de la familia sobre sus experiencia e intereses musicales. ¿Cuáles son sus canciones favoritas en este momento y por qué? ¿Qué instrumentos tocan? ¿Qué significa la música para ellos? ¿Quiénes son sus artistas favoritos? Escribe sus respuestas y también responde las preguntas tu mismo.
- Haz una coreografía corta que incorpora las diferentes formas en que se nos recomienda lavarnos las manos (limpiar uñas, entre los dedos, etc.).

TEATRO

- Haz una obra de teatro usando títeres de sombra.
- Ejercicio del espejo: Empareja a los actores. Un actor es el espejo y debe copiar todo lo que hace el otro actor
- Dramatiza tu libro favorito de cuentos y haz una obra de teatro para tu familia.

ARTE VISUALES

Proyectos reciclables: Toma artículos cotidianos como tubos de cartón, tapas, cartones de huevos, cajas y envases de plástico, cinta adhesiva y/o pegamento y haz una escultura.

Instrucciones para dibujar/pintar y escribir:

- Mirándote todos los días en un espejo, practica las técnicas de observación. Crea un retrato o autorretrato
- Ilustrar un diario

- Traza alrededor de algo pequeño y circular, como un tubo de papel higiénico o un recipiente de yogur. Traza 20 círculos. Haz que cada círculo luzca diferente - una pizza, una flor, una cara feliz, etc.
- Toma una caja o lata. envuélvela en papel para cubrir la etiqueta. A continuación, dibuja una nueva etiqueta. Piensa en algo nuevo, divertido, repugnante o encantador que desearías que estuviera en la caja o en la lata. ¡Anúncialo bien para que la gente lo desee! (por ejemplo, Sopa de gusano de fideos con albóndigas de barro)

Inventa:

- ¿En qué se podría convertir esto? Comienza con cualquier forma (mano, círculo, cuadrado, incluso sólo una raya) y utiliza tu imaginación para convertir la forma o raya en algo.
- Dobla, arruga, repite. Haz muchas de las mismas creaciones dobladas (garza, corazón, adivinador de la suerte, avión de papel) y conviértelas en una escultura de papel.

Thể hiện & Nghệ thuật trình diễn

Những hoạt động học tập Lớp 4-5

Tập hồ sơ tại nhà # 3, Tháng Năm 2020

Âm nhạc tổng quát

- Nghĩ và chia sẻ về tại sao là bạn nghĩ viết một bài thơ cũng tương tự như sáng tác một bài hát.
- Nghĩ về nhạc trong phim (soundtrack) đến một trò chơi video phổ biến và chia sẻ với người khác hoặc viết lại việc nó làm bạn cảm giác như trái ngược lại với chơi một trò chơi cầm.
- Kiểm tra ba cách trình diễn khác biệt về bản hát quốc ca (National Anthem) của chúng ta và lắng nghe Loại trình diễn nào thì bạn thích nhất, và tại sao?
- Bạn có từng nghĩ về việc sẽ chơi một dụng cụ âm nhạc trong ban nhạc vào năm tới không? Nghĩ về loại dụng cụ âm nhạc nào mà bạn muốn học để chơi như thế nào. Kiểm tra một video về kèn thổi (Trumpet), kèn lớn (Trombone), ống sáo (Flute) và kèn Clarinet để giúp bạn nghĩ về việc này.
- Nghe hoặc hát một số bài hát mà chúng ta đã làm việc qua máy ghi âm. Bạn có thể sắp đặt âm nhạc riêng của bạn vào máy ghi âm được không? Đừng quên để êm dịu!
- Vẽ một cây mọc cầm là loại đàn gỗ (xylophone/marimba) trên một tờ giấy và dùng hai viết chì để thực tập âm nhạc mà bạn đã từng làm.
- Hỏi những người trong gia đình về trình độ âm nhạc và ưa thích của họ. Những bản nhạc mà họ ưa thích bây giờ là bản nhạc nào và tại sao? Những dụng cụ âm nhạc nào mà họ chơi? Âm nhạc đối với họ nghĩa là gì? Những nghệ sĩ mà họ ưa thích là những ai? Ghi lại những câu trả lời đã nhận được và cũng tự trả lời cho những câu hỏi.
- Bài hát ngắn khi múa trong khi làm công việc hằng ngày được kết hợp những cách khác biệt mà chúng tôi đã đề nghị khi chúng ta rửa tay (chà móng tay, giữa các ngón tay, vân vân,...).

Kịch trường

- Trình diễn vở kịch dùng bóng (shadow) của búp- bê múa rối (shadow puppets.)
- Bài tập gương (kiếng) (Mirror Exercise) (loại này dùng hai người bắt chước những hành động của nhau): Ghép đôi nghệ sĩ. Một nghệ sĩ là chiếc gương (kiếng) và phải bắt chước mọi thứ mà người nghệ sĩ khác hành động
- Diễn truyện yêu thích của bạn và trình diễn cho gia đình bạn.

Nghệ thuật qua thị giác

Dự án tái chế (Recyclable projects): Lấy mọi thứ hằng ngày như ống các tông, nắp đậy, hộp đựng trứng, hộp và bao bì nhựa, băng và / hoặc keo dán và làm một tác phẩm điêu khắc.

Vẽ & Vẽ tranh / viết lời chú thích:

- Tạo ra một bức tranh tĩnh vật hoặc tự họa mỗi ngày bằng cách nhìn qua một chiếc gương (kiếng) và thực hành kỹ thuật quan sát.
- Vẽ một tờ báo hằng ngày
- Đi tới cửa sổ của nhà bạn. Vẽ mọi thứ mà bạn nhìn thấy ở ngoài cửa sổ. Nhớ là những thứ ở gần thì lớn hơn những thứ ở xa. Nhớ có những thứ chồng chéo lên nhau.
- Đồ (Trace) chung quanh những vật nhỏ và tròn, như cái ống (tube) của cuộn giấy vệ, hoặc hũ đựng yogurt. Đồ 20 hình thể vòng tròn. Tạo mỗi vòng tròn khác nhau – như một bánh pizza, một bông hoa, một khuôn mặt vui vẻ, vân vân ...
- Lấy một cái hộp hoặc một cái lon ở trong tủ của nhà bạn. Bao giấy ở ngoài để che nhãn hiệu đi. Rồi bạn vẽ nhãn hiệu mới. Nghĩ về những thứ mới như tức cười, khủng khiếp hoặc vui vẻ.
- Mà bạn muốn có ở trên hộp hoặc trên lon. Quảng cáo tốt ở bên ngoài để người ta thích nó ! (Thí dụ. Canh Mỳ Sợi với những miếng thịt thật mềm dẻo)

Phát minh:

- Cái này có thể trở thành gì? Bắt đầu với bất cứ hình thể nào (tay, vòng tròn, vuông, ngay chỉ là một dấu) và dùng sự tưởng tượng của bạn để đổi hình thể hoặc dấu thành một vài thứ khác.
- Gấp, nếp gấp, lập lại. Tạo nhiều sáng tạo về việc gấp (con cò, trái tim, bói may mắn (fortune teller), máy bay giấy và biến nó thành một tác phẩm điêu khắc giấy.

FARSHAXAN MUUQAAL& BANDHIGA

Hawlaha Waxbarasho ee Fasalka 4-5

Bushqada Guriga Lambar 3, Maajo 2020

MUUSIGA GUUD

- Ka fikir oo nalawadaag sababta aad u malaynayso in qoraalka gabay uu lamid u yahay samaynta laxanka heesta.
- Waxa aad ka fikirtaa codka fiidyaw geem caan ah oo waxa aad la wadaagtaa dadka kale ama waxa aad qortaa sida aad dareemayso oo kasoo horjeeda ciyaarida geemka aad aamusiisay.
- Waxa aad ka heshaa sadex bandhig oo kala duwan Heesta Calanka oo dhagayso. Keed ka heshay, waana maxay sababtu?
- Miyaad ka fikirtay inaad sanadka danbe aad garaacdo wax kamid ah agabka muusido oo aad koox ku biirto? Waxa aad ka fikirtaa shayga aad doonayso inaad garaacdo sida aad u baranayso. Waxa aad doonataa fiidyaw Trumpet, Trombone, Flute iyo Clarinet soloska si ay kaaga caawiso inaad ka fikirto.
- Waxa aad badbadashaa qaar kamid ah heesihii aanu ka shaqaynaynay ee aan duubaynay. Ma samayn kartaa is barbar dhig muusigaaga aad duubtay? Ha iloobin hawada jilicsan!
- Waxaad ku sawirtaa barbarasho xylophone/marimba waraaq oo waxa aad isticmaashaa laba qalin beensal si aad ugu barbarato muusiga aad ka shaqaynaysay.
- Waxaad waraysataa xubin qoyska ah oo ka warayso taariikhda muusigooda iyo waxay jecel yihiin. Waa maxay heesta ay jecel yihiini maxayna ku jeclaadeen? Maxay garaaci jireen? Muxuu muusigu uga dhigan yahay? Wa ayo fanaanka ay ugu jecel yihiin? Ka duul jawaabta ay kusiiyaan oo sidoo kale ka jawaab su'aalaha laftooda.
- Waxaad barbarataa jaas gaaban adiga oo dhax gelinayo qaababka kala duwan ee aanu ugu talinay in gacmaha loo maydho (cidiyaha nadiifi, inta u dhaxaysa faraha nadiifi, iwm).

TIYAATARKA

- Soobandhig bandhig adiga oo adeegsanaya hadhka ay.
- Alamiitada Muraayada: Lamaanee cida matalaysa. Halkii qof ee malataa waa hal muraayad oo waxa aad koobiyaysaa wax kasta oo atooraha kale uu sameeyo
- Waxa aad matashaa buuga sheeko ee aad ugu jeceshahay oo waxa aad usoo bandhigtaa qoyskaaga.

FARSHAXANKA MUUQAALKA AH

Mashruuca wixii dib loo isticmaalayo ee alaab ah: Waxaad soo qadataa alaabaadka maalin kasta aad isticmaaho sida kaadh la duubay, fur, kartoona beedka, kartoona, iyo bushqada caag ah, xabagee iyo/ama xabagta dareeraha ah iskugu dhaji oo waxa aad ka samaysaa taalo.

Sawir & Wax ku Sawir/tilmaamona ku qor:

- Waxaad maalin kasta samaysaa mid aan dhaqdhaqaaqaynin ama iskii u taagan adiga oo eegaya muraayada oo waxa aad barbarataa farsamada u ukuur galka.
- Waxa aad samaysataa duwaan maalin kasta ah
- Waxaad qabataa daaqada gurigaaga. Waxa aad sawirtaa wax kasta oo aad daaqada ka aragtay. Waxaad xasuusataa in waxyaabaha soo dhawi ay ka cad yihiin waxyaabah afog. Xasuuso is dul saarka, agab
- Waxaad la socotaa wax yar iyo goobaabta, sida kilinikis la duubay, ama weelka yoogarka. Waxaad la socotaa 20 wareeg. Waxa aad goobaab kasta ka dhigtaa wax ka duwan - biisa, daqiiq, waji faraxsan, iwm.
- Waxa aad kartoon ama daasad kasoo kaartaa kartoona. Waxaad duubtaa dushiisa si aad u qariso calaamada.
- Kadibna calaamadaada ku sawir. Waxa aad ka fikirtaa wax cusub, qosol ah, wiswis leh ama lala yaabo oo aad dooni lahayn in uu kartoona ama daasada uu kuugu jiro. Waxaad si wanaagsan ugu xayaysiisaa dadka kale ee banaanka ee aad doonayso! (tusaale ahaan, Maqar Noodle oo Leh Fud Hilib ah oo Ciid Leh)

Ikhtiraac:

- Muxuu kani noqon karaa? Waxa aad ku bilawdaa qaabab (gacan, goobaab, afar gees, xataa kaliya calaamad} oo waxa aad isticmashaa fikirkaaga si aad qaabka ama calaamadaa wax ugu badali lahayd
- Duub, layn u sameeyo, ku celi. Waxa aad samaysaa qaar badan oo sidaa u duuban (bakoorad, wadne, bakhtiyaa nasiib, diyaarad waraaqo ah) oo waxa aad u badashaa taalo.

የእይታ እና የስነ-ጥበብ ትወናዎች

የመማር እንቅስቃሴዎች ከ 4-5 ክፍሎች

የቤት ፖሎይዲ፣ ግንቦት 2020

አጠቃላይ ሙዚቃ

- ግጥም መጻፍ መዝሙርን ከማቀናበር ጋር ተመሳሳይነት ለምን እንዳለው እንደሚያስቡ ያስቡና ያጋሩ።
- ለታዋቂው የቪዲዮ ጨዋታ ስለድምጽ ጨዋታው ያስቡ እና ለሌላ ሰው ያጋሩ ወይም ጨዋታውን በድምፅ መጫወት ተቃራኒ ስሜት የሚሰማዎት እንዴት እንደሆነ ይጻፉ።
- የብሄራዊ መዝሙራችንን ሦስት የተለያዩ ትይንቶችን ፈልገው ያዳምጧቸው። በጣም የሚወዱት የትኛውን ነው? እና ለምን?
- በሚቀጥለው ዓመት የሙዚቃ መሳሪያዎችን በባንድ ስለመጫወት አስበው ያውቃሉ? የትኛውን የሙዚቃ መሳሪያ እንዴት መጫወት እንደሚቻል ማወቅ ሊፈልጉ እንደሚችሉ ያስቡ። በአስተሳሰብዎ ውስጥ እንዲረዳዎት የመለከት፣ ትሮሞንቦን፣ ዋሽንት እና ክላሪኔትን ለብቻ ቪዲዮዎቻቸውን ይፈልጉ።
- በድምጽ መቅጃው ላይ ስንሰራባቸው በነበሩት አንዳንድ ዘፈኖች በኩል ይጫወቱ። የራስዎን ሙዚቃ የድምጽ መቅጃው ላይ ማቀናበር ይችላሉ? የተረጋጋ አየር አይዘንጉ!
- የልምምድ ዚዲሎፎን/ማሪምባን በቁራጭ ወረቀት ላይ ይሳሉ እና እየሠሩበት የነበረውን ሙዚቃ ለመለማመድ ሁለት እርሳሶችን ይጠቀሙ።
- ስለ ሙዚቃ መነሻቸው እና ፍላጎቶቻቸው የቤተሰብ አባላትን ቃለ-መጠይቅ ያድርጉ። አሁን የሚወዱት ዘፈን ምንድነው እና ለምን? እነሱ ምን አይነት መሣሪያዎች ይጫወታሉ? ሙዚቃ ለእነርሱ ምን ማለት ነው? የነሱ ተወዳጅ አርቲስቶቻቸው እነማን ናቸው? ያገኙትን ምላሾች ይመዝግቡ እንዲሁም ለጥያቄዎቹም መልስ ይስጡ።
- እጆቻችን እንዲታጠቡ የተጠቆሙትን የተለያዩ መንገዶችን (የጥፍሮቻችን እና ጣቶቻችን መሃል መፈግፈግ፣ ወዘተ) በማካተት አጭር የዳንስ ልምድን ይምረጡ።

ቴያትር

- የጥላ አሻንጉሊቶችን በመጠቀም ጨዋታውን ይከውኑ።
- የመስተዋት ልምምድ፡ ተዋንያንን ያጣምሩ። አንድ ተዋናይ እንደ መስታወት ነው እና ሌላኛው ተዋናይ የሚሰራውን ሁሉ መቅዳት አለበት
- የእርስዎን ተወዳጅ የታሪክ መጽሐፍ ያውጡ እና ለቤተሰብዎ ጨዋታ ይተውኑ።

የእይታ ስነ-ጥበብ

ዳግም ጥቅም ላይ የሚውሉ ፕሮጀክቶች እንደ ካርቶን ቱቦዎች፣ ክዳኖች፣ የእንቁላል ካርቶን፣ ሳጥኖች እና የፕላስቲክ ማሽኒዎች፣ ፕላስቲክ እና/ወይም ሙጫዎች ያሉ የዕለት ተዕለት ነገሮችን ይውሰዱ እና የቅርፃ ቅርጽ ስራ ይስሩ።

ስዕል እና የስዕል/ጽሑፍ መነሳሳቶች፡

የእይታ እና የስነ-ጥበብ ትውናዎች

የመማር እንቅስቃሴዎች ከ 4-5 ክፍሎች

- መስታወት በመመልከት እና የማየት ቴክኒኮችን በመለማመድ በየቀኑ አንድ ቀጣይ ህይወትን ወይም የራስዎን ምስል በየቀኑ ይፍጠሩ።
- ዕለታዊ መጽሔትን በምሳሌ ያስረዱ
- በቤትዎ ውስጥ ወደ መስኮት ይሂዱ። በመስኮቱ ውጭ የሚያዩትን ሁሉ ይሳሉ። ያስታውሱ ቅርብ ነገሮች በጣም ሩቅ ከሆኑት ነገሮች እንደሚበልጡ ያስታውሱ። ስለተደራረቢ መሳሪያም ያስታውሱ
- እንደ የመጻዳጃ ወረቀት ቱቦ፣ ወይም የእርጎ መያዣ ያለ ትንሽ እና ክብ ነገር ዙሪያ ይፈልጉ። 20 ክቦችን ይሳሉ። እያንዳንዱን ክብ ወደ አንድ የተለየ ነገር ይቀይሩ - ፒዛ፣ አበ፣ ደስተኛ ፊት፣ ወዘተ።
- ሳጥን ወይም የቆረቆሮ እሽግ ከቁም-ሳጥንዎ ውስጥ ይውሰዱ። ምልክቱን ለመሸፈን በውጭው ዙሪያ ወረቀት ይጠቅላሉ።
- ከዚያ የራስዎን አዲስ ምልክት ይሳሉ። በሳጥኑ ውስጥ ወይም በቆረቆሮው እሽግ እንዲኖር የሚፈልጉት አዲስ፣ አስቂኝ፣ አስጸያፊ ወይም ደስ የሚል ነገር ያስቡ። ሰዎች እንዲፈልጉት በሽፋኑ ላይ በደንብ ያስተዋውቁት! (ለምሳሌ፡- ኑድል የትል ሾርባ ከጭቃማ ክብ ክብ ስጋዎች ጋር)

ፈጠራ፡

- ይህ ምን ሊሆን ይችላል? በማንኛውም ቅርጽ (እጅ፣ ክብብ፣ ካሬ፣ ምልክት ብቻ) ይጀምሩ እና የራሱን ሃሳብ ይጠቀሙ ቅርጹን ወይም ምልክቱን ወደ አንድ ነገር ለመቀየር
- ማጠፍ፣ ማጨማድ፣ መድገም። ብዙ ተመሳሳይ ተጣጣፊ ፈጠራዎችን ከ (ክሬን፣ ልብ፣ ዕድለ ሻጭ፣ ወረቀት አውሮፕላን) ያዘጋጁ እና ወደ የወረቀት ቅርፃ ቅርፅ ይለው ይቀይሯቸው።