

Objectives:

1. Determine the meaning of unknown words using root words, prefixes, and suffixes.
2. Determine the meaning of the new word formed when a known affix is added to a known word
3. Form and use regular and irregular plural nouns.

Hook

Draw a train on a white board (or piece of paper).

Include the engine (this will be the prefix) and the caboose (this will be the suffix) then have the main car-the foundation word.

If a child has a hard time remembering which is which (prefix or suffix) pre means before AND it is alphabetical. (p comes before s)

Activity

Prefixes:

Explain that words in English can have their meaning changed by adding a prefix. For example, by adding "un" you give a word an opposite meaning like clear, means transparent but when you add "un" it becomes murky or difficult to see.

Suffixes:

Suffixes, added to the ending of the word can also change the meaning of a word.

When "ly" is added it changes the word from an adjective that describes a noun to an adverb which describes a verb (almost always).

For example, the cat is pretty. The cat sat prettily.

Suffixes also change the meaning of the word. Worth (having value) to worthless (having no value).

Plural nouns:

There are many ways to make a noun plural in the English language. This page is for regular nouns that follow the s, es, and ies rules.



Name: _____

Prefixes

Directions:

Prefixes are letters we add to the beginning of a root word (an already existing word) to form a different meaning. Prefixes carry a meaning: There are a couple of words below that can use two different prefixes, but the meaning is different. Use these prefixes:

im = not or no, dis= not or none, re = again or back, un = not

Write the prefix for each root word and then the word and what that word means on the blank.

Prefix	Root word	Meaning of the word with the prefix
<u>un</u>	<u>certain</u>	<u>uncertain: not sure of something</u>
_____	<u>possible</u>	_____
_____	<u>build</u>	_____
_____	<u>trust</u>	_____
_____	<u>equal</u>	_____
_____	<u>patient</u>	_____
_____	<u>appear</u>	_____
_____	<u>fortunate</u>	_____
_____	<u>fresh</u>	_____
_____	<u>move</u>	_____
_____	<u>easy</u>	_____
_____	<u>agree</u>	_____



Name: _____

Suffixes

Directions:

Suffixes are letters we add to the end of a root word (an already existing word) to form a different meaning. Suffixes carry a meaning: *Some of the words can use a couple of the suffixes and have opposite meanings.. Use these suffixes:

able =can be done, less = without, ful = full of, ly = gives a noun a characteristic, making it an adverb

Write the suffix for each root word and then the word and what that word means on the blank.

Root word	Suffix	Meaning of the word with the suffix
<u>sustain</u>	able	<u>sustainable: able to be maintained</u>
<u>age</u>	_____	_____
<u>week</u>	_____	_____
<u>flame*</u>	_____	_____
<u>spite</u>	_____	_____
<u>break</u>	_____	_____
<u>perfect</u>	_____	_____
<u>success</u>	_____	_____
<u>comfort</u>	_____	_____
<u>move*</u>	_____	_____
<u>fright</u>	_____	_____
<u>self</u>	_____	_____

Plural Nouns

There are many ways to make a noun plural. Use: s, es, or ies depending on the noun.

Regular nouns

Add "s"

Nouns ending in -s, -x, -sh, -ch, -ss or -z

Add "es"

Nouns ending in -y (if the letter before the y is a consonant)

Add "ies"

penny _____

glass _____

town _____

house _____

dish _____

pencil _____

inch _____

factory _____

monkey* _____

dress _____

sky _____

library _____

stitch _____

car _____

pear _____

cherry _____

fox _____

noise _____

chair _____

story _____

memory _____

toy* _____



Name: _____

Prefixes: ANSWERS:

The definitions may vary

Directions:

Prefixes are letters we add to the beginning of a root word (an already existing word) to form a different meaning. Prefixes carry a meaning: There are a couple of words below that can use two different prefixes, but the meaning is different. Use these prefixes: im = not or no, dis= not or none, re = again or back, un = not

Write the prefix for each root word and then the word and what that word means on the blank.

Prefix	Root word	Meaning of the word with the prefix
<u>un</u>	<u>certain</u>	<u>uncertain: not sure of something</u>
<u>im</u>	<u>possible</u>	<u>impossible, not capable of being accomplished</u>
<u>re</u>	<u>build</u>	<u>rebuild, to build again</u>
<u>dis</u>	<u>trust</u>	<u>distrust, lack of trust or confidence</u>
<u>un</u>	<u>equal</u>	<u>unequal, not the same as another in rank, position or measure</u>
<u>im</u>	<u>patient</u>	<u>impatient, unable to tolerate delay or irritation.</u>
<u>dis</u>	<u>appear</u>	<u>disappear, to cease to be seen.</u>
<u>un</u>	<u>fortunate</u>	<u>unfortunate, having bad luck</u>
<u>re</u>	<u>fresh</u>	<u>refresh, to revive, reinvigorate, or renew</u>
<u>re</u>	<u>move</u>	<u>remove, to take off or move from a place of occupation</u>
<u>un</u>	<u>easy</u>	<u>uneasy, lacking a sense of security or reassurance</u>
<u>dis</u>	<u>agree</u>	<u>disagree, to have a differing opinion</u>

Suffixes: ANSWERS

Directions:

Suffixes are letters we add to the end of a root word (an already existing word) to form a different meaning. Suffixes carry a meaning: *Some of the words can use a couple of the suffixes and have opposite meanings.. Use these suffixes:

able =can be done, less = without, ful = full of, ly = gives a noun a characteristic, making it an adverb

Write the suffix for each root word and then the word and what that word means on the blank.

Root word	Suffix	Meaning of the word with the suffix
<u>sustain</u>	able	<u>sustainable: able to be maintained</u>
<u>age</u>	less	<u>ageless, seeming to never grow old</u>
<u>week</u>	ly	<u>weekly, once a week</u>
<u>flame*</u>	able	<u>flammable, easily ignited</u>
<u>spite</u>	ful	<u>spiteful, filled with spite or malicious</u>
<u>break</u>	able	<u>breakable, easily broken, fragile</u>
<u>perfect</u>	ly	<u>perfectly, to complete in perfection or flawlessly</u>
<u>success</u>	ful	<u>successful, having a favorable outcome</u>
<u>comfort</u>	able	<u>comfortable, providing feelings of comfort</u>
<u>move*</u>	able	<u>movable, something that can physically be moved</u>
<u>fright</u>	ful	<u>frightful, causing fright, terrifying</u>
<u>self</u>	less	<u>selfless, having no regard to oneself, unselfish</u>

Plural Nouns: ANSWERS

There are many ways to make a noun plural. Use: s, es, or ies depending on the noun.

Regular nouns

Add "s"

Nouns ending in -s, -x, -sh, -ch, -ss or -z

Add "es"

Nouns ending in -y (if the letter before the y is a consonant)

Add "ies"

penny pennies

glass glasses

town towns

house houses

dish dishes

pencil pencils

inch inches

factory factories

monkey* monkeys

dress resses

sky skies

library libraries

stitch stiches

car cars

pear pears

cherry cherries

fox foxes

noise noises

chair chairs

story stories

memory memories

toy toys

Epic Publisher
Lesson Plan: Comprehension
Antonyms, Sequencing, & Spelling



Objectives:

1. Apply a variety of strategies to comprehend, recount, and paraphrase grade-level literature.
2. Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures.
3. Know and apply spelling conventions and patterns.
4. Identify and understand antonyms, and use this knowledge to improve their vocabulary and language comprehension skills.

Hook:

Do you have a word game around the house? Like Boggle or Scramble?

If so, have the child make words from the tiles or letters.

This is one of the activities they will be doing today.

If you do not have a word game, you can go here:

<https://www.sciencekids.co.nz/quizzes/wordscrambles/kids.html>

Activity #1, Comprehension

The student should have read the story or listened to the story before doing this worksheet.

Have them answer the questions.

Activity #2, Order of Events

In the space before the event write a 1, 2, 3, 4, 5, 6, or 7 based on the order this events happened in the story.

Activity #3, Antonyms

These should be fairly easy antonyms, more of a review for your child.

The words can be found in order in the story, if your child needs context to discern the meaning of the word. They write an antonym for the word.

If you would like your child to practice writing skills, I have a bonus activity of taking four words from this sheet and writing a paragraph on the back that includes all four words.

Activity #4, Scramble

This is just a fun activity. The child unscrambles the letters to form a word. If they are having difficulty, the words are in the order that they appear in the book.

I have another bonus writing activity, they can use each word in a sentence.

"The Possum's Tale"

Comprehension & Activities

Name _____

What do you think?

Circle the best answer.

1. In the beginning of the story, Possum's tail is:
A. hairless C. fluffy
B. brown D. short
2. When Possum bragged, the other animals felt:
A. angry C. sick
B. understanding D. happy
3. Who made the plan to get back at Possum?
A. Bear C. Rabbit
B. Fox D. Squirrel
4. What was used to change Possum's tail?
A. sandpaper and felt C. tar and fish scales
B. glue and tape D. goo and snakeskin
5. What did the other animals do after Possum discovered what happened to his tail?
A. They realized it was an awful trick
B. They showed off their tails
C. They were sad about what happened
D. They apologized to him
6. In the end, why was Possum ashamed?
A. How he treated his friends
B. Because he cried in front of others
C. Because he did not finish his speech at the meeting
D. He did not like his ears



"The Possum's Tale"

Comprehension & Activities

Name _____

Order of events

Put the events from "The Possum's Tale" in the correct order.

Put numbers in the space before the event to show the order that they occurred.

____ Possum felt badly about hurting his friends feelings.

____ Possum would brag around other animals about his tail.

____ Possum interrupted the meeting so he could show off his tail.

____ Rabbit wrapped Possum's tail with goo and put it in a snakeskin.

____ When the snakeskin came off, there was no more pretty fur.

____ All of the animals shared what made their tails special.

____ Rabbit came up with a plan to get back at Possum for bragging about his tail.



"The Possum's Tale"

Comprehension & Activities

Name _____

Antonyms (Opposites)

Directions: Write the antonym for each of the words below.
Bonus activity: Circle your favorite 4 words from below (either the original word or the antonym) and write a paragraph using all 4 on the back.

long _____

strong _____

quiet _____

sad _____

far _____

first _____

high _____

dirty _____

best _____

stand _____

different _____

silent _____

night _____

chill _____



"The Possum's Tale"

Comprehension & Activities

Name _____

Word Scramble

Directions: Each "group" of letters below is a word from "The Possum's Tale".

Unscramble the letters (hint, the words are in order of the story).

glon _____

aitl _____

wrglo _____

okwr _____

leph _____

reaf _____

rorwy _____

uder _____

steb _____

igggle _____



Comprehension & Activities

What do you think?

Circle the best answer.

ANSWERS

1. In the beginning of the story, Possum's tail is:

- A. hairless
- B. brown
- C. fluffy
- D. short

2. When Possum bragged, the other animals felt:

- A. angry
- B. understanding
- C. sick
- D. happy

3. Who made the plan to get back at Possum?

- A. Bear
- B. Fox
- C. Rabbit
- D. Squirrel

4. What was used to change Possum's tail?

- A. sandpaper and felt
- B. glue and tape
- C. tar and fish scales
- D. goo and snakeskin

5. What did the other animals do after Possum discovered what happened to his tail?

- A. They realized it was an awful trick
- B. They showed off their tails
- C. They were sad about what happened
- D. They apologized to him

6. In the end, why was Possum ashamed?

- A. How he treated his friends
- B. Because he cried in front of others
- C. Because he did not finish his speech at the meeting
- D. He did not like his ears



"The Possum's Tale"

Comprehension & Activities

Name _____

ANSWERS

Order of events

Put the events from "The Possum's Tale" in the correct order.

Put numbers in the space before the event to show the order that they occurred.

7 Possum felt badly about hurting his friends feelings.

1 Possum would brag around other animals about his tail.

4 Possum interrupted the meeting so he could show off his tail.

3 Rabbit wrapped Possum's tail with goo and put it in a snakeskin.

5 When the snakeskin came off, there was no more pretty fur.

6 All of the animals shared what made their tails special.

2 Rabbit came up with a plan to get back at Possum for bragging about his tail.



Comprehension & Activities

Antonyms (Opposites)

answers may vary

Directions: Write the antonym for each of the words below.

Bonus activity: Circle your favorite 4 words from below (either the original word or the antonym) and write a paragraph using all 4 on the back.

long _____ short _____

strong _____ weak _____

quiet _____ noisy _____

sad _____ happy _____

far _____ near _____

first _____ last _____

high _____ low _____

dirty _____ clean _____

best _____ worst _____

stand _____ sit _____

different _____ same _____

silent _____ loud _____

night _____ day _____

chill _____ warmth _____



Comprehension & Activities

Word Scramble

Directions: Each "group" of letters below is a word from "The Possum's Tale".

Unscramble the letters (hint, the words are in order of the story).

glon _____ long _____

aitl _____ tail _____

wrglo _____ growl _____

okwr _____ work _____

leph _____ help _____

reaf _____ fear _____

rorwy _____ worry _____

uder _____ rude _____

steb _____ best _____

igggle _____ giggle _____



****Challenge**** take all of the unscrambled words above and form sentences with them on the back of this page.

Objectives:

1. Identify the three main parts of a hamburger-style paragraph: introduction, body, and conclusion.
2. Write a complete paragraph using the hamburger style, including a topic sentence, supporting details, and a concluding sentence.
3. Practice revising and editing their writing to improve clarity, organization, and coherence.

Hook:

What are the parts of a hamburger?

Have your child name what they think should be in a hamburger.

If they forget things, ask them-is it important to have a bun?

Mushrooms, cheese, whatever you know your child thinks is essential that they may have forgotten.

Explain after you have "assembled" your hamburgers, that paragraphs work the same way.

Activity: Bear Facts

Read the bear facts. (If your child can do this alone, that is fine.)

then have your child cut out each fact and then paste them, in the order that makes sense: an introduction to bears, 3 detail sentences, and then a conclusion in the hamburger model.

You can have them cut out the hamburger pieces as well-the detail sentences work and are logical if they are read in any order, however, if you read a detail for the first sentence and the introduction later, or if you mix up the introduction and the conclusion, it does not sound as logical.

Activity: Possum Facts

At the back of "The Possum's Tale" you will find Possum/Opossum facts.

Have your child find the facts that interest them (they can look in other sources if they wish) and fill out the Possum 'squares.'

Then they need to do a "hamburger" on Possums.

Then they need to write the paragraph in paragraph form *don't forget to indent the first sentence* I have included a rubric for you.

Help them learn to self-edit using the rubric.



Writing:

Name: _____

Build a Hamburger

Directions:

Below are 5 sentences that form a paragraph.

They are not in the correct order.

You need to cut them out and then put them in the right order on the hamburger.

There are eight species, or types, of bears.

Most bears are omnivores, or eat both plants and animals.

Bears are very interesting mammals, here are some facts that I learned.

I am glad I learned about bears.

Most bears hibernate, or sleep, for the winter

I got my facts from:

"Types Of Bears – Pictures & Facts On All Eight Bear Species."

Active Wild, August 19, 2022,

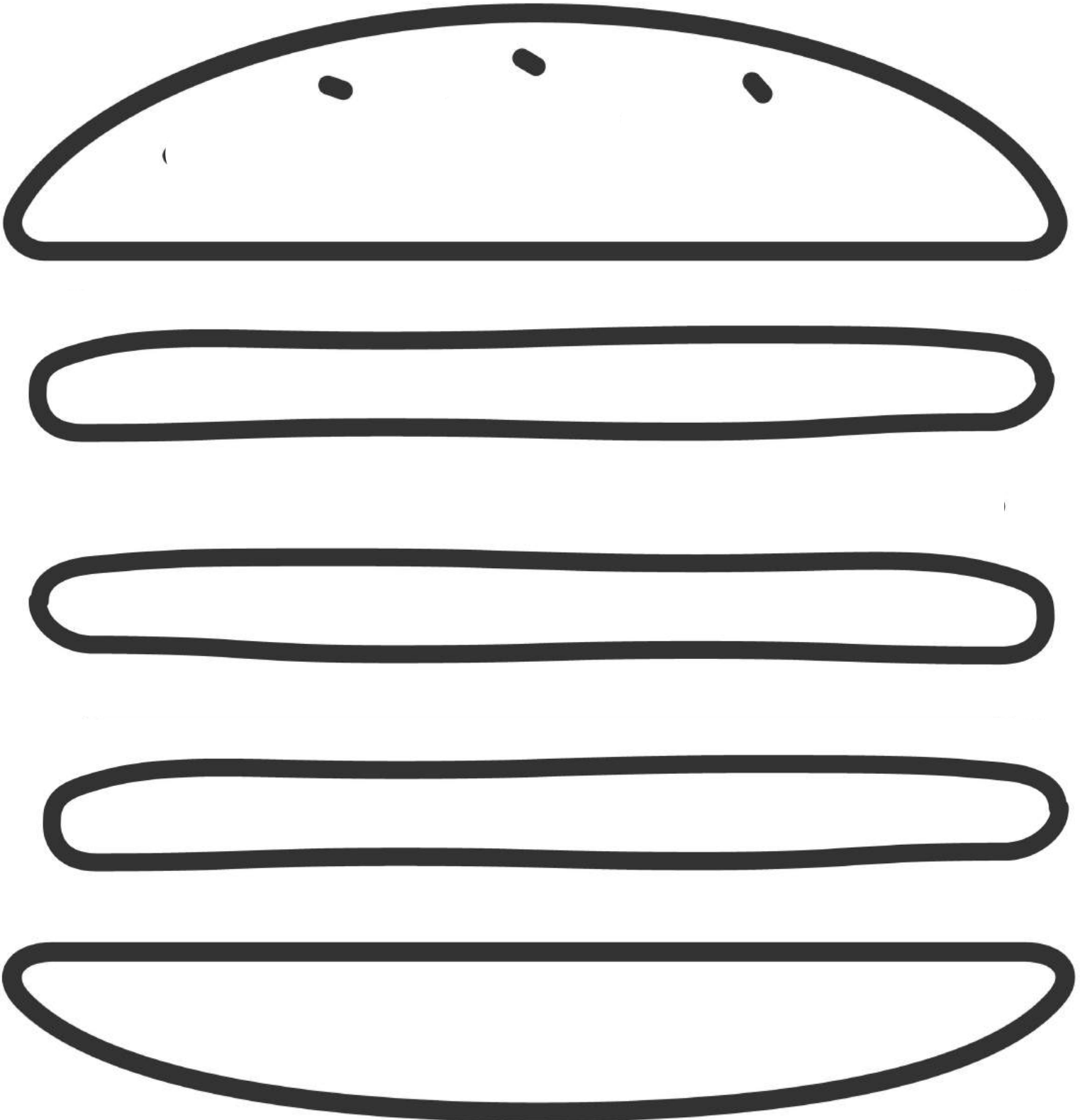
<https://www.activewild.com/types-of-bears/>.

Build a Hamburger: Bears

Directions:

Take the sentences from the first page that you cut out and paste them onto the hamburger.

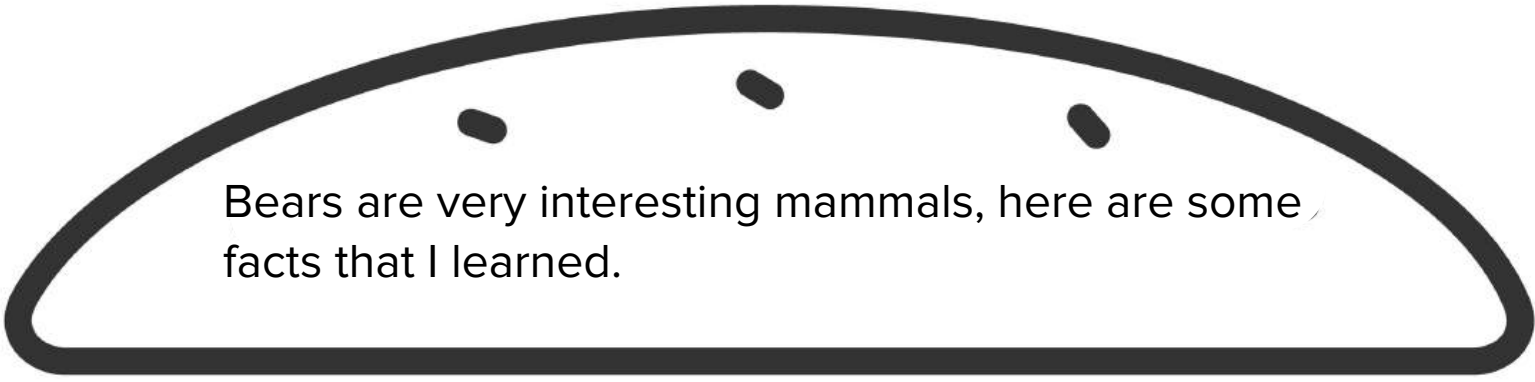
You need to come up with the correct order: Introduction, Topic Sentence #1, Topic Sentence #2, Topic Sentence #3, and Conclusion



Directions:

Build a Hamburger: Bears

Take the sentences from the first page that you cut out and paste them onto the hamburger. You need to come up with the correct order: Introduction, Topic Sentence #1, Topic Sentence #2, Topic Sentence #3, and Conclusion



Bears are very interesting mammals, here are some facts that I learned.



There are eight species, or types, of bears.

These three details can go in any order, I like the general: there are 8 types to start and to end with "the end of the day" or sleep, just because it has a "nice rhythm" but this is not necessary.



Most bears are omnivores, or eat both plants and animals.



Most bears hibernate, or sleep, for the winter



I am glad I learned about bears.



Writing:

Name: _____

Possum Informational

Directions:

At the end of "The Possum's Tale," is a page on possum facts. Read it. What do you find interesting about the possum? What did you learn that you did not know? What would you like to tell others? Write any of the facts you liked into the boxes below.

*If you would like to use another source and learn even more about possums, please do!

General Possum Facts

Physical Characteristics

Possum Diet

Unique Abilities

Directions:

Possum Informational

At the end of "The Possum's Tale," is a page on possum facts. Read it. What do you find interesting about the possum? What did you learn that you did not know? What would you like to tell others? Write any of the facts you liked into the boxes below.

*If you would like to use another source and learn even more about possums, please do!

General Possum Facts

Opossums are in N. America.
Possums are native to Australia.

Have 2-4 babies per litter, usually only one survives.

Physical Characteristics

They are marsupials: have a pouch.

Can be up to 2.5 ft. long and weigh between 8-13 pounds.

Prehensile tail: good for grasping things.

Possum Diet

They are omnivores: eat both animals and plants.

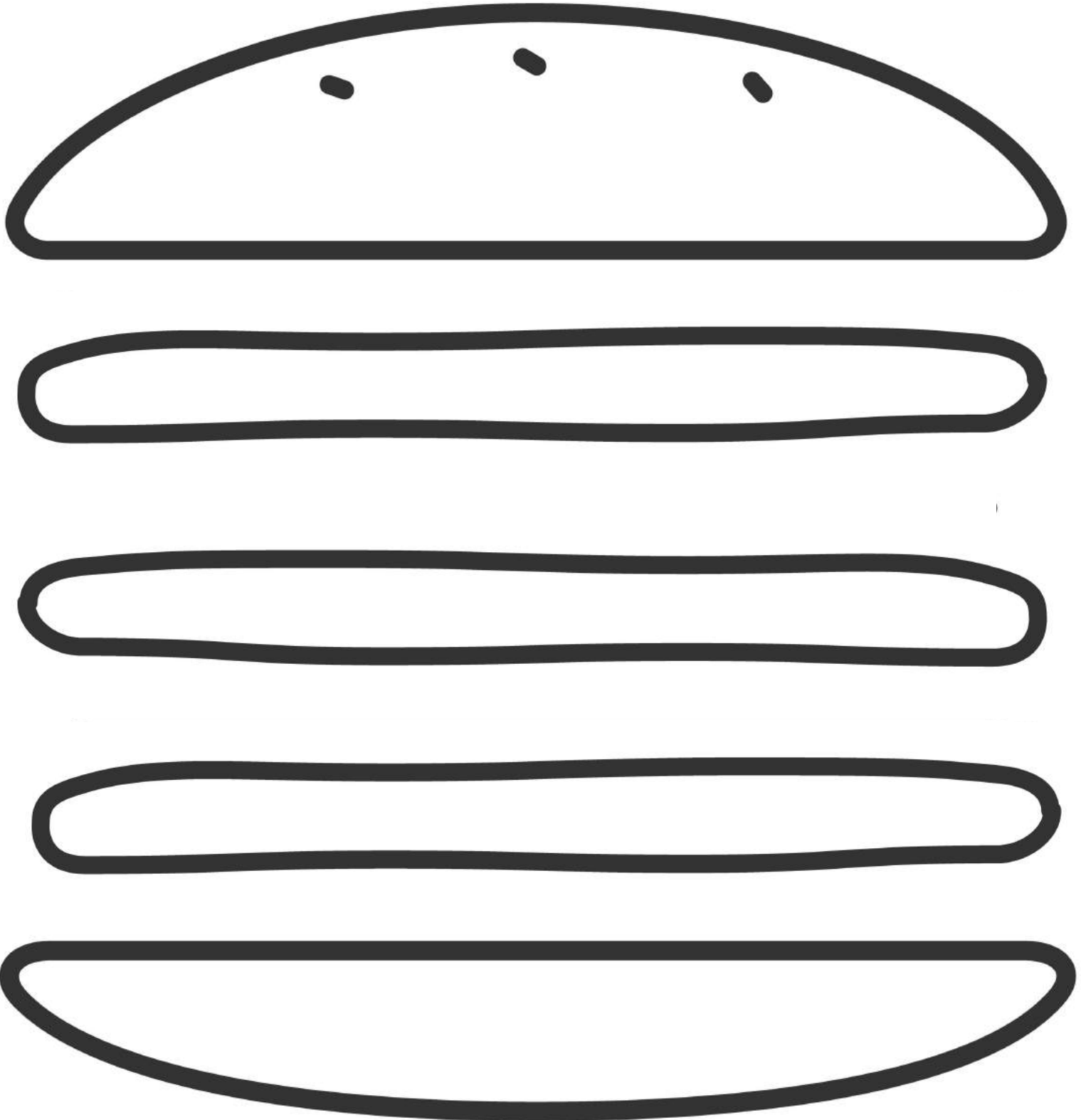
Unique Abilities

Super smart.
Cannot control their "play dead" response.
This is actually to help protect them from predators.

Build a Hamburger: Possum

Directions:

Take the sentences you found interesting from "The Possum's Tale" and put them into the hamburger. You will also need to write an introduction and conclusion.





Writing Rubric 3rd Grade

Name: _____

Here is a great writing rubric for 3rd grade.
You can adjust this.

I did it!	Writing Objective	Comments/ Growth
<input type="checkbox"/>	Start with a topic sentence. The topic sentence should tell the reader what the rest of the paragraph will be about.	
<input type="checkbox"/>	Your paragraph has 3 detail sentences. This complete sentence should be the first detail that supports the topic sentence and provides more information about the topic sentence.	
<input type="checkbox"/>	Your paragraph has 3 detail sentences. This complete sentence should be the second detail that supports the topic sentence and provides more information about the topic sentence.	
<input type="checkbox"/>	Your paragraph has 3 detail sentences. This complete sentence should be the third detail that supports the topic sentence and provides more information about the topic sentence.	
<input type="checkbox"/>	Write a conclusion sentence. This sentence tells your reader of your topic and is a way to let your reader know the subject is ending. (Don't bring up new facts). Try not to just say the topic sentence over again.	
<input type="checkbox"/>	Your sentences are in logical order, make sense to the reader, and are complete.	
<input type="checkbox"/>	You use correct punctuation and capitalization.	
<input type="checkbox"/>	Check your spelling and grammar. You should not have any errors.	
<input type="checkbox"/>	Work on handwriting, if you did not type it. Make sure it is clear and legible.	

Objectives:

1. Self Awareness: Understand the connection between feelings, values and thoughts
2. Self Awareness: Evaluate prejudices and biases
3. Social Awareness: Understand social and ethical norms or behaviors
4. Responsible Decision Making: Identify a problem
5. Responsible Decision Making: Analyze a situation

Hook

Get a hula hoop or a carpet square. Have the child stand on the square or put the hula hoop on the floor and have them stand in the middle of it.

Get on the square or in the hula hoop circle with them. Ask them if they are comfortable with you standing that close to them.

Show them the boundaries of the circle or square. Ask them who they would want in their circle (or on their square) ask them who they would not feel comfortable having in that same space?

It is important to communicate our boundaries.

This one is easy because you can see it.

Part 1: Boundaries

Talk with your child about physical, material, and emotional (or mental) boundaries. I have purposely defined each of these areas and given examples in a way so that if you want to talk about issues that have greater importance and may cause distress (sexual touching) you can do this. My examples are very applicable to everyone on a basic level.

Part 2: Boundaries

I love this sheet! I know, I am supposed to be humble, but what I created in Part 2 is really fantastic. It also leads to gut instinct.

Remind your child of their boundaries that you did in the hook.

This is what the circle represents.

There are 17 ways they can "let people in" to their circle.

Read each one and they can write that number in each of the circles that it applies to (whomever they would allow that action).

Objectives:

1. Self Awareness: Understand the connection between feelings, values and thoughts
2. Self Awareness: Evaluate prejudices and biases
3. Social Awareness: Understand social and ethical norms or behaviors
4. Responsible Decision Making: Identify a problem
5. Responsible Decision Making: Analyze a situation

Hook:

If your child is an "action" or creative kiddo, this activity is the hook!

Choose a place to go together where you can people watch.

You can prepare for what that looks like, by watching TV or YouTube for just 5 minutes and making guesses about those people.

Activity #1 Create a Story

Remind your child that they are an undercover agent, so they are not to be discovered that they are watching others.

Have them fill out the questionnaire about the person they decided to create a story about.

Create their story.

Fill in the Who, What, Where, When, Why, and How blocks on the page after the questionnaire. They can make up what they need or want to. The objective is to get them to center their story around how the person made them feel based on that first impression,

Activity #2

There is no activity sheet for this. (If your child has experienced trauma, be careful with this activity, if you do it all.)

This is an activity you can do often to help your child identify body cues.

1. Have your child sit or lay down in a comfortable position.
2. Have your child close their eyes.
3. Have them describe to you a very happy time.
4. Ask them how that makes them feel? Where do they feel it in their bodies?

Does it have a color?

5. Do the same with other emotions like fear, sadness, anger, excited, etc.

The idea is you are helping them identify where in their bodies they will pick up emotions their minds may not have figured out yet.



What are boundaries?

How do you create healthy boundaries?

Part 1:

Directions: Look at the definition for boundaries and rewrite an example of how this applies in your life.

Boundaries can be physical. They are the space you are comfortable having when interacting with other people, this includes people touching you.

Example: I do not feel comfortable when people I do not know come up to me really close to talk to me.

Give your definition here:

Boundaries can be material. Material boundaries define how others should treat your things and how you should treat others' possessions.

Example: I do not mind sharing my bike with my cousin when he comes to visit, but I want him to ask.

Give your definition here:

Boundaries can be emotional. These are the tricky ones. This is how you talk to others and want others to talk with you. This is also how feel and how others feel.

Example: I do not like being called "little" even though the other kids may not mean it meanly, I do not want them to call me that anymore.

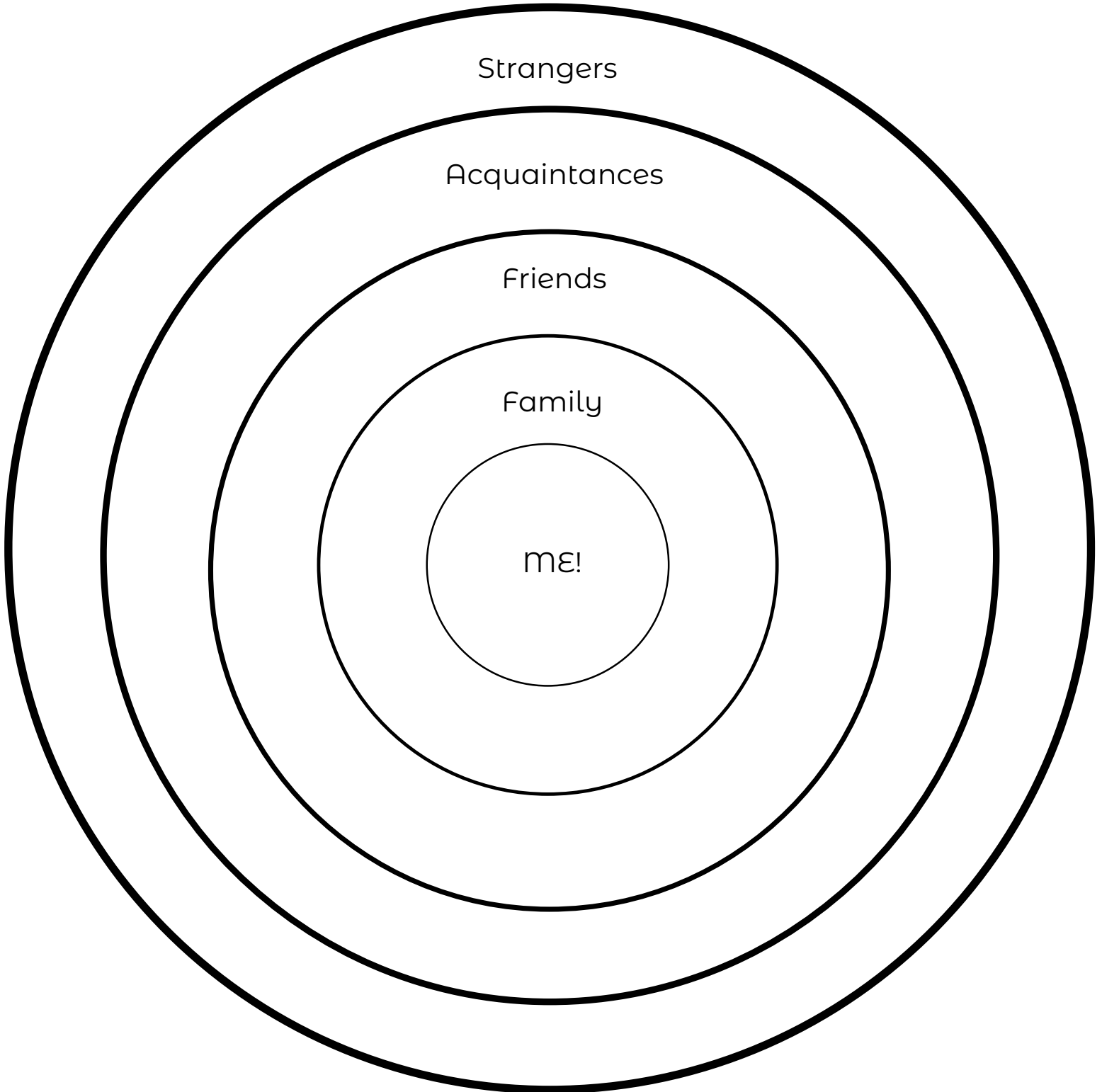
Give your definition here:

Boundaries, Part 2:

Personal Space: Physical Boundaries, know your boundaries.

Directions: Below are different circles for different kinds of people in your life.

You will be using the actions on the next page to fill in the circles.





Boundaries, Part 2 Continued

Personal Space: Physical Boundaries, know your boundaries.

Directions: On page 1 of this activity you have 5 circles. Below is a list of interactions.

Each interaction is numbered. Put the number in the circle of the group of people you are comfortable having this interaction with.

You can put the number in multiple circles.

For example, "1. Look the person in the eye" if you feel comfortable looking everyone in the eye, you would put a #1 in each circle.

If one of these boundaries has no one you are comfortable with, why do you think that is? Let's to the next lesson, "Trust Your Gut" and see if we can find out!

1. Look a person in the eye.
2. Have a non personal and quick exchange, in person, like "Good morning."
3. Have a discussion in person about things like school, sports, or news.
4. Share personal information, trust.
5. You are comfortable talking about (or having them talk about) big emotions like love, sadness, and being sorry.
6. Talk on the phone with someone.
7. Talk on Face Time or Zoom with someone.
8. Share personal information, trust.
9. Share physical touch, like a high five or fist bump, shake hand.
10. Share physical touch, like a hug.
11. Asking someone for a favor or help.
12. Doing a favor or helping another.
13. This person can be real close to you physically when talking to you.
14. This person needs to be an arm's length away when talking to you.
15. You feel more comfortable if this person is a car length away if they need to talk to you.
16. You don't want this person near you, you are not comfortable in their space at all.
17. You feel comfortable telling this person you do not like being called a certain name or do not like being treated a certain way.



SEL: Boundaries

Name: _____

Trust Your Gut

Create a reasonable story

Directions: You get to people watch and create a story!

Go out with a family member or friend to a safe place where you will see other people that you do not know, like a park, mall, restaurant, or specialty shop like ice cream or coffee. (Where)

This is where you are an under cover agent, you cannot be noticed by the person you will be watching!

You and the person you are with will watch the person, fill out the list below, and create a story about that person based on the person's physical and verbal "cues."

General information: (Who)

Male or Female (or how will the person be referred to in the story)_____

Approximate Age (just guess, you can say teens, early 20's, old, etc)_____

General Appearance (clothing, hair, strong, etc)_____

Very Important: (How they make you feel)

What is your first impression of this person (you do not need any "evidence")?

You can use words or sentences, like friendly, scary, liar, smiles a lot, etc.

Is this person with someone else? Yes/No (What)

If yes, are they talking with them? Yes/No

Are they facing them? Yes/No

Does their body seem interested in what the other person is saying? Yes/No

If this person is alone, what are they doing?_____

If they are alone or with someone, where are their eyes (focused or looking around)?

What is the one behavior or action that this person is doing that you want to build your story about this person around? (You can make up the Why and When)



Trust Your Gut

Create a reasonable story

SEL: Boundaries

Name: _____

You made a lot of great observations on the previous page! Now make a story using them. Fill out the 5 W's and H for a story below. The "Where" is where every you went and observed this person.

Who? Describe your person

Where? Describe the setting

When? Decide on a day and time

Why did this happen? (Fill out What? first)

How? How did this happen?

What? What is going on in their life?

Objectives

- 1.Creative: Identify and experiment with materials, tools, and techniques in his or her own artwork
- 2.Relate: Make connections between art and other curricular areas.
- 3.Identify different emotions.

Hook

Show an image of Wassily Kandinsky's Squares with Concentric Circles/Rings, or Farbstudie Quadrate .

Ask your child what he or she thinks of it.

What is it for? What does it mean? Should it mean something?

I wanted to use this because it reminded me of our boundaries exercise.

Others may think of target practice.

This was actually a color study.

We get to create one!

Activity

This is a fun activity of fine motor skills with cutting, creativity of color and sizes, and boosts the visual and spatial reasoning when we places those circles.

Materials:

Square pieces of heavy construction paper, cardstock, or craft foam in lots of colors to choose from (probably 40 pieces of paper per child)

scissors

glue or glue stick

the one big color "mat" it will all be glued to

*helpful: if your child loves to make "perfect" circles, get various size jars, lids, and other items that they can trace around ie. jam, spice, Alexa :)

Directions:

Each color circle "blend" will have 4-5 different colors.

- 1.Child chooses the 4-5 colors.
- 2.Child chooses the 4-5 different sizes.
- 3.Child cuts out circles (it is easier if you have precut to 8 or 9 inch square pieces).
- 4.Arrange the circles in the order desired and glue, then start again on new circle.
- 5.When the child has all 12 circle pieces done, they can be glued to the base mat.
- 6.OR the child can divide the mat into 12 sections, put 12 square colors down and then place the circles on each of the 12 squares to more closely resemble the original art piece.
- 7.I love this site: <https://www.youtube.com/watch?v=ZPEKG0itbzU> it shows just two circles of mixed media, you can use paper, paint or draw!