

Kindergarten

May 11 - May 15



A Cool Pool!

by ReadWorks



The day was hot. The sunshine was warm. Ava's mother filled the wading pool.

"May I get in?" Ava asked.

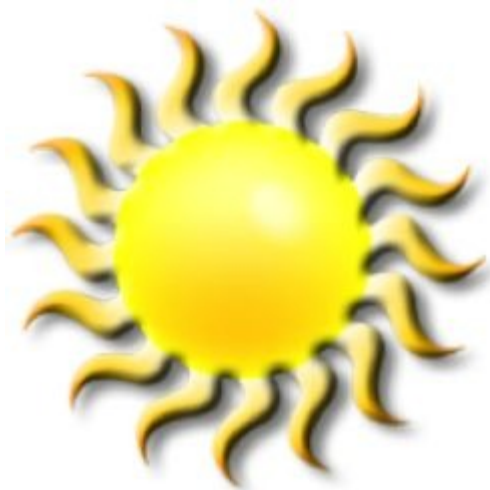
She jumped into her pool. Brrrr! It felt cold. This was not fun! Ava's mother called her for lunch. Later, Ava got back into her pool. Now the water felt warm. Ava splashed and laughed.

Name: _____ Date: _____

1. What is the weather like in the story?



cool and cloudy



hot and sunny

2. What is Ava doing today?



swimming in her pool



playing at the park

3. How did the water feel when Ava jumped into her pool in the morning?



warm



cold

4. How did the water feel when Ava got back into her pool after lunch?



warm



cold

5. When does Ava have fun splashing and laughing in her pool?

6. What did you learn from "A Cool Pool"?

7. Draw a picture of Ava splashing and laughing in her pool.

Name _____

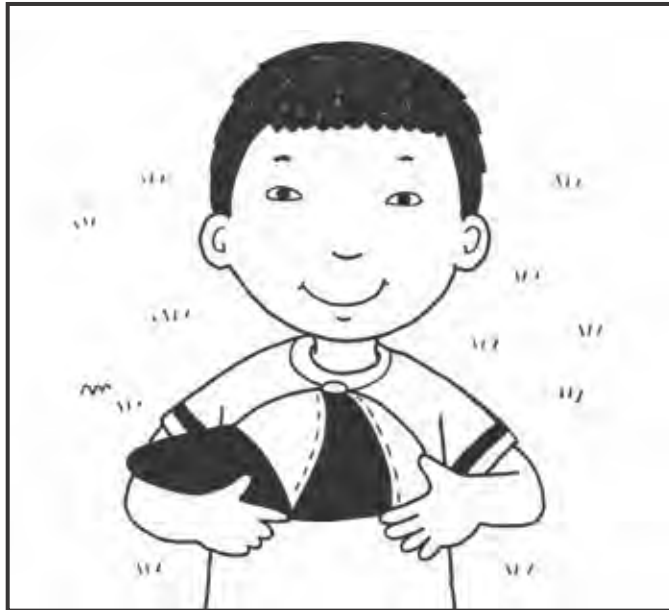
Not Yet, Zeb

Can Zeb go with me?

Yes, he can,

but not yet.

Get a hat, Zeb.



★Activity★

Tell what you like
to play.

Name _____

Yan and Jeb

Yan won a yam.

Jeb won a bug in a jug.

“Yum!” said Yan.

“Yuck!” said Jeb.



★Activity★

Draw something
you would like
to win.

Kindergarten Writing Prompts

1. My favorite season is _ .
2. My favorite color is _ .
3. My favorite animal is _ because _ .
4. My food is _ .
5. My mom always helps me _ .
6. I like - because _ .
7. I want to go to _ .
8. I love summer because _ .
9. My favorite snack is _ .
10. I love school because _ .
11. If I was an animal, I would be a _ .
12. My favorite toy is _ .
13. Waiting can be hard. One day I had to wait for _ .
14. I love animals because _ .
15. My classroom is _ .
16. I like/dislike movies because _ .
17. I like/dislike music because _ .
18. The best place in the world is _ because _ .
19. My friend _ is _ .
20. My favorite book is _ .

Kindergarten Writing Prompts

21. My favorite book is _ .
22. I am really good at _ .
23. I go to school so that I can _ .
24. In Spring I can I am really good at _ .
25. I go to school so that I can _ .
26. This winter I will I am really good at _ .
27. I go to school so that I can _ .
28. If I was the teacher, I would I am really good at _ .
29. I love to eat _ .
30. I love it when my mom _ .
31. I love going to the _ .
32. Next summer I plan to _ .
33. Tonight I am going to _ .
34. Yesterday I _ .
35. I'd love to go to _ .
36. I remember when _ .
37. In the Fall, leaves are _ .
38. I think dogs are _ .
39. I think cats are _ .
40. Trains are really neat becuae _ .

Kindergarten Writing Prompts

41. I think my teacher is _ .
42. If I had \$100, I would _ .
43. I don't like it when _ .
44. I always wanted to _ .
45. When I grow up, I want to _ .
46. I like writing about _ .
47. When I write
48. Writing is fun because _ .
49. I want to write a letter to _ .
50. My favorite thing to write about is _ .
51. I love to read about _ .
52. My favorite craft was _ .
53. If I could pick one craft supply, I would pick _ .
54. I love to _ .
55. I wonder what _s are made of.
56. I'd love to make a _ .
57. Plants are _ .
58. What would you like to ask your teacher?
59. If I could go to the moon, I would _ .
60. I love learning because _ .



Name _____

1.



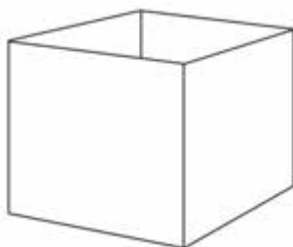
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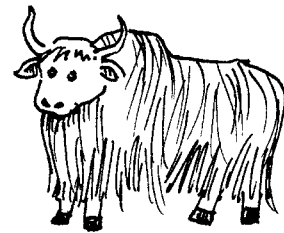
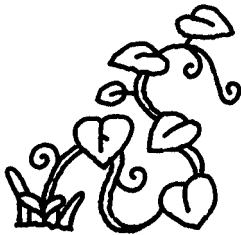
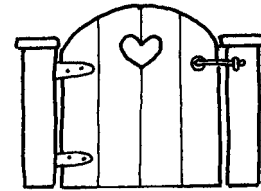
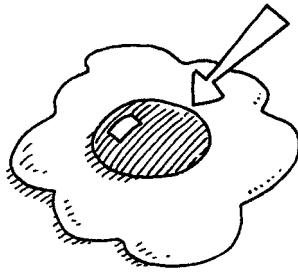
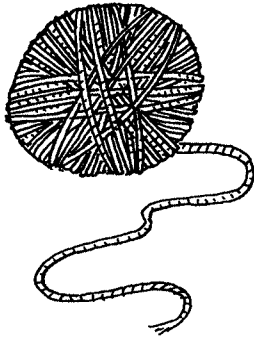


Phonological Awareness: Generate Rhyme

Remind children that words that rhyme have the same ending sounds. Say the words *yet* and *get*. Ask children if these words rhyme. Then ask them to name another word that rhymes with *yet* and *get*. Elicit that the words *bet*, *jet*, *let*, *met*, *net*, *set*, and *vet* also rhyme with these words. Now point to and say the name of the picture in each row. Have children draw a picture of something that rhymes with that picture name in the space provided.



Name _____

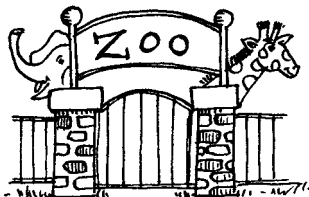


Phonemic Awareness: /y/

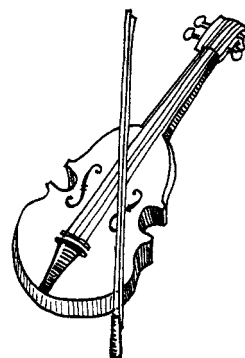
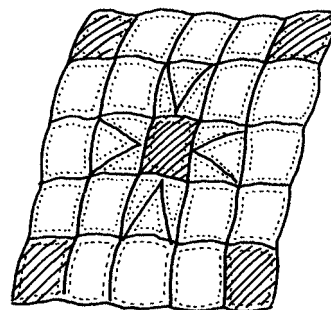
Point to and say the name of the picture of the yarn. Tell children that the word *yarn* begins with the /y/ sound. Have children repeat, *yarn*, /y/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /y/ sound as in *yarn*. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.



Name _____



O



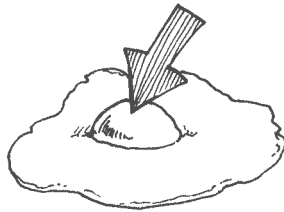
Phonemic Awareness: /z/

Point to and say the name of the picture of the zoo. Tell children that the word zoo begins with the /z/ sound. Have children repeat, zoo, /z/. Now point to and say the names of the rest of the pictures on the page. Tell children to circle the pictures that have names that begin with the /z/ sound as in zoo. Tell children to look at the pictures in each row from left to right and work their way down the page from top to bottom.



Name _____

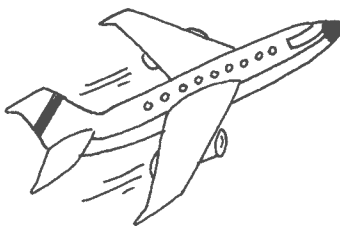
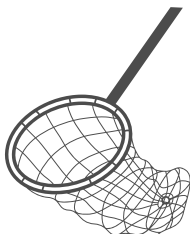
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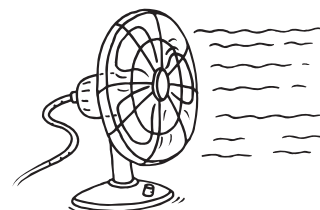
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Phonemic Awareness: Phoneme Substitution

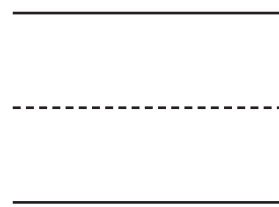
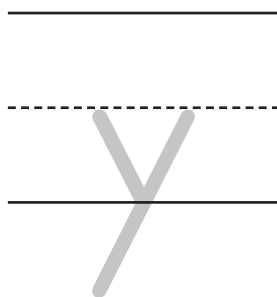
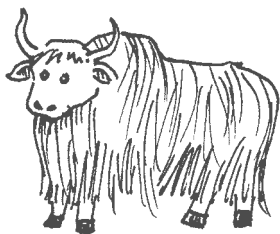
Say *yef*. Then change the beginning letter *y* to a *b*. Say the new word that is formed: *bet*. Point out that the word *bet* was formed after you changed the first sound in the word to another sound. Name the pictures in each row. Tell children to circle the picture in each row that is formed after you say the following. 1: Change /y/ in *yak* to /b/. 2: Change /j/ in *jug* to /r/. 3: Change /j/ in *jet* to /n/. 4: Change /v/ in *van* to /f/.



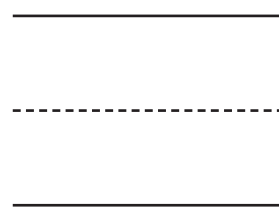
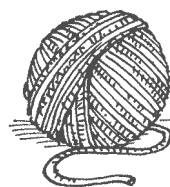
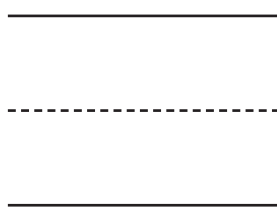
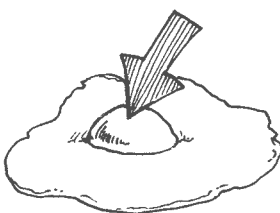
Name _____



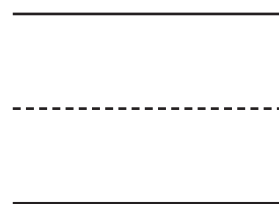
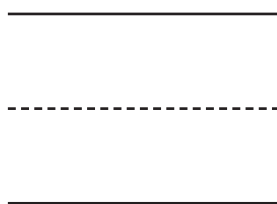
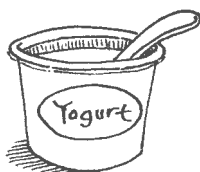
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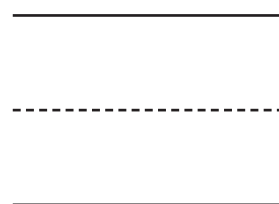
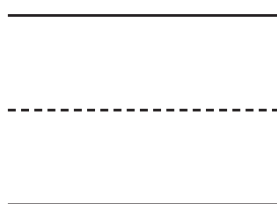
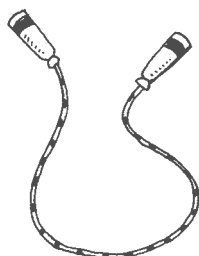
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Phonics: /y/y

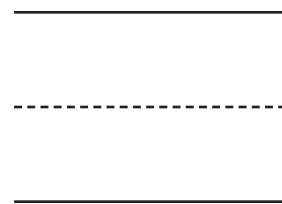
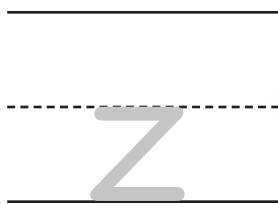
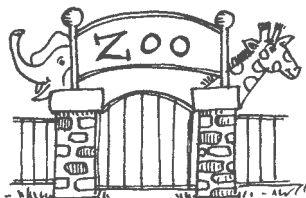
Point to and say the name of the picture of the yak. Tell children that the word *yak* begins with the /y/ sound. Explain that the letter *y* stands for the /y/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *y* next to the picture if its name begins with the /y/ sound as in *yak*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.



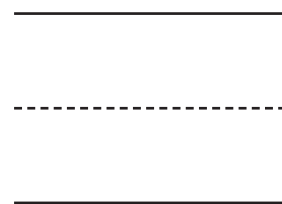
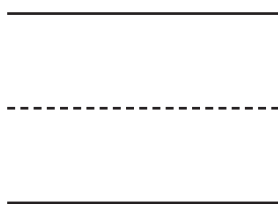
Name _____



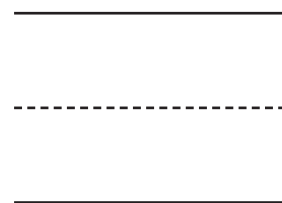
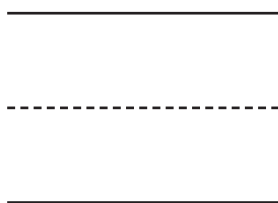
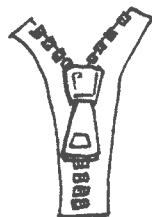
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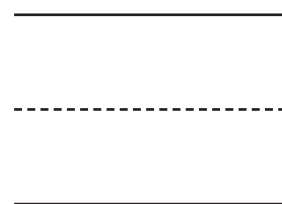
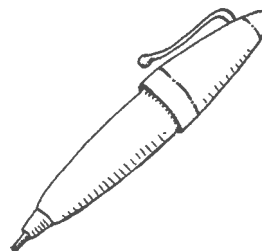
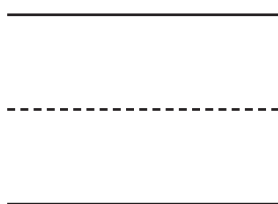
2.



3.



4.



Phonics: /z/z

Point to and say the name of the picture of the zoo. Tell children that the word *zoo* begins with the /z/ sound. Explain that the letter *z* stands for the /z/ sound. Now point to and say the names of the rest of the pictures on the page. Have children write the letter *z* next to the picture if its name begins with the /z/ sound as in *zoo*. Tell children to look at the pictures in each row from left to right. Then tell them to work their way from the top of the page to the bottom.

Name _____



yes zap yet zag

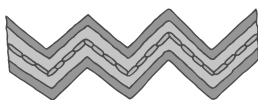
1.



2.



3.



4.



Phonics/Spelling

Decode Words: Say *zip* and point to your mouth position. Write the word and model how to decode it. Repeat with the word *yak*. Then have children decode the words at the top of the page. **Spell Words:** Have children point to and name each picture. Then have them decode and spell the name of each picture and write it on the line provided.



Name _____

1. zag

zip

tag

2. yam

ham

him

3. yet

web

bet

4. zip

lip

zag

5. yum

yam

yuck

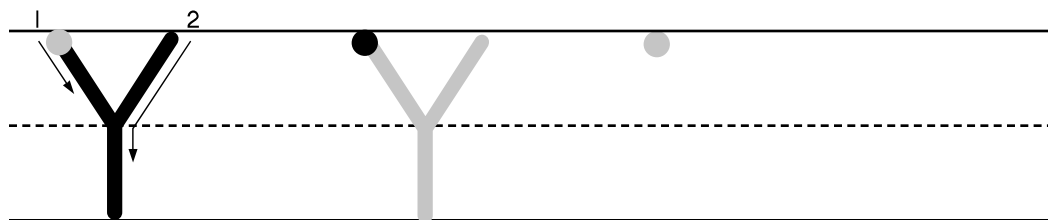
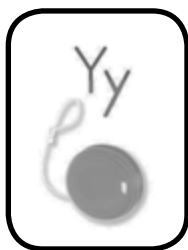
Phonics: Minimal Contrasts

Tell children that when you change one letter in a word, you make a new word. Write the words *yet* and *set*. Explain that by changing the *y* in *yet* to an *s*, you make the word *set*. Have children read the first word in each row. Tell them to draw a line under the new word that is formed when one letter in the word is changed.

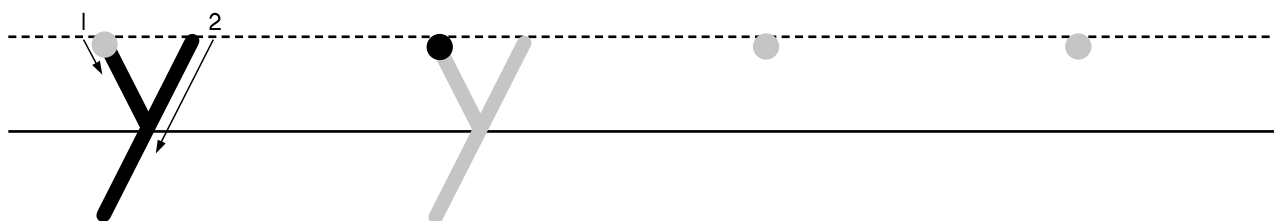


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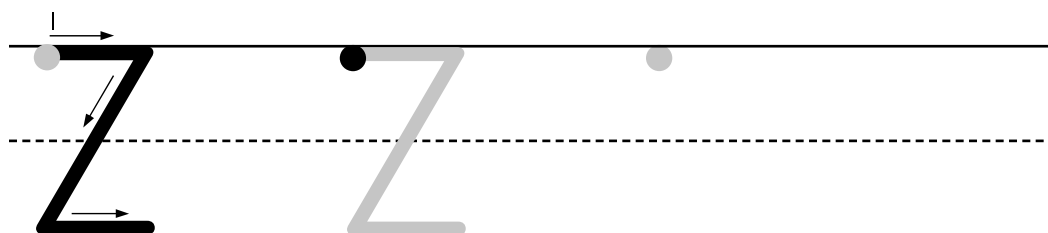
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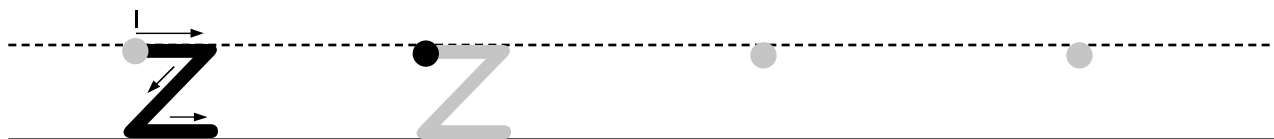
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4.



Handwriting: Yy, Zz

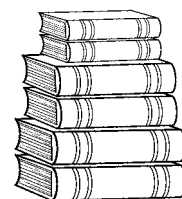
Model for children how to form the uppercase letter Y. Say: *Slant down to the dotted line. Slant in to touch, then straight down.* Model how to form the lowercase y. Say: *Slant down. Slant in to cross, then down past the bottom line.* Then model how to form the uppercase Z. Say: *Straight across. Slant down to the bottom, straight across.* Model how to form the lowercase z. Say: *Straight across. Slant down to the bottom, straight across.* Have children use their finger to trace the model for the letter. Then have them write the uppercase and lowercase forms of the letters Yy and Zz.



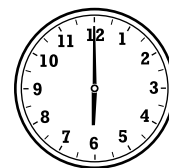
Name _____

this what me

1. _____ is my stack of books.



2. _____ did you pack?



3. Do you want to see _____ at six?

4. _____

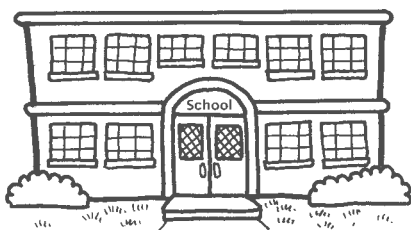
High-Frequency Words: *this, what, me*

Model the Read/Spell/Write routine using the word *this*. Have children repeat the routine, using the words *this*, *what*, and *me*. Then have children write a word from the box on a line to complete each sentence. On line 4, encourage children to write their own sentence using the words in the box. Have partners read the sentences to each other. Say the words *this*, *what*, and *me* for children to spell.

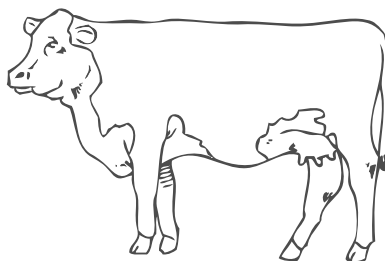
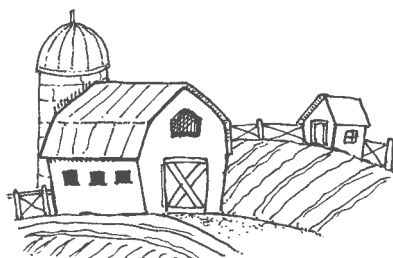


Name _____

1.



2.



3.



Category Words: Location Words

Explain to children that location words are the names of places. Say: *The library is a place that you go to read and take books home. Library is a location word. A school is a place that you go to learn. School is a location word.* Point to and name the pictures in each row. Have children circle the two pictures in each row that are places, or locations. Encourage children to use these place names, or location words, in sentences.



Name _____

1. I sat _____ the chair.



on

off

2. The yam is _____ the plate.



under

on

3. Jack will go _____ cab.



on

by

Grammar: Sentences with Prepositions

Remind children that a preposition is a word that tells where or how something happens. Then read each example and the two answer choices below it. Point to and name the pictures. Tell children to write the preposition that best completes each sentence.

Name _____



under across behind

1. I am standing _____ her.

off behind



2. The duck can swim _____ the pond.

under across



3. The books are _____ the desk.

under on



Grammar: Sentences with Prepositions

Remind children that a preposition is a word that tells where or how something happens. Read each example and the two answer choices. Point to and talk about the pictures. Then tell children to write the preposition that best completes each sentence on the lines. Encourage children to refer back to a piece of writing that they did during the week and make sure they used prepositions correctly.



Name _____

1. Can you get tim to go with you.

2. jim can see the big park?

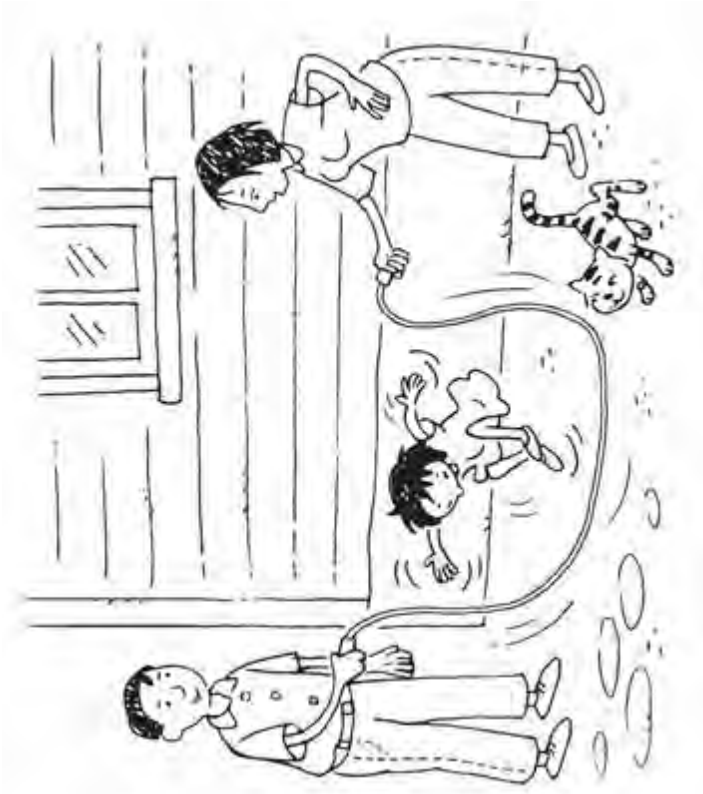
3. What can i do for you.

4. Ted and rob had fun

Edit/Proofread

Tell children to listen as you read aloud the sentences. Have them rewrite each sentence so it shows correct capitalization and punctuation. Use gestures to clarify meaning. Then tell children to refer back to a piece of writing they did during the week and check that they used correct capitalization and end punctuation.

Name _____



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“We can do this!”

Connect to Community

Encourage children to read the story to a family member or a friend.

What Can You Do?

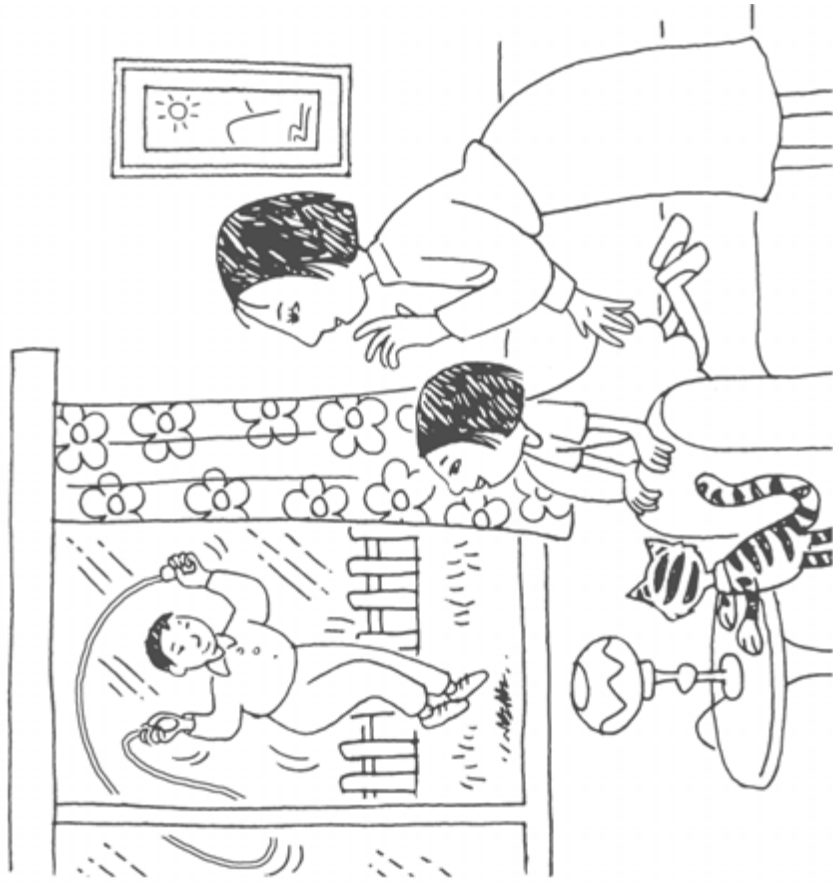


“This is for you.”

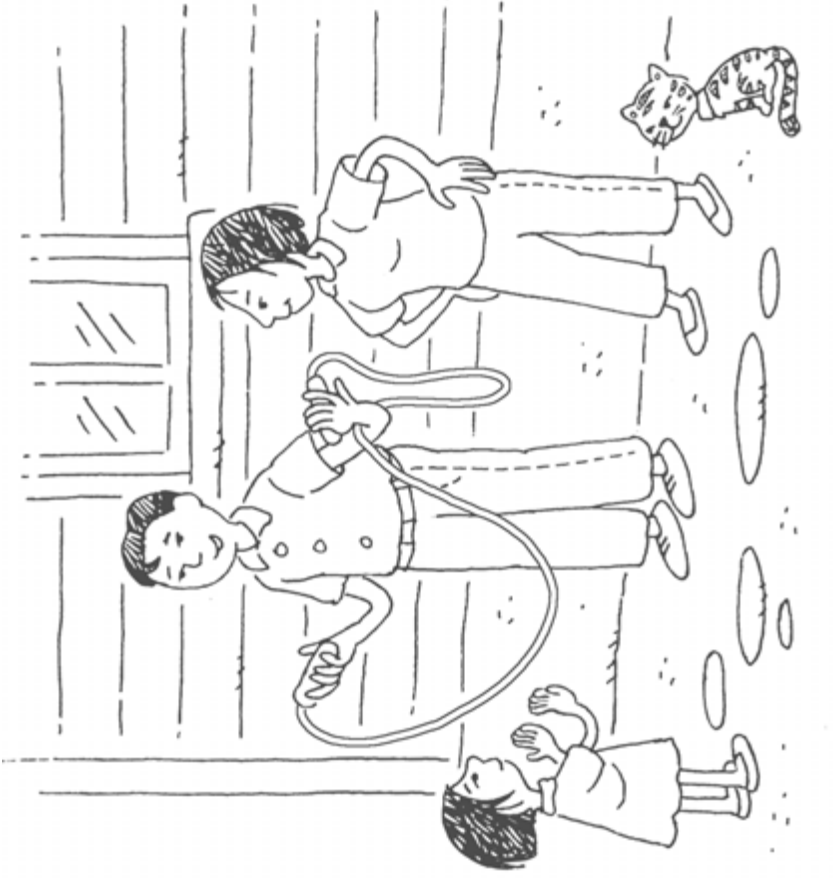
“What can you do?”

Review High-Frequency Words

Have children set a purpose for reading, such as finding out what the girl does with the jump rope. Explain that words are made up of letters. Point to the letter *h* in the word *This* on page 1. Ask children what *h* is. Then ask children to find the words *can* and *What* on pages 2 and 3 of the story.



“I can do this,” said Dad.



“What can we do?”

Name _____

Date _____

My Addition Practice



$1 + 1 = \square$	$2 + 3 = \square$
$4 + 1 = \square$	$1 + 3 = \square$
$1 + 2 = \square$	$2 + 2 = \square$
$3 + 1 = \square$	$3 + 1 = \square$
$1 + 4 = \square$	$2 + 3 = \square$
$2 + 1 = \square$	$4 + 1 = \square$
$2 + 2 = \square$	$3 + 2 = \square$
$3 + 2 = \square$	$1 + 3 = \square$

Name _____

Date _____

My Decomposition Practice



$1 + 1 = \square$	$2 = \square + \square$
$\square = 4 + 1$	$3 = \square + \square$
$1 + 2 = \square$	$2 + 2 = \square$
$3 + 2 = \square$	$\square = 3 + 1$
$\square = 1 + 3$	$3 = \square + \square$
$2 + 1 = \square$	$3 + 2 = \square$
$1 + 4 = \square$	$4 = \square + \square$
$\square = 3 + 2$	$4 = \square + \square$

Name _____

Date _____

My Subtraction Practice



$5 - 1 =$ <input type="text"/>	$5 - 4 =$ <input type="text"/>
$4 - 1 =$ <input type="text"/>	$5 - 3 =$ <input type="text"/>
$3 - 1 =$ <input type="text"/>	$5 - 2 =$ <input type="text"/>
$2 - 1 =$ <input type="text"/>	$3 - 1 =$ <input type="text"/>
$5 - 2 =$ <input type="text"/>	$2 - 1 =$ <input type="text"/>
$3 - 2 =$ <input type="text"/>	$3 - 2 =$ <input type="text"/>
$4 - 3 =$ <input type="text"/>	$4 - 2 =$ <input type="text"/>
$4 - 2 =$ <input type="text"/>	$4 - 1 =$ <input type="text"/>

Problem 1

Draw 3 triangles (a shape with 3 straight sides)

Draw 2 rectangles (a shape with two opposite pairs of straight sides of equal length)

Draw one hexagon (a shape with 6 straight sides of equal length)

Problem 2

Geometry Scavenger Hunt!

With a parent or older sibling, look for things in your home that are examples of these geometric solids:

- **Cube:**
- **Cylinder:**
- **Cone:**

Bonus: send a picture of your items to your teacher on class dojo or in email!

Problem 3

Match each animal to the place where it finished the race.

4
fourth

2
second

1
first

3
third

6
sixth

5
fifth

START

What order did the animals finish the race?

1. First place _____
2. Second place _____
3. Third place _____
4. Fourth place _____
5. Fifth place _____
6. Sixth place _____

Kindergarten Addition and Subtraction Strategies

How can I solve these two problems? Try the strategies below.

Addition like 2+3

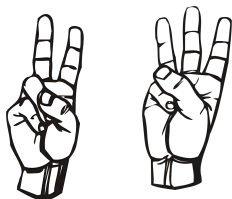
Use objects



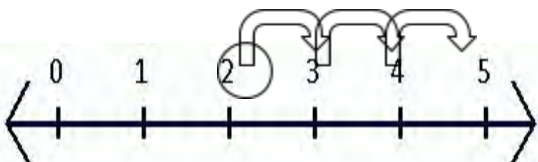
Use pictures



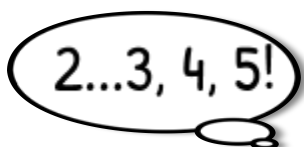
Use fingers



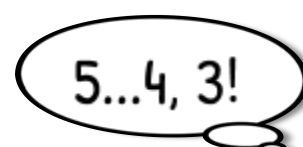
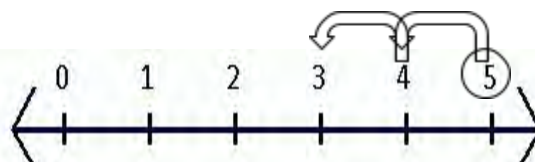
Count on/back with a number line



Count on/back in my head



Subtraction like 5-2



Studies Weekly™

GRADE
K

Animals

See Primary-Source
Related Media...



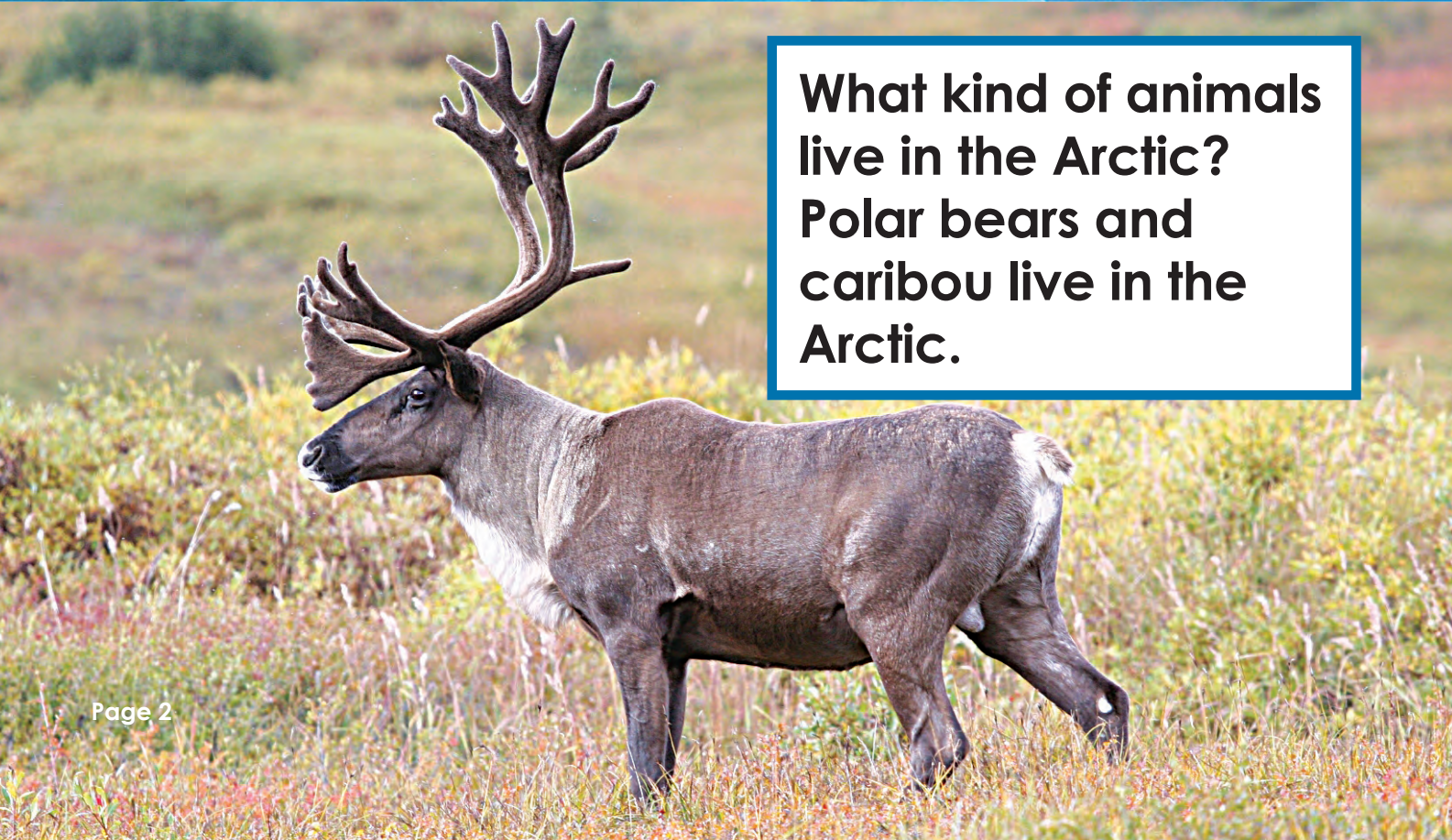
www.s-w.co/SOL-11

There are many different kinds of animals on Earth. Animals live in many different places.

Animals



What kind of animals live in the water? Fish and shellfish live in the water. Whales live in the ocean.



What kind of animals live in the Arctic? Polar bears and caribou live in the Arctic.

Look & Learn

This is a bee hummingbird.



**What kind of animals live in the desert?
Lizards and snakes live in the desert.**



This is an ostrich.



The smallest bird on Earth is a bee hummingbird. The largest bird on Earth is an ostrich.

Talk to your friends about how they are alike and different.

Animal Groups

WHAT YOU NEED

- old magazines with lots of pictures of animals
- scissors
- 2 or 3 friends

WHAT TO DO

1. Look for pictures of animals in the magazines.
2. Cut out as many pictures as you can find.
3. Talk to your friends about how the animals in the pictures are alike. Talk about how they are different.
4. Sort the pictures into groups. Work with your friends.
5. Choose one person to tell the class about your animal groups.



How many different ways did you sort the pictures? Circle the ways you sorted the pictures.

size color number of legs where they live

Draw a picture of your favorite animal.

Kindergarten

THIRD QUARTER • WEEK 17

Studies Weekly™

GRADE

Holidays Around the World

People around the
world celebrate
special days in
different ways.



Scan this
to earn points!



Holidays Around the World



Birthdays

What do you like to eat on your birthday? In Brazil, children often eat candy that is shaped like vegetables. In Great Britain, children often eat gelatin with ice cream on top.



Winter Holidays Many families celebrate holidays during the winter. Jewish families light a candle each night during Hanukkah. Hindu families light lamps and set off fireworks during Diwali.

These standards are representative of common kindergarten social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

Page 2 • Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

• Compare our nation's holidays with holidays of other cultures.



In Mexico, Las Posadas is part of the Christmas celebration. Neighbors sing songs, and children break a pinata to get treats.



In France, children put their shoes by the fireplace on Christmas Eve. Father Christmas fills the shoes with gifts.

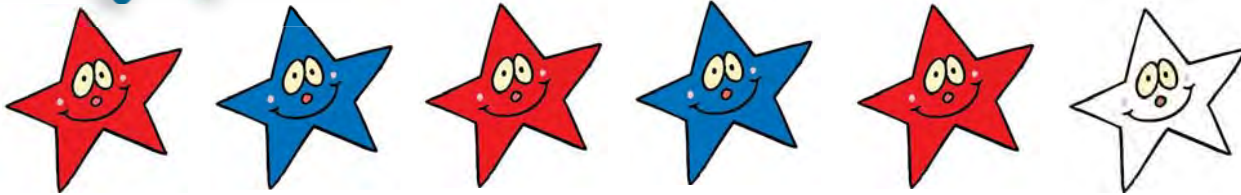


In the Philippines, families make stars to hang in their windows at Christmas. The stars are called parols.



In England, the day after Christmas is called Boxing Day. On Boxing Day, many families give gifts to people who work in their community.

Name _____



Look at the pattern. Fill in the last star with the color that fits the pattern.



Look at the pattern. Draw candles on the last cake to fit the pattern. How many candles did you draw? _____

Draw a line from each picture on the left to the picture that it matches on the right.



Draw a picture of you and your family celebrating your favorite holiday.



Name: _____

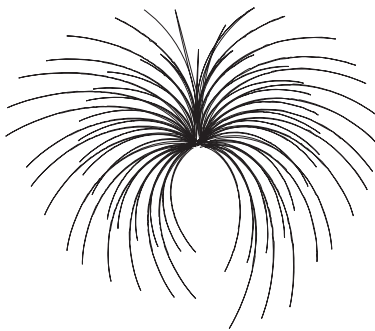
Match the picture with the celebration.



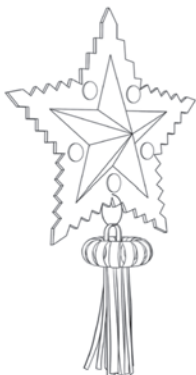
Diwali



Birthday



Christmas



Hanukkah

Name: _____

Weekly Literacy Connection

Read the sentence. Circle the best answer and write it on the line.

1. In Great Britain, children often eat _____ with ice cream on top.

candy gelatin

Circle the word that shows where the celebration takes place.

2.



Philippines

France



England

Mexico

Use the words to complete the sentences.

in are

3. People celebrate _____ different ways.

4. Birthdays _____ celebrations.

Write the answer on the line.

5. Many families _____
celebrate holidays _____
during the _____.

Name: _____

What happens on this holiday? Write your answer on the line.

1.



Father Christmas fills the shoes with

Fill in the circle next to the best answer.

2. People around the world celebrate special days in the same way.

- ☐ A yes
☐ B no

3. Children in Brazil eat candy shaped like _____ on their birthday.

- ☐ A fruits
☐ B vegetables

Write your answer on the line.

4. What do families in the Philippines do at Christmas?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/11/20

ASSEMBLAGE WITH PATTERN



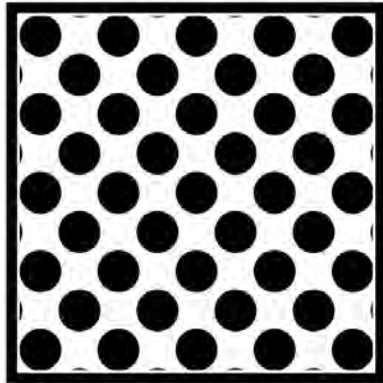
Coins and Mason jar rings were used to add pattern to the shark.

DIRECTIONS:

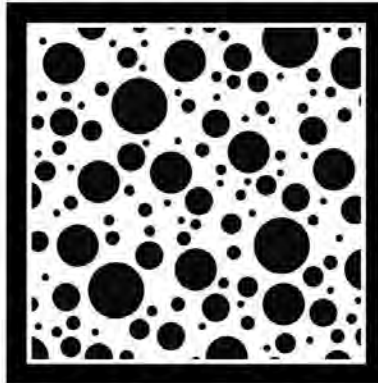
Create a work of art by assembling and layering household items together to create an image that incorporates pattern (*see more information below about patterns.*) It could be a small-scale design created on a tabletop or other surface, using coins, silverware or other small items to create an image, or it could be a large-scale design created on the floor using larger household items. The items used could be random and unrelated, or they could be themed, such as; only using kitchen utensils to create the image, or only using clothing, or stuffed animals, etc.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project.

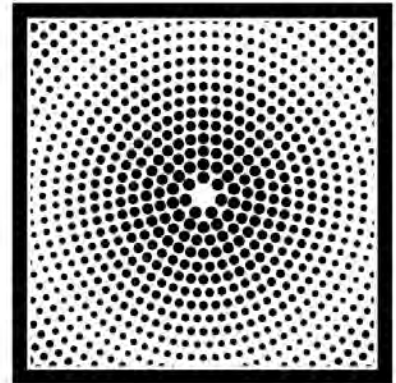
DEFINITION: Pattern in visual arts is the repetition of design elements (lines, shapes, forms, textures, colors, values.)



ORGANIZED



RANDOM



RADIAL

PATTERN RESOURCES:

YouTube Videos:

[Robot Art School - Elements & Principles of Art - Pattern](#) A short, fun video featuring examples of many types of patterns.

[Peep and the Big Wide World: The Road Not Taken Part 2](#) Short movie about Pattern

[Julia and Grover Search for Patterns | #SeeAmazing](#)

[Sesame Street: Elmo and Craig Robinson See a Pattern](#)

Books:

[Read Aloud: A-B-A-B-A---a Book of Pattern Play by Brian P. Cleary](#)

[Pattern Fish](#)

<https://www.storyjumper.com/book/read/3632612/The-Pattern-Hunt#page/22>

<https://www.storyjumper.com/book/read/29541906/THE-BOOK-OF-ILLUSIONS-#page/28>

<https://www.storyjumper.com/book/read/47296826/Oh-the-Patterns-of-the-Zoo#page/18>

Games:

[Patterns for Children](#)

<https://www.tynker.com/ide/v3?type=course&slug=activity:pattern-maker&chapter=0&lesson=0>

[Splash and Bubbles . Games . Sand Art Spectacular](#)
[1 P K Shape Patterns](#)

[Silk – Interactive Generative Art](#)

[The Color Cube Art Game | Interactive Arts Game for Kids | Paint Online](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them directly to your art teacher!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 11th

Move It Monday

Today is a planking challenge!!! Use the link below and scroll down to the Solid Core challenge. Level I (K-1) Level II (2-3) Level III (4-5). After you're done with that, feel free to try any of the workouts!

[Darebee Planking Challenge](#)

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Zumba Kids \(22 Short Videos\)](#) - Pick 4 of your favorites !!!

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'!

Today, take a moment to learn the video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Jazz Routine](#)

Topic: Use personal, ethical, safety, and cultural factors in making decisions.

Kindergarten Read [How to Lose All Your Friends](#) by Nancy Carlson. Talk about what happened and how it could have been stopped.

1st Read [Tease Monster](#) by Julia Cook. Give examples of teasing vs not teasing and ask the student to explain if it is teasing or not.

2nd Discuss bullying behaviors and what we can do to prevent/end them.

3rd Repeat 2nd grade lesson.

4th Discuss how saying “I was just kidding!” or “It was just a joke!” doesn’t make unkind words excusable. There is a huge difference between harmless teasing and hurtful language. Discuss the differences and situations that are examples of both.

5th Repeat 4th grade lesson.

All grades: Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they’ll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary

Charades

Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

<https://www.abcya.com/>

Practice mouse skills:

<http://mousepractice.altervista.org/>

Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- https://www.abcya.com/games/kids_typing_game
- https://www.abcya.com/games/cup_stack_typing_game

Internet Safety: Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>

Extra Websites:

- www.roomrecess.com
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat-home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?