



Newsletter

<https://sites.google.com/a/northampton-k12.us/nps/our-schools/jackson-street-school>

<https://www.facebook.com/pages/Northampton-Public-Schools-Massachusetts/179921372117715>

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You may also connect with us on Twitter: <https://twitter.com/#!/NPSDistrict>

Ms. Alessi's website: <https://sites.google.com/northampton-k12.us/mindfulnessatjss>

Ms Agna's

JSS Office 587-1510

Volume 24 No. 34

April 24, 2020

If you wish to have a copy of this letter written in Spanish, French or Arabic, please contact the school department at 587-1315. Si le gustaria esta carta en Espanol, es posible. Llama 413-587-1315. Si vous voulez une copie de cette lettre en Français, veuillez contacter le Département de l'École 587-1315. 587-1315 ي ف ة سردم ل ا ة راد ا ب ل اص ت ال ا ي ج ر ي ، ة ي ب ر ع ل ا ة غ ل ل ا ب ة ب و ت ك م ة ل ا س ر ل ا ه ذ ه ن م ة خ س ن ي ل ع ل و ص ح ل ا ي ف ب غ ر ت ت ن ك ا ذ ا .

MESSAGE FROM MS. AGNA

CLASS LISTS & TEACHERS AND ESPs

Along with the extraordinary work the faculty and staff are doing to provide engagement activities and opportunities for their students, they are also working with me, virtually, on developing the class lists for next year. We had started this before schools closed in mid-March, reviewing the information you provided us on the Class Placement Information forms (if you filled them out) and the academic and social/emotional profiles of the students. It is a complex process – certainly not random – one that we believe is one of the most important that we do. Of course, we do not always get it right but it is always our intention to make decisions that allow for the maximum success for all the students. If there is (more) information that you would like to share in the next few weeks, please feel free to email me. We will send the class placement letters home to you in the last week of June. No doubt information about the plan for opening the school again will be included in this letter as well as in advance of it.

There are vacancies to fill before the next school year as well as changes in assignments. As you (may) know, **Mrs. Mary Ellen Reed**, KDG teacher, is retiring, as are **Ms. Alicia Hackerson**, special education teacher for KDG and **Mrs. Joan Morvidelli**, KDG ESP with Mrs. Reed. **Ms. Anna Martinez**, 1st grade teacher, is moving with her family to eastern MA. **Ms. Jolie Smith** returns from her leave of absence in England and **Mr. Nick Ames** returns to 5th grade teaching, after a year as the Library ESP. **Ms. Tamar Allen**, ESP in 1st grade, resigned during March.

Ms. Karen Schipillette, ESP in 1st grade, will move into the KDG ESP position. **Ms. Millie Lopez**, “floating” ESP, will become the Library ESP. We are in the process of interviewing and hiring for all the rest of vacant teacher and ESP positions. As always, the applicant pool is extraordinarily strong and our interview committees are excellent, made up of stakeholders: teachers, ESPs and caregivers. As soon as I have more information, I will share it.

TRANSITIONS

Now that the decision has been made by Governor Baker to keep schools in MA closed for the remainder of the school year, we, the administrators, faculty, and staff, have begun conversations about how to safely – physically and emotionally – plan to transition back to school. We will ask for your input as well as the students’, in making these plans. In particular, we want to ensure that there will be “closure” for our 5th graders, and for all the students moving from one grade to another. Our school council discussed this at our meeting this past week – we will continue this in next month’s meeting. The faculty and staff and I meet every week– through Zoom. The grade levels do as well – and they also meet with their grade level colleagues across the district. The ALT – Administrative Leadership Team – meets every day. Plans are in the works to hold caregiver meetings by grade level. This is uncharted territory, for sure. Please know we are deeply committed to working with you and your children to ensure the best possible transitions and for healing and recovery from this significant and unprecedented event in all our lives.

CONSOLIDATED RESOURCES FOR FAMILIES - ONE MORE TIME

Please refer to the following link for the ways JSS teachers are making materials available:

<http://www.northamptonschools.org/project/remote-digital-learning-resources-jss/>

WHAT A DIFFERENCE 6 WEEKS MAKES...

Now that it is certain that the schools will not reopen this year, we will regroup in the next couple of weeks, to reflect on how the

remote learning plans have been going so far and make any adjustments necessary for the rest of the year. I hope you, if you haven't already, will fill out the Family Survey which is online at the following links:

English Survey URL - <https://bit.ly/3a1VYk>


Spanish Survey URL - <https://bit.ly/2Vwp4Bu>

We want to hear from you!!

As you will see in the section below "IN THE NEWS", a 3rd grader took up the challenge to write about how it is for her in this age of corona. One of the best and most meaningful ways for children AND for adults, to cope with difficult situations is to write about them. This allows for the venting of what we call "big feelings" as well is something to look back on and remember. I told you the story, briefly, of my grandmother who as a nurse in the influenza epidemic of 1918 in one of my robo calls. If you are interested in reading her reflections on this experience, I have included it in this newsletter. I have also copied an article from the Child Mind Institute which I hope is helpful to you in supporting and comforting your children – and yourselves.

I'll share more in the next few newsletters, as our year winds down and as plans and decisions are made. I thank all of you for your messages of support and affirmation – they and you mean so much to me.

Sending respect, gratitude, health and love to all,



Gwen Agna

IMPORTANT INFORMATION/ INFORMACION IMPORTANTE

The Pioneer Valley Workers Center is continuing to fundraise for its "413 Undocu-Worker Solidarity Fund" to help undocumented workers who have lost work due to the COVID-19 pandemic. They are inviting community members to apply for small scholarships during this time.

El Centro de Trabajadores del Pioneer Valley está recaudando fondos para su "Fondo de Solidaridad 413." Quieren distribuir becas pequeñas a trabajadores indocumentados que han perdido trabajo durante esta pandemia. Están recibiendo aplicaciones ahora.

To apply/Para solicitar: <https://bit.ly/fondo2020>. También pueden llamar a (413)299-2500.

NATURE'S CLASSROOM NEWS

Dear Fourth Grade Families,

We hope that everyone is staying safe during this difficult time. Prior to school closing, we had gathered pledges and contributions towards next fall's Nature's Classroom trip. Given that the current pandemic is likely to create financial challenges for many families, we are not going to cash those checks or run any credit cards at this time. All checks and credit card information already collected will be shredded.

We're still hopeful that Nature's Classroom may proceed as planned this fall. Our plan is essentially to re-do the process of asking people what they can contribute closer to the time.

If anyone has any questions or thoughts, please feel free to email Mike Brezsnjak at mikebrez@gmail.com.

Thanks,

The 4th Grade Nature's Classroom Team

JSS ART NEWS

Updated Link for Art Lessons:

<https://docs.google.com/document/d/18XsOOX-qhLxBTvF-soBBPCbOZ5WJ9kdVmnOE4S3x3F2w/edit?usp=sharing>

Please use this workable link for the weekly postings of Art Prompts for your families to use. I apologize if the link did not work for you last week. This page will be added with new lessons every Tuesday morning.

Thanks, and know that I truly miss all of you!

Ms. Lilly

IN THE NEWS

- 3rd grader, Maylyn Golossi's WEATHER TODAY artwork was published in the Daily Hampshire Gazette!

- The Gazette's invitation for journaling/writing about the time of COVID 19 from children's perspectives yielded a piece by 3rd grader, Gabby Adorno – here it is: "I miss school...I miss playing with my friends and I miss science. I miss my teachers and also funny moments, like when my friends are telling me jokes...we draw pictures of animals or monsters and make up a story line, like a short comic about monsters. There's a monster character called Excobo who is made out of lava and blue fire."

The 1918 Influenza Epidemic at Camp Sherman, Ohio

By Gwen J. Allott, Army Nurse of World War I

The first appearance of “flu” at Camp Sherman was on October 7th, 1918.

One of the startling things about it was the suddenness of its coming. We hardly knew of it one day, except for a few rumors, and the next it was raging with fury. This was impressive. The night of Oct. 6th was a big “going away” affair for a contingent of troops leaving for overseas. Such a gay time! But the next morning we were greeted at the hospital by the worst gloom and depression imaginable. The place was under rigid quarantine, no one leaving Camp – no one to enter, except relatives of the patients, by special order.

The sick and dying were being brought to the Base Hospital in a continual stream. This went on for days – a long line of ambulances bringing and a similar line taking them away dead.

Admission into the Army Hospital takes much time – red tape. Bringing in the cases in such large numbers, many died in the ambulance from the Camp to the Base Hospital. Many died in the admitting office, waiting their turn. After once admitted to a ward and assigned to a bed, they were dead before even a nurse or orderly could get to them.

In Ward 3, I was in charge. I had the job assigning patients beds, routine filing, etc. in such a large, congested area with such very sick and delirious men. It was a decided ordeal. In our ward much effort was made to keep a routine system of care and nursing. It was terribly difficult with such congested conditions- a 35-bed ward increased to 50-bed capacity – with the greenest sort of corps boys brought in from the lines to help. The relatives were coming in to see their sick and dying boys.

Each bed was put in a cubicle made by hanging sheets on wires around the beds. Poor patients, they’d be yanking down the sheets, and flying all over the place. They were so extremely delirious. I had never before seen such high temperatures, such cyanotic faces. They seemed to sort of choke up and turn blue, and pass out. It was like some sort of stricture in breathing. I’d never seen anything like it before or since.

The medical treatment as nearly as I can remember it:

1. Magnesium sulphate on admission
2. Tr. Digitalis XV of 4 hours for 48, the T.J.D. as stimulant.
3. Morphine 1/8 of 1/2 for restlessness and delirium.
4. Brandy Z TT every 4 hours. Emergency stimulants Camp Oil – also Caffeine Sod. Benzoate gr. TT
5. And Dovers gr. TT every 3 hours and Quinine gr. II

Bedside Care

1. Special care of mouth – mouthwash
2. Baths every other day when possible. Sponging back and powder B.J.D. There were 2 or 3 nurses in our ward, with Corp boys, 2 or 3. In detailing the work – one nurse for medications, one for diets. The charge nurse did recording requisitions, making med. And diet lists, and daily reports. We all gave baths and made beds. The Corp boys helped and were very good – we had no other duties. At first nurses worked overtime, until a strict order was posted – all nurse off duty at 7PM. Also, an order for nurses with any symptoms of illness to report at once to the chief nurse. Many were found working while very sick with high temperatures – 100 nurse contracted the flu and 12 of them died.

Many reports were circulated about the flu epidemic at Camp Sherman. It had one of the worst of the Camp Epidemics. I wrote to the Sergeant General’s Office to get exact statistics – among 55,000 troops at Camp Sherman, there were 18,000 case of influenza and there were 1,156 deaths. Maximum capacity at the Case Hospital was 4,500.

We thought there was a record made, for the epidemic was over in 3 week’s time. There were cases through 1919 but not of epidemic proportions.

I was one of 14 nurses given a day off. We had been continually on duty during the siege of flu. It was very interesting for me, for on my arrival home in Delaware, Ohio, it was Armistice Day – what a celebration!

And a post-script from her granddaughter, Gwen Agna:

Our mother, Mary Allott Agna, visited an art museum in Columbus, Ohio a few years ago. She noticed the name tag on one of the docents that read “Gwen”. Our mom spoke to her, telling her that her mother’s name was Gwen and that she and my dad had named me after her. The docent replied, “My father named me after a nurse who had nursed him back to health at Camp Sherman in the flu epidemic of 1918”. We wish our grandmother was still alive then to hear that story – it is one that lives forever in ours.

How to Help Your Kids Handle Disappointment

Tools for coping with disappointment during the coronavirus crisis

By Christina Frank, Child Mind Institute

Among the many painful effects of the coronavirus pandemic on children is the distress of losing the chance to participate in important events — sports playoffs, significant birthdays, school plays and graduations, or that big family trip to Disney World. Even just missing out on regular day-to-day activities, like sleepovers or going out for pizza, can be upsetting for many kids. Adults may be going through some of the same kinds of disappointment, but they often have plenty of experience processing such challenges. Kids, on the other hand, may be experiencing these intense emotions for the first time.

“The disappointments are huge,” says Madeline Levine, PhD, author of *Ready or Not: Preparing Our Kids to Thrive in an Uncertain World*. “We weren’t prepared for this, and we need to be incredibly compassionate.”

The specific disappointments will vary from child to child, as will their ability to cope with them, but experts in child development agree that the basic tools for managing disappointment are largely the same across age groups.

Listen and Validate

As parents, our first impulse is often to try to fix problems for our children. But there’s no way to fix our current reality. What you can do is listen to and acknowledge children’s frustration and disappointment, says Carey Werley, LCSW, a clinical social worker at the Child Mind Institute. Werley points out that drilling down on the specifics of what your child is most disappointed about is helpful.

“We may make some assumptions about what it is about each event,” she says. “We may be thinking that, for example, it’s the prom experience in general that a teenager is upset about, but for one kid, it might be the prom photos that they’re not going to get to do. For another, it might be the prom dress, or the prom outfit, or the prom activity. So, it’s important to really listen ... and meet them where they’re at.”

It’s also important to avoid judging their reactions. Being upset about not getting a prom dress might sound silly to us, but invalidating the pain that our children are feeling (by telling them it’s not a big deal, for example) will only make them feel more isolated.

Instead, emphasize that you hear your child and express your support for how they’re handling it. Reassure them that even though we don’t know what the future holds, you’re proud of them for dealing with a challenging situation.

Explain That It’s Not Forever

Kids, especially younger ones, don’t have the perspective adults have as a result of having lived through our share of disappointments. Instead, children may see things in black and white. “So, a kid might be feeling, ‘Oh my god, this is never going to end. I’m never going to go back to school,’” says Lindsay Gerber, PsyD, a clinical psychologist at the Child Mind Institute. Again, validating this fear is a good place to start. “Saying, ‘You know, I hear it feels like for you it’s never going to end, and I agree that it can be really hard not knowing when school will start again.’” You might share an experience of something similar you’ve gone through in the past, including how you dealt with the uncertainty and how the situation eventually ended.

Werley adds that it’s reasonable to reassure kids that, while we don’t know exactly when it will happen, eventually our current circumstances will change. They will see their classmates again and enjoy the activities they are missing right now — there’s still a lot to look forward to.

Also, it’s probably best to avoid giving young kids a lot of information that will only increase their anxiety, says Dr. Levine. “So, you know, if they ask why are we not seeing grandma this week, reassure them that you’ll see her as soon as you can. Don’t say ‘we can’t see her this week because she’s in a very high risk group for coronavirus.’”

Seek Solutions

You can’t change the fact that your child’s 10th birthday party is not going to play out as it was supposed to, or that graduation is unlikely to happen in the high school auditorium as planned. But as the pandemic continues, people are becoming increasingly creative at compensating for these losses by celebrating in different ways. Virtual birthday parties and graduations can be celebrated using one of the numerous video chatting apps—or if your daughter is missing being on the soccer team, you might suggest she use this time to practice her skills in the backyard, so she’ll be ready to go when things resume.

Werley also suggests reminding kids that they’re not alone in all of this, which may be comforting. “Everybody who plays sports is missing out on the spring season,” she says. “And all the graduating classes of 2020 are going through the same thing at the same time.” You can also encourage your child to talk about what they’re going through with their friends — bonding with peers over their shared disappointment can help kids put things in perspective and maybe even strengthen friendships.

Give Them a Sense of Control

By far the hardest and scariest part of this pandemic is that we have no control—over when school will re-open, for example, or if summer vacation plans have a chance of happening. But we do have some control over how our days look and what would make them easier to tolerate.

Working with your child to plan out their days is one way to give them a sense of control over what's happening. How do they want to spend their free time? What projects might they enjoy digging into? Many kids will even get excited about giving input into meal planning or household chores. Having a sense of purpose and knowing that you value their ideas can make even disappointing situations a lot easier for children to bear. Plus, having children's buy-in when it comes to daily tasks and schedules can make parents' lives easier, too.

You can also model coping behavior by telling your child what your go-to coping skills are and helping them come up with some of their own, Dr. Levine says. You and your child are already demonstrating coping skills every day, just by getting out of bed and going through your days as a family. Ask yourself: what are the tools that help you and your child do this? For you, maybe it's checking in with extended family, cooking meals you enjoy, or taking care of pets. Coping might look similar for your kids, or they might use their own particular skills. Maybe they value watching a funny movie at the end of the day, or having their favorite flavor of ice cream, or writing their feelings down in a journal. "Talk about the box of coping skills you have [and then ask them] 'What helps you the most?'"

Have Faith in Them

While the disappointments related to the COVID-19 pandemic are on a bigger scale than the ones we all experience in normal life, the fact is that kids have to learn how to live with disappointment, says Dr. Levine.

Remind your kids of things they've tolerated before, she says, whether it was not being cast in the school play, getting a disappointing grade, or losing a big game.

"Ideally, it's a succession of small disappointments," says Dr. Levine. "I was talking to a girl who can't visit her college and has to make a choice about whether to commit. And she's feeling kind of lost. She's being introduced to a sort of adult disappointment at 18, not at 24, and in the best possible world, that wouldn't happen. But that is what's happening. I think that being introduced to adult issues a little earlier is not the end of the world."

Hopefully this experience will make that muscle of tolerating disappointment more robust, says Dr. Levine. "I think that's the message that parents need to be aware of, which is some iteration of, 'I think you can handle this. I know it's really hard, but you got this.'"

Christina Frank is a freelance writer specializing in health, psychology, and medicine. She lives in Brooklyn, New York, and is the mother of two daughters.

K-5 Remote Art Ideas:



lone JSS

Art can be made from almost anything:

Here are some ideas for you to work on at your own pace. These are NOT ALL required lessons that need to be done in a week, just some prompts for you to use for inspiration. Free draw could be one of them! Enjoy your time with art and feel free to use your own ideas too.

Share your Artwork with your Art Teacher!
(we would love to see what you are making!)

Ms. Macutkiewicz (Leeds & Ryan Rd): Imacutkiewicz@northampton-k12.us

Ms. Lilly (Jackson & Bridge Street): blilly@northampton-k12.us

Check out artwork that families are sharing with us!

<https://docs.google.com/document/d/1YCeJWol-aG760mBSGm3kiZXJEq6UYsDkO58SQQmhFHI/edit?usp=sharing>

4/21-4/28 Zentangle hand:

Watch video below

<https://www.youtube.com/watch?v=R1mGb3a9y54>

Create a Zentangle hand. The video says to use ultra fine sharpie but if you don't have one available you can also use a black pen for this lesson. This is a fun and calming way to create art that is best done in a quiet space.

4/21-4/28

Op Art/Optical Illusions

This week try out some fun ways to trick the eye with drawing. Here is a short video on how to draw stairs:

https://youtu.be/LcWLe_f-wQk

Experiment with adding on to the stairs, shading and color.

Now Place your hand in the middle of your paper and trace it very lightly. Now use a marker or a pen and start drawing from one side of the paper, when you reach your light drawing of your hand move the pen to draw over the hand to make it look 3-D, and then finish the line to the other side of the paper. Keep adding lines until your picture is complete!



4/21-4/28

Andy Goldsworthy and his environmental art. Check out these youtube sites to learn more and inspire you to go outside and create beautiful art!

- Gather some sticks and make your name
- Find some small stones and line them up to make a circle, spiral or lines
- Make a Fairy House with nature!

https://www.youtube.com/results?search_query=andy+goldsworthy+for+kids

4/21-4/28

Puppets!

Make an easy origami puppet that you can decorate. Follow the steps in the short video and make it into your own puppet. You don't have to make it just like the video. Add details and make up a name for it, make a voice, and a skit.

Begin with a sheet of copy paper and fold in half the long way:

4/21-4/28 Go outside and find objects and do texture rubbings with a crayon that has no paper. Hold paper over the object; with the crayon sideways, color over the paper. Have someone guess what the object was that you did a rubbing of. If it is raining, you can also do this inside! There are lots of objects around the house that have interesting textures! When you are done making your textures, you can also cut up some of the rubbings and glue them on paper to make a collage. Draw other lines and shapes to your collage with crayon or markers.

4/21-4/28

Start a sketchbook and begin with some of these fun ideas on the link below! (There are several ideas to choose from....the ones I enjoy are the ones under the heading Creativity and Originality but I want you to choose what interests you the most!)

To make a sketchbook:

Take about 7-10 pieces of plain or lined paper and staple, punch holes and thread yarn through, or clip them together. If you have other paper (colored or decorative) make a cover and back page if you would like., (a piece of cardboard from a recycled cereal or cracker box can even be a great cover!) Have fun with it!

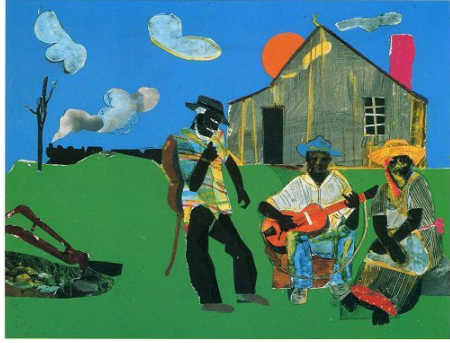
https://drive.google.com/file/d/1BwY_ANwZMBHNEYsjmN858pwDmsjmV2FP/view

<https://youtu.be/ayFG50w4wXI>

Collage with paper, magazines, newspaper, maps, scissors, glue stick, tape.

Create a work of art by gathering pictures of things you like and cut them out as close to the image as you can. You can even draw around the pictures after you glue them down to the paper. Make it a self-portrait or just an interesting picture. Add text or words to your picture by cutting out letters or words from newspapers.

Look at this African American Artist Collages: **Romare Bearden**



Visual Puns

This week, you will be drawing something from your imagination. You are going to be choosing a word that is the name of a bird and draw what the description might look like in a drawing. This is a visual pun.

For example: A cowbird may be a picture of a cow but have a birds beak with tiny legs like a bird.

BIRDS:

Birds of Paradise

Ovenbirds

Catbirds

Corn Crakes

Cowbirds

Elf Owl

Flycatchers

Frogmouths

Fork-tailed swift

Turtle Dove

Kingfishers

Night Hawk

Grasshopper Sparrow

Rock Hopper Penguin

Yellow Hammer

Umbrella Bird

Grey Winged Trumpeter

Fruit Dove

Elephant Bird

Dollarbird

Tiger Parrot

Sandwich Tern

King Penguin

Rose Headed Parakeet

Festive Parrot
Scissor -Tailed Nightjar
Spotted Antbird

Use copy paper to make **origami** -

- Make a Paper Glider/Airplane, measure by your foot steps how far it went. Write down your number of steps and keep track of what the shortest and farthest distances your airplane flew. Here is a good Youtube site to fold one:
<https://www.youtube.com/watch?v=6pde0dHfJto>
- Invent your own paper airplane. Decorate your airplane too. Make it colorful.
- How to make a square from a rectangle paper: <https://youtu.be/PPxi1dIWRws>
- Excellent Origami Site by Evan Zodl: <https://www.youtube.com/user/EzOrigami>

Abstract Hundertwasser flowers

Elements of Art: Shape, Line

Vocabulary words: Pattern, realistic, abstract

Definitions:

Abstract: Showing something in art that does not look real; can be done using shapes, patterns, and colors

Realistic: In art, something that looks real

Please click on this link and enjoy the painting made by this artist

<https://images.app.goo.gl/eExgvyAwAcuQEldu5>

This week we will be drawing and painting (if available) flowers that we are going to make using shapes, lines, and patterns. Notice that Hundertwasser, the Austrian artist, did not make his flowers look *realistic*. They were more *abstract*.

Materials: Pencil, Permanent marker or pen if you don't have a permanent marker, watercolor paints, crayons, or colored pencils for adding color.

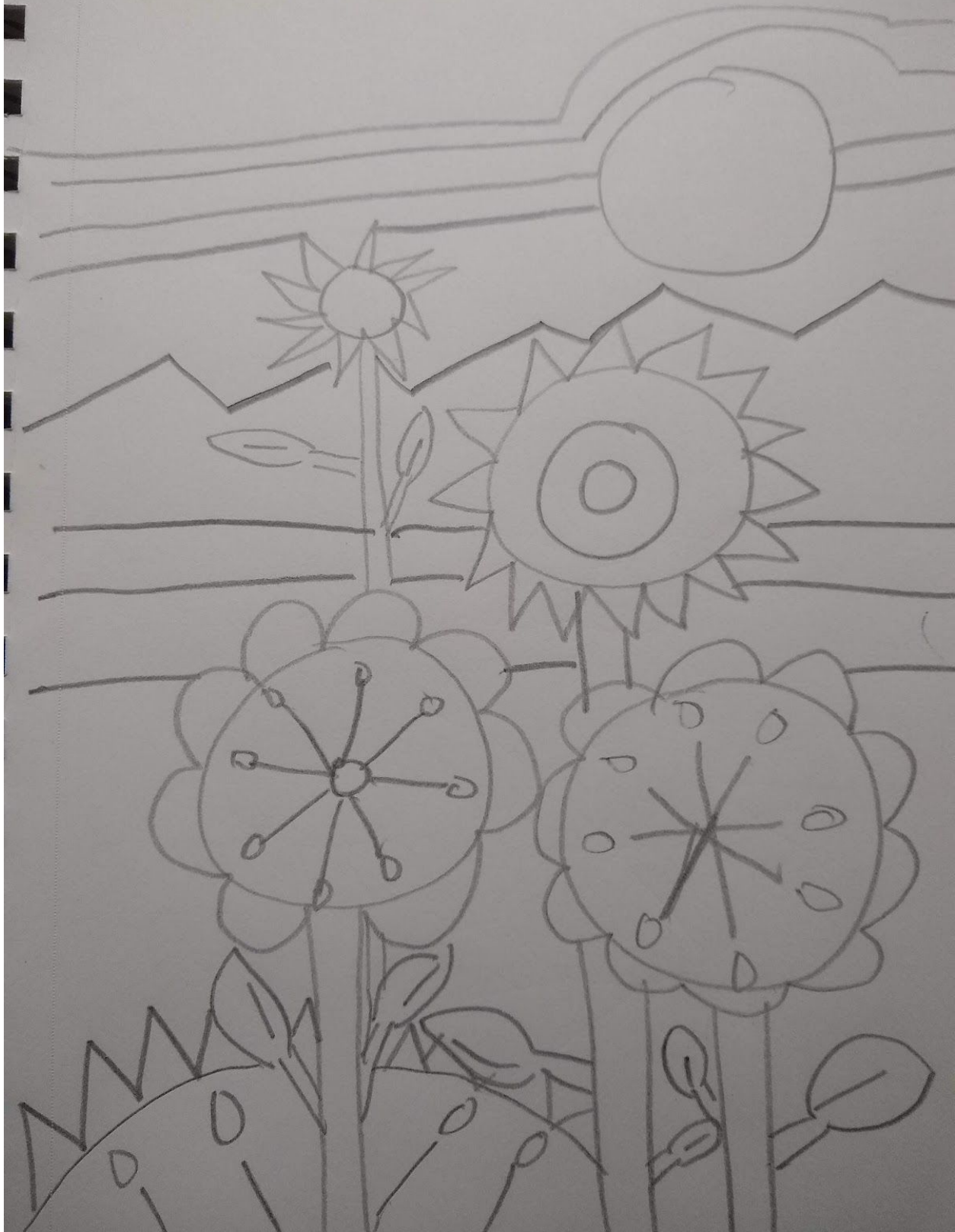
Step 1: Draw 3-5 circles on your paper. These are going to be your flowers. Add triangles, half circles, lines, dots, etc. to decorate the circles (flowers)

Step 2: Draw a background for the flowers. Remember, it doesn't have to be realistic.(See sample below for ideas..)

Step 3: Outline with permanent marker or pen.

Step 4: Color or paint your picture.

Handwritten text at the top of the page, possibly a title or subject, which is partially obscured and difficult to read.



Make a Found Object Self-Portrait

Gather some colorful objects: plastic pieces, metal caps, paper from magazines or newspapers, string, fabric, whatever you have in your home. Be sure they are clean, and give them a bath in your sink if they are plastic or metal. If you have glue you can glue your shapes down. If not make it and take a picture of your creation.

- On a piece of copy paper, or any paper you have, it can be any color. Draw a large oval or circle shape for your head/face.
- Select shapes from your supplies and place them on your shape for eyes, nose, mouth, ears or whatever else you want to add.
- If you have some string or yarn you can add that for your hair.
- Scrap paper or fabric can be cut for your body, and other add ons.
- If you have something to draw with add details like freckles, glasses, eye lashes, a background.
- Have fun with it! Share it with your art teacher!

Colors, Shapes, and Categorizing

Colors and shapes are all around us, even in our own homes. Find as many small objects that are different shapes and colors. Be sure to ask your parents first if you can go to different places to look and ask for help if you need to wash these objects before you touch them too. Some places that might be fun to look are: kitchen drawers, shelves around the house, "junk" drawers. (See the objects I found in the picture below!)

First group your objects by color. Are there any other ways you can group them?

Can you have someone else make a collection? What things are the same? How are they different?

Here is a picture of things I found around my house.. Which pile has the most objects? Which pile has the least amount? Which piles have the same amount? Which object could be in either pile?



Here is a picture of things I found around my house..

- **Put old markers** in water and watch the water turn colors. Use the water for liquid watercolor paints.
- **Get a flashlight** and make shadow puppets. *(See ideas below for puppets)
- **Make** sculptures from recyclable and natural materials.
- **Put masking tape** or painters tape on a paper and color or paint around the masking tape. Peel the masking tape off and see what is left behind!
- **Build** with blocks, Magna-tiles, Legos, modeling clay or playdough. If you don't have playdough [here is a recipe](#) to make some.
- **Draw** with pencils, colored pencils, markers, crayons, oil pastels.
- **Collage** with paper, magazines, newspaper, maps, glue stick, tape.
- **Find** a small cardboard or wooden box. Find objects (found objects....natural or anything you might recycle) Make a low relief sculpture with these found objects by gluing them inside the box. Paint the whole sculpture your favorite color. See Artist Louise Nevelson's work.
- **Paint** with watercolor, acrylic, tempera, or [food coloring and ice](#)
- Use copy paper to make **origami** - [Check out these tutorials](#)
 1. How to make a square from a rectangle paper: <https://youtu.be/PPxi1dIWRws>
 2. Excellent Origami Site by Evan Zodl: <https://www.youtube.com/user/EzOrigami>
 3. A nice bilingual origami resource: <https://www.origamispirit.com>
 4. Origami Resources: <https://www.origami-resource-center.com>
- **Digital Photography:** Capture the world in a new view, do a scavenger hunt around your house to find objects that start with each letter of the alphabet. [Click here for more ideas.](#)

- **Draw outside:** Go outside to do observational drawing of buildings, trees, cars, fields, people, animals. Add color to your drawing.
- **Make art** depicting your favorite thing--toy, person, place, book character, game, memory.
- [Participate in the Drawing Act 150](#) - A community art installation planned for the Massachusetts State House.
- **Play an art game:** Create and play the “[What](#), [How](#), [Where](#)” art game - Directions [here](#); Play the [Add On Game](#) or [Pictionary](#) with your family.
- **Create a comic book** telling a story. [Try one of these templates!](#)
- [Make a flip book](#) - 3x5 index cards or cut paper rectangles.
- **VISUAL PUNS:** A visual pun is a play on words. It is a picture that describes a word that has a combination of words. Example: For the word Butterfly, you might draw a picture of some butter flying through the air; or, you could draw a fly in some butter.

Below are some visual puns. Choose a word and draw a picture of what the word might look like: Horsefly, Photobug, Toadfish, Bookworm, Dragonfly, Toothpick, Eyeball, Striped Squirrel Fish, Butterfly, Dr. Pepper, Tiger Barb. See if you can think of your own word and create a visual pun. (Many times birds and fish have names that might be turned into visual puns.) Have fun!

- **Find** an object in your house. Collect recyclables and remake the object using those items! ([See examples of Tantamounter Challenge online](#)).
- Check out these lists of **art prompts** to get your creativity going!
 - [3 Weeks of Daily Drawing Prompts](#)
 - [Ideas to Jumpstart your Art Mind!](#)
 - [100 Sketchbook Prompts](#)
- **Make activist art:** Pick an issue you care about and make a poster arguing for your cause.
- **Make a marble run** with cardboard tubes, cups, recyclables and playdough.

- **Make a puppet** with socks, paper bags or folded paper, sewing and stitching, thread, buttons, yarn, fabric, old clothes.
- **Follow along** with a tutorial from [Art for Kids Hub](https://www.artforkids.com/) - option to sort by age level.
- **Go on a virtual museum tour:** <https://www.carlemuseum.org>
- **Andy Goldsworthy** and his environmental art. Check out these youtube sites to learn more and inspire you to go outside and create beautiful art!
https://www.youtube.com/results?search_query=andy+goldsworthy+for+kids
- **Go outside** and find objects and do texture rubbings with a crayon that has no paper. Hold paper over the object; with the crayon sideways, color over the paper. Have someone guess what the object was that you did a rubbing of.

Build a Bug House out of playdough.



Building a Bug House **Early Childhood**

The Essential Question

How can students build a shelter for a bug?

Objective

Students will use air-dry clay to create an imaginary home for a bug.

Materials

poster board, air-dry clay, markers, natural materials, glue, scissors

Procedures

- 1.** Pre-cut poster board into 6 x 6" (15 x 15 cm) squares.
- 2.** Read, *I Took a Walk* by Henry Cole. Let students point out the parts of nature shown in the book.
- 3.** Distribute a small amount of clay and demonstrate how to make a pinch pot.
- 4.** Once students have created their own pinch pots, set them aside and have students draw landscape details on their poster board. Ask, What might a make-believe bug like in its yard?

- 5.** Ask students to glue natural materials to the poster board, then attach their pinch pot house. Optional: Have students add details to the house and create their very own imaginary bug.

Assessment

Were students able to create a small bug's house and add natural materials to create a lawn?

Carly Arechiga is an art education student at Northern Arizona University, Flagstaff.

Draw an Imaginary form of Transportation



Imaginary Transportation **Middle School**

The Essential Question

How can students transform a common object into a means of imaginary transportation?

Objective

Students will trace and transform a shoe into a mode of imaginary transportation.

Materials

black and white construction papers, pencils, markers, crayons, shoes, 3D foam circles, glue

Procedures

1. Ask students to brainstorm ideas about imaginary or futuristic transportation. Will their vehicle hover? Fly? Skip? Roll?
2. Demonstrate tracing around a shoe to create a shape on construction paper.
3. Distribute white construction paper and ask students to place a shoe on its side and trace around it. When they are finished, ask students to add details to the shoe shape that illustrate their imaginary transportation idea.

4. Provide black construction paper for the background. Students cut out their shoe shape vehicle and use glue and 3D foam circles to make their imaginary transportation stand out against the black paper.

Assessment

Have students explain how their imaginary or futuristic transportation works.

Chelsea Thompson is a preservice art educator at Northern Arizona University, Flagstaff.

Create Hearts with markers or watercolors.



Pop Hearts **Elementary**

The Essential Question

What are warm and cool colors?

Objective

Students will be introduced to pop art using the heart paintings created by Jim Dine and Peter Max. Students will use their knowledge of warm and cool colors to create a four-panel heart painting.

Materials

9 x 12" (23 x 30 cm) construction paper, 18 x 24" (46 x 61 cm) white paper, pencil, tempera paint (red, orange, yellow, magenta, violet, blue, green, and turquoise)

Procedures

- 1.** Show students a variety of paintings by artists Jim Dine and Peter Max. Discuss what makes the paintings "pop art." Note the details such as the brushstrokes and the pops of colors.
- 2.** Create a stencil of a heart using the 9 x 12" paper. The rectangular paper with a heart cut out of it is the perfect size for the next step.
- 3.** Fold the 18 x 24" sheet of paper into fourths. This will allow the stencils to fit into each section. Trace the hearts into each section, making sure they are all pointing in the same direction.

4. Label the hearts warm and cool; do the same for the backgrounds of each heart. This allows students to make sure that the backgrounds are not all warm or cool, and you can create patterns with the color families.

5. Students begin painting. I usually start by giving students only the warm colors and have them start with yellow in all of the warm color sections. This makes it easier to switch from color to color with minimal rinsing of brushes.

6. Once students finish the warm colors, have them do the cool colors. Keeping these separate allows students who are still having trouble grasping the warm/cool concept to succeed as well.

Assessment

Students should be able to recognize and identify the warm and cool colors and have some knowledge of pop art.

By Melanie Robinson, art teacher at Cedar Springs Elementary in Cedar Springs, Missouri.

Design your own postage stamp



Postage Stamp Design **High School**

The Essential Question

How do artists and designers create works of art that effectively communicate?

Objective

Students will design their very own large-scale postage stamp.

Materials

pencils, erasers, 16 x 16" (40.5 x 40.5 cm) 90# white sulfite paper, soft-core colored pencils, compass, craft knives, cutting mats, colorless blender, pen and ink, acrylic paint, paintbrushes, water, cup, towels, black railroad tag paper

Procedures

- 1.** Ask students to create two to three preliminary sketches of proposed compositions for a postage stamp in their sketchbooks.
- 2.** Students draw a 1" (2.5 cm) border on a sheet of 90# white sulfite paper. This border will be used for the perforated portion of the postage stamp.
- 3.** Students draw their final sketch, then select three of the eight colored pencil techniques to add

color, implied texture, and details. Students can then use other media to incorporate into their work.

4. Students use a compass to make half-circles along the border to create the perforated look of their stamp (make sure they are evenly spaced). Students then use a craft knife and cutting mat to cut out the half-circles.

5. Students mount their finished work on black railroad tag paper and sign their names in the bottom-right corner.

Assessment

Students will critique their peers' large-scale postage stamps and report their takeaways.

By Frank Juarez, art teacher at Sheboygan North High School in Sheboygan, Wisconsin.

Drawing by Ashley English, grade twelve.

Sculpt an Imaginary Creature from Play Dough or clay.



Imaginary Animal **Early Childhood**

The Essential Question

What conditions, attitudes, and behaviors support creativity and innovative thinking?

Objective

Students will use air-dry clay to create an original imaginary animal.

Materials

air-dry clay, water-soluble markers, drawing paper, pencils, optional: googly eyes or other embellishments

Procedures

- 1.** Ask students to brainstorm ideas about imaginary animals. What colors and shapes could they be? Do they have fur or scales? Do they have special abilities such as flying?
- 2.** After the discussion, distribute drawing paper and pencils. Encourage students to draw ideas for their own imaginary animal.
- 3.** After a plan for an imaginary animal is completed, distribute a small amount of clay to each student.

4. Demonstrate how to form an animal's body, legs, and head. Encourage students to add details.

5. After an imaginary animal is created, use markers to add color and details. Add googly eyes and other embellishments if desired.

Assessment

Ask students to discuss how they created an imaginary animal and what the animal can do (e.g., fly or swim).

By Cassandra Radulovic, preservice art educator at Northern Arizona University, Flagstaff.

For Parents: Please use the links below as an inspiration to immerse yourself in the arts. You can also use the links to integrate the arts into the lessons your child is working on with a hands-on approach. Project learning helps reinforce learning! Enjoy!

Links to museums and cultural institutions offering FREE educational virtual tours, access to the collection, teacher resources, student activities, online lesson plans, and curricular enrichment:

CALENDAR FOR VIRTUAL TOURS:

Calendar of Virtual Field Trips for Families March/April 2020

(Just click on the blue words and then click on the link that appears below the words.)

Monday	Tuesday	Wednesday	Thursday	Friday
3/23 San Diego Zoo  SPRING BREAK FUN	3/24 The Louvre in France - Egyptian Antiquities SPRING BREAK FUN	3/25 The Great Wall of China SPRING BREAK FUN	3/26 Boston Children's Museum SPRING BREAK FUN	3/27 Canadian Egg Farm  SPRING BREAK FUN
3/30	3/31 Live Webcams from the Georgia Aquarium	4/1 Mars (Google) Mars (NASA) 	4/2 Yellowstone National Park - visit several locations in the park.	4/3 Hubble Control Center - Lobby Hubble Control Center - Operations Room (NASA)

**Want to add a LEGO engineering challenge each day, too? Please [CLICK HERE](https://www.freehomeschooldeals.com/) for the 30 day LEGO challenge from <https://www.freehomeschooldeals.com/>.


Daily activities (weekdays only):

- Josh Gad (Olaf from Frozen) reads books every weeknight (times vary but you can also watch the recorded videos) on Twitter - #GadBookClub
- Drawing with Michael Woodside - learn to draw Disney Characters - live streamed on YouTube and Instagram daily at 10:00 am - #drawingwithwoodsdy (videos are also recorded).




- **Lunch Doodles with Mo Willems** - draw with author and illustrator Mo Willems daily on YouTube at 12:00 pm #MOLunchdoodles. (videos are also recorded). For more information go to: <https://www.kennedy-center.org/mowillems>
- **Deb's Virtual Art School** - Artist Deborah Putnoi does lessons on Facebook daily at 1:00 pm <https://www.facebook.com/TheDrawingMind> (videos are also recorded).
- **Want more??** - Check out this spreadsheet - https://docs.google.com/spreadsheets/d/121u24nzZE7hLduT8zdDHowZ8Vvl-IUrorUP5E5UBkts/edit?fbclid=IwAR0kYHStNFWWBbz_RZH9Y-mqc_Ohh4DGaVN6jqFiZA80wCqM2Rf3P6RxNw4#gid=560148342

Calendar of Virtual Field Trips for Families April 2020

4/6 How Science Powers Us - Tour of a pharmaceutical lab	4/7 Children's Museum of Indianapolis (Museum at Home videos)	4/8 The Louvre in France - The Apollo Gallery	4/9 Discover Hawaii (takes a bit to load so please be patient)	4/10 Bryce Canyon National Park, Utah*
4/13 Future U. - Visit Johnson Space Center and meet Boeing employees	4/14 Dry Tortugas National Park, Florida	4/15 The National Gallery, U.K	4/16 Canadian Apple Orchard 	4/17 St. Louis Aquarium Galleries
4/20 Stanley Black and Decker Makerspace	4/21 The Louvre in France - History of the Louvre	4/22 Space Shuttle Discovery 	4/23 Carlsbad Caverns National Park, New Mexico	4/24 National Gallery of Art, Washington, D.C.
4/27 National Museum	4/28 Monterey Bay	4/29 Hawai'i	4/30 Soar with Wings -	5/1 STEM Careers -

of Modern and Contemporary Art, South Korea	Aquarium Live Animal Cams 	Volcanoes National Park, Hawaii	exploring social/emotional health	Improving Animal Health
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Calendar of Virtual Field Trips for Families May 2020

Monday	Tuesday	Wednesday	Thursday	Friday
5/4 Kenai Fjords National Park, Alaska	5/5 Van Gogh Museum, Netherlands	5/6 Teaching with Testimony - #strongerthanhate	5/7 Polar Bears in the Tundra 	5/8 Careers that Count - with the NBA
5/11 Discover Your HAPPY	5/12 Undeniably Dairy- Visit a Dairy Farm 	5/13 J. Paul Getty Museum, California	5/14 Yosemite National Park, California	5/15 Technology in Agriculture - Feeding the Growing Globe
5/18 Celebrate 400 Years of Shakespeare	5/19 Dig into Mining	5/20 Smithsonian's National Zoo Webcams	5/21 Colonial Williamsburg Webcams	5/22 Star Atlas - explore over 60,000 stars 
5/25 Memorial Day	5/26 The Great Lakes	5/27 Powering the Planet - Renewable Energy	5/28 Borneo - The Symphony of the Rain Forest	5/29 Ellis Island



*there are further virtual tours once you go into one of them (See Bryce Canyon on 4/10)

Lunch doodles with Mo Willems:

https://m.youtube.com/watch?feature=emb_logo&time_continue=1&v=MjaYnyCJDdU&fbclid=IwAR15askePRetpZA4MNNFyhIjGQSTM4N3KNCOaAHal7Ibq7krUrdhVDHnJbc

Draw every day with Jarrett Krosoczka:

<https://www.youtube.com/studiojjk>

Art for Kids Hub:

<https://sites.google.com/northampton-k12.us/nps-digital-learning-resources/art-music-movement-and-calm>