

VIRTUAL PROCESS BOARD GALLERY

SHOWCASING LEARNING IN MIDDLE SCHOOL

MERRYHILL MIDTOWN

At Merryhill Midtown, we believe that learning is a process; hallway bulletin boards are designed to make this process visible. The boards highlight and provide insight into various projects and studies across campus for parents, students, and guests. Embedded QR codes bring projects straight to one's device for easy access to student essays, podcasts, video productions, and more. WASC icons indicate the integration of our school wide student learning outcomes. Other features include student photos, captions, "I Can" statements and grade-level standards, interdisciplinary connections, and technology integration.

This year, we've reimagined how to make these boards accessible to parents and guests, and are pleased to share our new Virtual Process Board Gallery! In addition to including all the elements of a traditional hallway process board, the virtual gallery also features embedded video and audio files. Published in an EPUB format, the Virtual Process Board Gallery files are easily accessible and sharable across devices such as smartphones, tablets, e-readers, or computers.



Flowers for Algernon

MRS. STRAWN - 6TH GRADE LANGUAGE ARTS

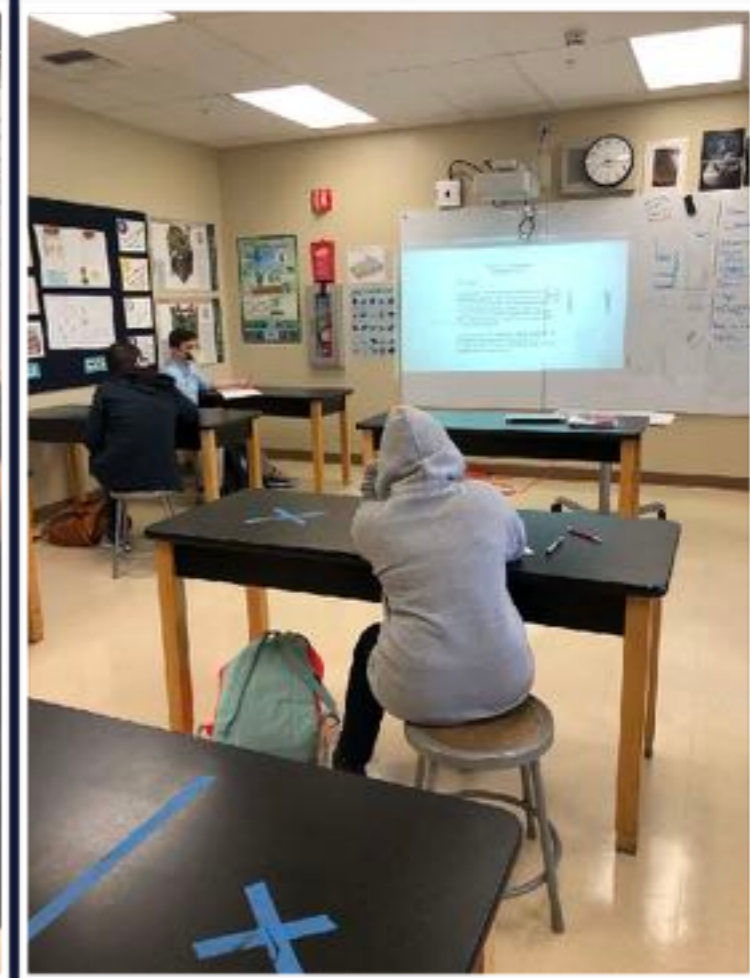
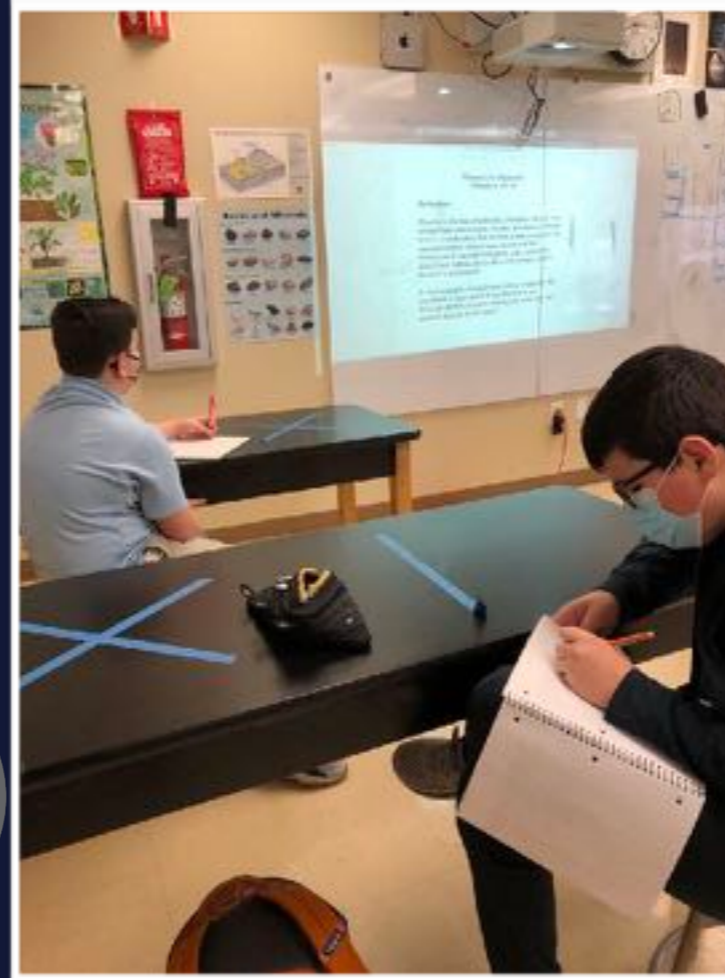
Sixth Grade Standards

I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

I can analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

I can draw evidence from literary or informational text to support analysis, reflection, and research.

I can engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing mine clearly.

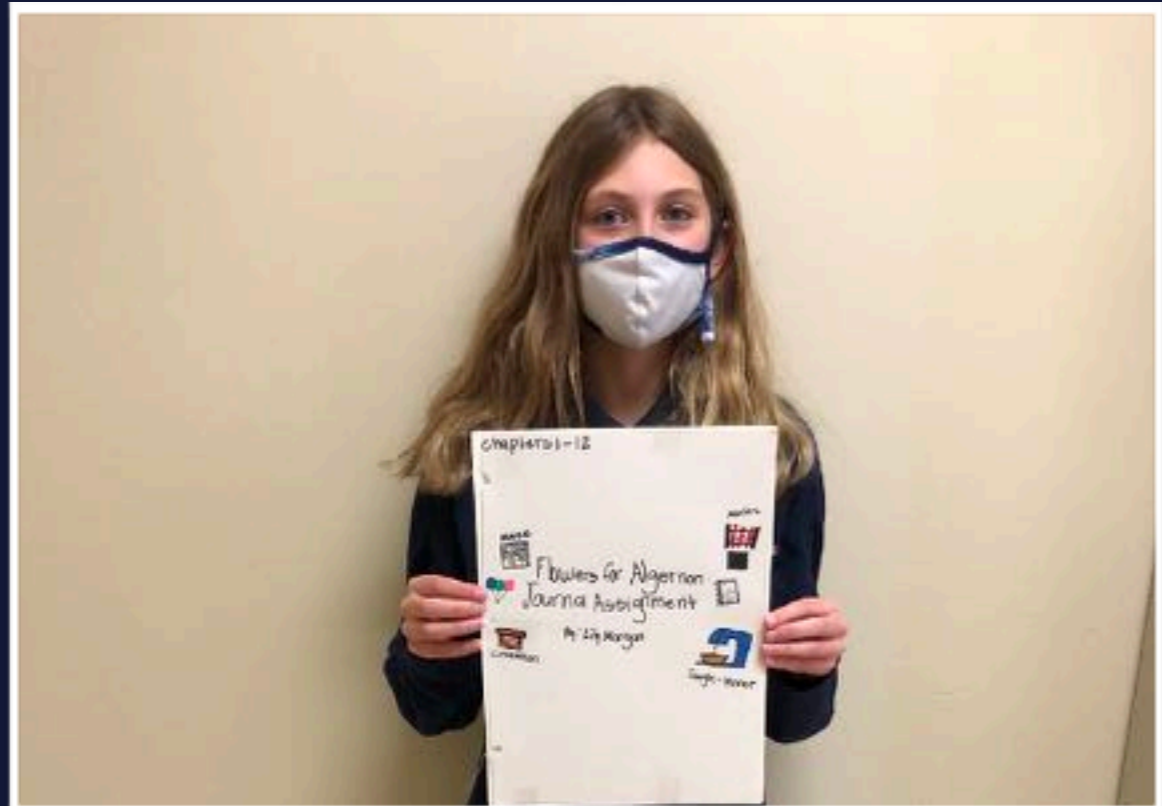


Students were introduced to the novel, Flowers for Algernon, by Daniel Keyes, the story of a 32 year old man with a mental disability, whose experimental quest for intelligence mirrors that of a mouse, Algernon, an extraordinary lab animal. Told in diary entries from the narrator's perspective, Charlie documents how a brain operation increases his I.Q. and changes his life. Along the way, students were faced with ethical and moral questions surrounding people with mental impairments, the use of experimental treatments, and animal research.

In order to demonstrate understanding of character perspective, students chose five dates from Charlie's journal and wrote their own journal entries from the point of view of another character. Click on the sound icon to hear students' original journal entries.



Students participated in collaborative discussion, wrote in depth reflections concerning moral and ethical questions surrounding the treatment of people with mental impairments, and created a series of one-pagers reflecting their take-aways from sections of the novel.



Big News

The Algernon-Gordon Effect

The Lab
The lab in Flowers for Algernon is one of the main points of view through out the book. About 40-60% percent of the book is centered around the lab. Charlie works with L.L. Huxley and the scientist and one other Miss Kinnian at the lab. He later teaches himself and even teaches D. Sussman and Norman. At the lab is also a feeding area which Miss Kinnian teaches in. Charlie was in that class.

THEMES
Some of the themes in the book are: Charlie's feelings and experiences.

FLOWERS FOR ALGERNON

MORAL AND ETHICAL ISSUES
Some of the moral and ethical issues in the book are: Charlie's feelings and experiences.

7-12 Flowers for Algernon Miss Kinnian

As Charlie's emotional growth grows he begins to like Miss Kinnian and chapters 7-12 have a lot to do with their relationship. It starts out with Charlie asking Miss Kinnian to the movies and then grows from there. Their relationship is complicated in a way, because Charlie wants to get more personal where Miss Kinnian doesn't as Charlie's emotional growth is still increasing. Over time their relationship starts to crumble and Charlie starts to realize why Miss Kinnian doesn't want to go any further with their relationship. After their first real fight Charlie realizes the reason he always went straight to Miss Kinnian was because he didn't want to be forced out on his own. In the end he didn't actually LOVE Miss Kinnian, it was the fear that made him cling on.

Intellectual Growth
In chapters 7-12 Charlie's intellectual growth progresses a lot. He has become even better in the area of grammar and is learning how to speak different languages as well as read many books and papers. Charlie used to think Strauss and Nemur were geniuses, but now he is learning that they are just regular men and he is even smarter than they are. This shows how far he has come intellectually.

Emotional Growth
In most of these chapters Charlie is mentally at the age of a teenager, so he is going through a lot of emotions. His emotional growth has definitely increased a lot and he is able to experience more emotions and is slowly learning how to deal with them. Throughout these chapters Charlie is constantly feeling confused and scared as all of this is new to him. Chapters 7-12 have definitely been an emotional rollercoaster, but as he gets smarter he also learns how to deal with his problems himself.

Flashbacks
In chapters 7-12 Charlie continues to have a lot of flashbacks. Almost all the flashbacks in these chapters are about his mom, dad, and sister. This tells us that Charlie wants to learn more about his past and who his parents really are. Other flashbacks or dreams are about the bakery and who it used to be like. This tells us at one point Charlie actually didn't want to be smart.

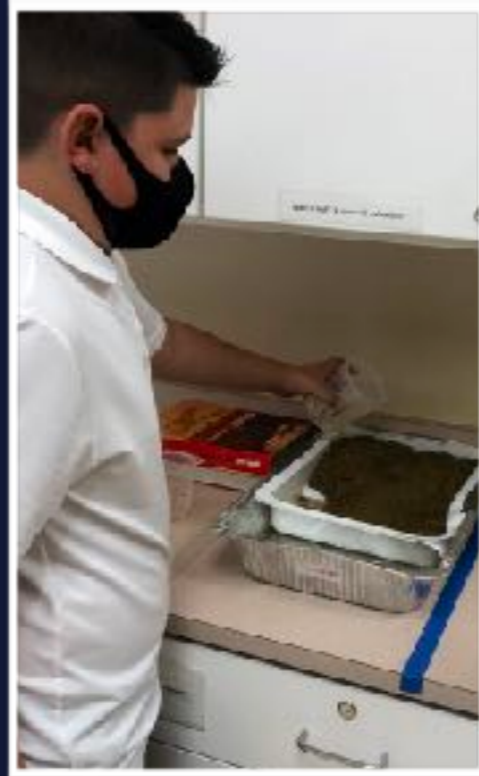
Bakery
In chapters 7-12 Charlie gets fired from his job at the bakery. His customers and employees don't like the dramatic changes in him and feel uncomfortable around him. Joe, Frank, and Jimmy are now avoiding Charlie and he feels even more lonely than he did before the operation.

Weathering and Erosion

MR. GOULD- 6TH GRADE EARTH SCIENCE

NGSS STANDARD: *The Roles of Water in Earth's Surface Processes*

Construct an explanation based on collected evidence from a model for how geoscience processes have changed Earth's surface at varying time and spatial scales.



Step 1: Engage

As part of the general focus on the Geoprocesses of Earth, students learned about concepts related to Weathering and Erosion. As part of 6th grade's Next Generation Science Standards (NGSS), students are expected to collect data to analyze how land slope affects weathering and erosional surface features and delta deposition. Students were introduced to topographical skills which prepped them for an activity on how to use models to conduct investigations and observe phenomena in systems that are too large and would take too long to collect data.



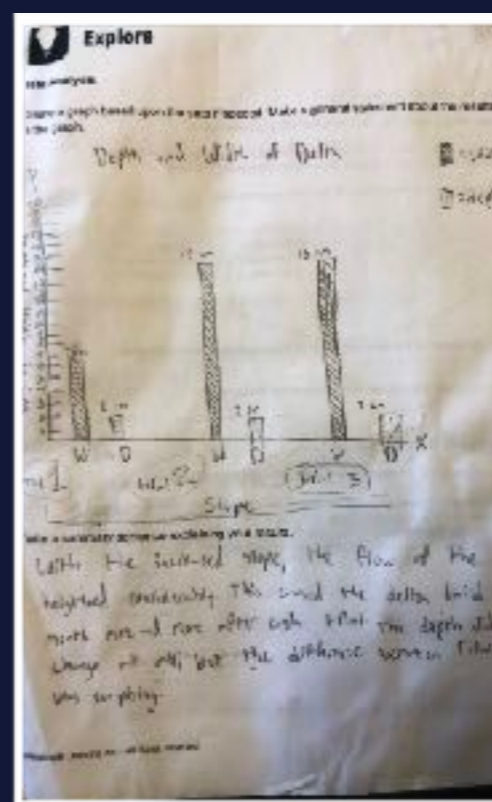
Step 2: Explore

In their lab activity, students hypothesized how the slope of land features can help increase weathering and erosion as well as how deltas form. Students participated in a “socially distant” lab experiment modeling and recording these processes using sand, water, a paint tray, and books to increase the slope over several trials. Students recorded the depth and width of their formed deltas then began generating graphs to represent their data to analyze their findings. This data will be used to prove whether their hypothesis was true or not.

Measure the width and depth of the delta and record it in the data table below.

The Effect of Slope on Deposition

Slope Type	Width of Delta	Depth of Sand
Slight (Trial 1)	3 cm	2 1/8 cm
Medium (Trial 2)	10 cm	3 cm
Steep (Trial 3)	12 cm	3 cm



Step 3: Explain

Students collaboratively constructed scientific explanations in the form of Claim Evidence Reasoning (CER) responses based on evidence obtained from their own investigations and the assumption that theories and laws that describe the natural world will continue to operate, such as water seeking the lowest point of elevation due to the pull of gravity. By completing their NGSS-aligned CERs digitally, students were able to proof read, edit, and continue to practice 21st Century technology skills.



CLAIM EVIDENCE REASONING & REBUTTAL

Claim-evidence-reasoning (CER) was researched and studied by Joseph Krajcik and Katherine L. McNeil and originally developed for the National Science Standards and the K-12 Framework for Science Education by the National Research Council. CER is a scientific way of explaining natural phenomena using evidence. CER models the thought process and allows to describe the world around us. The CER process guides students to develop a deeper explanation than they would ordinarily provide. And teachers, when observing their students, can understand a student's grasp of scientific concepts, their ability to use appropriate and relevant evidence, and the thought process they used to justify how their evidence supports their claim.

When CERs are used as an assessment tool, we focus on the “how” and “why” rather than just the “what”; we change gears from simply testing the student on facts, as in most multiple-choice and short-answer test items, to asking open-ended questions that seek more complex explanations based on evidence and reasoning. As testing methods progress, there is no doubt that assessments like CERs will become more common, because they provide a greater wealth of data about students' conceptual understandings than what can be gleaned from standardized fact-based assessments.

EASY → **CHALLENGING**

CLAIM → EVIDENCE → REASONING → REBUTTAL

1 CLAIM

Quick and short—what do you believe?

The claim is the statement made after analysis of all relevant and appropriate evidence. Although it is developed second, it is presented first. The claim statement can be the solution to the problem, an expression of understanding about scientific phenomena, or a statement about the relationship between the independent and dependent variables of an experiment. An effective claim has to be formulated so that it can be justified or related by evidence gathered in the study, using already known scientific understandings.

2 EVIDENCE

Data and scientific understandings—what's the proof?

Data and evidence are often used synonymously. When data are analyzed and are determined to be relevant and appropriate, they can be used as evidence to support a claim. A trial lawyer uses evidence to support the “opening statement” or claim. Only relevant evidence may be used to try to convince the jury that the claim makes sense and is correct. Like lawyers, students need to be cautious against using all their data as evidence—only relevant data can be used. This means that students need to understand and analyze their data. They need to be able to determine which data to use, figure out what it means, and make it meaningful to people who did not gather the data themselves.

3 REASONING

Connect the claim and evidence—so what?

Writing the reasoning is generally the most challenging portion of a CER for students. Teachers need to develop scaffolds to support and help students as they learn to develop and connect their scientific reasoning. Students use logical reasoning to tie scientific understanding to what their evidence shows. Because it requires higher levels of cognition that are not fully developed in primary grade students, teachers often do not ask younger students to make the connection to reasoning, but limit responses to claims from evidence only.

4 REBUTTAL

Can the evidence support a different claim?

When students examine their data to determine which data are relevant and which can be used as evidence, sometimes several claims are made. If two students can justify how their evidence supports their different claims and can justify their claims with scientific reasoning, both may be valid. Because of different perspectives, experiences, data gathering techniques, or background knowledge, the same evidence may develop into two different and equally correct claims. These alternate claims must stand up to argumentation or rebuttal.

REAL WORLD EXAMPLE

My car won't start—what's going on?

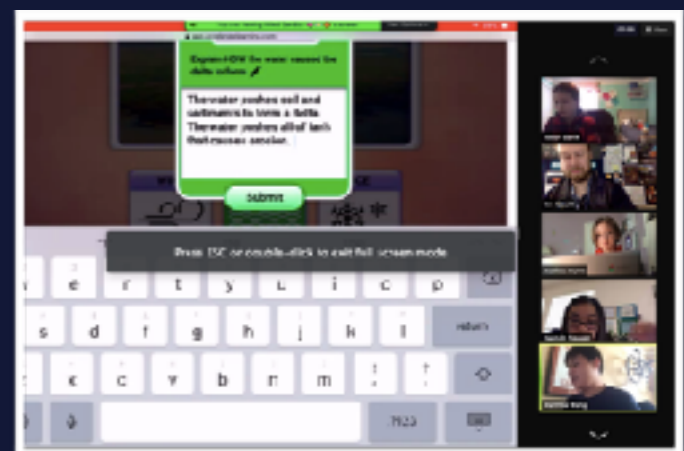
CLAIM
My car would not start this morning when I left for work. I recently had it repaired for an engine problem at the shop. This is the first day it has had an issue since I got it back over a week ago. I'll bet it's the spark plugs—I know they did not replace those.

EVIDENCE
I know the battery is in working order because I tested its current, but the spark plugs are very old I haven't replaced them since I got the car and look oxidized, with a layer of black dust around the tips.

REASONING
If the spark plugs are in fact oxidized, they might not be able to effectively transmit current. Oxidation acts like an electrical insulator, preventing the flow of electricity. Spark plugs are needed to start the engine. They ignite a small amount of gas vapor using the battery's electricity.

REBUTTAL
I was in such a rush to leave this morning, that I forgot to put my car in drive! I had left it in reverse the night before, backing into my spot, when I turned off the engine. The car has a safety feature that only allows it to be started when in drive. If it does start when I put it in drive and turn the key, that means the spark plugs do work after all.

STEMscopes
© Houghton Mifflin Harcourt, Inc. 2018





A Guidebook to the 3 Major Monotheistic Religions

MR. ISENHOWER – 7TH GRADE SOCIAL STUDIES

7th Grade Social Studies Standards

- Students construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- Students identify and analyze significant contributions of various civilizations around the world.
- Students identify and explain chronological sequences of events in history, nationally and globally.
- Students analyze multiple factors that influenced the perspective of people during different historical eras.
- Students analyze connections among events and developments in broader historical contexts.

By researching and creating an Illustrated Guidebook, 7th grade students demonstrate their understanding of how these belief systems developed, spread, and helped shape western civilization as we know it.



2. Research: The content of our class discussions is deepened and supplemented by readings from a wide variety of sources.



1. The process begins with our notes, discussions, and student questions.



3. Mind-Mapping: Students convert summaries of their notes into "mind-maps," a colorful visual shorthand tool that helps them remember key points.





4. Writing & Illustrating:
Students then begin building their content, with emphasis on the use of graphic organizers (charts, tables, diagrams), using publishing software or handcrafting the book as a physical artifact.

Judaism Glossary

- Covenant - sacred agreement; contract
- Prophet - a religious leader who knew how to interpret the will of God
- Tanakh - the Hebrew bible
- Torah - The first five books of the Tanakh; Genesis, Exodus, Leviticus, Numbers, and Deuteronomy
- Rabbis - priests and scholars
- Judea/Yehud - Israelites homeland
- Diaspora - dispersion of Jews beyond the borders of Israel
- Messiah - the promised deliverer of the Jewish religion prophesied in the Tanakh
- Jerusalem - city of the Jews, sacred to Christians and Muslims
- Israelites - name that was given to the Hebrews
- Enslaves - to make/sell someone to slavery
- Moses - Hebrew leader and spiritual prophet of the early Jews
- Ur - ancient city in Iraq
- Pharaoh - ruler in ancient Egypt
- Hebrews - nomadic herders of Arabic origin

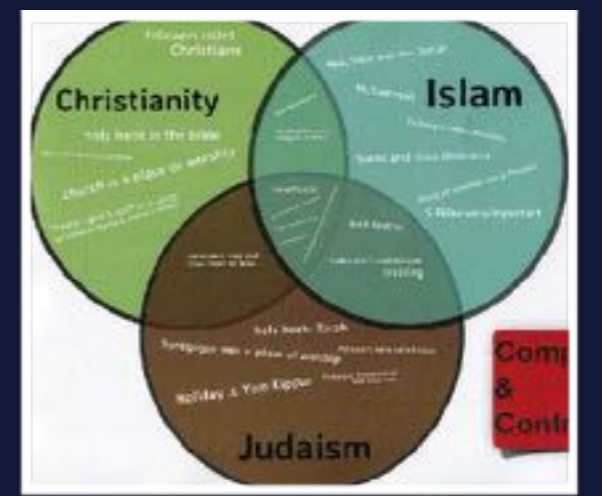
Christianity

The life of Jesus may be regarded as a main religion based in Judaism. Jesus, a Jew, was born around the year 1 C.E. in **Bethlehem**. Christians believe that Jesus was born to a mother, Mary, but was actually the Son of God.

Messiah: Only a few biblical passages describe him before the age of 30. At age 30, Jesus was baptized by his cousin, a Jewish prophet known as John the Baptist. He soon went into the desert alone to fast, and when he returned, began teaching. He gathered 12 **disciples**, and traveled around teaching the sick and speaking about God. He "turned" Jesus quickly gathered a sizable following. Local Jewish leaders and others started to become worried about Jesus because of his claims, so he was crucified.

Jesus' last earthly act, as a follower of Jesus's position in life, he was sentenced to death by the Jewish leaders at the time. His death was by **crucifixion**, or hanging from a cross, and he was buried in a cave. Three days after his death, however, it is said that he was **resurrected**, also as Jesus.

predicted in the Bible: He was said to his disciples and reported on them to bring the good news of Jesus to all, then ascended to heaven to join God. His father. Once the disciples started spreading Jesus's teachings, this began the spread of Christianity.

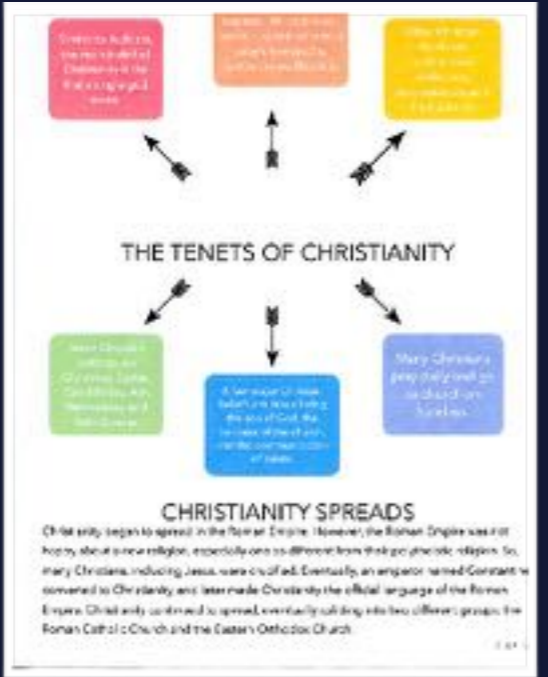


Islam

The Accomplishments of Muslims

Most Persian and Turkic became Muslim over the course of the Middle Ages. The Muslim Turks first conquered Constantinople in 1453 and renewed its tradition. Most of the territory conquered by Muslims remains Muslim territory to this day.

- Muslim scholars advanced mathematics, astronomy, and geography.
- Muslim scholars advanced medicine and surgery.
- Muslim scholars advanced the arts and architecture.
- Muslim scholars advanced the sciences.
- Muslim scholars advanced the study of the Quran.



Chapter 21

How and Where Each Religion Spread

The Spread of the Islamic Faith

The map depicts the Islamic expansion throughout the decades. It is color-coded to visually show how big the religion was during the time of Muhammad to the time of the Umayyad Caliphate. The time period is from 622-750. This is a key time in Islamic history and territory expansion.

Timeline

- 1200-330 AD: Council of Nicaea - The first of the Jewish faith. The Council began with the Nicene Creed, which was adopted by the Roman Empire.
- 325-451: Council of Constantinople - The Council of Constantinople was held in Constantinople, the capital of the Eastern Roman Empire.
- 1095-1200: Crusades - A series of military campaigns launched by the Pope in Rome to reclaim the Holy Land from the Muslims.
- 1453: Fall of Constantinople - The city of Constantinople fell to the Ottoman Turks, marking the end of the Byzantine Empire.
- 1517: Printing Press - The printing press was invented by Johannes Gutenberg, which led to the mass production of books and the spread of ideas.
- 1517-1600: Protestant Reformation - A movement that sought to reform the Catholic Church, leading to the creation of new Christian denominations.
- 1810-1967: Modern Christianity - The modern era of Christianity, characterized by the growth of new denominations and the influence of the Industrial Revolution.

5. Editing & Publication: The final product is an informative, eye-catching, and user-friendly guide through the basic elements of the three major monotheistic world religions.


Simplifying Expressions


PRE-ALGEBRA - 7TH GRADE - MRS. LAYUS


Lesson Objective and Standards Addressed

Students in seventh grade are preparing for Algebra as they learn to solve multi-step, real-life mathematical problems posed with positive and negative rational numbers in any form. A crucial part of this includes applying properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

Distributive Property Practice

Combo Meal #1

 $5(2e+2h+1d)$
 $10e+10h+5d$

Combo Meal #2


Combo Meal #4


Too full!!

Can we go to Burger King now?

Combine Like Terms
 6.EF.3.c - combine like terms

45

Like Terms
 Same variable & exponent(s)

Unlike Terms

$3x(4y^2) + 5x - 3xy^2 + y$

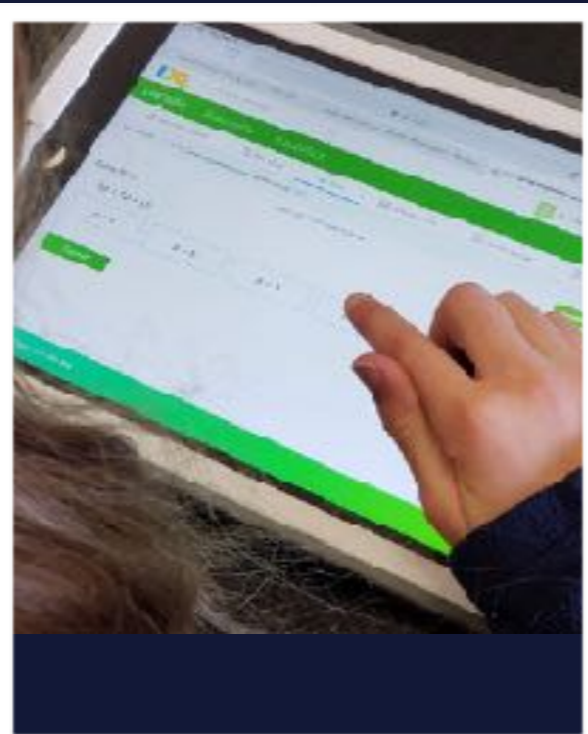
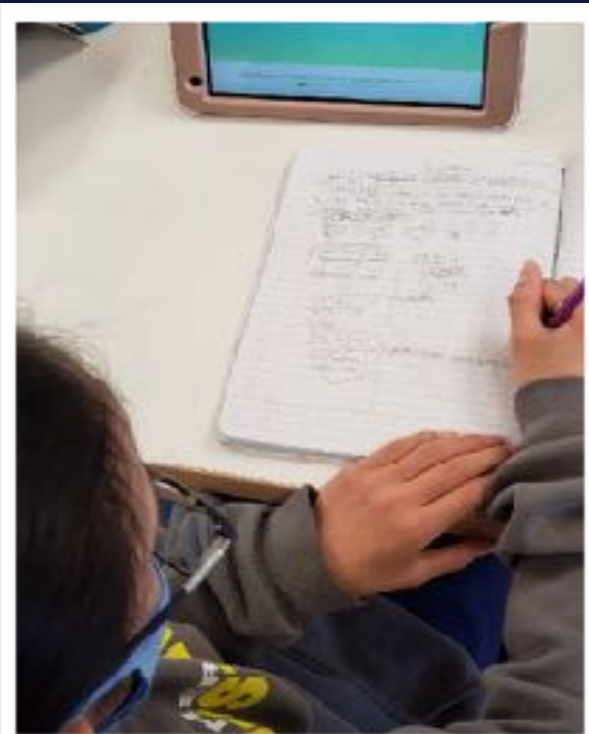
$12xy^2 + 5x - 3xy^2 + y$

$9xy^2 + 5x + y$

Equivalent Expressions: There's more work on back.

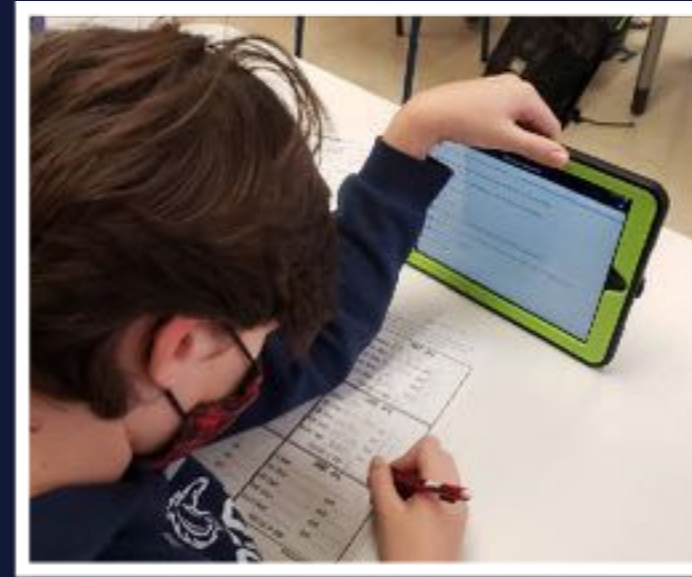
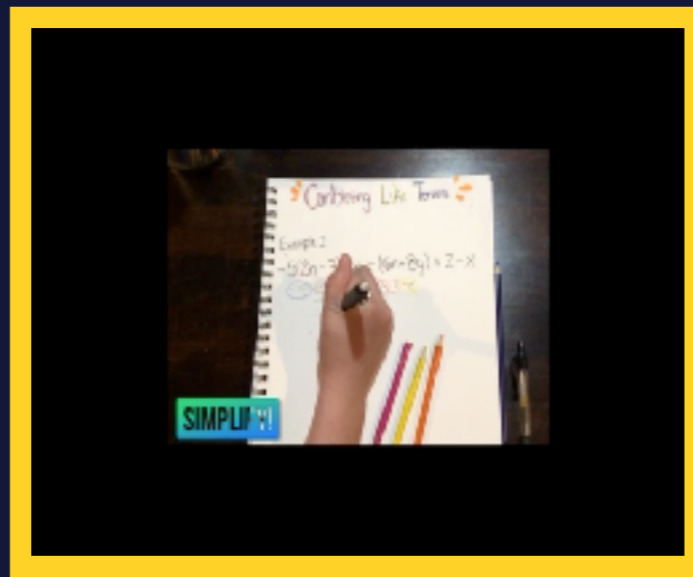
Directions: Cut out each of the expressions on the following page and simplify. Glue them below to match the expressions that are equal.

$2x + 9 - x + 12$	=	$x + 21$
$-(x + 8) - 3x + 20$	=	$-4x + 12$
$3(x + 2) - 6 + x$	=	$4x$
$3(x + 2y) - 12 + x$	=	$4x + 6y - 12$
$2x + 3y + (-4x) - 8$	=	$-2x + 3y - 8$
$-(2x - 3) + 7 - 4x$	=	$-6x + 10$



Building Background Foundations

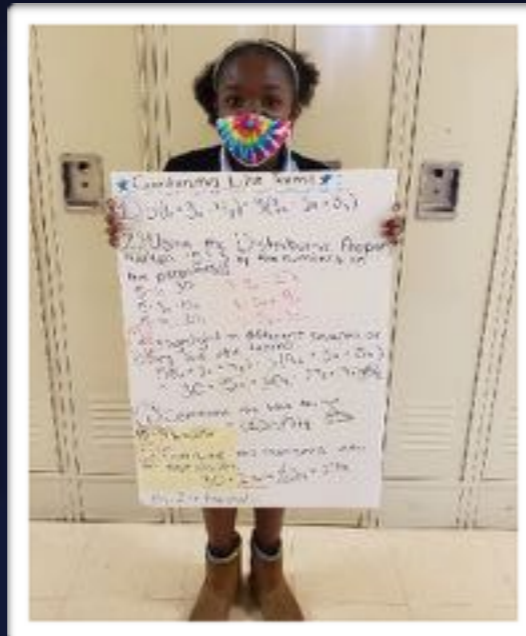
Students were introduced to this topic in 6th grade and reviewed the fundamental concepts at the beginning of the unit. Through note-taking and in class activities including online modules, students practiced and learned strategies for identifying like terms and applying the distributive property.



Extending and Practicing

Students built on this knowledge in seventh grade by applying it to lengthier and more complicated expressions. Now students were tasked with combining and layering these skills as they worked to simplify multi-term, multi-variable expressions with included positive and negative values, as well as rational numbers.

$$\begin{aligned}
 &+ 3y + 8k - 3 - 5k + 11y + 6x \\
 &4 + 3y + 8k - 3 - 5k + 11y + 6x \\
 &- 3 + (3y + 11y) + (8k - 5k) + 6x \\
 &1 + 14y + 3k + 6x
 \end{aligned}$$



Culminating Project

Finally, students were asked to demonstrate their knowledge through a project. Students were tasked with creating a step by step tutorial of how to simplify algebraic expressions. Half the tutorial showed the "classic" way to simplify expressions using algebra. The other half of the tutorial allowed students to demonstrate creativity as they used funny, silly or other creative ways to show the processes. Students were allowed to use any medium of choice for this project.

$$\begin{aligned}
 a(b+c) &= ab+ac \\
 a(b-c) &= ab-ac
 \end{aligned}$$

where a, b, and c are Real Numbers

Be sure to click the images with the **yellow** frame to watch some of the students' videos in action!

Simplifying Algebraic Expressions

$$8c + 2(4+2c-8a) = (5a-4b+9c) + 7$$

First, solve the expressions accessible to the distributive property

$$\rightarrow 2(4+2c-8a) = 8+4c-16a$$

$$= (5a-4b+9c) + 8+4c-16a$$

Next, combine the like terms

$$\rightarrow 8c+8+4c-16a-5a-4b+9c+7$$

$$(8c+4c+9c) = 21c$$

$$(8+7) = 15$$

$$(-16a-5a) = -21a$$

$$(-4b+8+7) = -4b+15$$

Final Simplified Algebraic Expression

$$-21a+c+61$$

Now let's add the like terms together to simplify the expression.

$$6a - 3a = 3a$$

$$4a - 1a = 3a$$

$$3 - 5 = -2$$



Una visita al médico

MS. KEMENA – 8TH GRADE SPANISH



1. Students began this unit studying Spanish vocabulary related to health, describing their symptoms such as “Me duele la garganta.” or “Tengo fiebre.” They also covered grammar concepts like ser vs. estar and the use of the pronouns me, te, le, nos, and les.



2. Students used a wide variety of review games to practice talking about their health. They played heated games of Quizlet Live, and competed to answer first in Spanish in Review Jeopardy.

Script: Una Visita al Médico

Paciente: Hola, doctor. Me duele la cabeza.

Doctor: Ok, haré un examen físico.

Paciente: Yo también tengo tos.

Doctor: Ok, déjame comprobar tu pulso.

Paciente: ¿Estoy enfermo?

Doctor: Si estás enfermo, tu pulso va muy rápido.

Paciente: ¿Qué está mal?

Doctor: Te mido la temperatura.

Paciente: ¿Cómo estoy?

Doctor: Tu temperatura está demasiado alta. Creo que tienes gripe.

Paciente: ¿Qué puedo hacer?

Doctor: Te escribo una receta para un medicamento.

Paciente: Gracias lo conseguiré en mi farmacia.

Doctor: Tenga un buen día.

Paciente: Igualmente.

Vocab 1	Vocab 2	Cluear, Interesar, Acurrir	Start
\$100	\$100	\$100	\$
\$200	\$200	\$200	\$
\$300	\$300	\$300	\$



3. Students developed their listening and reading comprehension skills by engaging with teacher-created audio and video dialogues. They conducted class discussions to better understand the material and answer questions.

Eighth Grade Spanish Standards

- Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed, or written conversations.
- Students use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.
- Students present information, concepts, and ideas on a variety of topics.
- Students adapt to various audiences of listeners, readers, or viewers.
- Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and academic content.

4. Students demonstrated their learning by writing a script about a visit to the doctor with a partner. They filmed their dramatic reenactments, added Spanish subtitles, and generated questions for other students to answer based on their videos. **Click on the images below to see some example student videos.**



Understanding Shakespeare

MS. SHARKEY - 8TH GRADE LANGUAGE ARTS



Overview: In order to deepen our understanding of the themes of William Shakespeare's comedy play, "A Midsummer Night's Dream," as well as to consider particular aspects of directorial choice in drama, 8th grade students created presentations in various media that creatively communicated the mood and plot of a scene.

8th Grade Language Arts Standards:

I can analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

I can engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing my own clearly.



1. As we neared the end of our reading of the play, we paused to discuss how some of the scenes might be staged by a theater director. Students were then presented with brief excerpts from select productions of the play where dialogue was not communicated: a 1909 silent film production and a ballet.



Click above to view student film.

2. Students listed and discussed the directorial choices at work that allowed them to determine the mood and plot of a particular scene, despite the lack of dialogue.

Click below to view student film.



3. Finally, students were asked to work collaboratively with a group to produce, in a unique and innovative manner, a silent version of a select scene from the play. As students presented their works to the class, we discussed the dramatic choices made and the reasons for working in particular mediums.



¿CÓMO ES TU CASA?

SEÑORA LOPEZ-SIXTH GRADE SPANISH

WE CAN...

1. Name the outside parts and rooms of a home
2. Talk about more than one person, place, or thing at a time.

VOCABULARIO

la ventana

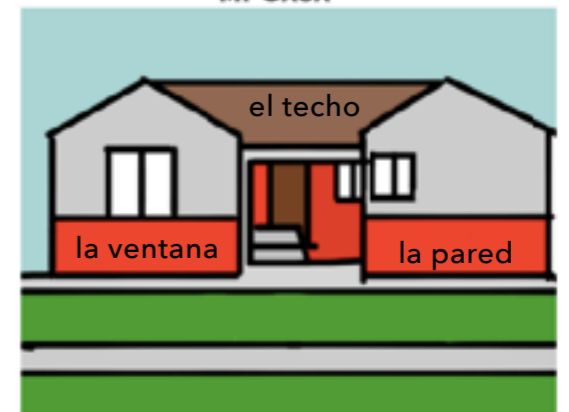
la pared

el techo

las escaleras

Students designed their homes using the Sketches App and then applied learned vocabulary to label the inside and outside parts of their homes.

MI CASA



MI CASA TIENE UNA GRAN SALA DE ESTAR. LA COCINA ES PEQUEÑA. NUESTRA CASA TIENE 3 HABITACIONES. PARA LLEGAR, GIRE A LA IZQUIERDA EN FOOD COURT BLVD Y LA CASA ESTÁ A SU DERECHA.

el techo

la ventana



el garaje



CONEXIÓN CON EL ARTE Y LA POESÍA



WET ON WET TECHNIQUE

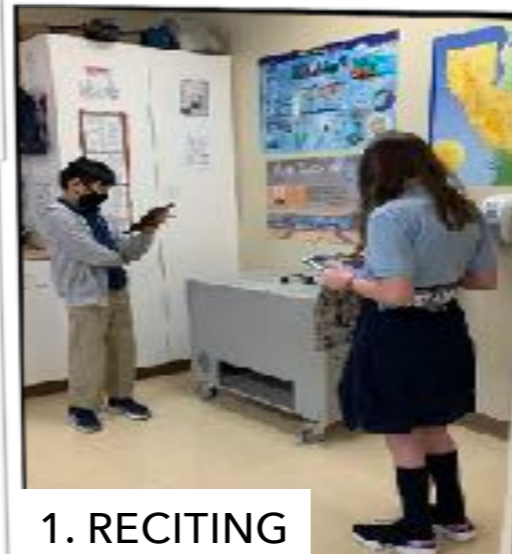


LA CASA AZUL

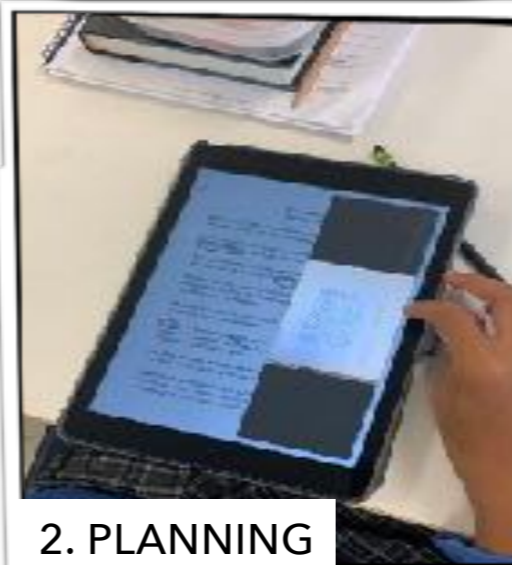
Students connected with artists Diego Rivera and Frida Kahlo as they explored the world of watercoloring and participated in a virtual field trip to La Casa Azul where Frida once lived.



WET ON DRY TECHNIQUE



1. RECITING



2. PLANNING



3. CREATING

BLACKOUT POETRY

Students explored language, word choice, imagery, mood, and theme as they created their digital blackout poems in Spanish!



Video Game Creation

MIDDLE SCHOOL ELECTIVE



Objective:

I can innovate, play, and design an entire video game from scratch using the tools provided in the 'Bloxels' platform.



Plan:

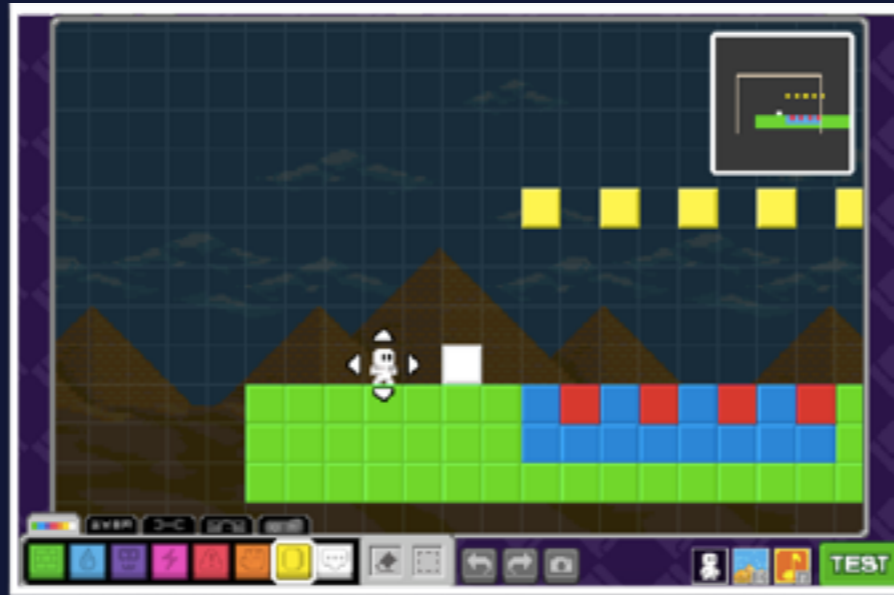
Can you design and create an original storyline for your game?

Create Your Hero:

Design your main character based on your storyline and include the different animations for walking, jumping, falling and idle.

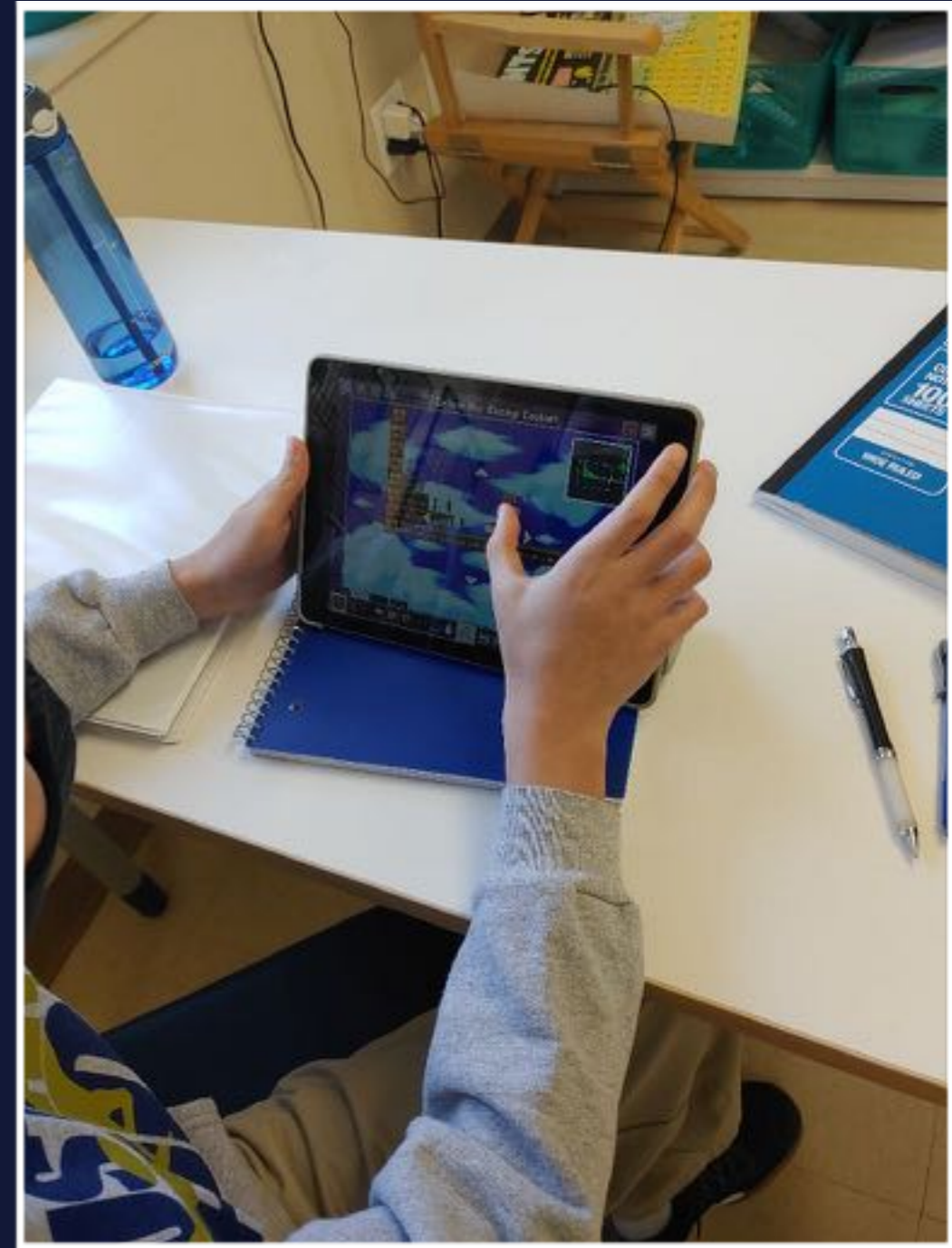
Map Design:

'Color-Code' your map by using the various colored blocks. Each block will behave and interact with your character differently.



Create:

Polish your game up by adding in art blocks to paint over your 'color-coded' block pieces to give depth, shapes and detail to your game.



Share:

When your game is complete, it can be shared to both our Bloxels Class Arcade as well as the entire Bloxels community for others to try! Once published you can also create a QR code to share out your game.

