

8th Grade

May 18 - 29

8th Grade 5/18 - 5/29

Character Trait: Kindness - show kindness to one another

Motivational Quote: "Be kind whenever possible. It is always possible. -Dalai Lama

Announcement: If you choose to complete the weekly summary, please submit it to your homeroom teacher and he/she will make sure your other teachers get a copy as well!!

ELA

Day	Monday, May 18th	Tuesday, May 19th	Wednesday, May 20th	Thursday, May 21st	Friday, May 22nd
Time	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes	15-30 Minutes
Learning Target/Standard	W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
"I Can Statement"	"I Can" produce grade-level appropriate writing.				
Learning Experiences	Distance Learning Resolutions - pg 1	Distance Learning Resolutions - pg 1	Distance Learning Resolutions - pg 2	Distance Learning Resolutions - pg 2	Distance Learning Resolutions - pg 3
Directions	Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.	Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.	Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.	Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.	Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.
How will my teacher know that I have learned this?	<p>Option 1 - Complete the Distance Learning Resolutions posted for you in Google Classroom.</p> <p>Option 2 - Complete the Distance Learning Resolutions in the 8th grade paper packet and email a picture of your completed entry to your ELA teacher, Mrs. Ryan (mryan@sd194.org), Mr. Vaughn (bvaughn@sd194.org) or Mrs. Smith (fsmith@sd194.org)</p> <p>Option 3 - Complete the Learning Log at the end of the packet and submit a picture to your teacher via email or your teacher will call you to go over your summary if you do not have access</p> <p>*If you are using the link to access the Learning Log, please make sure you click make a copy before filling it out*</p>				

ELA					
Day	Monday, May 25th	Tuesday, May 26th	Wednesday, May 27th	Thursday, May 28th	Friday, May 29th
Time	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes	
Learning Target/Standard "I Can" Statement	W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. "I Can" produce grade-level appropriate writing.				
Learning Experiences Directions	Memorial Day	Distance Learning Resolutions - pg 3 Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.	Distance Learning Resolutions - pg 4 Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.	Distance Learning Resolutions - pg 4 Work on the assigned page of Distance Learning Resolutions. Make sure you complete the entire table, graphic organizer, etc. for each page.	Reading Day Spend some time today reading! Read to someone at home, read outside, silent read, have someone read to you, or log onto a free website where you can listen to a story. Complete the SWBST Summary based on what you read
How will my teacher know that I have learned this?	Option 1 - Complete the Distance Learning Resolutions posted for you in Google Classroom. Option 2 - Complete the Distance Learning Resolutions in the 8th grade paper packet and email a picture of your completed entry to your ELA teacher, Mrs. Ryan (mryan@sd194.org), Mr. Vaughn (bvaughn@sd194.org) or Mrs. Smith (fsmith@sd194.org) Option 3 - Complete the Learning Log at the end of the packet and submit a picture to your teacher via email or your teacher will call you to go over your summary if you do not have access *If you are using the link to access the Learning Log, please make sure you click make a copy before filling it out*				

MATH					
Day	Monday, May 18th	Tuesday, May 19th	Wednesday, May 20th	Thursday, May 21st	Friday, May 22nd
Time	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes
Learning Target/Standard	Reality Store Activities 7.EE.B.3 I can solve multi-step and real-life mathematical problems. 7.SPA.1 I can use statistics to gain information about a population. 7.SP.B.4 I can use measures of center to draw inferences about two populations. 7.RPA.3 I can use proportions to solve multi-step ratio and percent problems				

Learning Experiences Directions	Choose one activity from the choice board to complete	Choose one activity from the choice board to complete	Choose one activity from the choice board to complete	Choose one activity from the choice board to complete	Complete any activities from M - Th Complete your learning log
How will my teacher know that I have learned this?	<p>Option 1: Take a picture of one of your choice board activities via email or Google Classroom to your teacher mwallace@sd194.org sbulmann@sd194.org or hshelton@sd194.org</p> <p>Option 2: Complete the Learning Log at the end of the packet and submit a picture to your teacher via email or Google Classroom or your teacher will call you to go over your summary if you do not have access</p> <p>*If you are using the link to access the Learning Log, please make sure you click make a copy before filling it out*</p>				

MATH					
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Time	No School	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes
Learning Target/ Standard	<p>Reality Store Activities</p> <p>7.EE.B.3 I can solve multi-step and real-life mathematical problems.</p> <p>7.SPA.1 I can use statistics to gain information about a population.</p> <p>7.SP.B.4 I can use measures of center to draw inferences about two populations.</p> <p>7.RPA.3 I can use proportions to solve multi-step ratio and percent problems</p>				
Learning Experiences Directions	Memorial Day	Choose one activity from the choice board to complete	Choose one activity from the choice board to complete	Choose one activity from the choice board to complete	Complete any activities from Tues - Th Complete your learning log
How will my teacher know that I have learned this?	<p>Option 1: Take a picture of one of your choice board activities via email or Google Classroom to your teacher mwallace@sd194.org sbulmann@sd194.org or hshelton@sd194.org</p> <p>Option 2: Complete the Learning Log at the end of the packet and submit a picture to your teacher via email or Google Classroom or your teacher will call you to go over your summary if you do not have access</p> <p>*If you are using the link to access the Learning Log, please make sure you click make a copy before filling it out*</p>				

SCIENCE					
Day	Monday, May 18th	Tuesday, May 19th	Wednesday, May 20th	Thursday, May 21st	Friday, May 22nd
Time	15 - 30 minutes	15 - 30 minutes	15 - 30 minutes	15 - 30 minutes	15-30 minutes

Learning Target/ Standard	<i>MS-PS3-3 Apply scientific principles to design, construct, and test a device that maximizes or minimizes thermal energy transfer.</i>				
Learning Experiences Directions	<u>Outdoor Observation</u> - activity	<u>Reading</u> - Energy transfer reading	<u>Vocabulary review</u> - Energy transfer reading	<u>Investigation</u> - Thermal energy comparison	<u>Weekly summary</u> - Complete evidence of learning
How will my teacher know that I have learned this?	Option 1 - Complete summary of learning page. There are two choices for completion that you can decide upon. When finished please submit on google classroom or take a picture to email to your classroom teacher Ms. Kamp (skamp@sd194.org) or Mrs. Vos (cvos@sd194.org) Option 2 - Email the learning summary page to your homeroom teacher - on that page answer the weekly question from Friday.				

SCIENCE

Day	Monday, May 25th	Tuesday, May 26th	Wednesday, May 27th	Thursday, May 28th	Friday, May 29th
Time	No School	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes
Learning Target/ Standard	<i>MS-PS1-1 Analyse and interpret data on properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</i>				
Learning Experiences Directions	Memorial Day	<u>Outdoor Observation</u> - activity	<u>Reading</u> - Chemical vs. Physical Changes	<u>Investigation</u> - Is it a chemical or is it a physical change?	<u>Weekly summary</u> - Complete evidence of learning
How will my teacher know that I have learned this?	Option 1 - Complete summary of learning page. There are two choices for completion that you can decide upon. When finished please submit on google classroom or take a picture to email to your classroom teacher Ms. Kamp (skamp@sd194.org) or Mrs. Vos (cvos@sd194.org) Option 2 - Email the learning summary page to your homeroom teacher - on that page answer the weekly question from Friday.				

SOCIAL STUDIES

Day	Monday, May 18th	Tuesday, May 19th	Wednesday, May 20th	Thursday, May 21st	Friday, May 22nd
Time	15-30 min	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes

Learning Target/ Standard	<p>Essential Question: What is the economic impact of the Coronavirus?</p> <p>When we think about the economy and economics, we are essentially thinking about the <i>production, consumption and distribution of goods and services</i>?</p> <p>You will...<u>describe</u> the roles of political, civil and economic organizations in shaping our lives</p> <p>You will...explain how economic decisions affect the well-being of individuals, businesses and society</p> <p>You will...Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>You will...Analyze connections among events and developments in broader historical contexts.</p>				
Learning Experiences Directions	Economic Vocabulary	1. Watch CNN10 on economic impact of the coronavirus 2. Answer Questions	1. Read Text Economic Systems 2. 2. Writing Prompt 2 days	1. Read Text Economic Systems 2. Writing prompt	1. Analyze Political Cartoon Great Depression
How will my teacher know that I have learned this?	<p>I will know my students have learned when they are able to describe the economic system used in the U.S. and how a disaster like the coronavirus impacts our economic system.</p> <p>Take a picture of your answers and writing prompts and submit to Google Docs</p>				

SOCIAL STUDIES					
Day	Monday, May 25th	Tuesday, May 26th	Wednesday, May 27th	Thursday, May 28th	Friday, May 29th
Time	No School	15-30 minutes	15-30 minutes	15-30 minutes	15-30 mins

Learning Target/ Standard	<p>Essential Question: Why is Memorial Day both celebrated and revered in the United States of America?</p> <p>You will...Organize applicable evidence into a coherent argument about the past.</p> <p>You will...Analyze connections among events and developments in broader historical contexts.</p> <p>You will...Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).</p>				
Learning Experiences Directions	Memorial Day	Writing prompt Q and A on Memorial Day	Venn Diagram comparing and contrasting Memorial Day and Veterans Day	Maya Lin Critical Thinking Read and Q & A	Maya Lin Critical Thinking Read and Q and A
How will my teacher know that I have learned this?	<p>I will know my students have learned when they can compare and contrast Memorial Day and Veterans Day</p> <p>I will know my students have learned when they can explain the importance of Memorial Day and Special landmarks that represent our fallen</p> <p>Take a picture of your summary page and send to your teacher by text or email</p> <p>If no tech, teacher will call and talk about the summary page</p>				

Movement Break, Art Activity, Music- Choose one activity- 10 minutes

Each special plans 1 daily activity or choice board with directions

Name: _____ Class: _____ Date: _____

LET'S CHECK IN!

Physical distancing can be tough. Distance Learning can be even tougher. Change is hard!

Take a moment to think about life right now since the global pandemic started. Use the table below to brainstorm all the great moments you've had and the tough obstacles you had to face during these topsy-turvy times!

	<i>GREAT MOMENTS!</i>	<i>TOUGH OBSTACLES...</i>
At home		
Outside of home		

Name: _____ Class: _____ Date: _____

HELLO TODAY!

Today is the first day of the rest of your life! Think about that for a moment. We don't have to wait until January 1st to set resolutions! We can choose to get better starting today. After all, it is the first day of the rest of our life.

Look back at your "check in" and think about what happened... What do you want to improve? What do you wish you could change? Use the table below to brainstorm things you want to do **more** of and things you want to do **less**, starting today...

	<i>THIS WEEK, I WILL ...</i>	
	<i>... DO MORE OF THIS!</i>	<i>... DO <u>LESS</u> OF THAT!</i>
At home		
Outside of home		
Doing school learning from home		

Name: _____ Class: _____ Date: _____

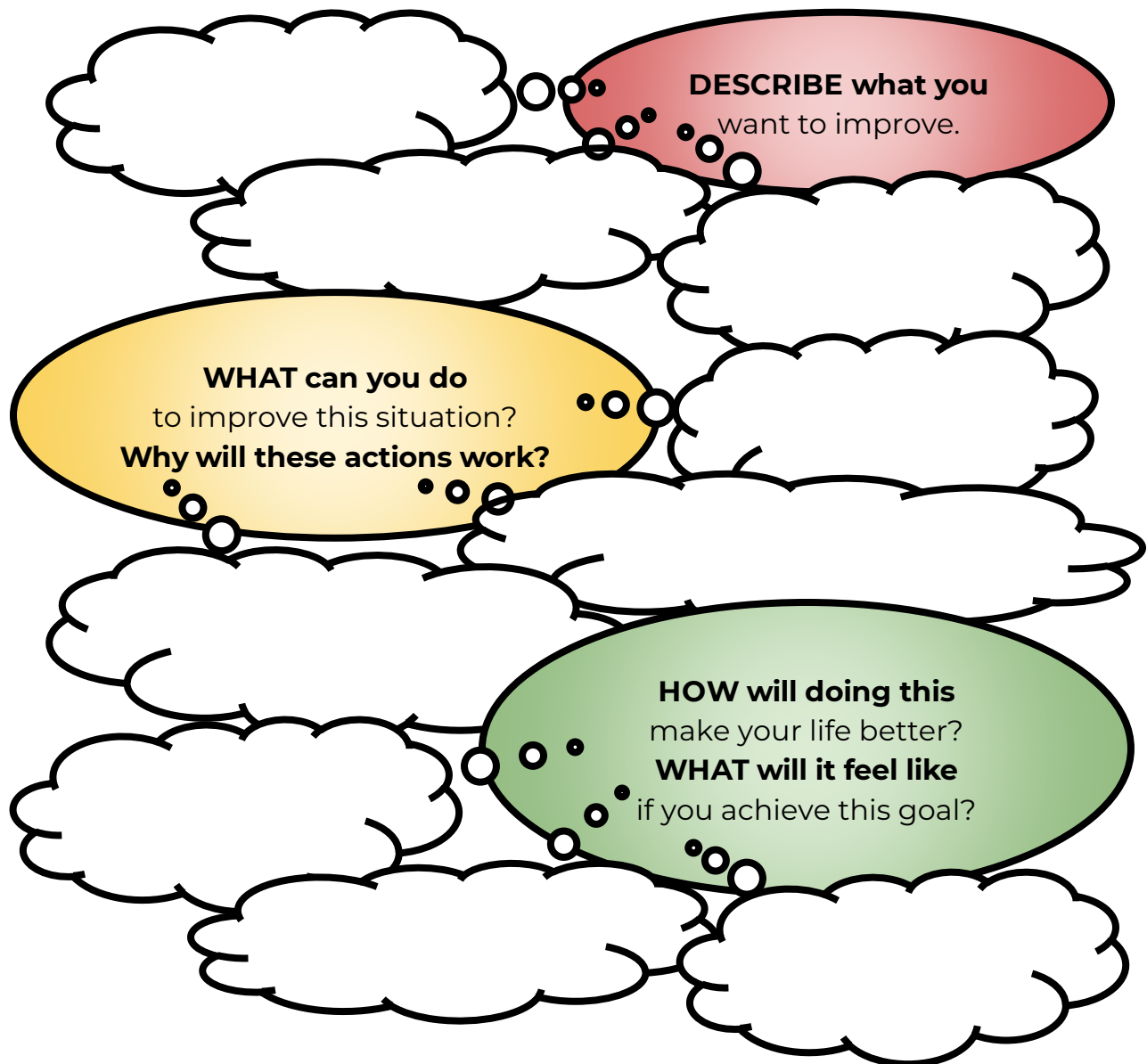
MY PERSONAL RESOLUTION

Look back at your list of things you want to do more of and things you want to do less of.

Pretend you could only choose to do one of these goals. Which goal would improve your life the most? Write down that goal below.

Starting today, I will _____ .

Fill out the thought bubbles below to think more about this goal!



MY PERSONAL RESOLUTION

- What is your goal?
- Describe what you want to improve.
- Describe what you can do to improve the situation and how this will help.
- Explain how doing this resolution will make your life better and explain what it will feel like if you achieve this goal.
- Summarize your goal.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____ Class: _____

The book I read today is: _____

The author is: _____

Somebody Who is the main character?	
Wanted What does the main character want?	
But What problem did they encounter?	
So How did the character try and solve the problem?	
Then How did the section you read end?	

Now, take those details and write a brief summary of what you read today!

Name_____ Teacher_____ Period_____

May Choice Board

Since we're not able to attend the Reality Store, we want to give you an opportunity to learn about personal finance.

Due: Choose 3 due on May 22th , 3 more are due on May 29th

Directions: You must do at least 6 of the assignments from this page. Answer them on a separate sheet of paper, showing all work and then attach the sheets to this board.

<p>Write a letter to your future self. Include what your life is like now, and what advice and expectations you have for your future self. Also, you can do this online, privately, at www.futureme.org. It will email you the letter in the timeframe you designate!</p>	<p>Create a Crossword Puzzle with 10 of the 12 following vocabulary words. For a technology option, use www.puzzlemaker.com and choose criss-cross. Follow the steps to create your own crossword puzzle.</p> <p>Income Expenses Taxes Savings Deductions Paycheck Banking Budget Loan Credit Card Checking Account Personal Finance</p>	<p>Do the Activity:</p> <p>"Spending Plan Shake up" with using ONLY 12 rectangles. Now your budget decreased and you have ONLY 10 rectangles. Which would you choose? Have a discussion with an adult about your spending plan.</p>
<p>Do the Activity:</p> <p>Money Perceptions</p>	<p>Do the Activity:</p> <p>Roll With It (If you don't have dice, randomly choose a number 1-6)</p>	<p>Reality Check</p> <p>Go to the website https://www.jumpstart.org/what-we-do/financial-education/reality-check/ . Read the paragraph and then fill in your choices. This is a fun activity and highly recommended!</p>

<p>Make up your own personal finance math problem.</p> <p>Show all of the work and the answer to the problem.</p>	<p>Research the average price of homes in Steger. You can look online or call a Realtor. Get the price of at least 5 homes and find the average price. If you have a computer, look up the monthly payment.</p>	<p>Interview an adult about personal finance. What are their expenses? Do they ever have unexpected expenses? If so, what are they? Do they use a budget? What is their advice to you about personal finance? Ask more of your own questions.</p>
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Money Perceptions

What is the first thing that comes to mind for each of the following questions...

	Total Points Earned
	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

If I could spend \$1,000 I would...	→	People who are financially well-off...	→	The most important thing money does for me is...
↓				
When I am broke I feel...	→	Saving money...	→	Credit should be used...
↓				
If I have extra money I....	→	When I buy jeans, I look for...	→	I would like to save money for...
↓				
Managing my money is...	→	A hand crafted gift is...	→	Benefits being a part of my community provide are..



Rollin' With It!

Sean is a high school student that just received his first paycheck from his part-time job at the grocery store. He isn't too concerned about where his money goes so he just "ROLLS" with it.

Directions: Roll your dice and fill in the blanks and complete the required calculations (ex. If you roll a 3 you would have a paycheck of \$300 & you would multiply $300 \times 36\%$ to calculate taxes)



Sean's bi-weekly check was for \$ __00.00 with 36% deducted for taxes. (Taxes = \$ __) He always puts \$ __0.00 in savings and spends \$ __0.00 on food in 2 weeks. His entertainment is around \$ __0.00, clothing \$ __0.00 and transportation costs \$ __0.00. His parents do give him an allowance of \$ __0.00 every week as long as he meets the required expectations. Since he lives at home he doesn't pay rent and his parents cover his car insurance and medical expenses. His cell phone bill is \$ __0.00 as long as he keeps within his plan.

Insert Information

Spending Plan for: <i>Sean</i>	
Time Period: BI- weekly (2weeks)	
	Spent
Income	
<i>Earned Income</i>	
Wages or salary before deductions	
<i>Unearned Income</i>	
Money from savings (interest)	
<i>Received Income from Government Programs</i>	
Total Income	\$
Expenses	
<i>Deductions Often Taken from Paychecks</i>	
Retirement programs (401k, 403b, pension, IRA)	
Federal income tax and state income tax	
Social Security and Medicare	
<i>Saving and Investing (Pay Yourself First)</i>	
Contribution to savings and investments	
<i>Insurance Premiums</i>	
Health, automobile, home or renters, life	
<i>Housing Costs</i>	
<i>Transportation Costs</i>	
<i>Food Costs</i>	
<i>Family Member Care</i>	
<i>Communication and Computers</i>	
Phone, Internet, television	
<i>Medical Costs Not Covered by Insurance</i>	
<i>Clothing and Personal Care</i>	
<i>Educational Expenses</i>	
<i>Pet Care</i>	
<i>Entertainment</i>	
<i>Gifts and Charitable Contributions</i>	
<i>Credit Costs</i>	
credit card, other loan payments	
Total Expenses	\$
Net Gain or Net Loss (Income less Expenses)	\$



**Positive #=
Net Gain**



**Negative #=
Net Loss**

SPENDING PLAN SHAKE-UP

Directions: Each rectangle is worth one activity marker, and all the rectangles next to an item must be filled in to have that item. Housing, clothing, food, and transportation *must* be accounted for.

HOUSING



- Live with relatives ☐
- Share apartment or house with others ☐ ☐
- Rent a place of your own ☐ ☐ ☐
- Buy a home ☐ ☐ ☐ ☐

CLOTHING



- Buy clothes at thrift shops ☐
- Buy clothes at a discount store ☐ ☐
- Buy clothes at department store ☐ ☐ ☐
- Buy designer clothes ☐ ☐ ☐ ☐

FOOD



- Buy one snack and soda each day ☐
- Cook meals at home; dinner out once a week ☐ ☐
- Purchase frequent fast food lunches, weekly dinner out, and cook all other meals ☐ ☐ ☐
- Purchase all meals away from home ☐ ☐ ☐ ☐

TRANSPORTATION



- Walk or Bike No Cost
- Ride the bus or join a carpool ☐
- Buy fuel for family vehicle ☐ ☐
- Buy a used vehicle ☐ ☐ ☐
- Buy a new vehicle ☐ ☐ ☐ ☐

OTHER



- Music ☐ Going to the movies ☐
- Books ☐ Concerts ☐ ☐
- Weekly giving to charity ☐ Sports ☐
- Magazines ☐ Hair Cut, Highlight ☐
- Hobby ☐ Smart Phone ☐ ☐

SAVINGS



- Change in piggy bank No Cost
- Five percent of income ☐
- Ten percent of income ☐ ☐



Hello Science Scholars!

We hope you are doing well and your family is healthy. We cannot believe that this is the last packet! Please know we are so proud of all of you and your accomplishments. You are amazing to be able to rise above everything during these uncertain times and persevere in your studies. We are positive you will do amazing in high school!

This packet will cover the first 2 essential chemistry standards we covered this year. *(This is science standard MS-PS3-3 Apply scientific principles to design, construct, and test a device that maximizes or minimizes thermal energy transfer. MS-PS1-1 Analyze and interpret data on properties of substances before and after the substances interact to determine if a chemical reaction has occurred.)*

Here is an outline of the work to be completed in the packet.

1. (5/18) Science Inquiry Activity
2. (5/9 & 5/20) Article - Matter
4. (5/21) Investigation - Changing states of matter -- evaporation in a cup
5. (5/22) Learning Summary
6. (5/26) Science Inquiry Activity
7. (5/27) Article - Chemical vs Physical changes
9. (5/14) Investigation - Chemical and physical experiments
10. (5/15) Learning Summary

Please feel free to email with any questions, comments or concerns. :)

We hope you are all doing ok. Be well.

Warm Regards,

Ms. Kamp & Mrs. Vos

(5/18) Science Inquiry Activity

Continue to collect observations. **Observation** is essential in **science**. **Scientists** use **observation** to collect and record data, which enables them to construct and then test hypotheses and theories. **Scientists observe** in many ways – with their own senses or with tools such as microscopes, scanners or transmitters to extend their vision or hearing. Today we will be measuring!

Directions -

1. Go to the same area you were at last week. Today we are going to try to add **quantitative** data (measurements)
2. Pick one thing in your area to measure.
3. Decide how you want to measure - do you want to count how many times an object moves or do you want to measure the length of something.
4. If you chose to measure the length of something - do you have a ruler, if not use your finger! (But use the same finger to make your observations next week)
5. Look through your window and observe changes that occurred to your surroundings and make one measurement. (How big a flower is, how many birds fly past your window, etc)
6. Record the date, time, observation and measurement below

*Next week you will observe the same area in order to notate anything that has changed in size or observed.

Time and Date	Location of observation	Observation	Measurement

(5/19 and 5/20) Reading passage

PARTICLES IN MOTION

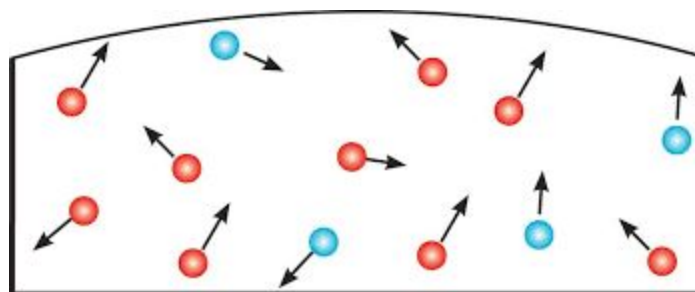
Air is matter. It has mass and occupies space. Air is a **mixture** of many gases.

Air is approximately four-fifths

nitrogen and one-fifth oxygen. All the other gases, including carbon dioxide and water vapor, make up only a little more than 1% of the mass of a sample of air!

Air is matter in its gas phase. That means that the nitrogen and oxygen particles in air are not connected to other particles. Gas particles fly through space as individuals. After you drink a bottle of spring water, you have an excellent container for an air investigation. The empty bottle, of course, isn't empty. It is full of air. Because air particles are flying all around, they are going into and out of the open bottle all the time. The **density** of air in the bottle is outside the bottle. That means that every cubic centimeter of air in the bottle has the same number of particles as every cubic centimeter of air outside the bottle.

It is important to remember that air particles are really millions of times smaller than the representations in the illustrations. A cubic centimeter of air actually has about one quintillion air particles! A quintillion is a one followed by 18 zeros (1,000,000,000,000,000,000). The illustrations are therefore not accurate, but they are good for thinking about what is going on at the particle level.



PARTICLES HAVE KINETIC ENERGY

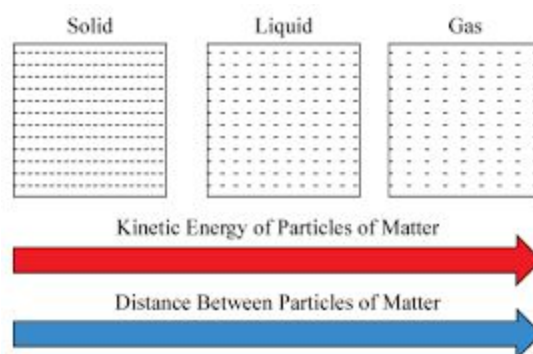
Not only are air particles incredibly small, they are always moving. They move fast. At **room**

temperature they are going about 300 meters per second. That's equal to about 670 miles per hour.

Moving objects have energy. It's called **kinetic energy**.

Anything that is in motion has kinetic energy, whether it is an ocean liner, a bicycle, a fly, a snail, you walking to class, water falling down a waterfall, or an oxygen particle in the air. They all have kinetic energy.

Kinetic energy, like all forms of energy, can do work. Air particles do work when they crash into things. Air particles push on each other, on you, on the walls of containers, and everything else around them. Every air particle crashes into another particle about 10 billion times every second!



The amount of kinetic energy in an object depends on two things: the mass of the object and the speed at which it is moving. You can't change the mass of an air particle but you can change its speed. By making the particle go faster, you increase its kinetic energy. Air particles can be made to move faster by heating a sample of air. Heat increases the kinetic energy of particles.



Back to the air investigation. Stretch a balloon over the top of the bottle filled with air. Now the air is trapped inside of the bottle-and-balloon-system. No particles can get in or out. The density of air particles is the same in the bottle, and the balloon, and in the air surrounding the bottle-and-balloon-system. Now place the bottle-and-balloon system in a cup of hot water. The hot water warms the air inside

the bottle. Particles in the warm air start to move faster. After a few minutes, the bottle-and-balloon system looks like this.

Why did the balloon inflate? The hot air heated the air in the bottle. As a result, the air particles began moving faster. Faster-moving particles have more kinetic energy. Faster-moving particles hit each other harder, which pushes them farther apart. You can see in the illustration that the particles of warm air inside the bottle-and-balloon system are farther apart.

The faster-moving particles also push on the balloon membrane harder. The particles push hard enough to stretch the balloon membrane. The increased kinetic energy of the particles pushes them farther apart (air **expansion**), and the membrane stretches to hold the increased volume of air.

WHAT HAPPENS WHEN GASES, LIQUIDS, AND SOLIDS HEAT UP?

GAS. If a sample of matter is gas, its particles are not bonded (attached) to other particles. Each particle moves freely through space. When a sample of air heats up, the particles move faster and hit each other harder. The result is that the particles push each other farther apart.

LIQUID. Particles in liquids are in close contact with one another. Attractions between the particles keep them from freely moving through space. The particles in liquids can, however, move over, around, and past one another. Individual particles in liquids are able to move all through the mass of liquid. The motion of particles in a liquid is kinetic energy. When a liquid gets warm, the particles move faster. The particles have more kinetic energy. As a result, they hit other particles more often and hit harder. This pushes the particles further apart. When particles are pushed farther apart, the liquid expands.

SOLID. Particles in solids have bonds holding them tightly together. The particles cannot move around at all. The particles are, however, still in motion. Particles in solids are always **vibrating** (moving back and forth) in place. The vibrational motion of particles in solids is kinetic energy. Heat makes the particles in a solid vibrate faster, giving them more kinetic energy. Faster-vibrating particles bump into one another more often and hit each other harder. This pushes the particles farther apart. When particles are pushed farther apart, the solid expands.

SUMMARY

General Rule 1. When a sample of a solid, liquid, or gas matter heats up, it expands. When matter gets hot, its particles gain kinetic energy. The increased kinetic energy pushes the particles further apart. This causes the matter to expand.

General Rule 2. When a sample of solid, liquid, or gas matter cools down, it contracts. When matter cools down, its particles lose kinetic energy. The decreased kinetic energy lets the particles come closer together. This causes the matter to contract.

Particles in Motion Student Questions

1. What is kinetic energy?
2. What are two ways to increase an object's kinetic energy?
3. Explain why a balloon inflates when a balloon-and-bottle system is placed in hot water.
4. What happens to a sample of matter when its particles lose kinetic energy?
5. How are particles in solids, liquids, and gases the same?
6. Based on the context of the sentence, “Kinetic energy, like all forms of energy can do work.” What is the meaning of the word “work” as it appears in the article?
7. What explanation does the author provide to explain why a balloon inflates when a bottle-and-balloon system is placed in hot water.

(5/21) Investigation - thermal energy

Background for today - Your job will be to begin the following investigation and leave your thermal models in place for 5 hours. Afterwards you will compare the two models to help understand the impact thermal energy has on molecules.

Materials -

- 2 cups
- 2 rubber bands or tape
- 2 large pieces of clear saran wrap
- Measuring cup

Learning outcome - Investigate how thermal (Sun) energy speeds up molecules

Procedure

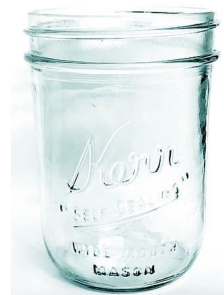
1. Measure 1 ½ cups of water and fill cup one
2. Measure 1 ½ cups of water and fill cup two
3. Cover both cups with saran wrap and use rubber to hold saran wrap on top of the cup. If you do not have rubber bands use tape
4. Place one cup in a sunny well lite area
5. Place the other cup in a dark area
6. Fill in the drawing of the molecules in the cup in the model below
7. Leave both cups for 5 hours
8. Observe the cups and draw in the model below to see which cup underwent the most change
9. Why did the cup in the Sun have the most droplets of water on the side of the cup and the most condensation on the saran wrap?
10. What does this tell us about thermal (Sun) energy and the speed of molecules?



Cup at beginning



Cup in Sunlight



Cup in the Dark

Evidence of Learning Summary for 5/18-5/22

Learning Target	I can draw a model or write a narrative illustrating how thermal (Sun) energy affects the movement of molecules
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Directions: Please answer the guiding question. You have two options to show your answer, you may write a paragraph observation or you can draw a picture showing what you have learned. Take a picture and send it to your teacher on Friday.

Guiding Question: How does thermal energy affect the movement of molecules?

**Use evidence from the investigation to support your answer. Write your response in the box below.*

1. Describe how thermal (Sun) energy affects movement of molecules.

2. Draw a picture / model of the investigation. Be sure to draw circles and lines to indicate the movement of the molecules due to thermal (Sun) energy.

(5/26) Science Inquiry Activity

Continue to collect observations. **Observation** is essential in **science**. **Scientists** use **observation** to collect and record data, which enables them to construct and then test hypotheses and theories. **Scientists observe** in many ways – with their own senses or with tools such as microscopes, scanners or transmitters to extend their vision or hearing. Today we will be comparing our observations and measurements from last week!

Directions -

1. Go to the same area you were at last week. Today we are going to try to add **quantitative** data (measurements)
2. Pick one thing in your area to measure.
3. Decide how you want to measure - do you want to count how many times an object moves or do you want to measure the length of something.
4. If you chose to measure the length of something - do you have a ruler, if not use your finger! (But use the same finger to make your observations next week)
5. Look through your window and observe changes that occurred to your surroundings and make one measurement. (How big a flower is, how many birds fly past your window, etc)
6. Record the date, time, observation and measurement below

*Make comparisons and observations comparing your area from the time you began all of your observations.

Time and Date	Location of observation	Observation	Measurement

(5/27) Reading Article

Nothing Lost, Nothing Gained

Try these math problems:

$$2 + 2 =$$

$$1 + 1 =$$

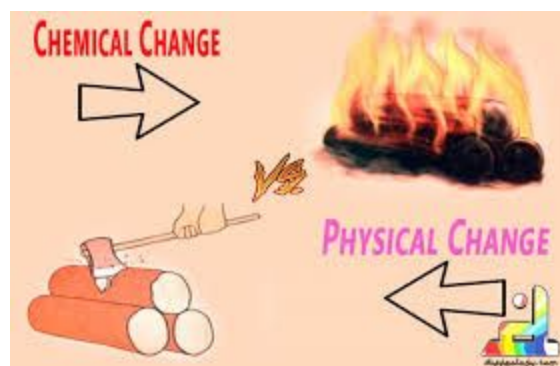
$$5 + 5 =$$

Those were easy. Now try these easy life problems:

balloon + sharp pin =

milk + chocolate =

paper + match =



Now try this equation: $\text{CH}_4 + 2 \text{O}_2 \rightarrow$ (answers are . . . in high school)

Is that last one too hard? Do not worry. Most people think so. Fear not! I am going to help you understand equations like these, or at least start to. When things on our planet change into something, like when we add simple numbers or mix two things together, we can understand them with equations. One thing you should know about the world is that no matter what happens, it always has the same amount of stuff. Burn something. Break something. Build something out of sand. All of the little parts, or atoms, that make up everything never grow in number and they never shrink in number. Things might change so that they look very different, but the amount of stuff stays the same.

A **chemical reaction** is what happens when one kind of thing changes into another kind of thing. The same number of atoms are there, but they are changed into something new. If I burn a book, all the parts that made up the book will turn into two different parts: gas, smoke and ashes. They look very different, but have the exact same stuff in them. When we talk about things changing, we can make equations that show us how those things come together or break apart to make something new.. A **chemical equation** is what we write to understand what happened to each atom when one thing changed into something new. Instead of using an equals sign, we use an arrow. You can think of the arrow as pointing the atoms toward something new, even though their number stays the same. Now, if you would follow the arrow to the next part . . . \rightarrow The equations you saw earlier have two parts. There is the part where things are added together ($1 + 1$) and then there is what they add up to (2).

Reactants are found on the left side of a chemical equation and are the things that come together to make something new. The things coming together react with each other. Think of a balloon being popped by a pin, or a piece of paper burning from a lit match. Of course, when two things come together, they make something new. Let's follow the arrow to the other part of our equation. -->

Products are found on the right side of a chemical equation because they are what is there when two things have changed. This is the milk chocolate, this is the popped balloon, this is the ashes from the burned paper. Let's add up the thing we wrote above . . . H and H are H_2 . Now just add an O and we will get H_2O or . . . water! See? That was not too hard. There are all sorts of equations, some for math, some for life. Now you know a little about the ones that show chemical changes. It's easy if you think about it. You have some things that come together and make something new. While the atoms may change, they never go away and no new ones are ever made. These may be a little hard at first, but if you spend time with them, they will start to feel as easy as $2 + 2$ and as exciting as a pin + a balloon.

The answers to the math problems are 4, 2, and 10. The answers to the life problems are POP, milk chocolate, and boiled egg.

Questions

1. What is a chemical change?
2. What is a reactant?
3. What is a product?

(5/28) Physical vs. Chemical Change

Background for today - Today you will perform 4 different experiments and explain whether a chemical change or a physical change occurred. You will provide evidence to prove that you are correct.

Materials -

- 1 piece of paper
- 1 piece of Bread
- Toaster
- 5 old (not shiny) pennies
- 1 / 4 cup white vinegar
- Non metal bowl
- 1 teaspoon salt
- spoon

Learning outcome - Investigate the difference between a chemical and a physical change.

Procedure

1. Take piece of bread and rip it into two pieces
2. Record whether this is a physical change or chemical change below.
3. Toast one of the pieces of bread in a toaster
4. Observe the toast after it is done
5. Record whether this is a physical change or chemical change below.
6. Rip a piece of paper in half
7. Record whether this is a physical change or chemical change below.
8. Observe the pennies appearance
9. Pour vinegar in bowl, add salt and mix with spoon
10. Put pennies in bowl and count to 10 SLOWLY
11. Take out the pennies and rinse with water
12. Record whether this is a physical change or chemical change below.

Item	bread	toast	paper	pennies
Physical or Chemical Change				
Observation				

(5/29) Evidence of Learning Summary for 5/26 - 5/29

Learning Target	I can draw a model or write a narrative illustrating the difference between chemical and physical changes.
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Directions: Please answer the guiding question. You have two options to show your answer, you may write a paragraph observation or you can draw a picture showing what you have learned. Take a picture and send it to your teacher on Friday.

Guiding Question: What is the difference between a chemical and a physical change?

**Use evidence from the investigation to support your answer. Write your response in the box below.*

1. Describe the difference between a chemical change and a physical change

2. Draw a picture / model of the investigation. Show the difference between the chemical and physical change.

Mr. Carter Social Studies May 18th through May 22nd

Essential Question: What is the economic impact of the Corona virus?

When we think about the economy and economics, we are essentially thinking about the ***production, consumption and distribution of goods and services?***

You will...**describe** the roles of political, civil and economic organizations in shaping our lives

You will...**explain** how economic decisions affect the well-being of individuals, businesses and society

You will...**Evaluate** alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

You will...**Analyze** connections among events and developments in broader historical contexts.

Monday May 18th

1. Use each of the following words in a complete sentence.
 - production, consumption, distribution, goods, services, GDP

Tuesday May 19th

1. Watch the attached CNN10 video <https://www.youtube.com/watch?v=PolbRPekoSE> on economic impact of the coronavirus.
2. Answer the following questions in complete sentences after watching the video
 - According to the US Commerce department, what fell by 4.8% this year?
 - What is the biggest factor in determining the answer to the above question?
 - What are some of the things that our government want to see before we re-open our economy?
 - What are some of the challenges that we face as a society before we re-open our economy?
 - What solutions would you propose to our government, communities and businesses on re-opening our country?

READING INFORMATIONAL TEXT

Economic Systems

Read the text and answer the questions.

Every economy asks the same three questions: what will be produced, who will produce it, and for whom will it be produced? However, each economy answers these questions in different ways. How an economy answers these questions determines what type of economy it is. In general, there are four types of economic systems.

A traditional economy answers the three economic questions based on family traditions or tribal rules that have not changed in hundreds of years. A traditional economy is usually made of agriculture, fishing, hunting, gathering, or a combination of those activities. Traditional economies have very little technology and use basic tools for the production of goods. Additionally, some traditional economies may use a barter system rather than money.

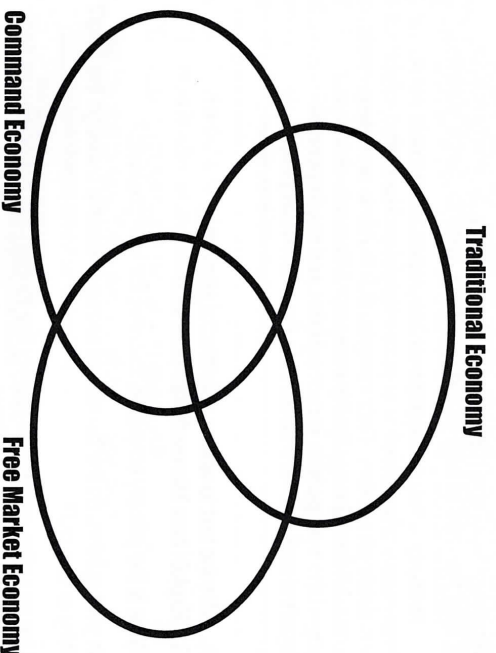
In a free market economy, producers and consumers use supply and demand to answer the three economic questions. People are free to exchange and trade based upon prices in the market. Free markets usually have minimal government control, meaning government does not influence or change the economy. Prices go up and down with supply and demand, and producers only produce what consumers will buy. In a free market, the price of goods is influenced by the competition of businesses. Individual people are encouraged by profit to compete, make choices, own property, and create new businesses. These economies usually have a high level of technology, a large supply of resources, and the ability to trade internationally and go to war. Capitalist countries often have free market economies.

A command economy answers the three economic questions with a plan of action. Typically, the government controls most parts of the economy, including what and how to produce goods and services. A command economy ignores the laws of supply and demand. Instead, the government sets prices and tells producers how to use capital, labor, and resources. As a result, consumers do not have many individual choices or the power to change what goods are produced. Command economies are capable of going to war, developing technology, and trading internationally. Communist countries typically have command economies.

A mixed economy answers the three economic questions by using the laws of supply and demand in markets as well as

government control. In other words, a mixed economy has characteristics of both free market and command economies. Price is determined by supply and demand. However, the government is allowed to create laws and regulations that influence the markets. For example, sales tax is a government regulation that raises the price of products. Individuals in a mixed economy have freedom to compete, make choices, and own businesses, but they also encounter government influences, including taxes and government provided services. Mixed economies often have the power to gain many resources, go to war, and develop technology.

1. How does each economy answer the three economic questions?
2. Describe the role of individuals in a free-market economy.
3. How are traditional, free market, and command economies similar? How are they different? Use the Venn diagram to organize your response.



Writing Prompt

Which economic system best describes the United States' economy? Write a well-organized essay and support your conclusion by combining your own examples with evidence from the text. Discuss with your class.

Friday May 22nd

Unfortunately, many Americans have lost their jobs during the Coronavirus pandemic. In addition, many businesses have been forced too close. Many economist are saying this is America's worst economic challenge since the **Great Depression**.

Look at the political cartoon below. To analyze a political cartoon, consider the following:

CONTENT. First, basically describe what is drawn in the cartoon?

CONTEXT. Consider the timing. What is happening in the world?

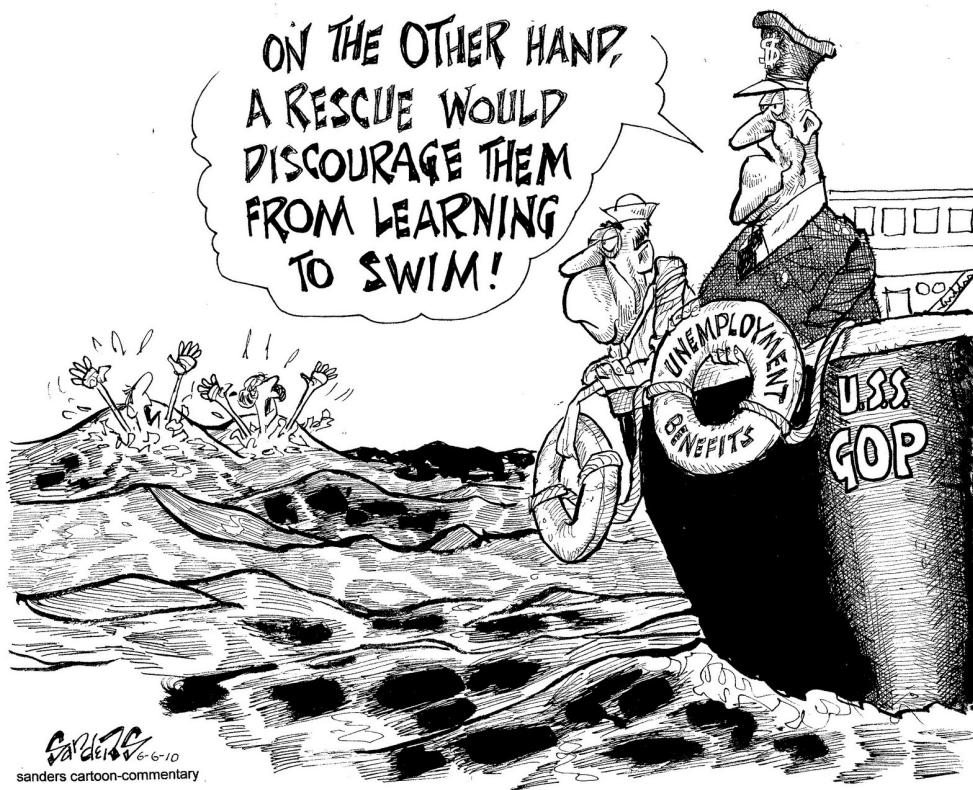
LABELS. Read each label

SYMBOLS. Name the symbols in the cartoons. What do they mean?

TITLE. Study the title. Is it a statement, question, exclamation?

TOPE. Is it satirical, comic, tragic, ironic, condemning, quizzical, imploring?

POINT. Put it all together. What is the cartoonist's point?



Mr. Carter Social Studies May 26th through May 29th

Essential Question: Why is Memorial Day both celebrated and revered in the United States of America?

You will...**Organize** applicable evidence into a coherent argument about the past.

You will...**Analyze** connections among events and developments in broader historical contexts.

You will...**Identify** roles played by citizens
(examples: voters, jurors, taxpayers, military, protesters, and office-holders).

Yesterday, we celebrated **Memorial Day**, a national holiday and the unofficial start to our summer!

Tuesday May 26th

1. Watch the following Youtube video about Memorial Day <https://www.youtube.com/watch?v=YCJApBnLcAo>
 - What is the difference between a Federal (National) holiday and a local or state holiday?
 - What was Memorial Day initially called?
 - After which war did we start celebrating Memorial Day?
 - What day of the year do we celebrate Memorial Day on?
 - Most Americans do celebrate Memorial Day, but what is the true reason why we have this sacred holiday? Who are we honoring?
 - What are some of the activities that you and your family participate in on Memorial Day?

Wednesday May 27th

1. Oftentimes Americans confuse Memorial Day vs. Veterans Day. While both holidays are important and both have similarities; there are differences between the two. https://www.youtube.com/watch?v=vtuFF_zzn00
 - Create a Venn diagram comparing Memorial Day and Veterans Day. Your Venn diagram should include two areas for **Memorial Day**; 2 areas for **same** and two areas for **Veterans Day**

Thursday May 28th and Friday May 29th

1. It is very important that we honor those men and women who gave their lives for our values and freedoms. One such memorial in Washington D.C. is the Vietnam War Memorial created by an American artist named **Maya Lin**. Those of you that visited D.C. in March had an opportunity to visit the sacred ground where the war memorial stands.

- Read the article about Maya Lin.
- Answer questions related to article
- Watch video of how the Vietnam Memorial came to fruition and some of the challenges faced by Li
- <https://www.youtube.com/watch?v=rllaCunFOEE>

Name _____ Date _____ Class _____

American Art and Music



***** Maya Lin *****

The naturalistic tradition of American art refers to a style of sculpture and architecture in which a sensitivity to nature is one of the artist's primary goals. It is a style that has been popular in the past—and a style that remains popular today. One of the best examples of American sculptural architecture done in the naturalistic style, dating to the 1980s, is the Vietnam War Memorial, which is located at the western end of the Mall in Washington, D.C. Its designer is a woman named Maya Lin.

As an undergraduate student in architecture at Yale University in Connecticut, Lin created the original design for the great war memorial. Hers was chosen out of several outstanding entries as the design of choice by a number of

government committees and agencies overseeing the Vietnam War Memorial project.

Maya Lin's design for the memorial called for two walls of polished black granite that met in a "V" shape. Each of the walls was to be 246 feet (75 meters) long—long enough to have inscribed on them each of the 57,692 names of Americans who were killed in Vietnam between 1959 and 1973.

Today, Lin's design for the now-famous memorial draws hundreds of thousands of visitors each year to its simple black walls. For all of its current popularity, however, Lin's original design met with a great deal of criticism and outrage. Although her design was selected from many presented, and eventually

was approved, many critics, led mostly by Vietnam veterans themselves, had a different idea about the type of memorial they wished to have erected. Some thought the architect's design was too plain and abstract to convey the wealth of emotions carried by the families of deceased loved ones or of the veterans who ultimately made it back home after the war's end. They wished instead for a memorial similar in subject, scope, and size to the statue of the United States Marines raising the American flag on Iwo Jima, the memorial commemorating veterans and heroes of World War II.

In the end, a compromise was reached. Maya Lin's memorial design was amended with the addition of a bronze sculpture depicting three American soldiers who are weighed down with heavy armaments. The sculpture was designed by Frederick Hart and was placed in a shady grove of trees to one side of Lin's two inscribed walls.

But it is Lin's memorial which continues to attract people to its dark walls filled with names. It is an eloquent, quiet, reverent place. It is a place where devoted family members and friends place small remembrances beneath a loved-one's name, and where tourists go to look and to remember.

In 1988, Lin was asked to design a civil rights memorial for Montgomery, Alabama. Lin was inspired for her design by Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. The memorial consists of a curved granite wall inscribed with King's words and a granite disk inscribed with the names of forty people who died for their belief in the civil rights movement. Water flows gently over all of the polished granite.

While Lin has also designed buildings, her most famous work continues to be installation art and memorials, including works in North Carolina, Ohio, and Connecticut.

1. How was Lin's design for the Vietnam War Memorial selected?

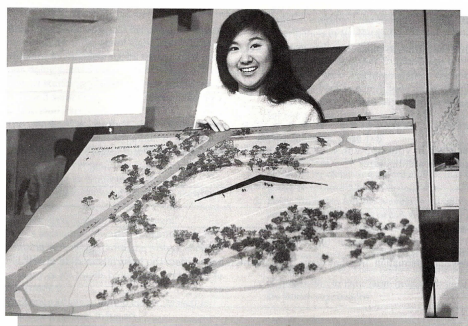
2. What does the Vietnam War Memorial look like?

3. What was done to please the critics of Lin's design?

Critical Thinking *****

4. **Predicting** In your opinion, what makes the Vietnam War Memorial such a powerful piece of sculptural architecture?

5. **Analyzing Information** In what ways does the memorial reflect the naturalistic style of art?



Maya Lin with original design for Vietnam Memorial

RTI Reading

Home Learning

May 18 - 29

Learning Target

- I can read a fictional play with fluency and understanding.
- I can understand the meaning of words and phrases.

Directions

1. Read the play:
Sea Turtle Summer - A fictional sea turtle rescue teaches real-life lessons
2. Complete the Vocabulary
3. Complete the Practice Quiz

Sea Turtle Summer



When Marco's best friend moves away, an injured turtle helps him learn some important lessons

By Spencer Kayden



Fact vs. Fiction This play is a work of fiction, but it also includes many facts about sea turtles. Look for these as you read.

LOOK FOR WORD NERD'S
9 WORDS IN BOLD



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OUR PODCAST
PAIRING
ONLINE!

CHARACTERS

Circle the character you will play. *Indicates large speaking role

*Narrators 1, 2, and 3

(N1, N2, N3)

*Mel, an 11-year-old girl

*Marco, Mel's best friend

Lita, Marco's grandma

Lolo, Marco's grandpa

Operator

Rescuer

Dr. Hayes

*Megan, a sea turtle specialist

Crowd, to be read by a group

Scene 1

The Florida Keys, mid-August

N1: Marco, Mel, Lita, and Lolo are on a boat.

N2: Marco is at the back, his hat pulled down low.

N3: Mel tilts her chin toward the sun and enjoys the warm breeze.

Mel: I'm going to miss this.

Marco: Then maybe you shouldn't go.

Mel: It's not like I have a choice. My mom got a new job, so I have to move to Boston.

N1: Mel points her Polaroid camera at him.

Mel: Smile.

Marco: Why do you like Polaroids so much?

Mel: Seeing the picture appear is like magic. And I'd rather hold a photo than see it on a screen.

N2: Mel positions the camera again.

Mel: Move your hat so I can see your face.

N3: As Marco lifts his hat, a gust of wind blows it away.

Marco (*shouting*): My hat! Lolo, can we go back?

Lita: You have many hats.

Marco: But it's a Red Sox cap! Mel got me that one in Boston.

Mel: I can get you another.

Marco: It's not the same. *Por favor*, Lolo?

Lolo: Sí, capitán.

N1: Lolo swings the boat around.

Lolo: Do you see it?

N2: Marco points at something in the water.

Marco: Is that it?

N3: Lolo steers the boat toward the object.

Mel: That's not a hat. It's a turtle!

Marco: It's just floating there.

Lolo: That is *no bueno*.

N1: Lolo makes a call.

Operator: Emergency Stranding Hotline.

Lolo: We're about 10 miles east of Sombbrero Beach, and we found a green turtle. It's not swimming.

Operator: Is it coming up for air?

Lolo: No.

Operator: Can you gently poke it with something and see if it reacts?

Lolo: OK.

N2: Lolo takes a long piece of tubing, leans over, and pokes the turtle's flipper.

Lolo: It lifted its head a little!

Operator: Good. It's still alive. Can you wait there? I'll send the Coast Guard.

Lolo: Yes, we'll wait.

Marco (*to the turtle*): Hold on, little dude. Help is coming.

Scene 2

The same spot, 30 minutes later

N3: The Coast Guard boat arrives.

Mel (*waving*): Over here!

N1: The rescuers **maneuver** their boat closer.

N2: One rescuer carefully lifts it out of the water.

N3: The turtle's legs and neck are thin and shriveled, its eyes sunken.

Rescuer: Poor guy looks close to starving.

N1: Mel snaps a picture of the turtle.

N2: The rescuers scoop some seawater into a shallow plastic tub lined with towels.

N3: Then they **gingerly** place the turtle into it.

Marco: Where are you taking him?

Rescuer: To the Turtle Hospital in Marathon. If anyone can save his life, they can.

Scene 3

The Turtle Hospital, the next day

N1: A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.

N2: Marco and Mel stand with Dr. Hayes outside an exam room.

N3: Through a window, they see the rescued turtle hooked up to beeping machines.

Dr. Hayes: We weren't sure he would make it through the night.

Marco: Is he . . . is he going to die?

Dr. Hayes: It's too soon to tell.

Mel: What's wrong with him?

Dr. Hayes: The X-ray shows there's something blocking his intestines. We won't know what it is until it comes out.

Marco: How do you get it out?

Dr. Hayes: We give him vegetable oil and fiber and hope that moves it along naturally.

Marco: Does this happen a lot?

Dr. Hayes: When trash gets stuck in turtles, it can cause their bodies to fill up with gas. Then they can't dive down and feed themselves.

Mel: If they can't eat, they can't survive.

Dr. Hayes: Exactly. Trash causes millions of **marine** animals to die every year.

N1: A smiling woman walks up.

Megan: You must be Marco and Mel. I'm Megan. (*looking at the turtle*) Would you like to name him? Since you found him, you can name him.

Mel: Let's name him Marco. You saw him first.

Marco: What if we combine our names?

Mel: Mel Marco?

Marco: Or the end of your name and the start of mine.

Mel: Elmar.

Marco: *El mar* means "the sea" in Spanish.

Mel: That's perfect!

Scene 4

The Turtle Hospital,

two weeks later

N2: Marco sits with Elmar, lightly running his fingers over the turtle's green-and-black shell.

N3: The turtle swims around slowly.

N1: Marco shows Elmar some Polaroids.

Marco: This is Mel in her new room. This is Mel eating ramen in Boston.

N2: Megan enters.

Marco: Elmar is still so skinny.

Megan: He's eating on his own now. Turns out he loves cucumber.

Marco: That's great!

Megan: But the blockage in his intestines hasn't moved. He may need surgery.

N3: Marco bites his lip.

Megan: Come with me.

N1: Megan leads him outside to an open space covered in shade.

N2: There are a dozen large round tanks filled with seawater.

Megan: Go on. Look inside.

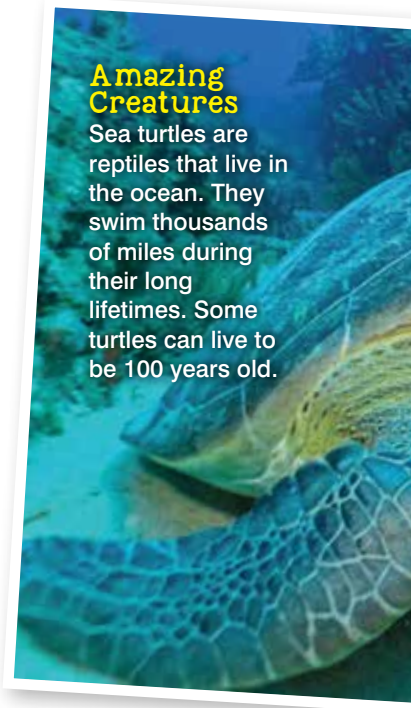
N3: Marco looks in one and sees tiny turtles the size of baseballs swimming around.

Megan: Those are Kemp's ridleys—the most endangered sea turtle species in the world.

N1: Another tank contains a huge turtle with a missing flipper.

Amazing Creatures

Sea turtles are reptiles that live in the ocean. They swim thousands of miles during their long lifetimes. Some turtles can live to be 100 years old.





A green sea turtle can grow to be about 4 feet long and weigh about 300 pounds.

Megan: That's Hazel. She's a 200-pound loggerhead.

Marco: What happened to her?

Megan: She was caught in a fishing line. It cut off the **circulation** in her flipper. We had to **amputate** it.

Marco: Will she be OK?

Megan: More than OK. We're releasing her back into the wild this weekend.

Marco: How will she survive without a flipper?

Megan: She learned to adapt. Turtles are amazing creatures.

N2: Marco's eyes suddenly well up.

Marco: Are Elmar's friends out there in the water, wondering where he is?

Megan: No. Turtles are **solitary** animals. They don't form attachments to others.

N3: Marco glances down at the Polaroids.

Megan: They don't need each other the way humans do.

Scene 5

The beach, the following week

N1: Marco sits on a woven blanket picking loose threads.

N2: Lita sits in a chair beside him.

Lita: Why so sad, *mijo*?

Marco: Elmar's surgery is tomorrow. It's really risky.

Lita: It will be OK.

Marco: But what if it's not? He could die.

Lita: It's hard when someone *muy importante* goes away.

N3: Lita puts her hand on his back.

Lita: Have you written to Mel?

Marco: No. I keep meaning to.

N1: They look out at the setting sun. Streaks of pale pink, fuchsia [FYOO-shuh], and orange are painted across the sky.

Marco: I don't know what to say. Nothing is the same without her here.

Lita: You must remember: You can't have a glorious sunset like this without the clouds.

Scene 6

The Turtle Hospital, the next day

N2: Marco paces around the outdoor tanks.

N3: Finally, Dr. Hayes comes out.

Dr. Hayes: Good news! We got it out. It was a party balloon.

Marco: Why would a turtle eat a balloon?

Dr. Hayes: To him, it looks a lot like a jellyfish.

Marco: He's going to be OK?

Dr. Hayes: We'll have to wait and see.

Scene 7

The Turtle Hospital, two months later

N1: Marco tosses cucumber pieces into Elmar's tank.

N2: Elmar dives down. He has grown strong.

Marco: Isn't it weird, Elmar? If Mel hadn't moved, we never would have gone for one last boat ride.

N3: Elmar nibbles on a piece of cucumber.

Marco: And she never would have taken my picture, and I never would have lost my hat, and we never would have found you.

N1: Elmar comes up for a breath of air.



Each year, the team in Marathon rescues and treats about 100 turtles. Most are able to return to the wild.

Crowd: El-mar! El-mar! El-mar!

N3: They set him down, and immediately, his

flippers glide through the water.

N1: Marco snaps a picture.

N2: They watch the turtle swim farther and farther away, until at last, he dives under and disappears.

N3: Marco holds the photograph and watches the image of Elmar slowly appear.

Marco (smiling): It's like magic.

N1: Marco goes and sits down on a blanket. He takes out a notebook and starts writing.

Marco: *Dear Mel . . .* ■

The Turtle Hospital

The turtle hospital in the story is based on a real turtle hospital in Marathon, Florida. The character of Megan is inspired by Megan Mertssock, one of the hospital's **conservationists**.

Marco: Maybe everything happens for a reason.

N2: Elmar swims around the tank.

Marco: I'm going to miss you, Elmar.

Scene 8

The beach, two days later

N3: Marco, Lita, and Lolo gather by the water with a small, cheerful crowd.

Marco: Today's the day!

Lita: I have something for you.

N1: Lita hands Marco a Polaroid camera.

Marco: *Gracias*, Lita!

N2: The Turtle Hospital van drives up.

Lolo: *La tortuga* is here.

N3: Megan climbs out.

Megan: Hi, everyone! Elmar is fully healed and ready for release!

Crowd: Yay! Woo! Woo!

N1: Members of the release team bring Elmar out. He is wriggling around.

Marco: Look how **feisty** he is!

N2: They carry the turtle down to the water.

From Sand to Sea

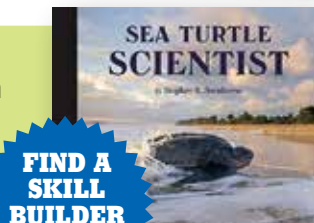
To lay their eggs, many females return to the beach where they were born. After about 60 days buried in the sand, the eggs hatch and the babies head to the sea.



A hatchling makes its way to the sea.

WRITE TO WIN!

Use the facts you learned from the play, photos, and captions in a speech that informs people about sea turtles' special qualities and why they're in danger. Send it to "Turtle Contest" by June 1. Ten winners will receive *Sea Turtle Scientist* by Stephen R. Swinburne. See page 2 for details.



FIND A SKILL BUILDER ONLINE!

Vocabulary Skill Builder

Sea Turtle Summer

Words to Know

Before Reading: As you come across words in bold in *Sea Turtle Summer*, ask yourself if you know them or if you can figure them out from context. Then check their meanings here.

1. maneuver: “The rescuers **maneuver** their boat closer.” (p. 23)

Meaning: move skillfully

2. gingerly: “Then they **gingerly** place the turtle into it.” (p. 24)

Meaning: very cautiously or carefully

3. algae: “A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.” (p. 24)

Meaning: simple water plants, such as seaweed or pond scum

4. marine: “Trash causes millions of **marine** animals to die every year.” (p. 24)

Meaning: having to do with the sea

5. circulation: “She was caught in a fishing line. It cut off the **circulation** in her flipper.” (p. 25)

Meaning: movement of blood through the body

6. amputate: “We had to **amputate** it.” (p. 25)

Meaning: to cut off a body part

7. solitary: “Turtles are **solitary** animals. They don’t form attachments to others.” (p. 25)

Meaning: living or spending time alone

8. conservationists: “The character of Megan is inspired by Megan Mertsock, one of the hospital’s **conservationists**.” (p. 26) *Meaning:* people who work to protect animals, plants, and other parts of the natural world

9. feisty: “He is wriggling around. Look how **feisty** he is!” (p. 26)

Meaning: playful or lively

After Reading: Now that you have read these vocabulary words in context, check your understanding by using the correct word from the Word Box to answer each question below.

Word Box

maneuver

algae

circulation

solitary

gingerly

marine

amputate

conservationists

feisty

1. Which word describes the plants and animals that live in the Atlantic Ocean?

2. What kind of people would help organize the rescue of ocean birds after an oil spill?

3. All morning the frisky puppy raced around the yard chasing his ball. What is another word that describes the puppy? _____

4. What might you see if you were to go scuba diving in the ocean? _____

5. Jake prefers to hike the mountain trails by himself, rather than with a group. Which word best describes Jake? _____

6. Fortunately, the surgeon did not have to cut off the badly injured patient's arm. Which word would you use to replace "cut off"? _____

7. Your broken leg took six weeks to heal. How might you first step on it after the cast is removed? _____

8. The runner's blood flow increased during a race. Which word could you use instead of "blood flow"? _____

9. During snowstorms, drivers steer their cars carefully on the icy road to avoid causing an accident. What is another word for what the drivers do? _____

Sea Turtle Summer Quiz

Directions: Read the play *Sea Turtle Summer*. Then choose the best answer for each question below.

1. What would be the best choice for a new title for *Sea Turtle Summer*?
 - A. Season of Goodbyes
 - B. The Lost Cap
 - C. Learning to Love Polaroids
 - D. How to Make New FriendsAnswer: _____
2. The play says that Marco's eyes suddenly well up. The words "well up" show that . . .
 - A. Marco hurt his eyes.
 - B. Marco has been sleeping.
 - C. Marco feels sad.
 - D. Marco feels sick.Answer: _____
3. Which sentence from the story supports the answer to question 2?
 - A. "Are Elmar's friends out there in the water, wondering where he is?"
 - B. "They look at the setting sun."
 - C. "A smell like rotting leaves, fish, and algae fills the hallway."
 - D. "Marco sits on a woven blanket picking loose threads."Answer: _____
4. Megan says that turtles are solitary animals. Solitary means _____.
 - A. mean
 - B. alone
 - C. slow
 - D. heavyAnswer: _____
5. Why had Elmar been starving?
 - A. He couldn't find food where he was looking for it.
 - B. He had a disease, so he wasn't hungry.
 - C. He couldn't swim.
 - D. He swallowed a balloon, which prevented him from diving for food.Answer: _____
6. Based on what you learned in the play, you can infer that turtles . . .
 - A. live in large groups.
 - B. can eat plants and animals.
 - C. breathe under water.
 - D. are hurt very easily.Answer: _____

Constructed Response

Directions: Write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

7. How did Elmar get his name? How does Elmar's name show how Marco feels about Mel?
8. At the end, why do you think Lita gives Marco a Polaroid camera?

This week's RTI Instructions:

This week all grades will do the assignment Four for Fun.

In addition to Four for Fun,

5th grade will complete Multiplying 1 digit by digit. This should be attempted mentally first, then checked by doing the division.

6th grade will complete the multiplying 2 digits by 3 digits. Do not use a calculator until you finish your work. Then you may check and look back at what you may have done wrong.

7th grade will complete the worksheet Adding by Inversion.

8th grade will complete the worksheet Dividing by $\frac{1}{2}$.

RTI Instructions:

This worksheet is for everyone. It is a different, fun way to think about dividing by 4. 5th grade students may find this easier than the way we usually do it, and also help you understand how math solutions may be found in many ways. Other grades will find that it is just another tool for them to use, and develop different ways of thinking about math that make sense.



Four For Fun

Dividing four easily

Do you hate to divide numbers by 4? Well this is FOR you. Easy does it if you can divide by 2!

First easiest step: **look** at the problem:

$$76 \div 4 = ?$$

Step 2: Divide (Cut) the number 76 in half. ($76 \div 2 = 38$)

Step 3: Now divide 38 by 2. ($38 \div 2 = 19$)

Last step: The answer is 19

Don't panic, but all the answers to problems won't always be a whole number. Here's an example:

Look: $75 \div 4 = ?$

Step 2: $75 \div 2 = 37.5$

Step 3: $37.5 \div 2 = 18.5$

Last step : The answer is 18.5

You can solve Large numbers this way also.

Look: $345 \div 4 = ?$

#1. $345 \div 2 = 172.5$

#2. $172.5 \div 2 = 86.25$

#3: Answer is 86.25!!!

Do the problems on the following page. Work step by step and see how easy it will be.

Do not use a calculator

$408 \div 4 =$ Step 1: $408 \div 2 = 204$ Step 2: $204 \div 2 = 102$ Answer: 102 Example	$186 \div 4 =$
$96 \div 4 =$	$326 \div 4 =$
$11.2 \div 4 =$	$98.85 \div 4 =$
$5782 \div 4 =$	$6,230,200 \div 4 =$

$38 \div 4 +$	$287 \div 4 =$
---------------	----------------

*Can you answer: Do you like this way or the 4 steps:
Divide, Multiply, Subtract, Bring Down and why?*

Logic, multiplying by 1/2s to enforce the commutative property of multiplication.

Multiplying by a number that ends in 1/2?

Hey, doing this kind of multiplication is not too hard. But here is another way to solve a problem when the number that you are dividing by ends in 1/2. Remember 1/2 can be written as .50 ! Give it a try.

Problem: $12 \times 4 \frac{1}{2} = ?$

Try this:

If we double the $4 \frac{1}{2}$ we get an even number9

But then we have to cut the 12 by 2.....we end up with 6

We multiply the 9 x the 6 and we get 54.

But what happens if the problem says $4 \frac{1}{2} \times 12$? Can we follow those steps in the exact order? Can we say $4 \frac{1}{2} \times 12 =$ the same answer? Your turn to think.

Do you think the answer will be the same?

Circle: YES NO

Why or why not? EXPLAIN:

Logic, multiplying by $\frac{1}{2}$ s to enforce the commutative property of multiplication.

If you said YES , you are right. It is because we apply the principle that we learned a long time ago:

Commutative property of multiplication!

This means that changing the order in which two numbers are multiplied does not change the product!

It is also sometimes called the order property of multiplication. In algebra it is written as $a \times b = b \times a$. Addition also works like this, but NOT subtraction or division.

So:

The secret to this problem is to **always double** the number with the $\frac{1}{2}$ attached to it, then **always divide** the other number by

$$4 \frac{1}{2} \times 12 =$$

Double the number with the $\frac{1}{2}$ ($4 \frac{1}{2}$) attached...9

Divide the other number (12) by 2 6

Then multiply those two numbers

Multiply: $6 \times 9 = 54$

$12 \times 4 \frac{1}{2}$ is the same problem as $4 \frac{1}{2} \times 12$. But don't get mixed up and try $12 \frac{1}{2} \times 4$. That does not work.

Try these now:

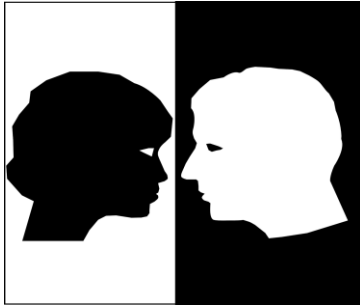
Logic, multiplying by $\frac{1}{2}$ s to enforce the commutative property of multiplication.

$6 \frac{1}{2} \times 12 =$	$2 \frac{1}{2} \times 22 =$
$9 \frac{1}{2} \times 4 =$	$4 \times 6 \frac{1}{2} =$
$7 \frac{1}{2} \times 6 =$	$5 \frac{1}{2} \times 24 =$
$9 \times 3 \frac{1}{2} =$	$3 \frac{1}{2} \times 2 =$

Just to warn you: sometimes there are problems where you divide the whole number by 2 that your answer will have a final answer that contains the .5 or $\frac{1}{2}$ in it. If you can find one, write it here:

Review of math concepts:

Subtraction is the Opposite (Inverse) of Addition.



Inverse is a word that means something that is the reverse of .

Adding combines things, Subtraction pulls them apart. In math we use inversion to help us solve problems.

Subtraction is the inverse of Addition, so addition is the inverse of subtraction. This lets us turn problems around.

For example: if $22 + 7 = 29$, then $29 - 7 = 22$. That's not hard is it?
(Remember it does not matter what order you add in, but it does matter when you subtract.)

Show how you invert the following expressions:

Example: $76 + 39 =$ 115 $115 - 76 = 39$ $115 - 39 =$	$14 + 8 = 22$ $22 - ? = 8$ $32 - ? = 22$	$54 + 16 = 70$	$952 + 410 =$ 1,362	$321 + 11 =$
$104 + 16 =$	$55.3 + 17.7 = 73$	$23 + 2.5 = 25.5$	$.18 + 101 = 101.18$	$56.3 + .7 = 54$

--	--	--	--	--

Do you have any questions? If so write them here:

Algebraic equations also follow this rule concerning subtraction. This is the formula:

$$\underline{A + B = C, \text{ so } C - A = B \text{ or } C - B = A}$$

If $A = 56$

$B = 22$

Then $C = 78$

$A + B = C$

$C - B = A$

$C - A = B$

$56 + 22 = 78$

$78 - 22 = 56$

$78 - 56 = 22$

(We want to remember these rules later when we look at negative numbers.)

Using the given values for A, B, and C, Write the inverse of the addition problem.

Example	Values: A= 11 B = 2 C= 13	$A + B = C$ $11 + 2 = 13$	$C - B = A$ $13 - 2 = 11$	$C - A = B$ $13 - 11 = 2$
Follow The pattern	A= 71 B =05 C= 76	$A + B = C$	$C - B = A$	$C - A = B$
Write the missing pattern then follow it	A=111 B =208 C=319	$A + B = C$	$C - B = A$	
Write the missing pattern then follow it	A= 15 B = 773 C=788	$A + B = C$		
Write the Problem Without The formula	A= 531 B =15 C=546			
Write the Problem Without The formula	A= 341 B =12 C=353			

Multiply 2 digit by 3 digit
Worksheet

Grade 6 Multiplication
Find the product:.

$24 \times 352 =$	
$37 \times 953 =$	
$46 \times 329 =$	
$58 \times 235 =$	
$65 \times 404 =$	
$75 \times 153 =$	
$83 \times 842 =$	
$99 \times 495 =$	
$62 \times 124 =$	
$88 \times 231 =$	

Multiply 1 digit by 3 digit
Worksheet

Grade 5 Multiplication
Find the product:.

$4 \times 352 =$	
$3 \times 953 =$	
$6 \times 329 =$	
$8 \times 235 =$	
$5 \times 404 =$	
$5 \times 153 =$	
$8 \times 842 =$	
$9 \times 495 =$	
$6 \times 124 =$	
$6 \times 231 =$	

Learning Log

	Activity Reflection - Tell us how your learning experience went for the week
Math	
ELA	
Social Studies	
Overall	<p>One question I still have...</p> <p><i>Math:</i></p> <p><i>ELA:</i></p> <p><i>Social Studies:</i></p> <p>Here is what I know about this week’s topic:</p> <p><i>Math:</i></p> <p><i>ELA:</i></p> <p><i>Social Studies:</i></p>

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Daily Remote Learning
BREAK PACKET TIC TAC TOE
Board
For week of 5/18-5/29

Students can choose any two activities each learning day from this Tic Tac Toe board to be completed on a remote Learning Day. Please place an x in the activity box after completing an activity. The packet information/lesson is on the pages indicated inside the squares. Refer to each packet for information regarding grades.

Technology Packet is on page 2	Music Packet is on pages 12 thru 24.	P.E. Your packet is on Page 25.
Stem Packet is on Pages 9 thru 11.	Counselors Free Space No grade given for this	Band See Music
Art Packet starts on page 3 thru 8.	Choir See Music	Speech / OT Students should simply describe two objects in their house.

Attached to this packet is information for any 5th Grade students wishing on joining Choir (page 26) and Band (Pages 27-29) for next school (2020/2021) year.

Technology Packet 4 for Remote Learning.

Students will be able to use technology tools safely while online. Students will understand the importance of safe internet usage and how it affects them and others.

ISTE 2a,2b,2d,3b

Directions

Read the scenario below and answer the questions that follow.

Keet was riding the bus and saw a man wearing a new pair of shoes from his favorite brand. He liked them but thought they'd look better in black. When he got home, he went online and found them in black at an online store, Zaps. They were pretty expensive, so he decided to post a picture of them on his social media account to see what his friends would think. The next day, he started seeing ads for the exact shoes and for the online store he had visited. He saw the ads appear when he typed in a search, when he went to his favorite news site, and when he was scrolling through his social media feed. At first he thought it might've just been a coincidence, but when it kept happening, he started to wonder, why am I seeing this everywhere?

1. How did the advertising company know he was interested in those shoes? Or in that store?

2. If Keet didn't want to be tracked by the advertising company, what could he have done differently?

3. Are you OK with using apps or websites that collect and share information about you? Does it matter what information they collect? Or whom it gets shared with? Why, or why not?

COLUMBIA CENTRAL ART

Hi Columbia Friends,

I hope you and your families are safe and healthy. This week we're going to explore my favorite element of art: color! While color is part of our everyday lives, understanding the science of color and the relationships between colors are essential to creating art.

While this lesson can absolutely be completed outside of Google Classroom, I hope you'll join Columbia Central Art on Google Classroom if you're able. Visit classroom.google.com, log in using your SD 194 ID and password, and then join using the code **ap4enfb**. Everyone in grades 5-8 is welcome, even if you are not in art during trimester 3. On Google Classroom, you'll find additional resources, information, and examples to help you with this lesson and other fun activities. You'll even be able to share your work with others. I love seeing what you're creating at home.

Have a fun and safe summer!

Ms. Whalen
mwhalen@sd194.org

Visual Arts Standards

VA: Cr2.1.5 a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA: Re8.1.5 a. Interpret art through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information.

I Can Statements

I can create a color wheel using the primary, secondary, and intermediate colors.

I can use the color wheel to identify relationships between colors.

I can make inferences, recall details, and interpret feelings in a story.

I can write a letter persuasive letter using feelings and evidence.

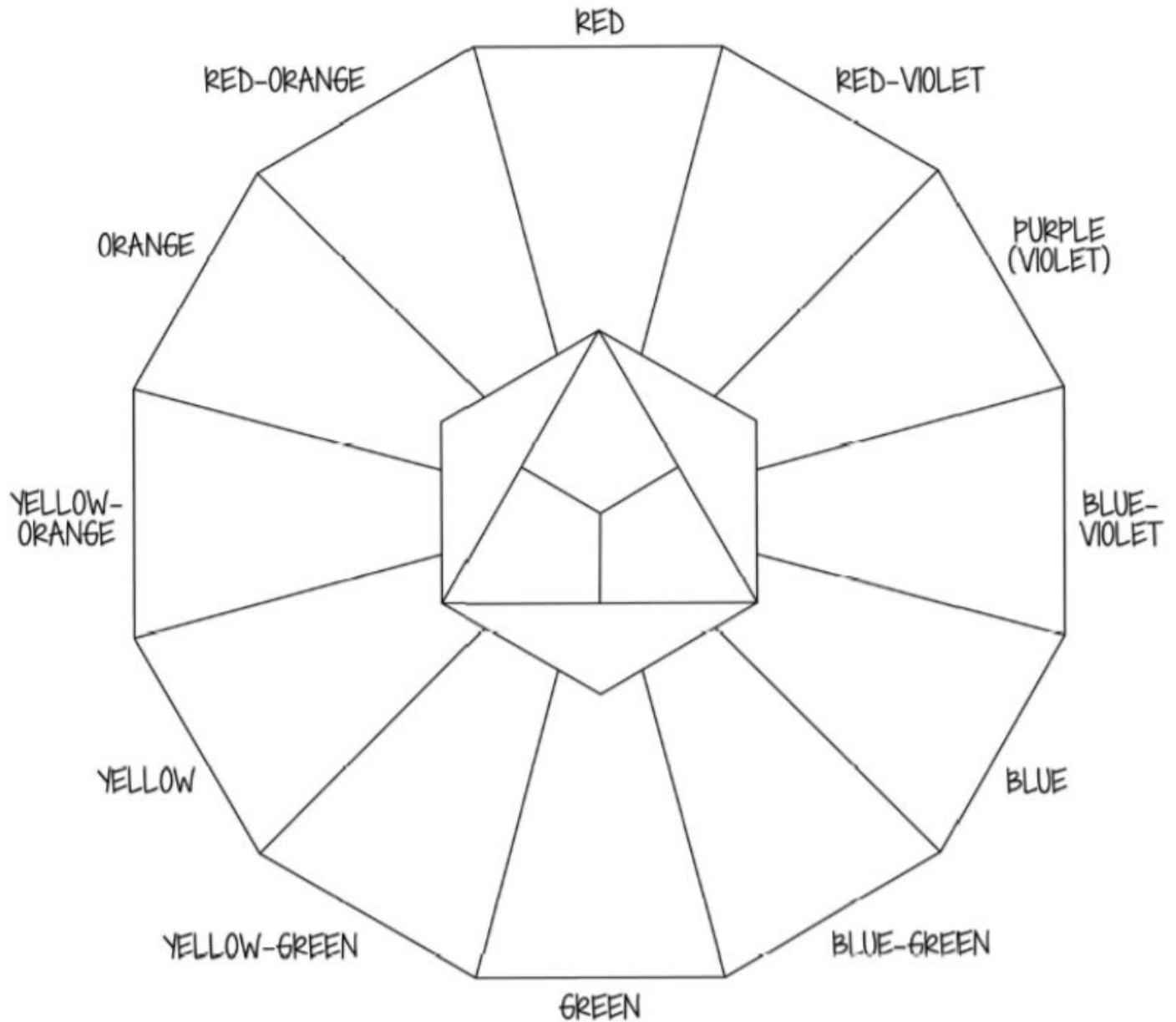
I can create a color wheel using found objects.

I can reflect on and critique my artwork.

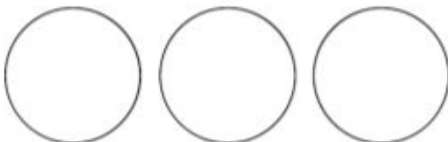
COLOR

Color is an element of art, which refers to the light reflected off of objects (which appears to us as "color"). A color wheel is a tool that artists use to help them make choices about color. It includes the hues red, orange, yellow, green, blue, and purple.

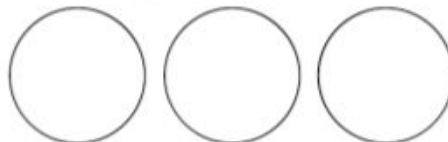
Using colored pencils or crayons, fill in the color wheel below.



Primary Colors



Secondary Colors

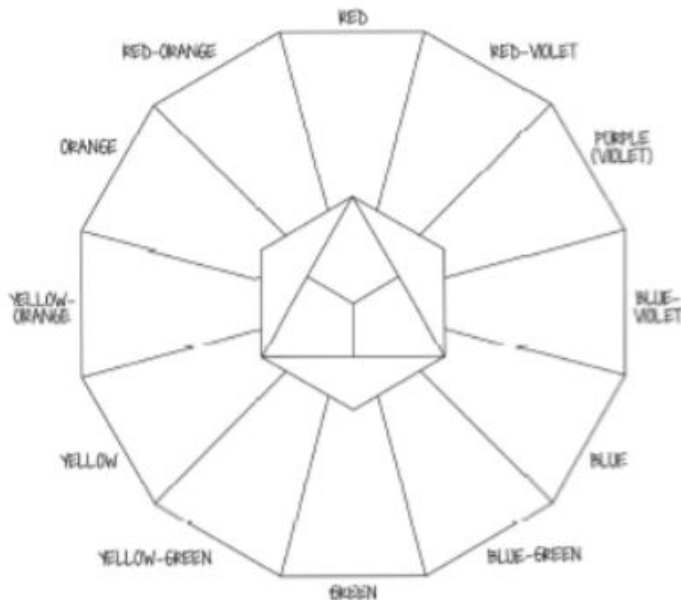


In art there are many different ways of choosing colors. Sometimes artists make choices based on how they see things with their eyes (realistically), but sometimes they choose to use color schemes.

A color scheme is a group of colors chosen to work together in a design.

For example, if an artist wanted to use a primary color scheme, he or she would use the colors red, yellow, and blue.

If an artist wanted to use a secondary color scheme, he or she would use purple, orange, and green.



Another color schemes that artists often use are complementary colors. Complementary colors sit **ACROSS** from each other on the color wheel. They create a lot of contrast.

The complement of blue is:

The complement of yellow is:

The complement of red is:

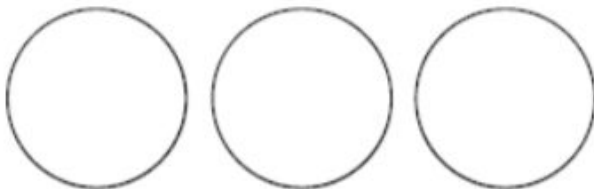
Many sports teams take advantage of the amount of contrast and energy that complementary colors create. Can you think of any teams that use complementary colors to represent their team? What colors do they use?

Another color scheme that artists also commonly use are warm and cool colors. These colors are grouped next to each other on the color wheel.

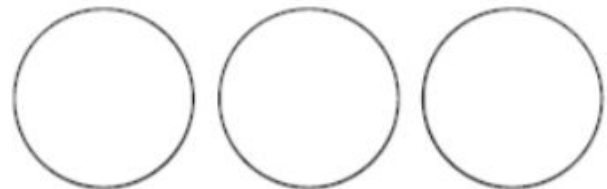
Warm colors advance in space and create the illusion of heat and active energy.

Cool colors recede in space and create the illusion of cold or soothing energy.

Warm Colors



Cool Colors



The Day the Crayons Quit

Read the story *The Day the Crayons Quit* by Drew Daywalt.
Scan this code or visit <https://youtu.be/1IFXuDlothA> to hear the story.



Answer the following questions below or on Google Classroom

1. Why was the purple crayon so unhappy?
A. He was broken. B. Duncan colored outside the lines.
C. Duncan never used him. D. He was tired.
2. Which word best describes the way the beige crayon is feeling?
A. Overlooked B. Surprised
C. Angry D. Excited
3. Name two things that the red and gray crayons have in common.

Name two ways they are different.

4. How does the black crayon encourage Duncan to be more creative?

5. Why did Duncan get an A on his final picture?



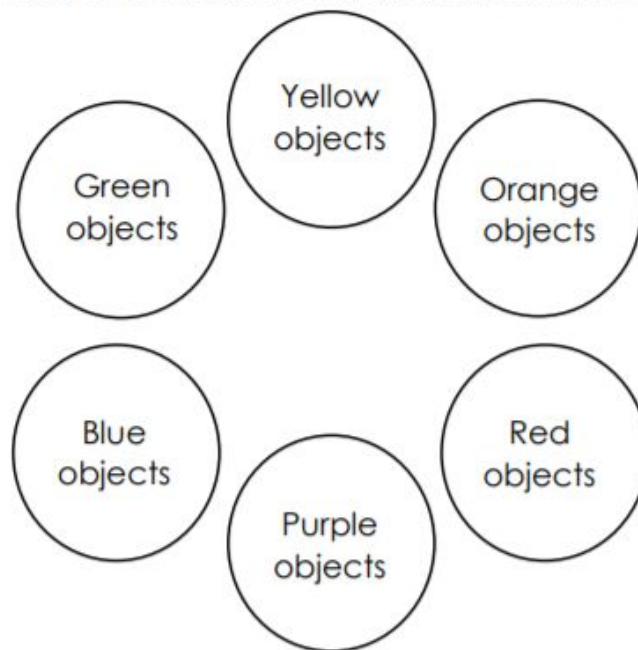
Write a letter to Duncan from the viewpoint of a crayon from your crayon box. Your letter should be addressed to Duncan, include the crayon's name, and how the crayon is feeling. Support the crayon's feelings with at least three examples of why it's feeling that way. Request that Duncan do something differently and conclude your letter by signing the name of your crayon. Illustrate your letter.

If you enjoyed this story, you might like the sequel, *The Day the Crayons Came Home*.
Scan this code or visit <https://youtu.be/9FEGyPeaAnE> to hear the story.



Found Object Color Wheel

Gather items from around the house to create a found object color wheel. You'll need at least one object for each color, but you may choose to use more than one object to create a bigger color wheel. You may choose to use a variety of objects or select a theme (books, food, toys, art supplies, etc.). Look back the practice color wheel you colored earlier. Take a photograph of your color wheel. E-mail it to Ms. Whalen or submit it as an attachment to the assignment in Google Classroom.



Reflecting on Your Work

Reflect on your work and the things you've learned during this lesson.

- 3: Share three facts you know about color.
- 2: Share two things you did well when creating your found object color wheel.
- 1: Share one thing you could improve or change if you were to do this project again.

STEM Remote Learning

May 18-29, 2020

Hello! I hope you and your families are all doing well! If you have any questions or concerns, please feel free to reach out through email or Google Classroom.

Ms. Cahill bcahill@sd194.org

****You can also call my room phone (708-753-4726). I won't be able to answer, but you can leave a message with a number and time you would like me to call and I will be able to call you back.**

Essential Standards

MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

"I Can..." Statements

I can:

- Ask questions to define an engineering problem.
- Identify criteria needed for a successful solution.
- Identify constraints of the design or process.
- Carry out the Engineering Design Process when working through a design solution.

Engineering Design Process

1. Identify the Problem
2. Identify the Criteria and Constraints
3. Brainstorm and Research
4. Develop Ideas
5. Build or Create
6. Test and Evaluate
7. Improve Design
8. Share and Discuss

Directions:

Complete the STEM challenges of your choice below. Each activity should take about 30 minutes to complete. You can complete the work online and submit it to your teacher through email or by sharing it in Google Drive/Classroom. You may also decide to keep a separate sheet of paper and complete the activities in written form. Be as specific as possible and include any drawings, descriptions, and/or photos as needed.

I ask that whatever way you choose to submit work, please: make sure each activity has your full name, activity name, and packet dates for your heading. If submitting a Google document, please name the file with your name and the challenge title and include the heading in the document.

EXAMPLE: Columbia Cardinal
Remote Learning
May 18-29

OR

Columbia Cardinal Remote Learning5/18-29.doc

"If you find a path with no obstacles, it probably doesn't lead anywhere."
--Frank A. Clark

Challenge #1: Paper Airplane Launcher (adapted from: Science Buddies)

Suggested Materials: paper, pencil or pen, rubber band, paperclip, scissors, stapler or tape, *craft supplies, an open area like a backyard or hallway

*These will be used to build the launcher, so your items will vary depending on what you have at home.

Procedure:

1. Build several paper airplanes to test. Because paper airplanes can get bent or destroyed easily, it's a good idea to build more than one. Ensure that they are all built the same for this activity.
2. Tape or staple a paperclip to the nose of each paper airplane. The outer straight part of the paperclip should point backward parallel to the bottom of the plane, so it can serve as a hook to attach to the rubber band. There will be some pull on the hook, so make sure it's secure.
3. Practice throwing your paper airplane using your entire arm. Now try to throw your airplane only using your wrist. How did your results differ?
4. Next try launching your airplane using a very simple "catapult." Hook one end of a rubber band around the end of a pencil or pen (such as around the metal ring by the eraser). Hook the paperclip on the nose of a plane around the other end of the rubber band, and pull it back to stretch the rubber band. Aim the plane forward and release.
5. Now use the engineering design process to build a more permanent launcher for your airplane. Think about the criteria for your design. You will need to build a device to support the rubber band. It will need to be strong enough that it does not collapse when you pull back on the rubber band. You will also need to make sure the paper airplane does not get caught or snagged on the device when you launch it. Draw a few sketches of your design ideas, and pick one to build.
6. Build a prototype of your design. The picture below shows three different design examples:.



7. Test your airplane launcher. It probably won't work perfectly on the first try. What changes can you make to your design to make it better?
8. Keep improving your launcher and testing it again (and, if necessary, again). This process is called iteration, and designers and engineers use it often in their work. How does the plane's flight distance compare to when you threw with your arm or with your wrist?

Challenge #2: Think Like a Scientist

Anyone who is curious about how the world works can be a scientist! Take a moment to give a close look to the world around you. Find something interesting to you, either an inanimate object or something in nature. Maybe it is a pencil, a cell phone, or even your pet dog. Make sure to note the object you chose in your answer.

Now let's think like a scientist. **Write 5 WHY or WHAT questions to better understand this item.** For example, a scientist interested in the sky would ask: Why is the sky blue? What are clouds made of? Why do clouds have different shapes?

Challenge #3: Straw Rocket (adapted from: NASA)

Suggested Materials: paper, pencil or pen, tape, ruler, scissors, straw, an open area like a backyard or hallway

Procedure:

1. Carefully cut out a rectangle (about 1" x 4") from a sheet of paper. This will be your rocket body. Wrap the rectangle lengthwise around a pencil or pen and tape the long edge close to form a tube.
2. Sketch and cut out 2-4 fins (these can be any shape). Watch the size, as they have to fit on the body evenly.
3. Tape your fins to the rocket body. NOTHING SHOULD STICK OUT PAST THE BOTTOM OF THE ROCKET BODY.
4. twist and pinch the top of the rocket body around the tip of the pencil to create a "nose cone" for the rocket. Tape the nose cone to prevent air from escaping and to keep it from untwisting.
5. Remove the pencil and replace it with the soda straw.
6. It is now time to test! In the designated launch area, away from people and other hazards, blow into the straw to launch the rocket.
7. Try improving your design! Try different rocket lengths, fin shapes, fin angles or the amount of force you put behind the rocket.

Challenge #4: Games from the Garbage

You are done with your assignments, you have finished all your chores, and now you are bored! Design a game that you can play with your family from household items you would otherwise throw away--bottle caps, plastic containers, string, newspaper, boxes, etc.

1. What is the name of your game?
2. How many players can participate?
3. What is the objective or goal of your game?
4. What happens when you play your game?
5. What does the playing area look like? You can either describe or draw it.
6. What are the rules?
7. How is the game scored or won?

End of the Year Choice Board

CHOIR/BAND/MUSIC

Directions: Choose any 4 activities from the choice board to complete.

Memories Made

Create a memory page about all of the fun and memorable experience you've had this year.

Advice Column

What advice do you have for next year's students? Give them the inside scoop on how to have a great year.

Success Guide

Write a success guide for future students. What can they do to be successful at school.

Top 10 List

Make a list of the top 10 **BEST** things that happened this school year. What's in your top 10?

Thank You Letter

Write a thank you letter to a parent, teacher, friend, or family member that has helped you this year.

Bucket List

Create a summer bucket list of all of the things you want to do or accomplish this summer.

Self Reflection

Reflect on everything that has happened this school year. What will you do differently next year?

Before and After

How have you changed from the beginning of the year until now? Draw a before and after selfie.

Learned Lots

What were your favorite things to learn about this year? What do you want to learn more about?

Classroom Redesign

How would you design the classroom. Draw a design plan showing how you would arrange the room.

Teacher Tips

What tips do you have for your teacher? What can they do to make next year even better?

Letter to Me

Write a letter to yourself to opened in the future. Be encouraging, positive, and write a motivation motto.

Memories Made

Choir/Band/Music

Name: _____

What is something you're proud of from this school year?

What was the BEST thing that happened this school year?

Who is your teacher?

Who is your best friend?

Favorite Subject?

Future Career?

Favorite Song?

Favorite Movie?

Favorite Food?

Favorite Hobby?

*Don't Cry
Because it's Over-*
Smile
*Because it
HAPPENED!*

Sum up this school year in FIVE words:

If this school year was a song, what would its title be?

What was the funniest thing that happened this year?

Success Guide

Choir/Band/Music

Name: _____

My success story ...

Quick Tips for Success ...

- 1.
- 2.
- 3.



Synonyms for SUCCESS ...

My advice for being successful in

band/choir/music...

My Top 10 List

Choir/Band/Music

Name: _____

Top 10 List

1

2

3

4

5

#1 was the BEST because ...



This year would have been better if ...

Top 10 List

6

7

8

9

10

I Thank You Letter

i'm thankful for you because ...

Top 3 things you've helped me accomplish are ...

۱. ۲. ۳.

**I THANK
YOU FOR
YOUR PART
IN MY
JOURNEY**

PictureQuotes.com

I will show my gratitude to you by ...

Choir/Band/Music

Name:

Dear

[illegible]

Bucket List

Choir/Band/Music

Name: _____

My Summer Bucket List ...

1

2

3

4

5

6

7

8

This summer will be AWESOME because ...



THE
BUCKET
LIST

The BEST part of summer break is ...

One thing I'll miss
about school is ...

Self-Reflection

Choir/Band/Music

Name: _____

5 things I'm good at are ...

1. _____
2. _____
3. _____
4. _____
5. _____

My reflection of this
school year ...

Next year I want to ...

Something
I'm proud of
is ...

Something
I'm NOT
proud of is ...

One thing I
wish I'd done
differently is
...

Something I
need to work
on is ...

My greatest
strength is ...

BE THE
TYPE OF
PERSON
YOU WANT TO
MEET

Before & After

Choir/Band/Music

Name: _____

Before and After Selfies!

BEFORE Selfie	AFTER Selfie

One way I have grown this year is ...

This year changed me because ...

One thing that surprised me this year is ...

Learning is the
measurement of knowledge
before and AFTER.

I learned Lots

Choir/Band/Music

Name: _____

My favorite thing to learn about was ...

My LEAST favorite thing to learn about was ...

One question I still have is ...

One thing I hope to learn next year is ...

If you are not willing to learn, no one can help you.
If you are **determined** to learn, no one can stop you.

Something I want to learn more about is ...

This summer, I hope to learn ...

My 5 favorite lessons were ...

1.

2.

3.

4.

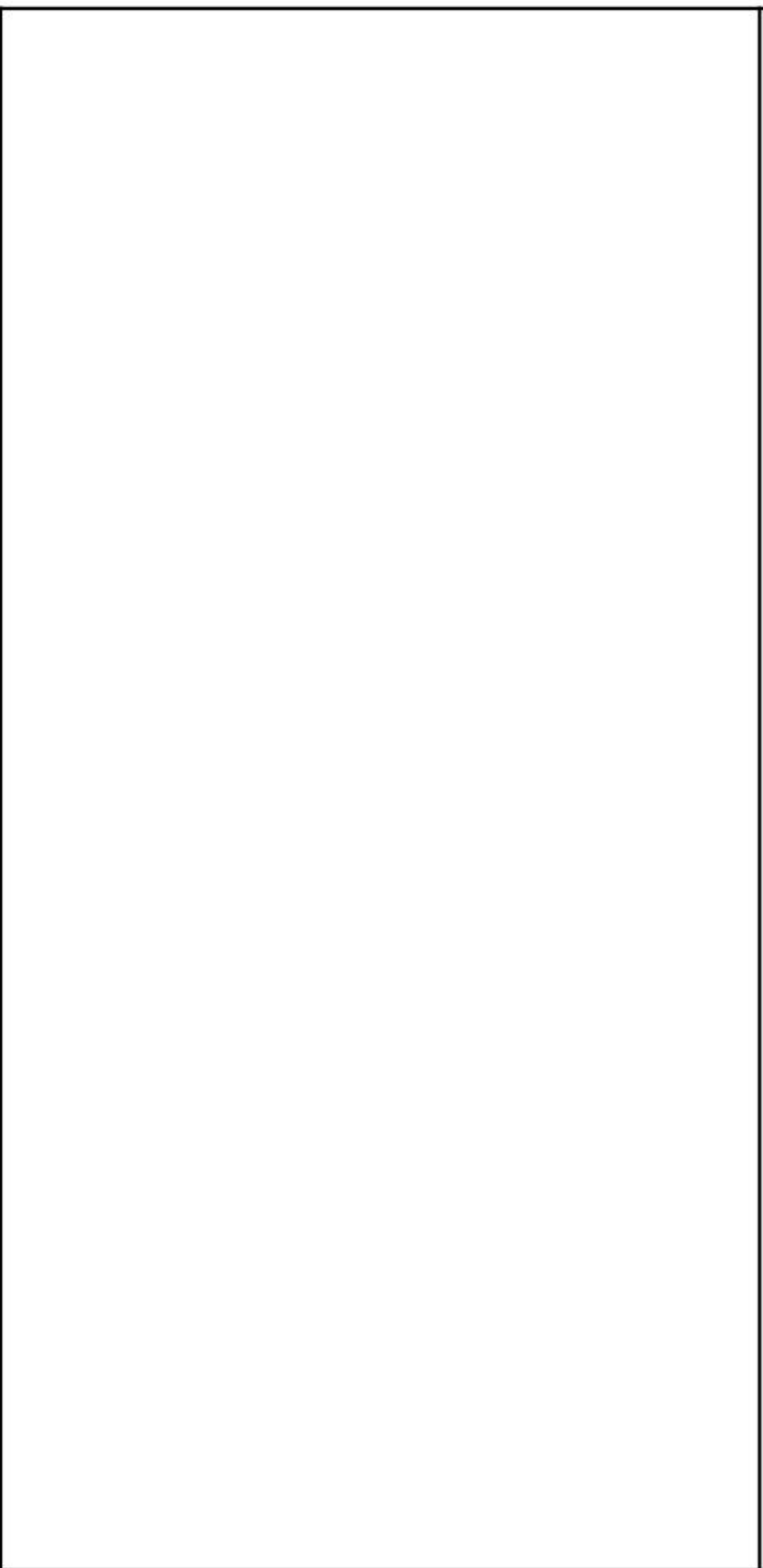
5.

Classroom Redesign

Choir/Band/Music

Name: _____

MY Classroom Design Floor Plan



My design is BEST because ...

**Creativity is
intelligence having
fun.**

Albert Einstein

Shopping List:

Teacher Tips

Choir/Band/Music


Name: _____

This is what I would change ...

10 Tips for Next Year ...

To my teacher,

This is what I would NOT change ...

 Tips

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Letter to Me

Choir/Band/Music

Name: _____

Dear Future Me,

By the time I read this, I hope to have accomplished ...

*You get
what you
work for,
not
what you
wish for.*

One thing I hope I never change
about myself is ...

One area I hope I've
improved in is ...

My motivation motto ...

P.E. Checklist

Directions: Choose 2-3 activities to do each day of the week for ten minutes. Try not to repeat an activity until you have completed each one once.

State Standard: 19a Students can demonstrate physical competency in a variety of motor skills and movement patterns.

I can work on exercising my upper body for 10 minutes each day of the week.

Activities

1. 15 burpees
2. 50 jump ropes (if you don't have a jump rope, go through the motion)
3. 50 second plank
4. Arm circles 20 forward/backwards
5. Running in place / around the yard 2 minutes
6. Ski Jumps (find a line and go side to side and then up and back)
7. 50 Bicycle crunches
8. 40 Russian twists (use weights or resistance if you can)
9. Step ups 30 each leg
10. 20 Leg raises (<https://youtu.be/JB2oyawG9KI>)

If you are uncertain about a specific activity/exercise please feel free to email your teacher, reach out via google classroom or use Youtube to see an example.

Upon completion email your teacher or hold onto the packet until we return to school. You can also show completion via Google Classroom. The classroom code is below, everyone will use this classroom code. Once you have joined, please submit your work along with any questions you may have in the classroom.

Google Classroom "Columbia Central Physical Education" use Code: 24sowg3

Students and parents you are encouraged to follow our Columbia Central Instagram @columbiacentralcardinals

May 12, 2020



Dear Parent/Guardian;

At this time we are inviting any interested 5th grade student to join the choir program at Columbia Central. Any student who does not enroll in band is eligible to start in the fall.

Columbia Central School's Choral Program is dedicated to helping each student achieve his/her highest musical potential. Students will be exposed to music theory, sight singing, music of other cultures, folk music, music history, and the fundamentals of healthy singing through a wide variety of choral literature. It is our desire that the music classes should be enjoyable, and that students will learn and grow as developing musicians. Students should also appreciate how and why music and the arts are important to our society.

Because a choir's success is built by students' attitudes and participation, choir members at Columbia Central should exhibit a desire to actively contribute to the group. Students will be expected to perform leadership and membership responsibilities within the choir when appropriate. Students will develop, maintain, and demonstrate a positive attitude toward themselves, the ensemble, its members, and the director. Although the choir requires hard work and dedication, it is a great experience that is sure to enrich your child's life and it's fun! I hope you will consider it!

Ensemble Descriptions (6th Grade)

Curricular Choirs meet during explore class periods throughout the day. They are graded classes that require a year-long commitment. Students enrolled in band cannot participate in the curricular choirs.

6th Grade Choir Auditions are not required for participation in this choir. Members of this group will perform in three evening concerts throughout the year. Classes will be taught by Miss Olsen and Mrs. Kinsella.

Extra-Curricular Choir

Show Choir meets Thursdays after school from 2:30-4:30, beginning in January. It is open to all students enrolled in band or choir at Columbia Central who pass a qualifying audition. Students in 5th grade must be part of the 5th grade choir to audition for Show Choir. This ensemble will focus primarily on music from the "pop" genre. Students in this ensemble will perform at one evening concert, recruitment concerts, and the SSJHSA festival.

Although making great music requires hard work and dedication, it is a great experience that is sure to enrich your child's life – and it is fun! I hope you will consider it!

Sincerely,

Larkin Kinsella
Choir Director
Columbia Central School
753-4733
lkinsella@sd194.org

Heather Olsen
Choir Director
Columbia Central School
753-4734
holsen@sd194.org

Columbia Central Beginning Band

May 13, 2020

Dear Fifth Grade Parent,

Hello! My name is Ed Fitzgerald, and I am the Band Director at Columbia Central School. As this very unusual school year draws to a close, I would like to provide you with information about our Band Program at Columbia. Normally, it is at this time of the school year that we begin the band registration process. Due to our current school closure this, of course, will not be possible. **Instead, our 6th Grade Beginning Band registration activities will be moved to late-August.** What follows is a brief description of those activities and the projected dates on which they will be taking place.

Band Program

Our band program at Columbia Central consists 130 students in grades 6-8, and there are 4 curricular bands and 3 extra-curricular bands. The Beginning Band is the ensemble in which all 6th Grade band students will participate. **For those students that choose to participate in the band, it will be their Explore class for the school year.** In addition to this daily full-band rehearsal class, all band students also receive one weekly small-group lesson. We will have 3 evening school band concerts throughout the school year. Aside from the expectation that band students will practice their instrument at home in the evenings, there are no regular before-school or after-school band commitments. This means that students can participate in sports, clubs, and activities and still participate in the band.

Band Instrument Fittings Days

If your child wishes to participate in band as a 6th Grade student, the first step on their journey is to come to Band Instrument Fittings. All participating students will have the opportunity to try 3 different instruments as they (and we) try to determine which instrument would be the best fit for each student. Physical characteristics such as tooth/jaw alignment, arm length, hand size, and ability to keep a beat are taken into account. After careful consideration of the results, each child will receive an instrument recommendation. While many students do not go into this process with a particular instrument in mind, some already have an idea of what they would like to play. Please know that each instrument assignment is made with your child's, as well as the band's, best interest in mind.

This year, there are 2 dates set aside for instrument fittings. If these dates change at some point during the spring or summer, the change(s) will be publicized on the school district website and social media accounts.

Thursday, August 20 – 4:00 pm – 6:00 pm at Columbia Central

Friday, August 28 – 8:00 am – 2:30 pm at Columbia Central

Band Sign-Up Night

Once all the students that wished to participate in Instrument Fittings have done so, the next step is to decide whether you would like to continue with band registration. **If your child wishes to participate in band as a 6th Grade student, the next step on their journey is to come to Band Sign-Up Night.** The date for Band Sign-Up Night is Wednesday, September 2 at Columbia Central. Please bring your child to the Cafeteria any time that you are available between 5:00 p.m. – 7:30 p.m. It should only take 20 minutes

or so to complete the process. Any student that already owns or has inherited the instrument that they were selected to play in the band should bring it to Sign-Up Night. It will be examined, and I will be able to let you know if it will need to be cleaned and/or repaired prior to the child playing it in the band.

Instrument Rental

Probably the primary concern of most parents whose children wish to join the band is the cost of participation. If you do decide to enroll your child in band, you may purchase or rent an instrument from a number of sources. **A reputable music store is strongly encouraged!!** Many retail stores and online marketplaces are now carrying instruments that are NOT of high quality and have demonstrated many problems. A student with a “cheap” instrument will not be able to have it repaired due to the poor quality of the materials and craftsmanship. These instruments also tend to suffer from intonation problems that cause the student’s sound to stick out from the rest of their peers. The music shops will not touch them!

Easily the most popular choice for the majority of parents has been the Rent-to-Own program. We have partnered with *Quinlan & Fabish Music Company* (<http://www.QandF.com>) for many years to help parents with instrument rentals and the purchase of instruments and supplies. Q&F has been a proven leader in the business, and they have been dependable and fair in their dealings with parents, students, and me. The instruments that you can rent or purchase from Q&F include brands that have gained the respect of teachers and students over the years due to their consistent quality and reliability. Members of Quinlan & Fabish’s instrument rental team will be on hand at Band Sign-Up Night, ready to answer your questions and help facilitate instrument rentals, purchases, and the purchasing of necessary supplies. Please come prepared to make a payment toward an instrument rental and the supplies your child will need to be successful.

Rental Prices

Quinlan & Fabish, like many other music stores, will start students off with a **4 Month Introductory Rental Period**. The 4 months begins at the beginning of the school year when the child receives the instrument, and it concludes around the holidays in December. The down payment that would need to be made on Sign-Up Night for this 4 Month Introductory Rental is:

- \$72 – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$119 – Alto Saxophone
- *Please contact me* if your child was selected to play the **Baritone** or the **Tuba**.

You will not need to make another payment after Sign-Up Night until January 2021. Once the introductory rental period is over, the Regular Monthly Payment is:

- \$39 per month – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$53 per month – Alto Saxophone

These prices include their Maintenance and Replacement Coverage for the instrument. This covers the instrument of all repairs, and it guarantees a free replacement if it is lost or stolen.

If you make the decision to purchase an instrument from another source **please check with me** about the brand and make of instrument. Your child will be highly disappointed when their instrument does not play like everyone else's, is constantly being repaired or worse yet – **cannot** be repaired. We have had many students in the past that have been "stuck" with these so-called "bargains."

Instruments that are available to students include flute, clarinet, trumpet, trombone, baritone, alto saxophone, and percussion. Due to the needs of the band, your child's first preference is not necessarily the instrument that he/she will play. If you have questions about the band program please contact Mr. Fitzgerald. **Although the band requires hard work and time, it is a great experience that your child will enjoy for years to come!**

Please feel free to contact me with any questions that you may have prior to Instrument Fittings!

Sincerely,

Ed Fitzgerald
Band Director
Columbia Central School
753-4734
efitzgerald@sd194.org