Exploration Learning Board: April 20th - April 24th

- Students need to complete the following assignments in these subjects (Math, Reading, Writing, and Science/Social) for each day. **Specialist's assignments are on the bottom of this document.**
- These activities are designed to continue learning within MN state standards.
- Use your "Evidence of Learning Math" and "Evidence of Learning All" google docs. **For each new entry, please add to the TOP of your doc and reshare it with your teacher.**
- **Reading, Writing. AND Social Studies** pieces will tie to our Living History project and are for ALL Explorations students.
- Your teacher's office hours and meeting times are:
  Mr. Bock 9:45 Monday-Thursday whole class google meet for a social emotional and math check in. Friday catch up google meet. Office hours 9:00-10:00 and 1:00-1:30, also flexible to connect outside of these times by appointment.
  Mrs. Kovacs 10:00 every day for a math meeting, 11:00 for everything else. Mandatory MONDAY I will respond to emails all day Long. IF you want to talk to me, send me an email and I'll invite you to a private google meet.
  Ms. Robinson: 10:00 every day for a math meeting, 11:00 homeroom meeting. I will respond to emails all day. If you want to talk face to face, email me and I will set up a google meet.

	Math	Reading	Writing	Science / Social
4/20 M	ALL Explorations Kids: Engineering Design Process and Tacos List the steps of the Engineering design process and begin designing what you will make at Makerspace Day tomorrow. Share your design with 5 explorers and all explorer teachers through google doc, seesaw, other.. No math meeting for Kovacs. Instead, come to the 11:00 am homebase meeting. Watch for the invite. No math meeting for Robinson. Whole group homeroom meeting at 11	All Exploration kids: This week in Living History Land: Last week you wrapped up your adult life section of your paper. Friday you were to spend some time commenting on classmates with compliments or concerns. No digs, nothing but kindness but still if there is a way to help them out, do it. Start this week by making sure you re-read what you have in your paper so far and read comments people made to you about your paper. Do a bit of revising as needed.	All Exploration Kids: Today you should be moving ahead with writing Section V: WHY your person is famous or influential. This is maybe the most important part of your paper. This is where you get to tell all about the great things your person did and how they improved the world. How were they influential!? Start writing today. When you are done today, share it with your support group, I mean team, and your homebase teachers and Ms. Wickland. You are going to then take tomorrow off for a Makerspace Day and let your writing "cook". Enjoy making tomorrow while your brain unconsciously works on your paper without your body.	Answer the following questions in your "Evidence of Learning All" doc 1. What materials are you using to make your creation? Which of your materials are renewable? Which ones are non-renewable? How do you know? 2. What's the purpose of your design? Can your creation fix any problems?

4/21 T	Step 1: Create! Spend the day engineering using your design outline that you made yesterday. Makerspace Day the At Home Addition!	Step 2: Share Using this link- https://flipgrid.com/af31d834 share what you made with us! Watch my video first and answer the questions in your video!	Step 3: Positive Comments Comment on 3 other classmates' videos. What's your favorite thing about their design?	YEA!! It's Makerspace Day! Makerspace Day the At Home Addition. How did it go? Did you clean up your mess?
4/22 W	**Bock:** I can graph points on a coordinate plane. ixl coordinate plane Grade 5, U Lessons1-6 Smart score of 50 or higher Lesson 1 Objects on a coordinate plane Lesson 2 graph points on a coordinate plane Lesson 3 Coordinate planes as maps Lesson 4 Follow directions on a coordinate plane Lesson 5 Objects on a coordinate plane, all four quadrants Lesson 6 Quadrants **Robinson:** Mandatory whole group math meeting at 10:00 am Finish your math packet! • **Pg 251**: 1-7 ALL, 8-16 EVENS • **Pg 252**: 17-24 ODDS • **Pg 254**: 38-54 EVENS • **Pg 253**: 25-37 ODDS **Kovacs:** Both Cheetah and Wolf groups: Meeting at 10:00 am for math group. Optional meeting at 11:00 for homebase. Last week we finished our look into geometry. In your math google doc explain the	Did you find a package of colorful seeds in your learning bag? We gave those to you 1. To add color to your life; 2. To give you a plant to take care of; 3. To beautify your world. I hope it put a smile on your face. I hope you plant them and watch them grow. Did you know that today is Earth Day! What? You get to plant seeds on Earth day? It's almost like we planned that or something. In keeping with that theme, here are a couple stories from Ms. Kostuch to go along with the seed theme. Listen, or mute and read along, to one (or both) of the following books about seeds! **1.The Magic School Bus:** The Magic School Bus Plants Seeds.webm AND Magic School Bus PART 2 Seeds.webm **OR**	From Mrs. Kovacs: Did you plant your seeds yet? Did you keep track of what kind of seeds they are? My mom always had me put the empty package on a popsicle stick and plant it in the dirt right by the seeds until they were grown and you could see them. What do you do to take care of seeds? I can't wait to see what you grow. We will start a google doc for plant pictures. LH Check in : Today, add to and revise your Section V: Why your person was famous/influential. Did you do your famous person justice? Today is the day to relook at that and reconsider and revise. Make this the best part of your paper. Due Date for Section V is today. Get 'er done.	Managing Frustration Read Lesson 12 with an adult. Complete Lesson 12 worksheet and send a picture to Mrs. W. Stephanie.wickland@isd624.org

	concepts of Perimeter, Area Surface Area Volume Explain what kind of units measures each each, explain how it varies by shapes, explain any short cuts you know, include circles, cylinders and spheres along with cubes and rectangular prisms. Explain WHY you might need to know each one of those things. In what situations would they matter? Then sing the pi song. I mean, you would, wouldn't you? Finally, write code in scratch. What will you have Scratch Cat do today? Or will you create a character of your own? Share your scratch project if you can. How can you? Discuss amongst yourselves.	**2 Oh Say Can You Seed The Cat in the Hat** Oh Say Can You Seed PART 1.webm **AND** Oh Say Can You Seed PART 2.webm		
4/23 TH	**ALL EXPLORATIONS STUDENTS: SCIENCE THURSDAY!** **No math meeting today. Kovacs homeroom meeting at 11.** **No math meeting today. Small group Robinson homeroom meetings today!** **Step 1:** Watch this video about Science Thursday! Science Thursday Video.webm **Step 2:** Reading/Writing:	**Step 4: Social Studies:** You have been selected to build a scale model of a bridge for Suman to look at while his community is trying to build a bridge! A scale model means it will not be the exact size, but smaller as a model or example of the large one to be built. You are asked to build this bridge outdoors to be as realistic as possible. This is encouraged, but if this is not possible to do outdoors due to the	**Step 5: Math** Share information about the following questions in your Math Google Doc for today: How big are you expecting to build your small-scale sample bridge? Could you use a ruler or a tape measure to measure out the spot you chose? What is the length, height, and width you are expecting your bridge to be? You could use string to measure, then measure the string. There are no requirements other than it should be longer than a 1-foot ruler (in length).	**Step 6: Materials:** Start to think of materials you could use, that are at your home or outside, and you are able to use. Think about what materials are realistic to use. This means do you need parent approval? Are these materials yours or do you need permission from a family member? Are they small enough (this is a scale model of a bridge)? Do not just think indoor, but also outdoors. Could

	Read the book 'Suman Crosses the Karnali River'. This was given to you in a packet. Take breaks while reading if you need to! The packet seems large but there are a lot of pictures and important information! There is a glossary in the back for vocabulary that I would recommend reading. While, or after, reading this, you should fill out the first page on the additional science packet. The title says "Choosing a Site". **Step 3:** After you wrote down the factors that Suman had to think about while helping the community, turn to the next two pages of the packet (this says 2-3 on the bottom). These are examples of layers of soil in the ground. Think about which one you would want a bridge to be built in. Think about why this is important. Then, turn to the next two pages (these say 2-3 and 3-4 on the bottom). On the page that is titled "Selecting a Tarpul Site", answer the questions in the packet about where Suman should recommend the bridge to be built and why.	location of your home or poor weather conditions, you may complete this indoors. Walk around outside where you live, or somewhere outside (if possible) with an adult and think about where the best place to build your bridge will be. Remember, this does not have to be extremely large as this is a small-scale model. Once you have selected a location share the following on your "Evidence of Learning ALL" Google Doc: - Why that location? What factors come into play when choosing a location? Think back to pages 2-3 in your packet. Think about the soil. What type of terrain would be most beneficial to build a bridge in order to be stable?	**Social Studies:** Now your bridge does NOT have to be a tarpul bridge. Although Suman's community is building this one type of bridge, it does not mean your model has to be the same type. This means you must choose what type of bridge your model will be. First, do some research either online or if your family has any books that may help. You may also watch the video below that shows you books pages that may help! You may pause the video at any time to read the pages in depth. Bridges.webm Answer the following in your "Evidence of Learning Google Doc": 1. Why do we have bridges? What are some uses? 2. Where do you see bridges? Can you think of bridges you have seen or famous bridges you know of? Where are they? 3. Research types of bridges. What types are there and what are their differences? Share your Google Doc with your Exploration buddy and at least four other peers. Comment positive feedback on other documents about their location they chose and their bridge research.	you use some natural resources without harming nature? Sticks that have fallen off a nearby tree? Think about this as we will pick up from here tomorrow. **Step 7:** If you have access to Youtube at home, watch this video to finish off your day of science! This walks you through the Engineering Design Process which we will go more in depth about tomorrow. They use slightly different vocabulary than we will tomorrow, but they have the same meaning. https://www.youtube.com/watch?v=W-eqjMc1Efs
4/24 F	ALL EXPLORATIONS STUDENTS: SCIENCE FRIDAY: **No math meeting today. Kovacs homeroom meeting at 11. This is a yes, come!**	**Step 4: Social Studies: Plan:** You will be filling out the third step of the Engineering Design Process in your Google Doc now. On paper, draw a design for your bridge. What should you label? Possible measurements?	**Step 7: Create:** You should now be working on the 4th and 5th part of the Engineering Design Process. This is the create step of the process. You should go to your selected location for the bridge with your materials, and an adult if you need one to go	**Step 8: Math:** Once your bridge has been tested, evaluated, and changed to where you have achieved the goal of a scale model bridge, share your final measurements on your "Evidence of Learning

No math meeting. Optional Robinson homeroom meeting at 11.

Step 1: Watch this video about Science Friday and the Engineering Design Process!
Science Friday.webm

Step 2: Reading: Go back and read your notes from yesterday. Think about: Where did you choose to build your scale model? What type of bridge that you wrote about are you going to attempt to build? Read these notes to remind yourself of your plans for today.

Step 3: Reading/Writing: Turn to the last page in your science packet titled "The Engineering Design Process". I (Ms. K) talked about this on Screencastify for the day. Read the steps on the process and on your "Evidence of Learning ALL Google Doc" fill out the steps as the day continues and you complete each step. As of now your Doc should look like the following:

1. **Ask-** (Here you should write what you are trying to accomplish. What were you assigned to do? What is the problem Suman is trying to solve?)
2. **Imagine-** (Think about the following: What type of bridge from your research yesterday would you want to build outside? Why this bridge? What materials did you brainstorm? Where did you brainstorm to build this outside?)

Possible materials? You should now add the third step in this process to your Google Doc:

3. Plan- (Attach your design here. Could you take a picture and upload it or ask for help from an adult?)

Step 5: Gather materials: Gather the materials from your design that you will need. Remember to choose safe materials and ask for permission as needed from an adult in your home.

Step 6: Soil Investigation: Go outside to your bridge location you selected. Bring your packet and turn to page 301. The top of this page is titled "Soil Investigation". Answer questions #1 and #2. If you are unable to see the soil, what could you use to dig a minimal amount up without destroying the yard or being unsafe? Could you use a stick to push aside the top layer of soil? Ask an adult for help if needed.

Pause this video about soil and read some of the book pages that seem important to your soil investigation!
Soil.webm

outside. You should start to create the design you drew.

While you are creating, what could you use as a scale model of a person to see if it holds up to a bit of weight? A Lego? A hotwheels car? What do you have available?

While creating, you should also notice what would make your bridge better? What needs to change from your design? In your Google Doc, you should fill out the 4th and 5th step of the Engineering Design process as below:

4. **Create- (**What did you end up using for materials? Did it match your initial design? How did you create your bridge?)

5. **Improve-** (What is working? What is not? Was your location a good choice? What is difficult and maybe needs to change? Evaluate. What needs to be changed?) Now, you should adapt and improve your design.You should notice now that the Engineering Design Process is not a list, but rather a continuous cycle. You are now adapting and improving your bridge by continuing the cycle over again to improve your bridge. Keep testing and adapting. Write about this in your "Evidence of Learning ALL Google Doc".

MATH Google Doc". What is your bridge's height/how tall is it? What is the length, as in how long is the bridge from one end to the next? What is the bridge's width? What changed compared to your planned measurements?

Step 9: Share: Share your final bridge. You can post a video on the following science Flipgrid:https://flipgrid.com/explscience

Talk about your bridge type you chose and why you chose this. Show off your design, how you constructed this, and where. Talk about what worked and what did not. Reply to other videos that your friends posted with positive feedback or ideas/solutions.

Specialists:

PE	Chinese	Music	Orchestra	Art
This week's lesson includes a tabata workout, personal best day, and jumping activities. Open link to check it out! **PE April 20-24 3-5** Office Hours: 10:30-12:00 Mon.-Fri. michelle.hoftiezer@isd624.org	**Chinese April 20-24 Learning Board Activities**	Office Hours 10:30-12:00 jane.burmeister@isd624.org **April 20-24** **For 3-5 students** **Day 1 Listen:** **william tell overture** **C**an you hear A-B-C-B-A parts? This is called what? Video answer on seesaw. **Day 2 Sing: Shalom** **It is the 1st green slide with words.** **Day 3 Does it swing** **see part 1 of jazz history It is the 1st slide.** **What did you learn? Write a small paragraph-docs or seesaw**	emily.rau@isd624.org 651-571-2820 Office Hours: 11:00-12:00, 2:00-2:30 **This Week's Orchestra Lesson** 4th Graders who are interested in Orchestra take note: Here is a link for you to go to find out more about joining orchestra next year. Orchestra Information for Next Year	**New art lesson from Mr. Kyle!** **https://www.youtube.com/watch?v=qZhcX6ks_q4&feature=youtu.be**