

# This Week in Awesome!

<b>Kinder</b>	<b>K-ESS3-1:</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	
	Art	Apple Tree Collage
	Music	Prepare “Responsibility” song for assembly performance (performance etiquette)

<b>1<sup>st</sup> grade</b>	<b>1-PS4-1:</b> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	
	<b>1-PS4-4:</b> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	
	Tech	Chrome Music Lab - Students are challenged to create a song by making an illustration of the setting from the book: “Muncha! Muncha! Muncha!” They will play their songs and have the opportunity to change the tempo and select an instrument.
Science	Students participate in 7 stations to explore vibrations.	

<b>2<sup>nd</sup> grade</b>	<b>2-ESS2-2:</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.	
	<b>2-ESS2-3:</b> Obtain information to identify where water is found on Earth and that it can be solid or liquid.	
	Tech	Erosion Animations using Google Slides. Students learn that stop motion animation is a film making technique that makes inanimate objects appear to move on their own.
Science	Students place materials to prevent erosion on their landforms.	

<b>3<sup>rd</sup> grade</b>	<b>3-PS2-1:</b> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	
	Art	Complete Mobiles a la Calder
	Music	Review reading rhythm notation. Learn melodic notation. Play Orff instruments. Activity “Rain, Rain, Go Away”

<b>4<sup>th</sup> grade</b>	<b>4-PS3-3:</b> Ask questions and predict outcomes about the changes in energy that occur when objects collide.	
	Tech	Students will begin creating their own “Ping Pong” video games using Scratch. They need to accurately program various sprites in order for their games to work.
	Science	Students make a claim, present evidence, and reasoning for their experiments and plan another experiment to investigate a question they have about collisions using quarters, nickels, dimes, and washers.

<b>5<sup>th</sup></b> <b>grade</b>	<b>5-PS1-4:</b> Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	
	Art	Watercolor and baking soda
	Music	Finish ensemble work "Green Sally Up". Different properties-instrument families/sound production. Atoms song "Adams Family"

<b>6<sup>th</sup></b> <b>grade</b>	<b>MS-LS1-1:</b> Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	
	<b>MS-LS1-2:</b> Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.	
	Art	Completing 3-D Cell Models and create a stand for models.
Music	Finish "Ancient Civilizations" activity to create ensemble work. Read and understand rhythm notation using fractional reasoning to create measures. Learn how to write rhythm notation.	

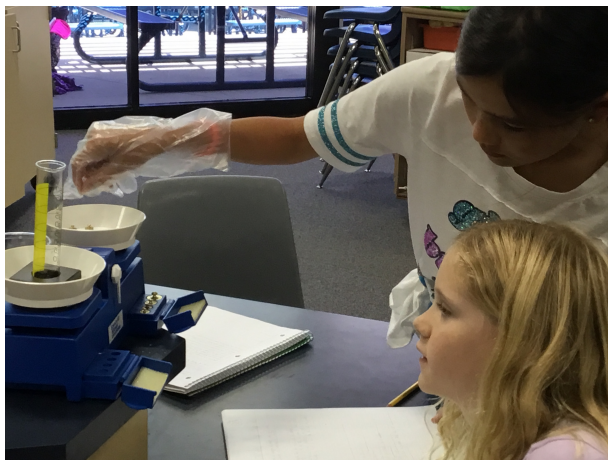
## STEAM+ in the Library

Kinder	Continuing with Apples, this week we talked about what makes up an experiment and more specifically how to make a "prediction". We were curious about why an apple gets brown. We used 8 different substances to conduct an experiment to see which substance would keep the apples less brown.
1 <sup>st</sup> grade	After reading the book, "Muncha! Muncha! Muncha!" last week, students will begin a mini-DT project to create a way for Mr. Greely to keep the bunnies out of his garden. <i>K-2-ETS-1, K-2-ETS-2, K-2-ETS-3</i>
2 <sup>nd</sup> grade	We will read the book, "Iggy Peck Architect" and watch a short video about hurricanes and floods. This will lead into our mini-DT project of building a temporary shelter for a family seeking refuge. <i>K-2-ETS-1, K-2-ETS-2, K-2-ETS-3</i>
<i>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</i> <i>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</i> <i>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</i>	
3 <sup>rd</sup> grade 4 <sup>th</sup> grade	Students will continue building their card tower using only 50 index cards and 2ft. of tape. The tower must be able to support a specific stuffed animal and must be a minimum of 2ft. tall. The tallest tower wins! <i>3-5-ETS1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</i>

# “Last Week in Awesome” Highlights Highlights!

## STEAM+ in Science

2<sup>nd</sup> grade students make models of their local landforms using three different soil types.



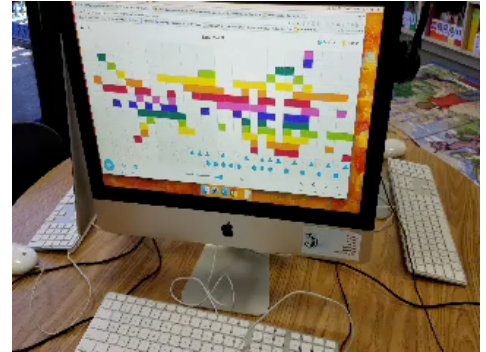
5<sup>th</sup> grade students experiment to determine if there is a change of mass when making a mixture.



# STEAM+ in Technology

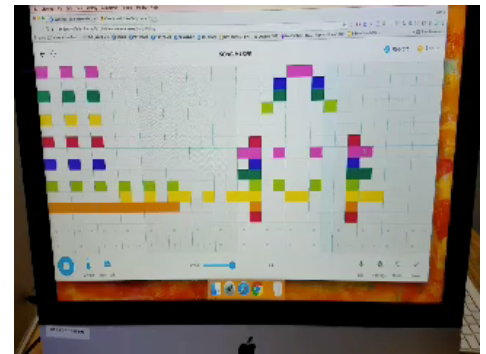


2<sup>nd</sup> grade students explored Erosion Animations using Google Slides.



1<sup>st</sup> grade students were introduced to Chrome Music Lab

*One student created a new song using patterns in Chrome Music Lab. In a rare moment, we caught him listening to his new musical masterpiece! (SMOD)*



# STEAM+ in Music



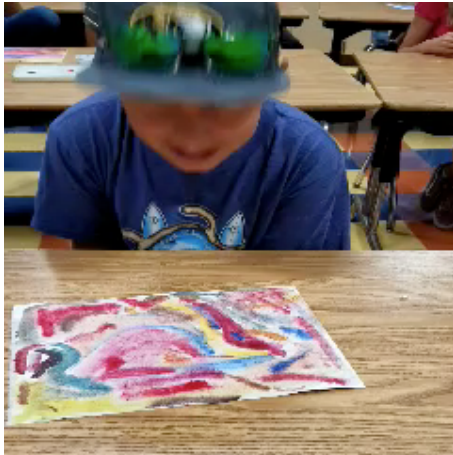
5<sup>th</sup> graders perform a “Green Sally Up” activity including singing, playing percussion instruments and movement creating ensemble work. (SMOD)



6<sup>th</sup> grade students participating in “Ancient Civilizations” activity: rapping, singing, using body percussion and percussion instruments to create ensemble work.



# STEAM+ in Art



**“Eureka” STEAM+ moment!  
(SMOD)**



**The students painted expressions of their mood using watercolor, sprinkling salt over the wet paint to what happened when it dissolved.**



**Kinders are using tracing, cutting, and tearing techniques to create an Apple Tree Collage.**

**6<sup>th</sup> grade students created a cell model.**



**ART CLUB**



# STEAM+ in the Library



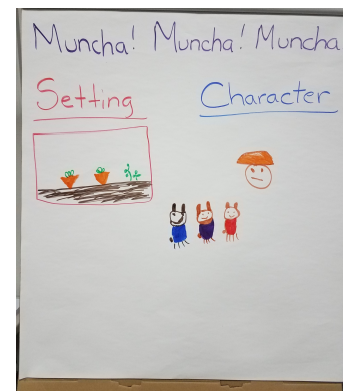
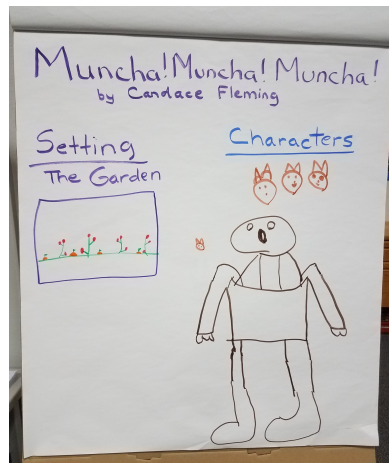
Kinders began their “Brown Apple” experiment. Each student made a prediction which solution would keep the apple less brown. Solutions included: tap water, lemon juice, lime juice, baking soda, oil, salt, sugar, and vinegar. You can see the active experiment in the Library.



3<sup>rd</sup> and 4<sup>th</sup> graders began building their “Card Tower”. First step was to design a solid base. (SMOD)



1<sup>st</sup> grade students are beginning a new mini Design Thinking project based on the book, “Muncha! Muncha! Muncha!” by Candace Fleming. After reading the book together, students discussed the setting and the characters.



2<sup>nd</sup> grade students observed how an object made of a small set of pieces can be disassembled and made into a new object.

