

“This Week in Awesome” Highlights!

Kinder	<i>K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</i>	
	Tech	Kinder students are using Pixie Software to practice building shade structures with a variety of shapes
	Science	Students build shade structures that will fit at least one student using hoola hoops, cones, paper, tape, and jump ropes. They compare the temperature inside and outside the shade structure.

1st grade	<i>1-PS4-2: Make observations to construct an evidence-based account that objects can be seen only when illuminated.</i>	
	<i>1-PS4-3: Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</i>	
	<i>1-PS4-4: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</i>	
	Art	Cyanotype Prints, using sunlight and plants to make a photograph.
	Music	Review reading rhythm notation (quarter notes, quarter rests, eighth notes). Begin learning melody notation, song <i>Middle C is Special</i>. Learn staff, treble clef, time signature, and pitch C.

2nd grade	<i>2-ESS2-2: Develop a model to represent the shapes and kinds of land and bodies of water in an area.</i>	
	<i>2-ESS2-3: Obtain information to identify where water is found on Earth and that it can be solid or liquid.</i>	
	Art	Students will carve Torrey Pines cliffs out of clay.
	Music	Continue reading melodic notation while playing boomwhackers. Review “Middle C is Special”. Learn “D is in a Space” and “E Cha Cha”. Understand that pitch is related to size.

3rd grade	<i>3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</i>	
	Tech	Students practiced debugging in the "collector" environment on code.org Students will get to practice reading and editing code to fix puzzles with simple algorithms, loops and nested loops.
	Science	Students investigate electrical forces by conducting experiments about static electricity using balloons, wool, silk, and plastic wrap.

4th grade	<i>4-PS3-3: Ask questions and predict outcomes about the changes in energy that occur when objects collide.</i>	
	Art	Assemble “Art in Motion” Kinetic Sculpture, in support of students learning about force and motion.
	Music	Begin Recorder Karate. Review how to play the notes B, A, G. Learn <i>Hot Cross Buns</i>. Begin testing for white belts.

5 th grade	5-ESS2-1 <i>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.</i>	
	Tech	Students use Piskel software to create an animation based on an investigation of dissolving that they completed in the science lab.
	Science	Students will make a model of the interaction between Biosphere, Atmosphere, Geosphere, and Hydrosphere to investigate the phenomenon of the Sierra Nevada rain shadow shown on a satellite image.

6 th grade	MS-PS3-5: <i>Construct, use and present arguments to support claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</i>	
	Tech	Practice session-Students learn to use the Chroma Key/Green Screen feature on We Video.
	Science	Students investigate heat transfer in an experiment with materials with different specific heat transfer.

STEAM+ in the Library

Kinder	We will read "Room on the Broom" by Julia Donaldson. Students will then be challenged to use various weights to attempt to "balance" both sides of a simple scale. <i>K-2-ETS-3</i>
1 st grade	"Muncha! Muncha! Muncha!" mini-DT: Students will begin prototyping their security system for Mr. Greely's garden. <i>K-2-ETS-1, K-2-ETS-2, K-2-ETS-3</i>
2 nd grade	"Hurricanes" mini-DT: Students will begin prototyping the temporary shelter for a family seeking refuge from a Hurricane or Flood. <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 rd grade 4 th grade	Students will complete their card towers. 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



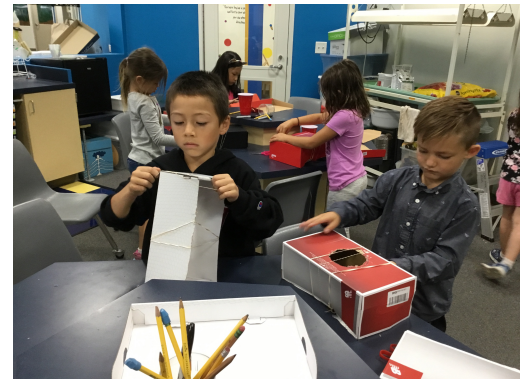
2nd grade students video their landforms to determine the effectiveness of their erosion prevention measures as they simulate a rainstorm with squirt bottles.



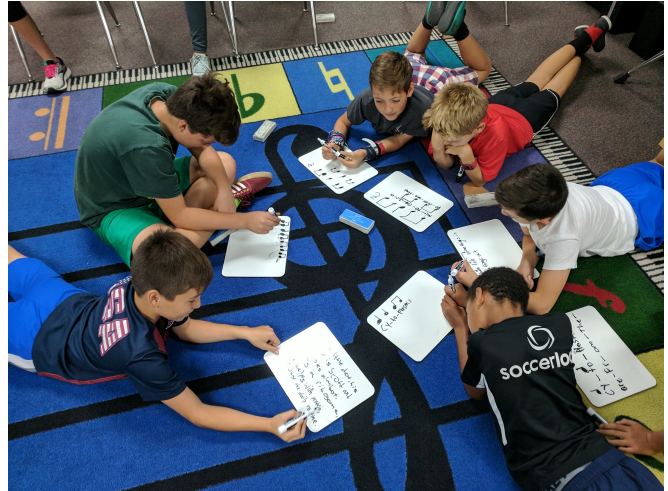
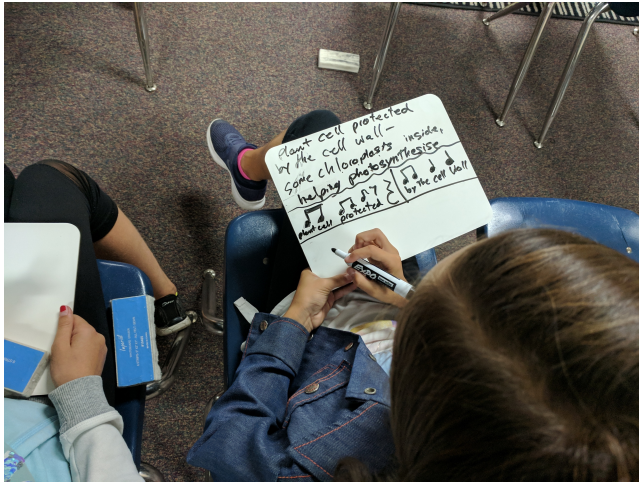
5th grade students experiment to determine that there is no mass gained or loss in a chemical reaction.



1st grade students make box guitars that fit an ipad and look at vibrations made by different pitched strings.

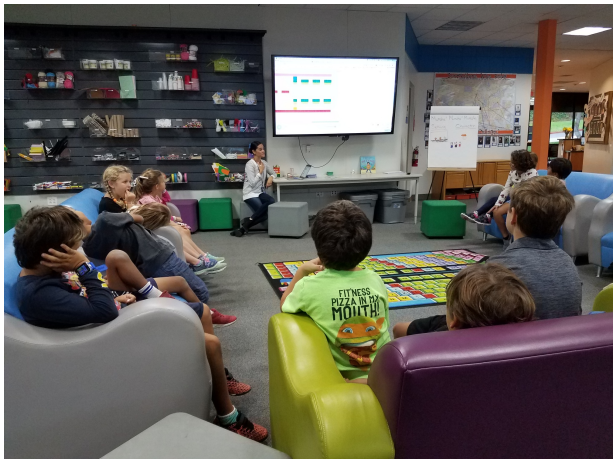


STEAM+ in Music

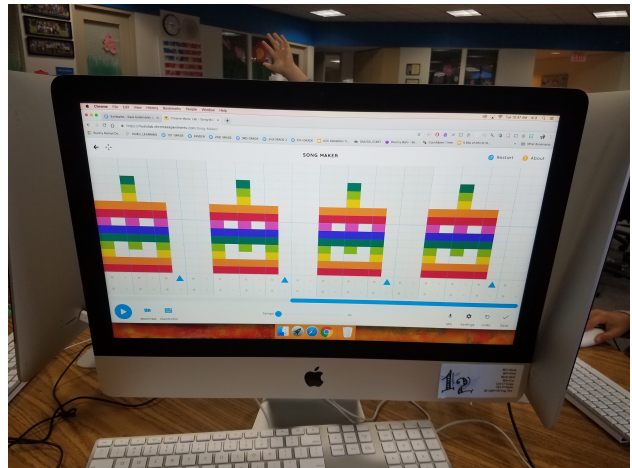


6th grade students collaborate on writing and putting music to their Cell Raps.

STEAM+ in Technology



Students continue to explore sound with Chrome Music Lab.

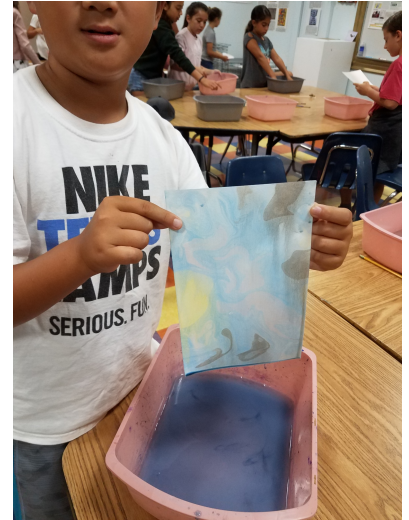


1st graders work to create a "soundtrack" for the haunted house.

STEAM+ in Art



5th grade students learned the art of “Suminagashi”, the 12th Century Japanese marbling technique of floating ink and then absorbing the ink into the



Art Club



3rd grade students create Stabile's, free standing paper sculpture a la Calder.

STEAM+ in the Library



Kinders read the story, “Bubble, Bubble” by Mercer Mayer and then learned how to make

