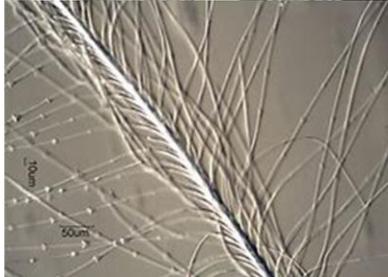
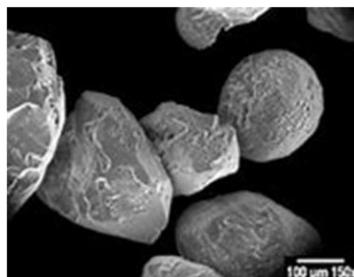
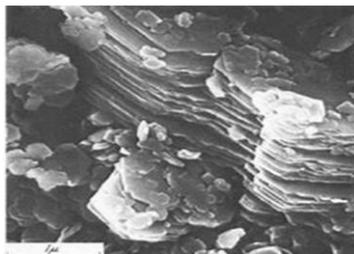


SEM reminder: SEM is a revolving door model. Students may move in and out of SEM to best meet the needs of our highest learners. Do not see this as a reward or punishment. SEM is simply needs based.



MICROSCOPES

Feathers and soil samples were available for all SEM students to inspect, compare, and investigate.



Contact info:

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801-402-2500

Carey Yardley

Hours:

Tuesday, Wednesday, Thursday

8:45 - 3:45

Kindergarteners are exploring what it means to be a scientist by asking questions, exploring, and examining objects in motion. They have so many great scientific questions as they explore force and motion using magnets and a slinky. Microscopes are providing a new perspective as students observe various organic and inorganic objects through microscopes. They discuss and make hypotheses together and write their discoveries in their Leonardo da Vinci notebooks.

1st Graders are finding answers to questions such as: How does sunlight affect plant growth? What's a plant's superpower? Students observe patterns of living things in different places. They hypothesized with seeds and conducted experiments. They asked: What will happen to the seeds growing in the box? What will happen to the seeds growing in the window? Microscopes and magnifying glasses helped them to notice details. They learned the basic needs of humans, plants, and farm animals. They created explanations of plants, animals, and other ideas by wrapping up their life science unit writing about "Tomorrow's Alphabet."

"A is for ear, tomorrow's adealiagst (audiologist)" –Camille

"O is for egg, tomorrow's octopus" –Norah

"W is for pipe, tomorrow's water" –Jesse

2nd Graders observed and found pattern of living things in different habitats in our school yard, San Diego zoo cameras, and virtual field trips to farms and forests. Through leaf chromatography they extracted autumn leaf pigments. They will be doing a spring leaf chromatography extract to compare and evaluate patterns, similarities, and differences in the leaves. Students examined organic and inorganic objects to find original sources (a huge thanks to Utah State!) and discussed natural resources. Students compiled explanations of sources and patterns through creative writing about "Tomorrow's Alphabet."

"A is for leaf, tomorrow's anthosyanins (anthocyanins)." William

"D is for metal, tomorrow's door." Sebastian

"J is for island, tomorrow's jungle. A jungle can be beautiful."

Amberlyne

3rd Graders explored patterns and cycles in plants, animals, and nature. They evaluated their findings in 3 essays and compiled pop-up books. Paper engineering was highly successful as each student created using the engineering design process. As cooperative learners they solved problems and created some fantastic pop-up books. Ask them what they like best about their books!

4th Graders extracted leaf pigment through a leaf chromatography project to learn how the structure and function of leaves affects color changing in autumn. They will repeat this process in the spring and compare and evaluate patterns, similarities, and differences.

Using four soil samples from our new school construction site, students conducted water percolation experiments. They are learning to understand different soil types, structures, and functions. Ask them what they know about the soil at our school.

They are engaging in a Tour de Utah through Utah's mountains, wetlands, and deserts. Compiling information about Utah native creatures, plants, and nature will lead them to their next adventure: "The Wild Robot."

5th Graders learned to create circuits using a variety of materials. They used their knowledge of circuitry to build paper circuits. Students learned how modern science incorporates origami engineering to create collapsible bullet proof shields, satellites, and medical equipment. Each student used their paper circuitry skills to incorporate paper circuits into an origami design of their choice. Ask them to tell you more.

6th Graders are engaging in a debate unit. Students are learning respectful conversation skills as they apply human rights while they debate. Students are preparing their final debates to present on February 11 and 13. Ask them to share what debate topic they will be presenting.

Explore more with your student:

San Diego Zoo Web Cams: <https://zoo.sandiegozoo.org/live-cams>

Origami and science: https://www.youtube.com/watch?v=fYf7nReaGPw&feature=emb_logo

Soil Science: <https://www.youtube.com/watch?v=LXUnGntFahE>