

**Sweet Gum Upper Elementary Community  
Distance Learning Plan & Digital Resources  
Week of May 4, 2020**

Dear Sweet Gum Community,

Below you will find details for the Week Six Distance Learning Plan.

**The following subject areas include new activities and projects this week:**

- **Reading** - Book Clubs Week Three and Making Connections
- **Writing** - Primary Sources and Living History
- **Math and Geometry** - Long Multiplication, without the Algorithm!
  - Geometric Form of Multiplication
  - Arabian Lattice Multiplication
- **History** - What would YOU do?
- **Science** - Electricity, Note Taking Exercise, and How to Make a Battery at Home
- **Geography** - Illustrated Maps and Salt-Dough Maps

If your child has not tried every activity from Weeks 1-5, you can find downloadable links to these plans under the “Downloadable Weekly Plans and Resources” panel on the webpage. Previous weekly plans from Specialists are also available on the Specials webpage.

In service,

Ms. Isaza and Mr. Kendall

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**New Content this Week:**

**Daily Reading and Response Journal:**

- Read a fiction book for a minimum of 1 hour per day. This book could be your new book club book, or an independent book you are already reading.
- Keep a response journal each time you read.
- If you are a member of one of the book clubs, we will discuss our journal focus at our weekly meeting!
- If you are reading an independent book, record in your journal:
  - What does your book make you think about?
  - Does it remind you of another story you have read before?
  - Does anything happen in the story that reminds you of something that has happened in your own life? Explain.

## **Writing Activity: Primary Sources and Living History**

1. First, read the excerpt (attached) from Lois Lowry's *Number the Stars*, which is set in Copenhagen, Denmark during World War II. As you read, choose **one** of these big feelings to focus on:

- Fear
- Frustration
- Confusion
- Joy
- Hope

Notice and jot down any details, thoughts, and actions Lowry uses to show this emotion through the chapter.

2. Next, [watch this video lesson](#) from Ms. Navarro about how to write your own primary source.

3. Now it's your turn! Choose several big feelings you've had lately and brainstorm specific times when you have experienced them. Decide which time is the most powerful or clear in your mind and rehearse the story aloud. Once you've chosen a seed idea, you're ready to draft!

## Math and Geometry:

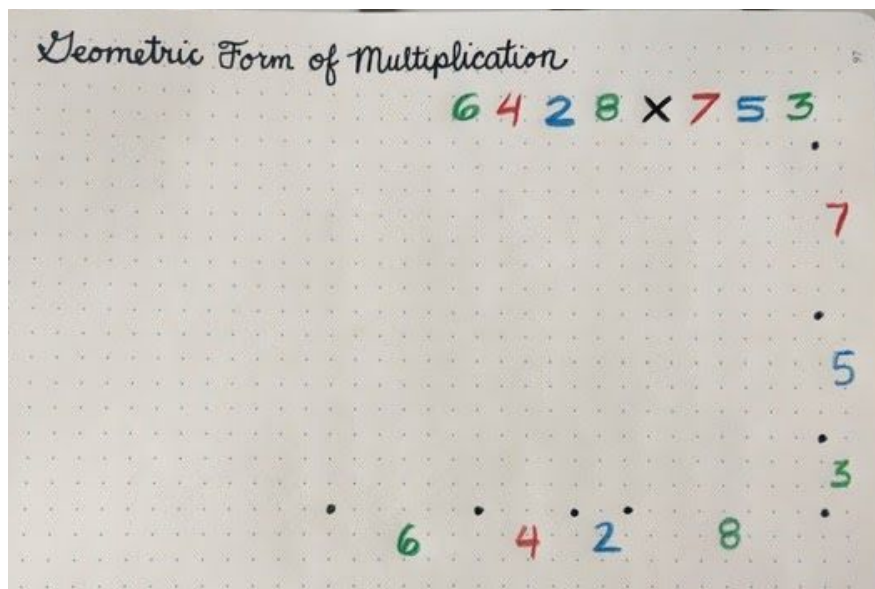
### **Geometric Form of Multiplication:**

If you are missing “Montessori Math” (by which I mean, math with our beautiful didactic materials and the abstract work that follows!), then Geometric Form of Multiplication might be just the refreshment you need this week.

Below are the steps to remind you how to create your own grid and find the final product of a multiplication equation without using the multiplication algorithm. You may use the algorithm to check your work at the end and see if it matches your work.

Review the steps pictured below, gather your supplies (ruler, pencil, and graph paper works best, along with a green, blue, and red colored pencil to symbolize units, tens, hundreds and the other decimal place values), and make your own problem to solve.

For my work, I wanted to find the product of  $6,428 \times 752$ . In other words, how much do I get if I take the quantity 6,428 a total of 752 times? I can make up a word problem to go along with this, to make this extra interesting: “*There are 752 rooms in an imaginary palace. Each room is 6,428 square feet! How many total square feet do I have in this insanely large palace?*” Read on to find out!



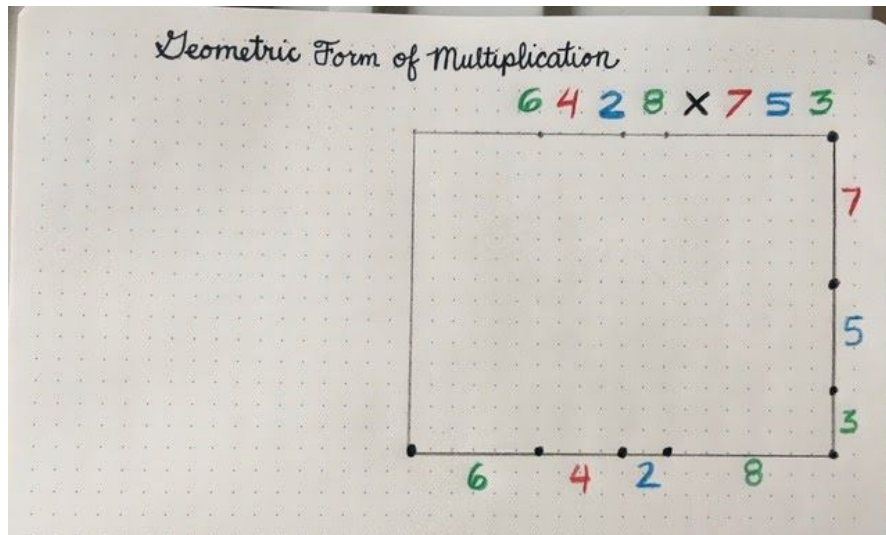
*I am going to start by making a dot in the lower right corner of my paper, but not at the very edge. I am going to make my multiplicand on the horizontal line: 6,428.*

Starting from my first dot, I move 8 units to the left on your graph paper and mark a dot (this shows 8 units). Then move another 2 units to the left and mark a dot (this shows tens). Then

move another 4 units to the left and mark a dot (this shows hundreds). Then move 6 units to the left and make a dot to mark 6 thousands.

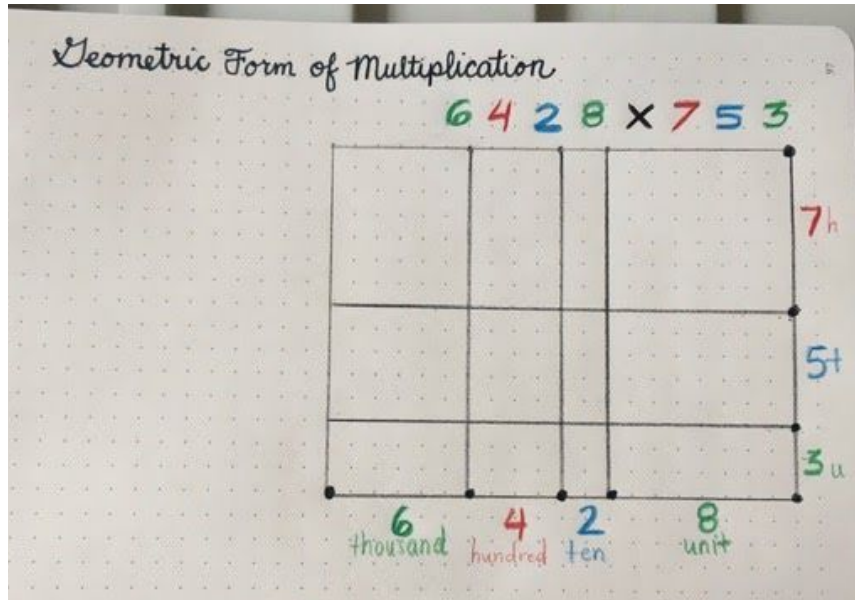
*I have made my multiplicand! Now I will make my multiplier as the vertical starting at my initial dot: 753.*

Starting from the dot you made on the far right side, move up vertically 3 units and mark a dot (this shows 3 units). Then move up another 5 units and mark a dot (this shows tens). Then up 7 units, showing hundreds.

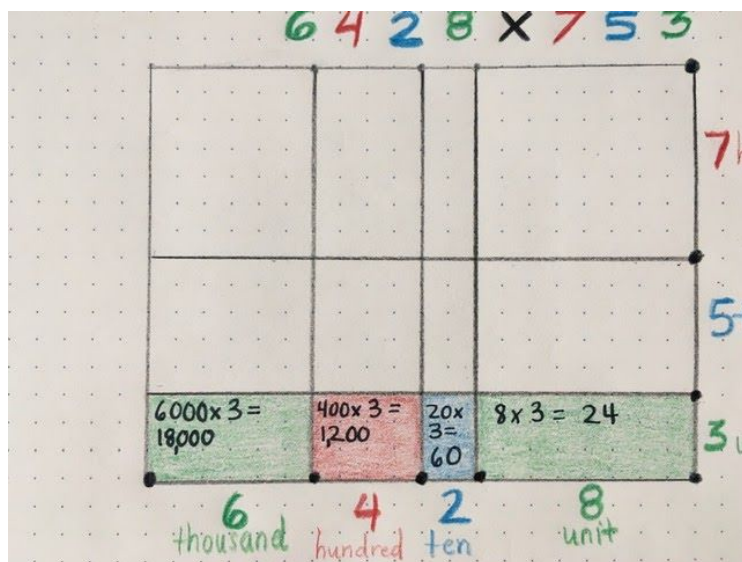


*I want to make this into a rectangle. I am going to use my fingers to trace the outermost points until my fingers meet in one point.*

I will use a straightedge and trace the perimeter of the rectangle, connecting the points, like the picture above.



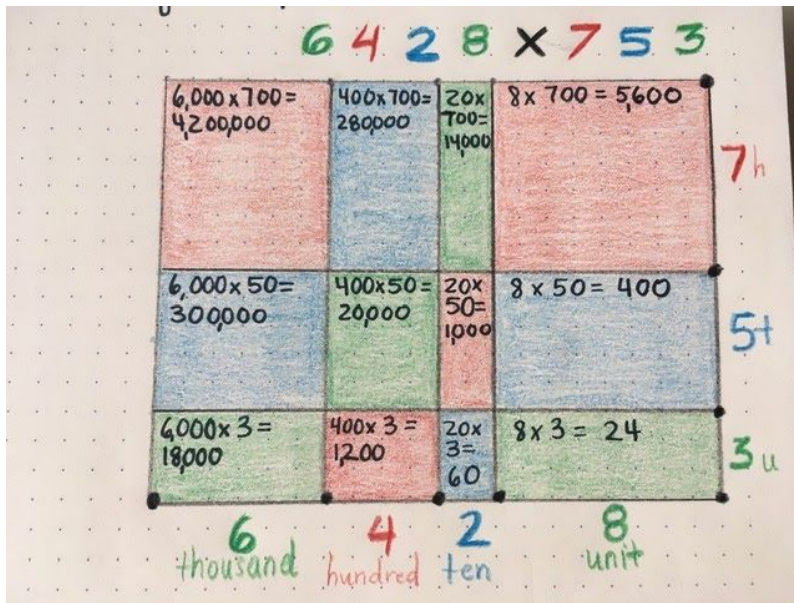
Now, every place where I have marked a dot for my multiplicand, I will use a straightedge to make a line from the dot, vertically, and then stop at the line where the unit multiplier is marked off. I will use the straightedge to trace from that point, moving right, to that point. This way, I have separated each category that I will multiply to find my product, seen above.



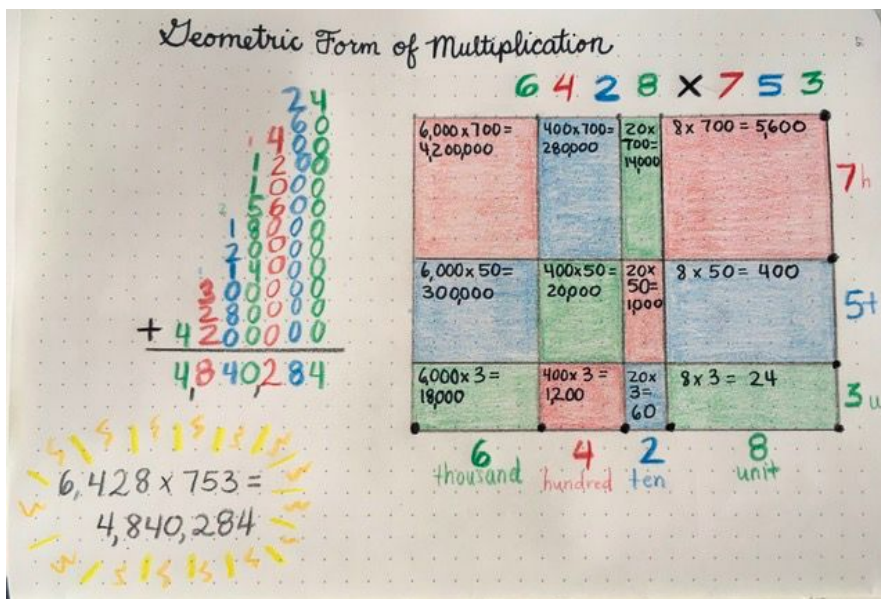
Now, I will begin to solve, just like we used to with the Checkerboard in Lower Elementary, except this time, we see rectangles instead of squares.

*I need to color these categories using the same colors as the Checkerboard. For example, where my units make a rectangle on my paper (8x3), I will fill it in with green color and then solve:  $8 \times 3 = 24$ .*





Now I begin to perform the multiplication for each rectangle, starting with units, and writing within the shaded section. I will write each category with all of the zeroes in each box. For example: 4 hundreds times 3 units is written as:  $400 \times 3 = 1,200$ .



Once I have finished multiplying each category, I need to add all of the numbers together to get my final product.

I write the answers from each category, with all the zeroes, to the left of the rectangle on the graph paper. I begin with the highest category and go down to the units. At the end, I add together and record my answer!

## Arabian Lattice Multiplication:

If you'd like another way to practice long multiplication at home, try Arabian Lattice Multiplication (handout attached, or you can use graph paper). The picture below demonstrates the process. Notice my own error and note to self - learn from your teacher's mistakes and use pencil!

5 4 3 2 1

0	0	0	0	0	1		
5	4	3	2	1	0		
6	1	0	8	6	4	2	
6	1	5	2	9	6	0	3
8	1	4	8	3			

Check:

$$\begin{array}{r} 54,321 \\ \times 123 \\ \hline 162963 \\ 1086420 \\ +5432100 \\ \hline 6,681,483 \end{array}$$

oops!  
hint for  
next time:  
USE PENCIL.

$54,321 \times 123 = 6,681,483!$

Don't forget to visit Mr. Hurwitz's curriculum supplements on the Specials page! He has shared a number of printable packets that are grade specific.

## **History: What would YOU do?**

Choose a subject from history that you've studied closely. This can be a time period, historical persona, or a historical event. The more you know about it, the better. Next, imagine that you're somehow transported to that moment in history; either taking the role of a person from that time (specific or general), or even just plopped down in the time period as yourself. What sorts of challenges are you facing? Do you speak the same language as the people around you? Do you know what to eat, how to dress, and where you'll live? If you took on the role of a person from history, what decisions do you need to make? From your modern perspective, what choices would you make differently from your historical persona? What would you do the same? What are the difficulties you'll face? Are there other people who will try to stop you, and, if so, how will you manage to overcome their opposition?

Working independently or in small groups, write down what you would do, and how you think things in your historical setting might change or stay the same. If you want to get really deep into the experiment, you can consider how any changes you make might affect the *rest* of history - how would the modern world look, after your changes?

Some examples of areas for exploration:

Historical personas:

- Abraham Lincoln
- Muhammed Ali
- Cleopatra
- Mahatma Gandhi
- Julius Caesar
- Elizabeth Cady Stanton
- Cesar Chavez
- Crazy Horse
- Etc.

Time Periods/Events:

- American Revolution
- Civil Rights Movement
- Ancient Rome
- Decades of the 20th century (1900's)
- The Agricultural Revolution
- The Renaissance
- Destruction of Pompeii
- Arrival of Europeans in the Americas
- Etc.



## **Science: Electricity, Note Taking Exercise, and How to Make a Battery at Home**

Read the information about how electricity works from this [website](#). There are eight sections within this general topic. Click on each topic and read each section. The sections are:

1. [Batteries](#)
2. [Circuits](#)
3. [Conductors and Insulators](#)
4. [Electric Animals](#)
5. [Generating Electricity](#)
6. [Lightning](#)
7. [Neon Lights](#)
8. [Static Electricity](#)

### **Note Taking Exercise:**

Take a close look at the labeled drawings from the website, and make your own labeled drawing of at least one of the diagrams in your notebook or journal.

Write down 10 important facts from the website. Consider what you think is the most important information to write down. What is the main idea from each section? You should also write down anything you find particularly interesting!

### **How to Make a Battery at Home:**

Below are two examples of everyday items that can serve as batteries. In order to provide electricity to light up an LED light, for example, you will need a few supplies you might not have around the house, or that might require some adult assistance to access (e.g. copper wire can be found if you no longer need a strand of decorative lights!). If you are able to gather the additional materials to go along with a few lemons (zinc nails, medium gauge copper wire, alligator clips, sandpaper, LED light), you are ready to make a battery at home! Whether you are able to make your battery or not, check out the short video with instructions about the lemon battery below, followed by a more involved video about how to create a penny battery:

[How to Make a Lemon Battery](#) by Johns Hopkins Center for Talented Youth

[How to Make a Penny Battery](#) on YouTube

## Geography Activity: Illustrated Maps and Salt-Dough Maps

This week, choose one of the two methods below (or do both!) to create a map of a place you love. Read carefully and choose a method that would work best in your home:

1. “Release your inner explorer” as Nate Padavick suggested in his engaging *New York Times* article last week. First, read the article below and take a close look at Padavick’s illustration process as he explains how to create your own illustrated map of a place or city you love. Even while we are staying home these days, this activity might satisfy your urge to travel or recall a favorite place. As Padavick mentions in the article, illustrated maps are not meant to be scientific, but rather, they serve as a visual feast representing the tastes and style of the artist.

[How to Make an Illustrated Map in 8 Steps by Nate Padavick, New York Times](#)

For more inspiration on illustrated maps, here is a link to the book, [Maps](#), which we keep in the classroom!

2. Try your hand at a salt-dough map! See instructions below:

**Step 1:** Make the dough: using your hands, mix together 4 cups of flour, 2 cups of salt, 2 cups of water, and 2 tablespoons of cream of tartar.

**Step 2:** Trace your place (perhaps a country or continent): print out an outline of the U.S.A. map or the continents. Here is a good website for printing maps: <https://www.seterra.com>. Cut out the outline or landform of your chosen map.

**Step 3:** Press the dough onto your cut-out map, filling into the shape of your map.

**Step 4:** Mark on your map: where you have family or friends living, where you’ve traveled, where you’d like to travel someday. Be sure to include a key for your map.



For detailed instructions on how to make salt-dough maps, check out this [website](#).

## **Repeat Content (Consistent from Previous Weeks):**

### **Writing Conferences:**

Please reach out to Ms. Navarro by email at [e.navarro@aidanschool.org](mailto:e.navarro@aidanschool.org) if you would like to schedule a writing conference with her. She would love to hear what you are writing about these days and support your creative work!

### **Weekly Spelling List and Activity:**

Parents, the lists attached are suggestions for the children. An old fashioned dictionary or independent reading books work fine to scout for new and interesting words instead of using the PDF lists.

Children, choose ten words to learn this week. Ideally these are words you use often but notice that you don't feel comfortable spelling in your own writing, or they can be words that trip you up while reading. As a backup, you can choose words from one of the high frequency lists, or new vocabulary you encounter through your own research.

Remember, new words will only stick if you use them, so practice multiple times and make sure they are going to be applicable in your work.

Once you have chosen words, practice spelling them correctly. Options for this include:

- **Word Wall Card**
- **Tiles:** spell with bananagrams tiles
- **Shaving Cream:** write in shaving cream using a silpat or tray
- **Skin/Air Writing:** trace the letters on your skin with a finger, tap each letter down your arm and then say the whole word, or write them in the sky using your whole arm
- **Stamp:** use an alphabet box to stamp the words with ink or into dough
- **Sand:** trace the words with your finger in a sand tray
- **Word Hunt:** search a book or the environment around you for each word and then record
- **Cirque du Soleil:** form each letter on the rug with your body
- **Chant:** chant each letters in a rhythmic pattern
- **Rainbow:** choose 3-5 colors and write the word in each
- **Story:** write a story/poem that includes all of the words
- **Teach:** teach someone else how to spell the word

Each time, make sure you:

1. Read the word aloud (while looking at it in written form).
2. Spell the word aloud, one letter at a time.
3. Attempt to spell without looking at the word (using one of the above methods).
4. Check that you spelled the word correctly.

5. Create a sentence that uses the word (aloud).

High Frequency Word Lists (see PDF)

Grade 4 List (see PDF)

Grade 5 List (see PDF)

### **Math and Geometry:**

#### **Khan Academy:**

Parents, you are encouraged to create an account on Khan Academy for your child. The accounts are FREE. You may click the grade level links below to subscribe your child to a course under my teacher account page, where they can access learning content (video tutorials and activities) and I can view their progress through course content. Content is not lock-step, and it is self-paced. If you do not subscribe your child to the “courses” via the links below, I will not be able to view their progress or work, but the children will still be able to access the various tutorials and content.

Each day, your child should choose an appropriate topic to review/learn and practice. If this is their first experience on the Khan Academy platform, they may need some guidance finding an appropriate topic of study. In general, grade level topics should be familiar territory (e.g. a 4th Year should look through the 4th Grade content and select a topic).

If for any reason your child does not have access to a computer or you prefer to support their work differently, there are plenty of alternative ways to build math appreciation, number flexibility and to practice building skills. Please see the links below with further ideas (I recommend “Numbers Talks” at this [link](#) - once a parent knows how to have a number talk, these can make for fun, spontaneous conversations).

If you have simple tools at home (e.g. geometry compass, ruler, measuring cups, graph paper, protractor, thermometers, etc.) your child is encouraged to put those tools to good use! If you have workbooks at home (e.g. Kumon, Spectrum, Common Core Math) please feel free to use those instead of Khan Academy for skill practice.

Because each child’s math and geometry work is individualized at school, I understand that supporting this work can be a challenge outside of school. Please feel free to drop me a note for some guidance or assistance identifying the best fit for your child.

Khan Academy information letter to parents: [link](#)

Grade 4 Math Essentials Course [link](#)

Grade 5 Math Essentials Course [link](#)

Grade 6 Math Essentials Course [link](#)

If you are nostalgic (as I am) for our Montessori Math Materials, have a try at [extracting the square root or finding common multiples on the pegboard](#) VIRTUALLY, a new resource coded by a Montessori teacher's husband! This resource might be most fun for parents, to get a glimpse at how our materials work. A little tutorial can be provided if you request :)

### **Science:**

Select a science project from this [link](#). Make sure you have the materials at home that are needed for your project of choice. Follow the instructions, collect data and observations, and write down your conclusions. Send photos of your process, or share your conclusions with me by Friday at [j.isaza@aidanschool.org](mailto:j.isaza@aidanschool.org)

### **Cooking:**

Miss the Learning Kitchen? Here's how you can keep sharpening your cooking skills at home, even with limited ingredients:

1. Inventory your kitchen! Ask your parents which ingredients in your kitchen you're allowed to use for your project, write a list of everything you have access to, and email it to Mr. Kendall.
2. Get your recipe! Mr. Kendall will use your list to find a personalized recipe for you to try out at home (or find your own by entering your ingredients into SuperCook).
3. Cook! Be sure to ask for parental support with anything difficult or dangerous.
4. Record your results! Write down your observations about the process, noting things you enjoyed doing, things that were difficult (and why), things that went well for you, and things with which you struggled. If you'd like, take pictures!
5. Share your results with others! Share the finished project with your family, and share your notes with Mr. Kendall and the class.
6. Be sure to clean and sanitize any kitchen tools or surfaces after use.

Each week you'll be able to get another personalized recipe, so be sure to let Mr. Kendall know if there's something you're particularly interested in trying.

### **Care for the Home and Others:**

- Plan a meal to cook or a recipe to bake. Be sure to clean the kitchen thoroughly upon completion, and return any tools and utensils to their proper home.
- Offer to care for any houseplants or family pets.
- If you have your own bookshelf, organize it by genre (e.g. fantasy, literary fiction, nonfiction, science fiction, poetry, etc.) or by author last name, or help a sibling organize their shelf.
- Wash and fold your own laundry.
- Offer to set the table for a family meal.
- Fix something broken (e.g. darning a sock).

- Ask an adult how you can help with a task (carrying groceries, taking out trash, etc.)
- Write a list of questions on paper slips and have the family draw questions from a bowl or hat to make for some interesting dinner conversation.
- Call someone lonely.
- Play with a sibling.
- Read aloud to a younger sibling.

**Care for Self:**

- Take a mindfulness break
- Do something creative (e.g. paint, draw, write a poem, build something, play music, make a booklet and decorate the cover)
- Prepare a healthy snack or smoothie
- Get some exercise (e.g. practice yoga)
- If you have the resources nearby, try some handwork (kumihimo, knitting, crochet, embroidery, origami, sewing)
- Learn something new from YouTube (see links below)
- Learn something new from someone else!
- Wash your hands often :)