Sweet Gum Upper Elementary Community
Distance Learning Plan & Digital Resources
Week of May 18, 2020

Dear Sweet Gum Community,

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

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

- **Reading** - Narrative Point-of-View
- **Writing** - *Essential Words: Letters of Gratitude to Essential Workers* from 826 National
- **Math and Geometry** - Financial Literacy: Principal, Simple Interest, Rate and Time
- **History** - Human Migration Stories
- **Science** - Rube Goldberg Machines
- **Geography** - The Phases of the Moon

If you have not tried every activity from Weeks 1-7, 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

New Content this Week:

Daily Reading and Response Journal: Narrative Point-of-View (P.O.V.)

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.

This week, we will focus on the **narrator** of your story.

The famous writer, Anne Lamott, has some strong opinions about narrators. Here's what she has to say: *"Having a likable narrator is like having a great friend whose company you love, whose mind you love to pick, whose running commentary totally holds your attention, who makes you laugh out loud, whose lines you always want to steal. When you have a friend like this, she can say, 'Hey, I've got to drive up to the dump at Petaluma-wanna come along?' and you honestly can't think of anything in the world you'd rather do."*

Here is a helpful way to think of the different kinds of narrators you might find in a story:

Third-Person Point-of-View (or "Balcony View"):

If a story were unfolding on a stage, the person up in the balcony would be able to observe all that was going on and tell the story from a third-person point-of-view. This would be an outside observer, someone outside of the story, who would be able to relate the events of the story to someone else. This point-of-view uses third-person pronouns, such as *he*, *she*, *they*, as well as the names of characters in the story. Balcony view is a great way to make the reader feel like they are watching a story unfold. When a story engages the reader's imagination, third-person can provide a cinematic feel to a story. It also gives you three different approaches:

- **Omniscient** — The narrator not only tells the observable actions of the story but can also relate the thoughts and emotions of each character to the reader. This gives the feeling of being both distant and close to the story because you're an outside observer, but you're also able to get inside of characters' heads.
- **Limited** — This is like omniscient except the narrator is *limited* to relating the thoughts and feelings of just one character.
- **Objective** — This is a more journalistic approach of conveying only what can be observed.

J.K. Rowling's *Harry Potter* books are great examples of the Third-Person Point-of-View. So is *Peter Nimble and His Fantastic Eyes* by Jonathan Auxier.

First-Person Point-of-View (or "The Stage"):

If you're a performer on stage in a play, then you are a part of the story. This is first-person point-of-view. In first-person, the narrator is the main character of the story and is telling his or her story as it occurred to him or her. This brings you much closer to the events of the story because you're inside the mind of the main character and experiencing the story with him or her. First-person point-of-view uses first-person pronouns, such as *I*, *me*, *my*, *we*, and *us*. The Stage view is a great way to make the reader feel more immersed in the story, which is likely to keep them reading. Roald Dahl's novel, *Danny, the Champion of the World*, is narrated by Danny, the main character.

Second-Person Point-of-View (or "The Script"):

A group of actors can put on a play, but a script tells everyone what their role is and how to perform it in the story. This is second-person point-of-view. The script tells the actor where to stand, what to say, and how to say it. The Script view makes the reader a participant in the story because the reader is actually the main character. Second-person uses the second-person pronoun, *you*.

Second-person isn't used often in fiction because it's difficult to tell a story completely in second-person, but it can be useful to really immerse the reader in a story. The old *Choose Your Own Adventure* books used second-person to make readers feel like they had a choice in how the story played out. Second-person narration is rare in most popular books because it's hard to write a story where you dictate to the reader what's happening to them throughout. But it is a fun challenge and can be fun for readers as well.

- In your journal this week:
    - Identify what kind of narrator you are dealing with:
        - First-Person, Second-Person, or Third-Person
    - Get to know your narrator:
        - What are they like? Are they funny, charming, or dignified? Do they seem to have a clear vision of the story as they tell it? Do they tell the truth as they know it? Are they likable?
        - Imagine what your narrator looks like (perhaps they are even described in your story!). Draw a sketch of what you imagine your narrator looks like.

Writing Activity:

Essential Words: Letters of Gratitude for Essential Workers (© 826 DIGITAL 2020)

As students across the country have been sheltering in place, many may feel like there is no way to make a difference beyond the walls of their home. Let's change that by using our voices in an essential way. Using essential workers' kindness as our model, let's share gratitude with people who could use it the most by reflecting on our experiences and writing a letter.

Many of us know friends, family, and community members who are going to work every day to care for others, often at great expense to themselves and their own families. Many people are describing healthcare workers, grocery clerks, cleaning professionals, and other essential workers as at the "front lines" of the coronavirus "battle." While the militarization of this language does capture the danger and courage that encompass many essential workers' lives right now, it does not address the nurturing and caring nature of their work. Their work, right now and always, is rooted in service to the community. Let's take this opportunity as a community to thank them, not just because they are essential workers, but because they are brave, caring, and essential people.

- This project involves reflecting on what you're grateful for, researching the range of experiences of essential workers during the COVID-19 pandemic, and expressing gratitude.
- Use the "Feelings Bank" in the Essential Words—Handouts (see attached). Circle words you feel describe how you're doing right now. You may use the blank spaces at the bottom of the page to add your own words if your feelings aren't captured by those provided. *How are current events impacting you? Changing your routines? Making you feel?*
- Letter writing is an opportunity for conversation and connection around the many emotions we are experiencing. After reflections and research, that's what we'll do!

GRATITUDE REFLECTION

Using the chart in the Essential Words—Handouts (attached), write down a list of people, places, and things you're feeling grateful for right now. Get creative with the list—the people, places and things do not have to be people you've met or objects in your home. There are lots of examples to choose from: your pet, the nurse who took care of your mom, the sunshine, cloudy days, pencils, the beach, your bed.

Now, think about what kind of jobs or roles are considered essential at this time? Many mention people in the healthcare industry such as nurses or doctors. Some other roles that deserve our gratitude include:

- Maintenance Staff
- Case Managers & Social Workers
- Workers supporting groceries, pharmacies, and other retail

CHOOSING YOUR AUDIENCE

Next, choose one person on your list you feel gratitude toward. Consider writing to any individual who is on your mind during quarantine. Some of the basic needs that essential workers are risking, both during this pandemic and always, are listed below for you to consider:

- **Fair Pay:** Janitorial workers are notoriously underpaid for their essential work, often working for minimum wage. Their work during the pandemic – and always – is literally keeping the country alive. As they navigate for fair pay for this life-risking work, they often are met with little support.
- **Safety Precautions**: Many essential workers like bus drivers or retail workers are in close proximity to many people every day. Many of these individuals are not provided with the necessary safety precautions to keep them safe from the exchange of germs.
- **Resource Supply:** Masks, sanitizer, and other crucial resources have been in short supply. These resources keep essential workers, their patients and/or customers, and their loved ones safe and healthy.
- **Long/Irregular Hours:** Healthcare members may need to work extended or extra shifts due to an overwhelming number of patients needing care. Employees may need to work longer hours to cover for those who are ill or caring for family members. Teachers may work irregular hours to connect with all students and families while caring for their own.
- **Lack of Sick Leave:** Essential workers may not have health care. They may not be able to take extended sick leave and keep their job.
- **Inability to see families for fear of spreading the virus:** Essential workers who are exposed to the virus daily may be self-isolating from their families, causing additional strain for them and their loved ones.

With these inequities and challenges in mind, what questions do you have for your audience? Write them down on the “Question Bank” section of the Essential Words—Handouts (attached). We will not just acknowledge these difficulties—we will ask about them. Rather than assuming we know anyone’s situation, **asking questions creates space for essential workers to own their lived experiences**.

ACTIONS & IMPACTS

To begin the next step, fill in the actions column of the “Getting Specific” page in the Essential Words—Handouts (attached). The action column will consist of real observations of courageous acts from healthcare workers or the target audience of your choice. To come up with a list, think through your chosen person’s daily routine: *How might their life/job be different now? What actions do they have to take now that are different than usual? How might they be feeling?* This could also be an opportunity for you to do some research. Once the action column is filled in with a few activities, fill in the corresponding importance and impact of each action:

1. Importance: The societal influence these actions have.

2. Impact: The way these actions affect you personally.

EXPRESSING GRATITUDE

Now that you have described how you're feeling and considered the perspective and experience of essential workers, it's time to bring those two ideas together. The best way to thank someone is not just in the word thank you, but in **sharing how others have made our lives better.**

Consider the difference between these two sentences:

"Thank you so much for being such wonderful students!"

OR

"Thank you so much for coming to class every day. Seeing your face every day makes me feel like I'm not alone."

By sharing HOW someone makes us feel and WHY, it helps the people we care about understand their specific impact on our lives. Practice this technique using the "Expressing Gratitude" page in the Essential Words—Handouts (attached).

Now it's time to draft your letter!

How to share and submit your letter:

1. Share or send your letter directly to the recipient you know!
2. Present your letter to the class at our Friday Presentation Meeting.
3. Collect letters to send to your local hospital, grocery store, favorite restaurant, or other essential business.
4. 826 National is collecting letters to essential workers from students like you! By sharing your letter, you'll have the opportunity to have your words featured in a collection of letters shared with essential workers nationwide. Submit your letter here: https://826national.org/submityourwriting/

Math and Geometry: Financial Literacy (Principal, Simple Interest, Rate, and Time)

This week, let's talk about money and banking! Read the information below and practice applying the concepts at home.

Principal

Imagine that you have an enterprising older cousin, Camilla, who is saving some of her babysitting money every month. She decides with her parents to open a savings account at a bank.

When we put our money in a bank, that amount of money is called the **Principal**. A bank pays us money while we are keeping our money at their bank. The money the bank pays us when we keep our money in an account at their bank is called the **Interest**. The bank pays interest according to a **rate**. The rate is a percent, which means the bank pays a certain amount of money per one hundred parts. For example, 3% of $100 is $3.00, or 3 out of 100. The **time** is how long we keep our money in the bank. The bank thinks of this in terms of years. The rate then is expressed as "per year." So if your bank had an earned interest rate of 3%, and you put $100.00 in the bank, after 1 year, you would have $103.00 in the bank, according to that model.

In its purest definition, interest is a payment in exchange for the use of money over a period of time. You can earn interest by lending your money to a bank, like our imaginary cousin, Camilla, is doing.

Conversely, you must pay interest when you borrow money from a bank. The rate of payment can either be a fixed amount, or it can be a variable amount throughout the lifetime of the loan or deposit. Watch this student reporter from Canada explain how interest works when you want to borrow money from a bank: https://www.youtube.com/watch?v=saBc3aDfEug

Example of Interest Received: When you open a savings account at a bank, the bank pays you to keep your money on deposit at their bank. Interest is the payment you receive from the bank.

Example of Interest Paid: When you take out a mortgage (a type of loan) to purchase a house, you pay interest to the bank for the use of the money borrowed for the purchase of the house. Houses are expensive! Most folks cannot afford to pay for an entire house at once. With a mortgage from a bank, you can pay for your house over time, in smaller payments. In order to do this, you will also pay the bank in interest over time.

Simple Interest

There are two ways in which the interest on a savings account or a loan is calculated. Interest can be either simple or compound. Simple Interest is figured at a flat percentage. With savings accounts, it is often based on the total amount of money you deposit. For example, if you deposit $100 at 2% interest paid semi-annually, you receive $2 twice a year for a total of $4 of interest earned each year.

You might be wondering about compound interest. You can find out more on this site: https://www.mathsisfun.com/money/compound-interest.html

Solving for Interest (Word Problem):

Problem: To buy a computer, Raquel borrowed $3,000 at 9% interest for 4 years. How much money did she have to pay back?

Analysis: When money is borrowed, **interest** is charged for the use of that money over a certain period of time. The amount of interest charged depends on the amount of money borrowed, the interest rate and the length of time for which the money is borrowed.

Definitions:

Principal is the amount of money borrowed.

The **interest rate** is given as a percent.

Time is the length of time in years for which the money was borrowed.

Procedure: To find interest, take the product of the principal, the interest rate, and the time. Thus, the formula for finding **interest** is:

Interest = Principal * Rate * Time

Or: **I = P*R*T**

The asterisk symbol (*) stands for multiplication in the above formula.

Now that we have a procedure and a formula, we can solve the problem above.

Solution:

Principal = $3,000

Interest rate = 0.09

Time = 4

I = P*R*T or I = (3000)*(0.09)*(4) = $1,080.00

Answer: Raquel had to pay back $3,000 in principal plus $1,080 in interest for a total of $4,080.00 after 4 years.

Now, write your own word problems to solve for simple interest. If you have explored compound interest, you can write more word problems and send them to a friend or family member to solve.

For parents: interested in giving your child the experience of borrowing and lending money? Check out these five experiential ideas here. Parents can find more ideas related to financial literacy here.

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: Human Migration Patterns

1. Read the Newsela article, “The earliest humans: foragers and gatherers” (attached). You might also use this Smithsonian article for additional information (linked and attached): https://www.smithsonianmag.com/history/the-great-human-migration-13561/

2. As you read, take notes or highlight every piece of information or clue given about human migration out of Africa.

3. After gathering all clues, begin mapping the migration patterns of early humans using the map attached.

4. Label the parts of the map, using the list below:

• Africa • Europe • Iberian Peninsula
• Middle East • Israel • Turkey
• Arabian Peninsula • Croatia • India
• Asia • Indonesia • Papua New Guinea
• Australia • North America • South America
• Mediterranean Sea • Red Sea • Indian Ocean

5. Compare all of your individual notes and clues you collected while reading the article to decide which pieces of information are important to the story of human migration.

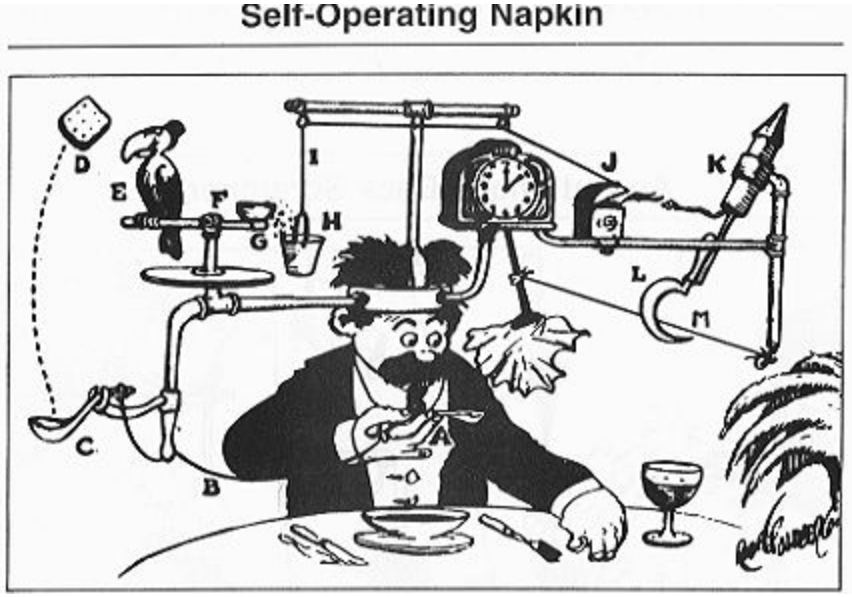
6. Use the symbols provided in the map legend to draw the course of human migration. On your map note evidence of:

- Migration routes
- Water crossings
- Mountains
- Evidence of human habitation, including Homo sapiens and Neanderthal areas of settlement

7. Label the migration routes with the approximate date ranges for when humans moved into these areas.

8. Do you have a migration story to share? Perhaps your ancestors traveled by boat, plane, train, car, or by foot to settle in a new place. You might choose to learn more about your own family’s migratory history and share it with us.

Science: Rube Goldberg Machines



Rube Goldberg (1883-1970) was a Pulitzer Prize winning cartoonist best known for his zany invention cartoons. He was born in San Francisco on the 4th of July, 1883 – and graduated from U. Cal Berkeley with a degree in engineering. His first job at the San Francisco Chronicle led to early success, but it wasn't until he moved to NYC and began working for Hearst publications that he became a household name.

Rube Goldberg is the only person ever to be listed in the Merriam Webster Dictionary as an adjective. It's estimated that he did a staggering 50,000 cartoons in his lifetime. For videos about Rube: https://www.rubegoldberg.com/about/.

A Rube Goldberg Machine is "a comically involved, complicated invention, laboriously contrived to perform a simple operation" (Webster's New World Dictionary). Humor and a narrative are what separate a Rube Goldberg machine from a chain-reaction machine. Each of Rube's cartoons told a story and his entire goal was to get you to laugh.

This week, let's take part in the Rube Goldberg Challenge! Start by watching this short Youtube video to learn about the project. It was created by Mr. Goldberg's granddaughter, Jennifer George.

1. **Research and Plan**
   Before we continue, be sure you know a bit about simple machines. This might be a great opportunity to consult with Ms. Stewart, or logon to *Encyclopedia Britannica*. Attached is a Rube Goldberg Resource document you might use as well (attached).

Simple Machines:

1. Lever
2. Inclined Plane
3. Wheel and Axle
4. Screw
5. Wedge
6. Pulley

Below are some guiding questions to consider before you design your machine:

1. What is work?
2. How do machines multiply force without multiplying work?
3. What are the different types of energy?

2. Design and build your Rube Goldberg machine in 10-20 steps to drop a bar of soap into someone's hands.

3. Write a machine task description

Example: The palm tree falls over, knocking into the parrot, which in turn... etc.

4. Present your machines to the rest of the class with the task description serving as a narrative.

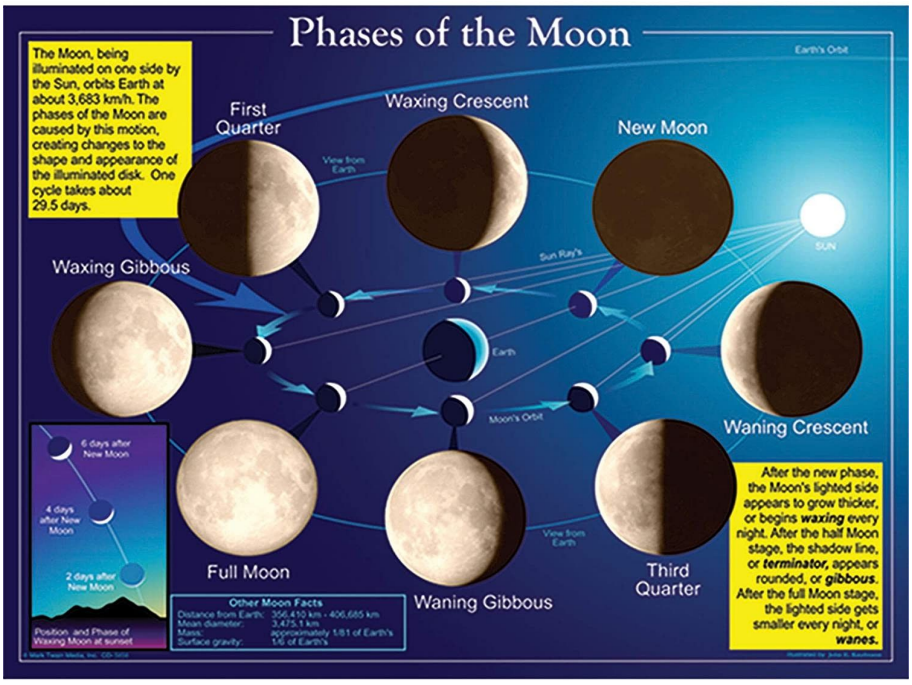
Geography Activity: The Phases of the Moon

The Moon is a natural satellite of planet Earth, taking about a month to revolve all the way around our planet. Its orbit is very nearly circular; it stays about 380,000 kilometers away from us as it moves counterclockwise (as viewed from a northern hemisphere perspective). It also stays fairly close to the Earth's equatorial plane (an imaginary extension of Earth's equator out into space).

As you may expect, the Moon doesn't just revolve, it also rotates about its own axis – but in quite an interesting fashion. Over the millennia, the Moon has become "locked" into a special kind of motion around the Earth. It rotates on its axis at the same pace as it revolves around the Earth. As a result, the Moon keeps the same face toward us throughout its orbit! Watching a video is perhaps the best illustration of this: http://www.youtube.com/watch?v=OZIB_leg75Q

So, you may hear astronomers talk of the "nearside" and "farside" of the moon. While Earthlings can only view the nearside, astronauts and spacecraft have successfully taken images of the farside. There is not actually a "dark side" of the Moon.

The observed phase of the Moon is determined by its position relative to Earth and the Sun. In the 29.5- day period that the Moon takes to orbit the Earth, it will appear as different shapes because of our planet's viewpoint. In actuality, half of the Moon's surface is being hit by sunlight. But, because of our relative positions, we'll see the Moon swell from the new Moon, through the crescent, to the first quarter, to the swollen gibbous moon, and then the full Moon, before waning to the new Moon again.



Try one or all of these ideas to get to know the phases of the moon this week:

- Make your own model of the phases of the moon. Try this at home with your family or model the moon phases for younger siblings! You can use styrofoam balls, spherical fruit, or clay to represent the Moon, Sun, and Earth.

- Now that the weather is starting to warm up, get outside (or look from a window) and track the phases of the moon for a month. Use the NASA Moon Journal attached.

- Make your own note cards and drawings to remember the scientific terms:
    - New Moon
    - Waxing Crescent
    - First Quarter
    - Waxing Gibbous
    - Full Moon
    - Waning Gibbous
    - Last Quarter
    - Waning Crescent

- Visit NASA's "Earth's Moon" Website for research: https://moon.nasa.gov/
    - For a close up look at Earth's Moon Phases in 2017, watch this video: https://moon.nasa.gov/resources/5/moon-phases-2017/

- Study the moons of another planet! Compare them to Earth's moon.

Weekly Content:

Writing Conferences:

Please reach out to Ms. Navarro by email at 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

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 :)