Remote Learning ~ Week At-A-Glance
AGATE 3-4
April 27-May 1

AGATE 3-4	Mrs. Taylor and Mrs. Fairchild

Please do your online check in as soon as possible.
Need help? Email Haley Warr at hwarr@nkschools.org for help.
Learning from home looks different from learning at school, even the guidelines for how much time a student should spend learning are different.
Please remember to dedicate 60-90 minutes to Remote Learning each day.

ELA & Math	ELA	Math
	• **Table of Content**: At this point, your table of content might look like this... **(Tab) Scientific Method: pgs. 1-3** **(Tab) Simple Machines: pgs. 4-6** Now, your next entry will be called: **(Tab) Variables: pgs. ?** • *Make sure to add all your new learning as we go to your table of contents with page #'s* • **Scientific Method/Data Analysis:** So far in this section you have your notes on the scientific method. You added a second tab called • **Simple Machines** and took notes behind that tab. Your materials list should be in this section of your journal. • For this week, add another tab and call it **Variables**. Behind this tab, take notes from the videos and articles provided for this lesson. In this section, you will also make scientific sketches of your two-wheeler designs and write about what happened when you rolled your two-wheelers down a ramp. Record all your trials in this section of your journal. • **Glossary:** Add new vocabulary • **Compare Vocabulary** list attached to your glossary so far. Do you need to add any words? • **Scientists Poem**: Put a Yellow Square around all the verbs (action words)	• IXL Skills-Fact Fluency • 4th grade J-skills, 5th grade W- skills. We know you may not have finished these skills yet. Continue any you have not finished from last week. • IXL 4th grade-N skills, 5th grade- Z skills. Focus, primarily on the linear measurement skills. *******New Skill this Week******** • IXL 6th grade-Science Tab- B-2 Identify independent and dependent variables. **We are hoping students spend approximately 15-20 minutes a day** Measurement activity: • Collect measuring tools: ruler, yardstick, tape measure, meter stick etc. • As you run your trials (rolling your two-wheelers down a ramp) record the distance it goes each time. Watch Mrs. Fairchild's trials. • In Study Jams -Data Analysis Unit, read and listen to the module on how to calculate the Mean/Average. • Using a calculator, to compute the average of your trials. Ask a parent for help if needed!

	• **Yes Ma'am Poem:** Cut out and add to your variables tab section. Read it out loud. • Making a pocket Video	
	Social Studies	Science
	low that you have finished your Vashington state regional report, we are sking you to begin researching a topic of our choosing. It can be anything that nterests you! hese notes can be kept in a separate otebook or loose-leaf paper. Remember, otes can be in word form or sketches; 't's up to you!	• Variables (flowers) -take notes • Variables (Runner) Take notes • Science A-Z Quick Read (Attached to email) • Science A-Z Worksheet (Attached to email) • The Quick Read is for you to read highlight or underline important/key words and phrases. Add any vocabulary to your glossary. The Worksheet reinforces concepts and has some practice examples for you to complete. • Magic School Bus Plays Ball Take notes. There is a lot of new vocabulary in this episode! • After meeting with Mrs. Taylor and Mrs. Fairchild in our Zoom meeting, you will create a two-wheeler and do some experiments. 1. Make your two-wheeler. Remember, a two-wheeler is made up of ***two wheels*** and an ***axle***. 2. Watch the Scientific Drawing video from Mrs. Taylor. 3. Make a scientific drawing of your two-wheeler in your notebook behind the variables tab after taking notes. 4. Roll your two-wheeler 3 times down a ramp and record how far it rolled each time on the attached document. 5. Change **ONE** variable on your two-wheeler. (For example: you could make your wheels BIGGER or smaller.) 6. Make a second scientific drawing of your new two-wheeler and write a hypothesis of how you think the change will affect the distance it will

		roll. Write this under your second scientific drawing. 7. Try it! Roll your new two-wheeler 3 times and record how far it rolled. 8. Compare your results! Which two-wheeler performed better overall? You can run as many trials as you want. Just remember to only change **ONE** variable at a time. Be prepared to share your **Results** at next Monday's zoom meeting. Send us pictures of you doing your experiments.
Specialist Time	PE/MUSIC	Library/Technology
Connect with Your Teacher	Office Hours every day 9:35-10:15, teachers are available by email or pre-arranged phone call during this time.	
Connect with Other Students	Class Meeting EVERY Monday 9:35-10:15 visa ZOOM conference call **Parents: please do your online check in as soon as possible. If you need help with this, please email Haley Warr at hwarr@nkschools.org**	
Friday Feedback		

Two-Wheeler Trials: Recording Sheet

Directions: Now, you get to test out your two-wheelers. Completing 3 attempts for each trial, measure the distance traveled for each run and record it. Then figure the mean for each trial. Now Change ONE variable only and complete 3 attempts for a second trial. Record distance for each run, record it, then find the mean.

Two-Wheeler	Measurement attempt #1	Measurement attempt #2	Measurement attempt #3	Mean/Average

Trial 1				
Trial 2				
(optional) Trial 3				
Trial 4				
Trial 5				
Trial 6				

VOCABULARY

Scientific Method- the step by step method scientists use to solve problems and test ideas.

Observe-to use senses (sight, smell, touch, hearing, and taste) to carefully obtain information.

Measure-to determine the size or amount of something in relation to a standard.

Question-something you are curious about that you can observe and measure.

Research-to find what you need to know before you perform your experiment**.**

Information- collected facts and data about a subject.

Predict/Hypothesis- to make an educated guess about what you think will happen.

Design- a plan for what you are going to do

Independent Variable-the "one thing" you change to see if your hypothesis is true

Dependent Variable- the change that happens

Controlled Variable-the one thing that stays the same

Experiment- the test you design about your hypothesis

Record-write down your information

Analyze-to study the test results and think about what they mean

Conclude- to judge something based on what you have observed

Report- to tell about what happened

YES MA'AM By, S.Davey

Is this a variable?	Yes ma'am.
Is this a variable?	Yes ma'am.
How do you know?	It's anything that can be changed.
How do you know?	They affect investigations
Give me some examples.	A long string can get shorter.
Give me some examples.	A small boat can get heavier.

Is this a changed variable?	Yes ma'am.
Is this a changed variable?	Yes ma'am.
How do you know?	It is deliberately changed. .
How do you know?	Everything else stays the same.
Give me some examples.	We can cut our strings.
Give me some examples.	We can add more washers.

Is this a controlled variable?	Yes ma'am.
Is this a controlled variable?	Yes ma'am.
How do you know?	It doesn't change.
How do you know?	It controls the investigation.
Give me some examples.	The pencil stays in one place.
Give me some examples.	We all use the same cups.

And are you through?	Yes ma'am.
Did you tell me true?	Yes ma'am.
What did you chant?	Variables!
What did you chant?	Variables!