

From: Stephanie Conant stephanieconant01@yahoo.com [maury_elementary]
maury_elementary-noreply@yahoogroups.com
Subject: [maury_elementary] Think Tank: Week 31 Updates
Date: March 23, 2020 at 2:48 PM
To: Maury Listserve maury_elementary@yahoogroups.com



Dear Parents and Guardians,

I'm looking forward to our first week of distance learning. Feel free to contact me through email (stephanie.conant@k12.dc.gov), text message , or twitter (@maurythinktank) between 12:00 p.m.-4:00 p.m. T-F this week. Your notes, updates, and children's questions will be the highlight of my days.

Each week I will send out my regular newsletter. I'll send out links to opportunities to learn about different science careers or learning opportunities. I'll also give experiment ideas from the units we left off with. (Feel free to borrow ideas from different grade level units.) Finally, feel free to send any questions you have from the DCPS packet science sections my way.

Wishing good health to all!
Ms. Conant

Week 31 in Think Tank

Whole School Opportunities

I'll be watching National Geographic's Explorer Classroom YouTube event M-F at 2 PM ET. I think your children would really like this program, too. If you register your child for any of these talks online, he/she may have the chance to be an on-screen participant and ask Explorers about their work. If not, like me, you will still be able to watch the program. Click the link [here](#) to go to the website. The schedule for this week is below.

Monday-Laura Ekheart, Wildlife Conservation
Tuesday-Kyle Abernathy, Engineering Crittercams
Wednesday-Erica Bergman, Building and Using Submarines
Thursday-Shah Selbe, Conservation Technology
Friday-Erica Woolsey, Protecting the Ocean

In addition, I'll be listening to Tinkercast's Wow in the World podcast. Join me in listening to this week's episode: *The Buzz on Bee Barf! Sticky Science Behind Bumblebee Vomit!*

Pre-School- This week pre-schoolers would have started their force and motion unit with me. As a result, if you have any marble runs or different sized balls at home, let's continue that science unit. Questions to ask include:

- Does a heavy or light ball roll faster?

- Which surface lets a ball roll farther?

Kindergarten-This week kindergarteners would have started a new unit on monarch butterflies. It's hard to believe with everything going on right now, but the monarchs have started their journey north from Mexico. So let's start our study, too. Consider starting this unit by having your child watch a video about why butterflies are bright colors. Here is the link: [MysteryScience Butterfly Video](#).



Why are butterflies so colorful?

In this mini-lesson, students discover how butterflies' colors can help them blend into their habitat or scare a...



(You shouldn't have to log-in to MysteryScience. The video should be free.) There is also a great activity worksheet included on the website. Students can write cards or make their own butterflies. In the past, students have gotten a real thrill from watching their butterflies fly across the room. Questions to ask include:

- Why are butterflies bright colors? (In order to camouflage into their environments or to warn predators not to eat them.)
- What color is a monarch butterfly? (orange and black)
- What do those colors mean? (The milkweed the monarch eats as a caterpillar makes it poisonous to birds as a butterfly. As a result, the monarch's colors tell birds not to eat it)

First Grade-The students were learning about long-distance communication before we left. This week consider experimenting with materials for making the best string and cup telephone. Here is a [video](#).





that explains how to make a string and cup telephone. Questions to ask include:

- What did you use to build your string-and-cup telephone?
- What materials made the best string-and-cup telephone? Did you try to improve your design by using different types of strings or cups?
- What was the longest distance you can send a clear message using a string-and-cup telephone?
- Why did the experiment work the best when the string was tight?

Second Grade-This week students can try creating a map of the world and labeling the oceans. Consider using these as placemats at home so students can review them on a regular basis. I would also encourage students to use GoogleEarth in their free time.

Questions to ask include:

- What bodies of water are saltwater?
- What bodies of water do you think are freshwater?
- Do you think most of the water on Earth is fresh or saltwater?
- Why does the Earth have the nickname the blue marble?

Third Grade-This week students can look at any seashells you have at home. Look up pictures of bivalve shells and univalve shells online, too. Consider making scientific drawings of those shells or an ocean picture using markers. If you would like to do an experiment, consider creating your own watercolors for your picture (as taught in the video [here](#)).





Make Your Own Watercolors! #sciencegoals

Have you ever wanted to make a painting but you've run out of paint? Learn how you can make your own watercolors...

Questions to ask include:

- Why do mollusks need shells?
- What is a *bivalve* seashell like? What is a *univalve* seashell like?

Fourth Grade-This week students can continue to study how light reflects off mirrors and other surfaces into their eyes. Watch the [Bill Nye video](#) about eyes (you can stop the video once it gets to the "Streets of New York." section). Encourage your child to make a diagram of an eye on paper and label the important parts. Questions to ask include:



Bill Nye The Science Guy on The Eyeball (Full Clip)

Take a look... with your eye. You'll see how it works. You'll see things right side up that start out upside dow...



- What are important parts of the human eye?
- How does light enter our eyes?

Fifth Grade-Let's review physical and chemical changes by making pancakes. Remember that a physical change changes the appearance of substance. For example, when you melt butter, its state of matter changes, but it is still butter. However, a chemical change occurs when a substance changes and has new properties. For example, when you cook pancake batter it changes into a pancake. Questions to ask include:

- What are examples of physical changes?
- How can you tell if there has been a chemical change? (a gas is produced, temperature changes, odor change, color changes, a solid forms when two liquids

temperature changes, odor change, color changes, a solid forms when two liquids are combined, and/or light is emitted.)

- Can you undo a chemical change? (usually not!)
- Is cracking an egg a physical or chemical change? (physical)
- Is frying an egg a physical or chemical change? (chemical)

Posted by: Stephanie Conant <stephanieconant01@yahoo.com>

[Reply via web post](#)

• [Reply to sender](#)

• [Reply to group](#)

• [Start a New Topic](#)

• [Messages in this topic \(1\)](#)

[VISIT YOUR GROUP](#)

yahoo!

• [Privacy](#) • [Unsubscribe](#) • [Terms of Use](#)