

# Home-School Connection #29

Write at least three thought provoking- discussion questions



5 Branches of KEEP

SPRING FAIR and K.E.E.P!

You raised \$298.76! Isn't it remarkable when people work together? Were you surprised by how much you raised? Please talk about all the different people and different *ways* people helped make the KEEP fundraiser so successful This includes the fair organizers giving us the two tables to use in such a good spot.

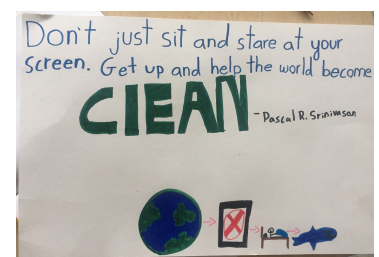


**ECONOMICS:** A big theme the last two weeks has been *economics* and supply and demand. Why do people pay more for certain things than others? What goes into pricing? Please talk about this with your families. Think about things you and your family value and are willing to spend more on. Why, for example, do handmade items cost more? What costs a lot now that might not cost so much in one year or 10 years? Why do so many objects we use come from other countries? Why do organic foods often cost so much more than non-organic foods? We also talked about why time=money. Please talk to your parents about

this and about why people are willing to donate their time or objects. For example, both Emack and Bolios and Anna's Taqueria donated all the proceeds they made at the spring fair to Driscoll. Last year Anna's donated half, but this year 100% went to Driscoll. Why would they be willing to do that? Ask your parents what they give time or money to and why. What do they get or feel or learn from giving? What about you?

**JOB/SALARY:** We noticed that some of the amusement park staff were grumpy and why that job can be hard. This made us think about why some people are willing to do jobs that don't pay that well. Or why some people do jobs that do pay well, but don't make them happy. Of course if one can get a job that you love and that gives you a good salary that is the best, but sometimes one has to choose. Ask your parents about choices they have made when it comes to work.

**ACTION:** Now it's time to walk the walk and not just talk the talk. Explain the five branches of KEEP and what specific action you can take to help the problem you are trying to solve. It cannot be, "I will get plastics out of the ocean" unless you are planning on diving into the ocean to pull out plastics. As Pascal wrote, "Don't just sit and stare at your screen, get up and help the world become clean." What specific action do you want to

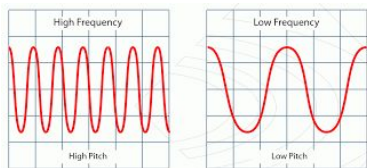




do with the money we raised or with the knowledge you are gaining about one of the branches?"

SCIENCE AND MCAS: On May 19 and 23 you took the Science and Technology/Engineering MCAS test.. What did you think of the test? How did it compare to the math and ELA tests?

The science mcas covers all types of science you have done from grades K-5. In order to get ready, we played the "I have -Who has?" vocabulary game. We drew diagrams of different scientific cycles. We studied different types of rocks and minerals and their different properties. We learned about erosion and what causes changes to the earth and which mountain ranges are youngest and oldest. Do you remember? We learned simple machines and experimented with moving the fulcrum closer or farther from the load. Can you explain how simple machines work and what they are? You took some practice tests and we watched some science videos like Science Court and The Way Things Work. (Woolly Mammoth Video) and you saw the cool Rube Goldberg Japanese video to show lots of simple machines in action. Here is the link: <http://thekidshouldseethis.com/post/75046352946>



#### THE SCIENCE of SOUND - THE SOUND OF SCIENCE!

In 5th grade we focus on energy. Recently we have been experimenting with sound energy!

**Sound is the energy things produce when they vibrate.** We have been focusing on *volume* (how loud or soft) and *pitch* how high or low a sound is. If a sound is high, it means the waves are vibrating fast- they have a higher frequency.. The reason a flute has a higher pitch than a

tuba is because the air is bouncing around inside faster than in a bigger space. We experimented with cups and strings and how the amount of water in a glass affects pitch. You are also going into sound stations to experiment with other materials like combs, rubber bands, tuning forks, hand pipes, and other found objects. Show your parents your home experiment and discuss why the pitch and volume might have gone up or down.

#### OTHER:

- ☐ What is a generous audience and why did we discuss this?
- ☐ How do you know if you are lucky, if you have never known anything other than what you have? (Natalie asked this when we talked about all the colors certain shrimp can see that humans can't.)
- ☐ Points Day Plans
- ☐ What's happening in *Absolutely Normal Chaos*,
- ☐ River Table Construction
- ☐ Track meet and specials: Art, Music, Conservatory, P.E. Chinese, Library: check off the ones you discussed. What's at least one question you asked?

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Due: THURSDAY 6/1 We made a time to do this on: \_\_\_\_\_ Parent Signature & Comments



Student rating (1-5) Please say why and which topics lead to the most in-depth discussions.