5th Grade Magnet Summer Newsletter

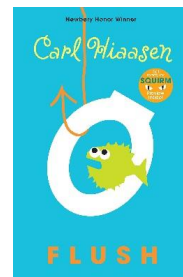**Summer 2020** | Stephen Foster Elementary School

Welcome to 5th Grade! We're excited about next year and hope you are too! This summer it's important that you read, so you can continue to grow as a reader. Read the books that interest you, but also read your required homework. During the year we'll be reading novels as a class to expand our vocabularies and understanding of deeper themes that authors' use. We hope you enjoy your summer. Relax, create and be prepared to dive into learning starting August 10th!

Classroom Supply List

- 2" 3 ring binder

- 3 ring binder dividers with 8 tabs

- 3 ring binder pockets (5)

- Headphones or earbuds

- 3 composition notebooks

- Bring Your Own Device (BYOD)

Required Summer Reading

The required summer reading for upcoming 5th graders is *Flush* by Carl Hiaasen. Attached to this newsletter you will find the directions for summer assignments to complete after reading.

Summer Assignment Help
You can find help/tutorials for all of the 5th grade summer reading assignments at this link:

https://docs.google.com/presentation/d/1gYTyclnexZgXiEJe7ZwU96ixAiXKPo5W-VirYtdXpYQ/edit?usp=sharing

Bring Your Own Device (BYOD)
Look on the next page for more information about this new initiative.

Required Summer Science Investigation

See attached paper for your summer science assignment and Stem Lab Wish List. Science Assignment Due: Wednesday, August 12th, 2020.

Math Expectations

Students will know **ALL** multiplication and division facts.

Important Dates

- August 7: Meet the Teacher
- August 10: First Day of School
- August 12: Summer Assignments Due

Wish List

- Post-it notes
- Flag tabs
- Tissues
- Tape
- Hand sanitizer
- Lysol wipes
- Sharpie Markers
- Dry Erase Markers

Distance learning during COVID-19 illuminated the need for everyone to become more knowledgeable with technology tools. Our vision is for every student to have the same digital device to use throughout the entire school day, however our first step in that direction is BYOD. The **Bring Your Own Device (BYOD)** initiative this school year will allow 5th grade magnet students to bring a laptop, tablet, or smartphone to use for educational purposes each day.

Having ongoing access to technology will help your child develop greater independence, increase engagement, and develop skills required to thrive in our evolving world. We look forward to the educational opportunities that BYOD will bring.

No matter the device, we want to empower our students with the skills to use their technology to its fullest potential. As important as it is to learn how to read and write, our students must learn how to effectively use technology for communication, creativity, computation, etc.

Participation in this initiative is **voluntary** and your child will not be left out if they do not have a device. We will continue to provide access to school owned technology.

We are excited to share more information on our BYOD initiative at Meet the Teacher and answer any questions that you may have at that time.

Summer Reading Assignments – 5th

🧠 **Build Background Knowledge**
Before reading the novel visit https://sanctuaries.noaa.gov/. The Florida Keys are a National Marine Sanctuary. Learn about how the sanctuaries are selected and what government agency oversees the sanctuaries. Write a brief description about the Key West Sanctuary for a travel magazine. Include information about special programs to protect it.

📘 **Read** Flush by Carl Hiaasen. A digital copy will be provided to all students on our school website. You may check out a hard copy from our library, if you would like to.

Mini Projects

📚 **Research**
- ❏ **Option 1:** It is the job of the local health department to monitor shoreline pollution warnings. Research what happens when the biologists find too much bacteria in the water. Use books in the library or sites on the Internet to find out the health risks of swimming and fishing in polluted water. Make a brochure that Noah might make to describe the health risks caused by water pollution at Thunder Beach.
- ❏ **Option 2:** Research and outline the Coast Guard's role in establishing and monitoring standards for marine environmental protection (https://www.uscg.mil/Mariners/National-Pollution-Funds-Center/laws_and_regulations/). Prepare a Google Slides presentation that someone from the Coast Guard might give to Noah and Abbey's school about the work of the Coast Guard, and how local citizens can help by reporting illegal operations.

✂️ **Create**
- ❏ **Option 1:** Create a diorama of a scene from the novel. Include images, models and quotes that portray the character traits of the main character. Create a board game based on the novel.
- ❏ **Option 2:** Create a board game based on the novel. Construct game pieces, directions, rules, 30 accompanying questions that test the knowledge of the players, and a box in which to contain the game.

✏️ **Write**
- ❏ **Option 1:** The sheriff places a gag order on Paine Underwood. Read the First Amendment to the United States Constitution, and write a brief essay that supports Paine's belief that "even a jailbird has a constitutional right to go on television." (p. 97)
- ❏ **Option 2:** Miles Umlatt is a journalist with the Island Examiner. He appears quite taken with Paine Underwood's story. The day after Paine sinks the Coral Queen, the headline of the paper reads: "Local Cabbie Defends Sinking of Casino Boat," and the day after Operation Royal Flush, the headline is "Casino Boat Busted in Pollution Probe." Select one of the headlines, and write the story as Miles Umlatt might have written it.

All summer reading assignments will be graded and entered for Quarter 1 in ELA.
The building background knowledge assignment will count as homework. The highest graded mini project will be entered as a mini-assessment and the other two will be entered as homework. It is highly encouraged for the students to take ownership of their learning and complete these assignments with little assistance from adults/guardians.

Brochure Rubric

Research what happens when the biologists find too much bacteria in the water. Use books in the library or sites on the Internet to find out the health risks of swimming and fishing in polluted water. Make a brochure that Noah might make to describe the health risks caused by water pollution at Thunder Beach. You will present this to your peers.

Category	4 points	3 points	2 points	1 point
Organization	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.
Ideas	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.
Conventions	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Graphics	The graphics go well with the text, and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.

Google Slides Rubric

Research and outline the Coast Guard's role in establishing and monitoring standards for marine environmental protection (www.uscg.mil/USCG.shtm/standards). Prepare a Google Slides presentation that someone from the Coast Guard might give to Noah and Abbey's school about the work of the Coast Guard, and how local citizens can help by reporting illegal operations.

Category	4 points	3 points	2 points	1 point
Content	All information is accurate and paraphrased. Student demonstrates strong understanding of content.	Most information is accurate and information is paraphrased. Student demonstrates an understanding of content.	Some of the information is accurate and information may be paraphrased. Student demonstrates some understanding of content.	Information is not accurate and information is not paraphrased. Student struggles with understanding the content.
Organization	Information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Graphics	All slides are attractive. Text is easy to read. More than half of the slides use graphics and effects to enhance presentation.	Three to four slides are attractive. Text is easy to read. Half of the slides use graphics and effects to enhance presentation.	Two to three slides are easy to read. Amount of text is too great for the amount of space provided. Less than half the slides have graphics or effects.	The slides are not easy to read. The amount of text is too great for the space provided. There is little use of graphics or effects.
Grammar	Capitalization and punctuation are correct throughout the presentation. There are no grammatical errors.	There is less than two grammatical errors on the presentation.	There are less than four grammatical errors on the presentation.	There are many (more than four) grammar or mechanical errors on the presentation.

Diorama Rubric

Create a shoebox diorama of a scene from the novel, <u>Flush by Carl Hiaasen</u>. Your final product should include the title of the book, the scene you create should show a setting from the novel, three or more characters that are depicted in the novel are included and labeled and finally a paragraph about the plot is written on an index card.

Category	4 points	3 points	2 points	1 point
Required Elements	The diorama includes the following elements: 1.Title of the book 2.Scene shows the setting 3.Three or more characters are depicted and labeled 4. A paragraph about the PLOT is written on an index card	The diorama includes all but 1 of the required elements.	The diorama includes all but 2 of the required elements.	Several required elements are missing from the diorama.
Creativity and Appearance	All materials were used to creatively reflect the setting of the story. The scene was carefully and neatly constructed. It shows evidence of hard work and time spent on it.	The materials were used to reflect the setting of the story. The scene was mostly neat and carefully constructed. It shows some evidence of time spent on it.	The scene represents the setting of the story; however, the details are not neat nor was it carefully constructed. It appears to be hastily done and is messy.	Little effort was made to represent the setting of the story. The scene lacks details, is messy, and appears to be poorly constructed.
Materials	Appropriate materials were used to clearly depict the setting of the story and characters. The materials cover all parts of the shoebox, which is visible to the observer.	Most of the materials were appropriately used to depict the setting of the story and/or the characters. The materials cover most of the shoebox, which is visible to the observer.	Some of the materials used were appropriate, in depicting the setting or the characters. The materials only cover part of the shoebox, which is visible to the observer.	Few of the materials are appropriate. The setting and/or the characters are not depicted appropriately or clearly. The shoebox is barely covered.
Plot Card	Includes information about the following: 1. SOMEBODY (The main characters) 2. WHERE (Setting: when/ where) 3. A character WANTED 4. BUT (complication) 5. SO (resolution)	The plot card includes all but 1 of the required elements.	The plot card includes all but 2 of the required elements.	Several required elements are missing from the plot card.

Plot Card Planner

SETTING: tell where and when	
SOMEBODY: tell about the main character(s)	
WANTED: tell about the problem of the story	
BUT: tell why was this a problem (how was it complicated)	
SO: tell how the problem solved	

Shoebox Diorama Examples

TEACHER'S PET

MISS DAISY IS CRAZY

THE SECRET OF THE ATTIC

MISS DAISY IS CRAZY (#2)

Board Game Rubric

Make your board game based on the novel <u>Flush by Carl Hiaasen</u> neat, colorful, interesting, and creative! Construct game pieces, a box to hold your game and write directions for your game that would make it perfectly clear how to play the game. Create at least 30 questions and answers for your game that relate to the novel. Make sure the content and difficulty of your game are appropriate for your novel and for your classmates' abilities. Relate the format and purpose of your game to the novel in some way. Example: the game board is in the shape of a boat or a toilet.

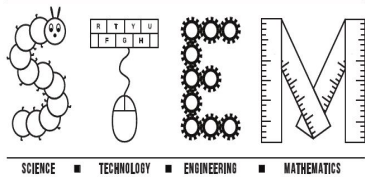| Category	5 points	4 points	3 points	2 points	1 point
Design and Creativity	Everything is neatly created and directions were followed completely.	Game board is excellent but some parts are not neat.	Game board is complete but 1 or 2 elements are missing and it could be neater.	Many of the directions / responsibilities were ignored and the board is not neat.	There is a game board but it is unattractive and no extra efforts were made at creativity.
Questions	There are 30 questions and answers; they are well incorporated into the game.	A couple of questions or answers are missing or incorrect.	About half of the questions/answers are missing or incorrect.	Many questions/answers are incorrect or missing and very few are required to play the game.	Most questions/answers are incorrect or missing and very few are required to play the game.
Format and Purpose	The purpose of the game relates directly to the novel and the game board represents the theme.	The purpose closely relates to the novel and the game board somewhat represents the theme.	The purpose partially relates to the novel and the game board doesn't clearly represent a theme.	The purpose slightly relates to the novel but does not represent a theme.	It is unclear what the purpose and theme of the game are from the appearance.
Directions	Directions make it perfectly clear how to play the game. They are neatly written/typed with minimal grammatical errors.	Directions have 2-3 minor grammatical errors. They are somewhat unclear or 1 step is missing.	Directions have 4 or more grammatical errors. Directions are unclear and 2-3 steps could be added to clarify	Errors in grammar interfere with understanding of the directions. Much revision is needed.	Complete revision needed. Many steps are missing or incomplete and it is very difficult to understand how to play the game.
Content and Difficulty	Questions and rules of play are of an appropriate level-- not too difficult and not too easy.	Rules of play are age appropriate but some questions are too easy or too difficult.	Game is a bit too simple for the grade level and some questions are too easy.	Game is very simple and most questions are too easily answered.	Game is not appropriate for the grade level and questions are too easy or too difficult.

Essay Rubric

Read the First Amendment to the United States Constitution, and write a brief essay that supports Paine's belief that "even a jailbird has a constitutional right to go on television." (p. 97)

Category	4 points	3 points	2 points	1 point
Focus	Responds skillfully to all parts of the prompt and demonstrates a strong understanding of topic.	Responds to all parts of the prompt and demonstrates a good understanding of topic.	Responds skillfully to all parts of the prompt and demonstrates a good understanding of topic.	Responds to some or none of the prompt and demonstrates little to no understanding of the topic.
Organization	Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion. Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts.	Organizes ideas and information into logical introductory, body, and concluding paragraphs Uses linking words and phrases appropriately to connect ideas within and across categories of information.	Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) Attempts to use some simplistic linking words to connect ideas.	Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Does not group related information together or use linking words.
Support/Evidence	Uses credible and varied sources Develops the topic with well integrated facts, definitions, concrete details, quotations, or other information and examples	Uses credible sources Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	Uses mostly credible sources Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples	Uses few to no credible sources Does not support opinion with facts, details, and/or reasons
Language	Uses purposeful and varied sentence structures. Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning/readability.	Uses correct and varied sentence structures. Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability.	Uses some repetitive yet correct sentence structure. Demonstrates some grade level appropriate conventions, but errors may interfere with the readability.	Does not demonstrate sentence mastery. Demonstrates limited understanding of grade level conventions, and errors interfere with the readability.

News Article Rubric

Miles Umlatt is a journalist with the Island Examiner. He appears quite taken with Paine Underwood's story. The day after Paine sinks the Coral Queen, the headline of the paper reads: "Local Cabbie Defends Sinking of Casino Boat," and the day after Operation Royal Flush, the headline is "Casino Boat Busted in Pollution Probe." Select one of the headlines, and write the story as Miles Umlatt might have written it.

Category	4 points	3 points	2 points	1 point
Title or Headline	The article has a creative title/headline that catches the reader's interest.	The article has a somewhat creative title/headline.	The article has an uninteresting title/headline.	The article is lacking a title/headline.
Content	Effectively uses the 5Ws (Who, What, Where, When & Why) and 1H (How).	Mostly uses the 5Ws and 1H.	Somewhat uses the 5Ws and 1H.	Article lacks content, 5Ws and 1H missing.
Quotes	The quotes enhance the article for the reader. Sources adequately present all sides in the story. All are identified and properly attributed. All information is accurate.	The quotes enhance the article for the reader. Some sources are identified and properly attributed. Information is accurate.	The quote enhances the article weakly. Some sources are improperly identified. Most information is accurate, but may not be as thorough.	This article does not include any quotes. The sources are improperly identified. Inaccurate or vague info.
Focus and Organization	Focus of story is clear. Nothing detracts from the primary focus. It should be strongly organized with clear transitions and logical connections that create a sense of being tightly woven together.	Focus is fairly clear. Story is organized and most transitions and connections are clear, but either organization is somewhat lacking or the sense of flow	Story lacks strong sense of unity and focus. Story lacks strong organization. Jumps around too much or lacks effective transitions.	Story is rambling and awkward. Organization is unclear. Few effective transitions
Grammar	Writing is free of errors in sentence structure, punctuation, and spelling.	Writing is relatively free of errors in sentence structure, punctuation, and spelling.	Writing contains surface errors that do not impede the reader's understanding.	writing contains surface errors that do impede the reader's understanding.

STEPHEN FOSTER ELEMENTARY SCHOOL

SCIENCE ■ TECHNOLOGY ■ ENGINEERING ■ MATHEMATICS

Name:_____

Weather Watchers

For your summer assignment, you will analyze the data below! Please answer the questions in complete sentences. After answering the questions, please create a graph on the back of this paper representing the data in the table.

Data Table Title: Average Monthly Rainfall and Temperature

Month	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Average Rainfall (Inches)	4.81	3.43	3.51	2.77	2.16	1.63	0.79	0.97	1.52	3.41	5.84	5.43
Average Temperature (Fahrenheit)	47	50	54	59	64	70	76	76	71	60	51	46

What can you infer or conclude based on the data above?

_____

_____

Based on the information given, in what region of the United States do you think this data was collected in?

_____

_____

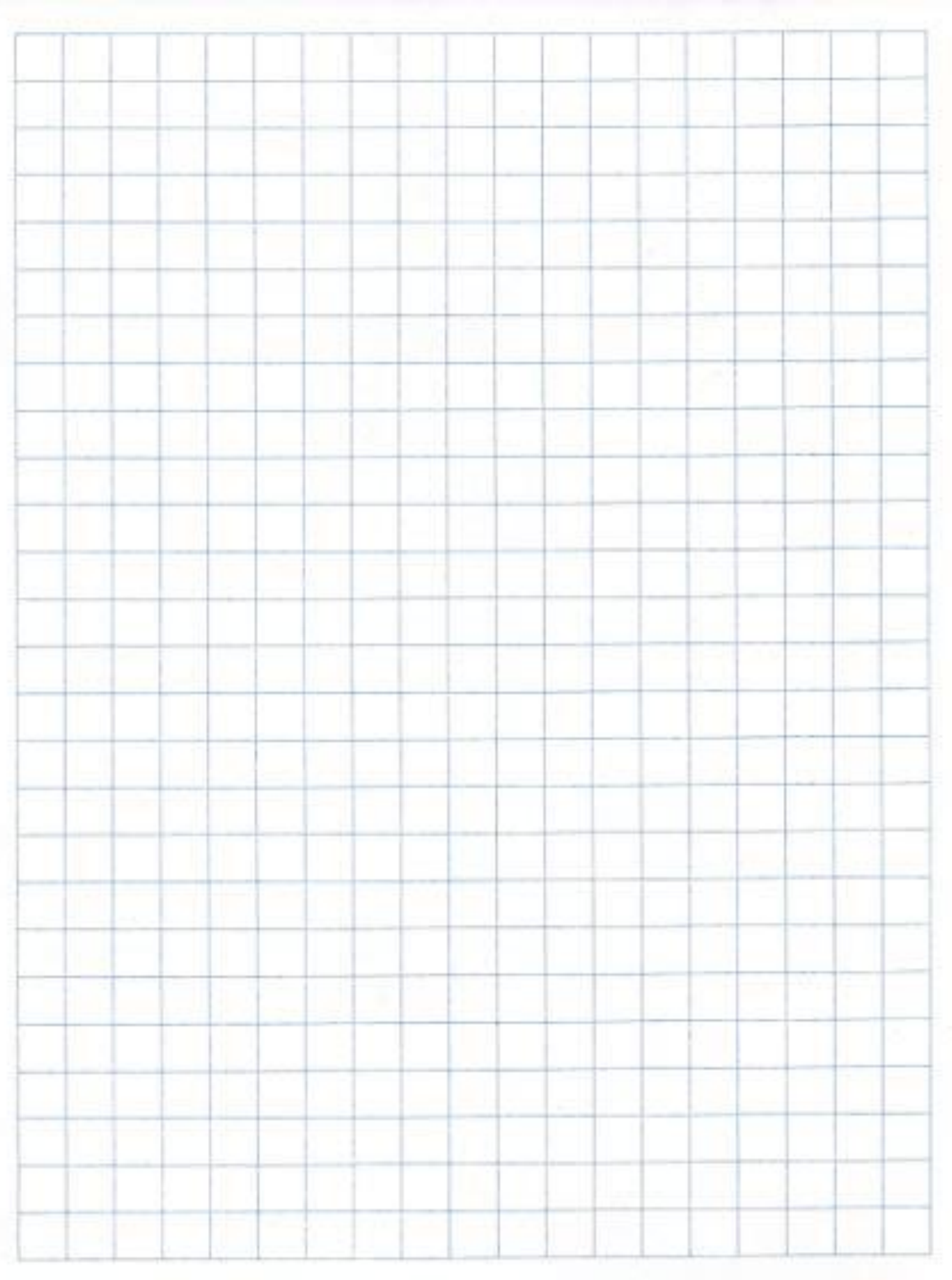Describe a pattern you notice in the data.

_____

_____

Why do scientists collect and analyze data?

_____

_____

Stem Lab Wish List
- Tape (any kind)
- Clear Cups
- Tissues

Important Dates
- August 14: Summer Science Assignment Due

Weather Data Collection

Weather is the current state of the atmosphere. To determine the current state of the atmosphere we must collect information using various weather instruments. In this lab assignment you will be collecting real time weather data over a five consecutive day period. We will be using the weather website:

www.weatherbug.com

1. Go to the - www.weatherbug.com – website.

2. By default, a weather station reporting site should appear with weather information. This weather station should be in your general location. If it is not, go to the upper right search section of the site and type the name of the city or the zip code.

3. From this reporting site you will record the following information for each of the five days:

        a. Date
        b. Time
        c. Temperature
        d. Wind Direction
        e. Wind Speed
        f. Dew Point
        g. Air Pressure
        h. Cloud Cover – Partly Cloudy/ Cloudy/ Clear

You will record your information each day on the "Weather Data Table" sheet attached to this packet.

Helpful Lab Information

Date – Record the date that you collect your data. Data should be collected over 5 consecutive days.

Time – Record the time you collect your data. The data should be recorded approximately the same time each day.

Temperature – The current temperature should be recorded from weatherbug.com.

Wind Direction – Refers to the direction the wind is blowing from. (ex – SSE)

Wind Speed – Record the average wind speed.

Dew Point – The dew point refers to the temperature at which water condenses or goes from a gas to a liquid.

Air Pressure – Air pressure is the weight of the air. The average weight of air on Earth is 14.7 pounds per square inch at sea level or 1013.25 millibars. Air pressure varies or changes constantly. Packets of air are sometimes identified to be either as a high pressure (H) or a low pressure (L) system. Using the imperial system air pressure is measured in inches. In the metric system air pressure is measured in millibars.

Cloud Cover – The weatherbug site will let you know if it's cloudy, partly cloudy etc.

Weather Data Table

DATE	TIME	TEMP	WIND DIRECTION	WIND SPEED	DEW POINT	AIR PRESSURE	CLOUD COVER