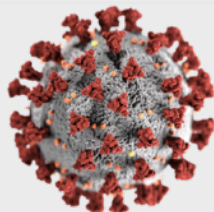


SMS Newsletter



COVID-19 Closure Memo #2



**COVID-19 Closure Phone
509.258.4798**

SMS CONTACT

Brett Joachim, Principal
cell. 509.919.0538
bjoachim@marywalker.org

Jocelynne Medenwaldt, Counselor
jmedenwaldt@marywalker.org

Need Something?

We are here to help!

Call our district's COVID-19 Closure line(258.4798) to make your requests or additional resources, materials, or meal delivery. During the school closure, this line will be monitored to help us be responsive to our student and family needs.

Week two of our closure is underway. Although schools are closed and are not providing traditional in-person instruction, education must continue. Our school district is working to better engage students and families in learning. The Office of Superintendent of Public Instruction(OSPI) expects educational services for all students to begin by Monday, March 30. This is a challenge in our rural setting as we are limited by internet connectivity, resources, and remote locations; however, it is a challenge that we are committed to meet.

We are intentionally reaching out to continue to build relationships and maintain a connection that will help all students feel safe, valued and supported. The following points are shared with you to help get your student engaged;

✓ Student Learning

- Start with the school's learning activities included in the newsletter.
- Build on each student's strengths, interests, and needs and use this knowledge to impact learning positively.
- Think about household projects, crafts, and games.
- Read, read, read.
- If you have internet, consider working on Summit Learning.
 - Work to complete all focus areas.
 - Work on checkpoints and projects
 - Connect with classroom teachers and mentors via email

✓ Daily Schedule

- Develop a schedule with multiple learning segments.
- Example:
 - 8:30 AM Breakfast
 - 9:00 AM **Learning Segment 1**
 - 10:00 AM Break
 - 10:30 AM **Learning Segment 2**
 - 11:30 AM Lunch Break and Outside Play
 - 1:00 PM **Learning Segment 3**
 - 2:00 PM Free Time
- Make routines for consistency and to balance think time, work time, and playtime for health and well-being.

✓ Contact Teachers, Families, and Friends:

- Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.
- Think about how students can reach out to family and friends via US Postal service, email, video chat.
- Writing/talking points for students to:
 - Share what they are doing for fun at home.
 - Explain how they are maintaining learning at home.
 - Describe projects and activities they are working on.
- Email a teacher to:
 - Let them know you are online.
 - To say “hi!” and see how they are doing?

A Main Idea Lesson Using Titles

Teaching students how to use a title to help them figure out the main idea of a reading passage is one of the easiest and most overlooked strategies. In nonfiction especially, the title will usually tell you exactly what the topic of the passage will be, which is the first step to figuring out the main idea.

Let's say you are reading Sheila Keenan's *Animals in the House: A History of Pets and People*. Just based on this title, students should be able to make reasonable predictions as to the main idea and supporting details of the text. You could ask some different questions to help encourage that thinking: What will this book be mostly about?

- o Do you think one of the supporting details in this book will be about elephants? Why or why not?
- o Do you think one of the supporting details in this book will be about dogs? Why or why not?
- o What other animals might the author include to support the main idea? How do you know?
- o Which of the following statements is more likely to be the main idea of the book: "Dogs make great pets because they are friendly, loving, and loyal," OR "Throughout history, people have depended on a variety of pets for help, companionship, and protection."

Just by thinking carefully about the title, students should be able to predict a reasonable main idea to the book, as well as possible supporting details. In nonfiction books or passages, students can also use headings to make similar predictions of the main idea and details of smaller sections.

You could also cover up the title of a book or passage, and have students make predictions about what the title is after reading. This will get students thinking about what was most important and what the text was mostly about.

Find the Main Idea

1. Howler monkeys start and end the day with loud cries. The cries are their way of keeping in contact with the rest of their troop. They are also a way to signal to competitive troops when they are encroaching on their territory. Male Howler Monkeys have large throats and specialized vocal chambers which allow them to project their cries much more loudly than is possible with other monkeys. You can hear a Howler Monkey from up to three miles away! The more Howler Monkeys there are living together, the more often they belt out their cries.

The main idea of the paragraph is:

- A. Howler Monkeys are very loud creatures.
- B. Howler Monkeys live in groups.
- C. Howler Monkeys have a unique throat and vocal chord structure.

2. New World monkeys have flatter noses than Old World monkeys. Nostrils in New World monkeys face to the side, while those of Old World monkeys face the front. New World monkeys are almost all arboreal, since unlike Old World monkeys, they have both prehensile tails and opposable thumbs. New World Monkeys also form monogamous pairs to mate, and are very attentive to their young; Old World monkeys do not.

The main idea of the paragraph is:

- A. New World monkeys are better than Old World monkeys.
- B. New World monkeys are different from Old World monkeys.
- C. Old World monkeys were around before New World monkeys.

3. Our elementary school chorus had the largest participation in its history this year. They did eight performances - three in school, and five around town - and received an award for Most Improved School Vocal Group from the state. There was a lot of great talent, and ten students make All County Chorus.

The main idea of the paragraph is:

- A. Our elementary school chorus is very popular.
- B. There are a lot of students in our elementary school chorus.
- C. Our elementary school chorus had a very successful year.

4. John trudged off the field, his shoulders slumped, as the batter on deck hurried to home plate. John sighed.

Was he ever going to get a hit???

- A. John is playing baseball.
- B. John just struck out in baseball.
- C. John is a baseball coach.

TECHNOLOGY RESOURCES

Middle school students are permitted to check out a Chromebook. Please directly contact Mr. Joachim (txt or call: 919.0538) to make the needed arrangements to pick up a device.

We understand that not all families have Internet connections at home; therefore, the technology team has pre-installed learning apps and games that allow offline use. For those who do have Internet access, students are encouraged to work on Summit Learning focus areas, checkpoints and projects. The following online resources and activities are shared to help students be engaged.

www.summitlearning.org
www.khanacademy.org

ENGLISH

<https://stories.audible.com>
<https://scribd.com> (free 30 days)
<https://www.getepic.com> (go to families, create a free account)

MATH

<https://www.mobymax.com> (Log-in with school account)
<https://www.youcubed.org>, resources and activities.
<https://mathandteaching.org/covid-19/>
<https://student.desmos.com>
 Email Mrs. Moss(jmoss@marywalker.org) for class codes for your grade level.

HISTORY

<https://historyexplorer.si.edu/resource/becoming-us>
<https://www.cdc.gov/flu/pandemic-resources/1918-pandemic-h1n1.html>
<https://www.livescience.com/spanish-flu.html>

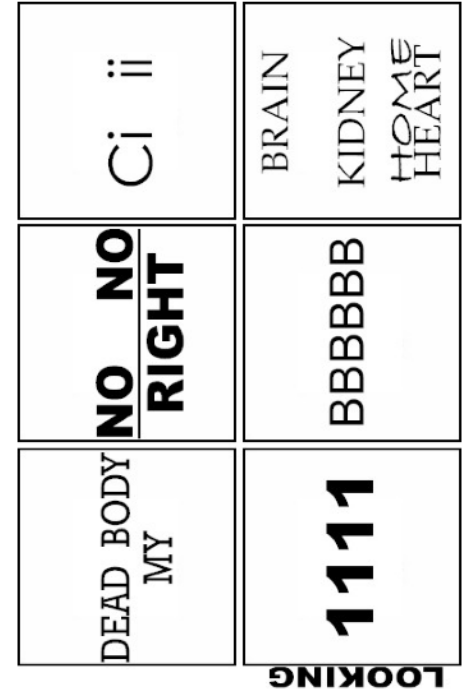
SCIENCE

<https://naturalhistory.si.edu/visit/virtual-tour>
<https://www.virtualyosemite.org/>
<https://animals.sandiegozoo.org/live-cams>

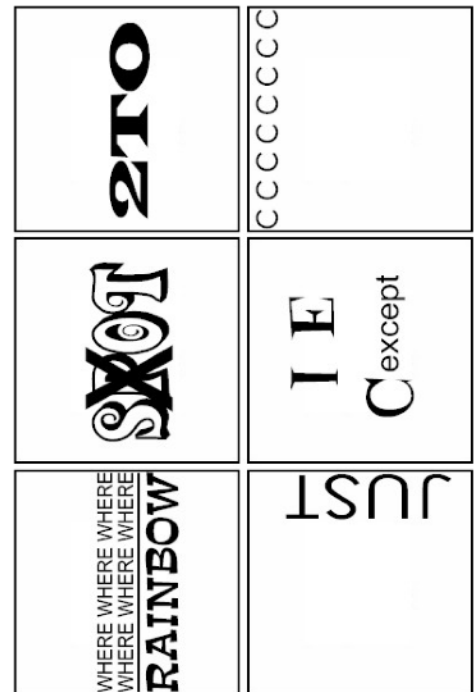


Win a family engagement prize basket! Post your active learning pictures on the Mary Walker School District's Facebook page. We will do a random drawing of all who upload photos AND we will even deliver the prize basket next week.

Bamboozable 1



Bamboozable 2



Bamboozable Keys

Puzzle 1: 1: Over my Dead Body 2: Right Under the Nose 3: See Eye to Eye 4: Looking Out for Number One 5: Be-Line 6: Home is Where the Heart Is **Puzzle 2:** 1: Somewhere Over the Rainbow 2: X Marks the Spot 3: Put two and two Together 4: Just Right 5: I Before E Except After C 6: High Seas

"I hope you are all well. I miss you and have some new games and challenges to help pass the time until we are back together again. If you need more activities or help with anything please email me!"
Mr. Moss

A Fox, a Chicken and a Sack of Grain Riddle

You have a fox, a chicken and a sack of grain. You must cross a river with only one of them at a time. If you leave the fox with the chicken he will eat it; if you leave the chicken with the grain he will eat it. How can you get all three across safely?

Job Hopping Jeremy

Jeremy was making \$10 an hour at his summer job, but he hated the work. He decided to take a 50% pay cut to work at an easier job. He liked his new job at first, then grew bored and found another job paying 50% more than he was currently making. What was his hourly pay at the third job?

Can you solve these?

What number is represented by each symbol?

Find more at: mashupmath.com

$$\text{burger} \times \text{burger} \times \text{burger} = \text{taco}$$

$$\text{pizza} \times \text{pizza} \times \text{pizza} = 27$$

$$\text{pizza} \times \text{burger} \times \text{pizza} = 18$$

$$\text{taco} + \text{taco} + \text{taco} = ?$$

$$\text{pineapple} + \text{pineapple} + \text{pineapple} = \text{strawberry}$$

$$\text{strawberry} \times 1 = \text{grapes}$$

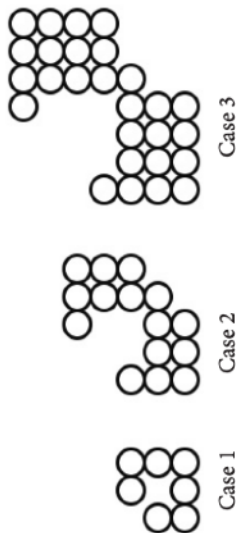
$$\text{grapes} + \text{grapes} = 24$$

$$\text{watermelon} + \text{pineapple} = 6$$

$$\text{grapes} + \text{strawberry} + \text{watermelon} = ?$$

This is a challenge. I would love to have you share your work and thoughts on this problem! Email me at jmoss@marywalker.org

Circle Fever



1. How do you see the pattern growing? Where do you see the new circles being added when you move from case 1 to 2? Where do you see the new circles being added when you move from case 2 to 3?

2. What would the 10th case look like?

3. What would the 100th case look like? How many circles would be in the 100th case?

4. How many circles would be in the 0 case? What would it look like?

5. What would the -1 case look like?

6. Model the pattern with a rule or expression?

7. Write a rule for the number of circles in the 100th case?



Get Excited About Math

Fun Product Games

The following game is a fun way to brush up on your multiplication facts. The following are fun two-player games.

Tic-Tac-Toe Products 2

81	16	63	12	45	8	27	4
32	63	24	49	16	35	8	21
72	24	18	40	12	24	6	56
40	54	30	42	20	30	10	18
45	48	35	36	25	24	15	12
64	27	48	21	32	15	16	9
36	56	28	42	20	28	12	14
72	18	54	14	36	10	18	6

1 2 3 4 5 6 7 8 9

This is a great game with lots of strategy. The game provides a great way to practice and build fluency in single digit multiplication. If a you need to support, use a calculators and times tables.

Task Instructions

- Player X and Player O select one factor, 1 – 9 at the bottom of the page and place one of the markers on that factor.
- Player X may move only one of the two markers to a new factor. Player X then places a marker on the grid covering the product of the two factors.
- Player O may move only one marker to make a new product and place their marker on the grid. The markers can both be placed on the same factor. For example $6 \times 6 = 36$.
- Players alternate moving one factor marker at a time and continue placing their markers on the grid until a player has marked four products in a row. After the game players should discuss their strategies.

Materials

- Two markers for the bottom row of factors (for example, paper clips)
- Two sets of different markers for each player to cover each product (for example, pennies and nickels)
- Tic-Tac-Toe Products Game Sheet

Integer Product Game Board

1	-1	2	-2	3	-3
4	-4	5	-5	6	-6
8	-8	9	-9	10	-10
12	-12	15	-15	16	-16
18	-18	20	-20	24	-24
25	-25	30	-30	36	-36

Factors:

-6 -5 -4 -3 -2 -1 1 2 3 4 5 6

The **Integer Product Game** is a variation of the product game incorporating negative numbers into the game.

(Remember, a negative multiplied by a negative results in a positive and a negative multiplied by a positive results in a negative.)

Rules: The object of the game is to get four squares in a row (vertical, horizontal or diagonal). Player A starts the game by selecting a number and placing a paper clip or other marker on the selected number. Player B then selects a second number, (could be the same as the first) and then marks the square that is the **PRODUCT** of the two selected numbers on the board. Next player A can change **ONE** of the numbers and marks the square of the new **PRODUCT** on the board. Take turns until someone gets four in a row.

Get more product games at:

- <https://www.mathteacherscircle.org/assets/session-materials/MontgomeryIlluminationsProductGame.pdf>
- From Jo Boaler at youcubed.org

Settlement

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Settlers came to this area to build farms. While they found the land difficult to plant in because of the thick root system, trees were not in the way—the area was mostly an open grassland. When settlers came, they traded goods with the Potawatomi to get food and animal skins. After a time, the Potawatomi were forced to move when homesteaders took over the land. The Potawatomi asked that they could stay “on the land given to us by the great spirit,” but they could not continue to live here. By 1831, they had to move.

Here is what one woman wrote about her trip to live in Illinois.

I have dragged one foot after the other so long and hope for the best. Friday Eve. We commence a fourteen mile prairie after we got to Paris, Illinois, hot though it was as the sun was setting it was very good some part of the way—Many bad slews. The Doctor got stuck, twice, the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them— and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think it's hard time. Saturday 15th. Today have been traveling through prairie and timber, both, and got lost in the bargain—we took the wrong road and wallowed around the prairie grass, sometimes as high as the horses' back. Night came we pitched our tent after mowing the grass down and made as comfortable as could be expected amongst the mosquitoes.

Here is what one woman's life was like after settling.

The woman told me that they spun and wove all the cotton and woolen garments of the family, and knit all the stockings; her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could “get enough any day by sending a batch of butter and chicken to market.” They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter.”

Here are the problems these settlers faced each season:

Fall—the threat of fire—the prairie grass became very dry and a spark could start a fire that would burn the prairie and their cabin

Winter—freezing cold, deep snow, people got lost in the drifts when the trails were covered Spring—the prairie became swampy when the snow melted

Summer—some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.

READ CLOSELY

What do you think the main idea is of this passage? Underline or list five facts that support it.

THINK MORE

Illustrate the passage. Draw pictures that show what each paragraph explains.

THINK CLEARLY

The following page includes multiple choice questions based on this reading. Answer the questions. As you answer each one, put the number of that question with the evidence that supports your answer.

Settlement Questions

Read the questions. Re-read the text. Then think through the answers. Choose the best answer for each item. After you answer the questions, check with another student to learn and why they chose their answers.

1. Why did many settlers come to this area?
 - a. to build homes
 - b. to herd cattle
 - c. to hunt animals
 - d. to farm
2. Why did the Potawatomi have to leave this area?
 - a. they sold their land.
 - b. they wanted to move west
 - c. they fought with the settlers
 - d. the settlers wanted their land
3. If you traveled to Illinois in 1840, which of these problems would you have faced?
 - a. Potawatomi wars
 - b. too many settlers
 - c. not enough money
 - d. poor roads
4. What did settlers fear most in 1850?
 - a. fires
 - b. wars
 - c. insects
 - d. hunger
5. What do you think a prairie slew is?
 - a. something that flies
 - b. a dangerous animal
 - c. a wet place
 - d. a lot of something
6. Which word best describes these prairie settlers?
 - a. angry
 - b. determined
 - c. afraid
 - d. lonely
7. Which animal was the biggest problem for the settlers?
 - a. oxen
 - b. horses
 - c. insects
 - d. bears
8. Why would a settler want to farm here?
 - a. good transportation
 - b. open land
 - c. trading posts
 - d. prairie plants

Writing Connections

Write a letter that a settler might have sent to a family member living in another part of this country. Describe the situation here. Deliver your letter to another student who takes the role of that other family member and writes a response

Some things to do while you're home

1. Decorate a T-shirt
2. Send postcards to family & friends
3. Finger painting
4. Make your own Play-doh
5. Make a necklace out of beads or pasta
6. Write an autobiography
7. Have a fashion show
8. Bubbles
9. Hula Hoops
10. Jump Ropes
11. Rearrange your bedroom
12. Have a PJ Party
13. Watch the clouds
14. Create a movie or play
15. Make up a story; Illustrate it
16. Have a talent show in your backyard
17. Learn a Line Dance
18. Practice tongue twisters
19. Learn to juggle
20. Create a house of cards
21. Have paper airplane races
22. Bob for apples
23. Make a Rope Swing
24. Hopscotch
25. Freeze Tag
26. Hide and Seek
27. Red Light Green Light
28. Dodge Ball
29. Learn a YoYo trick
30. Play H-O-R-S-E
31. Egg Toss
32. Make shadow puppets
33. Line up dominoes and watch them drop



WHERE SHOULD I LIVE? USING U.S. CENSUS BUREAU DATA TO MAKE DECISIONS

Activity Item

This activity uses the following online tool:

- QuickFacts
www.census.gov/quickfacts

Student Learning Objectives

- I will be able to explore data access tools to gather information.
- I will be able to use data to draw conclusions and make decisions.
- I will be able to understand how to compare and contrast data sets.

Part 1 – Examine Data for Three Cities

If someday you had the choice to live wherever you wanted, where would choose? Would you want to live in the city or in the country? Would you prefer to live near the beach or the mountains? Do you think you would like to walk, bike, or drive to work?

In this activity, you will examine data in QuickFacts for three different cities — the first from a slip of paper from your teacher and the other two from your own choosing — to determine where you might like to live when you are older.

1. Write your first city and state from your slip of paper here:
2. Next, think about a different city that you have never visited but are interested in learning more about. Write that city and state here:
3. Now think of another city that you have visited and that you would like to explore further. Write that city and state here:
4. Retrieve the most recent data available in QuickFacts to learn more about your three cities to answer the questions below. (If you see an "X" or another letter in a category, try to draw a conclusion for why those data may not be available.)
 - Rank the cities from largest to smallest, according to the population estimates (not base).

- 1.
- 2.
- 3.

- Which city has the largest percentage of people aged 5 and up who speak a language other than English at home?
- In which city does it take longest, on average, for people aged 16 and up to get to work?
- Which city has the greatest percentage of foreign-born people?
- Which city has the largest percentage of people aged 25 and up with a bachelor's degree or higher?
- Which city has the highest median household income?
- Which city has the greatest percentage of people younger than 18?
- Which city has the greatest percentage of people aged 65 and older?
- Which city has the most women-owned firms?

5. Analyze these and other data from QuickFacts to answer the following questions about your three cities:
 - Which city do you think has the greatest need for support services for low-income families? How do you know?
 - Which city appears to be the least racially diverse? How do you know?
 - Which city appears to have the most educated residents? Are its residents more educated than people in the United States as a whole? How do you know?
 - What other conclusions can you make about these three cities?

Part 2 – Pick Your Favorite City

Based on what you have learned so far about your three cities, select the two where you would be most interested in living. Write the two cities where indicated in the middle two column headers of the table below. Next, pick five categories (e.g., population) and their subcategories (e.g., population estimates) from QuickFacts that you think are the most important criteria to consider when choosing a place to live and write them in the spaces provided in the first column.

Fill in the rest of the table with the QuickFacts data. In the right column, write which city you think is the “winner” for each criterion and briefly explain why.

Criteria	City:	City:	Winner
Category: Subcategory:			
Category: Subcategory:			
Category: Subcategory:			
Category: Subcategory:			

Write a paragraph that explains which city (of your two favorites above) you would choose to move to as an adult. Consider not only why you like the city but also why it is a better option for you than the other city you examined:

I hope everyone is doing well and keeping yourselves busy. This week I want to discuss communication and "I" statements and how we can express our feelings to friends, parents and loved ones using these statements. When someone feels they are being blamed it is common to feel defensive. Using "I" statements can help you take control and responsibility over your own feelings.

"I" Statement Worksheet

The communication of "I" statements typically goes in this order:

I Feel: _____ (describe an emotion such as sad, angry, hurt, jealous, etc)

When: _____ (describe the event that hurt your feelings)

Please: _____ (tell the person what you would like in the future)

Do you kind of get the idea? Now let's try some examples that you can use when you have a conflict with a friend!

Scenario 1: You and your best friend are very close but a new student has started and your friend is starting to hang out with that student more and not inviting you. How do you communicate your feelings to your best friend?

Let's try:

I Feel: _____

When: _____

Please: _____

How did you do? There is no right or wrong answer but here is an example of what an answer would look like:

Answer Example: I feel jealous when you hang out with the new kid more than you hang out with me. Please introduce me to the new student and involve me when you hang out!

Scenario 2: Some one in class called you a mean name and thinks it is a funny joke. How do you communicate how it is hurtful and not a good joke?

I Feel: _____

When: _____

Please: _____

Great!

Here is an example of how you can respond using the I statement formula!

Answer Example: I feel hurt when you call me mean names. Please stop doing this!

Scenario 3: Your friend says they don't want to hang out with you if you are hanging out with another person in a different friend group.

I Feel: _____

When: _____

Please: _____

Answer Example: I feel frustrated when you say I can only hang out with our friend group. Please understand I can be friends with a lot of people!

Great job working on the I statement worksheet. Please remember if you have any questions about this worksheet of communicating using I statements please feel free to email me at jmedenwaldt@marywalker.org or call me anytime Monday-Thursday from 8:30-3:30 at 509-598-1428.

Please remember last week we discussed self-care. Remember to ensure you are taking care of yourself and keep staying Springdale strong!!

Jump start on your Nature Journal

Please email me if you need a blank journal or notebook for our nature journal. Any blank paper will work to get you started too! The idea is to find a plant, animal, insect, spider, mushroom, well you get the idea. Draw it, identify it, if you can, press it. Then tape or glue it into your Nature Journal. You can collect bones, skulls, skins, flowers, fungi and more. Just remember, some mushrooms are poisonous, so always wash your hands if you touch them. Here are a few examples of Journal pages:

Down at the river I saw some plants that looked like a bunch of tiny weeds but then I saw that they were these pretty flowers!

I put my legs in the river and all of these little fish nibbled on them.

I saw a bunch more of another dragonfly like insect. They were funny to watch as they chatted back and forth.

IT TICKLED!

My favorite spot at the river.

the leaves look like this

POPPLAR tree leaf

there is an old fallen down tree whose roots look real cool like this

this tree is really growing crooked + its leaves really shake in the wind! Keyby says its a POPPLAR tree

100m
17°C
wind

Stropharia glocephalus

near hopscotch

the cap is cream with a tan top and grey shadowing around centre. The gills are pink and they don't touch the stalk.

The cap is an umbrella shape which flattens and darkens as it matures. The stalk is long and slender with a small bulb.

prints are brown

been much rain.

on omnibus or veil.

Mountain Quail

Blue Jay

Yellow Warbler

Red-headed Woodpecker

Scrub Wren

Spotted Towhee

Golden-crowned Kinglet

Chipping Sparrow

Junco

House Finch

Starling

Robin

Blue Jay

Red-headed Woodpecker

Scrub Wren

Spotted Towhee

Golden-crowned Kinglet

Chipping Sparrow

Junco

House Finch

Starling

Robin

Lichen on Oaks
California

[Fruticose]

This lichen is found on oaks all along our trail. This time of year it really stands out with its silvery green color.

It reminds me of coral.

We stopped to collect a small twig with lichen but after getting it home and closer inspection, we saw a complete community of organisms living all together.

[Crustose and Foliose]

Lichens do not have leaves, stems, or roots. They grow in periods of dew, mist, and rain. During dry spells they go dormant until the next wet period. They produce their own food and cause no harm to the tree.

Platanus occidentalis
American Sycamore
reaches 30-40m high

How to Make Ice Cream in a Bag

A Delicious Experiment With Freezing Point Depression

You can make ice cream in a plastic bag as a fun science project. The best part is you don't need an ice cream maker or even a freezer. This is a fun and tasty food science project that explores freezing point depression.

Materials

- 1/4 cup sugar
- 1/2 cup milk
- 1/2 cup whipping cream (heavy cream)
- 1/4 teaspoon vanilla or vanilla flavoring (vanillin)
- 1 (quart) zipper-top baggie
- 1 (gallon) zipper-top baggie
- 2 cups ice
- Thermometer
- 1/2 to 3/4 cup sodium chloride (NaCl) as table salt or rock salt
- Measuring cups and spoons
- Cups and spoons for eating your treat



Procedure

1. Add 1/4 cup sugar, 1/2 cup milk, 1/2 cup whipping cream, and 1/4 teaspoon vanilla to the quart zipper bag. Seal the bag securely.
2. Put 2 cups of ice into the gallon plastic bag.
3. Use a thermometer to measure and record the temperature of the ice in the gallon bag.
4. Add 1/2 to 3/4 cup salt (sodium chloride) to the bag of ice.
5. Place the sealed quart bag inside the gallon bag of ice and salt. Seal the gallon bag securely.
6. Gently rock the gallon bag from side to side. It's best to hold it by the top seal or to have gloves or a cloth between the bag and your hands because the bag will be cold enough to damage your skin.
7. Continue to rock the bag for 10-15 minutes or until the contents of the quart bag have solidified into ice cream.
8. Open the gallon bag and use the thermometer to measure and record the temperature of the ice/salt mixture.
9. Remove the quart bag, open it, serve the contents into cups with spoons.

How It Works

Ice has to absorb energy to melt, changing the phase of water from a solid to a liquid. When you use ice to cool the ingredients for ice cream, the energy is absorbed from the ingredients and from the outside environment (like your hands, if you are holding the baggie of ice.)

When you add salt, it lowers the freezing point of the ice, so even more energy has to be absorbed from the environment for the ice to melt. This makes the ice colder than it was before, which is how your ice cream freezes.

Ideally, you would make your ice cream using "ice cream salt," which is just salt sold as large crystals instead of the small crystals in table salt. The larger crystals take more time to dissolve in the water around the ice, which allows for more even cooling of the ice cream.

Other Types of Salt

You could use other types of salt instead of sodium chloride, but you couldn't substitute sugar for the salt because (a) sugar doesn't dissolve well in cold water and (b) sugar doesn't dissolve into multiple particles, like an ionic material such as salt.

Compounds that break into two pieces upon dissolving, like NaCl breaks into Na⁺ and Cl⁻, are better at lowering the freezing point than substances that don't separate into particles because the added particles disrupt the ability of the water to form crystalline ice.

The more particles there are, the greater the disruption and the greater the impact on particle-dependent properties (colligative properties) like freezing point depression, boiling point elevation, and osmotic pressure.

The salt causes the ice to absorb more energy from the environment (becoming colder), so although it lowers the point at which water will re-freeze into ice, you can't add salt to very cold ice and expect it to freeze your ice cream or de-ice a snowy sidewalk. (Water has to be present.) This is why NaCl isn't used to de-ice sidewalks in areas that are very cold.



ABSOLUTION

DAREBEE **HIT** WORKOUT © darebee.com
 LEVEL I 3 sets LEVEL II 5 sets LEVEL III 7 sets REST up to 2 minutes



ALTERED CARBON

DAREBEE WORKOUT © darebee.com
 LEVEL I 3 sets
 LEVEL II 5 sets
 LEVEL III 7 sets
 REST up to 2 minutes



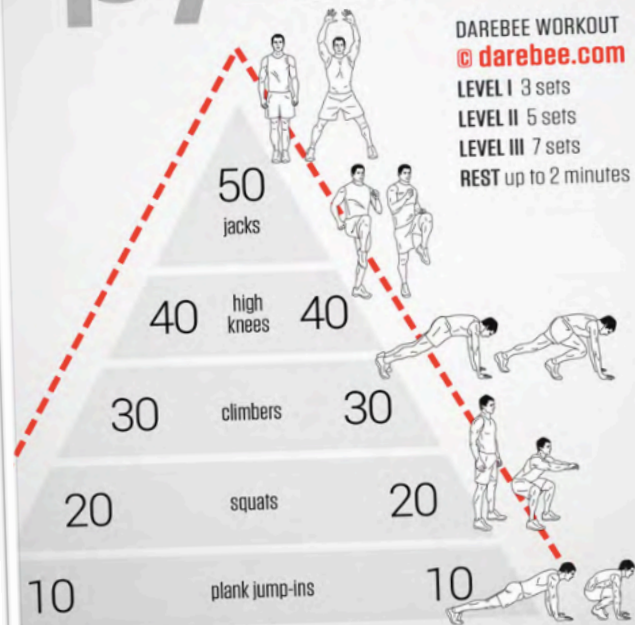
Callisto

DAREBEE WORKOUT © darebee.com
 LEVEL I 3 sets LEVEL II 5 sets LEVEL III 7 sets REST up to 2 minutes



dynamic pyramid

DAREBEE WORKOUT © darebee.com
 LEVEL I 3 sets
 LEVEL II 5 sets
 LEVEL III 7 sets
 REST up to 2 minutes



Your physical fitness matters! Go outside and be active for 60 minutes day. Work to elevate your heart rate with a short jog or brisk walk. If you have access to the internet, YouTube the “7-minute trainer.” It’s a great workout!

Stay healthy,
 Mr. Franks

Address:

www.marywalker.org/sms

Provide ALL students with the skills, strategies and knowledge to be responsible, successful adults.

Springdale Middle School Tidbits

"Stay at Home, Stay Healthy"

WE CARE

We are committed to supporting students and families during this COVID-19 Closure. Please reach out to any of us with your questions, comments or needs! Additionally, you can call the Covid-19 Closure line at 258.4798 to leave a voicemail stating how we can help your family. We would love to checkout a Chromebook or novels.

Meal Delivery

Weekly breakfast and lunch packets are being delivered to homes on Wednesday. Last week, MWSD Meal Delivery Trucks ran on six routes to 96 homes to serve 234 meal packets. This is a total of 2340 meals served for the up and coming week. These packets are available for anyone 18 years of age or young. Call 258.4798 for info.

Online Learning

The middle school teachers are monitoring their courses on the Summit Learning platform. Students with Internet connections are encouraged to log onto summitlearning.org to work on focus areas, checkpoints and projects.

Teacher Email

Feel free to email your teachers or other staff members. We would love to hear how you are doing!

Health Care Special Enrollment

Due to the number of coronavirus (COVID-19) cases in our state, the Washington Health Benefit Exchange is offering a limited 30-day special enrollment period for qualified people who currently do not have insurance. This window runs through April 8, 2020. Contact the Customer Support Center between 7:30 a.m. to 5:30 p.m. Monday-Friday at 1-855-923-4633.

We hope to see you soon!