

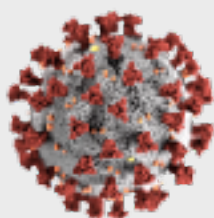
SMS Newsletter



COVID-19 Closure

Memo #3

Learning Enrichment
Helpful Tips and Information



COVID-19 Closure Phone
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Limit Internet? Reduce online access!

When working on Summit Learning or other school classes, reduce the access to your Internet connection to make sure you have the best available connection. Make sure all streaming devices are turned off...this includes music, videos, and gaming.

I hope that you and your family are healthy and well. This week's enrichment packet is filled with some hands-on engagement activities as well as some review materials! Explore these resources and see if your child or family can complete some of the fun seed activities or challenging games.

The middle school team has started to open two-way communication by making calls to student homes and sending emails over the last week. Please be sure to check our voicemail and monitor your student's email. We look forward to your return calls and to learn how your family is doing during this time. Also, the school counselor and mental health therapist are both eager to provide any needed support. So, please do not hesitate to email or call either of them.

Next week is our official Spring Break week. The meal delivery program will continue; however, we will not be mailing out a material packet from the middle school. The week after Spring Break, teachers will be sending home outlines of class projects for each child. Please continue to reach out to the school or me as we desire to be supportive and helpful to your family during this time.

Last week, I challenged families to maintain a daily schedule with two to three learning segments for each day. Many students were observed working on their classroom work on the Summit platform. Great job! I know that not all families have online access or that your internet is limited. Therefore, if you need resources for home, please give me a call or email. I am happy to provide printed materials, reading books, or even activities!

Earlier this morning, I received a call from an anxious student who was concerned about having to make-up this school year. They had seen a Facebook post with Governor Inslee's photo and the caption, "All Washington students to repeat grade due to school closure." I assured the student this was a mean spirited April Fool's prank! LOL. Remember, always check the source for any new news...or in this case, follow the link to get the April Fool's punch-line.

My highlight this week was visiting 22 homes while participating in the food delivery program. It was exciting to see and hear what students have been doing. One student even got to show me the tree next to his home that was exploded by a lightning strike during a recent Thunder Snowstorm. Then a few hours after the lightning strike, the student shared that he felt his home shaken by an earthquake. Wow, what an exciting day for him!

Please continue to stay home and stay healthy. Our efforts in social distancing are productive. You are all missed, and I look forward to seeing you soon.

Mr. Joachim

Mr. Joachim

Strategies for Building Coping Skills in Children with Anxiety

This is an anxious time. Here are some ideas to manage the symptoms of anxiety in children and young adults with these simple tips for helping someone cope with their anxiety

"For this week, I decided to share some strategies to help our students who may be coping with anxiety at this point. Maybe some of these strategies can help."

Mrs. Sulgrove

Practice Relaxation Strategies

Kids need to learn how to regulate both their emotional and physical responses (they become intertwined) when they go into fight-or-flight mode. Here are some techniques that may help:

- **Deep breathing:** Teaching your children to "breathe the rainbow" by taking slow deep breaths and thinking about their favorite things to match each color helps them slow their heart rate and relax their muscles. Practice this strategy when calm to increase effectiveness when anxious.
- **Progressive muscle relaxation:** Most kids tense their muscles when feeling anxious. Many even hold their breath. A simple two-step process helps kids learn to use their muscles to relieve the physical stress they experience when anxious. 1) Tense a specific muscle group (e.g. arms and hands or neck and shoulders) and hold for five seconds and 2) release the muscle group and notice how you feel. Work head-to-toe to better understand all of the muscles affected by anxiety. With practice, children can learn to do this at school.
- **Create a relaxation kit:** Fill a box with relaxing activities chosen by your child and create a relaxation center somewhere in your home. You might include music, coloring books, fidget toys, a mini sandbox, clay, books, and stuffed animals.

Write It Out

Writing about worries helps children learn to vent their anxious feelings. Anxious kids have a tendency to internalize their anxious thoughts for long periods of time. Often, they don't want to burden others with their worries. Dedicating time to getting those feelings out for fifteen minutes each day helps children learn to work through their worries. Try to do one of these exercises at the same time each day (an hour before bedtime is a great timeframe as anxiety tends to spike at night):

- **Write and tear:** Have your child write or draw her worries on a piece of paper, read them to you, and then tear them up and throw them away for the night. This helps kids say their worries out loud and let go of them.
- **Worry journal:** Keeping a worry journal helps children see how their anxious thoughts improve over time. Writing the worries of the day followed by one positive thought helps break the cycle of negative thinking that can exacerbate anxiety.
- **Worry box:** This is a great tool to use before bed. Have your child decorate an old tissue box with her/his favorite things or cover it with stickers. Help them to write their worries of the day and place them in the box one-by-one, after they share them with you. Take the box to your room for the night and offer to hold them for them.

Article by: Katie Hurley, LCSW, <https://www.psych.com/kids-coping-skills-anxiety>

HOW TO MAKE A WORRY BOX

1. Find and decorate a small **box**, such as a tissue **box**. (you can look for ideas on the internet or Pinterest)
2. Then, perhaps each night before bed, write down **worries** onto a piece of paper.
3. Next fold the piece of paper and put it in the **box**.
4. **Share** your **worries** with a parent or someone you trust.
5. **Put away** your worries by putting the box in a safe place or giving it to someone



SUMMIT LEARNING IS UP AND RUNNING

The middle school teachers are actively engaged in monitoring their classes on the Summit Learning platform during this COVID-19 Closure. We desire to get as many students as possible back online with their school work.

Students can access their classes from any device connected to the Internet. This could be a desktop computer, laptop, tablet, Chromebook, or even a smartphone; however, smartphone access is not optimal for project work. Although, students will find that they can use smartphones to study focus areas and take assessments.

We are encouraging all students to work on:

Focus Areas (power, challenge and additional)

- Complete the diagnostic test to check current knowledge on topic,
- Study the resources and take notes, and
- Complete assessment at home.

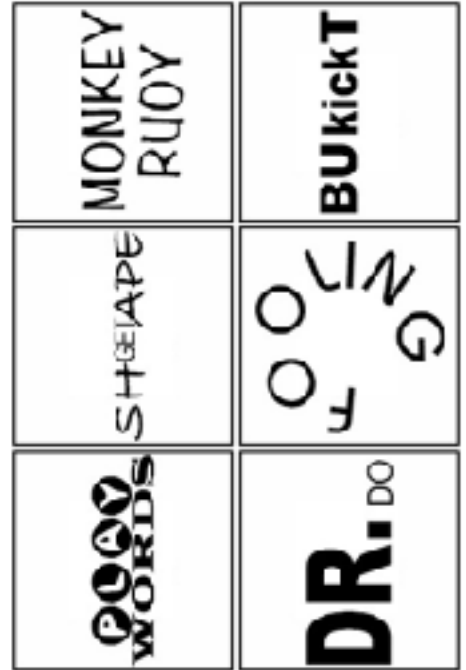
Check Points

- Work on checkpoints within the projects.
- Email teachers with questions.

Many students have checked out their Chromebooks and are continuing to work on their Summit Learning school work. Please contact Mr. Joachim (txt or call: 919.0538) to make arrangements to pick up a Chromebook device.

Students are encouraged to access and monitor their school email. Please contact Mr. Joachim if anyone is not able to access their summit class or school email. I will be sure to have your account access reset.

Bamboozable 1



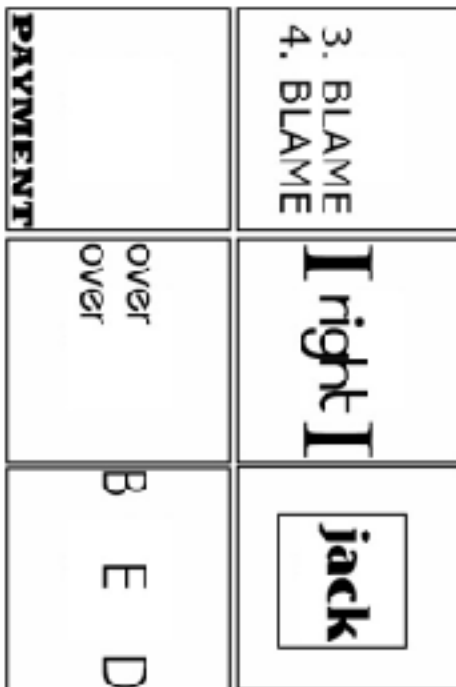
Bamboozable 2



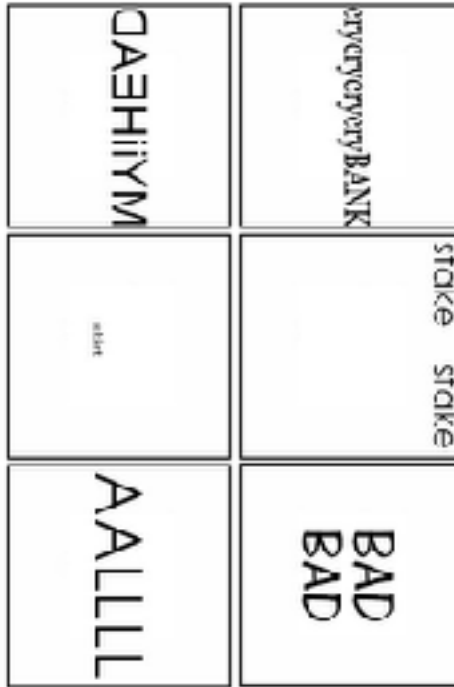
Bamboozable Keys

Puzzle 1: 1. Play on Words 2. Get in Shape 3. Monkey on Your Back 4. Dr. Dollittle 5. Fooling Around 6. A Kick in the Butt **Puzzle 2:** 1. Backing Up 2. Sleeping at the Wheel 3. Quarterback 4. Coffee Break 5. Identical Twins 6. Count the Ways **Puzzle 3:** 1. No one to Blame 2. Right between the eyes 3. Jack in the Box 4. Down Payment 5. Left Overs 6. Bedshead. **Puzzle 4:** 1. Cry all the way to the bank 2. The stakes are high 3. That's too bad 4. Eyes in the back of my head 5. Minskirt 6. All in All

Bamboozable 3



Bamboozable 4



It was good to connect with some of you this week and I look forward to connecting with more of you in the weeks to come. If you are able to get on the internet, you can work from the resources for focus areas and keep moving forward on your math. We are working to find ways to reach everyone. Stay tuned! If you need a focus area assessment approved during school hours you can text me at 508-506-1514. (It is not a typo, the area code is really 508.) Keep playing the games from earlier newsletters to sharpen your math skills. Here are some new games, activities and problems to solve. Stay safe!

Student.desmos.com
6th grade class code:PYXVD9
Solving Percentage Problems Using
Benchmarks

Penny Collection

This activity allows students to explore how numbers are composed, by having them look at different ways of grouping them. There are many different strategies and methods students can use to come up with a solution. Students can use actual pennies, draw diagrams, and use charts to keep track of their findings. As students explore they will notice many different patterns in the numbers they are exploring.



Task Instructions

Consider a collection of pennies with the following constraints:

When the pennies are put in groups of 2 there is one penny left over. When they are put in groups of three, five and six there is also one penny left over. But when they are put in groups of seven there are no pennies left over. How many pennies could there be?



Get Excited About Math

Mrs. Moss

Helpful Math Links:

khanacademy.org
www.ixl.com
www.math-drills.com

Bowl A Fact

This task reminds us of Four 4's because students are practicing number combinations to get specific results. We would love to hear about how you use and adapt this task with your students.

Task Instructions

- Draw 10 circles in the same placement as bowling pins and write the numbers 1-10 in the circles as shown on the handout that you can print.
- Roll a die three times and record the digits. Work with your partner to write number sentences (using only those three digits) that equal as many of the numbers 1 through 10 as possible.
- Record each number sentence and cross out the corresponding answer (that is, the bowling pin).
- Can you eliminate each of the ten numbers for a strike? If not, roll the die three more times and use those new digits to produce number sentences. Can you get a spare?

Variation

Each player has their own set of 10 bowling pins. Each player rolls the die three times and records their numbers. Both players write number sentences to see who can knock down the most pins.

Materials

- One die
- Paper and pencil
- Worksheet, next page.



Bowl A Fact Worksheet

The diagram shows a bowling ball with ten pins numbered 1 through 10. To the left of the ball are three empty rectangular boxes for recording scores. To the right are ten horizontal lines, each starting with a number from 1 to 10, followed by a plus sign and a blank line for recording the score for that pin.

6th Grade Problem: Audience Size

A school held several evening activities last month—a music concert, a basketball game, a drama play, and literacy night. The music concert was attended by 250 people. How many people came to each of the other activities?

1. Attendance at a basketball game was 30% of attendance at the concert.
2. Attendance at the drama play was 140% of attendance at the concert.
3. Attendance at literacy night was 44% of attendance at the concert.

Are you ready for more? 50% of the people who attended the drama play also attended the music concert. What percentage of the people who attended the music concert also attended the drama play?

Sudoku

The objective is to fill a 9x9 grid so that each column, each row, and each of the nine 3x3 boxes (also called blocks or regions) contains the digits from 1 to 9. A cell is the smallest block in the game. A row, column and region consists of 9 cells and the whole game consists of 81 cells. A region has thicker lines surrounding it. This simply makes it easier to play the game.

5				8	6			1
		2	7		1	6		
	7	1				2	5	
9	1			2			7	
3			1	4	5			6
	6			9			2	4
	5	3				4	6	
		8	9		3	5		
2			5	1				7

7th Grade Practice Proportional Relationships & Percentages

Percent error can be used to describe any situation where there is a correct value and an incorrect value, and we want to describe the relative difference between them. For example, if a milk carton is supposed to contain 16 fluid ounces and it only contains 15 fluid ounces:

- the measurement error is 1 oz,
- and the percent error is 6.25% because $1 \div 16 = 0.0625$.

We can also use percent error when talking about estimates. For example, a teacher estimates there are about 600 students at their school. If there are actually 625 students, then the percent error for this estimate was 4% , because

$$625 - 600 = 25 \text{ and } 25 \div 625 = 0.04$$

Find the difference and divide it by the actual. To change the decimal to a percent, multiply by 100.

Cumulative Practice Problems

- The depth of a lake is 15.8 m.
 - Jada accurately measured the depth of the lake to the nearest meter. What measurement did Jada get?
 - By how many meters does the measured depth differ from the actual depth?
 - Express the measurement error as a percentage of the actual depth.
- A watermelon weighs 8,475 grams. A scale measured the weight with an error of 12% under the actual weight. What was the measured weight?

3. Noah's oven thermometer gives a reading that is 2% greater than the actual temperature.

- If the actual temperature is 325°F , what will the thermometer reading be?
- If the thermometer reading is 76°F , what is the actual temperature?

8th Grade Equation Worksheet.

Determine the value of the unknown in each equation.

1. $2(3 - h) - 6 = -5h$ 11. $2(3x - 2) + 9 = -5x$

2. $7 + 9d = 7d + 3$ 12. $3(1 + p) - 5(p + 1)$

3. $-2(4 + 3y) = -2(4 + y)$ 13. $3(1 - 3g) = -7 + g$

4. $-7 + 4c = 7c + 6$ 14. $1 + 2b = 4b + 9$

5. $5(1 + s) = -9s + 6$ 15. $2z + 6 = 3z + 1$

6. $3 + v - 2(2v - 1)$ 16. $5a - 2 = -9a + 8$

7. $-2 - 4w = 7w - 8$ 17. $6t - 5 = -9t - 9$

8. $-6(1 - m) - 9 = 2m$ 18. $-1 + 3f = -7 - 6f$

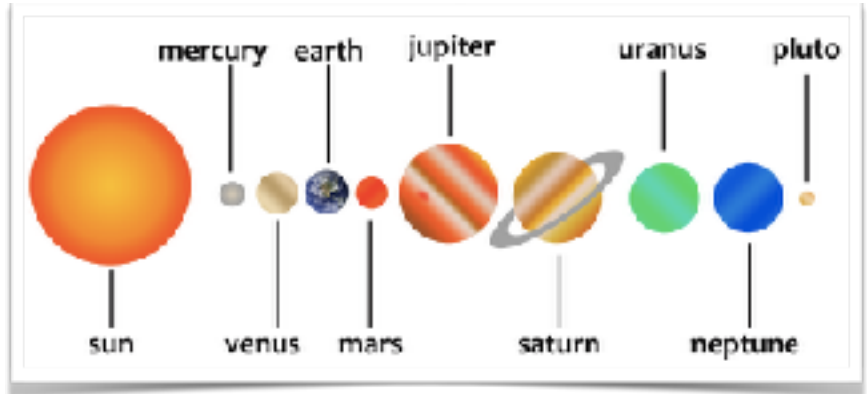
9. $-2q - 3 = -2(2q + 1)$ 19. $2 + r = 7 + 6r$

10. $6n + 7 = 2n + 5$ 20. $-6k + 1 = -2 + 7k$

Learning about the Solar System

When scientists looked at the stars long ago, they saw patterns. They did not understand everything about what they saw, so they kept looking in order to learn more. That is what scientists do. They ask questions and search for information to answer their questions. They are similar to explorers. While they do not travel far the way explorers do, they do make a kind of journey. Scientists want to learn more, so their journey is to travel from what they know to what they discover.

Scientists have learned many facts about our planet. They've discovered that it is incredibly diverse, with many different kinds of environments. There are both places that are extremely hot and spots that are freezing. There are mountains and plains, hills and valleys. There are deep oceans and there are great rivers and waterfalls. There are tropical rainforests and arid deserts. Those are all various parts of our planet. Still, there is much more to learn about what is here on Earth, particularly what is under the oceans. Scientists still are exploring this planet. A scientist dedicates much time to learning, first how to research, then using those skills to learn about the world. The scientist works hard to help us all become more knowledgeable about our world. Research is the key to learning more.



Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy, but our galaxy holds millions of other stars. The sun is very important to our planet because it provides light during the day, and gives us heat, too. Two other planets are closer to the sun than Earth: Mercury and Venus. Each planet has its own characteristics. We have learned more about them by studying the solar system with telescopes and spacecraft. Unmanned spacecraft have taken scientific instruments as far away as the planet Mars. There they found similarities to Earth, including kinds of land formations such as mountains as well as other features, and a landscape that seems to be the same rocky surface on most of that red planet, but they have not found any lifeforms on that barren planet.

Scientists figured out how the Earth changes. Earth orbits the sun once each year, which means it travels once around the sun every 365 days. The other eight planets in our solar system also orbit around the sun. All travel in a pattern called an ellipse, which is a type of oval. Therefore, at times, Earth is farther from the sun. Scientists figured out that the farther Earth was from the sun, the cooler the planet was. They also figured out that it is the tilt of the Earth's axis, however, that has the greatest effect on temperatures.

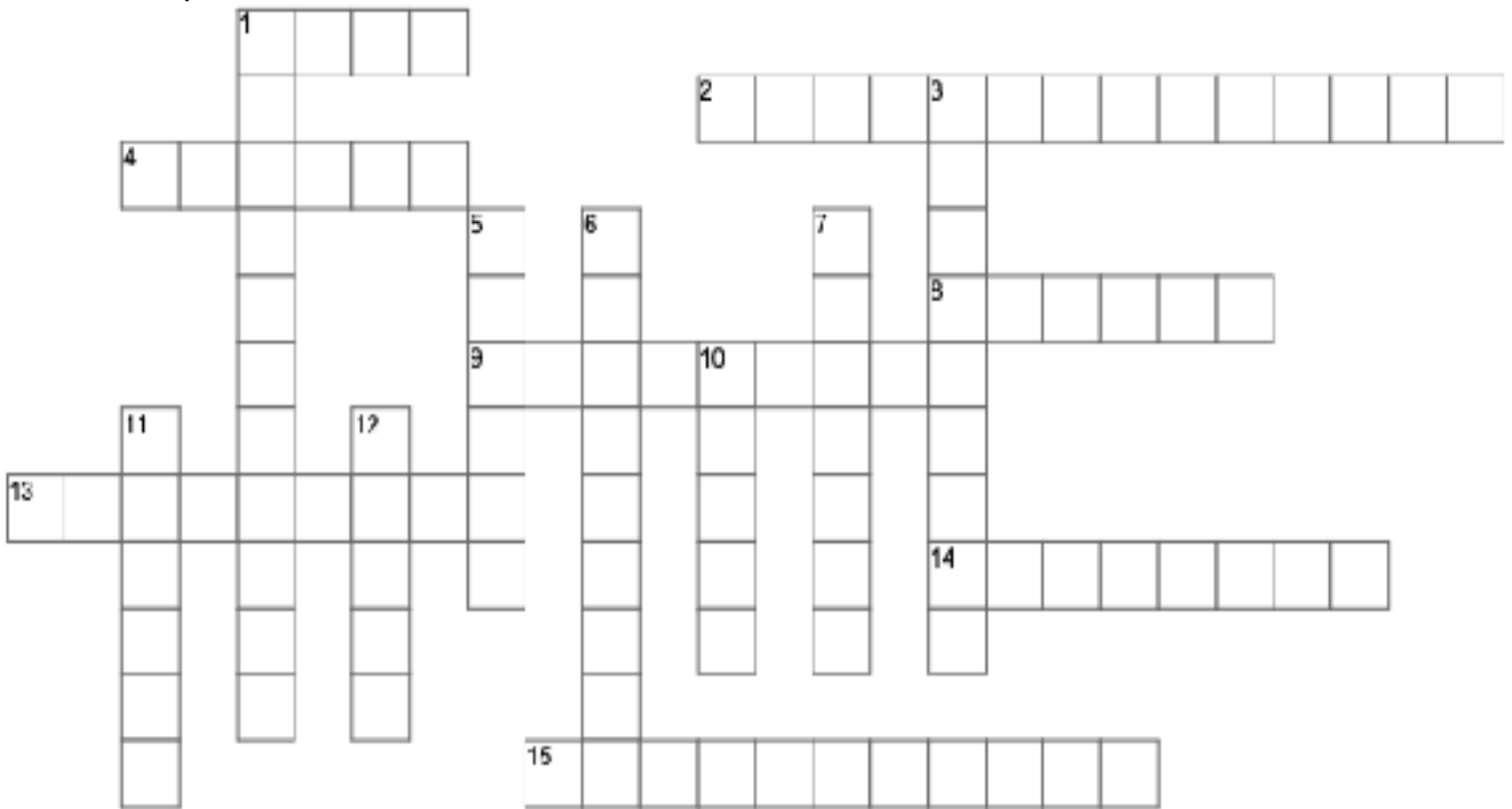
Scientists are still learning about our galaxy. There will always be new things to discover. Today astronauts travel into space, they are explorers. Long ago, explorers used to travel the sea and map places no one had been before. Now, astronauts travel in ships— spacecraft—thousands of miles in space, where still much is unknown. While it is dangerous to travel in space, astronauts are dauntless and bravely travel thousands of miles just to learn. They bring skills with technology and research and courage to their work.

Support the Main Idea

What is the main idea of this passage?

Underline five sentences in the passage that support that idea.

Outer Space Crossword Puzzle



ACROSS

1. A hot ball of glowing gas.
2. The first person to use a telescope to study the stars.
4. Gravitationally bound system of stars, stellar remnants, interstellar gas and dust, and dark matter.
8. Telescope named after the astronomer Edwin Hubble.
9. Person trained to command, pilot, or serve as a crew member of a spacecraft.
13. Technical instrument used to see distant objects as stars.
14. A medium-sized rocky object orbiting the Sun.
15. Interplanetary space probe that was launched to study Pluto, its moons and the Kuiper belt.

DOWN

1. The Sun and all the objects that orbit it.
3. The distance traveled by light in a year.
5. A bowl-shaped depression formed by the impact of a meteoroid.
6. An object in orbit around a planet.
7. The natural attraction between physical bodies.
10. Gravitationally curved path of an object around a point in space.
11. A body in orbit around the Sun large enough to have achieved hydrostatic equilibrium and to have cleared the neighbourhood around its orbit.
12. A small body that circles the Sun with a highly elliptical orbit.

Some things to do while you're home

1. Play with Shaving Cream & food coloring
2. Create a musical instrument out of recyclables
3. Make a box town out of old boxes
4. Research careers
5. Learn string games like Cats in the Cradle
6. Have a picnic on the living room floor
7. Learn clapping games like Miss Mary Mack
8. Play cards (Crazy 8s, War, Rummy)
9. Family game night
10. Watch old home movies or look at old pictures
11. Have a watermelon seed spitting contest
12. Build a fort
13. Fly a Kite
14. Play capture the flag
15. Play Freeze Tag
16. Tell scary stories in the dark
17. Go for a hike
18. Learn sign language
19. Learn Morse Code
20. Build a toothpick bridge or building
21. Walk the dog
22. Bake some treats
23. Play chess or checkers
24. Play charades

The Big Game

Skill: Identify, analyze, and infer motive

It was Friday. The football game was Saturday. We were very excited. My brother was going to be the quarterback for our team. It was the first time he would be in that position. He had been hoping to be quarterback ever since he joined the team. He said, "That's the big job. That's the one that makes the big difference."

My mother said, "Be careful, son. That's the big target, too. You know the other players want to sack you. You can get hurt."

"Don't worry. I'm tough. And I'm fast. And I have great players who will block them."

That night I couldn't sleep well. I worried about my brother. My mother was right. He could get hurt.

The next morning, he left early to get to the game. When we got there it was about to start. The team ran out on the field. He looked great. He saw us and waved.

Then it started. They were playing hard. One player in particular from the other team kept rushing at him. Then it happened. He knocked my brother down. My brother was slow to get up.

My mother was screaming. The coach ran out on the field. He told my brother to take some time on the bench. He was afraid he had been hurt. My mother ran down to check on my brother. But all he did was smile. "It's just a bruise. I'm fine. And don't worry, I'll be back. This is great. I love leading the team."

My mother was so worried then, but my brother was right. He plays quarterback every Saturday. She can't go to the games. She just waits at home and hopes to see him walking in smiling

Directions: Choose the best answer for each question

Why did the mother worry about her son?

- a. He was a target.
- b. He was a quarterback.
- c. He was a good runner.
- d. He was a football player.

Why did her son want to be a quarterback?

- a. to be a hero
- b. to play football
- c. to have an important role
- d. to win the game

Why didn't the mother go back to the next games?

- a. She was angry.
- b. She was sad.
- c. She was worried.
- d. She was busy.

Why did the brother keep playing football after he was hurt?

- a. He wanted to be important.
- b. He wanted to be a leader.
- c. He wanted to win games.
- d. He wanted to show off

Do you think that the sister went to more games? Why would she make that choice?

Hi everyone, this is Miss Stefanie, your mental health therapist here at Mary Walker. As the Mary Walker family soldiers through this difficult and challenging time, please know that you are not alone. We are all here to support you. Every day we all hear the news and stress and anxiety build a little more. Here are some things that might be helpful when you're feeling overwhelmed.

- 1) Don't get wrapped up in watching the news all day. Please, get your updates from a reliable source like the Department of Health (DOH), not social media. Also, www.coronavirus.wa.gov offers resources and updated information. Governor Inslee offers a daily recorded press conference. These resources are to help answer public questions, not to create more anxiety. Please, be aware of your reactions to these updates and just turn it off if you need to.
- 2) Use social media or phones to reach out to your friends and family, being as positive as you can helps everyone.
- 3) Take a ten-minute break and breathe. Slowly breathe in for a count of 5 and slowly breathe out for 5. Slow and controlled is the key. Do this at least 5 times, if you're still not in a calmer frame of mind, then repeat as many times as you need to until you are.
- 4) Keep things in perspective. Remember that this may be a tough day, but there will be easier ones to come. This is temporary.
- 5) Keep your daily routine as much as possible "It's easier to cope with whatever is going on. But you must be realistic. When you're under stress, it can make things harder. Be patient with yourself and allow plenty of time to get things done." (Dr. Steven Rosenberg). A solid routine will help keep everyone grounded.
- 6) Remember to get at least 7 hours of sleep a night. Sleeping will help you to focus, have enough energy to get through the day, and have a regular sleep schedule will help you to keep your routine.

I'm hoping you are all doing well and staying healthy! I am still working from home, and if you feel like it would be helpful to talk, I am here for you. My office phone at Mary Walker is 509-258-4713. I check that phone for messages at least once a day, every day. My cell phone is 509-540-7554, please feel free to text or call and we can set up a time to visit. You may also email me at sstephens-wilson@marywalker.org.

Calm Down Kit

Shared by Mrs. Jocelynn

When you are feeling angry or frustrated, take this Calm Down Kit and try the following:



When I am angry I will...



Sit in my chair



Fold my hands



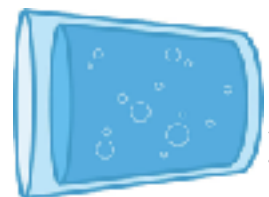
Take 5 Breaths



Count to 10



Return to Work



Drink Water

SEED SCIENCE

Materials Needed for the Germinating Seeds in a Bag

Experiment:

- Bean seeds
- Paper towel
- Plastic baggie
- Tape

You don't have to purchase seeds specifically for planting for this experiment. We used beans sold in the grocery store for human consumption for our seeds in a bag, and they sprouted right up with any problems at all!

Before starting the experiment, soak your bean seeds overnight in water. This will sort of "wake up" the seeds and get them ready to germinate. You'll get faster results if you pre-soak your bean seeds this way. Drain the seeds before placing them in the bag. Dampen a paper towel and fold it into the bag.

Make sure the beans are visible on the side of the window where the kids will be observing their seeds sprout. Wait

24 hours. You should be able to see the seeds start to pop open and sprout after this time.

In a few more days, you'll see the leaves start to emerge.

Remember, any seeds work, if you do not have beans, go outside and gather any seeds you find. Some may take a little longer to sprout but most will. Take pictures and send them to me at my school e-mail.

Engineering Connection

Engineers take advantage of the natural characteristics and processes of plants in many applications. All our forests and parks keep the air and water of our planet in good health, which is why they are often called the "lungs of Earth." We all know that trees help purify the air by absorbing pollutants, but they also reduce the amount of pollutants in sewer systems, and the amount of water-borne pollutants that reach streams and rivers. In this same way, all types of plants can be used to clean dirty air and water since they take in the air and water around them through their leaves and roots, and release clean oxygen and water back into the atmosphere.

Engineers incorporate plants into water treatment processes at factories and industrial facilities. It is common for engineers to include tiny plants, and human-made lagoons and wetlands in municipal biological water treatment processes. One company designed a series of engineered ecosystems at a highway rest area using plants, insects, snails and worms to clean the wastewater and recycle it back into the restrooms to flush toilets.

The purpose of roadside landscaping is to treat storm water runoff before it enters a community's storm drain. Trees and vegetation clean and absorb storm water, and prevent erosion and landslides. The vegetation removes suspended solids, salts, oil, snow removal chemicals, and other waste from cars, keeping this pollution from entering the storm drain.



Planting Potatoes in a Cage

I have a small yard, so I'm always looking for ways to squeeze in as many plants as possible. Growing my potatoes in cages is one of the ways that I do that. With this method, I can grow a crop of potatoes in as little as two square feet, and I don't have to do any digging either. But the real icing on the cake? I actually end up with more potatoes by growing them this way. Want to try it out for yourself? Here's how to grow potatoes in a cage.

Start with a bag of seed potatoes (don't use potatoes from the grocery store; they've probably been sprayed with growth inhibitors). You can order seed potatoes from a garden catalog, or pick them up locally from a garden center, or Co-op store.

Then, cut your seed potatoes up into pieces, with at least two eyes per piece. Allow them to sit for a day or two, so they skin over before you plant them. This will keep them from rotting when you bury them.

Form cages for your potatoes out of wire mesh or stiff plastic netting. Whichever you choose, you'll need a piece that's five-feet long and at least three-feet tall for each cage that you plan to make.

Once you've rounded up your materials, simply form the mesh into a two-foot wide circle, and bend the ends together to hold the shape.

Position your cage(s) where you want them. Stake them down, if you live in a windy area. Then, line the bottom and the first few inches of the sides in wet newspaper. This will help to keep the soil in.

Place your potatoes in the bottom of the cage. Four potato pieces per cage is about right. I used extra-large cages this time, so I placed six potato pieces in mine.

Cover the potatoes with soil. Three inches is pretty typical, but consult the instructions that came with your potatoes. Finish by giving them a good watering. Continue watering your plants regularly, and deeply. They need about an inch of water each week.

Add more material as they grow. Watch for the potato plants to break through the surface and extend about six inches. Then, add a couple inches of soil, leaves or straw. Continue adding material for the next month.

Harvest your potatoes two to three weeks after they've flowered, if you want new potatoes; or two to three weeks after the tops have died back, if you want fully mature potatoes. To harvest, simply lift the cage off, and the potatoes will fall out.



More Ways to Grow Potatoes Potatoes also do beautifully in trash cans (just add drainage holes), and containers that are at least two feet deep. Look around your garage, and see what you have that will work.

When to Plant Potatoes Wait until after the last frost to plant your potatoes. If you plan to store your potatoes long-term (and you live somewhere with a long growing season), consider waiting until mid-June to plant your potatoes.

Companion Plants for Potatoes To Deter Pests, Place Your Potato Cages Near ... Beans, catnip, coriander, horseradish or nasturtium (they'll repel Colorado potato beetle) Marigolds (they'll repel nematodes) Do Not Plant Your Potatoes Near ... Cucumbers, raspberries, squash, sunflowers or tomatoes (they'll increase the chance of potato blight)

How Many Potatoes Should I Plant? Under optimal growing conditions (good soil, plenty of water, few pests), you can expect to get eight to ten times what you planted. So, if you plant five pounds, you might get 40-50 pounds of potatoes. According to the Northern Plains Potato Growers Association, the average American eats 110 lbs of potatoes each year (but that includes chips).

Hi to all my art students! Grab a pencil and paper, relax and create an interesting drawing! Sit outside and create a scenery picture or put 2 or three various scenes together to create a dream scape! Be confident and relaxed. I can't wait to see what you share with me! Mrs. Holt ☺

<p><u>APPLE</u> Perfect & Pretty OR Rotten & Wormy</p>	<p><u>MIXED UP ANIMAL</u> 2 or more animals combined to make a crazy creature</p>	<p><u>Me & My Family</u> Draw a picture of you and your family. (this can your include pets)</p>	<p><u>ROCKET SHIP</u> Create an amazing rocket with patterns & designs</p>	<p><u>DREAM HOME</u> If you could create your dream home, what would it look like?</p>
<p><u>MONSTER FOOD</u> Your favorite food is attacking the city! What does that look like?</p>	<p><u>UNDERWATER CREATURES</u> Real OR Imaginary</p>	<p><u>Me & My Favorite Room</u> What is your favorite room?</p>	<p><u>SUPER SUB</u> Create a submarine searching the sea! (sharks, fish, and more)</p>	<p><u>FUTURE CITYSCAPE</u> It can be on earth or another planet! Make sure it has lots of buildings & looks busy!</p>
<p><u>SWEET TREAT</u> What sweet treat do you like to eat? Icecream, cake, cookie, pie...all of them??</p>	<p><u>FISH BOWL</u> This fish has the coolest bowl in town! Make an amazing underwater world & don't forget the fish!</p>	<p><u>Me & My Friends</u> What do you and your friends like to do together?</p>	<p><u>PIRATE SHIP</u> Sailing on the sea or a sunken ship!</p>	<p><u>CAMPING</u> You could be in a cabin or a tent, but either way it should be set in the woods.</p>
<p><u>MY FAVORITE MEAL</u> What is your favorite meal? More than 2 items & on a plate. Don't forget your drink!</p>	<p><u>FARM FRIENDS</u> Draw at least 4 farm friends hanging out by the barn.</p>	<p><u>Me & My Favorite Toy</u> Draw a picture of you with your favorite toy.</p>	<p><u>FLYING CAR</u> Create a flying car and show what it is flying over!</p>	<p><u>DESIGN A PLAYGROUND</u> Draw your dream playground!</p>
<p><u>Sandwich Tower</u> Draw a high stacked sandwich with at least 10 different items on it. They can be crazy items ...not all food!</p>	<p><u>PRINCE/PRINCESS PET</u> What royal pet will you draw? Will they have a crown? Will they have a throne? How will you make them look royal?</p>	<p><u>Me As A Grown Up</u> What will you do when you're a grown up? What job will you have?</p>	<p><u>TRACTOR TIME</u> Tractors are an important part of farm life! Show a tractor down on the farm.</p>	<p><u>Bird House Amusement Park</u> Birds just want to have fun! Make an amazing bird house amusement park!</p>
<p><u>House of Food</u> Design a house that is completely made out of food...walls, roof, windows, and coors!</p>	<p><u>Zoo Crew</u> If you worked in a zoo, which animals would you try to spend the most time with? Draw you and the animals in their habitat.</p>	<p><u>Me When I'm 100 yrs old</u> What will you look like when you're a 100 yrs old?</p>	<p><u>HOT AIR BALLON</u> Create a hot air balloon floating over an amazing landscape.</p>	<p><u>MY STORE</u> If you had your own store...what would it be? What would it look like? What would the name be?</p>
<p><u>Raining Fruit</u> Fill a page full of different kinds of fruit.</p>	<p><u>Animal Surfer</u> Pick an animal to go surfing. Draw your animal riding a wave. Don't forget the swimsuit!</p>	<p><u>Me in a Costume</u> If you played dress up, what would you look like? Who would you be?</p>	<p><u>UFO</u> Aliens have landed...draw them and their UFO.</p>	<p><u>Delux Dog House</u> Design a dog house fit for a king!</p>

Springdale Middle School
Mary Walker School District #207
500 N 4th St, Springdale, WA 99173

Use this address to
mail a note to a
teacher!

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"

Please reach out to any of us with your questions, comments or needs during this COVID-19 Closure! We are here for you and your family. Additionally, you can call the Covid-19 Closure line at 258.4798 to leave a voicemail stating how we can help your family.

Meal Delivery

During Spring Break, we continue to deliver meal packets to homes. This week, MWSD Meal Delivery Trucks ran on seven routes to 124 homes to serve 293 meal packets. Thank you to all the wonderful staff members who continue to help make this program possible.

Summit Learning

Students with Internet connections are encouraged to log onto summitlearning.org to work on focus areas, checkpoints, and projects. Teachers are monitoring student work and using email and phone calls to help guide student progress.

Email Challenge

Send an email or even a snail-mail message to one of your teachers. Share what you have been doing during this COVID-19 Closure. You could even send a picture of your schoolwork or a project that you have completed. Don't forget to ask how they are doing. Check your email! You got mail!

Facebook Challenge

Last week we had many families participate in the Facebook challenge. The lucky winner of the drawing was the Altamirano Family. They won an Ice Cream Sundae basket. Check out the new Facebook challenge for our next photo challenge. We are looking for photos that highlight learning in mathematics. We look forward to seeing your math pictures.

We hope to see you soon!