

McDowell Families,

No quotes or fancy sayings this week. Each week I continue to say, don't stress yourself out over school work and to do what works for your family. However, that does not mean that students should not do any work. We continue to provide offline and online educational opportunities for students. The vast majority are taking advantage of this and doing work. Students will end up missing an entire 9-weeks of school. That is 25% of the year. When you combine that with the typical summer break, there is a large gap of not being within the walls of school. Muscles that are not exercised become weaker. The same goes for the brain. Please make sure your student is staying engaged in some way each week. There are no official grades in Infinite Campus; however, we are tracking on a spreadsheet if students are engaged online or we have seen any evidence of offline work.

Food distribution will continue with breakfast and lunch meals for students in need each Monday from 9:30-Noon. All meals are "grab & go" with no on-site dining option. The weekly distribution will be at Laurelville Elementary cafeteria and Logan Elm High School main entrance. Laurelville Elementary will also have food boxes for families in need during the same time. One box per car.

We have handed out Chromebooks this week. Please contact Mr. King if you are in need of a Chromebook within your household, for the purpose of: Your child completing work from their academic teachers and/or your child remaining in contact with their teachers. We would only be able to distribute one Chromebook per household for those that do not have at least one device that can be used for student use.

Following are offline suggestions if you do not have access to the internet. Educational activities are posted through Google Classroom each Monday for the week for those that do have access.

ELA

Daily Reading: Continue to read. If you are running low on reading material, please contact the McDowell Office or your ELA teachers to arrange for new books.

Writing: Choose a TV show (or movie) to watch under the genre of "Teen TV". Answer the questions below.

1. Write the title of the show or movie and where you found it.
2. Do you relate more with the protagonist or the antagonist of the show? Explain.
3. Are there any controversial topics or issues in the show? How did the director handle this issue or controversy within the show?
4. What is something in this show that you wish a parent/guardian/adults in general understood?
5. Create a 5 song playlist that walks us through the various moods established by this show. Make sure that your song choices go in order of moods experienced throughout the show. List the title of the song, the artist, and why the song "fits" the mood at a particular point in the show.

Math

Your family is planning a trip to the Lake Erie shores. Lake Erie is approximately 170 miles from your house and your trusty minivan averages 23 miles per gallon. If the average Ohio gasoline price is \$1.13 per gallon, how much money will you spend on gas (to the nearest cent)? If you average 63 miles per hour on your trip, how long will it take you to get to Lake Erie?

You finally get to leave the house. You decide to go shopping. You decide to get some new tennis shoes. They are currently priced at \$54. You will pay a 5.5% sales tax. What will be the total cost of the shoes?

While you are out shopping, your family decides to go out to lunch. For your family to eat it costs \$28. You left an 18% tip. What was the total cost of lunch including the tip?

Social Studies

Today in History: A Primary Source		Date:
Covid-19 Update:	Covid-19 Image/Video:	
Personal Reflection:	Reflection Image/Video:	

Option #1: Create a “Today in History” calendar. If you already started this activity, you may continue it. The calendar needs: #1 the date, #2 a few sentences on Covid-19 news of the day, #3 a few sentences of reflection on the day, #4 an image from the day related to the Covid-19 situation, & #5 a personal reflection image from the day. Be creative, use your resources (internet, magazine, crayons, etc), & do just a few minutes each day.

Option #2: There has been a lot of discussion recently about other threats to our health that might be a focus of our attention. What things do you think our communities should try to limit/reduce/eliminate after the Covid-19 crisis is over? What issues can we turn our collective attention to? Why is this the focus of your attention? What solutions can you propose to help your community? Share your essay with your teachers.

Option #3: Write a letter to a state or national politician whom you think is showing effective leadership during this time. Identify what you think makes them an effective leader. Provide examples of their leadership and how it has helped you/the community during this time. Research your elected officials and address your letter to the appropriate politician. Share your letter with your teacher and mail it to your official.

Remember to follow Flipgrid for the Geography and History Challenges as well as the Munch Madness Bracket.

Choir

Continue to journal about your daily interactions and/or practice with music Write a few sentences about a music documentary, autobiographical music film, book or article about music Construct a musical instrument out of natural materials or construct your own musical composition.

Band - Google Classroom Code: nkkhfge

Clean your instrument!

- Take a picture or video of yourself cleaning it & email them to Mrs. Wagner at becky.wagner@loganelm.org
- Call Mrs. Wagner at 740-500-0411 if you have any questions
- You can also look at YouTube and get some help if you need it
- Most of all, stay healthy and have fun practicing

Technology

Write a “Code” For a person to do a task. Think about the blocks in scratch that you would use. Be very detailed. Once you have completed your code ask a family member to closely follow the steps (program). Some activities you can code are: Wash hands, make a PBJ sandwich, write your name, wash the dishes, feed a pet, make your bed, jump rope, brush teeth, or any other activity you can think of. Try something different this week.

Physical Education

Try to do at least 30 minutes of physical activity each day.

Examples of activities: Jump rope, Bump/set a volleyball with a family member, Walk/hike/treadmill with a family member, Fly a kite, Who’s got a trampoline in the backyard?

There are free online apps right now like Peloton Bike App, Nike Training Club, Yoga with Adriene.

Challenge your friends by sending videos back and forth of pushups, crunches, burpees, etc. Play virtual horse.

*Students, do not be afraid to repeat any of the activities. Activities depend a lot on what equipment you have access to at home. For example, not everyone has a basketball hoop to shoot at in the driveway. Have fun!

Science

These 3 activities can be completed offline or online. If you are able to complete online check your google classroom for a google form to complete. If you are not able to do that you can take a picture of your work and email it to your teacher. If you are not able to do either, complete the activities and keep the papers for a later collection date.

1. Earth's Forces



The picture on the left is of Conkles Hollow Nature Preserve and the one on the right is looking from the back corner of the Green Summit Cemetery in Adelphi Oh. Explain what force or forces formed both of the landscapes so that they look the way they do today? Hint: It was different types of forces that formed both landscapes.

2. **Traits and Adaptations:** Explain what type of traits or adaptations these organisms have that help ensure their survival? A rosebush, a maple tree, a dandelion, a frog, a tiger and a squirrel?
3. **Acids and Bases Around Your House:** *Use the following information to find as many examples of Acids and Bases around your house*

Acids and bases are two special kinds of chemicals. Almost all liquids are either acids or bases to some degree. Whether a liquid is an acid or base depends on the type of ions in it. If it has a lot of hydrogen ions, then it is an acid. If it has a lot of hydroxide ions, then it is a base.

Strong Acids and Bases

Acids with a low pH of around 1 are very reactive and can be dangerous. The same is true for bases of a pH near 13. Chemists use strong acids and bases to get chemical reactions in the lab. Although they can be dangerous, these strong chemicals can also be helpful to us.

Acids and Bases in Nature

There are many strong acids and bases in nature. Some of them are dangerous and used as poisons by insects and animals. Some are helpful. Many plants have acids and bases in their leaves, seeds, or even their sap. Citrus fruits like lemons and oranges have citric acid in their juice. This is what makes lemons taste so sour.

Acids and Bases in our Bodies

Our bodies use acids and bases too. Our stomachs use hydrochloric acid to help digest foods. This strong acid also kills bacteria and helps to keep us from getting sick. Our muscles produce lactic acid when we exercise. Also, our pancreas uses a base called an alkali to help with digestion. These are just a few examples of how the chemistry of bases and acids help our bodies function.

Other Uses

Science and technology makes good use of acids and bases. Car batteries use a strong acid called sulphuric acid. Chemical reactions between the acid and lead plates in the battery help make electricity to start the car. They are also used in many household cleaning products, baking soda, and to make fertilizer for crops.

Visit the website to see a chart showing the pH of Common Substances

Art

<p>This is the same choice board as week 3. Choose 2-3 of the activities. Pick ones you have not chosen before.</p> <p>Ways to share your completed work: E-mail to robbyn.helsel@loganelm.org</p> <p>Text to 740.954.0744</p> <p>Share through Google Padlet: padlet.com/robbynhelsel/usyx4hb7prxp</p> <p>If you use Padlet, put all of your work on the same one instead of creating new ones.</p> <p>This choice board is also available on the website.</p>	<p>1. Use your imagination! Create a drawing that combines 3 different animals.</p>	<p>2. Cut facial features (eyes, nose, mouth, etc.) from magazines. Arrange them into funny face collage.</p>	<p>3. Listen to music. Draw lines and shapes as you listen that match the sounds, rhythms, and mood.</p>	<p>4. Trace your hand. Fill it with symbols to represent your favorite things.</p>	<p>5. Watch the sunset. Draw what you observe. Write a few sentences to describe the sunset.</p>
	<p>6. Choose one shape. Draw a picture using only that shape.</p>	<p>7. Go on a texture hunt. Find, draw, & label 5 of the textures you find. (Example: rough tree bark, soft blanket).</p>	<p>8. Sort items by color groups! Primary: red, yellow, blue Secondary: orange, green, violet Cool: blue, green, violet</p>	<p>9. Create a comic showing a beginning, middle and end of a story.</p>	<p>10. Get outside & create on a sidewalk. Use water to draw things from nature. Take photo before the picture evaporates!</p>
	<p>11. Create a visual alphabet! Draw a picture of something that starts with each letter of the alphabet.</p>	<p>12. Create a new cartoon character! It can be a person, animal, or something imaginary!</p>	<p>13. Gather rocks, stick, and leaves around your yard. Arrange the materials into a picture or design.</p>	<p>14. Go outside and draw a landscape; Be sure to show the horizon line! (where the ground & sky meet)</p>	<p>15. Draw 5 different sketches of a project(s) you'd love to make when we get back to school. Take your time! Push your creativity & skills!</p>

Pre-Engineering

Activity #1 (Please use adult supervision)

Step 1- Locate an old small electronic device that NO LONGER functions (Radio, computer, game system, cell phone etc)

Step 2- Make sure the device is NOT hooked to a power supply. Then, using small screwdrivers, pliers, etc. take apart the device as far as you can in as many pieces as you can without damaging any parts.

Step 3- Try and identify at least 5 parts inside (Motors, Resistors, Capacitors, LED light bulbs, Speakers, etc) Think back to our Electronics unit!

Step 4- Reassembly! Using your memory, put back all the parts, screws, bolts, nuts, etc in their proper place without damaging any component so that it looks identical to how it looked prior to disassembly.

Activity #2 - Knot Tying

*Being able to tie different knots can really benefit an Engineer or anyone in many different life situations.

Step 1- Locate a couple ropes, shoe strings, paracord, or something that can be tied in knots

Step 2- Practice the knots below. These are just a few, MANY knots are not listed. If you enjoy learning these please research additional knots.



Clove Hitch



Fisherman's Knot



Square Knot