

Minneapolis Grade School Volume 5 , Issue 3 February, 2023



Third Grade Classes Study Kansas History in Preparation for a Trip to the Smoky Hill Museum

After lessons in the classroom on the history of Kansas, including the westward movement and life on the prairie, third grade students traveled to the Smoky Hill Museum in Salina on Wednesday, January 25, 2023, for some hands-on history, discussions and special activities. While there, students saw a dugout, which was a replica of the first home built in Salina in 1858. Students learned about chores that pioneer kids were responsible for in order for their families to survive: gathering wood, bringing in water, collecting buffalo chips, and churning butter. They saw a demonstration of some of the equipment pioneers used to make butter, such as a dasher, separator, daisy churn and butter mold, and they watched actual butter being made using a churn.

Pack Your Wagon was another activity employees at the Museum had prepared for students. After discussion about what a trip west was like for pioneers, students designed a route from Chicago to Kansas and completed an activity which required them to make decisions on what to pack for a trip that would have taken them over six weeks to complete. Because wagons were only 4 feet wide and between 10-12 feet long and could only pull a maximum of 975 pounds, students had to make choices about what they felt was necessary for survival for a family of five. Information was given to students on different supplies and how much each item would cost. This included things like, food, tools, furniture, guns, ammunition, water, soap and extra wagon wheels.

Two other demonstrations and activities were pioneer games and corn shelling. Students learned that pioneers grew or hunted what they ate. Corn was the main part of the meal for pioneers and they also ate wild berries, roots and seeds. Corn was picked by hand and a corn husking hook worn on the hand was used to snap the corn off of the stalk. Students were able to feed corn into a hopper and turn a wheel to remove the corn from the cob. Students then fed the shelled corn into another part of the hopper to grind it into a powder.

Classroom Activities



Using a Hopper to Shell and Grind Corn



Churning Butter



Pack Your Wagon



Pioneer Games



Kindergarten and 5th Grade Meet

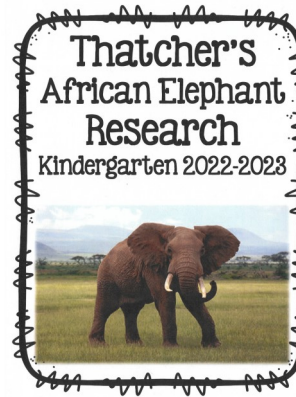


On January 13, 2023, MGS 5th grade students were introduced to their kindergarten *Study Buddies*. These two groups will continue to meet twenty minutes a week until the end of the school year.

Prior to the first weekly session, kindergarten teachers met with all 5th grade students to outline project expectations and to talk about their roles and responsibilities as “teachers” for the kindergarten students. Classroom teachers will be coaching and observing the students throughout the entire semester.



Before the January 13th meeting, kindergarten students had chosen an animal for their research, and a research journal had been prepared for each student. After spending time getting acquainted, both buddies wrote their names on the first page of the journal. They also documented the name of the animal they would be researching, the class of the animal, and whether the animal was warm or cold-blooded.



PBL: Animal Research

Name: _____

5th Grade Buddy: _____

Animal: _____

Class of Animal: (circle one)

- mammal
- reptile
- amphibian
- bird
- insect
- fish

My Animal is: Warm Blooded Cold Blooded

What do you call me?

A male is called a _____

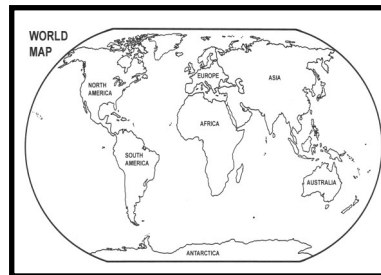
A female is called a _____

A baby is called a _____

A group is called a _____

On January 20th, students met for the second time to start researching animal names by using books and credible websites to find information. They did research to locate the male, female, baby and group name of the chosen animal. This information was recorded in each student's journal.

Week three brought the *Study Buddies* together to research the continent or ocean where their animal lives. They had to identify the location and shade it in on the world map provided in their journal.



Where Does Your Animal Live?

Directions: Use the map on the left to show what continents or oceans your animal inhabits. Shade in the area with a colored pencil and circle the continents or oceans below.

Africa	Arctic Ocean
Antarctica	Atlantic Ocean
Asia	Indian Ocean
Australia	Pacific Ocean
Europe	Southern Ocean
North America	
South America	



Study Buddies explored and recorded information about the habitat in week four. Kindergarten students were given the task of drawing and labeling the habitat where their animal lived.

Habitats Around The World

Desert	Wetlands	Savanna
Forest	Ocean	Freshwater
RainForest	Grasslands	Tundra
Polar Ice	Mountains	Coral Reef

What Does It Look Like Where Your Animal Lives?

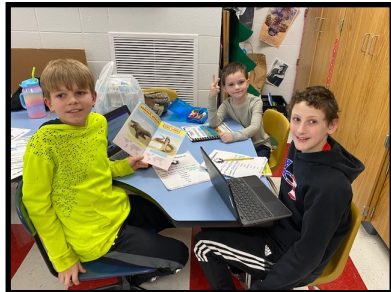
A habitat is a place that an animal lives. It provides the animal with food, water and shelter. There are many different sorts of habitats around the world.

What is the habitat like where your animal lives?

Directions: Look at the different habitat pictures on the left to find the habitat that your animal lives in. In the box below, draw and label the habitat of your animal.

_____ lives in _____.

Students focused on the diet of the animal during week five. They researched where their animal gets it's nourishment from and learned whether the animal is a herbivore, carnivore, omnivore or insectivore and what these terms mean. They searched and found pictures of three foods that the animal eats, and these were glued into their journal.



What Do You Eat?

A diet is the kind of Food that an animal eats.

Animal Diet

My animal is a/an...

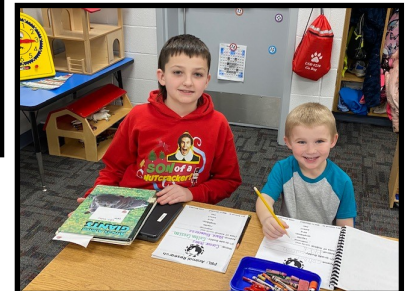
- ☐ Herbivore
- ☐ Carnivore
- ☐ Omnivore
- ☐ Insectivore

My animal eats...

List three Foods that your animal eats:

1. _____
2. _____
3. _____

Glue and label three Foods your animal eats.



What Is Your Covering?

An animal's covering is what the animal is covered in.

Animal Covering

Circle your animal's covering.

Fur or Hair	Skin	Scales
Shell	Feathers	Exoskeleton

Animal Pattern

Draw a close-up picture of your animal's covering. Include colors and pattern.

The next time the *Study Buddies* meet, they will be gathering information about the type of covering their animal has—skin, fur/hair, scales, feathers, shell or exoskeleton.



What do you weigh?

Directions: Write your animal's name on the first line. A number on the second line, and circle the unit of measurement.

A _____ is about _____
grams ounces pounds tons.

A _____ is about as heavy as a _____.

How long or tall are you?

Directions: Write your animal's name on the first line. A number on the second line, and circle the unit of measurement and either the height or length.

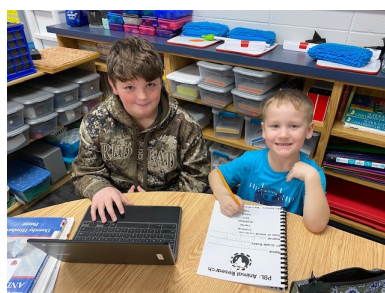
A _____ is about _____
(centimeters inches feet) long tall.

A _____ is about as long tall as a _____.

The seventh week will require students to locate and journal the size of their animal. Weight, height/length will be documented, and students will do a comparison to another object that is about the same size. Units of measurement will be discussed to help the kindergarten students have a better understanding of basic measurements.

Starting with week eight, *Study Buddies* will work together during each session to review all the information they have gathered about their animal. They will use this time to prepare and practice for a presentation which will be given at the end of the year. To help students with their presentation, they will be given a tri-fold board where they can paste pictures and facts to create a visual outline of all the information they have compiled throughout the semester.

The benefits this project has on the younger and older students are many. Older students have an opportunity to be a leader and teacher. Relationships are built that can last a lifetime. Learning is more engaging for students, and it helps boost student confidence, AND..... if the smiles on the faces of the kindergarten and fifth grade students in these photos are any indication of the success of this project, it looks like it's going to



Third Grade Students Use Game-Based Learning (GBL) to Enhance the Elements of Project-Based Learning

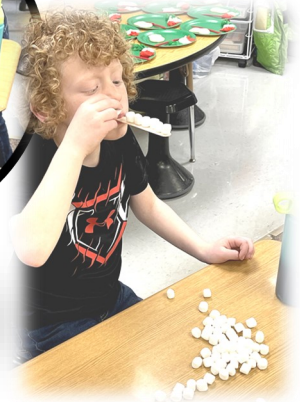
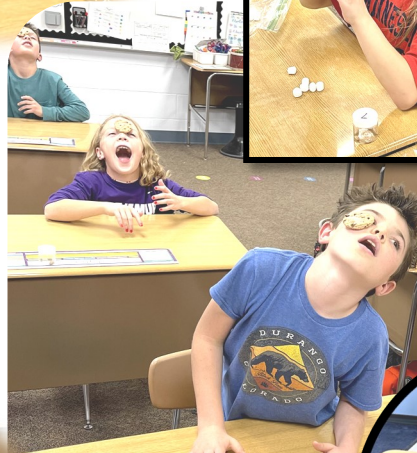
Tabitha Morris, the Parents as Teachers Coordinator, brought some games to Ms. Kelly's third grade room. Game-based learning (GBL) activities enhance resilience, problem solving and collaboration. With GBL, students are in a state of play, which makes taking risks and failing part of the process and excitement of the activity. Students are motivated to learn and improve, and they are prepared to deal with uncertainty, much like real-life situations. Competition among students can raise the level of motivation in a classroom. It challenges students to step out of their comfort zone and work with others as a team, and it fosters creativity and imagination.



Using a Minute-to-Win-It format with 60 second challenges, Ms. Kelly challenged students with some team-building and mind-challenging games in a group setting. Several of the games implemented the physics of the learned skill of balance. The "Face the Cookie Game" tested balance and muscle coordination. "Stacked marshmallows on a Stick" required balance, patience and persistence, while other games reinforced team-building skills, creativity, and a bit of trial and error to see what worked.

"The real value of using games in education is the balance they offer between problem solving and engagement."

Michael Fisher in Education Week Teacher



WHAT IS PHYSICAL LITERACY?



© Active For Life

PHYSICAL LITERACY LIFE CYCLE

Physical literacy is when kids have developed the skills, confidence, and love of movement to be physically active for life.



Physical literacy begins when parents encourage movement in infancy...



... develops throughout life...



... and can be a gift that is shared between generations.



7-8%

Higher annual earnings



Reduced risk of heart disease, stroke, cancer, and diabetes



40%

Higher test scores



Increased self-esteem and happiness

THE BENEFITS OF BEING PHYSICALLY ACTIVE*

* Adapted from Aspen Institute Sport for All - Play for Life: A Playbook to Get Every Kid in the Game

HOW IS PHYSICAL LITERACY DEVELOPED?

Kids develop physical literacy gradually through a variety of structured and unstructured activities. The nature of these activities changes as kids grow in age and ability.



0-3 years

Encourage early movement.



3-5 years

Expand on play, and keep it fun.



5-8 years

Increase the focus on fundamental movement skills.



8-12 years

Introduce more complex skills as kids are ready.

ACTIVE FOR LIFE®

Learn more at: ActiveForLife.com

The multi-sport approach:

How different sports help each other

Can tennis help your child play baseball? Will figure skating make them better at hockey? Is gymnastics good for other sports?



Athletics helps soccer players to run and jump better.

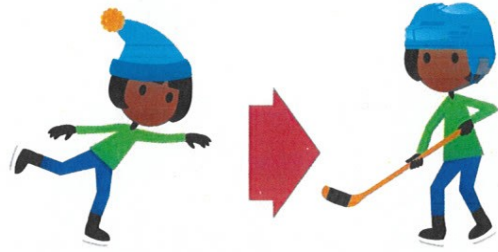
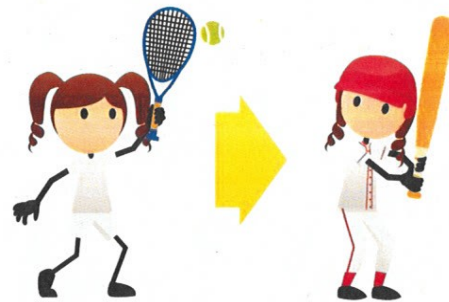


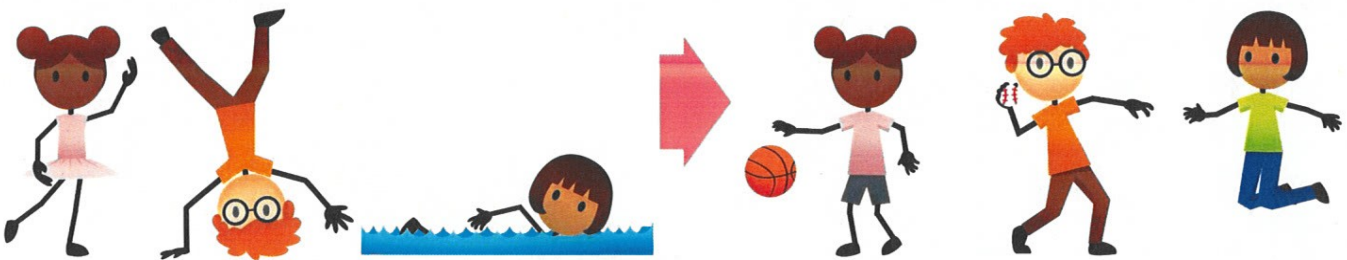
Figure skating helps hockey players to skate better.



Volleyball helps basketball players to jump, catch, and track the ball better.



Tennis helps baseball and softball players to strike better.



Dancing, gymnastics, and swimming help all athletes to be agile, balanced, coordinated, strong, and flexible.

For most sports and physical activities, kids should avoid specializing too early. In fact, they should try as many different sports and activities as possible before their teen years. Through this multi-sport approach, they develop better physical literacy and athleticism for life.