JrK - 5th Grades

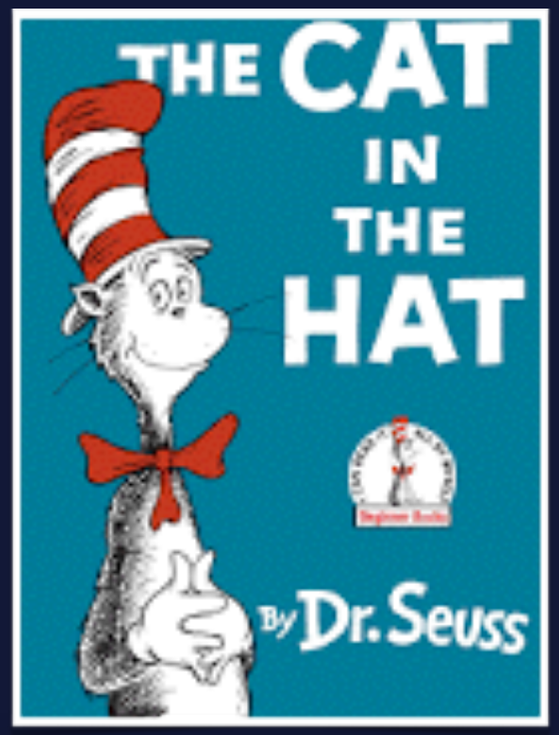
VIRTUAL PROCESS BOARD GALLERY

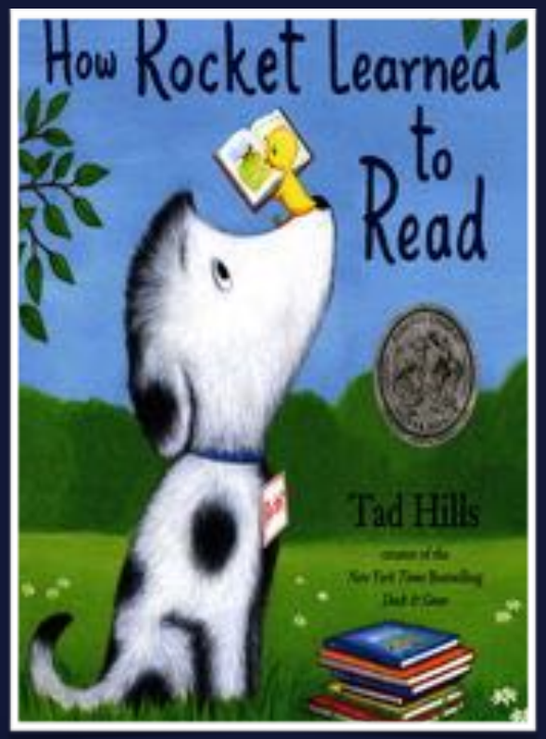
At Merryhill Midtown, we believe that learning is a process; hallway bulletin boards are designed to make this process visible. The boards highlight and provide insight into various projects and studies across campus for parents, students, and guests. Embedded QR codes bring projects straight to one's device for easy access to student essays, podcasts, video productions, and more. WASC icons indicate the integration of our school wide student learning outcomes. Other features include student photos, captions, "I Can" statements and grade-level standards, interdisciplinary connections, and technology integration.

This year, we've reimagined how to make these boards accessible to parents and guests, and are pleased to share our new Virtual Process Board Gallery! In addition to including all the elements of a traditional hallway process board, the virtual gallery also features embedded video and audio files. Published in an EPUB format, the Virtual Process Board Gallery files are easily accessible and sharable across devices such as smartphones, tablets, e-readers, or computers.

A Celebration of Reading

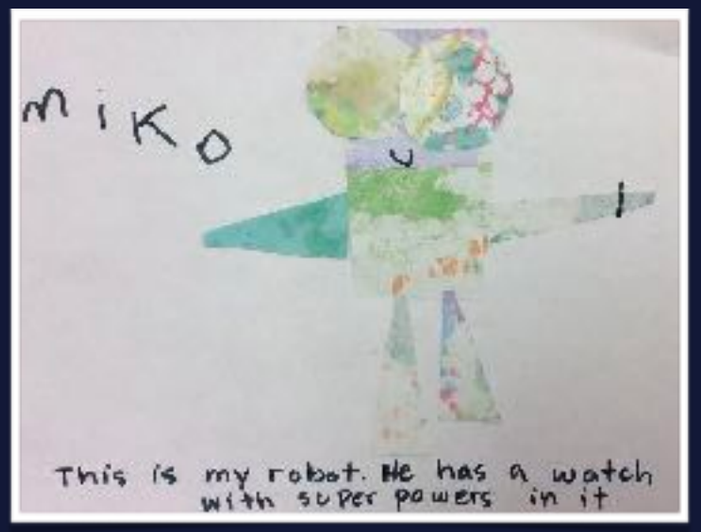
MS. WENDI IMAGIRE, JR. KINDERGARTEN





To create lifelong readers, we surround children with books. We read both fiction and non-fiction in small and large groups, and children have access to look at books on their own in our classroom library.

In honor of children's book author, Dr. Seuss, we celebrate the joy of reading every single day.



JrK Literacy Standards:

- Children print and identify upper and lower case letters and the letter and sound relationship
- Children read and recognize sight words
- Children identify the role of author and illustrator
- Children can identify characters and setting in books and describe basic sequence of events
- Children can dictate simple sentences about illustrations
- Children can write to convey ideas and messages

In Jr. Kindergarten, children build literacy skills through hands on learning activities in the art, sensory, manipulative, construction, and dramatic play centers. With continued opportunities to explore a text-rich environment, they learn the value of the written word. Reading and writing is not just about stories, but also about communicating ideas and connecting to others.

Blending Sounds

IN KINDERGARTEN'S KITCHEN

Introduction

We began exploring our new phonics concept by sorting pictures and placing them with the correct blend sound. We will be using this sound chart throughout our blending adventure.

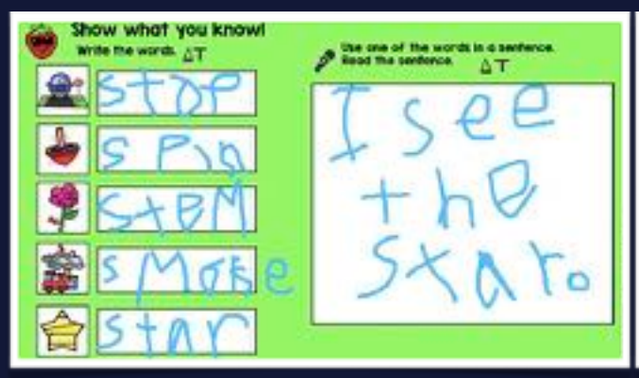
A chef isn't a chef without their hat, so we designed "s blend" chef hats in preparation for our work the following day!

Guided Practice

Time to open up the kitchen! Blending our letter ingredients to explore all the new sounds.

Independent Practice

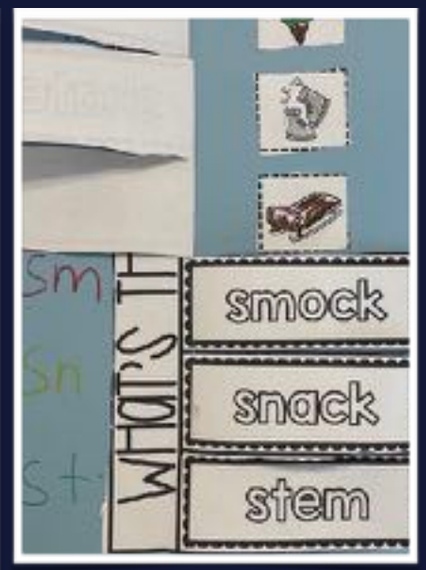
Every great chef has a recipe book! These little chefs add their newfound "s blend" recipes to their own Blenderia Recipe Book.



Asynchronous independent practice on Seesaw from the chefs who work over time!

Checking for Understanding

After we clean up our kitchen, we figure out "What's That Word?" Students read their "s blend" word and match it to its corresponding picture!



Animal Research

Class Book Project

MRS. BRITTON - KINDERGARTEN

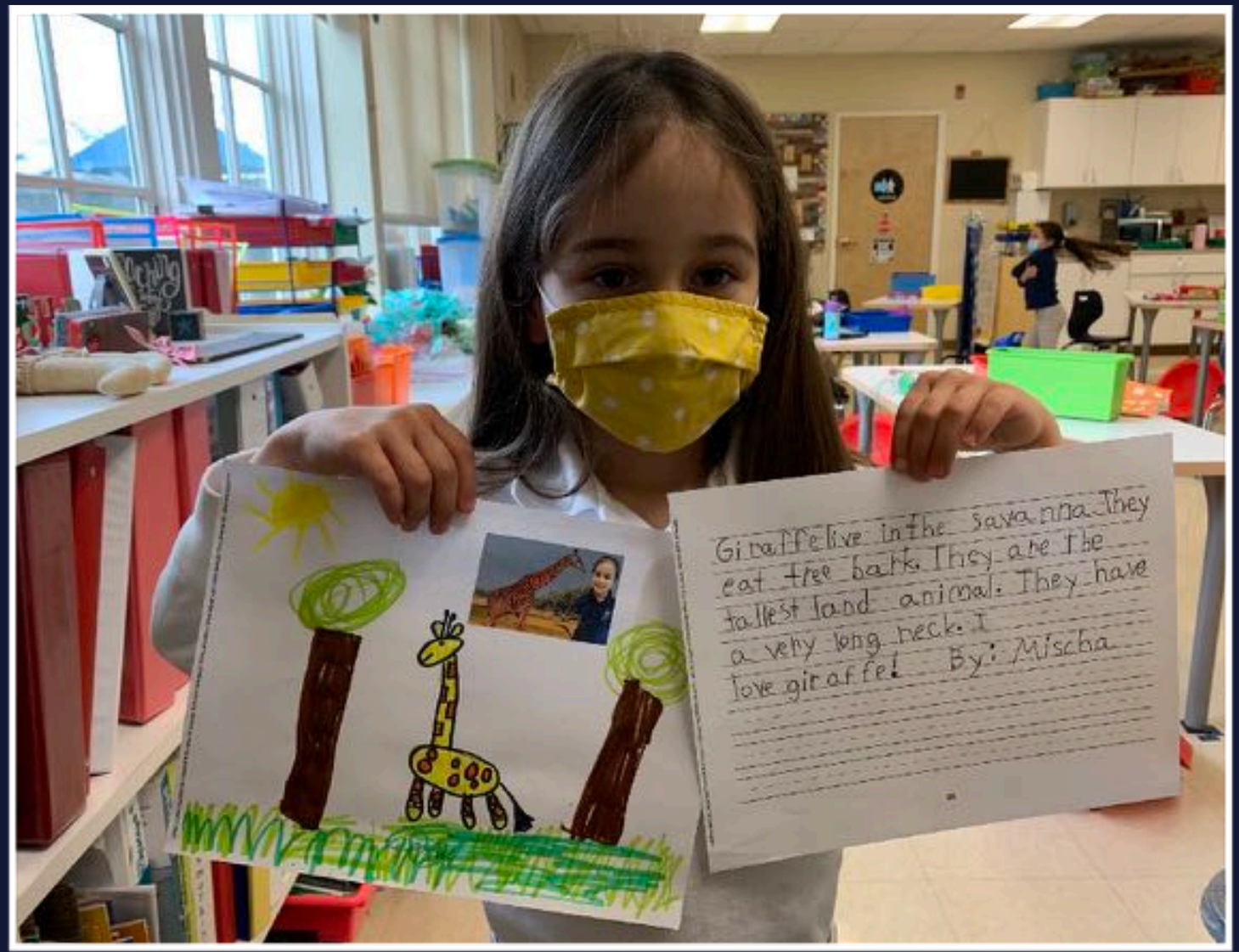
1. RESEARCH - Students began this unit by scanning QR codes and watching videos of their favorite zoo animals. Next, they looked at their animal's distinguishing physical characteristics and compared it to other zoo animals.

Kindergarten Language Arts Standard: Students use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

2. RECORDING DATA - Students extended their learning by completing an Animal Research Page. Their research included learning about the animal's habitat, physical traits, diet, size, and other fun facts. Next, students took green screen photos and placed themselves in the animals' natural habitat.

3. NARRATIVE ROUGH DRAFT - Students illustrated a book page to accompany their rough draft of animal data.

4. FINAL COPY - Students demonstrated learning by writing a final draft about what they had learned focusing on correct spacing, punctuation, and capitalization. Finally, the book was compiled and prepped for official publication!

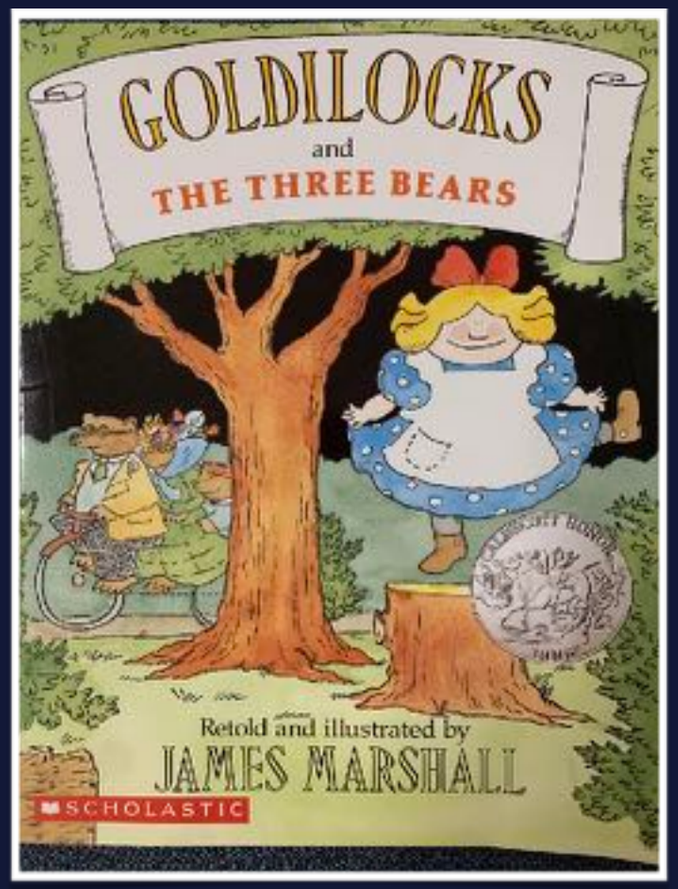


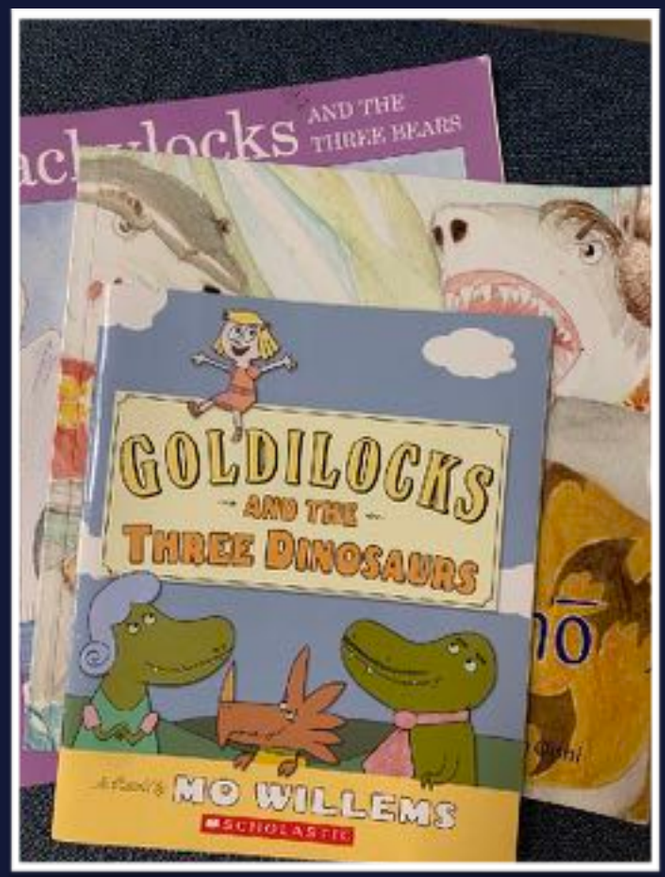
Fracturing Fairytales

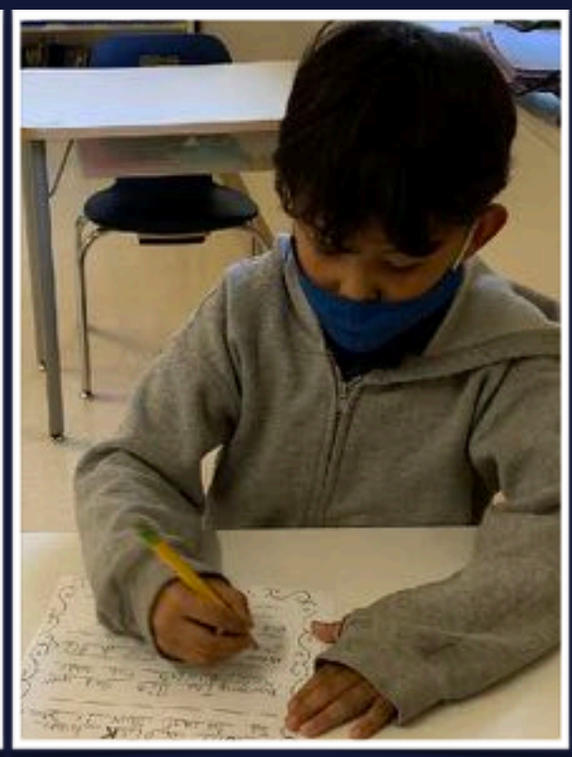
MRS. GUILLAUME'S 1ST GRADE

I can...

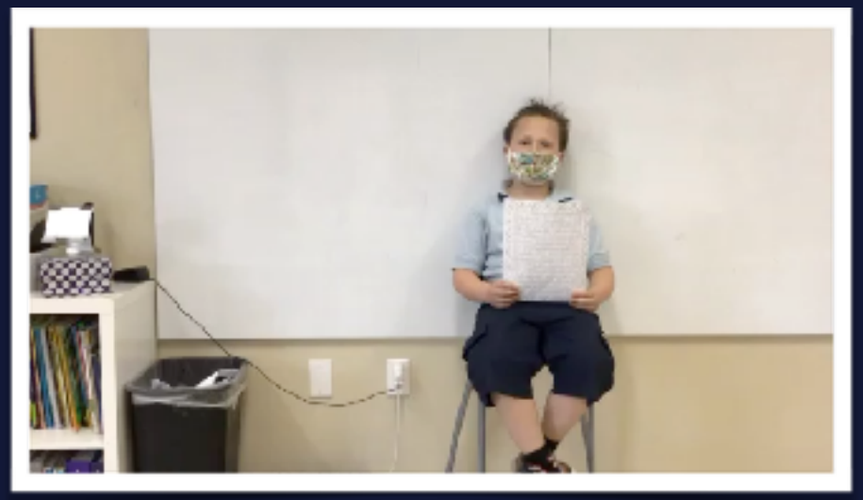
- name the central message of a story
- use mapping to organize thoughts
- recall information from experiences or gather information from provided sources







The class began this unit by reading traditional fairytales and looking at their characteristics. We then explored fractured fairytales, which take a classic fairy tale and adds a twist, and discussed their elements and examined the similarities and difference between the two.

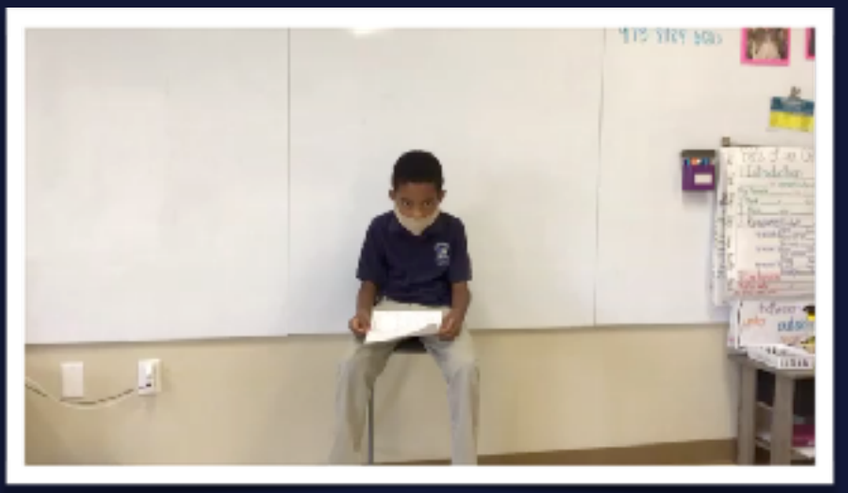


Click to hear Emmett's story

The Three Mad Pigs and the Mean Wolf

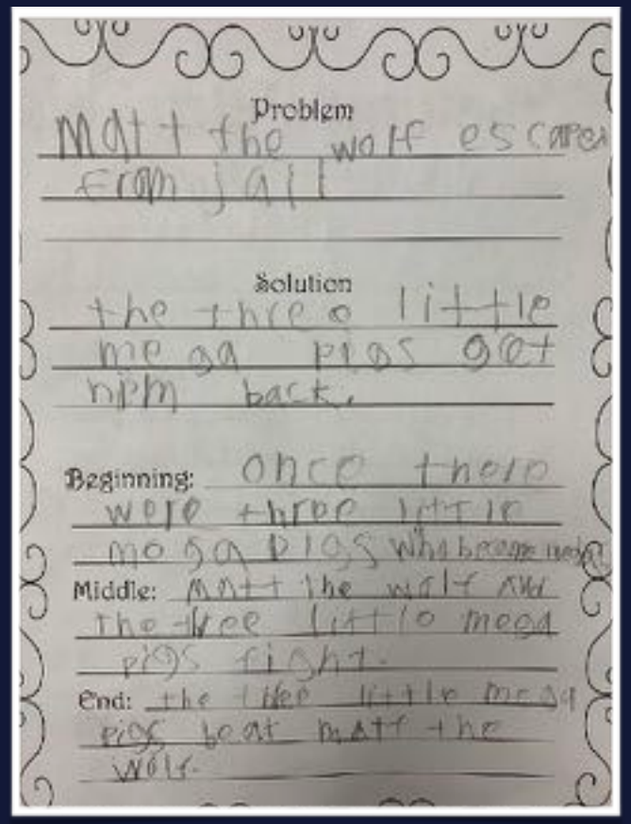
Click to hear Mei's story

The Dojobread Man

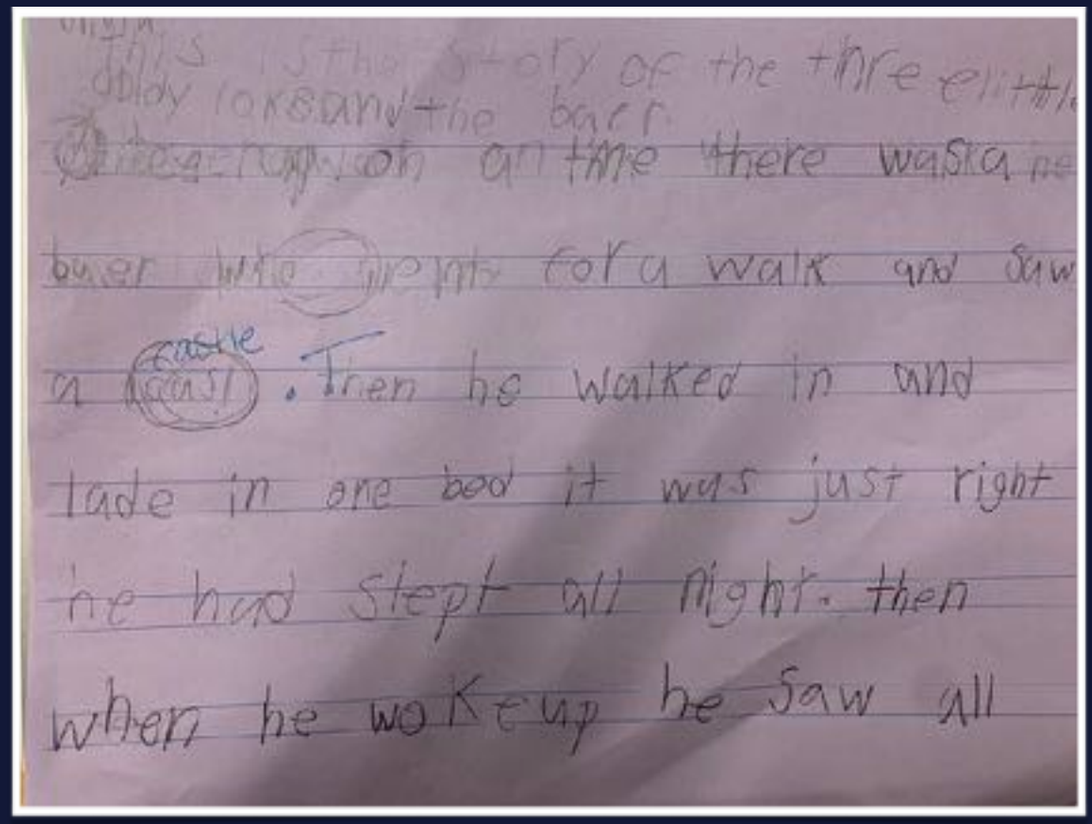


Click to hear Vincent's story

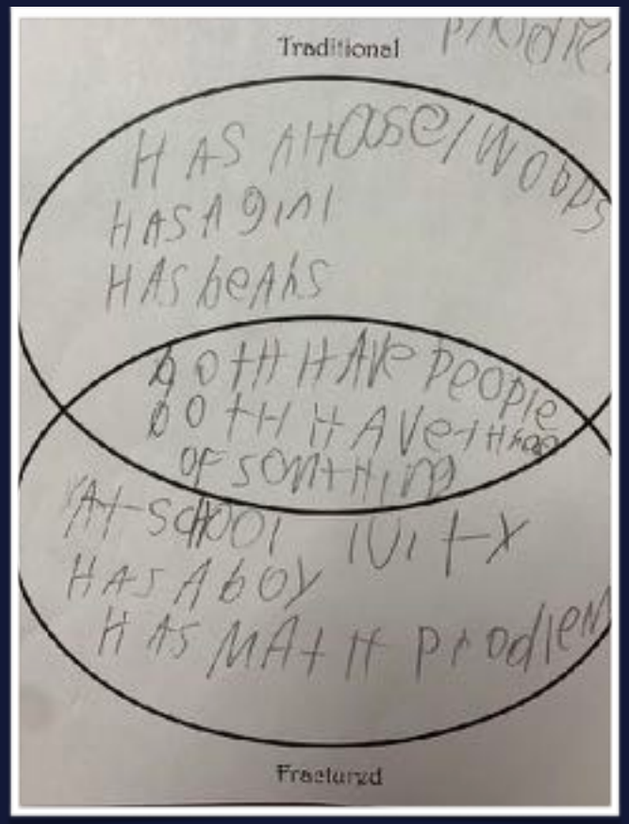
The Three Little Mega Pigs



First, students planned their fractured fairytale inspired from a traditional fairytale.



Next, the students wrote a draft of their fractured fairytale, then added detail, and edited their draft.



Before presenting to the class, students compared & contrasted their final fairytale to the traditional version.

Exploring Plant Parts

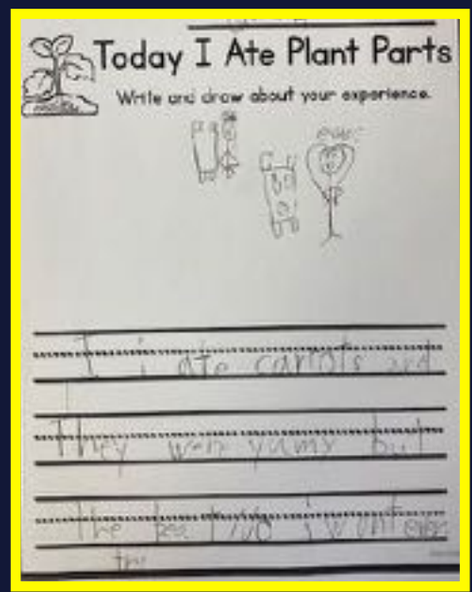
Mrs. Hoey - First Grade

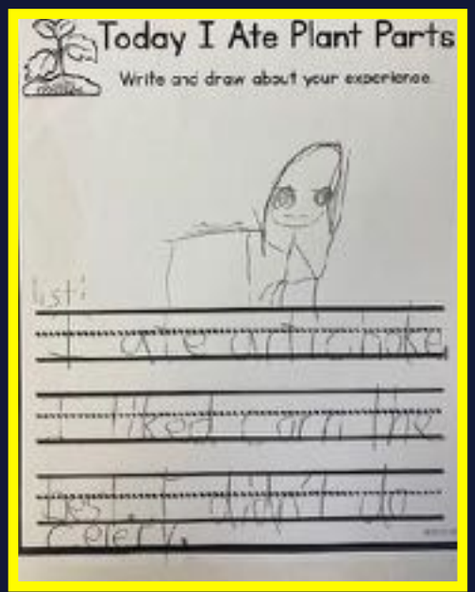
1. DISCOVERING

Essential Question: What are the parts of a plant and how do they help the plant thrive?

I can identify the parts of a plant and give real world examples of each part.

2. CONNECTING



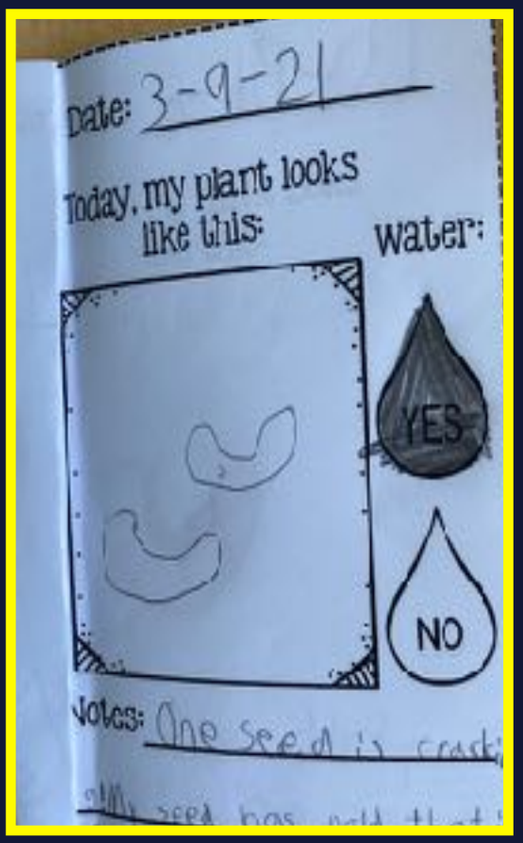


3. EXPERIMENTING

Students used lima beans and soaked cotton balls in water to watch how seeds sprout, a process normally hidden by dirt.

4. OBSERVING

Students investigated the characteristics and basic needs of plants. They now can determine what plants need to live, and are able to identify which parts of the plant help it to thrive based on it's needs.



Slow and Fast Changes to Land

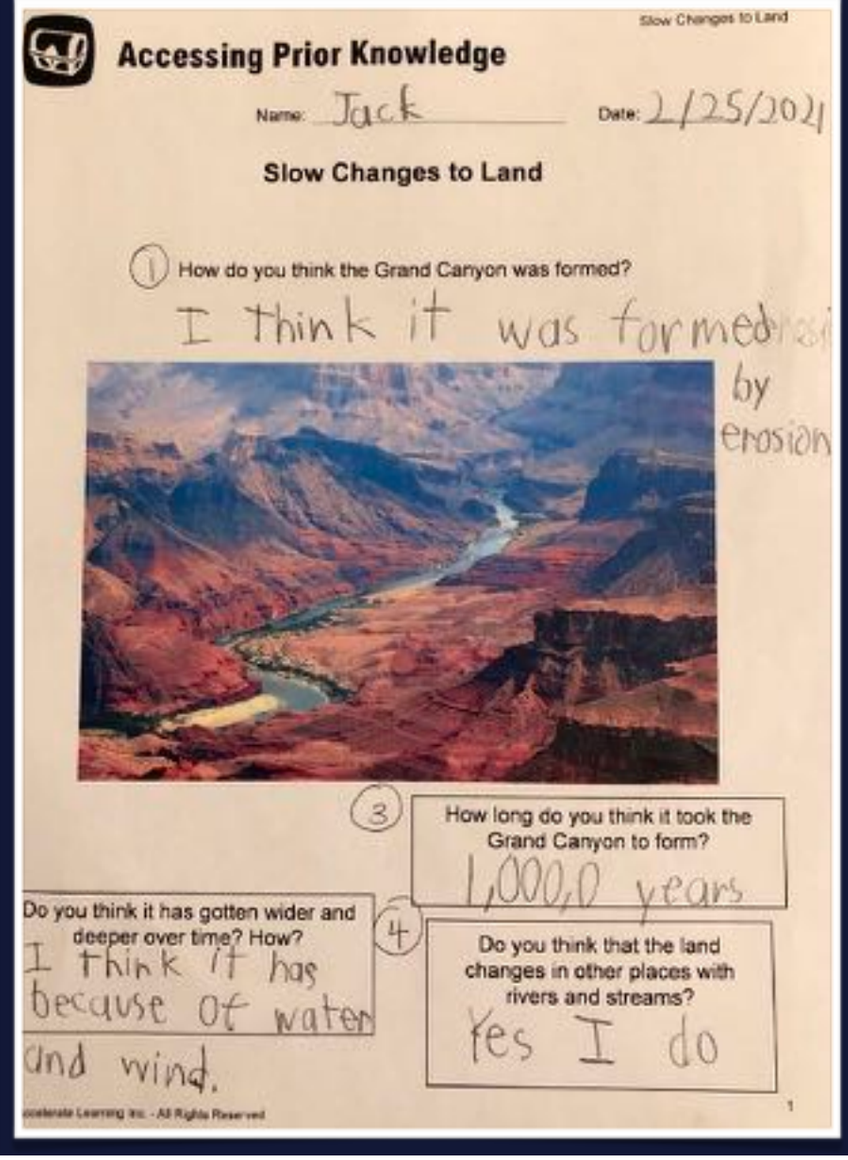
MS. SANCHEZ - 2ND GRADE

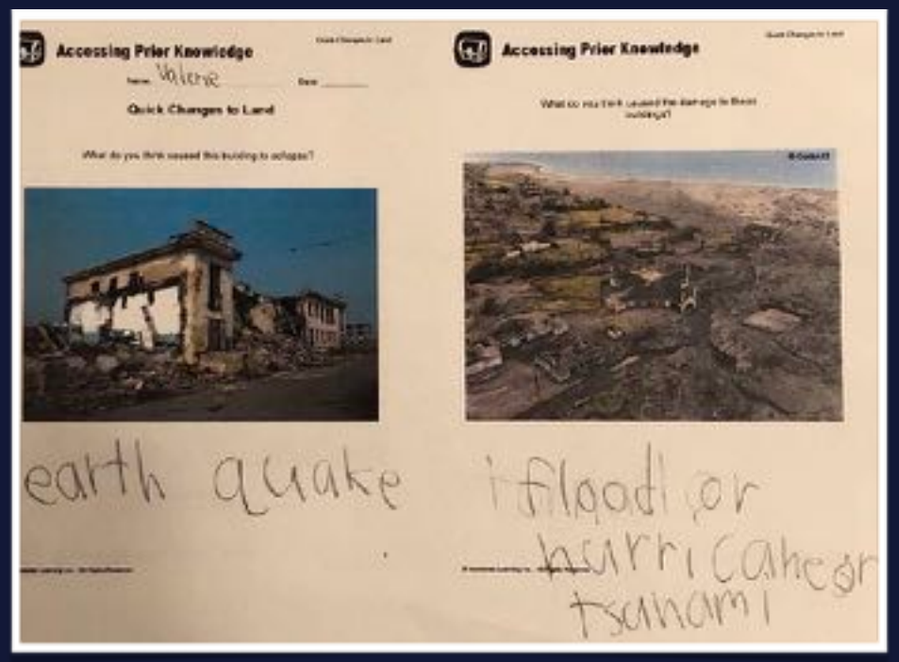
Science Standards

Students understand that some events happen very quickly; others occur very slowly, over a long period of time that one can observe.

Students can identify examples of fast and slow changes to Earth's surface by distinguishing weathering and erosion.

Students understand patterns and differences in Earth's systems and processes, especially the effects of wind and water.





Accessing Prior Knowledge

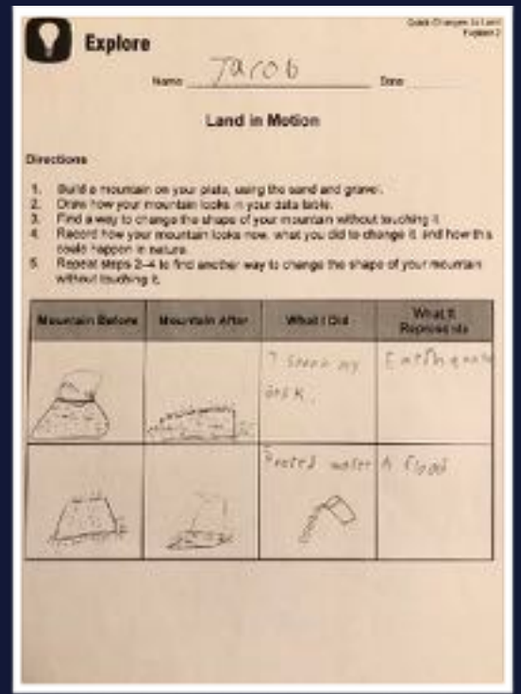
To launch our unit, students' activated prior knowledge about changes to land. Students observed and analyzed a series of pictures, and made inferences based on the characteristics of each picture. They then shared their answers with the whole class and engaged in a class discussion reflecting on their responses.

Fast Land Changes

Students learned about fast changes to land by completing hands on activities. First, students modeled how landforms can be shaped through various environmental factors by replicating a flood and earthquake. Students also had the opportunity to observe how a volcanic eruption changes the land around the volcano.

Slow Land Changes

Students were introduced to slow changes to land by using chalk as a model of how the land changes. Afterwards students had the opportunity to learn more about weathering and erosion by modeling flowing water. This helped students understand that the earth's surface gets broken down through weathering and that the small pieces get moved through erosion.



STEMscopes

Using this interactive curriculum, students explored and learned about the different events that cause fast and slow changes to land. Students answered open-ended questions, watched and discussed videos, and completed hands-on experiments.

Five Themes of Geography

Ms. Fernandez - Second Grade

Social Studies Standards

Geography

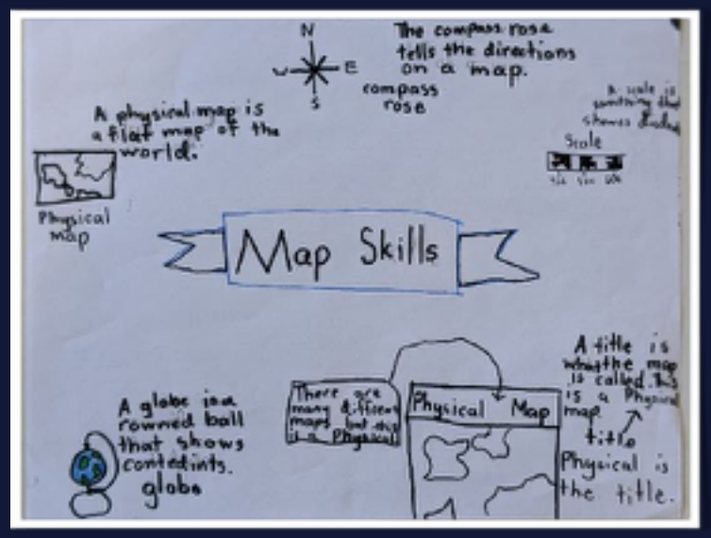
- Student understands & appreciates Earth's diverse environments & cultures as well as their place in the world.
- Student uses and constructs maps, graphs, and other representations to identify characteristics of various places & describes their relationships and interactions (people, weather, culture, daily needs).

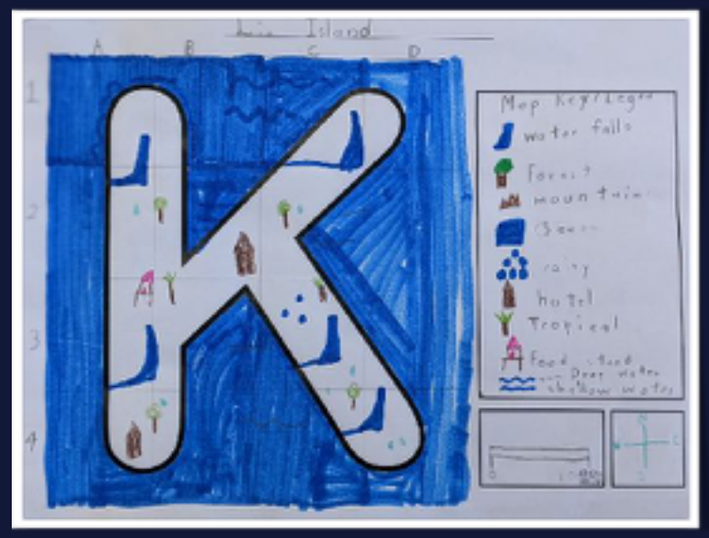
Studies Weekly

Studies Weekly is a standards-based curriculum that uses printed publications and online resources and videos to increase student knowledge and skills. In this unit, students are introduced to the Five Themes of Geography, including location, place, human-environment interaction, movement, and region. Throughout these weekly issues, students learned about the physical and human characteristics of geography and how they inform the people and cultures of various regions of the world.

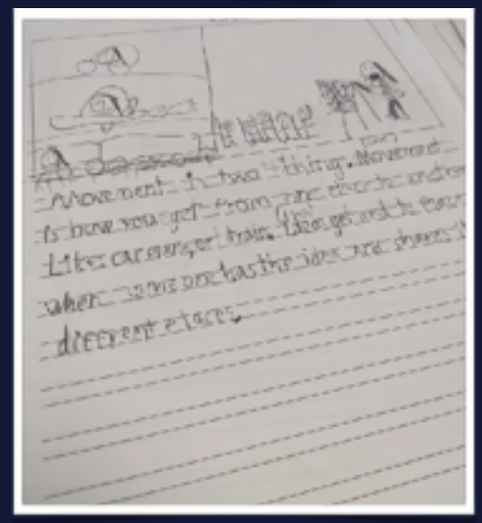
Map Skills

Students learned to use and construct maps in order to understand and describe places and their relationships and interactions. Students first focused on basic map skills including map tools such as symbols, keys and legends, scales, titles, cardinal directions, and coordinate grids. They created a One-Pager to demonstrate their knowledge of geographic tools. They also constructed various types of maps to show real-life and fictional locations, including a final project which challenged them to use their understanding of the five themes of geography to create a map of an island with physical and human characteristics.





Hexagonal Thinking

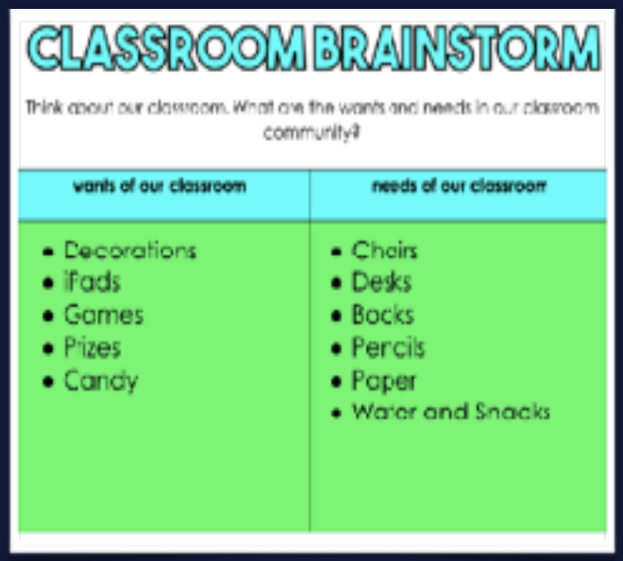


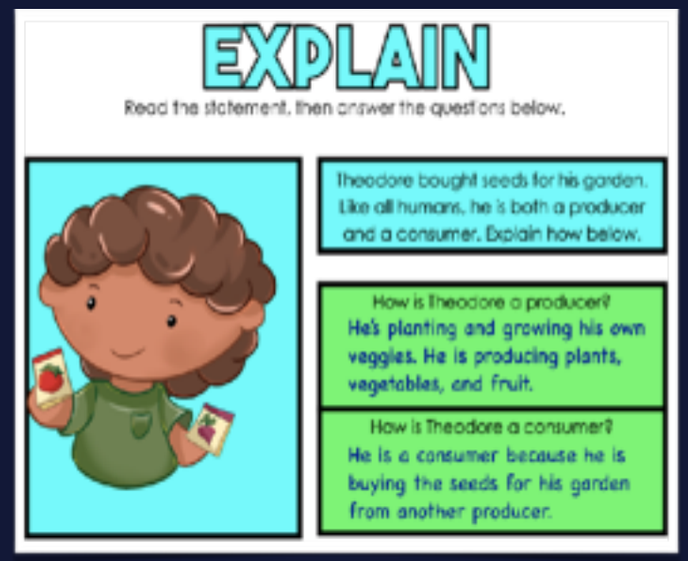
Students learned a thinking strategy called Hexagonal Thinking, which aims to support students in thinking critically, making connections, and providing evidence to support their reasoning. Students added vocabulary terms and ideas to colored hexagons and physically joined the terms to help brainstorm connections between the five themes of geography. Following the brainstorming activity students spent time writing and reflecting on their thinking.

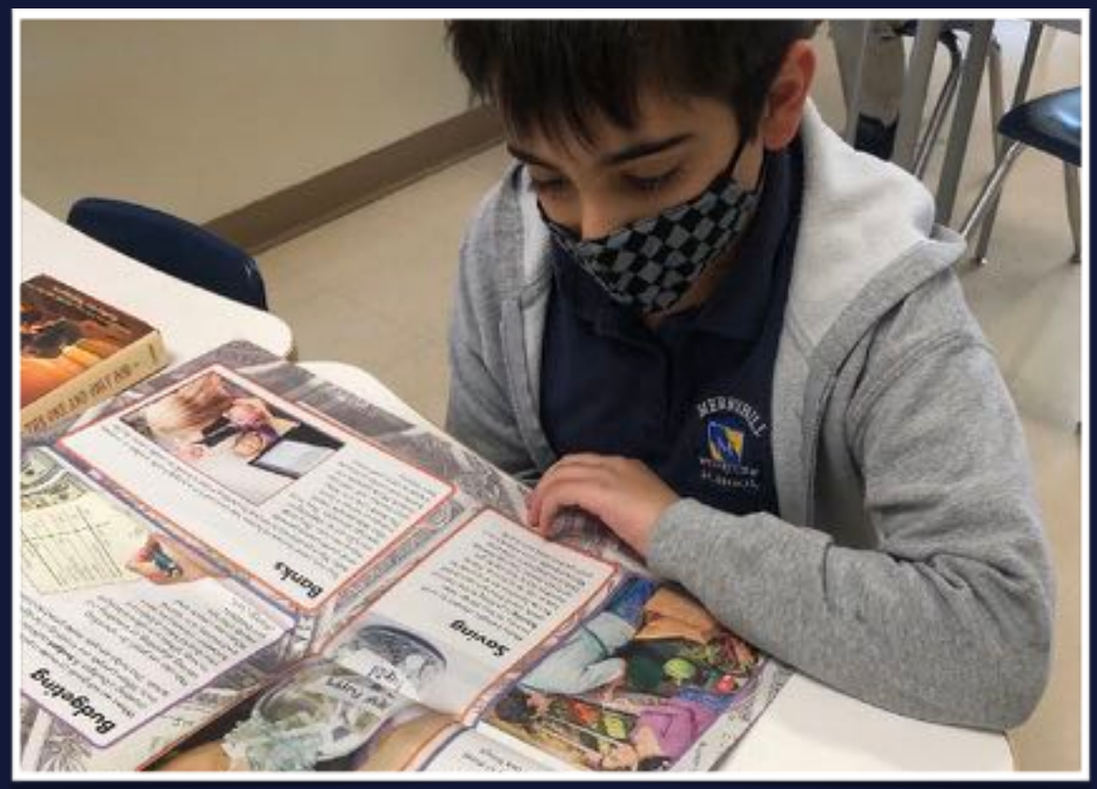
Budding Entrepreneurs

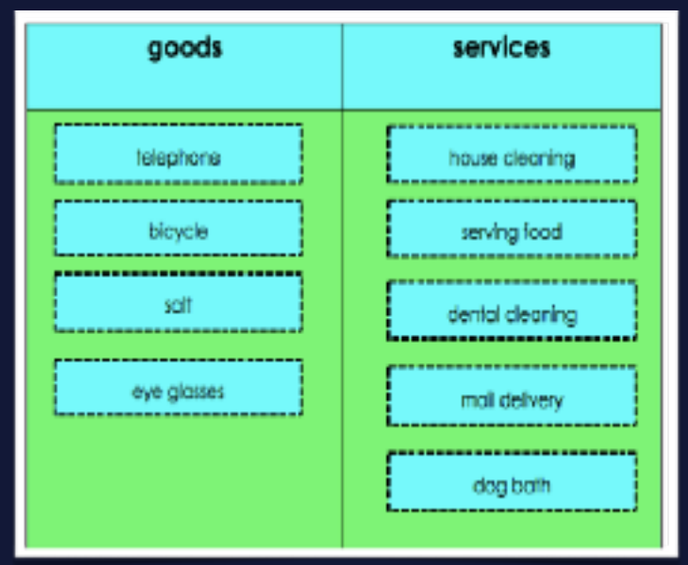
MS. SMITH - 3RD GRADE

1. Students began this unit by reading and discussing Studies Weekly articles about a variety of economics principles. Students used text features to identify and highlight key concepts.









2. Students used interactive slides to demonstrate their understanding of concepts such as supply and demand, goods and services, natural resources, and producers and consumers.

Cat castle's story

- We recycle any plastic and make legos.
- I noticed that the community had a high demand of legos because we need to stay at home more, so we make more legos and we're hoping for a steady supply and demand.
- We saw how there was a ton of trash in dumps that was plastic so we reuse that plastic to make legos.

3. Students applied their learning to real world scenarios by surveying the wants and needs of their community and creating a business based on the results.

4. Students used the Sketches app to design logos to represent their business. Students used Keynote to present their logos, business stories, and prices to classmates, families, and potential customers in their community.

Third Grade Social Studies Standards

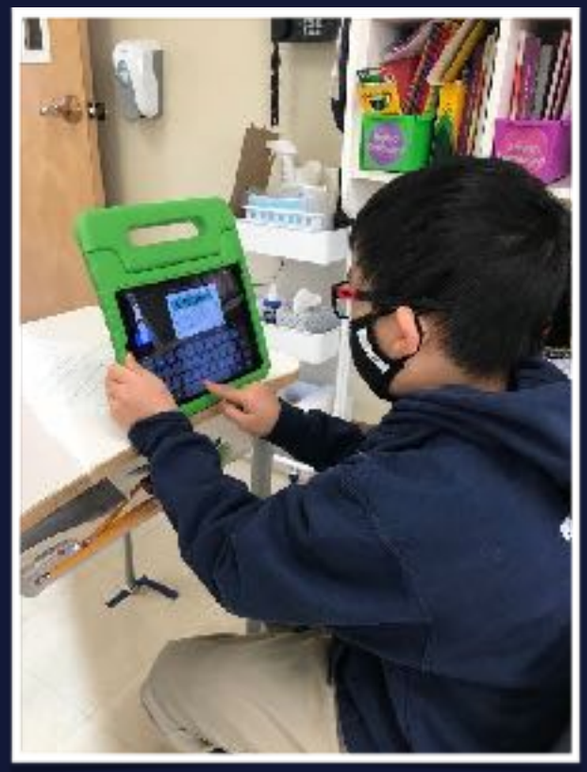
- **Student classifies items according to needs and wants and how each is satisfied in the community.**
- **Student describes the ways in which producers and consumers use natural and capital resources to produce goods and services.**
- **Student describes the ways various communities meet their needs, and how these methods change over time.**

Informational Writing

MRS.DECOURSEY - 3RD GRADE

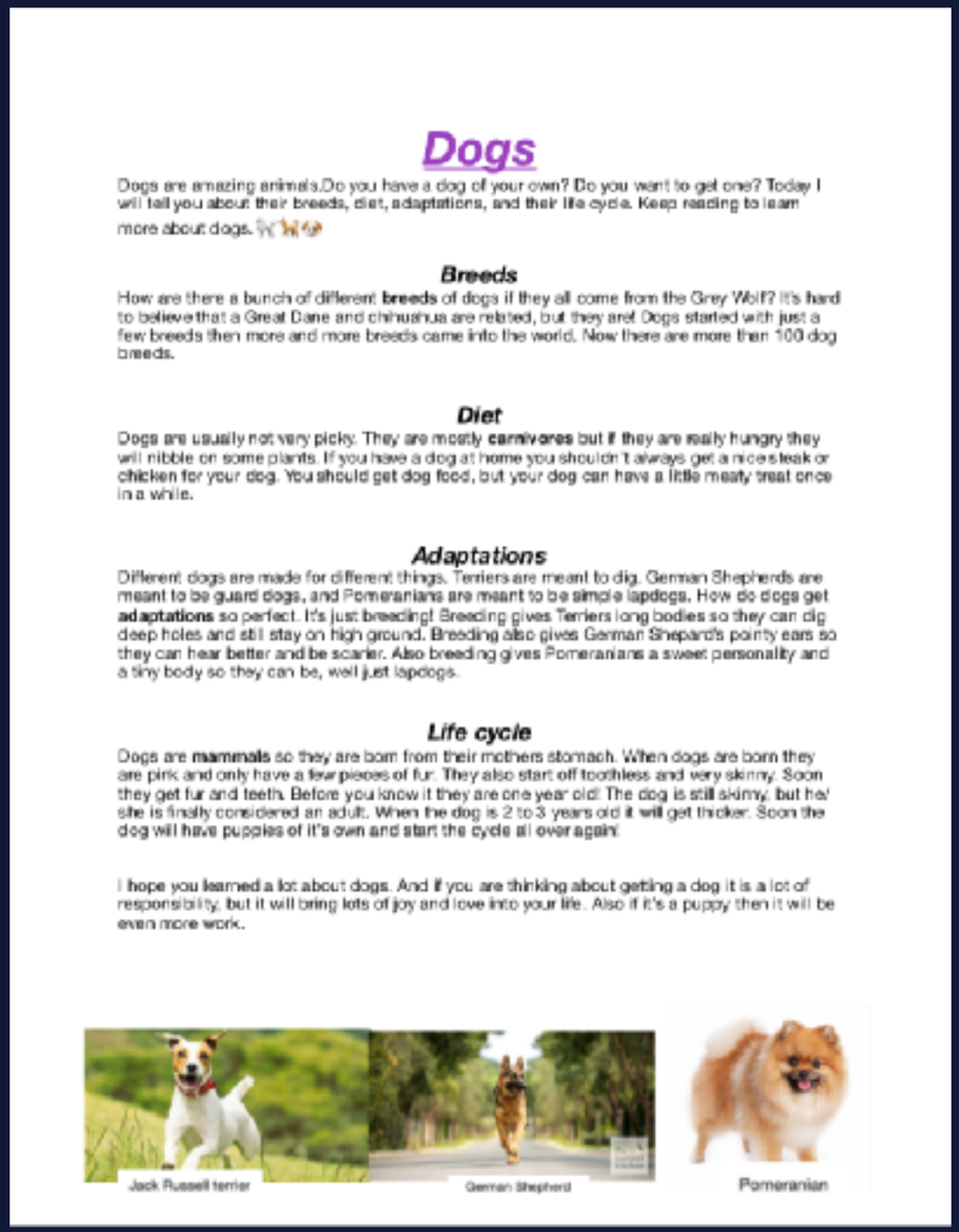
Third Grade Writing Standards

- Write an informative text in which a topic with facts and details are developed.
- Group related information into subtopics.
- Use linking words and phrases to connect ideas within categories of information.



Students began by brainstorming possible topics by thinking about things that they already know a lot about and things that they are curious about. After selecting, students narrowed down their topic to a seed, or focused topic. Next, students chose three areas that they wanted to focus on to improve their writing and created a goal for each.

Take a look at our Writing Notebook!



Dogs

Dogs are amazing animals.Do you have a dog of your own? Do you want to get one? Today I will tell you about their breeds, diet, adaptations, and their life cycle. Keep reading to learn more about dogs.

Breeds

How are there a bunch of different **breeds** of dogs if they all come from the Grey Wolf? It's hard to believe that a Great Dane and chihuahua are related, but they are! Dogs started with just a few breeds then more and more breeds came into the world. Now there are more than 100 dog breeds.

Diet

Dogs are usually not very picky. They are mostly **carnivores** but if they are really hungry they will nibble on some plants. If you have a dog at home you shouldn't always get a nice steak or chicken for your dog. You should get dog food, but your dog can have a little meaty treat once in a while.

Adaptations

Different dogs are made for different things. Terriers are meant to dig. German Shepherds are meant to be guard dogs, and Pomeranians are meant to be simple lapdogs. How do dogs get **adaptations** so perfect. It's just breeding! Breeding gives Terriers long bodies so they can dig deep holes and still stay on high ground. Breeding also gives German Shepard's pointy ears so they can hear better and be scarier. Also breeding gives Pomeranians a sweet personality and a tiny body so they can be, well just lapdogs.

Life cycle

Dogs are **mammals** so they are born from their mothers stomach. When dogs are born they are pink and only have a few pieces of fur. They also start off toothless and very skinny. Soon they get fur and teeth. Before you know it they are one year old! The dog is still skinny, but he/she is finally considered an adult. When the dog is 2 to 3 years old it will get thicker. Soon the dog will have puppies of it's own and start the cycle all over again!

I hope you learned a lot about dogs. And if you are thinking about getting a dog it is a lot of responsibility, but it will bring lots of joy and love into your life. Also if it's a puppy then it will be even more work.

Jack Russell terrier

German Shepherd

Pomeranian

Take a look at our information writing!

Students used Epic to research their topic and then organized their facts into subtopics that they then turned into paragraphs by adding transition words. Next, students created an introduction that started with an interesting hook and finished with a concluding paragraph that summarized their subtopics.

ENERGY TRANSFER AND COLLISION

MS. FLOWERS FOURTH GRADE

WE CAN...

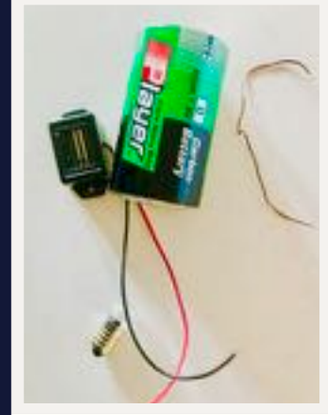
make observations and provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

ask questions and predict outcomes about the changes in energy that occur when objects collide.

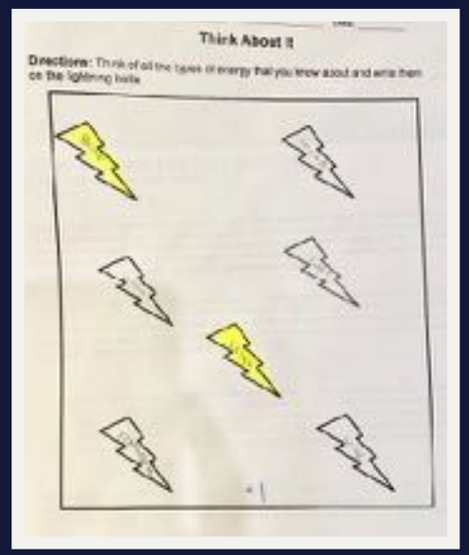
GENERATIONGENIUS
ALWAYS QUESTION. ALWAYS WONDER.

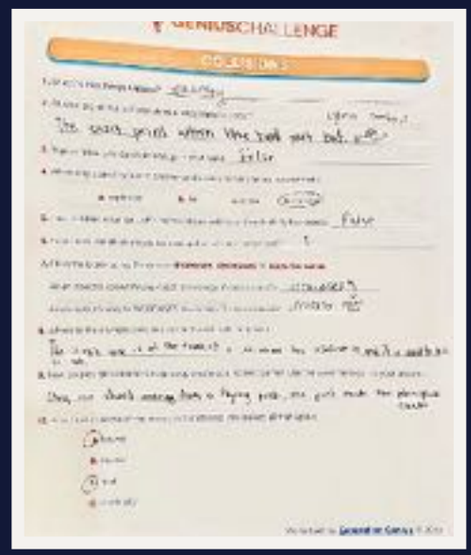
STEM scopes

Students explored energy of currents and moving objects that can produce sound, light, or heat through videos, labs, drawings, demonstrations, and speeches.



Students drew a comic strip to show two objects before, during, and after a collision.





VOCABULARY

HEAT

SOUND

LIGHT

ENERGY

CONTACT

COLLISION

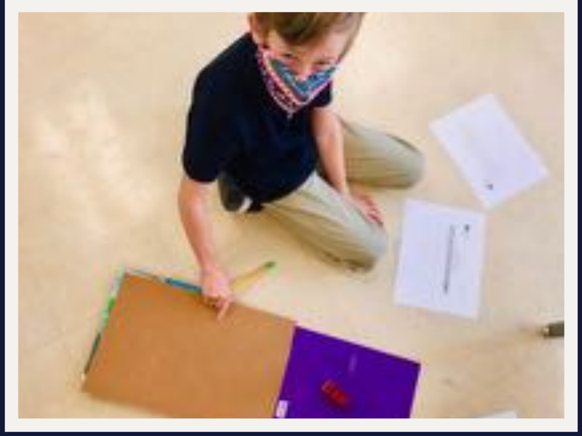
FORCE

ENERGY TRANSFER

MOTION

ELECTRIC CURRENTS

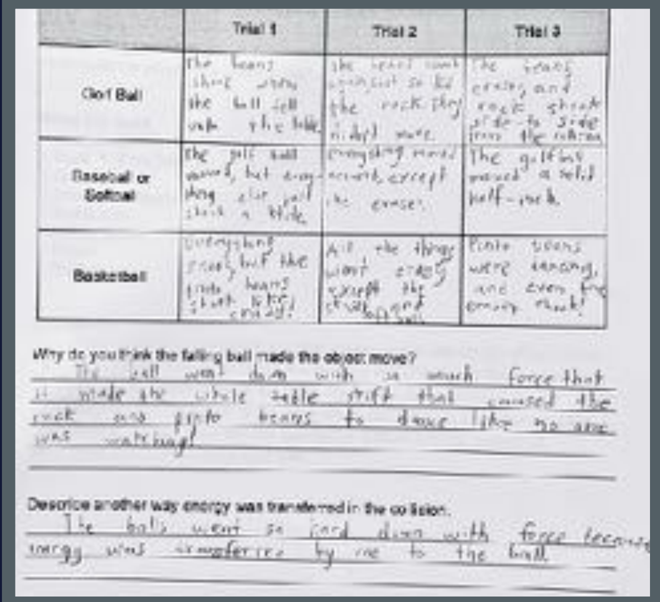
QUESTION: WHAT HAPPENS WHEN CARS COLLIDE AT DIFFERENT ANGLES AND SPEEDS?



WHEN CARS COLLIDE

LET'S BOUNCE

QUESTION: IS WEIGHT RELATED TO THE AMOUNT OF ENERGY TRANSFERRED TO AN OBJECT?



	Trial 1	Trial 2	Trial 3
Golf Ball	[illegible]	[illegible]	[illegible]
Baseball or Softball	[illegible]	[illegible]	[illegible]
Basketball	[illegible]	[illegible]	[illegible]

Why do you think the falling ball made the object move?

The ball went down with so much force that it made the whole table shift that caused the rock and pinto beans to dance like no one was watching!

Describe another way energy was transferred in the collision.

The balls went so hard down with force because energy was transferred by me to the ball.

Demonstrate Knowledge Innovatively

After students made observations and provided evidence of energy transfer when items collided, students wrote a speech and gave a demonstration of energy transfer in a sport.

Foot vs. Ball: Collisions in Soccer

What are collisions? A collision is when two objects run into each other. Collisions happen all day, every day, like on the streets and in numerous activities such as boxing and football. For example, in soccer, collision happens when your foot kicks the ball. At that moment, energy is transferred from your foot to the ball, this is called energy transfer. Energy transfer is when energy is moved from one location to another. You cannot play soccer without kicking a ball- you need to make a collision to transfer energy to score! Collisions happen everywhere!

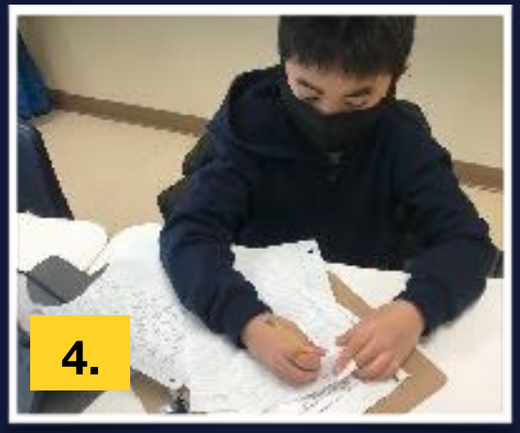
The California Mission System

MS. RUSSELL'S FOURTH GRADE CLASS

As we continue our exploration of the story of California, we enter the Mission System. This system of the 21 Spanish Missions changed the landscape of our state forever. During our examination, students utilized Studies Weekly periodicals, completed various research activities to practice 21st century research and writing skills, constructed an informational report, and exercised their public speaking skills.

Students had the opportunity to immerse themselves into the Mission System by completing one of nine different mission related projects. These projects offered students a chance to discover the unique architectural features and special characteristics of a particular mission. Students constructed missions with building material or Minecraft, wrote children's books, created visual posters, and/or presented from the perspective of a Presidio soldier.

Demonstrate Knowledge Innovatively



Throughout our mission experience, students engaged with a variety of content platforms.

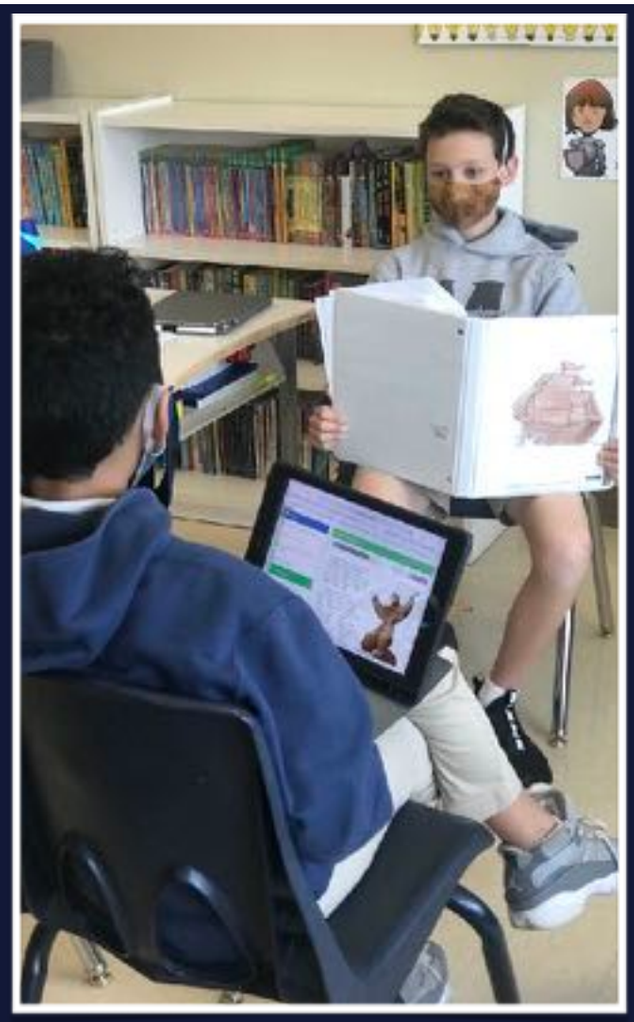
1. Students virtually explored the La Purisima Mission with the California State Parks.

2. Using grade level geometry standards, students constructed and named their own mission.

3. Students created a visual arts representation of a mission using watercolor.

4. Students researched 5 different missions to completed an outline, draft, and a final missions informational report.

California Missions: A Simulation of Trading in Early California
Students embarked on a vast journey from Boston to California to trade with the missions. Students completed outlines, answered trading card questions, and wrote ship logs to earn points to move through the simulation.



Empathy Through Literature

MRS. LAUDATO'S FIFTH GRADE CLASS

Fifth Grade Standards

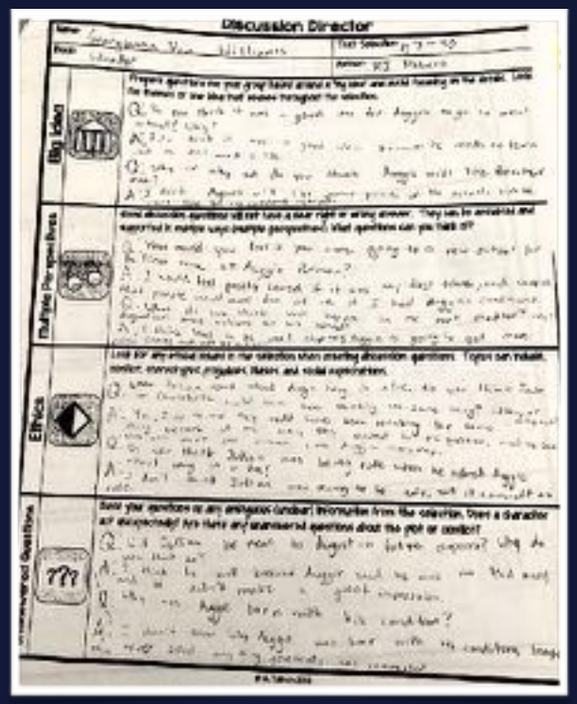
identify and analyze key ideas, details, events, characters and author's craft in a given text..

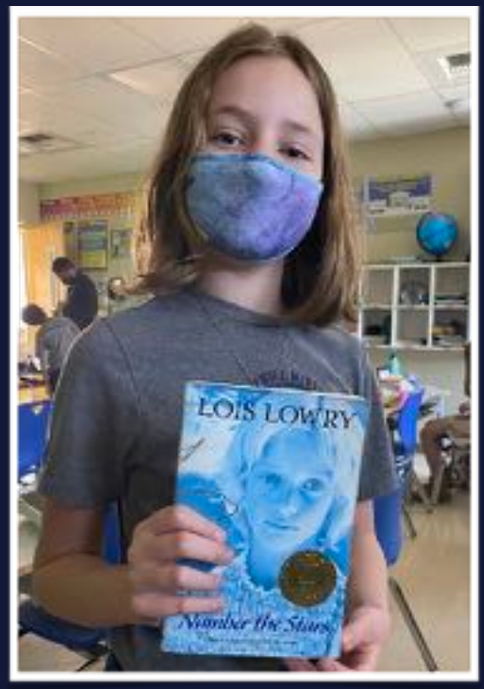
read and comprehend grade level text.

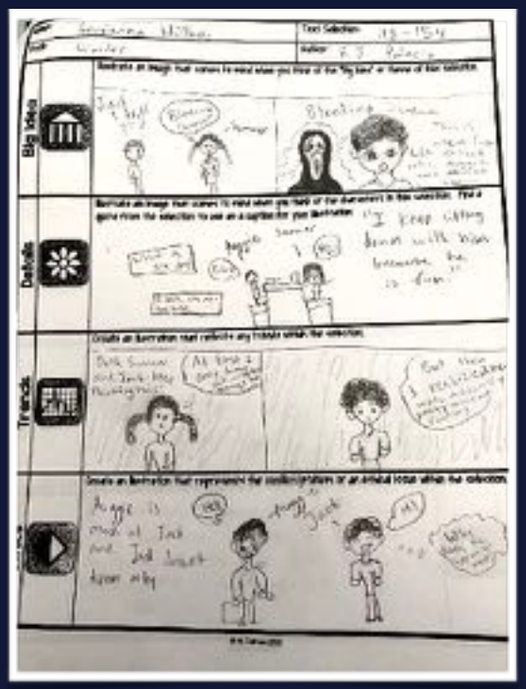
analyze details in a text to determine and explain a theme.

In recent social emotional learning classes, we defined and discussed kindness, diversity, and empathy by viewing and discussing TED talks as well as sharing ideas on a Schoology Discussion Board. As a class we then divided into five literature novel groups, that illustrated the universal theme of empathy, which included the novels Wonder, Mockingbird, Freak the Mighty, Stargirl and Number the Stars.

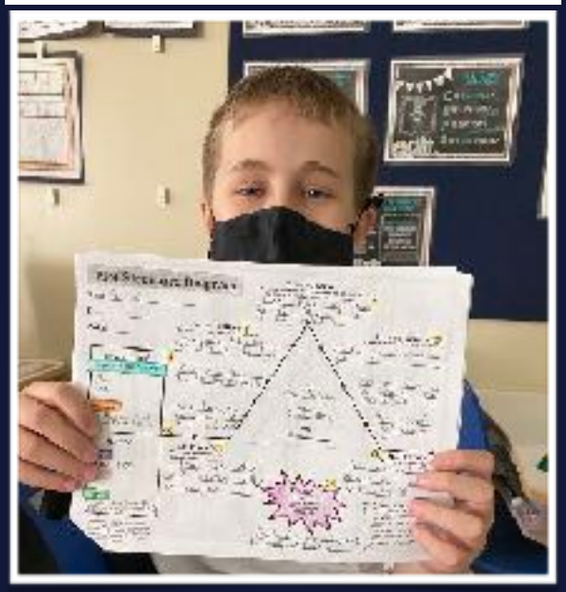
Georgianna Williams One phrase that stood out to me was when the bully said, "why did you help me? I was so mean to you." This phrase stood out to me because it shows that just because someone might be mean to you doesn't mean you have to be mean to them. You should try and be kind to them and be their friend. You have no idea what there life at home is like or why they're so mean. We always donate old clothes or furniture to donation centers, which eventually raise money to be given to the homeless. We can hold the door, pick up trash, help someone when they fall, and just simple things to make a difference.



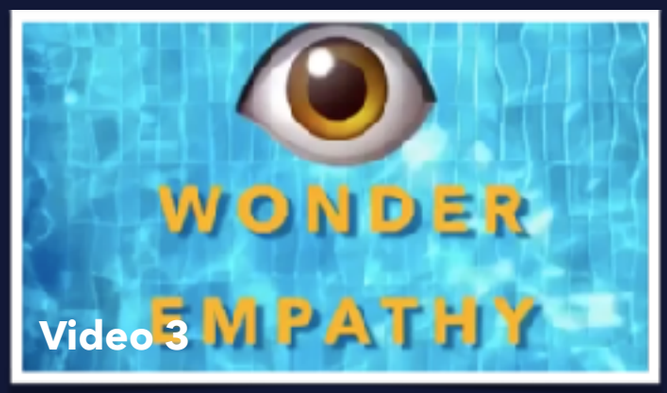


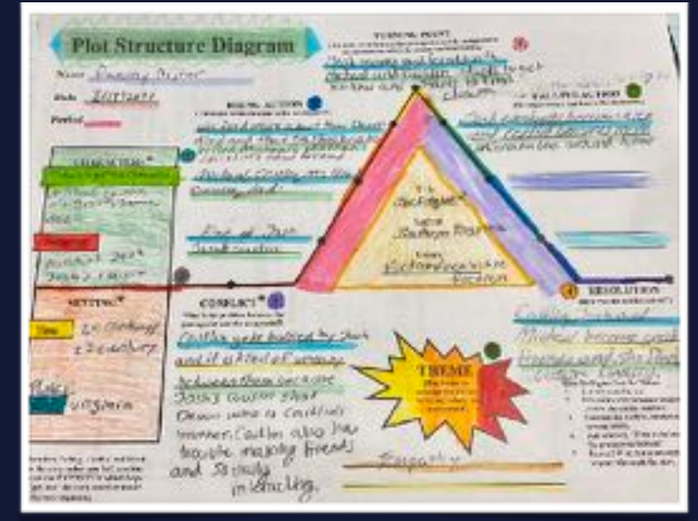


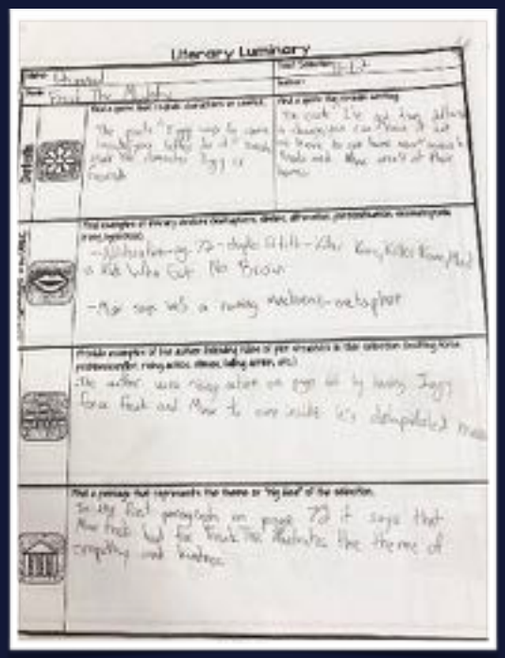
Each Literature Circle group met twice a week with peers from both cohorts on Zoom to share and discuss key elements from their reading. They used Literature Circle Roles that incorporated the Depth and Complexity Icons for in-depth analysis. Roles such as the discussion director focused on creating open ended questions to discuss as a group. Other roles included a plot profiler, literary luminary/vocabulary enricher that looked for figurative language and author's craft as well as an investigator and illustrator roles.



Independently, students mapped key vocabulary from their novels as well as used a plot structure diagram to identify key details, characters, events (rising action, the climax, falling action and resolution) and theme.







To wrap up our literature study, fifth graders were given focus questions in connection to the empathy theme and reflected on their novel. They recorded their responses on what empathy looks like in our world, explained how they felt or saw empathy within the characters of the book, and how the characters exhibited FIERCE qualities. These were then uploaded to the Flipgrid app where the class could view and respond to their peers.

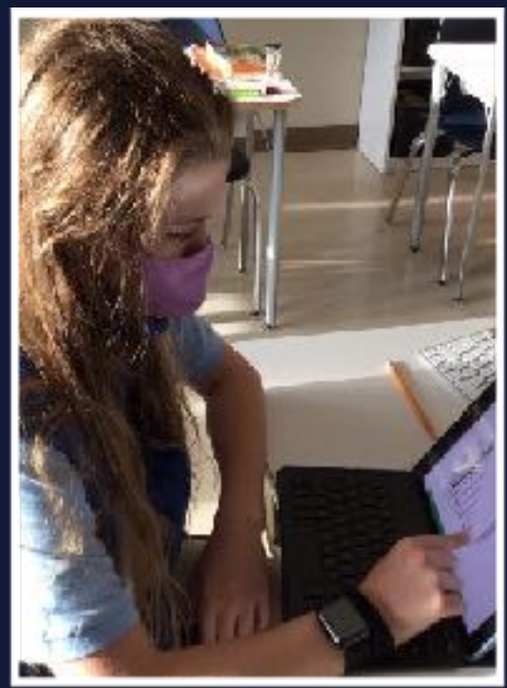
Check out three student videos, by clicking on the images to the left!

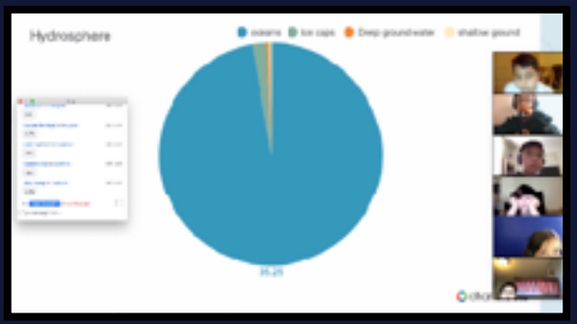
Earth Science-Water Sources

MRS. NEU FIFTH GRADE

Investigative Phenomena: How much of Earth's surface is covered by water, and how it is distributed? How do our actions affect the environment, and what can we do to reduce those effects?

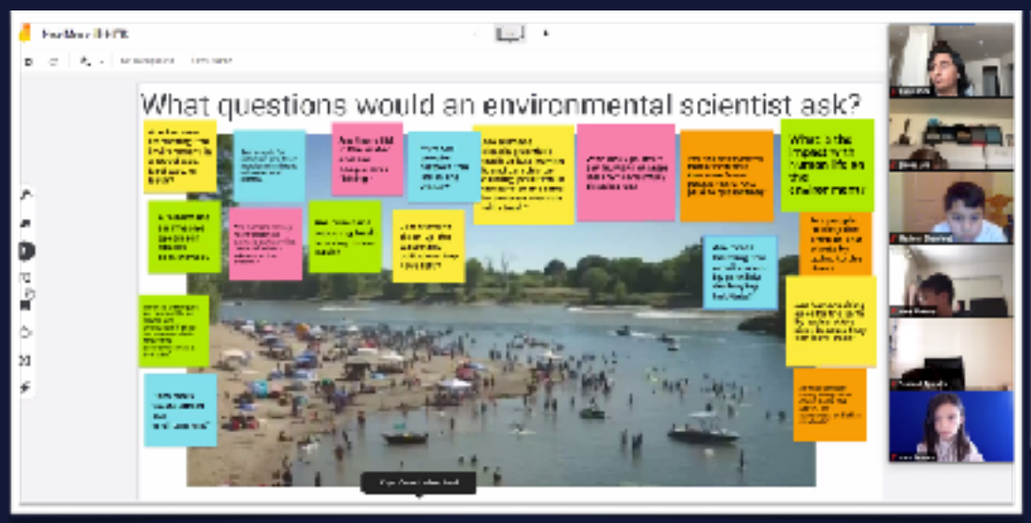
Students began the unit by exploring where water on Earth is located and graphed how it is distributed.





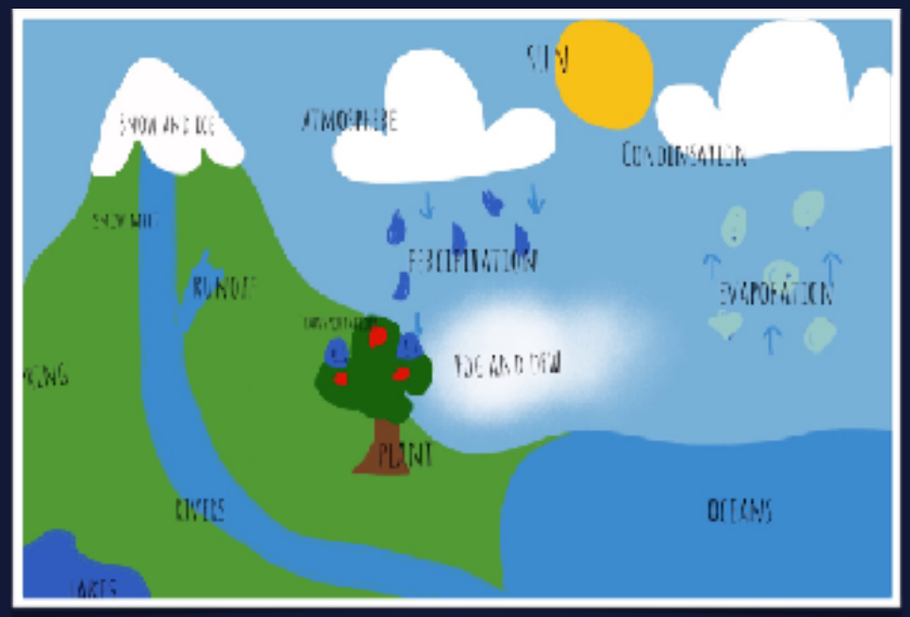
I can graph the amounts percentages of water and fresh water in various reservoirs.

Students then developed a model to demonstrate their understanding of how the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

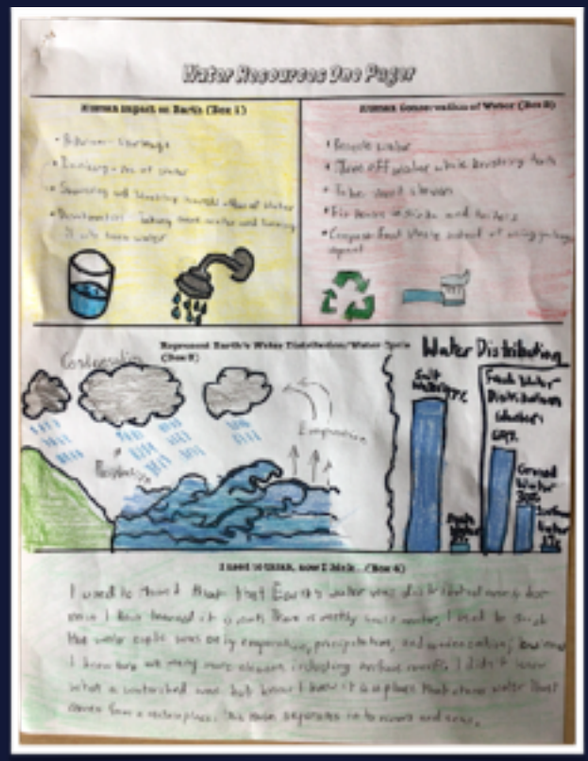


Next, students participated in a virtual classroom with "Hands in the River" This program takes students through a hands-on investigation of the Earth's water cycle system in relation to the hydrosphere, and students will collect data to analyze the health of their local watershed system.

After reading about the water cycle in Readworks, students used their iPad to diagram a representation of the water cycle demonstrating their understanding of the continuous movement of water through Earth's Spheres.



Check out our Padlet about where we see cause and effect in Earth's Water Sources - Here



Students illustrated their knowledge of Earth's water sources with a One Pager. One Pagers combine images and words to help students creatively demonstrate knowledge on a subject or topic by processing and creating the page the way they think about the information.

Students built a model of a watershed to illustrate the basic properties of a watershed: how water flows from higher elevations to lower elevations, and how the placement of buildings, roads, and parking lots can be important to watershed runoff, and how careless use and disposal of harmful contaminants can have a serious effect on watersheds.

Scientists visit McCarran Ranch Preserve to learn about how scientists assess the health of a watershed through an interactive virtual field trip.