

Dear Parents and Guardians,

Our first unit of study in science is "The Earth's Surface". We will be investigating different types of landforms and the earth forces that create them.

Below are some ideas on how you can support your child's learning:

- ❖ Take an observation walk around the neighborhood to look for evidence of weathering and/or erosion.
- ❖ Research famous earthquakes and volcanoes (see Utah Geological Survey website below)
- ❖ Take a hike or drive to local geological sites and look for signs of uplift, weathering and erosion. (see Utah Geological Survey website below)
- ❖ Visit the following sites for more information and ideas:

**State of Utah "Sciber" website**

[www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm](http://www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm)

**Utah Geological Survey** \* great information on local geological places of interest can be found by visiting their office and map store located at

1594 West North Temple

Salt Lake City, Utah

Phone# 801-537-3300

You can also visit their website <http://geology.ut.gov/>

Below is a list of materials we will be using during this unit. Donations are not required, but appreciated. I realize some of the requested supplies are more expensive than others. Sending one item rather than an entire package of a particular item is equally appreciated.

shoe boxes

boiled eggs ( I will send home a note the day before they are needed)

sand paper

steel wool pads

drinking straws

Thank You,

Teacher Name

Dear Parents and Guardians,

Next week, we will begin studying electricity. Below are some ideas on how you can support your child's learning.

- ❖ Encourage your child share, demonstrate and discuss what they are learning.
- ❖ Discuss the practical applications of electricity with your child using everyday examples around the house. Such examples may include: where and how circuits are used in your home, electrical safety, static electricity/ weather and conductors and insulators.
- ❖ Visit a local electronics store to look for circuit components such as switches, loads, conductors and insulators. Discuss where and how they would be used in the home.
- ❖ Dismantle an old or second hand appliance to identify circuit components.
- ❖ Visit the following websites for great information and ideas.

[www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm](http://www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm)

[www.exploratorium.edu/snack/chargecarry.html](http://www.exploratorium.edu/snack/chargecarry.html)

<http://www.worsleyschool.net/science/files/steady/hand/html>

[www.howstuffworks.com](http://www.howstuffworks.com)

Below is a list of materials that will be used during this unit of study. Donations are appreciated, but not required. I realize that some items are more costly than others, sending one item rather than an entire package of a particular item is equally appreciated.

balloons (latex)

size D batteries

Christmas lights

small plastic sealing bags

aluminum foil

styrofoam plates

stryofoam cups

disposable metal pie tins

glass quart canning jars (to ensure proper return, please label with your student's name) shoe boxes

metallic Christmas tree tinsel

Thank you for your support!

Teacher Name

Dear Parents and Guardians,

Next week, we will begin studying inherited traits. Students will be learning heredity related concepts such as – all living things inherit traits from their parents and some traits differ among members of a population (variations). The following is a list of ideas to help enhance your child's learning.

- ❖ Visit a pet store, a zoo, plant nursery, the produce section of a grocery store or take a walk around the neighborhood to look for variations in plants and animals. Variations are differences in appearance of an inherited trait among members of a species.
- ❖ Look in your garden or yard for insects in various stages of the Life Cycle.
- ❖ Observe the family pet, looking for examples of inherited traits and traits that are not inherited but rather learned or induced by the environment.
- ❖ Investigate variations and similarities in plants grown from the seeds of a parent plant.
- ❖ Visit the following websites for activity ideas

[www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm](http://www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm)  
[www.projectwild.org](http://www.projectwild.org)  
[www.hoglezoo.org](http://www.hoglezoo.org)

Below is a list of materials that we will be using during this unit. Donations are not required, but appreciated. I realize some of the requested supplies are more expensive than others. Sending one item rather than an entire package of a particular item is equally appreciated.

chenille stems (pipe cleaners)  
vegetable seeds  
flower seeds  
wax paper  
shoe boxes

Thank you for your support!

Teacher Name

Dear Parents and Guardians:

We are almost finished with the “The Earth’s Surface” unit. Thank you so much for your support with the home projects and material donations. Our next Science unit is “Matter”.

Students will be learning matter related concepts such as – matter is neither created nor destroyed, though it may undergo changes. Students will learn how to measure and compare the weights of various objects to help them understand that matter is neither created nor destroyed. Through a variety of investigations, students will evaluate evidence to help them decide if observed changes in matter are chemical or physical changes.

Like past units, we will be working on “fine tuning” our observation skills. Below are some ways you can help enhance your child’s learning:

- ❖ I will be sending home a copy of a checklist that includes characteristics of chemical and physical changes. We will be using the same checklist at school. You can use the checklist at home to help your student observe everyday changes in matter and determine if they are physical or chemical in nature. For example, observing an apple slice that has oxidized and turned brown is an everyday example of a chemical change. Observing hot shower water vaporize and then condense on the bathroom mirror is an example of an everyday physical change.
- ❖ Look through a recipe book to determine which recipes and preparation instructions involve physical and chemical changes.
- ❖ Visit the following websites for great information and ideas:

[www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm](http://www.usoe.k12.ut.us/curr/Science/core/5th/sciber5/index.htm)

[www.childrensmuseum.org](http://www.childrensmuseum.org)

[www.nyelabs.com](http://www.nyelabs.com)

Below is a list of materials that will be used throughout this unit. Donations are appreciated, but not required. I realize some of the items, such as Alka Seltzer are expensive. Sending one or two tablets instead of an entire box is equally appreciated.

clear plastic cups  
baking soda  
vinegar (white)  
Vitamin C tablets  
Alka Seltzer  
table salt  
plastic wrap  
citrus juices  
Skittles or M&M candy

steel wool  
coffee filters  
toothpicks  
plastic baggies  
soda crackers  
Ziploc baggies  
Kool Aid mix  
plastic spoons

Thank you again for your support.

Teacher Name