

STEM: Makerspace promotes creativity, problem-solving and perseverance

continued from B1



Photos courtesy of Gorge STEM Hub
KANDY DELGADO and Pablo Castillo, third grade, and Fabian Reyes, fifth (clockwise, from left) work on a building project.

and significantly builds upon the lessons their teachers provide during the regular school day.”

To many students, the Maker Clubs are simply a break from the traditional classroom setting, a chance to be more open-ended in their own learning and creating. But it seems that the goals are hitting the mark with some of the young innovators.

“I have learned to be a better person,” said third grader Junior, “by making stuff you’ve never invented before.”

Fellow third grader Yahaira said that she “likes using (her) imagination to make crafts” and “wants to be an engineer when (she) grows up because they help people.”

This year is the second year of Maker Clubs, with revised lessons in place thanks to feedback from maker leaders and classroom educators. The new curriculum includes a whole session about safety, making sure youth can demonstrate the ability to use glue guns and cardboard cutters appropriately before being allowed to use them semi-independently.

Also added was more of an emphasis on math and additional lessons directly connected to life in the Gorge. These include a day of bridge design, where local bridges are used for inspiration; an introduction to simple machines as they connect to the school’s playground; and a day when makers design wind-powered boats.

“I am amazed at how excited the kids are to be involved in design, engineering, working together, and solving problems. It is a well thought-out, supported program teaching engineering and other science concepts so early,” said Donahue.

A benefit of the program being designed locally is its ability to adapt and continue to be perfected. And that’s also in line with what the students are learning.

“I’ve learned to not give up because we try something and it doesn’t have to be perfect,” said third grader Hayley when asked what she has learned from Maker Club.

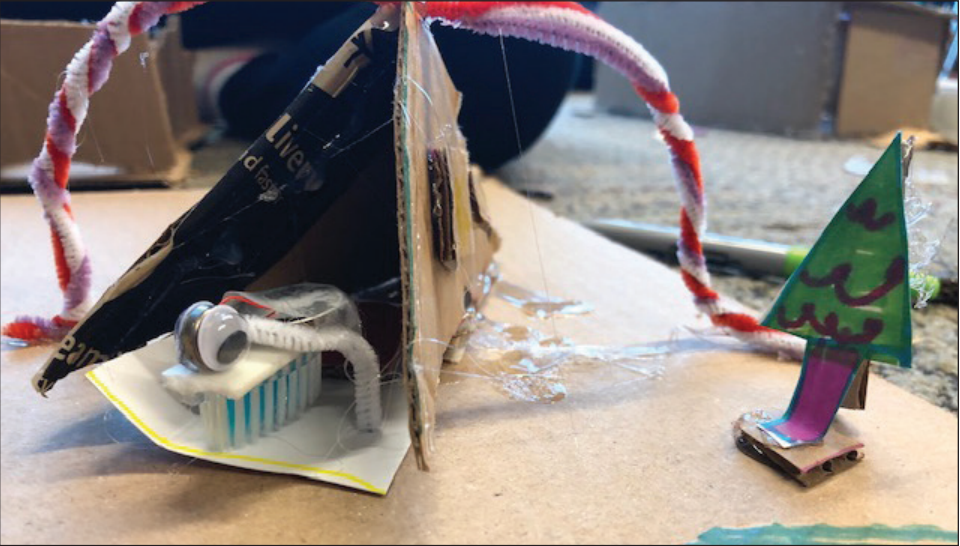
There are efforts in STEM across all age groups. For example, in the classroom, there are engineering classes at the middle school level and career and technical education classes at the high school level, which include courses in digital media, engineering, agriculture, health sciences, and more. Out of the classroom, there are opportunities for students at all ages to get involved in STEM, especially robotics.

While opportunities exist, they are not always accessible to all students. Transportation, the idea that STEM is only for certain groups people, and limited resources can all be barriers. The Columbia Gorge STEM Hub is partnering with education, industry, and local volunteers to break down those barriers to accessing STEM.

Maker Club is an example of how these barriers are being broken down. As a part of the ExCEL after-school program, transportation challenges have been removed and all third through fifth grade students in the program at Parkdale Elementary are able to attend Maker Club. These students have learned to see themselves as innovative thinkers, capable of solving problems. Kandi, a third grader, puts it this way: “I learned that anything is possible.”

Interested in volunteering? STEM advocates and those working in STEM fields are encouraged to reach out to the Columbia Gorge STEM Hub to learn more about how to get involved; for more information, visit www.gorgestem.org.

Interested in bringing Maker Club to your school? Reach out to your principal who can work with the STEM Hub to get the program started.



ABOVE, A CLOSEUP of a bot and its house; at right, third graders Victoria Toche and Haley Ayala at work on their project.



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A Monument Honoring Dr. Martin Luther King

“If you want to be important—wonderful. If you want to be recognized—wonderful. If you want to be great—wonderful. But recognize that he who is greatest among you shall be your servant. That’s a new definition of greatness . . . it means that everybody can be great, because everybody can serve.”

—from *The Drum Major Instinct*, a sermon by Rev Martin Luther King, Jr., 1968

What does the monument look like?

The idea for the design of Martin Luther King’s monument came from his 1963 “I Have a Dream” speech. In this speech, King said, “We will be able to hew out of the mountain of despair a stone of hope.”

Visitors pass through an entryway cut through a massive stone symbolizing the mountain of despair. Once inside, they come upon the missing section, marking the stone of hope, which features a carved profile of King. The interior walls are ringed with chiseled quotes from King’s speeches and sermons.

Standards Link: History: Students know that Americans celebrate Martin Luther King, Jr. Day to commemorate his leadership of the civil rights movement; Students know the fundamental values and principles expressed in King’s “I Have a Dream” speech.

Follow the Map

Find your way to the Martin Luther King Memorial site by following these directions on the map below.

Start at grid A-1. Go twelve spaces right. Move three spaces down. Move five spaces left. That space is the location of the monument’s main entrance.

A Mall of Monuments

Each of these three important national monuments, located on the National Mall, honors a President of the United States. Do you know which monument is for which President? Unscramble the names above each picture. Then find and label each one on the map above using the grid location shown below each of the monuments.

K-3

B-3

Q-5

Standards Link: History: Students understand how important figures reacted to their times, and why they were significant to the history of our democracy.

Kid Scoop Puzzler

Twos to puzzle with and have fun, too!

Add the symbol for addition, subtraction, multiplication or division to make each row of 2s equal the number at the end of the row. There is more than one answer to each equation.

2	2	2	2	=	0
2	2	2	2	=	2
2	2	2	2	=	4
2	2	2	2	=	5
2	2	2	2	=	6
2	2	2	2	=	8

Standards Link: Number Sense: Use basic and advanced procedures while performing the processes of computation.

Double Double Word Search

POTOMAC
MEMORIAL
MUSEUMS
MONUMENT
FREEDOM
STONE
DREAM
PROFILE
SIGHT
CARVED
MOUNTAIN
VISION
PARK
DRUM
HEW

Find the words in the puzzle.
How many of them can you find on this page?

M	A	P	S	I	G	H	T	R	M
M	L	O	P	M	U	R	D	O	M
O	A	T	A	T	U	E	D	O	A
U	I	O	R	H	V	E	N	I	E
N	R	M	K	R	E	U	S	N	R
T	O	A	R	M	W	L	U	D	
A	M	C	F	E	N	O	T	S	M
I	E	U	N	O	I	S	I	V	T
N	M	T	E	L	I	F	O	R	P

Standards Link: Letter sequencing, Recognized identical words. Skim and scan reading. Recall spelling patterns.

Fill in The Blanks!

Read the silly story below. Fill in the blanks using the correct homonyms from the list.

**HALL HAUL
WHIRLED WORLD
FLOUR FLOWER
READ RED
WEAR WHERE
HIRE HIGHER
TO TWO
WOK WALK**

CRISPYTON – The hometown of the famous chef Melba Twost plans to build a park in her honor.

“Around a giant statue of a rolling pin, we’re planting a lovely _____ garden.

“It’s really an honor. I don’t know _____ I’d be without Crispyton and the people here. I still _____ my Crispyton High School jacket wherever I go.”

“We’re going _____ bake a huge cake, using more than _____ tons of _____,” said project coordinator Sy Dishe. “We hope to set a new _____ record. A lot of ingredients must be _____ together.”

FROM THE Kid Scoop LESSON LIBRARY

What’s it all about?

In honor of Martin Luther King, Jr.’s birthday, look through the newspaper for pictures of people helping or serving one another. Clip one picture and write a paragraph summarizing what it is about.

Standards Link: Civics: Students understand why civic responsibility is important and recognize examples.

Write On!

Leadership

What are the qualities of a good leader? Who do you know that is a good leader?

Standards Link: Vocabulary: Students understand grade-level appropriate vocabulary.

It will take a lot of care to _____ the creation to the Crispyton banquet _____. The town may have to _____ extra workers if they hope to get the cake _____ than the second floor.

Melba will be at the opening ceremonies and will lead a _____ through the park. Later, she’ll treat visitors to a delicious stir-fry meal prepared in a _____.

The statue will be painted Melba’s favorite color, _____, and later, some of her earliest cookbook recipes will be _____ aloud by Crispyton mayor Anna Kettle.

Standards Link: Vocabulary: Students understand grade-level appropriate vocabulary.

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