# 2nd - 3rd Grade Music

*Please use the menu of options below to engage in music making and exploration!*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-minute dance party</td>
<td>Put on some music and dance your favorite dance moves.</td>
</tr>
<tr>
<td>Ask your family to share their favorite songs with you.</td>
<td>Dance with just one part of your body: finger, elbow, eyebrow, etc.</td>
</tr>
<tr>
<td>Listen to a piece of music (anything you want) and draw a picture of what you think it is about or what it made you feel.</td>
<td>Create new movements to a song you already know.</td>
</tr>
<tr>
<td>Find an object around your house to use like a drum.</td>
<td>Put on some music and play along with the steady beat or rhythm of the song.</td>
</tr>
<tr>
<td>Pick 5 movements. (Clap, Stomp, Jump, etc.) Do 5 of the 1st 4 of the 2nd, 3 of the 3rd, 2 of the 4th, and 1 of the last. Can you speed up?</td>
<td>Play “Glue Dance”: Pretend to “glue” different parts of your body (foot, hand, knee, etc) to the floor and then play some music. Try to dance along to music with body part glued to the floor.</td>
</tr>
<tr>
<td>Make up your own song and sing it/play it for someone or something (a parent, a cat or dog, a stuffed animal).</td>
<td>Explore what makes sound in your house or neighborhood, both inside and outside!</td>
</tr>
<tr>
<td>Make a music band:</td>
<td>Find different objects from the house that produce sound and make your own band. Pots, plastic bags, a container with rice, a plastic box and a wooden spoon can be some of our ‘instruments’. Play your favorite song and accompany it with your band. You can also sing your favorite song and play the rhythms and beat with the instruments of your band.</td>
</tr>
<tr>
<td>Music Scavenger Hunt:</td>
<td>Find something you can tap and use as a drum.</td>
</tr>
<tr>
<td></td>
<td>Find something that makes noise when you strum it with a stick.</td>
</tr>
<tr>
<td></td>
<td>Find something that is metal and makes a cool sound when you tap it with your hand.</td>
</tr>
<tr>
<td></td>
<td>Find something that makes a silly noise when you blow into it.</td>
</tr>
<tr>
<td></td>
<td>Find 2 things that are round that you can “play” together and make a sound.</td>
</tr>
<tr>
<td></td>
<td>Find something you can twist and make a sound.</td>
</tr>
<tr>
<td></td>
<td>Find a rubber band, stretch it (not too tight) then strum it with your finger. Did it make a sound? Do that again, a little tighter. Did the sound get higher or lower?</td>
</tr>
<tr>
<td></td>
<td>Get 3 glasses, fill one ALMOST all the way with water, fill the second one halfway with water, fill the third one with just a little water. Tap the sides gently with the back of a spoon. Which glass has the highest sound? Which glass has the lowest sound?</td>
</tr>
</tbody>
</table>


Start Your Day Off WRITE

Each day of the week, you will have 2 words to practice writing as well as creating a workout!

1. Match each letter of the word to the Alphabet Activity Key to make your workout.
2. Write the word 5 times
3. Perform each of the letter’s physical activity in each word.

<table>
<thead>
<tr>
<th>Day:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word 1:</td>
<td>Reflect</td>
<td>Criteria</td>
<td>Fluency</td>
<td>Expression</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Word 2:</td>
<td>Details</td>
<td>Notes</td>
<td>Infer</td>
<td>Notice</td>
<td>Wonder</td>
</tr>
</tbody>
</table>

Alphabet Activity Key

Complete each letter activity by counting to 10!

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping Jacks</td>
<td>Bear Crawl</td>
<td>Gorilla Walk</td>
<td>Favorite Dance Move</td>
<td>Arm Circles- Forward</td>
<td>Frog Jumps</td>
<td>Gallop like a Horse</td>
<td>Skip</td>
<td>Toss and Catch with another person</td>
<td>Pretend Jump Ropes</td>
<td>Kangaroo Jumps</td>
<td>Balance on your LEFT foot</td>
<td>Wall Sit</td>
</tr>
<tr>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
</tr>
<tr>
<td>Toss and Catch with a stuffed animal</td>
<td>Run in Place</td>
<td>Penguin Walk</td>
<td>Bicycle</td>
<td>Balance on your RIGHT foot</td>
<td>Superman</td>
<td>Tree Pose</td>
<td>Foot Dribble with a stuffed animal</td>
<td>Arm Circles- Backward</td>
<td>Waddle like a Duck</td>
<td>Stand Up then Reach Through</td>
<td>Slither like a snake</td>
<td>Choice Activity!</td>
</tr>
</tbody>
</table>

Become a Movie Star!

Ask an adult to video you completing the tasks and send it to your teacher.
This year in third grade you have been learning about migration of people. In your take home learning opportunities you will continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

1. Which continent did most people come from in the 1800s time period?

2. Which continent did most people immigrate from in the 1900s time period?

3. Using specific evidence from the graphic and data above, explain how the continent people immigrated from changed over the last 200 years.

4. Describe reasons why people choose to leave one country and move to another.

**Predict:** Next week you will get to look at data for immigration to Iowa over time. Do you think Iowa has similar or different immigration data than the United States as a whole? What do you think you will see in Iowa’s data next week?
Investigation 1: Water Observations

**Focus Question:** Which paper towel absorbs the most water?

Plan and carry out an investigation using some of the materials listed below. You can test other materials if you check with an adult in your home. Record and analyze your results. Then respond to the focus question.

**Tools to use**
- Bowl
- Measuring cup
- Water

**Materials to test**
- Paper towels

**Suggested procedure**

Compare different brands of paper towel.

Tear paper towels into the same size. Soak each paper towel sample in a bowl of water for 10-20 seconds.

Squeeze out the water absorbed into a measuring cup and record.

What are the results? Which is the most absorbent paper towel?

Share results with the shopper in your family.
## Reading Response Tic Tac Toe

Do one of the activities below and mark it off with an **X**. The next time you do an activity, mark it with a **O**. Switch back and forth between **X** and **O** until you have a tic tac toe!

<table>
<thead>
<tr>
<th>Why did you choose this book to read?</th>
<th>Write a three sentence summary of what you read today. Write the details in order.</th>
<th>If you could ask your main character one question, what would it be?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Book" /></td>
<td><img src="image2.png" alt="Summary" /></td>
<td><img src="image3.png" alt="Question" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What character in your story would you like to invite over to your house? Explain why.</th>
<th>If you were the author, what’s one thing you would change about the book and why?</th>
<th>If you wrote a sequel to this book, what title would you give it and why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Character" /></td>
<td><img src="image5.png" alt="Detour" /></td>
<td><img src="image6.png" alt="Sequel Title" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the setting in your book including time and place.</th>
<th>You are going to give one character in your book an award for one of their character traits. What would the award be and why?</th>
<th>What lesson do you think the author wants you to learn from reading this story?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Setting" /></td>
<td><img src="image8.png" alt="Award" /></td>
<td><img src="image9.png" alt="Lesson" /></td>
</tr>
</tbody>
</table>

Talk about your responses to someone at your house or write them on the back of this paper.
Journal Writing

Select a topic, or think of your own, and draw or write about it in the space below.

➢ Imagine that you can become invisible whenever you wanted to. What are some of the things you would do?
➢ If I were President, I would...
➢ Write a story about a singer who can’t stop singing.
➢ If I were a turtle living my a pond, I would..
Homophones sound the same, but mean different things. Circle the word correct homophone.

1. I am ________________ years old. (eight, ate)
2. I don’t want to hire someone with a bad attitude. (higher, hire)
3. He would rather eat a ________________ than an apple. (pear, pair)
4. We are not ________________ to bring toys to school. (aloud, allowed)
5. The ________________ rode up to the castle on a white horse. (night, knight)
6. If you buy something on ________________, it will be cheaper than the regular price. (sale, sail)
7. She has many pets, including a dog, a cat and a ________________. (hare, hair)
8. Our classroom has ________________ of desks. (rose, rows)
9. The bird ________________ very fast to get away from the cat. (flu, flew)
10. The ________________ of the roses was beautiful! (cent, sent, scent)
11. My grandma stores lots of things in her ________________. (cellar, seller)
12. I need to ________________ quietly in line to check out my library book. (weight, wait)
13. My dog ate his ________________ dinner in under a minute! (whole, hole)
14. On vacation, we stayed at a fancy hotel in a ________________ overlooking the pool. (sweet, suite)
15. There are many fish in the ________________. (see, sea)
16. If everyone got along, there would be ________________ on earth. (piece, peace)
Synonyms are words that have almost the same meaning.

Synonyms for **big**: large, huge, gigantic

Circle the 2 synonyms for each set of words.

1. toasty    chilly  cool  comfortable
2. walk      crawl  stroll  run
3. argue     scare  confuse  frighten
4. bravery   honesty  courage  winner
5. cook      drink  eat  munch
6. record    paint  draw  sketch

Write a synonym for each word.

7. thin       __________________________
8. tiny      __________________________
9. store      __________________________
10. fall     __________________________
11. see       __________________________
12. friendly  __________________________
13. tasty     __________________________
14. silent    __________________________
15. smelly    __________________________
16. smile     __________________________
17. think     __________________________
18. break    __________________________
<table>
<thead>
<tr>
<th>Visual Arts Activities</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Color Wheel Challenge</strong> (4th-8th)</td>
<td>Gather items in bright, solid colors from around your home, assemble them into the circular color wheel order (red, orange, yellow, green, blue, and violet). Snap a pic and share your creation on social media using the hashtag #colorwheelchallenge. For an additional challenge, complete a FULL color wheel by adding the tertiary colors (yellow-orange, red-orange, yellow-green, blue-green, blue-violet, and red-violet).</td>
</tr>
<tr>
<td><strong>Automatic Drawing</strong> (3rd-8th)</td>
<td>With 2 or more people, grab a sheet of paper and fold it into 3-4 equal sections. Have one person start drawing in the top section (Don’t let anyone else see!). Afterward, fold the paper (or cover it up) so that the next drawer can only see a couple of guiding lines for what the previous person has drawn. Repeat this process until everyone has drawn and each section is filled. Unfold to reveal the entire drawing!</td>
</tr>
<tr>
<td><strong>Paper Telephone</strong> (3rd-8th)</td>
<td>This game involves drawing and writing. Start with a piece of paper and a pencil and write a sentence (any sentence will work!). Then, pass the paper to the next person. They draw what the sentence says. When they’re done, fold over the original sentence so it’s not visible and just the drawing remains. Give the paper to someone else, who writes a sentence about the drawing. Repeat this sequence until the paper is full, and then unfold to see the results!</td>
</tr>
<tr>
<td><strong>Blind Contour Drawing</strong> (6th-8th)</td>
<td>A blind contour drawing is a sketch that is completed while only looking at your subject (no peeking!) and keeping your pencil/pen on the paper. For added amusement, find a partner and draw the same subject at the same time. Compare artworks afterward!</td>
</tr>
<tr>
<td><strong>Blindfold Drawing</strong> (3rd-8th)</td>
<td>Following the instructions of a partner, the drawer must complete a drawing while blindfolded. For an added challenge, have the person describing the subject utilize only directional, shape, and line type directions (for example: up/down/left/right, circle/square/triangle, and straight/curved/wavy/zig-zag).</td>
</tr>
<tr>
<td><strong>Texture Guessing Game</strong> (PK-2nd)</td>
<td>Place different objects in an opaque bag. Take turns placing your hand in the bag, grab an object and then drawing a picture of what you think the object is. For a twist on this game, place your hand in the bag and grab an object (but don’t look at it) and then try finding a different object from your house or outside that has a similar texture.</td>
</tr>
<tr>
<td><strong>Shadow Tracing</strong> (PK-3rd)</td>
<td>Place an object (toy animals work great!) at the edge of a piece of paper so that it casts a shadow on the paper and then trace the shadow with your pencil (it’s that simple!). Add details to your tracing. For added challenge, trace the object at different times of day or with multiple light sources from different angles and compare the results.</td>
</tr>
<tr>
<td><strong>Sketchbook/Drawing Prompts</strong> (PK-8th)</td>
<td>Use one of the following prompts to guide the creation of a drawing: 1) Draw a portrait of yourself from 20 years in the future, 2) Draw an animal playing a musical instrument, 3) Draw a creature that is a combination of at least 3 different animals, 4) Draw each step in the preparation of your favorite food, 5) Draw an egg (this is harder than it sounds!), 6) Draw your interpretation of an emotion, 7) Draw an illustration of your favorite song lyrics, 8) Draw an illustration of the last dream that you had, 9) Draw your favorite character from a book, 10) Draw a self-portrait while looking in the mirror, 11) Draw the same object 3 days in a row, 12) Draw a sink full of dirty dishes before and after they get washed.</td>
</tr>
<tr>
<td><strong>Random Monster Drawing Game</strong> (K-3rd)</td>
<td>Find a 6 sided dice. Assign a specific body part to each number (example: 1=Eye, 2=Mouth, 3=Ear, 4=Nose, 5=Leg &amp; Foot, and 6=Arm &amp; Hand). Start by drawing a simple shape for the head and body of your creature then roll the dice and add the body part associated with the number that you rolled. For more variety, try adding additional dice and more drawing prompts!</td>
</tr>
</tbody>
</table>

Grade level suggestions are flexible. With guidance and/or support, these activities and prompts are appropriate for children of any age.
3rd Grade Math Resources

1) **Stamp Challenges** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
   How many stamps do you see? What is the total cost of the stamps?

   Stevie has 4 cards with 8 stamps on each card. Cindy has 8 cards with 4 stamps on each card. Who has more stamps, Stevie or Cindy?

2) **Missing Digits** (Source: [https://www.openmiddle.com/](https://www.openmiddle.com/))
   Fill in the blanks with digits to make the answer closer to 200 than 300.

   \[ 4 \phantom{00} - 1 \phantom{00} \]

3) **Dressing Up**
   Mary likes to dress up her dogs. One wears a hat, one wears a coat, and one wears a scarf. Their names are Spot, Tag, and Barney. Tag loves to wear a scarf. Spot won’t wear the coat. Match each dog with what it wears. Explain your thinking.

4) **Combinations**
   This morning you got out your socks and sneakers. You had a pair of blue sneakers and a pair of black sneakers. You had a pair of red socks and a pair of green socks. What different ways could you have worn them?

5) **Number Line Puzzle** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
   Use what you know about multiplication to fill in the blanks.

   ![Number Line Puzzle Diagram]
6) **Which One Doesn’t Belong?** (Source: [talkingmathwithyourkids.com](http://talkingmathwithyourkids.com))
Choose one item in this picture that you don’t think it belongs with the rest. Explain why. Can you pick another item and give a different reason?

![Image of fruits](image)

7) **Identify a Fraction on a Number Line** (Source: [https://www.openmiddle.com/](https://www.openmiddle.com/))
Label the point where \( \frac{3}{4} \) belongs on the number line. Be as precise as possible.

```
0  1
   3
```

8) **Number Puzzles** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
Find the missing numbers in the equations below.

\[
\begin{align*}
5 \times \underline{\hspace{1cm}} &= 20 \\
\underline{\hspace{1cm}} \times 3 &= 24 \\
9 \times 3 &= \underline{\hspace{1cm}} \\
4 + \underline{\hspace{1cm}} &= 14 \\
18 - \underline{\hspace{1cm}} &= 9 \\
\underline{\hspace{1cm}} - 7 &= 8 \\
4 \times \underline{\hspace{1cm}} &= 28 \\
8 \times 4 &= \underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \times 6 &= 36 \\
16 - \underline{\hspace{1cm}} &= 9 \\
\underline{\hspace{1cm}} + 8 &= 13 \\
9 + \underline{\hspace{1cm}} &= 12 \\
8 \times 2 &= \underline{\hspace{1cm}} \\
7 \times \underline{\hspace{1cm}} &= 35 \\
\underline{\hspace{1cm}} \times 3 &= 12
\end{align*}
\]

9) **Story Problem** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
The third and fourth graders at Fernwood School are going on a field trip. They will fill 3 school buses. Each bus holds 52 passengers. How many people will be going on the field trip? Show your work.
10) **Toothpicks** (Source: [https://playwithyourmath.com/](https://playwithyourmath.com/))

Twelve toothpicks can outline shapes with areas of 5 and 9. What other areas can you outline with 12 toothpicks?

![Toothpicks](https://playwithyourmath.com/images/toothpicks.png)

11) **Visual Pattern** (Source: [visualpatterns.org](http://visualpatterns.org))

Below is a pattern of stars in stages 1-3. Draw what you think stage 4 might look like. Label how many stars are in each stage.

![Visual Pattern](https://visualpatterns.org/images/stars.png)

12) **Combinations of 1,000** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Fill in the missing numbers to make a total of 1,000 in each box.

\[
\begin{align*}
480 + & \hspace{1em} \_ & = 1,000 \\
670 + & \hspace{1em} \_ & = 1,000 \\
170 + & \hspace{1em} \_ & = 1,000 \\
210 + & \hspace{1em} \_ & = 1,000 \\
720 + & \hspace{1em} \_ & = 1,000 \\
500 + & \hspace{1em} \_ & = 1,000 \\
840 + & \hspace{1em} \_ & = 1,000 \\
360 + & \hspace{1em} \_ & = 1,000
\end{align*}
\]
13) **Graphing** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

One day last spring, Ms. Brown asked her third graders to clean out their desks. She couldn’t believe how many pencils most of the kids pulled out. “So that’s where all the pencils have been!” she thought. Ms. Brown decided to take a survey to find out how many pencils had been hiding in the kids’ desks. The table below shows the survey results. Record the data on the line plot below.

<table>
<thead>
<tr>
<th>Number of Pencils</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

**Ms. Brown’s Spring Pencil Survey**