### 4th - 5th Grade Music

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-minute dance party. Put on some music and dance your favorite dance moves.</td>
<td>Ask your family to share their favorite songs with you.</td>
</tr>
<tr>
<td>Dance with just one part of your body: finger, elbow, eyebrow, etc.</td>
<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>
</tr>
<tr>
<td>Explain the 4 instrument families (strings, brass, woodwinds, percussion) to someone in your house.</td>
<td></td>
</tr>
<tr>
<td>Find an object around your house to use like a drum. Put on some music and play along with the steady beat or rhythm of the song.</td>
<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>
</tr>
<tr>
<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>
<td>Explore what makes sound in your house or neighborhood, both inside and outside.</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></td>
</tr>
<tr>
<td>Make a music band:</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Music Scavenger Hunt:</td>
<td></td>
</tr>
<tr>
<td>Find something you can tap and use as a drum.</td>
<td></td>
</tr>
<tr>
<td>Find something that makes noise when you strum it with a stick.</td>
<td></td>
</tr>
<tr>
<td>Find something that is metal and makes a cool sound when you tap it with your hand.</td>
<td></td>
</tr>
<tr>
<td>Find something that makes a silly noise when you blow into it.</td>
<td></td>
</tr>
<tr>
<td>Find 2 things that are round that you can “play” together and make a sound.</td>
<td></td>
</tr>
<tr>
<td>Find something you can twist and make a sound.</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

5th Grade Band and Orchestra Students: Practice your instrument using your lesson book or music you have at home 2-3 times a week for 20 minutes (or more!).
# 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>Evidence</td>
<td>Effective</td>
<td>Learners</td>
<td>Collaborate</td>
<td>Professional</td>
</tr>
<tr>
<td>Word 2</td>
<td>Energy</td>
<td>Control</td>
<td>Variable</td>
<td>Experiment</td>
<td>Investigation</td>
</tr>
</tbody>
</table>

## Alphabet Activity Key

Complete each letter activity by counting to 10!

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

What factors helped drove apart the North and the South in the mid-1800s?

Introduction

In the 1800s, many Americans moved west. However, they disagreed on how to settle the new territories. In 1861, these conflicting ideas helped cause the bloody Civil War between the Northern and the Southern states.

By the mid-1800s, the United States had two distinct regions. The North included states in New England, the Middle Atlantic region, around the Great Lakes, and parts of the Great Plains. Northerners busily built cities, factories, and railroads. Most northern workers were free, not enslaved. The South included states south of the Ohio River and latitude 36°30’ north. This region had few factories or large cities, and most people lived on farms. On plantations, African American slaves planted and harvested crops.

The Southern way of life depended on slave labor. As the United States expanded westward, Northerners and Southerners bitterly disagreed about whether slavery should be allowed in new territories and states.

Think of the conflict between the Northerners and the Southerners as a dispute between a brother and a sister. The sister plays her music loudly and refuses to turn it down. The brother likes quiet. Remember, this kind of comparison is called a metaphor.

As you read this lesson, think about this metaphor of a brother and sister. Does the brother have the right to make his sister turn down her music? What will happen if she refuses?

Suppose that you have a sibling (a sister or a brother) who has a habit you do not like, such as playing music too loudly. Choose one of the following options for dealing with the situation. Write two or three sentences explaining why you chose that option. Then write one or two sentences explaining why you did not choose the other option.

Option 1 Tell your sibling that the habit bothers you, and then let your sibling decide if she or he is willing to stop or change the habit.

Option 2 Complain to your sibling every day until she or he changes the habit, even if your sibling threatens to never speak to you again.
HOME/SCHOOL CONNECTION

Investigation 3: Earth’s Atmosphere

1. Choose a weather source that will give you at least a 5-day forecast for your home area. Write your data source at the bottom of the page. Here are some suggested data sources.
   - TV news (List the channel at the bottom of the page.)
   - Daily newspaper (List the newspaper at the bottom of the page.)
   - Internet (Visit FOSSweb for a list of appropriate sites and list the one used.)

2. Record the 5-day forecast for your home area in the forecast table below.

3. Check with your source every day and record the actual weather.

4. Write about whether the forecast was true to the actual weather.

<table>
<thead>
<tr>
<th>5-Day Weather Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-Day Actual Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
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="Writing" /></td>
<td><img src="image3.png" alt="Question Mark" /></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="House" /></td>
<td><img src="image5.png" alt="Detour" /></td>
<td><img src="image6.png" alt="Book" /></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="Teacher" /></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.
Add Interest With Synonyms

Synonyms are two words that mean the same or nearly the same as each other. You can use synonyms for over-used or “tired” words in your writing to add interest to what you are saying.

Read the paragraph below. The numbered words in bold print are over-used words. Think of a synonym you could use to replace each tired word to add interest. Write the word on the corresponding numbered line. The first one has been done for you.

Jennifer and Laritza had a nice day at school. In the morning, they listened as their teacher read a nice story. The work was hard during math because they had just started learning a new skill. The teacher was happy with their progress. It was a nice day, so they were able to play soccer outside for P.E. The class was happy when the teacher said they would have a party that afternoon. Jennifer was excited about the party, but Laritza did not want to go to the party. She was tired because she did not sleep well the night before. She stayed in at recess and made a pretty sign while the other children played outside. She used big letters to write the word “celebrate.” She even drew butterflies with small dots on their wings. Jennifer came back a few minutes later to help her. Together, they colored the pictures and letters that Laritza had drawn. When the other students came back in after recess, they all agreed it was a nice sign. The teacher put it up on the board in the front of the room. Then she passed out some good cookies. She told them they were celebrating because they did a good job on their recent test. She was happy they did well.

1. pleasant
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
Choose the Correct Homophone

Recall that homophones are words that sound the same, but have different meanings. For example, a home can be for sale, while a boat can have a sail. The context of the word can help you decide which homophone should be used.

Complete each sentence by choosing the correct homophone and writing it in the blank.

1. After he was sick for several days, his face was ___________________(pail/pale).
2. She purchased a beautiful new gown _________________(for/four) the dance.
3. Walking down the _______________(I’ll/aisle/isle) to get married can be scary.
4. Glass containers have been ________________(band/banned) on the beach.
5. The baker systematically kneaded the _____________(doe/dough) for the bread.
6. I’d rather receive my _________________(male/mail) electronically than on paper.
7. He was considered __________________(bald/bawled) because he had no hair.
8. We searched everywhere trying to ________________(fined/find) our lost dog.
9. My favorite stringed instrument is the ___________(base/bass) because it is so big.
10. The fight __________________(scene/seen) in the movie was extremely exciting!
11. Though he was already tired, the farmer had to ________(so/sew/sow) the seeds.
12. Annabella sat on the bottom ________________(stair/stare) without being noticed.
13. After running out of _____________(flour/flower), the baker had to stop baking.
14. Fierce winds _________________(blew/blue) all night during the thunderstorm.
15. Rover sat and scratched the place where the ______________(flea/flee) bit him.
16. The government has the right to __________(sees/seas/seize) the stolen property.
<table>
<thead>
<tr>
<th><strong>Visual Arts Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Color Wheel Challenge</strong> <em>(4th-8th)</em></td>
</tr>
<tr>
<td><strong>Automatic Drawing</strong> <em>(3rd-8th)</em></td>
</tr>
<tr>
<td><strong>Paper Telephone</strong> <em>(3rd-8th)</em></td>
</tr>
<tr>
<td><strong>Blind Contour Drawing</strong> <em>(6th-8th)</em></td>
</tr>
<tr>
<td><strong>Blindfold Drawing</strong> <em>(3rd-8th)</em></td>
</tr>
<tr>
<td><strong>Texture Guessing Game</strong> <em>(PK-2nd)</em></td>
</tr>
<tr>
<td><strong>Shadow Tracing</strong> <em>(PK-3rd)</em></td>
</tr>
<tr>
<td><strong>Sketchbook/Drawing Prompts</strong> <em>(PK-8th)</em></td>
</tr>
<tr>
<td><strong>Random Monster Drawing Game</strong> <em>(K-3rd)</em></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.
1) **Standard Algorithm** (Source: mathlearningcenter.org)
Maria is practicing solving problems using the standard algorithm for multiplication. She knows the first step, but then she gets stuck. Finish these problems Maria started.

\[
\begin{array}{c}
6 \\
38 \\
\times 28 \\
\hline
4 \\
\end{array} \quad
\begin{array}{c}
2 \\
84 \\
\times 37 \\
\hline
8 \\
\end{array} \quad
\begin{array}{c}
4 \\
26 \\
\times 97 \\
\hline
182 \\
\end{array}
\]

2) **Balanced Equation** (Source: https://www.openmiddle.com/)
Use the operation symbols (+, -, x, and ÷) to make the equation true. Operations may be used more than once.

\[
2 \big(3 \big[ \big[ 7 \big] 9 \big) = (1 \big[ \big[ 5 \big] \big[ 8 \big] 4 \big)
\]

3) **Square Cakes** (Source: https://playwithyourmath.com/)
For my party, I want a square cake with square slices. How many people can I have at my party?

Party for 4

\[
\begin{array}{c|c}
1 & 2 \\
\hline
3 & 4 \\
\end{array}
\]

Party for 7

\[
\begin{array}{c|c|c}
1 & 2 & \\
\hline
3 & 4 & 5 \\
\hline
6 & 7 & \\
\end{array}
\]

4) **Standard Multiplication Algorithm** (Source: mathlearningcenter.org)
Solve each problem using the standard multiplication algorithm.

\[
\begin{array}{c}
706 \\
\times 28 \\
\hline
\end{array} \quad
\begin{array}{c}
519 \\
\times 37 \\
\hline
\end{array} \quad
\begin{array}{c}
405 \\
\times 46 \\
\hline
\end{array}
\]
5) **Noticing** (Source: [https://samedifferentimages.wordpress.com/](https://samedifferentimages.wordpress.com/))

On a piece of paper, make two columns. In one column, list the things that are the same in this picture, and in the other column, list the things that are different.

What is the same? What is different?

![Basketballs and Soccer Balls](image)

6) **Multiplying a Decimal by a Fraction to Get a Whole Number** (Source: [https://www.openmiddle.com/](https://www.openmiddle.com/))

Using the digits 1 to 9, at most one time each, fill in the boxes to make a true statement.

\[
\square \cdot \square \times \frac{\square}{\square} = \square
\]

7) **Which One Doesn't Belong?** (Source: wodb.ca)

Choose a number in this picture that you don’t think belongs with the rest. Explain why. Can you pick another number and give a different reason?

![Numbers](image)
8) **Word Problem** (Source: mathlearningcenter.org)
Whitney's 9 cousins are coming to visit, and she wants to make them each a little gift bag. She wants to put an equal number of little candies in each bag, eat 3 candies herself, and have none left over.

<table>
<thead>
<tr>
<th>Candy</th>
<th>Candies per Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemon Sours</td>
<td>147</td>
</tr>
<tr>
<td>Strawberry Kisses</td>
<td>216</td>
</tr>
<tr>
<td>Pineapple Sweets</td>
<td>193</td>
</tr>
</tbody>
</table>

A. Which bag of candies should she buy? Show all of your work. **Hint:** Can you remember a divisibility rule to help?

B. How many candies will each cousin get? Show all your work.

9) **Division Problems** (Source: mathlearningcenter.org)
Solve the division problems below. For each one, complete the ratio table first. Then you can solve the problem using only numbers, or you can use sketches and numbers together. You can also add more entries to the ratio table if you want to. The first problem has been done for you as an example.

```
   15) 240
    16
   15
    10
   90
  -75
   15
   0
```

<table>
<thead>
<tr>
<th>Number of Groups</th>
<th>1</th>
<th>10</th>
<th>20</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
<td>150</td>
<td>300</td>
<td>75</td>
</tr>
</tbody>
</table>

so, \( \frac{240}{15} = 16 \)

```
   16) 272
    10
   10
    0
```

<table>
<thead>
<tr>
<th>Number of Groups</th>
<th>1</th>
<th>10</th>
<th>20</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

```
   12) 216
    10
   10
    0
```

<table>
<thead>
<tr>
<th>Number of Groups</th>
<th>1</th>
<th>10</th>
<th>20</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10) Visual Pattern (Source: visualpatterns.org)
   Below is a pattern of squares in stages 1-3 below.
   A. Draw what you think stage 4 might look like.
   B. Draw or describe what you think stage 10 might look like.
   C. Label how many squares are in each stage.

![Visual Pattern Diagram](image)

11) Fractions of Wholes (Source: mathlearningcenter.org)
   Find the products.
   
   a. \( \frac{1}{4} \) of 6 = ___  
   b. \( \frac{1}{5} \times 30 = ___ 
   c. \( \frac{1}{3} \) of 27 = ___  
   d. \( \frac{3}{4} \) of 6 = ___  
   e. \( \frac{4}{5} \times 30 = ___ 
   f. \( \frac{2}{3} \times 27 = ___ 

12) Story Problem (Source: mathlearningcenter.org)
   Six friends had lunch together and decided to split the bill evenly.
   A. If the bill was $48.60, what was each person’s share? Show your work.
   B. After tax and tip, the bill totaled $63.00. What was each person’s share? Show your work.

13) Rectangular Prism (Source: mathlearningcenter.org)
   Fill in the dimensions of this box: _______ × _______ × _______