### 4th - 5th Grade Music

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</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>
<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>
<td>Explain the 4 instrument families (strings, brass, woodwinds, percussion) to someone in your house.</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>
<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>
<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>
</tr>
</tbody>
</table>

Make a music band:
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.

Music Scavenger Hunt:
Find something you can tap and use as a drum.
Find something that makes noise when you strum it with a stick.
Find something that is metal and makes a cool sound when you tap it with your hand.
Find something that makes a silly noise when you blow into it.
Find 2 things that are round that you can “play” together and make a sound.
Find something you can twist and make a sound.
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?
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?

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!).
The Causes of the Civil War

Differences Grow Between the North and the South
By the mid-1800s, people in the North and the South had developed very different ways of life. As a result, sectionalism developed in the North and South. Sectionalism is a strong attachment to local interests instead of those of the country. How did sectionalism divide America and bring both regions closer to conflict?

In the North, new industries began to appear. Busy factories made all kinds of products, including new inventions such as the sewing machine. Cities grew as people came to the North to work in the factories.

Canals and railroads made it possible for farmers, ranchers, and business owners to move goods over long distances. Factory owners in the eastern part of the nation shipped tools by railroads to farmers living a thousand miles to the west. Farmers in western areas sent grain and other crops to feed the people in eastern cities.

All this activity attracted new immigrants from places such as Ireland and Germany. Workers in the North earned wages for their labor. They were free to choose their own jobs, and were therefore called “free labor.”

Different lifestyles lead to different interests. Many Southerners worked their own farms, but owners of plantations used slave labor.

By the mid-1800s, the most important plantation crop was cotton. The South’s warm weather and rich soil had always been favorable for growing cotton. But until Eli Whitney invented the cotton gin in 1793, cotton growers did not earn much money. They had to separate the seeds from the cotton by hand, which took a long time and many workers. Whitney’s machine did this task quickly. After this invention, cotton became a valuable cash crop, and by 1860, southern plantations grew three-fourths of the world’s cotton.

As cotton plantations spread, the South began to depend more than ever on having many slaves. Most Northerners did not own slaves. They did not want to see slavery spread to new territories in the West, but many white Southerners insisted that states had the right to choose whether or not their citizens could own slaves. They also insisted that they should be able to take their slaves with them wherever they settled. The North and the South had other disagreements as well, but slavery was one of the key issues that divided them.

Create a short story to explain the history of the differences between the North and the South with information from the reading. Include and underline the following terms in your description: North, South, slavery. Part of the story has been rewritten for you.

The North and the South were regions of the United States. Even though they were part of the same country, they were quite different. For example, the South . .
A suffix is added to the end of a root word to change the meaning of the word.

Draw a line from the suffix to its meaning. Hint: If you’re stuck, think of a word you know that ends with that suffix.

1. –able more than
2. –ful or –full characteristic or way of being
3. –less the most
4. –y action or state
5. –ly believes or does
6. –ment characterized by/inclined to
7. –er worthy of, able to
8. –est without
9. –ness full of
10. –ist is like

Add a suffix to each root word so it matches the new definition.

<table>
<thead>
<tr>
<th>Root words</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>most</td>
<td>–ful</td>
</tr>
<tr>
<td>art</td>
<td>–ist</td>
</tr>
<tr>
<td>beauty</td>
<td>–ly</td>
</tr>
<tr>
<td>cost</td>
<td></td>
</tr>
</tbody>
</table>

very pretty _______________  a person who makes art ___________
expensive _________________  almost totally _______________

Circle the words with suffixes in the paragraph below.

You don’t have to be a botanist to grow your own food! The warmest time of year is best for planting some seeds, while others can only grow when planted during colder times. Some plants, like tomatoes, become droopy if you don’t water them daily. You must make sure the soil has just the right amount of wetness for each type of plant. Gardening can be difficult, but the right knowledge can make it easier.
Fix the Story
With Antonyms

Antonyms are two words that mean the opposite or nearly the opposite of each other.

Read the paragraph below. The numbered words in bold print are the antonyms of the words that should appear there. Fix the story by replacing each bolded word with an antonym that makes more sense in the story. Write the new word on the corresponding numbered line. The first one is done for you.

Felix and Diego were absent on the day of the test. When they left\(^1\) at school the following night\(^2\), they had to go to a different room to give\(^3\) the test. They were calm\(^4\) because they were not really prepared but decided to give it their worst\(^5\) try. Felix’s pencil mended\(^6\) twice during the test because he was pressing too softly\(^7\). He finally took a shallow\(^8\) breath and calmed up\(^9\). At the different\(^10\) time, Diego was unoccupied\(^11\), carefully reading and then erasing\(^12\) in the bubbles to answer the questions. He started\(^13\) too quickly to do a poor\(^14\) job of it, so he decided to look recklessly\(^15\) back over each question to make sure he had the incorrect\(^16\) answer. Both girls\(^17\) spent most of the evening\(^18\) until lunch time playing\(^19\) on the test. They were very anxious\(^20\) when they were finally able to finish and turn their tests out\(^21\). They hurried back to their classroom just in time to get their lunch money so they could line up with everyone else to sell\(^22\) lunch. They decided to try harder not to be absent on a test day again!

1. arrived

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.
Directions: Complete the pattern by performing the exercise that is missing in each row and labeled with the “?”.

- 25 Windmills
- Jog 2 laps
- 30 Second Stretch
- 25 Jumping Jacks
- 15 Squats
- 15 Second Leg Stretch
- 10 Push-ups
- 15 Second Leg Stretch
- 10 Sit-ups
- 30 Second Plank

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Redworm Food?
The redworm or red wiggler (Eisenia fetida) is a very thin and relatively small earthworm, about 3–8 centimeters (cm) long. This is the common species of redworm used in vermicomposting. Although the redworms are small, they can shred and consume nearly half their weight in food every day. They eat decaying leaves and other decaying plant parts that have been broken down by the action of bacteria, fungi, and microorganisms. Actually, their main food source is the bacteria, fungi, and other microorganisms on the decaying plant matter, but they also consume the organic matter on which the microorganisms live. In worm bins, redworms feed on grass clippings and kitchen scraps, including vegetables, fruit, egg shells, coffee grounds, paper, and cardboard.

Here are some of the kinds of kitchen waste that redworms eat: potato peels; coffee grounds with filters; tea bags; apple cores; crushed egg shells; stale bread; parings of cucumber, carrots, squash, lettuce, melon rinds, and so forth. If potatoes are used, they should be cooked.

Here are some of the things that are not good for redworms: meat, fat, oil.

Make a list of the kitchen waste that your home produces that redworms could eat and would be good to use in a worm bin. Keep the list for at least a week.

• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________
• ______________________________________

Scientific pronunciation: Ei-se-nia- (ē sênē, ī-,-nya) Fe-tid-a (fe-tid-a)
Making Inferences in a Fictional Text

An inference is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge. Read the passage below and answer the inference questions that follow.

**clues in text** + **what you know** = **inference**

The Hazelnut Child

Once upon a time, before the continent of Europe was given that name, there lived a couple who had no children. They wished every day for a child, even if he were no bigger than a hazelnut. At last, their wish was granted, and they had a child who was the size of a hazelnut, just as they had said. They loved the child very much and they took excellent care of him. When the hazelnut child turned fifteen, his parents asked what he would become, now that he was of an age to work. “I would like to be a messenger,” said the child. His mother laughed and asked, “How can you possibly be a messenger? Your tiny feet would take an hour to carry the distance anyone else could cover in a minute.” “Give me a message to carry,” said the boy, “and see how quickly I return.” So his mother told him to go the house of his aunt in the neighboring village and bring back a comb. “I’ll be back before you know,” said the boy. His mother held the front door open for her son, and off he went on his journey. He found a man on horseback who was headed for the next town. The boy crept up the horse’s leg, crawled under the saddle, and began to pinch the horse’s back. Rearing up, the horse took off at breakneck speed and wouldn’t slow down, no matter how hard the rider pulled at its reins. When they reached the neighboring village, the hazelnut child quit pinching the horse, and it slowed enough that the boy was able to climb back down its leg. His aunt was delighted to see him and gave him the comb he asked for. The hazelnut child returned home on the back of another horse and presented his mother with the comb. “But how did you get home so quickly?” she asked. He did not answer her question, but only said, “You see, I told you messenger was the profession for me.” Using his newfound skill, the hazelnut child hitched a ride on a stork that was heading south for the winter and landed in a faraway country. There, he met the king, who was astonished by this tiny creature who rode storks as if they were horses. The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself. The boy hitched the diamond to his stork and flew home, and he and his parents lived in peace and prosperity for the rest of their lives.
# Making Inferences in a Fictional Text

## Defining Key Vocabulary

Directions: Use context clues to match each vocabulary word to its definition.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>crept</td>
<td>a paid occupation or job</td>
</tr>
<tr>
<td>profession</td>
<td>wealth or good fortune</td>
</tr>
<tr>
<td>astonished</td>
<td>moved slowly and quietly to avoid being noticed</td>
</tr>
<tr>
<td>prosperity</td>
<td>greatly surprised or impressed</td>
</tr>
</tbody>
</table>

## Making Inferences

Directions: Complete the chart by writing a quote from the text (on the left) or an inference you can make (on the right).

<table>
<thead>
<tr>
<th>The text states...</th>
<th>This most likely means...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 “They wished every day for a child, even if he were no bigger than a hazelnut.”</td>
<td>What can you infer about the couple who later became the hazelnut child’s parents?</td>
</tr>
<tr>
<td>2 Write a quote from the story that supports this inference.</td>
<td>The hazelnut child was determined to prove that he could accomplish his goals, despite his small size.</td>
</tr>
<tr>
<td>3 “The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself.”</td>
<td>What can you infer about the king?</td>
</tr>
</tbody>
</table>
Finish the right half of this drawing. Add whatever details you would like to include.

The right half does not need to mirror the left half.
1) **Agree or Disagree?** (Source: mathlearningcenter.org)
For each problem, write whether you agree or disagree. Then explain your thinking using numbers, words, and/or labeled sketches.

a. Mr. Madison needs 175 granola bars for the 5th grade field trip. The bars come in boxes of 10. He'll need to buy 17 boxes to have enough.

b. There are 46 kids in the After-School Club. Today they’re going to the pool at the Community Center. If each minivan can take 6 kids, they’ll need 8 minivans for all the kids.

2) **Balanced Scales** (Source: https://brilliant.org/)
All the scales shown are perfectly balanced. What is the weight of one triangle?

3) **Straight Cuts** (Source: https://brilliant.org/)
What is the maximum number of pieces you can divide a circular pizza into with 4 cuts? (All cuts must be distinct straight lines from one point on the edge of the pizza to another point on the edge of the pizza, and you may not move the pizza slices.)
4) **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.

<table>
<thead>
<tr>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thousands</th>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>48</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

5) **Which One Doesn’t Belong?** (Source: [wodb.ca](http://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?

![Number grid]

6) **Rounding** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Fill in the table to round numbers to the nearest ten, one, tenth, and hundredth.

<table>
<thead>
<tr>
<th>Round to the Nearest:</th>
<th>Ten</th>
<th>One</th>
<th>Tenth</th>
<th>Hundredth</th>
</tr>
</thead>
<tbody>
<tr>
<td>506.308</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>715.071</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80.916</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7) **Ratio Tables** (Source: mathlearningcenter.org)
Maria is planning to make friendship bracelets to sell at the farmers’ market. Each bracelet costs $1.25 to make. Use the ratio table to show your strategy for finding the cost to make 19 bracelets.

<table>
<thead>
<tr>
<th>Number of Bracelets</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost ($)</td>
<td>1.25</td>
</tr>
</tbody>
</table>

The cost to make 19 bracelets is ____________.

Use the ratio table to show your strategy for finding how many bracelets Maria can make for $126.25.

<table>
<thead>
<tr>
<th>Number of Bracelets</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost ($)</td>
<td>1.25</td>
</tr>
</tbody>
</table>

Maria can make ____________ bracelets for $126.25.

8) **Visual Pattern** (Source: visualpatterns.org)
Below is a pattern of sunflowers in steps 1-3 below.

A. Draw what you think step 4 might look like.
B. Draw or describe what you think step 10 might look like.
C. Label how many sunflowers are in each stage.

![Sunflower Pattern](image-url)
9) **Evaluating Expressions** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))
Evaluate each of the following.

A. \( 6 \times (5 \times 12) = \) ____

B. \( (18 \times 13) + (2 \times 13) = \) ____

C. \( (75 \div 3) \times 10 = \) ____

D. \( (117 \times 4) - (7 \times 4) = \) ____

10) **Mobile** (Source: [https://solveme.edc.org/Mobiles.html](https://solveme.edc.org/Mobiles.html))
What is the value of the square? The crescent?

\[24\]

\[\heartsuit = 2 \quad \square = \] ____  ____

\[\text{moon} = \] ____  ____