



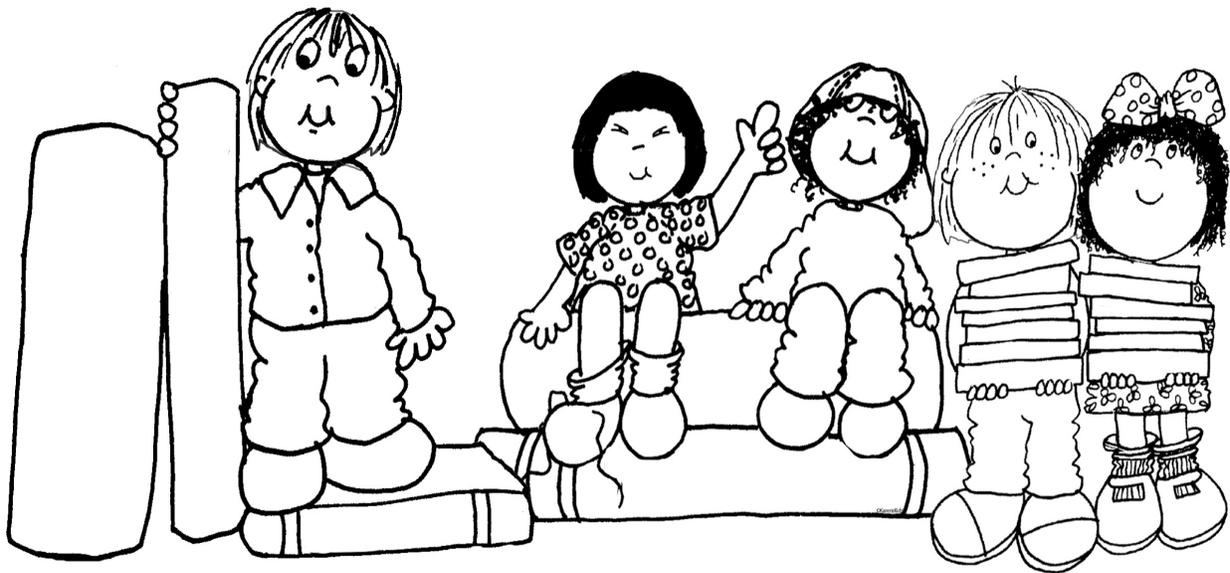
Kent County Public Schools



# 5th Grade

Home Learning Materials

May 4, 2020—May 22, 2020



Keep these materials for ongoing learning.

# Grade 5 Pacing Guide- Weeks from 5/4/20-5/22/20

Please use this as a guide for completing your work. Check off the assignments when completed.

Week #:	Work to Complete this Week:
Week 6- 5/4/20-5/8/20	<p><b>Reading/Writing:</b> Read <i>Forests on Fire</i>. Complete #1 and #2 of written response activities. Check conventions of written responses. Complete 20 minutes of independent reading daily.</p> <p><b>Math:</b> Review instructional websites and videos on the <b>Resource Sheet</b> for dividing whole numbers. Complete <b>Dividing Whole Numbers</b> sheet (equations and word problems). Complete 20 minutes of independent Dreambox daily.</p> <p><b>Social Studies:</b> Read the given passage and complete the questions for <b>Sultana's Sails</b>.</p> <p><b>Science:</b> Read <b>Structure &amp; Properties of Matter Week 6</b>. Complete Week 6 Questions.</p>
Week 7- 5/11/20-5/15/20	<p><b>Reading/Writing:</b> Read <i>Of Floods and Fish</i>. Complete #3 and #4 of written response activities. Check conventions of written responses. Complete 20 minutes of independent reading daily.</p> <p><b>Math:</b> Review the steps and watch the videos for dividing whole numbers by unit fractions <b>and</b> dividing unit fractions by whole numbers. Complete both sheets (dividing whole numbers by unit fractions and dividing unit fractions by whole numbers). Complete 20 minutes of independent Dreambox daily.</p> <p><b>Social Studies:</b> Read the given passage and complete the questions for <b>Sultana Returns to England</b>.</p> <p><b>Science:</b> Read <b>Structure &amp; Properties of Matter Week 7</b>. Complete Week 7 Questions.</p>
Week 8- 5/18/20-5/22/20	<p><b>Reading/Writing:</b> Complete 4 activities from the <b>Choice Board</b> (2 Writing activities <b>and</b> 2 Language Arts). These will require rereading and/or research. Complete 20 minutes of independent reading daily.</p> <p><b>Math:</b> Complete the problems each day for the Daily math Review sheets. Complete 20 minutes of independent Dreambox daily.</p> <p><b>Social Studies:</b> Read the given passage and complete questions for <b>The Boston, Chestertown and Annapolis Tea Parties</b>.</p> <p><b>Science:</b> Read <b>Structure &amp; Properties of Matter Week 8</b>. Complete Week 8 Questions.</p>

## 5th Grade Flexible Daily Schedule - \*please adjust the order/time to fit your needs

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<b>ELA</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Independent Reading</b> (15-30 minutes)	<b>Science or Social Studies</b> (20-40 minutes) <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.)	<b>Math</b> (20-40 min.) <b>Dreambox</b> (15-20 min.)	<b>Related arts activity</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.) <b>Independent Reading</b> (15-30 minutes)	Additional resources, related arts, science/ss  <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.) <b>Independent Reading</b> (15-30 minutes)
Afternoon	<b>Math</b> (20-40 min.) <b>Dreambox</b> (15-20 min.)	<b>Independent Reading</b> (15-30 minutes)	<b>ELA</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Independent Reading</b> (15-30 minutes)		
	Monday	Tuesday	Wednesday	Thursday	Friday
ZOOM Meeting Schedule for Academic Support	Joyner: 2:00-3:00 Receski: 2:00-3:00 Swayze: 10:00-11:00 Reilly: 10:00-11:00 Coleman: 10:00-11:00 Frazier: 10:00-11:00 Harmon: 10:00-11:00 Hogans: 10:00-11:00	Joyner: 2:00-3:00 Receski: 2:00-3:00 Swayze: 10:00-11:00 Reilly: 10:00-11:00 Coleman: 10:00-11:00 Frazier: 1:00-2:00 Harmon: 10:00-11:00 Hogans: 10:00-11:00	Joyner: 2:00-3:00 Receski: 2:00-3:00 Swayze: 10:00-11:00 Reilly: 10:00-11:00 Coleman: 2:00-3:00 Frazier: 10:00-11:00 Harmon: 10:00-11:00 Hogans: 10:00-11:00	Joyner: 2:00-3:00 Receski: 2:00-3:00 Swayze: 10:00-11:00 Reilly: 10:00-11:00 Coleman: 10:00--11:00 Frazier: 10:00-11:00 Harmon: 10:00-11:00 Hogans: 10:00-11:00	Joyner: 2:00-3:00 Receski: 2:00-3:00 Swayze: 10:00-11:00 Reilly: 10:00-11:00 Coleman: 10:00-11:00 Frazier: 10:00-11:00 Harmon: 10:00-11:00 Hogans: 10:00-11:00

# To Do

ELA work May 4 - May 22

✓	Date	Task
<input type="checkbox"/>	5/4	Read "Forests on Fire"
<input type="checkbox"/>	5/5	Re-read "Forests on Fire." Answer question #1
<input type="checkbox"/>	5/6	Re-read "Forests on Fire." Check your answer from Monday for grammar, spelling errors.
<input type="checkbox"/>	5/7	Answer question #2. You will need to re-read the text!
<input type="checkbox"/>	5/8/	Revise your answer to #2, check grammar, spelling, make sure it answers the question. Submit your work.
<input type="checkbox"/>	5/11	Read "Of Floods and Fish." Answer question #3.
<input type="checkbox"/>	5/12	Re-read "Of Floods and Fish." Check your answer from yesterday. Make sure it answers the question, uses correct grammar and punctuation.
<input type="checkbox"/>	5/13	Answer question #4. You will need to re-read BOTH texts to answer this question. This is a complex question.
<input type="checkbox"/>	5/14	Continue working on question 4 and complete, making sure it fully answers the question, check for grammar and punctuation errors.
<input type="checkbox"/>	5/15	Check this week's work and submit. Look over choice board. Choose FOUR activities to complete this week. Begin working on your first choice.
<input type="checkbox"/>	5/18	Choice board - finish choice #1
<input type="checkbox"/>	5/19	Choice board - choice #2
<input type="checkbox"/>	5/20	Choice board - choice #3
<input type="checkbox"/>	5/21	Choice board - choice #4
<input type="checkbox"/>	5/22	Finish up choice board work and submit

Week 1: May 4-8

# Forests on Fire



## Essential Question

What changes in the environment affect living things?

Read about the effects of forest fires on plants, animals, and people.



**A** few years ago, several red squirrels—an endangered species—had a temporary home at the Phoenix Zoo. Rescued from a ravaging wildfire that had already destroyed thousands of acres of land, the squirrels were waiting for the fire to be extinguished before being returned to the wild. Forest fires are part of nature, so it is important for us to understand not only how to fight fires, but also why they occur.

## Destructive and Productive

Like rainstorms, wildfires are a force of nature. However, unlike rainstorms, wildfires are almost always destructive. They consume everything in their way, including plants, trees, and animals. Sometimes, they take human lives and homes as well.

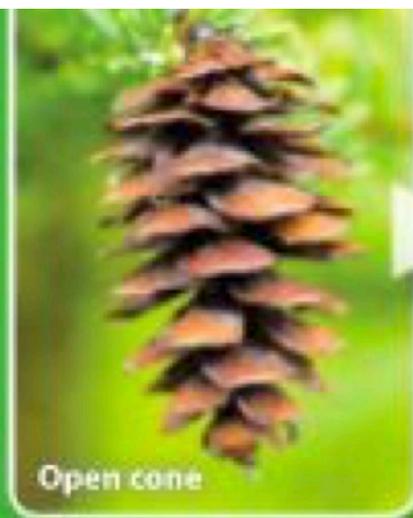
Like a big storm, the destructive power of wildfires is terrifying. On the other hand, naturally occurring wildfires are

also productive forces. Whether their flames race through a forest, a prairie, or acres of brush, these fires produce necessary changes in their environment. Like rain, they can allow new life to flourish.

## Benefits of Naturally Occurring Wildfires

A naturally occurring wildfire, sometimes called a forest fire, happens without any human cause. Three factors must be present for one to burn. These include fuel, such as dry grasses; oxygen, which is in our **atmosphere**; and a heat source to ignite the fuel. A lightning strike usually sparks a naturally occurring wildfire. The danger of fire is highest during a drought, when an area has experienced little rain.

Wildfires have happened throughout history, and they help to regenerate Earth and its species. When vegetation **decays**, wildfires clear it away so that new plant life can grow.



Open cone



New seedling



A young forest

The black spruce tree needs a fire's heat to cause its cones to open and scatter seeds. Eventually, seedlings sprout, and a new forest will grow.



Fire also releases nutrients back into the soil, making it more fertile. And by eliminating leafy canopies of mature trees, fire allows nourishing sunlight to reach a forest floor.

Often, this new plant life will be better adapted to fire than what existed before. Some species will have fire-resistant roots, leaves, or bark. Other species will actually depend on fire to reproduce and thrive.

## Stability and Diversity

Among its benefits, fire promotes **stability**. By eliminating invasive species that can take over an area, fire encourages the healthy growth of a region's own vegetation.

At the same time, fire promotes diversity. It ensures that plant life will exist at different stages of development. For example, a forest recently struck by fire will have new seedlings. Not far away, in a forest struck by fire twenty years earlier, there may be small trees. And nearby, there may be a forest of mature trees, untouched by fire for years.

These **variations** in plant life provide food and habitats for different kinds of insects, birds, and mammals. Woodpeckers eat insects in burned-out trees. Sparrows depend on seeds for food. Predators such as foxes are drawn by small prey. Forests at different stages attract a diversity of animals to a region.



## The Human Factor

Although wildfires have benefits, they also are feared and misunderstood. As a result, our government tried to suppress them completely throughout the 20<sup>th</sup> century. This policy had a negative **impact** on the environment.

The **gradual** buildup of decayed vegetation provided more fuel to feed fires. Consequently, wildfires became **noticeably** fiercer.

More recently, the government has used two different strategies to manage wildfires. One is to try to limit fires before they burn out of control. The other is to set small

“prescribed” fires to reduce the amount of fuel in the environment. Hopefully, the danger of catastrophic fires is now **receding**.

Unfortunately, human carelessness, such as a campfire left to smolder, also can start a fire. While a natural or prescribed wildfire can be beneficial, this is not true of fires that result from malice or mistakes. These happen at times and places that may cause irreparable damage to plant, animal, and human life. Fires cannot control themselves, so humans will always have to figure out how best to handle them.

Whether wildfires are small or large, firefighters are needed to help contain them.

June U.S. Wildfire Activity (2007–2011)



### Make Connections

Talk about how wildfires change the environment for plants. **ESSENTIAL QUESTION**

Why is it important for you to be careful around a fire of any kind, even in a home? **TEXT TO SELF**

## Questions for Week 1 & 2

Answer the questions for each story.

### “Forests on Fire” - Week 1 -May 5th-May 8th

1. The author of “Forests on Fire” discusses both the benefits and the problems of forest fires and wildfires.

Explain how *naturally occurring forest fires* benefit the forest environment. Be clear in your explanation of how fires actually help the forest. Use specific text evidence in your answer.

2. In the section, “The Human Factor,” the author explains how people’s attempts to control forest fires have had both good and bad effects on the forest environment.

In your own words, explain the effects humans have had on forests as they try to manage wildfires. Cite text evidence in your answer.

# Math Turn in Information

Use the information below to help pace yourself with your work. Each week, a lesson will be due. Make sure you are using your time management skills when completing your work.

## Due Dates:

- Week 6: Dividing Whole Numbers – **Due Friday 5/8/2020**
- Week 7: Dividing Fractions – **Due Friday 5/15/2020**
- Week 8: Math Review – **Due Friday 5/22/2020**

## How to turn in your work:

There are a couple ways to turn in your work. You can scan and email your work to your teacher. You can also take pictures and upload your work into google classroom. These assignments will be graded. It is important that you complete your work and turn it in to your teacher.

**If you have any questions regarding your work or how to turn it in, please reach out to your teacher. We are here if you need help!**

# Dividing Whole Numbers Resource Sheet

## Dividing Whole Numbers without a Remainder

<p><b>Example 1.</b> The division is by 16. Here is the multiplication table of 16:</p> <p> <math>3 \times 16 = 48</math>  <math>4 \times 16 = 64</math>  <math>5 \times 16 = 80</math>  <math>6 \times 16 = 96</math>  <math>7 \times 16 = 112</math>  <math>8 \times 16 = 128</math>  <math>9 \times 16 = 144</math> </p>	$\begin{array}{r} 03 \\ 16 \overline{) 5568} \end{array}$ <p>16 goes into 5 zero times, so we look at 55.</p> <p>How many times does 16 go into 55?</p> <p>Check in the table on the left. We see it goes into 55 three times.</p>	$\begin{array}{r} 034 \\ 16 \overline{) 5568} \\ \underline{-48} \\ 76 \end{array}$ <p>Now, how many times does 16 go into 76?</p> <p>From the table we can see that it is four times.</p>	$\begin{array}{r} 0348 \\ 16 \overline{) 5568} \\ \underline{-48} \\ 76 \\ \underline{-64} \\ 128 \\ \underline{-128} \\ 0 \end{array}$ <p>Lastly, 16 goes into 128 exactly 8 times, and the division is over.</p>
---	--	--	--

## Dividing Whole Numbers with a Remainder

<p><b>Example 2.</b> We are dividing by 32. Here is the multiplication table of 32:</p> <p> <math>3 \times 32 = 96</math>  <math>4 \times 32 = 128</math>  <math>5 \times 32 = 160</math>  <math>6 \times 32 = 192</math>  <math>7 \times 32 = 224</math>  <math>8 \times 32 = 256</math>  <math>9 \times 32 = 288</math> </p>	$\begin{array}{r} 01 \\ 32 \overline{) 4707} \\ \underline{-32} \\ 15 \end{array}$ <p>32 goes into 47 once.</p>	$\begin{array}{r} 014 \\ 32 \overline{) 4707} \\ \underline{-32} \\ 150 \\ \underline{-128} \\ 22 \end{array}$ <p>32 goes into 150 four times.</p>	$\begin{array}{r} 0147 \text{ R: } 3 \\ 32 \overline{) 4707} \\ \underline{-32} \\ 150 \\ \underline{-128} \\ 227 \\ \underline{-224} \\ 3 \end{array}$ <p>32 goes into 224 seven times. Notice there is a remainder.</p>
--	---	--	---

## Useful Videos & Resources:

- YouTube Video - <https://www.youtube.com/watch?v=NaECBQhTaCU>
- Steps without Remainders - [https://www.mathsisfun.com/long\\_division.html](https://www.mathsisfun.com/long_division.html)
- Steps with Remainders - [https://www.mathsisfun.com/long\\_division2.html](https://www.mathsisfun.com/long_division2.html)

# Dividing Whole Numbers

**THIS ASSIGNMENT IS GRADED**

**Directions:** Use the resource sheet to help you complete each step of the problems below. Some of these problems will have a remainder. Make sure you include the remainder in your answer.

$$44 \overline{) 924}$$

$$17 \overline{) 208}$$

$$28 \overline{) 8,232}$$

$$39 \overline{) 5,694}$$

$$83 \overline{) 9,296}$$

$$67 \overline{) 1,243}$$

# Dividing Whole Numbers Word Problems

**THIS ASSIGNMENT IS GRADED**

**Directions:** Create an equation that represents the given word problems below. Solve each equation. Use the resource sheet to help you complete each step of the problems below. Some of these problems will have a remainder. Make sure you include the remainder and label your answer.

**1) A box can hold 35 brownies. If a baker made 577 brownies, how many full boxes of brownies did he make?**

**2) A restaurant needs to buy 1,760 new plates. If each box has 32 plates in it, how many boxes will they need to buy?**

**3) It takes 22 cherries to make a cherry pie. If a chef bought 1,842 cherries, the last pie would need how many more cherries?**

# Social Studies

## Turn in Information

Use the information below to help pace yourself with your work. Each week, a lesson will be due. Make sure you are using your time management skills when completing your work.

### Due Dates:

- Sultana's Sails – Due **Friday 5/8/2020**
- Sultana Returns to England – Due **Friday 5/15/2020**
- The Boston, Chestertown and Annapolis Tea Parties – Due **Friday 5/22/2020**

### How to turn in your work:

There are a couple ways to turn in your work. You can scan and email your work to your teacher. You can also take pictures and upload your work into google classroom. These assignments will be graded. It is important that you complete your work and turn it in to your teacher.

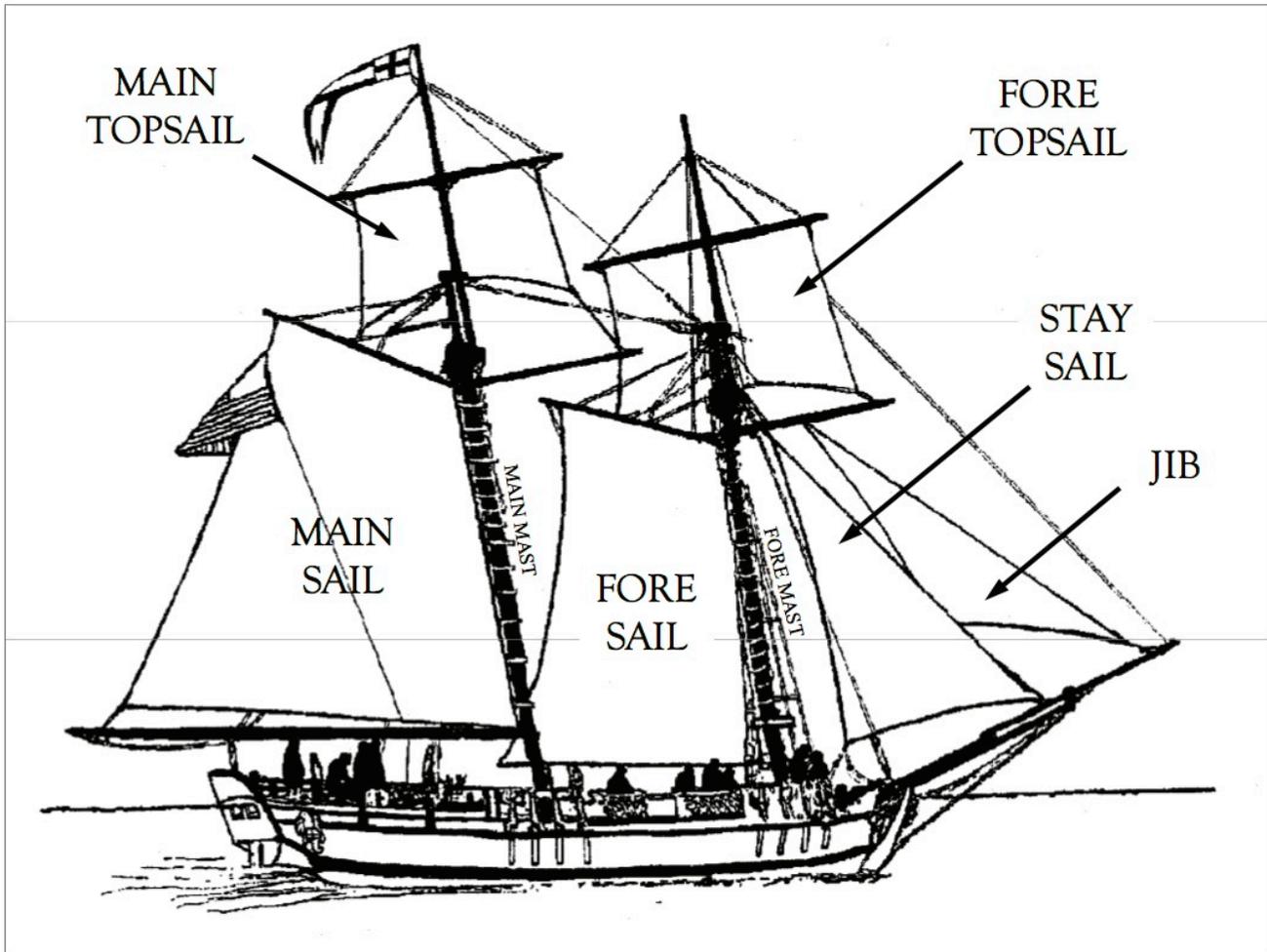
If you have any questions regarding your work or how to turn it in, please reach out to your teacher. We are here if you need help!



## Sultana's Sails



Each Sail Performs a Different Function When Sultana is Underway



Sultana is powered by six sails. The main sail is the vessel's largest sail and is attached to the main mast. The fore sail is the schooner's second largest sail and is attached to the fore mast. These two sails provide the majority of the power when Sultana is underway. Near the front of the ship are two smaller sails known as the stay sail and the jib. These sails provide Sultana with more speed and give the captain better control of the bow when the ship is turning into the wind.

At the top of Sultana's sailing rig are the main topsail and the fore topsail. These sails work best when the wind is directly behind the ship. They are also very useful in light winds.

In colonial times, Sultana's commander used as many as fifteen sails! Adding more sails was important for increasing the ship's speed when Sultana was chasing down colonial ships to enforce the tea taxes. Today Sultana's top speed using all six of her sails is about twelve miles an hour.

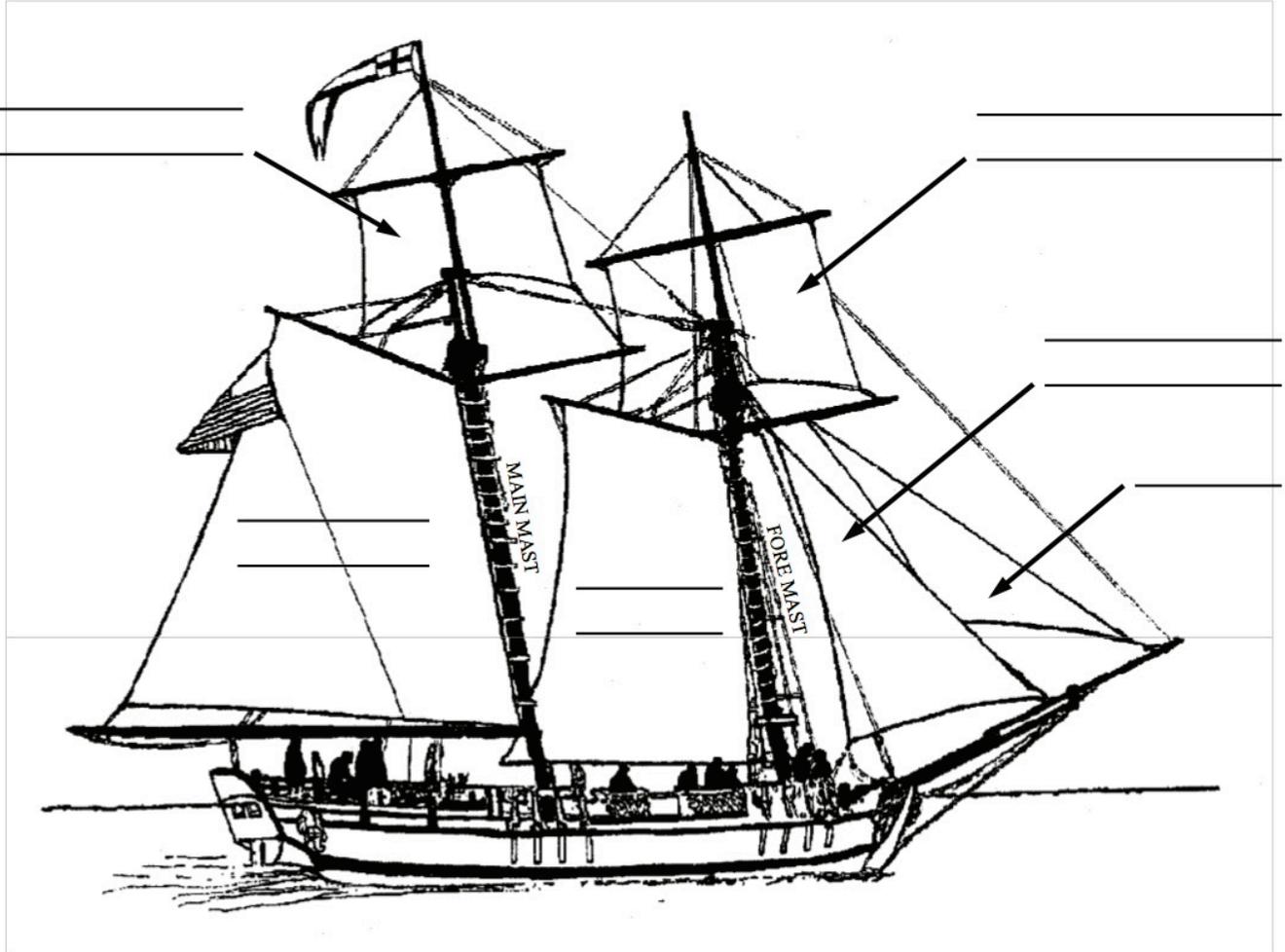


# Sultana's Sails



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the diagram on the previous page to label each of Sultana's six sails. At the bottom of the page, briefly describe the function of each sail.



main sail \_\_\_\_\_

main topsail \_\_\_\_\_

fore sail \_\_\_\_\_

fore topsail \_\_\_\_\_

jib \_\_\_\_\_

staysail \_\_\_\_\_

# STRUCTURE & PROPERTIES OF matter



## NGSS Standards

Students who demonstrate understanding can:

**5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen.

**5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

**5-PS1-3.** Make observations and measurements to identify materials based on their properties.

**5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

**Matter Compilation Video:**

<https://youtu.be/wyRy8kowyM8>

**Week 6- 5/4/20-5/8/20**

Go to

<https://www.factmonster.com/encyclopedia/science/physics/concepts/matter> to answer the following questions.

# matter

## Introduction

**matter**, anything that has [mass](#) and occupies space. Matter is sometimes called *koinomatter* (Gr. *koinos*=common) to distinguish it from antimatter, or matter composed of [antiparticles](#).

## matter: The Properties of Matter

The general properties of matter result from its relationship with mass and space. Because of its mass, all matter has [inertia](#) (the mass being the measure of its inertia) and [weight](#), if it is in a gravitational field (see [gravitation](#) ). Because it occupies space, all matter has volume and impenetrability, since two objects cannot occupy the same space simultaneously.

The special properties of matter, on the other hand, depend on internal structure and thus differ from one form of matter, i.e., one substance, to another. Such properties include [ductility](#), [elasticity](#), [hardness](#), [malleability](#), porosity (ability to permit another substance to flow through it), and tenacity (resistance to being pulled apart).

## matter: The States of Matter

Matter is ordinarily observed in three different states, or phases (see [states of matter](#) ), although scientists distinguish three additional states. Matter in the solid-state has both a definite volume and a definite shape; matter in the liquid state has a definite volume but no definite shape, assuming the shape of whatever container it is placed in; matter in the gaseous state has neither a definite volume nor a definite shape and expands to fill any container. The properties of a [plasma](#), or extremely hot, ionized gas, are sufficiently different from those of a gas at ordinary temperatures for scientists to consider them to be the fourth state of matter. So too are the properties of the Bose-Einstein and fermionic [condensates](#), which exist only at temperatures approximating absolute zero ( $-273.15^{\circ}\text{C}$ ), and they are considered the fifth and sixth states of matter respectively.

## matter: Modern Theory of Matter

The modern theory of matter dates from the work of John Dalton at the beginning of the 19th cent. The [atom](#) is considered the basic unit of any element, and atoms may combine

chemically to form molecules, the **molecule** being the smallest unit of any substance that possesses the properties of that substance. An **element** in modern theory is any substance all of whose atoms are the same (i.e., have the same **atomic number** ), while a compound is composed of different types of atoms together in molecules.

## Physical and Chemical Changes

The difference between a mixture and a compound helps to illustrate the difference between a physical change and a chemical change. Different atoms may also be present together in a mixture, but in a mixture they are not bound together chemically as they are in a compound. In a physical change, such as a change of state (e.g., from solid to liquid), the substance as a whole change, but its underlying structure remains the same; water is still composed of molecules containing two hydrogen atoms and one oxygen atom whether it is in the form of ice, liquid water, or steam. In a chemical change, however, the substance participates in a **chemical reaction**, with a consequent reordering of its atoms. As a result, it becomes a different substance with a different set of properties.

Many of the physical properties and much of the behavior of matter can be understood without detailed assumptions about the structure of atoms and molecules. For example, the **kinetic-molecular theory of gases** provides a good explanation of the nature of **temperature** and the basis of the various **gas laws** and also gives insight into the different states of matter. Substances in different states vary in the strength of the forces between their molecules, with intermolecular forces being strongest in solids and weakest in gases. The force holding like molecules together is called cohesion, while that between unlike molecules is called adhesion (see **adhesion and cohesion** ). Among the phenomena resulting from intermolecular forces are **surface tension** and **capillarity**. An even larger number of aspects of matter can be understood when the nature and structure of the atom are taken into account. The **quantum theory** has provided the key to understanding the atom, and most basic problems relating to the atom have been solved.

## The Relationship of Matter and Energy

The atomic theory of matter does not answer the question of the basic nature of matter. It is now known that matter and energy are intimately related. According to the law of mass-energy equivalence, developed by Albert Einstein as part of his theory of **relativity**, a quantity of matter of mass  $m$  possesses an intrinsic rest mass energy  $E$  given by  $E = mc^2$ , where  $c$  is the speed of light. This equivalence is dramatically demonstrated in the phenomena of nuclear fission and fusion (see **nuclear energy**; **nucleus** ), in which a small amount of matter is converted to a rather large amount of energy. The converse reaction, the conversion of energy to matter, has been observed frequently in the creation of many

new **elementary particles**. The study of elementary particles has not solved the question of the nature of matter but only shifted it to a smaller scale.

## Science: Week 6 Questions

1. Name 3 properties of matter:

2. The \_\_\_\_\_ is considered the basic unit of any element.

3. Define matter:

4. \_\_\_\_\_ held that all matter is made up of four elements—earth, air, fire and water.

5. In a \_\_\_\_\_ change, such as a change of state (e.g., from solid to liquid), the substance as a whole change, but its underlying structure remains the same.

Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to help you understand what you read.

Week 2: May 11-15

### Of Floods and Fish

10 The Mississippi River flows more than two thousand miles from  
24 Minnesota to the Gulf of Mexico. Every few years, it floods. In April and  
37 May, 2011, a combination of melting snow and falling rain along the upper  
part of the river caused the lower part of the river to overrun its banks.

52 Floods cause widespread destruction. Floodwaters damage and  
59 sometimes knock down buildings. They destroy farmland and animal  
68 habitats. With nowhere to live, the animals often move into populated  
79 areas. What about the fish? Because they live in water, shouldn't a flood  
92 be good for them? As it turns out, floods can hurt fish populations just as  
107 they harm many animals that live on the land.

#### 116 The Dead Zone

119 The Mississippi floodwaters proved most detrimental to the fish and  
129 other ocean life in the Gulf of Mexico. The Mississippi River is made  
142 of fresh water. The Gulf is made of salt water. The extra river water  
156 that flowed into the Gulf endangered the native saltwater fish. More  
167 harmful, though, were the pollutants the river water carried with it. As the  
180 swollen Mississippi washed over farmland, it picked up the fertilizer and  
191 pesticides that farmers had used on the land and crops. These chemicals  
203 are poisonous to ocean life. The river then dumped these poisons into  
215 the Gulf. The extra river water and the farm runoff created a dead zone  
229 along the coast. A dead zone is an area of water that does not have enough  
245 oxygen to support life.

## Threat of Invasion

The flooding of the Mississippi River posed a different threat to the fish that lived in it: the spread of an invasive species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of them from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish. When the Mississippi flooded again in 2011, scientists feared that the Asian carp would spread even farther.



Aaron Reath Photography

## Supporting Life

Despite these problems, though, the freshwater fish that lived in the Mississippi River fared much better than those in the Gulf. For these Mississippi River fish, the extra river water provided advantages that helped them breed and survive.

As the river grew, so did the available habitat for the river's fish. River fish usually stay along the edges of a river, where the water is slower and shallower. The underwater plants and overhanging branches in these areas provide protection and food. When the Mississippi flooded, it increased the amount of shallow water on the river's edges. This gave the fish more water to swim in and more places to hide from predators. The spreading water also introduced more food. These factors improved the fish's chances of survival.

The expanded habitat provided more benefits than extra hiding places and food sources. It also created more areas for fish to spawn. The newly flooded areas allowed fish to lay eggs safely, away from predators and other dangers. This, in turn, meant more new fish hatched successfully.

If the flooding of the Mississippi teaches any lesson, it is that changes in the environment can affect living things in surprising ways. Despite its harmful effects, some animals benefitted from the change.

**Questions for Week 1 & 2 Answer the questions for each story.**

**“Of Floods and Fish” - Week 2- May 11-15**

3. In what way are the main ideas of the sections called “The Dead Zone” and “Threat of Invasion” alike? (What do they both **focus** on?) Use text evidence to support your answer.

4. How are “Forests on Fire” and “Of Floods and Fish” similar in their message? What do BOTH texts want us to understand about forest fires and floods? Be specific in your answer, using text support.

# Dividing Whole Numbers by Unit Fractions

## **THIS ASSIGNMENT IS GRADED**

**Step 1:** Identify the whole number.

**Step 2:** Draw that number of boxes

**Step 3:** Identify the fraction

**Step 4:** Break each box into that number of pieces

**Step 5:** Count the TOTAL number of pieces you have.

**Example:** 4 divided by  $\frac{1}{3}$ . You would draw 4 boxes. Break each box into thirds (or three pieces). Then count the total pieces you have which is 12. So 4 divided by  $\frac{1}{3} = 12$ .

Youtube Video Link: <https://www.youtube.com/watch?v=b26JxSoZvic>

6 divided by $\frac{1}{4}$	5 divided by $\frac{1}{2}$
3 divided by $\frac{1}{3}$	2 divided by $\frac{1}{6}$

Bobby had 4 pieces of wood. He cut each piece of wood into sixths. How many pieces of wood does he have now? Show your work.

Tony had 2 cakes for a party. Each cake was sliced into eighths. How many slices of cake are there? Show your work.

# Dividing Unit Fractions by Whole Numbers

**Step 1:** Identify the fraction

**Step 2:** Draw one box and shade in the fraction

**Step 3:** Identify the whole number

**Step 4:** Draw opposite lines for that whole number

**Step 5:** The answer will always have a numerator of 1. Your denominator is the total number of boxes you have.

**Example:**  $1/3$  divided by 5. You would draw 1 box and break it into thirds. Shade in  $1/3$  of the box. Then break the box the opposite direction into fifths (4 lines). There should be 15 total pieces, and 1 of those 15 is your numerator. So,  $1/3$  divided by 5 =  $1/15$

Youtube Video Link: <https://www.youtube.com/watch?v=b26JxSoZvic>

$1/2$ divided by 2	$1/6$ divided by 3
$1/4$ divided by 2	$1/5$ divided by 4

**Review your answers on both sides of the paper.**

What do you notice about the quotients (answer to a division problem) of the expressions that begin with a whole number?

What do you notice about the quotients of the expressions that begin with a fraction?



## Sultana Returns to England



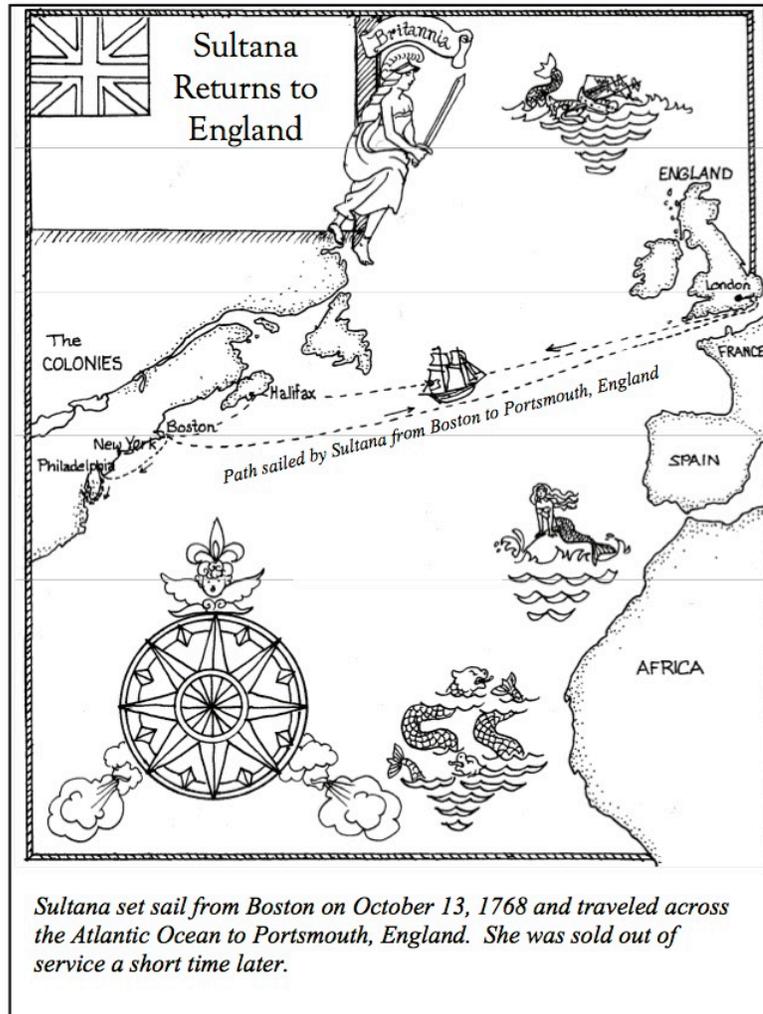
The Royal Navy's Smallest Schooner Sets Sail for England on October 13, 1772

**A**fter patrolling for smugglers along the Atlantic Coast from 1768 to 1772, Sultana had searched over 400 vessels. During this time the schooner made almost no money for England. In fact, the British government *lost* money on Sultana because they had to cover the cost of manning, arming and supplying the schooner with food for four long years!

Sultana was also being placed in danger on a regular basis. On May 9, 1772 the schooner's crew members were involved in a firefight on the Delaware Bay with five small boats filled with armed men trying to rescue the *Carolina*, a ship that had been seized the day before. One month later, one of Sultana's sister ships - the HMS *Gaspee* - was burned by angry rebels in Rhode Island. It was clear that as long as Sultana stayed in the colonies the schooner was in danger of being attacked and destroyed.

In the fall of 1772, the Royal Navy decided to have Sultana removed from North America and sailed back to England. On October 13, the schooner sailed out of Boston Harbor for the last time and headed east across the Atlantic Ocean. Seven weeks later, the vessel arrived in Portsmouth, England. The crew was paid off on December 7, 1772 and a short time later Sultana was sold at auction to a private owner.

Sultana left America just in time. In 1773 and 1774, angry colonists dumped tea into the harbors of Boston, Annapolis and Chestertown. Just two and a half years after Sultana left Boston, the first true battles of the Revolutionary War were fought at Lexington and Concord on April 19, 1775.





# Sultana Returns to England



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. How much money did Sultana make for England?

---

---

2. Why did the British government actually *lose* money on Sultana?

---

---

3. What happened on May 9, 1772?

---

---

4. When did Sultana sail out of Boston Harbor for the last time? When did the crew get paid off?

---

---

5. What do you think the author means when he says that “Sultana had left the colonies just in time?”

---

---

WEEK 7  
5/11/20-5/15/20

# STRUCTURE & PROPERTIES OF matter



## NGSS Standards

Students who demonstrate understanding can:

**5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen.

**5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

**5-PS1-3.** Make observations and measurements to identify materials based on their properties.

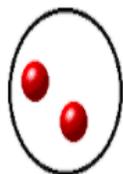
**5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

**Matter Compilation Video:**

<https://youtu.be/wyRy8kowyM8>

## States of Matter

Gases, liquids, and solids are all made up of microscopic particles, but the behaviors of these particles differ in the three phases. The following figure illustrates the microscopic differences.



Microscopic view of a gas.



Microscopic view of a liquid.



Microscopic view of a solid.

Note that:

- Particles in a:
  - Gases are well separated with no regular arrangement
  - Liquids are close together with no regular arrangement
  - Solids are tightly packed, usually in a regular pattern.
- Particles in a:
  - Gases vibrate and move freely at high speeds
  - Liquids vibrate, move about, and slide past each other
  - Solids vibrate (jiggle) but generally do not move from place to place

Liquids and solids are often referred to as **condensed phases** because the particles are very close together

The following table summarizes the properties of gases, liquids, and solids and identifies the microscopic behavior responsible for each property.

<b>Some Characteristics of Gases, Liquids, and Solids and the Microscopic Explanation for the Behavior</b>		
<b>Gas</b>	<b>liquid</b>	<b>solid</b>
assumes the shape and volume of its container particles can move past one another	assumes the shape of the part of the container which it occupies particles can move/slide past one another	retains a fixed volume and shape rigid - particles locked into place
compressible lots of free space between particles	not easily compressible little free space between particles	not easily compressible little free space between particles
flows easily particles can move past one another	flows easily particles can move/slide past one another	does not flow easily rigid - particles cannot move/slide past one another

## Science: Week 7 Questions

1. Fill in the blanks.

<b>Some characteristics of gases, liquids, and solids and the Microscopic Explanation for the Behavior</b>		
Gas	liquid	_____
Assumes the shape and volume of its container Particles can move past one another	_____ Particles can move/slide past one another	Retains a fixed volume and shape Rigid-particles locked into place
Compressible _____	Not easily compressible Little free space between particles	Not easily compressible Little free space between particles
Flows easily Particles can move past one another	Flows easily Particles can move/slide past one another	_____ Rigid-particles cannot move/slide past one another

1. Define compressible.

2. What shape are liquids?

3. What is the missing heading?

4. How do solids flow?

## Challenge

What is the melting point?

What is the boiling point?

## 5th Grade Language Arts Project Board -Week 3 May 18-22

**Directions:** Choose and complete 2 writing activities (gray boxes) and 2 Language Arts Activities (white boxes). Projects can be digital or on paper. Writing can be handwritten or submitted as a Google Doc

Click the links for resources on [Forest Fires](#) and [Floods](#) or search-Fires: Global Forest Watch Fires  
Floods: The National Severe Storm Laboratory

<p>Research either forest fires or floods. Write a report on the topic you choose. Include important information such as how and why these events occur, as well as the effects they have on the environment around them.</p>	<p>Create a brochure or poster about forest fire prevention. Use pictures to illustrate the steps people can take to prevent forest fires, as well as captions that explain these steps to preventing forest fires.</p>	<p>Use the story "Forests on Fire" to create a book. Use the subtitles or headings in the story to help you. Think about creating a new page for each heading. Don't forget illustrations:)</p>
<p>Write a story from either the point of view of an animal, plant, or fish in one of the following situations:</p> <ul style="list-style-type: none"> <li>● trying to prevent forest fire and save their family and friends</li> <li>● escaping a fire or flood</li> <li>● survived a fire or flood</li> <li>● your own creative idea from this point of view</li> </ul>	<p>Create a Venn Diagram or T-Chart to compare and contrast the effects of a forest fire or flood. Include at least 5-6 effects for each topic.</p>	<p>Use the story "Of Flood and Fish" to create a book. Use the subtitles or headings in the story to help you. Think about creating a new page for each heading. Don't forget illustrations:)</p>
<p>Both forest fires and floods can have positive effects or benefits for their ecosystems. Use information from the texts "Forests on Fire" and "Of Flood and Fish" to write an essay that compares and contrasts the positive effects of forest fires and floods. Think about: how the land changes, how this could affect the habitats of living things.</p>	<p>Use a map to locate the Mississippi River and the article "Of Flood and Fish" to draw a diagram that shows how floodwaters flow, how they can harm the environment and ecosystems, and how they can also support new life. Include pictures and captions to illustrate your work.</p>	<p>Make a vocabulary book. Choose 8 words from either story you are unfamiliar with. Create a book or slide presentation using these words. 1 page or slide per word-8 pages total. Use a dictionary dictionary.com, or google to find the meanings of the words. For each word you need to include:</p> <ul style="list-style-type: none"> <li>● The word spelled correctly-decorative writing, cursive, colorful etc...</li> <li>● the definition</li> <li>● part of speech (noun, verb, adjective, adverb)</li> <li>● a sentence that uses the word</li> <li>● an illustration</li> </ul>

# Daily Math Review for 5<sup>th</sup> Grade

**Week 1**

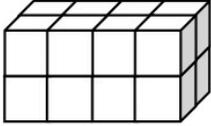
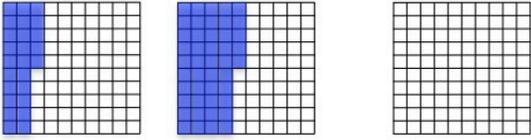
Monday	<p>Solve:</p> $5 \times (3 + 4) = \underline{\hspace{2cm}}$ $15 - (24 \div 2) = \underline{\hspace{2cm}}$	<p>Solve:</p> $\frac{1}{4} + \frac{1}{2} = \underline{\hspace{2cm}}$																																						
	<p>Write this number in standard form:</p> $80 + 2 + 0.3$ <p>_____</p>	<p>If three people share <math>\frac{1}{2}</math> pound of peanuts, how much will each person have?</p> <p>_____</p>																																						
Tuesday	<p>Write an expression for this statement:</p> <p><i>Add 7 and 3, then divide by 2.</i></p> <p>_____</p>	<p>Amy ate <math>\frac{1}{3}</math> of a pizza and Bob ate <math>\frac{1}{2}</math> of the pizza. What fraction of the pizza did they eat in all?</p> <p>_____</p>																																						
	<p>Round each number to the nearest whole:</p> $5.823$ _____ $3.147$ _____	<p>Solve:</p> $5 \text{ meters} = \underline{\hspace{1cm}} \text{ centimeters}$ $4 \text{ kilograms} = \underline{\hspace{1cm}} \text{ grams}$																																						
Wednesday	<p>Generate two numerical patterns:</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr><th colspan="2">Add 2</th></tr> </thead> <tbody> <tr><td>x</td><td>y</td></tr> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr><th colspan="2">Add 3</th></tr> </thead> <tbody> <tr><td>x</td><td>y</td></tr> <tr><td>0</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> </tbody> </table>		Add 2		x	y	0		1		2		3		Add 3		x	y	0		1		2		3		<p>Form ordered pairs:</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr><th colspan="2">Add 2</th></tr> </thead> <tbody> <tr><td>( . )</td></tr> <tr><td>( . )</td></tr> <tr><td>( . )</td></tr> <tr><td>( . )</td></tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr><th colspan="2">Add 3</th></tr> </thead> <tbody> <tr><td>( . )</td></tr> <tr><td>( . )</td></tr> <tr><td>( . )</td></tr> <tr><td>( . )</td></tr> </tbody> </table>		Add 2		( . )	( . )	( . )	( . )	Add 3		( . )	( . )	( . )	( . )
	Add 2																																							
x	y																																							
0																																								
1																																								
2																																								
3																																								
Add 3																																								
x	y																																							
0																																								
1																																								
2																																								
3																																								
Add 2																																								
( . )																																								
( . )																																								
( . )																																								
( . )																																								
Add 3																																								
( . )																																								
( . )																																								
( . )																																								
( . )																																								
		<p>Graph the ordered pairs:</p>																																						

Name \_\_\_\_\_

Date \_\_\_\_\_

# Daily Math Review for 5<sup>th</sup> Grade

## Week 1

Thursday	<p>What is the value of the 7?</p> <p>627,429 _____</p> <p>7,204,389 _____</p>	<p>Solve:</p> $\frac{1}{4} \times 3 = \underline{\quad}$
	<p>Solve:</p> $\begin{array}{r} 384 \\ \times 9 \\ \hline \end{array}$	<p>If  = 1 cubic unit, find the volume.</p> 
Friday	<p>Two friends share 25 pounds of apples. How many pounds will each friend have?</p> <p>_____</p>	<p>Compare using &gt; or &lt; .</p> $259 \times 30 \quad \underline{\quad} \quad 259 \times 60$
	 <p>0.25 + 0.45 = _____</p>	<p>Write 4 terms to describe this shape.</p>  <p>_____</p> <p>_____</p>
Extra Work Space		



# The Boston, Chester Town and Annapolis Tea Parties



## Outraged Colonists Destroy Tea in Boston and the Chesapeake Bay

In an effort to raise money for England by taxing the thirteen colonies, Parliament passed the Townsend Duties of 1767. The Townsend Duties placed taxes on several important items in Maryland's economy including paper, paint, lead, glass and tea. To help enforce these taxes, King George III and the British Royal Navy purchased a fleet of ships to patrol the Atlantic coast and make sure that colonial merchants weren't smuggling goods to avoid paying the new fees. For four years, the schooner Sultana was part of this small fleet.



*On December 16, 1773, a group of angry colonists dumped forty five tons of tea into Boston Harbor to protest the Tea Tax.*

Reaction to the Townsend Duties in the thirteen colonies was so negative that on March 5, 1770, Parliament decided to repeal (or cancel) the new taxes. However, they decided that the tax on tea would remain. As a result, many colonists refused to buy tea that came to America from England. Instead they smuggled in tea from other countries or made their own tea from local

spices. Soon merchants in England began to lose money, especially the East India Company, which had *18 million pounds* of unsold tea in their warehouses! In order to keep this company from going bankrupt, Parliament passed the Tea Act of 1773. This act allowed the East India Company to ship their tea directly to the colonies and sell it at bargain prices. This angered many colonists because they feared that colonial merchants would be driven out of business.

On December 16, 1773, a group of angry rebels calling themselves the "Sons of Liberty" protested the Tea Act by boarding three ships in Boston Harbor loaded with tea that had arrived from England. Disguised as Mohawk Indians, the men dumped over 10,000 pounds of tea into the ocean. This event today is known as the Boston Tea Party. King George III reacted to the "tea party" by ordering the closing of the port of Boston.

---

When this news reached other colonial ports, the people reacted with shock and outrage.

While Boston's was by far the most famous tea party that occurred in the colonies, it was only the first of many protests against the Tea Act that took place along the Atlantic Coast. In fact, two tea parties took place on the Chesapeake Bay! The first occurred in Chester Town, Maryland (known today as Chestertown). When news of the closing of the port of Boston reached Chester Town in the spring of 1774, town leaders called a public meeting to discuss what actions should be taken. In a paper called the "*Chestertown Resolves*" they stated that it was unlawful to buy, sell, or drink tea shipped from England. Shortly after these resolves were printed, a ship called the *Geddes* arrived in Chester Town with a shipment of British tea. On May 23, 1774, a small group of men boarded the ship and threw its cargo into the Chester River. Today, this event is celebrated every Memorial Day Weekend at the Chestertown Tea Party Festival (see photo at right).

In October 1774, another tea party occurred just outside of Annapolis, Maryland. There, a ship called the *Peggy Stewart* arrived with tea from England. When the ship's owner, Anthony Stewart, paid the tax, an angry mob demanded that he destroy his cargo. The mob soon forced Mr. Stewart burn his entire ship!

The events in Boston, Chester Town and Annapolis marked a turning point in relations between England and the thirteen colonies. After these "tea parties", it was clear that the colonists were not going to accept "taxation without representation" in any form, and that they were willing to act forcefully to get their point across. It was also clear that it was going to be very hard to solve the differences between England and the colonies without going to war.



*A British redcoat and several chests of tea get thrown into the Chester River during the Chestertown Tea Party, held each year during Memorial Day Weekend to celebrate the town's resistance to the Tea Tax in May 1774.*



# The Boston, Annapolis, and Chestertown Tea Parties



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:** Use information from the reading to answer each of the following questions in a complete sentence.

1. What did Parliament do to save the East India Company? Why did this anger many of the colonists?

---

---

---

2. What happened in Boston on December 16, 1773?

---

---

3. Describe what happened at the “tea parties” in Chester Town and Annapolis.

---

---

---

---

---

---

---

---

# STRUCTURE & PROPERTIES OF matter



## NGSS Standards

Students who demonstrate understanding can:

**5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen.

**5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

**5-PS1-3.** Make observations and measurements to identify materials based on their properties.

**5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

**Matter Compilation Video:**

<https://youtu.be/wyRy8kowyM8>

**Week 8- 5/18/20-5/22/20**

Go to [http://www.chem4kids.com/files/matter\\_states.html](http://www.chem4kids.com/files/matter_states.html)

# Week 8 -Science Reading

## 1. Phase Change

### Points of Change

Phase changes happen when you reach certain special points. Sometimes a liquid wants to become a solid. Scientists use something called a freezing point or melting point to measure the temperature at which a liquid turns into a solid. There are physical effects that can change the melting point. Pressure is one of those effects. When the pressure surrounding a substance increases, the freezing point, and other special points also go up. It is easier to keep things solid when they are under greater pressure. Generally, solids are more dense than liquids because their molecules are closer together. The freezing process compacts the molecules into a smaller space. There are always exceptions in science. Water is special on many levels. It has more space between its molecules when it is frozen. The molecules organize in a specific arrangement that takes up more space than when they are all loosey-goosey in the liquid state. Because the same number of molecules take up more space, solid water is less dense than liquid water. There are many other types of molecular organizations in solid water than we can talk about here.

## 2. Chemical Changes / Physical Changes

### Chemical Changes Versus Physical Changes

It is important to understand the difference between chemical and physical changes. Some changes are obvious, but there are some basic ideas you should know. Physical changes are usually about physical states of matter. Chemical changes happen on a molecular level when you have two or more molecules that interact. Chemical changes happen when atomic bonds are broken or created during chemical reactions.

### No Change to Molecules

When you step on a can and crush it, you have forced a physical change. However, you only changed the shape of the can. It wasn't a change in the state of matter because the energy in the can did not change. Also, since this was a physical change, the molecules in the can are still the same molecules. No chemical bonds were created or broken. When you melt an ice cube (H<sub>2</sub>O), you have a physical change because you add energy. You added enough energy to create a phase change from solid to liquid. Physical actions, such as changing temperature or pressure, can cause physical changes. No chemical changes took place when you melted the ice. The water molecules are still water molecules.

## 3. Solids

### Solid Basics

What is one physical characteristic of a solid? Solids can be hard like a rock, soft like fur, a big rock like an asteroid, or small rocks like grains of sand. The key is that solids hold their shape and they don't flow like a liquid. A rock will always look like a rock unless something happens to it. The same goes for a diamond. Solids can hold their shape because their molecules are tightly packed together. You might ask, "Is baby powder a solid? It's soft and powdery." Baby powder is also a solid. It's just a ground down piece of talc. Even when you grind a solid into powder, you will see tiny pieces of that solid under a microscope. Liquids will flow and fill up any shape of container. Solids like to hold their shape. In the same way that a large solid holds its shape, the atoms inside of a solid are not allowed to move around too much. Atoms and molecules in liquids and gases are bouncing and floating around, free to move where they want. The molecules in a solid are stuck in a specific structure or arrangement of atoms. The atoms still vibrate and the electrons fly around in their orbitals, but the entire atom will not change its position.

## 4. Liquids

### Liquid Basics

Liquids are the second state of matter we will talk about. **Solids** are objects you can hold and maintain their shape. **Gases** are floating around you or trapped in bubbles. Liquids are found between the solid and gas states. Examples of liquids at room temperature include water (H<sub>2</sub>O), blood, and even honey. If you have different

types of molecules dissolved in a liquid, it is called a solution. Honey is a solution of sugar, water, and other molecules. Liquids fill the shape of any container they are in. If you pour water in a cup, it will fill up the bottom of the cup first and then fill the rest. If you freeze that cup of water, the ice will be in the shape of the cup.

The top of a liquid will usually have a flat surface. That flat surface is the result of gravity pulling on the liquid molecules. Let's go back to the cup for a moment. If you put an ice cube (solid) into the cup, it will sit there and not change shape. As the cube warms and melts, the liquid water will fill the bottom of the cup and have a flat surface on top

## 5. Gas

### Looking for a Gas

Gases are everywhere. You may have heard about the atmosphere. The atmosphere is an envelope of gases that surrounds the Earth. In solids, atoms and molecules are compact and close together. Liquids have atoms that are spread out a little more. The molecules in gases are really spread out, full of energy, and constantly moving around in random ways. What is another physical characteristic of gases? Gases can fill a container of any size or shape. It doesn't matter how big the container is. The molecules spread out to fill the whole space equally. Think about a balloon. No matter what shape you make the balloon, it will be evenly filled with the gas molecules. Even if you make a balloon animal, the molecules are spread equally throughout the entire shape. Liquids can only fill the bottom of a container, while gases can fill it entirely. The shape of liquids is very dependent on gravity, while less dense gases are light enough to have a more freedom to move.

## 6. Mixtures

### Mixture Basics

Mixtures are absolutely everywhere you look. Most things in nature are mixtures. Look at rocks, the ocean, or even the atmosphere. They are all mixtures, and mixtures are about physical properties, not chemical ones. That statement means the individual molecules enjoy being near each other, but their fundamental chemical structure does not change when they enter the mixture. If the chemical structure changed, it would be called a reaction. When you see distilled water ( $H_2O$ ), it's a pure substance. That means that there are only water molecules in the liquid. A mixture would be a glass of water with other things dissolved inside, maybe one of those powders you take if you get sick. Each of the substances in that glass keeps its own chemical properties. So, if you have some dissolved substances in water, you can boil off the water and still have those dissolved substances left over.

## Science: Week 8 Questions

1. Scientist use \_\_\_\_\_ and \_\_\_\_\_ to measure temperature.

2. When you step on a can and crush it a \_\_\_\_\_ change occurs. When you turn iron into rust a \_\_\_\_\_ change happens.

3. Give characteristics of solids and a few examples:

Characteristics	Examples

4. Give characteristics of liquids and a few examples:

Characteristics	Examples

5. Give characteristics of gases and a few examples:

Characteristics	Examples

6. Define mixtures.

Give examples of mixtures.


# PreK-5th Art Choice Board

Choose one Art assignment from the choices below to complete each week.

Be creative and have fun! Please submit in Google Classroom or by email.

Contact Mrs. Boumiea (HHGES/GALES) email [aboumiea@kent.k12.md.us](mailto:aboumiea@kent.k12.md.us)

Mrs. Jetton (RHES/GALES) email [tjetton@kent.k12.md.us](mailto:tjetton@kent.k12.md.us)

Questions for us? Our Office Hours are 8:45 - 4 PM everyday by email OR visit us on Zoom: PreK-2nd

Grade every Tuesday from 10-11 AM, 3rd-5th Grade every Thursday from 10-11 AM

Zoom links are posted in the Grade level Google Classrooms and through email requests.

## Let's talk about Shadows!

*What is a shadow?*

A shadow is a dark shape that is created on a surface when an object blocks light. Take a look at this:

<https://www.youtube.com/watch?v=IOIGOT88Aqc>

Belgian artist, **Vincent Bal**, uses shadows from everyday objects to complete his drawings. View this video of him explaining how he creates his "Shadowology" artwork:

<https://youtu.be/NInkH0ukCOI>

More examples of his art: <https://youtu.be/b-R-ZHTRksI>



### Now we can try some fun shadow art ourselves!

First, decide if you want to make shadow art by using objects and tracing them (#1)

OR

a more challenging "Shadowology" art piece like artist Vincent Bal creates (#2).



Find something that creates a fun shadow (a toy, piece of furniture, something in nature or a person). Use a natural light source (the sun) or angle a lamp to emphasize the shadows of the object to draw.

Think about these questions before starting:

- >What kind of paper do I want to use? Plain, colored, etc.
- >How should my object and paper be positioned to make an interesting shadow with my light source?
- >Do I want to capture the whole shadow or part of my object's shadow on my paper?

Using paper and a pencil, either trace the shadow your object creates (if completing #1) OR add the details of your drawing around the shadow (if completing #2).

When finished, take a picture of your drawing with the object included. Then, add color or details. Take another picture of your drawing and compare. *Which do you like better (with or without color)? Why?*

Alternative material: use chalk or water on your sidewalk instead of paper (this works better with larger objects).

Choose **one** of the following

## Drawing Prompts to complete.

Be creative and make it your own idea!

Use the entire piece of paper and include a background. Start with pencil and then color your drawing using a medium of your choice (crayons, colored pencil, markers, etc.). Refer back to the video posted in Google Classroom about Art Supplies to get more unconventional ideas for supplies.

-A map with hidden treasure

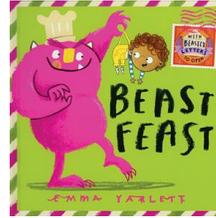
-Something special to you

-Illustrate a scene from a favorite book Be descriptive in what you include by drawing lots of details from the story.

Here is Mrs. Boumiea's sample drawing from Benjamin, her 5 year old's favorite book, *Beast Feast!*



**Share your shadow pictures with your art teacher!**



**Mrs. Boumiea will be adding color to her drawing during the Art Zoom Office Hours.**  
Be sure to share your picture and the story behind your artwork with a sibling or adult.  
**Send a picture to your art teacher!**

National Visual Arts Standards Cr1.2, Pr4.1, Re7.2, CN10.1, CN11.1

## Word On The Street: Inspiring Our Community Through Art



**Street art** is art created on surfaces in public places. It is usually created as a way to convey messages to a large group of people. The murals (a painting on a wall) above are examples of famous street art pieces. Most of Mrs. Boumiea's classes have discussed murals.

Check out this video to learn about **Street Artists** including images from Banksy, Jason Naylor, Andrea Von Bujdoss, Shepard Fairey, Lakwena Maciver, and Eduardo Kobra: <https://www.youtube.com/mcVR0lvZ4r4>

### Create a Positive Artwork to Share

There are ideas below and examples in the video.

**Think and plan** What positive message do I want to use? What is an image or simple word that would quickly get my message across to others? What materials do I have?

#### Ideas:

- Sidewalk or Fence Chalk Message
- Poster or Banner
- Cardboard Sign
- Window Art (painted or paper)
- Nature Message
- Painted Rocks
- Flag posted in your yard
- OR your own idea

**\*\*Be sure to ask your parents for permission and decide on a good spot to create or display your art.\*\***

**SHARE** your positive artwork with others.

Don't forget to take a picture for your art teacher!

## Let's make a guitar !

These are the materials you will need: a cereal box, a pen, a glass or something circular to trace, scissors, tape, 2 or more rubber bands and your parents will need a knife.



**\*\*The cutting is a little tricky.\*\*** Please watch this video with a family member before starting and have your parents or an older sibling help you:

<https://www.youtube.com/watch?v=dr4oDIMbiE&t=22s>



### Decorate your guitar

**Be imaginative and make it personal!**  
**Prepare to show your guitar to family and friends and be able to explain how you made it.**

**You can show it off at your class zoom meetings!**

**Don't forget to send a picture of your guitar to your art teacher.**

**Extension: Can you make a song to play on your guitar about your experience staying home during this pandemic? What would you sing about to make people feel better? What would you joke about? Send a video to your teachers.**

# Flowers And a look at Georgia

O'Keefe

Practice drawing an Iris flower

<https://www.youtube.com/watch?v=IABkbSgg0WQ>

Practice drawing a Black Eyed Susan

[https://www.youtube.com/watch?v=wFw\\_rdRKB8E](https://www.youtube.com/watch?v=wFw_rdRKB8E)

Practice drawing a Daffodil

<https://www.youtube.com/watch?v=A3FydEEiyFA>

Use your new flower drawing skills to create a final product that is personal to you and serves a greater purpose,

It can be an inspiring artwork for the kitchen, a birthday card for someone or maybe a sign of wellness to put in the window for others outside to appreciate.

**Georgia O'Keeffe painted flowers among other things and was unique in her approach. Watch this short video:**

<https://www.youtube.com/watch?v=vyRzUii-pSc>



**Questions to answer:**

**Can a beautiful picture of flowers create a change in someone's mood? How?**

**Can a lack of artwork also contribute to peoples' moods and feelings?**

**What conclusion can you draw about art in hospitals or nursing homes?**

**Does the age of the artist make a difference? Why would it?**

**Please explain your ideas to someone in your family or a friend over the phone.**

**Send a picture to your art teacher!**



## Recyclables

Gather your trash!!! Mrs. Jetton gathered these items. It took a week or so to save so many containers.

Now, what should she make?

Important things to think about:  
How will I connect parts? Glue? Tape?  
How will I cut things?  
How will I add details & color?  
You might need a parent's help to cut and assemble your masterpiece.

Brainstorm some ideas for your project.  
Draw sketches of each and think how you will make them.



Is your project finished? Is there anything else you need to add that you forgot?  
Are you ready to send pictures of your project to family and friends?  
Tell them what it is and how you made it.  
What was hard and what was your favorite part? Give your project a title.  
Don't forget to send your art teacher a picture!

# PreK - 5<sup>th</sup> PE/Health Choice Board

## May 4 - May 22

Choose (1) PE activity and (1) Health activity per week from the choices below to be completed April 20<sup>th</sup> - May 1<sup>st</sup>.

Each activity can only be chosen once.

Be creative & have fun! Questions? Want to share a challenge? Contact your teacher:

Mr. Williams (HHGES): [dbwilliams@kent.k12.md.us](mailto:dbwilliams@kent.k12.md.us)

Mr. Walters (RHES): [wwalters@kent.k12.md.us](mailto:wwalters@kent.k12.md.us)

Mr. Pritzlaff (GALES): [rpritzlaff@kent.k12.md.us](mailto:rpritzlaff@kent.k12.md.us)

*Our office hours are 8:00am - 3:30pm every day.*

### PHYSICAL EDUCATION

#### What's Your Name?

Spell out your full name and complete the activity listed for each letter. For a greater challenge, include your middle name and do each activity twice! For a variety you can use a favorite character's name or a family member's name.

<b>A</b>	Jump up & down 10 times	<b>N</b>	Pick up a ball without using your hands
<b>B</b>	Spin around in a circle 5 times	<b>O</b>	Walk backwards 50 steps and skip back
<b>C</b>	Hop on one foot 5 times	<b>P</b>	Walk sideways 20 steps and hop back
<b>D</b>	Run to the nearest door and run back	<b>Q</b>	Crawl like a crab for a count of 10
<b>E</b>	Walk like a bear for a count of 5	<b>R</b>	Walk like a bear for a count of 5
<b>F</b>	Do 3 cartwheels	<b>S</b>	Bend down and touch your toes 20 times
<b>G</b>	Do 10 jumping jacks	<b>T</b>	Pretend to pedal a bike with your hands for a count of 17
<b>H</b>	Hop like a frog 8 times	<b>U</b>	Roll a ball using only your head
<b>I</b>	Balance on your left foot for a count of 10	<b>V</b>	Flap your arms like a bird 25 times
<b>J</b>	Balance on your right foot for a count of 10	<b>W</b>	Pretend to ride a horse for a count of 15
<b>K</b>	March like a toy soldier for a count of 12	<b>X</b>	Try and touch the clouds for a count to 15
<b>L</b>	Pretend to jump rope for a count of 20	<b>Y</b>	Walk on your knees for a count of 10
<b>M</b>	Do 3 somersaults	<b>Z</b>	Do 10 push ups

### HEALTH

My Healthy Habits Chart		Keep a record of your healthy habits.						
Healthy Habits		✓	✓	✓	✓	✓	✓	✓
 I wash my hands.								
 I brush my teeth.								
 I eat healthy foods.								
 I exercise.								
 I bathe daily.								
 I visit the doctor.								

Ask your child why each of these healthy habits is important.

### PHYSICAL EDUCATION

#### 7 Minute Workout

Do each activity for 45 seconds and rest for 5 seconds in between activities

	<b>FROG JUMP</b> Hop hop hop up and down like a frog
	<b>BEAR WALK</b> With your hands & feet on the floor, hips high, walk left & right

### HEALTH

#### HEALTHY Breakfast Challenge

Create a Healthy Breakfast Challenge Tracker! A Nutritious Breakfast Strengthens our Minds and Bodies

In the morning, your body needs to refuel for the day after going without food for 8 -12 hours during sleep. Skipping breakfast can make you feel tired, restless, or irritable.

**CARBOHYDRATES** -(whole grains) - body's main source of energy

**PROTEIN** - helps build and repair muscles

**FRUIT**- provides vitamins and minerals to help your body function properly and can help prevent certain diseases and health conditions.

# PreK - 5<sup>th</sup> PE/Health Choice Board

## May 4 - May 22

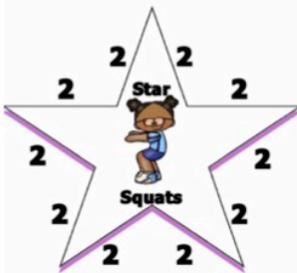
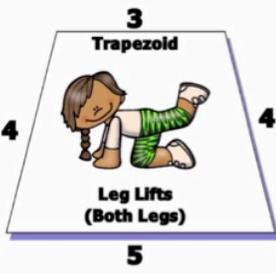
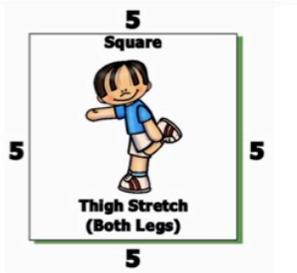
	<b>GORILLA SHUFFLE</b> In a low sumo squat, use your hands to balance and shuffle around the room
	<b>STARFISH JUMPS</b> Jump up and down spreading your arms and legs wide (jumping jacks)
	<b>CHEETAH RUN</b> Run in place as fast as you can just like the fastest animal in the Sahara
	<b>CRAB WALK</b> Sitting down, place your palms on the ground behind you. Life your hips and crawl on your hands and feet.
	<b>ELEPHANT STOMPS</b> March in place stomping your feet as hard as you can.

Carbohydrates (C) <small>(whole grains)</small>	Protein (P)	Fruit (F)
Cereal	Eggs	Banana
Toast	Lean Bacon	Fruit Smoothie
Oatmeal	Yogurt	Apple Slices
Pancakes	Milk	Apple Sauce
Waffles	Turkey Sausage	Blueberries
English Muffin	Cottage Cheese	Strawberries
Bagel	String Cheese	Peach
Tortilla	Peanut Butter	Pineapple
Rice Cakes	Sun Butter	Grapes
Bran Muffin	Almond Butter	Clementine
French Toast	Nuts	Kiwi
Grits	Beans	Cantaloupe
Fruits and Vegetables	Turkey Bacon	Honeydew Melon
Other	Other	Other

Directions: For a complete, nutritious breakfast, choose one item from each row above (1 carbohydrate + 1 protein + 1 fruit). List the chosen items on your calendar each day.

### PHYSICAL EDUCATION

**PERIMETER FITNESS**  
 Directions: Add up the perimeter of each shape to find out how many of each exercise to perform.

 <p><b>Star</b> Squats</p>	 <p><b>Trapezoid</b> Leg Lifts (Both Legs)</p>
 <p><b>Square</b> Thigh Stretch (Both Legs)</p>	 <p><b>Decagon</b> Press Ups</p>

### HEALTH

#### Mindful Senses



What do you notice around you?

Find:

- 5 things you **see**
- 4 things you **feel**
- 3 things you **hear**
- 2 things **smell**
- 1 thing you **taste**

Write them down or draw a picture of each in your daily health journal.

# PreK - 5<sup>th</sup> PE/Health Choice Board

## May 4 - May 22

### PHYSICAL EDUCATION

#### COIN FACE FITNESS

Directions: Add up the coins to find out how many of each exercise to perform.



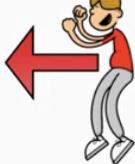
Thigh Stretch  
(Both Legs in Seconds)



Sit-ups



Squats



Jumps Forward

### HEALTH

#### Before Bed Breathing

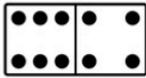
While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.



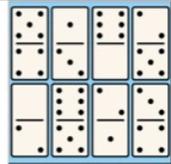
### PHYSICAL EDUCATION

#### Domino Fitness

Directions: count the number of dots on the dominos to find out how many of each exercise to perform.



SQUATS



JUMPING JACKS

### HEALTH

#### Be Safe!

Talk with a family member about actions to take in unsafe situations.



# PreK - 5<sup>th</sup> PE/Health Choice Board

May 4 - May 22

## PHYSICAL EDUCATION

Fraction Fitness	
Directions: Complete each exercise the indicated number of times based on the fraction of each number given.	
$\frac{1}{2}$ of 40	<b>Planks</b> 
$\frac{1}{2}$ of 20	<b>Push Ups</b> 
$\frac{1}{2}$ of 50	<b>Sit ups</b> 

## HEALTH

### Water Wellness



Drinking water has many benefits. Try to drink more water during the day. Set a goal and track how much water you drink during a day for a whole week.

<https://www.youtube.com/watch?v=QrzRJM880kg>

# Music - Grades 3-5 - Earth Day

Be creative and have fun! Any questions? Want to share?

Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)

Mr. Thai (GALES/RHES) email - [cthai@kent.k12.md.us](mailto:cthai@kent.k12.md.us)

Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday

Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

## Week 6 - 5/4/2020

In 1969 U.S. Senator Gaylord Nelson (D-Wisconsin) proposed a day to teach school children, all over the nation, about protecting our environment. The first Earth Day was held April 22, 1970 and focused on the United States. In 1990, it became an international celebration and Earth Day events were held in 141 countries around the world. Occurring every year on April 22nd, the Earth Day Network organizes events in more than 193 countries. Going green (by reducing, reusing, and recycling) is a way to live with less waste and damage to the earth, humans and other living creatures.

1. **Watch and use** "Earth Day Celebration Around the World!"  
<https://www.youtube.com/watch?v=Kz1YnhCxaso> to **complete** the following information.
2. **Complete** the definition for "Go Green" by **filling in** the blanks with the correct words.  
"Go Green" means making changes to the way you \_\_\_\_\_, some big and some \_\_\_\_\_, in order to be \_\_\_\_\_ to your environment.
3. **Name** one country visited in the video **and tell** how Earth Day is celebrated there.

In \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_.

4. **Watch/listen to** the following two songs. **Circle the title** of the song you like better.  
**Draw a star** beside the one you think will help you best to remember how to go green.  
(We're) Going Green <https://www.youtube.com/watch?v=8DJ45Yc3urg>  
Going Green Song <https://www.youtube.com/watch?v=TDL3xOEjAe8>
5. **Name** something mentioned in **both** songs people can do to Reduce, Reuse or Recycle.

\_\_\_\_\_

6. **Name** one specific thing **you are willing to do** to Reduce, Reuse or Recycle.

\_\_\_\_\_

# Music - Grades 3-5 - Earth Day

Lyric Sheet Printed on Back

## (We're) Going Green

We're going green. We're going green.  
We're gonna take care of the earth.  
We're going green.  
You can go green at your home or school.  
Reduce, Reuse and Recycle.

**Reduce.** Be careful how long you take a shower.  
You don't need to stand there for 70 hours.  
Turn off the water when you're brushing your  
teeth. And only use the necessary energy.

Turn off the lights when they're not in use.  
Think how much electricity you produce.  
Take quick drinks. Walk to school.  
Reducing energy is really cool!

Pull out plugs when you're not using them.  
Turn off the computer every now and then.  
Throw away litter. Pick up trash.  
And you'll save the earth in a flash!

We're going green. We're going green.  
We're gonna take care of the earth.  
We're going green.  
You can go green at your home or school.  
Reduce, Reuse and Recycle.

**Reuse.** Reuse stuff when you're out and about.  
If you can use it again, don't throw it out!  
Reuse bottles, reuse bags,  
Reuse containers, reuse rags.  
Donate toys so someone else can use 'em.  
Donate clothes. Don't just lose 'em!

We're going green. We're going green.  
We're gonna take care of the earth.  
We're going green.  
You can go green at your home or school.  
Reduce, Reuse and Recycle.

**Recycle.** Just throwing away is not enough.  
Recycle some things to make new stuff!  
Like paper, cans and plastic too.  
Glass and cardboard out the wazoo.  
Games, CDs, and DVDs,

Light bulbs, cartridges and batteries.  
Laptops, cell phones and the news,  
Lots of metals you can choose.

We're going **GREEN!**

## Going Green Song

I turn the faucet off when I am brushing my teeth  
I turn the lights off when I am going to sleep  
I use cold water to wash laundry  
I do all that I can to save energy

Reduce, Reuse, Recycle

I'm going green, I'm keeping the Earth clean  
I'm going green, I'm keepin' it, keepin' it clean

I reuse rechargeable batteries again and again  
I shop at the thrift store to find a great bargain  
I take my bottles and cans and recycle them  
We'll make a better world if we all join hands

Reduce, Reuse, Recycle

I'm going green, I'm keeping the Earth clean  
I'm going green, I'm keepin' it, keepin' it clean

Reduce energy, water and waste  
Reuse what I can before I throw it away  
Recycle CD's and DVD's  
Newspaper, Junk Mail and Magazines  
Cell Phones, Cardboard and Old Machines  
I'm going green, would you go with me?

# Music - Grades 3-5 - Form

Be creative and have fun! Any questions? Want to share?

Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)

Mr. Thai (GALES/RHES) email - [cthai@kent.k12.md.us](mailto:cthai@kent.k12.md.us)

Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday

Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

## Week 7 - 5/11/2020

In your class, you have worked with patterns. Figure out these patterns What is the next item in these patterns?.

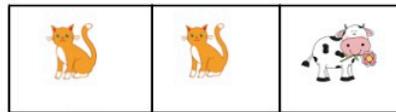
5, 10, 15, 20, \_\_ 12, 24, 36, 48, \_\_ CAKE, BALLOON, CAKE, BALLOON, \_\_\_\_\_

If your answers were "25, 60 and CAKE" you are correct! Now, say the whole CAKE, BALLOON pattern using letters instead of words. CAKE = A and BALLOON = B (The pattern would be A B A B A .)

A song or piece of music has sections. How the sections are arranged can make patterns. These patterns create "FORM." Each picture in the boxes below stands for a part or section of a song. Figure out the form (pattern) by writing the correct letter **below** the box. **Hint: Always start with the letter "A."** If the next picture is **different**, use the **next** letter of the alphabet. If any pictures are the same make sure they have the same letter. The first one is done for you.



A      B      C      A = ABCA Form



A      \_\_\_\_\_      \_\_\_\_\_ = \_\_\_\_\_ Form



A      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_ = \_\_\_\_\_ Form

Listen to "Happy" by Pharrell Williams. <https://www.youtube.com/watch?v=C7dPqrmDWxs>

Determine the form. Write the letter for each section in the boxes below.

A		A'							
---	--	----	--	--	--	--	--	--	--

It      Because      Here      Because      Bring      Because      Because      Bring      Because      Because

### Hints:

- There are 10 sections.
- Sections that have the same music should have the same letter.
- There are letters written in 2 boxes to help you. Box 1 is A because it is the first section. Box 3 is A' because it is the third section and is similar (almost the same) as Box 1.
- The first words of the sections are under the boxes.
- Perform a movement or dance for each section. Sections with the **same music** should have the **same movement** and the **same letter**.

**Optional: Perform "Happy" for your family, using your movements/dances at the appropriate times to demonstrate its form.**

# Music - Grades 3-5 - Form

Lyrics to be printed on the back

It might seem crazy what I'm 'bout to say  
Sunshine she's here, you can take a break  
I'm a hot air balloon that could go to space  
With the air, like I don't care baby by the way

Huh, because I'm happy  
Clap along if you feel like a room without a roof  
Because I'm happy  
Clap along if you feel like happiness is the truth  
Because I'm happy  
Clap along if you know what happiness is to you  
Because I'm happy  
Clap along if you feel like that's what you wanna do

Here come bad news, talking this and that  
(Yeah) Well, give me all you got, and don't hold it back,  
(Yeah) Well, I should probably warn you I'll be just fine,  
(Yeah) No offense to you, don't waste your time  
Here's why

Because I'm happy,  
Clap along if you feel like a room without a roof  
Because I'm happy,  
Clap along if you feel like happiness is the truth  
Because I'm happy,  
Clap along if you know what happiness is to you  
Because I'm happy,  
Clap along if you feel like that's what you wanna do  
Hey, go, uh (happy)

Bring me down, can't nothin' (happy),  
Bring me down  
My level's too high (happy), to bring me down  
Can't nothin' (happy), bring me down  
I said (let me tell you now) uh  
Bring me down, can't nothin'  
Bring me down  
My level's too high to bring me down  
Can't nothin' bring me down  
I said

Because I'm happy  
Clap along if you feel like a room without a roof  
Because I'm happy  
Clap along if you feel like happiness is the truth  
Because I'm happy  
Clap along if you know what happiness is to you  
Because I'm happy  
Clap along if you feel like that's what you wanna do

Because I'm happy  
Clap along if you feel like a room without a roof  
Because I'm happy  
Clap along if you feel like happiness is the truth  
Because I'm happy  
Clap along if you know what happiness is to you  
Because I'm happy  
Clap along if you feel like that's what you wanna do  
Hey, go, uh

Bring me down, can't nothin'  
Bring me down  
My level's too high to bring me down  
Can't nothin' bring me down  
I said

Because I'm happy  
Clap along if you feel like a room without a roof  
Because I'm happy  
Clap along if you feel like happiness is the truth  
Because I'm happy  
Clap along if you know what happiness is to you, eh eh  
eh  
Because I'm happy  
Clap along if you feel like that's what you wanna do

Because I'm happy  
Clap along if you feel like a room without a roof  
Because I'm happy  
Clap along if you feel like happiness is the truth  
Because I'm happy  
Clap along if you know what happiness is to you, uh  
hey  
Because I'm happy  
Clap along if you feel like that's what you wanna do,  
huh come on

# Music - Grades 3-5 Form 2

Be creative and have fun! Any questions? Want to share?  
 Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)  
 Mr. Thai (GALES/RHES) email - [cthais@kent.k12.md.us](mailto:cthais@kent.k12.md.us)  
 Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday  
 Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

## Week 8 - 5/18/2020

Last week, you were introduced to FORM in music. We discovered that the form of a song or piece of music depends on the order of the sections of the song. This week, we will be applying what was learned. Remember, boxes that have the same letter **within one form** must be **exactly** the same picture. If the letters are different, the pictures must be different.

1. Create 3 different forms. Write the **name** of the forms **above** the boxes **and label** each box on the blanks **below** the box.
2. **Create and color a different picture of your choice, for each Box "A."**
3. Then draw and color pictures in the remaining boxes to represent the forms you have listed below. Here are two examples to remind you:

ABCD Form =      
 (Different letters = Different Pictures)

AABCC Form =       
 (Same letters = Same pictures)

\_\_\_\_\_ **Form**

<b>A</b>	_____	_____

\_\_\_\_\_ **Form**

<b>A</b>	_____	_____

\_\_\_\_\_ **Form**

<b>A</b>	_____	_____	_____	_____	_____	_____

**Optional:** Create a 4-beat rhythm pattern for each **different** letter. Clap, tap or play the rhythm patterns (on a real or household instrument) to perform the forms you created for your family.