

# Week of April 6-10, 2020

## Mrs. Robertson - 5th Grade

**Office Hours: Monday, Tuesday, Thursday 1-3pm**

Please complete the assignments on the worksheet, a separate sheet of paper, or in a google doc. You can take pictures or scan paper copies of assignments and email them to me or you may turn in assignments to the school on Mondays when you pick up the next week's assignments.

If you have any questions or concerns, please do not hesitate to contact me via email or call the school office and leave a message. I will call you back as soon as I can.

**Choose 1 item to complete per subject:**

<b>Class</b>	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3 (Enrichment)</b>
Math	Spiral Review Worksheet	Multiplication Review Worksheet	Sudoku with Challenge questions worksheet
Reading	Fiction passage "Saving Money is Hard" and questions	Nonfiction passage "Sneak Attack" and questions.	Write a 3 sentence summary of a chapter of a book you are reading
Language Arts	Nouns Grammar Review WS	Journal Prompt "Fly or Read Minds?"	Write a letter to a friend or family member
Social Studies	Read article "Slavery Begins in the New World" and answer 3 questions.	Read article "Slavery Begins in the New World" and tell the main idea and 4 details.	Research your president and answer 3 "before presidency" questions about your president
Science	Read Studies Weekly articles about Edwin Hubble and Black Holes and answer questions	Watch a Mystery Science video about black holes and answer questions	Try out a Rocket Reaction experiment

Name: \_\_\_\_\_

Please show your work for each problem.

Find the product.

$$54 \times 523 =$$

Find the quotient.

$$12 \overline{) 672}$$

Find the sum.

$$\begin{array}{r} 24.75 \\ + 12.45 \\ \hline \end{array}$$

Find the difference.

$$\begin{array}{r} 12.67 \\ - 10.54 \\ \hline \end{array}$$

&lt;, &gt;, or =

$$12.56 \underline{\hspace{1cm}} 125.6 \qquad 74.3 \underline{\hspace{1cm}} 7.43$$

Simplify each fraction.

$$\frac{4}{8}$$

$$\frac{5}{20}$$

Name: \_\_\_\_\_

Please show your work for each problem.

$$\begin{array}{r} \mathbf{8.} \quad 82 \\ \times 58 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{9.} \quad 93 \\ \times 37 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{10.} \quad 81 \\ \times 93 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{13.} \quad 703 \\ \times 29 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{14.} \quad 548 \\ \times 95 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{15.} \quad 277 \\ \times 38 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Each row, column, and box must have the numbers 1 through 9.

	9	7		3			8	
		1						
6		3				2	9	5
4	8	2	9			3	7	
3	1	9						
		6		8		4		
2			3			9	6	
			6		9	8		

Write the missing family fact.  
 $15 \times 5 = 75$   
 $5 \times 15 = 75$   
 $75 \div 15 = 5$

What is the area of a rectangle with sides 2 cm and 11 cm?

Know how many inches in a foot? Okay, smarty pants, how many inches in 8 feet?

$(9 + 5) + 3 =$

Circle the greatest number:  
 231,698                      4,695,837,201  
 176,198,023,238            51,075

Name: \_\_\_\_\_

Read the passage and answer the 4 questions.

## "Saving Money is Hard!"

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of borrowing from his friends. Jamal's mom told him she couldn't afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was tempted to buy candy, gum and toys. Jamal knew he could afford these things. But if he bought them, he would have no money saved for a skateboard. Jamal whined a lot about wanting something in every store. He felt sad about not getting things. He knew if he sacrificed the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn't wait to show off his new board!

### Understand It!

Answer the following questions after reading:

1. The main idea was...
  - a. buying candy
  - b. saving for a skateboard
  - c. buying toys
  - d. saving for a bike
2. I know Jamal is frustrated because...
  - a. he was whining
  - b. he liked waiting
  - c. he wasn't tempted
  - d. he liked saving
3. What was Jamal upset about the most?
  - a. buying toys
  - b. borrowing skateboards
  - c. buying a skateboard
  - d. having to wait
4. What trait best describes Jamal in this story?
  - a. frustrated
  - b. patient
  - c. boring
  - d. funny

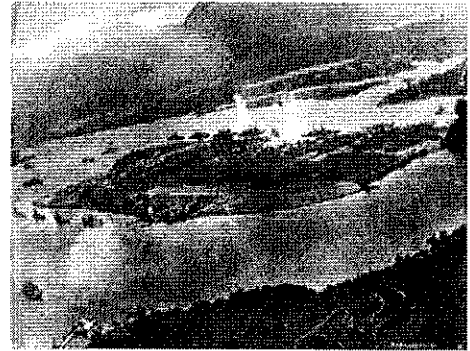
Name: \_\_\_\_\_

Read the passage and answer the questions.

## Sneak Attack: Japan's Attack on Pearl Harbor

By Erin Horner

On December 7, 1941, Japan attacked Pearl Harbor. Without warning, the country of Japan secretly sent hundreds of planes to the Hawaiian island of Oahu. The Japanese headed toward Hawaii with two goals: bomb U.S. ships and planes stationed at Pearl Harbor and discourage America from ever joining World War II. The Japanese bombers wreaked havoc on the base. In just two hours the attacks killed more than two thousand people. They destroyed nearly two hundred planes. They sunk eight huge battleships. The Japanese government met one of their goals. Their sneak attack caused irreparable damage. They didn't, however, meet their second goal. Rather than *discourage* the United States from entering the war, Japan's actions actually *encouraged* the nation to join in the battle. The day after the attack, President Franklin D. Roosevelt asked Congress to declare war on Japan. With the exception of one congresswoman, all of Congress agreed. Soon, America was not only at war with Japan, but with Germany and Italy, Japan's Axis partners, as well. Japan's sneak attack at Pearl Harbor was the nudge our nation needed to join in the Allied world war effort.



Sneak Attack: Japan's Attack on Pearl Harbor

- \_\_\_\_\_ 1. The author's main purpose in writing this article was to \_\_\_\_\_ her readers.
- A. entertain
  - B. persuade
  - C. inform
- \_\_\_\_\_ 2. What is the main idea of this passage?
- A. Pearl Harbor is in Hawaii.
  - B. One congresswoman did not want the U.S.A. to join World War II.
  - C. Japan caused World War II.
  - D. Japan's attack at Pearl Harbor caused the U.S. to declare war.
3. How did Japan's plan backfire?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ 4. Which of the following is an antonym for *irreparable*?
- A. fixable
  - B. lasting
  - C. permanent
  - D. severe



## 5th Grade Mrs. Robertson Week:4/6-4/10 Language Arts Option #1

Name: \_\_\_\_\_

**Nouns Review****1. Look at the girl. That \_\_\_\_\_ is pretty**

- a. girl's hair
- b. girls' hair
- c. girl hair

**2. Look at those four children. The \_\_\_\_\_ clothes are dirty.**

- a. childrens'
- b. children's
- c. childrens's

**3. "The Great Wall of China" is a...**

- a. noun
- b. pronoun
- c. proper noun
- d. clause

**4. Underline the plural noun in each sentence.****1. Texas has many cattle ranches.****2. A cowboy rides after cows.****3. A cowboy can throw a rope within inches of his target.****4. Wild ponies also live in the Southwest.****5. Many movies have been made about the Old West.****5. Write the singular form of each noun.****1. Outlaws****3. patches****2. Stories****4. coyotes**



5th Grade Mrs. Robertson Week:4/6-4/10 Language Arts Option #1  
Continued

Name: \_\_\_\_\_

**7. Identify the proper noun(s) in the following sentence:**

**My friend drove across California to visit her aunt, Lupe, for New Years.**

- a. friend, California, aunt, Lupe, New Years
- b. My, drove, visit, her
- c. my, friend, her, aunt
- d. California, Lupe, New Years

**8. Which possessive noun BEST completes the sentence?**

**My \_\_\_\_\_ dream was to go to the moon because his wish was to explore outer space.**

- a. grandfather'
- b. grandfathers
- c. grandfather's
- d. grandfathers'

**9. Choose the answer that identifies the compound noun in the following sentence:**

**How does your cousin like her new middle school?**

- a. your cousin
- b. like her
- c. her new
- d. middle school

**10. To make a word that ends in f (for example, self) plural, you must...**

- a. change the f to v and add es
- b. change the f to i and add es
- c. add es
- d. add s



5th Grade Mrs. Robertson Week:4/6-4/10 Language Arts Option #3

Name: \_\_\_\_\_

Write a letter to a friend or family member you do not get to see everyday.

Be sure to include the date, greeting, body, closing, and signature in your letter. Your letter needs to be at least 5 sentences.

Mail your letter if you can. Please send me a picture or a copy of your letter before you mail it.


Example:

July 17, 2006

Dear Mark,

I am having fun at camp. We went swimming today. There is a big pond near the camp where we can swim. There are also woods where we can go hiking. We went on a long hike today, and I am tired. I get to sleep in a bunk bed. I sleep on the top bunk. See you when I get home!

Your friend,  
Amy



© Learning A-Z, Inc. All rights reserved. www.writing4.com

Name: \_\_\_\_\_

Login to [studiesweely.com](http://studiesweely.com) to view the article online.

USA Studies Weekly - Week 4: Slavery in the Colonies

# SLAVERY BEGINS IN THE NEW WORLD



Imagine that you live in a small village in Africa. You wake up one morning and hear strangers. Before you know it, these strangers capture you and take you to a large boat, even though you fought hard to get away. There are hundreds of Africans on the boat and you barely have room to move. For six weeks, you travel on the boat. You are scared, hungry and sick. Where are you going? What will you do there? When your boat arrives at a port, you are unloaded from the ship. A white man pays money for you and he says you are now his property. For the rest of your life, you will work on his plantation.

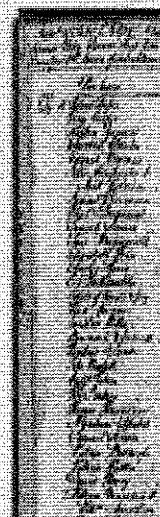
More than 11 million people were taken from Africa between 1600 and 1800. Of those who survived crossing the ocean in the ships, about 60 percent went to the West Indies, Central America and the Spanish parts of South America. About 35 percent went to Brazil and 5 percent went to the United States. On Aug. 20, 1619, a Dutch ship anchored in the Jamestown, Virginia, harbor. The captain told the colonists he needed to sell some of his cargo of people for food. The colonists purchased 20 of them. However, they became indentured servants, not slaves. They eventually worked off their obligations and were granted freedom.

As you read in the first paragraph, many slaves were captured against their will and brought to America. They were part of something called the triangular trade. Slaves were bought with a cargo of rum and other trade goods in Africa. They were

sold for a cargo of sugar in the West Indies, which was sold for a cargo of rum in the colonies. Then the triangle started once more. Money was made as each cargo was bought and sold. You'll read more about the triangular trade inside.

The new slaves were brought under terrible circumstances—captured by roving gangs of slavers, packed like sardines inside the slave ships without regard for their health or safety, made to endure the terrors at sea in cramped quarters, sold in a strange land to strange people to serve a lifetime as slaves. Families were separated. Work lasted from sunup to sundown in tobacco, indigo, rice, sugar or cotton fields, six days a week. Some slaves worked as servants doing the domestic, or household, chores of the plantation. Many were forbidden to learn to read or write. Plantation owners feared that education would cause a rebellion.

Some plantation owners treated their slaves better than others, but many were cruel. Slavery often meant the loss of health, hopes and dreams, and sometimes even life. It always meant the loss of freedom. There are no former slaves still alive in the United States today because slavery ended in the 1860s. It is important that we learn about the history of slavery in our country so the past is not forgotten.



Name: \_\_\_\_\_

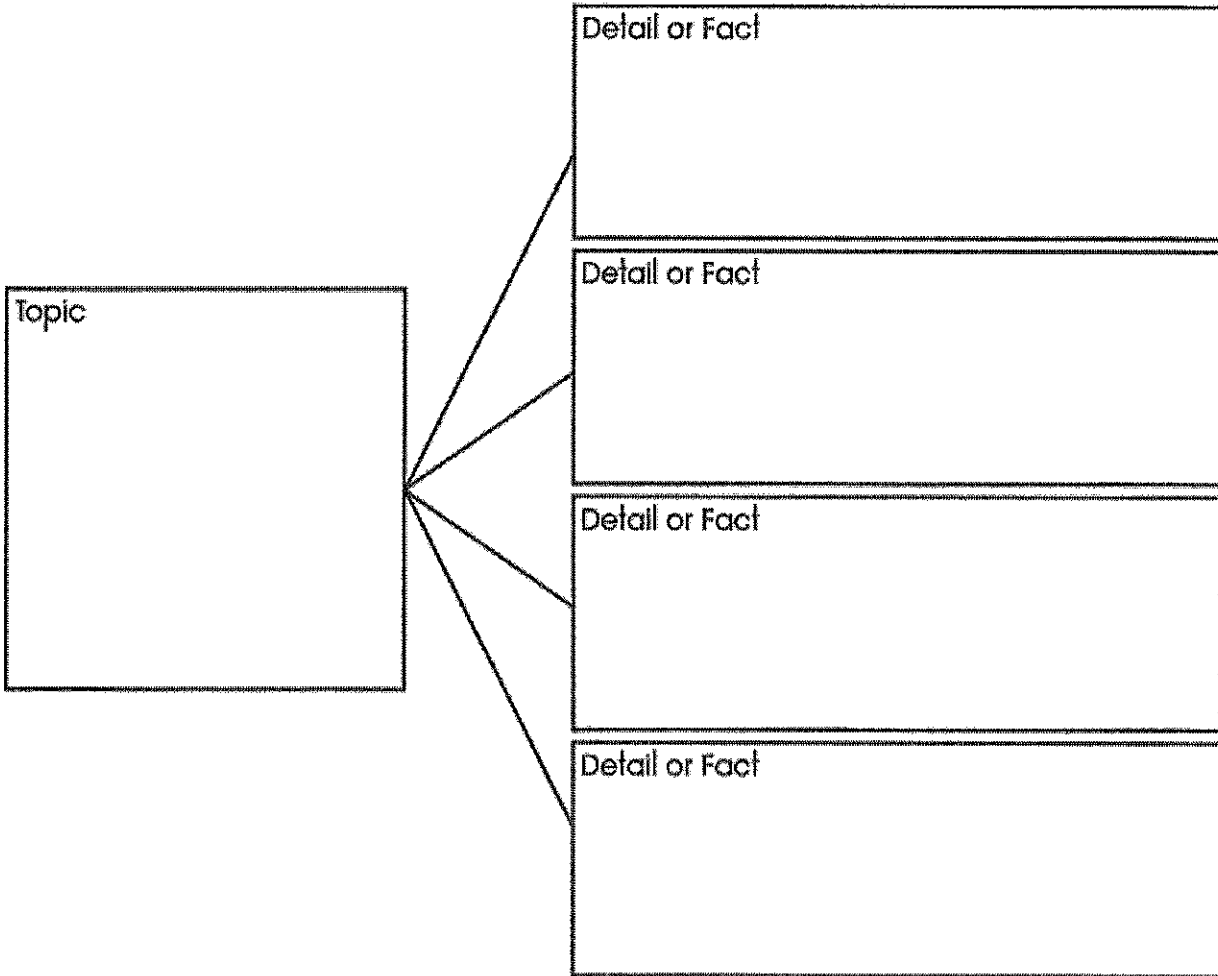
Read the article and answer the questions. Be sure to answer using complete sentences.

1. What do you think captured Africans might have been thinking when the slave traders grabbed them and took them aboard the slave ships?
2. What would you have done if you had been taken by a slave trader?
3. What is the difference between an indentured servant and a slave?

5th Grade Mrs. Robertson Week:4/6-4/10 Social Studies Option #2

Name: \_\_\_\_\_

Read the article. Tell the main idea and give 4 details or facts that you learned from the article. You may use the graphic organizer format or write the information out as a paragraph.



**5th Grade Mrs. Robertson Week:4/6-4/10 Social Studies Option #3**

**Name:\_\_\_\_\_**

**Start researching your president or a different president of your choosing.**

- **All research materials can be found in google classroom in the Language Arts or Social Studies Classroom. Please share your copy of the questions with me so I can see your work.**
- **Answer 3 “before presidency” questions. You may work ahead if you would like. There will be 3 questions assigned each week.**
- **Make sure you write complete sentences and paraphrase the material so everything in is your own words.**
- **If you choose this option, our goal is to eventually be able to make a presentation of your choice. Options might include google slides, poster board, etc. Feel free to come up with your own ideas.**

**Let Mrs. Coffey or other administrators know if you are wanting to do this project, but need the materials from your desk. You can call the school in the morning Monday through Thursday, or you can email her at [amanda.coffey@oakland5.org](mailto:amanda.coffey@oakland5.org). (If you have the internet, all links to the materials I passed out are in Google Classroom).**

Name: \_\_\_\_\_

Read the Studies Weekly sections about Black Holes and Edwin Hubble.  
Answer the following questions.

1. Before Edwin Hubble became an astronomer, he worked hard to become a(n)\_\_\_\_\_.
2. According to the article, “The Hubble has given us massive and spectacular photos of stars and galaxies from extragalactic space.” Using your knowledge of prefixes, you can infer that extragalactic means \_\_\_\_\_.
  - a. Equal to the galaxy
  - b. Outside the galaxy
  - c. Inside the galaxy
  - d. Relating to the galaxy
3. What is the main idea of the article, “Edwin Hubble?”
  - a. It gives us information about the Hubble Telescope
  - b. It tells us that Edwin Hubble was a great man
  - c. It explains how Edwin Hubble never gave up his dream of becoming an astronomer
  - d. It gives us information about Hubble’s life as well as important things he discovered about space.
4. Tell me 2 interesting things you learned about Black Holes. Use complete sentences.



# Edwin Hubble

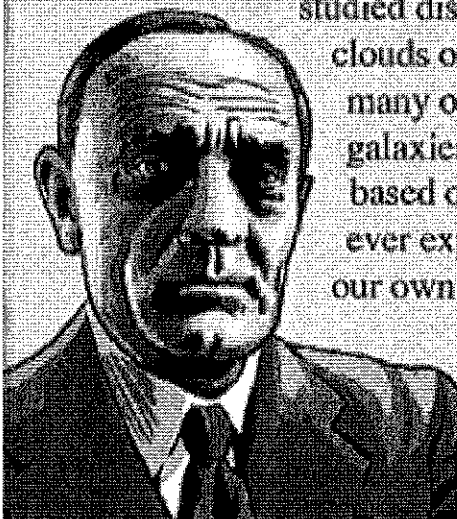
## Spotlight

*Equipped with his five senses, man explores the universe around him and calls the adventure Science.* – Edwin Powell Hubble (1889-1953)

You may have heard of the Hubble Space Telescope that orbits the Earth. The Hubble has given us massive and spectacular photos of stars and galaxies from extragalactic space, which is beyond the Milky Way! The Hubble was named for Edwin Powell Hubble, one of the most important astronomers of the 20th century. Hubble was born in Marshfield, Missouri, and he was a well-rounded student athlete at the University of Chicago. He boxed and ran track, and he played basketball, football and baseball. He studied mathematics, read constantly and worked hard to become a lawyer before giving in to his love of science and space. He went back to school and earned a doctorate (PhD) in Astronomy. He never looked back—he looked up!

Hubble's first work after serving in World War I was at Mount Wilson Observatory near Pasadena, California. At Mount Wilson, Hubble

studied distant space objects, including nebulae, those giant clouds of gas and dust. Eventually he determined that many of the objects he focused on were actually distant galaxies. He developed a system of classification that was based on their shapes. He showed us that the universe is ever expanding and that galaxies are moving away from our own. A dedicated scientist, Hubble received medals from both the British and U.S. governments in acknowledgment of his work. Edwin Powell Hubble has given us so much knowledge about the universe around us!



# What is a black hole?



A black hole is an object that has collapsed under its own gravity, like a huge, old star. Scientists used to call them frozen stars (maybe because they no longer give off the fiery light that stars do). A scientist named John Archibald Wheeler first named them black holes. We still use the name today. A black hole is so dense that the gravity it creates pulls in everything that comes near it. If you could magically take a flashlight into a black hole, the light from the flashlight would not be able to shine out. Even light itself is pulled into the core of a black hole. (That may be why they're called black!) Sometimes, black holes are near other stars, and the gasses from those stars are sucked into the black hole, like something going down a drain. These swirling, superheated gasses send out X-rays as they spiral into a black hole. Scientists can look for the X-rays and guess that maybe a black hole is nearby.

So, what happens to everything that is sucked into the center of a black hole? The center of a black hole is called a singularity, and here's the sum total of what we know about what goes on there: nothing! No one knows what happens to the things that get pulled into a singularity.

Watch the Mystery Science Video about Black Holes at:

<https://mysteryscience.com/mini-lessons/black-hole?code=baea4590dae6b7550216704f52bc9c9d>

Or search Mystery Science Black Hole - it should be the first link

Answer the following questions using complete sentences.

1. What is an escape speed and how fast must something go in order to reach escape speed on Earth?
2. What is the fastest known thing in the universe?
3. Why is it so difficult for scientists to get an image of a black hole?
4. How did scientists manage to capture the very first image of a black hole?

Try out the following experiment. Please send me pictures or videos of your experiment if possible. Write a short description of how the experiment went for you (minimum 2 sentences).

# Rocket Reaction *Mini-Lab*

Work with a partner on this investigation of "rocket fuel." When a real rocket blasts off, two liquid fuels combine, causing an explosion that lifts, or thrusts, the rocket off the launch pad. In this rocket model, vinegar and baking soda will combine and cause a much milder—and safer—chemical reaction.

## What You Need (for each pair of students)

- 1-pint plastic bottle filled with vinegar that has 5 percent or higher acidity
- 1 coffee filter
- aluminum foil
- 3 teaspoons baking soda
- 3 rubber bands



### Directions

1. Place the baking soda on the coffee filter and spread it into a long row. Fold and roll the filter into a tube like a burrito and use the rubber bands to hold it together. This is your fuel package. Be sure it will fit through the opening of the bottle easily and does not leak.
2. Crumple and shape aluminum foil into a 5-inch cylinder. This is your rocket. It should fit snugly into the bottle opening but still be loose enough to move up and down.
3. Keeping the three parts separate, carry the bottle of vinegar, the foil rocket, and the fuel package outside.
4. This part will have to be done quickly. One person should have the rocket ready, while the other drops the fuel package into the bottle. As soon as the fuel is in the bottle, set the rocket into the opening. When the vinegar and baking soda start bubbling, push the rocket down into the bottle and watch. Each time the rocket pops up out of the vinegar, push it back down. Continue until the chemical reaction stops.

### What Happens

You will see some steam and hear a hissing sound as the "fuel" gives your model rocket a slight lift. That's because the combination of vinegar and baking soda produces carbon dioxide gas.

# Week of April 6-17, 2020

## 5th Grade Art

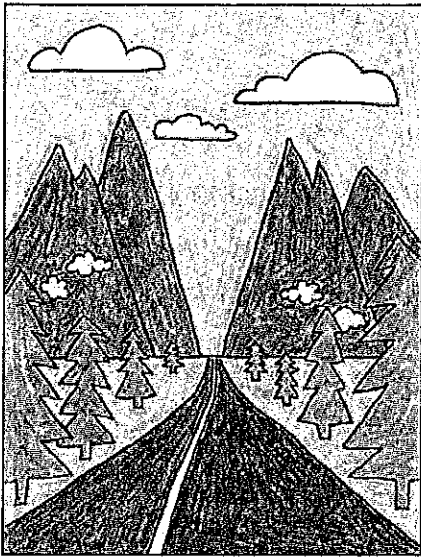
### Mrs. Sweeney

Please pick 1 out of the 3 activities to complete every other week. Please email me a picture of your child completing the activities or submit the activity to the homework box located in the Lake Crest foyer. Some of the art projects require supplies. Please feel free to improvise if you do not have the required supplies, or reach out to me or the office and we will work together to get you what we need. Some basic supplies will be available for pick-up in the Lake Crest foyer.

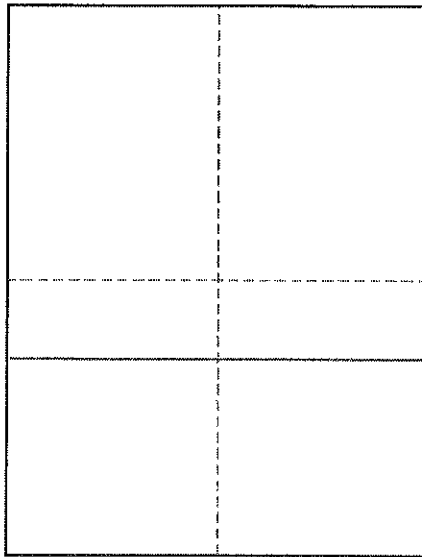
Please email me at [jill.sweeney@oakland5.org](mailto:jill.sweeney@oakland5.org) or call the school and leave a message, and I will give you a call as soon as I can. My office hours are 8-10 am on Mondays and Wednesdays and Tuesdays 10-12. I will be readily available at those times.

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
5th Grade	Perspective Road Drawing	Shark Mobile	Weaving

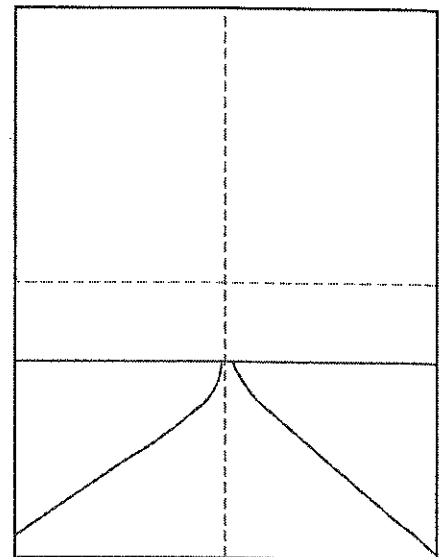
# Draw a Vanishing Point Road



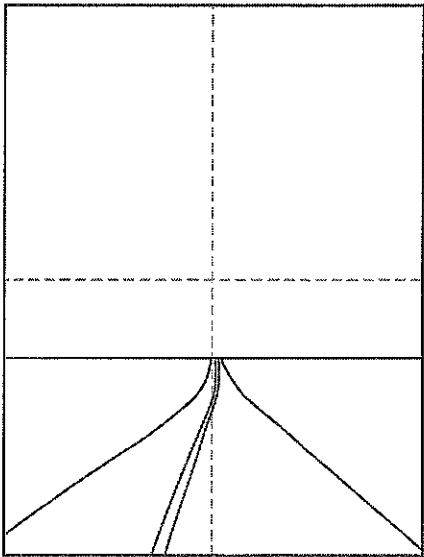
Materials: Marker, crayons



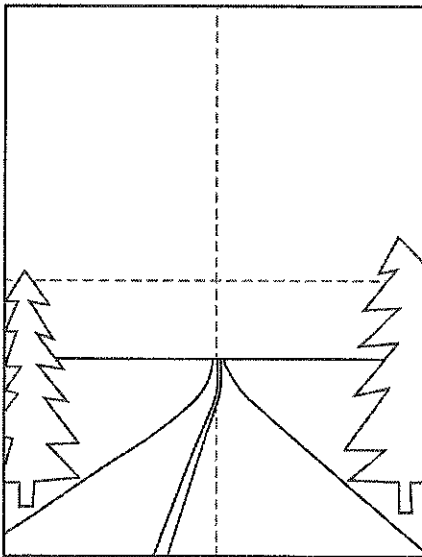
1. Make guide lines. Draw horizon.



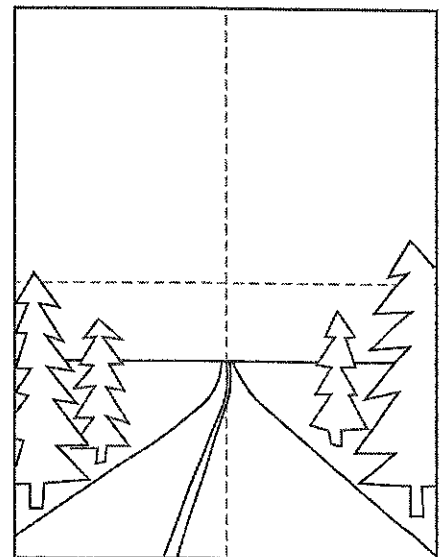
2. Draw the road.



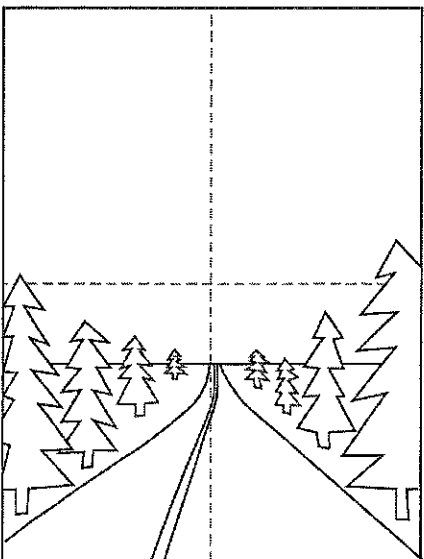
3. Add the center road line.



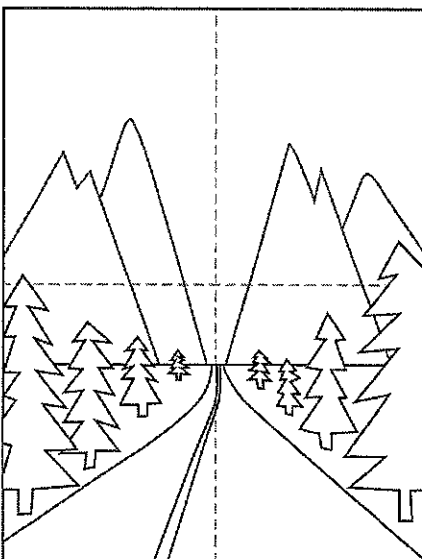
4. Draw two large trees.



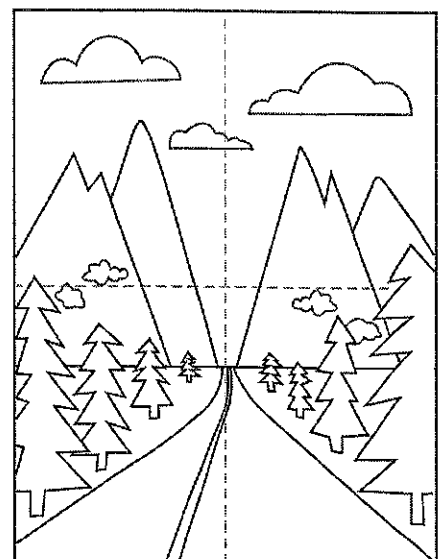
5. Draw two smaller trees.



6. Add four smaller trees.



7. Draw the mountains.



8. Add clouds. Color.





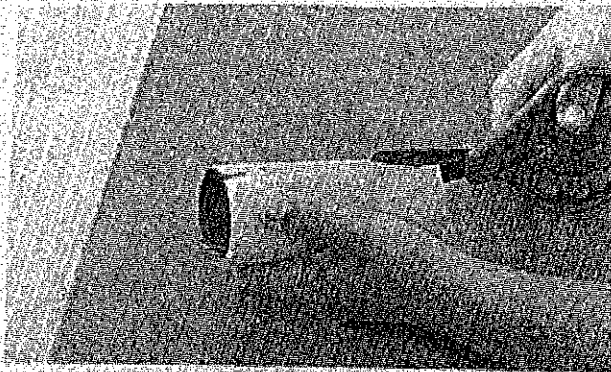
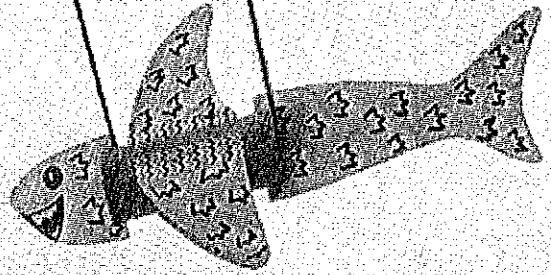
5<sup>th</sup>/Art/Sweeney

April 6-17

Choice 2

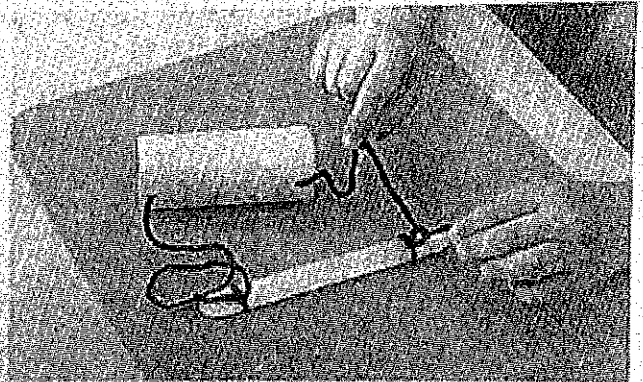
"Doo doo doo . . ."

Where will your  
shark swim?



### 1 Cut.

Cut a notch in the top and bottom of both sides of the tube.



### 2 Pull.

Pull the yarn halfway through the tube. Tie each end to a craft stick.



### 3 Cut.

Draw a shark head, tail, and three fins on cardstock. Cut them out.



### 4 Tape.

Tape on the fins. Slide the head and tail into the notches.

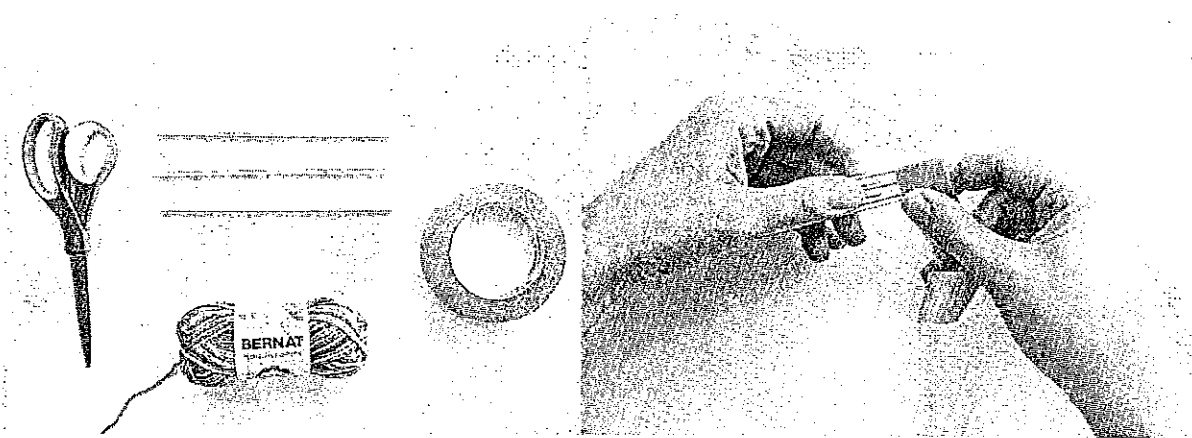
# Straw Weaving Instructions

Here's a list of what you'll need. The affiliate links below will take you to products on Amazon that are similar to the supplies we used for straw weaving:

- o Yarn
- o 3 Drinking Straws
- o Tape
- o Scissors
- o Wooden Skewer (optional)

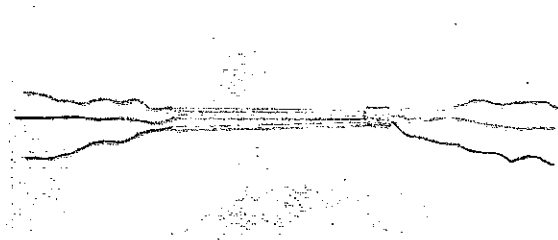
I used regular plastic drinking straws that I bought at the grocery store once upon a time, but you could also use paper straws. These are just regular sized drinking straws. Exactly the same size as you'd get at a fast food restaurant. Just try to avoid using the type of straws that bend.

I used cotton yarn by Bernat, mostly because that was the only brand I could find with awesome rainbow colours (the link to the exact yarn I used is in the list above). You can definitely use any type of yarn, as long as it fits through your straws.



Cut three pieces of yarn, about 3 times the length of your straws. Then thread one piece of yarn through each of the straws.

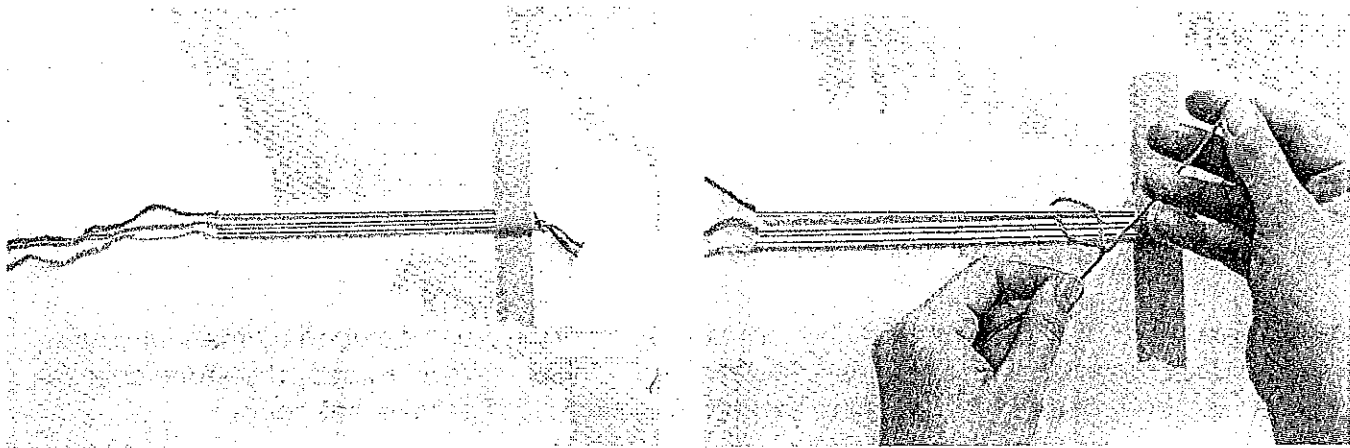
Tape the ends of 3 straws together so that they are side by side, just like in the photo below. **Helpful Tip:** Having trouble threading the yarn through the straws? Use a wooden skewer or knitting needle



to push the yarn through each straw

Tie the ends of the three pieces of yarn into a knot. Leave a little extra yarn after your knot – about 2 to 3 inches – so you can tie them into a bracelet at the end. (Leave MORE yarn at the knotted end than what I show in the photo.)

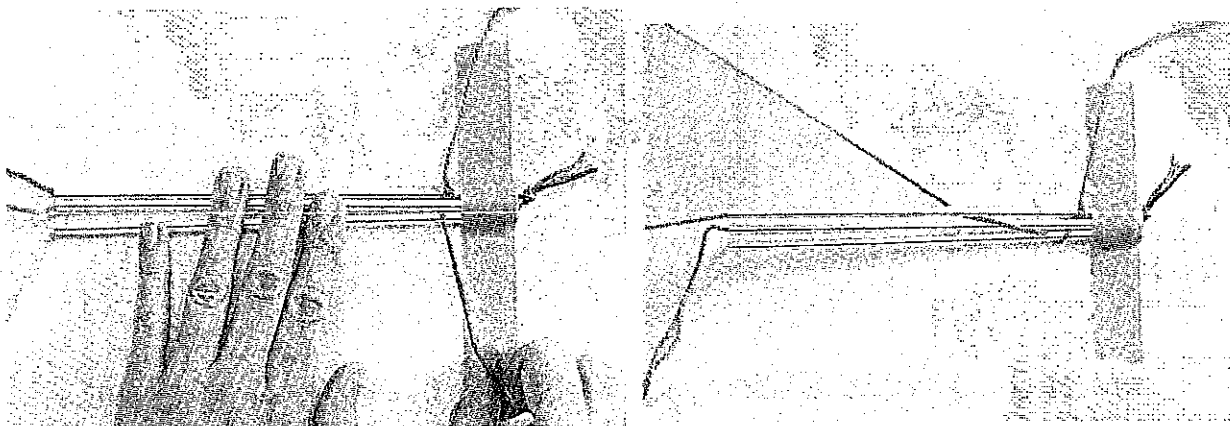
Tape the straws to the table using masking tape or painters tape. The painters tape wasn't as secure as I would have liked, so I'll use masking tape next time. But either works.



Then you can start weaving!

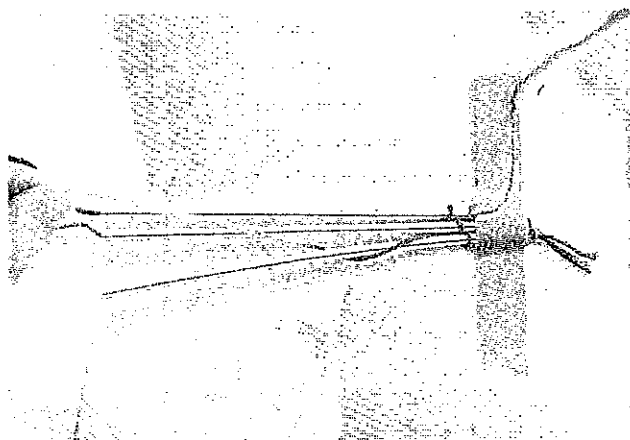
Using another piece of yarn (from the ball of yarn), tie a knot around the top straw.

Take your yarn under the middle straw, then over the bottom straw.



Then repeat the pattern: Go over the top straw, under the middle straw, then over the bottom straw.

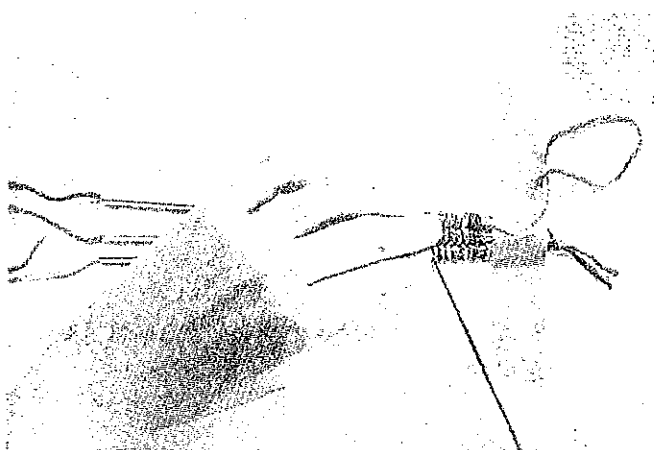
Then go under the bottom straw, over the middle straw, then under the top straw.



Keep weaving following this pattern:

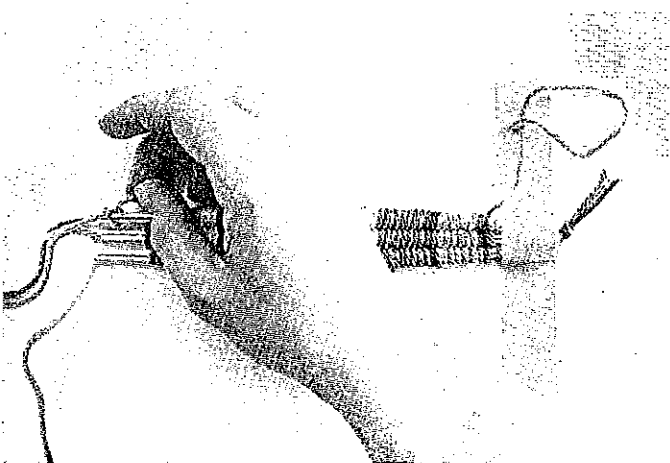
- Under and around the bottom straw, over the middle straw, under the top straw.
- Over and around the top straw, under the middle straw, over the bottom straw.
- Repeat.

Every 3 to 4 lines, push your yarn towards the tape and pull the yarn to make sure all the loops are snug.



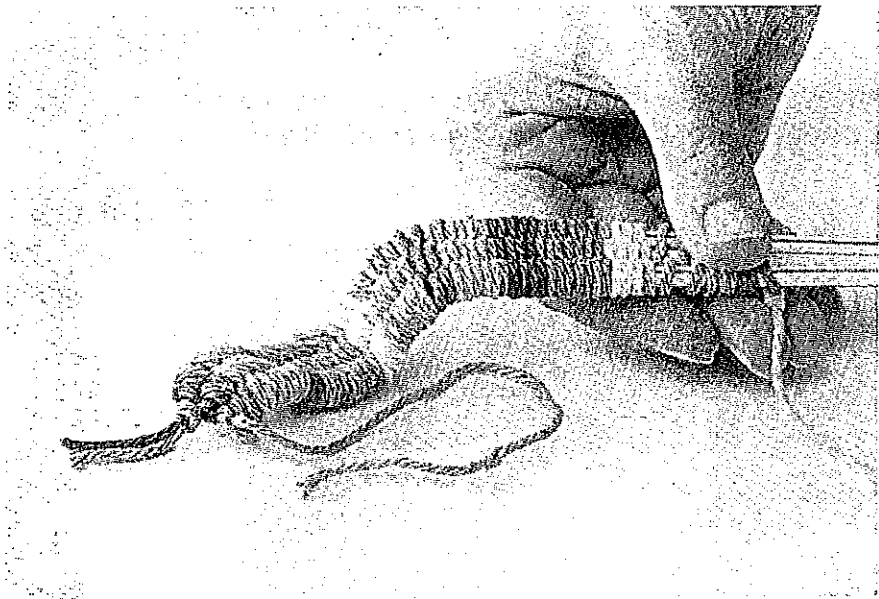
Keep following the over, under, over, under weaving pattern until you're happy with the length of your bracelet.

Cut the yarn, then tie it in a **single knot** around whichever straw you finished weaving on. **Don't double knot it yet.** You just want it to stay in place while you pull it off the straws.

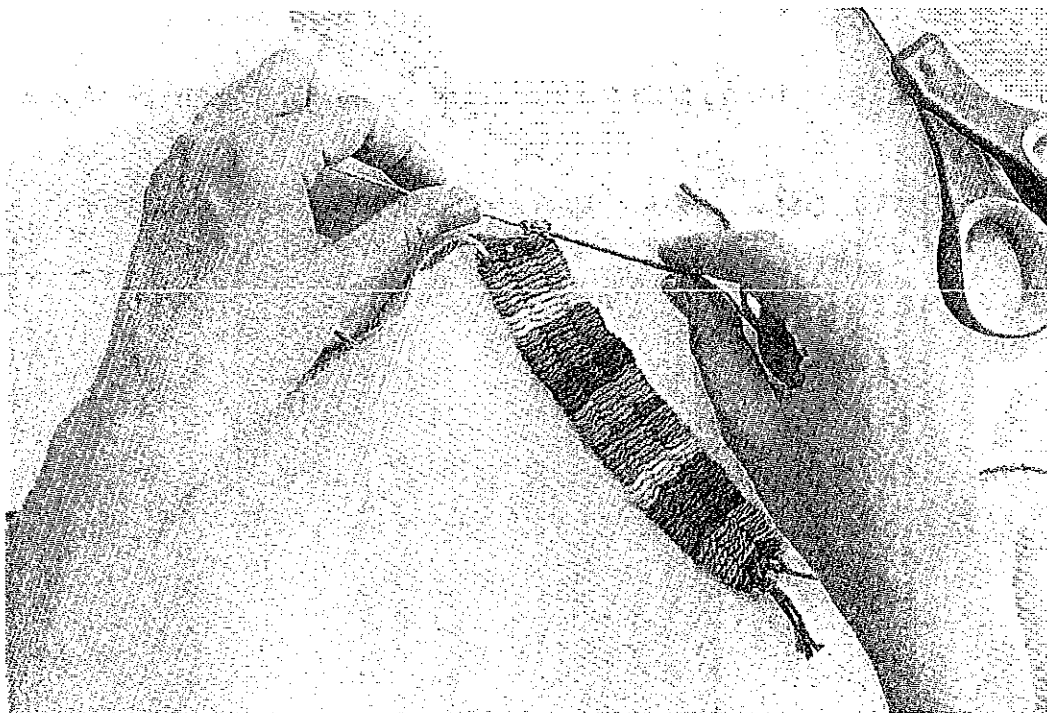


Remove the tape holding the straws to the table. Then remove the tape holding the straws together.

Then carefully slide the woven loops off the straw. Push them off towards the end of the three pieces of yarn that were knotted together before you started weaving.

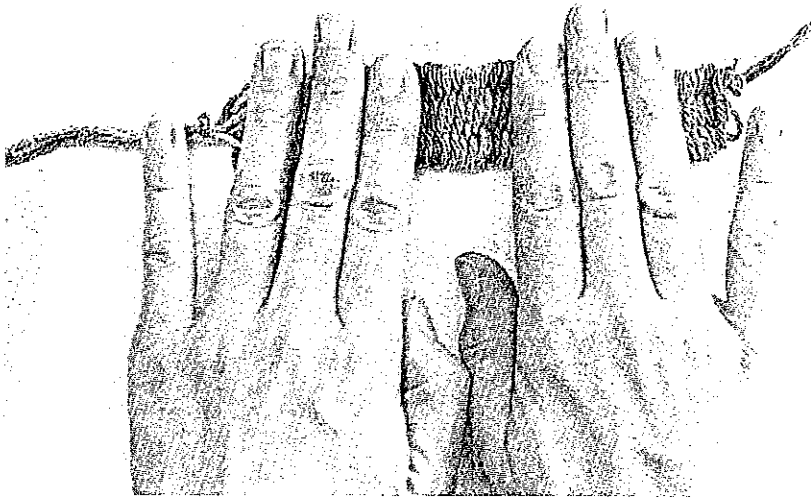


Find the end of the yarn where you finished weaving, and tie it in another knot around the yarn it was woven around. This time you can tighten the double knot to keep it in place.

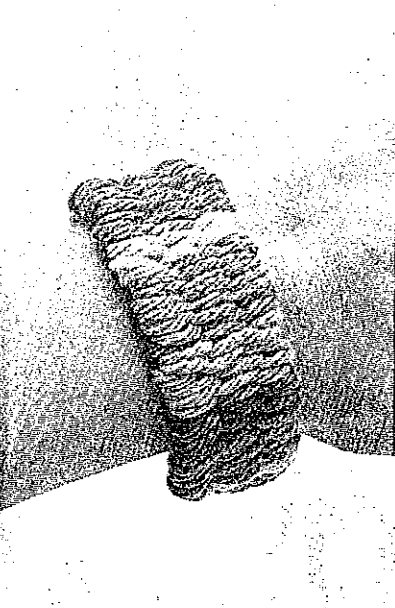


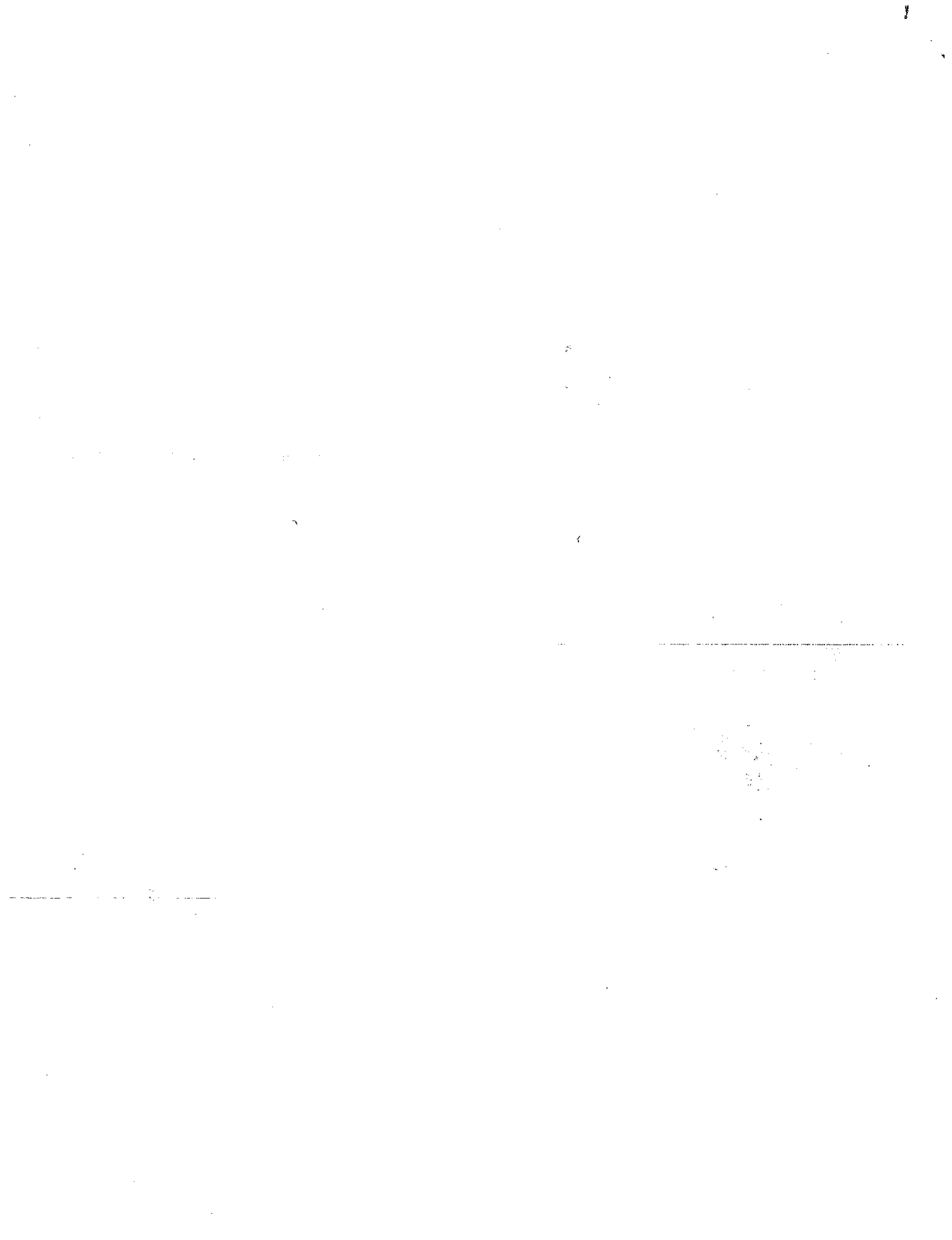
You should have 4 pieces of yarn at the end where you finished. Tie them into a knot, as close to the woven bracelet as you can.

If your weaving got a little messy while you were sliding it off the straws, lay it flat on the table, and reshape any areas that might need it.



Tie the ends together and slide the bracelet onto your wrist and you're done! Isn't the rainbow pattern awesome!?





# Weeks of April 6-17, 2020

## April Lee

Hello, Parents! I miss making music with your young ones, but with these activity sheets come my warmest wishes, best virtual hugs, and hopes for a brighter tomorrow! With the holiday coming up and the warmer weather, I think we're well on our way!

Students will simply need a pencil and random found objects around your home to complete choice #1. For choice #2, students will need crayons, colored pencils, or markers.

Their work is due April 17th. Why two weeks? Because one week they should do Art and the other Music. But if they have work done they wish to return with their other school work on April 13, that's great!

My "office hours" are from 10:00 a.m. to noon on Mondays, Wednesdays, & Thursdays, but you can email me anytime with questions or concerns at [april.lee@oakland5.org](mailto:april.lee@oakland5.org).

<b>Class</b>	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3 (Enrichment)</b>
5th Grade Music	Sound Scavenger Hunt	Easter Rhythms	Find a 5th grade activity on the Lake Crest Music group on Facebook and send Mrs. Lee a picture or a video.



Name \_\_\_\_\_

Grade \_\_\_\_\_

### Sound Scavenger Hunt

Find objects that make the following types of sounds. Write the name of the object or describe how you made the sound on the lines next to the sound type.

You should have something different on each line.

1. Quiet \_\_\_\_\_

2. Loud \_\_\_\_\_

3. Long \_\_\_\_\_

4. Short \_\_\_\_\_

5. Fast \_\_\_\_\_

6. Slow \_\_\_\_\_

7. High-pitched \_\_\_\_\_

8. Low-pitched \_\_\_\_\_

9. Metallic \_\_\_\_\_

10. Woody \_\_\_\_\_

11. Other \_\_\_\_\_

How many sound types did you find? \_\_\_\_\_

The main illustration is a large musical coloring page. It features a flower on the left, two Easter eggs in the center and right, and a bunny on the bottom right. The entire scene is filled with musical notation, including various note values (quarter, eighth, sixteenth notes), rests, and dynamic markings such as 'p' (piano) and 'pp' (pianissimo). The musical notation is integrated into the outlines of the objects, suggesting a melody to be played while coloring.

2 = PURPLE	5 = BLUE
3 = YELLOW	6 = PINK
4 = GREEN	7 = ORANGE

A drawing of a bunny and a chick is shown on the bottom right. To the right of the drawing is a legend for musical notation:

- $\text{d} = 1$
- $\text{d} = 2$
- $\text{d} = 1$
- $\text{d} = 2$
- $\text{z} = 1$
- $\text{d} = 3$
- $\text{z} = \frac{1}{2}$
- $\text{z} = \frac{1}{4}$
- $\text{d} = \frac{1}{2}$

# Week of April 6-10, 2020

## 5th PE

### Coach Kappy

Please pick 3 out of the 5 activities to do for the week. Please email me a picture of your child completing the activities and the dates or email me a description of the activities. You or your child may also write a few sentences about the activity and submit to the homework box located in the Lake Crest foyer.

Please email me at [jenny.kapraun-veach@oakland5.org](mailto:jenny.kapraun-veach@oakland5.org) or call the school and leave a message, and I will give you a call as soon as I can.

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
5th Grade	Ride your bike for 20-30 minutes	Play Basketball for 20-30 minutes	Run a mile and email me your time	20 squats 30 Jumping Jacks 20 Crunches 20 Lounges 20 Butt Kicks Jump Rope for 5 minutes	Another physical activity that you do for at least 20 minutes or more (yard work, taking a walk, etc)

# Week of April 6-10, 2020

## 5<sup>th</sup> and 6<sup>th</sup> Grade PE

**Mr. Anderson**

Please pick 3 out of the 6 activities to do for the week, 3 activities per week. Please take a picture or a short video of your child performing the activity. Along with the video/picture, include the date as well when submitting to my email/phone. Your child may also write a few sentences about the activity if you don't have access or feel comfortable sharing electronically. I'm really excited to see what you are doing. Miss all of you, STAY SAFE.

My email is [brian.anderson@oakland5.org](mailto:brian.anderson@oakland5.org), my phone number is 217-218-5420 or submit the written reflection to the homework box located in the Lake Crest foyer. My office hours are 10am-Noon. Feel free to email/call with any questions. Feel free to email/call anytime outside of those hours as well & I will get back with you as soon as possible.

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
5 <sup>th</sup> /6 <sup>th</sup> PE	Take a Walk (at least 20 minutes)	Take a bike ride (at least 20 minutes)	DANCE PARTY!! (play your favorite music, 5-6 songs, and dance like a goofball for at least 20 minutes)	Time Your Workout 60 Jumping Jacks 60 Push-ups (knee push-ups if needed) 60 sit-ups  *Record how long it takes to complete the workout	15 minute Push-up challenge & 5 minute Body Squat challenge.  (As many push-ups/body squats as you can get done in the allotted time. Chart your #'s/sets. Rest when needed.	Any other physical activity that you can think of around the house/garage. (BE CREATIVE) (20 min. at least)  -yard work, basketball, creative ways to weight lift, run/sprint, etc.  *YouTube is a great resource for finding activities w/ limited equipment.