

OAKLAND CUSD #5

4TH GRADE
APRIL 27-MAY 1, 2020

JESSICA GRANT

Week of April 27-May 1st, 2020

Mrs. Grant 4th Grade

Please pick 1 out of the 3 activities to do for the week. Please email me a picture of your child's work or activity or submit to the homework box that is located in the Lake Crest foyer.

Please email me at jessica.grant@oakland5.org if you have questions!

Class	Choice 1	Choice 2	Choice 3
Math	Adding Fraction Worksheet. *Must change the denominator	Shaded Area Fraction	2 Rounds of Xtra math
Science	Read 'Their Perfect Homes' and answer the 6 questions about what helps plants grow..	Read the 5 part selection 'How Plants Grow', cut out the squares and place where they go in the Venn Diagram	Do the ripening avocado science experiment on the right side of the page in the blue strip titled 'Fun with Science'
Language	Draw yourself as a Superhero from the page in the packet. Label all of your powers. Write 10 adjectives that would describe you.	Write half of a page about any story that you would like. Writing must be in CURSIVE though!	Design and draw your own comic book strip with the organizer in the packet
Social Studies	Watch Liberties Kids 'We the People' 140 and write 3 sentences summarizing the episode. https://www.youtube.com/watch?v=ZJKaqn2RrQ4	Read the 'History of Chocolate' and answer the short questions.	Read the story on Scholastic about food waste and write 3 sentences about what you learned. Story is in packet, video is shared to student emails or the link is https://sn4.scholastic.com/pages/topics/social-studies.html?page=1
Reading	Read 'A Trip to the Grocery Store' and answer the show what you know questions 1-6	Read 'A Trip to the Grocery Store' and answer the show what you know questions 1-5	Try to get a BINGO on the Bingo Reading sheet

Adding Fractions

$$1) \quad \frac{4}{5} + \frac{3}{4} =$$

$$2) \quad \frac{2}{3} + \frac{1}{2} =$$

$$3) \quad \frac{3}{4} + \frac{8}{10} =$$

$$4) \quad \frac{1}{5} + \frac{1}{2} =$$

$$5) \quad \frac{1}{3} + \frac{1}{4} =$$

$$6) \quad \frac{4}{5} + \frac{8}{10} =$$

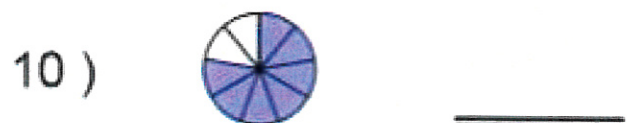
$$7) \quad \frac{1}{3} + \frac{2}{4} =$$

$$8) \quad \frac{1}{10} + \frac{2}{3} =$$

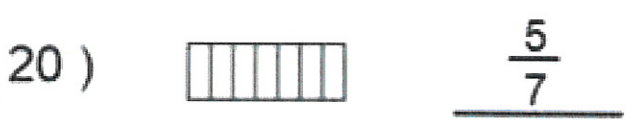
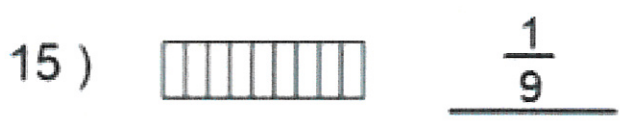
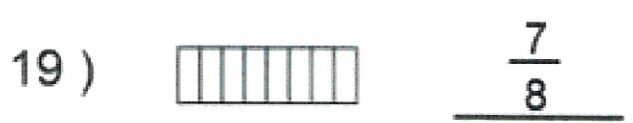
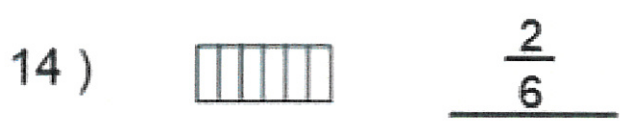
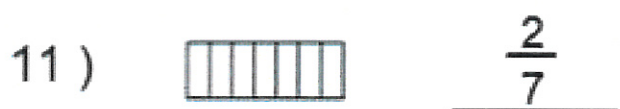
$$9) \quad \frac{4}{10} + \frac{1}{5} =$$

$$10) \quad \frac{6}{10} + \frac{1}{4} =$$

What is the Fraction of the Shaded Area ?



Shade the Figure with the Indicated Fraction.



Their **Perfect** Homes

Plants need specific conditions to survive well. Read about North American fruits and learn what makes them grow successfully.

All plants need sunshine, water, soil, and certain temperatures to grow. But different plants need different combinations of these things. For example, watermelons need lots of water—but too much water can make the fruit split open! Blueberry bushes thrive in climates with cold winters and mild summers, like in Michigan. Apple trees need to live where there are seasons, like in New York, so the tree can grow new fruit each year.

Nutrients

Something that is needed by people, animals, and plants to stay strong and healthy. Proteins, minerals, and vitamins are all nutrients.

Avocado trees also have unique needs. Each tree starts out as a round, brown seed. The seeds love the rich volcanic soil of Mexico. This soil is rich in **nutrients** that help avocado trees grow. Avocados need bees to help them **pollinate** their flowers. If the flowers are pollinated, they grow into avocados. If there is too much rain, bees will stay away. If there is too little rain, the trees can't grow. With just the right amount of rain and warm temperatures, avocados grow in Mexico all year long.

Pollinate

To carry or transfer pollen (tiny grains produced in flowers), either within a flower or to another flower, in order to produce seeds.

Parts of North America are desert, like in Arizona. Plants like the cactus have traits to help it **thrive** without much water. In fact, if a cactus gets too much water, its root will rot and it will die.

Thrive

Survive well.

What Helps **Plants Grow?**

Read the article "Their Perfect Homes." Then answer the questions using facts and complete sentences.

1. What do all plants need to grow?

2. Why do avocados grow well in Mexico?

3. Why are bees important?

4. Why is the right amount of rain important to plants? Give two examples of too much rain hurting plants.

5. If you planted a cactus where an avocado was growing well, what would probably happen to the cactus? Why?

6. A farmer planted avocado and watermelon near each other and found they are growing well. Why do you think that is? Be specific.

How Plants Grow...and Help You Grow!

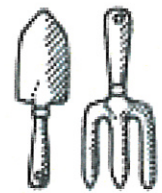
Read the paragraphs below and underline important information. Then write a short summary (about two sentences) of each paragraph on separate paper.

All plants have a life cycle. A seed starts out in the ground. Add water and sunlight, and it will start to grow. As the plant sends roots into the ground, its stem and leaves climb toward the sky. As it grows, it also makes seeds. These seeds can fall to the ground. Seeds can also travel in the wind and on animals. Animal droppings take seeds far and wide. This means the plant can grow again.



All plants need sunlight and water. But different plants can have different needs. For example, avocados need warm weather to grow. So almost all the avocados we eat in the U.S. come from Mexico, where the weather is warm all year. Plants like apple and peach trees can survive cold winters, so they grow as far north as Canada.

Plants feed themselves. A plant's stem is like a straw that sucks up water from the ground. The water goes to the leaves. Then the leaves make food for the plant using sunlight, water, and air. Unlike plants, animals can't make their own food. So, many animals eat plants to get the energy the plant produced in its leaves.



Some plants need help to grow fruit. When you plant seeds from fruits like blueberries and bananas, you can grow fruit. The seeds from other fruits, like avocados and apples, may not give you fruit if you plant them. Farmers use a process called grafting to help these trees produce fruit.

Fruits and vegetables contain important nutrients. Eating them helps your body grow strong and healthy. For example, avocados have nearly 20 nutrients, including vitamins, minerals, fiber, and good fats. Your body needs these nutrients to work properly.



What Do You and **Plants** **Need to Grow?**

Plants and people need some of the same things to grow. But people are more complicated! Review what you learned about avocados and other fruits. Then cut out these words and make a Venn diagram to compare which needs you share with plants and which ones you don't.



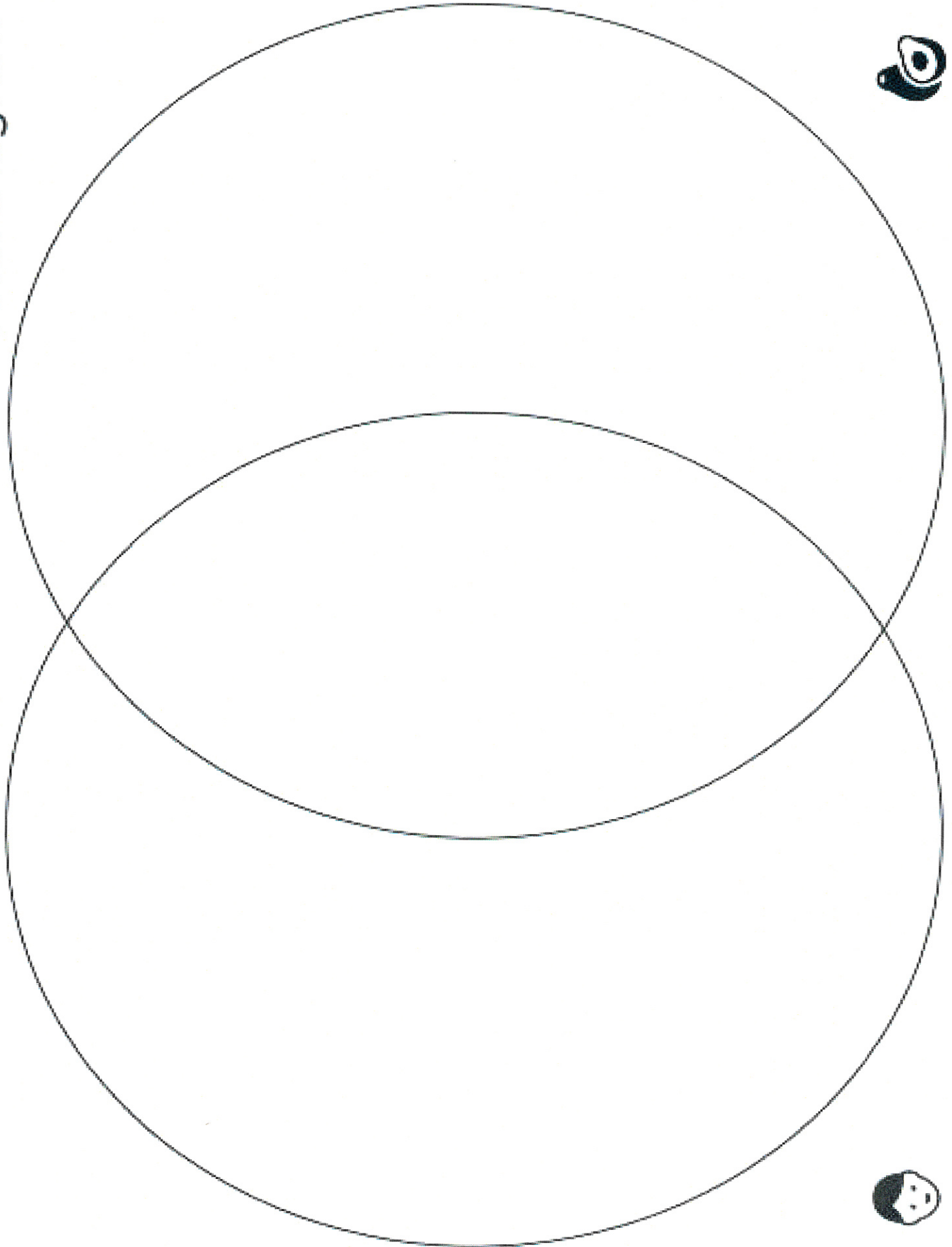
✂

Skin	Home	Sun
Love	Air	Seed
Friendship	Water	Warmth
Soil	Education	Roots

Illustration: Concept Art

Name _____

Venn Diagram



Grant-4th
April 27th-May 1st
Science Choice 2



AVOCADOS Are Awesome

At school, your child has been learning about how fruit trees and plants grow through the **Growing Strong** program from **Scholastic** and **Avocados From Mexico®**. Extend the learning by doing a cool family science experiment—and follow these tips to get the most out of avocados at home!

IS IT RIPE YET?

Some fruits, like avocados, continue to ripen after they're picked. Here's how to tell if your avocado is ready to slice and enjoy.



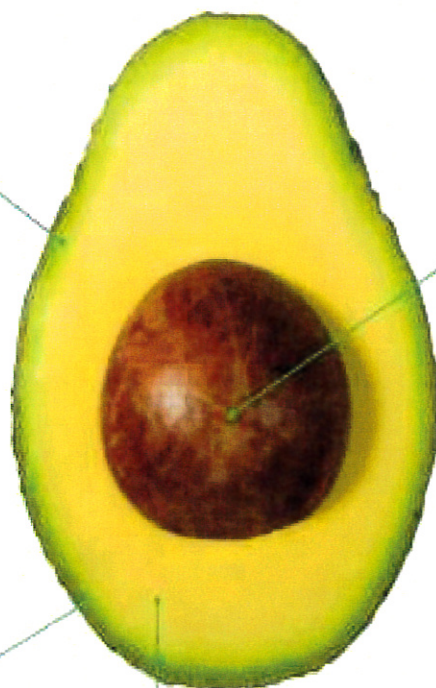
PRESS THE FLESH

If it yields to gentle pressure and the skin is dark green, it's ready to eat now.



RIPEN IT RIGHT

If it's not ripe yet, let it sit for a few days until the skin is dark green or black.



SLICE LIKE A PRO

Slice it lengthwise around the pit, twist to separate the halves, then scoop out the pit with a spoon.



SAVE SOME FOR LATER

To keep a leftover half from getting brown, sprinkle it with lemon juice, then wrap tightly with plastic wrap.

To learn more about avocados, find nutritional information, as well as discover cool recipes, visit avocadosfrommexico.com.



Fun With Science!

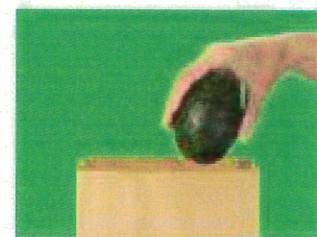
Have your child ripen three avocados using three different techniques, then make observations each day.

Which one will get ripe first?

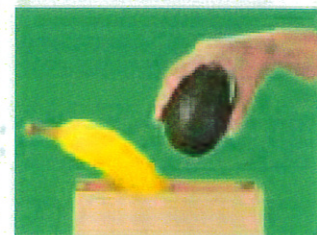
1. On the countertop

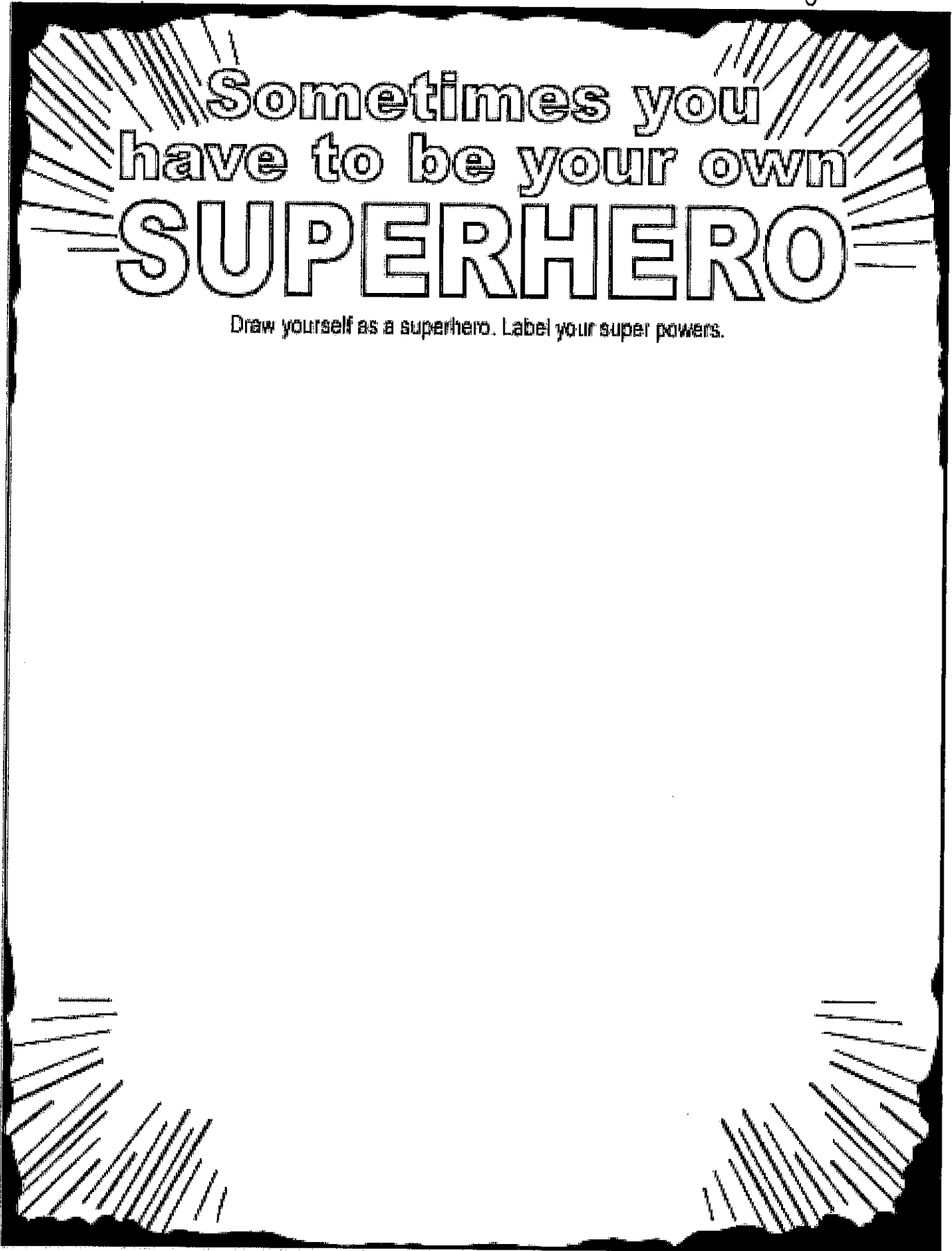


2. In a paper bag by itself



3. In a paper bag with an apple or a banana



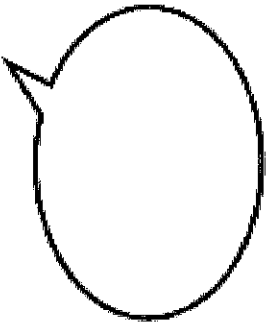


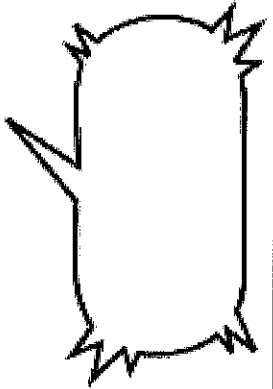


Sometimes you
have to be your own
SUPERHERO

Draw yourself as a superhero. Label your super powers.

CREATE A COMIC STRIP! Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

by: _____

			
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by: _____

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Chocolate:

A Short and Sweet History

We normally think of chocolate as a sweet treat, but it began as a bitter beverage! Chocolate as a food got its start in ancient times, when it wasn't just a dessert – it played an important part in ritual and culture.

In ancient Latin America, chocolate was worshipped – literally! Both the Mayan and Aztec people had gods that they believed were responsible for bringing chocolate to the earth. The two cultures consumed chocolate as a drink, which was popular among nobility. It was believed that the cocoa bean had magical powers, and it was used during major life events like births, marriages and deaths.

Chocolate wasn't mixed with sugar until Europeans came in contact with the Americas in the 1500s. They brought it home to Europe, where it became an expensive import and a symbol of wealth. Instead of chili and corn, Europeans added cinnamon and sugar to chocolate. But because chocolate was imported from another country, chocolate was available only to the upper class and became a symbol of wealth and status.

In the mid-1600s, "chocolate houses," which were like the coffee houses we have today, were a trendy meeting place for English citizens. By the 1700s, chocolate was a part of life for upper-class citizens in Europe; believed to be a nutritious drink with many health benefits. Back in America, chocolate was so popular that it was included in the rations for soldiers on the battlefield in the Revolutionary War.

In the early 1800s, the Industrial Revolution was in full swing, and people quickly found ways of speeding up the chocolate-making process. In 1828, a Dutch chemist found a way to remove some of the natural fat from chocolate, which led to the creation of chocolate in food form. The first chocolate bar was made in 1847, and by 1868, a company called Cadbury began selling chocolate candies. The same year, Nestle invented milk chocolate.

QUESTIONS

- 1. Which cultures were the first to consume chocolate?**
 - a. The Swiss and the Dutch
 - b. The Mayans and Aztecs
 - c. The English and the Mayans
- 2. How did chocolate become popular in Europe?**
 - a. People discovered it grew naturally there
 - b. Explorers brought it back from the Americas
 - c. A famous actor drank it
- 3. For most of its history, chocolate was mainly eaten by:**
 - a. Everyone
 - b. Peasants
 - c. The upper classes
- 4. Why was chocolate so expensive in Europe?**
 - a. It was so delicious!
 - b. It took a long time to make
 - c. It was imported from another country

CIVICS

FIGHTING FOOD WASTE

Students at a school in Maryland are cutting down on food waste—and giving back to those in need.



Students at Lincoln Elementary collect uneaten food in their cafeteria.



Every year, grade school students in the U.S. throw away about **43 pounds of food each!**



They inspect, log, and pack the food.

Then a local rescue mission picks it up.



GO ONLINE!
Find out what else goes to waste in the U.S.

AS YOU READ

How can you reduce food waste in your own life?

Think about the last meal you had in your school cafeteria. Did you finish all the food on your tray? If not, a juicy apple or a container of milk likely ended up in the trash.

The students and staff at Lincoln Elementary School in Frederick, Maryland, are trying to stop that from happening in their cafeteria. They learned that their uneaten food could be used to help people in need. It can also help the environment.

Helping Hand

Throwing away food is wasteful in many ways. For one, that food could help the hungry. In 2018, more than 37 million Americans didn't always have access to food they could afford.

That's why the staff at Lincoln started a share table in their cafeteria. Students place items like unpeeled bananas and unopened yogurt on it. Then they pack the food into coolers. They donate the items to a local organization that provides meals for the homeless.

"You just feel happy inside because you're helping other people," says Lincoln fifth-grader Eliseo Sanchez.

Photo: iStock.com/1111111111

On average, elementary school students in the U.S. toss about

37 cartons of milk
each per year.



Wasteful Ways

The students at Lincoln are also helping to prevent more food waste from ending up in a **landfill**.

"Every year, we throw away about 40 percent of all the food grown in the U.S.," explains Roni Neff. She's a food waste expert at the Johns Hopkins Center for a Livable Future.

There are many reasons that food gets tossed. Farmers often dump fruits and veggies that are bruised or oddly shaped. Customers aren't as likely to buy these "ugly" foods.

Supermarkets also play a role. Many stores throw away damaged cans and boxes that contain perfectly **edible** food. Or they sell oversized packages of food. Some of that food is likely to go to waste.

Who's mainly to blame for all the wasted food? Individual consumers, even though we may not realize it. People often buy

WORDS TO KNOW

landfill noun: an area where waste is buried

edible adjective: safe to eat

more food than they need. Then they end up throwing away leftovers.

A Big Problem

All this food waste equals bad news for the planet. When food rots in landfills, it releases methane. This gas traps some of the sun's heat in Earth's atmosphere. That trapped heat warms the planet.

Tossing an uneaten apple in the trash isn't just wasting food. It also wastes other resources.

For example, it wastes the water used to grow the apple. It also wastes the fuel used by the truck that delivered it to a store.

Make a Change

Lincoln Elementary began its program in January. Each day, more than 150 items are given to the Frederick Rescue Mission. These items include sandwiches, milk, and fruit. The group uses the food to provide free breakfast to people in need in the community.

The program has made students more aware of what they eat—and don't eat.

Eleven-year-old Lily Frizen now avoids

overloading her plate, both in school and at home.

"I know it changed me a lot," Lily says. "It'll change you too."

—by Alessandra Potenza



What YOU Can Do



Track your food. If you realize you often put more on your plate than you eat, change that habit.



Enjoy today's leftovers for tomorrow's lunch or dinner.



Talk to the adults in your family about donating extra packaged food to a food bank or homeless shelter.



Recycle natural foods, like fruits or veggies that have gone bad, by composting. When composted food decays, it turns into a natural fertilizer that helps plants grow.

A Trip to the Grocery Store

Luis and Matilda were having fun at Aunt Lucia's graduation party. They noticed the bowl with the avocado, plum, and peach dip was empty.

"Can we make more?" Luis asked.

"All the fruit is gone," Matilda said.

"Let's take a trip!" their dad exclaimed.

They rode their bikes to the grocery store and found the produce section. The fruits and vegetables were stacked in colorful piles.

"Wait a minute!" None of the fruit had labels on them like Matilda's cereal box did. "How do we know what's in them and if they're good for us?" she asked.

"That's the great thing about the produce section—it's all fresh and good for you," said Dad. "Do you feel that? It's colder in this part of the store because cool air helps keep food fresh."

Dad led them to a mountain of avocados. Matilda and Luis each picked one up.

"This one is really hard," Matilda said.

"This one is really soft," Luis said.

Just then a woman in a blue shirt walked up to the display.

"Hmmm," she said.

"Do you need help choosing a ripe one?" Dad asked.

"Yes, please," she said with a smile.

"I grew up in a part of Mexico, where the weather is always warm, so we had lots of avocado trees," Dad said. "I was just about to show my kids how to pick one. I'll show you too."

Dad pointed to the avocados. "Look for one with dark green to almost black skin, then gently squeeze it," he said.

"If your finger goes down just a bit, it's ready right now. If it feels very soft, it's too ripe. And if it's too hard, it's not ready, but you can always let it sit on the counter for a few days until it ripens."

"This one is perfect! Thanks for your help!" the woman said with a smile.

Luis, Matilda, and Dad filled their reusable produce bags with ripe avocados, plums, and peaches.

When they got home, everyone gathered in the kitchen to chop and slice the fruit. Then Matilda and Luis mixed up a fresh bowl of dip.

"It's delicious!" Aunt Lucia exclaimed.

"Thank you both!"



A Trip to the Grocery Store

Aunt Lucia's graduation party was packed with family, friends, and delicious foods. Aunt Lucia reached for the bowl of dip, but it was empty. Matilda and Luis grinned guiltily.

"It's all gone," Luis said with a shrug.

"We can fix that!" their dad chimed in. "Grab your bikes."

They strapped on helmets, rode to the local grocery store, and headed straight to the produce section. The fruits and vegetables were balanced in colorful piles. Matilda picked up an orange. She noticed it didn't have a nutrition facts label like the one on her cereal box.

"How do we know what's in this or if it's good for us?" she asked.

"Produce doesn't need a label. It's all fresh and good for you," Dad said.

"That's why it's colder in this part of the store. Cool air helps keep food fresh."

Everything they passed was tempting: shiny apples, tomatoes on vines, and big heads of lettuce. When they found a tall pyramid of avocados, they each picked one up.

"This one is really hard," Matilda said.

"This one is really soft," Luis said.

Just then, a woman walked up to the display. "Hmmm," she said as she looked at the avocados.

"Do you need help choosing a ripe one?" Dad asked.

The woman smiled. "Yes, please! I'm never sure which ones are ready."

"I grew up in a part of Mexico, where the weather is always warm, so we had lots of avocado trees. I was just about to show my kids how to pick one. I'll show you too," said Dad.

"First, look for one with dark green, almost black skin. Then gently squeeze it. If your finger goes down just a bit, it's ready

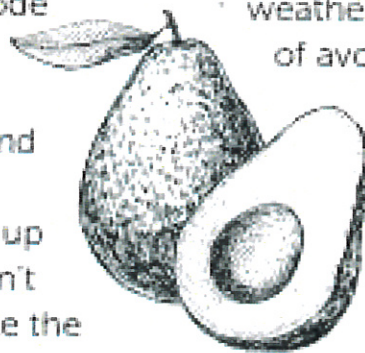
right now. If it's very soft, it's too ripe. And if it's too hard, it's not ready, but you can always let it sit on the counter for a few days until it ripens and softens."

"Oh wow, thanks so much for your help!" the woman said.

Dad, Luis, and Matilda filled their reusable produce bags with avocados, plums, and peaches. When they got home, everyone helped chop, slice, and dice the fruit.

"We dedicate this snack to Aunt Lucia!" Matilda cried.

"We love you!" everyone else shouted.



Show What **You Know**

Answer the questions about Luis and Matilda's shopping trip. Use complete sentences and details from the text.

1. Why do Matilda and Luis go to the store?

2. Put a box around the word **produce** in the story. What does it mean? Circle the words around **produce** that helped you figure it out.

3. Find the paragraph that explains how to choose a ripe avocado and underline the verbs. What can you do if an avocado isn't ripe?

4. How did Luis and Matilda's dad treat the woman in the grocery store? What did that teach them?

5. What did Luis and Matilda do to help the environment while they were at the store?

6. What is the main idea of this story? How do you know? Underline key details in the story that give you clues.

Show What **You Know**

Analyze what you've learned on your trip to the store with Matilda and Luis. Explain your thinking using complete sentences and evidence from the text.

1. Identify two polite things that the characters did at the grocery store.

2. How do you choose a ripe avocado? Summarize it in your own words.


3. What could **dice** mean in the last paragraph? Circle the words that give you a clue.

4. What two things did Luis and Matilda do to help the environment?

5. What is the main idea of this story? Underline three places in the story that help you defend your answer.

Summer Reading BINGO

Fill up your sheet with summer reading fun and see if you can hit **BINGO** before school is back in session.

<p>Read a poem from a book of poetry. Then practice writing your own!</p>	<p>Go camping under the stars (or in a living room pillow fort) and read your favorite spooky story. Remember to bring a flashlight!</p> 	<p>Research a topic that interests you and read an article about it -- parents, feel free to lend a hand!</p>	<p>Listen to an audio book on your next summer road trip.</p>	<p>Choose a book from the Scholastic Summer Reading Challenge list and give it a read!</p> 
<p>Read aloud to a younger sibling or relative!</p>	<p>Explore a joke book and then try a joke out on your family and friends.</p>	<p>From Pete the Cat to Clifford, try reading to your furry friend -- stuffed animals work too!</p> 	<p>Swap! Exchange favorite summer reads with your bestie!</p>	<p>Judge a book by its cover and see if you like the story inside!</p>
<p>Who's hungry? Read a recipe then make a meal!</p> 	<p>Read a book published the year you were born!</p>	<p>FREE</p>	<p>Read a book your parents read as kids. Bonus if you read it together!</p>	<p>Read a book that's been turned into a movie then have a screening after you've finished!</p> 
<p>Pick up a book with over 150 pages (you don't have to finish it!).</p>	<p>Love family game night? Read board game directions then get playing.</p>	<p>Start a new series!</p>	<p>School's out! Find a book with Summer in the title and give it a read.</p>	<p>Read a book you rented from the public library.</p>
<p>Write a story then read it aloud to your parents.</p> 	<p>Read outside in the summer sun.</p> 	<p>Read a book by an author you've never read before.</p>	<p>Read non-fiction (a biography, memoir, article, newspaper, etc.).</p>	<p>Reread a favorite picture book.</p>

Week of April 27-May 1, 2020

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, my phone number is 217-218-5420 or submit the written reflection to the homework box located in the Lake Crest foyer.

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
4 th PE	Take a Walk (at least 20 minutes)	Take a bike ride (at least 20 minutes)	Running or walk/jog combination down the road, around the block, around town, etc. (at least 20 minutes)	60 push-ups (knees if needed) 60 Jumping Jacks 60 sit-ups *Chart the total time that it takes to complete all 3	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. minimum) -yard work, basketball, creative ways to weight lift, trampoline, etc. *YouTube is a great resource for finding activities w/ limited equipment.

OAKLAND TITANS

ORDER FORM



\$5.00

\$7.00



T-SHIRTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

7" - SHORTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

9" - SHORTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	



STUDENTS NAME: _____

TEACHER: _____ ROOM NO: _____

PARENT NAME: _____ PHONE NO: _____

E-MAIL: _____

Make all checks payable to: Oakland CUSD #5, if paying by cash please send the exact amount

Money and order form need to be submitted to the office by May 22. Please call the office at 217-346-2166 if you have any questions.

Week of April 20-May 1, 2020
4th 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 or call the school and leave a message, and I will give you a call as soon as I can.

My Office Hours: Monday – 8-10am

Tuesday – 10-12am

Wednesday – 8-10am

School Office Hours: Monday – Thursday 7:30-11:30

Class	Choice 1	Choice 2	Choice 3
4 th Grade	Drawing Prompt	Barn Drawing	Picasso Cardboard Face

4th/Art / April 20 - May 1
 Sweeney / 108

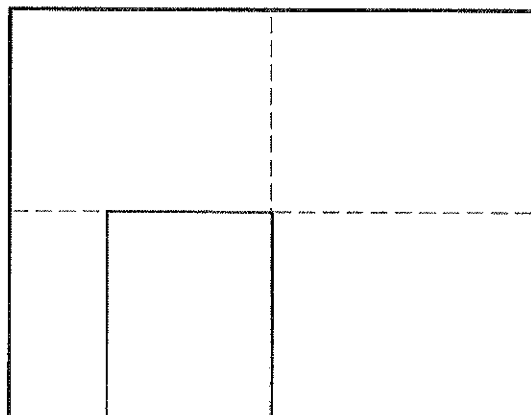
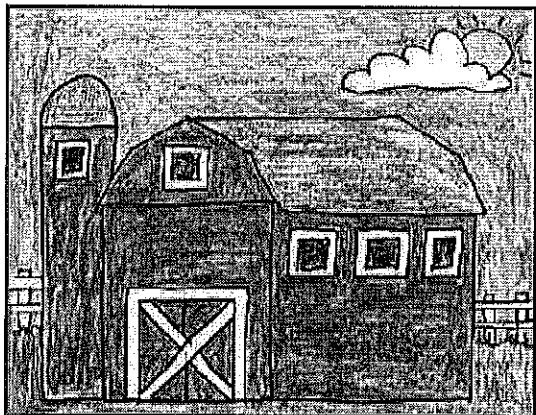
Drawing Prompts

Pick 3 different drawing prompts and draw them on separate pieces of paper. Tell a picture story by adding details, color and filling the paper.

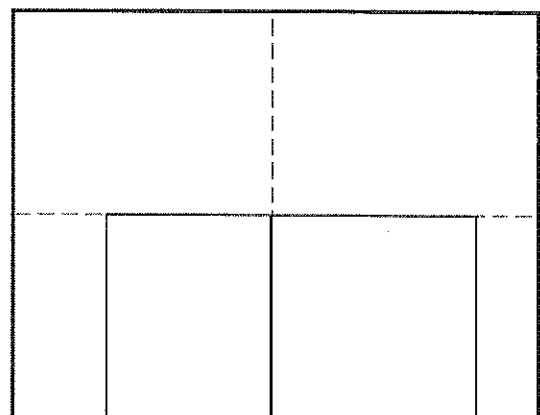
<p><u>APPLE</u> Perfect & Pretty OR Rotten & Wormy</p>	<p><u>MIXED UP ANIMAL</u> 2 or more animals combined to make a crazy creature</p>	<p><u>Me & My Family</u> Draw a picture of you and your family. (this can your include pets)</p>	<p><u>ROCKET SHIP</u> Create an amazing rocket with patterns & designs</p>	<p><u>DREAM HOME</u> If you could create your dream home, what would it look like?</p>
<p><u>MONSTER FOOD</u> Your favorite food is attacking the city! What does that look like?</p>	<p><u>UNDERWATER CREATURES</u> Real OR Imaginary</p>	<p><u>Me & My Favorite Room</u> What is your favorite room?</p>	<p><u>SUPER SUB</u> Create a submarine searching the sea! (sharks, fish, and more)</p>	<p><u>FUTURE CITYSCAPE</u> It can be on earth or another planet! Make sure it has lots of buildings & looks busy!</p>
<p><u>SWEET TREAT</u> What sweet treat do you like to eat? Icecream, cake, cookie, pie...all of them??</p>	<p><u>FISH BOWL</u> This fish has the coolest bowl in town! Make an amazing underwater world & don't forget the fish!</p>	<p><u>Me & My Friends</u> What do you and your friends like to do together?</p>	<p><u>PIRATE SHIP</u> Sailing on the sea or a sunken ship!</p>	<p><u>CAMPING</u> You could be in a cabin or a tent, but either way it should be set in the woods.</p>
<p><u>MY FAVORITE MEAL</u> What is your favorite meal? More than 2 items & on a plate. Don't forget your drink!</p>	<p><u>FARM FRIENDS</u> Draw at least 4 farm friends hanging out by the barn.</p>	<p><u>Me & My Favorite Toy</u> Draw a picture of you with your favorite toy.</p>	<p><u>FLYING CAR</u> Create a flying car and show what it is flying over!</p>	<p><u>DESIGN A PLAYGROUND</u> Draw your dream playground!</p>
<p><u>Sandwich Tower</u> Draw a high stacked sandwich with at least 10 different items on it. They can be crazy items ...not all food!</p>	<p><u>PRINCE/PRINCESS PET</u> What royal pet will you draw? Will they have a crown? Will they have a throne? How will you make them look royal?</p>	<p><u>Me As A Grown Up</u> What will you do when you're a grown up? What job will you have?</p>	<p><u>TRACTOR TIME</u> Tractors are an important part of farm life! Show a tractor down on the farm.</p>	<p><u>Bird House Amusement Park</u> Birds Just want to have fun! Make an amazing bird house amusement park!</p>
<p><u>House of Food</u> Design a house that is completely made out of food...walls, roof, windows, and doors!</p>	<p><u>Zoo Crew</u> If you worked in a zoo, which animals would you try to spend the most time with? Draw you and the animals in their habitat.</p>	<p><u>Me When I'm 100 yrs old</u> What will you look like when you're a 100 yrs old?</p>	<p><u>HOT AIR BALLON</u> Create a hot air balloon floating over an amazing landscape.</p>	<p><u>MY STORE</u> If you had your own store...what would it be? What would it look like? What would the name be?</p>
<p><u>Raining Fruit</u> Fill a page full of different kinds of fruit.</p>	<p><u>Animal Surfer</u> Pick an animal to go surfing. Draw your animal riding a wave. Don't forget the swimsuit!</p>	<p><u>Me in a Costume</u> If you played dress up, what would you look like? Who would you be?</p>	<p><u>UFO</u> Aliens have landed...draw them and their UFO.</p>	<p><u>Delux Dog House</u> Design a dog house fit for a king!</p>

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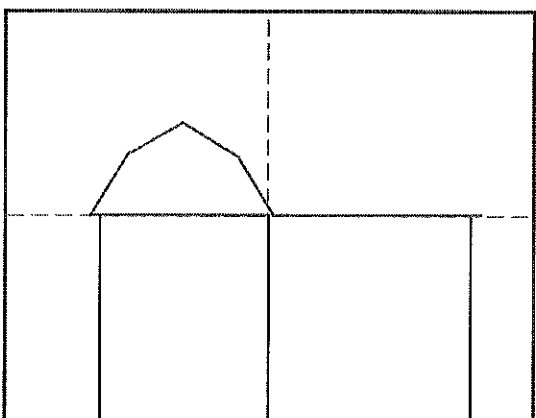
Draw a Country Barn



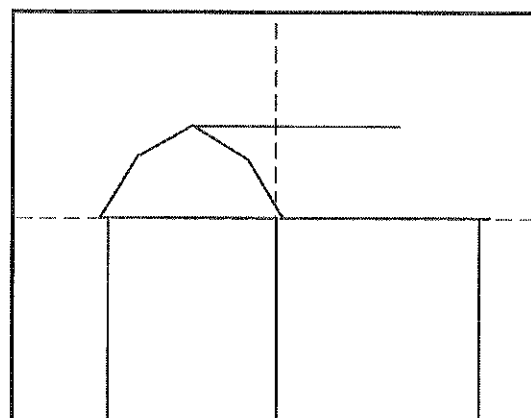
1. Make guide lines. Draw a square.



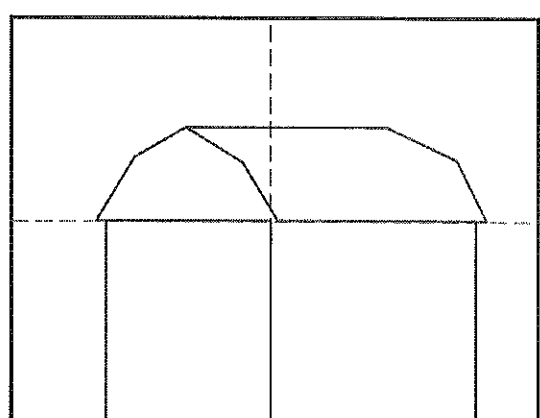
2. Add a rectangle to the right.



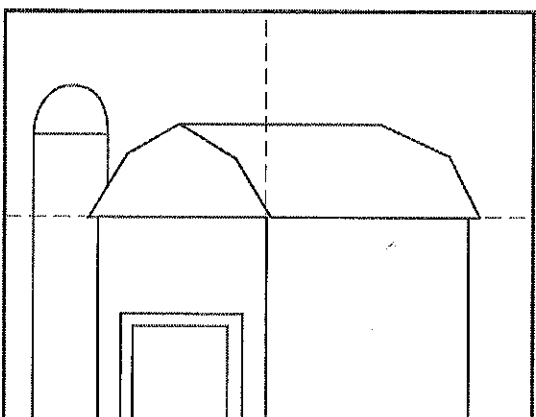
3. Draw front roof shape.



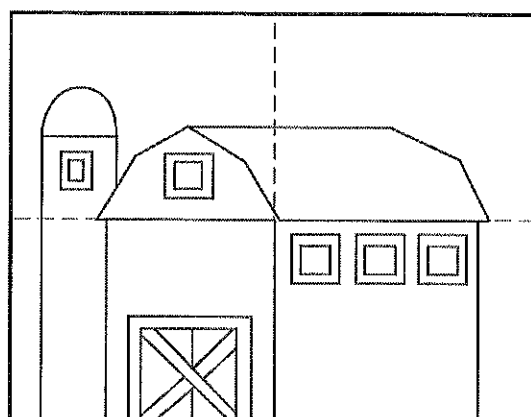
4. Draw the top roof line.



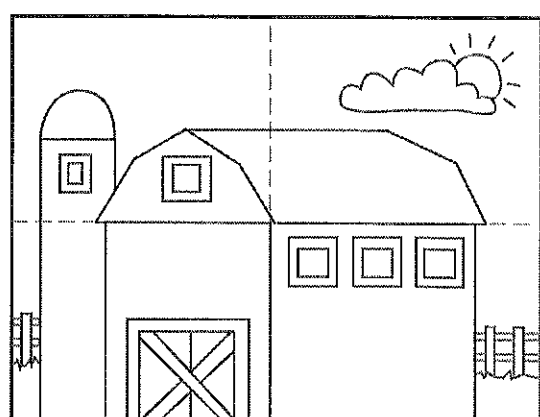
5. Draw angled roof side.



6. Draw the silo and door.



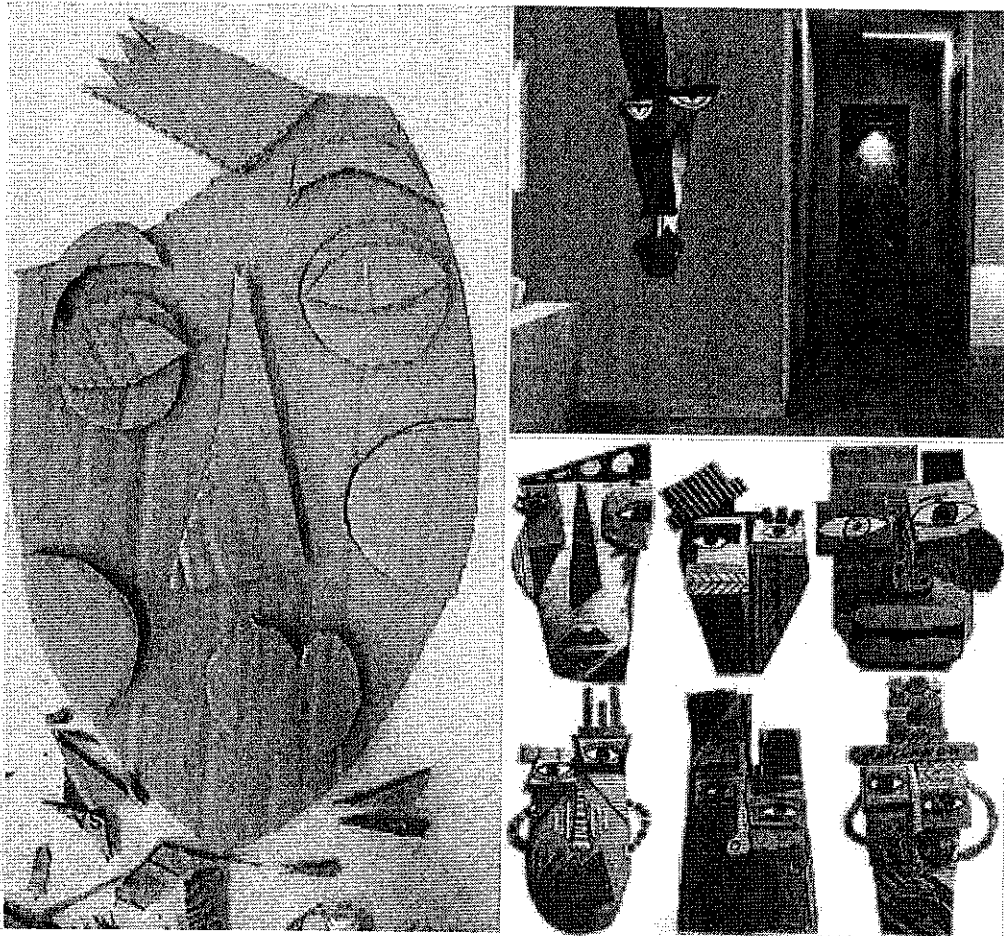
7. Finish the door and add windows.



8. Add the gate and clouds.

4th art
Sweeney
2 of 4

Cubist Face with card board



Cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once. It is called **Cubism** because the items represented in the artworks look like they are made out of cubes and other geometrical shapes. **Cubism** was first started by Pablo Picasso and Georges Braque.

Materials:

Cardboard, can be from any box

Glue

Scissors

Paint or Markers

Directions:

1. Understand cubism. You can also look up Pablo Picasso and some of his cubist artwork.
2. You will be using geometrical shapes such as triangles, circles, squares, and some organic shapes.

3. Draw with a pencil a face shape about 9"x12". It does not have to be symmetrical.
4. Begin cutting out shapes for eyes (not the same size or shape), mouth, nose, eye brows, ears, hat, cheeks and/or anything else you would like to add.
5. Glue these pieces on.
6. Add a third layer of a few shapes such as eye ball, teeth, or addition on nose.
7. Glue these few pieces on.
8. Add bright color with paint, marker or crayon.
9. Can add black (sharpie works) lines for design and outline.

Have fun with this and use your imagination.

I can't wait to see what your artwork looks like.

Weeks of April 20-30, 2020

April Lee

Hello, again! I hope things are going as smoothly as possible for you and yours during these stay-at-home weeks. Reconnecting with our families is so precious.

In addition to the Options below, I have created a Facebook group called Lake Crest Music. I believe I have invited everyone K-5. Each day or so I try to find some activity we can do together. Send me an email or make a comment if you liked a particular activity.

To complete Options #1 & #2 students will need a pencil. This is similar to the composition projects we've done in class this year. Eight measures of 4/4 time using simple rhythms and solfege notes that we know. Please email me if you have any questions. For Option #3, check out the mystery for 3rd, 4th and 5th graders on the Lake Crest Music Facebook group called The Composer is Dead (in four parts). It requires you turn in a list of the instruments of the orchestra and their families.

Their work is due April 30th. Remember they are to do Art one week and Music the other.

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.

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
4th Grade Music	Create a Melody (Start with rhythms & solfege)	Create a Melody pt. 2 (finish by drawing in the notes)	<u>The Composer is Dead</u> Lake Crest Music group on Facebook

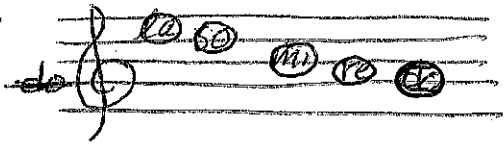
Create a Melody

Name _____

Use ♩, ♪, ♫, ♮ rhythms.

Use la, so, mi, re, do. It needs to be eight measures long in $\frac{4}{4}$ time. Don't forget a treble clef at the beginning of each line. I've done the first measure to get you started.

Don't forget a "the end" sign.



1 1 ♩

so mi do