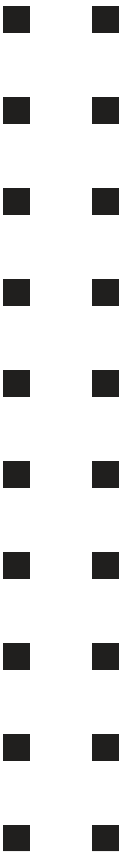




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

## Continuous Learning **LEARNING MENUS**



**MATH**

**LITERACY**

**SPECIALS**

**Printables**

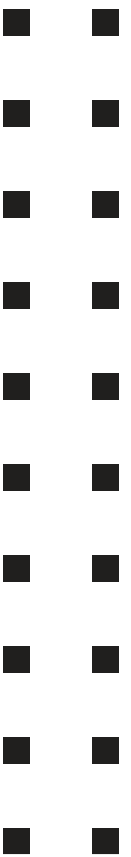




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

# MATH



**Printables**



# LEARNING MENU MATH & STEM

GRADE 4

★ = EVERYDAY ITEMS

1 ★

Fact practice as directed by teacher (XtraMath, IXL, Everyday Math games)



2

IXL Diagnostic or (Math F.1 & F.3)



3

[Make your own board game](#)  
(This is a two day project)



4

[2 step word problem worksheet](#)



5

Complete the weekly Esti-Mystery



6

[All operations worksheet](#)



7

Watch your continued learning video or review a poster:

[How to multiply poster](#)  
[How to divide poster](#)



8

Create a funny word problem

[Create your own Word Problem](#)



9

Review video:

[Mixed Numbers - BrainPOP](#)

Then complete:

[Review worksheet](#)



10

Read the Epic collection about Operations (as assigned by your teacher)



11

[Boston Tea Party STEM Challenge](#)



12

Mystery Science investigation, [Can an animal get a sunburn?](#)  
Afterwards, complete this activity: Suppose you don't have any sunscreen. How can you protect yourself from the sun? What ideas do you have? Think about all the different ways that animals protect themselves from the sun. Do these give you any ideas of how to prevent a sunburn? Describe or draw a picture of your ideas.



Check our website daily for additional remote learning supports: [bit.ly/rsu57remote](https://bit.ly/rsu57remote)

May 18 - May 22



4

# create YOUR OWN BOARD Game!

In this activity, you'll be creating a board game that includes addition, subtraction, multiplication and division.

Directions:

- Make a deck of 36 cards that has 9 addition problems, 9 subtraction problems, 9 multiplication problems and 9 division problems.
  - On one side of the card, write the problem and on the other side, write the answer.
- The game board needs to have a start and a finish.
  - The players roll the dice to advance along the board.
    - If a player answers a question correctly, they can roll again and try another problem.
    - If a player answers incorrectly, they simply stay on that space until they are able to correctly answer a question.



You can get creative by making 3D figures to move along the board, make your board resemble something familiar like Monopoly or Chutes and Ladders, or you can create your own board that resembles something that is of particular interest to them such as Minecraft, etc.

Play your game with someone at home! Take a picture of your game and send it to your teacher to get credit for your work!

# SOLVING 2-STEP WORD PROBLEMS

## 1. Read and Understand.

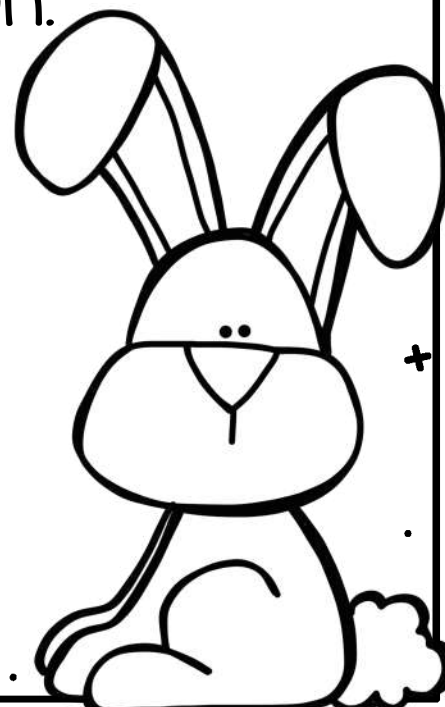
- \* Read the problem.
- \* Ask: Do I understand the questions?

## 2. Plan it out!

- \* Find the answer to the first question.
- \* Solve the second question.

## 3. Solve and Check.

- \* Solve both questions.
- \* Check your work.

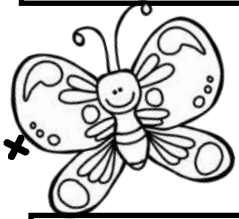
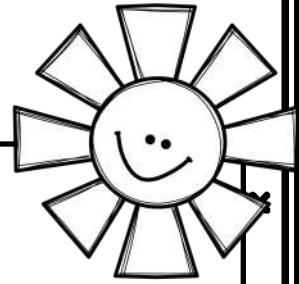


# Solve the Problem I

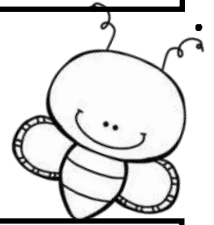
Name: \_\_\_\_\_

## The Problem

1. A female bunny gained one pound per week for six weeks. A male bunny gained two pounds per week for six weeks. How many more pounds did the male bunny gain than the female bunny?



Two pieces of  
information  
are missing.



1.



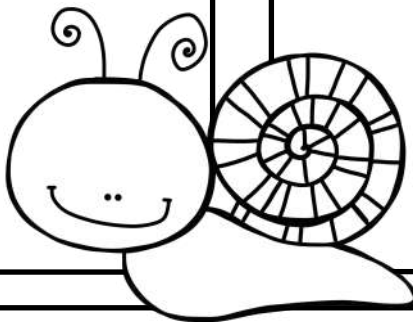
2.

Step 1

Step 2

1.

2.



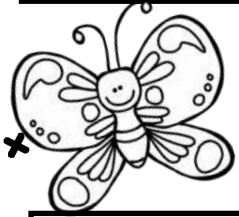
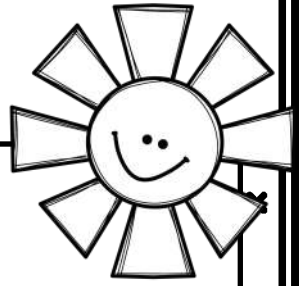
**Solution:**

# Solve the Problem 2

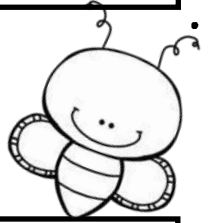
Name: \_\_\_\_\_

## The Problem

1. Kamoria found seven frogs on Monday and eight frogs on Tuesday by the pond near her house. Each frog had five warts. How many more warts did the frogs have on Tuesday than on Monday?



Two pieces of  
information  
are missing.



1.



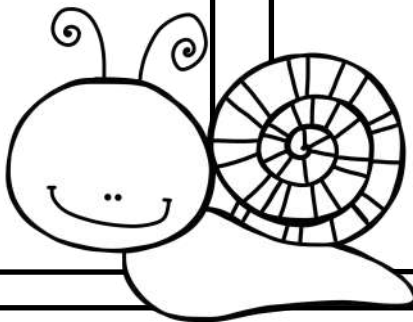
2.

Step 1

Step 2

1.

2.



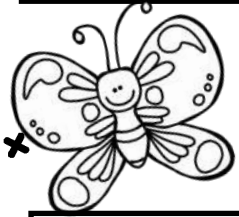
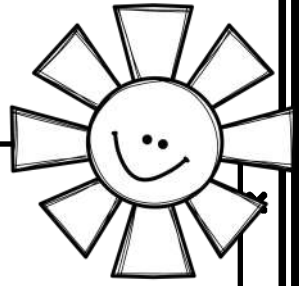
**Solution:**

# Solve the Problem 3

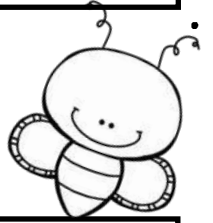
Name: \_\_\_\_\_

## The Problem

1. Bryson grew 10 tulips and 12 daffodils in his garden. Each tulip has six petals. Each daffodil has six petals. How many petals are there altogether?



Two pieces of  
information  
are missing.



1.



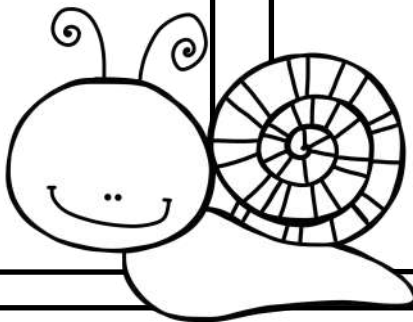
2.

Step 1

Step 2

1.

2.



**Solution:**



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

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

$$\begin{array}{r} 2,576 \\ + 4,502 \\ \hline \end{array}$$

$$\begin{array}{r} 2,474 \\ + 6,363 \\ \hline \end{array}$$

$$\begin{array}{r} 9,891 \\ + 9,851 \\ \hline \end{array}$$

$$\begin{array}{r} 2,290 \\ + 2,351 \\ \hline \end{array}$$

$$\begin{array}{r} 8,319 \\ + 1,685 \\ \hline \end{array}$$

$$\begin{array}{r} 5,752 \\ + 3,602 \\ \hline \end{array}$$

$$\begin{array}{r} 9,994 \\ - 9,232 \\ \hline \end{array}$$

$$\begin{array}{r} 7,374 \\ - 1,697 \\ \hline \end{array}$$

$$\begin{array}{r} 8,973 \\ - 1,158 \\ \hline \end{array}$$

$$\begin{array}{r} 4,654 \\ - 2,651 \\ \hline \end{array}$$

$$\begin{array}{r} 8,449 \\ - 7,106 \\ \hline \end{array}$$

$$\begin{array}{r} 8,501 \\ - 2,625 \\ \hline \end{array}$$

$$\begin{array}{r} 733 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 913 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 470 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 348 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 746 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 743 \\ \times 5 \\ \hline \end{array}$$

$$8 \overline{)253}$$

$$4 \overline{)233}$$

$$7 \overline{)115}$$

$$8 \overline{)668}$$

$$5 \overline{)501}$$

$$6 \overline{)155}$$



# Dividing Whole Numbers

5.NBT.6

## How do I divide??

D	Divide	(Does)	[Daddy]	{Dirty}
M	Multiply	(McD's)	[Mommy]	{Monkeys}
S	Subtract	(Sell)	[Sister]	{Smell}
B	Bring Down	(Burgers)	[Brother]	{Bad}

divide every cut up between half each share divided by out of

Example:

273 R1

9 ) 2458

- 18

65

- 63

28

- 27

1

Quotient

Divisor

Dividend

- 1) **Divide** You can make 2 groups of 9 out of 24. Place a 2 above the 4.
- 2) **Multiply**  $9 \times 2 = 18$
- 3) **Subtract**  $24 - 18 = 6$  (Check is this smaller than divisor?? If yes, move to next step.)
- 4) **Bring down** Bring down the 5 to turn the 6 into 65. Then repeat your steps!!

\* When there is nothing left to bring down, the difference you have left from subtracting is called the **REMAINDER**

# Partial Quotients Division

153



The total number of groups of 5 we were able to take out.

$$\begin{array}{r} 5 \overline{) 765} \end{array}$$

$$\begin{array}{r} - 500 \\ \hline \end{array}$$

$$\begin{array}{r} 265 \\ \hline \end{array}$$

What is left over after we took out 100 groups of 5.

$$\begin{array}{r} - 250 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \hline \end{array}$$

$$\begin{array}{r} - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \hline \end{array}$$

100

This side shows how many groups of 5 we have taken out each time.

50

3

When we can no longer take out any more groups of 5, we are done subtracting.

# Partial Quotients Division

$$133 \text{ R } 3$$

How many groups of 4 we took out total, and the remainder (or leftovers).

$$4 \overline{) 535}$$

$$\begin{array}{r} - 400 \\ \hline \end{array}$$

$$\begin{array}{r} 135 \\ \hline \end{array}$$

$$\begin{array}{r} - 120 \\ \hline \end{array}$$

$$15$$

$$\begin{array}{r} - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \hline \end{array}$$

100

This side shows how many groups of 4 we have taken out each time.

30

3

What is left over after we took out 100 groups of 4.

When we can no longer take out any more groups of 4, we are done subtracting. The number that remains, or is leftover, becomes our remainder.

### **Make YOUR OWN word problems!**

Directions: You Are to create at least 4 MULTI-STEP word problems using the 4 different operations and then solve your problem. Remember to use words like: more than, altogether, less, take away, times as much, split into groups of, equal parts of, what's the difference, how many, etc. Get creative!

Addition:	Multiplication:
Division:	Subtraction:



Solve each problem. Write your answer as an improper fraction.

**Answers**

1)  $8\frac{6}{8} - 1\frac{5}{8} =$

2)  $7\frac{1}{2} - 1\frac{1}{2} =$

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

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

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

3)  $6\frac{6}{8} - 4\frac{3}{8} =$

4)  $7\frac{1}{2} - 4\frac{1}{2} =$

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

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

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

5)  $8\frac{2}{6} - 6\frac{4}{6} =$

6)  $7\frac{1}{2} - 5\frac{1}{2} =$

7. \_\_\_\_\_

8. \_\_\_\_\_

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

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

7)  $8\frac{3}{8} + 4\frac{5}{8} =$

8)  $9\frac{1}{4} + 4\frac{2}{4} =$

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

12. \_\_\_\_\_

9)  $4\frac{2}{6} + 9\frac{5}{6} =$

10)  $9\frac{2}{10} + 8\frac{8}{10} =$

11)  $8\frac{8}{10} + 8\frac{1}{10} =$

12)  $8\frac{1}{3} + 5\frac{2}{3} =$



# Boston Tea Party STEM Challenge

## ENGINEERING HISTORICAL EVENTS

Can you design and create a crate that will keep your tea bag dry for the longest period of time in a tub of cold water?

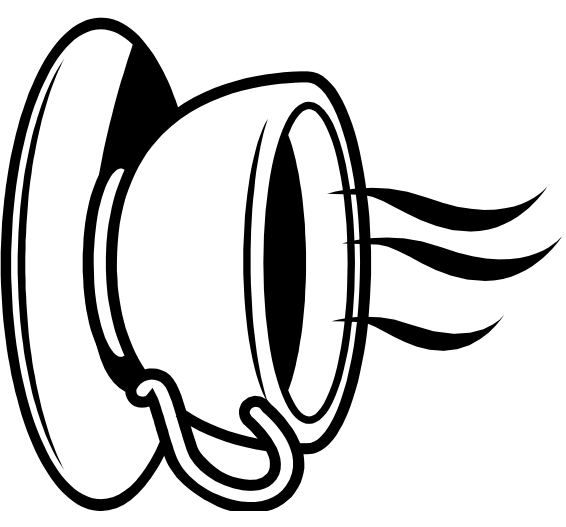
Created by: Smart Chick Teaching Resources



# Teacher Directions

## Materials: (per pair or group)

- 16 craft (popsicle) sticks
- Wax paper – 2 inch x 2 inch square
- One strip of masking tape 6 inches long
- Yarn – one 12 inch strip
- Scissors and glue
- Tea bag
- Tub of water (add ice cubes to make it colder)
- Stopwatch



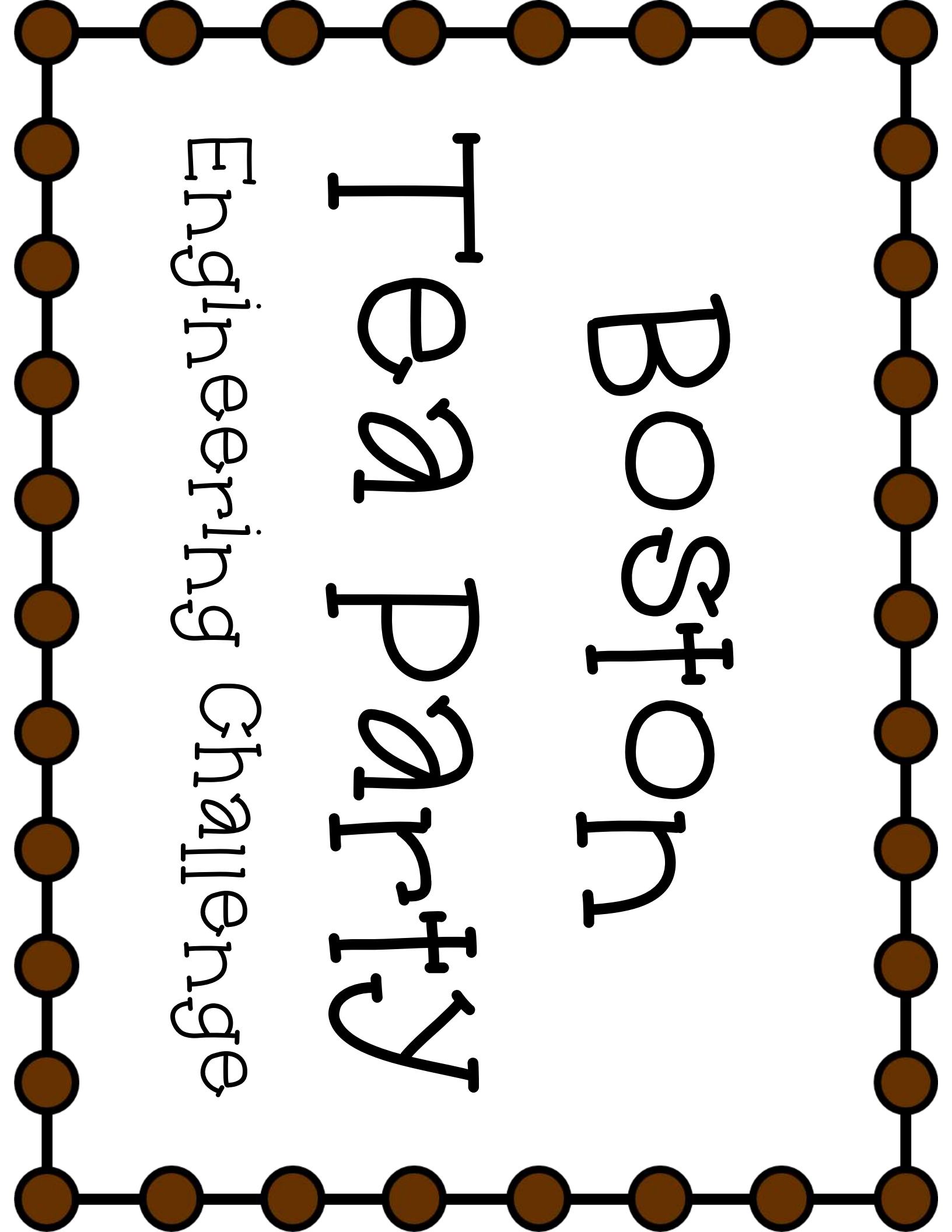
## Set-Up:

- Give students the materials needed. Students will need to have a tub of water available to test their crate design.
- The crate that students construct must hold the tea bag inside.
- Provide space for the construction, students will need to be creative in how they use their limited supplies.

## Goal:

Students will construct a crate that can hold a tea bag and keep it dry for the longest period of time in a tub of cold water.

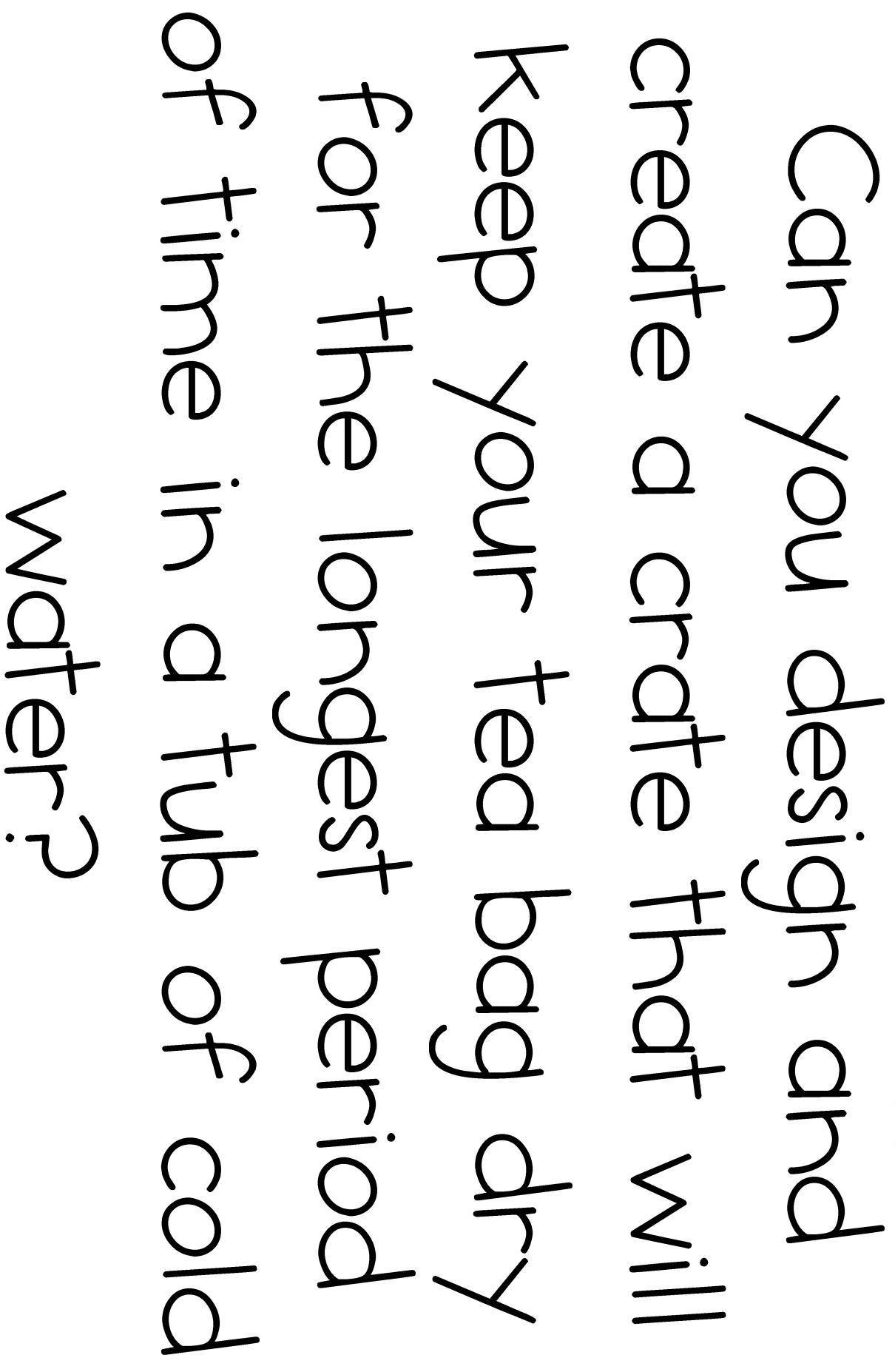




Boston

The Party

Engineering Challenge



Can you design and  
create a crate that will  
keep your tea bag dry  
for the longest period  
of time in a tub of cold  
water?

# Challenge Rules

- You must use *only* the supplies provided.
- The crate must hold the tea bag inside it.
- Your goal is to design and build a crate that will keep the tea bag dry for the longest period of time in a tub of cold water.
- Leakage will be determined by the water around the crate turning darker and then the timer will stop.
- There are many different ways to complete this challenge. Be creative!

# Student Lab Sheet: Boston Tea Party Challenge Name \_\_\_\_\_

Were you successful in this challenge? Why or why not?

What was the most difficult part of this challenge? Why?

What was the best idea you came up with during this challenge?

My Questions:

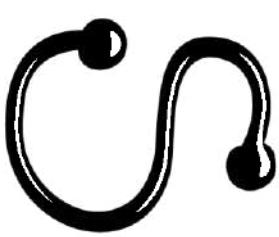
How long did your tea bag last before leaking into the water? Why do you think it lasted for this amount of time?

What did you learn about construction and engineering during this challenge?

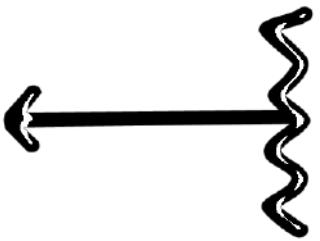
Sketch your solution on the back of the sheet.

# Student Lab Sheet: Boston Ted Party Challenge

Name \_\_\_\_\_



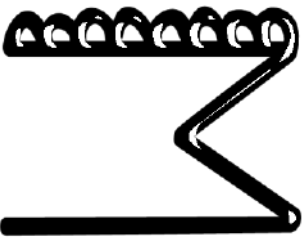
What is the science behind this challenge?



Research this topic using books and/or the Internet and record any information you find.



What was your design solution for this challenge?



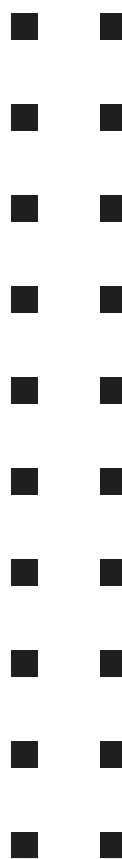
What data can you record from this challenge?



# RSU 57

- Waterboro
- Alfred
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- Shapleigh
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- Massabesic High

# LITERACY



**Printables**



# LEARNING MENU LITERACY

GRADE 4

May 18 - May 22

★ = EVERYDAY ITEMS

1

★ **Read to self for 20 minutes or more daily.**  
Respond to/record for your reading as instructed by your teacher.



2

Listen to a story/book read by your teacher or librarian  
Or

***They Called Her Molly Pitcher***

Read-Aloud. Part 1

<https://safeYouTube.net/w/c0tE>



3

Word Work: See your teacher for your assignment.

Or do the Greek and Latin Root Assignment:

<https://bit.ly/2AdEXpg>



4

Raz Kids, NewsELA, or Reading Plus- Choose a book/story and answer the questions after you read.



5

**IXL ELA Grade 4 Topic or Diagnostic**

Topic Greek and Latin Roots X.1, X.2, X.3, X.4, X.5, or X.6 or Diagnostic



6

Figurative lang  
Hyperbole  
Watch:

<https://safeYouTube.net/w/9H1D>

Worksheet

<https://bit.ly/35XiVHC>



7

**American Revolution:**

Crossing the Delaware  
Watch Liberty Kids:

<https://safeYouTube.net/w/Hc2D>

And complete the exit slip  
<https://bit.ly/2AmrL1P>

Or read the Ducksters Text  
and take the quiz

<https://bit.ly/3dEs2eP>



8

**Fluency:**

Paul Revere's Ride by famous  
Maine Poet Henry Wadsworth  
Longfellow

Watch video:

<https://safeYouTube.net/w/uqOD>

Then practice the first 3 verses  
of the poem, and record for your  
teacher.

<https://bit.ly/2yHI1di>



9

**Identify the Theme**

Review the theme poster  
from last week:

<https://bit.ly/2YLGihH>

Complete this worksheet

<https://bit.ly/2LfPyCG>



10

**Helping Verbs**

[Helping Verbs Video](#)

[Helping Verb Song Video](#)

[Worksheet](#)



11

Write in your social  
distancing journal or  
Pandemic Time Capsule  
Booklet and submit to your  
teacher.



12

**Writing Prompt**

Add the introduction and  
conclusion to your piece.

Introduction Chart

<https://bit.ly/2SW9bnl>

Conclusion Chart

<https://bit.ly/2yENRfs>



Check our website daily for additional remote learning supports: [bit.ly/rsu57remote](https://bit.ly/rsu57remote)





# The Battle of Monmouth

## Author's Note

Ever since I was a child, I've loved the story of Molly Pitcher. I loved her feisty, no-nonsense courage and self-reliance at the Battle of Monmouth. These seem to me exactly the traits that guaranteed the American colonists would win their war against the stubborn, unreasonable, but nevertheless far more powerful King of England. Adaptability like Molly Pitcher's is something the American people have always relied upon in crisis. And it was certainly called upon in this battle that ended in the founding of a new and strong nation.

Legends tell people a lot about who they are and how they became that way. The story of the woman at the Battle of Monmouth quickly spread by word of mouth and filled people's imaginations. It became a beloved legend of the new American nation. But unlike some legends, this one is historically true.

There has been some misunderstanding about who Molly Pitcher actually was. For a long time, she was assumed to be a certain Mary Ludwig from Pennsylvania, who married a man named John Hays. Therefore, Molly Pitcher is referred to in some books as Mary Ludwig Hays. But John Hays was never listed as a member of the artillery in 1778, a gunner at the Battle of Monmouth. A man named William Hays, married to another Mary whose maiden name is unknown, was. This Mary Hays married another man after William's death and became Mary Hays McCauly.

The most useful information I was able to find on Mary Hays McCauly came from the United States Field Artillery Association in Fort Sill, Oklahoma, which awards a medal called the Artillery Order of Molly Pitcher. It is awarded by a field artillery commander to those who have "voluntarily contributed in a significant way to the improvement of the field artillery community."

Molly Pitcher, or Mary Hays McCauly, lived a long life and is buried in Carlisle, Pennsylvania, where a monument has been erected to her.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Greek and Latin Roots

Learning common **Greek and Latin roots** can help readers understand unfamiliar words. By looking at root words, as well as the prefix or suffix of a word, we can figure out the meaning of a word we do not know.

(to speak)	<u>dictionary</u>	<u>dictate</u>	<u>diction</u>
(to move)	<u>motion</u>	<u>motor</u>	<u>motivate</u>

**Circle the word that correctly completes each sentence.**  
**Use a dictionary if necessary.**

1. I can't ride the merry-go-round because I feel sick when I \_\_\_\_\_.

evolve

revolve

involve

2. The bakery \_\_\_\_\_ cookies from Italy.

exports

transports

imports

3. The bird flew so quickly I didn't have time to \_\_\_\_\_ and take the photo.

react

enact

transact

4. When Nan feels sick, her mother checks her temperature with a \_\_\_\_\_.

barometer

micrometer

thermometer

5. Ben saw some penguins at the new \_\_\_\_\_.

aquamarine

aquarium

aquanaut

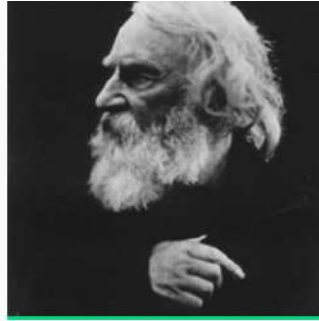
## *Paul Revere's Ride*

Henry Wadsworth Longfellow - 1807-1882

Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-Five:  
Hardly a man is now alive  
Who remembers that famous day and year.

He said to his friend, "If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry-arch  
Of the North-Church-tower, as a signal-light,—  
One if by land, and two if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country-folk to be up and to arm."

Then he said "Good night!" and with muffled oar  
Silently rowed to the Charlestown shore,  
Just as the moon rose over the bay,  
Where swinging wide at her moorings lay  
The Somerset, British man-of-war:  
A phantom ship, with each mast and spar  
Across the moon, like a prison-bar,  
And a huge black hulk, that was magnified  
By its own reflection in the tide.



Henry Wadsworth Longfellow, one of the "Fireside Poets," wrote lyrical poems about history, mythology, and legend that were popular and widely translated, making him the most famous American of his day.

[More Henry Wadsworth Longfellow >](#)

### sign up for poem-a-day

Receive a new poem in your inbox daily

Sign Up

\*This is the first 3 verses of the poem.

# ***Figurative Language:***

## ***Find the Hyperbole***



A hyperbole is an extreme exaggeration. An example of this is the sentence “My books weigh a ton.” The books could not weigh a ton, but the exaggeration makes a more interesting sentence than merely saying “My books were heavy.”

Read each sentence below. If the sentence contains a hyperbole, write “hyperbole” in the blank. If it does not have one, write “none” in the blank.

- 1) I’m so hungry I could eat a whole elephant! \_\_\_\_\_
- 2) May is the nicest month of the year. \_\_\_\_\_
- 3) Her brightly colored dress hurt his eyes. \_\_\_\_\_
- 4) Larry was such a big baby that this parents had to use bed sheets for diapers. \_\_\_\_\_
- 5) I ate all of my salad for lunch. \_\_\_\_\_
- 6) As I approached the horse, it seemed larger than it had in the pasture. \_\_\_\_\_
- 7) The roof rose up and down to the rhythm of the loud music. \_\_\_\_\_
- 8) We thought the apple pie was the best kind of dessert for the party. \_\_\_\_\_
- 9) The dog was so dirty that it had a tomato plant growing on its back. \_\_\_\_\_
- 10) There were a million replies that popped into her head. \_\_\_\_\_

# 3-2-1

NAME:

TITLE & AUTHOR:

3 THINGS I LEARNED WHILE READING...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2 INTERESTING FACTS...

1. \_\_\_\_\_
2. \_\_\_\_\_

1 QUESTION I STILL HAVE...

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

## The New Girl

3

Sarah didn't play with Laila, the new girl in her class, at recess. No one did. Laila had come to their school after winter break. She wore strange clothes and she spoke with an accent.

Then one day, the teacher put Sarah and Laila together as partners on a class project. At first Sarah was nervous about working with someone so different, but then they began to talk. She found out that Laila had a little brother just like she did. Not only that, they both loved to draw and they both collected sea shells. Sarah invited Laila over after school to work on the project and see her shell collection. The girls worked well together and before she left, Sarah gave Laila one of her best shells to take home for her collection.

The next day, Laila invited Sarah over for dinner. The food was really different than what Sarah was used to, but it tasted really good. Laila's parents were nice too. The girls got an A on their project, but even better, they became good friends.



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www.rachel-lynette.com

3.

The New Girl

- Don't judge people before you get to know them.
- Sarah and Leila became good friends.
- Friends are important.

## Cassie and her Cookies

4

Cassie was having a wonderful time at summer camp. Her counselor was really nice and she had made friends with all of the girls in her cabin.

One day, a package arrived for Cassie. All the girls in her cabin watched as she opened it. It was a box of homemade chocolate chip cookies. Cassie's mother made the best chocolate chip cookies in the world! Cassie took one out of the box and was just about to take a bite when one of the other girls asked if she could have a cookie. Then all the girls were asking. Cassie counted the cookies in the box. There were exactly twelve of them. There were ten girls in the cabin. If she gave a cookie to each girl, there would only be two left for herself. Cassie knew that if she shared with one girl, she would have to share with everyone, so she decided not to share at all.

Cassie got to eat all of the cookies herself, but from then on the other girls hardly talked to her at all and no one wanted to be her friend anymore.



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4.

Cassie and her Cookies

- You should always share everything.
- Selfishness leads to unhappiness.
- Cassie did not share her cookies.



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

## Helping Verbs

*Helping verbs 'help' show action.*

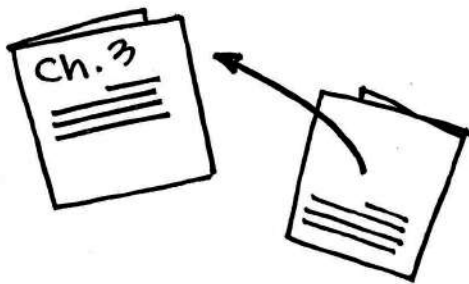
Circle the helping verbs and underline the main action verbs.

1. We should help cleanup.
2. He does run very fast.
3. We will drive home tomorrow.
4. Sally may write him a letter.
5. Aiden can read the book.
6. He should help his dad on the weekend.
7. We have eaten dinner already.
8. They were crying before school.
9. We might go to Toys-R-Us tomorrow.
10. Ella can sing the whole song by herself.
11. I will buy more food tomorrow.
12. I could eat a whole pizza!
13. Mrs. Smith did help Anna after school.
14. They must see this!
15. Jonathan should carry the box for her.

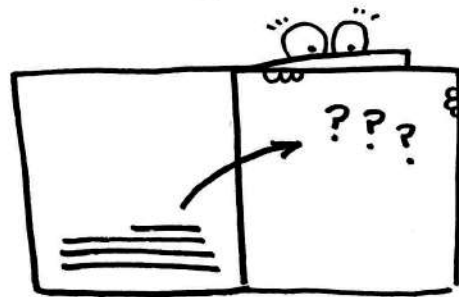
# Ways to Conclude a Chapter in an Informational Book



With a connection to the beginning of a chapter



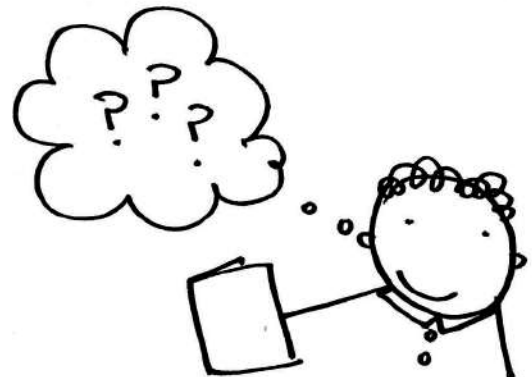
With a sneak peek at what the next chapter (or next event in history) might be



Explaining why this matters today



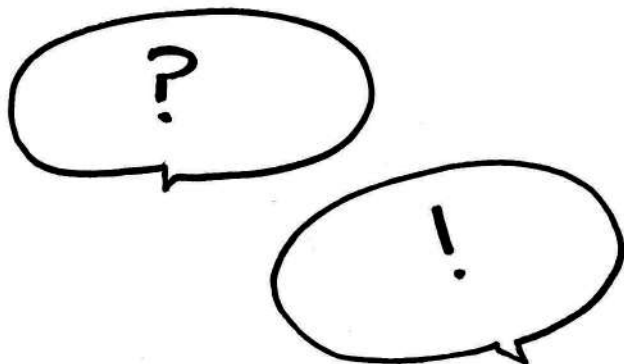
Leaving readers with something to think about



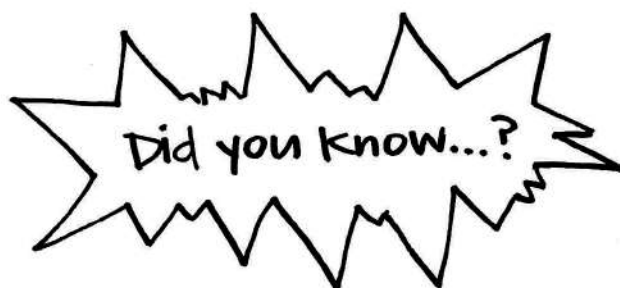
# Ways to Begin a Chapter in an Informational Book



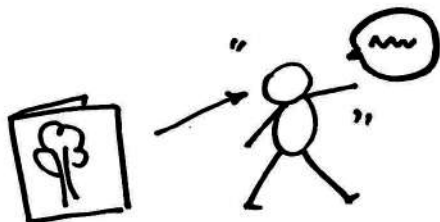
Asking and answering a question



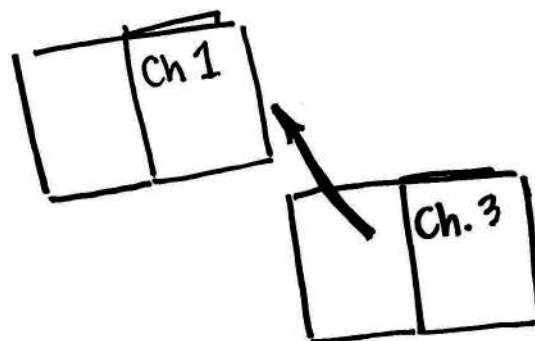
With a shocking fact



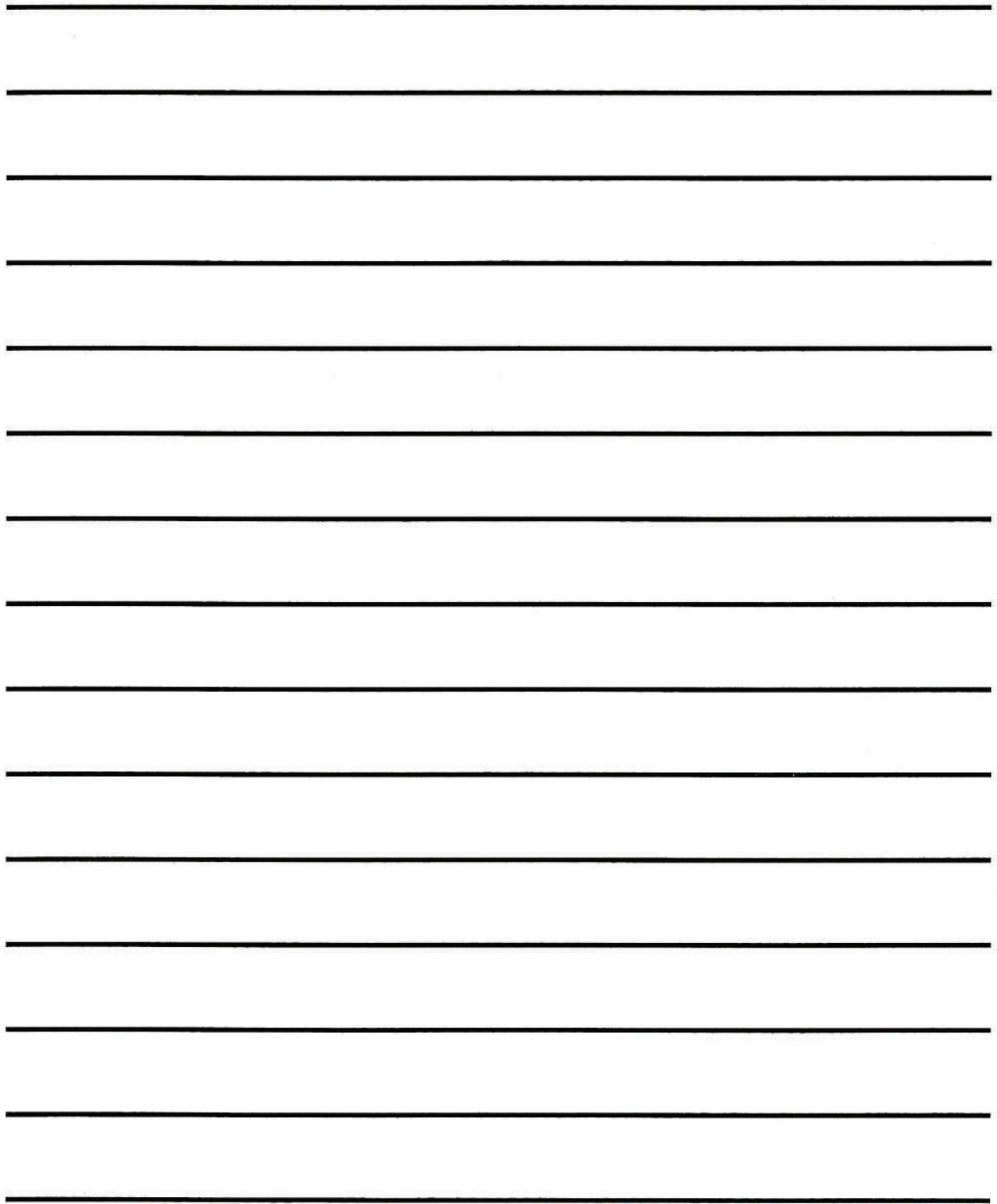
With a small story (someone doing or saying something)

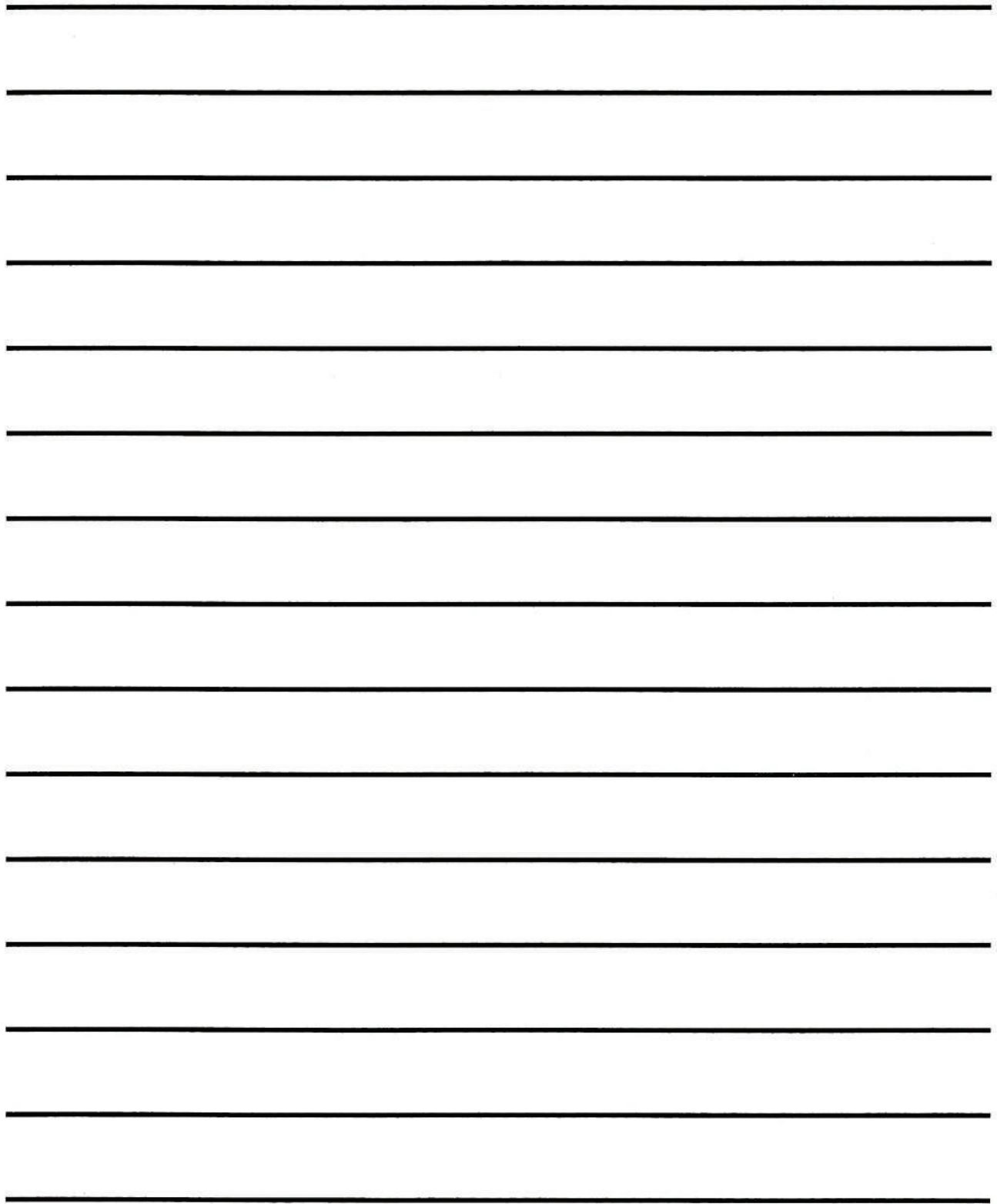


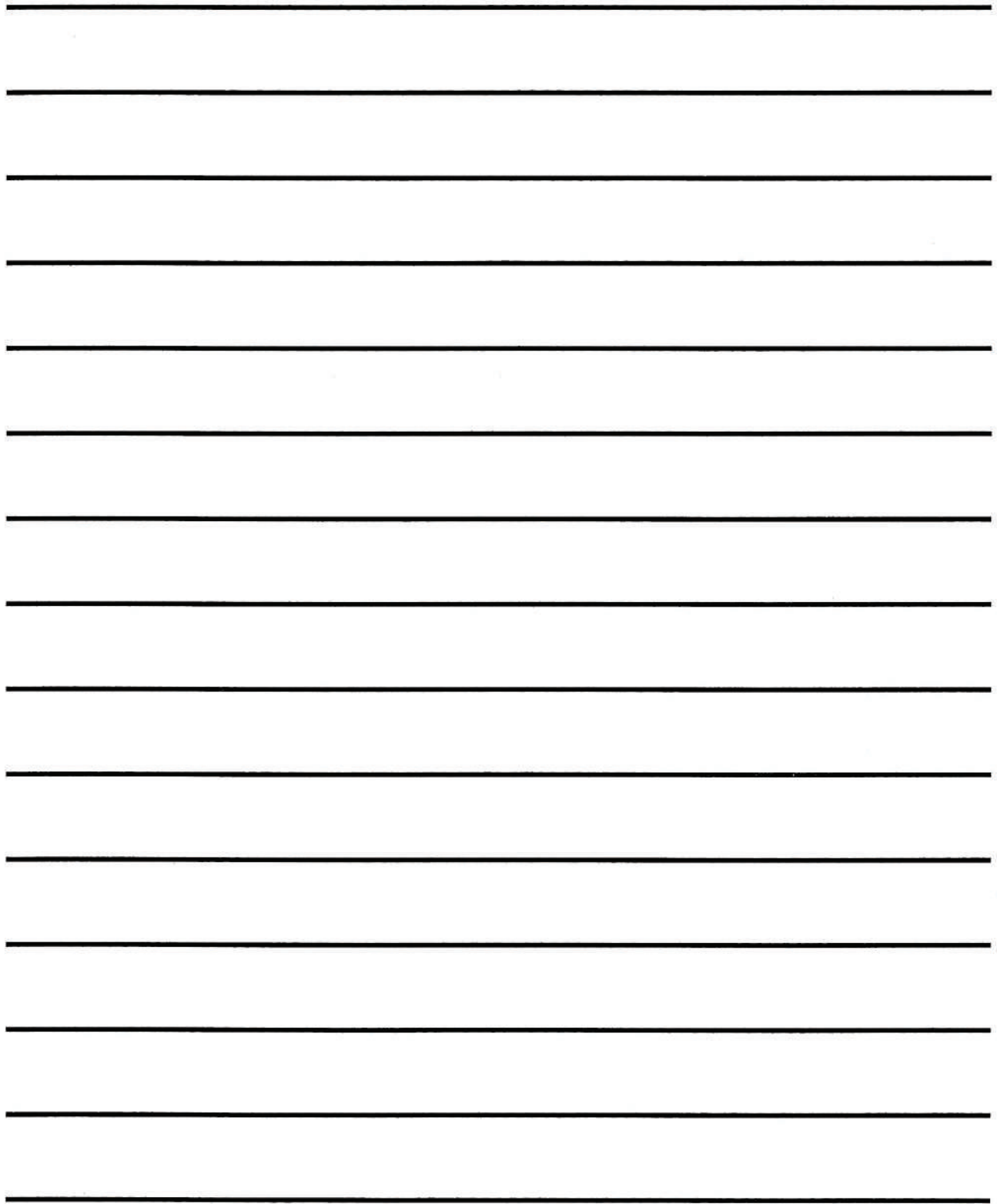
With a connection to an earlier chapter

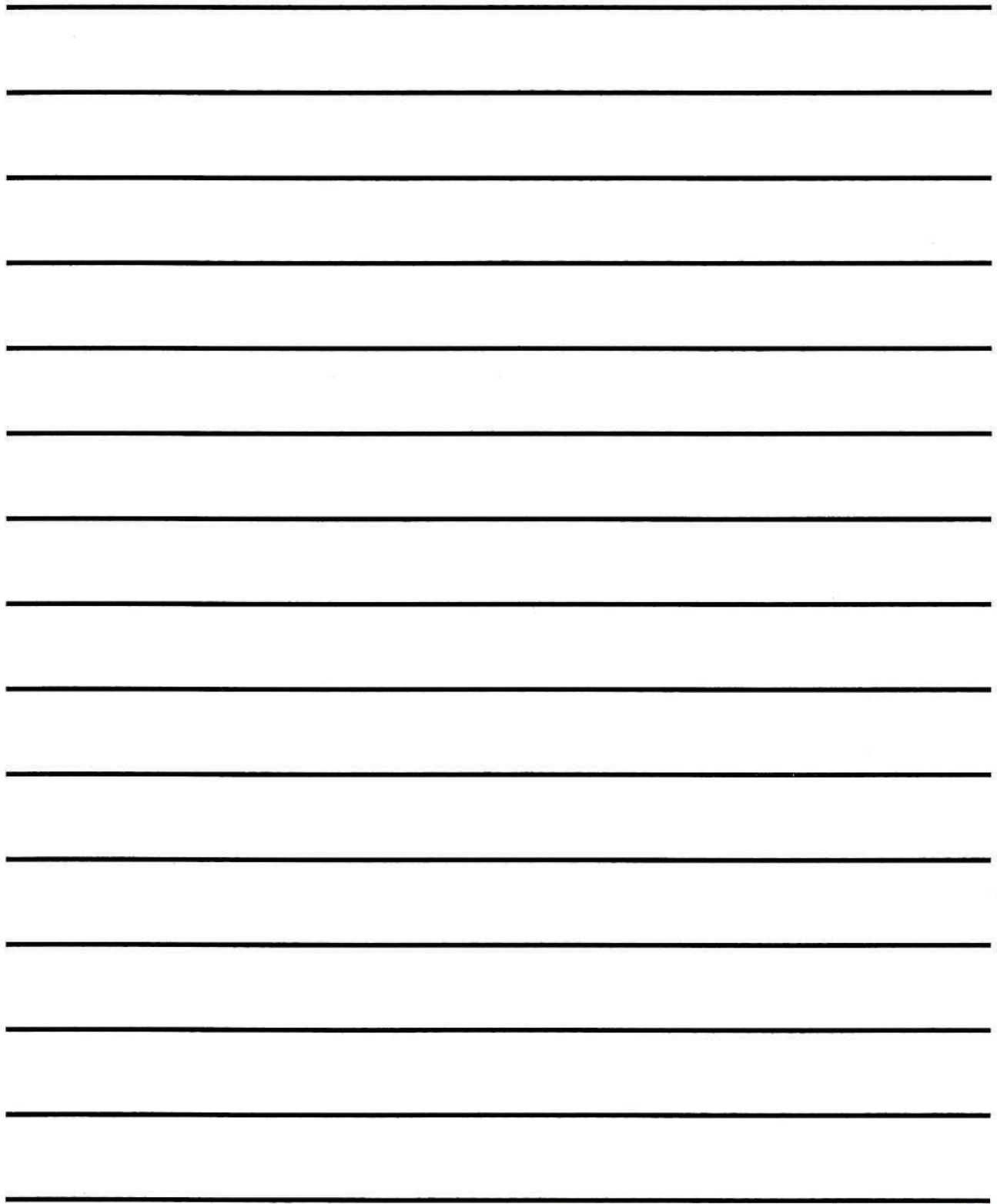


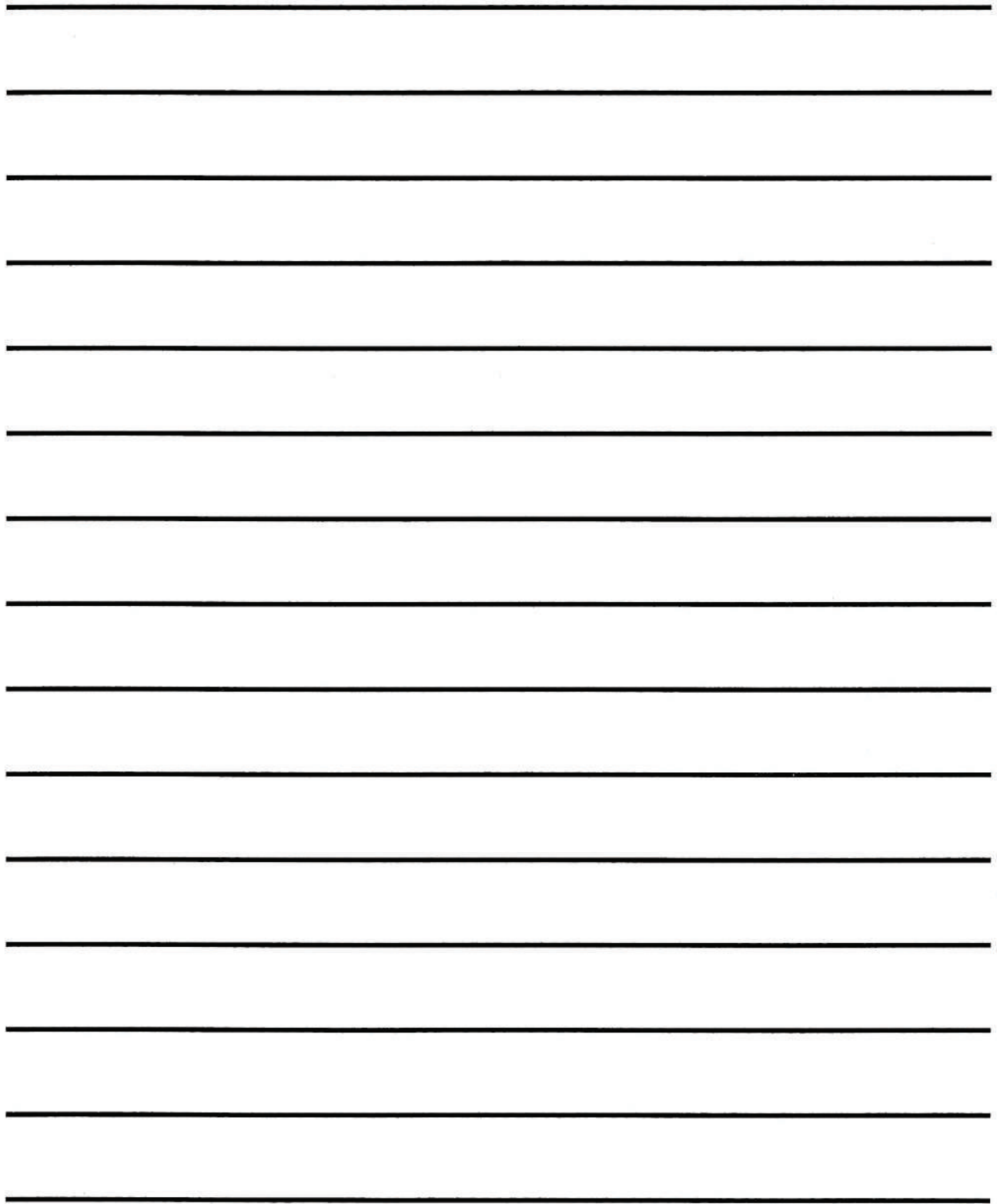










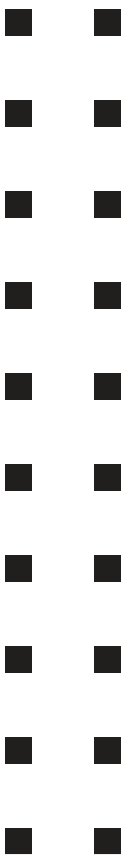




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

# SPECIALS



**Printables**



# LEARNING MENU SPECIALS

GRADE 4

May 18 - May 22

1

**PE**  
Health-related  
Components of Fitness  
Exercise Cube:  
<https://bit.ly/3dNHjdo>



2

**PE**  
W.O.W (Workout of the  
Week): Wednesdays with  
Mrs. Person at 11:00:  
<https://rsu57.zoom.us/j/298414629>



3

**PE**  
Number Line Drill, click  
this link to try:  
<https://bit.ly/2WzTZih>



4

**Art**  
**Perspective Letters**

[Art Menu Directions May 18-22](#)



5

**Art**  
**Collagraph Prints**

[Art Menu Directions May 18-22](#)



6

**Art**  
**Positive and Negative  
Space Paper Cut**

[Art Menu Directions May 18-22](#)



7

**Music**  
**Music Interview  
Project**

Talk with an older family  
member about their  
experiences with music. See  
your music teacher for  
further instructions.



8

**Music**  
Select a song from the link  
below, then complete the  
listening log found either in  
your music teacher's Google  
Classroom or SeeSaw.

<https://tinyurl.com/y7s648k>

[k](#)



9

**Music**  
**Boom, Snap, Clap**

Watch the video below to learn  
the body percussion routine to  
*Boom Snap Clap*. Can you do it  
correctly? How fast can you go  
without making a mistake? See  
if you can do it as fast as Ms.  
Eddy and Ms. Smith!

<https://tinyurl.com/ybatqain>



10

**Library**

Learn/review about how  
library books are organized on  
the shelves by watching these  
videos about [Fiction](#) and  
[Nonfiction](#) shelves. Practice by  
playing this [game](#)  
(<https://bit.ly/2yHulyV>).  
Finally, organize your own  
bookshelf like the fiction  
section in the library and share  
a picture!



11

**SEL**

[Dealing with  
Disappointment](#)



12

**SEL**

[Brave Yoga](#)



Check our website daily for additional remote learning supports: [bit.ly/rsu57remote](https://bit.ly/rsu57remote)

## Cube Pattern

Cut on solid lines - Fold on dashed lines

### Cardiovascular Exercise

30 seconds of:

- High Knees
- Run in place
- Jumping  
Jacks
- Tuck  
Jumps

### Flexibility

Hold each stretch  
for 15 seconds:

- Butterfly
- Straddle
- Sit and  
Reach
- Downward  
Dog

### Muscular Endurance

25 repetitions of:

- Crunches
- Dips (crab  
position)
- Plank (25  
sec.)
- Bridges

### Muscular Strength

10 repetitions of:

- Push-ups
- Squats
- Shoulder  
Presses
- Power  
Lunges

### Agility

30 seconds of  
each:

- Foot Fires
- Zig Zag  
Hops
- Single Leg  
Hops (each  
side)

### Coordination/ Balance

Do each for 1  
minute:

- Single Leg  
balance and  
torso  
rotation
- Single leg  
toe touch



These lessons are available for two weeks. Art should be done for several half hour sessions. Please break the lessons up, returning to the work with fresh energy. It could be done over two weeks, or go on to one of the other lessons.

### *One Point Perspective 3-D Letters*

One point perspective is a drawing technique, created during the Italian Renaissance, that gives artworks the illusion of depth and space. This tutorial will walk you through the basic idea of one point perspective by teaching you how to draw 3-D block letters.

Week 1: Watch this video lesson on how to draw 3-D letters in perspective. All you need for materials is paper, pencil, (eraser!) and a ruler is very helpful!

<https://safeYouTube.net/w/IZ29>

Start your sketch!

Week 2: Add value (shading) to your letters. Will it be darker or lighter towards the vanishing point?



### Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

*Positive/Negative Space*

*Paper Cuts - Zentangle*

Paper cut is a type of artwork that uses paper and scraps to create a composition. The spaces that are removed are called negative spaces. The paper being cut is the positive space. In this project, you will use ALL of your scraps to create a design. Do not throw away any scraps that you clip because you will be using them in your design. Here are some finished examples:



Week 1: Gather your materials! You will need: Two different color pieces of paper, scissors, glue, a pen or pencil. Start to work on one piece of paper and draw some shapes. Use the other piece of paper as your background to glue your cut piece of paper to. Your shapes can be organic (wiggly, curved) or geometric (straight, sharp, corners). Cut out your shapes from the side of your paper (avoid the cutting from the corners) and flip each shape next to the space that you cut it from. Glue it down.

Week 2: Start to draw your zentangle (use lines and patterns) in your open spaces.





# Music Interview

Find a relative or family friend, and ask them about their experiences in music. Be sure to choose someone older than you, like a parent, aunt/uncle, or grandparent.

My name:

The person I'm interviewing is:

Who was your favorite musician when you were growing up?

How did you normally listen to music when you were a kid?

Did you play any instruments or sing in a choir? Did anyone in your family play instruments or sing in a choir?

What was the first concert you went to? What was your favorite concert?

What is your favorite thing about music?

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

Grade: \_\_\_\_\_

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

Fast

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Tamacun - Rodrigo y Gabriela	<a href="https://safeYouTube.net/w/akJD">https://safeYouTube.net/w/akJD</a>
My Tennessee Mountain Home - Dolly Parton	<a href="https://safeYouTube.net/w/wiJD">https://safeYouTube.net/w/wiJD</a>
Tuvan Throat Singing	<a href="https://safeYouTube.net/w/lZID">https://safeYouTube.net/w/lZID</a>
Nimrod from 'Enigma Variations' - Elgar	<a href="https://safeYouTube.net/w/LVID">https://safeYouTube.net/w/LVID</a>
Lean on Me - Bill Withers	<a href="https://safeYouTube.net/w/hUID">https://safeYouTube.net/w/hUID</a>
Chameleon - Herbie Hancock	<a href="https://safeYouTube.net/w/BRID">https://safeYouTube.net/w/BRID</a>
The Stars and Stripes Forever - Marine Band	<a href="https://safeYouTube.net/w/QRID">https://safeYouTube.net/w/QRID</a>
Pirates of the Caribbean - 2CELLOS	<a href="https://safeYouTube.net/w/ALID">https://safeYouTube.net/w/ALID</a>
Princess Leia's Theme - John Williams	<a href="https://safeYouTube.net/w/QJID">https://safeYouTube.net/w/QJID</a>
Fanfare for the Common Man - Aaron Copland	<a href="https://safeYouTube.net/w/rMID">https://safeYouTube.net/w/rMID</a>
Blowin' in the Wind - Peter Paul and Mary	<a href="https://safeYouTube.net/w/PHID">https://safeYouTube.net/w/PHID</a>
"As One" by Gene Koshinski	<a href="https://safeYouTube.net/w/1N67">https://safeYouTube.net/w/1N67</a>
SLIDE MONSTERS - trombone quartet	<a href="https://safeYouTube.net/w/yO67">https://safeYouTube.net/w/yO67</a>
Mahler 5th trumpet solo	<a href="https://safeYouTube.net/w/iP67">https://safeYouTube.net/w/iP67</a>
Marici Saxes: Libertango by Piazzolla Saxophone Quartet	<a href="https://safeYouTube.net/w/WP67">https://safeYouTube.net/w/WP67</a>
Jasmine Choi plays Claude Debussy's Syrinx for Solo Flute	<a href="https://safeYouTube.net/w/9Q67">https://safeYouTube.net/w/9Q67</a>
Prokofiev Peter and the Wolf Cat Themes	<a href="https://safeYouTube.net/w/sR67">https://safeYouTube.net/w/sR67</a>
Dave Brubeck - Take Five	<a href="https://safeYouTube.net/w/bS67">https://safeYouTube.net/w/bS67</a>
Mbira of Zimbabwe	<a href="https://safeYouTube.net/w/NS67">https://safeYouTube.net/w/NS67</a>
Morning Raga	<a href="https://safeYouTube.net/w/3T67">https://safeYouTube.net/w/3T67</a>
To Darkness/Kripa -- Mumford and Sons / Dharohar Project	<a href="https://safeYouTube.net/w/vU67">https://safeYouTube.net/w/vU67</a>
Raider's March -- John Williams	<a href="https://safeYouTube.net/w/fV67">https://safeYouTube.net/w/fV67</a>
The Good, the Bad, and the Ugly -- Danish National Symphony Orchestra	<a href="https://safeYouTube.net/w/KV67">https://safeYouTube.net/w/KV67</a>
Sleep -- Eric Whitacre	<a href="https://safeYouTube.net/w/VW67">https://safeYouTube.net/w/VW67</a>
Street Fighter Mas -- Kamasi Washington	<a href="https://safeYouTube.net/w/KX67">https://safeYouTube.net/w/KX67</a>
The Good, The Bad, and The Ugly -- The Ukulele Orchestra of Great Britain	<a href="https://safeYouTube.net/w/OY67">https://safeYouTube.net/w/OY67</a>
Diamonds On The Soles Of Her Shoes -- Paul	<a href="https://safeYouTube.net/w/fZ67">https://safeYouTube.net/w/fZ67</a>

Simon and Ladysmith Black Mambazo	
João Serrador - Street Kalimba Player	<a href="https://safeYouTube.net/w/CZ67">https://safeYouTube.net/w/CZ67</a>

# The Library Shelves

The books on our library shelves are in order in a special way so that they are easy to find when we want them. If we didn't organize books in libraries, it would take all day to find a single book that we wanted. Think of it like the grocery store. Items in the grocery store are in certain aisles and spots on the shelves. This helps us to know where to go to find what we need. The library shelves are a lot like that!

We have two different ways of ordering our library books. One is ABC order by the author's **last name**. The other is by number categories based on the topic of the book. We use the 2 different strategies depending on what type of book it is.

## Fiction Books

Fiction books are made up stories that have characters, setting and plot, are organized by the author's last name. These can be fiction chapter books or fiction picture books (we call picture books EVERYBODY books in the school library).

All fiction library books are put on the shelves in ABC order by author's last name. We use the CALL NUMBER to quickly see the first 3 letters of the author's last name. This is especially helpful to you and the librarian for finding and putting books on the shelves quickly and easily

When we put books in ABC order on the library shelves, we have to look at all 3 letters on the call number. For example, we have to be sure that we put a book with the call number 'AAB' BEFORE a book with the call number 'ABA'. And ABR would go after ABA. This is called ABC order to the 2nd and 3rd letter.

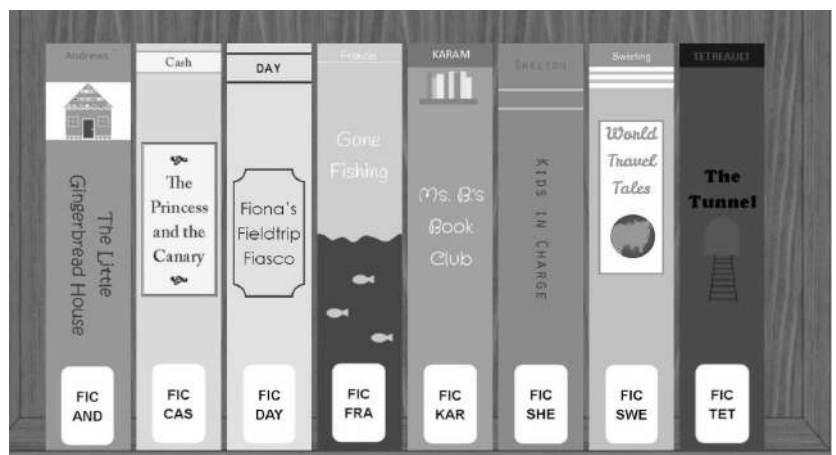
Here is an example below of putting fiction books in order. Notice the two books beginning with 'S' in the call number. That means both books are written by authors whose last names start with "S". So, in order to put them in the correct order, we have to look at the 2nd and 3rd letter in their last name also.

F  
KIN

E  
WIL

CALL NUMBERS

These are call numbers for fiction books. They will have an F on top for Fiction OR an E on top for Everybody. On bottom they have the first three letters of the author's last name.



# Nonfiction Books

Nonfiction books, books that have facts about real people, places and things, are put into categories based on what they are about. These categories have been given specific numbers.

This is called the Dewey Decimal System, and it was created by a librarian named Melvil Dewey in 1876. He wanted to make it easy for people to find books in any library. Most libraries in America use the Dewey Decimal System.

Every topic of book has a number assigned to it from 001-999. We then put the books in Numerical or NUMBER order so that we can find them easily.

For example, books about PETS like dogs and cats are given the number 636 on their CALL NUMBERS and so we know to look for PET books in the 600s section. Since we know how to count in order, we can easily find the 636s. They would be after the 635s and before the 637s, right? The first 3 Letters of the author's last name still go on the bottom of the call number so that we can put all the books with the same topic and Dewey number in order and keep things really neat!

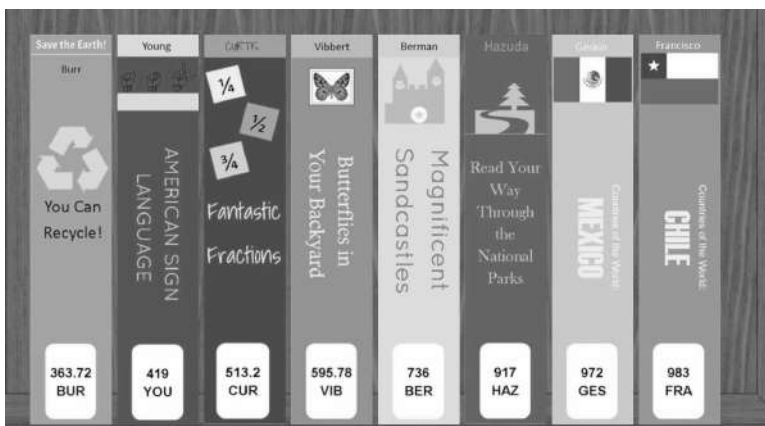
636.7  
BOB

636.8  
RIV

These are two examples of nonfiction call numbers. They both have 636 on them because they are both about pets. 636.7 is the dewey number for pet dogs and 636.8 is the dewey number for pet cats. They both belong in the 600s section of the non-fiction shelves because topics about pets are in this section. 636.7s would come before 636.8s on the shelf.

## Dewey Decimal System

CALL NUMBER	TOPICS
0-099	Computers, libraries, encyclopedias
100-199	Feelings, emotions, ghosts, witches and the supernatural
200-299	Religion, mythology
300-399	Government, money, armed forces, holidays, folktales
400-499	Languages, dictionaries, grammar
500-599	Science, math, planets, dinosaurs, habitats, plants, birds, wild animals
600-699	Inventions, how to make things, human body, medicine, pet care
700-799	Drawing, photography, painting, origami, music, games, riddles, sports
800-899	Literature, poems, plays
900-999	Geography, history, countries, travel



Here is an example of the order that nonfiction books go on a shelf. They have to be arranged in number order, including sometimes all the way out to the numbers after the decimal, and then finally by author's last name. It seems complicated, but it's easy to get the hang of! We all know libraries have lots of books, so this is the best way to quickly find the exact one you want!



# **COPING WITH DISAPPOINTMENT**

Allow yourself to feel sad - For some that means crying, for others it may mean writing feelings down in a journal.

Talk it over with your close friends and family - Find people who know your heart and will respect your emotions.

Everyone experiences being let down - We all have ups and downs, but things have a way of working themselves out.

Take care of yourself - Go to bed early, enjoy your favorite meal, or watch a show that makes you laugh.

Be kind - respect the property and feelings of others.

Take time to think about how you will react - There's an old saying that says, "You should sleep on it" before making important decisions. Some choices that we make can follow us for a lifetime. Act in ways that won't be met with regret later.

Do something fun to help you feel better. You can dance, listen to music, tell a story, play with toys, read, draw, or color! If it's safe and your parents say it's okay, you can even play outside with friends.



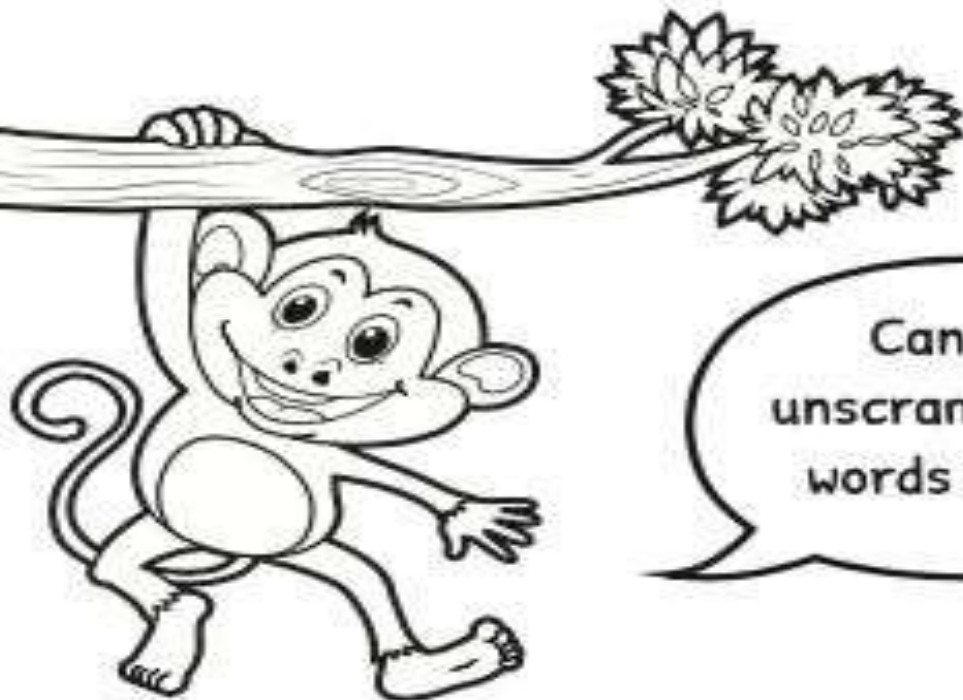
What do you like to do for fun? Color in your favorite activities. If your favorite fun activity is missing, draw it in!





# WORD SCRAMBLE

Use this workbook to help you feel better whenever you need it. Talk with your parents about how you feel. And always remember, what happened is not your fault!



Can you  
unscramble the  
words below?

EBHRTAE \_\_\_\_\_

OROLC \_\_\_\_\_

CDANE \_\_\_\_\_

RADW \_\_\_\_\_

IFENLSEG \_\_\_\_\_

PLHE \_\_\_\_\_

SGHU \_\_\_\_\_

SLETIN \_\_\_\_\_

PYAL \_\_\_\_\_

EDAR \_\_\_\_\_

SERT \_\_\_\_\_

INSG \_\_\_\_\_

LISME \_\_\_\_\_

AKLT \_\_\_\_\_



# CONNECT THE DOTS

If you still don't feel better, imagine you are blowing up a balloon. Breathe in slowly and then try to blow your balloon as big as it can be in one breath. Repeat two more times.

**Connect the dots to reveal the picture!**

