

#### **RSU 57**

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

## Continuous Learning LEARNING MENUS

**MATH** 

**LITERACY** 

**SPECIALS** 

**Printables** 



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## MATH

**Printables** 

#### LEARNING MENU MATH& STEM

**GRADE 4** 



#### 🌟 = EVERYDAY ITEMS



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

2

IXL Diagnostic or (Math J.6, J.7, N.3, N.4, N.5, or N.6)

3

Line plot activity



4

Measurement task cards

(Hint: use the first page of your math book to help you with the conversions)

Complete the weekly Esti-Mystery.

Customary length exploration



Watch your continued learning video assigned by your teacher.

8

Play Prodigy for 20 minutes.

9

Review worksheet



10

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



Earlier this year, you worked as a biomedical engineer to design a model knee brace. Imagine you were asked to work as a biomedical engineer once again but this time you were asked to design a way to help a dog that was born with deformed front legs, run and play just like other dogs. More Info > 7

**12** Animals that are more active at night and rest during the day are called nocturnal. What special body parts do you think nocturnal animals would need in order to survive? If you can, sit quietly outside for a few minutes after dark. Imagine you are a nocturnal animal. More Info >>







Name:						

1. YOU SHOULD PICK THREE MEMBERS IN YOUR HOUSEHOLD, THIS CAN INCLUDE YOU. YOU WILL NEED A MEASURING TAPE. THE DATA COLLECTION BOX IS BELOW AND REMEMBER TO LABEL!:

Name	Estimate in inches	Actual Height in inches	Actual Height converted to feet	Any Observations Noted
a.				
<b>L</b>				
				-
c				

- 2. WATCH THIS MOVIE TO LEARN HOW TO CREATE A LINE PLOT.
- 3. NOW CREATE A LINE PLOT USING THE DATA YOU RECORDED ABOVE!

Casey has 2½ yards of red ribbon. She needs to cut pieces that are 4 inches long. How many pieces of ribbon will she get?



W Canding will be a sering

**Andrew and Sarah are having** a lemonade stand. They have made 3 quarts of lemonade. The paper cups they have each hold 3/4 of a cup. How many paper cups of lemonade will they be able to fill?

easuremen

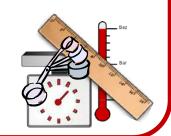
Monday: 64° 68° **Tuesday:** 

Wednesday: 71° 77° Thursday:

76° **Friday:** 

82° **Saturday:** 80° **Sunday:** 

What was the average temperature for the week?



PARTITION OF THE PARTIES

Marcella weighs 7 pounds more than Hannah. Hannah weighs three pounds less than Susan. Susan weighs 84 pounds.

How much does Marcella weigh?

# Measurement

5

Tony walks \( \frac{1}{3} \) of a mile to school each day. He also walks home from school. How many miles will he have walked in one five-day school week?



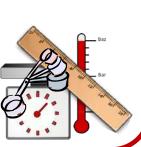
6

A jar of pennies weighs 50 ounces. If the number of pennies inside the jar is doubled, the jar of pennies will weigh 92 ounces. How much does the jar weigh?

## Measurement

7

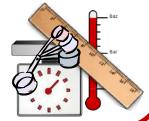
Vincent is sick. He has a temperature of 102.4°. Normal body temperature is 98.6°. How much higher is Vincent's temperature than normal?



# Measurement

8

Carl has three dogs. Spot weighs 27 pounds. Rascal weighs 6 pounds more than Fluffy. Fluffy weighs 8 pounds more than Spot. How much do all three dogs weigh together?





On a map one inch is equal to 125 miles. There are six inches between Happyville and Glumtown. How many miles are between the two towns?



10

Jake is making waffles. His recipe calls for ¼ cup of sugar, but Jake cannot find the measuring cups anywhere. The only measuring spoon he can find is for ½ a teaspoon. How many ½ teaspoons of sugar will Jake need to make the waffles?



11

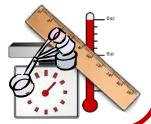
An African elephant drinks about 42 gallons of water each day. How many pints of water does an African elephant drink in a week?



# Measurement

12

An African Elephant eats about 600 pounds of food a day. How many days will it take an African Elephant to eat nine tons of food?



13

Brooke has a flower bed that is 3 feet wide by 7 feet long.
She has decided to divide her bed into 1 foot squares and plant three tulip bulbs in each square. How many tulip bulbs will she need?



Measurement

14

Desmond is making tropical punch popsicles. It takes 4 ounces of juice to make one popsicle. Desmond has one quart of juice. How many popsicles can Desmond make?



Measurement

Which of these is the best buy for apple juice?

An 8 ounce can for \$.65 A 16 ounce can for \$1.25 A 32 ounce can for \$2.85



Measurement

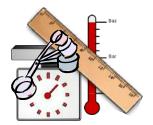
16

Mike has a square brownie with sides that are each five inches long. He cuts the brownie in half to share with a friend. What is the <u>area</u> of each brownie half?



Name	
------	--

#### Measurement Answer Sheet



Use this sheet to record your Measurement Task Card answers. Remember to include the measurement unit in your answer.

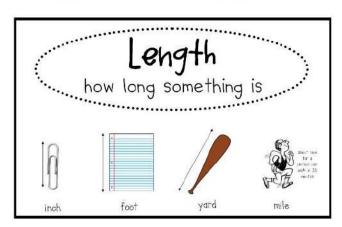
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

#### customary Length Measurement Exploration

#### **Directions:**

- 1. Find a ruler or tape measure.
- 2. Choose an object (outside or inside).
- 3. BEFORE measuring it, estimate how many inches it is.
- 4. Record your answer.
- 5. Then measure the object and record its actual measurement.



It's perfectly okay if your estimate is not the same as the actual measurement, you'll probably get better at this as you gol

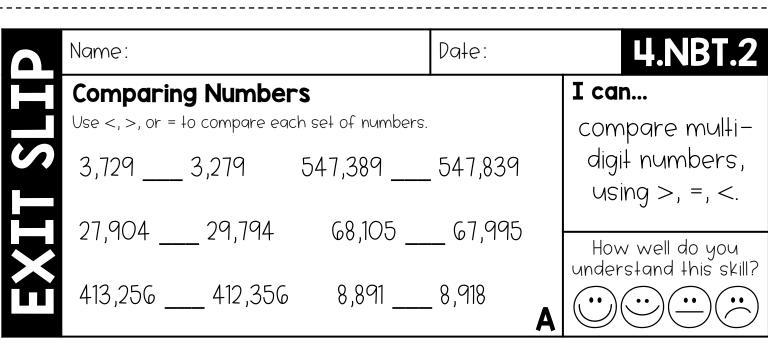
Object	Estimate (in inches)	Actual Measurement (in inches)

How many inches do you think are in a foot?	
Now find out the real answer: How many inches are in a foot?	
How many feet do you think are in a yard?	
Now find out the real answer: How many feet are in a yard?	

Name:	Dale:	4.OA.I
Multiplicative Compar Write each of the following as an e		I can interpret a
56 is 7 times as many as	8	multiplication — equation as a comparison.
8 groups of 3 is 24		How well do you understand this skill
54 is 6 multiplied by 9	· · · · · · · · · · · · · · · · · · ·	A whose stand this skills
Name:	Dale:	ЦОАЦ
Name:  Multiples	<u> </u>	I can
	<u> </u>	I can  determine whether a given whole number in
Multiples	<u> </u>	
Multiples List the first 8 multiples for each nu 7 12	<u> </u>	I can  determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number.
Multiples	<u> </u>	I can  determine whether a given whole number in the range 1—100 is a multiple of a given
Multiples List the first 8 multiples for each nu 7 12	<u> </u>	I can  determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number.

# Name: Date: 1.0A.5 Number Patterns Use the rule to create a pattern with at least 8 terms. Then explain what you notice about the pattern. Rule: Start with 5, add 7. What do you notice? What do you notice? A Date: 1.0A.5 I can... generate a number pattern that follows a given rule and identify apparent features of the pattern. How well do you understand this skill?

	Name:	Date:	4.NBT.2
	Numerals, Word Form, Expanded Write the following numeral in word form and expanded and Form:		I can  read and write  multi-digit whole  numbers using  numerals, word form,  and expanded form.
EX	Expanded Form:	A	How well do you understand this skill?
	Name:	Date:	4.NBT.2
	Comparing Numbers	,	T can



Name:

Subtraction
Find the difference.

47,625
-37,387

Date:

U.NBT.4

Subtract

multi-digit
whole numbers.

How well do you understand this skill?

Earlier this year, you worked as a biomedical engineer to design a model knee Imagine you were asked to work as a biomedical engineer once again but this time you were asked to design a way to help a dog that was born with deformed front legs, run and play just like other dogs. What would you need to know before you started to work on solving this problem for the dog? Make a list of the questions you would need answered before solving this problem. How would you find out the answers to your questions? Watch this 3 minute clip of Derby. What kinds of questions came up for the team? How did the team figure them out? What new problems did they encounter and how did they solve them using science, technology, engineering and math? What ideas do you have for how you could improve Derby's prosthetic legs?

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

Animals that are more active at night and rest during the day are called nocturnal. What special body parts do you think nocturnal animals would need in order to survive? If you can, sit quietly outside for a few minutes after dark. Imagine you are a nocturnal animal. What do you see? What do you hear? What special body parts could help you find the things you need to live? Why do you think some animals are more active during the night instead of the day time? How does this behavior help them survive? Find out more about nocturnal animals in this 1 minute clip or from the handout.



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## LITERACY

**Printables** 

#### LEARNING MENU LITERACY



#### 🁚 = EVERYDAY ITEMS



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



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



a

Word Work:

See your teacher for your assignment.

Paper Copy: bit.ly/3bUJsn2



4

#### Raz Kids:

Read the Graphic Novel The Boston Tea Party. Your teacher may assign it to you on Raz-kids **OR** if you want to print out a copy: bit.ly/2W7MLAn



IXL ELA Grade 4 Topic:

Commas SS<sub>1</sub> SS 2 SS<sub>3</sub>



Alliteration song:

safeYouTube.net/w/PL39

**Alliteration Video:** 

safeYouTube.net/w/EBn9

2. Use your name in an alliterative sentence. Turn this into your teacher. Ex. Beautiful Betty bought bright, blue balloons.



7

#### **Grammar Use Commas in Direct** Speech

bit.ly/3cWFBpr

**Fluency:** Ice Cream Song safeYouTube.net/w/wb99

Lyrics: bit.ly/3aREohW

Make your own ice-cream cone using alliteration: bit.ly/3aHNqXi



Cinco de Mayo

Cinco de Mayo Reading Passage: bit.ly/3cWNtHE

Cinco de Mayo Questions:

bit.ly/2yNC9y0



10

#### **American Revolution**

Read to learn about Sybil Ludington

bit.ly/2Sh6Ty0



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



Day 1: Write a table of contents for your nonfiction book or create an outline for your 5 paragraph essay.(These are your subtopics.) Day 2: Begin to draft. Write 1 or 2 paragraphs for your book or essay using your subtopics from Day 1.

Resources & Checklists >>







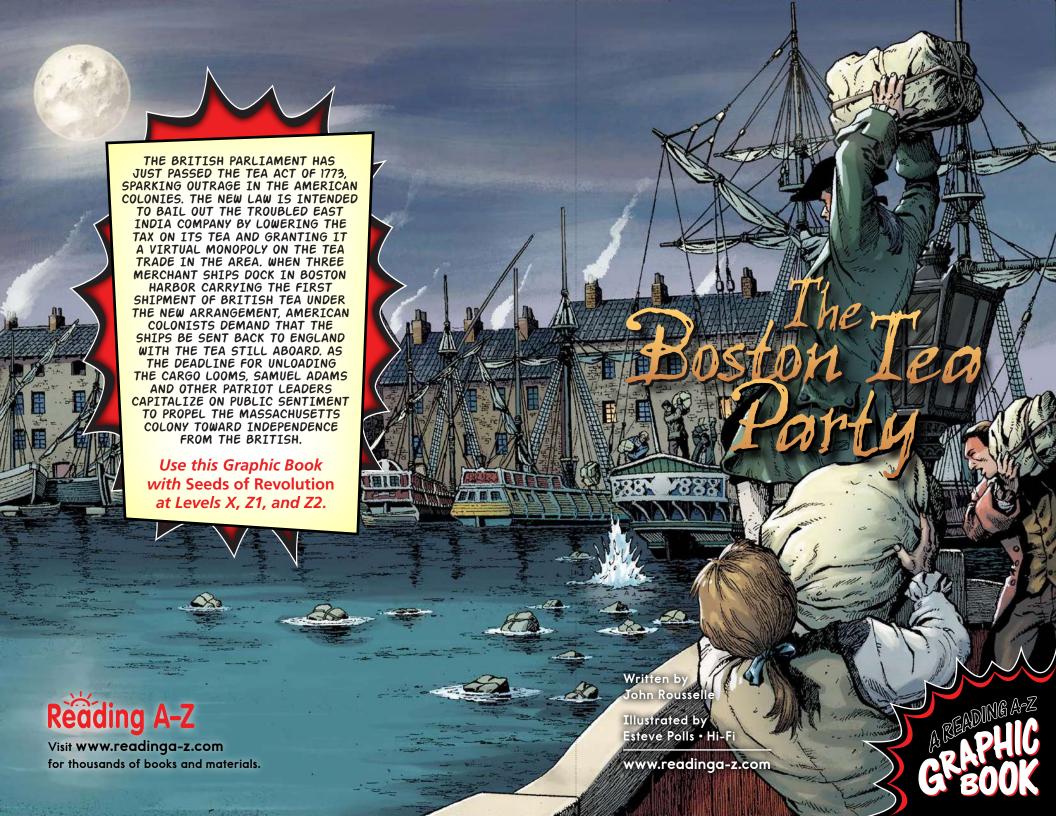
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lame:			

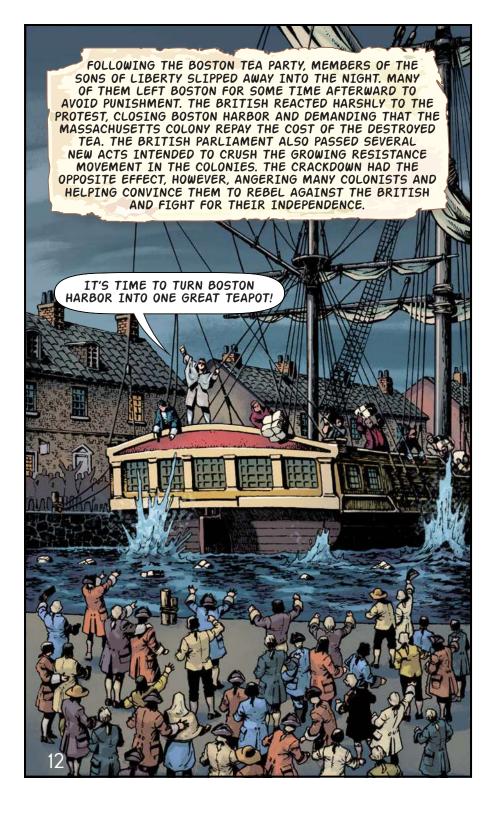
#### Identify the

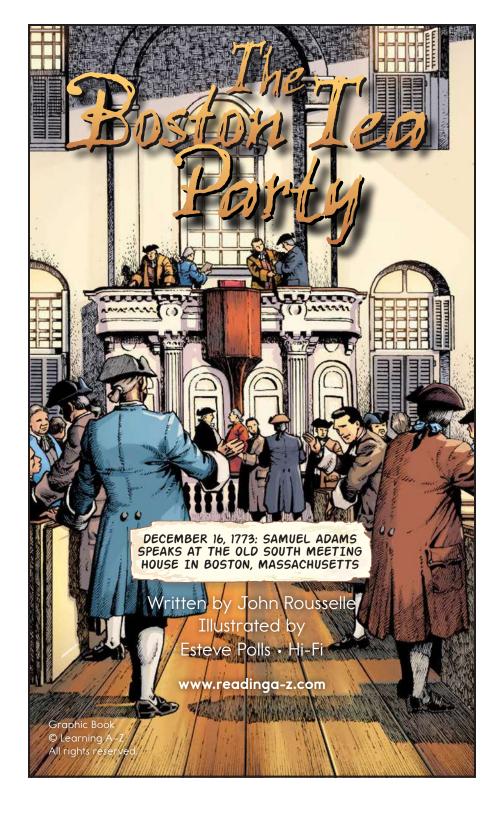
Synonym Synonyms are two words that mean the same or nearly the same as each other. Choose the correct word below by circling your choice.

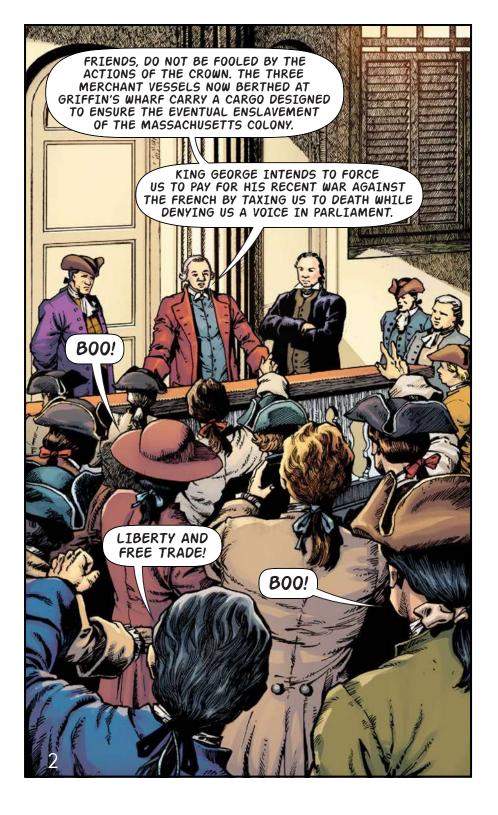


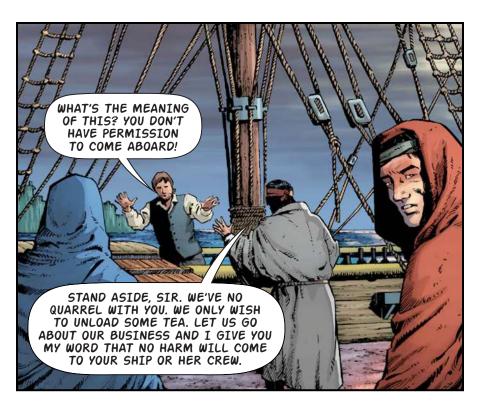
1. The gi	rls were surp	rised when th	ey saw the <b>be</b> a	autiful flowers the delivery boy brought.
A	) frustrating	B) pretty	C) fast	D) orange
2. Watch	ing the movi	e with all of m	y friends from	school was fun, but it was too long.
А	) sticky	B) lengthy	C) silly	D) short
3. Jenni	fer's roasted	hot dog was r	uined when it f	ell into the <u>fire</u> .
A	) flames	B) water	C) ground	D) refrigerator
4. The lit	orarian asked	the children	to be <u>silent</u> be	cause everyone was trying to study.
A	) noisy	B) boring	C) quiet	D) early
5. My gra	andpa made	the new dollh	ouse, complete	with <b>miniature</b> furniture for every room.
A	) pretty	B) tiny	C) fresh	D) tall
6. The bo	oys on the so	ccer team we	re <b>hungry</b> afte	r the game, so they went to eat pizza.
A	) bumpy	B) happy	C) starving	D) full
7. Mrs. B	lackwell assig	gned a <b>difficu</b>	it project for the	ne students to complete during their vacation.
A	) free	B) easy	C) caring	D) hard
8. The co	ollege profess	sor was <b>wise</b>	and gave the n	ew students a lot of good advice.
Α	) intelligent	B) funny	C) ordinary	D) ugly
9. Samar	ntha's great-	grandpa is ver	y <b>old</b> .	
A	) friendly	B) crazy	C) charming	D) elderly
10. Durin	ng physical ed	ducation, the	children had to	jump as far as they could.
А	) juggle	B) leap	C) swim	D) run
the same of the same of				

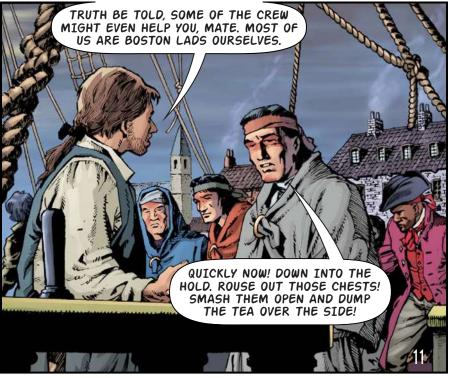








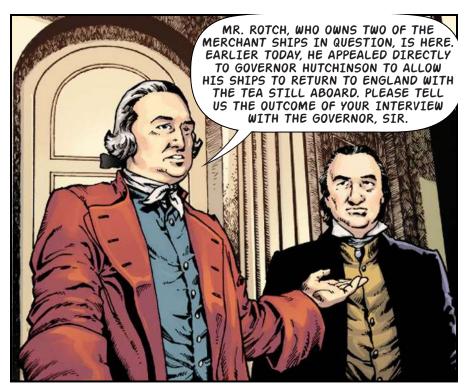


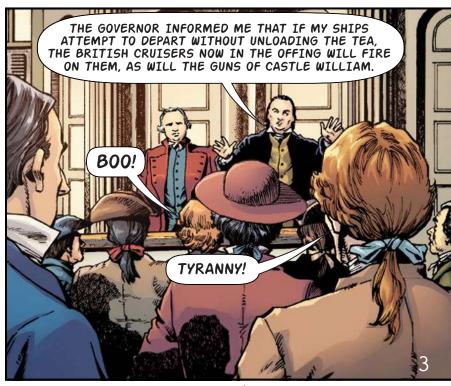










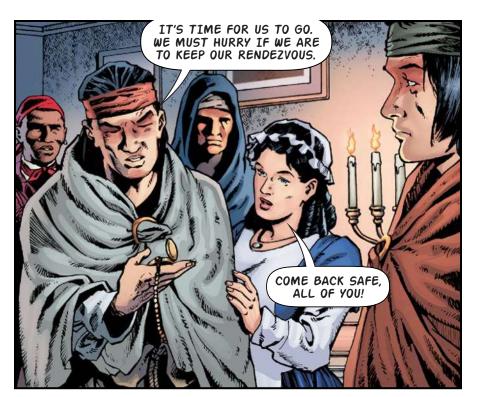


The Boston Tea Party | Graphic Book



















The Boston Tea Party | Graphic Book











The Boston Tea Party | Graphic Book

Date\_

L.4.2b

Name\_

#### **Use Commas and Quotation Marks for Direct Speech**

Commas and quotation marks show direct speech. Quotation marks surround the speaker's words.

 If the quote comes <u>before</u> the person who spoke, place a comma after the quote, but within the quotation marks.

"Please turn to page five," said the teacher.

 If the quote comes <u>after</u> the person who spoke, place a comma before the quotes.

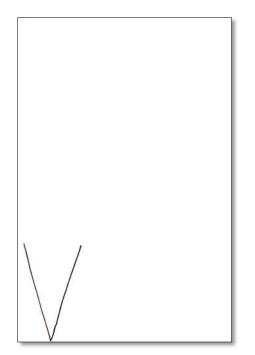
She yelled, "Dinner is ready!"

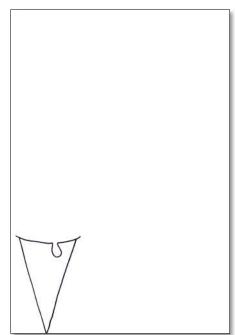
Rewrite each item to show the direct speech.

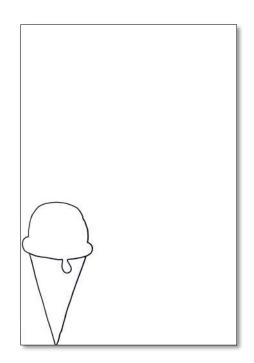
	Oh, I can carry it the child said cheerfully. It isn't heavy.
2.	Mine is a long and a sad tale! said Mouse, turning to Alice.
3.	Which direction should I go? she asked.
4.	I don't see said Caterpillar.
5.	By the powers, Ben Gunn! roared Silver.

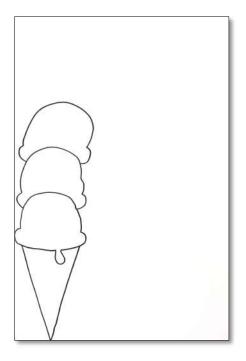
#### How To Draw Your Bleezer's Ice Cream Cone

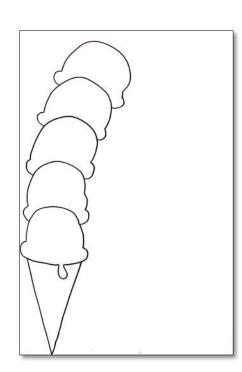
Creative Curriculum

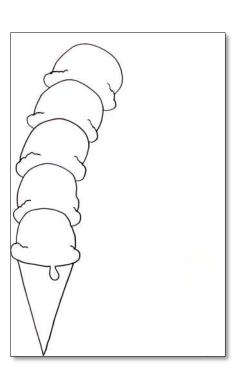


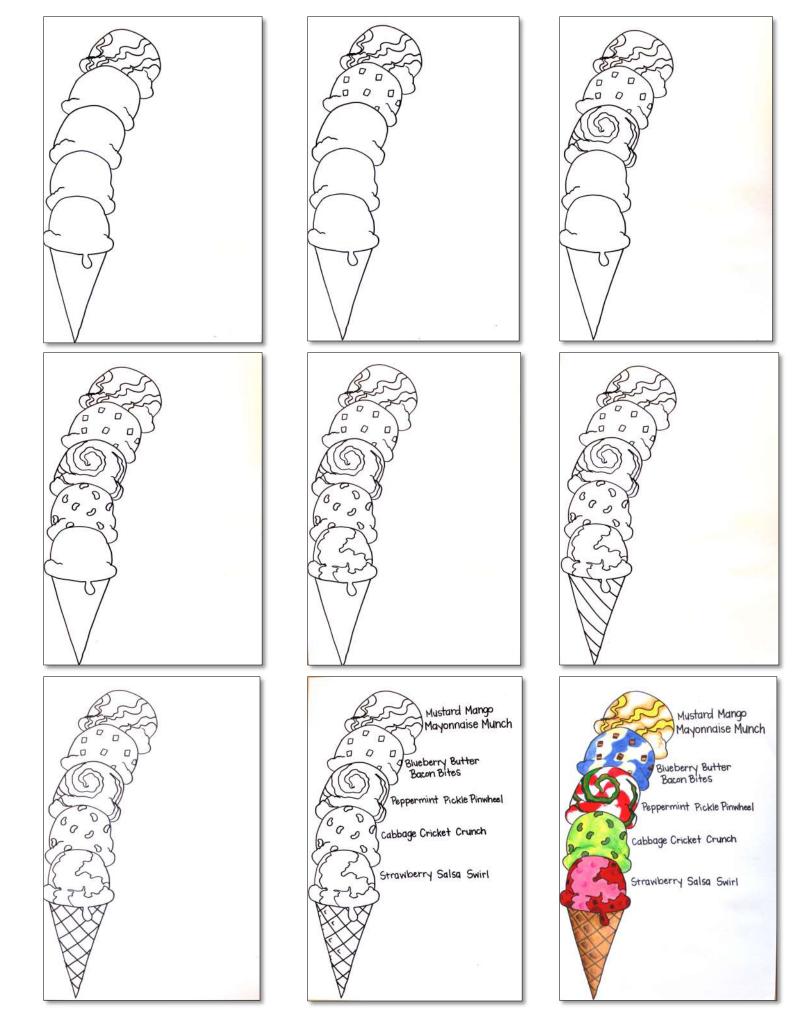












www.scholtenart.wordpress.com

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## Riding for FREEDOM

Who rode through the countryside on horseback during the American Revolution, warning the citizens, "The British are



coming"? If you answered Paul Revere, you would be only partly right. A number of girls and young women also acted as patriotic messengers, risking their own lives to serve the cause of American freedom.

One of these "riders for freedom" was 16-year-old Sybil Ludington. On a stormy night in April 1777, young Sybil bravely accepted a dangerous job: She agreed to alert the local militia that the British were burning the nearby town of Danbury, Connecticut, where a large amount of the colonial troops' supplies were kept. Riding as fast as she could through the rainy, muddy, dark night, Sybil raced from one farmhouse to another, traveling 40 miles and calling to men across the land to come and fight the British. This was more than twice the distance that Paul Revere traveled during his famous midnight ride!

#### What Happened to Sybil Ludington?

Word of Sybil's night ride got around.

George Washington thanked her personally, and Alexander Hamilton wrote her a letter of appreciation. At the age of twenty-three, Sybil married and became the mother of four sons and two daughters. Sybil died in New York at the age of seventy-seven. There is a bronze statue of Sybil Ludington in Carmel, New York. In 1975, a U.S. postage stamp was issued in her honor.





Sybil brought local soldiers to her father's farmhouse that night. Then the soldiers marched to meet the British at Danbury. Although they weren't able to save the town or the supplies, they did push the British Army out of the area.

This female patriot displayed courage, persistence, and strength in the fight for independence. Sybil Ludington's heroic ride showed that girls and women could be an important part of the American Revolution.

Adapted from an article by Julie Doyle Durway Illustrated by Margaret Lindmark

#### Writing Prompt

**Day 1**: Write a table of contents for your nonfiction book or create an outline for your 5 paragraph essay. (These are your subtopics.)

**Day 2:** Begin to draft. Write 1 or 2 paragraphs for your book or essay using your subtopics from Day 1.

- Informational Writing Checklist
- Writers Try on Different Structures for Size
- Sample Table of Contents
- <u>Draftina</u>

### Sample Table of Contents

Chapter titles

1. Why Skiing!

Structure Pro/Con Good | Bad

2. Places to ski in Maine Atrails

Compare / Contrast

母のの

lodges lifts

3. History of skiing in Maine

(Se quence

2. 1950 3. 1950

5. 2000'5

	Information Writing Checklist										
	Grade 3	NOT YET	STARTING TO	YES!	Grade 4	NOT YET	STARTING TO	YES			
	Structure				Structure						
Overall	I taught readers information about a subject. I put in ideas, observations, and questions.				I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing.						
Lead	I wrote a beginning in which I got readers ready to learn a lot of information about the subject.				I hooked my readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. I let readers know that I would teach them different things about a subject.						
Transitions	I used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . I also used words to show what didn't fit such as <i>however</i> and <i>but</i> .				I used words in each section that help readers understand how one piece of information connected with others. If I wrote the section in sequence, I used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If I organized the section in kinds or parts, I used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .						
Ending	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.				I wrote an ending that reminded readers of my subject and may have suggested a follow-up action or left readers with a final insight. I added my thoughts, feelings, and questions about the subject at the end.						
Organization	I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.				I grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that						

was mostly about the same thing. I may have used

headings and subheadings.

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

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

#### **Information Writing Checklist (continued)**

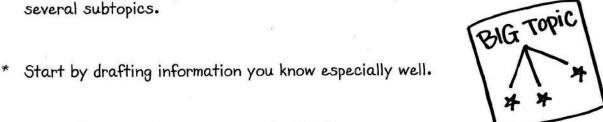
	Grade 3	NOT YET	STARTING TO	YES!	Grade 4	NOT YET	STARTING TO	YES!
	Development				Development			
Elaboration	I wrote facts, definitions, details, and observations about my topic and explained some of them.				I taught my readers different things about the subject. I chose those subtopics because they were important and interesting.			
					I included different kinds of facts and details such as numbers, names, and examples.			
					I got my information from talking to people, reading books, and from my own knowledge and observations.			
					I made choices about organization. I might have used compare/contrast, cause/effect, or pro/con. I may have used diagrams, charts, headings, bold words, and definition boxes to help teach my readers.			
Craft	I chose expert words to teach readers a lot about the subject. I taught information in a way to interest readers. I may have used drawings, captions, or diagrams.				I made deliberate word choices to teach my readers. I may have done this by using and repeating key words about my topic.			
					When it felt right to do so, I chose interesting comparisons and used figurative language to clarify my points.			
					I made choices about which information was best to include or not include.			
					I used a teaching tone. To do so, I may have used phrases such as <i>that means , what that really means is ,</i> and <i>let me explain</i>			

#### **Information Writing Checklist (continued)**

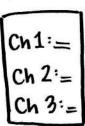
	Grade 3	NOT YET	STARTING TO	YES!	Grade 4	NOT YET	STARTING TO	YES!
	Language Conventions				Language Conventions			
Spelling	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.				I used what I knew about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.			
	I got help from others to check my spelling and punctuation before I wrote my final draft.							
Punctuation	I punctuated dialogue correctly, with commas and quotation marks.				When writing long, complex sentences, I used commas to make them clear and correct.			
	I put punctuation at the end of every sentence while writing.							
	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.							

#### Suggestions for Drafting

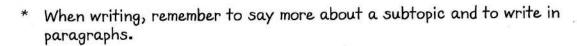
\* Make sure your chapter isn't too broad. Break big topics into several subtopics.

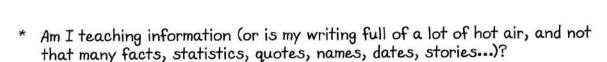


- \* Think, "What kind of a text will this be?"
- \* If it's an all-about chapter, make a table of contents for the chapter.



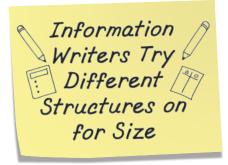
- \* Start the chapter with a hook, then let readers know how the chapter will go.
- \* Use words such as first and later.
- \* Say your plan: I'll first talk about—then I'll...

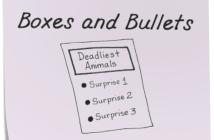


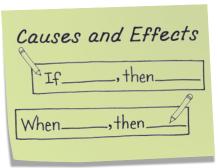




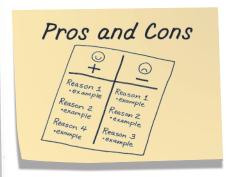
- \* Will my writing make sense to a reader or will readers go, "Huh?"
- \* Is my writing written in my own voice (or did I end up copying from a book)?

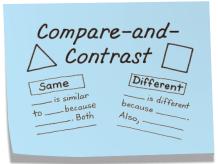












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## **RSU 57**

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

Massabesic High

# SPECIALS

**Printables** 

## LEARNING MENU SPECIALS

**GRADE 4** 



Make Your Own P.E Equipment: <u>Make Your Own</u> P.E Equipment



2

#### PE

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



3

#### PΕ

Sweat Box Challenge, click this link to try it: <u>Sweat Box Challenge</u>



4

Art: Charcoal Drawings Instructions



Art: Collagraph Prints Instructions





#### **7** Music

Word Synth - Experiment with the word synth to create your own mini song! Share what you made by filling out your teacher's survey which can be found here: tinyurl.com/yb3aupgu

#### 8

#### Music

Use household objects, like silverware, to 8 beats of rhythmic notation. See your music teacher for further directions and examples.



#### Music

Music Interview Project talk with an older family member about their experiences with music. See your music teacher for more instructions.



Library: Pretend you are a news reporter! Find a BIOGRAPHY (nonfiction book about a famous person) about a figure during Revolutionary times in America on Epic or another reading app. Use this worksheet to help you create and share your interview with your librarian. Example



#### SEL

Coping with Social Distancing Part 2



12

SEL After the Fall





#### Make Your Own P.E Equipment

**Objective:** Create a piece of equipment you can manipulate; throw, kick, strike, catch, possibly even jump over or around.

Your P.E teachers want to see creative equipment, we want to hear about how you used your equipment, and we would like to know if you created a game, please share with your P.E teacher:

Samanthaperson@rsu57.org Brianpenley@rsu57.org Janelfearon@rsu57.org

#### **Examples:**

**Sock Ball:** Stuff a sock full of other socks or stuffing and use it to kick, throw at a target, or shoot in a basket.





**Bottle Bat:** Create your very own bat with a 2 liter bottle, can you strike a sock ball off of a chair, maybe in the air.



**Dancing ribbon:** Use a stick, popsicle stick, pencil, ruler, and attach ribbon or shoe strings to one end. Create a rhythmic dance or routine.





**DISCLAIMER:** When you are building this equipment please take every precaution to make sure it is safe. Please make sure there aren't any sharp edges and please test in a safe place. Use good judgement when striking objects with your homemade P.E equipment. RSU 57 Physical Educators cannot be held responsible for the improper use or construction of the homemade equipment ideas provided above.

Please choose from <u>ONE</u> of the following lessons to work on over the course of <u>two or three half-hour weekly sessions.</u>

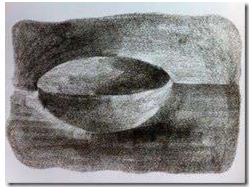
#### **Charcoal Drawing**

If you have a wood stove, burn pit, outdoor fireplace, then you have bits of charcoal! These lumps of charcoal will make wonderful black lines on paper. It is a soft chalk-like line that can be smudged (moved around).

Week 1: Find a piece of charcoal (from a COLD fire area) and an eraser. You may also need a paper towel or something to wipe your fingers on.

Start to create a drawing of your choice. Start out by pressing really lightly with your charcoal and slowly darken some shadowy areas of drawing by pressing down harder.

Week 2: Work on finishing the last few details of your drawing.







#### **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 and stamp it on a paper. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

#### **Diorama**

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:







Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

#### **Rhythmic Composition Using Household Objects**

Use household objects (like silverware, toothpicks, popsicle sticks, sticks, etc) to create 8 beats of your own rhythm. Take a picture of your creation <u>or</u> take a video of yourself tapping and reading your rhythmic creation! Reach out to your music teacher if you need any help.

Waterboro: Use either ta/tadi/quarter rest or ta/tatute/dotted quarter rest

Alfred/Lyman: Use du/du-de

Line/Shapleigh: Use du/du-de

#### Example:

Can you tap and read this rhythm? How many beats long is this rhythm? How many more beats would this need to be complete?



#### **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?

### My Colonial American Interview



you are a reporter for a newspaper or TV news station. You have been asked to interview an important American from Revolutionary times in Colonies.

Use a BIOGRAPHY (a <u>nonfiction</u> book about a person's life) on epic or use the article provided to research about one of these important people: **Benjamin Franklin**, **Paul Revere**, **Thomas Jefferson**, **Samuel Adams**, **Betsy Ross or Abigail Adams**.

Pick 6 interesting questions you would ask that person based on what you learned. Have someone in your home ask you the questions and you answer as if you were that person. Record your interview to share it with your librarian.

Name of America	an:
Question Answer	
Question	
Question Answer	
Question	
Question	



## What is going on?

How to Cope with Social Distancing

Elizabeth Eisner OTR/L, Janelle Jarvis OTR/L and Samantha Ichikawa OTR/L





Life is a little different right now. One day I was going to school and playing with my friends, and now I have to stay home all day because of this new virus that everyone is talking about! We're practicing something called "social"

distancing" which means I'm doina s

means I'm doing school at home and I don't get to go play with my

friends as much as I used to.

This is only temporary and I'll get to see my friends again soon.



I've been feeling kind of bored and confused. I don't remember what day it is. To make me feel less confused, I can write down everything I'm going to do, and cross it off as I go. Seeing all the things I have done will make me feel better about my day.





Now that I'm doing school at home, I miss my classmates and teacher. Sometimes it's hard for me to concentrate. I need to find a comfortable space to work in with enough light to help me focus.



Sometimes I'll need quick breaks. Here are some things I can do:

- Call my classmate to talk about our work
- Dance to my favorite song
- 5 stretches or yoga poses\*\*
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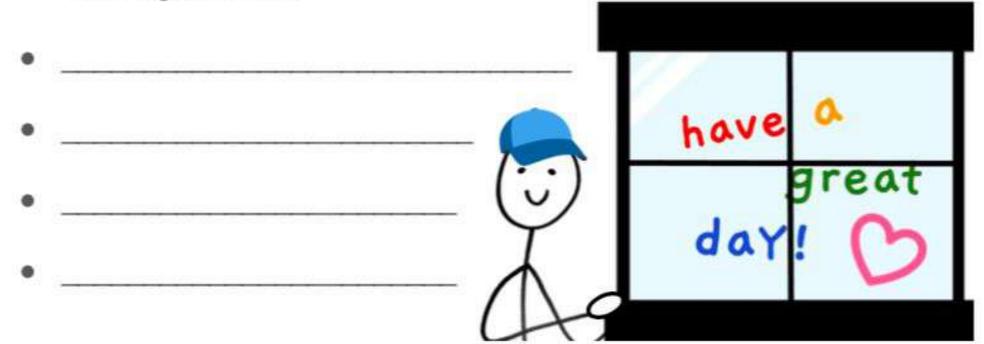




Sometimes the people around me act worried or scared about the virus. I see people wearing masks and gloves, but I know this is not scary and they are just trying to stay healthy.

To make people feel better, here are some things I can do:

- Write letters to people who are helping us, like nurses, doctors, mail carriers, and grocery store workers.
- Decorate my window with my art to cheer up my neighbors
- Decorate my driveway/sidewalk with messages and drawings in chalk





I worry about my friends and faraway family since I don't get to see them, and I hope they are okay. Even though I miss them, I know that staying home is going to keep them safe.

I can call or video chat them to see how they are doing. If I know where they live I can even write them a letter!





Even though life is different right now, there are some cool things about it. I am thankful that I.....

- Get to spend more time with my family
- Have more time for games and crafts

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## THE END