Welcome to Art! Grades 3-5 Week 4
This week’s lesson is about discussing artwork in the Des Moines community with someone in your household.

**TASK:** Take a minute to look at the artworks below. Chose one of the provided images of artwork and discuss the following with someone in your household.

<table>
<thead>
<tr>
<th>Images 1 &amp; 2</th>
<th>Images 3 &amp; 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Image 1:</strong> Back of Snowman, Gary Hume 2002</td>
<td><strong>Image 2:</strong> Untitled (Three Dancing Figures version C), Keith Haring 1989</td>
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<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
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<tr>
<td><strong>Image 3:</strong> White Ghost, Yoshitomo Nara 2010</td>
<td><strong>Image 4:</strong> Pumpkin (L), Yayoi Kusama 2014</td>
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<td><img src="image3.png" alt="Image 3" /></td>
<td><img src="image4.png" alt="Image 4" /></td>
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**QUESTIONS TO DISCUSS:**
1. What sculpture did you select?
2. What is going on in the artwork? What do you see that makes you say that?
3. What details can you see?
4. What is the meaning behind the artwork?

**SENTENCE FRAMES:**
I see_______and that makes me think_______.
I think________because I see_________.
I wonder______because I see_______.
I see________and that makes me wonder_______.
I think the meaning is_______because I see_______.

**Optional:** These sculptures are located at the Pappajohn Sculpture Park in Des Moines. There are more sculptures than the ones included in this lesson. If you need a reason to get out of the house, it might be fun to take the household on a tour of the Pappajohn Sculpture Park while discussing the sculptures and your thoughts. More information about The Pappajohn Sculpture Park and the artwork can be found at [https://www.desmoinesartcenter.org/visit/pappajohn-sculpture-park](https://www.desmoinesartcenter.org/visit/pappajohn-sculpture-park)

*It is important, however, to continue practicing safe social distancing measures by staying with your group, six feet apart from others or if you can, stay in your vehicle.*
Directions: Read the summary below about the Rocky Mountain region. Then respond to the discussion questions below. The stories are fictional narratives written by an alien visiting Earth for the first time.

Exploring the Rocky Mountain Region

Flying west from the Midwest, we were greeted by a dramatic sight—a huge wall of tall mountains, stretching from north to south. Our map told us that this was the great range called the Rocky Mountains. The Rockies, as they are called, run from Canada through all of the states in the region that bears their name. These five states are Colorado, Wyoming, Montana, Idaho, and Utah. The Rocky Mountains themselves continue into New Mexico, which is part of another region.

We noticed right away how different these mountains were from the ones in the Appalachians, the big mountain range in the eastern United States. Most mountains in the Appalachians have gentle slopes and rounded tops covered with trees. Mountains in the Rockies are more likely to have steep, craggy sides and jagged, rocky tops. Noticing that many of the mountains had snow on their peaks, we guessed that the Rockies were much taller than the Appalachians, too. It turns out we were right. The tallest mountain in the Appalachian range is only around six thousand feet high. The Rockies have dozens of peaks towering more than fourteen thousand feet.

After the flatness of the Midwest, we were eager to explore this mountainous region. According to our map, Colorado had more and taller mountains than any other Rocky Mountain state. We headed there first. We landed our ship in a park in the city of Denver, which the map said was Colorado’s capital. We found out that it was a big, modern city, the largest in the whole Rocky Mountain region. It is called the Mile-High City because of its high elevation, or height above sea level.

As usual, we went to the public library to find facts about the region. I wondered what made people settle in the Rockies during the 1800s. After all, most of the land in the mountains was too steep to farm. I learned that the early settlers mostly came to mine valuable metals that were discovered in the mountains. Among the metals they mined were copper, lead, and the most valuable of all, gold and silver.

Today, people who live in the Rockies work in many kinds of businesses and industries. One of the most important industries is tourism. People come from all over the country to admire the beauty of the mountains and to visit the region’s famous national parks. People also come to ski.

Skiing is a sport practiced in many places in the Rockies. People go up to the snowy mountaintops. Then, they strap long boards on their feet and slide downhill over the snow. I know—it does seem kind of crazy!
A Day at Yellowstone

From Colorado we flew north to Wyoming. This is the least populated state in the entire United States. We flew over a lot of wild, empty country on our way to Yellowstone National Park. Yellowstone is the oldest national park in the world.

In the day we spent wandering the park, we saw more amazing animals than we had in our whole time in the United States. Lieutenant Koola showed us big birds called eagles soaring in the sky. She told us that because the bald eagle was considered to be proud and free, it was made the national symbol of the United States.

In another field, Lieutenant Koola showed us some animals that looked like deer but were much bigger. On their heads were gigantic antlers, or horns, that branched out into many sharp points. Lieutenant Koola said that they were elk. Lieutenant Koola also told us about grizzly bears. “Grizzlies,” she said, “usually stay hidden in the woods, but if they smell food, they come looking for it. People who camp overnight in Yellowstone hang their food from high tree branches so it will not attract the bears.”

Later, Lieutenant Koola took us to a place where a sign said “Old Faithful.” We wondered what Old Faithful was—another kind of animal, perhaps? But there were no animals around. Lieutenant Koola said, “Just wait.” Old Faithful erupts so consistently that scientists can predict when the eruptions will happen. Suddenly a huge jet of steaming water came bursting out of the ground and shot at least a hundred feet into the air! Lieutenant Koola said, “That’s Old Faithful. It is the world’s most famous geyser.

After leaving Wyoming, we flew north to Montana, another state with magnificent scenery and very few people. In the northwestern part of the state, we saw mountains and valleys that had been carved out of the landscape tens of thousands of years ago by glaciers—huge, slow-moving rivers of ice.

Then, we turned southwest and flew over the mountains of Idaho. I asked a crewmember, “Do you know what Idaho is most famous for?” He replied, “I do not know—mountains, maybe?” I said, “No—potatoes!” I explained that Idaho grows more potatoes than any other state. We flew farther south, to the last of the Rocky Mountain states, Utah. I had read that Salt Lake City was the capital of the state. It is also where the headquarters of the Mormon Church is.

Utah is only a partly mountainous state. West of Salt Lake City where the mountains end, there is a different kind of landscape. But I think I will wait until my next message to share it with you. We are now heading to the Southwest.

1. Create a chart like the one below and fill it out for the Rocky Mountain region. Copy it on your own paper so you have more space to write. Use the information from the reading to complete your chart.

<table>
<thead>
<tr>
<th>Rocky Mountain Region</th>
<th>Key Details</th>
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<tbody>
<tr>
<td>States</td>
<td></td>
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<tr>
<td>Landforms and Climate</td>
<td></td>
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<tr>
<td>Industries</td>
<td></td>
</tr>
<tr>
<td>Historical Facts</td>
<td></td>
</tr>
<tr>
<td>Other Interesting Facts</td>
<td></td>
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</tbody>
</table>

2. Describe how the Rocky Mountain region is different from Iowa.
Perimeter is the distance around the outside of a figure. To find the perimeter, add up all of the sides.

Find the perimeter of the rectangle or square.

1. \[9 + 3 + 9 + 3 = 24\]

2. \[8 + 8 + 8 + 8 = 32\]

3. \[10 + 12 + 10 + 12 = 44\]

4. Troy is making a flag shaped like a square. Each side measures 12 inches. He wants to add ribbon along the edges. He has 36 inches of ribbon. Does he have enough ribbon? Explain.

5. The width of the Ochoa Community Pool is 20 feet. The length is twice as long as its width. What is the perimeter of the pool?

6. Which figure has the greatest perimeter? How do you know?
Area is the number of squares it would take to cover a figure. Area is labeled with square units.

Area can be found using the formula: 
\[ Area = base \times height \text{ or } A = b \times h \]

**Find the area of the rectangle or square.**

7. 

8. 

9. 

10. Meghan is putting wallpaper on a wall that measures 8 ft by 12 feet. How much wallpaper does Meghan need to cover the wall?

11. Think about what you know about area and perimeter. Describe how to find the area and perimeter of a room in your house.
Area of Combined Rectangles
Sometimes figures are made up of more than one rectangle or square. To find the area of these figures, divide the figure into multiple rectangles or squares and find the area of each part. Once you have the area of each part, add up the areas to find the total area of the combined figure.

Find the area of the combined rectangles.

12. [Diagram of a combined rectangle with dimensions: 5 in. x 9 in., 3 in. x 6 in., 9 in. x 11 in.]
13. [Diagram of a combined rectangle with dimensions: 12 ft. x 7 ft., 5 ft. x 7 ft., 5 ft. x 5 ft.]

Review
14. 1,458 + 902
15. 359 + 7,204
16. 85,191 - 3,078

17. Round 1,950,832 to the given places
   Thousands _____________
   Tens ____________________
   Millions _______________
   Ten-thousands ___________
Measure Sound—It’s Frequency, Pitch

1. You have 4 straws. Your challenge is to cut them so that you have 7 straws of different lengths with no pieces left over. Trace and measure your straws below.

2. Cut a piece of tape 12 cm long. Lay your straws on the tape with the longest straw at one end and the shortest straw at the other. Put tape across the top.

3. Blow across the tops of the straws. Listen to the sounds. Measure straw with highest note \( \text{cm} \) and straw with lowest note \( \text{cm} \).

4. Measure the straws in order from highest pitch sound to lowest pitch sound. Record measurements below.

The scientific study of sound is acoustics.

A wave carries energy from one place to another. A wave does not carry material. Sound is energy made from vibrating objects. The mechanical energy of sound travels in waves as it moves through solids, liquids, and gases away from the vibrating object. Sound cannot travel through a vacuum.

When you pluck the string of a guitar, the elastic wave travels to the end of the string and bounces to travel back and forth the full length of the string making a vibration. The wood begins to vibrate at the same rate, which causes the air to vibrate in sound waves that we can hear.

Pitch is the degree of highness or lowness of the sound as heard by the listener. An object that vibrates quickly has a higher pitch of sound as an object that vibrates slowly. Smaller objects vibrate faster than larger ones.

The loudness of sound is how strong the sound seems to us when it strikes our ears. Loud sounds have more energy than soft sounds. Waves spread out from the source in all directions like waves from a pebble in a pond. The loudness decreases as you get farther away from the source.

Sound is around us all the time. The air makes it possible for us to communicate with each other by speaking and hearing. The human ear has an eardrum which vibrates with sound waves. These vibrations cause vibrations in a chain of 3 bones, the hammer, anvil and stirrup. The bones act like a lever so that the stirrup sends stronger vibrations to the cochlea. There is fluid inside the cochlea which vibrates and cells inside the cochlea change the vibrations to electric signals. These electric signals travel the auditory nerve to the brain. The brain interprets these signals as sound.
Physical Education

**Balance** This week we are going to practice balancing on different bases of support. Your challenge is to hold the balances as long as possible with both stillness and extension.

**Base of Support:** A base of support is the area beneath the person that includes all points of contact the person makes with the supporting surface.

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**Roll A Balance**

*Instructions:* Roll your Dice. Your number will tell you which bases of support you need to use to create balance. See how long your can hold your balance after you create it, then roll again!

If you roll a number a second time, make a NEW balance using the same bases of support.

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<table>
<thead>
<tr>
<th>Dice Roll</th>
<th>Bases of Support to Use in Balance</th>
<th>Dice Roll</th>
<th>Bases of Support to Use in Balance</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Dice Image" /></td>
<td><img src="image2.png" alt="Foot" /> <img src="image3.png" alt="Hand" /></td>
<td><img src="image4.png" alt="Dice Image" /></td>
<td><img src="image5.png" alt="Foot" /> <img src="image6.png" alt="Hand" /></td>
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<tr>
<td><img src="image7.png" alt="Dice Image" /></td>
<td><img src="image8.png" alt="Foot" /> <img src="image9.png" alt="Hand" /></td>
<td><img src="image10.png" alt="Dice Image" /></td>
<td><img src="image11.png" alt="Head" /> <img src="image12.png" alt="Foot" /></td>
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<tr>
<td><img src="image13.png" alt="Dice Image" /></td>
<td><img src="image14.png" alt="Foot" /> <img src="image15.png" alt="Hand" /></td>
<td><img src="image16.png" alt="Dice Image" /></td>
<td><img src="image17.png" alt="Foot" /> <img src="image18.png" alt="Hand" /></td>
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*Dice Tip:* Don’t have a dice at home? You can mark each side of a pencil with dots 1-6 and roll your pencil.

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**Balance Challenges**

*Instructions:* Practice each of these balances, then try to hold them as long as you can and as still as you can.

After you practice on one side, switch to the other side. Which side can you hold longer?

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Reflection: Why is it important to be able to balance on different bases of support?

What are you doing to hold your balances longer?
Fluency Practice:
Check each box as you complete it.
Remember to:
- Read at a speed that is appropriate
- Correct and reread words I read wrong or that don’t make sense
- Notice and read punctuation correctly

<table>
<thead>
<tr>
<th></th>
<th>Read the text silently.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read the text aloud in a whisper voice.</td>
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<tr>
<td></td>
<td>Read the text aloud in your speaking voice.</td>
</tr>
<tr>
<td></td>
<td>Read the text to someone else or a stuffed animal.</td>
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<tr>
<td></td>
<td>Find and circle all punctuation (! , . “”) in the text. Read the text, with pauses and expression from the punctuation.</td>
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<tr>
<td></td>
<td>Write a brief summary of what you read or retell the main points to someone.</td>
</tr>
</tbody>
</table>

Story Walking Tall: How did Ruby Bridges make history?

For a long time, parts of the United States were segregated, or separated by race. Under law, black children could not attend the same public schools as white children. People of different races also had to use separate public restrooms and drinking fountains.

U.S. leaders worked hard to end segregation. They wanted all Americans to have civil rights. Civil rights are the rights to be treated equally. In 1954, the U.S. Supreme Court ruled that segregation in public schools was unconstitutional. The case was Brown v. Board of Education.

By the year 1960, however, many Southern cities, including New Orleans, were still not following the court’s ruling. That prompted a federal court to take action in New Orleans. It ordered the city to desegregate its public schools. Ruby Bridges was one of the first students to lead the way.

Ruby made it inside William Frantz Public School that first day. However, there was so much uproar that she didn’t make it to class. From the principal’s office, Ruby watched as angry parents pulled their children out of school. On her second day, Ruby met her teacher, Barbara Henry. By then, so many kids had been removed from the school that Ruby was Henry’s only student. The pair worked one-on-one for the whole year. “Mrs. Henry was one of the nicest teachers I ever had,” Bridges told WR News. “She made school fun for me.”

Outside the building, people continued to protest. Others, though, believed everyone should have civil rights. By the end of the year, crowds began to dwindle, or decrease. When Ruby returned to school for second grade, there were no more protesters. Many of the other students had returned. By the late 1960s, most schools in the United States were no longer segregated, thanks to the efforts of civil rights workers. Other laws were passed that improved life for African Americans. The Civil Rights Act of 1964, for example, helped protect African Americans’ right to seek jobs. Bridges never had to attend a segregated school. Today, Bridges speaks to kids about the importance of treating one another equally. She has never forgotten her experience at William Frantz Public School, and she shares details about her first day there in her speeches.

Excerpt retrieved from: https://www.readworks.org/article/Walking-Tall/5ebc4284-b0de-4dc3-ab9e-f48bc06e7ac0#!articleTab:content/
Writing Prompts

Directions: Select a prompt and write or sketch about it below.

• What is the main idea and supporting details of this text?
• How did Ruby Bridges make a difference?
• Do you believe that children can make a difference the world? Explain why you do or do not think that.
Rewrite each sentence with the correct **punctuation**. **Capitalize** words and add **quotation marks** where needed.

1. Oh no  cried  Mrs Fields  looking disappointed  I forgot to pack the cookies.
2. What do you think is out there  asked  Carl  pointing up at the stars.
3. Peter would you please pass the pickles  Mr  Piper  said  politely.
4. Mom told me to buy  butter  milk  a dozen eggs and six apples at the store.
5. That’s hilarious  Ellen said  Tina when I told her my joke.

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Rewrite each sentence with the correct **punctuation. Capitalize** words and add **quotation marks** where needed.

1. I read a great article last sunday about alaskan wildlife in the oakland tribune.
2. What are you doing on the roof  danny  mr. Jones shouted up at his son.
3. I’m sorry dad  danny said climbing down the ladder but I had to get my ball.
4. I went to johnson elementary school in austin texas  said  the new girl.