Welcome to Art! Grade 3-5 Week 5

For this week’s lesson, you will design and create a character or superhero based upon your personal strengths. Then you will reflect and revise your artwork.

Dorian Lynde, No Damsels

DISCUSSION: What is going on in the image above? What do you see? What strengths can you identify in the characters above?

TASK: First you will brainstorm your strengths (the things you are great at). Then you will design and create yourself as a character or superhero highlighting your strengths.

DESIGN PROCESS:

1. **Imagine:** What are your personal strengths? What are the best things about you? (examples: I am kind, I am an artist, I care for animals)
2. **Brainstorm:** How could you represent your strengths visually? What symbols could you draw to show your strengths? How could you design yourself as a character or superhero?
3. **Experiment:** Sketch your ideas!
4. **Create:** Select one of your ideas to create an artwork using art materials of your choice!
5. **Refine & Reflect:** Share your creation and reflect on the questions at the bottom of the page.

MATERIAL OPTIONS: paper, pencil, crayons, colored pencils etc.

REFLECTION QUESTIONS:

What do you like best about your artwork?

How does your artwork reflect your personal strengths?

What details did you add to your artwork?

What would you change about your artwork if you did this task again?

Ask the household member what they notice about your artwork.
Directions: Read the summary below about the Southwest 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 Southwest

Our next job was to explore the states of Texas, New Mexico, Arizona, and Nevada. These states make up the Southwest region.

First, we had to backtrack a little and fly east to Texas. This is a huge state—the map showed that it was more than seven hundred miles wide. Later we found out that Texas is the second largest state in size, after Alaska. It is also the second largest state in population, after California. We certainly saw a lot of really big things in Texas—big cities, big oil fields, and big ranches.

In fact, we found out that there is a ranch in Texas that is bigger than the whole state of Rhode Island!

Texas raises more cattle than any other state. The cowboy, a person who takes care of cattle, is a symbol of Texas. In the late 1800s, Texas cowboys drove herds of cattle hundreds of miles to market in the northern states.

It was hard, dangerous, adventurous work, so many people thought of cowboys as heroes. Over time, the cattle business changed so that there was less need for cowboys. Today, there are not as many cowboys in Texas. There are, however, many Texans who still dress like cowboys. They wear cowboy boots and a kind of tall cowboy hat they call a “ten-gallon” because it looks as if it could hold that much water.

Today, Houston is the largest city in Texas. The American space program has one of its largest facilities there. One man told us that Houston was the first word spoken on the moon. He explained that when an American became the first human to land on the moon in the 1960s, the first thing he did was radio back to Houston.

In our exploration of Texas and the other Southwestern states, we heard many people speaking Spanish, the same language we had heard spoken in parts of Florida. When we studied the history of the Southwest, we learned the reason for this. The Southwest region was not always part of the United States. Instead, it was part of Mexico, the country just to the south of the United States. There, people speak Spanish. In the 1840s, the United States and Mexico went to war over large areas of land in the Southwest. The United States won the war and gained the land that became parts of Texas, New Mexico, Arizona, Nevada, Utah, Colorado, and California.

Mexican culture still has a strong influence on this region. Many cities here have Spanish names, such as San Antonio, El Paso, and Santa Fe. Today, the region is home to millions of Mexican Americans, many of whom speak both Spanish and English. Mexican influence is especially strong in the state of New Mexico.

Material adapted from Core Knowledge G5 U9 Geography of the United States
One of the best things about traveling in the Southwest is the wonderful Mexican food you can eat. Many Mexican dishes are made with a kind of thin pancake called a tortilla (/tor*tee*ya/). I especially liked the enchiladas (/en*chih*lah*dahs/)—soft tortillas filled with meat or cheese and covered with a spicy sauce.

Much of the Southwest is desert—dry, sandy land with few trees. The desert begins in western Texas and covers much of New Mexico, Arizona, and Nevada. Very little rain falls in the desert. In the summer, it gets hotter than any other part of the United States. Temperatures of 115 or 120 degrees Fahrenheit are not unusual.

We landed our ship in southern Arizona and went exploring. The desert was very different from most of the other landscapes we had seen. We almost felt as if we were on another planet. Instead of trees, we saw cacti—plants covered with sharp spines. Some of the cacti were short and round. Others were very tall and had thick “arms” sticking upward from their trunks.

Suddenly we saw something strange—a little bird with long tail feathers and spiky feathers on its head, running quickly across the sand. We had never seen a bird run before. Lieutenant Koola explained, “That’s a roadrunner. He can fly, but he would rather run.” She went on to say, “You know, a lot of people think there is no life in the desert, but that is not true. Look—there is a jackrabbit.” We saw a large brown rabbit hop out of a bush. Then I said, “Wow! I have found a little lobster.” When we looked down, I saw something that did look like a tiny lobster, except that it had a long tail that curled over its body. Lieutenant Koola yelled, “Do not touch that! It is a scorpion. It has a poisonous stinger in its tail, and if it stings you, you will get very sick.” When I heard that, I jumped back a couple of feet.

After we had explored the desert for a little while, I decided that we should get back inside our ship and fly to northern Arizona. I really wanted to see the Grand Canyon. The Grand Canyon is one of the great natural wonders of the United States. It is a gigantic gorge carved out by the Colorado River. It is a mile deep and up to eighteen miles across. If you peer over the edge, you can see the river glistening far, far down at the bottom. The walls of the canyon are all different colors—red, brown, white, and yellow. The colors come from the layers of different kinds of rock. Like most visitors to the canyon, we just stood there for a long time, looking at it in awe.

We sometimes talk about the United States in terms of regions, such as New England and the Southwest. These categories are determined by cultural characteristics as well as physical location and geographical features. As a result, and depending on the context, an individual state may be included in different regions by different geographers.

1. Create a chart like the one below and fill it out for the Southwest 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>Southwest Region</th>
<th>Key Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>States</td>
<td></td>
</tr>
<tr>
<td>Landforms and Climate</td>
<td></td>
</tr>
<tr>
<td>Industries</td>
<td></td>
</tr>
<tr>
<td>Historical Facts</td>
<td></td>
</tr>
<tr>
<td>Other Interesting Facts</td>
<td></td>
</tr>
</tbody>
</table>

2. Describe how the Southwest is different from Iowa.
Recycled Orchestra

Design a musical instrument with items from recycle.

Name of musical instrument:

<table>
<thead>
<tr>
<th>List materials you used.</th>
<th>Draw a diagram of your instrument that shows how it makes sound.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Explain how you can make music with your instrument.

Here is a diagram of a modern orchestra. Where does your instrument fit? Color in where you would sit.
SOUND

Energy is caused by vibrations that move in waves.

Vibrating matter produces sound by causing vibrations in all matter it touches.

Waves can move through mediums at different speeds.

Solids - Fastest!
Liquids - Faster
Gases - Fast!

740mph at sea level

Intensity varies in:

Low Energy - Soft sounds, low amplitude
High Energy - Loud sounds, high amplitude

Pitch varies in:

Low Pitch - Slower vibrations, less per second, usually larger objects vibrate slower
High Pitch - Faster vibrations, more per second, usually smaller objects vibrate faster

Molecules are squeezed together then move apart.

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

Story
Sarah Haycox – The Power of A 4th Grader to Change the World
By Michael Stutman

Fourth-grader, Sarah Haycox, from Shoreline, Washington, USA made it her mission to right a wrong. And in doing so, she has shown the rest of the world what one young person, with passion, can do.

One day, Sarah was walking by an athletic field near her school. She noticed a small memorial with the name Edwin Pratt on it. Sarah saw that Mr. Pratt had only lived to be 38 years old and had died in 1969. She wondered who he was and why there was a plaque for him.

After some quick research, she learned that he was a civil rights leader who had come to her area to help others find jobs, housing and education. She also found out that he had been killed just because someone disagreed with what he was doing.

After doing more research, she came to learn about many good things he had done for others. She felt that the small memorial was hardly big enough for a man who had so much impact on others. So she decided to do something about it!

There was a new building going up across the street; a school for young kids. She found out who was in charge of the building project and asked them if it could be named after Mr. Pratt.

After many months and meetings with town officials, her vision came to reality! Almost 50 years after his death, Edwin Pratt’s life and impact will be celebrated as the name of the new school.

Most kids (and adults) simply had walked by the small memorial without ever thinking about who Mr. Pratt was. But Sarah had the curiosity to learn more, the vision to imagine something better and the courage to pursue her idea. Now, she has changed her community, the legacy of Mr. Pratt and has inspired many other young people around the world with her amazing actions.
Writing Prompts

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

- Write a summary of the article. Add a sketch to illustrate your summary.
- Write about what you think the memorial looked like. Add a sketch.
- Write about someone who has impacted your life in a positive way.
Metaphors

Read this poem aloud.

What is the Sun?

the Sun is an orange dinghy
sailing across a calm sea
it is a gold coin
dropped down a drain in Heaven
the Sun is a yellow beach ball
kicked high into the summer sky
it is a red thumb-print
on a sheet of pale blue paper
the Sun is a milk bottle’s gold top
floating in a puddle

Wes Magee

How many metaphors for the Sun can you find in this poem? Make a list of them below. Remember: A metaphor is something described as if it were something else. It is like a simile but does not include the words like or as.

an orange dinghy

Rewrite one of the five verses, and change the metaphor to a simile. To do this, you only need to add one word.

Pick a verse from the poem, and write a short paragraph explaining what is meant by the description of the Sun.

Which of the metaphors in the poem seems most effective to you? Why?
Write your own metaphors

Use the pattern of the poem *What is the Sun* to write a poem of your own that includes metaphors. Choose one of the titles below or make up your own.

What is a cloud?

What is the sea?

What is the Moon?

What is ......................? (your choice)

................................................................. (title)
**Physical Education**

**Weight Transfer** This week we are going to practice transferring our body weight from one part to another for movement. Your challenge is to complete these weight transfer movements, then see if you can combine them with some of the balances you learned last week.

### Animal Walks
- Seal Walk
- Bear Walk
- Crab Walk

### Gymnastics Moves
- Cartwheel
- Forward Roll
- Backward Roll
- Log Roll
- Inchworm
- Donkey Kick
- Crab Walk
- Seat Walk

### Create A Routine

**Balance**  **Weight Transfer**

**Start**

Your challenge is to create a routine by combining weight transfer moves with balances. Be sure to have smooth transitions and hold each balance as still as you can. Have fun!

**End**

**Reflection:** Which weight transfer skills were you the best at and which ones were more challenging? Why do you think being able to transfer your weight with balance is important? What was fun about making your own routine? What was challenging?

**Mindfulness** means paying full attention to something. It means slowing down to really notice what you’re doing. Being **mindful** is the opposite of rushing or multitasking. When you’re **mindful**, you’re taking your time. You’re focusing in a relaxed, easy way.

Use **Square Breathing** as one strategy to focus on your breathing and be more mindful throughout your day.

**Square Breathing**

Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.
### Lines

<table>
<thead>
<tr>
<th>Term and Definition</th>
<th>Draw It</th>
<th>Read It</th>
<th>Write It</th>
</tr>
</thead>
<tbody>
<tr>
<td>A point</td>
<td>A</td>
<td>point A</td>
<td>point A</td>
</tr>
<tr>
<td>A line</td>
<td>line $BC$ or line $CD$</td>
<td>$BC$ or $CD$</td>
<td></td>
</tr>
<tr>
<td>A line segment</td>
<td>line segment $DE$ or line segment $ED$</td>
<td>$DE$ or $ED$</td>
<td></td>
</tr>
<tr>
<td>A ray</td>
<td>ray $FG$</td>
<td>$FG$</td>
<td></td>
</tr>
</tbody>
</table>

**Intersecting lines** are lines in a plane that cross at exactly one point. Intersecting lines form four angles.

**Parallel lines** are lines in a plane that are always the same distance apart. Parallel lines never intersect.

**Perpendicular lines** are lines in a plane that intersect to form four right angles.

**Line $HI$ intersects line $JK$ at point $X$**

**Line $DE$ is parallel to line $FG$**

**Line $LM$ is perpendicular to line $NO$**

The symbol $||$ means "is parallel to."

### Angles

<table>
<thead>
<tr>
<th>Term and Definition</th>
<th>Draw It</th>
<th>Read It</th>
<th>Write It</th>
</tr>
</thead>
<tbody>
<tr>
<td>A right angle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A straight angle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An acute angle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An obtuse angle</td>
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</tbody>
</table>

**A right angle** forms a square corner.

**A straight angle** forms a line.

**An acute angle** is less than a right angle.

**An obtuse angle** is greater than a right angle and less than a straight angle.

**$\angle PQR$**

**$\angle RQP$**

**$\angle Q$**

### Triangle Types

- **Acute triangle** is a triangle with three acute angles.
- **Obtuse triangle** is a triangle with one obtuse angle.
- **Right triangle** is a triangle with one right angle.
Use the definitions above to answer the equations below.

1. Write the word that describes the Part in Figure A written below.

   \[ \overrightarrow{EB} \quad \angle EBG \quad \overrightarrow{AB} \quad \angle CGB \quad \overrightarrow{GA} \]

2. Write the letter of the triangle under its correct classification.

<table>
<thead>
<tr>
<th>Acute Triangle</th>
<th>Obtuse Triangle</th>
<th>Right Triangle</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

3. Draw each figure.

   - Parallel lines
   - intersecting segments that are not perpendicular
   - obtuse angle ABC

4. Look around your home. Find examples of each type of angle.

5. Look around your home. Find examples of parallel, perpendicular, and intersecting line segments.
Review:

6. Directions: Use the digits 1 to 9, at most one time each, to make three equivalent fractions.

\[
\frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}
\]

7. Directions: Using the digits 1 through 9 only one time each, fill in the blanks to make true statements. For the fraction less than 1/2, try to make the greatest number possible. For the fraction greater than 1/2, try to make the least number possible.

\[
\frac{\square}{\square} < \frac{1}{2} \text{ and } \frac{\square}{\square} > \frac{1}{2} \text{ and } \frac{\square}{\square} = \frac{1}{2}
\]

8. Pick a choice and defend your position.

Would you Rather...

Have Cheez-It’s® to cover a rectangle with...

A length of 9 and a perimeter of 22

Or

A length of 5 and a perimeter of 20