Learning About Others Through Art

Many countries share our Earth. But people sometimes dislike or fear those who live in other places. How can art help people around the world learn about one another?

People in different countries have different ways of life. They have their own governments and laws. They speak their own languages. It can be hard for them to know what people in other places are like.

Think of the United States and China, a country in Asia. Thousands of miles of ocean lie between these two countries. Most Chinese will never see the United States, and most Americans will never see China. So how can people in these places get to know one another? One way is through art.

Look at the painting that shows two women decorating kites in China. Notice the clothes they are wearing and the tools they are using. What does this scene tell you about Chinese culture?

How is the scene alike or different from one that you might see in the United States? The painting was made by a Chinese artist named Chen Lian Xing. His paintings show what life is like in the Chinese countryside.

The painting of family life also comes from China. What can you guess about the family members from details in the painting? What can you guess about the artist? What might he want you to feel about this family?

These paintings and many like them are available for people all over the world to look at, including people in the United States. When Americans see these pictures, they learn about people in China and about their lives. What are some things Americans might learn that they didn’t know before?

People in China are also learning about life in the United States. A few years ago, there was an art show in China called Art in America, where more than 100 paintings were on display. They showed scenes in the United States from the year 1700 to today.
One painting showed George Washington. Visitors also saw a painting of the Statue of Liberty and a painting of a clown with a drum. One picture showed a big sign saying “Hollywood.” Hollywood is famous for being a place where American movies are made.

Many visitors were excited. People in China had never seen so much American art in one show. The show gave them an opportunity to learn about the United States.

Learning is what shows like these are all about. That is why the governments of China and the United States have agreed to share their art with each other. Art can teach us about other cultures and show us what is different and special about another country. Art can also show us how much we have in common with other people around the world.

In this way, art can help the world's people understand one another better. This may help us live together more peacefully as part of the global community.

What kind of picture would you make to show people in another country something about life in the United States? It might be a scene from daily life. It might be a holiday celebration. It might be a famous landmark. Or it might be something else. Draw a picture in the frame below. Give your picture a title.
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. Choose one of the provided images of artwork and discuss the following with someone in your household.

**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

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.
Fast Gas-Water Evaporation Rates Part 1

Focus Question: What affects how fast water changes into a gas/evaporates?

Materials
- Jars with lids or clear container with airtight lid
- Water
- Marker or tape
- Notebook
- Sunny location

Investigation 1
1. Fill two identical jars or containers with the exact same amount of water.
2. With a marker or tape mark the water levels on the outside of the jar.
3. Leave one of the jars uncovered, cover the other jar and make the lid as secure as possible.
4. Put the jars in a sunny spot either outside or inside.
5. Draw a picture of the jars, labeling the current water levels.
6. Return to the jar every day for the next week (5-7 days) to observe and draw where the water level is.
7. Record date and levels in notebook or on the jar
8. Record in your notebook what is happening and other changes you notice.

Investigation 2
1. Repeat investigation except both jars will be uncovered. Place one jar in a sunny spot
2. and one in a shady spot near each other.
3. Make a prediction what will happen.
4. Make observations over the week and record in your notebook.
5. Compare to your prediction. Any surprises?

Reflection:
Use your observations to hypothesize an answer to the focus question. Focus Question: What affects how fast water changes into a gas/evaporates?
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.

### 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.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td><img src="Image" alt="Foot" /> <img src="Image" alt="Hand" /></td>
<td>[ ]</td>
<td><img src="Image" alt="Hand" /> <img src="Image" alt="Foot" /></td>
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<td>[ ]</td>
<td><img src="Image" alt="Foot" /> <img src="Image" alt="Foot" /></td>
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<td><img src="Image" alt="Head" /> <img src="Image" alt="Foot" /></td>
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<td>[ ]</td>
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<td>[ ]</td>
<td><img src="Image" alt="Foot" /> <img src="Image" alt="Foot" /></td>
<td>[ ]</td>
<td><img src="Image" alt="Foot" /> <img src="Image" alt="Foot" /></td>
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</tbody>
</table>

**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.

### 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?

![Balance Images]

**Reflection:** Why is it important to be able to balance on different bases of support? What are you doing to hold your balances longer?
**Compound Word: Match, Meaning, & Draw**

A **compound word** is made up of two words that combine to make one new word.

Example: horse + back = horseback

**Directions:** Choose a word from Column 1 and Column 2 from the Word Bank to form a compound word. Then complete the chart. An example has been done for you.

<table>
<thead>
<tr>
<th>Word Parts</th>
<th>Compound Word</th>
<th>Meaning</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: weather + man</td>
<td>weatherman</td>
<td>A person who shares information about the weather on TV</td>
<td>🌞 High: 90°</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

**Word Bank**

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>rail</td>
<td>marker</td>
</tr>
<tr>
<td>skate</td>
<td>shore</td>
</tr>
<tr>
<td>air</td>
<td>man</td>
</tr>
<tr>
<td>watch</td>
<td>port</td>
</tr>
<tr>
<td>sea</td>
<td>board</td>
</tr>
<tr>
<td>weather</td>
<td>road</td>
</tr>
</tbody>
</table>

Find worksheets, games, lessons & more at education.com/resources
Grade 3 Week 6 Additional Language and Literacy Practice

Directions: ✔ Check off each task as you go.

Learning Target: Read and understand text. Practice reading fluency.

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>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Read" /> Read the passage silently to yourself.</td>
</tr>
<tr>
<td><img src="image" alt="Read" /> Read the passage in a whisper voice to yourself.</td>
</tr>
<tr>
<td><img src="image" alt="Read" /> Read the passage in a speaking voice to yourself.</td>
</tr>
<tr>
<td><img src="image" alt="Read" /> Read the passage aloud to someone / something (parent, sibling, pet, stuffed animal, plant).</td>
</tr>
<tr>
<td><img src="image" alt="Circle" /> Circle any words you don't know the meaning. Using the context, see if you can figure them out.</td>
</tr>
<tr>
<td><img src="image" alt="Tell" /> Tell the gist of the story to someone.</td>
</tr>
<tr>
<td><img src="image" alt="Write" /> Write a summary of the story.</td>
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Story

Overconsumption

Running a faucet when you're not using it or taking extra long showers can waste many gallons of water.

People are using more water than they should. There is not enough freshwater to keep up with demand. Nearly 70 percent of the world's freshwater is being used just to grow food. By 2050 the demand for water is expected to rise by 55 percent. That is twice as fast as population growth.

Many people consume more water than they need. Most are unknowingly wasteful. They leave faucets and showers on too long. They turn on dishwashers and washing machines that are only half full.

Overconsumption is a serious problem. Many lakes, rivers, and aquifers are getting smaller. They are being drained faster than the water cycle can
replenish them. It is affecting water supplies around the world. People have thrown off the natural balance between the hydrosphere and water cycle. Every little change affects the future of water on Earth.

**Writing Prompts**

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

- What is the main idea and supporting details of this text?
- Why is it a problem if people use too much water?
- Imagine that every time you drank a glass of water you got a superpower. Write about what superpower you would choose and what you would do with that power.
3rd Grade Math Resources

1) **Round to the Nearest Ten or Hundred:** What is 94 rounded to the nearest ten?

_____

A school gave 884 pencils to students on the first day of school. What is 884 rounded to the nearest hundred?

________

2) **Skip Counting:** Identify the skip-counting pattern and continue each pattern.

   3, 6, 9, 12, 15, 18, ___, ___, ___, ___

   4, 8, 12, 16, 20, 24, ____ , ___, ___, _____

   6, 12, 18, 24, 30, 36, ___, ___, _____, _____

3) **Equal Groups:** Equal groups have the same number of objects in each group.

   Tim has 6 toy cars. Each car has 4 wheels. How many wheels are there in all?

4) **Find the product:**

   ____ = 7 \times 7  
   6 \times 7 = ____  
   ____ = 7 \times 10

5) **Model Division with Equal Groups:** Write a division equation for the picture

   ___________
6) **Bar Model:** Complete the bar model. Then write a division equation for the bar model.

There are 15 postcards in 3 equal stacks. How many postcards are in each stack?

<p>| | | |</p>
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</thead>
</table>

15 postcards

_____________________ postcards

7) **Compare:** Write <, >, =

\[
10 \div 1 \ _____ 4 \times 10
\]

\[
17 - 6 \ _____ 18 \div 2
\]

8) **Word Problem:** Four brothers share 3 pizzas equally. How much pizza does each brother get?

Each brother gets ________

9) **Unit Fractions of a Whole:** Write the fraction that names each part. Write a fraction in words and in numbers to name the shaded part.

Each part is _____

Each part is _____

Each part is _____

___ eighths

___ thirds

___ sixths
10) **Measurement:** Use a ruler to measure the glue stick to the nearest half inch.

\[
\text{________ inches}
\]

11) **Perimeter:** What is the side length of a square that has a perimeter of 20 inches?

\[
\text{_________ inches}
\]

12) **Picture Graph:** Use the picture graph to answer the questions below.

The picture graph shows how students in Jillian's class voted for their favorite instrument. How many students voted for the guitar?

\[
\text{_________ students voted for the guitar}
\]

On the day of the survey, two students were absent. The picture graph shows the votes of all the other students in the class. How many students are in the class? Explain your answer.

\[
\text{______________ students are in the class.}
\]