



Elementary E-Learning Plan

Dear Fifth Grade Parents and Guardians,

This year it has been decided that all classes (P-6) will participate in e-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on e-learning days ONLY. Please only complete one day's worth of work on an e-learning day, ei. Day 1 work to be completed on e-learning day number one, Day 2 work to be completed on e-learning day number two, etc. Please do NOT complete all the packets on the first e-learning day.

Included in the packet of work is review of skills your student has seen before in reading and math. Please make sure they are using 5th grade level sentences when writing. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

Thank you,

Victoria Bagley 320-329-8368 ext. 1115 vbagley@rcw.k12.mn.us


Reese Marks 320-329-8368 ext. 1108 rmarks@rcw.k12.mn.us



Fifth Grade E-learning Packet

Day 1

Date: _____

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity: Complete the page Text Questioning for the story that you read to self for 10 minutes.
SEL- social skills	Empathy & Respect: Complete the provided worksheet on Empathy & Respect.
Reading Work	Homophones: are words that sound the same but are spelled differently and have a different meaning. Follow the directions and complete Homophones, Mix & Match, & All Abroad.
Math Work 	Prime Factorization: Complete the pages Quick Math Review and Fluency Practice. You should only spend 2 minutes on each page even if you don't finish. The page What's the Questions is a fun way to make you think. Some examples of how to get an answer of 33 would be $30+3$, 3×11 , and $3 \times 10+3$. You must complete Factor Trees. Finding Factor Pairs is optional and is an extra challenge to you. To find all the prime factors of any number, we can use a factor tree. To start the factorization process, simply write the number as a product (as a multiplication) in any way you like (except $1 \times$ the number). That gives you two "branches". Then factor the numbers you get from that, repeatedly, until you only have primes. At that point, we "pick" the "leaves", or the prime factors, and then write the number's prime factorization. It doesn't matter how you START the factoring process, by starting the factorization of 36.
Science	Let's Experiment: Page 1 explains the process of doing an experiment. Pages 2 and 3 are for you to fill out REASONABLE answers on what you think would happen if you did the experiment in real life.

Social	<p>My State: Use a resource you have at home (internet, encyclopedia, your parents knowledge, or another reliable source) to fill out the information on My State for questions 1-10. If you truly do not have access to a reliable source, make up your own state and answer the questions.</p> <p>On the My _____ Flag page, you are going to design your own flag and tell me about it by answering the questions.</p>
Music	<p>Complete the worksheet using notes in the bass clef. Bass Clef Crazy</p>
PE	<p>Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from fitness challenge board Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.</p>
English Language Development (Mrs. Marcus)	<p>“5 Seconds” Game</p>
Band	<p>Link: 5th Band Elearning Packet.pdf</p> <p>Everyone:</p> <ul style="list-style-type: none"> • Use the practice log for a practice session. Try to practice for 30 minutes.

Parent Signature_____

Snow Day One

Empathy & Respect: Define empathy and give an example of how you can show empathy to a family member, friend, and staff at school.

Empathy is (in 5th grade sentences):

Give an example of showing empathy to:

1. Family member:

2. Friend:

3. Staff at school:

Name _____

HOMOPHONES

Be a homophone detective! Choose the correct homophone to finish each sentence.

1. We _____ (ate/eight) dinner at the restaurant.
2. I had _____ (ate/eight) dollars to spend at the store.
3. Alex saw a _____ (dear/deer) in the forest.
4. My _____ (dear/deer) friend is coming to visit.
5. The homework took an entire _____ (hour/our) to finish.
6. _____ (hour/our) house is at the end of the street.
7. We were told _____ (knot/not) to get into trouble.
8. I tied my shoelaces in a _____ (knot/not).
9. I went to the _____'s
(principle's/principal)'s office
10. A _____ (principle/principal) of our
country is liberty.
11. My car is _____ (so/sew) cool!
12. I want to learn how to _____ (so/sew)...



Name _____

Mix and Match

Match each word to its matching homophone below. Remember, a homophone is a word that sounds the same with a different meaning and spelling.

new

stare

peace

seam

sight

knew

to

pour

stair

site

wait

piece

steal

nun

waist

sale

seem

steel

none

two

poor

weight

sail

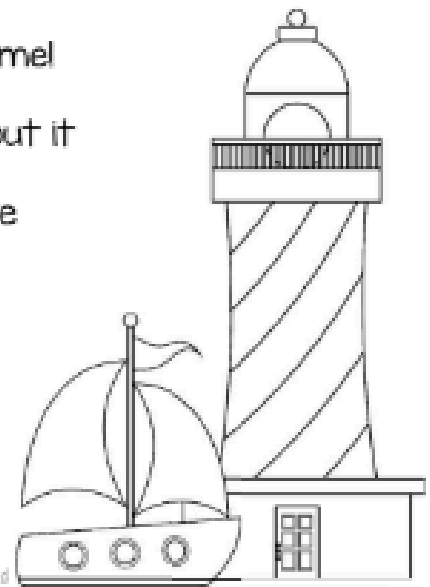
waste

Name _____

ALL ABOARD

Read the story and use the context clues to identify the correct homophone to fill in the blanks.

I was so excited to go _____ (selling/sailing)! It was my first time out to _____ (see/sea). I could not _____ (wait/weight)! As my dad started the boat, I felt the wind on my skin and the _____ (sun/son) on my face. The _____ (air/heir) was crisp and clear. My dad was driving the boat on a _____ (root/route) he always loved to go on when he was a kid. I soon found out why! While I was on the boat, I saw a wonderful _____ (sight/site). I saw a _____ (real/reel) live dolphin _____ (tale/tail) jump into the water. Then the dolphin jumped out of the water again and I saw it smile at me! _____ (I/eye) could not believe it! We talked about it all _____ (knight/night). Now, my favorite place to _____ (be/bee) is out at _____ (see/sea) with my dad.



Let's Experiment!

1. ask a question:

What do you want to know about?
Why do you want to know it?

2. research your question:

Has anyone asked it before?

3. form a hypothesis (hi-pot-the-siz):

What do you think is the answer to your question?
Can you test it?

4. test your hypothesis (hi-pot-the-siz):

Design and perform an experiment.
Record your data.

5. analyze your data:

See if your data matches your hypothesis.

6. draw conclusions:

What did you learn?
Was your hypothesis correct?
What questions do you have now?

Let's Experiment!

1. ask a question:

(Ex.) Will a Kite fly in all types of weather?

2. research your question:

(Ex.) I found that most people say a Kite needs wind to fly.

I found that _____

3. form a hypothesis (hi-pot-the-siz):

My hypothesis is _____

I predict _____

I think this because _____

4. test your hypothesis (hi-pot-the-siz):

Materials

Needed _____

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Let's Experiment

5. analyze your data:

(Ex) Observation 1: The Kite did not fly in rain.

Observation 1: _____

Observation 2: _____

Observation 3: _____

Observation 4: _____

Observation 5: _____

6. draw conclusions:

What did you learn?

Was your hypothesis correct?

What questions do you have now?

Name _____

ABOUT MY STATE

1. My state is _____
2. The capital is _____
3. It is in the _____ region of the United States.
4. The state bird is the _____
5. The colors of the state flag are: _____
6. The city/town I live in is _____
7. I would guess that _____ people live in my state and _____ people live in my city/town.
8. You can find these landforms in my state (List as many as you can think of):

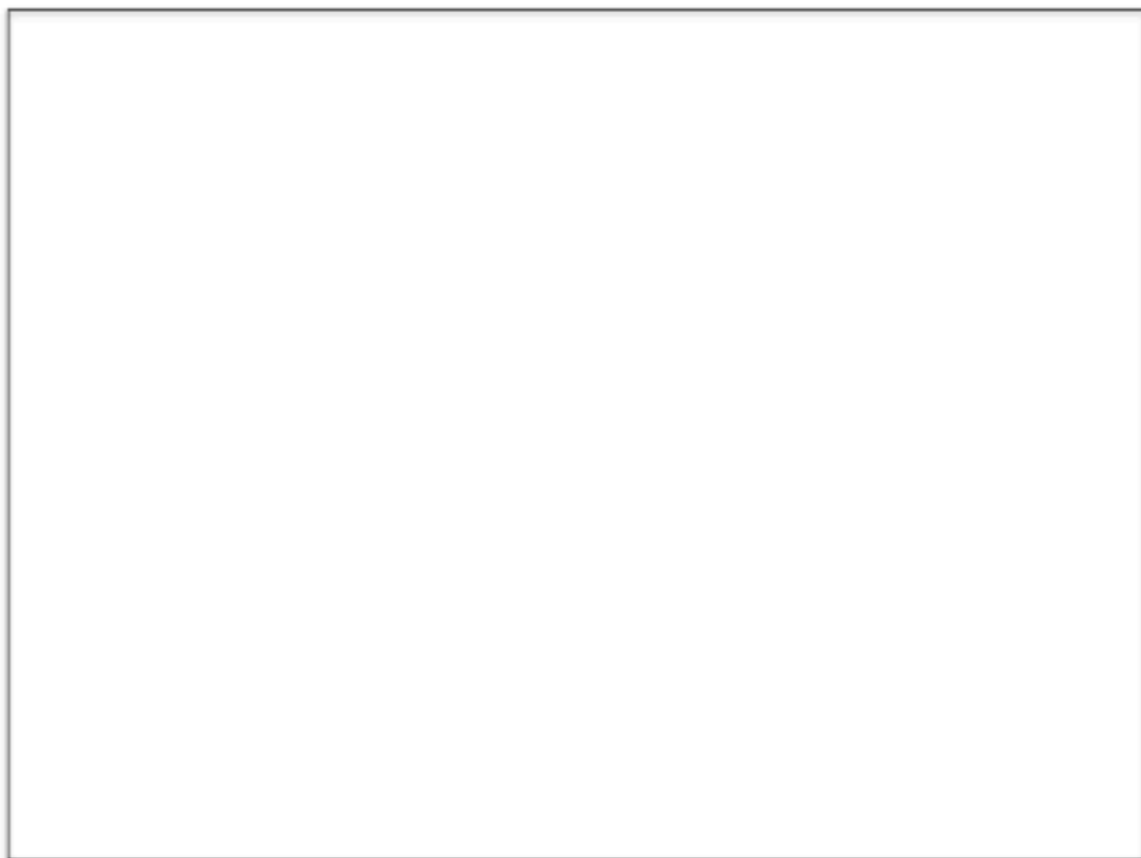
9. These are fun things you can do in my state (List as many as you can think of. Make sure to list national parks and any other attractions in your state):

10. This is what the culture in my state is like (Think about the diversity that can be found in your state. What cultural activities are done in your state that may not be done in other states? What are some traditions in your area?):

Name _____

MY _____ FLAG

Create your own flag for your _____. This is not the official flag, but your own creation! Think about what you wrote about your _____ on the About My _____ page. Use that information to create your own flag that has meaning to you. Then, write about your flag and how it represents your _____ on the lines below.



Name _____

Quick Math Review

Missing Factors

$$6 \times \square = 24$$

$$\square \times 100 = 1200$$

$$12 \times \square = 48$$

$$\square \times 7 = 49$$

$$3 \times \square = 33$$

Find the Factors

1. 24

2. 36

Katelyn is putting her books on a bookshelf. Each shelf can fit 20 books. How many shelves will she need if she has 110 books? Explain your reasoning.

Equivalent fractions

$$\frac{1}{2} = \frac{\square}{\square}$$

$$\frac{3}{4} = \frac{\square}{\square}$$

$$\frac{4}{8} = \frac{\square}{\square}$$

$$\frac{3}{5} = \frac{\square}{\square}$$

Write Numbers In Expanded Form

347.394

572.342

451.139

Name _____

Fluency Practice

1. $19 + 12 =$	2. $15 - 12 =$	3. $\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	4. $\begin{array}{r} 245 \\ + 31 \\ \hline \end{array}$	5. $\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$
6. $\begin{array}{r} 44 \\ \times 3 \\ \hline \end{array}$	7. $\begin{array}{r} 653 \\ + 42 \\ \hline \end{array}$	8. $\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	9. $\begin{array}{r} 261 \\ - 250 \\ \hline \end{array}$	10. $\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$
11. $\begin{array}{r} 812 \\ + 39 \\ \hline \end{array}$	12. $\begin{array}{r} 32 \\ \times 4 \\ \hline \end{array}$	13. $\begin{array}{r} 754 \\ - 32 \\ \hline \end{array}$	14. $\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	15. $\begin{array}{r} 893 \\ - 231 \\ \hline \end{array}$
16. $\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	17. $3 \overline{)18}$	18. $\begin{array}{r} 2.5 \\ + 1.4 \\ \hline \end{array}$	19. $\begin{array}{r} 55 \\ \times 4 \\ \hline \end{array}$	20. $\frac{3}{8} + \frac{1}{8} =$

Name _____

What's The Question?

Brainstorming

Think of as many problems as you can that will equal the answer provided.

The answer is:

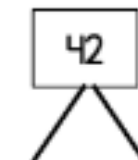
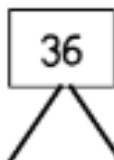
33



Name _____

Factor Trees

Complete each of the factor trees. The first two branches are drawn for you. Draw additional branches as needed until you have all prime factors.



List All The Factors for Each Number

64

30



Name _____

Finding Factor Pairs

List all of the factor pairs for each number. List the numbers clearly as pairs so you remember which numbers go together.

1. Find all Factor Pairs for 30.

2. Find all Factor Pairs for 56.

3. Find all Factor Pairs for 35.

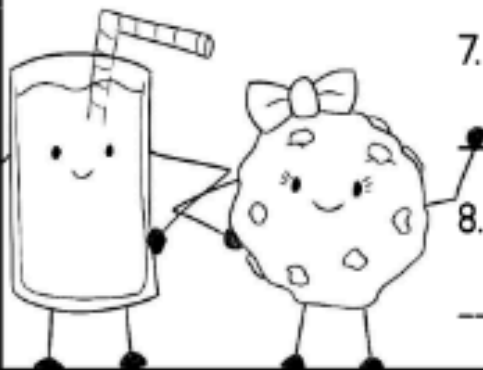
4. Find all Factor Pairs for 48.

5. Find all Factor Pairs for 36.

6. Find all Factor Pairs for 28.

7. Find all Factor Pairs for 15.

8. Find all Factor Pairs for 49.





Future Ready, Jaguar Proud.

Renville County West ISD #2890

RCW Phy Ed/Health Department

E-Learning

RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete


Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort


ITHOUGHTTHAT I WAS CRAZY





Decode this wacky rhyme and learn your note names at the same time! Write the notes names in the blanks below the notes to solve the puzzle, and then read the rhyme.


I woke up this morning, and jumped up out of ,

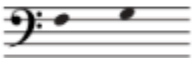
I thought that I was crazy, going out of my .
h _ _ _


I'd been dreaming of my homework, with a smile on my .

And doing as I'm asked , and always in my .

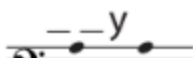
I loved to please my parents, and  alike.
pl _ _ _
t _ _ _ h _ r s

I loved to pick my toys up,  I ride my bike.
_ _ _ or _

The knocking at the door is what startled me from this .
_ ri _ ht

And saved me from this dream,  most certain plight.
_ n _

Had my dream continued, I feared there'd come a ,

The men in white would come for me, and carry me .
_ w _ y



This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes

RCW Band Practice Session Log

Name: _____ Grade: _____

Goals:

Skill: I want to get better at _____.

Time: I can dedicate _____ to accomplishing my goal.

I will play this to help myself improve:

Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

Reflection:

How well was I able to complete my goal? (circle one)

I got it! I'm getting there It's in-progress I need help

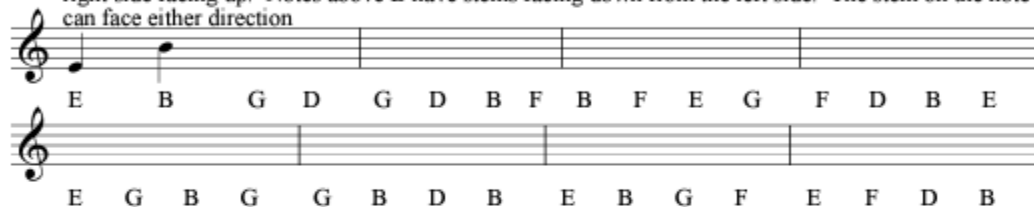
I want to focus on these skill(s) in the future:

Note Reading Worksheet

Treble Clef Exercise #2

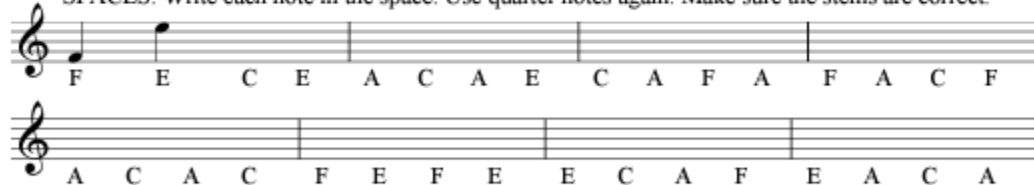


LINES: Write each note on the correct line using quarter notes. Notes below B should have a stem on the right side facing up. Notes above B have stems facing down from the left side. The stem on the note B can face either direction.



The letter names of the spaces spell out the word FACE

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.



ALL NOTES: Write each note on the line or space. This time write half notes.



Name _____

Date _____

Musical Words - Treble Clef I

Each group of notes spells a word.
Write the word that each group spells.

Example 
B E D



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —

Finale® Worksheets, Copyright © 2009 by MakeMusic, Inc.

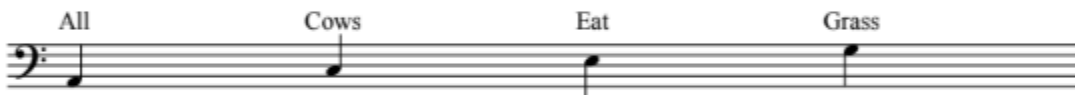
MakeMusic grants permission to duplicate this worksheet for non-profit, educational use only, provided each copy includes this copyright notice.
Copies may not be sold or included in any materials offered for sale to the general public.

Note Reading Worksheet

Bass Clef Exercise #2



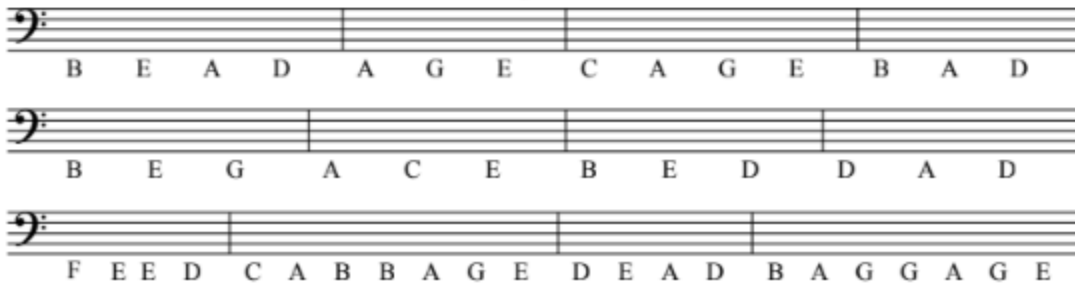
LINES: Write each note on the correct line using quarter notes. Notes below D should have a stem on the right side facing up. Notes on or above the D line should have the stems facing down from the left side.



SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.



ALL NOTES: Write each note on the line or space. This time write half notes.



Musical Words - Bass Clef I

Each group of notes spells a word.
Write the word that each group spells.

Example



1 _ _ _	2 _ _ _	3 _ _ _
4 _ _ _	5 _ _ _	6 _ _ _
7 _ _ _ _	8 _ _ _ _	9 _ _ _ _
10 _ _ _ _	11 _ _ _ _	12 _ _ _ _
13 _ _ _ _	14 _ _ _ _	15 _ _ _ _
16 _ _ _ _	17 _ _ _ _	18 _ _ _ _

Finale® Worksheets, Copyright © 2009 by MakeMusic, Inc.

MakeMusic grants permission to duplicate this worksheet for non-profit, educational use only, provided each copy includes this copyright notice.
Copies may not be sold or included in any materials offered for sale to the general public.

I Got Rhythms—Worksheet 3A
Dotted Half Notes

Please Label the Counting of the Following Rhythms:


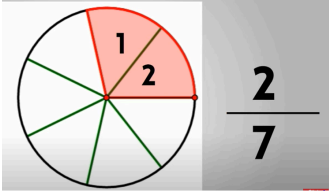
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 



Fifth Grade E-learning Packet

Day 2

Date: _____

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity: Complete the page Making Connections for the story that you read to self for 10 minutes.
SEL- social skills	Active Listening: Complete the provided worksheet on Active Listening.
Reading Work 	Prepositional Phrase: A prepositional phrase connects an object to the preposition. For example, how can you describe this kitten's relationship to the computer? You could describe the image this way: The crazy kitten is on the computer. In this sentence, the prepositional phrase is 'on the computer.' An adverb is a word that describes how an action is carried out. An adjective is a describing word. Use this information to complete the Detective Work & Pigging it Out pages.
Math Work 	Fractions: Complete the pages Quick Math Review and Fluency Practice for math warm-ups. You should only spend 2 minutes on each page even if you do not complete them. The page What's the Questions is a fun way to make you think. Some examples of how to get an answer of 18 would be 15+3, 3x6, and 2x5+8. You must complete Fraction Review. Fraction Ordering is optional and is an extra challenge to you. When you are filling in each pie, you are going to color in the number of pieces that is listed on the top half of the fraction. The bottom number tells you how many pieces the pie is divided into.
Science	Changes to the Earth's Surface: Use the Changes to the Earth's Surface reference sheet to help you fill out the Changes to the Earth's Surface worksheet. There is an answer for each blank on the sheet.

Social	<p>Supply vs. Demand:</p> <p>Supply is the amount of goods available, and demand is how badly people want a good or service. Factors like seasons and popularity affect supply and demand, and prices can change with changes in demand. As the price increases, supply also increases while demand decreases. Then there is the opposite; as the price drops supply production usually decreases while demand grows.</p> <p>An example of high demand and low supply is if a crop of tomatoes were destroyed. An example of low demand and high supply is when they release a new version of a playstation, the old playstation goes down in price. Complete all three pages that say Supply vs. Demand.</p>
Music	<p>Complete the bass clef crossword.</p> <p>Bass Clef Crossword</p>
PE	<p>Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place)</p> <p>Pick a square to finish from fitness challenge board</p> <p>Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.</p>
English Language Development (Mrs. Marcus)	<p>"5 Seconds" Game</p>
Band	<p>Link: 5th Band Elearning Packet.pdf</p> <p>Everyone:</p> <ul style="list-style-type: none"> • Label the counting of rhythms on the last page. Compare how those rhythms relate to what we play from the book. • Use the practice log for a practice session. Try to practice for 30 minutes.

Parent Signature_____

Snow Day Two

Active Listening: Tell me why the following skills are important - Focus on the person's words. Don't interrupt. Ask questions to find out more. Repeat what you heard to show you understand.

Focus on the person’s words (in 5th grade sentences):

Don’t interrupt:

Ask questions to find out more:

Repeat what you heard to show you understand:

Name _____

Quick Math Review

Missing Factors

$$2 \times \square = 22$$

$$\square \times 100 = 700$$

$$12 \times \square = 60$$

$$\square \times 8 = 64$$

$$4 \times \square = 32$$

Find the Factors

1. 30

2. 49

Randy is making cookies for a party. There will be 30 guests at the party. If he has 90 cookies, how many cookies will each guest get? Explain your reasoning.

Equivalent fractions

$$\frac{4}{5} = \square$$

$$\frac{2}{4} = \square$$

$$\frac{1}{3} = \square$$

$$\frac{6}{8} = \square$$

Write Numbers In Expanded Form

629.429

791.367

112.348

Name _____

Fluency Practice

1. $17 + 11 =$	2. $15 - 13 =$	3. $\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	4. $\begin{array}{r} 273 \\ + 52 \\ \hline \end{array}$	5. $\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$
6. $\begin{array}{r} 35 \\ \times 3 \\ \hline \end{array}$	7. $\begin{array}{r} 297 \\ + 28 \\ \hline \end{array}$	8. $\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	9. $\begin{array}{r} 376 \\ - 252 \\ \hline \end{array}$	10. $\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$
11. $\begin{array}{r} 278 \\ + 74 \\ \hline \end{array}$	12. $\begin{array}{r} 52 \\ \times 5 \\ \hline \end{array}$	13. $\begin{array}{r} 625 \\ - 22 \\ \hline \end{array}$	14. $\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	15. $\begin{array}{r} 323 \\ - 235 \\ \hline \end{array}$
16. $\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$	17. $11 \overline{)66}$	18. $\begin{array}{r} 5.6 \\ + 6.8 \\ \hline \end{array}$	19. $\begin{array}{r} 23 \\ \times 3 \\ \hline \end{array}$	20. $\frac{1}{3} + \frac{2}{3} =$

Name _____

What's The Question?

Brainstorming

Think of as many problems as you can that will equal the answer provided.

The answer is:

18



Name _____

Fraction Review

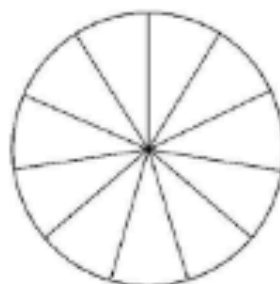
Color in the fraction for each problem.

1.



$\frac{3}{8}$

2.



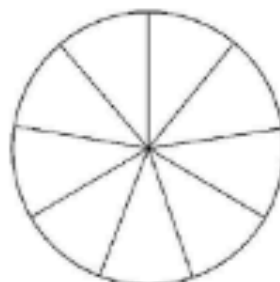
$\frac{5}{11}$

3.



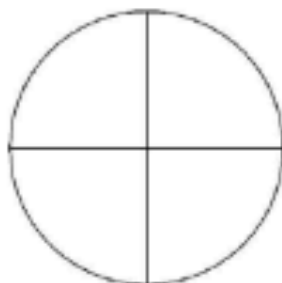
$\frac{2}{5}$

4.



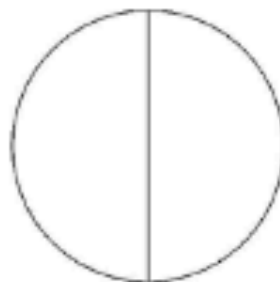
$\frac{7}{9}$

5.



$\frac{1}{4}$

6.



$\frac{1}{2}$

7.



$\frac{2}{3}$

8.



$\frac{4}{7}$

Name _____

Fraction Ordering

Write each of the fractions in order from least to greatest. Write equivalent fractions next to each other. You may draw the fractions on scratch paper to compare.

1. $\frac{3}{8}$ $\frac{1}{2}$ $\frac{3}{3}$ $\frac{2}{4}$ $\frac{2}{7}$

2. $\frac{4}{5}$ $\frac{5}{6}$ $\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$

3. $\frac{2}{10}$ $\frac{4}{6}$ $\frac{2}{4}$ $\frac{2}{3}$ $\frac{1}{2}$

Name _____

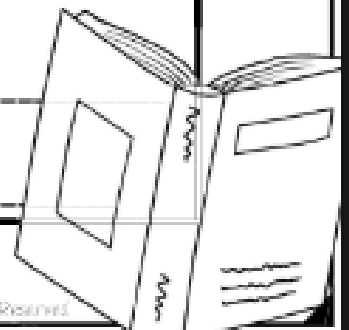
Making connections

Making connections is a comprehension skill that expert readers use to help them understand their reading. Write your connections here as you read.

Text to Self This reminds me of a time that I...

Text to Text This reminds me of a book/movie...

Text to World This reminds me of a world event...



Name _____

DETECTIVE WORK

Can you identify the prepositional phrase in each sentence?
Circle it or highlight it!

1. Sometimes I go golfing with my family.
2. The table in the kitchen is made out of wood.
3. Johnny is sore from falling down the stairs.
4. Before school started, I played.
5. We bought some candy at the candy shop.
6. I ran towards the finish line and won the race.
7. Shellie's homework is on the table.
8. The puppy was in the doghouse.
9. The postcard from Andy is blue.
10. I read a story about a princess.
11. We laid down under the stars.
12. Kevin is at home.
13. Will you dance with me?



Name _____

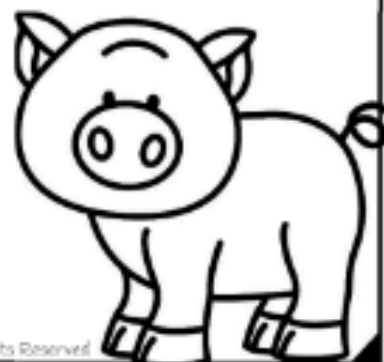
Pigging It Out

Circle whether the prepositional phrase in each sentence functions as an adjective or adverb. Then write the corresponding letter in the next box below.

1. The toys were on the bedroom floor.
Adjective : P Adverb: B
2. The carrots in the garden are ready to be picked.
Adjective: O Adverb: A
3. We got pizza at the basketball game.
Adjective: D Adverb: R
4. The birthday present was from my friend.
Adjective: K Adverb: S
5. After school, I do my homework.
Adjective: D Adverb: C
6. Kate is the student with the longest hair.
Adjective: H Adverb: V
7. We put all of our luggage in the van.
Adjective: I Adverb: O
8. We read the book that was about the universe.
Adjective: P Adverb: M

What DO YOU CALL A PIG WHO KNOWS KARATE?

--	--	--	--	--	--	--	--

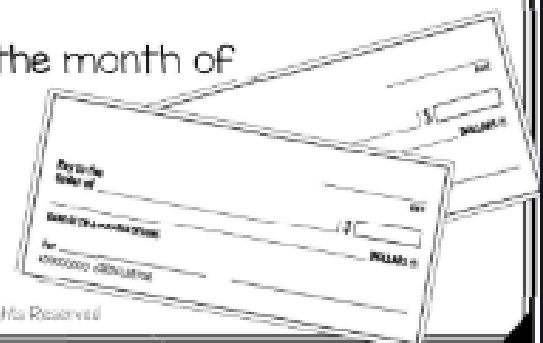


Name _____

SUPPLY VS. Demand

Read each scenario and determine whether each item has a **high demand and low supply** or **low demand and high supply**.
Then write it in the correct spot on the chart.

1. A movie theatre is sold out of tickets to a summer flick on opening weekend. The movie theatre increased the ticket price for future showings.
2. Halloween candy was 50% off on November 1st.
3. The newest version of a popular video game is released. The previous version decreases in price.
4. Candy canes increase in price during the month of December.
5. A grocery store is running out of a popular treat. They increase the price of the treat.
6. Backpacks increase in price during the month of August.



Name _____

SUPPLY VS. Demand

Read each scenario and determine whether each item has a **high demand and low supply** or **low demand and high supply**. Then write it in the correct spot on the chart.

7. The price of roses doubled during the first two weeks of February for Valentine's Day.
8. The zoo began seeing less visitors after school began in the fall. The ticket prices decreased as a result.
9. The newest version of a popular smart phone is released. The previous version decreases in price.
10. Swimsuits went on sale during the month of October.
11. A popular movie is released and the media store has limited copies. The store increases the price.
12. The day after Easter, Easter eggs and chocolate bunnies were 50% off.



Name _____

SUPPLY VS. Demand Chart

Fill in the chart below with the scenarios from the Supply and Demand pages. Make sure to write each one in the correct spot!

High Demand and Low Supply	Low Demand and High Supply

Changing Earth

Earth's surface is always changing. The changes can be slow or fast. They can affect the Earth's surface in very different ways. The changes can break down landforms or build Earth's surface up to create new landforms.

Fast Changes

Earth's surface can change very fast. Volcanoes can erupt and lava can create new landforms. An earthquake is the shaking of Earth's surface. This is caused by pressure from under the surface. Earthquakes create new landforms. When land moves quickly from high to low ground it is called a landslide. Landslides can happen when there is too much water in the soil or when there are not enough plants to hold the soil in place. Landslides create new landforms.

Tsunamis are giant waves caused by earthquakes or volcanic eruptions under the sea. Out in the depths of the ocean, tsunami waves do not dramatically increase in height. But as the waves travel inland, they build up to higher and higher heights as the depth of the ocean decreases.

Slow Changes

In contrast, much of Earth's surface is changing slowly. During slow changes, landforms made of rocks can be broken down into smaller pieces of rocks in a process called weathering. Once the rock has been weakened and broken up by weathering it is ready for erosion. Erosion happens when rocks and sediments are picked up and moved to another place by ice, water, wind, or gravity. Weathering and erosion slowly cause the landforms to get smaller. After the pieces of rocks are moved, they begin to build a new landform somewhere else. Examples of slow changes include the erosion of mountains or the shaping of canyons.

Deposition is when pieces of the Earth are deposited somewhere else. It is important to remember that when weathering happens, tiny pieces of the Earth do not disappear. Depositional landforms are the visible evidence of processes that have deposited sediments or rocks after they were transported by flowing ice or water, wind or gravity. Examples include beaches, deltas, glacial moraines, sand dunes and salt domes.

Changing Earth

Earth's surface is always changing. The changes can be slow or fast. They can affect the Earth's surface in very different ways. The changes can break down landforms or build Earth's surface up to create new landforms.

Fast Changes

Earth's surface can change very fast. Volcanoes can erupt and lava can create new landforms. An earthquake is the shaking of Earth's surface. This is caused by pressure from under the surface. Earthquakes create new landforms. When land moves quickly from high to low ground it is called a landslide. Landslides can happen when there is too much water in the soil or when there are not enough plants to hold the soil in place. Landslides create new landforms.

Tsunamis are giant waves caused by earthquakes or volcanic eruptions under the sea. Out in the depths of the ocean, tsunami waves do not dramatically increase in height. But as the waves travel inland, they build up to higher and higher heights as the depth of the ocean decreases.

Slow Changes

In contrast, much of Earth's surface is changing slowly. During slow changes, landforms made of rocks can be broken down into smaller pieces of rocks in a process called weathering. Once the rock has been weakened and broken up by weathering it is ready for erosion. Erosion happens when rocks and sediments are picked up and moved to another place by ice, water, wind, or gravity. Weathering and erosion slowly cause the landforms to get smaller. After the pieces of rocks are moved, they begin to build a new landform somewhere else. Examples of slow changes include the erosion of mountains or the shaping of canyons.

Deposition is when pieces of the Earth are deposited somewhere else. It is important to remember that when weathering happens, tiny pieces of the Earth do not disappear. Depositional landforms are the visible evidence of processes that have deposited sediments or rocks after they were transported by flowing ice or water, wind or gravity. Examples include beaches, deltas, glacial moraines, sand dunes and salt domes.

CHANGES TO THE EARTH'S SURFACE

Rapid Changes

V . _____

• _____

E . _____

• _____

L . _____

• _____

T . _____

• _____

Slow Changes

W . _____

• Landforms: _____

• Agents/Causes: _____

E . _____

• Landforms: _____

• Agents/Causes: _____

D . _____

• Landforms: _____

• Agents/Causes: _____

K-4 e-Learning: Day #2

ELL assignment from Mrs. Marcus

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.

EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

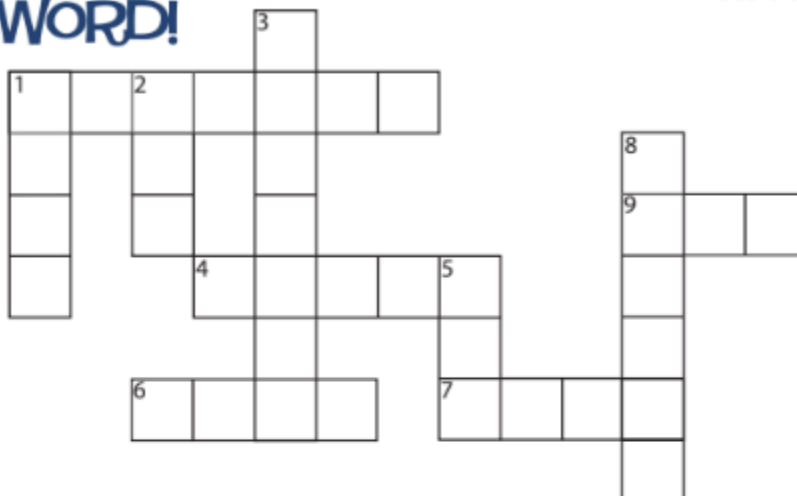
Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like

About This Activity

Let's Crossword! is ideal for the beginning and intermediate student, helping them to learn note names in a fun way. Figure out what each note name is, and then write the alphabet letter in the blank below the note. Once you discover what the word is you can start solving the puzzle!

Bass Clef

LET'S CROSSWORD!



ACROSS

1

4

7

6

9

DOWN

1

2

3

5

8



www.makingmusicfun.net

Copyright © 2007 www.makingmusicfun.net

E-Learning

RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

RCW Band Practice Session Log

Name: _____ Grade: _____

Goals:

Skill: I want to get better at _____.

Time: I can dedicate _____ to accomplishing my goal.

I will play this to help myself improve:

Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

Reflection:

How well was I able to complete my goal? (circle one)

I got it! I'm getting there It's in-progress I need help

I want to focus on these skill(s) in the future:

Note Reading Worksheet

Treble Clef Exercise #2

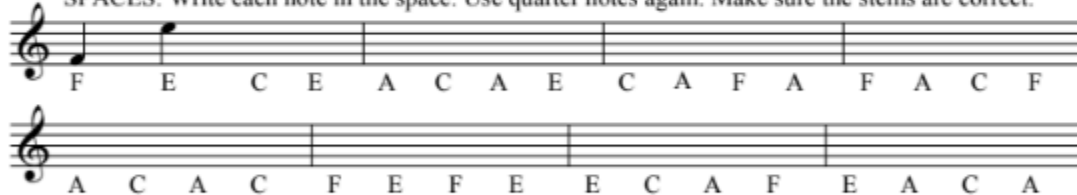


LINES: Write each note on the correct line using quarter notes. Notes below B should have a stem on the right side facing up. Notes above B have stems facing down from the left side. The stem on the note B can face either direction

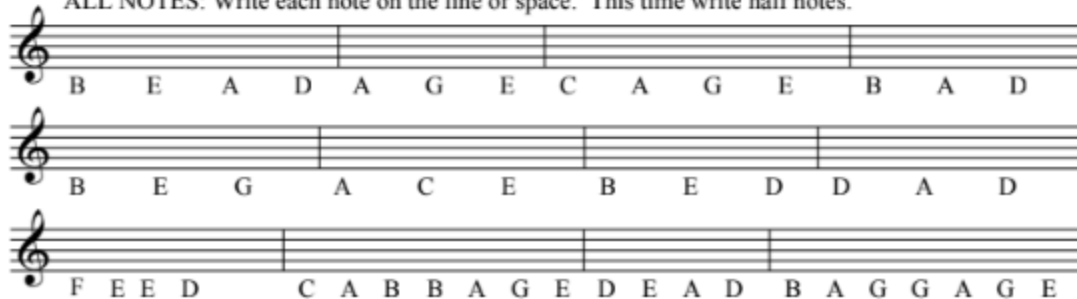


The letter names of the spaces spell out the word FACE

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.



ALL NOTES: Write each note on the line or space. This time write half notes.



Name _____

Date _____

Musical Words - Treble Clef I

Each group of notes spells a word.
Write the word that each group spells.

Example 
B E D

1  _ _ _	2  _ _ _	3  _ _ _
4  _ _ _	5  _ _ _	6  _ _ _
7  _ _ _	8  _ _ _	9  _ _ _
10  _ _ _	11  _ _ _	12  _ _ _
13  _ _ _	14  _ _ _	15  _ _ _
16  _ _ _	17  _ _ _	18  _ _ _

Finale® Worksheets, Copyright © 2009 by MakeMusic, Inc.

MakeMusic grants permission to duplicate this worksheet for non-profit, educational use only, provided each copy includes this copyright notice.
Copies may not be sold or included in any materials offered for sale to the general public.

Note Reading Worksheet

Bass Clef Exercise #2



Good Boys Do Fly Airplanes

LINES: Write each note on the correct line using quarter notes. Notes below D should have a stem on the right side facing up. Notes on or above the D line should have the stems facing down from the left side.



G D G D G D B F B F D G F D B A



A G B G G B D B A B G F A F D B



All Cows Eat Grass

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.



A G C E A C A E C A G A G A C E



A C A C G E G E E C A G E A C A

ALL NOTES: Write each note on the line or space. This time write half notes.



B E A D A G E C A G E B A D



B E G A C E B E D D A D



F E E D C A B B A G E D E A D B A G G A G E

Name _____

Date _____

Musical Words - Bass Clef I

Each group of notes spells a word.
Write the word that each group spells.

Example



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —



— — —

Finale® Worksheets, Copyright © 2009 by MakeMusic, Inc.

MakeMusic grants permission to duplicate this worksheet for non-profit, educational use only, provided each copy includes this copyright notice.
Copies may not be sold or included in any materials offered for sale to the general public.

I Got Rhythms—Worksheet 3A
Dotted Half Notes

Please Label the Counting of the Following Rhythms:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 




Fifth Grade E-learning Packet

Day 3

Date: _____

Independent Reading	<input type="checkbox"/> 10 minutes read to self <input type="checkbox"/> Written activity: Complete the page I Can See it Now worksheets for the story that you read to self for 10 minutes.
SEL- social skills	Being Assertive: Complete the provided worksheet on Being Assertive.
Reading Work	Idioms: An idiom is a phrase in which the meaning of each word separately does not tell you what the idiom means. In other words, the words in the phrase mean something more than each word in it. Complete pages Say What?, Idiom Matching, and My Favorite Idiom.
Math Work	Reading Graphs: Complete the pages Quick Math Review and Fluency Practice for math warm-ups. You should only spend 2 minutes on each page even if you do not complete them. The page What's the Questions is a fun way to make you think. Some examples of how to get an answer of 50 would be $47+3$, 2×25 , and $4 \times 9 + 5$. You must complete Reading Line Plots. Fill-In-The-Graph is optional and is an extra challenge to you. When you are reading the line plot, each X about the number presents 1 and the unit is listed under the line plot. Remember all together means addition.
Science	Animal Research Report: Use the information you were given to fill out about the Great White Panada to fill out the Animal Research Report worksheet. If there are questions you can not find the answers to, that is fine to leave them blank but please make sure that you have actually looked for them. If you would like to do a report on an animal other than the Panda, that is fine but you will need to make sure that you are using

	a reliable resource.
Social	Conservation: Complete the pages Pollution, Land Use & Conservation, & Reduce, Reuse, Recycle!
Music	Complete the Intervals Fiesta Worksheet. Intervals Fiesta
PE	Negen/Landquist: 15 minutes of exercise (jumping jacks, squats, sit-ups, mountain climbers, push-ups and jog in place) Pick a square to finish from fitness challenge board Other activities: Shovel Snow, build snowman/snow fort, or other activities outside.
English Language Development (Mrs. Marcus)	"5 Seconds" Game
Band	Link:  5th Band Elearning Packet.pdf Percussion: <ul style="list-style-type: none"> Complete #1-9 of the treble clef and bass clef worksheets. Treble Clef: Flute/Clarinet/Trumpet/Alto Saxophone <ul style="list-style-type: none"> Complete the "Musical Words - Treble Clef 1." Bass Clef: Trombone/Baritone/Tuba <ul style="list-style-type: none"> Complete the "Musical Words - Bass Clef 1." Everyone: <ul style="list-style-type: none"> Use the practice log for a practice session. Try to practice for 30 minutes. Use the worksheet to make sure you are playing the right notes.

Parent Signature_____

Snow Day Three

Being Assertive: Compare and contrast passive, aggressive and assertive responses.

How are passive, aggressive, and assertive responses the same? (in 5th grade sentences):

What makes passive responses different from the other responses?:

What makes aggressive responses different from the other responses?:

What makes assertive responses different from the other responses?:

Name _____

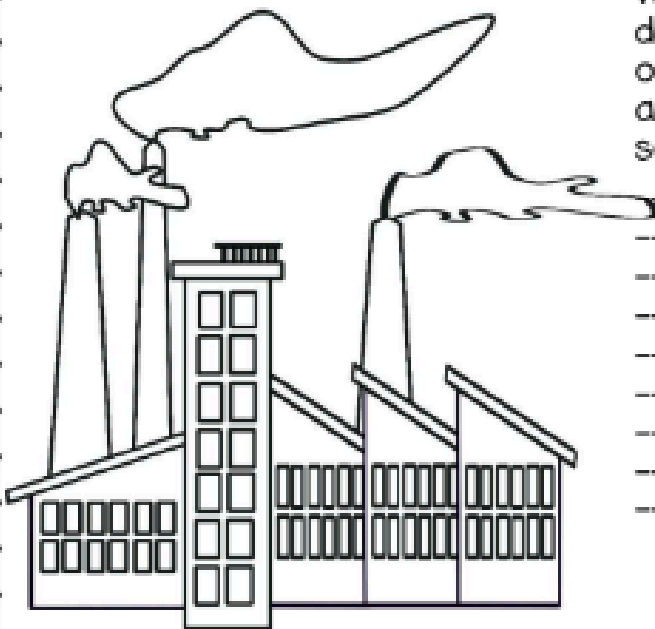
POLLUTION

As humans, we do things that can pollute the Earth.
Answer the questions below about pollution.

What are some things that humans do that pollute the Earth's atmosphere? List at least 3. Which of these do you do regularly?

Why do you think pollution is a bad thing? Explain your reasoning.

What are some possible solutions to decrease our pollution problem? Think of things you can do as an individual and things that can be done as a society.



Name _____

Land Use and Conservation

The land on Earth is very valuable to us as a society, because we get many of our essential resources from it. We use land for farming to grow food to eat. We filter water from lakes and rivers for drinking. We use trees for building homes and other structures. The gas used in vehicles is also a natural resource that comes from the land. Things you use every day-even this paper- come from natural resources.

While we do use the land for many things, it is important that not all land is developed so that ecosystems are not destroyed. This is why land conservation is important. One way this is done is through National Parks. There are currently 58 National Parks in the United States. The land in National Parks can not be used for resources. They are a great place for recreation to enjoy the great outdoors.

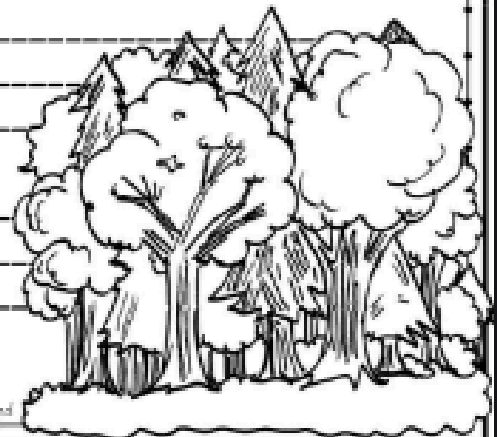
Answer the following questions about the passage:

- 1) Name 3 ways that land is used for resources that are discussed in the passage.

- 2) Why is land conservation important?

- 3) What are National Parks used for?

- 4) Why do you think the land is important?



Name _____

Reduce, Reuse, Recycle!

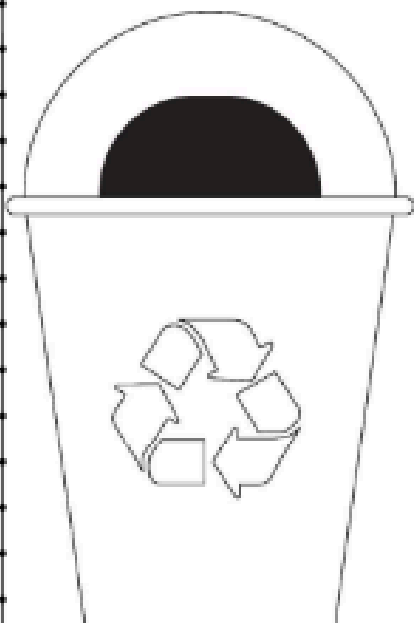
Many of the supplies we use every day come from natural resources. For example, paper comes from wood from trees. We can conserve natural resources by reducing the amount we use, reusing items when we can, and recycling materials that can be recycled.

What can you do to **reduce** the amount of natural resources you use?

What are some items you can **reuse** to conserve natural resources?

What are some items you can **recycle** to conserve natural resources?

Why is it important to conserve natural resources?



Name _____

I Can See It Now

As you visualize during your reading, fill in each box below for each of your senses. Then, draw a picture of what the scene looks like in your head in the blank square.

What do you see?

What do you hear?

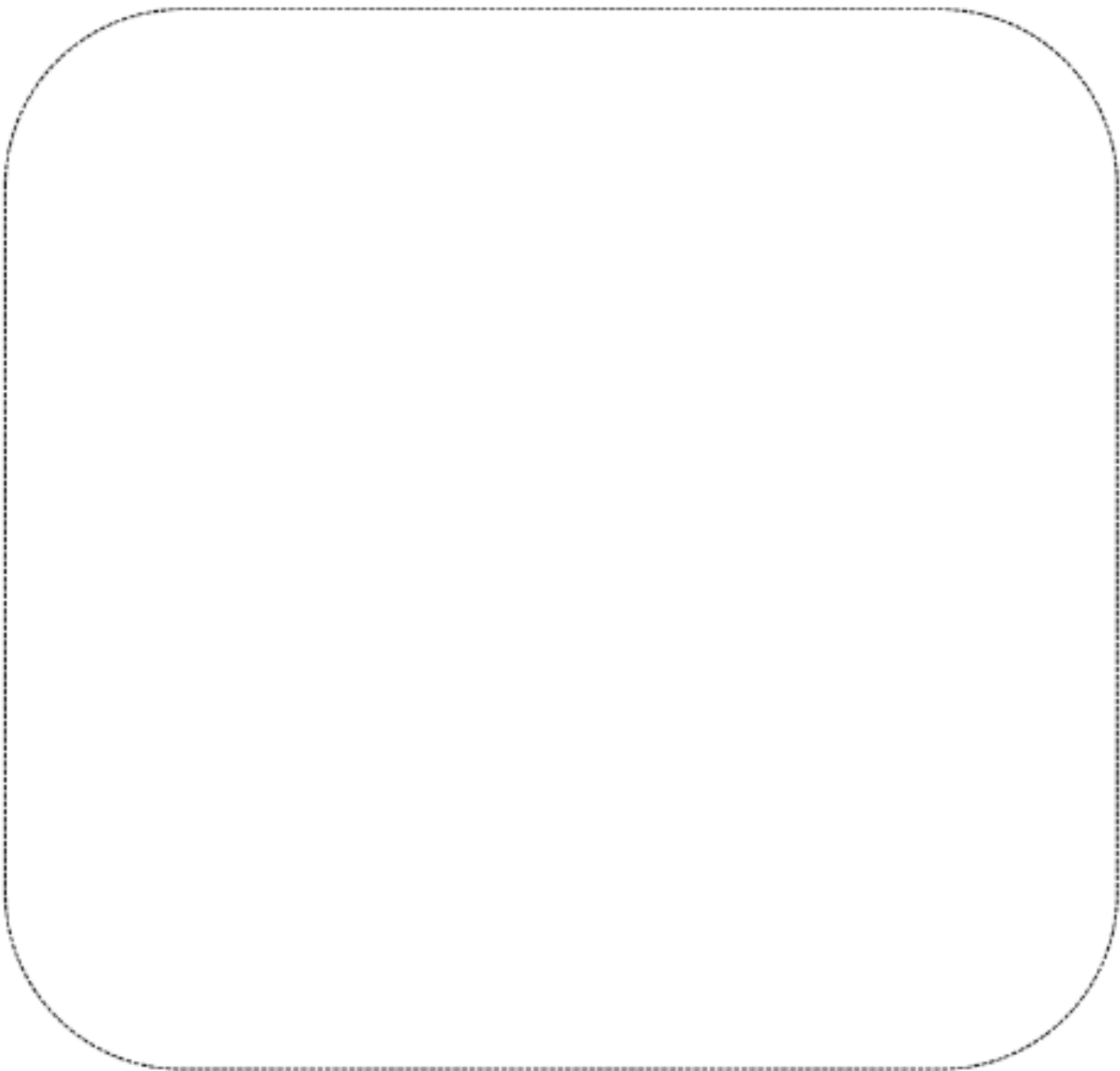
What do you smell and taste?

How do you feel?

Name _____

I Can See It Now

As you visualize during your reading, fill in each box below for each of your senses. Then, draw a picture of what the scene looks like in your head in the blank square.



Name _____

SAY WHAT?

Fill in the blanks for each idiom pictured below. Then explain what the idiom means.

1.



Crying my _____ out.

Meaning: _____

2.



Opening a can of _____

Meaning: _____

3.



Got your head in the _____

Meaning: _____

4.



He has a heart of _____

Meaning: _____

5.



Let the _____

out of the _____

Meaning: _____

6.



Time _____

Meaning: _____

Name _____

Idiom Matching

Match each idiom with its meaning.

Zip your lips

It's raining hard

When pigs fly

Getting married

Written all over your face

Always together

Tickled pink

Don't say anything

Raining cats and dogs

Hard to find

Feeling blue

Really easy

Tie the knot

That won't happen

Under the weather

Very pleased

On cloud nine

Clearly seen from facial expression

Needle in a haystack

Stop that

Joined at the hip

Excited or happy

Piece of cake

Feeling sick

Hold your horses

Feeling sad

Name _____

My Favorite Idiom

Write your favorite idiom and its definition. Then draw and color a picture of it. This should be your best artwork!

Idiom:

Definition:



Name _____

Quick Math Review

Missing Factors

$$7 \times \square = 49$$

$$\square \times 3 = 300$$

$$11 \times \square = 44$$

$$\square \times 3 = 39$$

$$5 \times \square = 40$$

Find the Factors

1. 64

2. 70

Randy is making cookies for a party. There will be 30 guests at the party. If he has 90 cookies, how many cookies will each guest get? Explain your reasoning.

Equivalent Fractions

$$\frac{7}{14} = \frac{\square}{\square}$$

$$\frac{3}{9} = \frac{\square}{\square}$$

$$\frac{5}{20} = \frac{\square}{\square}$$

$$\frac{8}{48} = \frac{\square}{\square}$$

Write Numbers In Expanded Form

836.195

531.289

166.384

Name _____

Fluency Practice

1. $23 + 14 =$	2. $18 - 3 =$	3. $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$	4. $\begin{array}{r} 273 \\ + 16 \\ \hline \end{array}$	5. $\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$
6. $\begin{array}{r} 33 \\ \times 2 \\ \hline \end{array}$	7. $\begin{array}{r} 255 \\ + 32 \\ \hline \end{array}$	8. $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	9. $\begin{array}{r} 921 \\ - 351 \\ \hline \end{array}$	10. $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$
11. $\begin{array}{r} 365 \\ + 602 \\ \hline \end{array}$	12. $\begin{array}{r} 29 \\ \times 4 \\ \hline \end{array}$	13. $\begin{array}{r} 821 \\ - 13 \\ \hline \end{array}$	14. $\begin{array}{r} 16 \\ \times 3 \\ \hline \end{array}$	15. $\begin{array}{r} 952 \\ - 389 \\ \hline \end{array}$
16. $\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$	17. $4 \overline{)32}$	18. $\begin{array}{r} 2.5 \\ + 1.3 \\ \hline \end{array}$	19. $\begin{array}{r} 18 \\ \times 5 \\ \hline \end{array}$	20. $\frac{3}{10} + \frac{2}{10} =$

Name _____

What's The Question?

Brainstorming

Think of as many problems as you can that will equal the answer provided.

The answer is:

50



Name _____

Reading Line Plots

Jackson recorded the amount of time he spent reading for one week. Answer the questions about Line Plot #1.

- 1) How many days did he spend a half hour reading?

- 2) How long did Jackson read all together?

- 3) What is the difference between the day he read the most and the day he read the least (but did read)?

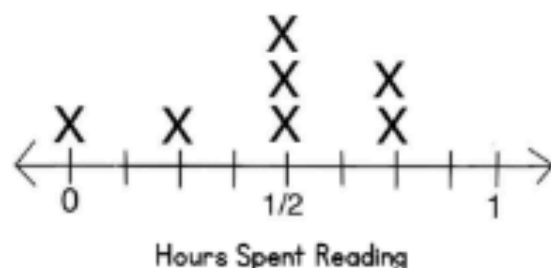
Brielle measured how much her books weighed in pounds. Answer the questions about Line Plot #2.

- 1) What is the difference between the heaviest and lightest books?

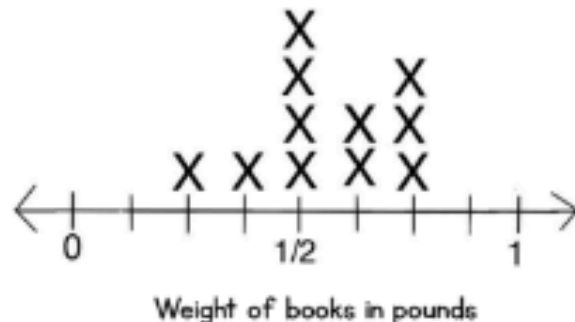
- 2) How much did the 3 heaviest books weigh all together?

- 3) How many books weighed a half pound or more?

Line Plot #1: Reading Time



Line Plot #2: Book Weight



Name _____

Meteorologist Measurements

The amount of rainfall in the month of April was recorded by meteorologists. Answer the questions about Line Plot #1.

- 1) How many days did it rain more than $\frac{1}{2}$ of an inch?

- 2) How many inches of rainfall was there during the entire month?

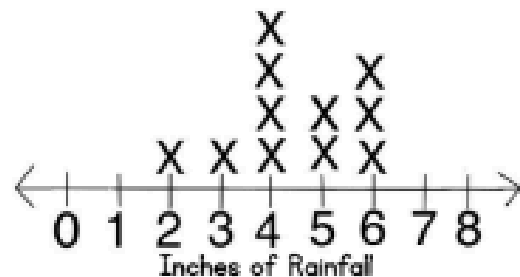
The amount of snowfall in the month of December was recorded by meteorologists. Answer the questions about Line Plot #2.

- 1) What is the difference between the day with the most snowfall and the day with the least?

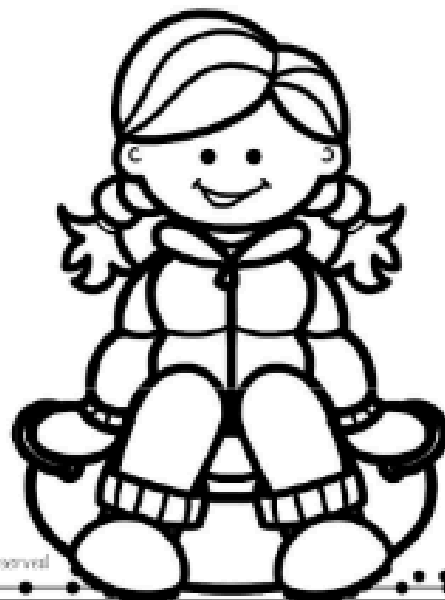
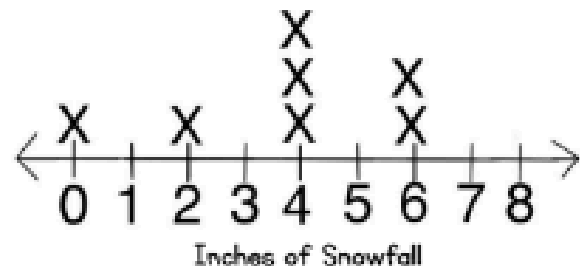
- 2) How many inches fell on the 4 highest days all together?

- 3) How inches of snow fell during the entire month?

Line Plot #1: Rainfall in April 2014



Line Plot #2: Snowfall in December 2014

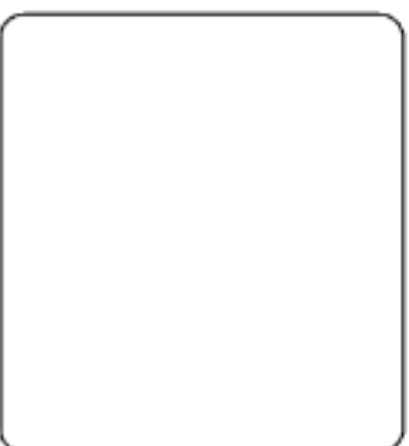


Animal Research Report

Animal Name: _____ by: _____

This animal is a: ☐ Amphibian ☐ Bird ☐ Fish ☐ Insect ☐ Mammal ☐ Reptile

Here is a picture of my animal.



My animal's habitat is...



Animal Facts

Height/Size: _____

Weight: _____

Color: _____

It has fur/feathers/skin: _____

What it eats: _____

Where it lives: _____

Predators: _____

Lifespan: _____

Three Interesting Facts About My Animal:

1.	2.	3.

Name: _____

Date: _____

Animal Research Report Template

My animal is a _____ . It is a _____ .

Its habitat is a _____ .

It eats _____ .

It looks like _____ .

It moves by _____ .

Some interesting facts about this animal are

_____ .

I chose this animal because

_____ .

Giant Panda

Learn all about these bamboo eaters.

COMMON NAME: Giant Panda

SCIENTIFIC NAME: *Ailuropoda melanoleuca*

TYPE: Mammals

DIET: Omnivore

AVERAGE LIFE SPAN IN THE WILD: 20 years

SIZE: 4 to 5 feet

WEIGHT: 300 pounds



High in dense bamboo forests in the misty, rainy mountains of southwestern China lives one of the world's rarest mammals: the giant panda, also called the panda. Only about 1,500 of these black-and-white bears survive in the wild.

Pandas eat almost nothing but bamboo shoots and leaves. Occasionally they eat other vegetation, fish, or small mammals, but bamboo accounts for 99 percent of their diets.

Pandas eat fast, they eat a lot, and they spend about 12 hours a day doing it. The reason: They digest only about a fifth of what they eat. Overall,

bamboo is not very nutritious. To stay healthy, they have to eat a lot—up to 15 percent of their body weight in 12 hours—so they eat fast.



Check out where giant pandas live.
NATIONAL GEOGRAPHIC MAPS

Pandas' molars are very broad and flat. The shape of the teeth helps the animals crush the bamboo shoots, leaves, and stems that they eat. They can chomp on bamboo up to one-and-a-half inches thick.

To get the bamboo to their mouths, they hold the stems with their front paws, which have enlarged wrist bones that act as thumbs for gripping. A panda should have at least two bamboo species where it lives, or it will

starve. A scarcity in bamboo threatens the already limited panda population.

An adult female panda weighs 200 pounds. Pandas can climb as high as 13,000 feet and are also very good swimmers. Sometimes male pandas relax by doing handstands against trees.

Pandas are shy; they don't venture into areas where people live. This restricts pandas to very limited areas.

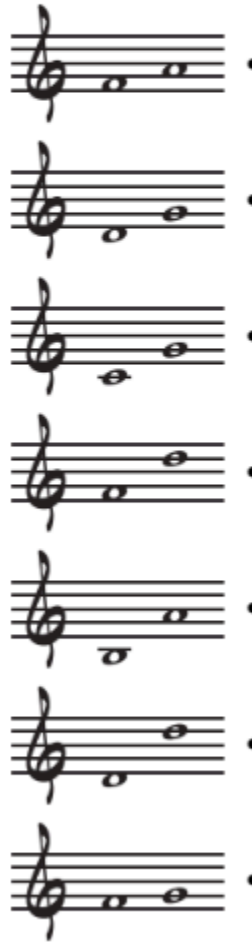


INTERVALS FIESTA



Treble Clef

Match the interval to the correct maraca and record your score.



Score: ____ of 7

Score: ____ of 7



www.makingmusicfun.net

Copyright © 2020 www.makingmusicfun.net

E-Learning

RCW Health Challenge

Complete all 25 challenges to have a chance to win extra Phy Ed or Recess Time

Cross off with an X as you complete

Cardio	Strength	Mind	Core	Be a Kid
3 separate 1-mile walks timed	Push-up variation 10 a day for one week	Complete a puzzle	Have a plank contest with family or friend	Challenge 4 friend or family to rock paper scissors
2 sets of 50 reps jumping jacks	Squat 3 sets of 20 reps with or without weight	Read a complete book at current reading level	Sit-ups 3 sets of 12 reps	Play in snow
Complete a Just Dance video on YouTube.	Challenge a friend or family to arm wrestle	Play a board or card game with family member(s)	Mountain Climbers 2 cycles of As many reps as possible	Cook your own meal or help an adult
Be outside for 60 minutes	Leg raises 2 sets of 15 reps	Create a maze	Create 3 yoga poses	Invent a Tag game and play it
Complete a H.I.I.T video from YouTube	Find the heaviest object you can lift safely in your home	Give 5 positive compliments out in a day	Walk 100 yards on all four limbs	Build a fort

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house

RCW Band Practice Session Log

Name: _____ Grade: _____

Goals:

Skill: I want to get better at _____.

Time: I can dedicate _____ to accomplishing my goal.

I will play this to help myself improve:

Strategies:

- ★ Tempo: going at a slow enough tempo to be successful
- ★ Chunking: practicing 1 spot or measure at a time
- ★ Resources: fingering chart, book, scales. Use these!

Reflection:

How well was I able to complete my goal? (circle one)

I got it! I'm getting there It's in-progress I need help

I want to focus on these skill(s) in the future:

Note Reading Worksheet

Treble Clef Exercise #2

Every Good Boy Does Fine

LINES: Write each note on the correct line using quarter notes. Notes below B should have a stem on the right side facing up. Notes above B have stems facing down from the left side. The stem on the note B can face either direction.

E B G D G D B F B F E G F D B E

E G B G G B D B E B G F E F D B

The letter names of the spaces spell out the word FACE

SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.

F E C E A C A E C A F A F A C F

A C A C F E F E E C A F E A C A

ALL NOTES: Write each note on the line or space. This time write half notes.

B E A D A G E C A G E B A D

B E G A C E B E D D A D

F E E D C A B B A G E D E A D B A G G A G E

Name _____

Date _____

Musical Words - Treble Clef I

Each group of notes spells a word.
Write the word that each group spells.

Example 
B E D

1  _ _ _	2  _ _ _	3  _ _ _
4  _ _ _	5  _ _ _	6  _ _ _
7  _ _ _	8  _ _ _	9  _ _ _
10  _ _ _	11  _ _ _	12  _ _ _
13  _ _ _	14  _ _ _	15  _ _ _
16  _ _ _	17  _ _ _	18  _ _ _

Finale® Worksheets, Copyright © 2009 by MakeMusic, Inc.

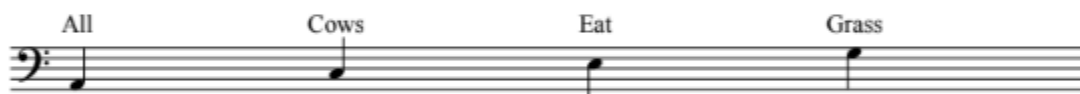
MakeMusic grants permission to duplicate this worksheet for non-profit, educational use only, provided each copy includes this copyright notice.
Copies may not be sold or included in any materials offered for sale to the general public.

Note Reading Worksheet

Bass Clef Exercise #2



LINES: Write each note on the correct line using quarter notes. Notes below D should have a stem on the right side facing up. Notes on or above the D line should have the stems facing down from the left side.



SPACES: Write each note in the space. Use quarter notes again. Make sure the stems are correct.



ALL NOTES: Write each note on the line or space. This time write half notes.



Name _____

Date _____

Musical Words - Bass Clef I

Each group of notes spells a word.
Write the word that each group spells.

Example



1 _ _ _	2 _ _ _	3 _ _ _
4 _ _ _	5 _ _ _	6 _ _ _
7 _ _ _	8 _ _ _	9 _ _ _
10 _ _ _	11 _ _ _	12 _ _ _
13 _ _ _	14 _ _ _	15 _ _ _
16 _ _ _	17 _ _ _	18 _ _ _

Finale® Worksheets, Copyright © 2009 by MakeMusic, Inc.

MakeMusic grants permission to duplicate this worksheet for non-profit, educational use only, provided each copy includes this copyright notice.
Copies may not be sold or included in any materials offered for sale to the general public.

I Got Rhythms—Worksheet 3A
Dotted Half Notes

Please Label the Counting of the Following Rhythms:

