

OAKLAND CUSD #5

5TH GRADE
APRIL 27-MAY 1, 2020

LISA ROBERTSON

Week of April 27-May 3, 2020

Mrs. Robertson 5th Grade

Office Hours: Monday, Tuesday, Thursday 1-3pm

Please complete the assignments on the worksheet, a separate sheet of paper, or in a google doc. You can take pictures or scan paper copies of assignments and email them to me or you may turn in assignments to the school on Mondays when you pick up the next week's assignments.

If you have any questions or concerns, please do not hesitate to contact me.

Choose 1 item to complete per subject:

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
Math	Chapter 5 Spiral Review	Adding decimals practice	Dividing decimals
Reading	Fiction passage "Bring your Pet Day Disaster" and questions	Nonfiction passage "Taiga Ecosystem" and questions.	Pick 1 item to complete from the reading choice board.
Language Arts	Common and Proper Nouns Grammar Worksheet	Journal Prompt "What do you plan to do when things return to normal?"	Roll and write a story or create your own story.
Social Studies	Great Lakes map worksheet	US map study worksheet	Research your president and answer 3 "during presidency" questions about your president
Science	Read the article about Earth Day and answer questions	Watch a Mystery Science video "How old is the Earth?" and answer questions	Make an Earth Day Poster

Name: _____

Please show your work for each problem.

1. Herman finished all 7 math questions in 35 minutes. If each question took the same amount of time, how long did it take Herman to complete each question?

(A) 5 min
(B) 6 min
(C) 7 min
(D) 8 min

4. Zina is reading a 968-page book. She wants to finish the book in 8 days. How many pages does Zina need to read each day?

(F) 100 days
(G) 121 days
(H) 125 days
(I) 131 days

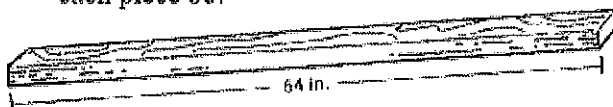
2. Kathy and her friends are playing a game. Kathy divided all 20 playing cards equally among 4 players. How many cards did each player receive?

(F) 3 cards
(G) 4 cards
(H) 5 cards
(I) 6 cards

5. Jasper completed the first race in 2.3 minutes and the second race in 2.4 minutes. About how many minutes did it take for him to finish the two races?

(A) 5 min
(B) 6 min
(C) 7 min
(D) 8 min

3. Isaac is helping his mom build a tree house. Isaac is dividing the board shown below into 8 equal pieces. How long will each piece be?



(A) 8 in.
(B) 6 in.
(C) 4 in.
(D) 2 in.

6. Samantha has \$2.21 in her pants pocket. She finds \$2.53 in her coat pocket. About how much money does she have altogether?

(F) \$3.00
(G) \$4.00
(H) \$5.00
(I) \$6.00

Name: _____

Please show your work for each problem.

7. Omar has saved a total of \$3,168 in the past year. If he saved the same amount each month, how much money did Omar save each month?

(A) \$264
(B) \$265
(C) \$270
(D) \$275

8. Tora bought a notebook for \$1.19, a pack of pencils for \$0.89, and a new backpack for \$13.99. To the nearest dollar, about how much did Tora spend in all?

(F) \$15
(G) \$16
(H) \$17
(I) \$18

9. Tom paid \$3.49 for a sandwich, \$1.25 for pretzels, and \$2.25 for a drink. How much did Tom pay in all?

(A) \$7.99
(B) \$7.00
(C) \$6.99
(D) \$6.00

10. Below are the prices for gasoline at three different stations.

Unleaded Gasoline Prices	
Station A	\$2.79
Station B	\$2.49
Station C	\$2.44

How much more is the gasoline at Station A than at Station C?

(F) \$3.00
(G) \$0.35
(H) \$0.30
(I) \$0.03

11. The library is 5.4 miles from Roxanne's house. The school is 9.3 miles from Roxanne's house. How much farther is the school than the library from Roxanne's house?

(A) 4.0 miles
(B) 3.9 miles
(C) 3.1 miles
(D) 2.9 miles

12. Kira purchases a book that costs \$26.95. She pays for the book with \$30. How much change should she receive?

(F) \$3.05
(G) \$3.00
(H) \$2.05
(I) \$1.05

Name: _____

Find the sum for each problem. Please show your work.

$$421 + 136.25 =$$

$$501.8 + 361.93 =$$

$$27 + 142.07 =$$

$$153.3 + 182.02 =$$

$$253.71 + 62 =$$

$$92.31 + 241.73 =$$

$$558.32 + 137.945 =$$

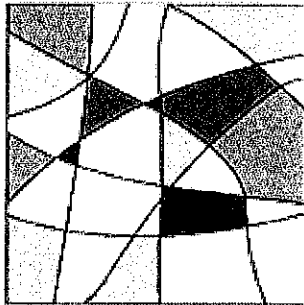
$$75.31 + 293.33 =$$

$$491.445 + 105.37 =$$

$$829.2 + 63.74 =$$

Name: _____

Fine Arts Your art class took a field trip to see the painting exhibit at the city museum of fine arts. After the visit, the class decided to put on an exhibit of their own in the school cafeteria. You are helping to put students' paintings on the cafeteria walls.



Perimeter = 9.584 ft

1. How long is each side of the square painting shown above?

2. You can place 6 paintings, top-to-bottom, on a wall that is 29.106 ft high. If each painting is the same height, how tall is each painting?

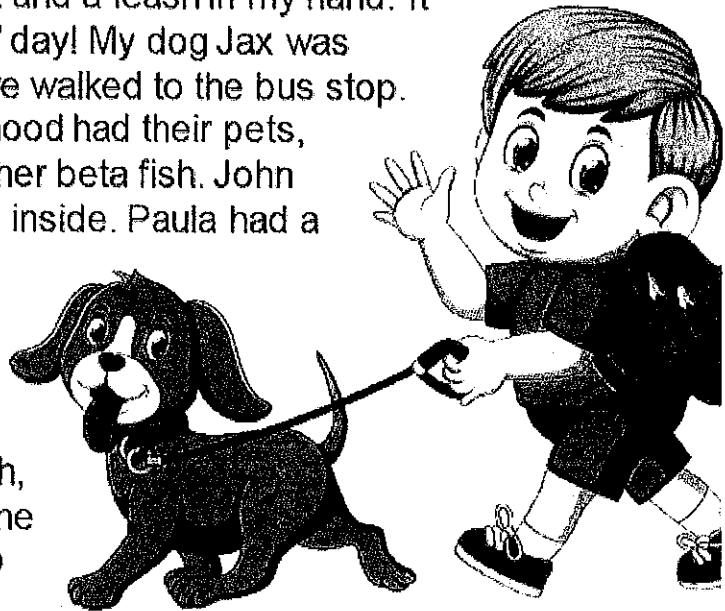
3. One of the walls in the cafeteria is 47.299 ft long. You can fit 7 paintings of equal length side-by-side on the wall, with no space between the paintings. How wide is each painting?

4. Marilyn bought 34.468 ft of fencing to put around her square garden. How wide is Marilyn's garden?

5. Harwood bought 7.701 lb of fertilizer to put in his 3 gardens. If he puts the same amount in each garden, how much fertilizer will each garden receive?

“Bring Your Pet Day” Disaster

I had my backpack on my back and a leash in my hand. It was “Bring Your Pet to School” day! My dog Jax was happily trotting beside me as we walked to the bus stop. The other kids in my neighborhood had their pets, too. Josie had a fish bowl with her beta fish. John had a crate with his cat, Maxie, inside. Paula had a bird cage with her parakeet, Gerald, perched on a little swing. We were all excited to have our pets with us.



Once we got on the bus, though, things started to go downhill. The bus was so noisy! In addition to the normal chatter of the kids, the animals would not use their inside voices. And the smell was *terrible!* Jax’s nose was trying to sniff all the new smells, and it was hard to get him to follow me into a seat. When we were seated, another dog rushed up to us with a leash trailing behind her. She and Jax started to sniff each other curiously, and started to play.

“Fluffy! Get back here!” I heard one of the third graders shout. The dog ran towards the voice. The bus driver’s voice came over the speaker, “Please hold on to your pets! It is dangerous to have them running all over the bus!”

Finally, we were at school. As we were walking off the bus, I stepped in a small puddle. “Ugh, someone’s pet made a mess...” I said to myself. I wiped my shoes in the grass once I was off the bus. Then, I looked at the schoolyard.


It looked like a zoo! There were animals everywhere! Dogs of all shapes and sizes. Colorful birds in cages. Rabbits, chinchillas, and hedgehogs in little carrying cases. And... some animals running free through the grass and on the sidewalks, with kids chasing them in every direction!

They were making a mess. Their food and bedding was **strewn** over the grass. Some kids weren't cleaning up after their dogs went to the bathroom. Fur was floating through the air. *If it looks like this outside, I don't want to see what it looks like inside*, I thought.

Then, something crazy caught my eye. I saw a kangaroo hopping in the grass! And a peacock strutting up the stairs! I didn't know people could have them as pets...

I walked into the building to my classroom. The hallways smelled worse than the bus. There were still animals running wild and messes everywhere. My classroom was no better. Mrs. Doltyn looked frazzled as she instructed us to keep our pets in their cages, or keep the leashes tied to our desks during class. As she was talking, she slowly started to turn into a parrot...

And I woke up, snug in my bed. *Wow, no wonder our school doesn't have a "Bring Your Pet to School" day!* I thought. As much as I love Jax, I was really glad I wouldn't have to worry about him or his messes all day at school.



Answer the questions about the story “Bring Your Pet Day” Disaster.

1. Retell the story in your own words.

2. In the second paragraph, how did things start to “go downhill”?

3. Did you realize that this was a dream? What clues helped you, or could help you, figure it out before the end of the short story?

4. What does the word “*strewn*” mean? How do you know?

5. Why is the main character thankful that there really is not a “Bring Your Pet to School” day?

Taiga Ecosystems

Cross-Curricular Focus: Life Science



Taiga ecosystems cover large areas of North America. They are also found in Europe and Asia. A good example of a taiga ecosystem in the United States is the state of Alaska.

The weather is very cold in taiga ecosystems. The winter season lasts a long time. It gets icy cold. Storms are severe, bringing biting cold winds. Summers never get very warm and are extremely short. There isn't much precipitation in a taiga ecosystem. When moisture does fall, it usually comes in the form of dry, powdery snow.

Living in the extreme conditions of a taiga ecosystem takes a special kind of organism. Some common animals you could find in the area are moose, wolves and deer. Each animal **population** has to adapt to the severe conditions. Short, stubby grass and shrubs grow in taiga regions. Beautiful evergreen trees grow there, too. All the trees you think of when you imagine a Christmas tree are at home in the taiga. Pines, firs, and spruce trees are common. The thin, waxy leaves of evergreen trees are sometimes called needles. They hold in water all year round. They also do not freeze easily. In the taiga, temperatures drop down very low.

All green plants are an important source of oxygen for our planet. The many trees of the taiga region add oxygen to the air. Green plants go through the process of photosynthesis to make their food. They use the carbon dioxide that humans and other animals breathe out. At the end of the process, they release oxygen into the air. Since taiga ecosystems have so many trees, they help make up for areas with less plants, like the desert.

People living and working in taiga regions affect the natural balance. Activities such as hunting, trapping and fishing change the animal populations. Animals can be over-hunted and become endangered. Drilling for oil and gas destroys the soil. Harvesting trees damages animal habitats. It also robs the Earth of oxygen sources. Even tourism can cause problems. Some tourists do not respect wildlife and plants. They are willing to sacrifice the habitat for developed recreational areas. People have the right to use natural resources. They should, however, use them in a way that doesn't harm the ecosystem.

Name _____

1) Why do you think that taiga ecosystems are home to evergreen trees?

2) Give an example of an organism that lives in the taiga.

3) What do green plants release that humans breathe?

4) What is a human activity that might harm the taiga ecosystem?

5) What is summer like in the taiga?

Reading Choice Board - Choose 1

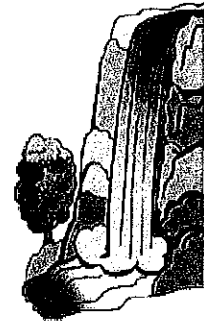
<p>FICTION SUMMARY Read a fiction book. Write a summary of the book. Be sure to include the characters, setting, problem, important events, and solution.</p>	<p>POETRY PICTURE Read a poem that doesn't have any pictures. Visualize what is happening in the poem. Draw a picture of what you see, and write a sentence or two telling what is happening in your picture.</p>	<p>BIOGRAPHY Read a biography of a famous person. Create a timeline showing at least 10 important events in the person's life.</p>
<p>SONG THEME Read the lyrics to a song. Think about what message the song is trying to send. Write the lesson or theme of the song.</p>	<p>STUDENT CHOICE Read a book of your choice. Share what it was about in a creative way. For example, make a poster, do a puppet show, or write a song about it.</p>	<p>NEW FACTS Read a nonfiction book. Write at least 10 new facts you learned.</p>
<p>RECOMMENDATION Reread your favorite book. Write a book recommendation telling friends why they should read it.</p>	<p>DRAMA CONTRAST Read a play script. Create a Venn diagram comparing and contrasting a drama with a fiction book. What are 2 ways they are the same and 3 ways they are different?</p>	<p>FLUENCY PRACTICE Record yourself reading a page of a book. Listen to the recording to see if you read smoothly and with expression. Reread the passage to see if you can improve your fluency.</p>

Name: _____

Common and Proper Nouns

Determine whether each noun is a common noun or a proper noun.

- If the noun is common, write common noun on the line.
- If the noun is proper, re-write the noun on the line using correct capitalization.



examples:	waterfall	<u>common noun</u>
	niagara falls	<u>Niagara Falls</u>

- | | |
|-----------------------|-----------------------|
| 1. march _____ | 2. month _____ |
| 3. day _____ | 4. tuesday _____ |
| 5. holiday _____ | 6. christmas _____ |
| 7. cereal _____ | 8. cheerios _____ |
| 9. dr. gomez _____ | 10. doctor _____ |
| 11. city _____ | 12. boston _____ |
| 13. street _____ | 14. main street _____ |
| 15. burger king _____ | 16. restaurant _____ |
| 17. slate creek _____ | 18. creek _____ |
| 19. dog _____ | 20. snoopy _____ |

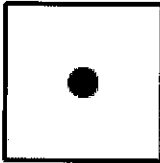
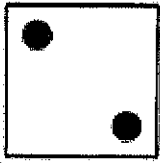
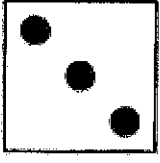
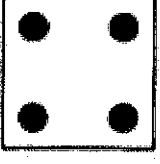
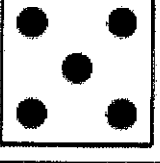
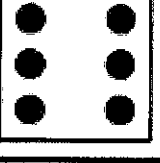
★ **Challenge:** Write a complete sentence that has a proper noun and a common noun in it.

Name: _____

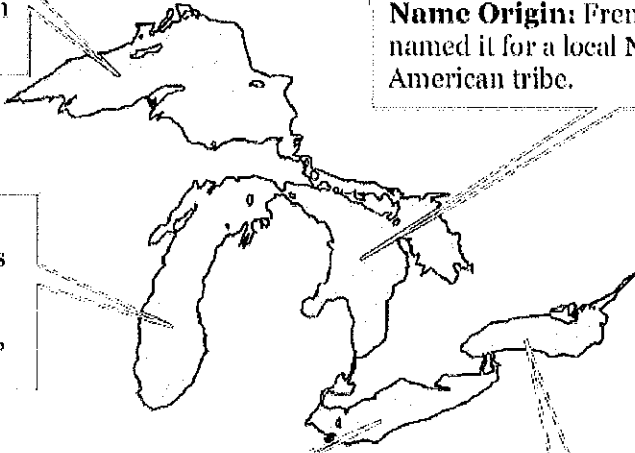
Write a story that is at least 5 sentences long by rolling a dice to determine all the story elements, or make up a story of your own creation.

Roll-a-Story

Roll-a-Story Handout

# on Dice	Character	Setting	Problem
	A very small fairy	In a library	Got caught in the rain
	A superhero with magical powers	At the beach	Sat on an egg
	A big, brown, angry bear	At the circus	Forgot how to get home
	A friendly, singing dragon	In a school	Drank a magical potion
	A teacher	On a hot tropical island	Discovered he or she could run very fast
	A very strong football player	Inside a restaurant	Found a secret note

About the Great Lakes



Lake Superior
Surface area: 31,700 sq. miles
Maximum depth: 1,335 feet
Name Origin: From the French phrase meaning "upper lake"

Lake Michigan
Surface area: 22,300 sq. miles
Maximum depth: 925 feet
Name Origin: From a Native American word for "great water"

Lake Erie
Surface area: 9,910 sq. miles
Maximum depth: 210 feet
Name Origin: From a Native American word for "long tail"

Lake Ontario
Surface area: 7,340 sq. miles
Maximum depth: 804 feet
Name Origin: From a Native American word for "beautiful lake"

Lake Huron
Surface area: 23,000 sq. miles
Maximum depth: 748 feet
Name Origin: French explorers named it for a local Native American tribe.

Do You Know?

Which one of the Great Lakes has the smallest area?

Which one of the Great Lakes is the deepest?

Which one of the Great Lakes was named for the Native American Word for "long tail"?

Remember the Great Lakes!

A good way to remember the names of the Great Lakes is to use the acronym "HOMES." Write the name of each of the Great Lakes next to its starting letter.

H _____

O _____

M _____

E _____

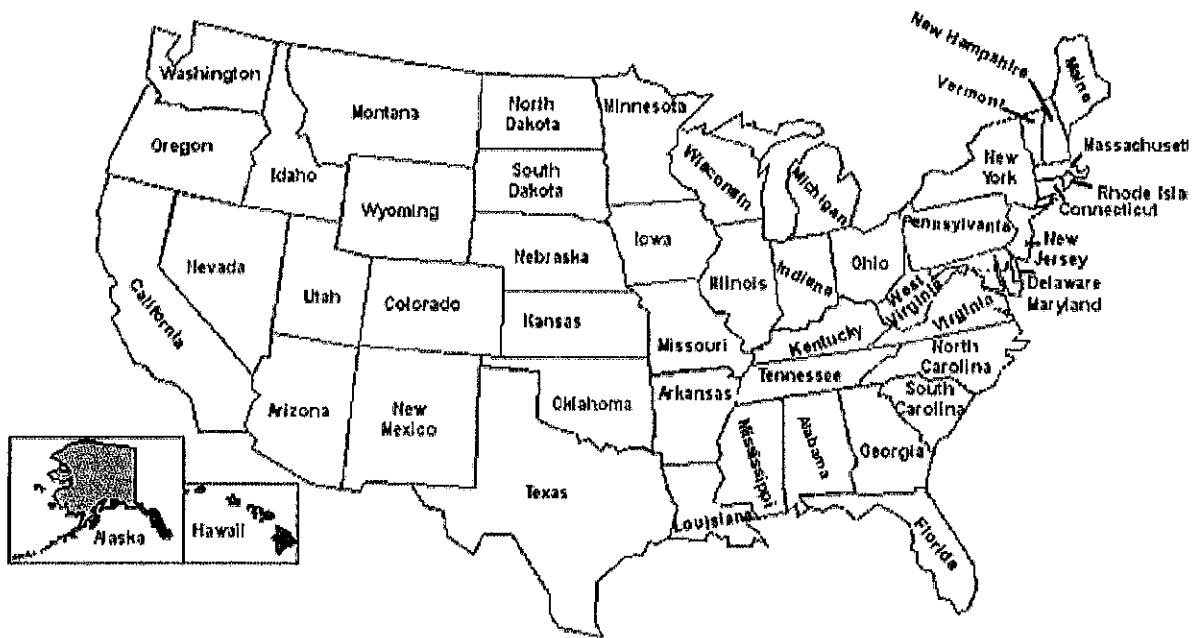
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5th Grade Mrs. Robertson Week:4/27-5/3 Social Studies Option #2

Name: _____

Map Study

Study the map and answer the questions.



- 1.) Which state does not share a border with Arizona?
 Nevada
 New Mexico
 Texas
 California
- 2.) Which state is west of Kansas?
 Oklahoma
 Iowa
 Missouri
 Colorado
- 3.) Which state is a peninsula?
 Illinois
 Pennsylvania
 Florida
 Utah
- 4.) Which state is on the East Coast?
 California
 South Carolina
 Minnesota
 Oregon
- 5.) Which state is south of Nebraska?
 Washington
 Oklahoma
 Maine
 Wyoming
- 6.) Which state is East of Mississippi?
 Georgia
 Louisiana
 Arkansas
 Missouri

5th Grade Mrs. Robertson Week:4/27-5/3 Social Studies Option #3

Name: _____

Start researching your president or a different president of your choosing.

- **All research materials can be found in google classroom in the Language Arts or Social Studies Classroom. Please share your copy of the questions with me so I can see your work.**
- **Answer 3 “during presidency” questions. You may work ahead if you would like. There will be 3 questions assigned each week.**
- **Make sure you write complete sentences and paraphrase the material so everything in is your own words.**
- **If you choose this option, our goal is to eventually be able to make a presentation of your choice. Options might include google slides, poster board, etc. Feel free to come up with your own ideas.**

Let Mrs. Coffey or other administrators know if you are wanting to do this project, but need the materials from your desk. (If you have the internet, all links to the materials I passed out are in Google Classroom).

Name: _____

Article shared in Science Google Classroom.

Celebrate Earth!

One person who has worked hard to make Earth a better place to live is Senator Gaylord Nelson of Wisconsin. Senator Nelson is the man who came up with the idea to have Earth Day every year in April. During the 1960s, he became really worried about pollution and its effect on the Earth. Earth Day actually started as a protest against what was happening to the environment. Senator Nelson started talking about his idea, and soon people all over the country were organizing protests and other activities. April 22, 1970, was the first Earth Day. More than 20 million people and thousands of schools and communities took part. Over time, Earth Day became a celebration of Earth and a way to get information to people. Find out if your community is planning some Earth Day activities next April. If so, don't miss it. You'll have fun, you'll learn something, and you'll be helping to save our planet!

Arbor Day is another special day to celebrate Earth. But this day is dedicated just to trees. More than 100 years ago, Julius Sterling Morton, a journalist and politician from Nebraska, started thinking about how trees could help both the environment and the economy of his state. He started planting orchards and wind breaks on his own farm and talked many of his neighbors into doing the same thing. In 1872, he persuaded the state to set aside April 10 as Arbor Day. It was a huge success, and more than one million trees were planted in Nebraska on that day. Today, every state has an Arbor Day. Other countries, including Japan, Israel, India and Korea have their own versions of Arbor Day, although they don't use that name for it. Plant a tree (or several trees) on Arbor Day, and say thanks to Mr. Morton!

Name: _____

Answer the following questions about the article "Celebrate Earth."

1. Earth Day and Arbor Day are celebrated during which month?

2. What is the purpose of Earth Day?

3. What is the purpose of Arbor Day?

4. What is something you could do to help the Earth?

Name: _____

Watch the Mystery Science video “How Old is the Earth. ”

Google the title or go to

<https://mysteryscience.com/mini-lessons/old-earth?code=52de293e1e957b718d1cbc4727cd3be6>

Answer the following questions about the video.

1. What is something in nature that keeps track of the years?
2. What are the oldest living trees and about how many rings do they have?
3. What else in nature can scientists use to figure out how old the earth is?
4. How old do scientists estimate the Earth to be?
5. What is something interesting people have made by reusing plastic?

Create a poster to celebrate Earth Day.

Earth Day was April 22. Draw a picture and include a catchy phrase or sentence about what we could do to help protect the Earth. You might think about ways you could reduce, reuse, or recycle the materials you use everyday. Your picture should take up one sheet of paper and should have color. You can use the back of this paper to make your poster.

Week of April 27-May 1, 2020

Mr. Anderson

Please pick 3 out of the 6 activities to do for the week, 3 activities per week. Please take a picture or a short video of your child performing the activity. Along with the video/picture, include the date as well when submitting to my email/phone. Your child may also write a few sentences about the activity if you don't have access or feel comfortable sharing electronically. I'm really excited to see what you are doing. Miss all of you, STAY SAFE.

My email is brian.anderson@oakland5.org, my phone number is 217-218-5420 or submit the written reflection to the homework box located in the Lake Crest foyer.

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
5 th -6 th PE	Take a Walk (at least 20 minutes)	Take a bike ride (at least 20 minutes)	Run or a walk/jog combination around the block, down the road, around town, etc. (at least 20 minutes)	65 push-ups (knees if needed) 65 Jumping Jacks 65 Sit-ups *Chart how long it takes to complete all 3	15 minute Push-up challenge & 5 minute Body Squat challenge. (As many push-ups/body squats as you can get done in the allotted time. Chart your #'s/sets. Rest when needed.	Any other physical activity that you can think of around the house/garage. (BE CREATIVE) (20 min. minimum) -yard work, basketball, creative ways to weight lift, trampoline, etc. *YouTube is a great resource for finding activities w/ limited equipment.

Week of April 27-May 1, 2020

5th PE

Coach Kappy

Please pick 3 out of the 5 activities to do for the week. Please email me a picture of your child completing the activities and the dates or email me a description of the activities. You or your child may also write a few sentences about the activity and submit to the homework box located in the Lake Crest foyer.

Please email me at jenny.kapraun-veach@oakland5.org or call the school and leave a message, and I will give you a call as soon as I can.

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5
5th Grade	Ride your bike for 20-30 minutes	Play Basketball for 20-30 minutes.	Run a mile and email me your time	30 Squats 45 Second Plank 40 Jumping Jacks 30 Crunches 25 Lunges 20 Knee Pull Ins 30 Butt Kicks Jump Rope for 5 minutes	Another physical activity that you do for at least 20 minutes or more (yard work, taking a walk, etc)

Week of April 20-May 1, 2020
5th Grade Art
Mrs. Sweeney

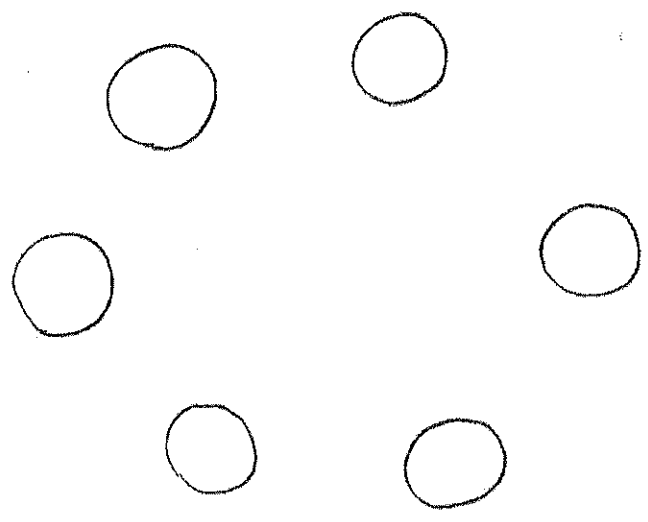
Please pick 1 out of the 3 activities to complete every other week. Please email me a picture of your child completing the activities or submit the activity to the homework box located in the Lake Crest foyer. Some of the art projects require supplies. Please feel free to improvise if you do not have the required supplies, or reach out to me or the office and we will work together to get you what we need. Some basic supplies will be available for pick-up in the Lake Crest foyer.

Please email me at jill.sweeney@oakland5.org or call the school and leave a message, and I will give you a call as soon as I can.
My Office Hours: Monday – 8-10am
Tuesday – 10-12am
Wednesday – 8-10am
School Office Hours: Monday – Thursday 7:30-11:30

Class	Choice 1	Choice 2	Choice 3
5 th Grade	1 point Circle Perspective	Cardboard Zoo Animals	Rock Painting

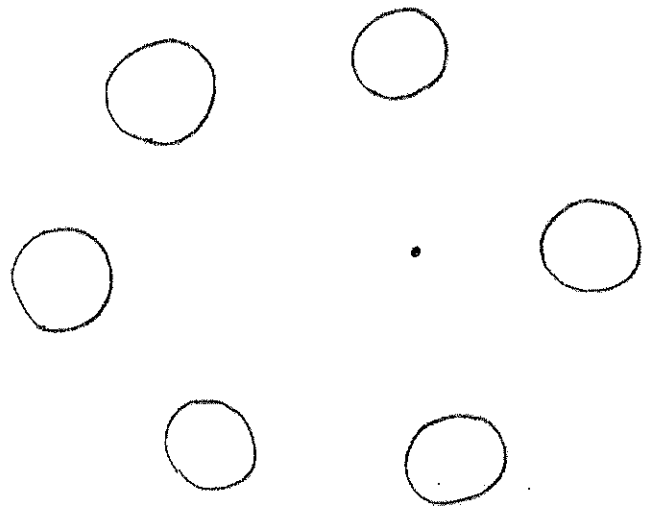
The starting point

1. Draw six circles.

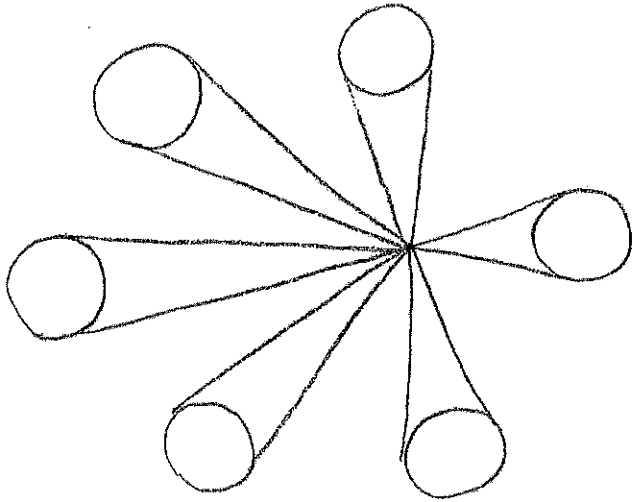


2. Make a dot somewhere in the middle of the circles.

In 3-D drawing, this is called the vanishing point.



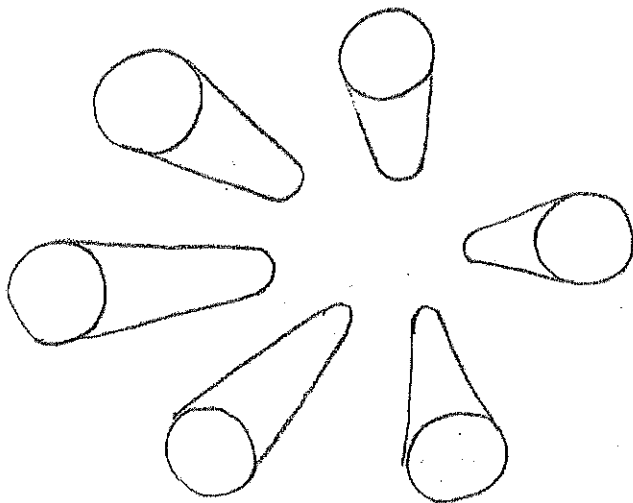
Vanishing point: where lines going away from you in the drawing come together, or converge.



3. Using a ruler, make straight lines from the dot to the outside edges of the circles.

Look at your drawing. Does it look like something going far away from you, or rushing toward you?

That's the whole point of the *vanishing point*.



4. Now make curved lines to "chop off" the far ends. Erase the dot and straight lines close to it.

5. Create an object.
Color.

5th/Apr/April 20-May 1
Sweeney
3 of 8

Recycled Cardboard Zoo Animals!

SUPPLIES

- animal templates
- corrugated cardboard
- scissors
- assorted colored craft paints
- paint brushes
- pipe cleaners
- white glue



WHAT YOU'LL NEED

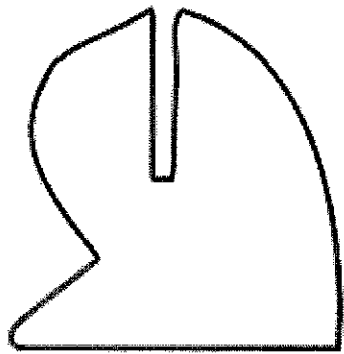
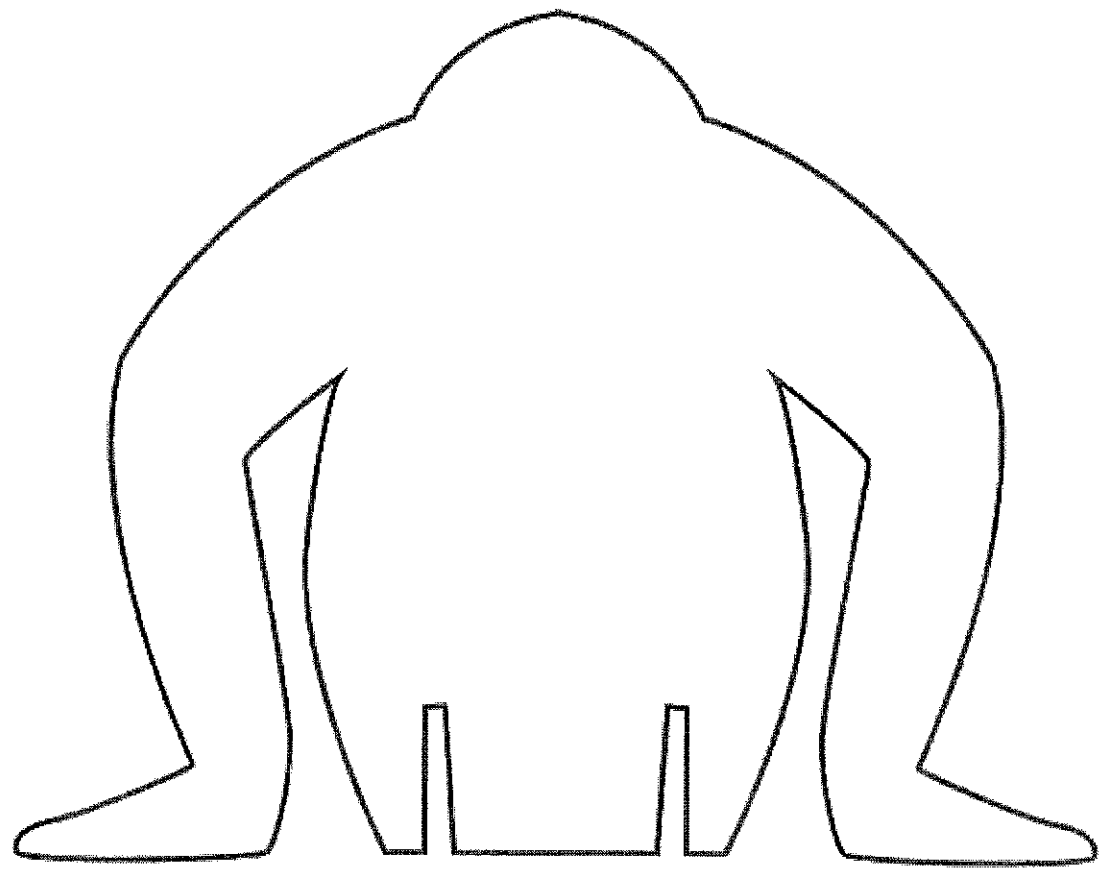
- Animal templates
- Corrugated cardboard
- Craft paint
- Paintbrush
- Pipe cleaners

WHAT TO DO

1. Cut out templates.
2. Trace templates onto cardboard and cut out.
3. Paint animals; let dry.
4. Cut pipe-cleaner tails and tusks as needed. Secure to the cardboard with glue.
5. Cut slits according to templates, and assemble the animals so they stand up.

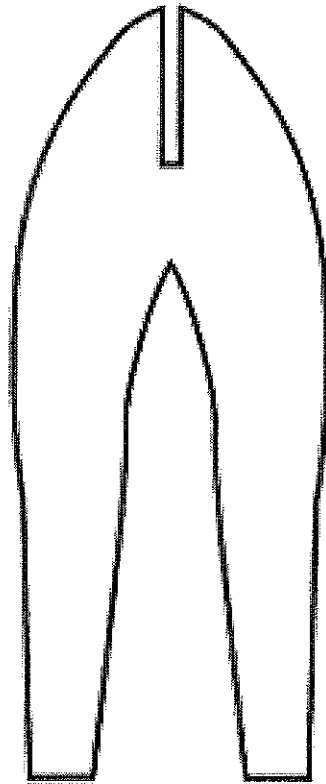
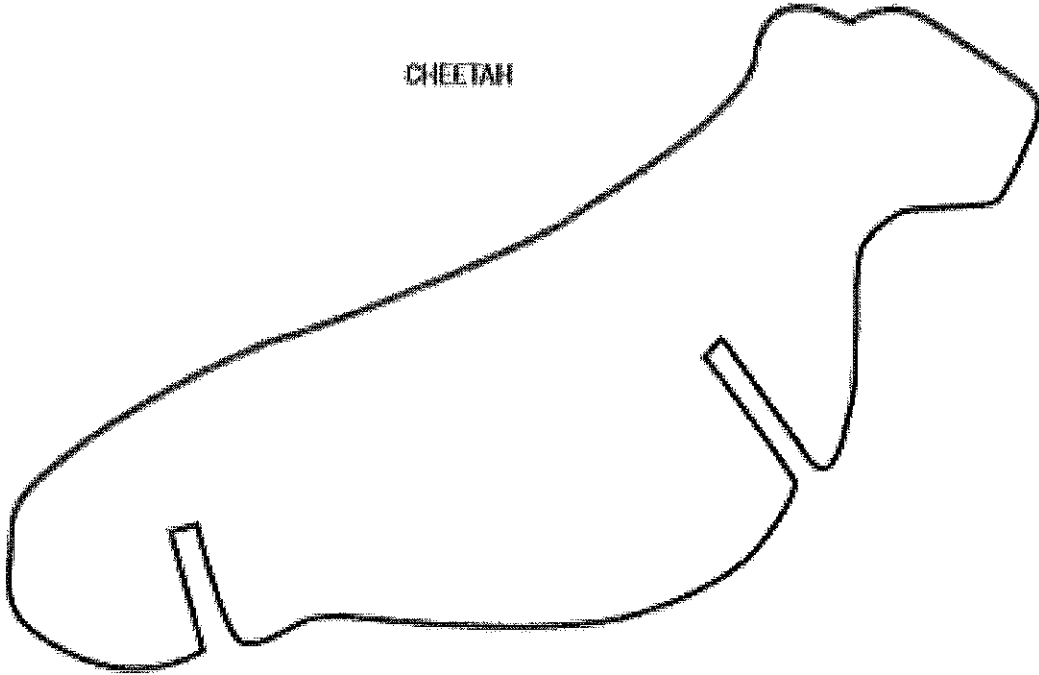
Animal | Templates

MONKEY

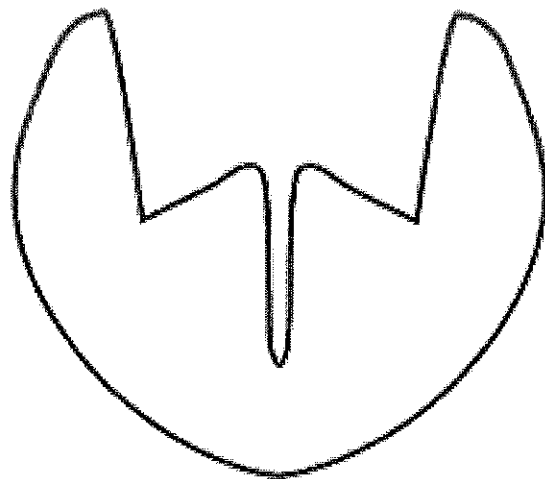
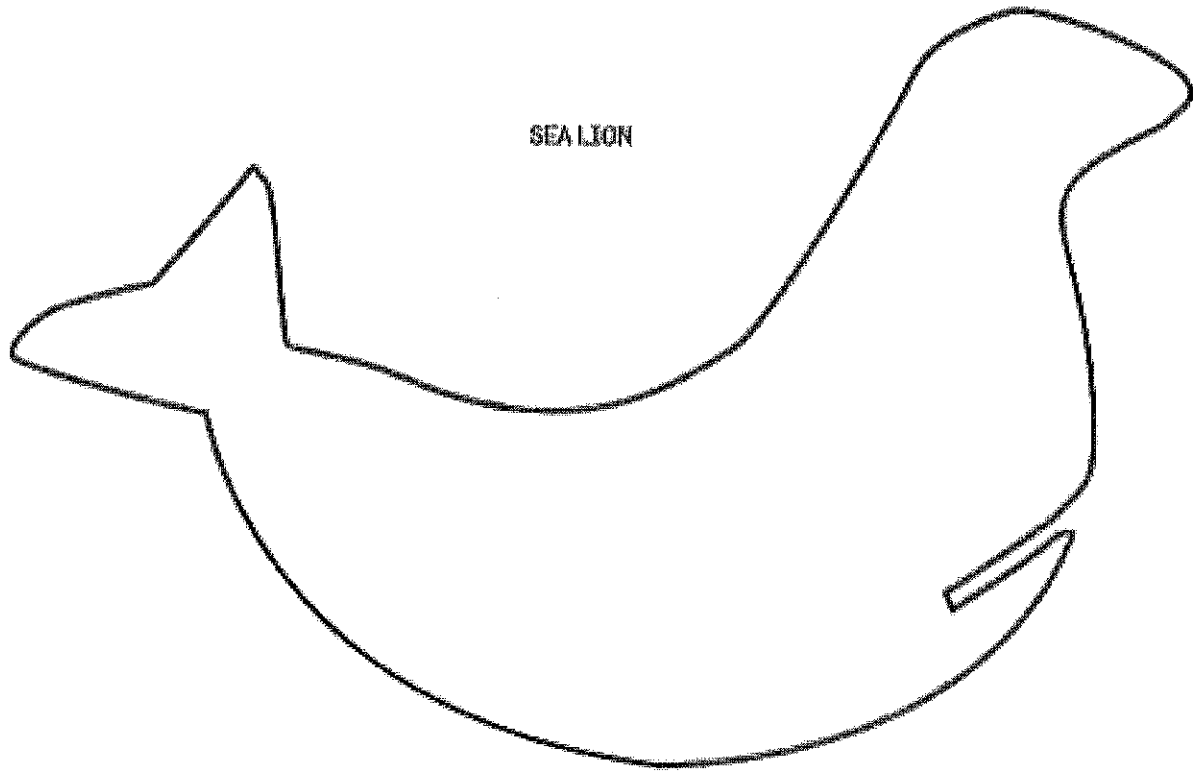


LEGS X2

CHEETAH



LEGS X2



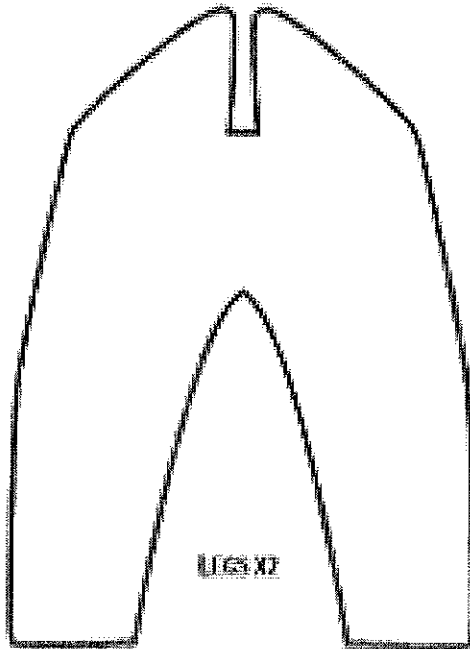
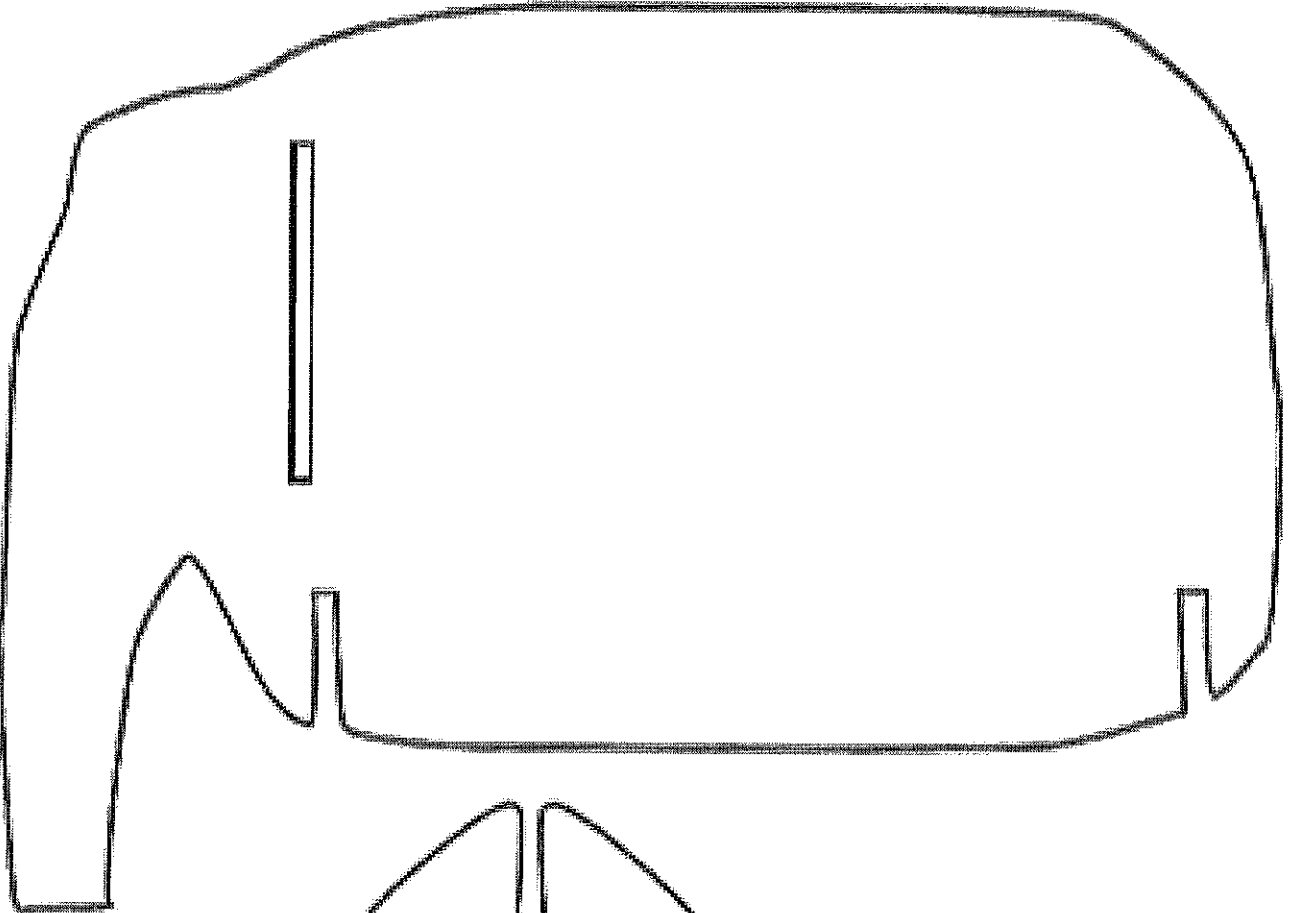
FLIPPERS

5th art 7/6/8
Sweeney

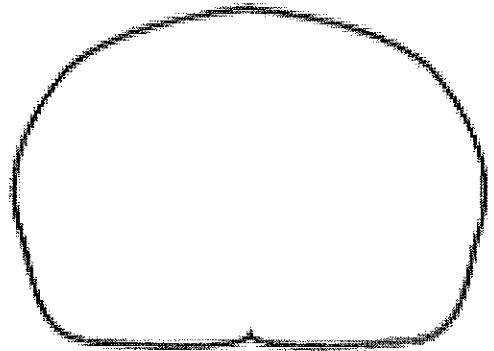
FamilyFun

Animal Templates

ELEPHANT



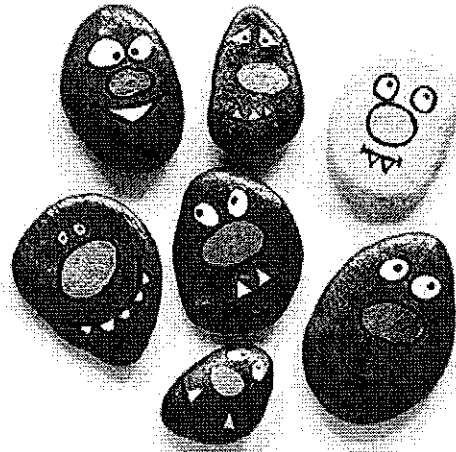
LEGS X2



EARS

Rock Painting

5th /Art/April20-May1



Materials:

Flat rocks big enough to paint on.

Paint, preferably acrylic

Optional polycrylic to protect if the rock are outside.

Directions:

1. Get inspiration. Decide what you are going to transform your rock in to.
2. Paint your rock the base color. Let dry.
3. Paint the details on your rock. Don't forget the back of the rock.

Weeks of April 20-30, 2020

April Lee

Hello, again! I hope things are going as smoothly as possible for you and yours during these stay-at-home weeks. Reconnecting with our families is so precious.

In addition to the Options below, I have created a Facebook group called Lake Crest Music. I believe I have invited everyone K-5. Each day or so I try to find some activity we can do together. Send me an email or make a comment if you liked a particular activity.

To complete Options #1 & #2 students will need a pencil. This is similar to the composition projects we've done in class this year. Eight measures of 4/4 time using simple rhythms and solfege notes that we know. Please email me if you have any questions. For Option #3, check out the mystery for 3rd, 4th and 5th graders on the Lake Crest Music Facebook group called The Composer is Dead (in four parts). It requires you turn in a list of the instruments of the orchestra and their families.

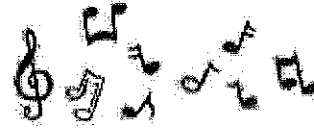
Their work is due April 30th. Remember they are to do Art one week and Music the other.

My "office hours" are from 10:00 a.m. to noon on Mondays, Wednesdays, & Thursdays, but you can email me anytime with questions or concerns at april.lee@oakland5.org.

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
5th Grade Music	Music Interview Scavenger Hunt	Rhythm Coloring Page	<u>The Composer is Dead</u> Lake Crest Music group on Facebook and send Mrs. Lee a picture or a video.

Name: _____

Scavenger Hunt

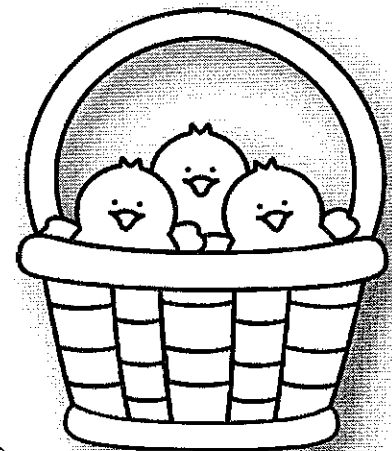


In the first row, fill out answers about yourself.

Then, after everyone finishes, find another person in the room and ask them a question. If you get a match, fill in their name. If you get a no, the other person asks you a question for a match. Continue asking until you find a match and then find a new person to talk to.

	Self Write your answers here!	Friend If your friend's answer matches yours, write their name here!
Favorite Type of Music		
Favorite Singer or Band		
iPod or Radio		
Piano or Guitar?		
Do you like to sing?		
If you could meet any musician, who would it be?		
Have you been to a concert? Who?		
Do you play an instrument? What?		
If you could learn any instrument, it would be?		
What do you think is the most popular song right now?		

2 = PINK	5 = PURPLE
3 = GREEN	6 = YELLOW
4 = BLUE	7 = PURPLE



OAKLAND TITANS

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T-SHIRTS

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Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

7" - SHORTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

9" - SHORTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

One Stone
Apparel

STUDENTS NAME: _____

TEACHER: _____ ROOM NO: _____

PARENT NAME: _____ PHONE NO: _____

E-MAIL: _____

Make all checks payable to: Oakland CUSD #5, if paying by cash please send the exact amount

Money and order form need to be submitted to the office by May 22. Please call