



artsNOW

Creativity

TASK CARDS

Grade 4

Thank You, Omu!
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4

FOURTH
GRADE

REimagining and Accelerating
Literacy through Arts Integration

2024-2025

ABOUT

The **RE**imagining and **A**ccelerating **L**iteracy through **A**rts **I**ntegration (REALAI) grant supports the literacy achievement of 3,200 students and 170 teachers, media specialists, and literacy coaches across six schools in Georgia and South Carolina.

In addition to professional learning for educators, this project contributes significantly to school library collections through the purchase of developmentally appropriate and culturally relevant books.

This grant also includes parent events to provide families with access to books and other content about how to support their child's reading development.

These materials and the accompanying book, *Thank You, Omu!*, are made possible through the **United States Department of Education** and **ArtsNOW**.



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This story emphasizes the importance of sharing, kindness, and recognizing those who contribute to our communities.

GRADE 4
THANK YOU, Omu!

VISUAL ARTS

Create a gratitude soup collage inspired by *Thank You, Omu!*

Supplies Needed

- *Thank You, Omu!* book
- Thick paper or cardboard
- Old magazines, newspapers, printed images, colored paper
- Markers, crayons, or colored pencils
- Fabric scraps
- Scissors
- Glue sticks

**I CAN
create a collage
that shows the
theme of a
story.**

Vocabulary

Color - Light reflected by an object

Line - A continuous mark made on a surface by a moving point

Texture - How something feels or looks like it feels

Collage - A type of art that involves gluing different materials onto a surface to create an image that has texture

Character - A person in a story, or an animal or other entity that has human characteristics

Theme - The overall message of the story or text

Instructions

- 1 Read the book, *Thank You, Omu!* and closely examine the illustrations. Discuss the colors, textures, and shapes you see.
- 2 What is the theme of the story? Where do you see examples of kindness and thankfulness in the book?
- 3 Think about the people in your life or community who you are grateful for, such as family members, teachers, coaches, friends, or local community helpers (e.g., librarians, paramedics, etc.).
- 4 Draw a large oval with a thick border in the center of your paper to represent a bowl.
- 5 Cut out images and words from magazines or newspapers or shapes from colored paper that symbolize the people, places, and things you are grateful for. You may also draw pictures or write words and short phrases that express your gratitude.
- 6 Arrange your images within the oval before gluing them down.

Extensions

Write a thank-you note to someone represented in your collage. Use words and images to express your appreciation.

THEATRE

All characters have background stories!

Let's imagine the life of the main character of this story, the wonderfully generous Omu.

Supplies Needed

- *Thank You, Omu!* book
- Paper and pencil

I CAN
create and tell a
character's
backstory through
a monologue.

Vocabulary

Character - A person in a story, or an animal or other entity that has human characteristics

Character profile - A list of facts or traits that make a character unique

Backstory - The history or background created for a character in a scene or play

Monologue - A longer speech spoken by a character in a scene or play

Scan the QR code for an
example of monologue



Instructions

1 After reading the book, *Thank You, Omu!*, go back and look through the story (both the text and the illustrations) for clues about Omu's personality and life. Write down any clues you find to create a character profile of Omu.

2 Write a list of questions about things the book doesn't tell about Omu. Some examples are: What is or was her profession (job)? Does she have grown children? What hobbies does she have?

3 Imagine Omu's backstory, describing her life over the years, including things like where she has lived, her life as a child, people in her family, jobs, travel, hobbies, etc. Remember, you are creating Omu's backstory, so you will be making it up. Just be sure that it makes sense in the context of the book and who the book describes Omu to be.

4 Develop a monologue for Omu, or for someone in her life who we don't see in the book, about Omu and her life.

Extensions

- Make a map to go along with the monologue, showing important places in Omu's life. It can be a map of a city, a map of the world--wherever you imagine she's gone in her life.
- Write an entry in Omu's journal, or a social media post, for the night of the big community dinner. How would Omu describe and document it?

DANCE

In this book, the characters display both giving and receiving.

Let's show the theme of the story through movement!

Supplies Needed

- *Thank You, Omu!* book
- Pencil or pen
- Paper

**I CAN
show theme
through
movement.**

Vocabulary

Level - How high or low you are dancing (high--fully standing up, middle, low--low to the ground)

Choreography - The steps or movements in a dance

Theme - Big idea or message in a story or dance

Movement - How you use your body to do a dance or action

Form - The way that a story or dance is put together or structured

AB Form - A dance with two different parts (Part A & Part B)

Instructions

- 1 Read the book, *Thank You, Omu!*, and discuss the theme of the story.
- 2 Divide your paper into two columns. Label one, "Giving", and the other, "Receiving". Under each column write the following (include details).
 - One example from the story that shows "Giving" to others
 - Two examples from your life where you have shown "Giving"
 - One example from the story that shows "Receiving" from others
 - Two examples from your life where you have "Received" from others
- 3 Create a movement for each example on your "Giving" list. (Your movement may represent the action of giving or the emotion you felt.) Each movement should take place on a different level (high, middle, low).
- 4 Create a movement for each example on your "Receiving" list, representing either the action or emotion felt. Use a different level for each movement.
- 5 Sequence and practice your complete dance in AB Form. This means that you will perform your three movements for "Giving" (Part A) and then your three movements for "Receiving" (Part B) as one whole dance.
- 6 Perform your dance for an audience and explain your movement choices.

Extensions

Create a new 'AB Form' phrase with movements from the point of view of different characters.

- How did they display acts of giving and receiving in the book? What were their emotions?

In this activity, Omu is special not only because of her sharing—she also speaks rhythmically.

Let's practice reading rhythmically!

GRADE 4
THANK YOU, OMU!

MUSIC

Supplies Needed

Thank You, Omu! book

I CAN
read a book
rhythmically.

Vocabulary

Body percussion ostinato - Using the body to create sounds in a repeated pattern (e.g., snap, clap, pat, stamp)

Steady beat - Consistent pulse; "heartbeat" of music

Tempo - Speed of the beat

Rhythm - Long and short sounds

Phrase - Musical sentence

Rest - Silence

*Scan the QR code for an example
of reading rhythmically*



Instructions

- 1 Read the book and talk about the main idea.
- 2 Look at the first page and read what Omu says (leave out "Omu said").
- 3 Pat the steady beat using a moderate tempo (medium speed). Change to a pat-clap pattern. Keep repeating this steady beat pattern (body percussion ostinato).
- 4 Now read Omu's words using a rhythm. See if you can say these words in an interesting rhythm that lasts for 12 beats. Sometimes, you'll say several syllables in a single beat! Slow the tempo if needed.
- 5 Continue reading the book. Each time you get to a place where Omu speaks, say her words in a rhythm. Sometimes you'll say the words in a 4-beat phrase and other times it will take 8 beats. Sometimes you will end your phrase with a rest.
- 6 When you read this way, notice how most of the book is read without a rhythm or steady beat, but when Omu speaks, her words are in a rhythm.

Extensions

- Say the title of the book in four beats using a rhythm. When you decide on the rhythm, say the title two times. Read the book saying the title twice (using your rhythm) whenever these words appear in the story.
- Create a different body percussion ostinato to accompany Omu's words.



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