



artsNOW

5

FIFTH GRADE

Creativity
TASK CARDS

Thank you, Omu!

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REimagining and Accelerating
Literacy through Arts Integration

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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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Thank You, Omu! portrays the themes of generosity, sharing, and community.

Let's create a collage that reflects these themes!

GRADE 5
THANK YOU, OMU!
VISUAL ARTS

Supplies Needed

- *Thank You, Omu!* book
- Old magazines, newspapers, printed images, colored paper
- Fabric scraps and textured paper
- Markers, crayons, or colored pencils
- Thick paper or cardboard (for the base of the collage)
- Items that have texture
- Scissors
- Glue sticks

Instructions

- 1 Read aloud *Thank You, Omu!*. Look closely at the illustrations. Describe the colors, textures and shapes that you see.
- 2 Discuss the theme of the book--Omu's generosity and how it brought the community together. Discuss or reflect on the following questions:
 - What does "community" mean? How is community represented in the book?
 - Why did Omu decide to share her stew? How did it impact her community?
 - Can you think of a time when you gave something to others? How did it make you feel and how did others react?
 - What are some ways we can build a stronger community in our classroom or neighborhood?
- 3 Create textures on paper using items from around your home by placing the items under your paper and rubbing lightly with the side of a crayon.
- 4 Use the textured paper and other materials to create a collage that represents the themes of sharing and togetherness. Include words, images, and textures to convey your ideas.
- 5 Consider how different materials (like fabric or textured paper) can add depth and interest to your collage, similar to the book's illustrations. Arrange your pieces before gluing them in place.

Vocabulary

Color - Light reflected by an object

Shape - An enclosed space

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

Theme - The overall message of the story

Medium - The material used in an artwork

I CAN
use texture to
create a collage
that shows the
theme of the
story.

Extensions

- Look specifically at the descriptive words (adjectives) in the Dr. Martin Luther King, Jr. mural on pages 3-4. Discuss what those words mean and how the words can inspire change.
- Write an artist statement about your artwork. Include why you chose the **medium** you used and how your work of art illustrates the meaning of the theme.

GRADE 5
THANK YOU, OMU!
THEATRE

In the story, the characters gathered together to bring Omu a great meal.
Let's use dramatic composition to imagine and create the scene.

Supplies Needed

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

I CAN
create and write a
scene using
dialogue and
stage directions.

Vocabulary

Playwriting - The art of crafting a dramatized story to be performed by actors; the process of writing a play

Scene - A part of a play or story that happens in one place for a continuous stretch of time

Dialogue - The lines and speeches spoken by the characters in a story or play

Stage directions - Instructions in a script or play that tell the actors what to do or how to act

Script - The written version of a play, scene, or movie

Instructions

- 1 After reading the book, look at the page where everyone brings food to Omu.
- 2 Imagine the scene where everyone gets together, realizes they had eaten all of her stew, and decides to bring her food. Choose several of the characters from the illustrations to include in your scene.
- 3 Brainstorm what the characters might have said to one another when they realized they had eaten all of Omu's food and how they came to the resolution to work together to bring her food.
- 4 Write a script showing the dialogue and stage directions.
- 5 As you write, use playwriting format, putting the name of the character who speaks before each line, skipping lines between the different characters' speeches, and enclosing the stage directions in parentheses.
- 6 Read the scene aloud, by yourself or with others, using different voices for the different characters.

Extensions

- Find simple costume pieces or props around your home for each character, and use them to act out the scene.
- Convert your scene into a short comic strip, like part of a graphic novel.

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

Let's choreograph a dance inspired by these themes.

Supplies Needed

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

**I CAN
show theme
through
movement.**

Vocabulary

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

Inspiration - Something that you experience that gives you an idea to create something

Energy - The power, excitement, or emotion that is put into movement (high energy = quick or fast movements; low energy = slow movements)

Instructions

- 1 Read the book and discuss or think about the theme of the story.
- 2 Write a paragraph or reflection about a time that you gave to others or received something from someone. Include:
 - Details about the experience, including a beginning, middle and end.
 - How the experience made you and/or others feel.
- 3 Using the paragraph as inspiration, create a dance phrase of 4-6 movements.
 - Include one to two movements for the beginning, one to two movements for the middle, and one to two movements for the end.
 - Think about the energy needed for each movement to reflect what happened and/or the feelings it evoked. For example, if the emotion was excitement, you might show a lot of energy in a movement by moving quickly.
- 4 Share your dance phrase with an audience. Discuss your movement choices and how they were inspired by your experience.

Extensions

- Add a song that fits the emotions of your choreography to your dance.
- Add narration (your paragraph) to your dance.

In this story, we see examples of giving and sharing.

Create a soundscape to make this book about sharing come alive.

GRADE 5
THANK YOU, OMU!

MUSIC

Supplies Needed

- *Thank You, Omu!* book
- Optional: Various sound makers (pots, pans, box, spoons, etc.)

**I CAN
use sounds to
help tell a
story.**

Vocabulary

Dynamics - Loudness or softness of sounds

Rhythm - Short and long sounds

Steady beat - Consistent pulse; “heartbeat” of music

Tempo - Speed of the beat

Soundscape - Using sounds to represent actions, ideas, feelings, or objects in a story; telling a story through sound

Pitch - Highness or lowness of sound

Instructions

- 1 After reading the book, look for words or pictures that make you think of sounds (for example, stirring stew, knocking, smell wafting, eating stew, smelling stew, school bus). Sometimes you'll have to look hard to find things that would make sound (for example, a construction worker walking down the street).
- 2 Use your voice, body and/or materials around you to create each sound (for example, stamping a steady beat loudly to create the sound of walking).
- 3 Think about:
 - Will the sounds be high or low? (Pitch)
 - Will the sounds be loud or soft? (Dynamics)
 - Will the sounds be fast or slow? (Tempo)
 - Will the sounds be long or short? (Rhythm)
 - Will any sounds have a steady beat?
- 4 Read the story again and add your sounds. Experiment with different sounds. How does changing the tempo, dynamics, and pitch change your sounds?

Extensions

- Find materials around you to use as instruments (paper plates, empty paper towel rolls, pencils, empty cans, rice, beans, etc.).
- Read the story for someone new. Don't tell them what pictures or words you are illustrating through sound and have them guess!
- Compare and contrast two sounds in the story. How are they alike? How are they different?



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