

4th Grade Student eLearning Activities Log Day 10

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 10

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia accessed via Clever. (www.clever.com/in/maywood89)	Engage in Math activities using Imagine Math via Clever.	Read “How Young is too Young for Cellphones in School” on NEWSLA via Clever and complete the online quiz. Then summarize the reading in 4-5 sentences.	Read “Ocean Vocabulary”. Then answer the comprehension questions.	PE: Exercise along with this video: Just Dance: That Power https://www.youtube.com/watch?v=f3XyYOLftU4 Practice your balance using Balance Bingo.
Wonders/ Maravillas activities				Music: Dance and sing along to a favorite song.
Writing: You just won a trip to anywhere in the world! Where will you go and why? Tell a story about the place you choose telling what you will do while there. Draw pictures of your travels.	Complete Math handout - Standards Practice CC.4.G.1 and return them to school.	Read “How Young it too Young for Cellphones in School” from NEWSLA and complete the quiz. Then summarize the reading in 4-5 sentences.	Complete the OREO Writing Planner graphic organizer for the following prompt: A pill has just been invented that would allow a person to live forever. Would you take it?	Art: Draw a picture to represent the world in 100 years. What do you think a city street might look like? Use crayons, markers, or pencils.

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 10: Grado 4

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 10

Language Arts	Math	Social Studies	Science	Specials
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Firma de Padres _____ Fecha _____

Name _____

- A **noun** names a person, place, or thing. **Common nouns** name any person, place, or thing. **Proper nouns** name a specific person, place, or organization.
- **Concrete nouns** can be identified with the five senses. **Abstract nouns** cannot be identified with the senses—they are usually ideas, such as bravery or freedom.
- Capitalize each important word in a proper noun, including days, months, holidays, titles, languages, races, nationalities, historical events, and product and geographical names.

Rewrite the sentences below correcting mistakes in capitalization of nouns.

1. My brother eli says that all soldiers are brave.

2. Does your Aunt have an appointment with the Dentist in January?

3. I moved from chicago to orlando a few Years ago.

4. Mom and dad have Faith that things will work out for the best.

5. Is this book written in spanish or italian?

Name _____

A. Read each sentence. Circle the letter of the sentence that has an abstract noun.

1.
 - a. The wagon could only hold twenty people.
 - b. The report was too long.
 - c. These flowers were a nice thought.
 - d. My sister wants to be a lawyer.
2.
 - a. I could barely contain my excitement!
 - b. Does Winston know how to get to the party?
 - c. The lion hid in the tall grass on the plains.
 - d. The song played loudly on the radio.

B. Read each sentence. Circle the noun that uses correct capitalization. Then identify the noun as *common* or *proper* on the line provided.

3. The car skidded off Berry (road / Road) and rolled into the grass field.

4. I was born at (noon / Noon) on a Sunday in the state of Wisconsin. _____
5. Do you know what my (mother / Mother) does for a living? _____
6. Mr. Davidson knows all about the American (revolution / Revolution).

7. Can we go to the Chinese (restaurant / Restaurant) that just opened in town?

8. Independence (day / Day) is my favorite holiday of the year! _____
9. Did you read this article called, "Being a Good (friend / Friend)"? _____
10. Mr. and Mrs. Schloss have to buy some items at the (market / Market).

1. Escribe un prefijo que signifique lo contrario a la palabra base en el espacio provisto.

Fui a la cancha de tenis en _____uso que está al cruzar la calle.

2. Escribe un sufijo que exprese la idea de aumento en el espacio provisto.

La superficie lisa fue una ayud_____ mientras practicaba.

3. Corrige la oración agregando una conjunción.

Sabía cómo comenzar a patinar no sabía cómo detenerme.

4. Subraya los verbos.

Sabía que podría detenerme si me lanzaba a la malla.

5. Corrige la oración.

creo que aprnder a patinando será un buen proyecto para el veranu

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Nombre _____

- El **futuro simple** sirve para hacer predicciones (*Mañana lloverá*), expresar suposiciones (*Imagino que él tendrá unos veinte años*), o anunciar acciones futuras (*Pronto estrenarán la película*).
- Para formar el **futuro simple de los verbos regulares**, se agrega al infinitivo sin modificar (con su raíz y su terminación correspondiente), la terminación del futuro para cada persona: **-é, -ás, -á, -emos o -án**. Ejemplo: *caminaré, caminarás, caminará*.

Lee las oraciones y subraya los verbos. En los espacios dados, conjuga los verbos en futuro simple.

1. Luis corre en el parque. _____
2. Eduardo cocinaba todos los sábados. _____
3. Los animales descansan en el prado. _____
4. Francisco camina a la escuela todos los días. _____
5. Silvia comió la cena con gusto. _____
6. Todos observábamos los aviones cruzar el cielo. _____
7. Iván y José prepararon el desayuno. _____
8. Los niños cantaron una canción cubana. _____
9. Ismael compró un libro acerca de los tiburones. _____
10. Ricardo comenzó a estudiar inglés. _____

Nombre _____

- Se puede utilizar la expresión **ir a + infinitivo** para referirse a acciones que van a ocurrir en el futuro inmediato. Es necesario conjugar el verbo *ir* según el número y la persona gramatical del sujeto. Ejemplo:
Manuel va a recitar su poema el próximo lunes.
- La expresión **ir a + infinitivo** también puede servir para indicar que alguien tiene la intención de hacer algo: *El próximo año vamos a comprar una nueva casa.*
- También se utiliza para dar órdenes: *Vas a hacer tu tarea antes de salir a jugar.*

**Encierra en un círculo los verbos conjugados en futuro simple.
Reesríbelos utilizando la expresión *ir a + infinitivo*.**

1. El carpintero armará la repisa. _____
2. Laura doblará la ropa antes de guardarla. _____
3. Percibiré el aroma de la lavanda en la madrugada. _____
4. Mi madre y mi hermano prepararán la mesa para la cena. _____
5. Todos pintaremos la casa. _____
6. ¿Seguro guardarás el secreto? _____
7. La maestra narrará un relato de suspenso. _____
8. Los niños comerán pizza. _____
9. Dora cantará en el musical. _____
10. Mara llegará en el vuelo de las nueve. _____

Nombre _____

- Los días de la semana y los nombres de los meses se escriben con **minúscula**: *El lunes me voy de campamento. El reporte se debe entregar el 16 de marzo.*
- Los días de la semana y los nombres de los meses solo se escriben con **mayúscula** cuando están al inicio de una oración (*Junio es un mes muy tranquilo*), o cuando forman parte de una fecha histórica, una festividad o un nombre propio: *Primero de Mayo, Lunes de Carnaval.*

Vuelve a escribir las oraciones. Corrige los errores en el uso de minúsculas.

1. El próximo Sábado vamos a ir a nadar.

2. ¿Estás seguro de que José cumple años en Julio?

3. diciembre no es un buen mes para viajar.

4. Rara vez celebramos el doce de octubre.

5. Todos los Jueves voy a jugar tenis con mi amigo Hugo.

6. Mucha gente duerme hasta tarde los Domingos.

Nombre _____

- El **futuro simple** sirve para hacer predicciones, expresar suposiciones o anunciar acciones futuras. Para formar el **futuro simple de los verbos regulares**, se agrega al infinitivo la terminación del futuro para cada persona: **–é, –ás, –á, –emos o –án.**
- Se puede utilizar la expresión **ir a + infinitivo** para referirse a acciones que van a ocurrir en el futuro inmediato, para indicar que alguien tiene la intención de hacer algo o para dar órdenes.
- Los días de la semana y los nombres de los meses se escriben con **minúscula**, excepto cuando están al inicio de una oración o cuando forman parte de una fecha histórica, una festividad o un nombre propio.

Vuelve a escribir las oraciones. Corrige los errores en la conjugación de los verbos regulares en futuro y en el uso de minúsculas.

1. El reportero va a escribirá un artículo para la edición del Miércoles.

2. Las flores brotaremos de nuevo en Abril.

3. Todos mis primos voy a viajar a Cartagena en Agosto.

4. Rosario van a llegar a Lima el próximo Martes.

5. Fabio y yo tomarán unas vacaciones. Ellos viajaré en Mayo.

Nombre _____

A. Encierra las opciones de verbos que mejor completen las oraciones.

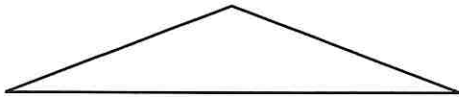
1. Mamá _____ mi cabello mañana.
 - a. cortará
 - b. cortaremos
 - c. cortaré
 - d. cortarás
2. Todos _____ cuando termine la fiesta.
 - a. partiré
 - b. partirá
 - c. partirás
 - d. partirán

B. Encierra las opciones con las expresiones que mejor completen las oraciones.

3. Todos nosotros _____ al concierto.
 - a. vamos a iremos
 - b. van a ir
 - c. vamos a ir
 - d. voy a ir
4. El doctor _____ a los pacientes.
 - a. va a examinar
 - b. van a examinar
 - c. voy a examinará
 - d. vas a examinar

CC.4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

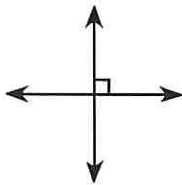
1. The flower garden in Mrs. Green's yard is shaped like this triangle.



How many **obtuse** angles does her garden have?

- A** 0
- B** 1
- C** 2
- D** 3

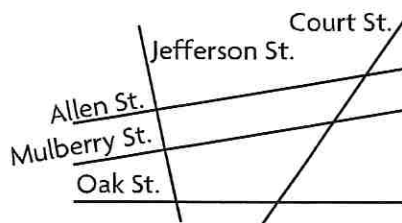
2. Signe drew these two lines.



Which describes the lines Signe drew?

- A** perpendicular
- B** parallel
- C** skew
- D** obtuse

3. Name the street on the map below that appears to be parallel to Mulberry Street.



4. Which of these figures appear to have at least one right angle?



Figure 1



Figure 2



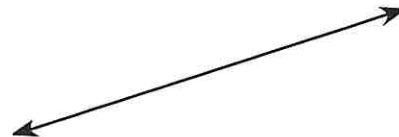
Figure 3



Figure 4

- A** Figures 1 and 4
- B** Figures 2 and 3
- C** Figures 1 and 2
- D** Figures 2 and 4

5. Victor drew this figure in his notebook.

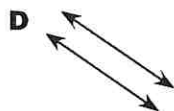
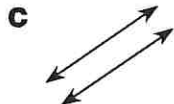
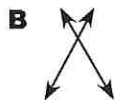
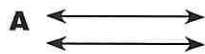


What is the best name for Victor's figure?

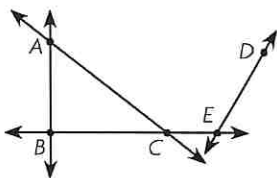
- A** angle
- B** line
- C** line segment
- D** ray

6. Draw an **acute** angle.

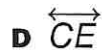
7. Brett drew these four pairs of lines using her computer. Which pair of lines is **not** parallel?



8. Adam drew these lines.



Which line appears to be perpendicular to \overleftrightarrow{BC} ?



9. Draw one line segment and one ray using Points A, B, and C.

A • • B

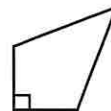
C

Name the figures you drew.

line segment: _____

ray: _____

10. How many obtuse angles does this figure have?



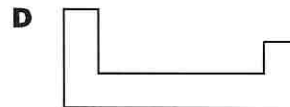
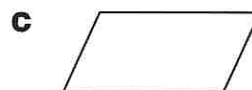
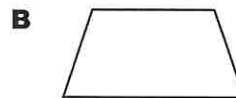
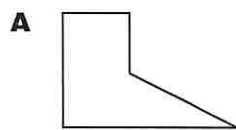
A 0

B 1

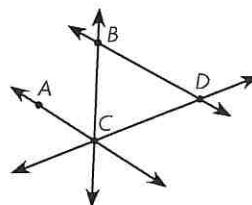
C 2

D 3

11. Andrew draws a figure on the board that has no acute angles. Which could be the figure Andrew draws?



12. Name all of the points in the figure below.

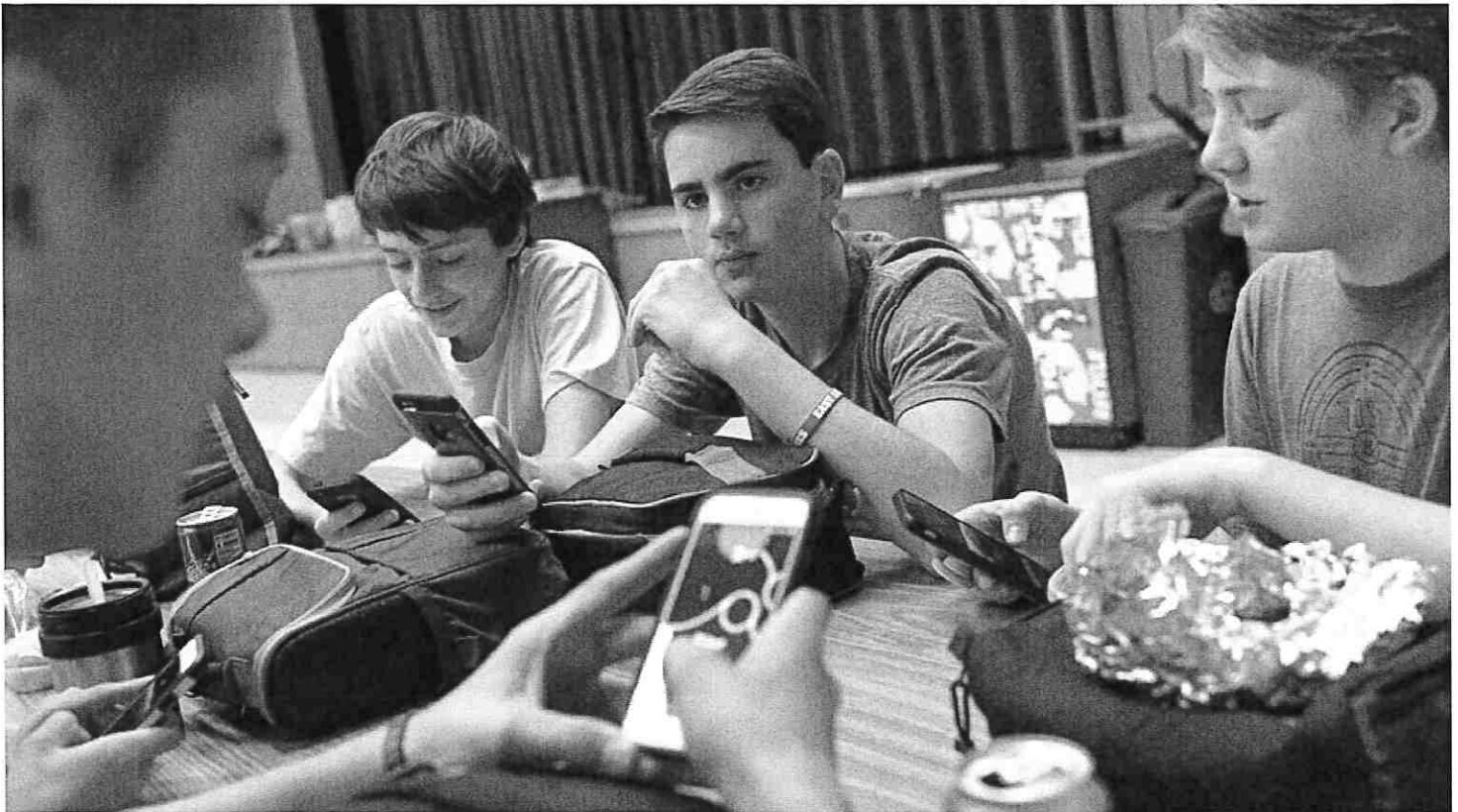


Cellphones in schools give more screen time to overloaded students

By Washington Post, adapted by Newsela staff on 11.20.17

Word Count **709**

Level **610L**



Students (from left) Jack Doyle, Ryan Ward, Aiden Franz and Gray Rager use their cellphones during lunch at Westland Middle School in Bethesda, Maryland. Photo by: Washington Post by Michael Robinson Chavez

Kids started bringing cellphones to school many years ago. Educators still don't know what to do about it, though.

Should they allow cellphones in elementary schools? What about letting middle-schoolers use them at lunch? Which rules make the sense?

Montgomery County Public Schools is Maryland's biggest school system. Students, parents and educators at these schools are in the middle of a big argument about these questions.

The district just changed its rules. Before, kids in fifth grade and younger could have cellphones only with special permission. But over the years, more parents wanted their kids to take phones to school. Many believed kids would be safer when they walked home.

Now, the district says kids can bring them to school. Students still can't use phones during school, unless a teacher uses them as part of a lesson. They may use them after school is over and on the

bus.

Some parents have objected. They are shocked that children as young as 6 or 7 are allowed to bring smartphones to school.

Too Much Screen Time

"A phone would be more of a distraction," said Art Bennett. He has three children in school. He said that unless there's a good reason, there shouldn't be phones in elementary school at all.

The new rules also allow middle school students to use cellphones during lunch. The principals have to give the OK, though. Some parents are not very happy about this, either. They are already worried that their kids spend too much time on screens.

"We all know the phone is a blessing and a curse," said Lisa Cline. She is part of the PTA. That stands for Parent Teacher Association. Cline helps run a safe technology committee for a group of PTAs.

Little Adults

"I don't see why we want to make these children into little adults," Cline said.

Different schools handle cellphones in different ways. Some schools ban smartphones. Others allow them in hallways or during lunch periods. Some schools let teachers use them as part of a lesson.

Elizabeth Englander is a professor. She teaches at Bridgewater State University in Massachusetts. "Nobody really knows what to do," she said.

Englander recently studied third-graders in five states. She found that four out of 10 had a cellphone. That number doubled from 2013 to 2017. Among kids who had a phone, most brought the phone to school every day.



In Montgomery, school system officials say the times are changing. More parents are buying their children phones. And more children are taking these phones to school.

Still, many parents want their kids to talk with people face-to-face. They say it helps students develop social skills and make friends. It also helps them learn to deal with uncomfortable situations. These parents worry that phones will get in the way.

Almost No One Talked At Lunch

Angie Melton has two children in middle school. She said her kids' school allowed phones for a week. Her kids said that almost no one talked at lunch that week.

"They get in their virtual worlds," she said. "I want them in the real world."

Justus Swan is 11 years old. He said he is in no hurry to bring cellphones to the cafeteria. Lunch is about talking to other kids.

"It defeats the point," Justus said.

But the phone-friendly lunch has supporters.

Gary Rager is 14 and goes to Westland Middle School. He said that having phones at lunch is a good thing. Kids can text parents. They can check their grades online. They can also play music and watch videos, he said.

"It's a nice freedom to have," he said.

Students And Parents Disagree

His school took a survey. Most students liked the idea of phones at lunch. But most parents did not, said Westland Principal Alison Serino.

Principal Serino has offered a compromise. Kids can have cellphones during lunch on Fridays. They have to follow the rules, though. No Snapchat or Instagram. No violent games. No taking photos or videos. Also, kids must wear ear buds if they are playing music.

Quiz

- 1 Which detail BEST shows that there is a lot of disagreement about what cellphone rules schools should have?
- (A) Should they allow cellphones in elementary schools? What about letting middle-schoolers use them at lunch?
 - (B) Students, parents and educators at these schools are in the middle of a big argument about these questions.
 - (C) The district just changed its rules. Before, kids in fifth grade and younger could have cellphones only with special permission.
 - (D) They are shocked that children as young as 6 or 7 are allowed to bring smartphones to school.

- 2 Read the section "Little Adults."
- Select the paragraph that gives examples of school cellphone rules.

- 3 Read the selection from "Too Much Screen Time."

"A phone would be more of a distraction," said Art Bennett.

What is Art Bennett's point of view about using cellphones in school?

- (A) He believes that no student should be allowed to have a cellphone.
 - (B) He thinks that phones could take students' attention away from learning.
 - (C) He wants phones only to be used at lunch.
 - (D) He doesn't think that phones help keep students safe.
- 4 Which statement would Gary Rager be MOST likely to agree with?
- (A) Students should spend their lunch time talking to their friends.
 - (B) Kids should be able to use Instagram and Snapchat during lunch.
 - (C) Using a cellphone during the day is a good break for a student.
 - (D) Schools should have stricter rules about using cellphones in schools.

Ocean Vocabulary



Arctic

The Arctic Ocean is the smallest and shallowest ocean on earth, at only 5,427,000 square miles. It surrounds the North Pole. It has the lowest salinity due to heavy inflow of freshwater from rivers and streams. Because it's so close to the North Pole, the Arctic Ocean is covered by ice throughout most of the year.

Atlantic

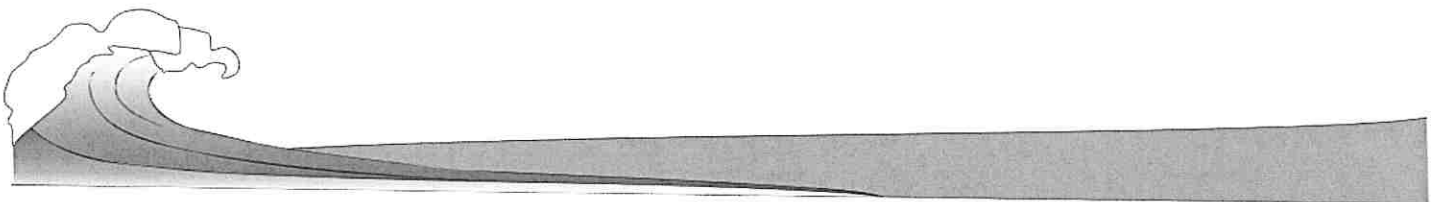
The Atlantic Ocean is about 41,100,000 square miles. It's bounded by North and South America on the West and Europe and Africa to the east. For an ocean, the Atlantic is pretty shallow: on average, it's about 10,950 feet deep. The Atlantic Ocean has had a huge impact on human migration: during America's immigration boom in the 1800s and early 1900s, millions of immigrants made the dangerous journey across the Atlantic to start a new life in America.

Indian

The Indian Ocean covers about 28,350,000 square miles and makes up about 20% of the water on earth's surface. It's bounded by Asia, Africa, Australia and the Southern Ocean. It includes many seas, including the Gulf of Aden, the Arabian Sea and the Bay of Bengal.

Pacific

The Pacific Ocean is the largest and deepest of all the world's oceans. It covers 64,186,000 square miles – that's more than 1/3 of the Earth's surface! All the continents on earth could fit into the area that the Pacific covers. The deepest part of the ocean, the Mariana Trench, is under the Pacific – it's as low as 36,198 feet below the surface in one spot. Pacific means calm, and the ocean was named so because it was calmer than the Atlantic.



Ocean Vocabulary



Southern

The Southern Ocean is the southernmost ocean on the planet. It covers about 7,848,000 square miles and surrounds Antarctica. However, there is disagreement about where the boundaries are since it's not surrounded by land. It's instead surrounded by other oceans: the Atlantic, Indian and Pacific. The Southern Ocean is home to a variety of wildlife, including many kinds of whales, squid, and seals.

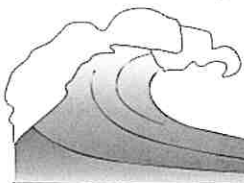
Put the oceans in order from least to greatest square footage.

<i>Ocean</i>	<i>Square Footage</i>

Ocean Math










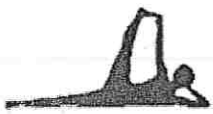
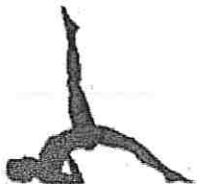






A *fathom* is a way to measure the depth of the ocean. If one fathom is equal to 6 feet...

1. how many fathoms deep is the Mariana Trench? _____ fathoms
2. how many fathoms deep is the Atlantic Ocean (on average)? _____ fathoms



Directions: Hold each balance for a minimum of 5 seconds and then cross of the board. Try to see how many different ways you can get Bingo on the board. You can also play with a partner and take turns attempting different balances to make a Bingo

Balance Bingo

 HALFWAY HANDSTAND	 BROKEN CANDLESTICK	 SPLIT STAND	 THE PEG LEG	 THE ANKLE HOLD
 PLANK	 SIDE PLANK	 ELBOW STAND	 SUNSHINE	 BRIDGE
 TOE TOUCH	 SITTING TOE TOUCH	FREE SPACE	 WARRIOR	 SIDEWAYS STRETCH
 DAZZLER	 LAZY TOE TOUCH	 TOE POINTER	 SPLIT	 AIR CHAIR
 HANDSTAND	 HEADSTAND	 TRIPOD	 CANDLESTICK	 HANDSTAND STRADDLE