

4th Grade Student eLearning Activities Log Day 7

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 7

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.	Complete the activities about "A Mapping the Woods: Maps and Cartography"	Read "What is Solar Energy". Complete the think and draw at the bottom of the page.	<p>PE: Exercise along with this video: Guardians of the Galaxy Workout https://www.youtube.com/watch?v=y2nURI5xOWU</p> <p>Practice throwing with Target Throwing Practice</p>
Wonders/ Maravillas activities				<p>Music: Dance and sing along to a favorite song.</p>
Writing: Imagine you found a secret passageway in your house. Write a story to tell what happens next. Be creative!	Complete Math handout – Standards Practice CC.5.NBT.1 and return them to school.	Complete the activities about "A Mapping the Woods: Maps and Cartography"	Read "What is Solar Energy". Complete the think and draw at the bottom of the page.	<p>Art: Draw a picture of your classroom. It might include your teacher and friends. Use crayons, markers, or pencils.</p>

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 7: Grado 4

Nombre _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico 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 7

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Firma de Padres _____ Fecha _____

Name _____

- A **noun** is a word that names a person, a place, or a thing.
- A **common noun** names any person, place, or thing.
- A **proper noun** is the name or title of a specific person, place, or organization.
- Proper nouns begin with capital letters. If a proper noun has more than one word, each important word begins with a capital letter.

Read each sentence and circle the nouns. Write C over each noun that is a *common noun*. Write P over each noun that is a *proper noun*.

1. The house is brown and white.
2. Mrs. LaRusso is my teacher.
3. My cousin is moving to New York City.
4. Does Ellie want to go to the carnival?
5. Uncle Pete is volunteering for the Peace Corps.
6. Dr. Grady was kind and helpful.
7. The dog and cat waited patiently for dinner.
8. Derek knows how to play the trumpet and the trombone.
9. The Big Apple Circus was first performed in Kent, England.
10. Many actors auditioned for the lead role in the play.

1. ¿Cuál es el tiempo verbal de la oración?

Quando llegué de la escuela, había un paquete en casa.

- a) pasado b) presente c) futuro

2. Agrega el signo de puntuación que falta.

Era grande ancho y pesado y tenía mi nombre.

3. Encierra en un círculo la palabra con prefijo y subraya la base.

Me pregunté qué tesoro inesperado podría haber adentro.

4. Encierra en un círculo las palabras que estén mal escritas y corrígelas.

Quando lo abrir, había un par de patines a dentro.

5. Corrige la oración.

Mi madre sonrío y me dijo que no abía visto unos acá en años

1. ¿Cuál es el tiempo verbal de la oración?

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Nombre _____

Dobla la hoja por la línea punteada. Escribe las palabras en los espacios en blanco a medida que se leen en voz alta. Cuando termines, abre la hoja y usa la lista que está a la derecha para corregir los errores ortográficos.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
- Palabras de repaso** 21. _____
22. _____
23. _____
- Palabras difíciles** 24. _____
25. _____

1. convocatoria
2. convalidar
3. circunvolé
4. invertir
5. invitado
6. inventor
7. inverso
8. involucrarse
9. convencer
10. envase
11. envilecer
12. biconvexo
13. convexo
14. conversación
15. convertir
16. invicta
17. convicción
18. reenvío
19. invento
20. envidia
21. heptagonal
22. hemisférico
23. hemiciclo
24. envolver
25. investigación

Nombre _____

biconvexo	conversación	convocatoria	inventor	inverso
circunvolé	convexo	envidia	invertir	involucrarse
convalidar	convicción	envilecer	invicta	reenvío

A. Completa las palabras con las letras *n* o *v*.

- | | |
|--------------------|---------------------|
| 1. i____vertir | 9. co____vicción |
| 2. in____olucrarse | 10. i____ventor |
| 3. en____ilecer | 11. con____ocatoria |
| 4. i____verso | 12. reen____ío |
| 5. co____vexo | 13. in____icta |
| 6. circun____olé | 14. e____vidia |
| 7. co____validar | 15. con____ersación |
| 8. bicon____exo | |

B. Escribe estas palabras en orden alfabético: *involucrarse, inverso, inventor, convicción, circunvolé, conversación, convexo, envilecer, invertir, reenvío.*

- | | |
|-----------|-----------|
| 16. _____ | 21. _____ |
| 17. _____ | 22. _____ |
| 18. _____ | 23. _____ |
| 19. _____ | 24. _____ |
| 20. _____ | 25. _____ |

Nombre _____

biconvexo	conversación	convocatoria	inventor	inverso
circunvolé	convexo	envidia	invertir	involucrarse
convalidar	convicción	envilecer	invicta	reenvío

Clasifica las palabras según su número de sílabas.

3 sílabas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

4 sílabas

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

5 sílabas

14. _____
15. _____

Nombre _____

biconvexo	conversación	convocatoria	inventor	inverso
circunvolé	convexo	envidia	invertir	involucrarse
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A. Completa las oraciones con las palabras del recuadro.

- Vamos a _____ nuestro dinero en la bolsa de valores.
- _____ significa deteriorar el valor de algo o alguien.
- El _____ de los correos se hará en caso de ser necesario.
- Tengo la _____ o la certeza de que todos somos iguales.
- Es una competidora _____; ha ganado todos los concursos.
- Ellos tuvieron una _____ antes de entrar a casa.
- Se le llama _____ a lo que contiene dos superficies convexas.
- El juez decidió _____ la petición del fiscal.
- En mi escuela hicieron una _____ para el concurso de talento.
- Ayer _____ esa región en un aeroplano.

B. Escribe la palabra correspondiente a cada significado.

- invertido _____
- comprometerse _____
- creador _____
- celos _____
- prominente _____

Nombre _____

A. En el siguiente párrafo hay seis palabras con errores de ortografía. Subráyalas y escribe su forma correcta en los espacios dados.

Ayer conocí a un famoso inbentor. Tuvimos una conversación muy interesante en la que me demostró su convicción como científico. Mientras me mostraba las instalaciones, me contó que tuvo que inbertir todos sus ahorros en su nuevo proyecto. Luego decidió hacer una convocatoria para que algunos estudiantes pudieran inbolucrarse en la investigación. Es una persona brillante.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Actividad de escritura**B. Escribe acerca de alguien interesante que conozcas. Incluye al menos cuatro palabras de ortografía.**

Nombre _____

Lee con atención los grupos de palabras. Solo una de las palabras de cada grupo está bien escrita. Marca el círculo de la respuesta correcta. Antes de empezar, observa el ejemplo A. Luego, haz el ejemplo B. Cuando hayas comprendido lo que debes hacer, continúa con los demás ejercicios.

Ejemplo A:

- Ⓐ envolver
- Ⓑ enbolver
- Ⓒ envolver
- Ⓓ envolber

Ejemplo B:

- Ⓔ inbestigación
- Ⓕ imbestigación
- Ⓖ investigación
- Ⓗ investigación

- | | | | |
|---|---|--|--|
| 1. Ⓐ enbaze
Ⓑ envase
Ⓒ enbaze
Ⓓ emvace | 6. Ⓔ circumvolé
Ⓕ sircunvolé
Ⓖ circunbolé
Ⓗ circunvolé | 11. Ⓐ conveso
Ⓑ comvezo
Ⓒ comvexo
Ⓓ convexo | 16. Ⓔ combertir
Ⓕ kombertir
Ⓖ convertir
Ⓗ comvertir |
| 2. Ⓔ inbitado
Ⓕ imbitado
Ⓖ invitado
Ⓗ inbitado | 7. Ⓐ imbertir
Ⓑ invertir
Ⓒ imvertir
Ⓓ inbertir | 12. Ⓔ conbersación
Ⓕ combersación
Ⓖ conversasión
Ⓗ conversación | 17. Ⓐ reenvío
Ⓑ rrenbío
Ⓒ renbío
Ⓓ renvió |
| 3. Ⓐ imbentor
Ⓑ inventor
Ⓒ inbentor
Ⓓ inventor | 8. Ⓔ inbento
Ⓕ imbento
Ⓖ imvento
Ⓗ invento | 13. Ⓐ conbencer
Ⓑ comvenzer
Ⓒ convencer
Ⓓ combenzer | 18. Ⓔ embidia
Ⓕ enbidia
Ⓖ envidia
Ⓗ emvidia |
| 4. Ⓔ convocatoria
Ⓕ comvocatoria
Ⓖ conbocatoria
Ⓗ combocatoria | 9. Ⓐ enbilecer
Ⓑ embilecer
Ⓒ envilecer
Ⓓ emvilecer | 14. Ⓔ convixión
Ⓕ conbicción
Ⓖ convicción
Ⓗ comvicción | 19. Ⓐ inverso
Ⓑ inberso
Ⓒ imverso
Ⓓ invérso |
| 5. Ⓐ combalidar
Ⓑ conbalidar
Ⓒ comvalidar
Ⓓ convalidar | 10. Ⓔ viconbexo
Ⓕ biconvezzo
Ⓖ biconvexo
Ⓗ viconvexo | 15. Ⓐ imbicta
Ⓑ invicta
Ⓒ invicta
Ⓓ inbicta | 20. Ⓔ inbolucarse
Ⓕ involucarse
Ⓖ imbolucarse
Ⓗ involucarce |

CC.4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

1. Find the quotient.

$$8,000 \div 800$$

- A 1
- B 10
- C 100
- D 1,000

2. Find the product.

$$60 \times 100$$

- A 6
- B 600
- C 6,000
- D 60,000

3. Look at the underlined digit in the two numbers.

2,560 and 3,250

Describe the relationship between the place values of the digits.

4. Diego wrote a number on the board.

5,000

Which of these shows the number of hundreds in 5,000?

- A 5
- B 50
- C 500
- D 5,000

5. A company ordered 60,000 parts. The parts are packed in boxes of 100. How many boxes of parts will the company receive?

6. Look at the digit 4 in the two numbers.

402,618 and 204,550

Which statement describes the place values of the digits?

- A 4 in 402,618 is 10 times the value of 4 in 204,550
- B 4 in 402,618 is 100 times the value of 4 in 204,550
- C 4 in 402,618 is 1,000 times the value of 4 in 204,550
- D 4 in 402,618 is 10,000 times the value of 4 in 204,550

Name _____

7. Find the product.

900×900

- A 810
 B 8,100
 C 81,000
 D 810,000

8. Look at this number.

70,000

How many tens are in 70,000?

9. Madeline wrote this number on the board with the digit 9 underlined.

189,762

Which number has a digit 9 in which the value of the digit is ten times **less** than the value of the digit 9 in 189,762?

- A 38,950
 B 47,890
 C 190,200
 D 950,480

10. Find the quotient.

$40,000 \div 200$

- A 2
 B 20
 C 200
 D 2,000

11. A museum printed 3,000 tickets for a special viewing of an exhibit. Online ticket requests were 30 times the number of printed tickets. Which of these is the number of online ticket requests?

- A 30,000
 B 90,000
 C 300,000
 D 900,000

12. Cameron wrote this number in his notebook.

683,254

Write a number in which the digit 5 is 100 times the value of the digit 5 in 683,254. Explain.

13. Look at the underlined digits in the two numbers.

746,280 and 64,007

How much greater is the value of the digit 7 in 746,280 than in 64,007?

- A 100,000 times greater
 B 10,000 times greater
 C 1,000 times greater
 D 100 times greater

Name _____

Instructions: Write the main ideas and important details for each of the sections listed on the chart. Draw an example of each.

Chapter and Section	Main Idea	Important Details	Example
What Is On a Map? The Key			
What Is On a Map? Scale			
Types of Maps Physical Maps			
Types of Maps Data Maps			

MAPPING THE WOODS • W • 1

SKILL: MAIN IDEA AND DETAILS

Name _____



Height of the land	On a map, the size of one thing compared to the size of another thing	Mapmakers
The part of the map that explains what the symbols and colors mean	A map that uses lines to show elevation	Maps that use colors or shades to show elevation
A map with pictures instead of symbols	Mathematically measuring the distance between two objects	A pointed symbol that shows where the directions are on a map
Objects that help you find your way	Information in the form of numbers	A compass rose might show these four directions

MAPPING THE WOODS • W • 2a

SKILL: VOCABULARY

Name _____



<p>Answer: Cartographers</p> <p>Move forward 6 spaces</p>	<p>Answer: Scale</p> <p>Move forward 3 spaces</p>	<p>Answer: Elevation</p> <p>Move forward 5 spaces</p>
<p>Answer: Relief Maps</p> <p>Move forward 4 spaces</p>	<p>Answer: Topographic</p> <p>Move forward 6 spaces</p>	<p>Answer: Key</p> <p>Move forward 3 spaces</p>
<p>Answer: Compass Rose</p> <p>Move forward 5 spaces</p>	<p>Answer: Surveying</p> <p>Move forward 6 spaces</p>	<p>Answer: Pictorial Map</p> <p>Move forward 4 spaces</p>
<p>Answer: North, south, east, west</p> <p>Move forward 3 spaces</p>	<p>Answer: Statistics</p> <p>Move forward 5 spaces</p>	<p>Answer: Landmarks</p> <p>Move forward 4 spaces</p>

MAPPING THE WOODS • W • 2b

SKILL: VOCABULARY

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Where is north on most maps?
 - (A) at the right side
 - (B) at the left side
 - (C) at the bottom
 - (D) at the top
2. What are the three basic types of maps?
 - (A) paper, wood, and electronic
 - (B) scale, survey, and pictorial
 - (C) physical, political, and data
 - (D) ground, air, and road
3. What is **elevation** in relation to a map?
 - (A) a coding system
 - (B) to draw something
 - (C) the height of land
 - (D) the width of an item
4. Which would be quicker and more accurate?
 - (A) drawing an area map from memory
 - (B) drawing an area map by surveying
 - (C) drawing an area map by viewing from the air
 - (D) all would be equal
5. Why are there symbols on a map?
 - (A) so some things can be eliminated
 - (B) to make the map look interesting and artistic
 - (C) in order to make the map easier to understand
 - (D) all of the above
6. What is a **cartographer**?
 - (A) someone who creates maps
 - (B) a person who is able to read a map
 - (C) someone who carries things to a site
 - (D) a person who gives out maps at a park

Quick Check continued on following page

Name _____ Date _____

7. Who might want to use a boundary map?
 - Ⓐ neighbors
 - Ⓑ construction crews
 - Ⓒ countries next to each other
 - Ⓓ all of the above

8. How would a vegetation map help you?
 - Ⓐ It would tell you what types of plants were growing where.
 - Ⓑ It would tell you if the vegetables were growing.
 - Ⓒ It would tell you when to pick the crops.
 - Ⓓ It would tell you when to water the plants.

9. What is a **landmark**?
 - Ⓐ a location where the land is marked in some way
 - Ⓑ an object that is special and will help people find their way
 - Ⓒ places on land that were tracked over by vehicles
 - Ⓓ a place that gives the distance in miles or kilometers between places

10. When a mapmaker creates a map of a large area, _____.
 - Ⓐ the map uses a scale that is much smaller
 - Ⓑ the map uses a scale that is about the same
 - Ⓒ the map uses a scale that is much bigger
 - Ⓓ all of the above

11. **Extended Response:** What is the author's purpose for writing this book?

12. **Extended Response:** Explain how you once used or could have used a map to help you find your way.

Quick Check Answer Sheet

Mapping the Woods: Maps and Cartography

Main Comprehension Skill: Main Idea and Details

1. Ⓓ *Main Idea and Details*
2. Ⓒ *Main Idea and Details*
3. Ⓒ *Vocabulary*
4. Ⓒ *Compare and Contrast*
5. Ⓒ *Cause and Effect*
6. Ⓐ *Vocabulary*
7. Ⓓ *Make Inferences / Draw Conclusions*
8. Ⓐ *Main Idea and Details*
9. Ⓑ *Vocabulary*
10. Ⓐ *Main Idea and Details*
11. Answers should include that the author's purpose for writing this book is to inform. This is clear because the author wanted to teach the reader how to read a map, about different kinds of maps, and give the reader some experience making and using maps.
12. Answers will vary.

**Mapping the Woods:
Maps and Cartography**

Level W

Why does the narrator place
northeast at the top of her map?

 **Reading a-z**

Cause and Effect

**Mapping the Woods:
Maps and Cartography**

Level W

Why do cartographers use
symbols to show landmarks
on maps?

 **Reading a-z**

Make Inferences

**Mapping the Woods:
Maps and Cartography**

Level W

How are physical maps
different from political maps?

 **Reading a-z**

Compare and Contrast

**Mapping the Woods:
Maps and Cartography**

Level W

How can you sort the types of
maps in the book into groups?

 **Reading a-z**

Classify Information

**Mapping the Woods:
Maps and Cartography**

Level W

Why does the author include
so many different kinds
of maps in the book?

 **Reading a-z**

Evaluate

**Mapping the Woods:
Maps and Cartography**

Level W

Do you think the author
believes you learn things best
by doing tasks?
Why or why not?

 **Reading a-z**

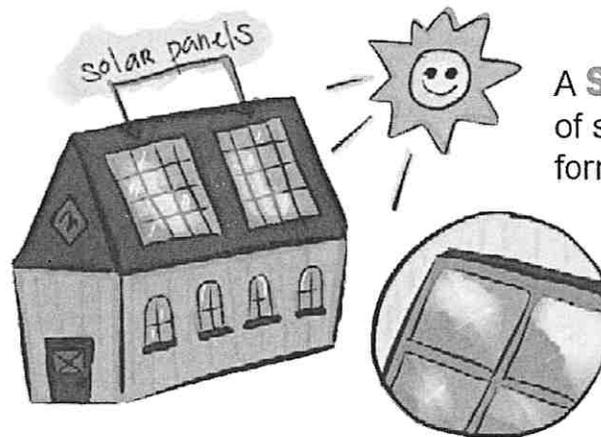
Analyze

WHAT IS SOLAR ENERGY?

Solar energy comes from the sun. The sun is an important resource, as it helps sustain life. Without the sun, our planet would have no life. Through the use of technology, we are able to harness the energy from the sun to convert it to electricity.



SOLAR CELLS are tools that change light energy from the sun and other light sources into electricity. Many calculators use solar cells to power them.



A **SOLAR PANEL** is a group of solar cells connected to form a large, flat surface.

THINK AND DRAW

What do you think a car powered by the sun would look like? Draw a picture.

A large, empty rectangular box with a thin black border, intended for the student to draw their idea of a solar-powered car.