

## 4<sup>th</sup> Grade Student eLearning Activities Log Day 9

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 9

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia accessed via Clever. ( <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a> )	Engage in Math activities using Imagine Math via Clever.	Complete the activities about "The Kingdom of Happiness"	Read, "What Keeps the Moon in Orbit" and answer the questions.	<b>PE:</b> Exercise along with this video: Batman Workout: Part 2 <a href="https://www.youtube.com/watch?v=6QEVmcgkQMA">https://www.youtube.com/watch?v=6QEVmcgkQMA</a>  Create an 8 step dance using Dance Party dance cards.
<b>Wonders/ Maravillas activities</b>				<b>Music:</b> Dance and sing along to a favorite song.
Read a story. Describe the setting to the story and explain why it is important to the story. Draw a picture to go with your writing.	Complete Math handout - Standards Practice CC.4.NF.7 and return them to school.	Complete the activities about "The Kingdom of Happiness"	Read, "What Keeps the Moon in Orbit" and answer the questions.	<b>Art:</b> Draw a picture of you playing your favorite game. Use crayons, markers, or pencils.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico para estudiantes Día 9: 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 9

Language Arts	Math	Social Studies	Science	Specials
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Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

Name \_\_\_\_\_

- Capitalize each important word in a proper noun.
- Capitalize names of days of the week, months, and holidays; important words in titles of publications; names of languages, races, nationalities, and historical events; and product and geographical names.

**Write each sentence correctly using capital letters for proper nouns.**

1. I will speak with mr. perry on friday.  
\_\_\_\_\_
2. I read an essay called, "the kindness of a stranger."  
\_\_\_\_\_
3. We will visit the grand canyon right after memorial day!  
\_\_\_\_\_
4. Did you see alfonso make that goal on the soccer field?  
\_\_\_\_\_
5. The family visited paris but did not speak french.  
\_\_\_\_\_
6. My friend lucy is asian, and I am african american.  
\_\_\_\_\_
7. The civil war was a difficult time in american history.  
\_\_\_\_\_
8. What flavor of white brite toothpaste is your favorite?  
\_\_\_\_\_

1. Separa la oración y conviértela en dos oraciones.

Los patines eran pesados hacían que mis pies lucieran como cajas.

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2. Agrega lo que falta en la oración.

Patiné alrededor cocina y corredor durante un rato

3. Escribe la terminación del verbo que corresponda en el espacio provisto.

Terminé usa\_\_\_\_\_ las paredes y las puertas como apoyo para levantarme.

4. Agrega el signo de puntuación que falta.

Patinar es bastante difícil así que quiero aprender a hacerlo mejor.

5. Corrige la oración.

me puse mío casco y sali a el calle

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Nombre \_\_\_\_\_

- El **tiempo imperfecto** sirve para describir acciones pasadas.  
Ejemplo: *El perro jugaba en el jardín.*
- Para formar el imperfecto de los verbos cuyo infinitivo termina en **-ar**, se agregan las terminaciones **-aba, -abas, -aba, -ábamos y -aban**.  
Ejemplo: *yo amaba, tu amabas, nosotros amábamos.*
- Para formar el imperfecto de los verbos cuyo infinitivo termina en **-er** o **-ir** se agregan las terminaciones **-ía, -ías, -ía, -íamos e -ían**.  
Ejemplo: *yo comía, tu comías, nosotros comíamos.*

**Subraya los verbos conjugados en imperfecto. Escríbelos en los espacios dados.**

1. Alejandro siempre abría la ventana. \_\_\_\_\_
2. La maestra siempre me explicaba con paciencia. \_\_\_\_\_
3. Los domingos desayunábamos en el jardín. \_\_\_\_\_
4. Carlos y su amigo salían a jugar en el parque. \_\_\_\_\_
5. El periódico llegaba a las siete de la mañana. \_\_\_\_\_
6. Corrían las cortinas cuando había mucho sol. \_\_\_\_\_
7. Pedro y Susana cantaban en un coro. \_\_\_\_\_
8. Picasso pintaba en su propio taller. \_\_\_\_\_
9. Lucía y yo comíamos juntas a la hora del almuerzo. \_\_\_\_\_
10. Recuerdo que trotabas en las madrugadas. \_\_\_\_\_

Nombre \_\_\_\_\_

El **imperfecto** puede utilizarse para:

- Describir personas, objetos o situaciones del pasado: *Aquella casa lucía muy descuidada.*
- Referirse a hechos habituales o repetitivos del pasado: *En verano siempre nadábamos en el lago de la hacienda.*
- Describir acciones simultáneas: *Juliana leía mientras Andrés trotaba.*
- Indicar que una acción habitual ha cambiado con el paso del tiempo: *Antes, yo tocaba piano siempre, pero ahora lo hago solo los domingos.*

**Encierra los verbos conjugados en imperfecto. Indica se refieren a una descripción, a un hecho habitual, a una acción simultánea o a una acción que ha cambiado.**

1. Bernardo siempre empacaba a última hora.

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2. La biblioteca se encontraba justo en la esquina.

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3. Diana cantaba mientras se bañaba.

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4. Hace unos años, las secretarias escribían a máquina.

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5. Las campanas sonaban en la madrugada.

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6. El perro ladraba cada vez que pasaba el cartero.

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Nombre \_\_\_\_\_

- El **guión** puede servir para unir una o varias palabras y formar una nueva palabra compuesta. Ejemplo:  
*Nuestra vecina es de origen franco-alemán.*
- En otros casos, sirve para establecer una relación entre dos palabras simples. Ejemplo: *Relación espacio-tiempo, dirección este-oeste.*
- Las palabras vinculadas por el guión conservan la acentuación que les corresponde por separado. Ejemplo: *La frontera íalo-austríaca.*

**A. Completa las oraciones con una palabra compuesta. Utiliza las palabras que hay entre paréntesis.**

1. La carretera \_\_\_\_\_ es muy transitada. (francesa-española)
2. Es una cantante de origen \_\_\_\_\_. (colombiano, libanés)
3. Estudiaron la relación \_\_\_\_\_ de la empresa. (tiempo, dinero)
4. Debe haber un equilibrio en la relación \_\_\_\_\_ de las personas. (talla, peso)
5. Los vientos alisios soplan en dirección \_\_\_\_\_ en el hemisferio norte. (nordeste, sudoeste)

**B. Completa las oraciones con una palabra compuesta de tu elección.**

6. Tengo un amigo de origen \_\_\_\_\_.
7. Los empresarios estudian la relación \_\_\_\_\_.
8. La clave de la economía está en equilibrar la relación \_\_\_\_\_.
9. La compañía \_\_\_\_\_ adquirió nuevos socios.
10. La densidad es una relación \_\_\_\_\_.

Nombre \_\_\_\_\_

- El **tiempo imperfecto** sirve para describir personas, objetos o situaciones del pasado, como hechos habituales, acciones simultáneas o acciones habituales que han cambiado con el paso del tiempo.
- Para formar el imperfecto de los verbos con infinitivo **-ar**, se agregan las terminaciones **-aba, -abas, -aba, -ábamos y -aban**. Para los verbos con infinitivo **-er** o **-ir** se usan las terminaciones **-ía, -ías, -ía, -íamos e -ían**.
- El **guión** sirve para unir palabras y formar una nueva palabra compuesta, o para establecer una relación entre dos palabras simples. Las palabras unidas con el guión conservan su acentuación original.

**Vuelve a escribir los párrafos. Corrige los errores en la conjugación de los verbos regulares en imperfecto. Agrega guiones para formar palabras compuestas en donde sea posible.**

1. Mi familia y yo deseíamos comprar una casa más grande. Para lograrlo, ahorrabas dinero en una alcancía. De esta manera juntías poco a poco lo necesario para nuestra nueva casa cerca de la frontera colombo panameña.

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2. Mamá viajabas con frecuencia por causa de su trabajo. Cuando ella llegábamos, nos preparía comida de los países que conocía durante sus viajes. En su último viaje, aprendió a preparar un plato de origen franco alemán.

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Nombre \_\_\_\_\_

**A. Lee las oraciones. Encierra los verbos regulares conjugados en imperfecto.**

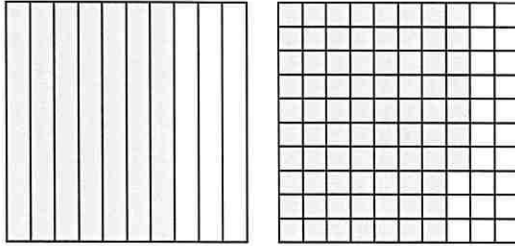
1. Liliana saludaba a la maestra Ruiz.
2. Las aves comían las semillas de los árboles.
3. Ningún otro artista lograba conmovier tanto a la audiencia.
4. A veces alimentaban a los peces del lago.
5. El arcoíris se perdía en el horizonte.

**B. Encierra en un círculo la opción con los verbos conjugados en imperfecto que completen mejor las oraciones.**

6. Santiago \_\_\_\_\_ con un mundo mejor.  
a. soñabas  
b. soñaba  
c. soñábamos
7. La abuela \_\_\_\_\_ unos platos exquisitos.  
a. cocinaba  
b. cocinabas  
c. cocinaban
8. Carlos \_\_\_\_\_ a diario.  
a. escribían  
b. escribías  
c. escribía

**CC.4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

1. Compare the models.



Which symbol makes the statement true?

$$0.7 \bigcirc 0.77$$

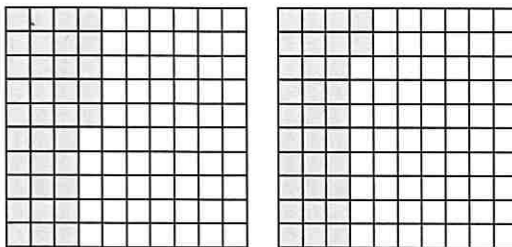
**A**  $>$

**B**  $<$

**C**  $=$

**D**  $+$

2. Mai made two decimal models.



Which symbol makes the statement true?

$$0.35 \bigcirc 0.32$$

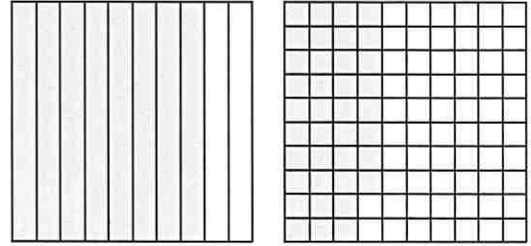
**A**  $>$

**B**  $<$

**C**  $=$

**D**  $+$

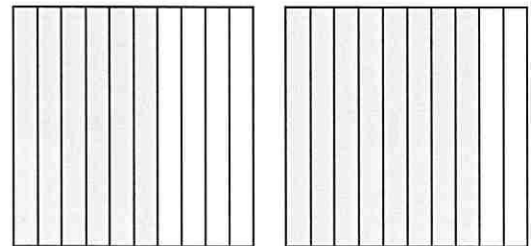
3. Look at the models.



Write  $<$ ,  $>$ , or  $=$  to make the statement true.

$$0.8 \bigcirc 0.38$$

4. Look at the models.



Which symbol makes the statement true?

$$0.6 \bigcirc 0.8$$

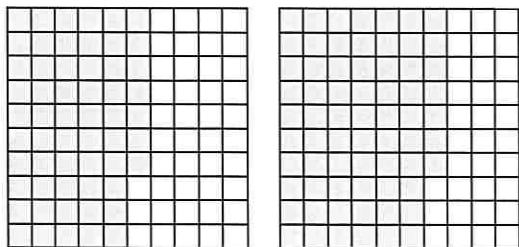
**A**  $>$

**B**  $=$

**C**  $<$

**D**  $+$

5. Jim made two decimal models.

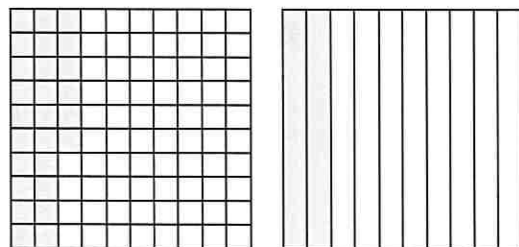


Which symbol makes the statement true?

$$0.57 \bigcirc 0.67$$

- A** <
- B** >
- C** =
- D** +

6. Compare the two models.

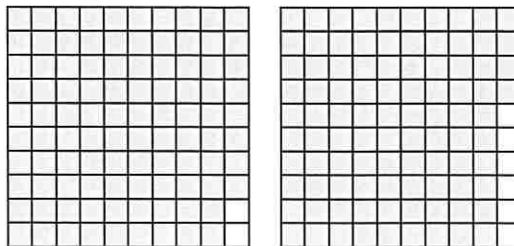


Write <, >, or = to make the statement true.

$$0.26 \bigcirc 0.2$$

\_\_\_\_\_

7. Compare the models.

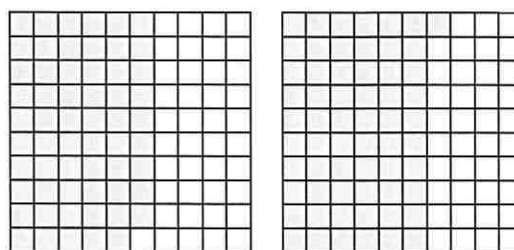


Which symbol makes the statement true?

$$0.98 \bigcirc 0.94$$

- A** <
- B** >
- C** =
- D** +

8. Compare the two models.



Write <, >, or = to make the statement true.

$$0.59 \bigcirc 0.61$$

\_\_\_\_\_

Name \_\_\_\_\_

**Instructions:** Write cause-and-effect relationships from the book in the correct spaces below.

Cause

Effect

	→	
	→	
	→	
	→	

Name \_\_\_\_\_

**Instructions:** Record adjectives from *The Kingdom of Happiness* in the spaces below. Write the page number where each adjective can be located in the second column and the noun it modifies in the third column. Then, in the fourth column, write whether the adjective describes *which one*, *how many*, or *what kind*.

Adjectives	Page	Modified Noun	Which One, How Many, What Kind

Name \_\_\_\_\_

**Instructions:** Choose the correct homophone to complete each sentence.



- ① The king felt that the \_\_\_\_\_ other nations thought about prosperity was wrong for Bhutan.  
(weigh/way)
- ② It didn't make \_\_\_\_\_ to focus only on money.  
(sense, cents)
- ③ For the Bhutanese people, being happy is \_\_\_\_\_ about money.  
(not/knot)
- ④ King Wangchuck was convinced that the country as a \_\_\_\_\_ should focus on these things \_\_\_\_\_.  
(hole/whole) (too/to)
- ⑤ They considered \_\_\_\_\_ key areas, or "pillars," tied to the Buddhist idea of happiness.  
(for/four)
- ⑥ Visitors to Bhutan found a land \_\_\_\_\_ time was less rushed.  
(wear/where)
- ⑦ \_\_\_\_\_ are \_\_\_\_\_ stoplights in Bhutan. \_\_\_\_\_  
(Their/There) (no/know) (won/one)  
was put up in the capital city, but it was removed.



## Quick Check

## The Kingdom of Happiness

Name \_\_\_\_\_ Date \_\_\_\_\_

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

1. Why was Bhutan secluded from the outside world for so long?
  - Ⓐ It was protected by large mountains.
  - Ⓑ Bhutanese people did not let outsiders into the country.
  - Ⓒ No one knew that Bhutan existed.
  - Ⓓ The Bhutanese government guarded the country's boundaries.
2. Which of the following events happened in 2010?
  - Ⓐ The United Nations did a study of world happiness.
  - Ⓑ A stoplight was put into the capital city of Bhutan.
  - Ⓒ Television and the Internet were introduced to the Bhutanese people.
  - Ⓓ Over seven thousand Bhutanese people gave information about their happiness.
3. Most Bhutanese people believe \_\_\_\_\_.
  - Ⓐ that they must protect themselves from the outside world
  - Ⓑ that technology is not important and should not be in Bhutan
  - Ⓒ that happiness is an important part of leading a good life
  - Ⓓ that the four pillars of happiness are too controlling
4. How did the Bhutanese government respond to their findings in 2015?
  - Ⓐ The government found everyone was happy and did not need to change anything.
  - Ⓑ The government no longer allowed people to watch TV or use cell phones.
  - Ⓒ The government began to improve health care and daily life.
  - Ⓓ The government decided people needed to spend more time outside.

*Quick Check continued on following page*

Name \_\_\_\_\_ Date \_\_\_\_\_

5. Which of the following is closest to the meaning of **thrive**?
  - Ⓐ to be concerned
  - Ⓑ to be healthy
  - Ⓒ to be important
  - Ⓓ to be alone
6. The Gross National Happiness Index \_\_\_\_\_.
  - Ⓐ helps the Bhutanese government know happiness levels in the country
  - Ⓑ was created by the United Nations and used in Bhutan
  - Ⓒ was replaced when King Wangchuck was crowned
  - Ⓓ helps keep technology out of Bhutan
7. Other nations around the world \_\_\_\_\_.
  - Ⓐ think it is foolish to try to measure happiness
  - Ⓑ have not come up with ways to measure happiness
  - Ⓒ competed with Bhutan to be the happiest country in the world
  - Ⓓ have copied Bhutan and developed ways to measure happiness
8. Which of the following events happened in the 1990s?
  - Ⓐ Other countries began to study Bhutan's methods for measuring happiness.
  - Ⓑ The overall happiness in Bhutan decreased.
  - Ⓒ Happiness levels in Bhutan hit an all-time high.
  - Ⓓ Many Lhotshampa people left Bhutan.

*Quick Check continued on following page*



Name \_\_\_\_\_ Date \_\_\_\_\_

9. Why was March 20 declared International World Happiness Day?

- Ⓐ It is King Wangchuck's birthday.
- Ⓑ It is the day when daytime and nighttime are equal.
- Ⓒ It is the day with the least amount of daylight in the year.
- Ⓓ It is the day that Bhutan allowed Internet access in the country.

10. *Asking or questioning a group of people in order to collect information for analysis* is called \_\_\_\_\_.

- Ⓐ thriving
- Ⓑ tracking
- Ⓒ surveying
- Ⓓ prospering

11. **Extended Response:** Why were the Bhutanese leaders worried when television and the Internet were introduced in Bhutan?

12. **Extended Response:** Why do you think the author titled the section about the Lhotshampa people "Is Everybody Happy?"

## Quick Check Answer Sheet

## The Kingdom of Happiness

Main Comprehension Skill: Cause and Effect

1. Ⓐ Cause and Effect
2. Ⓓ Sequence Events
3. Ⓒ Main Idea and Details
4. Ⓒ Cause and Effect
5. Ⓑ Vocabulary
6. Ⓐ Main Idea and Details
7. Ⓓ Main Idea and Details
8. Ⓓ Sequence Events
9. Ⓑ Main Idea and Details
10. Ⓒ Vocabulary
11. Answers will vary, but students should note the following: *The leaders were worried that new technology would start to replace old traditions. Their concern was that if people lost touch with traditional ways it would decrease their happiness.*
12. Students should note the following: *While the Bhutanese government was very interested in the happiness of its people, it did not seem to be interested in the happiness of the Lhotshampa people. After the Bhutanese government required all people of Bhutan to practice Buddhism and speak Dzongkha, many Lhotshampa people became unhappy and left Bhutan.*



### The Kingdom of Happiness

How has Buddhism influenced Bhutan?

*Evaluate*

Reading A-Z



### The Kingdom of Happiness

Do you believe that the Gross National Happiness Index is an effective way to measure people's happiness?  
Why or why not?

*Analyze*

Reading A-Z



### The Kingdom of Happiness

How have the four pillars of happiness changed over time?

*Sequence Events*

Reading A-Z



### The Kingdom of Happiness

Why do you think the Bhutanese people believe that balance is the key to happiness?

*Make Inferences / Draw Conclusions*

Reading A-Z



### The Kingdom of Happiness

Why do you think the author includes information about the Lhotshampa people?

*Author's Purpose*

Reading A-Z



### The Kingdom of Happiness

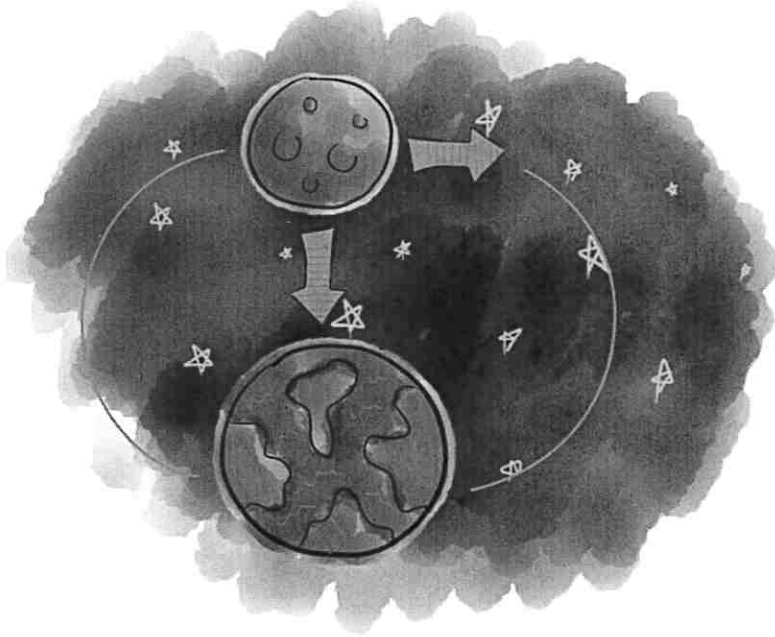
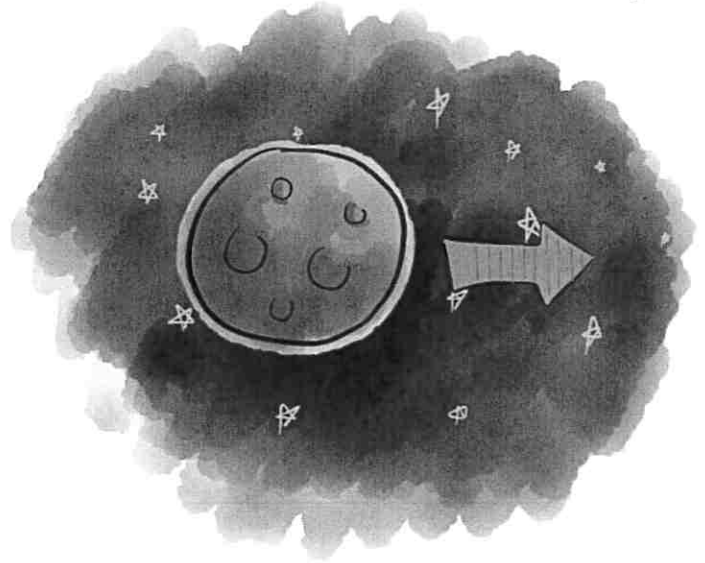
In what ways are the Bhutanese government's beliefs about prosperity different from other countries?

*Compare and Contrast*

Reading A-Z

# WHAT KEEPS THE MOON IN ORBIT?

It may not look like it but the moon is moving forward through space. If there were no Earth near it the moon would just keep moving forward at the same speed.



But Earth's gravity pulls at the moon; not only does this slow it down a bit it keeps the moon falling toward earth.

The next time you hit a tetherball think about this. You are putting it in motion by hitting it straight ahead. What makes it orbit the pole? The pull of the string, that's what. Without the string the ball would go straight ahead and it would be like playing volleyball not tetherball.



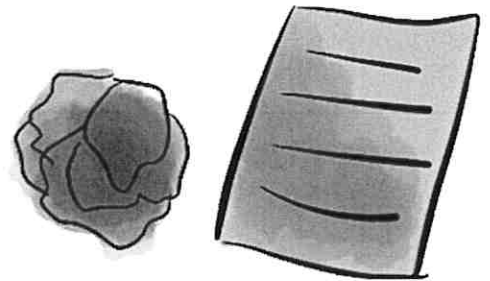
# BUT WHY DOESN'T THE MOON SLOW DOWN LIKE A TETHERBALL?

## THE ANSWER IS INERTIA!

Inertia is the tendency of things that are moving to keep moving and things that are still to stay still. There is only one reason things stop on Earth and they don't stop in space. Resistance. Even the air has some resistance.

### ★ HERE IS A SMALL EXPERIMENT WITH GRAVITY:

Take two pieces of paper. Crumple one up in a ball. Don't do anything to the other one. You are going to drop each one from as high up as you can hold it and then observe what happens. First, predict.



What will happen when you drop the crumpled up paper? Write down your prediction here: \_\_\_\_\_

What will happen when you drop the flat sheet of paper? Write your prediction here: \_\_\_\_\_

Now drop each of them and describe what you saw below:

The crumpled paper \_\_\_\_\_

The flat sheet of paper \_\_\_\_\_

### ★ THE GRAVITY ON EARTH AFFECTS OBJECTS THE SAME WAY, BUT WIND RESISTANCE CAN CHANGE THIS. IF YOU FOLD A THIRD PAPER INTO AN AIRPLANE AND DROP IT NOSE FIRST DOES IT FALL ANY FASTER THAN THE OTHER TWO SHAPES?

## THE DANCE PARTY

### ACTIVITY GOALS

- I will demonstrate cooperation and positive communication while creating a group dance.

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

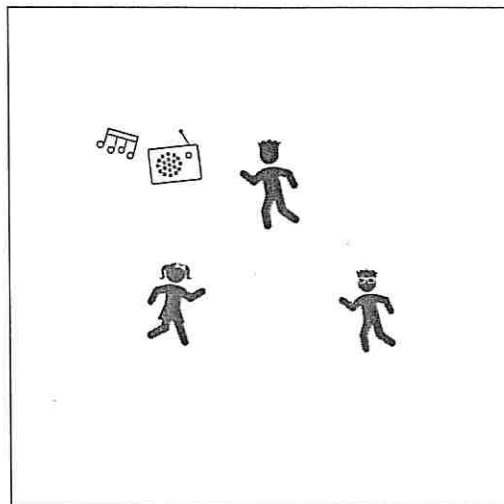
- Dance Cards
- Upbeat, fun music and music player

#### Set-Up:

- Create a safe space large enough to dance with friends.
- Get your music ready!

### TEACHING TIPS

- Stay Inside Boundaries
- Blindfolds are Optional
- Think Safety First



#### Activity Procedures:

- It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
- You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
- Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
- Then, let's put our moves together. First, your friend will perform her/his dance for 8 counts. Next, you'll take a turn and perform yours. Continue through all of your friends' moves.
- Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance!

#### Tips:

- Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

EATING  
HEALTHY  
101

- Healthy Lifestyle:** Remember to eat at least 5 portions of fruit and veggies every day! It's easier than it sounds. Why not slice some banana over your breakfast cereal or reach for a piece of fresh fruit for your mid-morning snack?! Keep in mind, unsweetened 100% fruit juice, vegetable juice, and smoothies can only count as 1 of your 5 servings each day. For example, if you have 2 glasses of fruit juice and a glass of vegetable juice, that still only counts as 1 serving of fruit and veggies. Limit the amount of juice you drink; eat fresh fruits and drink water instead.

DANCE PARTY CARDS

<b>Robot Dance</b>	<b>Basketball Dance</b>
<b>Football End Zone Dance</b>	<b>Superhero Dance</b>
<b>Grasshopper Dance</b>	<b>Soccer Dance</b>
<b>Tiptoe Dance</b>	<b>Super Cardio Dance</b>