

5th 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. www.clever.com/in/maywood89	Engage in Math activities using Imagine Math via Clever.	Complete the activities about "The Internet."	Read the definitions of the scientific method. Use the definition guide to label the statements.	PE: Exercise along with this video: Batman Workout: Part 2 https://www.youtube.com/watch?v=6QEVmcgk WMA Create an 8 step dance using Dance Party dance cards.
Wonders/ Maravillas activities				Music: 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.5.G.1 and return them to school.	Complete the activities about "The Internet."	Read the definitions of the scientific method. Use the definition guide to label the statements.	Art: 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 5

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 9

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Firma de Padres _____ Fecha _____

Name _____

- Some nouns have special plural forms that do not end in -s or -es.
- Some nouns stay the same whether they are singular or plural.
- **Appositives** tell more about the nouns they follow. Use commas within a sentence to set off many appositives.

Rewrite each sentence correctly by using the correct plural forms and adding commas where they belong.

1. Our town Grantsville will host this year's summer celebration.

2. The mayor has asked our school's childs to help.

3. Mrs. Munson the principal had many great idea.

4. We will have a parade on Founder's Day the first Saturday in June.

5. Three woman our town's oldest residents will lead the parade.

1. Separa la oración y conviértela en dos oraciones.

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

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 _____

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. trayendo
2. ayudante
3. reyes
4. cuyas
5. tuyo
6. ella
7. apoyado
8. ayuda
9. callado
10. castillo
11. llamado
12. mayor
13. proyecto
14. ayer
15. cuello
16. batalla
17. cabellera
18. desmayar
19. semilla
20. proyectil
21. hipoteca
22. huella
23. hipódromo
24. proyección
25. aquellos

Nombre _____

apoyado	batalla	castillo	llamado	proyecto
ayuda	cabellera	cuello	mayor	semilla
ayudante	callado	desmayar	proyectil	tuyo

A. Completa las palabras con las letras que faltan. Luego escríbelas en los espacios correspondientes.

1. casti____o _____
2. desma____ar _____
3. ____amado _____
4. ma____or _____
5. tu____o _____
6. semi____a _____
7. cabe____era _____
8. apo____ado _____
9. a____uda _____
10. a____udante _____
11. pro____ecto _____
12. pro____ectil _____
13. bata____a _____
14. ca____ado _____
15. cue____o _____

B. Escribe estas palabras en orden alfabético invertido: *desmayar, proyecto, semilla, apoyado, mayor.*

16. _____
17. _____
18. _____
19. _____
20. _____

Nombre _____

apoyado	batalla	castillo	llamado	proyecto
ayuda	cabellera	cuello	mayor	semilla
ayudante	callado	desmayar	proyectil	tuyo

Clasifica las palabras según la cantidad de sílabas.

Palabras con dos sílabas o menos

1. _____
2. _____
3. _____

Palabras con más de dos sílabas

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Nombre _____

apoyado	batalla	castillo	llamado	proyecto
ayuda	cabellera	cuello	mayor	semilla
ayudante	callado	desmayar	proyectil	tuyo

A. Escribe la palabra que coincida con las siguientes definiciones.

1. grano que produce plantas _____
2. pelo largo de la cabeza _____
3. encuentro bélico _____
4. colaboración que se presta a alguien _____
5. plan que se sigue para lograr una meta _____
6. objeto que se puede arrojar _____
7. perder la conciencia _____
8. unión de la cabeza con el cuerpo _____

B. Completa las oraciones con las palabras de la lista.

9. Me quede _____; definitivamente no sabía que decir.
10. Andrés es un gran _____, mi trabajo es más rápido gracias a él.
11. El hermano de Ana es el _____, porque nació antes que ella.
12. Alfonso se sintió _____ por todas las personas que lo animaron.
13. El carro verde es _____ y el rojo es mío.
14. El rey veía al pueblo desde su _____.
15. Yo había _____ por teléfono a mis amigos para salir a jugar.

Nombre _____

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

¿Alguna vez has pensado en escribir un diario? Resulta muy útil tener un registro escrito de las cosas que haces. Es de gran alluda si quieres recordar experiencias o emprender algún prolecto. Incluso podrías ver al diario como un alludante que te recuerda todo lo que le digas.

La mallor ventaja de un diario es que puedes escribir lo que quieras. Es un registro solo tullo. Incluso en la antigüedad, grandes marineros y exploradores llevaban una especie de diario yamado “cuaderno de bitácora”, en el que anotaban toda la información referente a sus viajes.

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

Actividad de escritura

B. Escribe información de otro tipo de registros que conozcas. Incluye al menos cuatro palabras de ortografía.

Nombre _____

Lee con atención los grupos de palabras. Solo una de las palabras del 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 el resto de los ejercicios.

Ejemplo A:

- Ⓐ arrollo
- Ⓑ arrollo
- Ⓒ aroyo
- Ⓓ arroyo

Ejemplo B:

- Ⓔ apollar
- Ⓕ apoyar
- Ⓖ apoliar
- Ⓗ hapoyar

1. Ⓐ alludante
Ⓑ ashudante
Ⓒ alyudante
Ⓓ ayudante

6. Ⓔ yamado
Ⓕ llamádo
Ⓖ shamado
Ⓗ llamado

11. Ⓐ bataya
Ⓑ vataya
Ⓒ batalla
Ⓓ vatalla

16. Ⓔ traiendo
Ⓕ traendo
Ⓖ trayendo
Ⓗ trallendo

2. Ⓔ apllado
Ⓑ apolladó
Ⓖ apoyado
Ⓗ apolyado

7. Ⓐ proyecto
Ⓑ prollecto
Ⓒ proyillecto
Ⓓ próllecto

12. Ⓔ desmallar
Ⓑ desmayar
Ⓖ dezmayar
Ⓗ desmayarr

17. Ⓐ tuio
Ⓑ tullo
Ⓒ tuyo
Ⓓ túyo

3. Ⓐ eya
Ⓑ hella
Ⓒ ella
Ⓓ heya

8. Ⓔ mallor
Ⓑ malior
Ⓖ mayór
Ⓗ mayor

13. Ⓐ caveyera
Ⓑ cabeyera
Ⓒ cabellera
Ⓓ cavellera

18. Ⓔ alluda
Ⓑ ayúda
Ⓖ ashuda
Ⓗ ayuda

4. Ⓔ cállado
Ⓑ callado
Ⓖ calládo
Ⓗ kallado

9. Ⓐ aller
Ⓑ ayerr
Ⓒ ayér
Ⓓ ayer

14. Ⓔ semiya
Ⓑ semilla
Ⓖ semisha
Ⓗ cemilla

19. Ⓐ relles
Ⓑ relies
Ⓒ reyes
Ⓓ reyez

5. Ⓐ castiylo
Ⓑ castillo
Ⓒ castiyo
Ⓓ castílllo

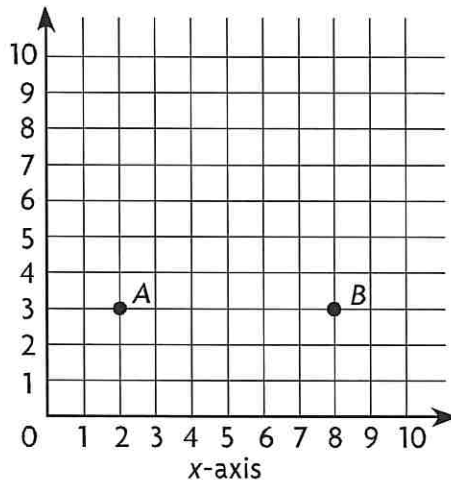
10. Ⓔ cielo
Ⓑ cueyo
Ⓖ cuello
Ⓗ cuélllo

15. Ⓐ prollectif
Ⓑ próyectif
Ⓖ proyectil
Ⓗ próllectil

20. Ⓔ cuyas
Ⓑ cullas
Ⓖ cuyaz
Ⓗ cúyas

CC.5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).

For questions 1–2, use the coordinate plane below.



1. Which tells you how to plot point A on the coordinate plane?

A Start at the origin, move 2 spaces up, and 3 spaces to the right.
B Start at the origin, move 2 spaces to the right, and 3 spaces up.
C Start at the origin, move 2 spaces down, and 3 spaces to the right.
D Start at the origin, move 2 spaces to the right, and 3 spaces down.

2. Which gives the ordered pair for point B?

A (2, 3)
B (3, 2)
C (8, 3)
D (3, 8)

3. In a coordinate plane, what are the coordinates of the origin?

A (0, 0)
B (2, 3)
C (8, 3)
D (10, 10)

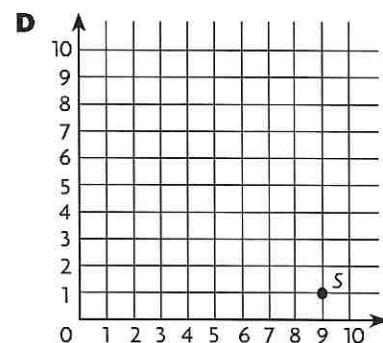
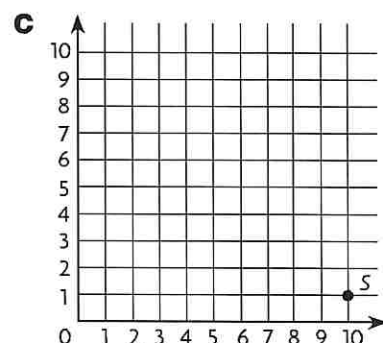
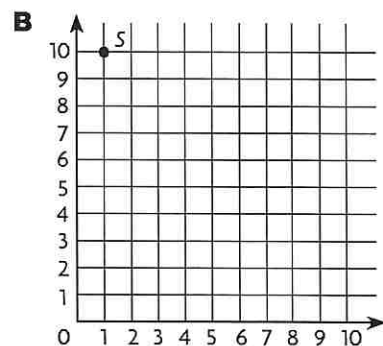
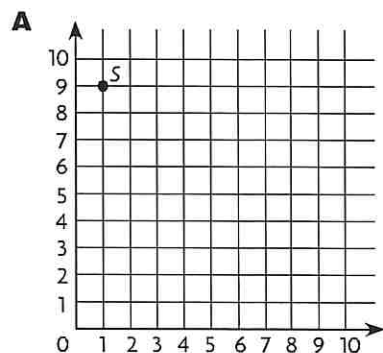
4. What ordered pair is described below?

Start at the origin and move 9 spaces up.

A (0, 9)
B (9, 0)
C (1, 9)
D (9, 1)

5. In a coordinate plane, what is the name of the horizontal axis?

6. Which shows point S with an x -coordinate of 9?



7. When writing an ordered pair, which shows the order of the coordinates?

- A** (y -coordinate, x -coordinate)
- B** (y -coordinate, y -coordinate)
- C** (x -coordinate, x -coordinate)
- D** (x -coordinate, y -coordinate)

8. Which ordered pair is described below?

Start at the origin, move 7 spaces right, and 1 space up.

- A** (7, 7)
- B** (7, 1)
- C** (1, 7)
- D** (1, 1)

9. In a coordinate plane, what is the name of the coordinate found on the vertical axis?

Name _____

Instructions: In the space provided, record the author's point of view on the Internet. Record three details from the book that support this point of view. Provide a page number for each detail.

⌵

⏮ ⏪ ⏩ ⏭

The author of *The Internet* believes that . . .

page _____ ⌵

⏮ ⏪ ⏩ ⏭

I know the author feels this way because . . .

page _____ ⌵

⏮ ⏪ ⏩ ⏭

I know the author feels this way because . . .

page _____ ⌵

⏮ ⏪ ⏩ ⏭

I know the author feels this way because . . .

Name _____

Instructions: Fill in the missing irregular verbs in the spaces below. Then, choose four of the past-tense irregular verbs to write four original sentences in the space provided.

present tense x

pay

send

become

give

find

think

build

past tense x

The Internet • Level X • 2



My Sentences x

1 _____

2 _____

3 _____

4 _____

Skill: Irregular Verbs

Name _____

Instructions: Read each sentence below. Using a thesaurus, find two synonyms for the bolded word in each sentence. Write the synonyms in the box next to each sentence. Then, choose one synonym to rewrite the sentence on the lines provided.



Here is a **simple** explanation of what happened.

Soon, universities began building their own networks of computers so they could share information more **easily**.

The Internet has **changed** the way we do business and communicate.

Can you **imagine** life without the Internet?

The **smallest** unit of information is called a bit.



Scientist Dr. E. McSquare is compiling his scientific findings into a single volume. He forgot to give titles to the sections of his reports and now they're all mixed up! Use the definition guide to help Dr. McSquare label his reports.

Definition Guide:

Q = Question: The question is the first part of the scientific process. What question do you want to answer?

H = Hypothesis: A hypothesis is a statement that can be proven true or false. It is often written in the form "If (a) then (b)."

E = Experiment: The experiment is an activity that is used to test if your hypothesis is true or false.

D = Data: Data are the results of the experiment.

C = Conclusion: The conclusion is a final statement that describes what you learned from the experiment and results.

C

The results of this experiment show that the boiling point of water does rise as the amount of salt in the water increases.

I will drop a variety of objects from a height of 10 feet and use a stopwatch to record the time it takes for them to hit the ground.

Ignoring wind resistance, if two objects are dropped at the same time, they will both hit the ground at the same time because gravity is the same for both of them.

The results of this experiment showed that objects fall at the same rate despite weight differences.

Object (weight) (drop time)

Shoe: (15 oz) (.82 seconds)

Bowling ball: (12 pounds) (.82 seconds)

Pencil: (2 oz) (.84 seconds)

I will put a thermometer in each of 3 pots of boiling water. Each pot will contain a different amount of salt. I will observe and compare the temperatures in each pot when the water begins to boil.

Does adding salt change the temperature at which water begins to boil?

Do heavier objects fall faster than lighter objects?

Temperature when boiling begins (salt quantity)

Pot 1: 214.2 F (0g)

Pot 2: 216.3 F (50g)

Pot 3: 218.3 F (100g)

If adding salt to water increases the density of water, then it requires more energy to make it boil, thus increasing the boiling point temperature.



THE DANCE PARTY

ACTIVITY GOALS

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

ACTIVITY SET-UP & PROCEDURE

Equipment:

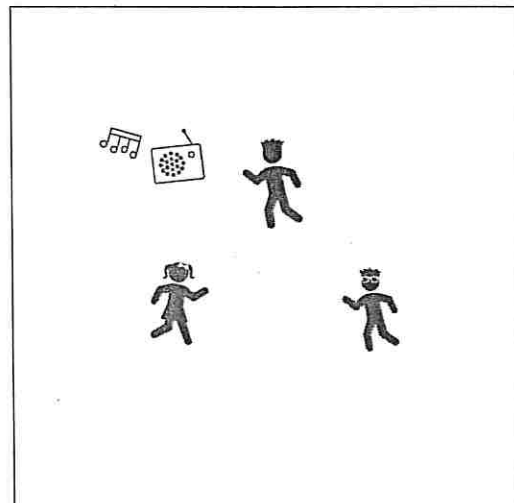
- Dance Cards
- Upbeat, fun music and music player

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

**Robot
Dance**

**Basketball
Dance**

**Football
End Zone
Dance**

**Superhero
Dance**

**Grasshopper
Dance**

**Soccer
Dance**

**Tiptoe
Dance**

**Super Cardio
Dance**