

**4° PRIMARIA  
ESPAÑOL  
TAREAS DE PUNTOS EXTRA**



**Lunes 4 de noviembre del 2024  
Español**

**TAREA:** Escribe en tu cuaderno de español el recuadro de la página 101 de tu diario de aprendizajes.

**NOTA:** Favor de poner fecha a todas las hojas, mandar en orden las tareas, **buena letra**, signos de puntuación con color rojo, revisar que no se vean borrosas las actividades gracias.

**APOYO:**

### 1.1 Concepto de investigación

Del latín *investigare* "Seguir las huellas"

Procedimiento reflexivo, sistemático, controlado y crítico.

Permite descubrir nuevos hechos o datos, relaciones o leyes, en cualquier campo del conocimiento humano (Ortiz, 2008).



**Martes 5 de noviembre del 2024  
Matemáticas**

**TAREA:** Escribe en tu cuaderno de matemáticas el recuadro de la página 118 de tu diario de aprendizajes.

**NOTA:** Favor de poner fecha a todas las hojas, mandar en orden las tareas, **buena letra**, signos de puntuación con color rojo, revisar que no se vean borrosas las actividades gracias.

**APOYO:**

**NÚMEROS DECIMALES**  
**¿Cómo se leen y cómo se escriben?**

PARTE ENTERA	DÉCIMOS	CENTÉSIMOS	MILÉSIMOS	DIEZMILÉSIMOS	CIENMILÉSIMOS	MILLONÉSIMOS
3	,	0	3	0	2	4

**Miércoles 6 de noviembre del 2024**  
**Ciencias naturales**

**TAREA:** Escribe en tu cuaderno de español el recuadro de la página 54 de tu diario de aprendizajes.

**NOTA:** Favor de poner fecha a todas las hojas, mandar en orden las tareas, **buena letra**, signos de puntuación con color rojo, revisar que no se vean borrosas las actividades gracias.

**APOYO:**



**Jueves 7 de noviembre del 2024**  
**Geografía**

**TAREA:** Escribe en tu cuaderno de español el recuadro de la página 26 de tu diario de aprendizajes.

**NOTA:** Favor de poner fecha a todas las hojas, mandar en orden las tareas, **buena letra**, signos de puntuación con color rojo, revisar que no se vean borrosas las actividades gracias.

**APOYO:**

**ESTRUCTURA DE LA POBLACIÓN**  
**Composición por edad**

- La estructura de edades de un grupo humano determina la adopción de medidas específicas que apuntan a las necesidades existentes (número de matrículas, plazas laborales, monto de pensiones, etc).

**TAREA:** Escribe en tu cuaderno de español el recuadro de la página 32 de tu diario de aprendizajes.

**NOTA:** Favor de poner fecha a todas las hojas, mandar en orden las tareas, **buena letra**, signos de puntuación con color rojo, revisar que no se vean borrosas las actividades gracias.

**APOYO:**

### La conquista de México

- En 1519 Hernán Cortés llegó a las costas de Veracruz un grupo de españoles, encabezados por Hernán Cortés
- En 1520 los españoles habían llegado al corazón del señorío mexica
- El 13 de agosto de 1521 la ciudad de México Tenochtitlan cayó frente a los españoles y sus aliados (todos los grupos indígenas, incluyendo a los miembros de la triple alianza)
- Esto significó el fin del desarrollo cultural de Mesoamérica

### La conquista

- A finales del siglo XV los españoles descubrieron las islas del Caribe y se asentaron en ellas. Desde ahí se realizaron varias expediciones de descubrimiento, que culminarían con la Conquista de México
- Cristóbal Colón llegó en 1492 a la isla de Guahnaní, a la que llamó San Salvador. Después de este "descubrimiento", Colón realizó tres viajes más
- Sin embargo, sería algo más tarde cuando se tomaría conciencia de que el Nuevo Mundo era, en realidad, un continente distinto, al que se llamaría América

## 4° PRIMARIA ESPAÑOL

Martes 5 de noviembre del 2024

Para el 19 de noviembre los alumnos deberán traer una flauta dulce o barroca Yamaha.

**NOTA: No flauta transparente ni de colores.**



**4TH GRADE  
Review Activities**

**Monday, November 4th, 2024**



**Review Activity**

**Grammar** - Print and paste in your notebook (or copy) the following worksheet and complete it. There is an additional resource in the next page for extra help.

**4TH GRADE**

**Past Continuous Worksheet - Affirmative and Negative Review Worksheet**

Complete the table with the correct form of the verb "to be" in the past, in the affirmative and negative form.

<b>Affirmative</b> 	<b>Negative</b> 
I	
you	
he	
she	
it	
we	
they	

Remember: to use the **past continuous**, all you need to do is add a **verb in -ing to the verb to be in the past**. Complete the following sentences with the correct form of the **verb to be and a verb in -ing**. Look at the examples.

1. Yesterday, I was playing (play) soccer with my friends at 3 pm.
2. My mom \_\_\_\_\_ (cook) dinner when I came home from school.
3. Last night, my family \_\_\_\_\_ (watch) a movie on TV.
4. My brother \_\_\_\_\_ (do) his homework while I \_\_\_\_\_ (help) him.
5. At 8 am, my dad was making (make) breakfast.
6. We \_\_\_\_\_ (go) to the park when it started raining.
7. My sister \_\_\_\_\_ (read) a book while I \_\_\_\_\_ (play) with my toys.
8. At 9 pm, my friends \_\_\_\_\_ (play) video games online.



## Past Continuous - Affirmative and Negative

### Affirmative



<b>I</b>	was	reading.
<b>You</b>	were	talking.
<b>He</b>	was	walking.
<b>She</b>	was	swimming.
<b>It</b>	was	raining.
<b>We</b>	were	learning.
<b>They</b>	were	working.

### Negative



<b>I</b>	wasn't	reading.
<b>You</b>	weren't	talking.
<b>He</b>	wasn't	walking.
<b>She</b>	wasn't	swimming.
<b>It</b>	wasn't	raining.
<b>We</b>	weren't	learning.
<b>They</b>	weren't	working.




















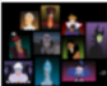


Review Activity

**Vocabulary** - Print and paste in your notebook (or copy) the following worksheet and complete it. There is an additional resource in the next page for extra help.

## 4th Grade - Book 1 - Unit 2

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

a mark left on part of the body after an injury, such as a cut, has healed	in filmmaking a frame is one of the many still images which compose the complete moving picture	 blind	 frame
one of many tissues in the body that can tighten and relax to produce movement	in ancient Greek stories, a giant with one eye	 wrinkle	 guest
relating to light or the ability to see	a person who works on a ship	 satyr	 scar
(of a place) having people or animals living there	to make your body or your arms and legs straight so that they are as long as possible	 optical	 nobody
a toy in the shape of a person or animal that you can move with strings or by putting your hand inside	a small line in the skin caused by old age	 dwarf	 puppet
a god in Greek literature who is half man and half goat	having good judgment and the ability to act correctly and make decisions on your own	 fascinate	 cyclops
a character in a book, play, film, etc. who harms other people	in stories for children, a creature like a little man with magical powers	 conqueror	 inhabited
extremely unpleasant or unacceptable	to interest someone a lot	 sailor	 stretch
unable to see	a person who is staying with you, or a person you have invited to a social occasion, such as a party or a meal	 muscle	 responsible
someone who has conquered a country or its people	not anyone	 disgusting	 villain



**Wednesday, November 6th, 2024**

### **Review Activity**

**Reading** - Reread the story “Odysseus and the Cyclops” from your Awesome Reader & Writer. In your notebook, answer the following questions. You can print the worksheet or copy the questions and answer them.

1. What is the genre of the story? (is it a myth, or an informative text?)
2. Who was Odysseus?
3. What did they find at the entrance of the cave?
4. What did Odysseus and the sailors offer the Satyr in exchange for food?
5. What was the cyclops?
6. What did the cyclops put in front of the entrance?
7. What answer did Odysseus give the cyclops when he asked “who are you”?
8. True or false: The cyclops ate some of the men.
9. True or false: The cyclops drank some chocolate milk.
10. True or false: When the cyclops’ belly was full, he went to sleep.
11. True or false: The sailors made the cyclops blind with hot metal.
12. True or false: Odysseus tied the sailors to the belly of small cows.
13. True or false: Odysseus tied the sailors to the belly of small cows.
14. True or false: At the end, Odysseus and the sailors could escape.
15. True or false: Odysseus tied the sailors to the belly of small cows.
16. True or false: The cyclops was very happy at the end of the story.



Thursday, November 7th, 2024

### Review Activity

**Curious Scientist** - Print and paste in your notebook (or copy) the following worksheet. Note: there are 12 exercises on it.

### Additional Resources

- Skeletal System - Academic Log, pages 14-19
- Muscular System - Academic Log, pages 20-22



1. **Muscles** **Bones**  
\_\_\_\_\_ are rigid structures that give support and strength to the body and protect its organs.

2. **organs** **muscles**  
Bones also protect important \_\_\_\_\_ from injury, such as the brain, heart, and lungs.

3. **Muscles** **joints**  
\_\_\_\_\_ are areas where bones meet.

4. **Involuntary muscles** **Voluntary muscles**  
\_\_\_\_\_ are muscles we control with our brain—in other words, it moves when we want them to.

5. **Involuntary muscles** **Voluntary muscles**  
\_\_\_\_\_ are muscles that work without us having to think in order to control them. These muscles are related to functions such as blood circulation and the movement of food through the body.

6. **joint** **tendon**  
A special kind of tissue that connects a muscle with a bone is called a \_\_\_\_\_.

7. **bones** **muscles**  
The hardest parts inside your body are called \_\_\_\_\_.

8. **Computers** **X-rays**  
\_\_\_\_\_ allow us to see bones, but you can also feel them by touching your body.

9. **muscular** **skeletal**  
Bones are part of the \_\_\_\_\_ system.

10. **heart** **arm**  
Muscles in your \_\_\_\_\_ are an example of voluntary muscles.

11. **stomach** **legs**  
Muscles in your \_\_\_\_\_ are an example of involuntary muscles.

12. **muscles** **bones** **articulations** **ligaments**  
Joints also include other structures, like \_\_\_\_\_, which connect bones to each other. Joints are also called \_\_\_\_\_.



Friday, November 8th, 2024

## Review Activity

**Wise Citizen** - Print and paste the following worksheet. Complete it by matching the words to their position in the Mayan social pyramid. Then in your notebook, write information about each part of society. Use red for capital letters and punctuation marks.

4th Grade - C&HTS - Mayan Society Organization

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


Priests

Nobility


Merchants

Artisans and  
Agricultural  
Workers

Slaves



## Additional Resources



### Social, political, and economic organization of the Maya

- Ancient Maya society was organized in a hierarchy:
  - At the top of the pyramid of power were the **priests**. They were the leaders of each city-state.
  - Then came **members of the noble class**, which included war chiefs and government officials. Noble status was determined only by birth.
  - Below the nobility were **merchants** who enjoyed more freedom and privileges than many other groups.
  - Then came the **artisans and agricultural workers**. Agricultural workers lived in the areas surrounding the cities and paid the nobility a third of what they produced as tribute.
  - At the bottom of the pyramid were **slaves**, who were prisoners of war, criminals, or **children of other slaves**.
    - Women prepared food and used looms to weave cotton. Men participated in agriculture, trapped animals, and carved objects from wood or jade.