

FOURTH GRADE BIWEEKLY OUTLINE

September 21 to October 02, 2020

SCIENCE

Teacher: Masai González Topic: Matter – Properties of Matter

INTRODUCTION

Mass is the amount of matter that a body has. Mass does not vary. The space that a body occupies is called volume. This and a lot more information will be presented these two weeks. It will be great; you don't want to miss.

CONTENT:

The following subtopics will be discussed:

- Discovering matter, **pages 74-77**
- Volume, **pages 78-79**
- Matter, **pages 80-81**

LEARNING ACTIVITIES:

Activity #1: Read in your **PATHWAY TO SCIENCE TEXTBOOK** pages 74-81. Then, **COMPLETE** the activities on **pages Connecting/Practicing 74-75 and Exploring 76**. Complete using a PEN (**black** or **blue** ink), this means you should complete it **by hand**. **Remember** to read carefully.

Total points: 25

- ✓ Page 74-75 (Connecting, **6pts** / Practicing, **9pts**)
- ✓ Page 76 (Exploring, **9pts**)

In addition to the information presented in your textbook, you can watch the following video to get a better understanding of this matter: **What Is Matter? - The Dr. Binocs Show:** <https://www.youtube.com/watch?v=QQsybALJoew>

Activity #2: Join a Zoom Meeting in which there will be an explanation of key concepts and a discussion about them.

Thursday, September 24th: Explanation of terms.

Thursday, October 1st: We will be doing experiments in the **ZOOM CLASS**. The materials you will need are:

2 balloons (any color), 1 ruler, yarn (lana) of any color, scissors, 1 eraser, 1 medium size potato, 1 metal pencil sharpener, three plastic plates, three transparent plastic cups of the same size, water, 2 sheets of paper, 1 bowl and paper towel.

The three examples of the experiments are on pages 77, 78 and 79 of the **PATHWAY TO SCIENCE TEXTBOOK** for you to have an idea of the size of the items needed. It is important for you to have the items to practice at home. **The teacher will be grading the materials.**

EVALUATION: Activity #1: BOOK ACTIVITIES must be uploaded to our virtual learning platform. Use the "TAREAS" tool to complete this step. **Remember to send a good photo of your work. Also remember to put the title correctly.**

MATH

Teacher: Jaime Archbold

TOPIC:

- Unit 5 Addition and Subtraction: revision.

CONTENT:

- Written addition
- Written subtraction
- Written addition and subtraction revision.

ACTIVITIES:

- Use text book for explanation on pages 40-47
- Work on workshops in textbook. Don't post to platform.
- Practice in Zoom class.

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FOURTH GRADE MATH WORKSHOP #1

THIRD TRIMESTER, 2020

Name _____ Date _____ 25 points

Calculate each sum or difference.

$$\begin{array}{r} 8673 \\ - 1448 \\ \hline \end{array}$$

$$\begin{array}{r} 9759 \\ - 9133 \\ \hline \end{array}$$

$$\begin{array}{r} 3225 \\ - 2649 \\ \hline \end{array}$$

$$\begin{array}{r} 8646 \\ + 9848 \\ \hline \end{array}$$

$$\begin{array}{r} 5574 \\ - 4984 \\ \hline \end{array}$$

$$\begin{array}{r} 8062 \\ - 1538 \\ \hline \end{array}$$

$$\begin{array}{r} 7030 \\ + 8803 \\ \hline \end{array}$$

$$\begin{array}{r} 8105 \\ + 6802 \\ \hline \end{array}$$

$$\begin{array}{r} 3893 \\ + 4439 \\ \hline \end{array}$$

$$\begin{array}{r} 5337 \\ - 2864 \\ \hline \end{array}$$

$$\begin{array}{r} 4598 \\ + 3634 \\ \hline \end{array}$$

$$\begin{array}{r} 6987 \\ - 5802 \\ \hline \end{array}$$

$$\begin{array}{r} 5916 \\ - 1806 \\ \hline \end{array}$$

$$\begin{array}{r} 3204 \\ - 2652 \\ \hline \end{array}$$

$$\begin{array}{r} 2897 \\ + 5307 \\ \hline \end{array}$$

$$\begin{array}{r} 8028 \\ - 3275 \\ \hline \end{array}$$

$$\begin{array}{r} 6911 \\ + 6251 \\ \hline \end{array}$$

$$\begin{array}{r} 6074 \\ + 2922 \\ \hline \end{array}$$

$$\begin{array}{r} 3729 \\ - 2402 \\ \hline \end{array}$$

$$\begin{array}{r} 4245 \\ - 1949 \\ \hline \end{array}$$

$$\begin{array}{r} 6995 \\ - 6515 \\ \hline \end{array}$$

$$\begin{array}{r} 8464 \\ + 8067 \\ \hline \end{array}$$

$$\begin{array}{r} 5751 \\ + 8665 \\ \hline \end{array}$$

$$\begin{array}{r} 4376 \\ - 1767 \\ \hline \end{array}$$

$$\begin{array}{r} 8057 \\ + 4061 \\ \hline \end{array}$$

READING

Teacher:

Masai González

Topic:

Story # 2 – The Water Crisis

INTRODUCTION

The Water Crisis is about the water problems the world is facing today and what is being done to solve them. The text describes the two sources of fresh water – groundwater and surface water. It also explains why there is not enough fresh water, what the consequences of that are and how the water shortage can be solved.

CONTENT:

- Story #2 – The Water Crisis, **pages 116-121 (Topic 6)**

LEARNING ACTIVITIES:

Activity #1: Read in your **READING LOG TEXTBOOK** pages 116-121 (**Topic 6**), while underlying what is important to you and taking notes. Then, **COMPLETE** the activities on page 122-123 with a PEN (**black or blue** ink), this means you should complete it **by hand**. **Remember** to read carefully.

Total points: 23

- ✓ Circle the correct answers, **4pts**
- ✓ Match the words with the definitions, **5pts**
- ✓ Facts and Opinion, **5pts**
- ✓ Circle the statements the author would agree with, **5pts**
- ✓ Identifying Reasons and Evidence, **4pts**

Activity #2: In every story, in the **READING LOG TEXTBOOK**, the book shows one **Reading Strategy** and one **Literary or Author Technique**. Pay special attention to these and read the information in the boxes on pages 116 (*Identifying Reasons and Evidence*) and 122 (*Fact and Opinion*).

EVALUATION:

Activity #1: BOOK ACTIVITIES must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **Remember to send a good photo of your work. Also remember to put the title correctly.**

TECHNOLOGY

Teacher: *Masai González*

Topic: *Rotate and flip shapes*
Order in shapes

INTRODUCTION

Microsoft Power Point is a very important tool that can be used for presentations.

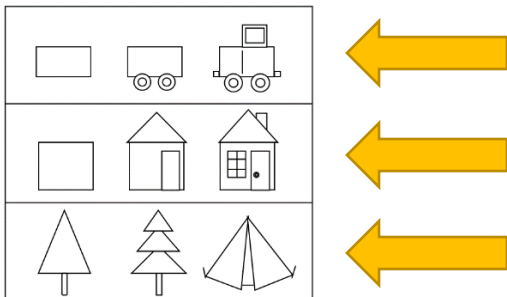
CONTENT:

- Rotate and flip shapes, *page 20*
- Order in shapes, *page 22*

LEARNING ACTIVITIES:

Activity #1: Read in your **TECHNOLOGY BOOKLET** page 20-23. Then, **COMPLETE** the following workshop, using Microsoft PowerPoint to practice rotation, flip and order of shapes. **(Do not upload this to platform)**

Activity #2: Using Microsoft PowerPoint tool **MAKE A DRAWING OF AN OBJECT** *using shapes*, with three different stages like in the example. You don't have to use the same objects, but you can use one of them. ***This should be sent as a PowerPoint file.***



Total

points:

20

- ✓ *Following the instructions, 5pts*
- ✓ *Use PowerPoint tool, 5pts*
- ✓ *PowerPoint file, 5pts*
- ✓ *Use of shapes, 5pts*

EVALUATION: **Activity #2: DRAWING USING SHAPES** must be uploaded to our virtual learning platform. Use the "TAREAS" tool to complete this step. **Remember to send your work in a PowerPoint document.** **Also remember to put the title correctly.**

LANGUAGE

Teacher Masai González

Teacher: Masai González

Topic: Project: Presentation – Your own charity

INTRODUCTION

A **charity** is a system of giving free money, food, or help to those who are in need because they are ill, poor, or have no home. It's any organization that has the purpose of providing help or assistance to the less fortunate. These two weeks ***you will be creating your own charity.***

CONTENT:

- Presentation: Your Own Charity, **page 131 (Topic 7 – Lesson 12)**

LEARNING ACTIVITIES:

Activity #1: Read in your **LANGUAGE LOG TEXTBOOK** page 131. Then, **COMPLETE** on page 131.

Activity #2: Answer the questions in activity #1 to start your own charity in your notebook with a PEN (black or blue ink), this means you should complete it **by hand**. **Remember** to read carefully.

Activity #3: Prepare the PowerPoint presentation with six slides. **IMPORTANT:** This PowerPoint should be uploaded to the platform.

This speech will be presented on **Wednesday, September 30th** in the **ZOOM CLASS**.

Speech Rubric:

- ✓ **Responsibility:** The student brings the speech ready to present. Without READING IT.
- ✓ **Neatness:** The student is properly dress using his/her ICA blue polo.
- ✓ **Delivery:** The student presents the speech clearly, with good pronunciation and modulation of his/her voice.
- ✓ **Creativity:** The student brings six creative PowerPoint slides as visual aid.

Total Points: 15pts – Responsibility, Neatness and Delivery (5pts each)

Total Points: 5pts – Creativity in your PowerPoint presentation

Activity #2: Join a Zoom Meeting in which there will be an explanation of key concepts and a discussion about them. **Wednesday, September 30th and Friday, October 2nd** Speech

EVALUATION: The completed **Activity #1: PRESENTATION OF YOUR OWN CHARITY (Speech and Visual aid will be scored as two different grades)** must be uploaded to our virtual learning platform. Use the "TAREAS" tool to complete this step. **Remember to send your PowerPoint presentation. Also remember to put the title correctly.**

SPELLING

Teacher: Masai González

Topic: Vocabulary # 2 – The Water Crisis

INTRODUCTION

These two weeks we will be learning NEW WORDS RELATED TO WATER that will increase our vocabulary and also help us while we read the story in our Reading LOG Book: The Water Crisis.

CONTENT:

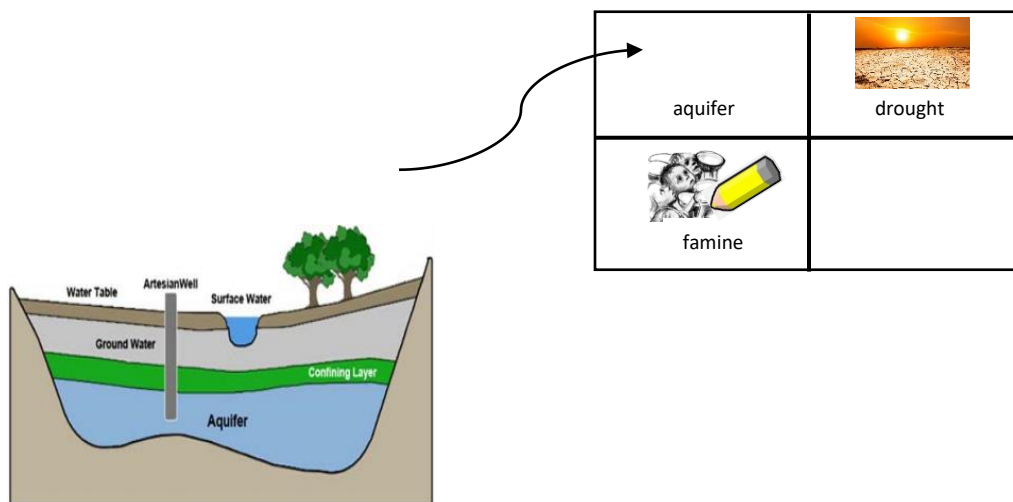
- Vocabulary #2 – The Water Crisis: **aquifer, drought, famine, freshwater, glacier, groundwater, precipitation, saltwater, spring, surface water**

LEARNING ACTIVITIES:

Activity #1: Read the words in the WEEKLY OUTLINE in the content part, write them in your notebook and look for their meanings using the Glossary of your READING LOG BOOK. **(Do not upload this to platform)**

Activity #2: On a sheet of paper draw and color **each of the words** to illustrate what they are. Use a PENCIL, this means you should complete it **by hand**.

Example:



Total points: 30

- ✓ Words written correctly, **10pts**
- ✓ Drawing that explains by itself, **10pts**
- ✓ Use of the correct materials, **5pts**
- ✓ Follow instructions, **5pts**

EVALUATION: The completed **Activity #2: DRAWING OF EACH WORD** must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **Remember to send a good photo of your work. Also remember to put the title correctly.**

GRAMMAR

Teacher: Masai González

Topic: 'Going to' for predictions and plans

INTRODUCTION

For predictions based on evidence or for future plans, we use “going to.” These two weeks we will learn the proper way of writing sentences that ***make predictions about the future using “going to”***.

CONTENT:

- “Going to” affirmative, negative and interrogative, ***page 71 (Topic 6 – Lesson 8)***

LEARNING ACTIVITIES:

Activity #1: Read in your **VOCABULARY AND GRAMMAR TEXTBOOK** page 71 (Topic 6 – Lesson 8). Then, **COMPLETE** the activities on **page 72 (Topic 6 – Lesson 9)**. Complete with a PEN (**black** or **blue** ink), this means you should complete it ***by hand. Remember to read carefully.***

Total points: 20

- ✓ ***Page 72 (20pts, parts 1 and 2 2pts each)***

In addition to the information presented in your textbook, you can watch the following video to get a better understanding of modal verbs:

My Plans/ Going to: <https://www.youtube.com/watch?v=juhyvurt6Jw>,

Future - Be Going To: <https://www.youtube.com/watch?v=iHug-PjCOng>.

Activity #2: Join a Zoom Meeting in which there will be an explanation of key concepts and a discussion about them. **Wednesday, September 23rd**. Class explanation.

EVALUATION: **Activity #1: BOOK ACTIVITIES** must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **Remember to send a good photo of your work. Also remember to put the title correctly.**

SOCIAL AND MORAL SKILLS

Teacher: Jaime Archbold

TOPIC: Abram is Promised a Son

CONTENT:

Lesson 9 Abram is Promised a Son. **(Don't post to platform)**

ACTIVITIES:

- Use your Bible to complete Lesson #8 in your booklet. Don't post to platform.
- Workshop to be completed and uploaded to platform for evaluation by 10/02/2020.

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FOURTH GRADE SMS WORKSHOP #2

THIRD TRIMESTER, 2020

Name: _____ Total Pts: 10

God Made a Promise to Abraham Word Search



Find the words on the list that are hidden in the puzzle.
The words can be left to right, up and down, or diagonally.

I	T	N	H	J	A	T	B	H	E	S	I	S
T	I	O	C	A	N	A	A	N	A	T	V	E
L	A	I	Q	U	N	O	R	E	W	A	R	D
O	F	F	S	P	R	I	N	G	L	R	Q	B
Z	R	I	T	E	U	F	G	F	I	S	V	E
C	A	O	A	B	R	A	H	A	M	T	E	L
S	O	M	E	N	D	R	E	T	A	T	V	I
L	I	V	I	T	L	L	A	H	A	C	I	E
U	N	T	E	L	I	A	T	E	E	R	I	V
L	O	R	E	N	S	S	A	R	A	H	T	E
N	U	L	L	A	A	C	O	E	Q	U	I	D
N	O	N	S	E	Q	N	I	S	L	L	A	N
G	R	E	A	T	L	E	T	E	R	I	U	R

ABRAHAM
BELIEVED
CANAAN
COVENANT

FATHER
GREAT
REWARD
SARAH

OFFSPRING
STARS

ORAL SKILLS

Teacher:

Masai González

Topics:

*Unit 29 – Anita’s Birthday Surprise
Listening: The City Mouse and the Country
Mouse*

INTRODUCTION

It takes special skills to be able to communicate in more than one language.

CONTENT:

- Unit 29: Anita’s Birthday Surprise
- Listening: The City Mouse and the Country Mouse

LEARNING ACTIVITIES:

Activity #1: Read in your **ORAL SKILLS BOOKLET**, Unit 29: “Anita’s Birthday Surprise”. Then, complete the activities after the reading using a PEN (**black** or **blue** ink), this means you should complete it **by hand. Remember** to read carefully.

Oral Skills Booklet activities:

✓ Questions

✓ Write a party invitation

Activity #2: Listening: The following video will help you improve your *pronunciation* and *listening skills* while learning new words. The video is divided into three parts: **first** – it is read by the narrator, **second** – the narrator reads then will be your turn to read and **third** – it gives you the story and then you have to read it by yourself. Video: **“The City Mouse and the Country Mouse - Fairy tale - English Stories”**
https://www.youtube.com/watch?v=uXekuEiETRE&list=PLi5rkhsE0LfCQEAbjKgJpuod_ShzGNLe

After watching the video, click on this link: <https://padlet.com/teachermasaig/q7pztsrnmY0g8f86>, and add to the board your thoughts about the video. **This will be an appreciation grade.**

Activity #3: Join a Zoom Meeting in which there will be an explanation of key concepts and a discussion about them. **Friday, September 25th**. Come dressed like you are going to a party. We will have a discussion about Unit 29: Anita’s Birthday Surprise. **Students that are dressed up and can reply to the questions correctly in English will earn extra points for the Activity #1 score.**

EVALUATION: **Activity #1: BOOKLET ACTIVITIES** must be uploaded to our virtual learning platform. Use the “TAREAS” tool to complete this step. **Remember to send a good photo of your work. Also remember to put the title correctly.**

Docente: Yeny Ortega

TEMA: HERRAMIENTAS PARA ESCRIBIR

INTRODUCCIÓN

En estas dos semanas estaremos retroalimentando el tema de las reglas de acentuación para palabras agudas, graves, esdrújulas y sobresdrújulas; así mismo veremos el diptongo y el hiato a modo de repaso para realizar el ejercicio.

Realizaremos lectura comprensiva sobre las reglas de ortografía como herramientas para escribir.

CONTENIDOS

- Ejercicio de las reglas de acentuación para agudas, graves, esdrújulas y sobresdrújula; el diptongo y el hiato.
- La “h” en palabras de uso frecuente
- Uso de la “b”
- Uso de la “v”

ACTIVIDADES

Realiza previamente lectura comprensiva de las páginas 196, 198, 200.

1. Participa en clase de Zoom: Escucha con atención la explicación de la clase, escucha con atención a sus compañeros respetuosamente, espera el turno para participar y respeta el turno de los demás.
 - Ten a mano una hoja de rayas o el cuaderno de español para dictado.
 - Trabajaremos la práctica de las páginas 197, 199 y 201.
 - Practica individual durante clase virtual.

Realiza previamente lectura comprensiva de la página 122 y 124.

2. Segunda clase de Zoom: Escucha con atención la explicación de la clase, escucha con atención a sus compañeros respetuosamente, espera el turno para participar y respeta el turno de los demás.
 - Repaso breve sobre el ejercicio en línea de la acentuación para palabras agudas, graves, esdrújulas y sobresdrújulas; el diptongo y el hiato.
 - Ejercicio de las reglas de acentuación para palabras agudas, graves, esdrújulas y sobresdrújulas; el diptongo y el hiato.

EVALUACIÓN

- Se realizará ejercicio en línea a través de la plataforma

- Participación activa durante el desarrollo de talleres en el libro de texto Español 4° en la videoconferencia. - Expresa respuestas.

CIENCIAS SOCIALES

Profesora: Claudia Romero

TEMAS:

- Fenómenos naturales y antrópicos.
- Preparación ante sismo y tormenta.

ACTIVIDAD:

- 1- En la primera clase trabajaremos con el tema de la página 122-127. Se evaluará la participación en clases.
- 2- Leer con ayuda de su acudiente las páginas 136 y 137 de Libro de texto y llenar actividad de las páginas 138 y 139.
- 3- En la segunda clase virtual trabajaremos con las páginas 132-135.

EVALUACIÓN:

Enviar actividad de las páginas 138 y 139 a plataforma virtual, a través de la herramienta tareas, antes del 1 de octubre.

ARTE

Docente: Alberto Gómez

Tema: El color

Contenido

- ¿Qué son los colores primarios y secundarios?
- Colores primarios
- Colores secundarios
- Sus complementos

Para aprender sobre el tema realice lo siguiente

1- TALLER: 15 pts.

a-Realizarán una pintura sobre el tema, utilizando témpera, en la libreta de dibujo lo más amplio posible. Esta pintura se hará durante la clase de zoom. Ten a la mano los materiales a la hora y fecha indicada en el cronograma de clases por videoconferencias.

Evaluación

1-Taller: Subir a la plataforma la imagen del taller terminado utilizando la herramienta "TAREAS".

2- Se evaluará:

a- Dibujo. 5 pts.

b- Limpieza del trabajo. 5 pts.

c- Empleo de los colores 5 pts.

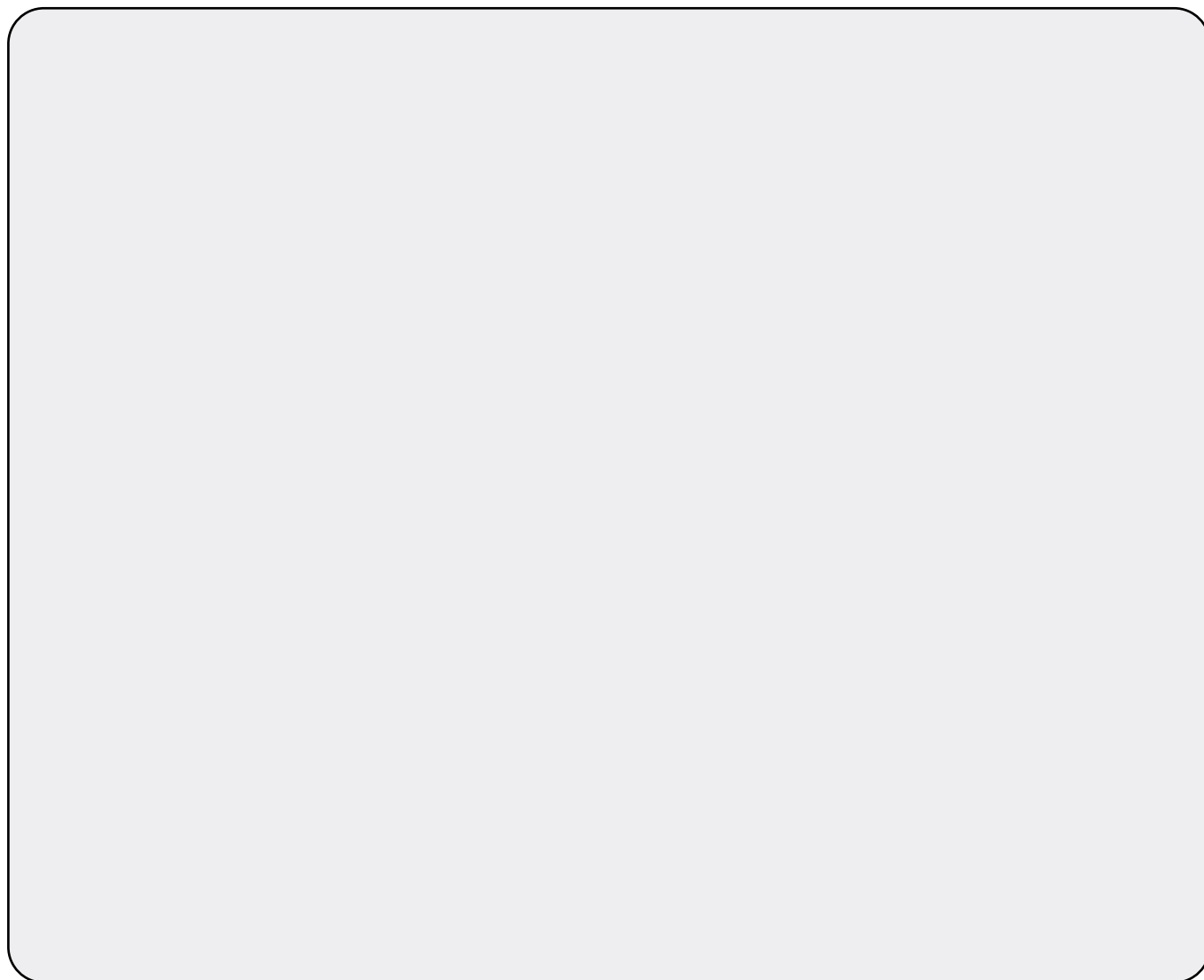
• Esta actividad debe ser subida a la plataforma en la carpeta de ARTE para evaluación el MIÉRCOLES 23 DE SEPTIEMBRE.

Profesor: Elvis R. Córdoba

PRUEBA

INDICACIONES

De acuerdo a la guía anterior dibuje un saxofón con las partes mencionadas, *similar a la práctica realizada.*



EVALUACIÓN

- Dibuje y nombre correctamente las partes del piano.
- Esta prueba debe ser subida a la plataforma virtual, en la sección tarea el día **VIERNES 2 de Octubre.**

INTRODUCCIÓN

Como actividad física denominamos a todos aquellos movimientos corporales que implican gasto de energía, ya que realizamos actividad física en nuestra vida diaria cuando caminamos, bailamos, paseamos en bicicleta o realizamos la práctica de algún deporte en nuestros momentos de ocio. También puntualizamos sobre sus conceptos y múltiples beneficios para la salud en la práctica de forma regular y sistemática porque nos ayuda a mejorar o mantener nuestro bienestar físico y mental. El karate en ese contexto es la mejor formación para niños y jóvenes de 4 a 21 años y su práctica regular puede realizarse a cualquier edad. Permite una educación motora completa, reforzando todas sus facultades educativas y psicomotoras como lanzar, tirar, empujar, arrastrar, saltar, rodar, caer, coordinación motriz, espacio/tiempo, lateralidad, propioceptividad y socialización (estimular la relación con otras personas); utilizando del juego y la lucha múltiples elementos como un complemento de la motricidad en conjunto con la introducción de la técnica y táctica deportiva en busca de una aptitud física general óptima. El COI (Comité Olímpico Internacional) lo considera uno de los deportes más completos y que promueve los valores de la amistad, la participación, el respeto y el esfuerzo para mejorar personalmente.

CONTENIDOS:

1. Video tutorial sobre qué es el karate.
 - a. <https://youtu.be/bm7sDSk72VA>
 - b. <https://youtu.be/3x7yWI6O13M>
2. Video tutorial de cuántos estilos de karate hay.
 - a. <https://youtu.be/qwJGaok7b5A>
3. Manual básico sobre el karate.
 - a. https://drive.google.com/file/d/1LRnt-i2EqyjLMx_BhZTHcAyNCao53F3A/view?usp=sharing
4. Clase práctica sobre elementos técnicos de karate.

ACTIVIDADES DE APRENDIZAJE:

1. Observarán los videos tutoriales proporcionados para tener una idea conceptualizada del karate previo a la actividad de la clase virtual programada.
2. Indagarán el manual básico proporcionado en el video para tener una percepción más clara de la actividad que se realizará en clases.

Observaciones.:

- La clase de educación física será programada como actividad virtual en la plataforma zoom.
- La participación en la clase es de carácter **obligatorio** no es **opcional** y tendrá evaluación.
- Se tomará asistencia y debe presentarse en la clase con el uniforme de educación física del colegio, (**se evaluará**).
- Tenga en cuenta seguir las indicaciones dadas para evitar inconvenientes con su evaluación, y estar pendiente de la fecha y hora programada para la clase.

EVALUACIÓN:

Sumativa: Se evaluará la participación en la clase y su presentación con el uniforme del colegio.