

Actividades de Lenguaje en Inglés

Grado 4, Semana 11

Diccionario, Glosario, Características del Texto y Conjunciones

Día	Tema	Páginas
Día 1	<u>Usar un diccionario</u>	2-4
Día 2	<u>Usar un diccionario</u>	5-7
Día 3	<u>Características del texto (negrita, cursiva, encabezados)</u>	8-9
Día 4	<u>Características del texto (gráficos, mapas, tablas)</u>	10-12
Día 5	<u>Conjunciones</u>	13-14

La hoja de respuesta para las lecciones de esta semana se puede encontrar en:



Imprimible
hoja de respuesta
hand2mind-link.com/L4-AK-W11



Un **diccionario** es una lista de palabras en orden alfabético. Los lectores usan diccionarios para buscar información sobre una palabra, como la parte del discurso o la definición.

Lee las entradas del diccionario a continuación. Luego, completa la actividad en la página siguiente.

break • butter

break (brāk) *v.* **1.** to crack or divide. **2.** to make public, such news. **3.** to overcome, such as a bad habit. *n.* **4.** a brief rest.

fair • feet

fair (fer) *adj.* **1.** free from bias or injustice. **2.** neither excellent nor poor. **3.** sunny and cloudless. **4.** light in color.

match • media

match (mach) *n.* **1.** a short, thick piece of wood used to start fire. **2.** something that is like another. **3.** 2 equal or suitable things or people.

part • passenger

part (pärt) *n.* **1.** a piece of a whole. **2.** the dividing line when hair is separated. **3.** a role in a play. *v.* **4.** to separate.



Día 1 (continuación)

Algunas palabras en el diccionario tienen más de 1 significado. Lee cada oración. Luego, encuentra el significado del banco de respuestas que indica cómo se usa la palabra en negrita en cada oración.

1. Our program was interrupted so the anchor could **break** the news of the oncoming storm.
Matching definition: **E** _____
2. When no one could start the fire using sticks, the scout master finally used a **match**.
Matching definition: _____
3. The weather report said that it would be **fair** on Saturday.
Matching definition: _____
4. When we go to the playground during recess, our teachers take a **break** and relax.
Matching definition: _____
5. Charlie tried out for the lead **part** in the school play.
Matching definition: _____
6. The newlyweds seemed like a perfect **match**.
Matching definition: _____
7. Bradley use the comb to put a **part** in his hair.
Matching definition: _____
8. Mrs. Jenkins is **fair** when she grades our homework.
Matching definition: _____

Banco de respuestas			
A: sunny and cloudless	B: the dividing line when hair is separated	C: a short, thin piece of wood used to start a fire	D: a role in a play
E: to make public, such as news	F: a brief rest	G: 2 equal or suitable things or people	H: free from bias or injustice



Día 1 (continuación)

Las 2 palabras en la parte superior de una página del diccionario son palabras guía. Son las primeras y últimas palabras definidas en la página. Cualquier otra palabra en la página se puede encontrar en orden alfabético entre estas 2 palabras.

Encierra en un círculo las palabras en cada cuadro que se encontrarían entre las palabras guía en la parte superior.

across • anxious

apple

animal

any

always

away

another

am

also

dark • distance

deep

dune

damp

dance

disappoint

dabble

describe

design

Escribe 6 palabras que puedan encontrar entre las siguientes palabras guía.

shell • summer

carry • curious



Un **glosario** es una lista de palabras al final de un libro. Las palabras se enumeran en orden alfabético. Un glosario te ayuda a comprender el significado de las palabras en un libro. Lee el glosario antes de leer para ayudarte a aprender palabras importantes. O consulta el glosario para buscar palabras que no conoces.

Lee la entrada del glosario de un libro sobre aviones.
Then, answer the questions on the next page.

Glossary

A

Air lanes Common routes for airplanes.

Aviator A pilot. Someone who operates an airplane.

C

Compressor blades Parts of a jet engine that press together the air before it is mixed with fuel.

E

Engine mount A metal frame that attaches the engine to the airplane.

F

Fuselage The body of the aircraft.

G

Glider An aircraft that does not have an engine.

P

Pitch The up-and-down motion of the nose of a moving airplane.

Propeller A device made up of blades.

Pusher prop A propeller that pushes an airplane along.

R

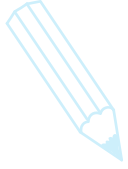
Roll The motion of an airplane rocking from side to side.

T

Tail Assembly The rear section of an aircraft.

Y

Yaw A swinging motion of an aircraft around its axis.



Día 2 (continuación)

Completa los espacios en blanco utilizando el banco de respuestas a continuación y refiriéndose al glosario en la página anterior.

Banco de respuestas		
engine mount	aviator	yaw
pusher prop	fuselage	propeller
glider	roll	pitch
tail assembly	compressor blades	air lanes

- The _____ flew the plane from Boston to Chicago.
- A device made up of blades is the _____.
- The _____ press together the air before it mixes with fuel.
- The body of the aircraft is the _____.
- The rudder, fins, and elevators are found at the rear of the airplane, also known as the _____.
- Airplanes keep to their _____ to help avoid midair crashes.
- The _____ moves the airplane along by pushing the plane.
- The swinging motion of an aircraft around its center line is the _____.
- The pilot controlled the _____ of the airplane to keep it from rocking too much to either side.
- The metal frame that attaches the engine to the airplane is the _____.
- The aircraft that flies without an engine is a _____.
- As the nose of the airplane moved up and down, the pilot adjusted the _____.



Día 2 (continuación)

Elige 2 palabras de la entrada del glosario en la página 5. Luego, completa los organizadores gráficos a continuación por cada palabra.

Definition in your own words	Facts/characteristics
Word	
Examples	Nonexamples

Definition in your own words	Facts/characteristics
Word	
Examples	Nonexamples



Las **características del texto** te ayudan a organizar y presentar información. Las **letras en negrita** y *cursiva* son características de texto que te ayudan a escanear un texto para encontrar información importante rápidamente. Lee el texto de abajo. Luego, completa los espacios en blanco.



A **compost pile** is a pile of plant matter that used to be alive and growing. In the compost pile, dead plants and plant parts break down. This process is called **rot**, or decay. Another word for *rot* or *decay* is **decompose**.

Leaves, potato peels, apple cores, and grass clippings are examples of plant matter. These examples all decompose in a compost pile. When plant matter breaks down, it leaves a rich soil. This rich soil is called **humus**. Humus is black, fluffy soil full of **nutrients**, or food. Plants need humus to grow.

Living things called **decomposers** help break down, or decompose, the plant matter to produce humus. Many kinds of decomposers can break down compost.

1. Humus is full of plant food, or _____.
2. A group of living things called _____ help break down plant matter.
3. The word _____ means *to rot*.
4. Compost piles make rich, black soil called _____.



Día 3 (continuación)

Un **encabezado** es un tipo de característica de texto. Un encabezado muestra la idea clave o principal para cada sección de un texto. Lee el texto de abajo. Luego, escribe un encabezado para cada párrafo.



Heading: _____

Sea otters live off the coast of North America and Asia. Though they are mammals, sea otters spend most of their time in the water. They swim, search for food, and eat in the water. They even sleep and give birth at sea. To keep warm and to fight ocean currents, sea otters wrap their bodies in underwater forests of kelp, or giant seaweed.

Heading: _____

The average adult sea otter is about 4 feet long from its nose to the end of its tail. An adult otter weighs about 65 pounds. It is the only marine animal without a layer of blubber, or fat, to protect it. The otter's thick fur resists water and traps warm air close to its skin.

Heading: _____

Sea otters spend a lot of time eating. Each day they eat about 25% of their weight. Their main food sources are mollusks, fish, crabs, and sea urchins. Sea otters use stones as tools to crush the hard shells of their food.

Heading: _____

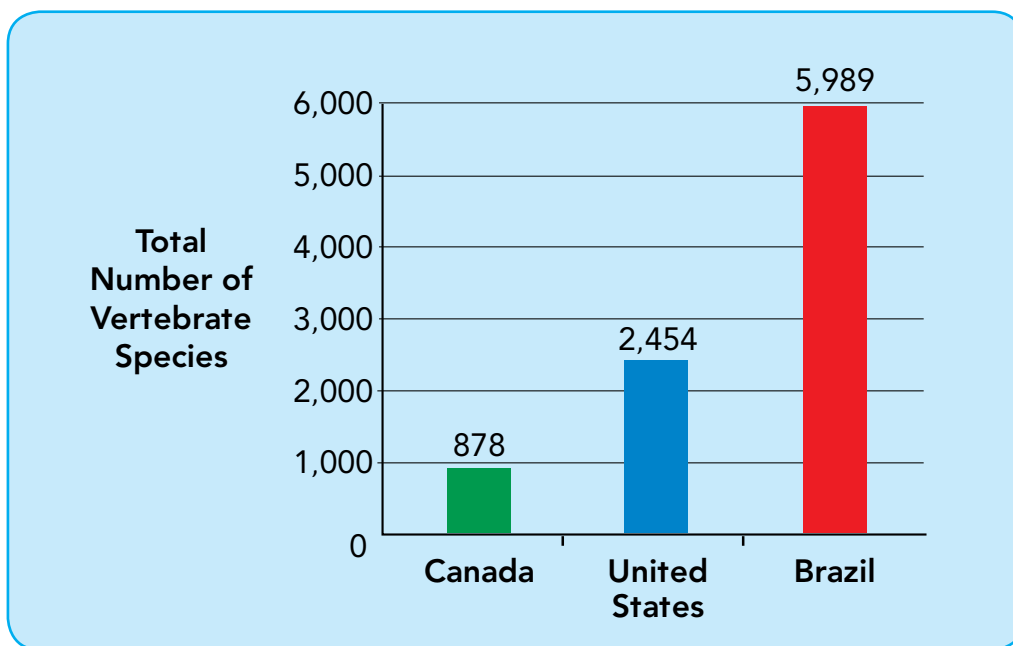
Sea otters live in large colonies, or families. A female gives birth to 1 offspring at a time. She nurses and cares for her baby for 1 year before weaning it. Male otters often look to the females to provide food for them.



Los autores usan **gráficos** y **tablas** para organizar la información.

Lee los pasajes, el gráfico y la tabla a continuación. Luego, completa la actividad de la página siguiente.

Biodiversity is a way of measuring the number of different **species** in an area. A species is a group of similar plants and animals. Scientists around the world try to protect species and preserve biodiversity. The graph below compares the total number of **vertebrates**, or animals with bones, in 3 countries.



Animal biodiversity is related to plant life. Plants provide food and **habitats**, or places to live, for animals. If an area has many different plants, it probably has many kinds of animals, too. Climate controls plant life. Plant biodiversity is greatest in warm and wet parts of the world.

Country	Climate	Total Number of Higher Plant Species
Canada	dry and cold	3,270
United States	moist; warm summers and cold winters	19,473



Día 4 (continuación)

Usa el pasaje superior y la gráfica para completar cada oración.

1. The variety of living things in an area is called _____.
2. A vertebrate is an _____ with bones.
3. According to the graph, _____ has the greatest diversity of vertebrates.
4. Brazil has approximately _____ different species of vertebrates.
5. Canada has the lowest biodiversity, with under _____ species of vertebrates.

Use the bottom passage and the chart to complete each sentence.

6. The variety of animals in an area is related to _____.
7. A _____ is the place where an animal lives.
8. Biodiversity is greatest in _____ areas of the world.
9. The climate of Canada is _____ for much of the year.
10. Of the countries in the chart, _____ has the lowest overall biodiversity.
11. For most of the year, Florida is warm and wet while Minnesota is drier and colder. The state of _____ probably has more biodiversity.
12. The state of _____ probably has fewer types of animals.

Banco de respuestas					
cold and dry	Brazil	habitat	Canada	animal	plant life
Florida	900	6,000	biodiversity	warm and wet	Minnesota

Día 4 (continuación)

Un **mapa** es una característica de texto que te ayuda a entender donde se ubican los lugares.

Estudia el mapa de Nepal. Luego responde las preguntas.

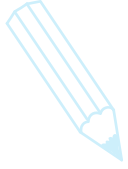


1. Mt. Everest and _____ are both mountains in Nepal.
2. The 2 cities in Nepal that are not the capital are called _____ and _____.
3. _____ is Nepal's capital.
4. Does Nepal have any lowlands? Circle yes or no.
 - a. yes
 - b. no
5. The most eastern river (closest to Bangladesh) in Nepal is called the _____ River.
6. How many rivers does Nepal have? _____



Las **conjunciones** unen palabras, frases y oraciones.
Encierra en un círculo la **conjunción** de cada oración.

1. Today I will go to the park and play on the swing set.
2. Mrs. Weiss did not give us any science homework because we have a test tomorrow.
3. I wish I could play basketball today, but I have too much homework to do.
4. There is a big test in social studies today, so I studied for 3 hours last night.
5. I won't watch TV tonight nor will I play video games. I just want to read.
6. Zoe will only eat red or green foods.
7. I love my brother, yet sometimes he drives me crazy.
8. Sean wants to buy a soda, but he forgot his wallet at home.
9. I like to finish my homework right after school, so I can watch a TV show before I go to bed.
10. My favorite sport is soccer because I love being on a team.



Día 5 (continuación)

Reescribe cada par de oraciones como una sola oración que usa una **conjunción**.

1. I will blow out the candles on my cake. It is my birthday.

2. I want to play with my friends. I have to babysit my sister.

3. Rachel studied. She has a test.

4. Ian mows the lawn. Ian wants to buy a bike.

5. I will eat pizza for dinner. I will eat pie for dessert.

6. I might go to the park. I might go to the beach

7. Cora throws the ball. Cora's dog runs after the ball.

8. I don't want to watch a movie. I don't want to play a game.

9. Phil needs a new shirt. Phil went shopping.

10. Marla is an amazing pianist. Marla practices piano every day.
