NTI DAY 33

Harrison County Schools

Name: _____

Grade: 4

Teacher: _____

Day 33 Checklist (complete ALL items on the checklist)

Reading

____ Mini Lesson Read about Mood, Rhythm, Metaphor, and Compare Themes, (Can be found in the boxes around the edge of the poem.

_____Read the poem "**The Arrow and the Song**"

_____ Complete Comprehension Check and Vocabulary pages

____ Additional online resources:
Figurative Language:
https://www.youtube.com/watch?time_continue=52&v=6QbV81llq0I&feature=emb_logo
Poetry Theme: https://www.youtube.com/watch?v=RecVd-6g-IY
Poetry Mood: https://www.youtube.com/watch?v=SQq7XZ_Im34

Math

____ Complete Daily Common Core Review 2-3

____ Mini Lesson 15 - 3 (Measure with Unit Angles)
Video can be found at
https://media.pk12ls.com/curriculum/math/enVisionmath_CC20_K6_2016_EN/ALVs/A0280317/player.html or students can read the lesson of the video on the attached sheet page 784

____ Complete homework practice pages 787 - 788 (can cut apart and use provided pattern blocks

Science

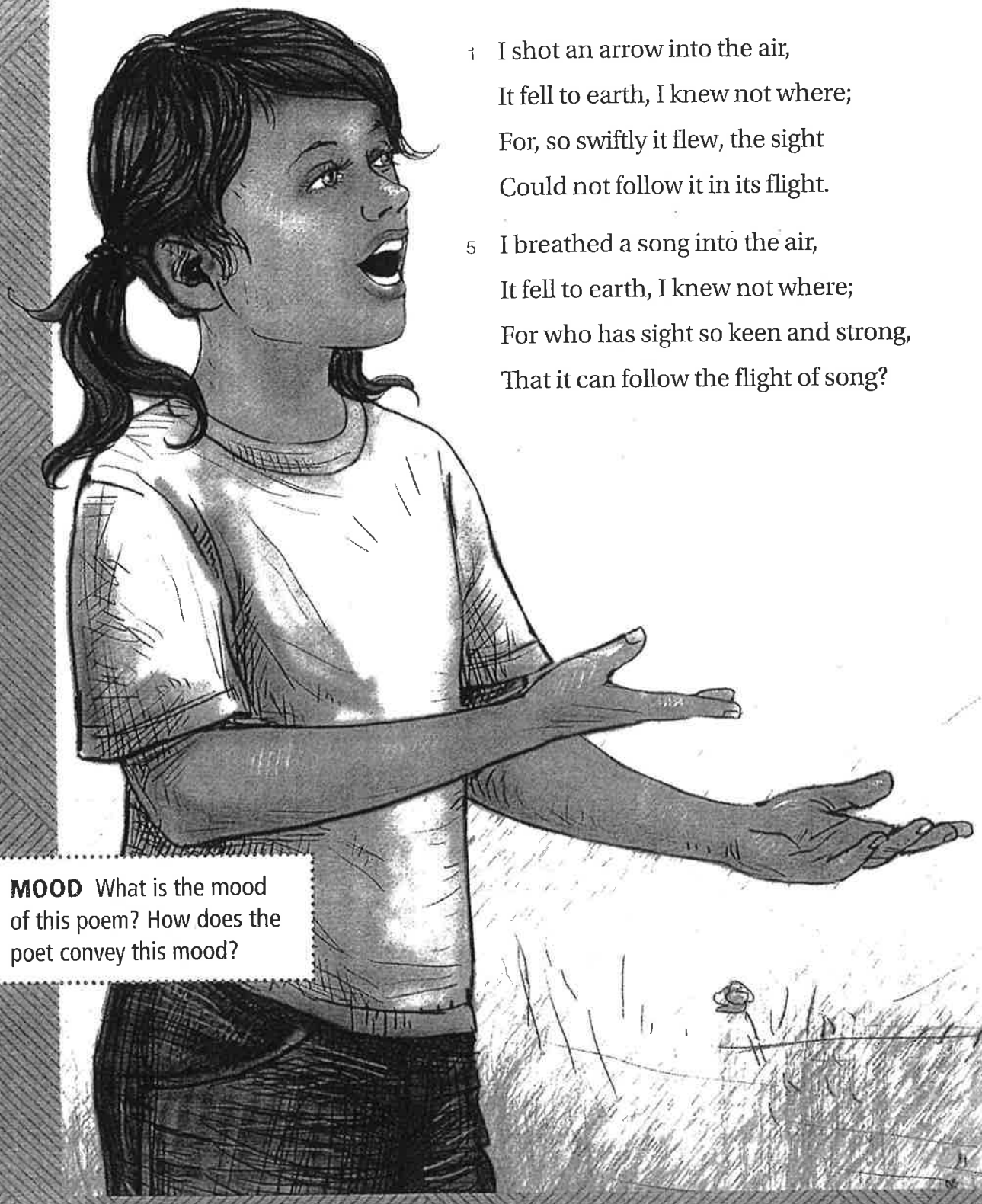
____ Read "Volcanoes" pages 80-83 and answer questions

Library

____ Complete Library activity for 4th Grade

The Arrow and the Song

by Henry Wadsworth Longfellow

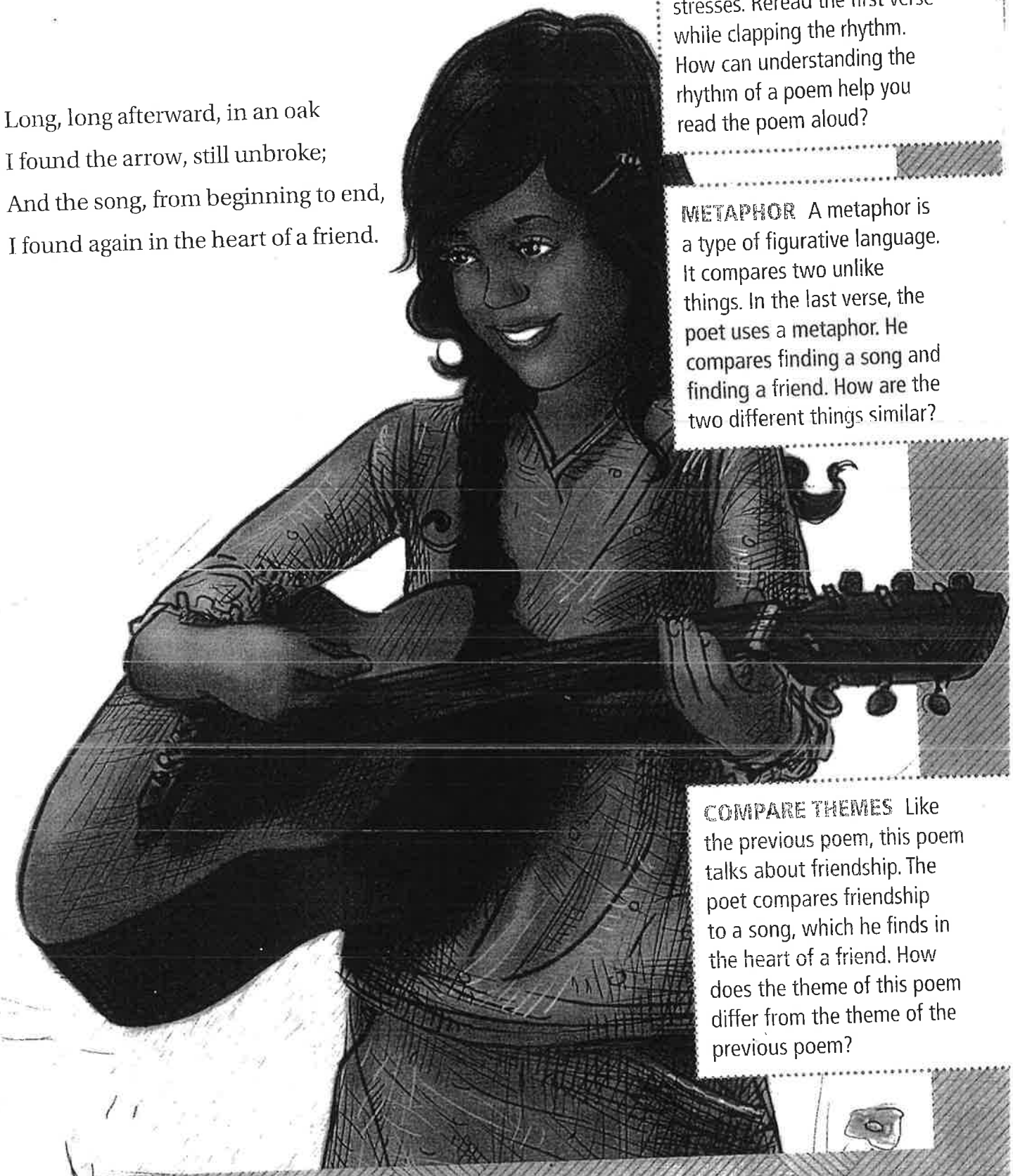


I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

MOOD What is the mood of this poem? How does the poet convey this mood?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.



RHYTHM Most of the lines in this poem have four strong stresses. Reread the first verse while clapping the rhythm. How can understanding the rhythm of a poem help you read the poem aloud?

METAPHOR A metaphor is a type of figurative language. It compares two unlike things. In the last verse, the poet uses a metaphor. He compares finding a song and finding a friend. How are the two different things similar?

COMPARE THEMES Like the previous poem, this poem talks about friendship. The poet compares friendship to a song, which he finds in the heart of a friend. How does the theme of this poem differ from the theme of the previous poem?

Comprehension Check

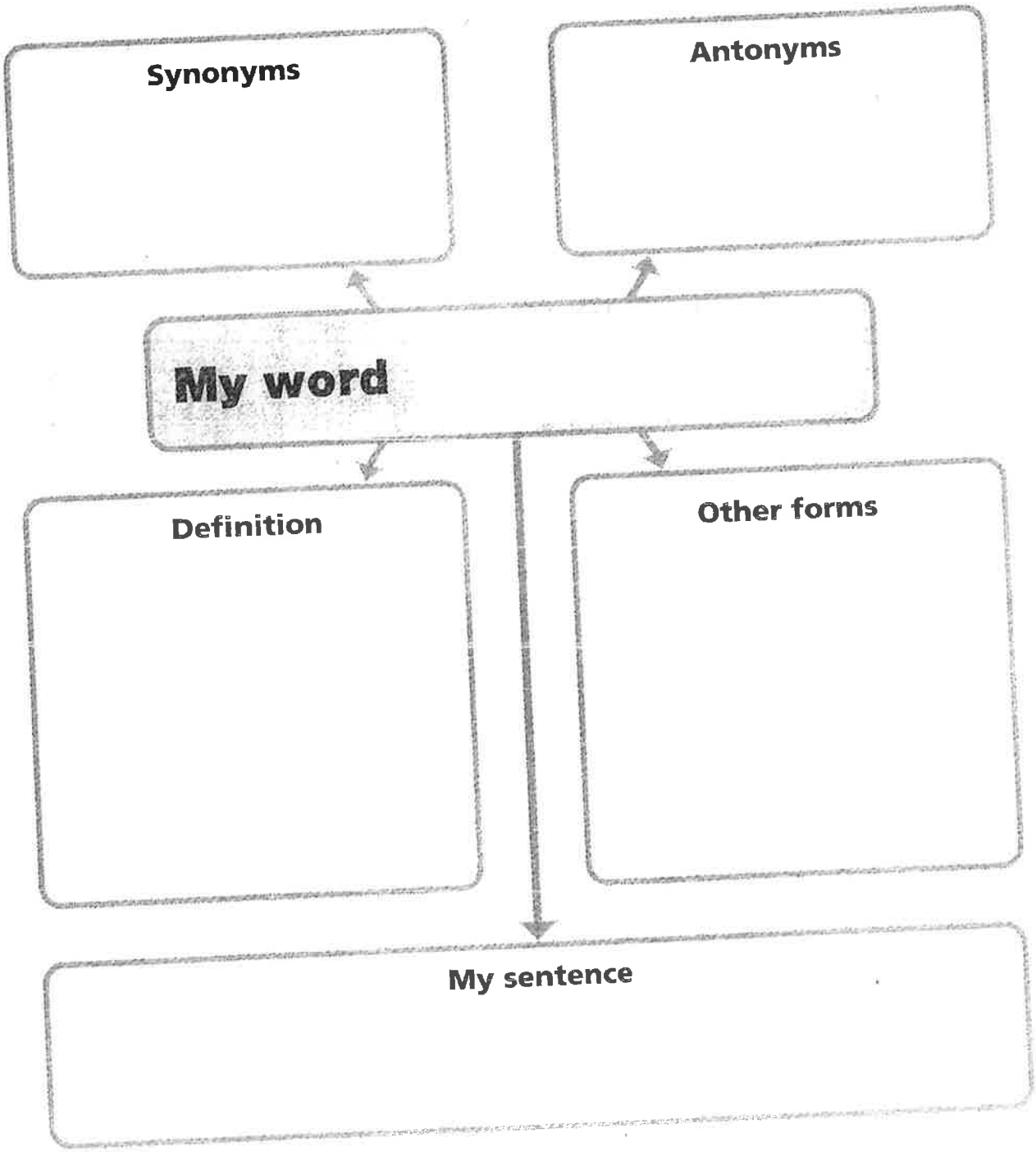
Figurative language is language used in a way that is different from a word or phrase's usual meaning. Often, figurative language makes a comparison between two unlike things. Look at the lines below from the poems you have read. What two things are being compared? Go back to the poem and read the lines in context. Then complete the chart below.

Lines from the Poem	Comparison
from "Wind" "He shouts in the sails of ships at sea,"	The author compares the sound of wind to a loud shout.
from "Wind" "The flowers bow in courtesy,"	
from "Wind" "Each wave flings up a shower of pearls"	
from "The Arrow and the Song" "And the song, from beginning to end, I found again in the heart of a friend."	

Vocabulary

Use the word map below to help you define and use one of the highlighted vocabulary words from the Share and Learn reading or another word your teacher assigns you.

notice	**shaft**	**boggy**
transport	**cordiality**	**dreary**



Name _____

Daily Common Core Review
2-3

1. The area of Alaska is about 571,000 square miles. The area of Texas is about 261,000 square miles. How many square miles greater is the area of Alaska?

   Ⓐ 300,000 square miles
   Ⓑ 310,000 square miles
   Ⓒ 311,000 square miles
   Ⓓ 312,000 square miles

2. Which statement best describes the value of each 4 in 144,202?

   Ⓐ The value of the 4 in the ten thousands place is one hundred times as great as the value of the 4 in the thousands place.
   Ⓑ The value of the 4 in the ten thousands place is ten times as great as the value of the 4 in the thousands place.
   Ⓒ The value of the 4 in the thousands place is ten times as great as the value of the 4 in the ten thousands place.
   Ⓓ The value of the 4 in the thousands place is one hundred times as great as the value of the 4 in the ten thousands place.

3. A newspaper sold 441,902 copies last week. The editor wants to round that number to the nearest ten thousand for a report. Which number should he use in the report?

   Ⓐ 400,000
   Ⓑ 440,000
   Ⓒ 441,900
   Ⓓ 442,000

Use the table below for Exercises **4–7**.

Volunteers took an online survey about their favorite animal.

Animals	Votes
Lion	1,216
Tiger	2,378
Monkey	1,192
Bear	1,139

4. Rounded to the nearest hundred, how many people voted for bears?

5. About how many people voted for lions and tigers? Explain.

6. How many more people voted for monkeys than for bears?

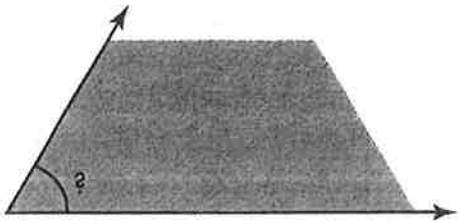
7. Write the number of people that voted for lions in expanded form and using number names.

Essential Question

How Can You Measure Angles?

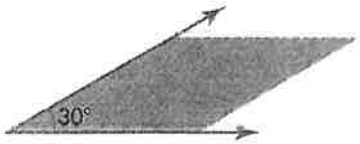
A

Holly traced around a trapezoid pattern block. She wants to find the measure of the angle formed shown to the right. What can Holly use to measure the angle?



The measure of a unit angle is 1 degree.

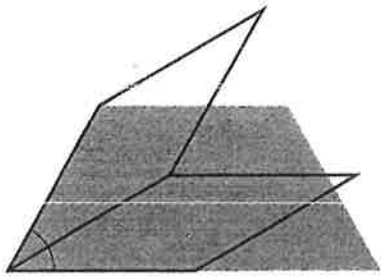
B Use an angle you know to find the measure of another angle.



The smaller angle of the tan pattern block measures 30°.

A 30-degree angle turns through 30 one-degree angles.

C The angle of the trapezoid pattern block is equal to 2 of the smaller angles of the tan pattern block. Each smaller angle is 30°.



$2 \times 30° = 60°$

The measure of the trapezoid angle is 60°.

A 60-degree angle turns through 60 one-degree angles.

Convince Me! **MP.8 Generalize** What do you notice about the number of one-degree angles in an angle measure?

Name _____

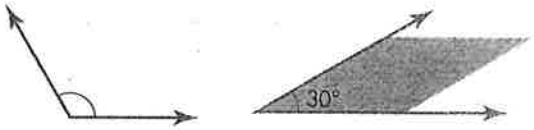
Help Practice Buddy Tools Games

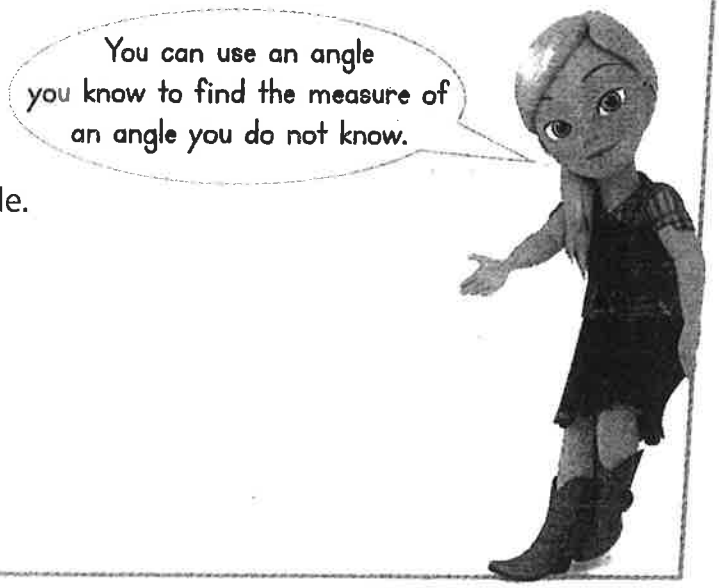
Homework & Practice 15-3
Measure with Unit Angles

Another Look!

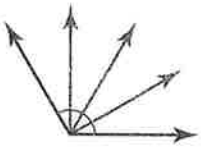
The smaller angle of the tan pattern block measures 30°.

Use the tan pattern block to find the measure of the angle below.





Four of the 30° angles will fit into the angle.

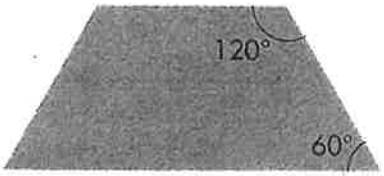


$30° + 30° + 30° + 30° = 120°$

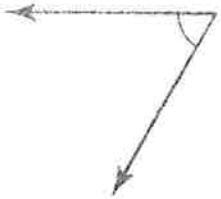
The measure of this angle is 120°.

It turns through 120 one-degree angles.

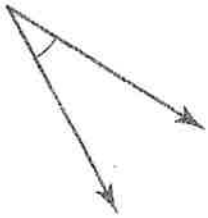
For **1–6**, find the measure of each angle. Use pattern blocks to help.



1.

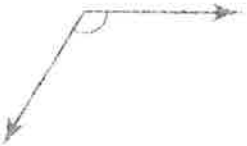


2.



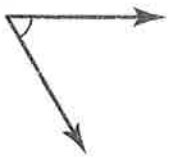
3.

4.



5.

6.



7. **MP.3 Construct Arguments** A round classroom table is made from 5 identical wedges. What is the measure of each angle formed at the center of the classroom table? Explain.

8. **MP.8 Generalize** How many unit angles does the smaller angle of a tan pattern block turn through? Explain.

9. Mario cut a circular pizza into 9 equal slices. He put a slice of pizza on each of 5 plates. What is the measure for the angle of the slices that are left?

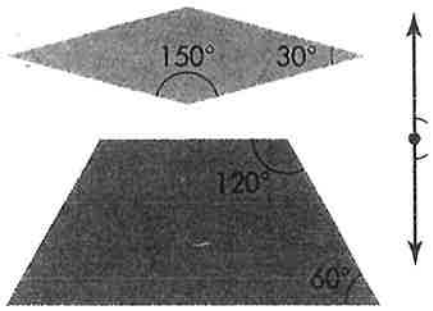
10. **Number Sense** How many 30° angles are there in a 150° angle? Use repeated subtraction to solve. Draw a picture to justify your solution.

11. Matt's parents pay him $5.50 for each half hour he babysits his sister, plus a two dollar tip. If Matt made $18.50, for how long did he babysit?

12. **Higher Order Thinking** If a clock face reads 1:00, how many hours must pass for the hands to form a straight angle?

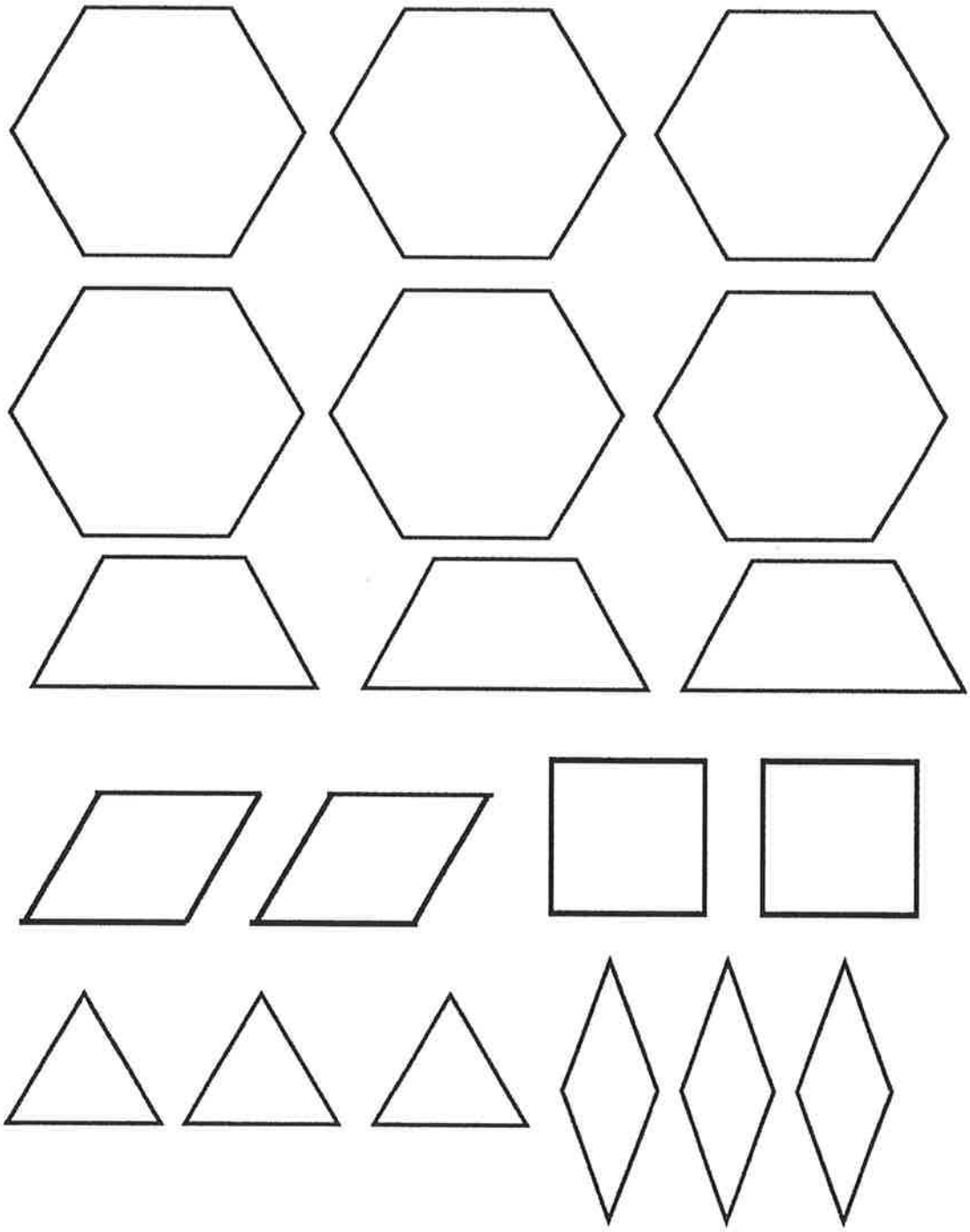
Common Core Assessment

13. Shirley uses pattern blocks to measure the straight angle. Select all the combinations of pattern block angles that Shirley could use to measure the angle.



- ☐ 6 small angles on the tan pattern block
- ☐ 1 large angle and one small angle on the red pattern block
- ☐ 1 large angle on the red pattern block and 3 small angles on the tan pattern block
- ☐ 4 small angles on the tan pattern block and one small angle on the red pattern block
- ☐ 2 large angles on the red pattern block

Pattern Block Patterns



Lesson

12 Volcanoes

SC-04-2.3.2

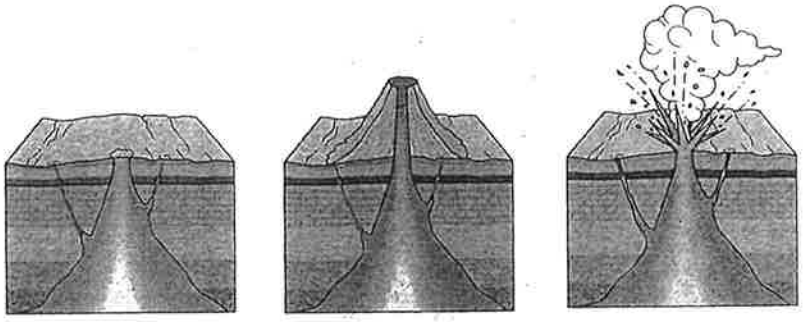
Getting the Idea

Key Words
volcano
magma
lava

Earth's surface changes over time. Some changes to Earth's surface take place very slowly. These changes are caused by wind and water. Other changes on Earth can take place very quickly.

Volcanoes

A volcano can bring about quick changes to Earth's surface. Most **volcanoes** are mountains formed by hot melted rock that pushes its way to Earth's surface. This melted rock beneath Earth's surface is called **magma.** Magma can seep up from deep underground. It can flow into spaces between layers of solid rock. When a volcano erupts, it can explode suddenly. Hot rocks, ash, and gases may shoot out of the opening of the volcano. Hot melted rock can shoot into the air, too. When magma comes out of Earth and onto its surface, it is called **lava**. Lava can also flow quickly down the side of a volcano. Sometimes when a volcano erupts, the whole side of the mountain can blow apart! The pictures below show how melted rock forces its way to Earth's surface through a volcano.



Did You Know?

All the Hawaiian Islands were originally formed by volcanoes rising from the sea floor through a vent described as a "hot spot." Scientists believe that the land beneath the Pacific Ocean moves in a northwest direction. The hot spot stays in the same place. As the ocean floor moves, new volcanoes are formed.

Changes Caused by Volcanoes

Volcanoes can change Earth's surface. In some cases, volcanoes form new land. The Hawaiian Islands were formed by volcanoes over millions of years. The volcanoes erupted from the ocean floor. Continuous flow of lava built up the islands until they reached the surface of the ocean. Hawaii's Kilauea volcano has been erupting for years. Hot lava pours down the sides of the volcano. On one side, the lava flows down to the sea. The waters of the ocean quickly cool the lava. It becomes solid rock. Kilauea's lava has added new land to the edge of the island of Hawaii.

When a volcano erupts, a mountain can be destroyed or change shape. In May 1980, Washington state's Mount St. Helens erupted explosively. The eruption blew the top 400 meters (1,350 feet) off the mountain. It sent rock, ash, and steam miles into the air. The shape of the volcano is now different than it was before the eruption. The land around the volcano changed, too. Ash, mud, and lava covered much of the ground. Wildlife was killed or forced to move to other areas. More than twenty years later, life is now returning to a changed landscape.

Magma below Earth's surface can also form a dome that pushes solid rock up above it. Magma domes harden into rock over time. They form the cores of some mountain ranges.

Test Tips . . .

In a multiple-choice test, more than one choice may be true. But a true choice still may not be the right answer. As you look at the choices, first look for the ones that are true. Then find the BEST answer to the question.

Effects of Volcanoes

Scientists cannot control the volcanic eruptions that change the land. However, they have ways to help figure out when and where these events are most likely to occur. People can be warned to leave the area when an eruption is about to happen. Early warnings can save lives.

Scientists use several types of instruments to monitor active volcanoes. The instruments detect signs that the volcano is about to become active. Before an eruption, magma moves upward inside the volcano. The sides of the volcano also swell. As magma rises, gases such as carbon dioxide and sulfur dioxide are released. Instruments can detect these changes.

DISCUSSION QUESTION

What is the difference between magma and lava?

LESSON REVIEW

1. How do volcanoes change Earth?

   A. They break rock into smaller pieces.

   B. They cause mountains to form.

   C. They deposit sediment at the mouth of rivers.

   D. They cause Earth's surface to form valleys.

2. Volcanoes can create new land when they release

   A. lava.

   B. water.

   C. faults.

   D. mud.

3. What is an example of a slow change caused by a volcano?

   A. islands forming from the ocean floor

   B. the side of a mountain erupting

   C. hot gases erupting from a volcano

   D. magma shooting into the air

4. How can a scientist tell when a volcano is about to erupt?

   A. Lava seeps out of Earth.

   B. Hot lava flows down the sides of the volcano.

   C. New land is formed.

   D. The sides of the volcano swell.

NTI Day 33

Library Activity for 4th Grade

Write a brief letter to future 4th graders to persuade them to read the best book you have read this year. Be sure to include at least 3 reasons they should read this book!

The Best Book I Read in 4th Grade

Title: _____

Author: _____

Dear Future 4th Graders,

_____

_____

_____

_____

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Sincerely,

_____