Complete within 2 weeks of returning to school.

NTI DAY 34

Harrison County Schools

Name: _____

Grade: 4

Teacher: _____

Complete within 2 weeks of returning to school.

Day 34 Checklist (complete ALL items on the checklist)

Reading

_____Read the poems "**A Narrow Fellow in the Grass**" and "**I'm Nobody! Who Are You?**" (Keep poems for tomorrow)

____ Fill in boxes around poems for Make Inferences, Simile, Mood, Word Meaning, and Theme

____ Additional online resources:
Context Clues: https://www.youtube.com/watch?v=Wm5d7c0xGt0
Figurative Language:
https://www.youtube.com/watch?time_continue=52&v=6QbV81Ilq0I&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 2-4

____ Mini Lesson 15 - 4 (Measure and Draw Angles)
Video can be found at
https://media.pk12ls.com/curriculum/math/enVisionmath_CC20_K6_2016_EN/ALVs/A0280318/player.html or students can read the lesson of the video on the attached sheet page 790. There are also "How To" direction pages.

____ Complete homework practice pages 793 - 794 (You will need to cut out the provided paper protractor)

____ Additional online resources: How to use a protractor
https://www.youtube.com/watch?v=cehqgTk-r24
https://www.youtube.com/watch?v=9RTM418qfdI

Science

____ Read "Characteristics of Living Things" pages 126-129 and answer questions

Social Emotional Learning

____ Complete Social Emotional Learning Activity

Share and Learn

Consider ▶ What feelings does the poet communicate about her encounter with a snake?

How does the poet compare the snake with other kinds of "Nature's People"?

MAKE INFERENCES What is the "narrow fellow in the grass"? How do you know?

A Narrow Fellow in the Grass

by Emily Dickinson

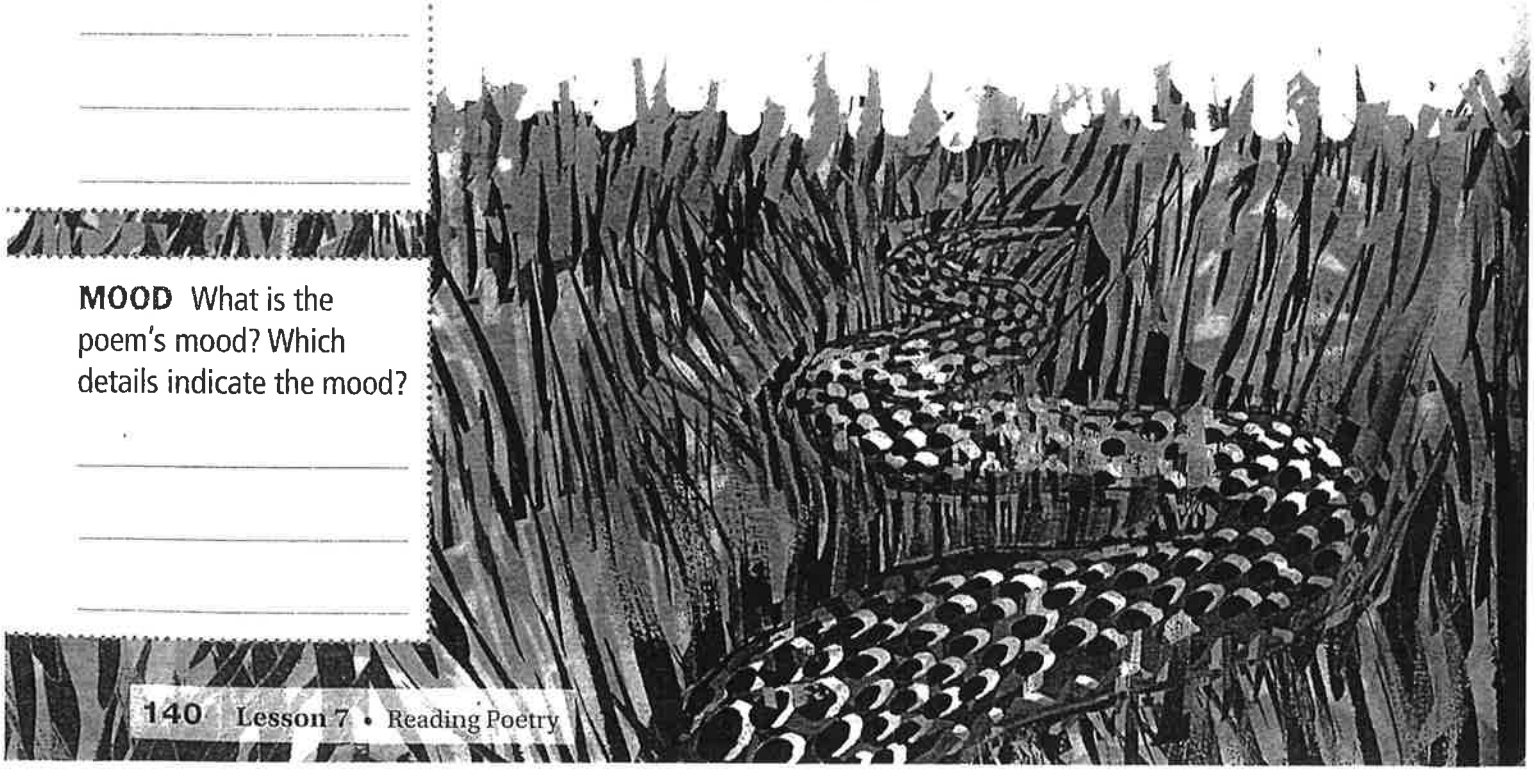
A narrow Fellow in the Grass
Occasionally rides –
You may have met Him – Did you not –
His notice sudden is –

The Grass divides as with a Comb –
A spotted Shaft is seen,
And then it closes at your Feet
And opens further on –

He likes a Boggy Acre
A Floor too cool for Corn –
But when a Boy, and Barefoot
I more than once at Noon

SIMILE A simile compares two unlike things using the word *like* or *as*. What simile can you find in the second verse? Circle the simile. What two things are compared? How are they similar?

MOOD What is the poem's mood? Which details indicate the mood?



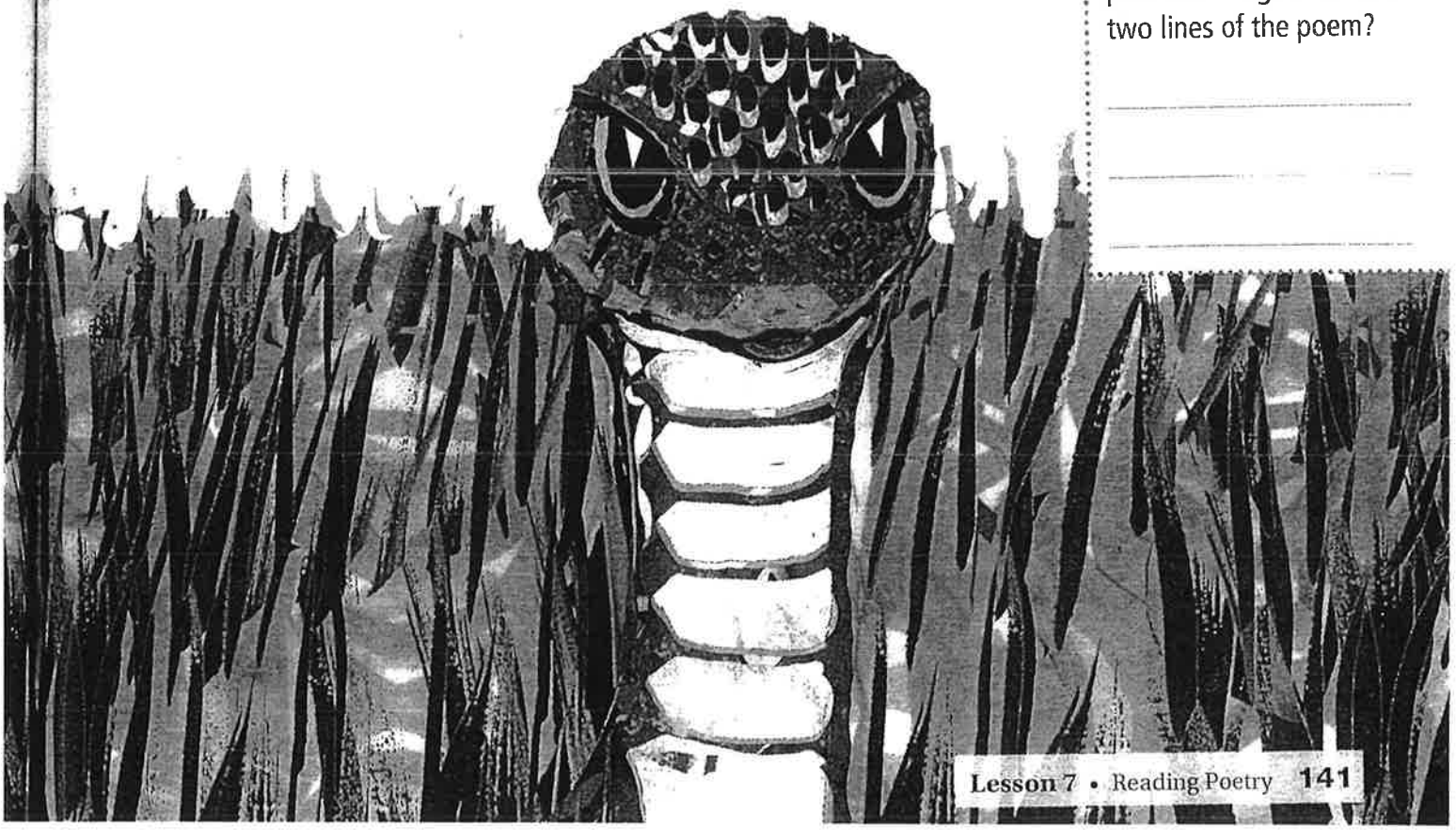
Have passed, I thought, a Whip lash
Unbraiding in the Sun
When stooping to secure it
It wrinkled, and was gone –

Several of Nature's People
I know and they know me –
I feel for them a transport
Of Cordiality –

But never met this Fellow
Attended or alone
Without a tighter Breathing
And Zero at the Bone.

WORD MEANING In the context of this poem, the word transport means "a strong feeling or emotion." Cordiality means "friendliness." The poet feels "a transport of cordiality" for most creatures. What does the poet mean?

MAKE INFERENCES What can you infer the poet is feeling in the last two lines of the poem?



I'm Nobody! Who Are You?

by Emily Dickinson

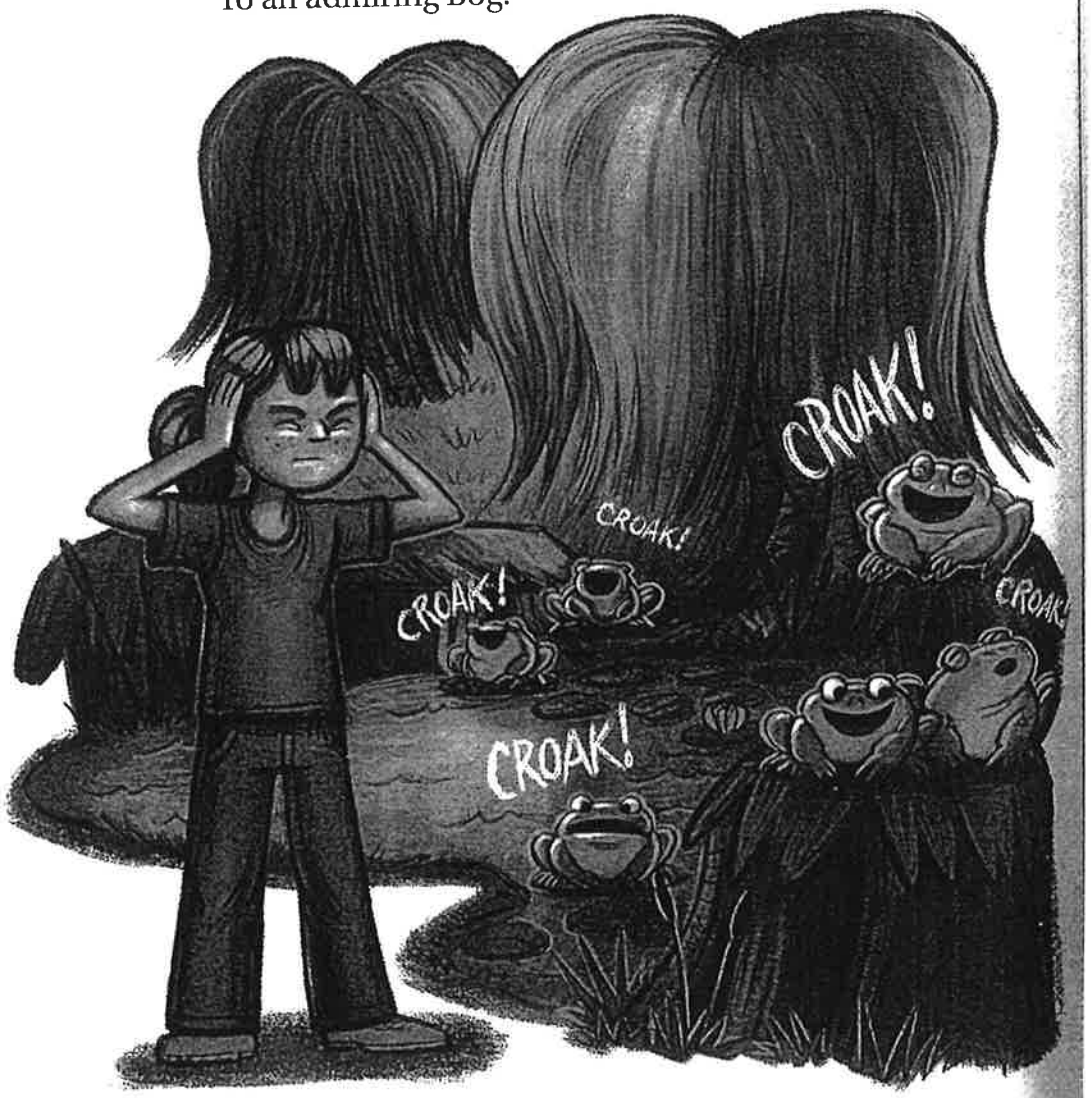
I'm Nobody! Who are you?
Are you – Nobody – too?
Then there's a pair of us!
Don't tell! they'd advertise – you know!

How dreary – to be – Somebody!
How public – like a Frog –
To tell one's name – the livelong June –
To an admiring Bog!

SIMILE The poet uses a simile in the second verse. Circle the simile. What two things are compared? How are they similar?

RHYME Listen to the short rhyming words in the last verse. Circle the rhymes. How do they add humor to the verse?

THEME How does the poet feel about fame or being an important person? How can you tell?



Name _____

Daily Common Core Review
2-4

1. Paula's family sells lemonade at county fairs during the summer. The table below shows the number of cups of lemonade they sold each month.

Lemonade Sales

Month	Number of Cups Sold
May	410
June	1,438
July	4,899
August	2,145

What was the total number of cups Paula's family sold?

Ⓐ 8,453 cups
Ⓑ 8,763 cups
Ⓒ 8,882 cups
Ⓓ 8,892 cups

2. What is 12,389 rounded to the nearest hundred?

Ⓐ 12,000
Ⓑ 12,300
Ⓒ 12,390
Ⓓ 12,400

3. Estimate the difference by rounding to the nearest thousand.

35,792 − 24,702

Ⓐ About 12,000
Ⓑ About 11,000
Ⓒ About 10,000
Ⓓ About 9,000

4. A surveyor records the number of cars in a shopping center parking lot for three days. 1,398 cars parked in the lot the first day, 2,723 cars parked in the lot the second day, and 1,384 cars parked in the lot the third day. How many cars parked in the lot all three days?

5. Explain how to use mental math to add 1,037 + 1,033.

6. Compare. Write >, =, or <.

34,929 ___ 34,919

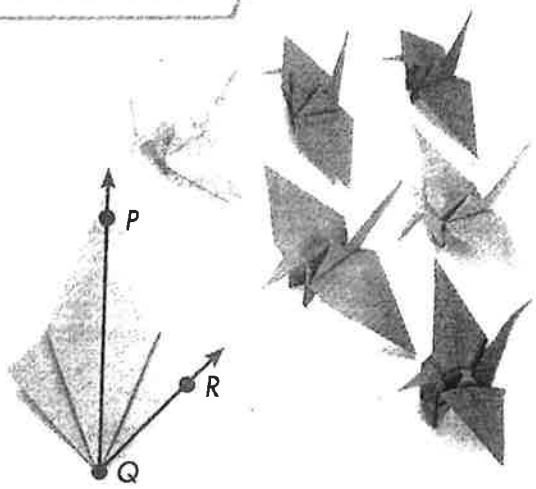
7. Write 249,958 in expanded form.

Learn Glossary

Essential Question: How Do You Use a Protractor?

A

A protractor is a tool that is used to measure and draw angles. A partially folded crane is shown at the right. Measure ∠PQR.



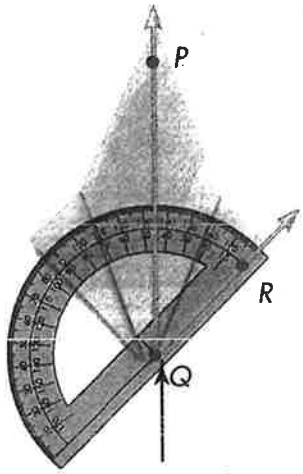
The angle, ∠PQR, can also be written as ∠RQP.

B

Measure Angles

Measure ∠PQR.

Place the protractor's center on the angle's vertex, Q. Place one side of the bottom edge on one side of the angle. Read the measure where the other side of the angle crosses the protractor. If the angle is acute, use the lesser number. If the angle is obtuse, use the greater number.



The **vertex** is the common endpoint of the rays that form the angle.

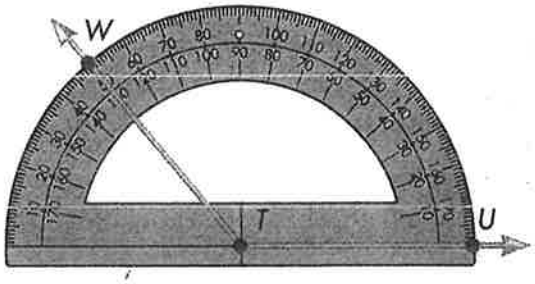
The measure of ∠PQR is 45°.

C

Draw Angles

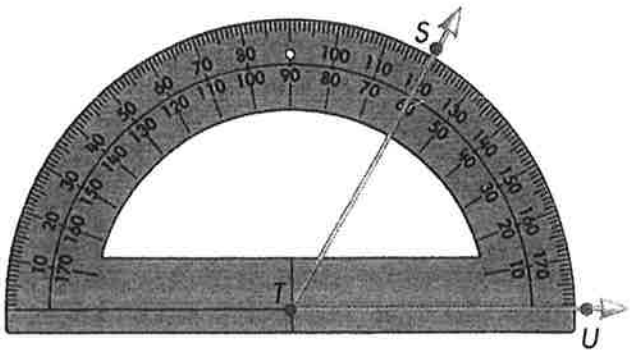
Draw an angle that measures 130°.

Draw a ray. Label the endpoint *T*. Place the protractor so the middle of the bottom edge is over the endpoint of the ray. Place a point at 130°. Label it *W*. Draw $\overrightarrow{TW}$.

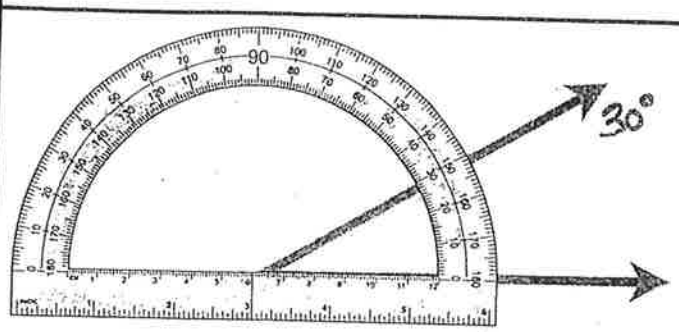


The measure of ∠WTU is 130°.

Convince Me! **MP.6 Be Precise** How do you know the measure of ∠UTS is 60° and not 120°?

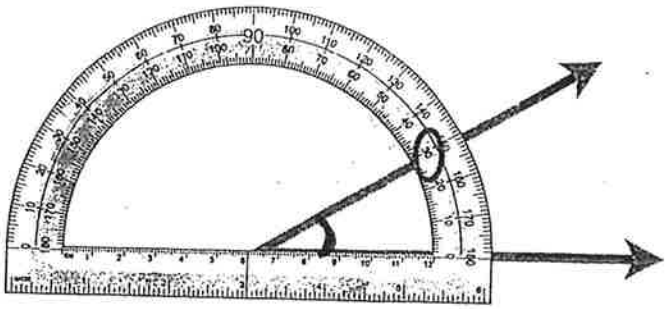


How To Measure an Angle Using a Protractor



Line up one of the rays along the 0/180° line at the bottom of the protractor. Make sure the vertex of the angle is at the midway point of the line.

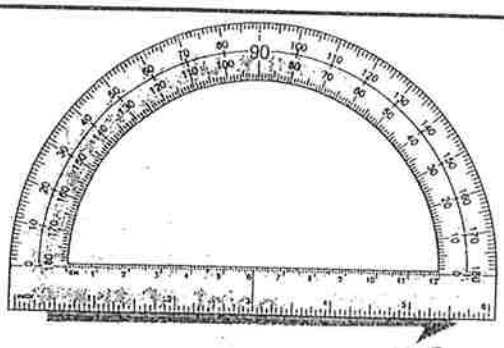
Step 1



Look at where the other ray intersects the protractor. If the angle is smaller than 90°, use the smaller number. If the angle is larger than 90°, use the larger number.

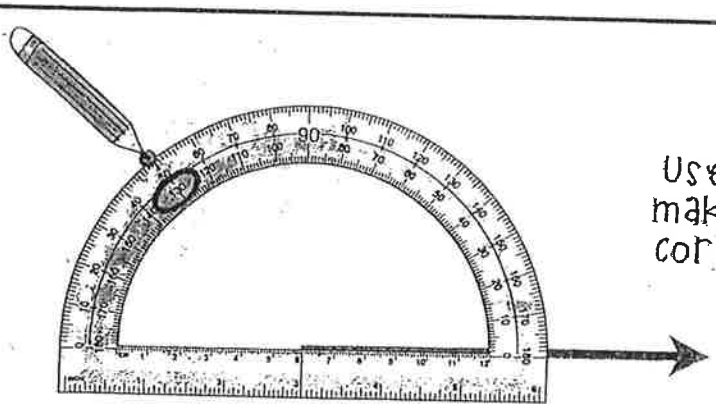
Step 2

How To Draw an Angle Using a Protractor



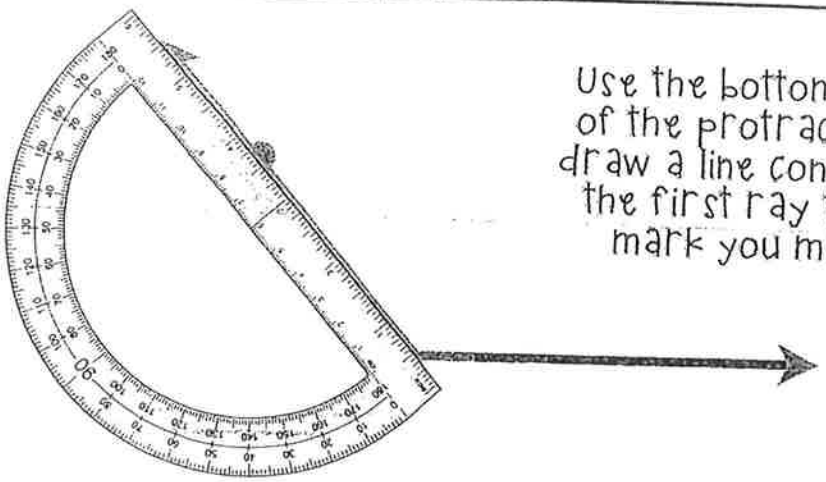
Use the bottom edge of the protractor to draw a line. This will be one of the rays of the angle.

Step 1



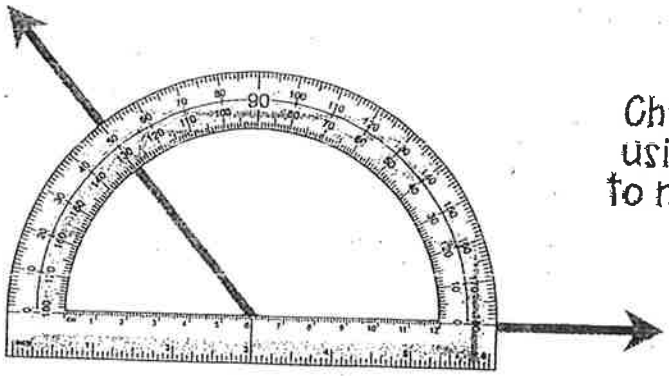
Use your pencil to make a mark at the correct number of degrees.

Step 2



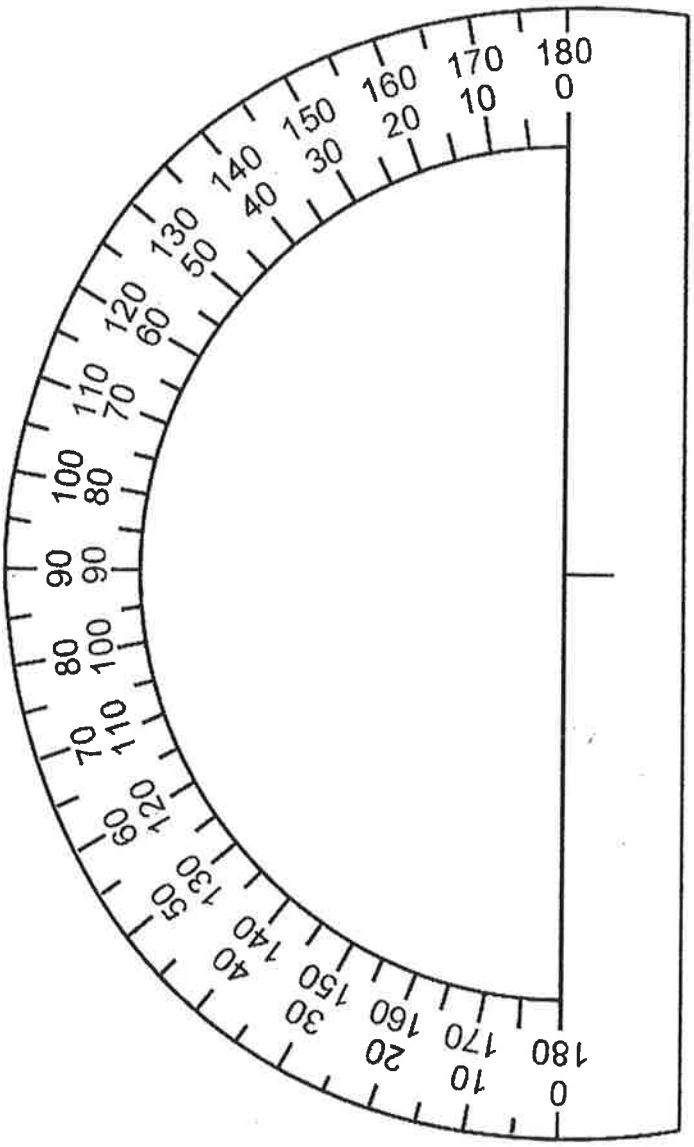
Use the bottom edge of the protractor to draw a line connecting the first ray to the mark you made.

Step 3



Check your work by using the protractor to measure the angle.

Step 4


180 170 160 150 140 130 120 110 100 90 80 70 60 50 40 30 20 10 0
0 10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160 170 180

Name _____

Help | Practice Buddy | Tools | Games

Homework & Practice 15-4
Measure and Draw Angles

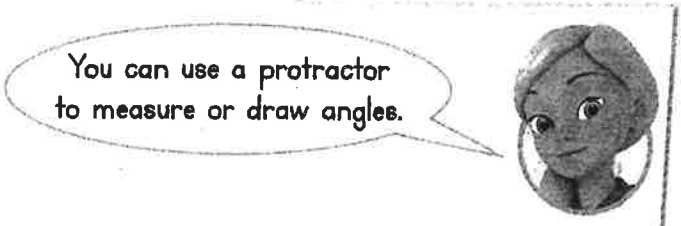
Another Look!

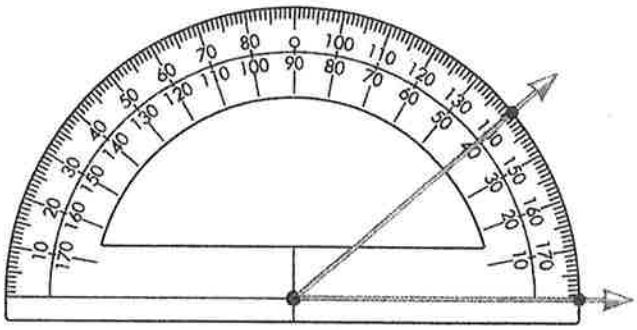
To measure an angle:

Place the protractor's center on the vertex of the angle and the 0° mark on one of the angle's rays. Read the number in degrees where the other ray of the angle crosses the protractor. If the angle is acute, use the lesser number. If the angle is obtuse, use the greater number.

To draw an angle:

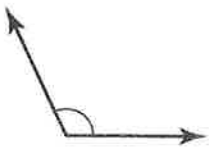
Draw a dot to show the vertex of the angle. Place the center of the protractor on the vertex point. Draw another point at the 0° mark and another point at the angle degree mark. Draw rays from the vertex through the other points.





For **1–4**, measure each angle. Tell if each angle is acute, right, or obtuse.

1. 

2. 

3. 

4. 

For **5–12**, use a protractor to draw an angle for each measure.

5. 75°

6. 80°

7. 155°

8. 45°

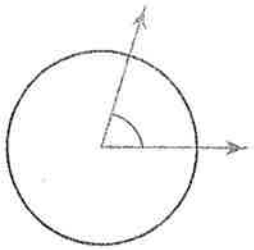
9. 135°

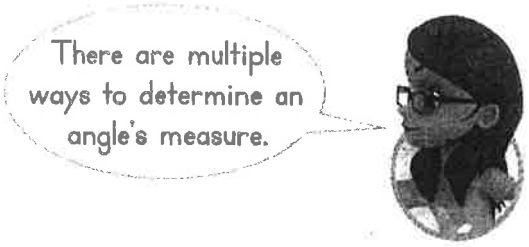
10. 180°

11. 5°

12. 90°

13. **MP.2 Reasoning** The angle turns through $\frac{1}{5}$ of the circle. What is the measure of the angle?



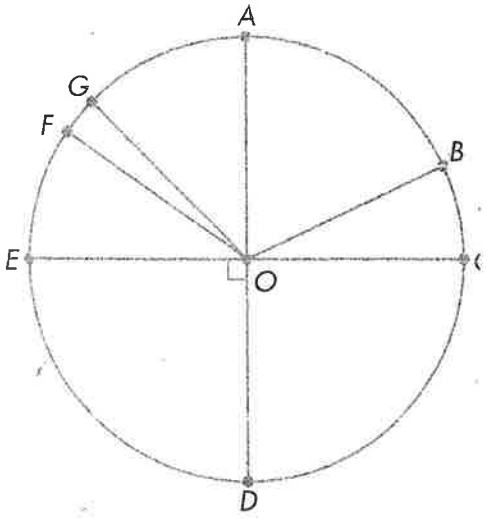


14. **MP.5 Use Appropriate Tools** Joanie is making a map of the trails in the community park. Two of the trails start at the same point and form a 40° angle. Use a protractor to draw the angle that Joanie will use on her map.

15. **Math and Science** Watts, volts, and amps are used to measure electricity. There is a formula that shows the relationship between watts, volts, and amps. Volts × Amps = Watts. If the volts are 120 and the amps are 5, how many watts are there?

For **16–18**, use the figure at the right.

16. **MP.2 Reasoning** Does the measure of $\angle COA$ equal the measure of $\angle EOD$? What are their measures?

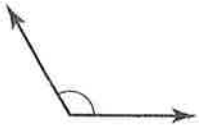


17. Name an acute, an obtuse, and a right angle.

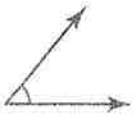
18. **Higher Order Thinking** The measure of $\angle EOF$ is 35°. The measure of $\angle FOB$ is 120°. What is the measure of $\angle BOC$?

Common Core Assessment

19. Stuart drew 4 angles. Which of Stuart's angles measures 25°?



Ⓐ



Ⓑ

Ⓒ

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Lesson

21 Characteristics of Living Things

SC-04-3.4.2

Getting the Idea

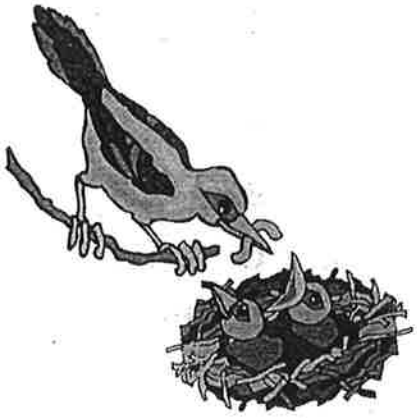
Key Words
nutrient
reproduce

When you see a bird fly across the sky, you know it is alive. When you see a pile of rocks, you know it is not alive. How do you know? Living things do many things that nonliving things cannot do. In this lesson, you will learn how to tell what is alive and what is not.

What Makes Something Alive?

Flying is one way that a bird can move. Birds also walk, and some can even swim. Now think of other living things. Worms, fish, crickets, and puppies are all able to move. Even plants can move in certain ways. Sunflowers move to face the sun. New leaves and flowers move when they unfold. Every living thing has at least some parts that can move. Being able to move is one way you can tell something is alive.

Have you ever seen a baby bird that has just hatched? Baby birds are much smaller than their parents. Some do not even have feathers. As a baby bird gets older, it grows in size. It gets new feathers. Its mouth changes shape. Its wings get longer and stronger. The picture shows a bird bringing food to its baby birds.



When you were born, you were much smaller, too. You most likely had no teeth, and you probably did not have much hair. You have grown and changed in many ways. Like you, things that are alive grow and develop as they get older.

You may have watched birds eating seeds or insects. The seeds and insects are food for the birds. In order to grow, living things must take in water and **nutrients**, substances that provide energy for growth. All animals get the nutrients they need by eating food. They also breathe air, which helps them use their food. Plants do not eat food. They take in sunlight, air, and water to make the nutrients they need to grow. Part of what plants make may become food for animals.

Birds leave droppings on the ground below them. This is another way to tell they are alive. A living thing does not use everything it takes in. Some of the food, air, and water are left over. The unused material is called waste. All living things make wastes and then get rid of them.

When a bird sees a cat, the bird may fly away. You get hungry when you smell something good to eat. Each of these actions is called a response. A response is what a living thing does after it learns something about its surroundings.

Often, living things respond right away. If an animal learns danger is near, it may respond by running away. If it smells food, it responds by getting hungry. Plants have responses, too. A plant growing toward a light is a response to the light. So is a flower opening in spring. A sunflower responds to the sun by turning to face it.

Birds hatch from eggs. A mother bird lays the eggs, and the mother and father birds bring back food so the baby birds can grow. Like birds, all living things **reproduce**, or have young called offspring. The offspring are the same kind of living thing as their parents. Sparrows make more sparrows. People make more people. Oak trees make more oak trees.

Sometimes, nonliving things can seem like living things. Think about that pile of rocks. At times, a rock may fall down the pile. The rock moves. But is it alive? Now think about a cloud. A cloud can move and grow. But a cloud does not make more clouds. Clouds do not take in food. New clouds form from water in the air. What about soil? More soil is made when rocks break down. The soil cannot make more of itself.

Rocks, clouds, and soil are not alive. To be alive, something must be able to do all the things that plants and animals can do. Look at the table below to see the difference.

What Is Alive?

Things You See	What They Do	Are They Alive?
Animals	Move, grow, and change, take in food and air, get rid of wastes, respond, have young	Yes
Clouds	Move, grow, and change, respond to wind	No
Plants	Move, grow, and change, take in sunlight and air, get rid of wastes, respond, have young	Yes
Rocks	Move and change, respond to gravity	No

DISCUSSION QUESTION

How is the way a living thing moves different from the way a cloud moves?

Test Tips . . .

Look for any words in the question that may be printed in all capital letters. Think about what these words mean before you answer the question.

LESSON REVIEW

1. Which of these is a way to tell if something is alive?
   - **A.** It is a certain size.
   - **B.** It makes noise.
   - **C.** It is a certain color.
   - **D.** It can respond to things.

2. Because animals take in food, water, and air, they must also
   - **A.** have young.
   - **B.** move quickly.
   - **C.** give off wastes.
   - **D.** take in sunlight.

3. A nonliving thing does NOT
   - **A.** eat.
   - **B.** fall.
   - **C.** break.
   - **D.** move.

4. Which two are examples of living things?
   - **A.** birds and rocks
   - **B.** humans and clouds
   - **C.** humans and birds
   - **D.** clouds and rocks

Name: _____

Social Emotional Learning - 4th Grade

Directions: You did it! You deserve to celebrate your success in working hard on your NTI work. Please pick one activity to complete with your family to celebrate your dedication and hard work during this unexpected time.

Parents/Guardians: Please initial on the line in the appropriate box once the activity has been completed. Thanks!

Family Picnic Have a picnic in your yard on a pretty day to celebrate your hard work! Parent/Guardian Initial: _____	**NTI Graduation** Have some fun! Have a mock NTI graduation. Make robes and props with household items. Involve the whole family! Parent/Guardian Initial: _____
Family Circle Have the whole family sit in a circle. Each member should share three fun or positive things from the last month. Parent/Guardian Initial: _____	**Dance Party** Who doesn't love a good dance party? Get dazzled up with things around the house and have a family dance party!! Parent/Guardian Initial: _____
Create a Time Capsule Each family member can write about this time, draw pictures, cut pictures from magazines...get creative. Put all of these items in a box to open up years from now to remember this time. Remember to include some good memories from this time with your family. Parent/Guardian Initial: _____