Ms. Mandy & Ms. Tiffany's 4th Grade Class

Monday March 23, 2020

Morning Devotion

Click for Devotion!

Click on picture to listen to song

Some of you may want to access the soft relaxing music that Mrs. Tiffany plays during our independent work time. Here is the Youtube link to the songs I play. Enjoy!!

Click Here...

MATH

1. Complete "Review What You Know" page 816.

2. Cut out "My Word Cards" on pages 817 & 819 and study your new vocabulary for lines, angles and shapes.

Vocabulary

Choose the best term from the box.
Write it on the blank.

- angle
- quadrilateral
- polygon
- triangle

1. A polygon with four sides is a(n) quadrilateral.
2. A polygon with three sides is a(n) triangle.
3. A(n) angle is formed by two rays with the same endpoint.

Shapes

Choose the best term to describe each shape. Use each term once.

Rectangle Rhombus Trapezoid

4. rhombus
5. trapezoid
6. rectangle

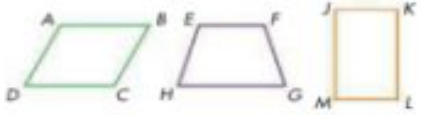
Lines

Use geometric terms to describe what is shown.

7. line
8. ray
9. line segment

Problem Solving

10. MP.8 Generalize Which generalization about these figures is **NOT** true?



Ⓐ Each figure is a quadrilateral.
● Each figure has two pairs of parallel sides.
Ⓒ Each figure has at least two sides of equal length.
Ⓓ Each figure has 4 angles.

Check your work!

Soil, Rocks, and Landforms

Investigation 1, Part 2—
Physical Weathering

Review

Review: What is soil?

Soil is composed of different sizes of rock, like sand, silt, clay, and gravel. It also has humus which is organic matter that comes from dead plants and animals.

Focus Question

- What causes big rocks to break down into smaller rocks?

  Write focus question down in journal

Granite and Conglomerate

What are the properties of:

Granite **small pieces broke off. Shaken pieces have smoother edges.**

Conglomerate **broken pieces are bigger than granite, and more of them.**

Granite and Conglomerate

How can you break pieces of granite and conglomerate rock into smaller pieces?

This is optional and with parent supervision. I understand not everyone has granite or conglomerate rocks around the house

A. put pieces of granite or conglomerate rocks in a plastic jar. Screw on the lid.

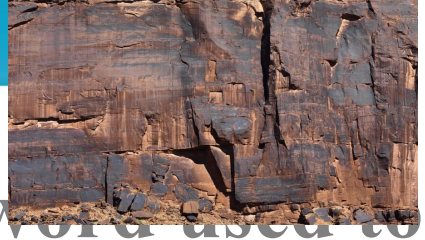
B. Shake the jar enthusiastically for several minutes.

C. Pour the contents of the jar onto a paper plate and observe.

If you were able to complete this with an adult send me some pictures through Bloomz

What is the effect of tumbling the rocks?

Small sand-size pieces broke off the granite. The conglomerate broke into more and bigger pieces than the granite. The tumbled rocks are more rounded or smoothed than the control rocks.



Physical Weathering

Weathering: is the geological word used to describe the breakdown of rock into smaller pieces.

physical weathering: when rocks break into smaller pieces without changing what the rock is made of.

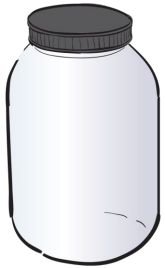
abrasion: (rubbing together) occurs when rocks fall, when rocks tumble in landslides, and when rocks hit one another when they are pushed around by moving water, waves, and wind.

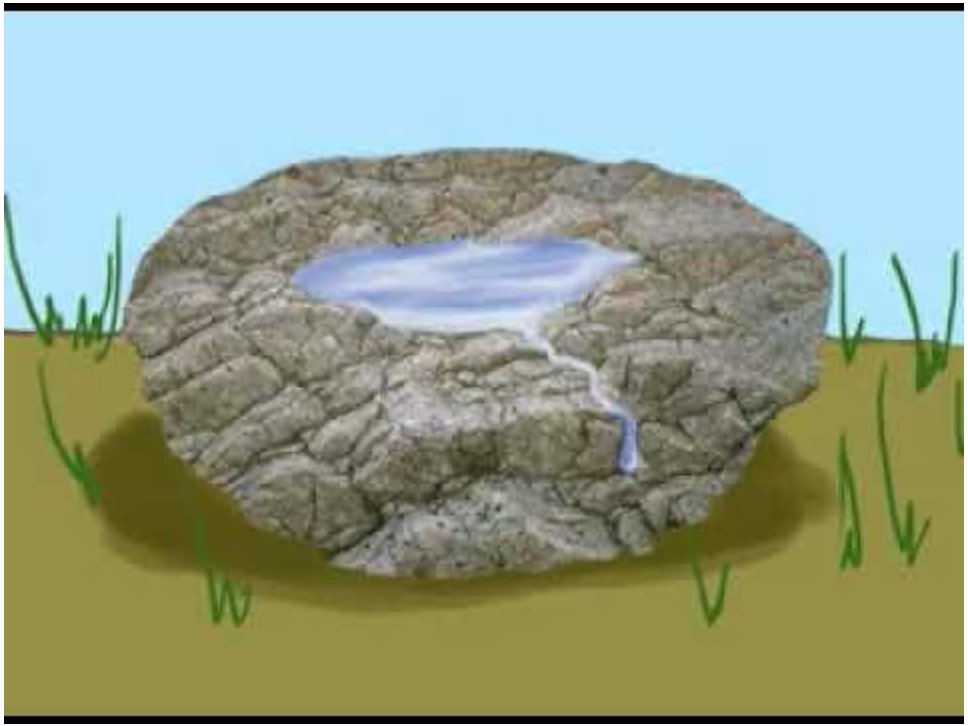
Freezing Investigation

Watch this video to find out what happens

Water **freezes** at 0° C.

What do you think will happen to this bottle of water if I put it in the freezer overnight?





Freezing and Thawing

When water freezes, it **expands**—it gets bigger.

When the water freezes in a crack in a rock, what might happen to the rock?

Vocabulary Review

weathering the process by which larger rocks crack and break apart over time to form smaller rocks

physical weathering the process by which rocks are broken down by breaking and banging

abrasion the rubbing, grinding, and bumping of rocks that cause physical weathering

freeze to change from a liquid to a solid state as a result of cooling

expand to get bigger; to take up more space

Focus Question

What causes big rocks to break down into smaller rocks?

Answer your focus question in your journal. Please have your parent take a screenshot, if they can, and send it to me through Bloomz.

ENGLISH

Complete this practice in your English journals.

Idioms PRACTICE

Name: _____ Date: _____

Idioms are commonly used expressions that mean something different from their literal meaning.

EXAMPLES: *In the dog house, On the fence, Cold feet, Break a leg*

Directions: Use the *Common Idioms* page to complete the following tasks.

1. Which idiom would you use to describe a tiny amount of something?

Ⓐ The lion's share
Ⓑ At the drop of a hat
Ⓒ A drop in the bucket
Ⓓ A dime a dozen

2. A really organized and alert person could be described as...

Ⓐ spring chicken.
Ⓑ a hard nut to crack.
Ⓒ on the fence.
Ⓓ on the ball.

3. If a person is in trouble, you might say he or she is...

Ⓐ walking on air.
Ⓑ in deep water.
Ⓒ foaming at the mouth.
Ⓓ over the moon.

4. If you are ignoring a problem in your life, you...

Ⓐ are let off the hook.
Ⓑ are a couch potato.
Ⓒ have your foot in the door.
Ⓓ have your head in the sand.

5. What would you say to a friend who is about to sing in the talent show?

Ⓐ "Break a leg."
Ⓑ "Hold your horses."
Ⓒ "Break the ice."
Ⓓ "Put a sock in it."

6. You will be very tired if you are...

Ⓐ swept off your feet.
Ⓑ burning the candle at both ends.
Ⓒ down in the dumps.
Ⓓ in the dog house.

7. If you change your mind about something because you are nervous,...

Ⓐ you hit the road.
Ⓑ you tighten your belt.
Ⓒ you have cold feet.
Ⓓ you bend over backwards.

8. Beware of the...

Ⓐ apple of your eye.
Ⓑ needle in the haystack.
Ⓒ piece of cake.
Ⓓ wolf in sheep's clothing.

9. If you do not enjoy something, then it...

Ⓐ is not your cup of tea.
Ⓑ is a can of worms.
Ⓒ costs an arm and a leg.
Ⓓ is in a nutshell.

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READING

Read for Accelerated Reader! The Houma Christian account has been unlocked so you can take tests at home!!

A note from the librarian... https://jaimestoddard.wixsite.com/jaime-stoddard/7th-grade

AR website!

Accelerated Reader™
Renaissance Learning

Click Here!

Click the picture to learn more about poetry!

Elements of Poetry...
(complete with companion packet from last week)

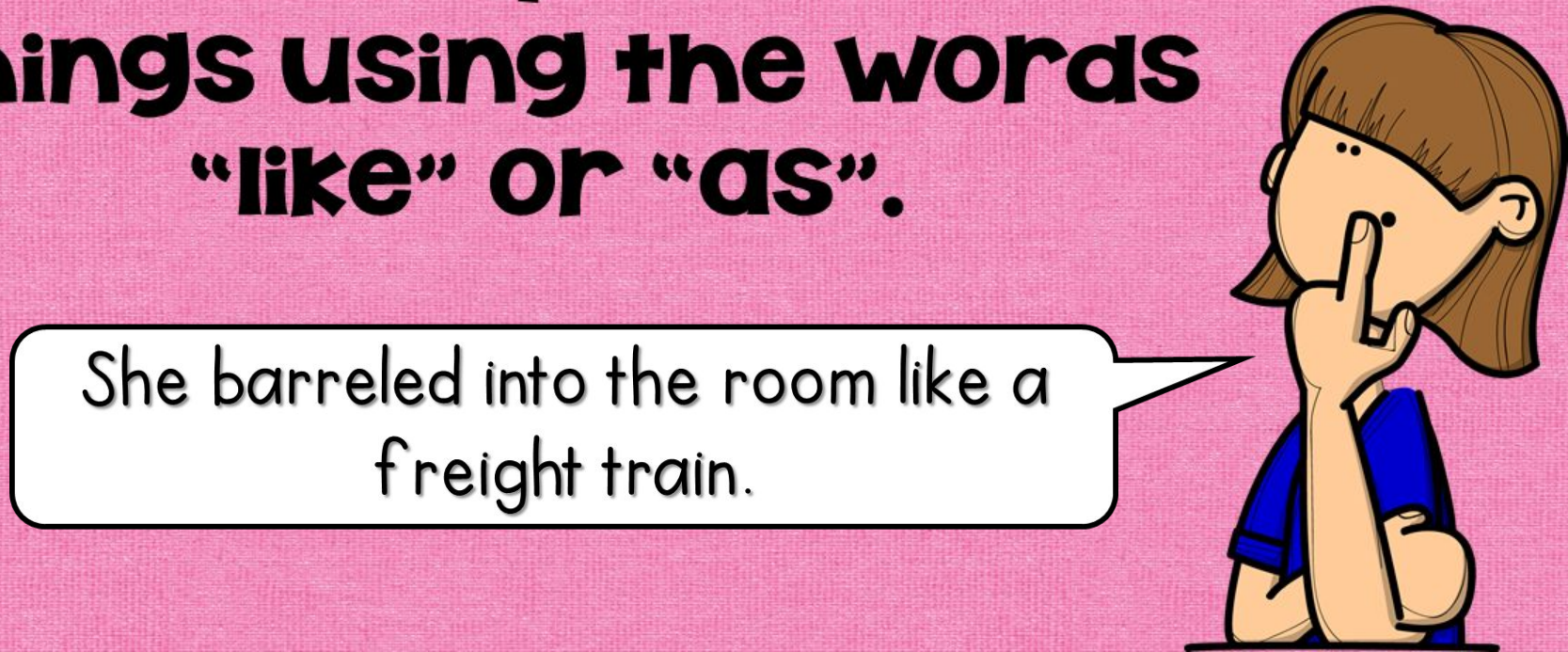
Poetry: Figurative Language

Poetry *frequently* contains figurative language, so we'll quickly review some of the figurative language devices often found in poetry.

Let's review simile, metaphor, and personification.

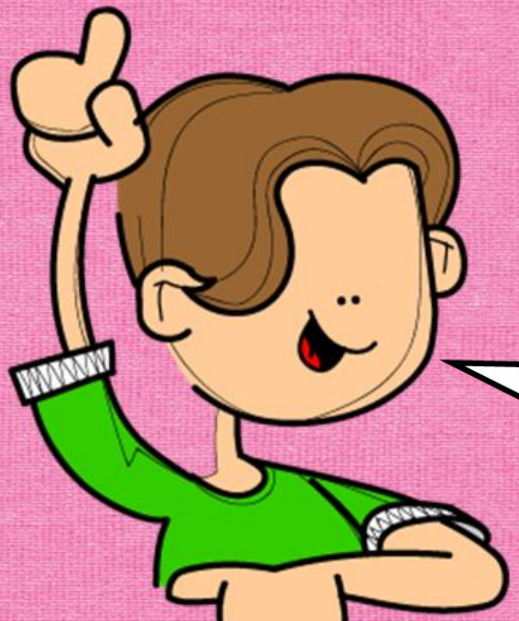
Poetry: Figurative Language

A simile compares 2 unlike things using the words "like" or "as".



Poetry: Figurative Language

A metaphor is a *direct* comparison of 2 unlike things.



It doesn't contain "like" or "as".

The guard was a statue.

Poetry: Figurative Language

personification is when an author gives an object human qualities.

The soccer ball was begging me to kick it high into the air.

Identify personification present in this poem.

Skyscrapers

Do skyscrapers ever grow tired
Of holding themselves up high?
Do they ever shiver on frosty nights
With their tops against the sky?

Do they feel lonely sometimes
Because they have grown so tall?
Do they ever wish they could lie right down
And never get up at all?

-Rachel Field

The author asks about a skyscraper's emotions and actions as if it were a human.

Skyscrapers

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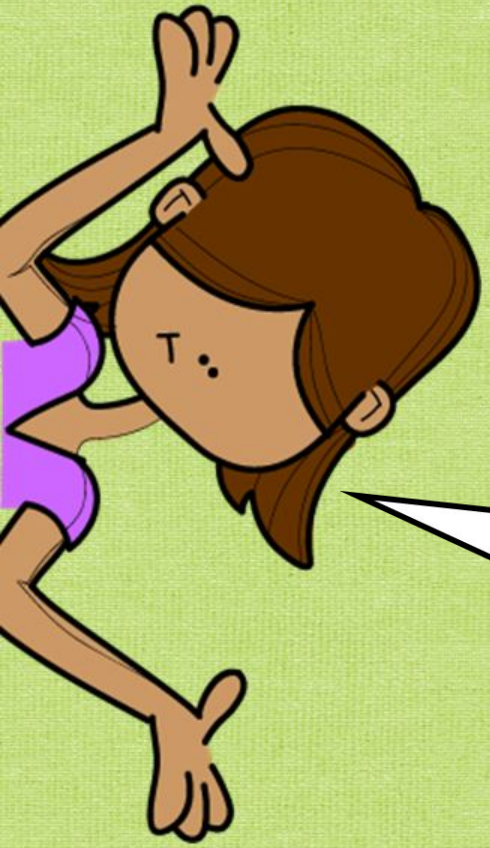
Poetry: Sound Devices

Poetry is well-known for using a variety of sound devices.

Let's review onomatopoeia and alliteration.

(These two sound devices are also types of figurative language.)

Poetry: Sound Devices



An onomatopoeia is a word that represents a sound.

We knew the principal was nearby when we heard the clicks of her high heels.

Poetry: Sound Devices

Alliteration is the repetition of the same beginning sounds in a group of nearby words.

The tiny caterpillar creeped and crawled to the top of the leaf.

Identify alliteration present in this poem.

Hurt No Living Thing

Hurt no living thing;
Ladybug, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

-Christina Rossetti

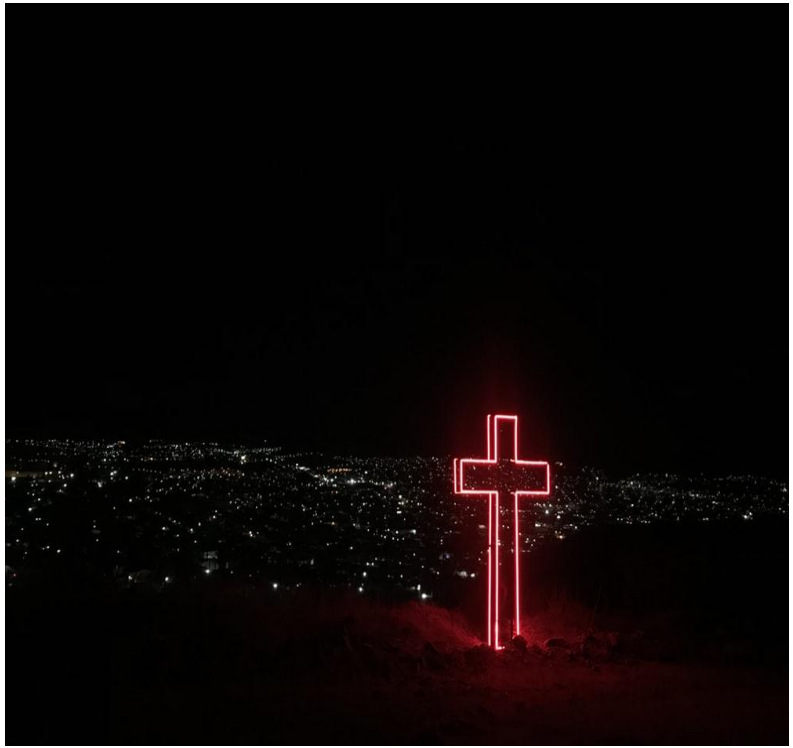
CLICK ON THE PCTURE

MONDAY
Wishing Everyone
a Cheery start
to the Week
Hope you
have a
Lovely
Day
My Cheery Corner

Tuesday March 24, 2020

Click here
for devotion

Morning Devotion



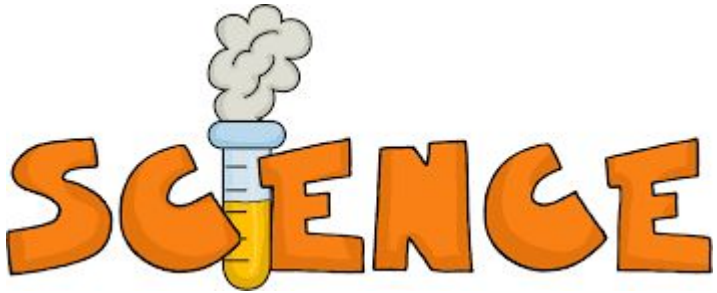
Click on picture to listen to song

Math

Time to Practice AM

Click on this link

Accelerated Math

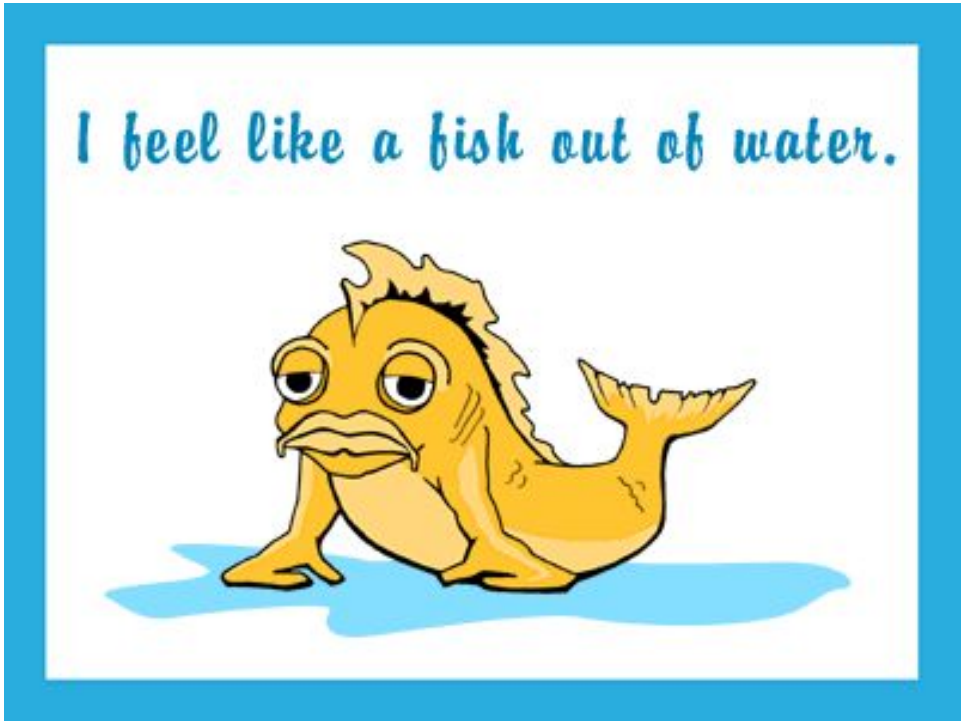


Click on the picture to learn more about weathering

User name: HCSWarrior
Password:warrior123

ENGLISH

Funny
Idiom --->
LOL!



Check your work from yesterday!

Name: Answer Key Date: _____

Idioms PRACTICE

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EXAMPLES: *In the dog house, On the fence, Cold feet, Break a leg*

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Ⓐ walking on air.
Ⓑ in deep water.
Ⓒ foaming at the mouth.
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4. If you are ignoring a problem in your life, you...

Ⓐ are let off the hook.
Ⓑ are a couch potato.
Ⓒ have your foot in the door.
Ⓓ have your head in the sand.

5. What would you say to a friend who is about to sing in the talent show?

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Ⓒ down in the dumps.
Ⓓ in the dog house.

7. If you change your mind about something because you are nervous,...

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Ⓑ you tighten your belt.
Ⓒ you have cold feet.
Ⓓ you bend over backwards.

8. Beware of the...

Ⓐ apple of your eye.
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Ⓓ wolf in sheep's clothing.

9. If you do not enjoy something, then it...

Ⓐ is not your cup of tea.
Ⓑ is a can of worms.
Ⓒ costs an arm and a leg.
Ⓓ is in a nutshell.

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READING

Read for Accelerated Reader! The Houma Christian account has been unlocked so you can take tests at home!!

AR website!

Review Answers from Powerpoint and Packet from Yesterday...

Poetry: Figurative Language

Write a definition for *simile*:

A simile compares two unlike things using the words "like" or "as."

Identify the similes in this poem:

Some People

Isn't it strange some people make
You feel so tired inside,
Your thoughts begin to shrivel up
Like leaves all brown and dried!

But when you're with some other ones,
It's stranger still to find
Your thoughts as thick as fireflies
All shiny in your mind!

-Rachel Field

Homework

Homework.
No one likes it.
Homework is a bee sting on your tongue.
It's the worst!
Homework is dropping your ice cream cone on the sidewalk.
How awful!
Homework is a deflated balloon.
So depressing!
Let's do away with it.
Homework.

Write a definition for *metaphor*:

A metaphor is a direct comparison of two unlike things

Identify the metaphor in this poem:

Write a definition for *personification*:

Personification is when an author gives an object human qualities.

Find the personification in this poem:

Skyscrapers

Do skyscrapers ever grow tired
Of holding themselves up high?
Do they ever shiver on frosty nights
With their tops against the sky?

Do they feel lonely sometimes
Because they have grown so tall?
Do they ever wish they could lie right down
And never get up at all?

-Rachel Field

Poetry: Sound Devices

Write a definition for *onomatopoeia*:

An onomatopoeia is a word that represents a sound.

Identify two onomatopoeias in this poem:

Mother's Nerves

My mother said, "If just once more
I hear you slam that old screen door,
I'll tear out my hair! I'll dive in the stove!"
I gave it a bang and in she dove.

-X.J. Kennedy

Hurt No Living Thing

Hurt no living thing,
Ladybug, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

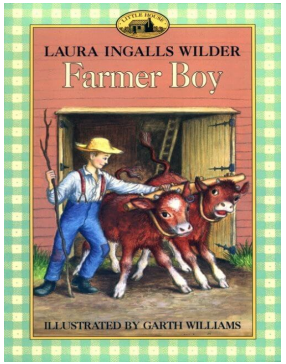
-Christina Rossetti

Write a definition for *alliteration*:

Alliteration - is the repetition of t
same beginning sounds in a grou
of nearby words.

Identify alliteration in this poem:

READING continued



Click Here!

Listen to the recording of our new novel
"Farmer Boy by Laura Ingalls Wilder "School Days"

Vocabulary:
primer- an elementary textbook for teaching children to read
jerring- mocking; making fun of someone :(

Click here and locate New York state on a U.S. map.

In your Reading journal:
Q: What would the weather be like in that part of the country?

Music

Grab your recorder and click on the picture below to learn a new song!

Have a
Great
Tuesday!

Wednesday March 25, 2020

Morning Devotion

Click Here...

Click on picture to listen to song

MATH

Name _____

Lesson 16-1
Lines

Solve & Share

The number line below is an example of a line. A line goes on forever in a straight path in two directions. Draw the following pairs of lines: two lines that will never cross, two lines that cross at one point, two lines that cross at two points. If you cannot draw the lines, tell why.

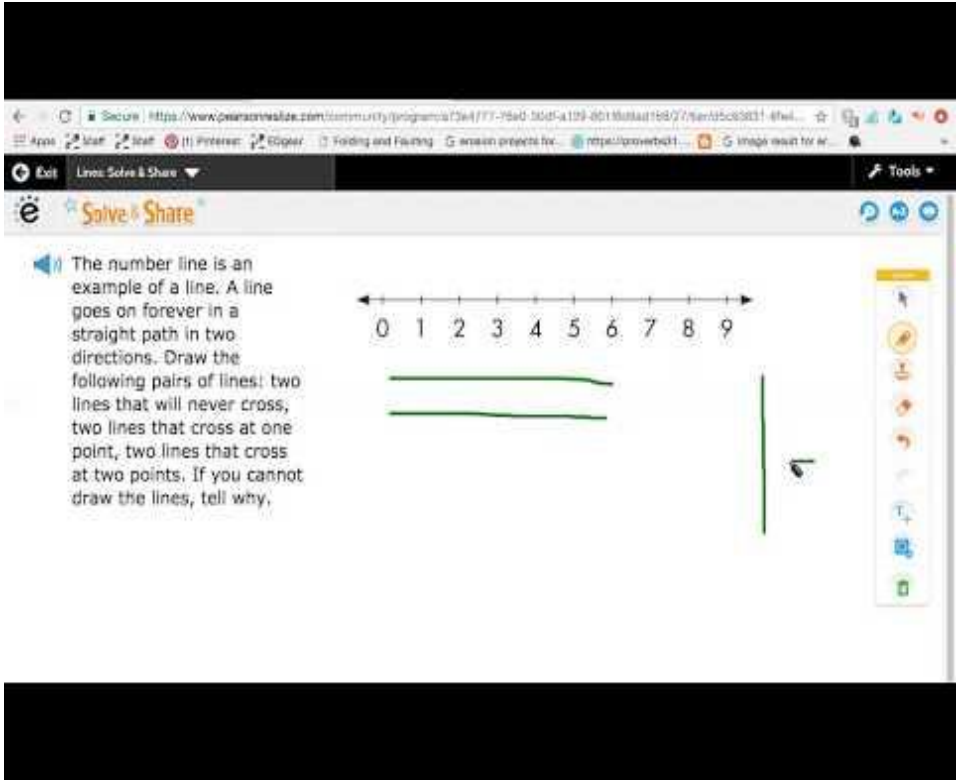
0 1 2 3 4 5 6 7 8 9

I can ...
draw and identify perpendicular, parallel, and intersecting lines.

Content Standard 4.G.A.1
Mathematical Practices MP.3, MP.4, MP.6

Be precise. Think of and use math language you already know. Show your work in the space below!

See margin for sample student work.



1. Access the math website:

   Click here ⟶ Pearsonrealize.com

   Watch Lesson 16-1 videos on "How Can You Describe Pairs of Lines?"

2. Then complete complete in your math book:

   page 823 #3-15 and page 824 #16, 19, and 20

   (check your work on the next slide)

Guided Practice

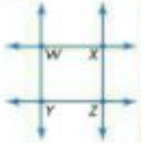
Do You Understand?

1. **MP.6 Be Precise** What geometric term could you use to describe the top and bottom edges of a book? Why?
   Parallel lines; Sample answer: They are straight lines that will never touch.

2. What pair of lines looks like the blades of an open pair of scissors? Why?
   Perpendicular lines or intersecting lines; Sample answer: Depends on how far the scissors are open.

Do You Know How?

For **3–6**, use the diagram.



3. Name four points.
   W, X, Y, Z

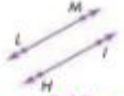
4. Name four lines.
   $\overleftrightarrow{WX}$, $\overleftrightarrow{WY}$, $\overleftrightarrow{XZ}$, $\overleftrightarrow{YZ}$

5. Name two pairs of parallel lines.
   $\overleftrightarrow{WY}$ and $\overleftrightarrow{XZ}$; $\overleftrightarrow{WX}$ and $\overleftrightarrow{YZ}$

6. Name two pairs of perpendicular lines.
   Sample answer: $\overleftrightarrow{WY}$ and $\overleftrightarrow{WX}$; $\overleftrightarrow{WX}$ and $\overleftrightarrow{XZ}$

Independent Practice

For **7–12**, use geometric terms to describe what is shown. Be as specific as possible.

7. 

parallel lines

8.

perpendicular lines

9.

point

10.
perpendicular lines

11.
parallel lines

12.
intersecting lines

For **13–15**, draw what is described by the geometic terms.

Check students' drawings.

13. Perpendicular lines

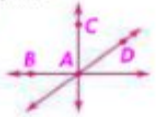
14. Intersecting lines

15. Parallel lines

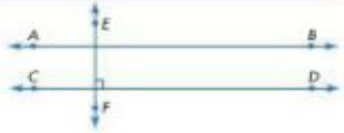
16. **MP.3 Construct Arguments** Bella names this line $\overleftrightarrow{LM}$. Miguel names the line $\overleftrightarrow{LN}$. Who is correct? Explain.
   Both are correct; Sample answer: $\overleftrightarrow{LM}$ and $\overleftrightarrow{LN}$ refer to the same line.

17. **MP.3 Construct Arguments** If all perpendicular lines are also intersecting lines, are all intersecting lines also perpendicular lines? Explain.
   No; Sample answer: Perpendicular lines intersect and create right angles.

18. **MP.4 Model with Math** Draw three lines so two of the lines are perpendicular and the third line intersects the perpendicular lines at exactly one point. Label the lines with points.
   Sample drawing:



19. **Higher Order Thinking** $\overleftrightarrow{AB}$ is parallel to $\overleftrightarrow{CD}$, and $\overleftrightarrow{CD}$ is perpendicular to $\overleftrightarrow{EF}$. Describe the relationship between $\overleftrightarrow{AB}$ and $\overleftrightarrow{EF}$.
   Sample answer: Since $\overleftrightarrow{AB}$ is parallel to $\overleftrightarrow{CD}$, which is perpendicular to $\overleftrightarrow{EF}$, $\overleftrightarrow{AB}$ is also perpendicular to $\overleftrightarrow{EF}$.



Common Core Assessment

20. Which geometric term would you use to describe the power cables shown at the right?

   Ⓐ Perpendicular lines
   ● Parallel lines
   Ⓒ Intersecting lines
   Ⓓ Points

Homework page for extra practice

Name _____

Homework & Practice 16-1
Lines

Another Look!

Parallel lines

Parallel lines never intersect.

Intersecting lines

Intersecting lines pass through the same point.

Perpendicular lines

Perpendicular lines form right angles.

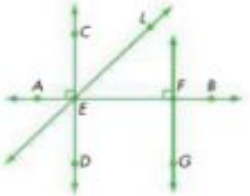
For **1–3**, use geometric terms to describe what is shown. Be as specific as possible.

1.
perpendicular lines

2.
intersecting lines

3.
three points on a line

For **4–7**, use the figure at the right.



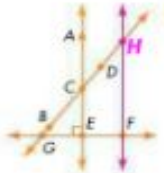
4. Name three different lines.
Sample answer: $\overleftrightarrow{EL}$, $\overleftrightarrow{AB}$, $\overleftrightarrow{CD}$

5. Name a pair of parallel lines.
Sample answer: $\overleftrightarrow{CD}$ and $\overleftrightarrow{FG}$

6. Name two lines that are perpendicular.
Sample answer: $\overleftrightarrow{CD}$ and $\overleftrightarrow{AB}$

7. Name two intersecting lines.
Sample answer: $\overleftrightarrow{EL}$ and $\overleftrightarrow{CD}$

For **8–10**, use the figure at the right.



8. Name two lines.
Sample answer: $\overleftrightarrow{AE}$ and $\overleftrightarrow{GD}$

9. Name two lines that are perpendicular.
Sample answer: $\overleftrightarrow{AE}$ and $\overleftrightarrow{GF}$

10. Draw a $\overleftrightarrow{HF}$ on the diagram that is parallel to $\overleftrightarrow{AE}$ and perpendicular to $\overleftrightarrow{GF}$.
Check students' work.

11. **Vocabulary** Describe a point. What could you use as a model of a point?
Sample answer: A point is an exact location in space. The pointed end of a sewing needle could be a model of a point.

12. **MP.3 Critique Reasoning** Ali says if two lines share a point, they cannot be parallel. Do you agree? Explain.
Yes; Sample answer: If two lines share a point, then they intersect and cannot be parallel.

13. Draw and label parallel lines $\overleftrightarrow{XY}$ and $\overleftrightarrow{RS}$. Then draw and label $\overleftrightarrow{TS}$ so it is perpendicular to both $\overleftrightarrow{XY}$ and $\overleftrightarrow{RS}$. Draw point Z on $\overleftrightarrow{TS}$.
Check students' drawings.

14. **Higher Order Thinking** $\overleftrightarrow{RS}$ is perpendicular to $\overleftrightarrow{TU}$. $\overleftrightarrow{RS}$ is parallel to $\overleftrightarrow{VW}$. What is the relationship between $\overleftrightarrow{TU}$ and $\overleftrightarrow{VW}$? Draw lines if needed.
They are perpendicular lines.

Common Core Assessment

15. Which geometric term would you use to describe the lines to the right?

Ⓐ Perpendicular lines
Ⓑ Point *A*
Ⓒ Parallel lines
Ⓓ Intersecting lines

Soil, Rocks, and Landforms

SCIENCE

Investigation 1, Part 3—

Chemical Weathering

Review

We've seen that rocks break into smaller rocks when they bang and tumble against each other or when ice expands and breaks them apart. That's what we call physical weathering. But there are other ways that rocks can be weathered.

Sometimes substances in the air dissolve in rain, creating a weak acid. Substances get into the air from natural sources, like volcanoes, and from human-produced sources, such as car exhaust and factories. Let's find out how acid rain affects earth materials.

Focus Question

- How are rocks affected by **acid rain**? Write focus question in journal

TM

Acid-Rain Evaporation

Chemicals from the environment can change rocks into different minerals or other materials. This process is called **chemical weathering**.

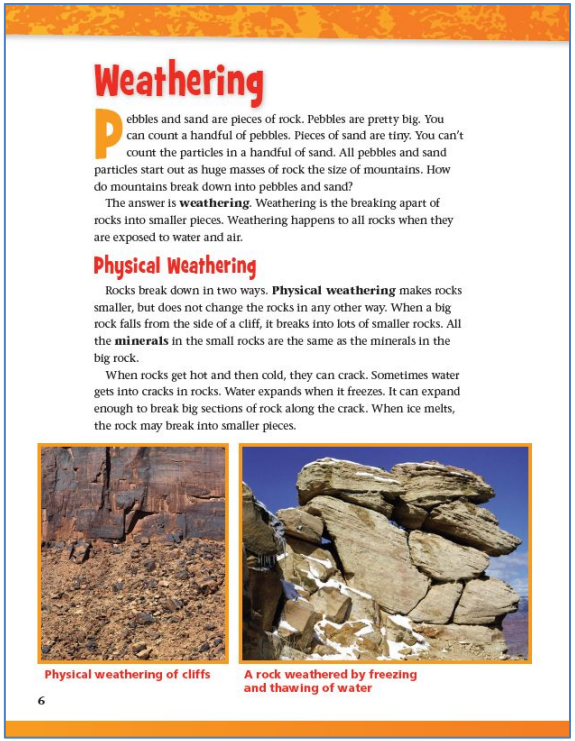
TM

Acid-Rain Evaporation Results

Rocks are often a mixture of ingredients called minerals.

One mineral, **calcite**, reacts with acid.

Reading in Science Resources



Weathering

Pebbles and sand are pieces of rock. Pebbles are pretty big. You can count a handful of pebbles. Pieces of sand are tiny. You can't count the particles in a handful of sand. All pebbles and sand particles start out as huge masses of rock the size of mountains. How do mountains break down into pebbles and sand?

The answer is **weathering**. Weathering is the breaking apart of rocks into smaller pieces. Weathering happens to all rocks when they are exposed to water and air.

Physical Weathering

Rocks break down in two ways. **Physical weathering** makes rocks smaller, but does not change the rocks in any other way. When a big rock falls from the side of a cliff, it breaks into lots of smaller rocks. All the **minerals** in the small rocks are the same as the minerals in the big rock.

When rocks get hot and then cold, they can crack. Sometimes water gets into cracks in rocks. Water expands when it freezes. It can expand enough to break big sections of rock along the crack. When ice melts, the rock may break into smaller pieces.

Physical weathering of cliffs

A rock weathered by freezing and thawing of water

6

Click here FOSSWEBSITE

Go read the story "Weathering"

username: sciencehcs
password:: sciencehcs4

After you read your book answer these questions in your journal.

1. What is the effect of acid rain on rocks?
2. How do living organisms contribute to the weathering of rocks?
3. How does ice cause weathering?

Vocabulary Review

acid rain rain with increased acidity that is caused by environmental factors (such as atmospheric pollutants)

chemical weathering the process by which the minerals in a rock can change due to chemicals in water and air. Chemical weathering can cause rocks to break apart.

chemical reaction the process in which two or more substances combine to make one or more new substances that have different properties from the original ones

calcite a common rock-forming mineral in Earth's crust. It reacts with acid.

Focus Question

- How are rocks affected by **acid rain**?

Answer your focus question in your journal. Please have your parent take a screenshot, if they can, and send it to me through Bloomz.

ENGLISH

Complete the assessment

If you don't have access to a printer, you can write your answers in your English journal.

Name: _____ Date: _____

Idioms ASSESSMENT

Directions: Use what you know about idioms to complete the tasks below.

1. It's difficult to trust a person who...

Ⓐ is walking on air.
Ⓑ is the apple of your eye.
Ⓒ is on the ball.
Ⓓ always spills the beans.

2. What is a good way to_____with someone you don't know?

Ⓐ open a can of worms
Ⓑ break the ice
Ⓒ reach for the stars
Ⓓ race against time

3. Getting_____can lead to bigger and better opportunities.

Ⓐ in the dog house
Ⓑ cold feet
Ⓒ your foot in the door
Ⓓ ants in your pants

4. A person who is struggling to keep up with work is...

Ⓐ a couch potato.
Ⓑ a hard nut to crack.
Ⓒ swept of his feet.
Ⓓ keeping her head above water.

5. A person telling you secret information might first say,...

Ⓐ "A little bird told me,..."
Ⓑ "Cat got your tongue,..."
Ⓒ "Spill the beans,..."
Ⓓ "Time flies,..."

6. Emergency responders, like the police, should help people...

Ⓐ burning the candle at both ends.
Ⓑ at the drop of a hat.
Ⓒ are wolves in sheeps' clothing.
Ⓓ with their heads in the sand.

7. My mom always said, "If you don't have anything nice to say,...

Ⓐ hold your horses."
Ⓑ tighten your belt."
Ⓒ put a sock in it."
Ⓓ break a leg."

8. I spent years_____, but now I am on the right track.

Ⓐ bending over backwards
Ⓑ hitting the road
Ⓒ foaming at the mouth
Ⓓ barking up the wrong tree

9. I don't have time to read the book. Could you tell me what it's about...

Ⓐ in deep water?
Ⓑ out of the blue?
Ⓒ in a nutshell?
Ⓓ over the moon?

10. I am still_____. I need more time to think over my descison.

Ⓐ on the fence
Ⓑ down in the dumps
Ⓒ a spring chicken
Ⓓ seeing red

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READING

Read for Accelerated Reader! The Houma Christian account has been unlocked so you can take tests at home!!

AR website!

poetry

Elements of Poetry...
(complete with companion packet from last week)

Poetry: Sound Devices

Many poets use rhyming words in their poems.

The rhymes often form patterns.

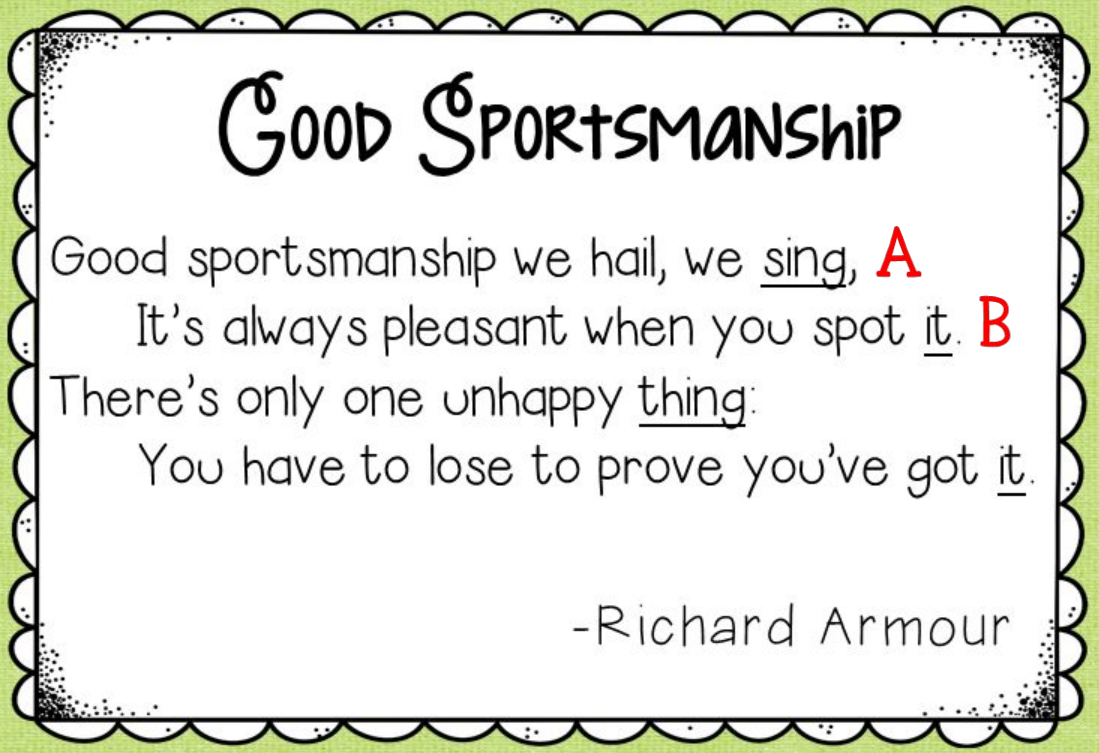
Let's identify some rhyme patterns.

Begin by looking at the final word in each line.

The first line is always labeled A.

Each *new* sound at the end of a line is given a *new* letter.

Look at the 2nd line. Does *it* rhyme with *sing*?



No. Give it a new letter, B.

Look at the 3rd line. Does *thing* rhyme with either of the two previous ending words?

YES! *Thing* rhymes with *sing*, so it is assigned an A.

Look at the 4th line. Does *it* rhyme with any of the previous ending words?

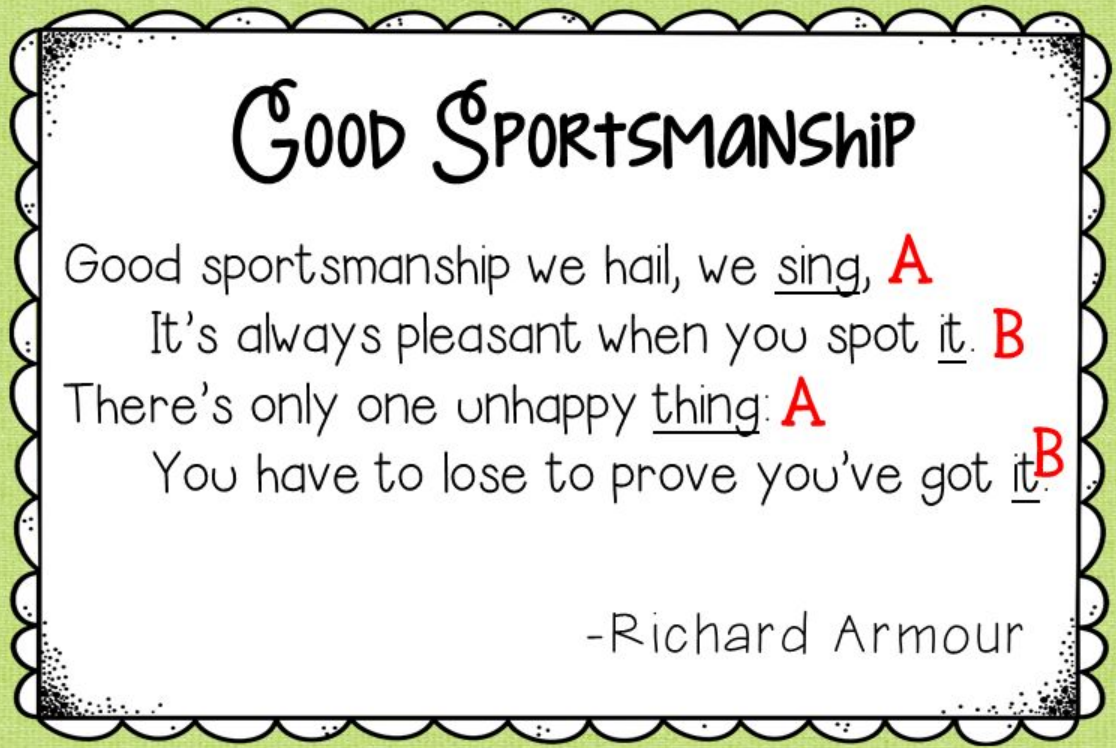
YES! Since the word is the same, it is given the same letter.

Good Sportsmanship

Good sportsmanship we hail, we sing, A
It's always pleasant when you spot it. B
There's only one unhappy thing: A
You have to lose to prove you've got it. B

-Richard Armour

This poem has an ABAB pattern.



The 1st line is always labeled A.

Look at the 2nd line. Does *door* rhyme with *more*?

Yes! It is assigned an A.

Mother's Nerves

My mother said, "If just once more A
I hear you slam that old screen door, A
I'll tear out my hair! I'll dive in the stove!" B
I gave it a bang and in she dove.

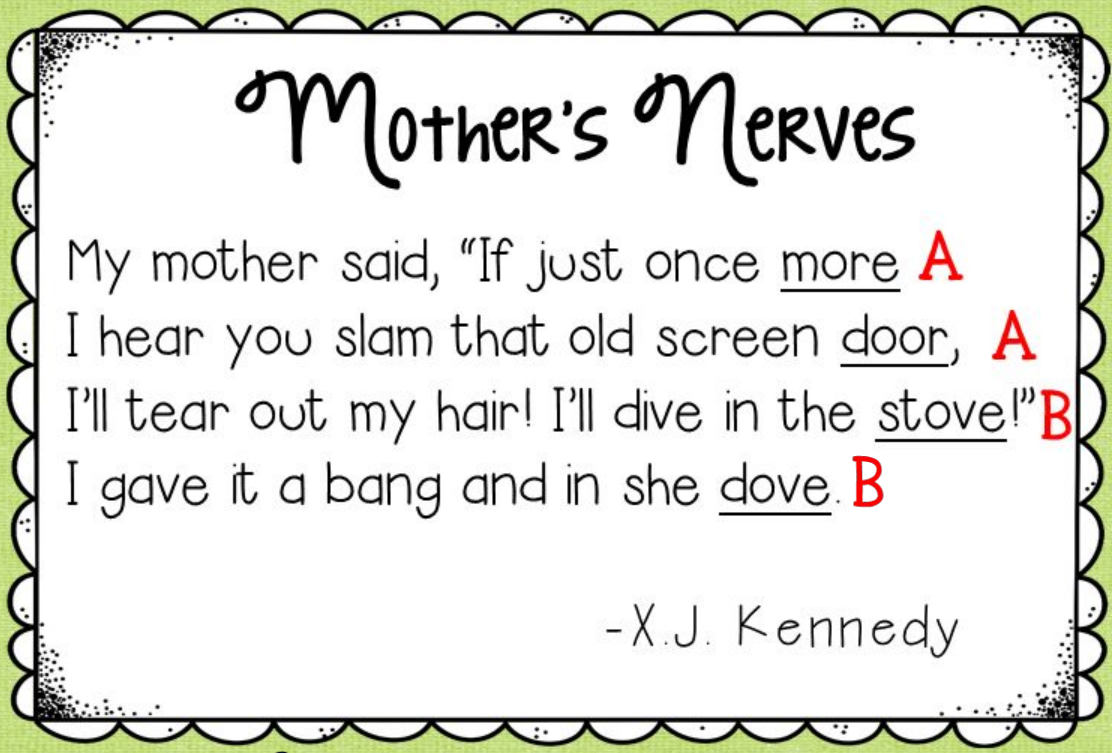
-X.J. Kennedy

Look at the 3rd line. Does *stove* rhyme with the two previous ending words?

No. It gets a new letter.

Look at the final line. Does *dove* rhyme with any of the previous ending words?

Yes! *Dove* rhymes with *stove*.



This poem has an AABB pattern.

The 1st line is always labeled A.

Look at the 2nd line. Does *tired* rhyme with *high*?

No. Give it a new letter.

Look at the 3rd line. Does *nights* rhyme with either of the previous ending words?

Skyscrapers

Do skyscrapers ever grow tired A
Of holding themselves up high? B
Do they ever shiver on frosty nights C
With their tops against the sky?

Do they feel lonely sometimes
Because they have grown so tall?
Do they ever wish they could lie right down
And never get up at all?

-Rachel Field

Look at the 4th line. Does *sky* rhyme with any of the previous ending words?

Yes! *Sky* rhymes with *high*. It is assigned a B.

Look at the 5th line. Does *sometimes* rhyme with any of the previous ending words?

No. Give it a new letter.

Look at the 6th line. Does *tall* rhyme with any of the previous ending words?

No. Give it a new letter.

Look at the 7th line. Does *down* rhyme with any of the previous ending words?

No. Give it a new letter.

Look at the final line. Does *all* rhyme with any of the previous ending words?

Yes! *All* rhymes with *tall*. Therefore, it is assigned the letter E.

This poem has an ABCB DEFE pattern.

Skyscrapers

Do skyscrapers ever grow tired A
Of holding themselves up high? B
Do they ever shiver on frosty nights C
With their tops against the sky? B

Do they feel lonely sometimes D
Because they have grown so tall? E
Do they ever wish they could lie right down F
And never get up at all? E

-Rachel Field

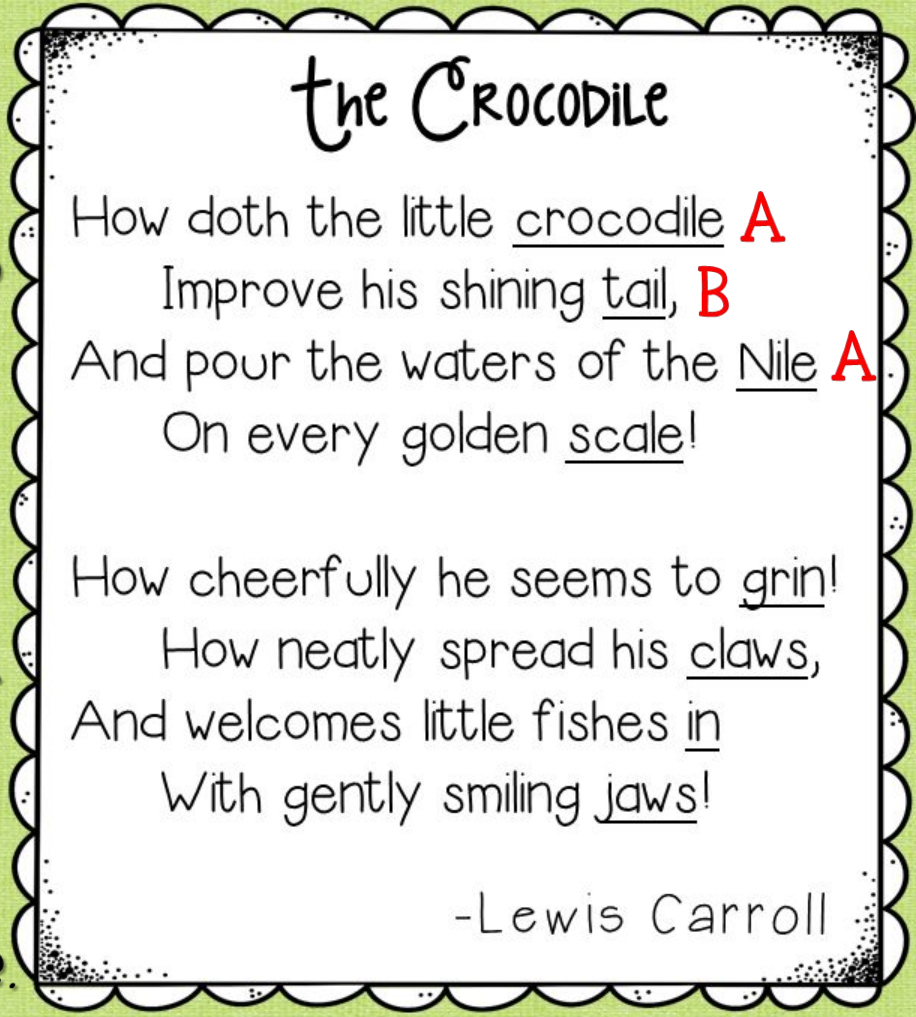
The 1st line is always labeled A.

Look at the 2nd line.
Does *tail* rhyme with *crocodile*?

No. Give it a new letter.

Look at the 3rd line.
Does *Nile* rhyme with either of the previous ending words?

Yes! *Nile* rhymes with *crocodile*.

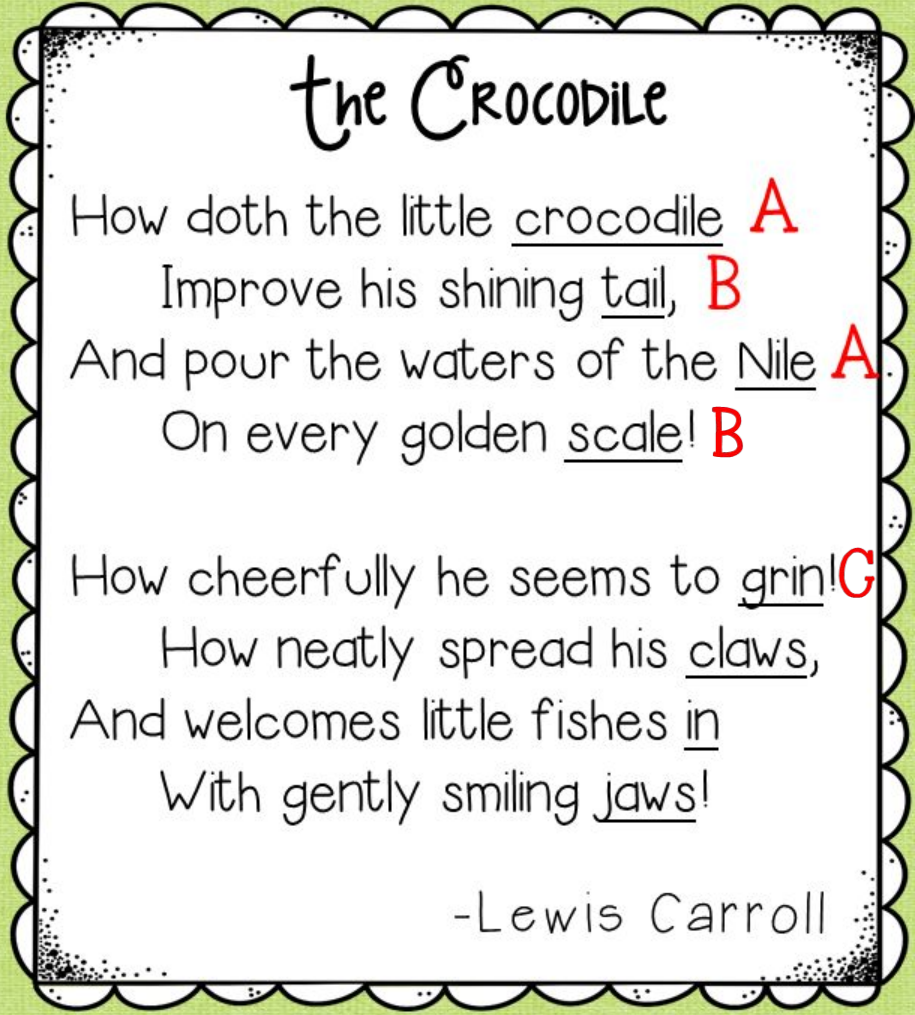


Look at the 4th line.
Does *scale* rhyme any of the previous ending words?

Yes! *Scale* rhymes with *tail*.

Look at the 5th line.
Does *grin* rhyme with any of the previous ending words?

No. Give it a new letter.

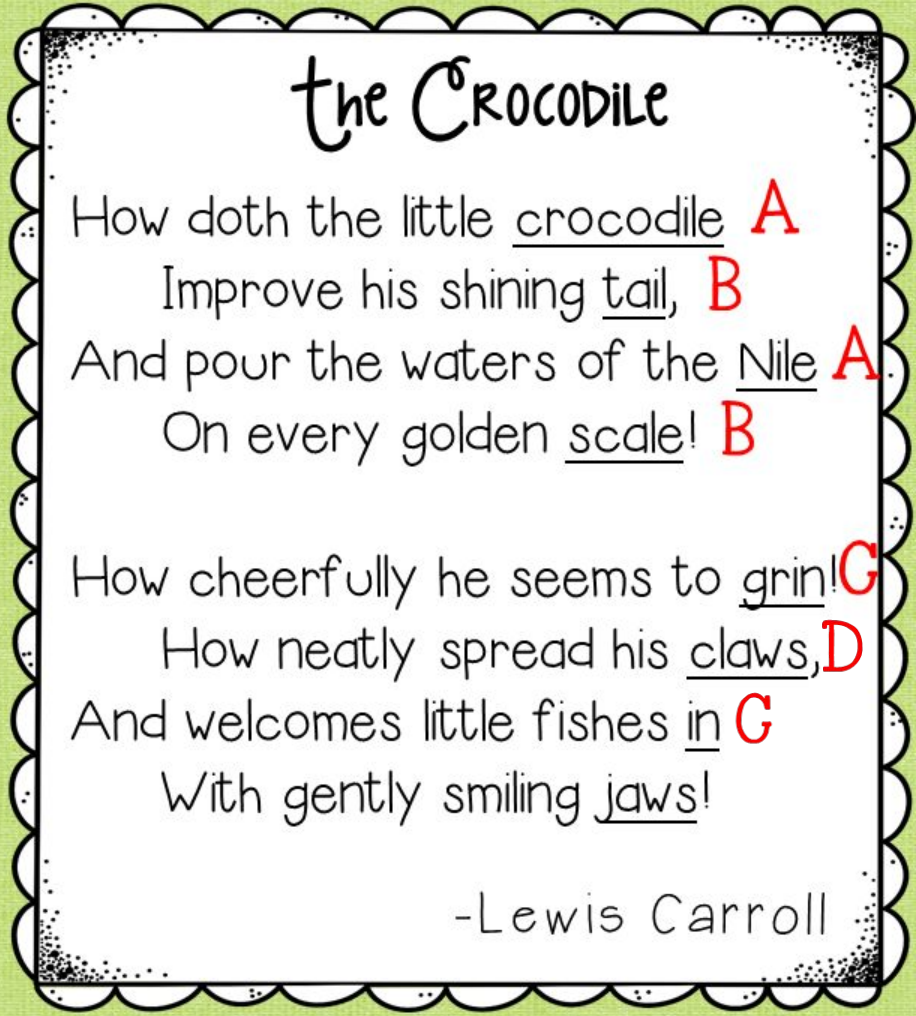


Look at the 6th line.
Does *claws* rhyme with any of the previous ending words?

No. Give it a new letter.

Look at the 7th line.
Does *in* rhyme with any of the previous ending words?

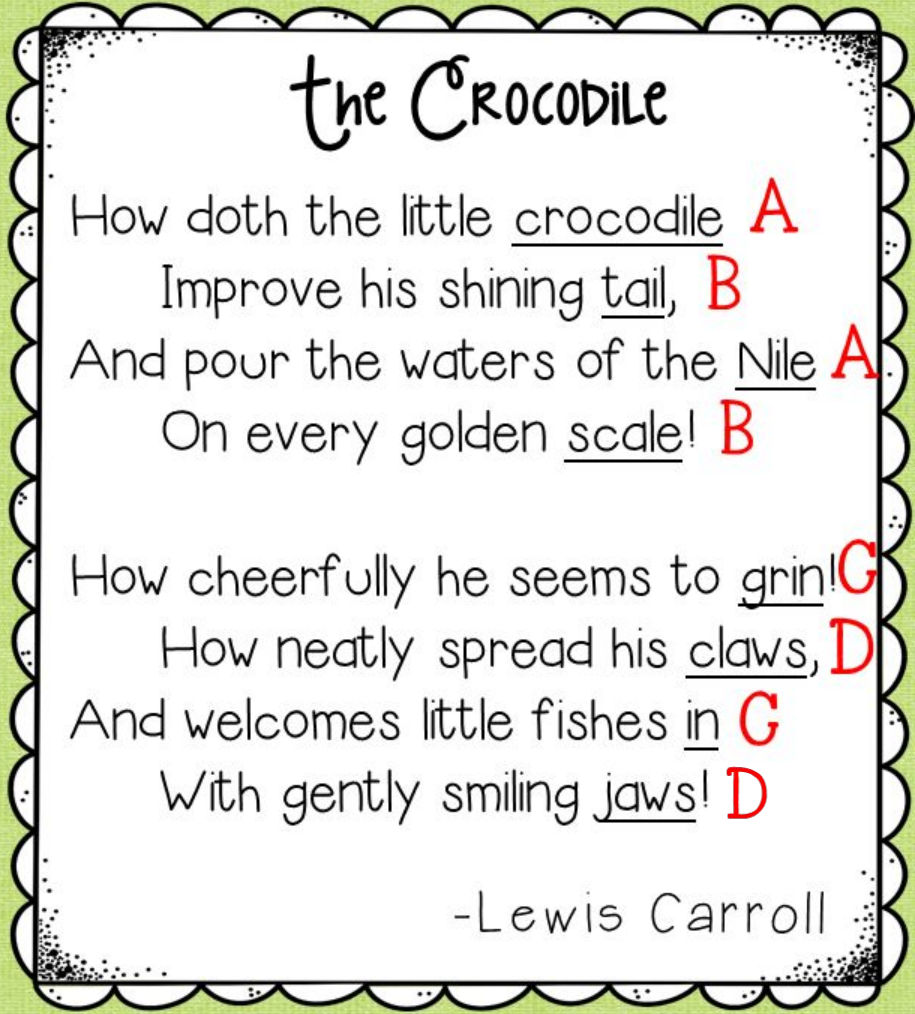
Yes! *In* rhymes with *grin*.



Look at the final line.
Does *jaws* rhyme with any of the previous ending words?

Yes! *Jaws* rhymes with *claws*.

This poem has an ABAB CDCD pattern.



Poetry: Rhythm

If you have listened to poetry being read aloud, you have probably noticed that well-written poems contain rhythm.

Rhythm brings poetry to life!

Poetry: Rhythm

A meter is a unit of rhythm in poetry.
It is the internal beat with which it is read.

certain syllables are accented, while other syllables remain unaccented.

Poetry: Rhythm

Limericks contain a common rhythm. Read this poem aloud, accenting the highlighted words.

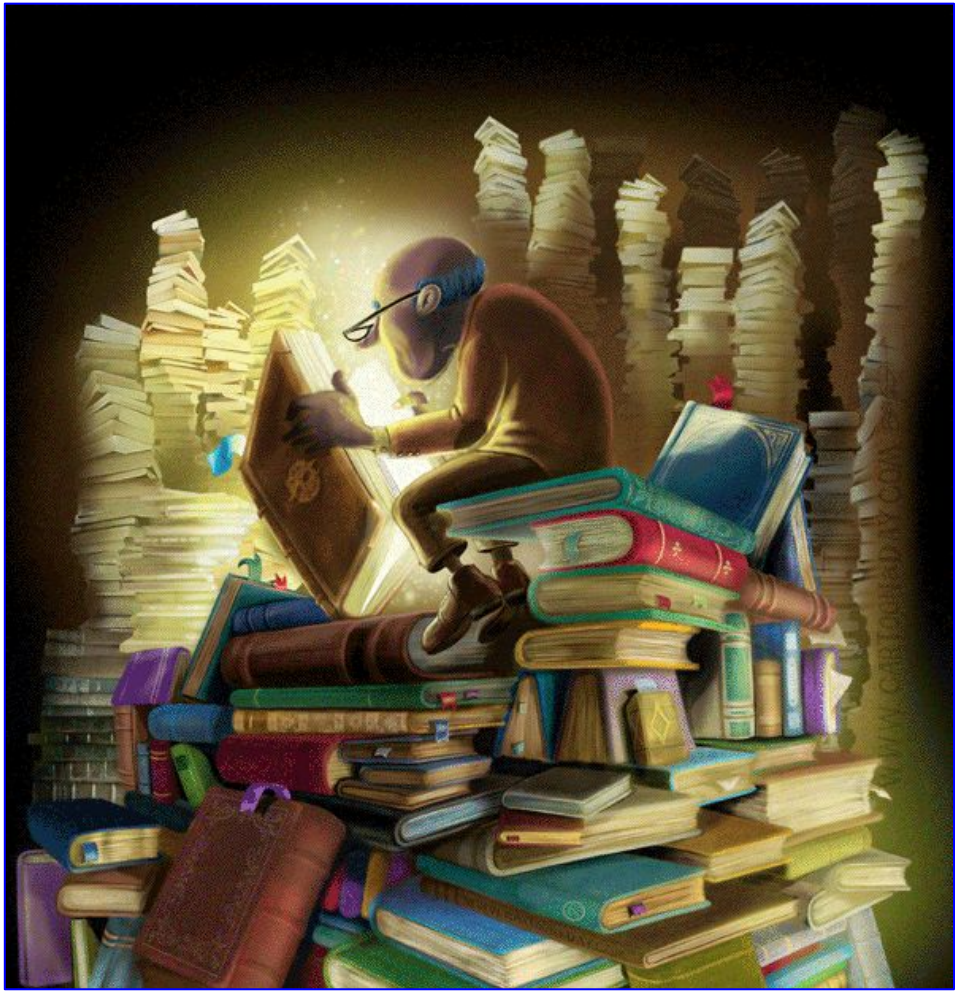
Poetry: Rhythm

There was an old man in a tree,
Whose whiskers were lovely to see;
But the birds of the air,
Pluck'd them perfectly bare,
To make themselves nests on that tree.

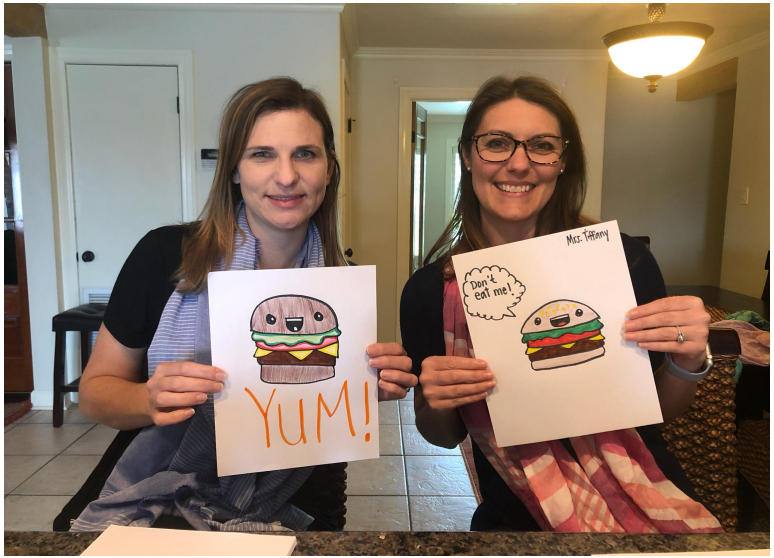
-By Edward Lear

Library Read Aloud

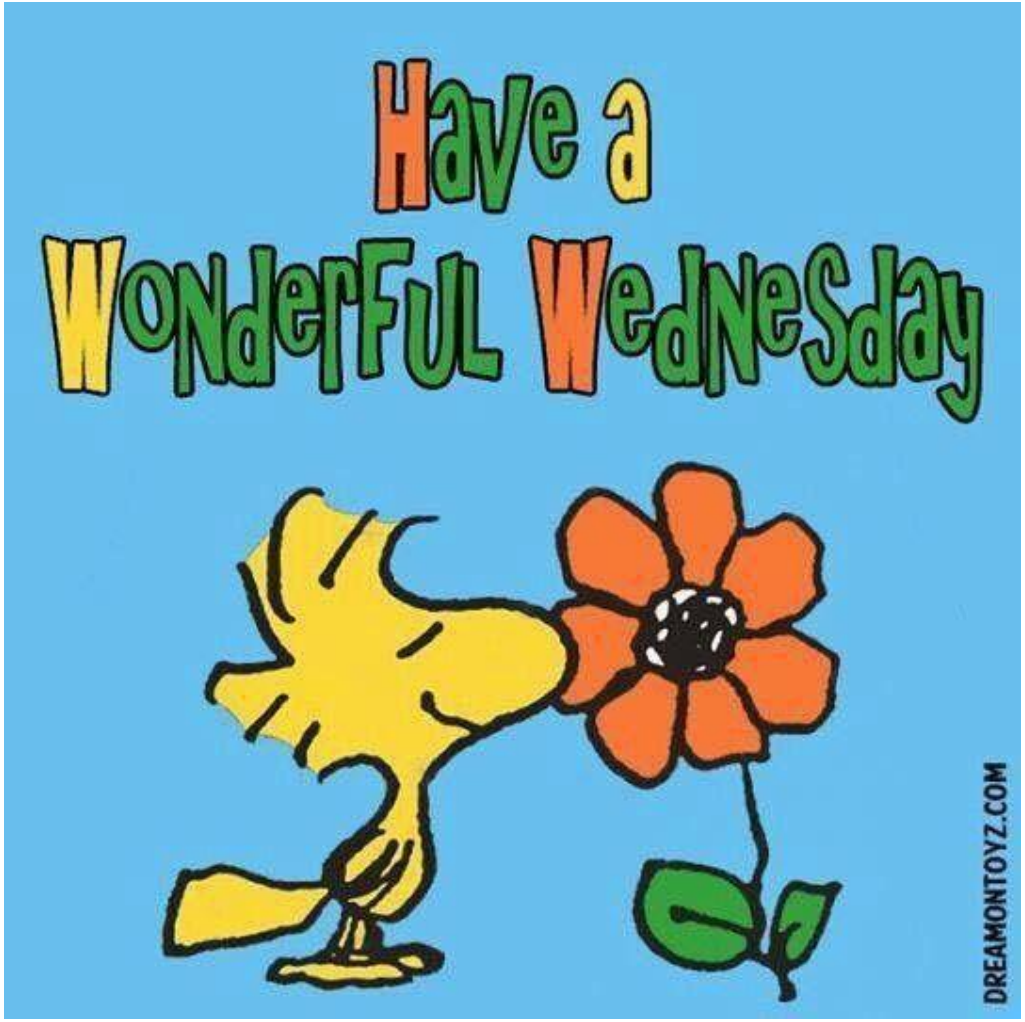
Click the image



Art with Ms. Mandy & Ms. Tiffany part 2

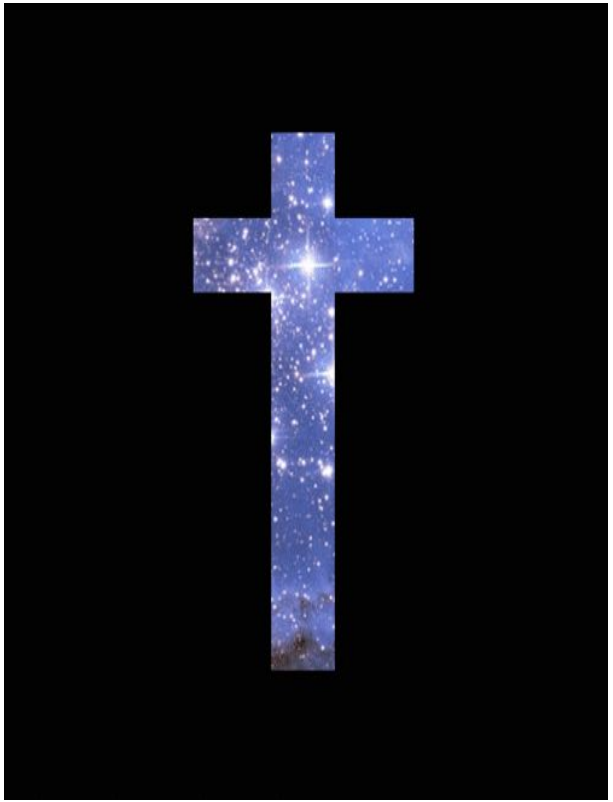


CLICK HERE TO LEARN HOW TO DRAW A HAMBURGER


Have a
WONDERFUL WEDNESDAY
DREAMONTOYZ.COM

Thursday March 26, 2020

Morning Devotion



Click Here...

WHAT A BEAUTIFUL NAME

Click Here...

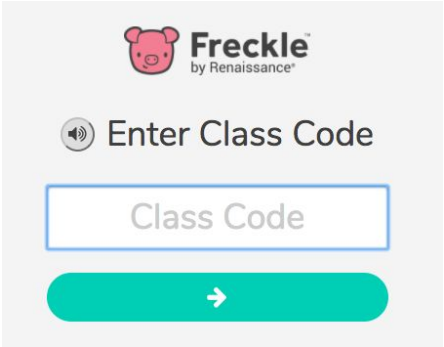
MATH

Click on link to go to Freckle.com

Then you will enter your class code:

4A code: rhode6

4B code: 93kypu

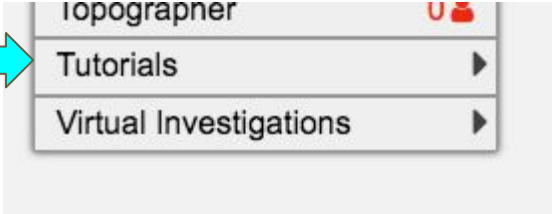


Complete the assignment #29 Operations & Algebraic Thinking-At your level

SCIENCE

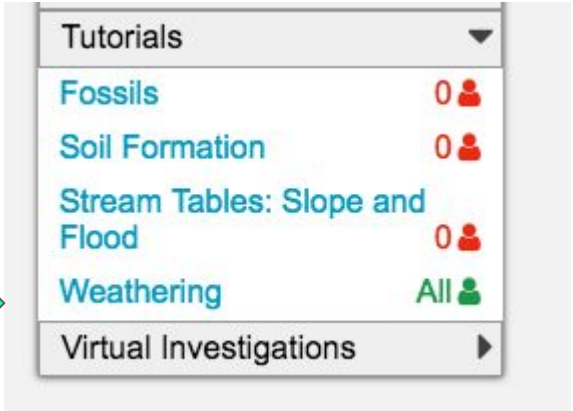
Click here FOSSWEBSITE

Go to Tutorials



username: sciencehcs
password: sciencehcs4

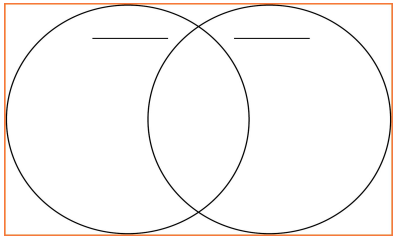
watch weathering



ENGLISH

Starting with a Venn diagram, pick two things you want to research to compare and contrast.

CLICK THE PICTURE FOR A REVIEW



Write a (rough draft) compare and contrast writing
(Refer to your English and Reading journal notes if you need to.)

READING

Read for Accelerated Reader! The Houma Christian account has been unlocked so you can take tests at home!!

AR website!

Review Answers from Powerpoint and Packet from Yesterday...

Rhyming Patterns

Good Sportsmanship

Good sportsmanship we hail, we sing, A
It's always pleasant when you spot it B
There's only one unhappy thing A
You have to lose to prove you've got it B

-Richard Armour

The first line is always labeled A.

Each new sound at the end of a line is given a new letter.

This poem has an ABAB pattern.

Mother's Nerves

My mother said, "If just once more A
I hear you slam that old screen door, A
I'll tear out my hair! I'll dive in the stove!" B
I gave it a bang and in she dove B

-X.J. Kennedy

This poem has an AABB pattern.

Skyscrapers

Do skyscrapers ever grow tired A
Of holding themselves up high? B
Do they ever shiver on frosty nights C
With their tops against the sky? B

Do they feel lonely sometimes D
Because they have grown so tall? E
Do they ever wish they could lie right down F
And never get up at all? E

-Rachel Field

This poem has an ABCB DEFE pattern.

The Crocodile

How doth the little crocodile A
Improve his shining tail, B
And pour the waters of the Nile A
On every golden scale! B

How cheerfully he seems to grin! C
How neatly spread his claws, D
And welcomes little fishes in C
With gently smiling jaws! D

-Lewis Carroll

This poem has an ABAB CDCD pattern.

Poetry: Rhythm

A meter is a unit of rhythm in poetry.

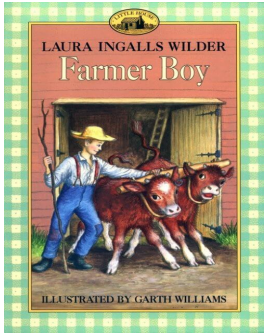
It is the internal beat with which it is read.

There **was** an old **man** in a **tree**,
Whose **whis**kers were **love**ly to **see**.
But the **birds** of the **air**,
Pluck'd them **per**fectly **bare**,
To **make** themselves **nests** on that **tree**.

- Edward Lear

Certain syllables are accented while other syllables remain unaccented.

READING continued



Listen to the recording of our novel Farmer Boy by Laura Ingalls Wilder "Winter Evening"

Vocabulary:
eave- the part of the roof that extends past the wall
fringe- a decorative border or edging of hanging threads attached to a band
haymow- the part of a barn where hay or straw is stored

Answer the questions in your journal...
In the quote below, the cold is described as being cruel. What does that mean? How does the phrase help you understand how Almanzo is feeling at the moment?

"The cold was cruel. The night was black and still, and the stars were tiny sparkles in the sky. Almanzo was glad to get into the big kitchen, warm with fire and candle-light. He was very hungry."

HAVE A GREAT

Friday March 27, 2020

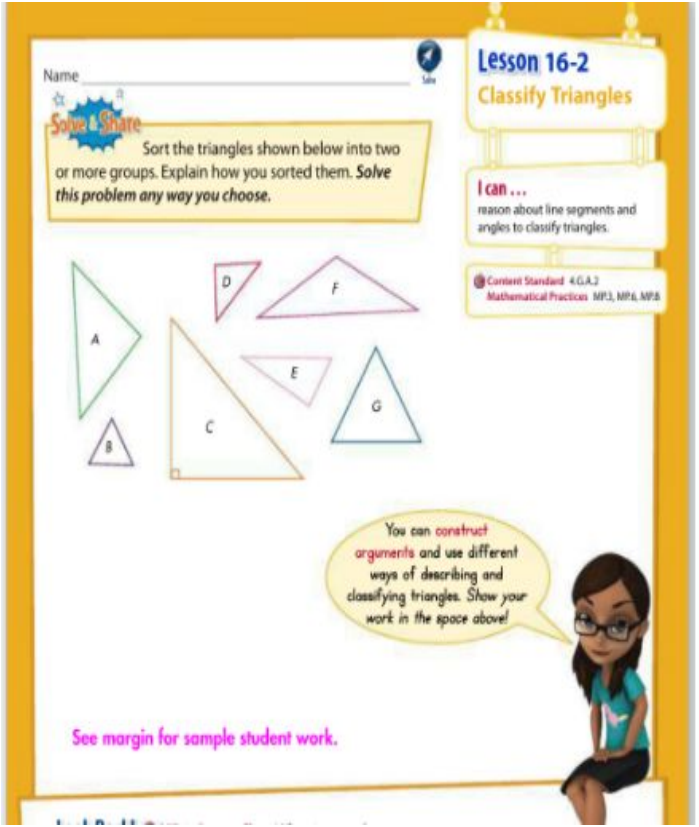
Morning Devotion

Click Here...

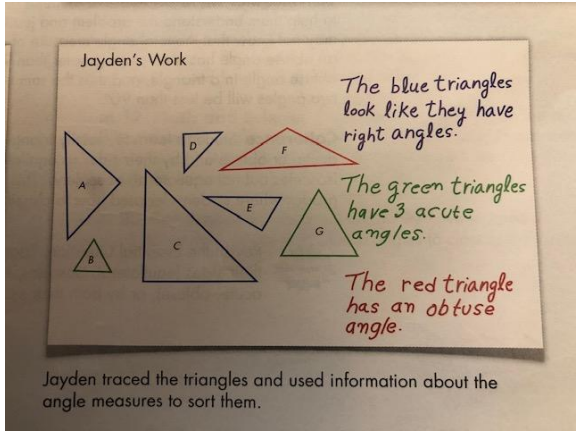
TRUST IN YOU

Click Here...

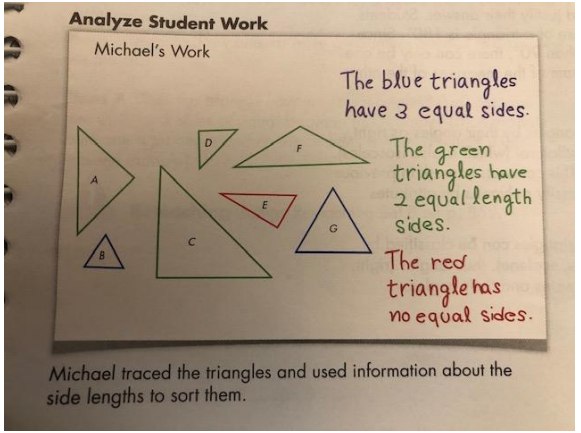
MATH



On page 827 complete the Solve and Share
Below are two ways you could sort the triangles into two groups.



Jayden traced the triangles and used information about the angle measures to sort them.



Michael traced the triangles and used information about the side lengths to sort them.

1. Access the math website:

   Click here ⟶ Pearsonrealize.com

   Watch Lesson 16-2 videos on "How Can You Classify Triangles?"

2. Then complete in your math book:

   page 829 #3-15 and page 830 #16, 17, and 20

   (check your work on the next slide)

Do You Understand?

1. **MP.3 Critique Reasoning** Sally classified a triangle as an obtuse acute triangle. Is this a possible classification? Explain.
   No; Sample answer: A triangle cannot have three acute angles and one obtuse angle.
2. Can a triangle have more than one right angle? If so, draw an example.
   No; A triangle can have, at most, one right angle.

Do You Know How?

For **3–6**, classify each triangle by its sides, and then by its angles.

3.
   isosceles; acute
4.
   equilateral; acute
5.
   scalene; right
6.
   scalene; obtuse

Independent Practice

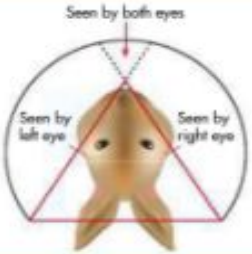
For **7–15**, classify each triangle by its sides, and then by its angles.

7.
   scalene; right
8.
   scalene; obtuse
9.
   isosceles; right
10.
    isosceles; acute
11.
    equilateral; acute
12.
    isosceles; obtuse
13.
    isosceles; right
14.

    scalene; right
15.
    isosceles; obtuse

lengths of the other two sides that are not labeled?
Sample answer: An equilateral triangle has 3 sides of the same length, so each side is 45 feet long.

17. **Math and Science** A rabbit's field of vision is so wide that it can see predators that approach from behind. The diagram shows the field of vision of one rabbit. Classify the triangle by its sides and its angles.
    isosceles; acute

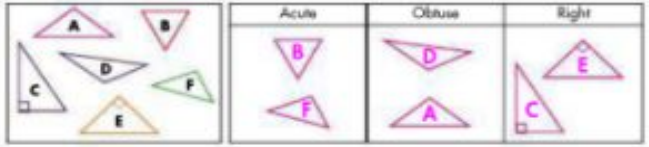


18. **MP.3 Construct Arguments** Can an obtuse triangle also be an equilateral triangle? Explain.
    No; Sample answer: When I draw an obtuse angle with 2 equal sides, I cannot close the triangle with a third side that is the same length.

19. **Higher Order Thinking** Mitch draws a triangle with one obtuse angle. What are all the possible ways to classify the triangle by its angle measures and side lengths? Explain.
    Scalene obtuse triangle or isosceles obtuse triangle; Sample answer: The triangle has one obtuse angle, but the side lengths are unknown.

Common Core Assessment

20. Draw each triangle in its correct angle classification.



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Homework page for extra practice

Homework & Practice 16-2
Classify Triangles

Another Look!

Equilateral triangle
All sides are the same length.

Isosceles triangle
At least two sides are the same length.

Scalene triangle
No sides are the same length.

Right triangle
One angle is a right angle.

Acute triangle
All three angles are acute angles.

Obtuse triangle
One angle is an obtuse angle.

For **1–6**, classify each triangle by its sides and then by its angles.

1.
scalene; right

2.
isosceles; obtuse

3.
equilateral; acute

4.
scalene; acute

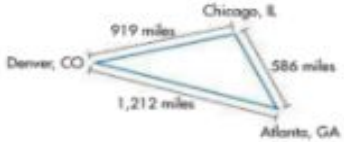
5.
isosceles; acute

6.
scalene; right

For **7–8**, use the figure at the right.

7. Hilary flew from Denver to Atlanta for business. From Atlanta, she flew to Chicago to visit her aunt. From Chicago, she flew back home to Denver. Classify the triangle made by her complete flight path.
Obtuse scalene triangle

8. How many miles complete the triangle made by Hilary's flight path? 2,717 miles



9. **Algebra** The triangle shown is an equilateral triangle. Write an addition equation and a multiplication equation to show how to find the perimeter, p, of the triangle when s is the measure of one side.

$3 \times s = p$ or $s + s + s = p$

10. **Vocabulary** Fill in the blanks to correctly complete the sentences:

A scalene triangle has no sides the same length.

A triangle with one 90° angle is called a right triangle.

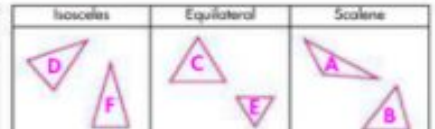
An isosceles triangle has 2 sides the same length.

11. **MP.3 Critique Reasoning** Sylvia says a right triangle can have only one right angle. Joel says a right triangle can have more than one right angle. Who is correct? Explain.
Sylvia; Sample answer: A triangle must have exactly 3 sides. If two of the angles are right angles, the third side will not close the shape.

12. **Higher Order Thinking** Dani measured the angles of a triangle as 120°, 36°, and 24°. Then, she measured the side lengths as 25.3 cm, 17.2 cm, and 11.8 cm. She said her triangle is an isosceles obtuse triangle. Do you agree? Explain.
No; Sample answer: The triangle does not have at least two sides of equal length, so the triangle cannot be isosceles.

Common Core Assessment

13. Draw each triangle in its correct side classification.



SCIENCE

We are done with investigation 1 on soils and weathering

In your journal describe the differences between physical and chemical weathering?

One paragraph (send picture through bloomz of writing)

ENGLISH

Revise, edit, & write the final draft of your compare & contrast writing.

If you can, please take a picture of your writing and send it to me through Bloomz messages, so I can check and provide feedback.

Check your work from your assessment yesterday.

Idioms ASSESSMENT

Name: Answer Key Date: _____

Directions: Use what you know about idioms to complete the tasks below.

1. It's difficult to trust a person who...
- Ⓐ is walking on air.
- Ⓑ is the apple of your eye.
- Ⓒ is on the ball.
- Ⓓ always spills the beans.

2. What is a good way to_____with someone you don't know?
- Ⓐ open a can of worms
- Ⓑ break the ice
- Ⓒ reach for the stars
- Ⓓ race against time

3. Getting_____can lead to bigger and better opportunities.
- Ⓐ in the dog house
- Ⓑ cold feet
- Ⓒ your foot in the door
- Ⓓ ants in your pants

4. A person who is struggling to keep up with work is...
- Ⓐ a couch potato.
- Ⓑ a hard nut to crack.
- Ⓒ swept of his feet.
- Ⓓ keeping her head above water.

5. A person telling you secret information might first say,...
- Ⓐ "A little bird told me,..."
- Ⓑ "Cat got your tongue,..."
- Ⓒ "Spill the beans,..."
- Ⓓ "Time flies,..."

6. Emergency responders, like the police, should help people...
- Ⓐ burning the candle at both ends.
- Ⓑ at the drop of a hat.
- Ⓒ are wolves in sheeps' clothing.
- Ⓓ with their heads in the sand.

7. My mom always said, "If you don't have anything nice to say,...
- Ⓐ hold your horses."
- Ⓑ tighten your belt."
- Ⓒ put a sock in it."
- Ⓓ break a leg."

8. I spent years_____, but now I am on the right track.
- Ⓐ bending over backwards
- Ⓑ hitting the road
- Ⓒ foaming at the mouth
- Ⓓ barking up the wrong tree

9. I don't have time to read the book. Could you tell me what it's about...
- Ⓐ in deep water?
- Ⓑ out of the blue?
- Ⓒ in a nutshell?
- Ⓓ over the moon?

10. I am still_____. I need more time to think over my descison.
- Ⓐ on the fence
- Ⓑ down in the dumps
- Ⓒ a spring chicken
- Ⓓ seeing red

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READING

Log on to **Readworks.org** to complete the comprehension quiz/assessment.

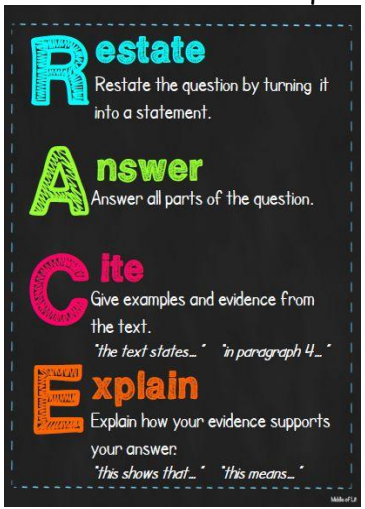
Make sure you use the **RACE** method (restate, answer, cite text evidence, explain) to answer your constructed response questions.

4B:

Class Code: EFQ4QG

Password: 1234

Click on the RACE poster!



4A:

Class Code: RR3FNR

Password: 1234

I will be checking these and sending you feedback through the Readworks.org page.

PE WITH COACH NATE
CLICK HERE TO GET STARTED

HAPPY FRIDAY