

Lesson 14:

Under the Sea, Part 2



Chapter 9

Earth's Undersea World

Imagine that you are dropping down, down, down into the middle of the Atlantic Ocean. The seawater outside the submersible gets darker and darker. Soon the light fades completely. Outside is a watery world as black as night. Finally, the sub's lights pick up shapes below as the ocean bottom comes into view. You see lumpy hills and looming peaks of dark volcanic rock. Welcome to the Mid-Atlantic Ridge. The ridge marks the boundary between several enormous tectonic plates. Portions of these plates form the bottom of the Atlantic Ocean.

THE BIG QUESTION
How does the movement of tectonic plates shape and change the seafloor?

THE BIG QUESTION
How does the movement of tectonic plates shape and change the seafloor?

Partner Reading!



We are going to reread Chapter 9, "Earth's Undersea World" today. Turn to page 82 in your Reader and Activity Page 14.1 (Workbook page 125).



NAME: _____

DATE: _____

14.1

CONTINUED

ACTIVITY PAGE

4. Match each cause to its effect by writing the correct letter for the effect next to the correct cause.

Causes	Effects
--------	---------

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** Fill in the following chart to indicate which seafloor feature the animals live around, hydrothermal vents or seamounts.

Animals	Where they live
white crabs	
brittle stars	
schools of fish	
pale, blind shrimp	
sponges	
deep-sea corals	
giant tube worms	
anemones	
football-sized clams	

Page(s) _____

Part B: Why might

NAME: _____

DATE: _____

14.1

ACTIVITY PAGE

Earth's Undersea World

As you and your partner read Chapter 9, "Earth's Undersea World," answer the following questions.

- Seafloor spreading explains which of the following?
 - the presence of mid-ocean ridges on the seafloor
 - Wegener's theory of continental drift
 - the formation of hydrothermal vents
 - All of the above
 - A and B only

Page(s) _____

- Which phrase describes the Mid-Atlantic Ridge?
 - a warm, dark area on the sea floor
 - a long, rugged underwater mountain range
 - a cluster of seamounts
 - a cluster of hydrothermal vents

Page(s) _____



pppst.com

While you reread chapter 9 with your partner, you will also be completing Activity Page 14.1. Keep your paper when you finish!





Let's take a few minutes to
talk about your answers for
Activity Page 14.1 before
you turn it in!



Word Work: firsthand

Text Example:

"Scientists have explored a few (seamounts) firsthand, traveling down in submersibles."

Meaning:

coming directly from actually seeing or experiencing something



My Example:

Only a few astronauts have had the opportunity to explore the surface of the moon firsthand.



firsthand

NOT firsthand




OR



ADJECTIVES

Do you remember this chart about the order to use for adjectives? We are going to do a little more practice with that. Remember that an article is a special adjective that can be specific (*the*) or it can be general (*a, an*). The article is the first adjective used.

ADJECTIVES CHART						
Article	Adjective(s)					Noun
	General —————→ Specific					
	Opinion/ Observation	Physical Description (size, shape, age, color)	Material	Origin	Purpose	





Circle the phrase with the adjectives in the correct order.

Example: a black, large, clever cat
clever, a large black cat
a clever, large, black cat

1. the tall, rocky mountain
the rocky, tall mountain
rocky, tall, the mountain

2. a sharp, wooden pencil
wooden, a sharp pencil
a wooden, sharp pencil

3. old, an bicycle, orange
an old, orange bicycle
an orange, old bicycle

Write a sentence using at least two
use proper capitalization and punctuation.

14.2

ACTIVITY PAGE

Sequencing Multiple Adjectives

Complete each sentence by choosing two adjectives from the ones provided and writing them in the correct order in the blanks. Underline the article(s) in each sentence.

Example: Adjectives: strong, young, gray, Italian.

A strong, gray horse galloped in the field.

1. Adjectives: new, Japanese, fast

The _____ race car zipped around the track.

2. Adjectives: hardcover, good, old, science

She looked at a _____ book about volcanoes.

3. Adjectives: canvas, blue, comfortable, walking

He loves the _____ shoes he tried on.



Turn to Activity Page 14.2
(Workbook page 129–130).

You have 6 minutes to
complete the front and back
of the page. Then we will
go over it!



SUFFIXES AND ROOTS

Turn to Activity Page 14.3 (workbook page 131–132). We are going to be writing some sentences using words that have the suffixes *-ly* and *-y* and the roots *graph* and *rupt*.

NAME: _____

DATE: _____

14.3

ACTIVITY PAGE

6. abruptly

7. biography

8. kindly

Challenge: Write a sentence with the root *graph* or *rupt*.

Practice Suffixes -ly and -y and Roots *graph* and *rupt*

Write a complete sentence for each of the following words. Be sure to use correct capitalization and punctuation.

1. interrupt

2. messy

3. photograph

4. busily

5. tasty

132 Unit 5 | Activity Book

Core Knowledge Language Arts Grade 4

Activity Book | Unit 5 | 131

We are going to do number 6 together, and then you will work with your Speed Dial 2 partner to complete the rest of the sentences.



We are going to end today's lesson by sharing some of the sentences that you created for Activity Page 14.3.

