

NTI DAY 1



Harrison County Schools

Name: _____

Grade: 4

Teacher: _____

Complete within 2 weeks of returning to school.

Day 1 Checklist

Math

Performance Task OR 30 minutes of Math on EXACT PATH.

Number of the Day (If you choose the EXACT PATH option, you DO NOT have to complete Number of the Day.)

Date for Exact Path: _____

Time: _____ to _____

Reading

Read Works Passage-Electricity OR 30 minutes of Reading on EXACT PATH.

Date for Exact Path: _____

Time: _____ to _____

PE/Health - Complete Activity Log and Nutrition Labels

Name: _____ Date: _____

Standard: 4.OA.2

Snow Day 1

I Can Statements: I can multiply and divide to solve word problems.
I can use drawings and equations to help solve multiplication and division problems. I can model multiplication as repeated addition.

Performance Task:

Jackson has 32 baseball cards. This amount is four times as many as his friend Samuel's baseball cards. Write an equation and solve to determine how many baseball cards Samuel has.

Samuel and Jackson also have basketball cards. Samuel has 12 basketball cards. Jackson has 3 times as many cards. Write a multiplication and a repeated addition equation to determine how many basketball cards Jackson has.

Name: _____
Date: _____

Number of the Day: **2,156**

Using the last 2 digits, write prime or composite.

Write in expanded form:

Write in written form:

ODD OR EVEN?

Take the digit in the ones place and write 10 multiples for that number:
_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

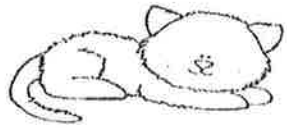
MULTIPLY THE DIGITS:

Round the number to the nearest place.
Tens: _____
Hundreds: _____
Thousands: _____

Multiply by the following.
10: _____
100: _____
1,000: _____



Tell 2 ways to make the number:



Take 2 digits from the number and make a new 2 digit number. Tell if it is prime or composite. If composite, write 2 factors for the number.
New number: _____

Prime or Composite
_____ X _____ = _____

Put the Number of the Day in the correct place value below.

Millions			Thousands			Ones		
Hundred	Ten	One	Hundred	Ten	One	Hundred	Ten	One

Electricity & Energy Electrical Safety

Electricity can be dangerous. Here is a list of some safety **precautions**¹ you may have heard or read about.

- 1) Don't blow-dry your hair in the bathtub.
- 2) Don't stick your finger in a socket.
- 3) Don't stand under a tree during a lightning storm.
- 4) Don't put too many plugs into one socket.
- 5) Keep your wires separate and neat. Don't let them get tangled up.
- 6) If you see an **exposed**² wire, don't touch it.
- 7) If a power line has fallen on the ground, call the police and stay clear of it.
- 8) Never touch the third rail in the subway.
- 9) If a **fuse**³ blows in your house, have an adult go to the fuse box. Do not touch it.
- 10) Never use metal utensils around the toaster.

These are just a few of the safety rules you need to keep in mind. Make sure you always follow them. If you are ever unsure about whether something is safe, ask a responsible adult before putting yourself at risk.

¹ **precautions** – things done in order to prevent something dangerous or unpleasant from happening

² **exposed** – not concealed, unprotected

³ **fuse** – a safety device in electrical equipment that cuts off the power if something goes wrong

Name: _____ Date: _____

1. What does the text recommend you do if you see a power line that has fallen on the ground?

- a. Call the police and stay clear of it.
- b. Try to pick it up carefully.
- c. Tell an older sibling.
- d. Use a metal equipment to move it.

2. What does the text list?

- a. different inventions that use electricity
- b. news stories about electricity
- c. safety precautions to avoid electricity-related dangers
- d. steps that scientists use to generate electricity

3. The text states that “electricity can be dangerous.” The text then lists safety rules. What are these safety rules meant to do?

- a. They are meant to stop you from using anything that has electricity.
- b. They are meant to keep you safe from the dangers of objects that don’t use electricity.
- c. They are meant to keep you safe during different types of weather.
- d. They are meant to keep you safe from getting hurt by electricity.

4. Read the following sentence: “If you are ever unsure about whether something is safe, ask a responsible adult before putting yourself at **risk**.”

What does the word “**risk**” most nearly mean?

- a. comfort
- b. safety
- c. danger
- d. in charge

5. What is the main idea of this passage?

- a. Never use metal utensils in a toaster.
- b. There are safety rules you can follow to stay safe from the dangers of electricity.
- c. People should avoid using electricity as much as possible.
- d. There are safety rules you can follow while building objects that use electricity.

6. List three safety rules provided in the text.

7. Based on the information in the text, where might a person face the dangers of electricity? Use evidence from the text to support your answer.

8. Choose the answer that best completes the sentence.

The text lists safety precautions you may have heard or read about, _____
“don’t stick your finger in a socket.”

- a. before
- b. such as
- c. however
- d. in summary

9. Read the following sentence.

Ask a responsible adult if you are ever unsure about whether something is safe so that you don’t put yourself at risk.

Answer the questions below based on the information provided in the sentence you just read. One of the questions has already been answered for you.

1. Who? you
2. Who should you ask? _____
3. When? _____
4. Why? _____

10. **Vocabulary Word:** exposed: not hidden, unprotected.

Use the vocabulary word in a sentence: _____

NTI Day 1

PE/Health

As part of your first NTI day, PE and Health has been designated as your special for today. For today's lesson, students will be performing various physical activities and a health activity that is related to nutrition.

For the PE side, students will perform various physical activities and record their data on the attached physical activity log. Students are required to perform at least 30 minutes of moderate to vigorous activity. This 30 minutes does not have to be completed all at once. It can be broken down into 5-10 minute intervals, but must total 30+ minutes of activity, for the day. Students will write down the type of activity they participated in, how long they did it, and how intense the activity was.

For the remaining part of the lesson, students will learn about nutrition and other health related subject matter through Grade Level appropriate worksheets/assignments. Please see the break down of assignments below and have your child complete the assignments for his or her grade level:

Kindergarten -

Students will complete a Physical Activity log and the attached worksheets “A Smile or Frown” and “Healthful Food Choices”

1st Grade -

Students will complete a Physical Activity Log and the attached worksheets “Whose Heart Works Hard”, “Keeping Active”, and “Getting a Good Night’s Sleep”

2nd Grade -

Students will complete a Physical Activity Log and the attached worksheets “Miss Mary Mack’s Food Tally Chart” and “Miss Mary Mack’s Food Bar Graph”

3rd Grade -

Students will complete a Physical Activity Log and the attached worksheets “Too Much of a Good Thing” and “Sam’s Health”

4th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets “Reading Nutrition Labels”

5th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets “Health Behavior Contract”

NTI Day Activity Log:

Type of Activity:	Length of Activity:	Intensity: (Low, Moderate, High)	Parent/Guardian Signature:

Examples of Activities:

Running or jogging, walking, sledding, snowboarding, yard work, shoveling the driveway, stretching, push-ups, crunches, dancing, sport activities or practice, or any other physical activity that you may do during the day.

Reading Nutrition Labels

Do you know what's in the food you're eating? Most cereals, juices, and other packaged foods have a Nutrition Facts label like the one on this page. Reading the label can help you understand how the food fits into a healthy diet.

The first item listed is *Serving Size* [Ⓐ]—how much to eat or drink in one meal or snack. All the numbers on this food label apply to 1/4 cup (30g) of Trek Mix. Under *Amount Per Serving*, [Ⓑ] you'll find the calories in one serving as well as how many are from fat. One serving of Trek Mix contains 150 calories, 80 of which come from fat. If you eat two servings of a food, you get *twice* the calories and nutrients.



Next is a section between two dark lines. [Ⓒ] The bold print lists five main categories of information: *Total Fat*, *Cholesterol*, *Sodium* (salt), *Total Carbohydrate*, and *Protein*. Check the types of fats; research has linked trans fat and saturated fat to heart disease and other illnesses. Now look at the types of carbohydrates, keeping in mind that dietary fiber has many health benefits, while sugars are less healthy.

The Nutrition Facts label also lists the amount of vitamins and minerals [Ⓓ] in one serving. (Trek Mix contains small amounts of iron, calcium, and vitamin C.) Below this information, the ingredients are listed in order from highest proportion to least. (Trek Mix has more almonds than cashews.)

Compare this label with labels on your favorite foods. Food labels can help you make wise choices about what you eat.

Nutrition Facts

Serving Size 1/4 cup (30g)
Servings per Container about 15

Amount Per Serving

Calories 150 Calories from Fat 80

% Daily Value*

Total Fat 9g 14%

 Saturated Fat 1g 6%

Trans Fat 0g

 Polyunsaturated Fat 6g

 Monounsaturated Fat 2g

Cholesterol 0mg 0%

Sodium 15mg 1%

Total Carbohydrate 13g 4%

 Dietary Fiber 2g 9%

 Sugars 6g

Protein 5g

Vitamin A 0% • Vitamin C 2%

Calcium 4% • Iron 6%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

INGREDIENTS: Almonds (Almonds, Canola Oil, Salt), Cranberries (Cranberries, Sugar, Sunflower Oil), Cashews (Cashews, Canola Oil, Salt).

Our vendors follow Good Manufacturing Practices to segregate ingredients to avoid cross contact with allergens. Made on equipment shared with wheat, milk, peanuts, other tree nuts and soy.

Brain Check

- What is the main purpose of a Nutrition Facts food label?
- What kinds of fats are better and worse for you?
- What kinds of carbohydrates are better and worse for you?

