

NTI DAY 2



Harrison County Schools

Name: _____

Grade: 4

Teacher: _____

Complete within 2 weeks of returning to school.

Day 2 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

Lesson 9 - Determining the theme of a story
OR 30 minutes of Reading on EXACT PATH.

Date for Exact Path: _____

Time: _____ to _____

Arts and Humanities

Visual Arts: Texture

Grade 4

Name: _____ Date: _____

Standard: 4.OA.3

Snow Day 2

I Can Statements: I can interpret the remainder of a division problem correctly. I can solve word problems by using letters to represent unknown quantities. I can use mental math and estimation to determine whether my answer is reasonable.

Performance Task:

Sarah wants to create a photo album for her mother. Sarah has collected 38 photos that she wants to include. She is shopping for photo albums. Here are her options:

Photo Album #1: Contains 10 pages and each page holds 4 photos.

Photo Album #2: Contains 12 pages and each page holds 3 photos.

Photo Album #3: Contains 15 pages and each page holds 3 photos.

Sarah wants to choose an album that will allow her to use all of the pictures with fewest amount of pages leftover or no pages leftover.

Write equations to determine how many photos each photo album will hold.

Then, determine which choice Sarah should choose based on her requirements. Draw a picture to demonstrate the photo arrangement for her chosen album.

Name: _____
Date: _____

Number of the Day:
5,614

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.

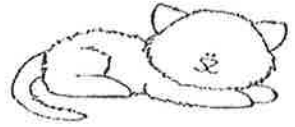
10: _____

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

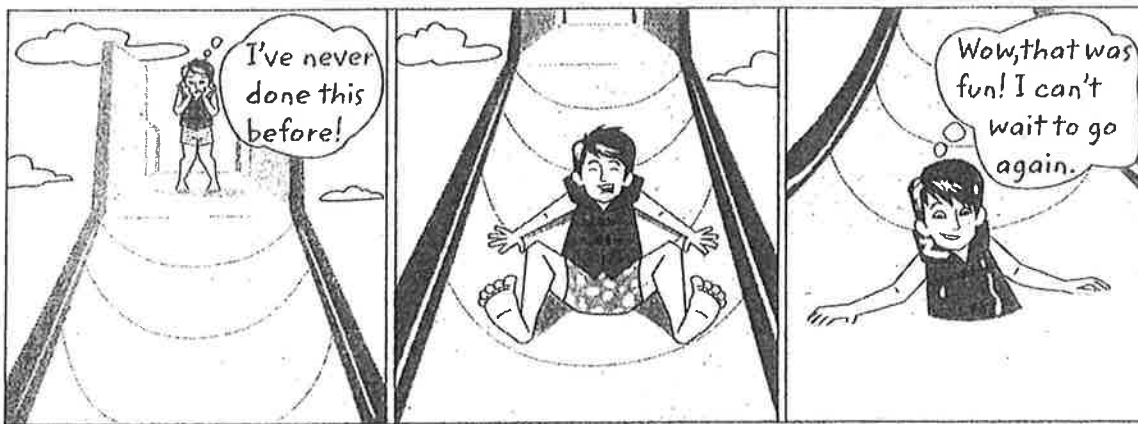
Lesson 9 Part 1: Introduction 
Determining the Theme of a Story

CCSS
RL.4.2: Determine a theme of a story . . . from details in the text.

Theme: *Tales of Bravery*

In a story, a **theme** is a message or a lesson about how to live in the world and act toward other people. Normally, an author does not tell you the theme directly. Instead, you need to figure out the theme by paying attention to what the characters say and do and what happens to them.

Read the cartoon below. Try to figure out a message about life it expresses.



Now, tell how the character feels at the beginning and the end of the cartoon.

First, the character feels _____

At the end, the character feels _____

Read the table below. It shows how you can use details to figure out a theme.

Finding the Theme		
How Do the Characters Act?	What Are the Main Events?	What Lessons Are Told?
The boy is scared, then happy.	<ul style="list-style-type: none"> • The boy fears the waterslide. • He goes down anyway. • He decides waterslides are fun, not scary. 	<ul style="list-style-type: none"> • It takes courage to try new things. • Facing your fears can be rewarding.

When you figure out a theme, you'll have a deeper understanding of the characters and events you're reading about. You will also have learned an important idea about life, such as "Help those who help you" or "making new friends can be fun."



Read the start of a story about two travelers.

Genre: Fable

The Two Travelers *adapted from a fable by Aesop*

Two men planned a trip that would take them through wild, lonely country. They promised that if they met with danger they would stand by each other.

“To the end!” said the first man.

“To the end!” said the second man.

They traveled only a short distance when a bear rushed out of the woods at them. The first man, as soon as he saw the bear, rushed to a tree and climbed it as quickly as he could. The other man, who was slower to see the bear, realized he had no time to escape. He fell to the ground, pretending to be dead.

(continued)

Explore how to answer this question: *“Based on the events so far, what theme do you think this story will have?”*

To figure out a theme, look for important details about the main events and the characters. Then ask yourself how those details might be trying to teach a lesson of some kind.

The table below lists details from the story. Use the blank lines to complete the table.

What Are the Main Events?	What Do the Characters Do?
<ul style="list-style-type: none"> • Two men promise to stand by each other when in danger. • When a bear runs out of the woods, the first man _____. • The second man pretends _____. 	<p>The first man is unkind to the second man by not keeping his promise and leaving the second man alone with the bear.</p>

Now predict what theme this story will have. Use details from the table in your answer.



Continue reading about the two travelers. Use the Close Reading and the Hint to help you answer the question.

Close Reading

How does the second man feel about what the first man has done?

Underline a sentence that shows how the second man feels.

(continued from page 78)

The bear came over to the man on the ground. The animal sniffed and smelled the traveler. The bear put his face right up to the man's ear. But the man held his breath and soon, losing interest, the bear walked away.

When the bear was safely out of sight, the first traveler slid down the tree and walked over to his companion, who was now sitting by the side of the road.

"Well, that was a close one, wasn't it?" the first man said. "What did that bear say when he had his mouth to your ear?"

"It's no secret," growled the second man. "He said I should never again believe anything said by a coward like you!"

Hint

What lesson do you learn from how the first man treats the second?

Circle the correct answer.

What is the theme of this story?

- A Bears aren't as dangerous as people think they are.
- B Wise people don't believe everything their friends say.
- C True friends stand by each other even in times of danger.
- D Be thankful when someone does something nice for you.

Show Your Thinking

Look at the answer you chose above. Explain how details in the story helped you figure out the theme of "The Two Travelers."



Read the story. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Historical Fiction



When I want to identify a theme, I focus on what the characters say and do. This helps me figure out the lesson the author wants to get across.

Close Reading

What do the girls do with the tacks? What is the result? **Underline** sentences answering these questions.

How do the girls make a difference? **Draw a box** around a sentence that shows this.

Claudine's Tack Attack *by Nadine Blanc*

- 1 For three long years, the Nazis had occupied France. Everyone in my village was used to German trucks driving through, carrying ammunition and supplies to the front to supply the Nazi soldiers in their battles against the American soldiers. From her window, my friend Claudine and I would glumly watch the trucks roar and rumble by.
- 2 "Too bad we can't slow them down," I said one day.
- 3 Claudine's eyes became thoughtful. "Maybe we can!" She shared her idea, and we ran to her father's workshop.
- 4 "These might work," she announced, holding out a can of long blue steel tacks. "Papa uses them to shingle roofs."
- 5 Heading back to the road, I had second thoughts. How could two twelve-year-olds slow down a war machine with a bunch of tacks? Still, I followed Claudine up the hill to a spot above the road. We crouched behind an old stone wall.
- 6 We didn't have to wait long. Two trucks rolled into view. "Like this," whispered Claudine. She flung a handful of the tacks onto the road, and then I threw a handful too. When all the nails were gone, we ducked out of sight. Blam! The exploding tire sounded like a gunshot. Then another. Blam!
- 7 "Two blowouts!" Claudine whispered as we crept away. After dark, we strolled out toward the road. The German soldiers were still struggling with the heavy tires. Better yet, the road was so narrow that no other trucks could pass. Claudine and I delayed twelve trucks for half the day!



Read the story. Then answer the questions that follow.

from “Sir Ivaine”

by Maude L. Radford, in *King Arthur and His Knights*

1 Among Arthur’s Knights of the Round Table was one who was a mixture of good and bad, as indeed most people are. His name was Sir Ivaine; brave, kind-hearted, and merry; but at the same time fickle, sometimes forgetful of his promises, and inclined to make light of serious things.

2 One night, in the early spring, the knights and ladies of Arthur’s Court were sitting in the dining-hall. The king and Guinevere had withdrawn, but were expected to return. Supper had been served. . . . Four little pages in blue and white velvet kirtles sat on stools watching the fire, and perhaps dreaming of the days when they, too, should be warriors and have adventures.

3 Sir Ivaine was telling of his experience with the Black Knight.

4 “It was when I was very young,” he said; “indeed, I had just been made a knight. Some one told me of the wicked Black Knight who lived, and still lives, in a wood a long way from here. Knowing that he did much evil, I determined to kill him. I rode to the wood where he lived. . . .

5 “Then a great storm of wind and rain arose, and when it was at its height the Black Knight rode up and began to attack me. We fought for a little while, but he easily overthrew me. Thinking me dead, he rode back, leaving me on the ground. But after a time I was able to mount my horse, and went back to my mother’s castle.”

6 At this moment the king and the queen entered, unperceived by any one except Sir Ivaine. The young man, who was always polite, sprang to his feet; then the other knights rose. Sir Kay, who was not always sweet-tempered, said to Sir Ivaine:

7 “We all know that you are very polite, but you have more courtesy than bravery.”

8 At that Sir Ivaine said: “I was almost a boy when the Black Knight overthrew me, but I could conquer him now.”

9 “It is very easy to say that after you have eaten,” said Sir Kay. “Almost any knight feels brave and self-satisfied when he has had a good supper of venison.”

10 The king asked what the conversation was about, and Sir Ivaine repeated the story of his adventure, adding: “And, Sir King, I crave your permission to set forth to-morrow to slay this Black Knight who is a pest in the land.”



11 “I have heard of this man,” said the king, “and have often thought of sending some one to punish him. But he lives far away, and it has been necessary heretofore to right first the wrongs nearest home. Yet now his evil deeds and persecutions must cease. To-morrow a company of us will set forth and conquer him and all his people.”

12 The king named some half-dozen of his knights, Sir Ivaine among them, who were to undertake this adventure.

13 Sir Ivaine was displeased; he thought that the adventure should be his alone. So he rose in the middle of the night and stole away unattended, determined to go in advance of the others and kill the Black Knight. It did not occur to him that in proving himself brave, he was also proving himself disobedient. . . .

Answer the questions. Mark your answers to questions 1 and 2 on the Answer Form to the right.

Answer Form

1 (A) (B) (C) (D) Number
2 (A) (B) (C) (D) Correct / 2

1 Read this sentence from the passage.

Sir Kay, who was not always sweet-tempered, said to Sir Ivaine: “We all know that you are very polite, but you have more courtesy than bravery.”

Which sentence from the story shows how Sir Ivaine tries to prove Sir Kay wrong?

- A “His name was Sir Ivaine; brave, kind-hearted, and merry; but at the same time fickle, sometimes forgetful of his promises, and inclined to make light of serious things.”
- B “Then a great storm of wind and rain arose, and when it was at its height the Black Knight rode up and began to attack me.”
- C “And, Sir King, I crave your permission to set forth to-morrow to slay this Black Knight who is a pest in the land.”
- D “The king named some half-dozen of his knights, Sir Ivaine among them, who were to undertake this adventure.”



- 2 Which sentence from the story best suggests that Sir Ivaine will learn a lesson?
- A "Among Arthur's Knights of the Round Table was one who was a mixture of good and bad, as indeed most people are."
 - B "'I have heard of this man,'" said the king, 'and have often thought of sending some one to punish him.'"
 - C "Sir Ivaine was displeased; he thought that the adventure should be his alone."
 - D "It did not occur to him that in proving himself brave, he was also proving himself disobedient. . . ."

3 Sir Ivaine is inexperienced when he first battles the Black Knight. Find **one** sentence from the story that is evidence for this claim. Write it below.

4 Sir Kay tells Sir Ivaine, "Almost any knight feels brave and self-satisfied when he has had a good supper of venison."

Explain what Sir Kay is suggesting about Sir Ivaine's character. Use at least **one** detail from the passage to support your answer.

Self Check Go back and see what you can check off on the Self Check on page 59.

Name _____

4th Grade: Visual Art

TEXTURE

Textures can be soft, rough, puffy, gritty, grooved, prickly, jagged, bumpy, hairy, fuzzy, smooth, slick, etc. Find six different textures in your home. Create a rubbing or find materials in your home to glue on the square to make a texture (beans, glitter, cotton balls, etc.). Label each square.

