

NTI DAY 4



Harrison County Schools

Name: _____

Grade: 4

Teacher: _____

Complete within 2 weeks of returning to school.

Day 4 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 - Lesson 18: Comparing Points of View OR 30 minutes of Reading on EXACT PATH.

Date for Exact Path: _____

Time: _____ to _____

Practical Living and Career Studies

Emotions and Friendship

Name: _____ Date: _____

I Standard: 4.NBT.3

Snow Day 4

I I Can Statements: I can round whole numbers to any place value. I

Performance Task:

Ms. Taylor is shopping for new science equipment for the science lab. She wants to buy a microscope, experiment kits, and textbooks. The microscope costs \$7,859, the experiment kits cost \$23,159 and the textbooks cost \$998. She doesn't have a calculator, so she decides to round the prices to the largest place value to get an estimate of the cost.

Solve this problem for Ms. Taylor by rounding for her. Show the strategy you used to round each number.

Name: _____
 Date: _____

Number of the Day:
 24,531

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:
 _____, _____, _____, _____, _____,
 _____, _____, _____, _____, _____

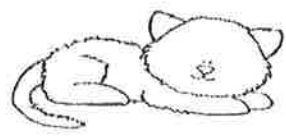
MULTIPLY THE
 DIGITS:

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 18 Part 1: Introduction

Comparing Points of View

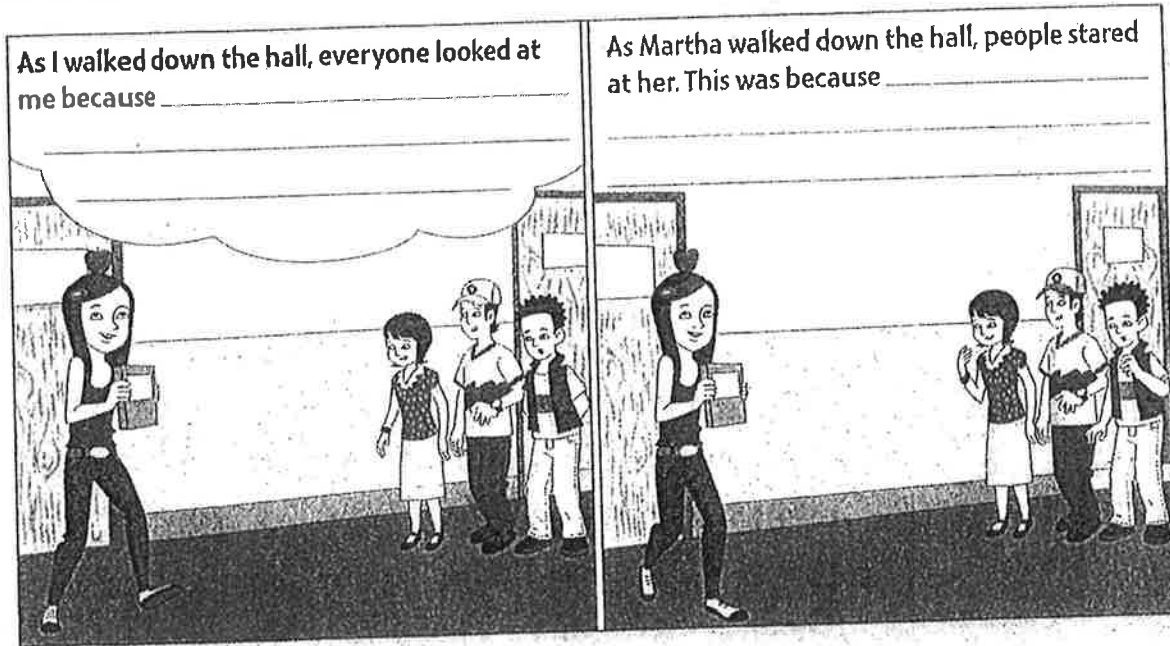
CCSS

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Theme: School Stories

Every story has a **narrator**, or a person telling the story. And every narrator has a **point of view**, or a way of looking at and thinking about what happens in the story.

Look at the cartoons below. Then finish each sentence on the blank lines.



The two main types of narration are **first person** and **third person**. The table below tells you clues you can use to spot these types of narration.

Point of View	Description of Narrator	Pronoun Clues
First person	a character in the story	As I walked down the hall, everyone looked at me because. . .
Third person	a teller outside the story	As Martha walked down the hall, people stared at her . This was because. . .

Understanding a narrator's point of view takes more than just identifying first person or third person. You also have to pay attention to what the narrator thinks and feels. A narrator can be happy or sad, fair or unfair, excited or bored, and anything else a person can be.

When you read, pay attention not just to what narrators say but also how they say it. You'll get the fullest, richest sense of their points of view.



Read the first part of a story about a boy going on a school trip to a museum.

Genre: Realistic Fiction

Just a Bunch of Rocks and Bones *by Watson Hamish*

I was looking forward to my first field trip at my new school. We were going to The Museum of Natural History, which sounded pretty interesting to me. That is, until my new friend Barry started talking about it. We were on the bus on our way there, and Barry says, "I'm telling you, Russ, we went last year, and it's so boring—mostly just a bunch of rocks and bones."

Oh, no, I thought. There's nothing worse than being bored, especially when you were looking forward to something. Suddenly the trip seemed ruined. Our bus trudged into the museum's parking lot, and we all dragged ourselves outside.

(continued)

Explore how to answer this question: *"Is this story told in first- or third-person narration?"*

The question asks whether the narrator is a character inside the story (first person) or someone outside of the story (third person). Look for pronouns that help you figure this out.

The first two sentences of the story are reprinted below. As you read them, circle some words that tell you whether this story is told in first- or third-person narration.

I was looking forward to my first field trip at my new school. We were going to The Museum of Natural History, which sounded pretty interesting to me.

On the lines below, tell whether the story is told in first-person or third-person narration. Then explain how you know this, using details from the sentences as evidence.



Close Reading

A narrator's thoughts and feelings affect how he or she describes events. **Underline** any words, both here and on page 170, that show the narrator's thoughts or feelings.

Hint

How do the words you underlined show how Russ's feelings change over time?

Continue reading about Russ's trip to the museum. Use the Close Reading and the Hint to help you answer the question.

(continued from page 170)

Sweating under the hot sun, I glumly looked around. Then I noticed a statue of a small, perky dinosaur poking its head out of some bushes. *Hey, I thought. This doesn't look so bad.*

A tour guide met us and took our class around the museum. Barry was right in one way. There were a lot of rocks and bones. But what rocks! We saw cool fossils, sparkling gemstones, and even meteors from space. And the bones were even better. One gallery featured skeletons of mastodons and a saber-toothed cat. Another had dinosaurs, including part of a T. Rex. I was already hoping we'd come back next year. But I don't think I'm ready to tell Barry that.

Circle the correct answer.

How do Russ's feelings about the field trip to the museum change from the beginning of the story to its end?

- A** Russ is excited at first, becomes unhappy when he steps off the bus, and then ends up being scared of Barry.
- B** Russ is worried that he'll be bored, becomes more interested when he sees the statue, and then has a good time.
- C** Russ looks forward to seeing the museum, becomes worried about being bored, and ends up enjoying his time there.
- D** Russ wonders whether the museum will be interesting, realizes that it is not, and ends up accepting that he has to be there.



Show Your Thinking

Think about Russ's friend Barry. What is Barry's point of view toward the field trip? With a friend, talk about how Barry would narrate this story.



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

Genre: Science Fiction

If Only This Were Real *by Jing Wu*



So, I wonder—what is the narrator's point of view? I'll look for words that show how the narrator thinks or feels about characters and events.

Close Reading

How does Hoshi feel before going into the 3-D room? **Underline** a detail that shows this.

Circle two words that tell whether this story is told by a first- or third-person narrator.

- 1 Hoshi stared at the clock at the front of the classroom. The school day was almost over. She couldn't wait to go play with her friend Jeri. They had created a new game in a 3-D room on Deck C, and it was so much fun, it made everything better. At least their new teacher, Ms. Vox-23, was better than their last Class A instructional robot.
- 2 Ms. Vox-23 finished the lesson, then said what she always said: "Enjoy the rest of your afternoon! It's another lovely day."
- 3 Hoshi looked out the window into the blackness of space. Every hour of every day looked the same. She had spent half her life in space, traveling to a planet in another galaxy. She would be 15 by the time they got there.
- 4 After class, Hoshi and Jeri ran straight to Deck C and entered one of the 3-D rooms. These rooms could create any scene a person imagined. Jeri excitedly pressed some buttons. Then she said, "Computer: Run the program *Old School on a Big Hill on Real Earth*." The bare room instantly changed into an old classroom. A dusty blackboard hung behind an old wooden desk. Sunlight from the big windows filled the room. When Hoshi and Jeri looked out the window, they could see white clouds, blue sky, flowering trees, green grass, and a playground. They asked their human teacher, Ms. Ryan, if they could go outside for recess.
- 5 *If only this were real*, Hoshi thought. *Maybe someday, in the future, things will be this good.*



Hints

Which choice has pronouns showing the narrator is a person outside of the story?

How does the narrator seem to feel about Hoshi and Jeri's lives aboard the space ship?

Good details to include in your answer would be the exact pronouns that each narrator uses.

Use the Hints on this page to help you answer the questions.

- 1 Which sentence from "If Only This Were Real" contains the best evidence that the story is written in third-person narration?
 - A "The school day was almost over."
 - B "She couldn't wait to go play with her friend Jeri."
 - C "Enjoy the rest of your afternoon!"
 - D "Jeri excitedly pressed some buttons."
- 2 Imagine you could ask the narrator of "If Only This Were Real" to say, in one sentence, his or her feelings about what it would be like to live in space. What would the narrator most likely say?
 - A Hoshi should be more grateful for the wonders about her.
 - B Technology will cure the problems involved in space travel.
 - C The challenges of space travel are too difficult to overcome.
 - D Living in space would rob people of some simple pleasures.
- 3 Think about the story "Just a Bunch of Rocks and Bones" on pages 170 and 171. Explain how the point of view of that story is different than the point of view of "If Only This Were Real." Use at least two details from each story to support your answer.



Read the two stories. Then answer the questions that follow.

Putting It Off

by Alan McMullen

1 “Come sit with me! I’ll help you study for your test, Serena!” called Mom. I rolled my eyes. It was a whole week before the big math test, and I didn’t feel like studying yet.

2 “Mom!” I wailed. “Can’t I finish watching this show on the science channel first? It’s educational! Plus, if I study now, I’ll just forget everything before next week.”

3 Mom sighed. “Go ahead and finish the show, I guess. But I won’t be able to help you study later.”

4 “That’s okay, Mom. I’ll just study alone later.” She gave me a look that showed that she knew I didn’t intend to study. I wish she understood that I do my best work at the last minute!

5 I relaxed into the couch again. I was only halfway watching the science channel. Mostly I was peeling stickers from a sheet and arranging them artfully on the cover of my math notebook. It was a lot more fun than studying, that’s for sure.

6 Once I got the cover just the way I wanted it, I put my notebook and stickers away and went to the kitchen to have dinner. (Macaroni and cheese, my favorite!) Shortly after that, it was time for bed. Of course I hadn’t studied. Why would I? The test was a whole week away.

7 The next morning, I walked into math class. I was well-rested and refreshed, but everyone else looked sleepy. “What’s going on?” I asked my friend Megan. “Why’s everybody so tired?”

8 “I stayed up until almost 10 studying for the test,” said Megan. “Didn’t you?”

9 “Uh, no. It’s next week, right?” I started to feel a little nervous.

10 “Serena! Don’t you remember? Mr. Gordon changed the day of the test from next Friday to this Friday! You didn’t study at all?” Megan looked at me with her eyes wide. I sunk into my seat. If only I’d let Mom help me study last night, I might have a chance at passing the test. Next time, I probably shouldn’t wait until the last minute.



Trick or Treat

by Bessie Chevalier

- 1 Terry hid his face behind his science book so no one would see him laugh. Everybody knew that when Terry laughed when nobody else was laughing, somebody was about to get pranked. This time it was his teacher, Mr. Mason. Terry had put a rubber spider on Mr. Mason's chair and couldn't wait to see what happened when his teacher sat down.
- 2 "Good morning, class!" said Mr. Mason as he breezed into the room. "Let's get started, shall we?" he said, grabbing his science book. He pulled his chair out and got ready to sit. Terry couldn't help himself and let out a squeaky laugh.
- 3 Mr. Mason froze. "Terry? Is there something you need to tell me?" he asked.
- 4 "No, Mr. Mason," Terry answered, but the huge smile on his face told the truth.
- 5 Mr. Mason leaned over and looked at the seat of his chair. There, right in the middle, was a big, black spider. Mr. Mason picked up the rubber spider and walked over to Terry's desk.
- 6 "Terry, your pranks are getting tiresome," Mr. Mason said. The other students nodded. At first, Terry's pranks had been funny. But nobody could remember a day when he hadn't played a trick on someone in the class. "I need you to go sit in the hall for ten minutes and think about how you're making people feel with your pranks."
- 7 Terry left the class and sat against the wall in the hallway. His smile was gone. He didn't really feel bad, though. He was mostly mad that Mr. Mason had figured out his prank before he sat down. Terry had really wanted to see Mr. Mason's reaction.
- 8 A few minutes later, the classroom door opened. "You can come back in now, Terry," said Mr. Mason. Terry hopped up and walked back to his desk. "All right, let's get back to business," Mr. Mason continued. "Did everyone bring their permission slips for the field trip to the ice cream factory?"
- 9 Terry's eyes widened. Field trip? Ice cream factory? He didn't remember ever hearing about this. But all around him, everyone was reaching into their desks and pulling out permission slips.
- 10 "Mr. Mason! I don't have a permission slip!" Terry wailed. He couldn't believe he was going to miss such a great trip.
- 11 Mr. Mason grinned. "How does it feel to be pranked, Terry?" he asked.
- 12 Terry realized there was no field trip. He heaved a sigh of relief. "It felt awful, Mr. Mason," he answered. Terry suddenly realized that he was getting tired of his pranks, too.

Answer Form

- 1 Which statement comparing the points of view in "Putting It Off" and "Trick or Treat" is correct?
- A Both stories have first-person narration.
 B Both stories have third-person narration.
 C Both stories describe the thoughts of the main characters in the story.
 D Both stories are told from the point of view of many characters in the story.

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

- 2 The table below is about the stories "Putting It Off" and "Trick or Treat."

Story	Narrator
"Putting It Off"	Serena
"Trick or Treat"	

Which of the following should go in the blank space in the table?

- A Terry
 B Mr. Mason
 C an unnamed student inside the story
 D a person outside of the story
- 3 Compare and contrast the types of narration in "Putting It Off" and "Trick or Treat." Use at least **one** detail from **each** story to support your answer.

✓ **Self Check** Go back and see what you can check off on the Self Check on page 159.

Name: _____

4th Grade Practical Living and Career Studies

NTI materials

Directions: Read and complete the following.

1. Describe three characteristics of a good friend. Please use complete sentences.

2. Describe why being a good friend is important to you. Give at least two reasons.

Please use complete sentences.
