NTI DAY 5

Harrison County Schools

Name: _____

Grade: 4

Teacher: _____

Complete within 2 weeks of returning to school.

Day 5
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 - "Now Hear This! Care for your Ears" OR 30 minutes of Reading on EXACT PATH.

Date for Exact Path: _____

Time: _____ to _____

Technology

Cyber Bullying

Grade 4

Name: _____ Date: _____

Standard: 4.NBT.4

Snow Day 5

I Can Statements: I can add and subtract whole numbers.

Performance Task:

A local used car company had a sale to earn money for a new parking lot. They sold three cars at a discounted price. One of the cars sold for $14,856 and the other two sold for $28,998 each. How much money did the car company earn for selling the three cars? Show all of your work and write your answer in a complete sentence.

If the car company buys the parking lot for $69,998, how much money will they have left? Show all of your work, and write your answer in a complete sentence.

Name: _____

Date: _____

Number of the Day: 239,882

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: _____

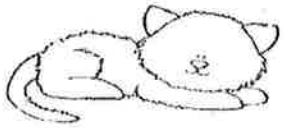
100: _____

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

Created by: Teacher's Planet

NTI DAY 5

Now Hear This! Care for Your Ears

Everyone in the pet store heard it. It was a young child's voice, but very, very loud. "HELLO, MR. TURTLE!" it said. "HELLO! HELLO!"

"Sh-h-h," said the voice's mother. "Why are you yelling so loudly at the turtle?"

"He doesn't have any ears!" the child wailed. "He can't hear me unless I talk loud."

"Yes, he does," the mother explained. "You just can't see them. They aren't on the outside of his head like ours."

The child in the pet store was looking for the turtle's *outer ears*. Turtles don't have them, but humans do. The outer ear does several jobs. It gathers sound waves and produces earwax. It even allows you to identify where sounds come from.

The outer ear is called the *pinna* (PIN-uh) or *auricle* (OR-ric-le). It is made up of cartilage and skin. There are no bones in your outer ears, but read on! The outer ear gathers in sound waves moving through the air because of its shell shape.

Next the sound waves go down the funnel-shaped ear canal. Special glands in the skin of the outer ear canal produce earwax. This sticky, gummy wax prevents the skin of the outer ear canal from becoming dry and scaly. Earwax also traps dirt and discourages insects from entering the ear. When the wax becomes dry, it flakes off, carrying dust and dirt with it. Then these glands make new earwax.

Ears working as a pair help tell you where a sound is coming from. If a sound comes from your left, then the sound waves entering your left ear will arrive at your brain slightly before the sound waves entering your right ear. Your brain then tells you that the sound is coming from your left. Your brain also uses how loud a sound is to decide where it came from. This process is called sound *localization* (low-kul-ih-ZAY-shun).

The Middle Ear

The eardrum is made up of three layers. The outer layer is a thin part of the skin of the ear canal. The center layer of the eardrum vibrates with the sound collected by the outer ear. It is protected by the other layers because it continues to grow. It can heal itself if it becomes torn or punctured. The inside layer is a membrane that continues in the middle ear.

The middle ear begins at the eardrum, which is like the head of a drum. It vibrates with sound. Here is where your "ear bones" come into play. Three tiny bones, called *ossicles* (OS-ik-ulz), are behind the eardrum. They help carry the sound. The *malleus* (MAL-le-us), or *hammer*, which looks something like a hammer, is the first bone. It attaches to the eardrum. The second bone is the *incus* (IN-kus), or *anvil*. It attaches to the hammer. The third bone is the *stapes* (STAY-peez), or *stirrup*. It attaches to the anvil. When the eardrum vibrates with sound, it sets first the hammer, then the anvil, and then the stirrup into motion.

The middle ear also helps balance the pressure on the inside of the eardrum. This helps protect it from injury. The *Eustachian* (you-STAY-shun) tube connects to the back of the throat and acts like a pressure valve.

NGSS - 4-PS3-2 - Transfer of Sound

The tube decreases pressure when you cough or swallow, creating a popping sound. Sometimes when you are in an airplane, your ears "pop" several times. That's your Eustachian tube opening and reducing the pressure behind your eardrum.

The Inner Ear

The inner ear has two jobs: It changes sound into nerve signals, and it helps you keep your balance. A round structure called the *cochlea* (COKE-lee-uh) is filled with liquid and lined with tiny hairs. These change as sound vibrations pass through the liquid and set various hairs in motion. They change sound into nerve signals, which your brain can understand.

Different pitches of sound and different volumes will vibrate various hairs and different numbers of hairs. The nerve signals are then taken by the *auditory* (AUD-uh-tore-ee) nerve to your brain.

Three small loops located behind the cochlea are called *semicircular canals*. They, too, are filled with liquid and lined with hairs. They help you to keep your balance. Each time you move, the moving liquid and the movement of the hairs tell your brain what position your head is in.

Your brain tells your body which muscles to move to help keep you upright. But sometimes your brain gets tricked. Your eyes tell your brain that you have stopped twirling around, but the liquid in your ears keeps moving. One message says you are still moving. The other message says you have stopped. You feel dizzy until your brain gets only one message.

Protect Your Ears

You now know that your ears do some important jobs. For them to be their healthiest, you must help protect them from infection and injury. Follow these simple steps:

1. Keep your outer ears clean and dry. A little soap and warm water on a clean washcloth are all you need. Dry your ears carefully with a soft towel.

2. Do not put anything in your ears. Period. Objects can injure the canal or even the eardrum. This can lead to infection.

3. Cover your ears in cold weather to prevent frostbite.

4. Protect your hearing from very loud noise. Turn down the volume on your headphones. Wear earplugs in noisy places.

5. Using a sunscreen? Don't forget to rub some on and behind your ears.

With proper care, your ears will give you a lifetime of hearing enjoyment. Take time to notice all the sounds you can hear when you are inside and outside. Close your eyes. Now identify all the sounds you can hear. Appreciate your sense of hearing.

Name: _____ Date: _____

1. What part of the ear gathers sound waves and produces earwax?

A the cochlea
B the inner ear
C the middle ear
D the outer ear

2. What does the last section of this article list?

A the layers of the middle ear
B the jobs of the inner ear
C steps you should take to protect your ears
D differences between a turtle's ears and a human's ears

3. Read this sentence from the text.

"The outer ear does several jobs."

What evidence in the text supports this statement?

A The outer ear gathers sound waves, produces ear wax, and helps the brain identify where sounds come from.
B Earwax flakes off when it becomes dry, and then special glands make new earwax.
C Sound localization is the name of a process in which a person's brain uses the volume of a sound to decide where the sound is coming from.
D The outer layer of the eardum is a thin part of the skin of the ear canal.

4. Read these sentences from the text.

"Three small loops located behind the cochlea are called semicircular canals. They, too, are filled with liquid and lined with hairs. They help you to keep your balance. Each time you move, the moving liquid and the movement of the hairs tell your brain what position your head is in.

"Your brain tells your body which muscles to move to help keep you upright. But sometimes your brain gets tricked. Your eyes tell your brain that you have stopped twirling around, but the liquid in your ears keeps moving. One message says you are still moving. The other message says you have stopped. You feel dizzy until your brain gets only one message."

If the liquid in a person's ears is not moving, what can you infer about that person?

A That person is twirling around.
B That person is jumping high into the air.
C That person is moving quickly.
D That person is not moving.

5. What is the main idea of this text?

A Turtles do not have outer ears, but humans do.
B The inner ear changes sound into nerve signals and helps you keep your balance.
C Your ears have many parts and do several jobs.
D You should cover your ears in cold weather to prevent frostbite.

6. Read these sentences from the text.

"The middle ear begins at the eardrum, which is like the head of a drum. It vibrates with sound. Here is where your 'ear bones' come into play. Three tiny bones, called ossicles (OS-ik-ulz), are behind the eardrum. They help carry the sound. The malleus (MAL-le-us), or hammer, which looks something like a hammer, is the first bone. It attaches to the eardrum. The second bone is the incus (IN-kus), or anvil. It attaches to the hammer. The third bone is the stapes (STAY-peez), or stirrup. It attaches to the anvil. When the eardrum vibrates with sound, it sets first the hammer, then the anvil, and then the stirrup into motion."

What does the phrase "come into play" mean here?

A start having fun
B get involved
C cause trouble
D play a game

7. Read these sentences from the text.

"The outer ear is called the pinna (PIN-uh) or auricle (OR-ric-le). It is made up of cartilage and skin. There are no bones in your outer ears, but read on! The outer ear gathers in sound waves moving through the air because of its shell shape.

"Next the sound waves go down the funnel-shaped ear canal."

What word could replace "Next" in the last sentence without changing the sentence's meaning?

A First
B Then
C Currently
D Instead

8. What does the inner ear change sound into?

9. Describe what happens when a sound reaches your middle ear. Be sure to mention what the hammer, anvil, and stirrup do.

10. Summarize the process by which sound reaches your brain.

UpStander Mission

4th

Name _____ Class _____ Date _____

Inside every fortune cookie is a message about the future or a word of advice. Imagine that you are an Upstander, and that you are baking a special batch of fortune cookies for **targets**, **bystanders**, and **cyberbullies.**

An Upstander ...
takes action against cyberbullying and supports targets of cyberbullying.

A target ...
is someone who is cyberbullied by another person.

A cyberbully ...
does something on the internet, usually again and again, to make another person feel sad, angry, or scared.

A bystander ...
stands by when they see cyberbullying happening, and doesn't do anything about it.

Directions: Your task is to write the messages that go inside these cookies.

Example: Write a message to a **bystander.**

Don't stand by if you see cyberbullying.
Stand up to make it stop!

UpStander Mission

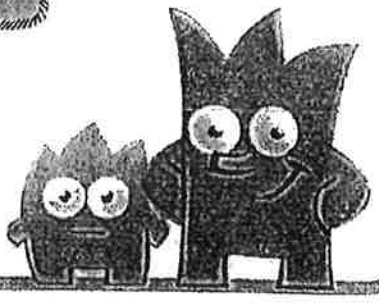
MISSION

Write a message to a **cyberbully.**

Write a message to a **target.**

Write a message to a **bystander.**

Bonus Challenge Make your messages into couplets (two lines that rhyme)



common sense
digital passport™

7th Grade 4th

Cyberbullying Brain Booster

EXPERT ZONE

Name _____ Class _____ Date _____

Upstander Quiz

Directions: Do you know what it takes to be an Upstander? Take the quiz below! Circle whether you think an Upstander or a bystander would say the phrases below:

	Upstander	Bystander
When my friend tells me that she keeps receiving mean texts from someone, I just change the subject. It's not my problem!		
When I see people being mean to someone I know online, I print out what they are saying and find a way to help the person being teased.		
When I'm at my friend's house and he starts pretending to be someone else online, I think it's funny to see how other people respond.		
When someone in my class who has been cyberbullied is eating lunch alone, I ignore them because I don't want people to start making fun of me.		
When my friend posts mean messages about a girl on our basketball team, I help her realize that she is being a cyberbully. I also help her find a good way to apologize.		
Write your own situation!		

Word to the Wise Tips

- Don't feel like a snitch or a tattletale if you tell an adult about cyberbullying. They can help out in ways that your friends may not be able to.
- There are so many ways to be an Upstander! Even just sitting with someone who has been bullied at lunch or sending a friendly message online can help.