

# NTI DAY 11



Harrison County Schools

Name: \_\_\_\_\_

Grade: 4

Teacher: \_\_\_\_\_

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**Complete within 2 weeks of returning to school.**

## Day 11 Checklist (complete ALL items on the checklist)

### Reading

\_\_\_\_\_ Mini Lesson Compare and Contrast

Video can be found at

<https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/> or students can read the transcript of the video on the attached sheet.

\_\_\_\_\_ Review Compare and Contrast anchor chart

\_\_\_\_\_ Answer the questions about Compare and Contrast

\_\_\_\_\_ Choose a writing prompt to answer from the writing grid. Be sure to follow the criteria listed on the criteria page. (minimum of 1 paragraph)

### Math

\_\_\_\_\_ Complete Daily Common Core Review 8-1

\_\_\_\_\_ Mini Lesson 16 - 1 (Describing Pairs of Lines)

Video can be found at

[https://media.pk12ls.com/curriculum/math/enVisionmath\\_CC20\\_K6\\_2016\\_EN/ALVs/A0280321/player.html](https://media.pk12ls.com/curriculum/math/enVisionmath_CC20_K6_2016_EN/ALVs/A0280321/player.html) or students can read the lesson of the video on the attached sheet page 822

\_\_\_\_\_ Complete homework practice pages 825 - 826

\_\_\_\_\_ Additional online resources:

Number Rock: Parallel, Perpendicular, & Intersecting Lines

<https://www.youtube.com/watch?v=P3AOoLbA3us>

### Science

\_\_\_\_\_ Read "Survival in Ecosystems" pages 6-11 (be sure to read all sidebars, pictures and captions, and labeled diagrams) (Keep for future lessons)

### PE/Health & Nutrition

\_\_\_\_\_ Complete Nutrition Log

\_\_\_\_\_ Complete PE Fitness Calendar

## Compare and Contrast Movie Transcript

*Movie title reads, "Compare and Contrast, with Annie and Moby."*

*Annie, a little girl, and her robot friend Moby are in the reading corner of their classroom. Annie is reading a book about sharks, titled Sharks! by Roy Shyder. Moby is reading a book about dolphins, called Dolphins! by Dolph Lungrin.*

**ANNIE:** Wow! Did you know that the bull shark has *fifty* rows of teeth?

*Onscreen, an illustration from her book shows an illustration of a bull shark. Its open mouth shows rows of sharp teeth.*

**ANNIE:** Bull sharks use their sharp teeth to bite and tear fish, turtles, and other prey. When a tooth breaks, another one moves into its place!

*Onscreen, a closer view of the bull shark illustration shows one of the shark's teeth falling out.*

**MOBY:** Beep!

*Moby smiles and points to his book.*

**ANNIE:** You're reading about dolphins?

**MOBY:** Beep.

*Moby shows Annie his book, which has an illustration of a dolphin. Its open mouth shows small, pointy teeth. In another illustration, the dolphin is gulping down a whole fish.*

**ANNIE:** Cool! Dolphins also have sharp teeth, but unlike bull sharks, they don't use them to tear their food. Instead, dolphins grab and swallow their prey whole!

**MOBY:** Beep.

**ANNIE:** You're right, Moby. Sharks and dolphins are alike in some ways, and different in others. Looks like we need to play *Sharks! Versus! Dolphins!*

*Onscreen, a TV game show opening appears. The show's title is Sharks versus Dolphins and it appears with a picture of a shark and a dolphin. An audience cheers.*

**MOBY:** Beep! Beep! Beep!

*Moby is the game show contestant. He's excited and throws confetti. Annie is the game show host. She is holding a microphone and wearing a plaid jacket and tie. The audience cheers.*

**ANNIE:** How do you compare?

*Annie's notebook reads, How do you compare? A word card reads, compare: to show how two or more things are alike.*

**ANNIE:** When you compare, you show how two or more things are alike. You describe how they're similar. Let's see. . . . Guitars and basses are musical instruments.

*Onscreen, two girls are playing musical instruments. One girl is playing a guitar, and the other girl is playing the bass.*

**ANNIE:** They both have strings and a neck.

*Onscreen, the strings and then the necks of each instrument are shown.*

**ANNIE:** A guitar can be very loud. A bass can be too!

*Onscreen, the girl with the guitar plays loudly. Then the girl with the bass plays loudly.*

**ANNIE:** When you compare things, you think about what they have in common. All right, Moby, are you ready to play *Sharks! Versus! Dolphins!*

**MOBY:** Beep! Beep!

*Moby claps his hands and the audience cheers.*

**ANNIE:** Here we go! How are sharks and dolphins alike?

*Onscreen, there is a game show board with cards. In front of it, Moby stands at a podium. He is thinking.*

**MOBY:** Beep!

**ANNIE:** Right! They're both animals.

*Onscreen, a card on the game show board flips over. It reads, "animals."  
Moby has another idea.*

**MOBY:** Beep!

*Onscreen, another card flips over on the board. It reads, "ocean."*

**ANNIE:** Yes! Sharks can live in the ocean, and dolphins can too! What else do they have in common? Think about how they look and act.

*Moby gets really excited and waves his arms.*

**MOBY:** Beep! Beep!

*Onscreen, another card on the board flips over. It reads, "gray and white."*

**ANNIE:** Both animals can be gray and white!

*Moby has yet another idea.*

**MOBY:** Beep.

**ANNIE:** Yup! They're predators! That means that both sharks and dolphins hunt other animals for food.

*Onscreen, a fourth card flips over. It reads, "predators." An image shows a shark swimming toward a fish. The shark opens his mouth to catch the fish. A second image shows a dolphin swimming toward a fish. The dolphin opens its mouth to grab the fish.*

**ANNIE:** Certain clue words let you know that two or more things are being compared. The words "like," "alike," "same," "also," "too," "both," "similar," "in common," and "the same as" can signal comparisons.

*Each of these words is listed as Annie says them: "like," "alike," "same," "also," "too," "both," "similar," "in common," and "the same as."*

**ANNIE:** Now it's time for round two!

*Moby and Annie are back to the game show! Moby's excited and music plays as he waits for the next question.*

**ANNIE:** How are sharks and dolphins different?

**MOBY:** Beep?

*Moby looks confused.*

**ANNIE:** How do you contrast? When you contrast, you show how two or more things are different.

*Annie's notebook reads, How do you contrast? A word card reads, contrast: to show how two or more things are different.*

**ANNIE:** You describe how things are *not* alike.

*Onscreen, there is a girl with a guitar and another girl with a bass.*

**ANNIE:** Let's see. . . . That guitar has six strings. But, the bass has four strings.

*Onscreen, close-ups show the six-string guitar, and the four-string bass.*

**ANNIE:** The guitar can play high notes. However, the bass plays much lower notes.

*Onscreen, the guitarist plays three high-pitched notes. Then the bass player plays a few very low-pitched notes.*

**ANNIE:** Are you ready? Let's play . . . *Sharks! Versus! Dolphins!*



*Moby gets ready for the next question as the audience cheers.*

**ANNIE:** OK, Moby. How are sharks and dolphins different?

*Moby thinks for a moment, then he raises his hand.*

**MOBY:** Beep. Beep.

**ANNIE:** Right, Moby! Sharks are fish, but dolphins are mammals.

*Onscreen, the game show board now has two sections. One is labeled "Sharks." The other is labeled "Dolphins." Under "Sharks," a card flips over, reading, "fish." Under "Dolphins," a card flips over, reading, "mammals."*

**MOBY:** Beep! Beep!

**ANNIE:** Right, again! Dolphins and sharks breathe differently. Sharks breathe through gills, while dolphins use lungs to breathe.

*Onscreen, two more cards flip over on the game show board. Under "Sharks," a card reads, "gills." Under "Dolphins," a card reads, "lungs." An image shows a shark with its gills opening and closing underwater. Then there is an image of a dolphin inhaling through lungs.*

**MOBY:** Beep!

*Onscreen, cards turn over to show “quiet” on the shark column and “click, squeak, whistle” on the dolphin column.*

**ANNIE:** You’re on a roll, Moby! Sharks make no sound. Dolphins, on the other hand, click, squeak, and whistle! They use these sounds to communicate and find their way around.

*An image shows a shark silently gliding through the water. Another image shows a dolphin with its head above the water. It makes clicking, squeaking, and whistling noises.*

**ANNIE:** Certain clues let you know that two or more things are being contrasted. The words “different,” “differ,” “difference,” “unlike,” “although,” “even though,” “instead,” “however,” and “on the other hand” can signal that the writer is pointing out differences.

*Each of these words is listed as Annie says them: “different,” “differ,” “difference,” “unlike,” “although,” “even though,” “instead,” “however,” and “on the other hand”*

**ANNIE:**How do you compare and contrast when you read?

*Annie's notebook reads, How do you compare and contrast when you read?*

**ANNIE:** When you read, think about how the characters, setting, and other parts of the story are alike and different.

*Annie's holding up a book called, The Ants and the Grasshopper.*

**MOBY:** Beep?

**ANNIE:** In "The Ants and the Grasshopper," the ants work hard to collect food for the winter. But, the grasshopper relaxes and plays.

*Images show a team of hard-working ants carrying food back to their home. A grasshopper lounges nearby, playing a handheld video game player.*

**ANNIE:** When winter comes, the grasshopper runs out of food.

*Onscreen, the Grasshopper shows up at the ants' door: He's wearing a thin, torn winter coat. An ant opens the door and stands with his hand on hip, looking at the grasshopper.*

**ANNIE:** How are the characters alike? How are they different? You can use a Venn diagram to compare and contrast. A Venn diagram is a graphic organizer that shows how two or more things are alike and different.

*A word card reads, Venn diagram: a graphic organizer that shows how two or more things are alike and different. A Venn diagram appears. It's two circles that overlap at the center. The left circle is labeled "Ants." The right circle is labeled "Grasshopper."*

**ANNIE:** Let's see. . . . the ants are organized, responsible, and they work hard. The grasshopper is lazy, relaxed, and likes to goof off.

*Onscreen, the words, "organized," "responsible," and "work hard" appear on the ants side of the Venn diagram. The words "lazy," "relaxed," and "likes to goof off" appears on the grasshopper side of the Venn diagram.*

**ANNIE:** You write how the characters are alike in the spot where the circles overlap. Both the ants and the grasshopper are insects. They also need to eat to survive.

*The words, "insects," and "eats to survive" appear in the overlapping section of the Venn diagram.*

**ANNIE:** When you compare and contrast characters, you think about them more deeply. This helps you understand the story better.

*Images again show the ants working hard, carrying food for the winter, while the grasshopper lounges and plays.*

**ANNIE:** That was a fun game, Moby! You won!

*Moby and Annie are back on the game show set. The audience cheers as balloons stream down, and the game board reads, "Moby Wins!"*

**MOBY:** Beep! Beep! Beep! Beep?

*Moby cheers happily, then starts looking around.*

**ANNIE:** Uh, what's your prize?

*Onscreen, Annie seems surprised. She starts looking around, too.*

**ANNIE:** Right . . . your prize. Er . . . uh . . . you won . . . a . . . a . . . fork!

*Onscreen, Annie finds a fork between the cushions of the couch in the classroom.*

**MOBY:** Beep.

*Moby is not happy.*

# Compare

How are things alike or the same?

And

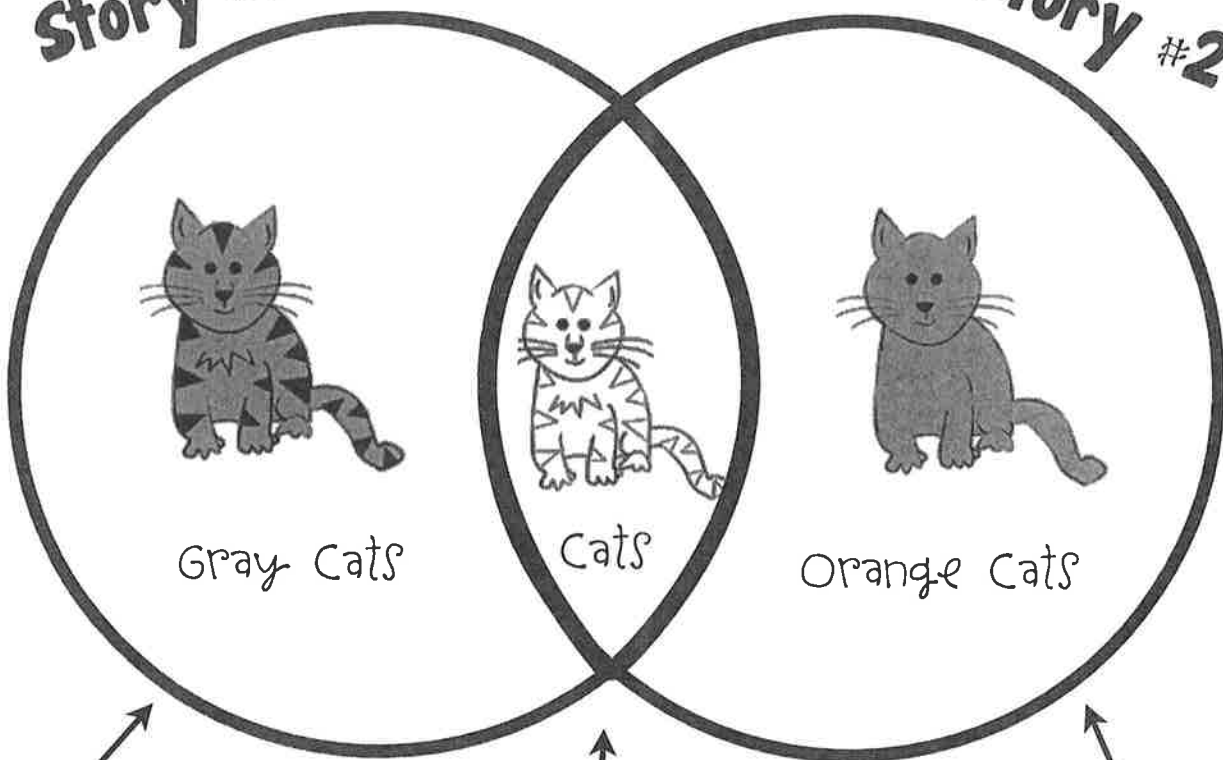
# Contrast

How are things different?

You can compare and contrast two stories using a Venn Diagram.

Story #1

Story #2



Gray Cats

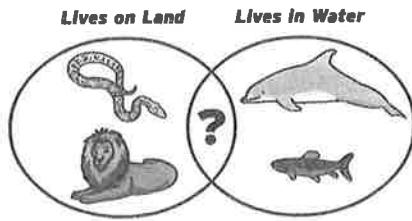
Cats

Orange Cats

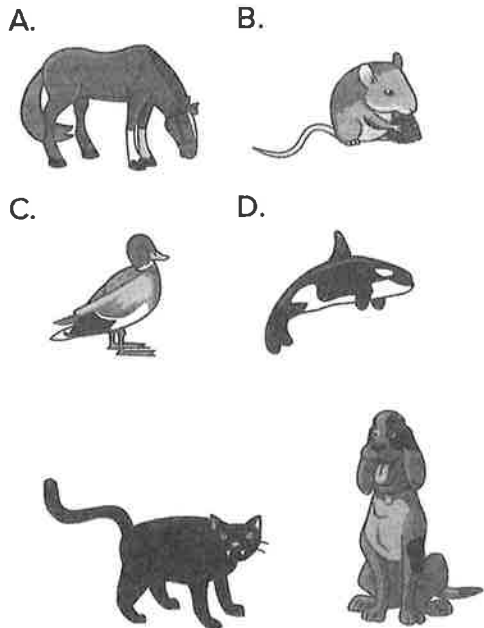
Write/Draw  
details about  
Story #1.

Write/Draw  
details that are  
the same from both  
Story #1 AND Story #2.

Write/Draw  
details about  
Story #2.



1. This Venn diagram compares and contrasts animals that live on land and animals that live in water. Which animal belongs in the middle of the diagram?



2. How are these two animals alike?

- A. They are both pets.
- B. Both have brown fur.
- C. The cat is much smaller than the dog.
- D. The dog is brown, and the cat is black.

3. A snake is a reptile. A turtle is a reptile. Which correctly combines the two sentences to make a comparison?

- A. A snake is also a reptile.
- B. A snake differs from a turtle.
- C. A snake is a reptile, but a turtle is too.
- D. A snake and a turtle are both reptiles.

4. Which word signals a comparison in this sentence? "Like frogs, toads must live near water to survive."

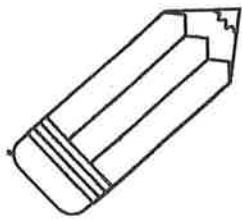
- A. frogs and toads
- B. survive
- C. must
- D. like

5. Moby likes apples. Mia likes apples. Which comparison is CORRECT?

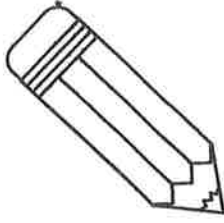
- A. Moby likes apples. However, Mia likes apples.
- B. Moby likes apples and also likes Mia.
- C. Moby and Mia both like apples.
- D. Moby is the same as Mia.







# Writing Topic Grid



|   |   |  |   |
|---|---|--|---|
| <p>If you had to spend the whole day outside in the beautiful weather, write about what you would do.</p>         | <p>Should students go to school year round, with two weeks at school, then two weeks off? Explain why or why not.</p> | <p>There are 24 hours in a day. Write about what your day would be like if there were only 6 hours in a day.</p>   | <p>If you had to give up something that you love for one week, what would it be?</p>                                    |
| <p>What does it mean to appreciate someone? What are some things you can do to show them you appreciate them?</p> | <p>Write an entry using this opening sentence: I'll never forget the time when...</p>                                 | <p>Write about some chores you are responsible for at home, or ways that you help out around the house.</p>        | <p>If you were going to open a restaurant, what would it be called? What are some things that would be on the menu?</p> |
| <p>If you were going on a picnic, describe what would be in your basket.</p>                                      | <p>Would you rather have no TV, no computer, or no video games? Explain.</p>  | <p>FREE CHOICE</p>   | <p>Should stores be allowed to continue selling junk food, or should they be forced to stop?</p>                        |
| <p>What is one invention already exists that you wish YOU thought of? Why?</p>                                    | <p>If you could be an author and write any book, what would be the title? What would it be about?</p>                 | <p>If you could only eat one food for the rest of your life, what would it be and why?</p>                         | <p>It's BBQ season! What is your favorite thing to eat at a BBQ?</p>  |
| <p>FREE CHOICE</p>  | <p>If you could create a special burger, what would it be called? What toppings would be on it?</p>                   | <p>If you could be on a reality TV show, would you be on a show about singing, dancing, cooking, or adventure?</p> | <p>FREE CHOICE</p>  |

# Criteria

## Expository:

- My writing gives information about my topic and has interesting ideas.
- My writing is organized so that a main idea and its details are in the same paragraph.
- My writing uses interesting words and sentences.

## Persuasive:

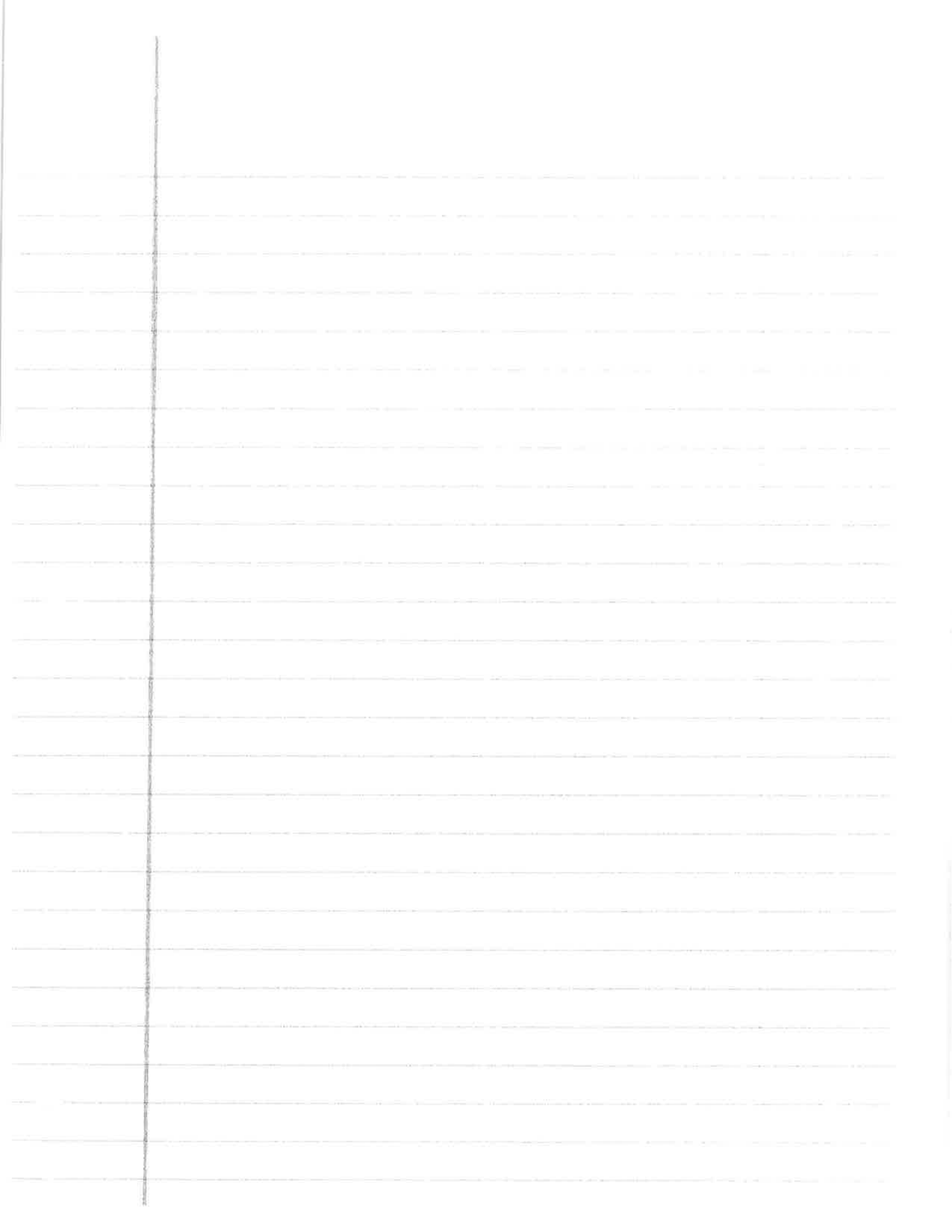
- My writing persuades or convinces someone of something and has interesting ideas.
- My writing is organized in paragraphs with detailed reasons for supporting my idea.
- My writing uses interesting words and sentences.

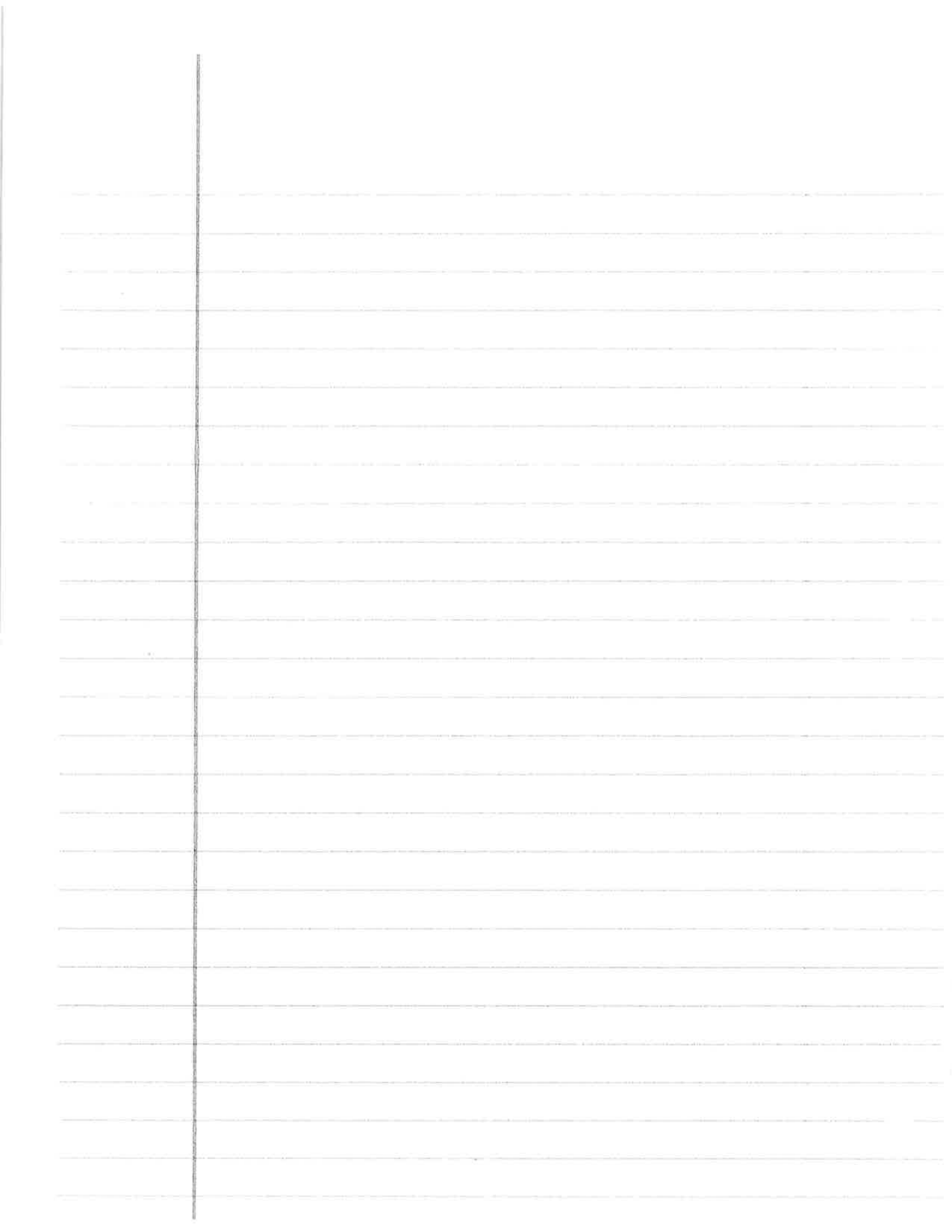
## Narrative:

- My writing tells a story with detailed events and has interesting ideas.
- My writing is organized in paragraphs for each main idea.
- My writing uses interesting words and sentences.

## Poetry:

- My poem has a main idea.
- My writing uses creative poetry devices (eg. simile, alliteration etc.)
- My writing uses interesting words.





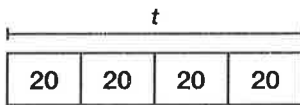
1. Kyle's house number is a multiple of 8. Which could be Kyle's house number?

(A) 62                      (C) 73  
(B) 64                      (D) 81

2. Last month 4,861 books were checked out from the library. This month 3,278 books were checked out. How many more books were checked out last month than this month?

(A) 583 books  
(B) 1,583 books  
(C) 1,593 books  
(D) 1,683 books

3. Julie bought 4 sheets of stamps with 20 stamps on each sheet. Which equation can be used to find the number of stamps Julie bought?



(A)  $4 \times t = 20$   
(B)  $4 \times 20 = t$   
(C)  $20 \div 4 = t$   
(D)  $20 \div t = 4$

4. Which of the following are prime numbers? Select all that apply.

11  
 27  
 31  
 41  
 57

5. Henry has \$432 in his checking account. He has four times this amount in his savings account. How much money is in both of Henry's accounts?

\_\_\_\_\_

6. Tia had 50 carrot sticks for her study group to snack on. There were 6 people eating the carrot sticks, and each person ate an equal number of carrots until there were none left to share equally. How many carrot sticks were left over? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. A school bus can hold 36 students. A school district has 24 buses. Use compatible numbers to estimate about how many students the buses can transport.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

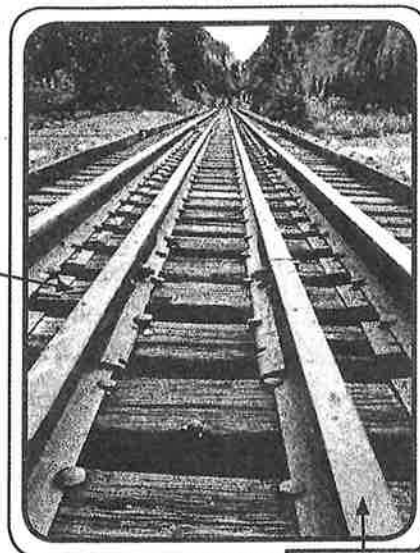
8. Jonah's baby brother weighs 8 pounds. Jonah weighs seven times as much as his brother. Write and solve a multiplication equation to find Jonah's weight.

\_\_\_\_\_

A line is a straight path of points that goes on and on in opposite directions. A pair of lines can be described as parallel, perpendicular, or intersecting.



The railroad tracks in the picture are parallel because they never meet. The railroad ties are perpendicular to the railroad tracks because they intersect at right angles.



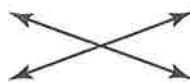
Railroad tie

Railroad track

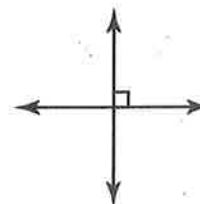
Pairs of lines are given special names depending on their relationship.



Parallel lines never intersect.



Intersecting lines pass through the same point.



Perpendicular lines are lines that intersect to form right angles.

**Convince Me!** © MP.6 Be Precise Find examples in your classroom where you can identify parallel lines, intersecting lines, and perpendicular lines. Explain.

# Homework & Practice 16-1

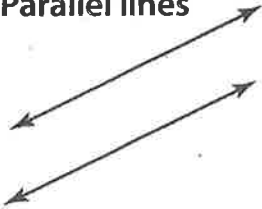
## Lines

### Another Look!

You can use geometric terms to describe what you draw.

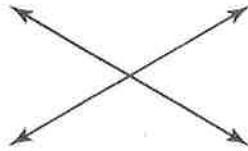


**Parallel lines**



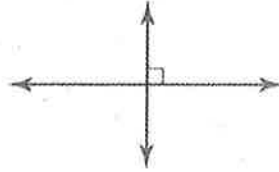
Parallel lines never intersect.

**Intersecting lines**



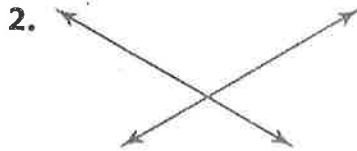
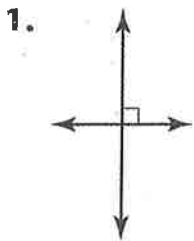
Intersecting lines pass through the same point.

**Perpendicular lines**



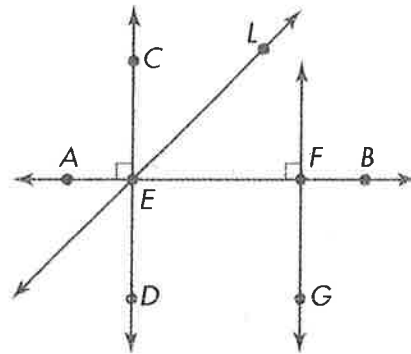
Perpendicular lines form right angles.

For 1–3, use geometric terms to describe what is shown. Be as specific as possible.



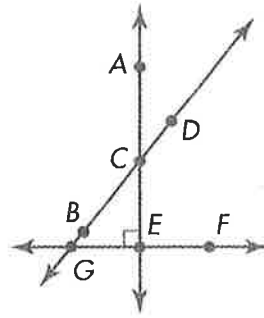
For 4–7, use the figure at the right.

- Name three different lines.
- Name a pair of parallel lines.
- Name two lines that are perpendicular.
- Name two intersecting lines.



For 8–10, use the figure at the right.

8. Name two lines.
9. Name two lines that are perpendicular.
10. Draw a  $\overleftrightarrow{HF}$  on the diagram that is parallel to  $\overleftrightarrow{AE}$  and perpendicular to  $\overleftrightarrow{GF}$ .



How are the lines related?

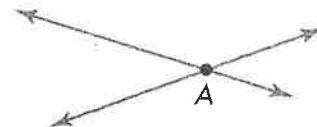


11. **A-Z Vocabulary** Describe a point. What could you use as a model of a point?
12. **MP.3 Critique Reasoning** Ali says if two lines share a point, they cannot be parallel. Do you agree? Explain.

13. Draw and label parallel lines  $\overleftrightarrow{XY}$  and  $\overleftrightarrow{RS}$ . Then draw and label  $\overleftrightarrow{TS}$  so it is perpendicular to both  $\overleftrightarrow{XY}$  and  $\overleftrightarrow{RS}$ . Draw point Z on  $\overleftrightarrow{TS}$ .
14. **Higher Order Thinking**  $\overleftrightarrow{RS}$  is perpendicular to  $\overleftrightarrow{TU}$ .  $\overleftrightarrow{RS}$  is parallel to  $\overleftrightarrow{VW}$ . What is the relationship between  $\overleftrightarrow{TU}$  and  $\overleftrightarrow{VW}$ ? Draw lines if needed.

### Common Core Assessment

15. Which geometric term would you use to describe the lines to the right?
- (A) Perpendicular lines
- (B) Point A
- (C) Parallel lines
- (D) Intersecting lines

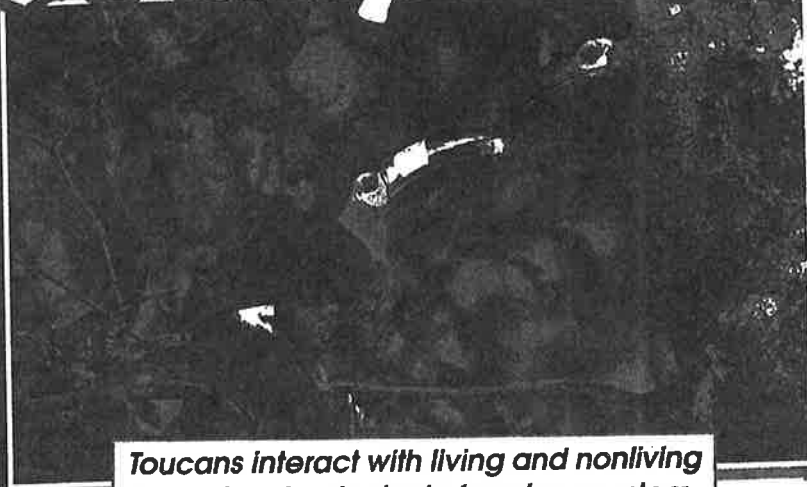


Think about the relationship between the two lines.





# Survival in Ecosystems



*Toucans interact with living and nonliving things in a tropical rain forest ecosystem.*



*A tropical rain forest is one kind of ecosystem.*

## STEP 1 Prepare to Read

### The Big Picture

Living and nonliving things are all around you. All the living and nonliving things that surround you make up your **environment**. For example, your classroom is an environment. The students in your classroom are living things in this environment. The books, pencils, and paper in your classroom are some of the nonliving things in this environment.

Like people, animals **interact** with living and nonliving things. When living things interact with both the living and the nonliving things in an environment, it is called an **ecosystem**. For example, some animals use living trees for shelter and food. They may also use tree parts that are no longer living, such as sticks or dead leaves.

A **tropical** rain forest is one kind of ecosystem. Tropical rain forests are thick forests in very warm parts of the world. As you read, learn how tropical rain forest ecosystems work, and why they are important.



### What We Know

With a partner, discuss what you already know about how animals and plants interact.

## STEP 2

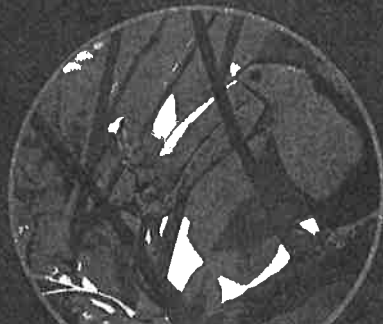
### Read for Understanding

#### Strategy

Pause at the end of each section in an article. In your mind, tell yourself what you just read. If you did not understand what you read, go back and reread the section.



environment



ecosystem



habitat

## Wonders of the Rain Forest

Imagine a toucan, high in the hollow part of a tree. The toucan eats a guava, the fruit from the tree. In a nearby tree, a spider monkey eats a guava, too. Both animals live in a tropical rain forest ecosystem. They are both using the tree's fruit to **survive**.

However, the toucan and the spider monkey interact with the tree in different ways. The toucan uses the tree as a nest and eats the fruit. After the toucan eats the fruit, it may line its nest with leftover seeds. It also drops some seeds on the forest floor. The seeds sink into the ground. Some seeds may grow into new trees.

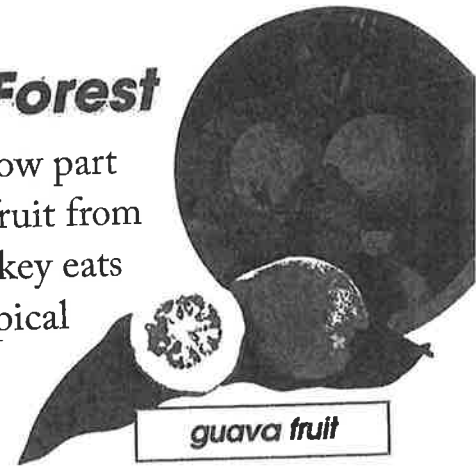
The spider monkey eats the fruit and its seeds. If sticks or bark are nearby, the spider monkey may eat them, too. The toucan and the spider monkey are two of the thousands of animals in a tropical rain forest ecosystem.

## Environments, Ecosystems, and Habitats

All the living and nonliving things that surround you are your environment. An environment also includes climate and weather. For example, in a tropical rain forest, the climate is warm and damp. It can rain many times a day. Animals and plants are everywhere.

An ecosystem is the interaction of all the living and nonliving things in an environment. Ecosystems can be large, like a rain forest. They can be small, too. For example, within a rain forest, a tree can be its own ecosystem. A bird may interact with the tree by eating the tree's fruit and drinking water at the base of the tree.

Living things in an ecosystem have a **habitat**. A habitat is the area in which a plant or animal usually lives and grows. There are many kinds of habitats within an ecosystem. A toucan's habitat is a tree hollow. A spider monkey's habitat is in the upper branches of the trees.



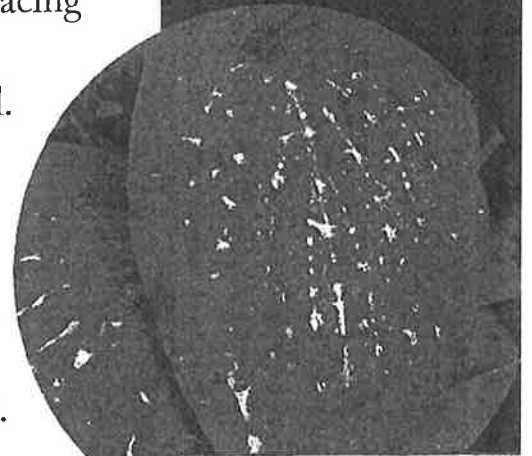
## ***Survival in a Tropical Rain Forest Ecosystem***

A tropical rain forest has many layers. The tops of the trees receive most of the sunlight. The rest of the rain forest receives very little sunlight. Some trees have giant leaves that bend upward toward the Sun. This is an **adaptation**. An adaptation is a special part or an action that helps a plant or an animal survive. Since the tree needs sunlight, the leaves have adapted by facing the Sun to receive more light.

Trees have also adapted to the large amounts of rainfall. It often rains every day in a tropical rain forest. The leaves of many of the trees have deep grooves and an oily coating. These two adaptations allow rain to roll off the leaves. Without the grooves and oily coating, tree branches would break from all the heavy rainwater.

Animals in a tropical rain forest have adaptations, too. Spider monkeys have very long tails and arms. They can swing from tree to tree as they search for food.

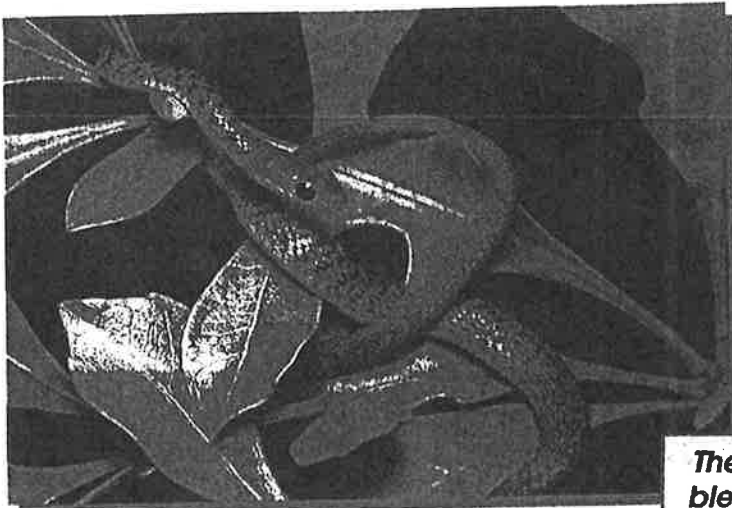
**Camouflage** is another adaptation that protects animals. It is a special body part or covering. If an animal is camouflaged, it blends into its environment. This helps the animal hide from its enemies. A green snake hiding among the green leaves of a tree is an example of camouflage. Some insects look like sticks, leaves, or branches. For example, a walking stick is a long, brown bug that looks like a twig. Enemies may not attack these animals because they cannot see them easily.



*Some tree leaves have adaptations like groove and an oily coating.*

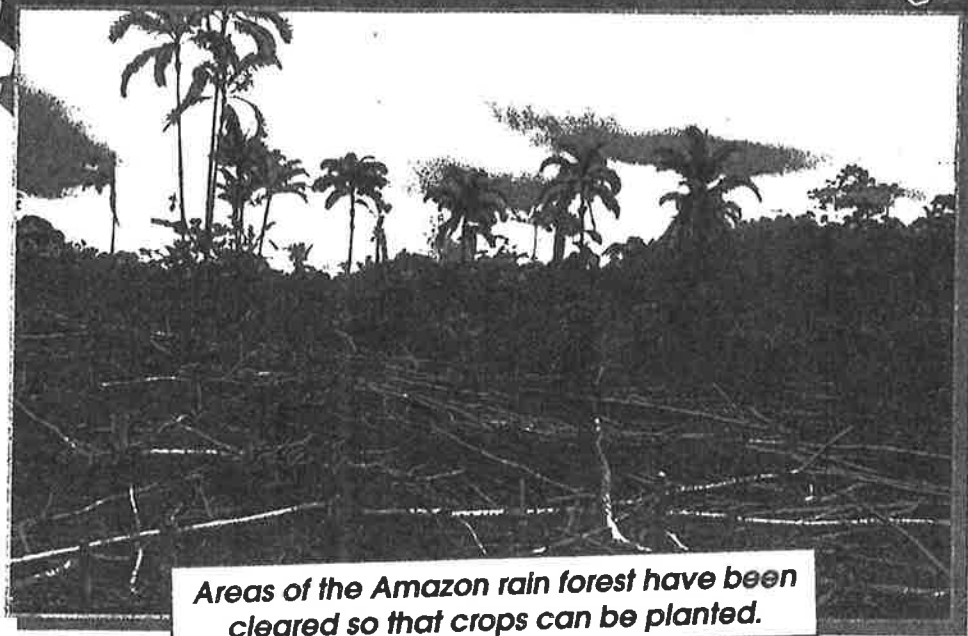
### **Reading Skill**

What is one detail about an animal in a tropical rain forest?



*The snake and walking stick blend into their environment.*





*Areas of the Amazon rain forest have been cleared so that crops can be planted.*

## **Saving Tropical Rain Forests**

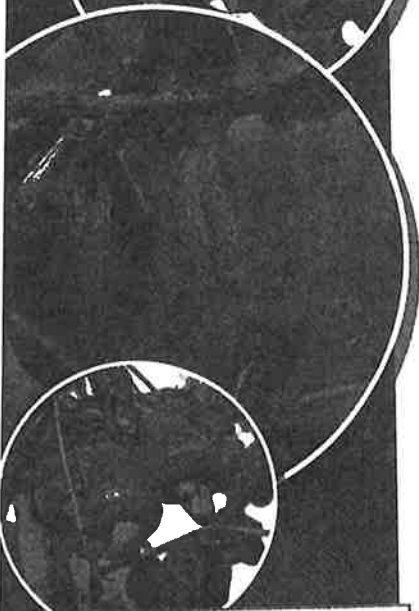
Today, parts of some tropical rain forests are being destroyed. Trees are being chopped down so the land can be used for farms and cattle ranches. Also, parts of some tropical rain forests have dried up because there are fewer trees to keep water in the ground.

The world needs tropical rain forests for many reasons. The trees in tropical rain forests send huge amounts of **oxygen** into the air. People and animals need oxygen to survive. Also, many fruits and nuts come from the rain forest. Some medicines are made from tropical rain forest plants, too.

Many animals depend on rain forest plants for food and shelter. When habitats are destroyed, animals may become **endangered**. This means that most of the animals of that kind are in danger of dying. Both the toucan and the spider monkey are endangered rain forest animals. Some kinds of plants and animals that had lived in the rain forest no longer exist because their habitats have been destroyed.

Many people believe that it is important to save the trees in tropical rain forests. In some areas, trees can no longer be chopped down. In other areas, people are planting new trees. Saving the rain forests will help provide many things that people and animals need to survive.

**Think About It** What are two things that you might see in a tropical rain forest?



*Bananas, cacao pods, and cashew nuts all grow in a tropical rain forest.*

### **Reading Skill**

Underline the main idea in this paragraph.



## Other Kinds of Ecosystems

A tropical rain forest is one kind of ecosystem. There are many other kinds. As long as living and nonliving things are interacting in an area, that area is an ecosystem.

A swamp is another kind of ecosystem. The environment of a swamp is damp and muddy. Plants and moss grow in and near the swampy water.

In a swamp, alligators interact with water and mud. When an alligator is looking for food, it sits perfectly still in the water. The alligator is camouflaged by the water, mud, and plants. Fish and turtles cannot easily see the alligator's eyes. When the moment is right, the alligator catches its next meal.

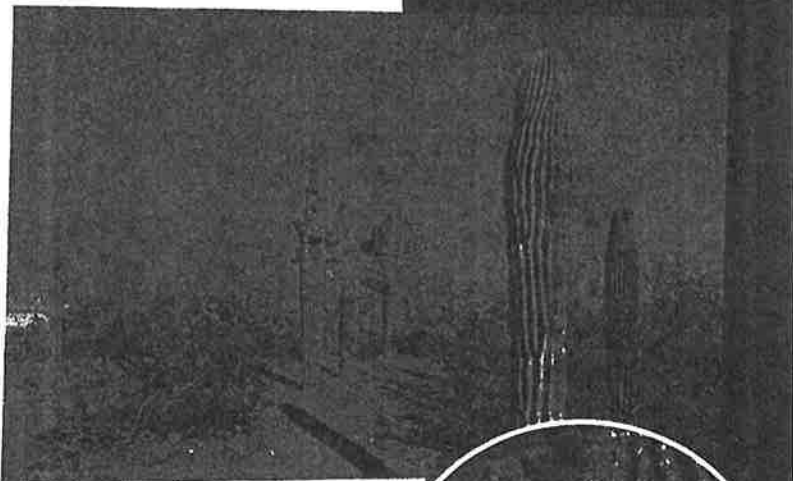
A desert is also a kind of ecosystem. In a desert, the land is often sandy and dry. It almost never rains. Because it is so dry, a desert does not have many trees. However, cactus plants grow well in the desert. Some kinds of cactus plants have adapted to the climate so well that they can live for up to 200 years! Cactus plants store gallons (liters) of water in their thick stems.

In a desert, animals depend on cactus plants for food, water, and shelter. For example, woodpeckers make their homes in cactus plants and eat cactus fruits. Hawks use parts of a cactus as a perch. Jackrabbits find water in cactus plants during hot months.

Ecosystems can be large. They can be small. They are found in every part of the world. In all ecosystems, animals try to find the things they need to survive.



**Alligators live in swamp ecosystems.**



**The woodpecker uses desert cactus plants as food and shelter.**



**Think About It** Why do animals need living and nonliving things?



## NTI Day 11

### PE/Health

As part of NTi Day 11, PE and Health has been designated as your special, for today. For today's lesson, students will be performing various physical/health related activities.

Students will be asked to perform various physical activities, as well as complete a nutrition log.

#### ALL GRADE LEVELS

**Nutrition Log** - All students will fill out a Nutrition Log, by recording everything they eat and drink during the day.

**PE Fitness Calendar** - For each day that we are out of school, students will perform the designated movement 3 times a day, for each day on the calendar. They will then cross out each movement that they perform.

# Nutrition Log-

Write down everything that you eat and drink during the day, in the correct section. Please include any snacks that you have, in between meals.

|           |   |
|-----------|---|
| DATE-     |   |
| BREAKFAST | EXAMPLE-<br>Breakfast<br>8 oz Glass of Orange Juice<br>2 pieces of Toast<br>2 eggs<br>1 piece of sausage  |
| LUNCH     | Lunch<br>Peanut butter and Jelly Sandwich<br>1 handful of Doritos<br>1 can of Mt. Dew                     |
| SUPPER    | Snack -<br>Snickers Bar<br>20 oz. Gatorade  |
|           | SUPPER<br>Pork Chop<br>Mashed potatoes<br>Green Beans<br>1 Bottle of water<br>Big piece of Chocolate Cake |




























# PHYSICAL EDUCATION PROCESS CHECKLIST

**Directions:** Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

**Note:** if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

## March 2020

| Sunday   | Monday   | Tuesday  | Wednesday  | Thursday  | Friday  | Saturday   |
|--|--|--|--|---|---|--|
| <p>1 Hold onto a chair and stand on your tiptoe for 1 minute.</p>    | <p>2 Lift one leg and balance without putting your other foot down for 30 seconds. Repeat with the other leg.</p>  | <p>3 Jog in place for 30 seconds in every room of your home.</p>         | <p>4 Do 25 back leg's kicks per leg.</p>   | <p>5 Hold the Superman pose with your arms the straight back down. Repeat 5 times.</p>  | <p>6 Rest Day</p>   | <p>7 Do Airybe leg's with a family member or friend for 30 seconds.</p>      |
| <p>8 Do 10 push-ups with a family member or friend.</p>   | <p>9 Do a side plank for 30 seconds each arm.</p>   | <p>10 Do side lunges 30 times per leg.</p>                                | <p>11 Do the Superman pose lift a book or the ground and read one entire page.</p>  | <p>12 Rest Day</p>  | <p>13 Hold the Bird Dog position for 45 seconds per side.</p>  | <p>14 Do 50 jumping jacks to each a family member or friend.</p>              |
| <p>15 Do 25 front lunges per leg with a family member or friend.</p>    | <p>16 Put your feet under the couch and do 20 cur-tips.</p>   | <p>17 Hold onto your toes while doing on your bottom for 30 seconds.</p>  | <p>18 Rest Day</p>   | <p>19 Do side leg's 30 times per leg.</p>    | <p>20 Do High Knees while singing the second song.</p>         | <p>21 Hold hands with a family member or friend and do 25 sit-ups.</p>        |
| <p>22 Challenge a family member or friend to a "Balance on one foot with eyes closed without feeling badness" contest.</p>  | <p>23 Challenge a family member or friend to a "Panic workout" competition.</p>                                     | <p>24 Rest Day</p>   | <p>25 Do 30 Wall Push-ups.</p>    | <p>26 See how many push-ups you can do in 30 seconds.</p>                                | <p>27 Put your toes under the couch and do 15 cur-tips.</p>    | <p>28 Challenge a family member or friend to a "TV balance" competition.</p>  |
| <p>29 Make up your own fitness challenge and draw it on the back of this paper.</p>  | <p>30 Rest Day</p>   | <p>31 Pick one of Your Favorite Days And Do It Again!!!</p>  | <p>Student Name: _____ Parent Signature: _____</p> <p>Classroom Teacher: _____</p>   |   | <p>Check off (✓) when you finish each day</p>   |  |





NATIONAL ASSOCIATION OF  
**School Psychologists**



*National  
Association of  
School Nurses*

February 29, 2020

## Talking to Children About COVID-19 (Coronavirus) A Parent Resource

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don't know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

### Specific Guidelines

#### **Remain calm and reassuring.**

- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

#### **Make yourself available.**

- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.

### **Avoid excessive blaming.**

- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

### **Monitor television viewing and social media.**

- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

### **Maintain a normal routine to the extent possible.**

- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.

### **Be honest and accurate.**

- In the absence of factual information, children often imagine situations far worse than reality.
- Don't ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the <https://www.cdc.gov/coronavirus/2019-ncov/index.html> website.

### **Know the symptoms of COVID-19.**

- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
  - Fever
  - Cough
  - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child's healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

### **Review and model basic hygiene and healthy lifestyle practices for protection.**

- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
  - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
  - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.

- Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

### **Discuss new rules or practices at school.**

- Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
- Your school nurse or principal will send information home about any new rules or practices.
- Be sure to discuss this with your child.
- Contact your school nurse with any specific questions.

### **Communicate with your school.**

- Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
- Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
- *Make sure to follow all instructions from your school.*

## **Take Time to Talk**

You know your children best. Let their questions be your guide as to how much information to provide. However, don't avoid giving them the information that health experts identify as critical to ensuring your children's health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

### **Keep Explanations Age Appropriate**

- Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."
- Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and

community leaders to prevent germs from spreading.

- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

### **Suggested Points to Emphasize When Talking to Children**

- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay healthy and avoid spreading the disease:
  - Avoid close contact with people who are sick.
  - Stay home when you are sick.
  - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
  - Avoid touching your eyes, nose, and mouth.
  - Wash hands often with soap and water (20 seconds).
  - If you don't have soap, use hand sanitizer (60–95% alcohol based).
  - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

## **Additional Resources**

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/SMA14-4886>

Coping With Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

*For more information related to schools and physical and mental health, visit [www.nasponline.org](http://www.nasponline.org) and [www.nasn.org](http://www.nasn.org).*