

NTI DAY 14



Harrison County Schools

Name: _____

Grade: 4

Teacher: _____

Day 14 Checklist (complete ALL items on the checklist)

Reading

- _____ Mini lesson - Write about Reading (story from day 12)
- _____ Complete Write About Reading - Response Section. (minimum 1 paragraph) on notebook paper

Math

- _____ Complete Daily Common Core Review 8-4
- _____ Mini Lesson 16 - 3 (Classifying Quadrilaterals)
Video can be found at
https://media.pk12ls.com/curriculum/math/enVisionmath_CC20_K6_2016_EN/ALVs/A0280323/player.html or students can read the lesson of the video on the attached sheet page 834
- _____ Complete homework practice pages 837 - 838
- _____ Additional online resources:
Number Rock: Quadrilaterals
https://www.youtube.com/watch?v=WMkY_ulku9Q

Science

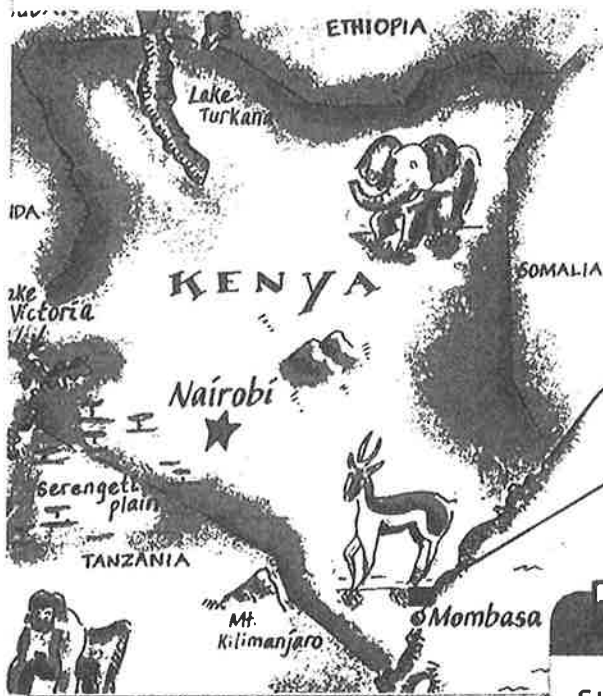
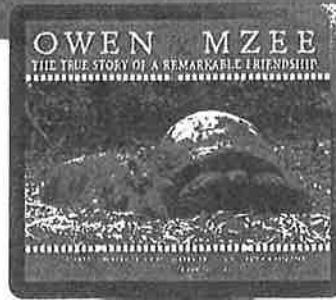
- _____ Read "Food Chains and Food Webs" pages 16-21 (be sure to read all sidebars, pictures and captions, and labeled diagrams)

Social-Emotional Learning

- _____ Complete Social Emotional Learning - Positive Thinking

WRITE ABOUT READING

Response Owen and Mzee live in a wildlife park in Kenya. Using facts and details from the selection, write a paragraph explaining whether you would like to visit the two animals. Include some questions that you might ask Stephen about the animals. Be sure to write a concluding sentence that summarizes your thoughts.



Haller Park

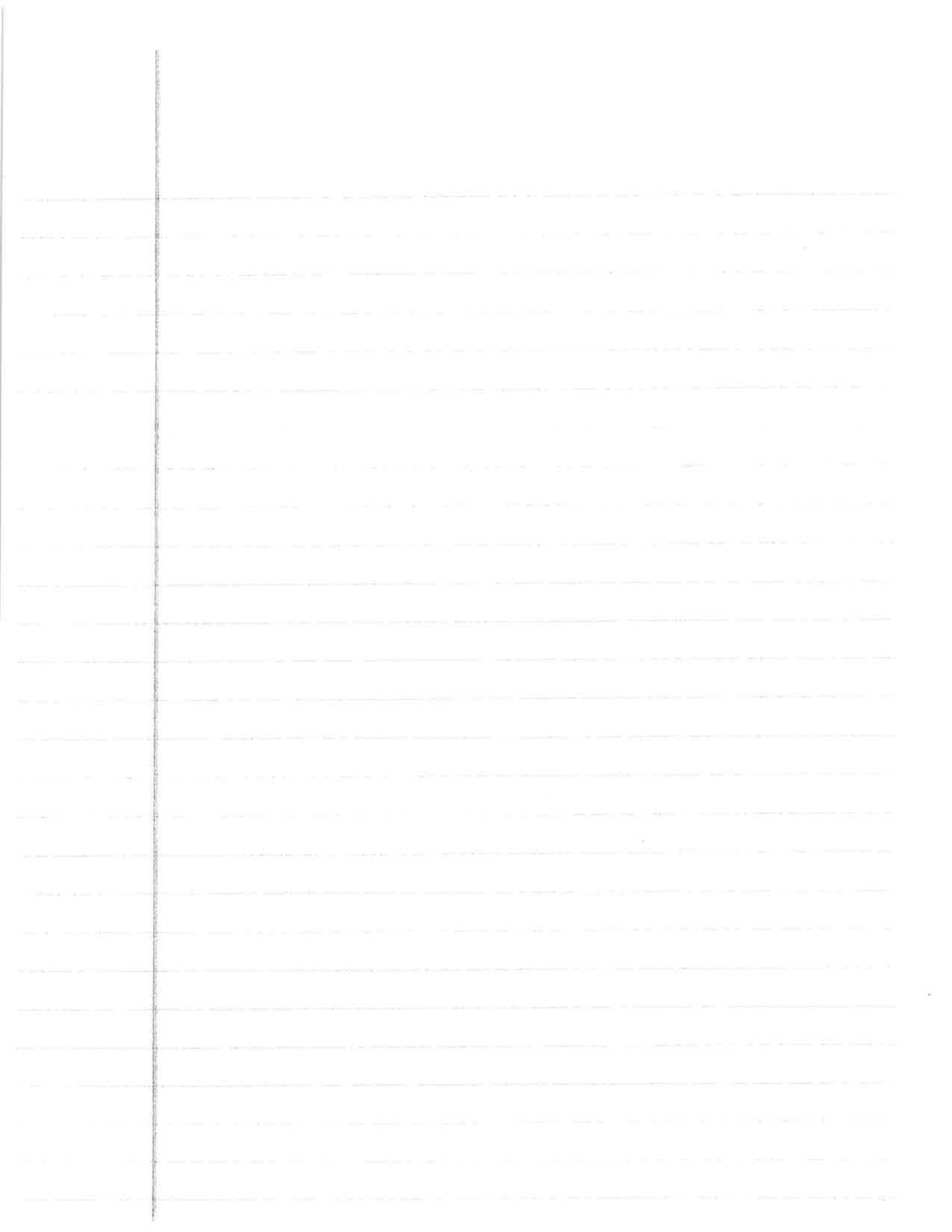
Writing Tip

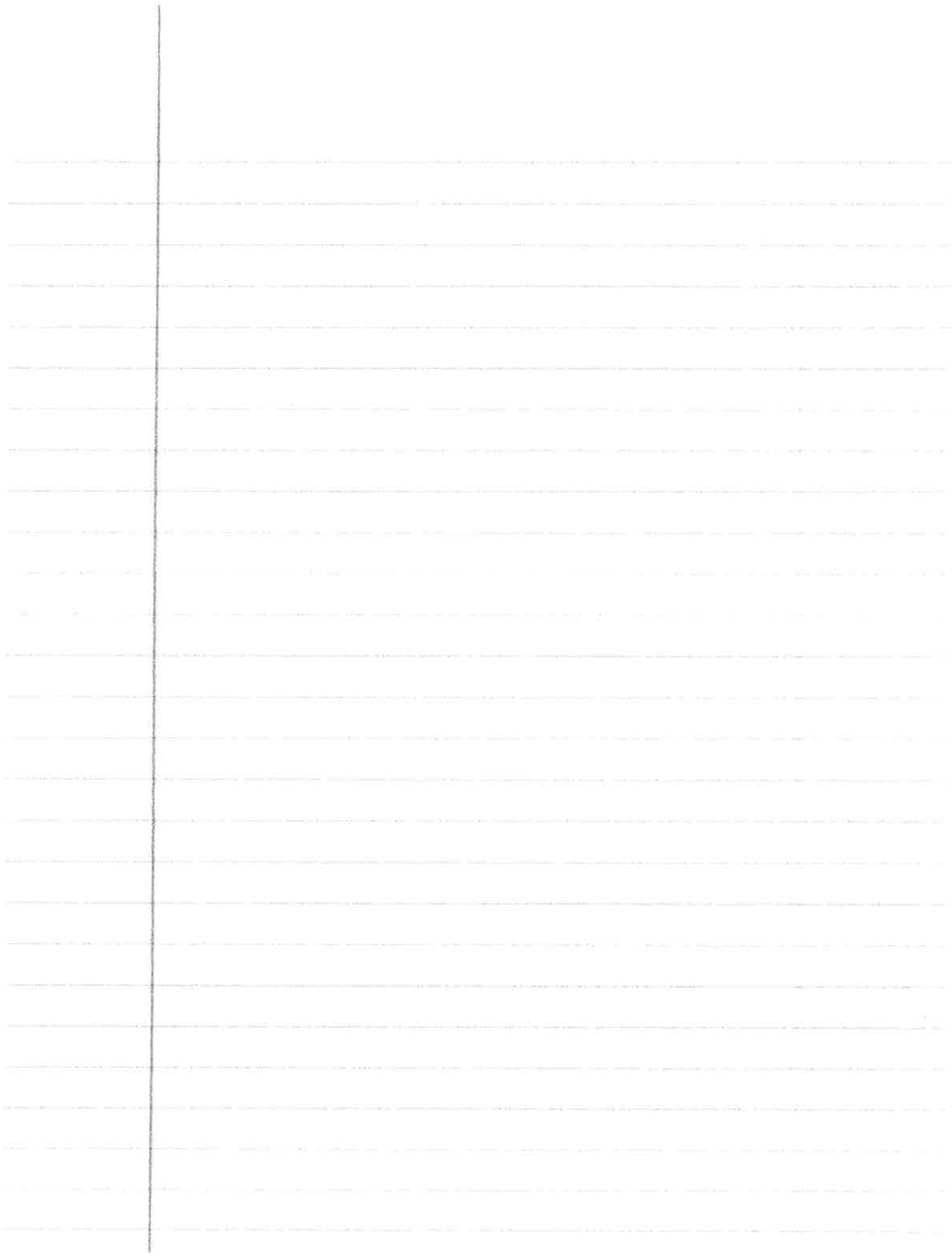
Start your paragraph with an introductory sentence that clearly introduces your topic. Make sure that you use correct punctuation.



COMMON
CORE

RI.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **W.4.1a** introduce a topic, state an opinion, and create an organizational structure; **W.4.1b** provide reasons supported by facts and details; **W.4.1d** provide a concluding statement or section; **W.4.9d** apply grade 4 Reading standards to informational texts; **SL.4.1d** review key ideas expressed and explain own ideas and understanding

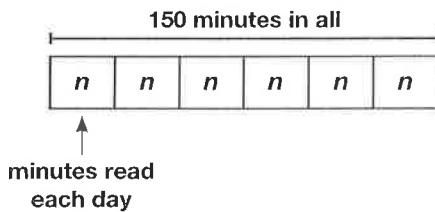




1. A produce company is packaging tomatoes into boxes containing 8 tomatoes each. How many boxes do they need to package 416 tomatoes?

- (A) 36 boxes
- (B) 48 boxes
- (C) 52 boxes
- (D) 104 boxes

2. Martin read for a total of 150 minutes last week. He read the same amount of time each day for 6 days. Which equation shows, n , the number of minutes Martin read each day?



- (A) $150 \times 6 = n$
 - (B) $150 + 6 = n$
 - (C) $150 - 6 = n$
 - (D) $150 \div 6 = n$
3. Jacob counted 14 ducks at the park. He counted twice as many geese. How many birds did Jacob count in all?
- (A) 14 birds
 - (B) 28 birds
 - (C) 42 birds
 - (D) 56 birds

4. Write the factors of 42.

5. A gymnastics team bought 12 sweatshirts that cost \$45 each. How much did the team spend in all?

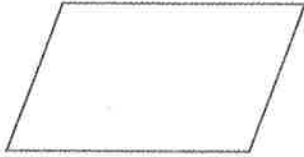
6. The table shows how much money a charity raised in three months.

Month	Money Raised
June	\$12,540
July	\$23,380
August	\$17,930

What was the total amount of money raised in three months?

7. Is the value of the first 7 ten times as great as the value of the second 7 in 7,237? Explain.

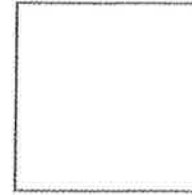
Quadrilaterals can be classified by their angles or the line segments that make their sides. Which of the quadrilaterals shown have only one pair of parallel sides? Which have two pairs of parallel sides?



A parallelogram has 2 pairs of parallel sides.



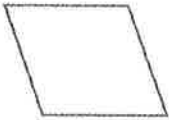
A rectangle has 4 right angles. It is also a parallelogram.



A square has 4 right angles and all sides are the same length. It is a parallelogram, a rectangle, and a rhombus.



Any four-sided shape can be called a quadrilateral.



A rhombus is a quadrilateral that has opposite sides that are parallel and all of its sides are the same length. It is also a parallelogram.



A trapezoid is a quadrilateral with only one pair of parallel sides.



Trapezoids have only one pair of parallel sides. Parallelograms, rectangles, squares, and rhombuses all have two pairs of parallel sides.

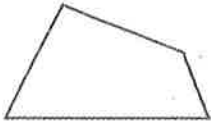
Convince Me! © MP.6 Be Precise How are a parallelogram and a rectangle the same? How are they different?

Homework & Practice 16-3

Classify Quadrilaterals

Another Look!

Quadrilaterals can be named for their angles and sides.



Quadrilateral
A polygon with 4 sides.



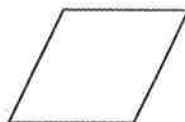
Rectangle
There are four right angles and opposite sides are parallel.



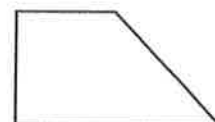
Parallelogram
Opposite sides are parallel.



Square
There are four right angles. All sides are the same length.

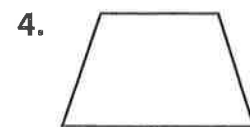
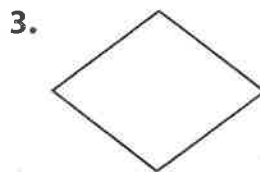
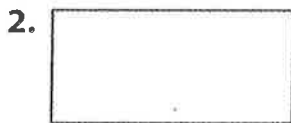
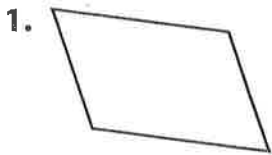


Rhombus
Opposite sides are parallel and all sides are the same length.

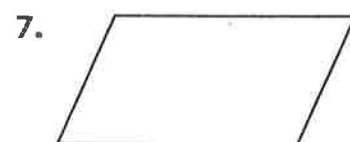
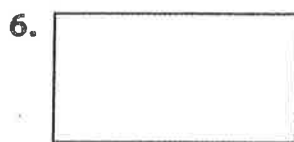
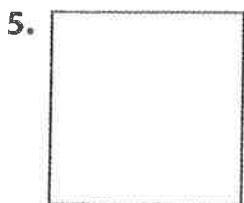


Trapezoid
There is only one pair of parallel sides.

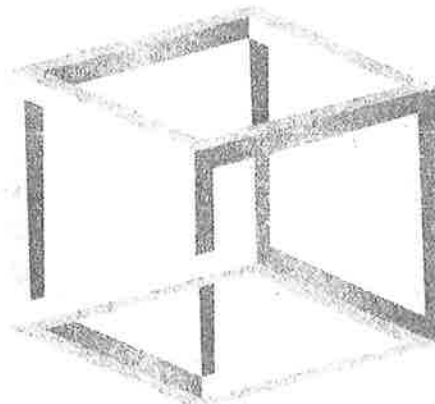
For 1–4, write the most specific name for each quadrilateral.



For 5–7, write all the names possible for each shape.



8. The figure at the right is called an Escher cube. It is named after the Dutch artist M.C. Escher. Look at the 7 white shapes created by this drawing. Name each shape.



9. © **MP.6 Be Precise** Mr. Meyer draws a shape on the board. It has 4 sides of equal length and 4 right angles. List all of the names possible to describe the shape Mr. Meyer drew.

10. © **MP.8 Generalize** Why can a square never be a trapezoid?

11. Rick drew a rhombus. What names might describe the figure based on what you know about quadrilaterals? Explain.

12. **Higher Order Thinking** Hannah has 11 toothpicks that are the same length. Name the different types of triangles and quadrilaterals Hannah can make if she uses only one toothpick for each side of each figure.

© Common Core Assessment

13. Sasha draws a quadrilateral on her paper. She says, "My quadrilateral has 4 right angles, so it must be a square." Do you agree with Sasha? Write an explanation for how you would classify the shape Sasha drew.

Think about which types of quadrilaterals have 4 right angles.



Food Chains and Food Webs



Sonoran Desert



Energy moves from the Sun to plants and then to animals.

STEP 1 Prepare to Read

The Big Picture

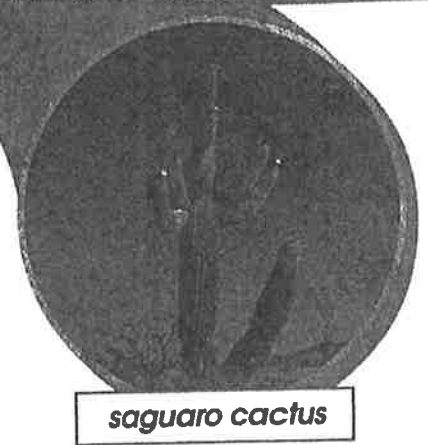
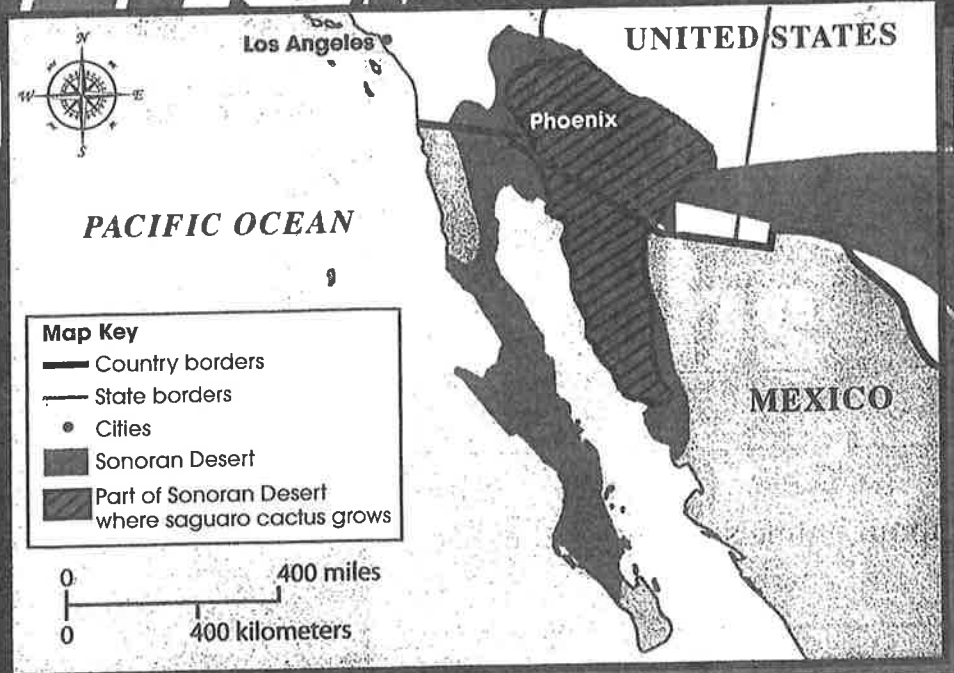
Living things need **energy** to grow. Plants get energy from the Sun. Animals get energy by eating plants and other animals. Without the Sun, animals and plants could not survive.

The Sonoran Desert is the largest desert in North America. It has many different climates and habitats. In the parts that have rainy seasons, there are many kinds of plants. In the hot, dry parts of this ecosystem, only plants that need very little water can live. Plants are important because desert animals need them to survive. As you read, learn how energy moves from the Sun to plants and then to animals.



What We Know

With a partner, discuss what you already know about a desert animal.



STEP 2
Read for
Understanding

A Special Kind of Cactus

Strategy

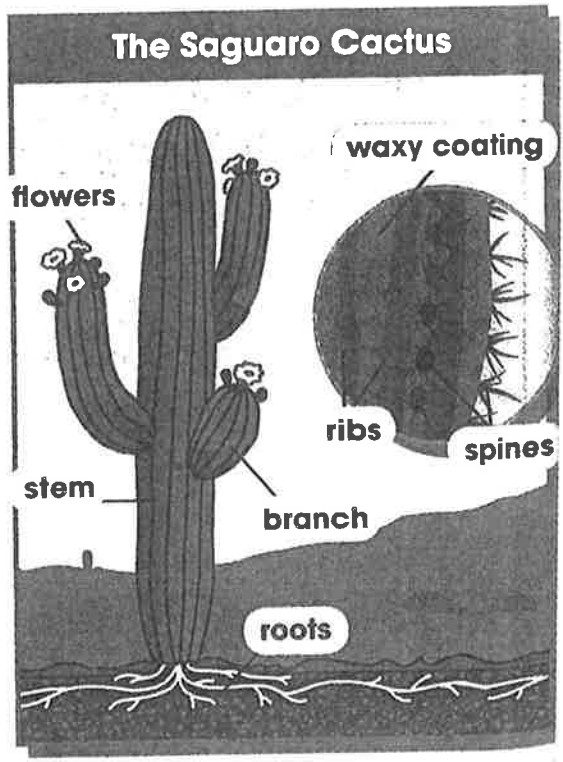
As you read, make connections between what you read and what you already know. Making connections can help you understand more about the topic you are reading about.

The tallest cactus plants in the United States grow in an area called the Sonoran Desert. They are the **saguaro** cactus plants.

A saguaro cactus is made mostly of water, and it can weigh as much as 12,000 pounds (about 5,443 kg)! Many saguaros grow to be 50 feet (about 15 meters) tall. Saguaros that are this tall are usually about 200 years old. The saguaro cactus only grows in the warmer areas of the Sonoran Desert.

The saguaro's adaptations allow the plant to store many gallons (liters) of water in its wide stems and branches. The stored water helps it survive for months without rain. Saguaro stems have a waxy coating. This adaptation keeps water inside the plant.

Thirsty animals seek out the saguaro for water. Birds peck at the cactus for a drink. Mule deer, rats, bighorn sheep, and jackrabbits eat the cactus when they cannot find water.



A Food Chain

A **food chain** starts with the Sun. That's because the Sun is the first source of energy for living things. A food chain shows how energy moves from the Sun to plants and then to animals.

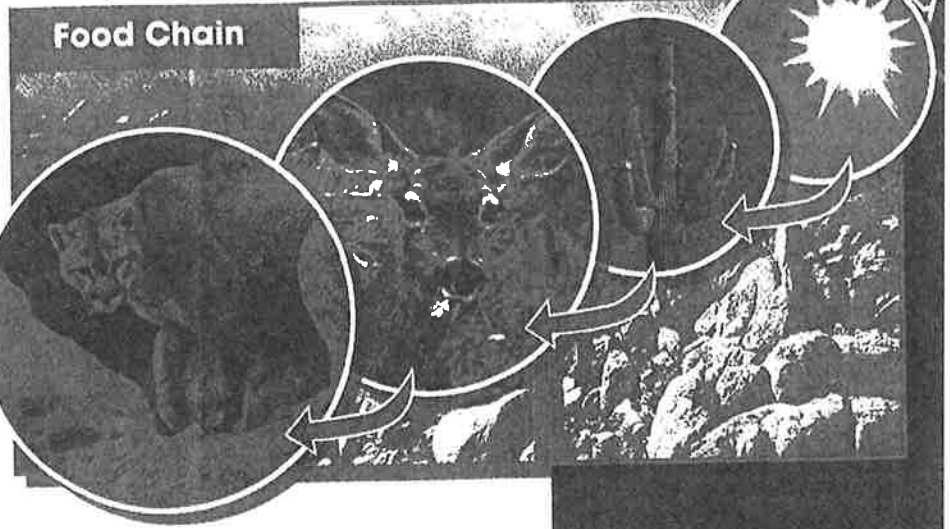
For example, the Sun shines for most of the year in the Sonoran Desert. It gives energy to the saguaro cactus and other desert plants. When it rains, the saguaro soaks up water through its roots. The stem stretches to hold large amounts of water. Over time, the saguaro grows tall and heavy.

A mule deer may eat fruit from the saguaro cactus. It needs the fruit for energy. A mountain lion may spot, hunt, and eat the mule deer. Later, when the mountain lion dies, **bacteria** help to break down its body. Bacteria are very tiny living things that break down dead matter.

The First Steps: The Sun and Producers

Plants use energy from the Sun to make their own food. The process of making their food is called **photosynthesis**. During photosynthesis, plants use energy from the Sun, water from the soil, and gases from the air. They use these things to produce sugar. Plants use this sugar for their food and energy. Because plants can produce their own food, they are called **producers**.

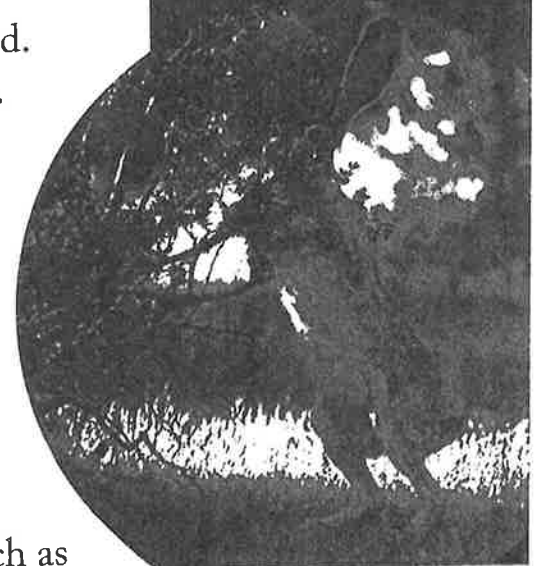
Plants have various parts that provide food for animals. For example, some plants have flowers. Inside flowers, there is pollen. Some animals, such as bees, use pollen for food. Some plants grow fruit. Some animals, such as spider monkeys, eat the fruit for food. Some plants, like saguaros, store water. They provide food and water for animals, such as jackrabbits.



Reading Skill

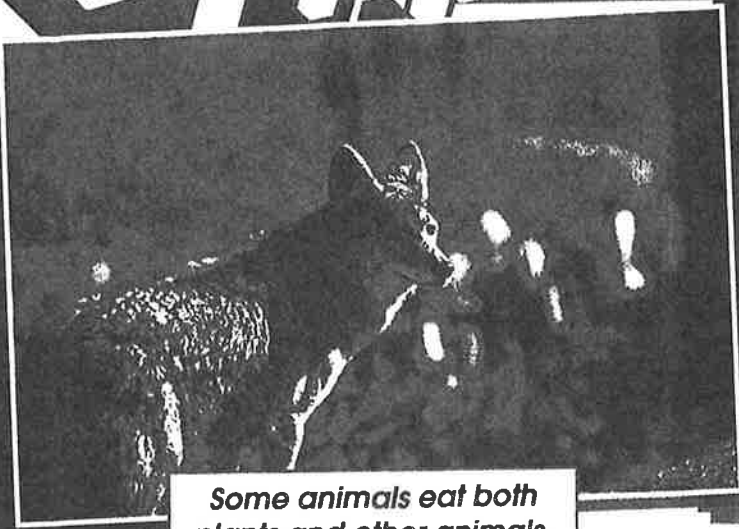


Why do you think some saguaro cactus plants are heavier than others?



Animals depend on producers for food.

Think About It How does the Sun help producers?



Some animals eat both plants and other animals.



Some animals eat only other animals.

The Next Steps: Consumers and Decomposers

Consumers are next in a food chain. Consumers are animals that get their energy by eating other living things. All animals, including people, are consumers.

There are different kinds of consumers. Some consumers eat only plants. Jackrabbits and mule deer are plant-eating consumers.

Some consumers eat only other animals. Mountain lions and rattlesnakes get their energy by eating other animals.

Some consumers eat both plants and animals. For example, coyotes eat small animals, such as mice and rabbits. Coyotes also eat fruits and berries from plants.

Decomposers are the last step of a food chain. Most decomposers are tiny bacteria. Bacteria break down the chemicals in dead matter.

As bacteria break down matter, the energy from the dead matter goes into the bacteria. The bacteria then makes **nutrients**. The nutrients go back into the soil. They are important for plants to grow strong and healthy. They also help new plants grow. For example, when a saguaro cactus dies, bacteria break down the plant. This puts nutrients into the soil. Then, new desert plants may grow where the saguaro had lived. The food chain starts again.



Tiny bacteria break down dead plants and animals.

Think About It How do producers and consumers interact?

A Food Web

Imagine that you are in the sunny Sonoran Desert. You see a jackrabbit and a rat eat the same kind of plant. On a nearby rock, a snake watches them. You may wonder which animal the snake will eat. The snake could choose the jackrabbit or the rat.

Circling overhead, a hawk spots the rat, too. You watch the hawk dive down. At the last minute, the hawk snatches the snake in its claws instead of the rat and flies away!

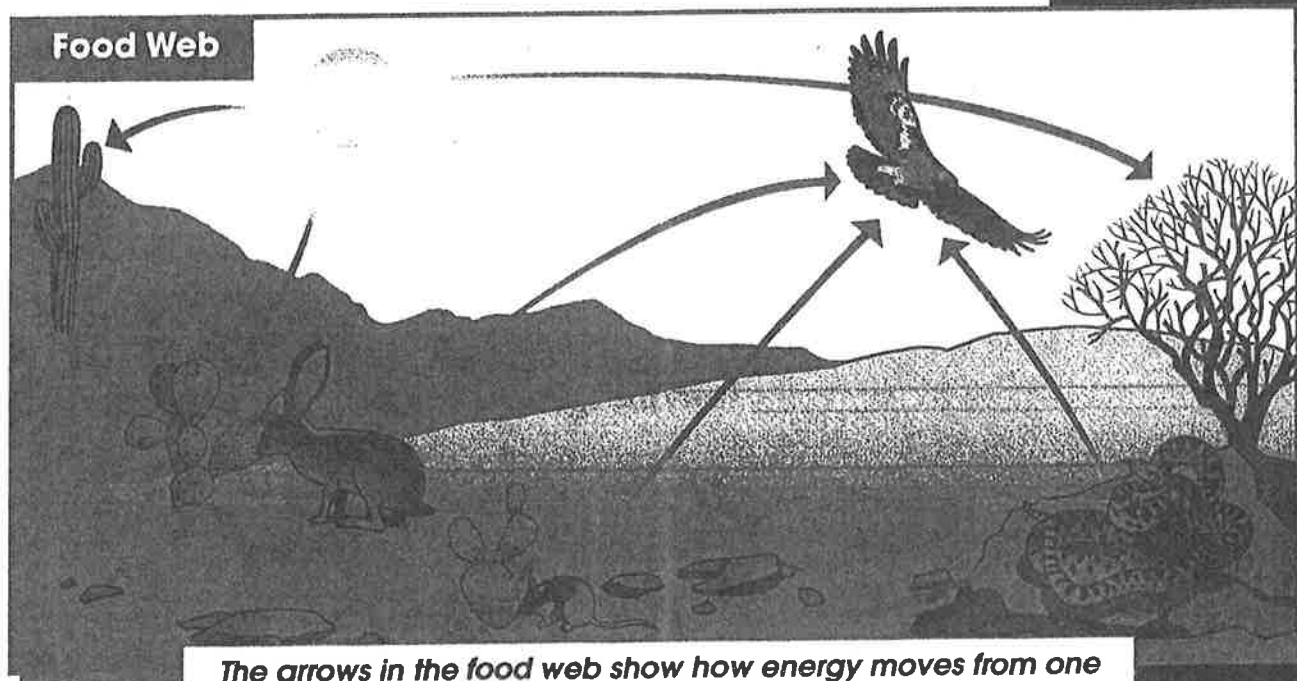
This description is an example of a **food web**. A food web is a system of more than one food chain happening at the same time. A food web shows how energy moves from the Sun to different plants and then to different animals. Most animals eat many kinds of food. A food web shows the many possible ways for animals to interact with plants and other animals.

Sometimes, food webs change. For example, if more hawks are born in a year, then more hawks will fly overhead to catch rats and snakes. There will be fewer rats and snakes in the desert. However, if fewer hawks are born, it affects the food web in a different way.

In an ecosystem, living things use energy. The Sun's energy moves to the soil and plants. Then, the energy moves to animals and people. Finally, the energy returns to the soil. Food chains and food webs show us how living things use the Sun's energy to survive.

Reading Skill

Why do you think that animals need energy?



The arrows in the food web show how energy moves from one living thing to another. For example, the arrow pointing from the rat to the hawk shows that the hawk eats the rat for energy.

Social Emotional Learning - Positive Thinking

4th grade

Directions: Use the example given to create your own thought, feeling, action sequence. Be sure to think positive!!

Remember... Our thoughts create our feelings, and our actions are based on our feelings!!

EXAMPLE

Situation: While walking to class, you accidentally bump into a classmate in the hallway and they give you a mean look.

Thought: "They must be having a rough morning. I sure hope their day gets better!"

Feeling: Compassion

Action: You politely apologize for bumping into them and then check in on them later in the day.

Situation: You are going to stay the night at a friend's house for the first time.

Thought: _____

Feeling: _____

Action: _____

