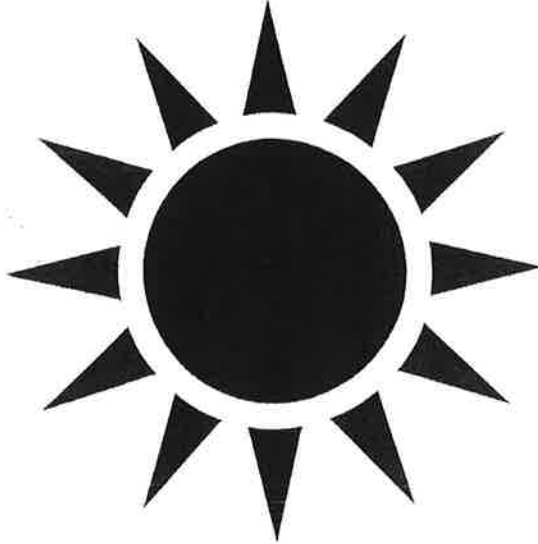


NTI DAY 27



Harrison County Schools

Name: _____

Grade: 4th

Teacher: _____

Complete within 2 weeks of returning to school.

Day 27 Checklist (complete ALL items on the checklist)

Reading

___ Complete Main Ideas and Supporting Details graphic organizer.

w/ story on

Day 26: Amphibian Alert

Math

___ Complete Daily Common Core Review 7-2

___ Complete Estimating American Capacity Worksheet

___ Number Rock: Capacity Song

<https://www.youtube.com/watch?v=DMmI9PoTE8E>

Science

___ Read "Producers, Consumers, and Decomposers" Answer the six multiple choice questions and complete the open response on the answer sheet provided.

___ Learning Resource Video: "Fabulous Food Chains"

<https://www.youtube.com/watch?v=MUKs9o1s8h8>

___ Learning Resource Video: "The Dirt on Decomposers"

<https://www.youtube.com/watch?v=uB61rfeeAsM>

Music

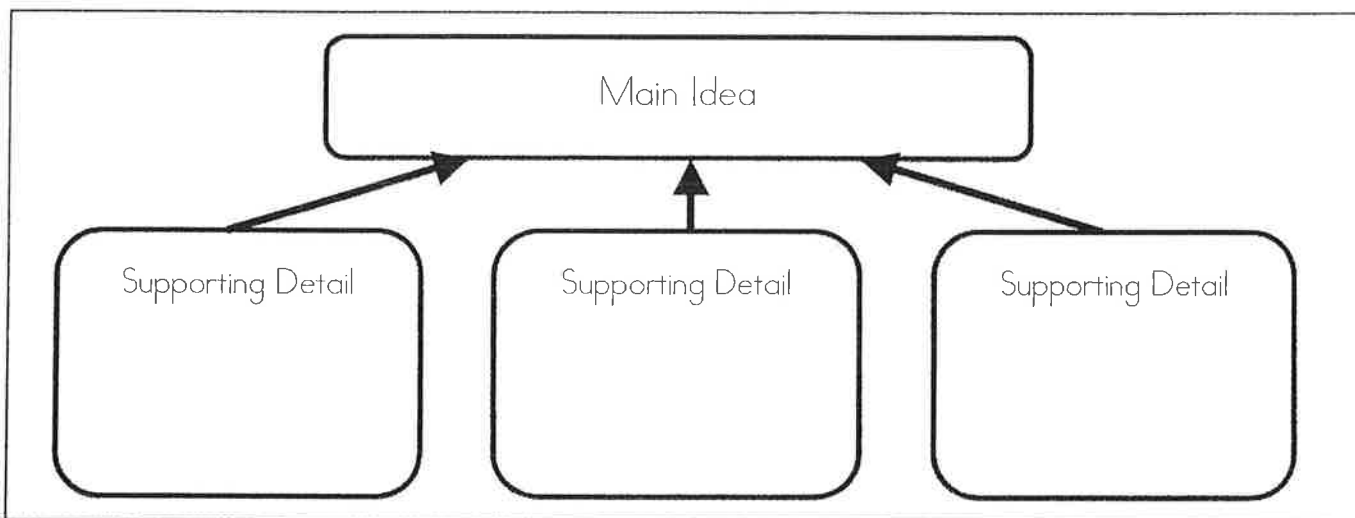
___ Complete Ms Mattill's Music Notes

Main Idea and Supporting Details

How do I identify and explain the main idea and supporting details in a selection?
How do I apply the main idea and supporting details to increase my comprehension?

- The main idea is the most important idea about the topic.
- Supporting details are small pieces of information that tell more about the main idea.

When the main idea is not stated in a single sentence, readers must figure it out on their own and state it in their own words.



VOCABULARY

stated
implied
infer
support answers
identify
explain
interpret

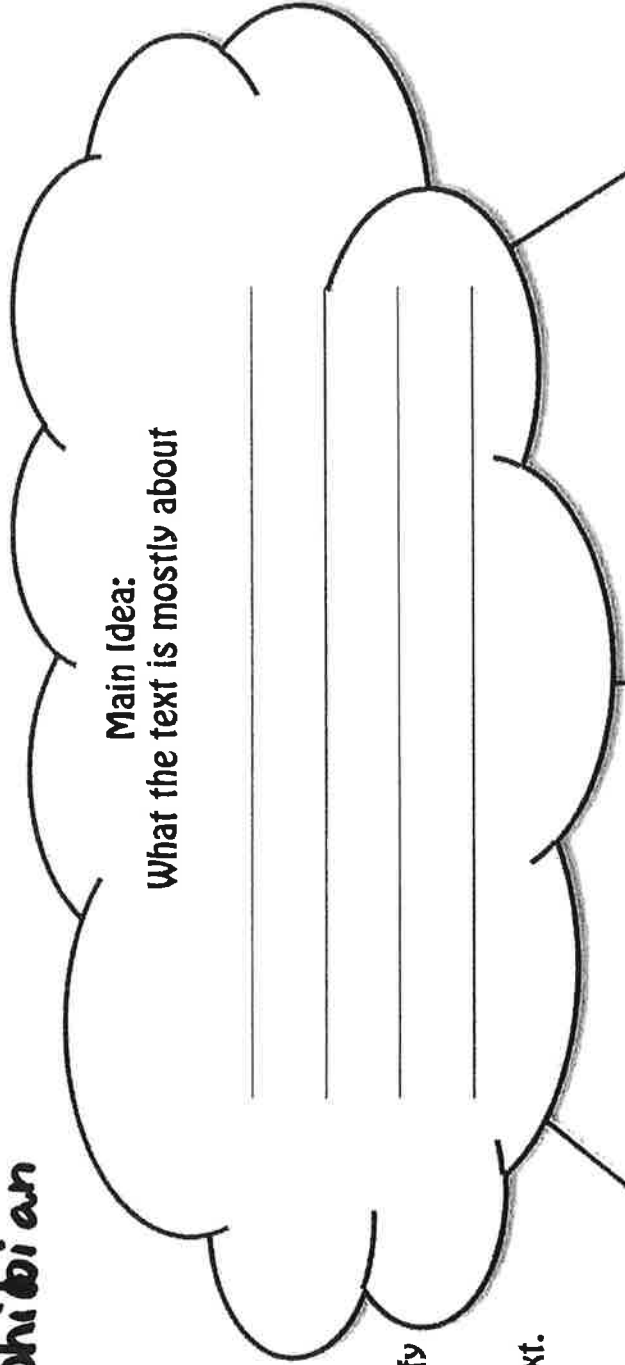
SIGNAL WORDS

mostly about
mainly about
another title
best describes
most likely
most important

NAME _____

DATE _____

Use w/ Amphibi an Alert day 26



Good readers can identify the main idea and supporting details to better understand the text.

Supporting Detail

Supporting Detail

Supporting Detail

1. Juan has 216 beach balls. Each beach ball has 6 stripes. How many stripes are there in all?
 - (A) 1,266 stripes
 - (B) 1,272 stripes
 - (C) 1,296 stripes
 - (D) 1,386 stripes
2. An apple orchard has 224 golden-apple trees. There are 8 equal rows of golden-apple trees. How many golden-apple trees are in each row?
 - (A) 28 trees
 - (B) 72 trees
 - (C) 216 trees
 - (D) 236 trees
3. Four friends equally share a collection of 2,232 stickers. How many stickers will each friend receive?
 - (A) 747 stickers
 - (B) 601 stickers
 - (C) 581 stickers
 - (D) 558 stickers
4. Which equation represents the statement, 42 is 6 times as many as 7?
 - (A) $42 = 6 \times 7$
 - (B) $13 = 6 + 7$
 - (C) $42 \times 6 = 252$
 - (D) $42 \times 7 = 294$
5. How many marbles are left if 9 friends equally share a package of 75 marbles?
6. Roberto has 2 books with 319 pages each, and 3 books with 264 pages each. How many pages are there all together?
7. There are 30 chairs in the band room. Mr. Avery wants to have the same number of chairs in each row. There must be more than 1 row, and the number of chairs in each row must also be greater than the number of rows. Explain how Mr. Avery could arrange the chairs.
8. Is the number of factor pairs for a number equal to the number of arrays for the same number? Explain.

Determine which letter best represents the volume.

Answer

Cup

A cup is about the amount of milk you get from the cafeteria.



Pint

A pint is about the amount you get in a large glass.
1 pint = 2 cups



Quart

A quart is about the amount you get in a large milk container.
1 quart = 2 pints



Gallon

A gallon is the amount that comes in the large plastic container.
1 gallon = 4 quarts



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



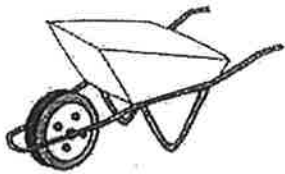
- 1) Liquid a spoon holds
- A. Less than a cup
 - B. 1 Cup
 - C. 1 Quart
 - D. 1 Pint



- 2) Ink in a pen
- A. 2 Pints
 - B. 1 Quart
 - C. Less than a Cup
 - D. 1 Gallon



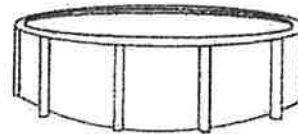
- 3) Cereal Bowl
- A. 4 Pints
 - B. 1 Pint
 - C. 2 Gallons
 - D. 0.5 Gallon



- 4) Sand a wheel barrow holds
- A. 8 Quarts
 - B. 1,000 Grams
 - C. 4 Cups
 - D. 45 Gallons



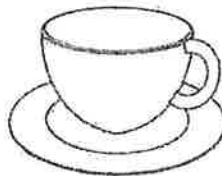
- 5) Soda in a can
- A. 4 Pints
 - B. 4 Cups
 - C. 1 Gallon
 - D. 1.5 Cups



- 6) Water in a pool
- A. 3,000 Gallons
 - B. 25 Cups
 - C. 5,000 Feet
 - D. 20 Gallons



- 7) Eyedropper holds
- A. 3 Gallons
 - B. 1 Pint
 - C. 1 Cup
 - D. Less than 1 Cup



- 8) Liquid in a tea cup
- A. 1 Cup
 - B. 1 Quart
 - C. 1 Pint
 - D. 1 Gallon



- 9) Liquid in a pitcher
- A. 8 Gallons
 - B. 2 Quarts
 - C. 1 Pint
 - D. 2 Cups

Determine which measurement would be most appropriate.

Answers

- 1) A packet of ketchup is closer to a cup or a quart?
- 2) Tom left the water hose running for 20 minutes to water his lawn. Did he most likely use 175 cups or 175 gallons of water?
- 3) Luke filled up his thermos with soup. Did it most likely hold 1.5 cups or 1 gallon?
- 4) An eye dropper probably holds closer to a cup or a quart?
- 5) Billy poured himself a glass of water. The glass was probably closer to 2 cups or 3 gallons?
- 6) Chloe was putting in a fish pond in her backyard. Would it most likely hold 10,000 cups or 10,000 gallons of water?
- 7) If you were trying to measure how much juice was in a can of peaches would you most likely use cups or quarts?
- 8) Victor was making himself some chocolate milk. Did he most likely use half a cup or half a gallon?
- 9) A washing machine most likely uses 40 pints or 40 gallons of water?
- 10) Paul was buying juice for a birthday party. Did he most likely buy 6 cups or 6 gallons?
- 11) A jar of mayonnaise most likely has 1 pint or 1 gallon of mayonnaise?
- 12) After a football game the team dumped a full cooler of kool-aid onto the coach. Did the cooler most likely have 5 cups or 5 gallons?
- 13) Dave was mopping his kitchen floor. Did his mop bucket most likely have 6 pints or 6 gallons of water?
- 14) Will was watering a plant. Did he most likely use 2 cups or 2 gallons?
- 15) A pitcher of lemonade is closer to 1 cup or 1 gallon?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

CHAPTER 6: Energy Transfers in Ecosystems

Read the article below to answer questions 1–7.

Producers, Consumers, and Decomposers

The sun is the main source of energy for all living things. Animals don't get energy directly from the sun. Many eat plants, however, which use sunlight to make food. Animals that don't eat plants also depend on the energy of sunlight. They eat animals that eat plants. When scientists describe the way energy moves through ecosystems, they use the term *food chains*. Food chains have three main levels.

Green plants and some protists and bacteria are producers. They are in the first level of food chains, because they produce their own food. To make food, most producers use water and carbon dioxide with the energy from sunlight. The food producers make contains stored energy.

Consumers make up the next level in a food chain. They eat other living things, and they take the energy of the living things they eat.

There are three kinds of consumers—herbivores, carnivores, and omnivores.

Herbivores are animals that eat only plants, or producers. Animals such as squirrels, rabbits, cows, and horses are herbivores.

Carnivores are animals that eat only animals, or other consumers. For example, falcons, many snakes, and lions are carnivores.

Omnivores are animals that eat both plants (producers) and other animals (consumers). Animals such as chickens, raccoons, and bears are omnivores. Most humans are also omnivores.

Decomposers make up the last level of the food chain. Decomposers are consumers that feed on wastes and on the remains of dead plants and animals. They break down wastes and turn them into nutrients. The nutrients go into the soil or water. Plants take in the nutrients from the soil or water through their roots and the cycle starts again.

PLEASE GO ON TO THE NEXT PAGE →

Kentucky Core Content for Assessment: SC-04-4.6.1 Students will analyze patterns and make generalizations about the basic relationships of plants and animals in an ecosystem (food chain).

Please mark your answer for each multiple-choice question by filling in the circle completely for the correct answer. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. Which of the following shows the correct sequence of a food chain?

- (A) producers, decomposers, consumers
- (B) producers, consumers, decomposers
- (C) decomposers, consumers, producers
- (D) consumers, producers, decomposers

2. Algae use energy from the sun. Snails eat algae and use their energy. When a snail dies, fungi break down the snail's body. Which one of these is a decomposer?

- (A) algae
- (B) the snail
- (C) fungi
- (D) the sun

3. Cats are consumers of mice. What would happen if more cats were added to an ecosystem?

- (A) There would be many more mice.
- (B) There would be fewer mice.
- (C) There would be a few more mice.
- (D) The number of mice would stay the same.

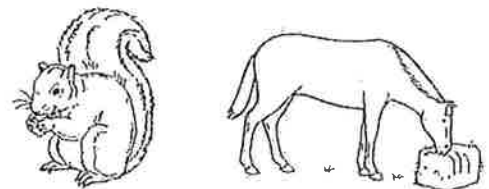
4. Which of the following is a producer?

- (A) a fox
- (B) a chicken
- (C) a fungus
- (D) grass

5. A bird that eats both insects and seeds is

- (A) a herbivore.
- (B) a carnivore.
- (C) an omnivore.
- (D) a producer.

Use the illustration below to answer question 6.



HINT Think about what the animals eat.

6. What do these two animals have in common?

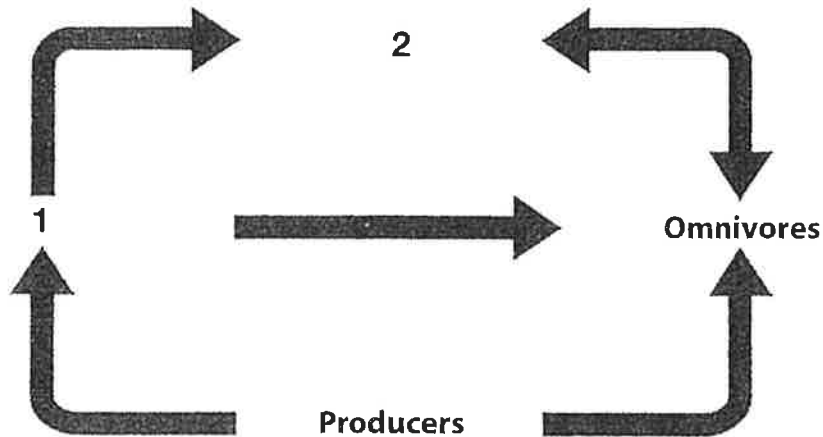
- (A) They are both herbivores.
- (B) They are both producers.
- (C) They are both omnivores.
- (D) They are both carnivores.

PLEASE GO ON TO THE NEXT PAGE →

OPEN-RESPONSE QUESTION

Read all parts of the open-response question before you begin. Use the grid on the next page to create any required charts or graphs. If a question does not require a chart or graph, write your written response over the grid lines.

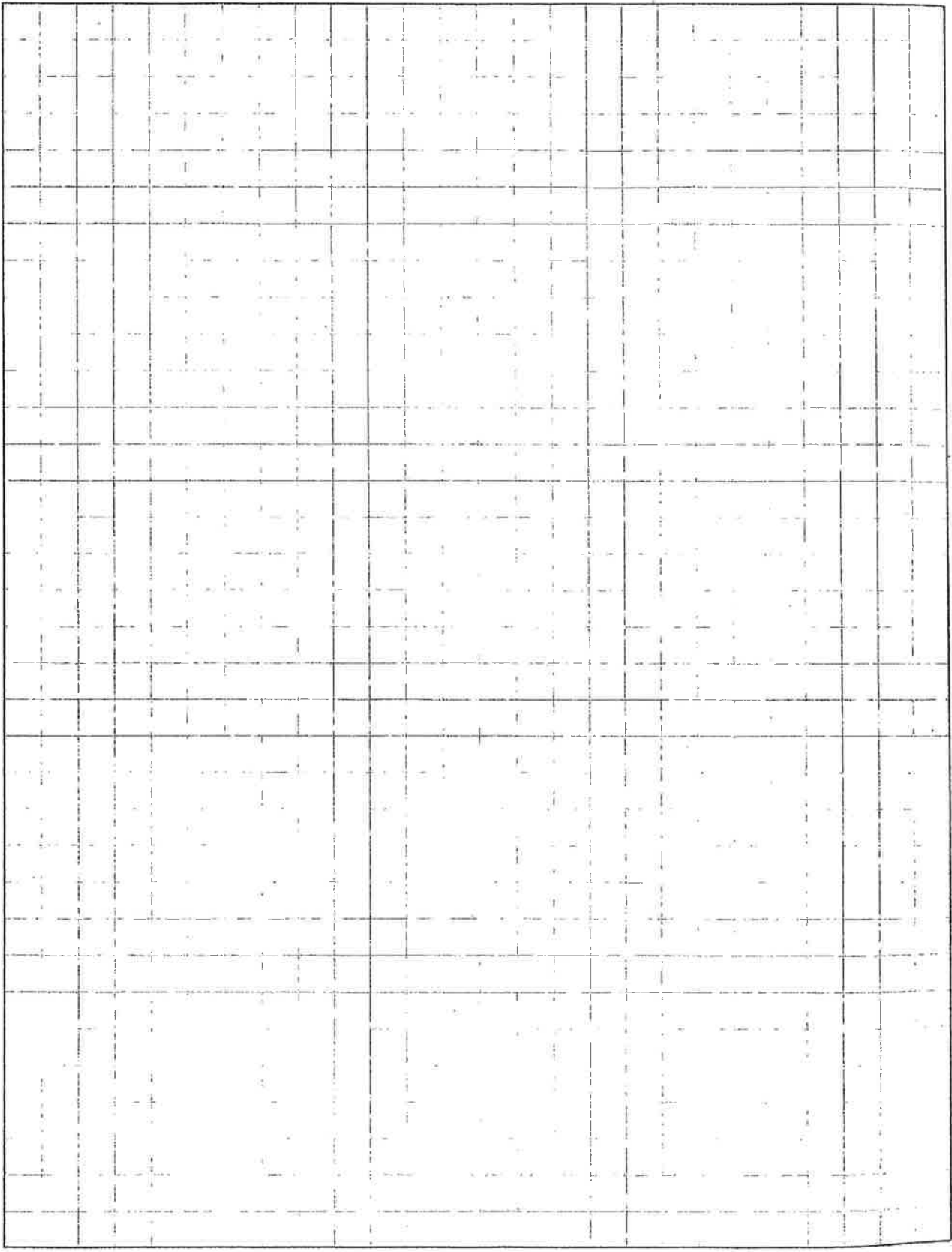
7. You can use a diagram to represent how different consumers get energy. The arrows show the direction of energy flow.



- a. Identify the TWO missing parts of the diagram, labeled 1 and 2.
- b. Define each of the FOUR parts of the diagram.

PLEASE GO ON TO THE NEXT PAGE →

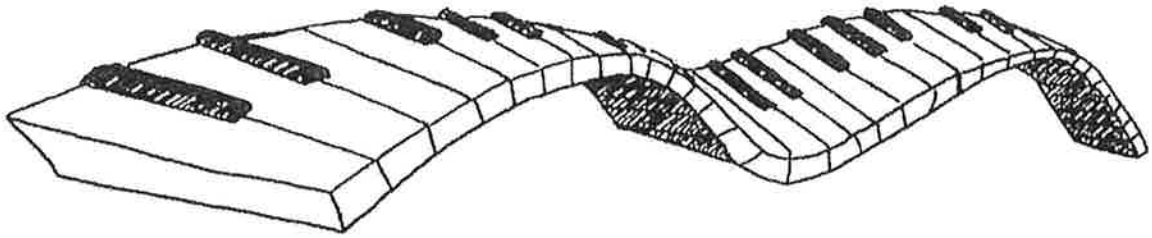
Name _____ Date _____



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STOP!



Ms. Mattill's Music Notes

4th grade NTI Day #27

This week I would like you to sing familiar songs together as a family. I have also included a coloring page on the back.

- Sing the song "BINGO", Sing the song again clapping your hands on each letter.
- Sing the song again and leave out one letter at a time— Replace the letter * with a clap or a different kind of body percussion

There was a farmer had a dog
And Bingo was his name, oh.
B I N G O,
B I N G O,
B I N G O,
And Bingo was his name, oh.

There was a farmer had a dog
And Bingo was his name, oh.
* I N G O,
* I N G O,
* I N G O,
And Bingo was his name, oh.

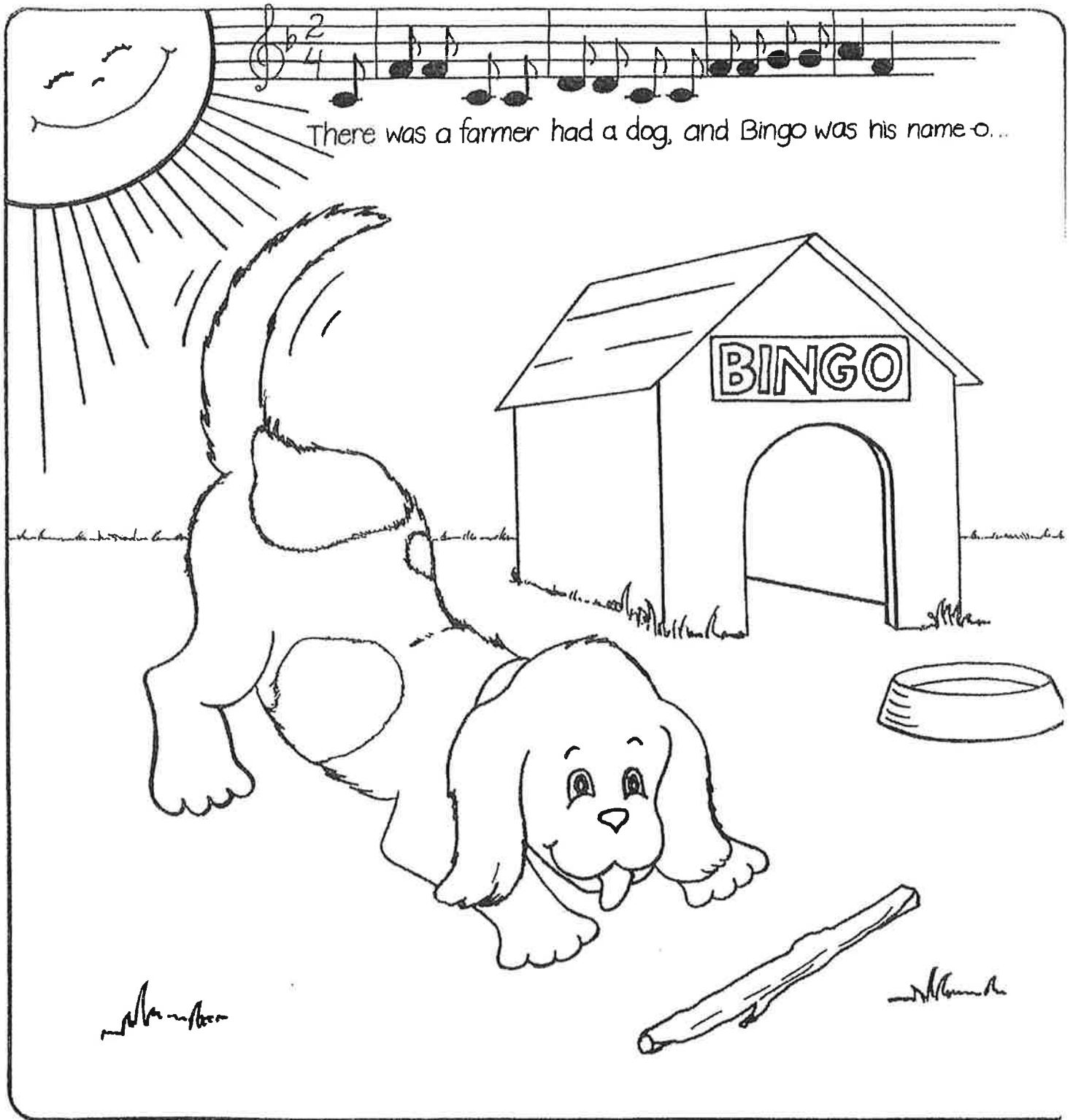
There was a farmer had a dog
And Bingo was his name, oh.
* * N G O,
* * N G O,
* * N G O,
And Bingo was his name, oh.

There was a farmer had
And Bingo was his name,
* * * G O,
* * * G O,
* * * G O,
And Bingo was his name,

There was a farmer had
And Bingo was his name,
* * * * O,
* * * * O,
* * * * O,
And Bingo was his name,

There was a farmer had
And Bingo was his name,
* * * * *
* * * * *
* * * * *
And Bingo was his name,

- Replace the clap with a percussion instrument or a found sound and sing it again!



Bingo

There was a farmer had a dog
And Bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
And Bingo was his name-o.