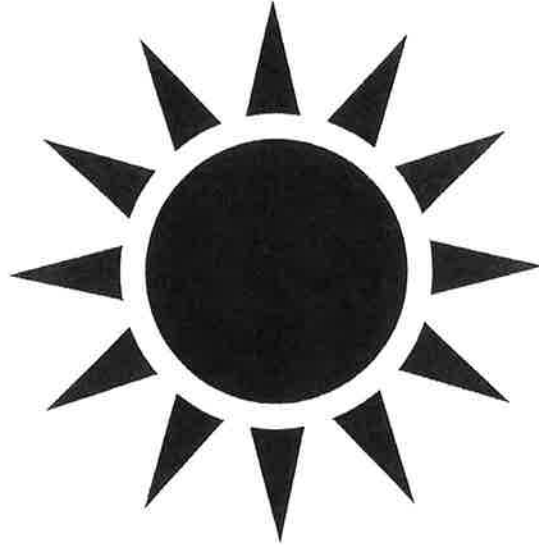# NTI DAY 28

## Harrison County Schools

Name: _____

Grade: __4th___

Teacher: _____

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

**Day 28 Checklist (complete ALL items on the checklist)**

## Reading

_____ Read the poems "Toad By The Road" and "The Poison Dart Frogs." Use the Venn Diagram graphic organizer to compare and contrast the two poems. Tell how they are alike and different with as many details as possible.

_____ Complete the Activity Central sheet, "Match the Moral". Read the three short stories on that sheet and match the morals in the middle to each story.

## Math

_____ Complete Daily Common Core Review 7-3

_____ Complete Estimating Metric Capacity worksheet

_____ Metric Capacity Video
https://www.youtube.com/watch?v=E8_h3dXJ8d8

## Science

_____ Read "Moving Energy" Answer the six multiple choice questions and complete the open response on the answer sheet provided.

_____ Learning Resource Video: "Food Webs"
https://www.youtube.com/watch?v=Vtb3I8Vzlfg&t=33s

## Library

_____ Complete Non-Fiction Book Report

# Toad by the Road

### by Joanne Ryder

I'm only a toad
By the side of the road,
Watching the world go by.
Some hustle and hurry.
Some bustle and scurry.
Some wiggle, flicker, or fly.
They come and they go
On their way to and fro.
But I'd rather sit and sing.
It's a glorious day,
So I'm happy to stay
And savor the songs of spring

# THE POISON-DART FROGS

by Douglas Florian

Brown with oval orange spots.
Crimson mottled black with blots.
Neon green with blue-black bands.
Tangerine with lemon strands.
Banana yellow.
Ultramarine.
Almost any color seen.
And though their poison can tip a dart,
These frogs are Masters of Fine Art.

# Match the MORAL

Three short frog fables follow, but the moral for each has gotten separated from its story. Match the moral to the fable it fits.

## Morals

- Look before you leap.
- Choose your friends wisely.
- Beauty is in the eye of the beholder.

## The Frogs and the Well

Two frogs lived in a small pond, but one hot summer it dried up. While looking for a new home, they came to a deep well.

"This looks like a cool, wet place to live. Let's dive in," said one frog.

"Not so fast, my friend. What if this well dries up like the pond? How would we get out?" replied the other frog.

## Frog and Toad

A frog and a toad were sitting by a pond. Each thought himself handsome and the other ugly. A girl passed by and saw the two. "Yuck!" she cried as she ran away, disgusted by both.

## The Mouse, the Frog, and the Hawk

A mouse and a frog were friends. One day the frog thought it would be fun to tie his leg to the mouse's. This was fine while they were in the meadow. Later, though, the frog hopped to the pond with the mouse. The poor mouse couldn't swim and drowned. A passing hawk snatched them both and flew to its nest. Still tied to the mouse, the frog also became the hawk's dinner.

Match the Morals
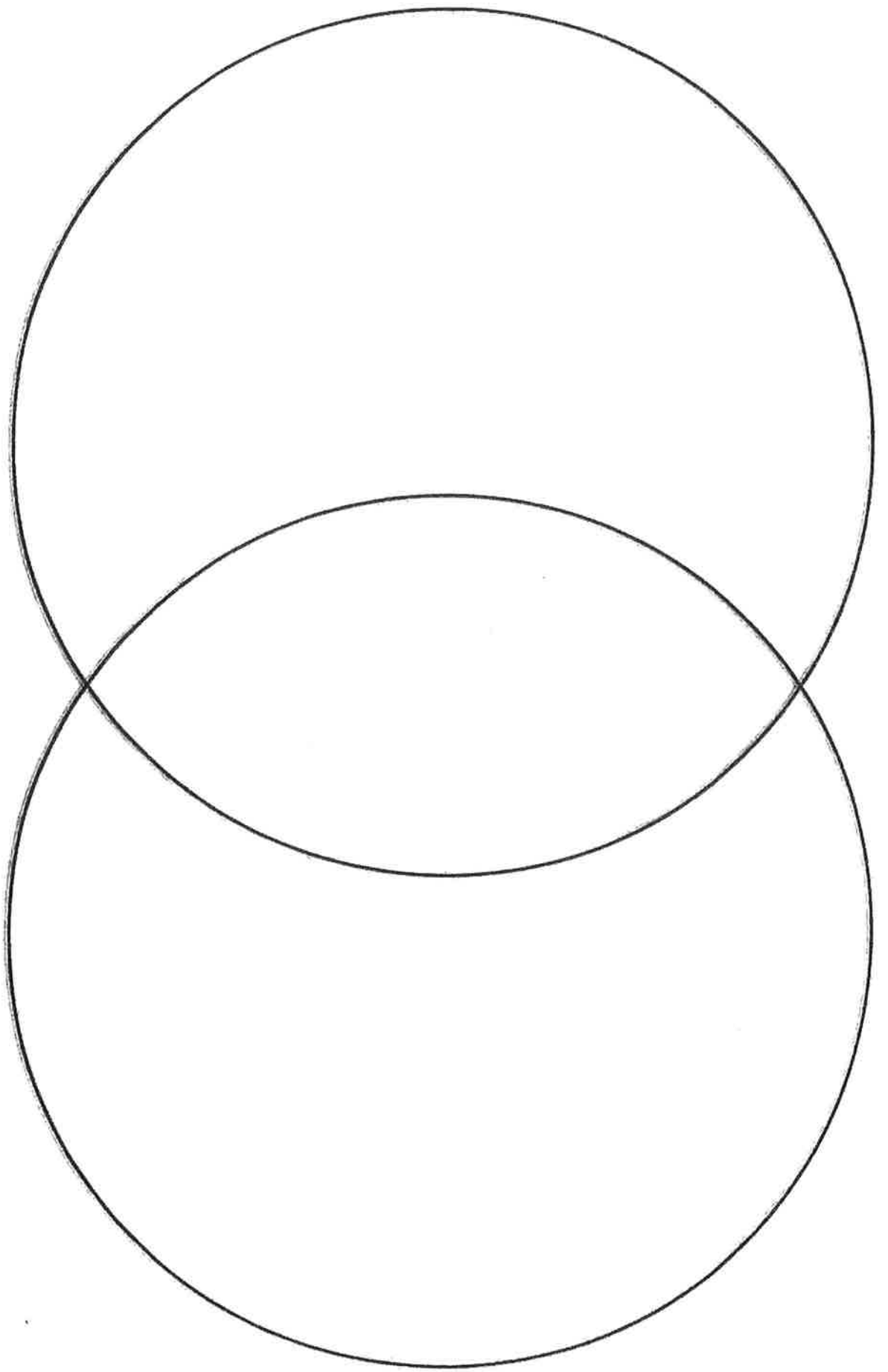
1. Camden has 74 quarters. He puts the quarters in stacks of 4. How many stacks of 4 quarters did Camden make?

   Ⓐ 1 stack

   Ⓑ 18 stacks

   Ⓒ 19 stacks

   Ⓓ 20 stacks

2. A pizza shop sold 18 medium pizzas. The number of large pizzas sold was 3 times as many as the number of medium pizzas sold. How many pizzas did the pizza shop sell altogether?

   Ⓐ 36 pizzas

   Ⓑ 39 pizzas

   Ⓒ 54 pizzas

   Ⓓ 72 pizzas

3. A garden is 34 feet wide and 52 feet long. What is the area of the garden?

   Ⓐ 172 square feet

   Ⓑ 1,500 square feet

   Ⓒ 1,568 square feet

   Ⓓ 1,768 square feet

4. Which of the following are factors of both 24 and 36? Select all that apply.

   ☐ 3

   ☐ 4

   ☐ 6

   ☐ 8

   ☐ 12

5. Oak Grove has a population of 38,700 people. Write 38,700 in expanded form.

6. The Holt family is purchasing 4 cell phones. Store A sells 3 cell phones that cost $165 each, which includes a fourth phone for free. Store B sells the same cell phone for $135 each. Which store has the better deal for purchasing 4 cell phones? Explain.

7. The school auditorium has 120 seats. The school is selling tickets for 3 performances of the school play. How many tickets are still available? Show your work.

   | Day | Number of Tickets Sold |
   | --- | --- |
   | Friday | 102 |
   | Saturday | 96 |
   | Sunday | 118 |

**Determine which letter best represents the volume.**

| Milliliter | Liter |
|---|---|
| A milliliter is equal to about 20 drops of water. | Many large soda bottles are either 1 or 2 liters.<br>1 Liter = 1,000 Milliliters |

1)  Cereal Bowl
   A.  2 Liters
   B.  475 Milliliters
   C.  50 Milliliters
   D.  1 Milliliter
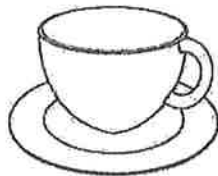
2)  Liquid in a tea cup
   A.  5 Liters
   B.  2 Milliliters
   C.  250 Milliliters
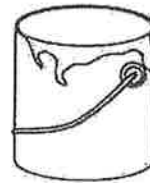   D.  2 Liters

3)  Liquid a spoon holds
   A.  5 Liters
   B.  500 Milliliters
   C.  5 Milliliters
   D.  1 Liter

4)  Soda in a can
   A.  2 Liters
   B.  350 Liters
   C.  350 Milliliters
   D.  2 Milliliters

5)  Shampoo in a bottle
   A.  20 Liters
   B.  1.5 Liters
   C.  20 Milliliters
   D.  1 Milliliter

6)  Paint in a can
   A.  400 Milliliters
   B.  20 Milliliters
   C.  1 Liter
   D.  3.75 Liters

7)  Flour in a batch of cookies
   A.  350 Milliliters
   B.  1 Milliliter
   C.  10 Milliliters
   D.  2 Liters

8)  Cafeteria Milk
   A.  1 Liter
   B.  237 Liters
   C.  237 Milliliters
   D.  2 Liters

9)  Liquid in a thermos
   A.  440 Milliliters
   B.  20 Milliliters
   C.  3 Liters
   D.  20 Liters

**Determine which measurement would be most appropriate.**

1) Lana is pouring milk for her cereal. Did she most likely pour 100 liters or 100 milliliters?

2) Carol was squeezing oranges for orange juice. Did each orange most likely have 60 milliliters or 60 liters of juice?

3) Billy was watering a plant. Did he most likely use 250 milliliters or 250 liters of water?

4) Olivia bought a carton of milk. Was it probably 235 milliliters or 235 liters?

5) The volume of a bathroom sink is most likely 8 liters or 8 milliliters?

6) A shampoo bottle is closer to 1.5 liters or 1.5 milliliters?

7) A fish tank most likely uses 130 milliliters or 130 liters of water?

8) Cody left the water hose running for 20 minutes to water his lawn. Did he most likely use 650 milliliters or 650 liters?

9) A washing machine most likely uses 150 milliliters or 150 liters of water?

10) A packet of ketchup is most likely 1 milliliter or 1 liter?

11) Katie was painting her room. Did she most likely buy 10 liters or 10 milliliters of paint?

12) Isabel bought a tube of toothpaste. Was it most likely 120 milliliters or 120 liters?

13) A can of soda is most likely 350 milliliters or 350 liters?

14) A jar of mayonnaise most likely has 450 milliliters or 450 liters?

15) Adam was trying to see how much water his pool had in it. Should he measure the volume in milliliters or liters?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

| 1-10 | 93 | 87 | 80 | 73 | 67 | 60 | 53 | 47 | 40 | 33 |
|------|----|----|----|----|----|----|----|----|----|----|

# CHAPTER 6: Energy Transfers in Ecosystems

*Read the article below to answer questions 1–7.*

## Moving Energy

### Energy Pyramids

Organisms in an ecosystem obtain energy from food. A diagram called an energy pyramid shows how much food energy is passed from one organism to another along a food chain. The base of an energy pyramid shows producers. These organisms use energy from the sun to make their own food. The plant stores some of this food, and the rest is used for life processes.

The other levels of an energy pyramid represent consumers. Just above the producers are the plant-eating consumers. Plant eaters use most of the energy from plants for life processes. A small amount is stored in their bodies. Only about 10 percent of the food energy at each level is passed up to organisms in the next level of the pyramid. Because there is less food energy available, there are fewer animals at each higher level of the pyramid.

### Food Chains and Food Webs

A food chain shows one path of energy flow. But most organisms get energy from more than one source. For example, squirrels and deer eat both acorns and blueberries. Several food chains that overlap form a food web. In a food web, animals that eat producers are called first-level consumers. Animals that eat the first-level consumers are called second-level consumers. Animals that are not eaten by other animals are called top-level consumers.

Changes in an ecosystem affect food chains and webs. For example, when birds eat insects, they help keep the number of insects from getting too large. But if too many birds are eating insects, the birds reduce the insect population too quickly. Then there will not be enough food for the birds. Some will leave the area or die, and fewer young birds will be born. This brings the ecosystem back into balance.

**PLEASE GO ON TO THE NEXT PAGE→**

Name _____     Date _____

1. An insect eats plants. A small fish eats the insect. A large fish eats the small fish. What is the small fish?
   Ⓐ a producer
   Ⓑ a first-level consumer
   Ⓒ a second-level consumer
   Ⓓ a decomposer

2. Why do food chains overlap?
   Ⓐ There are too many animals in an ecosystem.
   Ⓑ Two or more animals eat the same kinds of food.
   Ⓒ Some animals are producers.
   Ⓓ Only one animal is at the top of an energy pyramid.

*Use the illustration below to answer question 3.*



3. In this ecosystem, there will be the FEWEST of which living thing?
   Ⓐ plant            Ⓒ small bird
   Ⓑ grasshopper      Ⓓ owl

4. In an ecosystem, chipmunks eat plants and foxes eat chipmunks. If the number of chipmunks increased, what would happen?
   Ⓐ The number of plants would increase.
   Ⓑ The number of foxes would decrease.
   Ⓒ The number of foxes would stay the same.
   Ⓓ The number of foxes would increase.

*Use the illustration below to answer question 5.*
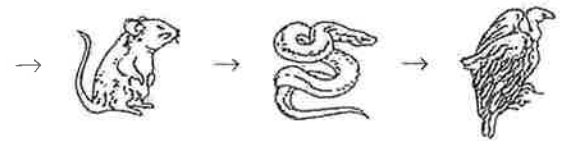


**HINT** Think about what mice eat.

5. In this partial food chain, what is the snake?
   Ⓐ a producer
   Ⓑ a first-level consumer
   Ⓒ a second-level consumer
   Ⓓ a top-level consumer

**PLEASE GO ON TO THE NEXT PAGE →**

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**6.** Which sequence correctly shows how energy flows among these four organisms?

(A) grass → rabbit → fox → hawk

(B) grass → fox → rabbit → hawk

(C) hawk → grass → rabbit → fox

(D) fox → hawk → grass → rabbit

## 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.

**HINT** In a food web, a food may be eaten by two or more kinds of animals and an animal may eat two or more kinds of food.
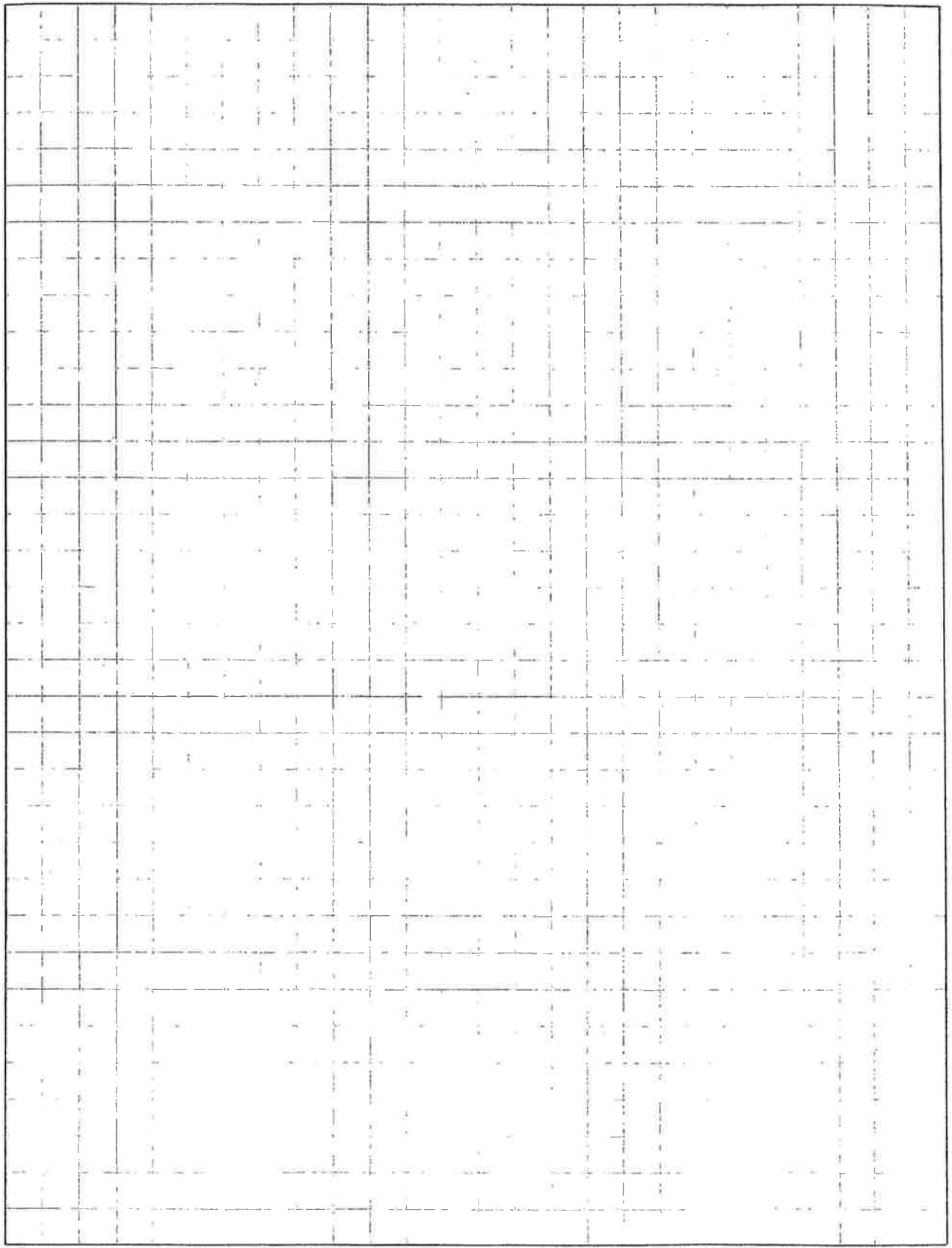
**7.** Study the diagram of the food web.



Chipmunk

Fox

Acorn Oak

Turkey

Other insects

Blueberry bush

Gypsy Moth Caterpillar
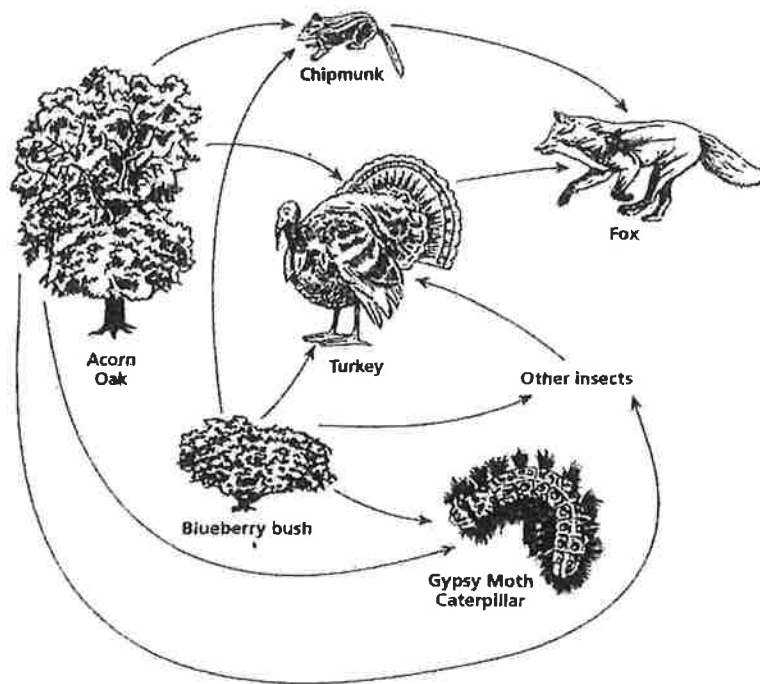
a. Classify each of the organisms as a producer, a first-level consumer, a second-level consumer, or a third-level consumer.

b. Explain the energy flow in this food web.

**PLEASE GO ON TO THE NEXT PAGE→**

KCCT

STOP! ⊚

In the library, we read both **fiction** and **nonfiction** books. Fiction means the book contains a made up story, and nonfiction means the book contains true facts. **Today, read a nonfiction book** and complete the activity below. If you don't have a nonfiction book at home, there are many great nonfiction read alouds on YouTube!

You may also use one of the Science Passages.

# NON-FICTION BOOK REPORT

### NEW WORD I LEARNED

WORD:_____

DEFINITION:_____

_____

## BOOK TITLE & AUTHOR

## SUBJECT

## THE 3 MOST INTERESTING THINGS I LEARNED

1. _____
   _____

2. _____
   _____

3. _____
   _____

## BACKGROUND KNOWLEDGE
(WHAT I KNEW BEFORE READING THIS BOOK)

### 1 QUESTION I STILL HAVE

## CAPTION