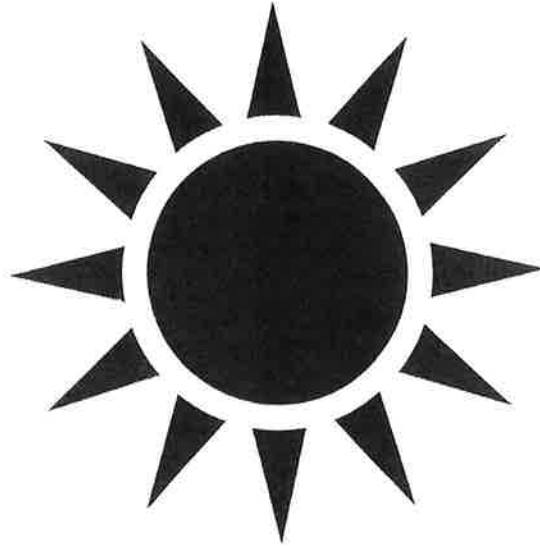


NTI DAY 29



Harrison County Schools

Name: _____

Grade: 4th

Teacher: _____

Complete within 2 weeks of returning to school.

Day 29 Checklist (complete ALL items on the checklist)

Reading

___ Read "The Frog and The Milk Pail".

Math

___ Complete Daily Common Core Review 7-4

___ Complete American Weight Worksheet

___ Number Rock: Customary Units of Measurement
<https://www.youtube.com/watch?v=zoifk5jDDHY>

Science

___ Read "Clever Camouflage" (save story to answer questions tomorrow)

___ Learning Resource Video: "Coolest Camouflage"
<https://www.youtube.com/watch?v=RBdbGPK1ZIQ>

___ Learning Resource Video: "Camouflage: Animal hide and Seek"
<https://www.youtube.com/watch?v=YOIRci0CKzg&t=21s>

Social Emotional Learning

___ Complete Social Growth Mindset page

Lesson
27

The
Frog in the
Milk Pail

"I'm tired of sitting on this log," croaked a frog one sunny morning. So he jumped out of his pond and hopped off to explore.

Before long, the frog reached a fence. "How curious," he said. "I wonder if it tastes good." He flicked out his long tongue.

"Ugh!" he said.

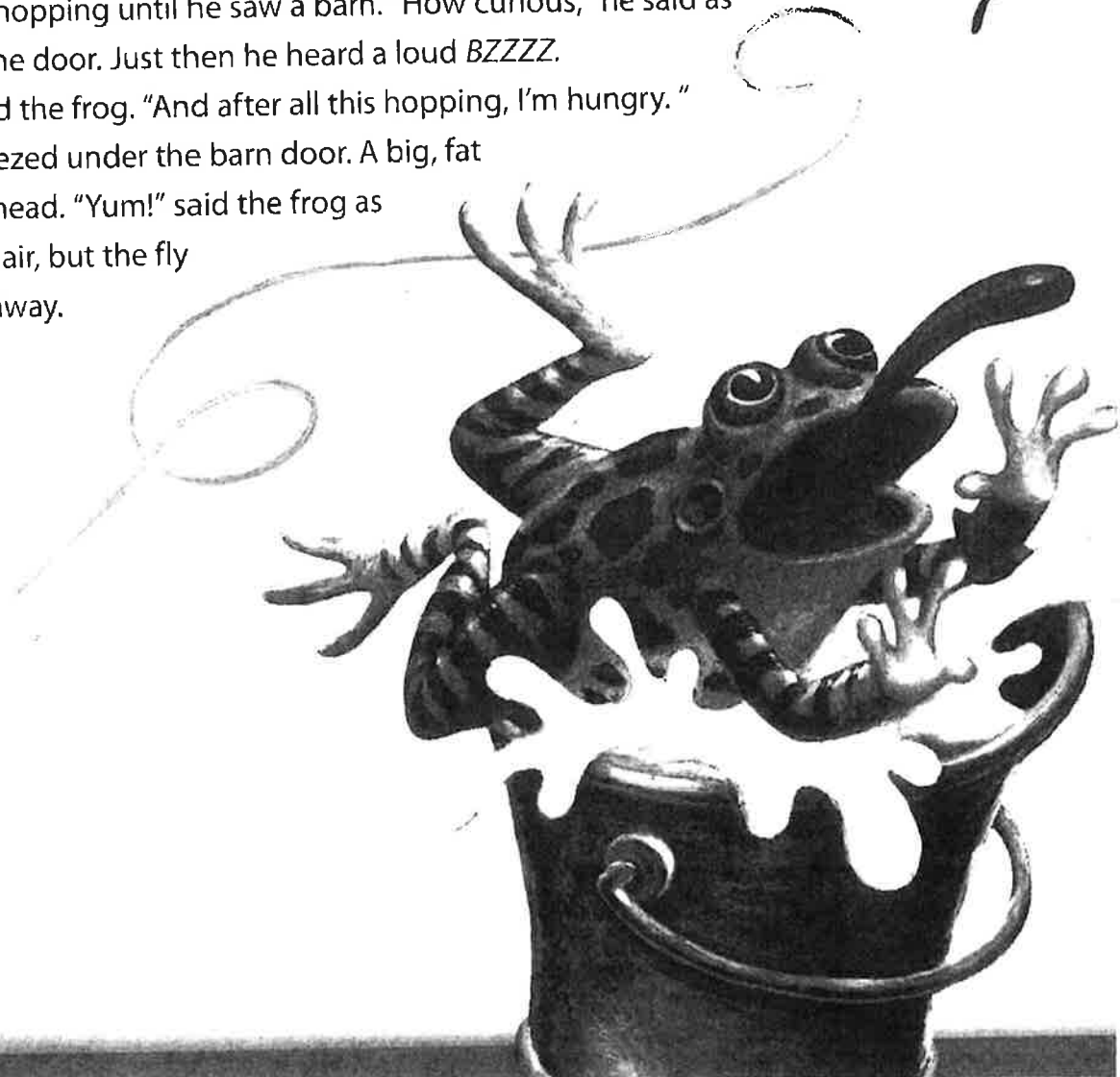
The frog hopped along until he reached a brick path. "How curious," he said. "I wonder if it tastes good." He flicked out his long tongue.

"Ick!" he said.

The frog kept hopping until he saw a barn. "How curious," he said as he hopped up to the door. Just then he heard a loud *BZZZZ*.

"It's a fly!" cried the frog. "And after all this hopping, I'm hungry."

The frog squeezed under the barn door. A big, fat fly was flying overhead. "Yum!" said the frog as he leaped into the air, but the fly was fast and flew away.



The frog, though, didn't land where he expected to. "How curious," said the frog. "I've landed in a pond with white water and shiny silver banks." Of course, it wasn't really a pond. It was a metal pail half-full of fresh milk.

The frog tried to climb out of the pail. But he just kept sliding back into the milk. He swam and splashed and kicked. He went faster and faster.

Then the frog noticed yellow globs floating in the milk. "How curious," he said. He went on swimming and splashing and kicking. He saw more yellow globs.

Before long there was a yellow hill in the middle of the pail. All that kicking and splashing and swimming had churned the milk into butter!

The frog climbed up the butter hill and jumped out of the pail. He hopped all the way home.

***The moral of the story:
Never give up.***



The Science of Butter

Is making butter a chemical or a physical change? In a chemical change, a new chemical substance forms. Making butter is a physical change. The chemical makeup of the milk doesn't change. Churning simply makes drops of fat in the milk stick together to form butter.

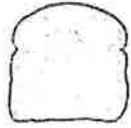


- Kevin is putting his baseball cards into an album. He has 450 cards and each page of the album holds 9 cards. How many pages will Kevin need if all 450 baseball cards are going in the album?
 (A) 50 pages (C) 25 pages
 (B) 40 pages (D) 5 pages
- The population of Town A is 15,729. Town B has a population of 21,634. What is the total population of the two towns?
 (A) 35,372 people
 (B) 36,799 people
 (C) 37,255 people
 (D) 37,363 people
- Wendy has 8 kinds of seashells in her collection. She has 122 of each kind of shell. How many seashells does Wendy have in her collection?
 (A) 976 seashells
 (B) 866 seashells
 (C) 130 seashells
 (D) 114 seashells
- Select all of the factors of 18.
 1
 2
 3
 6
 9
- The population of Andrew's city is 172,648. About how many people live in Andrew's city rounded to the nearest thousand?
- Write all the ways you can express 24 as the product of 2 whole numbers.
- Jaine has saved 7 times as much money as Jared has saved. Jaine has saved \$378. How much money has Jared saved?
- Use the grid to show all the possible rectangular arrays for 8.

Determine which letter best represents the weight.

Ounce (oz)

An ounce is about the weight of a slice of bread.



Pound (lb)

A pound is about the weight of a can of vegetables.

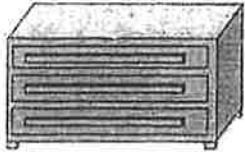


Remember:

There are 16 ounces in 1 pound.

Answers

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



- 1) Dresser
- A. 150 pounds
 - B. 30 pounds
 - C. 10 ounces
 - D. 3,000 ounces



- 2) Big Screen TV
- A. 40 pounds
 - B. 2,000 pounds
 - C. 1.25 ounces
 - D. 160 ounces



- 3) Pen
- A. 16 ounces
 - B. 10 pounds
 - C. 0.2 ounces
 - D. 18 ounces



- 4) Lollipop
- A. 10 pounds
 - B. 0.7 ounces
 - C. 44 pounds
 - D. 7 ounces



- 5) Phone
- A. 0.2 ounces
 - B. 10 pounds
 - C. 1 pound
 - D. 5 pounds



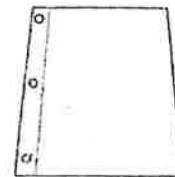
- 6) Recliner
- A. 70 pounds
 - B. 3 ounces
 - C. 2 pounds
 - D. 5 ounces



- 7) Spoon
- A. 10 pounds
 - B. 0.11 ounces
 - C. 7 pounds
 - D. 0.8 ounces



- 8) Brick
- A. 15 ounces
 - B. 4 pounds
 - C. 100 pounds
 - D. 5 ounces



- 9) Notebook Paper
- A. 10 ounces
 - B. 2 pounds
 - C. 3 ounces
 - D. 0.1 ounces

Fill in the chart and then answer the questions.

	Pounds (lb)	Ounces (oz)
	1	16
1)	2	
2)	3	
3)	4	
4)	5	
5)	6	
6)	7	
7)	8	
8)	9	
9)	10	
10)	11	

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

- 11) If an object weighed 2 pounds, how many ounces would it weigh?
- 12) If an object weighed 112 ounces, how many pounds would it weigh?
- 13) If an object weighed 10 pounds, how many ounces would it weigh?
- 14) If an object weighed 48 ounces, how many pounds would it weigh?
- 15) If an object weighed 8 pounds, how many ounces would it weigh?
- 16) If an object weighed 144 ounces, how many pounds would it weigh?
- 17) If an object weighed 4 pounds, how many ounces would it weigh?
- 18) If an object weighed 11 pounds, how many ounces would it weigh?
- 19) If an object weighed 96 ounces, how many pounds would it weigh?
- 20) If an object weighed 5 pounds, how many ounces would it weigh?



Be an Engineer!

Choose a spot in the room. Create two animals from arts and crafts materials. Design one animal that uses basic camouflage (blending coloration) to blend in with the spot and be less visible. Design the other one using a different type of camouflage described in the book. Then write about how camouflage helps each animal survive.

Place your animals in the room in plain sight. Can your friends find them?



Beyond the Book

The next time you see animals in nature, think about how camouflage helps them survive.

Clever Camouflage



: Science A-Z 



Clever Camouflage



FOCUS question

How do different types of camouflage help animals survive?

Structure and Function

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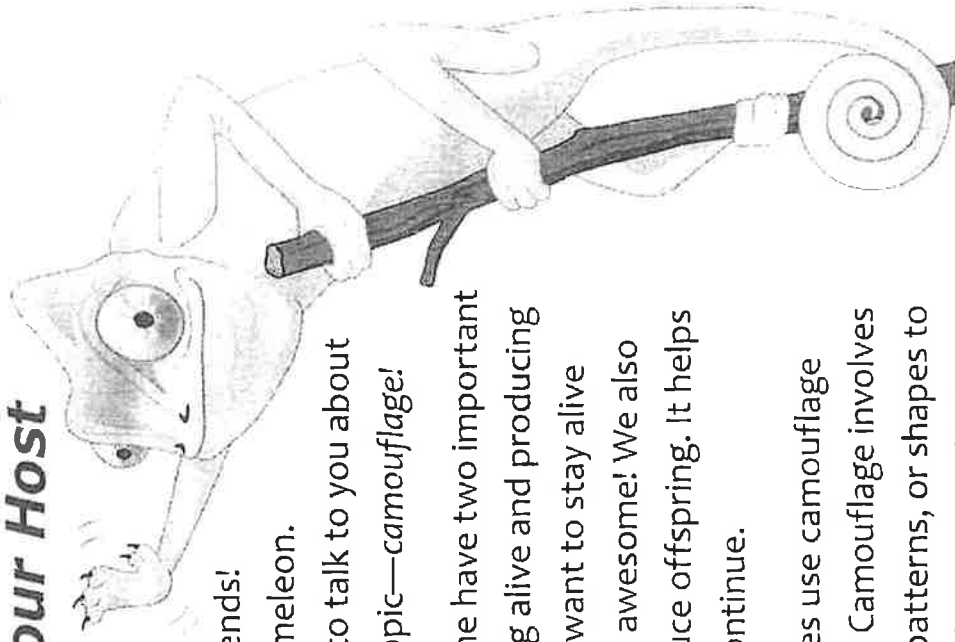
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Meet Your Host



Greetings, friends!
I'm Carlo Chameleon.
Today I'd like to talk to you about my favorite topic—camouflage!

Animals like me have two important goals—staying alive and producing offspring. We want to stay alive because life is awesome! We also need to produce offspring. It helps our species continue.

Many creatures use camouflage (CA-mo-flahj). Camouflage involves using colors, patterns, or shapes to blend in with the surroundings. Many prey animals use camouflage to hide from predators. Some predators use it, too, to hide while they're hunting.

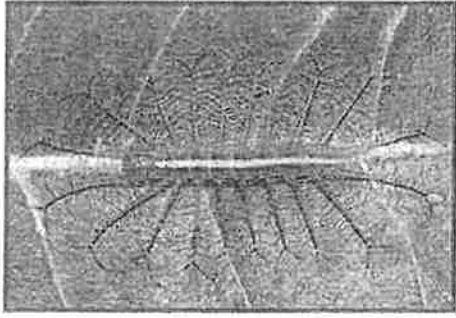
Are you ready to learn about the hidden story of camouflage? Okay, let's go!

Reading Levels	
Learning A-Z	R
Lexile	700L
Correlations	
Fountas and Pinnell*	N

*Correlated independent reading level

Lasting Color

Basic camouflage is called **blending coloration**. Take a look at this amazing caterpillar. It blends in perfectly with the leaf it's on. Camouflage helps this caterpillar hide from predators such as birds. The green color comes from a pigment in its skin.



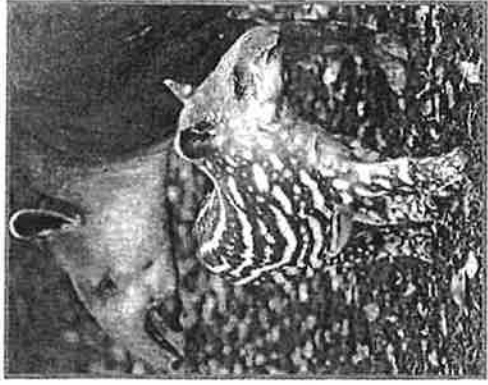
The stripe down the middle of this common baron caterpillar looks just like the middle line of the leaf.

Other camouflage experts include polar bears. But a pigment doesn't create their white color. Tiny structures in each hair reflect and scatter light. As a result, their colorless fur appears white. Camouflage helps polar bears be less visible while hunting on ice and snow.



A polar bear's fur covers its black skin and helps it blend in with the snowy landscape.

Camouflage helps some baby animals stay safe while Mom is away getting food. Check out this baby tapir (TAY-pur)! It lives in forests that have patches of sunlight. The spots and stripes on its fur help it blend in and be safe.



A baby tapir is in greater danger from predators, so its fur is more camouflaged.

Another type of color change is called **seasonal coloration**. This weasel's brown fur helps it hide for most of the year. When winter comes, it sheds its dark fur and grows a white coat. Pretty clever, eh?

Do You Know?

Many ocean animals use **countershading**. Seen from above, their dark backs blend in with the dark ocean. Seen from below, their light bellies blend in with the sunny surface.



short-tailed weasel in summer



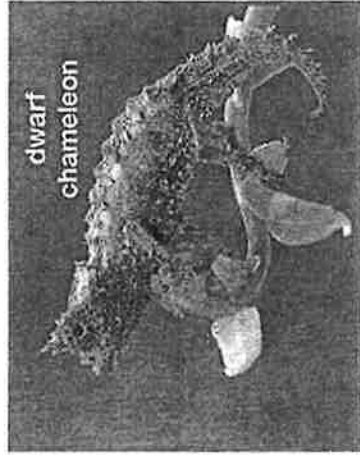
short-tailed weasel in winter

Quick-Change Artists



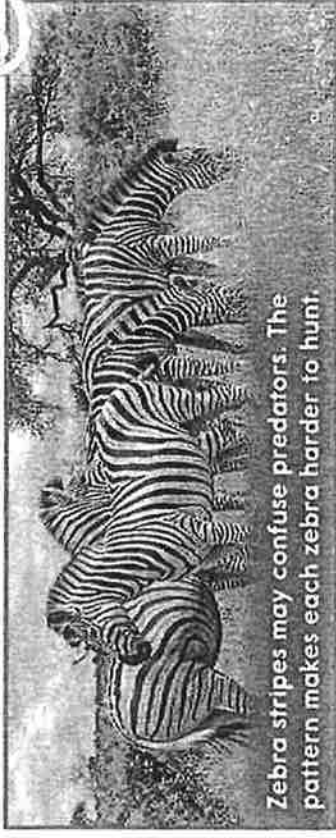
Cuttlefish use active camouflage. They can change their color, shape, and pattern in an instant! These abilities allow them to hide or surprise both predators and prey.

Chameleons are the masters of disguise. My cousin Darma is a dwarf chameleon. She can also quickly change color to match her surroundings. But she changes color based on the predators she's hiding from! Dwarf chameleons change color more to avoid birds. Birds can see different colors well. Dwarf chameleons change color less for snakes. Snakes have poor color vision. They don't even notice Darma is there!

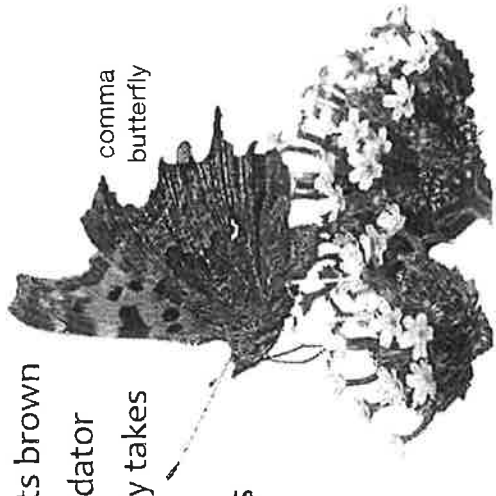


Stripes, Spots, and Flashes

Ever been to Africa? A zebra's stripes and a cheetah's spots are both camouflage. They are examples of disruptive coloration. The patterns make the animals harder to see.



The comma butterfly has two-tone wings. They are orange on top and brown on the bottom. The butterfly rests with its brown side showing. But if a predator comes close, the butterfly takes off in a flash of orange. The bright color surprises the predator. It buys the butterfly time to escape. This clever camouflage is called *flash* coloration.



Tricksters

Some animals look like something a predator would ignore. The leafy sea dragon is a fish, but it looks like a plant! This type of camouflage is called *disguise*. It's like a Halloween costume that never comes off.



leafy sea dragon

This fish blends in with the plants in its natural habitat.

Wowser!

Some predators use disguise to tempt prey to come closer. This is called *aggressive mimicry*. The orchid mantis blends in with orchid flowers. The flowers attract other insects. The mantis just hangs out and waits for lunchtime!



scarlet kingsnake

Some prey animals look like something that predators wouldn't want to mess with.

The scarlet kingsnake is harmless. But it looks similar to the deadly coral snake. This way of staying safe is called *mimicry*.



coral snake

Other Talents

Horned lizards don't want to be anyone's dinner. They stay safe by holding still and blending in. These clever reptiles even flatten their bodies against the ground so their shadows disappear.



Horned lizard

Rock squirrels are very clever. To stay safe from rattlesnakes, they make a paste from rattlesnake skin and put it on their tail. The paste hides their own scent. It makes them

smell more like rattlesnakes.

Then the snakes leave the squirrels alone. Isn't that brilliant?

Sea urchins use tiny tube feet to hold stones or shells close to their body. Predators think they're just seeing a little rock pile!



This rock squirrel is chewing on rattlesnake skin to make the smelly paste.

Some animals use the opposite of camouflage. Their bright colors or patterns are *warning coloration*. These animals are saying to the world, "Stay away!" Some of them smell or taste bad or are poisonous.



Some large animals don't hunt prey. And they don't need to worry about predators. Rhinos, hippos, and elephants eat plants, and the adults are too big to be preyed upon. They don't rely on camouflage. But in most of the animal kingdom, camouflage helps both predators



African elephant

Read

Write your response from the

1. Account of an
2. How polar
3. What
4. Account of mi
5. What difference: discu



How animal book differ an ex

Name: _____

Social Emotional Learning- Growth Mindset
4th Grade

Growth mindset is having a belief that you can learn anything you want based on hard work and determination. "With hard work, I can get this."

Fixed mindset is having a belief that when things get hard you should stop trying because you can't learn it. "I'm either good at it, or I'm not."

Cut, sort, and paste into the correct mindset column.

Fixed Mindset	Growth Mindset

Social Emotional Learning- NTI Day 29

Mistakes help me improve.	It's good enough.
I'll never be as smart as her.	What am I missing?
I can't do math.	This may take some time and effort.
Is this really my best work?	I'm not good at this.
I can always improve; I'll keep trying.	I'm going to figure out what she does and try it.
I'm on the right track.	I'll use some of the strategies I've learned.
I'm going to train my brain in math.	I'm awesome at this!
I give up.	This is too hard.
I made a mistake.	I can't make this any better.