



**4TH GRADE  
DAY 7**

STUDENT'S NAME: \_\_\_\_\_

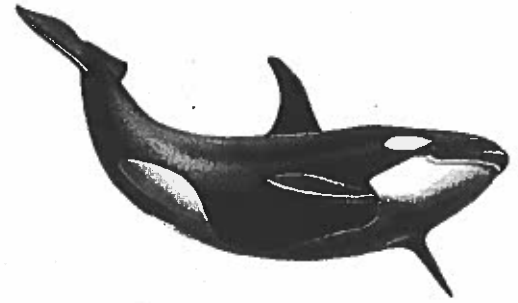


**NON-TRADITIONAL  
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
READING	4.RI.9 "How the Orca's Color Pattern Helps it Hunt"	
LANGUAGE ARTS	4.L.1 Incomplete Sentences	
MATH	4.NBT.3 Multiplication ~ Algebraic Thinking	
SCIENCE	4.LSI.1 "How Do Animals Sense Their Environment?"	
SOCIAL STUDIES	4.2.2 "North America in 1805"	

### How The Orca's Color Pattern Helps It Hunt

- 1 The color pattern of killer whales (also called orcas) helps  
 2 them sneak up on and attack their prey. Their backs are black,  
 3 and their stomachs are white. Animals looking down on a killer  
 4 whale from above, such as a seal on an iceberg, might not see  
 5 the whale because its black color blends with the water below.  
 6 On the other hand, the killer whale's white belly blends with the  
 7 sunlight streaming down into the sea from the surface, making  
 8 it hard to spot from below. With killer whales blending in so  
 9 well, fish, penguins and seals are likely unaware of the danger  
 10 heading their way.



A killer whale has a white belly, and a black back.

#### 1 Read the detail below:

*"Animals looking down on a killer whale from above, such as a seal on an iceberg, might not see the whale because its black color blends with the water below."*



Pick the main idea! The detail gives you a clue of what the main idea is.

#### Why is this sentence important to the main idea of the paragraph?

- A It proves that seals are not smart animals.
- B It shows how the killer whale got its name.
- C It describes how the killer whale swims in the water when it hunts.
- D It shows how the color pattern of the killer whale can help it sneak up on and attack its prey.

#### 2 Based on the paragraph, what might an animal in the water mistake a killer whale's belly for?

- A ice
- B sunlight
- C blue whale
- D water



When you see "based on the paragraph" or "according to the paragraph," the answer is in the text. Go & find it!

#### 3 Which line in the paragraph describes another name for killer whales?

- A Line 1
- B Line 2
- C Line 4
- D Line 9

#### 4 According to the paragraph, what might an animal located above a killer whale mistake its black back for?

- A penguins
- B sunlight
- C a seal
- D water

#### 5 Which sentence in the passage suggests that a killer whale's prey is not always in the water?

- A "...fish, penguins and seals are likely unaware of the danger heading their way."
- B "Animals looking down on a killer whale from above, such as a seal on an iceberg..."
- C "...the killer whale's white belly blends with the sunlight...making it hard to spot from below."
- D "The color pattern of killer whales...helps them sneak up on and attack their prey."



Name \_\_\_\_\_

Date \_\_\_\_\_

## SENTENCE CORRECTING PART 1

### Incomplete Sentences

## Complete Sentences

A complete sentence has a **subject** (the person, place, or thing that the sentence is about) and a **predicate** (what the subject does or is). The subject is a noun and the predicate is a phrase that contains a verb.

**Example:** Mr. Morton walked down the street.

subject predicate

Identify the subject and predicate in each sentence. Circle the subject and underline the predicate.

1. Blythe always wears a black skirt on Tuesday.
2. Tomorrow, Elaine's birthday party will be at the bowling alley.
3. There's no way Tatum is playing on the softball team.
4. Graham wants to go skiing with the rest of us.
5. Ivan bought a new pair of ten pound weights.

## Incomplete Sentences

An incomplete sentence is missing a subject or predicate.

**Example:** Mr. Morton walked down the street.

**Fix the incomplete sentences by adding a subject or predicate.**

EXAMPLE: He walked He walked down the street.

1. Peeled all the potatoes \_\_\_\_\_
2. Came crashing down \_\_\_\_\_
3. He \_\_\_\_\_
4. Didn't mean to do it \_\_\_\_\_
5. Everyone in London \_\_\_\_\_



KY. 4. NBT. 3

**Determine the best answer for the following questions.****Ex)** 7 times 9 is as close to 67 as you can get, without going over.  $7 \times 9 = 63$ **Answers**Ex. 9

1) 5 times \_\_\_\_\_ is as close to 23 as you can get, without going over.

1. \_\_\_\_\_

2) 8 times \_\_\_\_\_ is as close to 44 as you can get, without going over.

2. \_\_\_\_\_

3) 7 times \_\_\_\_\_ is as close to 18 as you can get, without going over.

3. \_\_\_\_\_

4) 2 times \_\_\_\_\_ is as close to 11 as you can get, without going over.

4. \_\_\_\_\_

5) 5 times \_\_\_\_\_ is as close to 22 as you can get, without going over.

5. \_\_\_\_\_

6) 5 times \_\_\_\_\_ is as close to 24 as you can get, without going over.

6. \_\_\_\_\_

7) 8 times \_\_\_\_\_ is as close to 55 as you can get, without going over.

7. \_\_\_\_\_

8) 4 times \_\_\_\_\_ is as close to 29 as you can get, without going over.

8. \_\_\_\_\_

9) 3 times \_\_\_\_\_ is as close to 10 as you can get, without going over.

9. \_\_\_\_\_

10) 8 times \_\_\_\_\_ is as close to 45 as you can get, without going over.

10. \_\_\_\_\_

## Lesson #57 NTI Day 7

## How do animals sense their environment?

4-LS1-1

Humans and many other animals have five senses. They have internal and external structures that let them see, hear, feel, smell, and taste. These structures are eyes, ears, skin, noses, tongues, and taste buds. An animal sees when its eyes take in light as it reflects off an object. It hears when sound waves enter its ear. An animal's skin lets it feel wind and objects and senses

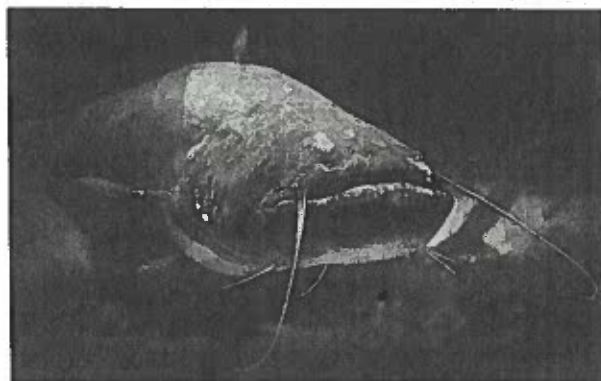
warmth or coolness. Its nose and tongue are structures for smelling and tasting.

Sight is an important sense for an owl. It uses its sharp eyes for hunting. While perched high above, an owl can detect a small mouse on the forest floor. For a catfish, taste is an important sense. It, too, must hunt for food, though it does not have keen eyesight. But a catfish has taste sensors on the outside of its body. These external structures help it find its prey in dark and murky waters.

A bat is **nocturnal**, which means it hunts during the night. Though its vision is poor, a bat has razor-sharp hearing. It uses sound to find its way in the dark. A bat emits sound waves, then listens for the bounce-back, or echo. This process is called **echolocation**. It allows a bat to navigate and feed in the dark.

A house cat can see in the dark better than a human can. Even so, a cat relies on another sensory organ—its whiskers. A cat's whiskers sense air currents. This helps it figure out where an object is.

Eyes, ears, skin, noses, taste buds, and whiskers are examples of sensory organs. **Sensory organs** receive information from the environment. These structures allow an animal to survive and be healthy in its environment.



A catfish hunts with the help of numerous taste buds that cover its body.

1. What is the function of sensory organs? Underline your answer in the last paragraph.

2. Match each animal with an important sensory organ.

\_\_\_\_\_ catfish

A) whiskers sense air currents and aid navigation

\_\_\_\_\_ owl

B) ears for using echolocation

\_\_\_\_\_ house cat

C) external taste buds cover its body to taste prey

\_\_\_\_\_ bat

D) sharp eyes see the movements of small animals

3. Match each term with its clue.

A) nocturnal

C) fertilized

E) proboscis

B) echolocation

D) sensory organs

F) extinct

\_\_\_\_\_ describes an egg that has what it needs to begin its life cycle

\_\_\_\_\_ a way to find an object using sound waves reflecting off the object

\_\_\_\_\_ describes an animal that moves around and hunts at night

\_\_\_\_\_ a long thin tube that functions as the mouth of some insects

\_\_\_\_\_ structures that let an animal survive and be healthy in its environment

\_\_\_\_\_ no longer existing; describes a species whose members have all died

4. An organism's \_\_\_\_\_ is the place or environment where it naturally lives.

5. What are the male and female reproductive parts of a flowering plant?

A) bees, birds, and bats

C) pistil and stamen

B) stomata and thorns

D) roots, stems, and leaves

6. Only fully-grown and developed, or \_\_\_\_\_, plants can produce seeds.

germinated

mature

nocturnal

reflected

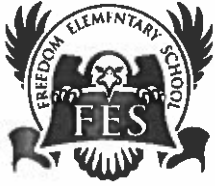
Name \_\_\_\_\_

# North America in 1805

In the early 1800s, the U.S. government bought a large area of land in North America from France. The famous sale, known as the Louisiana Purchase, extended U.S. territory from the Mississippi River to the Rocky Mountains. The map shows what the U.S. and part of North America looked like in 1805. It also shows which European countries claimed lands that are part of the U.S. today.



- In 1805, Florida was claimed by \_\_\_\_\_.  
 (A) Spain (B) the United States (C) Russia (D) Great Britain
- In 1805, Canada was \_\_\_\_\_.  
 (A) a part of New Spain (B) a U.S. state or territory (C) claimed by Russia (D) claimed by Great Britain
- Which of the following was not a state in 1805?  
 (A) New York (B) Indiana (C) Georgia (D) Ohio
- Most of the Louisiana Purchase includes land located \_\_\_\_\_.  
 (A) along the coast of the Pacific Ocean (B) along the coast of the Atlantic Ocean (C) between the Rocky Mountains and the Mississippi River (D) in Mississippi Territory
- In 1805, Great Britain had claims in which areas of land?  
 (A) Canada (B) Oregon Country (C) both a and b (D) Indiana Territory
- Which natural land feature marks the eastern boundary of Oregon Country?  
 \_\_\_\_\_



**4TH GRADE  
DAY 8**

STUDENT'S NAME: \_\_\_\_\_



**NON-TRADITIONAL  
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
<b>READING</b>	<b>4.RI.9</b> <b>"A Father Penguin's Responsibility"</b>	
<b>LANGUAGE ARTS</b>	<b>4.L.1</b> <b>The Four Types of Sentences</b>	
<b>MATH</b>	<b>4.OA.3</b> <b>Multiplication ~ Two Digit by One Digit</b>	
<b>SCIENCE</b>	<b>4.LSI.1</b> <b>"How Do Animals Escape Danger?"</b>	
<b>SOCIAL STUDIES</b>	<b>4.2.2</b> <b>"Road Map"</b>	

### A Father Penguin's Responsibility

1 The father penguin is responsible for keeping the mother penguin's egg warm  
2 while she is out at sea finding food. He balances the egg on his feet and covers it  
3 with his brood pouch. The pouch is a warm layer of feathered skin designed to  
4 keep the egg cozy.

5 For about 60 days, the father stands with the egg through freezing  
6 temperatures, blinding storms and gusty winds. Finally, after about two months,  
7 the mother penguin returns from the sea. She has food that she brings up from  
8 her stomach to feed the now hatched chick. The father eagerly leaves for the sea  
9 to find his own food, and the mother takes over care of the chick.



A father penguin keeps an egg warm.

1 Which sentence best states the main idea of this paragraph?

- A "The father eagerly leaves for the sea to find his own food, and the mother takes over care of the chick."
- B "Finally, after about two months, the mother penguin returns from the sea. She has food that she brings up from her stomach to feed the now hatched chick."
- C "The father penguin is responsible for keeping the mother penguin's egg warm while she is out at sea finding food."
- D "The pouch is a warm layer of feathered skin designed to keep the egg cozy."



The main idea tells you what the paragraph is mostly about. Which answer choice above does this?

2 Which detail best supports the idea that father penguins are patient and strong?

- A "The father eagerly leaves for the sea to find his own food, and the mother takes over care of the chick."
- B "For about 60 days, the father stands with the egg through freezing temperatures, blinding storms and gusty winds."
- C "The pouch is a warm layer of feathered skin designed to keep the egg cozy."
- D "Finally, after about two months, the mother penguin returns from the sea. She has food that she brings up from her stomach to feed the now hatched chick."



"Supports the idea" means "shows." Pick the answer choice that shows father penguins are patient & strong!

3 Which lines in the paragraph suggest the male penguin gets hungry after months caring for his young?

- A Lines 1 & 2
- B Lines 3 & 4
- C Lines 5 & 6
- D Lines 8 & 9

4 How do mother and father penguins take care of their young? Use two details from the text to support your response.

The mother penguin takes care of her young by \_\_\_\_\_

\_\_\_\_\_

The father penguin takes care of his young by \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## The Four Types of Sentences

There are **four** types of sentences: **declarative**, **imperative**, **exclamatory**, and **interrogative**.

- **Declarative sentences:** The most common type of sentence. Also known as a telling sentence or a statement. Usually end with a period (.).  
Examples:       The sky is blue.       My cat Tigger is sweet and cuddly.
- **Imperative sentences:** A command or a request. Used to tell someone to do something. Could end with a period (.) or an exclamation mark (!).  
Examples:       Clean your room!       Please sit down.
- **Exclamatory sentences:** Used to say something with lots of emotion, such as excitement, surprise, pain, or anger. Usually end with an exclamation mark (!).  
Examples:       I love chocolate!       I can't believe he did that!
- **Interrogative sentences:** Used to ask a question or get information. Always end with a question mark (?).  
Examples:       Where are my keys?       What is your address?

**Part 1:** Read each sentence and write the type of sentence it is ("D" for declarative, "Im" for imperative, "E" for exclamatory, and "In" for interrogative).

1. Oranges are my favorite fruit. \_\_\_\_\_
2. Why did you go there? \_\_\_\_\_
3. Stop the bus! \_\_\_\_\_
4. Ouch, that hurts! \_\_\_\_\_
5. Line up right away. \_\_\_\_\_
6. Mateo wants to play soccer. \_\_\_\_\_
7. How are you going to build it? \_\_\_\_\_
8. I won the game! \_\_\_\_\_

**Part 2:** Add punctuation to make these sentences correct. Then, name the type of sentence using the letters in the previous part.

1. Who wants to get ice cream \_\_\_\_\_
2. You can do it, Hani \_\_\_\_\_
3. Take off your shoes, please \_\_\_\_\_
4. I would like to visit you \_\_\_\_\_
5. This is the best pie I've ever had \_\_\_\_\_
6. Where is she going \_\_\_\_\_
7. Lyla looked at her mom \_\_\_\_\_
8. How will you get there \_\_\_\_\_

**Part 3:** Write an example of each type of sentence.

Declarative (Statement)	
Imperative (Command)	
Exclamatory (Exclamation)	
Interrogative (Question)	



Solve each problem.

Answers

1) 
$$\begin{array}{r} 71 \\ \times 7 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 34 \\ \times 3 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 92 \\ \times 3 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 36 \\ \times 2 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 96 \\ \times 9 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 30 \\ \times 3 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 90 \\ \times 2 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 87 \\ \times 2 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 58 \\ \times 7 \\ \hline \end{array}$$

10) 
$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

11) 
$$\begin{array}{r} 72 \\ \times 4 \\ \hline \end{array}$$

12) 
$$\begin{array}{r} 15 \\ \times 6 \\ \hline \end{array}$$

13) 
$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

14) 
$$\begin{array}{r} 74 \\ \times 3 \\ \hline \end{array}$$

15) 
$$\begin{array}{r} 84 \\ \times 6 \\ \hline \end{array}$$

16) 
$$\begin{array}{r} 52 \\ \times 4 \\ \hline \end{array}$$

17) 
$$\begin{array}{r} 88 \\ \times 5 \\ \hline \end{array}$$

18) 
$$\begin{array}{r} 70 \\ \times 8 \\ \hline \end{array}$$

19) 
$$\begin{array}{r} 81 \\ \times 6 \\ \hline \end{array}$$

20) 
$$\begin{array}{r} 35 \\ \times 8 \\ \hline \end{array}$$

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

**Lesson #58**NTI Day 8  
4-LS1-1**How do animals escape danger?**

Animals take in information from their environment. They have special cells that receive messages from the world around them. These cells are called **receptors**.

An animal may have a well-developed sense of hearing. But it is not enough to hear or sense danger. To survive, a hunted animal must react. For example, a deer hears a threatening sound and senses a predator nearby. Receptors in its ears send a signal to the deer's brain. The deer's brain responds with a message to its leg muscles, and the deer runs. This happens fast, giving the deer a chance to escape.



A deer's raised white tail signals danger.

Animals can send messages too. A deer flips its tail up when it senses a threat. This exposes the white fur on the underside of its tail. When another deer sees the white fur, receptors in its eyes send a signal to its brain. The brain remembers that a white tail is a warning. That deer's brain sends a message to its leg muscles, and the deer runs.

An animal can also warn others by making sounds or vibrations. When a beaver hears a predator, it alerts other beavers that danger is near. The beaver sends a warning signal by slapping its tail on the water. Nearby, another beaver hears the slap. Receptors in its ears send signals to its brain. Its brain responds with a signal to flee, and the beaver dives under water.



A beaver's thick flat tail can send a warning.

Animals have sensory organs that detect danger and send messages to their brains. Tails, strong legs, and other structures respond to messages from the brain. These communications help the animals survive.

1. Write the letter of the word that best completes each sentence.

A) messages    B) warnings    C) environments    D) receptors

Animals take in information using special cells called \_\_\_\_\_. These help animals survive in their \_\_\_\_\_. When an animal's brain receives \_\_\_\_\_ that danger is nearby, it sends a signal telling the animal's muscles to run. Some animals send \_\_\_\_\_ to others of their kind to alert them to danger.

2. A beaver has a tail that slaps; a deer has a tail with a white underside.

How do these structures help the organisms survive?

\_\_\_\_\_ Each animal uses its tail to warn others of its own kind when danger is near.

\_\_\_\_\_ The tails are external structures that work for each animal in its own unique environment.

\_\_\_\_\_ Deer have poor hearing, so they only run when they see the white part of another deer's tail.

\_\_\_\_\_ A beaver has bad eyesight, so it uses its tail to detect danger nearby.

3. What is the beaver's habitat?

A) forests, plains, and deserts                      C) the banks of rivers and lakes  
B) arctic tundra    D) none of these

4. Match each term with its clue.

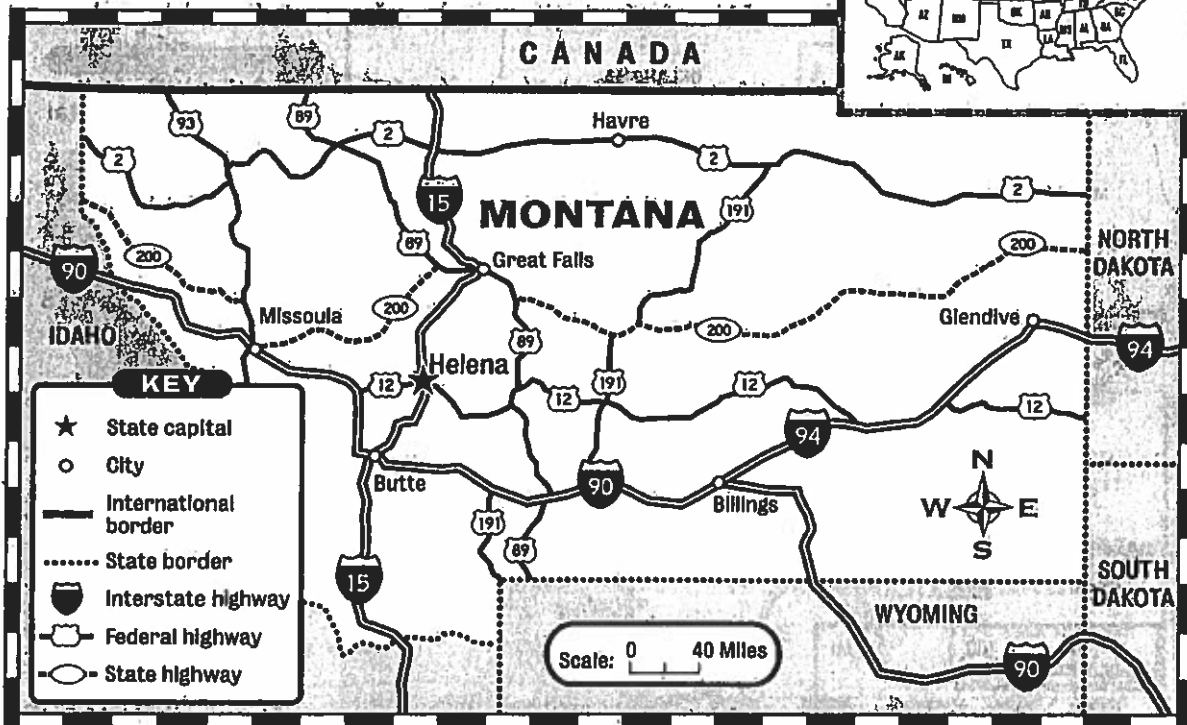
_____ sensory organs	A) active at night
_____ reproduction	B) sprout; begin to grow
_____ life cycle	C) eyes, ears, and other external structures
_____ nocturnal	D) birth, growth, reproduction, and death
_____ germinate	E) an organism makes more of its own kind

Day 8

Name \_\_\_\_\_

# Road Map

Road maps help you choose which roads to take, give you directions to follow, and tell you how far to drive. Use the key, compass, and scale to answer questions about this map of Montana.



1. What is the capital of Montana?
  - (A) Billings
  - (B) Helena
  - (C) Havre
  - (D) Butte
2. Which state borders Montana to the west?
  - (A) Idaho
  - (B) Wyoming
  - (C) North Dakota
  - (D) South Dakota
3. Which federal highway could you take from Havre to get to North Dakota?
  - (A) Federal Highway 2
  - (B) Federal Highway 12
  - (C) Federal Highway 89
  - (D) Federal Highway 93
4. Which interstate highways would you take from Butte to get to Glendive?
  - (A) Interstates 90 and 94
  - (B) Interstates 15 and 90
  - (C) Interstates 94 and 15
  - (D) only Interstate 94
5. What route would you take to get from Missoula to Helena?
  - (A) Interstate 90 to Federal Highway 93
  - (B) State Highway 200 to Federal Highway 89
  - (C) Interstate 90 to Federal Highway 12
  - (D) Interstate 15
6. Using the scale as a guide, estimate how far Butte is from Billings. \_\_\_\_\_



**4TH GRADE  
DAY 9**

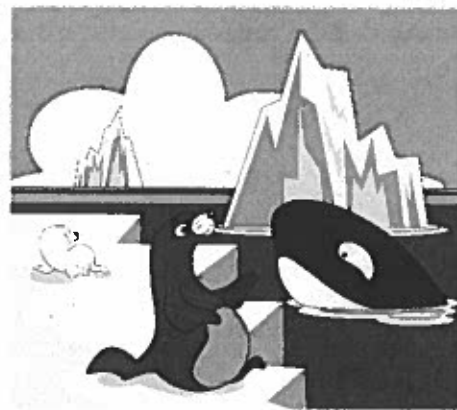
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**NON-TRADITIONAL  
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
<b>READING</b>	<b>4.RI.9 Non-Fiction~ Killer Whales</b>	
<b>LANGUAGE ARTS</b>	<b>4.L.1 Run-On Sentences</b>	
<b>MATH</b>	<b>4.NBT.4 Rounding</b>	
<b>SCIENCE</b>	<b>4.LSI.1 "How Do Sensory Organs Get Food?"</b>	
<b>SOCIAL STUDIES</b>	<b>4.2.2 "Population Map"</b>	

Killer whales have many hunting techniques. Bumping seals off the ice is just one of them. Known by scientists as the wolves of the sea, killer whales hunt together in cooperative pods, or family groups, much like a pack of wolves. Groups of killer whales cooperate to herd fish into a small, tight area so that they are easier to eat. They will also slap their tails onto the water's surface, causing a wave to wash prey, such as penguins or sea lions, off the ice and into the water. Sometimes a pod of killer whales will surround a larger animal, such as a blue whale. They will chase, bite and wear down the blue whale until it becomes a meal.



**1 Which sentence best describes the main idea of the paragraph?**

- A "They will also slap their tails onto the water's surface, causing a wave to wash prey, such as penguins or sea lions, off the ice and into the water."
- B "Killer whales have many hunting techniques."
- C "Sometimes a pod of killer whales will surround a larger animal, such as a blue whale."
- D "They will chase, bite and wear down the blue whale until it becomes a meal."



It helps to cross out the answer choices that you know are wrong.

**2 According to the paragraph, why do killer whales slap their tails onto the water's surface?**

- A to trap fish into a small, tight area so that the pod of killer whales can eat them
- B to gain speed while chasing larger animals, such as blue whales
- C to bump prey, such as sea lions, off the ice and into the water
- D to keep enemies and other dangerous animals away



When you see "according to the paragraph" or "because" in a question, go back into the text to find the answer.

**3 Killer whales are called wolves of the sea by scientists because—**

- A both killer whales and wolves like to eat fish
- B both killer whales and wolves are feared by smaller animals
- C killer whales and wolves both have many hunting techniques
- D killer whales and wolves are similar in that they hunt together in family groups

**4 How do killer whales work together to hunt for food? Use two details from the paragraph to support your response.**

Killer whales work together to hunt for food by \_\_\_\_\_

\_\_\_\_\_

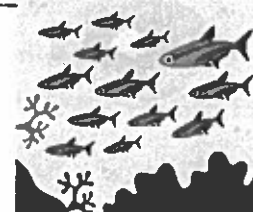
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- Go back into the paragraph to find two ways killer whales work together to hunt for food.
- Always start your answer by repeating the question. It is already done for you above.



Name \_\_\_\_\_

Date \_\_\_\_\_

## SENTENCE CORRECTING PART 2

# Run-On Sentences

### Run-on Sentences

Run-on sentences are sentences that are missing punctuation. Sometimes run-on sentences are called 'fused sentences' because they are made up of two or more sentences or thoughts that are fused, or connected, without punctuation.

**Example:** I am a frog I can talk.

To fix a run-on sentence, you can separate the fused sentences with a period.

**Example:** I am a frog. I can talk.

Or, you can add a conjunction, like and or but, with a comma.

**Example:** I am a frog, but I can talk.

I am a frog, and I can talk.

**Fix the run-on sentences by adding punctuation or a conjunction with a comma.**

1. Milo hates to take a shower his dad encourages him to smell clean.

\_\_\_\_\_

2. Eli is on his tablet he's addicted to video games.

\_\_\_\_\_

3. Corey doesn't like to fold the laundry Byron finds it soothing.

\_\_\_\_\_

4. Jennifer goes paddle boarding whenever she can she wears board shorts.

\_\_\_\_\_

5. Nobody let the cat in he was super cranky.

\_\_\_\_\_

6. I woke up late I missed my train.

\_\_\_\_\_



KY.4.NBT.4

**Round each number to the place value specified.****Answers**

1) Round 688,217 to the nearest thousand.

1. \_\_\_\_\_

2) Round 837 to the nearest ten.

2. \_\_\_\_\_

3) Round 2,944 to the nearest thousand.

3. \_\_\_\_\_

4) Round 764,735 to the nearest thousand.

4. \_\_\_\_\_

5) Round 2,110 to the nearest thousand.

5. \_\_\_\_\_

6) Round 957 to the nearest ten.

6. \_\_\_\_\_

7) Round 67,072 to the nearest thousand.

7. \_\_\_\_\_

8) Round 2,852 to the nearest hundred.

8. \_\_\_\_\_

9) Round 517,955 to the nearest ten.

9. \_\_\_\_\_

10) Round 497 to the nearest ten.

10. \_\_\_\_\_

## Lesson #59

NTI Day 9

## How do sensory organs help animals get food?

4-LS1-1

Animals use their sensory organs and receptors to find food. Ears, noses, and taste buds detect signals. These signals come from the animal's environment.

An eagle flies over a river and spots a large gray and pink fish splashing below. The eagle's eyes send a message to its brain. Its brain sends a message to the wings. The eagle drops lower over the water. Its brain sends a message to its talons. In one swift movement, the eagle captures its prey. An eagle's brain remembers that gray and pink fish are tasty and easy to catch. Its sharp eyesight, wings, and talons help it hunt fish in a swiftly flowing river.



The eagle has sharp vision and strong wings.



The bear has an excellent sense of smell.

A bear has an excellent sense of smell. Receptors in its nose can detect the scent of blackberries from a long way off. These sense receptors send signals to the bear's brain. Its brain directs the bear's legs to travel toward the berries. The brain signals the bear's arm muscles to lower the branches and eat the berries. But the bear's taste buds detect that the berries are not yet sweet. The taste buds signal the brain, and the bear responds. It stops eating the unripe berries and lumbers off in search of a tastier meal.

The ways in which animals respond to their environment are called **behaviors**. Sense receptors communicate with an animal's brain. The animal's brain directs the animal to respond. Communications like these happen in a split second. Along with sensory organs and receptors, behaviors help a species survive.

1. The ways in which animals respond to their environment are called \_\_\_\_\_.  
receptors                  senses                  warnings                  behaviors

2. Which is an example of an animal receptor helping an animal find food?

- A) A beaver slaps its tail on the surface of the pond.
- B) An owl's sharp eyes detect the movement of a field mouse.
- C) A barn swallow builds its nest out of mud and feathers.
- D) both A and B

3. Which is an example of an animal helping another animal be safe?

- A) A beaver slaps its tail on the surface of the pond.
- B) An owl's sharp eyes detect the movement of a field mouse.
- C) A barn swallow builds its nest out of mud and feathers.
- D) both A and B

4. Match each term with its clue.

- |                      |  |
|----------------------|--|
| _____ sensory organs | A) an egg in the first stage of life         |
| _____ mature         | B) using sound waves to find objects         |
| _____ life cycle     | C) eyes, ears, and other external structures |
| _____ nocturnal      | D) plant that is able to produce a seed      |
| _____ fertilized     | E) active at night                           |
| _____ echolocation   | F) birth, growth, reproduction, death        |

5. Choose the things that all animals must do to stay alive and healthy.  
(See Lesson #47)

- |                     |                  |                           |
|---------------------|------------------|---------------------------|
| avoid predators     | play with others | take in food and water    |
| breathe under water | fly and swim     | eliminate waste           |
| take in oxygen      | move             | maintain body temperature |

# Population Map

**KEY**

**Native American Population by State**

- More than 100,000
- 25,000 to 99,999
- 10,000 to 24,999
- Fewer than 10,000

- ## 14 SCHOLASTIC NEWS



**4TH GRADE  
DAY 10**

STUDENT'S NAME: \_\_\_\_\_



**NON-TRADITIONAL  
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
<b>READING</b>	<b>4.RI.9</b> <b>"What Made the Dinosaurs Disappear?"</b>	
<b>LANGUAGE ARTS</b>	<b>4.L.1</b> <b>Identifying Past Tense Verbs</b>	
<b>MATH</b>	<b>4.NBT.1</b> <b>Place Value</b>	
<b>SCIENCE</b>	<b>4.LSI.1</b> <b>"What Do Plants Need to Make Their Own Food?"</b>	
<b>SOCIAL STUDIES</b>	<b>4.2.2</b> <b>"Geographic Features"</b>	

### What Made The Dinosaurs Disappear?

- 1 Dinosaurs disappeared about 65 million years ago.  
 2 Scientists believe almost all animal life on Earth died  
 3 because of a large meteor that collided with our planet.  
 4 A meteor is a large space rock. The collision caused  
 5 massive damage, and kicked up a giant dust cloud when  
 6 the meteor hit the ground. This dust cloud blocked the  
 7 rays and warmth of the Sun for months, causing Earth to  
 8 turn dark and cold. Without sunlight, many plants died.  
 9 As a result, plant-eating dinosaurs and other animals  
 10 starved to death. Meat-eating dinosaurs were also then  
 11 left with nothing to eat.



#### 1 Which is the best summary of this paragraph?

- A Dinosaurs disappeared 65 million years ago.  
 B Plant-eating dinosaurs starved to death because many plants died when Earth turned dark and cold.  
 C The meteor created a giant dust cloud when it hit the ground.  
 D Dinosaurs disappeared when a meteor crashed into Earth, turning the planet dark for so long that many plants died and dinosaurs were left without food.



The summary retells the main points of the paragraph. Which answer choice does this?

#### 2 Which detail best explains why plant-eating dinosaurs starved to death?

- A "Dinosaurs disappeared about 65 million years ago."  
 B "As a result, plant-eating dinosaurs and other animals starved to death."  
 C "Meat-eating dinosaurs were also then left with nothing to eat."  
 D "This dust cloud blocked the rays and warmth of the Sun for months, causing Earth to turn dark and cold. Without sunlight, many plants died."



"Explains" means "tells." Which detail tells why plant-eating dinosaurs starved to death?



#### 3 Based on information in the text, what caused a giant dust cloud to form?

- A cold weather  
 B a meteor colliding with the Earth  
 C giant dinosaurs kicking up dust as they tried to run from the meteor  
 D the warmth of the Sun



When you see "based on information in the text," use the paragraph to help you answer the question. The answer will be right there!

#### 4 Which line in the passage describes what a meteor is?

- A Line 3  
 B Line 4  
 C Line 5  
 D Line 6



#### 5 Complete the flow chart below with the correct detail.

1. A meteor hits Earth & kicks up a large dust cloud in the sky.

2. The dust cloud blocks the warmth & rays of the Sun.

4. Many plants die. Plant-eating, and eventually meat-eating dinosaurs starve without food.

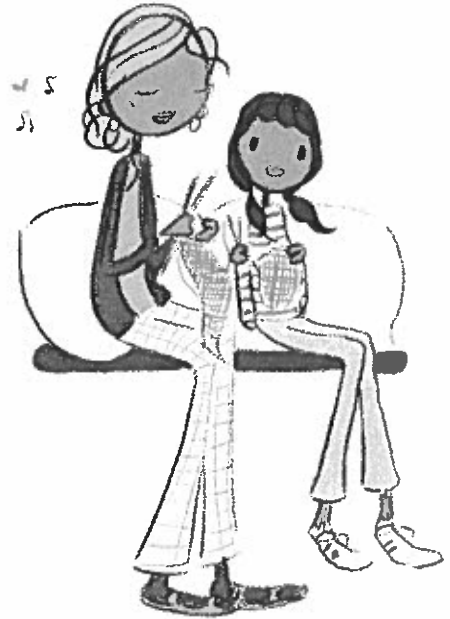
Name \_\_\_\_\_ Date \_\_\_\_\_

# Identifying Past Tense Verbs

**Verbs** are a part of speech that show action or events that happen in a story. Verbs that show what a character does can help us learn about their personality or character traits.

## Part I. Circle the verb(s) in each sentence.

1. They jumped over the fence and caught the dog that ran away.
2. She smiled and pointed to the sky.
3. Nana hummed as she knitted.
4. He watched as cars zipped by on either side.
5. Dana looked both ways before she crossed the street.
6. He ducked under his nana's umbrella.
7. The bus creaked to a stop in front of them.



## Part II. Choose from the verb bank to complete the sentences.

VERB BANK	looked	placed	gave	stopped	laughed	climbed
	wondered	pulled	reached	thought		

1. He \_\_\_\_\_ a coin from behind CJ's ear and \_\_\_\_\_ it in his palm.
2. Nana \_\_\_\_\_ her deep laugh and pushed CJ along.
3. A man \_\_\_\_\_ aboard with a spotted dog.
4. CJ \_\_\_\_\_ up his seat.
5. CJ \_\_\_\_\_ around as he \_\_\_\_\_ to tie his shoe.
6. He \_\_\_\_\_ for his Nana's hand.
7. He \_\_\_\_\_ how his nana always found beauty where he never even \_\_\_\_\_ to look.



KY. 4. NBT. 1

**Compare the values of each of the digits.****Answers**

1) 49,349

The 4 in the tens place is \_\_\_\_\_ the value of the 4 in the ten thousands place.

1. \_\_\_\_\_

2) 58,445

The 4 in the hundreds place is \_\_\_\_\_ the value of the 4 in the tens place.

2. \_\_\_\_\_

3) 44,633

The 4 in the ten thousands place is \_\_\_\_\_ the value of the 4 in the thousands place.

3. \_\_\_\_\_

4) 3,638

The 3 in the thousands place is \_\_\_\_\_ the value of the 3 in the tens place.

4. \_\_\_\_\_

5) 131,692

The 1 in the hundred thousands place is \_\_\_\_\_ the value of the 1 in the thousands place.

5. \_\_\_\_\_

6) 54,995

The 5 in the ten thousands place is \_\_\_\_\_ the value of the 5 in the ones place.

6. \_\_\_\_\_

7) 993

The 9 in the tens place is \_\_\_\_\_ the value of the 9 in the hundreds place.

7. \_\_\_\_\_

8) 533,125

The 3 in the thousands place is \_\_\_\_\_ the value of the 3 in the ten thousands place.

8. \_\_\_\_\_

9) 3,356

The 3 in the hundreds place is \_\_\_\_\_ the value of the 3 in the thousands place.

9. \_\_\_\_\_

10) 63,635

The 6 in the ten thousands place is \_\_\_\_\_ the value of the 6 in the hundreds place.

10. \_\_\_\_\_

11) 171,835

The 1 in the thousands place is \_\_\_\_\_ the value of the 1 in the hundred thousands place.

11. \_\_\_\_\_

12) 1,397,547

The 7 in the ones place is \_\_\_\_\_ the value of the 7 in the thousands place.

12. \_\_\_\_\_

13) 232,121

The 1 in the ones place is \_\_\_\_\_ the value of the 1 in the hundreds place.

13. \_\_\_\_\_

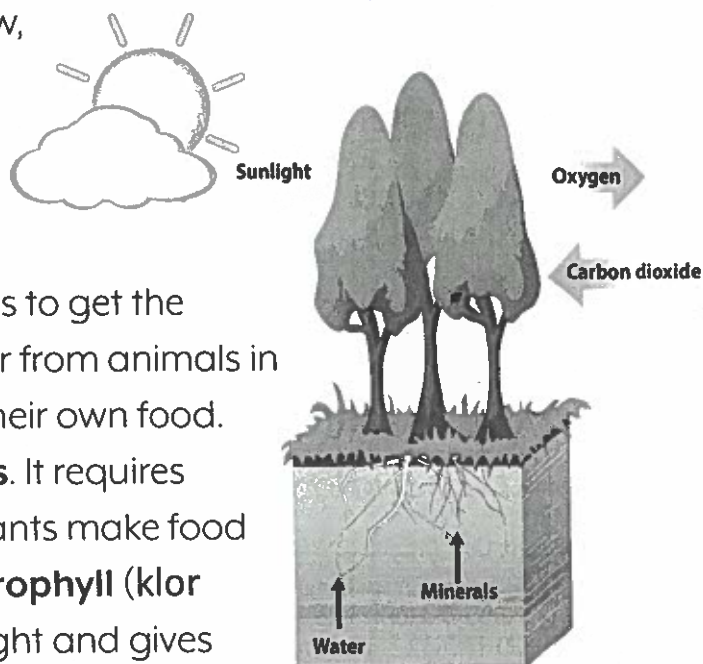
## Lesson #61

Science  
NTI Day 10  
4-LS1-1

### What do plants need to make their own food?

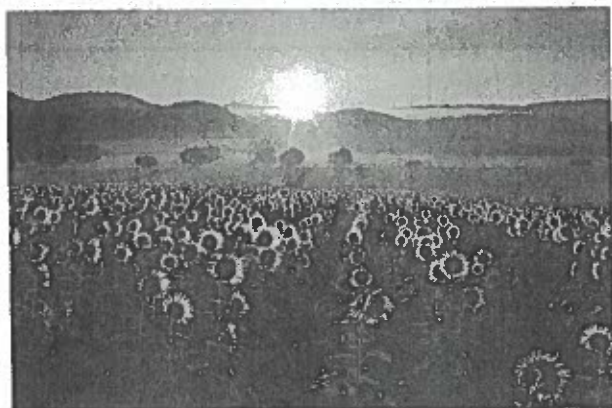
All organisms need energy to grow, reproduce, and survive. They must take in nutrients and eliminate waste, and they have structures and behaviors for doing this.

Animals must eat other organisms to get the energy they need. However, plants differ from animals in one very important way. Plants make their own food. The process they use is **photosynthesis**. It requires sunlight, water, and carbon dioxide. Plants make food in their leaves. The leaves contain **chlorophyll** (klor ə fil), the substance that absorbs sunlight and gives plants their green color. Plants need chlorophyll for photosynthesis.



Plants take in water and minerals through their roots. They take in carbon dioxide and eliminate oxygen through the stomata in their leaves.

Plants have behaviors that help them get the energy they need. For example, plants grow upward, toward the sun. Indoors, a plant may grow toward a sunny window. You can rotate the plant so it faces away from the window, but it will turn toward the window again. In a shaded forest, a young sapling leans toward a sunlit opening overhead.



Sunflowers facing the rising sun

Sunflowers face the sun at dawn. The flowers follow the overhead path of the sun throughout the day. At the end of the day, they are facing the setting sun. Growing toward sunlight is one way plants respond to signals in their environment. This action helps them meet their need for sunlight.

1. Circle the things plants use for photosynthesis.

water                      sunlight                      spiracles  
oxygen                      chlorophyll                      carbon dioxide

2. Plants eliminate oxygen and lose water through the \_\_\_\_\_ in their leaves.

chlorophyll                      spiracles                      stomata                      roots

3. \_\_\_\_\_ are ways organisms respond to their environment.

Receptors                      Structures                      Behaviors                      Pollinators

4. A cricket uses its legs to hear. Sound waves vibrate a thin membrane on the cricket's front legs. This is an example of how the cricket \_\_\_\_\_.

A) uses a sensory organ to survive in its environment  
B) can see even in very dark places  
C) warns other animals when it senses danger  
D) uses the process of photosynthesis to find food

5. Which of these can cause an object to change its motion?

A) a push, a pull, or friction                      C) a transfer of energy  
B) a collision                      D) all of these

6. Which internal structures transport nutrients in plants?

A) xylem and phloem                      C) pistil and stamen  
B) fruit and flower                      D) stomata and chlorophyll

7. Engineers work on possible solutions to a problem. When they do this, they must work within certain limits or \_\_\_\_\_.

designs                      constraints                      sciences                      cycles

Day 10 ~~Week~~

Name \_\_\_\_\_

# Geographic Features

Some maps show the geographic features of a particular place or region. These features can include valleys, mountains, deserts, or rivers. Answer the questions about some of the geographic features shown on the map of California below.

- The Coast Ranges are which type of geographic feature?  
 (A) rivers  
 (B) mountains  
 (C) deserts  
 (D) valleys
- Which body of water borders California to the west?  
 (A) Lake Tahoe  
 (B) Pacific Ocean  
 (C) Salton Sea  
 (D) San Joaquin River
- Death Valley is located \_\_\_\_\_.  
 (A) north of the Mojave Desert  
 (B) west of the Coast Ranges  
 (C) north of Eureka  
 (D) south of the Salton Sea
- The capital of California is located between which two geographic features?  
 (A) Sacramento River and Sierra Nevada Mountains  
 (B) Death Valley and Mojave Desert  
 (C) Channel Islands and Salton Sea  
 (D) Mt. Whitney and San Joaquin River
- Mt. Whitney is part of which mountain range?  
 \_\_\_\_\_

