

McCreary County Schools



Elementary NTI Packet

Grade Level: 4th Grade

School: _____

Student Name: _____

Teacher Name: _____

McCreary County Schools



Elementary NTI Packet

DAY 1

Student Name: _____



Round each number to the place value specified.

- 1) Round 2,548 to the nearest hundred.
- 2) Round 354,580 to the nearest thousand.
- 3) Round 709,618 to the nearest ten thousand.
- 4) Round 956,964 to the nearest hundred.
- 5) Round 4,344 to the nearest hundred.
- 6) Round 64,757 to the nearest ten.
- 7) Round 6,107 to the nearest thousand.
- 8) Round 469 to the nearest ten.
- 9) Round 5,748 to the nearest ten.
- 10) Round 90,633 to the nearest ten.
- 11) Round 242 to the nearest hundred.
- 12) Round 718 to the nearest hundred.
- 13) Round 643 to the nearest hundred.
- 14) Round 83,853 to the nearest ten thousand.
- 15) Round 465,749 to the nearest ten thousand.
- 16) Round 5,492 to the nearest hundred.
- 17) Round 94,963 to the nearest ten.
- 18) Round 67,276 to the nearest thousand.
- 19) Round 812 to the nearest ten.
- 20) Round 893,494 to the nearest thousand.

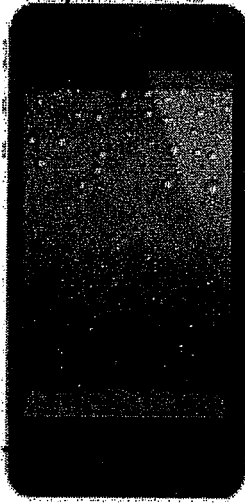
Answers

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

I Want a Phone!

Day 1

by ReadWorks



"I want a phone!" said Myrna.

"I bet you do," said her dad.

"No, but, Dad. You don't understand. I really, really, really want a phone."

"And I really, really, really want a boat. It's not going to happen."

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning-traffic. When he picked her up in the afternoon-traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

"I. Want. A. Phone."

"N. O."

"What if I was stuck in a cave?"

"What?" asked her dad, trying not to laugh.

"What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran

into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and-

"And then you were stuck in the cave." Myrna nodded the way she did when she won an argument, but her dad wasn't through fighting. "Is this a momma bear? I hear they're the fiercest."

"Yes. It's a momma bear, and she's very upset, and she's going to eat me unless I have a phone to call for help."

"If it's a momma bear, then you can use her phone. Everyone knows that moms always carry phones."

Dad was laughing as he said this. Myrna didn't think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn't very hard. Now she was angry.

"If I had a phone, I could play games on it!"

"If I had a boat, I could eat steaks on it. That doesn't mean I'm getting one."

"No, but I mean..." Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. "If I could play games, I wouldn't be so bored when we were in traffic. I wouldn't bother you!"

"I don't mind being bothered. I like talking to you."

"Then I won't say anything at all!"

Dad smiled quietly to himself. "I'm going to call Mom to let her know we'll be late." He reached into his pocket. "Oh, heck. My battery's dead."

"You know...if I had a phone, I could call Mom," said Myrna.

"Don't even."

Myrna grinned. She wasn't getting a phone, but she knew she was right, and that was almost as good.

Name: _____ Date: _____

1. What does Myrna want?

- A. a car
- B. a boat
- C. a phone
- D. a kitten

2. Whom does Myrna have a conflict with in this story?

- A. her dad
- B. her mom
- C. a person driving in front of her and her dad
- D. a person driving behind her and her dad

3. The author describes Myrna as "angry." What evidence in the story supports this description?

- A. Myrna tells her dad that if she had a phone, she could call Mom.
- B. Myrna tells her dad that she wants a phone.
- C. Myrna asks her dad, "What if I was stuck in a cave?"
- D. Myrna slams her hand down on the glove compartment as hard as she can.

4. Read these sentences from the text.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

'I. Want. A. Phone.'

'N. O.'

'What if I was stuck in a cave?'

'What?' asked her dad, trying not to laugh.

Why might Myrna's dad be trying not to laugh?

- A. because he thinks her question is silly
- B. because he is bored by the traffic
- C. because he thinks it is funny when Myrna is bored
- D. because he thinks phones are silly

5. What is a theme of this story?

- A. Being right is almost as good as getting your way.
- B. If you do not give up, you will someday get what you want.
- C. If you use your imagination, you will never be bored.
- D. Being kind is more important than being right.

Determine which scientific tool best answers the question.

A. Thermometer

C. Scale

E. Microscope

B. Ruler

D. Telescope

F. Measuring Cup

- 1) Will only had enough money to buy 2 pounds of bananas at the grocery store. What tool should he use to make sure he gets exactly 2 pounds?
- 2) Oliver found a small black dot on his new sweater. What tool should he use to determine what the dot actually is?
- 3) Adam needed to mix exactly 2 tablespoons of food coloring with 2 quarts of water. What tool should he use to measure the amounts?
- 4) Maria, while performing an experiment, had to make sure her wires were between 1 and 2 inches. What tool did she use to determine the length?
- 5) Paige earned \$1 dollar for every 3 pounds of cans she recycled. What tool should she use to make sure she recycles at least 3 pounds?
- 6) Mike wanted to check the water temperature of a hot tub. What tool should he use to see the water temperature?
- 7) George was trying to view satellites from his backyard. What tool should he use to help find one?
- 8) Billy needed exactly 6 ounces of cheese. What tool should he use to measure exactly 6 ounces?
- 9) Paul used a tool to view the Andromeda Galaxy. What tool did he use to see the galaxy?
- 10) Dave wanted to check the height of his flashlight. What tool should he use?
- 11) A scientist wanted to view the microbes in a drop of water. What tool should he use?
- 12) Megan needed to add 500 ml of water to a mixture for an experiment. What tool did she use to measure out 500 ml of water?
- 13) John wants to compare the cells of an animal and a plant. What tool should he use?
- 14) Nancy was outside looking at the Crab Nebula. What tool was she using to view the nebula?
- 15) Tom learned old books needed to stay at around 70° F. What tool should he use to make sure the books don't get too hot?

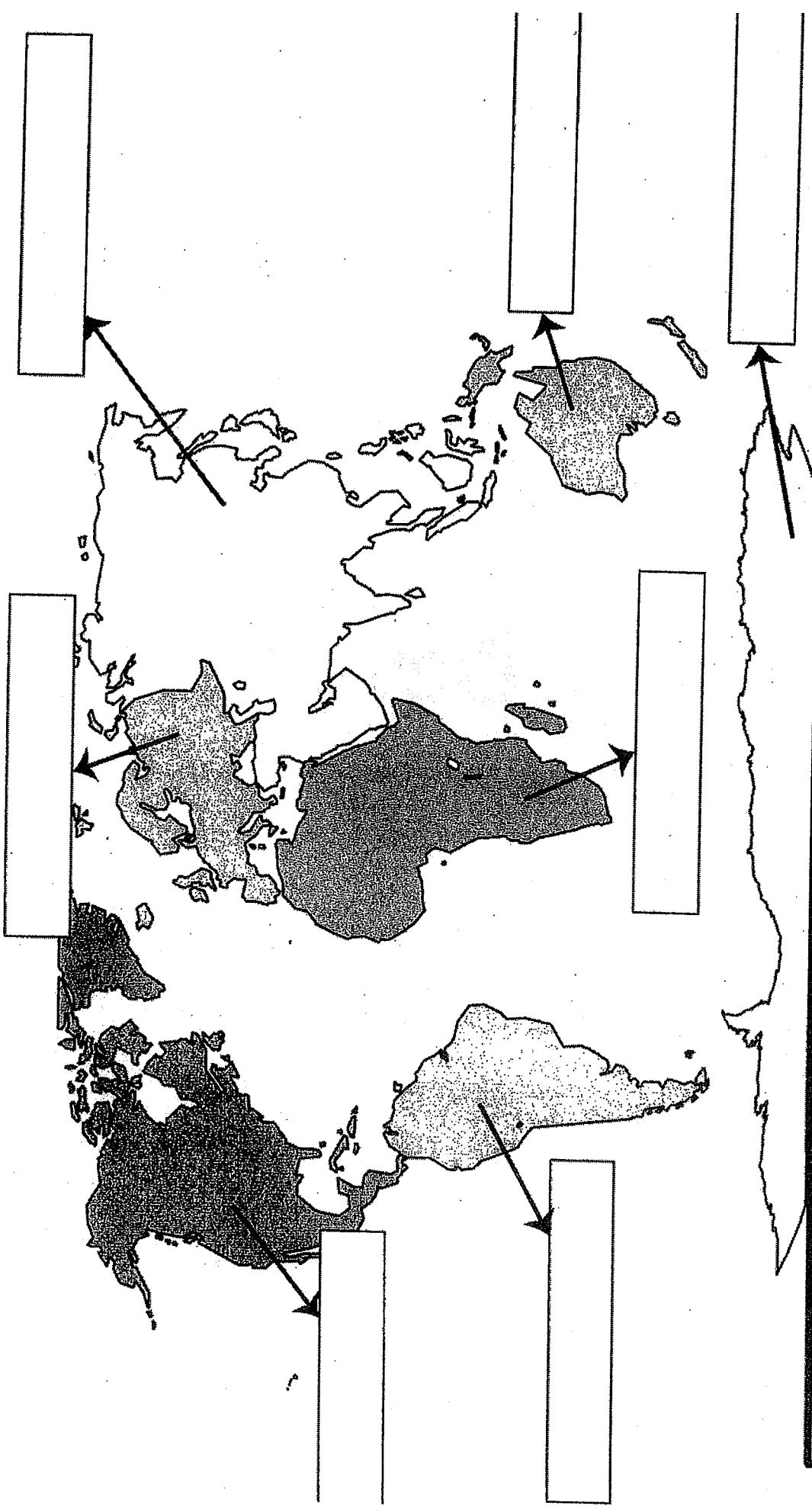
Answers

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

Day 1 Social Studies

Continents of the World

Label each continent using the word bank.



Africa North America South America Australia Antarctica Asia Europe

McCreary County Schools



Elementary NTI Packet

DAY 2

Student: _____

Use subtraction to solve the following problems.

Answers

4,436

989

61

199

2,384

1. _____

3,081

1,164

1,192

445

176

2. _____

3,157

2,652

3,925

2,502

3,164

3. _____

$$\begin{array}{r} 1) \quad 3,581 \\ - 3,405 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 1,474 \\ - 1,029 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 7,130 \\ - 3,973 \\ \hline \end{array}$$

4. _____

5. _____

6. _____

$$\begin{array}{r} 4) \quad 6,877 \\ - 4,375 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 4,757 \\ - 2,105 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 2,280 \\ - 2,219 \\ \hline \end{array}$$

7. _____

8. _____

9. _____

$$\begin{array}{r} 7) \quad 5,177 \\ - 4,978 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 3,149 \\ - 2,160 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 3,612 \\ - 2,448 \\ \hline \end{array}$$

10. _____

11. _____

12. _____

$$\begin{array}{r} 10) \quad 2,454 \\ - 1,262 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 8,778 \\ - 6,394 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 6,662 \\ - 2,226 \\ \hline \end{array}$$

13. _____

14. _____

15. _____

$$\begin{array}{r} 13) \quad 6,896 \\ - 3,732 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 8,744 \\ - 4,819 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 6,684 \\ - 3,603 \\ \hline \end{array}$$

Snooze Alarm

Day 2



Should school start later in the morning so teens can get more sleep?

Your alarm goes off. The room is still dark. You squint at the alarm clock. It's not even 6 a.m.! Still, you have to get up for school.

You brush your teeth and stumble into your clothes. You know that by 10 a.m. you will be struggling to stay awake in class.

"No one should have to get up this early for school," you say to yourself.

Some adults agree. Studies show that teens need about nine hours of sleep per night. Some adults would like to see middle schools and high schools open later in the morning so teens can get the extra sleep they need.

Other people oppose the change in school starting times. Changing the start times would disrupt other parts of students' lives, some parents and school officials say. They say a time change would do more harm than good.

What do you think? Should school start later in the morning than it does now? Read the debate. Then decide for yourself.

Yes! School Should Start Later

School should begin later in the day. It would be best for students and their families. Schools that have changed their opening times have had good results. "Test scores and grades are rising," said an official at a school that made its start time later.

Parents would not have to bug their teens to wake up early. Students would get home from school the same time of the day as many of their parents get home from work.

Students would need less "catch-up" sleep on weekends. That would give them more time and energy to do things on weekends.

Many students and adults think that opening school later is a good idea. It's time to listen to them.

No! School Should Not Start Later

Opening school later is not a good idea. Schools that start later would have to stay open later. That would mean that students would have to give up other important things.

Plenty of students get good grades when their schools open early. Students who are too tired should just go to bed earlier at night.

Also, many parents need their teens to get home early. Many teens work or have to watch younger siblings in the afternoon.

Late start times affect many after-school sports and club schedules. Some outside activities may have to be cut short because of a lack of daylight hours.

It's a busy world. People get tired. Big deal. School hours should stay the same.

Name: _____ Date: _____

1. According to the text, what would some adults like to see happen in middle schools and high schools so that teens can get extra sleep?

- A. They would like the schools to start at 6 a.m.
- B. They would like the schools to open later in the morning.
- C. They would like to see test scores and grades rise.
- D. They would like to cut short outside activities.

2. What is one argument against school starting later that is presented in the text?

- A. One argument against school starting later is that sports and activities might be cut short if school starts later.
- B. One argument against school starting later is that teenagers do not need as much sleep as people think.
- C. One argument against school starting later is that test scores and grades would be lower if school started later.
- D. One argument against school starting later is that students would have more time and energy on the weekends.

3. Read these sentences from the text.

Opening school later is not a good idea. Schools that start later would have to stay open later. That would mean that students would have to give up other important things.

[. . .] Many parents need their teens to get home early. Many teens work or have to watch younger siblings in the afternoon.

What can you conclude based on this evidence?

- A. If school hours were changed, it is unlikely that it would impact the lives of students or their families.
- B. If school hours were changed, all students will receive higher grades because they will no longer have to focus on work or siblings.
- C. If school hours were changed, the lives of students and their families could change in significant ways.
- D. If school hours were changed, many students would leave school early in order to fulfill their responsibilities at home.

4. What might be a good solution to the problem mentioned in the text that sports schedules might be shortened because of a lack of daylight hours if schools start later?

- A. One good solution would be to cancel the sports activities.
- B. One good solution would be to install lights on sports fields so practice could run later.
- C. One good solution would be for teens to get more sleep so they have energy to play sports.
- D. One good solution would be for parents to wake their teens up earlier and have sports practice in the morning.

5. What is the main idea of the text?

- A. There are reasons both for and against making school start times later.
- B. There are more reasons for changing school start time than not.
- C. There is significant evidence to suggest that schools should start earlier.
- D. The only way to help students get more sleep is to change school start times.

Social Studies Day

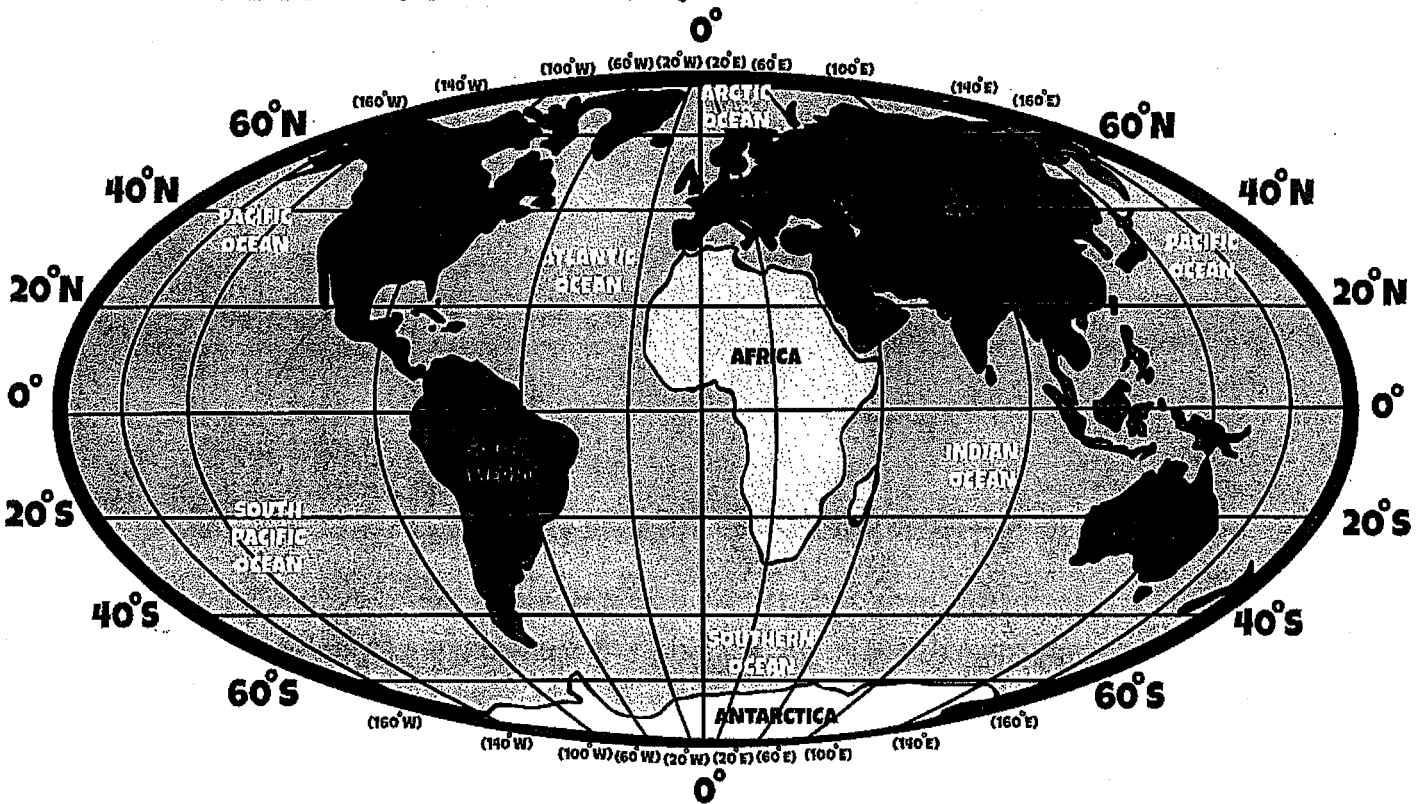
WHAT IS LATITUDE AND LONGITUDE, AND HOW DO YOU USE IT?

SOME OF THIS JOURNEY WILL TAKE PLACE OVER WATER. TO NAVIGATE THE OCEAN, YOU WILL HAVE TO UNDERSTAND LATITUDE AND LONGITUDE COORDINATES.

WHAT IS LATITUDE AND LONGITUDE?

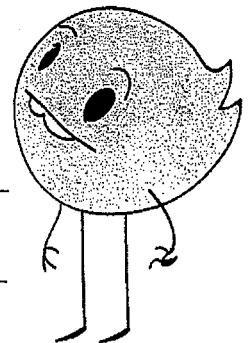
LATITUDE - LINES THAT GO AROUND THE GLOBE (THEY GO BY THE DIRECTIONS NORTH AND SOUTH)

LONGITUDE - LINES THAT POINT FROM TOP TO BOTTOM OF THE GLOBE (THEY GO BY THE DIRECTIONS EAST AND WEST)



EXAMPLE: WHAT CONTINENT IS AT 20° SOUTH AND 40° WEST? SOUTH AMERICA

1. What continent is 40° north and 20° east? _____
2. What ocean is found at 20° south and 100° east? _____
3. What continent is at 20° south and 140° east? _____
4. What ocean is at 40° south and 160° west? _____
5. What continent is at 40° north and 100° east? _____



Answers: 1. _____



Day 3

McCreary County Schools



Elementary NTI Packet

DAY 3

Student: _____

Content Codes: MA-04-1.1.3

Practice

Directions: For Numbers 1 through 3, use the table below to compare the numbers. Write the correct symbol ($>$, $<$, or $=$) on the blank.

Thousands	Hundreds	Tens	Ones
8	5	2	6
8	7	0	1
8	4	9	3

1. 8,526 _____ 8,493

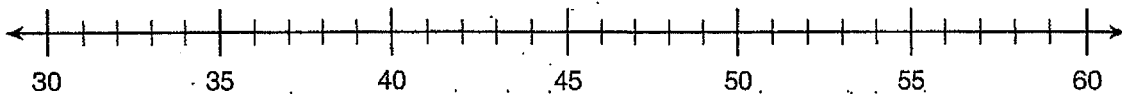
2. 8,701 _____ 8,526

3. 8,493 _____ 8,701

4. Write the numbers from the table in order from **greatest** to **least**.

5. Write the following numbers in the correct places on the number line.

42 54 39 37



6. Write 42, 54, 39, and 37 in order from **least** to **greatest**.

Directions: For Numbers 7 through 10, use the number line above to compare the numbers. Write the correct symbol ($>$, $<$, or $=$) on the blank.

7. 42 _____ 40

9. 40 _____ 39

8. 35 _____ 37

10. 54 _____ 50

Bug Power

Day 3

Teamwork

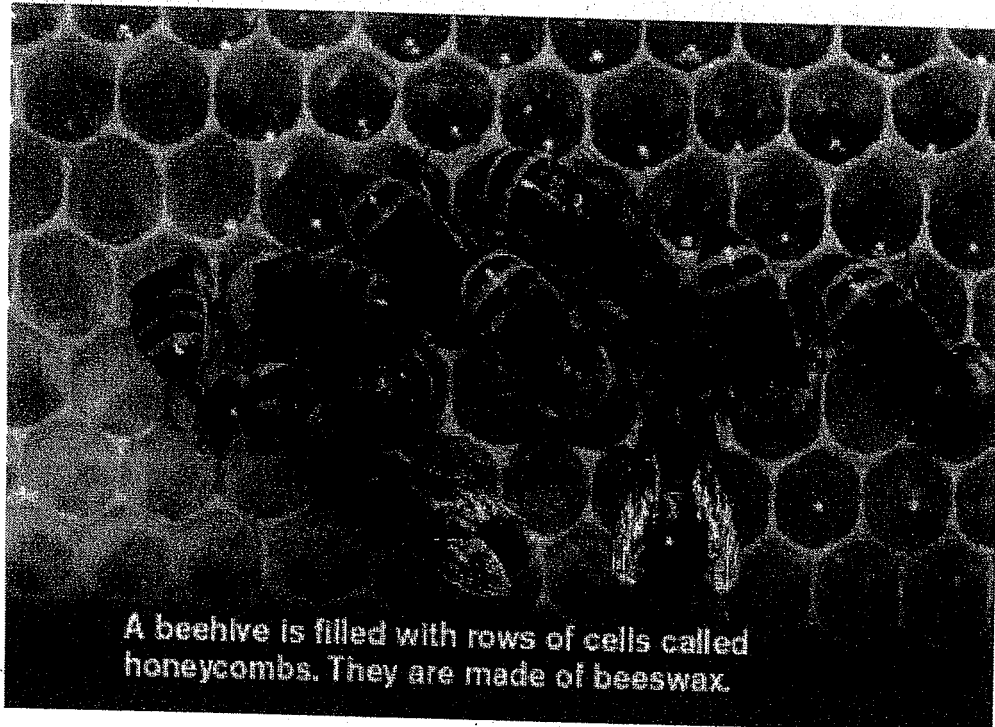
How do some insects work together?

What do termites, ants, and honeybees have in common? They are all social (SOH-shuhl) insects. Social insects live together in large groups called colonies. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees

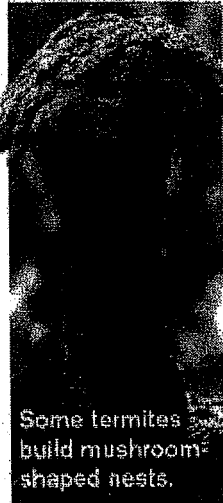


A beehive is filled with rows of cells called honeycombs. They are made of beeswax.

Gerry Ellis/Getty Images

Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites



Oxford Scientific/Jupiter Images

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

Name: _____ Date: _____

1. According to the text, what do termites, ants, and honeybees have in common?

- A. They are all social insects.
- B. They are all antisocial insects.
- C. They are all worker insects.
- D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"

- A. what social insects are
- B. an ant colony's underground nest
- C. all of the chores that worker bees do
- D. the job of soldier termites

3. Read these sentences from the text.

"Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest.

[...]

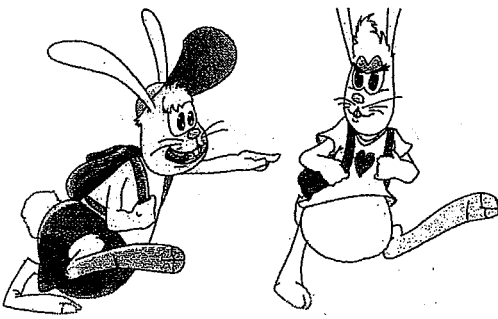
Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?

- A. Ants live underground, whereas termites live above ground.
- B. Ants live in nests, whereas termites live in hives.
- C. Ants only have one queen, whereas termites can have more than one queen.
- D. Ants have soldier ants that protect the colony, whereas termites do not.

4. Based on the information in the text, how are worker ants and worker bees similar?
- A. Worker ants and worker bees both care for the other insects in their colonies.
 - B. Worker ants and worker bees both lay eggs for their colonies.
 - C. Worker ants and worker bees both build homes for their colonies.
 - D. Worker ants and worker bees both make food for their colonies.
5. What is a main idea of this text?
- A. Soldier termites protect the colony.
 - B. Social insects always have at least one queen.
 - C. Social insects live and work together in colonies.
 - D. Ants often live in underground nests.

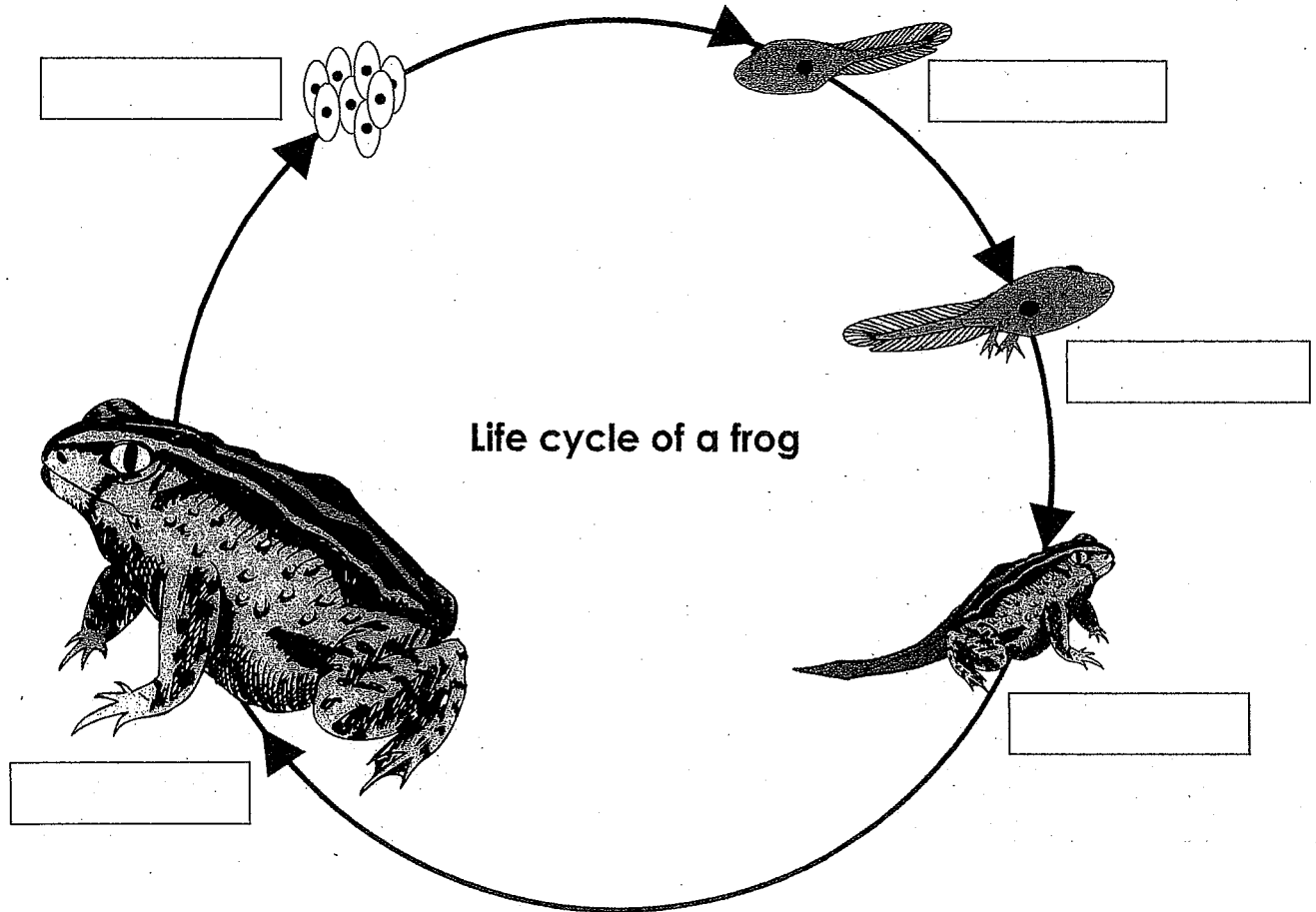
Day 3



Name: _____ Class: _____

Life cycle of a frog

Label the different sections of the life cycle below.



Word bank: **Adult frog, tadpole with legs, froglet, tadpole, eggs**

Describe the life cycle of a frog in the space below.



Day 2 Social Studies

Native Americans - Traditional Native American Homes

by ReadWorks

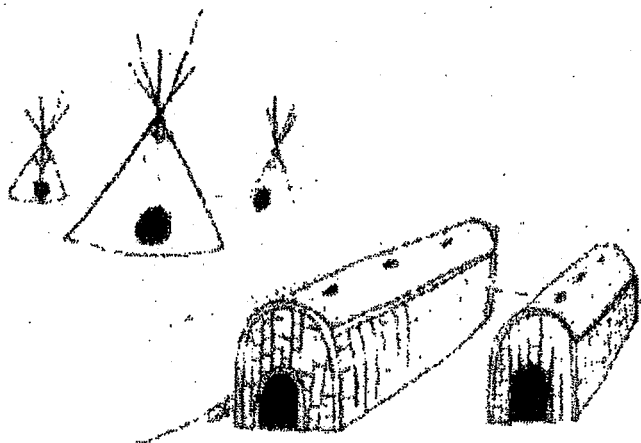


Illustration by Lynn M. Hanousek

Many people have heard of cone-shaped teepees. They are probably the most well-recognized traditional Native American home. However, traditional Native American houses came in many other shapes and sizes.

On the Northwest coast, tribes lived in slant-roofed houses. These houses were built out of cedar planks. The houses were huge - around 40 feet wide and 10 feet high.

The Iroquois built even bigger houses. They were called longhouses. Longhouses were about 100 feet long. There was enough room in them for a large extended family. Parents, children, grandparents, uncles, aunts, and cousins all lived together. No one was left out.

In California, most tribes dwelled in simpler houses. Small shelters were covered in earth or brush. Other California tribes built redwood plank houses.

Farming tribes in the Southwest built pueblos. Pueblos looked a lot like apartment houses. They were made out of stone or adobe. Adobe is a clay mixture. It is usually made into bricks. The bricks are dried in the sun.

In the Midwest, around the Great Lakes, women were in charge of building wigwams. Even the young girls made tiny wigwams for their dolls. Wigwams are tent-like houses. They have frames made of wooden poles. A lot of these tribes moved from place to place. Everyone had to carry their belongings on their backs. When they moved, all they left behind were the frames of their wigwams.

Name: _____ Date: _____

1. What is the main idea of this passage?
 - A. Native Americans all lived in the same kind of house.
 - B. Different tribes built different kinds of houses.
 - C. In most tribes, women always built the houses.
 - D. Traditional Native American houses were very small.

2. Which is the largest house mentioned in this passage?
 - A. wigwam
 - B. long house
 - C. redwood plank house
 - D. slant-roofed house

3. Who probably wouldn't live in a family's long house?
 - A. a son
 - B. a cousin
 - C. a grandmother
 - D. a stranger

4. The drawing with this passage most likely shows
 - A. tepees and longhouses
 - B. wigwams and pueblos
 - C. pueblos and longhouses
 - D. wigwams and tepees

5. Based on the passage, tribes in the Midwest most likely built wigwams
 - A. because they wanted to fit many family members into them
 - B. because they could be packed up easily when they moved
 - C. out of adobe and stone
 - D. out of redwood planks

6. What was the author's purpose in writing this article?

7. Based on the passage, what did the Iroquois most likely think about family? Why?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Most people think of teepees when they think of traditional Native American homes, _____, different tribes had different types of homes.

- A. so
- B. after
- C. however
- D. because

McCreary County Schools



Elementary NTI Packet

DAY 4

Student: _____

Solve each problem.

6,525	580	1,824	1,960
6,120	1,606	2,852	319
1,513	735	1,898	3,850

1)
$$\begin{array}{r} 31 \\ \times 92 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 22 \\ \times 73 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 58 \\ \times 10 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 11 \\ \times 29 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 55 \\ \times 70 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 49 \\ \times 15 \\ \hline \end{array}$$

7)
$$\begin{array}{r} 73 \\ \times 26 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 87 \\ \times 75 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 72 \\ \times 85 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 20 \\ \times 98 \\ \hline \end{array}$$

11)
$$\begin{array}{r} 32 \\ \times 57 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 17 \\ \times 89 \\ \hline \end{array}$$

Answers

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

Got Allergies?

Day 4

More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens-such as dust and mold-are found in the air.

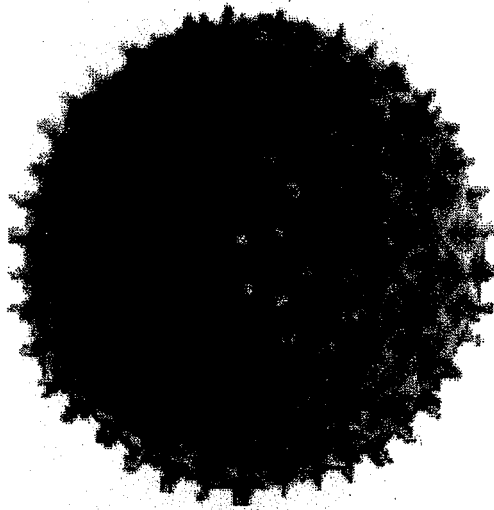
"Allergies [are] increasing over time," said Andy Nish. He is a doctor from Georgia.



Corbis

Allergens in the air aren't the only problem. Kids' food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But many kids today come in contact with fewer germs than their grandparents did. That's in part because they grow up in environments with fewer germs such as cleaner homes and smaller families. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.



Getty Images

Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

Take Cover!

Dust and other allergens that float into your nose are in for a blast—a cough or a sneeze, that is! Both are natural reflexes, or responses, to help keep you from getting sick. Here's a look at the big bursts.

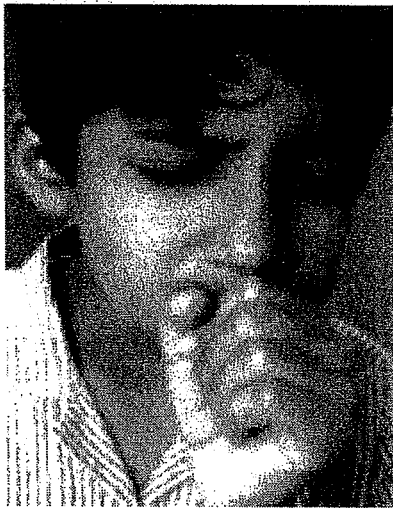
Sneeze



Alamy

Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

Cough



iStock

Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.

Name: _____ Date: _____

1. According to the text, what are increasing in the United States?

- A. allergens
- B. germs
- C. allergies
- D. reflexes

2. Which of the following best describes the solution proposed in the text for people who suffer from allergies?

- A. The solution is to stay away from dust and mold.
- B. The solution is to stop eating milk products and eggs.
- C. The solution is to hide from anything that causes allergies.
- D. The solution is taking medicine to help with allergy symptoms.

3. Allergies can affect someone's everyday life.

What evidence can be used to support the statement?

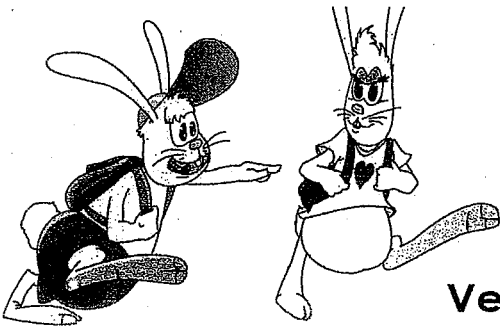
- A. "More people in the United States have allergies today compared with decades ago."
- B. "Allergens in the air aren't the only problem."
- C. "Those foods can even cause some people to have trouble breathing."
- D. "But kids today come in contact with fewer germs than their grandparents did."

4. What can be concluded from the passage?

- A. A person with allergies is sick and needs to see a doctor.
- B. A person who sneezes and coughs often may have allergies.
- C. A person who drinks milk and eats eggs will definitely get allergies.
- D. A person who lives in a place with hot weather will never get allergies.

5. What is the main idea of this article?

- A. Allergies are increasing, but simple steps can be taken to cope with them.
- B. Our own human nature has produced more allergies than ever.
- C. Everyday foods have caused a higher proportion of allergies than ever.
- D. Coughs and sneezes are reflexes to allergens.



Name: _____ Class: _____

Vertebrates and Invertebrates

Classify the following organisms under one of the following categories.

List of organisms

- African Jewel Beetle
- Shark
- Eel
- American Burying Beetle
- Trout
- American Carrion Beetle
- Arizona Jewel Beetle
- Tuna
- Atlas Beetle
- Herring
- Bess Beetle
- Pirahnas
- Northern Walkingstick
- Tuna
- Salamander
- Orchid Mantis
- toad
- Frong
- Eagle
- Peruvian Firestick
- Praying Mantis
- Kangaroo
- Vietnamese Walkingstick
- Black scorpion
- Earthworm
- Newt

Invertebrates

Vertebrates

Hint: **Vertebrates** are animals that have a spinal column or backbone while **invertebrates** are animals that do not have one.



Native Americans

by Vinnie Rotondaro



Native Americans have been living in what is now the United States of America since long before any Europeans came. They are not just a single group of people - there are many different tribes of Native Americans. Different Native American groups have different languages, religious beliefs, and ways of living, or folkways.

You can see just how different Native American groups can be by comparing one to another. Look at the Hopi people. The Hopi are Native Americans who come from what is now the American Southwest. When the Spanish came to America in the 16th century and found the Hopi people, they nicknamed them "pueblo people" because Hopi people didn't move around much-they lived together in what amounted to towns. *Pueblo* is a Spanish word that means "town." The Hopi have always been a very peaceful people. Their name comes from the term *Hopituh Shi-nu-mu*, which means, in the Hopi language, "The Peaceful People" or "Peaceful Little Ones."

Now compare the Hopi to the Navajo. The Navajo come from the same general area as the Hopi. But instead of being a "pueblo people," instead of staying in one place, they moved

around. They didn't live in permanent towns like the Hopi. They were a "semi-nomadic" people. While the Hopi were historically known for farming, the Navajo were known for hunting and gathering. After they met the Spanish, the Navajo became known for herding sheep. The Hopi, not so much.

The Hopi and the Navajo were, and are, two very distinct groups of people, and they come from the same part of the continent! So think about how much other tribes from other parts of the continent might differ.

For thousands of years the Chinook have lived near the coast of the Pacific Ocean. They were known, and are still known, for being skilled fishers. The Chinook would make huge dug-out canoes, and the fish that they caught most often was the salmon. The salmon was a very important food source for the Chinook, and it plays a large role in the Chinook sense of identity.

All the way across the country, over in what is now Maine, the Penobscot also derive meaning and a sense of identity from the animals they hunt. But they are completely different animals: beavers, otters, moose, bears, and caribou.

Today, there may not be as many thriving Native American tribes as there used to be, but there are more than a few. The United States of America federally recognizes more than 500 different Native American tribes. When a tribe is federally recognized, it means that the tribe may form its own government with its own laws, taxes, and rules. There are also about 400 non-federally recognized tribes. All in all, there are about 1,000 different groups of Native American people in the United States, and each group is unique.

Name: _____ Date: _____

1. How long have Native Americans been living in America?

- A. a few decades
- B. since after the arrival of Europeans
- C. about the same time as the Europeans
- D. long before any Europeans came

2. Why does the author compare different Native American tribes throughout the passage?

- A. to show that they all come from the same region of North America
- B. to show how different Native American tribes can be
- C. to show the different ways Native American tribes found food
- D. to show the traveling patterns of different Native American tribes

3. Read the sentence: "The Hopi and the Navajo were, and are, two very distinct groups of people, and they come from the same part of the continent! So think about how much other tribes from other parts of the continent might differ."

What does the author suggest with this information?

- A. The Hopi and Navajo tribes are extremely unusual tribes.
- B. Native American tribes from different parts of the continent may be similar to the Hopi and Navajo.
- C. Native American tribes from different parts of the continent may be even more distinct from the Hopi and Navajo.
- D. Other tribes may try to move to the part of North America where the Hopi and Navajo live.

4. What can be inferred about how the number of Native American tribes has changed over time?

- A. There are more Native American tribes today than in the 16th century.
- B. There are fewer Native American tribes today than in the 16th century.
- C. There are the same number of Native American tribes today as in the 16th century.
- D. It is unclear how the number of Native American tribes has changed.

5. What is the main idea of this passage?

- A. Native American tribes can be very different from one another.
- B. Native American tribes should be recognized for their similarities.
- C. The Spanish had a large role in determining the difference of Native American tribes.
- D. The Hopi and Navajo are the two most important Native American tribes.

6. Read the sentences from paragraph three: "But instead of being a 'pueblo people,' instead of staying in one place, [the Navajo] moved around. They didn't live in **permanent** towns like the Hopi. They were a 'semi-nomadic' people."

As used in the sentence, what does the word "**permanent**" most nearly mean?

- A. changing
- B. cultural
- C. long-lasting
- D. unstable

7. Choose the answer that best completes the sentence below.

The Chinook and Penobscot tribes both derive meaning from the animals they hunt _____ the animals they hunt are completely different!

- A. because
- B. even though
- C. in contrast
- D. nevertheless

8. According to the passage, what similarity do the Penobscot tribe from Maine share with the Chinook tribe that live near the Pacific Ocean?

9. Both the Hopi and Navajo people came from what is now the American Southwest yet they had different lifestyles. Explain how the lifestyle of the Hopi people differed from the lifestyle of the Navajo people.

10. Native American tribes can be similar in some ways even though they are very different in other ways. Use evidence from the text to support this statement.

McCreary County Schools



Elementary NTI Packet

DAY 5

Student: _____

On Your Own!

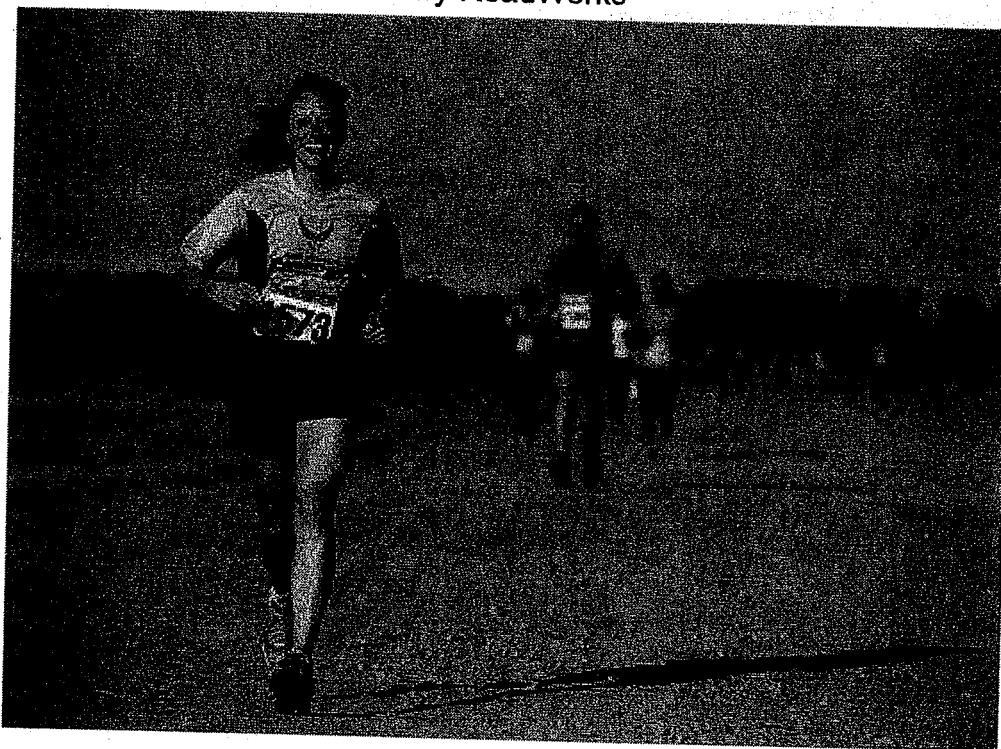
Circle the answer for each question.

- Stacia has 76 photos from her class field trip to the Liberty Bell. She wants to put the photos in an album. Each page holds 4 photos. How do you find how many pages of the album Stacia needs?
 - Add 76 and 4
 - Subtract 4 from 76
 - Multiply 76 by 4
 - Divide 76 by 4
- Connor earns \$5 mowing lawns. If he earned \$75 one week, how many lawns did he mow?
 - 15 lawns
 - 70 lawns
 - 80 lawns
 - 375 lawns
- A song costs 99¢ to download. Brett wants to download 8 songs. How do you find how much it will cost Brett to download the songs?
 - Add 99¢ and 8
 - Subtract 8 from 99¢
 - Multiply 99¢ by 8
 - Divide 99¢ by 8
- On Saturday, 7,328 people visited the county fair. On Sunday, 5,053 people visited the fair. How many people visited the fair in all?
 - 2,275 people
 - 12,281 people
 - 12,371 people
 - 12,381 people
- There are 353 different types of parrots and 309 different types of pigeons. How many more types of parrots are there than types of pigeons?
 - 44 types
 - 54 types
 - 56 types
 - 144 types
- Which operation would best solve this problem: Some types of bamboo can grow 12 inches in one day. How many inches can the bamboo grow in one week?
 - addition
 - subtraction
 - multiplication
 - division
- Amber surveys 456 people at the mall and 389 people at the grocery store about their favorite type of animal. How many people does Amber survey in all?

Crossing the Finish Line

Day 5

by ReadWorks



a marathon runner

Running a marathon is not easy. It takes hard work, practice, and patience. After all, to run a marathon, you have to run 26.2 miles by foot! Think about it this way: 26.2 miles is the same as running the length of a football field more than 460 times. It takes most people four or five hours to finish. In 2013, the world's fastest marathon runner finished the race in 2:03:23. Imagine running for over two hours without a break!

By the age of 30, Lea Tambellini had run more than five marathons and had no plans to stop. She had always been an athlete. When she was in high school, she swam on her school's swim team and ran to stay healthy and active. Her mom and dad ran marathons, and when she was 22, they helped her train for her first marathon.

Lea's first marathon took place in Cincinnati, Ohio, and was called "The Flying Pig."

"I was very nervous," she said, "but I had my mom there, so that helped."

Running the race was hard, but the hardest part was when she ran past a cookie factory and smelled cookies at mile 18. "I just wanted to be done," she said. "I was spent, but my mom kept me going. It was already her 15th marathon."

The word "marathon" comes from a Greek legend. In the legend, a brave soldier ran all the way from the battlefield of Marathon to Athens, Greece to tell everyone the Greeks had won the battle against the Persians. It is said that he ran the entire way without stopping—a distance equal to a modern marathon.

Today, thousands of people run marathons every year. Runners train for months to get ready. To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances—13 miles, 15 miles, and 20 miles!

"I don't mind training because I get excited about working toward something. And I love running with a group of friends and working toward the goal together. But it does take a lot of time."

Running a marathon is a great achievement. "It's a great feeling of accomplishment and nothing feels as wonderful as reaching my goal when I cross the finish line," Lea explained. "I can't wait for the next one!"

Name: _____ Date: _____

1. What did Lea Tambellini train for when she was 22?
 - A. her first marathon
 - B. her first relay race
 - C. her first swim meet
 - D. her first baseball season

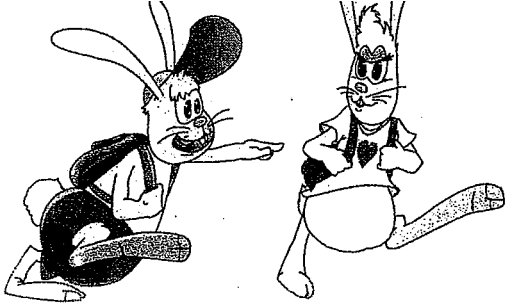
2. What does this text describe?
 - A. This text describes the fight between the Greeks and the Persians on the battlefield of Marathon.
 - B. This text describes how the marathon known as "The Flying Pig" got its name.
 - C. This text describes marathons and the experience of someone who runs them.
 - D. This text describes what Lea Tambellini's dad felt like when he ran his first marathon.

3. Running a marathon takes hard work, practice, and patience. What evidence in the text supports this statement?
 - A. Runners train for months to get ready for a marathon.
 - B. Lea Tambellini had run more than five marathons by the time she was 30 years old.
 - C. There is a marathon in Ohio called "The Flying Pig."
 - D. The word "marathon" comes from a Greek legend.

4. How did Lea's feelings about running a marathon change?
 - A. At first she felt excited, but later she felt nervous.
 - B. At first she felt bored, but later she felt scared.
 - C. At first she felt scared, but later she felt bored.
 - D. At first she felt nervous, but later she felt excited.

5. What is the main idea of this text?
 - A. It takes most people four or five hours to run a marathon.
 - B. Running a marathon is hard work, but Lea Tambellini enjoys it.
 - C. The hardest part of Lea Tambellini's first marathon was running past a cookie factory.
 - D. Lea Tambellini loves running with a group of friends and working toward a goal with them.

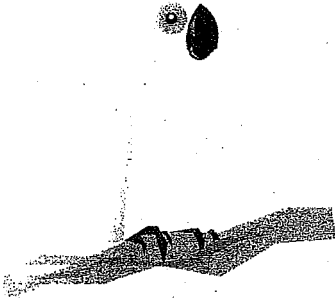
Day 5



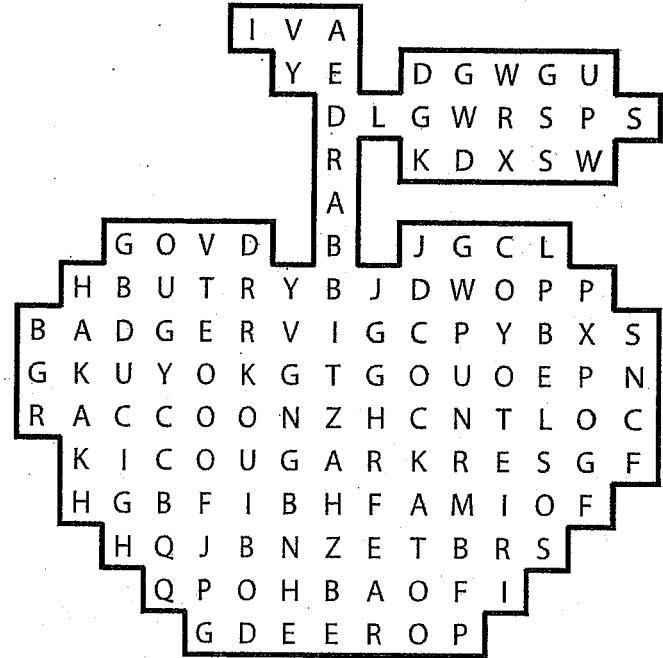
Name: _____ Class: _____

Temperate forest ecosystem

1. The puzzle below contains names of animals that can be found in a temperate forest. Find these names in the puzzle.



elk
rabbit
badger
raccoon
cougar
coyote
cockatoo
bear
bison
frog
deer

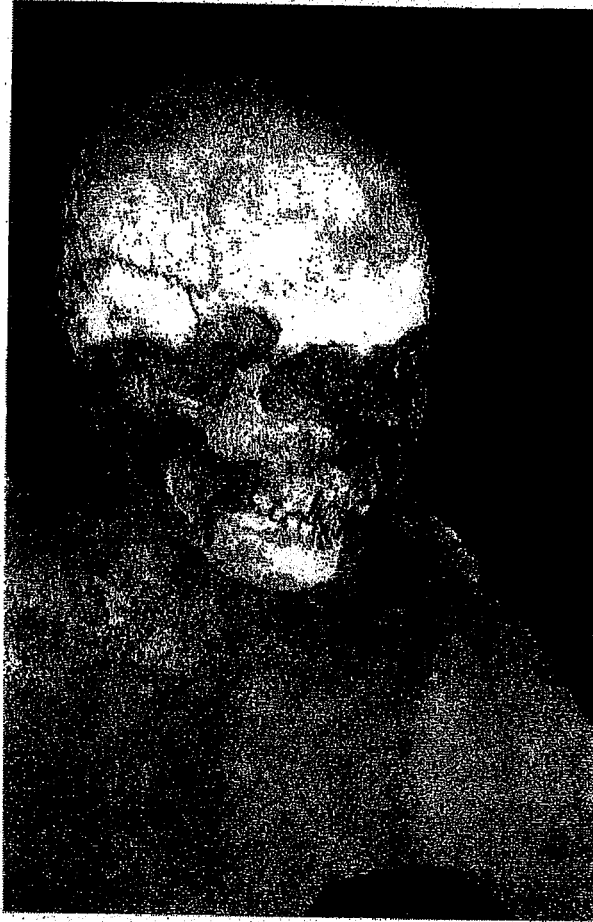


2. Which of the following factors could influence the population of species in an ecosystem ?
- the population of predators
 - the intensity of hunting by humans
 - the availability of suitable habitat
 - all of the above
3. During a period in the year, the population of migratory birds increase in a given forest. What will happen to the insect population ?
- it will decrease
 - it will increase
 - remain the same
 - none of the above
4. Explain your choice in question 3.

5. In what ways have human activities affected temperate forest ecosystems ?

Prehistory: Prehistoric People

by ReadWorks



Imagine living in a world without writing. That's prehistory. Prehistory is the time before humans wrote. Until 5,500 years ago, people had no system of writing. Without such a system, keeping records was more difficult. People couldn't write down information to pass on to the next generation. The people who lived during this time are known as prehistoric people.

Scientists have been able to learn a lot about prehistoric people. How? They study the clues these people left behind. The clues include fossils and tools buried in the ground for thousands of years. Scientists study bones to figure out what prehistoric people looked like. Bones can also reveal how long these ancient humans lived. Scientists study prehistoric teeth as well. These teeth can tell them what prehistoric people ate. In addition, researchers study pottery and tools, which tell them about prehistoric life. Other scientists research the plants, rocks, and animals that were around during prehistoric times.

By studying all these things, scientists have learned a lot. For instance, they have learned that these early human beings looked very different from people today. Prehistoric people stood upright, but they looked somewhat like apes. Their faces were very large, though their brains were only about one-third the size of our brains. The teeth of prehistoric people were large and flat. This made them good for grinding foods such as fruits, vegetables, nuts, insects, and small animals.

Name: _____ Date: _____

1. According to the text, what is prehistory?

- A. the last 5,500 years
- B. the time before humans wrote
- C. the clues buried in the ground
- D. the clues people left behind

2. What does the author describe in the second paragraph?

- A. The author compares and contrasts prehistoric people with people today.
- B. The author describes how scientists are able to study prehistoric people.
- C. The author defines and introduces what "prehistoric" means.
- D. The author describes how the world changed when writing was invented.

3. The bones of prehistoric people can tell us a lot about them.

What evidence from the text supports this conclusion?

- A. "Scientists study bones to figure out what prehistoric people looked like. Bones can also reveal how long these ancient humans lived."
- B. "The teeth of prehistoric people were large and flat. This made them good for grinding foods such as fruits, vegetables, nuts, insects, and small animals."
- C. "Scientists have been able to learn a lot about prehistoric people. How? They study the clues these people left behind."
- D. "In addition, researchers study pottery and tools, which tell them about prehistoric life. Other scientists research the plants, rocks, and animals that were around during prehistoric times."

4. Based on the text, what have scientists learned by studying clues from early humans?

- A. Prehistoric people walked like other animals.
- B. Prehistoric people were very different from modern humans.
- C. Prehistoric people were the same as apes today.
- D. Prehistoric people ate lots of meat.

5. What is this passage mostly about?

- A. ancient people and their famous writings
- B. ancient people and how they are studied
- C. people who study fossils
- D. animals that lived before humans

6. Read these sentences from the text.

The teeth of prehistoric people were large and flat. This made them good for **grinding** foods such as fruits, vegetables, nuts, insects, and small animals.

As used in these sentences, what does the word "grinding" mean?

- A. swallowing whole
- B. spitting
- C. crushing into bits
- D. drinking

7. Choose the answer that best completes the sentence.

Scientists study fossils _____ learn more about ancient people.

- A. in order to
- B. because
- C. although
- D. in spite of

8. According to the text, how were prehistoric people different from people today?

9. Based on the text, what might prehistoric pottery and tools tell researchers about the people who made those items? Use evidence from the text to support your answer.

McCreary County Schools



Elementary NTI Packet

DAY 6

Student: _____

Name: _____

TEKS: 4.3C, 4.8B, 4.9A
CCSS: L.4.4.B, RL.4.3, RL.4.5, RL.4.10

WEEK 1 MONDAY

Read the following paragraph and answer the questions that follow.

"Class, the reptile handler from the Burbank Zoo is here to present some reptiles to you," said Mrs. McFerrin. The first thing he presented was a baby crocodile. Barnaby's hands began to sweat just thinking about the scaly creature with the rows of razor sharp teeth. "I would like a volunteer to help me demonstrate this awesome creature," said the handler in an enthusiastic voice. "I would like for you to help," the handler pointed at Barnaby. His blood began to run cold. "I didn't even raise my hand to volunteer," thought Barnaby, but he shakily went up to the front anyway.

1. The reader can tell that the selection is realistic fiction because it - (4.9A)

- A. describes events and actions that took place a long time ago
- B. exaggerates the abilities of the main character
- C. tells a story that has been handed down from generation to generation
- D. tells about events that could happen in life today

2. What can the reader tell about the reptile handler based on these details? (4.8B)

"I would like a volunteer to help me demonstrate this awesome creature," said the handler in an enthusiastic voice.

- A. The reptile handler does not understand much about crocodiles.
- B. The reptile handler feels uneasy around reptiles.
- C. The reptile handler is eager to show the crocodile to the students.
- D. The reptile handler wants Barnaby to be the volunteer.

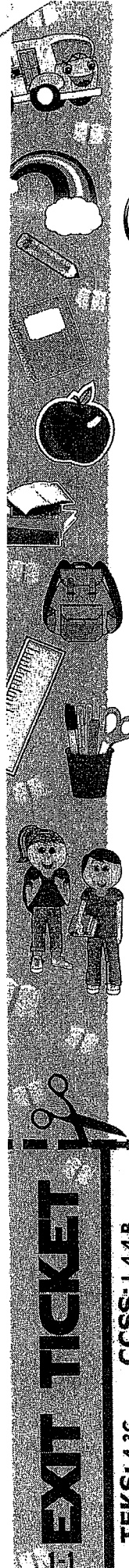


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The prefix *un-* means "not." List 3 words that begin with the prefix *un-* and define them. (Ex: uneasy = not easy)

Name: _____



EXIT TICKET

TEKS: 4.3C CCSS: L.4.4.B

Math Day 6

On Your Own!

Circle the answer for each question.

1. Which number makes this number sentence true?

$$13 - \underline{\quad} = 5$$

- A. 7
- B. 8
- C. 9
- D. 18

2. Which number makes this number sentence true?

$$5 \times \underline{\quad} = 30$$

- A. 30
- B. 25
- C. 6
- D. 4

3. Which symbol makes this number sentence true?

$$9 \times 3 \bigcirc 27$$

- A. +
- B. <
- C. >
- D. =

4. Which number makes this number sentence true?

$$10 \div \underline{\quad} = 5$$

- A. 2
- B. 4
- C. 5
- D. 50

5. Which symbol makes this number sentence true?

$$10 \bigcirc 12 \div 3$$

- A. +
- B. <
- C. >
- D. =

6. Which symbol makes this number sentence true?

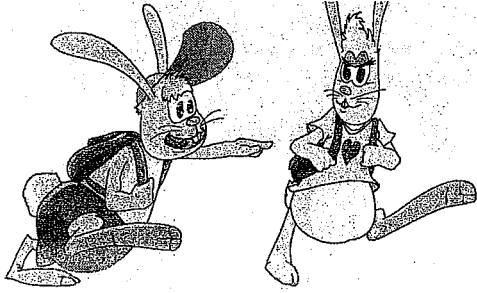
$$18 - 9 \bigcirc 12$$

- A. +
- B. <
- C. >
- D. =

7. Paloma wrote this number sentence:

$$4 \times 7 \bigcirc 26$$

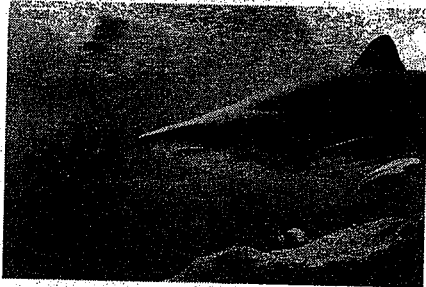
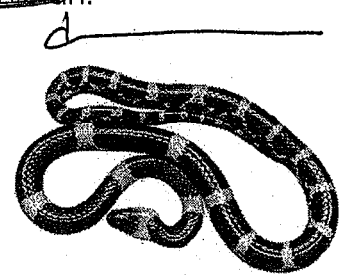
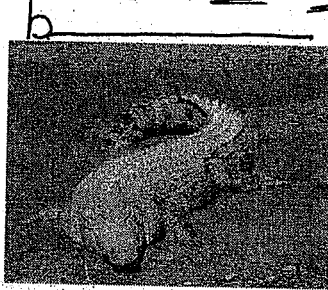
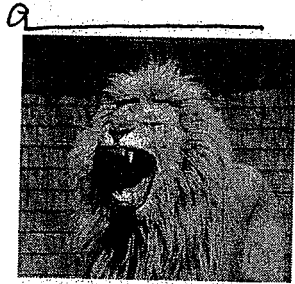
Part A. Write <, >, or = to make the number sentence true.



Name: _____ Class: Day 6

Classification of organisms

1. Identify which of the following is a bird, mammal, fish, reptile or amphibian.



2. Classify the following either as bird, mammal, fish, reptile or amphibian.

Alpine stream salamander _____

Arabian toad _____

Red deer _____

Bank Sea Bass _____

Palmate newt _____

Water frog _____

Bar-tailed Godwit _____

Bean Goose _____

Common frog _____

Common toad _____

Black Brant _____

Black Guillemot _____

Red squirrel _____

Water shrew _____

Black Swan _____

Amythistine Python _____

Arafura File Snake _____

Wood mouse _____

Asian House Gecko _____

Albacore _____

Amberjack _____

Bewick's Swan _____

Atlantic Bonito _____

Bat _____

Barracuda _____

Banded Sea Snake _____

Carpet Python _____

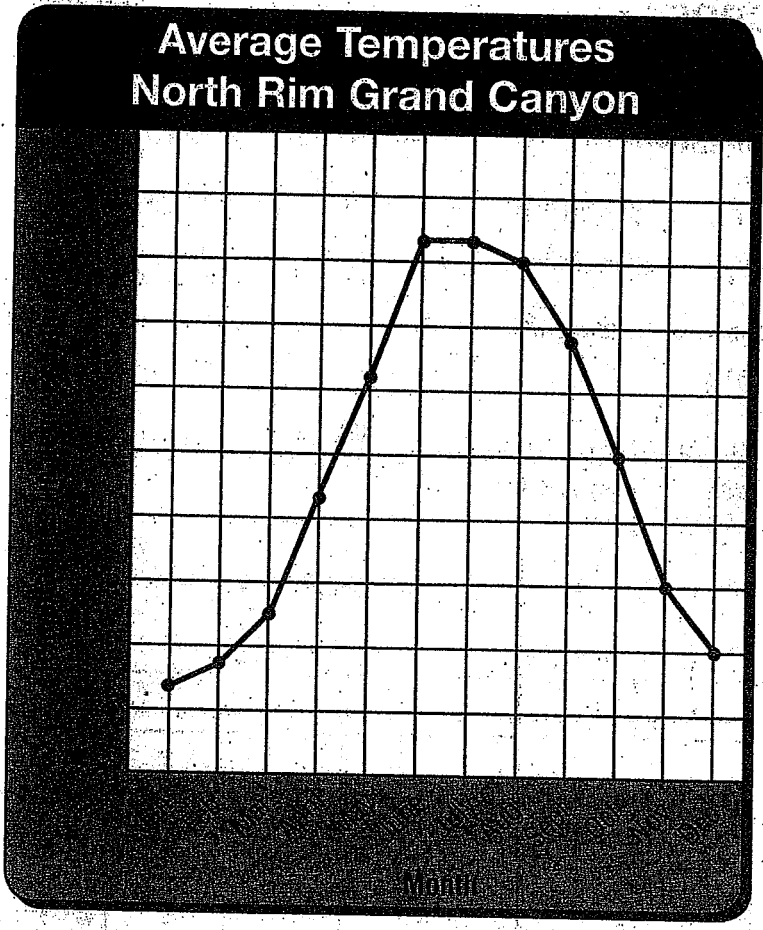
Bigeye Tuna _____

Blackfin Tuna _____

Blackbird _____

Read a Line Graph

DIRECTIONS Study the line graph showing average temperatures on the north side of the Grand Canyon. Then answer the questions.



- 1 Which month has the coldest average temperature? _____
- 2 Which two months have the same average temperatures? _____
- 3 What is the average temperature in August? _____
- 4 Which month is cooler, April or October? _____
- 5 Which month is warmer, December or February? _____
- 6 How many degrees colder is November than October? _____
- 7 How many degrees warmer is June than January? _____

McCreary County Schools



Elementary NTI Packet

DAY 7

Student: _____

Name: Day 7

TEKS: 3.3D, 4.3A, 4.8B
CCSS: L.4.4.C, L.4.5.C, RL.4.3, RL.4.10

WEEK 1 TUESDAY

Read the following paragraph and answer the questions that follow.

"Class, the reptile handler from the Burbank Zoo is here to present some reptiles to you," said Mrs. McFerrin. The first thing he presented was a baby crocodile. Barnaby's hands began to sweat just thinking about the scaly creature with the rows of razor sharp teeth. "I would like a volunteer to help me demonstrate this awesome creature," said the handler in an enthusiastic voice. "I would like for you to help," the handler pointed at Barnaby. His blood began to run cold. "I didn't even raise my hand to volunteer," thought Barnaby, but he shakily went up to the front anyway.

1. When the reptile handler speaks to Barnaby, the reader can tell that Barnaby - (4.8B)

- A. may not understand that he has been chosen
- B. is paralyzed with fear.
- C. sometimes sweats when he exercises
- D. questions if he is in the right class

2. Which meaning **BEST** matches the way the word row is used in the selection? (4.3A)

row \ˈrō\
 1. to move a boat by means of oars (*verb*)
 2. a series of persons or things arranged in a straight line (*noun*)
 3. a noisy disturbance or fight (*noun*)

- A. Meaning 1
- B. Meaning 2
- C. Meaning 3
- D. None of these are correct.



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A synonym is a word that has the same or almost the same meaning as another word. List 3 synonyms for the word great. (Ex: awesome)

Three horizontal lines for writing synonyms.

Name: _____

EXIT TICKET

CCSS: L.4.5.C

TEKS: 3.3D

On Your Own!

Circle the answer for each question.

1. $4,845 + 3,119 = \underline{\hspace{2cm}}$

- A. 7,734
 B. 7,954
 C. 7,964
 D. 8,064

2. $8,303 - 2,478 = \underline{\hspace{2cm}}$

- A. 6,825
 B. 6,135
 C. 5,835
 D. 5,825

3. There are 4,525 tickets for a concert. So far, 3,617 tickets have been sold. How many tickets are left for the concert?

- A. 898 tickets
 B. 908 tickets
 C. 1,918 tickets
 D. 8,142 tickets

4. $5,462 + 4,275 = \underline{\hspace{2cm}}$

- A. 9,537
 B. 9,637
 C. 9,737
 D. 9,747

5. $7,008 - 1,284 = \underline{\hspace{2cm}}$

- A. 5,724
 B. 5,824
 C. 6,724
 D. 6,824

6. On Saturday morning, the museum had 2,438 visitors. On Saturday afternoon, the museum had 3,105 visitors. How many total visitors did the museum have on Saturday?

- A. 667 visitors
 B. 5,533 visitors
 C. 5,543 visitors
 D. 5,553 visitors

7. The table shows the visitors to the Philadelphia Zoo for three days.

Day	Number of Visitors
Thursday	2,089
Friday	1,376
Saturday	3,557

- Part A.** How many total visitors went to the Philadelphia Zoo on these three days?

DAY 7

Day 7

Name: _____

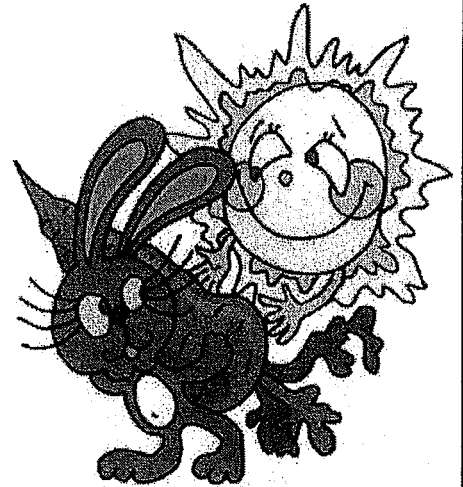
Day 7

Producers and Consumers

A **producer** is a living thing that makes its own food from sunlight, air, and soil. Green plants are producers who make food in their leaves.

A **consumer** is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.

A **decomposer** is a living thing that gets energy by breaking down dead plants and animals. Fungi and bacteria are the most common decomposers.



Tell whether each living thing below is a *producer*, *consumer*, or *decomposer*.

a. apple tree - _____

b. hawk - _____

c. mushroom - _____

d. carrot - _____

e. dragonfly - _____

f. bamboo - _____

g. cougar - _____

h. bacteria - _____

i. daffodil - _____

j. pigeon - _____

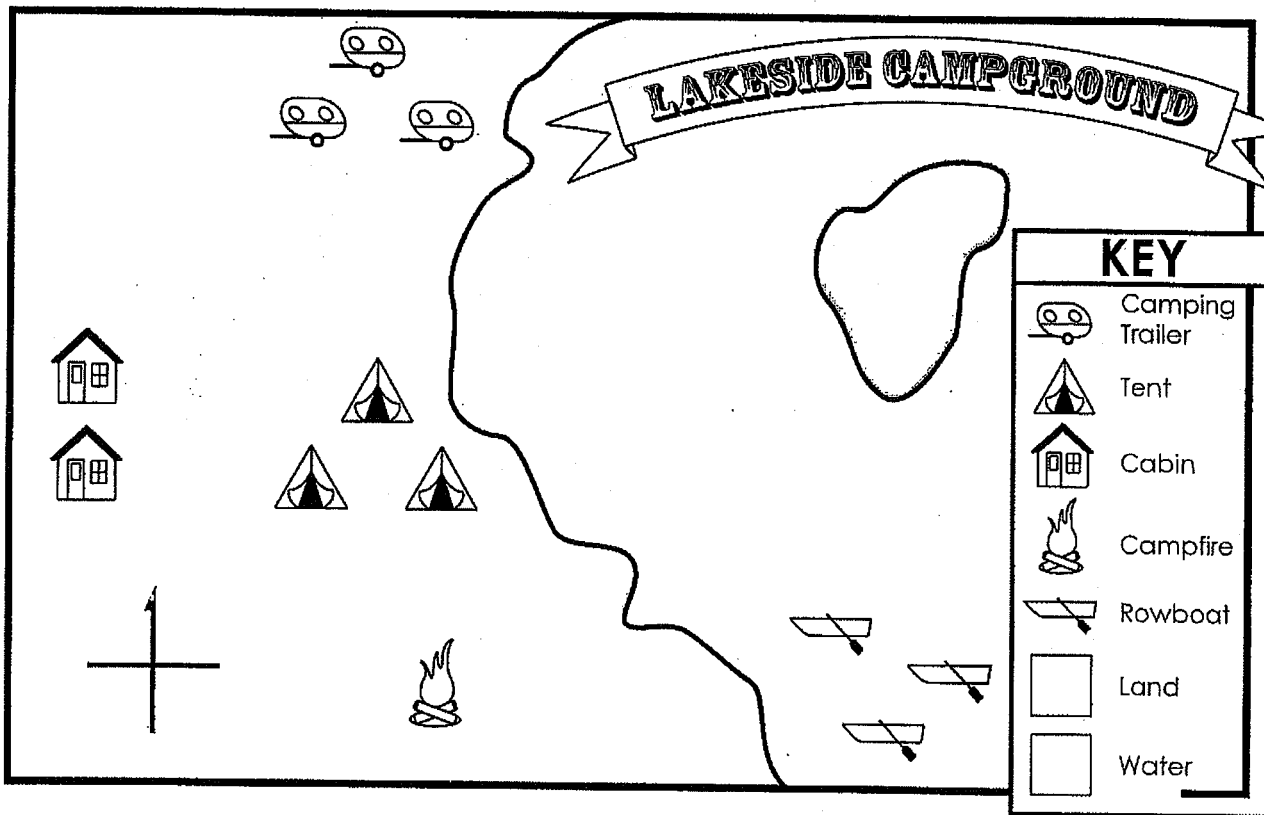
k. snake - _____

l. catfish - _____

Social Studies Day 5

Name: _____

Reading a Map



1. Label **N**, **S**, **E**, and **W** on the compass rose.

Write **north**, **south**, **east**, or **west** to complete each sentence.

- The rowboats are _____ of the campfire.
- The camping trailers are _____ of the tents.
- The cabins are _____ of the tents.
- The campfire is _____ of the camping trailers.
- The island is _____ of the cabins.

McCreary County Schools



Elementary NTI Packet

DAY 8

Student: _____

Name: Day 8

TEKS: 4.8B, 4.9B, 4.10D
CCSS: L.4.5.A, RL.4.3, RL.4.10

WEEK 1 WEDNESDAY

Read the following paragraph and answer the questions that follow.

"Chris, be sure you stay close to the diving instructor when we begin our descent into the water," Lucas said. "No problem. I've got this," Chris replied. As they dove deep below the ocean's surface, the friends and their instructor saw many amazing sights. Tropical fish and coral were all around. They even saw an eel and some starfish. Suddenly, out of nowhere, a gigantic shark as big as an elephant appeared. Chris and Lucas looked at each other with wide eyes. The instructor signaled to them to stay calm, and soon, the shark swam slowly away. When they surfaced, Chris shouted, "That was awesome and terrifying all at the same time!" Lucas replied with a shaking voice, "I'm glad you thought it was awesome because that's not quite how I am feeling."

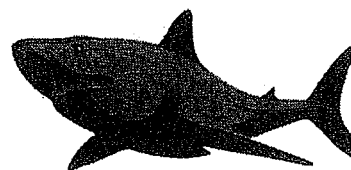
1. Read the sentence below. What are the boys most likely thinking at this point in the story? (4.8B)

Chris and Lucas looked at each other with wide eyes.

- A. They realize that a shark wants to eat them.
- B. They are not certain what they should do.
- C. They wonder how long it will take to get away.
- D. They are happy to see the shark.

2. The author included the simile in the underlined sentence to suggest that the creature that appears - (4.10D)

- A. came out of nowhere
- B. wants to eat the boys
- C. allows them to get away
- D. is very enormous in size



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A simile is a figure of speech in which 2 things are compared using the words *like* or *as*. Complete the similes below.

_____ is as big as _____

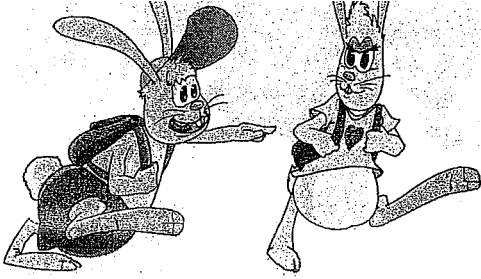
_____ is big like _____

Name: _____

EXIT TICKET

CCSS: L.4.5.A

TEKS: 4.9B



Name: _____ Class: Day 8

Physical or chemical change

The following are either physical or chemical changes. Write 'P' for physical changes and 'C' for chemical changes.

1. Butter melting. _____
2. A glass cracking when heated. _____
3. Water exposed to extreme cold becomes ice. _____
4. Melting a lead bar. _____
5. Burning sugar for caramel. _____
6. Dissolving sugar in water. _____
7. Tearing a piece of paper. _____
8. Slicing cheese. _____
9. Condensation of water vapor. _____
10. A metal spoon rusting. _____
12. Frying fish. _____
13. Baking a cake _____
14. Acid rain dissolving paint off a wall. _____
15. Some acid is added to a salt and a gas is produced. _____

Determine if the following processes are physical or chemical changes.

- | | | |
|-----------------------|--------------|---------------------|
| a. boil - | g. melt - | m. explode - |
| b. combustion - | h. rust - | n. grind - |
| c. condense - | i. crush - | o. rot - |
| d. corrode - | j. freeze - | p. vaporize - |
| e. crumple - | k. oxidize - | q. photosynthesis - |
| f. ferment - chemical | l. tarnish - | r. sublimation - |

What is a chemical change ?


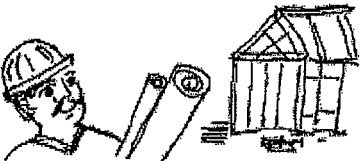
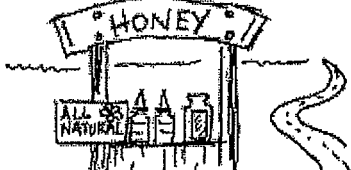
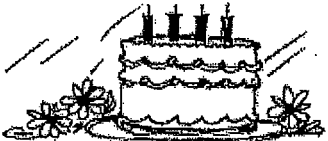

What is a physical change ?

Social Studies Day 8

Worksheet 2-1

Name _____

Look at the pictures below. Decide whether a *consumer* or a *producer* is being described. Then check the correct box, "consumer" or "producer."

	<p>Chris gets permission to buy a jacket before cold weather comes.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Mr. Sanchez owns a company that builds new houses.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Mrs. Richardson is a beekeeper. She prepares jars of honey and takes them to a roadside stand.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Mr. Kelsey gets a cake and candles for Chris's birthday party.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Ms. Moore has a family haircut shop where she cuts the hair of men, women, boys and girls.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>

Day 8

McCreary County Schools



Elementary NTI Packet

DAY 9

Student: _____

Name: Day 9

TEKS: 4.6F, 4.7D, 4.8C
CCSS: RL.4.1, RL.4.2, RL.4.3, RL.4.10

WEEK 1 THURSDAY

Read the following paragraph and answer the questions that follow.

"Chris, be sure you stay close to the diving instructor when we begin our descent into the water," Lucas said. "No problem. I've got this," Chris replied. As they dove deep below the ocean's surface, the friends and their instructor saw many amazing sights. Tropical fish and coral were all around. They even saw an eel and some starfish. Suddenly, out of nowhere, a gigantic shark as big as an elephant appeared. Chris and Lucas looked at each other with wide eyes. The instructor signaled to them to stay calm, and soon, the shark swam slowly away. When they surfaced, Chris shouted, "That was awesome and terrifying all at the same time!" Lucas replied with a shaking voice, "I'm glad you thought it was awesome because that's not quite how I am feeling."

1. The problem in the story is solved when - (4.8C)
 - A. the boys looked at each other with wide eyes
 - B. the instructor talked to the boys
 - C. the shark swims slowly away
 - D. Lucas replied with a shaking voice
2. What is the **BEST** summary of the story? (4.7D)
 - A. Chris and Lucas decided to go diving in the ocean with an instructor, and they saw many amazing sights. The boys were nervous when they encountered a huge shark, but they stayed calm and the shark swam away. The boys had different feelings about the encounter as they surfaced.
 - B. Chris and Lucas went on a diving trip with their instructor. They saw a shark and many other amazing creatures. Chris enjoyed the dive, but Lucas wasn't sure how he felt.
 - C. Chris and Lucas were nervous when they encountered a shark, but it swam away because they were calm. They were fine even though they were terrified.
 - D. Chris and Lucas dove with an instructor. They saw things in the water. They saw a shark and got scared. They stayed calm, and it swam away. Chris was excited, but Lucas wasn't.



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Reread the last sentence of the story. Why do you think Lucas isn't quite sure how he is feeling? How can you tell? (Write in complete sentences.)

Name: _____



EXIT TICKET

TEKS: 4.6F CCSS: RL.4.1



On Your Own!

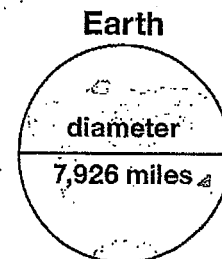
Math Day

Estimation

Circle the answer for each question.

- Ming brought 6 packages to the post office. Each package weighed 18 pounds. Which is the best estimate of the total weight of the packages?
 - 60 pounds
 - 80 pounds
 - 120 pounds
 - 150 pounds
- Riley knows that the school gym holds 895 chairs. She has set up 629 chairs so far. Approximately how many chairs does Riley have left to set up?
 - 30 chairs
 - 300 chairs
 - 400 chairs
 - 1,500 chairs
- Allison makes 8 gift bags in one hour. She works 32 hours each week. About how many gift bags can Alison make in one week?
 - 4 gift bags
 - 40 gift bags
 - 240 gift bags
 - 320 gift bags
- At a school dance, there were 219 third graders and 274 fourth graders. About how many total students were at the dance?
 - 500 students
 - 400 students
 - 200 students
 - 100 students
- In 2006, the population of Fayette County, Pennsylvania, was 145,760, and the population of Erie County, Pennsylvania, was 279,811. Round each population to the nearest ten thousand to estimate how much larger the population of Erie County was than the population of Fayette County.
 - 100,000 people
 - 120,000 people
 - 130,000 people
 - 200,000 people
- James reads about 63 pages a day. About how many pages can James read in one month?
 - 2,100 pages
 - 1,800 pages
 - 210 pages
 - 180 pages
- The diameter of Earth is 7,926 miles.

Part A. What is the diameter of Earth rounded to the nearest thousand? _____



Day

Ex) $20 \div 4 = \underline{\quad}$
 $\underline{\quad} \times 4 = 20$

1) $48 \div 8 = \underline{\quad}$
 $\underline{\quad} \times 8 = 48$

2) $24 \div 3 = \underline{\quad}$
 $\underline{\quad} \times 3 = 24$

3) $72 \div 8 = \underline{\quad}$
 $\underline{\quad} \times 8 = 72$

4) $28 \div 4 = \underline{\quad}$
 $\underline{\quad} \times 4 = 28$

5) $12 \div 6 = \underline{\quad}$
 $\underline{\quad} \times 6 = 12$

6) $5 \div 5 = \underline{\quad}$
 $\underline{\quad} \times 5 = 5$

7) $2 \div 2 = \underline{\quad}$
 $\underline{\quad} \times 2 = 2$

8) $54 \div 6 = \underline{\quad}$
 $\underline{\quad} \times 6 = 54$

9) $32 \div 8 = \underline{\quad}$
 $\underline{\quad} \times 8 = 32$

10) $30 \div 6 = \underline{\quad}$
 $\underline{\quad} \times 6 = 30$

11) $35 \div 7 = \underline{\quad}$
 $\underline{\quad} \times 7 = 35$

12) $21 \div 3 = \underline{\quad}$
 $\underline{\quad} \times 3 = 21$

13) $3 \div 1 = \underline{\quad}$
 $\underline{\quad} \times 1 = 3$

14) $56 \div 7 = \underline{\quad}$
 $\underline{\quad} \times 7 = 56$

15) $16 \div 8 = \underline{\quad}$
 $\underline{\quad} \times 8 = 16$

16) $10 \div 5 = \underline{\quad}$
 $\underline{\quad} \times 5 = 10$

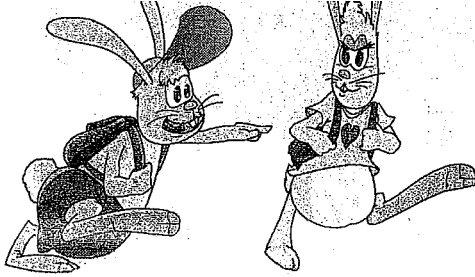
17) $27 \div 9 = \underline{\quad}$
 $\underline{\quad} \times 9 = 27$

18) $15 \div 3 = \underline{\quad}$
 $\underline{\quad} \times 3 = 15$

19) $8 \div 1 = \underline{\quad}$
 $\underline{\quad} \times 1 = 8$

20) $36 \div 4 = \underline{\quad}$
 $\underline{\quad} \times 4 = 36$

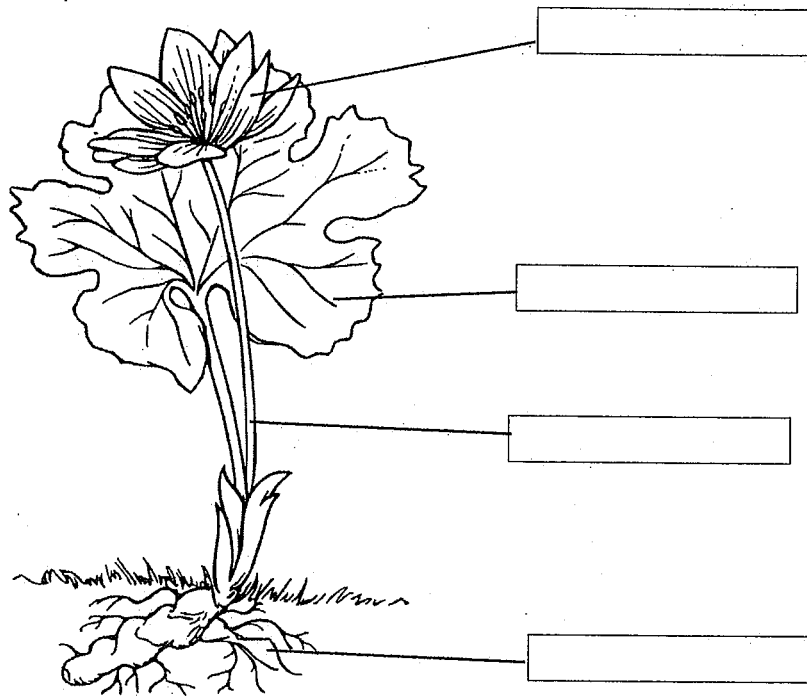
- Ex. 5
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Name: _____ Class: Day 9

Functions of plant parts

1. Label the parts of the plant below.



2. What part of the plant takes up water and nutrients from the soil ?
- a. leaves
 - b. roots
 - c. flowers
 - d. stem
3. They are the reproductive part of a plant.
- a. leaves
 - b. roots
 - c. flowers
 - d. stem
4. They also help in stabilizing a plant from being blown away by wind.
- a. leaves
 - b. roots
 - c. flowers
 - d. stem
5. The _____ of a plant are colorful and attract insects for pollination.
- a. leaves
 - b. roots
 - c. flowers
 - d. stem

Ports in the Southeast

DIRECTIONS Study the table. Then complete the activities below.

Port City	Number of Containers
Baltimore, Maryland	558,000
Charleston, South Carolina	1,864,000
Miami, Florida	1,010,000
Norfolk Harbor, Virginia	1,809,000
Savannah, Georgia	1,662,000

- 1 What information does the table show?

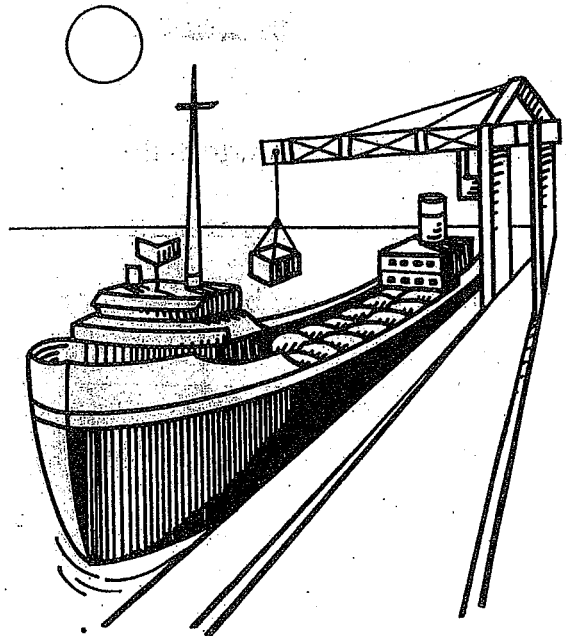
- 2 Which city shipped the largest number of cargo containers?

- 3 Which city shipped the fewest cargo containers?

- 4 Which city shipped more containers, Miami or Savannah?

- 5 Miami shipped about twice as many containers as which city?

- 6 How many containers were shipped from Norfolk Harbor?



McCreary County Schools



Elementary NTI Packet

DAY 10

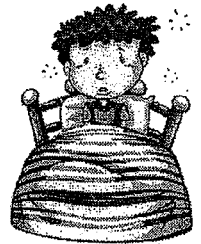
Student: _____

Name: Day 10

DAILY READING READY TEST

Read the following paragraph and answer the questions that follow.

Mom knew that Larry wasn't an early riser, but he would have to get up early today because it was the first day of school. Since he had been staying up late all summer, she knew it would be especially ***tough*** to get him up this morning. Mom walked ***quietly*** into the room and rubbed his arm. "Wake up, Larry," she said. ***He just grumbled like a bear and rolled over in his bed.*** She rubbed his back a little this time. "Come on, it's time to wake up, Larry," she said in a sterner tone. Larry began shooing her away with his hands. "Go on, Mom. I have my alarm set, and I have five more minutes," Larry grumbled. Soon, Mom heard Larry's alarm buzzing...and buzzing...and buzzing. Finally, she had had enough. She marched right into his room and ***uncovered*** him. "Get up right now, young man!" she insisted. Larry sat up with a grouchy look on his face and his eyes still closed. He mumbled and griped all the way to the bathroom to begin getting ready.



- The reader can tell that the selection is realistic fiction because it – (4.9A)
 - describes events and actions that took place a long time ago
 - exaggerates the abilities of the main character
 - tells a story that has been handed down from generation to generation
 - tells about events that could happen in life today
- In the paragraph above, the prefix *un-* helps the reader determine that the word ***uncovered*** means – (4.3C)
 - not covered
 - hidden
 - not protected
 - underneath
- What can the reader tell about Larry's mom based on these details? (4.8B)

Soon, Mom heard Larry's alarm buzzing...and buzzing...and buzzing. Finally, she had had enough. She marched right into his room and uncovered him.

 - She does not understand why Larry won't get up.
 - She is annoyed that Larry won't get up.
 - She doesn't like alarm clocks.
 - She wanted Larry to clean his room.
- Larry's actions before school suggest that he – (4.8B)
 - is irritable when he is awakened
 - does not like getting ready for school
 - becomes irritated when someone bothers him
 - is not excited about the first day of school

Name: _____

Day 10



DAILY READING READY

TEST

5. Which meaning **BEST** matches the way the word **tough** is used in the selection? (4.3A)

tough \ˈtʌf\ *adjective*

1. not easily chewed
2. having much crime or bad behavior
3. very difficult
4. flexible and not brittle

- A. Meaning 1
- B. Meaning 2
- C. Meaning 3
- D. Meaning 4

6. The author included the simile in the underlined sentence to suggest that Larry – (4.10D)

- A. may attack his mother
- B. is grumpy
- C. sleeps the way a bear does
- D. is uncomfortable

7. What does the underlined word **quietly** mean? (4.3B)

- A. forcefully
- B. noisily
- C. silently
- D. sternly

8. The problem in the story is solved when – (4.8C)

- A. Larry finally gets out of bed.
- B. Mom uncovers Larry.
- C. Mom tells Larry to get up.
- D. Larry shoos his mother away with his hands.

9. Larry shoos his mother away with his hands most likely because he – (4.6F)

- A. is swatting at a fly
- B. is trying to turn off his alarm
- C. wants her to leave him alone
- D. needs to go to the bathroom

10. What is the **BEST** summary of the story? (4.7D)

- A. Mom heard Larry's alarm clock going off, and she got angry. He wouldn't get up and had a grouchy look on his face. He went to the bathroom to get ready.
- B. Mom tried to wake Larry up since it was his first day of school. She knew it would be difficult because Larry had stayed up late all summer and wasn't an early riser. Mom did everything she could to try to wake him up quietly before she became angry. After she uncovered him and insisted that he get up, he grumbled all the way to the bathroom to get ready.
- C. Mom had trouble waking up Larry since it was the first day of school. She was quiet at first and rubbed his arm. Then, she rubbed his back and told him to get up sternly. His alarm went off, and she uncovered him. He got up.
- D. Larry wasn't an early riser, so Mom had trouble getting him to wake up on the first day of school. Even though she made his favorite cinnamon rolls, Larry still wouldn't get out of bed. So, she uncovered him, and he got out of bed.



Math Day 10 Patterns

On Your Own!

Circle the answer for each question.

1. What number comes next in this pattern?

6, 13, 20, 27, _____

- A. 41
- B. 34
- C. 33
- D. 28

2. What is the next number in this pattern?

46, 42, 38, 34, 30, _____

- A. 31
- B. 29
- C. 26
- D. 24

3. What is the rule for this pattern?

1, 2, 4, 8, 16, 32

- A. add 2
- B. add 1
- C. multiply by 3
- D. multiply by 2

4. What is the missing number in this pattern?

81, 78, _____, 72, 69

- A. 77
- B. 75
- C. 73
- D. 66

5. What is the missing number in this pattern?

34, 37, 40, _____, 46, 49

- A. 41
- B. 42
- C. 43
- D. 45

6. What is the rule for this pattern?

27, 24, 21, 18, 15, 12

- A. subtract 3
- B. subtract 2
- C. add 3
- D. divide by 3

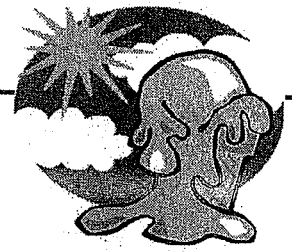
7. Write the missing number in the pattern.

58, 64, _____, 76, 82

DAY 10

Name: _____

What's the Matter?



Tell whether each is a solid, liquid, or gas.

1. milk - _____

2. cookie - _____

3. oxygen - _____

4. fish - _____

5. pencil - _____

6. maple syrup - _____

7. shampoo - _____

8. carbon dioxide - _____

9. ice cube - _____

10. paint - _____

11. oil - _____

12. salt - _____

13. water vapor - _____

14. gasoline - _____

15. helium - _____

16. sand - _____

Complete each sentence with the word solid, liquid, or gas.

A _____ has a definite shape. It does not take the shape of its container. It also has a definite volume because it can be measured.

A _____ does not have a definite shape. It takes the shape of its container. It does have a definite volume because it can be measured.

A _____ does not have a definite shape. It sometimes takes the shape of its container and sometimes flies freely around you. These particles are not connected to each other and takes up whatever space is available.

Geography of the Southeast

DIRECTIONS Use the code below to help you complete some facts about the geography of the Southeast.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

- The 15 11 5 6 5 14 15 11 5 5 19 23 1 13 16 covers parts of southern Georgia and northern Florida.
- The 5 22 5 18 7 12 1 4 5 19 is a huge Florida wetland.
- Where rivers drop from higher to lower land is called the 6 1 12 12 12 9 14 5.
- The 13 9 19 19 9 19 19 9 16 16 9 4 5 12 20 1 is an area of Louisiana that has many bayous.
- Wetland that has bushes and trees is a 19 23 1 13 16.
- A 16 9 5 4 13 15 14 20 is an area of high land at the foot of mountains.
- The Coastal Plain includes the Florida 16 5 14 9 14 19 21 12 1.
- The 3 8 5 19 1 16 5 1 11 5 2 1 25 lies along the inland coasts of Maryland and Virginia.
- The 15 26 1 18 11 16 12 1 20 5 1 21 is in Arkansas.
- A wetland where only short plants grow is a 13 1 18 19 8.