

NTI DAY 1



Harrison County Schools

Name: _____

Grade: 5

Teacher: _____

Complete within 2 weeks of returning to school.

5th Grade NTI Day 1

	<p><u>Reading:</u> _____ Plot, Character, and Setting papers OR _____ Exact Path: log in and work on reading for 30 minutes</p>
	<p><u>Math:</u> _____ Decimal Number Sense OR _____ Exact Path: log in and work on math for 30 minutes</p>
	<p><u>Social Studies:</u> _____ Summary: Europeans Arrive in the Americas</p>
	<p><u>PE/Health</u> _____ Physical Activity Log AND _____ Health Behavior Contract</p>

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Plot, Character, and Setting

RL.5.3, RL.5.10, L.5.3.b, RF.5.4.a



Getting the Idea

Many elements make up a story. The three main elements are plot, character, and setting. The **plot** is the series of events in a story. The **characters** are the people or animals in a story. **Setting** is the location and time in which a story takes place. As you read, you need to fully understand these elements. There may be more than one setting in a story, and there may often be more than one character. A story may also have more than one plot; there may be a plot developing at the same time as a sub-plot. As you read, learn to compare and contrast characters with each other. Learn to notice how settings change from one part of a story to another.

Sometimes, the setting is stated directly in the story. Look at this example.

It was a hot summer in the early 1940s. The Stevens' house was nestled in rolling green hills that overlooked an ocean.

The paragraph shows the reader when and where the story takes place. Sometimes, however, the author does not say directly what the setting is. When this happens, you have to figure out the setting from clues in the story. Longer stories may have different settings for different parts of the plot.

Each story includes at least one character. Every character has at least one **trait**. Character traits are all the qualities that make up a character's personality. For example, the following sentence shows a character trait.

Sally's backpack was overflowing with wrinkled bunches of papers, candy wrappers, and broken pencils.

This sentence shows that messiness is one of the girl's traits. Sometimes, if a character speaks in a certain way, his or her **dialect** may also become one of his or her traits. The way a character looks and dresses might be a trait, as well.

A **motivation** is the reason a character does a certain thing or acts a certain way. A good way to learn about character motivation is to ask yourself, “Why is the character doing this?” or “Why is the character behaving this way?” If you can recognize both traits and motivations, you will have a good understanding of the characters in a story.

Characters and settings are both essential parts of the plot. Setting usually affects the plot, and all of the main characters are somehow involved in the plot. Each event in a story usually affects the event following it.

It’s not enough to say that a story has a beginning, a middle, and an end. There is much more to a story than that. One important element is exposition. **Exposition** introduces the reader to the characters and the setting, early on in the story. Stories also have conflict. A **conflict** is the struggle between the characters in a story. The plot’s conflict could be between two characters who both want the same thing. It could be between two characters who have very different personalities. It might be between a character and his own feelings or wishes. It might also be between people and some aspect of nature, such as bad weather. The conflict often causes a problem that must be solved. The **climax** occurs when the main characters address the conflict directly. The climax is usually the most exciting part of the story. For example, a character might decide to try to solve a problem by having an argument. The argument itself then becomes the climax. The **resolution** is the solving of the story’s problem. For instance, if there were a fight in the story, the resolution would tell the reader the outcome of the fight.

Thinking It Through

Read the following paragraph, and then answer the questions that follow.

It was summertime, and all the lawns in the neighborhood had just been mowed. The sky was blue, and smoke reached into the sky from a neighbor's barbeque. On days like these, Jamie could jump rope in the back yard for hours.



What is the setting of the story? How do you know?

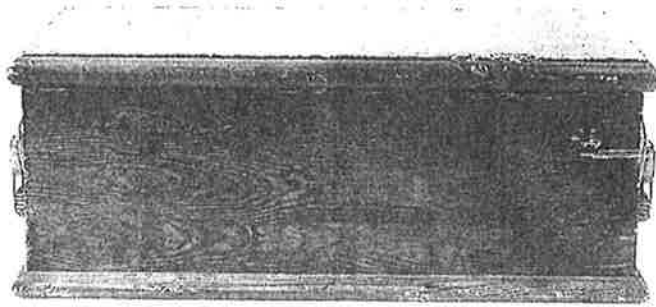


Setting is where and when a story takes place. Check the paragraph for words that give clues to its time and location.



Coached Example

Read the passage and answer the questions.



Olivia had been looking forward to the concert for months. Her favorite violinist was playing at the orchestra hall. However, she needed a nice outfit. Her best friend, Hailey, helped her repair an old dress. Hailey was always doing nice things for Olivia. Olivia couldn't wait to show off the dress. Hours before the concert, however, Olivia remembered that she was supposed to clean out the garage before she could leave. She'd promised earlier, and she always kept her promises. When Olivia lifted up an old pile of newspapers, she saw a wooden box. She picked up the box and noticed some strange scribbles on the lid. They looked like they were from some kind of alphabet, but not one she had seen before. It looked like it might be a combination of Chinese and hieroglyphics. As Olivia rubbed the dust and grime off the lid, the box rumbled and the lid flew open. Olivia dropped the box and stood in amazement as a genie appeared before her. "You have one wish and one wish only," the genie said. Olivia smiled.

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|---|---|
| <p>1. What is the conflict of the story?</p> <ul style="list-style-type: none"> A. Olivia wants to make a new dress. B. Olivia's mother wants to clean the garage. C. Olivia's friend, Hailey, wants to help sew a dress. D. Olivia wants to go to the concert but has to clean the garage instead. | <p>2. What do Hailey and the genie have in common?</p> <ul style="list-style-type: none"> A. They are both human. B. They are both superhuman. C. They both do favors for Olivia. D. They are both related to Olivia. |
|---|---|

CLUE The conflict is the problem that the characters are faced with.

RECALL Find some actions in the passage that show the genie's and Hailey's character traits.



Lesson Practice

Use the Reading Guide to help you understand the passage.

Reading Guide

What might motivate the speaker to make these statements about facts?

Who are the characters in the passage?

Think about the difference between the schoolmaster and his students as you read.

excerpted and adapted from

Hard Times

by Charles Dickens

“Now, what I really want is facts. Teach these boys and girls nothing but facts. Facts are the only thing anyone wants in life. Only facts will be useful for all people. This is the principle I use to bring up my own children. I will use the same principles to bring up *these* children. Sir, stick to the facts!”

The scene was in a plain, bare, and boring schoolroom. The speaker had a big square forefinger. As he spoke, his finger waved in the air as if to bring emphasis to every sentence. The emphasis was helped by the speaker’s square wall of a forehead. His eyebrows made the base of the wall. His eyes were deep in his head, like two dark caves. The emphasis was helped by the speaker’s mouth, wide, thin, and hard set. The emphasis was helped by the speaker’s hair that bristled on the edges of his bald head. The speaker wore a square coat and he stood on square legs. Lastly, he wore a big tie that looked like it wanted to take him by the throat and make him gasp.

The speaker’s presence made his speech sound more serious. “In this life, we want nothing but facts, sir; nothing but facts!”

The speaker, the schoolmaster, and another adult stepped back. They looked at the children. To the speakers, the children looked like empty containers ready to be filled with facts.

Day 1 5. NBT.1

Name(s): _____

Deci-mental Powers

Do you have deci-mental powers? Prove it by solving three problems to get Tic-Tac-Math!



Write forty-eight hundredths as a decimal number.

Write 2.73 in words.

Write fifty-eight and three hundred seventy-nine thousandths as a decimal number.

Think of a number with 8 in its thousandths place, 5 in its ones place, 0 in its hundredths place, and 4 in its tenths place. What number is it?

Write $10 + 0.1 + 0.07 + 0.002$ in standard form.

Write 26.731 in expanded form.

Think of a number that ends at the hundredths place, is 0.2 when rounded to the tenths place, and has digits that add up to 7. What number is it?

Think of a number that ends at the thousandths place, is 0.68 when rounded to the hundredths place, and has digits that add up to 17. What number is it?

Think of two numbers. When you add them, you get 6.5. When you multiply them, you get 0.64. What are the two numbers?

Summary: Europeans Arrive in the Americas

Christopher Columbus

Christopher Columbus believed he could reach Asia by sailing west across the Atlantic Ocean. He asked King Ferdinand and Queen Isabella of Spain to pay for the trip. They were at war with North African Muslims. These North Africans had ruled southern Spain for 700 years. The Spanish rulers needed the money to pay for the war. They hoped Columbus would find riches. They also wanted to tell people about Roman Catholicism. Columbus landed on an island in the present-day Bahamas. He thought it was close to India. He called the peaceful Taíno people who lived there Indians.

The Columbian Exchange

The Spanish rulers wanted Columbus to start a settlement and look for gold. His ships carried horses, cows, pigs, wheat, barley, and sugar cane. These animals and plants were new to the Americas. The Spanish also carried new diseases. People died in epidemics. Most of the Taíno died. The settlement destroyed many plants and animals. Columbus took home new foods, including potatoes, corn, beans, peanuts, and cacao. This movement of plants and animals between Europe, Asia, Africa, and the Americas is called the Columbian Exchange. Potatoes became an important food in Europe.

Exploration Continues

Other European rulers soon sent their own explorers to the Americas to claim lands and find riches. Pedro Alvares Cabral claimed eastern South America for Portugal in 1500. In 1513, de Balboa saw the Pacific Ocean from Panama. Ferdinand Magellan tried to circumnavigate the Earth. He named the ocean Pacific, which means peaceful, because it looked so calm. Magellan was killed, but his crew was the first to sail around the world.

Before You Read

Find and underline each vocabulary word.

settlement *noun*, a small community of people living in a new place

epidemic *noun*, an outbreak of a disease that spreads quickly and affects many people

circumnavigate *verb*, to sail completely around something

After You Read

REVIEW Why did Ferdinand and Isabella finally agree to give Columbus money for his voyage in 1492? Highlight the sentences that tell two reasons Ferdinand and Isabella wanted to pay for Columbus's explorations.

REVIEW How did the Columbian Exchange change the diet of Europeans? Underline the words that tell which food became important in Europe.

REVIEW Who named the Pacific Ocean and why? Circle the name of the explorer. Highlight the sentence that tells the answer.

NTI Day 1

PE/Health

As part of your first NTI day, PE and Health has been designated as your special for today. For today's lesson, students will be performing various physical activities and a health activity that is related to nutrition.

For the PE side, students will perform various physical activities and record their data on the attached physical activity log. Students are required to perform at least 30 minutes of moderate to vigorous activity. This 30 minutes does not have to be completed all at once. It can be broken down into 5-10 minute intervals, but must total 30+ minutes of activity, for the day. Students will write down the type of activity they participated in, how long they did it, and how intense the activity was.

For the remaining part of the lesson, students will learn about nutrition and other health related subject matter through Grade Level appropriate worksheets/assignments. Please see the break down of assignments below and have your child complete the assignments for his or her grade level:

Kindergarten -

Students will complete a Physical Activity log and the attached worksheets "A Smile or Frown" and "Healthful Food Choices"

1st Grade -

Students will complete a Physical Activity Log and the attached worksheets "Whose Heart Works Hard", "Keeping Active", and "Getting a Good Night's Sleep"

2nd Grade -

Students will complete a Physical Activity Log and the attached worksheets "Miss Mary Mack's Food Tally Chart" and "Miss Mary Mack's Food Bar Graph"

3rd Grade -

Students will complete a Physical Activity Log and the attached worksheets "Too Much of a Good Thing" and "Sam's Health"

4th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets "Reading Nutrition Labels"

5th Grade -

Students will complete a Physical Activity Log and complete the attached worksheets "Health Behavior Contract"

NTI Day Activity Log:

Type of Activity:	Length of Activity:	Intensity: (Low, Moderate, High)	Parent/Guardian Signature:

Examples of Activities:

Running or jogging, walking, sledding, snowboarding, yard work, shoveling the driveway, stretching, push-ups, crunches, dancing, sport activities or practice, or any other physical activity that you may do during the day.

Health Behavior Contract

- 1. Write your name and date on a sheet of paper.*
- 2. Write two healthful behaviors you want to practice as health goals. (Examples: exercise, healthy diet, personal hygiene, oral health, sleep habits, etc...)*
- 3. Write two specific statements that describe how your goals will reduce health risks.*
- 4. Make a specific plan on how you will record your progress.*