

# NTI DAY 3



Harrison County Schools

Name: \_\_\_\_\_

Grade: 5

Teacher: \_\_\_\_\_

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

5<sup>th</sup> Grade NTI Day 3

	<p><u>Reading:</u> _____ Compare and Contrast Literary Works papers <b>OR</b> _____ Exact Path: log in and work on reading for 30 minutes</p>
	<p><u>Math:</u> _____ Decimals: rounding papers <b>OR</b> _____ Exact Path: log in and work on math for 30 minutes</p>
	<p><u>Social Studies:</u> _____ Summary: Geography of the Colonies</p>
	<p><u>Global Competency Lesson</u> _____ The Monkey's Fiddle</p>

## 7

# Compare and Contrast Literary Works

RL.5.3, RL.5.9, RL.5.10, W.5.9.a–b, RF.5.4.a



## Getting the Idea

When you **compare** things, you tell how they are alike. When you **contrast** things, you tell how they are different. You can compare and contrast many things when you read different works of literature, including characters, plots, and themes. Sometimes you might compare two characters in the same work. You might also contrast elements in two or more works.

In literature, certain character types appear regularly. For example, many stories and dramas might have heroes and villains, wise or foolish rulers, or honest or dishonest characters. Read the following paragraphs.

King Ferdinand was a strict ruler. When his army had a huge victory, he didn't celebrate. He built a larger army instead. To pay for his army, King Ferdinand created new taxes. Many people protested the new taxes. King Ferdinand placed all the protesters in jail.

In the mountain kingdom of Neverlandia, the farmers and villagers prepared to celebrate the birthday of King Fredo. The past year had been difficult for the farmers and villagers. There had been a large earthquake and a long drought. But King Fredo was wise. He had saved the taxes collected over the past few years. He made sure that hungry people were fed and sick people were nursed back to health.

The two stories both have a king as the main character. But one story's king is a mean, unfair ruler, while the other king treats his people well and is loved by all. Comparing and contrasting across texts helps a reader better understand the characters in each text.

Readers can also compare and contrast plots. Many stories and dramas are based on classic plots. In a quest story, for instance, a character goes on a long journey, usually in search of something that will improve his or her life. In a challenge plot, a character has to perform one or more very difficult tasks, or tales of trickery. There are many variations on these classic plots, as well. Characters will face similar problems and deal with similar conflicts. Read the following paragraphs.

Hawaiian legend tells of a boy named Maui who had many brothers. Their mother and father were powerful gods. Because he was the youngest, Maui had to perform many heroic acts to gain acceptance from his brothers. Maui fished islands from the sea. Maui even captured the sun with his snare!

Oliver's first week at his new school was very difficult. The kids were not very friendly at first. One day, Oliver was eating lunch by himself when a basketball rolled by. He picked up the ball. Oliver tossed it to one of the boys and nervously asked if he could play. He was not very good at first, but the boys encouraged him. Soon he was playing better than anyone else.

In both passages, the main characters deal with similar conflicts—feeling alone and unaccepted, they both go through their own challenges.

Many stories and dramas are based on classic themes, as well, such as good vs. evil, obeying your own beliefs, or not judging by appearances. For example, in the old story of the little red hen, a hen doesn't feed her fellow barnyard animals the bread she makes, because none of them helped her make it. Suppose you read a modern story in which a boy builds a clubhouse and then won't let his friends in. Why? Because when he asked for help, they ran away. The theme in both stories is the same, which is that you shouldn't expect payment if you do nothing to deserve it.

## Thinking It Through

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

Jason and Lamar have been friends since kindergarten. Jason was a gifted athlete; he was good at every sport he ever tried. Lamar was not good at sports, but he was a gifted musician. Luckily, both boys liked humor a lot. When Jason was not at practice, the two friends were always together, cracking jokes and telling stories.



How are Jason and Lamar similar? How are they different?

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Look for similarities and differences before answering the question.



### Coached Example

Read the passages and answer the questions.

## The Forbidden Room

The newly married princess had just moved into her new castle. After a few weeks, the prince told her that he had to travel to see his father, far away. "While I'm away, please make yourself at home. You may go into any room in the castle except for the one room on the top of the stairs."

The princess explored the castle. She had promised that she would not go into the forbidden room. However, the princess was curious about what could possibly be in there. On the third day, after seeing all the other rooms in the castle, she wanted to know what was in the forbidden room.

She took a deep breath and broke into the room. When she entered, she saw something so horrible that she fainted.

## Cleaning the Classroom

Because of Kim's bad behavior in class, she had to be punished. Her teacher and parents agreed that Kim should clean the classroom during recess. After cleaning, Kim was instructed to hang up new student work around the classroom. But, she ran out of thumbtacks.

Kim looked for some more thumbtacks in her teacher's desk. Instead, she found her teacher's grade book left open. She really wanted to know all the other students' grades! Kim started to look, but reminded herself that she was already in trouble. Plus, it wouldn't be fair if she knew everyone's grades right before report cards were due to arrive. She left and went to ask the office for more thumbtacks.

1. The princess and Kim share a similar conflict. What is their conflict?
- A. They are both princesses.
  - B. They are both in trouble for doing something.
  - C. They both want to do something they know they shouldn't do.
  - D. They are both concerned with their futures.

**NOTE:** Characters can be alike simply because they share a similar situation or conflict.

2. One difference between the princess and Kim is that
- A. Kim is thoughtful, while the princess is not.
  - B. one is left alone and one isn't.
  - C. they have different motivations.
  - D. one is trusted and the other isn't.

**NOTE:** Authors show how characters are different by describing what the characters do.

3. How are the themes in both passages similar?

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**NOTE:** Think about the ideas that are important in both stories.

Duplicating any part of this book is prohibited by law.



## Lesson Practice

Use the Reading Guide to help you understand the passage.

## Reading Guide

How does the scene description show you what these characters might have in common or how they might be different?

What is different about the characters' situations?

## Shall We Sing?

## Act 1

## Scene 1

*Setting: It is night. There is one light shining from Mr. Ferguson's apartment window, and all other lights in the building are out. Another light goes on. A woman is using a broom to poke the ceiling to Mr. Ferguson's apartment.*

MR. FERGUSON: (*opens the window and yells*) That's not going to stop me from singing!

MISS HENDERSON: (*muffled yelling*) Keep it down! I have to work in the morning!

MR. FERGUSON: (*singing*) La de da. La la...

MISS HENDERSON: (*throwing her window open and yelling up to Mr. Ferguson*) Do I have to remind you that it's 10:30 P.M.?

MR. FERGUSON: Do I have to remind you, Miss Henderson, that not everyone wakes up at dawn? I feel like singing! And I don't have to work tomorrow.

MISS HENDERSON: Well, I do work tomorrow! Can you hold it down?

MR. FERGUSON: I live here too, you know—I should be able to sing if I feel like it.

*Miss Henderson slams the window closed. She pokes her broom at the ceiling again.*

MR. FERGUSON: (*at the window*) Here's a nice, soft song for you, Miss Henderson. You can think of it as a lullaby. (*Soft melody plays.*)

*Miss Henderson's light goes out.*



## Reading Guide

How does Mr. Ferguson appear different?

What do these characters have in common?

## Act 1 Scene 2

Setting: *One week later. Mr. Ferguson is taking out the trash and sees Miss Henderson at the dumpster struggling with her trash.*

MR. FERGUSON: Let me help you with that. It's too heavy.

MISS HENDERSON: No, thank you. *(trying to toss the trash)* I should play loud music late at night! I wonder how you'd like that!

MR. FERGUSON: If you did that, I would sing along.

MISS HENDERSON: I would never do that!

MR. FERGUSON: Why not? *(helping her with the trash)* You might like it...

MISS HENDERSON: *(interrupting)* No.

MR. FERGUSON: *(continuing)* It's an excellent idea! What could be wrong with singing?

MISS HENDERSON: I prefer to sing in the proper place and at the proper time.

MR. FERGUSON: *(following)* How about this? I won't sing in my apartment until you sing with me.

MISS HENDERSON: *(smiling)* Great idea. I'll be quiet for a long time!

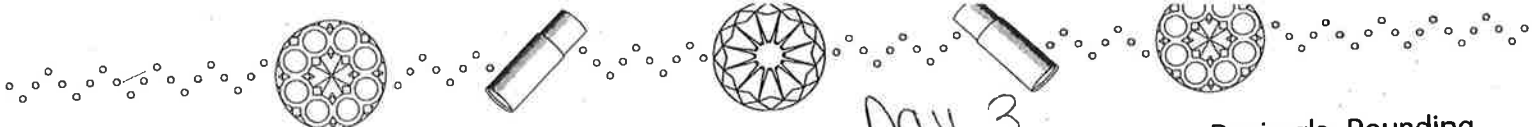
*(Miss Henderson goes into her apartment.)*

**Answer the following questions.**

1. How are Mr. Ferguson and Miss Henderson alike?
  - A. They live on the same floor in their apartment building.
  - B. They both live alone.
  - C. They both get up early to go to work.
  - D. They both like to play music late at night.
  
2. Which of the following describes an important difference between Mr. Ferguson and Miss Henderson?
  - A. Miss Henderson has more trash than Mr. Ferguson.
  - B. Miss Henderson is quiet, but her neighbor is not quiet.
  - C. Miss Henderson needs lullabies to go to sleep, and Mr. Ferguson doesn't.
  - D. Mr. Ferguson wants Miss Henderson to sing with him, and she can't sing.
  
3. How is the conflict similar in both scenes?
  - A. Miss Henderson wants it to be quiet, and Mr. Ferguson wants to play music.
  - B. Miss Henderson has to work in the morning, and Mr. Ferguson doesn't.
  - C. Mr. Ferguson wants to sing with Miss Henderson.
  - D. Mr. Ferguson wants to be helpful to Miss Henderson.
  
4. Which of the following BEST describes a difference between settings in scenes 1 and 2?
  - A. Scene 1 takes place in both apartments, and scene 2 takes place in Mr. Ferguson's apartment.
  - B. Scene 1 takes place in Mr. Ferguson's apartment, and scene 2 takes place by the dumpster.
  - C. Scene 1 takes place in Miss Henderson's apartment, and scene 2 takes place outside.
  - D. Scene 1 takes place in both of their apartments, and scene 2 takes place outside by the dumpster.
  
5. How are the themes in both scenes similar?

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Day 3  
5.NBT.4

Name \_\_\_\_\_

# Blazing Arrows

Round each decimal as directed below. Then, on page 33, find the shape(s) with each answer, and color them as directed below. (Hint: Look carefully—some of the answers are written in more than one shape!)

Round each decimal to the nearest whole number. Color the shapes dark red.

4.8 \_\_\_\_\_      8.3 \_\_\_\_\_      18.1 \_\_\_\_\_      32.5 \_\_\_\_\_

Round each decimal to the nearest whole number. Color the shapes yellow.

24.6 \_\_\_\_\_      11.3 \_\_\_\_\_      9.9 \_\_\_\_\_      0.6 \_\_\_\_\_

Round each decimal to the nearest tenth. Color the shapes pink.

34.87 \_\_\_\_\_      0.51 \_\_\_\_\_      29.32 \_\_\_\_\_      0.77 \_\_\_\_\_

Round each decimal to the nearest tenth. Color the shapes purple.

80.86 \_\_\_\_\_      0.344 \_\_\_\_\_      7.84 \_\_\_\_\_      45.062 \_\_\_\_\_

Round each decimal to the nearest hundredth. Color the shapes light blue.

44.089 \_\_\_\_\_      5.301 \_\_\_\_\_      8.948 \_\_\_\_\_      0.255 \_\_\_\_\_

Round each decimal to the nearest hundredth. Color the shapes blue.

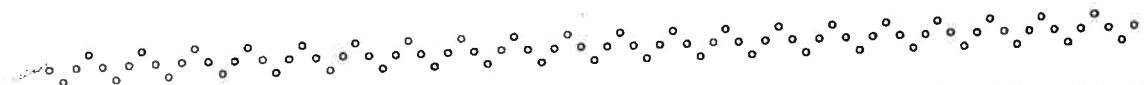
2.373 \_\_\_\_\_      4.221 \_\_\_\_\_      0.933 \_\_\_\_\_      1.439 \_\_\_\_\_

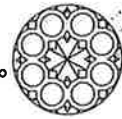
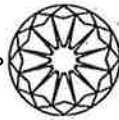
Round the dollar amount to the nearest dollar. Color the shape green.

\$99.72 \_\_\_\_\_

Round the dollar amount to the nearest dollar. Color the shape light green.

\$94.22 \_\_\_\_\_





Name \_\_\_\_\_

# Blazing Arrows



## Summary: Geography of the Colonies

### The Thirteen Colonies

The English colonies in North America were located between the Atlantic Ocean and the Appalachian Mountains. France had colonies to the north. Spain had colonies to the south. The thirteen colonies can be separated into three parts, or regions, by geography and climate: New England, the Middle Colonies, and the Southern Colonies.

The land in New England was shaped by glaciers. During the Ice Age, thick sheets of ice cut through the mountains. Glaciers pushed rocks and rich soil south. A thin layer of rocky dirt was left. Crops did not grow well in the rocky, sandy soil. Forests and hills made it hard to farm. In New England the summers were warm, but winters were long and cold. The growing season was only about five months long.

Colonists in New England used other natural resources to make a living. They cut down trees to make buildings and boats. They caught fish and whales for food and other products.

Glaciers pushed the soil from New England into the Middle Colonies. The soil was rich and deep. It was good for farming. The growing season was longer than in New England. There was more sun and lots of rain. Colonists used riverboats on long, wide rivers such as the Hudson and Delaware. They sent crops to sell in nearby towns. Colonists also hunted deer and beaver for food and fur.

The Southern Colonies had the best climate and land for farming. The climate was warm almost all year long. The soil was rich. The growing season lasted for seven or eight months. The many waterways along the southern coast formed the tidewater region. Ocean tides made rivers rise and fall as much as 150 miles inland. The fall line was along the Appalachian Mountain range. There, rivers flowed from higher lands to lower lands. The backcountry was the land in back of the area where most colonists settled. It was steep and covered with forests. Farms were small. Colonists hunted and fished for food.

### Before You Read

Find and underline each vocabulary word.

**growing season** *noun*, the time of year when it is warm enough for plants to grow

**tidewater** *noun*, the water in rivers and streams that rises and falls every day with the ocean's tides

**fall line** *noun*, the area in which rivers flowing from higher land to lower lands often form waterfalls

**backcountry** *noun*, the land "in back of" the area along the coast where most colonists settled

### After You Read

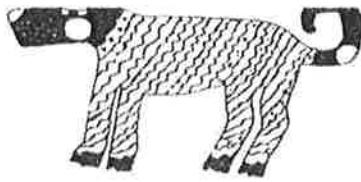
**REVIEW** Why was farming difficult for New England colonists? Draw a box around the sentence that tells why crops did not grow well. Circle the sentence that tells why it was hard to farm. Underline the sentence that tells about the climate.

**REVIEW** Why was farming in the Middle and Southern colonies better than in New England? Draw a box around the sentences that describe the soils in these colonies. Underline the sentences that tell about the climates.

## Global Competency NTI Lesson

~~Fifth grade students will read The Monkey's Fiddle, an African folktale. Create a mask to represent one of the characters. Use a paper plate or piece of paper to make the mask. You can add details using other materials available to you (for example, markers, pencils, crayons, glitter, ribbon, dry beans, etc).~~

Also, complete the What's for Lunch? assignment. This is a lunch menu from Nigeria. \*\*Be sure to complete the BONUS question.



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## THE MONKEY'S FIDDLE

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Hunger and want forced Monkey one day to forsake his land and to seek elsewhere among strangers for much-needed work. Bulbs, earth beans, scorpions, insects, and such things were completely exhausted in his own land. But fortunately he received, for the time being, shelter with a great uncle of his, Orang Outang, who lived in another part of the country.

When he had worked for quite a while he wanted to return home, and as recompense his great uncle gave him a fiddle and a bow and arrow and told him that with the bow and arrow he could hit and kill anything he desired, and with the fiddle he could force anything to dance.

The first he met upon his return to his own land was Brer Wolf. This old fellow told him all the news and also that he had since early morning been attempting to stalk a deer, but all in vain.

Then Monkey laid before him all the wonders of the bow and arrow that he carried on his back and assured him if he could but see the deer he would bring it down for him. When Wolf showed him the deer, Monkey was ready and down fell the deer.

They made a good meal together, but instead of Wolf being thankful, jealousy overmastered him and he begged for the bow and arrow. When Monkey refused to give it to him, he thereupon began to threaten him with his greater strength, and so when Jackal passed by, Wolf told him that Monkey had stolen his bow and arrow. After Jackal had heard both of them, he declared himself unqualified to settle the case alone, and he proposed that they bring the matter to the court of Lion, Tiger, and the other animals. In the meantime he declared he would take possession of what had been the cause of their quarrel, so that it would be safe, as he said. But he immediately brought to earth all that was eatable, so there was a long time of slaughter before Monkey and Wolf agreed to have the affair in court.

Monkey's evidence was weak, and to make it worse, Jackal's testimony was against him. Jackal thought that in this way it would be easier to obtain the bow and arrow from Wolf for himself.

And so fell the sentence against Monkey. Theft was looked upon as a great wrong; he must hang.

The fiddle was still at his side, and he received as a last favor from the court the right to play a tune on it.

He was a master player of his time, and in addition to this came the wonderful power of his charmed fiddle. Thus, when he struck the first note of "Cockcrow" upon it, the court began at once to show an unusual and spontaneous liveliness, and before he came to the first waltzing turn of the old tune the whole court was dancing like a whirlwind.

Over and over, quicker and quicker, sounded the tune of "Cockcrow" on the charmed fiddle, until some of the dancers, exhausted, fell down, although still keeping their feet in motion. But Monkey, musician as he was, heard and saw nothing of what had happened around him. With his head placed lovingly against the instrument, and his eyes half closed, he played on, keeping time ever with his foot.

Wolf was the first to cry out in pleading tones breathlessly, "Please stop, Cousin Monkey! For love's sake, please stop!"

But Monkey did not even hear him. Over and over sounded the resistless waltz of "Cockcrow."

After a while Lion showed signs of fatigue, and when he had gone the round once more with his young lion wife, he growled as he passed Monkey, "My whole kingdom is yours, ape, if you just stop playing."

"I do not want it," answered Monkey, "but withdraw the sentence and give me my bow and arrow, and you, Wolf, acknowledge that you stole it from me."

"I acknowledge, I acknowledge!" cried Wolf, while Lion cried, at the same instant, that he withdrew the sentence.

Monkey gave them just a few more turns of the "Cockcrow," gathered up his bow and arrow, and seated himself high up in the nearest camel thorn tree.

The court and other animals were so afraid that he might begin again that they hastily disbanded to new parts of the world.










Name ..... Date .....



# What's for Lunch?

The lunch menu below contains some popular Nigerian foods. The prices are shown in naira (N), the country's money. Study the menu. Then complete the activity.

LUNCH MENU	
<b>Protein</b>	
Snails..... 400N	
Chicken with hot chili peppers ..... 280N	
Beef..... 180N	
<b>Sides</b>	
Jollof rice (flavored with tomatoes, onions, hot chili peppers and spices) ..... 270N	
Moi moi (steamed bean cake) ..... 130N	
Dodo (fried plantains; a plantain is a type of banana used in cooking)..... 120N	
Beans ..... 220N	
<b>Soup of the Day</b>	
Egusi soup (with beef, pumpkin leaves, hot chili peppers and ground melon seeds) ..... 200N	
<b>Combo Meals</b>	
#1 Beans, dodo (fried plantains), beef and fruit juice ..... 550N	
#2 Jollof rice, moi moi (steamed bean cake), dodo, chicken with hot chili peppers and fruit juice ..... 750 N	
<b>Beverages</b>	
Water ..... 80N	
Fruit juice..... 250N	

1. Name one spicy dish on the menu. \_\_\_\_\_

2. How much is the soup of the day? \_\_\_\_\_ naira

3. You order the Number 1 combo meal and a side of jollof rice.  
How much does your meal cost? \_\_\_\_\_ naira

4. If you were ordering from this menu, what would you choose?  
\_\_\_\_\_  
How much would your meal cost? \_\_\_\_\_ naira

**Bonus:** If you bought each of the items in the Number 1 combo meal separately, how much more would you have to pay? \_\_\_\_\_ naira