

NTI DAY 6



Harrison County Schools

Name: _____

Grade: 5th

Teacher: _____

Complete within 2 weeks of returning to school.

5th Grade NTI Day 6

Reading:

_____ Theme Papers

OR

_____ Exact Path: Login and work on reading for 30 minutes

Date of login: _____

Time of login: _____

Signature: _____

Math:

_____ Multiplying by 10, 100, and 1,000

OR

_____ Exact Path: Login and work on math for 30 minutes

Date of login: _____

Time of login: _____

Signature: _____

Social Studies:

_____ Summary: The Constitution

PE/Health:

_____ Physical Activity Log

AND

_____ Youth Physical Activity: Guidelines and Benefits

3

Theme

RL.5.2, RL.5.10, RF.5.4.a



Getting the Idea

The **theme** is the central idea or meaning of a story. It is a lesson, moral, or comment on life that an author wants the reader to understand. You can think of theme as the author's message to the reader.

A written work may have a single theme or several themes. Many common themes can be expressed through well-known sayings that you might recognize in the box below.

Common Themes

Patience is a virtue.

Giving is better than receiving.

What's good for one person might not be good for another.

Family and friends are worth more than gold.

People succeed when they work together.

You should treat others the way you would like to be treated.

How do you know what the theme of the story is? The author does not usually tell you the theme of the story. You have to figure it out yourself. To identify themes, the reader must consider the actions, feelings, thoughts, and words of characters in the story. Think about how the characters deal with conflicts. And then think about how these actions are connected to life in the real world. Ask yourself, "What lesson should I learn from this story?" Look at the example below.

Rebecca and I bought a cookie at the mall. She tried to break the cookie in half, but when she did, one side was bigger than the other. She gave me the bigger half.

Now ask yourself, "What lesson should I take away from this?" Your answer might be *Think of others before yourself*.

Along with characters' actions, you should also pay attention to characters' feelings, thoughts, and words. Look at the following paragraph.

Allison became angry while trying to undo the knot in the kite string. "Why must this knot be so difficult?" she thought. Allison threw down the kite. She walked away and returned a few minutes later. Allison told herself to be calm. She took a few deep breaths and returned to the knot. This time, she was able to untie the knot.

A theme for this paragraph might be *Patience is a virtue*. Look at what Allison does before she solves the problem with the string. A character's accomplishments in a story can point to the theme.

Sometimes, finding themes in literature will be more difficult. Some poetry, for example, will not have clear actions and conflicts. In such cases, you need to pay close attention to the speaker's expression of feelings or thoughts about a topic. For example, a poem's speaker might describe the beauty of nature, or the speaker might talk about his or her feelings about war. The speaker's expression of feelings or thoughts about a topic can point to a theme in the poem. Sometimes, a theme can summarize what is important in a story or poem. Recognizing themes in stories or poems can help you better understand what the author thinks is important or what the author is trying to say.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

Roger saw that his friend Brianna was stooped over and crying. He remembered that the last time he cried, his dad made him feel better. His dad simply made him laugh. He thought the best approach might be to make Brianna laugh. So he walked up to where she was sitting and waited for her to look up and see him. He stood quietly. When Brianna looked up, he began to stagger around, wave his arms, and make crazy faces. Roger crunched up his face, used his fingers to distort his mouth, and stuck out his tongue. Brianna immediately laughed. His trick worked!



What is the theme of this paragraph?

HINT

A theme is usually a lesson that applies to the real world. Think of a general statement that the author wants you to learn from the paragraph.



Coached Example

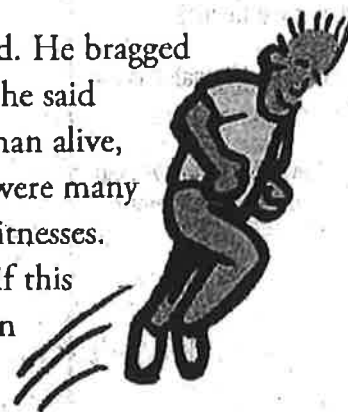
Read the passage and answer the questions.

The Bragging Traveler

adapted from

a fable by Aesop.

A man returned home after traveling around the world. He bragged about the many adventures he had. Among other things, he said that when he was in Greece, he made a huge jump. No man alive, in fact, had ever jumped farther than him. In fact, there were many people in Greece who saw him do it, and he could call witnesses. One of the bystanders interrupted him, and said: "Well, if this is all true, then we don't need witnesses. Pretend we are in Greece right now and jump for us."



1. What is the theme of the passage?
 - A. Never trust anyone.
 - B. Seeing is believing.
 - C. There are liars everywhere.
 - D. Do not believe people who travel.

HINT

Many common themes can be expressed through well-known sayings.

2. Which sentence from the passage BEST supports the theme?

- A. "A man returned home after traveling around the world."
- B. "He bragged about the many adventures he had."
- C. "Among other things, he said that when he was in Greece, he made a huge jump."
- D. "Well, if this is all true, then we don't need witnesses."

HINT

Think about what the author's message is to the reader.



Lesson Practice

Use the Reading Guide to help you understand the poem.

Reading Guide

What is the theme?

Is the theme repeated in the poem?

What events or images help you figure out the theme?

Protection

The mountainside was our home.
It belonged to us,
or maybe we belonged to it.

The mountainside was our shelter
from the wind that swept the plains,
from the heavy rain,
from the cruel, burning sun.

The mountainside was our protector.
And we protected the mountainside.

Some people wanted to make the mountain theirs,
build homes,
build lives there.

They wanted the mountain,
but we wouldn't give it to them.

But we didn't fight. We sang.
Our leaders met, one day in the spring.
They talked as the sun rose.
As the sun set, they were still talking.
As the sun rose the next day,
the mountain was still ours.

Answer the following questions.

1. What is a theme of the poem?
 - A. Developers need land.
 - B. Only worry about yourself and your needs.
 - C. Protect what is precious and important to you.
 - D. Mountains are good during harsh weather conditions.

2. Which of these lines BEST supports the theme of the poem?
 - A. "Some people wanted to make the mountain theirs,"
 - B. "But we didn't fight. We sang."
 - C. "The mountainside was our home."
 - D. "The mountainside was our protector."

3. The speaker's actions tell the reader that
 - A. dancing is part of a ritual to protect the land.
 - B. wind, rain, and sun are not necessary.
 - C. powerful people can be difficult to deal with.
 - D. mountains should be developed.

4. What does the author believe about the mountainside?
 - A. It can be sold and traded.
 - B. It is a place of great beauty.
 - C. It is a very ancient place.
 - D. It can be destroyed if it is not protected.

5. How would the poem be different if the theme was "Share land equally with others"?

Day 6 - 5.NBT.1, 5.NBT.2

To Whom Did the Famous Chef Write Letters Every Week?

Multiply mentally, write your answer, and then mark it in the answer columns. For each set of exercises, there is one extra answer. Write the letter of this answer in the corresponding box at the right.

5	3	7	1	10	6	8	4	9	2
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1	3.78×10 0.378×10 3.78×100	Answers: (A) 3.78 (P) 3,780 (L) 37.8 (V) 378	100×0.0058 10×0.0058 $1,000 \times 0.058$	Answers: (H) 58 (C) 0.058 (N) 5.8 (W) 0.58
2	0.61×10 0.61×100 6.1×100	Answers: (N) 61 (R) 6.1 (Y) 610 (S) 6,100	7.604×100 $76.04 \times 1,000$ 0.7604×10	Answers: (T) 7.604 (S) 76.04 (L) 760.4 (C) 76,040
3	$4.777 \times 1,000$ $4.77 \times 1,000$ $4.7 \times 1,000$	Answers: (E) 4,770 (T) 4,700 (I) 477 (O) 4,777	$0.3 \times 0.9 \times 10$ $0.3 \times 0.9 \times 100$ $0.3 \times 0.9 \times 1,000$	Answers: (P) 0.27 (D) 27 (N) 2.7 (G) 270
4	18.3×10 18.3×100 $18.3 \times 1,000$	Answers: (U) 183 (A) 18.3 (B) 1,830 (G) 18,300	$10 \times 0.6 \times 0.6$ $100 \times 0.9 \times 0.4$ $1,000 \times 1.2 \times 0.3$	Answers: (R) 3.6 (T) 360 (B) 36 (L) 3,600
5	10×0.092 $1,000 \times 0.92$ 100×92	Answers: (H) 9.2 (M) 0.92 (S) 920 (K) 9,200	$10 \times \$5.75$ $100 \times \$57.50$ $1,000 \times \$0.575$	Answers: (O) \$57.50 (I) \$575.00 (A) \$5.75 (U) \$5,750.00

Summary: The Constitution

A Plan for Government

The Constitution tells us that our government is a democracy. It divides the government into three branches. The legislative branch, or Congress, makes laws. Congress also collects taxes to pay for services. The executive branch carries out the laws. The President is the head of this branch. A new President is elected every four years. The judicial branch is made up of courts. They decide what laws mean and whether they have been followed. Everyone, including the government and its officials, must follow the laws.

Limits on Government

The Constitution includes checks and balances. They keep one branch from becoming stronger than the others. The President makes treaties and chooses judges. Congress can reject these treaties or judges. Congress makes laws. The President can veto these laws. The courts can decide if a law follows the Constitution. A law that is found unconstitutional is no longer in effect.

The Constitution creates a federal system. The national government has power over national issues. This includes defense, printing money, the postal service, and trade. State governments have power over local issues. States control education and elections. Both systems collect taxes and set up courts. Federal laws are stronger than state laws. The highest law is the Constitution itself.

Changing the Constitution

The Constitution was written so that it can be changed as the country changes. An amendment becomes law when two-thirds of the members of the House and Senate vote for it. Three-fourths of the states also have to ratify it. The first ten amendments are the Bill of Rights. They protect rights, such as freedom of speech. The tenth amendment limits the power of the federal government. In 1790, the Constitution did not protect the rights of all Americans. People have fought for their rights and won. Today the Constitution gives equal protection to more citizens.

Before You Read

Find and underline each vocabulary word.

democracy *noun*, a government in which the people have the power to make political decisions

checks and balances *noun*, a system in which each branch of government can limit the power of the other branches

veto *verb*, to reject

unconstitutional *adjective*, does not agree with the Constitution

amendment *noun*, a change made to the Constitution

COMPLETE BELOW

After You Read

REVIEW What are the jobs of each branch of the national government? Circle the jobs of each branch.

REVIEW Why did the authors of the Constitution create checks and balances and a federal system? Circle the sentence that explains checks and balances.

REVIEW Why does the Constitution include a way to make amendments? Circle the sentence that tells what happens as the country changes.

Youth Physical Activity: Guidelines and Benefits



How Physically Active Are Youth?

- In 2011, only 29% of high school students said they were physically active at least 60 minutes per day.³
- In 1991, 42% of high school students said they attended physical education classes every day. By 2011, only 31% said they participated in physical education classes every day.
- In 2011, 56% of high school students said they had participated in muscle strengthening activities at least 3 days per week.

How Does Physical Activity Help?

- ◆ Builds healthy bones and muscles.¹
- ◆ Decreases the likelihood of obesity and diseases like type 2 diabetes and heart disease.¹
- ◆ Reduces anxiety and depression and promotes positive mental health.¹

How Much Physical Activity Do Youth Need?

- ◆ Children and adolescents should participate in 60 minutes (1 hour) or more of physical activity daily.²
 - **Aerobic activities:** Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity. Vigorous-intensity physical activity should be included at least 3 days per week.
 - **Muscle-strengthening activities:** include muscle-strengthening physical activity on at least 3 days of the week, as part of the 60 or more minutes.
 - **Bone-strengthening activities:** include bone-strengthening physical activity on at least 3 days of the week, as part of the 60 or more minutes.
 - Activities should be age-appropriate, enjoyable, and offer variety.²
- ◆ Examples of aerobic activities include: bike riding, walking, running, dancing, and active games like tag, soccer and basketball.
- ◆ Examples of muscle-strengthening activities include: climbing a tree, gymnastics, push-ups, pull-ups and weight lifting.
- ◆ Examples of bone-strengthening activities include: hopping, skipping, jumping, running, and sports like gymnastics, basketball and tennis.

How Does Physical Activity Affect Academic Achievement?

- ◆ Physical activity can help improve students' attention, concentration, memory, on-task behavior and classroom behavior.⁴
- ◆ School-based physical activity can improve academic performance, including increased grades and test scores.⁴

NTI Day 6

PE/Health

As part of your NTI Day 6 packet, PE and Health has been designated as your special for the day. For today's lessons, students will be performing various physical activities and some worksheets dealing with health/safety.

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 Health part of the lessons, students will learn about the benefits of nutrition and the importance of physical activity. Please see the break down of assignments below and have your child complete the assignments for his/her grade level:

Kindergarten – Activity Log

Animal and Plant Food Activity Sheet
Valuable Vitamins

1st Grade – Activity Log

Fire Puzzle Sheet
Fire Drill Plan
Danger! Thin Ice

2nd Grade – Activity Log

Nutrition Word Search
Types of Movement

3rd Grade – Activity Log

Aerobic Benefits/Questions
Calorie Burner Chart/Questions

4th Grade – Activity Log

Why Should You Exercise:
Why You Need Physical Activity

5th Grade – Activity Log

Youth Physical Activity:
Guidelines and Benefits
Guidelines and Benefits Questions

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.

Youth Physical Activity:
Guidelines and Benefits Questions

1. How does physical activity help your body?

2. How much physical activity does a person need?

3. Give two examples of an aerobic activity, a muscle strengthening activity and a bone strengthening activity.

4. How does physical activity affect academic achievement?