

# NTI DAY 7



Harrison County Schools

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

Grade: 5<sup>th</sup>

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

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

**5th Grade NTI Day 7**

Reading:

\_\_\_\_\_ Chapter 4 Language

**OR**

\_\_\_\_\_ Exact Path: Login and work on reading for 30 minutes

Date of login: \_\_\_\_\_

Time of login: \_\_\_\_\_

Signature: \_\_\_\_\_

Math:

\_\_\_\_\_ Cross-Number Puzzle 15: 1 Digit X 3 Digits

**OR**

\_\_\_\_\_ Exact Path: Login and work on math for 30 minutes

Date of login: \_\_\_\_\_

Time of login: \_\_\_\_\_

Signature: \_\_\_\_\_

Social Studies:

\_\_\_\_\_ Summary: People on the Move

Art:

\_\_\_\_\_ 5th Grade Art Lesson: 3D Shapes

CHAPTER

4

Language

Chapter 4: Diagnostic Assessment for Lessons 20–29

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**Lesson 20:** Verbs and Verb  
Tenses  
L.5.1.b–d

**Lesson 21:** Capitalization and  
Spelling  
L.5.2.e, RF.5.3.a

**Lesson 22:** Punctuation  
L.5.2.a–d

**Lesson 23:** Conjunctions,  
Prepositions, and  
Interjections  
L.5.1.a, e

**Lesson 24:** Combining Sentences  
L.5.3.a

**Lesson 25:** Determining Word  
Meanings  
L.5.4.a, L.5.5.c, RF.5.3.a,  
RF.5.4.a, RF.5.4.c

**Lesson 26:** Reading in the  
Content Areas  
RI.5.4, L.5.6, RF.5.4.a

**Lesson 27:** Root Words and  
Affixes  
L.5.4.b, RF.5.3.a, RF.5.4.a

**Lesson 28:** Idioms, Adages, and  
Proverbs  
L.5.5.b, RF.5.4.a

**Lesson 29:** Word Relationships  
L.5.5.c, RF.5.4.a

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Chapter 4: Cumulative Assessment for Lessons 20–29

## 4

Cumulative Assessment for  
Lessons 20–29

The following passage contains mistakes. Read the passage and answer the questions that follow.

### Home Run Champion

(1) Tom's room had three bookshelves. (2) They were filled with many of the things you would find in any ten-year-old boy's room. (3) Tom had books, baseballs, and model cars. (4) Tom also had several trophies for, soccer, tennis, and football. (5) What he didn't have was a trophy for the most home runs. (6) Tom wanted that trophy badly. (7) He knew that where there's a will, there's a way.

(8) Each day after school he went to the batting cage to practice. (9) He hit ball after ball forcefully. (10) Now, here he was in the final game of the season. (11) Tom just need to hit one home run to beat the record. (12) At his first turn at bat, Tom marched to the plate with determination. (13) He thought he saw the perfect pitch. (14) "Wait for it! He coached himself." (15) As it zoomed toward the plate, Tom kept his eyes on the ball. (16) He controlled his movements.

(17) The ball went high. (18) Straight into the outfield. (19) "Please don't catch it!" he hoped as he rounded the bases. (20) As Tom headed home, the second-base player wound up to throw the ball to the catcher. (21) Tom ran faster than he thought he could. (22) His heart was pounding in his chest. (23) He slid onto the plate as the umpire yelled "Safe!" (24) Tom had finally acheived his goal.



1. Which sentence from the passage does NOT have a spelling error?
  - A. Tom's room had three bookshelves.
  - B. Tom also had several trophies for, soccer, tennis, and football.
  - C. Tom wanted that trophy badly.
  - D. Tom had finally achieved his goal.
  
2. Which sentence from the passage is punctuated correctly?
  - A. Tom had books, baseballs, and model, cars.
  - B. Tom also had several trophies for, soccer, tennis, and football.
  - C. "Wait for it! He coached himself."
  - D. At his first turn at bat, Tom marched to the plate with determination.
  
3. Which sentence from the passage contains a proverb?
  - A. Tom wanted that trophy badly.
  - B. He knew that where there's a will, there's a way.
  - C. He hit ball after ball forcefully.
  - D. He controlled his movements.
  
4. Which of the following sentences contains a preposition?
  - A. He thought he saw the perfect pitch.
  - B. The ball went high.
  - C. His heart was pounding in his chest.
  - D. Tom ran faster than he thought he could.
  
5. In sentence 12, the word determination means
  - A. firm intention.
  - B. direction.
  - C. not sure.
  - D. uncertainty.

6. Which is the BEST way to combine sentences 17 and 18? Write it below.

**The ball went high. Straight into the outfield.**

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CROSS-NUMBER  
**15**  
 PUZZLE

**1 DIGIT X 3 DIGITS**

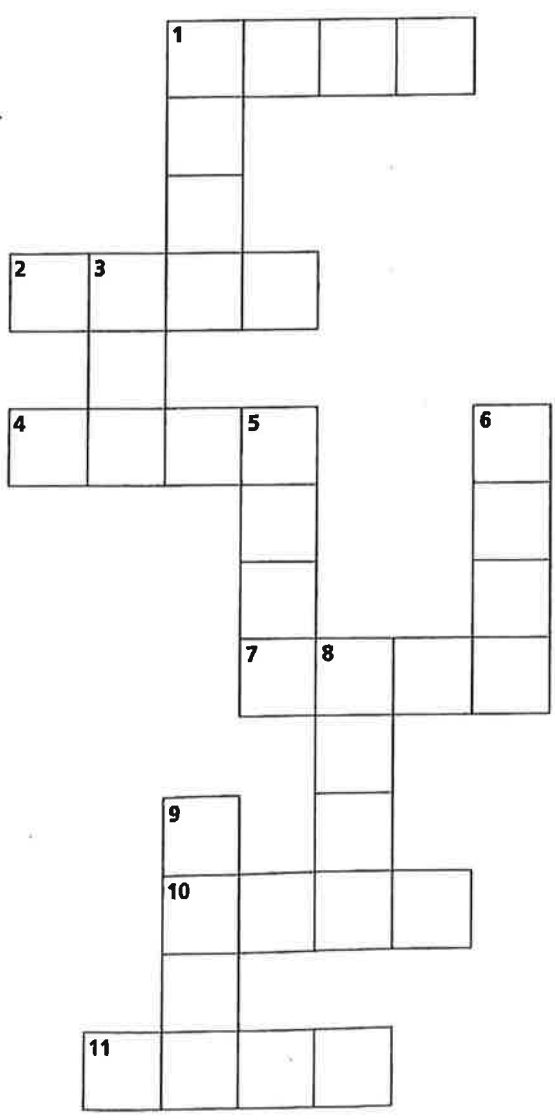
Express each problem in its numerical form. Then solve the problems and write your answers in the appropriate across and down positions.

**ACROSS**

1. Multiply five hundred thirty-two by five.
2. Multiply three hundred twenty-six by eight.
4. Multiply eight hundred fifty-seven by two.
7. Multiply three hundred fifty-eight by nine.
10. Multiply five hundred nineteen by seven.
11. Multiply seven hundred by four.

**DOWN**

1. Multiply four hundred ninety by five.
3. Multiply two hundred nine by three.
5. Multiply five hundred ninety-nine by seven.
6. Multiply eight hundred eighty-four by three.
8. Multiply nine hundred one by three.
9. Multiply seven hundred twenty-three by six.



## Summary: People on the Move

### Exploring the Frontier

When Europeans came to America, they settled between the Atlantic coast and the Appalachian Mountains. These mountains were difficult to cross. The British government also did not allow colonists to cross the mountains. Land on the western side of the mountains belonged to the Indians. As land in the East filled with farms and towns, colonists wanted more land. By the late 1700s, many settlers crossed the Appalachians. Daniel Boone was a pioneer. In 1769, he explored an Indian trail that led through the Cumberland Gap over the Appalachians. Boone helped build a road through the Gap, called the Wilderness Road. He helped settlers across the mountains to the frontier. They found land that was rich and beautiful.

### Life on the Frontier

Going across the mountains was hard. Settlers traveled in large wagons with food and supplies. The wagons often broke on the rocky paths. Others traveled on flatboats. They floated down the Mississippi and Ohio rivers or through canals. When pioneers got to the frontier, they saw that American Indians had already built villages and farms.

Life on the frontier was hard and lonely. Settlers left behind their families to move to a new land. Pioneers did many kinds of work on the frontier. Settlers cut down trees and used the wood to build houses. They grew grain and vegetables for their families. They also raised farm animals. Men hunted for meat. Women worked at home and watched the children.

American Indians believed that the land belonged to everyone. They did not believe it could be bought or sold. The Indians signed treaties with the government. The treaties said colonists could hunt on the land, but they could not live on it. The colonists wanted to stay. They fought with the Indians. One American Indian chief, Chief Logan, was friendly to the colonists. Then settlers killed his family in 1774. After that he fought against the colonists for many years.

### Before You Read

Find and underline each vocabulary word:

**pioneer** *noun*, one of the first people to enter or settle a region

**frontier** *noun*, the edge of a country or a settled region

**flatboat** *noun*, large, rectangular boat partly covered by a roof

**canal** *noun*, a waterway built for boat travel and shipping

### COMPLETE BELOW

### After You Read

**REVIEW** In which river valleys did people look for farmland on the frontier?

Circle the names of the rivers the settlers traveled and settled near.

**REVIEW** What kinds of transportation did settlers use to move west? Draw a box around the sentences that tell how settlers traveled west.

**Fifth Grade Art Lesson**

**Students will practice sketching some flat shapes and then turn them into 3D shapes. Students may choose to just fill a page with several sketches OR they may create a 3D shape and include it in a drawing. An example would be draw a circle, turn it into a sphere, and make that sphere look like an orange sitting on a table or in a bowl.**

**Practice using HATCHING (the straight lines on the side of the shape) as shown on the handout. Add the shadow by thinking about where the light source would be coming from and CROSSHATCHING to make the shadow a little darker.**

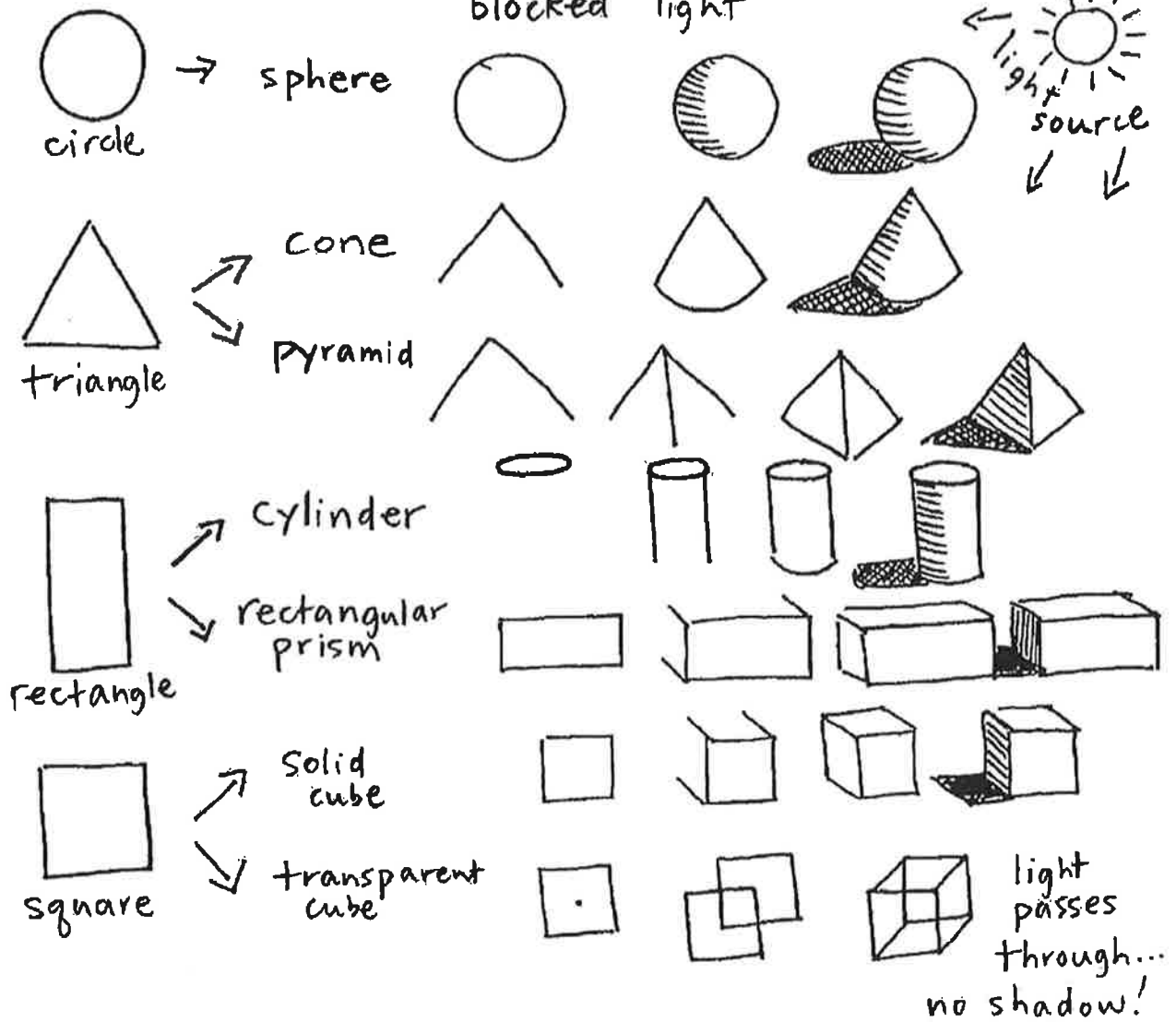
**Remember, this is just for practice!**



# Shape to Form: from flat to 3-D with line and shading

Using these tools, we will turn flat shapes into 3D forms:

1. DIRECTIONAL LINE → straight, curved, horizontal, vertical, diagonal, parallel
2. HATCHING → a shading method using parallel lines
3. CAST SHADOW → a shaded area on the surface below the form, created by blocked light



# NTI Art - 5th

Please use this page to create your art!

Name \_\_\_\_\_