

NTI DAY 8



Harrison County Schools

Name: _____

Grade: 5th

Teacher: _____

Complete within 2 weeks of returning to school.

5th Grade NTI Day 8

Reading:

_____ The Hare and the Hedgehog AND The Tale of Mr. Jeremy Fisher

OR

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

Date of login: _____

Time of login: _____

Signature: _____

Math:

_____ Multiplying Multi-Digit Numbers

OR

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

Date of login: _____

Time of login: _____

Signature: _____

Social Studies:

_____ Summary: The Nation Grows

Music:

_____ Symphony Orchestra Word Search

Listen and Learn

RL 5.5, RL 5.7, RL 5.10

Consider ▶

Is it better to be kind to others or to be powerful?

How can a person who is small win out over someone who is bigger and stronger?

The Hare and the Hedgehog

by Augusta Stevenson

DRAMA: CHARACTERS

A drama, or play, is a story that is performed on a stage by actors. The actors pretend to be the *characters* in the play. Characters can be animals, people, heroes, gods, or even voices. Characters usually appear in a list at the beginning of a play. This list is called the *cast of characters*. Who are the characters in this play?

SYNONYMS A synonym is a word that has a meaning the same as or similar to another word. *Hare* is a synonym for *rabbit*. What other synonyms for *rabbit* do you know?

DRAMA: SETTING The place and time where a story happens is called the *setting*. The place can be real or imaginary, and the time can be in the past, present, or future. How does the author describe the play's setting?

TIME: one fine morning

PLACE: the farmer's
cabbage field

CHARACTERS:

THE HARE

THE HEDGEHOG

THE HEDGEHOG'S WIFE

(*The HEDGEHOG and his WIFE are walking in the field.*)

1 **HEDGEHOG:** These cabbages are growing well.

WIFE: They are very fine indeed.

HEDGEHOG: We can feed on them all summer.

WIFE: Yes, if the hares will let us.

5 **HEDGEHOG:** Oh, there is enough for all of us, hares, hedgehogs, and farmer.

WIFE: Yes, if the hares will think that, too.

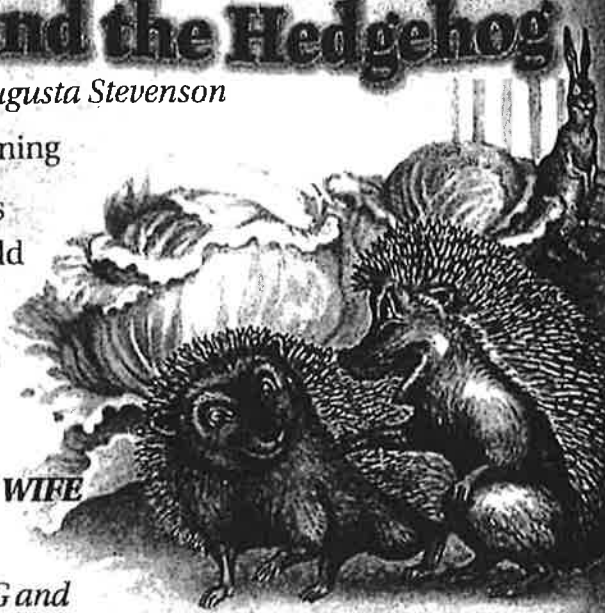
HEDGEHOG: Well, we will let them alone as we have always done.

WIFE: But they will not let us alone. Yesterday they called me names while I was eating here.

HEDGEHOG: What did they say to you?

10 **WIFE:** Oh, such things as "Short-legs," and "Duck-legs."

HEDGEHOG: Here comes one of them now!



WIFE: He is one who called me names. I'll hide till he goes by.

(She hides among the cabbages. The HARE enters.)

HEDGEHOG: Good-morning, sir.

HARE: Why do you speak to me?

15 **HEDGEHOG:** I always speak to neighbors, sir.

HARE: Speak to your own kind, then. I think myself too good for hedgehogs.

HEDGEHOG: Now, that is strange.

HARE: There is nothing strange about it. Look at your silly little legs!

HEDGEHOG: They are quite as good as yours, sir.

20 **HARE:** As good as mine! Hear him! You can only walk with those legs, sir.

HEDGEHOG: I'll run a race with you this day.

HARE: Hear him! Hear him! Ha, ha!

HEDGEHOG: You may run in that furrow. I will run in this. We will see who gets to the field fence first.

HARE: Are you crazy?

25 **HEDGEHOG:** Come, come, let's begin the race!

HARE: Ha, ha! Well, I'll run with you. You ought to know just how silly your little duck-legs are.

HEDGEHOG: Let us go to this end of the furrow to begin.

HARE: I will run to the brook and back while you are getting there.

DRAMA: DIALOGUE

When characters speak to each other, their words are called *dialogue*. In a drama, a name appears before each line of dialogue to tell the reader which of the characters will speak the line. Which two characters speak most of the dialogue on this page?

SYNONYMS AND

ANTONYMS A *furrow* is a line or row that has been dug down into the ground so that a farmer can plant a row of seeds. Two synonyms for *furrow* are *groove* and *trench*. An antonym is a word that means the opposite of another word. An antonym for *furrow* is *ridge*. Can you think of other antonyms or synonyms for *furrow*?





DRAMA: STAGE

DIRECTIONS Dramas include stage directions along with dialogue. Stage directions tell actors what to do instead of what to say. The second line on this page is a stage direction: "(The Hare runs off.)" How is the last stage direction on this page important to the play?

HEDGEHOG: As you please.

(The Hare runs off.)

Wife, wife, did you hear?

30 **WIFE:** I heard. Are you crazy?

HEDGEHOG: Go to the other end of this furrow, wife.

WIFE: And why should I do that?

HEDGEHOG: The hare will run in the other furrow. When he comes to your end, put up your head and say, "I am already here."

WIFE: Ha, ha! He will think that I am you.

35 **HEDGEHOG:** Exactly.

WIFE: Ha, ha, ha! I go, Mr. Hedgehog! I go! You may be short on legs, my dear, but you are long on brains.

(She runs to other end of furrow. Mr. Hedgehog goes to his end.)

(The HARE enters.)

HARE: Well, are you ready?

HEDGEHOG: I am ready.

HARE: One, two, three, go!

(The Hare runs swiftly. The Hedgehog sits. The Hare reaches the other end of his furrow. The Wife puts up her head.)

40 **WIFE:** I am already here.

HARE: What is this?

WIFE: I am already here.

HARE: We will try again! Are you ready?

WIFE: I am ready.

45 **HARE:** One, two, three, go!

(The Hare runs swiftly. The Wife sits. The Hare reaches the other end of his furrow. Mr. Hedgehog puts up his head.)

HEDGEHOG: I am already here.

HARE: I cannot understand this.

HEDGEHOG: I am already here.

HARE: We will try again! Are you ready?

50 **HEDGEHOG:** I am ready.

HARE: One, two, three, go!

(The Hare runs swiftly. Mr. Hedgehog sits. The Hare reaches the other end of his furrow. Mrs. Hedgehog puts up her head.)

WIFE: I am already here.

HARE: I cannot believe it!

WIFE: I am already here.

55 **HARE:** We will try again! Do you hear? We will try again.

WIFE: I am ready.

HARE: One, two, three, go!

(The Hare runs swiftly. The Wife sits. The Hare reaches the other end of his furrow. Mr. Hedgehog puts up his head.)

HEDGEHOG: I am already here.

HARE: This is very, very strange!

60 **HEDGEHOG:** Shall we run again?

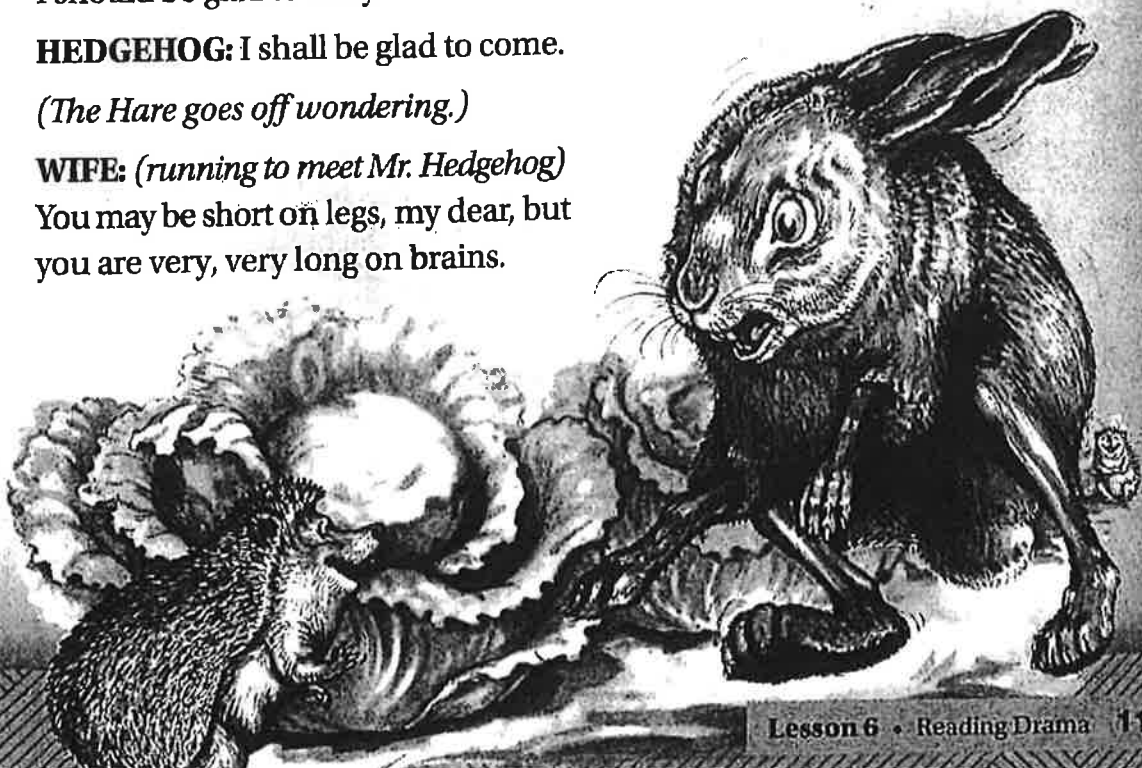
HARE: No, no! The race is yours, Neighbor Hedgehog. And will you please come by and visit some day? I should be glad to see you.

HEDGEHOG: I shall be glad to come.

(The Hare goes off wondering.)

WIFE: *(running to meet Mr. Hedgehog)* You may be short on legs, my dear, but you are very, very long on brains.

SUMMARIZE To summarize is to retell the main points of a text in a short form. A summary of this play might be: *A peaceful hedgehog challenges a stuck-up rabbit to a race. The rabbit is sure he will win. But when he gets to the finish line, the hedgehog seems to be there already. It is really the hedgehog's wife. She has hidden herself there to fool the rabbit. The two hedgehogs keep fooling the rabbit until he gives up.* How would you summarize the play in your own words?



Listen and Learn

Consider ►

What accidents can happen to someone who isn't careful?
Do accidents always always end badly?

COMPARE SETTINGS

The setting of "The Hare and the Hedgehog" is described by the author before the play begins. The author of "The Tale of Mr. Jeremy Fisher" describes the setting as she tells the story. What details about the setting does the author include on this page?

COMPARE DIALOGUE

In the dialogue of "The Hare and the Hedgehog," the characters speak to one another. In "The Tale of Mr. Jeremy Fisher," Jeremy Fisher speaks when no other characters are present. Who is he speaking to?

SYNONYMS Mr. Jeremy Fisher sees raindrops falling, and then he puts on a *macintosh* and *goloshes* to go fishing. What can you infer about these articles of clothing? What words might be synonyms for *macintosh* and *goloshes*?

The Tale of Mr. Jeremy Fisher

by Beatrix Potter

1 Once upon a time there was a frog called Mr. Jeremy Fisher; he lived in a little damp house amongst the buttercups at the edge of a pond.

The water was all slippy-sloppy in the larder¹ and in the back passage.

But Mr. Jeremy liked getting his feet wet; nobody ever scolded him, and he never caught a cold!

He was quite pleased when he looked out and saw large drops of rain, splashing in the pond—

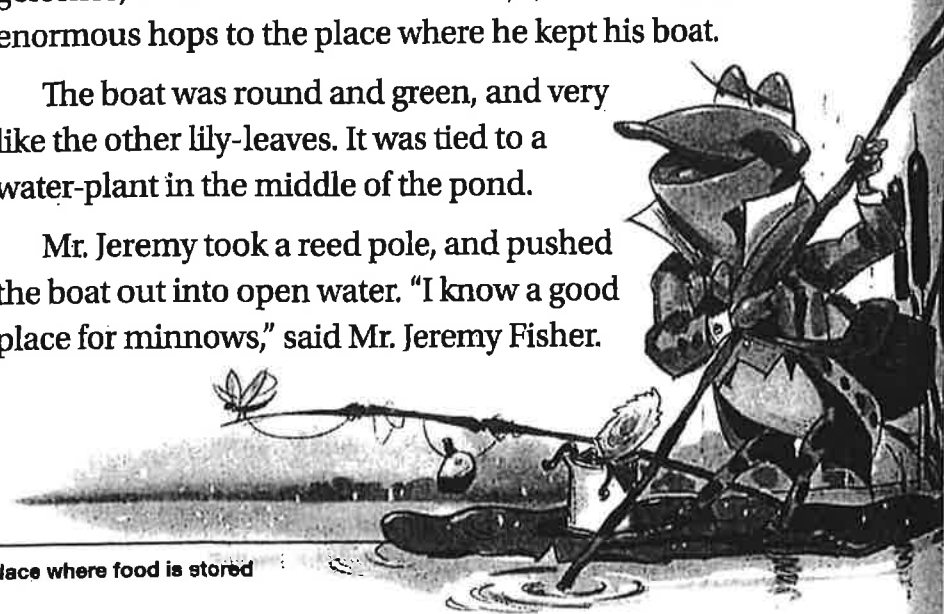
5 "I will get some worms and go fishing and catch a dish of minnows for my dinner," said Mr. Jeremy Fisher. "If I catch more than five fish, I will invite my friends Mr. Alderman Ptolemy Tortoise and Sir Isaac Newton. The Alderman, however, eats salad."

Mr. Jeremy put on a macintosh, and a pair of shiny goloshes; he took his rod and basket, and set off with enormous hops to the place where he kept his boat.

The boat was round and green, and very like the other lily-leaves. It was tied to a water-plant in the middle of the pond.

Mr. Jeremy took a reed pole, and pushed the boat out into open water. "I know a good place for minnows," said Mr. Jeremy Fisher.

1. a place where food is stored



Mr. Jeremy stuck his pole into the mud and fastened the boat to it.

- 10 Then he settled himself cross-legged and arranged his fishing tackle. He had the dearest little red float. His rod was a tough stalk of grass, his line was a fine long white horse-hair, and he tied a little wriggling worm at the end.

The rain trickled down his back, and for nearly an hour he stared at the float.

"This is getting tiresome, I think I should like some lunch," said Mr. Jeremy Fisher.

He punted² back again amongst the water-plants, and took some lunch out of his basket.

"I will eat a butterfly sandwich, and wait till the shower is over," said Mr. Jeremy Fisher.

- 15 A great big water-beetle came up underneath the lily leaf and tweaked the toe of one of his goloshes.

Mr. Jeremy crossed his legs up shorter, out of reach, and went on eating his sandwich.

Once or twice something moved about with a rustle and a splash amongst the rushes at the side of the pond.

"I trust that is not a rat," said Mr. Jeremy Fisher; "I think I had better get away from here."

Mr. Jeremy shoved the boat out again a little way, and dropped in the bait. There was a bite almost directly; the float gave a tremendous bobbit³!

SYNONYMS AND

ANTONYMS

The story says Mr. Jeremy Fisher "arranged his fishing tackle." What is a synonym for *tackle*? Mr. Jeremy Fisher says fishing "is getting tiresome." What is a synonym for *tiresome*? Would *exciting* be an antonym for *tiresome*?

COMPARE CHARACTERS

In "The Hare and the Hedgehog," we can tell that Hedgehog is a patient and gentle character by what he says. In this story, the author gives details about Mr. Jeremy Fisher that help us understand what his character is like. What detail does the author give that tells us that Mr. Jeremy Fisher is getting bored?



2. moved the boat with a pole
3. up and down movement

20 "A minnow! a minnow! I have him by the nose!" cried Mr. Jeremy Fisher, jerking up his rod.

But what a horrible surprise! Instead of a smooth fat minnow, Mr. Jeremy landed little Jack Sharp the stickleback, covered with spines!

The stickleback floundered⁴ about the boat, pricking and snapping until he was quite out of breath. Then he jumped back into the water.

And a shoal⁵ of other little fishes put their heads out, and laughed at Mr. Jeremy Fisher.

And while Mr. Jeremy sat disconsolately⁶ on the edge of his boat—sucking his sore fingers and peering down into the water—a much worse thing happened; a really frightful thing it would have been, if Mr. Jeremy had not been wearing a macintosh!

25 A great big enormous trout came up—ker-pflop-p-p-p! with a splash—and it seized Mr. Jeremy with a snap, "Ow! Ow! Ow!"—and then it turned and dived down to the bottom of the pond!

But the trout was so displeased with the taste of the macintosh, that in less than half a minute it spat him out again; and the only thing it swallowed was Mr. Jeremy's goloshes.

COMPARE DRAMA

AND PROSE

The author uses colorful descriptions to help the reader imagine what is happening in the story. For example, she says "the stickleback floundered about the boat, pricking and snapping until he was quite out of breath." A play such as "The Hare and The Hedgehog" does not include colorful descriptions. How does a play help us imagine what is happening in the story?



4. moved clumsily

5. a large group

6. sadly

Mr. Jeremy bounced up to the surface of the water, like a cork and the bubbles out of a soda water bottle; and he swam with all his might to the edge of the pond.

He scrambled out on the first bank he came to, and he hopped home across the meadow with his macintosh all in tatters.

“What a mercy that was not a pike!” said Mr. Jeremy Fisher. “I have lost my rod and basket; but it does not much matter, for I am sure I should never have dared to go fishing again!”

30 He put some sticking plaster⁷ on his fingers, and his friends both came to dinner. He could not offer them fish, but he had something else in his larder.

Sir Isaac Newton wore his black and gold waistcoat,

And Mr. Alderman Ptolemy Tortoise brought a salad with him in a string bag.

And instead of a nice dish of minnows—they had a roasted grasshopper with lady-bird sauce; which frogs consider a beautiful treat; but *I* think it must have been nasty!

The End



7. adhesive bandage

SUMMARIZE

A summary of this story might be: *A frog went fishing to catch some minnows for dinner. Instead of catching minnows, he was nearly eaten by a trout. He went home and had grasshopper for dinner instead.* How would you summarize the story in your own words?

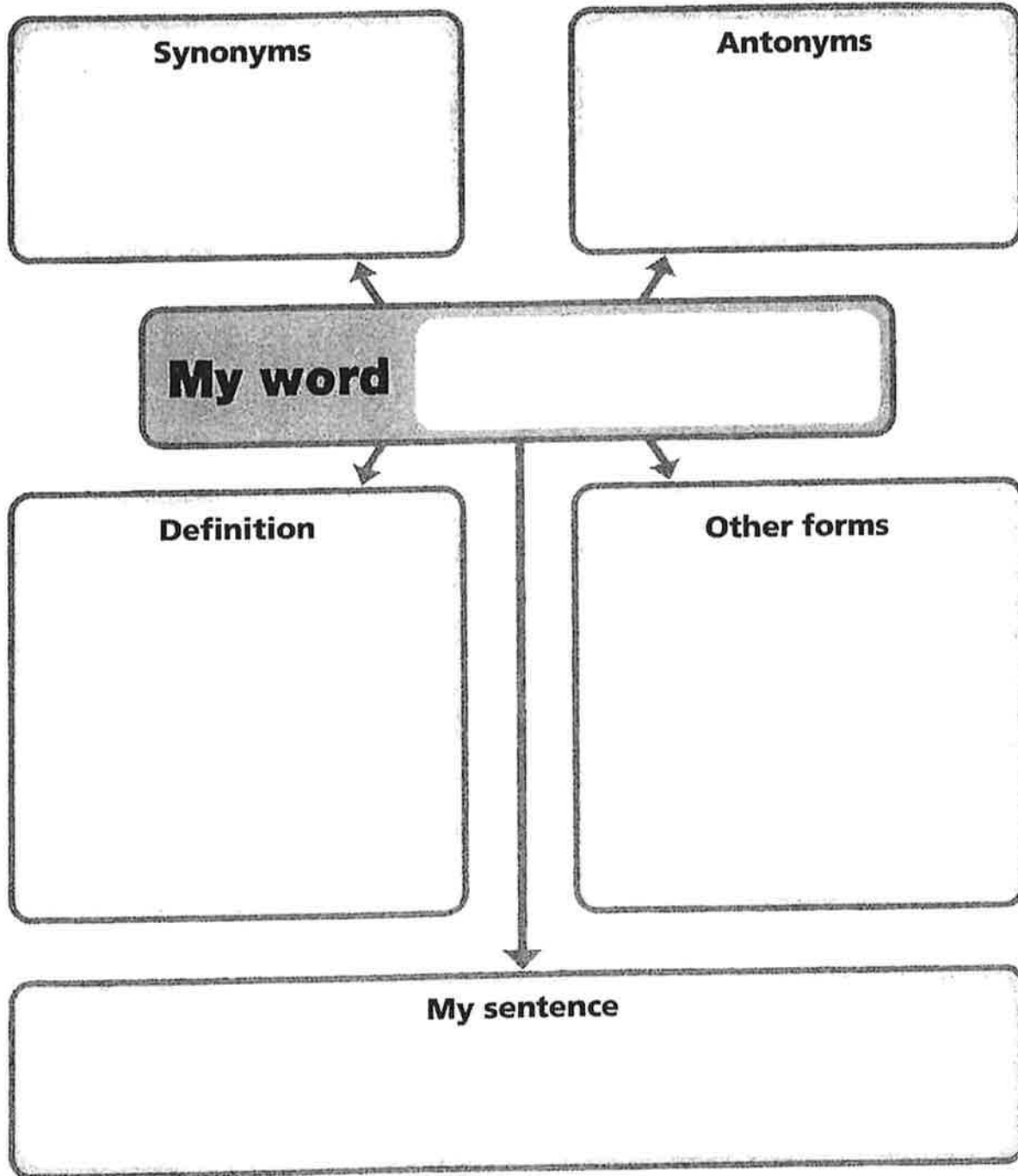
Graphic Organizer: "The Hare and the Hedgehog" and "The Tale of Mr. Jeremy Fisher"

Think about how setting, character, dialogue, and plot are presented differently in the drama and the story you have read. How does the author of the play present the setting? How does the author of the story present the setting? Fill out the chart below to compare and contrast how the authors present these different story elements.

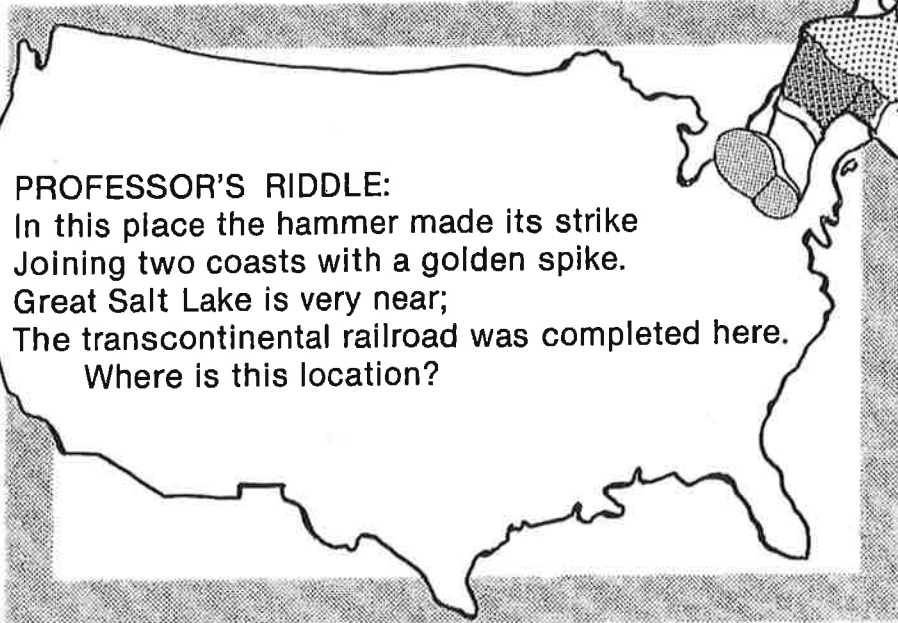
Story Elements	The Hare and the Hedgehog	The Tale of Mr. Jeremy Fisher
setting	The setting is described before anything happens in the play.	The setting is described at the beginning and throughout the story.
characters	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
dialogue	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
plot	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Vocabulary

Use the word map below to help you define and use one of the vocabulary words from the reading or another word your teacher assigns you.



NAME _____



PROFESSOR'S RIDDLE:
 In this place the hammer made its strike
 Joining two coasts with a golden spike.
 Great Salt Lake is very near;
 The transcontinental railroad was completed here.
 Where is this location?

$$\begin{array}{r} 462 \\ \times 24 \\ \hline \end{array} \text{ R}$$

$$\begin{array}{r} 694 \\ \times 64 \\ \hline \end{array} \text{ T}$$

$$\begin{array}{r} 516 \\ \times 82 \\ \hline \end{array} \text{ U}$$

$$\begin{array}{r} 876 \\ \times 48 \\ \hline \end{array} \text{ O}$$

$$\begin{array}{r} 789 \\ \times 32 \\ \hline \end{array} \text{ Y}$$

$$\begin{array}{r} 349 \\ \times 23 \\ \hline \end{array} \text{ N}$$

$$\begin{array}{r} 672 \\ \times 28 \\ \hline \end{array} \text{ P}$$

$$\begin{array}{r} 383 \\ \times 86 \\ \hline \end{array} \text{ H}$$

$$\begin{array}{r} 656 \\ \times 27 \\ \hline \end{array} \text{ M}$$

$$\begin{array}{r} 753 \\ \times 75 \\ \hline \end{array} \text{ A}$$

<input type="checkbox"/>	___ 18,816
<input type="checkbox"/>	___ 11,088
<input type="checkbox"/>	___ 42,048
<input type="checkbox"/>	___ 17,712
<input type="checkbox"/>	___ 42,048
<input type="checkbox"/>	___ 8,027
<input type="checkbox"/>	___ 44,416
<input type="checkbox"/>	___ 42,048
<input type="checkbox"/>	___ 11,088
<input type="checkbox"/>	___ 25,248
<input type="checkbox"/>	___ 42,312
<input type="checkbox"/>	___ 44,416
<input type="checkbox"/>	___ 56,475
<input type="checkbox"/>	___ 32,938
DECODER	

To find out, multiply. Write the letter beside the product in the decoder. Some letters are used more than once. The letters spell the answer. Write the letters in the blanks below.

ANSWER: _____

Summary: The Nation Grows

President Jefferson

John Adams was the second President of the United States. He belonged to the Federalist party. This group believed the national government should be stronger than the state governments. The Federalists wanted to make laws to help manufacturers. When Thomas Jefferson became President, the Federalists gave up power. Jefferson belonged to the Democratic-Republican party. This group believed state governments should be stronger than the federal government. They wanted to help farmers.

Farmers wanted to ship their products down the Mississippi River to Louisiana. This land belonged to France. President Jefferson sent representatives to meet with the French ruler, Napoleon Bonaparte. They asked Napoleon if Americans could keep trading on the river. Napoleon needed money to go to war against Great Britain. He sold Louisiana to the United States. The Louisiana Purchase doubled the size of the country.

Exploring the West

Jefferson sent soldiers to explore Louisiana. Meriwether Lewis and William Clark led the group. It was called the Corps of Discovery. Jefferson wanted them to study the land, plants, animals, and climates of the West. He also wanted the corps to learn about the cultures of the western American Indians and to look for a water route to the Pacific. Sacagawea, the group's interpreter, was an American Indian woman. She helped the corps speak to American Indians. The corps left in 1804 and returned in September 1806. They learned about the land and the people, but did not find a water route to the Pacific.

In 1805 Zebulon Pike led a group to find the source of the Mississippi River. They explored Missouri and went north to Minnesota. They learned about the land, but did not find the river's source. Later they explored the Arkansas and Red rivers. The Corps of Discovery and Pike's explorers led the way for traders and pioneers in the west.

Before You Read

Find and underline each vocabulary word.

manufacturer *noun*, people who use machines to make goods

corps *noun*, a team of people who work together

interpreter *noun*, someone who helps people who speak different languages understand each other

source *noun*, the place where a river begins

COMPLETE BELOW

After You Read

REVIEW Why did Jefferson send representatives to France? Circle what the representatives asked Napoleon Bonaparte.

REVIEW What tasks did Lewis and Clark complete on their expedition? Highlight the sentence that tells what the Corps of Discovery expedition learned.

SYMPHONY ORCHESTRA WORD SEARCH

C L A R I N E T Q W E R T Y U I O P A S V D F
 G H J K L Z X P C V M B N M Q W E R T Y I U I
 O P A S D F I G S N A R E D R U M T H J O K L
 K Z X C V C B N M Q R W E R T Y U I I O L P A
 C S D F C G H J K L A Z X C V B N M M Q I W E
 O R T O Y U I O P A C S D S A X O P H O N E F
 L G L H J K L Z X C A V B N M Q W A E R T Y U
 B O I O P A S D F G S H J K A L Z N X C V B N
 D C V B B N F T M Q W E R B T Y U I I O P A S
 O D F A G H J R K L Z X U C V B N M Q W E R T
 O Y U S I O P U E A S T D F G T R I A N G L E
 W H J S K L Z M X N C V B N M Q W E R T Y U N
 I O P C A S D P F G C H J K L Z X C V B H N O
 V I O L A P O E I U A H Y T R E W Q L A K J B
 H H G A F D D T S A S M H N B V C X R X Z P M
 O I U R Y T R E W Q T L K O J H G P F D S A O
 M N B I V C X Z P O A I U Y R E W Q L K J H R
 E W Q N L K J H G F N P O I U N C Y T R E W T
 M N B E V C X Z O T E O B O R E O J H G F D S
 F L U T E M N B V C T X Z L K J N C H G F F D
 P O I U Y P E R C U S S I O N T T R E J H G F
 P O L K J H G C C U Y M K G D R R I K L R E M
 B A S S D R U M W Y J I R O V B A W E K L D S
 R A K U H T H F B E M D J S S A B E L B U O D
 U T S I K H F B D G L B O T U R A N D R E K W
 C G O S T E R T J O U T A I K R S E N L O P E
 P O I T O R E W Q L K J H L G U S T R I N G S
 M O R W O O D W I N D U J D S G O S H I P L S
 K I M T O L N D F G U K V C B N O I G T U I A
 C H I L R E F H J D K O U H I F N H O P L E R
 R A T E N G L I S H H O R N T K I K N M A D B
 T A M B O U R I N E Y U R E N G L I G D F O T

BASS CLARINET
 CASTANETS
 CYMBALS
 FRENCH HORN
 OBOE
 SNARE DRUM
 TRIANGLE
 VIOLA

BASS DRUM
 CELLO
 DOUBLE BASS
 GONG
 PERCUSSION
 STRING
 TROMBONE
 VIOLIN

BASSOON
 CLARINET
 ENGLISH HORN
 HARP
 PICCOLO
 TAMBOURINE
 TRUMPET
 WOOD BLOCK

BRASS
 CONTRA BASSOON
 FLUTE
 MARACAS
 SAXOPHONE
 TIMPANI
 TUBA
 WOODWIND



Name _____

