

Complete within 2 weeks of returning to school.

# NTI DAY 19



Harrison County Schools

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

Grade: 5

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

## NTI Day 19

### \_\_\_ Writing:

Watch the video of your teacher demonstrating how to complete the writing task, or refer to the example for Day 11, #1.

Complete writing tasks #17 and #18.

\*Continue working on “Good Friend Contest” writing on demand.

### \_\_\_ Reading:

Journeys Lesson 25  
“A Surprise Reunion”

Read or listen to the story.

<https://www-k6.thinkcentral.com/>

User name:

Dmurdock

Passwork:

Tully2018!

Complete “Pronoun Contractions and Homophones” and “Analogies” worksheet.

Read a book of your choice for 20 minutes.

## MATH

1. Use additional resource page for videos
2. Complete Envisions page 873 and 874 (ALL)

## Social Studies

Day 19-

1. A Nation Torn in Two. Do graphing sheet and answer questions.
2. Do Harriet Tubman Word Search.
3. If able Watch video:

<https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

Username: harrison2020

Password: hc5grade

## Specials

1. Do the specials activity.

The following on-demand writing tasks do not specify what **type** to write. Practice deciding what **type(s)** would be appropriate for expressing your ideas in these writing situations and tasks:

**Writing Situation:**

Underline the **KEY** words:

**Writing Directions:**

Underline the **KEY** words:

Possible Forms could be Letter  
Article, Narrative, Speech,  
Blog, Essay, Email, Editorial,  
Journal Entry, (others).

17 Our class received an email from a student who lives in Alaska. His class is soliciting communications from students in other states telling about themselves, their school, and community.

Tell the student about yourself, your school, and your community.

Type I chose: \_\_\_\_\_  
Audience: \_\_\_\_\_  
Purpose: \_\_\_\_\_

18 A new student has moved into our town and knows nothing about what to do for fun.

Present your ideas to him/her telling about things to do for fun in our community.

Type I chose: \_\_\_\_\_  
Audience: \_\_\_\_\_  
Purpose: \_\_\_\_\_

# PLAY



# A SURPRISE REUNION

By Byron Cahill

## Cast of Characters

Narrator

Chief Cameahwait

Captain Meriwether Lewis

Captain William Clark

Sacagawea

Shoshone Scout

## GENRE

A **play**, like this dramatic adaptation, tells a story through the words and actions of its characters.

## TEXT FOCUS

### Dialogue and Theme

Dialogue is lines of text in a play that stand for the words spoken by the characters. Because much of what happens in a play is conveyed through dialogue and interactions between characters, these elements are used to establish the play's theme.

COMMON CORE

RL.5.2 determine theme from details/ summarize; RL.5.10 read and comprehend literature

**Narrator:** It is August of 1805 in the camp of the Shoshone. The main party of the Lewis and Clark Expedition is making its way back to Captain Lewis's group. While Shoshone scouts are out searching for them, Lewis is asking the chief, Cameahwait, for help.

**Lewis:** Chief Cameahwait, won't you please reconsider parting with a few of your horses? They would be a great help to us in crossing the western mountain range.

**Cameahwait:** (*Firmly*) No, stranger. You could be allies of the Blackfoot.

**Lewis:** We simply seek passage to the other side of these mountains.

**Cameahwait:** So you say, but despite your words, you are intruders in my lands.

**Lewis:** I give you my word. We mean the Shoshone no harm.

**Cameahwait:** We Shoshone judge others by their actions, not by words alone. We have lost much in war. I myself lost a sister years ago.

**Shoshone Scout:** (*Entering with Clark and Sacagawea*) Cameahwait, we have brought the strangers to you. We found them camped near one of the tributaries of the river.

**Lewis:** (*Relieved*) Captain Clark! Sacagawea! It is good to see you safe.

**Clark:** Everyone is in good health, Meriwether, thanks to the edible plants Sacagawea found and her excellent techniques for preparing them.

**Lewis:** Good! Sacagawea, perhaps you can convince Cameahwait that our journey can be resumed much sooner if he agrees to trade with us.

...long. You are shaking!

...no answer. She gazes at Cameahwait,  
and throws her blanket around his

...Brother! It is you, is it not?

...You were taken. Are these men

...I am helping them on their  
...side with the rest of the

...These men are

...no longer be a barrier between us,  
...horses for your journey, and  
...be fulfilled after we

...and  
...and

...

# Day 19 - Reading

## Pronoun Contractions and Homophones

Lewis and Clark

Grammar: Contractions

Some pronoun contractions have **homophones**. Homophones are words that sound the same, but are spelled differently and have different meanings.

contraction	homophones
it's	its belongs to <i>or</i> of it
they're	there in or at that place
you're	your belongs to <i>or</i> of you
who's	whose belongs to <i>or</i> of who/whom

**Activity** Circle the errors in this story. Look for pronoun contractions and their homophones.

"Whose ready to see the Grand Canyon?" Rosa's dad cried out.

"Not me," Rosa huffed from the back seat of the car. "Its not fair," she thought, "that there making me come on this trip. Still, its better than babysitting," she concluded.

Rosa's father stopped the car and the family tumbled out. Everyone stretched and Rosa shaded her eyes against the bright sunlight as the family made they're way toward the canyon.

"Your in luck," a guide said as he took their tickets. "We're only taking one more group today."

The tour guide led them on a hike around the South Rim of the canyon. He spoke about the geology of the area and the native plants and animals. But Rosa could not take her eyes off the canyon and it's colored streaks of rock.

As they neared the end of the hike, Rosa's dad leaned in and whispered, "So, what's you're opinion of the Grand Canyon now?"

"Awesome," Rosa whispered back.



# Analogies

**Lewis and Clark**  
**Vocabulary Strategies:**  
 Analogies

Each sentence contains an analogy that features two pairs of words. The words in each pair may be related as synonyms, antonyms, by degree, or as part of a whole. For each sentence, choose a word from the box to fill in the blank and complete the analogy. Then state how the words in each pairing are related.

cascading	swarm	canoe	approach	thaw
civil	depart	width	plentiful	document

1. *Rock* is to *stone* as *pouring* is to \_\_\_\_\_.  
 Relationship: \_\_\_\_\_
2. *Cold* is to *freeze* as *heat* is to \_\_\_\_\_.  
 Relationship: \_\_\_\_\_
3. *Pedal* is to *bicycle* as *paddle* is to \_\_\_\_\_.  
 Relationship: \_\_\_\_\_
4. *Attack* is to *defend* as \_\_\_\_\_ is to *avoid*.  
 Relationship: \_\_\_\_\_
5. *Shirt* is to *fabric* as \_\_\_\_\_ is to *paper*.  
 Relationship: \_\_\_\_\_
6. *Discourteous* is to *rude* as \_\_\_\_\_ is to *polite*.  
 Relationship: \_\_\_\_\_
7. *Overcast* is to *sunny* as *scarce* is to \_\_\_\_\_.  
 Relationship: \_\_\_\_\_
8. *Heavy* is to *weight* as *diameter* is to \_\_\_\_\_.  
 Relationship: \_\_\_\_\_

## Homework & Practice 16-4

### Construct Arguments

#### Another Look!

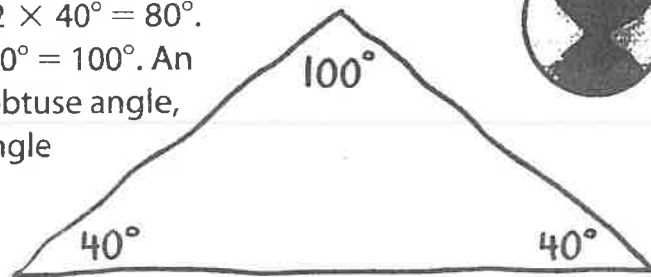
If two angles in a triangle each measure  $40^\circ$ , the triangle is an obtuse triangle.

Tell how you can construct a math argument to justify the statement above.

- I can make a drawing to support my argument.
- I can make my explanation clear and complete.

Construct a math argument to justify the statement.

The sum of the measures of two angles is  $2 \times 40^\circ = 80^\circ$ .  
The measure of the third angle is  $180^\circ - 80^\circ = 100^\circ$ . An angle that measures more than  $90^\circ$  is an obtuse angle, so the third angle is obtuse. Since the triangle contains an obtuse angle, it is an obtuse triangle.



To help you find the measure of the third angle, remember that the sum of the measures of the angles in a triangle is  $180^\circ$ .



#### MP.3 Construct Arguments

Samantha says, "A triangle can have three right angles."

1. List some properties of a triangle. How does knowing the properties of a triangle help in constructing your argument?
2. How can you use a drawing to construct an argument?
3. Is Samantha correct? Construct a math argument to justify your answer.

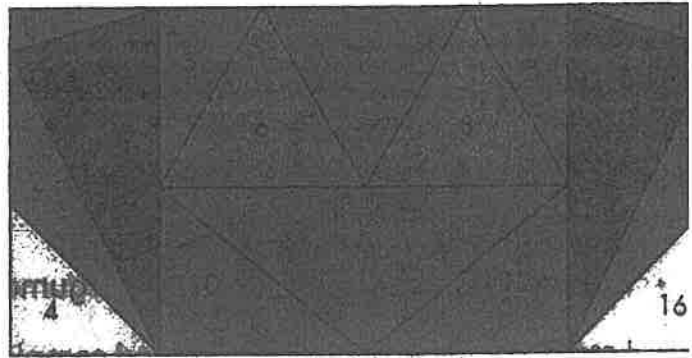
Think about whether properties, definitions, and diagrams would help you construct arguments.



## © Common Core Performance Assessment

### Stained-Glass Window

Quentin took a picture of a stained-glass window he saw at the library. He is using what he has learned about triangles to classify the triangles in the window.



4. **MP.3 Construct Arguments** Which triangles are right triangles? Construct a math argument to justify your answer.

5. **MP.3 Construct Arguments** Which triangles are right isosceles triangles? Construct a math argument to justify your answer.

6. **MP.3 Construct Arguments** Which triangles are obtuse isosceles triangles? Construct a math argument to justify your answer.

7. **MP.6 Be Precise** How should Quentin classify Triangles 6, 7, and 8? Use the most precise name you can.

8. **MP.7 Use Structure** Choose a triangle that was not listed in Exercises 4–7. Use structure to classify it by both its angles and sides.

Using definitions of geometric figures can help you to construct arguments.



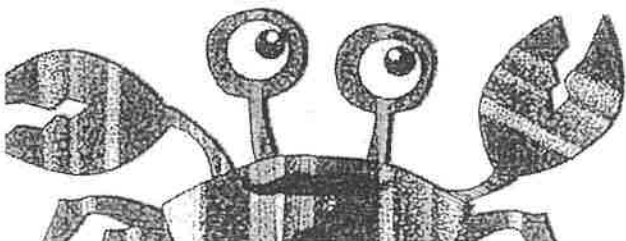
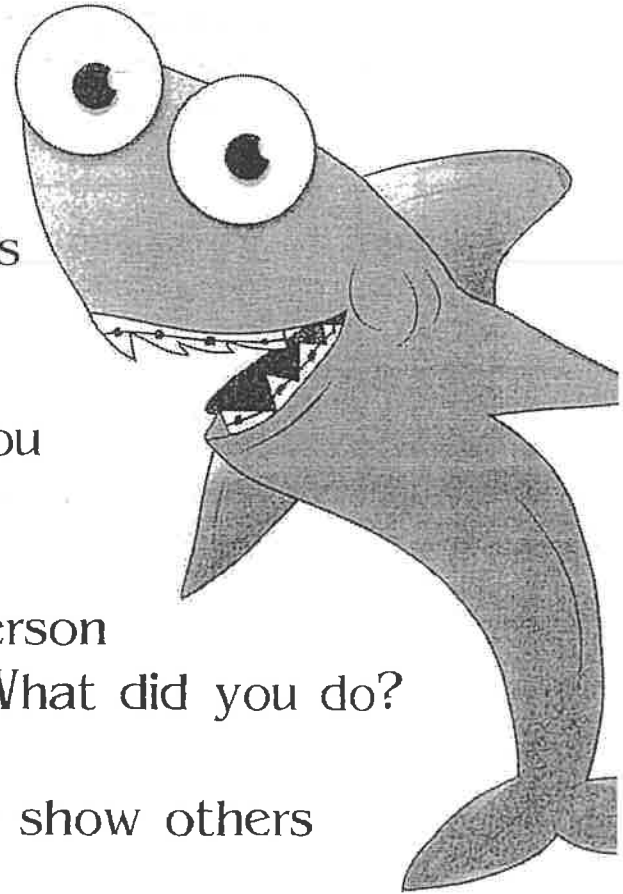
Name: \_\_\_\_\_

**Social Emotional Learning- Diversity**  
**5<sup>th</sup> Grade**

On the following pages are 10 discussion questions related to diversity.  
Diversity means: being different in your own unique way.  
Please complete the following 10 questions as well as the page titled How To Be A Peer Helper.

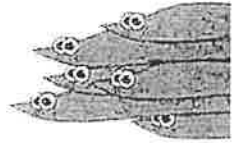
# DISCUSSION QUESTIONS

1. What is it like to have a bad reputation?
2. Do you know someone who turned out different than what you thought they would be like?
3. Have you ever been teased because you are different?
4. What can you do if your friends don't want to be around you?
5. Who is someone special that you trust and can go to for help?
6. Have you ever seen another person being harassed or picked on? What did you do?
7. Tell three things you can do to show others that you are nice and caring.
8. Describe the difference between a true friend and a fake friend.
9. How can you change a bad reputation?



10. What does it mean to accept other's differences?

# HOW TO BE A PEER HELPER



Directions: Tell what you could do in the following situations to help.

Another student in your class looks very sad.

You see a student who is being picked on for wearing thick glasses. Other students call him names at recess and in the cafeteria.

A new student has moved into your neighborhood. Other kids are telling you they heard a rumor that he was kicked out of his other school.

You see a student who always sits by herself at lunch. You notice that a group of girls walks by her and makes faces.

A student tells you that a group of other students at school are bullying and harassing him.

In PE, you notice a student, who is very overweight, having trouble catching the ball. Other students laugh at her and call her "Tubby."

In art class, everyone was asked to pick a partner for a project. One student was never picked and he sat quietly by himself.

# A Nation Torn In Two

The Civil War was the result of years of disagreements between the states in the North and those in the South. When the war began, the North was clearly at an advantage. Use the chart and crayons or markers to fill in the bar graph.

**INFORMATION CHART**

**Key:**  
 Color N bars *blue*.  
 Color S bars *red*.

**Population:**  
 North—71%  
 South—29%

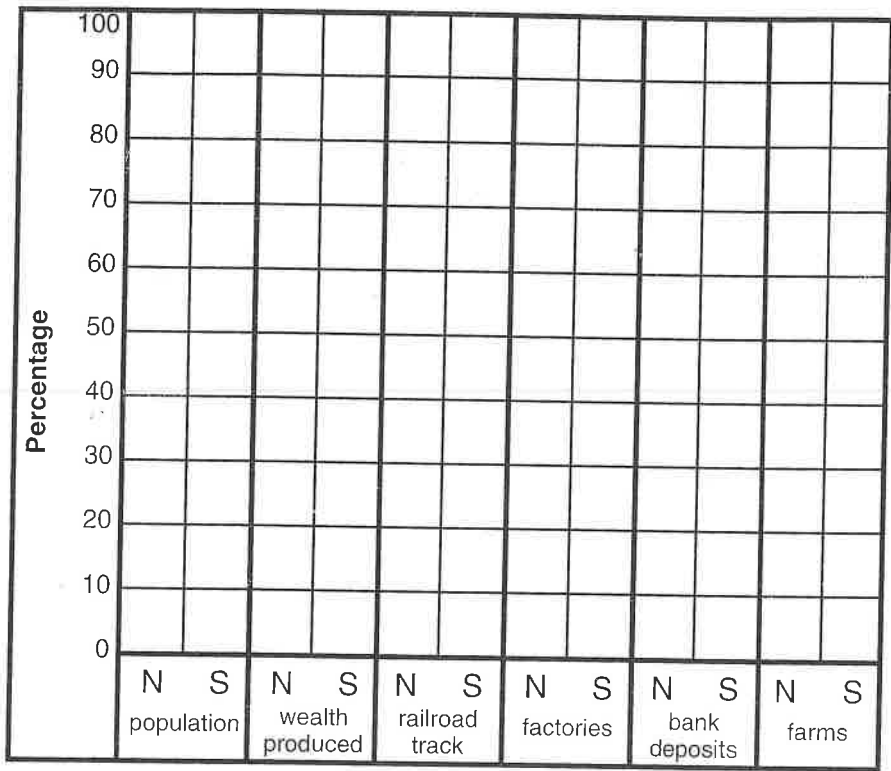
**Wealth Produced:**  
 North—75%  
 South—25%

**Railroad Track:**  
 North—72%  
 South—28%

**Factories:**  
 North—85%  
 South—15%

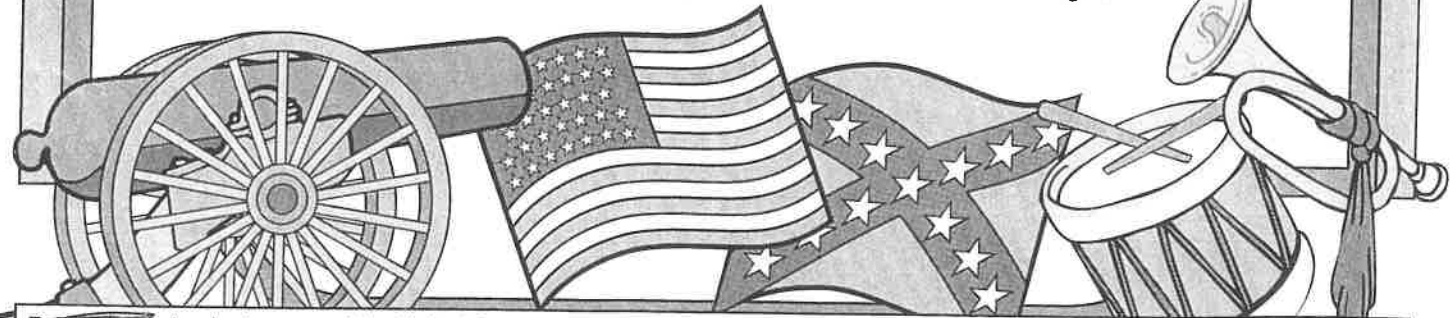
**Bank Deposits:**  
 North—81%  
 South—19%

**Farms:**  
 North—67%  
 South—33%



Write your answers to these questions on the back of this page.

1. Why do you think railroads were so important to both sides?
2. Compare the percentages of factories in the North and in the South. What problem would this create for southern cotton growers?
3. Which parts of the graph tell you that the South had trouble getting enough food during the war?
4. What difference do you think wealth and bank deposits made for the North in the war?
5. The one advantage that the South had during the war was that the South fought almost the entire war on its own soil. Why do you think this was an advantage?



~~Box: Look at a map of the United States. Take a close look at the eastern coastline. Which side of the war, the North or the South, do you think had the most shipyards and seaports? What difference do you think this made in the war?~~

# HWAORRRDIETSTEUABRMCAHN

There are 15 words hidden in the chart below. Circle each word as you find it. Words may be hidden forward, backward, up, down, or diagonally.

CONDUCTOR  
COURAGE  
FAMILY  
FREEDOM  
HARRIET

MARYLAND  
MOSES  
NORTH  
OLD BEN  
PENNSYLVANIA

RAILROAD  
SLAVES  
SOUTH  
TUBMAN  
UNDERGROUND

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

