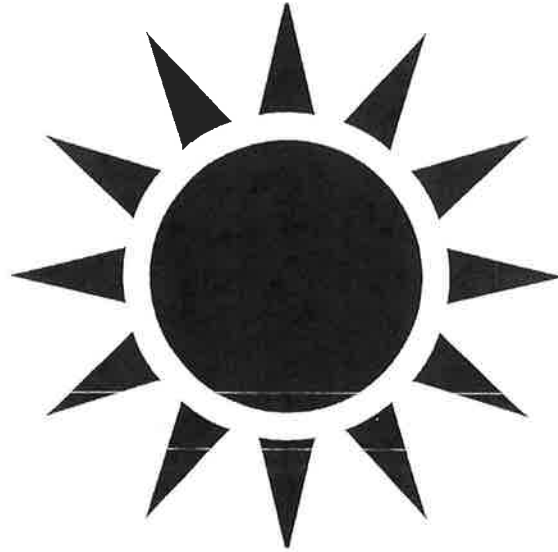


NTI DAY 21



Harrison County Schools

Name: _____

Grade: 5th

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 21 Checklist--5th Grade

Writing

**This week you will be completing a 5 paragraph essay using the passage-based prompt "Green Invaders".

Before you begin your essay, do the following:

- FIRST, read the passage CAREFULLY.
- Read the writing situation and the writing task.
- Break the situation and task down using TAPS or PFAM (based on what your school uses) to focus on what you are supposed to write.
- Complete a prewriting graphic organizer (an outline, house organizer, etc.)
- Use the provided paper to write your response.

The 5 paragraph on demand piece should include:

- A strong introduction
 - Includes a "hook", restates the prompt, your purpose for writing, and your three reasons (Paragraph 1)
- THREE body paragraphs
 - Each paragraph should be at least 8 sentences long
 - Sentence one states the main idea, the following sentences explain or discuss the main idea with details and support, and the final sentence should restate the main idea (Paragraphs 2-4)
- A conclusion
 - Should wrap up your piece and conclude all three points (Paragraph 5)

**You will be working on this piece all week long. Pieces can be written on notebook paper or typed.

Reading

- Read Journeys Lesson 23: "Vaqueros: America's First Cowboys"
 - You may use the following info to read/listen to the story online:
<https://www-k6.thinkcentral.com/>
Username: Dmurdock
Password: Tully2018!
**Choose Southside Elementary as your school on the log-in page
- Practice Lesson 23 Vocab on Vocabulary City
<https://www.spellingcity.com/view-spelling-list.html?listId=68019571>

- Complete "Vocabulary Practice Lesson 23" worksheet
- Read a book of your choice for 20 minutes

Math

- Complete Envisions "Convert Customary Units of Capacity" (pg. 649)

Social Studies

- Here's a youtube video about the Civil War and Underground Railroad
https://youtu.be/vWVSf_8YrzI
- Pre-Civil War Word Search and Answers from Word bank
- Here's another Pre-Civil War video
https://www.youtube.com/watch?v=npmoZQxvH2c&list=PL_v8veKSBAWaWLeZsuhPHIPAwVREVadgn&index=5&t=0s

Specials

- Complete the Specials activity for today: PE

Writing Assignment for NTI Days 21-25

This week you will be writing a passage based piece in response to the article below, "Green Invaders".

Green Invaders

They may look harmless, even quite lovely, with curling tendrils, broad leaves, or many blossoms. However, some plant species that are not native to particular environments can become invasive (act like an invader) by growing rapidly and stifling the growth of pre-existing plants.

Are All Nonnative Plants Invasive?

Many of the plants that are familiar to us did not originally grow in North America. They were brought here by settlers from other continents. Familiar grains such as wheat and oats are now at home and are basic elements of American agriculture. The characteristics of a nonnative plant (one that has been introduced to locations outside its natural range) that cause it to be considered invasive are its aggressive growth and reproductive habits.

How Do Invasive Species Cause Harm?

Nonnative plants are often very hearty, and as they spread, they reduce the diversity of plant life that existed in the location where they have taken root. They compete with native plants and may eventually displace them. In addition to affecting local plant life, invasive species can harm natural ecosystems in many ways. Among these are by:

- Changing the characteristics of the soil
- Repelling or even killing native

insects

- Harboring plant

diseases

How Did Invasive Plants Become a Problem?

Some invasive plants like Purple Loosestrife, for example, were first introduced to a habitat in which they were not native by unsuspecting gardeners. This plant quickly spread as its seeds washed into waterways and were deposited in wetlands and woodlands. Like so many invasive species, this plant has the ability to sprout from tiny fragments of its roots as well, so efforts to remove it often do not work.

Another famous invader is Kudzu, a vine native to Japan that was first introduced in the United States in the late 1800s and quickly caught on as a means of erosion control. However, these vines grow so well that they can destroy entire forests by blocking the sunlight needed by native trees.

Sometimes, invasive plants make their way into environments to which they are not native purely by accident. Bird and animal droppings may allow for the spread of seeds. Seeds can also be transported in the goods shipped from one region to another or on the muddy tires of vehicles used to transport these goods.

What Can We Do About Invasive Plants?

Individuals help reduce the problems created by invasive plants by finding out which plants are invasive in the area where they live. They learn to identify those plants and remove them from their own property when possible. Several state environmental organizations have worked together in the creation of a poster of "Kentucky's Least Wanted Plants." Others like the Kentucky Exotic Pest Plant Council work to raise public awareness about the problem of invasive plants and to encourage volunteers to become "weed warriors" in the fight against those green invaders.

Writing Situation:

Your science teacher has asked each student in class to help make others aware of nonnative plant species that were introduced outside of their natural range and the issues they can cause. You read the passage “Green Invaders,” and you decide to use the news media to create awareness creating an argument against allowing this invasion to continue.

Writing Task:

Write an article to be published on the local news station’s blog to create awareness of the issue of nonnative plants. In your blog, create your argument for the need to control the spread of invasive nonnative plants with a community action plan. Use information from the passage to support your plan.

This page will be scored.

WRITING-PART B 5th grade district Writing Scrimmage
Harrison County

Do not write outside this box.



Cut or tear carefully along this line.



© 2009 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

A large rectangular area with horizontal lines for writing, enclosed in a border.

This page will
be scored.

WRITING—PART B 5th grade district Writing Scrimmag
Harrison Count

Do not write outside this box.

A large rectangular box containing 20 horizontal lines for writing.

Cut or tear carefully along this line.



© 2009 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

This page will
be scored.

WRITING PART B 5th grade district Writing Scrimmage
Harrison County

Do not write outside this box.



Cut or tear carefully along this line.



© 2009 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

A large rectangular box containing 20 horizontal lines for writing.

This page will
be scored!

WRITING—PART B

5th grade district Writing Scrimmag
Harrison County

Do not write outside this box.

A large rectangular box containing 25 horizontal lines for writing.



Cut or tear carefully along this line.



© 2009 Buckle Down Publishing. COPYING IS FORBIDDEN BY LAW.

Vocabulary Practice
Lesson 23

Choose a vocabulary word that best completes the sentence.

dominated extending sprawling hostile acknowledged
flourished residents prospered acquainted decline

1. Our football team _____ state tournament this year
2. The new bakery in town has _____ this year.
3. On the first day of school, I got _____ with my new classmates.
4. They were _____ as experts in science.
5. We saw a clothesline _____ from the tree to the house.
6. There is a _____ in attendance during the flu season.
7. I looked over the _____ meadow.
8. Negative attitudes make for a _____ environment.
9. The man _____ after graduating from college.
10. _____ of the building had to leave because the power was out.

Name _____



Homework & Practice 11-2

Convert Customary Units of Capacity

5.MD.A.1
5.NBT.B5
5.NBT.B6

Another Look!

Remember:

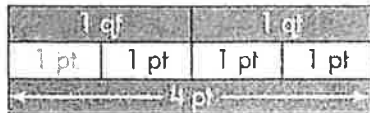
- 1 gallon equals 4 quarts,
- 1 quart equals 2 pints,
- 1 pints equals 2 cups, and
- 1 cup equals 8 fluid ounces.



How to change from one customary unit of capacity to another:

Converting from a smaller unit to a larger unit:

4 pints = _____ quarts



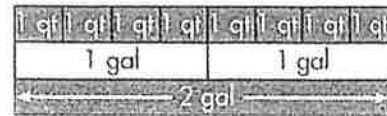
Operation: Divide.

You know 2 pt = 1 qt.

Find $4 \div 2$; 4 pt = 2 qt

Converting from a larger unit to a smaller unit:

2 gallons = _____ quarts



Operation: Multiply.

You know 1 gal = 4 qt.

Find 2×4 ; 2 gal = 8 qt

1. Convert 2 quarts to fluid ounces. Write in the missing amounts.

2 quarts = _____ pints _____ pints = 8 cups _____ cups = _____ fluid ounces

In 2–13, convert each unit of capacity.

2. 14 fl oz = _____ c

3. 8 gal = _____ qt

4. $3\frac{1}{4}$ pt = _____ fl oz

5. $\frac{1}{4}$ c = _____ pt

6. $6\frac{1}{4}$ qt = _____ pt

7. 28 c = _____ qt

8. 2 qt = _____ pt

9. 5 c = _____ pt _____ c

10. 3 gal = _____ pt

11. 96 fl oz = _____ c

12. 4 qt = _____ c

13. $8\frac{1}{4}$ pt = _____ c

The Pre-Civil War Era Word Bank

Use these words to answer the questions on the first page, then find each of the answers in the Word Search Puzzle on the second page. Each answer will only be used once.

Confederate States of America

Abraham Lincoln

Popular Sovereignty

California

Abolitionists

Dred Scott

Harriet Beecher Stowe

South Carolina

John Brown

Bleeding Kansas



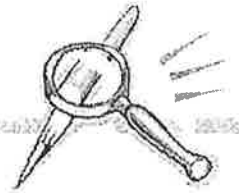
The Pre-Civil War Era *(cont.)*

Directions: Fill in the blanks with the name, term, or phrase that best fits each statement below. Then, circle the answers on page 36. *Note:* Answers can appear horizontally, vertically, diagonally, forwards, or backwards in the word search puzzle.

1. _____ The Compromise of 1850 made this state a free one.
2. _____ Author of *Uncle Tom's Cabin*, published in 1852 (*full name*)
3. _____ The Kansas-Nebraska Act of 1854 established this principle in which the people of a territory would decide whether to be a slave or free state.
4. _____ Kansas received this nickname when pro-slavery and anti-slavery settlers clashed in violence.
5. _____ In 1857, this Missouri slave sued for his freedom but lost as the case went to the Supreme Court. (*full name*)
6. _____ This abolitionist led an attack on the U.S. arsenal at Harper's Ferry in Virginia in 1859. (*full name*)
7. _____ This Republican won the election of 1860. (*full name*)
8. _____ This state was the first to secede from the Union on December 20, 1860.
9. _____ Term referring to those people seeking to end slavery
10. _____ The seceding southern states formed this nation in February of 1861.

The Pre-Civil War Era

Word Search #17



C O N F E D E R A T E S T A T E S O F A M E R I C A
S I G N S K S Y U I K T F S E R F V B N M W A H H G
O K A J H F B A N H F D H K Y E T J U Y A O A S D H
U G H B D F G H S G D R E D S C O T T V Y T L N J O
T B G H O F D A G N D D N G Y R N V A D G S O E O I
H Y F R H L H J K L A F E U F T E Y G S F R Y Y H J
C U D T J N I U O I M K H S A S A C J J U E T U N U
A I F Y Y U Y T N Q A E G Y N S A S I E U H R J B T
R A E U T J B R I S D X R N U H I K X O R C E I R D
O W T J G D O G C O A E Z T I R T O J G L E I L O W
L S Y M E F H J I Y N W U V Y D F R L U J E J S W S
I E U N I K L O I Y E I E K M U E D E P H B U E N E
N D N L N P O P U L A R S O V E R E I G N T Y D A Q
A R A L O K Y H E R T Y U T K K L H L A S E R Z S U
F C H T D I P L H O Y R E D S Y W Z X B C I E X B T
H N Y U I K O W C Y N I M M S W D R T Q E R D A Y R
J A B R A H A M L I N C O L N I T R X Z Y R U Q E J
K R C W ' P L O I M U B F Z ' Q J Y T R N U K A B I P U
O U N R C W E Y P I Z Z F H J E R T M I P H O P O V

PE/Health NTI Day 21

All Grades:

PE Fitness Calendar: Check off each day as you complete the task on the calendar. Do each task 3 times per day.

Choose a Tabata Workout and complete it 3 times today. You can choose the same one each time or switch. Use a stopwatch, clock, timer app, or microwave as your timing device.

Grades 3, 4, & 5:

Create your own game and play with your family. Use the worksheet provided to explain your game. Please be clear when describing the rules and instructions. Be sure to include what equipment or other things you used to play.

Please put the time you completed each workout and have a parent/guardian sign below.

Tabata workout 1:

Time completed: _____ Signature: _____

Tabata workout 2:

Time completed: _____ Signature: _____

Tabata workout 3:

Time completed: _____ Signature: _____

Physical Education NTI Lesson
Create Your Own Game

Directions: Create your own game by coming up with the name of the game, at least three rules of the game and how the game is played.

1. Name of Your Game:

2. Rules of Your Game:

1. _____
2. _____
3. _____

3. Instructions on How the Game is Played:



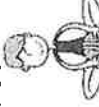







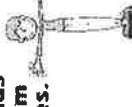


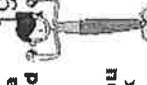







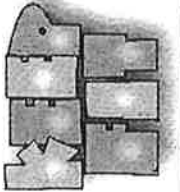
Play Your Game and Have Fun!

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!

April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Student Name: _____</p> <p>Parent Signature: _____</p> <p>Classroom Teacher: _____</p>						
<p>5 Get some cans of food and do arm curls while a family member or friend counts to 10. Use both arms!</p> 	<p>6 Keep your legs straight while you bend relaxed at the waist. Breathe in and out slowly. Make our hands reach for the floor.</p> 	<p>7 Do the butterfly stretch while saying out loud to words that begin with the letter "J".</p> 	<p>8 Reach up off the floor 15 times.</p> 	<p>9 Do squats while watching 3 commercials on T.V.</p> 	<p>10 Grab Walk from the kitchen to your bedroom (Even if it's up or down the stairs)</p> 	<p>11 Balance on one foot while a family member or friend sings the ABC song 3 times.</p> 
<p>2 Challenge a family member or friend to a "Mountain Climber To 50" Race.</p> 	<p>13 Pretend to hula hoop while saying the alphabet forwards then backwards. If you have a hula hoop, use it!</p> 	<p>14 Dance to one of your favorite songs.</p> 	<p>15 Do 60 seconds of arm circles.</p> 	<p>16 Rest Day</p>	<p>17 Grab one foot and stretch your thigh for 30 seconds. Repeat the stretch on the other leg. Then try it with your eyes closed.</p> 	<p>18 Hold a push-ups position while giving a high five to a family member or friend 25 times.</p> 
<p>19 Stand in front of a mirror and flex or move every muscle you can think of.</p> 	<p>20 Get some cans of food and do lunges while a family member or friend counts to 10. Use your favorite song.</p> 	<p>21 Spell your full name while you jump in the air for each letter.</p> 	<p>22 Rest Day</p>	<p>23 Reach and touch your toes while counting to 30. Go slow! Repeat 3 times.</p> 	<p>24 Do 50 while doing their favorite song out loud.</p> 	<p>25 Challenge a family member or friend to a "jumping jack race to 50" contest.</p> 
<p>26 Do 100 jumping jacks.</p> 	<p>27 With your back flat against the wall, do the Wall Sit for 60 seconds.</p> 	<p>28 Rest Day</p>	<p>29 Make up your own fitness challenge and draw it on the back of this paper.</p>	<p>30 Pick One Of Your Favorite Days And Do it Again!!</p> 	<p>Check off (✓) when you finish each day</p>	



TABATA

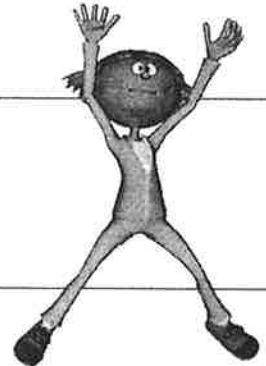


1. JUMPING JACKS



10 SEC REST

20 SEC MOVE



2. PUSH-UPS



10 SEC REST

20 SEC MOVE

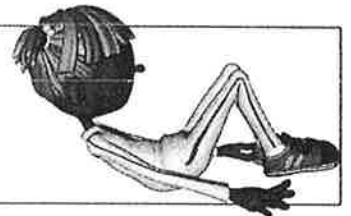


3. CRUNCHES



10 SEC REST

20 SEC MOVE

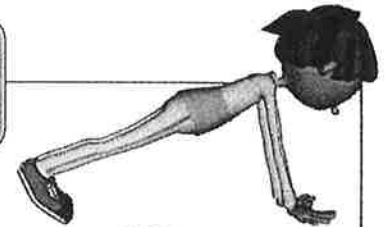


4. BURPEES



10 SEC REST

20 SEC MOVE

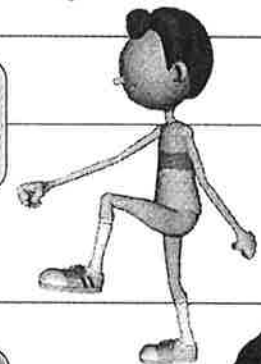


5. HIGH KNEES



10 SEC REST

20 SEC MOVE

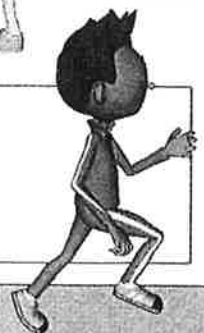


6. JOG IN PLACE



10 SEC REST

20 SEC MOVE



I

HIGH INTENSITY INTERVAL TRAINING



TABATA



1. MOUNTAIN CLIMBERS



10 SEC REST

20 SEC MOVE



2. SQUATS

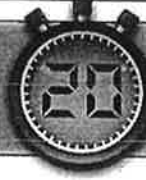


10 SEC REST

20 SEC MOVE



3. SIT-UPS



10 SEC REST

20 SEC MOVE



4. ARM CIRCLES

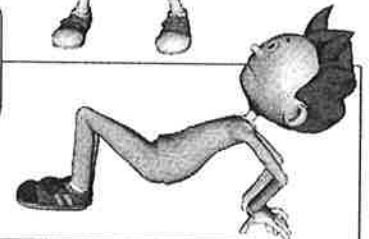


10 SEC REST

20 SEC MOVE



5. GROUND DIPS



10 SEC REST

20 SEC MOVE



6. WALL SIT



10 SEC REST

20 SEC MOVE



2

HIGH INTENSITY INTERVAL TRAINING