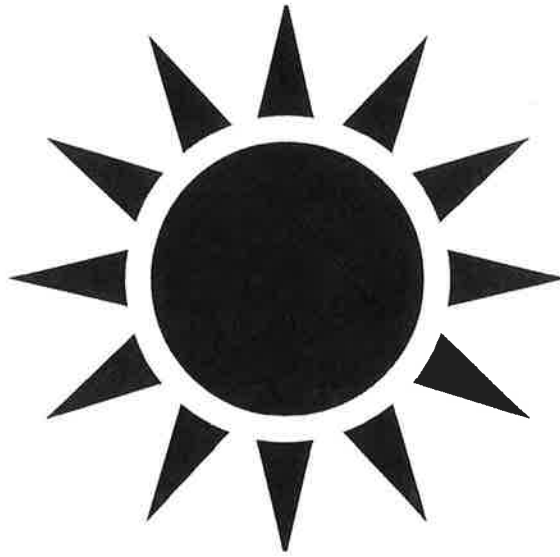


NTI DAY 26



Harrison County Schools

Name: _____

Grade: 5th

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 26 Checklist--5th Grade

Writing

**This week you will be completing a 5 paragraph narrative using the prompt "Special Memories".

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 22: "The Birchbark House"
 - 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 22 Vocab on Vocabulary City
<https://www.spellingcity.com/view-spelling-list.html?listId=68079749>

- Complete "Vocabulary Practice Lesson 22" worksheet
- Read a book of your choice for 20 minutes

___ **Math**

- Complete "The Coordinate System" (pg. 781)

___ **Social Studies**

- Chapter 13 Lesson 2- The Human Face of War. (pg. 460-463)
 - Read and do the Lesson Assessment
- Here's a Mr. Betts video on the Emancipation Proclamation
https://www.youtube.com/watch?v=t6RABxiwqXo&list=PL_v8veKSBAWaWLeZsu_hPHIPAwVREVadgn&index=7&t=0s

___ **Specials**

- Complete the Specials activity for today

“Special Memories”

Writing Situation:

A “Special Memories” booklet is being published at your school to hand out to all students. Think about an interesting event or a special time to include in the booklet.

Writing Task:

Write an essay for the “Special Memories” booklet telling about an interesting event or a special time. Be sure to include details that help the students understand why you chose this time or event.

Vocabulary Practice
Lesson 22

Choose a vocabulary word that best completes the sentence.

astonished nerve bared banish reasoned
envy spared margins deserted upright

1. The student _____ with his teacher about why he didn't have his homework.
2. The ship wrecked on a _____ island.
3. The strange dogs _____ their teeth at one another.
4. I was filled with _____ when I saw their new car.
5. It _____ me that we finished our project on time.
6. It took all my _____ to talk to the new student in our class.
7. Weeds grew around the _____ of the pool.
8. You should _____ such thoughts from your mind.
9. I taught my dog to sit _____ and beg for a biscuit.
10. I _____ your feelings by not telling you about the problems.

Homework & Practice 14-1

The Coordinate System

Another Look!

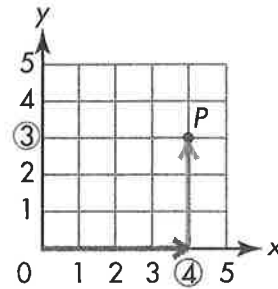
Point *P* gives the location of the playground. Find the coordinates of Point *P*.



Start at $(0, 0)$. Move a distance of 4 units to the right along the x -axis.

Move a distance of 3 units up.

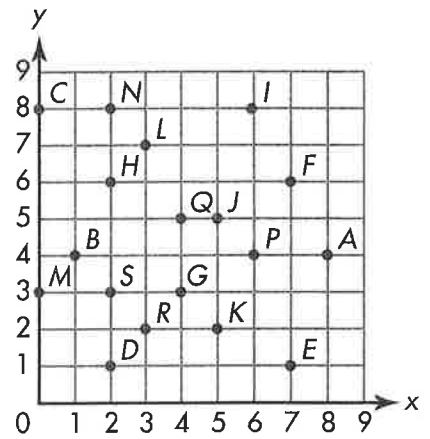
The coordinates of Point *P* are $(4, 3)$.



In 1–6, write the ordered pair for each point on the grid.

- | | | |
|-------------|-------------|-------------|
| 1. <i>A</i> | 2. <i>B</i> | 3. <i>C</i> |
| 4. <i>D</i> | 5. <i>E</i> | 6. <i>F</i> |

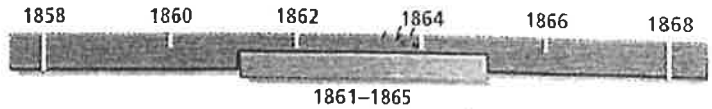
In 7–18, name the point that is located at each ordered pair.



- | | | |
|--------------------------|--------------------------|--------------------------|
| 7. $(4, 3)$ Point _____ | 8. $(3, 7)$ Point _____ | 9. $(0, 3)$ Point _____ |
| 10. $(5, 2)$ Point _____ | 11. $(6, 8)$ Point _____ | 12. $(6, 4)$ Point _____ |
| 13. $(4, 5)$ Point _____ | 14. $(2, 8)$ Point _____ | 15. $(5, 5)$ Point _____ |
| 16. $(2, 6)$ Point _____ | 17. $(2, 3)$ Point _____ | 18. $(3, 2)$ Point _____ |

Core Lesson 2

The Human Face of War



VOCABULARY

camp
home front
civilian

Vocabulary Strategy

civilian

Look at the word **civilian**. Think of other words that end in **-ian** that describe a person, such as musician.



READING SKILL

Main Idea and Details

As you read, note details that support the second main idea.



Camp Life Soldiers in camp often slept on the ground in tents, with nothing to sit on but the ground or wooden boxes.



Build on What You Know Have you ever missed someone or waited for a card from a friend or family member? If you have, then you know part of what it was like to live during the Civil War. During the war, soldiers and their families missed each other's company.

The Soldier's Life

Main Idea Soldiers in the Civil War faced problems other than fighting battles.

Men from all parts of the country fought in the Civil War. Many hoped for excitement and glory. Instead, they found terror in battle and boredom in camp. A **camp** is a group of temporary shelters, such as tents.

Soldiers read, sang, or wrote letters to pass the time in camp. Some put on shows or printed newspapers. They loved to get letters. "It made the boys shout with joy to hear from home once more," wrote one soldier.

Food in the army was usually poor. Union soldiers grew tired of eating the same food almost every day. However, Confederate soldiers suffered more because they often did not have enough to eat.

Skill and Strategy

Reading Skill and Strategy

Reading Skill: Main Idea and Details

This skill helps you understand events by seeing how they are related. Read "The Soldier's Life" and "On the Home Front." Then fill in the webs below. Write details that support each main idea in the smaller ovals.

Background

People Who Made a Difference

- Clara Barton taught school before she nursed the Union



New Soldiers African American soldiers fought for the Union in many battles. Several won the Congressional Medal of Honor, shown at right, for their courage.

Who Were the Soldiers?

Civil War soldiers came from many different backgrounds. At first, almost all were white and born in the United States. As the war went on, the Union allowed African Americans to join the army. About 180,000 African Americans served in the Union army. They fought in many battles, including Vicksburg.

2 Immigrants also joined the Union army. They included people from Germany, Ireland, and Italy. American Indians fought on both sides.

Thousands of boys went into battle even though they were too young. Some served as drummers who sent signals to soldiers in battle. Hundreds of women on both sides disguised themselves as men and joined the army. Women also worked as spies for one side or the other.

Casualties of War

The Civil War was the deadliest war in American history. Rifles could shoot farther and more accurately than ever before. Casualties were much higher than people had expected. However, battle was not the only danger of war. Disease killed twice as many soldiers as the fighting did.

Women helped care for the sick and wounded. More than 3,000 northern women served as nurses. One was Clara Barton, who later founded the American Red Cross. Southern women also cared for wounded soldiers in hospitals and in their homes.

The Civil War affected the lives of most Americans. Soldiers had to face the dangers of battle and disease, as well as the boredom of camp life. Thousands of families lost loved ones.

REVIEW What did women on both sides of the war do to help their side?
dressed as men and joined the army;
spied; cared for sick and wounded



Leveled Practice

Extra Support

Have partners create a chart com-



ELL

Intermediate

Have students make a list of sup-

On the Home Front

Main Idea The Civil War was difficult for people at home, especially in the South.

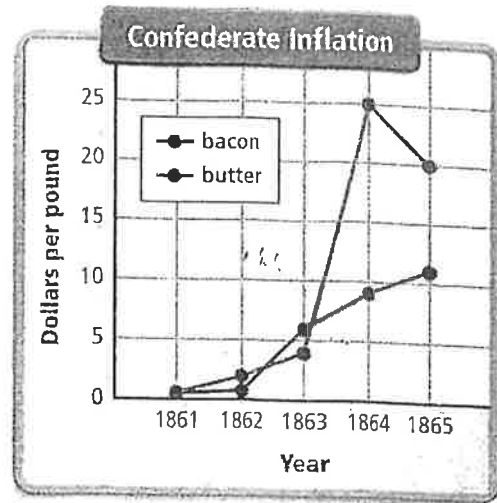
Many soldiers left families behind when they went to war. Those families were part of the home front. When a country is at war, the **home front** is all the people who are not in the military. Soldiers and their families did not want to be separated. "My Dear Dear Father," wrote the daughter of one officer, "I do miss you so much. . . ." With men gone, women took on new tasks. They ran farms and businesses. Thousands of women sewed uniforms, knitted socks, made bandages, and raised money for their armies.

Most of the battles in the Civil War took place in the South. Few people in the North could see the war happening. The new technology of photography let civilians see what the war looked like. A **civilian** is a person who is not in the military. Mathew Brady took pictures of soldiers, camp life, and battlefields. He showed his photographs in the North. Civilians there saw that war was much worse than they had realized.



Money Each Confederate state printed its own money. Because of inflation, most of the bills became almost worthless.

462 • Chapter 13



Inflation Food and other necessary goods became too expensive for many southerners to afford. **SKILL Reading Graphs** How expensive was butter in 1864? 25 dollars per pound

The Southern Home Front

Life on the home front was especially hard in the South. Their farms became battlefields. Their cities, homes, and barns were destroyed.

In the South, soldiers and civilians often did not have enough to eat. Inflation, or a rise in prices, made food very expensive. The money printed by the Confederate government became almost worthless. A barrel of flour that cost \$6 in 1861 might cost \$1,000 in 1865. In Richmond and other towns, hungry women attacked shops in search of food.

Enslaved people in the South suffered as well, but most still welcomed the war. The Emancipation Proclamation in 1863 gave them the hope of freedom.

5

Science

History of the Camera

- Remind students that photography was still new technology.

Language Arts

Write a Fundraising Letter

- Have students write a letter that a Union or Confederate general



Juneteenth African American communities celebrate Juneteenth. This parade was held in Austin, Texas, where it is a yearly event.

Some enslaved people only learned of the proclamation at the end of the war. News of the Emancipation Proclamation reached Texas on June 19, 1865. This day became a day of celebration. Known as Juneteenth, June 19 is still celebrated in Texas and other parts of the country as the day slavery ended.

REVIEW What happened to prices in the South during the Civil War? They increased, making food and other goods expensive.

Lesson Summary

- During the war soldiers faced danger in battle and from disease.
- Soldiers came from many different backgrounds.
- The Civil War affected the lives of all Americans, not just soldiers.

Why It Matters ...

During the Civil War, Americans lived through some of the hardest years in the nation's history.

Lesson Review

- 1 **VOCABULARY** Write a paragraph about the lives of ordinary people during the Civil War. Use **home front** and **civilian** in your paragraph.
- 2 **READING SKILL** Use the details in the chart on page 186 to explain why life was hard during the Civil War.
- 3 **MAIN IDEA: History** What made camp life hard for Civil War soldiers?
- 4 **MAIN IDEA: Citizenship** In what ways did women contribute to the war effort?
- 5 **PEOPLE TO KNOW** Who was **Mathew Brady** and what did he do during the Civil War?
- 6 **CRITICAL THINKING: Draw Conclusions** Use information you have learned to tell why women and children joined the army on both sides.
- 7 **CRITICAL THINKING: Analyze** What was the point of view of enslaved people in the South toward the war? How was it different from the view of most other southerners?

MAP ACTIVITY Trace a map of the United States. Identify the states that fought in the Civil War. Use different colors for the Union, the Confederacy, and the border states.

Study Guide/Homework

Vocabulary and Study Guide
Vocabulary

- 1. Write the definition of each vocabulary word.
- 2. Write a sentence for each vocabulary word.
- 3. Write a sentence for each vocabulary word.

Reteach Minilesson

Use a Venn diagram to chart the effects the Civil War had on soldiers' lives and the home front.

Lesson 2 Test

Read each item and choose the best answer. Circle the letter next to your choice.

1. Many soldiers in the Civil War were killed by
 - A. new rifles.
 - B. people on the home front.
 - C. boredom.
 - D. starvation.
2. Soldiers in the Civil War faced hard conditions. They
 - F. lived in tents.
 - G. often didn't have enough to eat.
 - H. died of diseases.
 - J. all of the above
3. Some young boys went into battle, while others
 - A. sewed uniforms.
 - B. became drummers who sent signals.
 - C. worked as spies.
 - D. raised money.
4. Civilians in the North could not see the war happening until
 - F. soldiers sent videos home to their families.
 - G. Mathew Brady used the new technology of photography to show them.
 - H. the front moved from the South to the North.
 - J. nurses removed the sick and wounded from the battlefields.
5. Life was hard in the South on the home front because
 - A. it was cold and damp.
 - B. prices were low so goods were cheap.
 - C. it was hot and humid.
 - D. prices were high and there was not enough food.

PE/Health NTI Day 26

Instructions:

All Grades:

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

Spell Your Name Fitness: Use the worksheet designated for your grade level and spell your full name. Each letter has an exercise attached to it on the worksheet. Perform all the exercises for your name. Do 3 Names throughout the day (can be your name 3 times, parents/grandparents names, teachers name, siblings, babysitter, etc.).

Names used for Spell Your Name Fitness:

Parent/Guardian signature: _____

SPELL YOUR NAME

— AND GET MOVING! —

A: 10 BURPEES

B: 20 PUSH UPS

C: 35 JUMPING JACKS

D: 1 MINUTE PLANK

E: 20 SQUATS

F: 1 MINUTE WALL SIT

G: 20 BURPEES

H: 30 PUSH UPS

I: 20 ARM CIRCLES

J: 30 CRUNCHES

K: 25 SQUATS

L: 30 ARM CIRCLES

M: 45 SECOND PLANK

N: 15 PUSH UPS

O: 2 MINUTE WALL SIT

P: 25 JUMPING JACKS

Q: 15 BURPEES

R: 20 SQUATS

S: 30 CRUNCHES

T: 20 ARM CIRCLES

U: 1 MINUTE PLANK

V: 25 SQUATS

W: 20 PUSH UPS

X: 45 SECOND PLANK

Y: 30 JUMPING JACKS















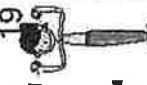


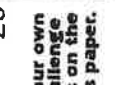



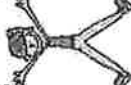



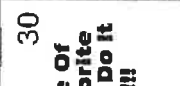


Z: 20 ARM CIRCLES

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 |
|---|---|--|---|---|--|---|
| Student Name: Classroom Teacher: | Parent Signature: | | | | | |
| 5 Get some cans of food and do arm curls while a family member or friend counts to 100. Use both arms!  | 6 Keep your legs straight while you bend relaxed at the waist, and out slowly making your hands reach for the floor.  | 7 Do the butterfly stretch while counting out loud to words that begin with the letter "J".  | 8 Reach up off the floor 15 times.  | 9 Do squats while watching 3 commercials on T.V.  | 10 Rest Day  | 11 Balance on one foot while a family member or friend sings the ABC song 3 times.  |
| Challenge a family member or friend to a "Mountain Climber To 50" Race.  | 13 Pretend to hula hoop while saying the alphabet forwards then backwards. If you have a hula hoop, use it!  | 14 Dance to one of your favorite songs.  | 15 Do 60 seconds of arm of arm circles.  | 16 Rest Day  | 17 Grab one foot and stretch your thigh for 30 seconds. Repeat using the other leg. Then try it with your eyes closed.  | 18 Hold a push-ups position while greeting a family member or friend 25 times.  |
| 19 Stand in front of a mirror and flex or move every muscle you can think of.  | 20 Get some cans of food and hula hoops while a family member or friend sings you THEIR favorite song.  | 21 Spell your full name while you jump in the air for each letter.  | 22 Rest Day  | 23 Reach and touch your toes while counting to 30. Do slow 3 times.  | 24 Do 90 side bends. While doing them sing your favorite song out loud.  | 25 Challenge a family member or friend to a "jumping jack race to 50" contest.  |
| 26 Do 100 jumping jacks.  | 27 With your back flat against the wall do the Wall Sit for 60 seconds.  | 28 Rest Day  | 29 Make up your own fitness challenge and draw it on the back of this paper.  | 30 Pick One Of Your Favorite Days And Do it Again!!!  |  | Check off (✓) when you finish each day  |