

NTI DAY 34



Harrison County Schools

Name: _____

Grade: 5th

Teacher: _____

Complete within 2 weeks of returning to school.

NTI Day 34 Checklist--5th Grade

___ Writing

- Continue working on "Tough Situations" 5 paragraph piece

___ Reading

- Read Journeys Lesson 26: "Animals on the Move"
 - 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
- Watch "Singular and Plural Possessive Nouns" on YouTube
<https://www.youtube.com/watch?v=NHbc32U9Y4M>
- Complete "Plural Possessive Nouns" worksheet
- Read a book of your choice for 20 minutes

___ Math

- Complete "Additional Practice 11-4, Solve Word Problems Using Volume"

___ Social Studies

- Complete Lesson 2 "Immigrants in America" (pg. 542-545)
 - Read and do 5 Question Assessment.
- If able, watch this video about the Statue of Liberty and our changing country.
<https://youtu.be/ttiUsQ87vys>

___ Specials

- Complete the Specials activity for today : *Social Emotional Learning*

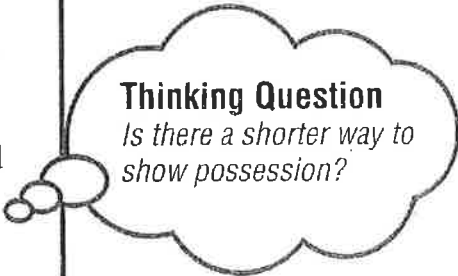
Name _____ Date _____

Animals on the Move

Grammar: Possessive Nouns

Plural Possessive Nouns

- A **plural possessive noun** shows that more than one person, place, or thing has or owns something.
- When a plural noun ends in *-s*, add only an apostrophe after the *-s* (*'s*).
- When a plural noun does not end in *-s*, add (*'s*) to form the plural possessive noun



Plural Noun	Plural Possessive Noun
the hive of the bees	the bees' hive
the den of the mice	the mice's den

Each underlined phrase can be rewritten in a shorter way. Rewrite each sentence, adding plural possessive nouns.

1. Scientists continue to study senses of animals.

2. We could hear the trumpeting calls of the elephants from a long distance.

3. The squeaking sounds the bats make are part of echolocation.

4. Bats use echoes to find the location of their prey.

5. I read about how bees dance in a science article for children.

6. The sounds of the bees give information to the rest of the hive.

Additional Practice 11-4

Solve Word Problems Using Volume

Another Look!

The shape of a swimming pool is a rectangular prism. The pool is 9 meters long and 4 meters wide. It holds 108 cubic meters of water. How deep is the pool if the entire pool is the same depth?

Use the volume formula.

$$V = \ell \times w \times h$$

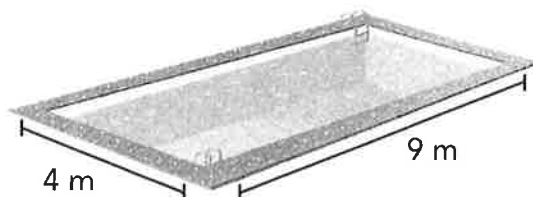
$$108 = 4 \times 9 \times h$$

$$108 = 36 \times h$$

Divide to find the answer.

$$108 \div 36 = 3$$

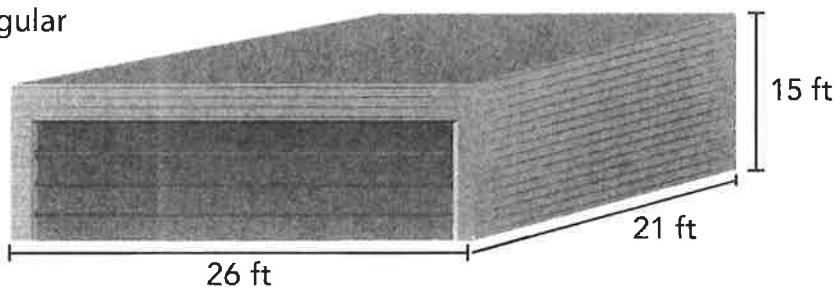
The swimming pool is 3 meters deep.



Think about the operation that can help you find a missing factor.



1. A garage is shaped like a rectangular prism. What is the volume of the garage? Show your work.



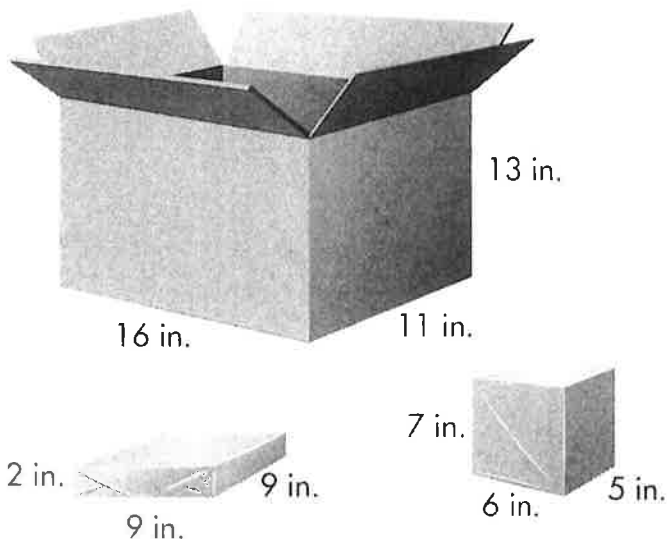
2. Nabeel's sand box is 7 feet wide, 5 feet long and 2 feet deep. What is the volume of the sand box?
3. A box of oat cereal measures 24 centimeters long by 5 centimeters wide by 25 centimeters high. A box of rice cereal measures 26 centimeters long by 4 centimeters wide by 28 centimeters high. Which box has the greater volume? How much greater?
4. Marin has a jewelry box with a volume of 440 cubic inches. The box is 5 inches high and 11 inches long. What is the width of the box?



5. Walter is building a storage shed shaped like a rectangular prism. It will be 7 feet high and 8 feet long. How wide should it be if Walter wants 280 cubic feet of storage space? Explain how you found your answer.

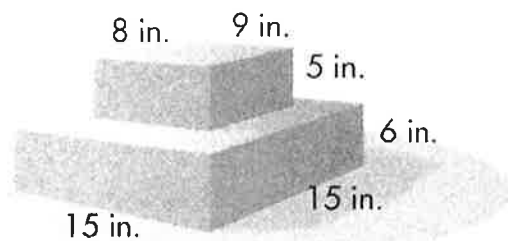
6. **Generalize** Use multiplication to describe the relationship between the dividend, the divisor, and the quotient. Then use that relationship to show that $\frac{1}{8} \div 6 = \frac{1}{48}$.

7. **Higher Order Thinking** Otis is packing two gift boxes in a shipping carton. The rest of the space in the carton will be filled with packing pellets. What is the volume of the space that needs to be filled with packing pellets? Explain how you found your answer.



Assessment Practice

8. Marie built a sand castle that is made of two rectangular prisms. She used one bag of sand. If there are 2,000 cubic inches of sand in a bag of sand, how much sand was left after Marie built her sand castle?



- (A) 248 in³
- (B) 290 in³
- (C) 578 in³
- (D) none

Core Lesson 2

Immigrants in America

VOCABULARY

persecution
ethnic group
tenement

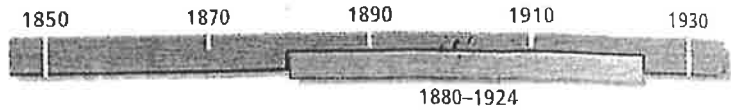
Vocabulary Strategy

ethnic group

Ethnic comes from a word that means people. An **ethnic group** is a group of people who share the same language or culture.

READING SKILL

Draw Conclusions List facts and details you can use to draw a conclusion about why immigrants came to the United States.



Build on What You Know Do you know anyone who has moved to your neighborhood from another place? Many people moved to the United States about 100 years ago.

Arriving in America

Main Idea Millions of immigrants moved to the United States in the late 1800s and early 1900s.

About 25 million immigrants moved to the United States in the years between 1880 and 1924. Most immigrants before 1880 came from Ireland, Germany, England, Sweden, Denmark, and other countries of northern or western Europe. The newer immigrants, however, were usually from southern or eastern Europe. They came from Italy, Russia, Hungary, Greece, and Poland. Some also came from Mexico.

Immigrants were looking for work. Growing businesses like those of Andrew Carnegie and John D. Rockefeller offered plenty of jobs. Some immigrants also came to escape war or persecution. **Persecution** is unfair treatment or punishment. For example, many Jews in eastern Europe were hurt or killed because of their religion. Jewish people hoped to escape persecution by moving to the United States.

Most immigrants found greater political freedom in America as well. A man from Slovenia expressed immigrants' feelings when he said,

“ In America everything was possible. ”



Skill and Strategy

Reading Skill and Strategy
Reading Skill: Draw Conclusions

Background

Coming to America

• Most immigrants entered

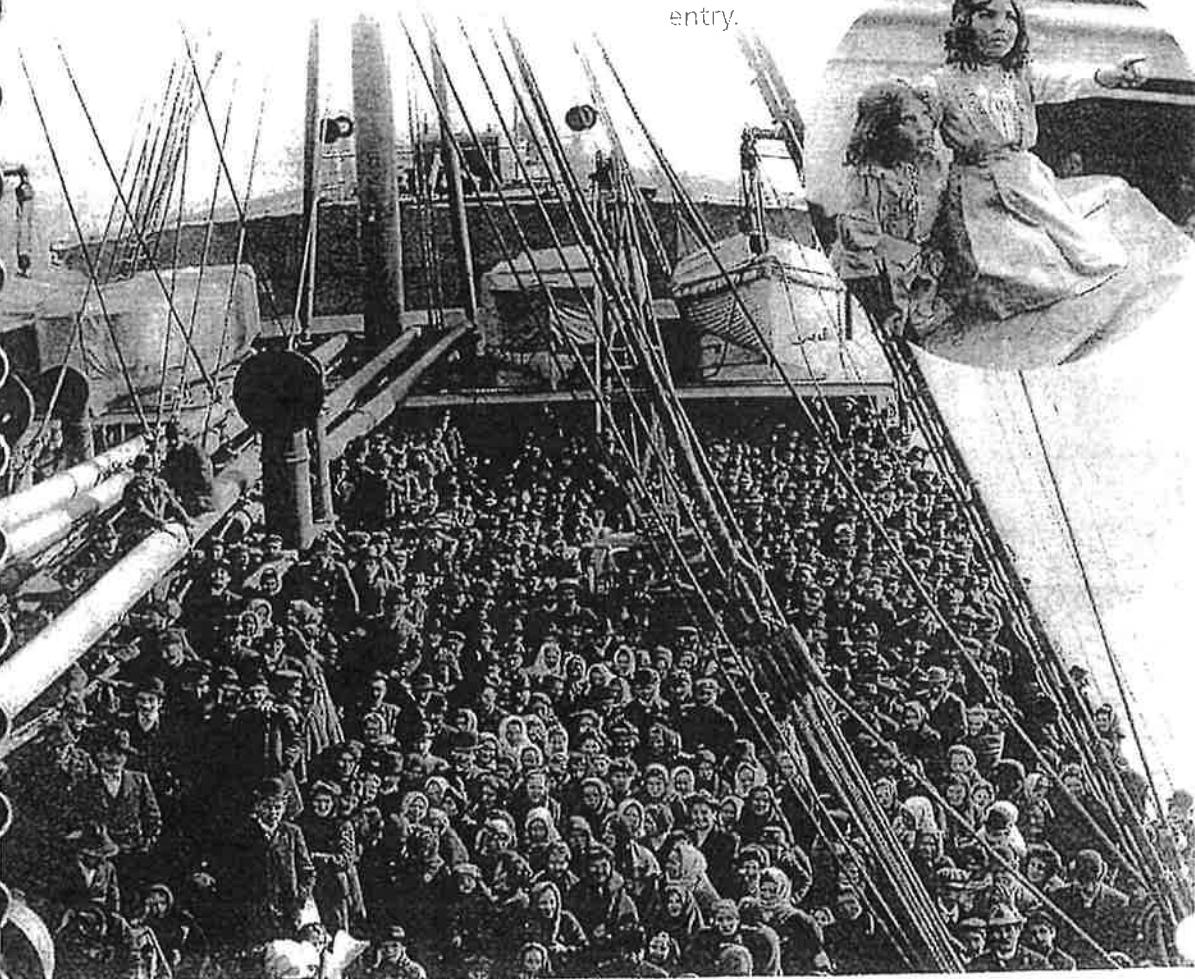
Immigration Stations

Once immigrants arrived in the United States, they went through immigration stations, such as Ellis Island in New York Harbor. Government workers at the stations asked newcomers about where they planned to live and work. Doctors examined the immigrants to be sure they didn't have diseases that could spread to others. Almost all European immigrants who came to the United States were allowed to enter.

Coming to America Immigrants fill a ship crossing the Atlantic Ocean. These children (right) are coming to the United States from Italy.

Asians moved to the United States to find jobs, too. Large numbers of Chinese immigrants first arrived on the West Coast in the 1850s. They also had to go through immigration stations, such as Angel Island in San Francisco Bay. They faced more prejudice than European immigrants. Asian immigrants on Angel Island had to stay for weeks, months, or even years before being allowed to enter the United States. About 25 percent were forced to return to their home countries.

REVIEW In what ways were Asian immigrants treated differently than immigrants from Europe? They faced more prejudice, more of them were not allowed entry.



Leveled Practice

Extra Support

Ask small groups to list three reasons many immigrants chose to



ELL

Intermediate/Advanced

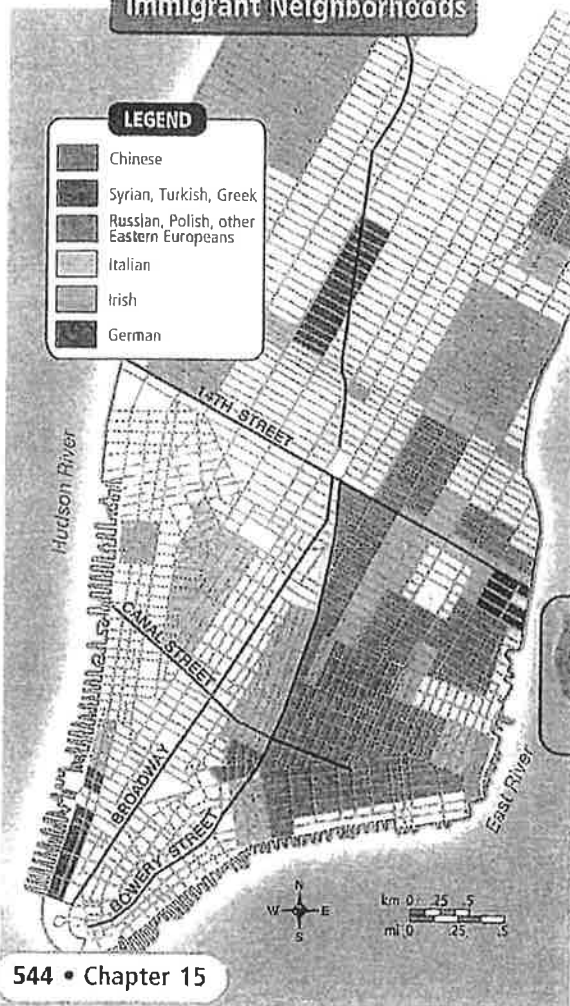
- Help students connect the related words *immigrant* and

Living in a New Country

Main Idea Many immigrants moved to large cities and worked in factories.

4 After entering the United States, most immigrants settled near family or friends. Immigrant communities in big cities grew quickly. In some cities whole neighborhoods were made up of a single ethnic group. An **ethnic group** is a group of people who share a culture or language. In ethnic neighborhoods, immigrants spoke their native languages, practiced their religions, and kept their country's customs.

Immigrant Neighborhoods



5 Immigrants' lives were not easy. Some worked in dangerous steel mills. Others had jobs in noisy and dirty factories where they sewed clothing or made thread. Nearly all worked long hours for low pay, making so little money they could barely buy food for themselves or their families.

Many newcomers lived in tenements. A **tenement** is a poorly built apartment building. Tenements were crowded and unsafe. They often had no windows or running water. Several families might live in one small apartment.

Hard Times for Immigrants

As neighborhoods changed, immigrants faced prejudice from people who were frightened by unfamiliar languages and customs. Employers liked to hire immigrants because they worked hard for little pay. For the same reason, some people worried about losing their jobs to immigrants and wanted immigration stopped.

Anna Rosenberg Born in Hungary, Rosenberg was the first female Assistant Secretary of Defense for the United States.



New York City This map shows ethnic neighborhoods in New York City in 1920.

SKILL Reading Maps Which ethnic groups lived along Canal Street? Russian; Polish; other Eastern Europeans; Italian



Math

How Long Till We Get There?

Ask students how long it would



Language Arts

A Letter Home

Read or write what they have read

Laws Against Immigration

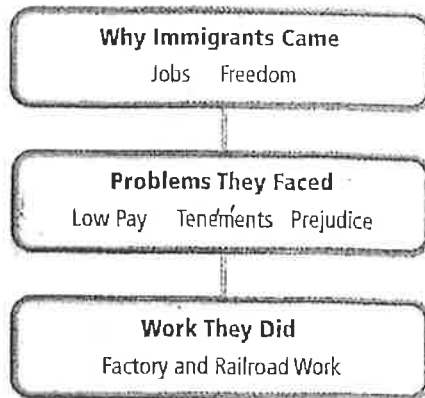
In 1882, Congress limited immigration by passing the Chinese Exclusion Act. This law excluded, or kept out, almost all new Chinese immigrants. Later laws limited the number of people from other countries. In 1921 and 1924, Congress passed laws that greatly lowered the number of Europeans allowed into the United States. These same laws also kept out most people from Asia.

6

Laws made it hard for immigrants to enter the United States, and they faced prejudice when they arrived. Immigrants overcame these hardships and helped the United States become one of the richest and fastest-growing countries in the world. They constructed thousands of miles of railroad tracks, dug deep coal mines, and worked in factories.

REVIEW What did immigrants do to help the United States grow? They built railroads, dug mines, and worked in factories.

Lesson Summary



Why It Matters ...

The United States today includes the great-grandchildren of immigrants who came in search of freedom and better lives in the 1800s and early 1900s.

Lesson Review

1882
Chinese Exclusion Act

1924
Laws limit immigration

1880 1890 1900 1910 1920 1930

- VOCABULARY** What did new immigrants in the same ethnic group share? Write a sentence to explain.
- READING SKILL** What conclusion can you draw about immigrants' reasons for moving to the United States?
- MAIN IDEA: History** Where did most immigrants to the United States come from in the late 1800s and early 1900s?
- MAIN IDEA: Culture** Why did many immigrants choose to live near people from their own country?
- PLACES TO KNOW** What were Ellis Island and Angel Island?
- CRITICAL THINKING: Draw Conclusions** Why did immigrants think their lives would be better in the United States?
- CRITICAL THINKING: Evaluate** What effect might a decrease in immigration in 1924 have had on American businesses?
- RESEARCH ACTIVITY** Use library or Internet resources to find out more about the achievements of an immigrant to this country. Write a one-page report about this person.

545

Study Guide/Homework

Vocabulary and Study Guide

Vocabulary

Reteach Minilesson

Use a spider map to reteach the lesson.

Lesson 2 Test

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

1. How many new immigrants arrived in the United States between 1880 and 1924?
 - A. about a hundred
 - B. about 100 million
 - C. about 25 million
 - D. about two hundred
2. Asian immigrants
 - F. faced more prejudice than European immigrants.
 - G. faced the same amount of prejudice as European immigrants.
 - H. faced less prejudice than European immigrants.
 - J. did not face prejudice.
3. Immigrants had their own
 - A. railroads.
 - B. immigration stations.
 - C. languages and customs.
 - D. Congress.
4. Employers liked to hire immigrants because they
 - F. came to escape persecution.
 - G. worked many hours for little pay.
 - H. lived in unsafe conditions.
 - J. could speak other languages.
5. Why did some Americans want immigration to end?
 - A. They thought the United States was too crowded.
 - B. They worried that immigrants would take their jobs.
 - C. Immigrants were working in dangerous conditions.
 - D. They wanted to live in the tenements.

Name: _____

Social Emotional Learning - 5th Grade

Directions: You did it! You deserve to celebrate your success in working hard on your NTI work. Please pick one activity to complete with your family to celebrate your dedication and hard work during this unexpected time.

Parents/Guardians: Please initial on the line in the appropriate box once the activity has been completed. Thanks!

<p style="text-align: center;"><u>Family Picnic</u> Have a picnic in your yard on a pretty day to celebrate your hard work!</p> <p style="text-align: center;">Parent/Guardian Initial: _____</p>	<p style="text-align: center;"><u>NTI Graduation</u> Have some fun! Have a mock NTI graduation. Make robes and props with household items. Involve the whole family!</p> <p style="text-align: center;">Parent/Guardian Initial: _____</p>
<p style="text-align: center;"><u>Family Circle</u> Have the whole family sit in a circle. Each member should share three fun or positive things from the last month.</p> <p style="text-align: center;">Parent/Guardian Initial: _____</p>	<p style="text-align: center;"><u>Dance Party</u> Who doesn't love a good dance party? Get dazzled up with things around the house and have a family dance party!!</p> <p style="text-align: center;">Parent/Guardian Initial: _____</p>
<p style="text-align: center;"><u>Create a Time Capsule</u> Each family member can write about this time, draw pictures, cut pictures from magazines...get creative. Put all of these items in a box to open up years from now to remember this time. Remember to include some good memories from this time with your family.</p> <p style="text-align: center;">Parent/Guardian Initial: _____</p>	