

Colonel NTI Packet

2024 – 2025

5th Grade

Day 11

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Subject	Assignment
Math	Fifth Grade Math Review 1 (Mixed Review)
Language Arts	Native Americans of the Great Basin
Science	Life Science Week 2, Day 1
Social Studies	Geography Week 3, Day 1



Solve each problem.

$$\begin{array}{r} 1) \quad 3.38 \\ \times \quad 7.0 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 1.34 \\ \times \quad 3.7 \\ \hline \end{array}$$

3) $(30 \times 20) \div 10 =$

4) $(9 \times 4) + 5 =$

5) Rewrite each number sentence using numerals and symbols.
fourteen minus K equals five

6) $8.7 - 3.1 =$



7) A school had four hundred seventy-three students sign up for the trivia teams. If they wanted to have sixteen team, with the same number of students on each team, how many more students would need to sign up?

8) A truck can hold forty-nine boxes. If you needed to move six hundred thirty-one boxes across town, how many trips would you need to make?

$$\begin{array}{r} 9) \quad 8,477 \\ \times \quad 31 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 6,408 \\ \times \quad 52 \\ \hline \end{array}$$

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

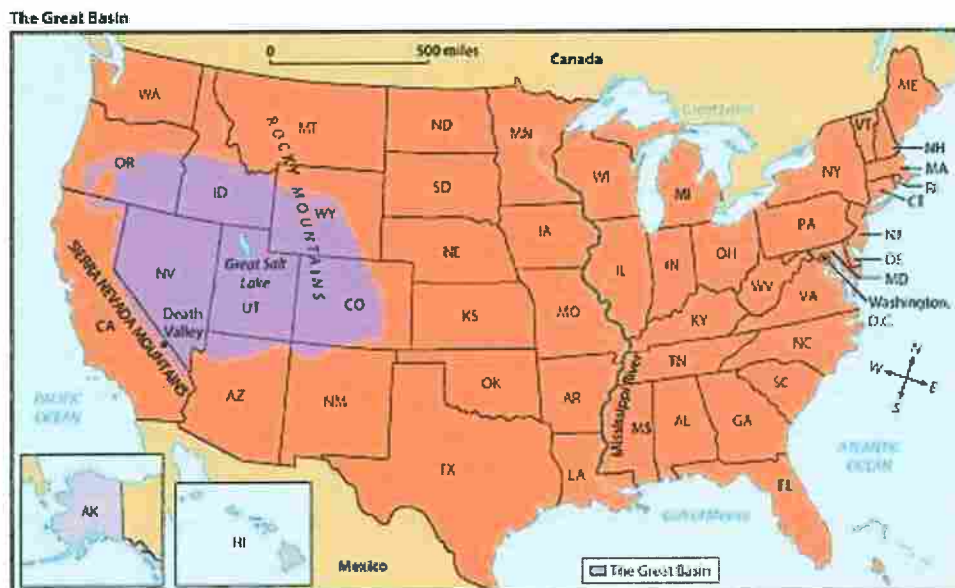
Native Americans of the Great Basin

This text is excerpted from an original work of the Core Knowledge Foundation.

A Challenging Environment

The Great Basin is like a big bowl that encompasses what is now Nevada and parts of California, Idaho, Oregon, Colorado, Wyoming, and Utah. The "sides" of the bowl are the ranges of the Rocky Mountains to the east and the Sierra Nevada to the west. Inside the bowl is a desert with streams that rarely have water. When the sun beats down during the day, the basin becomes extremely hot; but nights can be very cool, even cold. Temperatures can reach 120°F on a summer's day and -20°F on a winter's night. The Great Basin includes Death Valley, the hottest place in the United States, and the desolate salt flats around the Great Salt Lake.

However, the Great Basin is also the ancestral home for many Native American groups. Native tribes know how to survive in the environment there. In many places, there are fruits and vegetables that can be eaten, including pine nuts, cactus fruits, and roots. There are many different kinds of animals that can be eaten as well, including marmots, beavers, voles, porcupines, mountain lions, rabbits, and rodents.



The Great Basin encompasses Nevada and parts of California, Idaho, Oregon, and Utah, Colorado, and Wyoming. The Rocky Mountains are to the east, and the Sierra Nevada are to the west.

Core Knowledge Foundation

Life in the Great Basin

The Great Basin has never been an easy place to live. Yet various Native American tribes have called it home for thousands of years, including the Bannocks, the Shoshone, the Utes, and the Paiutes (/pie*yoots/).

Like other Native American groups, the Paiutes and other Great Basin peoples traditionally believed that natural forces or "powers" fill the world. Their myths explain how these powers affected their lives. According to these myths, the awesome things that people saw in nature -such as thunderstorms, wind, and snow-were living spiritual forces. Myths also told about animals named Wolf, Coyote, and Rabbit that could speak and act as people do. These mythical animals lived before humans, and created the world and its people. They taught people how to organize themselves into families and groups. They also taught people how to gather food and how to live moral lives.

Traditionally, Paiutes and most other Native Americans believed that certain men and women had special abilities to communicate with the spirits in the natural world. They called such people shamans. Native Americans sought a shaman's guidance when they were ill or when their people were hungry.

The Paiutes and other Great Basin Native peoples lived in groups of parents, children, aunts or uncles and their families, and grandparents. These small groups hunted game and looked for edible plants. They had no agriculture. In some places, though, they could get enough water to irrigate naturally growing plants in order to increase their yield.

Hunting and gathering were vital parts of Paiute life. They had to cover a huge amount of territory in their never-ending quest for food. But they never wandered aimlessly. They knew the places where food was likely to be found in different seasons. They returned to these places year after year.

Until the Paiutes got guns and horses from the Spanish in the late 1700s, they depended on corrals, clubs, and knives in their hunts. (Bows and arrows were useful only for killing larger animals, such as antelope.) The men would build a corral by stringing nets between large cacti. Then they would patiently wait or chase an animal into the trap. When the animal was caught, women would quickly kill it and skin it.

Paiute women and children looked for as many edible plants as possible. They also looked for insects and small rodents. They never overlooked poisonous vegetation that could, with special treatment, be eaten. It took great skill to tell what could be safely eaten. All in all, women provided much of the food that their tribes ate.

The Paiutes and other Great Basin people found many creative uses beyond food for the animals they hunted. For example, they used a jackrabbit's muscles to tie sharpened stones to arrows. Its bones became needles and knives. From rabbit fur, women made garments for the cold winters. In winters, several groups would live together in camps in simple shelters placed close together.

The Great Basin's environment forced Paiutes and other Great Basin people to make use of every possible resource. The environment also taught the Native people to hold animals, plants, and natural forces in great respect and to keep their social organization as simple as possible.

Families were seldom large, nor was the Native American population of the Great Basin ever very large. It was a harsh existence, but groups such as the Paiutes did whatever they had to do in order to survive. Their myths and their traditions gave them strict rules of morality or conduct—all shaped by the natural conditions under which they lived. They carefully taught these rules to their children. They also taught their children the complex skills needed to find food, water, and shelter in the Great Basin. Today, many of these Native groups, including the Paiutes, the Shoshone, and the Utes, still live in the Great Basin area.

Vocabulary

irrigate

verb

definition: When farmers irrigate their land, they bring water to it because there is not enough rain in that place for their crops to grow.

Farmers use water from the river to irrigate their crops.

Spanish: irrigar, regar

forms: irrigated, irrigates, irrigating

resource

noun

definition: When a country or group of people has resources, it has things it can use to make things or help it to survive. Natural resources are things like forests, oil, and minerals that are underground.

Spanish: recurso

vital

adjective

definition: necessary to life.

The heart and lungs are vital organs.

Spanish: vital

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
irrigate				
resource				
vital				

2. Word Builder

Words are made of smaller parts that are called syllables. Some words have one syllable, but many have two or more. Draw lines to show how the syllables build each vocabulary word.

source	ri	gate	re	vi	ir
1. _____	2. _____	3. _____			

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
irrigate				
resource				
vital				

Name: _____ Date: _____

1. What is the weather like in the Great Basin?

- A. extremely hot during both days and nights, all year long
- B. harsh, snowy winters and cool summers with little heat
- C. rainy during all four seasons, but most during the winter
- D. extremely hot during the day and very cool at nights

2. According to the text, how did their traditional myths affect life for Great Basin peoples?

- A. They guided them on how to organize into groups, gather food, and live morally.
- B. They encouraged them to move into new areas that had less extreme weather.
- C. They told them how to eat poisonous plants by using a special treatment.
- D. They taught them the land so they knew where to find food in different seasons.

3. Read the following sentences from the text.

"The men would build a corral by stringing nets between large cacti. Then they would patiently wait or chase an animal into the trap. When the animal was caught, women would quickly kill it and skin it.

Paiute women and children looked for as many edible plants as possible. They also looked for insects and small rodents. They never overlooked poisonous vegetation that could, with special treatment, be eaten. It took great skill to tell what could be safely eaten. All in all, women provided much of the food that their tribes ate."

What conclusion can you draw from this evidence?

- A. Men in Paiute families were responsible for finding water.
- B. All members of Paiute families had a role in finding food.
- C. Children in Paiute families did not have any responsibilities.
- D. Members in Paiute families picked the roles they wanted.

4. Traditionally, Great Basin peoples had a close relationship with the land they lived on. According to the passage, what kinds of things helped develop this relationship?

- A. They built their homes and beds from plants so they could feel connected to the land when they slept.
- B. They listened to their myths and only ate animals that came near their homes so they could respect living things.
- C. They started and ended each day with a special ceremony that thanked the land for providing them with food.
- D. They learned the land well, hunted and gathered food, and made tools and clothing from the land.

5. What is the main idea of this text?

- A. Paiute people only used corrals, clubs, and knives to hunt but that changed when they got guns and horses from Spanish settlers that moved to the Americas in the late 1700s.
- B. Shamans are Native American people who are believed to have special abilities to communicate with spirits and guide others.
- C. The Great Basin has been home to Native American peoples like the Paiutes who have had a deep relationship with the land for many years and use it for many things.
- D. The Great Basin peoples live in an area that is now Nevada and parts of California, Idaho, Oregon, Colorado, Wyoming, and Utah.

6. Read the following sentences from the text.

"Paiute women and children looked for as many edible plants as possible. They also looked for insects and small rodents. They never overlooked poisonous vegetation that could, with special treatment, be eaten. It took great **skill** to tell what could be safely eaten."

As used in this excerpt, what does the word "**skill**" most closely mean?

- A. all of the different plants that grow in a place
- B. a method used to make something less harmful
- C. new and experimental ways to do something
- D. special ability that develops with a lot of practice

7. Choose the answer that best completes the sentence below.

The traditional myths in Great Basin peoples' culture show how important the environment is to them _____ these myths explain that things in nature are spiritual forces that affect peoples' lives.

- A. because
- B. however
- C. certainly
- D. meanwhile

8. According to the passage, what are some ways that the Paiutes used the land for resources other than food?

9. How did Great Basin peoples use the land to find food?

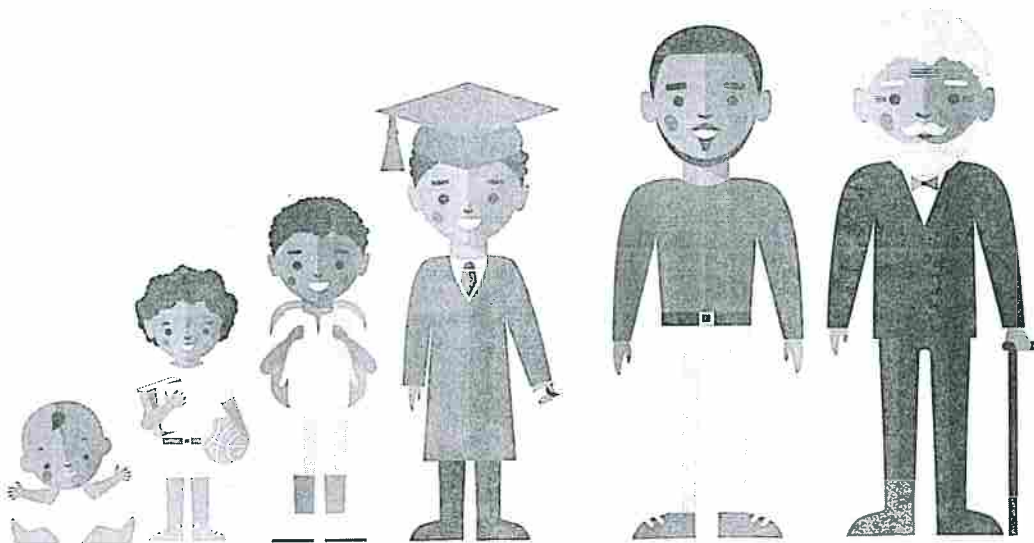
10. How is the environment an important part of life and culture for Paiutes and other Great Basin peoples? Use evidence from the text to support your answer.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

The Life Cycle of Humans

All humans go through a life cycle. You began growing inside your mother. After about nine months, you were born as a baby. You will go through many stages of life. You have already gone through the infancy/toddler stage. Now you are in childhood. Next comes adolescence, young adulthood, middle adulthood, and late adulthood. Your body changes in each stage. You have already gone through many changes. You have many more exciting changes ahead of you.



1. How many life cycle stages do humans go through?

- a. 3
- b. 5
- c. 6
- d. 7

2. Each stage of the human life cycle _____.

- a. lasts the same length of time
- b. is very similar to the one before
- c. is marked by many changes
- d. is different for each person

3. Which two stages do you think are the most different from each other, and why?



Name: _____ Date: _____

Directions: Read the information in the chart, and answer the questions.

American Indian Culture Areas by Land and Climate			
American Indian Group	Area	Climate	Land
Northwest	Pacific Ocean, north coast	rain, cool-to-warm temperatures	ocean coast, mountains, forests
Northeast Woodland	Atlantic Ocean to the Mississippi River	cold winters, mild springs, hot summers, cool falls	ocean coast, forests, hills, lakes, mountains
Southeast	Florida to the Mississippi River	hot summers, warm winters	ocean coast, hills, marshes, forests
Plains	Central North America, south of Canada to the Gulf of Mexico	extreme climate, hot, dry summers and cold winters	prairie, desert, river valleys
California	Pacific Ocean, south coast	mild year round	valleys, grasslands, forests, mountains, desert
Plateau	surrounded by Rocky, Coastal, and Blue Mountains	hot summers, very cold winters, little precipitation	high mountains, dry flat areas, forests, grasslands
Great Basin	desert between the Sierra Nevada and Rocky Mountains	hot summers, cold winters, little precipitation	mountains, high plains, some lakes and rivers
Southwest	Colorado Plateau and Colorado and Rio Grande river valleys	hot and dry, little precipitation	desert, river valleys

- Based on the chart, which culture had the least varied land?
 - Northwest
 - Northeast Woodland
 - Southeast
 - Southwest
- Which culture had the mildest climate year round?
 - Northwest
 - California
 - Northeast Woodland
 - Plateau
- Which two cultures lived in the largest area?
 - Northeast Woodland
 - California
 - Plains
 - Southwest

Colonel NTI Packet

2024 – 2025

5th Grade

Day 12

Table of Contents

Subject	Assignment
Math	Fifth Grade Math Review 2 (Mixed Review)
Language Arts	A Very Messy Tea Party
Science	Life Science Week 2, Day 2
Social Studies	Geography Week 3, Day 2



Solve each problem.

$$\begin{array}{r} 1) \quad 1.34 \\ \times \quad 3.7 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 40.5 \\ \times \quad 7.6 \\ \hline \end{array}$$

3) $(14 \div 7) - 3 =$

4) $(32 - 16) \div 8 =$

5) Round your answer to the nearest whole number.

6) Round your answer to the nearest whole number.

$$7 \overline{) 60.86}$$

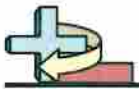
$$.3 \overline{) 5183}$$

7) A school had four hundred seventy-three students sign up for the trivia teams. If they wanted to have sixteen team, with the same number of students on each team, how many more students would need to sign up?

$$\begin{array}{r} 8) \quad 1,958 \\ \times \quad 43 \\ \hline \end{array}$$

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



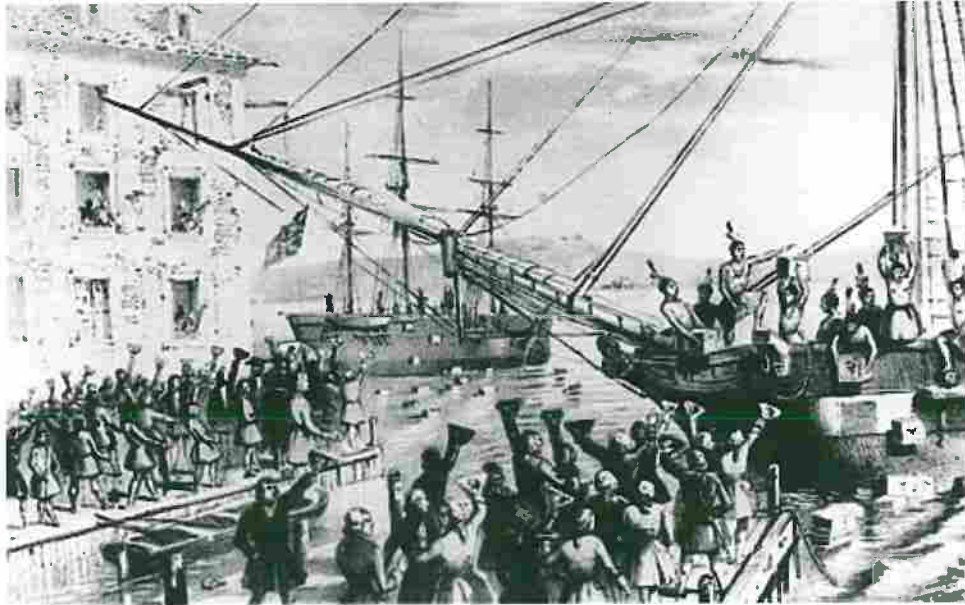
9)

$$28 \overline{)6832}$$

- 10) Each day 366 new apps are uploaded to a web server. After 29 days, how many apps would have been uploaded?

A Very Messy Tea Party

by W.M. Akers



If you know anything about English people, you probably know that many of them love tea. Ever since tea was first imported to Great Britain from China, the English have enjoyed a nice, hot cup of strong tea in the afternoon, and in the 1700s, they brought this habit with them to their colonies in North America.

In the early 1700s, the British government made a special deal with the East India Company, an English organization doing trade in the East Indies. They granted the East India Company a monopoly on tea by agreeing that no other company was allowed to sell tea in Britain or its colonies. This was a great deal for the East India Company, since it meant that the company could charge whatever it wanted for its products. It already cost a lot to get a crate of tea from India to England, and government taxes made the cost of tea even higher.

In the British colonies of North America, colonists did not like having to pay such high prices. Rather than overpay for tea from England, they turned to Dutch smugglers, who sneaked in tea that was just as good-and much less expensive. This was a violation of the English monopoly and against the law, but the colonists didn't care. They got the same cup of tea and had enough money left over to buy cookies for dipping.

The East India Company, however, didn't like this one bit. By the 1760s, they were losing hundreds of thousands of pounds per year to Dutch smugglers-a fortune in a time when £60 a year was considered a good income. Rather than change their prices to compete with the

Dutch smugglers, the company asked the British government for help. Parliament agreed and passed a series of acts in 1767 that would change the course of history.

A Tax on Tea?

With a stroke of the pen, the Townshend Acts raised the prices the colonists paid on all sorts of things. Lead, glass, paints, and paper all became more expensive. But today, the acts are best remembered for raising the price colonists had to pay for tea.

The colonists were outraged, and not just because they had to spend more money at the market. This was the second time the British government had taxed them to pay for the government's expenses—after the incredibly unpopular Stamp Act of 1765—and the colonists did not think it was fair. According to the British tradition, a tax could only be enacted—or "levied"—after elected officials agreed on it. For people living in England, this meant that taxes had to be voted on by Parliament. But the colonists didn't have any representatives in Parliament. They didn't have any representatives at all.

The common phrase "No taxation without representation!" became popular then, referring to the government taxing people without their consent.

The Sons of Liberty

With the Tea Act of 1773, Parliament allowed the East India Company to sell tea to the colonists for less money than ever before. With this act, the East India Company was able to cut American merchants out of the picture, selling tea directly to American distributors. Suddenly, English tea was cheaper than smuggled Dutch tea, which should have made the colonists happy. The act, however, had a negative effect on the American economy, which angered the colonists. Moreover, the Townshend tax was still in effect, and colonists didn't want a shilling of their money going toward something they considered unfair. It was a question of principle, and a few colonists in Boston were very principled indeed. There was no legal way for the colonists to fight back. And so they decided to break the law.

In November 1773, the *Dartmouth*, a tea ship, arrived in Boston Harbor, carrying thousands of pounds of discounted, yet taxed tea. But the people of Boston didn't want to buy this tea. They didn't want to drink it. They didn't even want to let it off the ship. Led by Samuel Adams,

protestors calling themselves the Sons of Liberty did everything they could to make the captain of the ship turn around and go home. But the British governor would not let the *Dartmouth* leave.

Finally, on December 16, a sizable group of colonists sneaked aboard the *Dartmouth* disguised as Native Americans. Working quietly, they emptied the holds of the *Dartmouth* and two other ships that had recently docked in port. Three hundred forty-two chests of tea went into the frigid Boston Harbor—a statement that Britain and the East India Company could not ignore. No matter how cheap the product, if it was taxed, the colonists didn't want it.

It was more than two years after the Boston Tea Party that the Declaration of Independence was signed, but once that tea went into the harbor, the path to revolution was assured. Tons of tea were thrown out, and the whole course of colonial history was changed that night.

Vocabulary

colonist

noun

definition: a person who lives in or is a member of a colony.

Spanish: colono, colonizador

principle

noun

definition: A principle is a basic belief about what is right and what is wrong. The belief that all people should be treated in an equal and fair manner is a principle that the laws of many countries are based on.

Spanish: principio

tax

noun

definition: a sum of money paid to a government, which the government uses to pay for its services to the people and to maintain itself.

Taxes are charged on what we earn and many things that we buy.

Spanish: impuesto, tributo

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
colonist				
principle				

2. Word Builder

Words are made of smaller parts that are called syllables. Some words have one syllable, but many have two or more. Draw lines to show how the syllables build each vocabulary word.

o prin col nist ci ple

1. _____ 2. _____

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
colonist				
principle				

Name: _____ Date: _____

1. What did the British government and the East India Company agree on in a deal made in the early 1700s?
 - A. The East India Company would lower the price of tea in Britain and its colonies.
 - B. The East India Company would standardize the price of tea in Britain and its colonies.
 - C. Only the East India Company was allowed to sell tea in Britain and its colonies.
 - D. Britain would not tax the East India Company on tea sold in Britain and its colonies.

2. One of the main causes of the high price of tea in the American colonies was the monopoly held by the East India Company. What was the effect?
 - A. The East India Company sold more tea.
 - B. The British started buying less tea.
 - C. The East India Company grew less tea.
 - D. Colonists bought tea from Dutch smugglers.

3. The colonists' major issue with the Townshend Acts was *not* the higher cost of tea. What evidence from the passage best supports this conclusion?
 - A. Colonists had to spend more money on other goods such as paper.
 - B. Colonists still would not buy British tea after the price was lowered.
 - C. Colonists dumped 342 chests of British tea into the Boston Harbor.
 - D. Colonists did not have representation in the British Parliament.

4. Why did Parliament pass the Tea Act of 1773?
 - A. to try to get the colonists to buy British tea again
 - B. to raise the profits the British government made on tea taxes
 - C. to give the East India Company a monopoly on tea
 - D. to allow the East India Company to sell tea in the colonies

5. What is this passage mostly about?
 - A. why the British love high-quality tea
 - B. the beginning of the Revolutionary War
 - C. the development of the East India Company
 - D. the lead-up to the Boston Tea Party

6. Read the following sentences: "It was more than two years after the Boston Tea Party that the Declaration of Independence was signed, but once that tea went into the harbor, the path to revolution was **assured**. Tons of tea were thrown out, and the whole course of colonial history was changed that night."

As used in the passage, what does "**assured**" mean?

- A. dangerous
- B. guaranteed
- C. popular
- D. unlikely

7. Choose the answer that best completes the sentence below.

_____ the East India Company was able to charge high prices for tea, it was losing hundreds of thousands of pounds per year by the 1760s.

- A. Even though
- B. Ultimately
- C. For instance
- D. In the end

8. What did the Townshend Acts do?

9. Why did the colonists think that taxation by the British was unfair?

10. The colonists were outraged after the Townshend Acts, which are best remembered for raising the price of tea. Why were the colonists not pacified by the discounted cost of tea after the Tea Act of 1773?

Name: _____ Date: _____

Directions: Read the text, and study the infographic. Answer the questions.

A human goes through more changes in the first year of life than at any other time. The illustrations show a major milestone for each month of the first year of life.



1 MONTH



2 MONTHS



3 MONTHS



4 MONTHS



5 MONTHS



6 MONTHS



7 MONTHS



8 MONTHS



9 MONTHS



10 MONTHS



11 MONTHS



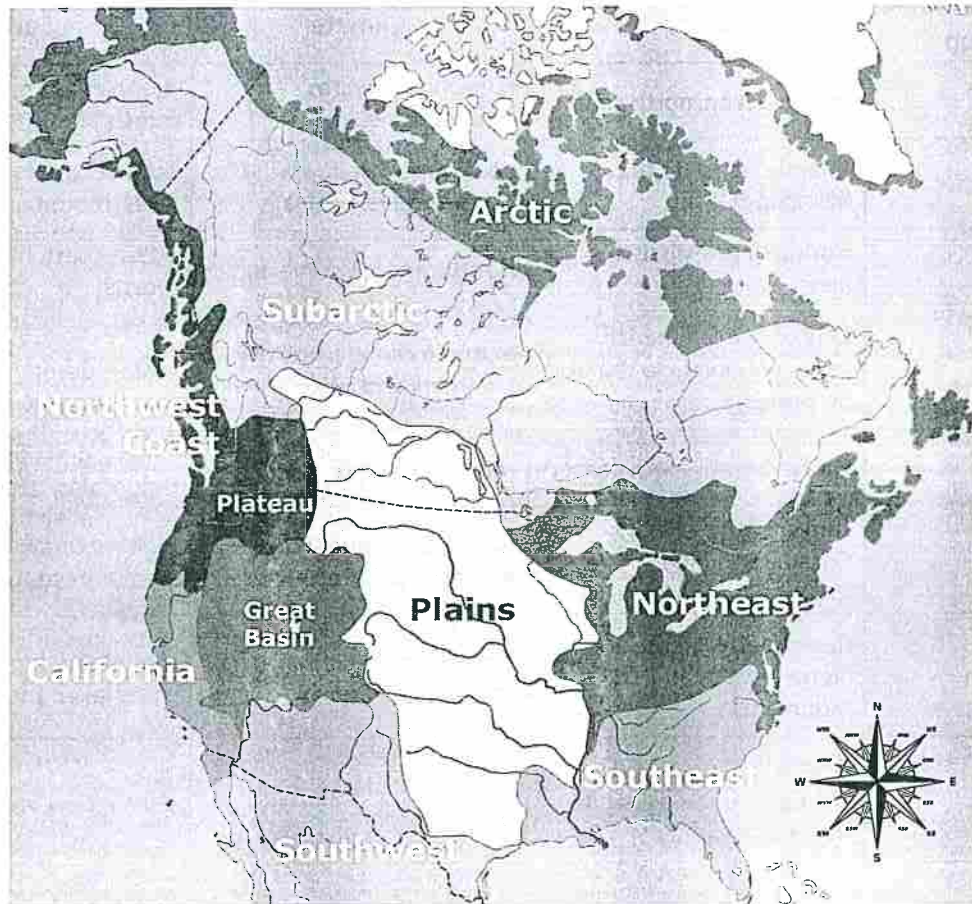
12 MONTHS

- Most babies first roll over at _____.
 - birth
 - 2 months
 - 3 months
 - 5 months
- What can most babies do at 12 months that they couldn't do at 11 months?
 - talk
 - stand up
 - walk
 - crawl
- What do you think is the hardest skill for a baby to learn?

Name: _____ Date: _____

Directions: Review the map, and answer the questions.

Where American Indians of Different Cultures Lived



1. Which American Indian culture area included the Great Lakes?
 - a. Northwest Coast
 - b. Southwest
 - c. Northeast
 - d. Plains
2. Which American Indian culture lived the farthest north?
 - a. Arctic
 - b. Southeast
 - c. Subarctic
 - d. Plains
3. Which cultures lived along the Pacific Coast?
 - a. Northwest and Northeast
 - b. Plains and Plateau
 - c. Southeast and Great Basin
 - d. California and Northwest Coast