

ISD Grade Level:
5th Grade
ISD Content: ELA



Name _____

Date _____

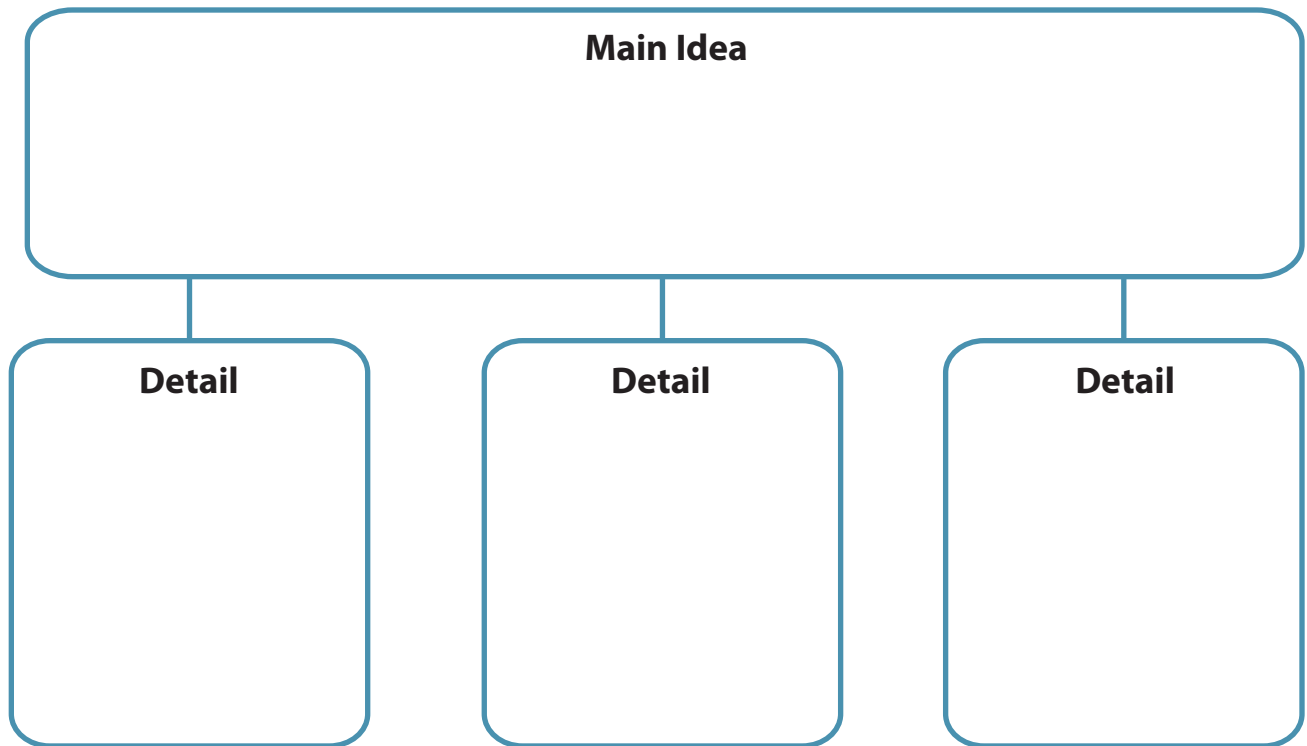
Main Idea & Details: Icebergs

Read the text. Then, complete the graphic organizer and paragraph frame that follow.



An iceberg is a large piece of ice that is formed from fresh water. They are found floating in very cold oceans, seas, or lakes. Icebergs come in many shapes and sizes. Usually, only a small part of the iceberg is visible above the water. From above, it may look like an ice mountain. However, most of the iceberg is hidden underwater.

Icebergs form when large chunks break off of glaciers or ice shelves in very cold regions, like Antarctica. The icebergs travel with ocean currents. When icebergs float into warmer water, they begin to melt and break apart.



This text is mostly about _____.

Some details that support the main idea are _____

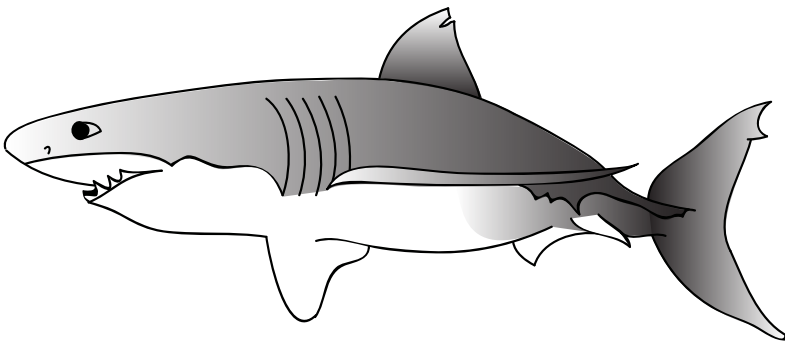
_____ and

_____.

_____.

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

Main idea:

Concluding sentence:

Video Games: Not Just for Fun



Name: _____ Date: _____

Read the paragraph. Write the main idea and three details that support it.

Do you like to play video games? Most kids do, at least from time to time. That’s why so many game designers and teachers believe that using educational games are a great way to help children learn about school subjects like math, reading, science and word study. Educational video games are effective because they take the elements of games and apply them to learning in ways that are difficult to do in a traditional classroom. Learning games are usually based on some kind of problem that the player needs to solve. They can fail and learn from their mistakes in a safe setting, without being “put on blast” in front of their peers. Learning games usually incorporate fun, challenging, and unexpected elements to keep players interested, like sound effects, incentives, and fun characters. If the game is designed well, it is engineered so that players are challenged just enough to motivate them, but not so much that they get frustrated. Some learning games are able to assess whether students are learning the targeted learning skill that players practice in the game. Teachers can track student learning on a separate dashboard and provide help when students struggle. Learning games don’t address all of learning needs in schools, but they can be an effective and fun addition to traditional learning.

A. What is the MAIN IDEA of this paragraph? Find a sentence in the paragraph or write it in your own words.

B. Name THREE IDEAS that the author used to SUPPORT the main idea:

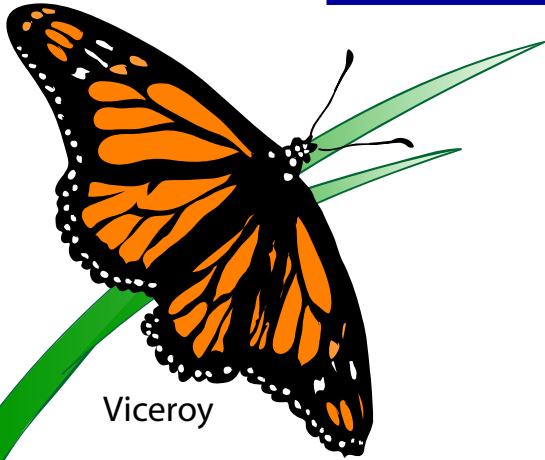
1. _____

2. _____

3. _____

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.

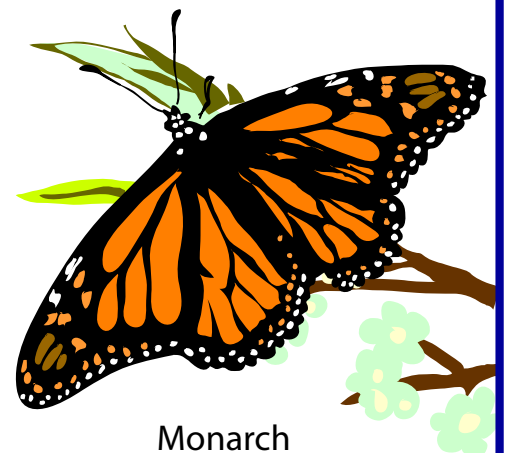


You know that butterflies are insects that glide through the air on colorful wings. Did you know they are also masters of disguise? For example, the Viceroy butterfly has evolved to look almost exactly like the monarch, a poisonous butterfly that predators know to avoid. Though the

Viceroy itself is not poisonous, birds and other predators steer clear, mistaking it for the Monarch. The Buckeye sports “eyespot”, target-shaped spots resembling eyes, on the tips of its wings. Predators will aim for an eyespot, believing it to be the head of the Buckeye, but will instead end up with just a wing tip, allowing the Buckeye to escape.

Main idea:

Concluding sentence:



Name: _____

Date: _____

Can You Spot the Main Idea?

The **main idea** is what the story is mostly about. You can find evidence in the story to help you determine the main idea.

Example: In the story *The Three Little Pigs*, the main idea is that the pigs build houses and the wolf blows them down.

Directions: Read the story and circle the main idea. Then, complete the sentences below.

It was the first week of school and Camilla's new teacher, Ms. Kim, told the class that they would be starting a writing project. She told everyone to take out a piece of paper and write a paragraph about their family. All of the kids started writing quickly, except Camilla. She just stared at her blank paper and didn't write anything. She didn't know much about her family because she just met them! Camilla used to live in China and she didn't have a family. But, just a couple of months ago, her dads came to China to adopt her. They signed some papers and asked her to join their family. Then, she moved to Pennsylvania to live with them and her new brother, Ben. She really liked her new home and her new family. But, she still didn't know what she should write about them. She stared at her paper again, and then she wrote, "I don't know much about my new family, but I am learning more each day. My dads like to cook and my brother makes me laugh!" Camilla smiled and decided that, when she got home, she would ask her family to help her finish her writing project.

1. The main idea is _____.

2. I know this because in the story it said _____.



Today Mai-Ahn and Thien are at the zoo. They are excited to see lots of wild creatures. Mai-Anh is looking forward to seeing the tigers, but Thien wants to visit the elephants first. They decide to flip a coin to decide. Mai-Ahn takes a quarter out of her pocket. She tells Thien that if it lands with the "heads" side facing up, they will visit the tigers first. But, if it lands on the "tails" side, they will go see the elephants. Mai-Ahn throws the coin into the air. When it lands on the ground, Thien calls out, "Look! It landed on tails!" Mai-Ahn is sad that she didn't win the coin toss, but she knows that they will see the tigers later. She picks up the quarter and puts it back in her pocket as she and Thien walk towards the elephants.

1. The main idea is _____.

2. I know this because in the story it said _____.

A passage from

The Tale of Peter Rabbit

*Written and Illustrated
by Beatrix Potter*



Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

“Now my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.”

“Now run along, and don't get into mischief. I am going out.” Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley.

But round the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, “Stop thief!”

What is the main idea, or theme, of this passage?

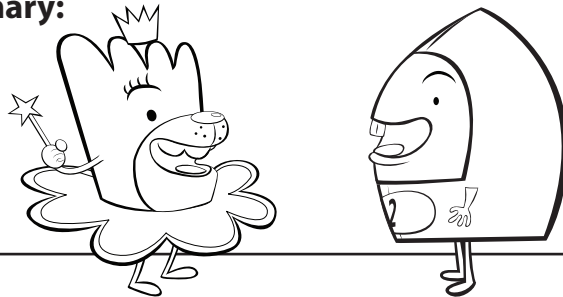


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Fiction Summaries: Somebody - Wanted - But - So - Then

A summary is a “short and sweet” recount of a story. Use this strategy to remember to include the important parts of a fiction summary:

- ★ Somebody - Main Character
- ★ Wanted - Goal
- ★ But - Problem
- ★ So - Major Event
- ★ Then - Resolution



Directions: Read the short texts below and use the graphic organizers to create a summary of each text.

a) Carrie was listening to the new headphones she had gotten for her birthday and looking forward to her visit with her dad when she heard the faint sound of an announcement. The flight attendant said, “The captain has turned on the fasten seat belt sign.” She was already buckled in her seat, but she looked around and saw other passengers looking for their seat belts. Suddenly, the plane began to shake and she heard a loud cry from a few rows behind her. The flight attendant, who was previously walking slowly through the aisle to check seat belts, quickly walked to her seat. She noticed her buckle up and hold on tightly. A wave of fear came over Carrie as she grabbed the armrest. As quickly as the turbulence began, it was over.

Somebody	
Wanted	
But	
So	
Then	

b) Del and his friends went hiking. They set up their camp in an open clearing in the woods. The boys set up their tents and immediately went to gather wood to make a campfire. Del, Artie, and John walked through the trees to gather the wood that was on the ground. The sun began to go down behind the trees and Del realized he had forgotten his flashlight in his backpack. The boys hurried so they could find enough wood quickly and make it back to camp before dark. With arms full of firewood, the boys jogged back to the clearing and set the wood down next to the firepit.

Somebody	
Wanted	
But	
So	
Then	

Writing a Fiction Summary: The Wind in the Willows

A summary is a “short and sweet” recount of a story. Use this strategy to remember to include the important parts of a fiction summary:

- ★ Somebody - Main Character
- ★ Wanted - Goal
- ★ But - Problem
- ★ So - Major Event
- ★ Then - Resolution



Directions: Read the text below. It is Chapter 3 of The Wind in the Willows, written by Kenneth Grahame in 1908. The book tells about the adventures of Mole and Rat. Then, use the graphic organizer to create a summary of the text.

Chapter 3

He thought it was only falling leaves at first, so slight and delicate was the sound of it. Then as it grew it took a regular rhythm, and he knew it for nothing else but the pat-pat-pat of little feet still a very long way off. Was it in front or behind? It seemed to be first one, and then the other, then both. It grew and it multiplied, till from every quarter as he listened anxiously, leaning this way and that, it seemed to be closing in on him. As he stood still to hearken, a rabbit came running hard towards him through the trees. He waited, expecting it to slacken pace, or to swerve from him into a different course. Instead, the animal almost brushed him as it dashed past, his face set and hard, his eyes staring, “Get out of this, you fool, get out!” the Mole heard him mutter as he swung round a stump and disappeared down a friendly burrow.

The pattering increased till it sounded like sudden hail on the dry leaf-carpet spread around him. The whole wood seemed running now, running hard, hunting, chasing, closing in round something or -- somebody? In panic, he began to run too, aimlessly, he knew not whither. He ran up against things, he fell over things and into things, he darted under things and dodged round things. At last he took refuge in the deep dark hollow of an old beech tree, which offered shelter, concealment -- perhaps even safety, but who could tell? Anyhow, he was too tired to run any further, and could only snuggle down into the dry leaves which had drifted into the hollow and hope he was safe for a time. And as he lay there panting and trembling, and listened to the whistlings and the patterings outside, he knew it at last, in all its fullness, that dread thing which other little dwellers in field and hedgegrow had encountered here, and known as their darkest moment -- that thing which the Rat had vainly tried to shield him from -- the Terror of the Wild Wood!

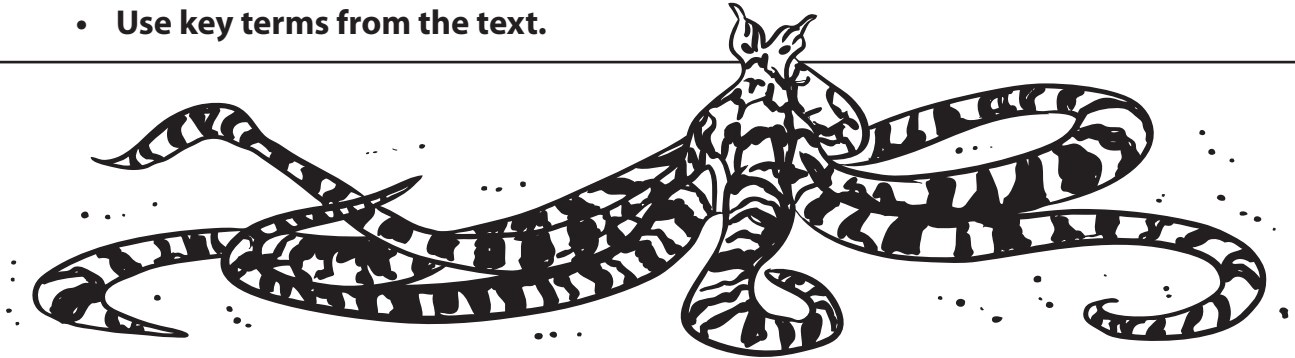
Somebody	
Wanted	
But	
So	
Then	

Writing a Nonfiction Summary: The Mimic Octopus

A summary is a short description of the most important ideas and information in a text. A good nonfiction summary focuses on the important details and facts that help you best understand the text.

Tips:

- **Include the main idea.**
- **Ignore the little details. → Pay attention to major facts.**
- **Use key terms from the text.**



Directions: Read the passage below and pay attention to the main ideas and important details about the topic. Write a 3-4 sentence summary on the lines.

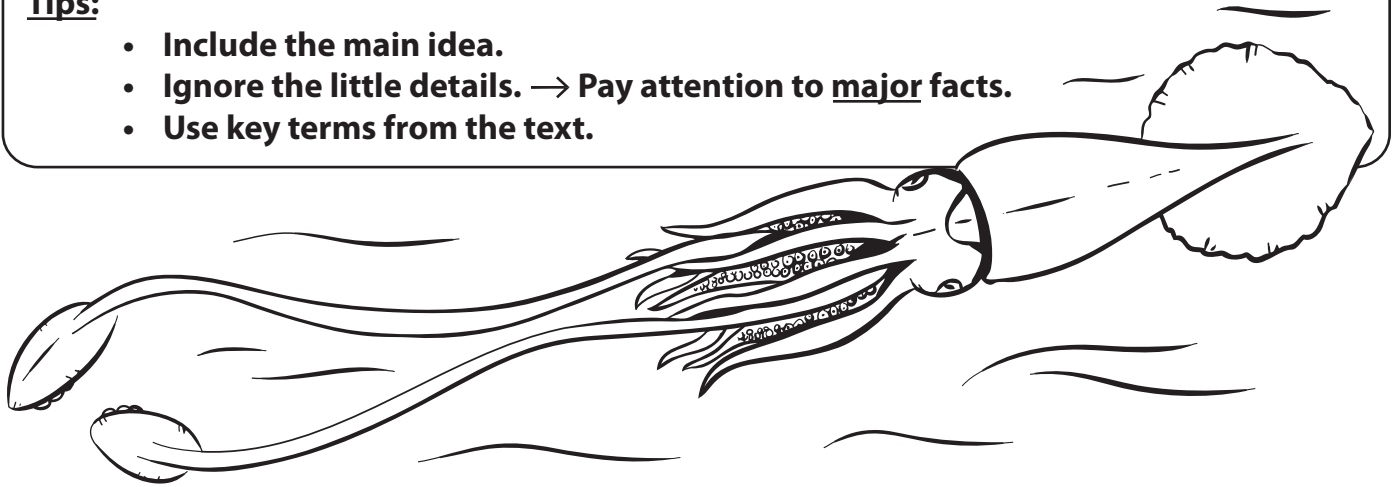
The Mimic Octopus	Summary
<p>The chameleon is a creature that has the ability to change its appearance in the face of danger. Do you know a sea creature that can do the same thing? It's called the mimic octopus.</p> <p>The mimic octopus can change its appearance. It can also change its mannerisms, or the way it behaves. This creature is able to act like a different species. In fact, it can imitate 15 different species. The octopus changes its color and texture to match its surroundings. It is able to change the way it swims. A mimic octopus can look and act like sea snakes, seashells, stingrays, flounder, and jellyfish.</p> <p>An animal changes its skin color and texture to blend in with the environment. Many animals do this for protection. The mimic octopus is unique because it can act like many different animals. This helps it flee from predators. It helps the mimic octopus catch its prey. That's what you call an adaptation!</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Writing a Nonfiction Summary: The Mysterious Squid

A summary is “short and sweet” and includes the most important ideas and information in a text. A good nonfiction summary focuses only on the important details and facts.

Tips:

- Include the main idea.
- Ignore the little details. → Pay attention to major facts.
- Use key terms from the text.



Directions: Read the passage below and pay attention to the main ideas and important details about the topic. Use a highlighter or pencil to mark some of the key ideas on the text.

Did you know that the eyes of the colossal squid are larger than any other creature on Earth? The colossal squid is the largest type of squid. Not many of these creatures have been observed. This is what makes them mysterious.

Colossal squid are found in colder waters near Antarctica and New Zealand. These waters are very remote, or far away. This means humans rarely see the squid. They live in deeper waters. These creatures are difficult to observe.

It is not easy to observe the colossal squid in its natural setting. The colossal squid lives in a cold and deep habitat. Even with advanced technology, it is a difficult task to learn about these creatures.

This type of squid almost never comes to the surface of the ocean. Human interaction has been very limited. Scientists do not know much about the mysterious colossal squid.

Directions: Write a 3-4 sentence summary on the lines below.

ISD Grade Level:
5th Grade
ISD Content: Math



Name : _____

Decimals

Add: S1

- 1) Brenda and Jenna saved up \$81.75 and \$45.25 respectively to buy a gift for Mother's Day. How much money in all have the sisters set aside for the gift?

- 2) Miley buys an assorted box of chocolates that contains 18.61 ounces of dark chocolate and 37.23 ounces of milk chocolate. How much do the chocolates weigh in total?

- 3) Reynard and his friends visited an orchard on Sunday. They picked 12.34 pounds of apples and 9.56 pounds of blubberies. How much did the fruits weigh in all?

- 4) Susan placed an order for a drum set priced at \$79.99 and an electronic organ for \$54.49. How much does Susan have to pay in total once she receives the items?

- 5) Lily Hayes ran a distance of 3.57 miles on Saturday as a part of her morning workout. On Sunday, she ran 4.98 miles. How many miles in all did Lily run over the weekend?

Name : _____

Decimals

Sub: S1

- 1) Angie spent \$131.56 on groceries during the week preceding Christmas. Her grocery expenses amounted to only \$56.91 during the Christmas week, as she was out of town. How much more money did Angie spend on groceries during the week before Christmas than the following week?

- 2) Ken and Joe attend a health camp at school. Their heights are noted as 4.01 feet and 3.71 feet respectively. What is the difference in height between Ken and Joe?

- 3) Luke plays an online game and takes a total of 74.7 seconds to complete two rounds. If he took 14.6 seconds to clear round two, how much time did he take to finish round one?

- 4) The tallest tree among the redwoods situated in California measures 379.7 feet. The tallest tree among the mountain-ash species in Australia stands at 326.77 feet. What is the difference in height between the two trees?

- 5) Jake lives in Philadelphia and plans to attend his alumni reunion party in Connecticut, which is 190.8 miles away. He drives 105.7 miles and reaches New York City. How many more miles does Jake have to drive to reach his final destination?

Name : _____

Decimals

Mul: S1

- 1) Mandy buys 5 packs of organic milk from the neighbourhood store. Each pack is priced at \$3.96. How much does Mandy spend in all on his purchase?

- 2) There are 11 packs of rib eye steaks on display at a supermarket. How many pounds do the rib eye steaks weigh altogether, if each pack weighs 2.5 pounds?

- 3) James joins Club One which charges a monthly membership of \$19.99. How much will James spend in all, if he continues his membership for 6 months?

- 4) Ethan and four of his friends take a scenic drive to Bill Baggs State Park in Key Biscane, FL. They take turns at the wheel. Determine the total time taken to reach their destination, if each one drives for 32.5 minutes?

- 5) Carrie works as a library assistant in Orpington Library. She earns \$9.75 per hour. How much will she get paid, if she puts in 40 hours of work in a week?

Name: _____

Date: _____

Multiply.

1. $\frac{5}{6}$ of $\frac{9}{11}$

2. $\frac{7}{10}$ of $\frac{5}{9}$

3. $\frac{7}{8} \times \frac{10}{14}$

4. $\frac{8}{9} \times \frac{9}{10}$

5. $\frac{3}{5} \times \frac{4}{12}$

6. $\frac{5}{7} \times \frac{7}{10}$



Solve each problem.

1) $\frac{11}{4} \times \frac{1}{2} =$

2) $\frac{1}{2} \times \frac{3}{2} =$

3) $\frac{1}{2} \times \frac{2}{3} =$

4) $\frac{2}{4} \times \frac{1}{2} =$

5) $\frac{1}{2} \times \frac{3}{5} =$

6) $\frac{1}{2} \times \frac{10}{5} =$

7) $\frac{11}{3} \times \frac{2}{3} =$

8) $\frac{11}{3} \times \frac{11}{4} =$

9) $\frac{1}{3} \times \frac{2}{4} =$

10) $\frac{10}{4} \times \frac{1}{3} =$

11) $\frac{1}{2} \times \frac{8}{5} =$

12) $\frac{3}{4} \times \frac{2}{5} =$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____



Solve each problem.

1) $\frac{1}{2} \times \frac{1}{2} =$

2) $\frac{1}{4} \times \frac{3}{5} =$

3) $\frac{1}{2} \times \frac{4}{5} =$

4) $\frac{2}{3} \times \frac{1}{2} =$

5) $\frac{2}{5} \times \frac{1}{3} =$

6) $\frac{1}{2} \times \frac{4}{5} =$

7) $\frac{2}{3} \times \frac{1}{2} =$

8) $\frac{1}{2} \times \frac{1}{5} =$

9) $\frac{3}{5} \times \frac{3}{4} =$

10) $\frac{1}{3} \times \frac{2}{4} =$

11) $\frac{1}{2} \times \frac{1}{5} =$

12) $\frac{2}{4} \times \frac{1}{4} =$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Name: _____

Date: _____

Real-World Problems: Multiplication with Proper Fractions

Solve. Show your work.

1. Tian has 56 paper clips. He gives $\frac{3}{4}$ of them to Joe. Joe gives $\frac{2}{7}$ of what he receives to Rahul. How many paper clips does Rahul get?

2. Tony is given $\frac{9}{10}$ hour to mow a lawn. He only uses $\frac{2}{3}$ of the given time to mow the lawn. How much time is left?

Name: _____


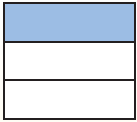
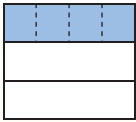
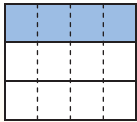
Date: _____

3. Keith spends $\frac{1}{6}$ of his savings on a magazine and $\frac{2}{5}$ of the remainder on a storybook. What fraction of his savings is left?

4. There are some caps in a box. $\frac{1}{6}$ of them are red, $\frac{1}{3}$ are blue, and $\frac{3}{7}$ of the remainder are green. If there are 27 green caps, how many caps are there altogether?



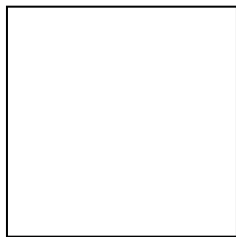
Use the box to show a visual example of how to divide a fraction and a whole number.

$\frac{1}{3} \div 4 = ?$  To solve, start with a whole.	Split the whole into 3 pieces and fill in 1 section.  Now you can see the size of $\frac{1}{3}$.	Next split $\frac{1}{3}$ into 4 groups.  This shows the size of each piece.	To figure out the size of each piece in comparison to the whole, split the whole into 4 groups.  Each piece is $\frac{1}{12}$ of the whole. Or: $\frac{1}{3} \div 4 = \frac{1}{12}$
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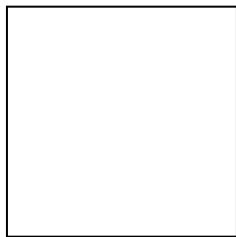
Answers

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

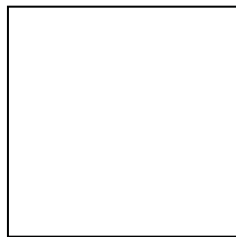
1) $\frac{1}{3} \div 3 =$



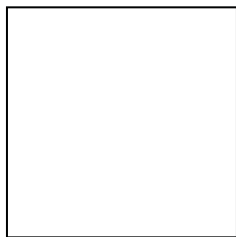
2) $\frac{1}{8} \div 8 =$



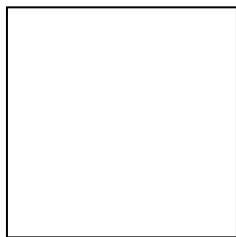
3) $\frac{1}{7} \div 2 =$



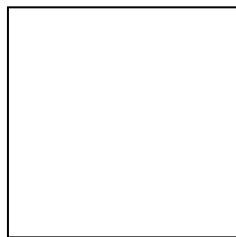
4) $\frac{1}{3} \div 4 =$



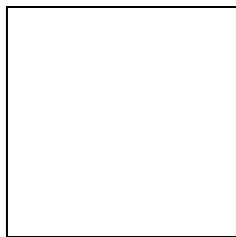
5) $\frac{1}{7} \div 4 =$



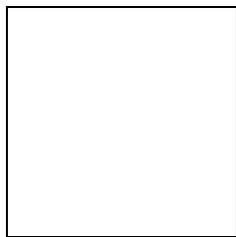
6) $\frac{1}{5} \div 4 =$



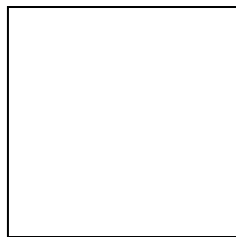
7) $\frac{1}{5} \div 6 =$



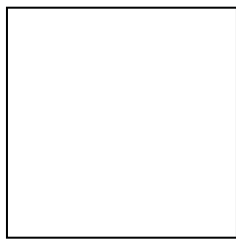
8) $\frac{1}{4} \div 9 =$



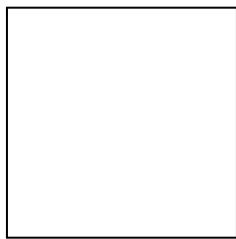
9) $\frac{1}{5} \div 6 =$



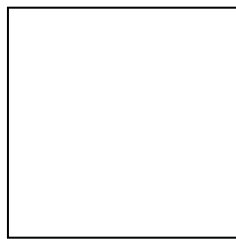
10) $\frac{1}{2} \div 9 =$



11) $\frac{1}{6} \div 6 =$

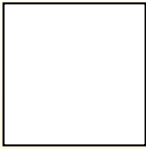

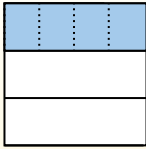
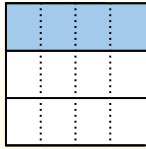


12) $\frac{1}{9} \div 6 =$





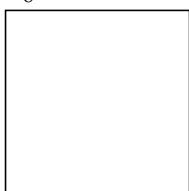
Use the visual model to solve each problem.

$\frac{1}{3} \div 4 = ?$  To solve, start with a whole.	Split the whole into 3 pieces and fill in 1 section.  Now you can see the size of $\frac{1}{3}$.	Next split $\frac{1}{3}$ into 4 groups.  This shows the size of each piece.	To figure out the size of each piece in comparison to the whole, split the whole into 4 groups.  Each piece is $\frac{1}{12}$ of the whole. Or: $\frac{1}{3} \div 4 = \frac{1}{12}$
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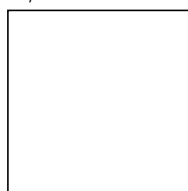
Answers

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

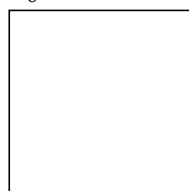
1) $\frac{1}{8} \div 9 =$



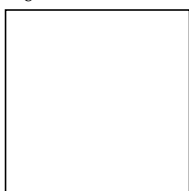
2) $\frac{1}{7} \div 5 =$



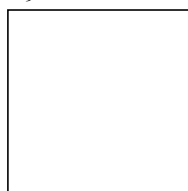
3) $\frac{1}{6} \div 5 =$



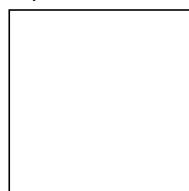
4) $\frac{1}{8} \div 5 =$



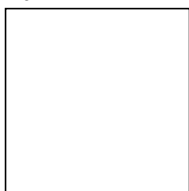
5) $\frac{1}{9} \div 2 =$



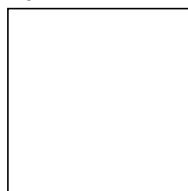
6) $\frac{1}{4} \div 4 =$



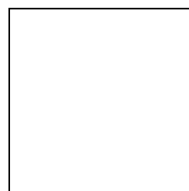
7) $\frac{1}{5} \div 3 =$



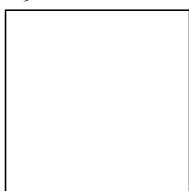
8) $\frac{1}{3} \div 8 =$



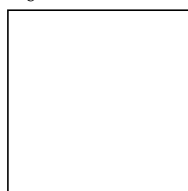
9) $\frac{1}{2} \div 5 =$



10) $\frac{1}{9} \div 9 =$



11) $\frac{1}{8} \div 6 =$



12) $\frac{1}{3} \div 2 =$

