

A decorative border of various snowflake patterns surrounds the text. The snowflakes are arranged in a grid-like pattern, with some larger and more intricate than others, creating a winter-themed frame.

Beale Elementary

5th Grade

NTI Day/Snow & Go Packet

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Dojo.

Student work is due on the first day back
after inclement weather.



The Snake

AND THE CHARMER

BY SYLVESTER CAPELLO

- 1 You have probably viewed the following scene in a movie or on TV: A snake charmer sits in front of a straw basket and plays a flute-like instrument. Suddenly, from inside the basket, a long, hooded cobra rises up. As the snake charmer plays the music, the cobra sways back and forth. It does not try to attack the snake charmer. Instead, the snake appears to be swaying in rhythm to the music.
- 2 In reality, nothing could be further from the truth. The cobra can only sense vibrations in the ground. What the cobra sways to is not the music. It sways to the motion of the flute that the snake charmer moves back and forth as he plays. The cobra is trying to get into position to strike at the flute. However, as long as the snake charmer keeps the flute in motion, the snake cannot attack.
- 3 The Indian cobra is a favorite of snake charmers because daylight interferes with the snake's ability to strike. At night, however, the Indian cobra is extremely dangerous and more accurate. Cobras don't normally attack people, however. Instead, they go after frogs, fish, birds, and small mammals.

Close Reader Habits

Think about the main idea of the passage, or what it mostly tells about. Then **underline** key details that support the main idea.

Explore

What is the main idea of the science article, and how is it supported by key details about the cobra?



Look for key details that give you information about the cobra's actions.

Think

- 1 Complete the chart below with information that shows that the cobra is not really "charmed" by the snake charmer.

Main Idea		
Key Detail	Key Detail	Key Detail <i>The cobra sways to the motion of the flute as the snake charmer moves back and forth.</i>

Talk

- 2 Discuss how snake charmers use their knowledge of cobras to "charm" the snakes. Then make a list of important details about the trick.

Write

- 3 **Short Response** Explain how the key details about cobras help you understand the snake charmer's trick. Include details from your chart and your discussion in your answer. Use the space provided on page 16 to write your response.

HINT Think about how to tell details about the cobra in an order that makes sense.

Lesson 1

Finding Main Ideas and Details



Learning Target

Identifying the biggest, most important idea about a topic and the details that tell more about that idea will help you understand an informational text.

- **Read** As you read an informational text, figure out the point, or what the author wants you to understand about the topic. The **main idea**—the most important idea—is what the text mostly tells about a topic. **Key details** support the main idea by giving important facts, examples, and other information that explain more about it.

In an informational text, an author often states the main idea early in a paragraph or passage. Key details that say more about the main idea usually follow right after it.

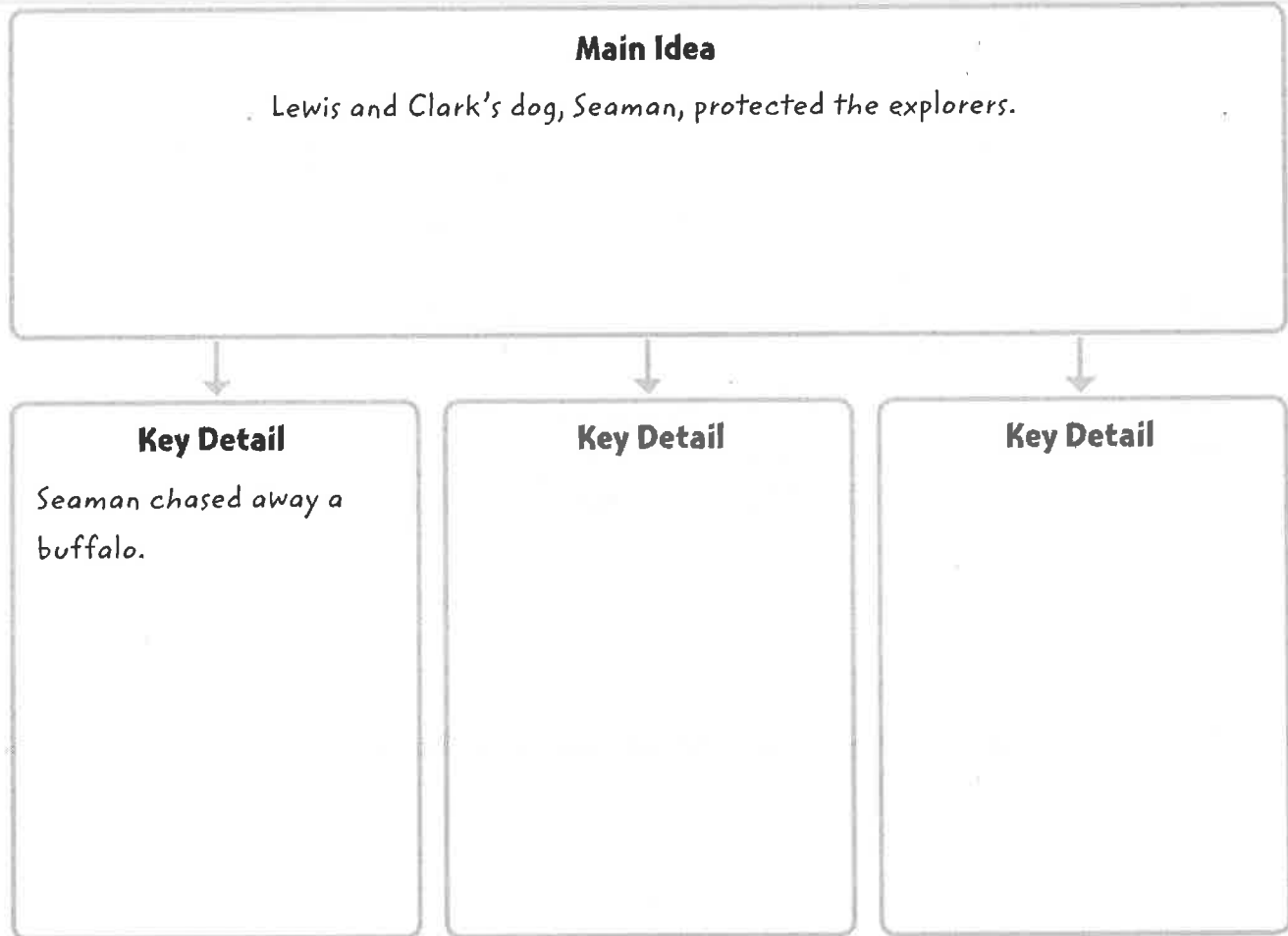
Read the passage below. Underline the main idea. What key details support the main idea?

Lewis and Clark's Faithful Companion


When Lewis and Clark explored the western United States, a dog named Seaman protected them. One night, a large buffalo came near their tent. Seaman chased the buffalo away. Another night, a grizzly bear entered their camp. Seaman barked and barked at the bear. He barked until the bear ran away. Seaman also protected Lewis and Clark by making sure they had food. Every day, Seaman hunted squirrels for the men to eat.



- ▶ **Think** Use what you've learned about reading informational texts to identify two key details that support the main idea of the passage. Complete the chart by adding two more key details.



- ▶ **Talk** Share the key details you added with a partner.
 - Did you and your partner agree?
 - How do the key details support the main idea?

 **Academic Talk**

Use these words to talk about the text.

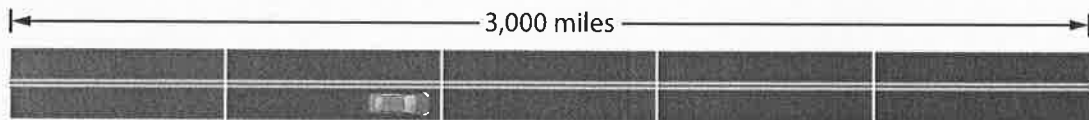
- **main idea**
- **key detail**

Day 1

Use What You Know

You have learned how to multiply one-digit numbers by multiples of 10, 100, and 1,000. Take a look at this problem.

The Chase family is driving 3,000 miles across the country. They plan on driving for 5 days, traveling the same distance each day. How many miles will the Chase family drive each day?



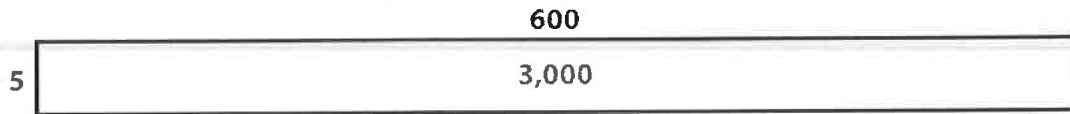
- a. What division equation can be used to solve this problem? _____
- b. What is the related multiplication equation? _____
- c. What basic multiplication fact can you use to help find the answer? _____
- d. If you divide 30 hundreds into 5 equal groups, how many hundreds are in each group? _____
- e. How can the basic fact help find $3,000 \div 5$? _____

- f. Explain how to find the number of miles the Chase family will drive each day.

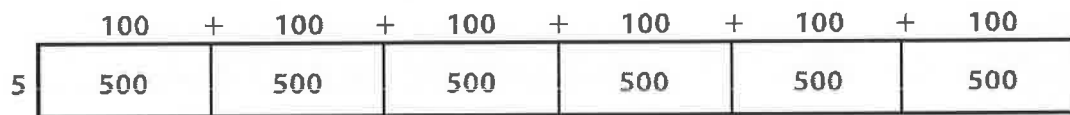
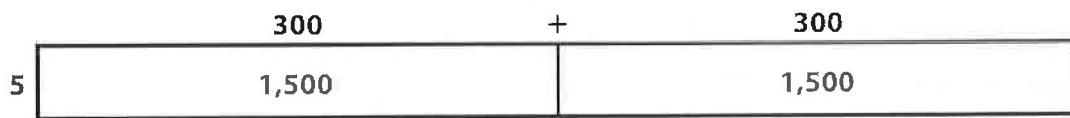
► Find Out More

1 year Day 2

The area model below shows the numbers for the Chase family trip.



An area model shows both multiplication ($5 \times 600 = 3,000$) and division ($3,000 \div 5 = 600$). Here are two possible ways you could break apart the factor 600 and the total 3,000.



When you look at this as a model for division, the sum of the numbers in red is the **quotient**, or the result of the division problem. The sum of the numbers inside the area model is the **dividend**, or the total you are dividing. The number at the side of the model is the **divisor**, or the number you are dividing by.

Sometimes numbers don't divide evenly. The amount left over is the **remainder**. If you divided 17 baseballs equally among 4 brothers, each brother would get 4 baseballs and there would be 1 baseball left over. This is written as:

$$\begin{array}{r} 4 \text{ R}1 \\ 4 \overline{)17} \end{array}$$

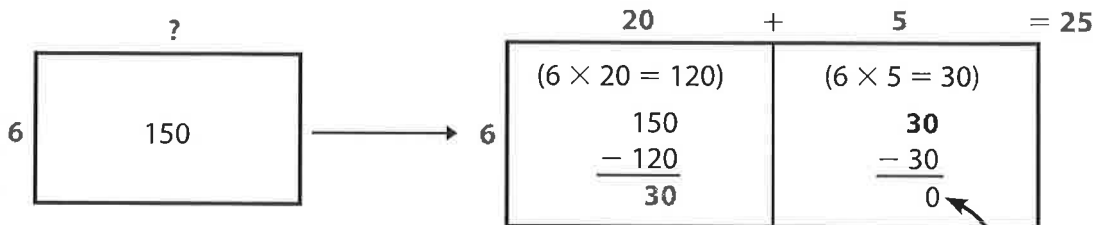
► Reflect

1 Explain how an area model shows both multiplication and division.

Read the problem below. Then explore different ways to divide three-digit numbers by one-digit numbers.

There are 150 students going on a field trip. Students are put in equal groups of 6. How many groups are there? Are there any students left over?

Model It You can use an area model to help understand the problem.



$$150 \div 6 = 25$$

Use multiplication to check:

$$\begin{aligned} 25 \times 6 &= (20 \times 6) + (5 \times 6) \\ &= 120 + 30 \\ &= 150 \end{aligned}$$

There is no remainder.

There are 25 groups and 0 students left over.

Model It You can also subtract partial products to divide the numbers.

$$\begin{array}{r} 150 \\ - 120 \leftarrow 6 \times 20 \\ \hline 30 \\ - 30 \leftarrow 6 \times 5 \\ \hline 0 \leftarrow \text{no remainder} \end{array}$$

Stop subtracting when you reach zero or a number less than the divisor (6). The quotient is the sum of all the numbers you multiplied by 6.

$$20 + 5 = 25$$

There are 25 groups and 0 students left over.

300

Connect It Now you will solve the problem from the previous page using a different area model.

2 Melinda decided to split her area model into five sections that each show $6 \times 5 = 30$. Draw Melinda's area model below. Then show how to subtract the partial products to find the answer.

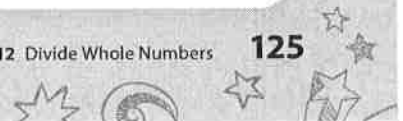
3 Can you use Melinda's model to solve the problem? Why or why not?

4 Explain how an area model can help you break apart a division problem to make it easier to solve.

Try It Use what you just learned to solve these problems. Show your work on a separate sheet of paper.

5 $132 \div 3 =$ _____

6 $364 \div 7 =$ _____



Day 4

Name: _____

Date: _____

Class: _____

Multiplying Decimals

1.
$$\begin{array}{r} 4.3 \\ \times \underline{.8} \\ \hline \end{array}$$

2.
$$\begin{array}{r} 3.75 \\ \times \underline{.63} \\ \hline \end{array}$$

3.
$$\begin{array}{r} .05 \\ \times \underline{.92} \\ \hline \end{array}$$

4.
$$\begin{array}{r} 20.3 \\ \times \underline{1.6} \\ \hline \end{array}$$

5.
$$\begin{array}{r} .25 \\ \times \underline{.87} \\ \hline \end{array}$$

6.
$$\begin{array}{r} .63 \\ \times \underline{.7} \\ \hline \end{array}$$

7.
$$\begin{array}{r} 13.5 \\ \times \underline{.50} \\ \hline \end{array}$$

8.
$$\begin{array}{r} 8.3 \\ \times \underline{.46} \\ \hline \end{array}$$

9.
$$\begin{array}{r} 1.96 \\ \times \underline{.57} \\ \hline \end{array}$$

10.
$$\begin{array}{r} 6.92 \\ \times \underline{.43} \\ \hline \end{array}$$

11.
$$\begin{array}{r} 2.65 \\ \times \underline{.75} \\ \hline \end{array}$$

12.
$$\begin{array}{r} .98 \\ \times \underline{.4} \\ \hline \end{array}$$

Day 4

Name: Day 4

Date: _____

SUMMARIZING

THE PICNIC SHOCK



The brown bear had just woken up after a long winter hibernation. He hadn't eaten for months, and he was absolutely starving! He left the comfort of his dark cave and wandered outside into the sunlight. The bear immediately smelled a delicious scent wafting through the air. He could almost taste the sausages and steak as he followed his nose towards the smell. Nearby, a family was enjoying their picnic, unaware that the bear was watching them from the bushes. Without warning, the bear leaped from his hiding place and barrelled towards the family. Chaos erupted as everyone started screaming and running around. The terrified family scrambled to get out of the bear's way. Little did they know, they had nothing to fear. The bear made a direct beeline for the warm sausages sizzling away on the barbeque. The family watched in shock as the enormous bear proceeded to feast on the range of cooked meat before happily licking his lips and strolling back into the bushes where he came from.

Summarize the story using the prompts to help you

Who was in the story?	Where does the story take place?
What was the problem in the story?	How was the problem resolved?

Summarize the story in one sentence

Don't

Name Day 5

Date _____

COMPARING DECIMALS TO THE THOUSANDTHS PLACE

Directions: Compare each pair of fractions by using $<$, $=$, or $>$ symbols.

7. 3.879 _____ 4.987

8. 5.682 _____ 5.694

9. 1.045 _____ 1.032

4. 8.254 _____ 8.542

5. 3.272 _____ 3.227

6. 2.015 _____ 2.015

1. 1.478 _____ 1.287

2. 7.268 _____ 7.268

3. 3.713 _____ 3.701

10. 8.244 _____ 9.244

11. 5.733 _____ 5.731

12. 6.113 _____ 6.131

13. 4.129 _____ 4.129

14. 2.947 _____ 2.047

15. 9.236 _____ 9.256

MYSTERY DECIMALS

Directions: Use the clues provided to reveal the mystery decimal.

16. _____

There is a four in the **tenths** place.The **hundredths** place is two less than the tenths place.The **ones** place is three times the hundredths place.The **thousandths** place is the sum of the tenths place and the hundredths place.

17. _____

There is a three in the **thousandths** place.The **ones** place is four less than the tenths place.The **tenths** place is three times the thousandths place.The **hundredths** place is two more than the ones place.

18. _____

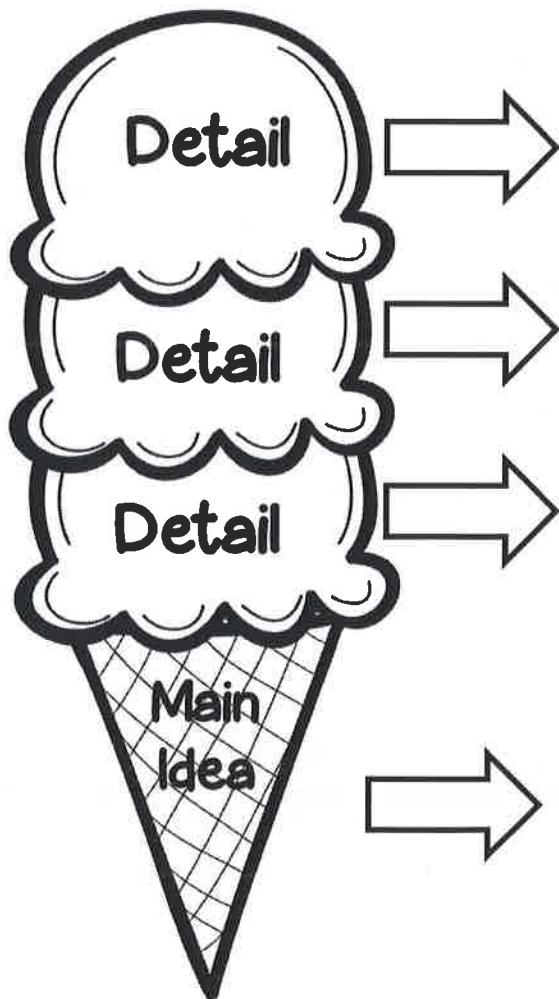
There is an eight in the **tenths** place.The **thousandths** place is half the hundredths place.The **ones** place is two times the hundredths place.The **hundredths** place is six less than the tenths place.

Don't

Main Idea & Details

Directions: Read the following paragraph. Determine the main idea and write it beside the cone. Identify the three most important details and write them beside the scoops of ice cream.

Thunderstorms are dangerous. Every thunderstorm contains lightning, and lightning kills more people each year than tornadoes or hurricanes! Do you know what to do to remain safe during a thunderstorm? First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the National Weather Service recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid taking showers or baths. If you are unable to get safely inside a building, avoid taking cover beneath tall, isolated trees. Also avoid water, high ground, and metal objects. Knowing what to do (and what *not* to do) during a thunderstorm could save your life.



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