

5th Grade
Special
Education
Practice

Special Education Support

Subject	Strategy
Reading Fluency	<ol style="list-style-type: none"> 1. Day 1: Cold Read: Set a timer for 1 minute, ask the student to read for one minute and mark the text where they stop. After they have marked where they stopped, read the passage aloud to the student. 2. Day 2: Choral Read: Have the student and another person read the passage together. 3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop. 4. Day 4: Practice: Repeat the steps for Day 3. 5. Day 5: Hot Read: Set the timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After multiple days of practice, the student should see that they can read farther and with less errors.
Reading Comprehension	<ol style="list-style-type: none"> 1. Ask the student to read the text and use a writing tool to code the text using the symbols below. <ul style="list-style-type: none"> ○ ! - surprising facts ○ ? - questions they had about the event ○ * - important information ○ L - information that tells the location of the event ○ P - information that describes the place of the event 2. Ask students to share with you what they coded and why. 3. Ask students to reread the text. 4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions.
Writing	<p>After reading the text, use the steps below to answer the short answer questions.</p> <p>K-5</p> <ol style="list-style-type: none"> a. R: Restate the question b. A: Answer all parts of the questions c. C: Cite evidence from the text to support your answer. d. E: Explain how the evidence from the text supports your answer <p>6-12</p> <ol style="list-style-type: none"> a. Claim b. Support c. Evidence d. Tie-in

<p>Math Calculation</p>	<p>Encourage students to use the following to solve math problems:</p> <ul style="list-style-type: none">• Number lines• 100 charts• 200 charts• Multiplication charts• Formula sheets <p>Choose the tool that students are most comfortable with and apply to their problems.</p>
<p>Math Problem Solving</p>	<ol style="list-style-type: none">1. Read word problems to the student.2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.3. Write a number sentence or equation to solve the problem.4. Use the math tool necessary to solve the problem.<ul style="list-style-type: none">• Number lines• 100 charts• 200 charts• Multiplication charts• Formula sheets

Name _____

Word Count: 148

The Rainbow Fence

Juanita stared at the picture of the extraordinary cloth fence. Her teacher, Mr. Lopez, said the fence had stretched across nearly twenty-five miles of California.

“This is a type of temporary art that artists build outside,” said Mr. Lopez. “The artists who made it left it standing for only a short time. Today, we will start creating art like this in front of our school.”

Later, Juanita enjoyed helping to plan and construct the class’s own low fence. It was made of wood and spanned twenty-five yards of field near the school’s entrance. The class painted the fence to look like a rainbow.

A reporter from the town’s TV station talked to students about the rainbow fence. Later, Juanita watched herself on the news show.

“Our fence is cheery,” Juanita heard herself say. “It will only be here for a week, but we hope it brings people joy.”



How to Say What You're Feeling

"I can't believe that you forgot to come over and study with me last night!" shouted Sherri as she walked down the hall toward her best friend, Taylor. "You're so thoughtless sometimes. You just don't care about anyone but yourself!"

"You're being ridiculous, Sherri," replied Taylor. "I didn't come over because I had to stay late at baseball practice. I called and told your dad. I guess you didn't get the message."

"Because of you," Sherri said, "I failed today's math test. Go away and leave me alone."

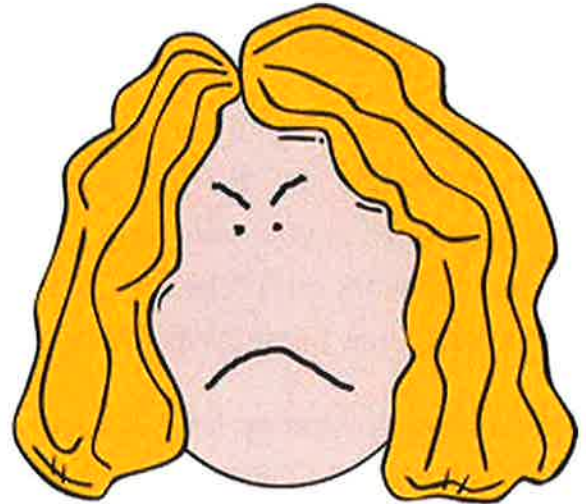
Sherri spent the rest of the day upset at Taylor. She was so mad, she wanted to scream. Now she would have to work hard to make up for today's low test score.

Have you ever been really angry with one of your friends or someone in your family for letting you down? Have you wanted to scream or yell, or even strike out and punch something? Everybody has emotions like this, but the key to controlling them is recognizing what you are feeling and why, as well as understanding what you can do about them.

Finding the Real Feeling

Sherri really is angry. But if she took the time to look at her feelings, she'd realize that the person she's angry with is herself. It wasn't Taylor's responsibility to make sure she studied for the math test; it was hers. When she didn't do well on the test, she blamed her friend because that was easier than admitting she had messed up.

Think about how you feel sometimes. You might think you are feeling down or depressed when actually you're just tired. Did you stay up extra late last night? Did you have to get up earlier than usual this morning? Before you put a label on how you are feeling, look at what is going on in your life for clues. Sherri thought she was angry at Taylor, but what she was really feeling was guilt. Learning to recognize your real true feelings is the first step in knowing what



to do with them.

Now What?

Once you have a handle on your honest feelings, it's time to do something with them. Yelling at your parents, siblings, or friends is rarely the solution to any conflict. It will just increase the negative feelings you have, and the problem won't be solved. Working through your emotions so you can work out problems takes a number of communication skills that you will need to learn. You'll use these skills for the rest of your life.

The first key to sharing how you feel and resolving a conflict is picking the right place and time to talk. Don't try to discuss your curfew with your dad as he is flying out the front door late for work. Don't try to smooth out the argument with your brother when he is in the middle of writing a report. You need to choose a time and place that will allow you both to give your full attention to the situation. And you should avoid having to worry about time limits or interruptions.

The Skill of Listening

Hearing and listening are not the same thing. Think about watching television. You often hear the words and music of the commercials, but are you listening to them? Notice how your attention shifts when the commercial ends and your show comes back on. The same thing can happen during a conversation. It's easy to daydream when someone else is talking, or to think about what you are going to say as soon as they finish. But both of these actions mean you aren't listening. Really listening to what the other person is saying is an important part of understanding how he or she is feeling and what the problem actually is. To do this, you need to do the following:

- Make and keep eye contact.
- Ask questions if you don't understand something or didn't hear it properly.
- Respond immediately when asked about something.
- Give your full, undivided attention.
- Nod now and then.
- Never interrupt.

The Skill of Responding

After you have listened closely to someone explaining his or her thoughts and feelings, it's your turn to speak. Before you start talking, however, try doing a "reality check," a skill that makes sure you understand what you've just heard. You *paraphrase* (PAIR-uh-fraze; summarize) the person's words to show that you were listening and that you are trying to understand his or her side of the story.

For example, imagine if Taylor had responded to Sherri's anger by saying, "Sherri, you are feeling really angry at me because I didn't show up last night and help you study for the math test. You didn't do well on it, and you think that it's my fault."

Do you think that Sherri would have gotten so angry if she had realized that Taylor was truly listening to her?

Now it's your turn to express your feelings. Make this part easier for everyone by learning to use "I" messages instead of "You" messages. Start your statements with "I." This will let you express how someone's behavior makes you feel. Instead of "You are so thoughtless," you might say, "I felt really sad when you didn't come over." Taylor's statement "You are being ridiculous" could be turned into "I feel really angry inside when you yell at me, Sherri." Messages that start with "you" will make a person feel defensive, while "I" statements express a feeling.

Take a look at how each of these statements makes you feel when you read them:

"You didn't call me like you said you were going to!" or "I felt really disappointed when you didn't call last night."

"You always make me late!" or "I am late to school when you aren't ready on time."

It's important to realize that your life will be full of emotions. But, learning to recognize what you are honestly feeling and then learning how to deal with it are even more important. Listen, respond, and communicate!

Name: _____ Date: _____

1. How does Sherri feel?

- A. happy
- B. angry
- C. bored
- D. scared

2. What sequence of actions is described in the passage?

- A. steps baseball coaches can take to improve the performance of their team
- B. steps adults can take to make sure they get a good night's sleep
- C. steps people can take to communicate their feelings
- D. steps students can take to prepare for a math test

3. Read these sentences from the passage:

After you have _____ listened closely to someone explaining his or _____ her thoughts and feelings, it's your turn to speak. Before you start talking, however, try doing a 'reality _____ check,' _____ a skill that makes sure you un _____ derstand what you've just heard _____ .

What can be concluded from this information?

- A. Understanding how other people feel is important when communicating how you feel.
- B. Sherri is angry at Taylor because Taylor did not come over and study with her the night before.
- C. Sometimes people watch television commercials without paying much attention to them.
- D. When speaking to others about your feelings, it is important to use "I" messages instead of "You" messages.

4. What would probably be a good place to talk about your feelings with someone?

- A. a classroom full of students taking a math test
- B. a quiet room with only you and the other person in it
- C. a movie theater with big screens and lots of people
- D. a busy restaurant that plays loud music at all times

5. What is this passage mostly about?

- A. how to ignore people when they bother you
- B. how to make friends at school
- C. how to daydream when others are talking
- D. how to communicate your feelings

6. Read the following sentences: "It's important to realize that your life will be full of emotions. However, learning to recognize what you are honestly feeling and then learning how to deal with it are even more important."

What does the word **emotions** mean above?

- A. feelings
- B. tests
- C. friends
- D. children

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

When people have bad feelings, _____ they should identify exactly what they are feeling and why.

- A. never
- B. finally
- C. first
- D. including

8. How is listening different from hearing?

9. Why should people use "I" messages instead of "You" messages when expressing their feelings?

10. Imagine that Sherri followed all the steps recommended by the passage before expressing her feelings to Taylor. What might she have said or done differently when speaking to Taylor in the hall? Support your answer with information from the passage.

Rounding Decimals

Name: _____

Round each decimal to the nearest tenth.

1 0.32

2 3.87

3 0.709

4 12.75

5 12.745

6 645.059

Round each decimal to the nearest hundredth.

7 1.079

8 0.854

9 0.709

10 12.745

11 645.059

12 50.501

Round each decimal to the nearest whole number.

13 1.47

14 12.5

15 200.051

16 Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

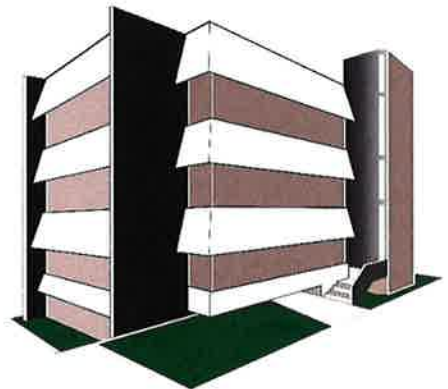
Mixed operations word problems

Grade 5 Word Problems Worksheets

Read and answer each question:

A multi level parking lot has 6 levels and there are total of 1,327 parking spots.

1. There are 162 parking spots on the first level. The rest of the parking spots are distributed equally on the other 5 levels. How many parking spots are there on the top level?
2. There are 12 spots close to the 3 elevators reserved for drivers with disabilities on each level. How many parking spots are reserved for drivers with disability altogether?
3. Other than the spots reserved for drivers with disability, there are 285 parking spots for monthly rental and the rest are for hourly parking. How many spots are there for hourly parking?
4. The daily parking rate is \$30. If Jack parks his car for 5 days a week and 4 weeks in a month, how much does he pay for parking in a year?
5. There were 816 cars parked in the parking lot on Monday morning. At lunch time, 91 cars left the lot. After lunch, 135 cars came back to the parking lot. How many parking spots were left on Monday afternoon?
6. Write an equation using "x" and then solve the equation.
The hourly rate is \$x. If each car parks at the lot for 7 hours per day and all the parking spots are taken up, the parking lot can receive \$27,867 in a day.



Answers

1. $(1,327 - 162) \div 5 = 233$
There are 233 parking spots on the top level.
2. $12 \times 6 = 72$
There are 72 parking spots reserved for drivers with disability.
3. $1,327 - 72 - 285 = 970$
There are 982 spots are for hourly parking.
4. $30 \times 5 \times 4 \times 12 = 7,200$
Jack pays \$7,200 for parking in a week.
5. $1,327 - (816 - 91 + 135) = 467$
There are 467 parking spots left on Monday afternoon.
6. $1327(7x) = 27,867$
 $7x = 21$
 $x = 3$
The hourly rate is \$3.

Number Chart (1 to 200)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Multiplication Chart (12 x 12)

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

