

5th Grade  
Special  
Education  
Practice



## Special Education Support

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

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

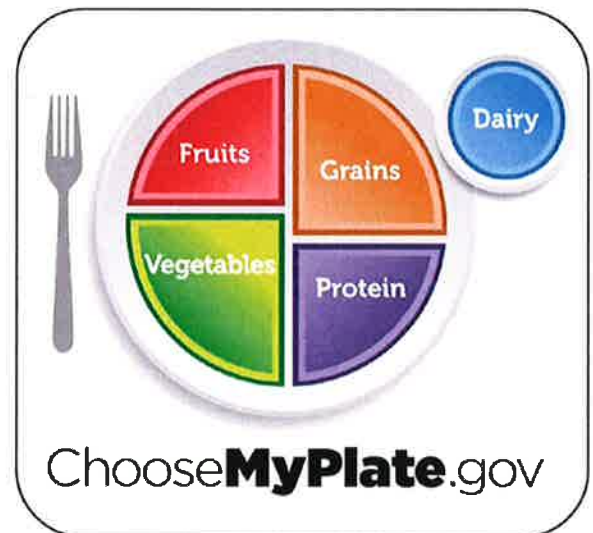
Name \_\_\_\_\_

Word Count: 150

## MyPlate

When you plan a meal, there are many tasty foods from which to choose. How can you choose wisely? Eating only tasty doughnuts, for example, would cause health problems. To help people balance the foods they eat, experts created a chart called MyPlate.

MyPlate looks like a plate divided into colored sections. People can tell how much of their daily diet should come from each food group by comparing the sections. The one for vegetables is the largest. A healthy diet has more vegetables than proteins, fruits, or grains (which are shown by the other sections). There is also a circle near the plate that looks like a cup. This shows how much milk and other dairy food to eat daily.



MyPlate is easy to understand because it shows portions on a plate just like a plate you might use to eat. It helps people eat healthy meals each day.



## The Secret to Silk



National Park Service

*Many spiders weave round webs called orb webs.*

Spider webs may look weak, but don't be fooled. They are actually super strong! Spider webs are made of silk. Silk is nature's strongest **fiber**, or thread. Believe it or not, silk is stronger than its equal weight in steel!

Scientists have been making silk for years. However, they have not been able to produce silk as strong as a spider's silk. Now some scientists say they have figured out the secret to making strong silk.

Scientist David Kaplan told *Weekly Reader* what his team learned. He said that a spider's body has a little sac where it stores tiny blobs of silk in water. When the spider releases water, the blobs turn into a gel. The spider squeezes the gel from its body, and the silk hardens.

## Future Uses for Silk

Scientists are now using what they learned to make a strong silk. They believe the silk will help people in many ways. It may be used for making clothes that protect police officers and soldiers.

Scientists say the silk may also be used to repair bones and ligaments in people's bodies. A **ligament** is strong tissue that holds bones in place. Kaplan is very excited about his work. "I hope this discovery will help get kids excited about science," he said. "There is so much to be learned from nature."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is nature's strongest fiber?

- A. gel
- B. steel
- C. thread
- D. silk

2. In the section called "Future Uses for Silk," what does the author describe?

- A. the weight of steel
- B. things that may be made using silk
- C. how a spider makes silk
- D. the different kinds of spider webs

3. Strong silk may be helpful to people in a number of ways. What evidence from the text supports this statement?

- A. Silk may be used for making protective clothes and to repair bones and ligaments.
- B. A ligament is strong tissue in a person's body that holds bones in place.
- C. A spider's body has a little sac where it stores tiny blobs of silk in water.
- D. Many spiders weave round webs made of silk called orb webs.

4. Based on the information in the text, how did scientists learn to make a stronger silk?

- A. Scientists learned to make silk from steel.
- B. Scientists learned to make silk from old spider webs.
- C. Scientists learned to make silk by examining the way spiders make silk.
- D. Scientists learned to make silk out of spiders.

5. What is the main idea of this text?

- A. Scientists have learned from spiders how to make strong silk.
- B. Scientists have been making silk for years.
- C. Spiders can weave many different types of webs.
- D. Police officers and soldiers need special clothes to protect them.



6. Read these sentences from the text.

"Silk is nature's strongest fiber, or thread. Believe it or not, silk is stronger than its equal weight in steel!"

Why might the author have started the second sentence with the phrase, "Believe it or not"?

- A. to highlight the fact that a spider's silk is a fiber
- B. to emphasize how unusual it might seem that silk can be stronger than steel
- C. to show the reader that steel is actually not very strong
- D. to illustrate how most people are scared of spiders and their webs

7. Choose the answer that best completes the sentence.

Scientists learned to make a strong silk \_\_\_\_\_ studying how a spider makes silk.

- A. as a result of
- B. instead of
- C. without
- D. before

8. Describe how a spider makes silk.

Include three pieces of information from the text in your answer.

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9. Describe two ways strong silk may be used.

Support your answer with evidence from the text.

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10. David Kaplan states that there is so much to be learned from nature. How might learning from nature be helpful to people?

Support your answer with evidence from the text.

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## Understanding Powers of 10

Name: \_\_\_\_\_

**Multiply or divide.**

**1**  $6 \div 10$   
\_\_\_\_\_

**2**  $0.6 \div 10$   
\_\_\_\_\_

**3**  $6 \div 10^2$   
\_\_\_\_\_

**4**  $0.6 \div 10^2$   
\_\_\_\_\_

**5**  $6 \div 10^3$   
\_\_\_\_\_

**6**  $60 \div 10^3$   
\_\_\_\_\_

**7**  $0.3 \times 10$   
\_\_\_\_\_

**8**  $0.3 \times 10^2$   
\_\_\_\_\_

**9**  $0.3 \times 10^3$   
\_\_\_\_\_

**10**  $0.03 \times 10^2$   
\_\_\_\_\_

**11**  $0.003 \times 10^2$   
\_\_\_\_\_

**12**  $0.03 \times 10^3$   
\_\_\_\_\_

**13**  $72 \div 10$   
\_\_\_\_\_

**14**  $0.72 \times 10^2$   
\_\_\_\_\_

**15**  $7,200 \div 10^3$   
\_\_\_\_\_

**16**  $20 \div 10^2$   
\_\_\_\_\_

**17**  $0.9 \times 10^3$   
\_\_\_\_\_

**18**  $0.001 \times 10^2$   
\_\_\_\_\_

**19**  $54 \div 10$   
\_\_\_\_\_

**20**  $150 \div 10^3$   
\_\_\_\_\_

**21**  $0.46 \times 10^3$   
\_\_\_\_\_

**22** What strategies did you use to solve the problems? Explain.



## Mixed operations word problems

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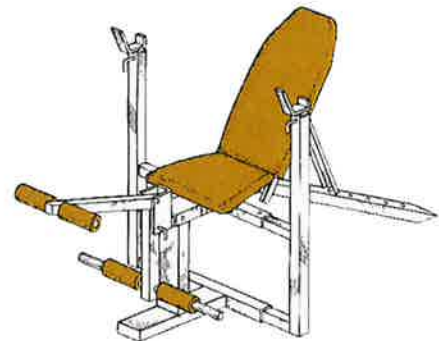
### Grade 5 Word Problems Worksheets

*Read and answer each question:*

A fitness center has a swimming pool and a gym. There are 3,924 members in the fitness club. There are two kinds of membership: regular and VIP. Each regular member pays \$25 per month and each VIP member pays \$480 per year.

1. There are 2,915 regular members. How many VIP members are there?
2. How much membership fees does the fitness center receive from the regular members each month?
3. How much more does a VIP member pay than a regular member over a year for the fitness center membership?
4. For every 30 members, the fitness center must hire 1 staff member for the gym. How many staff members does the fitness center need to hire for the gym?
5. The lifeguard on duty gets 30 minutes break every 2 hours. How much break time does the lifeguard get during a 6-hour shift?

6. Write an equation using "x" and then solve the equation.  
During a promotion for the VIP membership program, the new VIP members received a discount of \$x. 34 new VIP members signed up and the gym received \$13,260 of membership fee from them.



## Answers

- $3,924 - 2,915 = 1,009$   
There are 1,009 VIP members.
- $2,915 \times 25 = 72,875$   
The fitness center receives \$72,875 from the regular members.
- $480 - 25 \times 12 = 180$   
A VIP member pay \$180 more than a regular member over a year for the membership.
- $3924 \div 30 = 130 R24$   
The fitness center need to hire 131 staff members.
- $6 \div 2 \times 30 = 90$   
The lifeguard gets 90 minutes break during a 6-hour shift.
- $34(480 - x) = 13,260$   
 $480 - x = 390$   
 $x = 90$   
The discount was \$90.

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

