

NTI DAY 4



Harrison County Schools

Name: _____

Grade: 5

Teacher: _____

Complete within 2 weeks of returning to school.

5th Grade NTI Day 4

	<p><u>Reading:</u> _____ Main Idea and Supporting Details papers OR _____ Exact Path: log in and work on reading for 30 minutes</p>
	<p><u>Math:</u> _____ Examining Digit Place Values paper OR _____ Exact Path: log in and work on math for 30 minutes</p>
	<p><u>Social Studies:</u> _____ Summary: Conflicts Grow</p>
	<p><u>Practical Living and Career Studies:</u> _____ Conflict Resolution Activity</p>

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Main Idea and Supporting Details

RI.5.2, RI.5.10, W.5.9.a–b, RF.5.4.a



Getting the Idea

The **main idea** of a passage is what it is mostly about. **Supporting details** are the facts or other pieces of information that prove the main idea. A detail may be a name, date, place, or action.

Every story and article has a main idea. You can usually find it near the beginning of a passage. Every paragraph has a main idea, too. This is often found in the first sentence of the paragraph, though it might occur later. A main idea is not the same as a topic. A topic is the subject of a passage. For example, the topic of a passage may be “bicycles.” The main idea would be a statement about bicycles: “Riding bicycles is good for the environment.”

As you read this paragraph, try to identify its main idea and supporting details.

There are many different kinds of carnivorous plants. Carnivorous plants are plants that get nutrients from trapping and eating insects and spiders. These plants are generally found in locations with poor soil. There are many different ways carnivorous plants trap and eat animals. Pitcher plants have a large cavity, or pitcher, that insects fall into. The Venus-Flytrap has leaves that close and trap insects.

The main idea of this passage is that there are many different kinds of carnivorous plants. Supporting details include the different ways pitcher plants and Venus-Flytraps capture and eat animals.

To figure out the main idea of a story, article, or paragraph, look for the idea that stands out as most important. The other ideas are details, and should only support the main idea of the passage. In many nonfiction works, the title is directly connected to the main idea. Looking at the title might help you if the passage doesn't state its main point explicitly.

Also, thinking of a possible title for a passage can help you figure out which parts of it are most important.

In longer articles or essays, there may be more than one main idea. These main ideas will both be about the same topic, but they will cover different aspects of the topic in detail.

Look at the following two paragraphs from a longer passage. The main ideas are underlined. The other sentences provide details about the main ideas.

Cars are bad for the environment. Cars and trucks emit more than 300 million tons of carbon into the atmosphere each year in the U.S. They are responsible for about one-third of our nation's total production of carbon dioxide. Carbon dioxide is one of the greenhouse gases that contributes to global warming. Cars and trucks also consume almost 9 million barrels of oil per day. That is more than 25% of the world's total!

The United States needs to explore different ways of traveling. Alternative transportation cause less pollution. Bicycling and walking are good alternatives for short distances. Trains, buses, and other public transportation should be used whenever possible. If more people use alternative transportation, we can make up for the negative impacts of cars and trucks.

The main idea of the first paragraph is that cars are bad for the environment. They cause pollution and consume a lot of oil. Meanwhile, the main idea of the second paragraph is that people should explore other forms of transportation. What is probably the main idea of the passage? Based on the two paragraphs, the most likely main idea of the passage is that the U.S. needs to explore transportation alternatives because cars are bad for the environment. Often, when you express the main idea of a passage you have read, you give a summary of its content.

Thinking It Through

Read the following paragraph, and then answer the question that follows.



John Keats was a famous poet. He was known for his odes and sonnets. His books did not sell very well during his life. However, he is regarded as one of the greatest poets in the English language.

What is the main idea of this paragraph?



The main idea is the most important idea in the paragraph.



Coached Example

Read the passage and answer the questions.

*adapted and excerpted from
"Chanticleer"*

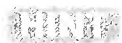
from Birds in Town and Village

by W.H. Hudson

That morning, I found myself paying special attention to one rooster. It was about a hundred yards away, or a little more perhaps. All the other birdsongs seemed inferior to it. Its voice was uniquely clear and pure. The last note was very long and seemed to fall at the end. However, it didn't collapse like long notes often do, ending with a little croak, as if the singer had run out of breath. It was perfect in its way, a finished performance. It was artistic, and, by comparison with other songs, brilliant. After I heard this bird, I paid little attention to the others. After each call it made, I counted the seconds until the call came again.



1. Which sentence BEST states the main idea of the passage?
 - A. "That morning, I found myself paying special attention to one rooster."
 - B. "Its voice was uniquely clear and pure."
 - C. "It was perfect in its way, a finished performance."
 - D. "The last note was very long and seemed to fall at the end."



When you are looking for the main idea, look for a broad concept, not specific details.

2. What would make another good title for the passage?
 - A. "What Roosters Like To Eat"
 - B. "The Rooster's Song"
 - C. "Different Birdsongs"
 - D. "Common Barnyard Animals"



The title often gives clues about the main idea.



Lesson Practice

Use the Reading Guide to help you understand the passage.

Reading Guide

What does the title tell you about this passage?

In paragraph 2, what important detail do you learn about slavery?

What is the main subject of paragraph 5?

Making Equality

The right to vote is one of the most important rights and duties of a citizen because everyone didn't always have it.

When the Constitution was written, African Americans did not have the rights of citizens. Instead, they were still enslaved in the United States. The Thirteenth Amendment made slavery illegal. The Fourteenth Amendment made all people born in the U.S. equal citizens under the law; it gave African Americans citizenship. The next step was to give them the right to vote.

In 1870, when the Fifteenth Amendment passed, women and people under twenty-one were not allowed to vote. With the Fifteenth Amendment, African American men over twenty-one were allowed to vote. In many states, there were other requirements as well, however. In some places, there was a tax on voting, while in others, there were tests voters had to take to prove that they could read.

Other amendments were passed to give citizens more just voting rights. The Nineteenth Amendment, passed in 1920, gave women the right to vote. The Twenty-fourth Amendment ended poll taxes, or taxes charged to vote. The Twenty-sixth Amendment changed the national voting age to eighteen.

Today, any person born in the U.S. or naturalized as a citizen who is over eighteen can vote. He or she does not have to pay a tax and does not have to have a certain heritage or gender. By making all voters equal, the Constitution makes all citizens equal.

Answer the following questions.

1. This passage is MAINLY about
 - A. amendments.
 - B. African Americans.
 - C. voting rights.
 - D. citizenship.

2. Which of the following BEST states the main idea of paragraph 2?
 - A. Once, African Americans could not vote.
 - B. African Americans gained equality very slowly.
 - C. At first, African Americans were citizens.
 - D. African Americans had important rights.

3. What is paragraph 4 MAINLY about?
 - A. voting rights amendments
 - B. women's right to vote
 - C. poll taxes
 - D. lowering the voting age

4. According to the passage, which amendment gave African American men over twenty-one the right to vote?
 - A. Thirteenth Amendment
 - B. Fourteenth Amendment
 - C. Fifteenth Amendment
 - D. Sixteenth Amendment

5. Write a sentence that summarizes the entire passage.



Compare the values of each of the digits.

Answers

1) 962.69

The 6 in the tens place is _____ the value of the 6 in the tenths place.

1. _____

2) 9,443.2

The 4 in the tens place is _____ the value of the 4 in the hundreds place.

2. _____

3) 54.45

The 5 in the tens place is _____ the value of the 5 in the hundredths place.

3. _____

4) 7,279.21

The 2 in the hundreds place is _____ the value of the 2 in the tenths place.

4. _____

5) 29,392.46

The 9 in the tens place is _____ the value of the 9 in the thousands place.

5. _____

6) 55.4

The 5 in the ones place is _____ the value of the 5 in the tens place.

6. _____

7) 668.88

The 6 in the tens place is _____ the value of the 6 in the hundreds place.

7. _____

8) 8,543.191

The 1 in the tenths place is _____ the value of the 1 in the thousandths place.

8. _____

9) 53,765.873

The 3 in the thousands place is _____ the value of the 3 in the thousandths place.

9. _____

10) 93,482.23

The 2 in the ones place is _____ the value of the 2 in the tenths place.

10. _____

11) 5,528.783

The 8 in the ones place is _____ the value of the 8 in the hundredths place.

11. _____

12) 418.85

The 8 in the ones place is _____ the value of the 8 in the tenths place.

12. _____

13) 114.5

The 1 in the tens place is _____ the value of the 1 in the hundreds place.

13. _____

Answer Choices:

A. $\frac{1}{100}$

B. $\frac{1}{10}$

C. 10 X

D. 100 X

E. 1000 X

F. 1,000,000 X

Summary: Conflicts Grow

Trouble in Boston

Britain sent soldiers to Boston when colonists resisted taxes. Colonists did not want soldiers in their city. On March 5, 1770, a crowd yelled and threw snowballs at some of the soldiers. The soldiers started to shoot. Five colonists were killed. Colonists called the fight a massacre.

News traveled slowly. Samuel Adams started the Committees of Correspondence to share news and ideas with people in other colonies. Members wrote letters that told what the British were doing. Members suggested action colonists could take.

The Boston Tea Party

In 1773, the Tea Act allowed the East India Company of Britain to sell tea for a very low price. But if colonists bought the cheap tea, they also paid a tax to Britain. Many colonists did not want to pay taxes to Britain at all. They also didn't want one company to control the tea trade. Merchants refused to sell the tea or unload it from the ships. On December 16, 1773, some Sons of Liberty illegally boarded the ships. They threw the tea into the harbor. This protest was called the Boston Tea Party.

The British government was angry. It passed laws called the Coercive Acts. These laws stopped all trade between Boston and Britain, did not allow town meetings, and gave Britain control of the colony. Britain sent soldiers back to Boston. Colonists were forced to quarter them. Colonists called the laws the "Intolerable Acts" and said they were too harsh.

On September 5, 1774, delegates from most colonies met in the First Continental Congress. Delegates discussed the Intolerable Acts. They asked King George III to stop taxing the colonies without their agreement. They stopped trade with Britain. Colonists gathered weapons in case they needed to fight. King George sent more soldiers. He said the colonists had started a rebellion.

Before You Read

Find and underline each vocabulary word.

massacre *noun*, the killing of many people

correspondence *noun*, written communication

quarter *verb*, to give people food and shelter

delegate *noun*, someone chosen to speak and act for others

After You Read

REVIEW What was the importance of the Committees of Correspondence? Circle the sentence that tells why Samuel Adams started the Committees of Correspondence.

REVIEW Why did the First Continental Congress meet? Draw a box around the sentence that tells what the delegates wanted King George III to do.

