

E details

160L

Main Idea & Details

Name: _____ Date: _____

The Scientific Method

The scientific method is a process scientists use to conduct experiments. Not all scientists or science experiments follow all of the steps in order. Steps are sometimes skipped. Steps are sometimes out of order. Scientists modify the scientific method their experiments. Even though the scientific method changes with each experiment, scientists have the same goal. The goal is to ask questions, gather data, examine evidence and try to answer questions.

Ask a Question

Scientists ask questions about what they observe. A scientific question must be something that can be measured by data and observations.

Research

Scientists research their topics. Research helps scientists gather more background information. Scientists can learn from mistakes of other scientists so that they do not repeat mistakes.

Make a Hypothesis

A hypothesis is an educated guess. Scientists use their background knowledge and research to make predictions to answer their questions. Hypotheses should be easy to test and measure. It is important that scientists take risks when they hypothesize. Scientists who take risks and chances of being wrong help us learn.

Purpose

Research

Hypothesis

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Main Idea & Details

How do I find the main idea of a text?

Ask, "What is the whole text about?"

- The title and headings can help you.
- Photos, illustrations, and other text features can help you.
- The main idea of the text can help you.

How do I find details to support the main idea?

Ask, "What reasons, facts, or examples does the author give to support the main idea?"





Main Idea & Details

5. Read this sentence from
A U.S. toy company spotted
What idea in paragraph 4 d
a. Morris Michtom can
b. The teddy bear is si
c. The "Teddy Bear" be
Toy Company.
d. A German woman nar
created a stuffed bee

6. What is the central idea of th
that support this idea.
Teddy bears were name
Roosevelt went on a
bear. His assistant
fused to shoot it
is story sp
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Main Idea & Details Name: _____ Date: _____

The History of Teddy Bears

Almost all children have memories of their favorite childhood teddy bears. These popular toys were named after America's 26th president, Theodore Roosevelt.

Theodore Roosevelt loved hunting big game. On November 14, 1902, Theodore went on a bear hunting trip near Onward, Mississippi with the governor of Mississippi. After three days, Roosevelt was the only hunter in the group who was unsuccessful in locating a bear. Roosevelt's assistants captured a black bear and tied it to a tree so that Roosevelt could shoot it. Roosevelt thought this was unsportsmanlike because the bear was so small. He refused to shoot it. News got out of Roosevelt's refusal to shoot the bear, and newspapers around America.

A political cartoonist named Clifford Berryman drew a humorous cartoon of this event. Morris Michtom, who made stuffed animals, came up with the idea to create a bear stuffed animal called "Teddy's Bear". Michtom received permission from Theodore Roosevelt to use his name for his stuffed toy. The "Teddy Bear" became so popular that Michtom founded the Ideal Toy Company.

Cartoon of Theodore Roosevelt refusing to shoot the bear.

Around the same time, a German woman Margaret Steiff, who made stuffed toys, created a stuffed bear. A U.S. toy company spotted Steiff's bear and placed a large order for them. The bears also came to be called teddy bears. The teddy bear is still one of the most popular stuffed toys today.

One of the original teddy bears Michtom made; owned by Theodore Roosevelt

Main Idea & Details

Answer the questions to the quest

8. Which c

- a. Ruth
- b. Ruth
- c. Geor
- d. Mary

9. What is

- a. Ruth
- b. Ruth
- c. Ruth's
- d. Ruth

10. Read this

In 1919, Ruth

What idea is

- a. the b
- b. In 19
- c. Babe
- d. In 19

11. What is the

Paragr

Red Sox owner Harry Fiske paid \$100,000. This caused a huge loss for the "Curse of the Bambino" championships for 86 years. He helped them win seven American League championships. Ruth's skill dra

Ruth played briefly for the Red Sox. His baseball career had lasted 22 years. He was one of the first five baseball players inducted into the Hall of Fame. He made many public appearances. He died at the age of 53. He left most of his money to help underprivileged children. Today, Babe Ruth is one of the most celebrated athletes of all time.



Ruth in 1920

Main Idea & Details

Name: _____

Test: Babe Ruth

George Herman Ruth Jr. was born on February 6, 1895, in Baltimore, Maryland. Ruth had seven siblings, but only his youngest sister survived infancy. When Ruth was seven years old, he was sent to St. Mary's Industrial School for Boys. This was a school for troubled boys. Ruth was sent there because he was not going to school and was getting into trouble. Ruth spent twelve years there. He was often made fun of because his skin was darker than most of the other boys at school. At St. Mary's, Ruth learned baseball skills.



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Ruth pitching for the Boston Red Sox

In 1914, Ruth also met and married his first wife, a daughter named Dorothy. In 1925, Ruth and Woodford married actress Claire Merritt Hodgson. He adopted

the color indicated. If there is not a crayon next to a word, look for text evidence to help you infer.

when she was ten years old?

she wrote a letter to Soviet Union
the Soviet wanted to start a nuclear war

Yuri Andropov
congratulate Yuri Andropov
tell Yuri Andropov
know if Yuri Andropov

from paragraph 4.

that the Russians were
paragraph 4 does this key

Samantha visited Artek.
Samantha made new friends in
Samantha learned about Russia
Samantha and her parents visit

What did Samantha's visit to the Soviet Union
Samantha's visit made new friends
and United States
had similar

about the Soviet Union
made Samantha friends
United States. Samantha
all over Russia and the U.S.

Main Idea & Details

America's Youngest Ambassador

Name: _____

Samantha Reed Smith was born on June 29, 1972, in Maine. When she was ten years old, she wrote a letter to Soviet leader Yuri Andropov that became famous. It read:

Dear Mr. Andropov,

My name is Samantha Smith. I am ten years old. Communism is a scary thing. I have been worrying about Russia and the United States going to war. I want to know if you really want to have a war. This question you are asking me is going to decide if we are going to have a war. I want to know if you want to conquer the world or at least our country. I want to know if you want to live together in peace and not to fight.

Sincerely,

Samantha Smith

A Soviet newspaper published Samantha's letter. Eventually, Samantha received a reply from Yuri Andropov that invited her to visit the Soviet Union to understand the country better. Samantha became instantly famous.

On July 7, 1983, Samantha and her parents traveled to Moscow to spend two weeks as the leader's honored guest. They visited cities and towns and met many people. Samantha was surprised by how friendly the people of the Soviet Union were to her and her family. Samantha visited other international cities.



CENTRAL IDEA & DETAILS

4th & 5th grade

Table of Contents

*This product includes 12 Lexile[®] leveled stories in the 4th-5th Grade Florida B.E.S.T. Text Complexity Band (the range for 4th-5th grade is 740L-1010L).

1. Types of Central Idea & Details Anchor Chart/ Journal Page
2. The Blobfish- 740L
3. The Scientific Method- 760L
4. How to Resolve Conflict- 800L
5. The Three Branches of Government- 880L
6. America's Youngest Ambassador- 880L
7. The Sections of the Orchestra- 890L
8. The History of Chewing Gum- 920L
9. Downloading Digital Media- 960L
10. North American Plains Natives- 970L
11. The History of Teddy Bears- 980L
12. Test
 - Constellations- 750L
 - Babe Ruth- 890L



ABOUT LEXILE LEVELS



MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Florida B.E.S.T. uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Florida B.E.S.T. Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

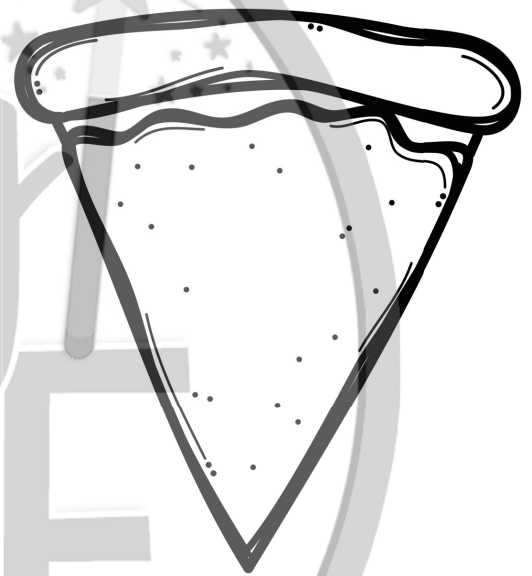


Central Idea & Details

How do I find the **central idea** of a text?

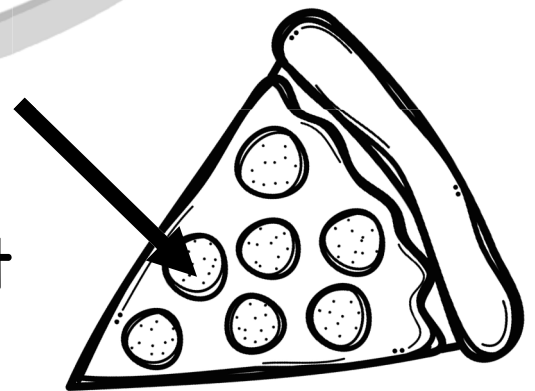
Ask, "What is the **whole** text about?" The central idea should be a sentence.

- The title and headings can help you.
- Photos, illustrations, and other text features can help you.



How do I find **details** that support the central idea?

- Ask, "What **reasons**, **details**, or **examples** does the author give to support the central idea?"



The Blobfish

The blobfish is a strange-looking fish. It has gained a lot of attention for its odd appearance.

Habitat

Blobfish live off the coasts of Australia, Tasmania, and New Zealand. They dwell between 2,000 and 4,000 feet deep in the ocean. Because blobfish live so deep in the ocean, it is difficult to learn about them.



Description

The pressure in the blobfish's habitat is very strong. It is up to 120 times higher than the surface! Because of this, the blobfish's body is less dense than the water. This helps it float. The blobfish is a gelatinous mass. It does not have a skeleton or muscles. Blobfish have pale, jelly-like, loose skin. They have large noses, beady eyes, and grimaces on their faces. The blobfish is less than a foot long. Due to the pressure deep in the ocean, the blobfish has a much different shape when it is out of its habitat. Scientists believe the blobfish looks more like a regular fish in its habitat deep on the ocean floor.

Diet

Blobfish eat matter that floats deep in the ocean. They will eat any matter that floats into their mouths. This includes bacteria and crustaceans. Because they have no muscles, they are unable to hunt.

Danger

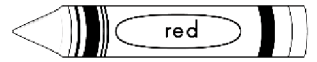
Since blobfish live so deep in the ocean, scientists don't know for sure about their population numbers. Blobfish are caught in fishing nets. Blobfish may become an endangered species because of deep sea fishing.

In 2013, the blobfish was voted the "World's Ugliest Animal". This strange-looking fish fascinates people as we explore the creatures that live deep in the ocean.

Central Idea & Details

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Read this sentence from paragraph 2.



Blobfish live off the coasts of Australia, Tasmania, and New Zealand.

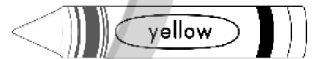
What idea in paragraph 2 does this key detail support?

- a. The blobfish is rare.
- b. It is hard to see the blobfish.
- c. Information about the blobfish's habitat.
- d. Blobfish live between 2,000 and 4,000 feet deep in the ocean.

2. Why is it difficult to learn about the blobfish?

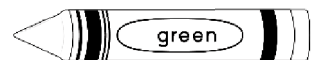


3. What is the central idea of paragraph 3?



- a. The blobfish is a gelatinous mass.
- b. The blobfish's body is less dense than the water.
- c. The blobfish's physical features help it survive in its habitat.
- d. The blobfish looks more like a regular fish in its habitat on the ocean floor.

4. How does the blobfish's appearance help it survive in its habitat?



Central Idea & Details

5. Read this sentence from paragraph 4.

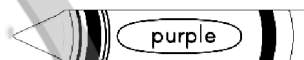


They [blobfish] will eat any matter that floats into their mouths.

What idea in paragraph 4 does this key detail support?

- a. Blobfish hunt.
- b. Blobfish eat bacteria.
- c. Blobfish eat crustaceans.
- d. A blobfish's diet is influenced by its habitat and appearance.

6. Why are blobfish in danger?



7. What is the central idea of this article? Write a paragraph explaining the key points that support this idea.

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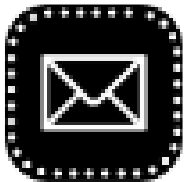
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