

# Fifth Grade ELA Academic Packet

Student Name \_\_\_\_\_ School \_\_\_\_\_



Weeks 8 and 9  
May 18-May 27, 2020

Please follow your teacher's instruction on use and return of packets.  
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.  
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.  
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

OCPS Distance Learning Packet  
Grade 5 ELA  
Weeks of Monday, May 18th and May 25th

| Day  | Standard   | Instructions  |
|--|--|---|
| Monday   | Research Writing   | <ul style="list-style-type: none"> <li>● Read and review the skills slides.</li> <li>● Break down the writing prompt.</li> <li>● Determine a purpose for reading and writing.</li> <li>● Preview the texts.</li> </ul>                                  |
| Tuesday  | Determine the meaning of words and phrases.  | <ul style="list-style-type: none"> <li>● Review the skills slides.</li> <li>● Read and annotate <i>The West Indian Manatee</i>.</li> <li>● Answer the questions.</li> </ul>   |
| Wednesday  | Determine the meaning of words and phrases.  | <ul style="list-style-type: none"> <li>● Review the skills slides from Tuesday.</li> <li>● Read and annotate <i>Manatee-rific News</i>.</li> <li>● Answer questions.</li> </ul>   |
| Thursday   | Compare and contrast the overall structure of two texts.   | <ul style="list-style-type: none"> <li>● Review the text structure anchor chart.</li> <li>● Reread <i>The West Indian Manatee</i> and <i>Manatee-rific News</i>.</li> <li>● Complete the graphic organizer.</li> <li>● Answer the questions.</li> </ul> |
| Friday   | Develop the topic with facts, definitions, and details.<br><br>Introduce and develop a topic insightfully, logically grouping information and illustrations together in paragraphs | <ul style="list-style-type: none"> <li>● Collect information from the texts.</li> <li>● Create Controlling and Main Ideas.</li> <li>● Plan your news report using a graphic organizer.</li> </ul>   |
| Tuesday  | Research Writing   | <ul style="list-style-type: none"> <li>● Write your news report.</li> <li>● Edit and revise your news report.</li> </ul>  |
| Wednesday  | Research Writing   | <ul style="list-style-type: none"> <li>● Final revisions.</li> <li>● Present your report.</li> </ul>  |
| <b>Daily:</b> Read a book of your choice for 30 minutes. |  |   |

**\*\*If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!**

## Monday

This week, we will be reading two texts to help us review informational reading standards and conduct a short research project.

### What is research?

- When we do research, we try to find more information about a topic
- A topic can be something that is interesting, something that we don't understand, a problem that we want to solve, or something that we want to learn more about
- We use different sources of information to conduct, or perform, research

When we conduct research, we are **attempting to answer a question or solve a problem by locating information about the topic**. We may use articles, books, websites, and even interviews with experts to inform our research.

Before you begin research, you must determine your focus. Considering the following questions:

- What **topic** will be researched?
- What **question** about the topic **is to be answered**?

You may answer these questions after unpacking the writing prompt and determining your purpose for reading and writing.

Review the following slide. Unpack the writing prompt, list the skills and knowledge you will need to successfully complete your research, and then determine your purpose for reading and writing.

**Unpack the Prompt:** Both articles discuss the once endangered West Indian Manatee, which is also known as the Florida Manatee. Write a news report to explain the environmental factors affecting the Florida Manatee.

## Determining the Purpose for Writing

- Look at the writing prompt above:**
  - Circle what you need to do (verbs).
  - Underline what you need to know.
  - Fill in the skills and knowledge in the chart.

**\*This is your purpose for writing**
- Determine the purpose for reading the provided text.

| <u>Skills (Verbs)</u><br>What do I need to be able to DO? | <u>Knowledge</u><br>What do I need to KNOW? |
|---|---|
|   |   |
|   |   |
|   |   |

Let's determine the focus for our research by answering the following questions:

What **topic** will be researched?

What **question** about the topic **is to be answered**?

Now that we know the focus of our research, we can begin reading sources. **Preview both texts by briefly skimming over the texts, images, and subheadings.**

# Endangered Species: The West Indian manatee

By Gale, Cengage Learning, adapted by Newsela staff on 05.31.18

Word Count 759

Level 810L



Image 1. A manatee takes a rest at Three Sisters Springs in Florida's Crystal River National Wildlife Refuge. This refuge was established in 1983 specifically for the protection of the endangered West Indian Manatee. Photo: USFWS Endangered Species via Flickr.

The West Indian manatee, also known as the Florida manatee, is a large marine mammal. It has a round, heavy gray body and a flat tail. On average, manatees are 8 to 13 feet long. Small ones weigh about 800 pounds. The heaviest can be 3,500 pounds, or about as much as a car!

West Indian manatees have small eyes and no earlobes. They tightly close their nostrils when they go underwater. Manatees often rest just below the water's surface, coming up to breathe every 15 or 20 minutes. They use their flippers almost like hands. Their flippers are used to eat, move through sea grass and hold a nursing calf. Sometimes manatees even give each other hugs.

## "Sea Cows"

Manatees are the only sea mammal that is an herbivore. Their all-plant diet includes water hyacinths and hydrillas. They are often called "sea cows" because they graze on sea grass. A split upper lip helps them grasp food and pull it into their mouths. Manatees prefer to feast at night. They can consume up to 100 pounds of food every day.

Manatees can be born at any time. Most births seem to take place in spring and early summer. A female's pregnancy lasts about 13 months. After that, she gives birth to one calf.

At birth, the calf is usually about 4 feet long and weighs about 60 pounds. Even though the calf begins grazing within a few months, it continues to nurse from its mother for one to two years. Mothers only give birth every two to five years.

### Habitat And Population

The West Indian manatee is found in the coastal waters and rivers of Florida and Georgia. It is occasionally spotted in the waters of other states in the southeastern United States. The sea mammal is also found along the coasts of Central America. Some have been sighted in the West Indies, a region in the Caribbean.

Manatees prefer to live in slow-moving rivers, river mouths, bays, lagoons and coves. Any type of water will do. It is at home in fresh water, salty water and even brackish water, which is slightly salty. The water must be warm, however. Manatees will migrate great distances to find warm water.

The estimated population of West Indian manatees is small. In 2014, there were less than 5,000 worldwide. Since then, manatee populations have increased. In 2017, the U.S. Fish and Wildlife Service estimated that there were 6,620 manatees living off the coast of Florida alone.

### History And Conservation

Native Americans hunted manatees for thousands of years. They ate its meat and crushed the bones for medicine. Hides were used as leather. When Spanish explorers came to the Caribbean islands in the 1500s, manatee hunting increased. This excessive hunting is thought to be responsible for the manatees' decline.

Today, humans are still the biggest threat to manatees. Many manatees drown each year from being trapped in fishing nets. Others are crushed by floodgates or canal locks. Some are injured by fishing hooks and trash. Speeding boats are responsible for most manatee deaths in Florida. Animals that survive these run-ins have lifelong scars from the propellers.

### Protection Zones

In 1978, Florida lawmakers declared the state a safe place for West Indian manatees. In 1989, some parts of the state were directed to reduce manatee injuries and deaths. Protection zones were established. Some coastal waters were closed to boats, swimmers and divers. In other areas, boats



are required to slow down. Other countries have taken action, too. They have created education programs to teach people about manatee protection.

### **Slowly Rebounding**

Thanks to these efforts, the manatee population is slowly rebounding. In 1967, the West Indian manatee was named an "endangered species" by the U.S. government. There were so few that the animal was at risk of extinction. In 2017, the United States removed the manatee from the endangered list and downgraded it to "threatened." While the number of manatees remains low, it is improving.

Conservationists objected to the decision to take manatees off the endangered list. They argued that the manatees continue to face threats from human activity. These risks may increase if laws and rules protecting manatees are removed.



# Manatee-rific news: Scientists predict manatees will survive next 100 years

By Orlando Sentinel, adapted by Newsela staff on 04.18.17

Word Count **475**

Level **800L**



Manatees find refuge in the warm waters of Blue Spring located at Blue Spring State Park, Orange City, Florida. Manatees were recently moved from the U.S. endangered list. They have been given the less dire status of threatened. The sea mammals appear on track to survive through the coming century, according to federal experts. Photo by: Red Huber/Orlando Sentinel/TNS.

For many years, Florida manatees have faced dangerous conditions. Blooms of toxic plants kill the sea grass that manatees like to eat. Freezing waters lead to stress and disease. The large animals, sometimes called "sea cows," have run-ins with boats, too.

Yet government experts say there is some good news. Manatees are on track to survive for the next 100 years, these officials say.

## **Manatees Removed From Endangered Animals List**

A few months ago, manatees were removed from the nation's list of endangered animals. Endangered animals are at risk of dying out forever. Now manatees are listed as threatened instead. This means the government can choose to provide the animals with fewer protections.

Scientists who work for the U.S. government have been studying manatees. They wanted to know about the risks manatees would face in the years ahead. This would help the government plan for the protections they would need. The scientists used computers to make these predictions about the manatees.



### **Florida Can Support More Manatees, Scientist Says**

Michael C. Runge was one of the scientists. He said the number of Florida manatees is high today. The state's waters can support the growing population of manatees, he said.

Not everyone agrees with the government's outlook, however.

Katie Tripp is the science director at Save the Manatee Club. This nonprofit group is dedicated to protecting manatees. Tripp said that computer models that make predictions cannot really factor in every threat.

### **Many Threats Are Not Predictable**

Many things that could harm the manatees are not predictable. For example, water or habitat conditions might change suddenly, Tripp said. Computers cannot predict that. They also can't know if boaters will follow rules meant to keep the manatees safe.

About 40 years ago, only 1,000 Florida manatees were left in the waters. They were declared endangered then. New laws were put in place, such as boating limits, to protect the manatees. These rules helped the manatee population grow. Now there are more than 6,000 Florida manatees.

### **Manatee Numbers Likely To Double, Program Says**

Government scientists said they put a wide range of possible threats into their computer programs. The prediction says there is just a tiny chance that the manatee population will decline again. Instead, manatee numbers are likely to double, the prediction says. After that, the manatee population should stay steady.

Still, the prediction is not a guarantee. Runge says Florida manatees could be harmed in ways scientists have not considered. He says the best thing to do is to keep watching manatee populations. Wildlife managers should be on the lookout for new and unexpected threats, he said.

## Tuesday

Today we will practice our skill of determining the meaning of words and phrases in the text as we begin reading the first source for our research project.



### Types of Context Clues

- Definition: Restating the ideas given in a sentence
- Examples: Examples listed after the unknown word
- Synonyms: Words with similar meanings
- Antonyms: Words with opposite meanings
- Explanation: Description of word
- Word Parts: Prefix, suffix and root words
- Illustrations: Pictures or photographs in the story

RI.2.4

Context clues are “hints” the author includes in a text to help us understand the meaning of a word or phrase. When determining word meanings, the type of context clues used will help us determine how we can determine the meaning of a word. The slide below shows an example of how context clues help us determine the meaning of a word.

## Using Context Clues

Read the sample below from the Newsela text, **Florida turtle habitat nearly wiped out by Hurricane Irma**

Beaches in south Brevard County in Florida are a major **refuge** for sea turtles. Until last month, these beaches were home to a record number of sea turtle nests. Then Hurricane Irma hit Florida.

In the first sentence, the author describes Florida beaches as a **refuge** for sea turtles.

In the next sentence, the author states that the beaches were **home** to a large number of sea turtle nests.

I know that sea turtles live in nests, so the beaches must be home to the sea turtle nests. The author used a **synonym** to show that refuge must mean home, or a safe shelter for the sea turtles.

RI.2.4

When reading for the purpose of conducting research, we want to make sure we keep the focus of our research in the back of our minds.

As you read *The West Indian Manatee*, **annotate any details that relate to your research focus.** Then, **answer the questions below to help you determine the meaning of words and phrases in the text.**

Read the statements from the text below.

*Manatees are the only sea mammal that is an herbivore.*

What is the meaning of the word herbivore as used in the text?

- Ⓐ An animal that lives in the sea.
- Ⓑ An animal that eats all plants and no animals.
- Ⓒ An animal that is able to live on land and sea.
- Ⓓ An animal that works with fish and other animals to farm underwater.

Select a statement from the text that helps the reader understand the meaning of the word herbivore.

- Ⓐ West Indian manatees have small eyes and no earlobes.
- Ⓑ On average, manatees are 8 to 13 feet long.
- Ⓒ Their all-plant diet includes water hyacinths and hydrillas.
- Ⓓ The estimated population of West Indian manatees is small.

Read the following statements from the text.

*When Spanish explorers came to the Caribbean islands in the 1500s, manatee hunting increased. This excessive hunting is thought to be responsible for the manatees' decline.*

Select **two** phrases that are similar to the word excessive.

- Ⓐ to explore
- Ⓑ foreign country
- Ⓒ large increase
- Ⓓ moving quickly
- Ⓔ extreme amount

Read the following statements from *The West Indian Manatee*.

*Manatees prefer to feast at night. They can consume up to 100 pounds of food every day.*

Select **three** words or phrases that are synonyms, or have the same meaning, to the word consume.

- Ⓐ to eat
- Ⓑ play
- Ⓒ gobble up
- Ⓓ swim
- Ⓔ digest

## Wednesday

As you read *Manatee-rific News*, **annotate any details that relate to your research focus**. Then, **answer the questions below to help you determine the meaning of words and phrases in the text**.

Read the following statement from the text.

*For many years, Florida manatees have faced dangerous conditions.*

What is the meaning of the phrase dangerous conditions as used in the text?

- Ⓐ surroundings that cause risks
- Ⓑ food that does not taste good
- Ⓒ large amounts of fish
- Ⓓ very warm water

Select a statement from the text that helps the reader understand the meaning of the word endangered.

- Ⓐ "Yet government experts say there is some good news."
- Ⓑ "Scientists who work for the U.S. government have been studying manatees."
- Ⓒ "Endangered animals are at risk of dying out forever."
- Ⓓ "The scientists used computers to make these predictions about the manatees."

This question has two parts. First, answer Part A. Then, answer Part B.

Read the statement from the text.

*The prediction says there is just a tiny chance that the manatee population will decline again.*

**Part A.** Select the meaning of the word decline as used in the text.

- Ⓐ remain the same
- Ⓑ increase, or grow larger
- Ⓒ refuse to do something
- Ⓓ decrease, or grow smaller

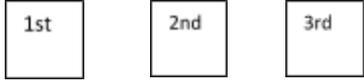
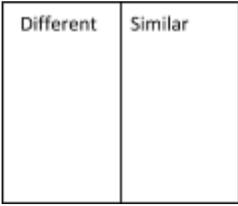
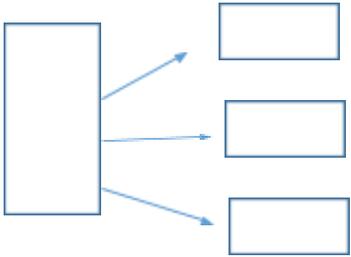
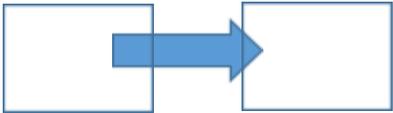
**Part B.** Select **two** statements from the text that provide antonyms, words meaning the opposite, as clues to the meaning of the word decline.

Ⓐ Instead, manatee numbers are likely to double, the prediction says. Ⓑ After that, the manatee population should stay steady.

Ⓒ Still, the prediction is not a guarantee. Ⓓ Runge says Florida manatees could be harmed in ways scientists have not considered. Ⓔ He says the best thing to do is to keep watching manatee populations.

## Thursday

The RI.2.5 standard requires us to compare and contrast the overall structure of events, ideas, concepts, or information in two texts. **Before we can compare text structures, we need to understand the different ways authors structure texts.**

|                                      |  |   |
|--------------------------------------|--|---|
| <p><b>Sequence/Chronological</b></p> | <p>The author explains a topic in the <u>order</u> the events occurred.</p> <p><b>Signal Words:</b> first, second, next, then, before, after, finally, following, not long after, now, soon</p>                                    |    |
| <p><b>Compare and Contrast</b></p>   | <p>The author explains how <u>two topics</u> are <u>similar</u> and how they are <u>different</u>.</p> <p><b>Signal Words:</b> same as, similar, just like, as well as, both, different from, as opposed to, on the other hand</p> |    |
| <p><b>Cause and Effect</b></p>       | <p>The author tells about a topic and its <u>causes</u> or about a topic and its <u>effects</u>.</p> <p><b>Signal Words:</b> since, because, due to, if... then, so, as a result of, then, consequently, for this reason</p>       |   |
| <p><b>Problem and Solution</b></p>   | <p>The author describes a <u>problem</u> and how to <u>solve</u> it.</p> <p><b>Signal Words:</b> problem, solve, because of, so, therefore, due to, issue, leads to, as a result, one reason for the, dilemma is</p>               |  |

When we compare/contrast the structure of information in a text, we may consider the following questions:

- What **similar information** is discussed in the texts?
- How does the author **organize the information** in the texts?
- What is **similar or different about the way the author structures this information?**

Practice answering these questions by completing the graphic organizer below.

Reread *The West Indian Manatee* and *Manatee-rific News*. Then complete the graphic organizer and questions.

## Comparing Text Structure

| The West Indian Manatee  | Manatee-rific News   |
|--|--|
| What topic is described in the text?                           | What topic is described in the text?                           |
| How does the author structure the information about the topic? | How does the author structure the information about the topic? |

Refer to the texts *Manatee-rific News* and *The West Indian Manatee*.

How is the structure of the information presented in *Manatee-rific News* different from the structure of information in *The West Indian Manatee*?

How do the authors of both texts structure the information about the manatee population increase?

- Ⓐ The authors describe the events leading to the population increase in sequential order throughout the text.
- Ⓑ The authors describe how manatee protection efforts had a positive effect on the manatee population.
- Ⓒ The authors describe the increase in the manatee population as a problem to coastal waters and rivers.
- Ⓓ The authors compare the population increase of the manatee to a fish's population.

## Friday

Today we will use our annotations to collect and organize text evidence, create a controlling idea, and create main idea statements to guide the creation of our news report.

Review the writing prompt below.

Both articles discuss the once endangered West Indian Manatee, which is also known as the Florida Manatee. Write a news report to explain the environmental factors affecting the Florida Manatee.

**Step #1:** Collect and organize related information from the texts.

- Your evidence should **provide details related to the writing prompt** (factors affecting manatees).
- As you select your evidence, start to **think about the similarities in the evidence**. Think, How does this evidence lead you to a main idea? Will the evidence support the main idea you are considering?
  - *Consider what the author wanted you, the reader, to understand about Florida manatees.*

Sort your evidence into the evidence table below. Be sure to **list evidence that shows environmental factors affecting the West Indian Manatee**.

| <u>The West Indian Manatee</u> | <u>Manatee-rific News</u> |
|--------------------------------|---------------------------|
|                                |                           |

**Step #2: Write your controlling idea.**

- **Controlling Idea = Topic + Point**
- **Remember a controlling idea provides the overall focus.** It will be your news report headline.
  - *Think: How can you draw reader's attention to the environmental factors affecting the Florida Manatee?*

**Write your controlling idea below.**

**Step #3: Write your main idea statement(s).**

- **Main Idea = Topic + Point**
- **Remember, a main idea statement provides an answer or reason for the prompt and the controlling idea.**
  - *We already determined that we need to explain the environmental factors affecting the Florida manatee. **Therefore, both of your main idea statements might present one of these factors.***
  - As you create your main idea statements, think: **What similarities can you find in our text evidence across both sources?**
    - *Consider looking at your evidence table and circling evidence that discuss one similar environmental factor and putting a box around evidence that discusses a second environmental factor.*

Try to create **at least two main ideas based on your evidence**. Remember these should be consistent with your controlling idea statement, but a little more specific. Then, fill in the planning page with your controlling idea, main ideas, and sorted evidence.

Use the space below to begin planning your news report with a graphic organizer of your choice. Be sure to organize your evidence based on the main idea statements and start to think about how you can elaborate on your evidence.

**Controlling Idea:**

**Main Idea 1:**

**Evidence:**

**Main Idea 2:**

**Evidence:**

## Tuesday

Use the template to begin writing your news report.

- Be sure to **elaborate on your evidence** by further explaining how the evidence demonstrates an environmental factor that affects the manatees.

*Your elaboration may also include a prediction of what may happen in the future if the manatee continues to be affected by the environmental factor.*



## Wednesday

### Self-Check



-Does the evidence provided in the news report support the controlling idea (headline)?

-How can you elaborate on the evidence to explain how the evidence relates to the main idea statement?

-What can you add to your elaboration to better explain the effect the environmental factor has on the manatee?

**Directions:** Complete a self-check to edit and revise your news report. Then prepare your presentation!

### Share and Present Your Research

- Share your news report with your class through Big Blue Button
- Call a family member or friend and read your report to them.
- Post your report in a discussion board on Canvas.



SL.2.4

**Congratulations!! Thank you for all of your hard work!**

# Fifth Grade Math Academic Packet

Student Name \_\_\_\_\_ School \_\_\_\_\_



Weeks 8 and 9  
May 18-May 27, 2020

Please follow your teacher's instruction on use and return of packets.  
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.  
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.  
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# Fifth Grade Recommended Pacing

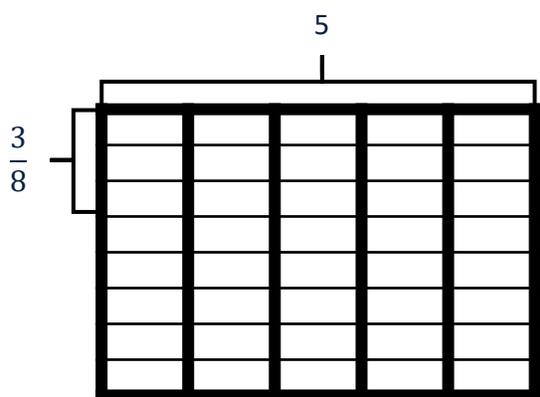
| <b>Day</b>       | <b>Skill</b>  | <b>Page</b> |
|------------------|---|-------------|
| <b>Monday</b>    | <b>Multiplication and Division<br/>with Fractions<br/>Refine</b>          | 1-3         |
| <b>Tuesday</b>   | <b>To Multiply or Not to Multiply<br/>Write a Word Problem</b>            | 4-5         |
| <b>Wednesday</b> | <b>Multiplication and Division<br/>with Fractions<br/>Develop</b>         | 6-8         |
| <b>Thursday</b>  | <b>Relate Situations to Fractional Quotients<br/>Dividing by One-Half</b> | 9-10        |
| <b>Friday</b>    | <b>Party Time<br/>Standing in Line</b>                                    | 11-12       |
| <b>Tuesday</b>   | <b>Math Choice Board</b>  | 13          |
| <b>Wednesday</b> | <b>Math Choice Board</b>  | 14          |

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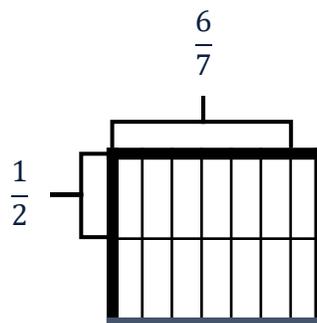
# Multiplication and Division with Fractions

Are the products greater than, less than, or equal to each other? Explain your reasoning.

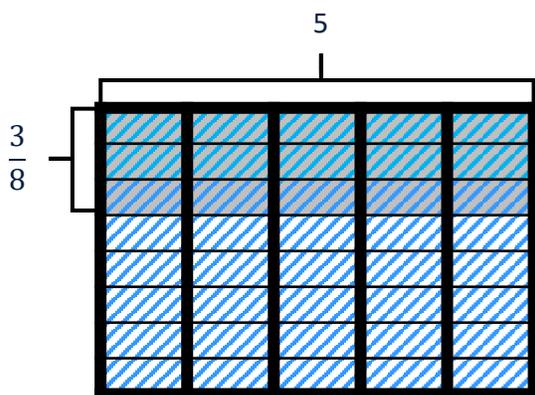
$$\frac{3}{8} \times 5 = \boxed{\phantom{000}}$$



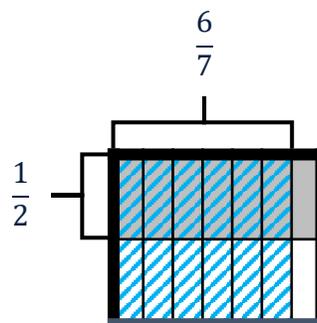
$$\frac{1}{2} \times \frac{6}{7} = \boxed{\phantom{000}}$$



$$\frac{3}{8} \times 5 = \boxed{\phantom{000}}$$



$$\frac{1}{2} \times \frac{6}{7} = \boxed{\phantom{000}}$$



\_\_\_\_\_ ○ \_\_\_\_\_

## Multiplication and Division with Fractions

Oreo and his owner go on walks two times per day, for exercise. Sunday morning they walked  $\frac{9}{10}$  of a mile. On Sunday evening they walked  $\frac{5}{6}$  of that distance. How far did they walk on Sunday evening?



The Super Soft Toilet Paper Company has a new product, called Super Soft MEGA roll and it has  $\frac{1}{4}$  more sheets per roll than their original toilet paper. If an original roll of Super Soft has 400 sheets per roll, how many sheets are in a Super Soft MEGA roll?



- 2 A field is in the shape of a rectangle  $\frac{5}{6}$  mile long and  $\frac{3}{4}$  mile wide. What is the area of the field? Show your work.

What model can I use to help understand this problem?



**Solution** .....

- 3 Ari had  $\frac{3}{4}$  of a bag of popcorn. His friends ate  $\frac{1}{2}$  of his popcorn. What fraction of the whole bag of popcorn did Ari's friends eat?

Can you solve this problem in another way?

What equation can I write to solve this problem?

- Ⓐ  $\frac{1}{4}$
- Ⓑ  $\frac{3}{8}$
- Ⓒ  $\frac{5}{4}$
- Ⓓ  $\frac{3}{2}$

Kayla chose Ⓐ as the correct answer. How did she get that answer?

Does Kayla's answer make sense?



# To Multiply or Not to Multiply

Some of the problems below can be solved by multiplying  $18 \times 25$ , while others need a different operation. Select the ones that can be solved by multiplying these two numbers. For the remaining, tell what operation is appropriate. In all cases, solve the problem (if possible) and include appropriate units in the answer.

1. Two-fifths of the students in Anya's fifth grade class are girls. One-eighth of the girls wear glasses. What fraction of Anya's class consists of girls who wear glasses?

2. A farm is in the shape of a rectangle  $\frac{1}{8}$  of a mile long and  $\frac{2}{5}$  of a mile wide. What is the area of the farm?

3. There is  $\frac{2}{5}$  of a pizza left. If Jamie eats another  $\frac{1}{8}$  of the original whole pizza, what fraction of the original pizza is left over?

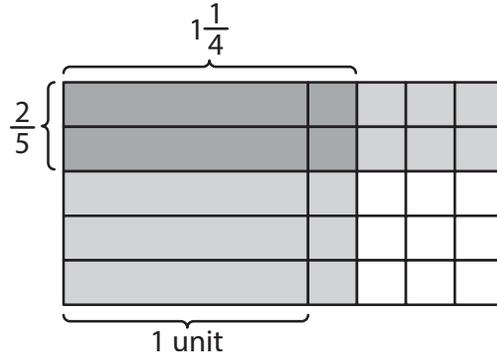
4. In Sam's fifth grade class,  $\frac{1}{8}$  of the students are boys. Of those boys,  $\frac{2}{5}$  have red hair. What fraction of the class is red-haired boys?

5. Alex was planting a garden. He planted  $\frac{2}{5}$  of the garden with potatoes and  $\frac{1}{8}$  of the garden with lettuce. What fraction of the garden is planted with potatoes or lettuce?

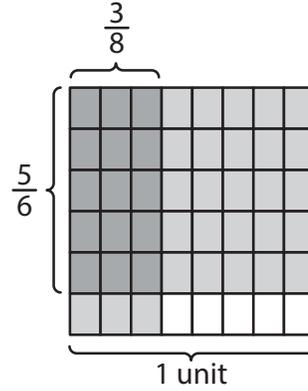
6. The track at school is  $\frac{2}{5}$  of a mile long. If Jason has run  $\frac{1}{8}$  of the way around the track, what fraction of a mile has he run?

## Write a Word Problem

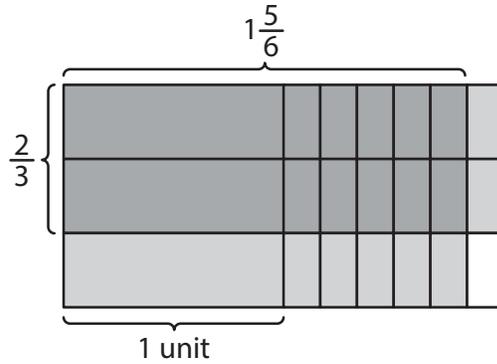
$$\frac{2}{5} \times 1\frac{1}{4} = \underline{\hspace{2cm}}$$



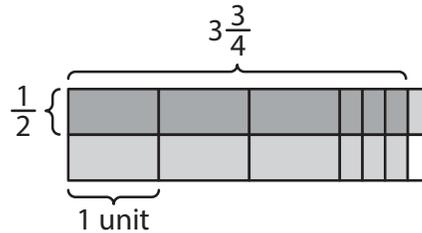
$$\frac{5}{6} \times \frac{3}{8} = \underline{\hspace{2cm}}$$



$$\frac{2}{3} \times 1\frac{5}{6} = \underline{\hspace{2cm}}$$

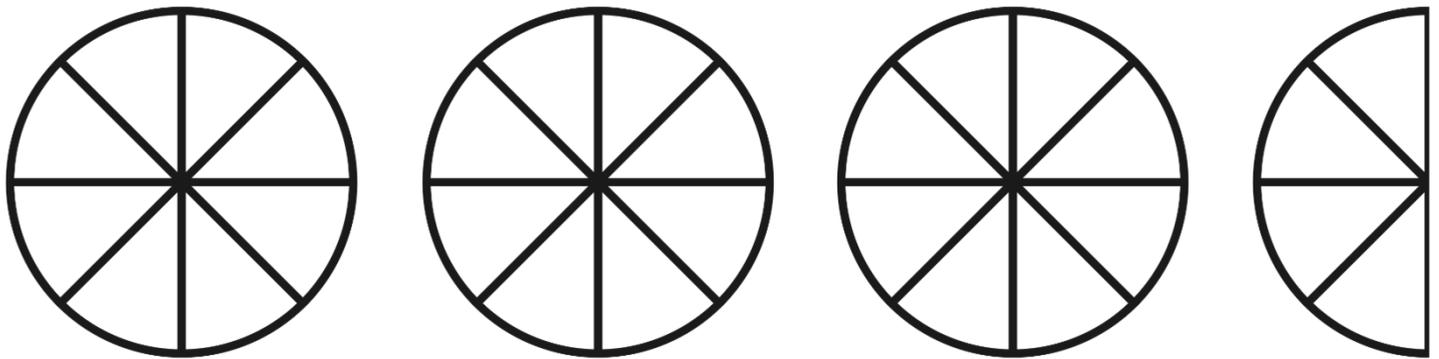


$$\frac{1}{2} \times 3\frac{3}{4} = \underline{\hspace{2cm}}$$



# Multiplication and Division with Fractions

Heather brought  $3\frac{1}{2}$  cherry pies to the neighborhood picnic. She plans to slice the pies into equal slices. If she divides each pie by  $\frac{1}{8}$ , how many neighbors can have a slice of pie?



$$8 + 8 + 8 + 4 = 28$$

$$3 \times 8 = 24 \quad 24 + 4 = 28$$

$$3\frac{1}{2} \div \frac{1}{8} = 28$$

# Multiplication and Division with Fractions

Charlee wants to send postcards to all of her family and friends. But she does not have any postcards; she does have 3 large sheets of poster board though. Each sheet of poster board can be cut into 14 postcards. How many postcards can Charlee make? Explain your work and draw a picture to support your thinking.



**APPLY IT**

Use what you just learned to solve these problems.

- 6 Felipe has  $\frac{1}{4}$  of a pizza. He wants to share it equally with a friend. How much of the original whole pizza will each of them get? Show your work.



**Solution** .....

- 7 Angela uses  $\frac{1}{3}$  of her rectangular flower garden for roses. She plants equal rectangular areas of red, white, pink, and orange roses in this part of the garden. What fraction of the whole garden has red roses? Draw a model and write a division equation to represent and solve the problem.

**Solution** .....

- 8 Look at problem 7. Which multiplication expressions can be used to represent the situation or check the division equation?

Ⓐ  $\frac{1}{4} \times \frac{1}{3}$

Ⓑ  $4 \times \frac{1}{3}$

Ⓒ  $\frac{1}{12} \times 4$

Ⓓ  $3 \times 4$

Ⓔ  $3 \times \frac{1}{4}$

## Relate Situations to Fractional Quotients

| Situation                                   | Expression               |     |    |
|---|--------------------------|-----|----|
| 10 friends share 4 pizzas                   | $10 \div 4$              | Yes | No |
|   | $\frac{4}{10}$           | Yes | No |
| 6 pounds of bird seed in 8 bags             | $6 \div 8$               | Yes | No |
|   | $\frac{1}{8} \times 6$   | Yes | No |
| 5 students share 9 pieces of poster board   | $\frac{9}{5}$            | Yes | No |
|   | $1\frac{4}{5}$           | Yes | No |
| 15 sheets of stickers shared by 12 students | $15 \div 12$             | Yes | No |
|   | $\frac{1}{12} \times 15$ | Yes | No |
| 20 hikers share 3 bags of chips             | $\frac{20}{3}$           | Yes | No |
|   | $\frac{1}{20} \times 3$  | Yes | No |
| 7 art students share 3 yards of ribbon      | $\frac{7}{3}$            | Yes | No |
|   | $7 \div 3$               | Yes | No |



# Dividing by One-Half

Solve the four problems below. Which of the following problems can be solved by finding  $3 \div \frac{1}{2}$  ?

1. Shauna buys a three-foot-long sandwich for a party. She then cuts the sandwich into pieces, with each piece being  $\frac{1}{2}$  foot long. How many pieces does she get?

2. Phil makes 3 quarts of soup for dinner. His family eats half of the soup for dinner. How many quarts of soup does Phil's family eat for dinner?

3. A pirate finds three pounds of gold. In order to protect his riches, he hides the gold in two treasure chests, with an equal amount of gold in each chest. How many pounds of gold are in each chest?

4. Leo used half of a bag of flour to make bread. If he used 3 cups of flour, how many cups were in the bag to start?

# Party Time

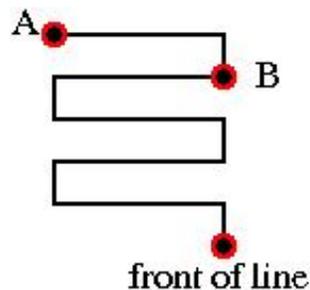
At Leslie's party  $\frac{1}{4}$  of the people had long hair. One half of the people at the party were boys, and  $\frac{1}{4}$  of the girls had short blonde hair. None of the boys had long hair.

*If there were 32 people at the party, what is the maximum number of girls who could have short red hair? Show how you determined your answer and why you know you have a correct solution.*

# Standing in Line

Alysha really wants to ride her favorite ride at the amusement park one more time before her parents pick her up at 2:30 pm. There is a very long line at this ride, which Alysha joins at 1:50 pm (point A in the diagram below). Alysha is nervously checking the time as she is moving forward in the line. By 2:03 she has made it to point B in line.

What is your best estimate for how long it will take Alysha to reach the front of the line (*from point A*)? If the ride lasts 3 minutes, can she ride one more time before her parents arrive?



Directions: Complete 4 activities in a row to **CONNECT 4!**

*Optional Challenge: Complete all 16 of the activities to **COVER ALL!***

## 5th Grade Math Choice Board



**Materials:** deck of playing cards with face cards removed

| ORDER OF OPERATIONS   | PLACE VALUE  | MULTIPLICATION  | DIVISION  |
|---|--|---|---|
| <p>Evaluate the expressions.</p> <p>a) <math>16 \div 4 + 3 \times 6</math><br/>                     b) <math>16 - 8 \div 2 \times 4</math><br/>                     c) <math>18 - 14 \div 2 + 5 \times 2</math><br/>                     d) <math>3 \div 3 \times 4 + 6</math><br/>                     e) <math>15 \times (8 - 3)</math></p> | <p>Use numeral cards to create a 3-digit number. Write the number that is a) 10 times greater b) one-tenth of this number. Repeat 5 times.</p> | <p>Use numeral cards to create two 2-digit factors. Find the product. Repeat 5 times.</p>   | <p>Use numeral cards to create a 4-digit dividend and a single-digit divisor. Find the quotient. Use multiplication to check your work. Repeat 5 times.</p> |
| <p>Insert parentheses to make the following equations true:</p> <p>a) <math>5 + 3 \times 7 = 56</math><br/>                     b) <math>3 \times 3 + 6 \div 9 = 3</math><br/>                     c) <math>8 \div 4 \div 2 = 4</math><br/>                     d) <math>4 + 8 - 4 \times 3 = 0</math></p>                                    | <p>Use numeral cards to create a 6-digit number. Write the number in word form and expanded form. Repeat 5 times.</p>                          | <p>Use numeral cards to create a 2-digit factor and a 3-digit factor. Find the product. Repeat 5 times.</p>                                   | <p>Use numeral cards to create a 3-digit dividend and a 2-digit divisor. Find the quotient. Use multiplication to check your work. Repeat 5 times.</p>      |
| <p>Turn over 4 numeral cards. How many different expressions can you write to make 12 using 2, 3, or all 4 numbers? Use order of operations and include parentheses.</p>  | <p>Use numeral cards to create a 7-digit number. Name the value of three different digits in this number. Repeat 5 times.</p>                  | <p>Use numeral cards to create two 2-digit factors. Write and solve a word problem using these factors. Repeat 3 times.</p>                   | <p>Use numeral cards to create a 4-digit dividend and a 2-digit divisor. Find the quotient. Use multiplication to check your work. Repeat 5 times.</p>      |
| <p>Turn over 4 numeral cards. How many different expressions can you write to make 16 using 2, 3, or all 4 numbers? Use order of operations and include parentheses.</p>  | <p>Use numeral cards to create a 9-digit number. Name the value of three different digits in this number. Repeat 5 times.</p>                  | <p>Use numeral cards to create a 2-digit factor and a 3-digit factor. Write and solve a word problem using these factors. Repeat 3 times.</p> | <p>Turn over a numeral card. Write and solve a division word problem with a 4-digit dividend in which this number is the remainder. Repeat 3 times.</p>     |

Directions: Complete 4 activities in a row to **CONNECT 4!**

*Optional Challenge: Complete all 16 of the activities to **COVER ALL!***

## 5th Grade Math Choice Board



**Materials:** deck of playing cards with face cards removed, coins

| DECIMALS   | ROUND DECIMAL NUMBERS   | OPERATIONS WITH DECIMALS  | FRACTIONS  |
|--|---|---|--|
| Turn over 5 numeral cards. Create 4 different decimal numbers using these digits. Use a coin as the decimal point. Write each decimal number in word form and expanded form. Repeat 3 times. | Use numeral cards to make a number with 1 or 2 decimal places. Use a coin as the decimal point. Round to the nearest whole number. Use a number line to justify your reasoning. Repeat 5 times. | Use 8 numeral cards and 2 coins to create two decimal numbers. Add to find the sum. Subtract to find the difference. Repeat 5 times.          | Turn over 4 numeral cards to create two fractions. Show the fractions on a number line. Compare the fractions. Which is greater? Repeat 5 times. |
| Turn over 5 numeral cards. Create one number with 1 decimal place and one number with 2 decimal places. Compare. Justify your reasoning.   | Use numeral cards to make a number with 3 decimal places. Use a coin as the decimal point. Round to the nearest whole number. Use a number line to justify your reasoning. Repeat 5 times.      | Use numeral cards and 2 coins to make two numbers that both have one decimal place. Find the product. Repeat 5 times.                         | Turn over 4 numeral cards to create two fractions. Add the fractions. Subtract the fractions. Repeat 5 times.                                    |
| Turn over 5 numeral cards. Create 4 different decimal numbers using these digits. Use a coin as the decimal point. Order from least to greatest. Repeat 3 times.                             | Use numeral cards to make a number with 2 decimal places. Use a coin as the decimal point. Round to the nearest tenth. Use a number line to justify your reasoning. Repeat 5 times.             | Use numeral cards and 2 coins to make one number with 1 decimal place and one number with 2 decimal places. Find the product. Repeat 5 times. | Turn over 6 numeral cards to create two mixed numbers. Add the mixed numbers. Subtract the mixed numbers. Repeat 5 times.                        |
| Turn over 5 numeral cards. Create 4 different decimal numbers using these digits. Use a coin as the decimal point. Order from greatest to least. Repeat 3 times.                             | Use numeral cards to make a number with 3 decimal places. Use a coin as the decimal point. Round to the nearest hundredth. Use a number line to justify your reasoning. Repeat 5 times.         | Use numeral cards and 2 coins to make two numbers that both have 2 decimal places. Find the product. Repeat 5 times.                          | Turn over 4 numeral cards to create two fractions. Multiply the fractions. Use a model to justify your thinking. Repeat 5 times.                 |

# Fifth Grade Science Academic Packet

Student Name \_\_\_\_\_ School \_\_\_\_\_



Weeks 8 & 9  
May 18-May 27, 2020

Please follow your teacher's instruction on use and return of packets.  
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.  
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.  
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes.

# Fifth Grade Recommended Pacing

| <u>Day</u> | <u>Skill</u>  | <u>Page</u> |
|------------|---|-------------|
| Monday     | <p>Big Idea 10 Forms of Energy<br/>                     Big Idea 13 Forces and Changes in Motion<br/>                     Engineering Design: The Problem</p> <p>Study Island: Topic: 4e. Energy Transfer, 4g. Force and Motion</p>   | 1-2         |
| Tuesday    | <p>Big Idea 10 Forms of Energy<br/>                     Big Idea 13 Forces and Changes in Motion<br/>                     Engineering Design: Explain</p> <p>Study Island: Topic: 4e. Energy Transfer, 4g. Force and Motion</p>       | 3-4         |
| Wednesday  | <p>Big Idea 10 Forms of Energy<br/>                     Big Idea 13 Forces and Changes in Motion<br/>                     Engineering Design: Ask</p> <p>Study Island: Topic: 4e. Energy Transfer, 4g. Force and Motion</p>           | 5           |
| Thursday   | <p>Big Idea 10 Forms of Energy<br/>                     Big Idea 13 Forces and Changes in Motion<br/>                     Engineering Design: Plan</p> <p>Study Island: Topic: 4e. Energy Transfer, 4g. Force and Motion</p>          | 6-7         |
| Friday     | <p>Big Idea 10 Forms of Energy<br/>                     Big Idea 13 Forces and Changes in Motion<br/>                     Engineering Design: Build</p> <p>Study Island: Topic: 4e. Energy Transfer, 4g. Force and Motion</p>         | 8           |
| Tuesday    | <p>Big Idea 10 Forms of Energy<br/>                     Big Idea 13 Forces and Changes in Motion<br/>                     Engineering Design: Test/Redesign</p> <p>Study Island: Topic: 4e. Energy Transfer, 4g. Force and Motion</p> | 9           |
| Wednesday  | <p>Big Idea 10 Forms of Energy<br/>                     Big Idea 13 Forces and Changes in Motion<br/>                     Engineering Design: The Solution</p> <p>Study Island: Topic: 4e. Energy Transfer, 4g. Force and Motion</p>  | 10          |

\*If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!

# Hook:

Observe the vehicle below.



What do you notice?

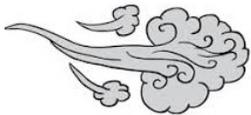
What do you wonder?

What does the word “engineer” make you think?

# Engineering Design The Problem:



**Meet Susie STEM! Susie is a little mouse who loves engineering. She likes to design and build things to solve problems in our world. Today Susie is trying to conserve energy by building a vehicle to use a renewable energy source. Susie lives on a street called Windy Way. The street is close to the ocean and is affected by sea breezes and land breezes. Susie loves to travel to see her friend Marvin Mole who lives at the other end of Windy Way. The sea breeze, blowing down the road, travels toward Marvin’s house during the day. At night, the land breeze blows back toward Susie’s house. Susie wants to create a vehicle that can take advantage of the mechanical energy in the wind that is available on Windy Way to get to and from Marvin’s house. The mechanical energy of the wind provides the energy necessary to move her vehicle forward. She would like to create a vehicle that moves the fastest using only the force provided by the wind. Let’s work as engineers to help Susie solve this problem!**



# Engineering Design Ask:

When engineers solve problems, they start by asking questions! Think about the questions below.

What is the problem I am trying to solve?

How can air be used to move things?

What things help a car move faster?

What materials or features could I use to help my vehicle harness the moving air?

# Engineering Design **Ask:**

**What other questions do you have?** Make a list of questions and try to find answers. Asking questions is how engineers get to know the problem they are trying to solve. You don't need to build your solution today. Just ask a lot of questions to get to know the problem you are solving!

## What level of challenge are you ready to complete?

### Beginner Level

Use a car, truck, or other moving vehicle that you already have and adapt it to use wind to move it.



### Intermediate Level

Create a car out of building blocks like Legos and adapt it to use wind to move it.



### Advanced Level

Design and build a car from building materials you find around your house and design it to use wind energy to move it.

**Exit Slip:** What question do you think is most important to find an answer to in order to develop the best solution?

# Hook:



What do you notice?

What do you wonder?

## Engineering Design Explain:

Engineers are people who imagine, build, and test solutions to problems in our world. Engineering is similar to the Scientific Method because it doesn't always follow a prescribed set of steps in a particular order. Some of the things that engineers do when solving a problem are listed below. We are going to follow these steps as we design a solution for Susie STEM to use the wind created by sea breezes and land breezes on Windy Way to move a vehicle.

### Engineering Design Process

**ASK:** Engineers ask questions. What is the problem I am trying to solve? What materials am I able to use? How much time do I have to complete this project? You asked a lot of questions yesterday. Hopefully this process helped you better understand the problem you are solving.

**PLAN:** Engineers plan. When you are planning, you should begin by brainstorming possible solutions. You should imagine many, varied, and unusual solutions. This is your time to use your imagination for outside of the box solutions that could lead to a really cool result. During the planning stage, engineers may also draw a diagram of their plan. These drawings include labels that show sizes and materials that will be used.

**BUILD:** Engineers build prototypes. This is when you actually construct your design so that you can see how it will work.

**TEST:** Engineers test so that they can see if their design works to solve the problem. They ask: What is working well? What is not working or could work better?

**IMPROVE:** Finally, engineers imagine ways that the device could be improved. Any of the areas that were not working well during the test should be improved to make the device work even better.

### Check for Understanding

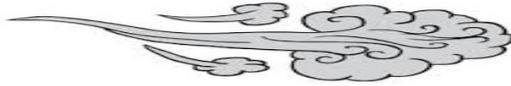
Why do engineers ask questions?

What do engineers do when they plan?

Why is the improve stage included when engineering?

# Force and Motion Explain:

Your vehicle will need to be able to harness the pushing force of the wind to move it forward. To do this, a few parts of your vehicle will be important.



First, you will need an effective wind capturing device. This could be anything from a sail to a wind sock. The wind capturing device will need to harness the pushing force of the wind to cause your car to move forward. When considering possible materials and designs, try blowing into the sail or sock. Hold it still when you do this. Does a lot of air blow back into your face or only a little? You will want the device to push a lot of air back at your face.

In addition to being able to harness the wind well, your car will need to be able to roll easily. The wheels on your car will need to work to reduce friction. The more smoothly the car rolls, the more the pushing force of the wind will be applied to forward motion of the car rather than working to overcome friction.

Finally, you should also consider things like the mass of your vehicle and how easily it moves through the air. The easier your car starts moving and stays moving the better.

## Check for Understanding

What will provide the force for your car to move?

Sometimes force is applied to an object but it doesn't move. What could cause this to happen to your car?

What parts of your vehicle will be important in solving the problem?

How can you check to see if the material or design you are planning for wind capturing is working well?

**Exit Slip:** How can you make the most of wind energy to move your car?

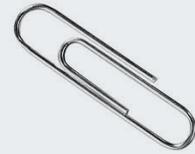
# Hook:

**What do you notice about the items?**

**How are they alike?**

**How are they different?**

**How could each be used to build your wind car?**



## Engineering Design Ask:

Different materials have unique properties that make them useful in engineering. For example, if I wanted to build a device to keep a popsicle frozen longer, then I would be looking for materials that were good at keeping thermal energy from flowing to the popsicle. I would be looking for insulators! Two excellent examples of insulators are styrofoam and rubber.

Let's go on a supply hunt for your wind car. Think of materials that would be useful to build your car. You can use anything that you find around your house (with an adult's permission) to build your wind car. List all items you are using and answer questions to complete the table.

| <b>What is it?</b>   | <b>What are its physical properties?<br/>(texture, size, shape, etc)</b> | <b>What can it do?<br/>Use verbs (action words): like bounce, stretch, and support to describe the item.</b> | <b>What can it work with?<br/>Combine two or more of the items listed to make something new.</b> |
|----------------------|--|--|--|
| Example:<br>Hair Tie | Round, 1 inch diameter, smooth, stretchy                                 | Stretch, attach, tie, replace a rubber band  | It can work with a popsicle stick and a piece of cloth to make a sail                            |
|                      |  |  |  |
|                      |  |  |  |
|                      |  |  |  |
|                      |  |  |  |
|                      |  |  |  |

# Hook:

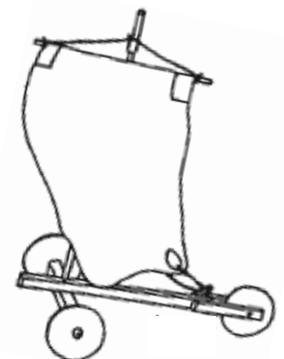
What do you notice about this design?

What other unusual ideas come to mind?



## Engineering Design Plan:

You have asked questions and identified possible supplies. Today, you will make a plan for your wind car. During the first part of the planning stage, engineers imagine many, varied, and unusual solutions to the problem they are trying to solve. Use the space below to brainstorm (in words, pictures, or both) ideas for your wind car. The brainstorming should include many different possible designs. Remember to think about features you can include on your car to capture the force provided by the wind to make the car move as fast as possible.



# Engineering Design Plan

Once engineers have imagined many different ideas, they pick the one that they think will best solve the problem. Now it is time for you to pick your best wind car design idea. Remember that your car must travel the fastest to and from Marvin's house. Your car must harness the force of the wind from the sea and land breezes on Windy Way. Now it's time to draw and label your design. Draw a diagram of your wind car that you will build below. Be sure to label the materials that you will use to build each part of your wind car.



**Exit Slip:** Describe how the planning process went for you. Was it hard to pick your favorite idea to diagram?

# Hook: Look at the picture..

What do you notice?

What do you wonder?



# Engineering Design **Build:**

Today you will put together your wind car design.

Gather the supplies that you specified on your diagram. Use the supplies to build a model of your design.

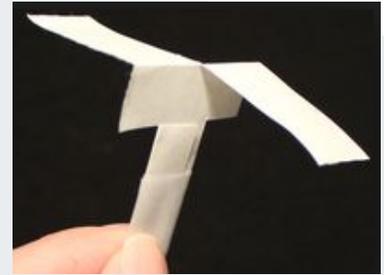
At times this may get difficult and the wind car may not go together exactly as you had planned. Keep working until you get a model of your wind car built.

Thomas Edison once said, "I have not failed. I have found 10,000 ways that won't work!" If your first attempt at building doesn't work, just keep trying! You can do it!

**Exit Slip:** Describe how the building process went for you. Did you enjoy building your wind car design?



**Hook:** If you were redesigning this paper helicopter to stay in the air longer, what changes would you make?



## Engineering Design **Test/Redesign**

Now it is time to test your wind car design. Remember that your wind car needs to be able to harness the force provided by the wind to travel the fastest to Marvin's house. Mark a start line and finish line for your wind car trials. Make sure to keep the distance between the start and finish line the same for each trial. You will blow on the car to represent the wind pushing it forward. For each trial, start the timer and begin blowing on the car to move it forward as fast as you can. Record the time it took to get to the finish line. Repeat this process for Trials 2 and 3.

| Name of Design | Time Traveled Trial 1 | Time Traveled Trial 2 | Time Traveled Trial 3 |
|----------------|-----------------------|-----------------------|-----------------------|
|                |                       |                       |                       |
|                |                       |                       |                       |
|                |                       |                       |                       |

What part(s) of your design worked well?

What part(s) of your design could be improved?

List your ideas for improvements below.

# Reflection:

What personality traits (determination, perseverance, etc) helped you design and build your wind car?

Describe a challenge that you were able to overcome when you were designing and building your wind car.

# Engineering Design **The Solution:**

Present your solution to others in any way that you choose. Some options could include, but are not limited to:

- \* a poster
- \* a PowerPoint/Google Slide/or other slide presentation
- \* a video
- \* a play describing your engineering process and solution
- \* a commercial about your wind car
- \* an infographic
- \* a cartoon or comic book to show your steps
- \* a flow chart of your steps and results

# Your Presentation **Should Include:**

A description of the problem

A list of materials you used to create your wind car

A description and visual (photo, drawing, video) of the solution

A description of how well your wind car solves the problem

A description of how your wind car could be improved to even better solve the problem

# Fifth Grade SS Academic Packet

Student Name \_\_\_\_\_ School \_\_\_\_\_



Week 8-9  
May 18-May 27, 2020

Please follow your teacher's instruction on use and return of packets.  
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.  
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.  
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

**OCPS Distance Learning Packet  
Grade 5 Social Studies**

**Standard**

**SS.5.C.3.1:** Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

| <b>Task</b>    | <b>Instructions</b>  |
|----------------|--|
| Preview Text   | <ul style="list-style-type: none"><li>● Preview the vocabulary, (Legislative, Judicial, Executive).</li><li>● Preview the text, <i>The Branches of Government</i>.</li></ul>   |
| Read the Text  | <ul style="list-style-type: none"><li>● Read the text, <i>The Branches of Government</i>.</li><li>● Annotate (mark the text) as you read to make meaning of the text.</li></ul>  |
| Chart Analysis | <ul style="list-style-type: none"><li>● Observe the chart in the text.</li><li>● List on your paper, what do you see? (Evidence)</li><li>● List on your paper, what does this make you think? (Inference)</li><li>● List on your paper any questions you may still have. (Questions)</li></ul> |
| Write          | <ul style="list-style-type: none"><li>● Why are the three branches of government important?</li></ul>  |

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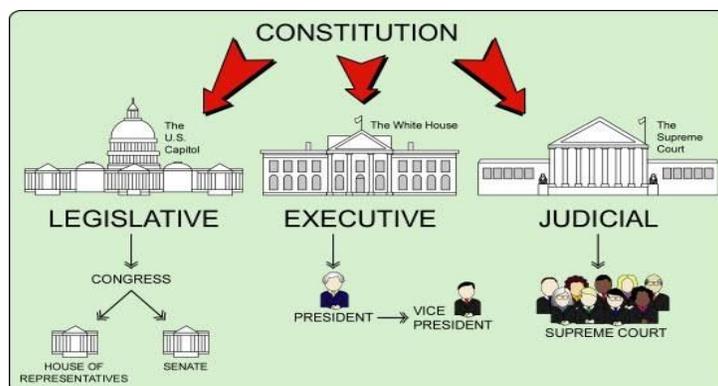
**Standard**

**SS.5.C.3.1:** Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

**Vocabulary**

|             |  |
|-------------|--|
| Legislative | The legislative branch is in charge of making laws.  |
| Judicial    | The Judicial branch is responsible for interpreting and applying existing laws to the cases that come before it.   |
| Executive   | The branch of federal and state government that is broadly responsible for implementing, supporting, and enforcing the laws made by the legislative branch and interpreted by the judicial branch. |

## The Branches of Government



The framers, or writers, of the U.S. Constitution wanted to form a government that did not allow one person to have too much authority or control. While under the rule of the British king they learned that this could be a bad system. Under the Articles of Confederation, the United States' first constitution, the country learned that there was a need for a strong centralized government.

With this in mind the framers wrote the Constitution to provide for a separation of powers, or three separate branches of government. Each has its own responsibilities and at the same time they work together to make the country run smoothly and to assure that the rights of citizens are not ignored or disallowed. This is done through checks and balances. A branch may use its powers to check the powers of the other two in order to maintain a balance of power among the three branches of government.

The three branches of the U.S. Government are the legislative, executive, and judicial.

### The Legislative Branch

The legislative branch of government is made up of the Congress and some government agencies, such as the Government Printing Office and Library of Congress that provide assistance to and support services for the Congress. Article I of the Constitution established this branch and gave Congress the power to make laws. Congress has two parts, the House of Representatives and the Senate.

### The Executive Branch

The executive branch of Government makes sure that the laws of the United States are obeyed. The President of the United States is the head of the executive branch of government. This branch is very large so the

President gets help from the Vice President, department heads (Cabinet members), and heads of independent agencies.

- **President:** Leader of the country and commands the military.
- **Vice President:** President of the Senate and becomes President if the President can no longer do the job.
- **Departments:** Department heads advise the President on issues and help carry out policies.
- **Independent Agencies:** Help carry out policy or provide special services.

### The Judicial Branch

The judicial branch of government is made up of the court system. The Supreme Court is the highest court in the land. Article III of the Constitution established this Court. Congress has the power to create all other federal courts. Courts decide arguments about the meaning of laws, how they are applied, and whether or not they go against the Constitution.

Source: Civics in a Snap

Observe the chart in the text.

- List on your paper, what do you see? (Evidence)
- List on your paper, what does this make you think? (Inference)
- List on your paper any questions you may still have. (Questions)

Write: Why are the three branches of government so important?