

Mrs. Gaynor and Mrs. Lucas 5th Grade NTI Days Packet

Dear Students and Families,

As you know, Hancock County Schools participate in the NTI (Non-traditional Instruction) program. In the event that schools are closed, this packet is used as instruction while we are not in class. **For each day missed, students must complete one item from each of the three subject areas: Language Arts, Math, and Science/Social Studies.** Please **date** which items are completed inside the boxes on the days students finish them. Some assignments are mandatory ***MUST DO***; however, students may choose other activities more than once. For example, if they want to do Zearn for math on two different days, write the date of the two days they chose that activity as their math for the day. Keep ALL your work in your homework folder to be returned to your teachers once school is back in session.

Your teachers will be available to you by email throughout any closures between the hours of 9am to 2pm, Monday through Friday by email or on the SeaSaw app. Our information is listed below. Please contact Mrs. Lucas when you have math or science questions and Mrs. Gaynor when you have language arts or social studies questions.

Becky Gaynor: Becky.Gaynor@hancock.kyschools.us

*You may also contact Mrs. Gaynor by texting 270-922-6049 between the hours of 9am to 2pm M-F

Tabitha Lucas: Tabitha.lucas@hancock.kyschools.us

*You may also contact Mrs. Lucas on our classroom Facebook page or by texting 270.302.1124 between the hours of 9am to 2pm M-F

Please contact us if we can help in any way.

Thanks,

Mrs. Gaynor and Mrs. Lucas

Language Arts

<p><u>*Must DO*</u> Read <u>I Survived the American Revolution, 1776</u> by Lauren Tarshis Pace yourself over the next two weeks to complete the book. This is an AR book.</p>	<p><u>*MUST DO*</u> Complete The Constitutional Convention and Conventional Challenges along with the multiple choice questions pgs. 202-205</p>	<p><u>*MUST DO*</u> Complete pg. 207 Constitutional Convention Written Response</p>	<p><u>*MUST DO*</u> Complete the On-Demand Writing using the prewrite sheet and prompt pg. 208. This should be timed. They should complete within 90 mins.</p>
<p><u>*MUST DO*</u> Complete Branches of Government and Levels of Government along with the multiple choice questions pgs.301-304</p>	<p><u>*Must DO*</u> Complete pg. 305 Branches and Levels of Government Compare and Contrast</p>	<p><u>*MUST DO*</u> Complete pg. 306 Branches of Government Written Response</p>	<p><u>*MUST DO*</u> Complete pg. 307 Levels of Government Written Response</p>
<p><u>*MUST DO*</u> Complete pgs. 308,309,310 Main Idea Cut and Sort Using Text Features Text Structures</p>	<p>Compass Learning: Complete any LA/RDG Activities</p>	<p>EXTRA Work: Free Write: Complete any or all 3 of the Writing Extra pages</p>	<p>Extra Free Write: Write a historical fiction story, with you as the main character (first person). You decide what time in history and what event is taking place.</p>

Math

Please complete the four "Must Do" items (one item per day). For the other missed days, choose 1 activity from the others listed (one item per day). Please date the box when completed. Items may be chosen more than once. Please make sure each date is recorded.

<p>*MUST DO* Complete the "Leah's Problems" Math in Writing (MIW) with the due date labeled 3/20 at the top of the page.</p>	<p>*MUST DO* Complete the Multiplication homework page with the due date labeled 3/20 at the top of the page.</p>	<p>*MUST DO* Complete the "Multiplication Models and More" (MIW due 3/27) Challenge is optional.</p>	<p>*MUST DO* Complete "Base and Volume" homework page due 3/27. Show your work and write the units with your answer. Volume is measured with cubic units. The units on this page are cubic centimeters. :)</p>
<p>Circle 3 fractions below and write at least two examples of equivalent fractions for each. Draw a labeled sketch of each fraction to prove they are the same.</p> <p> $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{10}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{6}$ $\frac{5}{6}$ $\frac{1}{8}$ $\frac{3}{8}$ $\frac{5}{8}$ $\frac{7}{8}$ </p>	<p>Write an addition or subtraction fraction story problem. (Fractions should have different denominators). Solve the problem using RDW.</p> <p>Examples of problems:</p> <p> $\frac{5}{8} + \frac{3}{4}$ $5\frac{2}{3} - 3\frac{5}{6}$ </p>	<p>Choose a page (front and back) from the Bridges Home Connection book. Students may work on items from Units 1-4.</p>	<p>Spend 30 minutes on Zearn or Xtramath.</p> <p>Students should have their log-in information taped into their agendas.</p> <p>www.zearn.org</p> <p>www.xtramath.org Click on student tab, put in my email address tabitha.lucas@hancock.kyschools.us)</p>
<p>Create a flow map (sequencing) of the Order of Operations. Create and solve 5 problems that follow the order of operations. (You must include at least 2 operations in each problem).</p> <p>Example: $4 \times 6 - (3 + 5) = 16$</p> <p>(Steps to solving: add within the parentheses first, then multiply, then subtract)</p>	<p>Pick two quadrilaterals from the following list and create a double-bubble map comparing and contrasting the two shapes. Then write a paragraph about how the two shapes are alike and different</p> <ul style="list-style-type: none"> -trapezoid -kite -rectangle -square -rhombus -parallelogram 	<p>Create 5 decimal addition or subtraction problems that involve at least 3 digits or more. Then solve the problems using a strategy of your choice. Explain which strategy you chose and why.</p> <p>Examples of addition strategies: standard algorithm, give and take</p> <p>Examples of subtraction strategies: standard algorithm, constant difference</p> <p>Examples of problems $6.58 + 4.99$ $45.354 - 10.16$</p>	<p>Create 5 decimal numbers with at least 3 digits or more. Write those numbers in standard (number) form, word form, and expanded form.</p> <p>Example: Standard Form: 43.582</p> <p>Word Form: forty-three AND five hundred eighty-two thousandths</p> <p>Expanded Form: $(4 \times 10) + (3 \times 1) + (5 \times \frac{1}{10}) + (8 \times \frac{1}{100}) + (2 \times \frac{1}{1000})$</p>
<p>Write a multiplication or division story problem Multiplication story problems should involve a 2-, 3-, or 4-digit number times a 2-digit number. The division story problems should involve at least a 3-digit dividend with either a 1- or 2-digit divisor. Solve the problem using RDW.</p> <p>Examples of multiplication problems 25×48 67×582 $2,998 \times 12$</p> <p>Examples of division problems $256 \div 12$ $623 \div 4$ $5,285 \div 25$</p>	<p>Create 5 multiplication problems that involve multiplying a 2-, 3-, or 4-digit number times a 2-digit number. Estimate the products, then solve the problems using a strategy of your choice. Explain which multiplication strategy you chose and why.</p> <p>Examples of multiplication strategies: doubling and halving, partial products, area model, the over strategy, standard algorithm</p> <p>Examples of problems 25×48 67×582 $2,998 \times 12$</p>		

Science/Social Studies

<p><u>Science Reading</u> Go to https://www.k12reader.com/subject/reading-skills/reading-comprehension/5th-grade-reading-comprehension-worksheets/ and choose a science related reading passage. Print a copy of the page and answer the questions OR write your answers on a piece of notebook paper. Be sure to write the name of the article at the top of the page. (Note, this particular web address takes you to 5th grade leveled reading passages. You may browse to find other grade level passages that students may also choose from.)</p>	<p>Free Brainpop video and activities about the Coronavirus https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/ Watch the video and complete the quiz. You may write down your answers on a sheet of notebook paper.</p>	<p><u>*MUST DO*</u> Pace Yourself throughout the first week two to complete History Alive Chapter 14 and Reading Notes 14.</p>	<p><u>*MUST DO*</u> Pace yourself over the second week to complete History Alive Chapter 15 and Reading Notes 15.</p>
<p><u>*MUST DO*</u> Etch-A-Sketch the vocabulary words in Chapter 14 Articles of Confederation Constitutional Convention Constitution Branches Checks and Balances legislative Branch Executive Branch Judicial Branch cabinet treaty impeachment veto unconstitutional</p>	<p><u>*MUST DO*</u> Etch-A-Sketch the vocabulary words in Chapter 15 amendments liberties Bill of Rights rights of the accused ratified jury prejudiced</p>	<p>Project/Extra: Create a poster on the 3 Branches of Government. Explain the role of each, the people involved, and their job. Try to use a Thinking Map.</p>	<p>Project/Extra Create a brochure or pamphlet explaining the levels of government. Include information on the people involved and their roles.</p>
<p>Study your History Alive Binder Chapters 1-13 keep the information fresh in your mind !!!</p>			

NAME _____

DATE _____



Leah's Problems

- 1 Leah needs to solve the three problems below. For each problem, decide which strategy Leah should use and then solve the problem.

$$\begin{array}{r} 541 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 199 \\ \times 65 \\ \hline \end{array}$$

Strategy	Strategy	Strategy

- 2 Leah solved 302×67 by multiplying 300 by 60 and 2 by 7 and adding those products together. Did she get the right answer? Why or why not?

Review

- 3 What is $\frac{3}{4}$ of 96?
- 4 What is $\frac{4}{5}$ of 80?
- 5 What is $\frac{2}{3}$ of 45?

NAME _____

DATE _____

Story Problems page 3 of 3

- 6** Max is building a cage for his ducks. The base of the cage is 208 square feet. If one side is 13 feet, how long is the other side? The cage is a rectangular prism.

Solve the problem:

What strategy did you use? Why?

- 7** Zoe is saving money to go on a trip to Mexico. She earns \$16.75 for mowing the lawn. If Zoe mows the lawn 28 times, how much money will she earn?

Solve the problem:

What strategy did you use? Why?

- 8** Briana is making a box for her art supplies. The box has a base of 176 square inches. The height of the box is 26 inches. What is the volume of the box?

Solve the problem:

What strategy did you use? Why?

Unit 4 Module 3 | Session 3

miw due Fri 3/27

NAME _____

DATE _____

**Multiplication Models & More** page 1 of 2

There are a variety of ways to multiply 2-digit by 2-digit numbers. Use the model or strategy described in each box to solve the multiplication combination in that box.

- 1** Make an easier combination by doubling one factor and halving the other.

ex $25 \times 48 = 50 \times 24 = 100 \times 12 = 1,200$

a $25 \times 72 = \underline{\quad} \times \underline{\quad} = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

- 2** Use an area model divided into four regions.

$$\begin{array}{r} 14 \times 27 \\ 27 \\ \hline 14 \end{array}$$

- 3** Use an area model divided into two regions.

$$\begin{array}{r} 13 \times 34 \\ 34 \\ \hline 13 \end{array}$$

- 4** Multiply to get four partial products and add them up.

$$\begin{array}{r} 35 \\ \times 28 \\ \hline \end{array}$$

$20 \times 30 = \underline{\quad}$
 $20 \times 5 = \underline{\quad}$
 $8 \times 30 = \underline{\quad}$
 $8 \times 5 = \underline{\quad}$

- 5** Multiply by the tens and then by the ones. Add the partial products to get the answer.

$$\begin{array}{r} 25 \\ \times 23 \\ \hline \end{array}$$

$20 \times 25 = \underline{\quad}$
 $3 \times 25 = \underline{\quad}$

(continued on next page)

Multiplication Models & More page 2 of 2

Making an estimate before solving a problem can help you decide if your answer is reasonable. Make an estimate, solve the problem, and then use your estimate to help decide if your answer makes sense.

- 6** The school got new dictionaries for the third, fourth, and fifth graders this year. They got 32 boxes, and there were 16 dictionaries in each box. How many dictionaries did they get altogether?
- a** Use rounding or another strategy to decide which estimate below is best. Circle the best estimate.

fewer than 350
dictionaries

about 600 dictionaries

more than 350 but fewer
than 450 dictionaries

- b** Solve the problem. Show all your work.

- c** Is your answer reasonable? How can you tell?

- 7** Solve these multiplication problems.

$$\begin{array}{r} 2,000 \\ \times 14 \\ \hline \end{array}$$

$$\begin{array}{r} 300 \\ \times 70 \\ \hline \end{array}$$

$$\begin{array}{r} 300 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 4,000 \\ \times 4,000 \\ \hline \end{array}$$

$$\begin{array}{r} 20,000 \\ \times 21 \\ \hline \end{array}$$



Must Do

HW due Fri. 3/20

Multiplication (Vertical)

Name: _____

Solve each problem. Show your work using any strategy! 😊

Answers

6,396

20,608

68,098

12,045

3,960

7,905

19,836

27,133

59,363

6,885

79,722

22,050

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

$$\begin{array}{r} 1) \quad 164 \\ \times \quad 39 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 459 \\ \times \quad 15 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 224 \\ \times \quad 92 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 862 \\ \times \quad 79 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 261 \\ \times \quad 76 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 667 \\ \times \quad 89 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 360 \\ \times \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 631 \\ \times \quad 43 \\ \hline \end{array}$$

31,800

428,184

141,968

66,368

112,404

96,579

266,968

683,910

128,000

319,165

89,964

20,916

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

$$\begin{array}{r} 1) \quad 2,204 \\ \times \quad 51 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 7,512 \\ \times \quad 57 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 3,200 \\ \times \quad 40 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 3,577 \\ \times \quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 8,046 \\ \times \quad 85 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 7,852 \\ \times \quad 34 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 1,836 \\ \times \quad 49 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 3,180 \\ \times \quad 10 \\ \hline \end{array}$$

Name: _____

Date: _____

Base and Volume

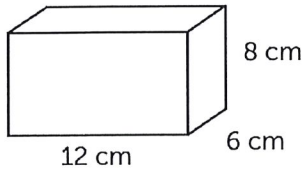
Sometimes the length and width have already been multiplied together for you. When this happens, it is called the **base**. When you know the value of the base, all you have to do is multiply the base times the height to find the volume of the object.

base = length x width

volume = base x height

Directions: Find the volume of each object using the base and height.

Example:

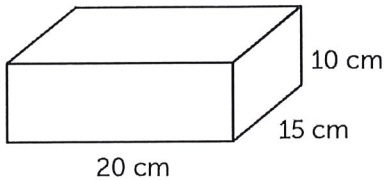


base = $12 \times 6 =$, so the base is **72 cm^2**

To find the volume, multiply the base times the height.

V = base x height **V** = 72×8 **V** = **576 cm^3**

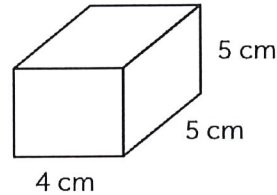
1.



base = 300 cm^2

_____ X _____ = _____
(base) (height) (volume)

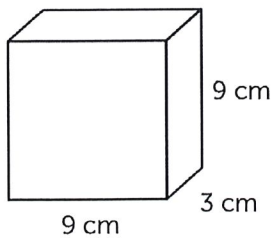
2.



base = 20 cm^2

_____ X _____ = _____
(base) (height) (volume)

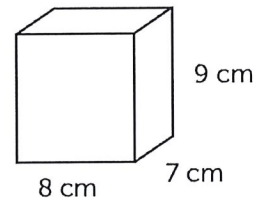
3.



base = 27 cm^2

_____ X _____ = _____
(base) (height) (volume)

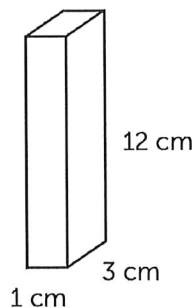
4.



base = 56 cm^2

_____ X _____ = _____
(base) (height) (volume)

5.



base = 3 cm^2

_____ X _____ = _____
(base) (height) (volume)

Name _____ Date _____

The Constitutional Convention

What is the Constitutional Convention?

In February of 1787, the U.S. Congress asked states to send delegates, or representatives, to a meeting in Philadelphia. The purpose of this convention was to fix problems in the Articles of Confederation. As delegates met in May of 1787, it was decided a new Constitution, or plan for government, was needed. During the Constitutional Convention, delegates had to work together and compromise to create a plan that tried to meet the needs of each state.

Articles of Confederation Spotlight

Pros	Cons
<ul style="list-style-type: none"> • Congress could declare war and make treaties. • Americans could move freely between states to find jobs and trade goods. 	<ul style="list-style-type: none"> • There was a weak central government. • The government had no way to collect money. • There was no way to make people or states obey its laws. • No federal court system.

Who Were the Major Leaders?

While many people attended and worked diligently, three men are known as the key leaders of the convention. James Madison is often called the father of the Constitution because a great deal of his ideas and work were incorporated into the Constitution. He fought for a strong central government that he believed would unify the country. George Washington was another important leader present. He was unanimously chosen as president of the convention. Benjamin Franklin represented Pennsylvania and was the oldest delegate at 81 years old. He was one of the few men who attended to take a stand against slavery.

What Were the Major Challenges?

After deciding the Articles of Confederation were too weak, delegates began to work through the challenges and had to compromise on several topics. All states were worried about their representation in Congress. More populated states wanted representation to be decided by the number of people who lived in a state. However, less populated states wanted equal representation. Delegates finally agreed to a plan known as the Great Compromise. The Great Compromise determined Congress would be divided into two parts. One where representation would be based on population, while the other had a equal number of representatives. Delegates also compromised and agreed that three-fifths of each states' slaves could count for representation.

Name _____ Date _____

Convention Challenges

"The Constitutional Convention was a meeting of delegates from all of the former colonies except Rhode Island," Kenneth read from his notes with a sigh and a pout. "The delegates met from May of 1787 to September of 1787 as they worked to write the Constitution of the United States," he continued to read. "May until September? Why in the world would it take that long to write one thing?" he shouted in frustration.

"Kenneth," his sister Monica said. "The Constitution is the plan for our entire government. It wasn't easy to write. Plus, the delegates faced a lot of conflict while trying to please everyone. It was a very challenging task!" Monica was two years older than Kenneth and had already learned a lot about the Constitutional Convention. She knew that the Constitution outlined the branches of government and how important it was.

"What type of challenges did they face?" Kenneth asked. "I have a quiz on Friday and didn't exactly pay attention in class."

"They faced huge challenges!" Monica yelled as she dramatically stood up and began to teach her brother. "One of the major challenges was conflict between the big states and the small states. Representation was very important to the delegates. Big states with more people thought they should have more representation. Smaller states with less people thought everyone should have equal representation in Congress. Thankfully, there was a solution known as the Great Compromise."

"What is that?" Kenneth asked sitting on the edge of his seat.

Monica smiled. She loved teaching American history to anyone who would listen. "The Great Compromise was an agreement that said Congress would be divided into two parts or houses. One house would have representation based off population, while the other house would have equal representation for every state," she explained. "But that caused another challenge."

"What?" Kenneth exclaimed moving closer.

"Well," Monica began. "Delegates from states with slaves wanted to count their slaves as part of their population in order to get more representatives. However, many northern states were opposed to this."

"I could have fixed that! No one should have even been a slave," Kenneth said with a stomp of his foot.

"I completely agree! Sadly, at this time slavery had not been abolished, or made illegal. The solution they agreed upon was called the Three-Fifths Compromise. It said that three-fifths of each states' slaves could be counted toward their representation," Monica explained.

"Wow! I hope my quiz isn't as challenging as the convention was," Kenneth said

Name _____ Date _____

Checking Your Understanding

Directions: Use the information in the two passages "The Constitutional Convention" and "Convention Challenges" to answer the following questions.

1. Which BEST describes how the nonfiction passage "The Constitutional Convention" is organized?
 - a. question and answer
 - b. sequence
 - c. compare and contrast
 - d. description

2. Using information from both passages, which of the following choices was NOT a challenge delegates faced at the Constitutional Convention?
 - a. If representation should be based on population or if it should be equal for every state.
 - b. If slaves should have been included in counting population for representation.
 - c. Addressing the weaknesses in the Articles of Confederation.
 - d. Deciding on a president of the convention.

3. What does the term abolished mean?
 - a. To allow people to do something.
 - b. To make illegal.
 - c. To support.
 - d. To compromise and agree on an issue.

4. Which of the following lines from "Convention Challenges" shows that Monica was passionate about American history?
 - a. "But that caused another challenge."
 - b. Monica smiled.
 - c. "What is that?" Kenneth asked sitting on the edge of his seat.
 - d. "They faced huge challenges!" Monica yelled as she dramatically stood up and began to teach her brother.

5. According to the text, what was unique about Benjamin Franklin as a delegate at the Constitutional Convention?
 - a. Much of his work was used to create the Constitution, so he was known as the father of the Constitution.
 - b. He was the youngest delegate at the convention.
 - c. He was one of the few delegates who took a stand against slavery.
 - d. He did not want to make any changes to the Articles of Confederation.

6. Which line from the text BEST shows that Kenneth becomes interested and excited to learn about the Constitutional Convention from his sister?

- a. "May until September? Why in the world would it take that long to write one thing?" he shouted in frustration.
- b. "The Constitutional Convention was a meeting of delegates from all of the former colonies except Rhode Island," Kenneth read from his notes with a sigh and a pout.
- c. She knew that the Constitution outlined the branches of government and how important it was.
- d. "What is that?" Kenneth asked sitting on the edge of his seat.

7. What is one way the two passages are different?

- a. Only one passage discusses challenges at the Constitutional Convention.
- b. Only one passage discusses when the Constitutional Convention began.
- c. One passage discusses the Great Compromise while the other passage does not.
- d. One passage is nonfiction while the other passage is fiction.

8. Which of the following choices is information that can be found in BOTH passages?

- a. The Great Compromise stated Congress would be divided into two parts.
- b. Monica was two years older than Kenneth.
- c. Kenneth was frustrated as he began to study for his quiz.
- d. James Madison is known as the father of the Constitution.

9. The author of "Convention Challenges" wrote:

Monica smiled. She loved teaching American history to anyone who would listen.

Using that information, what would be the BEST inference about a career Monica might enjoy?

- a. A police officer
- b. A doctor
- c. A scientist
- d. A teacher

10. What can readers learn from the table included in the nonfiction passage?

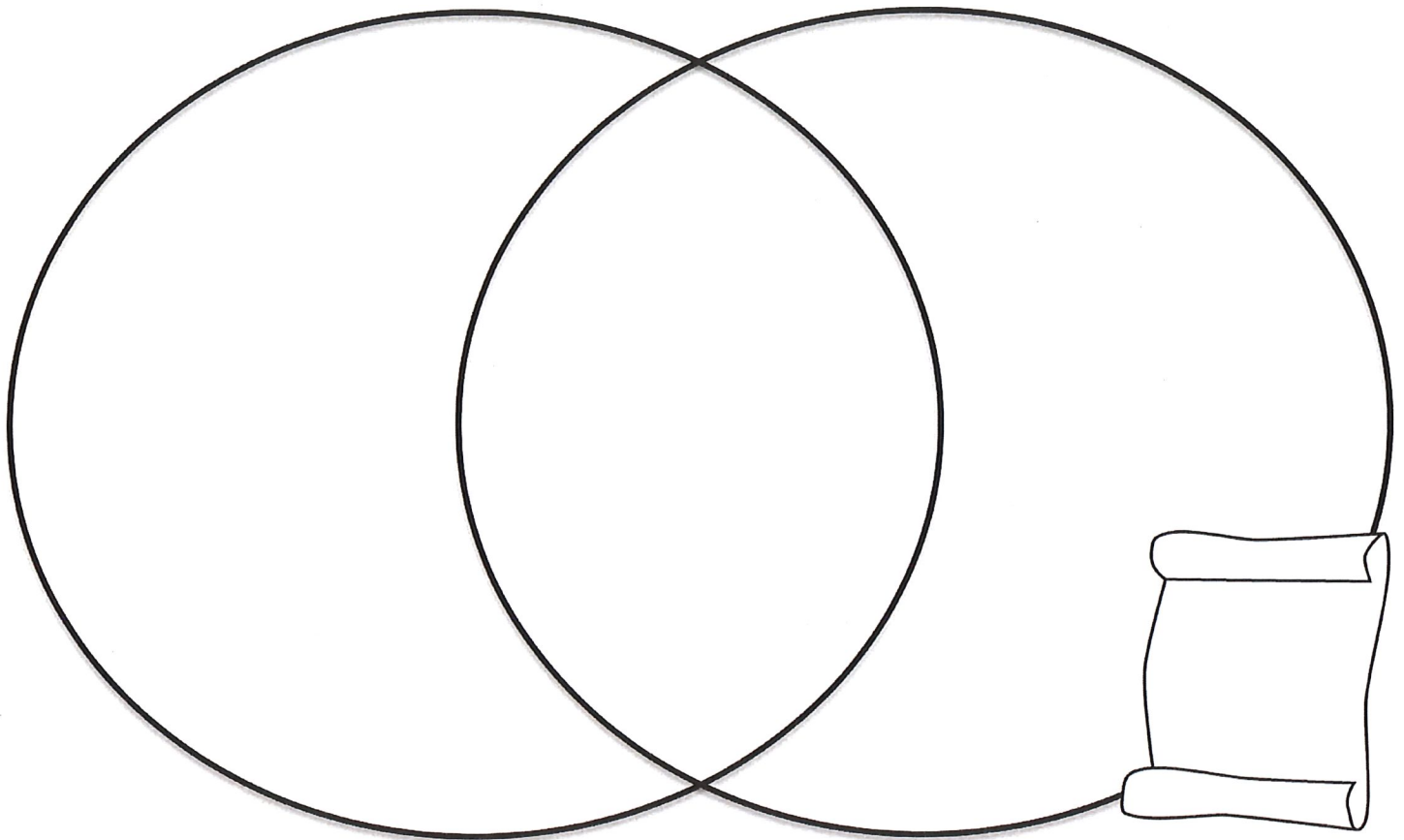
- a. The pros and cons of the Articles of Confederation.
- b. The pros and cons of the Constitution.
- c. The delegates from each state.
- d. The three major leaders of the Constitutional Convention.

Name _____ Date _____

The Constitutional Convention and Convention Challenges Compare and Contrast

Directions: Use the information in the two passages "The Constitutional Convention" and "Convention Challenges" to complete the Venn Diagram and short response task.

... or make your own *Bubble Map*



Compare and contrast the two passages. Include details from both passages to explain how they are alike and how they are different.

Name _____ Date _____



The Constitutional Convention Written Response



Directions: Follow the steps in the chart to answer the written response question. Be sure to LOOK back in the passage to gather evidence.

Start
your
answer
with
words
from the
question.

Give
text
evidence.

- The text says ...
- The author wrote ...
- In paragraph _____, it says...

Explain
your
thinking.

- I know this because ...
- This makes me think ...
- This is important because ...

Tell
more!

- For example,
- For instance,
- The text also says ...
- According to the text,
- Based on what I read ...



Why is James Madison considered an important leader of the Constitutional Convention? Use evidence from the text to support your thinking.

Name On-Demand Writing Date _____

The Constitutional Convention Persuasive Writing

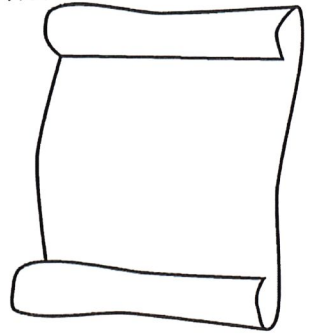
Use as
an on-demand

Directions: Use information from "The Constitutional Convention" to convince your reader that the Articles of Confederation was not a strong enough document to run the government. Use information from the text to help support your reasons.

Be sure your persuasive piece includes:

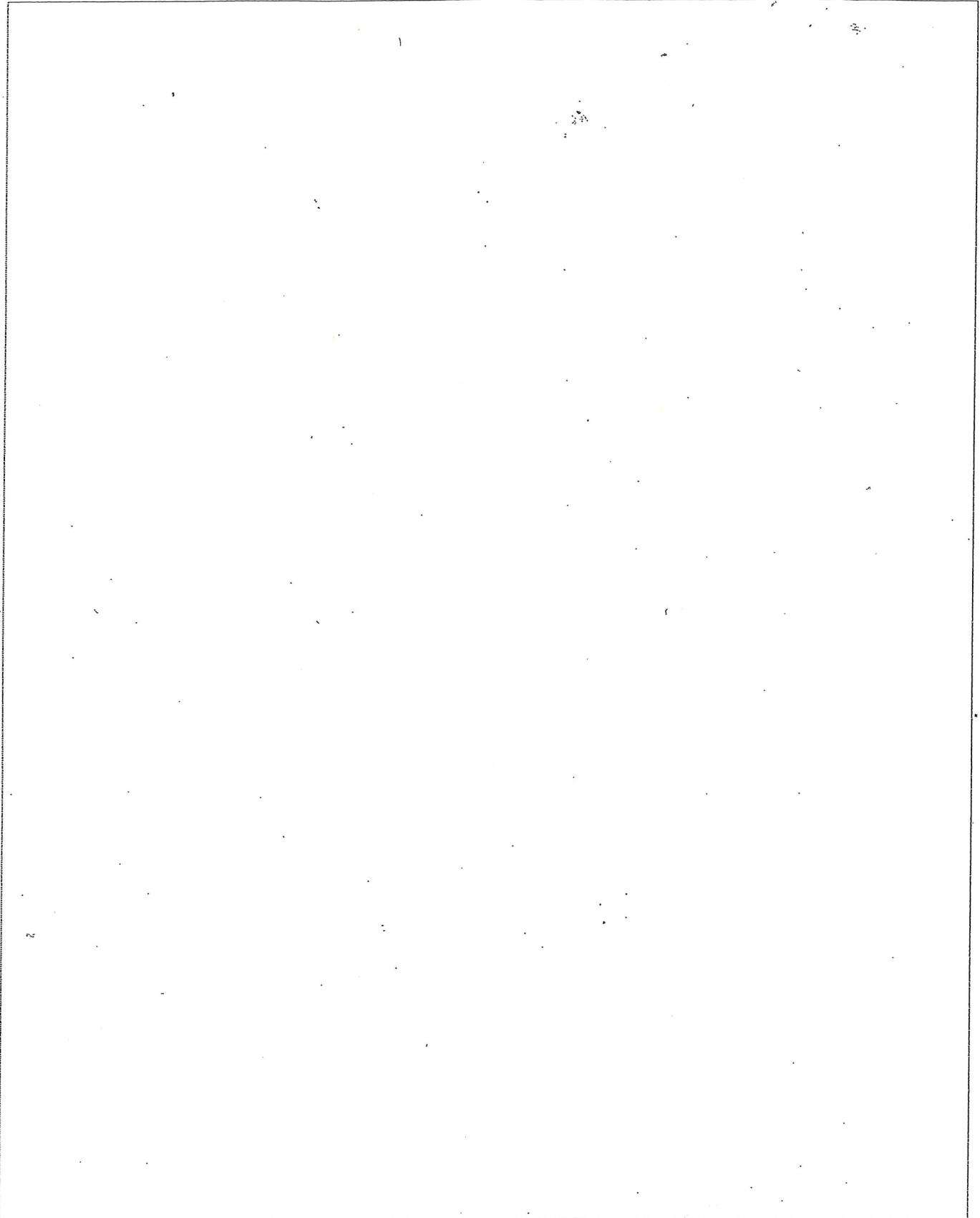
- an introductory sentence
- a clear opinion
- at least three reasons to support your opinion
- evidence from the text to help support your reasoning
- a concluding sentence
- correct capitalization and punctuation

90 mins to
complete



Pre-writing

This page will not be scored.



Name _____ Date _____

Branches of Government

When America's founding fathers were creating a plan for America's government, it was very important to make sure no one person or group had all of the power. They were afraid if one group or person gained too much power, they would be under the rule of a king or dictator. Because of this, America's government is split into three branches or parts. Each branch has different powers and responsibilities.

What is the Legislative Branch?

The legislative branch writes or makes laws for America. At the national level, this branch is split into two parts which are the Senate and House of Representatives. People from every state vote for others to represent them in the legislative branch. The people who win the elections with the most votes are called Senators or Representatives. They work together to write new laws for our country.

US Capital Building



The US Capital Building is home of the legislative branch for the national level. It is located in Washington D.C. This is where Senators and Representatives work to write laws.

What is the Executive Branch?

The executive branch of the United States of America carries out laws. The leaders of the executive branch include the president, governors, and mayors. Leaders of the executive branch are able to propose new laws. They can also veto, or reject, laws they may not agree with. The executive branch's responsibilities also include being in charge of America's armed forces and military.

What is the Judicial Branch?

The judicial branch interprets laws or decides what laws mean. The judicial branch is made up of many different courts and judges. They also decide if someone has broken a law. When someone breaks a law, that person chooses to not follow or obey the law.

Glossary

dictator – a person who rules and has all of the power to him or herself
founding fathers – the men who worked together to write the U.S. Constitution and make a plan for America when it first became a country
propose – suggest
responsibilities – tasks or jobs someone must complete, often for the good of others

Name _____ Date _____

Levels of Government

There are three levels of government in the United States of America. The three levels of government are the national level, the state level, and the local level. Each of the three levels have all three of the branches of government.

National Level

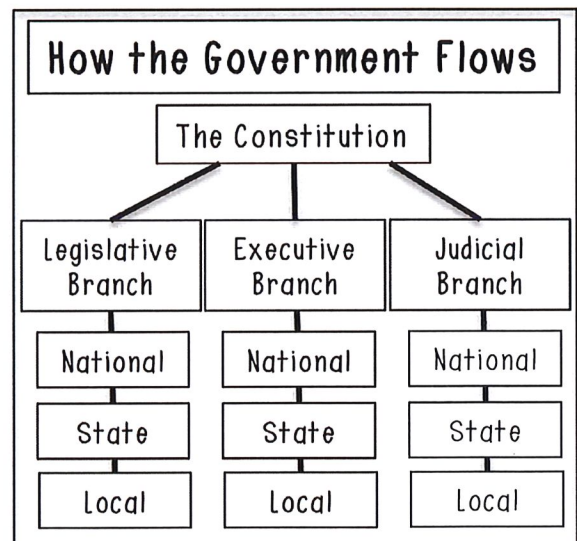
The national government is located in Washington D.C. In the national government, the president is the leader of the executive branch. The president must carry out laws and veto laws. The national legislative branch is made up of Congress. Congress is split into two parts called the Senate and the House of Representatives. Both parts write laws for America. The judicial branch is made up of the Supreme Court. The judges on the Supreme Court are called justices. They decide what laws mean.

State Level

Each of America's fifty states have their own government system with three branches. The branches at the state level are very similar to the branches at the national level. While the people who work in each branch have the same job as those in the national level, they often have different titles. The leader of the executive branch is called a governor.

The state legislative branch often has two parts called a Senate and House of Representative who make laws. Each state

also has a court system with judges who decide what different laws mean.



Local Level

Most cities and towns have their own government system with all three branches. The leader of the executive branch at the local level is called a mayor. The mayor carries out laws. Many local governments have city councils or county commissioners who make laws for their towns.

Glossary

citizens – someone who lives in or was born in a country

titles – the name of a person's job

veto – stop a law

Local governments have their own judges who are able to decide if **citizens** have broken the law. The local government works to make cities and towns better.