Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of work for your child to complete per week. Please check off the pages as they are completed.

5th Grade

Week 1:	
☐ Pages 29-30	MAFS.5.NF.2.4a
☐ Pages 31-32	MAFS.5.NF.2.4b
☐ Pages 27-28	MAFS.5.NF.2.3

Week 2:	
☐ Pages 33-34	MAFS.5.NF.2.5a
☐ Pages 35-36	MAFS.5.NF.2.5b
☐ Pages 37-38	MAFS.5.NF.2.6

Week 3:	
☐ Pages 39-40	MAFS.5.NF.2.7a
☐ Pages 41-42	MAFS.5.NF.2.7b
☐ Pages 43-44	MAFS.NF.2.7c

Week 4:	
☐ Pages 5-6	MAFS.5.OA.2.3
☐ Pages 61-62	MAFS.5.G.1.1
☐ Pages 63-64	MAFS.5.G.1.2

MATH

WEEK 1

1 Jared uses 24 tiles to cover the top of his desk. Of the 24 tiles, $\frac{3}{8}$ are blue. How many of the tiles are blue?

Ⓐ 3
Ⓑ 8
Ⓒ 9
Ⓓ 12

---

2 Taniqua took a test that had 20 multiple choice questions and 10 true/false questions. She got $\frac{9}{10}$ of the multiple choice questions correct and $\frac{4}{5}$ of the true/false questions correct. How many questions of each type did she get correct?

Taniqua got _____ multiple choice questions correct and _____ true/false questions correct.

---

3 The owner of a clothing store received a shipment of 1,230 pairs of socks. The socks came in 36 boxes. The same number of pairs of socks were in 35 of the boxes. How many pairs of socks were in the last box?

Ⓐ 2
Ⓑ 5
Ⓒ 15
Ⓓ 35

4 Carlos had 24 class play tickets to sell. He sold $\frac{3}{4}$ of the tickets. How many tickets did Carlos sell?

Ⓐ 16
Ⓑ 18
Ⓒ 24
Ⓓ 26

---

5 Miguel has 48 coins. Of the 48 coins, $\frac{5}{8}$ are dimes. How many of the coins are dimes?

Ⓐ 30
Ⓑ 26
Ⓒ 20
Ⓓ 18

---

6 Logan bought 15 balloons. Four-fifths of the balloons are purple. How many of the balloons are purple?

_____

7 The owner of a music store received a shipment of 1,532 guitar picks. The picks came in 37 boxes. The same number of picks were in 36 of the boxes. How many picks were in the remaining box?

Ⓐ 2
Ⓑ 10
Ⓒ 20
Ⓓ 41

Name _____

8 In a fifth grade class, $\frac{3}{4}$ of the students like to go to the movies. Of the students who like to go to the movies, $\frac{2}{3}$ of them like to watch action movies. Of the students who like to watch action movies, $\frac{4}{5}$ of them also like to watch comedies. Place an X in the table to show which fraction of the students in the class like each type of movie.

	$\frac{1}{2}$	$\frac{2}{5}$	$\frac{3}{5}$
The fraction of the students in the class who like to go to action movies			
The fraction of the students in the class who like to go to action movies and comedies			

9 Tommy has 5 jars of marbles. Each jar is $\frac{2}{3}$ filled with marbles. If Tommy decides to combine the marbles to completely fill the jars, how many jars of marbles does Tommy have?

_____

10 Rhianna had $\frac{3}{4}$ quart of orange juice. She drank $\frac{1}{3}$ of it at breakfast. How much orange juice did Rhianna drink?

Ⓐ $\frac{1}{8}$ quart

Ⓑ $\frac{1}{4}$ quart

Ⓒ $\frac{1}{3}$ quart

Ⓓ $\frac{1}{2}$ quart

1 A tapestry is $\frac{5}{8}$ yards long and $\frac{3}{10}$ yards high. What is the area of the tapestry?

Ⓐ $\frac{15}{80}$ square yards

Ⓑ $\frac{74}{80}$ square yards

Ⓒ $1\frac{68}{80}$ square yards

Ⓓ $2\frac{2}{24}$ square yards

2 An artist is making a rectangular canvas for a custom painting. The canvas has a width of $9\frac{1}{2}$ feet and a length of $13\frac{1}{4}$ feet.
What is the area of the canvas in square feet?

3 Peggy is making a quilt using panels that are $\frac{1}{2}$ foot by $\frac{1}{2}$ foot. The quilt is $5\frac{1}{2}$ feet long and 4 feet wide.
How many panels does Peggy use to make the quilt?

Ⓐ 11

Ⓑ 22

Ⓒ 44

Ⓓ 88

4 A school has a space $3\frac{1}{3}$ yards high and $5\frac{1}{2}$ yards long to dedicate to a mural. The school is offering square spaces of the mural to individual students. Not all of the space needs to be used. Which numbers of squares of different square sizes are possible to fit into the dedicated mural space?

Select **all** of the numbers of squares sizes that could fit in the rectangular space for the mural.

Ⓐ 15 square sections that are each 1 yard by 1 yard

Ⓑ 77 square sections that are each $\frac{1}{2}$ yard by $\frac{1}{2}$ yard

Ⓒ 160 square sections that are each $\frac{1}{3}$ yard by $\frac{1}{3}$ yard

Ⓓ 308 square sections that are each $\frac{1}{4}$ yard by $\frac{1}{4}$ yard

Ⓔ 660 square sections that are each $\frac{1}{6}$ yard by $\frac{1}{6}$ yard

5 Nadia is making a rectangular mosaic out of $\frac{1}{2}$ -inch by $\frac{1}{2}$ -inch tiles. The rectangle is 12 inches long and $3\frac{1}{2}$ inches wide. How many tiles will Nadia use to cover the rectangle completely?

Ⓐ 42 tiles

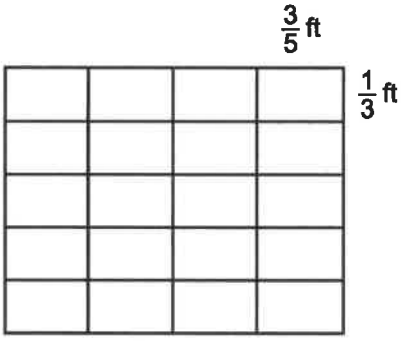
Ⓑ 84 tiles

Ⓒ 144 tiles

Ⓓ 168 tiles

Name _____

6 A class makes a rectangular banner out of 20 smaller rectangles with the dimensions shown.



What is the area of the banner in square feet?

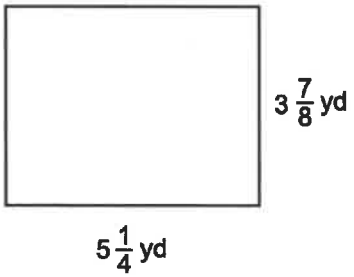
Ⓐ $\frac{1}{5}$

Ⓑ $1\frac{4}{5}$

Ⓒ 4

Ⓓ 5

7 Caleb's family room has the dimensions shown.



He needs to find out the area of the room so he knows how much carpet to buy. What is the area of the room in square yards?

Ⓐ $15\frac{7}{32}$

Ⓑ $15\frac{7}{8}$

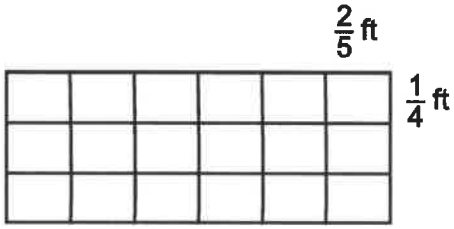
Ⓒ $20\frac{11}{32}$

Ⓓ $81\frac{3}{8}$

8 Carla is arranging square patches of grass on her rectangular lawn. Her lawn is 10 yards wide and $3\frac{1}{2}$ yards long. How many squares of grass patches with sides $\frac{1}{4}$ yard long will she need to cover the lawn completely?

Carla can fit _____ square patches of grass.

9 A rectangular drawer organizer is made up of smaller rectangular compartments with the dimensions shown.



What is the area of the organizer?

Ⓐ $\frac{1}{10}$ square yard

Ⓑ $\frac{9}{10}$ square yard

Ⓒ $1\frac{4}{5}$ square yards

Ⓓ 4 square yards

10 A farmer's rectangular field is $1\frac{1}{3}$ kilometers long and $2\frac{3}{4}$ kilometers wide. What is the area of the field in square kilometers?

1 A swimming instructor has a list of 152 students who have signed up for swimming lessons. The swimming instructor can register 12 students in each class. What is the LEAST number of classes needed for all the students to be registered in a class?

Ⓐ 12 Ⓒ 14

Ⓑ 13 Ⓓ 15

2 Which expression is equivalent to $\frac{5}{9}$?

Ⓐ $5 \div 9$ Ⓒ 9×5

Ⓑ $5 - 9$ Ⓓ $9 \div 5$

3 At lunch, 5 friends share 3 pizzas equally. What fraction of a pizza does each friend get?

Ⓐ $\frac{3}{5}$

Ⓑ $\frac{3}{4}$

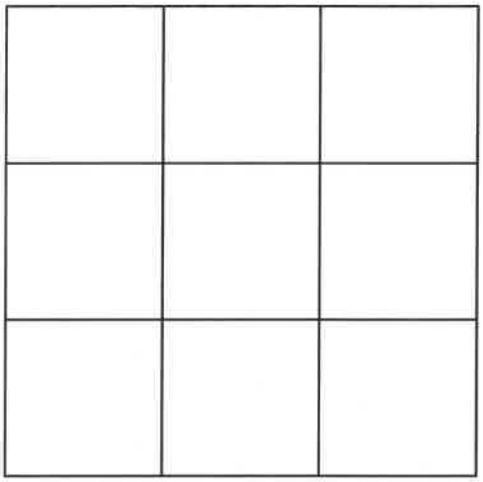
Ⓒ $1\frac{1}{2}$

Ⓓ $1\frac{2}{3}$

4 Dmitri bought 8 yards of fabric to make tablecloths. He cut the fabric into 6 equal pieces. What was the length in yards of each piece of fabric Dmitri cut?

_____

5 Cecilia has 1 pound of trail mix that she plans to divide equally into 3 bags. Shade the diagram to show the fractional amount of a pound that she will put in each bag.



6 At lunch, 8 friends share 6 sandwiches equally. What fraction of a sandwich does each friend get?

Ⓐ $\frac{3}{4}$

Ⓑ $\frac{2}{3}$

Ⓒ $\frac{1}{2}$

Ⓓ $\frac{1}{4}$

7 A group of 12 friends shares 4 bread rolls equally. What fraction of a bread roll does each friend get?

Each friend gets _____ of a bread roll.

Name _____

8 At lunch, 6 friends share 4 sub sandwiches equally. What fraction of a sandwich does each friend get?

Ⓐ $\frac{1}{3}$

Ⓑ $\frac{1}{2}$

Ⓒ $\frac{2}{3}$

Ⓓ $1\frac{1}{2}$

9 A dance studio offers ballet classes. Each class can hold 15 students. If 217 students have enrolled at the dance studio, what is the GREATEST number of classes the studio can offer if each class fills up before another class is added?

Ⓐ 13

Ⓑ 14

Ⓒ 15

Ⓓ 16

10 Alexis has 4 tablespoons of almond butter. She spreads an equal amount of almond butter on 12 crackers. How many tablespoons of almond butter does Alexis spread on each cracker?

Write an equation to model the solution to the problem.

_____

11 A local charity distributes 10 pounds of rice equally into 6 bags to give out at the food bank. How many pounds of rice are in each bag?

_____ pounds

12 A total of 145 students signed up for the neighborhood soccer league. Each team requires 12 players. What is the GREATEST number of teams that can be formed for the upcoming soccer season?

Ⓐ 10

Ⓑ 11

Ⓒ 12

Ⓓ 13

13 A teacher has 10 ounces of glue. He gives an equal amount of glue to each of his 18 students. How many ounces of glue does each student get?

_____ ounce(s)

14 Which expression is equivalent to $\frac{11}{3}$?

Ⓐ $3 \div 11$

Ⓑ $11 - 3$

Ⓒ 11×3

Ⓓ $11 \div 3$

5th Grade Week 1

Dear Parent/Guardian,

During Week 1, your child will review a variety of skills, including genre, text features, context clues, suffixes, idioms, homophones, and read both informational and literary text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:
https://classroommagazines.scholastic.com/support/learnathome.html
https://www.education.com/
http://www.sheppardsoftware.com/
https://www.funbrain.com/

Week 1 At A Glance			
Day 1	☐ Read for 20 minutes ☐ Genre/Text Feature Page 216	LAFS.5.RL.3.7	LAFS.5.RL.4.10
Day 2	☐ Read for 20 minutes ☐ Read "Black Blizzard" and answer questions	LAFS.5.RL.1.1 LAFS.5.RL.1.3 LAFS.5.RL.4.10	LAFS.5.RL.1.2 LAFS.5.RL.2.5
Day 3	☐ Read for 20 minutes ☐ Context Clues Page 207 ☐ Suffixes Page 208	LAFS.5.L.3.4	
Day 4	☐ Read for 20 minutes ☐ Read "Rosa Refuses" and answer questions	LAFS.5.RI.1.2 LAFS.5.RI.2.5 LAFS.5.RI.4.10	LAFS.5.RI.1.3
Day 5	☐ Read for 20 minutes ☐ Idioms Page 217 ☐ Homophones Page 218	LAFS.5.L.3.5	

Name _____

Afternoons Alone

Rusty moped around the empty house. Grandpa had been helping to build tanks at the factory since America declared war on Japan. Without him, there was nobody to fish with or do anything else with in the afternoon.

Yesterday, his friend Corey had told Rusty, "My mother's gone to the factory every day, too. It's mighty lonely here after school. But I do chores and clean up around the house."

"It'll be keen when the war is over!" Rusty had replied.

"Then we'll all have family time a lot more often," Corey agreed.

Answer the questions about the text.

1. **Historical fiction takes place in an earlier time period. How do you know that this text is historical fiction?**

_____

_____

2. **Historical fiction includes events typical of the time. What events in the text are typical of the time period in which the text is set?**

_____

_____

3. **Dialect is speech typical of a time and place. Dialect may include words and phrases that do not sound familiar. Write an example of dialect in the text. Then write what it means.**

_____

_____

_____

COMMONLIT

Name: _____ Class: _____

Black Blizzard

By Maurine V. Eleder
2015

Maurine V. Eleder has written for Highlights. *In this short story, Eleder explores the experiences of those who lived through the Dust Bowl, a time period of severe dust storms during the 1930s in parts of Kansas, Oklahoma, Colorado, and neighboring states. As you read, take notes on the effects of the black blizzard.*

[1] "Ooooh, Betty. Come quick!" said four-year-old Mary Ann. Paper dolls lay forgotten on the floor as she stared out the window.

Betty felt her stomach muscles tighten as she joined Mary Ann. On the horizon loomed a rolling black cloud. It stretched from the ground into the sky, and it was heading directly toward them.

"It's another dust storm, Mary Ann," Betty said, trying to stay calm. How many more would there be, she wondered.

"We'll never make it to the barn." *by James Watling is used with permission.*

For the last four years — since 1932 — Oklahoma and nearby states had endured[1] dozens of such storms. Betty knew the routine. "Let's get some towels from the kitchen," she said.

[5] The girls went from window to window, closing each and placing a rolled-up towel where the window met the sill. It would keep out some of the windblown dirt, but Betty knew that powdery dust would cover everything — dishes in cupboards and clothes in closets — long after the storm had passed.

"I'm scared," said Mary Ann.

"I know," said Betty, "but we'll be safe if we stay in the house."

"What about Mommy and Daddy?" Mary Ann asked.

"They're probably on their way home from the bank. They won't be able to drive in the storm. I expect they'll stop at a neighbor's home."

[10] The dust cloud hid the sun and brought an eerie[2] darkness, even though it was the middle of the afternoon. The wind howled. Tiny particles of soil pelted the window glass.

No wonder they call these storms "black blizzards," thought Betty. She stared out the window.

"Oh no!" she said suddenly.

1. **Endure** *(verb):* to suffer something painful or difficult
2. **Eerie** *(adjective):* strange and frightening

"What's wrong?" asked Mary Ann.

"I thought I saw Fancifoot. See there — near the fence," Betty said. In a momentary lull[3] of the wind, she had glimpsed Fancifoot's white markings.

[15] Betty remembered other dust storms. Sometimes, even though there was no rain, there was thunder and lightning. That would frighten Fancifoot.

Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall. Fancifoot would stumble around trying to find shelter. What if he stumbled into the dry creek bed and broke a leg?

Suddenly Betty picked up Mary Ann and set her in the rocker.

"I'm going to get Fancifoot back into the barn," Betty said. "You stay in this chair and don't move."

Mary Ann nodded solemnly.[4]

[20] Betty jammed on her old straw hat and pulled the brim low over her forehead. She wound a scarf around it so her nose and mouth were covered. In the storeroom near the kitchen, she found her mother's long clothesline. She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm.

The wind almost whipped the clothesline from her hand. Sandy grit[5] pounded her face. Betty closed her eyes and groped her way to the porch railing. Bracing herself against it, she tied the free end of the clothesline firmly to one of the posts. Bending against the wind, she trudged along the house, then turned left to follow the fence.

The fence ended. No Fancifoot. Betty couldn't see more than a few yards in the swirling blackness. Then she heard him whinny, and she stumbled toward the sound.

"Fancifoot!" Betty called. Where was he? Again she heard a low whinny. She turned and stepped forward. Now she thought she heard him to her right. She walked backward to keep the grit from hitting her face.

Maybe the wind is playing tricks, she thought. Maybe I didn't really see or hear him. But then she smacked right into him.

[25] "Fancifoot," she said with relief, "you're OK." She glided her hands over his ears and neck. Quickly, she looped the slack of the clothes-line around his neck.

"We'll never make the barn," she said. "I've turned around so many times I can't tell where it is. You're coming home with me."

3. **Lull** ***(noun):*** a moment of quiet or lack of activity
4. **Solemn** ***(adjective):*** not cheerful or smiling; serious
5. small, loose particles of sand

Hand over hand, Betty guided Fancifoot along the clothesline, back to the end she had fastened to the porch.

"Come on, Fancifoot. Up two steps and we'll be safe. Come on, boy," Betty coaxed[6] as she pulled him into the house.

"All safe," Betty gasped to a surprised Mary Ann.

[30] "We'll put him in the storeroom until the storm is over," Betty said.

The storm continued to blow as Betty prepared supper. She sliced bread and cheese and found an apple for Fancifoot. Then she lugged Daddy's chair over to the storeroom.

"Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time," Betty said. Soon Mary Ann was asleep.

Betty noticed that the wind was not as strong as it had been. Then she, too, fell asleep.

Ai-ooga-ai-ooga! Betty sat up, wide awake. Then she heard it again. Ai-ooga!

[35] "What is it?" Mary Ann asked.

"Our car! They're home!" Betty answered.

They raced to the front door. A hazy rising sun shone on drifts of dirt piled against the house.

"Are you all right?" Mommy and Daddy asked as they hugged and kissed the girls. "We were passing Schuler's farm when the storm hit, and had to stay there overnight. We were so worried."

"Thank goodness you're all right," said Daddy. He looked uncertainly at Betty. "I noticed the barn door was open. I'm afraid we may find that Fancifoot got out of the barn and —"

[40] He stopped as Mary Ann and Betty giggled.

"He did get out of the barn, but he's OK. He's right there," Betty said, pointing to the storeroom where Fancifoot stood — munching Betty's old straw hat.

6. **Coax** *(verb):* to persuade someone to do something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the main theme of the short story?
   A. Animals and children should be taken to safety first in an emergency.
   B. The bond between humans and animals is unbreakable.
   C. It's easier to respond to emergencies when you don't let fear control you.
   D. Panicking during a life-threatening situation can lead to more problems.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "The dust cloud hid the sun and brought an eerie darkness, even though it was the middle of the afternoon." (Paragraph 10)
   B. "Fancifoot was Betty's colt. She had seen him born. She had named him. She helped carry his hay and clean his stall." (Paragraph 16)
   C. "She wrapped one end around her wrist and tied it in a knot. Then she plunged into the storm." (Paragraph 20)
   D. "'Come on, Mary Ann, I'll read your favorite story, and we can keep an eye on Fancifoot at the same time'" (Paragraph 32)

3. How do paragraphs 12-14 contribute to the overall structure of the story?
   A. They introduce an important character in the story, Fancifoot.
   B. They develop Betty's character by showing how much she cares for animals.
   C. They introduce the main obstacle in the story, getting Fancifoot to safety.
   D. They emphasize the dangers that the storm presents.

4. How do Betty and Mary Ann's emotions compare to their parents at the end of the story?
   A. Betty and Mary Ann are just as worried to see that their parents are safe as their parents are.
   B. Betty and Mary Ann are light-hearted after surviving the storm, while their parents are nervous to make sure everyone is ok.
   C. Betty and Mary Ann are shaken after the storm, while their parents are calm, as they knew everyone would be safe.
   D. Betty and Mary Anne are proud of their actions during the storm, while their parents are surprised that everyone is safe.

5. How would you describe Betty's actions during the black blizzard? What does it reveal about Betty?

Name _____

Sometimes as you read, you find a word you do not know. Look for **context clues** in the sentence or paragraph that will help you understand the meaning of the word.

Example: Terry was **impatient** because he was ready to leave and Dad was being really slow.

The word **impatient** might be unfamiliar, so the author gave clues to the meaning: *Terry was ready to leave* and *Dad was really slow.* You can tell that **impatient** means "ready to go and tired of waiting" in this context.

Read the following sentences. Circle the letter of the word that could be used in place of the word or words in bold.

1. The lonely dog hung his head and walked **unhappily** through the woods.

   a. dejectedly **b.** cheerfully **c.** gladly

2. After being ill for several weeks, she was **very thin** and had little energy.

   a. healthy **b.** strong **c.** gaunt

3. The dog stood with his **front feet** on the door and his nose against the glass.

   a. two paws **b.** forepaws **c.** rear paws

4. On a **very hot** day like this, I really would like to jump into a lake and cool off.

   a. chilly **b.** cloudy **c.** sweltering

5. The **sad** puppy watched hopelessly as the little boy walked away.

   a. jolly **b.** forlorn **c.** silly

Name _____

- A suffix is a letter or group of letters that can be added to the end of a base word. A suffix changes the meaning of the base word.
- The suffix ***-ful*** means "full of."
- The suffixes ***-ion, -tion, -ation, -ition*** mean "act or process of."
- The suffix ***-less*** means "without."
- The suffix ***-ist*** means "person who."

Read each word in the box below. Then write each word next to the correct meaning. The first one has been done for you.

fearless	healthful	eruption	careful
violinist	discussion	biologist	weightless

1. full of care **careful**
2. the act of discussing _____
3. without fear _____
4. someone who plays violin _____
5. the process of erupting _____
6. without weight _____
7. full of health _____
8. person who studies biology _____

COMMONLIT

Name: _____ Class: _____

Rosa Refuses

By Ruth Spencer Johnson
2008

In December 1955, after Rosa Parks refused to give up her seat on the bus to a white man, black people in Montgomery, Alabama refused to use the bus until the laws were changed and they were treated fairly. In this passage, a young black girl writes to her cousin about the protest. As you read, take notes on how black people avoided using the bus.

[1] In December 1955, Shirley, a fictional 9-year-old black girl in Montgomery, Alabama, might have written these letters to her cousin Elizabeth in Detroit, Michigan...

"The Rosa Parks Bus" by Maia C is licensed under CC BY-NC-ND 2.0

December 5, 1955
Dear Elizabeth,

Guess what's happening in Montgomery? We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something. Starting today, black people won't ride the buses anymore because of the unfair way the bus company treats us.

Remember how it is here? The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites. It's the law. You're lucky that in Detroit, you can sit anywhere you like on the bus. That must be nice. Here's why we're having the boycott: Last week, a black woman here named Rosa Parks was riding the bus. She was on her way home from work. When the bus got full, the driver told her to get up and give a white person her seat. She refused! So the police came and arrested her. They took her to jail! Can you believe it? Mrs. Parks said she was tired of giving in to white people. So now, all 50,000 black people in Montgomery aren't going to ride the bus at all until things change. The bus company sure is going to lose a lot of money!

[5] We're all trying to help each other. Most black folks here don't have cars. The ones that do are driving others to work. Black taxi drivers are charging only a dime (the same as the bus fare) instead of 45 cents for a ride. Thousands of people are walking miles to work, school, and church. The buses are practically[1] empty!

The new minister in town, the Reverend Martin Luther King Jr., is the leader of the boycott. He says that if we protest peacefully with "courage and dignity,"[2] we can make great changes for black people. Until then, I'll keep walking!

1. almost
2. **Dignity** ***(adjective):*** a sense of pride in yourself

Love, Shirley

Over a year later, Shirley writes again.

December 21, 1956
Dear Elizabeth,

[10] You won't believe what I did today — I rode in the front of the bus!

The boycott is finally over, after 381 days. I never thought it could last this long, because the bus company was losing so much money. But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest[3] reason. They made black taxi drivers charge full fare.[4] They arrested people who were waiting for rides. Hundreds of people lost jobs and went to jail. A lot of white people were really angry, and Reverend King's house was bombed!

Our black leaders went to court to end segregation[5] on the buses. The city fought the case all the way to the Supreme Court.[6] Now the Supreme Court has said that we can sit wherever we want on the buses.

It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits.[7] We believe this boycott is just the start of equal rights for our people! Tell Aunt Louise you want to come down and visit me here. We'll ride the bus up front together!

Love, Shirley

3. very small
4. the money a passenger has to pay for a ride
5. the separation of people based on their race
6. the most powerful court in the country
7. to stay positive about something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme about the bus boycott in Montgomery
   - A. Black children were even more responsible for the success of the bus boycott than adults, as they used the bus more than anyone.
   - B. Refusing to use the bus wasn't difficult for black people, as they walked together and often shared their cars with each other.
   - C. Black people in Montgomery succeeded in ending segregation on buses by working hard and not giving up on their protest.
   - D. The bus boycott didn't last very long, as the buses quickly gave into black people's demands for desegregation.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "We are having a bus boycott! Do you know what that is? It's when a lot of people refuse to use a service like the city bus as a way of protesting something." (Paragraph 3)
   - B. "The black people have to sit in the back of the bus, and the white folks get to sit up front. If the bus gets full, the black people have to give up their seats to the whites." (Paragraph 4)
   - C. "But the city officials did everything they could to stop the boycott without changing the seating rules. They arrested black drivers for the slightest reason." (Paragraph 11)
   - D. "It wasn't easy for people to walk so far in all kinds of weather. My friends and I wore out our shoes walking to school. But we've kept up our spirits." (Paragraph 13)

3. How does paragraph 4 contribute to the overall structure of the text?
   - A. It shows how many black women have been arrested in the past for not giving up their seat on the bus.
   - B. It describes how black people are treated unfairly on buses and the reason for the bus boycott.
   - C. It provides several examples of how black people are treated unfairly in Montgomery.
   - D. It shows how black people are going to work together to avoid using the buses, while still getting around.

4. How does Shirley respond to the bus boycott?
   - A. Shirley is angry that a bus boycott is necessary for black people to be treated fairly.
   - B. Shirley is hopeful about the bus boycott and willing to do her part to create change.
   - C. Shirley complains about having to walk everywhere, since she can't use the bus.
   - D. Shirley hesitates to join her friends and family in the bus boycott, as it's going to be a lot of work.

5. How does Shirley feel at the end of her last letter to Elizabeth (Paragraph 13)?

Name _____

An **idiom** is an expression that cannot be defined by the words in it. If you come across an idiom you do not understand, you can often use surrounding words and sentences to find clues to its meaning. Look at the example below of an **idiom** in a paragraph. The underlined words help indicate that *putting me on the spot* means "putting me in a difficult situation."

Nancy listened to her father finish a telephone call. "You're really **putting me on the spot**," he said. "I already have plans today, Jim."

Read each passage below. Underline the words that give a clue to what each idiom in bold means. Then circle the letter of the answer that restates the idiom correctly.

1. After the stock market crash of 1929, his newspaper had laid off most of the reporters. He was glad to have a job, but working on a **skeleton crew** left him overworked and underpaid.

   a. with very few coworkers

   b. job in a graveyard

   c. job with no boss

2. "**Make tracks**," her dad called down the hallway. "We're in a hurry!"

   a. wipe your feet

   b. be thoughtful

   c. move as fast as you can

3. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep **cost an arm and a leg**, and the drought killed our chances of a good crop."

   a. was a reasonable price

   b. cost a lot of money

   c. required medical attention

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings. You can use context clues to determine the meaning of a homophone.

ate, eight

Last night I **ate** the best meal.

I have to be home by **eight** o'clock.

Read each pair of homophones. Choose which homophone belongs in each sentence and write it on the line. The first one has been done for you.

1. presents, presence

Her friends gave her some good-bye **presents** before she moved away.

2. chews, choose

When you are finished, please _____ your favorite one.

3. flour, flower

You will need several cups of _____ to make the bread.

4. you're, your

I think I saw _____ coat in the back seat of the car.

5. waist, waste

You shouldn't _____ time playing those silly games.

6. pole, poll

The campers raised the blue and white flag up the _____.

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

Complete the assignments below.

5th Grade

Week 1:
☐ The Practice of Science (SC.5.N.1.1) ☐ Scientific investigations (SC.5.N.2.1) ☐ Repeated Results (SC.5.N.2.2)

Week 2:
☐ Our Solar System (SC.5.E.5.3) ☐ Movement of Earth in Space (SC.4.E.5.4)

Week 3:
☐ Minerals and Rocks (SC.4.E.6.2) ☐ Natural Resources (SC.4.E.6.3) ☐ Weathering and Erosion (SC.4.E.6.4)

Week 4:
☐ The Water Cycle (SC.5.E.7.1) ☐ Weather and Climate (SC.5.E.7.3)

Science Week 1

Name _____ Date _____

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

The Practice of Science

All scientists try to explain how and why things in the natural world happen. Scientists answer questions that arise from observations of the natural world. A good scientific question is one that can be answered by investigation. An **investigation** is a procedure carried out to carefully observe, study, or test something in order to find out more about it. A scientific investigation always begins with a question.

Once a scientist has a testable question, it is time to plan an investigation. **Scientific methods** are ways that scientists perform investigations. The type of investigation can vary, depending on the question. All scientific methods use logic and reasoning.

Some investigations are experiments. An **experiment** is an investigation in which all of the conditions are controlled. Scientists study what happens to a group of samples that are all the same except for one difference. Not all questions can be investigated by experimentation. Scientists also use repeated observations to study processes in nature that they can observe but cannot control. Scientists use models when they cannot experiment on the real thing. Models can be used to represent real objects or processes. Scientists use models to study things that are too big, too expensive, or too uncontrollable to study in any other way.

Scientists use the results from their investigation to draw conclusions. The conclusion may answer the question or indicate that further investigation is needed.

Models

Some scientific questions involve objects that are too far away, too expensive, too big, or too complex to study by experimentation. Scientists can use models to address these questions. Scientists use models to draw conclusions and make predictions. **Predictions** are statements about future events based on information.

A variety of models can be used for different purposes. The best model is the one that most closely represents the real thing. The simplest model is a diagram or flow chart that shows relationships between objects or ideas. A physical model is a three-dimensional representation of the object or process. A computer simulation model is very useful for complex processes because it can change factors that cannot be controlled in the real world.

Name _____ Date _____

Experiments

Many scientific questions can be answered using experiments. An experiment is a procedure used to test a hypothesis. A hypothesis is a statement that can be tested and will explain what can happen in an investigation. An experiment should be designed with two or more situations that are compared. A variable is any condition in an experiment that can be changed. The idea is to keep all variables the same except one. This variable is the one you test. Among the setups should be one called the control. The **control** is the setup to which all the others are compared.

A **procedure** is the steps followed in an experiment. It is common for the procedure to be repeated multiple times. Repeated experiments increase the amount of data that can be considered. When the results are similar, you will have more evidence to support your conclusions.

All conclusions should be supported by evidence. The more evidence there is supporting it, the stronger the conclusion. Results are also used to evaluate the hypothesis. If the evidence does not support the hypothesis, the hypothesis may need to be revised. Further experiments can be designed to test the revised hypothesis.

Data Displays

Data displays summarize the results of an investigation. The type of display used depends on the type of data. The results of experiments are usually organized in a table. This makes it easier to compare setups. Sometimes additional calculations are required to make the results more useful.

Results are often displayed and communicated in graphs or diagrams. These types of displays summarize key points in the results. Data that show a change in time, or in another continuous variable, are often displayed as a line graph. Bar graphs are used to compare data from different categories. Circle graphs are useful when comparing parts to a whole. Non-numerical data can be represented in diagrams.

Science Tools

Some scientists investigate the natural world on location. Their investigations are often in the form of repeated observations. They use tools to increase the power of their senses. The tools they use depend on the question.

A field scientist might use a collecting net to catch small animals without harming them. The scientist can then take various types of measurements of various kinds. A hand lens can be used to magnify small objects to make observation easier. Cameras allow scientists to record events for later analysis. Photographs also help track and identify organisms. Scientists use computers to record and analyze data, construct models, and communicate with other scientists.

Some tools are too big or too delicate to be taken into most field locations. These tools are used in the laboratory. A light microscope magnifies things, or makes them look bigger. The object to be viewed is placed on a clear slide. The scanning electron microscope (SEM) can magnify an object up to one million times. The SEM shoots a beam of electrons at the object. An image of the surface of the object appears on a computer screen.

Name _____ Date _____ Benchmark Review SC.5.N.1.1

Measurements

Taking measurements is making observations involving numbers and units. Scientists around the world use the International System (SI), or metric system. The metric system is based on multiples of 10. In the metric system, base units are divided into smaller units using prefixes such as *milli-* and *centi-*. Base units are changed to bigger units using prefixes such as *kilo-*.

Length is the distance between two points. The base metric unit of length is the meter. Rulers, metersticks, and tape measures are tools used to measure length.

Time describes how long events take. The base unit of time is the second. Time is measured with clocks, stopwatches, timers, and calendars.

Temperature describes how hot or cold something is. Thermometers are used to measure temperature. Scientists measure temperature in degrees Celsius.

Mass is the amount of matter in an object. The base unit of mass is the gram. A balance is a tool used to measure mass. There are different types of balances; pan balance, triple-beam balance, and digital balance.

A spring scale is a tool used to measure force. Force is a push or pull. The base unit is called a newton.

Volume is the amount of space a solid, liquid, or gas takes up. There are two base metric units for measuring volume the cubic meter and the liter. A cubic meter is one meter long, one meter high, and one meter wide. A liter is the base unit often used for measuring liquids.

When a measurement is close to the true size, it is **accurate**. Accurate measurements are important when doing science investigations. Make sure a tool is not broken and that you know how to use it properly. Use the tool the same way every time. Measure to the smallest place value the tool allows. Be sure to use the correct units.

Student-Response Activity

❶ Which type of investigation–repeated observations, using models, or controlled experiments–would work best to answer each question?

- What type of shark visits a reef at different times of the year? _____
- Does hot water or cold water dissolve sugar faster? _____
- How does a rocket work? _____
- How does the color of light affect plant growth? _____

Name _____ Date _____

Benchmark Review SC.5.N.1.1

❷ Karen hypothesizes that plants will grow better in water that has more minerals. She uses distilled water on tomato plants, tap water on bean plants, and mineral water on squash plants. What is wrong with her procedure?

_____

_____

_____

_____

_____

❸ Identify which tools you would use to investigate each question.

meterstick pan balance magnifying lens computer net camera

- How are two types of fish scales similar and different? _____

_____

- What do scientists already know about the surface of Mars? _____

_____

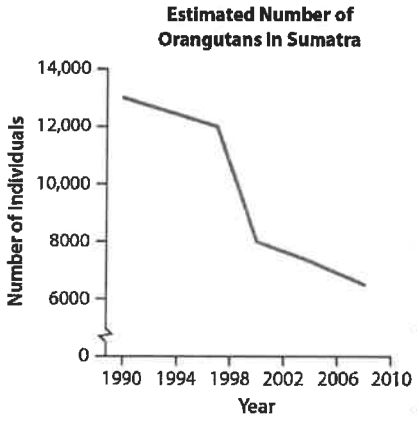
- Does the mass of a ball affect how high it bounces? _____

_____

- Which fish live in a pond? _____

_____

❹ What conclusion can you draw from the graph?



_____

_____

_____

_____

_____

Name _____ Date _____ Benchmark Review SC.5.N.2.1

SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

Scientific Investigations

What All Scientists Do

Science is the study of the natural world. As a result, scientists try to explain how and why things happen in the natural world. Scientists use a variety of skills, including as observing, information collecting, comparing similarities and differences, and conducting investigations.

Observations and Investigations

A scientist's task begins with observing an unknown that needs more information to be explained. In order to answer this unknown, a scientist poses a question that can be answered through an investigation. An investigation is a procedure is carried out to carefully observe, study, or test something in order to find out more about it. A procedure is a set of steps a scientist follows during an investigation. The purpose of the investigation is to gather information, called **evidence**. Scientists think about what the evidence means, or what they can infer from the evidence.

Conclusions Based on Evidence

An **opinion** is a belief or judgment. It doesn't have to be proved or backed up with evidence. Opinions should not affect how scientists do investigations or how they draw conclusions.

A scientist should draw conclusions from the results of their investigations. Any conclusion must be backed up with evidence. It is important for there to be enough evidence to support a conclusion.

There are many ways to communicate, or share, the results of their investigations. It is important to communicate clearly so that others can repeat the investigation. Also, scientists can compare their results with those of others. They can expand on one another's ideas. In these ways, scientific knowledge can grow.

Name _____ Date _____

Benchmark Review
SC.5.N.2.1

Student-Response Activity

1. Define the following terms:

opinion _____

_____

investigation _____

_____

observation _____

_____

evidence _____

_____

conclusion _____

_____

2. Describe how an incorrect conclusion might be drawn from incomplete or premature evidence.

_____

_____

_____

3. A student makes a hypothesis that the water on the outside of the pan evaporates faster than on the inside. Describe an investigation the student could use to test this hypothesis.

_____

_____

_____

_____

_____

_____

Name _____ Date _____ Benchmark Review SC.5.N.2.2

SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

Repeated Results

Scientific Investigations

Scientific investigations are procedures that are carried out to observe, study, and test something to find out more about it. An investigation's procedure are the steps followed by a scientist. During an investigation, a scientist observes an object or event under controlled conditions. The purpose of an investigation is to gather evidence that can be used support your conclusions.

Experiments

An **experiment** is an investigation in which all of the conditions are controlled. An experiment tests a hypothesis. A **hypothesis** is a statement that can be tested that says what the scientist thinks will happen in the experiment. An effective experiment will have two or more setups. One setup is the control to which all of the others will be compared. The difference in the setups introduces variables. **Variables** are conditions in an experiment that can be changed. In an experiment, you can only change the one variable that you are trying to test for each setup.

Recording and Analyzing Data

All observations should be recorded in an orderly way, such as in a table. Once the experiment is complete and all the data is recorded, it is time to analyze the results. Based on your analysis, you will draw conclusions. It is critical that all conclusions are supported by the **evidence**, or the information collected during a scientific investigation. Finally, based on your conclusions, you will decide whether or not the evidence supports your hypothesis. If not, you may have to revise your hypothesis, or even design a new experiment and continue to investigate. It's a good idea to repeat your procedure several times. Each time you will have more results to consider. If the results are very similar, you will have more evidence to support your conclusions.

Communicating your findings is important so others may learn from your investigation. To do this, your procedures must be clearly written down and your evidence neat and able to be reviewed. Your conclusions will be judged based on plentiful and complete evidence.

Name _____ Date _____

Benchmark Review
SC.5.N.2.2

Student-Response Activity

1. Define these terms involving scientific investigations.

investigation _____

_____

hypothesis _____

_____

control _____

_____

experiment _____

_____

variable _____

_____

evidence _____

_____

data _____

_____

conclusion _____

_____

2. In an investigation, explain the best way to use variables in an experiment.

_____

_____

_____

3. In science class, you are given four containers: one with pure water and three with different water solutions. You are asked to find which has the highest boiling point. Describe an experiment you can do to answer this question.

_____

_____

_____

_____

_____

_____

NAME_____ SCHOOL_____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

Grade 5

Geography

Women's History Reading

Standards:

SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.
SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.
SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.
SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Florida Statutes (1003.42):

(q) The study of women's contributions to the United States.

Resources:
Worksheetswork.com
Readworks.org

NAME_____ SCHOOL_____

U.S. States & Capitals

Name: _____ **Date:** _____

Write the name of the capital for each state.

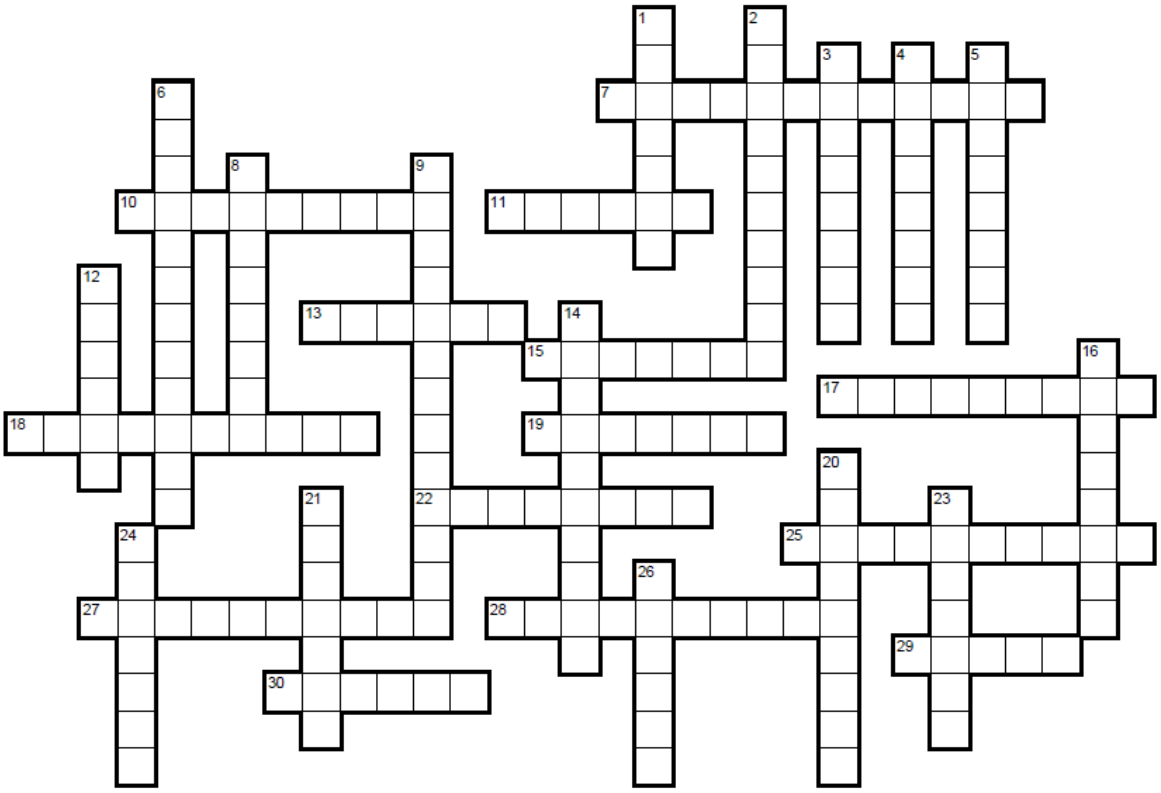
(1)	Alabama	_____	(2)	Alaska	_____
(3)	Arizona	_____	(4)	Arkansas	_____
(5)	California	_____	(6)	Colorado	_____
(7)	Connecticut	_____	(8)	Delaware	_____
(9)	Florida	_____	(10)	Georgia	_____
(11)	Hawaii	_____	(12)	Idaho	_____
(13)	Illinois	_____	(14)	Indiana	_____
(15)	Iowa	_____	(16)	Kansas	_____
(17)	Kentucky	_____	(18)	Louisiana	_____
(19)	Maine	_____	(20)	Maryland	_____
(21)	Massachusetts	_____	(22)	Michigan	_____
(23)	Minnesota	_____	(24)	Mississippi	_____
(25)	Missouri	_____	(26)	Montana	_____
(27)	Nebraska	_____	(28)	Nevada	_____
(29)	New Hampshire	_____	(30)	New Jersey	_____
(31)	New Mexico	_____	(32)	New York	_____
(33)	North Carolina	_____	(34)	North Dakota	_____
(35)	Ohio	_____	(36)	Oklahoma	_____
(37)	Oregon	_____	(38)	Pennsylvania	_____
(39)	Rhode Island	_____	(40)	South Carolina	_____
(41)	South Dakota	_____	(42)	Tennessee	_____
(43)	Texas	_____	(44)	Utah	_____
(45)	Vermont	_____	(46)	Virginia	_____
(47)	Washington	_____	(48)	West Virginia	_____
(49)	Wisconsin	_____	(50)	Wyoming	_____

NAME_____ SCHOOL_____

States & Capitals Crossword

Name: _____ **Date:** _____

Complete the crossword puzzle using the capitals for each state.



ACROSS

7. Indiana
10. Tennessee
11. Montana
13. Alaska
15. Wisconsin
17. Maryland
18. Rhode Island
19. New Jersey
22. South Carolina
25. Pennsylvania
27. Alabama
28. Arkansas
29. Idaho
30. South Dakota

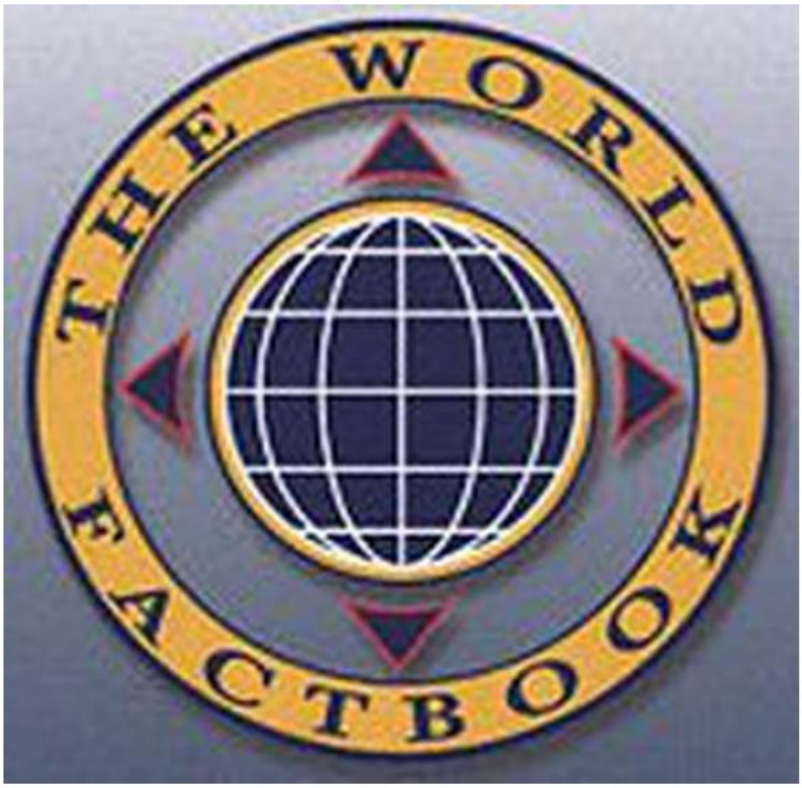
DOWN

1. Michigan
2. West Virginia
3. Connecticut
4. Ohio
5. Virginia
6. Oklahoma
8. Wyoming
9. Missouri
12. Massachusetts
14. California
16. North Dakota
20. Kentucky
21. Washington
23. Nebraska
24. Arizona
26. New York

NAME_____ SCHOOL_____

North America - Comparing Data from Different Countries Around the World

by ReadWorks



logo of the CIA World Factbook, 2001

Source: World Bank and CIA World Fact Book

Country	Canada	United States of America	United Kingdom	Japan
Area - Total (km^2)	9,984,670	9,629,091	244,820	377,835
Area - Water (km^2)	891,163	470,131	3,230	3,019

NAME_____ SCHOOL_____

Coastline (km)	243,791	19,924	12,429	29,751
Population	34,482,779	311,591,917	62,641,000	127,817,277
Population Density (per km²)	3.75	29.1	242.0	335.3
Population Growth Rate (per year)	0.784	0.899	0.553	-.077
Life Expectancy (years)	81.48	78.49	80.17	83.91
Percentage of Land that is Forest	54	30	10	67

NAME_____ SCHOOL_____

Name: _____ **Date:** _____

1. What is **data**?

A. The dates and time periods a study covers.

B. A collection of basic facts, like those given in the chart.

C. Numbers that can be used instead of dates on a calendar in Canada.

D. When a girl asks a boy out on a date.

2. "Population density" means how many people, on average, live in each square kilometer (km2) of land. The bigger the number, the more "dense" the population is. This statistic comes from two other categories on the chart. The two categories it is made from are:

A. Death rate and area of land

B. Birth rate per thousand and the value of exports

C. Population and population growth rate

D. Population and Area -Total km2

3. In which country can you expect to live the longest?

A. Japan

B. United States

C. United Kingdom

D. Canada

4. California has a population of about 38,000,000. Which country shown on the chart has a population that is the closest in size to the state of California?

A. Japan

B. United States

C. United Kingdom

D. Canada

NAME_____ SCHOOL_____

5. Which country has the second-most coastline?

A. Japan
B. United States
C. United Kingdom
D. Canada

6. Why do you think the author put this information into a chart?

_____

_____

_____

7. Which country in the chart has the highest population growth rate?

_____

_____

_____

8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.

Canada has a lot of coastline _____ the United States.

A. also
B. in spite of
C. compared to
D. not including

NAME_____ SCHOOL_____

Elizabeth Blackwell

by Noah Remnick

In the early 1800s, there were no women doctors in America. But there was a young woman with the dream of going to medical school and becoming one. Elizabeth Blackwell was born in 1821 in Bristol, England. At the time, not all children went to school. Children from poor families were often forced to work. Most families that could afford schooling generally educated their boys and girls separately. The girls learned to read and write, but quickly focused on embroidery, music and art, and some French. The boys were taught mathematics, Latin, and science, subjects generally considered too difficult and intellectual for girls.

But the Blackwell household was different. Samuel Blackwell owned a sugar refinery. He was a deeply religious man and believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children.

When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to

NAME_____ SCHOOL_____

America. He had grown weary of the religious and political intolerance in England. He wanted a new start and a bold adventure for himself, his wife, and his children. So the Blackwells packed up their house, bade farewell to friends, family, and colleagues, and set sail for New York City.

There, the family continued to be involved in trying to abolish slavery and to promote equal rights for all. The family eventually moved to Cincinnati, Ohio. Soon after, tragedy struck. Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching.

Before teaching, Elizabeth thought about becoming a doctor, but she resisted the idea. She had always been uncomfortable, even queasy, when studying biology and the human body. Then one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate. After Elizabeth listened to her friend's wish, Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

Elizabeth stayed determined. She took teaching positions in small towns, seeking out doctors who gave her medical lessons in her spare time. Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one.

Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her. Elizabeth was not willing to let the opposition affect her studies. Eventually, most of the people supported her. Professors even reported that the general student behavior and attentiveness improved.

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class. When the dean handed Elizabeth her diploma, he turned to her and bowed in recognition of her groundbreaking achievement.

NAME_____ SCHOOL_____

Name: _____ **Date:** _____

1. What was a job that no woman in America had in the early 1800s?

A. Being a teacher was a job that no woman in America had in the early 1800s.

B. Being a seamstress was a job that no woman in America had in the early 1800s.

C. Being a doctor was a job that no woman in America had in the early 1800s.

D. Being a nurse was a job that no woman in America had in the early 1800s.

2. The author contrasts the Blackwell family with other families. How was the Blackwell family different?

A. The boys and girls in the family received very little education.

B. The boys and girls in the family received an equally challenging education.

C. The boys in the family received a more challenging education than the girls did.

D. The girls in the family received a more challenging education than the boys did.

3. Elizabeth Blackwell showed determination when trying to become a doctor.

What evidence in the text supports this claim?

A. "When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England."

B. "Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching."

C. "...one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate."

D. "Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one."

NAME_____ SCHOOL_____

4. Read these sentences from the text:

". . . Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

[. . .]

"Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her."

Based on this evidence, why might many students, teachers, and townspeople have opposed Elizabeth?

A. because they wanted her to be a nurse instead of a doctor

B. because they wanted her to be a teacher instead of a doctor

C. because they thought medical school was too easy for her

D. because they thought medical school was too difficult for her

5. What is the main idea of this text?

A. Elizabeth Blackwell was born in England at a time when children from poor families were often forced to work.

B. Before teaching, Elizabeth Blackwell thought about becoming a doctor, but she had always been uncomfortable when studying biology and the human body.

C. Elizabeth Blackwell, the first woman doctor in America, achieved her dream because of her determination.

D. Many people opposed Elizabeth Blackwell's efforts to become a doctor, but she did not let their opposition affect her studies.

NAME_____ SCHOOL_____

6. Read these sentences from the text:

"Samuel Blackwell ... believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children."

Based on these sentences, what does the word "rigorous" mean?

A. challenging and thorough
B. quick and easy
C. useless and wasteful
D. unpleasant and painful

7. Read these sentences from the text:

> On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class.

How could the second sentence best be rewritten?

A. Moreover, she ranked first in her class.
B. On the other hand, she ranked first in her class.
C. As a result, she ranked first in her class.
D. Obviously, she ranked first in her class.

NAME_____ SCHOOL_____

8. How did many students and teachers at Elizabeth's medical school feel about her being there in the beginning?

_____

_____

_____

9. How did most people at Elizabeth's medical school feel toward her by the time she graduated?

Support your answer with evidence from the text.

_____

_____

_____

10. Why might people's feelings about Elizabeth becoming a doctor have changed?

Support your answer with evidence from the text.

_____

_____

_____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of work for your child to complete per week. Please check off the pages as they are completed.

5th Grade

Week 1:	
☐ Pages 29-30	MAFS.5.NF.2.4a
☐ Pages 31-32	MAFS.5.NF.2.4b
☐ Pages 27-28	MAFS.5.NF.2.3

Week 2:	
☐ Pages 33-34	MAFS.5.NF.2.5a
☐ Pages 35-36	MAFS.5.NF.2.5b
☐ Pages 37-38	MAFS.5.NF.2.6

Week 3:	
☐ Pages 39-40	MAFS.5.NF.2.7a
☐ Pages 41-42	MAFS.5.NF.2.7b
☐ Pages 43-44	MAFS.NF.2.7c

Week 4:	
☐ Pages 5-6	MAFS.5.OA.2.3
☐ Pages 61-62	MAFS.5.G.1.1
☐ Pages 63-64	MAFS.5.G.1.2

MATH

WEEK 2

1 Josh filled his pool with 8,000 gallons of water. To fill to the full capacity, Josh needs to add $\frac{1}{6}$ more water, so he uses the following expression to calculate the volume of the pool in gallons of water: $8{,}000 \times \frac{1}{6}$.
What is Josh's mistake?

Ⓐ He multiplied 8,000 by $\frac{1}{6}$ instead of $\frac{5}{6}$.

Ⓑ He multiplied 8,000 by $\frac{1}{6}$ instead of $\frac{6}{5}$.

Ⓒ He multiplied 8,000 by $\frac{1}{6}$ instead of $\frac{7}{6}$.

Ⓓ He multiplied 8,000 by $\frac{1}{6}$ instead of 6.

2 Airplane A flies at 30,000 feet. Airplane B flies $1\frac{1}{10}$ times as high as airplane A. Airplane C flies $\frac{8}{9}$ times as high as airplane A. Airplane D flies $1\frac{1}{9}$ times as high as airplane A.

Place an X in the table to show if each statement is true or false.

	True	False
Airplane B flies at $30{,}000 \times \frac{9}{10}$ feet.		
Airplane C flies at $30{,}000 \times \frac{8}{9}$ feet.		
Airplane D flies at $30{,}000 \times \frac{10}{9}$ feet.		

3 Stacey's car weighs 3,500 pounds. To calculate the weight of a car $1\frac{1}{7}$ times heavier, Stacey used the following expression: $3{,}500 \times \frac{6}{7}$.
What is Stacey's mistake?

Ⓐ She multiplied 3,500 by $\frac{6}{7}$ instead of $\frac{7}{6}$.

Ⓑ She multiplied 3,500 by $\frac{6}{7}$ instead of 7.

Ⓒ She multiplied 3,500 by $\frac{6}{7}$ instead of $\frac{8}{7}$.

Ⓓ She multiplied 3,500 by $\frac{6}{7}$ instead of $\frac{7}{8}$.

4 The electric power of an iron is 1,100 watts. The electric power of a hair dryer is $\frac{1}{3}$ times more than the electric power of the iron.
Which expressions give the electric power of the hair dryer?
Select **all** the correct answers.

Ⓐ $1{,}100 \times \frac{1}{3}$

Ⓑ $1{,}100 \times \frac{2}{3}$

Ⓒ $1{,}100 \times \frac{4}{3}$

Ⓓ $1{,}100 \times \frac{5}{3}$

Ⓔ $1{,}100 \times 1\frac{1}{3}$

Ⓕ $1{,}100 \times 1\frac{2}{3}$

Name _____

5 Stuart's workout tracker shows he walked 6,000 steps today. He decides to walk $1\frac{1}{2}$ times more tomorrow, so he uses the following expression: $6{,}000 \times \frac{2}{3}$.
What is Stuart's mistake?

Ⓐ He multiplied 6,000 by $\frac{2}{3}$ instead of 2.

Ⓑ He multiplied 6,000 by $\frac{2}{3}$ instead of 3.

Ⓒ He multiplied 6,000 by $\frac{2}{3}$ instead of $\frac{1}{2}$.

Ⓓ He multiplied 6,000 by $\frac{2}{3}$ instead of $\frac{3}{2}$.

6 Sheila swam 2,000 meters yesterday to prepare for a swimming competition. To increase the distance by $1\frac{2}{3}$, she uses the following expression: $3{,}000 \times \frac{5}{3}$.
What is Sheila's mistake?

Ⓐ She multiplied $\frac{5}{3}$ by 3,000 instead of 2,000.

Ⓑ She multiplied $\frac{5}{3}$ by 3,000 instead of 4,000.

Ⓒ She multiplied $\frac{5}{3}$ by 3,000 instead of 5,000.

Ⓓ She multiplied $\frac{5}{3}$ by 3,000 instead of 6,000.

7 On Monday, Harry ran 1,320 meters in 5 minutes. He plans to run $\frac{9}{8}$ times faster on Tuesday, $\frac{8}{7}$ times faster on Wednesday, and $\frac{7}{6}$ times faster on Thursday.

Place an X in the table to show if each statement is true or false.

	True	False
On Tuesday, Harry must run $1{,}320 \times 1\frac{1}{8}$ meters in 5 minutes.		
On Wednesday, Harry must run $1{,}320 \times \frac{7}{8}$ meters in 5 minutes.		
On Thursday, Harry must run $1{,}320 \times \frac{7}{6}$ meters in 5 minutes.		

8 Which statement is correct about the product of 4,500 and $\frac{6}{5}$?

Ⓐ The product is 6 times as many as 4,500.

Ⓑ The product is 5 times as many as 4,500.

Ⓒ The product is $1\frac{6}{5}$ times as many as 4,500.

Ⓓ The product is $1\frac{1}{5}$ times as many as 4,500.

Name _____

Standards-Based Practice
MAFS.5.NF.2.5b

1 Stacy works in her garden for $\frac{7}{8}$ of an hour. Gary works $\frac{3}{4}$ the amount of time that Stacy works. Who worked longer, and why?

Ⓐ Gary worked longer than Stacy, because $\frac{3}{4} > \frac{7}{8}$.

Ⓑ Stacy worked longer than Gary, because $\frac{7}{8} > \frac{3}{4}$.

Ⓒ Stacy worked longer than Gary, because $\frac{7}{8} > \frac{3}{4} \times \frac{7}{8}$.

Ⓓ Gary worked longer than Stacy, because $\frac{3}{4} \times \frac{7}{8} > \frac{7}{8}$.

2 Darla owns a flower shop, and $\frac{5}{6}$ of her shop is filled with roses this week. She has already sold $\frac{1}{3}$ of them, but she has sold no other flowers. What expression would be used to determine the fraction of flowers in her shop that she sold, and what fraction of flowers has she sold?

Fill in the blanks with the correct answers from the list.

The expression to find the fraction of flowers sold is _____.

This shows that Darla sold _____ of her flowers.

$\frac{5}{6} \times \frac{1}{3}$	$\frac{5}{6} \div \frac{1}{3}$	$\frac{5}{6} + \frac{1}{3}$
$\frac{5}{2}$	$\frac{5}{18}$	$\frac{7}{6}$

3 A scientist had $\frac{3}{5}$ liter of a solution. He used $\frac{1}{6}$ of the solution for an experiment. How many liters of solution did the scientist use?

Select the **two** correct answers.

Ⓐ $\frac{4}{11}$

Ⓑ $\frac{3}{30}$

Ⓒ $\frac{4}{30}$

Ⓓ $\frac{3}{11}$

Ⓔ $\frac{1}{10}$

4 Ronald is paving his driveway, and he still has $\frac{2}{3}$ of a wheelbarrow full of rocks to use. Today, he used $\frac{1}{2}$ of the rocks in the wheelbarrow.

Fill in the blanks with the correct answers from the list to complete the sentences.

The expression used to calculate the fraction of wheelbarrow of rocks Ronald used is _____.

Ronald used _____ of a wheelbarrow of rocks today.

$\frac{2}{3} \times \frac{1}{2}$	$\frac{2}{3} \div \frac{1}{2}$	$\frac{2}{3} - \frac{1}{2}$
less than $\frac{2}{3}$	more than $\frac{2}{3}$	$\frac{2}{3}$

Name _____

5 Gary has $\frac{4}{5}$ of his battery life left on his phone. He uses $\frac{1}{2}$ of that battery life playing a game on his phone. Fill in the blanks with the correct answers from the list to complete sentence.

Gary's battery life after the game is _____ before he played the game because _____.

greater than	less than	the same as
$\frac{4}{5} \times \frac{1}{2} > \frac{4}{5}$	$\frac{4}{5} \times \frac{1}{2} = \frac{4}{5}$	$\frac{4}{5} \times \frac{1}{2} < \frac{4}{5}$

6 Which inequality is true?

Ⓐ $\frac{2}{5} \times \frac{6}{1} < \frac{2}{5}$

Ⓑ $\frac{1}{5} \times \frac{6}{5} > \frac{1}{5}$

Ⓒ $\frac{3}{4} \times \frac{1}{3} > \frac{3}{4}$

Ⓓ $\frac{4}{7} \times \frac{8}{6} < \frac{4}{7}$

7 Without multiplying, select all the comparisons that are correct.

Select the **three** correct answers.

Ⓐ $\frac{5}{3} \times \frac{1}{2} > \frac{5}{3}$

Ⓑ $\frac{4}{5} \times \frac{5}{3} > \frac{4}{5}$

Ⓒ $\frac{7}{8} \times \frac{3}{7} < \frac{7}{8}$

Ⓓ $\frac{4}{7} \times \frac{5}{5} = \frac{4}{7}$

Ⓔ $\frac{1}{2} \times \frac{6}{1} < \frac{1}{2}$

8 Which comparison is incorrect?

Ⓐ $\frac{4}{6} \times \frac{2}{2} = \frac{4}{6}$

Ⓑ $\frac{6}{1} \times \frac{1}{2} < \frac{6}{1}$

Ⓒ $\frac{8}{9} \times \frac{9}{7} = \frac{8}{9}$

Ⓓ $\frac{4}{5} \times \frac{5}{4} < \frac{4}{5}$

9 Without multiplying, which expression has a value greater than $\frac{2}{3}$?

Select the **two** correct answers.

Ⓐ $\frac{2}{3} \times \frac{1}{5}$

Ⓑ $\frac{2}{3} \times \frac{8}{5}$

Ⓒ $\frac{2}{3} \times \frac{2}{3}$

Ⓓ $\frac{2}{3} \times \frac{6}{1}$

Ⓔ $\frac{2}{3} \times \frac{8}{9}$

10 Nathan and his sister each have 2 liters of window cleaner. Nathan will need $\frac{3}{4}$ of his cleaner to clean the windows in his house. His sister will need $\frac{1}{2}$ of the amount Nathan needs to clean her windows. Will there be enough window cleaner for both of them, and why?

Ⓐ Yes, there will be enough, because $2 \times \frac{3}{4} < 2$ and $\frac{3}{2} \times \frac{1}{2} < 2$.

Ⓑ Yes, there will be enough, because $2 \times \frac{3}{4} > 2$ and $\frac{3}{2} \times \frac{1}{2} > 2$.

Ⓒ No, there will not be enough, because $2 \times \frac{3}{4} < 2$ and $\frac{3}{2} \times \frac{1}{2} < 2$.

Ⓓ No, there will not be enough, because $2 \times \frac{3}{4} > 2$ and $\frac{3}{2} \times \frac{1}{2} > 2$.

1 Tony worked $4\frac{2}{3}$ hours on his science project. Sonia worked $1\frac{1}{4}$ times as long on her science project as Tony did. How many hours did Sonia work on her science project?

Ⓐ $4\frac{1}{6}$ hours

Ⓑ $4\frac{5}{6}$ hours

Ⓒ $5\frac{11}{15}$ hours

Ⓓ $5\frac{5}{6}$ hours

2 Jake wrote 5 equations on the board. Select **all** of the equations that are correct.

Ⓐ $\frac{3}{5} \times \frac{2}{7} = \frac{21}{10}$

Ⓑ $\frac{2}{9} \times \frac{5}{3} = \frac{10}{27}$

Ⓒ $\frac{7}{8} \times \frac{5}{9} = \frac{35}{72}$

Ⓓ $\frac{1}{2} \times \frac{3}{5} = \frac{4}{10}$

Ⓔ $\frac{2}{3} \times \frac{4}{5} = \frac{6}{8}$

3 Carlos had 24 class play tickets to sell. He sold $\frac{3}{4}$ of the tickets. How many tickets did Carlos sell?

Ⓐ 16 tickets

Ⓑ 18 tickets

Ⓒ 24 tickets

Ⓓ 32 tickets

4 Kayla walks $3\frac{2}{5}$ miles each day. How far does Kayla walk in 7 days?

Kayla walks _____ miles.

5 Jessica is making a banner that will be $\frac{2}{5}$ meter wide. Place an X in the table to show the area her banner will be for each given length.

	$\frac{4}{8}$ square meter	$\frac{4}{15}$ square meter	$\frac{4}{50}$ square meter
$\frac{2}{3}$ meter long			
$\frac{2}{10}$ meter long			

6 Noreen worked $3\frac{1}{3}$ hours on her math project. Donald worked $1\frac{1}{5}$ times as long on his math project as Noreen did. How many hours did Donald work on his math project?

Ⓐ $2\frac{7}{9}$ hours

Ⓑ $3\frac{1}{15}$ hours

Ⓒ 4 hours

Ⓓ $4\frac{8}{15}$ hours

7 Jamie made $8\frac{1}{4}$ cups of fruit punch for a party. Her guests drank $\frac{2}{3}$ of the punch. How much fruit punch did her guests drink?

Ⓐ $5\frac{1}{4}$ cups

Ⓑ $5\frac{1}{2}$ cups

Ⓒ $6\frac{1}{4}$ cups

Ⓓ $6\frac{1}{2}$ cups

Name _____

8 The table shows how many bags of canned goods each class collected during the first week of a food drive.

Class	Bags of Canned Goods
4th Graders	$3\frac{1}{2}$
5th Graders	$2\frac{3}{4}$
6th Graders	$3\frac{1}{4}$

Next week, the fourth graders hope to collect $1\frac{1}{3}$ times as many bags of canned goods as week 1. The fifth graders' goal is to collect $1\frac{3}{4}$ times as many bags of canned goods as they collected in week 1. The sixth graders hope to collect $1\frac{1}{2}$ times as many bags of canned goods as they collected in week 1.
Match each class to the number of bags of canned goods they hope to collect next week.

fourth graders	•	• $4\frac{13}{16}$
fifth graders	•	• $4\frac{7}{8}$
sixth graders	•	• $4\frac{2}{3}$

9 Dominic spent $2\frac{3}{4}$ hours on his art project. Rachel worked $1\frac{1}{3}$ times as long on her art project as Dominic worked. How many hours did Rachel work on her art project?

Ⓐ $2\frac{1}{4}$ hours
Ⓑ $2\frac{2}{3}$ hours
Ⓒ $3\frac{2}{3}$ hours
Ⓓ $4\frac{7}{12}$ hours

10 Zoey made $6\frac{3}{4}$ cups of fruit salad for a picnic. At the picnic, her friends ate $\frac{1}{3}$ of the fruit salad. How much fruit salad did they eat?

Ⓐ $1\frac{1}{4}$ cups
Ⓑ $2\frac{1}{4}$ cups
Ⓒ $2\frac{3}{4}$ cups
Ⓓ $3\frac{1}{4}$ cups

5th Grade Week 2

Dear Parent/Guardian,

During Week 2, your child will review a variety of skills, including genre, text features, context clues, prefixes, suffixes, Greek roots, and read both informational and literary text to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:
https://classroommagazines.scholastic.com/support/learnathome.html
https://www.education.com/
http://www.sheppardsoftware.com/
https://www.funbrain.com/

Week 2 At A Glance		
Day 1	☐ Read for 20 minutes ☐ Genre/Text Feature Page 276	LAFS.5.RI.3.7 LAFS.5.RI.4.10
Day 2	☐ Read for 20 minutes ☐ Read "How Pixar Tells a Story" and answer questions	LAFS.5.RI.1.1 LAFS.5.RI.1.2 LAFS.5.RI.2.5 LAFS.5.RI.4.10
Day 3	☐ Read for 20 minutes ☐ Context Clues Page 227 ☐ Prefixes Page 228	LAFS.5.L.3.4
Day 4	☐ Read for 20 minutes ☐ Read "My Favorite Things" and answer questions	LAFS.5.RL.1.1 LAFS.5.RL.1.2 LAFS.5.RL.2.4 LAFS.5.RL.2.5 LAFS.5.RL.4.10
Day 5	☐ Read for 20 minutes ☐ Greek Roots Page 237 ☐ Suffixes Page 238	LAFS.5.L.3.4

Name _____

Desert Plant Adaptations

Plants adapt to living in the Mojave Desert in different ways. They conserve water to survive. Spines or thorns direct air flow and reflect hot sunlight. Waxy leaves hold moisture in to prevent water loss. Some plants have shallow roots that branch out to help plants use every bit of rainfall. Other plants have very long roots. These roots grow down to get water deep in the ground. Desert flowers bloom only when water is available. These adaptations enable many plants to survive in the desert.

Answer the questions about the text.

1. **Expository text gives information about a topic. How can you tell that this is expository text?**

_____

_____

2. **What is the text's heading? Why do you think the author chose it?**

_____

_____

3. **What other text feature does this text include?**

_____

4. **What does this text feature tell you about the topic of the text?**

_____

COMMONLIT

Name: _____ Class: _____

How Pixar Tells a Story

By Rachel Slivnick
2018

Pixar is an animation studio that uses computer images to create movies. You've likely seen several of Pixar's films, which include Toy Story, Finding Nemo, The Incredibles, *and more. In this informational text, Rachel Slivnick discusses the types of stories that Pixar tells. As you read, take notes on what all Pixar films have in common.*

[1] Have you seen the movie *Coco*? Do you love music like Miguel? What about *Finding Nemo*? Have you ever felt lost and afraid like Nemo did in the ocean? Did you watch *The Incredibles*, a movie about a family of superheroes, with your own family? Which of their superpowers would you want to have?

These movies may seem different, but they actually share a lot in common. For starters, they were all made by an animation studio called Pixar. Since 1995, Pixar has been working hard to bring stories to kids just like you. But they're not just for kids — adults also love Pixar movies!

How can one studio make movies that everyone loves? The secret: Pixar tells stories that audiences of all ages and backgrounds can connect with. Pixar movies aren't just about silly characters, like Crush the sea turtle. They're more than just amazing action scenes, like in *The Incredibles*, and beautiful animation, like in *Coco*. The most important part of any Pixar movie is the story itself.

Great Storytelling Is Hard Work

The writers at Pixar spend a long time developing the story for each film. Sometimes, they work on a story for over a year! Why do the writers spend so much time on a story? Because they know that a movie with a good story will connect with more people all over the world.

[5] Storytelling is an art and a skill. Pixar creators know this. They have put a lot of time and thought into what makes a great story. One Pixar storyboard[1] artist named Emma Coates created a list called "The 22 Rules of Storytelling According to Pixar." These are the rules that *all* Pixar stories must follow in order to be called a good story.

One rule is that "*You admire a character for trying more than for their successes*." In *Finding Dory*, Dory isn't a perfect character. She finds it hard to remember things. She makes goofy mistakes, like waking up a giant squid! But Dory never stops trying to find her parents. This makes her the hero of her story. If you have ever tried hard for something, you can relate to Dory. Her feelings remind you of your own experiences, even though you aren't a fish!

1. a series of drawings that show what is planned for a movie

Here's another rule that Pixar creators think about: "*What is your character good at, comfortable with? Throw the polar opposite*[2] *at them. Challenge them. How do they deal?*" In the movie *Toy Story*, Woody is very good at being in charge of the other toys. But he isn't good at sharing attention with Andy's new toy, Buzz Lightyear. Woody feels like Buzz is the **polar opposite** of him. He feels jealous and lonely when Buzz begins to replace him as Andy's favorite toy. This conflict is the heart of *Toy Story*. If you've ever felt jealous or left out, you can understand what Woody goes through!

Great Storytelling Connects Us

Why are the stories that Pixar tells important? The director of *Up* and *Monsters, Inc.*, Pete Docter, has this to say:

> "What you're trying to do, when you tell a story, is to write about an event in your life that made you feel some particular way. And what you're trying to do, when you tell a story, is to get the audience to have **that same feeling**."

Feelings of anger, fear, sadness, joy, and love are universal. Everybody — no matter how old, how young, where they grew up, if they are a girl or a boy — feels emotion. In this way, Pixar's stories have the power to show audience members that we are more alike than different. Because we can connect with the characters' emotions, we can connect with each other.

[10] The stories that Pixar tells are very creative. They tell stories about friendly monsters, space-traveling robots, talking cars, and balloon-propelled[3] houses. No two movies are the same! But the stories and, more importantly, the feelings in each are universal.[4] Even though we've never traveled the ocean with Dory, fought evil villains with the Incredibles, or played guitar with Miguel, the power of these stories inspires us. They push us to better understand each other and to seek out our own adventures.

2. the complete opposite of something
3. **Propel** *(verb):* to drive or push in a certain direction
4. **Universal** *(adjective):* happening to or done by all people

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
   A. Pixar movies interest many people, as they tell stories that we can all relate to.
   B. People find that it's easier to relate to movies that are far from reality.
   C. Pixar movies largely appeal to children, as they teach them important life lessons.
   D. Audiences are more interested in Pixar movies now that they use computer images.

2. PART B: Which quote from the text best supports the answer to Part A?
   A. "They're more than just amazing action scenes, like in The Incredibles, and beautiful animation, like in Coco." (Paragraph 3)
   B. "Storytelling is an art and a skill. Pixar creators know this. They have put a lot of time and thought into what makes a great story." (Paragraph 5)
   C. "But he isn't good at sharing attention with Andy's new toy, Buzz Lightyear. Woody feels like Buzz is the polar opposite of him." (Paragraph 7)
   D. "No two movies are the same! But the stories and, more importantly, the feelings in each are universal." (Paragraph 10)

3. Which alternate title best expresses the main idea of the text?
   A. How to Write a Pixar Movie
   B. Why Everyone Enjoys Pixar Movies
   C. The Best Pixar Movies of All Time
   D. How Pixar Movies Make Money

4. How does the author of "How Pixar Tells a Story" organize information?
   A. The author discusses successful Pixar movies and then the movies that didn't do as well and why.
   B. The author gives examples of different Pixar movies and then explores why their stories are important.
   C. The author explains the rules that need to be followed for a good story and then how Pixar breaks these rules.
   D. The author compares Pixar's steps for storytelling with other movie studios and explores why Pixar is the best.

5. How does the text help the reader understand the relationship between Pixar's rules for storytelling and why audiences care about their stories? Use details from the text in your answer.

Name _____

Context clues can help you figure out the meaning of an unfamiliar word. They may be found in the same sentence or in nearby sentences. The underlined context clues in the passage below help indicate that *pesticides* are poisonous chemicals.

> As the flooded river washed over farmland, it picked up the fertilizer and **pesticides** that farmers had used on the land and crops. These chemicals are poisonous to ocean life.

Read each passage below. Look for context clues that help you figure out the meaning of each word in bold. Write the context clues on the line provided.

1. The Mississippi River flows from Minnesota to the Gulf of Mexico. Every few years, it floods. In spring 2011, melting snow and falling rain along the upper part of the river caused the lower part of the river to **overrun** its banks.

_____

2. Floods cause great damage. They ruin and sometimes knock down buildings. They destroy farmland and animal **habitats**. With nowhere to live, the animals often move into settled areas.

_____

3. The Mississippi flood proved most **detrimental** to the fish in the Gulf of Mexico. The Mississippi River is made of fresh water. The Gulf is made of salt water. The extra river water that flowed into the Gulf hurt the native saltwater fish.

_____

4. The fish that lived in the Mississippi River faced a different danger: the spread of an **invasive** species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of the carp from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish.

_____

Name _____

A prefix is a group of letters added to the beginning of a word that changes the word's meaning.

dis- means "not," "absence of," or "opposite of"

in- means "not" or "opposite of"

mis- means "wrong"

pre- means "before"

A. Underline the prefix and write the meaning of each word. The first one has been done for you.

1. dislike **not like**
2. invisible _____
3. preview _____
4. disobey _____
5. misunderstand _____

B. Add a prefix to each word in bold to make a new word. Then use the new word to complete the sentence. The first one has been done for you.

6. **test** The class took a **pretest** on Wednesday.
7. **lead** The guide was careful not to _____ the tour group.
8. **agree** I am afraid we _____ about what to do after school.
9. **correct** I had only one _____ answer on the math quiz.
10. **heats** My mother always _____ the oven before we begin baking.

COMMONLIT

Name: _____ Class: _____

My Favorite Things

By Joy Cowley
2000

Joy Cowley is a New Zealand author best known for her children's fiction. In this story, a narrator describes their favorite things to their grandmother. As you read, take notes what types of things are special to the speaker.

[1] I said to Grandma, "Do you want to hear about my favorite things?"

"Sure, honey," she said. "Go ahead and tell me."

"My favorite color is yellow because it's like the sun and dandelions in summer. Sometimes it smells like lemons and sometimes like warm puppies. It's a happy color, and it makes me hum inside.

"My Favorite Things" by Len Ebert is used with permission.

"My favorite time of the day is early morning, when the sun isn't up yet, and the grass looks as though it's just had a bath, and the trees smell new. No one is around except the birds and squirrels and rabbits on our lawn and me in my pajamas. The rest of the day is pretty good, but early morning is best.

[5] "My favorite day of the year is my birthday because it is my own day made especially for me, and everyone in the family knows it. Sometimes I have a party with friends and a birthday cake and presents. But what I like best about my birthday is that in just one day I get to be a whole year older. Isn't that amazing?

"My favorite way of traveling is by train with Mom. I can look out the window at the world rushing past. I can walk up and down, pretending I'm the ticket person, or I can just sit with my head against Mom, and shut my eyes to hear the train talk to me. Clickety-clack. Clickety-clack. I guess my second best way of traveling is on the back of Uncle Jack's horse.

"My favorite thing in my bedroom is the patchwork quilt that you made, Grandma. Sometimes it's a country with hills and valleys and farms. Sometimes it's a tent in a desert. Sometimes it's a rabbit's burrow, where the rabbits go to hide from fierce wild animals. It's always a snuggly quilt, and when I pull it around my ears, I feel safe and warm.

"My favorite clothing is my jacket. It's yellow and red, and it's warm. It has six pockets, two on the inside and four on the outside. In the outside pockets I put crayons and money and notes from my teacher and my hands when they're cold. The inside pockets hold my treasures-the pink shell, the fossil[1] stone, the acorn with a face painted on it. When my jacket gets too small, I'll give it away. But I'll keep the treasures.

"My favorite animal is our dog because she is licky at the front and waggy at the back and kind to everyone, and because she follows me anyplace I go. When I sit on the couch to watch TV, she lies with her head on my lap. She doesn't look at the movie. She just watches me all the time with big loving eyes. She is absolutely my favorite animal, but I wouldn't mind having a horse, too.

[10] "My favorite game is country-and-western singing with my friend Jillian. We dress up and stand on the bed with a pretend microphone and Dad's old guitar. We sing real songs, and when we run out of words, we make up our own. I'm showing Jillian how to whistle, and she can nearly get her mouth right. We're both learning how to yodel.[2] Oh-de.layee. Oh-de-layee. Oh-de-layee. Last week, Uncle Jack videotaped us. He says we are good enough for his TV.

"My favorite fruit is grapes. Sometimes I squeeze grapes, and the insides squish into my mouth. Sometimes I just crunch them up, skin and all-but not the seeds. Did you know that I can spit a grape seed from the mailbox clear out to the road?

"My favorite dinner is spaghetti with meatballs and tomato sauce. I pretend I'm eating worms and bugs. I chew up all the bugs, and then I suck up the worms. When they slide into my mouth, they sometimes flick on my nose, leaving a blob of red sauce, and Dad says, 'Stop playing with your food.'

"My favorite drink is lemonade slush. It has this sweet-and-sour taste that makes my tongue curl up at the edges. On a hot day it cools me better than anything, but I can't drink it too fast because the ice makes my head bones hurt. The best lemonade slush is the stuff we make together, Grandma, when you let me juice the lemons and grind up the ice, and we drink it together on the porch swing.

"Well, those are my favorite things," I said. "Tell me, Grandma, what is your favorite thing in the whole wide world?"

[15] "Why, honey, that is easy," she said. "My very favorite thing is you."

1. the print or remains of a plant or animal in a rock from a time in the past
2. a type of singing where one changes between a natural voice an a much higher voice

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence best describes the theme of the story?
   - A. Things are made more special by the memories attached to them.
   - B. Children can appreciate the world more than adults.
   - C. Adults have a better understanding of familial love than children.
   - D. Children tend to find joy in simpler things than adults.

2. PART B: Which detail from the story best supports the answer to Part A?
   - A. "Sometimes it smells like lemons and sometimes like warm puppies. It's a happy color, and it makes me hum inside." (Paragraph 3)
   - B. "The inside pockets hold my treasures-the pink shell, the fossil stone, the acorn with a face painted on it." (Paragraph 8)
   - C. "The best lemonade slush is the stuff we make together, Grandma, when you let me juice the lemons and grind up the ice, and we drink it together on the porch swing." (Paragraph 13)
   - D. "'Tell me, Grandma, what is your favorite thing in the whole wide world?'" (Paragraph 14)

3. How does paragraph 7 contribute to the story?
   - A. It shows how much time the narrator spends imagining things.
   - B. It reveals how talented of a quilter the grandmother is.
   - C. It shows how much the narrator values a gift from their grandmother.
   - D. It proves that the narrator's favorite person is their grandmother.

4. How does the narrator repeating "My favorite..." at the beginning of every paragraph contribute to the story?

Name _____

A **root** is the basic part of a word that gives the word its meaning. Many English words contain Greek roots.

Greek root	Meaning	Greek root	Meaning
aero	air	*logy*	the study of
atmos	vapor, steam	*photo*	light
astro	star	*sphaira*	globe, ball
bio	life	*syntithenai*	making or putting together
chemo	chemical	*therme*	heat
hydro	water		

Read each passage below. Look at each word in bold. Use the chart above to find the Greek root or roots in the word. Place an "X" next to each root that you find.

1. "Is there life out there?" is a question scientists who study **astrobiology** are trying to answer. They look for life in space.

   _____ bio _____ logy _____ astro

2. During a process called **photosynthesis**, plants use energy from sunlight.

   _____ syntithenai _____ therme _____ photo

3. They make food and put oxygen into the **atmosphere**.

   _____ aero _____ atmo _____ sphaira

4. **Aerobic** creatures use that oxygen to breathe.

   _____ aero _____ astro _____ atmo

5. The animals living around **hydrothermal** vents eat bacteria that live on or below the ocean floor.

   _____ hydro _____ syntethenai _____ therme

Name _____

A suffix is word part added to the end of a word. A suffix changes the word's meaning and its part of speech.

-less means "without" (*fear* + *less* = *fearless*)
-ness means "state of being" (*sad* + *ness* = *sadness*)

Fearless is an adjective that means "without fear." *Sadness* is a noun that means "state of being sad."

Read each word in the box below. Then write each word next to its meaning. The first one has been done for you.

hopeless	gladness	effortless	restless	thoughtless
weakness	goodness	motionless	darkness	foolishness

1. state of being good **goodness**
2. without hope _____
3. state of being weak _____
4. state of being glad _____
5. without motion _____
6. state of being foolish _____
7. without effort _____
8. without thought _____
9. state of being dark _____
10. without rest _____

Complete the assignments below.

5th Grade

Week 1:
☐ The Practice of Science (SC.5.N.1.1) ☐ Scientific investigations (SC.5.N.2.1) ☐ Repeated Results (SC.5.N.2.2)

Week 2:
☐ Our Solar System (SC.5.E.5.3) ☐ Movement of Earth in Space (SC.4.E.5.4)

Week 3:
☐ Minerals and Rocks (SC.4.E.6.2) ☐ Natural Resources (SC.4.E.6.3) ☐ Weathering and Erosion (SC.4.E.6.4)

Week 4:
☐ The Water Cycle (SC.5.E.7.1) ☐ Weather and Climate (SC.5.E.7.3)

Science Week 2

SC.5.E.5.3 Distinguish among the following objects of the Solar System — Sun, planets, moons, asteroids, comets — and identify Earth's position in it.

Our Solar System

The Planets

A solar system is made up of a star and the planets and other space objects that revolve around it. Our solar system consists of the sun, eight planets, many moons, many dwarf planets, an asteroid belt, comets, meteors, and other space objects. A **planet** is a large, round body that revolves around a star in its own orbit. The planets, in order from the sun, are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

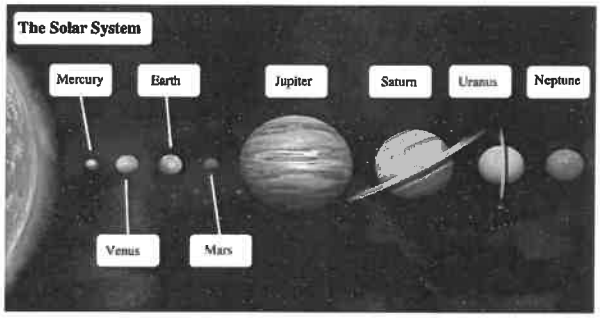
The sun is the center of our solar system and is also the largest object in the solar system. The sun makes up more than 99% of the solar system's mass! All other objects that are in the solar system revolve around the sun.

Inner Planets vs. Outer Planets

Planets in our solar system can be classified based on distance from the sun. The inner planets are closest to the sun. The inner planets—Mercury, Venus, Earth, and Mars—are relatively small. They are very rocky and have thin atmospheres. The inner planets have large, solid cores at their centers. They have few or no moons.

The outer planets are farther from the sun. In general, the farther a planet is from the sun, the colder it is. The outer planets—Jupiter, Saturn, Uranus, and Neptune—are huge, mostly gaseous, and have rings. These planets are called gas giants, because they are composed mainly of hydrogen and helium. They do not have a solid surface, and their cores are very small. The outer planets also have many moons and ring systems.

Between Mars and Jupiter is the **asteroid belt**, a ring-shaped area where there are many asteroids. Asteroids are small bodies in space made of rock or metal. There are other areas of asteroids, too, but this is the main belt. Some of the particles are left over from the formation of the solar system. Other bodies have been added as they break off planets or enter our solar system.



Pluto was once considered to be the ninth planet in our solar system. Scientists decided to classify Pluto as a dwarf planet in 2006. A **dwarf planet** is a nearly round body whose orbit crosses the orbit of other bodies. Eris, Ceres, Haumea, and Makemake are four other dwarf planets in our solar system. These objects are very far away and hard to study.

The Inner Planets

Mercury, is the smallest planet in our solar system and is also the closest to the sun. It is less than half the size of Earth. Like the moon, Mercury has almost no atmosphere and a surface covered with craters and dust.

Venus is the brightest object in the night sky, after the moon. This planet is about the same size as Earth, and it is rocky. Its atmosphere is made up mostly of carbon dioxide. Venus can become very hot, reaching about 460°C (860°F). It is even hotter than Mercury because thick clouds surround its atmosphere keeping heat from escaping.

Earth, the third planet from the sun, is our home. It has an atmosphere made of mostly nitrogen, oxygen, and carbon dioxide About three-fourths of the surface of our planet is covered with oceans of liquid water. This makes Earth unique among the planets and gives our planet the nickname "the blue planet."

Mars is called "the red planet" because of its red, rocky surface. Its atmosphere is mostly carbon dioxide. Scientists have evidence that liquid water once existed on Mars. Mars has the largest volcano in the solar system, and it has dust storms that can last for months.

The Outer Planets

Jupiter is the largest planet in the solar system. It has rings and dozens of moons. There is a huge storm on Jupiter that has lasted for more than 400 years. The storm, like a hurricane, has a name—the Great Red Spot.

Saturn is best known for its rings, made of ice, dust, boulders, and frozen gas. The rings stretch about 136,200 km (84,650 mi) from the center of the planet! Like Jupiter, Saturn has dozens of moons.

Uranus also has many moons and rings. This planet rotates on an axis that is tilted much more than those of the other planets. Uranus looks like a top that has fallen over but is still spinning.

Neptune has many rings and moons and the fastest winds in the solar system. The winds can reach 2,000 km/hr (1,200 mi/hr)! These winds blow Neptune's Great Dark Spot around the planet. This spot is a storm about the size of Earth that is known to vanish and reform!

Moons

Some objects do not revolve directly around the sun. **Moons** are small natural objects that revolve around other objects. Many planets have moon. Earth only has one that revolves around it about every 27 days.

Comets

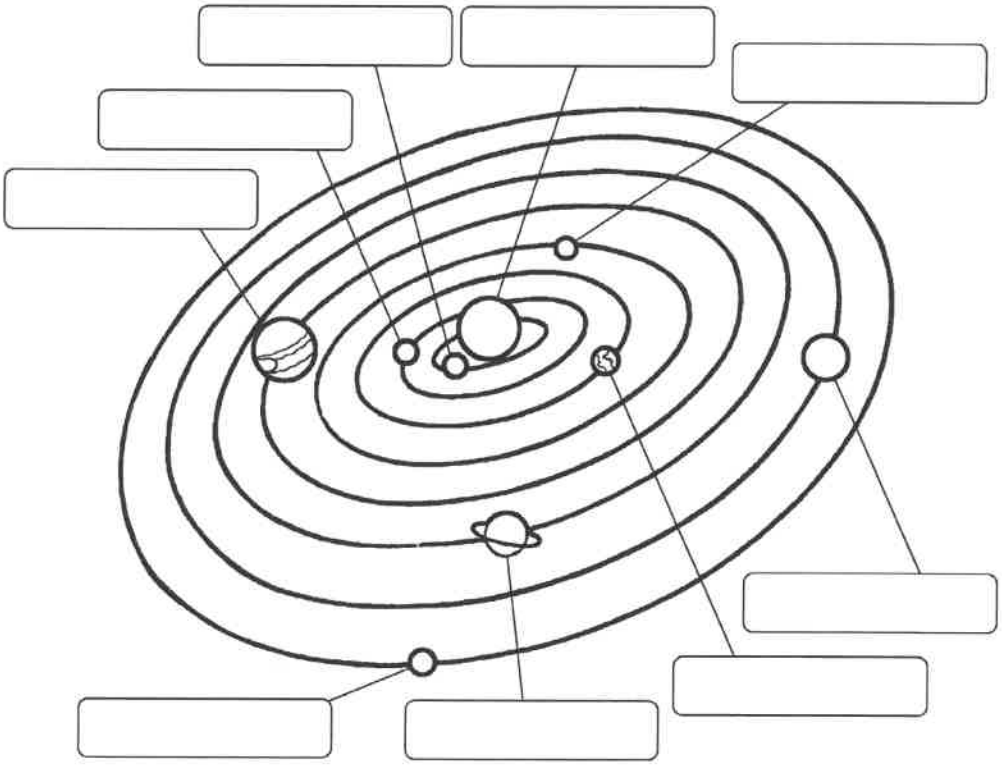
Comets also revolve around the sun. A **comet** is a chunk of frozen gases, rock, ice, and dust. Comets have long orbits around the sun. As comets pass close to the sun, part of their frozen surface begins to break away and turn into gases and dust. These particles reflect the sun's light and become visible as long tails. A comet's tails always point away from the sun.

Name _____ Date _____

Benchmark Review
SC.5.E.5.3

Student-Response Activity

1. Label this diagram of our solar system.



2. How is the solar system diagram not to scale?

_____

_____

_____

_____

3. What other objects are part of our solar system?

_____

_____

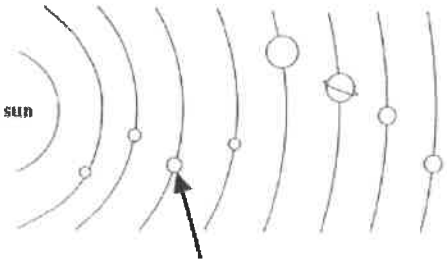
_____

Name _____ Date _____

Benchmark Assessment SC.5.E.5.3

Fill in the letter of the best choice.

1. Look at the diagram of our solar system.



Which planet is the arrow pointing to?

Ⓐ Earth
Ⓑ Jupiter
Ⓒ Neptune
Ⓓ Saturn

2. Which planet has the shortest path around the sun?

Ⓕ Earth
Ⓖ Mercury
Ⓗ Neptune
Ⓘ Venus

3. Which planet has a rocky surface?

Ⓐ Jupiter
Ⓑ Mars
Ⓒ Neptune
Ⓓ Saturn

4. Which planet is a gas giant?

Ⓕ Mars
Ⓖ Mercury
Ⓗ Saturn
Ⓘ Venus

5. Look at this picture of Jupiter.

Which is **not** true?

Ⓐ The planet has more moons than Earth.
Ⓑ The planet is many times larger than Earth.
Ⓒ The planet's surface is much like Earth's surface.
Ⓓ The swirl you can see is a giant storm called the Great Red Spot.

6. Why is Pluto no longer considered to be a planet?

Ⓕ It does not orbit the sun.
Ⓖ It has too many moons.
Ⓗ It is not large enough to have cleared its orbit of debris.
Ⓘ It is too large to be classified with the inner and outer planets.

Name _____ Date _____ Benchmark Review SC.4.E.5.4

SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

Movement of Earth in Space

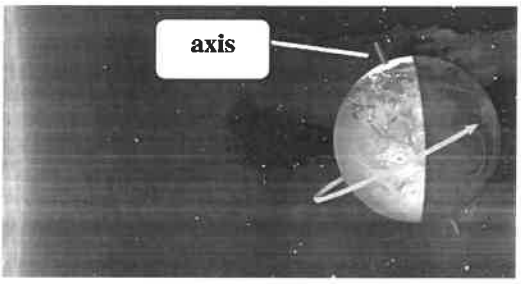
Earth orbits, or travels in a path around, the sun. It takes Earth one year to complete one revolution around the sun. As Earth revolves around the sun, it also rotates, or spins, on its axis. Earth's **axis** is an imaginary pole going right through the center of Earth, from the North Pole to the South Pole.

Day and Night

People used to think that the sun traveled around Earth every day. That explained why the sun seemed to move across the sky. We now know that it is Earth's rotation that causes the sun to seem to move. The sun is not actually moving across the sky. If you stand in place and spin in a circle, you will see objects appear to move around you. The same thing happens each day with the sun and the stars in the sky.

Earth rotates once about every 24 hours. It is daytime for the half of Earth that faces the sun. It is nighttime for the other half of Earth, which is facing away from the sun. Earth is constantly spinning, so the parts of Earth experiencing day and night are constantly changing.

Earth Rotates on Its Axis



The Moon's Patterns

When you look at the night sky and observe the moon, you may notice that it looks different at different times. Sometimes it is a bright circle, and sometimes you can see just a small sliver shining. The different shapes the moon appears to have are called moon phases.

Name _____ Date _____

Seasons

As Earth orbits the sun throughout the year, we experience changing seasons. Because Earth is tilted on its axis, different parts of the planet are closer to the sun at different times. When the part of the planet you live in is closer to the sun, you experience summer. When the part of the planet you live in is farther from the sun, you experience winter.

The Stars in the Sky

You can see many stars in the night sky. Have you ever noticed that the stars also seem to move? Some groups of stars seem to rise and set, like the moon and sun. Again, this is all because Earth rotates on its axis once each day. Like the sun, the stars appear to rise in the east and set in the west.

During the night, when the stars are visible, some groups of stars seem to move around in a circle that has the North Star, Polaris, in its center. Polaris doesn't seem to move much because it is located above the North Pole.

Just like the sun, the moon—whatever phase it is in seems to move upwards and downwards in the sky. The moon appears to rise and set in different parts of the sky and at different times. This is because the moon is revolving around, or orbiting, Earth as Earth spins.

Student-Response Activity

❶ How does the rotation of Earth on its axis affect the appearance of the daytime sky? How does the rotation of Earth on its axis affect the appearance of the nighttime sky?

Name _____ Date _____

2. How does Earth's revolving around the sun affect the temperatures?

3. What are two ways that Earth moves in space? Which motion causes the pattern of day and night?

4. How are the motions of Earth related to the length of one day and one year?

NAME_____ SCHOOL_____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

WEEK 2

Grade 5

Civics and Government
Constitution Reading

Standards:

SS.5.C.1.2 Define a constitution, and discuss its purposes.
SS.5.C.1.3 Explain the definition and origin of rights.
SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.
SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.

Florida Statutes (1003.42):

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments…

(s)… The character development curriculum shall stress the qualities of patriotism; **responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property;** honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation…

Resources:
Floridacitizen.org
Easyteacherworksheets.com
K12reader.com
ReadWorks.org

NAME_____ SCHOOL_____

Some of the Grievances in the Declaration of Independence

Directions: Write the main idea of the grievance then use evidence to support your main idea.

1. Text from the Declaration of Independence - He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

Translation	He tried to force men to give up their right to make laws.
What is the main idea of this grievance?	King George III tried to force colonists to give up their right to make laws.
What quote from the original text supports your conclusion?	"unless those people would relinquish the right of Representation in the Legislature"

2. Text from the Declaration of Independence - He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

Translation	King George III would break up colonial governments for various reasons and would not allow colonies to have the right to govern.
What is the main idea of this grievance?	
What quote from the original text supports your conclusion?	

3. Text from the Declaration of Independence - He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers. He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

Translation	He won't let us choose our own judges, and instead he chooses them all himself, so they're all on his side.	
What are the main ideas of this grievance?		
What quotes from the original text supports your conclusion?		

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4. Text from the Declaration of Independence - He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures…For Quartering large bodies of armed troops among us:

Translation	He sends lots of English soldiers here when there isn't even a war, and makes us let them live in our own houses.	
What are the main ideas of this grievance?		
What quotes from the original text supports your conclusion?		

5. Text from the Declaration of Independence - For imposing Taxes on us without our Consent:

Translation	He makes us pay all kinds of taxes without asking us about it.
What is the main idea of this grievance?	
What quote from the original text supports your conclusion?	

6. Text from the Declaration of Independence - For depriving us in many cases, of the benefits of Trial by Jury:

Translation	He won't let us have a jury for our trials, only a judge.
What is the main idea of this grievance?	
What quote from the original text supports your conclusion?	

7. The last paragraph of the Declaration of Independence states that the colonists believe they should become independent states and free from Great Britain. How do the grievances you have learned about support this statement?

_____

_____

_____

_____

NAME_____ SCHOOL_____

Founding Fathers

The Fathers of our country are the men who signed the Declaration of Independence and/or the United States Constitution. They were also known as patriots, people who wanted to be Independent from England in the 1700's. The Founding Fathers had strong educational backgrounds. Some, like Franklin, were largely self-taught or learned through apprenticeship. Others had obtained instruction from private tutors or at academies. About half of the men had attended or graduated from college in the colonies or Britain. Some men held medical degrees or advanced training in theology. For the most part, the delegates were a well-educated group. A few lawyers had been trained at the Inns of Court in London, but most had trained to be an American Lawyer. Some of the well- known Founding Fathers of the United States is: John Adams, Samuel Adams, Benjamin Franklin, John Hancock, and Thomas Jefferson.

1. Who are the Founding Fathers of the United States?
2. What were these Founding Fathers also known as?
3. Where had some lawyers been trained?
4. Name 2 of the well known Founding Fathers of the United States.

Week 2

NAME_____

SCHOOL_____

Dear King George

Cross-Curricular Focus: History/Social Sciences

In the late 1700s the American colonists were unhappy with King George III of England. They didn't think he was doing what a good leader should do. He charged unfair taxes, would not allow trade with other countries and made colonists open their homes for soldiers to live with them. Colonists felt very far away from their king. Something needed to change. The colonists began to **rebel.**

The Second Continental Congress formed in 1775 after fighting began in the American Revolution. Made up of delegates from the 13 American colonies, the Congress met in Philadelphia to lead the colonies toward independence. In 1776, a committee of the Congress selected Thomas Jefferson to write a letter to King George III. Jefferson had already proven himself to be an honorable and knowledgeable man. He was also an excellent writer.

The letter was a dangerous thing, because it would be considered treason by the king. The Congress was opposing their lawful ruler. People who were associated with this letter could be imprisoned or killed for saying they wanted to be independent from the king.

Jefferson's historic letter became known as the Declaration of Independence. It listed all the reasons that the colonists thought the king was not a very good king. It said that the king and the colonists should break their relationship with each other, and each should go their own way.

Congress approved the Declaration of Independence on July 4, 1776. All the members of the Second Continental Congress signed it at the bottom. One of the men would become famous for his signature. John Hancock, president of the Second Continental Congress, signed in large, bold letters. His name has become a synonym for signature.

Name:

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Who wrote the Declaration of Independence?

_____

_____

2) What was the Second Continental Congress?

_____

_____

3) Why would sending the letter be considered treason?

_____

_____

4) Name one thing King George was doing that the colonists considered unfair.

_____

_____

5) What was John Hancock's position in the Second Continental Congress?

_____

_____

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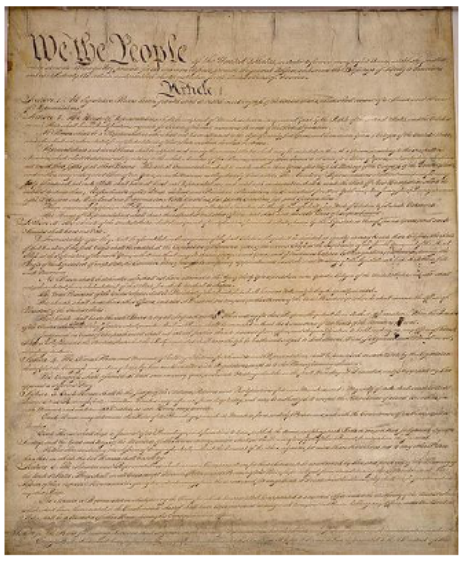
The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.



The Constitution of the United States

The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted* to do.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to

NAME_____ SCHOOL_____

vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

NAME_____ SCHOOL_____

Name: _____ **Date:** _____

1. According to the text, what does the federal government of the United States share with the 50 state governments?

A. power

B. money

C. voting rights

D. companies

2. What does the text list and describe?

A. powers the president has

B. what the Constitution say about voting rights

C. the Bill of Rights of the Constitution

D. facts about the creation of the Constitution

3. The rights of African American voters have been threatened in the United States. What evidence from the text best supports this statement?

A. The Constitution says that to be allowed to vote, a person must be a citizen of the United States.

B. The Constitution gives the states the power to conduct elections and to make their own rules about how they do it.

C. Some states required voters be able to read and write to prevent former African American slaves from voting.

D. The voting rights of African Americans have been addressed in the Constitution.

4. Based on the text, to whom did the Constitutition give voting rights when it was first written?

A. white men and women who were at least 21 years old

B. black men who were at least 21 years old

C. Native American males who were at least 21 years old

D. white men who were at least 21 years old

NAME_____ SCHOOL_____

5. What is the main idea of the text?

A. The federal government of the United States has certain powers, and the 50 states have certain powers.

B. The United States Constitution includes laws about who can vote but gives states the power to conduct elections.

C. Some of the 50 states have found ways to prevent some citizens from voting, even though they had the Constitutional right to do so.

D. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote.

6. Read the following sentences from the text.

"The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election."

Based on the text, what does the word "conduct" most nearly mean?

A. to lead or manage

B. to carry electricity

C. to stop or prevent

D. to make popular

7. Choose the answer that best completes the sentence below.

The Constitution

The United States Constitution tells the 50 states what they *must do* , and also what they *are not permitted* to do. _____, the Constitution gives the states the power to conduct elections and to make their own rules about how they do it

A. However

B. In conclusion

C. On the other hand

D. For example

NAME_____ SCHOOL_____

8. Three amendments of the Constitution have given voting rights to different groups of people. Who are these three groups of people?

_____

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_____

9. Why did some states require voters be able to read and write?

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10. Explain how the right to vote in the United States is impacted by the Constitution and the 50 states. Use information from the text to support your answer.

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