



Fifth Grade Learning Resources

Dear Families,

Enclosed is our second set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra nuestra segunda serie de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập thứ hai với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bồi túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmaadeena labaad ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qimaynta dheeriga ah. Waaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybleena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka: www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበረች በተሰቦች፡

እኩን የእርስዥ ተማሪ በኋላ የተምሃደት አማካይ ቅድሚያ ብለው የተማሪዎችን ትለታዋችን ለማለማመራዊ ለጠቀምበችም የሚችል አማራጭ የመማሪያ ባገናቸውን ሁሉትና ሲጠቅም ትግበራ የተሰቦ ስራዎችን ለሚሆነበት የቻስት እና በቀጥታ በፊቃቃ መምሃደ የቀረበ ተግበራ የተቀባዩ ነው፡፡ ተማሪዎች ከኋላ እኩን ውስጥ ከአንድ የሂሳብ ተግበሩ እና ከአንድ የሚገባበት ተግበሩ ያለበለው በየቀኑ እንዲያጠናቁቁ እንማክራለሁ፡፡ ለተጨማሪ የተምሃደት እና የፈምምድ እድልች፡ የመቻቻመረያዎችን የሆነቶች ሲጠቅም እና የሚገኘና ቅጥያዎችን ችግሮች ለማግኘት፡ እስከዚ ይርሱ ጠበቀችን እኋላ ለይችል፡ www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

5th Grade Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**



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Grade 5 Day 1: Whole Number Multiplication and Division

Grade	5
Day	1
Math	Whole Number Multiplication and Division
Audience	Teachers
Language of Instruction	English
Objective	Division and multiplication are inverse operations. Written methods for multi-digit multiplication and division depend on an understanding of place value.
Standard	Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Links to printable materials (Student facing)	Grade 5, Day 1: Whole Number Multiplication and Division
Online / Blended Resources	Multiplication Square Jigsaw reinforces student's awareness and understanding of multiplication sequences. Space Racer is an online game where students practice multiplication fact fluency in order to guide their rocket through space.

	Worksheets	Online
Launch	Part 1: Complete a division and multiplication problem	Space Racer is an online game where students practice multiplication fact fluency in order to guide their rocket through space.
Explore	Part 2: Solve each question and explain your thinking	Multiplication Square Jigsaw reinforces student's awareness and understanding of multiplication sequences.
Summarize	What is the relationship between multiplication and division?	What is the relationship between multiplication and division?

Grade 5 Lesson 1: Whole Number Multiplication and Division

Part 1:

Solve these division problems. Explain how you got each answer:

$$100 \div 4$$

$$40 \div 4$$

$$24 \div 4$$

$$4 \div 4$$

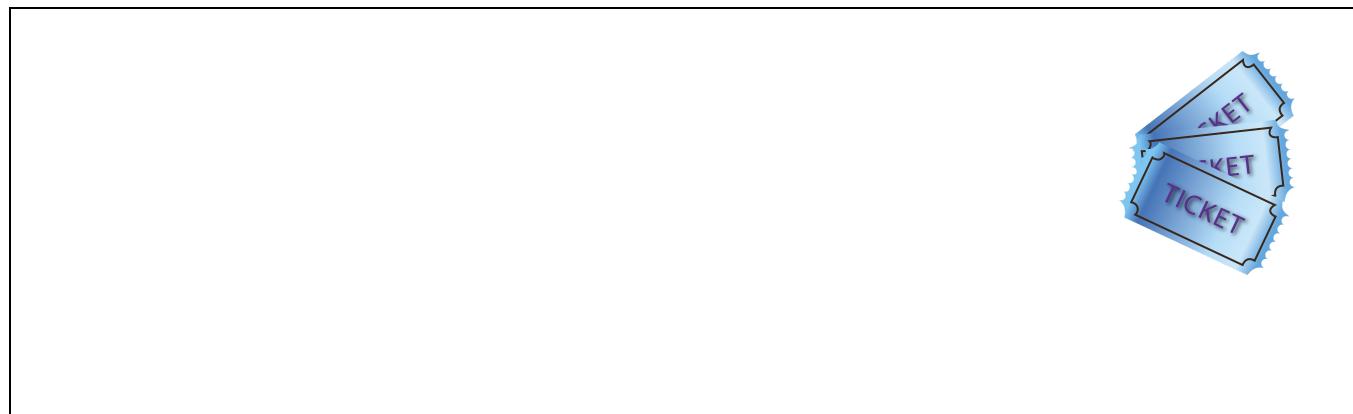
$$124 \div 4$$

Draw a picture that shows 7×15

Part 2:

- 1) A city bus made 252 stops a day. How many stops did the bus make in 37 days?

- 2) Kim got a point for every 12 raffle tickets she sold. She sold 3620 raffle tickets. How many points did she get?





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Grade 5 Day 2: Decimal Number System

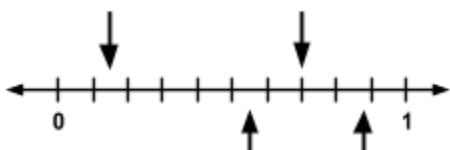
Grade	5
Day	2
Math	Decimal Number System
Audience	Teachers
Language of Instruction	English
Objective	The value of a digit in any place is 10 times the value of the digit to its right and is 1/10 the value of the digit to its left. Rounding and comparing decimal numbers is similar to rounding and comparing whole numbers and requires an understanding of place value.
Standard	Understand the place value system. 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.3 Read, write, and compare decimals to thousandths. 5.NBT.4 Use place value understanding to round decimals to any place.
Links to printable materials (Student facing)	Grade 5, Day 2: Decimal Number System
Online / Blended Resources	Students can investigate different forms of place value notation using the place value tool at ConceptuaMath.com . This Zoomable Number Line in Mathisfun.com allows students to explore numbers between numbers.

	Worksheets	Online
Launch	Part 1: Complete both questions.	Students can investigate different forms of place value notation using the place value tool at ConceptuaMath.com .
Explore	Part 2: Solve each question and explain your thinking	This Zoomable Number Line in Mathisfun.com allows students to explore numbers between numbers.
Summarize	What do you notice and wonder about the decimal number system?	What do you notice and wonder about the decimal number system?

Grade 5 Lesson 2: Decimal Number System

Part 1:

What numbers are the arrows pointing to?



How many ways can you rewrite the number 0.72?

Part 2:

- 1) The after-school sports program had a one mile race. Here are the times of seven of the runners in minutes:

Phan: 7.7

Daniel: 7.44

Patti: 7.1

Ida: 7.501

Maisha: 7.01

Ali: 7.941

Manuel: 7.332

Show *about* where each of the numbers would be on a number line:



- 2) Mrs. Sanders bought 3 pumpkins. The first one weighed 4.8 kilograms, the second one weighed 4.09 kilograms, and the third one weighed 4.196 kilograms. Which pumpkin weighed the least? How do you know?



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Grade 5 Day 3: Addition and Subtraction of Decimals and Fractions

Grade	5
Day	3
Math	Addition and Subtraction of Decimals and Fractions
Audience	Teachers
Language of Instruction	English
Objective	<p>The effects of the operations of addition and subtraction with decimals are the same as those with whole numbers.</p> <p>Mixed numbers can be added by adding the whole parts and the fractional parts separately, or by using equivalent fractions greater than one.</p>
Standard	<p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.</i></p>
Links to printable materials (Student facing)	Grade 5 Day 3: Addition and Subtraction of Decimals and Fractions
Online / Blended Resources	<p>Fraction Game: This applet allows students to individually practice working with equivalent fractions and ways of combining fractions.</p> <p>Number Line helps students visualize number sequences and illustrate strategies for counting, comparing, adding, and subtracting.</p>



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	Worksheets	Online
Launch	Part 1: Complete both questions.	Students can investigate different forms of place value notation using the place value tool at ConceptuaMath.com .
Explore	Part 2: Solve each question and explain your thinking	This Zoomable Number Line in Mathisfun.com allows students to explore numbers between numbers.
Summarize	What do you notice and wonder about the decimal number system?	What do you notice and wonder about the decimal number system?

Grade 5 Lesson 3: Addition and Subtraction of Decimals and Fractions

Part 1:

Decimal Subtraction Patterns: 38 – 25 3.8 – 2.5 0.38 – 0.25 0.038 – 0.025	How many expressions can you find that are equivalent to $\frac{3}{4}$? $\frac{3}{4} = ?$
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Part 2:

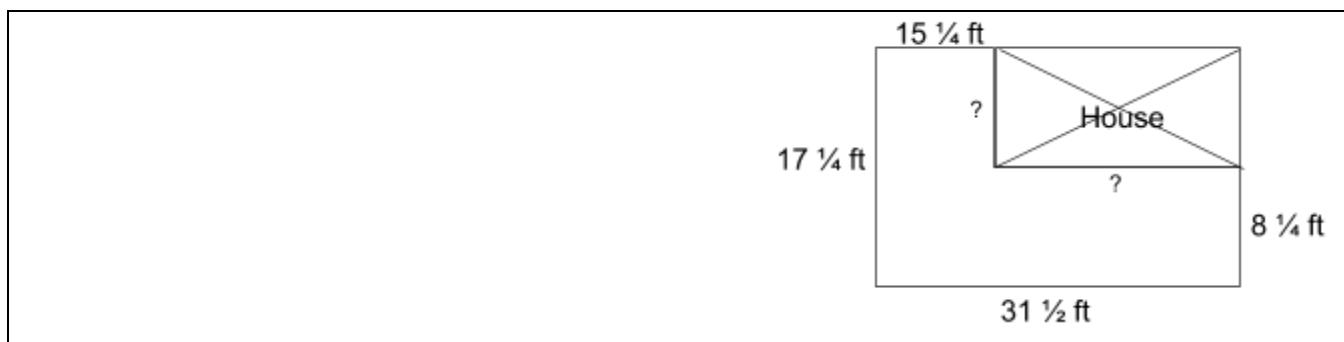
1) Name 3 decimals whose sum is 0.08:

Name 5 decimals whose sum is between 2 and 3.

Name 2 decimals with a difference of 0.35.

2) Dante's mom wants to build a fence around their yard. Here are the measurements of the yard:

What are the measurements of the missing sides of the yard? How long will the fence be?





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Grade 5 Day 4: Multiplying and Dividing Decimals by Whole Numbers

Grade	5
Day	4
Math	Multiplying and Dividing Decimals by Whole Numbers
Audience	Teachers
Language of Instruction	English
Objective	There are patterns in the placement of the decimal point in both products and quotients when multiplying and dividing decimals.
Standard	Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Links to printable materials (Student facing)	Grade 5 Day 4: Multiplying and Dividing Decimals by Whole Numbers
Online / Blended Resources	<p>Number Pieces helps students develop a deeper understanding of place value while building their computation skills with multi-digit numbers. Students use the pieces to represent multi-digit numbers, regroup, add, subtract, multiply, and divide.</p> <p>Number Line helps students visualize number sequences and illustrate strategies for counting, comparing, adding, subtracting, multiplying, and dividing. They can choose number lines labelled with whole numbers, fractions, decimals, or negative numbers.</p>

	Worksheets	Online
Launch	Part 1: Complete both questions.	Number Pieces helps students develop a deeper understanding of place value while building their computation skills with multi-digit numbers. Students use the pieces to represent multi-digit numbers, regroup, add, subtract, multiply, and divide.



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Explore	Part 2: Solve each question and explain your thinking	Number Line helps students visualize number sequences and illustrate strategies for counting, comparing, adding, subtracting, multiplying, and dividing. They can choose number lines labelled with whole numbers, fractions, decimals, or negative numbers.
Summarize	What patterns do you see in the placement of the decimal point in the product and quotient?	What patterns do you see in the placement of the decimal point in the product and quotient?

Grade 5 Lesson 4: Multiplying and Dividing Decimals by Whole Numbers

Part 1:

What are the products? What patterns do you see? 43 × 2 4.3 × 2 4.3 × 20 0.43 × 2 0.43 × 20 4.3 × 200	What are the quotients? What patterns do you see? 78 ÷ 3 7.8 ÷ 3 0.78 ÷ 3
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Part 2:

- 1) Kipton has a digital scale. He puts a marshmallow on the scale and it reads 7.2 grams. How much would you expect 12 marshmallows to weigh? Why?

Picture	Estimate	Solution

- 2) Jamaal paid \$3.74 for 2 ballpoint pens. How much did 1 pen cost?

$$\$3.74 \div 2$$

Tape Diagram	Record of work
Estimate	



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Grade 5 Day 5: Multiplying and Dividing Decimals by Decimals

Grade	5
Day	5
Math	Multiplying and Dividing Decimals by Decimals
Audience	Teachers
Language of Instruction	English
Objective	The magnitude of the product relates to the magnitude of the factors. When a number is multiplied by a factor less than 1, the product is smaller than the original number. When a number is divided by a dividend less than 1, the quotient is larger than the original number.
Standard	Perform operations with multi-digit whole numbers and with decimals to hundredths. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Links to printable materials (Student facing)	Grade 5, Day 5: Multiplying and Dividing Decimals by Decimals
Online / Blended Resources	Multiplication of Decimals: This 6 minute video shows how to use Base 10 Blocks to model multiplication of decimals, including reunitizing the whole. The Illuminations website has an interactive called Area of Rectangles that students can manipulate to see the relationship between a rectangle's area and side length, including decimal lengths.

	Worksheets	Online
Launch	Part 1: Complete both questions.	Multiplication of Decimals: This 6 minute video shows how to use Base 10 Blocks to model multiplication of decimals, including reunitizing the whole.



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Explore	<p>Part 2: Solve each question and explain your thinking</p>	<p>The Illuminations website has an interactive called Area of Rectangles that students can manipulate to see the relationship between a rectangle's area and side length, including decimal lengths.</p>
Summarize	<p>What patterns do you see in the placement of the decimal point in the product and quotient?</p>	<p>What patterns do you see in the placement of the decimal point in the product and quotient?</p>

Grade 5 Lesson 5: Multiplying and Dividing Decimals by Decimals

Part 1:

Will the product be greater or less than each factor? How do you know? 56.9×2.01 14.33×0.98	Will the quotient be greater or less than the dividend? How do you know? $56.9 \div 2.01$ $14.33 \div 0.98$
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Part 2:

- 1) Draymond Green averaged 5.1 field goal shot attempts per game. Stephen Curry averaged 10.2 field goal shot attempts per game. How many times as many field goal shot attempts per game did Stephen Curry average as Draymond Green?

- 2) Luis raised \$45.75 for the animal shelter, which was 3 times as much money as Anthony raised. How much money did Anthony raise?

- 3) Use place value reasoning and the first quotient to compute the second quotient. Explain a pattern you used.

$19.2 \div 40 = 0.48$	$19.2 \div 4 =$
$39.6 \div 6 = 6.6$	$39.6 \div 60 =$



Dear Fifth Grade Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace.

In this packet, you will find...

- Four articles about the branches of the United States government. Reading and thinking about each of these articles will help you understand how people in our government make important decisions that affect all of our lives.
- A sheet to help you compare and contrast information about different branches of our government.
- A “Tic-Tac-Toe” sheet to help you think about nonfiction text.
- Information about how you can access the King County Library System.

In addition to the activities in the packet, here are some suggestions to keep growing as a reader and writer.

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.
- Write a “tweet” about your reading. Create a tweet (thought) about your reading in 30 words or less. You can tweet about:
 - *What you are thinking or wondering about your book right now?*
 - *How has one of the characters in your book changed since you started reading?*



Estimados estudiantes y familias del quinto grado,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo.

En este paquete, encontrarás...

- Cuatro artículos sobre las ramas del gobierno de los Estados Unidos. Leyendo y pensando sobre cada uno de estos artículos te ayudará a entender como las personas en nuestro gobierno toman decisiones importantes que afectan nuestra vida.
- Una hoja para ayudarte a comparar y contrastar la información sobre las diferentes ramas de nuestro gobierno.
- Una hoja de “Tic-Tac-Toe” para que te ayude a pensar sobre los textos no ficción.
- Información como acceder al Sistema de Bibliotecas Públicas del Condado King.

Además de las actividades en el paquete, he aquí algunas sugerencias para mantenerlos creciendo como un lector y escritor.

- Haz que un adulto te lea cada día
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Túrnense para inventar lo que viene después en la historia.
- Canten canciones juntos.
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias
- Escribe un “tweet” sobre lo que leíste. Crea un tweet (ideas) sobre lo que leíste en 30 palabras o menos. Puedes escribir un tweet sobre:
 - ¿Qué estás pensando o preguntándote sobre el libro?
 - ¿Cómo ha cambiado uno de los personajes de tu libro desde que empezaste a leer?



Thân gửi học sinh lớp năm và gia đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho bạn với những hoạt động vui thích để học tập khi bạn không ở trường. Xin dùng những tài liệu này với nhịp độ của bạn.

Trong tập hồ sơ này, bạn sẽ thấy:

- Bốn đề tài về những ngành của chính phủ Hoa Kỳ. Đọc và nghĩ về một trong những đề tài này sẽ giúp bạn hiểu về những người trong chính quyền của chúng ta đã có những quyết định quan trọng nó ảnh hưởng tới đời sống của chúng ta như thế nào.
- Một giấy để giúp bạn so sánh và tin tức tương phản về sự khác biệt về các ngành của chính quyền chúng ta.
- Một giấy “ Tic-Tac-Toe” để giúp bạn nghĩ về một bản văn có thiệt (không hoang đường) (nonfiction)
- Việc truy cập vào hệ thống thư viện King County như thế nào

Bổ túc cho những hoạt động trong tập hồ sơ này, đây là một số đề nghị để phát triển việc đọc và viết.

- Có tiến triển việc đọc sách với bạn mỗi ngày.
- Bạn tự đọc sách mỗi ngày.
- Nói về câu chuyện bạn đã đọc với người khác. Thay phiên nhau để nói về những gì xảy ra tiếp theo trong câu chuyện.
- Vào cuối ngày, nói với người khác về những gì đã xảy ra với bạn trong ngày. Nói cho họ biết là bạn đã làm gì, và hỏi họ đã làm gì. Hỏi lẫn nhau cho những câu hỏi khác.
- Viết và hình vẽ về những câu chuyện của bạn.
- Viết một bản văn (qua cách tweet) nói về việc đọc của bạn. Tạo một bản văn (tweet) nói về việc đọc với 30 chữ hoặc ngắn hơn. Bạn cũng có thể tweet về:
 - Những suy nghĩ và quan tâm về sách của bạn bây giờ là gì?
 - Một trong những nhân vật trong sách đã thay đổi như thế nào từ khi bắt đầu bạn đọc?



Mudanayaal Qoysaska iyo Ardayda Fasalka Shanaad,

Bogagan bushqadan waxa aad ka heleysaa hawlo madadaalo ah oo markaa aad wax ku baran karto adiga oo sidoo kale ku madadaaloonaya inta aad dugsiga ka maqan tiiin. Fadlan u isticmaal waxyaabaha qaabkaaga.

Bushqadan, waxa aad ka heleysaa...

- Afar maqaal oo ku saabsan qaybaha dawlada Maraykanka. Akhriska iyo fikirka ku saabsan mid kasta oo kamid ah maqaaladan waxa uu kaa caawinayaan inaad fahanto sida dadka ku jira dawladeenu ay go'aamada muhiimka ah u gaadhaan kuwaas oo markaa samaynaya noloshooda.
- Xaashi la is barbar dhigayo oo ay markaa ku yaalaan macluumaadka qaybaha kala duwan ee dawladeena.
- Shaadida "Tic-Tac-Toe" waxa ay kaa caawinaysaa inaad ka fikirto qoraalka ogaysiinta.
- Macluumaadka ku saabsan sida aad u geli karto King County Library System.

Marka laga tago hawlaha ku jira bushqada, waa kuwan talooyin aad ku kobcin karto akhriskaaga iyo qoraalkaaga.

- Qof wayni hakuu akhriyo adiga maalin kasta.
- Laftaadu akhriso maalin kasta.
- Waxa aad ugu sheegtaa qof kale sheeko ahaan. Waxa uu kolba midkiin mala awaalaa waxa soo socda ee sheekada.
- Ugu danbaynta, waxa aad kala sheekeysataa qof waxa dhacay guriga dhaxdiisa. Waxa aad u sheegtaa qof waxa aad samaysay, oo waxa aad waydiisaa waxa aad samaysay. Waxa aad iswaydiisaan su'aalo kale.
- Waxa aad qortaa oo aad mala awaashaa sheeko kuu gaar ah.
- Qor "tweet" ku saabsan akhriskaaga. Waxa aad abuurtaa tweet (fikir) ku saabsan akhrikaaga oo 30 kalmood ah ama ka yar. Waxa aad ka tweet garayn kartaa:
 - *Maxaad u aragtaa ama aad iska waydiisaa buugaaga wakhtigan?*
 - *Sidee ayuu isku badalay qaabka buugaagu ilaa intii aad bilawday dhagaysiga?*



መ-ቁጥር ከፍል ተማሪዎች እና በተሰጠቸው፡፡

በዚህ ቀቃል ላይ ያለት ገዢ ከተማዎችን መሬ በሚተሆነበት ውስጥ መማረቻችሁን እንዲቀጥል የሚረዳ
አስደሳቸው የሆነ ተግባራትን ለእናንተ ይሰጣል፡፡ እብከዎን ቅሬ ቅሰችን በረሰዎች ፍጥነት ይጠቀሙ፡፡

በዚህ ቀቃል ውስጥ፡ የሚታገኘት ...

- ስለየኔዕ዗ች ስራት መንግስት ቁርቃይቶች አራት ተሆናቸው፡፡ ስለየኔዕ዗ች መንግስት እናዚህ ተሆናቸው
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- King County Library System እንዲች ማሞኑት እንደሚች መረጃ፡፡

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ተጠያቂቁ፡፡
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- ስለ አነበብቸውት ነገር “ትዋኑ” የኩ፡፡ ስለ አነበብቸውት ነገር በ 30 ቀለት ወይም ከዘመኝ ባለቤት
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 - ማንበት ከዚመራቸሁ ይሞላ በእናንተ መሆኑን ከላት ለሆነዎች ውስጥ እንደ እንደ
ትቀኑ?

The U.S. Government At Work

A Reading A-Z Level N Leveled Book
Word Count: 467

Connections

Writing

Research to learn more about a cabinet department not in the book. Write a paragraph about the department, including its job and any other interesting facts.

Social Studies

Research to learn more about one of George Washington's original cabinet members and what he did to help the president. Share what you learn with a partner.

LEVELD BOOK • N

The U.S. Government At Work



Written by Manuela Arechiboo

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Words to Know

approved
Constitution
departments

Cover: Founding fathers Benjamin Franklin, John Adams, and Thomas Jefferson

Title page: A U.S. Coast Guard ship sails near Russia.

Page 3: A worker at the Treasury Department

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What departments help the president lead the United States, and what do they do?

Correlation

LEVEL N
Fountas & Pinnell M
Reading Recovery 20
DRA 28

The U.S. Government At Work
Level N Leveled Book
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The U.S. Government At Work



Written by Manuela Arecibo

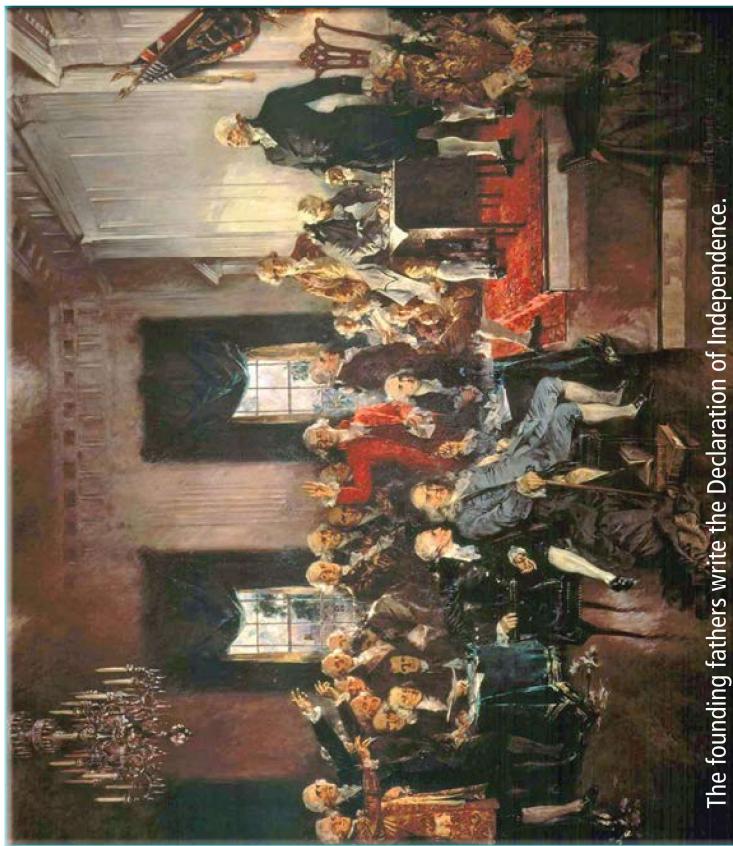
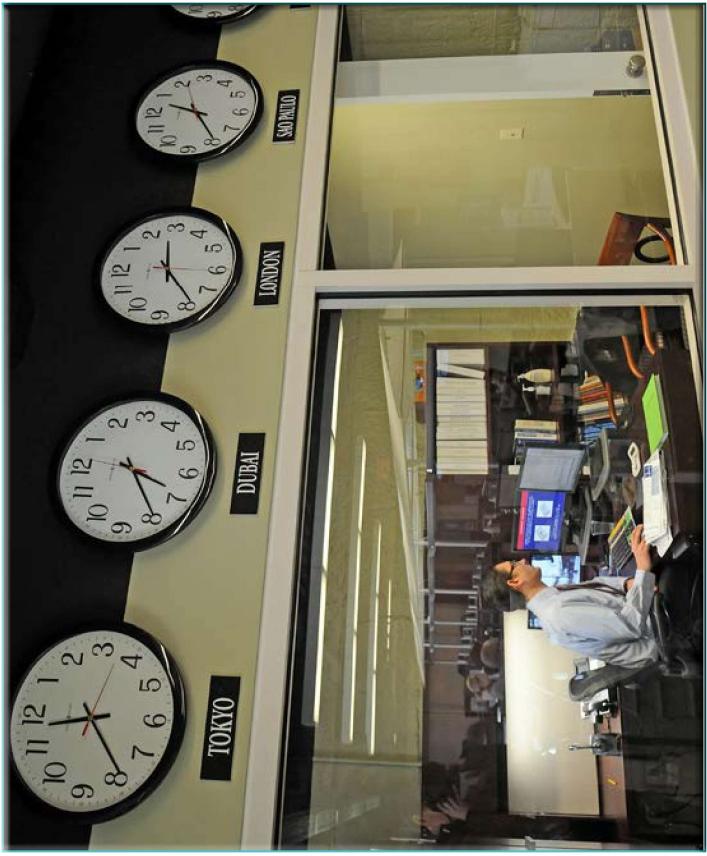


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A Growing Country	9
Conclusion	15
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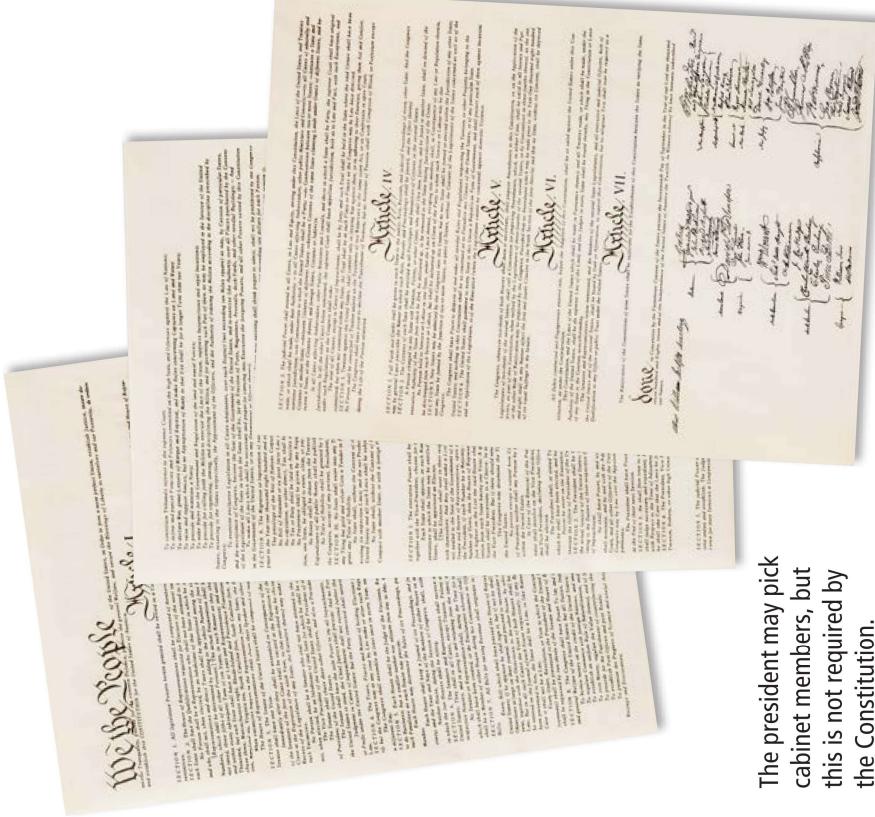
Introduction

When the United States first became a country, it was home to more than two million people. The men who founded the United States knew that running the country was too big a job for just one person. They came up with a way to let **experts** help the president run the country.

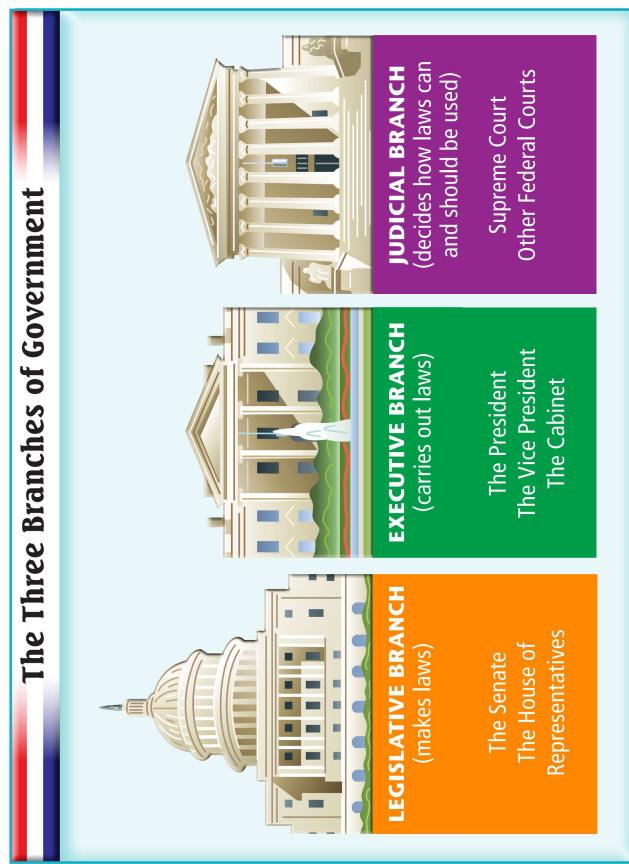
Rules for a New Nation

In 1788, American leaders approved the Constitution of the United States. The Constitution is a set of laws that tell how the country should be run. It breaks the government into three branches, or parts. The legislative branch makes the laws. The judicial branch makes sure the laws are fair.

The president has his or her own branch. It is called the *executive branch*. His or her job is to follow the laws and run the country. Leaders set up a plan so the president could choose helpers to make the job easier.



The president may pick cabinet members, but this is not required by the Constitution.



George Washington was the first president. He chose four helpers he thought would do a good job, but two of those people did not get along.



George Washington

Washington knew that he had to choose more carefully. The cabinet had to work together and follow his directions.



Thomas Jefferson (left) and Alexander Hamilton (right) were both members of George Washington's first cabinet. They did not agree on many issues.



George Washington (president) with the first cabinet, from left to right:
Henry Knox (War), Alexander Hamilton (Treasury), Thomas Jefferson
(State), and Edmund Randolph (Attorney General)

The Cabinet

This plan was approved in 1788. The president could choose four people to help him. These helpers would make up the cabinet. One would look after spending. One would deal with other countries. Another helper would make sure American states and American people followed the **federal law**. Still another would be in charge of the **military**.



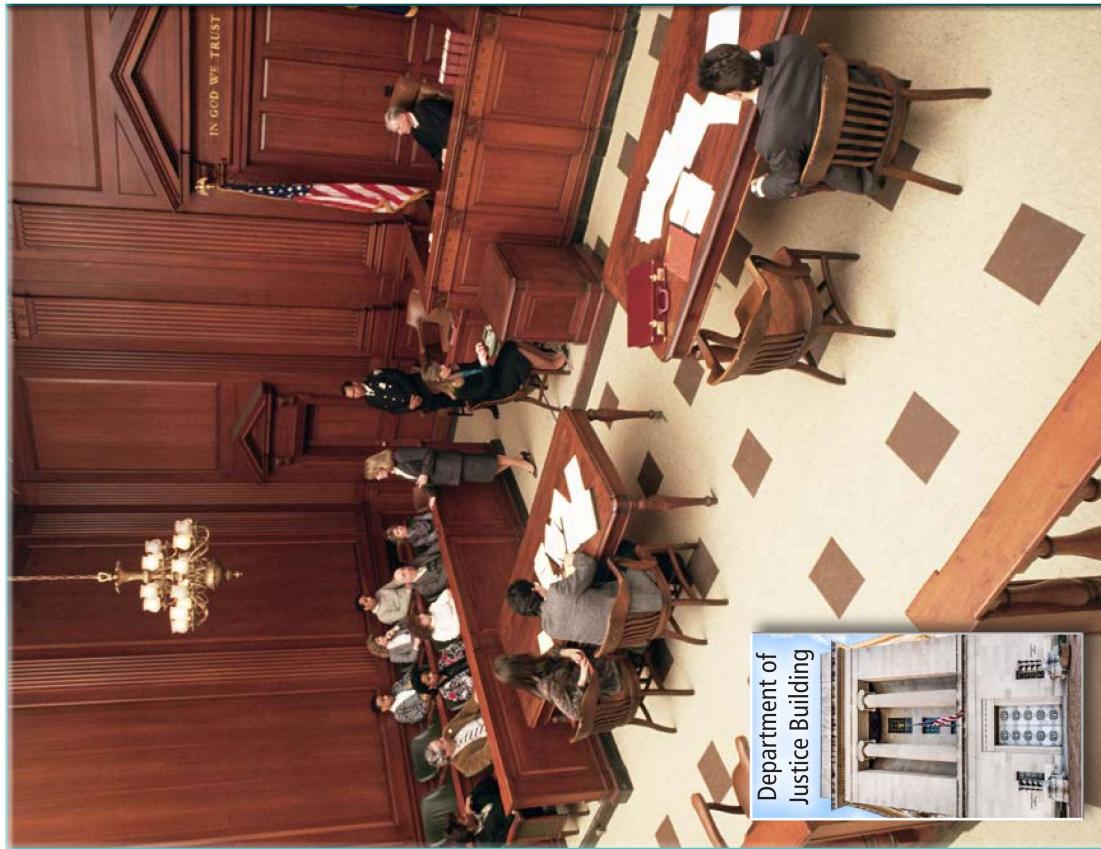
The Department of Defense—These helpers look after the U.S. Army, Navy, Marines, and Air Force. They work to protect the country.



A Growing Country

The country has grown since the days of George Washington's cabinet. Today's presidents need even more help. The number of cabinet **departments** has grown larger, too. Each department has even more people who do special jobs.

The Department of State—These helpers deal with other countries. They have offices in more than 190 countries around the world.



Department of Justice Building

The Department of Justice has more than 114,000 workers.

The Department of Justice—The helpers who work here make sure everyone follows federal law.



The Treasury Department may produce as much as \$560 million worth of paper money every day.

The Department of the Treasury—These are the helpers in charge of money. They print new paper money. They make coins. They also check on the country's banks.



Fort Knox

Gold is stored at Fort Knox in Kentucky. Fort Knox is part of the Treasury Department.

The Coast Guard

The Coast Guard, part of the Department of Homeland Security, patrols the oceans and seas.



A U.S. Coast Guard boat patrols New York Harbor.

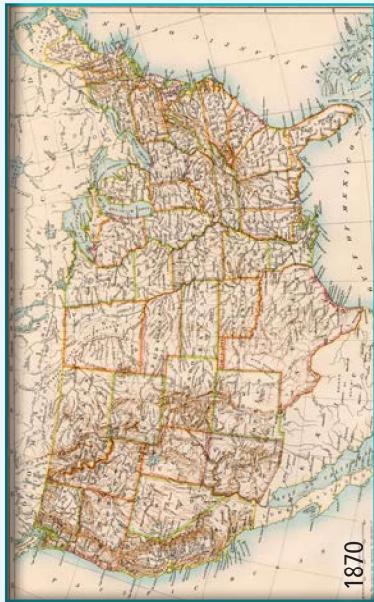
The Department of Homeland Security—These helpers work to keep American borders and people safe.

There are many other departments, too, and each one has a special job. The president tells these departments what to do. They share their information with the president.

The Department of the Interior—
Helpers in this department look after national parks and handle important natural resources.

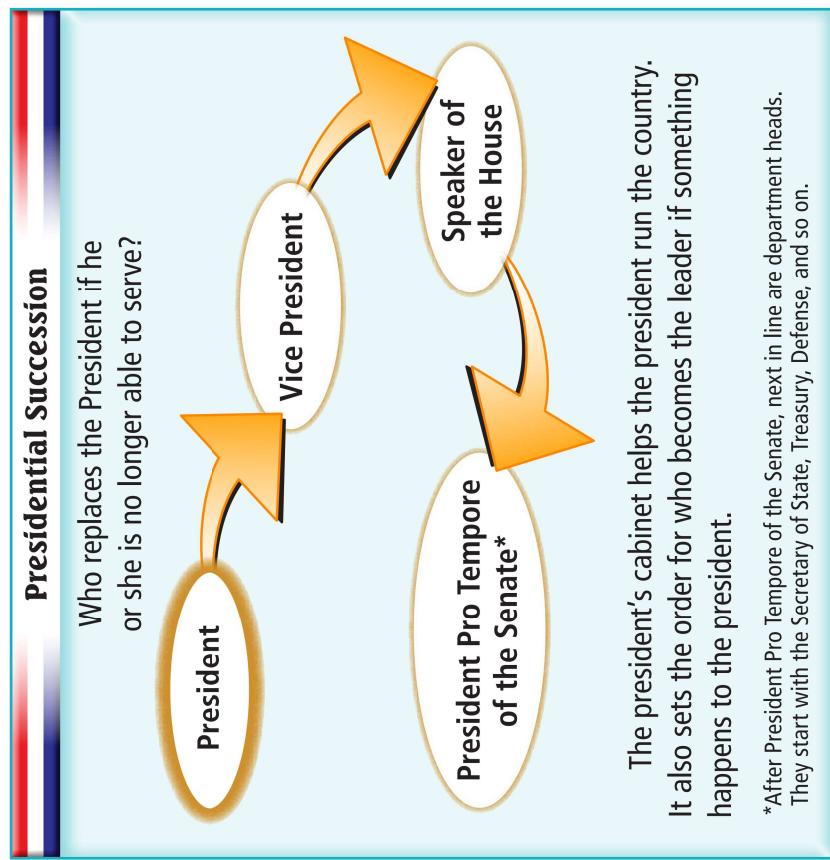
Do You Know?

Long before there was Google Maps, there was the Department of the Interior. Since 1849, the department has mapped the country's lands.



Conclusion

The first cabinet had only four helpers, but today there are many more. Although the number has changed, their job has not. They continue to serve the president and the people of the United States.



Glossary

approved (<i>v.</i>)	officially agreed to (p. 5)
Constitution (<i>n.</i>)	the set of written rules upon which United States laws are based (p. 5)
departments (<i>n.</i>)	different parts of large organizations, such as businesses or governments (p. 9)
experts (<i>n.</i>)	people who have a lot of knowledge about a subject (p. 4)
federal (<i>adj.</i>)	of or relating to a main government that shares power with separate states (p. 7)
military (<i>n.</i>)	the armed forces of a country (p. 7)

*After President Pro Tempore of the Senate, next in line are department heads. They start with the Secretary of State, Treasury, Defense, and so on.

The Executive Branch

A Reading A-Z Level N Leveled Book
Word Count: 566

LEVELD BOOK • N

The Executive Branch

Connections

Writing

Would you like to become president of the United States? Write about why or why not using details from the book to support your answer.

Social Studies and Art

Choose a president to learn more about.

Design a poster that includes information about the president's life and time in office.



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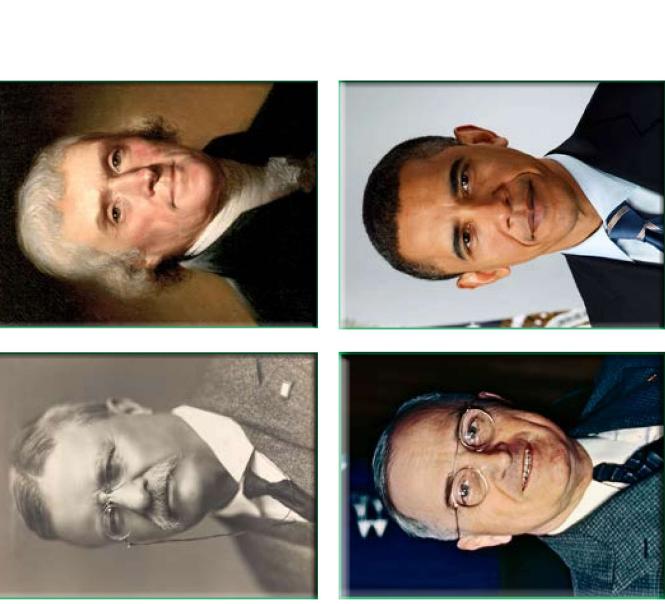
Written by Nigel Pepperhouse

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The Executive Branch

Words to Know

approve
cabinet
Constitution
election
executive
veto



Cover: In 1800, John Adams became the first president to live in the White House. The president lives and works there.

Page 1: Theodore Roosevelt (top left); Thomas Jefferson (top right); Harry Truman (bottom left); Barack Obama (bottom right)

Page 3: Mount Rushmore shows presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Their faces are each about 60 feet (18 m) tall.

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Written by Nigel Pepperhouse

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Focus Question

Who leads the executive branch, and what are the jobs of this branch of government?

The Executive Branch
Level N Leveled Book
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Correlation

LEVEL N	M
Foundas & Pinnell	M
Reading Recovery	20
DRA	28



George Washington was the first president of the United States.

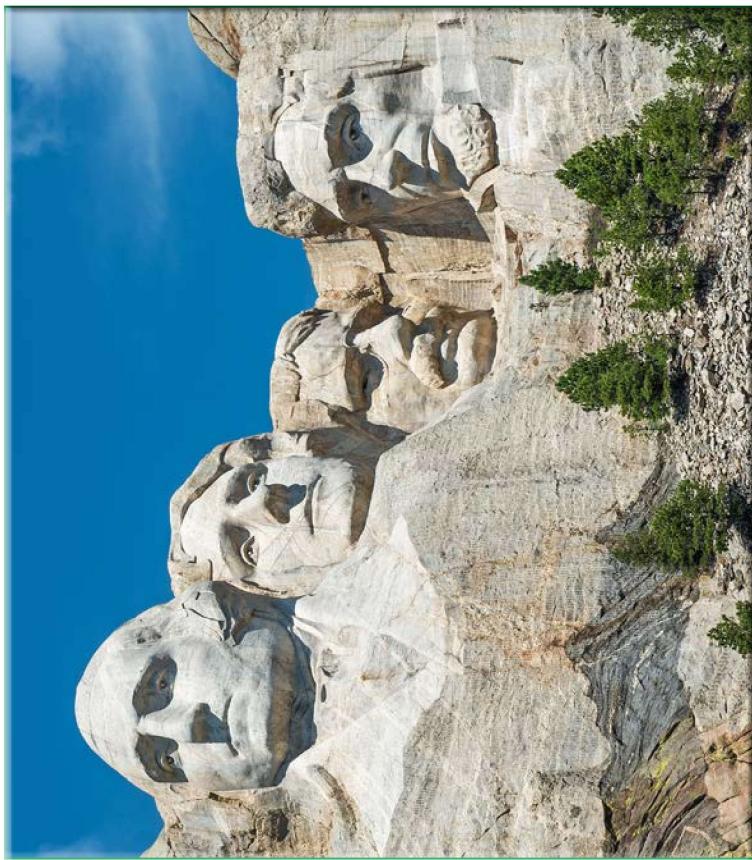


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What Is the Executive Branch?	5
What the Executive Branch Does	8
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Introduction

Every day for more than 225 years, an American president has been on the job. Every day of every year, that job is important.

The president is the most powerful person in the United States. The president is the **executive** branch at work.

What Is the Executive Branch?

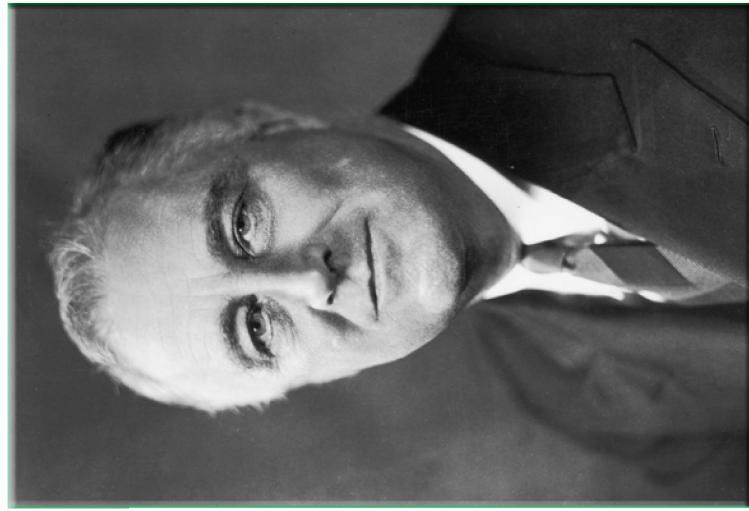
In 1788, American leaders set up a system of laws called the **Constitution** to help rule the young country. That system is still used today.

It splits the U.S. government into three branches, or parts.

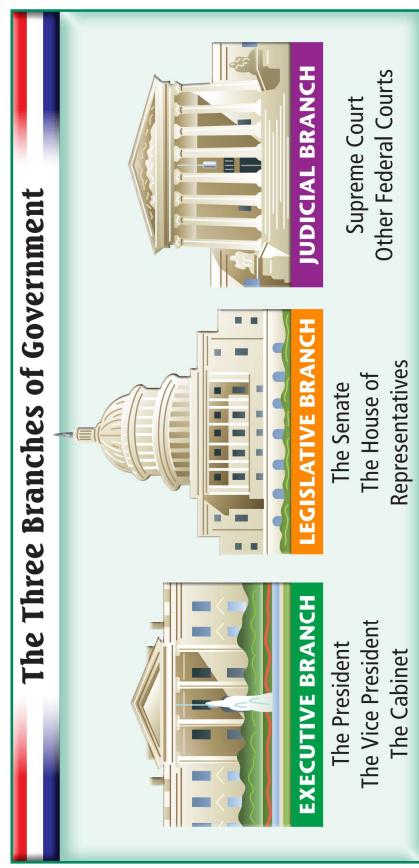
The executive branch is led by the president. The legislative branch makes laws and is the voice of the American people. The judicial branch watches over the U.S. justice system through its system of courts.

Sometimes the branches work together. At other times, they work against each other.

The U.S. system gives the president many powers. However, the president is not a king. People vote for him or her. Every four years, there is a new **election**. A person can be president two times, but no more than that.



President Franklin Delano Roosevelt served four terms, from 1933 to 1945. After he died in 1945, the legislative branch changed the limit to two terms.



The president must be thirty-five or older. He or she must have been born in the United States. He or she must have also lived in the United States for fourteen years or more.



President John F. Kennedy and his daughter, Caroline, have breakfast together in 1961. At age forty-three, he became the youngest U.S. president.



President Jimmy Carter (right) walks and talks with the president of Egypt in 1978.

What the Executive Branch Does

The president has many powers. For example, the president can send U.S. troops anywhere in the world.

The president also meets with other leaders to work on all sorts of problems. Some are leaders from other parts of the world. Some are U.S. leaders. Many are members of the **president's cabinet**.

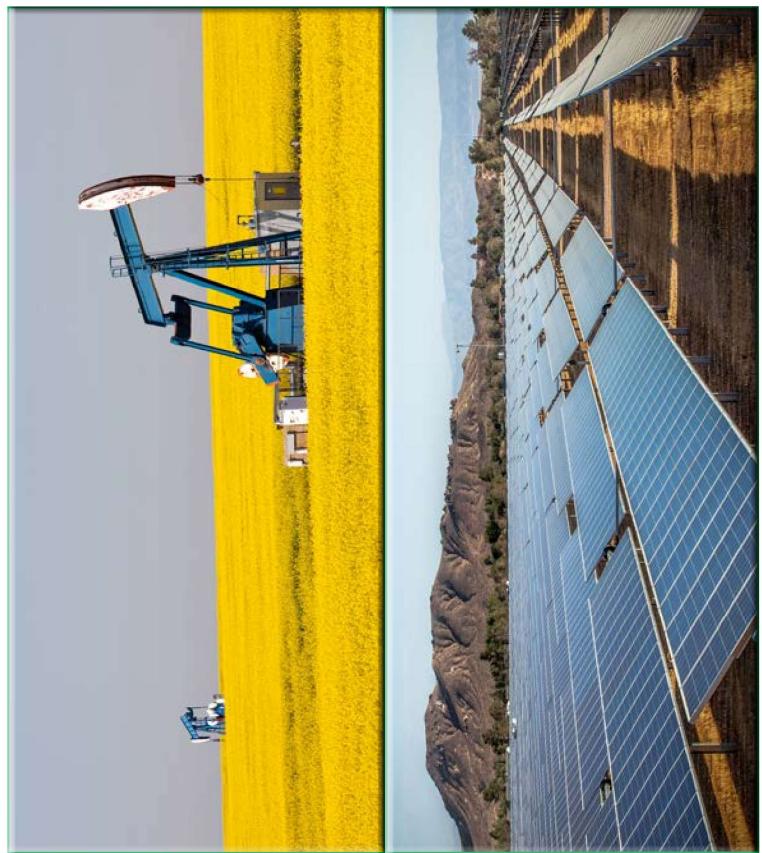


Vice President Gerald Ford (left) replaces Richard Nixon as president in 1974.

The cabinet also includes the vice president. He or she is expected to take over if the president cannot continue. The vice president is elected at the same time as the president.

Other cabinet members are chosen by the president. The president can also remove cabinet members at any time.

The cabinet includes fifteen departments, and each department helps run the country. Take the Department of Energy. It makes sure the whole country has enough power to keep moving, now and in the years to come.



The Department of Energy helps decide what sorts of energy Americans use. Oil pumps (top) produce oil for cars and heat. Solar panels (bottom) turn the Sun's energy into electricity.

The president also plays a part in making laws. Those laws deal with many things. One law might be about how to run schools. A second law might be about saving animals or land. A third law might be about rules that banks must follow.

No matter what the law is about, it starts as an idea. Once the idea is written down, it's called a *bill*.

After the legislative branch passes a bill, the bill is sent to the president. If the president signs the bill, it becomes law. The president may also **veto** a bill if he or she does not agree with it. In this case, the bill does not become law unless two-thirds of the legislative branch votes for it. This rarely happens.

The president plays a part in the judicial branch, too. That's because the president picks judges. Those judges, in turn, shape U.S. law. However, the legislative branch must **approve** those judges first.



In 1972, President Richard Nixon signed a law to protect certain wild animals, such as the bald eagle. So far, the law has saved more than two hundred kinds of animals.



President Ronald Reagan picked Sandra Day O'Connor in 1981 to be the first woman on the Supreme Court. It is the highest court in the judicial branch.

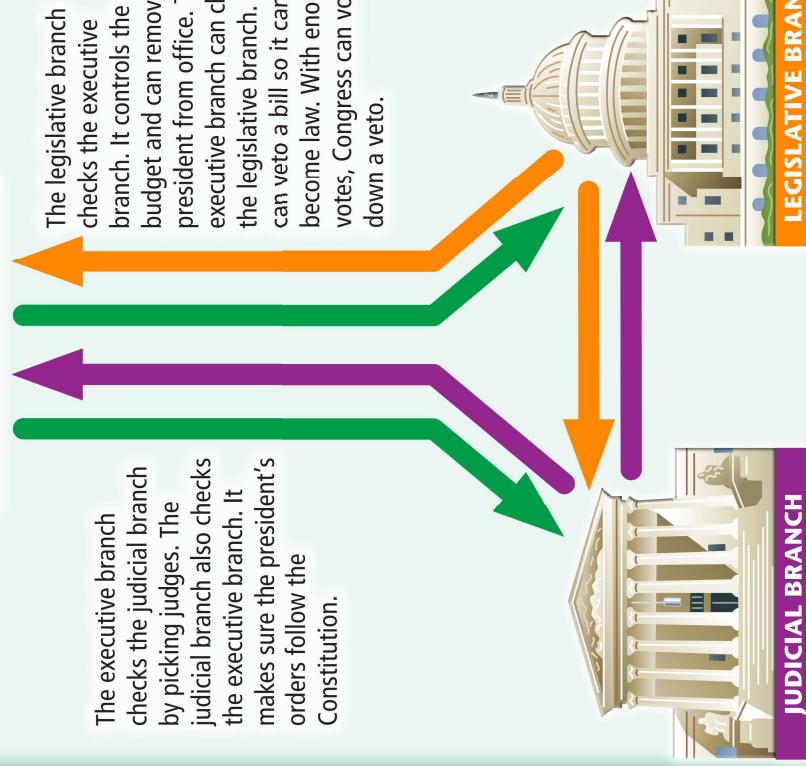
Checks and Balances

Under the Constitution, each of the three branches of government can "check," or stop, the other two. This system of checks and balances is an important part of the Constitution. It helps keep one branch from having too much power.

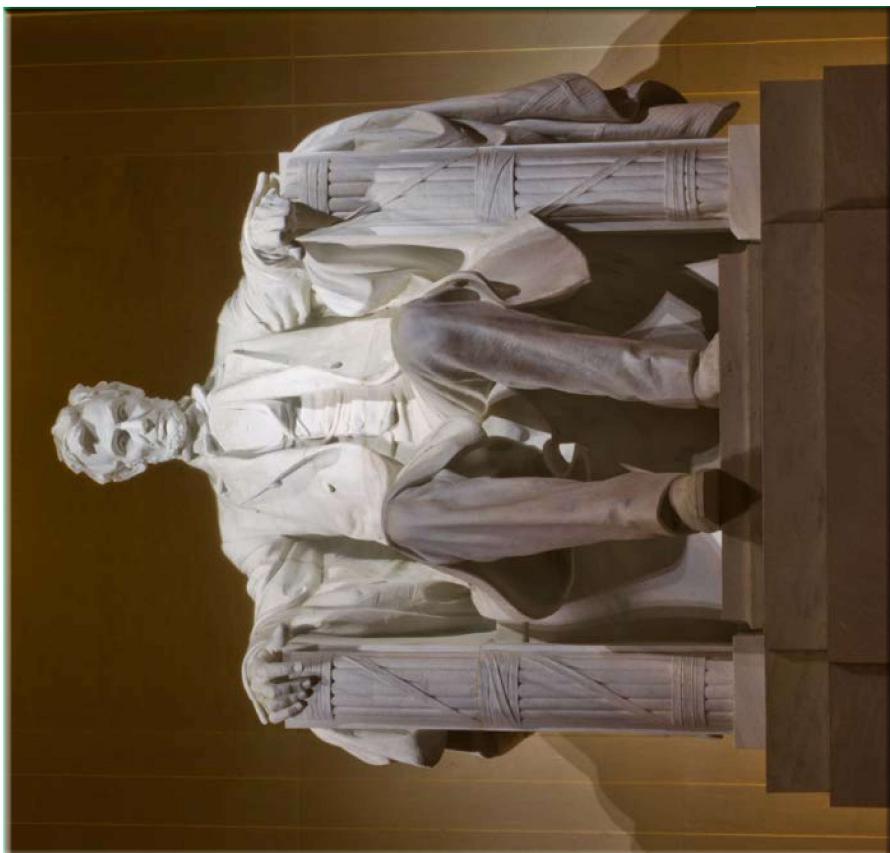


The legislative branch checks the executive branch. It controls the budget and can remove a president from office. The executive branch can check the legislative branch. It can veto a bill so it can't become law. With enough votes, Congress can vote down a veto.

The executive branch checks the judicial branch by picking judges. The judicial branch also checks the executive branch. It makes sure the president's orders follow the Constitution.



The legislative branch checks the judicial branch because it can remove judges from office. The judicial branch makes sure Congress's laws follow the Constitution.



In 1863, President Abraham Lincoln wrote an order that freed many slaves. The Lincoln Memorial in Washington, D.C., honors him.

The executive branch does not make laws. However, sometimes the president can write orders, called *executive actions*, that tell the government what to do. Executive actions can change Americans' lives.

Glossary

approve (<i>v.</i>)	to officially agree to (p. 12)
cabinet (<i>n.</i>)	a group of advisers to a president or other leader of a country (p. 8)
Constitution (<i>n.</i>)	the set of written rules and ideas upon which United States laws are based (p. 5)
election (<i>n.</i>)	the act of choosing a person for government office by voting (p. 6)
executive (<i>adj.</i>)	of or relating to the branch of government that leads a nation and carries out the laws of the land (p. 4)
veto (<i>v.</i>)	to refuse to approve a bill so it does not become a law (p. 12)



President George W. Bush shakes hands with Speaker of the House Nancy Pelosi in 2007. The Speaker is the most powerful member of the House of Representatives.

Conclusion

The president and the cabinet make important choices every day. Those choices affect every American. They are just one branch, though. It takes all three branches for the U.S. system to work. After so many years, it still does.

The Legislative Branch

A Reading A-Z Level O Leveled Book
Word Count: 702

LEVELED BOOK • O

The Legislative Branch

Connections

Writing

Imagine that you are running for Congress. Write a speech describing what you would do to help the people you represent. Present the speech to your class.

Social Studies

Use a Venn diagram to compare the House of Representatives and the Senate. Write a paragraph using the information in your Venn diagram.

 **Reading A-Z**

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Written by Marilyn Edna Slevin

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Words to Know

campaigns
elected
fund-raising
House of
Representatives
Senate

Front cover: The Capitol Building has more than six hundred rooms.

Title page: Senators talk about making new laws in this artwork from around 1855.

Page 3: Senator John Kennedy from Louisiana spent the day as a substitute teacher at a middle school in 2017.

Photo Credits:

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Level O Leveled Book
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Focus Question

What is the legislative branch of the United States government, and what are some things members of this branch do?

Correlation

LEVEL O	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



Members of Congress work in the Capitol Building in Washington, D.C.



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Speeches	12
Getting Elected	13
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The U.S. Constitution

The Constitution, adopted in 1788, breaks up the U.S. government into three parts. The president is in charge of the executive branch. The Senate and the House of Representatives make up the **legislative** branch. The judicial branch runs the Supreme Court and the U.S. court system.

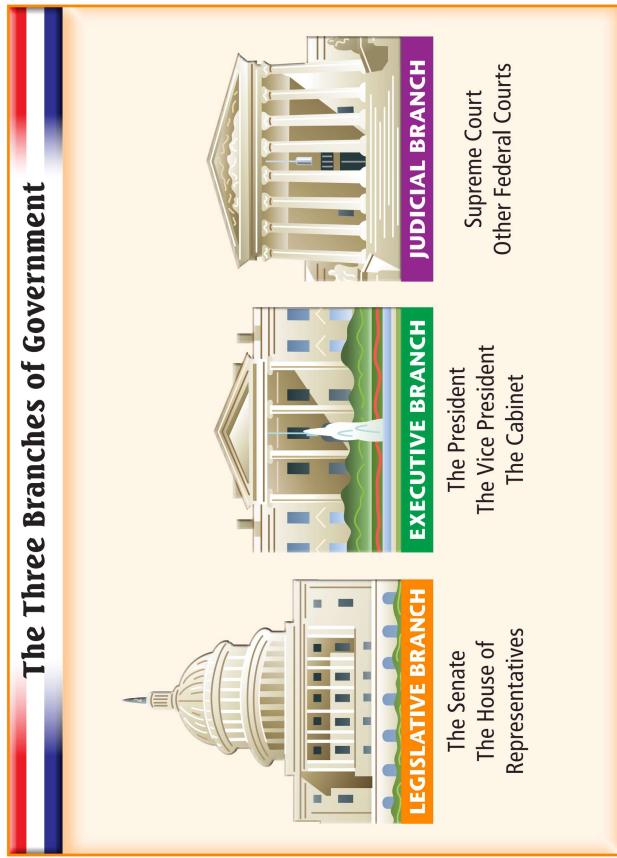
The different parts sometimes work together and sometimes disagree.



Delaware has only one representative in the House—Lisa Blunt Rochester.

How Congress Works

The Senate and the House of Representatives have different numbers of members. The House of Representatives has 435 members. Each member is **elected** to a two-year term. Members of the House are divided among the fifty states by how many people live in each state. California has more people than any other state. It has the most representatives in the House. Some states only have one.

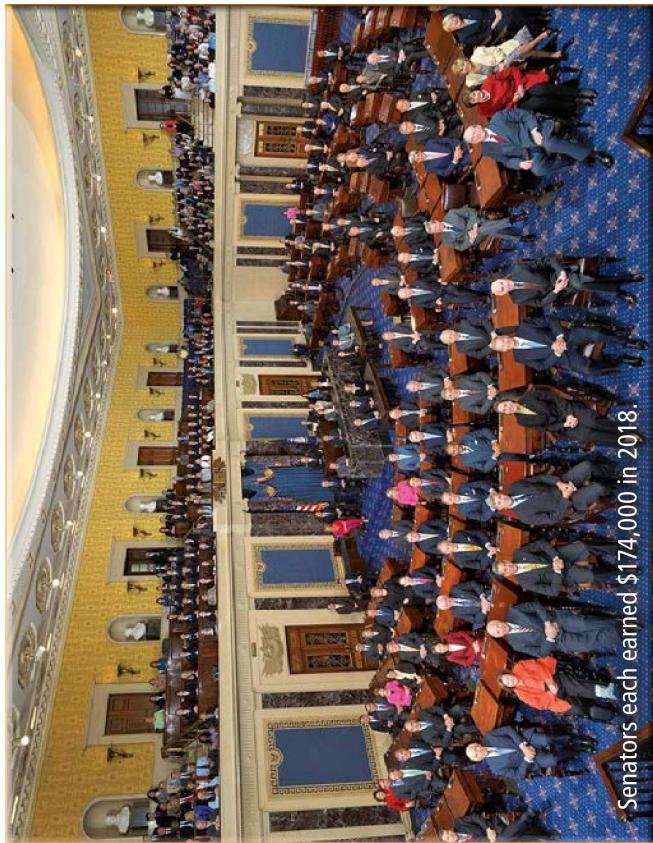


How a Bill Becomes a Law

It takes many steps to make a new law. The first step is to write a bill. Anyone can do this, even people who do not work in the government.



People talk to senators and representatives at town hall meetings. They even suggest bills.



One hundred senators make up the Senate. Senators are elected to a six-year term. Each state has two senators. It does not matter how many people live in the state.

How to Become a Senator or Representative

People who want to serve in Congress must meet certain rules. To serve in the Senate, people must be at least thirty years old and must have been U.S. citizens for the last nine years. They must live in the state they want to represent. To serve in the House, people must be at least twenty-five years old. They must have been U.S. citizens for the last seven years and live in the state they represent.

Next, a member of Congress brings the bill to the Senate, the House, or both. Then a small group of senators or representatives meet to talk about the bill. Their job is to decide whether the bill should go to the full Senate or House. The group does **research** about the bill. They meet with people who know a lot about the topic of the bill. They make changes to the bill based on their research. Then the group votes.

If most of the group votes for the bill, it moves on. A date is chosen for the Senate or House to talk about it. Important bills are talked about right away.

Many never get talked about at all.

When a bill's date comes up, the full Senate or House talks about the bill. Its members make changes to it. Then they vote. If most of them vote for it, the bill moves to the other part of Congress. Then that part of Congress talks about the bill and makes changes to it.

Both parts of Congress must vote for the same bill. If it passes both votes, it goes to the president. Once the president signs the bill, it becomes a law. If the president does not sign it, it becomes a law after ten days. The president can also veto, or **reject**, the bill. Usually, the bill is no longer talked about after that. However, if two-thirds of both parts of Congress vote for it, the bill becomes a law anyway.



A group of representatives talk about making changes to the U.S. health care system.



People march by the Capitol Building in 2018 to show their support for anti-gun laws.

Speeches

Unless a time limit has been set, senators can usually talk about a bill for as long as they like. Often only a few senators talk about a bill. Other senators are busy working in groups or in their offices. Lights and bells tell senators when it's time to vote.

Senator Jon Tester from Montana talks to people from his state during a parade in 2018.



Since there are so many representatives, rules limit how long they can talk about a bill. Rules also limit the number of changes that can be made to a bill in the House.



Representative Nancy Pelosi from California gave the longest speech ever in the House. It lasted for more than eight hours.

What Members of Congress Do

Members of Congress are very busy.
Here is a look at some parts of their work.



Representative Will Hurd from Texas serves Thanksgiving dinner at an army base in 2017.

Checks and Balances

Under the Constitution, each of the three branches of government can stop, or "check," the other two. This system of checks and balances is an important part of the Constitution. It helps prevent one branch from having too much power.



Members of Congress spend a lot of their time raising money for election **campaigns**. They spend money on ads, travel, posters, stickers, and stamps to get elected and stay in their positions.

Since representatives only serve a two-year term, fund-raising is really important for them. Representatives might spend half their day trying to get people's support. They make phone calls and give speeches and interviews. They talk about what they have done and what they plan to do to help the people they represent.

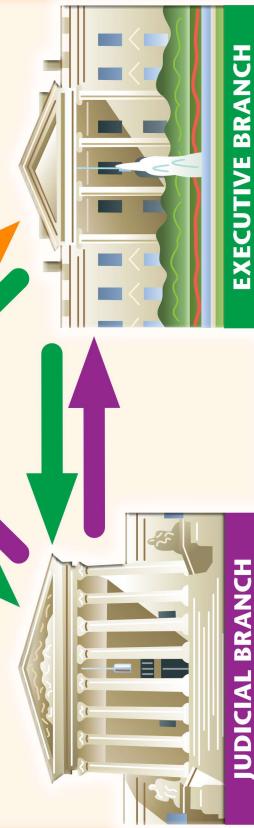


Getting Elected

Representative Pramila Jayapal (pruh-MIH-luh JYE-uh-pawl) from Washington talks about why she wants to keep working in the House.

The legislative branch checks the judicial branch because it can remove judges from office. The judicial branch makes sure Congress's laws follow the Constitution.

The legislative branch checks the executive branch. It controls the budget and can remove a president from office. The executive branch can check the legislative branch. It can veto a bill so it can't become law. With enough votes, Congress can vote down a veto.



The executive branch checks the judicial branch by picking judges. The judicial branch also checks the executive branch. It makes sure the president's orders follow the Constitution.

Glossary

campaigns (<i>n.</i>)	planned actions taken to reach a certain goal (p. 13)
elected (<i>v.</i>)	chosen by vote to be a member of government (p. 6)
fund-raising (<i>n.</i>)	the process of collecting money to support a certain cause or goal (p. 13)
House of Representatives (<i>n.</i>)	one of the two parts of the U.S. Congress that makes laws, having a number of representatives from each state that is based on how many people live there (p. 4)
legislative (<i>adj.</i>)	of or relating to the branch of government that makes laws (p. 5)
limit (<i>n.</i>)	the greatest or smallest number or amount that is allowed (p. 12)
reject (<i>v.</i>)	to refuse (p. 10)
research (<i>n.</i>)	a detailed study of a subject, especially to discover new information or to find facts (p. 9)
Senate (<i>n.</i>)	one of the two parts of the U.S. Congress that can make laws, having two senators for each state (p. 4)

A statue called *Freedom* atop the Capitol Building proudly shows what is important to the American people.



Conclusion

The legislative branch is an important part of the U.S. government. Senators and representatives write and change laws. They make sure the voices of the American people are heard in their government.

The Judicial Branch

A Reading A-Z Level N Leveled Book
Word Count: 496

Connections

Writing

Research to learn more about one of the notable justices listed in the book. Write a paragraph about his or her work before becoming a member of the Supreme Court and any important decisions made as a justice.

Art

The statue of Lady Justice stands outside the Supreme Court. Discuss with your class why she wears a blindfold and carries a sword and a set of scales. What else would you add to the statue? Why?

Reading A-Z

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LEVELD BOOK • N

The Judicial Branch

Connections

Writing

Research to learn more about one of the notable justices listed in the book. Write a paragraph about his or her work before becoming a member of the Supreme Court and any important decisions made as a justice.

Art

The statue of Lady Justice stands outside the Supreme Court. Discuss with your class why she wears a blindfold and carries a sword and a set of scales. What else would you add to the statue? Why?



Written by Margot Oliver

www.readinga-z.com

Words to Know

Constitution
disagreements
federal
judicial
justice
legal

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Written by Margot Oliver
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Focus Question

What is the judicial branch responsible for, and how does it protect citizens of the United States?

Correlation

LEVEL N	M
Fountas & Pinnell	M
Reading Recovery	20
DRA	28

The Judicial Branch
Level N Leveled Book
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Judges may use a gavel to call the court to attention.

Ruled by Laws

Americans do not bow down to a king or queen. A single leader does not tell us what we can say or do. We are ruled by laws. These laws protect us and help make sure everyone is treated fairly.

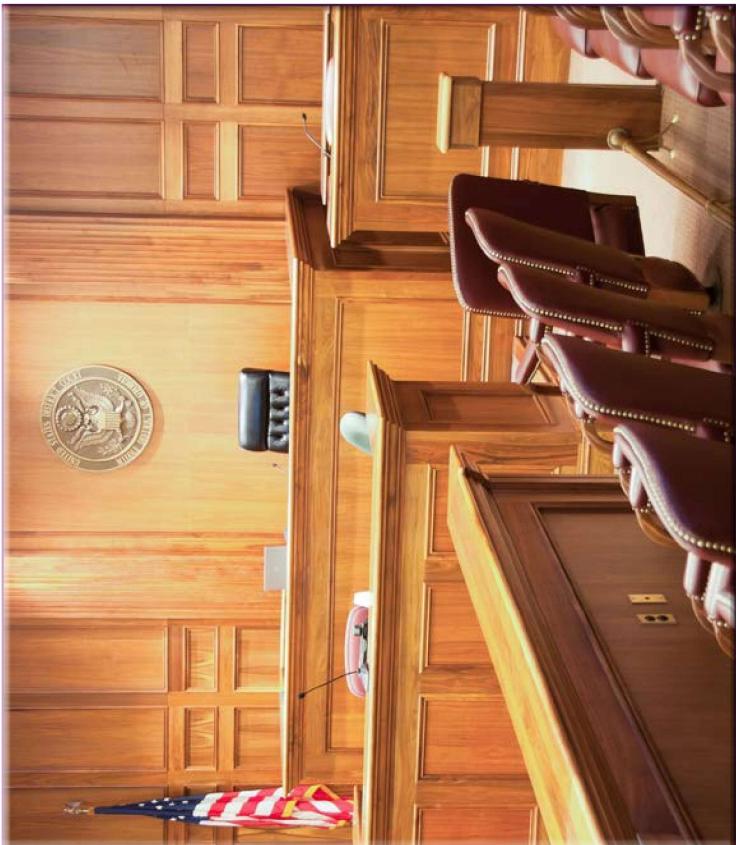
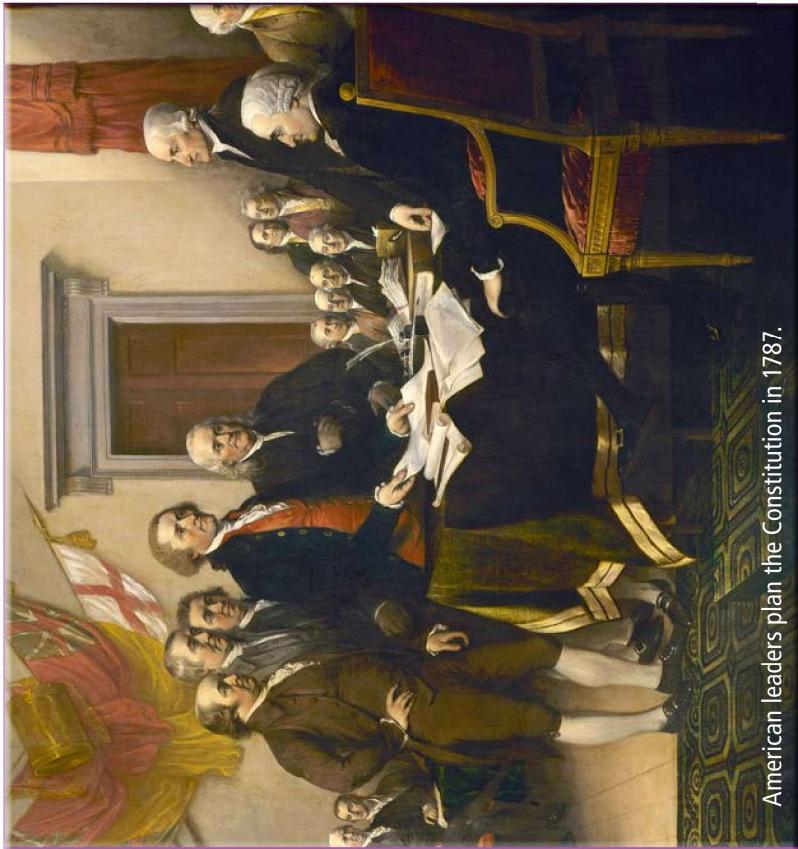


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Ruled by Laws	4
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People do not always follow laws or agree about what is fair. We have courts of law to punish those who break laws and to settle disagreements. The judicial branch is one part of the United States government. It watches over our country's courts and legal system. It also protects our rights.



American leaders plan the Constitution in 1787.

The Constitution and the Judicial Branch

In 1788, American leaders adopted the **Constitution** of the United States. The Constitution was a system of laws to help run the new country. This system has changed over time, but it is still used today.

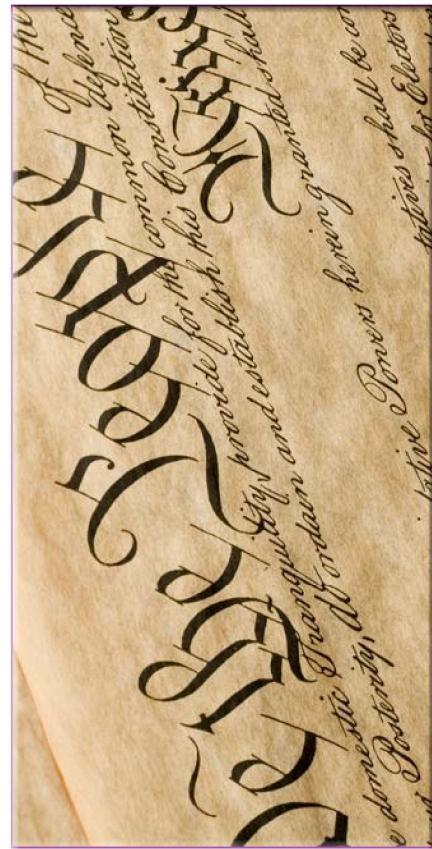
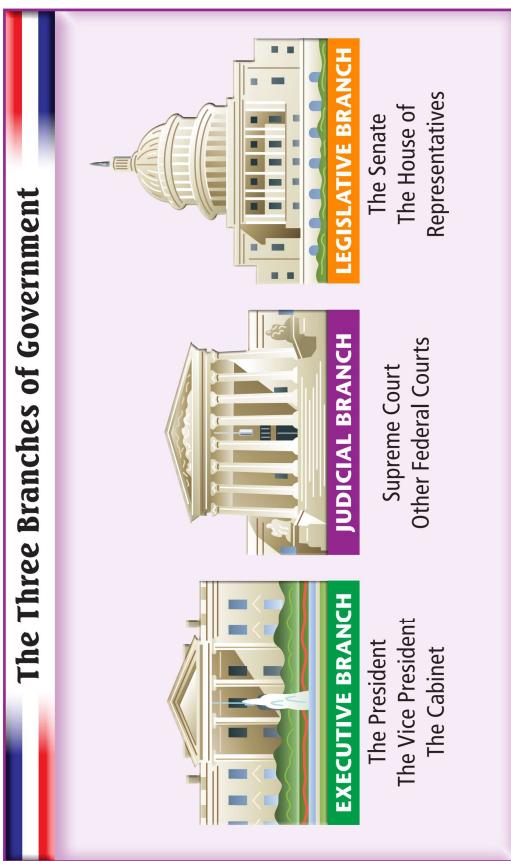


Lawyers from both sides of a case speak before a jury. A jury is a group of people who are picked to hear a case.

The Constitution splits the U.S. government into three branches, or parts. The executive branch is led by the president. It handles most government business and departments. The legislative branch is made up of the U.S. Senate and House of Representatives. It makes laws and stands for U.S. citizens in the government. The judicial branch watches over U.S. courts and the legal system.

Sometimes the different branches work together. At other times, they work against each other.

One part of the Constitution talks about the judicial branch and how it is set up. The country's courts handle **federal** laws that get broken. They also help decide whether new laws follow the ideas in the Constitution. However, people sometimes disagree about what the Constitution means and what it allows.



The first three parts of the Constitution talk about the three branches and split their power evenly.

Checks and Balances

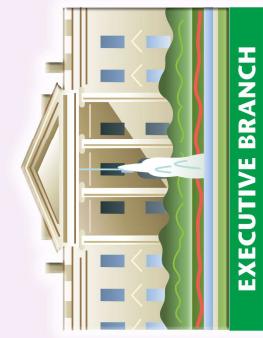
Under the Constitution, each of the three branches of government can stop, or "check," the other two. This system of checks and balances is an important part of the Constitution. It helps keep one branch from having too much power.



JUDICIAL BRANCH

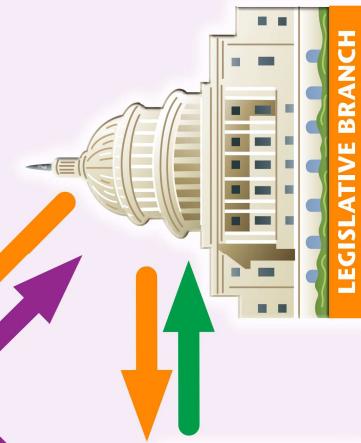
The executive branch checks the judicial branch by picking judges. The judicial branch also checks the executive branch. It makes sure the president's orders follow the Constitution.

The legislative branch checks the judicial branch because it can remove judges from office. The judicial branch makes sure Congress's laws follow the Constitution.



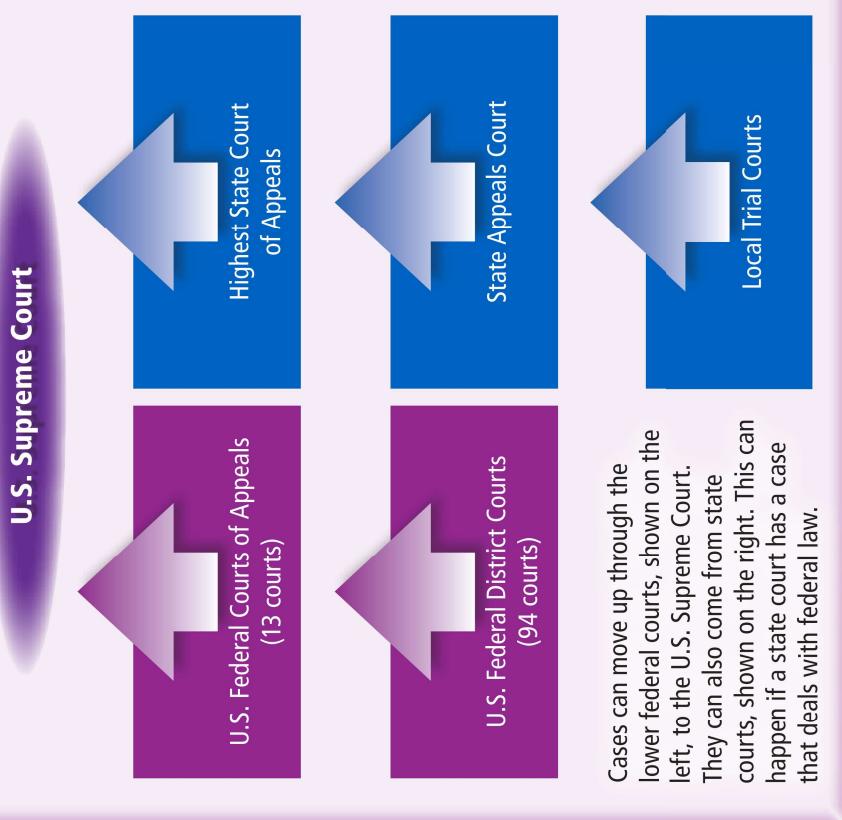
EXECUTIVE BRANCH

The legislative branch checks the executive branch. It controls the budget and can remove a president from office. The executive branch can check the legislative branch. It can veto a bill so it can't become law. With enough votes, Congress can vote down a veto.



LEGISLATIVE BRANCH

How a Case Reaches the Supreme Court



How the Federal Courts Work

The judicial branch is made up of lower federal courts across the country and the Supreme Court in Washington, D.C. All courts are run by judges.

Most U.S. court cases start in a lower court. The side that loses a case may ask a higher federal court to review the decision. The higher court studies the case and decides whether the first court made any mistakes. However, it may agree with the first court. The side that loses in the higher court can ask the Supreme Court to review the case.

The Supreme Court is the top court in the country. Judges known as justices decide whether a case is important enough for them to review. When they agree to review a case, they study it carefully. Then they vote on the case to choose the winning side. Their choice is final. A Supreme Court decision can help shape the U.S. government and the lives of all Americans.



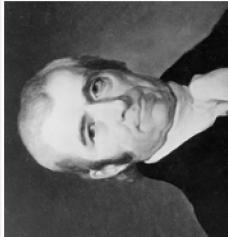
In the higher federal courts, a team of three judges listens to a case. They decide whether they agree or disagree with the lower court's decision.



Each year, the Supreme Court is asked to hear about 7,500 cases. The court usually works on fewer than 150 of them.

Notable Chief Justices

There are nine justices on the Supreme Court, including the chief justice. Important justices who have been on the Supreme Court include:



John Marshall (served 1801–1835): He served as chief justice for longer than anyone else in Supreme Court history.



Earl Warren (served 1953–1969): Under Warren's leadership, the court worked toward equal rights for African American people.



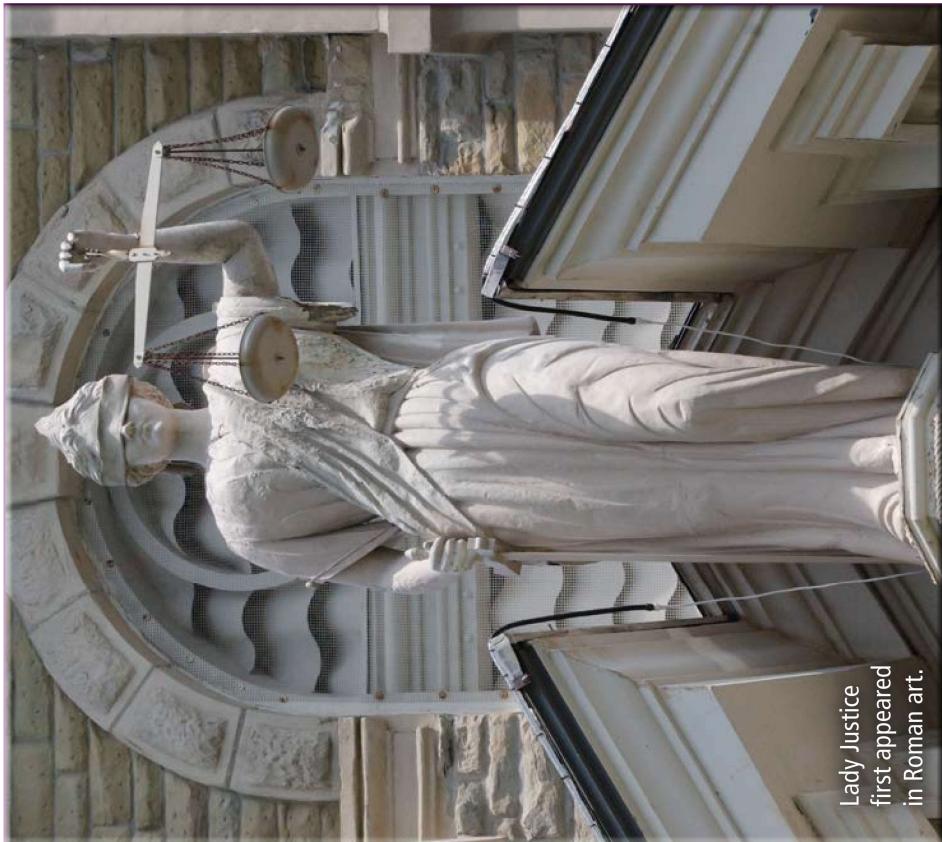
Thurgood Marshall (served 1967–1991): Marshall became the first African American Supreme Court justice.



Sandra Day O'Connor (served 1981–2006): O'Connor became the first female Supreme Court justice.



Sonia Sotomayor (served 2009–): Sotomayor became the first Hispanic Supreme Court justice.



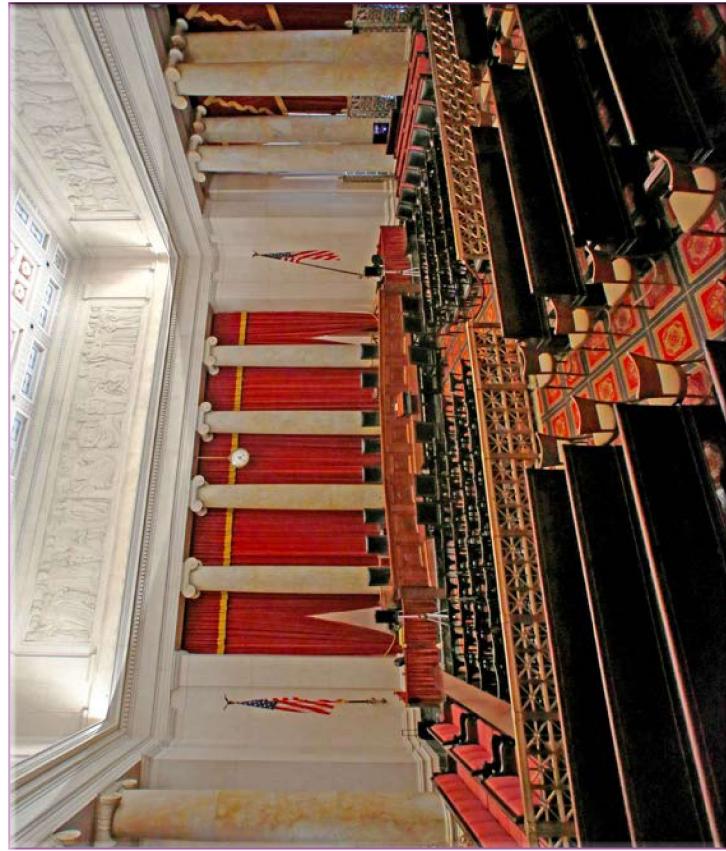
Lady Justice

Lady Justice is a figure that stands for the judicial branch. She holds a set of scales and a sword, and she wears a blindfold to show that she is fair. She is ready to defend justice.

The judicial branch is in charge of the United States justice system. The creators of the Constitution knew that a good justice system was important for their new country. It gives people peaceful ways to settle disagreements. Above all, it helps protect the rights of Americans.

Glossary

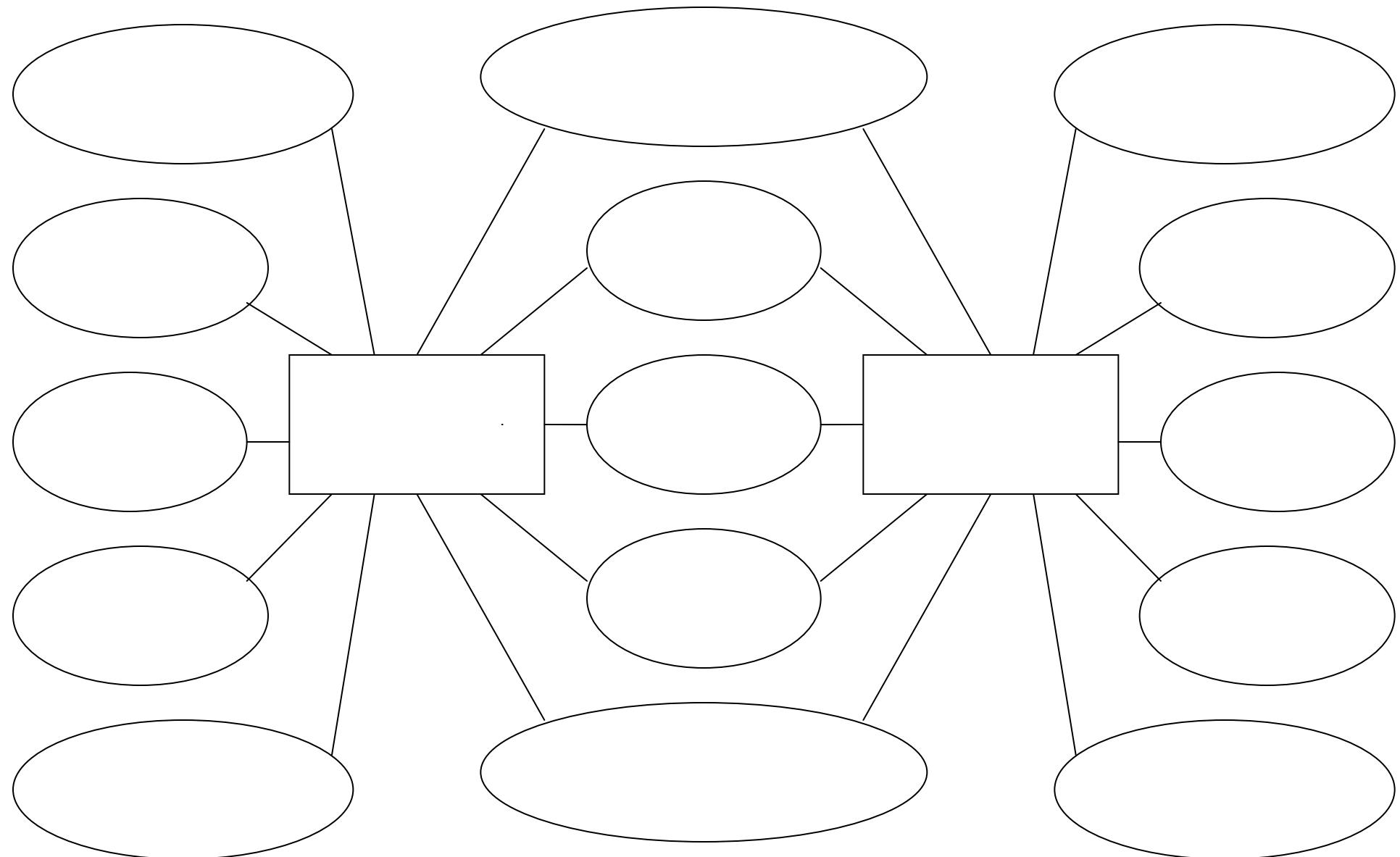
Constitution (n.)	the set of written rules and principles upon which United States laws are based (p. 6)
disagreements (n.)	situations in which people have different opinions (p. 5)
federal (<i>adj.</i>)	of or relating to a central government that shares power with separate states or regions (p. 8)
judicial (<i>adj.</i>)	of or relating to the branch of government that makes sure laws agree with the Constitution (p. 5)
justice (<i>n.</i>)	the quality or act of being fair and honest (p. 14)
legal (<i>adj.</i>)	allowed by the law (p. 5)



People can sit in the courtroom of the Supreme Court and listen to the judges talk about cases.

Name: _____ Date: _____ Class: _____

Compare and Contrast Chart with Bubble Map



Non-Fiction TIC-TAC-TOE

What's The Word?

CHOOSE 5 VOCABULARY WORDS THAT WERE NEW TO YOU IN THE READING. WRITE DOWN THE DEFINITION OF EACH WORD USING CONTEXT CLUES FROM THE TEXT.

THE DIAGRAM

CHOOSE A DIAGRAM, CHART, OR PHOTOGRAPH FROM THE READING AND DRAW IT.
THEN EXPLAIN HOW IT HELPS THE READER UNDERSTAND THE TEXT

TALK SHOW

WRITE DOWN 5 QUESTIONS YOU WOULD ASK THE AUTHOR.
WHAT ARE YOU STILL WONDERING?
WHAT DO YOU STILL WANT TO LEARN ABOUT?

SUMMARY

WRITE A SUMMARY ABOUT WHAT YOU'VE READ.
INCLUDE THE MAIN IDEA, FACTS AND DETAILS FROM THE TEXT.

POINT OF VIEW

WHOSE POINT OF VIEW IS THE TEXT WRITTEN FROM?
WOULD THE TEXT BE DIFFERENT FROM SOMEBODY ELSE'S POINT OF VIEW?

AUTHOR'S PURPOSE

WHY DID THE AUTHOR WRITE THIS TEXT?
HOW DO YOU KNOW?

FAST FACTS

LIST 5 INTERESTING THINGS YOU LEARNED FROM THE READING.

MAIN IDEA

WHAT IS THE MAIN IDEA OF THE TEXT?
LIST SPECIFIC DETAILS FROM THE TEXT THAT SUPPORT THE MAIN IDEA.

LET'S CONNECT

MAKE A CONNECTION BETWEEN SOMETHING YOU READ AND SOMETHING FROM YOUR LIFE, ANOTHER TEXT, OR THE WORLD AROUND YOU.

King County Library System Access for Highline Students

All Highline students have digital KCLS accounts. Through KCLS you are able to access online materials (books, magazines, videos, and databases). If the book you are waiting for is not available you may place a hold and be notified when it becomes available.

To log-on:

1. Go to www.kcls.org/students
2. Once you land on the student page, **DO NOT** login yet.
3. Choose **elementary school students**
4. Choose one of the links in the center of the screen to explore
5. Log-in from your chosen page using your student number. (*Note: All library card numbers for Highline School District students begin with 401, and are followed by your student number. Your password is the last 4 digits of your student number.*)

Example:

library card number: 4019811640

PIN: 1640

Acceso al Sistema de bibliotecas del condado King para los estudiantes de Highline

Todos los estudiantes de Highline tienen cuentas digitales de KCLS. A través de KCLS pueden tener acceso a materiales en línea (libros, revistas, videos y bases de datos). Si el libro que está esperando no está disponible puede reservarlo y ser notificado cuando esté disponible.

Para iniciar la sesión:

1. Vaya a www.kcls.org/students
2. Una vez que llegues a la página del estudiante, **NO** inicies la sesión todavía.
3. Escoge estudiantes de la primaria
4. Escoge uno de los enlaces en el centro de la pantalla para explorar
5. Inicia la sesión de la página escogida usando tu número de estudiante. (Nota: Todos los números de las tarjetas de la biblioteca para el Distrito Escolar de Highline empiezan con 401 y son seguidos por tu número de estudiante. Tu contraseña son los últimos 4 dígitos de tu número de estudiante.)

Ejemplo:

Número de la tarjeta de la biblioteca: 4019811640

PIN: 1640

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Để truy cập

1. Vô mạng: [ww.kcls.org/students](http://www.kcls.org/students)
2. Khi bạn đạt được vô trang học sinh (student page), vẫn **KHÔNG** truy cập.
3. Chọn **elementary school students** (học sinh tiểu học)
4. Chọn một trong những nối kết ở giữa màn hình (screen) để khám phá
5. Đăng nhập từ trang bạn chọn bằng số thẻ học sinh của bạn (your student number).
(Chú ý: Tất cả số thẻ thư viện cho học sinh thuộc khu học chánh Highline bắt đầu bằng số 401, tiếp theo là số thẻ học sinh của bạn. Mã số (password) của bạn là 4 số sau cùng của số thẻ học sinh của bạn)

Thí dụ

Số thẻ thư viện: 4019811640

PIN: 1640

Gelitaanka Nidaamka Laybareeriga Degmada King ee Ardayda Highline

Dhamaan ardayda Highline waxa ay leeyihiiin xisaabaadka KCLS oo dhijitaal ah. KCLS waxa aad ka geli kartaa agab online ah (buugaag, majalado, fiidyaw, iyo kaydka maclumaadka). Hadii buuga aad sugaysay aanad ka geli karin waxaa lagu gelin karaa hakad oo waxaa lagula socodsiin doonaa marka la heli karo.

Si aad u gasho:

1. Qabo www.kcls.org/students
2. Marka aad tagto boga ardayga, **HA** gelin weli.
3. Waxa aad doorataa **ardayda dugsiga hoose**
4. Ka dooro mid kamid ah linkiyada xarunta ee shaashada baadhitaanka
5. Waxa aad ka gashaa boga aad dooratay adiga oo isticmaalaya lambarka ardaygaaga. (*Oggow: Dhamaan lambarada ardayda Degmada Dugsiga Highline ee ku bilaabma 401, oo ay markaa la socdaan lamabrka ardayga. Baaswoodhkaagu waa 4 god ee ugu danbeeya lambarkaaga ardayda.*)

Tusaale ahaan:

Lambarka kaadhka laybareeriga: 4019811640

PIN: 1640

King County Library System & Highline ቴማሪዎች

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English 3-5 Weeks 1-2

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose any TV show or movie. Write the title, characters, setting, beginning, middle, and end.	Use things you can find in your house to invent something new. Illustrate and label it. Write about how you would use this invention to solve a problem.	Write a letter to your teacher about what you did today. Use words like first, next, then, last, and finally.	Find something in your house that starts with every letter of the alphabet. Example: A: airplane toy B: bread	Choose something in your house to use as a measuring tool, like a water bottle or a spoon. Measure 10 things with that tool and make a list. Example: My bed is 12 water bottles long.
Monday	Tuesday	Wednesday	Thursday	Friday
Find 30 objects in your home. Sort them into lists. Example: things that are red, things that are plastic, things that are magnetic.	Roll up three pieces of paper to make tubes. Stand them up. See how many things you can stack on top of the tubes. Make a list of all the things you were able to stack.	Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.	Write acrostic poems to describe each member of your family (even your pets!) Example: M - magical A - ambitious X - eXcellent	Think of two characters from two different books or shows. Write a story about what might happen if they met each other.

English 3-5 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday				
Read a book to your family, but don't let them see the title. Let them take turns to guess the title.	<p>Make a T-chart. Make a list of opposites in your home.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>washer</td> <td>dryer</td> </tr> <tr> <td>spoon</td> <td>fork</td> </tr> </table>	washer	dryer	spoon	fork	<p>Find food in your house, like crackers or water bottles. Write or draw a word problem.</p> <p>Omar has 36 crackers. Neveah ate twenty-three. How many are left?</p>	Go outside. Write and draw what you see, hear, think, feel, and smell.	Choose two animals. Draw and label their body parts. Create a venn diagram to compare them.
washer	dryer							
spoon	fork							
Monday	Tuesday	Wednesday	Thursday	Friday				
Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.	<p>Use crackers or candy to write words you find in your home.</p> 	<p>Take a walk in your neighborhood. Use sticks, leaves, and rocks to leave messages for your neighbors.</p> 	Think of someone you would like to interview. Write them a letter with your questions.	<p>Use the food in your house to create a menu with prices. Use them to write word problems.</p> <p>Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00 </p>				

Spanish 3-5 Semanas 1-2

usar una hoja de libreta para completer las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
<p>Escoge un programa de television y crear una lista de titulo, personajes, lugar, comienzo, medio y fin.</p>	<p>Usar cosas que puedes encontrar en tu casa para inventar algo nuevo. Dibujalo y etiquetalo. Escribe como este invento va hacer de ayuda.</p>	<p>Escribir una carta a tu maestro de como estuvo tu dia. Usar palabras como: primero, siguiente,despues , ultimo y finalmente.</p>	<p>Encontrar cosas en casa que empiecen con las letras del abecedario Ejemplo: A: anillo B: basura</p>	<p>Escoge algo en tu casa para usar de herramienta para medir, como una botella de agua o una cucharra. Medir 10 cosas con tu herramienta y hacer una lista. Ejemplo: Mi cama mide 12 botellas de agua de largo.</p>
Lunes	Martes	Miercoles	Jueves	Viernes
<p>Encontrar 30 cosas en tu casa. Acomodarlos por listas. Ejemplo: cosas que son rojas, cosas que son de plastico, cosas que tienen iman.</p>	<p>Enrollar 3 pedazos de papel para hacer tubos. Paralas y mira cuantas cosas puedes poner encima. Hacer una lista de todo lo que pusiste encima.</p>	<p>Crear una busqueda de tesoros para tu familia. Esconde cosas alrededor de tu casa y escribe pistas para que los demas los encuentren.</p>	<p>Escribe poemas acrostico de toda tu familia diciendo cosas buenas (hasta de tus mascotas)! Ejemplo: M - magico A - asombroso X - eXcelente</p>	<p>Piensa en dos diferentes personajes de distintos libros o peliculas. Escribe una historia de como pudieran llegar a conocerse.</p>

Spanish 3-5 Semanas 3-4

Usar una hoja de libreta para completar las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes				
<p>Leer un libro a tu familia, sin decirles el titulo. Al final, deja que adivinen el titulo.</p>	<p>Crear una grafica T. Haz una lista de cosas opuestas en tu casa.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>lavadora</td> <td>secadora</td> </tr> <tr> <td>cuchara</td> <td>tenedor</td> </tr> </table>	lavadora	secadora	cuchara	tenedor	<p>Encontrar comida en tu casa, como galletas o botellas de agua. Escribe una historia de problema matematica.</p> <p>Omar tiene 36 galletas. Neveah se comio vintitres.?</p>	<p>Ve afuera. Dibuja lo que ves, oyes, piensas, tocas y hueles.</p>	<p>Escoge 2 animals. Dibujalos y etiqueta los partes de su cuerpo. Crear una table para compararlos</p>
lavadora	secadora							
cuchara	tenedor							
Lunes	Martes	Miercoles	Jueves	Viernes				
<p>Crear un espectaculo de marioneta de sombras con tus manos y la pared. Escribe el titulo, personajes, problema, solucion y el fin de la historia.</p> 	<p>Usar galletas o dulces para escribir palabras de cosas que encuentres en tu casa.</p>	<p>Sal a caminar en tu vecindad. Usa palos, hojas y piedras para hacer palabras para que vean tus vecinos.</p> 	<p>Piensa en alguien a quien te gustaría entrevistar. Escríbeles una carta con tus preguntas.</p>	<p>Usa la comida que tienes en casa para crear un menu con precios. Usalos para escribir problemas.</p> <p>Ejemplo: Leche = \$2.00 Platanos = \$3.00 Nieve = \$1.00</p>				

Vietnamese 3-5 tuần 1-2

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Chọn bất kỳ chương trình truyền hình hoặc phim. Viết tiêu đề, tình tiết của phim: bắt đầu, giữa và kết thúc.</p>	<p>Sử dụng những thứ bạn có thể tìm thấy trong nhà của bạn để phát minh ra một cái gì đó mới. Minh họa và dán nhãn cho nó. Viết về cách bạn sẽ sử dụng phát minh này để giải quyết vấn đề.</p>	<p>Viết một lá thư cho cô/thầy của bạn về những gì bạn đã làm ngày hôm nay. Sử dụng các từ như đầu tiên, tiếp theo, sau đó, và cuối cùng.</p>	<p>Tìm một cái gì đó trong nhà của bạn bắt đầu với mỗi chữ cái của bảng chữ cái.</p> <p>Thí dụ:</p> <p>A: airplane toy B: bread</p>	<p>Chọn một cái gì đó trong nhà của bạn để sử dụng như một công cụ đo lường, như một chai nước hoặc một cái muỗng. Đo 10 vật dụng với công cụ đó và lập danh sách.</p> <p>Thí dụ: My bed is 12 water bottles long.</p>
Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Tìm 30 vật dụng trong nhà của bạn. Lựa và sắp xếp chúng vào danh sách.</p> <p>Ví dụ: những thứ có màu đỏ, những thứ bằng nhựa, những thứ có từ tính (chất hít).</p>	<p>Cuộn ba mảnh giấy để làm ống. Dụng đứng lên. Xem có bao nhiêu thứ bạn có thể xếp chồng lên nhau trên các ống này.</p> <p>Viết một danh sách tất cả những thứ bạn có thể xếp chồng lên nhau.</p>	<p>Tạo một cuộc săn lùng cho gia đình của bạn. Giấu những thứ xung quanh nhà bạn, sau đó viết mạnh môi để giúp họ tìm kiếm.</p>	<p>Viết những bài thơ acrostic để mô tả từng thành viên trong gia đình bạn (thậm chí cả thú cưng của bạn!).</p> <p>Thí dụ:</p> <p>M - magical A - ambitious X - eXcellent</p>	<p>Hãy chọn hai nhân vật từ hai cuốn sách hoặc chương trình TV khác nhau. Viết một câu chuyện về những gì có thể xảy ra nếu họ gặp nhau.</p>

Vietnamese 3-5 tuần 3-4

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
Đọc một cuốn sách cho gia đình bạn, nhưng đừng để cho họ thấy tên sách. Hãy để họ lần lượt đoán tên sách.	Làm biểu đồ chữ T. Ghi xuống các vật dụng đối lập trong nhà bạn. Ví dụ: washer dryer spoon fork	Tìm thức ăn trong nhà của bạn, như bánh quy hoặc chai nước. Viết và giải một bài toán. Thí dụ: Omar has 36 crackers. Neveah ate twenty-three. How many are left?	Đi ra ngoài trời. Viết hoặc vẽ hình những gì bạn thấy, nghe, ngửi, suy nghĩ, và cảm nhận	Chọn hai con vật. Vẽ hình và ghi chú các bộ phận cơ thể của nó. Tạo một sơ đồ Venn để so sánh chúng.
Tạo một câu chuyện con rói bóng trên tường. Viết tựa đề, nhân vật, vấn đề, giải pháp và kết thúc câu chuyện của bạn.	Sử dụng bánh hoặc kẹo để tạo những từ bạn tìm thấy trong nhà của bạn.	Đi dạo trong khu phố của bạn. Nhặt và sử dụng que cây, lá và sỏi đá nhỏ để sắp lại tin nhắn cho hàng xóm của bạn.	Hãy nghĩ về một người mà bạn muốn phỏng vấn. Viết cho họ một lá thư với câu hỏi của bạn.	Sử dụng thực phẩm trong nhà của bạn để tạo ra một thực đơn với giá cả. Sử dụng chúng để viết bài toán chữ. Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00

Candy



Somali 3-5 Isbuuc 1-2

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
Daawo filin ama bandhig ka so galo TVga. Qor: cinwaanka, jilayaasha, meesha lagu dhigay, bilaawga, dhexda iyo dhamaadka.	U isticmaal alaabada gurigaada inaad wax abuurto. Muuji oo calaamadee. Qor sida aad ugu adeegsan lahayd abuurkan si aad u xalliso dhibaato.	Warqad macalinkaada u qor oo ku saabsan wawaad maanta sameeysay. Wawaad isticmaashaa ereyada sida marka hore, kan ku xiga, ka dib, kan ugu dambeeya, iyo kan ugu si dambeeya.	Qor eray ka bilowda xaraf kasta oo alifbeetada ah gurigaada dhaxdiisa: Tusaale: A: Airplane B: Bat C: Car	Dooroo wax gurigaaga yaal oo aad u isticmaasho qalab wax lagu cabiro, sida dhalada/caagada biyaha ama qaado. Ku cabbir 10 waxyaabood qalabkaa kadibna samee liis. Tusaale: Sariirteydu waxay dherer le'egtahay 12 caagadaha/dhalooyinka biyaha ah.
Ka raadi 30 waxyaabood gurigaaga dhexdiisa. Ukala saar dhawr liis. Tusaale: waxyaabaha guduudka ah, waxyaabaha caagga ah, waxyaabaha bir labka ah.	Duuduub sadex wax oo warqad ah si aad u sameysid tuubooyin. Istaaji. Eeg in wax ee aad dul saari karto tuubooyinka. Ka samee liis inta wax ee aad dul saartay tuubooyinka.	U samee qoyskaada ciyaar wax ugaarsi ah. Waxyaabo ku qari guriga meelo la mid ah, kadib qor furayaal ama tilmaamo lagu raadin karo waxyaabahaad qarisay	Qor gabayo gaaban oo aad ku tilmaameyso qofkasta oo qoyskaada la mid ah. (Xataa xayawaankaa guri jooga ah!). Tusaale: M - Indha sarcaadle A - Hami sare leh X - Aad u wanaagsan	Ka fikir labo qof oo labo buugag oo kale duwan ku jiro ama labo bandhig TVga ka so galo. Sheeko ka qor haday kulmaan waxa dhici doono.

Somali 3-5 Isbuuc 3-4

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
<p>U akhri buug qoyskaada, laakiin ha u oggolaan inay arkaan cinwaanka. Midba toog ha isku dayaan inay qiyaasaan</p> <p>cinwaanka</p>	<p>Samee liis ka kooban labo qaybood. Ku qor waxyaabo lid isku ah oo gurigaada ku jiro.</p>	<p>Soo hel unto gurigaada taalo sida buskud ama dhalo biyo. Qor ama sawir su'aalo. Sida “Omar soddon buskud ayuu heystaa, Samira ayaa shan cuntay, meeqaa haray?”</p>	<p>Banaanka u bax. Sawir waxa aad aragto, maqasho, ku fikirto, dareemayso, iyo waxaad uriso.</p>	<p>Door labo xayawaan. Sawir oo calaa madee qaybaha jirkooda. Jaantuuska (Venn Diagram) is barbar dhig ka samee si aad iskugu bar bardhigto deegaankooda.</p>
<p>Samee sheeko aad u isticmaashay boombalo ood darbi ku qabatay. Qor cinwaanka sheekada, jilayaasha, dhibaatada, xalka, iyo dhamaadka sheekada.</p>	<p>Isticmaal buskud ama nacnac si aad ugu qorto ereyada gurigaada ku yaal.</p>	<p>U lugee xaafadaada. Isticmaal ulaha, caleemaha, iyo dhagaxaha si aad u dhaafsto farriin dariskaada ay fahmi karaan.</p>	<p>Ka fikir qof aad jeceshahay inaad wareysato. U qor warqad su'aalaha aad qabtid.</p>	<p>Adigoo cuntada gurigaada taalo isticmaalayo, menu qiima wato samee. Kadibna su'aalo ka qor.</p> <p>Tusaale:</p> <p>Caano = \$2.00</p> <p>Moos = \$3.00</p> <p>Jalaato = \$1.00</p>

THE META-MOMENT

OVERVIEW

The Meta-Moment

What is the Meta-Moment?

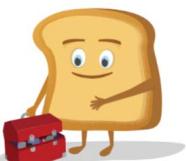
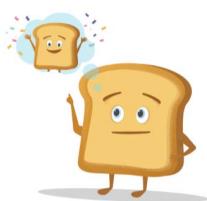
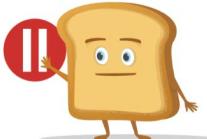
Most of us have had the experience of “losing our cool” and regretting it later. For example, your daughter is whining, the milk spills, and you’re late for work. You yell at her and she dissolves into tears. Later, you wish you had handled the situation differently.

Even in the most trying moments, our behavior does not have to be automatic and reactive. The Meta-Moment is a process that allows us to prolong the time from when we are triggered to when we respond. And, taking Meta-Moments keeps us aligned with our values over time. With practice, our responses can be more deliberate and skillful. Even when our emotions are really “hot,” we can take a Meta-Moment, pause, call to mind our ‘best self’ and choose a helpful strategy.

Practicing Meta-Moments over time requires intentionality and effort...and, it's worth the extra effort to feel proud of the actions we choose even in the most challenging moments.

The Meta-Moment consists of four steps:

- 1. Sense:** You sense that something has happened or changed in your environment, body, mind, or behavior. For example, you may notice that your palms are sweaty and your mind is racing, or that your heart is beating more quickly in response to an event.
- 2. Pause:** You make a conscious choice to pause, and take a few long, slow, deep breaths. This helps to calm your body and mind in the moment so that you can try to problem-solve more effectively.
- 3. See Your Best Self:** When pausing, you call to mind an image of your ‘best self’ – the ideal self you want to be; the person you are when your actions align with your values.
- 4. Strategize & Act:** As your ‘best self,’ you might choose a thought strategy or an action strategy. A thought strategy might be to remember that there is more than one perspective, or to consider your larger goals (such as preserving the relationship). An action strategy might be to take a walk, drink some water, or set up a time for a conversation later. If you responded to the moment as your ‘best self,’ you’ve just taken a Meta-Moment!



THE META-MOMENT

FIFTH GRADE

MY NAME _____

DATE _____

Duration: 30–45 minutes

1

Family members and grown-ups, please read this before your child leads the activity.

Key Ideas:

- Everyone experiences strong and unpleasant emotions sometimes.
- As we grow, we can learn to manage our emotions with greater skill.
- Taking Meta-Moments can help us move from automatic reactions to responses we feel good about.
- We can also plan skillful responses to emotional situations in advance.

Activity Goals:

- To brainstorm and discuss emotion regulation strategies that you might use in anticipation of difficult situations.
- To develop a strategy book as a resource for the whole family.

Activity Description:

The Meta-Moment helps us manage intense emotions “in the moment” so that we can have more satisfying outcomes.

Other times, we can plan for that intense moment. We can almost anticipate that an upcoming event will trigger us. In this case, why not plan our response in advance?

Today, your child will lead you through an activity that will help you and your family brainstorm different strategies that you can use in anticipation of difficult situations.

Before you begin, please review the Meta-Moment Overview.

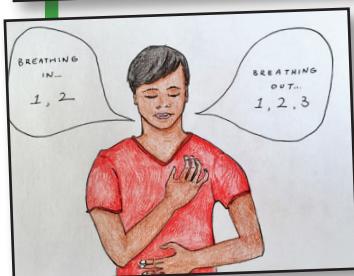
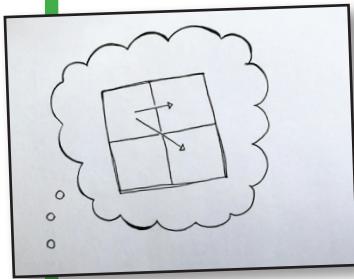
2

Student, follow the first steps and then have fun doing the activity!

First Steps

1. Share how the Meta-Moment works.
2. Give some examples of both thought and action strategies.
3. Create a 'Strategy Book' for you and your family.

The Activity



1. First, ask each person to identify an upcoming event or situation that might cause them to be in the RED. These emotions may include frustration, resentment, or anxiousness.
2. Ask each family member to come up with 3 strategies they could use to handle their feelings more skillfully. Ask them to write their ideas on Activity Sheet 1.
3. Then, have each family member provide a specific example of each strategy. For instance, if you listed 'breathing' as a possible strategy, you can say, 'take a few slow, deep breaths before entering the room'.
4. Next, discuss what everyone wrote down.
5. Ask family members to choose one strategy that they would like to try for their upcoming situation. Put a star by that strategy.
6. Collect the Activity Sheets. You can staple them together to create a 'Strategy Book' for you and your family to use in the future. Design your own cover using Activity Sheet 2!

3

Planning ahead for Meta-Moments

ACTIVITY SHEET 1

Name: _____

My upcoming situation: _____

Three strategies I can use:	Specific examples of each strategy:
1.	1.
2.	2.
3.	3.

3

Planning ahead for Meta-Moments

ACTIVITY SHEET 1

Name: _____

My upcoming situation: _____

Three strategies I can use:	Specific examples of each strategy:
1.	1.
2.	2.
3.	3.

3

Planning ahead for Meta-Moments

ACTIVITY SHEET 1

Name: _____

My upcoming situation: _____

Three strategies I can use:	Specific examples of each strategy:
1.	1.
2.	2.
3.	3.



ACTIVITY SHEET 2