Students,

I was so sad to hear that I will not get to see you again this year. I feel like we got robbed of some of the most important and fun days of our 5th grade year. I'm sorry that has happened. I miss you all so much and, as soon as it's safe, I'd like to plan for us to get together. More information about that will come in the future, when we know it will be safe to meet in large groups again. I hope you have been keeping your brain strong and healthy and making good use of your time at home. As for your social studies AMI work, I'd like you to simply continue your journaling that you've been doing for days 11-20. I'm including some new ideas and topics to write about in case you're beginning to run out of ideas. I am not requiring you to do each and every one of these and if you have certain things you'd like to journal about, feel free to substitute that instead. These are just some ideas in case you are stuck and can't think of anything to write. I will only be looking to see that you participated, not that you used all of my ideas. Just like before, you can write these in google docs and share with me or write on paper and turn in when it is time. More information will come about how to turn in physical copies of assignments in the future. Keep hanging in there and washing your hands. I love you! Hope to see you sooner than later.

Mrs. Barnett

Ideas for journaling (remember these can be digital or on paper):

- Write a short newspaper article, summarizing events during the pandemic.
- Create a meme that shows how you've been affected by this.
- Make a timeline, including dates, of major happenings in your house during this time.
- Make a plan for learning a new skill or hobby, follow that plan, write a paragraph describing your results.
- Think about what you want to be when you grow up. Then write about the ways you think that industry has been affected by this.
- Practice social distancing, but remain social: write and send a letter to a friend, family member, or teacher you miss. Write a paragraph explaining how it made you feel to write a letter like the "old-timers" do.
- Write a paragraph telling your opinion of President Trump's response to this.
- Think about the upcoming election. Bernie Sanders has dropped out, leaving the race for President to be between Trump and former Vice President Joe Biden. Write a paragraph explaining how you think this will affect each candidates chances.
- Write a paragraph telling how you would react if you were president. What would you do to help the people? Which of your ideas are realistic? Which are not?
- Create a cover for a book titled "I Survived...the Coronavirs Pandemic of 2020."
- Create a comic strip showing each person in your family. Include thought bubbles to show how you think each person feels about this.
- Write a list of the 3 things you are most excited to do when things get back to normal and explain why you picked each one.
- Write a letter to your future self explaining the high and low points of this event.

- Experiment with food: Try something new, write out the recipe in your journal and explain how you liked it. (We used pancakes as bread for PB&J sandwiches...MMMMmmmm. Also, I've learned that I love asparagus.)
- Create a poster showing how to stay safe during this. Remember social distancing, handwashing, etc.
- Imagine you had to describe what this was like to someone else using only songs. Write down a list of songs you'd add to that playlist.
- Write a paragraph explaining what it's like being at home so often from a pet's point of view.
- Interview someone 5 or more years older or younger than you about how this has affected them. Write a compare/contrast paragraph telling how their experience is like and unlike yours.
- What song do you like to sing while handwashing and why?
- Create a list of all the items you'd buy if you were shopping for your family for a week. Try to be realistic. You don't want to run out, but you also don't want to be a panic buyer. Ask a parent to look over it and decide if you over or under bought and which items you did that with.
- Who is the first person you want to visit when this is over and why? Write about it.
- Pretend you are creating a video game about this. Draw a cover for the game. Include a title and write a short description of the goal of the game. How many players would it be?
- Compare/contrast what you think it's like living in the city vs. living in the country during this. Write a couple sentences telling where you'd prefer to be and why.
- Create a schedule for yourself to follow for a day. Make sure to include some time for your AMI, for reading, for staying active or being outdoors, for creating something (legos, arts and crafts, play doh), and some free time. Follow the schedule and write about what you liked about it and what you didn't. If you liked it, keep following it. If not, see if you can change it to be a schedule you do enjoy. As normal as we can be in these times, the better.

April 17, 2020

Dear Parents, Guardians, and Students,

I was extremely saddened by the news that we will not get to see each other this school year. I sincerely hope that you all are enjoying your time together. I am sure you are like me and do not like the circumstances, but we can find positives in all situations. I am going to go over the AMI Days with their corresponding dates in case anyone has lost track (easy to do).

We will also be letting you know how and when to turn in AMI packets and how and when we will hand out report cards for this year. This is an unprecedented year and we are all making adjustments.

AMI Day 1 – January 17th Students have already turned in papers for this day. ☺

AMI Day 2 - March 16th
AMI Day 3 – March 17th
AMI Day 4 – March 18th
AMI Day 5 – March 19th
AMI Day 6 – March 20th

Spring Break – March 23rd through March 27th

AMI Day 7 – March 30th
AMI Day 8 – March 31st
AMI Day 9 – April 1st (April Fool's Day – Be easy on the tricks)
AMI Day 10 – April 2nd
AMI Day 11 – April 3rd
AMI Day 12 – April 6th
AMI Day 13 – April 7th
AMI Day 14 – April 8th
AMI Day 15 – April 9th

There was no school scheduled for April 10th. FREE DAY

AMI Day 16 – April 13th
AMI Day 17 – April 14th
AMI Day 18 – April 15th
AMI Day 19 – April 16th
AMI Day 20 – April 17th

Final Packet of the 2019-2020 school year

AMI Day 21 – April 20th
AMI Day 22 – April 21st
AMI Day 23 – April 22nd

AMI Day 24 – April 23rd
AMI Day 25 – April 24th
AMI Day 26 – April 27th
AMI Day 27 – April 28th
AMI Day 28 – April 29th
AMI Day 29 – April 30th
AMI Day 30 – May 1st
AMI Day 31 – May 4th (For your information, this is teacher appreciation week)
AMI Day 32 – May 5th
AMI Day 33 – May 6th
AMI Day 34 – May 7th
AMI Day 35 – May 8th
AMI Day 36 – May 11th
AMI Day 37 – May 12th
AMI Day 38 – May 13th
AMI Day 39 – May 14th
AMI Day 40 – May 15th (Please remember our Seniors with a card, a gift, or a word of encouragement)
AMI Day 41 – May 18th
AMI Day 42 – May 19th
AMI Day 43 – May 20th
AMI Day 44 – May 21st
AMI Day 45 – May 22nd (Last day of the 2019-2020 School year)

As things stand right now we will return to school in August. We will keep you informed of all the changes as they are released to us.

You may feel free to **contact me on my phone at 870-704-9840** if you need help on any homework (I have taught all subject areas), emotional support, or if you need me to assist you in gaining access to extra copies of AMI's etc. I am here to help and support you, the student, the parents and the community. I can be contacted via email: michellecurtis@flippinschools.net or on messenger: **Michelle Stoner Curtis**

I miss you all SO much!

Michelle Curtis ♡

Michelle Curtis
Flippin Middle School Counselor

Math AMI days 21-45 Please let me know if you have any questions either through remind, or my email at kaylalamar@flippinschools.net
I miss you all and wishing you the best for summer and hope that we will see you all soon.

Day 21
Find a common denominator, then add, and simplify/reduce.

A. ½+⅓
B. ⅓+ ⅕
C. ¼+⅓
D. ⅓+ 1/7
E. ¾ + ⅕

Day 22
Find a common denominator, then subtract, and simply/reduce.

A. ⅓-¼
B. ⅕- 2/15
C. ⅔- ½
D. ⅚-¼
E. ⅔-1/7

Day 23
Mr. Penman had 2/3 liter of salt water. He used 1/5 of a liter for an experiment. How much salt water does Mr. Penman have left?

Day 24
Erin jogged 2 1/4 miles on Monday. Wednesday, she jogged 3 1/3 miles, and on Friday, she jogged 2 2/3 miles. How far did Erin jog altogether?

Day 25

Clayton says that 2 1/2 + 3 3/5 will be more than 5 but less than 6 since 2 + 3 is 5. Is Clayton's reasoning correct? Prove him right or wrong.

Day 26

Make up three equivalent fractions of your own.

(Example: 1/2=2/4)

Day 27

Subtract.

A. 3 ⅕- 2 ¼

B. 4 ⅖ - 3 ¾

C. 7 ⅕- 4 ⅓

Day 28

Mr. Lamar mixed up 12 3/5 gallons of chili for a party. If 7 3/4 gallons of chili was mild, and the rest was extra spicy, how much extra spicy chili did Mr. Lamar make?

Day 29

A principal evenly distributes 6 reams of copy paper to 8 fifth-grade teachers.

A. How many reams of paper does each fifth-grade teacher receive? Explain how you know using pictures, words, or numbers.

Day 30 (Use the info from previous day)

B. If there were twice as many reams of paper and half as many teachers, how would the amount each teacher receives change? Explain how you know using pictures, words, or numbers.

Day 31

A caterer has prepared 16 trays of hot food for an event. The trays are placed in warming boxes for delivery. Each box can hold 5 trays of food.

A. How many warming boxes are necessary for delivery if the caterer wants to use as few boxes as possible? Explain how you know.

Day 32 (Use the info from previous day)

B. If the caterer fills a box completely before filling the next box, what fraction of the last box will be empty

Day 33

Measure three objects in your home to the nearest half inch. (Ex. table, couch, cup, plate, fork, toy, any object.)

Day 34

An ice cube tray has two rows of 8 ice cubes. How many ice cubes are in a stack of 12 ice cube trays? Draw a picture to explain your reasoning.

Day 35

1) $\frac{1}{12} + \frac{5}{12} =$

2) $\frac{1}{10} + \frac{4}{10} =$

3) $\frac{2}{10} + \frac{2}{10} =$

4) $\frac{2}{12} + \frac{9}{12} =$

5) $\frac{4}{9} + \frac{4}{9} =$

Day 36

1) $\frac{5}{6} + \frac{8}{10} =$

2) $\frac{4}{13} + \frac{6}{26} =$

3) $\frac{1}{7} + \frac{6}{14} =$

4) $\frac{4}{7} + \frac{11}{14} =$

5) $\frac{3}{6} + \frac{12}{15} =$

Day 37

1) (14 +31 - 5) ÷ 5

2) (17 - 2) x 14 - 3

3) (8 + 3) + 15 ÷ 5

4) (14 + 4) + 24 ÷ 3

Day 38

What is a numerator?

What is a denominator?

What is an expression?

What does evaluate mean?

What is a dividend?

What is a divisor?

Day 39

1) Fred has 9 dimes in his bank.
How much money does Fred have in dimes ?

2) Tim goes fishing with Jason. Tim catches 9 trout. Jason
catches twice as many trout as Tim. How many trout did Jason catch ?

3) A restaurant sold 7 hot dogs every day for a week.
How many hot dogs were sold during the week ?

4) Sam has 6 orange balloons. Jessica has 2 times more
orange balloons than Sam. How many orange balloons does Jessica have now ?

Day 40

5) There were a total of 7 football games a month.
The season is played for 4 months. How many football games are in the seasons ?

6) Melanie worked 2 hours for 5 days.
How many hours did she work in total ?

7) Alyssa was at the beach for five days and found 8 seashells every day.
How many seashells did Alyssa find during the beach trip ?

8) Mike goes out to lunch with Melanie and Jason. Each person orders the
$5 lunch special. Mike agrees to pay the bill. How much will he have to pay ?

Day 41

1) Keith has 6 five dollars bills. How much money does he have ?

2) Benny goes out to lunch with Sara and Nancy. Each person orders the $7 lunch special. Benny agrees to pay the bill. How much will he have to pay ?

3) Sara has 8 blue balloons. Jessica has 4 times more blue balloons than Sara. How many blue balloons does Jessica have now ?

4) Jessica goes fishing with Mike. Jessica catches 7 trout. Mike catches twice as many trout as Jessica. How many trout did Mike catch ?

Day 42

5) There were a total of 8 soccer games a month. The season is played for 3 months. How many soccer games are in the seasons ?

6) Tom, Fred, and Nancy each have 5 pencils. How many pencils do they have have in all ?

7) Alyssa worked 3 hours for 6 days. How many hours did she work in total ?

8) Fred has 5 nickels in his bank. How much money does Fred have in nickels ?

Day 43

Round 23.345 to the nearest tenth.

Round 4.734 to the nearest hundredth.

Round 7.82631 to the nearest thousandths.

Round 465.89 to the nearest whole number.

Day 44

$4\overline{)248.8}$ $3\overline{)335.1}$ $6\overline{)262.8}$

$7\overline{)26352.2}$ $6\overline{)34804.2}$ $4\overline{)10455.2}$

Day 45

Make up 5 of your own division problems and solve them. Either with a story or just digits.

Mrs. Fulton 5th Grade Science

Dear Students,

There are students that have turned their science projects in, and students that haven't turned in anything. If you are unsure of what you are doing and have not emailed me, you can text or call me at 870-421-2842. Please make sure to be working on your project. It counts for many of your AMI days. Do not blow it out of proportion. It does not have to be too big. Paper airplanes (compare different paper or design of the airplanes) will work.

AMI Day 22
Can It Reflect Light (Paper in packet)

Day 23
Apple in the Dark (Paper in packet)

Day 24
Pick up trash for Earth Day! List some of the trash items you picked up or take a picture and email or text it to me.

Day 25
Ice Cubes in a Bag (Paper in packet).

Day 26
Lemonade (Paper in packet).

Day 27
Cookie Crumbles (Paper in packet).

Day 28
Seedlings in a Jar (Paper in packet).

Days 29-30
Take a walk or hike to collect seeds and make a graph to show the way most seeds travel: Stick or grab, wind blown/carried in the air, or float/drift on the water.
Record your results
Use one of the blank attached papers to show your graph or take a picture and email, or text it to me.

Day 31
Is it Melting (Paper in packet).

Day 32
Is It Matter? (Paper in packet)

Day 33
Collect leaves and sort/classify according to their similarities and differences. Then identify as many as you can. Draw and graph or take pictures and email or text them to me.

Day 34
Is It Made of Molecules? (Paper in packet)

Day 35
Create a map of an area or place that you took a walk or hike. Make sure to mark places of **"your discoveries."**

Day 36
Is It an Animal? (Paper in packet).

Day 37
Is It Living? (Paper in packet).

Days 38, 39, 40
Draw/Color or take pictures of shapes and/or colors of at least 6 objects that you find in nature and built environments. Use a blank sheet of paper in the packet or take pictures and email or text me.

Day 41
Function of Living Things (Paper in packet).

Day 42
Wet Jeans (Paper in packet).

Day 43
Beach Sand (Paper in packet).

Day 44
Mountain Age (Paper in packet).

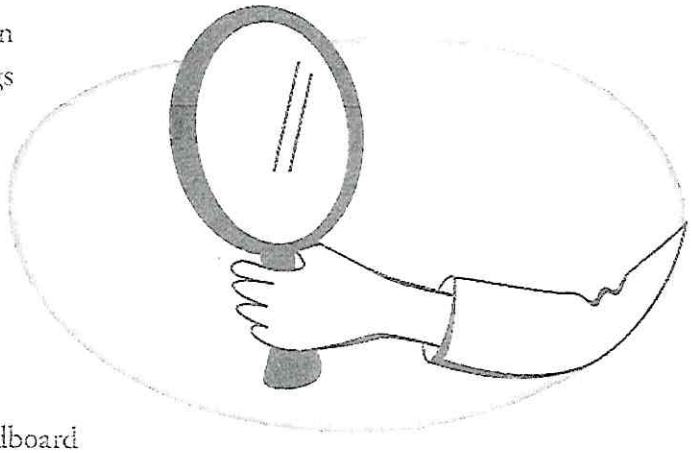
Day 45
Rusty Nail (Paper in packet).

Extra if needed to replace an outdoor activity. Gazing at the Moon, Going Through a Phase.

Love you all!
Mrs. Fulton

Can It Reflect Light?

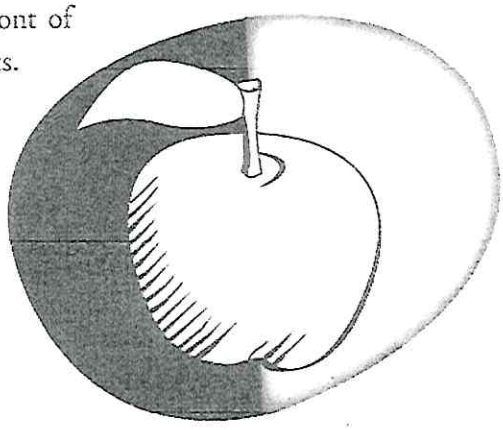
What types of objects or materials can reflect light? Put an X next to the things you think can reflect light.



___ water
___ gray rock
___ leaf
___ mirror
___ glass
___ sand
___ potato skin
___ wax paper
___ tomato soup
___ crumpled paper
___ shiny metal
___ dull metal
___ red apple
___ rough cardboard
___ the Moon
___ rusty nail
___ clouds
___ soil
___ wood
___ milk
___ bedsheet
___ brand new penny
___ old tarnished penny
___ smooth sheet of aluminum foil

Explain your thinking. Describe the "rule" or the reasoning you used to decide if something can reflect light.

Apple in the Dark



Imagine you are sitting at a table with a red apple in front of you. Your friend closes the door and turns off all the lights. It is totally dark in the room. There are no windows in the room or cracks around the door. No light can enter the room.

Circle the statement you believe best describes how you would see the apple in the dark:

A You will not see the red apple, regardless of how long you are in the room.

B You will see the red apple after your eyes have had time to adjust to the darkness.

C You will see the apple after your eyes have had time to adjust to the darkness, but you will not see the red color.

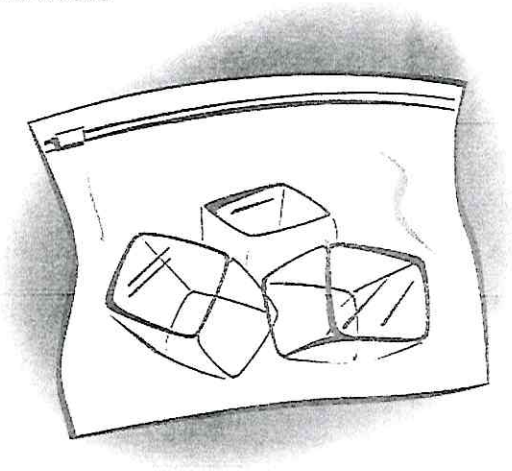
D You will see only the shadow of the apple after your eyes have had time to adjust to the darkness.

E You will see only a faint outline of the apple after your eyes have had time to adjust to the darkness.

Describe your thinking. Provide an explanation for your answer.

Ice Cubes in a Bag

You are having an argument with your friend about what happens to the mass when matter changes from one form to another. To prove your idea, you put three ice cubes in a sealed bag and record the mass of the ice in the bag. You let the ice cubes melt completely. Ten minutes later you record the mass of the water in the bag. Which of the following best describes the result? Circle your prediction.



A The mass of the water in the bag will be less than the mass of the ice in the bag.

B The mass of the water in the bag will be more than the mass of the ice in the bag.

C The mass of the water in the bag will be the same as the mass of the ice cubes in the bag.

Describe your thinking. Provide an explanation for your answer.

Lemonade

A glass of unsweetened lemonade weighs 255 grams. A spoonful of sugar is weighed before stirring it into the lemonade. The sugar weighs 25 grams. Predict how much you think the sweetened lemonade will weigh after you stir in the sugar.

Please circle the best answer.

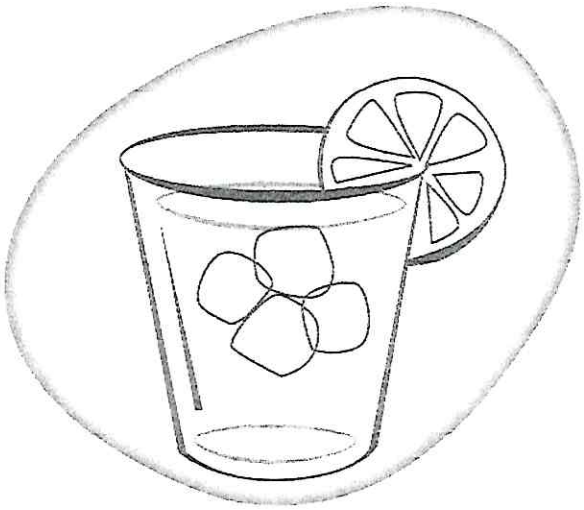
A It will weigh slightly less than 255 grams but more than 230 grams.

B It will weigh slightly more than 255 grams but less than 280 grams.

C It will weigh 230 grams.

D It will weigh 280 grams.

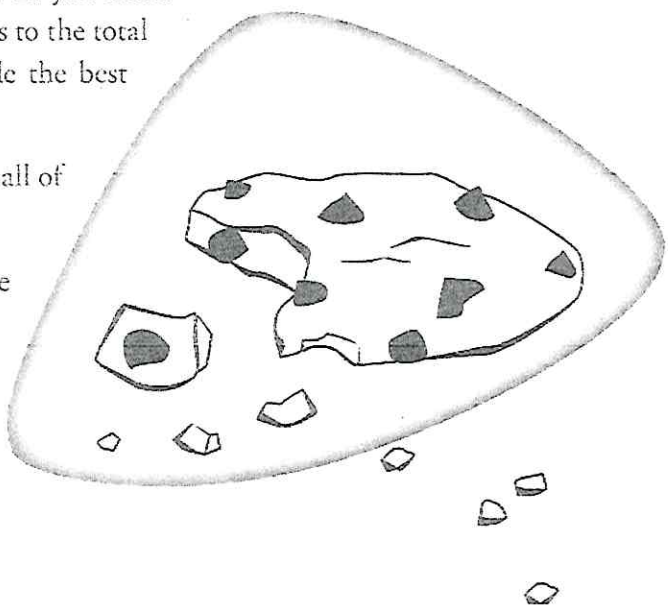
E It will weigh the same: 255 grams.



Describe your thinking. Provide an explanation for your answer.

Cookie Crumbles

Imagine you have a whole cookie. You break the cookie into tiny pieces and crumbs. You weigh all of the pieces and crumbs. How do you think the weight of the whole cookie compares to the total weight of all the cookie crumbs? Circle the best answer.



A The whole cookie weighs more than all of the cookie crumbs.

B All of the cookie crumbs weigh more than the whole cookie.

C The whole cookie and all of the cookie crumbs weigh the same.

Describe your thinking. Provide an explanation for your answer.

8

Seedlings in a Jar

Imagine you have a sealed jar containing five bean seeds, air, and a moist paper towel. Nothing can get in or out of the jar. The total mass of the jar and its contents is 500 grams.

Imagine the same jar with its contents 12 days later. During that time the jar remained sealed. Nothing could get in or out of the jar. The seeds have germinated to form 6-centimeter seedlings. The total mass of the jar and its contents after the 12 days is recorded.

Circle the statement that is the best comparison of the total mass of the jar and its contents before and after the seeds sprouted to form seedlings:

A The total mass of the original jar with seeds will be more than the total mass of the jar with the seedlings.

B The total mass of the original jar with seeds will be less than the total mass of the jar with the seedlings.

C There will be no change in the total mass of the jar with seedlings after 12 days.

Describe your thinking. Provide an explanation for your answer.

9

Is It Melting?

The list below involves situations that cause changes in materials. The materials are *italicized*. Put an X next to the situations in which the *italicized* materials undergo melting.

____ **A** Putting a bowl of frozen *ice cream* in the sun.

____ **B** Sawing *wood* to make sawdust.

____ **C** Dissolving *salt* in water.

____ **D** Adding a *LifeSaver* candy to a glass of warm water.

____ **E** *Water* evaporating from a pan.

____ **F** Dissolving a *sugar cube* in a cup of hot tea.

____ **G** Pouring vinegar on *baking soda*.

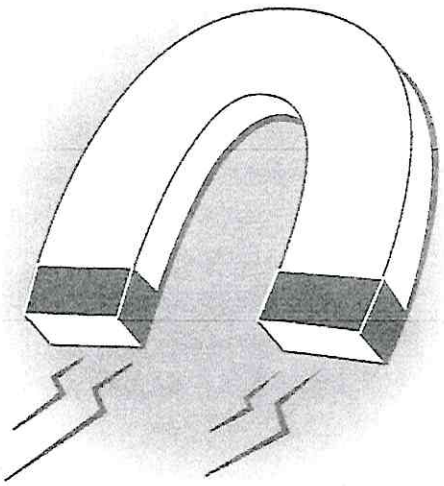
____ **H** Sucking on a *lollipop* or other *hard candy*.

____ **I** Holding an *ice cube* in your hand.

Explain your thinking. Describe the "rule" or reasoning you used to decide if something melts.

Is It Matter?

Listed below is a list of things that are considered matter and things that are not considered matter. Put an X next to each of the things that you consider to be matter.

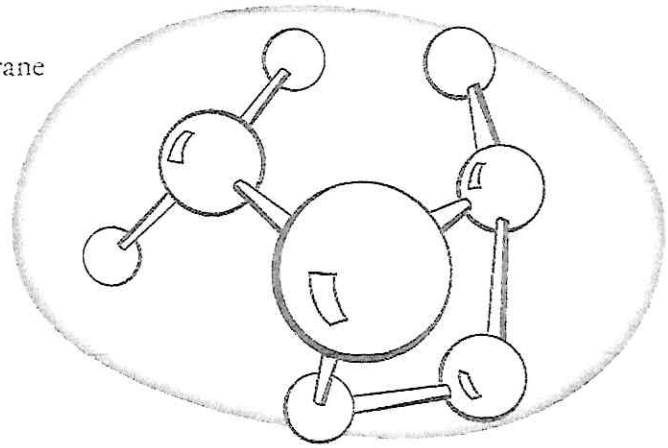


____ rocks	____ salt		
____ baby powder	____ Mars		
____ milk	____ Jupiter		
____ air	____ steam		
____ light	____ rotten apples		
____ dust	____ heat		
____ love	____ sound waves		
____ cells	____ water		
____ atoms	____ bacteria		
____ fire	____ oxygen	____ gravity	____ dissolved sugar
____ smoke	____ stars	____ magnetic force	____ electricity

Explain your thinking. Describe the "rule" or reason you used to decide whether something is or is not matter.

Is It Made of Molecules?

Put an X next to the things on the list that are made up of one or more molecules.

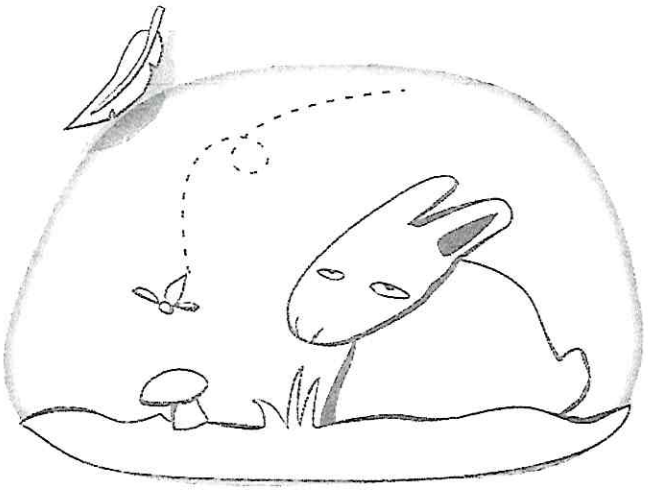


____ bread	____ DNA		
____ protons	____ cell membrane		
____ water	____ cloud		
____ atomic nucleus	____ oil		
____ brain cell	____ worm		
____ milk	____ protein		
____ egg	____ sugar		
____ atom	____ flower		
____ seed	____ chromosome	____ blood	
____ bacteria	____ leaf	____ air	____ mushroom
____ skin	____ electrons	____ cell nucleus	____ fruit

Explain your thinking. Describe the "rule" or reasoning you used to decide if something was made of molecules.

Is It an Animal?

Which of the organisms listed are animals? Put an X next to each organism that is considered to be an animal.



___ cow	___ spider	
___ tree	___ snail	
___ mushroom	___ flower	
___ human	___ monkey	
___ worm	___ beetle	
___ tiger	___ whale	
___ shark	___ frog	___ mold
___ starfish	___ chicken	___ snake

Explain your thinking. Describe the "rule" or reasoning you used to decide if something is an animal.

Is It Living?

Listed below are examples of living (which includes once-living) and nonliving things. Put an X next to the things that could be considered living.

___ tree
___ rock
___ fire
___ boy
___ wind
___ rabbit
___ cloud
___ feather
___ grass
___ seed

___ egg
___ bacteria
___ cell
___ molecule
___ Sun
___ mushroom
___ potato
___ leaf
___ butterfly
___ pupae

___ fossil
___ hibernating bear

___ mitochondria
___ river

Explain your thinking. What "rule" or reasoning did you use to decide if something could be considered living?

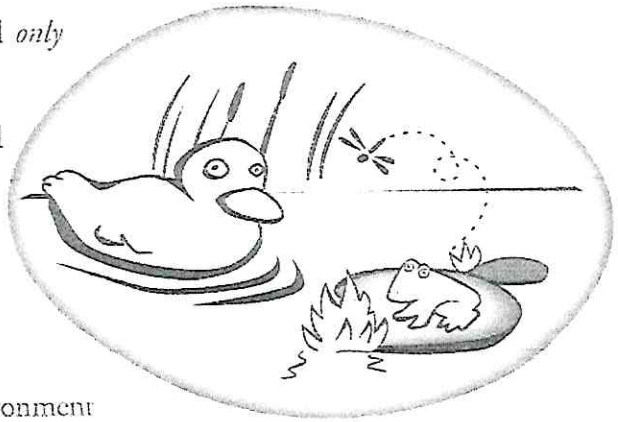
Functions of Living Things

The functions listed below are performed by living organisms. Which functions are performed by plants, animals, or both? Mark each example with a P, A, or B.

Put a P in front of the functions performed *only* by plants.

Put an A in front of the functions performed *only* by animals

Put a B in front of the functions performed by *both* plant and animals.



___ Photosynthesis (make their food)

___ Acquire and take in food from the environment

___ Respiration (release energy from food)

___ Cell division

___ Reproduction

___ Growth

___ Elimination of waste products

___ Storage of energy

___ Transport of materials within the organism

___ Maintain a stable, internal environment

___ Response to stimuli

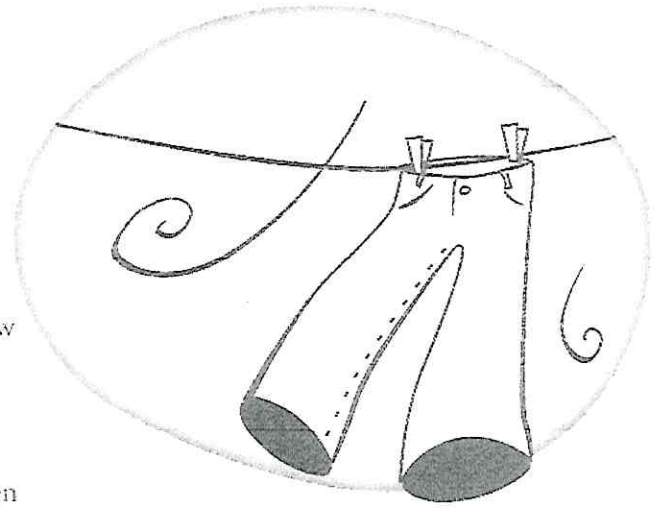
___ Repair of damaged structures

Explain your thinking. What helped you decide whether a function is performed by a plant, animal, or both?

Wet Jeans

Sam washed his favorite pair of jeans. He hung the wet jeans on a clothesline outside. An hour later the jeans were dry.

Circle the answer that best describes what happened to the water that was in the wet jeans *an hour later.*



A It soaked into the ground.

B It disappeared and no longer exists.

C It is in the air in an invisible form.

D It moved up to the clouds.

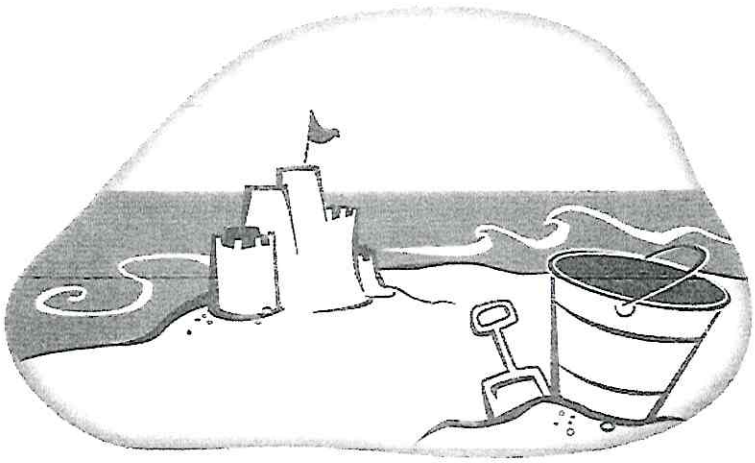
E It chemically changed into a new substance.

F It went up to the Sun.

G It broke down into atoms of hydrogen and oxygen.

Describe your thinking. Provide an explanation for your answer.

Beach Sand



Three friends were walking along a beach in New England. They looked closely at the sand and noticed it was made up of tiny particles of rock. They had different ideas about where the sand came from.

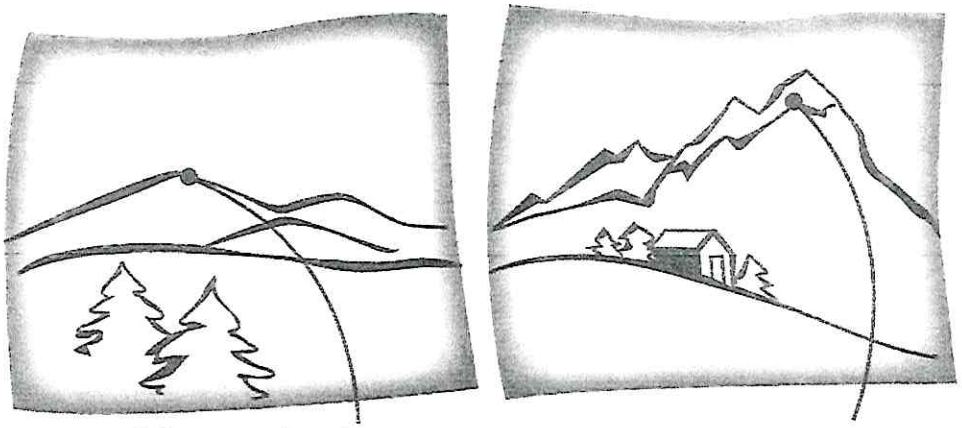
Molly: "I think the sand came from distant mountains and landforms."

Fidel: "I think the sand came from rocks on the ocean floor."

Lynn: "I think the sand came from undersea mountains and sea floor formations."

Which friend do you agree with and why? Explain your thinking about how the sand formed *and* ended up on the beach.

Mountain Age



Mountain A Mountain B

Mountain A is 4,800 feet tall, looks smooth and rounded, and is located in North America. Mountain B is 19,280 feet tall, looks sharp and jagged, and is located in South America. Both mountains were originally formed by the uplifting of the Earth's crust millions of years ago, are composed of similar material, and are found in similar climate conditions.

Put an X next to the statement that best describes your thinking about the age of the two different mountains based on their shape and height.

_____ Mountain A is probably younger than Mountain B.

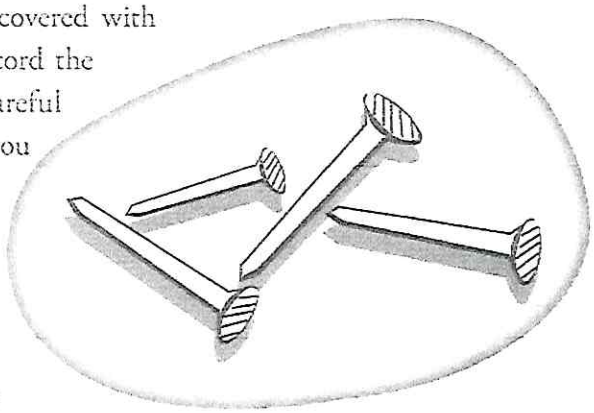
_____ Mountain A is probably older than Mountain B.

_____ Mountains A and B are the same age.

Describe your thinking. Provide an explanation for your answer.

The Rusty Nails

You have four nails made of pure iron. You record the total mass of the four dry nails. The four nails are put in a moist, open dish and exposed to the air over several weeks. Weeks later you notice the nails are covered with rust. You let the nails dry completely and record the total mass of the rusted nails. You are very careful not to let any of the rust fall off the nails as you weigh them.



What do you predict will happen to the mass of the nails? Circle your prediction.

A The mass of the dry, rusted nails will be more than the mass of the dry nails before they rusted.

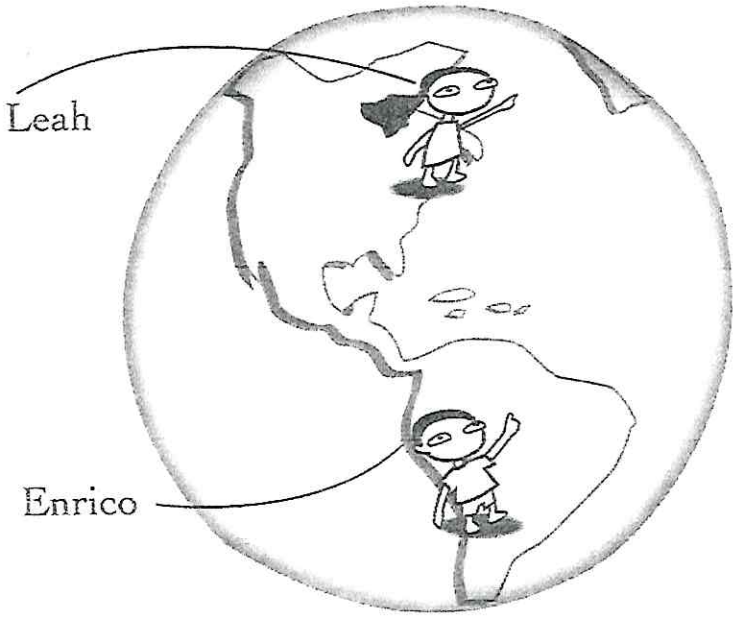
B The mass of the dry, rusted nails will be less than the mass of the dry nails before they rusted.

C The mass of the dry, rusted nails will be the same as the mass of the dry nails before they rusted.

Describe your thinking. Provide an explanation for your answer.

Gazing at the Moon

Enrico and Leah live in opposite hemispheres. Enrico lives in Santiago, Chile, which is in the Southern Hemisphere. Leah lives in Boston, Massachusetts, which is in the Northern Hemisphere. They both gazed at the Moon on the same evening. Enrico noticed there was a full Moon when he looked up at the sky from his location (the Southern Hemisphere). What do you predict Leah saw when she looked up in the sky from her location (the Northern Hemisphere)?



A New Moon (no part of the Moon is visible)

B Crescent Moon (a quarter of the face of the Moon is visible)

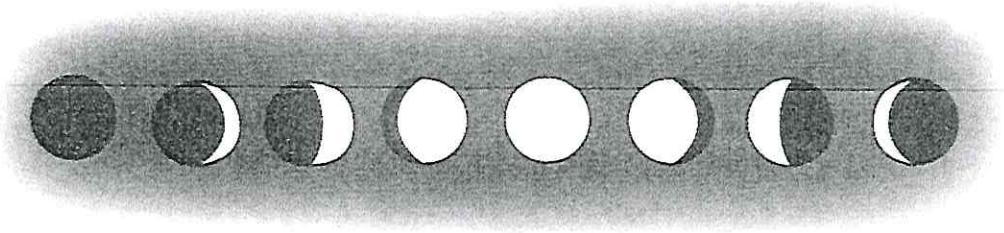
C Half Moon (half of the face of the Moon is visible)

D Gibbous Moon (three-quarters of the face of the Moon is visible)

E Full Moon (the entire face of the Moon is visible)

Provide an explanation for your answer. How did you decide what the Moon would look like in the opposite hemisphere?

Going Through a Phase



Mrs. Timmons asked her class to share their ideas about what causes the different phases of the Moon. This is what some of her students said:

Mona: The Moon lights up in different parts at different times of the month.

Jared: The phases of the Moon change according to the season of the year.

Sofia: Parts of the Moon reflect light depending on the position of the Earth in relation to the Sun and Moon.

Drew: The Earth casts a shadow that causes a monthly pattern in how much of the Moon we can see from Earth.

Trey: Different planets cast a shadow on the Moon as they revolve around the Sun.

Oofra: The shadow of the Sun blocks part of the Moon each night causing a pattern of different Moon phases.

Natasha: The clouds cover the parts of the Moon that we can't see.

Raj: The Moon grows a little bit bigger each day until it is full and then it gets smaller again. It repeats this cycle every month.

Which student do you agree with and why? Explain your thinking.

Name_____

Lexile = 820

The Dandelion

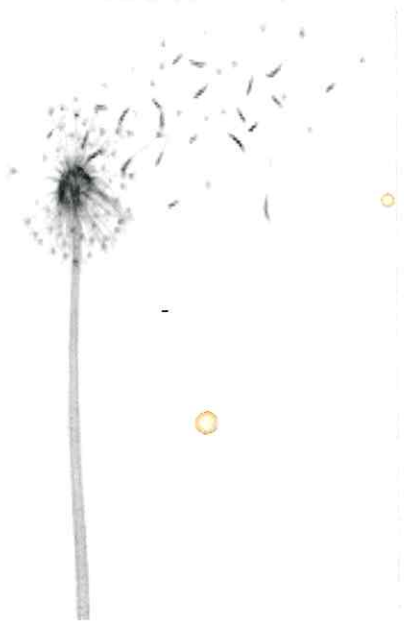
¶1 Aruba woke up with a feeling of excitement. It was the first day of spring and that meant dandelions! Aruba watched the first dandelion flowers rise up from the earth below.

¶2 Aruba dashed out in her bare feet and pajamas. She forcefully plucked the flower up by its stalk. She tried to guide her hopes and wishes for the new season by blowing on the dandelion seeds, but they just wouldn't budge. The government just couldn't get the formula right. She'd seen kids making wishes by blowing on dandelions in old movies but her flower remained a statue, frozen and still.

¶3 Ms. Soto, a bright vision of spring, dressed in bright yellow from head-to-toe, came bouncing down the street while she whistled a merry tune.
"Oh, no," thought Aruba, "here come stories of the good old days."
"Before global warming, we used to have real flowers! Dandelions galore, they grew like weeds in my day! None of this genetically engineered nonsense!" exclaimed Ms. Soto.
"Did you always have them in bloom precisely on the first day of spring?" inquired Aruba.
"No," admitted Ms. Soto, "but flowers had pollen, and we had to be cautious of our allergies. If you weren't careful you could be sneezing and attached to your Kleenex for days."

¶4 "Was it fun to blow dandelions?" asked Aruba. Ms. Soto nodded enthusiastically. "I'll be right back," she said. Several minutes later, she returned with something in her gardening glove. As she stepped closer, Aruba noticed whatever Ms. Soto was holding was reflecting in the sunlight. "What's that?" asked Aruba. "It's an authentic Californian dandelion," said Ms. Soto. "It's probably the last one left in California, these days! It's been sealed in this airtight container for over 30 years, but I want you to have it."

¶5 "Thanks!" said Aruba, taking the floral keepsake. "Can I do whatever I want with it?" Ms. Soto smiled. "I presume you know what dandelions are for," she said. Aruba closed her eyes as she hoped to select the proper wish for this moment. When she opened her eyes, Ms. Soto sent Aruba a nod of encouragement. Aruba knew what to do.



¶6 Then, just as she had always imagined, the seeds seemed to float through the air in front of her like miniature parachutes. Aruba's eyes gleamed with delight as she watched several of the dandelion seeds dance along with the light, spring breeze. At that moment, she knew her wish had already come true!

AMI April 20

Name_____ Due Date _____

Comprehension Questions: The Dandelion

1. **When does this story take place?**
   a. thousands of years ago
   b. hundreds of years ago
   c. today
   d. in the future
2. **In age, Aruba and Ms. Soto are most likely_____.**
   a. five years apart
   b. ten years apart
   c. fifteen years apart
   d. fifty years apart
3. **What form of figurative language is used in this sentence from the passage,** *"but her flower remained a statue, frozen and still?"*
   a. personification
   b. metaphor
   c. simile
   d. idiom
4. **What is strange about the flowers in this story?**
   a. they don't contain pollen
   b. they don't move naturally
   c. dandelions always bloom on the first day of spring
   d. all of the above
5. **What did Aruba do at the end of the story?**
   a. she whistled a merry tune
   b. she blew the dandelion
   c. she dropped the dandelion on the grass
   d. she replanted the dandelion

GET THE GIST! (Write a complete sentence in response to the prompts.)

Prompt	Response	Evidence (¶#)
Why is Aruba excited at the beginning?		
What has Aruba always hoped for?		
Explain what made the flowers strange …		
How does Ms. Soto have a dandelion?		
How does Aruba know her wish came true?		

CHALLENGE! (Write your own question & answer for this week's text)

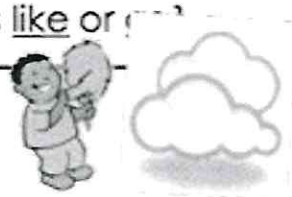
Name_____ Due Date _____

Aligns to: L.5a

Language Skill: Similes & Metaphors

A **metaphor** is an original comparison between two things that are not normally compared. A metaphor says that one thing **is** another thing.

{**Similes** are different comparisons because they just use the words like or [illegible]



- **Metaphor:** His stomach is a bottomless pit.
- **Simile:** His stomach is **like** a bottomless pit.
- **Metaphor:** The clouds were fluffy clumps of cotton candy.
- **Simile:** The clouds were **as** fluffy **as** cotton candy.

DIRECTIONS: Read each sentence & then explain whether it's a metaphor or simile. Then describe the two things being compared. {The first one is already done as an example!}

	STATEMENT	Metaphor or simile? {explain}	What two things are being compared?
1	The newly washed towel was as white as snow.	Simile: "as" white "as" snow	A newly washed towel **AND** being as white as snow.
2	Dad was as busy as a bee and spent his entire Saturday afternoon in the garage working on the car.		
3	Joe is the glue that holds our team together.		
4	When we pulled the shades, the room was as dark as night.		
5	The stars were bright eyes winking at us.		

Literacy

AMI April 22

Name_____ Due Date _____

Lexile = 990

Freaky Flowers

¶1 Our world is filled with strange wonders like odd-looking animals, unexpected traditions, and downright crazy discoveries! Let's investigate more about the freakiest flowers in the world you can come across.

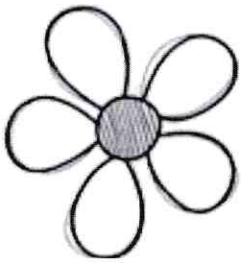
¶2 There are many places on Earth that are unexplored such as the Amazon Basin, home to hundreds of plant species. Yet, some of the strangest plants may be hanging out in your own backyard!

¶3 **1. Voodoo Lily**
Also known as the snake lily, voodoo lily or dragon arum, this flower looks like a science-fiction movie creation. The flower is native to the Balkans and is also found in Greece and parts of Anatolia. It was introduced to America a few years ago and today, it can be found in Tennessee, California and Oregon. The smell of the flower is foul and unbearable. This feature helps the flower attract flies which benefits the lily with pollination.

¶4 **2. Star Flower**
Stapelia grandiflora is also called star flower due to its star-like appearance. The flower is usually flesh-colored and even smells like rotten flesh. The petals are hairy to varying degrees and they are white, resembling mold growing on rotten matter. Some of the species such as Stapelia Gigantea bloom very large in size (up to 16 inches) in diameter. Some other common names of this flower are starfish flower, giant toad flower, dead horse plant, Zulu giant and star cactus.

¶5 **3. Rafflesia Arnoldii**
The list of the freaky flowers of the world won't be complete without this flower. Rafflesia is not only one of the strangest flowers, but also the world's largest flower. The flower was discovered in 1818 in an Indonesian rainforest. It can be found in Southeast Asian countries such as Sumatra, Indonesia, Borneo and Philippines. The flower can grow to be over 3 feet in diameter, and has five large leathery petals. It is a parasitic plant that attaches itself onto a host plant to feed upon its water and nutrients. Similar to the flowers mentioned above, Rafflesia too smells like rotten flesh. This smell attracts flies and carrion beetles that help in pollination.

¶6 **4. Amorphophallus titanium (Corpse Flower)**
If Rafflesia is the world's largest flower, the Corpse Flower is the world's tallest flower. In reality, it is actually a cluster of flowers. It grows up to 10 feet tall and can be found in the tropical rainforests of Sumatra and Indonesia. The flower grows from a corn about 20 inches in diameter. The flower earns its nickname of corpse flower because it emits the putrid scent of decaying meat. This stinky odor attracts the pollinators such as carrion beetles and flesh flies. Similar to Rafflesia, the flower blooms completely for 2-3 days and then collapses.



Literacy

AMI April 22

Name_____ Due Date _____

Comprehension Questions: Freaky Flowers

1. **Based on the article, in which climate are most of these freaky flowers found?**
   a. the desert
   b. the deciduous forest
   c. the tropical rainforest
   d. the savannah
2. ***Stapelia grandiflora* is also known as _____.**
   a. the voodoo lily
   b. the star flower
   c. the Rafflesia Arnoldii
   d. the corpse flower
3. **Where does the Voodoo Lily originally come from?**
   a. California and Tennessee
   b. the rainforests of Sumatra and Borneo
   c. the Amazon River Basin
   d. Anatolia, Greece and the Balkan Peninsula
4. **Which of the following is not an acceptable nickname for the Star Flower?**
   a. dead horse plant
   b. rotten flesh flower
   c. Zulu giant
   d. giant toad flower
5. **Why do these horrendous-scented flowers smell so horribly?**
   a. They grow in warm environments where everything smells rancid
   b. To attract carrion beetles and flesh flies to aid with pollination
   c. Their blooming time is quite limited between 2-3 days
   d. To prevent against this odor, massive amounts of air freshener are needed

GET THE GIST! (Write a complete sentence in response to the prompts.)

Prompt	Response	Evidence (¶#)
What do these freaky flowers have in common?		
Describe a typical Voodoo Lily.		
What petal texture do Star Flowers have?		
What is the Rafflesia?		
What is the Corpse Flower?		

CHALLENGE! {Write your own question & answer for this week's text}

Name_____

Aligns to:
RI.7

Reading Skill: Graphic Aids

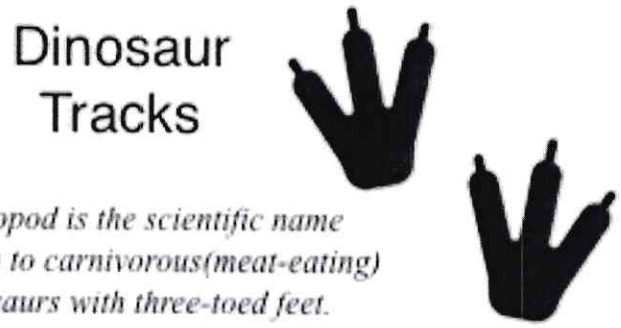
Good readers understand that **illustrations, diagrams and photos** add to increased learning. **Graphic aids** are typically found in ***functional text*** (brochures, assembly manuals, articles). Including graphic aids **helps when it's important to visualize** the complex information shared.

Example:

EXAMPLE: What do the captions help the reader understand?

The captions (small text to describe the graphic) helps the reader understand when these popular sports games can be watched in the U.S.A.

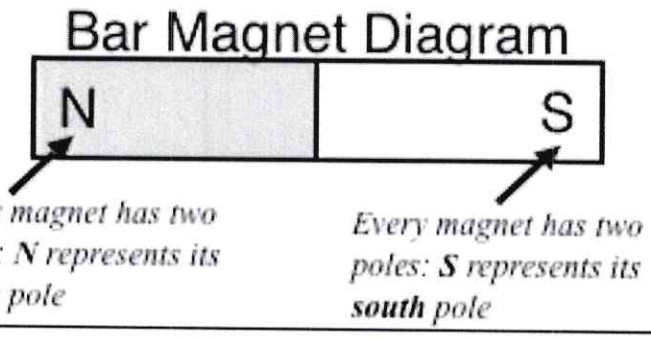
DIRECTIONS: #1-4 Complete the sentence starters to explain the new learning you gained.

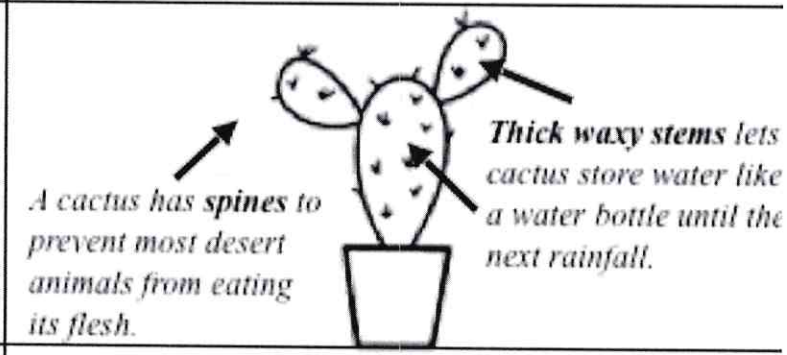


Around two hundred million years ago, the dinosaur tracks (now seen in Tuba City, Arizona) had been left in wet sand along a beach.

1. The caption helps me better understand

2. The caption helped me to understand





3. The diagram helps me better understand

4. The diagram helped me to understand

Name _____ Date _____

Literacy
AMI April 24

Piles of Coal

5.0 Reading Level
800 Lexile Level

On a night that was so cold that even the moon refused to shine, and crows hid in their nests, Farmer John took out his last batch of coal and laid it into the furnace for one last night of warmth.

"What are we going to do?" asked his son as he spread out the coals with his metal tongs. "If something doesn't happen quickly, we will perish."

"I just don't know," replied Farmer John as he rubbed his head.

Shortly after, Farmer John turned off his lamp and settled into bed for the night. He awakened to the sound of banging and clanging in the next room. Hearing Farmer John's footsteps, a voice commanded him not to go into of the room.

"Do not come inside. You can't see me," said the voice.

He heeded the warning and proceeded back into his room. Farmer John tucked himself into his bed and fell quickly into a deep slumber.

The next morning, Farmer John and his son awakened to find a pile of coal in the living room. It was so high that it would've taken a mouse an hour to climb it. The two leaped for joy and stored coal away. The rest they put inside of their coal oven.

Flabbergasted, the son asked, "Well how did all of this happen?" Farmer John shook his head and replied, "Last night I heard loud sounds coming from the next room. A voice told me not to come into the room. So, I did not look."

Each time the father and son's pile of coal got low, the same thing occurred. Farmer John awakened to the sound of clattering and a voice advised each time not to go into the room. He routinely obliged, then he returned to his bed. The next day, he and his son always awakened to find a fresh pile of coal waiting for them in the nearby room.

More weeks passed, and again the pile of coal became low. Farmer John's son determined in his heart that he had to find out who was giving them all that coal.

After the lights were turned off and Farmer John had fallen fast asleep, a hammering sound could be heard in the next room. Farmer John's son crept into the room from which the sounds came.

I am going to see who is giving us this coal, thought Farmer John's son. He peeked into his father's bedroom.

Farmer John turned over to adjust himself as he slept. When the farmer's got to the entrance of the next room, he yelled in fright. At the same time, a heavy gust of wind rushed into room. Instantly, the pile of coal, and the mysterious creature that was leaving it both vanished.

The next day, Farmer John and his son awakened to a cold house and saw they no longer had any coal. His son let out a weary sigh.

Name_____ Literacy AMI April 24
Date_____

Directions: Answer the multiple choice questions below about the information that you read.

1. In what way was the problem Farmer John and his son faced in the beginning of the story similar to the problem they both faced in the end of the story?
a. Neither one of them learned to appreciate what they already had.
b. In both cases, they needed fuel in order to stay warm.
c. The beginning and end show how difficult times can be.
d. Farmer John lacked appreciation in both the beginning and ending of the passage.

2. Pretend that you need to use a computer mouse to drag and drop details from the text into the correct category. Which details support the idea that Farmer John and his son thought differently about the secret kind act that enabled them to get coal. Circle all of the answers that support this ideas. (More than one detail can be circled.)

a. Farmer John tucked himself into his bed and fell quickly into a deep slumber.
b. The next morning, Farmer John and his son awakened to find a pile of coal.
c. *I am going to see who is giving us this coal,* thought Farmer John's son.
d. "I just don't know," replied Farmer John as he rubbed his head.

3. Write a summary of what occurred in the passage.

_____

_____

4. Think about the theme of the passage. Which detail best supports this theme?
a. "I just don't know," replied Farmer John as he rubbed his head.
b. When he got to the entrance of the next room, he yelled in fright.
c. Farmer John and his son awakened to a cold house and saw they no longer had any coal.
d. More weeks passed, and again the pile of coal became low.

5. Below are summaries of different stories. Which summary contains a theme that is the same as the theme of 'Piles of Coal'?
a. A fisherman and his wife gain great wealth but lose it because they did not appreciate it.
b. Two mice become unsatisfied with their homes. They realize their own homes are best.
c. A vain crow loses his piece of bread because he listens to flattering words.
d. One day an elderly man gets a bag of gold taken away because he did not follow directions.

AMI April 27

Name_____ Date_____

Theme and Summarizing

ELA Common Core Standard RL.5.2

Written Response Format

Directions: Think about what you have just read in the story, 'A Pile of Coal'. What is the central lesson that Farmer John's son learned?

© Literacy and Math Ideas

Handout to help with the work on "Dad's Barbecue."

My Mini Anchor Chart

Figurative Language

Figurative language is when the words go beyond their literal meaning. Authors use figurative language to communicate ideas in a fun way.

Common examples of figurative language:

Simile
A simile is a comparison that uses like or as.

She is as sweet as pie.

Metaphor
A metaphor directly compares two things.

She is a ray of sunshine.

Idiom
A common expression that means something other than what the words say.

Break a leg!

Personification
Giving human characteristics to non-human things.

The tree was dancing in the wind.

Onomatopoeia
A sound word that makes its sound when you read it.

Pop! Swoosh! Zap!

Hyperbole
An expression that is an exaggeration.

I'm never going to finish my homework.

Figurative language can make a story fun to read.

created by Mrs M's Style © 2017

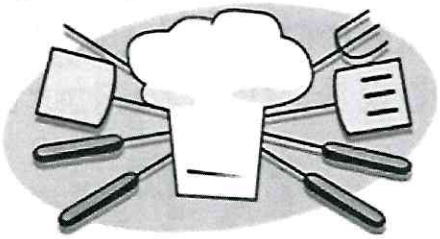
Alliteration- repetition of the same beginning sound in a series of words.
Example:Sally sells sea shells by the seashore.

Allusion is a brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance. It **does** not describe in detail the person or thing to which it refers.

The verb form of "**allusion**" is "to **allude**." So alluding to something is the same thing as making an **allusion** to it. For **example**: You're acting like such a Scrooge! Alluding to Dickens's A Christmas Carol, this line means that the person is being miserly and selfish, just like the character Scrooge from the story.

Figurative Language Stories #3

Task A: Identify Figurative Language



Dad's Barbecue

Find, underline, and label each instance of figurative language in the paragraph. Check it on the list as you go. You should find:

___ simile	___ personification (2)	___ idiom
___ metaphor	___ alliteration	___ allusion
___ hyperbole (2)	___ onomatopoeia	

As Mom pulled the car into the driveway, I stepped out and heard the sizzle of barbecue. I walked towards the backyard and smelled the delicious scent of grilled chicken. The sun was getting ready for its nightly rest and the moon prepared to take its place. The picnic table felt as hot as a frying pan, but I sat down anyway. I looked around the yard and realized that the grass was freshly mowed. Poised next to the barbecue pit, Dad looked more dreamy than Tom Cruise. Soon, Dad carried to the table a mountain of food stacked a mile high. Not caring what anyone thought, I pigged out on chicken, hot dogs, and hamburgers. I savored the sweet, sour, and salty flavors as they danced on my taste buds. Dad is the best barbecue chef in the entire world!

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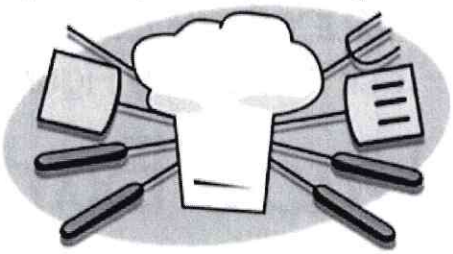
Figurative Language Stories #3

Task B: Analyze Figurative Language



Dad's Barbecue

Read the story again. Then, answer the questions.

As Mom pulled the car into the driveway, I stepped out and heard the sizzle of barbecue. I walked towards the backyard and smelled the delicious scent of grilled chicken. The sun was getting ready for its nightly rest and the moon prepared to take its place. The picnic table felt as hot as a frying pan, but I sat down anyway. I looked around the yard and realized that the grass was freshly mowed. Poised next to the barbecue pit, Dad looked more dreamy than Tom Cruise. Soon, Dad carried to the table a mountain of food stacked a mile high. Not caring what anyone thought, I pigged out on chicken, hot dogs, and hamburgers. I savored the sweet, sour, and salty flavors as they danced on my taste buds. Dad is the best barbecue chef in the entire world!

1. In line 9, the author states that "Dad is the best barbecue chef in the entire world!" Why is this sentence considered a hyperbole? a) Dad is really not an actual chef. b) It is an opinion. c) The author could not possibly have taste-tested all of the chefs in the world to verify dad's "best" status. d) Dad's barbecue is just average.

2. The allusion in line 6 suggests that dad looked a) sleepy b) handsome c) busy d) talented

3. In line 4, the picnic table is said to be as hot as a frying pan. What has most likely made the table so hot? a) the sun b) the flames from the barbecue pit c) Dad d) mosquitoes

4. Read the idiom in line 7. Which adjective best describes how the main character ate her dad's barbecue? a) politely b) slowly c) greedily d) carefully

5. What is the metaphor in lines 6-7? _____

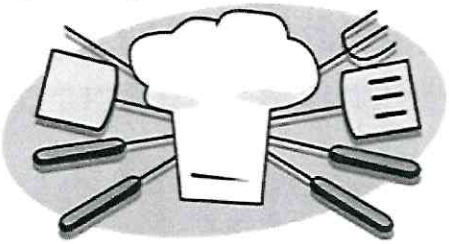
Change this metaphor into a simile. Hint: Be sure to use *like* or *as*.

_____

_____

Figurative Language Stories #3

Task C: Modify Figurative Language



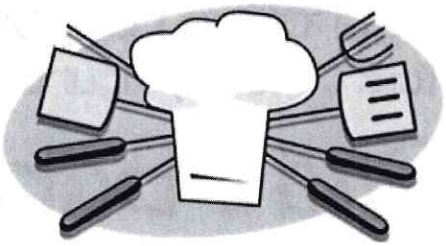
Dad's Barbecue

In Task A, you found 10 instances of figurative language in the story. Choose any 5 of the 10 instances of figurative language and rewrite them, using the table below. If you choose a simile, you must write a new simile. Do not change one form of figurative language to another. There are two examples in the table to help you.

Figurative Language	Original (from the story)	New (my own)
hyperbole	food stacked a mile high	a ton of food
personification	flavors as they danced on my taste buds	flavors as they tickled my taste buds

Figurative Language Stories #3

Task D: Revise Figurative Language



Dad's Barbecue

Using the original story from Task A and your new figurative language from Task C, copy the story, inserting your own modifications in place of the originals. Underline or highlight the five modifications that you made.

Directions: Circle one correct main idea for each passage.

1

I can't wait until this weekend! We're going to my grandparents' house and my entire family will be there. I will spend most of my time playing games with my cousins. We always have such a good time together! The day goes by so fast, and by the end we are all exhausted... but we still don't want to leave!

The main idea of this passage is:
A. Weekends are times to travel.
B. The writer enjoys spending time with family.
C. The writer's grandparents live far away.
D. The writer is sad to leave her cousins.

2

Wilbur and Orville Wright were brothers who were inventors, even from a young age when they built kites and bicycles. Many people credit the Wright Brothers with designing and building the first successful airplane. In 1903, their first flight only lasted 12 seconds, but it continues to inspire people all over the world to learn about science and math, to work hard to realize their dreams, and to use imagination to achieve success.

The main idea of this passage is:
A. The Wright Brothers worked hard.
B. The Wright Brothers were inventors who have inspired many people.
C. Inventors build kites and bicycles.
D. The first flight was in 1903.

3

I have a dog whose name is Paco. He is almost 10 years old. Paco is very loveable with a brown face and short black fur. He is one of my best friends. He plays with me, sleeps with me, and goes on walks with me. I am so glad to have him around. I love him.

The main idea of this passage is:
A. The dog's name is Paco.
B. Everyone should have a dog.
C. The writer's dog is an important part of his life.
D. The dog is cute and sweet.

4

Eric gripped the bat in his hands. His palms were sweaty but he took a deep breath as he stepped up to the plate. He had to score a run or his team would lose the game. When the pitcher threw a fastball, Eric's reflexes took over and he heard the "Crack!" of the bat hitting the ball. His heart raced with excitement as he ran to first base. He was safe!

The main idea of this passage is:
A. Eric plays baseball.
B. Eric scores a homerun.
C. How to play baseball.
D. Eric overcomes his nerves and makes it to first base.

©2015 Erica Trobridge

Directions: Circle one correct main idea for each passage.

5

Homemade pizza is delicious. First, make the dough from flour, water, and yeast. After that, begin making the tomato sauce. Next, add any vegetables you like. Then, bake it in the oven. After a short time, the kitchen begins to smell delicious. Soon, it's ready to eat!

The main idea of this passage is:
a. Pizza is made from flour
b. How to make homemade pizza
c. Pizza is easy to make
d. Pizza makes the kitchen smell delicious

6

If you are feeling sad, you can make yourself feel better by doing a few simple things. You can take a walk (or get another form of exercise), you can talk to a friend, or you can write down your feelings. Writing down the good things in your life will help too. Doing something good for someone else will also help you feel better. If you still feel a little sad, act happy. It works like magic to make you feel better!

The main idea of this passage is:
a. Sometimes people feel sad
b. You should do good things for others
c. We're not always happy
d. There are many ways to make yourself feel better

7

Did you know that giraffes are the tallest animals in the world? They are unique in other ways, too. For one thing, they sleep only about 20 minutes each day, and usually not more than five minutes at a time. (They have to remain alert for predators.) Also, every giraffe's coat is unique, and varies in color from white to nearly black, depending on what they eat and where they live.

The main idea of this passage is:
a. Giraffes don't sleep very much.
b. Giraffes are unique animals.
c. There are many animals in the world.
d. No animal is taller than a giraffe.

8

Hurricanes are large, intense storms that begin over the ocean, where they gather heat and energy from the water. Hurricanes move slowly toward land, usually moving 10-20 miles per hour for more than one week. The most dangerous part of the hurricane is the storm surge, when it reaches land and causes flooding. Wind and waves also contribute to the damage caused by these surges.

The main idea of this passage is:
a. Hurricanes are dangerous storms.
b. Hurricanes begin over the ocean.
c. One type of storm is called a hurricane.
d. Hurricanes are different from other storms.

©2015 Erica Trobridge

entor Sentence: Literacy AM1 May 6, 2020

When spring came, they helped Papa tap the naple trees and catch the sap in buckets.

Circle the complete subjects. Underline the complete predicates.

simple subjects: _____ simple predicates: _____

Does this sentence contain...

prepositions? yes no _____

adjectives? yes no _____

adverbs? yes no _____

contractions? yes no _____

pronouns? yes no _____

What type of sentence is this?

declarative interrogative imperative exclamatory

How do you know? _____

simple compound complex

How do you know? _____

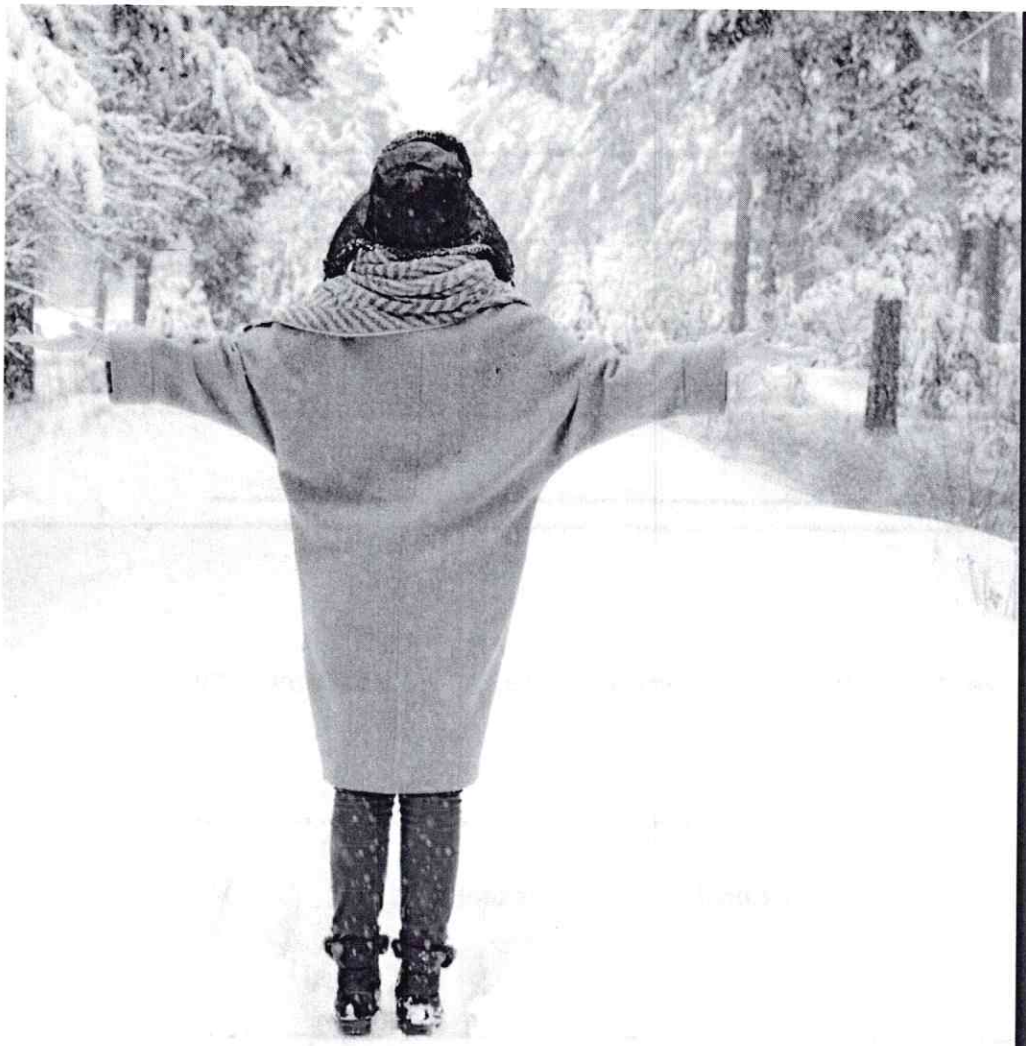
Do any words contain a...

suffix? yes no _____

prefix? yes no _____

Are any words homonyms? yes no _____

1



Tell a story about this photo.

www.HolaTeachingAdventures.com

Name:_____ Date:_____

Picture Writing Prompt

NEST WATCH

Literacy AMI
May 8, 2020

Rainey loved nature. She loved nature in her big, overgrown backyard. Her parents wanted their yard to be a safe place for native plants and species. They only mowed a small area. They left the rest to grow wild, so that rabbits, squirrels, moles, and every kind of native bird imaginable would inhabit their yard. Her favorite sight was the songbirds that flitted in the trees and bushes and surrounded her home with their nests.

There were bright red cardinals with their light pink mates. She saw puffed up chickadees, bluebirds with pink tummies, and plump brown robins with dark red chests. Goldfinches, red-winged blackbirds, and an occasional woodpecker appeared at the numerous feeders.

Rainey's mother was a painter. Her dad was a professor of ornithology, the study of birds. Together, they'd traveled, studying and painting rare birds across the globe. Rainey's favorite birds were in her little backyard wilderness.

"Rainey! Grab your binoculars," her father called one afternoon. "It looks like goldfinches are settling into the holly tree by our back porch. I would have thought they'd pick a more isolated spot. Their choice is our boon. We can observe them at close range!"

"Goldfinches prefer open woodlands, Dad. Why would they build so close to human houses?"

"We do have plenty of seeds in our feeders. Your mother has quite the garden. Goldfinches are strict vegetarians. They only eat seeds. They won't eat worms and insects. Maybe our home seemed like a good food source," her father shrugged. He put the binoculars up to his face and adjusted them to zoom in on the goldfinch nest. "Even though the nest is close to our home, we shouldn't approach it. We need to stay back so the mother doesn't abandon the nest."

"Are there any eggs in the nest yet?"

"There will be soon. Goldfinches build a nest in stages. The last stage is lining it with soft, downy seed fluff and plant fibers or any other soft materials they can find. Oh, look! Here comes Mama Finch! In her beak, what do you see?"

Rainey observed, "Ooh, she has a bunch of soft gray fluff from a seed pod! That means the nest will have eggs in it soon!"

Sure enough, about three days later, the nest had eggs in it. Rainey couldn't wait for them to hatch! "Dad, how soon will the eggs hatch? I know chickens take 21 days to hatch once their eggs are laid, but what about goldfinches?"

"You might see an egg hatch between 12 and 14 days after the mother lays them. Let's mark up the calendars. We'll circle those days. Then, we'll have a Nest Watch and see when they hatch!"

Rainey was definitely excited about this idea, but she knew that watching the nest wouldn't be as exciting as seeing the baby chicks up close. She was frustrated that her dad wouldn't "bend the rules" and let her get close to the nest. After all, it's not like she would ever harm the baby birds. She wouldn't touch the nest or the chicks. She just wanted a closer look. Binoculars were great, but it wasn't the same experience as being up close in person.

As the days passed, the desire to see the nest up close grew. By the twelfth day, she was practically going crazy. Rainy hoped to find time when her parents weren't around so she could sneak out to the nest.

At last, on the thirteenth day, as Rainey went out to get the mail, she thought she heard chirping. Maybe the eggs had hatched! They must have. Rainey furtively looked around. Neither of her parents was home yet. She thought, "I could just sneak a peek. No one would ever know. It wouldn't do any harm, right?"

Just as she was heading to the nest, she saw the mother bird returning. The father bird was close behind. They swooped in and spread their wings over the nest. Rainey paused. She ran inside to get her binoculars.

Putting them to her face, she saw that both parents were lovingly huddled over three tiny babies. The babies were scrawny and pink. She recalled what her father had said. If humans came too close to the nest, it would be abandoned! Those tiny baby birds would die. That beautiful family would be ruined and torn apart. It would be all her fault. Those were not the actions of a true bird lover! Rainey gave a determined sigh. She shut and locked the door. She moved to the window. As much as she loved being in the thick of nature, she knew this was one time when it was better to watch from a distance.

NEST WATCH

Literacy AMI
May 8, 2020

Use evidence from the text to find the correct answer. Then, fill in the bubble of the correct answer.

1. **Which type of bird is NOT mentioned in the passage?**
   - Ⓐ crows
   - Ⓑ cardinals
   - Ⓒ goldfinches
   - Ⓓ chickadees

2. **How long does the text say it takes chicken eggs to hatch?**
   - Ⓐ 12-14 days
   - Ⓑ 10-11 days
   - Ⓒ 21 days
   - Ⓓ 32 days

3. **The title "Nest Watch" could let readers predict many things about a text before reading. Which inference most clearly matches what happened in the text?**
   - Ⓐ There will be an animal or bird that is raising babies.
   - Ⓑ Someone will find a watch in a bird's nest.
   - Ⓒ There are birdwatchers who want to monitor a bird's nest.
   - Ⓓ Both A and C are good choices.

4. **Use specific information from the text to describe the goldfinch chicks.**
   - Ⓐ They have gold and black feathers.
   - Ⓑ They are tiny and and pink.
   - Ⓒ They are covered in soft gray down.
   - Ⓓ They are solid white and with pink beaks.

5. **Use information and inferences to answer the question: Why did Rainey think it would be safe to sneak a peek at the nest?**
   - Ⓐ She didn't plan to touch it.
   - Ⓑ She didn't believe her dad was right about needing to leave the nest alone.
   - Ⓒ She wouldn't harm the babies.
   - Ⓓ All of the above

6. **Where was the nest in the story?**
   - Ⓐ in the woods
   - Ⓑ by the back porch
   - Ⓒ in an oak tree
   - Ⓓ on a tropical island

7. **How were Rainey and her dad watching the nest?**
   - Ⓐ with a telescope
   - Ⓑ sneaking up on the nest
   - Ⓒ using binoculars
   - Ⓓ use magnifying glasses

8. **How did Rainey know the eggs had hatched?**
   - Ⓐ She heard the baby birds chirping.
   - Ⓑ She saw the eggs cracking.
   - Ⓒ She got on a ladder and looked in the nest.
   - Ⓓ Her dad told her.

9. **What can we infer from Rainey's thought that it was time to watch nature from a distance?**
   - Ⓐ She learned to put the needs of herself first.
   - Ⓑ She's respecting the rules to keep the mother bird from laying more eggs.
   - Ⓒ She's afraid to go near the birds because they might peck her.
   - Ⓓ She learned to put the needs of creatures first.

10. **What does Rainey's mother do for a living?**
    - Ⓐ She's a professor of ornithology.
    - Ⓑ She is a painter.
    - Ⓒ She is a gardener.
    - Ⓓ She is a stay-at-home mother.

Literacy AMI
May 11, 2020

NEST WATCH

Which type of bird is NOT mentioned in the passage?

a. crows

b. cardinals

c. goldfinches

d. chickadees

1

NEST WATCH

How long does the text say it takes chicken eggs to hatch?

a. 12-14 days

b. 10-11 days

c. 21 days

d. 32 days

2

NEST WATCH

The title "Nest Watch" could let readers predict many things about a text before reading. Which inference most closely matches what happened in the text?

a. There will be an animal or bird that is raising babies.

b. Someone will find a watch in a bird's nest.

c. There are birdwatchers who want to monitor a bird's nest?

d. Both A and C are good choices.

3

NEST WATCH

Use specific information from the text to describe the goldfinch chicks.

a. They have gold and black feathers.

b. They are tiny and pink.

c. They are covered in soft gray down.

d. They are solid white and with pink beaks.

4

NEST WATCH

Use information and inferences to answer the question: Why did Rainey think it would be safe to sneak a peek at the nest?

a. She didn't plan to touch it.

b. She didn't believe her dad was right about needing to leave her nest alone.

c. She wouldn't harm the babies.

d. All of the above

5

NEST WATCH

Where was the nest in the story?

a. in the woods

b. by the back porch

c. in an oak tree

d. on a tropical island

6

Name _____ Date _____

NEST WATCH

Literacy AMI
May 12, 2020

1. What is one fact that you learned about goldfinches from this passage? Use specific quotes or information from the text.

2. What did Rainey's dad say would happen if humans got near the nest? Use specific quotes or information from the text.

3. Use specific information from the text to prove that Rainey liked local wildlife better than any other kind of animal.

4. Find specific information from the text to prove that Rainey is knowledgeable about birds.

5. What does Rainey realize when she sees the mother and father birds with their babies?

6. Use information from the text to describe the last thing goldfinches do to prepare their nest. What information in the text let Rainey know that the nest was almost finished?

7. What clues from the text help you infer that Rainey and her parents are animal lovers?

8. What clues from the text help you infer that Rainey and her father have common interests?

9. What clues from the text help you infer that birds play a big part in Rainey's daily life?

10. **Writing Prompt:** Think of any animal and its habit. Tell about a day or imagine a day watching the animal in its habitat. What do you observe? Describe the animal and its habitat. What does it do throughout the day? What is its diet?

Introduction: _____

Body: _____

Conclusion: _____

Name: _____

Literacy AMI
May 14, 2020

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

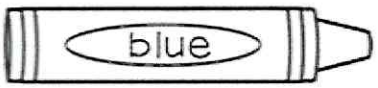
Election Day

In some other countries, a king or queen makes all of the decisions about the country's government. The United States was founded because people wanted to be a part of choosing how their country would run. All United States citizens who are at least eighteen years old can vote in elections to help determine the leaders and laws of our country.

Election Day almost always falls on the first Tuesday in November, between the 2nd and 8th. Many public buildings, like schools, are used as voting places, so some states close schools on Election Day.

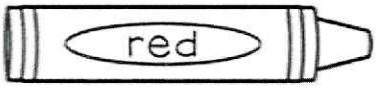
There is an election every year, but Americans only elect the President and Vice President every four years. In the other years, citizens can vote for lawmakers to represent them in Congress and leaders who will make decisions for their city, county, and state.

Getting to vote for our leaders is a very important right. Voters should take the responsibility seriously by learning about the people and making a smart choice. Voting gives every citizen a voice!



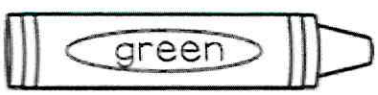
Who can only be elected every 4 years?

What age must citizens be to vote?

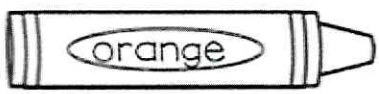


Where do people go to vote?

Why do some schools close on Election Day?



How should voters make a smart choice?



When is Election Day?

(C) J. Garwood 2018

Name: _____ Literacy AMI
May 15, 2020

DIALOGUE PRACTICE SHEET

Directions: *Add the quotation marks (" ") to the sentences below.* ***Also,*** *in the blank(s), choose whether to add a comma (,), a period (.), an exclamation mark (!), or a question mark (?).*

Example: "Did you get a haircut?" Ophelia asked. "I really like it!"

1. I can't come over today, Jessica, I have to study for the vocabulary test___ Martha said on the telephone.

2. Are we having chicken for dinner___ Lucy said.

3. I went to the baseball game with my Dad___ Jimmy said___ and I got a hotdog and a soda.

4. Oh wow___ Luise exclaimed. Did you see that shooting star___

5. Gomez and Juanita are monozygotic twins___ Harriet said. They're identical twins.

6. I got an F on my vocabulary test___ Martha said with a sigh____ so I'm grounded for the next month.

7. My favorite book is *Jurassic Park* by Michael Crichton____ Brendan said.

8. Every day when Suzie's mom dropped off Suzie at school she told her____ I hope you have a good day and learn something new!

9. Yelena was shuffling papers when she suddenly said___ Ouch! She looked at her finger___ I got a paper cut!

10. Do you know where the library is___ Octavia asked___ I thought it was on Broadway, but I can't find it___

NAME _____

WRITING FOR REAL

Literacy AM1
May 16, 2020

STRETCHING SENTENCES

A SIMPLE SENTENCE is a sentence that is ONE clause (or ONE sentence), and it contains the subject and verb. Normally, simple sentences are only 3-4 words long.

To stretch your sentences, identify the 5 W's-WHO, WHAT, WHERE, WHY, & WHEN

Ex. My cat is crazy. (Simple sentence).

INDENTIFY WHO: **My cat** is crazy.

WHAT IS "WHO" DOING?: My cat is crazy and is **running around.**

WHERE IS "WHO"?: My cat is crazy and is running around **in my bedroom.**

WHEN DOES THIS HAPPEN?: **This morning,** my cat was crazy and was running around my bedroom.

WHY is "WHO" DOING THIS?: This morning, my cat was crazy and was running around my bedroom **because he ate catnip**.

NOW IT IS YOUR TURN. TURN THE SIMPLE SENTENCES INTO LONG, DESCRIPTIVE SENTENCES:

1. The ugly witch flies.

Who?
Doing what?
When are they doing it?
Where are they doing it?
Why are they doing it?

New Sentence: _____

2. My fish swims.

Who?
Doing what?
When are they doing it?
Where are they doing it?
Why are they doing it?

New Sentence: _____

_____

_____

3. It rained out.

Who?
Doing what?
When are they doing it?
Where are they doing it?
Why are they doing it?

New Sentence: _____

Name: _____

Literacy AMI
May 18, 2020

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

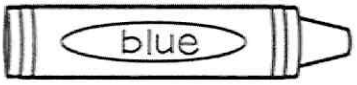
Branches of Government

When English settlers came to America, the king of England forced them to follow his rules. The colonists didn't like being told what to do and wanted to help make decisions about their government. When the Founding Fathers wrote the Constitution in 1787, they set up three branches of government so no one person or group had all of the power.

In the United States, the power is split between three branches of government. The Executive branch is made up of the President, Vice President, and Cabinet (the President's team of advisers). The President is in charge of the military and can veto a law if he doesn't want it.

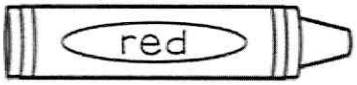
The Legislative branch is our Congress, or the group that makes our laws. Congress is made of the Senate and House of Representatives.

Even if Congress passes a bill and the President signs it into a law, it could still be unfair. The Supreme Court, which is a special group of judges in the Judicial branch, can stop a law if they think it is not right for our country. All three branches share power so no one group has it all!

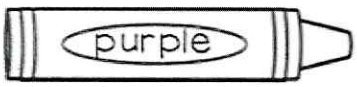


Who can veto a law?

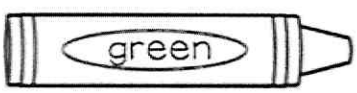
What is the Cabinet?



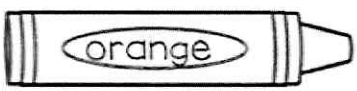
Where was the King from?



Why are there 3 branches of government?



Which branch makes the laws?



When was the Constitution written?

(C) J. Garwood 2013

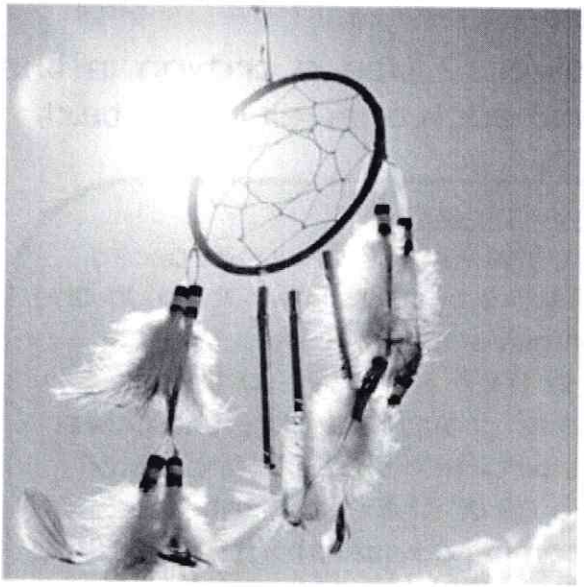
Name _____

Literacy AMI
May 19, 2020

Lexile = 1150

LEGEND OF THE DREAMCATCHER

(BASED ON NATIVE AMERICAN FOLKLORE)



DID YOU KNOW?

ALL PARTS OF **AUTHENTIC** NATIVE AMERICAN DREAMCATCHERS CONNECT BACK TO NATURE. IT'S SHAPED AS A **CIRCLE** BECAUSE IT REPRESENTS THE CIRCLE OF LIFE AND HOW THE SUN & THE MOON ALWAYS TRAVEL ACROSS THE SKY. THE **WEB** CATCHES THE BAD DREAMS DURING THE NIGHT & GETS RID OF THEM AS SOON AS THERE'S DAYLIGHT. THE **FEATHERS** ALLOW GOOD DREAMS TO GENTLY GLIDE TO THE SLEEPER BELOW AT NIGHT.

¶1 What is the meaning behind a dreamcatcher? Perhaps you've seen a dream catcher hanging on a car's rearview mirror, someone's porch, or even at a gift shop. Dreamcatchers are now **embraced** by many cultures, but they started with the Native American people known as the Chippewa (a tribe from the modern-day states of Michigan, Wisconsin, North Dakota & Minnesota)

¶2 Many centuries ago, the Chippewa recognized spiders as creatures of protection and comfort. Seeing a spider did not cause fear or screams as seen on popular TV shows. Instead it would have the opposite effect and melt any stresses away.

¶3 According to Chippewa legend, there was a mystical, motherly figure known as "Spider Woman." She served as the spiritual protector of the Chippewa tribe, especially for the young. When the tribe began to grow so large that the people lived in far stretches of the land, the Spider Woman struggled to watch over & protect all the children. This is why she created the first dreamcatcher.

¶4 Following her example, mothers and grandmothers would recreate dream catchers to mystically protect their children and families from afar. These protective charms or "sacred hoops" are often hung in bedrooms. They're traditionally used to protect sleeping children from bad dreams and nightmares. Native Americans believe the night air is filled with dreams, both good and bad. When hung above the bed in a place where the morning sunlight can shine upon it, the dreamcatcher catches all sorts of dreams in its web and filters them out. It is believed that good dreams slide down the feathers to comfort the sleeper below. Bad dreams, on the other hand, are caught within the web-like net and later vanish as soon as daylight hits.

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Name_____ Literacy AMI
May 19, 2020

Comprehension Questions: LEGEND OF THE DREAMCATCHER

1. How do the Chippewa people view spiders in contrast to popular belief?

a. Spiders are an invertebrate species belonging to arachnids.
b. Spiders are creatures who provide a sense of protection and comfort.
c. Spiders are creatures who give off a creepy-crawly feeling.
d. Spiders are an eight legged creature often known for spinning webs at night.

2. What function or purpose do the feathers have on the dreamcatcher?

a. It connects the sleeper below back to nature
b. It reminds us that the sun & moon will always travel across the sky
c. It lets good dreams to gently glide to the sleeper below at night
d. It catches the bad dreams during the night and traps them until daylight

3. Why were dreamcatchers first created?

a. The Chippewa children were afraid to go to sleep at night
b. The Chippewa tribe grew too large for Spider Woman to protect all the young
c. The Chippewa elders wanted to help keep positive energy at home
d. The Chippewa children needed a craft to make to keep them busy

4. Which word below is the best <u>synonym</u> for *embraced* (refer back to ¶$_1$) **?**

a. entrapped
b. Included
c. protected
d. rejected

5. Which word below is the best <u>antonym</u> for *authentic* (refer to the Did You Know box)**?**

a. artificial
b. genuine
c. real
d. traditional

GET THE GIST! (Write a complete sentence in response to the prompts.)

PROMPT	RESPONSE	EVIDENCE (¶=)
Where did the Chippewa tribe live?		
Who was the Spider Woman?		
Which group of people are dreamcatchers normally made for?		
How do good dreams pass onto the sleeper?		
Explain how bad dreams are destroyed.		

CHALLENGE! {Write your own question & answer for this week's text}

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Name_____

Literacy AMI
May 20, 2020

Aligns to:
L.5C

Vocabulary Skill: Synonyms

Directions: Draw a line to match 8 of the 10 words in the box below to its bolded synonym.
REMEMBER: **Synonyms** are words that have similar meanings. Synonyms can replace each other in sentences without changing the meaning of the sentence.

example: The web ***catches*** the bad dreams during the night.
The web ***traps*** the bad dreams during the ngiht.
***Catches* and *traps* are synonyms. Notice how both words can be put in the same place in the sentence without changing its meaning.**

Word Box:

guard

supernatural

elders

tribe

illuminates

large

young

filters

fear

comfort

1. The neighborhood **community** of school-aged boys stick together as they adventure around on their bikes.

2. The transformation of Universal Studios' Jurassic Park the Ride into the Jurassic World Ride was a **massive** undertaking.

3. The air purifier **screens** tiny particles of dust, bacteria and allergens inside the room a as air passes through the machine.

4. My adorable Pomeranian feels a strong sense of **security** when snuggled up against my back.

5. The glitter lava lamp had a **mystical** way of calming my mind as I stared at it.

6. Leaving home without her cell phone is certain to bring **panic** to my mom's day.

7. The glow of the full moon **lights up** the dark, night sky.

8. Acacia ants **protect** their home well because they will attack any animals trying to eat leaves off the acacia tree.

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