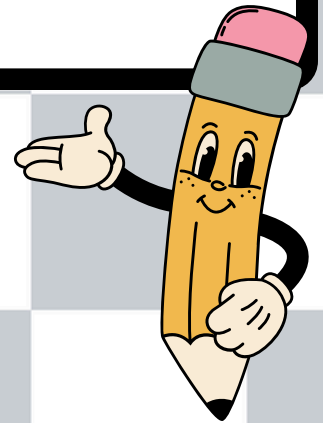


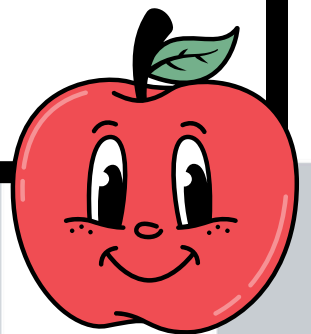
5th Grade
AMI WORKBOOK

2025-2026

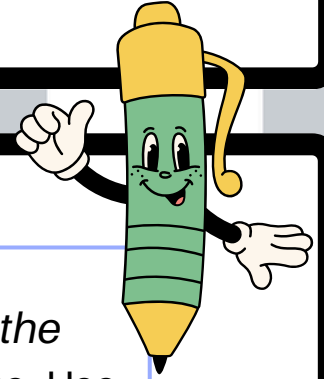


DAY

1



AMI DAY #1



Math

Complete the *Round to the Nearest Tenth* practice page. Use the number lines to help determine your answer.

ELA

Read *Snowstorm* and complete the student response sheet.

Complete the parts of speech and word study practice pages.

Science/
Social
Studies

Complete the *Looking at Landforms* practice pages.

Complete the *Diary of a Pioneer-Oregon Trail* journal prompt.

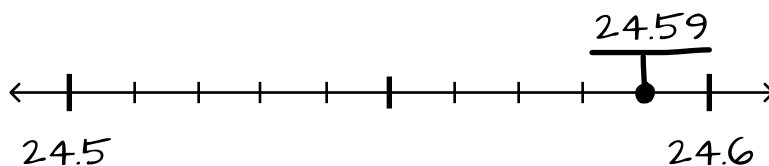


Round to the Nearest Tenth

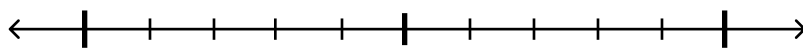


Use the number line to round the given number to the nearest tenth.

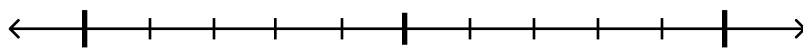
24.59 → 24.6



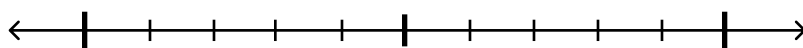
22.11 → _____



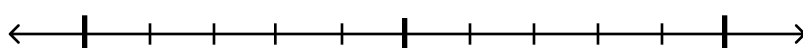
27.23 → _____



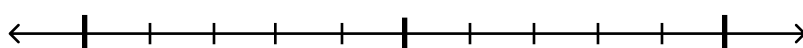
7.87 → _____



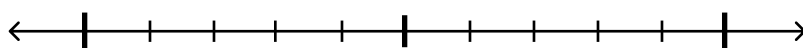
15.63 → _____



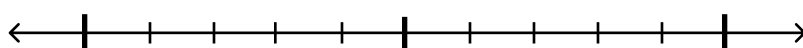
12.55 → _____



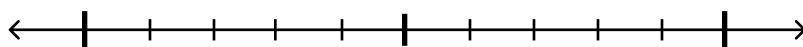
43.92 → _____



2.42 → _____



19.07 → _____



SNOWSTORM!



Trevor looked out the window at the swirling white flakes of snow falling down. He couldn't wait to get outside and start some snowball wars with his friends. Snow days were so rare in south Oklahoma that he wanted to take full advantage of his time out of school. He quickly threw on some warm clothes and pulled on his boots.

"Trevor, be careful out there!" his mom called as he ran out the door. "It's colder than you think!"

"Yes, ma'am," he said, already running down the driveway to his friend Sam's house across the street.

Later, after several snowball wars, a wet and tired Trevor returned home. As he walked up his driveway, he was amazed to see that his footprints from earlier were long gone. In fact, the snow seemed much deeper than before. His mom met him at the door.

"Trevor, grab as much firewood as you can carry as you come inside," she said. "The forecasters are calling for a lot more snow, and I'm afraid we'll lose power later."

Trevor grabbed several loads of firewood and set them next to the fireplace in the den. After a hot shower, he wrapped himself in a blanket and huddled in front of the TV. Every few minutes, he looked apprehensively out of the window. The snow was still coming down, even heavier than before. He looked across the street at his friend Sam's house. *They don't even have a fireplace*, he thought. *How will they keep warm?*

Soon, it was dark outside and Trevor couldn't see anything but swirling white snow. Just then, his mom came in the den with flashlights, batteries, and a battery-powered lantern.

“Grab all of the blankets you can find and bring them to the den,” she instructed. Trevor jumped up and did as she asked.

“Mom, I think we should invite Sam’s family over if we lose power,” he said, adding, “They don’t have a fireplace.”

“That’s a good idea,” she agreed.

Later that night, the lights began to blink while Sam and his mom watched TV. Soon, the power went out. Sam’s mom grabbed a flashlight and turned on the lantern.

“Well, here we go,” she said, stoking up the fire so it burned brightly. They moved closer to the fire. Soon, they heard a knock on the door. It was Sam, his mom, dad, and little sister, Trish.

The two families gathered in the den around the fireplace. The adults began telling stories of the snowstorms they had experienced as children. “But I don’t remember snow this deep,” said Sam’s dad. Soon, everyone grew silent as Trish fell asleep on some pillows on the floor.



Did You Know?

One of the biggest dangers for people in a blizzard is the loss of electricity. If someone becomes too cold, their body temperature could drop from a normal body temperature of 98.6° Fahrenheit (37°C) to below 95° Fahrenheit (35°C). This temperature is dangerously low and could cause death.

To Trevor, it seemed like the entire world had gone silent. The snow seemed to muffle all sounds except for the crackle of the fire. Occasionally, Sam’s dad would get up and add more wood to the fire. A few times, he asked for Sam and Trevor’s help to carry more wood. The night passed long and silent as both families tried to stay warm.

Finally, morning light crept in through the window. Sam and Trevor looked outside. The snow had stopped, but their neighborhood was a frozen land. Although it looked beautiful, both boys had no desire to go out in the cold that morning.

Later that day, the lights blinked back on. As Trevor reset his clock in his room, he marveled at just how important heat was for survival. Without a fireplace, it would have been a dangerously cold night.

Name _____ Date _____

**Key Question***How can the plot of a story be affected by its setting?***On Your Own**

1. Read the Key Question. Then read the story. Look for details in the story that help you answer the Key Question. Circle these words and sentences.
2. Now look back at the story. Write the words and sentences you circled or underlined in the Story Map below.

How can the plot of a story be affected by its setting?	
Characters:	Setting:
Beginning:	
Middle:	
End:	

3. Think about the Key Question. Write your answer to the Key Question using the information you found in the story you read.

**My First Answer**

Worksheet

Label It

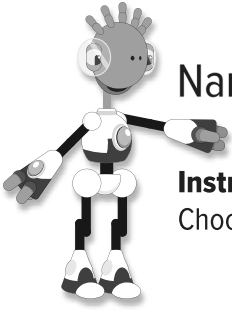
Read the paragraph and label each red word with the correct part of speech. If the word is an adjective or an adverb, list the word it modifies.

noun verb adjective adverb

Tim and ① **Moby** went to the pool on the ② **hottest** day of the summer. They could ③ **hardly** wait to jump into the water! Once Tim put on sunscreen, he and Moby ④ **headed** toward the diving boards. Tim climbed the highest one and leaped into the water, making a ⑤ **giant** splash. Moby followed close behind and dove to the ⑥ **bottom** of the pool. The water was ⑦ **absolutely** freezing! When they climbed out of the water, Tim and Moby raced ⑧ **quickly** to their towels. They snacked on ⑨ **chocolate** ice cream while they dried off and then waved to the ⑩ **lifeguards** as they left.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____



Name _____ Date _____

Instructions: Look at each incomplete word containing the root *fin*. Listen as your teacher says the word. Choose a word part or parts from the box to complete the spelling of the word.

ally	con	de	in
ish	ite	ity	y

① _____ fine

② _____ fin _____

③ _____ fin _____

④ fin _____

⑤ _____ fine

⑥ fin _____



Looking at Landforms

As you know, Earth's surface has both land and water. The pictures on this page show some of the landforms found on Earth. Read each of these descriptions. Then write the name of the correct landform on each line under the picture.

A **canyon** is a deep, narrow valley with high, steep sides.

A **mountain** is high, steep, rugged land that rises sharply from the surrounding area.

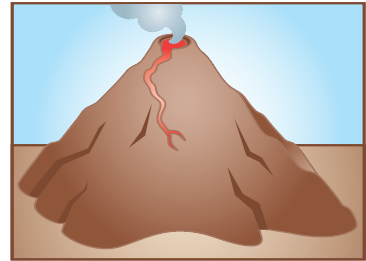
A **hill** is an area of raised land that is lower and more rounded than a mountain.

A **plain** is a broad area of open, flat land.

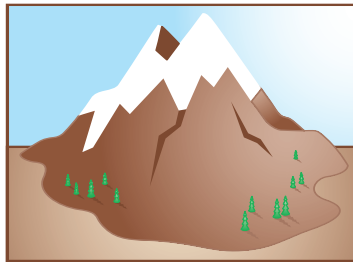
A **plateau** is a large area of high, flat land.

A **valley** is the land that lies between hills or mountains.

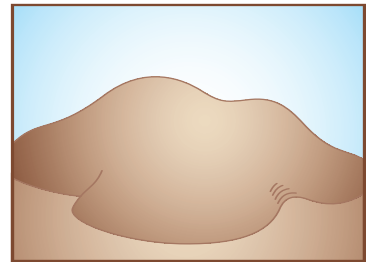
A **volcano** is a mountain with a cone shape that is formed by lava that erupts from a crack in the Earth's surface.



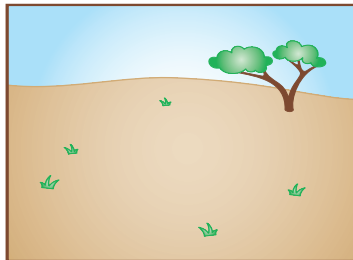
1. _____



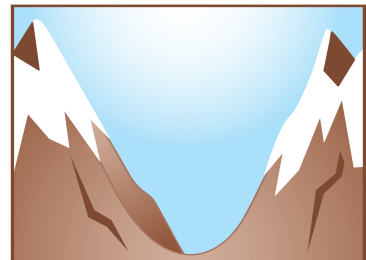
2. _____



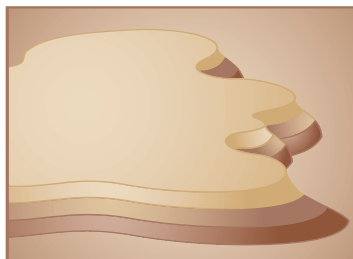
3. _____



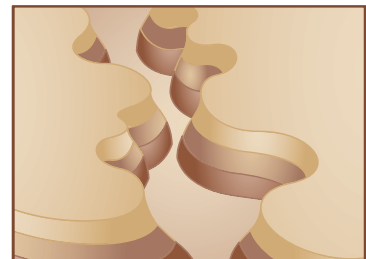
4. _____



5. _____



6. _____



7. _____



Many landforms are formed where land and water come together. The pictures on this page show some examples. Read the description of each one. Then write the name of each landform under the correct picture.

A **cape** is a small, narrow point of land that sticks out into a body of water.

A **peninsula** is an area of land that is surrounded by water on three sides.

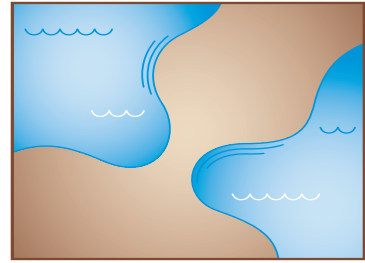
An **isthmus** is a narrow strip of land that connects two large areas of land.

Many bodies of water, including oceans, rivers, and lakes, cover Earth. The pictures show still other bodies of water. Read each description and write the name under the correct picture.

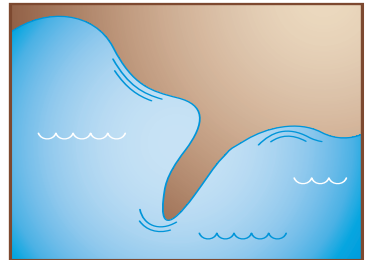
A **strait** is a narrow channel that connects two larger bodies of water.

A **gulf** is an arm of an ocean or sea that is partly enclosed by land.

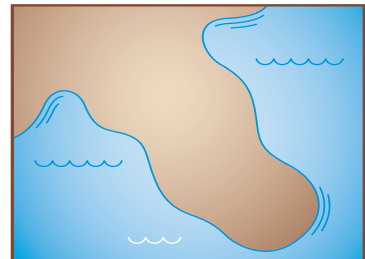
A **bay** is a smaller body of water partly enclosed by land.



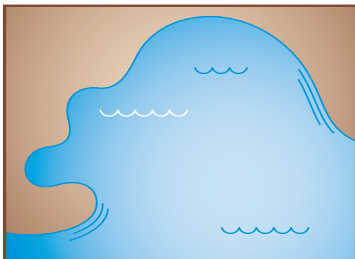
8. _____



9. _____



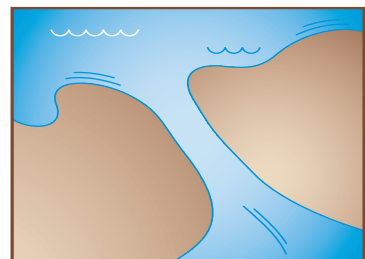
10. _____



11. _____



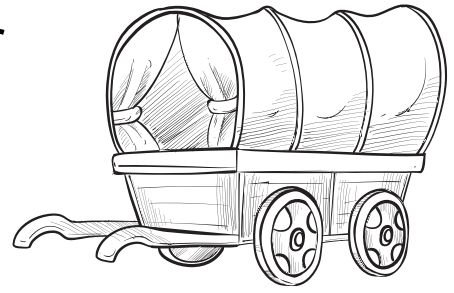
12. _____



13. _____

Diary of a Pioneer

Oregon Trail



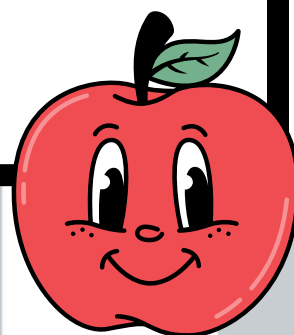
by _____

Imagine you are a pioneer traveling west on the Oregon Trail. Describe one day of your journey. What do you see, hear, and feel? What challenges are you facing, and how do you stay hopeful?

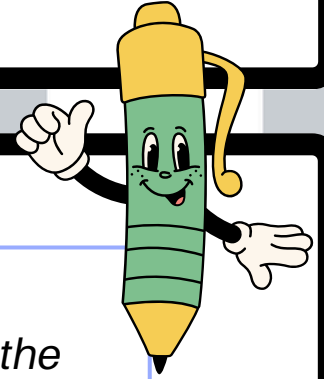
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

DAY

2



AMI DAY #2



Math

Complete the *Round to the Nearest Hundredth* practice page. Use the number lines to help determine your answer.

ELA

Read *John Henry Steel-Drivin' Man* and complete the student response sheet.

Complete the parts of speech and word study practice pages.

Science/ Social Studies

Complete the *On Defense* practice page and crossword.

Complete the *Diary of a Pioneer - California Trail* journal prompt.

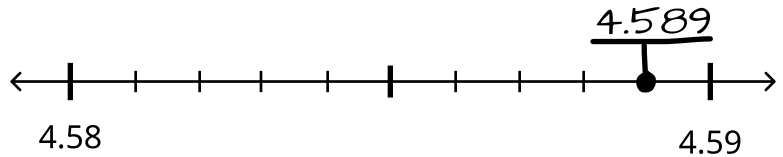


Round to the Nearest Hundredth

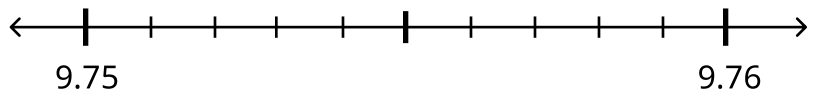


Use the number line to round the given number to the nearest hundredth.

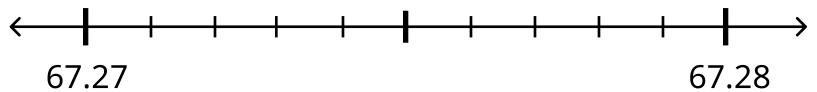
4.589 → 4.59



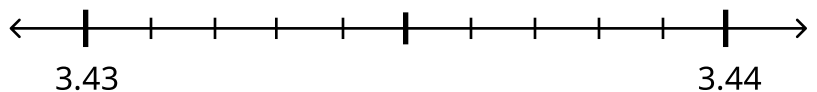
9.753 → _____



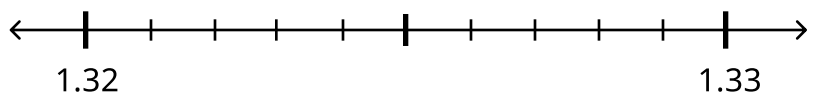
67.271 → _____



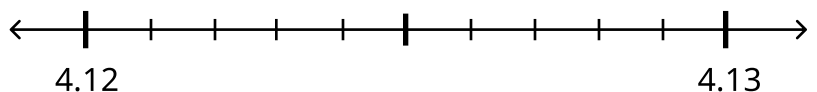
3.438 → _____



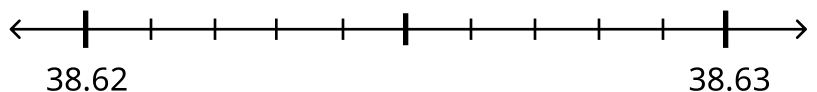
1.326 → _____



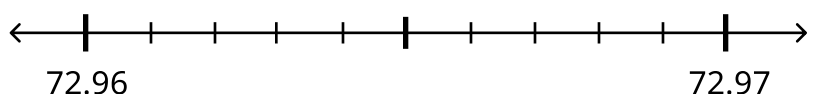
4.125 → _____



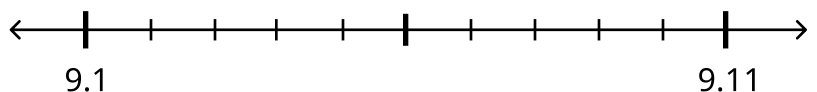
38.624 → _____



72.962 → _____



9.108 → _____





JOHN HENRY

Steel-Drivin' Man

Back in the days after the Civil War ended, America was building railroads to span the nation. Before the railroads, it took six months to travel from coast to coast. With these mighty “iron horses,” you could ride from the Atlantic to the Pacific in a week. Many men worked long hours building the track, but no one ever worked harder than John Henry.

Nobody knew for sure where John Henry came from. He was enslaved somewhere down South and after the war, he found work building track for the railroads.

Of course, everybody knows a train can't go up the side of a mountain. The railroad track has got to go right through a mountain, and that takes a tunnel. Digging a tunnel through a mountain was the most difficult

job on the building crew, and the men with the toughest task were the steel drivers.

The steel drivers' job was to hammer a big steel spike as far as it would go, right into solid rock, using a fourteen-pound hammer. Then, gunpowder was placed in the hole and ignited. The explosion would blow a hole in the rock, men would clear away the rubble, and the steel drivers would get right back to work. Can you imagine how long it would take to drill and blow a mile-long hole in a mountain, big enough for a train to run through?



John Henry was working on the Great Bend Tunnel in West Virginia for the Chesapeake & Ohio Railroad. The crew was making good progress, almost ten feet a day. But that wasn't fast enough for the owners of the railroad. The captain of the crew brought in a steam-powered drill. He said it could drive steel faster than any man. The men muttered, afraid the machines would take their jobs. But John Henry stood up and said, "No machine can drive steel faster than I can. Before I let that drill beat me, I'll die with my hammer in my hand."

The captain arranged a contest between John Henry and the steam drill. The steam drill started rattling and puffing, John Henry picked up two twenty-pound hammers, and the contest began. Rock dust made it hard to see who was

winning, and sparks were flying everywhere. John Henry's hammers made a sound like a wind storm.

Finally after thirty-five minutes of work, the site grew silent. As the

Did You Know?

"John Henry" is one of the best known American folk songs and has been recorded by many singers, including Bruce Springsteen, Woody Guthrie, Pete Seeger, and Johnny Cash.

dust cleared, the captain started measuring the holes. He announced the steam drill had made one nine-foot hole. Then he said, "John Henry's made two seven-foot holes!"

The men on the crew erupted in cheering. John Henry raised his hammers above his head in triumph. But then his face suddenly twisted in pain, and he let out a terrible groan. The great man crashed to the ground and lay lifeless next to his mighty hammers. His prediction had come true.



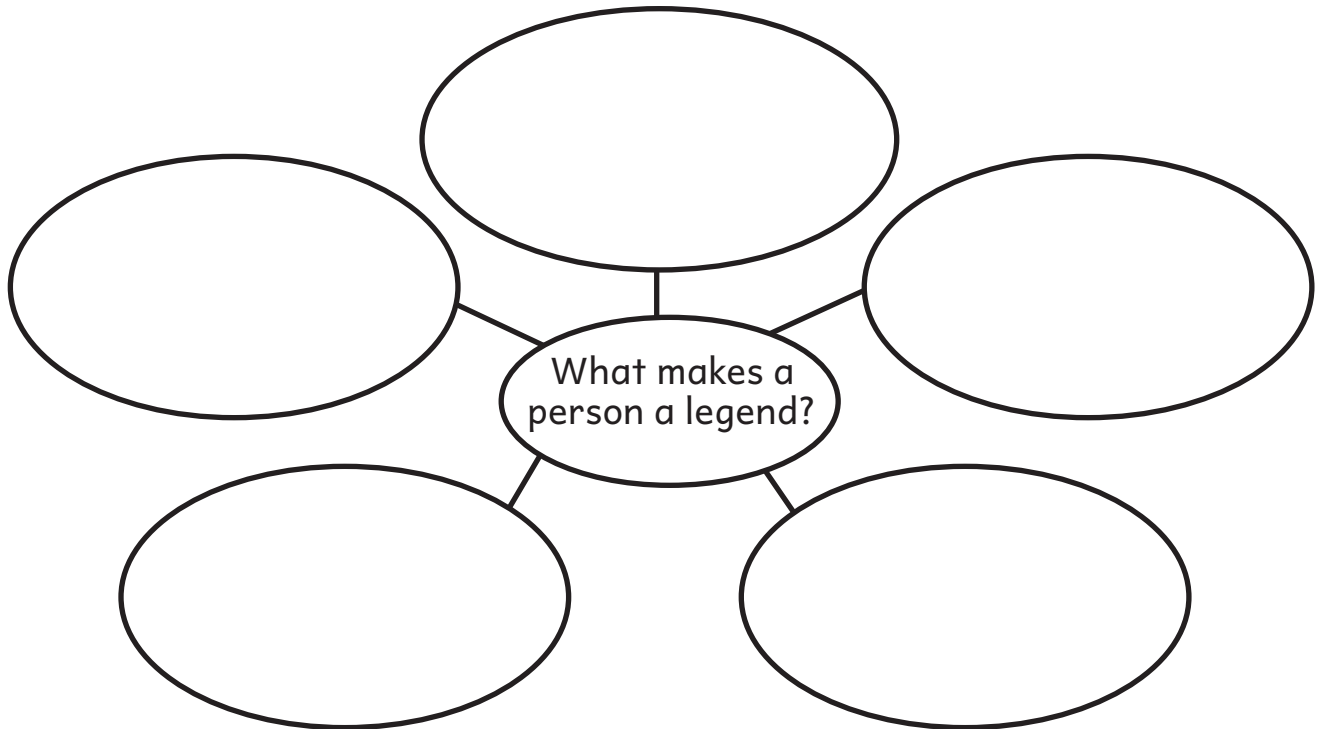
Name _____ Date _____

 Key Question

What makes a person a legend?

 On On Your Own

1. Read the Key Question. Then read the story. Look for details that help you answer the Key Question. Circle or underline these details in the story.
2. Now look back at the story. Write the details you circled or underlined in the web diagram below.



3. Think about the Key Question. Write your answer to the Key Question using the details you found in the story you read.

 My First Answer

Worksheet**Identify It**

Identify each adjective in the sentence and write the noun it modifies. There may be more than one adjective per sentence.

Sentence	Adjective	Noun
Rory is an adorable dog.		
I gave the girl two vanilla cupcakes.		
My cat has tickly whiskers.		
Miguel's best score in bowling was 110.		
The round, silver spaceship carried two green aliens.		
My backpack is purple and gray with flashing lights.		

Brainstorm It

For each adjective, come up with three synonyms that are more descriptive.

Strong

Happy

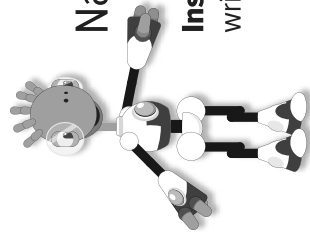
Fast

Small

Noun- Person, place, or thing

Verb- Action word

Synonym- Word with similar meaning



Name _____ Date _____

Instructions: Read each sentence. Add the affixes non- or -ible to each base word and write it on the blank line. Then use one of the new words to write a sentence of your own.

① The number four is _____ by the number two.
(divide)

② The appendices are organized in a _____ manner that is easy to follow.
(sense)

③ My father has a shelf where he displays all of his _____ books.
(collect)

④ I tried to plug the cord for the lamp in the outlet, but it's a _____ plug.
(standard)

⑤ The volunteers work at the _____ events because they want to support the cause.
(profit)

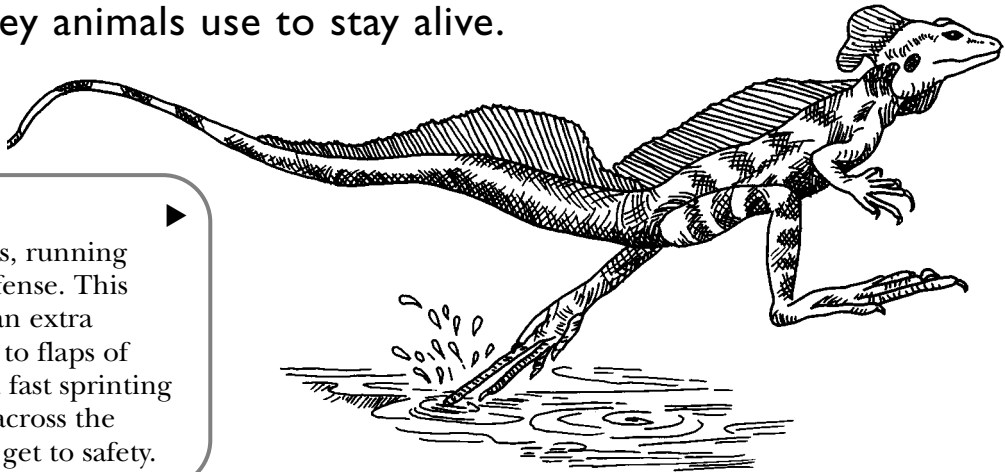
My Sentence:

On Defense

What would you do if something big and hungry wanted to eat you? Some animals face this problem every day. They're called *prey*, and the animals that hunt them are called *predators*. Read on to learn some tricks prey animals use to stay alive.

Run Fast

For some animals, running away is the best defense. This **basilisk lizard** has an extra advantage. Thanks to flaps of skin on its feet and fast sprinting speeds, it can run across the surface of water to get to safety.



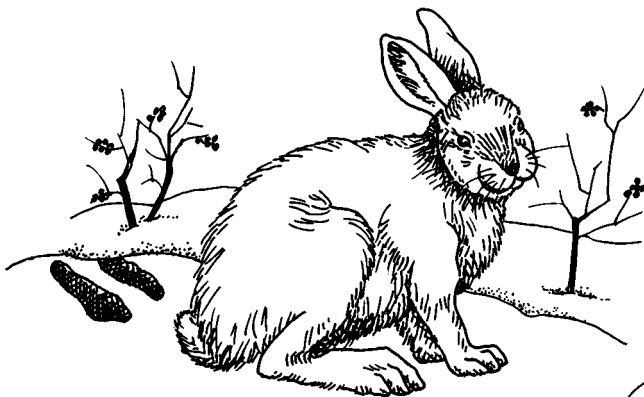
Be a Copycat

Why does this fly look so much like a bee? Insect eaters know that bees sting. So if this fly can fool predators into thinking it's a stinging bee, it's home free. This kind of fake-out is called *mimicry*.



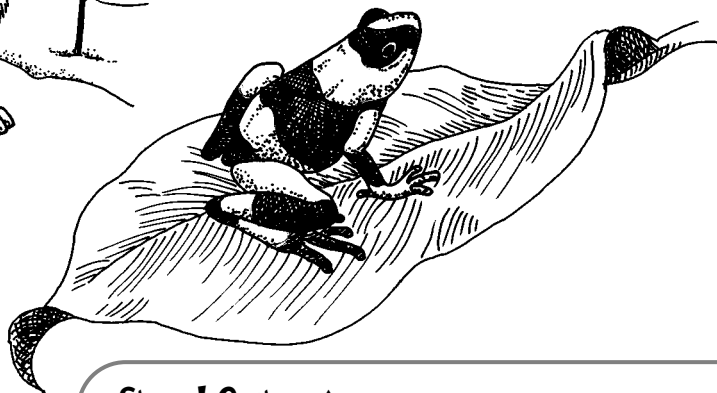
Blend In

What a predator can't see, it can't catch and eat. So in the winter, this **snowshoe hare** grows a white fur coat to match the snow. When the snow melts, the hare grows brown fur to match the bare ground. This kind of blending in is called *camouflage*.



Stand Out

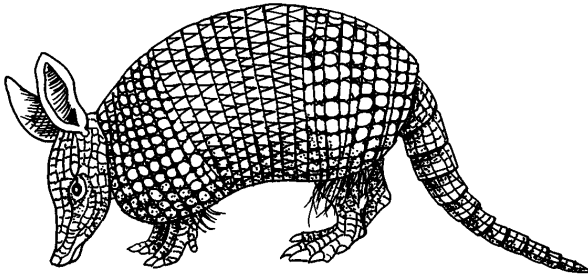
Poisonous animals would rather be seen and remembered. This **poison arrow frog's** bright orange markings really stand out against a green leaf. The message? "I'm dangerous. Don't even try to eat me."





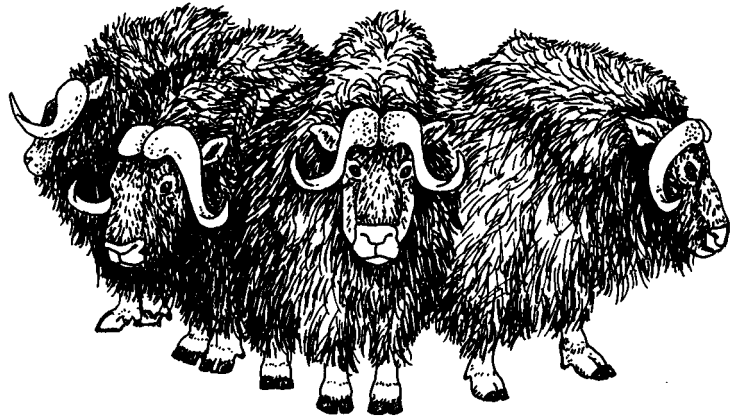
◀ Look Big and Bad

This **Io moth** would make a tasty treat for many birds. Those birds, in turn, are tasty to larger predators, like owls. The moth takes advantage of this by flashing the two large eyespots on its wings. If the moth is in luck, the hungry bird will take the spots for glaring owl eyes and fly away.



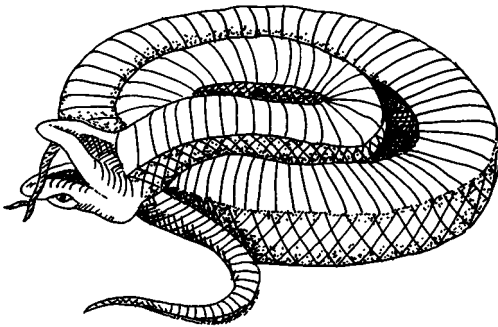
Suit Up ▲

This **armadillo** is covered with thick, scaly plates that protect it like a suit of armor.



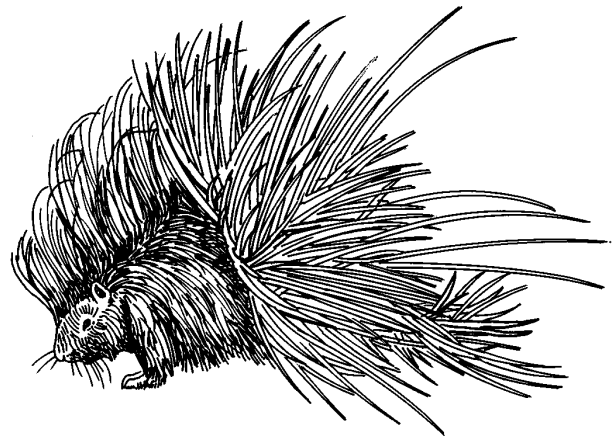
Team Up ▲

Musk oxen are huge and woolly, with large curly horns. But one ox by itself is still no match for a pack of hunting wolves. So the oxen travel in herds of 10 to 20. If wolves attack, the oxen form a circle, with their young safe in the center. Using this teamwork, the oxen can drive off the hungry wolves.



Play Dead ▲

Some predators will only eat animals they catch alive. So when a **hog-nosed snake** is threatened, it rolls over and pretends to be dead. Once the predator leaves, the snake flips back over and slithers safely away.



Fight Back ▲

The **African porcupine's** back is covered with sharp spines. If a predator threatens, the porcupine can charge backward and give its attacker a nose full of needles.

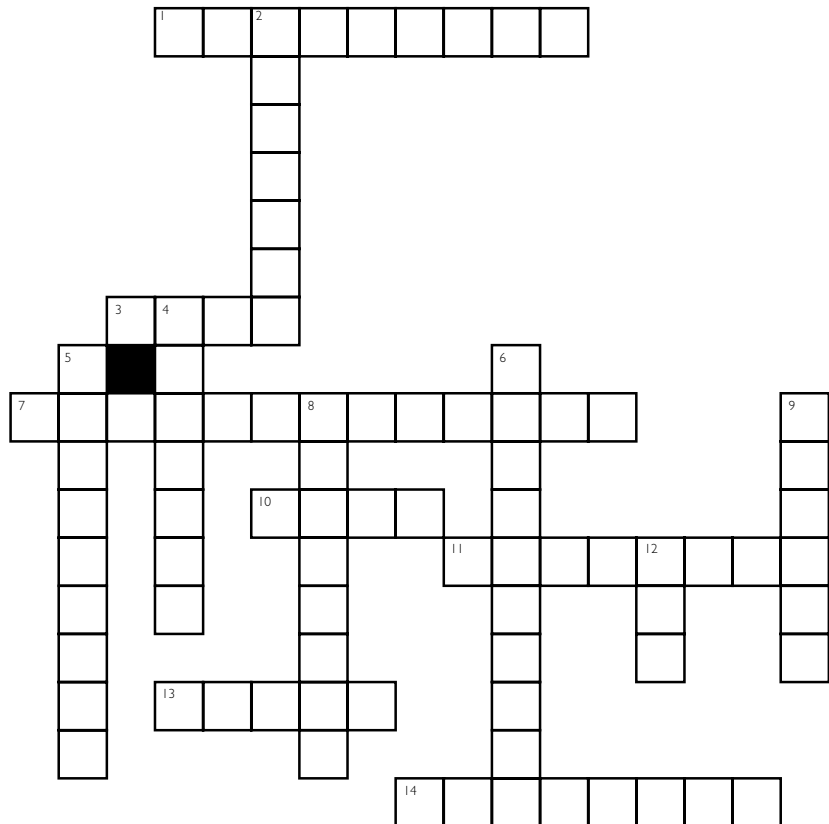
On Defense

Across

1. The _____ is protected by a scaly suit of armor.
3. Animals that are hunted by other animals
7. The _____ drives away predators by playing dead.
10. Insect eaters know that _____ sting. So they might not try to catch a fly that looks like one.
11. _____ travel in herds for safety. If wolves attack, they form a circle with their young in the middle.
13. In the winter, a snowshoe hare has _____ fur.
14. An animal that hunts other animals

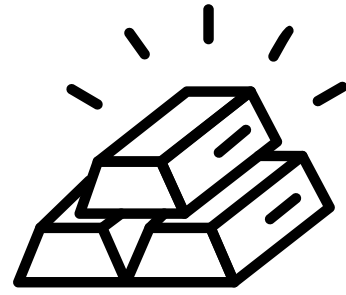
Down

2. When one animal protects itself by looking like a more dangerous animal, that's called _____.
4. For some animals, like basilisk lizards, _____ away is the best defense.
5. Many _____ animals are brightly colored so that predators see and remember them.
6. When an animal has a color or pattern that blends in with its environment, that's called _____.
8. The Io moth scares away birds by flashing its large _____.
9. An African porcupine defends itself using sharp _____ that cover its back.
12. If an Io moth is lucky, a hungry bird will be tricked into thinking that it's being attacked by an _____.



Diary of a Pioneer

California Trail



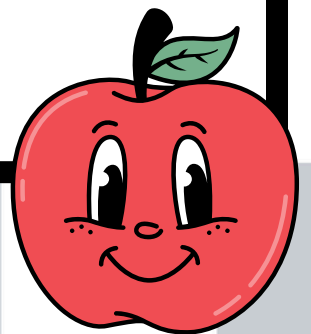
by _____

Imagine you are traveling the California Trail during the Gold Rush, hoping to find gold and strike it rich!

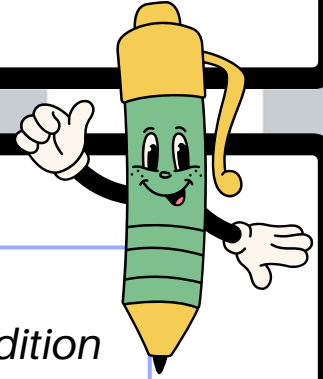
Describe your day on the trail. What are your hopes, worries, and discoveries as you head toward California?

DAY

3



AMI DAY #3



Math

Complete the *Decimal Addition* and *Decimal Subtraction* practice pages.

ELA

Read *What Moves the Sailing Stones of Death Valley?* and complete the student response sheet.

Complete the figurative language and word study practice pages.

Science/
Social
Studies

Complete the *From Grass to Hawk* practice pages.

Complete the Diary of a Pioneer-Santa Fe Trail journal prompt.



Decimal Addition (level 2)



Solve the problems to find the name of the world's tallest building in 2023.

$$\begin{array}{r} \square\square\square \\ 3.999 \\ + 4.563 \\ \hline \square\square\square\square \\ \text{H} \quad \text{U} \end{array}$$

$$\begin{array}{r} \square\square\square \\ 55.07 \\ + 31.79 \\ \hline \square\square\square\square \\ \text{L} \end{array}$$

$$\begin{array}{r} \square\square\square \\ 411.9 \\ + 201.3 \\ \hline \square\square\square\square \\ \text{B} \end{array}$$

$$\begin{array}{r} \square\square\square \\ 8.735 \\ + 7.240 \\ \hline \square\square\square\square\square \\ \text{I} \quad \text{A} \end{array}$$

$$\begin{array}{r} \square\square\square \\ 64.30 \\ + 60.75 \\ \hline \square\square\square\square\square \\ \text{K} \end{array}$$

$$\begin{array}{r} \square\square\square \\ 483.3 \\ + 863.7 \\ \hline \square\square\square\square\square \\ \text{R} \quad \text{J} \end{array}$$

$$\begin{array}{r} \square\square\square \\ 3.593 \\ + 7.609 \\ \hline \square\square\square\square\square \\ \text{F} \end{array}$$

B

1 2 3 4 5 6 7 8 9 0 7

Its height is 830 m and 163 floors!



Decimal Subtraction (level 2)



Fill in the blanks.

$$\begin{array}{r} \square \square \square \square \square \\ \square \square \square \square \square \\ \text{A} \quad 5 \quad 2.1 \quad 3 \quad 1 \\ - 3 \quad 2.5 \quad 1 \quad 9 \\ \hline \square \square \square \square \square \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ \square \square \square \square \\ \text{B} \quad 2.1 \quad 1 \quad 7 \\ - 1.9 \quad 3 \quad 4 \\ \hline \square \square \square \square \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ \square \square \square \square \\ \text{C} \quad 2 \quad 0.0 \quad 6 \\ - 1 \quad 1.2 \quad 9 \\ \hline \square \square \square \square \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ \square \square \square \square \\ \text{D} \quad 2 \quad 0 \quad 0.0 \\ - \quad 3 \quad 2.1 \\ \hline \square \square \square \square \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ \square \square \square \square \\ \text{E} \quad 1 \quad 0.6 \quad 1 \\ - \quad 7.8 \quad 4 \\ \hline \square \square \square \square \end{array}$$

$$\begin{array}{r} \square \square \square \square \\ \square \square \square \square \\ \text{F} \quad 1 \quad 1.1 \quad 3 \\ - \quad 5.7 \quad 9 \\ \hline \square \square \square \square \end{array}$$

Here's a math trick for you:

1. Ask your friend to choose any number but not tell you what it is.
2. Have your friend to multiply the chosen number by 2.
3. Next, add 8.
4. Then, divide the by 2.
5. Finally, subtract the original number.

Now, here's the cool part: No matter what number your friend initially chose, the final result will always be 4!

What Moves the SAILING STONES of Death Valley?

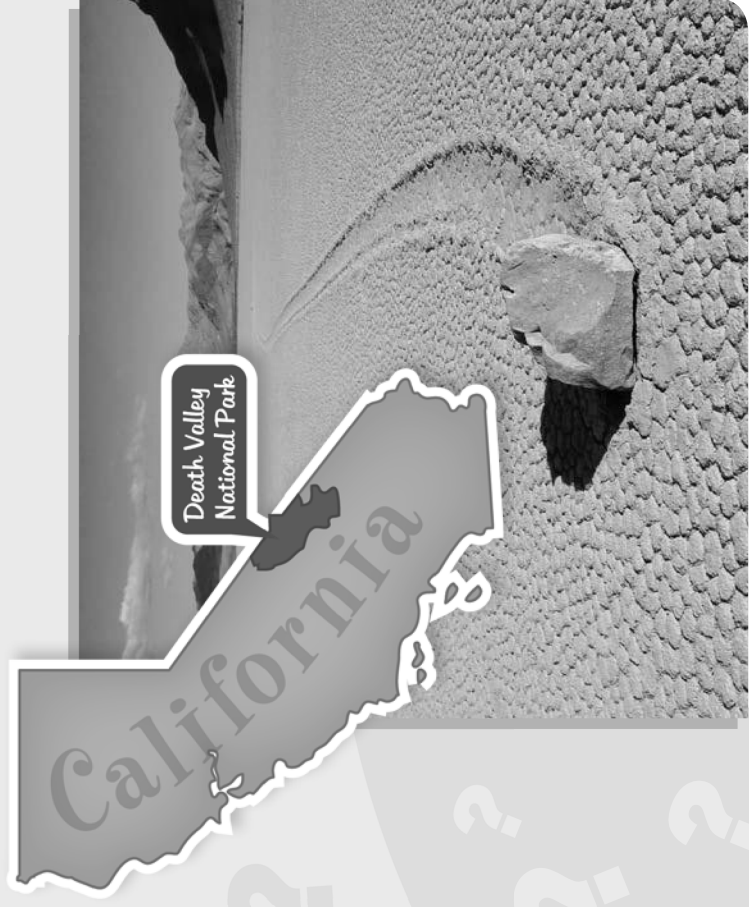
Everyone knows rocks weighing hundreds of pounds can't move by themselves, right? Some people who have studied the "sailing stones" of Death Valley in California might not agree with you.

Death Valley, a national park in southeastern California, is a hot, dry, empty place. While it includes the lowest and driest places in North America, it also is a land of great contrasts. Although it has the United States' lowest point, it also has mountains. It holds the record for the highest temperature ever in the U.S., but has snow and ice in winter. Even though it seems unlikely anything could live there, it is home to diverse animal and plant life.

Among Death Valley's strangest "residents" are the sailing stones. You can find these moving rocks on a wide, high field called the Racetrack Playa

(Playa is Spanish for "beach."). The Racetrack is actually a dry lake bed. When it rains, water rushes down onto this Playa from the mountains that surround it. The water quickly evaporates because of the extreme heat, leaving a layer of dried mud covered with cracks. This is when it gets interesting.

Over time, large rocks, some weighing up to 700 pounds (318 kilograms), fall from the surrounding mountains onto the cracked mud of the Racetrack.



The surface of the Racetrack is very flat. It changes only four inches from one end to the other. You would think that once these rocks are in place, they would stay where they are for a long time. You would be wrong.

Visitors to the Racetrack find something very surprising. The rocks have moved, sometimes several hundred yards. Often, they change directions. Two rocks can move in different directions from the same position. The “tracks” of the stones are clearly visible in the dried mud. If people or animals had moved the stones, their footprints would also be clearly visible. However, there aren’t any footprints.

One seven-year attempt to solve the mystery involved identifying 30 stones and monitoring their



movements with stakes. By the end of the study, 28 stones had moved. It may be a clue to the mystery that the stones only moved in winter.

So, what do scientists think is happening? How are they investigating these sailing stones? What do you think is moving the stones? The most often-named factors are the powerful winds that blow across the Racetrack and the sheets of ice formed when the rain and melted water freeze.

The extremes of temperature and strong winds in Death Valley mean that water can freeze very quickly. Some people think that rocks are caught in the ice, which is then blown across the lake bed. The tracks are formed by part of the rock sticking below the ice sheet.

None of the researchers in Death Valley has ever seen a stone move, and until a sighting occurs, we can only wonder.

DID YOU KNOW?

The highest temperature ever recorded on Earth was in 1913 in Death Valley. It was 134°F (49°C). Death Valley gets an average of 2 inches (5 cm) of rain per year.

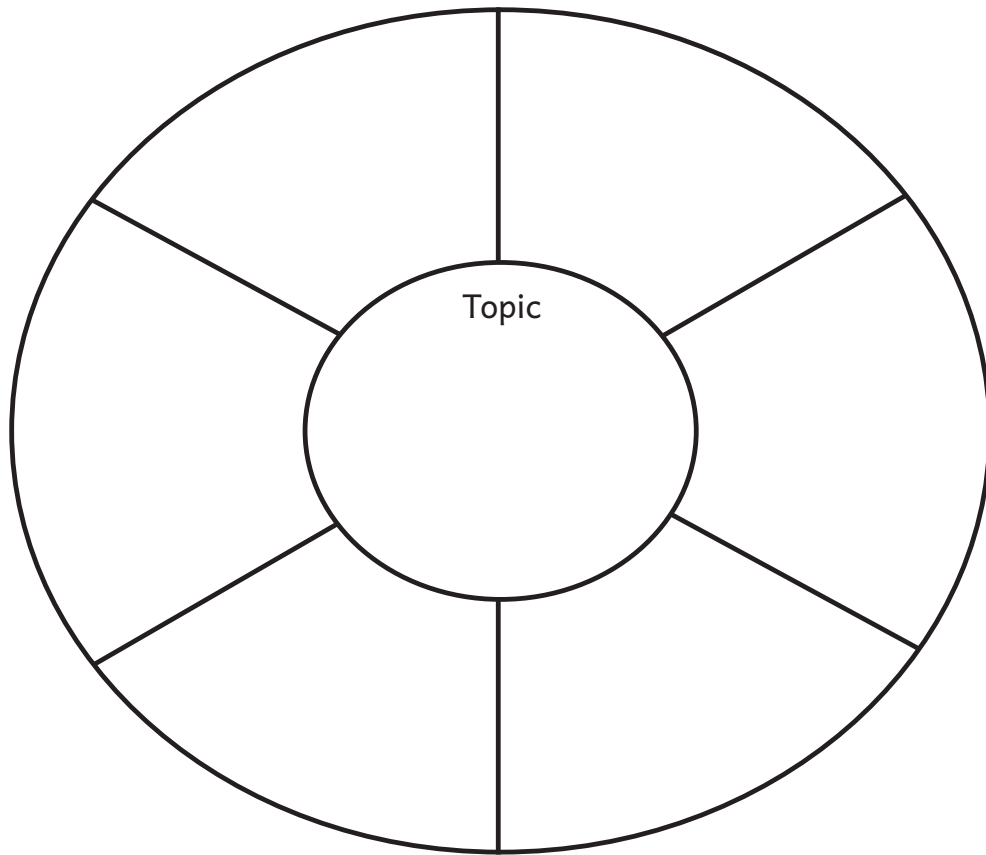
Name _____ Date _____

 Key Question

Why are some mysteries difficult to solve?

 On Your Own

1. Read the Key Question. Then read the article. Look for details that help you answer the Key Question. Circle or underline these details.
2. Now look back at the article. Write the details you circled or underlined in the Web Wheel below.



3. Think about the Key Question. Write your answer to the Key Question using the details you found in the article you read.

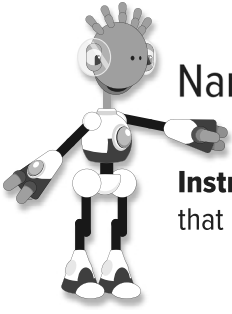
My First Answer

 _____

Venn Diagram

It's a piece of cake. I'm as skinny as a toothpick. It costs an arm and a leg. They like to eat cheese.
She knocked it out of the park. He's a chicken. You are a walking dictionary. He is as tall as his father.
It's my lucky day.

[illegible]

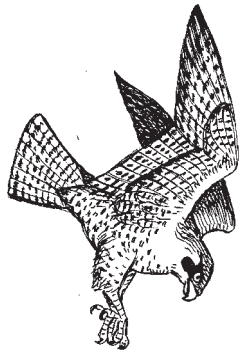


Name _____ Date _____

Instructions: Read each incomplete sentence. Choose one of the commonly confused words in parentheses that makes sense to complete the sentence. Write the word in the blank.

- ① The race car driver _____ the other cars and finished first. (passed, past)
- ② If those shoes are too _____, you will get blisters. (lose, loose)
- ③ Aaron _____ suggested that his partner try reading again with more expression. (respectably, respectfully, respectively)
- ④ When Grandma talks about the _____, she always smiles at her memories. (passed, past)
- ⑤ The game and dance are on December 8 and 10, _____. (respectably, respectfully, respectively)
- ⑥ Jemma was afraid she would _____ her mom's earrings at the dance. (lose, loose)
- ⑦ Even though Garrett wanted to scream, he behaved _____ at his opponent's victory celebration. (respectably, respectfully, respectively)
- ⑧ The firefighter did a careful, _____ check of all the smoke alarms. (through, thorough)
- ⑨ Ben _____ down on the sand after he arrived at the beach. (lay, lie)
- ⑩ The room was _____ warm, so I turned on the fan. (quit, quite, quiet)
- ⑪ Steve will eat broccoli or snow peas, but he prefers the _____. (later, latter)
- ⑫ Bella likes to _____ on the couch and read on a rainy day. (lay, lie)

NAME _____

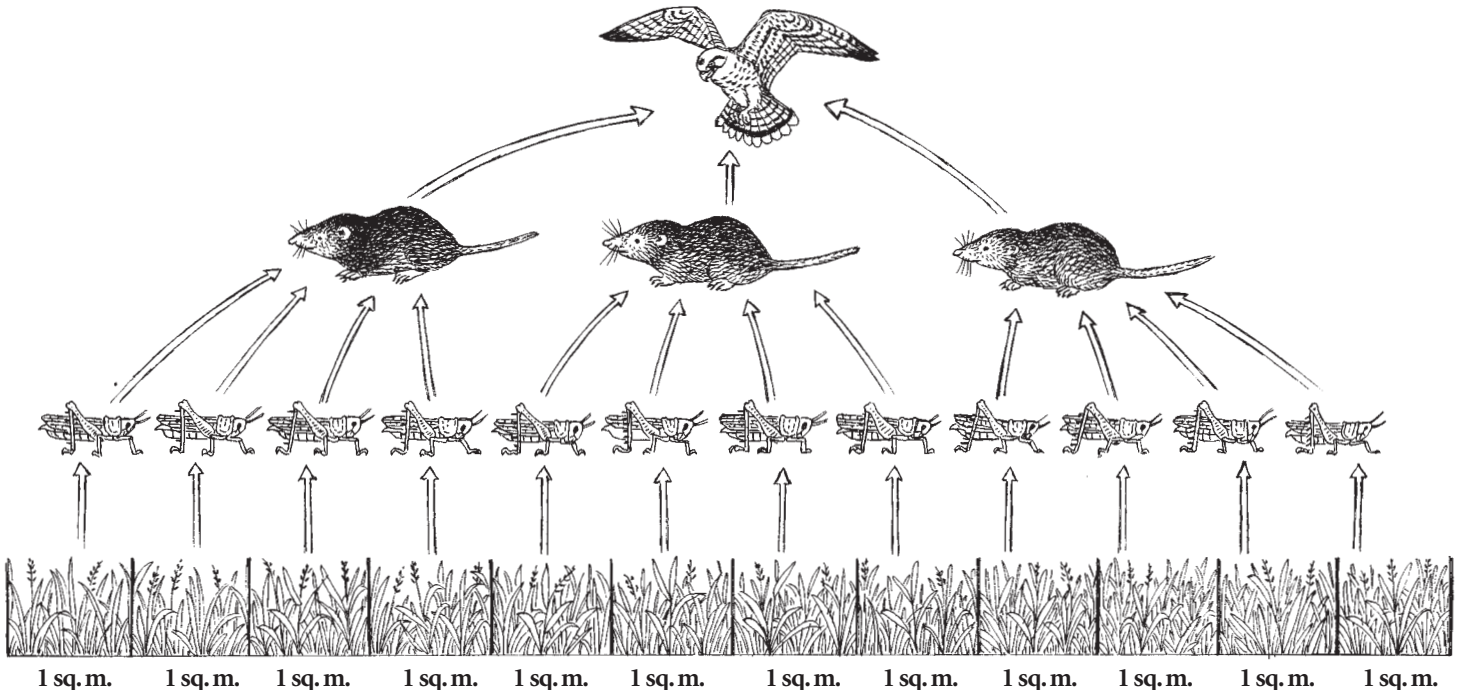


From Grass to Hawk

Animals depend on plants and other animals in their ecosystem for food. All these organisms are linked to each other in food chains. If something happens to one part of a food chain, all the organisms up that chain are affected.

THINK & PREDICT

? Look at the food-chain diagram below. What would happen if half of the grass (6 square meters) was turned into a parking lot? Would grasshoppers be affected? _____
 Would shrews? _____ Would the hawk be affected? _____
 What would happen if 2 square meters of grass were turned into a sidewalk? Would grasshoppers be affected? _____ Would shrews? _____ Would the hawk be affected? _____



OBSERVE & EXPERIMENT

1 Choose a colored pen. Start at the far left of the grass on the diagram. Cross out half (six meters) of the grass.

YOU'LL NEED

■ 2 different-colored pens or pencils

2 Cross out all the grasshoppers that depend on that grass for food. How many grasshoppers did you cross out? _____

3 Cross out all the shrews that depend on the lost grasshoppers for food. (Even if only one grasshopper is lost, a shrew won't have enough food to survive. Cross out that shrew as well.) How many shrews did you cross out? _____

4 Cross out the hawk if it depends on the lost shrews for food. (Even if only one shrew is lost, a hawk won't have enough food to survive.) Did you cross out the hawk? _____

5 Using the other pen, cross out two meters of grass from the other side of the diagram.

6 Repeat steps 2 to 4. How many grasshoppers did you cross out? _____ How many shrews? _____ Did you cross out the hawk? _____

WHAT HAPPENED?

Read your predictions. Which were correct and which were not? _____

According to this food-chain diagram, how much grass does a hawk need to survive?

THINK & WRITE

Green plants are called *producers* because they make their own food. All animals are *consumers* because they rely on something else for food. Which of the consumers in the food chain are plant eaters and which are meat eaters? Based on this example, do you think most ecosystems have more producers or consumers? More plant eaters or meat eaters? Why?

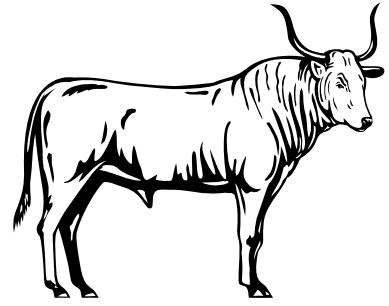
THINK HARDER!

How could the food chain on the previous page be changed into a food web?

What would it look like?

Diary of a Pioneer

Santa Fe Trail



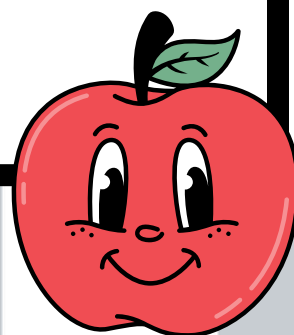
by _____

Pretend you are a trader on the Santa Fe Trail, carrying goods to sell between Missouri and New Mexico.

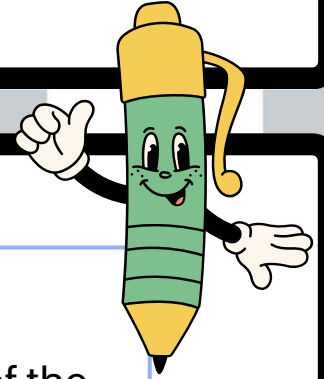
Write about a day of your journey. What do you trade, who do you meet, and what dangers or adventures happen along the way?

DAY

4



AMI DAY #4



Math	Complete parts A and B of the <i>Multiplying by Powers of 10</i> practice page.
ELA	Read <i>Leading America Through Crisis</i> and complete the student response sheet. Complete the figurative language and word study practice pages.
Science/ Social Studies	Complete the <i>States of Matter</i> practice pages. Complete the <i>Diary of an Explorer- Lewis and Clark's Expedition</i> journal prompt.



Multiplying by Powers of 10 (level 2)



Fill in the blanks.

A Solve for the product:

$$3.1 \times 10 = \underline{\hspace{2cm}} \quad 0.295 \times 1,000 = \underline{\hspace{2cm}} \quad 8.3 \times 100 = \underline{\hspace{2cm}}$$

$$0.48 \times 1,000 = \underline{\hspace{2cm}} \quad 3.3 \times 100 = \underline{\hspace{2cm}} \quad 0.36 \times 1,000 = \underline{\hspace{2cm}}$$

$$4.05 \times 10 = \underline{\hspace{2cm}} \quad 0.407 \times 10 = \underline{\hspace{2cm}} \quad 1.26 \times 1,000 = \underline{\hspace{2cm}}$$

$$72.3 \times 100 = \underline{\hspace{2cm}} \quad 5.36 \times 100 = \underline{\hspace{2cm}} \quad 5.06 \times 10 = \underline{\hspace{2cm}}$$



— Do you know what happens when you multiply a decimal number by 10, 100, or 1,000?

— No, what?

— The number just moves its decimal and brags about its new spot!

B Solve for the factor:

$$\underline{\hspace{2cm}} \times 10 = 30.5 \quad \underline{\hspace{2cm}} \times 100 = 35 \quad \underline{\hspace{2cm}} \times 1,000 = 106$$

$$\underline{\hspace{2cm}} \times 100 = 2.8 \quad \underline{\hspace{2cm}} \times 10 = 6.22 \quad \underline{\hspace{2cm}} \times 100 = 209.9$$

$$\underline{\hspace{2cm}} \times 10 = 21.09 \quad \underline{\hspace{2cm}} \times 100 = 52.3 \quad \underline{\hspace{2cm}} \times 1,000 = 2,400$$

$$\underline{\hspace{2cm}} \times 1,000 = 300 \quad \underline{\hspace{2cm}} \times 1,000 = 65 \quad \underline{\hspace{2cm}} \times 10 = 259$$

LEADING AMERICA THROUGH CRISIS



Franklin D. Roosevelt, the 32nd U.S. president, helped lead the country through some of the most difficult times in its history. He accomplished this despite dealing with one of the greatest health challenges of any president.

Roosevelt was born in Hyde Park, New York in 1882. After college, he practiced law for several years before entering politics. His first office was as a state senator for New York.

During a summer vacation in 1921, Roosevelt's life was changed forever when he contracted polio, a disease that severely weakened his legs. Roosevelt fought hard to regain the use of his legs, but for the rest of his life he used leg

braces, crutches, or a cane when he walked. He was worried that people would doubt his ability to do his job because of his physical challenges. He wondered if his political career was over.

Roosevelt's wife, Eleanor, and his political colleagues encouraged him to return to politics. He was elected governor of New York in 1928 and then elected president in 1932. When Roosevelt entered the White House the following spring, he and the nation faced many serious problems. Americans were suffering because of the Great Depression. Nearly 13 million people were unemployed. Factories had closed, banks had failed, and people had lost farms.

Roosevelt knew

immediate action was needed, so he created the New Deal programs. During his first 100 days in office, Roosevelt worked to pass laws that created agencies to help people get jobs, to support farmers, and to stabilize the banks.



President Roosevelt delivering a radio address

Roosevelt's actions restored confidence in the country. However, he had a new set of problems to deal with when World War II broke out in 1939. At first, Roosevelt kept America out of the war and focused on supporting its European allies. When the Japanese military bombed Pearl Harbor in 1941, Roosevelt could no longer keep America out of the war.

Roosevelt mobilized American businesses for the war effort. Many Americans had jobs building planes, tanks, jeeps, and other equipment needed for the war. The president carefully chose military leaders and took an active role in planning the major battles. Roosevelt had a global vision of peace. He urged America's allies to join together as part of a peacekeeping organization. This group would later become the United Nations.

Throughout his presidency, Roosevelt addressed the country during his "Fireside Chats." He thought that the best way to let Americans know what was going on and make them feel safe was

to speak to them directly, in their homes. Roosevelt would choose one or two topics and present them during his radio talks.

The stress and strain of dealing with so many serious issues took a physical toll on Roosevelt.

In 1945, at the age of sixty-three, he suffered a stroke and died. Unfortunately, Roosevelt did not live long enough to see the end of the war.

Roosevelt was a symbol of strength and perseverance. His courage while dealing with his own personal struggles and his ability to solve problems and deal with serious issues inspired many Americans.



Roosevelt signs a declaration of war with Japan

Did You Know?

On February 19, 1942, President Roosevelt signed a wartime order giving the U.S. military the power to remove people from sensitive areas within the United States. As a result, more than 112,000 men, women, and children of Japanese ancestry were forced to leave their homes in California and other western states. They were then sent to and confined in isolated, fenced, and guarded internment camps until December 1944. None of the relocated Japanese Americans were ever found guilty of any crime.

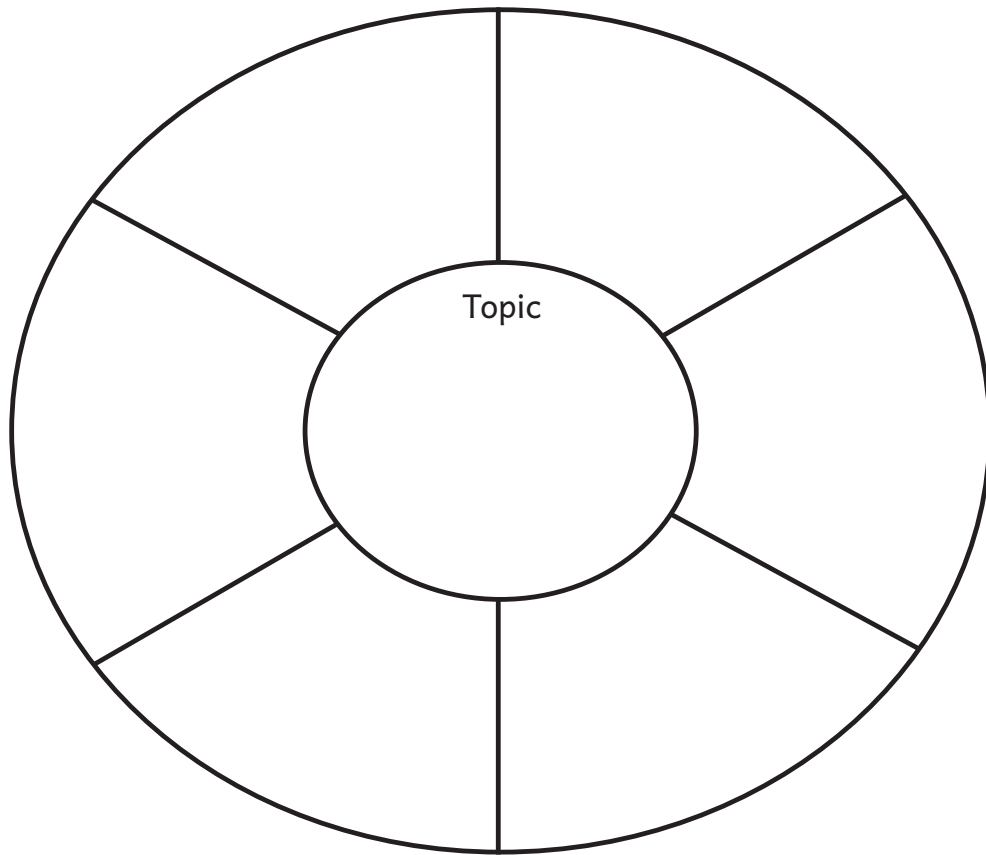
Name _____ Date _____

 Key Question

Why are some mysteries difficult to solve?

 On Your Own

1. Read the Key Question. Then read the article. Look for details that help you answer the Key Question. Circle or underline these details.
2. Now look back at the article. Write the details you circled or underlined in the Web Wheel below.



3. Think about the Key Question. Write your answer to the Key Question using the details you found in the article you read.

My First Answer

 _____

Worksheet

Complete the Sentences

Complete the following similes by adding one or more words to each sentence.

Tim was as hungry as a _____

Rita sure is smart as a _____

Mr. Jones is as tall as a _____

Casey was as cold as _____

The clouds moved slowly, like _____

Today was hot like _____

The boy ran like _____

Life is like a _____

Complete the following metaphors by adding one or more words to each sentence.

Tim's stomach is _____

Rita has the memory of _____

Mr. Jones' legs are two _____

Casey had an icy cold _____

The cloud is _____

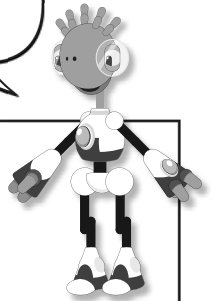
Today is hot enough to _____

The sprinting boy _____

Life is a _____

Name _____ Date _____

I did the first one for you!



Instructions: Circle the word or words that use a double consonant in each sentence.

1. He keeps forgetting to call me.
2. I skipped down the road while my friends were running.
3. Are we swimming at the pool today?

Instructions: Add the suffix -ed to each word and write the new word on the line.

rewrap _____

commit _____

embed _____

admit _____

Instructions: Add the suffix -ing to each word and write the new word on the line.

regret _____

begin _____

occur _____

permit _____



Three States

Matter can be solid, liquid, or gas. As a solid, the particles of matter are packed together tightly so there is little movement among them. The solid has a definite shape and volume. In order for matter to change from one state to another, energy must be gained or lost.

Water illustrates the three states: solid, liquid, and gas. Think of an ice cube setting in the sun at the bottom of an empty glass. As the sun's rays heat the ice cube, its particles begin to move until they are arranged more loosely and can slide past each other. Now the solid ice cube has become a liquid that has the shape of the glass. There is the same amount of material, but its form has changed.



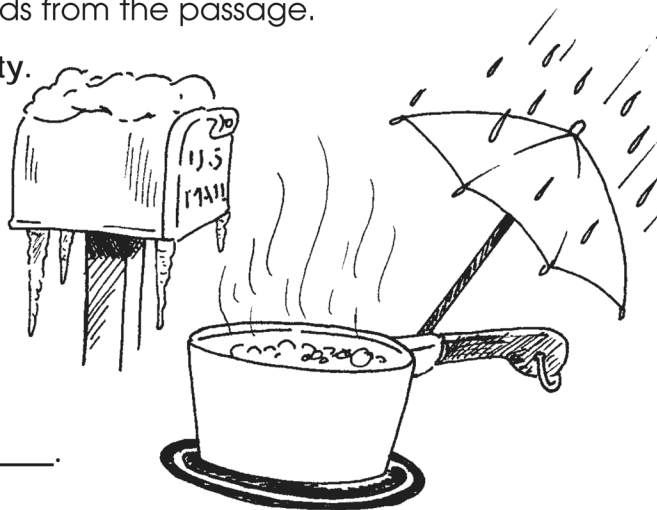
After leaving the glass in the sun, you discover the liquid has disappeared. It evaporated and became water vapor—water in its gaseous form. The particles in gas are farther apart than they are in a solid or a liquid. The particles spread out and fill whatever area they are found in. There is always some water vapor in the air, and it is referred to as humidity. When the water vapor cools, it condenses and changes back into its liquid form, so there might be dew on the grass or rain or snow from the clouds.

Underline the definition of each word as it is used in the passage above.

- | | | |
|----------------|--------------------|------------------------|
| 1. illustrates | draws a picture | shows by example |
| 2. volume | degree of sound | mass or amount |
| 3. form | shape | paper to be filled out |
| 4. state | specific land area | condition or structure |

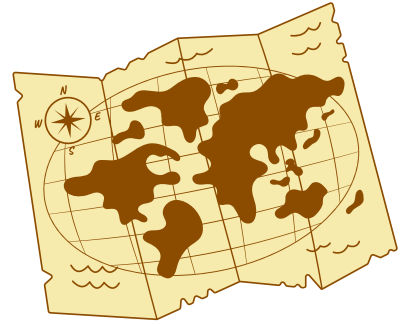
Complete each sentence with a word or words from the passage.

5. _____ in the air is called humidity.
6. Dew appears when cool air _____.
7. When water is a _____, the particles are far apart, move easily, and fill an entire area.
8. A _____ has a definite size and shape.
9. Heating water will cause it to _____.



Diary of an Explorer

Lewis & Clark's Expedition



by _____

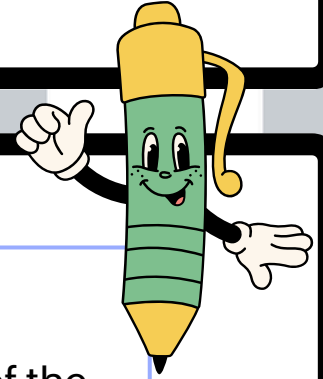
Imagine you are on Lewis and Clark's expedition. Write a journal entry about one day of your journey.

What do you see, hear, and feel? What challenges do you face?
What new things do you discover?

[illegible]

DAY
5

AMI DAY #5



Math	Complete parts A and B of the <i>Dividing by Powers of 10</i> practice page.
ELA	Read <i>I Wandered Lonely as a Cloud</i> and <i>My Shadow</i> and complete the student response sheet. Complete the adjectives and word study practice pages.
Science/ Social Studies	Complete the <i>Golden Grasslands of Africa</i> practice pages. Complete the <i>Diary of a 19th Century Worker-Factory or Farm?</i> journal prompt.



Dividing by Powers of 10 (level 2)



Fill in the blanks.

A Solve for the quotient:

$$24 \div 10 = \underline{\hspace{2cm}}$$

$$800 \div 1,000 = \underline{\hspace{2cm}}$$

$$420 \div 100 = \underline{\hspace{2cm}}$$

$$10.2 \div 10 = \underline{\hspace{2cm}}$$

$$234 \div 100 = \underline{\hspace{2cm}}$$

$$803 \div 1,000 = \underline{\hspace{2cm}}$$

$$0.72 \div 10 = \underline{\hspace{2cm}}$$

$$74 \div 1,000 = \underline{\hspace{2cm}}$$

$$50 \div 100 = \underline{\hspace{2cm}}$$

$$0.7 \div 10 = \underline{\hspace{2cm}}$$

$$3,260 \div 100 = \underline{\hspace{2cm}}$$

$$810 \div 1,000 = \underline{\hspace{2cm}}$$



-Do you like my new hat?

- Why is it so tiny?

- I ordered a ten-gallon hat, but they put the decimal in the wrong place!



B Solve for the dividend:

$$\underline{\hspace{2cm}} \div 10 = 0.6$$

$$\underline{\hspace{2cm}} \div 100 = 0.3$$

$$\underline{\hspace{2cm}} \div 1,000 = 0.8$$

$$\underline{\hspace{2cm}} \div 100 = 20.2$$

$$\underline{\hspace{2cm}} \div 10 = 0.08$$

$$\underline{\hspace{2cm}} \div 100 = 0.451$$

$$\underline{\hspace{2cm}} \div 10 = 9.01$$

$$\underline{\hspace{2cm}} \div 1,000 = 0.12$$

$$\underline{\hspace{2cm}} \div 1,000 = 3.04$$

$$\underline{\hspace{2cm}} \div 100 = 0.002$$

$$\underline{\hspace{2cm}} \div 10 = 0.135$$

$$\underline{\hspace{2cm}} \div 1,000 = 2.001$$

There are two poems in this passage. Read each one to determine the topic of the poem. Compare the poems. How are the topics the same? How does the poet describe the topic?

I Wandered Lonely as a Cloud

By William Wordsworth

I wandered lonely as a cloud

That floats on high o'er vales and hills,

When all at once I saw a crowd,

A host, of golden daffodils;

Beside the lake, beneath the trees,

Fluttering and dancing in the breeze.

Continuous as the stars that shine

And twinkle on the Milky Way,

They stretched in never-ending line

Along the margin of a bay:

Ten thousand saw I at a glance,

Tossing their heads in sprightly dance.

The waves beside them danced, but they

Out-did the sparkling waves in glee:

A Poet could not but be gay,

In such a jocund company

I gazed—and gazed—but little thought

What wealth the show to me had brought:

For oft, when on my couch I lie

In vacant or in pensive mood,

They flash upon that inward eye

Which is the bliss of solitude;

And then my heart with pleasure fills,

And dances with the daffodils.

My Shadow

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

...

Day 5- Page 5

Did You Know?

Imagery is all of the words that appeal to the senses. Images describe how something looks, sounds, smells, tastes, or feels. Ask yourself what the images mean to you. How do they help you understand the poem?

Name _____ Date _____

Key Question

How does a poet create images that support the theme of a poem?

On Your Own

1. Read the Key Question. Next read “How to Read a Poem.” Then read your poem(s). Look at your notes. When you have more than one poem, identify the theme of two poems. If you have one poem, identify the theme of that poem.

How to Read a Poem

First, read the poem. Then reread the poem and put an asterisk (*) next to words you don’t know. Find words that help you make a picture in your mind. Circle these details. Write a note that explains what it makes you think of.

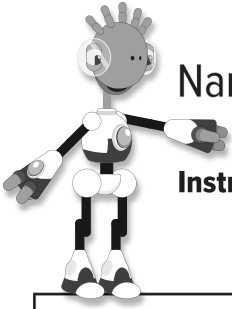
Third, read the poem again. This time, look up words you don’t know and pay attention to how the language supports the theme.

2. Look for words that help you answer the Key Question. Write the details in the chart.

Poem	What I Picture	How It Supports the Theme

My First Answer





Name _____ Date _____

Instructions: Read each sentence. Choose the word from the box that makes sense to complete the sentence.

access	breath	angel	antibiotics
excess	breathe	angle	antecedent

- ① As a nurse, Becky had _____ to all patient information.
- ② Medications such as _____ help fight infection.
- ③ The light fell at an odd _____ across the stone floor.
- ④ Ken could _____ easier knowing he had passed the test.
- ⑤ Talia took a deep _____ before diving into the water.
- ⑥ Any _____ funds were deposited into a savings account for future expenses.
- ⑦ Something that comes before something else might be referred to as its _____.
- ⑧ Louis wore a white robe and wings to play the part of the _____.

Golden Grasslands of Africa

An *ecosystem* is a community of living things that live in a particular place. One of the most **vital** ecosystems on Earth is the grasslands.

In Africa, grasslands are known as the *savanna*. The savanna covers more than 5 million square miles of wilderness. Trees are few and far between on this **vast** landscape. But a **profusion** of golden grasses, herbs, and flowers thrive on the sunny, flat land.



Susan Schmitz

Herds of zebras live in the grasslands of Africa.

A wide variety of animals, both predators and **herbivores**, live in this ecosystem. Majestic lions rest in rare patches of shade, while zebras graze on grass in the distance. Graceful gazelles and giraffes roam the African savanna. So do speedy cheetahs and hyenas. Termite mounds, some as high as 30 feet, can also be found on the savanna.

Grasslands exist on every continent except Antarctica. In North America, grasslands are called *prairies*.

**Reread the sentences in which these words appear.
What do you think each word means?**

vital: _____

vast: _____

profusion: _____

herbivores: _____

**Study the definitions of the vocabulary words below.
Then complete each sentence with the correct word.**

vital: very important

vast: large and wide in range

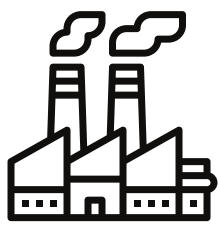
profusion: a large amount

herbivores: animals that eat plants

1. There was a _____ of flavors at the new ice cream shop.
2. Cows, goats, and other _____ have flat teeth for chewing grass and leaves.
3. If you have a pet, it is _____ that you care for it properly.
4. The ocean looked _____ and mysterious in the moonlight.

BONUS

Describe someone who is vital in your life.



Diary of a 19th Century Worker

Factories & Farms

by _____



Imagine you live in the 1800s. You can choose to live in the North, working in a factory, or in the South, working on a farm.

Write a journal entry about one day in your life.

- What kind of work do you do?
- What do you see, hear, and smell around you?
- How do you feel about your work and your life?

