



Directions: Complete the activities for each AMI day that district approves. Return to teacher within 3 days to be counted present for the approved AMI day.

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| Day 1 | <ul style="list-style-type: none"> • Read the story on the back draw a picture to illustrate it. • Imagine that there are 17 students in your class. How many students would there be if 10 new students joined your class? If all of the students were put into groups of 10, how many groups of 10 would there be? Be sure to show your thinking on a piece of paper. • Oh no! Someone has taken all of our coats and it's cold outside! Observe the animals that are outside in the cold with no coats on. How do they stay warm? Can you think of a new way to stay warm like the animals do without a coat? Draw a picture of your idea. |
| Day 2 | <ul style="list-style-type: none"> • Reread the story on the back and retell it in your own words. • Practice your math facts (addition and subtraction within 10) with a fun game of basketball! Ask an adult to write some addition and subtraction facts on different pieces of scratch paper. For each fact you answer correctly, crumple up the piece of paper with the fact written on it. When you are finished practicing, take turns making "baskets" into the trash can. • Ask an adult for a flashlight. Try holding different materials up to the light. Which materials let light pass through? Which materials block all of the light? Why do you think some materials let light pass through and others do not? |
| Day 3 | <ul style="list-style-type: none"> • Reread the story on the back and underline all of the vowels. • Find a small object (toy car, deck of cards, a spoon, etc.) and use it to measure the length of your parent's arm from the shoulder all the way to the fingertips. Then ask your parent to measure your arm. Record how many "toy cars" long both your arms are and draw a picture to show the difference in the lengths. Make sure to label your measurement with the name of the object you used. • Go outside, close your eyes, and listen carefully. Record 3 things you hear. Write a sentence to tell what you think could have caused those sounds |
| Day 4 | <ul style="list-style-type: none"> • Reread the story on the back and circle the capital letters. • Write the numbers 0 through 9 on small pieces of paper, fold them, put them in a pile, and mix them up. Close your eyes and choose 2. On a piece of paper, draw the amounts, then write how many there are in all. Write an equation to match. For example, if you draw 2 and 4, you would write the equation $2 + 4 = 6$ with a drawing to show the amounts. Tell your parent the strategy you used. Refold the pieces of paper and mix them back in with the others. Repeat 4 times. • Close your eyes tight. What do you see? Do objects need light to be seen? Form a hypothesis (or testable statement) by completing the sentence: Objects (do/do not) need light to be seen. How could you test your hypothesis? Write a plan for how you could test your hypothesis. |
| Day 5 | <ul style="list-style-type: none"> • Reread the story on the back and circle the punctuation marks. • Imagine that you've been keeping track of the weather lately. So far there have been 6 sunny days, 7 cloudy days, and 4 rainy days. On a piece of paper, create a graph or picture graph to represent the weather. Then find the total number of days that were sunny and cloudy. Write an equation to match. |

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| | <ul style="list-style-type: none">• Weather can make us change our plans. Bad weather can be a cause, and the effect could be that we can't get to school. In a few sentences, describe how your day is different today than on a typical school day. |
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Tom is a bug. Tom sat in the mud. He ran in the mud. He liked to hop in the mud. He did not get wet in the mud. He had fun.