



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 an article, a book or chapter of a book. Write a summary of the article or book (chapter) including the key details and a conclusion.• Imagine there are 11,217 students in the school district. On a piece of paper, write the number of students in expanded form in at least 2 different ways. The community is growing and they need to build a new school. The new school will have enough space for 1/10 of the students. How many students will be going to the new school? Be sure to show and explain your thinking on a piece of paper.• Go outside and observe the living things in your yard. Draw a simple food chain model to describe the movement of matter among plants, animals, decomposers, and the environment. Be sure to label all of the pictures in your model. |
| Day 2 | <ul style="list-style-type: none">• Read an article, a book or chapter of a book. Write the title of the book and list 5 words with 2 syllables and 5 words with more than 2 syllables.• Imagine you have a digital scale and you place a marshmallow on it. You notice the scale reads 7.2 grams. How much would you expect 10 marshmallows to weigh? Why? Next, you decide to weigh 10 jellybeans. They weigh 12.0 grams all together. How much would you expect 1 jellybean to weigh? Finally, you weigh 10 brand new pink erasers and see they weigh 312.4 grams. How much would you expect 1,000 pink erasers to weigh? Why? Show your thinking on a piece of paper. Be sure to include labels.• Weigh a cup filled with ice or snow. Predict what will happen to the weight of the same cup once the ice or snow melts. Weigh the cup again after melting. What do you observe? How can you explain what you see? |
| Day 3 | <ul style="list-style-type: none">• Read an article, a book or chapter of a book. Write about the facts you learned from the article or the lesson/moral if it was a story.• A teacher asked 4 students to measure their heights. The students used different units. Their heights are recorded on the table on the next page. On a piece of paper, list the students in order from tallest to shortest. Show or explain your thinking.• Make a list of 10 things in your house that you consider to be matter. Describe the "rule" or reason you used to decide whether something is or is not matter. |
| Day 4 | <ul style="list-style-type: none">• Read a book or a chapter of a book. Compare and contrast two or more characters in the story (or chapter) using specific details from the book.• 615 students are waiting in line to get on a bus to go on a field trip. Each bus can hold 75 students. How many buses will be needed? On a piece of paper, show your thinking.• Stir a teaspoon of sugar into a glass of warm water. After 10 minutes, write or draw what you observed. Describe what is happening to sugar when it dissolves in water. |
| Day 5 | <ul style="list-style-type: none">• Read a book or a chapter of a book. Describe in detail the setting of the story or chapter using specific details from the book. Write about how this setting is similar or different from another book you have read in the past.• A muffin recipe calls for $\frac{3}{4}$ of a cup of sugar. You have the following measuring cups: 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup, $\frac{1}{8}$ cup, and a tablespoon (which is $\frac{1}{16}$ cup). On a piece of paper, show 2 different ways to measure $\frac{3}{4}$ of a cup of sugar. Suppose you want to reduce the amount of |

sugar in the recipe by $\frac{1}{8}$. How much sugar is now in your recipe? You decide to double the recipe, but you only have 1 cup of sugar. Do you have enough sugar to double the recipe? Show or explain your thinking.

- We know that some animals eat only plants, while others eat plants and other animals. Some animals only eat other animals. What do you think would happen to the animals living on an island if all of the plants disappeared? Explain why you made your prediction.

For Math Day 3:

| Student | Height |
|---------|----------------------|
| Sarah | 50 inches |
| Jake | $4\frac{1}{4}$ feet |
| Andy | $1\frac{1}{2}$ yards |
| Emily | 4 feet and 4 inches |