

5th Grade AMI Packets

After we have had 5 snow days, the district will be using AMI packets for instruction, starting on snow day #6. The following packets will be labeled with days #1-6. Please only have your child do 1 packet for each snow day. The packets will include all core subject matter. Students will be responsible for returning these packets back to school when we return for a grade.

Please use DOJO or send us an email to contact us:

Reading: kterry@seymourschool.net

Math: dlathrom@seymourschool.net

Science/Social Studies: ogarrison@seymourschool.net

Hours available to answer any questions or concerns regarding any content or material:

8:00 am -12:00 pm

Fifth Grade

AMI

Day 1

Name _____



Pile Them Up!



When adding decimals, follow these steps.

$$\begin{array}{r} 36.46 \\ + 13.84 \\ \hline .0 \end{array}$$

$$\begin{array}{r} 6.46 \\ + 13.84 \\ \hline .30 \end{array}$$

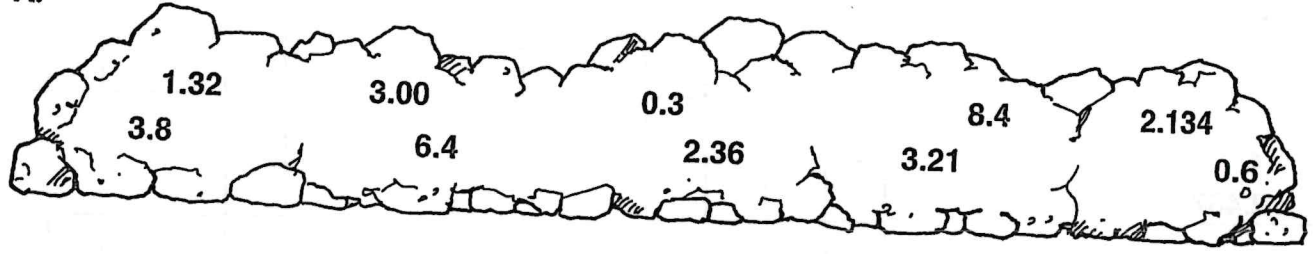
$$\begin{array}{r} 6.46 \\ + 13.84 \\ \hline 0.30 \end{array}$$

$$\begin{array}{r} 6.46 \\ + 13.84 \\ \hline 50.30 \end{array}$$

1. Line up the decimal points. Add the hundredths. Regroup.
2. Add the tenths. Regroup.
3. Add the ones. Regroup.
4. Add the tens.

Choose two addends from the decimal pile to make each sum.

A.



$$\begin{array}{r} + \\ \hline 5.36 \end{array}$$

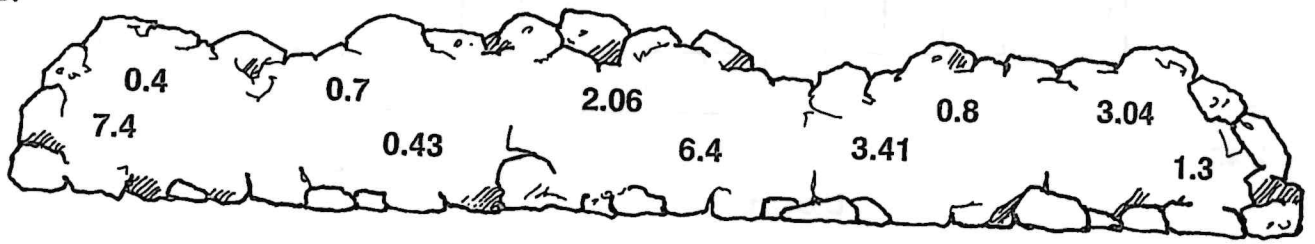
$$\begin{array}{r} + \\ \hline 0.9 \end{array}$$

$$\begin{array}{r} + \\ \hline 10.2 \end{array}$$

$$\begin{array}{r} + \\ \hline 4.53 \end{array}$$

$$\begin{array}{r} + \\ \hline 10.534 \end{array}$$

B.



$$\begin{array}{r} + \\ \hline 5.10 \end{array}$$

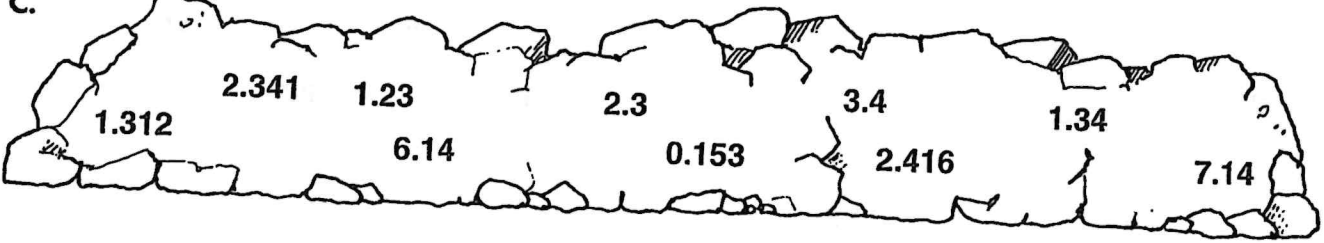
$$\begin{array}{r} + \\ \hline 1.2 \end{array}$$

$$\begin{array}{r} + \\ \hline 8.1 \end{array}$$

$$\begin{array}{r} + \\ \hline 3.84 \end{array}$$

$$\begin{array}{r} + \\ \hline 7.7 \end{array}$$

C.



$$\begin{array}{r} + \\ \hline 5.7 \end{array}$$

$$\begin{array}{r} + \\ \hline 7.37 \end{array}$$

$$\begin{array}{r} + \\ \hline 2.494 \end{array}$$

$$\begin{array}{r} + \\ \hline 8.48 \end{array}$$

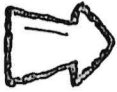
$$\begin{array}{r} + \\ \hline 3.728 \end{array}$$

Name _____



Subtracting decimals
from whole numbers

Cross-Decimal Subtraction



To subtract a decimal from a whole number, add a zero for each decimal place. Subtract.

$$\begin{array}{r} 3 \\ - 0.246 \\ \hline \end{array}$$

$$\begin{array}{r} 2.99 \\ \cancel{2.000} \\ - 0.246 \\ \hline 2.754 \end{array}$$

Subtract. Decimal points count as a space.

Across:

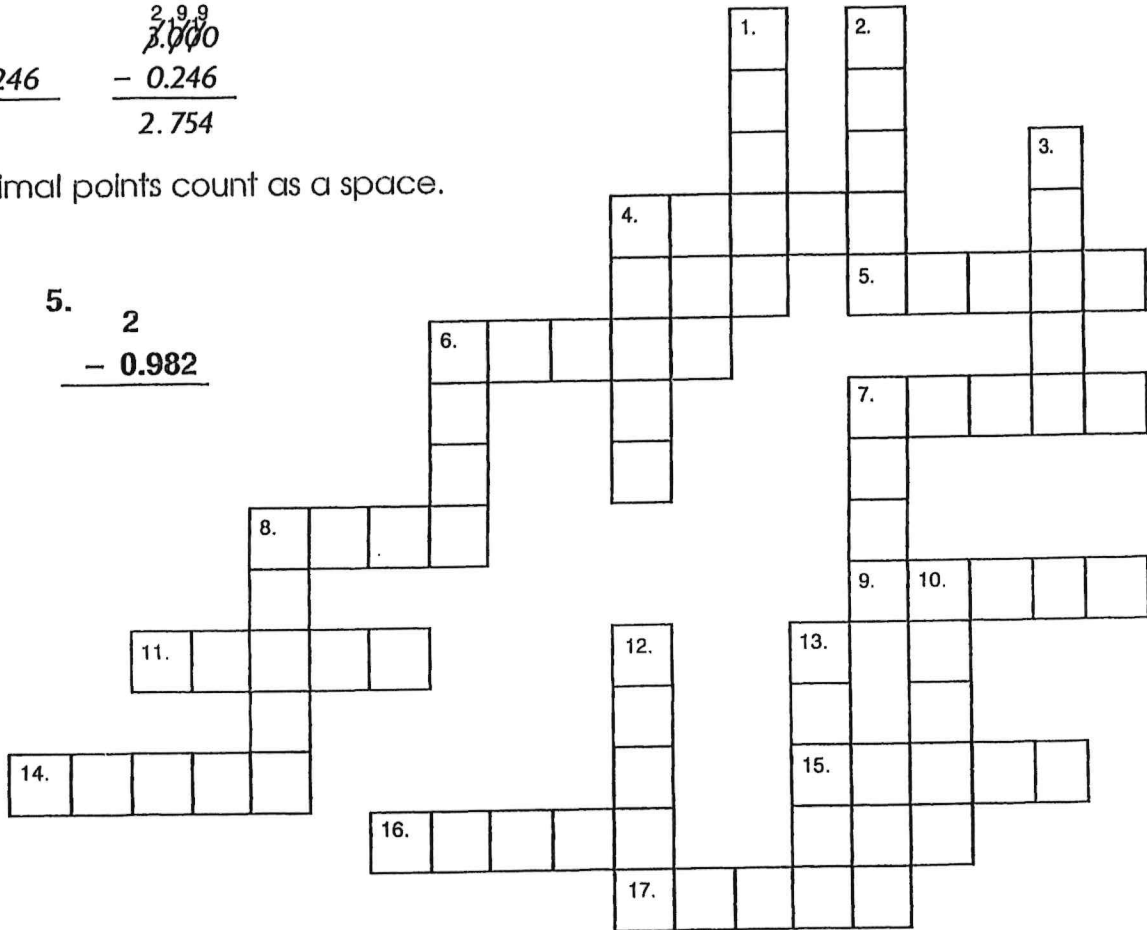
4. $\begin{array}{r} 8 \\ - 5.002 \\ \hline \end{array}$

5. $\begin{array}{r} 2 \\ - 0.982 \\ \hline \end{array}$

6. $\begin{array}{r} 4 \\ - 2.467 \\ \hline \end{array}$

7. $\begin{array}{r} 3 \\ - 2.403 \\ \hline \end{array}$

8. $\begin{array}{r} 5 \\ - 2.48 \\ \hline \end{array}$



Down:

9. $\begin{array}{r} 13 \\ - 2.89 \\ \hline \end{array}$

11. $\begin{array}{r} 9 \\ - 3.546 \\ \hline \end{array}$

1. $\begin{array}{r} 4 \\ - 2.006 \\ \hline \end{array}$

2. $\begin{array}{r} 6 \\ - 3.419 \\ \hline \end{array}$

3. $\begin{array}{r} 5 \\ - 3.891 \\ \hline \end{array}$

4. $\begin{array}{r} 5 \\ - 2.642 \\ \hline \end{array}$

14. $\begin{array}{r} 7 \\ - 3.002 \\ \hline \end{array}$

15. $\begin{array}{r} 12 \\ - 2.412 \\ \hline \end{array}$

6. $\begin{array}{r} 2 \\ - 0.48 \\ \hline \end{array}$

7. $\begin{array}{r} 3 \\ - 2.19 \\ \hline \end{array}$

8. $\begin{array}{r} 6 \\ - 3.592 \\ \hline \end{array}$

10. $\begin{array}{r} 3 \\ - 2.146 \\ \hline \end{array}$

16. $\begin{array}{r} 7 \\ - 2.455 \\ \hline \end{array}$

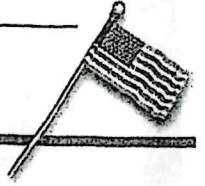
17. $\begin{array}{r} 6 \\ - 0.324 \\ \hline \end{array}$

12. $\begin{array}{r} 6 \\ - 3.145 \\ \hline \end{array}$

13. $\begin{array}{r} 10 \\ - 5.033 \\ \hline \end{array}$

Name: _____ Date: _____

The Pilgrims and Plymouth Colony



On November, 11, 1620, members of the religious group known as Pilgrims, as well as others who had sailed with them on the ship named the *Mayflower*, signed an agreement to form a civil body and to abide by the "just and equal laws" that would be passed by this body. The agreement was known as the *Mayflower Compact*, and it was the first document to establish a government in America.

The Pilgrims were a group that wanted to separate from the Anglican Church in England. Like the Puritans, they believed the Anglican Church was too much like the Catholic Church. The Pilgrims stressed strict obedience to the Ten Commandments. They would not follow a king or leader who passed immoral laws.

At first, the Pilgrims moved to Holland, which was more tolerant of their views. But they wanted to raise their children to be English, so the Pilgrims made an agreement with the London Company to move to the Company's colony in America and divide the profits of the colony after seven years.

The Pilgrims called the place in the New World where they landed Plymouth after the port city in England they had left. Because the ship went off course, the group landed north of the London Company's territory. They had no legal claim to the land and no real bond to hold the group together, so they drew up the *Mayflower Compact* before leaving the ship.

The group struggled through the first winter, losing nearly half of their people to starvation and the harsh conditions. Finally, with help from local Native Americans, the Pilgrims learned how to grow crops, hunt, and build shelter. By the fall of 1621, the group was doing well enough to have a thanksgiving feast.

Vocabulary

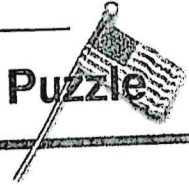
Write the definition for each of the following words from the selection about the Pilgrims.

1. pilgrim: _____
2. compact: _____
3. immoral: _____
4. tolerant: _____
5. colony: _____
6. claim: _____
7. civil: _____
8. obedience: _____
9. harsh: _____
10. feast: _____

Name: _____

Date: _____

The Pilgrims and Plymouth Colony Word Search Puzzle



Find and circle the words listed below in the word search puzzle.

W	G	P	V	O	R	V	H	R	U	H	X	V	C	G	I	N	L	W	Y
A	N	G	L	I	C	A	N	C	H	U	R	C	H	L	S	E	L	L	M
R	C	B	Y	S	Y	W	E	M	L	C	P	G	P	N	T	T	O	E	W
G	C	S	T	N	E	M	D	N	A	M	M	O	C	N	E	T	N	A	B
F	A	Q	C	M	S	E	L	G	I	C	J	M	H	Q	D	T	D	S	W
V	T	D	K	O	U	X	K	A	R	V	J	Q	Y	D	Q	C	O	V	Q
B	H	T	Z	N	O	I	T	A	V	R	A	T	S	K	N	A	N	O	D
S	O	U	R	K	P	K	Z	D	T	L	U	M	L	H	G	P	C	F	N
W	L	O	O	E	W	S	B	N	Y	J	X	M	W	T	I	M	O	Q	A
A	I	Y	X	T	N	E	M	N	R	E	V	O	G	H	C	O	M	I	L
L	C	R	G	S	B	P	I	L	G	R	I	M	S	A	U	C	P	O	G
L	C	A	E	B	H	V	Y	P	I	Y	N	N	M	N	J	R	A	U	N
A	H	K	N	T	E	T	U	W	I	B	H	M	X	K	G	E	N	I	E
R	U	I	Q	G	N	R	U	C	T	W	C	S	R	S	E	W	Y	T	O
O	R	E	G	H	I	I	G	O	W	Q	T	I	E	G	O	O	O	A	P
M	C	E	Y	T	U	X	W	C	M	L	K	V	Q	I	H	L	C	R	Q
M	H	S	A	B	D	L	F	O	Z	Y	I	C	B	V	B	F	B	A	K
I	C	N	N	D	E	P	Q	E	R	V	L	Y	G	I	A	Y	N	M	F
H	S	K	E	T	A	R	A	P	E	S	Y	P	H	N	C	A	M	K	W
W	R	X	M	M	T	P	S	Y	T	K	O	T	S	G	C	M	C	U	Q

WORD LIST

Pilgrims
 Ten Commandments
 thanksgiving
 England
 starvation

Mayflower Compact
 London Company
 separate
 Catholic Church
 winter

Anglican Church
 Plymouth
 government
 immoral laws
 Puritans

Name: _____

Spying During the Revolutionary War

What was the Revolutionary War?

The American Revolutionary War (1775–1783) was a conflict between Great Britain and the American colonies. By winning the war, the colonies earned their independence from Great Britain and became a separate country. Spies helped win this war.

What are spies?

Countries have always relied on specific people—spies—to uncover an enemy's top-secret information. The official name for spying is *espionage*. Information gathered through espionage is *intelligence*. The purpose of a spy operation is to gather intelligence.

How was espionage practiced in the Revolutionary War?

During the Revolutionary War, General George Washington ran spy rings in New York City, Philadelphia, and even Great Britain. Great Britain also had its own spies. Both America and Great Britain used new and clever spying methods to collect intelligence about each other. Very few people on either side had the necessary training to recognize specific symbols, actions, and behaviors as secret codes that contained messages.

How was intelligence gathered in the Revolutionary War?

Patriot and British spies both concealed information in creative ways. Sometimes they wrote messages in secret code. At other times, they used a Cardan mask—a special cutout (similar to a mask) that was placed over text to leave only certain parts showing. The visible words or letters revealed the text's meaning. Another spy method was invisible ink, which became visible only when heat or special chemicals were applied to it.

FOR LEVERAGE TO ON
CEREALS LISTED IN
SPECIAL COVER EDITION
FLEE AT ONCE ALL IS DISCOVERED

What type of information did Patriot spies collect?

George Washington used spies to find out where British troops were stationed, how much ammunition they had, and how many of their warships were in American harbors. These details could give Americans the advantage in the war. Spies' messages often told the location of important Patriots or British officers or the enemy's armies. This information could help in planning military attacks. At times, spies would pass false messages to mislead the enemy.

Sometimes spies would pass messages for other people. For example, Anna Strong, a member of George Washington's famous spy ring, the Culper Gang, hung out her laundry in a manner that communicated secret messages to other spies. A black petticoat on her clothesline meant that an important Patriot had an urgent message to deliver.



Today, we know that certain acts (such as hanging a black petticoat on a clothesline) were actually ways for spies to pass secret messages to each other during the Revolutionary War.

Why did people choose to be spies?

Some people spied out of loyalty to the Patriot cause, as did one devoted Patriot, Nathan Hale. He was captured and hanged for spying on the British. Other people, motivated by money, sold top secrets. Benedict Arnold, a Patriot general, was caught plotting to tell the British how to capture West Point, America's most important fort. Even today, his name is synonymous with "traitor."

Who were the American spies in the Revolutionary War?

Throughout the war, Washington relied on Major Benjamin Tallmadge to meet secretly with spies and pay them for their service. The names of most Patriot spies will never be known. Nevertheless, the efforts of these brave men and women contributed to America's victory in the Revolutionary War and helped secure independence.

After the war, one British general remarked bitterly, "Washington did not really outfight the British—he simply outspied us."

Name: _____

Dictionary

Content Vocabulary

ammunition

objects, such as bullets fired from guns, that are used to attack or defend

Patriot

a person who was loyal to the cause of American independence and who fought against Great Britain during the American Revolutionary War

petticoat

a slip or skirt worn under a dress or another skirt

spy rings

networks of spies who work together toward the same purpose

stationed

assigned to a certain place or position

traitor

a person who is disloyal to his or her country or group

Academic Vocabulary

urgent

important and in need of immediate attention

motivated

prompted to do something by a certain need or desire

synonymous

having the same meaning

concealed












hid from view

Write a sentence that includes at least one vocabulary word.

Name: _____

Identify Information

Check the box after you complete each task.

	Completed
 Highlight the sentence that tells the result of America's victory in the Revolutionary War.	<input type="checkbox"/>
 Lightly shade the official name for spying.	<input type="checkbox"/>
 Circle the term for the top-secret information that spies gather.	<input type="checkbox"/>
 Put a triangle next to each place where George Washington ran a spy ring.	<input type="checkbox"/>
 Put a star by sentences that discuss the Cardan mask.	<input type="checkbox"/>
 Put an exclamation point by the sentence that explains invisible ink.	<input type="checkbox"/>
 Put brackets around the sentence that tells what kind of information George Washington wanted to know about the British.	<input type="checkbox"/>
 Underline the sentence that tells what kind of general information spies collected that could be used to plan an attack.	<input type="checkbox"/>
 Double underline the sentence that tells what spies would sometimes do to mislead the enemy.	<input type="checkbox"/>
 Put a check mark beside the sentence that tells what it meant when Anna Strong hung a black petticoat on her clothesline.	<input type="checkbox"/>
 Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>

Name: _____

Answer Questions

Use information from the article to answer each question.

1. The purpose of spying methods such as the Cardan mask was to _____.
 - Ⓐ make it difficult for spies to do their jobs
 - Ⓑ make it difficult for most people to understand secret messages
 - Ⓒ pass messages to the greatest number of people
 - Ⓓ make the work of spying more fun
2. According to the article, some people chose to become spies because _____.
 - Ⓐ they wanted revenge
 - Ⓑ they wanted to be known as traitors
 - Ⓒ they were loyal to a cause
 - Ⓓ they were naturally sneaky
3. Most Patriot spies _____.
 - Ⓐ are remembered and famous today
 - Ⓑ were captured and hanged
 - Ⓒ were children
 - Ⓓ will never be known by name
4. What is the purpose of spying?

5. What are two methods of spying that were used during the Revolutionary War?

6. What did Nathan Hale do that caused him to be captured and hanged?

7. What is Benedict Arnold's name synonymous with today?

Name: _____

Apply Vocabulary

Use a word from the word box to complete each sentence.

Word Box

traitor petticoat motivated Patriot synonymous
urgent stationed concealed spy rings ammunition

1. Many spies were _____ to spy out of loyalty to their country.
2. Spies told George Washington how much _____ the British had.
3. Spies on both sides of the Revolutionary War _____ information in many different ways.
4. Long ago, a woman commonly wore a _____ under her dress.
5. An _____ message must be delivered right away.
6. Benedict Arnold is remembered as a _____ for being disloyal to America during the Revolutionary War.
7. Albert Einstein's name is _____ with genius.
8. The Culper Gang was one of George Washington's _____.
9. George Washington wanted to know where British troops were _____ so he could plan attacks on them.
10. Nathan Hale was a _____ who lost his life for spying.

Name: _____

Question and Answer

A text that has a **question-and-answer** structure asks questions and provides answers to those questions.

Authors use these signal words to create a **question-and-answer** structure:

Signal Words

who	where	why
what	when	how

1. What is the first question asked in the article?

Write the answer to this question in your own words.

2. What is the third question asked in the article?

Write the answer to this question in your own words.

3. Write two different questions from the article that use **question-and-answer** signal words.

a. _____

b. _____

Name: _____

Why Does Matter Matter?

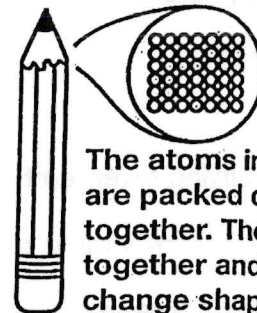
by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

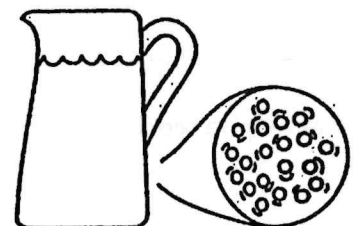
Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

Solid



The atoms in a solid are packed closely together. They bond together and do not change shape.

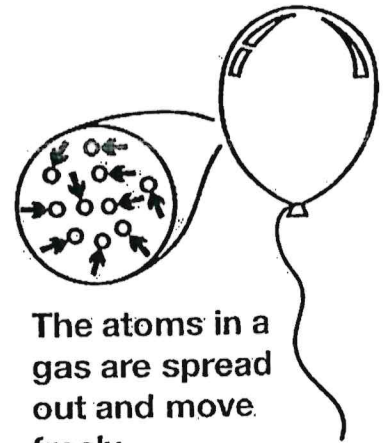
Liquid



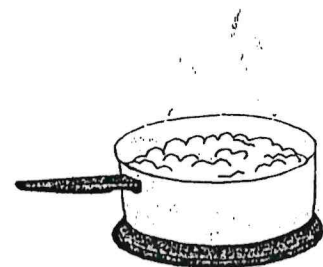
The atoms in a liquid are close together. They slide around.

Gas

Gases do not have definite shape or volume. Like liquids, gasses will take the shape of their containers. If a gas is not in a container, it will spread out indefinitely. This is because the atoms in a gas are spaced farther apart than in a solid or a liquid. And being spread out like this allows them to move around freely. Think about the air you breathe everyday. That air is spread across the empty space around the earth. You've probably also noticed that you usually cannot see the air. This is another property of gases. Even though we cannot see them, you come in contact with them everyday. There's air in the tires of your family car and your bicycle. There are many different types of gas in the earth's atmosphere, such as oxygen, carbon dioxide, nitrogen, water vapor, and helium.



The atoms in a gas are spread out and move freely.



You can see three different states of matter in this picture. The pot is made of solid matter. The water inside the pot is liquid. When the liquid is heated it becomes water vapor, which is a gas.

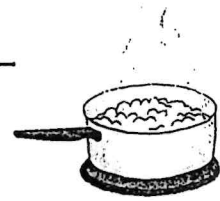
When trying to remember the three states of matter, think about water. If it freezes into a solid, it becomes ice. Its atoms are packed together keeping its shape. Of course, we know water can also be a liquid. It flows in rivers or it can be poured from a glass. When water evaporates it becomes water vapor, a type of gas in the air. Try a little experiment of your own by placing an ice cube in a covered glass or container. You will be able to observe the ice first in its solid form and then watch as it melts into a liquid to become water. Eventually the water will turn to water vapor and your glass or container will be filled with this gas.

Matter is everywhere! Can you find a solid, a liquid, and a gas around you right now?

Name: _____

Why Does Matter Matter?

by Kelly Hashway



solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.


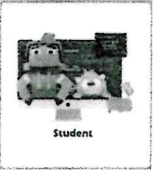
1. The three basic properties of matter are _____,
_____, and _____.
2. All matter is made up of tiny particles called _____.
3. Volume is the amount of _____ that matter takes up.
4. Mass is the amount of _____ an object has.
5. Liquids take the shape of their _____.
6. _____ do not have a definite shape or volume.
7. _____ do not have a definite shape, but they do have a definite volume.
8. _____ have a definite shape and volume.
9. A _____ and _____ are examples of solids.
10. _____ and _____ are examples of liquids.
11. _____ and _____ are examples of gas.
12. Solid ice is _____ when it is changing into a liquid.


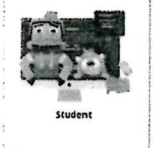
AMI - Computer Lab

tpatterson@seymourschool.net

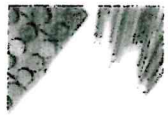
Office Hours: 10:00am - 2:00pm Tuesday-Friday

Please spend 15 minutes each AMI day in one of these programs

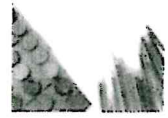
Grades 2 - 5	
Typesy	typesy.com/type/ Username and password are the same as your AR username and password.
Tynker	tynker.com  
ABCya	Abcya.com Login: Username: clab Password: tigers

Grade 1	
TypeTastic	Seymour.typetastic.com/login Email me for login information if student cannot remember what it is.
Tynker	tynker.com  
ABCya	Abcya.com Login: Username: clab Password: tigers

Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide



ART AMI ACTIVITIES 1&2



Mrs. Dean

E-mail: adean@seymourschool.net (preferred method of communication)

Phone: 417-207-3844

I will be available for contact from 9 a.m. to 1 p.m.

(If messaged outside time above I will try to respond within an hour)

When completing Art activities feel free to use whatever materials you have available.

Lichtenstein Self Portrait

Roy Lichtenstein was a prominent American pop artist who favored old fashioned comic strips as a subject matter.

Roy was known to use Ben Day dots, a system invented to increase the range of colours available to newspaper printing. While a dot printing project is not practical for most young artists, using a pre-printed background is. It allows students to get the same look with just some very careful (and patient!) coloring.

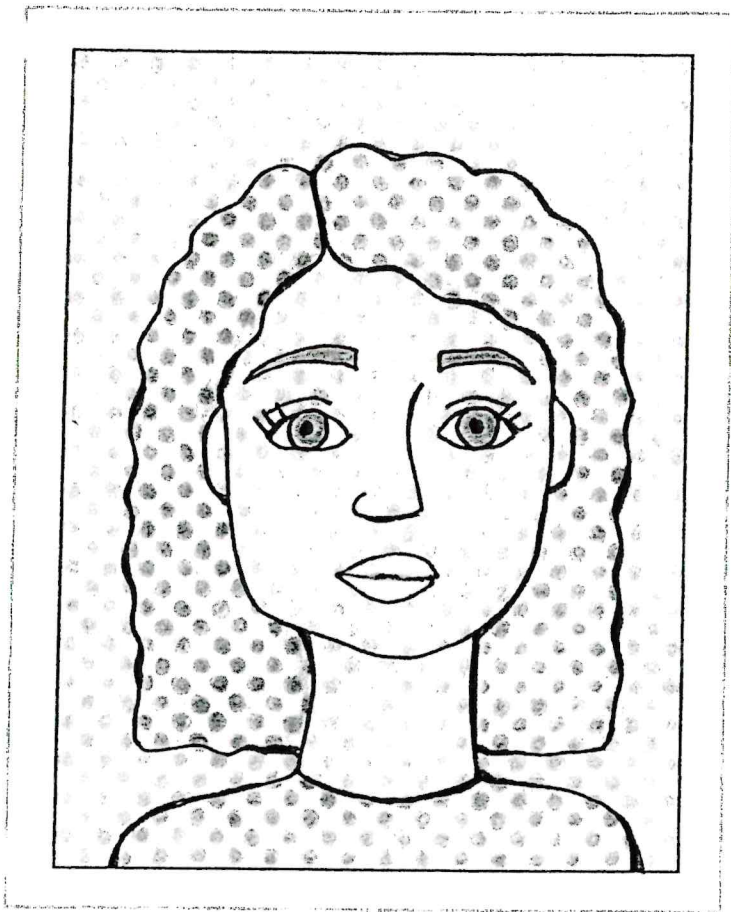
NATIONAL ARTS STANDARDS

VA:Cr1.1.5a Combine ideas to generate an innovative idea for art-making.

DIRECTIONS

PREP: Print a Lichtenstein circle paper found on page 61 for each student. Drawing paper or heavier stock paper is recommended.

- Students use the tutorial to lightly draw their head and shoulders in pencil on the circle paper.
- The drawing is traced with a black marker. For an added illustrated look, some of the lines may be thickened in places where there might be small shadows.
- The eyes and eyebrows are filled in with whatever color is desired.
- The face circles are colored with a skin color.
- The circles in the rest of the drawing are filled in.
- If additional color is desired, the background is lightly shaded with the matching circle color. Keep the pencils sharp and use the sides to get a nice two tone look for each section.



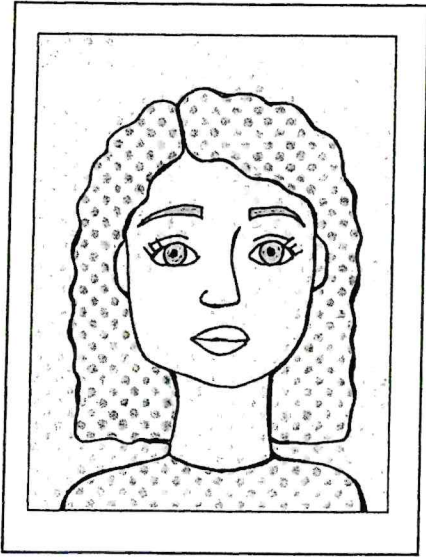
© www.artprojectsforkids.org

MATERIALS

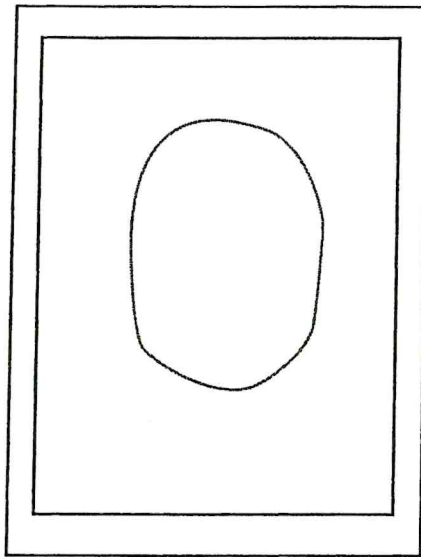
- White drawing paper or heavier stock paper
- Black marker
- Pencil crayons
- Pencil sharpener

Activity 1

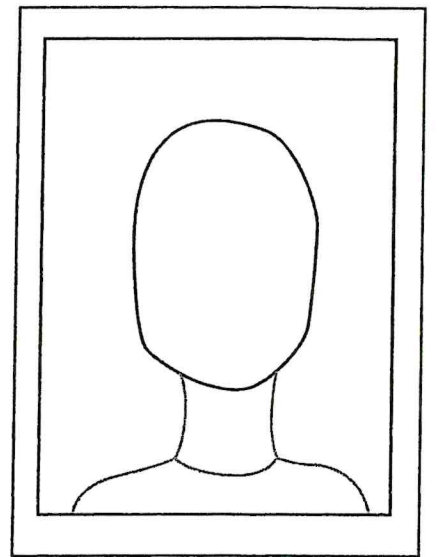
Lichtenstein SELF PORTRAIT TUTORIAL



Supplies: Marker, pencil crayons



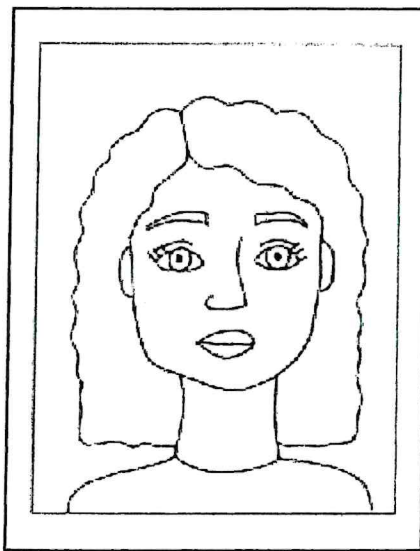
1. Draw an oval.



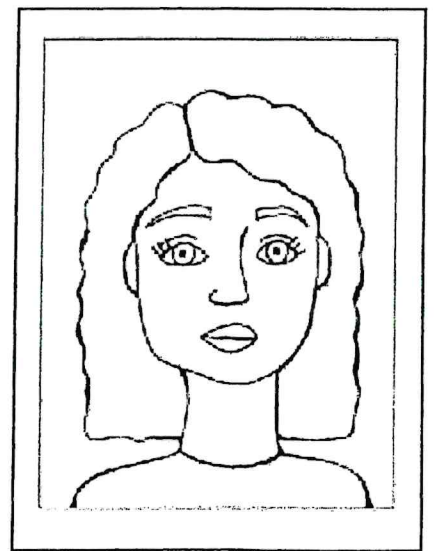
2. Draw neck and shoulders.



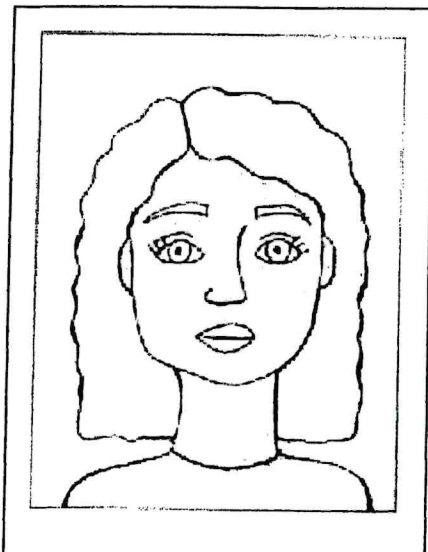
3. Add face and hair.



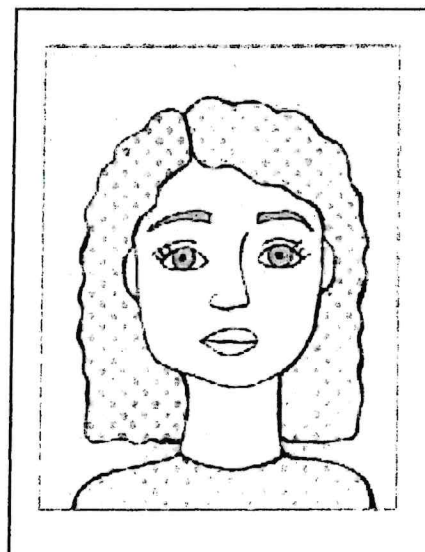
4. Trace the drawing with a marker.



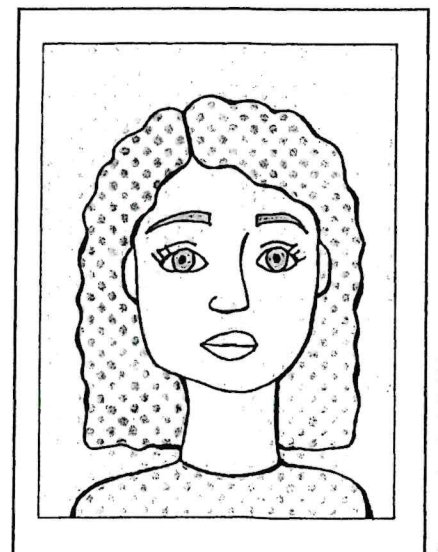
5. Make some lines thicker.



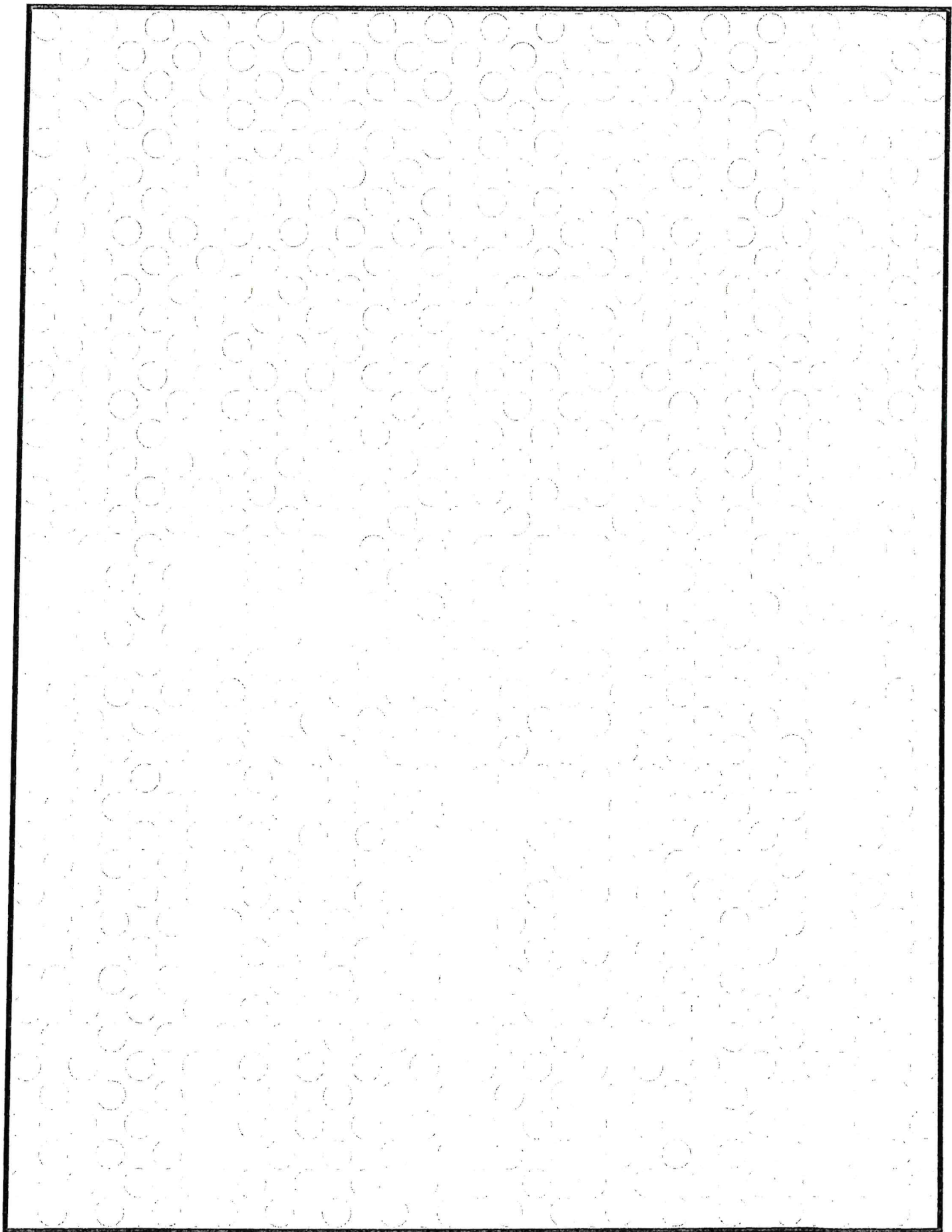
6. Color face dots with skin color.



7. Color eyes and brows solid.



8. For added color, shade areas





AMI Day 1



Physical Education (PE)

Coach Hosiner

Email: phosiner@sevmourschool.net (preferred method of communication)

Phone Number: 417-259-9607

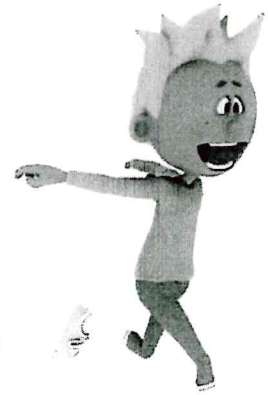
I will be available from 8:00am to 12:00pm to answer questions.

If you message me outside of the times above I will try my best to answer within an hour.

Thank you and enjoy the exercises and activities planned for today!

AMRAP DIRECTIONS

1. Start at the top exercise
2. Perform the exercise for the designated rep count
3. Go to the next exercise on the round arrow
4. Perform that exercise for the designated rep count
5. Continue around the arrow until all the exercises are complete
6. Repeat the AMRAP exercises if you complete the entire round
7. Perform each AMRAP visual for **5 minutes**

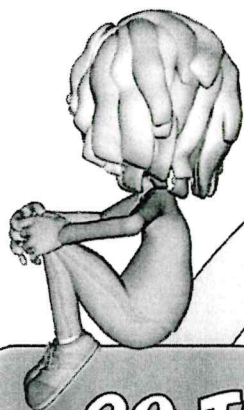
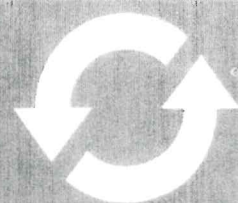


PE AMI-Day 1



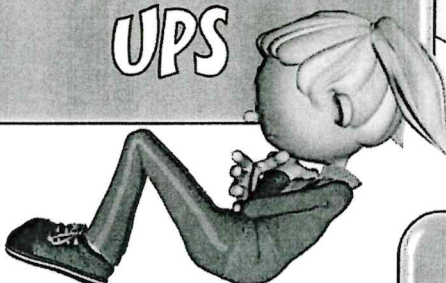
AMRAP

(AS MANY ROUNDS AS POSSIBLE)



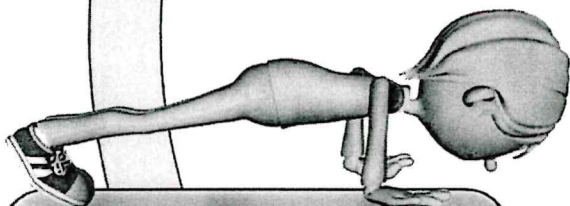
20 TUCK
JUMPS

10 SIT
UPS



JOG
3 LAPS

R
E
P
E
A
T

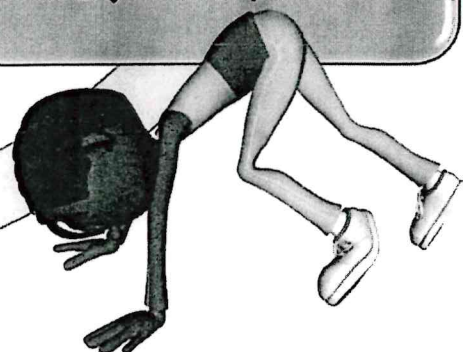


8 PUSH
UPS

15 MOUNTAIN
CLIMBERS



8
BURPEES

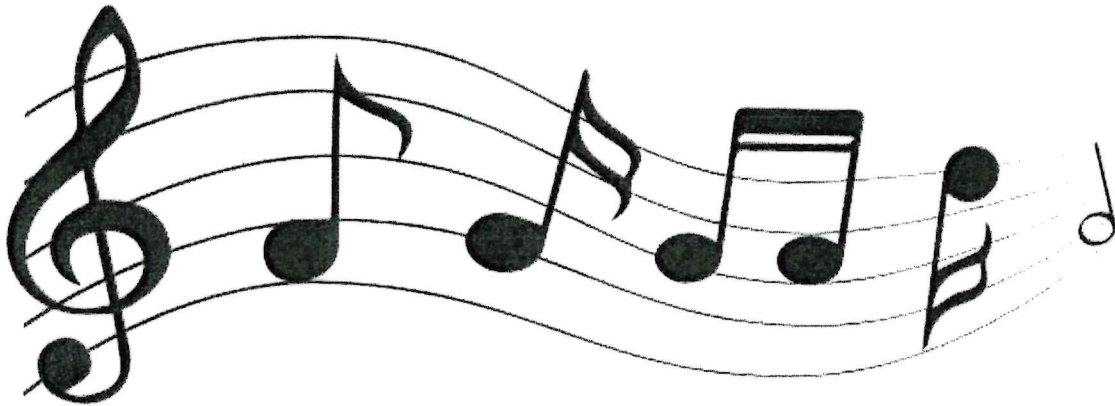


PE AMI-Day 1



Music AMI Day 1

Teacher: Mrs. Rechtfertig



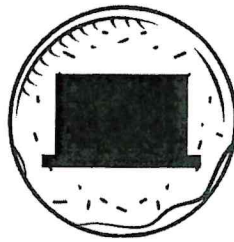
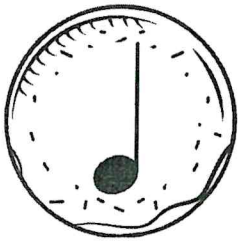
Email: arechtfertig@seymourschool.net

Office hours: 9am-1pm

Name: _____

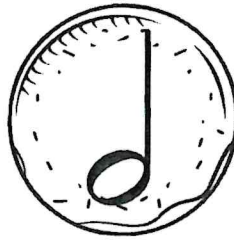
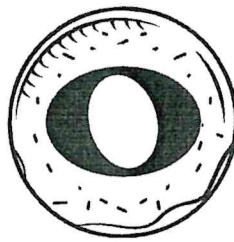
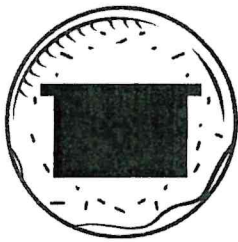


Directions: Identify the note or rest in the donut. Write its name on the space below.



Quarter Note

.....

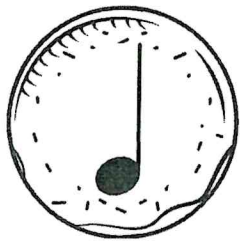


.....

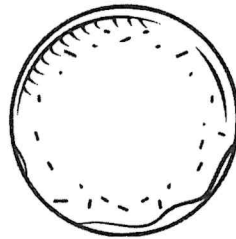
Name: _____



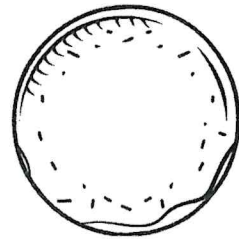
Directions: Draw the note or rest in the donut as indicated below.



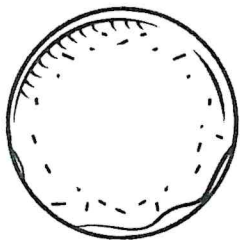
Quarter Note



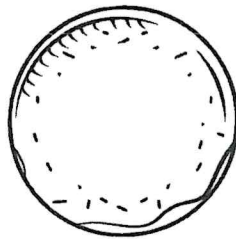
Half Note



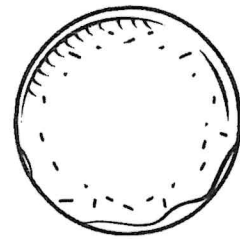
Whole Rest



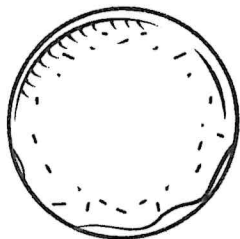
Eighth Note



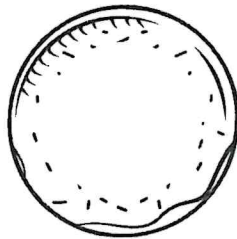
Whole Note



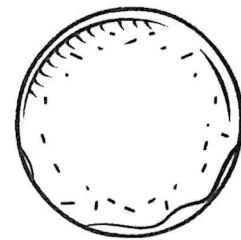
Quarter Rest



Half Rest



Eighth Rest




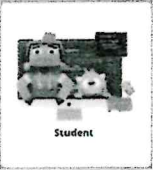
Quarter Note


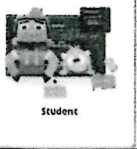
AMI - Computer Lab

tpatterson@seymourschool.net

Office Hours: 10:00am - 2:00pm Tuesday-Friday

Please spend 15 minutes each AMI day in one of these programs

Grades 2 - 5	
Typesy	<p>typesy.com/type/ Username and password are the same as your AR username and password.</p>
Tynker	<p>tynker.com</p>  
ABCya	<p>Abcya.com Login: Username: clab Password: tigers</p>

Grade 1	
TypeTastic	<p>Seymour.typetastic.com/login Email me for login information if student cannot remember what it is.</p>
Tynker	<p>tynker.com</p>  
ABCya	<p>Abcya.com Login: Username: clab Password: tigers</p>

Kindergarten	
My Math & My Reading Academy	See attached Getting Started Guide

AMI Day 2

23

GUIDED
PRACTICE

Name:

Dividing 4 Digit by 2 Digit Numbers

1. There are 3,720 students that travel by bus to an elementary school. Each bus holds 60 students. How many buses are needed to transport all of the students?

A. 61

C. 60

B. 62

D. 63

2. Volunteers pack 5,600 donated toys in boxes. They put 50 toys in each box. How many boxes are packed with toys?

A. 122

B. 121

C. 211

D. 112

3. Ari uses 16 ounces of lemon juice to make one pitcher of lemonade. He has 336 ounces of lemon juice. How many pitchers of lemonade can Ari make?

A. 22

C. 24

B. 21

D. 20

4. There are 450 visitors at a library. Each library table seats 25 people. How many tables are needed to seat all of the visitors?

A. 45

C. 20

B. 18

D. 32

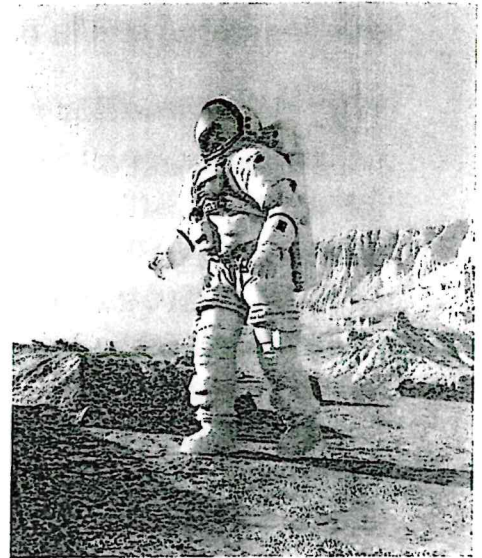
Name: _____

GRAVITY in Our SOLAR SYSTEM

What is gravity?

Gravity is the force of attraction that exists between all objects in the universe, including Earth and the moon. Every object exerts a pull on every other object using a different amount of gravitational pull, or gravitational force.

If you've ever seen videos of astronauts walking on the moon, you've probably noticed that they seem to float from footstep to footstep. This is because the moon's gravitational force is much weaker than Earth's, so the moon doesn't pull on astronauts with as much force as Earth pulls on you. Astronauts weigh much less on the moon, and they're not held down in the same way that you are on Earth.



Because the moon's gravitational force is weaker than Earth's, astronauts on the moon seem to float from footstep to footstep.

What makes objects have different gravitational forces?

Two factors determine the strength of gravitational force. The first is mass—the amount of matter, or material, in an object. Bigger and heavier objects usually have more mass. An object with more mass exerts more gravitational force than an object with less mass. Since Earth contains more mass than the moon—about six times more—it exerts more gravitational force.

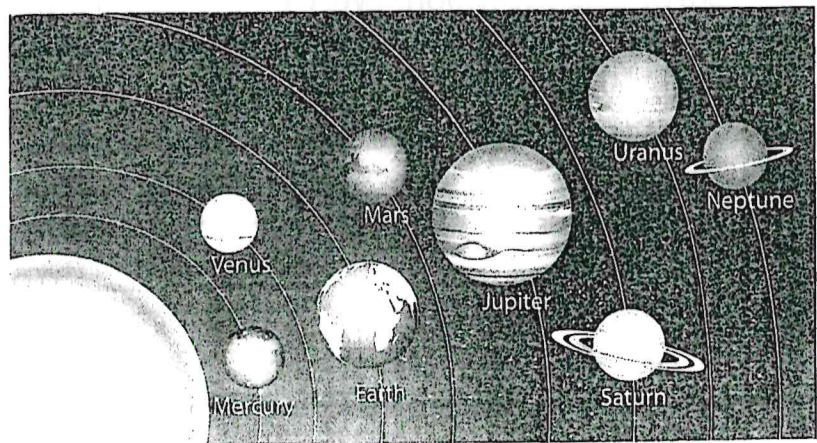
The second factor affecting gravitational force is the distance between objects. If you were standing on the moon, you'd still be pulled by Earth's gravitational force, but you'd stay on the moon. Even though Earth has a greater mass than the moon, the moon's gravity would exert more force on you because you would be so much closer to the moon. The closer two objects are, the greater the gravitational pull between them. Objects farther apart exert less gravitational pull on each other.

How does gravity affect the planets in our solar system?

Gravity keeps the planets in our solar system near the sun, and it also keeps our moon near Earth. The sun has more mass than anything else in our solar system, so it attracts all the planets.

Why don't smaller planets crash into larger ones?

The sun and all the planets in our solar system exert pulling forces on each other. But planets don't crash into the sun or each other because of a force called *inertia*. Inertia keeps each object moving in a straight line and at a constant speed until it is pushed or pulled by another force. If inertia were the only force acting upon the planets in our solar system, they would only move in straight lines in a single direction. However, inertia and the sun's gravity balance each other, so the forward movement of the planets is balanced by the sun's gravitational pull on them. Because of this balance, the planets stay on steady, oval-shaped paths, constantly circling the sun without crashing into each other. These paths are called *orbits* or *elliptical orbits*. Similarly, the balance of gravity and inertia holds the moon in orbit around Earth.



Planets are constantly circling the sun, following paths called *elliptical orbits*.

Gravity affects every object in the universe, big or small. Gravity is one of the reasons Earth can be near the sun and the moon without crashing into them. It is also the reason we do not float up into the sky. The next time you spill a glass of milk and watch it drip onto the floor, remember that you're seeing the same law of nature at work that governs the sun, the moon, and the planets.

Name: _____

Dictionary

Content Vocabulary

attraction

a force that pulls something closer to something else

force

strength or energy applied to an object

gravity

the force of attraction between all objects in the universe

inertia

the force that causes an object to stay at rest or to keep moving until another force pushes or pulls it

mass

the amount of matter in an object

matter

the material that forms all physical objects and takes up space

universe

all of space and everything it contains

Academic Vocabulary

exerts

applies force

factors

things that contribute to an outcome or result

determine












to cause something; to be an important reason that something happens

Write a sentence that includes at least one vocabulary word.

Name: _____

Identify Information

Check the box after you complete each task.

	Completed
 Double underline the sentence that gives a basic definition of gravity.	<input type="checkbox"/>
 Underline the sentences that explain why astronauts seem to float when they walk on the moon.	<input type="checkbox"/>
 Highlight the factors that determine the strength of gravitational force.	<input type="checkbox"/>
 Draw a squiggly line under the sentence that tells how much greater Earth's mass is than the moon's.	<input type="checkbox"/>
 Put a triangle next to each adjective in the third paragraph of the article.	<input type="checkbox"/>
 Put brackets around the sentences that explain how the distance between two objects affects the gravitational pull between them.	<input type="checkbox"/>
 Lightly shade the two ways that inertia keeps space objects moving until they are pushed or pulled by another force.	<input type="checkbox"/>
 Circle the two forces that keep planets from crashing into each other.	<input type="checkbox"/>
 Put a check mark beside the sentence that explains what keeps planets on steady, oval-shaped paths around the sun.	<input type="checkbox"/>
 Put a star by the names of the oval paths that planets follow.	<input type="checkbox"/>
 Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>

Name: _____

Answer Questions

Use information from the article to answer each question.

1. According to the article, every object in the universe _____.
 - Ⓐ is in orbit
 - Ⓑ moves in a straight line
 - Ⓒ pulls on every other object
 - Ⓓ has more mass than the moon
2. In our solar system, inertia and the sun's gravity _____.
 - Ⓐ balance each other's force
 - Ⓑ sometimes cause planets to bump into each other
 - Ⓒ sometimes cause planets to stay still
 - Ⓓ cause planets' orbits to change shape
3. Astronauts on the moon seem to float because _____.
 - Ⓐ the moon's gravitational pull is greater than Earth's
 - Ⓑ the moon's gravitational pull is weaker than Earth's
 - Ⓒ the moon's atmosphere is thicker than Earth's
 - Ⓓ the moon has no gravitational pull
4. Name two factors that affect how strong the gravitational pull is between two objects.

5. What object in our solar system has the greatest amount of mass?

6. If you were standing on the moon, why wouldn't Earth's gravity pull you into space toward Earth?

Name: _____

Apply Vocabulary

Use a word from the word box to complete each sentence.

Word Box

mass	exerts	factors	determine	inertia
force	matter	universe	attraction	gravity

1. Gravity is the force of _____ between objects.
2. The sun _____ more gravitational pull than anything else in our solar system.
3. Astronauts on the moon seem to float because _____ is weaker on the moon than on Earth.
4. Due to _____, a moving object will continue to move in a straight line forever unless it is pushed or pulled on by another force.
5. Every object in the _____ is affected by gravity.
6. The moon's gravitational _____ is much weaker than Earth's.
7. Two _____ determine the strength of gravitational pull: the mass of objects and the distance between them.
8. Planets, moons, and stars are all made of _____.
9. Larger and heavier objects usually have more _____.
10. Mass and the distance between objects _____ the strength of gravitational force.

Name: _____

Question and Answer

A text that has a **question-and-answer** structure asks questions and provides answers to those questions.

Authors use these signal words to create a **question-and-answer** structure:

Signal Words

who	where	why
what	when	how

1. What is the first question asked in the article?

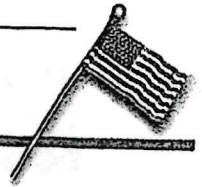
Write the answer to this question in your own words.

2. What is the second question asked in the article?

Write the answer to this question in your own words.

Name: _____ Date: _____

The American Revolution



Even before the Second Continental Congress approved the Declaration of Independence, a state of war existed between Great Britain and the American colonies. The first armed action took place in Lexington and Concord, Massachusetts, on April 19, 1775. British troops marched to Concord to destroy military supplies. The militia, known as Minutemen, were alerted, and they assembled in Lexington. Eight Minutemen were killed, and the British continued toward Concord. At the Concord Bridge, the British were turned away, and they began a retreat toward Boston. All along the road, the militia fired at the British and inflicted heavy casualties.

Ethan Allen and his Green Mountain Boys and Benedict Arnold surprised the British at Fort Ticonderoga on Lake Champlain with an attack on May 10, 1775. On June 17, 1775, at Breed's Hill (known as Bunker Hill) near Boston, colonial militia were able to hold off British troops for two charges, but had to retreat when they ran out of ammunition. The British lost 1,054 men to the colonists' 449 in this bloodiest battle of the Revolution. The British troops then moved to Nova Scotia.

On June 15, 1775, George Washington was appointed the commander in chief of the Continental Army. Arriving in Boston after the Battle of Breed's Hill, Washington gathered men and supplies, and early in 1776 placed the guns captured at Fort Ticonderoga on the heights overlooking Boston.

The war then shifted to New York City. Washington moved his men to Long Island and Manhattan Island. The British, commanded by General William Howe, landed 32,000 men including 9,000 German mercenaries (Hessians), on Long Island in July 1776. The inexperienced Continental Army was defeated on Long Island, Manhattan, and at White Plains, New York. However, the British failed to push their advantage, and Washington and his men were able to escape to New Jersey and across the Delaware River to Pennsylvania.

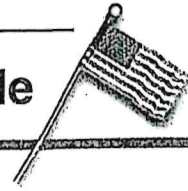
Before going into winter camp, Washington led his men across the Delaware River to attack a Hessian outpost at Trenton, New Jersey, on the morning of December 26, 1776. The Hessians were not expecting an attack on the day after Christmas. Over 900 Hessians were taken prisoner. Washington then moved around an army commanded by General Charles Cornwallis and attacked British troops near Princeton, New Jersey, on January 3, 1777. These victories greatly restored the patriots' hopes.

The battles fought at Saratoga, New York, on September 19 and October 17, 1777, resulted in the surrender of the British army commanded by General John Burgoyne to U.S. General Horatio Gates. After this victory, the French recognized the independence of the United States and agreed to form an alliance with the Americans against the British.

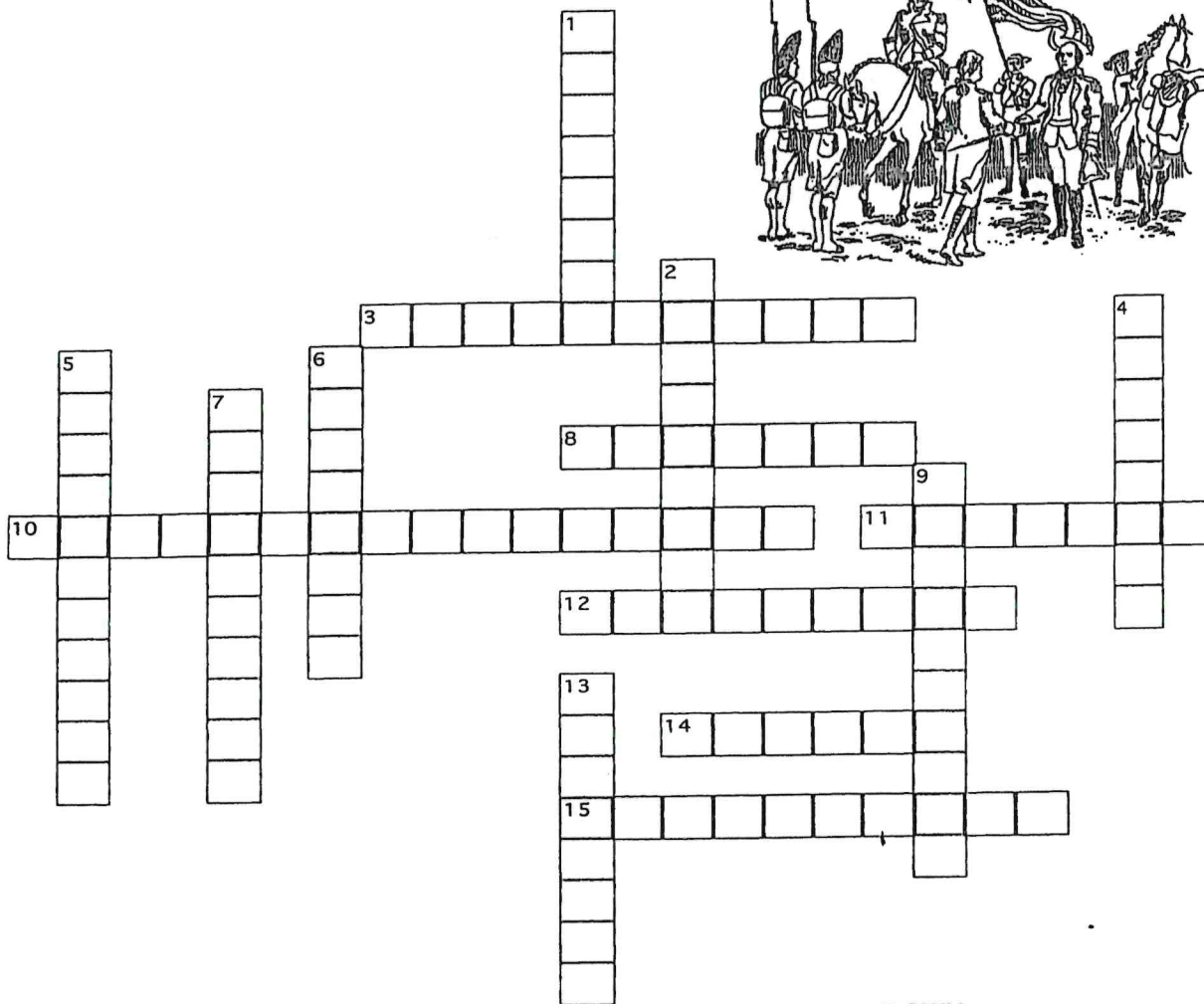
Fighting then shifted to the south with battles in Georgia, South Carolina, North Carolina, and Virginia. Greatly helped by the French Navy, American and French troops closed in on the British forces in Yorktown, Virginia, commanded by General Cornwallis. By late August 1781, French ships had blockaded Yorktown so that no British reinforcements could reach Cornwallis. By October, Washington's army and General Jean Rochambeau's French troops surrounded Cornwallis and bombarded the British with French artillery. General Cornwallis formally surrendered on October 17, 1781. This was the last significant battle of the war.

Name: _____ Date: _____

The American Revolution Crossword Puzzle



Use the clues below to complete the crossword puzzle.



ACROSS

- 3. Benedict Arnold and Ethan Allen captured this fort on Lake Champlain.
- 8. The militia stopped the British troops at the _____ Bridge.
- 10. Commander in chief of the Continental Army (two words)
- 11. Washington attacked the Hessians camped in this New Jersey town on December 26, 1776.
- 12. What members of the Massachusetts militia were called
- 14. General Cornwallis' troops were bombarded with _____ artillery.
- 15. This general formally surrendered on October 17, 1781.

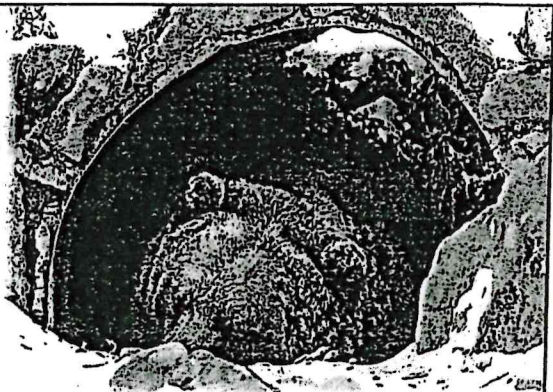
DOWN

- 1. Site of the last significant battle of the American Revolution
- 2. Place where the first shots of the American Revolution were fired
- 4. Battle in New York that helped bring French support to the Americans
- 5. German soldiers, some of them Hessians, who were hired to fight for the British
- 6. River that Washington crossed in his retreat to Pennsylvania and his attack on Trenton
- 7. The Continental Army was defeated on _____, Manhattan, and at White Plains, New York.
- 9. Battle near Boston where the militia held off two of three British charges (two words)
- 13. French ships set up a _____ around Cornwallis' troops in Yorktown.

Name: _____

Hibernation

By Kimberly M. Hulmacher



Hibernation is a word used to describe an animal that passes the winter months in a sleep-like state. Certain animals do this because they otherwise couldn't survive the severe cold and lack of food through the season. Common hibernators include woodchucks, ground squirrels, hedgehogs, hamsters, and bats. Many people think that bears hibernate. While they do slow down and rest for the winter, they do not go into a true state of hibernation.

Hibernators do three things. First, they store up as much food as possible, either as body fat or actual stored food. Second, they find or make a good winter shelter. And last but not least, they fall into a deep sleep. During hibernation, an animal's heart rate slows down, its body temperature drops, and it breathes more slowly. When spring arrives with warmer weather and sources of food, these animals will wake up and resume their normal lives.

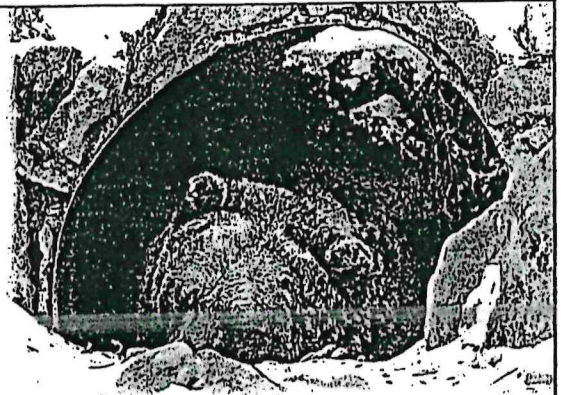
Did you know that there are animals that do this same kind of thing during the summer months? In areas of the world that are very hot and dry, the summer months can be life threatening to some animals. Creatures, like certain frogs and fish, bury themselves in mud and stop all activity until the difficult summer months are over. This process is called estivation.

Both hibernation and estivation are survival tools used to help our animal friends survive their most difficult seasons.

Name: _____

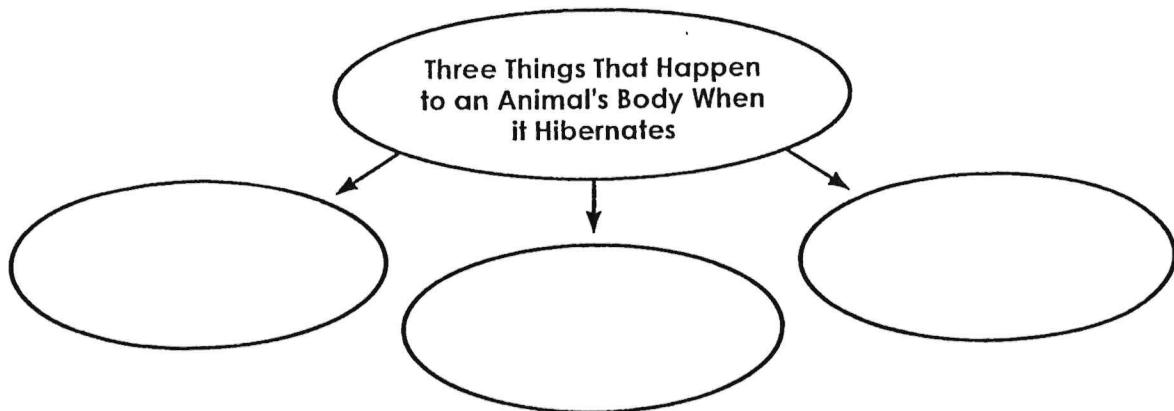
Hibernation

By Kimberly M. Hulmacher



1. List 5 hibernating animals mentioned in the text of the article.

2. Complete the graphic organizer.

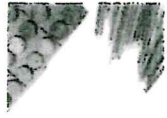


3. What occurs right after hibernation?

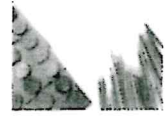
- a. an animal finds or makes a winter shelter
- b. an animal falls into a deep sleep
- c. an animal ventures out to look for food
- d. winter arrives

4. What is estivation?

- a. when an animal slows down and sleeps through the winter months
- b. when an animal digs a hole and looks for food
- c. when an animal slows down and sleeps for the summer months
- d. when an animal wakes up during hibernation



ART AMI ACTIVITIES 1&2



Mrs. Dean

E-mail: adean@seymourschool.net (preferred method of communication)

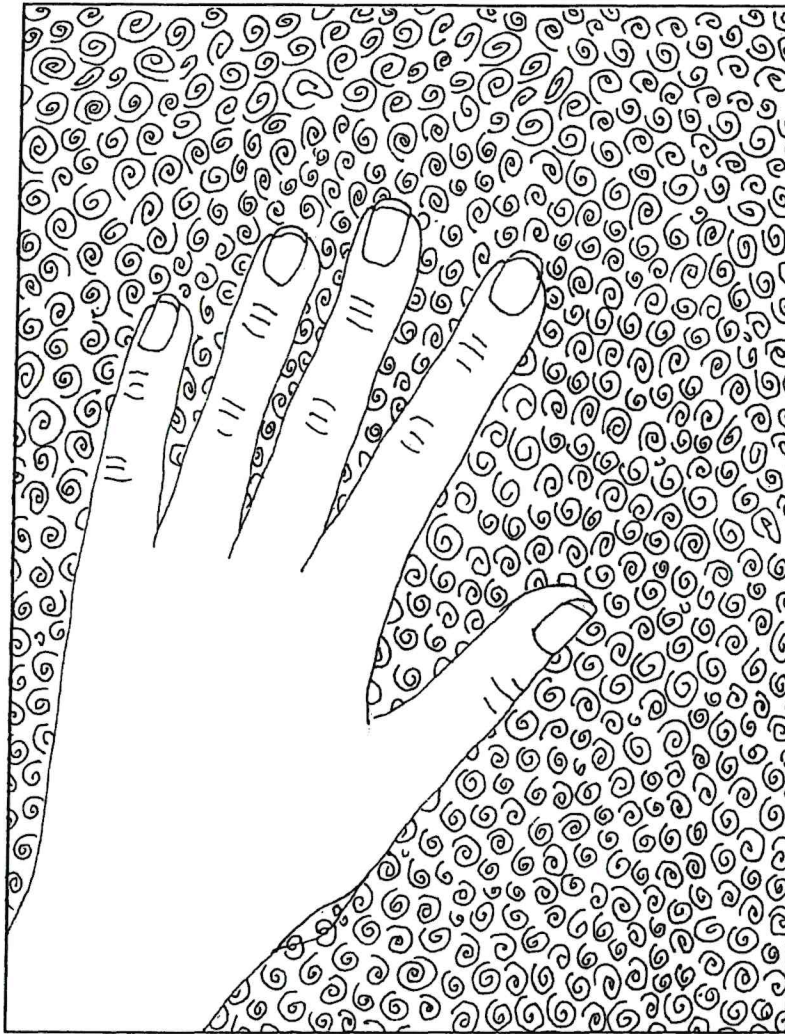
Phone: 417-207-3844

I will be available for contact from 9 a.m. to 1 p.m.

(If messaged outside time above I will try to respond within an hour)

When completing Art activities feel free to use whatever materials you have available.

Line Art Drawing



© artprojectsforkids.org

Line art is the act of creating an illustration using just lines. It does not include shading or gradient of any kind.

GOAL

Students practice their drawing skills and learn how to create contrast with just the repetition of lines.

ELEMENTS OF ART

Line, Shape, Value, Color

MATERIALS

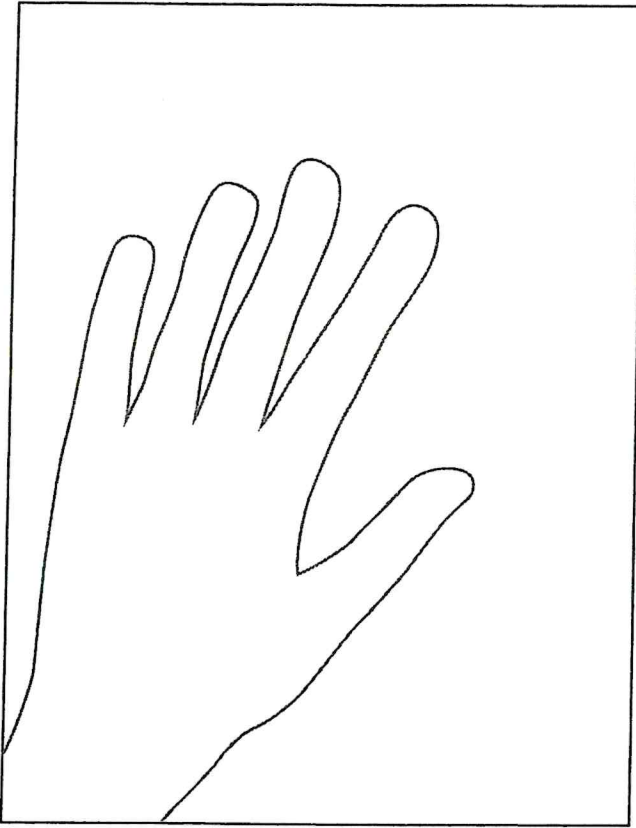
- Drawing paper
- Black marker

DIRECTIONS

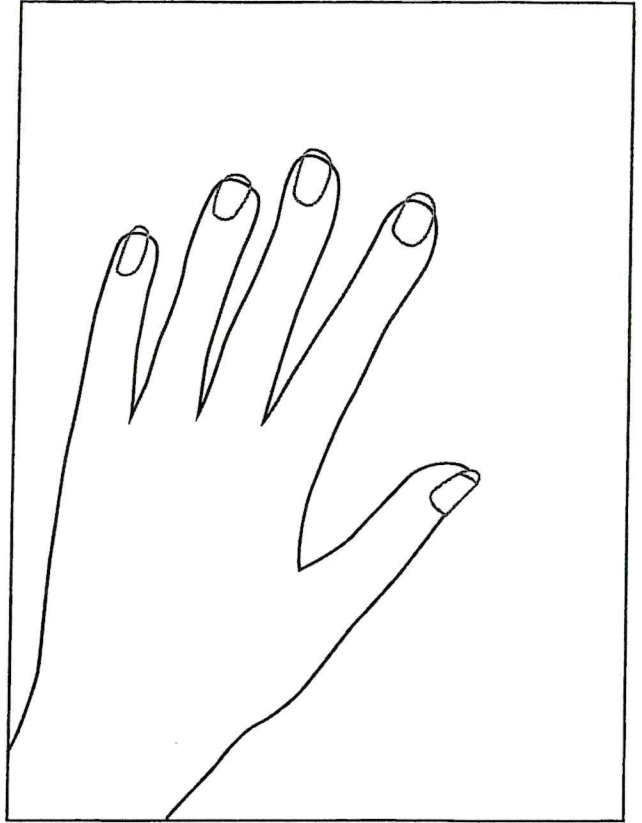
1. Trace your own or someone else's hand on the paper.
2. Observe the fingernail lines and add them to the fingers.
3. Add details like the folds and wrinkles of the skin.
4. Fill the background with one or more line patterns.

Activity 2

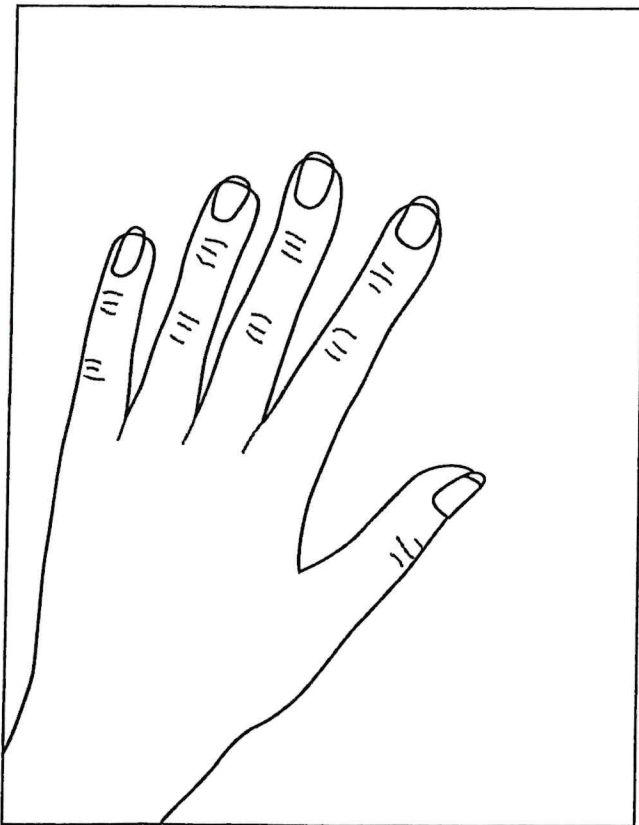
Line Art Drawing



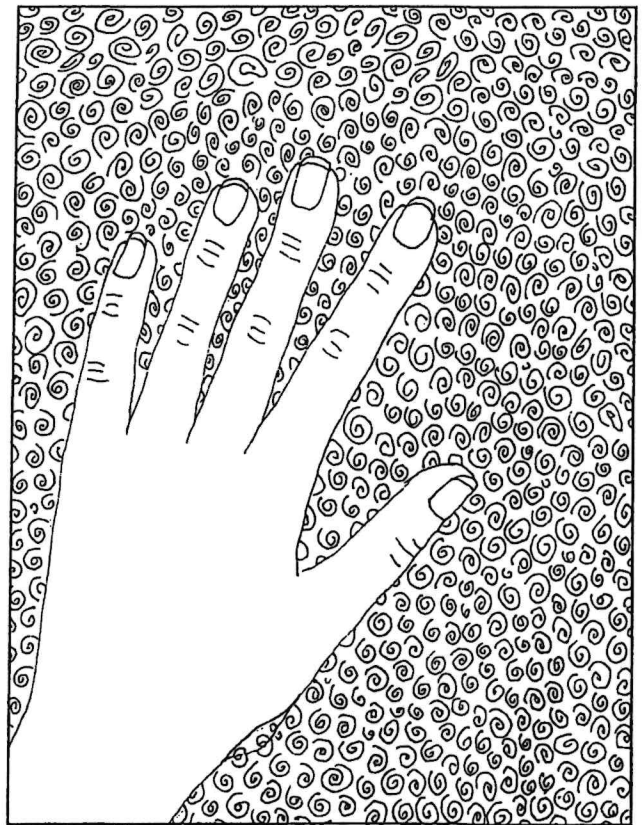
1. Trace your own or someone else's hand on the paper.



2. Observe the fingernails and add them to the fingers.



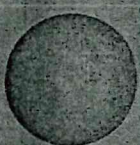
3. Add details like the folds and wrinkles of the skin.



4. Fill the background with one or more line patterns.



AMI Day 2



Physical Education (PE)

Coach Hosiner

Email: phosiner@seymourschool.net (preferred method of communication)

Phone Number: 417-259-9607

I will be available from 8:00am to 12:00pm to answer questions.

If you message me outside of the times above I will try my best to answer within an hour.

Thank you and enjoy the exercises and activities planned for today!

SKILL FOCUS DIRECTIONS

Equipment: *Rolled up socks or beanbags*

Space: *Small area inside or outside*

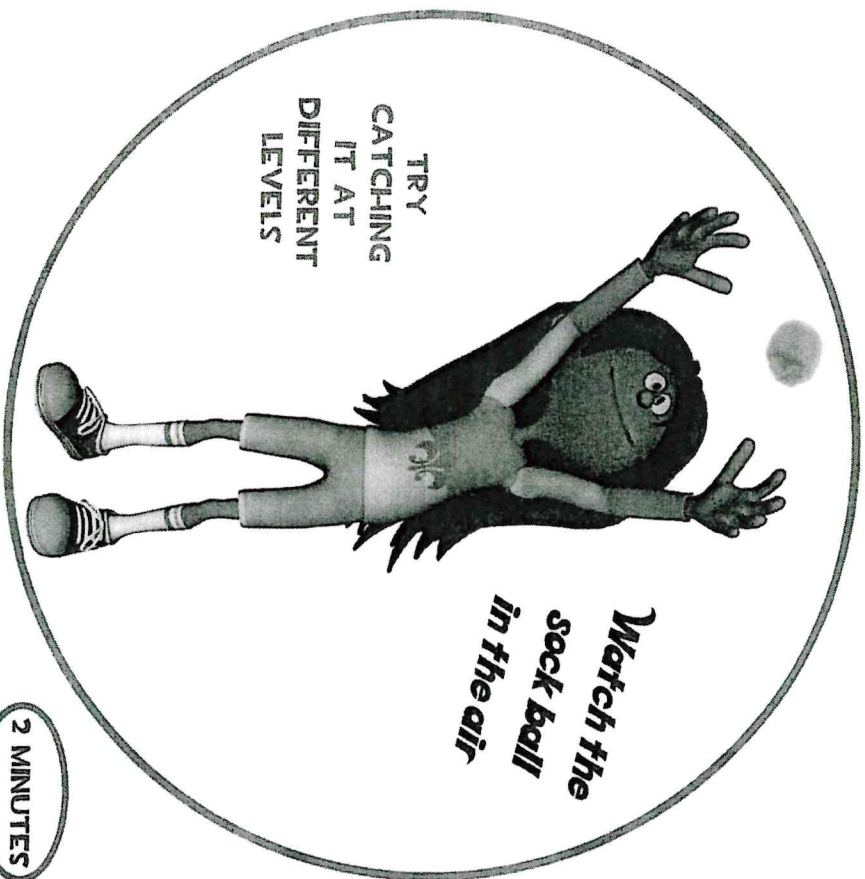
Safety: *Don't toss too high...watch your ceilings*



1. Start with the number 1 skill.
2. Perform the skill for the designated time suggested.
3. Go to the next skill challenge.
4. Perform that skill for the designated time suggested.
5. Continue through all 6 skill challenges (12 minutes).
6. If you have time, try the challenges you like best again.



2 HAND CATCH



Toss the sock ball up in the air with 1 hand and catch it in front of your body using 2 hands.

1

CATCHING

1 HAND CATCH



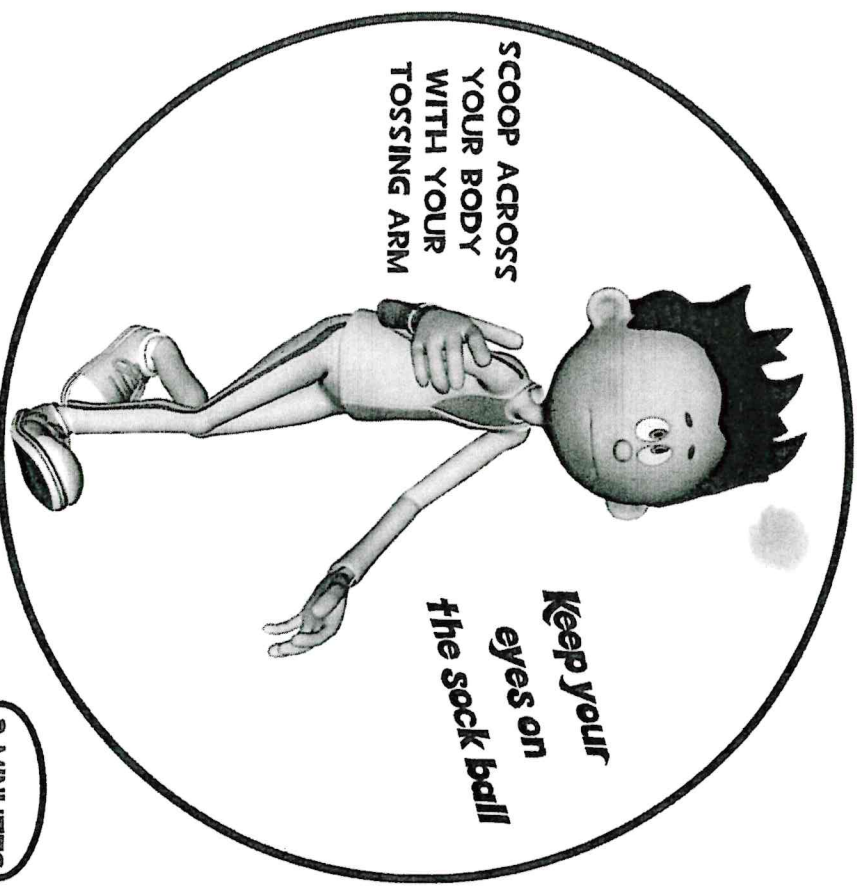
Toss the sock ball up in the air with 1 or 2 hands and catch it in front of your body using only 1 hand.

2

CATCHING

PE AMI-
Day 1

RAINBOW TOSS

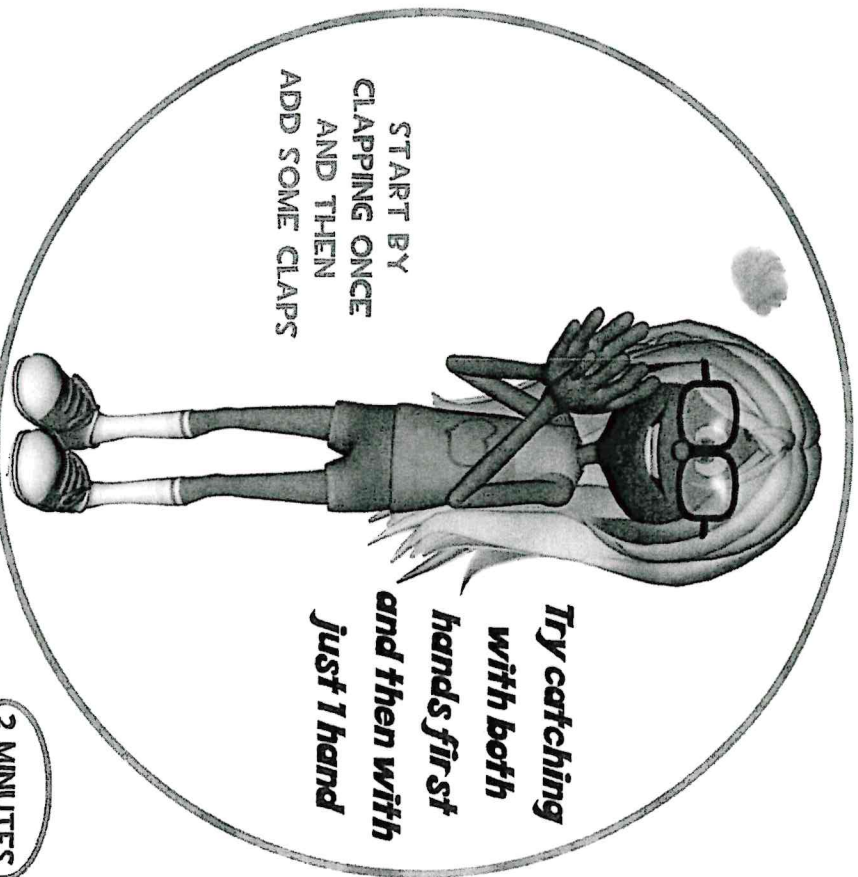


2 MINUTES

Toss the sock ball across your body from 1 hand to the other. The sock ball should travel in a rainbow shape.

3 CATCHING

TOSS/CLAP/CATCH



2 MINUTES

Toss the sock ball up in the air and clap once or a few times before you catch it.

4 CATCHING

PE AMI Day 1

TOSS/TOUCH/CATCH



Toss the sock ball up in the air and touch the ground before you catch it.

5

CATCHING

TOSS/TURN/CATCH



Toss the sock ball up in the air and turn around before you catch it.

6

CATCHING

PE AMS
Day 1

Music AMI Day 2

Teacher: Mrs. Rechtfertig



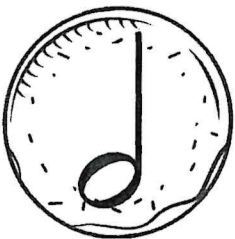
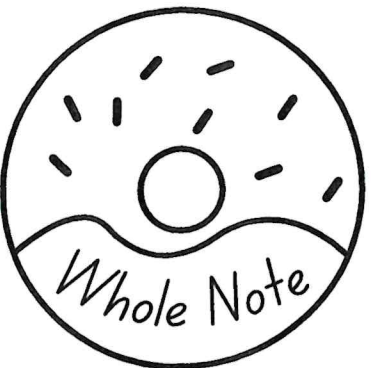
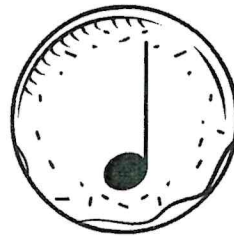
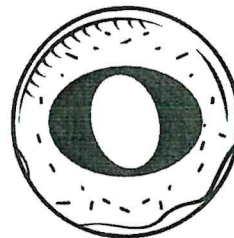
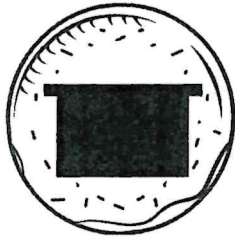
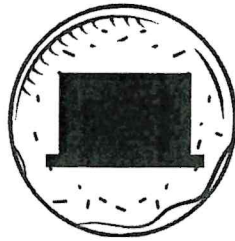
Email: arechtfertig@seymourschool.net

Office hours: 9am-1pm

Name: _____



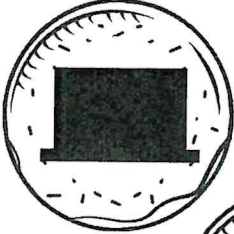
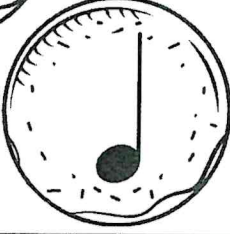
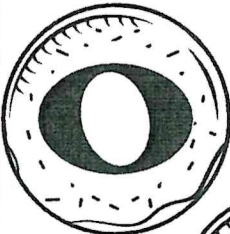

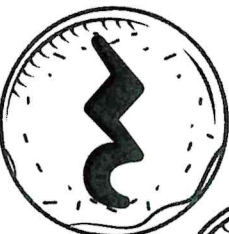



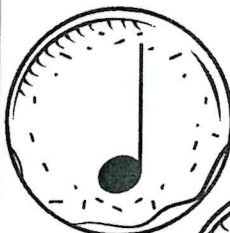
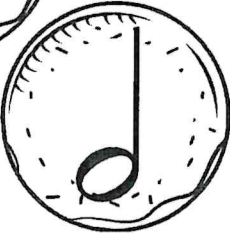
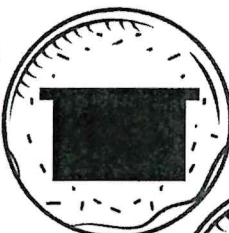
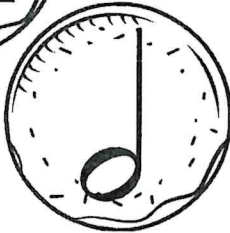

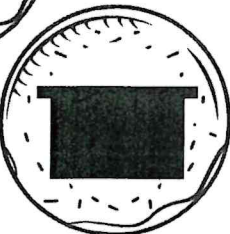
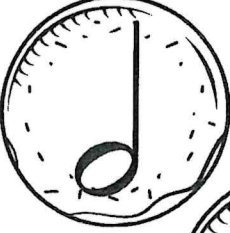
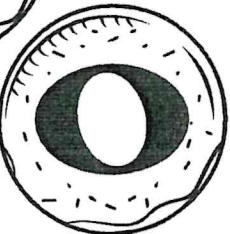

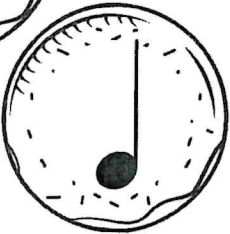
Directions: Each donut in the middle matches a donut on the side. Draw a line to connect the matching pairs.



Name: _____



Directions: Add frosting to (color in) the donut in each box that contains the note or rest with the MOST beats.

AMI Day 3

Name _____



Ride the Wave of Decimal Division



Sometimes zeros are needed in the quotient. When dividing decimals by a whole number, follow these steps.

$$\begin{array}{r} 2 \\ 27 \overline{) 55.08} \\ \underline{-54} \\ 1 \end{array}$$

1. Divide the whole number.

$$\begin{array}{r} 2. \\ 27 \overline{) 55.08} \\ \underline{-54} \\ 1 \end{array}$$

2. Place the decimal point in the quotient.

$$\begin{array}{r} 2.0 \\ 27 \overline{) 55.08} \\ \underline{-54} \\ 10 \end{array} \quad (< 27)$$

3. Bring down the 0. Since it is still < 27, place a zero in the quotient.

$$\begin{array}{r} 2.04 \\ 27 \overline{) 55.08} \\ \underline{-54} \\ 108 \\ \underline{-108} \\ 0 \end{array}$$

4. Bring down the 8. Divide into 108.

Divide. Then write the letter for each quotient from least to greatest on the lines below to learn where the 1958 megatsunami occurred.

B.

$$62 \overline{) 126.48}$$

L.

$$13 \overline{) 3.12}$$

Y.

$$41 \overline{) 102.50}$$

A.

$$17 \overline{) 51.85}$$

A.

$$13 \overline{) 62.4}$$

K.

$$14 \overline{) 84.14}$$

I.

$$51 \overline{) 18.36}$$

S.

$$17 \overline{) 86.02}$$

A.

$$39 \overline{) 81.12}$$

U.

$$16 \overline{) 11.04}$$

T.

$$32 \overline{) 18.56}$$

L.

$$21 \overline{) 64.89}$$

A.

$$44 \overline{) 46.64}$$

Y.

$$51 \overline{) 53.856}$$

A.

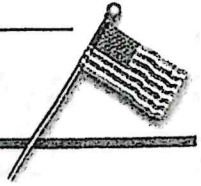
$$31 \overline{) 188.17}$$

The wave occurred in _____

_____ in _____. It reached 1,720 feet.

Name: _____ Date: _____

The U.S. Constitution



After a meeting of delegates from five states at Annapolis in 1786, Alexander Hamilton suggested that another meeting be held in Philadelphia in 1787 to consider changing defects in the weak Articles of Confederation, which had been the basis for the national government since 1781. Congress approved the proposal, and states were asked to choose delegates to go to the meeting. When George Washington accepted the appointment as a delegate from Virginia, others began to take the meeting seriously, and states began to choose talented men for their delegations. Only Rhode Island refused to send delegates.

Washington was chosen as the presiding officer of the Constitutional Convention, and the first rule made by the convention was to keep the proceedings secret. James Madison, who became known as the "father of the Constitution," kept detailed records of the debates, which were later made public. Madison and the delegation from Virginia put together the Virginia Plan, while the small states proposed the New Jersey Plan. The small states were worried the larger states would try to take over the government.

Eventually, the "Great Compromise" led to agreement on a two-house legislature with an equal number of senators from each state in the Senate and the House of Representatives based on population. This would allow the small states to have an equal vote in the Senate, while the larger states would have larger representation in the House. The executive branch would be headed by a president selected by an Electoral College. The judicial branch would consist of a Supreme Court and inferior courts established by Congress. Judges would be appointed by the president and approved by the Senate.

The three branches of government were organized on the ideas of separation of powers and checks and balances. Each branch would be independent of the other, but the other two branches could exercise their powers to make sure that any one branch did not become too powerful. The Constitution also established what is called a federal system. The national (federal) government was given certain powers, and other powers were reserved to the states.

The delegates signed the Constitution on September 17, 1787, and it went into effect on March 4, 1789, after being ratified by the required nine states.

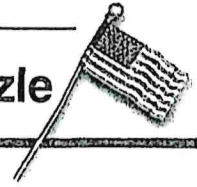
Synonyms

Write a synonym for each word below.

- | | | | |
|------------------|-------|------------------|-------|
| 1. compromise | _____ | 6. independent | _____ |
| 2. delegate | _____ | 7. separation | _____ |
| 3. executive | _____ | 8. supreme | _____ |
| 4. ratified | _____ | 9. legislature | _____ |
| 5. confederation | _____ | 10. constitution | _____ |

Name: _____ Date: _____

The U.S. Constitution Hidden Message Puzzle



Use the clues below to fill in the blanks at the right. When you are finished, read the letters in the circled blanks to find the man known as the “father of the Constitution.”

1. System of government established by the Constitution, which gave some powers to the national government and reserved other powers to the states _____
2. Plan proposed by the small states _____
3. The Constitution replaced the _____ of Confederation. _____
4. The highest court in the judicial branch _____
5. The three branches of the U.S. government are organized so that there are checks and _____ among the branches. _____
6. City where the Constitutional Convention was held _____
7. The only state to refuse to send delegates to the Convention _____
8. The “Great _____” worked out how representation in Congress would be determined. _____
9. This man was chosen to preside over the Convention. _____
10. The executive branch is headed by a _____
11. The Constitution provides for a two-house _____.
12. The number of representatives for each state is determined by _____.
13. The _____ of powers means that each branch of government is independent. _____
14. The president is chosen by an _____ College. _____
15. This plan was supported by the large states. _____

Name: _____

Animal Migration

by Kimberly M. Hutmacher



Have you ever noticed that we only see certain animals in certain seasons? Many animals move from one area to another at different times during the year. This movement is called migration.

Animals migrate for different reasons. Some, like the manatee and the Ruby-Throated Hummingbird, migrate to stay warm in the winter.

Some animals migrate for food, water, and protection. Caribou move south each winter to evergreen forests. The forests protect them from the cold winds and provide a better food supply.

Other animals, like the Emperor Penguin, migrate for their children. These penguins choose the coldest time of year and the coldest place on the planet- Antarctica- to raise their young. They migrate inland, away from the sea, so they are far away from predators when their eggs hatch.



These journeys are often thousands of miles. It's amazing that so many animals are able to find their way back to the very same places in the world year after year.

Loggerhead Turtles travel thousands of miles to lay their eggs on the very same beach where they were hatched themselves.

Monarch butterflies often end up migrating thousands of miles to the very same tree that their ancestors roosted in generations before.

California Gray Whales have the longest migration journey of any mammal. They travel 10,000-14,000 miles round trip each year.

We know the many reasons why animals migrate, but no one really knows how they find their way. They do not have a map, compass or GPS to guide them. Maybe you will become the famous scientist that solves the mystery of animal migration.

Name: _____

Animal Migration

by Kimberly M. Hutmacher



1. What is migration?
- a. animals sleeping through the winter
 - b. animals preparing to hatch eggs
 - c. animals traveling long distances
 - d. animals getting lost

2. Complete the table with information from the article.

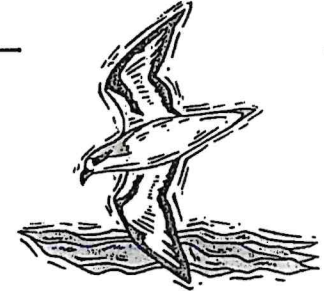
Species	Reason for Migrating
<i>Ruby-Throated Hummingbird</i>	
	<i>Protection from cold winds and to find more food</i>
<i>Emperor Penguin</i>	

3. Which animals hold the record for the longest migration? _____
4. Where do Emperor Penguins go when they migrate?
- a. inland, near the North Pole
 - b. towards the sea, near the North Pole
 - c. inland, near the South Pole
 - d. towards the sea, near the South Pole
5. What information about animal migration is not known?
- a. where the animals migrate to
 - b. why animals migrate
 - c. which species of animals migrate
 - d. how animals find their way when they migrate

Name: _____

Animal Migration

Vocabulary



Part 1: Reread "Animal Migration" by Kimberly M. Hutmacher.
As you read highlight the following vocabulary words in the article.

seasons	caribou	journey	hatch
ancestors	compass	GPS	famous

Part 2: Match each vocabulary word on the left with its definition on the right.

- | | |
|--------------------|--|
| _____ 1. seasons | a. well-known |
| _____ 2. caribou | b. tool with a needle that points north |
| _____ 3. journey | c. family members who lived before you were born |
| _____ 4. hatch | d. trip from one place to another |
| _____ 5. ancestors | e. times of the year: winter, spring, summer, and fall |
| _____ 6. compass | f. large reindeer that live near the North Pole |
| _____ 7. GPS | g. to come out from inside an egg |
| _____ 8. famous | h. electronic computer that tells your location |

Part 3: Find the vocabulary words in the puzzle and circle them.

F	N	C	H	A	T	S	E	A	J	B	L	S
J	A	O	A	N	C	E	S	T	O	R	S	E
O	K	M	C	A	R	I	B	O	U	H	D	A
U	L	P	O	J	O	U	G	K	R	A	E	S
G	U	A	K	U	C	K	P	K	N	T	H	O
S	P	S	L	O	S	I	J	I	E	C	X	N
Z	Q	S	C	A	R	B	P	L	Y	H	T	S



Name: _____

EARTH'S Precious Water

“Water, water everywhere, but not a drop to drink.” This line, adapted from a famous poem, describes the difficult situation that a group of sailors are in. Although they are surrounded by the ocean, they’re running out of drinking water on their ship. (Ocean water isn’t safe to drink due to its salt content.) Because Earth constantly recycles water, its supply never runs out. But are we headed for trouble like those sailors?

The Circulation of Earth’s Water

More than 70 percent of Earth is covered with water, almost all of which is salt water in the world’s oceans. Smaller amounts of fresh water are found in rivers, lakes, glaciers, snowfields, icebergs, ice sheets, and aquifers (huge pools of underground water). A tiny amount of water is in the atmosphere.

Most of Earth’s water is in liquid form, but some is in solid form (ice), and some is an invisible gas (water vapor). The amount of water on Earth doesn’t change; it stays constant because the water is reused again and again. This continuous circulation of Earth’s water is called the *water cycle*.



More than 70 percent of Earth is covered with water.

Evaporation and Condensation

The water cycle begins with the sun. The sun causes the water on Earth’s surface to become warmer. As a result, the water turns to water vapor. This change from a liquid to a gas is called *evaporation*. The water vapor rises high in the sky, where it meets cooler air. Consequently, the water vapor cools and becomes tiny water droplets. This change from a gas to a liquid is called *condensation*.

Precipitation

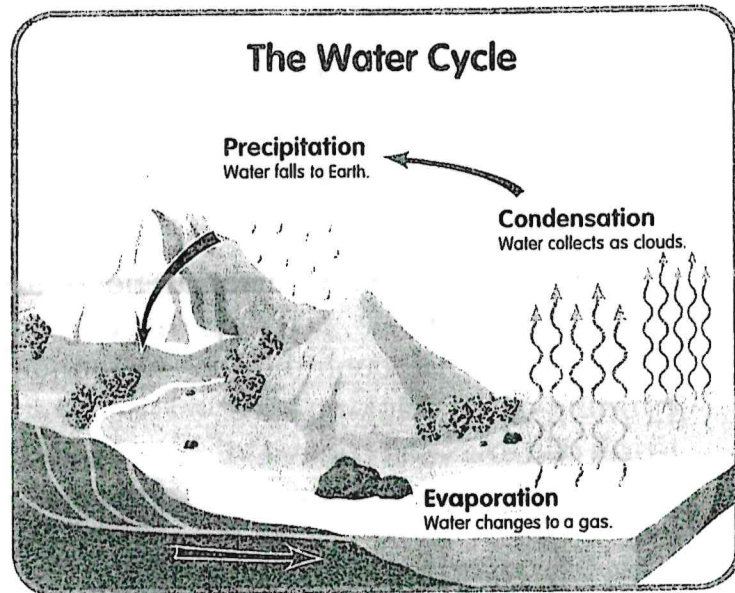
As more water vapor condenses, the tiny water droplets form clouds. The clouds grow darker and thicker due to more water droplets forming. Eventually, the billions of water droplets become too heavy to stay up in the air any longer. As a result, they fall from the clouds in the form of precipitation. Precipitation can be rain, snow, sleet, or hail, depending on the temperature of the air.

About 75 percent of the precipitation drops back into the oceans. Some of it evaporates right away. Some of the precipitation fills lakes, rivers, and streams, and some soaks into the ground. The groundwater then moves slowly to the rivers and then returns to the oceans. The water cycle follows this sequence of events over and over again.

Water Conservation

Because of the water cycle, Earth has the same amount of water today as millions of years ago. Even though Earth has a lot of water, most of the fresh water is in the form of ice. Only about one percent of Earth's total water is fresh water available for use by humans, animals, and plants. Since 1950, the human population has skyrocketed, which has led to an increased demand for water—for drinking, bathing, cooking, farming, and manufacturing.

Today, people can protect and conserve Earth's water supply in many ways. Taking shorter showers, fixing leaky faucets, and turning off water when brushing teeth all make a difference. Farmers and homeowners can help by watering crops and lawns at night so less water is lost to evaporation. Also, watering slowly allows the water more time to soak in. Every person's actions help to guarantee that we will always have enough water.



Name: _____

Dictionary

Content Vocabulary

condensation

the process by which a gas becomes a liquid due to a decrease in temperature

evaporation

the process by which a liquid becomes a gas due to an increase in temperature

precipitation

water that falls to the ground as rain, snow, sleet, or hail

water cycle

the series of changes that water naturally undergoes on, above, and below Earth's surface as it circulates through the environment

Academic Vocabulary

circulation

the movement of something through steps in a process

sequence

the order in which related events happen or are supposed to happen

population

the number of people who live in a certain place

skyrocketed












increased rapidly to a very high amount or level

Write a sentence that includes at least one vocabulary word.

Name: _____

Identify Information

Check the box after you complete each task.

	Completed
 Highlight the reason that Earth never runs out of water.	<input type="checkbox"/>
 Put a star by the sentence that states how much of Earth is covered with water.	<input type="checkbox"/>
 Put brackets around the sentence that tells the three forms of Earth's water.	<input type="checkbox"/>
 Draw a squiggly line under the sentences that explain the sun's role in the water cycle.	<input type="checkbox"/>
 Put a check mark next to the sentence that describes what happens when water vapor cools.	<input type="checkbox"/>
 Put an exclamation point beside the word that means "water changing from a gas to a liquid."	<input type="checkbox"/>
 Circle the sentence that describes what happens to precipitation that soaks into the ground.	<input type="checkbox"/>
 Underline the percentage of Earth's water that living things can use.	<input type="checkbox"/>
 Put a triangle beside the year when the total human population started to skyrocket.	<input type="checkbox"/>
 Draw boxes around the sentences that tell what people can do to help conserve and protect Earth's water.	<input type="checkbox"/>
 Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>

Name: _____

Answer Questions

Use information from the article to answer each question.

1. As part of the water cycle, water does not change into _____.

- Ⓐ an element
- Ⓑ a liquid
- Ⓒ a gas
- Ⓓ a solid

2. The amount of usable fresh water on Earth is _____.

- Ⓐ more than 70 percent of all of Earth's water
- Ⓑ less than 1 percent of all of Earth's water
- Ⓒ increasing because of precipitation
- Ⓓ decreasing because of evaporation

3. Where is salt water found on Earth, and where is fresh water found?

4. After more and more water droplets form in clouds, what causes them to finally fall?

5. How much water is on Earth today compared to millions of years ago? Why?

6. According to the article, what are some ways that people can conserve water?

Name: _____

Apply Vocabulary

Use a word from the word box to complete each sentence.

Word Box

precipitation	sequence	population	water cycle
skyrocketed	circulation	evaporation	condensation

1. Our lives depend on the _____ of blood throughout our bodies.
2. During _____, a liquid changes into a gas.
3. The human _____ of the world reached seven billion in 2011.
4. The life cycle of every living thing has a _____ of stages.
5. Evaporation, condensation, and precipitation are three steps in the _____.
6. During _____, a gas changes into a liquid.
7. Air temperature determines the form that _____ takes.
8. The number of people on Earth has _____ since 1950.

Name: _____

Cause and Effect

A text that has a **cause-and-effect** structure includes a description of the cause and the resulting effects.

Authors use these signal words to create a **cause-and-effect** structure:

Signal Words

allow	therefore	because of	for this reason
if...then	effects of	as a result of	may be due to
causing	in order to	consequently	which has led to

1. What cause-and-effect relationship about Earth's water supply is explained in the first paragraph?

2. The text under the third heading explains the cause-and-effect relationship between temperature and _____.

3. Write two sentences from the article that use **cause-and-effect** signal words.
 - a. _____

 - b. _____

4. How does this text structure help you understand the author's purpose(s)?

AMI Day 4

THE LUNAR CYCLE

Phases of the moon, also known as the lunar cycle, refers to the changing appearance of the moon as it orbits the earth. The sun always illuminates or shines on half of the moon! The moon itself does not emit light; we see the reflected light from the sun. We sometimes only see part of the reflected light based on the angle at which we view the moon during its month-long journey around the earth. The phases of the moon are named based upon how much of the illuminated side of the moon appears to us.

New Moon

During the new moon, the moon is directly between the earth and the sun. We don't see the illuminated side at all because it is facing completely away from us. The moon appears completely dark.

Waxing Crescent

The term "waxing" means to get larger. During this phase, the first sliver or crescent-shaped portion of the illuminated moon begins to be visible. The illumination grows or waxes from the right side to the left side. Approximately $\frac{1}{4}$ of the moon appears lit.

First Quarter

The first quarter moon is when the visible part is half illuminated on the right and dark on the left.

Waxing Gibbous

The word gibbous comes from a Latin word that means "hump". When looking at a gibbous moon, the shape looks like a semi-circle with a bit of rounded part on one side. A waxing gibbous moon means that the illuminated part is getting larger, it's more than half, but not quite full. Approximately $\frac{3}{4}$ appears lit.

Full Moon

A full moon occurs when the Earth is between the sun and the moon, and we can see the entire illuminated side.

Waning Gibbous

The term "waning" means to get smaller. As the moon continues in its orbit after the full moon, the illuminated part we can see begins to decrease. During a waning gibbous moon, the dark portion appears on the right and the illuminated portion appears on the left.

Third Quarter

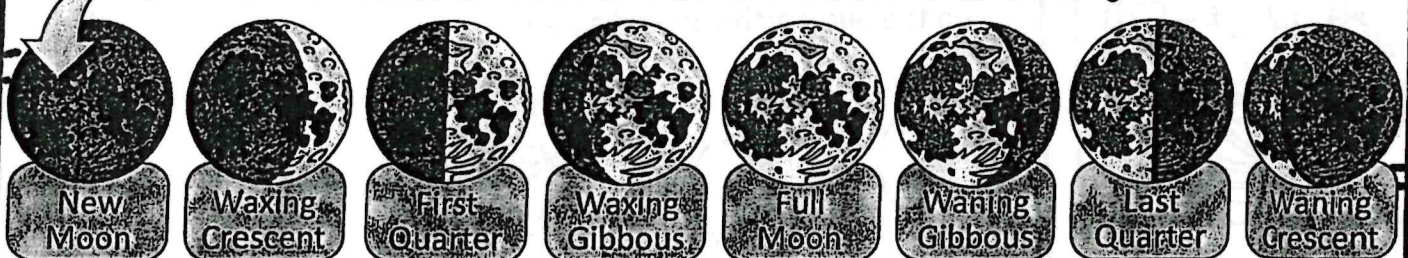
Just like the first quarter moon, the third quarter moon is half illuminated, but the illuminated part is on the left and the dark is increasing from the right.

Waning Crescent

During the waning crescent moon, the dark portion has increased to more than half, but not quite back to being a new moon.

It takes roughly one month (29.5 days) for the moon to complete one orbit of the earth and one lunar cycle.

WHAT YOU SEE DURING A LUNAR CYCLE!

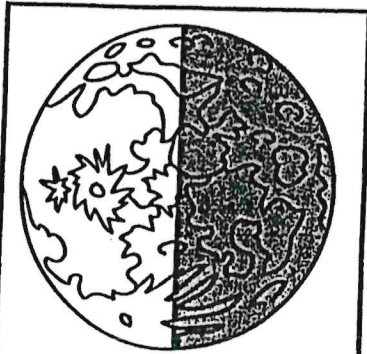


SHOW what you KNOW PHASES OF THE MOON

Name: _____

Date: _____

1. Identify the moon phase based on the illustration.



A:



B:



C:

2. The lunar cycle is closely related to which part of our calendar?
 - a. a day
 - b. a month
 - c. a season
 - d. a year

3. What is the period called when you are able to see more and more of the Moon until it becomes a full moon?
 - a. eclipsing
 - b. waning
 - c. waxing
 - d. cycling

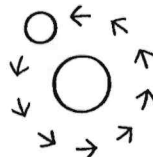
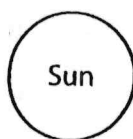
4. The Moon itself does not produce light. It appears to be lit because it is _____ light from the Sun.

5. Although not always visible, approximately _____ of the Moon's surface is lit up by the Sun.

6. What phase of the moon occurs when the moon is directly between the Sun and the Earth? What part of the moon would appear to be lit?

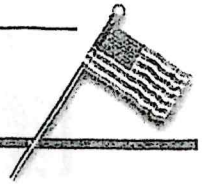
7. What phase of the moon occurs when the Earth is directly between the Sun and the Moon? What part of the moon would appear to be lit?

8. Shade in and name the moon phase visible from Earth based on the Sun-Earth-Moon diagram.



Name: _____ Date: _____

The Missouri Compromise



By 1820, America had grown from 13 states to 22, and the population was continuing to grow and expand. In 1817, the Missouri Territory applied for statehood. No action was taken until 1819, when Maine also applied for statehood. Because slaves had been brought to Missouri by the French and Spanish before the Louisiana Purchase, slavery had continued to be practiced. Maine was a free territory, so it seemed that the admission of these two states at the same time would keep a balance between free and slave states. Congress passed an enabling act in 1819, which would allow Missouri and Maine to set up state governments.

Trouble began when Representative James Tallmadge of New York offered an amendment to the Missouri bill that would prohibit new slaves from entering Missouri and would free the children born of slaves in Missouri after they reached the age of 25. This raised the questions of whether Congress had the right to put conditions on Missouri's statehood and if it had the right to restrict the future of slavery. New territories would be opening in the near future, and slaveholders wanted the right to expand slavery to settle these new lands. People in the South felt the Northerners were trying to keep them from expanding.

Tallmadge's proposal was defeated, and a compromise was offered by Senator Jesse Thomas of Illinois. Missouri would enter the union as a slave state, Maine would be a free state, and the territories in the Louisiana Purchase north of the line of latitude 36°30' would be free, while those south of the line would be open to slavery. This proposal passed by a slim margin.

Missouri then tried to write a constitution that would prohibit free blacks from entering the state. This seemed to violate the U.S. Constitution's guarantee that "Citizens of each State shall be entitled to all the Privileges and Immunities of Citizens of the several States." Representative Henry Clay worked out another compromise in which a resolution was passed saying that Missouri must never use its power to take away the rights of any American citizens. However, Clay did not define whether a free black person was a citizen or not. Missouri agreed to abide by the rule, and it was admitted to the Union as a state in August 1821.

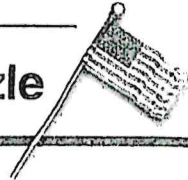
Word Scramble

Unscramble the following groups of letters to reveal words and names from the selection above.

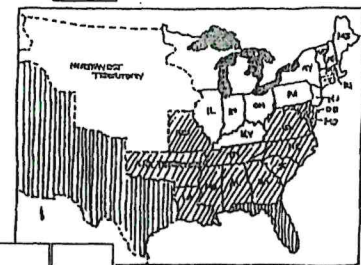
- | | |
|------------------------|---------------------------|
| 1. dhsateoot _____ | 6. usnlaiaseucharpo _____ |
| 2. aysvler _____ | 7. eanmi _____ |
| 3. mmedeaasljtag _____ | 8. zeticin _____ |
| 4. oeejthmsssa _____ | 9. anyerylch _____ |
| 5. tiituncsotn _____ | 10. musiosri _____ |

Name: _____ Date: _____

The Missouri Compromise Crossword Puzzle



Use the clues below to complete the crossword puzzle.



ACROSS

1. Month in which Missouri became a state
6. Territories in the Louisiana Purchase above 36°30' would be _____.
8. Did Congress have the right to _____ the future of slavery?
9. State that entered the Union as a slave state
11. The dividing line between free and slave states would be the line of _____ 36°30'.
14. What Senator Thomas and Representative Clay were trying to get Congress and Missouri to do
15. Representative who proposed an amendment that would limit slavery in Missouri (two words)

DOWN

2. People in the _____ felt the Northerners were trying to keep them from expanding.
3. Representative who worked out a compromise between the Missouri constitution and the U.S. Constitution (two words)
4. Missouri's _____ seemed to violate the U.S. Constitution.
5. State that entered the Union as a free state
7. By 1820, America had 22 _____.
10. Territories in the Louisiana Purchase south of 36°30' would be open to _____.
12. Henry Clay did not define whether a free _____ person was a citizen.
13. The French and _____ had brought slaves to Missouri before the Louisiana Purchase.



You Call That Equal?



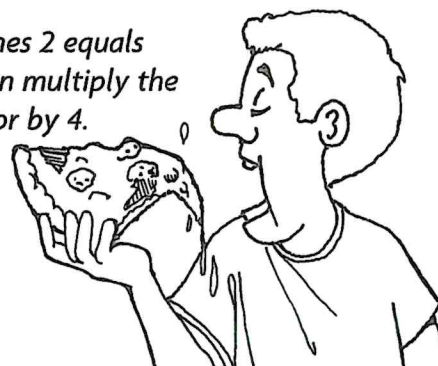
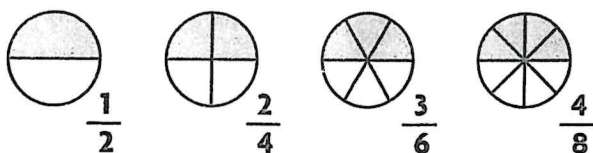
Equivalent fractions *have the same amount.*

$$\frac{1}{2} = \frac{4}{8}$$

$$\frac{1 \times 4}{2 \times 4} = \frac{4}{8}$$

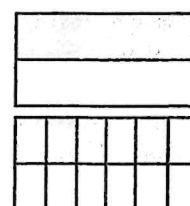
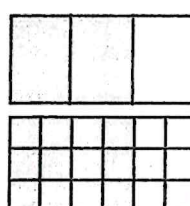
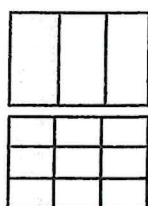
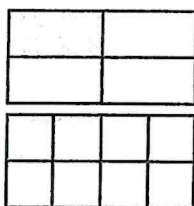
Equivalent fractions are the same amount of pizza, with simply different size slices!

What times 2 equals 8? 4! Then multiply the numerator by 4.



Write the equivalent fractions.

A.



___ = ___

___ = ___

___ = ___

___ = ___

Find each equivalent fraction.

B. $\frac{2}{7} = \frac{\quad}{21}$

$\frac{3}{6} = \frac{\quad}{12}$

$\frac{3}{4} = \frac{\quad}{8}$

$\frac{3}{7} = \frac{\quad}{14}$

C. $\frac{5}{6} = \frac{\quad}{36}$

$\frac{5}{8} = \frac{\quad}{16}$

$\frac{2}{6} = \frac{\quad}{36}$

$\frac{3}{7} = \frac{\quad}{49}$

D. $\frac{3}{4} = \frac{12}{\quad}$

$\frac{7}{9} = \frac{21}{\quad}$

$\frac{5}{9} = \frac{\quad}{27}$

$\frac{7}{10} = \frac{\quad}{100}$

Name: _____

Thurgood Marshall

Champion of Equal Rights

Can getting in trouble at school change the course of a person's life? It did for Thurgood Marshall, a black boy who lived in Baltimore, Maryland, in the early 1900s. He often misbehaved in class, and his teacher sent him to the school basement to read the U.S. Constitution. Thurgood used this experience as an opportunity to learn. By the time he finished school, he had memorized the entire Constitution and could explain its meaning.

Thurgood paid special attention to the Fourteenth Amendment, which said that all citizens had equal rights. As a black American, he knew he did not have equal rights. Because of discrimination, black people were not allowed to buy houses in white neighborhoods or eat at certain restaurants. Drinking fountains were marked "colored" or "white." Schools were segregated, which meant that black people were not permitted to attend the same schools as white people. Thurgood was confused. How could these things happen when the Constitution granted equal rights to all people? Consequently, he decided to work toward change when he grew older.

In 1925, Thurgood attended the country's oldest black college—Lincoln University in Pennsylvania. He studied hard and decided to become a lawyer. In 1930, Thurgood began law school at Howard University in Washington, D.C. He admired many of his professors, who taught him to work toward excellence. Thurgood was the top student in his graduating class.

Fourteenth Amendment, — U.S. Constitution —

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

In 1934, Thurgood began to work with the National Association for the Advancement of Colored People (NAACP), a group that was committed to ending segregation. For many years, Thurgood traveled the country arguing court cases against segregation. He became known as one of the best lawyers in the nation.

However, some states still allowed segregation. Thurgood believed that segregation would only end through education. If children had a good education, then they could improve themselves and their lives. He also believed that black children and white children should be educated together in order to learn to appreciate their differences.

In 1953, Thurgood took an important law case to the United States Supreme Court. It was called *Brown v. Board of Education*. (The *v.* stands for *versus*, which means “against.”) Thurgood argued that segregated schools were unequal—that black schools and white schools did not receive equal numbers of teachers or equal amounts of money. He argued that segregation caused black children to feel bad about themselves. As a result, they became less interested in learning and did not reach their highest potential. The Supreme Court agreed with Thurgood and outlawed segregated schools in 1954. Winning this case was one of Thurgood’s greatest achievements.

Thurgood continued to work for justice and equal rights. In 1961, President Kennedy gave him an important judgeship. And in 1967, President Johnson appointed him to the U.S. Supreme Court. Thurgood was the first black American to sit on the highest court in the country. He retired in 1991, shortly before he died at age 84.

Thurgood Marshall devoted his life to improving our country. He is remembered as a champion of equal rights for all Americans.



Former Justice of the United States Supreme Court Thurgood Marshall.

Name: _____

Dictionary

Content Vocabulary

amendment

a change or addition to a law or document

constitution

a set of laws and beliefs that guide how the government of a country, state, or organization is run

discrimination

the unfair treatment of a person or group based on race, age, religion, gender, or other differences

justice

the quality of being fair and doing what is right or good

segregated

separated based on the group that a person belongs to, such as one's race

Academic Vocabulary

advancement

the process of moving forward; improvement or progress

potential

the ability to develop talents or skills that can lead to success

outlawed











made illegal, or against the law; banned

Write a sentence that includes at least one vocabulary word.

Name: _____

Identify Information

Check the box after you complete each task.

	Completed
 Put brackets around the sentence that tells why Thurgood started reading the U.S. Constitution.	<input type="checkbox"/>
 Draw a box around the sentence in the main text (not the image) that explains the Fourteenth Amendment.	<input type="checkbox"/>
 Underline information in the article that explains how Thurgood knew that black Americans did not have equal rights.	<input type="checkbox"/>
 Put a star next to each date mentioned in the article.	<input type="checkbox"/>
 Highlight the sentence that explains the goal of the NAACP.	<input type="checkbox"/>
 Draw a squiggly line under any sentences that explain why Thurgood believed that children of different races should attend school together.	<input type="checkbox"/>
 Put a check mark beside the name of the law case that Thurgood took to the U.S. Supreme Court.	<input type="checkbox"/>
 Lightly shade the sentences that tell what Thurgood argued in the U.S. Supreme Court.	<input type="checkbox"/>
 Circle each sentence that mentions a U.S. president.	<input type="checkbox"/>
 Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>

Name: _____

Answer Questions

Use information from the article to answer each question.

1. Thurgood decided to work for change because he _____.
 - Ⓐ felt unfairly punished by a teacher
 - Ⓑ was one of the best lawyers in the United States
 - Ⓒ saw that people didn't have equal rights
 - Ⓓ wanted to be recognized by presidents
2. According to the article, segregated schools separated people by _____.
 - Ⓐ religion
 - Ⓑ skin color
 - Ⓒ gender
 - Ⓓ country of birth

3. What effects of discrimination are mentioned in the article?

4. Who allowed segregation to exist in the U.S., even though the Constitution granted equal rights to all people?

5. Why was Thurgood opposed to segregation in schools?

Name: _____

Apply Vocabulary

Use a word from the word box to complete each sentence.

Word Box

justice	amendment	outlawed	discrimination
potential	segregated	constitution	advancement

1. When children feel good about themselves, they are more likely to reach their highest _____.
2. In 1868, an _____ to the U.S. Constitution granted equal rights to all citizens.
3. Due to _____, black people were not allowed to use the same drinking fountains as white people.
4. In *Brown v. Board of Education*, the U.S. Supreme Court ruled that _____ schools were illegal.
5. Thurgood's desire to serve _____ for all Americans led him to eventually serve on the U.S. Supreme Court.
6. A country's _____ includes laws and beliefs that form the foundation of the government.
7. Thurgood's work as a lawyer and judge resulted in the _____ of equal rights for all Americans.
8. In the 1950s, the U.S. Supreme Court _____ separate schools for blacks and whites.

Name: _____

Cause and Effect

A text that has a **cause-and-effect** structure includes a description of the cause and the resulting effects.

Authors use these signal words to create a **cause-and-effect** structure:

Signal Words

allow	in order to	because of	may be due to
causing	effects of	as a result of	for this reason
if...then	therefore	consequently	

- The first paragraph mentions the cause-and-effect relationship between _____
and _____
- What effect did Thurgood believe would result from black children and white children attending school together?

- What effect resulted from Thurgood taking the issue of segregated schools to the U.S. Supreme Court?

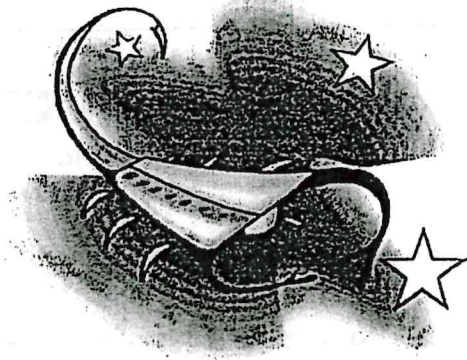
- Write two sentences from the article that use **cause-and-effect** signal words.
 - _____
 - _____

AMI Day 5

Name: _____

Pictures in the Stars

by Kelly Hashway



Have you ever stared at the clouds and tried to see pictures in them? Well, this is very similar to how ancient astronomers named the constellations.

Constellations are groups of stars, and today there are 88 officially recognized constellations. Each is named for a figure or object that astronomers saw when they viewed the star group. Most of the constellations are named after characters in mythology. Hercules, Draco, Orion, and The Great Bear are just a few. Others are named after the signs of the zodiac, like Sagittarius, Capricorn, and Scorpius. But the way they were named is very similar. Just like we look at clouds today and see figures and other objects, the astronomers looked at the stars and saw things.

But if you've ever played this cloud gazing game with your friends, you've probably noticed that different people see different things in the clouds. You may see a bear, while your best friend sees a lion in the very same cloud. This was also the case with naming the constellations. And as a result, the same constellation can be known by different names across the globe.

One of the best-known constellations is the Big Dipper. If you've ever seen it in the sky, then you know it looks like a scooper or a dipper. But the ancient Greeks called the Big Dipper "Ursa Major" or "Big Bear". The ancient Irish and French called the Big Dipper the "Chariot," and the British referred to it as the "Plough". So you can see how star gazing and studying the constellations to find shapes in the patterns can cause a single constellation to have multiple names.



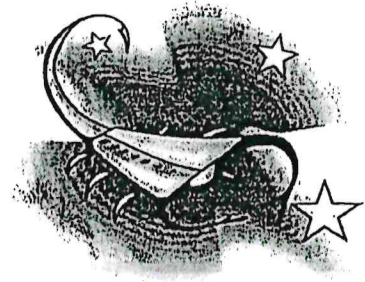
Another thing that contributes to these differing names is the expansion of the universe. The stars are moving and changing positions in the sky, which can make them look less like what they were originally named and more like something completely different. The constellation Cassiopeia originally looked like a W, but today it appears to be a squiggly line. Astronomers believe that the Big Dipper will look like a number five in 50,000 years.

Imagine what you will see the next time you look at the stars.

Name: _____

Pictures in the Stars

by Kelly Hashway



1. What is a constellation?
 - a. a group of stars that are close to Earth
 - b. a group of stars that is named after a zodiac symbol
 - c. a group of stars that was named for a figure or object that ancient astronomers saw
 - d. a group of stars shaped like an unusual animal

2. How many officially recognized constellations are there? _____

3. Long ago, the constellation Cassiopeia was shaped like a W. Today it is shaped like a squiggly line. Why does it look different today than it did many years ago?

4. Complete each sentence below.

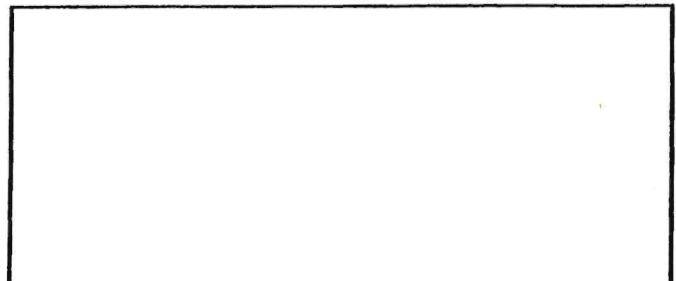
The ancient Greeks thought the Big Dipper looked like a _____.

Long ago, people of Britain thought the Big Dipper looked like a _____.

Ancient Irish and French people thought the big dipper looked like a _____.

5. In the box, draw a picture of what the Big Dipper will probably look like in 50,000 years.

(note: The Big Dipper has seven stars.
Be sure there are 7 stars in your picture.)



Name: _____

Pictures in the Stars

Vocabulary Activity



The words below are scrambled words from the article. Unscramble each word and write it on the line. Look back in the article to be sure each word is spelled correctly.

1.

c	a	n	n
t	e	i	

Clue: from long ago

2.

n	m	i	i
a	g	e	

Clue: to form a picture in the mind

3.

a	c	r	h
t	o	i	

Clue: two-wheeled vehicle pulled by a horse

4.

n	m	t	e	s	s
r	r	o	o	a	

Clue: people who study stars and outer space

5.

a	o	s	x	i
n	n	e	p	

Clue: growth; getting bigger

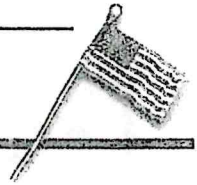
6.

l	l	o	o	i	a	c
e	t	t	s	n	n	s

Clue: the 88 group of stars that makes an officially recognized shape

Name: _____ Date: _____

The Civil War



On April 12, 1861, after years of bitter debate, war began between the North and the South when Confederate troops fired on Union troops stationed at Fort Sumter in the harbor of Charleston, South Carolina. After the attack, President Lincoln called on the states' governors to send 75,000 militia to serve three-month terms as federal soldiers. This forced the governors to decide which side they were on. Virginia, Tennessee, North Carolina, and Arkansas seceded from the Union and joined South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas, which had already seceded to form the Confederate States of America. The border states of Missouri, Kentucky, Maryland, and Delaware stayed in the Union.

Both the Union and Confederate armies were made up largely of inexperienced recruits, but many of the commanders had been educated at West Point and other military schools and had seen action in the Mexican War. Hopes were high on both sides that the war would be very short and either the South would be allowed to form its own government or it would be quickly defeated and forced back into the Union.

However, the South scored victories at the first battle of Bull Run and while defending the Confederate capital at Richmond, Virginia, during the Seven Days' Campaign. The Confederates won the second battle of Bull Run, and the Union army failed to stop Robert E. Lee's Army of Northern Virginia from escaping after the bloody battle at Antietam Creek. Southern commanders included Thomas (Stonewall) Jackson, Joseph Johnston, James Longstreet, and J.E.B. Stuart.

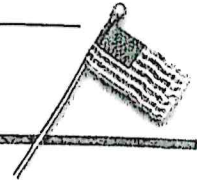
President Lincoln could not seem to find a commander who could win and keep pushing to finish off the Confederates. Command of the North's Army of the Potomac went from Irwin McDowell to George McClellan to Ambrose Burnside to Joe Hooker to George Meade. After further Union defeats at Fredericksburg and Chancellorsville, it was an accidental meeting of the two armies at Gettysburg, Pennsylvania, that would turn the tide of the war.

The armies first clashed on July 1, 1863, near Gettysburg, and the battle lasted for three days. The Union army, commanded by General Meade, held Cemetery Ridge and managed to hold off the Confederates. General Lee felt that one grand rush might break the Union army's spirit. On July 3, he ordered George Pickett and his 15,000 men to charge the Union line. About 7,000 men were lost in the attempt. On July 4, the Confederates began to retreat, but again Meade failed to attack them, and Lincoln was again disappointed. Casualties on both sides totalled at least 47,000 men.

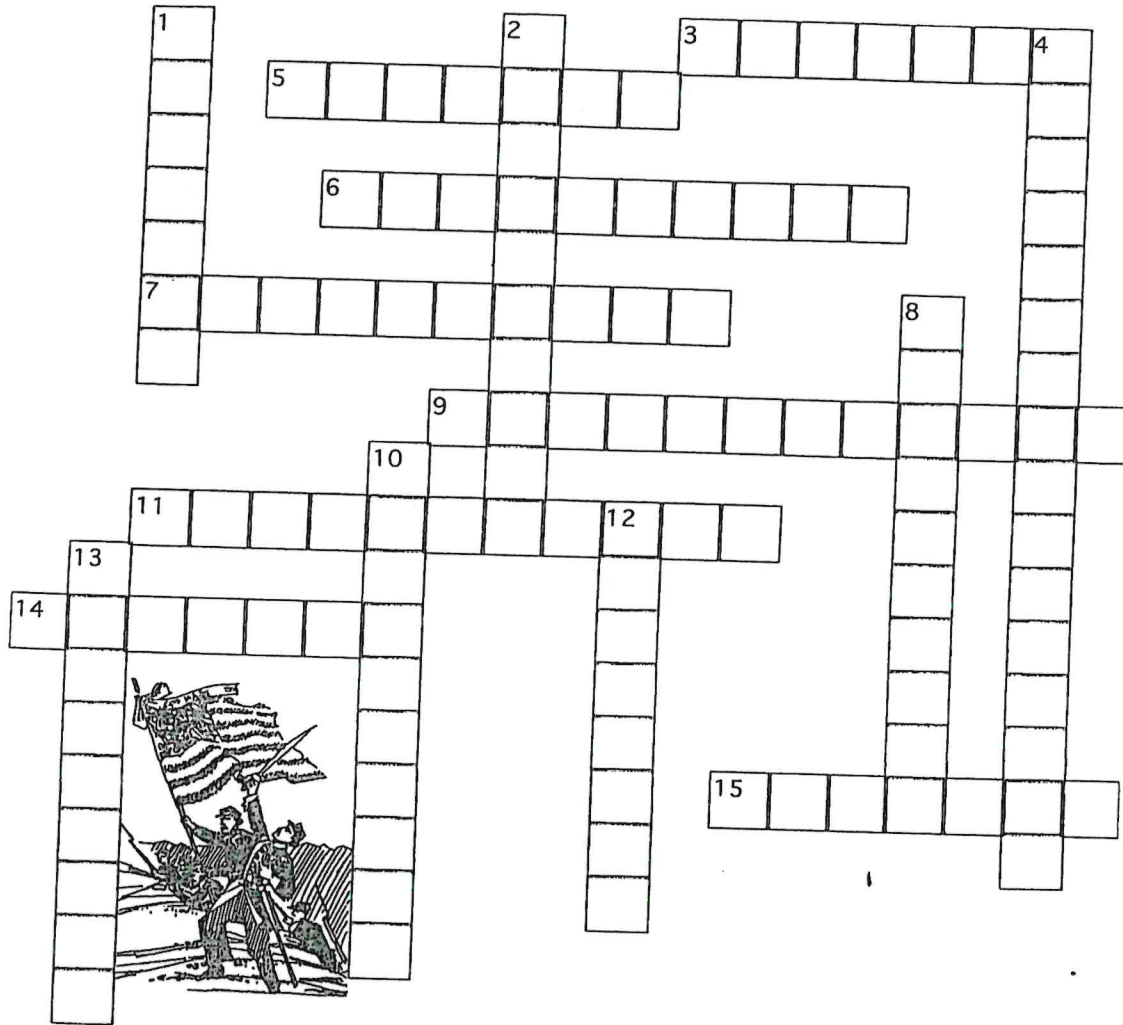
Also on July 4, 1863, General Ulysses Grant was able to force the surrender of the besieged city of Vicksburg, Mississippi. Finally, Lincoln had found a man who could produce victory. Grant was appointed general in chief of the Union army. Grant and soldiers such as William T. Sherman and Phil Sheridan began pushing the Southern armies relentlessly. After bloody battles in Virginia's wilderness, at Spotsylvania, and Cold Harbor, and Sherman's march through Georgia, the war stalled in a siege of Petersburg, Virginia. In April 1865, Lee's army abandoned Petersburg and Richmond and moved to the interior of Virginia. Grant's army soon caught up with them, and Lee surrendered on April 9, 1865, at Appomattox Courthouse, Virginia.

Name: _____ Date: _____

The Civil War Crossword Puzzle



Use the clues below to complete the crossword puzzle.



ACROSS

- 3. Site of two Civil War battles, both of which the South won (two words)
- 5. President _____ called for the states' governors to send 75,000 militia to fight for three months.
- 6. City that was under seige near the end of the war
- 7. Lee surrendered to Grant at _____ Courthouse, Virginia.
- 9. This was the final commander of the Union army. (two words)
- 11. Eleven states seceded from the Union to form the _____ States of America.
- 14. Last name of the man who led a famous charge at Gettysburg
- 15. William T. Sherman led a devastating march through this state.

DOWN

- 1. The main Union army was called the Army of the _____.
- 2. Commander of the Confederate Army of Northern Virginia (three words)
- 4. The Confederate army that fought in most of the well-known battles was the Army of _____.
- 8. Where the first shots of the Civil War were fired (two words)
- 10. Site of the battle that turned the tide of the war in the North's favor
- 12. Lee's army was allowed to escape after a bloody battle at _____ Creek.
- 13. Grant forced this city to surrender on July 4, 1863.



Let's Climb to the Top!



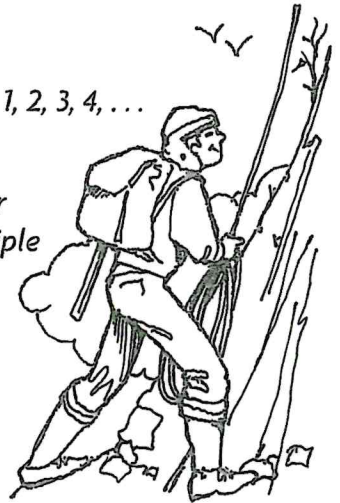
Multiples of a number can be found by multiplying that number by 0, 1, 2, 3, 4, ...
 The multiples of 3 are 0, 3, 6, 9, 12, ...

The **least common multiple (LCM)** of two numbers is the least number other than 0 that is a multiple of each. To find the least common multiple of two numbers, find the multiples of each number.

Multiples of 3: 0, 3, 6, 9, 12, 15

Multiples of 4: 0, 4, 8, 12, 16, 20

The first multiple after 0 that is the same is 12. The LCM is 12.



Find the least common multiple for each set of numbers.

4, 7 = _____

2, 7 = _____

2, 10 = _____

3, 6 = _____

3, 7 = _____

4, 12 = _____

5, 10 = _____

2, 5 = _____

4, 6 = _____

2, 9 = _____

3, 9 = _____

3, 5 = _____

4, 8 = _____

6, 8 = _____

6, 7 = _____

2, 8 = _____

4, 9 = _____

3, 4 = _____

4, 5 = _____

3, 8 = _____

8, 10 = _____

5, 6 = _____

5, 7 = _____

4, 10 = _____

2, 4 = _____

5, 8 = _____

Start!

You made it!

READ THE PASSAGE

Think about the location featured in the passage, and look for details that tell you what the author believes about nature.

The Old Man of Crater Lake

Oregon's Crater Lake—or, rather, the site for this deep, clear lake—was once a volcano. The lake formed when the peak of the volcano caved in and the hole filled up with rain and snow. The area is now home to diverse wildlife, evergreen forests, and chilly mountain water. The lake also boasts an unusual feature: a 30-foot-tall (9-meter-tall) tree stump, known as the Old Man of the Lake, that rises out of the water about four feet (1.2 meters) above the surface.

The Old Man of the Lake is special for a few reasons. First, it floats vertically, bobbing up and down in the water and moving freely across the lake. Second, it has been there since at least 1896! The lake's cold water has preserved the wood. But how does the long stump float upright? Scientists think that when the tree tumbled into the lake long ago, rocks were probably wedged inside its root system. They served as weights, holding the root end of the tree underwater.

Because the Old Man drifts all over the lake, boaters alert each other about its location. Scientists have tried tying up the stump to keep it in place. But they noticed that whenever the Old Man was tied up, bad weather arrived. When they released the stump, the weather improved. This strange coincidence is one of the many intriguing things that bring visitors to Crater Lake.

Although the Old Man of the Lake remains a mystery to visitors, one thing is certain. This fascinating piece of floating wood—and the legendary waters that surround it—are examples of nature's beauty and strength.

SKILL PRACTICE Read the item. Write your response.

1. What is the theme of this text?

2. Write two reasons why the Old Man of the Lake is mysterious.

3. In what way does the main character in this text differ from typical main characters?

STRATEGY PRACTICE How do the ideas in each paragraph lead up to the main message?

READ THE PASSAGE Think about the main message of the passage.

Prometheus Defeated

In the summer of 1964, a scientist cut down a tree in Nevada. The event started a debate about the importance of scientific study versus protecting the environment. The tree, a bristlecone pine, was the oldest living thing in the world. Some people called the tree "Prometheus," after a tragic hero in Greek mythology. Others knew it as "WPN-114." The two names show how different communities of people felt about the tree.

WPN-114 was likely a seedling around 3100 bc. Scientists knew that the tree was old. They just didn't know how old. But they knew they could find out by examining the tree rings, which form every year inside the trunk. Scientists argued that there was no other way to get valuable information about different time periods long ago. They believed that the knowledge they could gain by cutting down the tree was worth sacrificing it. In fact, scientists did learn a lot.

On the other side of the debate were people who loved the tree as a part of nature. Destroying the tree, they thought, was a horrible mistake. In *The Sierra Club Bulletin*, wilderness photographer Galen Rowell argued that "the wood belonged in the mountains." Friends of the tree used words such as *murder* to describe what was done to Prometheus. To them, the knowledge gained by cutting down the tree wasn't worth the loss. They believed that experiencing the tree alive, as the oldest living link to the past, was equally important.

SKILL PRACTICE Read the item. Write your response.

1. What is this text's theme?

2. "The two names show how different communities of people felt about the tree." What did the author mean by this sentence?

3. With whom do you agree: the scientists who cut down the tree or the naturalists who protested its death? Why?

STRATEGY PRACTICE How does the author use a compare-and-contrast structure to present the debate?

Name: _____

READ THE PASSAGE Think about the message of the story.

Practice Makes Perfect

Minh was excited when his grandmother invited him into her pottery studio. After all, Nana did not give all her grandchildren such an invitation. Minh looked forward to sinking his hands into some wet clay and placing his bowl in the heated kiln until it hardened like stone.

"Be careful with that," Nana said as Minh picked up one of the bowls. The boy gently put the bowl back on the shelf and stuck his hands inside his pockets. He was anxious to get started on the lesson Nana had promised him. And he didn't want to risk losing that chance by breaking any of her finished pieces of pottery.

Five hours later, Minh was frustrated and tired. His first attempt, a black blob that looked more like a rock than a bowl, was a failure. His second attempt was hardly any better. However, he had at least figured out how to make a smooth opening in the center of the clay. Meanwhile, Nana was keeping busy. A wide, shallow bowl and a deep, narrow bowl rested on Nana's worktable. Her practiced hands began to shape yet another spinning lump of clay. "I'll never get it!" Minh said, watching her work.

Nana looked at her grandson and sighed. "Don't worry, you'll get it," she reassured him. "The only way you won't learn is if you give up."

SKILL PRACTICE Read the item. Write your response.

1. What theme does the title suggest?

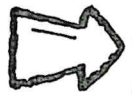
2. Does Minh appreciate Nana's pottery-making skills? Explain.

3. How do Minh's feelings change from the start of the story to the end?

STRATEGY PRACTICE Underline the words that helped you visualize Nana's studio. Describe it.

AMI Day 6

Ready to Reduce



The greatest common factor (GCF) of two numbers is the greatest number that is a factor of each. To reduce a fraction to lowest terms, follow these steps.

$$\frac{8}{12}$$

$$\frac{8 \div 4}{12 \div 4} = \frac{2}{3}$$

$$\frac{2}{3}$$

1. Find the greatest common factor.
 Factors of 8 = 1, 2, 4, 8
 Factors of 12 = 1, 2, 3, 4, 6, 12
 The GCF = 4
2. Divide the numerator and the denominator by the GCF.
3. Since 2 and 3 have no common factors other than 1, the fraction is in lowest terms.

Write the factors for the numerator and denominator. Circle the greatest common factor.

- | | |
|------------------------|------------------------|
| A. Factors of 5: _____ | B. Factors of 6: _____ |
| Factors of 15: _____ | Factors of 18: _____ |
| C. Factors of 3: _____ | D. Factors of 7: _____ |
| Factors of 21: _____ | Factors of 28: _____ |

Find the GCF. Reduce.

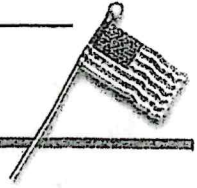
- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| E. $\frac{4}{10} \div =$ _____ | F. $\frac{6}{12} \div =$ _____ | G. $\frac{3}{12} \div =$ _____ |
| H. $\frac{4}{20} \div =$ _____ | I. $\frac{3}{21} \div =$ _____ | J. $\frac{5}{15} \div =$ _____ |
| K. $\frac{7}{21} \div =$ _____ | L. $\frac{3}{24} \div =$ _____ | M. $\frac{7}{28} \div =$ _____ |



Write the numbers 1–30 each on a card. Draw two cards. Find the greatest common factor for the two numbers. Continue until you have used all the cards.

Name: _____ Date: _____

World War I



War had been going on in Europe between the Central Powers (Germany, Austria-Hungary, Turkey, and Bulgaria) and the Allies (England, France, Russia, and Italy) since Austrian Archduke Francis Ferdinand had been assassinated in 1914. At first, U.S. President Woodrow Wilson called for Americans to be neutral in thoughts and in deeds. This was nearly impossible since one-third of Americans were foreign born or the children of immigrants and still had close ties to their European homelands.

By 1915, the war had turned into a stalemate with trenches dug across northern France. Neither side could gain victory on the battlefield, so they turned to brutal devices to win the war. The Germans began using deadly mustard gas. The British cut off German trade with neutral countries with a naval blockade. The Germans used submarines to cut England's supply lines. The airplane, machine gun, and tank were all used for the first time as war weapons.

Americans sailing on passenger ships were endangered by the German submarine blockade, and President Wilson insisted that the Germans must not attack these ships. However, in 1915, the *Lusitania*, a British ship with 128 Americans on board, was sunk. German attacks decreased for a time after the strong American protest, but in 1917, the Germans returned to submarine warfare. The United States then declared war against the Central Powers.

In June 1917, the American Expeditionary Force, led by General John J. Pershing, landed in France. Americans fought in the Battles of Château-Thierry and Belleau Wood. After suffering an internal revolution, Russia signed a peace treaty with Germany in March 1918, giving up much land and withdrawing from the war. American troops then helped stop the Germans at the Second Battle of the Marne in northern France and at battles at Meuse-Argonne and St. Mihiel.

Kaiser Wilhelm II of Germany surrendered on November 11, 1918. Turkey, Austria-Hungary, and Bulgaria also surrendered. The Treaty of Versailles officially ended the war in 1919. The treaty, which included President Wilson's plans for a League of Nations, was rejected by the U.S. Senate. The United States and Germany signed a separate peace treaty in 1921.

Wilson had called World War I the "war to make the world safe for democracy." However, the war seemed to accomplish little in the way of stabilizing governments or producing democracy. In just 20 years, war would again break out in Europe and across the globe.

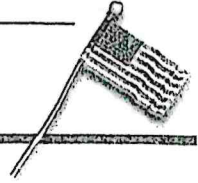
Word Scramble

Unscramble the following groups of letters to make words from the narrative above.

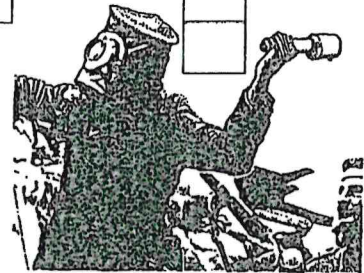
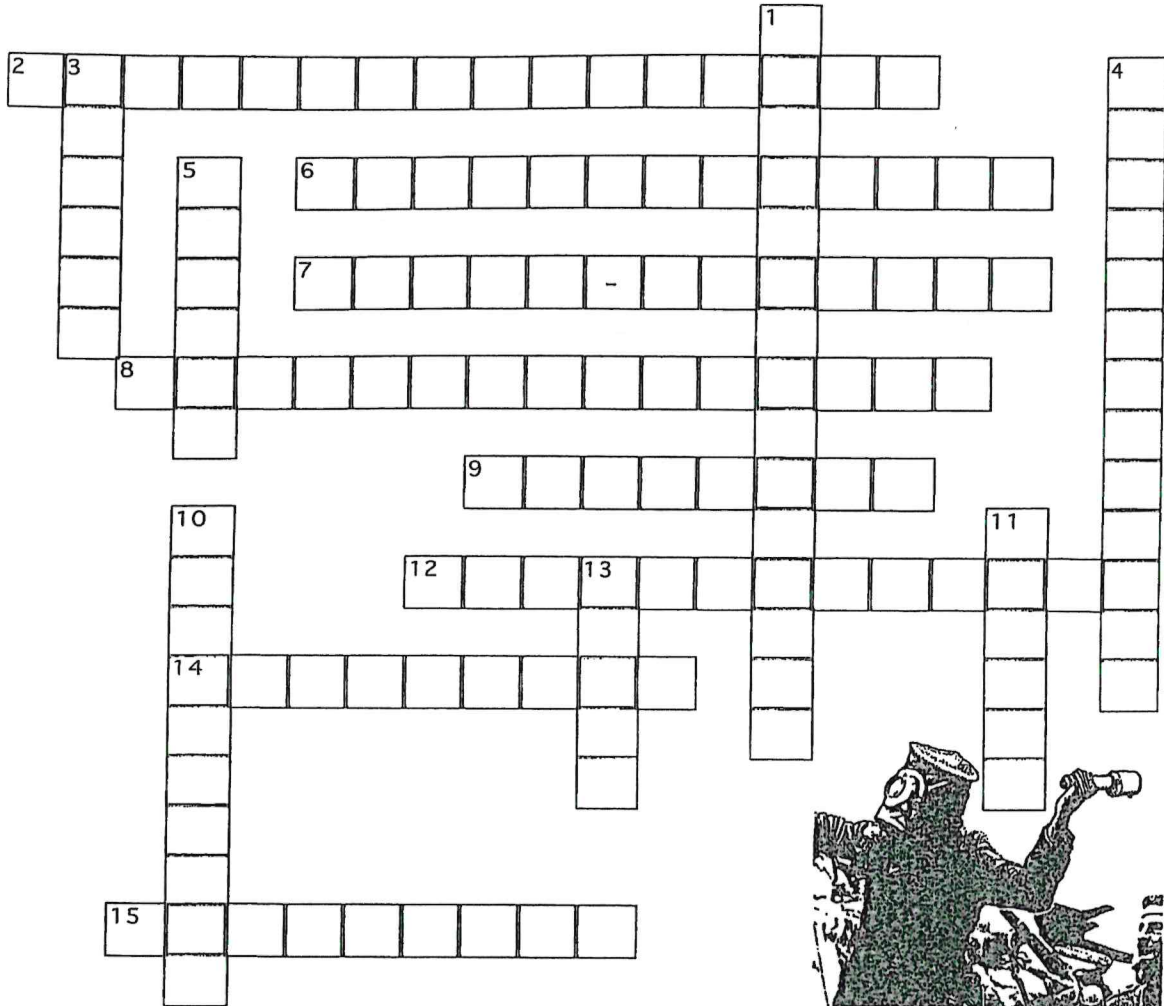
- | | | | |
|------------------|-------|--------------|-------|
| 1. rcoeadycm | _____ | 5. eamrgny | _____ |
| 2. saowlrptrenc | _____ | 6. aselil | _____ |
| 3. rytaoiedpxine | _____ | 7. tisiualna | _____ |
| 4. aenrm | _____ | 8. aerncf | _____ |

Name: _____ Date: _____

World War I Crossword Puzzle



Use the clues below to complete the crossword puzzle.



ACROSS

2. Austrian Archduke who was assassinated in 1914 (two words)
6. Commander of the American Expeditionary Force (three words)
7. One of the battles in northern France that Americans participated in
8. President Wilson's plans for a _____ were included in the peace treaty to end World War I.
9. A stalemate resulted when these were dug across northern France.
12. Germany, Austria-Hungary, Turkey, and Bulgaria were known as the _____.
14. Germans conducted _____ warfare against British ships.
15. World War I was called the "war to make the world safe for _____."

DOWN

1. The leader of Germany who surrendered on November 11, 1918 (three words)
3. This country withdrew from the war after suffering an internal revolution.
4. President who urged Americans to be neutral (two words)
5. England, France, Russia, and Italy were known as the _____.
10. This treaty officially ended World War I in 1919.
11. The U.S. _____ rejected the Treaty of Versailles.
13. One of the weapons used for the first time in World War I

Name: _____

Immune Troops! Move In!

by Shauna Hutton

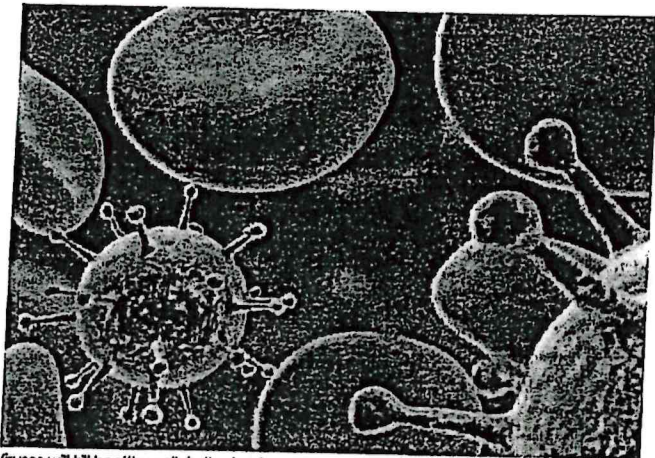
Your body has a very special system that protects you from illness and disease. It's called the immune system and it knows when there is something inside your body that should not be there.

All the cells in your body have a way to tell the immune system, "I belong here. I'm not going to do any harm." And so the immune system leaves those cells alone. Think about the cells in your body wearing name tags that say "self". Anything with a "self" name tag is a good guy. But things like bacteria, viruses, and parasites wear name tags that say "nonself". When the immune system sees a "nonself" name tag, it jumps into action and attacks those foreign invaders. Any foreign substance in your body that makes the immune system attack it, is called an antigen. These antigen invaders can be pollen from the air, a virus, or certain types of bacteria.

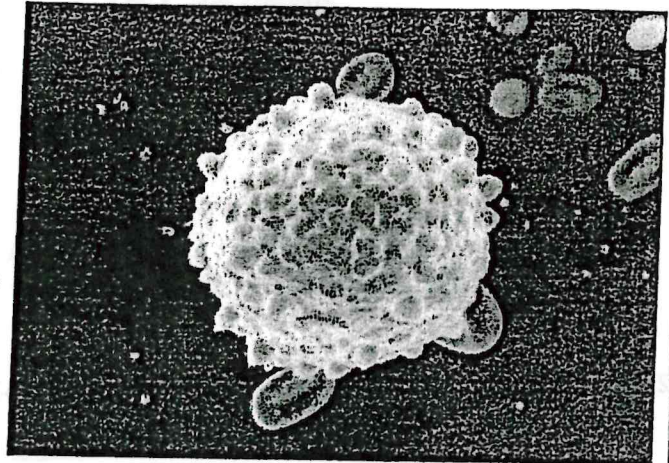
There are many different kinds of immune cells helping to keep you from getting sick. They can be grouped into phagocytes (pronounced fag-uh-sahyt) and lymphocytes (pronounced lim-fuh-sahyt).

Phagocytes are a type of white blood cell, and one of their jobs is to gobble up and digest antigens. They are always swimming around in your blood stream, always on the lookout for antigens. And when they see one, **GULP!**

Lymphocytes are also white blood cells and the main types are B cells, T helper cells, and T killer cells. Many antigens can be very sneaky (like viruses) and can hide from phagocytes, so it's the job of the lymphocytes to find them and get rid of them.



Viruses will kill healthy cells in the body.



White blood cells, like the one pictured above, attack the harmful bacteria, viruses, and parasites that enter your body.

B cells secrete (produce) substances, called antibodies, which stick to the antigen. When that happens, it alerts the T helper cells to come over and either:

1. help the B cells destroy the antigen, or
2. call the phagocytes or T killer cells to move in for the kill

T killer cells are really good at finding and killing cells that have been infected by a virus.

Once a B cell or T cell attacks an antigen, they create cells to "remember" it. Those "memory cells" hang out in your blood and if they see that same antigen again, they quickly recognize it so your immune system can act faster at killing it.

The "B" in B cells stands for bone marrow, which is where B cells, and all immune cells originate from. The "T" in T cells stands for thymus. Young T cells start out in bone marrow, but they travel to the thymus to continue growing into mature T cells. The thymus is an immune organ located in the middle of your chest, near your heart. Its job is to produce mature T cells.

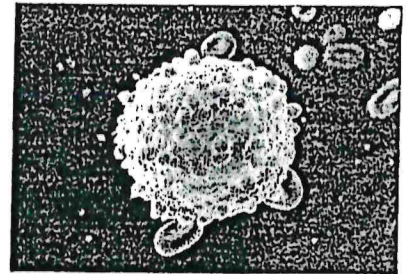
You have your own little army of cells inside you, always fighting to keep you healthy. And you can be a part of that army too! By getting plenty of sleep at night and eating nutritious foods, you'll help keep your immune system strong and ready to fight.

Go immune troops! Go!

Name: _____

Immune Troops! Move In!

by Shauna Hutton



1. What does your immune system do?
- a. makes you sick
 - b. keep your brain sharp
 - c. protect your from illness
 - d. make energy for your body

2. Define the word *antigen*. Give 3 examples of antigens.

3. According to this article, your immune system works much like...
- a. the ocean
 - b. an army
 - c. an engine in a car
 - d. a computer

4. Where are white blood cells made?
- a. in your bones
 - b. in your thymus
 - c. in your brain
 - d. in your heart

5. B and T cells are both...
- a. phagocytes
 - b. bacteria
 - c. antigens
 - d. lymphocytes

5. What can you do to keep your immune system strong?

Now try this: Draw a comic strip that shows white blood cells attacking a virus in the bloodstream.

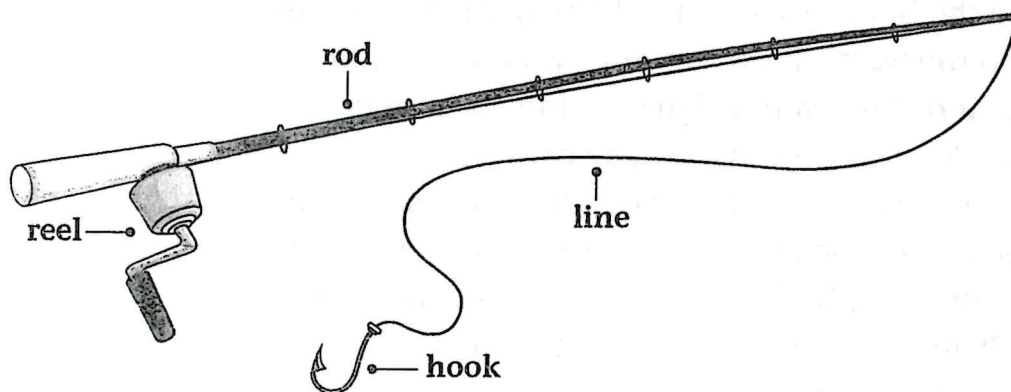
Name: _____

How to Fish

People have fished in oceans, lakes, rivers, and streams for thousands of years. Although our methods for catching fish have evolved, our reasons for fishing remain the same: we fish for food or for sport. Fishing may look simple, but before you throw a line to catch a fish, there are some things to consider: equipment, bait, location, and technique. Read on to learn how fishermen catch a "big one."

The first step in fishing is getting the right equipment. Fishing equipment is called *tackle*. The most important piece of equipment you need is a fishing rod, which is a pole, or long stick, with a line attached. The line is a strong string with a hook at the end. The rod may have a reel—a device that has a handle. By turning the handle forward or backward, you can make the line longer or shorter. You use the line to lower the hook into the water to catch fish.

Bait is another important item used in fishing. Bait is placed on the hook to attract fish. When a hungry fish bites the bait, the fish gets caught by the hook. Types of bait include earthworms, small fish, insects, cheese, hot dogs, and fake bait, called *lures*.



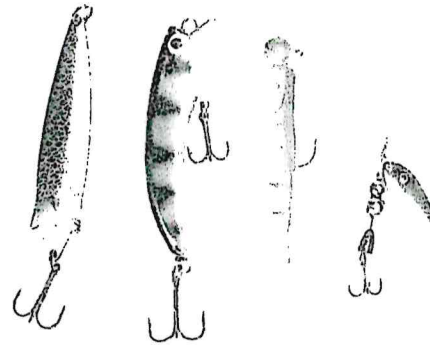
If you are hoping to catch a large fish, choose large bait; likewise, use smaller bait to catch smaller fish. You can get bait at tackle shops, which are usually found near popular fishing locations, or you can bring your own bait from home.

The next step is choosing a location. Fishing is not allowed in all bodies of water. Laws protect certain fish species and habitats, so find a place where fishing is legal. Signs are usually posted in areas where fishing is banned.

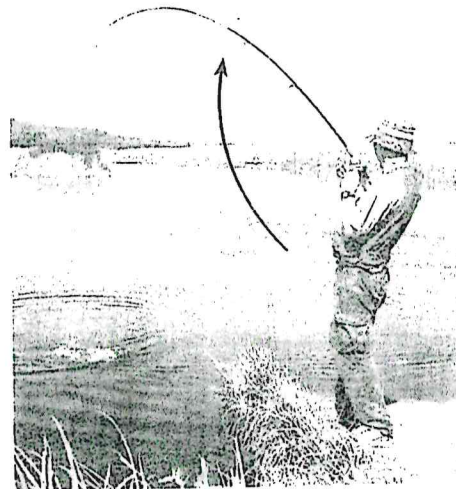
After you have your tackle, bait, and a location, you're ready to start fishing. First, put bait on the hook. Next, throw the hook into the water. This is called *casting*. Then use the reel to adjust the line's position in the water. Finally, wait for a tug on the line.

Waiting patiently is a huge part of fishing. When you do get a tug, tilt the tip of the rod toward the sky and reel in the line. It's important to maintain control of the line, or the fish will get away with the bait. If that happens, put more bait on the hook and throw the hook back into the water. When you have a fish on the line, carefully remove the hook. If you're not fishing for food, release the fish back into the water. Then put more bait on your hook and continue fishing. After you're done fishing, be sure to leave the area as clean as it was when you arrived.

Fishing is an enjoyable hobby that allows you to spend time outdoors. All you need to do in order to get started is to get the right equipment and bait, find a good place to fish, and polish your technique. Remember, even if you don't catch any fish, you're still fishing as long as you're trying!



Samples of fake bait, or lures.



If you feel a tug on your fishing line, tilt the tip of the fishing rod toward the sky.

Name: _____

Dictionary

Content Vocabulary

equipment

tools or supplies needed for a certain purpose

habitats

the places where certain plants or animals naturally live

species

a group of plants or animals that are similar

technique

a way of doing something that involves special skill, ability, or knowledge

Academic Vocabulary

evolved

developed or changed slowly over a long period of time

device

an object or piece of equipment that has been built for a certain purpose

attract

to draw closer

legal

allowed by law

banned

not allowed; forbidden

adjust

to make small changes to something so it works better

tilt














to lift one side of an object so it's higher than the opposite side

Write a sentence that includes at least one vocabulary word.

Name: _____

Identify Information

Check the box after you complete each task.

	Completed
 Draw a squiggly line under the reasons that people fish.	<input type="checkbox"/>
 Circle the four main things to consider before you go fishing.	<input type="checkbox"/>
 Put a triangle next to the official term for fishing equipment.	<input type="checkbox"/>
 Highlight the most important piece of fishing equipment.	<input type="checkbox"/>
 Underline the sentence that explains the purpose of the fishing line.	<input type="checkbox"/>
 Double underline the sentence that explains the purpose of bait.	<input type="checkbox"/>
 Draw boxes around the types of bait listed in the article.	<input type="checkbox"/>
 Put a star beside the sentence that explains what size bait to use.	<input type="checkbox"/>
 Put brackets around the sentence that tells how you would know if fishing is not allowed in a certain location.	<input type="checkbox"/>
 Put a check mark next to the official term for throwing the hook into the water.	<input type="checkbox"/>
 Lightly shade the phrase that tells what to do to keep a fish from getting away with the bait.	<input type="checkbox"/>
 Draw zigzag lines under the sentences that tell what you should do after you've caught a fish on the line.	<input type="checkbox"/>
 Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>

Name: _____

Answer Questions

Use information from the article to answer each question.

1. On a fishing pole, the hook is attached to the _____.

- Ⓐ rod
- Ⓑ line
- Ⓒ reel
- Ⓓ handle

2. _____ are not listed in the article as a kind of bait.

- Ⓐ Lures
- Ⓑ Fish
- Ⓒ Worms
- Ⓓ Potatoes

3. According to the article, fishing takes a lot of _____.

- Ⓐ nerve
- Ⓑ money
- Ⓒ patience
- Ⓓ confidence

4. What is the purpose of a fishing reel?

5. According to the article, where can you get bait?

6. According to the article, what should you do if you catch a fish?

Name: _____

Apply Vocabulary

Use a word from the word box to complete each sentence.

Word Box

tilt	banned	adjust	technique
legal	habitats	device	equipment
evolved	species	attract	

1. A tent and a sleeping bag are two kinds of camping _____.
2. Insects and earthworms are both likely to _____ fish.
3. When you _____ a fishing pole, you raise one end of it.
4. Rainbow trout and sockeye salmon are two _____ of fish.
5. Striped bass prefer _____ with deep, clear water near coastlines.
6. Modern breeds of dogs _____ from wolves.
7. A fishing reel will help you _____ the position of the line.
8. If fishing is _____ in an area, it is against the law to fish there.
9. In Arizona, it is _____ to catch as many buffalo fish as you want, as long as you have a fishing license.
10. An MP3 player is a _____ for listening to music.
11. If you fish for many years, your _____ will improve.

Name: _____

Time Order

A text that has a **time order** structure presents the main idea and details in the order in which they happened.

Authors use these signal words to create a **time order** structure:

Signal Words

at	last	next	finally
first	before	after	following

1. The first paragraph tells the reader to _____

before _____.

2. What are two steps to fishing that are mentioned in the article?

3. Write two sentences from the article that use **time order** signal words.

a. _____

b. _____

4. What does the article recommend doing after you finish fishing? Why is it mentioned near the end of the article?
