

# AMI DAYS: Work Packets 2019 - 2020

5th Grade: Hill, Jester, Camarata, Elder  
UHSMA

## Day 1:

**Literacy & Social Studies** - Common Lit Article: Columbus and the Egg: Read and annotate article and answer questions.

**Math** - AMI Snow Day #1

**Science** - AMI Snow Day #1 (Directions. Read the text; then answer the questions)

## Day 2:

**Literacy & Social Studies** - Common Lit Article: Northeast Natives: Read and annotate article and answer questions.

**Math** - AMI Snow Day #2

**Science** - AMI Snow Day #2 (Directions. Read the text; then answer the questions)

## Day 3:

**Literacy & Social Studies** - Common Lit Article: Two Famous Friends: Read and annotate article and answer questions.

**Math** - AMI Snow Day #3

**Science** - AMI Snow Day #3 (Directions. Read the text; then answer the questions)

## Day 4:

**Literacy & Social Studies** - Common Lit Article: Desperate Ride of Caesar Rodney: Read and annotate article and answer questions.

**Math** - AMI Snow Day #4

**Science** - AMI Snow Day #4 (Directions. Read the text; then answer the questions)

## Day 5:

**Literacy & Social Studies** - Common Lit Article: The Mysterious Dark Day: Read and annotate article and answer questions.

**Math** - AMI Snow Day #5

**Science** - AMI Snow Day #5 (Directions. Read the text; then answer the questions)



Solve each problem.

1) 
$$\begin{array}{r} 46.31 \\ \times 8.03 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 986 \\ \times 77 \\ \hline \end{array}$$

3)  $35 - 2.05 =$

4)  $88.15 + 86.548 =$

5)  $62.18 \div 10^4 =$

6)  $9,000 \div 10^2 =$  \_\_\_\_\_

7) If  $5 \times 10 = 50$ ,  
then  $500 \times 10 =$  \_\_\_\_\_

8) Round to the nearest tenth:  
4.204

9) Round to the nearest whole number:  
878.7

10) Find the value of the underlined digit.  
592,455.37

11) Find the value of the underlined digit.  
4,622,700.899

12) Use  $<$ ,  $>$  or  $=$  to compare.  
1.68 \_\_\_\_\_ 1.564

13) Use  $<$ ,  $>$  or  $=$  to compare.  
6.894 \_\_\_\_\_ 6.41

14) Insert the decimal into the answer to the problem.  
 $2.72 \times 9.237 = 2512464$

15) Write as a numeral:  
five and four tenths

16) Write as a numeral:  
one hundred fifty-one and three  
hundred twenty-five thousandths

17) Order from small to large.  
A. 3  
B. 2.12  
C. 2.032  
D. 2.77

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. Use Line
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_



Name: \_\_\_\_\_

18)

$$16 \overline{) 1, 4 1 2}$$

19)

$$34 \overline{) 9, 3 7 5}$$

20) Write as a numeral:

$$3 \times 10 + 8 + (2 \times \frac{1}{10}) + (9 \times \frac{1}{100}) + (3 \times \frac{1}{1000})$$

21) two hundred sixty-nine and sixty-three hundredths =

- A. 962.63      B. 269.063      C. 269.63      D. 962.36

22) Write in expanded notation: 838.2

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23) Frank and Maria were running a relay race. The race was 26.01 kilometers total. If Frank ran 19.41 kilometers how far did Maria run?

24) Frank and Maria were running a relay race. The race was 32.37 kilometers total. If Frank ran 16.27 kilometers how far did Maria run?

25) Frank walked 5.57 kilometers during the two days he was at the fair. One the first day he walked 2.77 kilometers. How far did he walk the second day?



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$$34 \overline{) 9, 3 7 5}$$

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AMI Snow Day # 5  
(science)

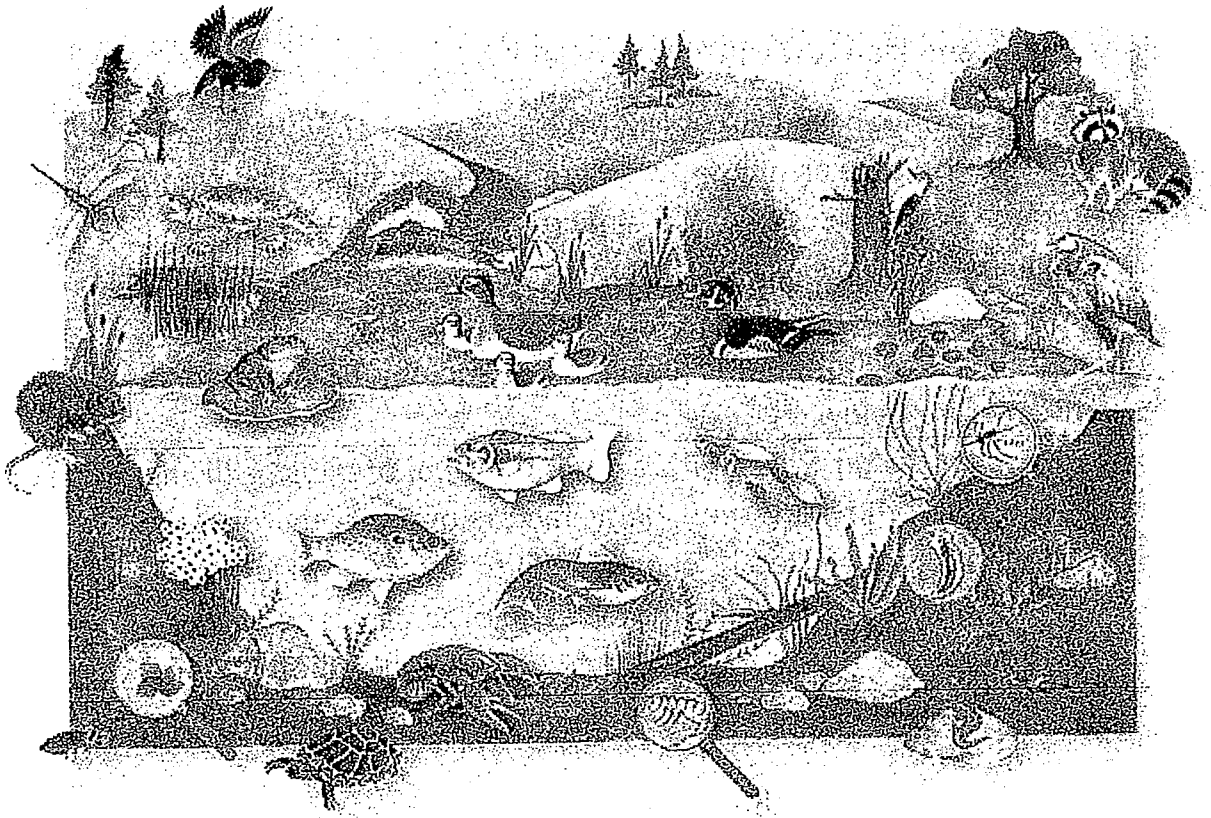
## ECOLOGICAL ORGANIZATION: PART 2

Directions. Read and learn the information below.

1. **Organism** (pronounced OR-GA-NIZ-M) is just another word for a living thing. (This could be an animal, plant, or even a single-celled creature like an amoeba you would see under a microscope).
2. An organism must live in a **habitat**. A habitat is a place where organisms get what they need to stay alive: food, water, and shelter.
3. A habitat includes both **biotic** (living) parts and **abiotic** (non-living) parts. See the picture below
4. What is an **ecosystem**? Easy! It's a **community** of organisms (living things) interacting with the biotic and abiotic factors of their environment.
5. An ecosystem is organized into levels. Get to know these levels:
  - a. **Organism**: You already know that an organism is a living thing.
  - b. **Population**: All the members of *one species* is a population. For example, all the squirrels in Central Park would be considered a population.
  - c. **Communities**: All the different populations that live together in a certain area. (In Central Park, all the species of plants, birds, mammals, insects, and any other organism you can think of that might be living there).
  - d. **Ecosystem**: All the biotic and abiotic factors in an area. (To continue the Central Park example, think about what is there that is not living: sunlight, water, air, buildings, bicycles, and yes, even the temperature is an abiotic factor!)
6. **Ecology** is the study of how organisms interact with each other and with their environment. (When you see "-ology" in a word, you know it means a subject of study.)

# AMI Snow Day # 5 (science)

See the picture below:

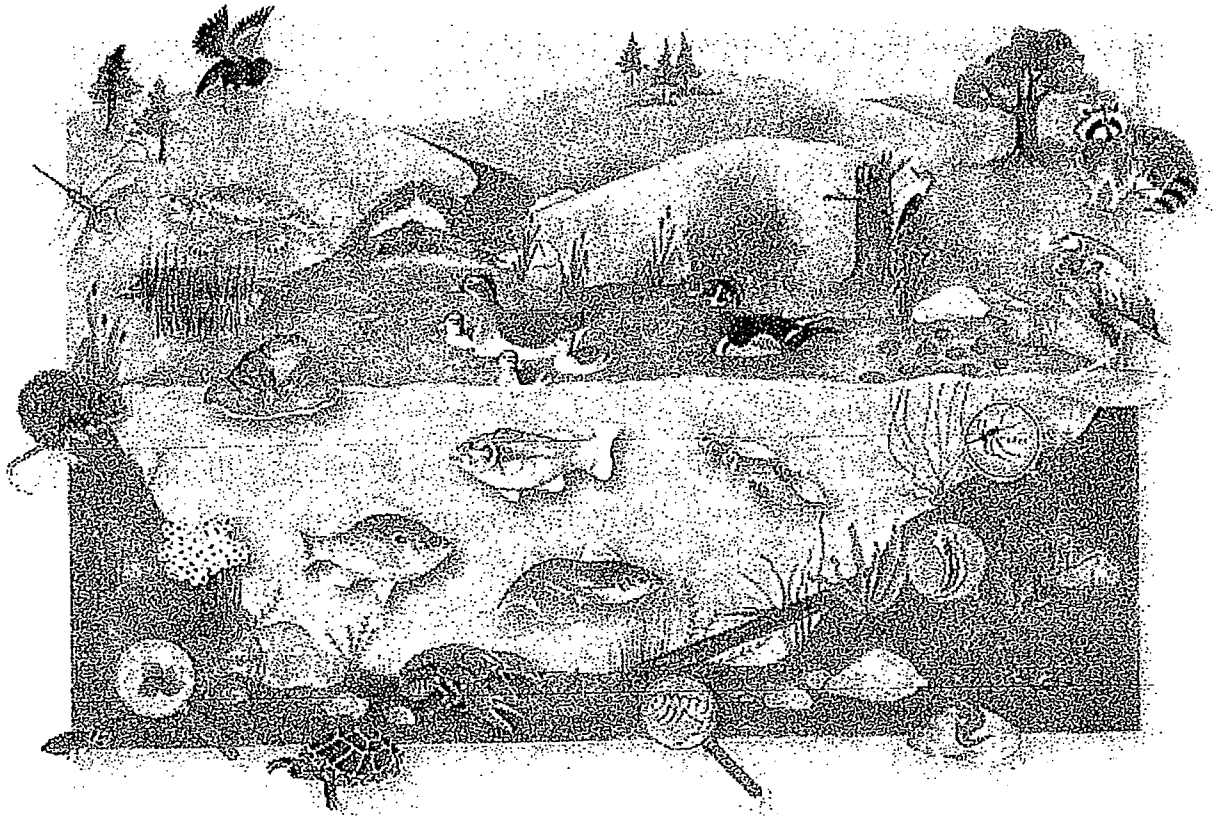


7. List seven biotic factors and four abiotic factors in the picture:

biotic	abiotic
1	1
2	2
3	3
4	4
5	5
6	6
7	7

# AMI Snow Day # 5 (science)

See the picture below:

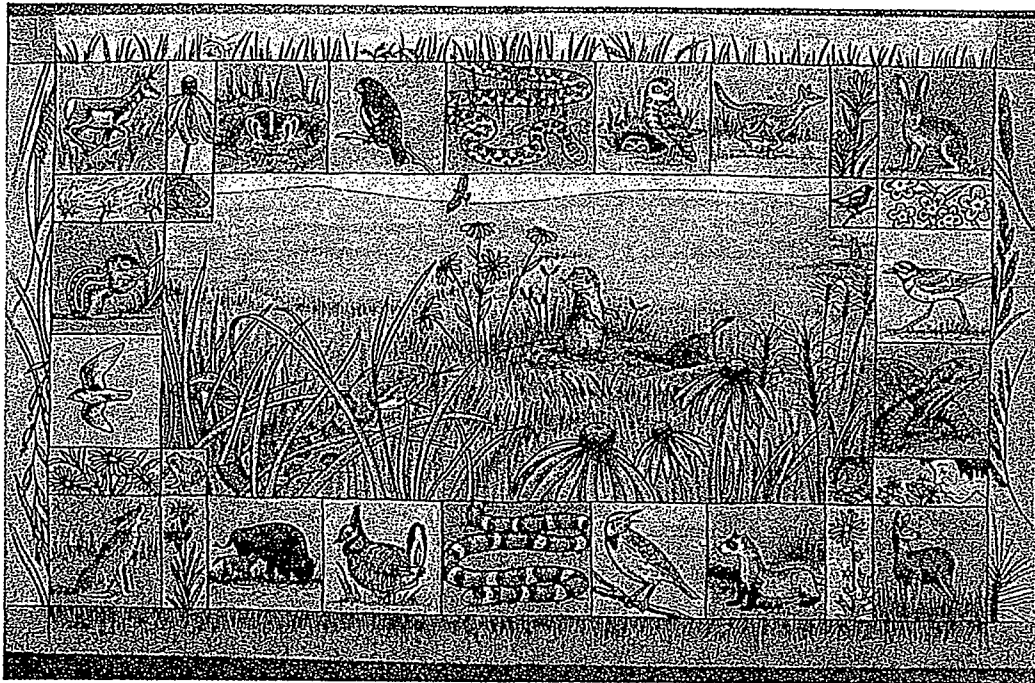


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biotic	abiotic
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2	2
3	3
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7	7

# AMI Snow Day # 5 (science)

See the picture below:



8. Match the columns:

A. organism	1. ____ All the life in the area (animals, plants, seen and unseen in the picture)
B. population	2. ____ All the life in the area and the air, light, temperature, soil, and water.
C. community	3. ____ All the wavy hairgrass in the picture
D. ecosystem	4. ____ one chipmunk

9. Ecology is

- the study of animals bodies and their structures.
- the study of the mind and its functions.
- a study of plants.
- the study of the interactions of organisms with one another and with their habitat.



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Mysterious Dark Day

*For just one day during the American Revolution, everything went dark in the northeastern American colonies.*

By Lois Minder Huey  
2016

*One day during the American Revolution, the sky went dark over the northeastern American colonies. In this informational text, Lois Miner Huey discusses how people responded to this "dark day" and what caused it. As you read, take notes on how people reacted to the Dark Day.*

### May 18, 1780

- [1] The sky was a strange yellow color, the sun a dull red. For General George Washington, camped out in New Jersey, the clouds were "dark," "heavy & uncommon," and mixed with "a bright and reddish kind of light."

### May 19, 1780

People in New England stared at the sky, amazed as the sun disappeared and a thick darkness gradually<sup>1</sup> fell. By midday, the sky was black as night and raining a thick, sooty-smelling rain.

Birds stopped singing.

Flowers closed.

- [5] Cows headed for home.

And there was no light that night — the full moon was covered!

People panicked. Many rushed to churches. A lady in Boston sent her son to their minister to ask what was happening. "Tell your mother I am as much in the dark as she is," he explained.

Just the day before, there had been an eclipse of the moon.<sup>2</sup> Did these two events mean the end of the world? Many were sure that doomsday had arrived.



*"The mysterious dark day" by Matt Faulkner is used with permission.*

1. **Gradual (adjective):** taking place slowly, moving or changing by small amounts at a time  
2. when the moon appears dark as it passes into the Earth's shadow

Some recorded their fears in diaries and letters. A judge remarked that when he held “a sheet of white paper... within a few inches of the eyes,” the writing was not visible. One man wrote: “This day was the most Remarkable day that ever my eyes beheld.” An American soldier noted that the day was “terrible indeed to all the beholders.”

- [10] The year 1780 was already a bad-luck year. The American Revolution still dragged on after four years, and the British were winning. Just one week before the Dark Day, the British had taken Charleston, South Carolina. Washington’s friend General Benedict Arnold had turned traitor earlier in 1780. And Washington had few troops left.

Perhaps the Dark Day meant doom for the war. No wonder people worried!

## May 20, 1780

But the next morning, the sun came up. And people were talking. News about the Dark Day spread. Professors, amateur<sup>3</sup> scientists, and the interested public suggested all kinds of reasons for the Dark Day.

Some believed the moon eclipse had caused it. Others said no — that kind of eclipse doesn’t cause days to go dark.

An eclipse of the sun, then? No, that wasn’t it, scientists replied.

- [15] Nor was the Dark Day caused by a comet or a planet passing between the Earth and the Sun, or a large mountain in space.

But at Harvard College in Massachusetts, Professor Samuel Williams had a thought. He believed that the Dark Day was brought on by “vapours,” something that absorbed and weakened the sunlight. Nearby in Ipswich, Massachusetts, a man who called himself Viator (meaning “wayfarer” or “traveler”) saw “quick flashes” in the west, like northern lights, on May 19. By 3:00 p.m., he reported that the air smelled terribly sooty. One of his friends thought nearby chimneys caused the odor; others thought it was burning leaves. Viator bent over and sniffed some standing water — the same strong, sooty smell stung his nostrils. Between his fingers, he rubbed the scum from the top of the water. He pronounced that it was made of black ashes and burned leaves. He suggested that “smoke from the woods” caused the problem.

But the mystery of the Dark Day remained unsolved.

## June 2008

Until more than 200 years later!

In 2008, scientists at the University of Missouri announced that massive Canadian wildfires caused the mysterious Dark Day. Their study of tree rings in the mountains of southern Ontario and other places showed that a huge fire burned in the spring of 1780. Thick columns of smoke rose into the upper atmosphere and spread east.

3. **Amateur** (*adjective*): unskilled or unprofessional; taking part in activity for leisure or study

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- [20] The red sun and strange yellow sky reported by people like George Washington are typical of this condition. The smoke hung over the East Coast, shutting out the sun for many hours. (Today this is called an inversion and is common over major cities.) People had no way of knowing that the forests in Canada were burning so fiercely, but Professor Williams and Viator definitely had the right idea.

## Text-Dependent Questions

*Directions: For the following questions, choose the best answer or respond in complete sentences.*

1. PART A: What are TWO main ideas expressed in the article?
  - A. People in the colonies were afraid on the Dark Day because they didn't know what caused it.
  - B. People in the colonies believed that every time the sky went dark it was a sign of bad luck.
  - C. People from the colonies were more amazed by the wildfires' effects on the sky than afraid of the darkness.
  - D. The exact cause of the Dark Day determined by modern scientists was similar to the suspicions of scientists from the colonies.
  - E. Modern scientists were able to determine that the Dark Day was caused by smoke, something scientists in the colonies never suspected.
  - F. Dark Days are more common in modern times due to the high number of wildfires and large amount of pollution today.
  
2. PART B: Which TWO details from the text best support the answers to Part A?
  - A. "People in New England stared at the sky, amazed as the sun disappeared and a thick darkness gradually fell." (Paragraph 2)
  - B. "People panicked. Many rushed to churches. A lady in Boston sent her son to their minister to ask what was happening." (Paragraph 7)
  - C. "The American Revolution still dragged on after four years, and the British were winning. Just one week before the Dark Day, the British had taken Charleston, South Carolina." (Paragraph 10)
  - D. "Some believed the moon eclipse had caused it. Others said no — that kind of eclipse doesn't cause days to go dark." (Paragraph 13)
  - E. "The smoke hung over the East Coast, shutting out the sun for many hours. (Today this is called an inversion and is common over major cities.)" (Paragraph 20)
  - F. "People had no way of knowing that the forests in Canada were burning so fiercely, but Professor Williams and Viator definitely had the right idea." (Paragraph 20)
  
3. How do paragraphs 3-5 contribute to the development of ideas in the text?
  - A. They emphasize how unbothered nature was by the Dark Day.
  - B. They show how plants and animals were affected by the Dark Day.
  - C. They stress why people thought the world was ending on the Dark Day.
  - D. They show that animals also thought the world was ending on the Dark Day.
  
4. Which statement best describes the ideas of scientists in 1780 and the findings scientists announced in 2008?
  - A. Modern scientists know more about how fire affects the sky than past scientists.
  - B. The ideas of scientists in 1780 were close to the findings of the 2008 research.
  - C. In 1780, few people trusted the ideas of scientists, and now many people do.

5. How does the author support the idea that the Dark Day was caused by wildfires in Canada?

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