

WGSD
Alternative Method of Instruction
(AMI)

Fifth Grade

Day #1

Student Name: _____

Name: _____



Circle the prefix to complete each word. Then, write the prefix in the blank.

1 I hope the train will <u>de</u> part on time.	de ad
2 It may help to _____read that page again.	pro re
3 Our class wants to win the _____test.	non con
4 He will _____vite you to the picnic.	ex in
5 We took a _____stop flight to Texas.	non in
6 It is _____safe to swim in the big waves.	con un
7 They will _____miss us soon.	dis sub
8 My sister found a _____take in the book.	mis re

★ Read these sentences to a partner.



Just after 4:00 PM, Addy heard a strange noise. She imagined it sounded like the groan of a giant monster. The lights in the museum flickered, then went out.

Outside on the city street, Addy saw more people than usual crowding the sidewalks. Packed buses drove by. People shouted, "Blackout! The power is down!"

"Yikes," said Addy's mom. "The subways won't be running."

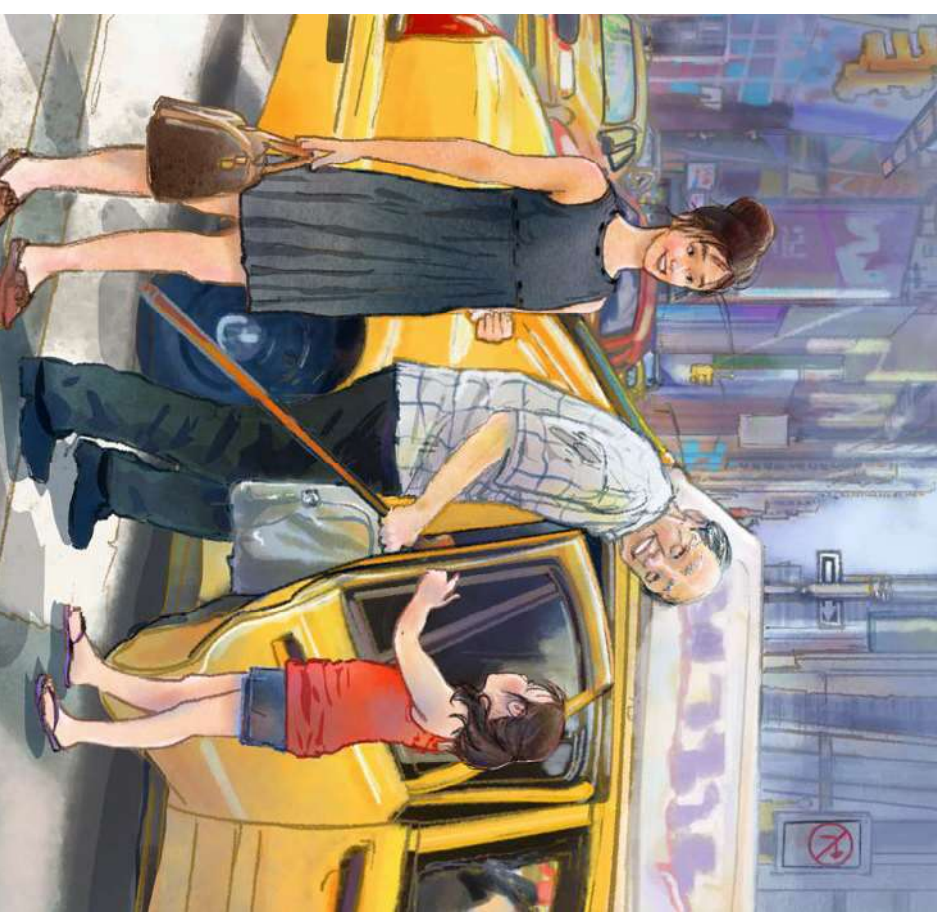
"We'll never make it back to Brooklyn by 5:30 for my audition!" Addy cried.

Her mom took her hand. Addy pouted as they started walking in the dense August heat.

Addy's mom took out her cell phone. "No service," she sighed. "I hope your sister isn't stuck underground. Zelda's normally headed home by now," Addy's mom said, looking concerned.

By 5:00, Addy was ready to jump into a pool. Her feet ached. It was her head that was bothering her, though. She couldn't stop worrying.

Addy and her mom kept their eyes peeled for an open cab. After sixty blocks, they finally hailed one. Just then, Addy saw a man with a cane waving for a cab. Although she was desperate to get home, Addy suggested giving the man their cab. They'd walked this far—what were twenty more blocks?



They navigated their way through the narrow downtown streets. A man outside a pizza shop gave them free slices. Addy looked at her mom quizzically. “No power means no refrigeration, microwaves, or ovens. If this blackout isn’t fixed, a lot of food will go bad.” Suddenly Addy’s headache got worse.

“I’m sure your audition was canceled,” Addy’s mom said, seeing Addy’s creased brow. Addy’s feet hurt so much that she couldn’t even imagine dancing. Her head hurt from worry, but it wasn’t what her mom thought.

Addy folded her slice of pizza and took a bite as they walked. She hadn’t realized that she’d been hungry. How long would the blackout last? Would her family run out of food? What about everyone else?

They reached the Brooklyn Bridge at sunset. They were almost home.

By 7:30, they arrived in their neighborhood. Addy hurried past her ballet school. She turned the corner to her street and raced home. An exhausted-looking Zelda was waiting on their stoop. Addy threw herself into her sister’s open arms.



That night, Addy’s family climbed the steps to the roof. This was something they did often, but tonight was special. They noticed stars they had never seen before outlining the bridge. It looked almost magical, like a bridge to a castle. They saw what seemed like an endless flow of people still crossing, slowly making their way home.

Addy danced in the darkness under the stars, happy to be home sweet home.



NAME _____

Read the Story:
"Blackout"

Answer the questions below using complete sentences.

What act of kindness does Addy show in the story? What kindness does she receive?

Based on the details in the story, what is a blackout, and how does it impact people?

How is the change in Addy's primary worry significant to the lesson of the story?

Would you say experiencing the blackout was good or bad for Addy? Why? Support your answer with evidence from the text.

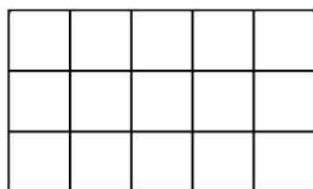
NAME

DATE

PERIOD

Grade 5, Unit 1, Section B: Additional Practice Problems

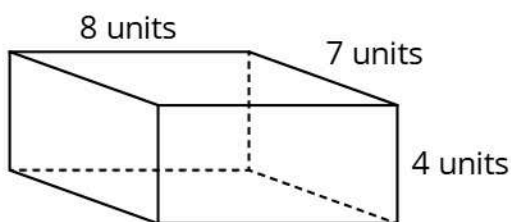
1. This is the base of a rectangular prism. Fill in the table to show the volume of the prism for each height.



height	volume
2 cubes	_____ cubes
4 cubes	_____ cubes
5 cubes	_____ cubes
7 cubes	_____ cubes

(From Unit 1, Lesson 5)

2. Write an expression that represents the volume of this rectangular prism in cubic units.



Expression: _____

(From Unit 1, Lesson 6)

NAME

DATE

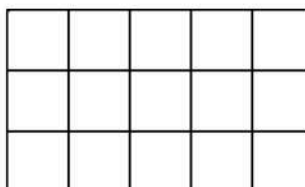
PERIOD

3. For each object, choose the best cubic unit to measure the volume. Place a ✓ in the correct box.

object	cubic centimeters	cubic inches	cubic feet
cellular phone			
shipping box			
train car			
swimming pool			
suitcase			

(From Unit 1, Lesson 7.)

4. The base of a rectangular prism is shown below.



- a. How would the volume of the rectangular prism change if you added another row to the length of the prism? Explain or show your reasoning.
- b. How would the volume of the rectangular prism change if you added another row to the width of the prism? Explain or show your reasoning.

Indoor Physical Activity Checklist for Fourth and Fifth Graders

Choose 3 of the activities listed below. Once completed, check the items off of the list.

- **Jump Rope Routines** – Practice different jump rope skills, such as double-unders or crisscross jumps.
- **Ball Toss Challenges** – Toss and catch a ball against a wall or into a target from varying distances.
- **Shadow Boxing** – Create a series of punches and footwork moves to practice.
- **Balance Challenges** – Stand on one foot and try to balance for a minute; switch feet and repeat.
- **Freeze Dance** – Dance to music and freeze when it stops.
- **Stair Stepping** – Use a step or sturdy low platform to step up and down for a cardio workout.
- **Yoga Practice** – Try a yoga routine focusing on flexibility and balance (e.g., warrior pose, downward dog).
- **Mini Obstacle Course** – Set up a simple indoor course to jump over, crawl under, or weave around objects.
- **Plank Challenges** – Hold a plank position and try to beat their previous record.
- **Simon Says with Movements** – Play Simon Says with exercise moves (e.g., “Simon says do 10 squats”).
- **Chair Aerobics** – Perform seated exercises like leg lifts, punches, or arm circles.
- **Dance Routine Creation** – Make up and practice a dance routine to a favorite song.
- **Wall Sits** – Lean against a wall and hold a sitting position for as long as possible.
- **Sock Bowling** – Set up household items like plastic bottles and knock them down with a soft ball.
- **Skipping Inside** – Skip across the room and back repeatedly.
- **Jumping Challenges** – Jump as far or as high as possible and measure progress.
- **Scavenger Hunt with Movement** – Run or crawl to find hidden objects in the house.
- **Stretching Routine** – Perform stretches for flexibility (e.g., toe touches, butterfly stretch).
- **Marching in Place** – March in place with high knees for a set time.
- **Chair Dips** – Use a sturdy chair to perform arm dips.
- **Dance Off with Siblings or Self** – Take turns dancing or compete to see who can dance the longest.
- **Push-Up Challenges** – See how many push-ups they can do in a row or over a set time.
- **Lunges Around the Room** – Perform walking lunges across the room and back.
- **High-Intensity Interval Training (HIIT)** – Alternate between 20 seconds of jumping jacks, squats, and rest for 5 minutes.
- **Indoor Track** – Create a path and time themselves running laps around the house or room.
- **Paper Plate Skating** – Place feet on paper plates or cloths and “skate” across smooth floors.

- **Towel Tug of War** – Play tug of war using a towel or blanket with siblings or self-anchor.
- **Ball Balance Challenge** – Balance a ball on a book and walk across the room without dropping it.
- **Ladder Drill with Tape** – Use tape to create a “ladder” on the floor and perform footwork drills like hops or shuffles.
- **Statue Jump Game** – Jump around the room and freeze like a statue when a timer buzzes.
- **Superhero Pose Practice** – Strike superhero poses while holding stretches (e.g., arms up, one knee bent forward).
- **Mirror Movements** – Stand in front of a mirror and mimic their movements as if they’re playing against a reflection.
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Grade 5- Day 1

Art

Design your own mythical creature and its environment.

Create a map of an imaginary world, complete with landmarks and labels.

Invent a futuristic invention and draw it in detail.

Illustrate what you think life might look like in the future or on another planet.

Music

Learn the lyrics to a new song and sing it from memory.

Practice singing scales (do-re-mi) to warm up your voice.

Record yourself singing and listen to see how you can improve.

Create your own song by writing lyrics and singing a melody.

The Bill of Rights:

Illustrate the Amendments

When the leaders of the newly formed United States finished writing the Constitution, their work wasn't done. The thirteen states had to agree to it. The thirteen states wanted to add a set of amendments describing the rights of all people. Ten rights, called the Bill of Rights, were added to the Constitution in 1791.



Directions: Read the amendments below, and then illustrate them in the boxes provided. Be sure to use the glossary on page 6 to look up the words in bold that may be unfamiliar to you.

First Amendment

Congress shall make no law respecting an establishment of religion, or **prohibiting** the free exercise thereof; or **abridging** the freedom of speech, or of the press; or the right of the people peaceably to **assemble**, and to petition the government for a **redress of grievances**.

The Bill of Rights: Illustrate the Amendments

Second Amendment

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be **infringed**.

Third Amendment

No soldier shall, in time of peace be **quartered** in any house, without the **consent** of the owner, nor in time of war, but in a manner to be **prescribed** by law.

The Bill of Rights: Illustrate the Amendments

Fourth Amendment

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and **seizures**, shall not be **violated**, and no warrants shall issue, but upon probable cause, supported by oath or **affirmation**, and particularly describing the place to be searched, and the persons or things to be seized.

Fifth Amendment

No person shall be held to answer for a **capital**, or otherwise **infamous** crime, unless on a **presentment** or **indictment** of a grand jury, except in cases arising in the land of naval forces, or in a militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in **jeopardy** of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just **compensation**.

The Bill of Rights: Illustrate the Amendments

Sixth Amendment

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district where the crime shall have been committed, which district shall have been previously **ascertained** by law, and to be informed of the nature and cause of the accusation; to be **confronted** with the witnesses against him; to have **compulsory** process for obtaining witnesses in his favor; and to have the assistance of counsel for his defense.

Seventh Amendment

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be **preserved**, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

The Bill of Rights: Illustrate the Amendments

Eighth Amendment

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Ninth Amendment

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

The Bill of Rights: Illustrate the Amendments

Tenth Amendment

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Glossary

abridging: limiting

affirmation: establishment as true

ascertained: learned

assemble: gather

capital: potentially relieving the death penalty

common law: a legal case between two civilian parties (not involving the government) that uses a jury trial; also called civil law

compensation: something given as a settlement for injuries

compulsory: required

confronted: openly faced

consent: permission

construed: interpreted

disparage others retained: minimize other rights held

enumeration: process of listing and explaining rights

excessive bail: an amount of money greater than what is required to ensure a person released after arrest will return to stand trial

grievances: complaints about unlawful or unfair actions

indictment: formal accusation

infamous: shameful

infringed: limited beyond established boundaries

jeopardy: danger

petition: formally request

prescribed: outlined

presentment: show or display in court

preserved: protected

prohibiting: forbidding

quartered: lodged

redress: correction

seizures: taking property by legal force

violated: broken (as in a law)

well regulated militia: military body of trained civilians activated in emergencies