

WGSD
Alternative Method of Instruction
(AMI)

Fifth Grade

Day #5

Student Name: _____

Name: _____



Circle the word to complete the sentence. Then, write the word on the line. Remember, the prefix of the word will give you a clue about the meaning.

1 They were able to <u>predict</u> the blizzard before it began.	predict connect expand
2 I hope the dentist does not _____ my tooth. I do not want him to take it out.	repaint defend extract
3 I will _____ her to a picnic. I hope she can join in.	transfer invite preview
4 When the bell rings, the teacher will _____ us. She will send us away.	refill mislead dismiss
5 In class, we had to read a _____ book. We could not read a made-up story.	nonfiction triangle bilingual
6 Tim made _____ desserts for the party. There were many to pick from.	semiannual multiple nonsense
7 It was hard to walk on the _____ path. It was not smooth.	uneven multiple premature
8 The train will _____ the boxes. It will carry them across the country.	supervise transport dismantle

★ Choose three words that were not used and write a sentence for each.



Dreamland



One morning, at exactly 6:50, Jackson has the dream he's always wanted: wizard school.

6:55 a.m.: Dad's alarm goes off. *Buzz.*

6:55 a.m.: (Jackson): Wizarding school is huge. Hallways meander this way and that. How am I supposed to find anything in this place? Where the heck is my classroom?

Buzz.

7:00 a.m.: Dad steps out to get the morning paper.

He leaves the front door open behind him, but the wind catches the door and shuts it with a *slam*.

7:00 a.m.: (Jackson): The Spells teacher is terrifying. After I find the room at last, he shuts the door behind me with a *slam*.

"Well," he says, "now that you've finally graced us with your presence, Master Jackson, let's try out some spells, shall we? Use your wand to levitate that urn across the room, please. Then, without touching it, bring it to you."

I lift my wand and say the magic words. "Chocolaka Moussaka . . ."

7:05 a.m.: In the kitchen, Dad drops a pan. *Crash.*

7:05 a.m.: (Jackson): The urn comes off the shelf, then *crash*, hits the floor. Ashes spill out. The class gasps.



"Apologize to the founder," says my teacher. "Talk to her, there on the wall."

I lift my wand, point it at the painting, and begin the conversation spell. "Bananamarama Glamma . . ."

7:10 a.m.: The family dog is at the kitchen door, barking to be let out. *Bark! Bark!*



7:10 a.m.: (Jackson): *Bark! Bark!* I glance at my teacher, but he doesn't seem to notice the noise. He is waiting for me to do some morning magic.

Bark! Bark! Who's barking? Suddenly, everyone turns from the painting to stare at me. I glance down and realize: I am. I've turned into a dog!

I run from the room and back through the crazy school hallways. They twist and turn—are there no fire exits in this place? At last, I spot a dog door . . .

7:15 a.m.: Dad enters Jackson's room, but Jackson is still fast asleep. Dad can see his eyes moving under his eyelids: He must be dreaming. It's time to wake him for school, but first Dad goes over to the window and pulls away the curtains to let in the light.

7:15 a.m.: (Jackson): I push through the dog door and leap out into the light . . . but where is the ground? I'm falling, falling . . .

Just before he hits the ground, Jackson jerks awake. He sits straight up in bed, panting. He rubs his face. No fur.

Dad smiles at him curiously. "Hey buddy," he says. "You slept through a lot this morning. Want some pancakes?"



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Read the Story:

“Dreamland”

Answer the questions below using complete sentences.

What happens in Jackson’s dream?

When Dad drops the pan, what happens in Jackson’s dream?

Why is the story organized with specific times and a sequence of events? What is influencing Jackson's dream?

What do you think will happen next? Write the next scene describing what Jackson and Dad will do.
Begin at 7:20 a.m.

Title: *Gravity: Earth's Pull to the Center*

Objective:

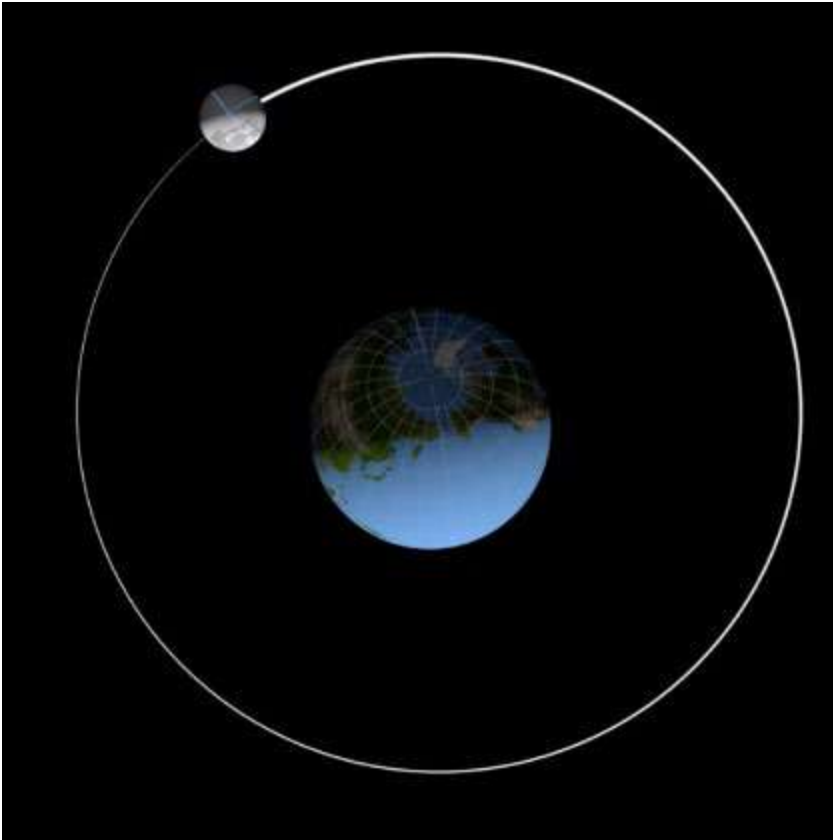
Students will explore how gravity pulls objects toward the center of the Earth and construct an argument supported by evidence about the direction of Earth's gravitational force.

Duration: 20–30 minutes

Lesson Steps

1. Introduction





- What is one thing that all the images have in common? A hint can be found in the title of the lesson.
 - Have you ever wondered why things don't fall up or sideways?
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2. Hands-On Activity: Observing Gravity (10–15 minutes)

Materials Needed:

- A small ball
- A pencil
- A cup of water
- A flat surface (table or floor)

Instructions:

1. **Read the following story:**

The Mystery of Gravity: A Story for Fifth Graders

It was a rainy Saturday afternoon, and Maya sat at her kitchen table, bored. Her little brother Liam came bouncing in with a soccer ball. “Wanna play?” he asked.

Maya shook her head. "We can't go outside—it's raining. Besides, I was thinking about something... like why stuff always falls down. Ever wonder why the ball doesn't just float?"

Liam looked confused. "I dunno. Maybe it's magic?"

Maya smirked. "It's not magic—it's gravity! Wanna see how it works?"

Liam's eyes lit up. "Yeah! Show me!"

Experiment 1: Drop the Ball

Maya held the soccer ball above the table and let it go. The ball fell straight down with a thud.

"See that?" Maya asked. "Which way did the ball go?"

"Down," Liam said, shrugging. "Of course."

"But why didn't it float or go sideways?" Maya pressed.

Liam frowned. "Uh... because... gravity?"

"Exactly! Gravity is an invisible force that pulls everything toward the Earth's center," Maya explained. "No matter where you are on the planet, gravity pulls you down!"

Experiment 2: The Wobbly Pencil

Next, Maya grabbed a pencil and balanced it upright on her hand. "Now watch this."

She let go of the pencil, and it toppled over, clattering to the table.

"Why do you think the pencil fell down instead of up or sideways?" Maya asked.

Liam thought for a moment. "Gravity pulled it down too?"

"Yup!" Maya said. "Gravity works on everything—even small things like pencils. It's always pulling things toward the center of the Earth."

Experiment 3: Water Flow

Finally, Maya grabbed a cup and poured a little water inside. "Here's another way to see gravity," she said, tilting the cup.

The water flowed down the tilted cup and spilled onto the table. Liam giggled. "The water's escaping!"

“Or,” Maya corrected, “gravity is pulling it downward! No matter how I tilt the cup, the water always moves down because gravity pulls it toward the Earth’s center.”

The Big Idea

Liam stared at the wet table in awe. “So, gravity’s like this giant hand pulling everything down?”

“Sort of,” Maya said. “But instead of a hand, it’s an invisible force. Gravity works everywhere on Earth. It’s why we don’t float away, why things fall, and even why water flows down.”

Liam grinned. “That’s so cool! Can we try dropping more stuff?”

Maya laughed. “Sure, but this time, you’re cleaning up the water!”

And with that, the two siblings spent the rest of the rainy afternoon exploring the mysterious pull of gravity, one experiment at a time.

3. Developing a Model (5 minutes)

- Choose one of the experiments in the story and draw a model.

4. Construct an Argument (5 minutes)

Complete one of the following prompts:

- "Gravity always pulls objects toward the center of the Earth. I know this because..."
 - Encourage students to use evidence from the activities, such as:
 - "The ball and pencil fell downward because gravity pulled them toward Earth's center."
 - "Water flowed down the tilted cup because gravity pulls it toward Earth's center."
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Grade 5, Unit 3, Section B: Additional Practice Problems

- Find the quotient of the expression. Tell whether the quotient of each expression is greater than or less than the quotient of the original expression.

$$64 \div 8$$

- | | | |
|-----------------|--------------|-----------|
| a. $64 \div 2$ | Greater than | Less than |
| b. $64 \div 4$ | Greater than | Less than |
| c. $64 \div 16$ | Greater than | Less than |
| d. $64 \div 32$ | Greater than | Less than |

(From Unit 3, Lesson 11.)

- Three friends equally share $\frac{1}{4}$ slab of modeling clay.

- Which expression matches the situation?

A.	$\frac{1}{4} \div 3$	B.	$3 \div \frac{1}{4}$	C.	$4 \div \frac{1}{3}$	D.	$\frac{1}{4} \div \frac{1}{3}$
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- Draw a diagram to match your expression.

- How much of the slab of clay does each friend get?

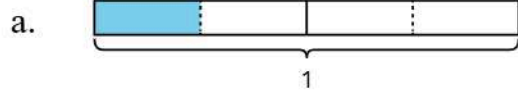
(From Unit 3, Lesson 12.)

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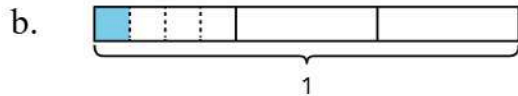
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3. Match each expression to the diagram that represents it.

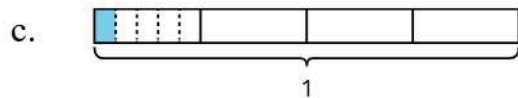


a. $\frac{1}{5} \div 3$



b. $\frac{1}{4} \div 2$

c. $\frac{1}{4} \div 5$



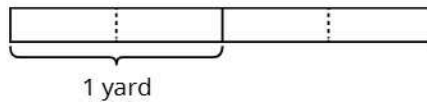
d. $\frac{1}{3} \div 4$

e. $\frac{1}{2} \div 2$

(From Unit 3, Lesson 12.)

4. A piece of wood is two yards long. It is cut into $\frac{1}{2}$ yard pieces.

a. Does the diagram match the scenario?



b. Explain your reasoning.

c. Write an expression that represents the scenario.

d. Find the value of the expression. How many pieces of wood are there?

(From Unit 3, Lesson 13.)

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5. Match each story with the correct expression and value.

story	expression	value
A box has 5 cups of sand. The students each need $\frac{1}{2}$ cup of sand for a project.		
A plank of wood is $\frac{1}{3}$ foot long. This plank will be used for 5 different projects, each using the same amount of wood.		
A container has 5 cups of applesauce. Each serving of applesauce is $\frac{1}{3}$ cup.		

A. $5 \div \frac{1}{2}$

B. $\frac{1}{2} \div \frac{1}{2}$

C. $5 \div \frac{1}{3}$

D. $\frac{1}{3} \div 5$

E. $\frac{1}{2} \div 5$

F. 15

G. 10

H. 5

I. 4.

J. 2

K. $\frac{1}{15}$

(From Unit 3, Lesson 14.)

6. a. Write a story that matches the expression $\frac{1}{3} \div 6$.

- b. Find the value of the expression $\frac{1}{3} \div 6$.

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c. Write a story that matches the expression $4 \div \frac{1}{2}$.

d. Find the value of the expression $4 \div \frac{1}{2}$.

(From Unit 3, Lesson 15.)

7. Find the value of each expression.

a.	$\frac{1}{8} \div 4$	Less than 1	Greater than 1
b.	$\frac{1}{6} \div 3$	Less than 1	Greater than 1
c.	$6 \div \frac{1}{2}$	Less than 1	Greater than 1
d.	$2 \div \frac{1}{5}$	Less than 1	Greater than 1

(From Unit 3, Lesson 16.)

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 5

Art

Combine drawing, painting, and collage to make a layered art piece. Use recycled materials (e.g., cardboard, newspaper, or fabric) to create a textured collage.

Make a vision board or mood board using cutouts and drawings.

Create a mixed-media self-portrait that includes photos, drawings, and words.

Music

Create a simple dance or movement routine to a favorite song.

Practice conducting by following the beat of a piece of music.

Move around the room to match the mood or rhythm of a song.

Teach a family member a dance or clapping game to go with a song.