WGSD
Alternative Method of Instruction
(AMI)

Fifth Grade

Day #6

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 We were unlucky to get stuck in the rainstorm. We did not have good luck.	unlucky independent supervisor
2 Did you see that _____ run by? It looked like it had one hundred legs!	unicorn centipede decagon
3 Can you please _____ the question? Can you say it again?	prepay subtitle repeat
4 The kids must not _____ in class. They cannot act badly.	misbehave replay connect
5 Dad will _____ us at the park. He will watch closely over us.	transfuse supervise deduct
6 The _____ will take us the other way. It will take us off course a bit.	detour millipede octagon
7 My homework is _____. I did not have a chance to finish it.	semiannual incomplete nonfat
8 The _____ is a creature that lives in the sea. It has eight legs.	octopus bicycle semicircle

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

Primary Standard: MO.3.R.1.B.a - decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
Supporting Standards: 3.R.1.A.d, 3.R.1.B.b, 3.R.1.B.e, 3.RF.3.A.a

"But still try, for who knows what is possible." —Michael Faraday

In 1791, Michael Faraday was born to a poor family in London, England. As he grew up, he had difficulty speaking. He had a mean teacher at school and left at the age of thirteen. Faraday got a job in a bookshop. During the day, he put books together. At night, he read the books he bound. His favorite subject was science. Faraday soon turned his parents' home into a lab, using it to experiment and teach himself basic scientific ideas.

At the age of twenty, he went to four talks about chemicals by the famous scientist Humphrey Davy. Faraday took many careful notes, which he bound into a book. He sent it to Davy with a note saying he wanted to be a scientist, too.

The following year, Davy was hurt in a lab accident. He remembered Faraday's book and asked for his help until he got better. After a short time, Davy hired Faraday to help with his experiments.

Davy, Faraday, and many others had experimented with electricity, but no one could figure out how to make it useful. Davy was trying to create an electric motor, but he was stuck. Then the two men learned about a new discovery. The forces of electricity and magnetism could act on each other to create movement. Davy could not repeat the action, however. One night, as a joke, he asked Faraday if he could do it after he cleaned up the lab. To Davy's surprise, Faraday did it. Faraday's work led to the creation of the first electric motor. He went on to make many other important discoveries about electricity, light, magnetism, and chemistry on his own.

Today, Faraday is called the "Father of Electricity." The electric motor powers items such as toys, cars, and washing machines. Many scientists have used Faraday's work to help them make other great discoveries. Even Albert Einstein kept Faraday's picture in his office. Faraday, poor and self-taught, was able to rise up to become a great scientist.

A Few Facts about Faraday

Faraday was concerned about pollution in the River Thames. It smelled so bad in those days that people called it the "Great Stink." Faraday conducted experiments to test the water. He wrote to the government to warn of the problem.

Faraday made it safer for sailors and ships at sea by improving the lights in lighthouses.

Faraday invented the rubber balloon to help him do experiments with electromagnetism. He filled balloons with hydrogen gases.

NAME _____

Read the Story:
"Michael Faraday"

Answer the questions below using complete sentences.

Who is Michael Faraday? Why is Faraday referred to as the "Father of Electricity"?
_____ _____ _____ _____ _____

Who was Humphrey Davy? What role did he play in Faraday's life?
_____ _____ _____ _____ _____

Why does the author include details about Faraday's childhood in the beginning of the passage?

What traits best describe Michael Faraday? How did those traits help him overcome challenges?

Objective:

Students will understand that objects are visible only when light reflects off them or when they emit their own light. They will create a model to demonstrate this concept.

Lesson Duration:

20–30 minutes

Materials Needed:

- A flashlight or lamp
- A small mirror
- A dark room or box
- An object (e.g., a toy or book)
- Paper and pencil (for drawing a model)

Lesson Steps:

1. Introduction

What happens when there's no light? Can we see anything in complete darkness?

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2. Read the following story:

The Mystery of Light: A Story for Fifth Graders

It was a stormy night, and the power had just gone out. Emma and her younger brother, Jack, sat on the living room floor with their flashlight, surrounded by the dark.

"This is so creepy," Jack whispered. "It's like we're in a cave."

Emma grinned. "Speaking of caves, let's do an experiment! Ever wonder why we can only see some things in the dark but not others?"

Jack raised an eyebrow. "Like what?"

“Grab that flashlight, and I’ll show you,” Emma said, picking up her favorite stuffed dinosaur.

Experiment 1: Reflection

Emma grabbed a box and placed it over their heads to block out the little light left in the room. Inside the box, it was pitch black.

“Okay,” Emma said, holding the stuffed dinosaur in front of Jack. “Can you see it?”

“Nope,” Jack replied. “It’s completely dark in here!”

“Exactly! We can’t see anything without light,” Emma said. “Now, turn on the flashlight.”

Jack switched on the flashlight and aimed it at the stuffed dinosaur. Suddenly, its green scales and goofy smile came into view.

“Whoa!” Jack exclaimed. “It’s like it appeared out of nowhere!”

Emma laughed. “Not magic—just light. The flashlight made light hit the dinosaur and bounce into our eyes. That’s how we can see it.”

“Cool!” Jack said, shining the light on his own hand and wiggling his fingers.

“Now ask yourself this,” Emma said. “What changed when we turned on the light?”

Jack thought for a moment. “The light reflected off the dinosaur so we could see it. Without light, nothing reflects, so we can’t see anything!”

“Bingo,” Emma said.

Experiment 2: Light Producers

Emma turned off the flashlight and asked, “Now, look around. Can you find anything we can still see in the dark?”

Jack squinted and pointed. “The nightlight over there! And the screen on your alarm clock!”

“Exactly!” Emma said. “Those are examples of objects that make their own light. They don’t need a flashlight to help us see them because they’re glowing on their own.”

Jack stared at the nightlight, his curiosity growing. “So, some things reflect light to be seen, and others make their own light?”

“Right,” Emma replied. “That’s why you can see the moon—it reflects sunlight. But stars, light bulbs, and fireflies make their own light.”

The Big Idea

Jack grinned. “This is awesome! Light is like the superhero of sight. Without it, we’d never see anything!”

Emma nodded. “Yep. Now you know the secret to how we see the world: either light bounces off stuff into our eyes, or something makes its own light and shines for us to see.”

Jack picked up the flashlight and looked around the dark room. “Wanna do more experiments?”

Emma smiled. “Only if you promise to help me clean up after.”

With that, the siblings spent the rest of the evening exploring the wonders of light, all while waiting for the power to come back on.

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3. Create a Model using clues from the story.

1. Using paper and pencil, create a diagram of the two ways we see objects:
    - Include an object, a light source (e.g., the Sun or a flashlight), and an eye.
    - Draw arrows to show how light reflects off the object and into the eye.
    - Add a glowing object (like a firefly) to show that some objects produce their own light.
2. Label the diagram clearly to show the difference between objects that reflect light and those that produce light.

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4. Reflection Questions (5 minutes)

Answer the following questions:

- "Why can’t we see anything in complete darkness?"
- "What’s the difference between objects that reflect light and objects that produce light?"
- "What are some examples of objects in your home that reflect light? What about objects that create their own light?"

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Grade 5, Unit 3, Section C: Additional Practice Problems

1. Solve each problem. Identify the expression and solution that represent each situation.

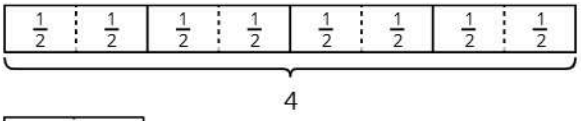
	If each loaf of bread requires $\frac{1}{3}$ pound of flour, how many pounds of flour are required for 12 loaves?	A bag has 12 pounds of flour. If each loaf of bread requires $\frac{1}{3}$ pound of flour, how many loaves can be made from one bag of flour?
Expression		
Solution		

A. $\frac{1}{36}$ B. 4 C. 36

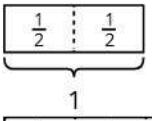
D. $\frac{1}{3} \times 12$ E. $\frac{1}{3} \div 12$ F. $12 \div \frac{1}{3}$

2. A container has 4 cups of sanitizer. Each pocket-size bottle of sanitizer contains $\frac{1}{2}$ cup of sanitizer. How many pocket-size bottles can be filled from the container?

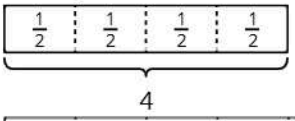
A.



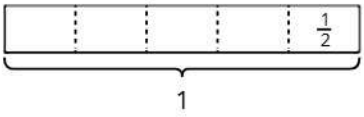
B.



C.



D.



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b. Identify the multiplication and division equations that show the solution of the given situation. Drag and drop each card into the correct category.

A. $4 \div \frac{1}{2} = 8$

B. $4 \times 2 = 8$

C. $4 \div 2 = 2$

D. $4 \times \frac{1}{2} = 2$

(From Unit 3, Lesson 18.)

3. Consider the expression.

$$4 \div \frac{1}{6}$$

Decide how the value of each expression compares to the given expression.

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

(From Unit 3, Lesson 19.)

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4. a. If $\frac{1}{3}$ of a bottle of juice fills 3 glasses, how many glasses of juice are in the whole bottle? Draw a diagram to represent this situation.

b. Which equation represents this situation?

A. $\frac{1}{3} \div \frac{1}{3} = 1$

B. $\frac{1}{3} \div 3 = \frac{1}{9}$

C. $3 \div \frac{1}{3} = 9$

D. $3 \times \frac{1}{3} = 1$

(From Unit 3, Lesson 19.)

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5. A pitcher contains 4 cups of juice. The pitcher is filled to 15 of the capacity. How many cups of juice can the pitcher hold?

   Complete the sentence below.

   > Because 4 cups is ____A____ of the pitcher, the pitcher can hold ____B____ times as much as 4 cups.
   >
   > So, the pitcher can hold ____C____ cups of juice.

   A. $\frac{1}{4}$ *or* $\frac{1}{4}$

   B. $\frac{1}{4}$ or $\frac{1}{5}$ *or* 4 or 5

   C. $4 \times 5 = 20$ or $4 \times 4 = 16$ or $4 \times \frac{1}{5} = \frac{4}{5}$ or $4 \times \frac{1}{4} = 1$

(From Unit 3, Lesson 20.)

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 6

Art

Create a realistic portrait of a family member, friend, or pet.
Draw a detailed scene from a book, movie, or your imagination.
Experiment with shading and hatching to add depth to your drawing.
Sketch a still life with objects that have different textures (e.g., glass, fruit, fabric).

Music

Create your own musical instrument at home.
Try taking a plastic bottle and blow across the top, it will make a sound. This is similar to how you play a flute. Keep your lips relaxed on the inside by saying pooh (Like Winnie the Pooh) to make a good sound. You may need to experiment with where you put your mouth and the way your air is aiming across the opening. The smaller opening like a water bottle is a good one. If you get different size bottles, or put different amounts of liquid in them, you can make more than one sound. You can play a song using the different sounding bottles. This goes back to the old time bands that had someone play the jug!