AMI- Days 1-5

what's your name?

fit activity for kids

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME

A jump up & down 10 times

B spin around in a circle 5 times

C hop on one foot 5 times

D run to the nearest door and run back

E walk like a bear for a count of 5

F do 3 cartwheels

G do 10 jumping jacks

H hop like a frog 8 times

I balance on your left foot for a count of 10

J balance on your right foot for a count of 10

K march like a toy soldier for a count of 12

L pretend to jump rope for a count of 20

M do 3 somersaults

N pick up a ball without using your hands

O walk backwards 50 steps and skip back

P walk sideways 20 steps and hop back

Q crawl like a crab for a count of 10

R walk like a bear for a count of 5

S bend down and touch your toes 20 times

T pretend to pedal a bike with your hands for a count of 17

U roll a ball using only your head

V flap your arms like a bird 25 times

W pretend to ride a horse for a count of 15

X try and touch the clouds for a count of 15

Y walk on your knees for a count of 10

Z do 10 push-ups

CONSULT A DOCTOR BEFORE STARTING AN EXERCISE PROGRAM - WWW.THEYSMELL.COM

ART AMI DAY 6-10

DIRECTIONS: CREATE A NEW ANIMAL. DESCRIBE IT IN SPACE PROVIDED AT BOTTOM OF PAPER

AMI Day 1

Teacher:_____

Name:_____

Main idea

Reading Comprehension Worksheet

Practice

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The **main idea** of a paragraph is what the whole paragraph is *mostly about*.

The **details** are *small pieces of information* that make the paragraph more interesting.

The **details** give *small pieces of information* about the **main idea**.

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As you read about sloths, think about the **main idea** of each paragraph.

Sloths

Sloths are the slowest mammals on earth. It takes a full minute for a sloth to move 6 feet across the ground. You probably couldn't move that slowly if you tried! The sloth's body is about 2 feet long. It has long legs, and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask." The shape of a sloth's mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths are very cute to look at, but they don't put on much of a show.

Sloths are home to other plants and creatures. Tiny plants grow on the sloth's fur, making the animals appear to be green. This green color makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth's fur. Maybe the sloths move so little and so seldom that the small creatures that live on them don't even know they are animals.

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches. Maybe they developed this skill so they wouldn't have to move to reach the tasty leaves and berries around their resting spot. Their main enemies are jaguars, eagles, and snakes. Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

1. What is the main idea of the first paragraph?
   A. Sloths are the slowest mammals on earth.
   B. It takes a full minute for a sloth to move 6 feet across the ground.
   C. The sloth's body is about 2 feet long.
   D. The life of a sloth is not very exciting.

2. What is the main idea of the second paragraph?
   A. Sloths have a round head, small ears, and sad-looking eyes.
   B. The shape of a sloth's mouth make it look like it is always smiling.
   C. A sloth can turn its head almost all the way around.
   D. Sloths are very cute to look at.

3. What is the main idea of the third paragraph?
   A. Sloths are home to other plants and creatures.
   B. Tiny plants grow on the sloth's fur.
   C. The plants that grow on the sloth make the sloth green.
   D. Moths and insects live in the sloth's fur.

4. What is the main idea of the last paragraph?
   A. Sloths the size of elephants once lived on earth.
   B. Today, sloths live in the tropical forests of Central and South America.
   C. A sloth can stick its tongue out 12 inches.
   D. It would be sad if sloths became extinct.

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5. What is one interesting *detail* from the last paragraph?

_____
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Circle the word "fact" if it is *true* or it *really happened* in the story.
Circle the word "opinion" if it is *what someone thinks or believes*.

1.	Sloths are the slowest mammals on earth.	fact	opinion
2.	It takes a full minute for a sloth to move 6 feet across the ground.	fact	opinion
3.	You probably couldn't move that slowly if you tried!	fact	opinion
4.	Sloths spend almost their entire lives hanging from tree branches.	fact	opinion
5.	The life of a sloth is not very exciting.	fact	opinion
6.	Sloths have a round head, small ears, a stubby tail, and sad-looking eyes.	fact	opinion
7.	The shape of a sloth's mouth makes it look like it is always smiling.	fact	opinion
8.	A sloth can turn its head almost all the way around.	fact	opinion
9.	Sloths are cute to look at.	fact	opinion
10.	Tiny plants grow on the sloth's fur.	fact	opinion
11.	Moths and insects live in the sloth's fur.	fact	opinion
12.	Maybe the sloth doesn't even seem like an animal to the tiny plants an creatures that live in its fur.	fact	opinion
13.	Sloths live in the tropical forests of Central and South America.	fact	opinion
14.	Many tropical rainforests are disappearing.	fact	opinion
15.	It would be sad if sloths became extinct.	fact	opinion

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16. What is one other **fact** from the story about sloths?

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Name _____ Date _____

Geometry

Multiple Choice – Circle the correct answers.

1. Which of the following has a right angle?

A. 

B. 

C. 

D.

2. Which of the following is straight angle?

A. 

B. 

C. 

D.

3. Which of the following statements is true?

   A. All perfect squares have four ninety-degree angles.
   B. All triangles have four sixty-degree angles.
   C. Opposite angles of a quadrilateral are never congruent.
   D. All sides of a parallelogram are always the same length.

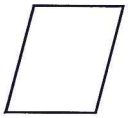
4. Which of the following statements is true?

   A. All triangles have three ninety-degree angles.
   B. All rectangles have four sixty-degree angles.
   C. Opposite sides of a parallelogram are always congruent.
   D. Opposite sides of a parallelogram are never congruent.

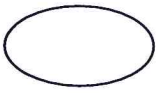
5. Which of the following statements is true?

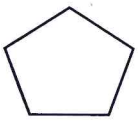
   A. All quadrilaterals have four ninety-degree angles.
   B. All triangles have three sixty-degree angles.
   C. Opposite sides of a square are always parallel to each other.
   D. Opposite angles of a triangle are always parallel to each other.

6. Which shape is a parallelogram?

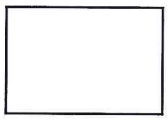
   A. 

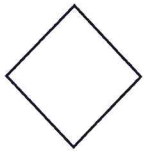
   B. 

   C. 

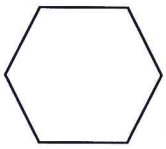
   D. 

7. Which shape is not a parallelogram?

A. 

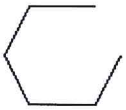
B. 

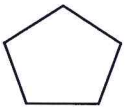
C. 

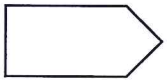
D. 

8. Which shape is not a polygon?

A. 

B. 

C. 

D. 

9. Which of the following is an acute angle?

A. 

B. 

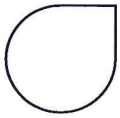
C. 

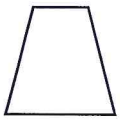
D.

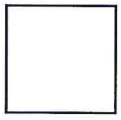
10. Which of the following statements is true?

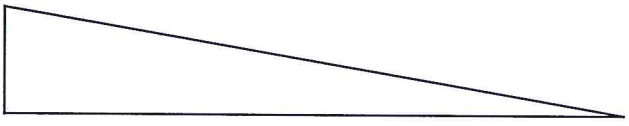
A. All quadrilaterals have four ninety-degree angles.
B. All triangles have three sixty-degree angles.
C. Opposite angles of a quadrilateral are never congruent.
D. Opposite angles of a parallelogram are always congruent.

11. Which shape is a parallelogram?

A. 

B. 

C. 

D. 

Mixtures- Reading and Interpreting Science Data

Students were asked to perform experiments using three different types of solid materials. In the first experiment, they were to put 15 mL of each substance into a small cup and observe the materials. They filled out the table below with the information they gathered:

Experiment 1

Material	Particle Shape	Particle Size	Texture	Color
Gravel	Oval, with sharp edges	medium and small	Hard, rough	Variety of whites, tans, browns
Salt	cube	tiny	gritty	white
Talcum Powder	round	microscopic	Hard and gritty	white
Soil	Round and oval	tiny	smooth	brown

In the second experiment, students added 50 mL of water to each of the cups. They stirred the cup and observed the results. They recorded the results in the table below:

Experiment 2:

Materials	Observation
Gravel and water	Does not dissolve
Talcum Powder and water	Partially dissolves and turns water white
Salt and water	Dissolves in water and remains clear
Soil and water	Partially dissolves in water and turns water brown

Use the information provided in the tables and experiments to answer the following questions:

1. Which material has a shape that can be described as a cube?
    A. Talcum Powder
    B. Soil
    C. Gravel
    D. Salt

2. Which of these would be the best order for arranging the materials from biggest to smallest?
    A. Talcum powder, salt, gravel, soil
    B. Gravel, salt, soil, talcum powder
    C. Gravel, talcum powder, salt, soil
    D. Salt, gravel, powder, soil

3. Place the correct word in each box to complete the sentence.

salt brown white gravel talcum powder

Add [ ] to water and it turns [ ].

4. If a student was observing one of the materials that was described as brown and hard, what material would they most likely have?
    A. Talcum Powder
    B. Salt
    C. Gravel
    D. Soil

5. Which two observations would be the most helpful in telling the salt and talcum powder apart?
    A. Particle shape and size
    B. Particle shape and texture
    C. Particle size and color
    D. Color and texture

6. If a student were to mix the talcum powder and water solution with the soil and water solution, what would be the most likely observation?
    A. The mixture would become clear
    B. The mixture would change to a light brown or tan color
    C. The mixture would turn a darker brown
    D. The mixture would remain white

AMI Day 2

Teacher:_____

Name:_____

K5 Learning

Summarizing

Reading Comprehension Worksheet

Practice

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The **main idea** of a paragraph is what the whole paragraph is *mostly about*.

The **details** are *small pieces of information* that make the paragraph more interesting.

A **summary** includes the **main idea** of *each of the paragraphs* in a story. It does not include the **details** of the paragraphs.

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As you read this story, look for the **main idea** of each paragraph. These can be put together to make a **summary** of the whole story.

We know that the planets of our solar system orbit the sun. Comets also orbit our sun—more than 4,000 of them. Most comets circle the sun very slowly. While the earth circles the sun once a year, many comets take thousands of years to complete just one orbit of the sun.

Comets are made of frozen gasses and bits of rock and dust. The solid part of most comets can be up to 10 miles across. As a comet gets close to the sun, the heat causes the comet's frozen gasses to turn into a cloud of vapor and dust. The cloud can be thousands of miles across. Solar winds cause this vapor cloud to trail out behind the comet like a tail. This "vapor tail" can be *hundreds of millions* of miles long.

Sometimes comets are visible from earth. You might think that when this happens you would see the comet whizzing across the sky. But in fact, it would appear to be motionless. This is because both the comet and the earth are moving.

The most famous comet is Halley's Comet. Its orbit around the sun takes 76 years. This is pretty fast for a comet. There are records of sightings of Halley's Comet from 2,500 years ago. The next time it will be visible from earth will be in 2061.

1. What is the main idea of the first paragraph?
   A. The planets of our solar system orbit the sun.
   B. Comets in our solar system orbit the sun.
   C. The earth circles the sun once a year.

2. What is the main idea of the second paragraph?
   A. Solar winds cause a comet's vapor cloud to trail out like a tail.
   B. The solid part of a comet can be 10 miles across.
   C. Comets are made of frozen gasses and bits of rock and dust.

3. What is the main idea of the third paragraph?
   A. A comet's vapor tail can be hundreds of millions of miles long.
   B. When comets are visible from earth, the appear to be motionless.
   C. When comets are visible from earth, the appear to whiz across the sky.

4. What is the main idea of the fourth paragraph?
   A. The most famous comet is Halley's Comet.
   B. The orbit of Halley's Comet takes 76 years.
   C. The next time Halley's Comet will be visible will be in 2061.

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5. Write the numbers 1 through 4 in the boxes beside the events to show the sequence of what happened, from *first to last.*

	1-4?
Comets are made of frozen gasses and bits of rock and dust.	
Comets in our solar system orbit the sun.	
When comets are visible from earth, the appear to be motionless.	
The most famous comet is Halley's Comet.	

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6. What would be a good title for this whole story?

_____

Relative adverbs

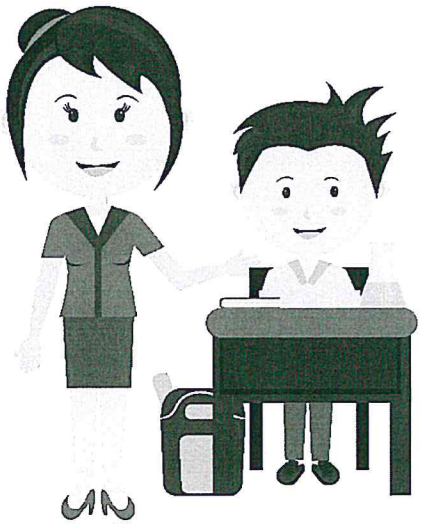
Grade 4 Adverbs Worksheet

Fill in the blank with the correct relative adverb.

Relative adverbs include: when, where, why, how, whatever, whenever wherever.

The First Day of School

Johnny wondered ___how___ he would survive the first day of school. He was nervous _____ the bus pulled up at his house. He wasn't sure _____ his classroom was. _____he got to school, he found his new teacher. She said he could sit _____ he wanted. She told the class, "_____you get thirsty, you can get a drink from the fountain. _____ you get hungry, you can eat _____ snack you'd like." Johnny wasn't sure _____ he had been so nervous. The first day was much better than what he had imagined.



Name _____ Date _____

Measurement and Data

Multiple Choice – Circle the correct answers.

1. A man rode a motorcycle for sixty minutes. Which measurement is equal to sixty minutes?

   A. A half hour
   B. One hour
   C. Two hours
   D. Three hours

2. A woman rode her bike for two hours. Which measurement is equal to two hours?

   A. 120 minutes
   B. 180 minutes
   C. 60 minutes
   D. 360 seconds

3. Billy played his guitar for 360 seconds. Which measurement is equal to 360 seconds?

   A. 12 minutes
   B. 18 minutes
   C. 6 minutes
   D. 36 seconds

4. Billy measured the height of the tree in his yard. It was 9 feet high. How much is this in yards?

   A. 27
   B. 18
   C. 3
   D. 2

5. Simon measured the length of his baseball bat. It was 36 inches. How much is this in feet?

   A. 3
   B. 4
   C. 2
   D. 12

6. Wilma measured the width of her bathroom floor. It was 4 feet. How much is this in inches?

   A. 8
   B. 12
   C. 36
   D. 48

7. Maria was working with four students on a science project. For the students to complete this project, they need $\frac{1}{2}$ pint of vinegar. How many cups do they need to complete the project?

   A. 2
   B. 1
   C. 4
   D. 8

8. Jennifer was baking brownies for a party at school. she needs $2\frac{1}{2}$ pounds of sugar to bake all the brownies. How many ounces does she need to bake the brownies?

   A. 16
   B. 32
   C. 40
   D. 48

9. A car drove for three hours. Which measurement is equal to three hours?

   A. 120 minutes
   B. 180 minutes
   C. 60 minutes
   D. 360 seconds

10. Billy measured the length of the floor in his kitchen. It was 15 feet. How much is this in yards?

    A. 5
    B. 10
    C. 30
    D. 45

11. Gretchen was baking cakes for a fundraiser. For her to complete this project, she needs $3\frac{1}{2}$ pounds of flour to bake all the cakes. How many ounces does she need to bake the cakes?

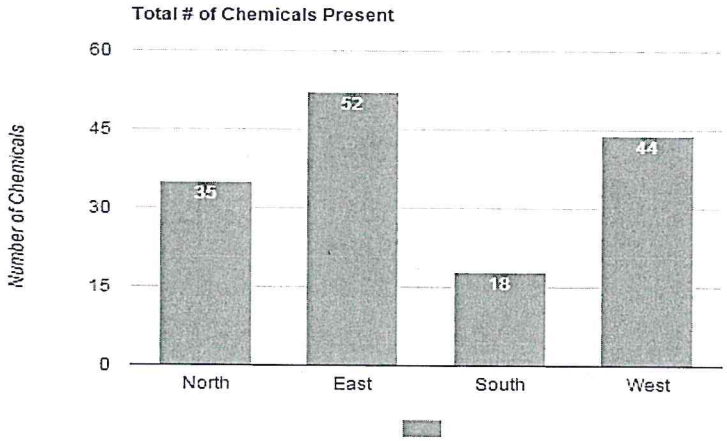
    A. 16
    B. 48
    C. 56
    D. 64

Interpreting Data Using Graphs

Students decided to test the amount of chemicals present in the drinking water around town. The Environmental Protection Agency tests for the presence of 90 chemicals. These chemicals must be over a certain level to be dangerous. None of the chemicals tested were over the limit or dangerous for drinking. The students were testing to see how many different types were present.

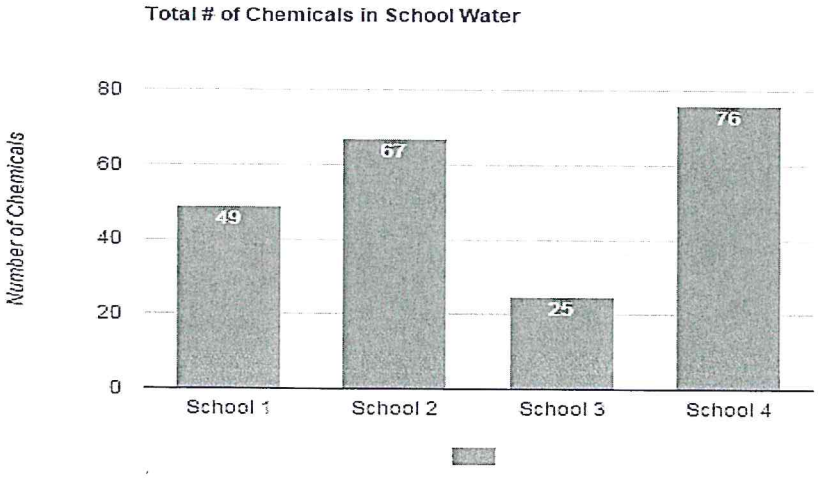
Experiment 1:

In the first experiment, they brought in samples from homes on each side of town. A student from the north, south, east, and west side of town collected a 100 gram sample of water from their kitchen faucet. Each sample was tested to determine the total number of chemicals present.



Experiment 2:

For the second experiment, they tested the water at four local schools. They went to each school and collected 100 grams of drinking water from a water fountain in each building. Each sample was tested to determine the total number of chemicals present. They graphed the results below.



Question 1
Based on the graph from Experiment 1, the total number of chemicals present in the house on the South side was how much less than the house on the West side?

a. 44 less chemicals present
b. 18 less chemicals present
c. 62 less chemicals present
d. 26 less chemicals present

Question 2
What was the minimum amount of chemicals found in any of the locations tested?

a. 25 chemicals
b. 18 chemicals
c. 76 chemicals
d. 7 chemicals

Question 3
If the maximum allowed chemicals in water is 90, how many more chemicals would need to be present for School 2 to be at the limit?

a. 67 chemicals
b. 14 chemicals
c. 23 chemicals
d. 38 chemicals

Question 4
Suppose that before measuring the water samples, a student had predicted that the amount of chemicals found in schools would be less than those found in homes. Which results from each experiment were consistent with this prediction?

a. East and School 1
b. North and School 2
c. West and School 4
d. East and School 2

Question 5
Students decided to find out the percentage of chemicals present in each location out of the total number of chemicals that are possible to find. Place the values in the empty equation to produce the equation they should use to calculate the percentage of chemicals present in School 3.

$$\frac{\square}{\square} \Uparrow X\ 100 = \text{Percentage of chemicals of water for School 3.}$$

65	90	52	25

AMI Day 3

Teacher:_____

Name:_____

Supporting details

Reading Comprehension Worksheet

Practice

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The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

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As you read this story, think about what the whole story is *mostly about*.

The Father and His Sons

A father had four sons who were always arguing. If one son said the sky was blue, another would say it was green, another would say it was red, and another would say it was yellow. And so it would go on until it was night and the sky was black.

The father gathered a bundle of sticks together. He tied the bundle around with rope. Then he called to his sons. He told them to break the bundle of sticks in two. Each son was sure that he could break the bundle, and they began to argue about who was the strongest, until the father put the bundle into one son's hands. The son tried and tried, but he could not break the bundle of sticks. One by one, the others tried, but none of them could break the bundle of sticks.

The father took back the bundle. He untied the rope and handed a few sticks to each of his sons, and the sons broke these easily. The father held up the last of the sticks, and cracked in over his knee with ease. "My sons," he said, "if you are of one mind, and unite to help each other, you will be like the bundle of sticks, and no one will be able to harm you. But if you are divided among yourselves, you will be broken as easily as these sticks."

1. What is this whole story *mostly about*?

   A. The father wants to punish his sons.
   B. The father wants to teach his sons a lesson.
   C. The father wants his sons to help him with the chores.

2. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. The sons would argue all day about unimportant things.
   B. The sons refuse to do their chores.
   C. The sons play tricks on each other.

3. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. The first of the four sons was able to break the bundle of sticks.
   B. The last of the four sons was able to break the bundle of sticks.
   C. Each son was sure he could break the bundle, and they argued about who was the strongest.

4. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. The father broke the bundle of sticks, and then untied the rope.
   B. The father handed a few sticks to each son, and they broke these easily.
   C. The father told his sons a story to teach them a lesson.

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5. What is another *small piece of information* from the story that makes the story more interesting?

_____

6. How do the details in this story make the story more interesting?

_____
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Ordering adjectives

Grade 4 Adjectives Worksheet

Order of Adjectives:

- quantity / number
- quality / opinion
- size
- age
- shape
- condition
- color
- origin / material
- purpose

Choose the correct order of adjectives. Write the letter on the line.

__A__ 1. A. five little kids
B. little five kids

_____ 2. A. a handsome, young man
B. a young, handsome man

_____ 3. A. full three boxes
B. three full boxes

_____ 4. A. American, large cars B. large, American cars

_____ 5. A. four round, red tables B. four red, round tables

_____ 6. A. Chinese, delicious food B. delicious, Chinese food

_____ 7. A. a smelly, old, kitchen towel B. an old, kitchen, smelly towel

_____ 8. A. a cool, new, red sports car B. a new, red, cool sports car

_____ 9. A. two little, ugly pillows B. two ugly, little pillows

_____ 10. A. a beautiful, Jamaican sunrise B. a Jamaican, beautiful sunrise

_____ 11. A. a plaid, purple skirt B. a purple, plaid skirt

_____ 12. A. eighteen soda, large bottles B. eighteen large, soda bottles

Name _____ Date _____

Numbers and Operations

Multiple Choice – Circle the correct answers.

1. Which is correct?

$$0.49 \div 7 =$$

A. 0.07
B. 0.7
C. 7
D. 70

2. Which is correct?

$$0.81 \div 3 =$$

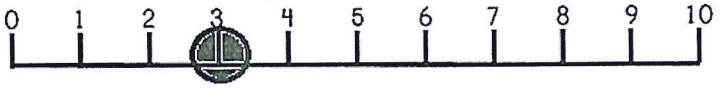
A. 0.027
B. 0.27
C. 2.7
D. 27

3. Which is correct?

$$0.63 \div 7 =$$

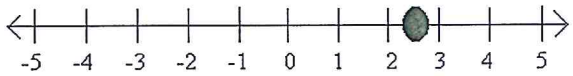
A. 9
B. 0.9
C. 0.09
D. 90

4. Which of the following properly identifies the point on the graph?



A. 3
B. −3
C. 4
D. 2

5. Which of the following properly identifies the point on the graph?



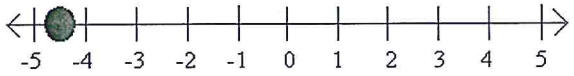
A. $3\frac{1}{2}$

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

C. $\frac{1}{2}$

D. $2\frac{1}{2}$

6. Which of the following properly identifies the point on the graph?



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

B. $-4\frac{1}{2}$

C. $4\frac{1}{2}$

D. $5\frac{1}{2}$

7. Which of the following is correct?

A. $\frac{3}{4}=\frac{6}{8}=\frac{9}{14}$

B. $\frac{3}{4}=\frac{6}{10}=\frac{12}{16}$

C. $\frac{3}{4}=\frac{6}{8}=\frac{12}{16}$

D. $\frac{3}{4}=\frac{6}{8}=\frac{12}{18}$

8. Which of the following is correct?

A. $\frac{4}{5}=\frac{12}{15}=\frac{36}{45}$

B. $\frac{4}{5}=\frac{12}{15}=\frac{36}{40}$

C. $\frac{4}{5}=\frac{12}{14}=\frac{36}{45}$

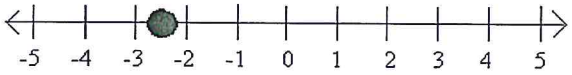
D. $\frac{4}{5}=\frac{8}{15}=\frac{32}{45}$

9. Which is correct?

$$0.56 \div 7 =$$

A. 8
B. 0.8
C. 0.08
D. 80

10. Which of the following properly identifies the point on the graph?



A. $-1\frac{1}{2}$

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

C. $\frac{1}{2}$

D. $2\frac{1}{2}$

11. Which of the following is correct?

A. $\frac{2}{3} = \frac{4}{8} = \frac{8}{12}$

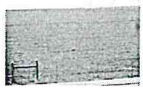
B. $\frac{2}{3} = \frac{4}{6} = \frac{8}{9}$

C. $\frac{2}{3} = \frac{4}{3} = \frac{8}{3}$

D. $\frac{2}{3} = \frac{4}{6} = \frac{8}{12}$

Interpreting Climate Data using Tables

The United States has several types of biomes and climates. The amount of rain each area gets can be very different. Some areas get much hotter or colder than others. The average wind speed in each area is not the same. Students gathered information about the weather in these different areas of the United States. A table has been created to compare the data that was found.

Biome	Average rainfall (inches)	Average temperature (Fahrenheit)	Highest Temperature (Fahrenheit)	Lowest Temperature (Fahrenheit)	Average wind speed (miles per hour)	Appearance
Sonoran Desert	9	66°	134°	32°	8	
Hawaiian Rainforest	460	77°	91°	46°	6	
Great Plains	20	45°	112°	-50°	15	
Alaskan Tundra	8	10°	54°	-85°	30	
Appalachian Temperate Forest	63	50°	104°	-22°	10	

Question 1:
Look at the table. Which biome should have the coldest temperature this winter?

A. Great Plains
B. Hawaiian Rainforest
C. Appalachian Temperate Forest
D. Alaskan Tundra

Question 2:
What is the best description of the Sonoran Desert?

A. Heavy rain and generally cold temperatures
B. Heavy rain and generally warm temperatures
C. Very little rain and generally warm temperatures
D. Very little rain and generally cold temperatures

Question 3:
What is the difference in the average wind speed in the Hawaiian Rainforest and the Great Plains?

A. 21 miles per hour
B. 9 miles per hour
C. 15 miles per hour
D. 6 miles per hour

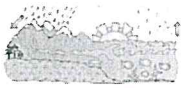
Question 4:
Look at the table. Classify each of these biomes as a dry (less than 10 inches a year) or wet climate (more than 50 inches a year). Place each biome in the correct box.

Alaskan Tundra	Hawaiian Rainforest	Appalachian Temperate Forest	Sonoran Desert

AMI Day 4

Teacher:_____

Name:_____



Context clues

Reading Comprehension Worksheet

Practice

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Context clues are *hints to the meaning* of a difficult word. These hints can be in the same sentence or in the sentences before or after the sentence that uses the difficult word.

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As you read the story, pay attention to the underlined words, and any hints you might find about the meanings of these words.

The Water Cycle

You can't see it, but the water cycle is always in motion on the earth. This series of events goes round and round, again and again, providing clean, fresh water for the land and seas. As water goes through this cycle, it is sometimes solid ice, sometimes liquid water, and sometimes a gas called water vapor.

The energy that drives the water cycle is heat. When heat is added to ice, the ice melts into water. When heat is added to water, it evaporates, turning from liquid into gas. When heat is taken away from water vapor, it condenses, turning from gas into liquid. When heat is taken away from water, it freezes, turning from liquid to solid.

The heat from the sun warms the water in oceans and rivers. The water changes into water vapor that rises into the air. High above the earth, the water vapor cools and becomes tiny particles of water that create clouds. As the clouds gather more and more particles of water, the water falls as rain or snow, which are two forms of precipitation. This precipitation is absorbed in the ground or is added to the water in oceans, lakes, and rivers. The cycle is always, constantly, in process, everywhere in the world.

Select which context clues give a hint to the meaning of each of these words.

1. cycle
   A. ...can't see it...
   B. ...on the earth...
   C. ...series of events goes round and round...

2. vapor
   A. ...through this cycle...
   B. ...a gas...
   C. ...liquid water...

3. evaporate
   A. ,,,heat is added to water...
   B. ...heat is taken away...
   C. ,,,turning from liquid into gas...

4. condense
   A. ...turning from gas into liquid...
   B. ...it freezes...
   C. ...turning from liquid to solid...

5. particle
   A. ...tiny...
   B. ...create...
   C. ...becomes..

6. precipitation
   A. ...particles of water...
   B. ...rain or snow...
   C. ...absorbed in the ground...

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

7. What context clue gives you a hint to the meaning of the word "constantly"?
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Subjects and predicates

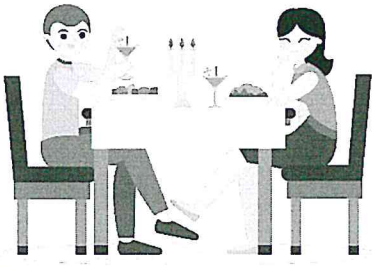
Grade 4 Sentences Worksheet

A **subject** is what the sentence is about.

A **predicate** tells us what the subject is or does.

Underline the **subject**. Circle the **predicate**.

1. I enjoy pizza with sausage and pepperoni.
2. The old house on the corner has a big garden in the backyard.
3. Lynn, my mom's best friend, plays cards with her family.
4. The hammer on the shelf can be used to work on the project.
5. Our dog, Rocky, loves to chase sticks and balls.
6. The shop owner, Jay, gives us free candy whenever we stop to say hello.
7. A microwave and a blender cannot both fit on the counter in my kitchen.
8. Amy, Carol, and Rachel went to France together for vacation.
9. Tom and Ann are going to have dinner at the restaurant.



10. My brother and my sister are studying in college.

Name _____ Date _____

Section Operations and Algebraic Thinking

Multiple Choice – Circle the correct answers.

1. Mr. Green was conducting a science experiment with his students. He was purchasing a ruler for each student. The local store sells rulers in packs of five. He has thirty-one students. He wanted to buy the least amount of packs of rulers for his students. Which statement is true?

   A. He would buy six packs and have the exact amount.
   B. He would buy seven packs and have none left over.
   C. He would buy seven packs and have four left over.
   D. He would buy six packs and have one left over.

2. Joey is having a party. He wants to buy a can of cola for each friend. The best deal at the supermarket is in packs of twelve. He has 34 friends coming to the party. He wants to buy the least amount of twelve packs. Which statement is true?

   A. He would buy four twelve packs and have eight left over.
   B. He would buy three twelve packs and have none left over.
   C. He would buy three twelve packs and have two left over.
   D. He would buy two twelve packs and have six left over.

3. Mrs. Sloan was setting up for a musical performance. She wanted to purchase a harmonica for each student. The music store sold harmonicas in multiple packs of five. She has 38 students in the performance. She wanted to buy the least amount of packs of harmonicas for her students. Which statement is true?

   A. She would buy eight packs and have the exact amount.
   B. She would buy eight packs and have two left over.
   C. She would buy seven packs and have two left over
   D. She would buy nine packs and have six left over.

4. Which set contains all the factors of 18?

   A. {2,3,9,18}
   B. {1,2,9,18}
   C. {1,2,3,18}
   D. {1,2,3,6,9,18}

5. Which set contains all the factors of 40?

   A. {1,2,4,5,8,10,20,40}
   B. {1,2,4,5,8,10,25,40}
   C. {1,2,4,5,8,12,20,40}
   D. {1,2,4,5,6,10,20,40}

6. What is the value of the expression below?

$$\left[(10-4)\div 2\right]+\left[(6-2)\times 2\right]$$

   A. 8
   B. 7
   C. 11
   D. 12

7. What is the value of the expression below?

$$\left[(12-2)\div 2\right]+\left[(10-2)\times 2\right]$$

   A. 19
   B. 21
   C. 5
   D. 13

8. What is the value of the expression below?

$$\left[(6+4)\div 2\right]-\left[(8-6)\times 2\right]$$

   A. 6
   B. 0
   C. 9
   D. 1

9. Mrs. White was having an activity at the park on a warm day. She wanted to buy water for her students. The closest store only sold water in packs of six. She has 28 students. She wanted to buy the least amount of packs of water for her students. Which statement is true?

   A. She would buy five six packs and have the exact amount.
   B. She would buy four six packs and have none left over.
   C. She would buy six packs of six and have six left over.
   D. She would buy five packs of six and have two left over.

10. Which set contains all the factors of 32?

   A. {1,2,4,8,16,32}
   B. {1,2,16,32}
   C. {2,4,8,16}
   D. {1,4,8,16,32}

11. What is the value of the expression below?

$$\left[(6+4)\div 2\right]+\left[(8-2)\times 2\right]$$

   A. 19
   B. 28
   C. 17
   D. 20

Passage

Force is a measurement of a push or a pull of an object. It is measured in *Newtons*. Newtons tell how much force something has. Push and pull are opposite forces. Gravity pulls objects toward the ground. View the table below. Then, answer the following questions.

Table 1

Interaction #	Interaction	Force	Push or Pull
1	A student pushes a swing.	20N	Push
2	A mover pulls a heavy box into the truck.	50N	Pull
3	Someone pulls back a bow and arrow before releasing.	10N	Pull
4	A soccer player kicks a soccer ball as hard as they can.	70N	Push
5	A cashier slides a penny across the counter.	2N	Push

1. Based on Table 1, which Interaction had the *least* amount of force?
   A. Interaction 1 only
   B. Interaction 4 only
   C. Interaction 2 only
   D. Interaction 5 only

2. Based on the passage alone, what is the definition of *Newtons*?
   A. A push or a pull of an object
   B. A measurement of acceleration
   C. A measurement of how much force something has
   D. A measurement in meters or centimeters

3. From Table 1, how many total interactions were pushed:pulled?
   A. 4:2
   B. 3:5
   C. 5:1
   D. 3:2

4. Which interaction from Table 1 was a "pull" **and** was greater than 30N? Explain your answer, using evidence from Table 1 to support your answer.

AMI Day 5

Teacher:_____

Name:_____

Cause and effect

Reading Comprehension Worksheet

Practice

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Cause and effect are about how one thing can cause something else to happen.

The **cause** is *why* something happened.

The **effect** is *what* happened.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Read about the water cycle again, and think about **cause** and **effect** as you read.

The Water Cycle

You can't see it, but the water cycle is always in motion on the earth. This series of events goes round and round, again and again, providing clean, fresh water for the land and seas. As water goes through this cycle, it is sometimes solid ice, sometimes liquid water, and sometimes a gas called water vapor.

The energy that drives the water cycle is heat. When heat is added to ice, the ice melts into water. When heat is added to water, the water evaporates, turning from liquid into gas. When heat is taken away from water vapor, the vapor condenses, turning from gas into liquid. When heat is taken away from water, the water freezes, turning from liquid to solid.

The heat from the sun warms the water in oceans and rivers. The water changes into water vapor that rises into the air. High above the earth, the water vapor cools and becomes tiny particles of water that create clouds. As the clouds gather more and more particles of water, the water falls as rain or snow, which are two forms of precipitation. This precipitation is absorbed into the ground or is added to the water in oceans, lakes, and rivers. The cycle is always, constantly, in process, everywhere in the world.

What is the **effect** of each **cause**?

1. Water in the oceans and rivers is heated by the sun.
   A. condensation
   B. evaporation
   C. precipitation

2. Water vapor begins to cool as it rises into the air.
   A. condensation
   B. evaporation
   C. precipitation

3. Particles of water in a cloud gather to form drops heavy enough to fall to earth.
   A. condensation
   B. evaporation
   C. precipitation

4. The water cycle is always in motion on the earth.
   A. Water is absorbed into the earth.
   B. Clean, fresh water is provided for the land and seas of earth.
   C. Heat is the energy that drives the water cycle.

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5. Here is a **cause**: Heat is added to water.
   What is the **effect**?

_____

6. Here is a **cause**: Heat is taken away from ice.
   What is the **effect**?

_____
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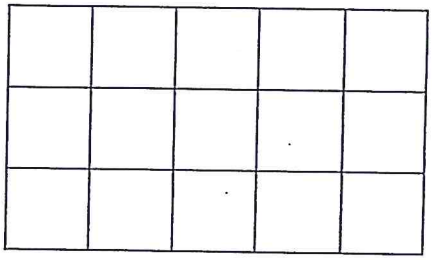
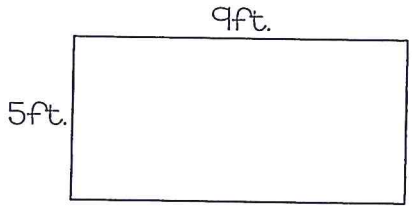
AREA AND PERIMETER

1. Find the area.



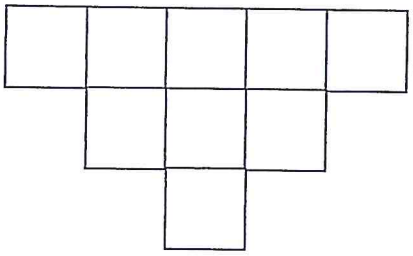
A=_____

2. Find the area.



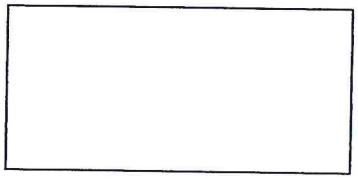
A=_____

3. Find the area.

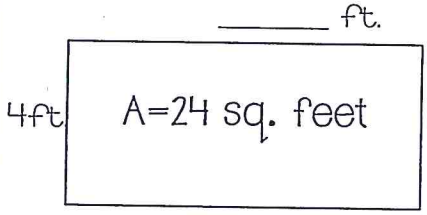


A=_____

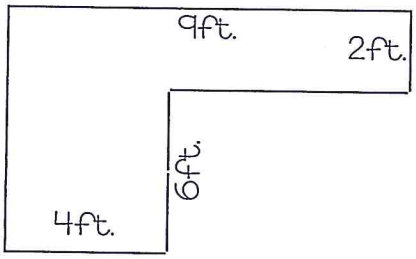
4. Label the rectangle so it has an area of 36 square inches.



5. Find the missing side in the rectangle below.



6. Find the area.



A=_____

7. Erin had a new piece of fabric that was eight feet long and six feet wide. What was the area of her new fabric?

8. We bought a new rug that had an area of 32 square feet. The rug was four feet wide. What was the length of the rug?

9. Show three ways to create a figure with an area of 12.

10. What is area?

Grade 3-5 ACT Aspire - Science, Question Set #2

Habitats are places that animals live. Habitats full of water, such as oceans, lakes, or ponds, are called *aquatic habitats.*

A scientist is studying a tropical fish called a *guppy*. They want to create a habitat for the guppy that is most like it's natural habitat. Look at the information below.

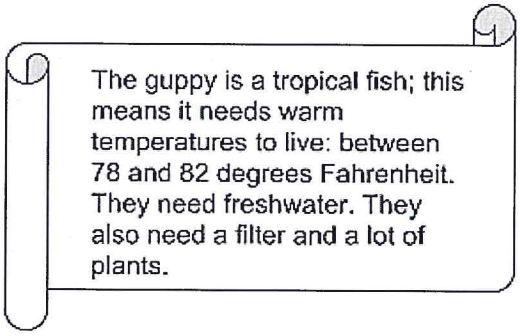


Table 1

Tanks	Temperature	Type of water	Filter?	Plants?
Tank 1	80	Freshwater	Yes	Yes
Tank 2	74	Marine	Yes	Yes
Tank 3	81	Freshwater	No	Yes
Tank 4	90	Marine	Yes	No

Use all of the information above to answer the following questions:

1. Based on *Table 1*, Which Tank does not have any plants?
   A. Tank 1
   B. Tank 2
   C. Tank 3
   D. Tank 4

2. Based on the reading, which temperature would the guppies survive in?
   A. 70
   B. 75
   C. 80
   D. 90

3. Which Tank is both Marine and has plants?
   A. Tank 1
   B. Tank 2
   C. Tank 3
   D. Tank 4

Day 5

4TH GRADE EXPOSITORY PROMPT:

Explain three ways that you might handle someone who is trying to bully you.

Type your essay in the box below.