



AMI PACKET
(Alternate Methods of Instruction)

Grade 4
Ms. Baker
Mrs. Hoskins
Mrs. Stephens
Mrs. Ward
Ms. B. Williams

Student's Name

Day 2

2019-2020 School Year

Parent Note:

All activities are due within 5 school days from the day school resumes.
Each day of activities will count for attendance during a missed AMI day.
Grades will be assigned for activities. Failure to complete activities will
result in a zero.

Name: _____

Contractions Worksheet 2

Directions: Find the two words in each sentence that can make a contraction and underline them. Then, write the contraction on the line.

1. If Dad finds out, he will be so mad.

_____ he'll _____

2. Cats should not receive swimming lessons.

3. Dogs do not mind swimming.

4. Dolphins are not as foolish as they look.

5. I think that if Dolphins ruled the world, they would be cruel leaders.

6. If I were you, I would learn to swim too.

7. If you know how to swim, water will not scare you.

8. If you didn't know how to swim, it would be scary.

9. Lifeguards are the people who are in charge of the pool.

10. As far as I know, there is not a lifeguard who does not know how to swim.

11. You may be wondering, "How is the ocean doing?"

12. It is currently being overfished and polluted by careless industries.

13. So you may then wonder, "What is something I can do to help?"

14. If I wanted to help, I would run for office or write a song about it.

15. Of course, I have never been too concerned about the ocean.

16. It is really big and would take a lot of work to ruin.

17. Still though, please do not litter.

18. It will pollute the water supply.

19. Does it not feel better to help the environment?

20. Let us work really hard to make the world a better place.

On the Back – Create contractions from each of the following and use them in a complete sentence:

21) I would 22) they will 23) he did 24) should not 25) will not

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 8453 \\ - 5826 \\ \hline \end{array}$$

$$\begin{array}{r} 7429 \\ + 9036 \\ \hline \end{array}$$

$$\begin{array}{r} 8894 \\ - 8131 \\ \hline \end{array}$$

$$\begin{array}{r} 7959 \\ + 6026 \\ \hline \end{array}$$

$$\begin{array}{r} 9713 \\ - 1555 \\ \hline \end{array}$$

$$\begin{array}{r} 4964 \\ + 8686 \\ \hline \end{array}$$

$$\begin{array}{r} 7310 \\ + 4762 \\ \hline \end{array}$$

$$\begin{array}{r} 5239 \\ - 3142 \\ \hline \end{array}$$

$$\begin{array}{r} 9072 \\ + 6220 \\ \hline \end{array}$$

$$\begin{array}{r} 3797 \\ - 1861 \\ \hline \end{array}$$

$$\begin{array}{r} 5211 \\ - 3657 \\ \hline \end{array}$$

$$\begin{array}{r} 6850 \\ + 2389 \\ \hline \end{array}$$



Name: _____

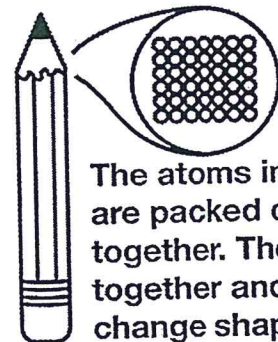
Why Does Matter Matter?

by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

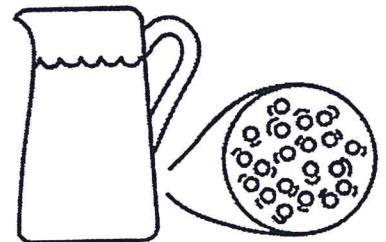
Solid



The atoms in a solid are packed closely together. They bond together and do not change shape.

Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

Liquid

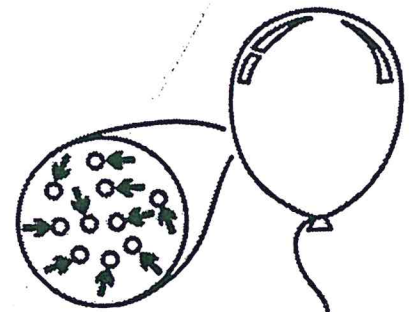


The atoms in a liquid are close together. They slide around.

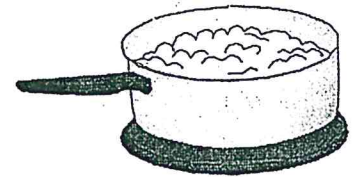
Gases do not have definite shape or volume. Like liquids, gasses will take the shape of their containers. If a gas is not in a container, it will spread out indefinitely. This is because the atoms in a gas are spaced farther apart than in a solid or a liquid. And being spread out like this allows them to move around freely. Think about the air you breathe everyday. That air is spread across the empty space around the earth. You've probably also noticed that you usually cannot see the air. This is another property of gases. Even though we cannot see them, you come in contact with them everyday. There's air in the tires of your family car and your bicycle. There are many different types of gas in the earth's atmosphere, such as oxygen, carbon dioxide, nitrogen, water vapor, and helium.

When trying to remember the three states of matter, think about water. If it freezes into a solid, it becomes ice. Its atoms are packed together keeping its shape. Of course, we know water can also be a liquid. It flows in rivers or it can be poured from a glass. When water evaporates it becomes water vapor, a type of gas in the air. Try a little experiment of your own by placing an ice cube in a covered glass or container. You will be able to observe the ice first in its solid form and then watch as it melts into a liquid to become water. Eventually the water will turn to water vapor and your glass or container will be filled with this gas.

Gas



The atoms in a gas are spread out and move freely.



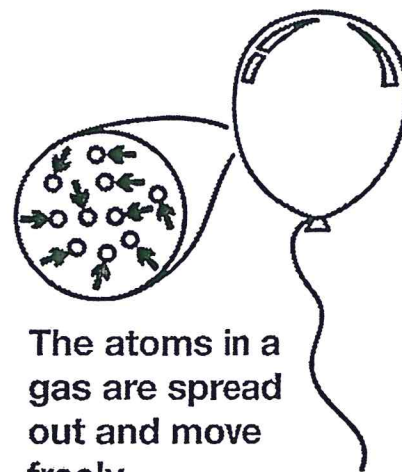
You can see three different states of matter in this picture. The pot is made of solid matter. The water inside the pot is liquid. When the liquid is heated it becomes water vapor, which is a gas.

Matter is everywhere! Can you find a solid, a liquid, and a gas around you right now?

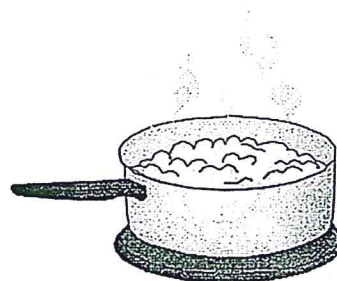
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Piano Lessons

Susie loved to hear her older sister, Emma, play piano. Listening to the pretty notes and watching Emma's fingers press the keys made Susie want to play music too. But every time Susie asked to play, her mother would tell her how much work it was to learn to play piano well. Emma made it look easy. Susie was sure she could learn to play even though she was a few years younger, so she decided she had to prove to her mother that she was ready for the responsibility. Susie helped her mom around the house by washing the dishes and dusting.

"Mom, can I start taking piano lessons?" Susie asked.

"Susie, as long as you understand that you are going to have to practice every day, you can take piano lessons," her mom said.

Susie was so excited. She could not wait to play "Twinkle, Twinkle Little Star," one of her favorite songs. In no time, she thought, she would play as well as Emma!

Susie was excited and nervous for her first piano lesson. When she finally got there, she was surprised; her teacher had flashcards and a book for her. Emma just had music notes in her piano books. Susie did not know there were so many other things to know about the piano first. She had to learn each of the notes, or the sounds, that the piano makes. Then, she had to learn which key on the piano made each note. There were even Italian words she had to learn! Her teacher showed her everything she had to practice and learn before the next lesson. During that first lesson, Susie never even got to touch a key on the piano.

"Don't people get to play piano at piano lessons?" she wondered.

The next day, when Susie got home from school, her mom had her snack all ready. She ate it fast and started to run outside.

"Where are you going?" her mom asked.

"Outside to play kickball," Susie said. "Bye mom!"

"Not so fast, you must study your piano flashcards," her mom said. "Then, you can play."

"But mom, *everyone* is playing kickball," Susie whined.

"Susie, this is what you wanted, now you have to follow through with it," her mom said.

1.) How did Susie show her mom that she was responsible enough for piano lessons?

- A. She told her mom she was responsible.
- B. She helped her mom with chores around the house.
- C. She tried to learn to play the piano by watching her sister.
- D. She asked Emma to tell mom that she was responsible.

0%

100%

Confident

Confident

2.) The word *responsible* means

- A. Confused and unsure.
- B. Sad and unhappy.
- C. Dependable and hardworking.
- D. Patient and kind.

0% _____ 100%

Confident _____ Confident

3.) What is the main idea of this story?

- A. Susie learns that she must work hard to learn to play piano.
- B. Susie is jealous of her sister because she plays piano well.
- C. Susie earns money to take piano lessons.
- D. Emma helps Susie learn piano.

0% _____ 100%

Confident _____ Confident

4.) Why was Susie surprised after her first piano lesson?

- A. Her lesson was very long.
- B. She did not touch a piano.
- C. She could play many songs.
- D. She had the same teacher as Emma.

0% _____ 100%

Confident _____ Confident

5.) Why did Susie's mom sound stern when Susie told her she was going out to play?

- A. Susie's mom was mad at Emma.
- B. Susie was late for her next piano lesson.
- C. Susie needed to study her piano before playing.
- D. She wanted Susie to help with the dishes.

0% _____ 100%

Confident _____ Confident

On a scale between 1 and 10 with 1 being low and 10 being how well did you like this passage?

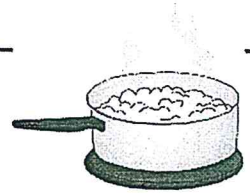
Didn't												I Really
Like It	1	2	3	4	5	6	7	8	9	10		Liked It
At All												

Predictions: What do you think happens after Susie's mom tells her that she can't play? Write a paragraph that tells the end of the story.

Name: _____

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solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.

1. The three basic properties of matter are _____,
_____, and _____.
2. All matter is made up of tiny particles called _____.
3. Volume is the amount of _____ that matter takes up.
4. Mass is the amount of _____ an object has.
5. Liquids take the shape of their _____.
6. _____ do not have a definite shape or volume.
7. _____ do not have a definite shape, but they do have a definite volume.
8. _____ have a definite shape and volume.
9. A _____ and _____ are examples of solids.
10. _____ and _____ are examples of liquids.
11. _____ and _____ are examples of gas.
12. Solid ice is _____ when it is changing into a liquid.

Students Spelling Words

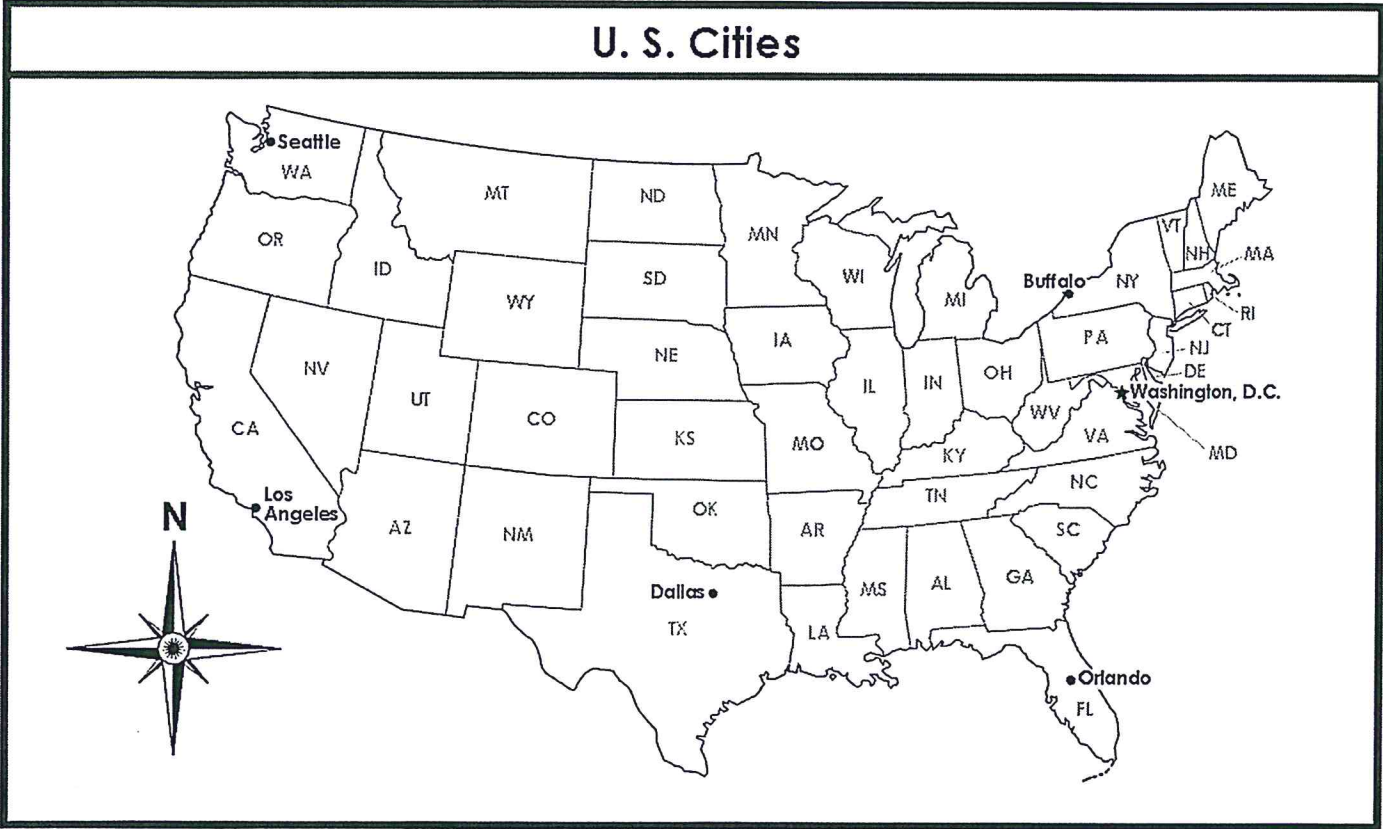
1. wait
2. weight
3. heard
4. herd
5. days
6. daze
7. peak
8. peek
9. sent
10. cent
11. scent
12. feet
16. vein
17. vane
18. miner
19. minor
20. hill
21. heel
22. heal

Date _____

Snow Days Spelling

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Intermediate Directions



There are four cardinal directions: North, South, East, and West.
 There are four intermediate directions: Northeast, Southeast, Northwest, and Southwest.

1. Label the cardinal and intermediate directions on the compass rose.

2. Carrie's family drove from Buffalo, New York to Washington D.C. In which direction did they drive?
 - a. Northeast b. Southeast c. Southwest d. Northwest

3. Adam's family flew from Orlando, Florida to Seattle, Washington. In which direction did they fly?
 - a. Northeast b. Southeast c. Southwest d. Northwest

4. Jim's family traveled from Los Angeles, California to Buffalo, New York. In which direction did they travel?
 - a. Northeast b. Southeast c. Southwest d. Northwest

5. Mary's family drove from Washington D.C. to Dallas, Texas. In which direction did they drive?
 - a. Northeast b. Southeast c. Southwest d. Northwest

Name: _____

Vertical Time: Using Imagery

Directions: Create vertical time with descriptive sentences. Use imagery and sensory details in your sentences; feel free to make stuff up. **WRITE COMPLETE SENTENCES!**

I was walking through a dark alley.

1. _____
2. _____
3. _____

I heard a dog barking.

1. _____
2. _____
3. _____

Suddenly, I saw a man crouched by a dumpster.

1. _____
2. _____
3. _____

He started chasing me.

1. _____
2. _____
3. _____

To my great relief, I ran right into a policeman.

1. _____
2. _____
3. _____

Name: _____

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To my great relief, I ran right into a policeman.

1. _____
2. _____
3. _____

I was excited about the big party and I showed it.

1. _____
2. _____
3. _____

The place looked amazing.

1. _____
2. _____
3. _____

There was a lot of good food and music at the party.

1. _____
2. _____
3. _____

My favorite friend/relative, _____, was there.

1. _____
2. _____
3. _____

What really made the party cool was _____.

1. _____
2. _____
3. _____