

5th Grade AMI Packet 2019-2020
NLRSD

Day One:

_____ Read, "The Ecosystem of the Forest." Answer the multiple choice questions.(Readworks)

_____ Plan and draft an explanatory essay using the attached writing prompt. Follow the directions to mark words.

_____ Day 1 Math Problem

Day Two:

_____ Reread, "The Ecosystem of the Forest." Answer the open response questions.

_____ Revise and edit essay from Day One. Follow directions to mark words.

_____ Day 2 Math Problem

****** In addition to the assignments above, choose ONE of the following activities to complete.**

- a. **Create a 21st century house using geometric shapes, and find the perimeter.** _____
- b. **Create a piece of artwork about a current event (family, community, state, or world)** _____
- c. **Use multiplication facts 6-12 while walking, jumping, hopping, skipping, etc.** _____
- d. **Create a rap song or rhyme with melodic and rhythmic patterns using a reading passage. (Ex: Animals walking in the zoo, one might jump out and scare you!)** _____
- e. **Create 2 word problems calculating the total amount of physical activity for a two-day period. (Ex: Jim walked 245 steps on Monday and 398 steps on Tuesday. How many steps total did Jim walk?)**

The Ecosystem of the Forest

by ReadWorks



Even if it doesn't look like it, all living things constantly interact with their environment. For instance, every time you take a breath, you get oxygen from the air, and every time you breathe back out, you release carbon dioxide into the world around you. Both oxygen and carbon dioxide are vital gases that different organisms can use. You, a human, need the oxygen for energy and need to get rid of the carbon dioxide, because it's a waste matter.

Just like us, all other organisms take something from their environment while putting waste back into it. When several kinds of organisms interact with each other in one particular area, it's called an ecosystem. In the forest, living beings (plants, animals, insects, fungi and bacteria) all interact with each other and with the soil and water to form the forest's specific kind of ecosystem.

So, how does it work? Every organism in the forest can be put in one of three categories. Depending on which category they're in, they'll interact with each other and the forest's resources in a different way. The categories are producer, decomposer and consumer. Let's look at each one.

Producers are living things that can make their own energy out of non-living resources all around them like, oxygen and water. They're also known as autotrophs. Autotrophs do not need to kill anything in order to eat. Plants and algae, for example, are producers. In the forest's ecosystem, the trees, shrubs and moss are all producers. They turn water and sunlight into the energy they need to live and grow, through a process called photosynthesis. And remember that carbon dioxide you expelled as waste matter? Well, for plants, carbon dioxide is a vital gas. It is used to help aid with the process of photosynthesis.

Like producers, decomposers don't need to kill another living being to obtain food. However, they differ

vital vi tal**Advanced Definition****adjective**

1. pertaining to or characteristic of life.

The nurse checked the patient's heartbeat and other vital signs.

2. necessary to maintain life.

The heart and lungs are vital organs.

These foods contain vital nutrients.

3. full of life, vigor, or energy.

My grandmother is still vital at ninety years of age.

4. of critical importance; essential.

It is vital that you get her to the emergency room immediately.

This is a vital step in the process and must not be overlooked.

5. fatal; deadly.

The soldier dealt his enemy a vital blow.

Spanish cognate

vital: The Spanish word *vital* means vital.

These are some examples of how the word or forms of the word are used:

1. "Coltan is **vital** to the function of modern society," says Andrew Campbell, a professor of mineralogy at the New Mexico Institute of Mining and Technology. "It is an incredibly precious mineral."
2. As they scrambled up the hill face, Kurt sweated and Roscoe panted. Halfway up, they paused for a juice break. "On an adventure," Kurt reminded Roscoe, "it's **vital** to stay hydrated." The dog panted in agreement as he sipped his juice.
3. Printing quickly replaced hand copying and became a **vital** new way to communicate. ... The middle classes began to demand books written in their own languages. They wanted books about everything-not just religion. As people read about politics and social issues, they formed opinions and exchanged ideas. These ideas fueled the Renaissance of Europe.

5. What is this passage mainly about

- A. the differences between oxygen and carbon dioxide
- B. different kinds of consumers and the reasons they are "at the top of the food chain"
- C. different organisms in a forest ecosystem and how they interact
- D. what happens when the ecology of a forest is thrown off-balance

6. Read the following sentence: "Consumers are the living beings who need to eat other **organisms** to survive."

What does the word **organisms** mean?

- A. environments
- B. waste matter
- C. categories
- D. living things

7. Choose the answer that best completes the sentence below.

Every organism in the forest can be put in one of three categories, _____ producer, decomposer, or consumer.

- A. namely
- B. although
- C. as a result
- D. earlier

8. What is a decomposer?

Name: _____ Date: _____

1. What is a meaning of the word **vital**?

- A. very important
- B. out of control
- C. to be aware of

2. What is another meaning of the word **vital**?

- A. necessary to the continuation of life
- B. very agitated, angry or impassioned
- C. found in the ordinary course of events

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The nurse takes _____ at twelve and three.

- A. vitals
- B. vital
- C. vitality
- D. revitalize
- E. revitalization
- F. vitally

4. Well, for plants, carbon dioxide is a _____ gas.

- A. vitals
- B. vital
- C. vitality
- D. revitalize
- E. revitalization
- F. vitally

9. Please write your own sentence using the word **vital**.

10. What would you like to remember about the meaning of the word **vital** so that you can use it when you write or speak?

5th Grade Explanatory Essay

Writing Prompt: Everyone needs friends. What qualities make someone a good friend? How can you be a friend to someone who needs one? Write an essay that explains ways to be a good friend.

Day 1: Use the space below to plan and draft your explanatory essay. Be sure to include an introductory paragraph, supporting details, and a conclusion.

*****After you finish writing, mark the following words:**

*** Suffixes -s, -es, -ing, -ed, -er, -est**

Day 2: Revise, Edit, and Publish (rewrite or type) your essay. Check for spelling, grammar, and punctuation errors. Be sure to use transition words and interesting verbs and adjectives. Rewrite your final essay on the paper provided. If you have access to a computer you may type your essay.

*****After you finish writing, mark the following words:**

*** Compound words**

*** Two-syllable words with closed and vowel-consonant-e syllables (ex: dislike, complete, admire)**

Plan and Draft Your Writing:

A series of 25 horizontal lines for writing.

Day 1

Name _____ Date _____

A baker bought 4 gallons of icing to decorate cakes. He uses $4\frac{1}{2}$ cups of icing to completely frost and decorate each cake. What is the maximum number of cakes he can completely decorate? Explain your thinking. (Hint: 16 cups = 1 gallon)

A large rectangular grid for writing the answer, consisting of 10 columns and 10 rows of squares. The grid is empty and intended for the student to show their work.