

Reading AMU Day 8

- Read for 30 minutes ^{parents signature}
- Complete page on Point of view

Point of View

Directions: determine from which perspective the passage is narrated. If it is third-person, circle each time characters' thoughts or feelings are narrated. Explain your answers in the box.

Viewpoints: first-person, second-person, third-person objective, third-person limited, and third-person omniscient.

1. The birds were chirping and the sun was shining. Kevin and Juno were sitting on a park bench together. Neither of them was smiling. After a long period of silence, Kevin said, "This isn't going to work. I mean, you're a dog person and I'm a cat person." Juno nodded. A tear rolled down her face. Kevin went on, "If we got married and bought a house, what kind of pet would we get? Some kind of cat-dog? Somebody's going to be unhappy." Juno began sobbing and said, "Ok, let's just end it now. Have fun with your slobbery dogs." She jumped off the bench and ran into the woods.

Narrator's Perspective: _____

Explain how you know:

2. The dew on the grass made my running shoes damp. It didn't bother me. The sound of my feet hitting the street formed a rhythm, a steady pattern of light thumps. I timed my breathing with the rhythm. These sounds filled my head. I thought of nothing other than the next step and keeping my tempo. I soared over the sidewalks like concrete clouds.

Narrator's Perspective: _____

Explain how you know:

3. Red looked across the prairie. He didn't see anything concerning. He wondered why Texas Joe had hollered like that. Texas Joe turned to him. The ghost that Texas Joe had just seen was gone. Texas Joe swatted at the air. Now he felt crazy. "You have to believe me, Red. It was just here," said Texas Joe. Red scowled at him in disbelief. "What was just here, Joe?" he asked. Red was angry with Texas Joe for disturbing his sleep for no apparent reason.

Narrator's Perspective: _____

Explain how you know:

4. If you are confused about something in class, don't wait. Raise your hand and ask for help immediately. Do it while your teacher is still explaining the material. Your teacher will probably be happy that you are taking an active part in your education and should attempt to explain the material in a different way. If you are still confused, ask your teacher if he or she is available after class to give you additional instruction. You are worth it. Don't give up on yourself.

Narrator's Perspective: _____

Explain how you know:

5. Jeremiah squinted from the sun. He was thinking about the game. They could have won. He could have won the game for them. All he needed to do was catch the ball, but he didn't. He dropped it. His coach talked to him. "Jeremiah, we had a great season. Nobody's perfect. Look at me. Ha ha," he said. Jeremiah smiled at the coach, but he couldn't forgive himself so easily.

Narrator's Perspective: _____

Explain how you know:

6. Suzie applied the lipstick to her lips. She had never done this before. She smacked her lips like she had seen other women do in the movies and looked in the mirror. She felt unsure about what she saw. She turned to her friend Donna and asked, "How do I look?" Donna gasped and said, "You look breathtaking, Suzie." Suzie smiled. She was grateful for these words, even though she didn't believe them.

Narrator's Perspective: _____

Explain how you know:

7. April opened the escape hatch. She was afraid to jump, but she realized that the airship was sinking. She looked at Vince, who was strapping on his parachute. Vince locked eyes with her and then he realized the error in his conduct. "I'm sorry, April. That was ungentlemanly of me. Let me help you with yours." He proceeded to attach the other parachute to April's back. This made him feel a little better.

Narrator's Perspective: _____

Explain how you know:

8. The parade marched down the street. It was led by a caped drummer. He set a stately pace and tapped the accompanying rhythm. A marching band followed behind him, matching his pace. Behind the band were floats of all sizes and designs. Children and adults were riding on the floats, tossing out penny candies, streamers, and plastic prizes. The street was lined with people. The noises of revelry filled the streets.

Narrator's Perspective: _____

Explain how you know:

9. The bell rang. "Oh no! I'm going to be late for science! I've got to go," said Cassie to her friend Tom. Tom rolled his eyes and said, "Little Miss Perfect can't be late." This upset Cassie. She hated when people gave her a hard time for trying to do the right thing, especially Tom. "Quiet you," she said while swinging at Tom with her folder. He narrowly dodged the strike and said, "Be careful now. Attacking another student is a level two offense." Then he smiled a big, cheesy grin at her.

Narrator's Perspective: _____

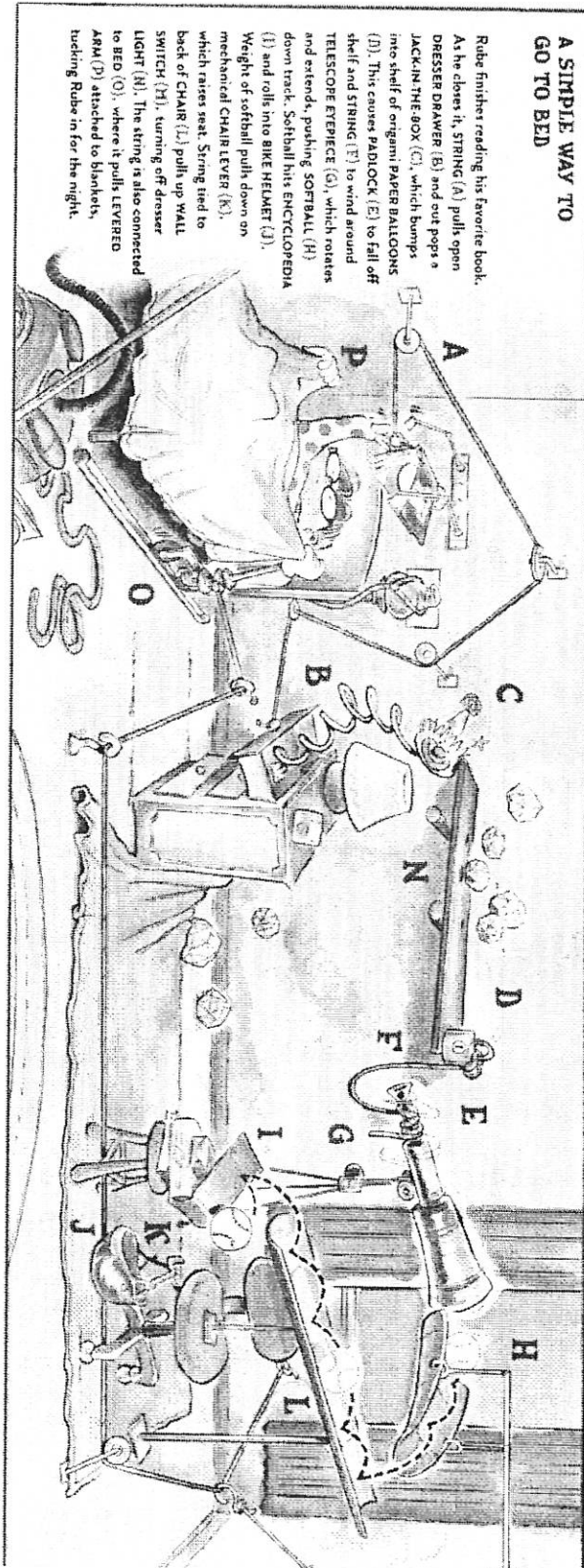
Explain how you know:

Name: _____ Date: _____

Circle and Label Simple Machines in Rube's Inventions

Key words: Pulley, Lever, Inclined Plane, Screw, Wedge, Wheel and Axle

AMI
- DAY 8 Pg. 2/7



A SIMPLE WAY TO GO TO BED

Rube finishes reading his favorite book. As he closes it, STRING (A) pulls open DRESSER DRAWER (B) and out pops a JACK-IN-THE-BOX (C), which bumps into shelf of organini PAPER BALLOONS (D). This causes PADLOCK (E) to fall off shelf and STRING (F) to wind around TELESCOPE EYEPIECE (G), which rotates and extends, pushing SOFTBALL (H) down track. Softball hits ENCYCLOPEDIA (I) and rolls into BIKE HELMET (J). Weight of softball pulls down on mechanical CHAIR LEVER (K), which raises seat. String tied to back of CHAIR (L) pulls up WALL SWITCH (M), turning off dresser LIGHT (N). The string is also connected to BED (O), where it pulls LEVERED ARM (D) attached to blankets, tucking Rube in for the night.

AMEI - DAY 8 PS 2/7

LEVER

Lever

lev·er, 'levər, 'lēvər/, *noun*

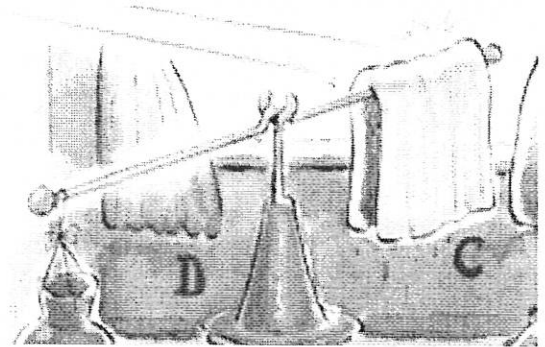
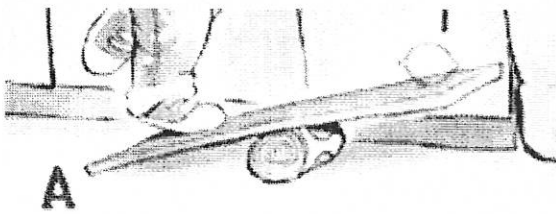
1. a rigid bar resting on a pivot, used to help move a heavy or firmly fixed load with one end when pressure is applied to the other. A **first-class lever** is a stick where the fulcrum is between the weight and the energy moving the weight (your hands, for example). Some common first-class levers are see-saws, crowbars, pliers, scissors (which use two first-class levers together), and a hammer pulling a nail. A **second-class lever** is a stick where the fulcrum is at one end of the stick, you push on the other end, and the weight is in the middle of the stick. Some common second-class levers are doors, staplers, wheelbarrows, and can openers. A **third-class lever** is a stick where the fulcrum is at one end of the stick, you push on the middle, and the weight is at the other end of the stick. With a third-class lever, you have to put in more energy than you would just lifting the weight, but you get the weight to move a longer distance in return. Some common examples are a broom, a hoe, a fishing rod, a baseball bat, and our own human arms.

Synonyms: Crowbar.

Make a lever out of the given materials and explore the relationship of the fulcrum to the load.

Discover that it is easier to move an object when the fulcrum is closer to the load.

Materials: Wooden ruler, Object to lift, Tape, Can or toilet paper roll.



- 1.) Does the lever make it easier to lift the load?
- 2.) Move the fulcrum closer to and away from the load. Which is easier to lift?
- 3.) Draw an example of a lever in action.

INCLINED PLANE

in-clined plane, *noun*

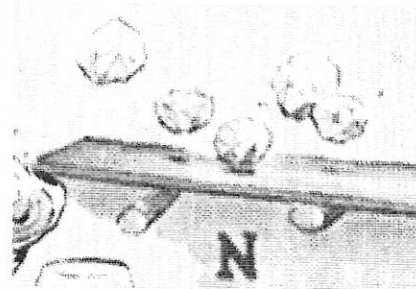
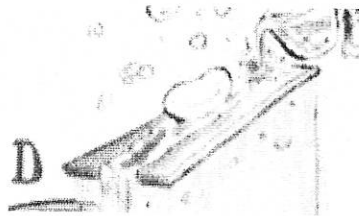
1. a plane inclined at an angle to the horizontal. 2. a sloping ramp up which heavy loads can be raised by ropes or chains.

Synonyms: Ramp, slant, gradient.

AMI Day 9 Pg 3/7

Make inclined planes with boards varying the slope of the board. Try leaning the board against objects of different heights. Tie rubber bands around the book. Tie the string to the rubber bands and pull the books up the different inclined planes. Also pull the books straight up without using the inclined planes.

Materials: 2 Boards varying in lengths, String, Rubber bands, Ruler, Heavy Book.



1) Is it easier to pull the book straight up in the air, or up the inclined plane? Why?

2) Look at the stretch of the rubber bands during the straight up pull compared to different inclined planes. During which is the rubber band longer?

3) What is an example of an inclined plane in your every-day life?

AME I
DAY 8 PG. 4/7

WHEEL AND AXLE

wheel and ax·el, *noun*

1. a simple lifting machine consisting of a rope that unwinds from a wheel onto a cylindrical drum or shaft joined to the wheel to provide mechanical advantage.

Synonyms: Axis, shaft.

Push one car on its side and the other on its wheels. Note the difference in distance traveled.

Materials: 2 matchbox cars, Rulers.



- 1.) Which car moved easier, the one on its' wheels or the one on its' side?
- 2.) If cars did not have wheels, how might they move? Would it be harder this way?

Am I
-DAY 8 PG 5/7

SCREW

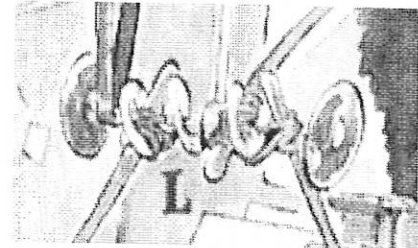
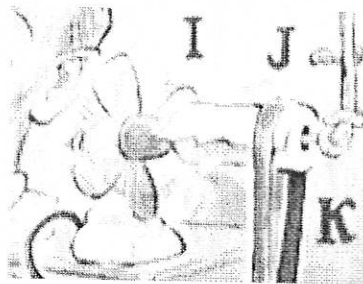
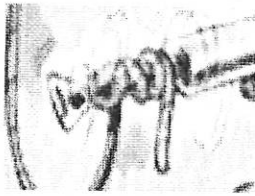
skrōol, noun

1. a short, slender, sharp-pointed metal pin with a raised helical thread running around it and a slotted head, used to join things together by being rotated so that it pierces wood or other material and is held tightly in place.

Synonyms: Bolt, fastener.

Make a screw out of an inclined plane. Cut the paper square diagonally to make an inclined plane. Tape one of the short edges of the triangle to a pencil. Wrap the triangle around the pencil. An inclined plane is part of a screw.

Materials: 9 inch Paper Square, Tape, Pencil, Scissors.



- 1.) What is a screw typically made out of?
- 2.) What do we use screws for in every-day life?
- 3.) What tool do we use to get a screw into a piece of wood? Why?

Ana I
-Day 8 Pg. 6/7

WEDGE

wɛdʒ/, *noun*

1. a piece of wood, metal, or some other material having one thick end and tapering to a thin edge, that is driven between two objects or parts of an object to secure or separate them.

Synonyms: Doorstop, chock.

Scissors are made up of two wedges (the blades) and fixed at an axis point. Cut paper with both sharp scissor and dull scissors. Observe that the sharp scissors cut better than the dull scissors as the wedge's point narrower and therefore slices more easily.

Materials: Paper, Dull Scissors, Sharp Scissors.



- 1) Which scissor is easier to cut with, the sharp or the dull? Why?
- 2) How are the cuts different?
- 3) Is a scissor a simple machine or a compound of two simple machines?

Unit
- DAY 8 Pg 7/7

PULLEYS

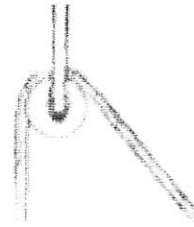
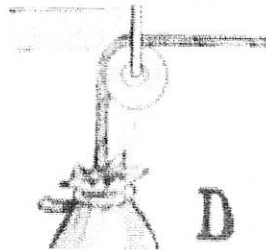
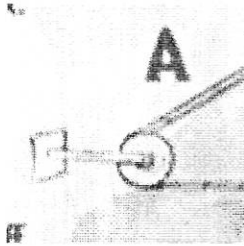
pul·ley, 'pōolē/, *noun*

1. a wheel with a grooved rim around which a cord passes. It acts to change the direction of a force applied to the cord and is chiefly used (typically in combination) to raise heavy weights.

Synonyms: Sheave, drum.

Make a pulley with a sewing spool, string, and a pencil. Use this pulley to lift an object. Compare lifting the object with the pulley and without the pulley.

Materials: Sewing spool, String, Pencil, Object to lift.



- 1.) Compare using the pulley and not using the pulley. Which is easier to lift the load?
- 2.) Where do we use pulleys in our every-day life?
- 3.) Draw an example of a pulley system using more than one pulley.

Day 8 AMI Packet

Writing

Edit your free write, correcting all mistakes in capitalization, punctuation and sentence formation.

show a mastery of grade level writing conventions in capitalization such as

- Names or titles of people
- Specific places
- Street names
- Schools, colleges and universities
- Continents, regions, countries, states, counties, cities and towns
- Titles of books, movies, magazines, newspapers, articles, songs, plays and works of art
- The first letter in a sentence
- The pronoun I
- The first word within quotation marks (dialogue)

show a mastery of grade level writing conventions in punctuation such as

- Items in a Series: Use a comma to separate three or more items in a series.
- Use a comma before a coordinating conjunction to join two independent clauses (compound sentence)
- Use semicolons in place of a coordinating conjunction when joining two independent clauses in a sentence. (compound sentence)
- Use a comma to separate cities and states. Use a comma after the state's name if it doesn't end the sentence
- Put commas and end marks inside quotation marks.
- Use a comma when an AAAWWUBBIS is used at the beginning of a sentence (complex sentence)

Social Studies

Close read the article, "Roman Emperors" for What does the text mean?

3-What does the text mean?

_____ I used my other annotation symbols (4-5) to show that I'm reading for a deeper meaning. (Use your symbols chart) ? ! * I'm thinking + -



_____ I have a short note or annotation beside each symbol that I used in reading for "What does the text mean?"

Name : _____

Score : _____

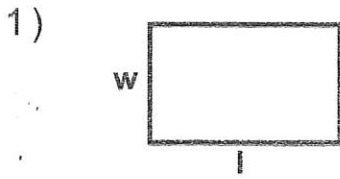
Teacher : Emison (math)

Date : _____

Ami day 8

* You may use Calculator

Identify and Calculate the Area and Perimeter for each Quadrilateral.

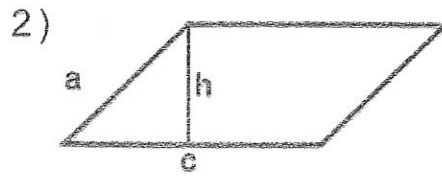


$l = 71$ inches $w = 44$ inches

Area: _____

Perimeter: _____

Type: _____

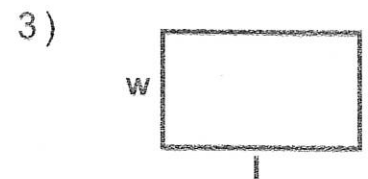


$a = 50.01$ ft
 $c = 97$ ft $h = 45$ ft

Area: _____

Perimeter: _____

Type: _____

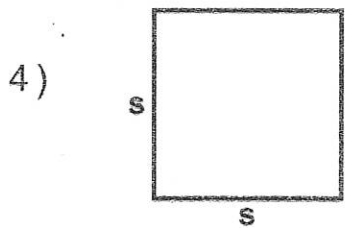


$l = 74$ inches $w = 43$ inches

Area: _____

Perimeter: _____

Type: _____

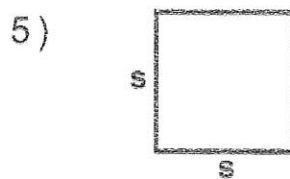


$s = 70$ inches

Area: _____

Perimeter: _____

Type: _____

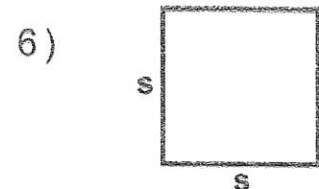


$s = 52$ inches

Area: _____

Perimeter: _____

Type: _____

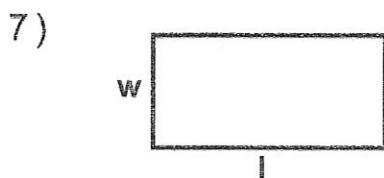


$s = 58$ ft

Area: _____

Perimeter: _____

Type: _____

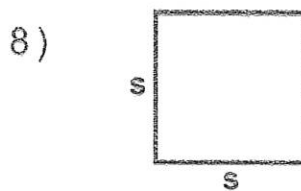


$l = 87$ ft $w = 42$ ft

Area: _____

Perimeter: _____

Type: _____

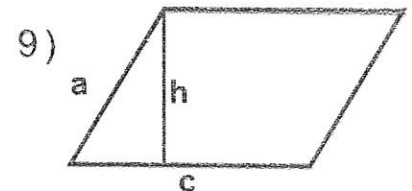


$s = 56$ ft

Area: _____

Perimeter: _____

Type: _____



$a = 62.27$ inches
 $c = 90$ inches $h = 58$ inches

Area: _____

Perimeter: _____

Type: _____

