

## AMI DAY I

## Friends

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How the Details Relate to the Main Idea

☆  
Important

?  
Question

!  
Interesting

○  
Vocabulary

√  
Connection

AMI  
DAY 1

# Key Details and Main Idea

Day 1

Reread the passage, Friends. List three key details from the passage. Then explain how those details relate to the main idea.

Key Detail

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How the Details Relate to the Main Idea

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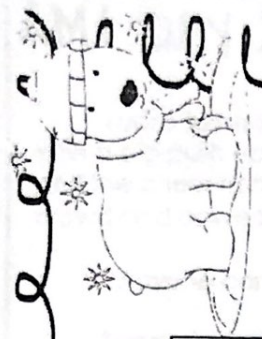
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Name \_\_\_\_\_

# AMI DAY 1



**3.NF.A.1**

Draw lines to show how much each person gets.

4 friends share 3 pizzas equally.

**3.NBT.A.1**

Round each number to the nearest ten and nearest hundred.

364 = \_\_\_ & \_\_\_ & 839 = \_\_\_ & \_\_\_

401 = \_\_\_ & \_\_\_ & 696 = \_\_\_ & \_\_\_

**3.OA.A.1**

Count the equal groups to find out how many.

\_\_\_ groups of \_\_\_ in all

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**3.G.A.1**

Write whether each shape is open or closed.

Circle the word that describes the shape.

line line segment

point ray

**3.MD.A.1**

Write the time using A.M. or P.M. that Sandy did the following.

Arrived home from school \_\_\_\_\_



## AMI DAY 2

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
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
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Use these symbols to mark the text during your first read.

  
Important

  
Question

  
Interesting

  
Vocabulary

  
Connection



AMI  
DAY 2

# Vocabulary

Day 2

Reread the passage, Friends. Circle at least three key vocabulary words and fill in each section below.

Word: \_\_\_\_\_

What I Think it Means: \_\_\_\_\_

What it Really Means: \_\_\_\_\_

My Own Sentence: \_\_\_\_\_

Word: \_\_\_\_\_

What I Think it Means: \_\_\_\_\_

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## AMI DAY 3

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3. What did you learn after reading this passage?

6. Make connections to the text.

Text-to-Self \_\_\_\_\_

Text-to-Text \_\_\_\_\_

Use these symbols to mark the text during your first read.



Important



Question



Interesting



Vocabulary



Connection



# AMI DAY 3

# Comprehension

Day 3

Reread the passage, Friends. Use the evidence from the text to answer the following questions.

1. What is the main idea of this passage? \_\_\_\_\_  
\_\_\_\_\_

2. Identify four details that support the main idea.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. How does this text connect to the theme of friendship? \_\_\_\_\_  
\_\_\_\_\_

4. What is the author's purpose for writing this text? How do you know? \_\_\_\_\_  
\_\_\_\_\_

5. What did you learn after reading this passage? \_\_\_\_\_  
\_\_\_\_\_

6. Make connections to the text:

• Text-To-Self \_\_\_\_\_  
\_\_\_\_\_

• Text-To-Text \_\_\_\_\_  
\_\_\_\_\_

• Text-To-World \_\_\_\_\_  
\_\_\_\_\_





# AMI DAY 3

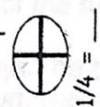
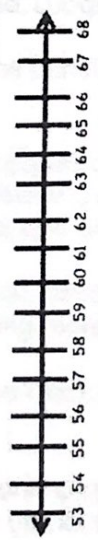
Name \_\_\_\_\_

**3.NBT.A.2**  
 Count by tens and ones to add  $53 + 14 =$  \_\_\_\_\_

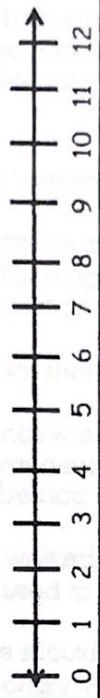
**3.NF.A.3**  
 Shade the model. Then divide the pieces to find the equivalent fractions.

$1/4 = \frac{\quad}{\quad} / 8$

$1/2 = \frac{\quad}{\quad} / 8$



**3.OA.A.3**  
 Jessie is making gift baskets. She needs 3 bows for each basket. How many bows will she need for 4 baskets?  
 Write the equation, use the number line, and solve.



**3.G.A.2**  
 Draw lines to divide the shape into parts with equal areas. Write the area of each part as a fraction.

**3 equal parts**

Each part is \_\_\_\_\_ of the whole shape's area.

**6 equal parts**

Each part is \_\_\_\_\_ of the whole shape's area.

**3.MD.B.3**  
 Use the data to create a bar graph. Answer the questions that follow.

**Artic Animals In A Zoo**

|             |    |
|-------------|----|
| polar bears | 30 |
| caribou     | 54 |
| lemmings    | 23 |
| walrus      | 65 |

Which animal are there 24 fewer than caribou?  
 How many walrus and lemmings are there?



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LUCAS



Character traits

Actions

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Important



Question



Interesting



Vocabulary



Connection

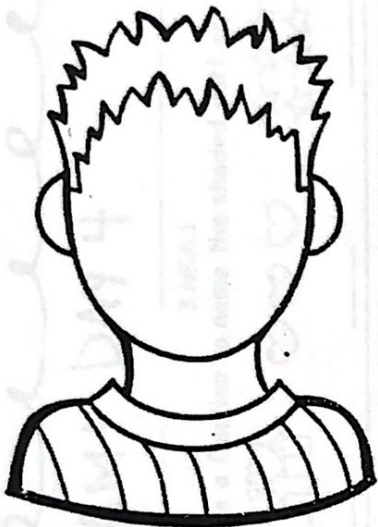


# AMI DAY 4 Character Traits and Actions

Day 4

Reread the passage, Friends. Sketch a face for each character based on their emotions in the passage. Then list character traits and the actions of each character.

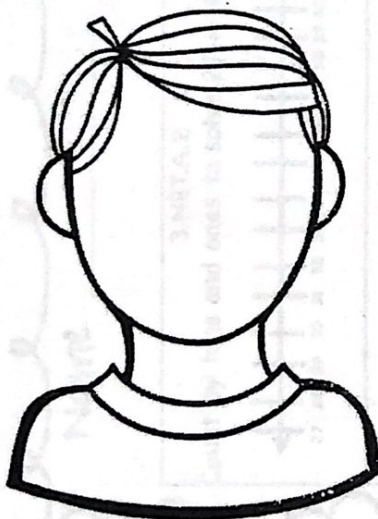
Kyle



Character Traits

Actions

LUCAS



Character Traits

Actions



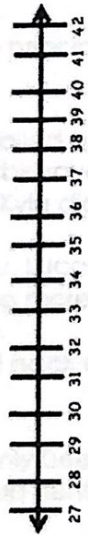
Name \_\_\_\_\_

# AMI DAY 4



3.NBT.A.2

Count by tens and ones to solve  $27 + 14 =$  \_\_\_\_\_



Write a fraction to name the shaded part of each group.



3.NF.A.1

3.OA.A.4

Find the unknown factor for the following equations.

$y \times 5 = 35$      $y =$  \_\_\_\_\_

$z \times 2 = 24$      $z =$  \_\_\_\_\_

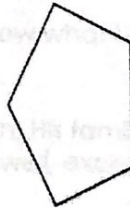
$v \times 7 = 21$      $v =$  \_\_\_\_\_

$8 \times h = 32$      $h =$  \_\_\_\_\_

$4 \times j = 24$      $j =$  \_\_\_\_\_

3.G.A.1

Write how many of each type of angle the shape has.



\_\_\_\_\_ right angles

\_\_\_\_\_ acute angles

\_\_\_\_\_ obtuse angles



\_\_\_\_\_ right angles

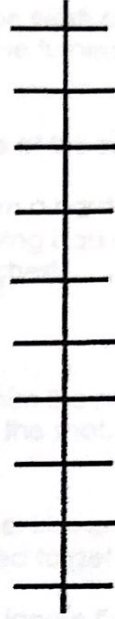
\_\_\_\_\_ acute angles

\_\_\_\_\_ obtuse angles

3.MD.B.4

Record the following data on the line plot below.  
How Many Zoo Tickets Were Sold At What Price

| Price | Number Sold |
|-------|-------------|
| \$8   | 5           |
| \$10  | 3           |
| \$12  | 6           |
| \$14  | 4           |





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### My New Friend

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
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# Events and Character Decisions

Day 5

Reread the passage, Friends. Write four events that happened in the story. Then, write a new ending for the story based on Lucas making a different decision at the end.

Event 1

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Event 2

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Event 3

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Event 4

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My New Ending

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# AMI DAY 5

Name \_\_\_\_\_

**3.NBT.A.2**

Count by tens and ones to solve  $68 - 13 =$  \_\_\_\_\_

**3.NF.A.2**

Finish labeling the number line below.

**3.OA.B.5**

Fill in the blank with the number that makes the equation true. Label each equation with the property of multiplication it represents.

$(5 \times 3) \times 8 = 5 \times (\_\_\_ \times 8)$  \_\_\_\_\_  $\_\_\_ \times 7 = (10 \times 7) + (6 \times 7)$  \_\_\_\_\_

$4 \times 0 = \_\_\_ \times 4$  \_\_\_\_\_  $9 \times \_\_\_ = 9$  \_\_\_\_\_

**3.G.A.1**

Count the number of sides and angles each shape has. Write the name of the shape.

\_\_\_\_\_ sides  
\_\_\_\_\_ angles

\_\_\_\_\_ sides  
\_\_\_\_\_ angles

\_\_\_\_\_ sides  
\_\_\_\_\_ angles

**3.MD.C.5**

Count to find the area of the shape. Each square unit represents 1 square centimeter.

Area \_\_\_\_\_ sq cm

Area \_\_\_\_\_ sq cm

Area \_\_\_\_\_ sq cm