Super-Journal Week 3:9

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer one of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). This will be due the Monday we get back from Spring Break.

FICTION

1. You will be making 4 whole page illustrations based off of 4 separate quotes from your reading. Each illustration should take an entire page and be **colorful**. *Make sure that you write the quote, and the page number you got your quote from at the bottom of each **colorful** illustration in order to receive credit for your work.*

NONFICTION

1. What is this text about?
2. Summarize the main ideas in 5 sentences.

RL.3.7/RI.1.2

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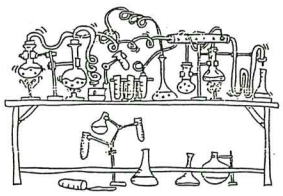
RL.3.7/RI.1.2



Planimal Activity

Suppose that a bizarre laboratory accident results in a cross between a plant and an animal – a planimal! What might the new creature look like? In this activity, it's up to you!

Part 1: Choose Your Planimal Parts

Circle at least one option in each of the following categories to have as part of your planimal.

Protection	bark	fur	skin	shell
Support	skeleton	stem	exoskeleton	
Water and Nutrient Intake	mouth	beak	roots	
Gas Exchange	leaves	lungs	gills	
Transport	plant veins	animal veins		
Movement	legs	wings	fins	nothing

Part 2: Draw and Label Your Planimal

You may add other features, such as eyes and ears, if you wish. Be sure to include all of the attributes chosen above. Be neat and add color along with your labels.

Part 3: Analyze Your Planimal

Describe how your planimal is like a plant.

Describe how your planimal is like an animal.

Describe the best environment for your planimal based on its characteristics and how it will survive there.

Name _____ Animal adaptations, critical thinking

Create a Creature!

Use the clues your teacher gives you to create a creature that has all the adaptations it needs to survive. Answer the questions below to help you plan. Then draw and color your creature in the frame below.

1. What body parts or abilities will your creature use to move? _____

_____

2. What body parts or abilities will your creature use to eat? _____

_____

3. What body covering or abilities will your creature have to keep cool or stay warm?

_____

_____

4. How will your creature protect itself from predators? _____

_____

_____

5. How will your creature find or make a home? _____

_____

_____

6. In which habitat would your creature best survive? _____

Why? _____

_____

_____

_____

name of creature

Bonus Box: If your creature had to survive in another environment, what kinds of adaptations would it need to make? Write your answer in complete sentences on the back of this page.

Note to the teacher: Use with "Create a Creature!" on page 51.

Animal Adaptation One-Sheet

	0	10	20	30
CONTENT	- POOR ☹	- INADEQUATE DESCRIPTION OF ANIMAL'S - ADAPTATION AND - HABITAT	- DECENT DESCRIPTION OF ANIMAL'S - ADAPTATION AND - HABITAT	- THOROUGH AND - ACCURATE DESCRIPTION OF ANIMAL'S - ADAPTATION AND - HABITAT ☺
FORMAT	- POOR ☹	- MANY MECHANICAL ERRORS - 1 OR LESS FULL PARAGRAPHS - NOT TWO-SIDED	- SOME MECHANICAL ERRORS - ONLY 2 FULL PARAGRAPHS - TWO-SIDED WITH ERRORS	- CORRECT MECHANICS ☺ - 3 FULL PARAGRAPHS - TWO-SIDED - SIDE 1: PICTURE - SIDE 2: TEXT
STYLE	- POOR ☹	- MESSY - LITTLE TO NO COLOR - UNATTRACTIVE	- ACCEPTABLY NEAT - SOME COLOR - MEDIOCRE TO LOOK AT	- VERY NEAT - COLORFUL ☺ - INTERESTING TO LOOK AT

Name _____ 5.OA.B.3, 5.G.A.

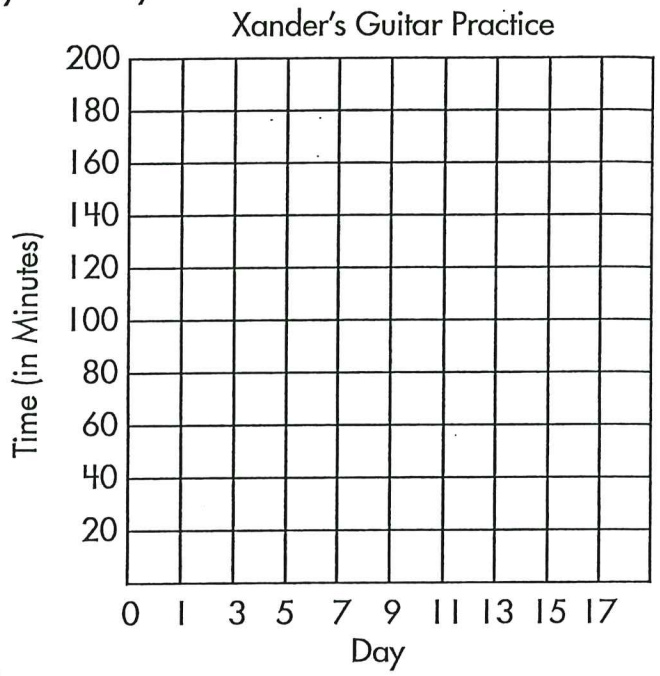
Graphing Patterns

Use the patterns to complete the charts. Use the data to plot the information on the graphs. Use the completed graphs to answer the questions.

1. Xander spends 20 minutes practicing his guitar every other day.

Day	Time (in Min.)

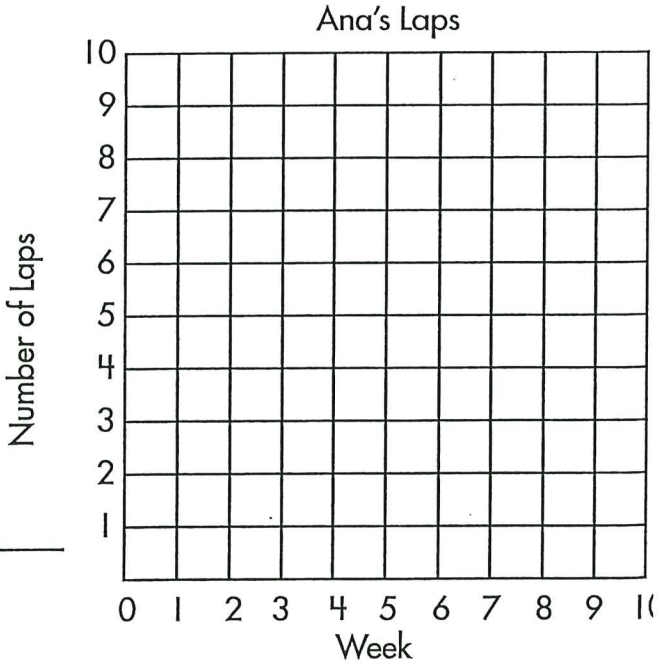
How many days does it take him to practice 3 hours total? _____



2. Ana runs 1.5 laps at soccer practice each week.

Week	Number of Laps

How many laps does Ana run every month (every 4 weeks)? _____



Name _____

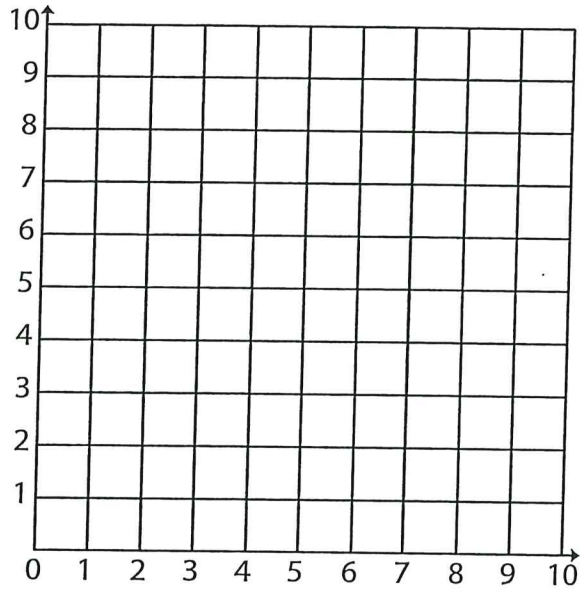
5.G.A.

Graphing Coordinates

Remember, in a coordinate pair, the first number tells you how many spaces to move over. The second number tells you how many spaces to move up.

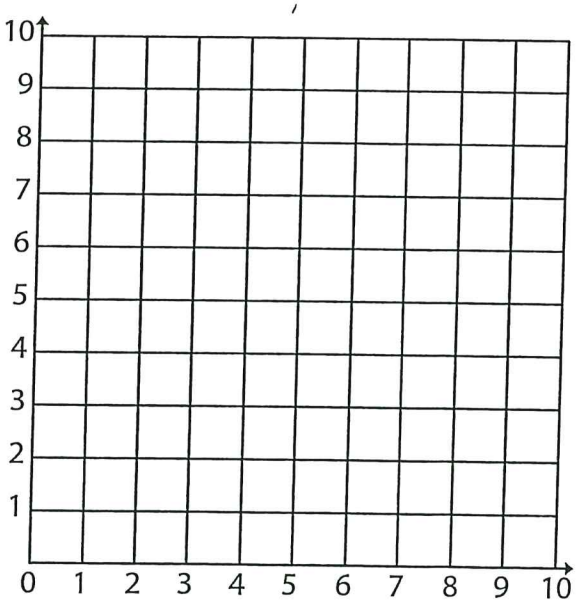
Graph and label each pair of coordinates.

1. A (3,5)
2. B (7,8)
3. C (1,3)
4. D (6,10)
5. E (9,4)
6. F (8,1)



Graph and label each pair of coordinates.

7. G (2,6)
8. H (10,3)
9. I (5,4)
10. J (8,7)
11. K (4,10)
12. L (9,1)

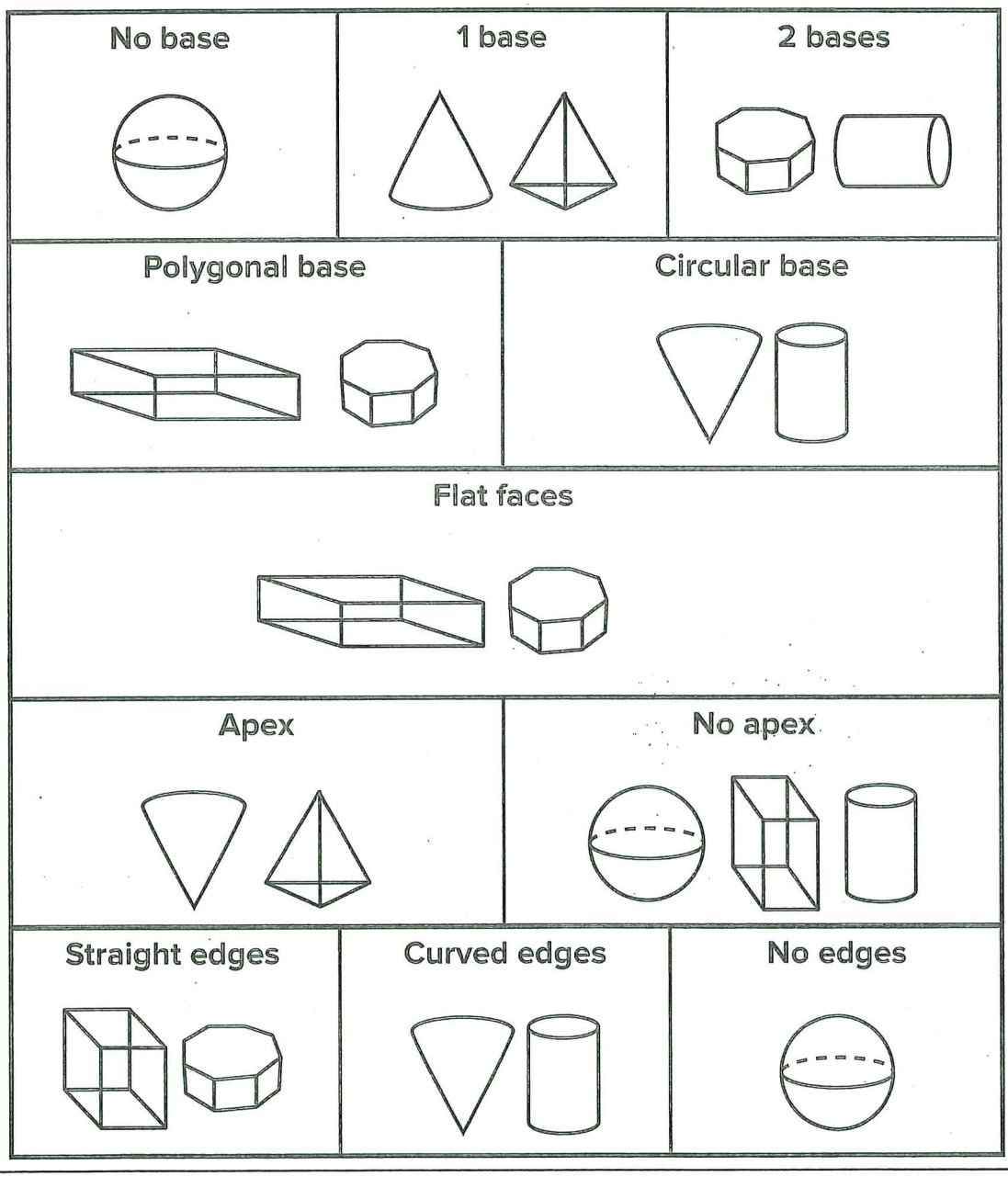


Classify Three-Dimensional Figures

Name _____

Review

You can classify figures by their attributes.



Name a figure that has the attribute.

1. only a curved face

2. only flat faces

Classify Three-Dimensional Figures

Name _____

1. Draw a figure with the given attributes.

Flat faces and an apex	Curved face and 2 circular bases
No edges and an apex	Rectangular faces and 2 triangular bases
No vertices and no flat faces	Polygonal bases and no apex

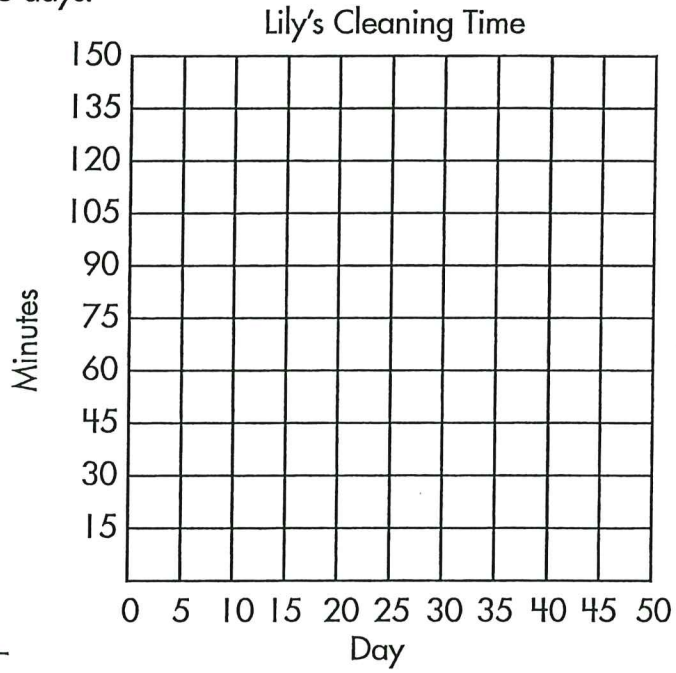
.2 Name _____ 5.OA.B.3, 5.G.A.2

Graphing Patterns

Use the patterns to complete the charts. Use the data to plot the information on the graphs. Use the completed graphs to answer the questions.

1. Lily spends 15 minutes cleaning her fish tank every 5 days.

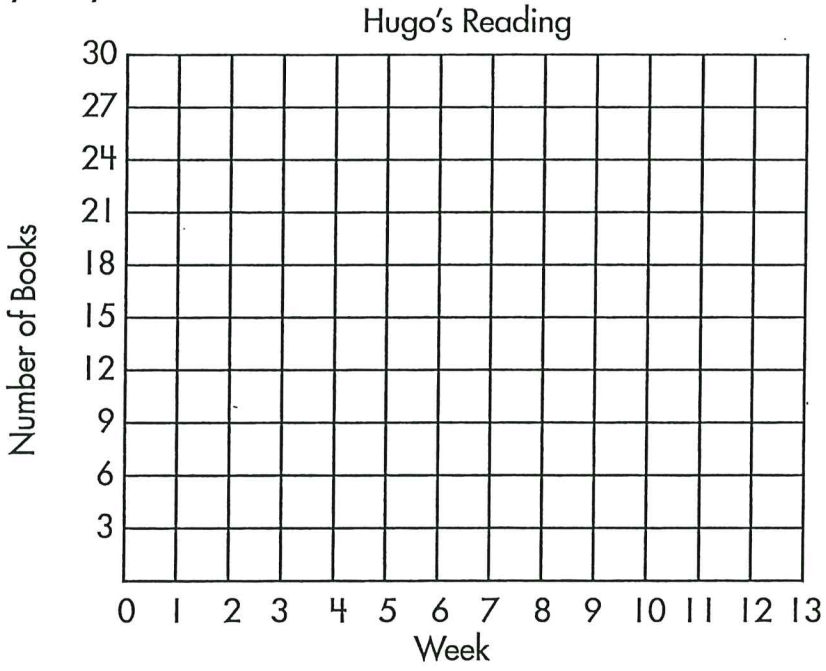
Days	Minutes
5	
10	
15	
20	
25	
30	
35	
40	



After how many days has she spent 2 hours total cleaning the tank? _____

2. Hugo checks out 4 books from the library every other week.

Week	Number of Books
1	
3	
5	
7	
9	
11	
13	



When will Hugo make his goal of reading 25 books?

Name _____ 5.G.A.1

Graphing Coordinates

Coordinates are like directions for placing a point on a coordinate plane.

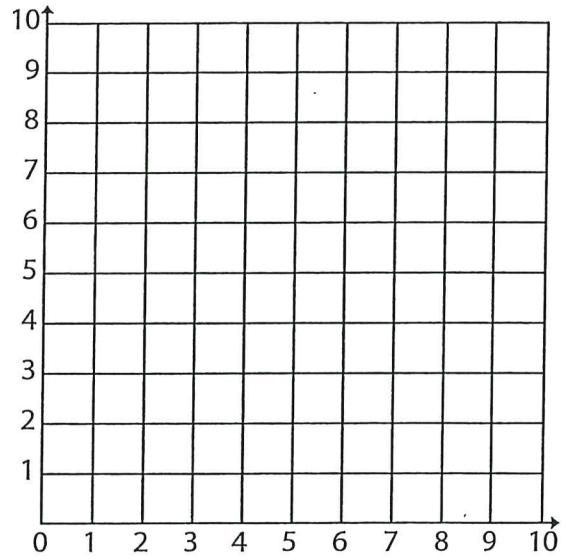
(3,4)

- Always start at 0.
- The first number, 3, tells you how many spaces to move over, or along the x-axis.
- The second number, 4, tells you how many spaces to move up, or along the y-axis.

So, for (3,4) you should move over 3 and up 4 to locate the point.

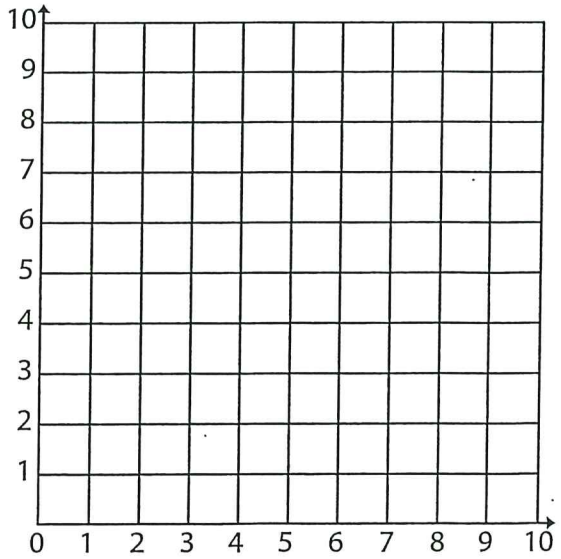
Graph and label each pair of coordinates.

1. A (3,4)
2. B (1,8)
3. C (5,1)
4. D (3,7)
5. E (8,2)



Graph and label each pair of coordinates.

6. F (2,9)
7. G (10,7)
8. H (6,9)
9. I (1,5)
10. J (4,3)



Name: _____

Mystery Graph

Graph the ordered pairs to reveal an image of an animal. Every spring hundreds of thousands of people celebrate this animal in Columbia, Tennessee.

Start
(-3, -8)
(-3, -2)
(4, -2)
(7, -1)
(10, 0)
(11, -2)
(13, -6)
(14, -7)
(13, -11)
Stop

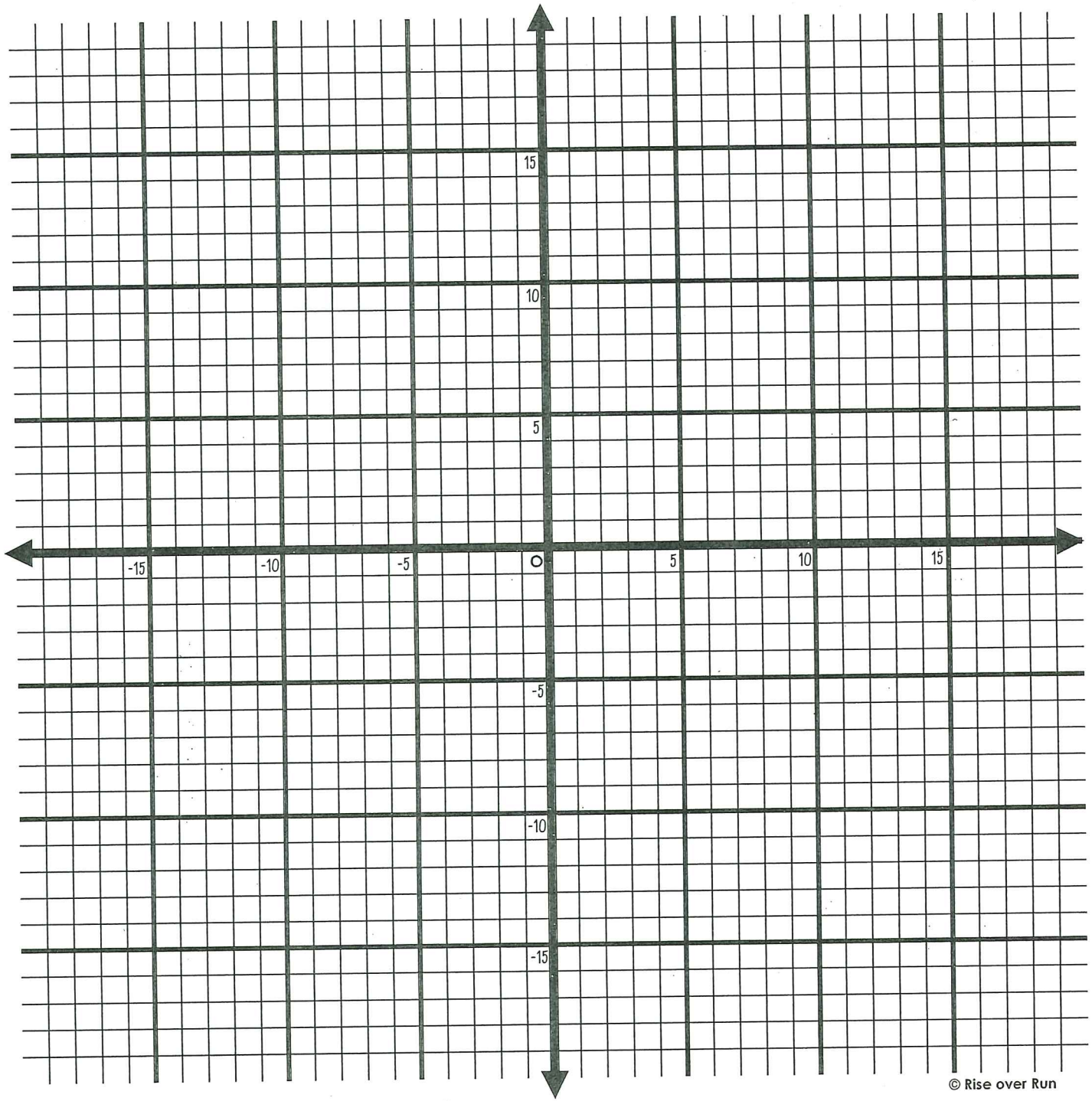
Start
(19, -4)
(18, -1)
(17, 5)
(16, 7)
(15, 8)
(12, 9)
Stop

Start
(-16, 3)
(-14, 5)
(-12, 6)
(-10, 4)
(-8, 1)
(-7, -1)
(-6, -4)
(-5, -9)
(-5, -12)
(-7, -15)
(-4, -15)
(-4, -13)
(-3, -12)
(-4, -10)
(-3, -8)
Stop

Start
(-13, 13)
(-13, 16)
(-12, 14)
(-12, 13)
(-11, 13)
(-9, 12)
(-6, 10)
(-4, 9)
(-1, 8)
(6, 8)
(10, 9)
(12, 9)
Stop

Start
(13, -11)
(12, -13)
(10, -15)
(13, -15)
(14, -14)
(14, -13)
(15, -13)
(15, -10)
(16, -7)
(14, -2)
(16, 3)
(16, -4)
(18, -7)
(18, -4)
(19, -4)
Stop

Start
(-16, 3)
(-17, 3)
(-18, 4)
(-18, 5)
(-16, 9)
(-16, 10)
(-14, 12)
(-15, 14)
(-15, 16)
(-14, 14)
(-13, 13)
Stop



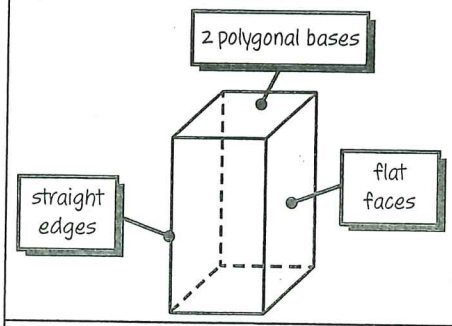
Identify Three-Dimensional Figures

Name _____

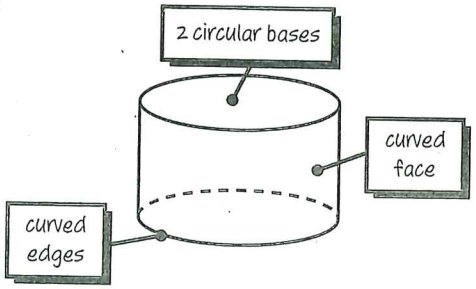
Review

You can identify figures by their attributes.

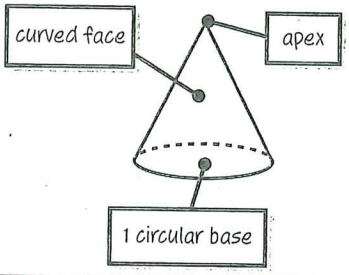
Prism



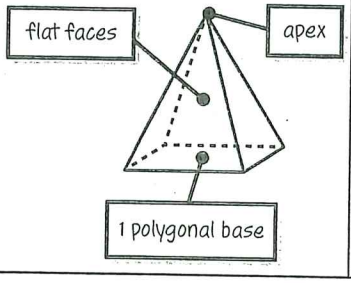
Cylinder



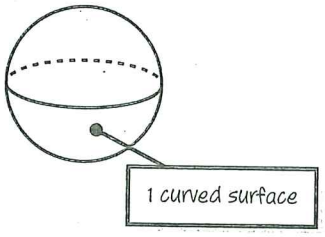
Cone



Pyramid

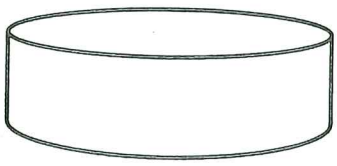


Sphere

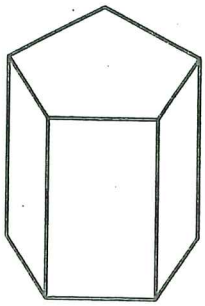


How can you use defining attributes to identify each three-dimensional figure?

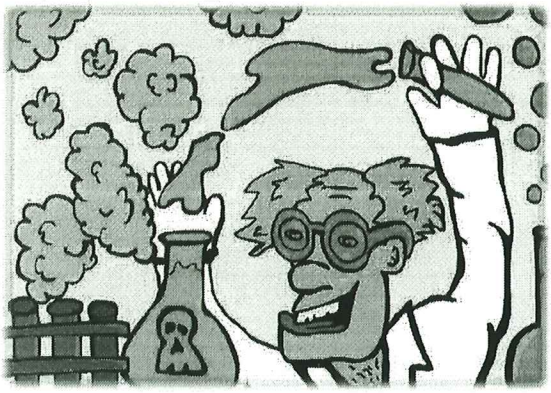
1.



2.



Types of Investigations



A mad scientist – realistic or the stuff of fiction?
©Photo Club

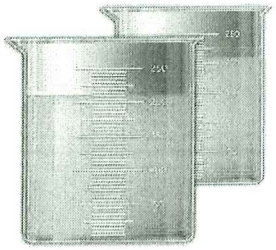
What do you think of when you imagine a scientist? Do you think of a science lab full of bottles, beakers, and chemicals? Do you imagine a scientist wearing a white lab coat? Do you have an image of bubbling beakers creating a mysterious fog that rolls out of the beaker and creeps across the table?

In real life, scientists do not do experiments this way. This is an image that movies and science fiction novels have created. In fact, many scientists don't work in a lab at all. Many scientists work outdoors.

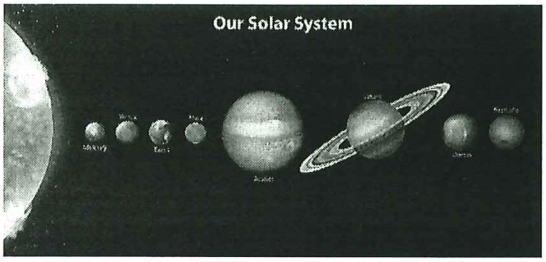
Scientists who do not work in a lab may observe people, animals, or the environment. They take notes, keep records, and watch changes over time. The actions scientists perform are called *scientific investigations*. There are 5 types of scientific investigations. They are: controlled experiment, using a model, field study, systematic observation, and a simulation.

Controlled Experiment:

A controlled experiment is what you probably imagine when you think of a scientist. These types of experiments usually happen in a lab. The experiment is very well planned. Scientists choose one *variable* to change. Then, the scientist is very careful to make sure all other variables stay the same. For example, scientists may want to answer the following question: Does sugar dissolve faster in warm water than in cool water?



To do this experiment, the scientist would use two identical containers. The scientist would also use the same amount of sugar in each container. The only variable the scientist would change is the temperature of the water. Doing a controlled experiment in a lab makes it easier for scientists to control what happens.



A simplified model of the solar system.
©Photo Club

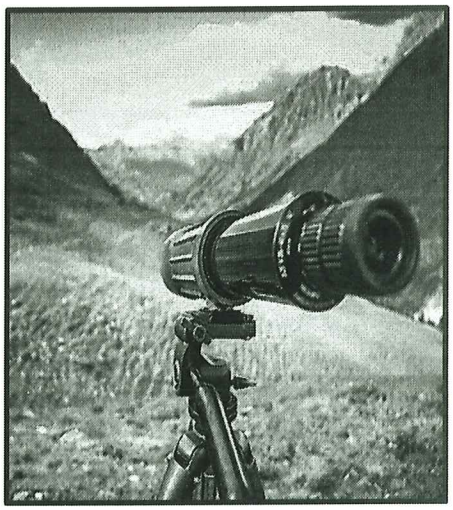
Model:

A model is a simple version of a much more complex system. You may have a model of the solar system in your classroom. Models are good for explaining concepts. For example, a model can used to understand how the planets move around the sun. A model is always different from the item it represents.

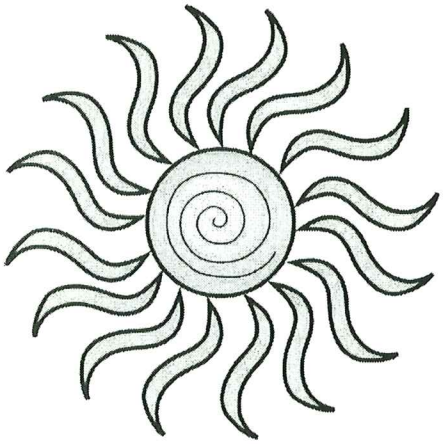
Field Study

A field study means to observe plants and animals in their environment. This allows scientists to study living things without changing their habitat. A field study can be used for studying the behavior of animals. Field studies are also useful to study plants in their environment.

Since scientists usually cannot recreate a habitat in a lab, field studies are sometimes the only option. A weakness of field studies is that scientists have very little control over what is happening. They can only observe and take notes. An example of a field study could answer the question: Which types of birds live in our area in June?



Scientists use tools to aid in a field study.
©Photo Club



Systematic Observation:

A systematic observation has some similarities to a field study. A major difference is that a systematic observation is very planned. The scientist is looking for only one thing. The observer knows exactly what they want to study. Systematic observations usually include measuring the thing the scientist is looking for. An example of a systematic observation would answer the question: How does the time of day affect how the sun looks in the sky?

Simulation:

A simulation is a copy or imitation of a process or system. A simulation includes some real characteristics of a larger system. Have you ever played a racing game at the video arcade? Did you sit behind the steering wheel of the game, in a seat with a gas pedal? If you have done this, then you have been in a simulator. A scientific example of a simulator is when pilots practice in a simulated cockpit of an airplane. Pilots also use simulators to learn what to do in an emergency.

Inside view of a cockpit simulator.
©Photo Club

Name _____

Types of Investigations

Key Vocabulary

Definition / Part of Speech	Synonyms
systematic	
Sentence	Antonyms

Definition / Part of Speech	Synonyms
variable	
Sentence	Antonyms

Name _____

Types of Investigations

Main Idea

Main Idea of the Text

_____

_____

_____

Main Idea of
Controlled Experiment

_____

_____

_____

_____

_____

_____

Main Idea of
Field Study

_____

_____

_____

_____

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_____

Main Idea of
Systematic Observation

_____

_____

_____

_____

_____

_____

Main Idea of
Simulation

_____

_____

_____

_____

_____

_____

Name_____

Types of Investigations

Main Ideas

Controlled Experiment

Main Idea: _____

Supporting Details:

1. _____
2. _____

Field Study

Main Idea: _____

Supporting Details:

1. _____
2. _____

Systematic Observation

Main Idea: _____

Supporting Details:

1. _____
2. _____

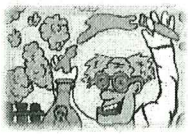
Simulation

Main Idea: _____

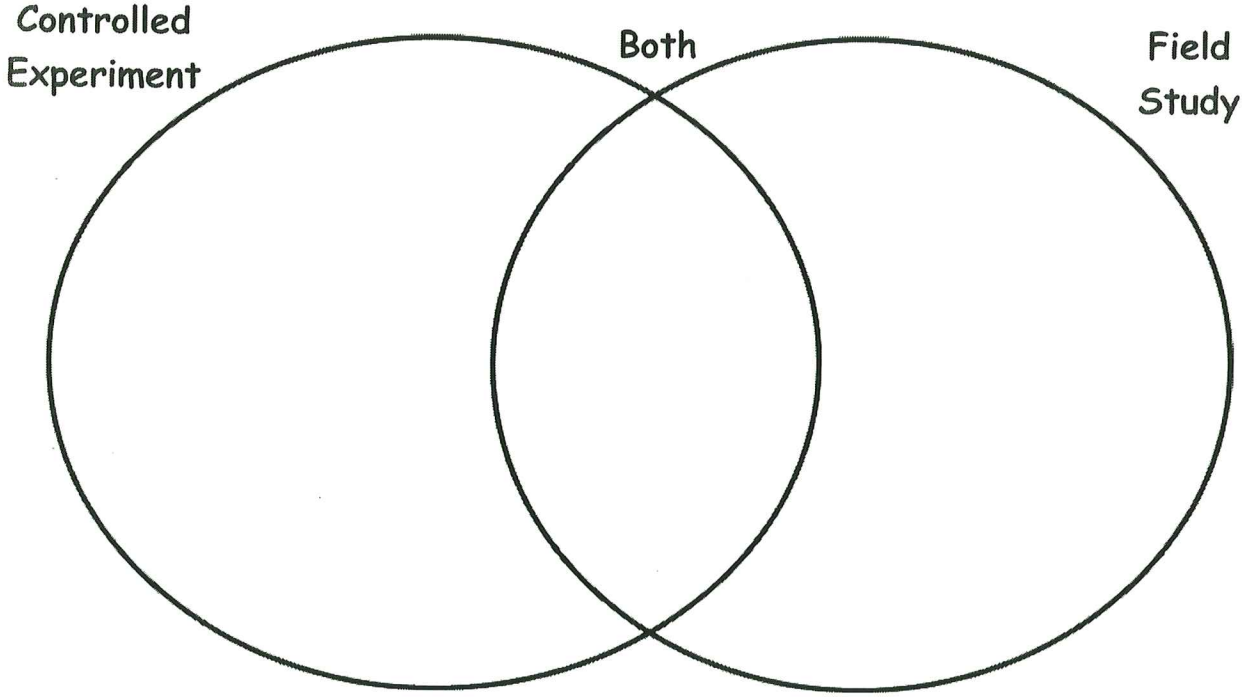
Supporting Details:

1. _____
2. _____

Name _____



Types of Investigations



Compare and contrast a controlled experiment versus a field study. Cite evidence from the text in your response.