Super-Journal Week 4:5

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 two 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). To earn credit for your journal entry, you *must* respond in at least five complete sentences per response and use **specific evidence from the text to support your claim** based on what you've read this week.

FICTION

1. What conflict or problem did you find in your reading?
2. Summarize what has happened so far in the story.
3. How did the characters solve the problem?

NONFICTION

4. What is the big idea the author has communicated in the text so far?
5. Write a summary of what you learned from the text this week.

RL.1.2/RI.1.2

Super-Journal Week 4:6

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 two 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). To earn credit for your journal entry, you *must* respond in at least five complete sentences per response and use **specific evidence from the text to support your claim** based on what you've read this week.

FICTION

1. Who is telling the story in the selection?
2. Is the selection/story written in the first or third person? How do you know?

NONFICTION

1. Who is providing the information?
2. Is the information provided from a firsthand or secondhand account? How do you know?

RL.2.6/RI.2.6

Chapter Thirteen: Run! As Fast As You Can!

Vocabulary – write what you think the words mean from context clues

sprawling (p.102)

vast (p.103)

stricken (p.104)

Literal Questions

1. What happened to Mrs. Johansen on her way back from Uncle Henrik's boat?

2. What had Mr. Rosen dropped at Uncle Henrik's house?

Inferential Questions

1. Why did Mrs. Johansen tell Annemarie to act like a silly little girl if she were stopped?

Opinion Questions

1. What do you think Mrs. Johansen meant when she said that "it may all have been for nothing" when she spotted the parcel?

2. Why do you think Mrs. Johansen didn't tell Annemarie what she was really carrying to Uncle Henrik on the boat?

Chapter Fourteen: On the Dark Path

Vocabulary – write what you think the words mean from context clues

donned (p.106)

latticed (p.106)

brusque (p.110)

taut (p.112)

Literal Questions

1. What fairy tale did Annemarie remember on the trail to Uncle Henrik's boat?

2. Describe what happened to Annemarie on the way to the boat?

Inferential Questions

1. Why did Annemarie choose this particular fairy tale?

2. Why did Annemarie have to be brave when she met the soldiers?

Opinion Questions

1. How would you have reacted to meeting the German soldiers?

Chapter Fifteen: My Dog Smells Meat

Vocabulary – write what you think the words mean from context clues

willed (p.113)

insolently (p.117)

caustic (p.118)

Literal Questions

1. What was in the basket that helped fool the Germans into thinking it was Uncle Henrik's lunch?

Inferential Questions

1. Why did Annemarie behave like Kirsti when she was stopped by the German soldiers?

2. Why was it good that Annemarie did not know what was in the packet?

Opinion Questions

1. Why do you think the German soldiers stopped Annemarie?

2. Why do you think the contents of the packet were so important?

Chapter Sixteen: I Will Tell You Just a Little

Vocabulary – write what you think the words mean from context clues

warily (p.120)

concealed (p.124)

Literal Questions

1. What did Annemarie learn about Peter from Uncle Henrik? What were the two clues that should have clued Annemarie in about Peter?

2. What was Uncle Henrik's explanation for each of the following:
   a. Annemarie not seeing the Rosen's in the boat

   b. The use of a drug on the baby

   c. The handkerchief

Inferential Questions

1. What would have happened if Annemarie had not gotten the handkerchief to Uncle Henrik?

Opinion Questions

1. What do you think life will be like in Sweden for the Rosen's?

Chapter Seventeen: All This Long Time

Vocabulary – write what you think the words mean from context clues

raided (p.130)

rejoicing (p.124)

Literal Questions

1. Why was everyone celebrating in Denmark?

2. What happened to Peter?

3. What did Annemarie learn about Lise?

Inferential Questions

1. What does Annemarie wearing Ellen's necklace show?

Opinion Questions

1. What will the Rosen's do now that the war is over?

Determine True Equations

Name _____

Review

An equation is true if the expressions on each side represent the same value.

Determine whether $12.5 - 3 \times 1.4 = 10.5 - 3.6 \div 3$ is true or false.

Left side of equation:		Right side of equation:	
$12.5 - 3 \times 1.4$		$10.5 - 3.6 \div 3$	
$12.5 - 4.2$	*Multiply.*	$10.5 - 1.2$	*Divide.*
8.3	*Subtract.*	9.3	*Subtract.*

Since 8.3 is not equal to 9.3, the equation is false.

Determine whether the equation is true or false.

1. $2.1 + (3 \times 8) = 30 - 3.9$ _____

2. $4\frac{1}{2} \times 3 + 1 = 24 \div 2 + 7$ _____

3. $100 \div (4 \times 5) = (10 \times 8) \div 2$ _____

4. $14.7 + (88 \div 8) = 16 + 23 - 13.3$ _____

5. Which expression makes the equation true?

$\frac{2}{3} + (3 \times 4) =$ _____

A. $(24 + 14) \times \frac{1}{3}$

B. $34 \div (4 - 1)$

C. $10 - \frac{1}{3} + 48$

D. $\frac{5}{3} + 21$

Writing and Interpreting Expressions

30

Name: _____

Write an expression for each phrase. Then solve the problem.

1 10 minus the sum of 2 and 3

_____

Solution: _____

2 10 minus the product of 2 and 3

_____

Solution: _____

3 3 times the difference of 4 and 2

_____

Solution: _____

4 the sum of 3 and 5, divided by 4

_____

Solution: _____

5 the difference of 5 and 2, times 3

_____

Solution: _____

6 5 plus the difference of 9 and 4

_____

Solution: _____

7 24 divided by the product of 6 and 2

_____

Solution: _____

8 8 plus the quotient of 27 and 3

_____

Solution: _____

9 12 minus half the sum of 6 and 4

_____

Solution: _____

10 the sum of 4 and $\frac{1}{2}$, multiplied by 2

_____

Solution: _____

11 3 times the sum of 4 and 1, minus 9

_____

Solution: _____

12 half the product of 3 and 6, plus 2

_____

Solution: _____

13 Could you write the expression for problem 2 without parentheses? Explain.

Evaluating Expressions

30

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $2 \times 4 + 2$

_____

2 $2 \times (4 + 2)$

_____

3 $8 - 3 + 1$

_____

4 $8 - (3 + 1)$

_____

5 $16 \div 4 + 4$

_____

6 $16 \div (4 + 4)$

_____

7 $8 + 10 \times \frac{1}{2}$

_____

8 $(8 + 10) \times \frac{1}{2}$

_____

9 $1 + 1 \div \frac{1}{2}$

_____

10 $1 + 2 \times 3 + 4$

_____

11 $1 + 2 + 3 \times 4$

_____

12 $(1 + 2) \times (3 + 4)$

_____

13 $(1 + 2) \times 5 + 4$

_____

14 $2 - \frac{1}{4} \times 4 + 4$

_____

15 $\left(2 - \frac{1}{4}\right) \times 4$

_____

Answers

2	3	4	5	6
7	8	9	10	11
12	13	15	19	21

Lesson **14-5 • Reinforce Understanding**

Determine an Unknown Value

Name _____

Review

1. Write an algebraic equation.
2. Use a variable to represent the unknown value.
3. Use the order of operations to simplify one or both sides of the equation.
4. Use number sense and problem-solving skills to find the value that makes the equation true.

1. Explain how you can find the value of the variable in the equation $3 \times b = 100 + (10 \div 2)$.

Find the value of the variable.

2. $m = 14 + 3 \times 8$

   $m =$ _____

3. $12 + 15 = c - 60$

   $c =$ _____

4. $20 \div a = 80 - 70$

   $a =$ _____

5. $(5 + 10) \div 3 = q - 1$

   $q =$ _____

6. $6 \times 7 = (y - 11) + 8$

   $y =$ _____

7. $t \times 4 = 22 - (12 \div 2)$

   $t =$ _____

Holly ran 5 km each day for 3 days. She ran 3 km on the 4th day. If she ran 20 km in 5 days, how many kilometers did she run on the 5th day?

8. Which equation represents the problem?

   A. $5 + 3 + d = 20$ **B.** $5 + 3 + 4 = d + 20$

   C. $(5 \times 3) + 3 + d = 20$ **D.** $(5 \times 3) + (3 \times 4) = d + 20$

9. How many kilometers did Holly run on the 5th day? _____

Lesson **14-6 • Reinforce Understanding**

Numerical Patterns

Name _____

Review

You can use an algebraic expression to write a rule for a numerical pattern.

+3 +3 +3 +3 Pattern: 1, 4, 7, 10, 13, ...	First, identify the relationship between the pattern values. $3 \times n$ represents the repeated addition.
$3 \times 0 = 0 \xrightarrow{\text{add 1}} 1$ $3 \times 1 = 3 \xrightarrow{\text{add 1}} 4$ $3 \times 2 = 6 \xrightarrow{\text{add 1}} 7$	Next, use the variable values to adjust the rule for the matching pattern values when $n = 0, 1, 2, 3, \ldots$
The rule $(3 \times n) + 1$ can be used to find any value in the pattern.	

Write an algebraic expression to represent the rule for the numerical pattern and variable.

1. Pattern: 4, 9, 14, 19, ...
   $a = 1, 2, 3, 4, \ldots$
   Rule: _____

2. Pattern: 16, 19, 22, 25, ...
   $x = 0, 1, 2, 3, \ldots$
   Rule: _____

3. Pattern: 5, 14, 23, 32, ...
   $k = 1, 2, 3, 4, \ldots$
   Rule: _____

4. Pattern: 2, 10, 18, 26, ...
   $r = 0, 1, 2, 3, \ldots$
   Rule: _____

Lesson **14-7 • Reinforce Understanding**

Generate Numerical Patterns

Name _____

Review

You can use a table to record a numerical pattern.

Input (r)	Rule: $r + 100$	Output
0	$0 + 100$	100
20	$20 + 100$	120
40	$40 + 100$	140
60	$60 + 100$	160

Complete the input and output table.

1.

Input (a)	Rule: $a \div 3$	Output
12	$12 \div 3$	
15	$15 \div 3$	
18		
21		

2.

Input (k)	Rule: $6k$	Output
0	6(0)	
5		
~~10~~		
15		

3. Rule: $s + 10$

Input (s)	Output
0	
1	
2	
3	

4. Rule: $b - 8$

Input (b)	Output
40	
	22
	12
10	

Generate More Numerical Patterns

Name _____

Review

You can use the order of operations to generate a numerical pattern with 2 operations.

Input (s)	Rule: $5s - 3$	Output
1	$5(1) - 3 = 5 - 3 = 2$	2
2	$5(2) - 3 = 10 - 3 = 7$	7
3	$5(3) - 3 = 15 - 3 = 12$	12
4	$5(4) - 3 = 20 - 3 = 17$	17

Use the rule to complete the input and output table.

1.

Input (y)	Rule: $3y + 6$	Output
0	$3(0) + 6 = 6$	
1		
2		
3		

2. Rule: $4t + 2$

Input (t)	Output
0	
1	
2	
3	

3. Rule: $(p \div 10) - 3$

Input (p)	Output
50	
	7
	12
200	