Super-Journal Week 1:3

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

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RL.1.2/RI.1.2

Mysterious Sunspots

In 1610, a man named Galileo invented the telescope so he could see the stars. But one day he looked through his telescope at the sun and saw something that surprised him. The sun was not a smooth yellow ball. Instead, Galileo saw large black spots on the sun. He never could explain what they were, although he watched them often. And sunspots are almost as much a mystery now as in Galileo's time.

Astronomers, people who study stars and planets, think that sunspots are huge storms on the sun. But the storms are not made up of clouds and rain. They are whirlwinds of hot gases and electrical particles. They shoot up from the sun for thousands of miles, then sink back again. As the gases shoot out from the sun, they cool off and do not glow, so they look black against the bright sun.

Even though they are millions of miles away, sunspots affect the earth. The Aurora Borealis, or Northern Lights, which are waves of light that flicker across the night sky, are brighter when there are many sunspots. The Aurora can always be seen around the North Pole, but during sunspot activity, even people in the United States can see the Aurora. Sunspots can change the weather, too, by increasing the amount of ozone in the air. The thicker ozone blanket keeps out the sunlight, so the weather becomes cooler. Finally, because sunspots are electrical, they can interfere with radio signals, causing static and crackling that makes a radio hard to hear.

Astronomers are very curious about sunspots. And maybe one day they will solve the mystery of why sunspots happen.

Think About It
Would you like to study the stars and planets? Why or why not?

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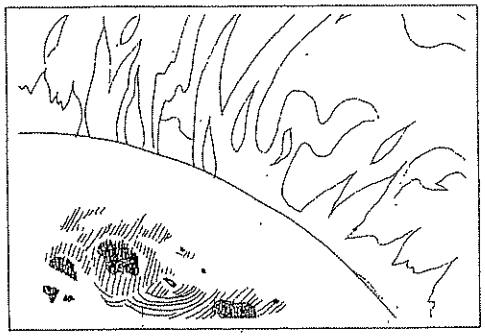
ame _____

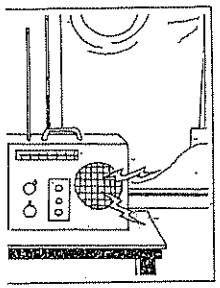
lysterious Sunspots



ain Idea
This story tells about
_____ the Aurora Borealis.
_____ ozones.
_____ sunspots.

quencing
Number the events below in the order that they happened.
_____ Galileo invented the telescope.
_____ Astronomers studied the sunspots.
_____ They decided that sunspots were huge storms on the sun.
_____ Galileo saw large black spots on the sun.

ading for Details
Use the clues to answer these questions.
What are sunspots? (paragraph 2) _____
_____
Where are sunspots located? (paragraph 2) _____
_____
Why do sunspots look black to us? (paragraph 2) _____
_____
What changes are caused by sunspots? (paragraph 3) _____
_____
Who studies sunspots? (paragraph 2) _____



Reading for Understanding
4. Circle Yes or No.

Sunspots affect the earth.	Yes	No
The Aurora Borealis is dreary when there are many sunspots.	Yes	No
The ozone layer becomes thinner when there are many sunspots.	Yes	No
Sunspots interfere with radio signals and make it hard to hear.	Yes	No

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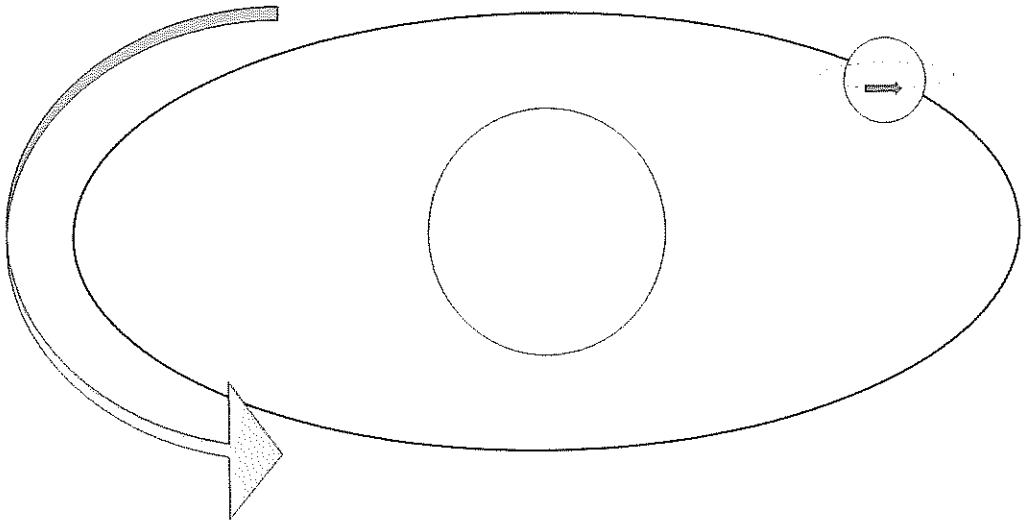
Day 3: *Big Idea 5: Earth in Space and Time*

Name: _____ Date: _____

Daily Learning Target: I can **explain** that the Earth revolves around the Sun in a year and it rotates on its axis in a 24-hour period. I can **explain** how Earth's rotation affects the appearance of the Sun, Moon and stars motion.

Define Rotation:	**Define Revolution:**
_____	_____
_____	_____

Directions: Complete the diagram. Label the Sun and the Earth and show where rotation and revolution are occurring.



1. How long does it take the Earth to rotate one time on its axis?

2. What is the cause of day and night?

3. How long does it take the Earth to make one complete revolution?

Day 3: *Big Idea 5: Earth in Space and Time*

Name: _____ Date: _____

Sun and Moon Simulator

1. Click "Play" or drag the "person" counterclockwise to rotate the Earth and observe the sky in the top section. Describe the motion and path of the Sun and the Moon.

2. Look at the bottom half of the simulation. The Sun does not move in relation to the Earth. If the Sun in not moving, why in the top half of the simulation does the Sun "appear" to move across the sky?

3. At certain points during the simulation, the Sun does not appear in the sky. Why is the Sun not visible at all times from Earth?

Fish in a Tree Chapter 7-9 questions

1. What does Ally mean when she says, "if trying to read helped, I'd be a genius"?

2. Why does Ally look at going to the office with Mrs. Silver as a "get out of jail free card"?

3. What do you predict Mr. Daniels and Ally's relationship will be like?

4. What does Ally's coin really represent?

5. When thinking about what to bring to school that represents her, Ally considers a bad of nothing or a bag of dirt. *What does this tell us about how Ally is thinking about herself? *What would be in your bag? *What does it mean to you?

6. Ally likes math and art in school. *How are you and Ally alike? *How are you different from Ally? *What subjects do you like in school? *What subjects do you dislike? *Why?

Fish in a Tree Chapters 10-12 questions

1. Ally draws a "dark room" in her notebook so she cannot be seen. How do you think she feels on a daily basis, and what will she or someone else perhaps do to change that? Make a prediction.

2. Discuss with someone your thoughts on Albert? What type of person is he as compared to Ally? How are they the same or different?

3. How does Ally feel about going along with making fun of Albert? Have you ever felt this way?

4. Ally tells Mr. Daniels, "it would be easier to be invisible", What do you think she means by this? Have you ever felt invisible? Explain.

5. In the cafeteria Ally wishes she was more like Albert. In what ways does she want to be more like him?

6. How did Ally "make things right" with Albert? Have you ever had to do this with a friend or classmate? Explain.

Day 4: *Big Idea 5: Earth in Space and Time*

Name: _____ Date: _____

Daily Learning Target: I can **observe** and **explain** that the patterns of stars in the sky stay the same although they *appear* to shift across the sky nightly, and that different stars can be seen in different seasons.

Ignite Video – Record your observations from the video.

_____

_____

Star Apparent Movement https://stellarium-web.org/

Click the time and date in the bottom right corner to adjust the time and date.

1. **What happens to the stars as you move the time throughout one day (24 clicks)? What is causing this apparent motion?** Pause the simulation and move the time forward in one-hour increments.

2. **Are the same stars visible each night?** Make sure you are paused during nighttime. Skip forward one day and observe the stars? Are the same stars still in the sky?

3. **Can you see the same stars all year? Are the same star patterns visible throughout the year?** Click the button at the bottom to turn on "Constellations" and drag the time of day bar until it is nighttime. Locate and click on the star pattern Aries. If you don't see Aries, adjust to the 8th month, August. Click forward one month at a time to determine if Aries is visible all year?

After watching the video, explain in your own words, what causes certain stars to be visible or not visible during different seasons?

_____

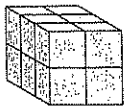
_____

_____

Understanding of Volume

Name: _____

1. Write an addition equation to find the volume of the prism.

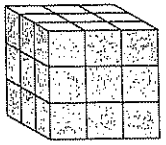


Write a multiplication equation to find the volume of the prism.

1 unit cube

The volume is _____ cubic units.

2. Write an addition equation to find the volume of the prism.



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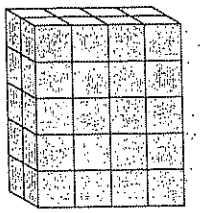

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1 unit cube

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5. Which method do you like best? Explain why.

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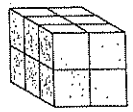

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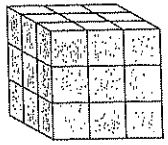

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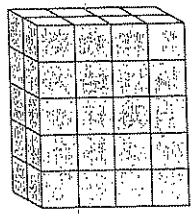

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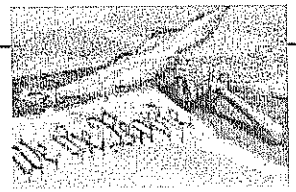
An Independent Nation

Cross-Curricular Focus: History/Social Sciences



Before the United States was a country, it was a group of English colonies. Until 1763, England didn't really bother the American colonists. The people handled their business the way they wanted. However, England had a lot of war debts to pay. Some of the money was owed because England had defended the colonies in the French and Indian War. Citizens who were living in England wanted taxes to be lowered. The king decided to take more control over the colonies to get the money to pay off the debts. He started a new tax for the colonies. After being left to make their own decisions for so long, some of the colonists did not want to give up control. They did not want to pay high taxes. They did not want to follow rules that didn't make sense to them. Colonists were not given a chance to participate in government decisions in England.

The colonists were divided. Loyalists wanted the colonies to stay part of England. Patriots wanted America to be **established** as an independent nation.

The Patriots decided that it was time to send a letter to the king. They wanted to make an official declaration, or statement, of **independence**. Thomas Jefferson wrote the group's ideas into a letter to King George III. Jefferson explained why the colonists believed they no longer had to listen to his authority. By signing the Declaration of Independence, the men were risking their lives if the colonies lost the war. They signed it anyway.

Fighting in the American Revolutionary War had already begun when Jefferson wrote the Declaration of Independence. After the war was over, there was still work to do. The job of uniting 13 separate colonies into one nation had to be done. It was a difficult process with lots of compromises. In 1781 the **Constitution** was written to describe the rights and responsibilities of the new government and its people.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What country did the American colonies belong to before the American Revolutionary War?

_____

_____

2) Why did King George III decided to take more control over the colonies than he had before?

_____

_____

3) Did all the colonists think that it was time to be independent from England? Explain.

_____

_____

4) Do you think you would have been willing to risk death by signing the declaration of independence? Why, or why not?

_____

_____

5) What are some rights and responsibilities you think citizens should have?

_____

_____

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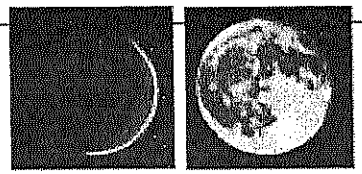
Phases of the Moon

Cross-Curricular Focus: Earth Science



Name: _____

Have you noticed that sometimes the moon looks like a tiny sliver of light in the night sky? Other times it is a big, brilliant circle. The moon has many different looks during the month. Each look is called a **lunar** phase. Lunar means "of the moon." The moon has phases because it orbits Earth. The Earth revolves around the sun. The moon revolves separately around Earth. The moon itself does not actually change size. It appears to change size because different parts of it are in the shadow.

In the new moon phase, none of the part of the moon that is facing Earth is lit by the sun. It appears as only a dark outline. During the waxing crescent phase, the moon looks small. Only a tiny sliver of the moon's side that is facing Earth is lit by the sun. The next phase is the first quarter phase. In it, half of the moon's nearest side is lit by the sun. We see it as about one-fourth of a full moon. During the waxing gibbous phase, more of the moon is lit. Even so, it is not quite a full moon yet. In the full moon phase, all of the side of the moon that is facing Earth is lit by the sun. It appears as a large, bright circle. During the waning gibbous phase, some of the part that was lit as a full moon begins to fall into the shadows. In the last quarter phase, a different side of the moon is lit. Again, the moon appears as one-fourth full. During the waning crescent phase, the moon slips further into shadows. It is a thin crescent shape once more. After this phase, the entire lunar **cycle** begins again with a new moon.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is meant by a "phase" of the moon?

_____

_____

2) Why does the moon appear to be different sizes?

_____

3) What are the two phases during which the moon appears almost full, but not quite?

_____

_____

4) What are the two phases during which the moon appears as only a tiny sliver?

_____

_____

5) What is your favorite phase of the moon? Why?

_____

_____

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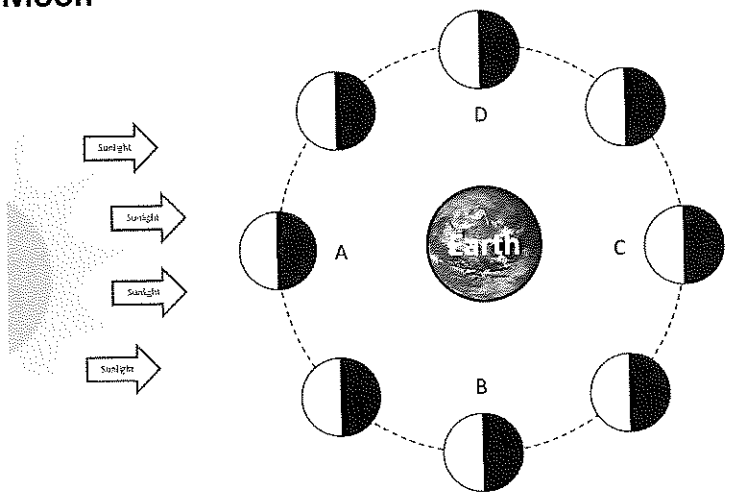
Day 5: *Big Idea 5: Earth in Space and Time*

Name: _____ Date: _____

Daily Learning Target: I can describe the changes in the observable shape of the Moon over the course of about a month.

Directions: Use the diagram below to label and sketch the phases of the Moon. Then use the diagram to answer the following questions.

Phases of the Moon



	Position A	Position B	Position C	Position D
Moon Phase Name				
Visual Appearance of the Moon from Earth				

1. If you observe the Moon tonight and see that there is a first quarter Moon, what Moon phase would you expect to see in three weeks?

_____

_____

2. Which of the four Moon phases would occur after the Moon is full?

_____

3. If the full Moon occurs on September 29th, explain how you could predict when would you see a Full Moon again?

_____

_____

Name : _____ Score : _____

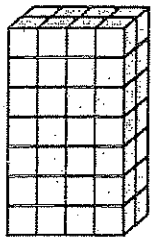
Counting Cubes - Rectangular Prism

ES1

Count the cubes and find the volume of each rectangular prism.

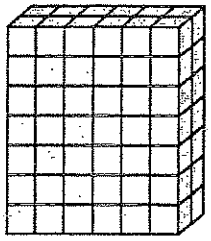
= 1 cm^3

1)



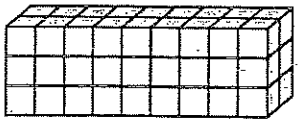
Volume = _____

2)



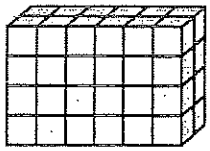
Volume = _____

3)



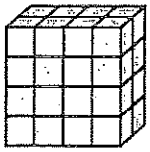
Volume = _____

4)



Volume = _____

5)



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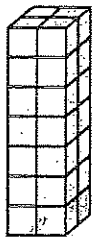
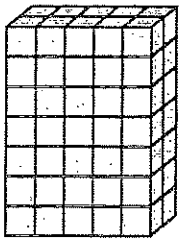


Volume = _____

7)

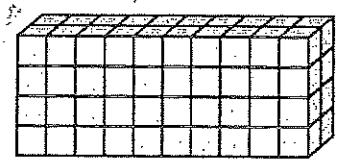


Volume = _____

8)

Volume = _____

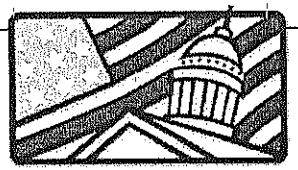
9)



Volume = _____

Three Levels of Government

Cross-Curricular Focus: History/Social Sciences



There are three different levels of government: local, **state** and **federal**. Each level of government has its own elected officials who have specific jobs to do. Adult American citizens have a voice in all three levels of government. Their voice is their vote.

Local government is the level that is closest to the community. People in the neighborhood elect a mayor and city council members. Town meetings allow the people to bring their concerns to their elected leaders. The mayor and city council members pass **laws**. The laws affect the city and the people who live there.

State government is in charge of writing and enforcing laws for all the people within one state. The people of the state elect a governor and representatives who handle business for the state. Special state departments handle issues for the state. They protect the health and safety of state citizens.

The federal government is in charge of writing and enforcing laws for the people in the United States. The people of the United States elect a president, senators, and representatives. These officials handle business that affects the whole country. The federal level of government is able to do some things the other levels cannot. It can print money. It can negotiate with other countries. It can declare war on another country.

Each level of government has specific officials and duties. The people entrust their power to their leaders. It is their responsibility to protect the interests and safety of the people.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the three levels of government?

_____

_____

2) How does the average person have a voice in government? _____

_____

3) Which level of government has the ability to print money? _____

_____

4) Which level of government has a governor?

_____

_____

5) Which level of government is closest to the community? _____

_____

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Fish in a Tree Ch. 13-16 questions

1. Why might Shay be trying to bring Albert down? *What type of person is Keisha in interjecting? *Who should we aspire to be like? *What would you call the moment when Ally tries to give Keisha her flowers?

2. Why did Mr. Daniels do the "guess what's in the box" activity with the class? What kind of skills does it promote?

3. What makes Oliver unique? What positive qualities can you attribute to him? What do you think Mr. Daniels supposes about Ally and her trouble with reading and writing?

4. Is what Ally did with her arm wrong or justifiable (understandable)?

5. Why were Ally and Keisha the only two girls in the holiday concert that did not have flowers?

6. What did Keisha give to Ally and why?

Fish in a Tree Chapters 16-18 questions

1. How does Ally, Keisha and Albert respond differently to being bullied? How do or would you respond?

2. What would be the pros and cons of retreating to a planet without any other forms of life?

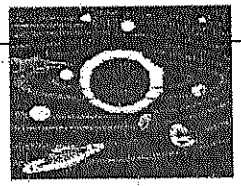
3. Albert says, "Something is not a misfit simply because it has a different name". Ally thinks that "people act like the words 'slow reader' tell them everything that's inside". Do you agree that there is more to someone or something than its label?

4. Why does Albert wear the Flint shirt every day?

5. Ally shares a story about Shat holding a grudge. Do you do this or are you able to forgive and forget?

The Inner Planets

Cross-Curricular Focus: Earth Science



Earth is just one of the planets in our solar system. Planets are large bodies that rotate around the sun. They reflect its light and warmth. The planets that are located closest to the sun are made out of rocky material. They are relatively small and heavy. In contrast, the planets that are farther away from the sun are much larger. They are formed of light gases. All planets follow a certain path around the sun. They are held a specific distance from the sun by the sun's strong gravitational force.

The inner planets, or those closest to the sun, are Mercury, Venus, Earth and Mars. Even though these planets are all small and rocky, they have more differences than they have things in common.

Because Mercury is the closest to the sun, the side that faces the sun gets as hot as 427° Celsius. At the same time, the side that faces away from the sun is a freezing -173° Celsius. Mercury also has a slower rate of rotation than Earth. Days and nights on Mercury are much longer than ours. The extreme temperatures alone make it a very unlikely place for life. With an atmosphere too thin for human breathing, it's obvious that people won't be living on Mercury any time soon.

The next planet from the sun is Venus. Below clouds of sulfuric gas lies its 96% carbon dioxide atmosphere. That might be nice for a plant, since a plant "breathes" carbon dioxide, but not for a person. If you managed to survive the atmosphere, the surface of the planet is hot enough to melt solid metal. In addition, the pressure of the air would be strong enough to crush you.

You are probably most familiar with Earth because it is your home planet. It has the perfect conditions for life. Earth's atmosphere and oceans help control the trickiest part of making a planet life-friendly: temperature. Earth is the only planet known to have liquid water.

Mars is the fourth farthest from the sun. Mars has been studied and photographed more than any other planet besides Earth. Some people think it may be possible for life to exist there. Although scientists have not been able to find actual water on Mars, there seems to be evidence of water erosion on its surface. Its canyons and mountains are very similar to those found on Earth. The main difference is that there is no plant life. Some scientists believe that Mars may have been very much like Earth until something happened that made the water supply evaporate.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What keeps planets rotating a specific distance from the sun? _____

_____

2) Earth is the only know planet to have what important feature?

_____

3) Why is the atmosphere of Venus more friendly to plants than humans?

_____

_____

4) Why is there such a the huge difference in temperature between the two sides of the planet Mercury? _____

_____

_____

5) Do you think that people will ever be able to colonize other planets in the future? Why or why not? _____

_____

_____

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Day 6: *Big Idea 5: Earth in Space and Time*

Name: _____ Date: _____

Daily Learning Target: I can **recognize** the major common characteristics of all planets and compare and contrast the properties of the inner and outer planets.

Directions: Use the planet information cards to sort the planets by each characteristic. Then record your answers in the charts below.

Planet Characteristics

Characteristic 1: ***Distance from the Sun***

Order the planets from the closest planet to the farthest planet from the Sun.

Closest	1.
	2.
	3.
	4.
	5.
	6.
	7.
Farthest	8.

Characteristic 2: ***Planet Size***

Order the planets from the smallest planet to the largest planet.

Smallest	1.
	2.
	3.
	4.
	5.
	6.
	7.
Largest	8.

Characteristic 3: ***Number of Moons***

Sort the planets into two categories as shown.

Planets with 2 or Less Moons	Planets with More Than 2 Moons

Characteristic 4: ***Planet Composition***

Sort the planets into two categories as shown.

Made of Rock and Metal	Made of Gases

Characteristic 5: ***Presence of Rings***

Sort the planets into two categories as shown.

Does NOT Have Rings	Has Rings

Reflection: What patterns did you notice as you sorted the planets by each characteristic?

_____

_____

_____

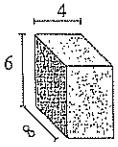
_____

Finding Volume Of Rectangular Prisms

Name:

ind the volume of each of the rectangular prisms. Measured in cm (not to scale).

.)



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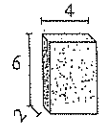

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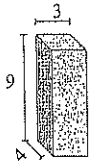

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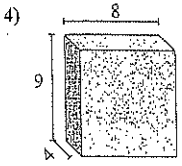

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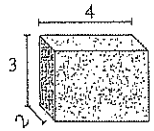

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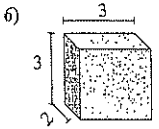

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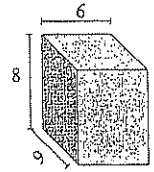

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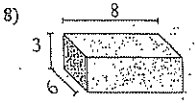

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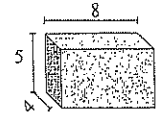

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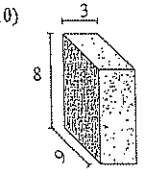


Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1-10	90	80	70	60	50	40	30	20	10	0

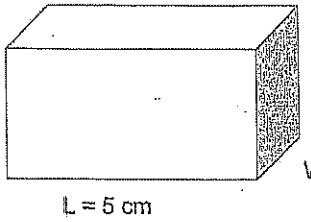
Skill Quiz: Volume: Missing Dimensions

Name:

Volume = 30 cubic cm

What is the missing width?

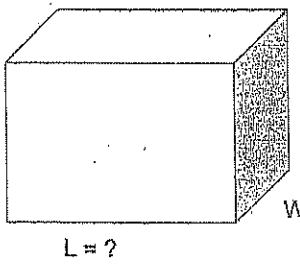
_____ cm



Volume = 120 cubic cm

What is the missing length?

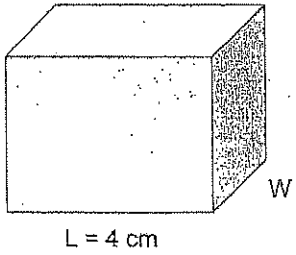
_____ cm

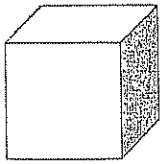


Volume = 72 cubic cm

What is the missing height?

_____ cm





A cube has a volume of 125 cubic centimeters.

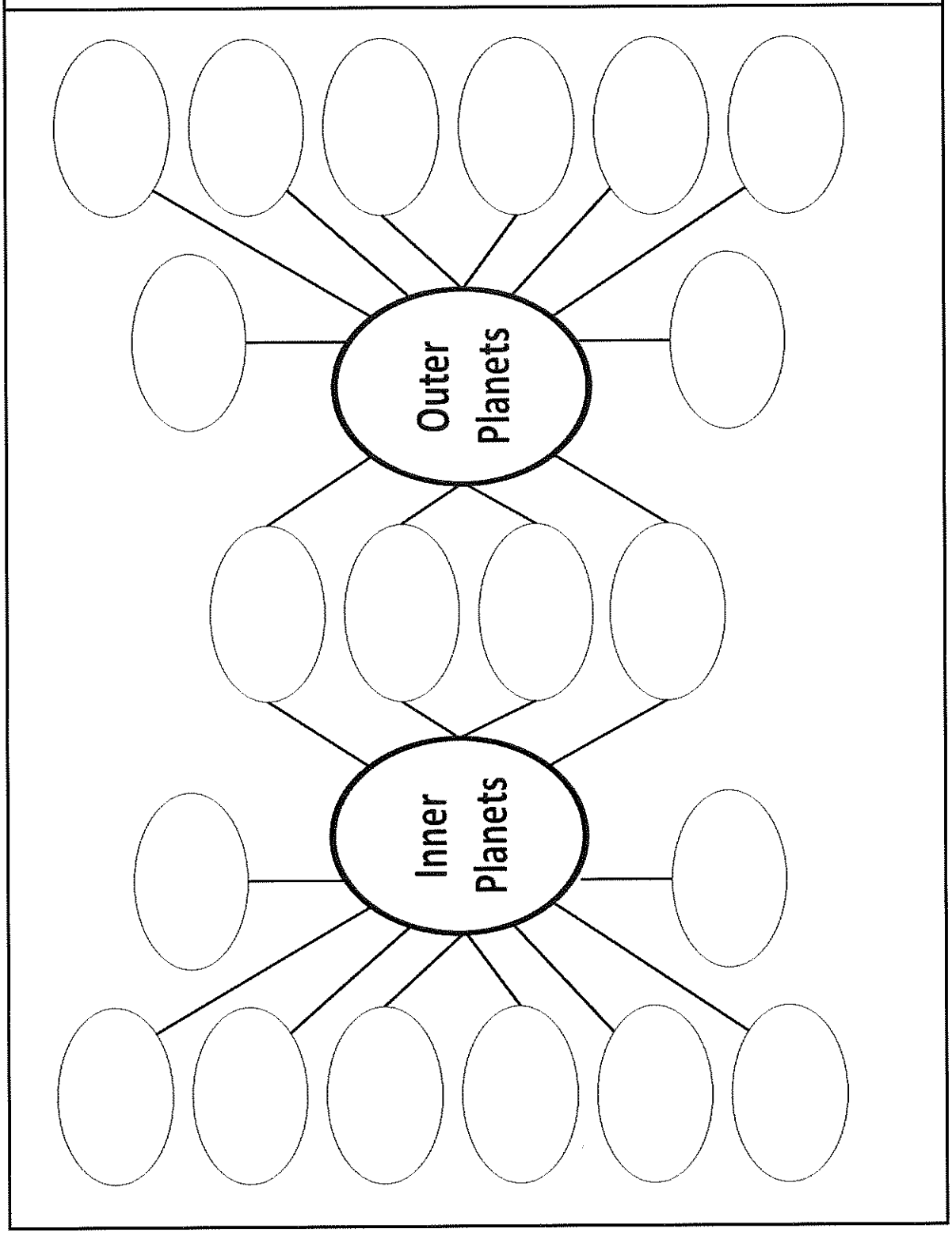
What are the dimensions of the cube:

L=____ W=____ H=____

Day 7: *Big Idea 5: Earth in Space and Time*

Name: _____ Date: _____

Daily Learning Target: I can **recognize** the major common characteristics of all planets and **compare** and **contrast** the properties of the inner and outer planets.

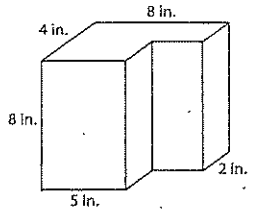


Partner A _____

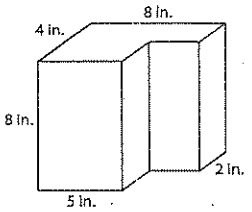
Partner B _____

Volume of Composite Figures

Composite Figure 1

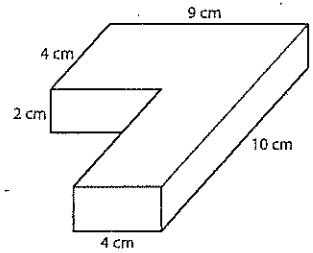


Volume = _____ cubic _____

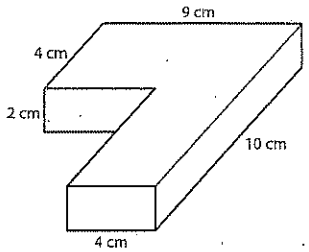


Volume = _____ cubic _____

Composite Figure 2



Volume = _____ cubic _____



Volume = _____ cubic _____

I can find the volume of these composite figures by breaking them apart into rectangular prisms. There may be more than one way to break apart the composite figures.

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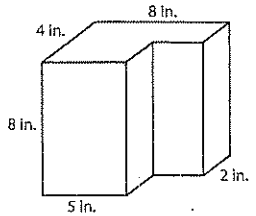
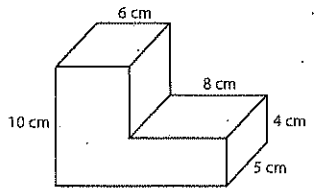
Partner A _____

Partner B _____

Volume of Composite Figures



Volume = _____



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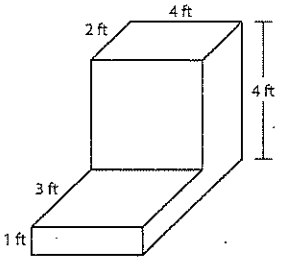
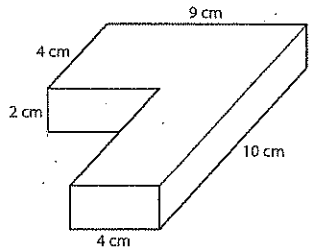


Volume = _____



Volume = _____

I can find the volume of these composite figures by breaking them apart into rectangular prisms. There may be more than one way to break apart the composite figures.

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Fish in a Tree Chap. 19-21 questions

1. What do you think is the best route for Alert to take with his bullying problem?
2. When someone is trying to "get a rise out of you" like Shay does with Ally, how do you respond? Is ignoring someone like At's mom advises or walking away like Mr. Daniels suggests easy or difficult?
3. What do you believe was Ally's wish? What wish would you make with the butterfly?

Fish in a Tree Chap. 22-24 questions

1. How has friendship between Ally and Albert grown up to this point?
2. What does Ally mean when she says "If I were a coin, I'd be a wooden nickel?"
3. How has Ally been lucky all along but didn't see it?

Fish in a Tree Chap. 25-30 questions

1. What do you think about the reasoning behind the poetry award? Was it worth it?
2. Think about what Keisha says: "I'm only different to people who see with the wrong eyes."
3. What is Ally's overall attitude regarding herself and self-worth throughout the book? Look at the last line in most of the chapters for clues.
4. Why do you think Ally gets headaches while reading and the words on the page seem to move? Why does Mr. Daniels ask her to join his chess club?
5. Look up the word dyslexia and tell someone at home the definition in your own words. What is the importance of the analogy of a fish climbing a tree?
6. Why do you think Ally is good at chess?