Super-Journal Week 3:7

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. How do illustrations or images add to the meaning of a story?
2. How do or could illustrations/graphics add to the tone or mood of the chapter you just finished reading? How could a picture change your feelings about what you just read?

NONFICTION

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

RL.3.7/RI.1.2

Super-Journal Week 3:7

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. How do illustrations or images add to the meaning of a story?
2. How do or could illustrations/graphics add to the tone or mood of the chapter you just finished reading? How could a picture change your feelings about what you just read?

NONFICTION

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

RL.3.7/RI.1.2

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

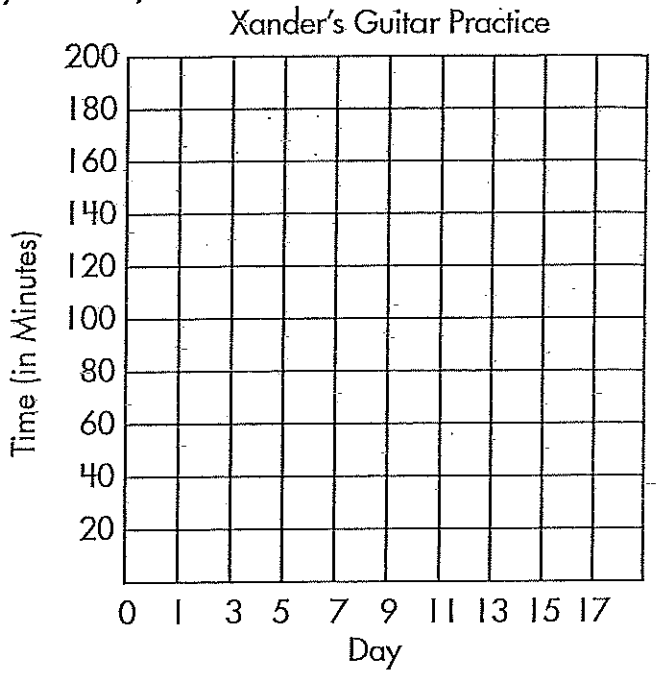
Graphing Patterns

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.)

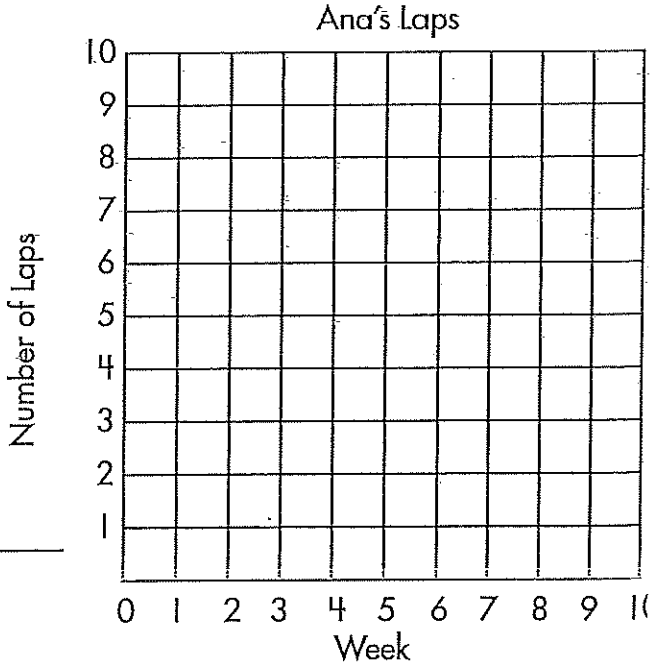
How many days does it take him to practice 3 hours total? _____



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)? _____



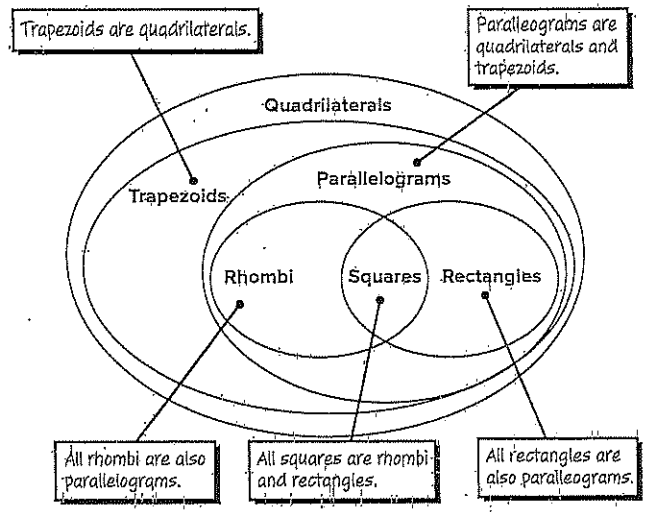
Lesson 12-5

Additional Practice

Name _____

Review

You can use a Venn diagram to show the relationships among the different quadrilaterals.



Decide whether the statement is true or false.

1. All rectangles are parallelograms. _____

2. All rhombi are squares. _____

3. All squares are rectangles. _____

4. A trapezoid can be a parallelogram. _____

5. A quadrilateral has two pairs of sides that are parallel. The quadrilateral also has four right angles. What shape could it be?

6. A quadrilateral has one pair of parallel sides. The quadrilateral also has one right angle. What shape could it be?

7. A quadrilateral has all four sides the same length. The quadrilateral does not have any right angles. What shape could it be?

8. A quadrilateral has two pairs of sides that are the same length, but all four sides are not the same length. The quadrilateral does not have any right angles. What shape could it be?

9. Jesse draws a quadrilateral so that two sides measure 8 inches and the other two sides measure 5 inches. The shape has all right angles. What shape could it be?

Math @ Home Activity

Have yourself and your child create riddles using the descriptions of the quadrilaterals in this lesson. For example, "I have four right angles, my opposite sides are parallel, and my opposite sides are the same length. What am I?" (rectangle) Then exchange riddles and try to determine the type of quadrilateral. Discuss any differences or inaccuracies in the riddles.

Lesson 12-1

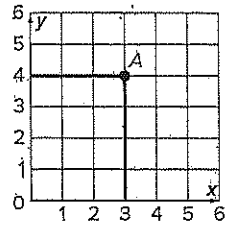
Additional Practice

Name _____

Review

You can represent a point on a coordinate plane using an ordered pair.

What ordered pair represents the point on the coordinate plane where *A* is located?



Counting along the *x*-axis from the origin, *A* is at 3. So 3 is the *x*-coordinate of *A*.

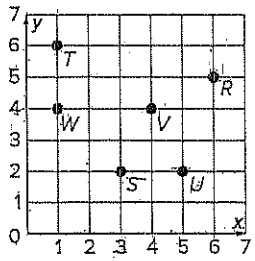
Counting along the *y*-axis from the origin, *A* is at 4. So 4 is the *y*-coordinate of *A*.

An ordered pair is of the form (*x*-coordinate, *y*-coordinate).

The ordered pair (3, 4) represents point *A*.

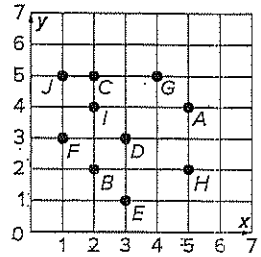
What is the ordered pair that represents the point on the coordinate plane?

1. *R* _____
2. *S* _____
3. *T* _____
4. *U* _____
5. *V* _____
6. *W* _____



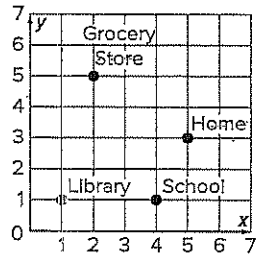
What is the ordered pair that represents the point on the coordinate plane?

7. *A* _____
8. *B* _____
9. *C* _____
10. *D* _____
11. *E* _____
12. *F* _____
13. *G* _____
14. *H* _____
15. *I* _____
16. *J* _____



Conrad uses a coordinate plane to represent locations around his town. What is the ordered pair that represents each location?

17. Home _____
18. School _____
19. Grocery Store _____
20. Library _____



Math @ Home Activity

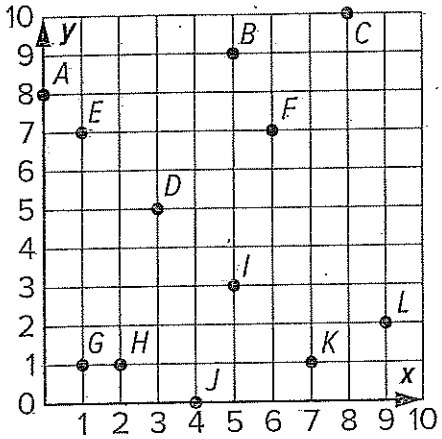
Create a coordinate plane that includes labels for the *x*-axis and *y*-axis. Have your child mark several points on the plane with a marker, then give each point a different label. Work with your child to identify the ordered pair that represents each point on the coordinate plane. Ask your child to explain how he or she determined the ordered pairs.

Understand the Coordinate Plane

Name _____

Review

You can represent a point on the coordinate plane using an ordered pair.



Consider Point *A*. From the origin, it is 0 units to the right. From the origin, it is up 8 units. The ordered pair for point *A* is (0, 8).

Consider Point *B*. From the origin, it is 5 units to the right. From the origin, it is up 9 units. The ordered pair for point *B* is (5, 9).

Use the coordinate plane from the review section. What are the coordinates of the point given?

1. point *C*
2. point *D*
3. point *E*
4. point *F*
5. point *G*
6. point *H*
7. point *I*
8. point *J*
9. point *K*
10. point *L*
11. Which point is on the *x*-axis?
12. Which point is on the *y*-axis?

Lesson 12-2

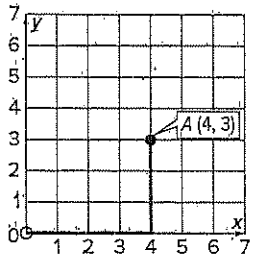
Additional Practice

Name _____

Review

You can plot a point on a coordinate plane if you are given an ordered pair.

How do you plot point *A* at (4, 3) on the coordinate plane?

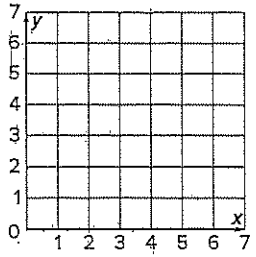


The x-coordinate is 4 and the y-coordinate is 3. From the origin, move 4 units to the right, along the x-axis. Then move up 3 units, along the y-axis.

Label point *A* at (4, 3).

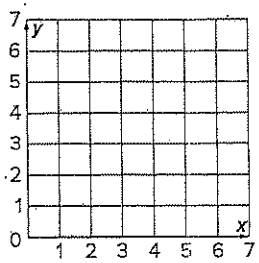
Plot the point for each ordered pair. Label with the given letter.

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

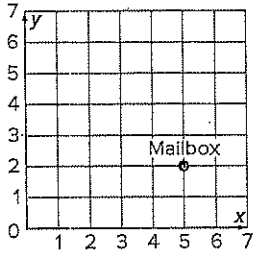


Plot and label the point for each of the following positions.

11. Catcher (0, 0)
12. Second Base (5, 3)
13. Pitcher (3, 3)
14. Shortstop (2, 4)
15. First Base (5, 1)
16. Third Base (1, 4)



17. Monica wants to plot the point (5, 2) on a coordinate grid to represent the position of her mailbox. Did she plot the point correctly? Explain.



Math @ Home Activity

Using 10 index cards, write the name of a location on the front of each card and an ordered pair on the back of each card. Give your child the cards and a coordinate grid. Have him or her plot each location using a different color. Then randomly pick a card and have your child explain how the point was plotted.

Plot Ordered Pairs on the Coordinate Plane

Name _____

Review

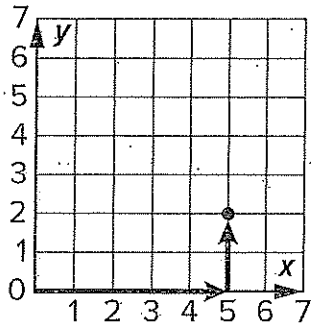
An ordered pair shows the *x*-coordinate of a point, followed by the *y*-coordinate of the point, in that order.

Plot the point (5, 2).

The *x*-coordinate is 5. This means we go 5 units to the right from the origin.

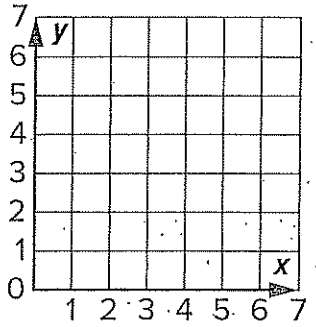
The *y*-coordinate is 2. This means we go up 2 units.

Mark the location with a point.



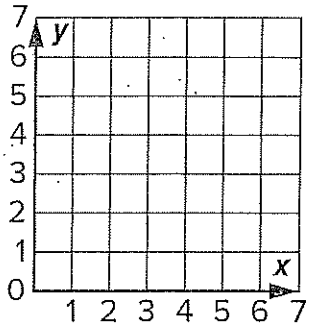
Plot and label the point for the ordered pair.

1. *A* (1, 1)
2. *B* (4, 6)
3. *C* (3, 2)
4. *D* (0, 5)
5. *E* (2, 3)



Plot and label the point for the ordered pair.

6. *V* (2, 0)
7. *W* (1, 5)
8. *X* (6, 3)
9. *Y* (4, 1)
10. *Z* (2, 4)



Plants Are Producers

Cross-Curricular Focus: History/Life Science

People are consumers. We have to spend large parts of our days finding, buying, cooking and eating our food. Did you ever think it might be nice to be able to make your own food like plants do? Plants are producers and perform a process called **photosynthesis** using light from the sun, water and carbon dioxide. Carbon dioxide is the gas we exhale when we breathe. The end result of this chemical reaction is sugar for the plant to "eat." The plant releases water and oxygen, a gas all animals need to breathe, into the air.

So how do plants do it, and why can't we? Plants have special structures called **chloroplasts** that animals don't have. Chloroplasts are round, flat organelles that are arranged in stacks called **grana.** These stacks are filled with chlorophyll. **Chlorophyll** is what gives leafy green plants their green color. Their main job is to absorb light from the sun. Chloroplasts can absorb every color except green. Light activates the chlorophyll. It creates an energy that splits molecules of water, separating them out into hydrogen and oxygen. Chemical reactions take place. Hydrogen from the water combines with carbon from the carbon dioxide we breathe out. Oxygen is released into the air.

People and plants make perfect partners. Plants rely on the carbon dioxide that we breathe out, and we rely on the oxygen that they "breathe" out. This is one good reason for protecting plant life on Earth. Algae fields near the poles produce a constant supply of oxygen for us. So do the many plants of Earth's rainforests. We need plants in order to survive.

Conservation projects around the globe are aimed at protecting our natural resources, including numerous species of plants. Our quality of life and the very quality of the air we breathe depends upon our green plant partners.

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) Why are plants called producers?

_____

_____

2) Where do plants get their green color?

_____

_____

3) Explain the relationship between people and plants. Why are we good partners?

_____

_____

_____

4) What would happen if there were not enough plants on Earth? _____

_____

_____

5) What is a chloroplast?

_____

_____

Lesson 12-3

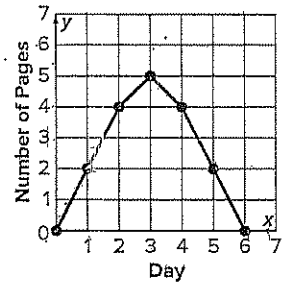
Additional Practice

Name _____

Review

You can interpret points on a coordinate grid to help you understand real-world problems.

The graph shows the number of pages Connie read over 7 days. On which day did Connie read the greatest number of pages?



The highest point along the y-axis, 5, shows the greatest number of pages read on one day. The x-coordinate of that point on the graph is 3.

Connie read the greatest number of pages on Day 3.

Use the graph above for Exercises 1–3.

1. How many pages did Connie read on Day 2? _____ pages

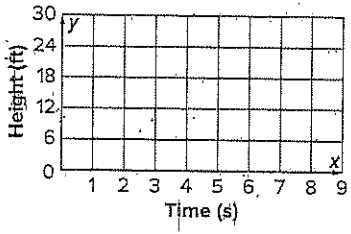
2. On which day(s) did Connie read 2 pages? Day(s)

3. What does the point (6, 0) mean?

Will flies a drone in his yard. An app on his phone records the time the drone is in the air and its height. The table shows the results.

Drone Height	
Time (s)	Height (ft)
0	6
1	12
2	18
3	24
4	24
5	18
6	12
7	6
8	0

4. Plot the points on the coordinate grid to represent the height of the drone for each number of seconds that it is in the air. Then connect the points.



5. From what height does the drone take off? _____ feet

6. How high was the drone at 3 seconds? _____ feet

7. What does the point (7, 6) mean?

8. What was the drone doing between 3 seconds and 4 seconds after it took off?

Math @ Home Activity

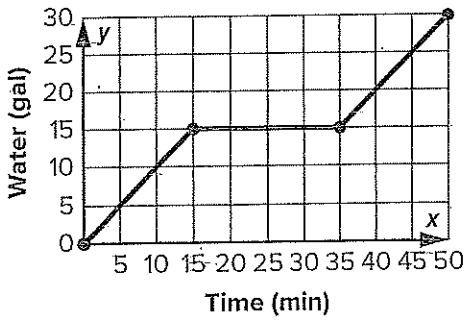
Create a table of values that could represent a situation your child is familiar with. Situations can include the number of minutes spent practicing an instrument or the number of minutes spent reading a book. Have your child plot the points and then connect the points with line segments. Point to different points on the graph, and ask your child to explain what the point means in relationship to the given context.

Represent Problems on a Coordinate Plane

Name _____

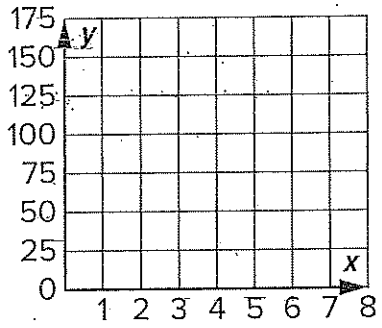
Review

Plotting points can help you understand real-world situations. The table shows the number of gallons of water in a tank over time.

Graph	Interpretation
	The tank was empty when filling began. After 15 min, filling stopped for 20 min. The tank had 30 gal of water after 50 min.

The table shows how many miles remain on a road trip to get to the final destination. Use the table to complete the following problems.

Time (hours)	Distance (mi)
0	150
3	100
4	100
6	40
7	0



1. Plot and connect the points on the coordinate plane.
2. How long did the road trip take to complete?
3. How many miles total was the road trip?
4. How far did the travelers drive before they stopped for a break?
5. How long did the travelers stop?