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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NONFICTION

1. What is this text about?
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RL.3.7/RI.1.2

Name: _____ Date: _____

Day 11: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

Daily Learning Target: Classify plants into groups according to their physical characteristics, such as flowering vs. nonflowering or seed-bearing vs. spore-bearing.

Directions: Fill in the blanks in the notes. After the notes, your teacher will project pictures of different types of plants. Write down the name of the plant in the appropriate category. Remember, each plant will go in two places:

1) Is it a flowering or nonflowering plant? *AND* **2)** Does it reproduce by seed or spore?

1st Classification: Is it classified as a flowering plant or nonflowering plant?

Flowering Plants

- Plants produce _____ and some produce _____.
- Plants have _____ located in the fruit or flower.
- Example: orange tree

Nonflowering Plants

- Plants do _____ have flowers.
- Plants reproduce with seeds from _____ or from seed-like structures called _____.
- Example: pine tree, sword fern

2nd Classification: Does it reproduce by seed or by spore?

Reproduce by Seed

- Have _____ inside flowers, fruits, or cones.
- Example: sunflower

Reproduce by Spore

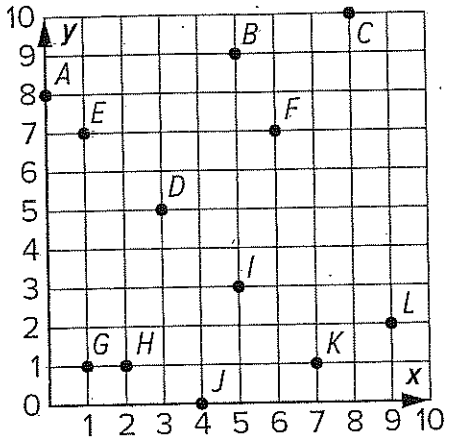
- Do _____ have flowers, fruits, or cones.
- Ferns and mosses reproduce by spore.
- Example: pincushion moss

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 12-1

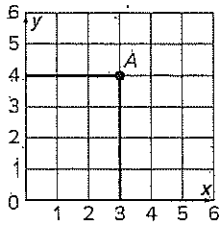
Additional Practice

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.

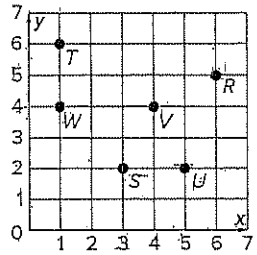
Counting along the y-axis from the origin, A is at 4. So 4 is the y-coordinate of A.

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

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

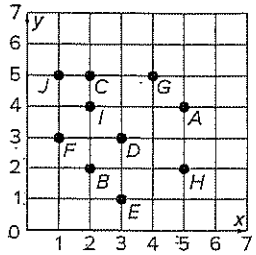
What is the ordered pair that represents the point on the coordinate plane?

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



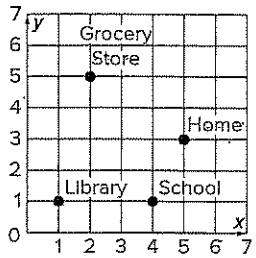
What is the ordered pair that represents the point on the coordinate plane?

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.

Name: _____ Date: _____

Day 12: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

Daily Learning Target: Compare and **contrast** the life cycles of Florida plants.

Flowering Plant Life Cycle

- Reproduce from seeds found inside_____

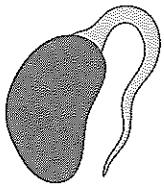
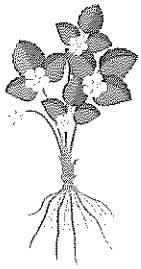
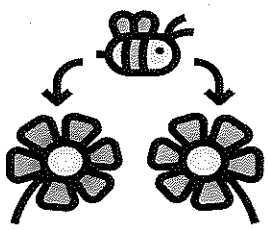
Nonflowering Plant Life Cycle (Conifers and Pines)

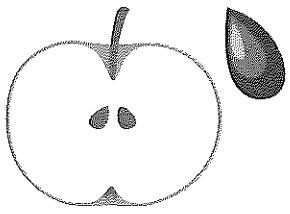
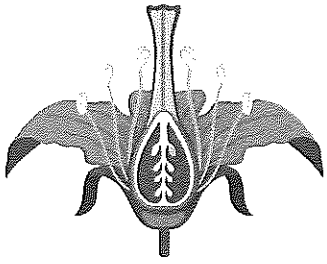
- Reproduce from_____

Nonflowering Plant Life Cycle (Mosses & Ferns)

- Reproduce from_____

Directions: Cut out the pictures, terms, and descriptions below and create a flowering plant life cycle in your notebook.

Seed	Pollination	Fertilization	Seedling
occurs when pollen joins with the female reproductive cell to make a seed	able to flower and reproduce	a young plant, not yet capable of reproduction	when new plants emerge from a seed
			

Adult Flowering Plant	Seed Dispersal	Germination
have a protective shell, a small plant, and enough food to sustain the small plant until it germinates	process of transferring pollen from the stamen of one flower to the pistil of another flower	process of moving the seed away from the adult plant to a new location
		

Plot Ordered Pairs on the Coordinate Plane

Name _____

Review

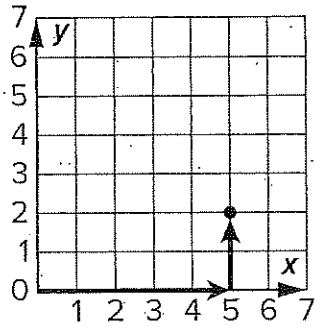
An ordered pair shows the *x*-coordinate of a point, followed by the *y*-coordinate of the point, in that order.

Plot the point (5, 2).

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

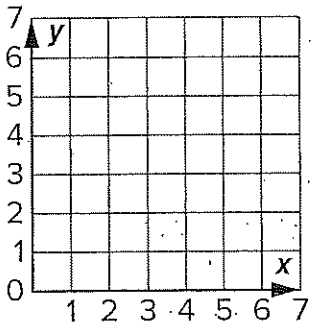
The *y*-coordinate is 2. This means we go up 2 units.

Mark the location with a point.



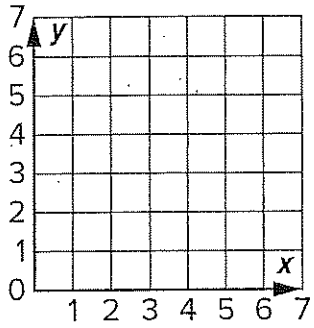
Plot and label the point for the ordered pair.

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)



Lesson 12-2

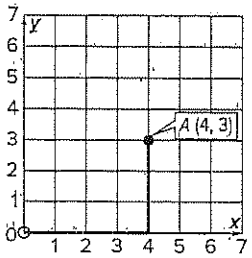
Additional Practice

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?

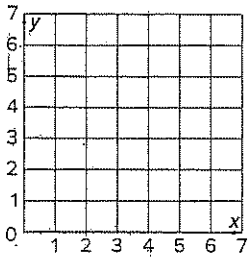


The x-coordinate is 4 and the y-coordinate is 3. From the origin, move 4 units to the right, along the x-axis. Then move up 3 units, along the y-axis.

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

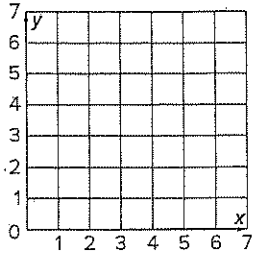
Plot the point for each ordered pair. Label with the given letter.

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)

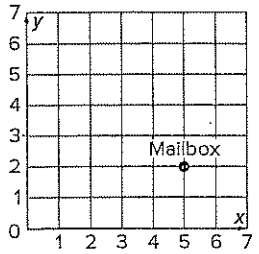


Plot and label the point for each of the following positions.

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.

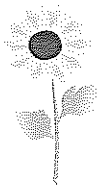
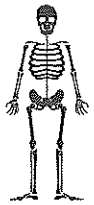
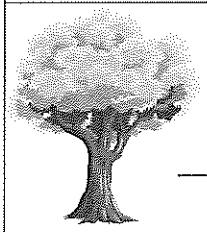
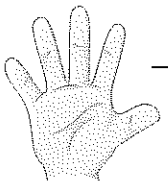
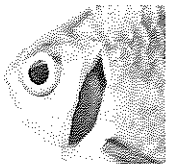
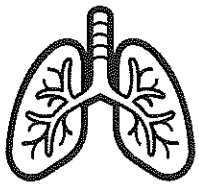
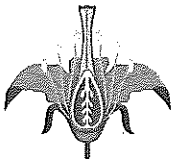
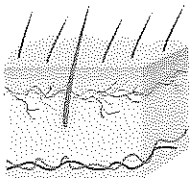
Name: _____ Date: _____

Day 13: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

Daily Learning Target: Compare and **contrast** the functions of physical structures on plants and animals.

Plant and Animal Structures Comparisons

Complete the missing information in the table and/or answer the question in the middle section.

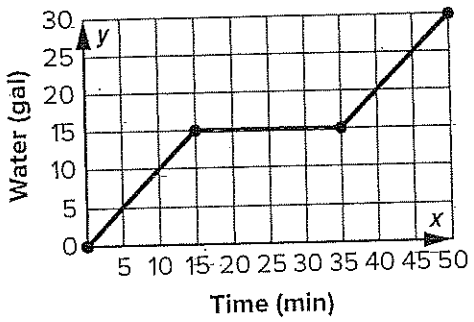
 Stem	What function do both the stem and the skeleton provide in living organisms?	 Skeleton
 _____	These provide a protective covering for the different organisms.	 _____
 _____	These organs allow animals to take in oxygen.	 _____
 _____	What function do these provide for living organisms?	Testes & Ovaries
 _____	These provide structure and support for the organisms.	 Skeleton
 Skin	These provide a protective covering to animals.	 1. 2. 3.

Represent Problems on a Coordinate Plane

Name _____

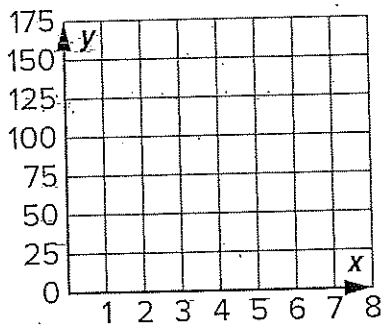
Review

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?

Lesson 12-3

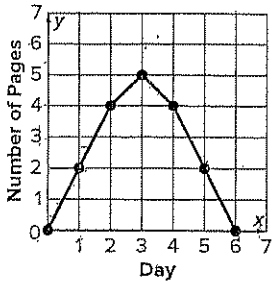
Additional Practice

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

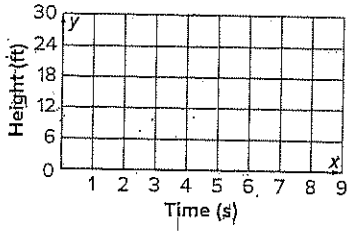
2. On which day(s) did Connie read 2 pages? Day(s)

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.

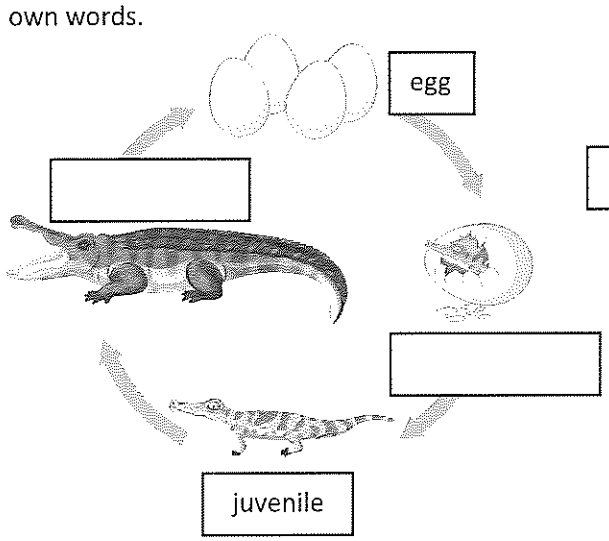
Name: _____ Date: _____

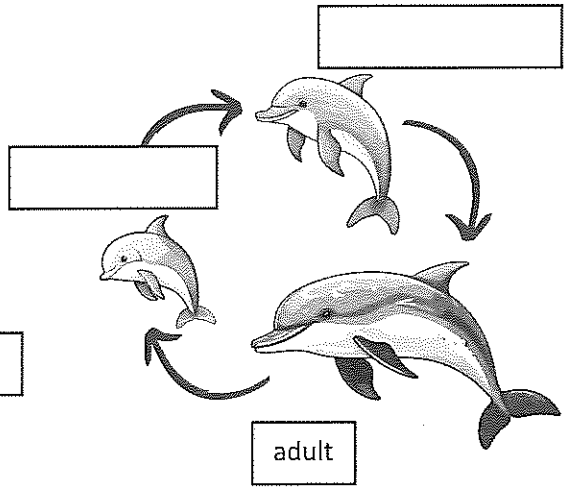
Day 14: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

Daily Learning Target: Compare and **contrast** the life cycle stages in Florida animals

All living things go through a life cycle. Animal life cycles can look different, but all animals are born, grow, reproduce, and eventually die. Some animals, like alligators, sea turtles, and rattlesnakes hatch from eggs, have a juvenile/youth stage where they grow, become adults, and reproduce. Reproduction is what makes the life cycle continue. Mammals, like black bears, manatees, and panthers, have similar life cycles except instead of hatching from eggs, they are born live. In both cases, the juveniles look like smaller versions of the adults. Prior to being born or hatching, development is happening inside the egg or the mother. At this stage of development, the animal is called an embryo. A newly born or hatched animal may be called an infant or newborn.

Directions: Complete the life cycle diagrams. Use the table to compare the two life cycles in your own words.





Alligator Life Cycle	Both	Dolphin Life Cycle

Classify Triangles

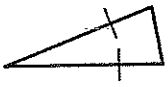
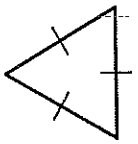
Name _____

Review

Triangles can be classified by their angles.

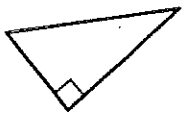
- A triangle with 3 acute angles is an *acute triangle*.
- A triangle with 1 right angle is a *right triangle*.
- A triangle with 1 obtuse angle is an *obtuse triangle*.

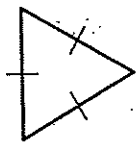
Triangles can also be classified by the number of sides that are equal.

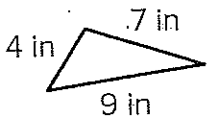
Type of Triangle	Scalene	Isosceles	Equilateral
Sample Figure			
Side Lengths	no sides of equal length	at least two sides of equal length	three sides of equal length

How can you classify the triangle shown by angles?

1. 

2. 

3. 

4. 

How can you classify a triangle that has the side lengths given?

5. 3 in, 4 in, 5 in

6. 2 ft, 5 ft, 5 ft

7. 4 m, 4 m, 4 m

8. 14 cm, 14 cm, 20 cm

Lesson 12-4

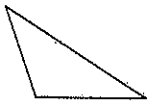
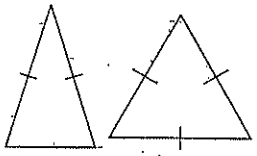
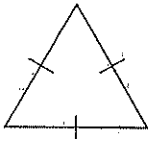
Additional Practice

Name _____

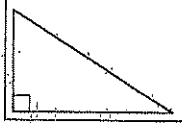
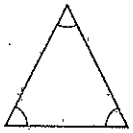
Review

You can classify triangles by their side lengths and angle measures.

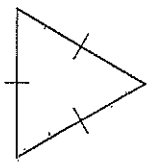
The tick marks show sides that have equal length.

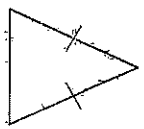
Scalene triangles have no sides of equal length.	Isosceles triangles have at least two sides of equal length.	Equilateral triangles have three sides of equal length.
		

The angles are marked in the triangles.

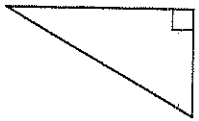
Right triangles have one right angle.	Acute triangles have three acute angles.	Obtuse triangles have one obtuse angle.
		

How can you classify each triangle? Explain your reasoning.

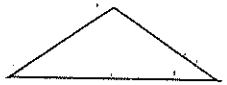
1. 

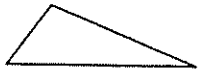
2. 

How can you classify each triangle? Explain your reasoning.

3. 

4. 

5. 

6. 

7. What are the attributes of isosceles triangles?

8. What are the attributes of scalene triangles?

9. Ezra draws a triangle that has one right angle and side lengths of 3 inches, 4 inches, and 5 inches. What type of triangle does Ezra draw? Explain.

Math @ Home Activity

With your child, be on the lookout for different triangles that you may see in your everyday experiences. For example, you might notice that a yield traffic sign is in the shape of an isosceles, acute triangle. Look for other examples and classify the triangles according to the number of sides that are the same length and the measures of the angles.

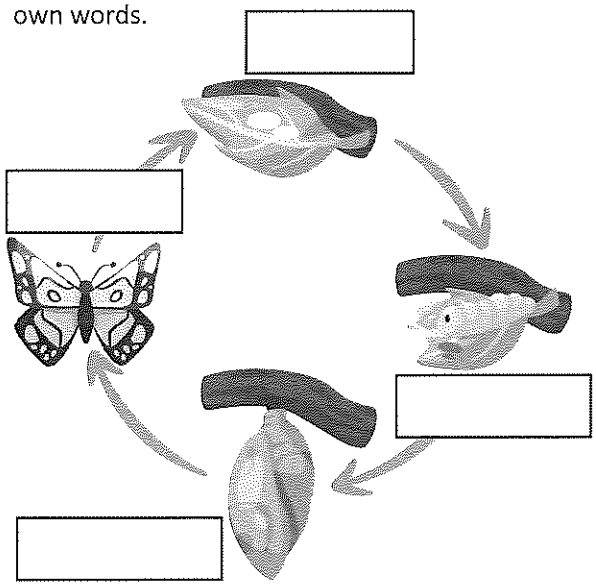
Name: _____ Date: _____

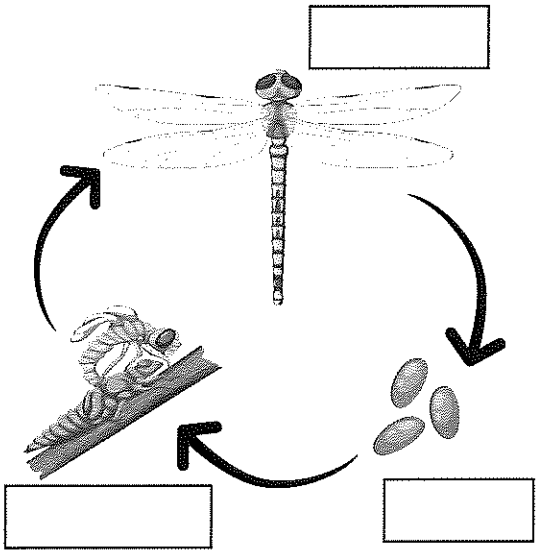
Day 15: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

Daily Learning Target: Compare and **contrast** the life cycle stages in Florida animals

Some animals look different in the juvenile/youth stage than they do as adults. These animals go through a metamorphosis. Complete metamorphosis has 4 stages: egg, larva, pupa, adult. Mosquitos, frogs, and butterflies go through complete metamorphosis. Incomplete metamorphosis consists of 3 stages: egg, nymph, and adult. Dragonflies, praying mantis, and grasshoppers' life cycles are classified as an incomplete metamorphosis.

Directions: Complete the life cycle diagrams. Use the table to compare the two life cycles in your own words.





Butterfly Life Cycle	Both	Dragonfly Life Cycle

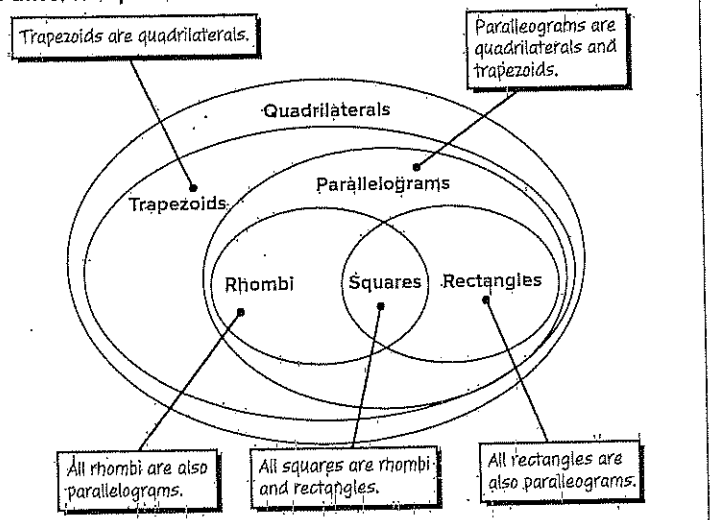
Lesson 12-5

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.

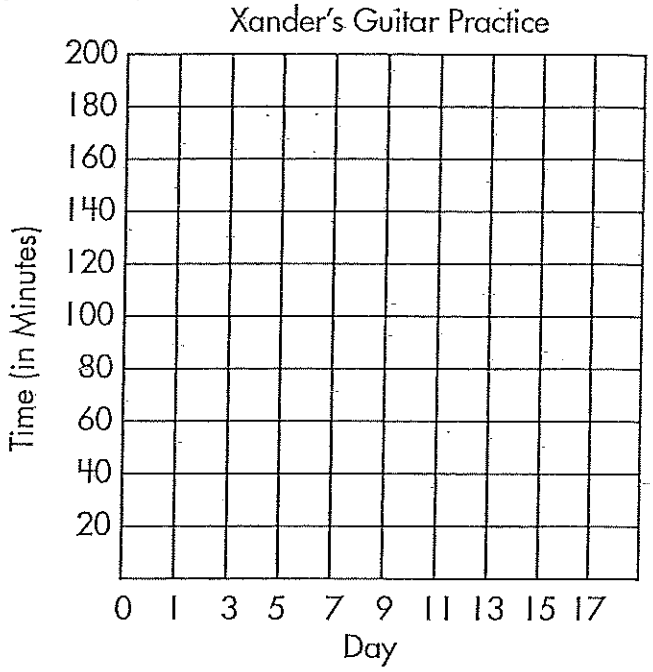
Name _____ 5.OA.B.3, 5.G.A.

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.

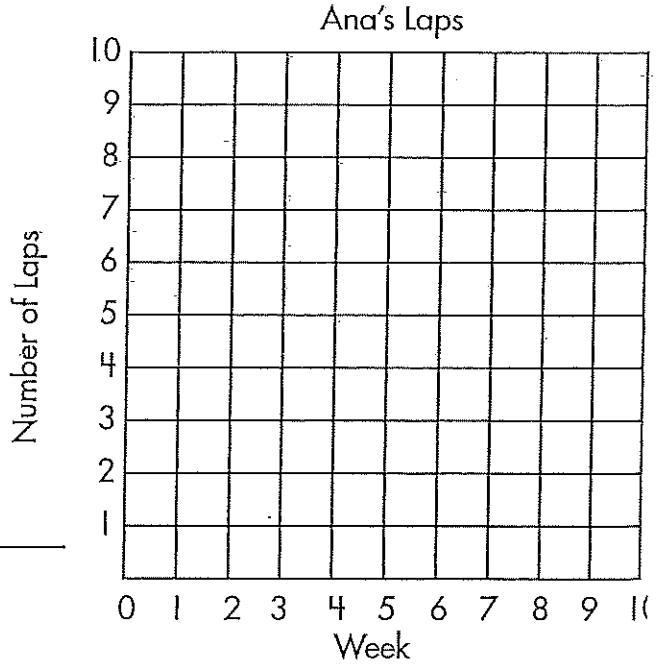
Day	Time (in Min.)



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)? _____