Super-Journal Week 3:8

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. Summarize what has happened so far.
2. What was the author's purpose in writing this text?

NONFICTION

1. Did the author use any evidence to support his thinking? Give an example.
2. Identify at least two points the author is trying to make in the text.

RL.1.1/RI.3.8

Super-Journal Week 3:8

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. Summarize what has happened so far.
2. What was the author's purpose in writing this text?

NONFICTION

1. Did the author use any evidence to support his thinking? Give an example.
2. Identify at least two points the author is trying to make in the text.

RL.1.1/RI.3.8

Classify Triangles

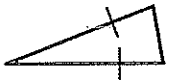
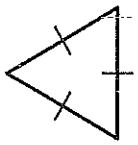
Name _____

Review

Triangles can be classified by their angles.

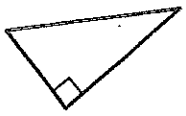
- A triangle with 3 acute angles is an *acute triangle.*
- A triangle with 1 right angle is a *right triangle.*
- A triangle with 1 obtuse angle is an *obtuse triangle.*

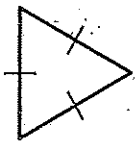
Triangles can also be classified by the number of sides that are equal.

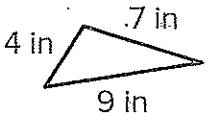
Type of Triangle	Scalene	Isosceles	Equilateral
Sample Figure			
Side Lengths	no sides of equal length	at least two sides of equal length	three sides of equal length

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

Copyright © McGraw-Hill Education

Lesson 12-4

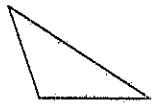
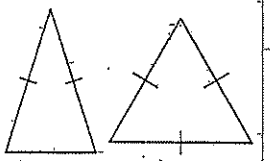
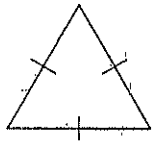
Additional Practice

Name _____

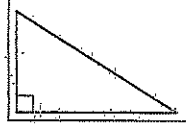
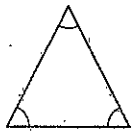
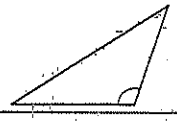
Review

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

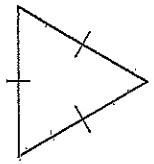
The tick marks show sides that have equal length.

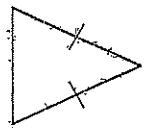
Scalene triangles have no sides of equal length.	Isosceles triangles have at least two sides of equal length.	Equilateral triangles have three sides of equal length.
		

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.
		

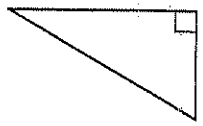
How can you classify each triangle? Explain your reasoning.

1. 

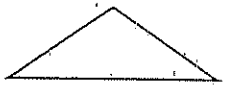
2. 

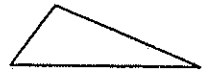
Copyright © McGraw-Hill Education

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.

Copyright © McGraw-Hill Education

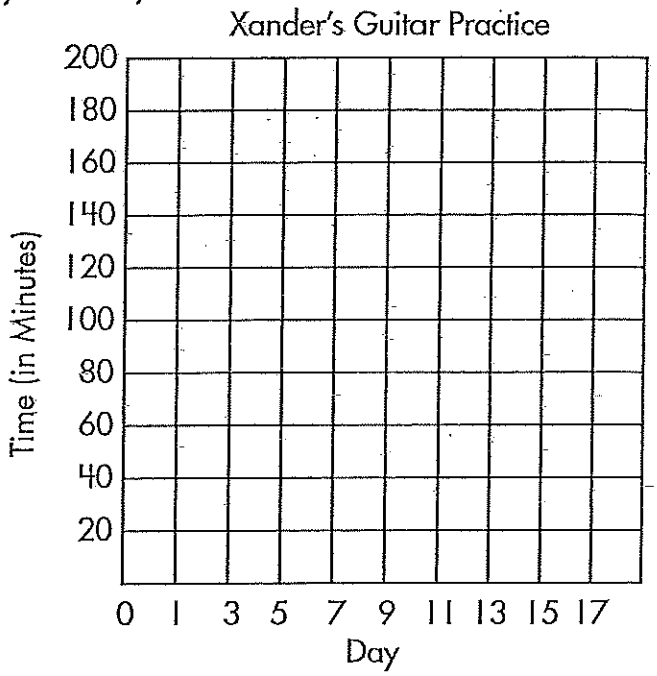
Name _____ 5.OA.B.3, 5.G.A.

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.

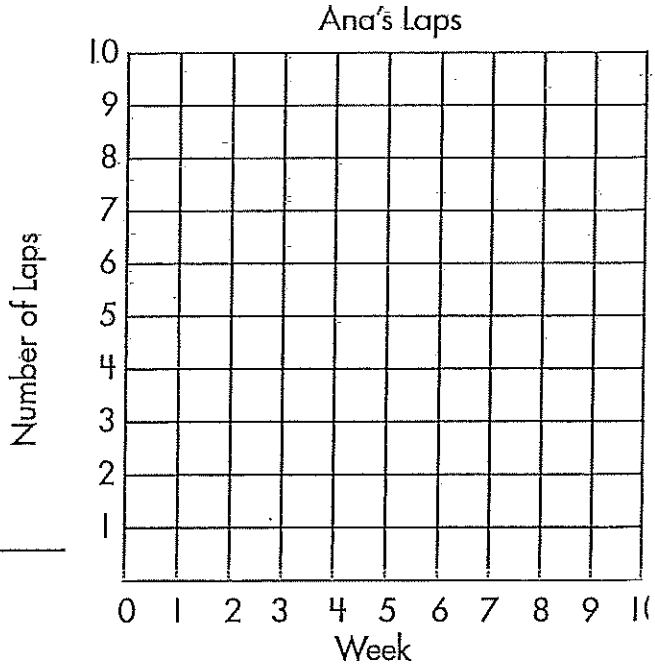
Day	Time (in Min.)



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)? _____

© Carson-Dellosa • CD-104

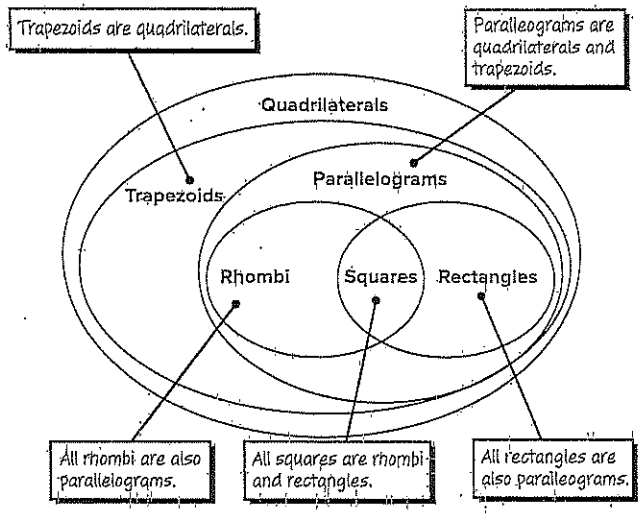
Lesson 12-5

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. _____

Copyright © McGraw-Hill Education

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.

Copyright © McGraw-Hill Education

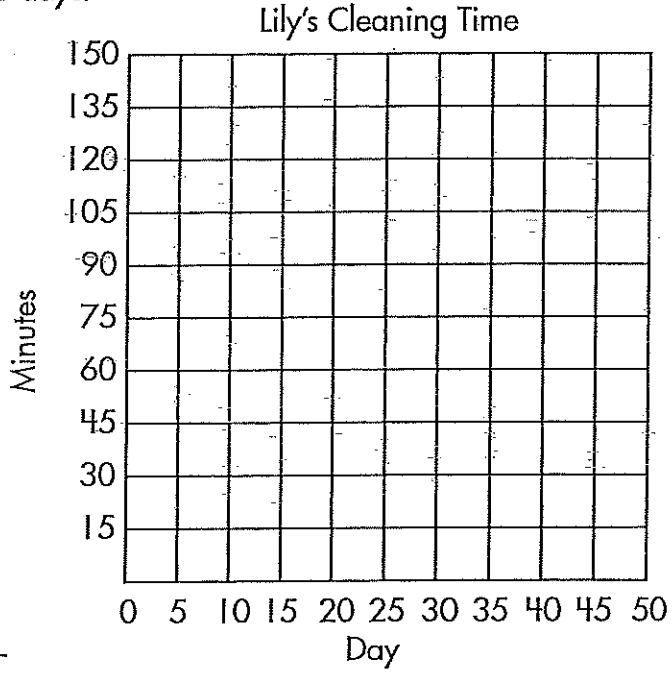
Name _____ 5.OA.B.3, 5.G.A.2

Graphing Patterns

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

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

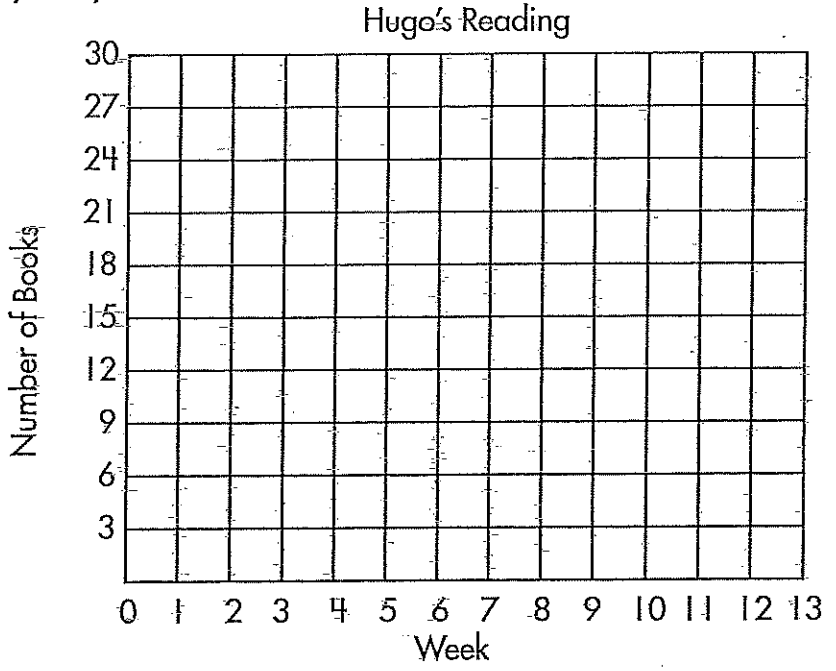
Days	Minutes
5	
10	
15	
20	
25	
30	
35	
40	



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

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

Week	Number of Books
1	
3	
5	
7	
9	
11	
13	



When will Hugo make his goal of reading 25 books?

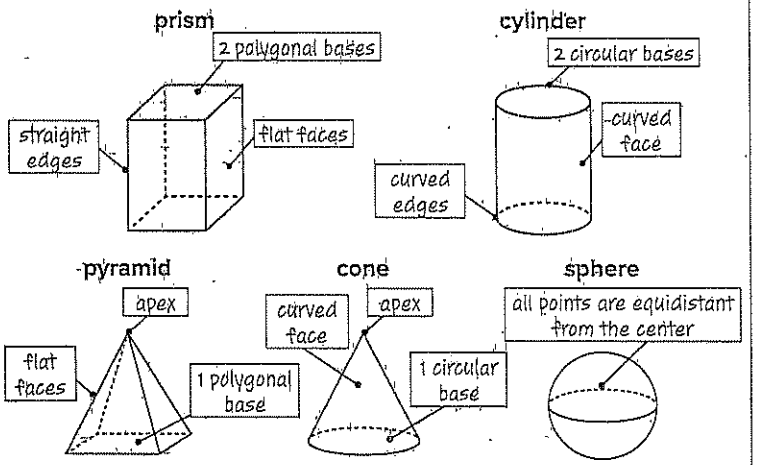
Lesson 12-6

Additional Practice

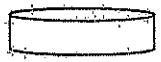
Name _____

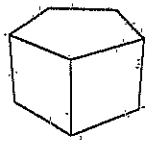
Review

You can use defining attributes to identify three-dimensional figures.



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

1. 

2. 

Copyright © McGraw-Hill Education

Which figure is described? Draw the figure.

3. three-dimensional figure with all of its points equidistant from a center

4. three-dimensional figure with a hexagonal base and an apex

5. Nia is building a bird feeder that will have a curved face and curved edges. She wants the top and bottom of the bird feeder to be circular. How would you classify the 3-dimensional figure of her bird feeder? Explain your reasoning.

6. Marc wants to buy a terrarium for his room. He is comparing two models. One model has a hexagonal top and bottom that are parallel, with 6 flat faces that are perpendicular to the top and bottom. The other model has a triangular top and bottom that are parallel, with 3 flat faces that are perpendicular to the top and bottom. How would you classify the 3-dimensional figures of each terrarium? Explain.

Math @ Home Activity

Give your child opportunities to explore real-world objects that have the characteristics of prisms, cylinders, pyramids, cones, and spheres. Ask your child to wander your home looking for objects that can be classified as the aforementioned three-dimensional figures. Then ask your child to explain what attributes helped him or her identify the three-dimensional figures.

Copyright © McGraw-Hill Education

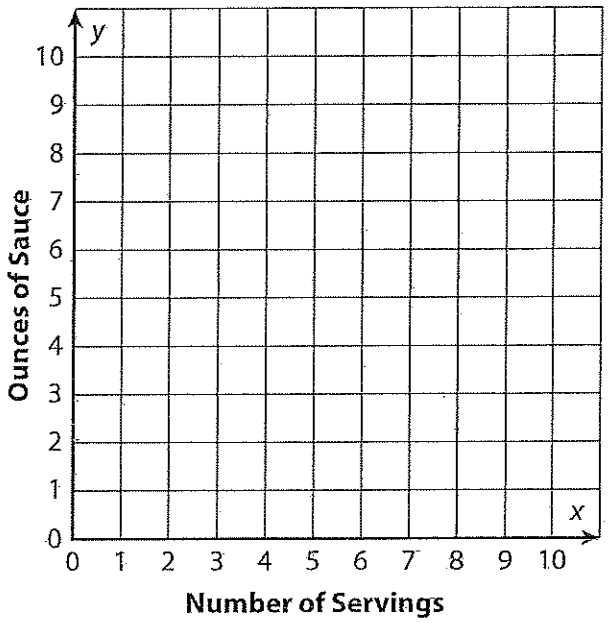
Representing Relationships Between Quantities

32.

Name: _____

1 Jorge uses 2 ounces of sauce for every serving of spaghetti he makes. Complete the table below to show the relationship between number of servings and ounces of sauce. Then graph the points (x, y) from the table.

Number of Servings, x	0	1	2	3	4
Ounces of Sauce, y					

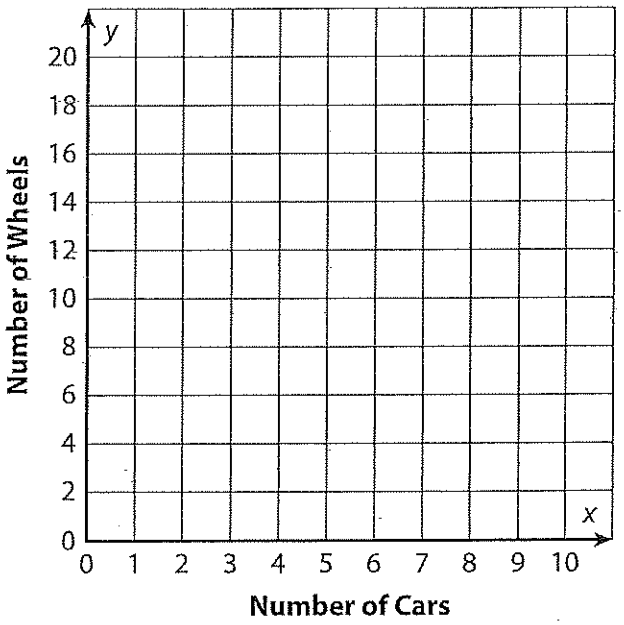


2 Use the table and graph in problem 1. What are the coordinates for a point on the graph to show how many ounces of sauce would be used for 5 servings of spaghetti?

_____

3 Casey builds model cars. Each car needs 4 wheels. Complete the table below to show the relationship between number of cars and number of wheels. Then graph the points (x, y) from the table.

Number of Cars, x	1	2	3	4	5
Number of Wheels, y					



4 Use the table and graph in problem 3. What is the meaning of the ordered pair (4, 16) in this situation?

_____

_____

©Curriculum Associates, LLC Copying is permitted for classroom use.

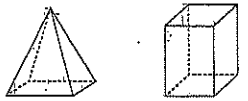
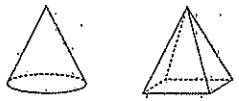
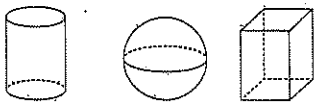
Lesson 12-7

Additional Practice

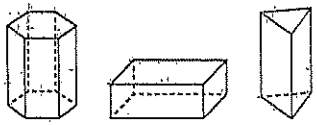
Name _____

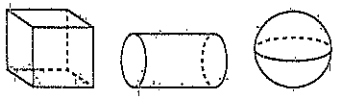
Review

You can classify 3-dimensional figures by their defining attributes in more than one way.

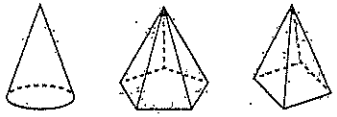
flat faces, polygonal bases, and straight edges  pyramid prism	no flat faces, no edges, no apex, and no vertices  sphere
one base and an apex  cone pyramid	no apex  cylinder sphere prism

How could these figures be classified?

1. 

2. 

3. 

4. 

Copyright © McGraw-Hill Education

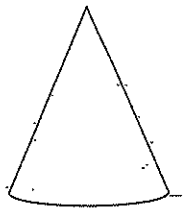
How could you identify the category of the three-dimensional figure?

5. three-dimensional figure with an apex

6. three-dimensional figure with two curved edges

7. One of Arnot's toys is a three-dimensional figure that has no flat faces, no edges, no apex, and no vertices. Which category includes a three-dimensional figure with these attributes?

8. Amelia has labeled the figure as being a cylinder. How could you help her label this figure? Explain.



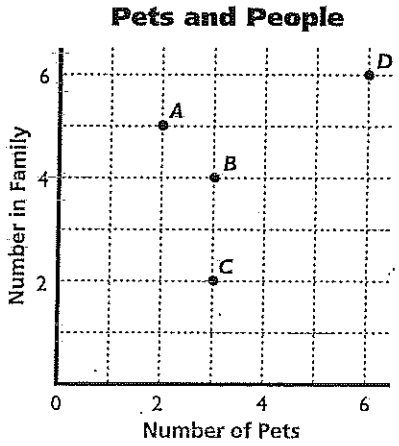
Math @ Home Activity

Explore real-world objects that have the attributes of prisms, cylinders, cones, pyramids, and spheres. Ask your child to look for objects in nature that can be classified as prisms, cylinders, cones, pyramids, and spheres. Then ask your child to explain what attributes helped him or her decide how to classify each object.

Copyright © McGraw-Hill Education

Get the Point (B)

The graph shows the number of pets owned by four different families.



Clues

a. In Katelyn's family each person has a different pet.

b. There are only two pets in Todd's family.

c. There are more pets than people in Amy's family.

d. One person in Ellen's family doesn't have a pet.

Tell which point represents which family.

1 A is _____ **2** B is _____

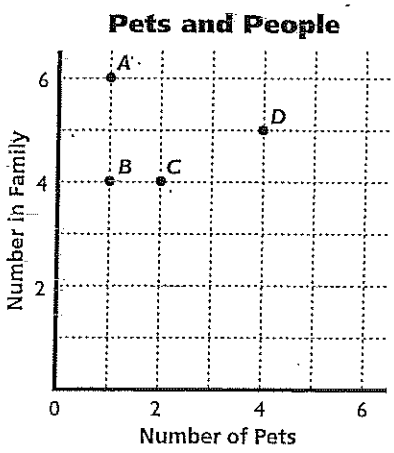
3 C is _____ **4** D is _____

Name _____

Permission is given by the publisher to the purchasing teacher or parent to reproduce this page for classroom or home use only.

Get the Point (C)

The graph shows the number of pets owned by four different families.



Clues

a. Matt is the only person in his family with a pet.

b. More people are in Jarrett's family than in Matt's.

c. Susan's family has half as many pets as people.

d. In Monika's family only her sister doesn't have a pet.

Tell which point represents which family.

1 A is _____ **2** B is _____

3 C is _____ **4** D is _____

Name _____

Permission is given by the publisher to the purchasing teacher or parent to reproduce this page for classroom or home use only.

© Creative Publications

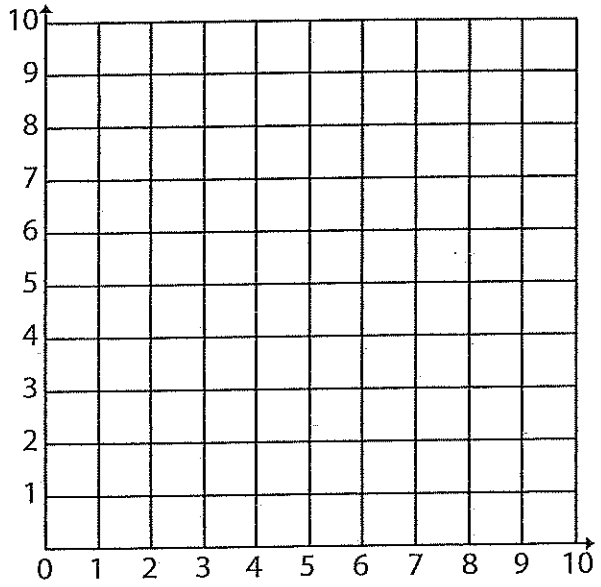
Name _____

5.G.A.1

Graphing Coordinates

Graph and label each pair of coordinates.

1. A (6,5)
2. B (1,7)
3. C (10,9)
4. D (8,3)
5. E (5,0)
6. F (7,2)
7. G (0,5)
8. H (2,9)



Graph and label each pair of coordinates.

9. I (9,5)
10. J (0,8)
11. K (1,1)
12. L (6,4)
13. M (2,0)
14. N (7,2)
15. O (7,0)
16. P (3,3)