

# Super-Journal Week 4:5

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below every day by recording the required data.

Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

On the right-side page of your Super-Journal, answer two of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). To earn credit for your Journal entry, you must respond in at least five complete sentences per response and use specific evidence from the text to support your claim based on what you've read this week.

## FICTION

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

## NONFICTION

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

RL.1.2/RI.1.2

# Super-Journal Week 4:6

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Day	Title	Start Pg.	End Pg.	Parent Sign.
Monday				
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## FICTION

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

## NONFICTION

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

RI.2.6/RI.2.6

## Chapter Thirteen: Run! As Fast As You Can!

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

sprawling (p.102)

Vast (p.103)

stricken (p.104)

### Literal Questions

1. What happened to Mrs. Johansen on her way back from Uncle Henrik's boat?
2. What had Mr. Rosen dropped at Uncle Henrik's house?

### Inferential Questions

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

### Opinion Questions

1. What do you think Mrs. Johansen meant when she said that "it may all have been for nothing" when she spotted the parcel?
2. Why do you think Mrs. Johansen didn't tell Annemarie what she was really carrying to Uncle Henrik on the boat?

## Chapter Fourteen: On the Dark Path

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

donned (p.106)

latticed (p.106)

brusque (p.110)

taut (p.112)

### Literal Questions

1. What fairy tale did Annemarie remember on the trail to Uncle Henrik's boat?
2. Describe what happened to Annemarie on the way to the boat?

### Inferential Questions

1. Why did Annemarie choose this particular fairy tale?
2. Why did Annemarie have to be brave when she met the soldiers?

### Opinion Questions

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

## Chapter Fifteen: My Dog Smells Meat

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

willed (p.113)

insolently (p.117)

caustic (p.118)

### Literal Questions

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

### Inferential Questions

1. Why did Annemarie behave like Kirsti when she was stopped by the German soldiers?
  
2. Why was it good that Annemarie did not know what was in the packet?

### Opinion Questions

1. Why do you think the German soldiers stopped Annemarie?
  
2. Why do you think the contents of the packet were so important?

## Chapter Sixteen: I Will Tell You Just a Little

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

warily (p.120)

concealed (p.124)

### Literal Questions

1. What did Annemarie learn about Peter from Uncle Henrik? What were the two clues that should have clued Annemarie in about Peter?
  
  
  
  
  
  
  
  
  
  
2. What was Uncle Henrik's explanation for each of the following:
  - a. Annemarie not seeing the Rosen's in the boat
  
  
  
  
  
  
  
  - b. The use of a drug on the baby
  
  
  
  
  
  
  
  - c. The handkerchief

### Inferential Questions

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

### Opinion Questions

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

## Chapter Seventeen: All This Long Time

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

raided (p.130)

rejoicing (p.124)

### Literal Questions

1. Why was everyone celebrating in Denmark?
2. What happened to Peter?
3. What did Annemarie learn about Lise?

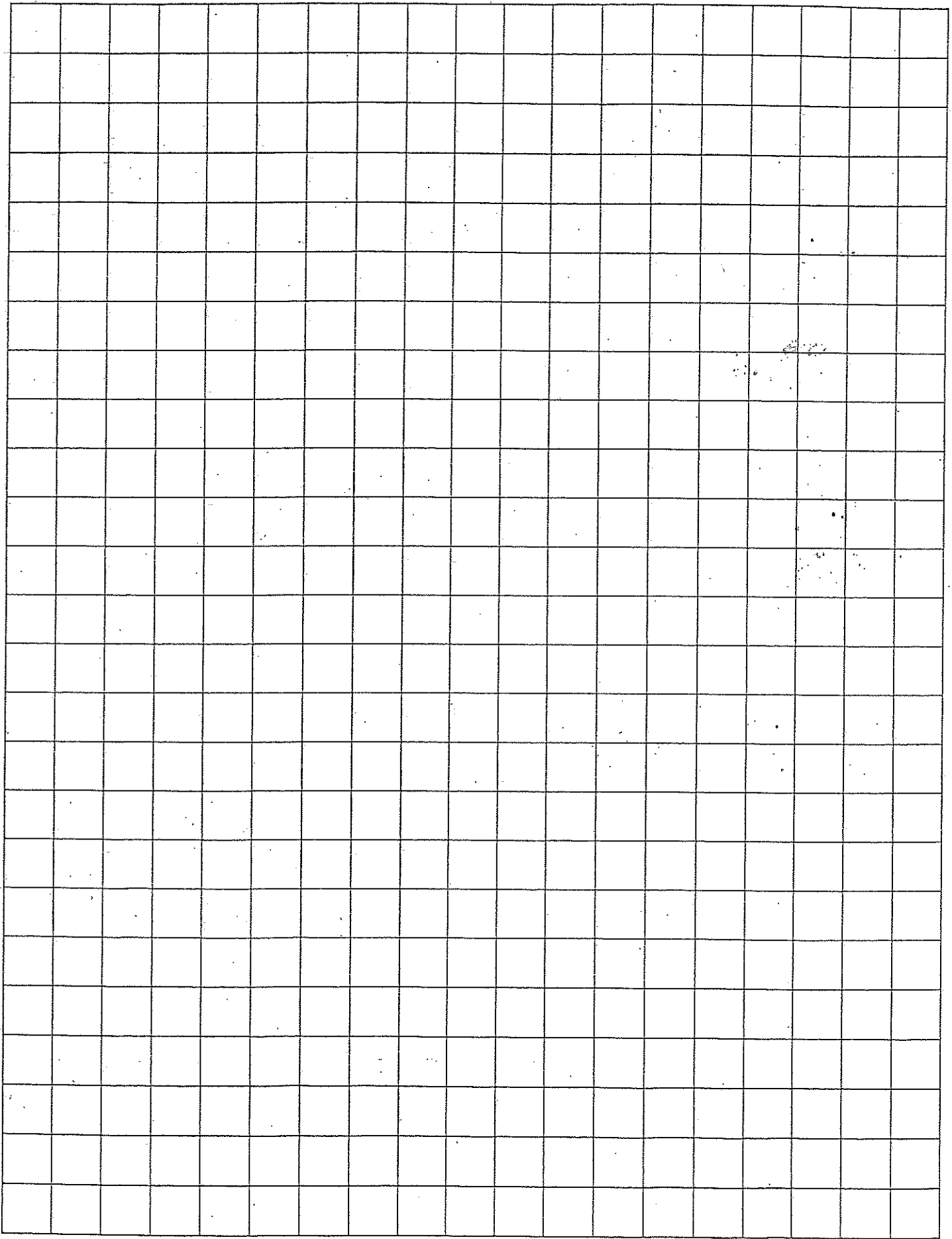
### Inferential Questions

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

### Opinion Questions

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

Solar System	a system of planets and other bodies that orbit a star	State of matter	the form matter can take (solid, liquid, gas)
Species	a group of the same kind of organisms that can mate and produce offspring that can reproduce	Stomach	an organ that breaks down food into a liquid and mixes food with digestive juices
Speed	the distance traveled by an object in a given amount of time	Streak	the color of the powder of a mineral when it is rubbed on a streak plate
Spore	a seed like structure that produces a new plant like ferns and mosses	Temperate zone	a climate zone located between the tropics and the polar circles generally characterized by moderate temperatures rather than extremely hot or cold temperatures
Star	a large object in space that is made of gas and produces its own light	Texture	a physical property of a solid used to describe its surface





# Generate Numerical Patterns

Name \_\_\_\_\_

## Review

You can use a table to record a numerical pattern.

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

Complete the input and output table.

1.

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

2.

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

3. Rule:  $s + 10$

Input ( $s$ )	Output
0	
1	
2	
3	

4. Rule:  $b - 8$

Input ( $b$ )	Output
40	
	22
	12
10	

Complete the input and output table.

3. Rule:  $2g$

Input ( $g$ )	Output
21	
23	
25	
27	
29	
31	

4. Rule:  $15 - w$

Input ( $w$ )	Output
2	
3	
4	
5	
6	
7	

How can you use the rule and output to determine the input?

5. Rule:  $h + 9$

Input ( $h$ )	Output
	30
	31
	32
	33
	34
	35

6. Rule:  $72 \div b$

Input ( $b$ )	Output
	2
	3
	4
	6
	8
	12

7. Rosemary saves 15 dollars of her allowance each week. How can you use the rule  $15w$  to determine how much money Rosemary will save in the next four months? Explain.



Play a game with your child. Write an algebraic rule on each of 5 or more index cards. Take turns drawing a card and using the rule on the card to complete an input/output table. The person who did not create the input/output table must determine the algebraic rule that was used.

# Generate More Numerical Patterns

Name \_\_\_\_\_

## Review

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

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

Use the rule to complete the input and output table.

1.

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

2. Rule:  $4t + 2$

Input (t)	Output
0	
1	
2	
3	

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

Input (p)	Output
50	
	7
	12
200	

How can you use the rule to complete the input and output table?

3. Rule:  $3z \div 2$

Input (z)	Output
2	
4	
6	
8	
10	
12	

4. Rule:  $20 - 2x$

Input (x)	Output
2	
3	
4	
5	
6	
7	

How can you use the rule and output to determine the input?

5. Rule:  $3h + 9$

Input (h)	Output
	36
	39
	42
	45
	48
	51

6. Rule:  $32 - 2r$

Input (r)	Output
	26
	22
	18
	14
	10
	6

7. The cost of belonging to a gym is a \$40 joining fee and then \$25 per month. How much would it cost to belong to the gym for 6 months? Write a rule and create an input and output table to find the answer.



Have your child give you several input values, and then apply a rule and tell your child the output values. Encourage your child to record the input and output values. The goal is for your child to identify the rule that you are using.

**Writing and Interpreting Expressions**

30 Name: \_\_\_\_\_

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

1 10 minus the sum of 2 and 3

\_\_\_\_\_

Solution: \_\_\_\_\_

3 3 times the difference of 4 and 2

\_\_\_\_\_

Solution: \_\_\_\_\_

5 the difference of 5 and 2, times 3

\_\_\_\_\_

Solution: \_\_\_\_\_

7 24 divided by the product of 6 and 2

\_\_\_\_\_

Solution: \_\_\_\_\_

9 12 minus half the sum of 6 and 4

\_\_\_\_\_

Solution: \_\_\_\_\_

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

\_\_\_\_\_

Solution: \_\_\_\_\_

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

**Evaluating Expressions**

30 Name: \_\_\_\_\_

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

1  $2 \times 4 + 2$

\_\_\_\_\_

4  $8 - (3 + 1)$

\_\_\_\_\_

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

\_\_\_\_\_

10  $1 + 2 \times 3 + 4$

\_\_\_\_\_

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

\_\_\_\_\_

16  $2 - \frac{1}{2} \times 4 + 4$

\_\_\_\_\_

19  $2 - \frac{1}{4} \times 4 + 4$

\_\_\_\_\_

2  $2 \times (4 + 2)$

\_\_\_\_\_

5  $16 \div 4 + 4$

\_\_\_\_\_

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

\_\_\_\_\_

11  $1 + 2 + 3 \times 4$

\_\_\_\_\_

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

\_\_\_\_\_

17  $(2 - \frac{1}{4}) \times 4$

\_\_\_\_\_

3  $8 - 3 + 1$

\_\_\_\_\_

6  $16 \div (4 + 4)$

\_\_\_\_\_

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

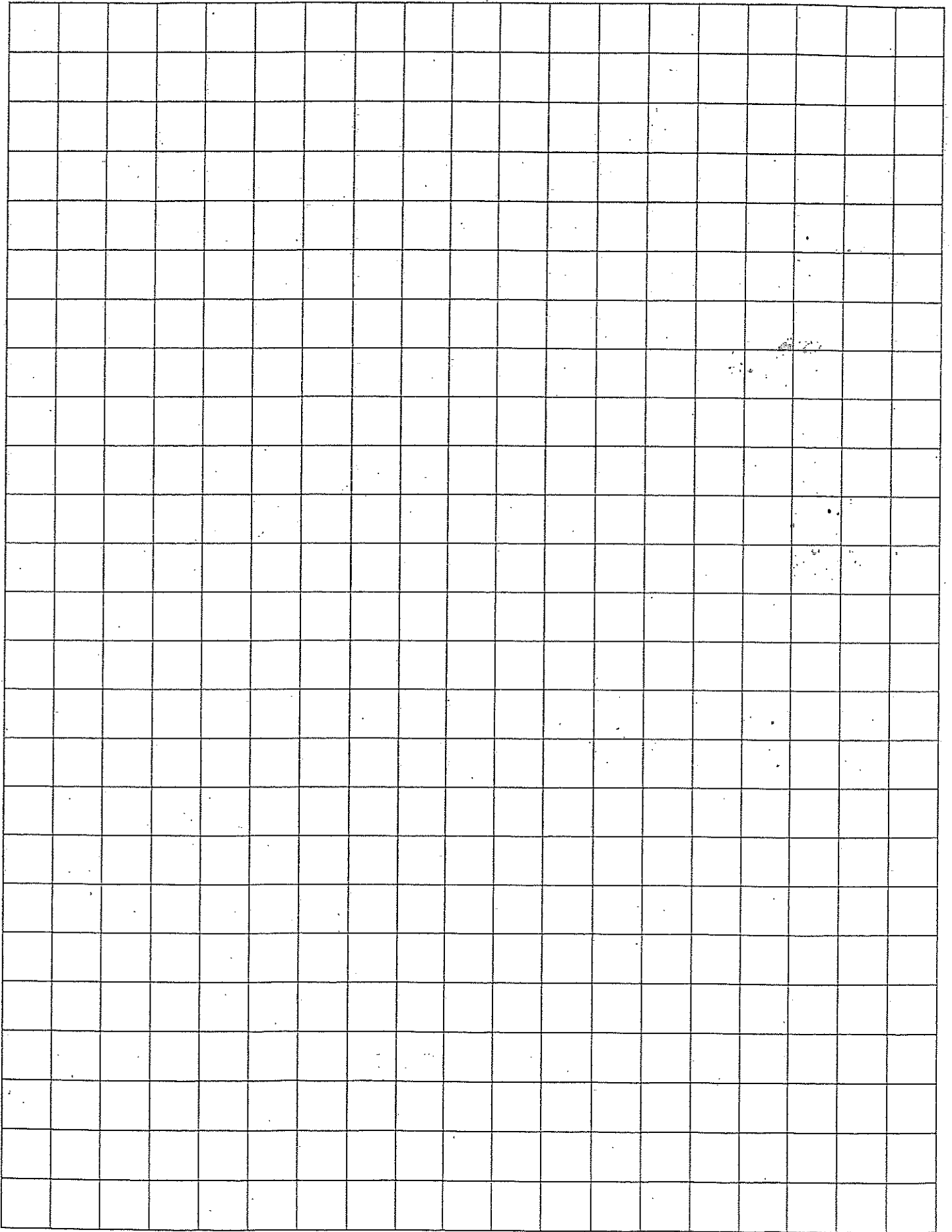
\_\_\_\_\_

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

\_\_\_\_\_

**Answers**

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



the process by which water is changed from a gas (water vapor) to a liquid; a stage of the water cycle.

191

a material that allows electric charges to pass through

198

an organism in a food chain that obtains nutrients from producers or other consumers  
Consumers may be herbivores or carnivores.

218

measurements of observations collected and recorded in an experiment or investigation

230

all the living and nonliving things that interact with each other in an environment

250

a species whose population is so small that it is in danger of extinction

265

a mineral that breaks along straight, smooth lines

126

the average pattern of weather that occurs in a certain location over many years

140

an object made of rock, ice, dust, and gas that revolves around the Sun

150

populations of different species of organisms living together in the same geographic area

160

type of insect development characterized by the presence of a larval stage with different feeding habits

170

a statement that tells what an investigation showed, based on observations and data

180

Cleavage

126

Climate

140

Comet

150

Community

160

Complete metamorphosis

170

Conclusion

180

Condensation

191

Conductor

198

Consumer

218

Data

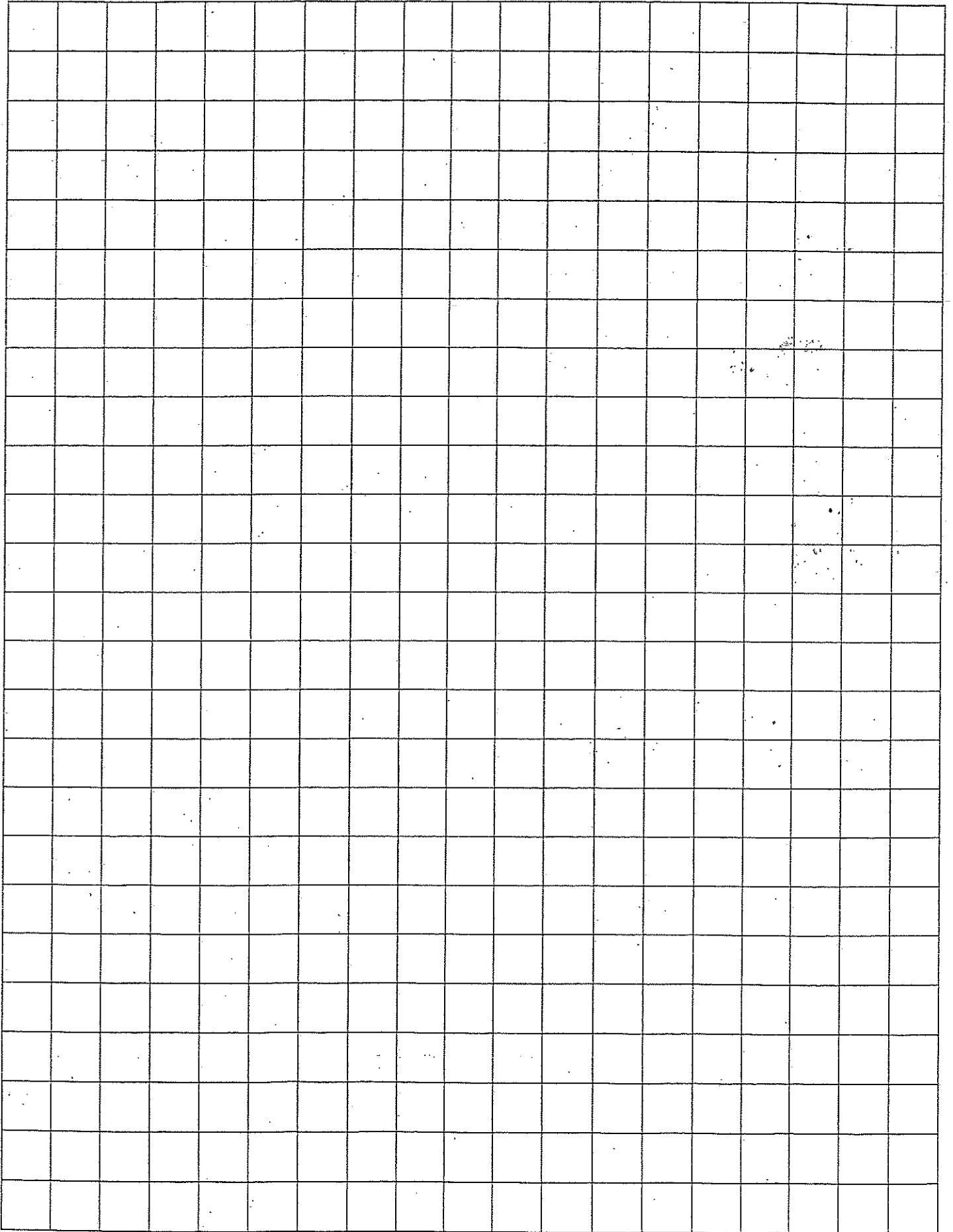
230

Ecosystem

250

Endangered Species

265





Renewable resource

a resource that can be replaced within a reasonable amount of time

Sediment

very small pieces of rock, sand, and silt carried by water

Repel

to force away or apart

Sedimentary rock

a type of rock formed from layers of sediment

Reproduction  
Reproduce

the process of making more organisms of the same kind

Seed Dispersal

seeds travel to new places by water, wind, an animal's body, or inside an animal's body

Reptile

type of vertebrate that has dry skin, is cold blooded and covered with scales

Skin

the human body's largest organ, which covers the outside of the body

Revolution

the motion of one object around another object

Small Intestine

an organ that digests food and absorbs nutrients from the food

Rotation

the turning of an object on its axis

Soil

the loose top layer of Earth's surface made of weathered rock and once living plants and animals