MATH VOCABULARY MODULE 5

INSTRUCTIONS:

a) Read and 5 sentences from Monday to Thursday. Copy them 3 times each making sure you write neatly. On Friday, ask somebody to dictate the five sentences to you.
b) Each time, read the 5 sentences aloud at least three times, and see if you understand the meaning of the sentence.
c) Underline the words that are new or difficult.

3D Solid Shapes

Sphere · Cylinder · Cone · Cube · Cuboid · Hexagonal Prism · Square-based Pyramid · Tetrahedron (Triangle-based Pyramid) · Triangular Prism

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1. Plane figures like triangles, quadrilaterals, and polygons have two dimensions: length and width.
2. To calculate the perimeter of a plane figure we add the length of its sides.
3. The perimeter is calculated in linear units like centimeters or inches.
4. The area of squares and rectangles is calculated by multiplying length by width.
5. The area is calculated in square units like square meters or square feet.
6. Solid figures like prisms, pyramids, and spheres, cones, and cylinders have three dimensions: length, width, and height.
7. To calculate the volume of prisms we multiply length, width, and height.
8. Volume is calculated in cubic units like cubic centimeters and cubic inches.
9. A litter has a volume equivalent to 1,000 cubic centimeters.
10. One square centimeter is equivalent to one milliliter.
11. Polygons are close plane figures are have two dimensions: length and width
12. Some families of polygons are triangles, quadrilaterals, pentagons, hexagons, and octagons.
13. Triangles have three sides and three angles. If the triangle has a right angle, it is called a right triangle.
14. Triangles can be of three kinds, equilateral, isosceles, and scalene.
15. The three angles inside a triangle add up to 180 degrees.

31. A coordinate is a specific point on a number line.
32. A set of coordinates on a coordinate plane has two numbers written inside parenthesis.
33. The coordinate on the x-axis is first, and the coordinate on the y-axis is second.
34. The x-axis is the horizontal axis, and the y-axis is the vertical axis.
35. The point at which the x-axis and the y-axis intersect is called the point of origin.
36. Parallel lines to the x-axis have the same y-coordinate in common
37. Parallel lines to the y-axis have the same x-coordinate in common
38. Perpendicular lines to the x-axis have the same x-coordinate.
39. Perpendicular lines to the y-axis have the same y-coordinate.
40. A rule shows the mathematical relationship between the x-coordinate and the y-coordinate.

y-axis

x-axis
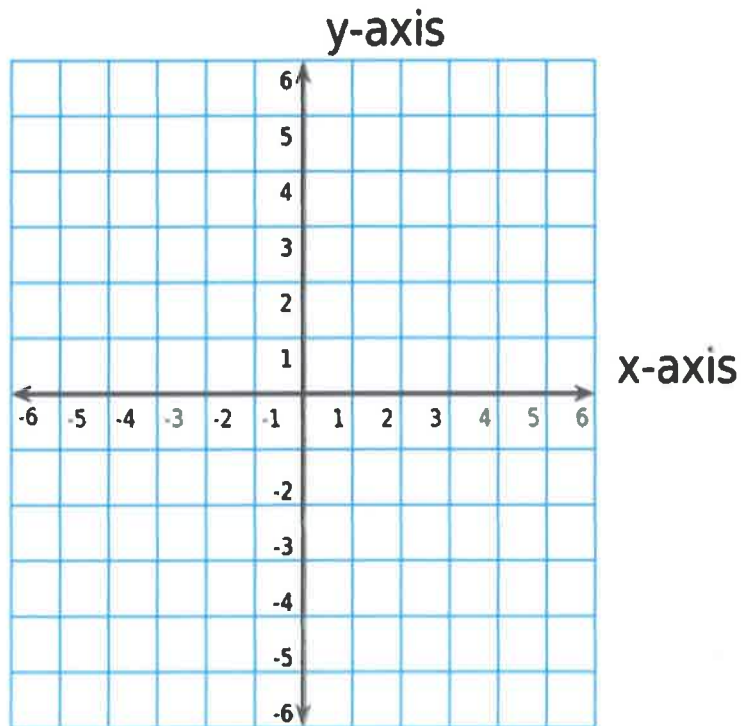
Informational Writing Checklist	Not yet	Starting to	Yes
Structure			
Overall I taught readers different things about a subject. I put facts, details, quotes, and ideas into each part of my writing.			
Lead I wrote a few sentences to **hook my readers**, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. **I let the readers know that I would be teaching them about a subject.**			
Transitions I used words and phrases to glue parts of my piece together. I used phrases such as *for example, one time, for instance, in addition to, also, another.*			
Ending I wrote an ending that reminded readers of my subject. I added my thoughts, feelings, and questions about the subject at the end.			
Organization I separated sections of information using paragraphs. I may have used chapters, headings, or subheadings.			
Development			
Elaboration I taught my readers different things about my subject.			
I got information from talking to people, reading books, and from my own knowledge and observations.			
I made choices about organization. I might have used compare/contrast, cause/effect, or pro/con. I may have used diagrams, charts, heading, bold words and definition boxes to help teach my readers.			
Craft I made choices about which information was best to include or not to include.			
I made careful word choices to convince my readers by repeating words that would make readers feel emotions.			
I used a teaching tone. To do so, I may have used phrases such as *that means..., what that really means is...,* and *let me explain...*			
Language Conventions			
Spelling I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.			
Punctuation I used commas to make my long complex sentences make sense.			
I used periods to fix my run on sentences.			

RUBRIC TO WRITE A LETTER
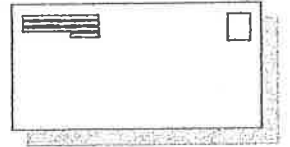
Request:

_____

_____

Audience:

_____

_____

Reason 1

_____

a) _____
b) _____
c) _____

Reason 2

_____

a) _____
b) _____
c) _____

Reason 3

_____

a) _____
b) _____
c) _____