



Whiteriver Unified School District

Seventh Grade Packet

May 4-8

Return May 11th

Name:

Canyon Day Junior High Virtual Lesson Plan

Teacher: MTHALVAREZ

Class: MATH 7th Grade

Date: May 4 – May 8, 2020

Week of: May 4 to May 8, 2020	
Standard	<p>7.RP.A.2 Recognize and represent proportional relationships between quantities.</p> <p>7.RP.A.3 Use proportional relationships to solve multi-step ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error).</p>
Learning Goal	<p>Analyze and Solve Percent Problems - Review of Lessons 3.1 to 3.3</p> <p>Lesson 3.1 I will learn about percent and the relationship between parts and wholes.</p> <p>Lesson 3.2 I will learn about the connections between percent and proportions.</p> <p>Lesson 3.3 I will learn how to use the percent equation to solve real-world problems.</p>
Success Criteria	<p>3.1 Analyze Percents of Numbers</p> <ul style="list-style-type: none"> • Use a bar diagram to show percentage • Use equivalent ratios to find the percentage • Find and use percent's more than 100%; less than 1% <p>3.2 Connect Percent and Proportion</p> <ul style="list-style-type: none"> • Use proportion to find the percent, part and whole • Use proportion to find the part • Use proportion to find the whole <p>3.3 Represent and Use the Percent Equation</p> <ul style="list-style-type: none"> • Find the percent, part and whole
Assignments that are to be completed for each day.	
Monday May 4 <i>Lesson 3.1</i>	<p>Anticipatory Set Key Concept Box, additional notes and example matrix Building Mathematical Literacy 3.1</p>
Tuesday May 5 <i>Lesson 3.1</i>	<p>Re-teach to Build Understanding 3.1 Lesson 3.1 Quiz</p>
<p>Lesson 3.1 Online Review Materials on <i>pearsonrealize</i> and would also appear on <i>Google Classroom</i> Virtual Nerd Video: How do you use a proportion to find the part of a whole? Virtual Nerd Video: How do you solve a word problem using a percent proportion?</p>	
Wednesday May 6 <i>Lesson 3.2</i>	<p>Anticipatory Set Key Concept Box and Additional Vocabulary Support 3.2 Do You Know How? Nos. 4 and 5 Practice and Problem Solving nos. 7, 8 and 9</p>
<p>Lesson 3.2 Online Review Materials on <i>pearsonrealize</i> and would also appear on <i>Google Classroom</i> Example 1 and Example 2 Virtual Nerd Video: How do you find the constant of variation from a direct variation equation? Virtual Nerd Video: What's a direct variation or a constant of proportionality formula? MathXL for Schools: Practice and Problem Solving</p>	
Thursday May 7 <i>Lesson 3.3</i>	<p>Anticipatory Set Key Concept Box Reteach to Build Understanding 3.3 Review Box Additional Practice nos. 1 to 6</p>
Friday May 8 <i>Lesson 3.3</i>	<p>Additional Vocabulary Support 3.3 Building Mathematical Literacy 3.3 Lesson 3.3 Quiz nos. 1, 2, 4 and 5 Practice and Problem Solving nos. 7 and 8</p>
<p>Lesson 3.3 Online Review Materials on <i>pearsonrealize</i> and would also appear on <i>Google Classroom</i> Example 1 and Example 2 Virtual Nerd Video: What is the percent equation? Practice Items on Study Island: PERCENT PROBLEMS: Practice Items www.clever.com – group assignment on Exact Path</p>	

Name: _____

Hour: _____


May 4, 2020 (page 1)

A wonderful day Rough Rider! How are you today?

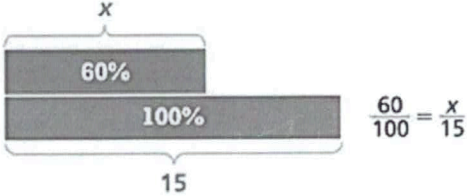
ANTICIPATORY SET: Choose one from the following writing prompts. Write 2-3 sentences to complete it.

- (1) *I am thankful today because*
- (2) *I am looking forward to _____ because*
- (3) *I wish that _____ because*

For this week, you will learn more about percent, part and whole. Look at the Key Concept box.

KEY CONCEPT 

A percent is one way to represent the relationship between two quantities, generally that of a part to the whole.



$\frac{60}{100} = \frac{x}{15}$

REMEMBER!

Percent means “*per hundred*”.

Percentages are ratios that compare a quantity to 100. For example, 33% means “33 *per hundred*” and can also be written as $\frac{33}{100}$ or 0.33.

To turn a fraction into a percent, divide the NUMERATOR (top of the fraction) by the DENOMINATOR (bottom of the fraction). Once you get the decimal form, multiply it by 100 and put the percent sign. To turn a percent into a fraction, put the number over 100 and get rid of the % sign. Don't forget to simplify the fraction if possible. To turn a decimal into percent, multiply it by 100 and put the % sign. **SHORTCUT:** When dividing by 100, just move the decimal point two spaces to the left! When multiplying by 100, just move the decimal point two spaces to the right!

EXAMPLES:

Of a percent as a fraction	Of a fraction as a percent	Of a percent as a decimal
$3\% = \frac{3}{100}$ $25\% = \frac{25}{100} = \frac{1}{4}$	$\frac{11}{100} = 11\%$ <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> $\frac{1}{5} = \frac{20}{100} = 20\%$ </div> This is a proportion	$65\% = \frac{65}{100} = 0.65$ $65\% = \frac{6.5}{100} = 0.065$
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> $\frac{14}{50} = 14 \div 50 = 0.28 = 28\%$ </div> →		This means that 14 is 28% of 50, 14 is the part and 50 is the whole.

ONLINE ACTIVITY: For MS. ALVAREZ's classes only.

Lesson 3.1 Online Review Materials on *pearsonrealize* and also uploaded in *Google Classroom*

- ✓ 3.1 Virtual Nerd Video: How do you use a proportion to find the part of a whole?
- ✓ 3.1 Virtual Nerd Video: How do you solve a word problem using a percent proportion?

Now you're ready to answer the next page. Good luck!

Name: _____

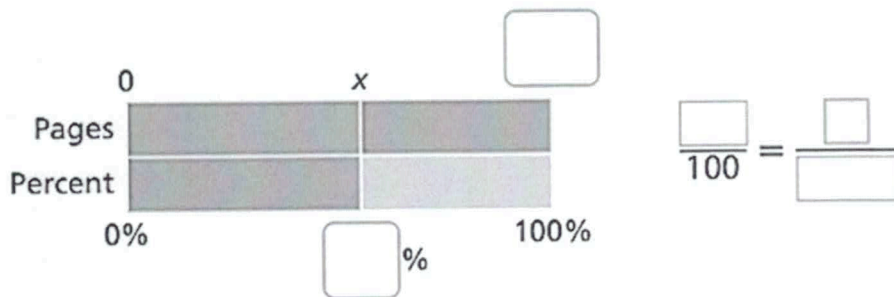
Hour: _____

May 4, 2020 (page 2)

Read the word problem below. Then answer the questions to identify the steps for solving the problem.

Aisha and David are reading a book that has 240 pages. Aisha has read 55% of the book. David has read 126 pages. Which student has read more pages so far? How many more pages has that student read?

- Underline the two questions that you need to answer.
- Circle the information in the problem about how many pages each student has read.
- What information do you need to find before you can answer the questions asked in the problem?
- Complete the diagram and write the equivalent ratios that can help you find the information you identified in Exercise 3.



- After finding the information in Exercise 3, how will you answer the questions asked in the problem?

Name: _____

Hour: _____

May 5, 2020 (page 1)

Good day Rough Rider!

Let's continue learning about percent, part and whole. Read the review box.

There are 80 animals at an animal shelter. Of those animals, 27.5% are dogs.
How many dogs are at the shelter?

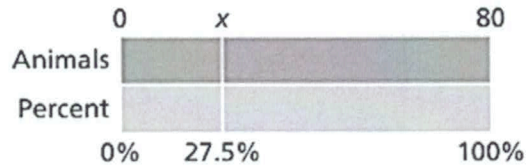
Use equivalent ratios to find 27.5% of 80.

$$\frac{27.5}{100} = \frac{x}{80}$$

$$\frac{27.5}{100} \cdot 80 = \frac{x}{80} \cdot 80$$

$$x = 22$$

There are 22 dogs at the shelter.



Write equivalent ratios to relate the percent and number of dogs.

Multiply both sides by 80.

Simplify.

Consider the situation: Josh and Daniel each want to save \$600 to attend a sports camp. Josh saved 60% of the amount. Daniel has saved \$320. Who has saved more money? How much more?

- (1) To answer the questions, you need first to **complete the equivalent ratios to find 60% of \$600**. Complete the equation on the right by writing 60 as the numerator (first box) and 600 as the denominator (second box).

$$\frac{\boxed{}}{100} = \frac{x}{\boxed{}}$$

- (2) What number should you **multiply to both sides** to solve for x? **That number is 600**. Doing this would lead you to the solution: $\frac{60}{100} x 600 = \frac{x}{600} x 600 \longrightarrow 0.6 x 600 = x \longrightarrow 360 = x$

- (3) X represents the amount Josh saved. Therefore, **Josh saved \$360**.

- (4) If Daniel saved \$320, then **Josh saved \$40** more because $360 - 320 = 40$.

Connecting percent, part and whole: The whole is \$600, each of their savings represents the part. Josh's savings is 60% of the whole. What about Daniel's savings? It is also a part of the whole, to know what percent of \$600 it represents, you need to convert it into percent.

Step 1: Divide 320 by 600 $\longrightarrow \frac{320}{600} = 0.53$

Step 2: Multiply your answer by 100 and put the % sign $\longrightarrow 0.53 \times 100 = 53\%$

Now it's your turn! Try to solve this one: A total of 150 students voted for class president. Bianca received 43 votes, and Carlos received 38% of the votes. Which student received more votes? How many more?

Name: _____

Hour: _____

May 5, 2020 (page 2)

Lesson 3.1 Quiz

1. What is 60% of 125?
2. In a–d, choose whether the fraction and percent are equivalent.
 - a. $\frac{40}{1,000}$ and 40% Yes No
 - b. $\frac{6}{5}$ and 120% Yes No
 - c. $\frac{50}{33}$ and 117% Yes No
 - d. $\frac{1}{8}$ and 12.5% Yes No
3. Austin correctly answered 92% of the questions on a geography quiz. Liz answered 47 of the 50 questions correctly. Who earned the higher score? Explain.
4. There are 99 males and 121 females participating in a marathon. What percent of the participants are female?
5. The table below shows the transportation method of employees at a certain company. What percent of the employees walk to work?

Car	Bus	Walk	Other
758	530	7	105

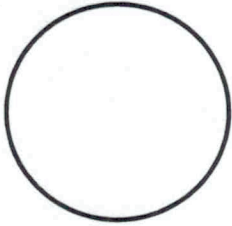
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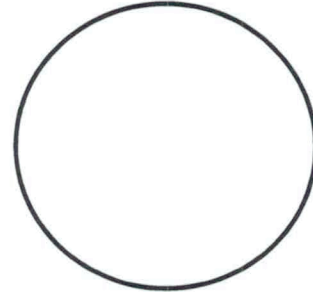
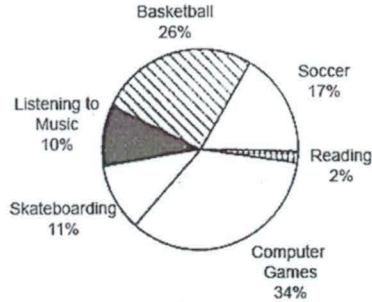
May 6, 2020 (page 1)

ANTICIPATORY SET:

How are you feeling today?
Draw a face on the circle.



How do you spend your day? If the pie represents the whole day, divide it and label according to the activities that you spend your day. An example is given below. Use the second circle to plan your day.



Look at the Key Concept box below. Recall that percent is part of a whole and that whole is usually represented as 100.

KEY CONCEPT

Percent problems represent a kind of proportional relationship. You can use proportional reasoning to solve percent problems.

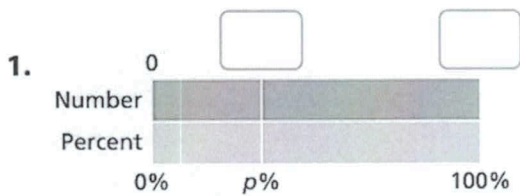
part

whole

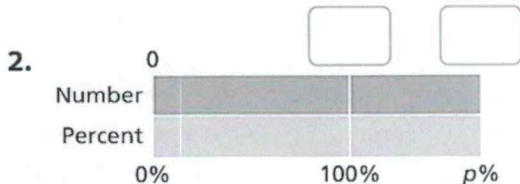
$$\frac{\text{part}}{\text{whole}} = \frac{p}{100}$$

Use the following terms to complete the descriptions below. Some terms may be used more than once.

**Whole
part
proportion
variable**



3. In each bar diagram above, the _____ corresponds to 100% and the _____ corresponds to $p\%$.



4. When solving percent problems, set up a _____.
For example:

$$\frac{\text{part}}{\text{whole}} = \frac{p}{100}$$

5. Use a _____ to represent the value you need to find.

Answer Key: part, whole, whole, part, whole, part, proportion, part, whole, variable

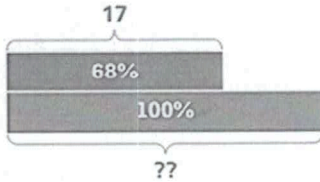
Name: _____

Hour: _____

May 6, 2020 (page 2)

Do You Know How?

4. Write a percent proportion for the bar diagram shown.



5. Use a proportion to find each value.

- a. 2% of 180

$$\frac{\boxed{}}{\boxed{}} = \frac{2}{\boxed{}}$$

- b. What percent is 17 out of 40?

$$\frac{\boxed{}}{\boxed{}} = \frac{p}{\boxed{}}$$

Practice & Problem Solving



Scan for
Multimedia

Leveled Practice In 7–8, fill in the boxes to solve.

7. The rabbit population in a certain area is 200% of last year's population. There are 1,100 rabbits this year. How many were there last year?

$$\frac{1,100}{w} = \frac{\boxed{}}{\boxed{}}$$

There were rabbits last year.

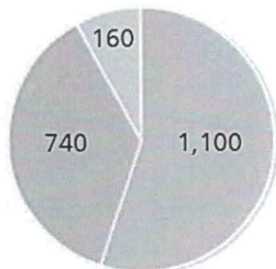
8. A company that makes hair-care products had 3,000 people try a new shampoo. Of the 3,000 people, 9 had a mild allergic reaction. What percent of the people had a mild allergic reaction?

$$\frac{9}{3,000} = \frac{p}{\boxed{}}$$

Percent = %

9. A survey was given to people who owned a certain type of car. What percent of the people surveyed were completely satisfied with the car?

Car Satisfaction Survey



Completely satisfied
 Somewhat satisfied
 Not satisfied

ONLINE ACTIVITY:

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Lesson 3.2 Online Review Materials on *pearsonrealize* and also uploaded in *Google Classroom*

- ✓ 3.2 Example 1 and Example 2
- ✓ 3.2 Virtual Nerd Video: How do you find the constant of variation from a direct variation equation?

Name: _____

Hour: _____

May 7, 2020 (page 1)

I wish you have an amazing day today!

ANTICIPATORY SET: Challenge yourself today. Try to solve the following cross math puzzles.

	+		x	
+		x		-
	x	8	x	
-		x		+
	x		-	

= 20

= 48

= 38

=

0

7	-	6	x	
+		x		x
	+		+	
+		-		x
	+	12	-	2

= 2

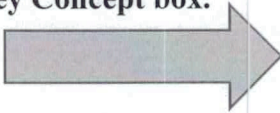
= 13

= 20

=

20

For this lesson, we will focus more on using the percent equation shown in the Key Concept box.



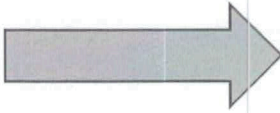
KEY CONCEPT

The percent equation shows how a percent relates proportional quantities. The percent is a constant of proportionality and the equation has the same form as $y = mx$.

$$\frac{\text{part}}{\text{whole}} = \text{percent}$$

$$\text{part} = \text{percent} \cdot \text{whole}$$

To further understand how the percent equation is used in solving problems, read the example and steps in the Review Box.



A ticket company charges a 4% service fee on all orders. How much is the service fee for a ticket that costs \$65?

Step 1 Write the percent equation.

$$\text{part} = \text{percent} \cdot \text{whole}$$

Step 2 Substitute the given values and use a variable for the missing value. Write the percent as a decimal.

$$p = 0.04 \cdot 65$$

Step 3 Simplify.

$$p = 2.6$$

The service fee is \$2.60.

Name: _____

Hour: _____

May 7, 2020 (page 2)

Apply what you learned. Answer the following practice items. You can go back to the Key Concept and Review Box to help you answer the items. Good luck.

For nos. 1-4, consider the problem: Xavier downloaded 40 songs last week, including 14 jazz songs. What percent of Xavier’s downloads were jazz songs?

$$\square = \square \cdot \square$$

1. Complete the percent equation, using a variable for the missing value.
2. How can you solve the equation for the variable?
3. Solve for the variable.
4. What percent of Xavier’s downloads were jazz songs?
5. There are 65 students who walk to West Middle School each day. This is 12.5% of the total number of students at the school. How many students attend West Middle School? _____

Leveled Practice In 1-2, fill in the boxes to solve.

1. A school drama club has 40 members. Of those students, 35% of the members are seventh graders. How many drama club members are seventh graders?

part = percent • whole

$$n = \square \% \cdot \square$$

$$n = \square$$

There are \square seventh graders in the drama club.

2. Greta made 36 out of 60 free throws during a basketball season. What percent of free throws did Greta make?

part = percent • whole

$$\square = p \cdot \square$$

$$\square = p \cdot \square$$

$$\frac{\square}{\square} = \frac{\square}{\square}$$

$$p = \square, \text{ or } \square \%$$

Greta made \square % of her free throws.

3. A sweater normally costs \$35. There is a 25% discount. What is the amount of discount and sale price of the sweater?

4. Find the percent.
132 is what percent of 880?

5. Decide whether the following situation is looking for the part, the percent, or the whole.

81 of 270 pages in a book

6. Dan is watching the birds in his backyard. Of the birds he watches, 9 of them, or 45%, are sparrows. How many birds are in his backyard?

Name: _____

Hour: _____

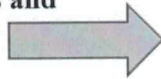
May 8, 2020 (page 1)

A happy day Rough Riders!

Before you answer this week's quiz. Review what you know about percent, part and whole. The box below shows the important concepts and examples that you need to know.

1. $\frac{\text{part}}{\text{whole}} = \text{percent}$ part = percent \cdot whole percent equation	2. 4% of \$3,650 in sales commission	3. $\frac{4}{5} = \frac{80}{100}$ equivalent ratios
4. 3 of 11 ↑ whole	5. 0.03 decimal	6. 24 of 90 ↑ part

Here's another one that would help you review the concepts and prepare for the quiz.



The bar graph shows that **Mara has used 5.8 GB out of the total 8GB** of data.

Whatever remains of the 8GB is still available for Mara to use. Subtracting 5.8 from 8 will give the difference of 2.2GB.

2.2 GB is the remaining data for Mara.

In this example, the total amount of data, 8GB represents the whole. The remaining 2.2GB represents the part that is available for Mara to use. The 5.8GB represents the part that has already been used by Mara.

To solve for the percent, we need to use the equation

$$\text{percent} = \frac{\text{part}}{\text{whole}}$$

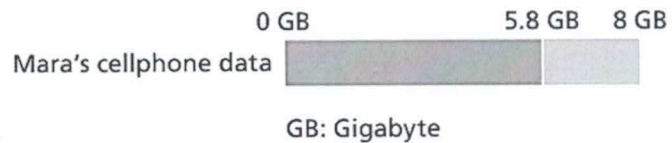
What percent of the total data is still available for Mara to use?

$$\text{Percent} = \frac{2.2}{8} = 0.275$$

Converting the decimal to percent $0.275 \times 100 = 27.5\%$

Therefore, **27.5% of the total data is still available for Mara to use.**

The bar diagram shows the amount of data Mara has used for her cell phone plan this month. What percent of the total data is still available for Mara use?



Online Activity: For Ms. To-ong's Classes Only
If you have internet access at home, please log in to your Goggle Classroom.

Username:Firstname.Lastname@wusd.us

Password: pass123

Name: _____

Hour: _____

May 8, 2020 (page 2)

- (1) A town's population of children increased from 376 to 421 during the past year. Which equation shows how to find the percent increase?

(A) $p = \frac{421 - 376}{376}$

(C) $p = \frac{376}{421 - 376}$

(B) $p = \frac{421 - 376}{421}$

(D) $p = \frac{376 + 421}{376}$

- (2) In a survey of 500 voters, 430 said they would vote for the same candidate again. What percent of the voters would vote the same way again?

part = percent . whole

= $P\%$.

= $P\%$

- (3) The local newspaper has letters to the editor from 40 people. If this number represents 5% of all of the newspaper's readers, how many readers, r , does the newspaper have?

part = percent . whole

= . r

= r

- (4) The value of an autographed baseball card increased from \$39 to \$65. What is the percent increase in value of the baseball card? Round to the nearest hundredth of a percent.
- (5) A body builder consumed 4,400 calories yesterday. Today, he consumed 3,600 calories. What is the percent decrease in number of calories consumed? Round to the nearest percent.
- (6) The table below shows the participation in a school's debate club during the last four years.

Year	1	2	3	4
Students	14	19	25	33

Between which two years did the club see the greatest growth? By what percent did it grow? Round to the nearest whole number.

Great job! You are awesome. Keep Safe!

ONLINE ACTIVITY: For MS. ALVAREZ's classes only.

Lesson 3.3 Online Review Materials on *pearsonrealize* that can be accessed also in *Google Classroom*.

- ✓ 2 Example 1 and Example 2
- ✓ Virtual Nerd Video: What is the percent equation?

Practice Items on Study Island: PERCENT PROBLEMS: Practice Items

You can also log-in to www.clever.com and do the group assignment on *Exact Path*. You can use your email address and email password for this account.

Name		Week3	May 4, 2020
Day	Monday	Class	ELA 7
Standard	<i>RL.7.2 Determine a theme or central (main) idea of a text and analyze the development over the course of the text, provide an objective summary of the text.</i> <i>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>		

Directions: Read the text. Find the main idea and write two paragraphs detailing the main idea, citing text as evidence. Start your writing at the bottom of the text and continue on the back.

Conquering Fears and Phobias

Darla jumped when the "ghost" popped out of the bushes. "I can't believe I'm scared!" she thought, heart pounding. "It's Halloween! That's just someone dressed up like a ghost!"

Everyone gets scared sometimes. It's a normal reaction. You need that reaction to survive. When faced with a threat, it's useful to be afraid and get out of the way so that you won't get hurt.

You can also learn fears through experience. Greg, for example, once fell off a ladder. After that, he was afraid to climb a ladder. He finally realized all he had to do was be careful when using one.

As you get older, you may outgrow some fears. Maybe you used to be afraid of the dark or of spiders. Different people are afraid of different things over time.

Fear or Phobia?

Fears can be mild or severe. Mild fear just makes you feel slightly nervous. But intense fear can make you sweat. Your heart may beat faster. You may even have trouble breathing.

Sometimes fear becomes extreme and unreasonable. This is known as a phobia. Phobias are fears that make people feel out of control. Sometimes people with phobias feel sick. Some of them get headaches, high blood pressure, ulcers, skin rashes, nausea, or other medical problems.

Doctors believe that most of these phobias, like Greg's, are learned. But in some cases, a phobia follows an unrelated trauma, such as a death in the family. And the tendency to develop some phobias may run in families.

Extreme Fears

Phobias can be about things, activities, or situations. For example, people can have phobias about cats, storms, or heights. These are called specific phobias.

Other people may be afraid of going to parties or being with other people because they think they would feel judged, embarrassed, rejected, or scared of offending people. Such a phobia is known as *social anxiety disorder*, or social phobia. Tess, for instance, would not play with other kids. And she sweated, blushed, and stammered if she had to speak in school.

Still other people have a type of phobia called a *panic disorder*. They suddenly feel very frightened for no reason. They may sweat, tremble, faint, have trouble breathing, or get very sick. Worst of all, they never know when a panic attack will strike.

Phobias often have weird names. Some examples are *arachnophobia* (fear of spiders), *brontophobia* (fear of thunderstorms), *claustrophobia* (fear of enclosed spaces), *myxophobia* (fear of slime), and *arachibutyrophobia* (fear of peanut butter sticking to the roof of your mouth).

Name		Week3	May 5, 2020
Day	Tuesday	Class	ELA 7
Standard	<i>RL.7.2 Determine a theme or central (main) idea of a text and analyze the development over the course of the text, provide an objective summary of the text.</i> <i>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>		

Direction: Write a three-paragraph summary of the informational text. Make sure to cite information from the text to support your summary. Start your writing at the bottom of the text and continue on the back.

Never Too Late

If you're reading this, then probably you're a student working on improving your proficiency as a reader. But you may already have more skills than some people much older than you. Some adults would have a hard time in your class because they never learned to read, or because they never learned to read well.

Art Ellison is the administrator of the New Hampshire State Bureau of Adult Education, which helps fund many programs for grown-ups who need to improve their skills. He says most people in these classes never finished high school. Some of them weren't successful students, while others dropped out of school so that they could go to work and support their families.

Not being able to read well as a grown-up can make life very difficult and cause complications at work and at home. There is also an emotional toll.

"They feel embarrassed," Mr. Ellison says. "They think that as an adult they should be able to do it."

Often, adults with difficulty reading try to hide their problem from others. For example, Mr. Ellison explains, it's not uncommon for someone applying for a job to ask if he or she can take home an application. There, the applicant can ask a friend or even a daughter or son to help fill out the form. Others try to disguise their inability to read the options on a menu by pointing to a photograph of a dish instead, or by saying, "I'll have what that person's having."

Not being able to read at all is called illiteracy, and it can be dangerous. A person who can't read the instructions on a bottle of medication could end up in the hospital after taking too many pills, or after taking too few pills.

Many people arrive at adult education programs in the hopes of helping their children do better in school than they did, Mr. Ellison says.

"Every parent wants to—or should want to—be able to help their kids with their homework," he says. Some parents can explain schoolwork to their children, but parents who are illiterate can't easily help or even check if their children's homework is done.

Children can start to learn reading skills by looking at the words while a parent reads them a book. But parents who don't know how to read might make up a story to go with the pictures in a book, instead of actually reading the text. That can make it harder for their children to learn to read.

Changes in the United States economy have made learning to read more urgent for some people, Mr. Ellison says. Many people, who worked for decades in manufacturing, never needed reading skills at work. For example, someone who worked attaching doors onto cars may not have needed to be literate to do the job.

But at the end of the 20th century and the beginning of the 21st century, many American manufacturing jobs disappeared. It became cheaper for companies to manufacture things in other countries overseas. Some

people who had worked for decades on an assembly line found themselves out of work. Often, the ones who couldn't read well had a hard time finding a new job, Mr. Ellison reports.

"The world changed around them," he says. For them, reading skills are "important because of the difficulty of getting and then keeping a job."

Men and women who want to enter job training programs to become welders and X-ray technicians are often given training manuals written at the tenth-grade level, Mr. Ellison says. People with difficulty reading often have a hard time in these programs. They can also have difficulties learning to use computers because they can't always understand the instructions that appear on a screen.

Some people graduated from high school but don't have good reading skills. That's partly because some schools have a policy of passing students onto the next grade, even if they haven't mastered all the material covered. That policy is called social promotion.

Grown-ups who need help learning to read and other basic skills can seek out classes at adult education programs funded by the federal and state governments. A person who never graduated from high school can use one of these programs to get a High School Equivalency Certificate. With that kind of certificate, a person can apply to college.

Name		Week3	May 6, 2020
Day	Wednesday	Class	ELA 7
Standard	<i>RL.7.2 Determine a theme or central (main) idea of a text and analyze the development over the course of the text, provide an objective summary of the text.</i> <i>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>		

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Ryan was looking forward to sleeping over at his friend Robert's house. Though they had been classmates for a while, the two had only recently become good friends. Ryan packed up his sleeping bag, a pillow, and a few of his favorite toys and games, and then his mom dropped him off at Robert's. Robert met Ryan on the porch and the two did their secret handshake and started playing right away. First they played pirates in Robert's tree fort. Next they played ninjas in the driveway. Then it started getting dark and they went inside of Robert's house. As soon as they walked in the house, Ryan's eyes starting getting red and itchy. He saw a big orange cat sitting on the couch. Then he started sneezing uncontrollably. "I'm sorry, Robert. It's been a lot of fun, but I have to call my mom."

1. Why do Ryan's eyes get red and itchy when he walks into Robert's house? _____

How do you know this?

2. Why does Ryan want to call his mother? _____

How do you know this?

"William, don't forget your towel!" Mom shouted as she applied sunblock on the baby. William threw the folding chairs in the back of the minivan and shouted through the garage door, "OK Mom!" He then ran up and grabbed his towel. "Georgie!" William shouted. There was no response. Mom packed the baby up into the car seat. "William, can you help me with his umbrella?" William ran down the stairs, almost tripping over a chew toy, and then he helped his mother load the large umbrella in the minivan. "Mom, I can't find Georgie," William said. His mother shrugged and replied, "That's OK, William. He probably shouldn't come with us anyway."

3. Where are Mom and William going? _____

How do you know this?

4. Who is Georgie? _____

How do you know this?

As the teacher brought the class back from the washroom, he noticed that Alvin and Elijah were nowhere to be seen. He asked the class, "Has anyone seen Alvin or Elijah?" Most of the students confirmed that they had not seen them, except for Rodney, who remained silent while tapping his foot on the floor anxiously. The teacher noticed this. "Rodney, do you happen to know where your best buddies Alvin and Elijah went?" Rodney looked away and said, "Nah, I haven't seen them." The teacher notified the office of the missing students. An announcement was made over the PA system and a few minutes later, Alvin and Elijah returned to class. Both of them were very sweaty and Elijah was carrying a basketball. "Sorry we took so long. We had to use the bathroom," said Elijah. "Yeah," chimed in Alvin, "it took longer than we thought."

5. What were Alvin and Elijah doing while they were gone? _____

How do you know this?

6. Why was Rodney acting so strangely? _____

How do you know this?

7. Will the teacher believe Alvin and Elijah's story? _____

How do you know this?

Tony walked out of the shopping mall with his arms full of bags and the sun shining on him. As he approached his car, he started awkwardly feeling around his pockets with his arm full of bags. He did not find what he was looking for so he transferred the bags on one arm to the other arm, which already had bags. Tony had a lot of bags on one arm. He still couldn't find what he was looking for. Now he dropped the bags and plunged both hands desperately into all of the pockets on his jeans. With a look of despair, Tony ran to his car. He tried to open the door, but it was locked. Then he saw something on the passenger seat of the car. He stopped looking and pulled his phone out of his pocket.

8. Why does Tony get so frantic? _____

How do you know this?

9. What does Tony see on the passenger seat? _____

How do you know this?

10. Why is Tony getting on the phone? _____

How do you know this?

Name		Week3	May 7, 2020
Day	Thursday	Class	ELA 7
Standard	<i>RL.7.2 Determine a theme or central (main) idea of a text and analyze the development over the course of the text, provide an objective summary of the text.</i> <i>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>		

Writers often do not explain everything to the reader. For example, in stories, the writer may not tell the reader the time or place. Often readers have to guess these things. This is called *making inferences* or “*reading between the lines*.” Readers frequently need to find small clues that lead them to infer—understand—things that the author doesn’t explicitly state. They need to use information in the text to guess other things about the text. For example, you might read: “The waves rushed up around his legs and he could feel the coarse sand between his toes.” You would then infer that this person was at the beach.

EXERCISE 1: Read the following conversations and answers the questions.

A: Look at the long line! Do you think we’ll get in?
 B: I think so. Some of these people already have tickets.
 A: How much are the tickets?
 B: Only nine dollars for the first show. I’ll pay.
 A: Thanks. I’ll buy the popcorn.

1. Where are these people?

2. What are they talking about?

3. What do you think will happen next?

A: This is one of the reasons I hate working in a big city.
B: I know. Every day, it's the same thing.
A: This is terrible! We may be here all night! I hope we don't run out of gas.
B: No, I think there's enough.
A: Let's turn on the radio. Maybe there's some good music.
B: Sorry, the radio's not working.
A: I think I'll take the train tomorrow!

1. Where are these people?

2. What are they talking about?

3. What do you think will happen next?

EXERCISE 2: Read each sentence; then circle the one answer choice that is a logical inference based upon that sentence.

1. Blood cholesterol used to be thought of as a problem only for adults.

- (A) Blood cholesterol is no longer a problem for adults.
- (B) Only children have a problem with blood cholesterol.
- (C) Blood cholesterol affects both adults and children.

2. When apple growers talk about new varieties of apples, they don't mean something developed last month,

last year, or even in the last decade.

- (A) Apple growers haven't developed any new varieties in recent decades.
- (B) Some varieties of apples can be developed in a short time, but others take a long time.
- (C) New varieties of apples take many years to develop.

3. In all cultures, gestures are used as a form of communication, but the same gestures may have very different meanings in different cultures.

- (A) No two cultures use the same gestures.
- (B) One gesture will never have the same meaning in two cultures.
- (C) A person from one culture may misunderstand the gestures used by a person from another culture.

4. Although sheepherding is an older and more beloved occupation, shepherds never caught the attention of American filmmakers the way cowboys did.

- (A) There have been more American films about cowboys than about shepherds.
- (B) Films about shepherds were popular before films about cowboys.
- (C) Cowboys are generally younger than shepherds.

5. As an architect, Thomas Jefferson preferred the Roman style, as seen in the buildings of the University of Virginia, to the English style favored by Charles Bullfinch.

- (A) The architecture of the University of Virginia was influenced by the Roman style.
- (B) Bullfinch was an English architect.
- (C) Jefferson preferred to build in the English style of architecture.

6. Even spiders that do not build webs from silk use it for a variety of purposes, such as constructing egg sacs and nursery tents.

- (A) All spiders build webs.
- (B) Spiders that build webs don't build egg sacs or nursery tents.
- (C) Silk is used by all spiders.

7. There is more quartz in the world than any one kind of feldspar, but the feldspars as a group are five times more common than quartz.

- (A) One type of quartz is five times more plentiful than feldspar.
- (B) Quartz is less common than the feldspars.
- (C) The most common type of feldspar is as plentiful as quartz.

8. Illegible handwriting does not indicate weakness of character, as even a quick glance at the penmanship of George Washington, Franklin D. Roosevelt, or John Kennedy reveals.

- (A) Washington, Roosevelt, and Kennedy all had handwriting that was difficult to read.
- (B) A person's handwriting reveals a lot about that person.
- (C) The author believes that Washington, Roosevelt, and Kennedy all had weak characters.

EXERCISE 3: Read the passages. IF the statements following the passages are valid inferences based on those passages, mark the items I. If the statements cannot be inferred from the passage, mark those items X.

The term "neon light" was originally applied to a particular type of vapor lamp using the inert, colorless gas neon. A long tube was filled with neon, which then became luminous at low pressure when an electric current was passed through it. The lamp then emitted the characteristic reddish-orange light of neon. Today, the term "neon light" is given to lamps of this general type which may be filled with a variety of gases, depending on the color that is desired. Argon, for example, is used to produce blue light. Colors can also be altered by changing the color of the glass tube. The tubes must be quite long in all these lamps to produce light efficiently. As a result, high voltages are required. Neon tube lamps are not practical for indoor illumination, but they have found widespread outdoor use in glowing, colorful advertising signs.

- _____ 1. The inert gas neon is reddish-orange in color.
- _____ 2. The meaning of the term "neon light" has changed over time.
- _____ 3. Today's "neon lights" never actually contain neon.
- _____ 4. All types of "neon lights" work on the same general principles.
- _____ 5. When stimulated by electricity, different types of gas may produce different colors.
- _____ 6. Modern "neon lights" are more efficient than those used in the past.
- _____ 7. The primary market for neon lights is businesses rather than private households.


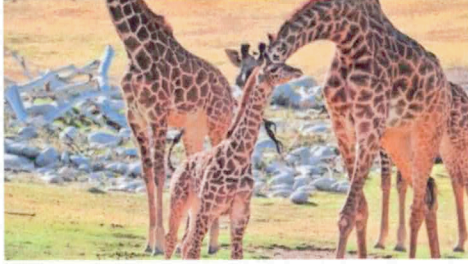
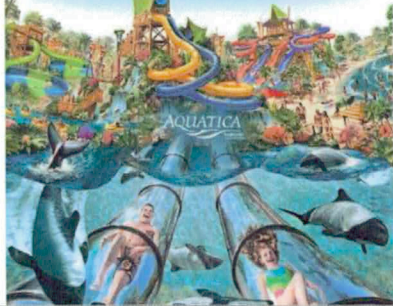
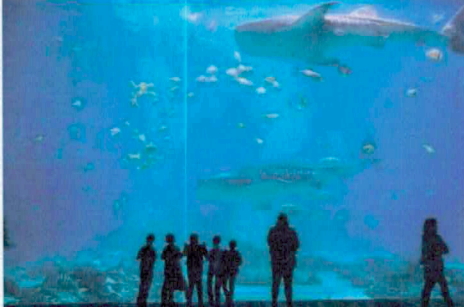


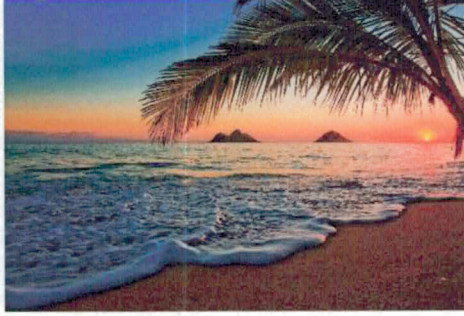
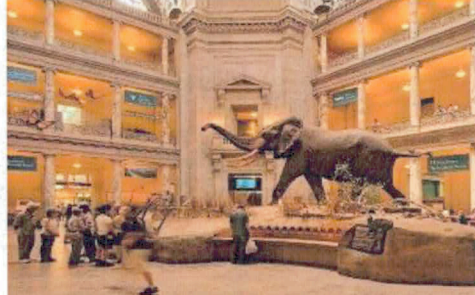
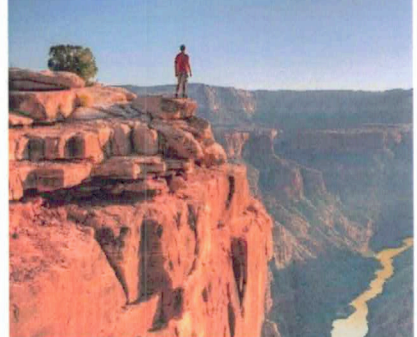
A legend is a popular type of folk tale. In some ways, legends resemble myths, another type of folk tale. But myths describe events from antiquity and usually deal with religious subjects, such as the birth of a god. Legends tell of recognizable people, places and events and often take place in comparatively recent times. Some legends are based on real persons or events, but many are entirely fictional. The legends of the superhuman accomplishments of Paul Bunyan and Pecos Bill are imaginary, while the legends about Washington and Lincoln are mostly exaggerations of real qualities those two presidents had. All societies have legends. Most legends began as stories about the heroes of a particular region, occupation, or ethnic group. For example, John Henry was a legendary hero of black Americans, and Casey Jones of railroad workers. Over time, however, these figures have become national heroes.

- _____ 8. Both legends and myths can be classified as folk tales.
- _____ 9. Myths generally take place in comparatively recent times.
- _____ 10. The stories of Paul Bunyan and Pecos Bill are not true, but they are based on actual people.
- _____ 11. Legends about Washington and Lincoln are not entirely fictional.
- _____ 12. John Henry and Casey Jones are today well-known only by small groups of people.

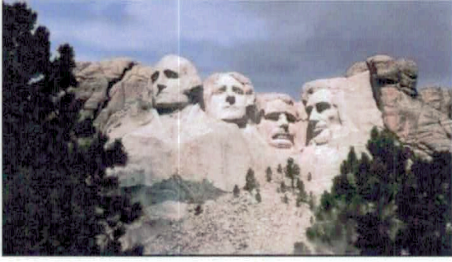
Name		Week3	May 8, 2020
Day	Friday	Class	ELA 7
Standard	<i>W.7.2 Introduce a topic clearly, previewing what is to follow, organize ideas, concepts and information through the selection organization and analysis of relevant content.</i>		

Topic: Writing about a place you would like to visit.

Directions: This time, choose a different place to visit from the list below. Write two paragraphs about what you might see. Make a list (using a colon) of what you would see. Make sure that you are using adjectives, adverbs, nouns, and verbs. You could even include some appositives or appositive phrases. As always, be sure that you are using correct capitalization and appropriate punctuation and complete sentences.

<p>The Pyramids in Egypt</p> 	<p>The Phoenix Zoo</p> 	<p>Sea World</p> 
<p>A big aquarium</p> 	<p>The Louvre Museum in France</p> 	<p>Yellowstone Park</p> 
<p>A beautiful beach in Hawaii</p> 	<p>The Museum of Natural History at the Smithsonian</p> 	<p>The Grand Canyon</p> 

Mount Rushmore



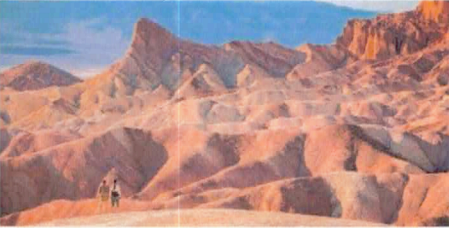
Ireland



The Painted Desert (Arizona)



Death Valley (desert in California)



Redwood National Forreast (California)



An island in Alaska



Canada (where it gets really cold and lots of snow)



Kiltepan Sea of Clouds



Bohol Bee Farm



Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Massey Class Science

Date: 4/27/2020

Week of:	
Standard	Concept 1 Stand 1 PO 1.2.3
Learning Goal	Students will learn to Formulate predictions, questions, or hypotheses based on observations. Located appropriate resources.
Success Criteria	Students will be using Hypothesis to complete the experiments, they will be recording the end results.
Assignments that are to be completed for each day.	
Monday	Write a Hypothesis for each of the following research questions.
Tuesday	Variable worksheet: read and answer the questions
Wednesday	Scientific questions: read each question, cut, sort and paste into the correct column
Thursday	Penny drops experiment materials: you will need a penny, a cup of water and a stick. Complete the worksheet
Friday	Apple experiment materials: you will need one apple, lemon juice, milk and water. Complete the worksheets.

Write a HYPOTHESIS for each of the following research question. Identify the dependent and independent variable for each.

1. What effect does high temperature have on radish germination?

Independent variable _____

Dependent variable _____

2. What effect does studying with music have on student test score?

Independent variable _____

Dependent variable _____

3. What effect does color have on the amount of food fish eat?

Independent variable _____

Dependent variable _____

4. What effect does light have on plant growth?

Independent variable _____

Dependent variable _____

5. What effect does smiling have on teacher giving no homework.

Independent variable _____

Dependent variable _____

Hypothesis	Independent Variable	Independent Variable
Create a statement that would set up the experiment written as an "if.... Then...." statement.	What is the item that the experimenter is changing in order to create a difference in the outcome?	What is the item that the experimenter is changing in order to create a difference in the outcome?

NAME:

DATE:

BELL:

Variables Worksheet

Identify the Independent Variable, Dependent Variable, Constants, the Control, and the Hypothesis for each example.

Example: Subjects watched a videotape of a girl taking an SOL-like test. In all cases, she correctly answered 15 out of 30 questions. But subjects who observed a pattern of getting correct answers followed by wrong answers perceived the woman as more intelligent than did those who observed the opposite pattern of failure followed by success.

Independent Variable: Pattern of success and failure

Dependent Variable: Intelligence rating

Constants: test, student, questions

Control: none, no true normal pattern to compare to

Hypothesis: If a student gets the first questions on a test wrong, then s/he will be perceived as less intelligent.



1. A student thinks that orange juice will freeze faster than any other substance. She fills identical containers with the same amount of different liquids, and then places each in the freezer. She checks them every five minutes and discovers that the orange juice is the last one to freeze and the water is the first to freeze.

<p>Independent Variable What is the item that the experimenter is changing in order to create a difference in the outcome?</p>	
<p>Dependent Variable What is the item is expected to change, due to the independent variable?</p>	
<p>Constants Items that must remain the same in order to truly see the effect of the independent variable.</p>	
<p>Control What item or group is going to be used to compare the results with (what is the normal way)?</p>	
<p>Hypothesis Create a statement that would set up this experiment, written as an "if... then..." statement.</p>	

Scientific Question Sort

Research Questions

Opinion Questions

Observation/Measurement Questions

Experiment Questions – Investigable Questions

Scientific Question Sort

Directions: Read each question below. Discuss with your partner which type of question it is – research, opinion, observation, or experimental. Cut out the question and glue it in the appropriate box.

What's the worst way to die?	What is chewing gum made of?
How long will my caterpillar spend in its chrysalis?	Do plants grow tallest in soil, water, sand, or sugar?
Does sugar free gum taste better than sugar gum?	What does the liver do?
How many water droplets fit on a penny?	Does changing temperature change how long a caterpillar spends in its chrysalis?
Does a rubber ball bounce more times depending on the height it is dropped from?	Are tigers or lions scarier in the wild?
How do bicycles work?	How many times does a rubber ball bounce in a minute?
Does the shape of a block of clay affect whether it floats or sinks.	Why isn't Pluto considered a planet?
Do the number of wheels on a unicycle/bicycle/tricycle change the number of calories the rider burns in a workout?	How many chews does it take until gum loses its flavor?

How many drops of water will my penny hold?



My Hypothesis:

Vocabulary:

surface tension

Take your time and use a straw or a stick to drop water onto a penny, one drop at a time. Count each drop as you go. When the water spills over stop counting and record your results

Number of Drops My Penny Held?	My Hypothesis	Difference between my actual results and my hypothesis?



Apple Experiment



Name _____

Observation



The apple slices turn brown, after sitting out.

Question



Can I help stop the apple from turning brown?

Hypothesis



I believe dipping apple slices in a liquid will slow the apple slices from turning brown.

Prediction



I predict: ___ lemon juice
 ___ milk
 ___ water

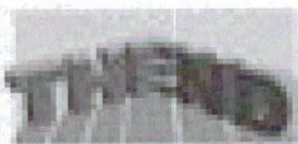
will keep the apple slices from turning.

Experiment



1. Take apple slices from same apple.
2. Dip one of each slice in lemon juice, milk, and water.
3. Observe slices and record data.

Conclusion



Dipping apple slices in _____ slowed/stopped the apple slice from turning brown.

Leonid Brezhnev

Biography

- **Occupation:** Leader of the Soviet Union
- **Born:** December 19, 1906
- **Died:** November 10, 1982
- **Best known for:** Leader of the Soviet Union during the Cold War

Biography:

Leonid Brezhnev was the leader of the Soviet Union for 18 years during the height of the Cold War from 1964 to 1982. His leadership is known for its massive build up of nuclear arms, but at great cost to the Soviet economy.

Where did Leonid grow up?

He was born in Kamenskoe, Ukraine on December 19, 1906. His father was a steelworker. Leonid went to school to learn engineering and later became an engineer in the steel industry.

Communist Party member

Leonid was involved in the Youth Communist Party as a teen and then joined the Communist Party in 1929. After Stalin's Great Purges killed and removed many party officials and leaders in the late 1930's, Brezhnev quickly rose in the party ranks.

During World War II, Brezhnev was drafted into the army where he was a political officer. There he came into contact with Nikita Khrushchev, a powerful member of the party. Brezhnev continued to gain promotions throughout the war and left the army in 1946.

Rise to Power

Brezhnev rose to power in the Communist Party over the next several years. In 1957 he became a full member of the Politburo. Nikita Khrushchev was leader of the Soviet Union at the time. Brezhnev continued to support Khrushchev until 1964 when Khrushchev was removed from power and Brezhnev became the General Secretary of the Central Committee and leader of the Soviet Union.

Leader of the Soviet Union

Brezhnev was the driving force in the Soviet government for 18 years. Below are some of the major characteristics of his leadership and events during his rule.

- **Cold War** - Brezhnev led the Soviet Union during much of the Cold War Era. His government took part in the Arms Race with the United States building up huge stockpiles of nuclear weapons. In 1971 he instituted a thawing of relations with the US termed "detente". This included signing the SALT I agreement in 1972 in an effort to reduce nuclear arms as well as meeting with US President Richard Nixon in 1973.
- **Politician** - As leader, Brezhnev was able to stay in power for many years. This was because he was a great politician. He worked with his fellow leaders, listened to them, and made sure they agreed on major decisions.

- Domestic Policy - Brezhnev's government had a policy of repression. He clamped down on cultural freedoms including freedom of speech and the press. He also largely ignored the economy, building a massive nuclear arsenal and army that, over the long term, nearly crippled the Soviet economy.
- Vietnam War - The Vietnam war was already ongoing when Brezhnev took office. He supported Northern Vietnam until their victory.
- Afghanistan War - Brezhnev made the decision to send Soviet troops into Afghanistan. This war drug on for years and was the source of much embarrassment for the Soviet army.

Death

Leonid Brezhnev died on November 10, 1982 after suffering from a heart attack.

Facts About Leonid Brezhnev

- He was married to Viktoria Petrovna. He had a son, Yuri, and a daughter, Galina.
- Brezhnev loved to get medals. He had over 100 medals awarded to himself while in power.
- He liked to play dominos. He also enjoyed hunting and driving fast.
- His first job was at a butter making factory.
- Many Russians feel that the Brezhnev Era was one of the greatest periods in the history of Russia. Despite the economic stagnation, the country was considered one of the two world superpowers.

1) Leonid Brezhnev was the leader of what major world nation?

- United States
- Great Britain
- France
- Soviet Union
- European Union

2) What career did Leonid Brezhnev have before politics?

- Computer Scientist
- Engineer in the steel industry
- Combat soldier and general
- Locomotive Engineer
- Farmer

3) Leonid Brezhnev rose to power as a member of what political party?

- Communist
- Democratic
- Socialist
- Republican
- Labor

4) Who was the leader of the Soviet Union prior to Leonid Brezhnev?

- Vladimir Putin
- Joseph Stalin
- Nikita Khrushchev
- Mikhail Gorbachev
- Yuri Andropov

5) What war took place during much of the time when Leonid Brezhnev was in power?

- World War I
- World War II
- Crimean War
- Iraq War
- Cold War

6) Which of the following best describes the period of time during which Leonid Brezhnev was leader of the Soviet Union?

- A time of cultural freedom
- A time of freedom of the press and speech
- A time of a large build up of nuclear weapons
- A time of economic prosperity
- All of the above

7) What United States president did Leonid Brezhnev meet with in 1973?

- Richard Nixon
- John F. Kennedy
- Gerald Ford
- Jimmy Carter
- Lyndon Johnson

8) What was 'detente' during the Cold War?

- A period when the Soviet Union and the United States nearly went to war
- A type of nuclear missile that could travel faster than the speed of sound
- A term used for a war that was fought at another country like the Vietnam War
- A thawing of relations between the Soviet Union and the United States
- All of the above

9) What year did Leonid Brezhnev take control as leader of the Soviet Union?

- 1812
 - 1918
 - 1928
 - 1942
 - 1964
-

10) What war began under Leonid Brezhnev that turned out to be a disaster for the Soviet Union?

- Vietnam War
- Korean War
- Afghanistan War
- World War II
- None of the above

Biography

President Dwight D. Eisenhower

Dwight D. Eisenhower was the **34th President** of the United States.

Served as President: 1953-1961

Vice President: Richard M. Nixon

Party: Republican

Age at inauguration: 62

Born: October 14, 1890 in Denison, Texas

Died: March 28, 1969 in Washington D.C.

Married: Mamie Geneva Doud Eisenhower

Children: John

Nickname: Ike

Biography:

What is Dwight D. Eisenhower most known for?

Dwight D. Eisenhower is best known for being the supreme commander of the Allied forces during World War II. During his two terms as president, the country experienced economic prosperity and peace.

Growing Up

Dwight was born in Texas, but his parents moved to Abilene, Kansas while he was still young. It was in Abilene that he grew up with his 5 brothers. For some reason the boys liked to use the nickname "Ike". They called each other Big Ike, Little Ike, and Ugly Ike. The name stuck with Dwight and the phrase "We like Ike" became a big part of his presidential campaign.

Dwight graduated high school and went to work with his dad at the local creamery. His parents encouraged him to go to college. Since Dwight had grown up with a strong interest in the military, reading many books on military history, he decided to go the U.S. Military Academy at West Point.

Before He Became President

After graduating from West Point, Eisenhower entered the military service. He was a talented leader and soon rose in the military ranks.

World War II

During World War II, Eisenhower reached the highest rank in the army, five-star general. He was also named the supreme commander of the Allied forces by President Roosevelt. As the top commander he planned the Invasion of Normandy, also called D-Day. The invasion was a success and helped to push the Germans out of France. This was one of the deciding victories of the war. When the war in Europe ended, Eisenhower accepted the formal surrender of the German troops.

A few years after World War II ended, in 1948, Dwight retired from the army. He first worked as president of Columbia University and then as commander of the NATO forces in Europe. Many people asked him to run for

president. At first he said no, but in 1952 he decided to run.

Dwight D. Eisenhower's Presidency

Eisenhower was very popular and easily won the 1952 presidential election. Eisenhower's two presidential terms were a time of economic prosperity and relative peace. Some of his accomplishments include:

- Eisenhower Doctrine - Eisenhower wanted to stop the spread of communism. He stated that any country could request aid or military help from the U.S. if it was being threatened by another. This was designed to stop the Soviet Union.
- Interstate Highway System - He established the highway system we use today for travel around the country. He saw this as something that was needed to help the economy, but also as important militarily in the case of an invasion by enemies.
- Civil Rights Acts - He proposed the Civil Rights Acts of 1957 and 1960. He also supported the integration of schools and created a permanent civil rights office in the Department of Justice.
- Korean War - He helped to negotiate an end to the Korean War in 1953. He also put American troops at the border between South Korea and North Korea to keep peace. There are still American troops there today.

How did he die?

Eisenhower died of heart disease while recovering from surgery in 1969.

Fun Facts about Dwight D. Eisenhower

- Eisenhower comes from the German word "Eisenhauer" which means "Iron Miner".
- His given name was David, but he went by his middle name Dwight and later reversed the names permanently.
- Alaska and Hawaii were admitted into the U.S. while he was president.
- Dwight and his wife Mamie never owned a home until after he was president. Having a military career they had moved 28 times and had never purchased a home.
- He considered racism to be a national security issue.
- His West Point graduation class had 59 members who reached the rank of general in their military careers.

1) Dwight D. Eisenhower was the _____ President of the United States.

- Thirty-second
 - Thirty-third
 - Thirty-fourth
 - Thirty-fifth
 - Thirty-sixth
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