



A NETWORK of COLLEGE PREP ELEMENTARY SCHOOLS

Summer Work Packet

Grade 7

DIRECTIONS: This student work packet contains remediation and enrichment activities *for 6 week's worth of work*. Different from previous weeks of school closure please note the following:

- Your child's teachers will reach out the first week you receive these to answer any questions you have about the work in this packet.
- Your LEARN Campus staff will be available to answer questions regarding the content until the last day of school, 6/19/20 but will be on vacation after that.
- Please follow the campus guidance on packet completion and return

Chicago Public Library Access

**Chicago residents only*

Don't Have a Chicago Public Library Card

** Children under 14 must have a guardian apply with them*

- 1.) Apply for an eCard at <https://tinyurl.com/LEARNCPCLcard>
- 2.) Access eBooks, audible books, and other online resources
- 3.) Check out other resources at <https://chipublib.overdrive.com/>

Already have a Chicago Public Library card

- 1.) Go to: <https://www.chipublib.org/>
- 2.) Select: "Browse"
- 3.) Choose "eBooks" under "By Format"
- 4.) Check out other resources at <https://chipublib.overdrive.com/>

North Chicago Public Library Access

<http://www.ncplibrary.org/>

Select: Kid's Corner

Select: TumbleBook Library

Waukegan Public Library Access

<https://www.waukeganpl.org/temporary-library-card/>

- 1.) Complete the temporary library card form
- 2.) Access online resources at: <https://www.waukeganpl.org/eresources/>

Student Name _____

June

2020

Summer Enrichment Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 Last day of school	20 Take a walk and have your child share what they hear, smell, feel and see.
21 Write a creative story	22 Write out three things that you are thankful for	23 Create a chore chart to create structure for the summer	24 Draw what you are feeling or thinking	25 Play emotions charades. Can you family guess the emotion?	26 Write a letter to someone to tell them you appreciate them.	27 Make a list of 10 ways to respect at home or at school.
28 Make a KINDNESS poster and list out ways people can show	29 Write/draw about something you can't do YET, but that you can get better at this	30 Write/journal about what it means to be a good friend.				

July

2020

Summer Enrichment Activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			¹ Draw or write out five things that you are good at	² Think of three things you can do to be helpful in your home today. Then do them!	³ Write: happy/ worried/ sad/ afraid. Then write or draw things that make you feel these emotions.	⁴ Go outside, sit down, and close your eyes for 1 minute. What did you hear? What did you smell?
⁵ What is the best thing that has happened so far this summer? Why?	⁶ Rewrite or draw the ending to your favorite book or movie.	⁷ Make up a new dance and teach it to someone.	⁸ Spend 10 minutes stretching.	⁹ Draw a map of your neighborhood.	¹⁰ Tell someone a joke.	¹¹ Make up a new game and teach someone how to play it.
¹² Write down three things you are thankful for.	¹³ Write: calm/silly/excited. Then write or draw things that make you feel these emotions.	¹⁴ What is your favorite show or movie? Write or draw a story that includes you as a character.	¹⁵ Draw a picture of a new invention. What does the invention do? How much will you sell it for?	¹⁶ Write your own picture book and then read it to someone.	¹⁷ Play a game with your family and/or friends (e.g., Tag, boardgame, card game, etc.)	¹⁸ Pick a breathing exercise from below and practice it for 5 – 10 minutes.
¹⁹ Design and draw a cake for someone you know.	²⁰ Write a letter to someone you are grateful for. If you can, mail it.	²¹ Design and draw your dream house.	²² Write/draw a story that happens in the dream house you designed yesterday.	²³ Write a song about something you are thankful for.	²⁴ Draw or write three things you love about yourself.	²⁵ Go outside, sit down, and close your eyes for 1 minute. What did you hear? What did you smell?
²⁶ Write/draw three things you hope to learn this school year.	²⁷ Write or draw a story about your favorite day at school.	²⁸ Write or draw 5 things that make a GREAT teacher.	²⁹ Pick a breathing exercise from below and practice it for 5 – 10 minutes.	³⁰ What do you want to be when you grow up? Write a story about it.	³¹ Write or draw 3 – 5 goals for this school year.	

Breathing Exercises

The Flower Breath: Imagine smelling a flower. Breathe in through your nose, out through your mouth.

The Bunny Breath: Take three quick sniffs through the nose and one long exhale through the nose. (As he starts to get the hang of it, have your little bunny focus on making the exhale slower and slower.)

The Snake Breath: Inhale slowly through the nose and breathe out through the mouth with a long, slow hissing sound.

Blow Out the Candle: Imagine a birthday candle. Take in a deep breath through the nose and then exhale through the mouth to blow out the candle.

Smell the Rose/Blow Out the Candle: Combine the Flower Breath (on the inhale) with the Blow Out the Candle Breath (on the exhale), holding up your pointer finger to your nose as “you smell the rose,” and drop your finger to your mouth as you “blow out the candle.”

Summer Enrichment Activities

Information	Website
<p>The Metropolitan Museum of Art From Purewow.com, “New York’s Met Museum has an entire section of its website dedicated to young ones called MetKids. The online-only experience features a time machine, where you can search by time period, idea or location to uncover objects and artwork from the museum’s rooms. The “Big Ideas” search tool allows kids to look into topics like inventions, fashion and battles, and see all the relevant artifacts—a cool way to learn without it really seeming like you’re learning. There are also videos, as well as an interactive map of the museum that allows you to check out various exhibitions around the building.”</p>	<p>https://www.metmuseum.org/art/online-features/metkids/</p>
<p>The British Museum From purewow.com, “Ever wanted to see the Rosetta Stone or a real-life mummy? Look no further than the British Museum, which you’d usually have to seek out during a vacation in London. The tour is interactive, with artifacts searchable by era, region or type, and you can discover all sorts of interesting objects, including a bank check from Barclays and a papyrus poem from ancient Egypt.”</p>	<p>https://britishmuseum.withgoogle.com/</p>
<p>Smithsonian National Museum of History From purewow.com, “Take yourself on a tour of the Smithsonian National Museum of Natural History, whether it’s through the temporary exhibitions or the permanent collection. Along the way, check out dinosaur skeletons, animals from around the globe and even past exhibits that are no longer on display in reality. It’s a great way to keep your kids learning about the world around them even when they can’t be in school, and there are plenty of follow-up activities or readings you can do after the tour. While you’re there, stop by the Smithsonian Castle and the Hirshhorn Sculpture</p>	<p>https://naturalhistory.si.edu/visit/virtual-tour</p>

Garden, both of which have adjoining virtual tours.”	
Boston Children’s Museum	https://www.bostonchildrensmuseum.org/museum-virtual-tour
NASA Glenn Research Center	https://www.nasa.gov/glennvirtualtours
Monterey Bay Aquarium From purewow.com, “Who doesn’t want to look at peaceful videos of undersea life when they need a break from reality? The Monterey Bay Aquarium’s live web cams will delight both you and your young ones, especially the adorable penguin cam. To find something soothing, watch the hypnotizing moon jelly cam or the kelp forest cam, which showcases leopard sharks moving among the kelp. When the live cams aren’t running (they operate during specific hours), there are pre-recorded videos to fill in.”	https://www.montereybayaquarium.org/animals/live-cams
National Women’s History Museum	https://www.womenshistory.org/womens-history/online-exhibits
“Civil Right’s Photography” at the High Museum of Art	https://artsandculture.google.com/exhibit/civil-rights-photography/9wlSPkiyouv-Lw?hl=en
Detroit Institute of the Arts	https://artsandculture.google.com/partner/detroit-institute-of-arts?hl=en
Smithsonian “Fun Stuff for Kids and Teens”	https://www.si.edu/kids
Making Our Children Dancers for Life from Stay Home Miami From their website, “join the Thomas Armour Youth Ballet Instructors as they teach our children the many ways dance can enhance their health and well-being from home.”	https://www.stayhome.miami/making-our-children-dancers-for-life/
Soccer for Success at Home from Stay Home Miami	https://www.stayhome.miami/soccer-for-success-at-home/
Storyline Online (Read Alouds) from Stay Home Miami	https://www.stayhome.miami/share-an-adventure-with-read-aloud-books/

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?



Independent Practice

For numbers 1–5, select the group of words that answers each question.

1 Which group of words in this sentence is a clause?

When World War II broke out, Bearden served in the U.S. Army.

- A** broke out
- B** in the U.S. Army
- C** served in the U.S. Army
- D** When World War II broke out

2 Which group of words in this sentence is a dependent clause?

After that, Bearden spent time in Paris, where he studied art.

- A** where he studied art
- B** spent time in Paris
- C** After that
- D** Bearden spent time

3 Which group of words in this sentence is an independent clause?

Back in New York once more, Bearden briefly became a songwriter before pursuing art again.

- A** Bearden briefly became a songwriter
- B** became a songwriter before pursuing art again
- C** Back in New York once more
- D** before pursuing art again

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number
Correct

5

4 Which group of words in this sentence is a phrase?

In the 1960s, while Bearden focused on creating collages that depicted African-American life, he also became active in civil rights.

- A** he also became active in civil rights
- B** In the 1960s, while Bearden focused on creating collages
- C** In the 1960s
- D** while Bearden focused

5 Which group of words in this sentence is a dependent clause that contains a phrase?

Bearden was supporting young minority artists when he helped establish the Cinque Gallery in 1969.

- A** Bearden was supporting young minority artists
- B** when he helped establish the Cinque Gallery in 1969
- C** was supporting young minority artists when he helped
- D** establish the Cinque Gallery in 1969

Lesson 4

Simple and Compound Sentences



Introduction

Sentences can be described according to the number and type of clauses in them. Remember that a **clause** is a group of words that contains both a subject and a predicate. An **independent clause** is a clause that can stand alone as its own sentence.

- A **simple sentence** contains one independent clause.

subject	predicate
[My great-grandmother Lucy]	[was born in Oklahoma in 1911.]

- A **compound sentence** is made up of two or more **independent clauses**. Those clauses are joined by a **coordinating conjunction** such as *and*, *or*, *so*, *but*, or *yet*, with a comma between the first clause and the conjunction.

independent clause 1	independent clause 2
Lucy's sister Rosene was born in 1913,	and her other sister, Rotha, was born in 1915.



Guided Practice

Write **simple** next to each simple sentence. Write **compound** next to each compound sentence, then circle the conjunction that joins the two clauses.

Hint

A simple sentence can have a compound subject or compound predicate.

Compound subject:

My brother and I loved Grandma Lucy.

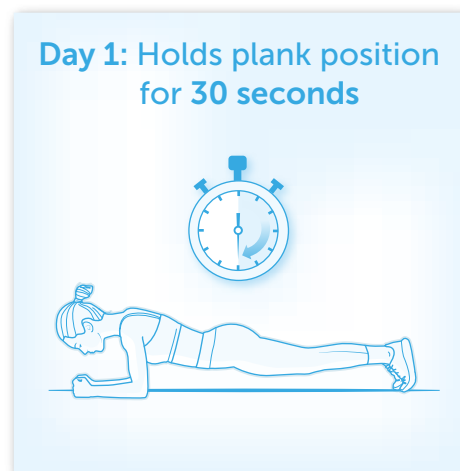
Compound predicate:

She wrote music and played the piano.

Both sentences are simple sentences.

- 1 Lucy's mother and father were both schoolteachers. _____
- 2 They traveled all over Oklahoma, yet Lucy and her sisters never minded or complained. _____
- 3 As a young girl, Lucy was always one of the best students in her class. _____
- 4 Schools were segregated in Oklahoma in the early 1900s, so Lucy and her sisters attended schools for black children. _____
- 5 Lucy's family did not have much money but lived happily. _____

- 4 On the first day of training, Aretha holds a plank position for 30 seconds. She increases her time by 20% each day. What is the first day on which Aretha holds a plank for over a minute? Show your work.



SOLUTION _____

- 5 Gabriel pays \$37.80 for a ticket to a show. The amount includes an 8% sales tax. What is the price of the ticket without sales tax? Show your work.

SOLUTION _____

- 6 Jade wants to spend less than \$22 on a board game. Which of the following prices are in Jade's budget? Select all that apply.
- A 15% off \$25
 - B 30% off \$32
 - C \$19.50 plus a 15% shipping fee
 - D \$20.45 plus a 5% shipping fee
 - E 15% off \$25 plus a 5% shipping fee
 - F 30% off \$32 plus an additional 5% off the discounted price

- 7 Anne deposits \$680 in an account that pays 3.5% yearly simple interest. She neither adds more money nor withdraws any money. How much will be in Anne's account after 6 years? Show your work.

SOLUTION

- 8 A store has a sale. Customers can buy one item at full price and take 50% off the cost of a second item with a lesser price. Nikia buys one item with a price of \$80 and another item with a price of \$120. With the sale, what percent discount does Nikia receive on her total purchase? Show your work.

SOLUTION

- 9 **Math Journal** Is 108% of 2 *greater than, less than, or equal to* 1.08% of 200? Explain your reasoning.

✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Find the entry for *simple interest*. Add two important things you learned about simple interest in this lesson.
- ☐ **SELF CHECK** Go back to the Unit 5 Opener and see what you can check off.

PART 1

My favorite form of entertainment lately has been ...



My favorite form of entertainment lately has been ...

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?



Read the biography. Use the Study Buddy and Close Reading to guide your reading.



Genre: Biography

Commander Suni Williams

by Margo Carlin

As I read, I'll think about the central ideas the author is telling me about Suni Williams. Why is she famous? What details about her life does the author want to share?

Close Reading

What does Suni say about why she hadn't yet become an astronaut? **Underline** the quote in paragraph 3.

Reread paragraph 1. Find and **star** (*) a sentence that gives a central idea about Suni Williams. Then **underline** sentences with details that support this idea.

- 1 As 5-year-old Sunita "Suni" Williams watched Neil Armstrong's fascinating moon walk on television, she thought, "That's what I would like to do." While she never thought of moon walking as a realistic career goal, Williams' story proves that we can't always know where our path is going to lead us. If we believe in ourselves, though, we'll end up in the right place.
- 2 Williams' career path was far from predictable. She says she was just an "okay" high school student. Because her brother had gone to the U.S. Naval Academy, she was drawn there, too.
- 3 Williams graduated from the Naval Academy and trained to become a Navy helicopter test pilot. Listening to a former astronaut talk about flying a helicopter as preparation for flying a moon lander, a light bulb went on in Williams's head. It dawned on her that her helicopter training could be her ticket to space. She realized: "The only one who's telling me I'm not going to be an astronaut is me."
- 4 Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space. Another first: She "ran" the Boston Marathon—on a space station treadmill.
- 5 Williams believes there is a message for young people in learning about the twists and turns that led to her space station adventure. "Maybe you want something, but you get something else. But if you make the best of it, things sorta work out."



Hints

Which choice matches one of the central ideas from the previous page?

Which sentence tells something about Williams not believing in herself?

Which central idea did you choose in the second Close Reading activity?

Use the Hints on this page to help you answer the questions.

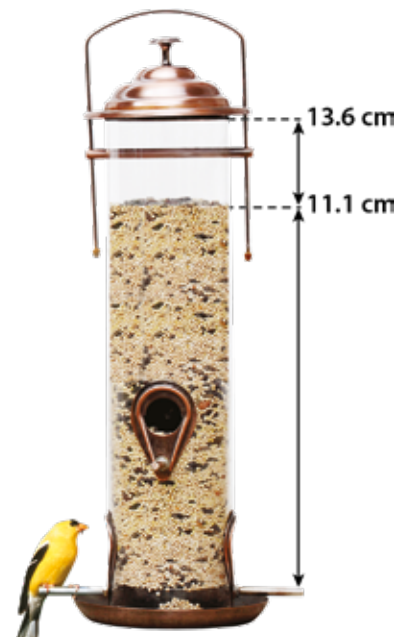
- 1 Which sentence best captures a central idea of the biography?
 - A Career paths are not always easy to identify and follow.
 - B Suni Williams did not face any difficult challenges in her career.
 - C The career path chosen by Suni Williams was very predictable.
 - D People should never change their career path.
- 2 Which sentence from the biography best captures a second central idea of the text?
 - A "She says she was just an "okay" high school student."
 - B "It dawned on her that her helicopter training could be her ticket to space."
 - C ""The only one who's telling me I'm not going to be an astronaut is me.""
 - D "Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space."
- 3 Describe one central idea about Suni Williams' life. List at least three details from the text that support this idea.

- 4 What is $-79.2 \div (-16.5)$? Show your work.

SOLUTION

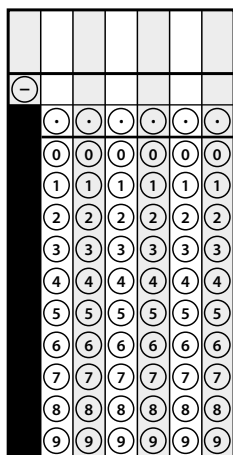
- 5 Without doing any calculations, is $\left(-\frac{1}{2}\right)^{50}$ *positive* or *negative*? Explain how you know.
- 6 Write three different division expressions that each have a negative quotient. Use at least two of the fractions $-\frac{1}{2}$, $\frac{4}{5}$, and -3 in each expression.
- 7 The quotient of a and b is positive. Which of the following could be true about a and b ? Select all that apply.
- A The product ab is negative.
 - B The quotient $b \div a$ is negative.
 - C Both a and b are negative.
 - D The quotient $-b \div a$ is negative.
 - E Both a and b are positive.

- 8 Kwame fills a bird feeder with seeds. As birds visit the feeder, the height of the seeds changes from 13.6 cm to 11.1 cm over a period of $6\frac{1}{4}$ h. What is the average change in the height of the seeds each hour? Show your work.



SOLUTION

- 9 What is $-0.3(0.2)(12)$?

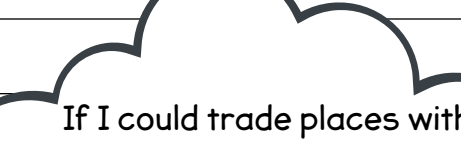


- 10 **Math Journal** Write a division expression that results in $-\frac{3}{8}$.

Explain your thinking.

✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Find the entry for *rational number*. Add two important things you learned about rational numbers in this lesson.
- ☐ **SELF CHECK** Go back to the Unit 3 Opener and see what you can check off.



If I could trade places with
a famous person for a day,
I'd choose ... because ...

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?



Read the biography about a famous dancer. Then answer the questions that follow.

Martha Graham: Modern Dance Innovator

by Eva Milner

1 In the world of dance, Martha Graham is a giant. A true innovator, it was she who led the way into the brave new world of modern dance, leaving behind the constraints of classical ballet. Through her work as a dancer, choreographer, and teacher, Martha has inspired both audiences and generations of dance students. Her institute, the Martha Graham Dance Company, has produced some of the finest dancers in the world today.

2 Martha Graham was born in 1894 in a small town near Pittsburgh, Pennsylvania. Her father was a doctor who specialized in nervous disorders. He was interested in how illnesses and disorders could be revealed through the way a patient's body moved. Martha also believed in the body's ability to express what is inside. She would channel this belief through dance, not medicine, however.

3 Martha was an athletic child, but it wasn't until after seeing the ballet dancer Ruth St. Denis in her teens that she became interested in dance. Martha was so inspired by the performance that she enrolled at an arts college where she studied theater and dance. After graduating in 1916, she joined the Denishawn School, a dance company founded by Ruth St. Denis and Ted Shawn to teach both American dance and world dance.

4 Though Martha began her eight years at Denishawn as a student, it wasn't long before she became a teacher and one of the school's best-known performers. It was during this time that Martha costarred with Ted Shawn in "Xochital," a duet that Ted created specifically for Martha. In this ballet, Martha played the role of an Aztec maiden attacked by an Aztec emperor. Her wildly emotional performance brought her critical acclaim.

5 By 1923, however, Martha felt ready to try new things. She took a job dancing in a vaudeville show in New York City. Here Martha had the opportunity to create her own dances. While there was some room for creativity, she still had to please the audience. Soon she longed for someplace she could take her experimental dance techniques even further. Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program. This was her chance to truly experiment.

6 Martha felt that classical ballet focused too much on fluidity and grace and ignored deeper, darker emotions and themes. At Eastman, Martha began to use jerky, trembling movements and falls to express ideas and feelings. She developed a fresh, new method of muscle control she called "contraction and release." Through this method, a dancer creates movement by first contracting a muscle and then allowing the movement to flow as the muscle relaxes. This method of muscle control gives the dancer's motions a hard, angular look. This was a big change from the dance style found in classical ballet.

7 Audiences did not always appreciate Martha's style. They were used to the more graceful, flowing motions of ballet dancers, and Martha's choppy, angular style was shocking to them. Many reviewers criticized her for dancing in an "ugly" way. During her first performance in Paris, she and her dancers were booed by the audience.

8 In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance. She brought in several of her students from the Eastman school and also began



working with Louis Horst, the musical director from her days at Denishawn. Under Horst's influence, Martha began to use music by modern composers, rather than music from the eighteenth and nineteenth centuries. This was yet another way in which Martha's work departed from classical ballet.

9 Many of Martha's dances explored emotional and psychological themes. One example is her solo piece "Lamentation." In this dance, a grieving figure sits alone on a bench and moves to a mournful piano score. The dancer wears a tube of stretchy, purple fabric. Only the dancer's head, hands, and feet show. The movements of the dancer's body within the fabric create a sort of moving sculpture. The dancer represents the raw emotions of grief.

10 Martha was also interested in exploring social issues and political themes. Her dance "Deep Song" was a statement about the Civil War in Spain, and "Chronicle" looked at the menace of fascism and war in Europe. This second dance was created the same year Martha had turned down an invitation to the 1936 Olympic Games being held in Germany. Both the dance itself and her refusal to attend the games expressed Martha's integrity and desire to highlight important political issues.

11 Martha Graham's career spanned her entire life. Health issues forced her to quit dancing at the age of 76, but she continued teaching and creating works until her death in 1991. In her lifetime, she created 181 masterpieces of dance, which continue to inspire dancers and audiences alike.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

1 (A) (B) (C) (D)

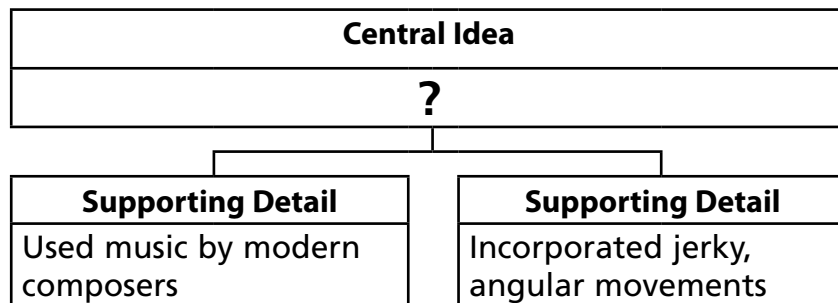
2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number
Correct

3

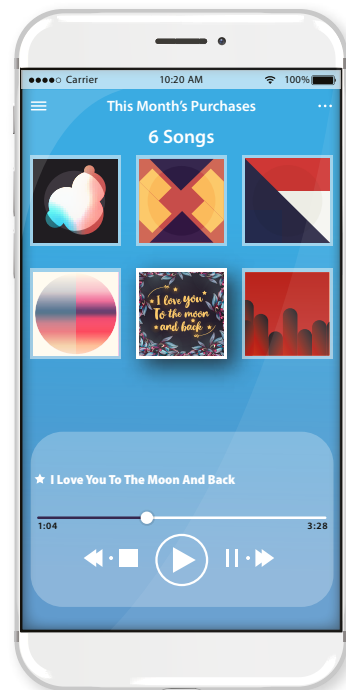
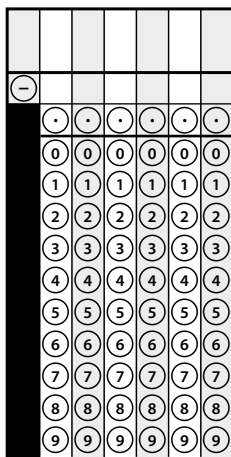
1 Study the idea web below.



Which sentence completes the idea web?

- A** Classical ballet focused on flowing, graceful movements.
- B** Martha's dance style was very different from classical ballet.
- C** Martha was one of the best dancers in America.
- D** Louis Horst was the musical director at Denishawn.

- 4 Leon pays \$12.50 per month for a music subscription service. One month he also buys 6 songs from the service. Each song costs the same. His bill for that month is \$17.84. In dollars, how much does he pay for each song?



- 5 One side of an isosceles triangle is $2x + 1$ ft long. The other two sides are both $3x - 1$ ft long. The perimeter of the triangle is 55 ft. What is the length of each side? Show your work.

SOLUTION

- 6 Khalid is solving the equation $8.5 - 1.2y = 6.7$. He gets to $1.8 = 1.2y$. Explain what he might have done to get to this equation.

- 7 Mora preparing her pack for a hike. Her empty pack weighs $\frac{15}{16}$ pound. She adds some water bottles that each weigh $1\frac{1}{8}$ pound. Now Mora's pack weighs $6\frac{9}{16}$ pounds. How many bottles, b , does Mora add to her pack? Show your work.

SOLUTION _____

- 8 Solve $\frac{1}{2} + \frac{1}{3}w = \frac{1}{6}$. Show your work.

SOLUTION _____

- 9 **Math Journal** Damita says the equations $0.8x - 0.8 = 1.6$ and $\frac{4}{5}(x - 1) = 1\frac{3}{5}$ are the same. How can she show this, without solving the equations?

✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Write a new entry for *represent*. Write at least one synonym for *represent*.
- ☐ **SELF CHECK** Go back to the Unit 4 Opener and see what you can check off.

The school bus I'd design would have ...

The school bus I'd design would have ...

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

Week 4

Name:

Date:

Grammar: Commas

Practice

A **comma** signals a brief pause. Commas can be used between items in a series, after an introductory phrase or clause, or before a conjunction joining independent clauses.

A Add commas where they are needed between the items in the series.

1. Jan Dot Steve and Corey are coming to the party.
2. I have called the guests bought the food and warned the neighbors.
3. I think this will be a loud enjoyable and exciting party.
4. Can you bring plates napkins and cups?
5. Sarah walked ran and even rode a bike to get here.

B Add commas where they are needed after each introductory phrase or clause.

1. After we eat we will do the dishes.
2. With very little money she left home to spend a day in the city.
3. After he finished school he went to visit his father at work.
4. To win the state championship the team practiced day and night.
5. Whenever you are ready we can leave.

C Add commas where they are needed between the independent clauses.

1. You were away having a good time and I was here bored and lonely.
2. Mars is closer but Jupiter appears brighter.
3. The hours ticked away but the phone never rang.
4. I enjoy watching football but I like baseball better.
5. It was a superbly written book and I could not put it down.

Week 4

Name:

Date:

Grammar: Compound Subjects and Predicates

Practice

A **compound subject** contains two or more subjects that share the same verb.

A **compound predicate** contains two or more verbs that share the same subject. Compound subjects and compound predicates are joined by conjunctions such as *and* and *or*.

Compound subject: *Colin and Steve* ran the marathon yesterday.

Compound predicate: At the lake, we *swam and fished*.

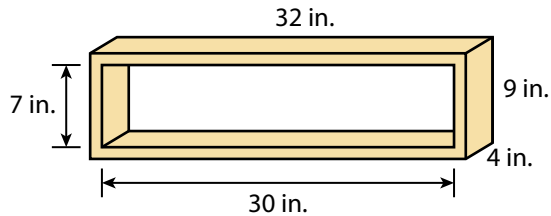
A Read the following sentences. Then, underline the compound subjects.

1. Baseball and football are my favorite sports.
2. Hikers and mountain bikers often share the same trail.
3. The rain and wind caused flood damage.
4. Doors and windows need to be ordered for the house.
5. Trout and pike are in the lake.
6. Canoes and rowboats can be rented by the hour.
7. Sandstone and shale are found in our neighborhood.
8. Books and tapes are available at the library.

B Read the following sentences. Then, underline the compound predicates.

1. I went snowboarding and sprained my ankle this weekend.
2. The waves crested and broke against the rocks.
3. The ring glistened and glimmered in the sun.
4. The tourists stopped and watched the street performer.
5. Christopher wrote and directed the play.
6. The lettuce wilted and drooped on the counter.
7. The team scored two runs and won the game.
8. The students brought crayons but forgot paper.

- 2 Ignacio makes a display shelf from 4 wooden boards. All angles formed by the boards are right angles. Ignacio plans to stain all faces of the shelf, except the back face, which will be against the wall. What is the total area Ignacio will stain? Show your work.



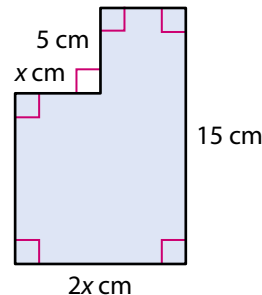
CONSIDER THIS ...

The shelf is shaped like a right rectangular prism with a rectangular hole through its center.

SOLUTION

- 3 The figure at the right has area 125 cm^2 . Which equation can be used to find the value of x ?

- A $125 = 30x - 5$
- B $35x = 125$
- C $25x = 125$
- D $125 \div 15 = 2x$



PAIR/SHARE

What is a different way you could find the total area to be stained?

CONSIDER THIS ...

You do not need to know the value of x to solve the problem.

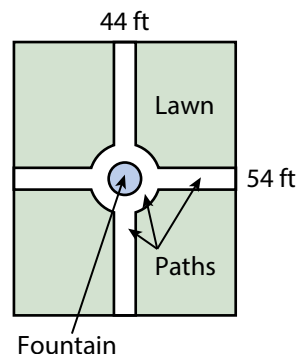
Josephine chose B as the correct answer. How might she have gotten that answer?

PAIR/SHARE

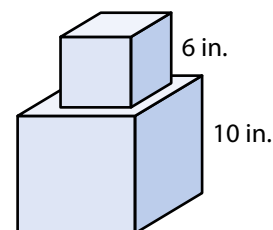
Did you find the lengths of any unknown sides? Which ones?

Week 4

- 4 The center of a rectangular courtyard has a circular fountain with radius 3 ft. All paths in the courtyard are 4 ft wide. Each path will be covered with gravel. The gravel needed to cover 1 ft^2 weighs about 15 lb. Ju-long estimates that the gravel needed to cover the paths will weigh less than 2,000 lb. Is Ju-long's estimate reasonable? Explain.

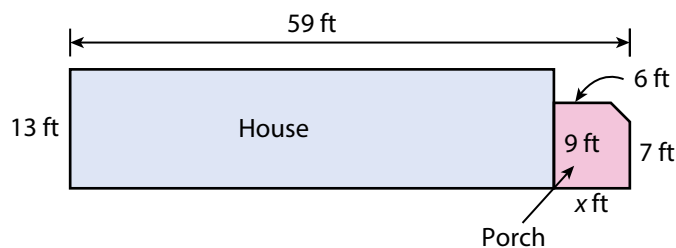


- 5 The prism shown is made of two cubes. What is its total surface area? Show your work.



SOLUTION

- 6 The diagram shows a plan for a rectangular house with an attached porch. The combined area of the house and the porch is 733 ft^2 . What is the value of x ? Show your work.



SOLUTION

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

Read the passage. Then answer the questions that follow.

Did Franklin Really Collect Electric Fire from the Sky?

by Neve Reed

1 The story of Benjamin Franklin and his kite experiment is one that captivates people of all ages. It begins when a thunderstorm is on its way. Most of the sensible people in the area are indoors seeking shelter. But not Benjamin Franklin! He's flying a kite with a piece of metal attached to the top. His goal: to prove that lightning is a form of electricity. The story goes that a bolt of lightning soon struck his kite, traveling down the string and charging a metal key near the end. Franklin touched the key, and the "very evident electric spark" he felt proved his theory correct.

2 This experiment is much more exciting than the idea of a scientist writing a paper at a desk or working in the laboratory. However, it's also quite likely that it didn't happen, at least not in the way people imagine. Evidence for this statement comes from numerous sources, including current knowledge and correspondence written by Franklin himself.

Priestley's Account of Franklin's Experiment

3 Joseph Priestley was the man who recounted the story of Franklin's experiment conducted in 1752. June 15th is often cited as the date. An entire chapter of Priestley's book, *The History and Present State of Electricity with Original Experiments*, is devoted to Franklin's work on the similarities between electricity and lightning. He explains how Franklin planned to use a kite to draw "lightning from the clouds," and gives an account of the actual experiment.

4 There are a few points that should be made about Priestley's account. The first is that it's not clear exactly where his information comes from. Priestley says it was obtained from the "best authority," but then goes on to say that Franklin's son was the only witness present during the experiment. If the information came from Franklin himself, why didn't Priestley say so?

5 The second is that a close reading of the section that describes the actual experiment does not explicitly state that the kite was struck by a *bolt of lightning*. He does mention thunderstorms and drawing lightning from the clouds. But is it possible that "lightning" is being used interchangeably with "electrical charges" here, an assertion that is supported by the thoughts of some modern scientists? Wouldn't the actual dramatic lightning strike have been a focus of Priestley's story? If, that is, it actually took place.

Franklin's Letter

6 One of the best pieces of evidence we have comes from Franklin himself. In 1752, he wrote a letter to a friend. In it, he describes how he performed the experiment.

7 However, some believe Franklin was merely describing how he would *theoretically* use a kite to prove that electricity and lightning were one in the same. There are several details about the setup that would make actually performing the experiment impractical. These include flying the kite from inside a building, keeping the silk ribbon dry, and not allowing the twine to touch any portion of the door or window.

Go On

Week 5

8 Furthermore, the letter is far from a formal description of Franklin's hypothesis, procedure, results, and conclusions. It would seem likely that Franklin would have presented his findings to the scientific community in an official report, but there is no indication that one exists.

The Danger Factor

9 One of the strongest pieces of evidence against the commonly held belief that Franklin's kite was struck by lightning is that he most likely wouldn't have survived. This was proven through an investigation conducted on a popular television program. The analysis showed that the massive amount of electricity in a bolt of lightning could have traveled down a wet piece of twine and charged a metal key at the end. However, the chances that Franklin could have touched the metal and lived to tell others about it are slim to none. Additionally, it's likely the scientist himself would have known the dangers of touching something that had been struck by lightning based on his previous work with electricity.

What Current Scientists Believe

10 Some believe that the experiment never actually took place at all. A more likely explanation based on the information available, though, is that Franklin *did* fly a kite a short time *before* a thunderstorm. The storm clouds would have contained the same static electricity found in lightning, although in much smaller amounts. These charged clouds could have produced the results described by Priestley in his well-known account. The investigation still probably wasn't the wisest idea on Franklin's part, but it is entirely possible that the scientist could have completed this version of the experiment and escaped unharmed.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which inference can you draw from “Did Franklin Really Collect Electric Fire from the Sky?”

- A** The smaller amounts of static electricity in clouds before a storm actually endangered Franklin just as much as real lightning would have.
- B** The idea of a death-defying experiment is thrilling, but the reality is that Franklin likely would not have risked his life for science.
- C** Because he focused neither on the difficulties nor dangers of flying a kite indoors, Priestley’s account is weakened.
- D** Franklin was probably more interested in making an exciting scientific story than in harnessing the true power of electricity.

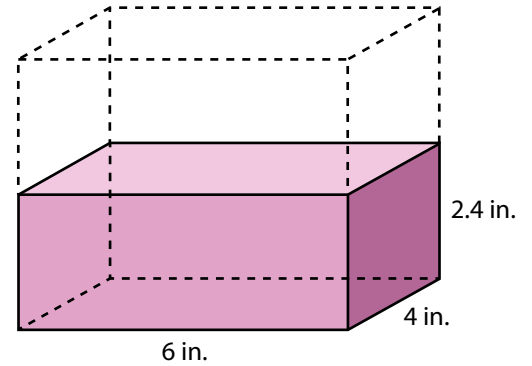
Part B

Which of the following sentences from the passage **best** supports your answer to part A?

- A** “The analysis showed that the massive amount of electricity in a bolt of lightning could have traveled down a wet piece of twine and charged a metal key at the end.”
- B** “Additionally, It’s likely the scientist himself would have known the dangers of touching something that had been struck by lightening based on his previous work with electricity.”
- C** “The storm clouds would have contained the same static electricity found in lightning, although in much smaller amounts.”
- D** “A more likely explanation based on the information available, though, is that Franklin did fly a kite a short time before a thunderstorm.”

Go On

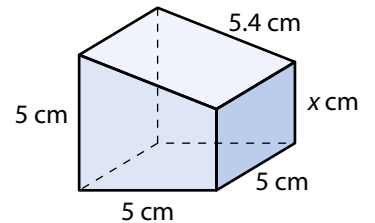
- 7 Kadeem stacks right rectangular prisms like the one shown. He aligns each prism on top of the previous prism to make a larger prism. The larger prism has surface area 288 in.^2 . How many prisms does Kadeem stack? Show your work.



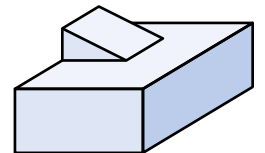
SOLUTION

- 8 The right prism has surface area 132 cm^2 . What is x ?

- A $5\frac{2}{3}$
- B 3
- C $1.\overline{296}$
- D 1



- 9 **Math Journal** The figure shown is a right triangular prism on top of a right rectangular prism. Naomi claims that she can find the surface area of the figure by adding the surface areas of the two prisms and then subtracting the area of the bottom face of the triangular prism. Is Naomi correct? Explain.

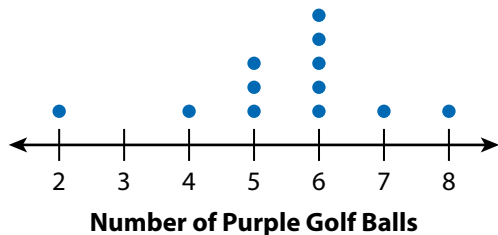


✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Write a new entry for *claim*. Tell what you do when you *claim* something about a three-dimensional figure.
- ☐ **SELF CHECK** Go back to the Unit 6 Opener and see what you can check off.

- 2 A box contains a mix of 800 golf balls. Some are white and the rest are purple. Each student in Mrs. Ramírez's class selects a random sample of 20 golf balls from the box, counts the purple golf balls, and returns the sample to the box.

Samples from Mrs. Ramírez's Class



What is a reasonable estimate for the number of purple golf balls in the box?
Show your work.

SOLUTION _____

CONSIDER THIS ...

You could use the mean or the median to make an estimate.

PAIR/SHARE

How would your confidence in your estimate change if there were 25 students in Ms. Ramírez's class?

- 3 Mr. Shen selects 20 of his 140 students at random to survey about their pets. His survey indicates that 8 students have a dog, 9 students have a cat, 3 students have another kind of pet, and 5 students have no pet. How many of his students should Mr. Shen expect to have a cat?

- A 9
- B 50
- C 56
- D 63

Nadia chose B as the correct answer. How might she have gotten that answer?

CONSIDER THIS ...


Some students have more than one pet.

PAIR/SHARE

How can you check your answer?

PART 1

I can be a helper by ...



I can be a helper by ...

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?



Independent Practice

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

Women's suffrage organizations faced determined resistance from groups who argued that a woman's place was in the home, not in the political arena. Plenty of women strongly agreed that they deserved more rights. Yet many of them still deplored the idea of women having a voice in the government.

1 What does the word resistance mean in the paragraph?

- A** opposition
- B** agreement
- C** questions
- D** approval

2 Which words provide a clue to the meaning of resistance?

- A** "in the political arena"
- B** "in the home"
- C** "groups who argued"
- D** "in the government"

3 What does the word deplored mean in the paragraph?

- A** failed to understand
- B** disapproved of
- C** agreed with
- D** investigated

4 Which words provide a **contrast** clue to the meaning of deplored?

- A** "Plenty of women"
- B** "strongly agreed"
- C** "deserved more rights"
- D** "having a voice"

Name:

Date:

Grammar: Compound Subjects and Predicates

Assess

A Read the following sentences and underline the compound subject or compound predicate in each. Indicate whether the sentence has a compound subject or compound predicate on the line.

1. Felix and Rex went to the circus in town.

2. They saw many clowns and ate lots of popcorn.

3. Lions and tigers are ferocious animals.

4. The homeowner ordered new rugs and threw out her old rugs.

5. I bought a new bicycle and rode it to school.

6. I collected cans and brought them to the recycling center.

7. Blackberries and raspberries grow by the house.

B Complete each of the following sentences with either a compound subject or compound predicate.

1. _____ went to the holiday celebration.

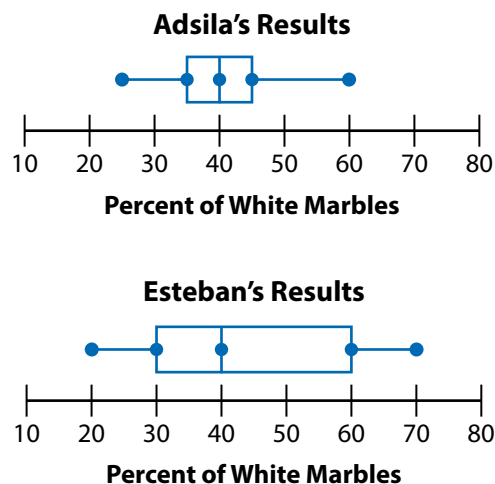
2. Ethan enjoys _____

3. Our family vacation always includes _____.

4. _____ went to the store to get ingredients for cookies.

5. The movie was about _____.

- 4 Adsila and Esteban have a bag containing 250 marbles. Each marble is red, black, or white. Adsila and Esteban each select a sample of marbles from the bag, record the percent that are white, and return all the marbles to the bag. They each collect 15 samples. Their results are shown in the box plots. If you could only use one sample to make an estimate of the number of white marbles in the bag, would you rather use one of Adsila's samples or one of Esteban's? Why?



- 5 Emma has 3 random samples of the same size from a population of 650 people. In one sample, 78% of people have brown eyes. In another, 85% have brown eyes. In the third, 83% have brown eyes. About how many people with brown eyes should she expect are in the population? Show your work.

SOLUTION

- 6 A jar contains 1,800 marbles. James enters a contest to guess the number of any one color of marbles in the jar. He is allowed to take 4 random samples of 200 marbles each.

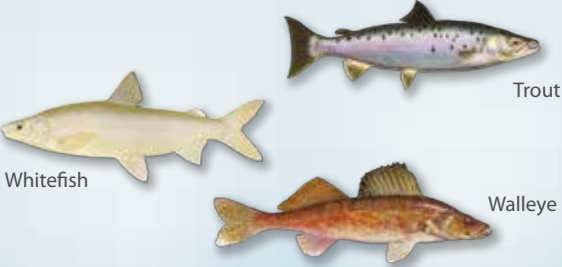
- a. In James's samples, the color _____ has the most variation and the color _____ has the least variation.

	Blue	Green	Red	White
Sample 1	41	37	63	49
Sample 2	58	34	54	54
Sample 3	52	29	59	60
Sample 4	47	30	72	51

- b. James can choose which color of marble to make his guess about. Which color do you think he should choose? Why?

- 7 Aniyah studies the fish populations in a lake. She catches fish, tags them, identifies the type, and returns them to the lake. She takes two random samples in the winter and two in the summer. She organizes her data in the table at the right. Which inferences about the fish populations in the lake are reasonable? Select all that apply.

	Trout	Whitefish	Walleye	Sample Size
Winter	42	44	14	100
	46	42	12	100
Summer	91	84	25	200
	85	89	26	200



- A The total number of fish in the lake is 600.
- B The walleye population comprises anywhere from 12% to 14% of the total population in both the winter and summer.
- C The number of whitefish in the lake is greater than the number of trout.
- D The ratios of the populations of trout, whitefish, and walleye are relatively stable from the winter to the summer.
- E The populations of trout, whitefish, and walleye are approximately twice as large in the summer as in the winter.
- 8 **Math Journal** Write a word problem about taking a random sample and making an inference about the population. Then explain how to solve your problem.

✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Write a new entry for *inference*. Tell what you do when you make an *inference* about a population from a random sample.
- ☐ **SELF CHECK** Go back to the Unit 5 Opener and see what you can check off.

Blank lined paper for writing.

I would like to visit