



At Home Learning Resources

Grade 7 - Week 4

Grab and Go Meals
*Available for Lowell Public Schools Students
on Weekdays While School is Closed*

Butler (12:45 - 1:30pm) 1140 Gorham St.	Murkland (12:45 - 1:15pm) 350 Adams St.
Greenhalge (10:30 - 11:15am) 149 Ennell St.	Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (1:30 - 2pm) 300 Chelmsford St.	Robinson (11:30 - 11:45am) 110 June St.
Moody (12 - 12:30pm) 158 Rogers St.	STEM Academy (10:30am - 1pm) 43 Highland St. <i>Meal service at South St. entrance</i>
NEW: Morey (12 - 12:30pm) 130 Pine St.	NEW: Stoklosa (11 - 11:30am) 560 Broadway St.
NEW: Westminster Village Apartments (12.45 - 1:15pm) 1307 Pawtucket Blvd.	

When you pick up that day's lunch, you can also pick up breakfast for the next morning.

Grade 7 ELA - Week 4

Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing word games, and learning new vocabulary. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.

If this article is too tricky for your child right now, please feel free to use the Grade 1 - Grade 6 articles. If this is too easy for your child, please feel free to use the Grade 8 articles.

Students in Grade 7 should be reading for 30 minutes or more each day. They can read, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

Talking about Books

Talk about your books with your family. You can retell what you read. Use these stems to help you...

"This reminds me of..."

"The theme was..."

"One thing I learned is..."

"The character was..."

"This makes me realize..."

"In addition to what _____ said..."

"I agree with... because..."

"A question I have is..."

"On the other hand..."

Start a book club with some friends. Chat over FaceTime or Zoom. Text each other questions.

Sketchnote about the books you are reading. Draw the characters and the important ideas.

Writing Activities

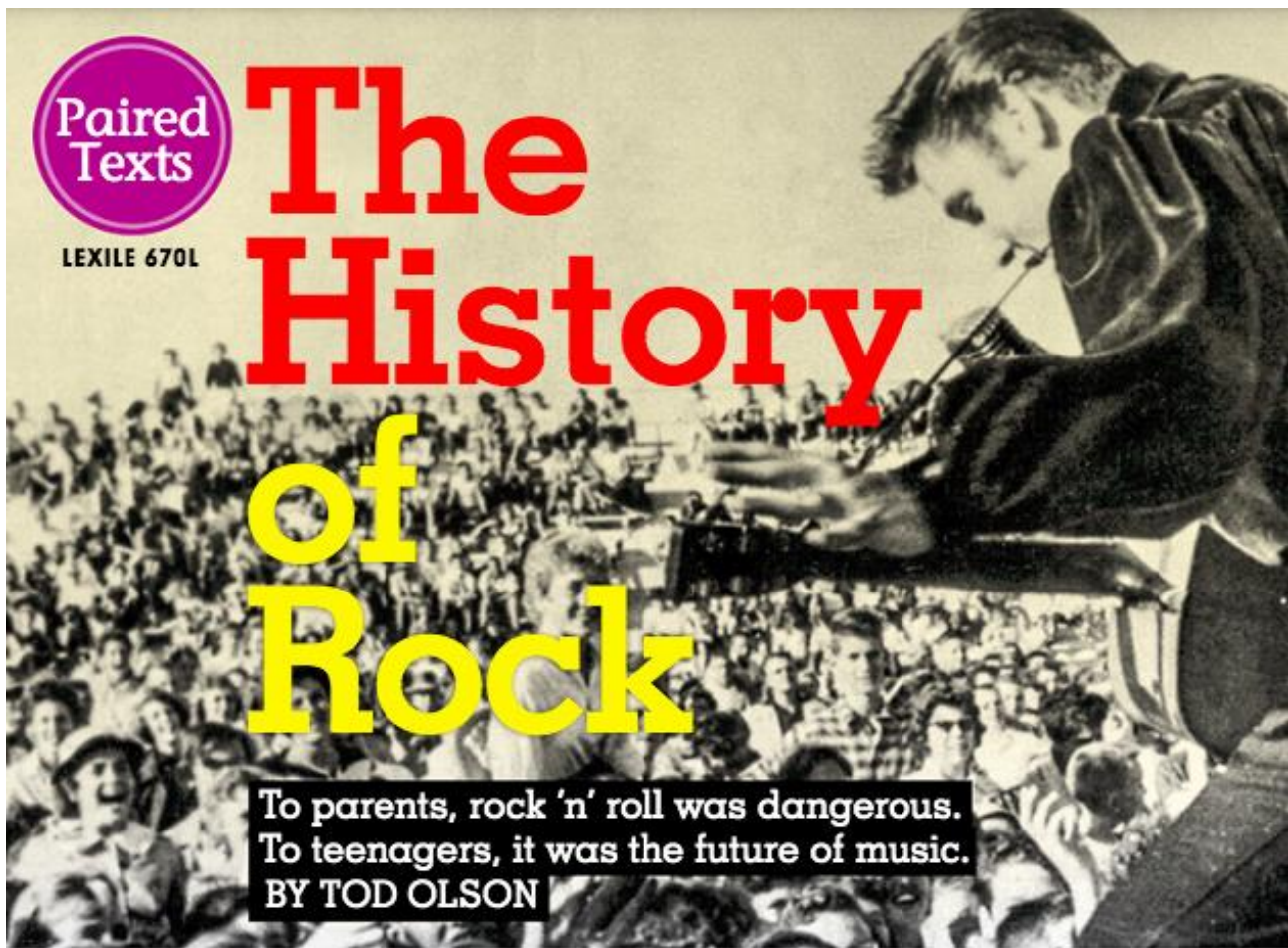
- Write a new ending to a book you read or keep the story going. Don't forget to add details. Show some of your feelings. Add some dialogue. What did your characters say? How did they feel? Does it match the original book?
- Write a memoir about your life. What do you want others to know about you? What will your legacy be?
- Write an argument essay. What is something that you feel strongly about? Plan it using boxes and bullets. You can even do some research to learn more.
- Write a poem or song or rap. Perform it in front of the mirror or your family or live.
- Write a letter to a character in your book or to the author.
- Write a graphic novel. What images will you add? What words?
- Write a script. Get your family to perform it.

Vocabulary

- Choose 5 new words in each book or article you read. Practice using them with your family.
- Write complex sentences. See how you can grow your ideas to make them even better.
- Make a list of new words. Look them up. Then come up with synonyms and antonyms for those words.
- Play Scrabble or Words with Friends or Boggle or another word game.
- Learn new science or social studies vocabulary. Write a song using the new words. Teach them to your family.

These articles are from *Scholastic Action*. You can find them [online](https://action.scholastic.com/etc/classroom-magazines/reader.html?id=22-100118) as well. If you read *The History of Rock* or *The History of Rap* online, you can have the text read aloud. <https://action.scholastic.com/etc/classroom-magazines/reader.html?id=22-100118>

Read both texts and complete the activities that follows. Enjoy!



The year was 1955. Most adults had just discovered rock 'n' roll. And they were horrified.

A movie called *Blackboard Jungle* came out that March. In the movie, teenagers take over a city high school. Gang members fight with

VOCABULARY

influence: a person or thing that affects someone in an important way

segregated: separated based on race

generation: a group of people born and living at about the same time

culture: habits, art, and traditions shared by people in a place and time

sophisticated: very complicated

knives. Students throw baseballs at teachers.

The teens' music is the first thing the movie audience hears. It starts with a drum beat. Then comes the song "Rock Around the Clock." There's a screaming saxophone and a fast guitar solo. And it's all played at top volume.

Adults had never heard anything like rock 'n' roll. And to many of them, it sounded like a bad **influence**. It turned kids into criminals, they said. And it was spreading like a sickness.

But it didn't matter what the adults thought. Before long, rock 'n' roll was here to stay.

We're Gonna Rock

Rock 'n' roll—or something like it—had actually been around for a while. It was called rhythm and blues, or R&B for short. And it was

WILLIAMS ARCHIVE/GETTY IMAGES (SUSAN BRILL); DAVID REPPENHART/GETTY IMAGES (GARY DOWNING); COURTESY, TRUITY COLLECTION (CALVIN KLEIN)



VIDEO

GO TO
WEB VIEW



"BLACKBOARD JUNGLE"

READY TO ROLL Fats Domino (left) was one of the first rock 'n' roll artists. The movie *Blackboard Jungle* helped make rock music popular across the country.

STAR POWER

Elvis Presley plays to screaming fans in his hometown in Mississippi.

played by black musicians. R&B came from blues music and from the gospel music of Southern churches.

But this music was not for Sunday morning worship. R&B musicians played electric guitars—loudly. The drums carried a heavy beat. And the songs made you want to dance.

At first, record companies didn't think white listeners were interested in R&B. At the time, many parts of the country were **segregated**. Black kids and white kids went to separate schools. They couldn't go to the same concerts.

But in the early 1950s, radio stations started playing more R&B. Most of the shows came on late at night. The disc jockeys sounded cool. They had nicknames like Hound Dog and Jumpin' George.

Teens everywhere discovered the new sound. They stayed up late to listen to R&B artists like Fats Domino and Wynonie Harris. They used earphones so their parents couldn't hear.

Soon, white kids were traveling to black neighborhoods to buy records. Then white musicians got involved. They recorded their own versions of R&B songs. Sometimes they added a country-western feel. And rock 'n' roll was born.

Rebel Music

Many adults—white and black—didn't understand the new music. And they even tried to stop it. Concerts were canceled in Connecticut, New York, and New Jersey. The city of Atlanta banned dancing in public.

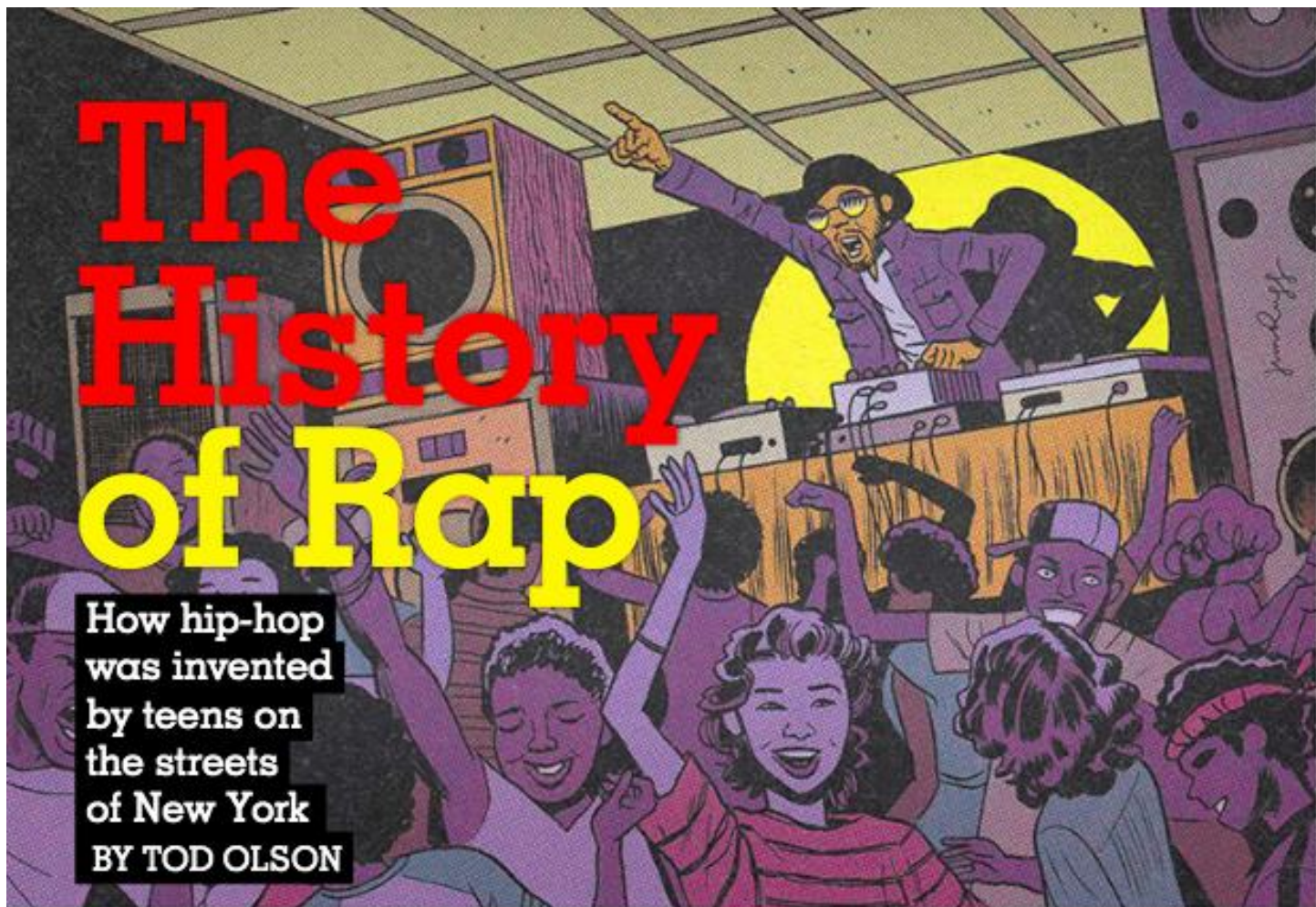
The scariest performer of all seemed to be Elvis Presley. He was the biggest rock star of the time. On stage, he wore tight leather pants. He shook his hips when he danced.

In 1957, Elvis performed on a popular TV show. The TV station refused to show him from the waist down because of his dance moves.

But no one could hide rock 'n' roll from its fans. Teenagers had chosen their music.

It was made specifically for their **generation**. They knew their parents hated rock 'n' roll—and that only made them like it more. •

Turn to
read about



The History of Rap

How hip-hop was invented by teens on the streets of New York
BY TOD OLSON

It was a hot night in August 1973. Sedgwick Avenue in the Bronx—a part of New York City—was rocking.

Clive Campbell had his father's huge sound system set up. His sister Cindy needed new clothes for school. So they were throwing a party at their apartment building to make money.

Guys paid 50 cents to get in. Girls got in for 25 cents. Clive played funk music with a heavy beat. People packed the dance floor.

The party was a success. But no one guessed that it would start a musical revolution. Pretty soon everyone knew Clive by his nickname. He was DJ Kool Herc. And he had just thrown the first hip-hop party ever.

Dancing in the Streets

In 1973, the Bronx was a tough place to live. Work was hard to find, especially in black

and Hispanic neighborhoods. Three out of five young people didn't have jobs. According to police, more than 100 gangs ruled the streets.

But young people still tried to have fun. Herc and other DJs threw more parties—and they moved them outdoors. At these parties, Herc found a new way to play records. He noticed that dancers loved the section of a song called the break.

During a break, all instruments stop playing except the drums. Herc found the break section on two records. Then he switched back and forth between them—and the dancers went wild.

Hip-Hop Nation

In the next few years, hip-hop **culture** took shape in the black and Hispanic neighborhoods of New York City. The dancers started competing with each other during the breaks. They became



RAP MUSIC SPREADS ACROSS THE NATION

In 1979, the Sugar Hill Gang (left) sold millions of copies of their song "Rapper's Delight." Soon, hip-hop was everywhere. Kids across the country started listening to rappers like Run-DMC (right).

known as "b-boys," short for break boys. Soon, "b-girls" joined in too. According to Herc, they were "the kings and queens of the party."

But the b-boys and b-girls soon made way for new kings and queens—the MCs, or masters of ceremony. MCs worked the microphone while their DJs played records. MCs rhymed to the beat. Their rhymes grew longer and more **sophisticated**. They were the first rappers.

Finally, in 1979 a band called the Sugar Hill Gang recorded "Rapper's Delight." To kids in New York City, the song was nothing new. But the rest of America was hearing rap for the first

time. The record sold millions of copies.

Before long, hip-hop was everywhere. Kids across the country started listening to rappers like Run-DMC. And in the 1990s, rap became one of the most popular types of music in the U.S.

Hip-hop started in a run-down section of New York City. Over the past 45 years, it has spread around the world.

According to DJ Kool Herc, rap music has a very special power. It has helped bring young people of all races and backgrounds together. "They all have something in common that they love," he says. •

Action
Activity

Compare and Contrast

GO
FURTHER!
FIND MORE
ACTIVITIES

How are rock and rap alike in some ways and different in others?

WHAT TO DO: Complete the sentences below using examples from the texts.

1. One way rock music and rap music are alike is _____
(Hint: What group of people were the biggest fans for each type of music?)

2. One way rock music and rap music are different is _____
(Hint: How long has each type of music been around?)





Expanding Expressions

► Expand each expression and combine like terms if possible.

1 $4(x - 2)$

2 $-3(x + 7)$

3 $-4(-x - 8)$

4 $\frac{1}{3}(x - 9)$

5 $-\frac{1}{4}(x + 16)$

6 $-\frac{1}{5}(-x - 35)$

7 $\frac{2}{3}(x + 18 - 2x)$

8 $\frac{3}{4}(16x - 27 - 1)$

9 $-12\left(\frac{5}{6}x - 5\right) + 2x$

► Determine which expressions, if any, are equivalent. Show your work.

10 $4(x - 3)$

$6x - 2(x - 3)$

$x + 3(x - 2) - 6$

Expanding Expressions *continued*

11 $\frac{1}{3}(9x + 16 + 2) + 2x$

$7x + 14 - 2(x + 4)$

$x - 3 + 7(x + 3) - 3x - 12$

12 Use two different methods to expand $\frac{1}{4}(x + 2x + 16 - 8)$.

Factoring Expressions

► Factor each expression.

1 $8a + 16$

2 $12x - 20$

3 $-6a + 18$

4 $-14w - 21$

5 $8a - 12b + 28$

6 $-6x + 15y - 24$

7 $2a + 3 + 7a$

8 $-2x - 8x + 20$

9 $5y + 10 - 25y$

10 Simplify $(4x + 7) - (-3x - 9) + 9x - 28$. Then rewrite in factored form, if possible. Show your work.

Factoring Expressions *continued*

11 Determine which of the following expressions are equivalent. Show your work.

- $\frac{1}{6}(x - 3)$

- $\frac{1}{4}x - \frac{3}{5} - \frac{1}{12}x + \frac{1}{10}$

- $\frac{1}{18}x + \frac{1}{9}x - \frac{1}{2}$

12 Explain a different method you could use to solve problem 11.

Understanding Representing a Situation with Different Expressions

► **Complete the problems by rewriting algebraic expressions.**

- 1 Goby fish and shrimp naturally live close together. A pet store is selling bags of goby fish and shrimp to aquarium hobbyists. Each goby fish costs \$15, and each shrimp costs \$10. Each bag has an equal number of goby fish and shrimp.
 - a. The pet store models the cost per bag with the expression $x(15 + 10)$. Explain what the expression represents.

 - b. What other expression can you use to model the cost? Explain what the expression represents.

- 2 Ms. Gandhi runs 1 mile each morning and 1 mile each evening. She also does 10 push-ups each morning and each evening.
 - a. Ms. Gandhi writes the two expressions $2(m + 10p)$ and $2m + 20p$. Explain how each expression represents how much she exercises.

 - b. Ms. Gandhi wants to determine how much she will exercise this week. Write an expression to model this situation. Explain your expression.

- 3 Write two expressions for the perimeter of a square. Explain what information is in one of your expressions that is not in the other.

Writing and Solving Equations with Two or More Addends

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

1 $8x + 15 = 63$

2 $9x - 13 = 23$

3 $135 = 2x + 25$

4 $33 = 32x - 31$

5 $12x - 16 = 68$

6 $7x + 115 = 136$

7 $82 = 4x + 14$

8 $2x - 56 = 34$

9 $3x - 4\frac{1}{2} = -19\frac{1}{2}$

10 $10 = -\frac{1}{4}x + 12$

11 $6x + 4.59 = 11.19$

12 $25.68 = 2x - 6.32$

Answers

$x = 1.1$

$x = 45$

$x = -5$

$x = 6$

$x = 7$

$x = 16$

$x = 4$

$x = 55$

$x = 17$

$x = 8$

$x = 2$

$x = 3$

Writing and Solving Inequalities

► Write and solve an inequality to answer each question.

1 Tetsuo has 50 arcade tokens. Each arcade game at RetroRama costs 4 tokens. How many games can Tetsuo play?

2 Kimberly has \$120 to spend at the bookstore. Kimberly buys a hardcover book for \$36, as well as some gift cards for her family and friends. Each gift card is \$15. How many gift cards can Kimberly buy?

3 Kwame has a budget of \$720 for his college class. He buys a laptop for \$330 and wants to use the rest to buy computer programs. Each program costs \$60. How many programs can Kwame purchase?

4 A farmer ties 4 bags on his mule. If the mule can carry up to 200 lb and each bag weighs 30 lb, how many more bags can the mule carry?

Writing and Solving Inequalities *continued*

- 5 Helga signs up to coach hockey. She wants to make at least \$775 during the season. She gets \$200 at the start of the season and \$50 for each practice session she has. How many practice sessions does Helga need to have this season?

- 6 Logan has a budget of \$400 to have family pictures taken. There is a sitting fee of \$38. Prints cost \$25 per page. How many pages of prints can Logan order?

- 7 At TopLine's 50th anniversary celebration, managers and assistants earn custom-engraved plaques in recognition of their outstanding performance. TopLine purchased a total of 81 plaques for the event. The company gives 25 plaques to the managers and at least 2 plaques to each assistant. What is the maximum number of assistants at the event?

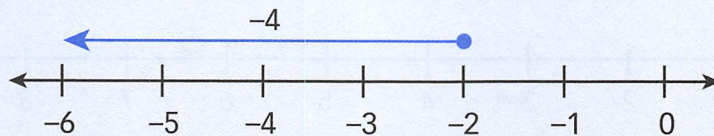
- 8 A cartoonist has 150 pieces of original artwork to give to his publishers and some fans who won his online contest. He plans to send 30 drawings to his publishers. He is sending at least 3 pieces of artwork to each contest winner. How many contest winners could there be?

**Think** How do you model integer addition on a number line?

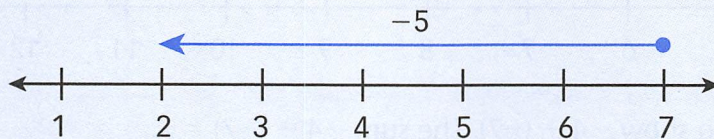
When adding or subtracting a negative number from another number, you write the negative number in parentheses to separate it from the operation symbol.

Correct	Incorrect
$3 + (-5)$	$3 + -5$
$4 - (-3)$	$4 - -3$

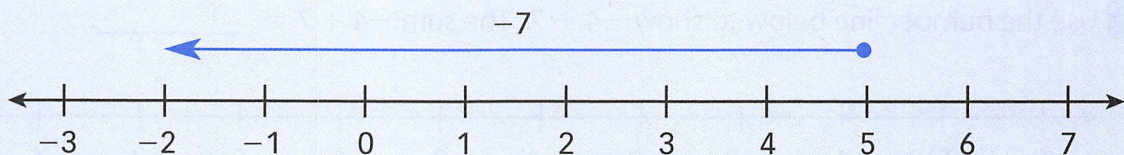
The number line below represents $-2 + (-4)$. You start at -2 and move left 4 units, ending at -6 . The sum of $-2 + (-4)$ is -6 . When adding two negative numbers, you start on the left side of 0 and always move left, so the answer is always negative.



The number line below represents $7 + (-5)$. You start at 7 and move left 5 units to add -5 . You end at 2, so $7 + (-5) = 2$.



You can use this same process to add $5 + (-7)$. You start at 5 and move left 7 units. You end at -2 , so the sum of $5 + (-7) = -2$.



Will the sum of -8 and $+3$ be positive or negative? Explain.

**Reflect**

1 How is adding integers similar to adding whole numbers? How is it different?



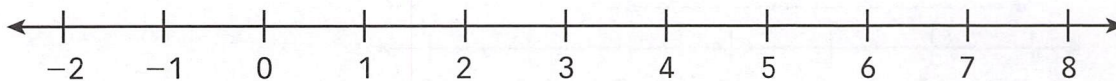
Explore It

You can use additive inverses to help you understand how to add integers.

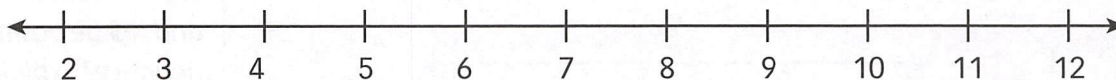
- 2 A fisherman drops his net to a depth of -8 feet below the surface of the water. How far does he need to raise the net to bring it back to the surface of the water? _____
- 3 A bird is 7 feet above the ground. What integer would you use to represent the distance that the bird needs to fly to get back to the ground? _____

Using a number line helps to visualize what is happening when adding integers.

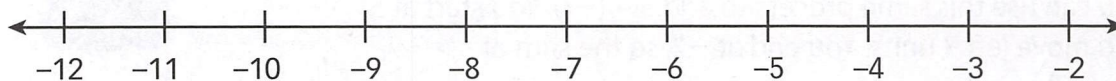
- 4 Use the number line below to show $6 + (-6)$. The sum $6 + (-6) =$ _____.



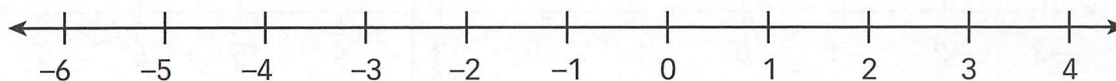
- 5 Use the number line below to show $11 + (-8)$. The sum $11 + (-8) =$ _____.



- 6 Use the number line below to show $-4 + (-7)$. The sum $-4 + (-7) =$ _____.



- 7 Use the number line below to show $-4 + 7$. The sum $-4 + 7 =$ _____.



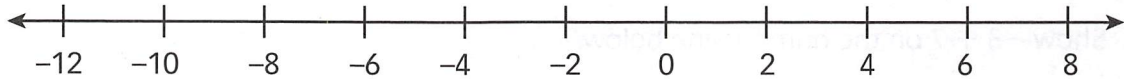


Talk About It

Solve the problems below as a group.

- 8 Jason's football team lost 6 yards from their starting position and then lost another 5 yards. What number represents a loss of 6 yards? a loss of 5 yards? _____

- 9 Use a number line to find the team's total loss.



- 10 On the next play, the team gains 12 yards. Will the team be at their original starting position? Explain.

- 11 A weather forecaster says the temperature will be about -5°C "give or take" 10 degrees.

What is the greatest possible temperature? _____

What is the least possible temperature? _____

- 12 Explain how you found your answers to problem 11.



Try It Another Way

You can add integers by decomposing numbers to form additive inverses that add to 0. For example, to add $-8 + 10$, you can think of 10 as $8 + 2$.

$$\begin{aligned} -8 + 10 &= -8 + (8 + 2) \\ &= (-8 + 8) + 2 \\ &= 0 + 2 \\ &= 2 \end{aligned}$$

Use the method shown above to do the problems below. Show your steps.

- 13 $10 + (-4)$ _____

- 14 $-12 + 7$ _____

Name:

Date:

Animal Relationships

Elements of any ecosystem rely on other animals in order to survive. When interactions between two species can benefit either one or both species, this is known as a **symbiotic** relationship. Symbiosis, or **symbiotic** relationships, can fall into 3 major categories:

Parasitism: A relationship that benefits one species (parasite) while the other one is harmed (host)

Example: ticks on a cow, parasitic fish lice

Mutualism: A relationship in which both species benefit

Example: birds eat the tick, cleaner fish (remora) eats sea lice

Commensalism A relationship that benefits one species, but the other is neither harmed nor helped

Example: bug on a person, remora on a shark or turtle

Draw a symbol that you can use to help you remember the meaning of each of the relationships above.

<u>Parasitism</u>	<u>Mutualism</u>	<u>Commensalism</u>

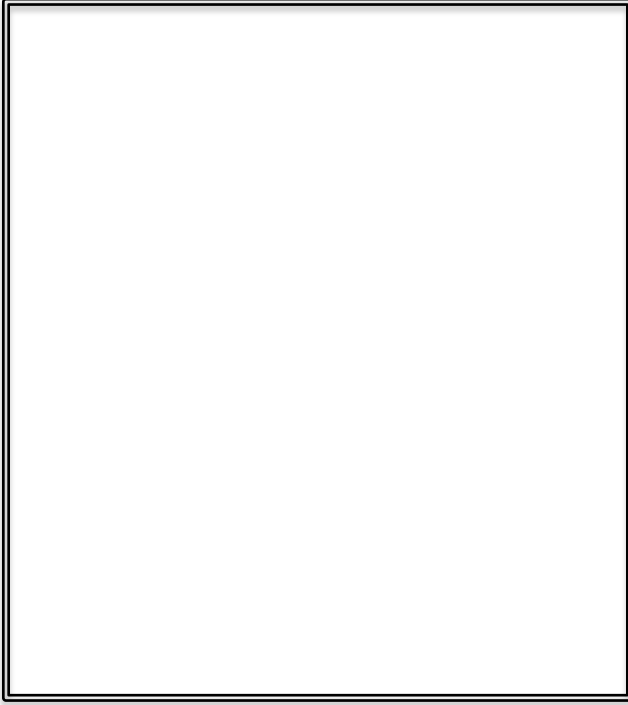
Name:

Date:

Animal Relationships

Your Task:

- **Research** examples of each of the relationships above.
- **Draw** a picture of one of the symbiotic relationships in the box below.
- **Explain** which type of relationship is shown in your picture.



Directions: Identify each symbiotic relationship as commensalism, mutualism, or parasitism.

NOTE: There are TEN trick questions - circle the number next to each one!

_____ 1. Fungus and lichens live together. The fungus gets food from the algae, while the algae gets a place to live.

_____ 2. The roundworm anchors itself to the wall of the intestine of an animal, and causes diseases to the organism.

_____ 3. Spiders create their webs on stems and trunks of plants.

_____ 4. A mouse is captured and eaten by an owl.

_____ 5. Two angelfish are struggling for the best territory in a small fishbowl.

Name:

Date:

Animal Relationships

_____ 6. Cheetahs and lions feed on the same prey.

_____ 7. Insects get nectar from flowers. They also transfer the pollen that gets stuck in their bodies to another flower to help grow more plants.

_____ 8. Orchids perch on sturdier plants. They cause no harm to the host plant. They benefit simply from being exposed to sunlight.

_____ 9. The sap produced by aphids are used by ants for nutrition. The ants protect the aphids from parasites.

_____ 10. An oyster attaches itself to a mangrove. The oyster has a place to live, but the mangrove is unharmed.

_____ 11. Many bacteria live in the human intestines. These bacteria feed on the food in our guts without harming us.

_____ 12. The sea lamprey uses its oral disc to attach itself to a larger fish, bores a hole through the fish's flesh, and sucks its blood.

_____ 13. A lion devours a deer.

_____ 14. A snake catches and swallows a frog.

_____ 15. Chimpanzees fight to achieve leadership in the tribe.

_____ 16. The shrimp digs to burrow itself and the goby fish. In case of danger, the goby fish touches the shrimp with its tail to warn it.

_____ 17. Dodder plants have root like structures that attack other plants to get nutrients.

_____ 18. Hermit crabs use gastropod's shells to protect their bodies without being harmed.

_____ 19. A remora fish attaches itself to sharks. When the shark eats, it eats the scraps. The shark does not harm the remora fish.

_____ 20. Amoeba in humans causes infection that leads to liver abscesses and dysentery.

_____ 21. Ticks attach firmly to the skin of other animals to draw blood.

Name:

Date:

Animal Relationships

_____ 22. The Nile crocodile, with its mouth open, permits the Egyptian plover bird to feed on any leeches attached to its gum.

_____ 23. A fly is trapped in a spider's web.

_____ 24. Yellow rattle plant gets some of its nutrients from the roots of neighboring plants.

_____ 25. Ten tomato plants are grown in one small pot with limited amount of soil.

_____ 26. A frog catches a grasshopper and eats it.

_____ 27. The territorial clownfish lives in sea anemones. They protect each other from their predators.

_____ 28. A tomato hornworm is covered with cocoons of pupating beaoned wasps. It dies as the wasps pupate.

_____ 29. A short plant receives less sunlight because it is shaded by a tall plant.

_____ 30. Horseflies catch smaller flies so they can glue their eggs on them. The captive flies are released unharmed, but carry the eggs until they land on a host.

Art and Architecture in Ancient Greece

By USHistory.org, adapted by Newsela staff on 08.02.17

Word Count 721

Level 970L



Terracotta bowl, dated between 520–510 B.C., shows the struggle between Herakles and Apollo for the Delphic tripod. Representations of Herakles' attempt to take the tripod from the oracle of Apollo at Delphi were popular from the end of the 6th century B.C. to the mid-5th. Photo by: Metropolitan Museum of Art

Art has timeless value, and it reflects the society that created it. This is especially true in the case of ancient Greece. The temples, sculptures and pottery of the Greeks express a key principle of their culture: *arete*. To the Greeks, *arete* meant excellence and reaching one's full potential.

Ancient Greek art emphasized the importance and accomplishments of human beings. Although much of Greek art was meant to honor the gods, those gods were presented in a human form.

Much of the artwork in ancient Greece was commissioned, or paid for, by the government and shown in public. Because of this, art and architecture were a tremendous source of pride for citizens. This public art and architecture could be found in various parts of the city. In a city-state, such as Athens, officials also set aside an elevated stretch of land for an acropolis, an important area that was dedicated to temples or palaces. The Greeks held religious ceremonies and festivals on the acropolis. Important political meetings took place there as well.

The Parthenon exemplifies Greek architecture

In ancient Athens, the politician Pericles ordered the construction of several major temples on the acropolis. One of these is considered to be the best example of Greek architecture, the Parthenon.

Built as a tribute to Athena, the goddess of wisdom for whom Athens was named, the Parthenon has a marvelous design. The structure's huge columns and many finely crafted details show just how advanced the ancient Greeks were.

The design of the Parthenon includes many elements that are difficult to point out, yet contribute to the building's beauty and balance. For example, each column is slightly wider in the middle than at its base and top. The columns are also placed closer together near the corners of the temple and farther apart toward the middle. The temple's steps are slightly curved. The steps are lower on the sides and highest in the middle of each step.



Sadly, the Parthenon has faced a lot of wear and tear over time. In the 1600s, the Turks, who had conquered the Greeks, used the Parthenon to store gunpowder. An accidental explosion left the Parthenon with no roof and almost destroyed it. In later years, tourists took away pieces of the building as vacation souvenirs.

The evolution of Greek statues

Ancient Greek sculptures were typically made of either stone or wood. Most of them have been destroyed and very few of them can be seen today.

Most Greek statues portrayed a freestanding human form, and many were nude. The Greeks saw the naked human body as beautiful.

Early Greek statues, called kouros, were rigid and stood up straight. Over time, Greek statues took on a more natural, relaxed pose. Their hips thrust to one side, while their knees and arms bent slightly and the head turned to one side.

Other sculptures portrayed humans in action, especially doing sports. A good example is the "Discus Thrower," by Myron. The discus was a flat disk that was used in the Olympic Games. In ancient Greece, these games were a series of competitive sports that people from different cities would participate in. In one of these games, athletes would see who could throw the discus the farthest.

Another famous example is a statue of Artemis the huntress. The piece, called "Diana of Versailles," shows the goddess of the hunt reaching for an arrow while a stag leaps next to her.

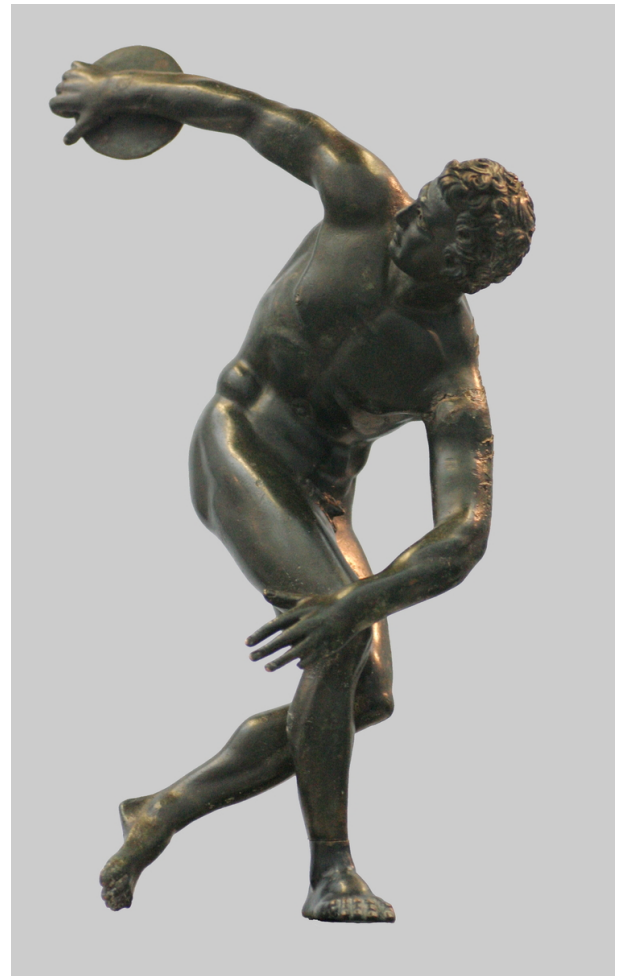
The Greek ideal of beauty

Among the most famous Greek statues is the "Venus de Milo," which was created in 200 B.C., or about 2,200 years ago. Many historians believe it to be the work of the sculptor Praxiteles, though this is not certain. What is certain is that the statue represents the Greek ideal of beauty.

The ancient Greeks also painted, but very few of their paintings remain. The longest-lasting examples of painting were found decorating ceramic pottery.

There were two major styles of painting on pottery. One featured red figures against a black background. The other featured black figures against a red background.

Much of the artwork depicted either historical events or legendary tales of the gods.

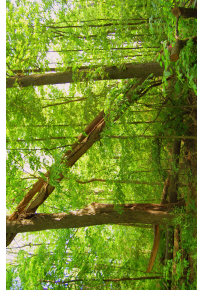


WRITING PROMPT:

By examining the art found in ancient Greece, what can people learn about the Greek civilization? How was artwork viewed in Greece? Cite examples from the article to back your claim.

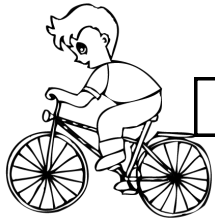
ESL at Home Grades 6-8 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday				
<p>Pick a page from a book. Change all of the nouns to things you see right in front of you in your house, then read it aloud.</p>	<p>Make a T-chart. Make a list of things you like about learning at home versus at school.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Home</td> <td style="text-align: center;">School</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	Home	School			<p>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 346 crackers. Neveah ate one hundred three. How many are left?</p>	<p>Go outside and look up at the clouds. Draw what you see.</p>	<p>Choose two animals. Draw and label their food web. Create a Venn diagram to compare their ecosystems.</p>
Home	School							
<p>Monday</p> <p>Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.</p>	<p>Tuesday</p> <p>Use crackers or candy to build a castle. How tall can you make it? How many pieces did you use? List your materials.</p>	<p>Wednesday</p> <p>Take a walk in your neighborhood and search for items in nature that form the shape of letters. Draw what you see.</p> 	<p>Thursday</p> <p>Think of someone you would like to interview. Write them a letter with at least three questions.</p>	<p>Friday</p> <p>Use the food in your house to create a menu with prices. Use them to write word problems.</p> <p>Example: Milk = \$21.00 Bananas = \$33.00 Ice cream = \$12.00</p>				

How Often (1) Week/Month/Year

My name is _____



S (M) T (W) T F (S)

He rides a bicycle three times a week.



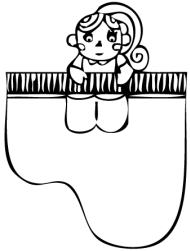
1 2 3 4 5 6 7
8 9 (10) 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 (28)
29 30 31



(J) F M A M J J A S O N (D)



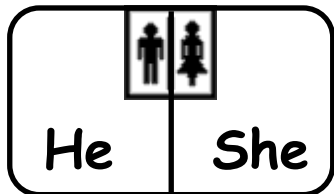
S M (T) W T F S



1 2 3 4 5 6 7
8 9 (10) 11 12 13 14
15 16 17 18 (19) 20 21
22 23 24 25 26 27 (28)
29 30 31



(J) F M (A) M J J A S O N (D)



- goes swimming
- plays volleyball
- rides a bicycle
- gets a haircut
- plays piano
- goes skiing

- 0 = never
- 1 = once
- 2 = twice
- 3 = three times
- 4 = four times
- 5 = five times
- 6 = six times
- 7 days a week = every day

S M T W T F S = a week

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31 = a month

J F M A M J J A S O N D = a year