LOWELL

PUBLIC SCHOOLS

At Home Learning Resources

Grade 7 - Week 5

LOWELL
PUBLIC SCHOOLS

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.
Meal service at South St. entrance

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 5

Read the poems. Use the chart "Ways to Talk or Think about a Poem" to talk or think about the poems. Choose one of the strategies and write a response to each poem.

After reading the poems, try writing your own poetry. What language could you include? What message do you want to leave with your readers? Why is this important to you to write about? If you want, record your poem and share with your friends or teacher.

Ways to Talk or Think About a Poem

Think about the big ideas
- What issues are in the poem?
- What does the poet want you to think about the issues?
- What is the theme of the poem?

Look closely at an image
- What does it mean?
- How does it reflect an idea, emotion, mood, or tone?

Look at the line breaks and stanza breaks
- How do the stanzas relate to each other?
- How do you connect one part with the next part?
- How do the breaks effect the poem's meaning?

Make inferences
- Who/what is in this poem?
- What are their relationships, ideas, feelings, or thoughts?
- How does the narrator, if there is one, interact with the poem? With the reader?

Relate the title to the poem
- How is it significant?

Clarify a confusing part
- Ask questions
- Look up words
- Talk your ideas through

Examine a metaphor or other literary device
- What things are being compared in the similes or metaphors? Why?
- How do they effect the meaning of the poem?

Make a personal connection

Gather up
In the arms of your pity
The sick, the depraved
The desperate, the tired,
All the scum
Of our weary city
Gather up
In the arms of your love –
Those who expect
No love from above.

- Langston Hughes

A Short Story

The ant climbs up a trunk
carrying a petal on its back;
and if you look closely
that petal is as big as a house
especially compared to the ant that
carries it so olympically.

You ask me: Why shouldn't I carry
a petal twice as big as my body and my head?

Ah, but you can, little girl,
but not petals from a dahlia,
rather boxes full of thoughts
and loads of magic hours, and
a wagon of clear dreams, and
a big castle with its fairies:
all the petals that form the soul of
a little girl who speaks and speaks…!

-David Escobar Galindo

slow dance heart break blues:

falling

       in the hall falling falling falling up against the wall
after the fall   legs like twisted rubberpretzels   cartoon
birdies spinning around my head   as   she   walks   by a n d
stares down at the soles of my simple simon shoes
needing

       to learn to dance   dance with mom   dance with dad
dance alone to the   zeppelence   building a s t a i r way
to prince and blonde rinse in some celestial b a llroom
listening

       to the music dance to the music   o   sly one
what does she listen to   what does she dance to   who her
favorite singers   favorite bands   favorite styles of long
hair long stare   world class big shirt   kente cloth   funk
bumping

       into her in the street   and how many   times a day
is she after school   walking with friends into local   pop
shop burger joints   with her face   fast forward past mine
meeting

       the sight of her disappearing back   down the mice
maze of mall halls seeing her later at   sat mat   cinemas
walking the narrow miles of aisles of on sale   ceedees
my head full of puns and roses until closing time
finally
attacking

       in the middle of the middle of the night   the zit
monsters find the face fast beyond midnight   beyond that
small light seeping under the bathroom door   they reach
the   very   center   the nose tip h e i g h t   that highest
geographic elevation featured on that face   this face the
forward position of my forward moving daily self   my face
will look up from its hiding place some day soon
to reach for your face your eyes

- Arnold Adoff

Two of a Kind

Mom calls me
Daddy's girl
cause him and me,
we're both dreamers.
"Close your eyes," he used to say.
"Tell me what you see."
I'd say, "Sky, shooting stars,
rainbows wrapped
round the earth."
"Now it's my turn.
I see: you and me
bundled up in silver space suits,
bouncing on the moon.
Race you!" he'd say.
And we laughed,
back before he moved
across the street
and we moved
across the city.
Our laughter
has a lot farther
to travel now.

    - Nikki Grimes

Faces

Faces pass by at 35 mph
staring at you, laughing at you
wanting you, intrigued by you
loving you, hating you
giving you a smile that says, "Good morning"
giving you a look that says, "Stop looking at me."

You look for someone you know
your brother, your grandma, your ex-girlfriend
the president, your barber, Neil Armstrong,
Jon Voight, Michael Jordan, or Leslie Nielsen
the guy you saw in a Subway eating a tuna foot-long
the girl who sold you peanuts at Wrigley Field
the lover you wish for after a hard day
the jerk who stole your bicycle when you were nine.

But you're lost, a stranger among strangers
no idea who you are or why you're here
just that you're alone, lost in this city of faces.

- Dan Gallagher

THE POOL PLAYERS.
SEVEN AT THE GOLDEN
SHOVEL.

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.

- Gwendolyn Brooks

Read the two poems. These are an example of Golden Shovel Poetry. Try writing your own Golden Shovel poem using the directions below.

Here are the rules for the Golden Shovel:

- Take a line (or lines) from a poem you admire.
- Use each word in the line (or lines) as an end word in your poem.
- Keep the end words in order.
- Give credit to the poet who originally wrote the line (or lines).
- The new poem does not have to be about the same subject as the poem that offers the end words.

STORM ENDING
by Jean Toomer

Thunder blossoms gorgeously above our heads,
Great, hollow, bell-like flowers,
Rumbling in the wind,
Stretching clappers to strike our ears . . .
Full-lipped flowers
Bitten by the sun
Bleeding rain
Dripping rain like golden honey—
And the sweet earth flying from the thunder.

TRUTH
by Nikki Grimes

The truth is, every day we rise is like **thunder—**
a clap of surprise. Could be echoes of trouble, or **blossoms**
of blessing. You never know what garish or **gorgeously**
disguised memories-to-be might rain down from **above.**
So, look up! Claim that cloud with the silver lining. **Our**
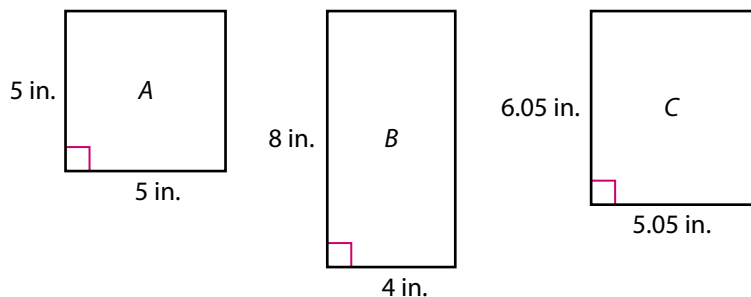job, if you ask me, is to follow it. See where it **heads.**

Prepare for Solving Problems Involving Scale

1 Think about what you know about ratios and unit rates. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.
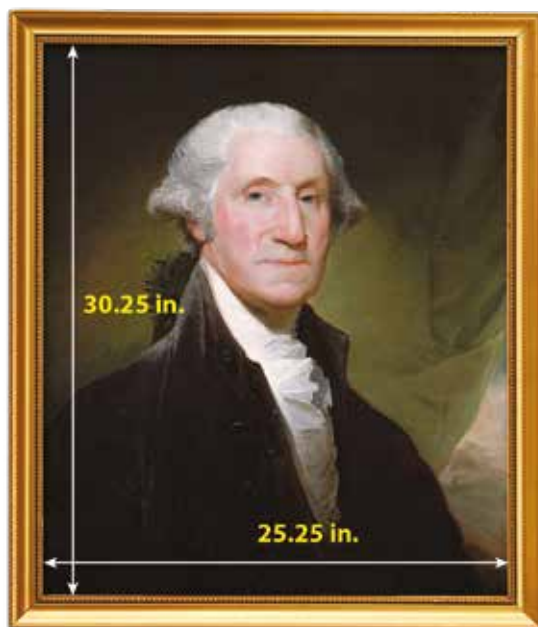
What Is It?	What I Know About It

unit rate

Examples	Examples	Examples
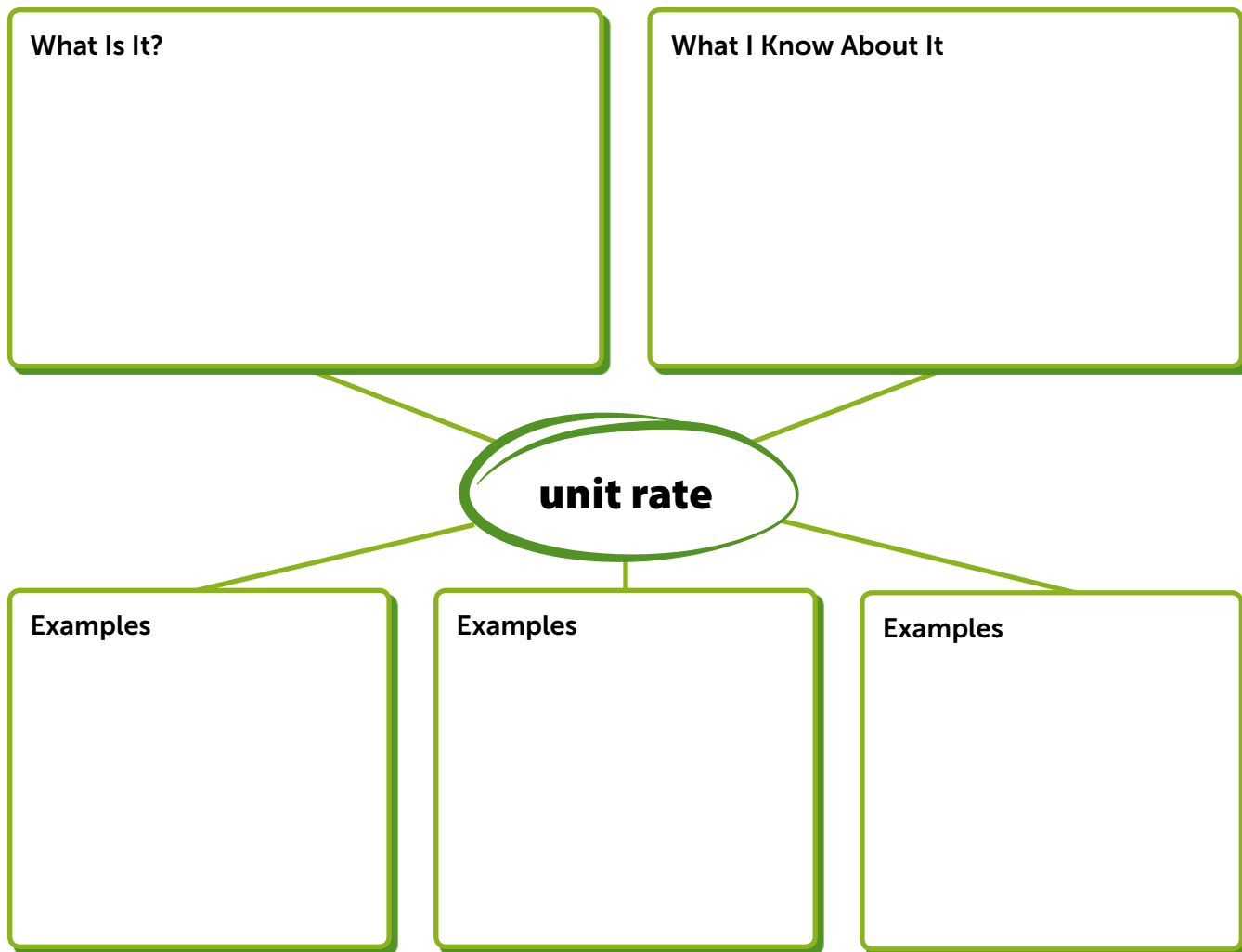
2 Limes are on sale. The sale price is 8 limes for $2.00. Why could the unit rate be 4 or 0.25?

3 A museum sells postcards of famous paintings. The postcards must be the same shape as the painting. Below are three options for the size of the postcard.

5 in. | A
5 in.

8 in. | B
4 in.

6.05 in. | C
5.05 in.

painting of George Washington

a. Which postcard could be the same shape as the painting? Show your work.

SOLUTION _____

b. Check your answer to problem 3a. Show your work.

Practice Using Scale to Find Distances

➤ **Study the Example showing how to use a scale drawing to find an actual distance. Then solve problems 1–5.**

Example

Colin makes a scale drawing of his bedroom. Every inch in his drawing represents 10 feet in his actual bedroom. The drawing is 1.25 in. wide and 1.5 in. long. How wide and long is his actual bedroom?

You can use a scale factor to find the dimensions.

The scale from the drawing to the bedroom is 1 in. to 10 ft, so the scale factor from the drawing to the bedroom is $\frac{10}{1}$, or **10**.

$1.25 \times \mathbf{10} = 12.5$ $1.5 \times \mathbf{10} = 15$

Colin's bedroom is 12.5 ft wide and 15 ft long.

1 A drawing of a basement uses the same scale as the Example. The basement is 28 ft wide and 35 ft long. How wide and long is the drawing? Show your work.

SOLUTION _____

2 Efia draws this scale drawing of two famous landmarks. Each inch in the drawing represents 400 ft on the actual landmark. Approximately how much taller is the actual Eiffel Tower than the actual Space Needle? Show your work.

— 3 in.

— 2 in.

— 1 in.

Space Needle   Eiffel Tower
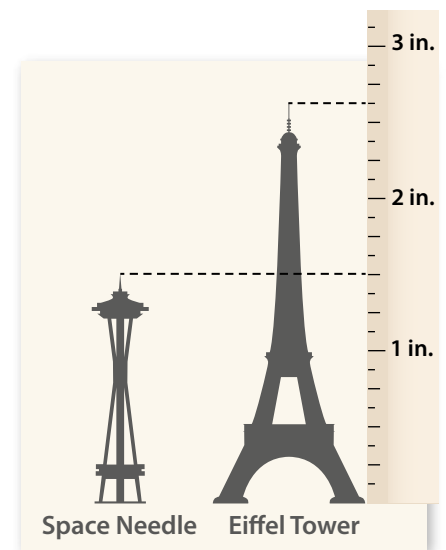
SOLUTION _____

3 The photo shows a small coin. The scale from the actual coin to the photo is 8 mm to 2 cm. In the photo, the distance across the coin is 3.25 cm. What is the distance across the actual coin? Show your work.

3.25 cm

SOLUTION _____

4 In a photograph, Alison stands next to her brother Caleb. Alison is 4 cm tall in the photograph. Her actual height is 60 in. Caleb is 3.2 cm tall in the photograph. What is his actual height? Show your work.

SOLUTION _____

5 Adoncia makes a scale drawing of the front of the Lincoln Memorial. She uses a scale of 15 ft in the monument to 1 in. in the drawing. The front of the monument is about 80 ft high and 200 ft long. Will Adoncia's drawing fit on an $8\frac{1}{2}$ in.-by-11 in. sheet of paper? Explain.

200 ft

80 ft

Lincoln Memorial

Practice Using Scale to Find Areas

➤ **Study the Example showing how to find an actual area from a scale drawing. Then solve problems 1–4.**

Example

A camping supply store uses a tent as its logo. The store makes a sign with the logo on it. The scale from the actual logo to the logo on the sign is 1 in. to 2 ft. What is the area of the logo on the sign?

You can use the scale factor to find the actual dimensions. The scale factor from the logo to the sign is $\frac{2}{1}$, or **2**.

The area of the logo on the sign is 4.5 ft².

$$A = \frac{1}{2}bh$$
$$= \frac{1}{2}(1.5 \times 2)(1.5 \times 2)$$
$$= 4.5$$

1.5 in.

1.5 in.
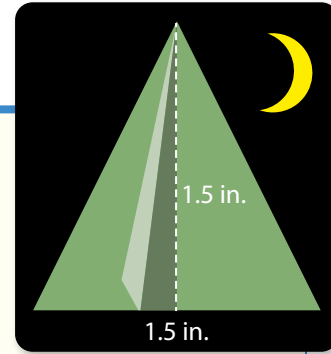
1 Employees of the store in the Example wear shirts with the logo on the back. The scale from the original logo in inches to the shirt in inches is 1 : 8. What is the area of the logo on their shirts? Show your work.

SOLUTION _____

2 Dr. Gordon has a scale drawing of a building site. The drawing uses the scale 2 in. on the drawing for every 100 ft on the building site. Dr. Gordon marks a 6 in.-by-3.2 in. section of the drawing to show the section she will search. What is the area of the section she will search? Show your work.

SOLUTION _____

3 An artist makes a scale drawing of a parallelogram-shaped sculpture. The scale is 10 cm on the drawing for every 8 m on the sculpture. What is the area of the scale drawing? Show your work.

5 m   6 m

4.2 m
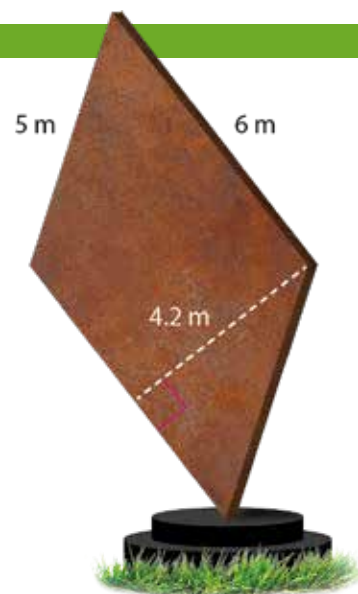
SOLUTION

4 On a map, each centimeter represents 50 m.

a. The area of a rectangular park on the map is 6 cm^2. Tameka says that to find the area of the actual park, she can multiply the area of the park on the map by 2,500. Do you agree or disagree? Explain.

b. The area of a square sports arena is 10,000 m^2. What are the dimensions of the sports arena on the map? Show your work.

SOLUTION

c. The area of a parallelogram on the map is 5 cm^2. What is the area of the actual parallelogram? Explain why you can find the area without knowing the dimensions of the parallelogram.

Prepare for Proportional Relationship Problems

1 Think about what you know about proportional relationships and constants of proportionality. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

What Is It?	What I Know About It

constant of proportionality

Examples	Examples

2 Hiroaki says that a constant of proportionality must be a whole number and cannot be a fraction or a decimal. Explain why Hiroaki is incorrect.

3 A formula for 6 gallons of light green paint uses $\frac{3}{8}$ gallon of white paint.

Liam has $\frac{9}{16}$ gallon of white paint.

a. Does Liam have enough white paint to make 8 gallons of light green paint? If not, how much more does he need? Show your work.

SOLUTION _____

b. Check your answer to problem 3a. Show your work.

Practice Solving Multi-Step Ratio Problems

➤ **Study the Example showing how to solve problems involving proportional relationships. Then solve problems 1–4.**

Example

Jasmine is making a spray cleaner. She mixes $1\frac{1}{2}$ cups water, $\frac{1}{4}$ cup white vinegar, and $\frac{1}{4}$ cup rubbing alcohol. How much white vinegar would Jasmine need to make 5 cups of the spray cleaner?

Find how much spray cleaner Jasmine makes.

   Cups of cleaner: $1\frac{1}{2} + \frac{1}{4} + \frac{1}{4} = 2$

For every **2 cups of spray cleaner**, Jasmine needs $\frac{1}{4}$ **cup of white vinegar**.

So, for **1 cup of spray cleaner**, Jasmine needs $\frac{1}{4} \div 2 = \frac{1}{8}$ **cup of white vinegar**.

Then find how much white vinegar Jasmine would need to make **5 cups** of the spray cleaner.

   $5 \cdot \frac{1}{8} = \frac{5}{8}$

Jasmine would need $\frac{5}{8}$ cup of white vinegar to make 5 cups of the spray cleaner.

white vinegar — $\frac{1}{4}$ cup
rubbing alcohol — $\frac{1}{4}$ cup
water — $1\frac{1}{2}$ cups
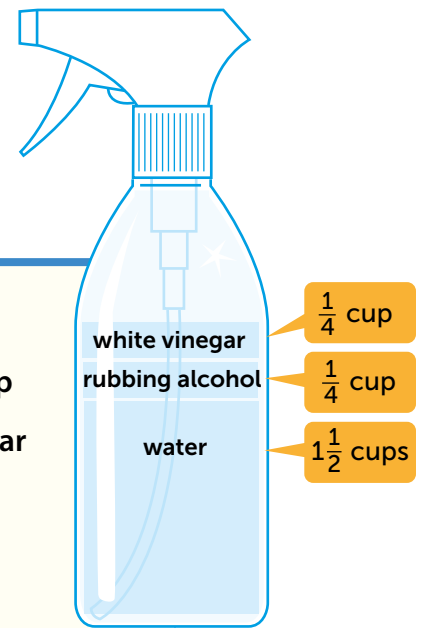
1 **a.** In the Example, what is the constant of proportionality for cups of vinegar to cups of spray cleaner?

b. Jasmine is making more of the spray cleaner. She only wants to use 1 cup of water. How much of the spray cleaner will Jasmine make? Show your work.

SOLUTION _____

2 Kadeem and Quinn both drive 25 miles. Kadeem drives at a constant speed of 50 miles an hour. Quinn drives at a constant speed of 75 miles an hour. Who takes longer to drive the 25 miles? How much longer? Show your work.

SOLUTION

3 Pilar and Ravi start at opposite ends of a 55-mile bike trail. They start riding their bikes toward each other at the same time. After 3 hours, they meet. Pilar rides 34 miles before they meet. What is Ravi's average speed? Show your work.

SOLUTION

4 Riley finds a recipe for bubble solution that uses 1 cup water, $\frac{1}{4}$ cup dish soap, and 1 tablespoon corn syrup. She uses 2 cups of dish soap. How much water should she use? Show your work.

SOLUTION

PADDLE POWER

The Challenge
Build a boat that paddles itself using a rubber band as its power source.

In this challenge, kids (1) follow the design process to make a boat out of cups; (2) design and build working paddles; (3) use rubber bands to store and release energy; and (4) figure out ways to attach their paddles to their boats.

1 Introduce the challenge (5 minutes)
Begin by looping a rubber band over your thumb and index finger. Slide a 1 x 2-inch piece of chipboard through the rubber band and wind it up. Let go so the chipboard spins. Begin by telling kids the challenge. Tell them that they'll be using this kind of rubber-band-powered paddle to drive a boat across a container of water. Then get them thinking about storing and releasing energy. Ask:
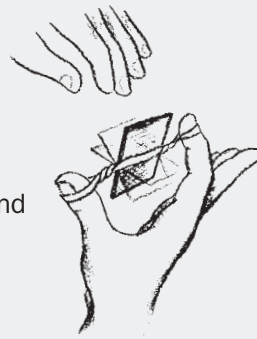
- Where was the energy stored that made the paddle spin? (*In the rubber band*)
- Tell kids that the term for stored energy is **potential energy**. Ask, "How can you increase a rubber band's potential energy?" (*Wind it up more.*)
- How can you tell when potential energy stored in the rubber band is being used? (*Something moves.*)
- Tell kids the term for motion energy is **kinetic energy**. Ask, "What are some examples of kinetic energy that occur when a paddleboat moves through the water?" (*The rubber band unwinds; the paddle spins; the boat moves; waves spread out*)

2 Brainstorm and design (10 minutes)
Show kids the materials and ask, "How can you use these materials to make a boat that paddles itself through the water using a rubber band as its power source?" After discussing their ideas, have them sketch their designs on a piece of paper or in their design notebooks.

3 Build, test, evaluate, and redesign (35 minutes)
Distribute the challenge sheet and have kids begin building. If any of the following issues come up, ask kids questions to get them thinking about how they might solve their problems.

- Kids are all doing the exact same design. *Suggest different boat designs, such as: (1) Seal a cup by putting tape over the opening and floating it on its side; (2) Cut a cup in half lengthwise and tape the halves together to form an open boat; (3) Tape several cups together to make a raft; and (4) Use the chipboard for the boat's bottom and sides.*
- Water leaks into the cup. *Seal openings with duct tape.*
- The paddles are hard to attach to the cup. *(1) Tape straws or wooden skewers along the sides of a cup (or poke them through the sides and bottom) so they stick out far enough to loop a rubber band over them. (2) Build a frame out of straws or wooden skewers and mount it between two cups. Attach the rubber band and paddle to this frame.*

SHOW KIDS THE RELATED TV EPISODE

Photo: Parrish Kennington

In Paddle Power, kids figure out how to power a boat through the water. Show them the Aquatic Robotics episode in which *Design Squad* teams attempt to build a radio-controlled underwater robot. Get it online at pbs.org/designsquad.

Photo: Lauren Feinberg

A paddleboat moves when the rubber band's stored (*potential*) energy is converted into motion (*kinetic*) energy and spins the paddle.

Photo: Lauren Feinberg

Testing in a large container of water lets the boats paddle a good distance before hitting a side.

- The chipboard paddle warps when it gets wet. *Protect it by wrapping it in duct tape.*
- The paddle hits the frame that holds it. *Reposition the rubber band; widen or lengthen the frame; make the paddle smaller.*
- The frame holding the rubber band bends when the rubber band is wound tight. *Make sure the frame is securely taped to the cup. See if adding a crosspiece can help stiffen the frame. Also, move the rubber band toward the cup. The closer it is to the cup, the harder it will be to bend the frame. Finally, use wooden skewers. They're stronger than straws.*
- The boat tips and does not let the paddle hit the water properly. *Add weight to the boat to control its position. Tape a washer or two to the bottom of the hull. Weight used to keep a boat upright is called* **ballast***.*

4 Discuss what happened (10 minutes)

Have kids talk about their designs and how they solved any problems that came up. Emphasize the key themes in this challenge—potential and kinetic energy—by asking questions such as:

- What are some examples of potential and kinetic energy in your paddleboat? (*An example of potential energy is the wound rubber band. Examples of kinetic energy include the things that moved, like the paddle, rubber band, boat, and water.*)
- How can you store a lot of energy in your boat? (*Wind up the rubber band tighter, or use more than one rubber band.*)
- What was the hardest problem to solve when building your boat? (*Answers will vary, but perfecting the paddles and attaching them to the cup is often quite challenging.*)

FOR EVENTS

- Draw kids into your area by asking, "How quickly can you get a boat to power itself through the water?"
- It's hard to make boats that float well with cups smaller than 8 ounces. If you want to give kids more design options, offer them two different-sized cups, such as 8- and 12-ounce cups.
- Test boats in large containers. Kiddie pools, underbed storage containers, or wallpaper trays offer kids longer, more satisfying travel times for their boats. In addition, even when a boat doesn't go straight, it can still go reasonably far before hitting a side.
- To avoid overcrowding, provide one kiddie pool per 20 participants expected, one underbed storage container per 10 kids expected, or one wallpaper tray per 4 kids expected. Since kids won't all be testing at once, these numbers will provide plenty of open water for testing.
- Large containers filled with water are heavy and awkward. Put the container where you want it on the floor of the testing area. Then use a bucket to fill and empty it.
- Have towels on hand to mop up spills.

To determine how many materials you'll need for different-sized events, for information on obtaining large quantities of materials, and for other general event tips, see page 7.

PADDLE POWER

DESIGN SQUAD™

PBS®

as built on TV™

pbs.org/designsquad

YOUR CHALLENGE

Design and build a boat that paddles itself across a container of water using a rubber band as its power source.

BRAINSTORM & DESIGN

Look at your materials and think about the questions below. Then sketch your ideas on a piece of paper or in your design notebook.

1. How can you use these materials to make a boat that floats well?

2. How will you attach a rubber band and paddle to your boat?

3. How big a paddle do you need so that it reaches the water and drives the boat?

4. How will you make sure your boat doesn't sink, tip, or roll over?

BUILD, TEST, EVALUATE & REDESIGN

Use the materials to build your paddleboat. Then test it by winding it up, putting it in the container of water, and releasing it. When you test, your design may not work as planned. The saying, "If at first you don't succeed, try, try again," is at the heart of the design process. Testing a design and then revising it based on what you've learned is a key to success. Study the problems and then redesign. For example, if your paddleboat:

- tips—*Add some weight to the bottom of the boat to help keep it upright.*

- has a warped paddle—*Think of some ways to waterproof the paddle.*

- has a paddle that hits the frame holding it—*See if moving the rubber band makes a difference. Also consider changing the size of the frame or the paddle.*

- has parts that bend when the rubber band is wound tight—*Make sure parts are taped on securely. Also, see if moving the rubber band makes a difference. The closer it is to the boat, the harder it will be to bend things. Finally, find ways to add support to any parts that bend.*

- doesn't make it across the container—*Experiment with ways of storing up more energy. Your boat moves by changing stored energy (**potential energy**) into motion energy (**kinetic energy**). The more you wind the rubber band (or the more rubber bands you use), the more potential energy you store. When you let go, this potential energy turns into kinetic energy, and the boat moves.*
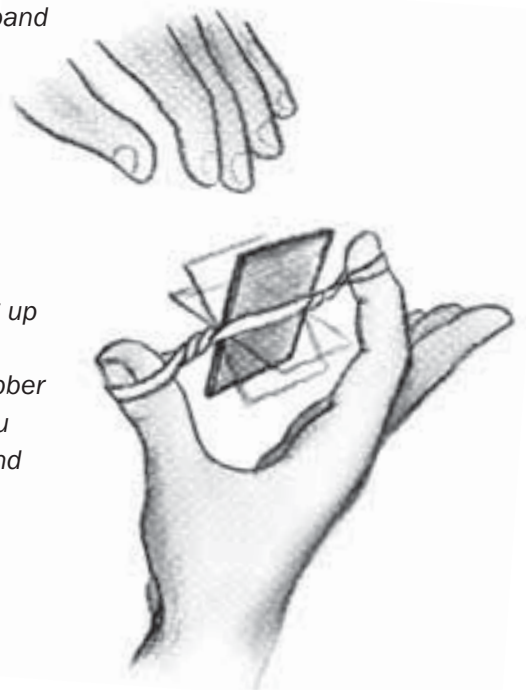
TAKE IT TO THE NEXT LEVEL

- Watch your fingers! Add an on-off switch so you can start and stop the paddle.

- Ready. Set. Go! Experiment with the paddle, the rubber band, or the boat's shape to increase its speed. Then race other paddleboats.

- Tugboat time! Carry or tow a Ping-Pong ball from one side of the container to the other.

ENGINEERING IN ACTION

Engineer Paul MacCready was always intrigued by the way birds soared through the air. As an adult, he brought his passion to life by building gliders that won contests and set records. His success didn't stop with gliders—he built the world's first human-powered aircraft. Yes, that's right, *human* powered! In one of MacCready's planes, the *Gossamer Condor*, the pilot pedaled a modified bike to spin a propeller. It was a breakthrough in design. With a wingspan of 96 feet, the *Condor* was 30 feet long and 18 feet high—bigger than a tractor-trailer truck. And it weighed only 70 pounds—less than half the weight of the pilot! MacCready made his planes light and strong with clever designs that used materials in new ways. His motto was "do more with less."
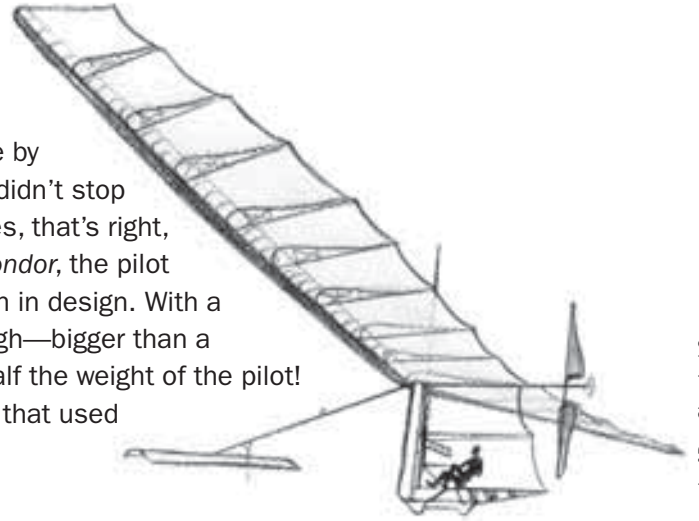
Look at the materials below. MacCready used all but one to build the Condor. Guess which one wasn't a part of his incredible flying machine?

A. Mylar® plastic (like in silver balloons)

B. Aluminum tubes

C. Bicycle parts

D. Cardboard

E. Titanium panels

F. Piano wire

G. Clear household tape

H. Styrofoam®

(Answer: E. Titanium panels. Even though titanium is a lightweight metal, it's still a lot heavier than Mylar®.)

Watch the DESIGN SQUAD Aquatic Robotics episode on PBS or online at pbs.org/designsquad.

Name _____ Date _____

Wondrous Women?

Read the culture essay.
Then follow the directions in the Text Marking box.

To the ancient Greeks, they were a race of fierce women warriors. The poet Homer was the first to mention them in his poem, *The Iliad.* He called them *antianeirai,* which translates as "antagonistic toward men" or "the equal of men." The Amazons were such formidable opponents that Greek soldiers never thought it cowardly to kill them.

The death of the Amazon Camilla, from Virgil's *Aeneid*

The legend of these women grew as later Greek writers added to the tales. For example, they wrote that the Amazons played a crucial role in the founding of Athens, and that they fought for Troy during the Trojan War. By about 500 B.C.E., pictorial representations of Amazons, often in combat, became ubiquitous in Greek daily life. Their images, bedecked with spears, axes, helmets, and half-shields, appeared in pottery, artworks, jewelry, household items, and decorations. But was this tribe of formidable females a figment of Greek imagination? Or did they really exist?

Text Marking

Use context clues to unlock word meanings.

⬭ Circle the words *formidable* and *ubiquitous.*

_____ Underline context clues for each word.

Greek historian Herodotus (5th century B.C.E.) thought they did. He claimed to have located their capital as well as several other towns they established by the Black Sea in what is now Turkey. But after his efforts, the hunt fizzled out.

In the 1990s, a team of Russian and American archaeologists picked up the Amazon trail, with remarkable results. They discovered a 2,000-year-old burial mound in the Ural Mountains of Russia. Unearthing several graves, they uncovered evidence of women who were truly atypical. For instance,

continued

Name _____ Date _____

they found the remains of one, bowlegged from horseback riding. She grasped a dagger in one hand and a quiver of arrows in the other. Furthermore, they discovered that the women averaged 5 feet 6 inches in height—a tall order for women of that time.

These findings strongly suggest that *Wonder Woman*, a powerful crime-fighting comic book character, was hardly the first female super-hero!

Wondrous Women?

▶ **Answer each question. Give evidence from the essay.**

1 Which is an antonym for the word *formidable* (paragraph 1)?

◯ A. intimidating ◯ B. invincible ◯ C. helpless ◯ D. athletic

What in the text helped you answer? _____

_____

_____

2 Something that is *ubiquitous* (paragraph 2) would be _____.

◯ A. rare ◯ B. commonplace ◯ C. valuable ◯ D. worshipped

What in the text helped you answer? _____

_____

_____

3 In paragraph 4, the author says that a woman who stood 5 feet 6 inches was "a tall order for women of that time." What do you think the author means?

_____

_____

_____

_____

4 What proof does the author give that Amazon-like women really existed?

_____

_____

_____

_____

ESL at Home Gr. 6-8 Weeks 5-6
Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.	Look at the food in your home. Create a pretend menu for lunch. **Example**: Pretzel and jelly sandwich with a side of tuna fish: $4.67 Chocolate chip scrambled eggs with salsa ice cream: $5.99	Unscramble these animal names, then draw the animal. caro rwmo cnaotu rumle	Make a t-chart of healthy and unhealthy foods in your home.	Create your own superhero. Draw and label a costume and superpowers. Write about a time the superhero saved someone.
Monday	Tuesday	Wednesday	Thursday	Friday
Use boxes or books to create a ramp. Find five things to roll down the ramp. What rolls the farthest? What rolls the shortest?	Design a plan for your dream neighborhood. Draw and label a map of the homes, streets, and businesses you would have.	Create a commercial for your new neighborhood. Tell what makes it special and why people should move there.	Listen to any song. Write down any similes you hear. Ex: "I came in LIKE a wrecking ball."	Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it, and write about its ecosystem.

Earth Day

Celebrating 50ᵗʰ Year Anniversary of Earth Day on April 22, 2020

Earth Day Challenge

Earth Day is an annual event celebrated around the world on April 22 to demonstrate support for environment protection. Earth Day was founded in the United Stated by United State Senator Gaylord Nelson as a "national teach-in on the environment" that was first held on April 22, 1970. On Earth Day, people do things to help the environment. They clean beaches, recycle cans, bottles, and newspapers, donate money to environmental groups, sign petitions, and teach others about the importance of protecting the environment.

What Can You Reduce?

What Can You Reuse?

What Can You Recycle?

Earth Day Pledge

Celebrating 50th Year Anniversary of Earth Day on April 22, 2020

My name is:_____

I promise that I will try to

1. _____

2. _____

3. _____

Some ideas to consider:

- use less water.
- use less electricity.
- spend more time in nature.
- use both sides of paper.
- only buy things that I truly need.
- eat more vegetables.
- use rechargeable batteries.
- grow vegetables in my garden.
- plant a tree.
- recycle and reuse items.