



# *At Home Learning Resources*

## **Grade 7 - Week 8**

<b>Content</b>	<b>Time Suggestions</b>
<b>Independent Reading</b> (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
<b>ELA</b>	45 minutes daily
<b>Math</b>	45 minutes daily
<b>Science</b>	45 minutes daily
<b>Social Studies</b>	45 minutes daily
<b>Arts, Physical Education, or Social Emotional Learning</b>	30 minutes daily

These are some time recommendations for each subject.

We know everyone's schedule is different, so do what you can.

These times do not need to be in a row/in order, but can be spread throughout the day.

Teachers will suggest which parts of the packet need to be completed or teachers may assign alternative tasks.

## Grade 7 ELA Week 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3803>

This week continues a focus on memoir reading and writing. Your child should be reading, writing, talking and writing about reading, and exploring new vocabulary each week.

**Reading:** Students need to read each day. They can read the memoir included in this packet and/or read any of the memoir books that they have at home, or can access online at Epic Books, Tumblebooks, the Pollard Library online, or other online books. All resources are on the LPS website. There is something for everyone.

**Talking and Writing about Reading:** As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

**Writing:** Students will continue working on memoir writing for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Memoir Writing Choice Board](#). This writing should occur over multiple days. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 memoir and work to refine it throughout, or might write multiple memoirs, getting better each time.

**Word Work:** Students can work on learning new vocabulary about a topic they are interested in. The focus this week is on really understanding a new vocabulary word and exploring it via creating a FAKE, not online, “social media” post that exemplifies the word and what it means.

Students in grade 7 have read memoirs this year.

A memoir provides factual information in a narrative style about a significant time, place, person, or event in the author's life, and explains the significance.

Memoirs:

- Tell the story (memoir) of a significant time, place, or person, or event in a subject's life
- Are told by a subject
- Use a narrative structure
- Provide factual information about the subject's life
- Tell why the time or event is important enough to be written about
- Are written in first person
- Have a limited perspective (subjective)

Often:

- Include direct quotes
- Have photographs
- Tell the story at a significant point in subject's life
- Tell the setting and the culture the person lived in and what influenced the subject
- Add factual statements as additional information
- Convey a larger message

*The above taken from Genre Study, Fountas & Pinnell*

As you are reading and writing memoirs, keep in mind the following questions:

1. What does one person's story have to do with me?
2. How do authors transform real experiences into engaging literature?
3. What make a story of personal significance resonate with others?

After reading *Why Not Me?* or another memoir, answer the following question in writing:

**Based on the text, determine the theme of the text and analyze its development over the course of the text.**

## Excerpt: Why Not Me? by Mindy Kaling

IN SEVENTH GRADE I STARTED AT A NEW school. On the first day, I was so anxious to make friends, I brought a family-size bag of Skittles to homeroom so I could pass them out and entice my new classmates to talk to me. "Do you like Skittles?" I asked. Kids would nod, cautiously. "Here, take some. I'm Mindy!" I said, trying to rope them into conversation. It didn't work very well. Even back then the kids thought this was suspicious behavior, like I was covering for something unseemly they couldn't quite pinpoint. Still, I persisted, striking up conversations like a middle school Hare Krishna, and cornering kids with aggressively banal chitchat. "That's so funny you like the color blue. I like turquoise. *We're so similar.*" I did this until my art teacher, Mr. Posner, pulled me aside.

Mr. Posner was soft-spoken and wouldn't let us talk about the movie *Silence of the Lambs*, because it contained violence against women. I hated him. "You don't have to give people candy to like you, Mindy," he said. "They will like you . . . for *you.*" I nodded meaningfully, knowing he wanted to see that my mind had been blown by his awesome humanity. Then he took my Skittles and

I thought, What a load of garbage. At twelve years old, I had experienced enough to have zero faith in the power of my looks or personality to reel in the friends I wanted so badly. I needed my Skittles. The next day I brought in more, and Mr. Posner called my parents. The Skittles stopped, and I wished that Mr. Posner was trapped in the bottom of a well, and later killed, like in *Silence of the Lambs*. My parents encouraged me to play field hockey, where I eventually did end up making a few friends. I remember that time as one of the most stressful periods of my life. Every kid wants approval, but my desire to be well liked was central to my personality.

As I got older, I got craftier and less obvious, but I've always put a lot of energy and effort into people liking me. That's why I've never understood the compliment "effortless." People love to say: "She just walked into the party, charming people with her effortless beauty." I don't understand that at all. What's so wrong with effort, anyway? It means you care. What about the girl who "walked into the party, her determination to please apparent on her eager face"? Sure, she might seem a little crazy, and, yes, maybe everything she says sounds like conversation starters she found on a website, but at least she's trying. Let's give *her* a shot!

And these days, I find I'm caring less and less about what people think of me. Maybe it's my age, maybe it's my security in my career, maybe it's because I'm skrilla flush with that dollah-dollahbill- y'all, but if I had to identify my overall feeling these days, it's much more "Eh, screw it. Here's how I really feel." The truth is, it's hard to get people to like you, but it's even harder to keep people liking you. You'd have to bring in Skittles every single day. The result of my not

caring so much about what I say allows me to care more about *how* I say it. I think it makes my writing more personal and more enjoyable.

*From from Why Not Me? by Mindy Kaling. Copyright 2015 by Mindy Kaling. Excerpted by permission of Crown Archetype, an imprint of the Crown Publishing Group, a division of Penguin Random House LLC.*

# Why Not Me?

by Mindy Kaling

Explain the significance of the Skittles story



Memorable Quote

Explain why you picked this particular quote

Describe Kaling's intended audience

Identify the various tones of the text

What is the author's purpose?

This text is an embarrassing memory from when Kaling really struggled to make friends. Why do you think she would share it with the world?



<https://tinyurl.com/y4vyyckk>

**After reading the memoir, *Why Not Me?*, determine the theme and analyze it's development over the course of the text.**

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Grades 7 & 8 Memoir Writing Choice Board - Visit the online option for an interactive board with video tutorials. Use the anchor charts to help you write your own memoir.

The choice board contains the following elements:

- Essential Questions**: A starburst icon.
- Planning**: A box with a thought bubble containing "WHAT'S YOUR STORY?".
- Just Focus on Yourself**: A cloud icon.
- Types of Structures**: A diagram showing different narrative structures.
- What is Memoir Writing?**: A central rectangular box.
- List** and **Rubric**: A box with a checkmark and a list icon.
- Revise**: A box with the word "Revise" in a handwritten font.
- Editing Strategies**: A heart icon.
- Examples**: A box with "Memoir 1, Memoir 2, Memoir 3".
- Growing Our Memoirs**: A starburst icon.
- mentor TEXTS**: A box with the text "mentor TEXTS" and a book icon.

## MEMOIR ESSENTIAL QUESTIONS

- How do writers convey what they know?
- How do writers write focused memoirs with a point of view that reveals an important message?
- How do writers use the details of the time period to shape a story?

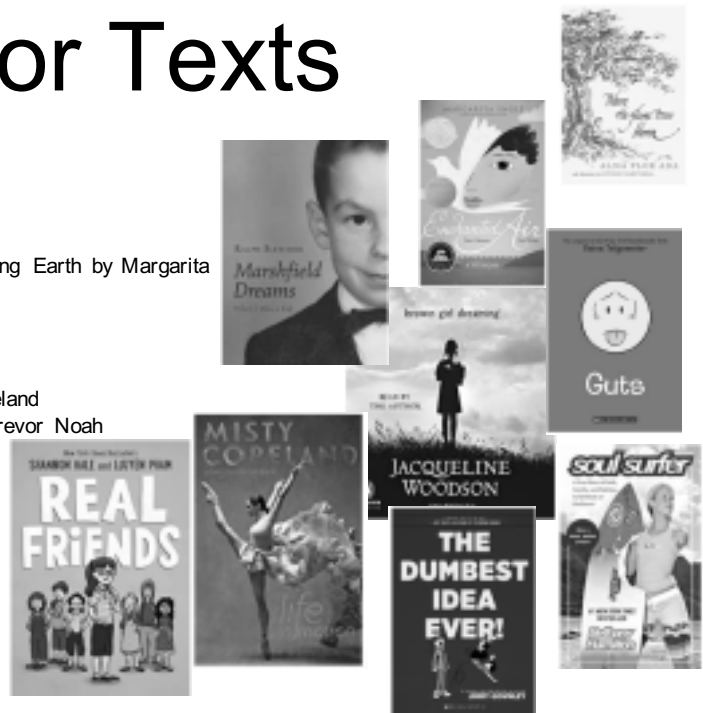
# What is a Memoir?

- When working on memoir, you as a writer are more likely to start with some big, important idea that you want to explore and to communicate—something that says to the world, “This is who I am.”
- Your idea will come first, and then you will begin to collect small moments around your idea, you will bring out themes through a variety of narrative and expository techniques you have already learned.
- You will draw on all you know about forwarding meaning through both storytelling and exposition and to weave these two together to craft a text that is ALL ABOUT YOU!
- For this reason you as a writer **do not say that memoir belongs to the narrative genre or the opinion/argument genre**, but rather it is created from the combination of the two.

# Mentor Texts

## MENTOR TEXTS AND ANTHOLOGIES:

- The Dumbest Idea Ever by Jimmy Gownley
- Brown Girl Dreaming by Jacqueline Woodson
- Enchanted Air: Two Cultures, Two Wings or Soaring Earth by Margarita Engle
- Under the Royal Palms by Alma Flor Ada
- Where the Flame Trees Bloom by Alma Flor Ada
- Marshfield Dreams by Ralph Fletcher
- Life in Motion: An Unlikely Ballerina by Misty Copeland
- Born a Crime by Trevor Noah (YA Version) by Trevor Noah
- When I Was Your Age by Amy Erlich
- El Deafo by Cece Bell
- Real Friends by Shannon Hale
- Guts by Raina Telgemeier



## Memoir Structures

- **Chronological** - This is where you tell your story in the order in which it happened.
- **Before and After** - Tell your story as a big event, and explain the significance and impact it had on you.
- **Character Study** - This structure focuses on an important figure in your life. Share several moments that reveal who this person is and what they mean to you.
- **Symbolism** - Anchor you in an item or other symbol. Return to it throughout.
- **The List** - Create a list (of events, items, ideas, etc.) and explore how they are connected.
- **Journey Structure** - Start with an anecdote in which you, the writer, are on the cusp of learning.
- **Circular Structure** - Begin and end with a repeated image, scene or line.

## What's your story? Developing your ideas

*“Writer’s rely on what they already know.”*

To help you:

List out the strategies you’ve learned for collecting small moments

- **First times, last times, important people, places, things, issues**
  - Write these in your notebooks and use these to quickly develop new topics to write about.
- **Other ways to generate ideas include:**
  - “Issues relating to what’s right and wrong, what’s difficult, what’s fair and unfair, or what people should or shouldn’t do”

## Just Focus on Yourself

- Finding moments that matter
- Moments that reveal something essential (very important) about who you are
- To think thematically (in a way that relates to you)
- Getting to the heart of it



## Growing our Memoirs

### Prompts to Push Our Thinking

I used to think...  
But now I'm realizing...

My ideas about... are complicated.  
On the one hand I think... On the other hand, I think...

Some people think...  
But I believe...

When I first...I thought...  
But now when I ... I realize that really....

Flashback & flashforward 	Multiple plot lines 	Inner thinking 
Dialogue 	Revealing actions 	Multiple points of view 
1 <sup>st</sup> person narrator 	Reader knows MORE than the character 	Description 
Metaphor 	Tone 	Symbolism 

## Revision Strategies

### 1. Including details in your writing

- One time...
- Hint at the trouble right from the start...
- What were you thinking?
- What was being said?
- What did you do?
- Build out the world of the story. Where were you? What did it sound like? Look like?

### 2. Reading it out loud to self

- “It helps to read it out loud to hear the sound of each word and rhythm of the sentences.”
- “The sound of our words is powerful. Writer’s communicate with readers by choosing words that convey not only the content but also the mood, the tone, and the feeling they want to convey.”

Example: **Original sentence:** *He was there when I was born I think.*

Listening to my sentence it wasn’t creating the mood I wanted so I rewrote: **You were there when I was born, so I’ve been told.**

# Editing

Today I want to teach you that a great way to ensure that your editing choices are clear and powerful is to use checklist as your editing guide, zooming especially into the conventions section of your checklist.

**Narrative Writing Checklist (continued)**

	Grade 7	NOT YET	STARTING TO	YES!	Grade 8	NOT YET	STARTING TO	YES!
	<b>Conventions</b>				<b>Conventions</b>			
<b>Spelling</b>	I used the internet and other sources at hand to check spelling of literary and high-frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used the internet and other sources to check the spelling of literary, historical, and geographical words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Punctuation and Sentence Structure</b>	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used different sentence structures to achieve different purposes throughout my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I punctuated dialogue sections accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used verb tenses that shift when needed (such as when moving from a flashback back into the present tense of the story), deciding between active and passive voice where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Narrative Writing Checklist**

	<b>Grade 7</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES</b>	<b>Grade 8</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES</b>
	<b>Structure</b>				<b>Structure</b>			
<b>Overall</b>	I created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I not only created a narrative with well-developed characters who change, I used the story to comment on a social issue, teach a lesson, and/or develop a point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lead</b>	I wrote a beginning that not only sets the story in motion, it also grounds it in a place or situation. It included details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In establishing the situation and place, I hinted at a bigger context for the story (revealing issues that have been brewing, showing how the setting affects the character, contextualizing a time in history, and/or developing one out of many points of view).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transitions</b>	I used transitional phrases and clauses to connect what happened to why it happened (if he/she/it ... he might not have, because of, although, little did she know that).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitional phrases and clauses, grammatical structures (for example, paragraphing, descriptive phrases, and clauses) and text structures (such as chapter divisions and extended italics) to alert my reader to changes in the setting, the mood, the point of view, or the time in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ending</b>	I gave the reader a sense of closure by showing clearly how the character or place has changed or the problem has been resolved. If there wasn't resolution, I gave details to leave the reader thinking about a central idea or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I gave the reader a sense of closure by revealing character changes that followed from events in the story, or perhaps a resolution. If there wasn't resolution, I wrote to convey how the events of the story affected the characters, and to circle back to a central idea, issue, or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	I used a traditional—or slightly modified—story structure (rising action, conflict, falling action) to best bring out the meaning of my story and reach my audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I modified a traditional story structure, dealing with time in purposeful ways, to best suit my genre, bring out the meaning of my story, and reach my audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Development</b>				<b>Development</b>			
<b>Elaboration</b>	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I developed complicated story elements; I may have contrasted the character's thinking with his or her actions or dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					My details conveyed meaning and related to or developed a lesson or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Narrative Writing Checklist (continued)**

	<b>Grade 7</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES</b>	<b>Grade 8</b>	<b>NOT YET</b>	<b>STARTING TO</b>	<b>YES</b>
	<b>Development</b>				<b>Development</b>			
<b>Elaboration</b>	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I developed complicated story elements; I may have contrasted the character's thinking with his or her actions or dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					My details conveyed meaning and related to or developed a lesson or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Craft</b>	I developed contradictions and change in characters and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I conveyed the pressures characters feel and the dreams they hold. I related these to their actions. I developed complicated characters who change and/or who change others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used specific details and figurative language to help the reader understand the place and the mood (such as making an object or place symbolic, using the weather, using repetition).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I created a mood as well as a physical setting, and showed how the place changed, or its relationships to the characters changed. I used symbols to connect with a theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my tone to match the variety of emotions experienced by the characters across the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I varied my tone to bring out different perspectives within the story or to show a gap between the narrator's point of view and that of other characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Getting My New Family Member

It was the best day ever! I ran out to the car, jumping up and down like an overexcited rabbit. "Calm down!" my Grandpa said. I could hardly contain my excitement as we got in the car, and drove out of the driveway, towards my new sister!

One and a half hours later, I was at the airport, enjoying delicious chicken and broccoli at a Chinese restaurant. The packed food court was very noisy, and I was starting to get a headache. But that didn't stop me, I was just too excited! It was only 30 minutes until the plane was supposed to

land! All of the sudden, "Crunch! Ouch! Owwwwww!" Yipe! I had just bitten into a

very, very spicy pepper, and I was in tears! I drank all of my orange gatorade, but it didn't help. "Eat some plain rice!" said my Grandpa. Grandpa was right, and soon, I could not taste any more spice at all. "Come on," said my grandpa, "To the waiting area!" When we got there, right at 7:00 p.m. , we heard the very bad news! "Due to storms and bad weather, the flight coming from Detroit has been delayed for the next 2 hrs. We are sorry for the

## The time I almost Died

It was the Winter of 2016. My family and I were on our way to have a fun day of snowboarding at Wildcat mountain. As I stepped out of the car a chilling wind struck my face. I waddled over to the trunk, wearing my gear, and hopped onto the tailgate of our Zaffre blue truck. The sides of the truck are heavily dusted with road salt. I pressed my finger against the side of the truck, wiping off the salt and drawing a smiley face, leaving my finger white. My brother moved aside and I stretched into the trunk and yanked my snowboard out from underneath other snowboards and gear. "MOM" My brother called out in his annoying voice, "I need help!". My mom sighed in annoyance and went around the truck to help him. Once we were finally ready to head up to the mountain for a fun day of snowboarding.

Me and my dad were sitting side by side on the rickety chairlift mostly in silence. I looked down at my weird tan colored snowboard dangling from my left foot. Skiers rode quickly below us down the mountain and they occasionally fell and me and my dad both pointed and laughed (I know we are great people). The conditions weren't great. It had rained the night before we went so ice coated the snow, making the snow shine. I was looking around as we slowly traveled up the mountain and I started thinking. "What would happen if you fell off the side of the trail?" I suddenly ask. "You'll die," he responds. A chilling shiver goes up my spine and I almost picture slipping off the edge, slamming into trees until I lose consciousness and fall hundreds of feet down. Thankfully the thought disappears faintly as we reach the top. I'm nervous to get off of the lift. It has always been hard for me, I usually fall and panic because the skiers behind me might crash into me. The first time is always a little bit scary, but this time I land directly on my board and the chair pushes me down the small hill. I stumble a little but my dad keeps me from falling. My mom and my brother, Mason, are already at the top because they were on the chair ahead of us. I fall down beside my mom and tighten the bindings onto my feet. I stand up and slide a little bit but I stop myself from going down the mountain. "I'm ready." I announce and we all start heading down the nearest green trail.

The first run is a little bit messy. I only fell a few times but my brother could barely make it 5 feet without face planting into the snow. We do a few runs and we are finally used to it. I make it down without falling and my brother only fell a few times. The next time up we decided to try the blue trail instead. The trail was a lot more icy than the green trail and it was steeper, but the worst part was that it was thinner. My brother and I were still learning so we needed a lot of space to make wide turns. Suddenly the thought returned, *what if I fall off the side of the trail* I thought over and over.

I take one turn a few inches too wide and it feels as if the deep, dark woods that surround the trail suck me right in. I instantly scream in panic and my dad's word replay over and over in my head, *you'll die*. So much was going on at once. Almost before I can even process what is happening I slam into a tree. Thankfully the tree stops me from sliding any further. I can still see the top and the hammering in my heart slows a little. I try to jump, still wearing my board, but I struggle. I try to jump again and I slide right back down, almost passing the tree and sliding down the mountain. Tears fill my eyes and everything turns blurry. My parents were already too far ahead to see or hear me. I scream for help as I start to slide more down the mountain. Nobody stops to help me so I scream louder, when suddenly a small figure appears. It's my brother. For a second it seems like everything was going to be okay, but I forgot one thing, he's an idiot. "What are you doing?" he yells down to me with worry in his voice, making it almost shaky. "I fell!" I cry out. "Take off your board!" He instructed me. "No!" I yell back. Then my brother took off his board and slid down the icy hill. "What are you doing?" I ask, he doesn't respond and then he starts trying to climb back up in his snowboard boots but he keeps sliding back down. Soon we are both screaming until finally my dad comes sprinting up the mountain.

He looked as worried as he did the day that I ran into his room yelling "FIRE!". He saw us down the hill and immediately tried to help us. My mom came running up a little later but by then my dad had already helped us up. Now I never go near the edges and I realize now that the only reason that I was so scared was because my dad told me that I would die if I fell off the edge.

## The Most PhenomeNiall Surprise

It was a normal day after school, and I was up in my room. The exact day? I can't remember. I think it was in September, maybe October. Anyway, I was in my room, doing anything I could to skip homework. Most likely looking at something One Direction related on Instagram. As in scrolled through the endless abyss, I could suddenly hear loud rock music playing outside. I could immediately tell that it was my uncle, he always has music playing in his car. I usually go downstairs to see him, but I don't know, I was apparently too busy to go down to see him right away. So I just stayed where I was, looking at my phone.

Not too long after my uncle had arrived, I heard him call my name. I have a feeling that I was probably comfortable where I was, and didn't want to move, but I did anyway. When I got downstairs I could see him standing in the doorway between the kitchen and the porch. He said "hi" and I said "hi" back, and I walked out into the porch where him and my mom were. I automatically sensed that something was going on because of the look on my mom's face. She was smiling, but not like she normally would. It was like the smile she had when she was lying or trying to hide something. Clearly she didn't do a good job. I knew something was up. I was a little worried actually. I don't think I questioned it though, I knew they would tell me eventually.

After a while of talking to my mom and uncle, my mom was still smiling like an idiot. I tried to ignore it, but it was quite annoying. Then my uncle turned his head and looked outside. "Oh, it looks like someone threw some trash in the yard." He said, glancing at my mom. "Go pick it up before Paul gets upset." Oh yeah, like this wasn't suspicious at all. I looked at him with a questioning look, and stepped outside toward whatever my uncle had planted in the yard (I knew it wasn't trash). As I got closer, I realized it looked familiar.

On multiple occasions, all of my family members have gone to concerts. A lot of those times, I had seen the tickets when they arrived at the house. All of them had been in the same thin envelope, that was much bigger than the tickets themselves. As I approached the object that was sitting in the yard up against the fence, I realized why it looked so familiar. I suddenly became very hopeful. This couldn't actually be what I think it is, could it?

I picked up the object, and sure enough it was the same envelope that I had seen a few times before. This one however, was folded. Probably to make me think that it was just trash that has been thrown into the yard. I still knew what it was though, despite this. I mean there was a part of me wondering what concert tickets were inside, but I had a feeling of who it was. "Oh, uh, why don't you open it? I mean I don't know, there could be something interesting in there." Said either my mom or uncle, I can't remember. I smiled because one, I knew what was in the envelope, and two, because of how bad they were at trying not to give it away.

I unfolded the envelope, and began to open it. I stuck my hand into the cardboard envelope but at first didn't feel anything. It's not like what was in it was very big and obvious to find, it's pieces of paper. Eventually I found what was inside, down near the bottom. I pulled them out, smiling. I could sense that my mom and uncle were smiling too. There was a lot of small words printed on the tiny rectangular pieces of paper, but the only ones I really noticed were "NIALL HORAN" printed in all caps. Even though I expected this since I recognized what was in the yard, I was still shocked. It never really expected to get tickets since they had sold out so fast!

I didn't know how to react. I've always felt weird with people watching me when opening presents, like on Christmas or my birthday. My family always expects big reactions to things, but as long as people are watching me, I'll most likely stay silent. Obviously on the inside I was extremely happy. I'm going to see Niall Horan, why wouldn't I be?! But of course, me being me, with people watching, I didn't really show how happy I was. I remember shaking a little bit, but I didn't scream or cry or anything. I basically just stood there staring at the tickets and smiling.

After I had realized that I did in fact actually have tickets to see my favourite One Direction member in concert, and my uncle explained some non-important stuff, I ran to my phone. That's when I really showed how happy I was. I was jumping around in the living room, trying to put my password into my phone. The first thing I did was text my friend Christina, in all caps, misspelling pretty much every word. Despite all the spelling mistakes, she knew what was happening and responded in all caps as well. After I was done screaming at Christina, I told my other friend Amanda, with the same amount of spelling mistakes. She was just as happy as me and Christina were. Maybe a little more, since she wanted me to be able to go to the concert so bad too.

The next day at school I told the rest of my friends who I didn't already tell. Some of them were happy for me, some of them told me I was crazy. Either way, I was still happy and very excited for the concert, that was months away.



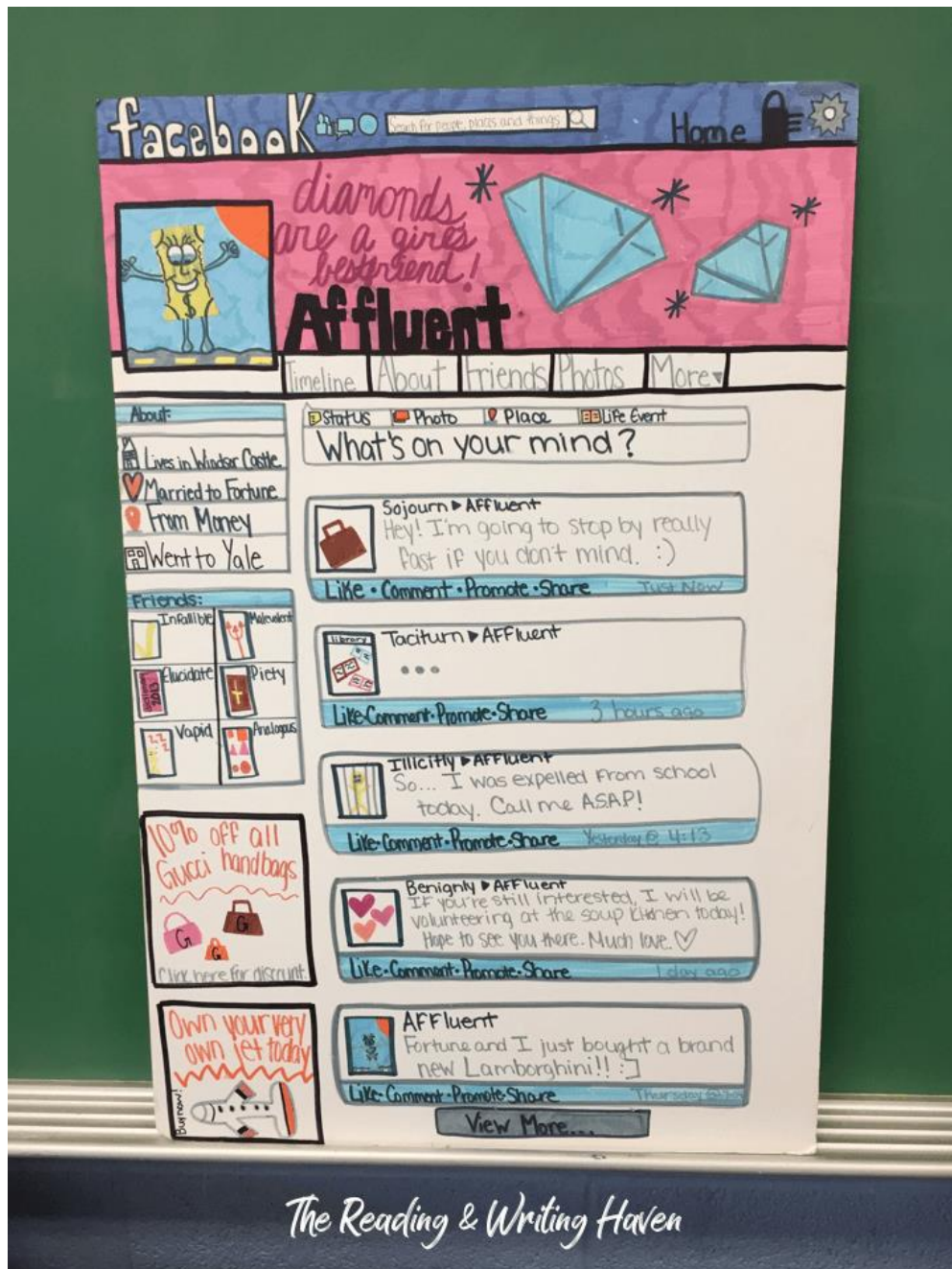
## New Vocabulary

Your challenge this week is to create a FAKE social media page for a new vocabulary word that truly depicts what the word means, how it could be used, what it might say, etc. The details are up to you. You can do this in Google Classroom as a slide or a doc or on paper. **You should NOT create a real social media account or post.**

### Your options include:

1. **Facebook:** Create a Facebook poster based on one of the words.
2. **Twitter:** Create a Twitter profile and feed for a word.
3. **Instagram:** Create a scrapbook or Instagram posts for your word.
4. **Pinterest:** Create a Pinterest profile for a word, including a list of boards and pins that would relate to that word.

Here's an example of a Facebook page:



## Variable and Verbal Expressions

**Write each as an algebraic expression.**

1) the difference of 10 and 5

2) the quotient of 14 and 7

3)  $u$  decreased by 17

4) half of 14

5)  $x$  increased by 6

6) the product of  $x$  and 7

7) the sum of  $q$  and 8

8) 6 squared

9) twice  $q$

10) the product of 8 and 12

11) the quotient of 18 and  $n$

12)  $n$  cubed

**Write each as a verbal expression.**

13)  $\frac{x}{2}$

14)  $a + 9$

15)  $19 - 3$

16)  $5n$

17)  $q^2$

18)  $\frac{40}{5}$

19)  $\frac{a}{8}$

20)  $x + 8$

21)  $n - 14$

22)  $2^2$

23)  $\frac{60}{5}$

24)  $n \cdot 6$

**Evaluate each expression.**

25) 5 squared

26) the product of 8 and 10

27) 20 decreased by 17

28) the quotient of 96 and 8

29) twice 6

30) 10 less than 17

31) 9 times 5

32) 10 increased by 8

33) 7 squared

34) the product of 4 and 5

## Order of Operations

**Evaluate each expression.**

1)  $(30 - 3) \div 3$

2)  $(21 - 5) \div 8$

3)  $1 + 7^2$

4)  $5 \times 4 - 8$

5)  $8 + 6 \times 9$

6)  $3 + 17 \times 5$

7)  $7 + 12 \times 11$

8)  $15 + 40 \div 20$

9)  $20 + 16 - 15$

10)  $19 - 15 - 3$

11)  $9 \times (3 + 3) \div 6$

12)  $(9 + 18 - 3) \div 8$

$$13) 9 + 6 \div (8 - 2)$$

$$14) 4(4 \div 2 + 4)$$

$$15) 6 + (5 + 8) \times 4$$

$$16) 6 \times 6 - (7 + 5)$$

$$17) (9 \times 2) \div (2 + 1)$$

$$18) 2 - (4 + 3 - 6)$$

$$19) 7 \times 7 - (8 - 2)$$

$$20) 9 - 7 - 6 \div 6$$

$$21) (4 - 1 + 8 \div 8) \times 5$$

$$22) (10 \times 2) \div (1 + 1)$$

$$23) 7 \times 9 - 7 - 3 \times 5$$

$$24) 8 - 1 - (18 - 2) \div 8$$

## Evaluating Variable Expressions

**Evaluate each using the values given.**

1)  $n^2 - m$ ; use  $m = 7$ , and  $n = 8$

2)  $8(x - y)$ ; use  $x = 5$ , and  $y = 2$

3)  $yx \div 2$ ; use  $x = 7$ , and  $y = 2$

4)  $m - n \div 4$ ; use  $m = 5$ , and  $n = 8$

5)  $x - y + 6$ ; use  $x = 6$ , and  $y = 1$

6)  $z + x^3$ ; use  $x = 1$ , and  $z = 19$

7)  $y + yx$ ; use  $x = 15$ , and  $y = 8$

8)  $q \div 6 + p$ ; use  $p = 10$ , and  $q = 12$

9)  $x + 8 - y$ ; use  $x = 20$ , and  $y = 17$

10)  $15 - (m + p)$ ; use  $m = 3$ , and  $p = 10$

11)  $10 - x + y \div 2$ ; use  $x = 5$ , and  $y = 2$

12)  $p - 2 + qp$ ; use  $p = 7$ , and  $q = 4$

13)  $zy + 4y$ ; use  $y = 5$ , and  $z = 2$

14)  $b(a + b) + a$ ; use  $a = 9$ , and  $b = 4$

15)  $p^2 \div 4 - m$ ; use  $m = 3$ , and  $p = 4$

16)  $x(y \div 3)^2$ ; use  $x = 4$ , and  $y = 9$

17)  $4 + m + n - m$ ; use  $m = 4$ , and  $n = 9$

18)  $qp + q - p$ ; use  $p = 7$ , and  $q = 3$

19)  $mn \div 6 + 10$ ; use  $m = 7$ , and  $n = 6$

20)  $h + j(j - h)$ ; use  $h = 2$ , and  $j = 6$

21)  $(b - 1)^2 + a^2$ ; use  $a = 6$ , and  $b = 1$

22)  $y(x - (9 - 4y))$ ; use  $x = 4$ , and  $y = 2$

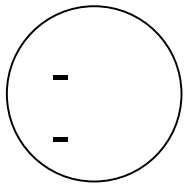
23)  $x - (x - (x - y^3))$ ; use  $x = 9$ , and  $y = 1$

24)  $j(h - 9)^3 + 2$ ; use  $h = 9$ , and  $j = 8$

Name: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_



## Integer Rules - MULTIPLICATION

Example

Rule

SAME SIGNS: Product is Positive

$$-6 \times (-3) = 18 \quad (-) \times (-) = +$$

$$6 \times 3 = 18 \quad \underline{\hspace{2cm}}$$

DIFFERENT SIGNS: Product is Negative

$$-6 \times 3 = -18 \quad \underline{\hspace{2cm}}$$

$$6 \times (-3) = -18 \quad \underline{\hspace{2cm}}$$

$$-5 \times -2 = \underline{\hspace{2cm}} \quad 5 \times 2 = \underline{\hspace{2cm}} \quad -5 \times 2 = \underline{\hspace{2cm}} \quad 5 \times -2 = \underline{\hspace{2cm}}$$

$$-4 \times -3 = \underline{\hspace{2cm}} \quad 4 \times 3 = \underline{\hspace{2cm}} \quad -4 \times 3 = \underline{\hspace{2cm}} \quad 4 \times -3 = \underline{\hspace{2cm}}$$

$$-1 \times -6 = \underline{\hspace{2cm}} \quad 1 \times 6 = \underline{\hspace{2cm}} \quad -1 \times 6 = \underline{\hspace{2cm}} \quad 1 \times -6 = \underline{\hspace{2cm}}$$

$$0 \times -7 = \underline{\hspace{2cm}} \quad 0 \times 7 = \underline{\hspace{2cm}}$$

(*now* mix up the order of the signs) ...

$$9 \times -3 = \underline{\hspace{2cm}} \quad -9 \times -3 = \underline{\hspace{2cm}} \quad 9 \times 3 = \underline{\hspace{2cm}} \quad -9 \times 3 = \underline{\hspace{2cm}}$$

$$-7 \times 4 = \underline{\hspace{2cm}} \quad 7 \times 4 = \underline{\hspace{2cm}} \quad 7 \times -4 = \underline{\hspace{2cm}} \quad -7 \times -4 = \underline{\hspace{2cm}}$$

1) In your own words, what is the rule for multiplying two integers that have the same sign? \_\_\_\_\_  
\_\_\_\_\_

2) In your own words, what is the rule for multiplying two integers of different signs? \_\_\_\_\_  
\_\_\_\_\_

3) How do you multiply three integers with different signs? \_\_\_\_\_  
\_\_\_\_\_

4) Find the following products:

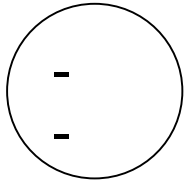
$$-5 \times -2 \times 7 = \underline{\hspace{2cm}} \quad 5 \times -2 \times 7 = \underline{\hspace{2cm}} \quad 5 \times -2 \times -7 = \underline{\hspace{2cm}}$$



Name: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_



## Integer Rules - DIVISION

Example

Rule

SAME SIGNS: Quotient is Positive

$$-6 \div (-3) = 2$$

$$6 \div 3 = 2$$

DIFFERENT SIGNS: Quotient is Negative

$$-6 \div 3 = -2$$

$$6 \div (-3) = -2$$

$$-12 \div -4 = \underline{\quad}$$

$$12 \div 4 = \underline{\quad}$$

$$-12 \div 4 = \underline{\quad}$$

$$12 \div -4 = \underline{\quad}$$

$$-27 \div -3 = \underline{\quad}$$

$$27 \div 3 = \underline{\quad}$$

$$-27 \div 3 = \underline{\quad}$$

$$27 \div -3 = \underline{\quad}$$

$$-36 \div -9 = \underline{\quad}$$

$$36 \div 9 = \underline{\quad}$$

$$-36 \div 9 = \underline{\quad}$$

$$36 \div -9 = \underline{\quad}$$

$$0 \div -8 = \underline{\quad}$$

$$0 \div 8 = \underline{\quad}$$

(now mix up the order of the signs) ...

$$48 \div -8 = \underline{\quad}$$

$$-48 \div -8 = \underline{\quad}$$

$$-48 \div 8 = \underline{\quad}$$

$$48 \div 8 = \underline{\quad}$$

$$-63 \div 9 = \underline{\quad}$$

$$63 \div 9 = \underline{\quad}$$

$$-63 \div -9 = \underline{\quad}$$

$$63 \div -9 = \underline{\quad}$$

1) Are the rules for multiplying and dividing signed integers different or the same? \_\_\_\_\_

2) Write a general rule for finding the sign in a multiplication or division problem with more than two integers: \_\_\_\_\_

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3) What is the opposite of the opposite? \_\_\_\_\_

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Name: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_

4) **Where do you use the opposite of the opposite?**

a. **Addition** \_\_\_\_\_

b. **Subtraction** \_\_\_\_\_

c. **Multiplication** \_\_\_\_\_

d. **Division** \_\_\_\_\_

Multiplying & Dividing IntegersSkills Practice*Find each product or quotient.*

1.  $-12 \div (-6)$

2.  $7 \cdot (-8)$

3.  $49 \div (-7)$

4.  $-14 \cdot 7$

5.  $-105 \div 5$

6.  $-18 \cdot (-12)$

7.  $-322 \div (-14)$

8.  $-462 \div 11$

9.  $-29 \cdot 13$

10.  $52 \cdot (-6)$

11.  $-85 \div (-5)$

12.  $14 \cdot 8$

13.  $-94 \div 47$

14.  $-13 \cdot (-12)$

15.  $24 \cdot (-9)$

16.  $-3 \cdot (-8) \div (-6)$

17.  $39 \div (-13) \cdot 7$

18.  $-5 \cdot (-4) \cdot 7$

## Multiplying & Dividing Integers

### Application Practice

*Solve each problem below using integer multiplication or division.*

1. Devon lost 3 pounds each month for 7 months. What was the net change in Devon's weight after the 7 months?

\_\_\_\_\_

2. In one year, Jerry lost \$1,620 in the stock market. What was the average change in his stocks each month?

\_\_\_\_\_

3. If you spend \$15 each week and don't make any money, use an integer to represent the net change in your bank account after 8 weeks.

\_\_\_\_\_

4. A submarine was at the surface of the water. 21 seconds later, it was at a depth of 294 meters. What was the average change in the submarine's depth each second?

\_\_\_\_\_

5. The temperature was  $-3^{\circ}\text{F}$ ,  $0^{\circ}\text{F}$ ,  $2^{\circ}\text{F}$ ,  $-1^{\circ}\text{F}$ , and  $-3^{\circ}\text{F}$  on five consecutive days. What was the average temperature for those five days?

\_\_\_\_\_

6. In a game, your score starts at 0. You lose four points three turns in a row. You then gain two points. What is your score after those four turns?

\_\_\_\_\_

## Multiplying and Dividing Positives and Negatives

Date \_\_\_\_\_ Period \_\_\_\_\_

**Find each quotient.**

1)  $\frac{10}{5}$

2)  $\frac{-24}{12}$

3)  $\frac{-20}{-2}$

4)  $\frac{-300}{-20}$

5)  $\frac{65}{5}$

6)  $\frac{-66}{-6}$

7)  $\frac{75}{-15}$

8)  $\frac{-56}{-14}$

9)  $\frac{102}{-17}$

10)  $\frac{-72}{-4}$

11)  $153 \div 17$

12)  $12 \div -3$

13)  $48 \div 6$

14)  $-120 \div -20$

15)  $306 \div 18$

16)  $-65 \div 13$

$17) -85 \div -17$

$18) 128 \div -16$

$19) -180 \div 15$

$20) 234 \div -13$

**Find each product.**

$21) -11 \times 9$

$22) -7 \times -12$

$23) -8 \times -11$

$24) -6 \times 4$

$25) -3 \times -11$

$26) -5 \times -9$

$27) 9 \times -7$

$28) -9 \times -3$

$29) 12 \times -12$

$30) 11 \times -6$

$31) 6 \times -5 \times 3$

$32) 6 \times -1 \times 2$

$33) 8 \times -6 \times -3$

$34) -3 \times 6 \times -6$

$35) (3)(3)(-1)(3)$

$36) (-3)(3)(-3)(-3)$

# 7.NS.2d Decimal Expansions of Fractions

## Task

Sarah learned that in order to change a fraction to a decimal, she can use the standard division algorithm and divide the numerator by the denominator. She noticed that for some fractions, like  $\frac{1}{4}$  and  $\frac{1}{100}$  the algorithm terminates at the hundredths place. For other fractions, like  $\frac{1}{8}$ , she needed to go to the thousandths place before the remainder disappears. For other fractions, like  $\frac{1}{3}$  and  $\frac{1}{6}$ , the decimal does not terminate. Sarah wonders which fractions have terminating decimals and how she can tell how many decimal places they have.

a. Convert each of the following fractions to decimals to help Sarah look for patterns with her decimal conversions:

$$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{10}, \frac{1}{11}, \frac{1}{12}, \frac{1}{15}.$$

b. Which fractions on the list have terminating decimals (decimals that eventually end in 0's)? What do the denominators have in common?

c. Which fractions on the list have repeating decimals? What do the denominators have in common?

d. Which fractions  $\frac{p}{q}$  (in reduced form) do you think have terminating decimal representations? Which do you think have repeating decimal representations?



## 7.NS, 7.RP, 7.EE Drill Rig

### Task

A water well drilling rig has dug to a height of  $-60$  feet after one full day of continuous use.

- a. Assuming the rig drilled at a constant rate, what was the height of the drill after 15 hours?
- b. If the rig has been running constantly and is currently at a height of  $-143.6$  feet, for how long has the rig been running?



7.NS, 7.RP, 7.EE Drill Rig  
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# 7.NS Sharing Prize Money

## Task

The three seventh grade classes at Sunview Middle School collected the most boxtops for a school fundraiser, and so they won a \$600 prize to share among them. Mr. Aceves' class collected 3,760 box tops, Mrs. Baca's class collected 2,301, and Mr. Canyon's class collected 1,855. How should they divide the money so that each class gets the same fraction of the prize money as the fraction of the box tops that they collected?



7.NS Sharing Prize Money  
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## Follow That Nutrient

This video from University of North Carolina Public Media documents the intricate series of interactions which are the building blocks of the freshwater ecosystem, including the relationships between insects and the environment, predator and prey, water and organic waste, and nutrients and underground channels. See the video by clicking on this link:

<https://mass.pbslearningmedia.org/resource/4fbd14c9-e989-4861-87bb-46aafb9e2f96/follow-that-nutrient/>

Here is a list of biotic (living) and abiotic (nonliving) parts of the freshwater ecosystem.

rocks	soil	trees	oxygen	raccoon
water thrush	stonefly	bacteria	stonefly larva	toe-winged beetle larva
rosy-sided dace	nitrogen	phosphorus	calcium	potassium
kingfisher	microbes	caddis fly	brook trout	mucus
brown mayfly	water	diatoms	daphnia	mosaic darner dragonfly nymph

Sort them into biotic and abiotic factors:

Biotic Factors	Abiotic Factors

How do these biotic and abiotic factors interact with each other? Give three examples.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Sort four living things from the freshwater ecosystem into a **food chain** in the space below:

See if you can do it a second time with four different living things:

At the end of the video, the narrator states this:

“Clean water provides and protects all this biodiversity and the biodiversity helps ensure clean water.”

What do you think this means? State the idea in your own words:

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# Geography of Greece

GREECE'S DEVELOPMENT AND THE LIVES OF ITS PEOPLE WERE HEAVILY INFLUENCED BY ITS GEOGRAPHY. THE COUNTRY OF GREECE IS MADE UP OF A SERIES OF ISLANDS AND PENINSULAS. A PENINSULA IS AN AREA OF LAND SURROUNDED BY WATER ON THREE SIDES. A MAJORITY OF GREECE'S LAND IS MOUNTAINOUS. MANY OF ITS ISLAND ARE ACTUALLY JUST MOUNTAIN PEAKS. BECAUSE THE LAND IS VERY MOUNTAINOUS, ONLY A SMALL AMOUNT OF LAND CAN BE FARMED. ONLY 20% OF THE GREEK LAND IS FARMABLE. IN ORDER TO INCREASE THEIR FARMING, THE GREEKS CREATED TERRACES IN THEIR LAND. TERRACES ARE LEVEL, FLAT SERIES OF STEPS ON A SLOPING SURFACE. TERRACE FARMING ALLOWED THEM TO INCREASE THE PRODUCTION OF GRAINS, GRAPES, OLIVES, AND BEANS.

BECAUSE GREECE WAS SO MOUNTAINOUS, IT EFFECTED THE FIRST GREEKS IN TWO WAYS. FIRST, GREEKS WERE CLOSE TO THE WATER AND FARMING WAS LIMITED AND DIFFICULT. MANY GREEKS TURNED TO THE MEDITERRANEAN SEA FOR GOODS. EARLY GREEKS WERE GREAT SAILORS AND TRADERS. THESE GREEKS WERE ABLE TO TRAVEL TO COLONIES ALL OVER THE MEDITERRANEAN TO TRADE FOR THE THINGS THEY NEEDED.



## Geography of Greece

THEY ALSO OBTAINED IDEAS FROM OTHER CIVILIZATIONS. THEY BASED SOME OF THEIR ALPHABET ON THE ALPHABET OF THE PHOENICIANS. GREEK ARTISTS WERE INFLUENCED BY THE WORKS OF EGYPTIAN SCULPTORS.

SECOND, GREECE'S GEOGRAPHY SEPARATED PEOPLE. MANY PEOPLE LIVED ON ONE OF THE MANY ISLANDS THAT WERE COMPLETELY SURROUNDED BY WATER. OTHERS LIVED IN AREAS THAT WERE SURROUNDED BY MOUNTAINS THAT MADE LAND TRAVEL VERY DIFFICULT. BECAUSE OF THIS ISOLATION, EARLY GREEK COMMUNITIES THOUGHT OF THEMSELVES AS TINY, INDEPENDENT COUNTRIES. EACH COMMUNITY HAD THEIR OWN BELIEFS, CUSTOMS, TRADITIONS, AND WAY OF LIFE. THEY DID WORSHIP THE SAME GODS AND SPOKE THE SAME LANGUAGE. THEY ALSO FOUGHT EACH OTHER FOR LAND AND POWER.



1. Give some examples from the reading to persuade someone that living in ancient Greece was difficult. How did the ancient Greeks overcome obstacles presented by the geography of the land?

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2. Explain how mountains affected the lives of the ancient Greeks. Cite textual evidence.

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3. According to the text, what was the importance of the sea to the early Greeks?

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# ESL at Home Gr. 6-8 Weeks 7-8

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters:</p> <p>M R E</p>	<p>Go on a shape hunt. Find five things in your house for each shape:</p> <p>Hexagon Trapezoid Equilateral</p>	<p>How many words can you make from this word?</p> <p>educational</p>	<p>List 5 things that can be <b>chemical changes</b>.</p> <p>List 5 things that can be <b>physical changes</b>.</p>	<p>Imagine two of your friends went to your school when no one was there. Write or draw their adventure.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hide something in your home. Make a treasure map and let a family member try to find it.</p> <p>40</p>	<p>Find four things in your home that are <b>transparent</b>.</p> <p>Find four things in your home that are <b>opaque</b>.</p>	<p>If you had your own restaurant, what would you serve? Write a description of your restaurant and create a menu with prices.</p>	<p>Make a list of all the herbivores, carnivores, and omnivores in your neighborhood.</p>	<p>Get three cups. Put a little bit of soap into each cup. Fill the cups with different amounts of water. Count the minutes it takes for the bubbles to disappear. Which cup's bubbles disappeared first?</p>