

Webster County Schools

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7th Grade

Packet 5

Tools for Instruction

Cite Textual Evidence

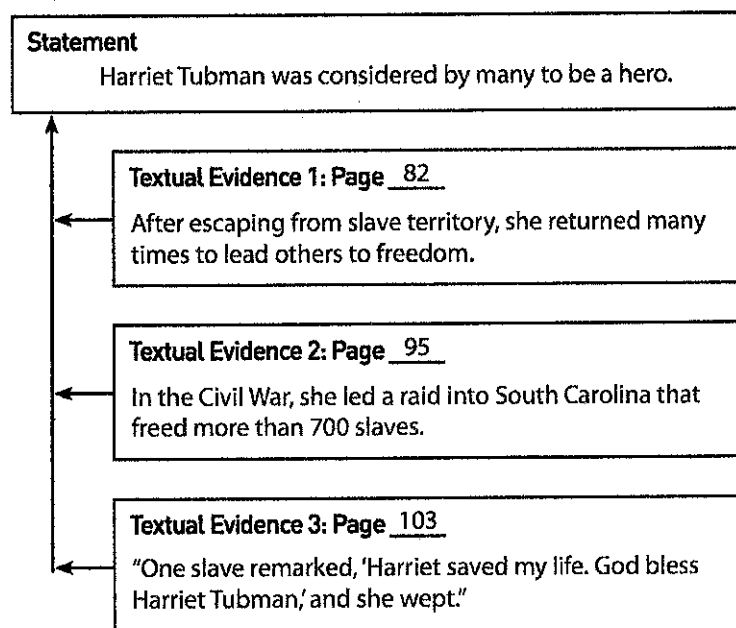
As students develop critical arguments about literary and informational text in their writing and class discussions, they are expected to cite textual evidence in order to prove that their arguments are sound and reasonable. Learning to cite evidence properly can be challenging, though. Students must be able to point to specific details that give evidence, rather than relying solely on their opinions or background knowledge. Also, when paraphrasing or quoting directly, they must understand how to use information in its correct context so that they do not change the author's intent. Support students in citing textual evidence by examining what makes evidence weak or strong, and by asking questions such as, *Did the author say that? Can you show me where?*

Three Ways to Teach

Cite Three Examples 20–30 minutes

Help students understand that a good argument should be supported with several details from the text.

- Say, *In writing, we tend to use three examples when we support a statement about a text. This is one way to show that our idea is sound and well supported.*
- Distribute and display **Textual Evidence Chart** (page 3), and read aloud a passage from a current text that students each have a copy of. The example below is based on a book about Harriet Tubman.
- Ask, *What is one statement we could make about [subject], based on what we just read? Record the statement on the chart, and have students fill in their copies.*
- Then work with students to find evidence in the text to support the statement. Remind them to consider using a combination of direct quotation and paraphrasing. Say, *We quote directly when we copy the author's words exactly and place them in quotation marks. We paraphrase when we restate the author's ideas in our own words.*



- Point out the page numbers in the chart, and remind students that keeping record of these pages will help them to revisit the text more quickly when they need to verify their evidence.
- Make spare copies of the textual evidence chart available for students to use as a prewriting tool.

Evaluate Strong and Weak Textual Evidence 20–30 minutes

An important part of citing evidence is learning the difference between evidence that strongly supports a statement and evidence that offers weaker support. Teach the difference between strong and weak textual evidence.

- Display a statement about a text. For example, a statement from *The Tale of the Mandarin Ducks*, by Katherine Paterson, might be the following: *Acts of kindness are always rewarded.*
- Then explain that you need evidence to support this statement. Share these rules for supporting evidence.

Rule 1 It has to come from the text.

Rule 2 It has to tell more about the statement.

- Discuss examples of weak and strong support for this statement, using models such as the one shown.

Weak Support	Strong Support
The lord despised Shozo because he was no longer handsome.	Yasuko and Shozo are mysteriously rescued by masked strangers.

- Ask, *Why is the first example weak?* (because it does not tell more about the statement) *Why is the second example strong?* (because it comes from the text and gives an example of how the act of kindness was rewarded)
- Have partners find other examples of weak and strong support for this statement. Then have them repeat this activity with other statements and other texts. Remind them to use both paraphrasing and direct quotation as evidence.

Evaluate Strong and Weak Persuasive Support 20–30 minutes

Connect to Writing Connect strong and weak textual evidence with what students are learning about supporting reasons in a persuasive essay. Have students evaluate their own persuasive writing. Provide a checklist for students to guide their evaluation, including questions such as these.

- *What is the statement, or reason?*
- *Is this reason strong or weak? Why?*
- *What is the evidence given to support it?*
- *Is each piece of evidence strong or weak? Why?*

Have partners share their evaluations and make recommendations for improving the textual support.

Check for Understanding

If you observe...	Then try...
citing evidence that does not come from the text	asking students to tell how they know. As they tell, listen for details and help to correct assumptions by revisiting concrete details and restructuring students' thinking.

Textual Evidence Chart

Statement



Textual Evidence 1: Page _____

Textual Evidence 2: Page _____

Textual Evidence 3: Page _____

Lesson 12

Greek and Latin Word Parts



Introduction

Many English words have Greek and Latin roots and affixes.

- A **root** is a word part that contains the core meaning of the word. In the word *science*, for example, the root *sci* means "knowledge."

Root	Meaning	Root	Meaning
<i>bell</i>	"war"	<i>flex, flex</i>	"bend"
<i>tract</i>	"draw, pull"	<i>sci</i>	"knowledge"
<i>hydr</i>	"water"	<i>form</i>	"shape, form"

- An **affix** is a word part added to a root. Affixes include **prefixes**, which come before the root, and **suffixes**, which come after the root.

Prefix	Meaning	Suffix	Meaning
<i>op-, opp-</i>	"do the opposite"	<i>-ous, -ous</i>	"characterized by"
<i>re-</i>	"again, anew"	<i>-ant</i>	"inclined to"
<i>cap-</i>	"with"	<i>-ible, -ible</i>	"capable of, tending"



Guided Practice

Read the passage. Circle the roots in the underlined words. On a separate piece of paper, write the meanings of the word parts and define the word.

Read

A root's meaning will sometimes not fit well with the definition of the word. You'll need to make an inference (an educated guess) to see the connection between the root and the meaning.

My dog Sam has a belligerent personality. The moment he becomes conscious of a cat, he gives chase. No matter what I do to distract him, nothing works. The problem is intractable.

One day, Sam approached a stray cat, which raised its spiky fur, bared its teeth, and took off after him. Sam returned later, dehydrated, hot, and humble. But did Sam reform his behavior? No! My dog is just too inflexible to change his habits.



Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

1 When I bring Sam his leash for a walk, his response is effusive.

The prefix *ef-* means “out,” and the root *fus* means “pour.” What is the meaning of effusive as it is used in the sentence?

- A showing quiet pleasure
- B showing great enthusiasm
- C showing boredom and weariness
- D showing confusion

2 Being a quadruped, Sam is often frustrated by my slow pace.

The prefix *quadr-* means “four,” and the root *ped* means “foot.” What is the meaning of quadruped as it is used in the sentence?

- A a four-foot-long animal
- B a four-footed animal
- C a four-speed bicycle
- D a four-wheeled scooter

Answer Form

1 A B C D

2 A B C D

3 A B C D

4 A B C D

Number Correct / 4

3 When we turn toward home, Sam reacts badly to the brevity of our outing.

The root *brev* means “brief,” and the suffix *-ity* means “degree.” What is the meaning of brevity as it is used in the sentence?

- A slowness
- B suddenness
- C shortness
- D frequency

4 He sits down on the sidewalk and is tenacious about staying there.

The root *ten* means “hold,” and the suffix *-ious* means “characterized by.” What is the meaning of tenacious as it is used in the sentence?

- A happy and content
- B full of rage
- C unable to move
- D unwilling to give in

Unit 1 Interim Assessment

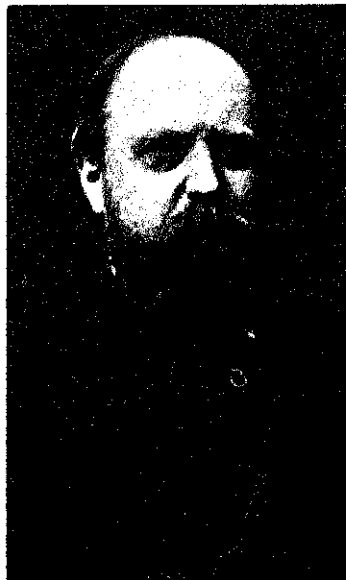
Read the article. Then answer the questions that follow.

The Bone Wars

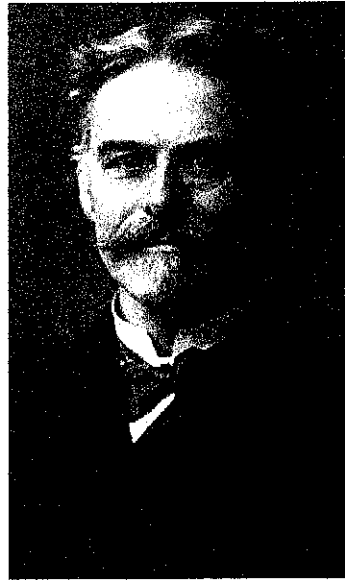
by J. R. Hill

1 If you've spent any time in grocery checkout lines, you've probably seen magazines with pictures of celebrities behaving badly toward each other. You might believe that scientists would be above that sort of thing, but you'd be wrong. About 150 years ago, two scientists started a nasty feud that lasted for decades—and brought to light some of the most spectacular creatures that ever walked the earth.

2 Edward Cope and Othniel Marsh were paleontologists—scientists who study extinct life-forms, including dinosaurs. They met in 1864, when their careers were starting. Paleontology was a young science in the United States, and only a few dinosaurs had been discovered in North America.



Othniel Marsh



Edward Cope

3 Cope and Marsh were friendly at first, but their relationship quickly soured. In 1868, Cope and a team of hired men were digging up dinosaurs in New Jersey. Marsh journeyed there and stayed with Cope for a few weeks. Things seemed to go well, but after Marsh left, Cope learned that his guest and the team foreman had made a deal. In exchange for money, the foreman would send new fossils to Marsh instead of Cope. Marsh had fired the first shot in what scientists would come to call the “Bone Wars.”

4 The war heated up fast. In 1869, Cope wrote an article describing a newly found extinct sea reptile he named *Elasmosaurus*. Cope included a drawing of the creature's skeleton. Another scientist soon pointed out that Cope had mistakenly stuck the beast's skull on its tail. Cope was humiliated, and Marsh crowed about the blunder to anyone who would listen. Shortly after, each man began publishing a string of scientific articles viciously attacking the other's ideas.

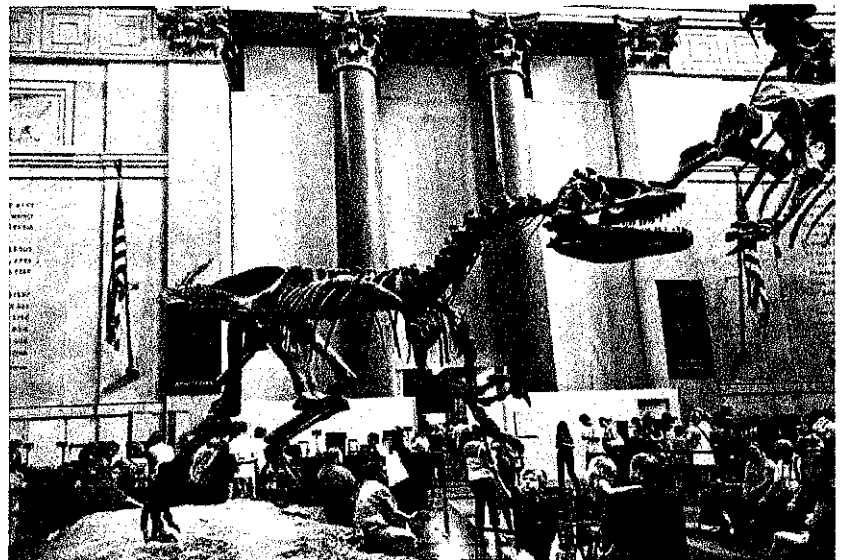


5 Cope and Marsh's thirst to outdo each other spilled into their fieldwork. Throughout the 1870s and 1880s, they led and sent teams into lawless regions of the western United States to hunt for dinosaur bones. The teams were told to slow and disrupt each other's work through bribery, stealing, and rock-throwing. The teams even used dynamite to blow up cliffs and bury fossils to keep discoveries from falling into each other's hands. To this day, scientists wonder what fantastic discoveries lay beneath tons of rubble.

6 In addition to sabotage, Cope and Marsh forced their teams to dig up and transport bones quickly. Such speed damaged many specimens, but each man wanted the credit of making the first discoveries of new species. Because they published their findings as quickly as possible, they made many mistakes. Marsh, for example, accidentally stuck the head of one dinosaur (*Camarasaurus*) on to the neck of another dinosaur (*Apatosaurus*) and thought he had discovered a new dinosaur—*Brontosaurus*. Unlike Cope's mistake with *Elasmosaurus*, paleontologists didn't discover and undo Marsh's *Brontosaurus* blunder for nearly 100 years.

7 Until the mid-1880s, only scientists knew about Cope and Marsh's fight. But when Cope ratted out Marsh to the *New York Herald*, their battle spilled out into the world at large. Cope and Marsh assaulted each other through letters published in the newspaper. For a time, they were as famous as any celebrities of today. And even when the public eventually stopped caring, the feud didn't cease. The two men of science took swipes at each other until Cope's death in 1897. Even in death, Cope kept up the attack. He donated his skull to science and asked that his brain size be compared with Marsh's. (Scientists of that time believed that a person with a large brain was smarter than a person with a small one.) For whatever reason, Marsh did not accept Cope's challenge.

8 The Bone Wars have a mixed legacy. On the one hand, American paleontology got a bad reputation from Cope and Marsh's cutthroat behavior. And the mistakes they made in their rush for glory slowed the progress of paleontology for many years. But the Bone Wars also produced a mountain of raw material. Cope and Marsh discovered more than 130 dinosaur species. Their teams dug up so many bones that scientists are still learning new things about them. And many of their most famous discoveries, including *Stegosaurus*, *Allosaurus*, *Diplodocus*, and *Triceratops*, fire the imaginations of children (and more than a few adults) worldwide. Perhaps paleontology would have been worse off had the two men actually gotten along.





Answer the questions. Mark your answers to questions 1–7 on the Answer Form to the right.

Answer Form

1A	A	B	C	D	4	A	B	C	D
1B	A	B	C	D	5	A	B	C	D
2	A	B	C	D	6	A	B	C	D
3	A	B	C	D	7	A	B	C	D

Number Correct / **8**

1 Answer Parts A and B below.

Part A

The article says that paleontology was a young science in the United States in the mid-1800s. How knowledgeable about the field were paleontologists of the time?

- A** They were more informed than those in other nations.
- B** They were the greatest experts of the field at the time.
- C** They were not very knowledgeable about their field.
- D** They were just as knowledgeable as any other scientists.

Part B

Which detail from the article best supports the answer to Part A?

- A** "Another scientist soon pointed out that Cope had mistakenly stuck the beast's skull on its tail."
- B** "Cope was humiliated, and Marsh crowed about the blunder to anyone who would listen."
- C** "Because they published their findings as quickly as possible, they made many mistakes."
- D** "Unlike Cope's mistake with *Elasmosaurus*, paleontologists didn't discover and undo Marsh's *Brontosaurus* blunder for nearly 100 years."

2 Marsh and Cope had a stormy relationship. Which event was the most important influence on this relationship?

- A** Marsh paid Cope's team foreman to send new fossils to him.
- B** Marsh claimed he was the first to discover a mistake by Cope.
- C** Groups of their workers threw rocks at each other.
- D** Cope and Marsh attacked each other in the newspapers.



3

Which sentence **best** describes how the two paleontologists influenced each other?

- A** Cope and Marsh would do almost anything to become public celebrities.
- B** The competition between Cope and Marsh pushed each man to make amazing discoveries.
- C** Cope and Marsh's mistakes destroyed their credibility as paleontologists.
- D** Cope and Marsh would have discovered even more dinosaur bones if they had worked together.

4

Each man thought he was better in his field than the other. Which evidence from the text **best** supports the inference that Cope also thought he was smarter than Marsh?

- A** Cope told the *New York Herald* about Marsh's actions.
- B** Cope described a newly found extinct sea reptile he named *Elasmosaurus*.
- C** Cope wanted his brain size to be compared with Marsh's after death.
- D** Cope published scientific articles viciously attacking Marsh's ideas.

5

A good summary includes only important details. Which of the following details is **not** important enough to include in a summary of the article?

- A** The rivalry between Cope and Marsh affected their fieldwork.
- B** Cope and Marsh brought to light some amazing discoveries.
- C** Each man's rush to claim glory caused mistakes to be made.
- D** The men gained fame due to their letters in the *New York Herald*.



6

The last paragraph says that the Bone Wars have a mixed legacy. How does the author develop this idea?

- A** by concentrating on the mistakes that Cope and Marsh made
- B** by presenting the pros and cons of Cope and Marsh's rivalry
- C** by giving the causes and effects of Cope and Marsh's rivalry
- D** by stating in sequence events detailing Cope and Marsh's rivalry

7

Which of the following lists only the main topics of "The Bone Wars" in the correct order?

- A** Cope and Marsh meet in 1864.
Their feud begins in 1868.
Cope publishes a mistake in 1869.
The feud moves into fieldwork during the 1870s and 1880s.
Cope dies in 1897, leaving Marsh the winner of the Bone Wars.
- B** Marsh begins the feud.
The feud is fought through scientific articles.
The fighting turns violent in fieldwork out West.
Cope dies and wants his brain compared with Marsh's.
The Bone Wars both helps and hurts the reputation of paleontology.
- C** The feud turns Cope and Marsh into celebrities.
Marsh secretly tries to hire Cope's foreman.
Cope publishes a mistake in a scientific journal.
Cope and Marsh begin fighting the Bone Wars.
Cope dies, so Marsh wins the Bone Wars.
- D** A feud begins between Cope and Marsh.
Cope and Marsh compete in both articles and fieldwork.
The fight leads to both mistakes and damaged specimens.
The feud goes public and ends only with Cope's death.
The Bone Wars slowed scientific progress but provided valuable fossils.



8

The last paragraph of the article states that "American paleontology got a bad reputation from Cope and Marsh's cutthroat behavior." Explain why this was true. Cite two pieces of text evidence to support your inference.

9

Write a paragraph in which you analyze the positive influence Cope and Marsh's rivalry had on the field of paleontology, both in their own time and today. Support your analysis with details from the article.



Performance Task—Extended Response

10

Think about how the author of “The Bone Wars” develops and explains the rivalry between Cope and Marsh over the course of the article. What are three central ideas about the rivalry? How is each idea developed and explained? What details support each one?

In your answer, be sure to

- identify three central ideas presented about the rivalry
- explain how the text develops and explains these ideas
- use details from the article in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.



Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

i-Ready Reading Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

i-Ready Reading Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

i-Ready Reading Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

i-Ready Reading Curriculum Associates, LLC 16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

i-Ready Reading Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

i-Ready Reading Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

i-Ready Reading Curriculum Associates, LLC 37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

i-Ready Reading Curriculum Associates, LLC 40

ACADEMIC TALK 66 99

I'm curious about _____.

i-Ready Reading Curriculum Associates, LLC 70

ACADEMIC TALK 66 99

Can you tell me more about _____?

i-Ready Reading Curriculum Associates, LLC 77

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.

Luego, el personaje _____.

5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____.

Lo aprendí _____.

37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

40

LENGUAJE ACADÉMICO 6A 99

Siento curiosidad por _____.

70

LENGUAJE ACADÉMICO 6A 99

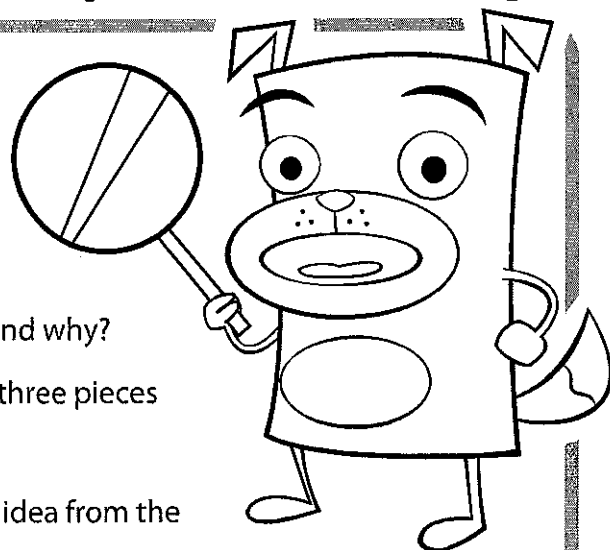
¿Puedes decirme algo más sobre _____?

77

Text Dependent Questions for Independent Reading

Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?



Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

Name: _____

Class: _____

Five reasons why being kind makes you feel good — according to science

By Jo Cutler, Robin Banerjee
2018

Have you ever experienced that warm, fuzzy feeling after doing something kind for someone else? In this informational text, Jo Cutler and Robin Banerjee discuss five reasons why being kind to others makes you feel good. As you read, take notes on why people are kind to others and how it affects them.

[1] Everybody can appreciate acts of kindness. But when it comes to explaining why we do them, people often take one of two extreme positions. Some think kindness is something completely selfless that we do out of love and care, while others believe it is just a tool that we cunningly use to become more popular and reap the benefits.

But research shows that being kind to others can actually make us genuinely happy in a number of different ways. We know that deciding to be generous or cooperating with others activates an area of the brain called the striatum. Interestingly, this area responds to things we find rewarding, such as nice food and even addictive drugs. The feel-good emotion from helping has been termed “warm glow” and the activity we see in the striatum is the likely biological basis of that feeling.

Of course, you don’t have to scan brains to see that kindness has this kind of benefit. Research in psychology shows a link between kindness and well-being throughout life, starting at a very young age. In fact, even just reflecting on having been kind in the past may be enough to improve teenagers’ mood. Research has also shown that spending extra money on other people may be more powerful in increasing happiness than spending it on yourself.

But why and how does kindness make us so happy? There are a number of different mechanisms involved, and how powerful they are in making us feel good may depend on our personalities.

1. **Cunning** (adjective): having or showing skill at achieving an end; crafty

1. Contagious smiling

[5] Being kind is likely to make someone smile and if you see that smile for yourself, it might be catchy. A key theory about how we understand other people in neuroscience suggests that seeing someone else show an emotion automatically activates the same areas of the brain as if we experienced that emotion for ourselves.

You may have been in a situation where you find yourself laughing just because someone else is — why not set off that chain of good feelings with a nice surprise for someone?

2. Righting a wrong

The same mechanism also makes us empathize² with others when they are feeling negative, which could make us feel down. This is particularly true for close friends and family, as our representations of them in the brain physically overlap with our representations of ourselves. Doing a kind act to make someone who is sad feel better can also make us feel good — partly because we feel the same relief they do and partly because we are putting something right. Although this effect is especially powerful for people we are close to, it can even apply to humanitarian problems such as poverty or climate change. Getting engaged with charities that tackle these issues provide a way to have a positive impact, which in turn improves mood.

3. Making connections

Being kind opens up many different possibilities to start or develop a social connection with someone. Kind acts such as buying someone a thoughtful present or even just a coffee strengthens friendships, and that in itself is linked to improved mood.

Similarly, charities offer the opportunity to connect with someone on the other side of the world through donating to improve their life. Volunteering also opens up new circles of people to connect with, both other volunteers and those you are helping.

4. A kind identity

[10] Most people would like to think of themselves as a kind person, so acts of kindness help us to demonstrate that positive identity and make us feel proud of ourselves. In one recent study, even children in their first year of secondary school recognized how being kind can make you feel “better as a person... more complete,” leading to feelings of happiness. This effect is even more powerful when the kind act links with other aspects of our personality, perhaps creating a more purposeful feeling. For example, an animal-lover could rescue a bird, an art-lover could donate to a gallery or a retired teacher could volunteer at an after-school group. Research suggests that the more someone identifies with the organization they volunteer for, the more satisfied they are.

2. **Empathize** (verb): to understand and share the feelings of someone else

5. Kindness comes back around

Work on the psychology of kindness shows that one out of several possible motivations is reciprocity, the returning of a favor. This can happen directly or indirectly. Someone might remember that you helped them out last time and therefore be more likely to help you in the future. It could also be that one person being kind makes others in the group more kind, which lifts everyone's spirits. Imagine that you bake cakes for the office and it catches on so someone does it each month. That is a lot more days that you're getting cakes than providing them.

The story doesn't end there. Being kind may boost your mood, but research has also shown that being in a good mood can make you more kind. This makes it a wonderful two-way relationship which just keeps giving.

"Five reasons why being kind makes you feel good — according to science" by Jo Cougle, Robin Batterbee, University of Sussex, February 26, 2018. Copyright © The Conversation 2018, CC BY-ND.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

- PART A: Which statement best expresses the central idea of the text?

 - Most people are kind towards others without realizing they are actually being selfish, as they expect something in return.
 - People are only ever truly kind when they do something good for someone else without receiving anything in return.
 - The brain recognizes acts of kindness as rewarding because positive social interactions are an important part of human survival.
 - Showing kindness towards others can improve your mood through positive social interactions and reinforcing the notion that you're a good person.
- PART B: Which detail from the text best supports the answer to Part A?

 - "We know that deciding to be generous or cooperating with others activates an area of the brain called the striatum. Interestingly, this area responds to things we find rewarding." (Paragraph 2)
 - "Doing a kind act to make someone who is sad feel better can also make us feel good – partly because we feel the same relief they do and partly because we are putting something right." (Paragraph 7)
 - "For example, an animal-lover could rescue a bird, an art-lover could donate to a gallery or a retired teacher could volunteer at an after-school group." (Paragraph 10)
 - "Work on the psychology of kindness shows that one out of several possible motivations is reciprocity, the returning of a favor." (Paragraph 11)
- How does paragraph 1 contribute to the authors' explanation of kindness in the text?

 - It shows how people have conflicting opinions about why people are kind.
 - It introduces the idea that being kind to others makes us feel good.
 - It emphasizes the idea that people are kind more often than we realize.
 - It highlights the darker motivations for why people are kind.
- What is the authors' main purpose of the text?

 - to encourage readers to be kinder to one another
 - to emphasize the disadvantages of only being concerned with yourself
 - to explore the different explanations for why being kind makes us happy
 - to suggest that humans are kind for largely selfish reasons

5. What is the relationship between how others feel and how we feel? Use details from the text in your response.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, the authors discuss the relationship between acts of kindness and happiness. What can you do to be a little kinder to people every day, and as a result, be happier?

2. Describe the last kind thing that you did for someone. How did it make you feel? What motivated you to do it? Do you think it matters what motivates us to be kind? Why or why not?

ANSWER KEY > Five reasons why being kind makes you feel good — according to science

by Jo Cutler, Robin Banerjee • 2018

1. PART A: Which statement best expresses the central idea of the text? **RI.2**
 - A. Most people are kind towards others without realizing they are actually being selfish, as they expect something in return.
 - B. People are only ever truly kind when they do something good for someone else without receiving anything in return.
 - C. The brain recognizes acts of kindness as rewarding because positive social interactions are an important part of human survival.
 - D. **Showing kindness towards others can improve your mood through positive social interactions and reinforcing the notion that you're a good person.**

2. PART B: Which detail from the text best supports the answer to Part A? **RI.1**
 - A. "We know that deciding to be generous or cooperating with others activates an area of the brain called the striatum. Interestingly, this area responds to things we find rewarding," (Paragraph 2)
 - B. **"Doing a kind act to make someone who is sad feel better can also make us feel good – partly because we feel the same relief they do and partly because we are putting something right."** (Paragraph 7)
 - C. "For example, an animal-lover could rescue a bird, an art-lover could donate to a gallery or a retired teacher could volunteer at an after-school group." (Paragraph 10)
 - D. "Work on the psychology of kindness shows that one out of several possible motivations is reciprocity, the returning of a favor." (Paragraph 11)

3. How does paragraph 1 contribute to the authors' explanation of kindness in the text? **RI.5**
 - A. **It shows how people have conflicting opinions about why people are kind.**
 - B. It introduces the idea that being kind to others makes us feel good.
 - C. It emphasizes the idea that people are kind more often than we realize.
 - D. It highlights the darker motivations for why people are kind.

4. What is the authors' main purpose of the text? **RI.6**

- A. to encourage readers to be kinder to one another
 - B. to emphasize the disadvantages of only being concerned with yourself
 - C. to explore the different explanations for why being kind make us happy**
 - D. to suggest that humans are kind for largely selfish reasons
5. What is the relationship between how others feel and how we feel? Use details from the text in **RI.3** your response.

Answers will vary; student should discuss how our feelings are closely connected to the feeling and experiences of those around us. The authors support this by describing how our brain registers other people's expressions, "neuroscience suggests that seeing someone else show an emotion automatically activates the same areas of the brain as if we experienced that emotion for ourselves" (Paragraph 6). This means that when we see someone expressing a negative or positive emotion, we feel something similar. The authors go on to show how closely connected our emotions are to other people by discussing how "doing a kind act to make someone who is sad feel better can also make us feel good — partly because we feel the same relief they do" (Paragraph 7). Because of the way we register other people's facial expressions, making someone happier can actually make us happier too. In all, our emotions are tied to the emotions of those around us and is one of reasons why being kind to others makes us feel good.

Name: _____ Class: _____

Grit: The Power of Passion and Perseverance

By Angela Lee Duckworth
2013

Angela Lee Duckworth is a psychologist and author who studies grit and self-control at the University of Pennsylvania. In this TED Talk, Duckworth discusses the role that grit plays in success. As you read, take notes on what grit is and how it impacts an individual's ability to overcome obstacles.

[1] When I was 27 years old, I left a very demanding job in management consulting for a job that was even more demanding: teaching. I went to teach seventh graders math in the New York City public schools. And like any teacher, I made quizzes and tests. I gave out homework assignments. When the work came back, I calculated grades.

What struck me was that IQ was not the only difference between my best and my worst students. Some of my strongest performers did not have stratospheric¹ IQ scores. Some of my smartest kids weren't doing so well. And that got me thinking. The kinds of things you need to learn in seventh grade math, sure, they're hard: ratios, decimals, the area of a parallelogram. But these concepts are not impossible, and I was firmly convinced that every one of my students could learn the material if they worked hard and long enough.

After several more years of teaching, I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective, from a psychological perspective. In education, the one thing we know how to measure best is IQ. But what if doing well in school and in life depends on much more than your ability to learn quickly and easily?

So I left the classroom, and I went to graduate school to become a psychologist. I started studying kids and adults in all kinds of super challenging settings, and in every study my question was, who is successful here and why? My research team and I went to West Point Military Academy. We tried to predict which cadets² would stay in military training and which would drop out. We went to the National Spelling Bee and tried to predict which children would advance farthest in competition. We studied rookie teachers working in really tough neighborhoods, asking which teachers are still going to be here in teaching by the end of the school year, and of those, who will be the most effective at improving learning outcomes for their students? We partnered with private companies, asking, which of these salespeople is going to keep their jobs? And who's going to earn the most money? In all those very different contexts, one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit.

1. extremely high
2. a person being trained for the armed services

[5] Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a sprint.

A few years ago, I started studying grit in the Chicago public schools. I asked thousands of high school juniors to take grit questionnaires, and then waited around more than a year to see who would graduate. Turns out that grittier kids were significantly more likely to graduate, even when I matched them on every characteristic I could measure, things like family income, standardized achievement test scores, even how safe kids felt when they were at school. So it's not just at West Point or the National Spelling Bee that grit matters. It's also in school, especially for kids at risk for dropping out.

To me, the most shocking thing about grit is how little we know, how little science knows, about building it. Every day, parents and teachers ask me, "How do I build grit in kids? What do I do to teach kids a solid work ethic? How do I keep them motivated for the long run?" The honest answer is, I don't know. (Laughter)

What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments. In fact, in our data, grit is usually unrelated or even inversely³ related to measures of talent.

So far, the best idea I've heard about building grit in kids is something called "growth mindset." This is an idea developed at Stanford University by Carol Dweck, and it is the belief that the ability to learn is not fixed, that it can change with your effort. Dr. Dweck has shown that when kids read and learn about the brain and how it changes and grows in response to challenge, they're much more likely to persevere when they fail, because they don't believe that failure is a permanent condition.

[10] So growth mindset is a great idea for building grit. But we need more. And that's where I'm going to end my remarks, because that's where we are. That's the work that stands before us. We need to take our best ideas, our strongest intuitions, and we need to test them. We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned.

In other words, we need to be gritty about getting our kids grittier.

Thank you. (Applause)

³Grit: *The Power of Passion and Perseverance*, from TED Talks Education by Angela Lee Duckworth. Copyright © 2013 by TED. This text is licensed under CC BY-NC-ND 4.0.

3. in the opposite manner, position, or order

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

- PART A: Which of the following best identifies Duckworth's claim in the speech? [RI.2]

 - A common trait that successful people possess is grit, as it pushes them to persevere despite obstacles.
 - Teachers are unable to help students succeed if they don't understand what drives them.
 - Grit is not a trait that is easily developed, rather, it something that people are usually born with.
 - People who lack talent are more likely to have grit, as they have to work harder for their success.
- PART B: Which detail from the text best supports the answer to Part A? [RI.1]

 - "I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective." (Paragraph 3)
 - "Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality." (Paragraph 5)
 - "How do I build grit in kids? What do I do to teach kids a solid work ethic? How do I keep them motivated for the long run? The honest answer is, I don't know." (Paragraph 7)
 - "What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments." (Paragraph 8)
- What connection does the speaker draw between "growth mindset" and "grit"? [RI.3]

 - Both growth mindset and grit are necessary for students to succeed.
 - Students show grit when they understand and develop a growth mindset.
 - Students can see the effects of growth mindset once they've practiced grit.
 - Students can't develop grit without understanding growth mindset.

- How did Duckworth's experiences as a teacher contribute to the text? [RI.5]

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

- Do you agree with Duckworth's findings on grit? Why or why not?
- In the context of the text, what should be the goal of education? How do you think Duckworth's findings can be used to promote greater academic success in students? Cite examples from the text, your own experience, and other literature, art, or history in your answer.
- In the context of the text, what does it take to succeed? Do you think that grit is a necessary trait in all forms of success? Why or why not?
- Do you think grit is an important part of an individual's identity? Why or why not? Do you think it matters whether or not you are born with grit or develop grit? Cite examples from the text, your own experience, and other literature, art, or history in your answer.

ANSWER KEY > Grit: The Power of Passion and Perseverance

by Angela Lee Duckworth • 2013

1. PART A: Which of the following best identifies Duckworth's claim in the speech? **RI.2**

- A. A common trait that successful people possess is grit, as it pushes them to persevere despite obstacles.
- B. Teachers are unable to help students succeed if they don't understand what drives them.
- C. Grit is not a trait that is easily developed, rather, it something that people are usually born with.
- D. People who lack talent are more likely to have grit, as they have to work harder for their success.

2. PART B: Which detail from the text best supports the answer to Part A? **RI.1**

- A. "I came to the conclusion that what we need in education is a much better understanding of students and learning from a motivational perspective," (Paragraph 3)
- B. "Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality." (Paragraph 5)
- C. "How do I build grit in kids? What do I do to teach kids a solid work ethic? How do I keep them motivated for the long run?" The honest answer is, I don't know." (Paragraph 7)
- D. "What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments." (Paragraph 8)

3. What connection does the speaker draw between "growth mindset" and "grit"? **RI.3**

- A. Both growth mindset and grit are necessary for students to succeed.
- B. Students show grit when they understand and develop a growth mindset.
- C. Students can see the effects of growth mindset once they've practiced grit.
- D. Students can't develop grit without understanding growth mindset.

4. How did Duckworth's experiences as a teacher contribute to the text? **RI.5**

Answers will vary; students should discuss how Duckworth's experiences as a teacher revealed to her that there was a disconnect between students' IQ and academic success. For instance, she states "Some of my strongest performers did not have stratospheric IQ scores" and "Some of my smartest kids weren't doing so well" (Paragraph 2). These observations showed Duckworth that there was

another variable that contributed to success in students. These experiences prompted Duckworth to research why some individuals are successful over others, eventually leading her to the conclusion of grit.

Name: _____ Class: _____

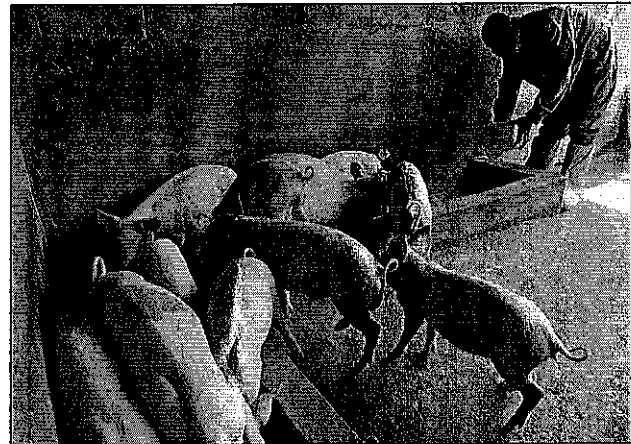
Explainer: Animals' Role in Human Disease

Wildlife, livestock, and pets are the source of most germs that can sicken people.

By Amanda Leigh Mascarelli
2013

While we may not readily think of our pets or farm animals as being dangerous, animals play a significant role in human disease. In this informational text, Amanda Leigh Mascarelli discusses how humans are impacted by animals infected with a virus or bacteria. As you read, take notes on how scientists prevent viruses from spreading further after an outbreak is identified.

- [1] Nearly 75 percent of new, or emerging, infectious diseases in people were first spread by animals. Indeed, half of all germs known to cause human disease come from other animals. Some sources were birds, bats and other types of wildlife. Livestock¹ and pet animals have spread many other diseases. Scientists refer to the infections that people pick up from animals as being zoonotic (ZOO-oh-NOT-ik).



"IAEA Trains Veterinary Scientists (05510242)" by IAEA Imagebank is licensed under CC BY-NC-ND 2.0

The germs and other infectious agents that cause these diseases are known as pathogens. Most are microbes² such as viruses or bacteria; others include fungi — even teeny-tiny worms and ticks.

In zoonotic diseases, animals serve as a pathogen's *host*.³ Over time, some long-term hosts no longer become sickened. When a virus commonly lives inside an animal without harming it, that host is now called a *reservoir*. For instance, birds — especially ducks — have evolved into a natural reservoir for flu viruses.

Pathogens move among hosts continuously, explains Jonathan Epstein. A veterinary epidemiologist, he's a scientist who studies the spread of disease in animals. (He works at EcoHealth Alliance in New York City.) Many pathogens will encounter a human host. If that person's immune system had never yet encountered the microbe, it will have built up no immunity to fight the germ. That lucky pathogen can now survive and spread to others.

- [5] Understanding how pathogens spread between species can help scientists not only combat current disease outbreaks, but also prevent or lessen future ones.

For instance, Epstein specializes in viruses whose reservoir is bats. He has been on the trail of numerous viruses that have spilled over into people from these mammals. Among them: Nipah.

1. farm animals
2. Microbes, also known as microorganisms, are too small to be seen by the unaided eye.
3. a plant or animal on or in which another organism lives

This viral disease started in Southeast Asia during the late 1990s. Workers at a massive pig farm began noticing troubling symptoms. Their pigs came down with a loud, barking cough and behaved strangely. They twitched and developed muscle spasms.⁴ Some pigs died. Tragically, farm workers also started getting sick. In severe cases, people entered a coma and died.

No virus can survive long outside a living organism. So Epstein teamed up with other experts to hunt the reservoir animal that had allowed Nipah to enter pigs.

It turned out to be a bat species. It normally stays away from people, living in the nearby rainforest. But when farmers planted an orchard of mango trees close to their pigpens, bats came by to dine on the juicy fruit. Those bats shed germy saliva, urine, and feces onto the pigpens below them.

[10] From 1998 to 1999, Nipah sickened more than 250 people. More than four out of every 10 of these people died. One million pigs were killed and disposed of to stop the disease's spread.

It is important not to blame wildlife for diseases, says Kristine Smith, a wildlife veterinarian who works for EcoHealth Alliance. Instead, she argues, people must become aware of the risks of being in close proximity⁵ to animals and adjust their behavior accordingly.

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4. a sudden and uncontrollable muscle movement
5. nearness in space to something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. It is safer to avoid all contact with animals than to risk contracting a virus.
 - B. Animals help the humans they come into contact with build an immunity to diseases.
 - C. Diseases that seriously harm animals have little to no effect on humans.
 - D. Humans can contract dangerous diseases after coming into contact with infected animals.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. "Some sources were birds, bats, and other types of wildlife. Livestock and pet animals have spread many other diseases." (Paragraph 1)
 - B. "In zoonotic diseases, animals serve as a pathogen's host. Over time, some long-term hosts no longer become sickened." (Paragraph 3)
 - C. "Some pigs died. Tragically, farm workers also started getting sick. In severe cases, people entered a coma and died." (Paragraph 7)
 - D. "It is important not to blame wildlife for diseases, says Kristine Smith, a wildlife veterinarian who works for EcoHealth Alliance." (Paragraph 11)

3. How does paragraph 11 contribute to the development of ideas in the text?
 - A. It advises readers on what to do with their knowledge about infected animals.
 - B. It discourages readers from coming in contact with certain animals.
 - C. It puts the blame on humans for contracting diseases from infected animals.
 - D. It tells readers what they should do if they contract a disease from an infected animal.

4. What is the relationship between studying animal diseases and protecting humans?
 - A. By studying animals, scientists can learn about the sources of certain diseases and prevent them from spreading further.
 - B. By studying animals, scientists can determine which species humans are no longer allowed to come in contact with.
 - C. By studying animals, scientists can cure the infected animals so that they no longer spread diseases to humans.
 - D. By studying animals, scientists can learn how they develop their immunity to certain viruses and apply it to humans.

5. How does the author's discussion of the shared virus between the pigs and the bats help us understand animals' role in human disease?

ANSWER KEY > Explainer: Animals' Role in Human Disease

by Amanda Leigh Mascarelli • 2013

1. PART A: Which statement identifies the central idea of the text? **RI.2**
 - A. It is safer to avoid all contact with animals than to risk contracting a virus.
 - B. Animals help the humans they come into contact with build an immunity to diseases.
 - C. Diseases that seriously harm animals have little to no effect on humans.
 - D. **Humans can contract dangerous diseases after coming into contact with infected animals.**

2. PART B: Which quote from the text best supports the answer to Part A? **RI.1**
 - A. "Some sources were birds, bats, and other types of wildlife. Livestock and pet animals have spread many other diseases." (Paragraph 1)
 - B. "In zoonotic diseases, animals serve as a pathogen's host. Over time, some long-term hosts no longer become sickened." (Paragraph 3)
 - C. **"Some pigs died. Tragically, farm workers also started getting sick. In severe cases, people entered a coma and died." (Paragraph 7)**
 - D. "It is important not to blame wildlife for diseases, says Kristine Smith, a wildlife veterinarian who works for EcoHealth Alliance." (Paragraph 11)

3. How does paragraph 11 contribute to the development of ideas in the text? **RI.5**
 - A. **It advises readers on what to do with their knowledge about infected animals.**
 - B. It discourages readers from coming in contact with certain animals.
 - C. It puts the blame on humans for contracting diseases from infected animals.
 - D. It tells readers what they should do if they contract a disease from an infected animal.

4. What is the relationship between studying animal diseases and protecting humans? **RI.3**
 - A. **By studying animals, scientists can learn about the sources of certain diseases and prevent them from spreading further.**
 - B. By studying animals, scientists can determine which species humans are no longer allowed to come in contact with.

- C. By studying animals, scientists can cure the infected animals so that they no longer spread diseases to humans.
- D. By studying animals, scientists can learn how they develop their immunity to certain viruses and apply it to humans.
5. How does the author's discussion of the shared virus between the pigs and the bats help us understand animals' role in human disease? **RI.3**

Answers will vary; students should discuss how the example helps readers understand how humans are exposed to animal viruses. In the text, the author explains how the virus moved from bats to pigs and, eventually, to humans. The author emphasizes how serious these viruses contracted from animals can be, stating, "farm workers also started getting sick. In severe cases, people entered a coma and died" (Paragraph 7). Next, students should discuss how scientists determined that bats were introducing the virus to the pigs, stating, "bats came by to dine on the juicy fruit. Those bats shed germy saliva, urine, and feces onto the pigpens below them" (Paragraph 9). While bats didn't come in direct contact with humans, they infected the livestock that the humans directly interacted with. Although scientists eventually determined the source of the virus and how to prevent it from spreading further, for two years the Nipah virus "sickened more than 250 people. More than four out of every 10 of these people died" (Paragraph 10). All in all, this example helps readers better understand how humans can be infected by diseases through their contact with animals and just how serious the situation can become.

Post Test - Math

Question 1 .

Danielle has pink, yellow, white, and orange golf balls in her golf bag. She pulls out one golf ball at a time and replaces it.

Danielle recorded the results of 20 draws in the table below.

Draw	Result	Draw	Result	Draw	Result	Draw	Result
1	white	6	pink	11	orange	16	yellow
2	pink	7	orange	12	pink	17	pink
3	orange	8	white	13	yellow	18	white
4	orange	9	orange	14	pink	19	orange
5	white	10	yellow	15	orange	20	pink

What is the experimental probability of drawing a yellow golf ball?

- A. $\frac{3}{10}$
- B. $\frac{3}{20}$
- C. $\frac{7}{20}$
- D. $\frac{1}{5}$

Question 2 .

The tables below show the numbers of birds in five randomly selected cages from two different pet shops.

Pet Shop #1		Pet Shop #2	
Cage	Number of Birds	Cage	Number of Birds
1	12	1	17
2	18	2	25
3	15	3	21
4	26	4	30
5	8	5	30

What is the difference between the means of the numbers of birds per cage between the two shops?

- A. 15.8
- B. 24.6
- C. 4.4
- D. 8.8

Question 3 .

Carrie is asked to draw a triangle with the following specification:

- at least two angles measuring 60°

Which of the following statements about this triangle is true?

- A. Exactly one triangle exists with the given condition, and it must be an isosceles triangle.
- B. More than one triangle exists with the given condition, and all instances must be isosceles triangles.
- C. Exactly one triangle exists with the given condition, and it must be an equilateral triangle.
- D. More than one triangle exists with the given condition, and all instances must be equilateral triangles.

Question 4 .

Which of the following is equivalent to $\frac{2}{3}$?

- A. 0.2222...
- B. 0.2323...
- C. 0.6666...
- D. 0.3232...

Question 5 .

Helen determined she walks about 1,800 steps per $\frac{4}{5}$ of a mile. How many steps did she take if she walked 3 miles?

- A. 3,375
- B. 4,320
- C. 6,750
- D. 5,400

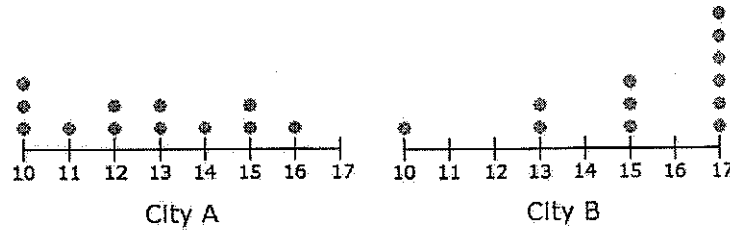
Question 6 .

Which of the following is equivalent to $\frac{-7}{-11}$?

- A. $\frac{7}{-11}$
- B. $\frac{-7}{11}$
- C. $\frac{11}{7}$
- D. $\frac{7}{11}$

Question 7 .

The dot plots below show the number of automobile accidents per day in two cities over a 12-day period.



The mean absolute deviation for each city is 1.75. The difference between the mode number of automobile accidents per day for each city is how many times the mean absolute deviation?

- A. 7
- B. 4
- C. 3
- D. 2

Question 8 .

Which of the following is an example of random sampling?

- A. Migrant workers are surveyed on their opinion of mandatory health insurance for companies.
- B. A national survey company picks one phone number from each area code in America to call and ask for an opinion on current political issues.
- C. The manager of a restaurant asks customers their opinion on a new salad dressing.
- D. The school newspaper asks teachers in that middle school how they feel about the behavior of twelve year old boys.

Question 9 .

Multiply.

$$-1\frac{4}{7} \times \frac{4}{13}$$

- A. $-\frac{48}{91}$
- B. $-\frac{44}{91}$
- C. $-\frac{11}{26}$
- D. $-1\frac{25}{52}$

Answers

1. B
2. D
3. D
4. C
5. C
6. D
7. B
8. B
9. B
10. B
11. C
12. B
13. D
14. B
15. A
16. A
17. C
18. B
19. B
20. D

Common Core – Math 7

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7.NS.1

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
- b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- d. Apply properties of operations as strategies to add and subtract rational numbers.

Name _____

Date _____

Combining Rational Numbers Worksheet

Math 7

Add or subtract the rational numbers below. Then, locate their sum or difference above and write the letter that corresponds to the number to decode the riddle.



Why did the cookie go to the doctor?



$\frac{-12}{\quad}$ $\frac{-18}{\quad}$ $\frac{11}{\quad}$ $\frac{-20}{\quad}$ $\frac{0}{\quad}$ $\frac{-\frac{4}{3}}{\quad}$ $\frac{-18}{\quad}$ $\frac{-5}{\quad}$ $\frac{\frac{2}{9}}{\quad}$ $\frac{-\frac{5}{8}}{\quad}$ $\frac{-20}{\quad}$ $\frac{-\frac{4}{3}}{\quad}$

$\frac{9}{\quad}$ $\frac{-18}{\quad}$ $\frac{-18}{\quad}$ $\frac{1}{\quad}$ $\frac{-5}{\quad}$ $\frac{-0.5}{\quad}$ $\frac{2}{\quad}$ $\frac{11}{\quad}$ $\frac{-7.9}{\quad}$ $\frac{0}{\quad}$ $\frac{-1.32}{\quad}$ $\frac{-1.32}{\quad}$ $\frac{\frac{1}{10}}{\quad}$

A	$-7 - 13 =$
B	$12 - 24 =$
C	$8 - (-3) =$
D	$-11 + 5 =$
E	$-9 - 9 =$
F	$-1 - (-10) =$
G	$6 + (-4) =$
H	$-10 - 15 =$
I	$-12 - (-7) =$

J	$0.5 - 15 =$
K	$-0.1 - 0.7 =$
L	$-9.05 + 10.05 =$
M	$6 - 7.32 =$
N	$0.25 - 0.75 =$
O	$2.2 - 8.1 =$
P	$-3.2 + 5.6 =$
Q	$7.39 - 8.61 =$
R	$-5.8 - 2.1 =$

S	$-\frac{5}{3} + \frac{1}{3} =$
T	$-\frac{5}{9} + \frac{7}{9} =$
U	$-\frac{1}{4} + \frac{1}{4} =$
V	$\frac{2}{15} - \frac{7}{15} =$
W	$\frac{1}{8} - \frac{3}{4} =$
X	$-\frac{2}{3} - \frac{5}{6} =$
Y	$-\frac{2}{5} + \frac{1}{2} =$
Z	$\frac{3}{10} - \frac{4}{5} =$

Name ANSWER KEY

Date _____

Combining Rational Numbers Worksheet

Math 7

Add or subtract the rational numbers below. Then, locate their sum or difference above and write the letter that corresponds to the number to decode the riddle.



Why did the cookie go to the doctor?



B	E	C	A	U	S	E	I	T	W	A	S	
$\frac{-12}{-18}$	$\frac{-18}{11}$	$\frac{11}{-20}$	$\frac{-20}{0}$	$\frac{0}{-\frac{4}{3}}$	$\frac{-\frac{4}{3}}{-18}$	$\frac{-5}{\frac{2}{9}}$	$\frac{-5}{\frac{2}{9}}$	$\frac{2}{9}$	$\frac{-\frac{5}{8}}{-20}$	$\frac{-20}{-\frac{4}{3}}$	$\frac{-\frac{4}{3}}{\frac{1}{10}}$	
F	E	E	L	I	N	G	C	R	U	M	M	Y
$\frac{9}{-18}$	$\frac{-18}{-18}$	$\frac{-18}{1}$	$\frac{1}{-5}$	$\frac{-5}{-0.5}$	$\frac{-0.5}{2}$	$\frac{2}{11}$	$\frac{11}{-7.9}$	$\frac{-7.9}{0}$	$\frac{0}{-1.32}$	$\frac{-1.32}{-1.32}$	$\frac{-1.32}{\frac{1}{10}}$	$\frac{\frac{1}{10}}{\frac{1}{10}}$

A	$-7 - 13 = -20$
B	$12 - 24 = -12$
C	$8 - (-3) = 11$
D	$-11 + 5 = -6$
E	$-9 - 9 = -18$
F	$-1 - (-10) = 9$
G	$6 + (-4) = 2$
H	$-10 - 15 = -25$
I	$-12 - (-7) = -5$

J	$0.5 - 15 = -1$
K	$-0.1 - 0.7 = -0.8$
L	$-9.05 + 10.05 = 1$
M	$6 - 7.32 = -1.32$
N	$0.25 - 0.75 = -0.5$
O	$2.2 - 8.1 = -5.9$
P	$-3.2 + 5.6 = 2.4$
Q	$7.39 - 8.61 = -1.22$
R	$-5.8 - 2.1 = -7.9$

S	$-\frac{5}{3} + \frac{1}{3} = -\frac{4}{3}$
T	$-\frac{5}{9} + \frac{7}{9} = \frac{2}{9}$
U	$-\frac{1}{4} + \frac{1}{4} = 0$
V	$\frac{2}{15} - \frac{7}{15} = -\frac{1}{3}$
W	$\frac{1}{8} - \frac{3}{4} = -\frac{5}{8}$
X	$-\frac{2}{3} - \frac{5}{6} = -\frac{3}{2}$
Y	$-\frac{2}{5} + \frac{1}{2} = \frac{1}{10}$
Z	$\frac{3}{10} - \frac{4}{5} = -\frac{1}{2}$

Name:

Weekly Math Quiz - Q1:3

Teacher:

<p>1. Review</p> <p>What is the LCM of 5 and 12?</p>	<p>2. Review</p> <p>At the bake sale, the students earned \$48.81. If there were 3 students, how much did each student earn?</p>			
<p>3. Review</p> <p>Solve.</p> <p>5^3 2.5^2</p>	<p>4. Review</p> <p>Notebooks cost \$1.20 each. This weekend they will be on sale for \$0.80. What percentage off of the original cost is the sale?</p>			
<p>5. MCC.7.NS.1</p> <p>The table shows a bank account balance for 2 days.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Balance</td> <td style="padding: 5px;">\$44</td> <td style="padding: 5px;">-\$28</td> </tr> </table> <p>How much did the bank account change over the two days?</p>	Balance	\$44	-\$28	<p>6. MCC.7.NS.2</p> <p>Simplify:</p> $-\frac{6}{5} \div 2\frac{2}{5}$
Balance	\$44	-\$28		
<p>7. MCC.7.NS.2d</p> <p>> , < , or =</p> $-\frac{26}{9} \text{ ——— } - 2.75$	<p>8. MCC.7NS.2d</p> <p>Simplify:</p> $\frac{8}{5} + 8.25$			

Name:

Weekly Math Quiz - Q1:3

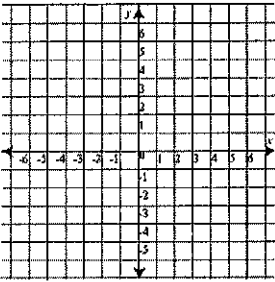
Teacher:

<p>1. Review</p> <p>What is the LCM of 5 and 12?</p> <p style="text-align: center;">60</p>	<p>2. Review</p> <p>At the bake sale, the students earned \$48.81. If there were 3 students, how much did each student earn?</p> <p style="text-align: center;">\$16.27</p>			
<p>3. Review</p> <p>Solve.</p> <p style="text-align: center;">$5^3 = 125$ $2.5^2 = 6.25$</p>	<p>4. Review</p> <p>Notebooks cost \$1.20 each. This weekend they will be on sale for \$0.80. What percentage off of the original cost is the sale?</p> <p style="text-align: center;">33%</p>			
<p>5. MCC.7.NS.1</p> <p>The table shows a bank account balance for 2 days.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Balance</td> <td style="padding: 5px;">\$44</td> <td style="padding: 5px;">-\$28</td> </tr> </table> <p>How much did the bank account change over the two days?</p> <p style="text-align: center;">-\$72, decreased by \$72</p>	Balance	\$44	-\$28	<p>6. MCC.7.NS.2</p> <p>Simplify:</p> $-\frac{6}{5} \div 2\frac{2}{5}$ $-\frac{1}{2}$
Balance	\$44	-\$28		
<p>7. MCC.7.NS.2d</p> <p style="text-align: center;">> , < , or =</p> $-\frac{26}{9} < -2.75$	<p>8. MCC.7NS.2d</p> <p>Simplify:</p> $\frac{8}{5} + 8.25$ <p style="text-align: center;">9.85</p>			

Name:

Weekly Math Quiz - Q1:2

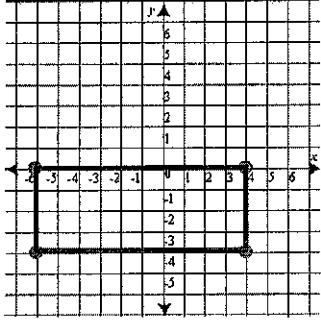
Teacher:

<p>1. Review</p> <p>Plot the following points to create a rectangle. Find the missing vertex. (4,0); (-6,0); (-6,-4)</p> 	<p>2. Review</p> <p>Steph places a point on a coordinate plane at (3, -2). She wants to place another point across the x-axis, and it must be 7 units away. Where will Steph place the other point?</p>
<p>3. Review</p> <p>Fill in the Blank</p> <p>12 pints = _____ quarts</p>	<p>4. Review</p> <p>How long will it take you to bike a distance of 108 miles at a speed of 24 miles per hour?</p>
<p>5. Review</p> <p>What is the GCF of 44 and 20?</p>	<p>6. MCC.7.NS.1c</p> <p>Simplify</p> $16 - 1.42 + (-1.5)$
<p>7. MCC.7.NS2</p> <p>Multiply:</p> $\left(-\frac{3}{10}\right)\left(-\frac{2}{9}\right)$	<p>8. MCC.7.NS2</p> <p>A recipe for cake needs $2\frac{1}{4}$ cups of cake. You are making $\frac{1}{2}$ of the recipe. How many cups of flour do you need?</p>

Name:

Weekly Math Quiz - Q1:2

Teacher:

<p>1. Review</p> <p>Plot the following points to create a rectangle. Find the missing vertex. $(4,0)$; $(-6,0)$; $(-6,-4)$</p> <p>$(4, -4)$</p> 	<p>2. Review</p> <p>Steph places a point on a coordinate plane at $(3, -2)$. She wants to place another point across the x-axis, and it must be 7 units away. Where will Steph place the other point?</p> <p>$(3, 5)$</p>
<p>3. Review</p> <p>Fill in the Blank</p> <p>12 pints = 6 quarts</p>	<p>4. Review</p> <p>How long will it take you to bike a distance of 108 miles at a speed of 24 miles per hour?</p> <p>4.5 hours</p>
<p>5. Review</p> <p>What is the GCF of 44 and 20?</p> <p>4</p>	<p>6. MCC.7.NS.1c</p> <p>Simplify</p> $16 - 1.42 + (-1.5)$ <p>13.08</p>
<p>7. MCC.7.NS2</p> <p>Multiply:</p> $\left(-\frac{3}{10}\right)\left(-\frac{2}{9}\right)$ <p>$\frac{1}{15}$</p>	<p>8. MCC.7.NS2</p> <p>A recipe for cake needs $2\frac{1}{4}$ cups of cake. You are making $\frac{1}{2}$ of the recipe. How many cups of flour do you need?</p> <p>$1\frac{1}{8}$ cups of flour</p>

Do you believe everything you see online?

Use this Prezi to take students through some specially created websites designed to contain fake information.

http://prezi.com/bdkstgyphft/?utm_campaign=share&utm_medium=copy

Introduction

Start by asking students if they believe everything they have read online. This could lead into a discussion of times they have found fake websites or false information.

Part 1

Then have them look at:

<http://zapatopi.net/treeoctopus/>

<http://www.bigredhair.com/robots/index.html>

- Do they believe an octopus could live in a tree?
- Did they really have robots in Victorian times?

Let them explore the sites and see whether they think they are true.

Encourage them to check by looking for at least three other sources of the information.

Part 2

Then visit:

<http://allaboutexplorers.com/>

Have students carry out one of the Treasure Hunts for one of the explorers and then feedback to the class.

Next to the explorers on the Treasure Hunt page there are colored buttons: red = advanced level, green = moderate level and blue = basic level.

This could be given as homework.

Part 3

Explain to students how to trust a website:

Think – whether it looks reliable/professional, look at the language used and where some of the links lead. Does it look dodgy?

Investigate – explain to students that the URL (Uniform Resource Locator) is where the address of the website is.

.com = a commercial website

.org = an organization, usually a non-profit/charity

.edu = an educational institution (you have to prove you are one to get one of these)

.gov = a government agency (again you have to be one to get one of these addresses)

Apart from .edu and .gov URLs are available to anyone.

Type a website URL into www.easywhois.com to find out the owner. Try this with some trusted websites like the school/district/government/news channel.

Check – the information on at least three other sites – remind them that Wikipedia is not always accurate as the content is written by ordinary people, and they rely on readers verifying the information.

FOUNDING

fathers and mothers

Green: John and Abigail Adams	Pink: Thomas Jefferson	Gray: James Madison
Brown: John Jay	Yellow: George and Martha Washington	
Orange: Alexander Hamilton	Blue: Benjamin Franklin and blank	

Parents of John Quincy Adams

Richard's

Worked as a printer

Ambassador to France during the War

Louisiana Purchase

Virginia Plan

His wife, Dolley, saved the painting Washington

Father of the Constitution

Worked to stop Pirates

Negotiated the Treaty of Paris

Governor of New York

First to live in the White House

First Secretary of State

Ambassador to Spain

First Chief Justice of the US

4th US President

Monticello

Bifocals

Became the first President of the U.S.

Spent winters together during the war

Only one to sign all four major documents to found the US

Mount Vernon

They got married in 1759

Commander-in-Chief of the Continental Army

Washington's Vice President

Franklin stove

Called "Lady Washington"

False teeth

First Postmaster General

First Sec. of Treasury

Federalist Party

New York Post

Established National Bank

Unanimously elected

Father of the country

Inaugural Address

Surveyor

Cabinet System

He was Washington's Vice President

Wrote the Declaration of Independence

He was the second US President

Did not patent any of his inventions

Pennsylvania Gazette

First Public Library

Lightning Rod



Thank you for choosing this resource!

HOW TO USE:

Included in this resource:

Two versions of the activity are included. The first passage is written at a 7th grade level and all parts of the picture have facts to be colored. The second version's passage is written at a 5th grade level and has less facts to color. Use with or without the passages to meet the needs of your students.

Ways to use this resource in your classroom:

- End of unit assessment
- Research activity
- Track information learned throughout the unit
- Fun activity after a unit test
- Review for the state test
- Sub activity

Websites for gathering information:

- kiddle.co
- ducksters.com
- history.com
- biography.com

Happy Teaching!

Meredith

LET'S CONNECT!

Name: _____

FOUNDING FATHERS AND MOTHERS

JOHN AND ABIGAIL ADAMS

He was the second President of the United States, but the first to live in the White House. She was known for her letters and urged her husband to "remember the ladies." Before he was president, he was George Washington's Vice President. They were the parents of future President John Quincy Adams.

JOHN JAY

He served the country both at home and overseas. He was the president of the First Continental Congress. He also served as the minister to Spain, Governor of New York, and later became the first Chief Justice of the U.S. Supreme Court. He also helped negotiate the Treaty of Paris, which ended the Revolutionary War.

ALEXANDER HAMILTON

Hamilton became the first Secretary of the Treasury. He believed in a strong national government and founded the Federalist Party. He also established the national bank and founded the *New York Post*.

THOMAS JEFFERSON

Jefferson was the main writer of the Declaration of Independence and went on to become the 3rd President. He purchased the Louisiana Territory from Napoleon. He sent Lewis and Clark to explore the new territories acquired during the Louisiana Purchase. During his time as president, he also worked to stop pirates.

JAMES MADISON

Known as the Father of the Constitution, Madison was the 4th President. His wife, Dolley, is credited with saving the painting of George Washington when the city was being burned by the British during the War of 1812. His Virginia Plan helped influence our country's Constitution.

GEORGE AND MARTHA WASHINGTON

Washington worked as a surveyor before the war. He was the Commander in Chief of the Continental Army during the American Revolution. He and Martha ("Lady Washington") were married in 1759 and spent winters together during the war. After the war, he was unanimously elected to be the first President. During his term, he set several precedents including giving an inaugural address and creating the cabinet system. He is known as the Father of the Country and is also remembered for his false teeth.

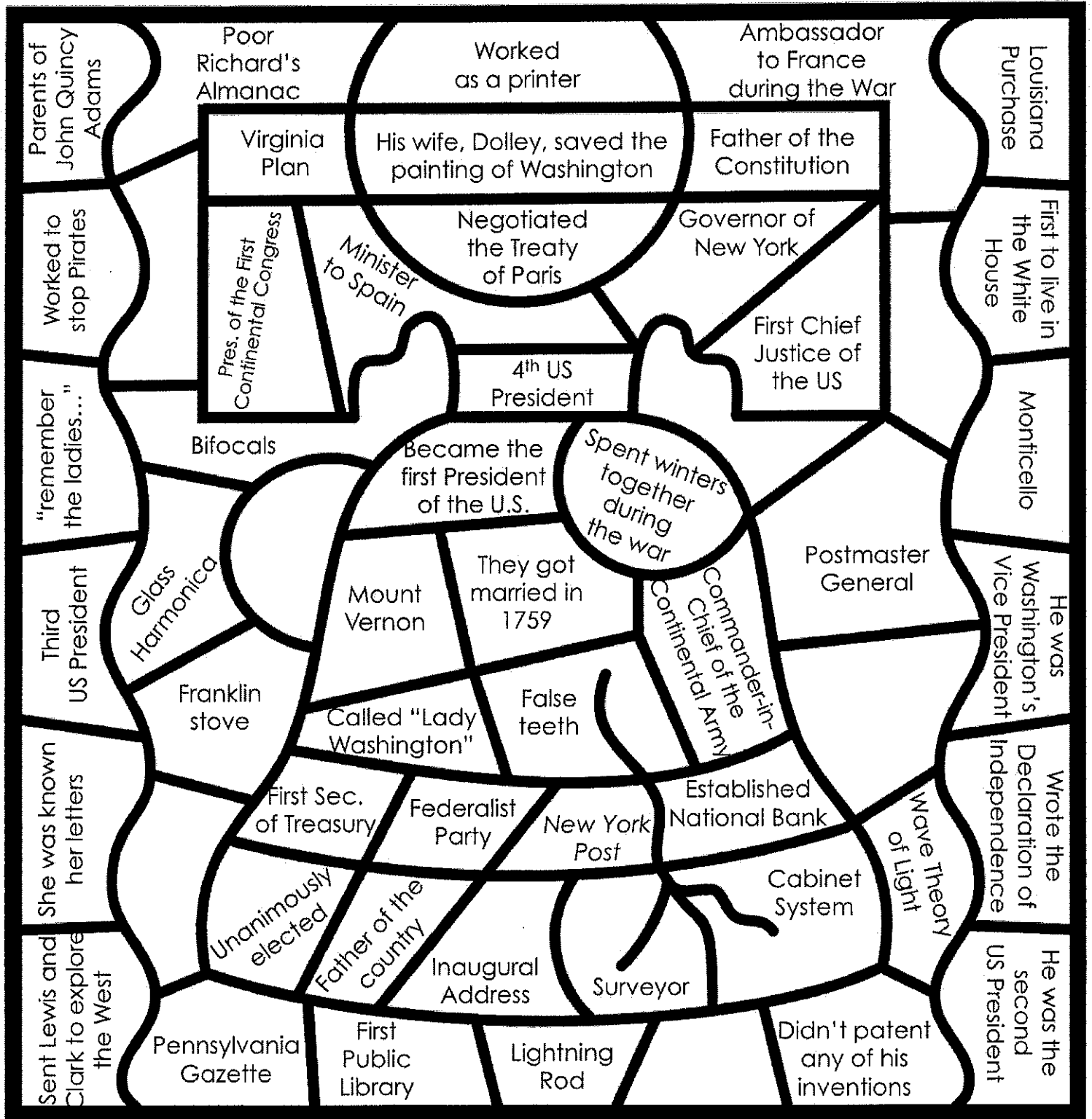
BENJAMIN FRANKLIN

He worked as a printer and served as ambassador to France during the war. He is known for his inventions including bifocals, the glass harmonica, the lightning rod, and the Franklin Stove. He did not patent any of his inventions. He is also known for writing *Poor Richard's Almanac*, buying the *Pennsylvania Gazette*, and opening the first public library. He served as the first Postmaster General of the country and supported the Wave Theory of Light.

Name: _____

FOUNDING FATHERS AND MOTHERS

Green: John and Abigail Adams	Pink: Thomas Jefferson	Gray: James Madison
Brown: John Jay	Yellow: George and Martha Washington	
Orange: Alexander Hamilton	Blue: Benjamin Franklin and blank	



Name: _____

FOUNDING FATHERS AND MOTHERS

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JOHN JAY

He was the president of the first Continental Congress. He also served as the minister to Spain and Governor of New York. Later, he became the first Chief Justice of the U.S. Supreme Court. He also helped make the Treaty of Paris happen. It ended the Revolutionary War.

ALEXANDER HAMILTON

Hamilton became the first Secretary of the Treasury. He believed in a strong national government. He founded the Federalist Party. He also established the national bank and founded the *New York Post*.

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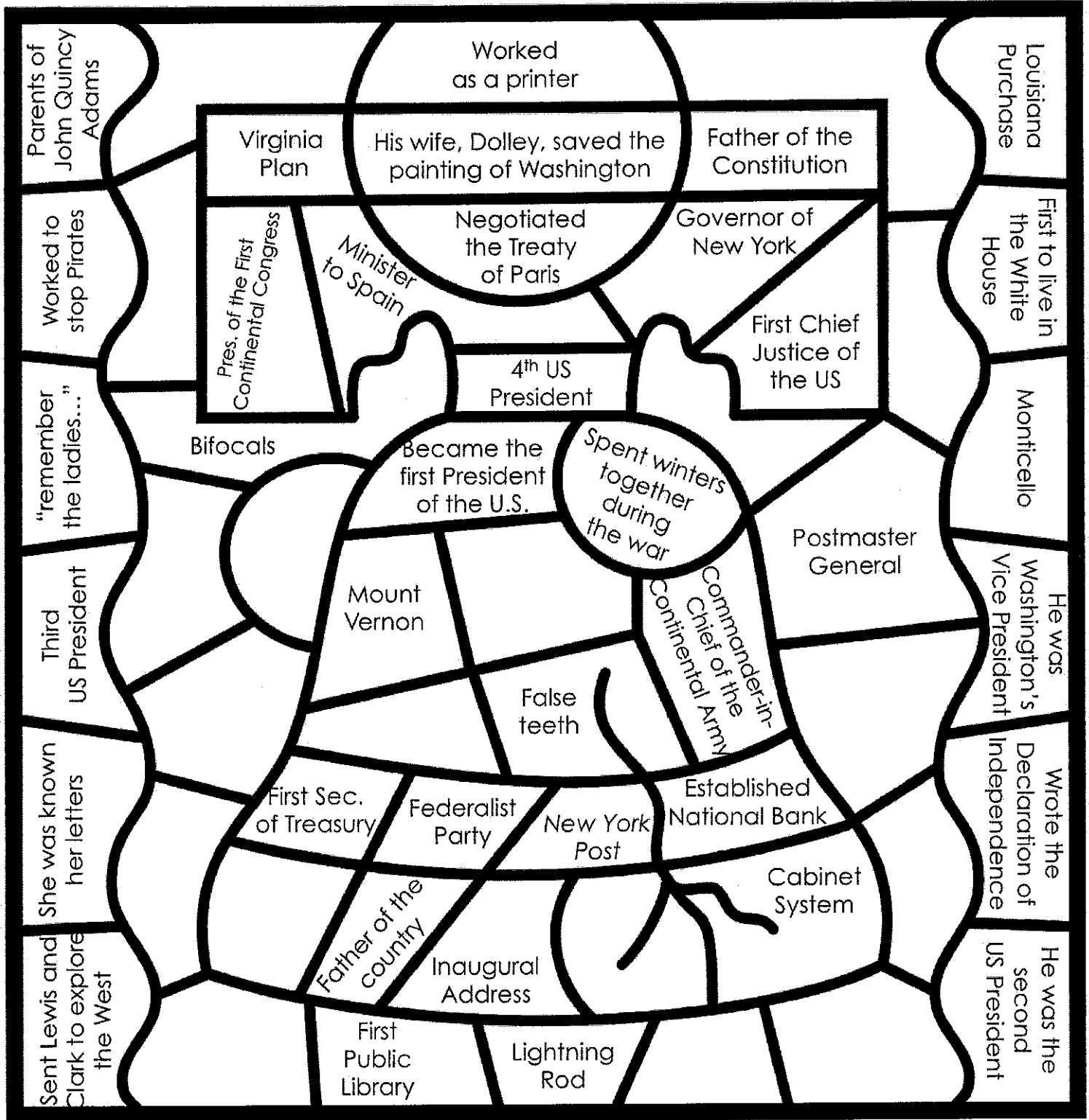
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He worked as a printer. He is known for his inventions including bifocals and the lightning rod. He served as the first Postmaster General. He is also known for opening the first public library.

Name: _____

FOUNDING FATHERS AND MOTHERS

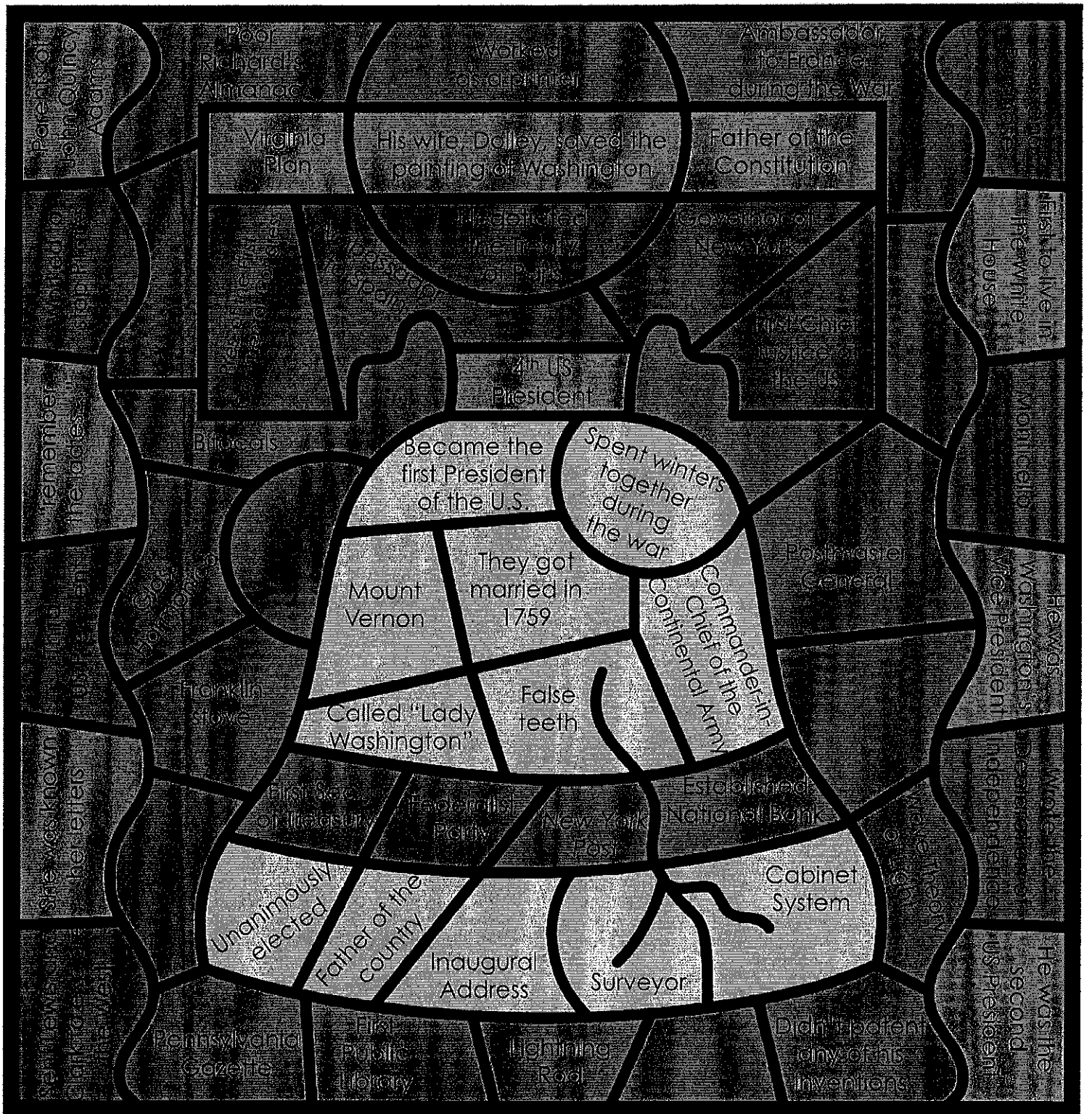
Green: John and Abigail Adams	Pink: Thomas Jefferson	Gray: James Madison
Brown: John Jay	Yellow: George and Martha Washington and blank bell	
Orange: Alexander Hamilton	Blue: Benjamin Franklin and blank background	



Answer Key

FOUNDING FATHERS AND MOTHERS

Green: John and Abigail Adams	Pink: Thomas Jefferson	Gray: James Madison
Brown: John Jay	Yellow: George and Martha Washington	
Orange: Alexander Hamilton	Blue: Benjamin Franklin and blank	



GORE'S Globetrotters

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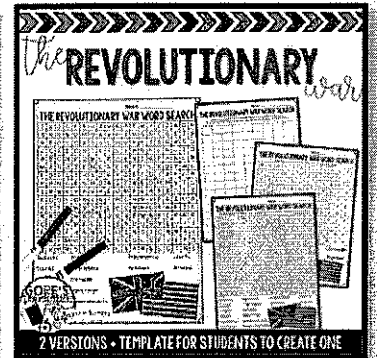
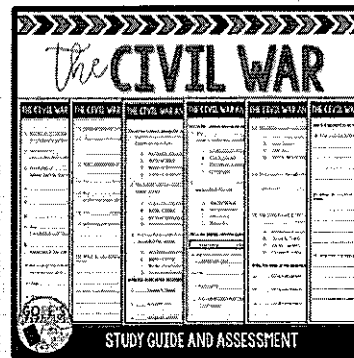
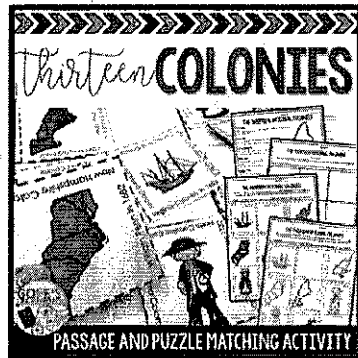
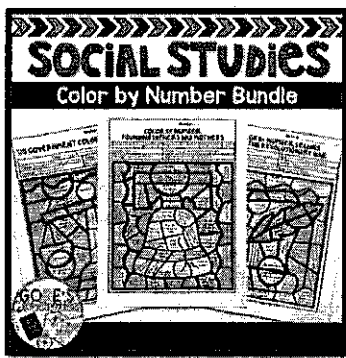
Happy Teaching!

Meredith

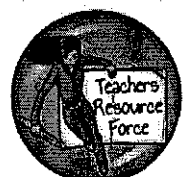
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ANTARCTICA

Informational Text

PASSAGES WITH QUESTIONS

Name: _____

An Unforgiving Landscape

Antarctica is a place of extremes. It is the windiest and coldest place on Earth! Temperatures plummet to below -90°F in winter, but they can rise above freezing in summer along the coasts. Antarctica's interior plateau is the coldest, while its peninsula and coasts receive the warmest temperatures. Temperatures can reach 60°F in summer in these regions.

The continent covers over five million square miles at Earth's South Pole. Almost all of Antarctica is covered by ice, making up 70% of Earth's fresh water. Despite all of the ice, the climate in Antarctica is very dry. It averages only a few inches of precipitation a year. This is why, even though Antarctica is brutally cold, it is the world's largest desert. Due to its ice, it also has the world's highest average elevation.



- 1.) Which part of Antarctica is the coldest?
- 2.) If Antarctica is cold, why is it considered a desert?
- 3.) What percentage of Earth's fresh water is stored in Antarctica?

Name: _____

Glacial Ice

In cold landscapes, layers of snow compact together, tightly thawing and refreezing over many years. These packed down layers become glaciers. Glaciers are giant, slow-moving hunks of ice. They are extremely heavy. They have the ability to deeply erode rocks, soils, even entire landscapes, by moving forward over the land with their crushing weight.

On Antarctica, the glacial ice is three miles thick in some spots. It covers almost the entire continent. The glaciers create so much pressure that they actually push the land below sea level in some areas. As Antarctic glaciers slowly crawl over the land along the coasts, jagged, uneven surfaces split the brittle ice into large cracks. These deep fissures are called crevasses. Some crevasses are hidden by a thin layer of snow at the surface.



4.) What are glaciers?

5.) What can happen to glaciers when they move over jagged surfaces?

6.) How do glaciers erode landscapes?

Name: _____

A Sheet of Ice

There are many types of glaciers. An ice sheet is one type. Ice sheets are massive glaciers that extend over huge regions (over 50,000 square kilometers). Antarctica has one of the world's only two ice sheets. The other one is in Greenland.

The ice sheets on Antarctica and Greenland are part of Earth's cryosphere. The cryosphere consists of all of the places on Earth's surface where water is in its solid form. It includes the snow and ice found at the North and South Poles, on the tops of mountains, and in frozen ground.

Most of the sun's rays bounce off the ice, reflecting back into space. Since the heat is not absorbed, the ice stays frozen and the climate stays frigid. Despite the cold, the Antarctic ice does not grow quickly. That is because there is so little snowfall.



7.) What are ice sheets?

8.) How many ice sheets are there in the world?

9.) What makes up the cryosphere?



Name: _____

Ice Shelves, Ice Bergs, and Pack Ice

Antarctica's ice expands out from the continent's land mass into ice shelves. These are permanent ice extensions that creep out over the ocean. Ice shelves can be more than 1,000 feet thick. They become thinner the farther they extend into the ocean. Crevasses frequently form near the edges, tearing large chunks of ice off the ice shelves. These chunks split off from Antarctica and become icebergs.

Icebergs can be colossal in size, miles long. Once they break free, they can journey thousands of miles in the open ocean. Icebergs blend with freezing ocean waters around Antarctica to form pack ice. Most of Antarctica is flanked with pack ice. During winter, the pack ice extends farther out into the ocean. Much of the pack ice melts back into ocean water under the summer sun.



10.) What are icebergs?

11.) What forms when icebergs mix with freezing ocean waters?

12.) What happens to ice shelves the farther they extend into the ocean?

Name: _____

Ice Limits Activities

Ice defines Antarctica. Not only does it dominate the landscape, but it also has a major effect on the plants and animals that are able to live there. Human activities have also been severely limited by the frigid conditions. Antarctica was not seen by human eyes until 1820, when sailors from the United States, Great Britain, and Russia glimpsed it for the first time. It was the last continent to be discovered and explored by human beings.

Even today, the relatively few people in Antarctica are mostly scientists and tourists. Most of them visit the frozen south during the summer months, from November through February.

Despite its harsh conditions, Antarctica continues to attract more and more scientists and tourists to its polar wilderness.



13.) When do most people travel to Antarctica?

14.) What kinds of visitors travel to Antarctica?

15.) When was Antarctica first seen by people?



Name: _____

Wildlife

Four species of penguins breed in Antarctica. These unique birds are well suited for the cold marine environment. They have lots of fat to help keep them warm in Antarctica's frigid air and waters. Although they can't fly, penguins are excellent swimmers. Their short feathers are waterproof, and their flippers become water propellers. Penguins survive on fish and krill.

Antarctica also attracts millions of birds to its coasts and offshore islands. Terns, albatrosses, and skuas are among the birds that breed here. Colonies of seals can also be spotted along the coastline. There are six species of seals in Antarctica. Elephant seals are the largest. Male elephant seals can weigh over 8,000 pounds! Orcas and humpback whales can also be found swimming in icy waters off Antarctica's coastline.



16.) What is the largest species of seal found in Antarctica?

17.) How many penguin species breed in Antarctica?

18.) What makes penguins excellent swimmers?



Name: _____

Territorial Claims

In order to protect areas rich in seals and whales, some of Antarctica's early explorers made national claims. These territorial claims were not recognized because the world's most influential countries agreed that, in order for a national claim to be valid, an area needed to be governed and occupied. Since Antarctica was totally wild, the early explorers' national claims were not accepted by the world.

Still, many nations claimed pie-shaped wedges of Antarctica. They thought they might discover valuable minerals under the ice. They also wanted to expand their own empires and keep other countries from claiming large portions of the continent. The United States and the Soviet Union decided not to make any claims. They also agreed that the claims of the other nations were not valid.



19.) Why were national claims to Antarctica rejected by other world countries?

20.) Why did some of Antarctica's earliest explorers make national claims?

21.) What did nations believe might be discovered under the ice?



Name: _____

The Antarctic Treaty

In 1959, the Antarctic Treaty was signed by twelve countries. It became active in 1961, and many other countries have joined the treaty since that time. The treaty states that Antarctica may only be used for peaceful purposes. It also states that Antarctica must remain open to scientists and that scientific discoveries in Antarctica must be freely shared. No one country "owns" Antarctica.

Antarctica has the potential for a great deal of future scientific exploration. One way that scientists explore the continent is by drilling into the ice to collect samples. They can drill with traditional metal drills, and they can also drill the ice with hot water. By collecting samples, scientists can learn more about Earth's history and geology. Scientific observations in Antarctica are also used to better understand global climate change.



22.) Name two ways that scientists can drill through Antarctica's ice.

23.) What can scientists learn more about through collecting samples in Antarctica?

24.) When did the Antarctic Treaty become active?



ICT Keywords

D S L N G C S M Q Z T F H F N V E R I U X A R
 V F E A C L E N O I T A M R O F N I O M I J Q
 D F Z H T N P P W N Y Y L H G F C M S Z G C N
 J V I W P I N N L L O P T A Y T R N E E B K B
 M Y F C G R G F O D W I C E R Y S U R I V E W
 M E K Y E E O I J I A O T R F E R E T N I R P
 S J M T E T E C D H T T J A G A H I I G Q X R
 S A I R R D H M E S A A A G L N S P F O L Z S
 C S C E A E P V A S F C C P M U G X I O U F J
 A Y R W W S P U Q I S M K I T D M B H R L S C
 N E O Q T I P N U R L O O E N U K I A D E D B
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 E A H K O N E J U T B S A O S R M T A J E F X
 R W O I S S S X L I F Q U Y K E E M U S G T D
 S D N V N O E G R N U F D U N T V M O O A S A
 O R E D B Q N U B O R K I V S D I T B C B K T
 R A U A A L T K C M D H E B W S R Q H K Y K A
 N H R A C V A K R A M E N Q H F D A W Z T B B
 O L R I K F T Q H M H L C Z S T D U O M E C A
 L Z C V U T I K R O W T E N U O R L Q B S U S
 E W O A P S O D S N B S C I P B A M K X Y C E
 V V F O H H N A O C T Y U P C W H L S M N E O
 R I N P U T R G Y J B Y B F M E M O R Y M O K

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 communication
 cpu
 data
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 dvd
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 hacker
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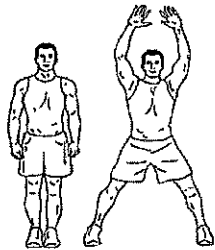
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 simulation
 software
 usb
 virus

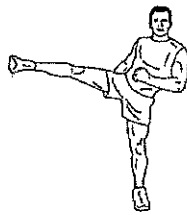
SPACEMAN

DAREBEE WORKOUT @ darebee.com

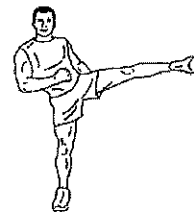
LEVEL I 3 sets LEVEL II 5 sets LEVEL III 7 sets REST up to 2 minutes



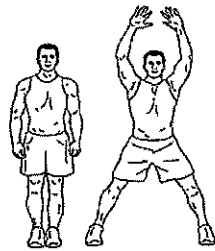
10 jumping jacks



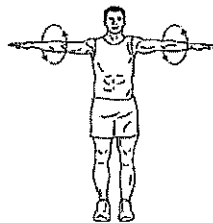
10-count right leg hold



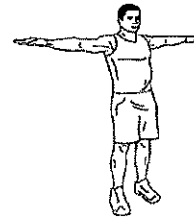
10-count left leg hold



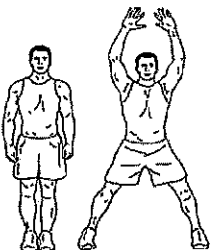
10 jumping jacks



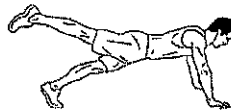
20 raised arm circles



10-count arm hold



10 jumping jacks



10-count right leg hold



10-count left leg hold

This workout can be done 3-5 times a week 20-30 minutes. Go in order from left to right beginning on the top row. Don't forget to warm up and stretch before working out and then be sure to cool down and stretch after each workout.