Webster County Schools

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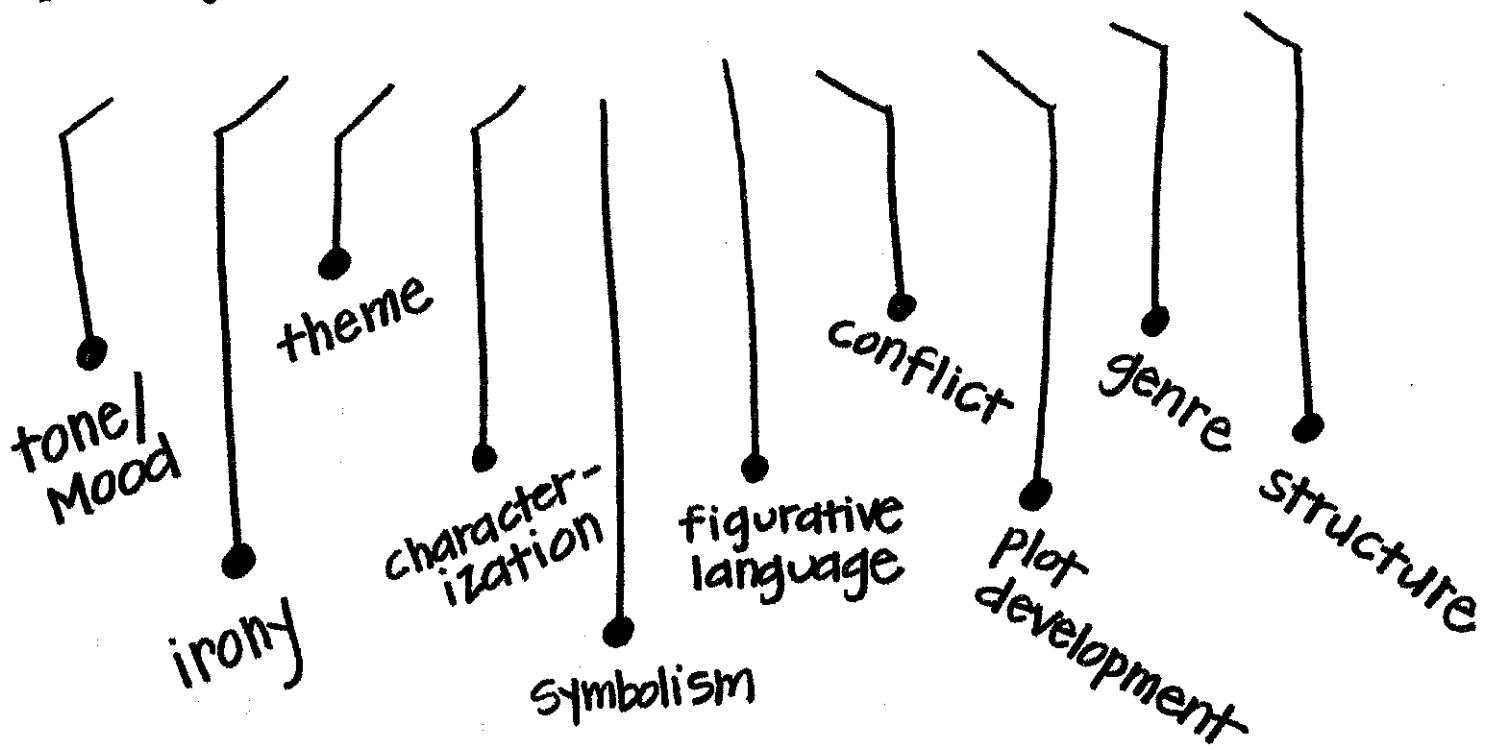
7th Grade

Packet 4

LITERARY ANALYSIS

analyze – to break into parts and critically examine how the parts contribute to the whole



BIGGER TOPICS

How do various components interact?

How do two literary works addresses similar elements?

How do literary works relate to larger political, social, economic, or religious concepts.

Writing a Literary analysis

Introduction:

- Title/author
- Thesis - address the prompt; the inference or analysis you are making.
- Hook
  - Summarize/Background
  - startling statement
  - Powerful dialogue
  - Meaningful quote
  - Universal idea
  - Description

Body: The BULK of your writing

- Evidence - direct quotes and paraphrases
  - embedded to flow well
  - explained to make it connect and understandable
- Transitions

Conclusion:

- restate the thesis
- tie back to hook
- Think "So WHAT?"
  - point to the bigger picture →
- provocative insight or thought
- Propose a solution or question for further study

Central Idea Notes

Central Idea: the point the author wants you to remember the most

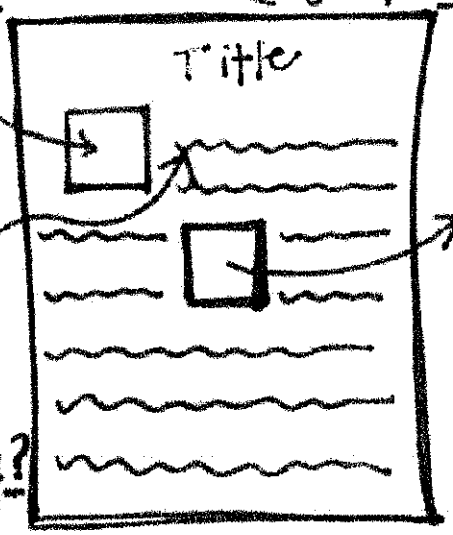
From Seed to Central Idea

Seed: Topic → What's it Mostly about?

[Survey the TEXT]

What POPS Out?

Photos are of...?



The Chart tells me...?

The topic sentence talks about?

Informational Text

Ask Yourself...

- What is the text structure?
- What is the relationship between the info. being presented?
- How is it organized? (cause/effect, description, compare/contrast)

State the Central Idea as a Statement...

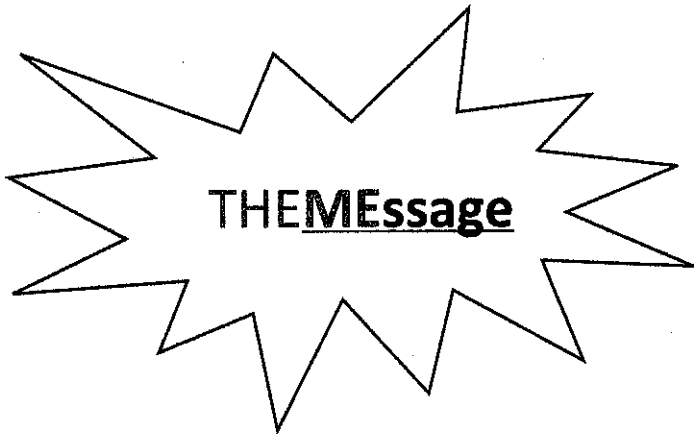
Think → What is the author saying over all about the topic/seed?

So What?

NOTES: THEME

What is THEME?

- the message, or lesson, that the author wants you to learn from the story



Common topics for THEME – "BIG IDEAS"

Courage	Equality	Honesty	Doing the right thing
Dreams	Hope	Love	Acceptance
Kindness	Differences	Family	Achievement
Fears	Friendship	Jealousy	Peace
Being yourself	Hard work	Never growing up	

When determining the **THEME**, think about what the character(s) learned about these topics.

Steps to Identify Theme

1. Summarize the PLOT (exposition, rising action, climax, falling action, resolution)
2. Identify the main character(s).
3. How did the main character(s) change? What lessons were learned?
4. How does the PLOT develop the character?

Lesson 7
Misplaced Modifiers

Introduction A **misplaced modifier** is a phrase or clause that is intended to modify a certain word in a sentence but is in the wrong place. As a result, it connects the wrong words or ideas to each other and confuses the reader. For example:

We sat and talked about camping in the kitchen.

- The phrase *in the kitchen* is meant to modify *sat*, but instead it suggests that the camping happened in the kitchen. Now, look at another example.

I served breakfast to my family, which I made myself.

- The clause *which I made myself* is misplaced. It suggests that the speaker made her family, not breakfast.
- To fix a misplaced modifier, move it as close as possible to what it should modify:

We sat in the kitchen and talked about camping.

I served my family breakfast, which I made myself.

Guided Practice **Rewrite each sentence to correct the misplaced modifier.**

Hint

If a dependent clause begins with the relative pronoun *who* or *which* and gives information that is not crucial to the meaning of the sentence, use commas to set off the clause from the rest of the sentence.

Example:
The muffins, *which smelled delicious,* were still warm.

1. I baked blueberry muffins and scrambled some eggs in the oven.

_____

2. My cousin Rob told us while he ate where he and Josh had camped.

_____

3. Rob had taken my nine-year-old brother camping, who is in college.

_____

4. Rob had photos of the lovely lake on his phone near their campsite.

_____

5. We put a drawing of the lake on the fridge that Josh had made.

_____

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Independent Practice

For numbers 1–4, choose the answer that best corrects the misplaced modifier in each sentence.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

1 Rob told us about hearing a strange noise in the night after breakfast.

A After breakfast, Rob told us about hearing a strange noise in the night.

B Rob told us about hearing a strange noise after breakfast in the night.

C After breakfast, Rob told us in the night about hearing a strange noise.

D In the night, Rob heard a strange noise that after breakfast he told us about.

2 Dad let Josh borrow his fishing rod to take on the trip, which was old but still worked.

A Josh borrowed for the trip, which was old but still worked, Dad's fishing rod.

B For the trip, Dad let Josh borrow his fishing rod, which was old but still worked.

C To take on the trip, Josh borrowed a fishing rod from Dad, which was old but still worked.

D The fishing rod that Josh borrowed to take on the trip from Dad was old but still worked.

3 Rob told us how Josh had caught a fish as he was washing the dishes.

A Rob as he was washing the dishes told us how Josh had caught a fish.

B Josh told us that, as Rob was washing the dishes, he had caught a fish.

C Josh had caught a fish, and Rob was washing the dishes and told us about it.

D As Rob was washing the dishes, he told us how Josh had caught a fish.

4 Next summer my cousin invited me to go camping by the lake with his family.

A My cousin invited me to go camping by the lake with his family next summer.

B By the lake next summer, my cousin invited me to go camping with his family.

C My cousin by the lake invited me next summer to go camping with his family.

D My cousin with his family next summer invited me to go camping by the lake.

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Lesson 8
Dangling Modifiers

Introduction A **dangling modifier** is a phrase or clause intended to modify a certain word, but that word is not actually stated in the sentence, or it is stated but the dangling modifier seems to modify a different word. Below are two sentences with dangling modifiers:

> Driving past the mountains, they were snow-covered and majestic.
> After traveling all day, the motel was a welcome sight.

In the sentences above, who was driving past the mountains? Who was traveling all day?

- One way to fix a dangling modifier is to add the word that was meant to be modified, often by making it the subject of the sentence.

> Driving past the mountains, we saw that they were snow-covered and majestic.

- Another way to fix a dangling modifier is to make it a dependent clause with its own subject. You might also have to rearrange the sentence.

> The motel was a welcome sight after we had been traveling all day.

Guided Practice **Rewrite each sentence to correct the dangling modifier.**

Hint

To correct a dangling modifier, you might need to reword other parts of the sentence completely.

1. Sleeping soundly through the night, my bed was comfortable.

_____

2. After eating a good breakfast, the cave tour sounded more fun.

_____

3. Before leaving for the cave tour, the brochure gave us directions.

_____

4. Climbing into the car, my camera dropped and broke.

_____

5. Waiting in line for the tour, clouds started forming.

_____

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Independent Practice

For numbers 1–4, choose the revision that best corrects the dangling modifier in each sentence.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

1 Explaining how the cave was made, we learned some amazing facts from the guide.

A While learning how the cave was made, the guide told us some amazing facts.

B Learning some amazing facts, the guide explained how the cave was made.

C Explaining some amazing facts, we learned from the guide how the cave was made.

D As the guide explained how the cave was made, we learned some amazing facts.

2 Walking out of the cave, a cloudburst soaked Emilia.

A A cloudburst soaked Emilia as she was walking out of the cave.

B Walking out of the cave was a cloudburst that soaked Emilia.

C Emilia was soaked as she walked out of the cave by a cloudburst.

D A cloudburst out of the cave soaked Emilia as she was walking.

3 Buying souvenirs at the gift shop, the clerk showed Ty some hats.

A The clerk showed Ty some hats, buying souvenirs at the gift shop.

B While Ty was buying souvenirs at the gift shop, the clerk showed him some hats.

C Buying souvenirs, the clerk at the gift shop showed Ty some hats.

D While the clerk showed Ty some hats, he was buying souvenirs at the gift shop.

4 Driving home, the rain stopped for a few minutes.

A Driving home for a few minutes, the rain stopped.

B The rain stopped driving home for a few minutes.

C For a few minutes driving home, the rain stopped.

D As we were driving home, the rain stopped for a few minutes.

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Lesson 3 Part 1: Introduction

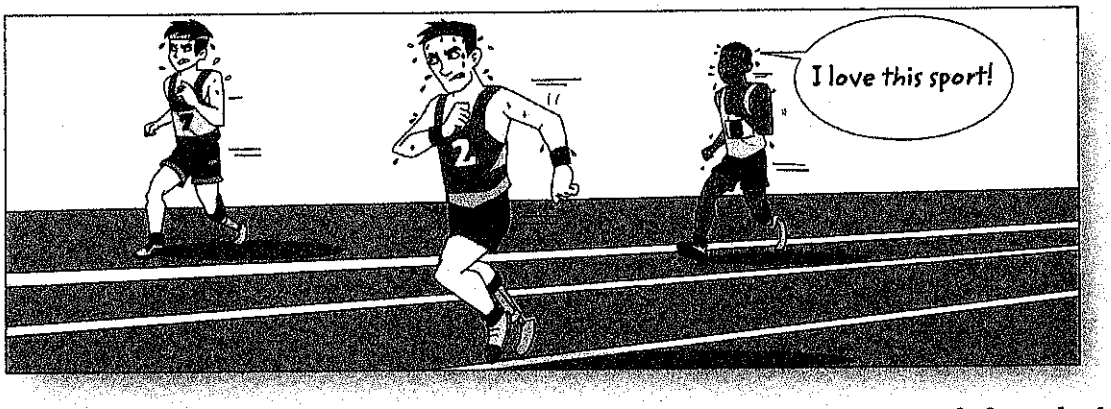
Citing Evidence to Make Inferences

Theme: *The Competitive Spirit*

When you **analyze** something, you examine its parts to see how they work together. For example, you might analyze how the parts of a bicycle work to help a person move forward.

Reading involves analyzing, too. When you analyze a text, you sometimes look at what the text says **explicitly**, or directly. "The crowd clapped and cheered wildly when the home team won" is an example of explicit information because you know what happened and why. Other times, though, you must make an inference to figure out what the text is really saying. An **inference** is a reasonable guess based on textual evidence and what you already know.

Find the slowest runner in the picture below. Is he sad about losing? How can you tell?



Circle details in the picture that support an inference that the runner isn't sad about losing. Then complete the chart below to describe what details support this inference.

Text Evidence	+ Background Knowledge =	Inference
• The expression on the runner's face is _____. • This runner says _____.	A person who loves a sport also enjoys participating in it.	The runner is just happy to compete. Competing is more important to him than winning.

To get the most out of your reading, you must analyze texts to understand what they say directly and make inferences about what they say indirectly. When you find evidence to make and support inferences, you'll find you won't get stuck as often trying to figure out what a text is saying—like when a bike is stuck in gear and can't move forward.

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Read the first three paragraphs of an article that showcases Michael Jordan.

Genre: Article

The Flu Game *by Maureen McBride*

Game 5 of the 1997 basketball playoffs should have been the game that the Chicago Bulls lost. It should, in fact, have marked the Utah Jazz's first NBA championship win. Michael Jordan, the Bulls' star player, had spent the previous 24 hours bedridden and dehydrated with what doctors had diagnosed as the stomach flu. He had lost weight and had missed two key days of practice leading up to the game. It was a recipe for disaster.

But three hours before the start of Game 5, the best player in the history of basketball suited up and appeared on the court.

Though Jordan was visibly weak in the first quarter, he had scored 17 points by the second, putting the Bulls ahead at half time. However, while Jordan spent the third quarter overcome by nausea and fatigue, Utah managed to reclaim the lead.

(continued)

Explore how to answer these questions: *"What is Michael Jordan's attitude toward competition? What text evidence supports your idea?"*

Michael Jordan's attitude is not stated, so you must use evidence in the text to infer what he thinks.

Look for evidence of Jordan's feelings about competition. One detail is shown in the chart below. Write another detail in column 1. Use this information to complete the inference in the last column.

Text Evidence	+ Background Knowledge	= Inference
• Jordan was diagnosed with the flu before Game 5. •	• Jordan's team depended on him greatly. • Playing sports while sick requires determination.	Michael believes that competition _____.

What text evidence supports the inference that Michael Jordan is a fierce competitor? With a partner, find evidence in the article that supports your answer, and write it on the lines below.

_____

_____

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Continue reading about Michael Jordan in "The Flu Game." Use the Close Reading and the Hint to help you answer the question.

Close Reading

Which sentence best shows that Jordan is a talented player? Find and **underline** a sentence on this page showing this.

(continued from page 20)

"In the third quarter, I felt like I couldn't catch my wind," Jordan said. "I was just trying to get myself through it."

In the fourth quarter, Jordan scored 18 more points. Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points. At the end of the game, Jordan collapsed into the arms of his teammate Scottie Pippen.

"I almost played myself into passing out just to win a basketball game," Jordan admitted later. "If we had lost, I would have been devastated."

Hint

Look for the choice that shows Jordan's talent, not his dedication or his luck.

Circle the correct answer.

Which sentence from the passage best supports the idea that Michael Jordan is a talented basketball player?

A "'In the third quarter, I felt like I couldn't catch my wind,' Jordan said. 'I was just trying to get myself through it.'"

B "In the fourth quarter, Jordan scored 18 more points."

C "Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points."

D "'I almost played myself into passing out just to win a basketball game,' Jordan admitted later."

Show Your Thinking

Michael Jordan is a dedicated basketball player. Find and write down a sentence from the passage that supports this statement. Then explain your answer.

With a partner, make an inference about why Michael Jordan collapsed into Scottie Pippen's arms. Support your inference with evidence from the text and background knowledge.

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Read the following historical account. Use the Study Buddy and the Close Reading to guide your reading.

Genre: **Historical Account**

As I read, I'll look for evidence that tells more about each explorer. Then I can make inferences about what each one was like.

Close Reading

Race to Reach the South Pole: Scott vs. Amundsen

by Alarik Fjelstad

1 In 1911, Englishman Robert Falcon Scott and Norwegian Roald Amundsen raced to reach the South Pole first. Scott, captain of the *Terra Nova*, had nearly made it to the South Pole seven years earlier. He was confident he would succeed this time. Scott publicly announced that he would be using the latest in technology: motor sleds. He recruited scientists, sailors, and even a paying guest who insisted on bringing ponies to the coldest place on Earth.

What factors led to Scott's failure? **Underline** details from the text that show the kind of trouble he and his men ran into.

2 Amundsen worried that competitors might try to prevent his attempt to reach the South Pole. He refused to share his dream with anyone, including his shipmates. Amundsen finally told his men where they were going midway through the Atlantic. Though he told them they could quit, they decided to continue the journey with him. They were all veteran Arctic explorers trained to use skis and sled dogs. At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica.

What did Amundsen have going for him that Scott did not? **Circle** details that show Amundsen's advantages.

3 Both vessels landed in Antarctica in January of 1911, but Amundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline. With expert planning, Amundsen and his crew arrived at the South Pole with sled dogs on December 15, 1911. Meanwhile, Scott's motor sleds failed to work in the minus 40 degree Celsius cold, and the ponies died and were eaten by Scott's crew. Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag. Disillusioned and weak, Scott and his men died of starvation on the return trip, just 11 miles from their nearest supply station.

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Hints

Which choice provides evidence that Amundsen was not very trusting?

Think about what finally happened to Scott and his men. Which choice explains their fate?

What did Amundsen have in his favor that Scott did not? Think about his shipmates and forms of transportation.

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

1 A student makes the following inference about Captain Amundsen:

Amundsen was a very secretive person.

Which sentence from the text best supports this inference?

A "... Admundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline."

B "Admundsen finally told his men where they were going midway through the Atlantic."

C "At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica."

D "Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag."

2 Based on the text, which of the following statements explains why Scott and his men were unsuccessful?

A Scott and his men were not truly prepared for the trip's hardships.

B Scott planned to use outdated technology on the trip.

C The English expedition camped at the shoreline instead of inland.

D They were unfamiliar with the challenge of Arctic exploration.

3 Explain why Amundsen succeeded. Include at least two details from the text that support your inference about what led to his success.

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Read this excerpt from a back-to-school speech. Then answer the questions that follow.

from "The President's Speech to Students"

by President Barack Obama

1 You're this country's future. You're young leaders. And whether we fall behind or race ahead as a nation is going to depend in large part on you. So I want to talk to you a little bit about meeting that responsibility.

2 It starts, obviously, with being the best student that you can be. Now, that doesn't always mean that you have to have a perfect score on every assignment. It doesn't mean that you've got to get straight As all the time—although that's not a bad goal to have. It means that you have to stay at it. You have to be determined and you have to persevere. It means you've got to work as hard as you know how to work. And it means that you've got to take some risks once in a while. You can't avoid the class that you think might be hard because you're worried about getting the best grade if that's a subject that you think you need to prepare you for your future. You've got to wonder. You've got to question. You've got to explore. And every once in a while, you need to color outside of the lines.

3 That's what school is for: discovering new passions, acquiring new skills, making use of this incredible time that you have to prepare yourself and give yourself the skills that you're going to need to pursue the kind of careers that you want. And that's why when you're still a student you can explore a wide range of possibilities. One hour you can be an artist; the next, an author; the next, a scientist, or a historian, or a carpenter. This is the time where you can try out new interests and test new ideas. And the more you do, the sooner you'll figure out what makes you come alive, what stirs you, what makes you excited—the career that you want to pursue....

4 So that's a big part of your responsibility, to test things out. Take risks. Try new things. Work hard. Don't be embarrassed if you're not good at something right away. You're not supposed to be good at everything right away. That's why you're in school. The idea, though, is that you keep on expanding your horizons and your sense of possibility. Now is the time for you to do that. And those are also, by the way, the things that will make school more fun.

5 Down the road, those will be the traits that will help you succeed, as well—the traits that will lead you to invent a device that makes an iPad look like a stone tablet. Or what will help you figure out a way to use the sun and the wind to power a city and give us new energy sources that are less polluting. Or maybe you'll write the next great American novel....

6 But I also want to emphasize this: With all the challenges that our country is facing right now, we don't just need you for the future; we actually need you now. America needs young people's passion and their ideas. We need your energy right now. I know you're up to it because I've seen it. Nothing inspires me more than knowing that young people all across the country are already making their marks. They're not waiting. They're making a difference now....

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7 There are students like Will Kim from Fremont, California, who launched a nonprofit that gives loans to students from low-income schools who want to start their own business. Think about that. So he's giving loans to other students. He set up a not-for-profit. He's raising the money doing what he loves—through dodgeball tournaments and capture-the-flag games. But he's creative. He took initiative. And now he's helping other young people be able to afford the schooling that they need....

8 The point is you don't have to wait to make a difference. Your first obligation is to do well in school. Your first obligation is to make sure that you're preparing yourself for college and career. But you can also start making your mark right now. A lot of times young people may have better ideas than us old people do anyway. We just need those ideas out in the open, in and out of the classroom....

9 When I meet young people like yourselves, when I sit and talk to [a student at this school], I have no doubt that America's best days are still ahead of us, because I know the potential that lies in each of you. Soon enough, you will be the ones leading our businesses and leading our government. You will be the one who are making sure that the next generation gets what they need to succeed. You will be the ones that are charting the course of our unwritten history. And all that starts right now—starts this year....

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/3

1 Which of these statements is **not** supported by the remarks made in President Obama's speech?

A Work hard in school and try out new possibilities.

B While in school, acquire a variety of skills and interests.

C Figure out different ways to become energetic leaders.

D Explore a wide range of ideas and career options.

2 What evidence from the speech **best** shows how students can prepare themselves for the future?

A Students need to act responsibly during their time in school.

B Students should focus on courses that will help them earn good grades.

C Students should realize that they will not excel at everything that they try.

D Students need to try new possibilities to discover what excites them.

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3 Which sentence from the passage **best** supports the idea that President Obama thinks students must take responsibility for their own futures?

A "Now, that doesn't always mean that you have to have a perfect score on every assignment."

B "Down the road, those will be the traits that will help you succeed, as well—the traits that will lead you to invent a device that makes an iPad look like a stone tablet."

C "Your first obligation is to make sure that you're preparing yourself for college and career."

D "Soon enough, you will be the ones leading our businesses and leading our government."

4 Read the statement below, and then answer the question that follows it.

President Obama believes that creativity is a valuable trait for people to have.

Explain how you can tell that the above statement is true. Write a paragraph responding to this question. Use at least **two** details from the passage to support your response.

✓ Self Check *Go back and see what you can check off on the Self Check on page 2.*

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Read the essay. Then answer the questions that follow.

The Middle of Nowhere

by Brendan Wolfe

1 Every year my dad's family gathers up its members from the four corners of the known world and invites them home for a reunion. Home for us is a treeless patch of landscape that we have fondly dubbed the Middle of Nowhere. This is where Dad and his sisters grew up, and in addition to a patchwork quilt of corn and soybean fields, the area features an occasional rotten-wood barn and steel silo. Before I was born, my family all moved away, and at that very moment time seems to have stopped in this place. The corn and beans must have been planted by someone, but that's the only evidence that people still live here.

2 Although we live only a few miles down the Interstate, my dad is the only one who knows for sure how to get back to his old home. Actually, it might be an exaggeration to say that he knows for sure. As often as not he gets us all lost, which is why we call it the Middle of Nowhere in the first place.

3 Anyway, this year's reunion was a classic example. Dad piled my brother and me into our station wagon, along with folding chairs, badminton gear, and a cooler full of sandwiches, and we weighed anchor for the Middle of Nowhere. Like a captain of the high seas, he welcomed us aboard ship and then gruffly warned us to maintain our discipline lest we be forced to walk the plank.

4 "Can we use a GPS this year, Dad?" I asked. My friends' parents used them and they never got lost.

5 "I insist that you call me captain," Dad snapped, before indicating that all electronic directional devices were absolutely *verboten*.

6 "What does 'verboten' mean?" I asked.

7 Just then we passed an old gas station. By "old," I mean ancient—older even than my dad. The gas pumps were candy-apple red and round at the top, and they looked nothing like they're supposed to. (Where, for instance, are you supposed to swipe your credit card?) The main building, meanwhile, leaned a bit and to my eyes was just barely standing.

8 "This is where we used to go for a soda pop when I was a kid," Dad said, excitedly pointing at the old wreck.

9 "Why do you say 'soda pop'?" I asked, but Dad, as usual, ignored me. Instead, he explained that this is where we turned off the Interstate.

10 Soon we were deep amongst the tall rows of corn. At the bottom of a hill, it was impossible to see where you were, but the landscape rolled, like the waves of an ocean. When you crested a wave, you could see for miles.

11 "You see that crossroads?" Dad asked as the out-of-breath Pontiac finally reached the peak of a particularly steep hill. At first it looked no different from any other crossroads, whether here or anywhere else in the world. Then I noticed a slight anomaly: the dirt roads did not meet at quite a right angle. Instead, one of them arrived having had to scoot around one of those rotten-wood barns. This was Danny Flynn's barn, apparently, and Danny Flynn had been born ornery. When the county wanted to cut its road through Danny Flynn's property, Danny Flynn folded his arms, spat in the dirt, and said, "No, sir." No matter how much money the county offered, the old farmer refused to move his barn. He even amended his last will and testament to make sure that no relative of his ever moved it, either.

Go On

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12 "We only ever called him Danny Flynn," Dad said. "Never Mr. Flynn. It just seemed more respectful somehow. We always knew he fancied your grandmother, doing odd jobs for her whenever he could. Helping her out—that was the only time the old man ever smiled, I think."

13 "What do you mean 'fancied'?" I asked.

14 "We're close now," my dad said. Past Danny Flynn's barn we should turn right at the ball field where Dad played shortstop on Saturdays, then, after a quarter of a mile, the "old homestead," as Dad called it, should be just over the hill. "Land ho!" Dad always called when he spied it.

15 As the Pontiac puffed along, however, the ball field never showed up. "Where did it go?" I wondered aloud, and then my little brother, who prefers snoozing through car trips, startled awake. "What's going on?" he said, rubbing his eyes.

16 "The best-laid plans of mice and men often go awry," Dad mumbled, pulling the car over.

17 When we looked at him quizzically, he admitted that we must be lost. "My memory's not what it used to be," he explained.

18 "Then why not use a map?" I snorted in disgust. Those endless stalks of green corn seemed at this point to be mocking me.

19 "You still don't get it, do you?" Dad said after a long pause. "My memories *are* my map."

20 I'm not afraid to admit that this, finally, shut me up. After all, when you're in the Middle of Nowhere, what better than a map that tells stories?

---

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

Part A

What does the word "ornery" mean as it is used in paragraph 11 of the essay?

A unruly

B grouchy

C contrary

D awkward

Part B

Which of the phrases from the essay **best** helps the reader understand the meaning of "ornery"?

A "folded his arms"

B "the old farmer refused to move his barn"

C "We always knew he fancied your grandma"

D "that was the only time the old man ever smiled,"

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23 Read the partial summary of "The Middle of Nowhere."

A father travels with his family to a family reunion. Along the way, he points out places that he remembers from his childhood. Each of these settings is accompanied by a story about people or events of his past.

Select **two** sentences that should be included in a summary of key ideas of the essay.

A They pass an old gas station where he used to buy soda pop.

B The son is frustrated by his dad's unwillingness to use aids to find the way.

C The father grew up in an area called the Middle of Nowhere.

D The father may not recall the way to his childhood home, but he has no difficulty recalling the past.

E They talked about Danny Flynn who fancied the children's grandmother.

F They all piled into the old Pontiac station wagon for the long trip.

24 The following statement is a conclusion based on the information in the text.

The narrator's father is not comfortable with the fact that he does not know the area as well as he used to.

Which sentence from the essay **best** supports this conclusion?

A "This is where Dad and his sisters grew up, and in addition to a patchwork quilt of corn and soybean fields, the area features an occasional rotten-wood barn and steel silo."

B "Although we live only a few miles down the Interstate, my dad is the only one who knows for sure how to get back to his old home."

C "'This is where we used to go for a soda pop when I was a kid,' Dad said, excitedly, pointing at the old wreck."

D "'The best-laid plans of mice and men often go awry,' Dad mumbled, pulling the car over."

Go On

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25 Which statement **best** expresses the narrator's point of view at the end of the essay?

A He is embarrassed by his father's childhood home.

B He appreciates the opportunity to learn more about his father.

C He worries that his father is aging and his memory is failing.

D He is amused by his father's reflections on the past.

26 Why do the narrator and his family refer to his dad's childhood home as "the Middle of Nowhere"? Use **two** details from the essay to support your response.

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Seven Things You Need to Know About Themes

In order to understand themes in fiction, there are certain things you need to be aware of:

(1) Events represent ideas. It's not always easy to realize that stories carry both literal and figurative meaning and that the author is choosing specific events to convey specific messages.

(2) Experience evolves in patterns. All human beings are, to some extent, creatures of habit. Because of this, the same things seem to show up in our lives at different points in time. Characters in novels are like this, too. There's often a thread of similarity that ties together the important events in their lives.

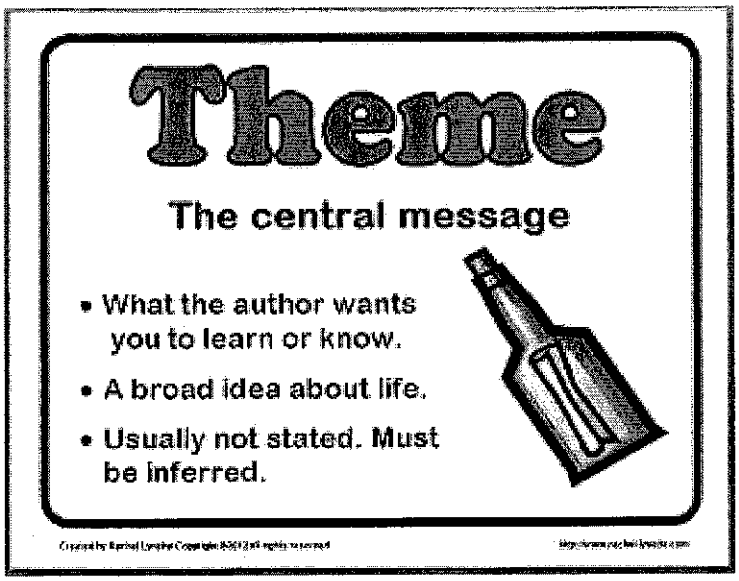
(3) Fiction explores important issues. People don't write fiction just to kill time or make a living, they write it to talk about important truths in a unique way. Many ideas in human existence are best explored through examples. In one sense, a story is just a collection of examples that represent ideas a writer wants to talk about.

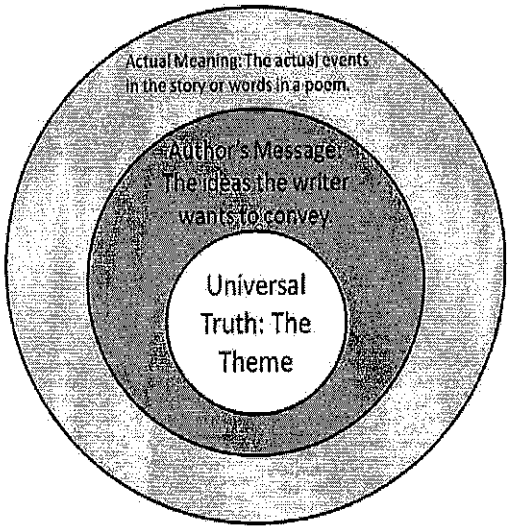
(4) Stories apply to many readers. Ideas like envy, loneliness, and greed enter into all of our lives at one time or another. The best stories are those that speak to the most readers in the most powerful way.

(5) Themes are abstract nouns. Themes are nouns, just things really. But they aren't the kinds of things one can easily survey with the five senses. In other words, they are not concrete. You can't see loneliness, for example, you can only see examples of it.

(6) Everyone takes a position. Themes don't exist in stories for their own sake. We're supposed to think about them, to discern an author's opinion of them, and to see how that opinion squares with our own. It's not enough to say that a book is about the struggle between good and evil. What does the book say about that struggle?

(7) Fiction is instructional. As a genre, fiction exists to entertain us, but it also exists to teach us valuable lessons, often the kind that are not easy to learn unless we're wrapped up in a good yarn. Themes are the subject matter of the lessons fiction writers want us to learn.





Name: _____

Identifying Theme

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

What is the theme of the story?_____

_____

What happens in the story that leads you to believe this? _____

_____

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Rolling Stones to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate and Money Mark could find nothing new or exciting in his life. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist, and everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Now she had everything that she had ever dreamed of and she truly loved to share her wealth and happiness with her family who supported her through all of the hard times.

What is the theme of the story?_____

_____

What happens in the story that leads you to believe this? _____

_____

3. Tammy and Sammy were both students in Mr. Morton's reading class. Mr. Morton wasn't too strict about deadlines, and Sammy took advantage of that. He did all of his homework in his other classes but never bothered to complete Mr. Morton's reading assignments, figuring that he could complete them later. Tammy, on the other hand, completed each assignment Mr. Morton assigned the night that he assigned it. She had to stay up a little later, but she didn't want to get a penalty for turning in her reading work late. Tammy knew reading was a core subject and that she had to keep "C" average for the entire year or she would have to go to summer school. When the end of the quarter came, Tammy and Sammy had both planned on going to the Enchanted Castle amusement park, but Mr. Morton called Sammy's mother, and she grounded Sammy until he turned in all of his work. That weekend was horrible for Sammy. He stayed up until 2:00 AM each night and still couldn't complete all of the assignments. The whole while, Tammy had a great time eating pizza at Enchanted Castle, watching movies late at night, and enjoying her weekend free of stress and pressure. At the end of the quarter, Sammy was lucky to squeak by with a "C" minus in reading while Tammy earned an "A." Sammy still hasn't learned his lesson and probably won't complete this activity either.

What is the theme of the story?_____

_____

What happens in the story that leads you to believe this? _____

_____

4. Mr. Pig and Mr. Dog were hanging out at the food court of the animal shopping mall. Mr. Pig was eating a huge feast of pizza and drinking a large jug of fruit punch and Mr. Dog was watching him eat. "Hey, Mr. Pig. If you give me a slice of your pizza, I'll let you have the next bone I find." Mr. Pig declined, even though it hurt his stomach to eat the last three slices of pizza. "I'm sorry, Mr. Dog," Mr. Pig said, "but I paid for this pizza and it's all mine." Mr. Dog sighed and waited for Mr. Pig to finish, and then they left the animal mall together. On the way out, a hunter spotted them and gave chase. Mr. Pig normally could have escaped the hunter but since he was weighed down by such a large meal, Mr. Pig collapsed and the hunter killed him. Mr. Dog easily escaped. Later that night while returning to the scene, Mr. Dog caught the scent of something delicious and began digging around a trash can. He found a large ham bone with lots of meat and marrow still stuck to the bone. Mr. Dog happily ate.

What is the theme of the story?_____

_____

What happens in the story that leads you to believe this? _____

_____

5. In his sophomore year of high school, Michael Jordan tried out for the varsity basketball team at Laney High School in Wilmington, North Carolina. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play at that level, so Jordan was cut from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. When he finally made the varsity squad, Jordan averaged 25 points a game and went on to become one of the greatest basketball players in history.

What is the theme of the story?_____

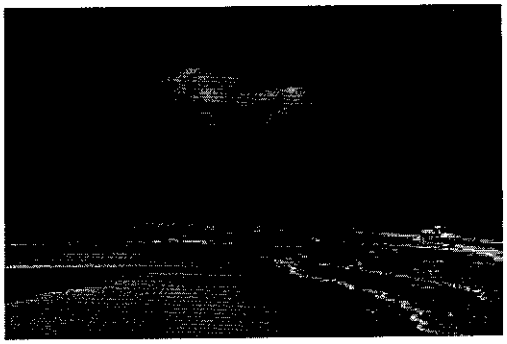
_____

What happens in the story that leads you to believe this? _____

_____

The Forgotten Island

by ReadWorks



When Lina awoke, she was alone on the island. The air was cool and bullfrogs croaked. It was that brief moment when the sun had set but the stars hadn't yet appeared. The whole sky was an indeterminate shade of deep blue, as though the moon were a nervous actress afraid to take her place on the stage. Lina rubbed her eyes and looked around.

"Hello?" she called. "Cesar? Marie?"

There was no response.

The moon was rising now, shedding light on the island. They had always called it "The Forgotten Island" because no one but them seemed to remember its existence. It wasn't on any of the maps they could find, and the park rangers didn't know about it. But its obscurity didn't bother the island. It just kept on existing. Lina secretly loved that the island was a secret between the three of them-her, Cesar, and Marie.

Lina remembered the day they had found the island. The Tennessee River was long and had several tributaries. In the hot summer days when there was no school, they would take Marie's father's boat down the river, exploring the side streams. It was two summers ago that they discovered The Forgotten Island.

But now Lina was alone, and it was night. Swimming in the river at night was dangerous. The river was treacherous, moving at a lazy pace most of the time but able to change into a roaring torrent within a few short minutes. Lina heard a far-off boom. Thunder. Of course.

She sighed. It was her own fault she was stuck in this situation.

"Come on, Lina, let Marie steer," Cesar had said. Marie was two years older than Lina, but much more timid and unsure on the water. Lina had given Marie the rudder, only to watch her move the boat around aimlessly in circles. In the end, Lina had snatched the rudder back to steer them to the island. Marie had sat to the side, silent and with tears slowly sliding down her cheeks. Marie always did know how to win sympathy.

They had argued then, and Cesar took Marie's side, the same way that Cesar always took Marie's side. Lina had exploded and yelled at them to just leave. So they left. Afterwards, she paced the island, looking into the horizon, watching for the boat to return. Eventually she grew tired of waiting

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and lay down in the sand. The summer heat was oppressive, the air thick with moisture that stuck in your throat every time you took a breath. She had assumed Cesar and Marie would wake her up when they returned. She would apologize and everything would be fine. Except now it was nighttime, with a storm approaching, and she was all alone on the island.

"Lina. Get a grip."

Just saying the words out loud made her feel better, stronger. Lina saw the first flash of lightning. She counted the seconds-one, two, three, four, five, six, seven, eight, nine, ten-before she heard the boom of thunder. The thunder was louder now as the storm neared. She pulled her jacket around her chest tighter. If it were storming, no one would be able to bring a boat to find her on the island. If Cesar and Marie were stuck on the river during the storm, they might be in even more danger than she was.

The Tennessee River could be fickle in the summer, and this was just the type of storm that could bring about a surge of rapids. Lina felt the first cold raindrop slide down her neck, and her mind returned to her own predicament. At least Marie and Cesar had each other. She was stuck on this narrow slice of land by herself. She just hoped she didn't become as forgotten as the island.

"Stay calm, stay calm, Lina," she said, but this time she said it silently, in her head. Thunder boomed loudly in the distance. What were her options? She could try to swim to shore, but she had never been the strongest swimmer, and the river's current was already quickening as the rain began to fall harder. She could wait out the storm in the hopes that by morning someone would come to retrieve her. She made her way to the beach on the east side.

She slid down to the beach, quietly. Lina knew this island, and she knew how to move without startling the birds that nested in the grass. She reached the beach and lay down. Now there was no sound but the bullfrogs and the steady patter of raindrops.

Suddenly, Lina spotted something in the water. It was Marie's father's boat, and inside it were Marie, Cesar, and Marie's dad himself. As the boat approached, it became clear that Marie's dad was the one steering through the turbulent river. Lina breathed a deep sigh, expelling her anxiety, and went running toward the water, waving her hands frantically. She saw the expressions on the faces in the boat turn, simultaneously, to relief.

It was proving difficult for Marie's dad to reach the edge of the beach; the wind kept turning the boat away from the sand, pulling the boat's nose back. In her gratitude and eagerness to get off the island, Lina jumped into the river. Only once she was submerged in the icy water did she stop to think: If Marie's dad couldn't battle the current in his boat, how would she be able to? But before she could panic or take so much as a single stroke, she had already drifted up to the side of the small vessel. A cluster of arms reached into the water for her own, and hauled her up and out. She smiled weakly at Marie's dad and, without a word, clutched Cesar and Marie in a cold group hug. They didn't seem to mind becoming wet.

The summer continued, and Lina and Cesar taught Marie how to steer the boat. But they never returned to the island. There were other side streams to explore.

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Name: _____ **Date:** _____

1. What is The Forgotten Island?

A. an island in the Mediterranean Sea that has sunk below the surface of the water

B. an island that is said to exist in the Pacific Ocean but has never been found

C. an island in the Tennessee River that almost nobody knows about

D. an island off the coast of Florida that was once inhabited but is now deserted

2. Which character does Marie have a conflict with in the story?

A. Cesar

B. a park ranger

C. Lina

D. her dad

3. Read these sentences from the text.

Come on, Lina, let Marie steer,' Cesar had said. Marie was two years older than Lina, but much more timid and unsure on the water. Lina had given Marie the rudder, only to watch her move the boat around aimlessly in circles. In the end, Lina had snatched the rudder back to steer them to the island. Marie had sat to the side, silent and with tears slowly sliding down her cheeks. Marie always did know how to win sympathy.

Based on this evidence, why does Marie cry?

A. She is upset that Cesar has not been given a turn to steer the boat.

B. She is upset that Lina takes the rudder back.

C. She is upset that Cesar has come along with her and Lina.

D. She is upset that Lina is younger than she is.

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The Tennessee River could be fickle in the summer, and this was just the type of storm that could bring about a surge of rapids. Lina felt the first cold raindrop slide down her neck, and her mind returned to her own predicament. At least Marie and Cesar had each other. She was stuck on this narrow slice of land by herself. She just hoped she didn't become as forgotten as the island.

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How is Lina feeling in these two paragraphs?

A. Lina is feeling concerned about her safety.

B. Lina is feeling furious at Marie and Cesar.

C. Lina is feeling guilty about how she treated Marie.

D. Lina is feeling proud of herself.

5. What is a theme of this story?

A. The best way to resolve a disagreement with someone is to talk about it with that person.

B. A person's age is less important than a person's level of ability.

C. Even when friends get into fights, they still care about each other.

D. A person's level of ability is less important than a person's age.

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6. Read these sentences from the text.

Suddenly, Lina spotted something in the water. It was Marie's father's boat, and inside it were Marie, Cesar, and Marie's dad himself. As the boat approached, it became clear that Marie's dad was the one steering through the turbulent river. Lina breathed a deep sigh, expelling her anxiety, and went running toward the water, waving her hands frantically. She saw the expressions on the faces in the boat turn, simultaneously, to relief.

It was proving difficult for Marie's dad to reach the edge of the beach; the wind kept turning the boat away from the sand, pulling the boat's nose back.

What does the phrase "the boat's nose" probably mean?

A. the front of the boat

B. the left side of the boat

C. the right side of the boat

D. the back of the boat

7. Read these sentences from the text.

They had argued then, and Cesar took Marie's side, the same way that Cesar always took Marie's side. Lina had exploded and yelled at them to just leave. So they left.

How could the last of these sentences be rewritten without changing its meaning?

A. Consequently, they left.

B. Specifically, they left.

C. Primarily, they left.

D. Namely, they left.

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8. What do Lina and Cesar teach Marie to do at the end of the story?

9. Describe the conflict between Lina and Marie in this story. Support your answer with evidence from the text.

10. Explain whether the conflict between Lina and Marie is resolved by the end of the story. Support your answer with evidence from the text.

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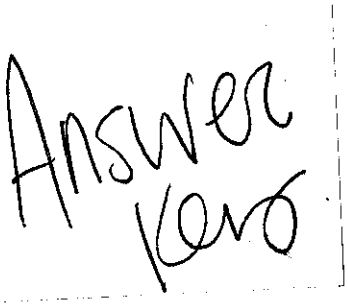

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8. What do Lina and Cesar teach Marie to do at the end of the story?

Lina and Cesar teach Marie to steer the boat.

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9. Describe the conflict between Lina and Marie in this story. Support your answer with evidence from the text.

Answers may vary in wording, but students should recognize that the conflict involves Marie not being able to steer the boat, Lina taking the rudder from her, and Marie getting upset as a result.

10. Explain whether the conflict between Lina and Marie is resolved by the end of the story. Support your answer with evidence from the text.

Answers may vary, but students should recognize that the conflict between Lina and Marie is resolved by the end of the story. The group hug that Lina, Marie, and Cesar share is evidence that Lina and Marie have gotten over their anger and hurt feelings, respectively. Also, Lina and Cesar teaching Marie how to steer the boat is a resolution to the source of the conflict between Lina and Marie.

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Langston Hughes, 1951 **Annotate and take notes on your paper.**

Langston Hughes (1902-1967) was an African American poet, novelist, and social activist. He was an important leader of the Harlem Renaissance, a social, cultural, and artistic movement in Harlem, New York during the 1920s. In this poem, a speaker wonders what happens to dreams when they are postponed.

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Harlem

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore —
And then run?
Does it stink like rotten meat?
Or crust and sugar over —
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

I, Too, Sing America

Langston Hughes, 1902 – 1967

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

Choose one poem to complete the TWIST: _____

TONE

WORD CHOICE

IMAGERY

STRUCTURE

THEME

LANGSTON HUGHES POETRY

Questions 1-7 are for the poem

I, TOO

1. The speaker is sent into the kitchen because...

- of the color of his skin.
- he works in the kitchen.
- he doesn't know the company.
- of his preference to be alone.

2. What does the speaker say will happen tomorrow?

- He will receive an apology.
- He will return to the kitchen.
- He will be treated equally.
- He will be feared.

3. When the other people see the speaker's beauty...

- they will regret treating him poorly.
- they will question whether he is American.
- they will realize how intelligent the speaker is.
- they will see how their actions hurt the speaker.

4.RL.2 PART A: Which sentence describes the main theme of the poem?

A.It's important to remain hopeful, even in the face of adversity.
B.Social change and progress takes place more quickly than you realize.
C.People often don't realize the depth of their own prejudice.
D.The color of your skin doesn't determine whether or not you're American.

5. RL.1PART B: Which detail from the text best supports the answer to Part A?

A."I, too, sing America. / I am the darker brother." (Lines 1-2)
B."They send me to eat in the kitchen / When company comes" (Lines 3-4)
C."Tomorrow, / I'll be at the table" (Lines 8-9)
D."They'll see how beautiful I am / And be ashamed—" (Lines 16-17)

6. How is the detail of the speaker being asked to eat in the kitchen important to the theme?

A.It emphasizes the unfair treatment the speaker receives.
B.It highlights the speaker's dissatisfaction with life in America.
C.It shows how unfriendly people are in America.
D.It reveals how unaffected the speaker is by discrimination.

7.RL.3How is the speaker affected when he is asked to eat in the kitchen?

A.The speaker is embarrassed that he is asked to eat in the kitchen.
B.The speaker is angered by the unfair treatment he receives.
C.The speaker is confident that things will change for the better.
D.The speaker is confused about the discrimination he experiences.

Questions 8-12 are for the poem

HARLEM

8. The speaker thinks that dreams deferred...

A. grow more powerful.
B. will be changed in a negative way.
C. stay alive with enough hope.
D. never truly disappear.

9. A postponed dream could...

- burst, go bad, or weigh a person down.
- become more beautiful.
- feed the soul and encourage more dreams.
- help someone stay hungry.

10. PART A: Which sentence describes the main idea of the poem?

A.Some dreams need more time to develop and grow.

B.It's difficult for people to keep their dreams alive.

C.No one knows what happens to dreams that are never fulfilled.

D.Dreams that are delayed could disappear or become a burden.

11. PART B: Which detail from the poem best supports the answer to Part A?

A."What happens to a dream deferred?" (Line 1)

B."like a raisin in the sun?" (Line 3)

C."Does it stink like rotten meat?" (Line 6)

D."like a syrupy sweet?" (Line 8)

12. Which statement explains the simile, "Maybe it just sags / like a heavy load" (Lines 9-10)?

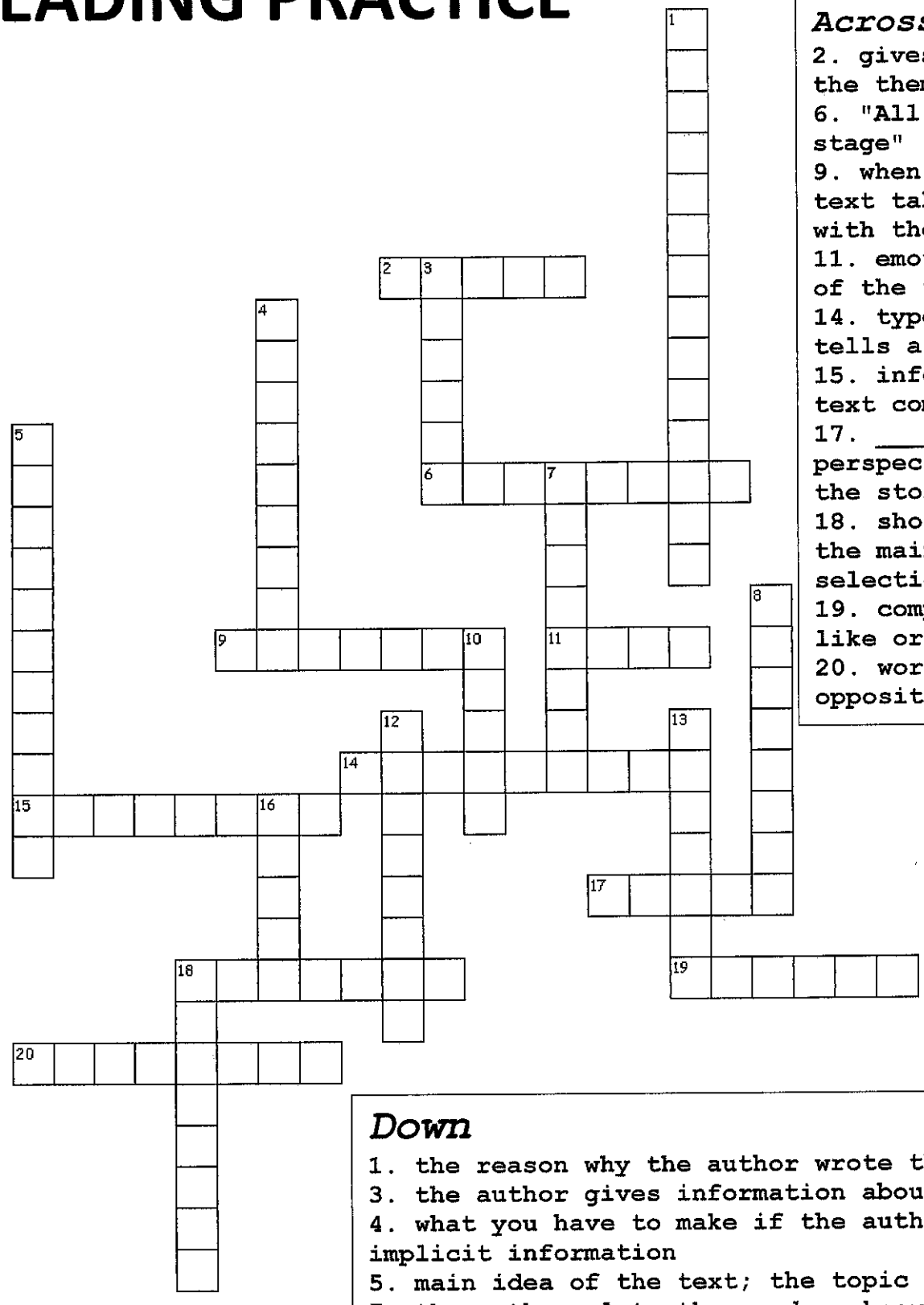
A.It can be difficult to know that a dream stopped serving its purpose.

B.It can be frustrating to see a dream fail to become a reality.

C.A postponed dream can become something difficult to carry.

D.Dreams can easily bounce back after being neglected for some time.

READING PRACTICE



Across

2. gives a clue about the theme
6. "All the world IS a stage"
9. when and where the text takes place along with the environment
11. emotion or feelings of the text
14. type of writing that tells a story
15. information that the text comes out and says
17. _____of view- the perspective from which the story is told
18. short retelling of the main ideas in a selection
19. comparison using like or as
20. words that have the opposite meaning

Down

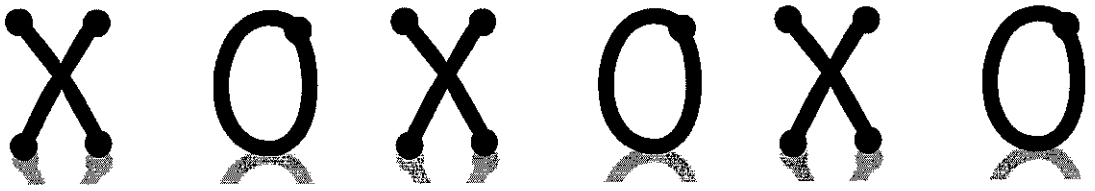
1. the reason why the author wrote the text
3. the author gives information about a subject
4. what you have to make if the author only gives implicit information
5. main idea of the text; the topic
7. the authors lets the readers know how he thinks about a subject
8. problem in the story
10. type of literature
12. main part of the word
13. supports a topic or central idea
16. "She spilled the beans" is an example of this
18. words that have the same meaning

Unit Rate Tic Tac Toe

*Unit Rate: the denominator is always 1; so divide!

Work in pairs. One person is X and the other is Y. Player X starts first. Choose a problem on the board. Show work on another sheet of paper. Then Player Y needs to check the answer with a calculator. If the problem is correct put a big X in the box. Next Player Y chooses any problem available on the board. Follow the same steps. Continue taking turns until someone wins or there are no problems left. You win by getting four in a row, column, or diagonal. If no one gets 4 then the player with the most marks on the board wins.

Find the unit rate. 150 people for 5 classes?	Find the unit rate. 40 meters in 12 seconds.	Find the unit rate. 120 points in 8 games.	Find the unit rate. 816 calories in 3 servings.
Find the unit rate. $102 for 12 CDs	Find the unit rate. 15 feet in 3 steps.	Find the unit rate. Sue lost 15 pounds in 6 weeks.	Find the unit rate. Jon ran 2 miles in a half hour.
Find the unit rate. Nancy ate 20 hot dogs in 4 minutes.	Find the unit rate. 122 customers in 4 weeks.	Find the unit rate. 4 accidents in 5 months.	Find the unit rate. Jim had 7 errors in 7 days.
Find the unit rate. 357 miles in 6 hours.	Find the unit rate. The car went 410 miles in 16 gallons.	Find the unit rate. 3 cans of juice for $2.95.	Find the unit rate. Kim walked 5 miles in 2 hours.



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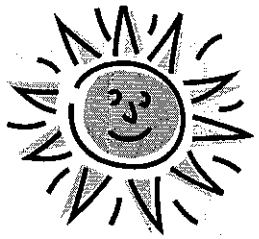

Unit Rate Practice

Name _____ Date _____

Solve each problem. Show all work.

1). Find the unit rate. $5.60 for 5 tickets	2). Find the unit rate. 72 miles in 3 hours.
3). Find the unit rate. 8 mistakes in 6 days.	4). There are 150 seventh graders and 12 classes. How many students per class are there?
5). Jon typed 350 words in 30 minutes. How many words did he type per minute?	6). Kim walked 12 meters in 5 seconds. How many meters did she walk in one second?
7). Which is the best buy? $5.99 for a 20 ounce bag of candy $2.99 for a 12 ounce bag of candy	8). Which is the best buy? $3.50 for 64 ounces of juice $1.20 for 16 ounces of juice

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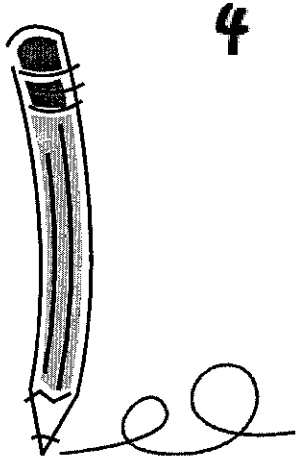
To solve a unit rate with fractions you divide the numerator by the denominator.

Ex: $\dfrac{\frac{1}{2}}{\frac{3}{4}}$

$$\frac{1}{2} \div \frac{3}{4} = \frac{2}{3}$$



Don't forget when you are dividing fractions you multiply by the reciprocal.

$$\frac{1}{2} \times \frac{4}{3}$$

What was George Washington's Favorite Food?

Name _____ Date_____

Answer the following questions. Show all work. Place the letter of the problem in the blank that has the correct answer.

C. Ted ran $\frac{2}{5}$ mile in $\frac{3}{4}$ hour. What is his speed?

I. Matt painted $\frac{1}{3}$ of his room with $\frac{1}{2}$ of a gallon of paint. How much paint will he use to paint the room?

M. Uma used $\frac{1}{2}$ cup of milk for $\frac{2}{3}$ of a cake. How much milk will she use for the whole cake?

C. Sally paid $4.75 for 5 lbs of jelly beans. How much did she pay for one pound?

E. Stephen walked $\frac{3}{7}$ of a mile in $\frac{3}{4}$ of an hour. At this rate, how far will he walk in one hour?

E. Tami had 6,840 customers in 45 days at her store. How many customers did she average per day?

A. Jon's family used $\frac{3}{7}$ of a box of cereal in $\frac{1}{2}$ of a week. How much cereal will they use in one week?

R. Skip used $\frac{2}{3}$ cup of flour to make $\frac{1}{3}$ of a batch of cookies. How much flour would he use for one batch of cookies?

$1\frac{1}{2}$	$0.95	$\frac{4}{7}$	$\frac{8}{15}$	2	152	$\frac{6}{7}$	$\frac{3}{4}$	

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Name _____ Date _____ Per. _____

Unit Rates with Fractions Practice

Solve each problem.

1). Kim painted $\frac{2}{3}$ of her room using $\frac{1}{5}$ of a gallon of paint. How much paint will she use to paint the whole wall?

2). Find the speed if you walked $\frac{5}{9}$ of a mile in $\frac{1}{4}$ of an hour.

3). Ian used $\frac{2}{7}$ of a box of tissues in $\frac{1}{3}$ of an hour. At this rate how much of the box will he use in one hour?

4). Ally uses $\frac{1}{4}$ cup of sugar to make $\frac{1}{2}$ gallon of tea. How much sugar will she use for a whole gallon?

5). John walks 2/5 of a mile in 1/3 of an hour. How far will he walk in one hour?

6). Jill is making crispy cereal treats for her class. She uses 3 cups of cereal to make ½ of the recipe. How much cereal would she use to make one batch of crispy cereal treats?

Determine if two ratios are equivalent

- Simplify each ratio and see if they are the same.
- Find common denominators for each ratio and see if they are the same.
- Find the cross products and see if they are equal.

The right side has a proportion to solve and the left side has the solution. Students find the "Start" domino and continue matching until they reach the "End" domino. You can have students work on these individually, in pairs or in groups.

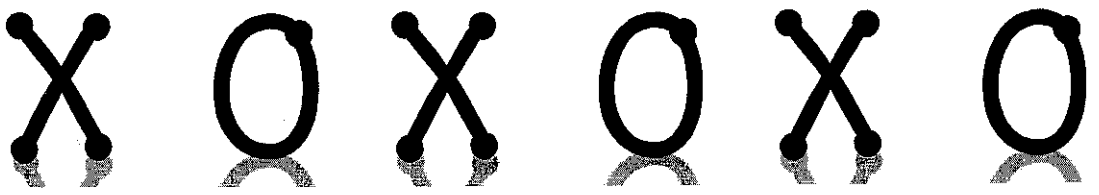
Start	$\frac{x}{3} = \frac{2}{6}$
1	$\frac{4}{y} = \frac{12}{18}$
6	$\frac{24}{13} = \frac{x}{26}$
48	$\frac{18}{x} = \frac{3}{36}$
216	$\frac{15}{25} = \frac{x}{50}$
30	$\frac{2}{5} = \frac{x}{17.5}$
7	$\frac{x}{16} = \frac{1}{4}$
4	$\frac{3}{5} = \frac{45}{x}$
75	$\frac{13}{x} = \frac{2}{3}$
19.5	$\frac{3}{y} = \frac{5}{15}$
9	$\frac{36}{22} = \frac{x}{11}$
18	$\frac{6}{18} = \frac{15}{x}$

45	$\frac{16}{32} = \frac{150}{x}$
300	$\frac{11}{y} = \frac{44}{46}$
11.5	$\frac{2}{7} = \frac{x}{35}$
10	$\frac{15}{25} = \frac{x}{150}$
90	$\frac{2}{3} = \frac{3}{x}$
4.5	$\frac{16}{y} = \frac{5}{6}$
19.2	$\frac{3}{7} = \frac{12.3}{y}$
28.7	$\frac{42}{x} = \frac{6}{7}$
49	$\frac{14}{17} = \frac{x}{34}$
28	$\frac{5}{6} = \frac{x}{36}$
30	$\frac{x}{46.9} = \frac{1}{7}$
6.7	End

Unit Rate Tic Tac Toe

Work in pairs. One person is X and the other is Y. Player X starts first. Choose a problem on the board. Show work on another sheet of paper. Then Player Y needs to check the answer with a calculator. If the problem is correct put a big X in the box. Next Player Y chooses any problem available on the board. Follow the same steps. Continue taking turns until someone wins or there are no problems left. You win by getting four in a row, column, or diagonal. If no one gets 4 then the player with the most marks on the board wins.

Find the unit rate. 150 people for 5 classes? 30 people per class	Find the unit rate. 40 meters in 12 seconds. 3.3 meters per sec,	Find the unit rate. 120 points in 8 games. 15 points per game	Find the unit rate. 816 calories in 3 servings. 272 calories in 1 serving
Find the unit rate. $102 for 12 CDs $8.50 per CD	Find the unit rate. 15 feet in 3 steps. 5 ft per step	Find the unit rate. Sue lost 15 pounds in 6 weeks.2.5 pounds per week	Find the unit rate. Jon ran 2 miles in a half hour. 4 miles per hour
Find the unit rate. Nancy ate 20 hot dogs in 4 minutes. 5 hot dogs in one minute	Find the unit rate. 122 customers in 4 weeks. 30.5 customers per week	Find the unit rate. 4 accidents in 5 months.0.8 accidents per month	Find the unit rate. Jim had 7 errors in 7 days. 1 error per day
Find the unit rate. 357 miles in 6 hours. 59.5 miles per hour	Find the unit rate. The car went 410 miles in 16 gallons. 25.6 miles per gallon	Find the unit rate. 3 cans of juice for $2.95. $0.98 for one can	Find the unit rate. Kim walked 5 miles in 2 hours. 2.5 miles in 1 hour



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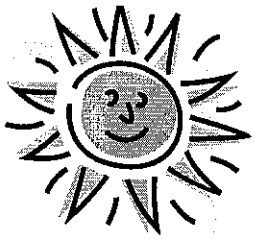

Unit Rate Practice

Name _____ Date _____

Solve each problem. Show all work.

1). Find the unit rate. $5.60 for 5 tickets $1.12 per ticket	2). Find the unit rate. 72 miles in 3 hours. 24 mph
3). Find the unit rate. 8 mistakes in 6 days. 1.3 mistakes in one day	4). There are 150 seventh graders and 12 classes. How many students per class are there? 12.5 students per class
5). Jon typed 350 words in 30 minutes. How many words did he type per minute? 11.7 words per minute	6). Kim walked 12 meters in 5 seconds. How many meters did she walk in one second? 2.4 meters per second
7). Which is the best buy? $5.99 for a 20 ounce bag of candy $2.99 for a 12 ounce bag of candy	8). Which is the best buy? $3.50 for 64 ounces of juice $1.20 for 16 ounces of juice

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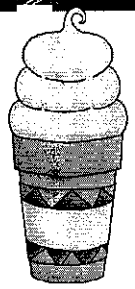
What was George Washington's Favorite Food?



Name _____ Date_____

Answer the following questions. Show all work. Place the letter of the problem in the blank that has the correct answer.

C. Ted ran $\frac{2}{5}$ mile in $\frac{3}{4}$ hour. What is his speed?

I. Matt painted $\frac{1}{3}$ of his room with $\frac{1}{2}$ of a gallon of paint. How much paint will he use to paint the room?

M. Uma used $\frac{1}{2}$ cup of milk for $\frac{2}{3}$ of a cake. How much milk will she use for the whole cake?

C. Sally paid $4.75 for 5 lbs of jelly beans. How much did she pay for one pound?

E. Stephen walked $\frac{3}{7}$ of a mile in $\frac{3}{4}$ of an hour. At this rate, how far will he walk in one hour?

E. Tami had 6,840 customers in 45 days at her store. How many customers did she average per day?

A. Jon's family used $\frac{3}{7}$ of a box of cereal in $\frac{1}{2}$ of a week. How much cereal will they use in one week?

R. Skip used $\frac{2}{3}$ cup of flour to make $\frac{1}{3}$ of a batch of cookies. How much flour would he use for one batch of cookies?

I	C	E		C	R	E	A	M
$1\frac{1}{2}$	$0.95	$\frac{4}{7}$		$\frac{8}{15}$	2	152	$\frac{6}{7}$	$\frac{3}{4}$

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Name _____ Date _____ Per. _____

Unit Rates with Fractions Practice

Solve each problem.

1). Kim painted $\frac{2}{3}$ of her room using $\frac{1}{5}$ of a gallon of paint. How much paint will she use to paint the whole wall?

$\frac{3}{10}$

2). Find the speed if you walked $\frac{5}{9}$ of a mile in $\frac{1}{4}$ of an hour.

$2\frac{2}{9}$

3). Ian used $\frac{2}{7}$ of a box of tissues in $\frac{1}{3}$ of an hour. At this rate how much of the box will he use in one hour?

$\frac{6}{7}$

4). Ally uses $\frac{1}{4}$ cup of sugar to make $\frac{1}{2}$ gallon of tea. How much sugar will she use for a whole gallon?

$\frac{1}{2}$

5). John walks 2/5 of a mile in 1/3 of an hour. How far will he walk in one hour?

$1\frac{1}{5}$

6). Jill is making crispy cereal treats for her class. She uses 3 cups of cereal to make ½ of the recipe. How much cereal would she use to make one batch of crispy cereal treats?

6 cups

7th
Science

Ecosystem Services

MOOSE & WOLVES & HUMANS (OH MY)

Look at the image of Yellowstone from 1995.

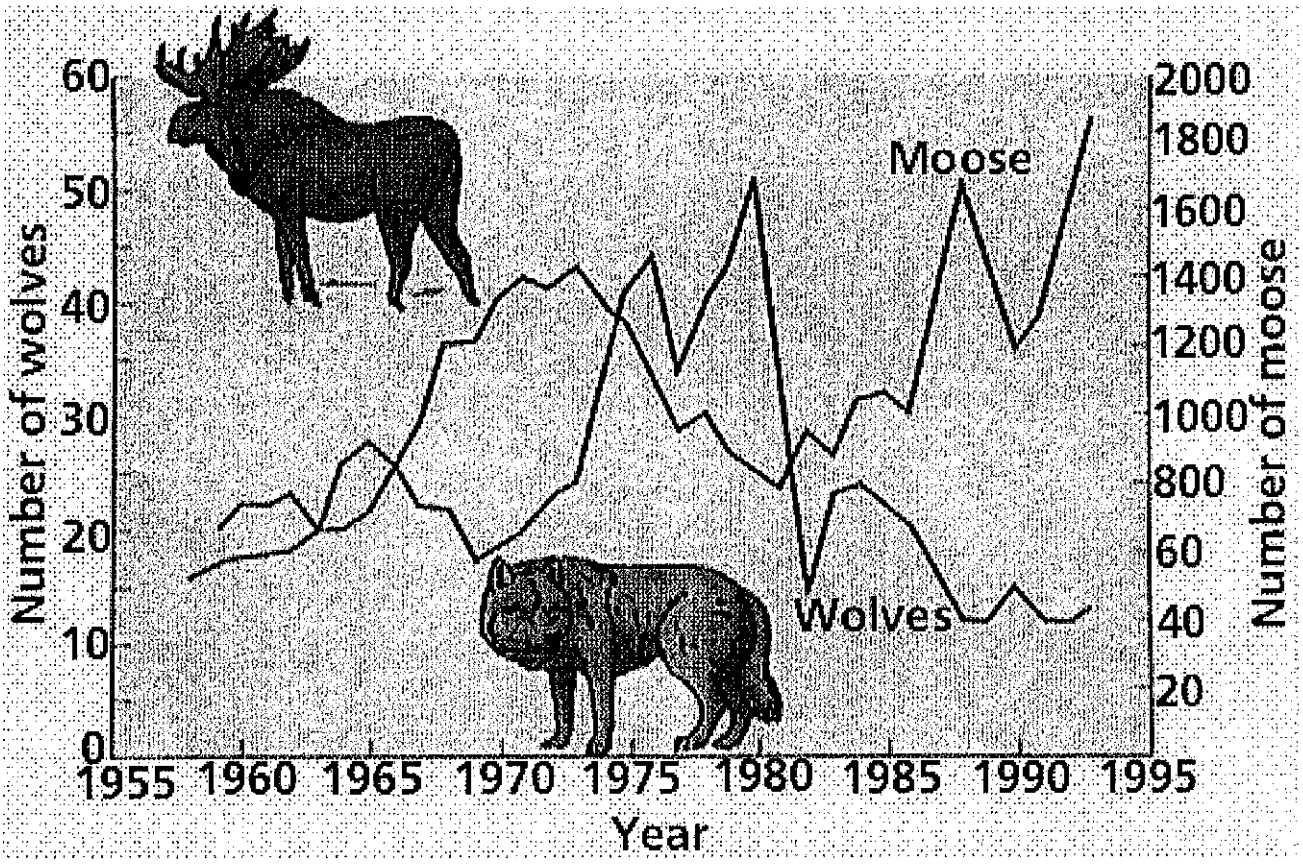
1. What do you think will happen when wolves come here?
2. What did your partner think will happen?

Watch the video and answer the following questions.

3. What did you observe during the video?
4. What questions do you have about what you saw? What surprised you?
5. Was your prediction correct? Explain.

MOOSE VS WOLF POPULATION GRAPH

The following graph shows the populations of wolves and moose on Isle Royale. Trace the line for each population in a different color so you can tell them apart!



Answer the following questions using the graph above:

1. Over what **years** does this study span?

2. What range did they use for the number of **wolves**?

3. What range did they use for the number of **moose**?

4. Why do you think the range is so much higher for moose than for wolves? (In other words, why would there be more moose present than wolves?)

ECOSYSTEM GALLERY WALK

At each station, use the ecosystem picture to fill in the appropriate row in the table below.

Type of **Ecosystem**	**5 Biotic** things found in picture	**3 abiotic** things found in picture	**2 interactions** happening in the picture
Desert			
Savanna			
Rainforest			
Arctic Tundra			
Alpine Tundra			
Forest			
Marine			
Prairie			

Answer the following questions:

1. How are these ecosystems similar to each other?
2. What might cause these similarities?
3. How are these ecosystems different from each other?
4. What might cause these differences?

CRASH COURSE: World History

TIMESTAMPED EPISODE 1: THE AGRICULTURAL REVOLUTION

1. How long did it take humans to go from hunting and gathering to a society based on agriculture? (0:08 and 1:06)

2. What food item does the host use as an example of the food produced by an advanced agricultural society? (1:21)

3. Describe the life-span and life-style of ancient hunter/gatherer peoples. (2:59)

4. Name two areas in the world where agriculture independently arose. (3:25)

5. Cite at least one advantage enjoyed by agricultural societies. (3:46, 4:00, 5:07)

6. Cite at least one disadvantage endured by agricultural societies. (3:53, 5:16)

7. Why was a herding lifestyle not adopted all over the planet? (6:11)

8. What was the point of the open letter? (7:29)

9. Most 19th-century scientists, including ----, thought that agriculture might have arisen by accident? (8:17)

10. What does the definition of "savage" usually tend to be? (8:30)

11. Another theory is that agriculture arose from an evolutionary desire to ----. (8:36)

12. What animal was being domesticated for food use in ancient Greece? (9:09)

13. Name one bad thing that has arguably resulted from the Agricultural Revolution. (9:48)

14. Name one way in which the Agricultural Revolution has led humans to change the face of the planet. (9:57)

15. The Agricultural Revolution demonstrates that revolutions are not so much events. Instead they are more like ----. (10:14)

CRASH COURSE: World History

ANSWER KEY -- EPISODE 1: THE AGRICULTURAL REVOLUTION

1. How long did it take humans to go from hunting and gathering to a society based on agriculture? **15,000 years (0:08 and 1:06)**
2. What food item does the host use as an example of the food produced by an advanced agricultural society? **A fast-food hamburger (1:21)**
3. Describe the life-span and life-style of ancient hunter/gatherer peoples. **They lived longer and had healthier bones and teeth than would people in the agricultural societies that followed them. They had more free time than them, too. (2:59)**
4. Name two areas in the world where agriculture independently arose. **Africa / China / The Americas / The Fertile Crescent (3:25)**
5. Cite at least one advantage enjoyed by agricultural societies. **Controllable food supply / Food surplus / Rise of cities / Specialization of labor / Can be practiced all over the world (3:46, 4:00, 5:07)**
6. Cite at least one disadvantage endured by agricultural societies. **Radical change to the planet / Impossible to create large population centers / Farming is hard work, so much so that it sometimes led to slavery (3:53, 5:16)**
7. Why was a herding lifestyle not adopted all over the planet? **There are not very many animals that can be domesticated. (6:11)**
8. What was the point of the open letter? **Animals that are useful to humans have a huge survival advantage over those that are not considered useful. (7:29)**
9. Most 19th-century scientists, including ----, thought that agriculture might have arisen by accident? **Charles Darwin *8:17)**
10. What does the definition of "savage" usually tend to be? **"Not me" (8:30)**
11. Another theory is that agriculture arose from an evolutionary desire to ----. **Eat more (8:36)**
12. What animal was being domesticated for food use in ancient Greece? **Snails (9:09)**
13. Name one bad thing that has arguably resulted from the Agricultural Revolution. **Patriarchy / Inequality / War / Famine (9:48)**
14. Name one way in which the Agricultural Revolution has led humans to change the face of the planet. **Building dams to supply water to crops / Clearing forests to provide land for crops / Drilling for oil to produce fertilizer from the petroleum (9:57)**
15. The Agricultural Revolution demonstrates that revolutions are not so much
events. Instead they are more like ----. **Processes (10:14)**

TEACH WITH HUMOR USING WORLD HISTORY CRASH COURSE!

Few classroom strategies are as successful as this simple approach: make learning fun! That, or course, is easier said than done, but when it comes to teaching history contents, the YouTube series *Crash Course World History* is a great place to start.

The script of each episode is packed with humorous observations about life and culture -- ones that help to make strong points about the history being communicated. Just as importantly, the host, John Green, has what it takes to keep students' interest: enthusiasm about the topics, a quirky way with props, and a funny, sometimes deadpan delivery of content. Students like watching the series, which means they pay attention to it and learn!

Each episode of Crash Course contains about 10 minutes of content plus a brief time for the credits. Episodes are available for free on YouTube at the following playlist address:

https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9

If you are new to Crash Course, I encourage you to watch a few videos as soon as you can. I expect you'll be just as enthusiastic about the classroom possibilities as I am!

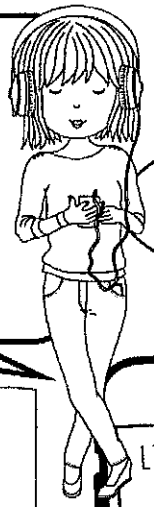
TIMESTAMPS OR NO TIMESTAMPS?

For each episode in this packet, three resources are provided:

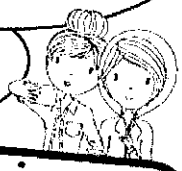
- A student worksheet without timestamps
- A student worksheet with timestamps showing at which point in the video the needed information is presented
- A full context answer key. This contains the student questions, the answer (sometimes annotated with additional information), and the timestamps for each question.

PLUGGED IN: *Social Media Survey*

SOCIAL MEDIA IS...



Write THREE words to describe social media and its role in the lives of teens.



My favorite thing about social media is...

LIST ALL OF THE SOCIAL MEDIA APPS YOU USE.

HOW OFTEN DO YOU POST ON SOCIAL MEDIA?

HOW OFTEN DO YOU CHECK YOUR SOCIAL MEDIA EACH DAY?

Would you be willing to give up your phone for a week? Explain.

WHAT ARE SOME POSITIVE ASPECTS OF SOCIAL MEDIA?

WHAT ARE SOME NEGATIVE ASPECTS OF SOCIAL MEDIA?

WHAT KINDS OF THINGS DO YOU POST ON SOCIAL MEDIA?

IS IT POSSIBLE TO BE ADDICTED TO SOCIAL MEDIA? HOW WOULD YOU KNOW?

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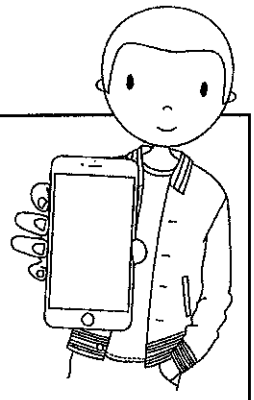
Your worth is not measured in likes, comments, notes or followers; but in your ability to love, keep comments to yourself, take note and lead.

How do you feel about this quote? Agree? Disagree? Explain in a well-written response.

PLUGGED IN: *Social Media Use*



1. What are some examples of social media websites / apps?

2. What are your top three favorite social medial websites /apps?

   _____

   _____

   _____

4. What social media would you NOT be willing to give up? _____ Explain why.

5. How does social media impact your every day life? Explain.

6. Have you ever felt like you were missing out on something that you saw posted online? (FOMO-Fear of Missing Out) Explain.

7.. Do you think you spend too much time online? Explain.

9. Do the adults in your life think you spend too much time online? Explain.

© Addie Williams

Name:

Careers

A career I am interested in is:_____

Why does this career interest you?

Describe what people in this career field do:

1._____

_____

2._____

_____

3._____

_____

4._____

Do you have a role model or know someone who has a job in this career field?

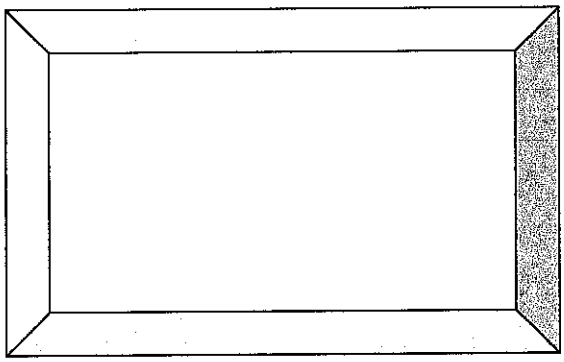
_____

_____

_____

_____

_____



Why is this career important to our community?_____

_____

_____

_____

_____

_____

_____

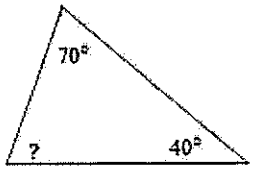
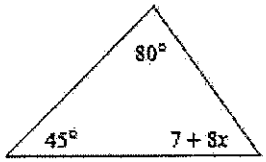
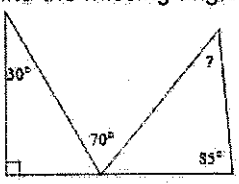
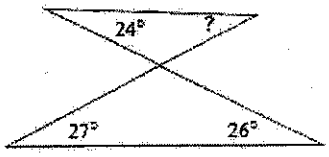
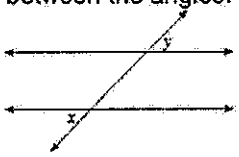
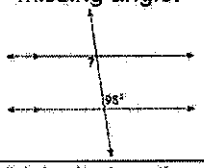
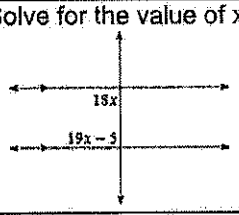
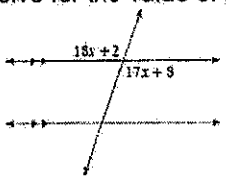
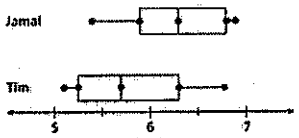
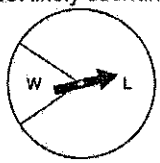
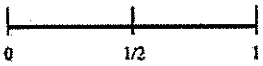
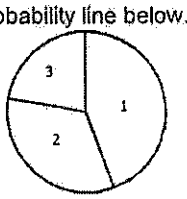
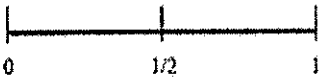
_____

What other careers might you consider?

1.

2.

Name: Weekly Math Review – Q4:3 Teacher:

Monday	Tuesday	Wednesday	Thursday
Find the missing angle. 	Find the value of x. 	Find the missing angle. 	Find the missing angle. 
Identify the relationship between the angles. 	Find the measure of the missing angle. 	Solve for the value of x. 	Solve for the value of x. 
Make a dot plot of the table. Height (in inches) / Frequency 42 / 1 43 / 2 44 / 4 45 / 5 46 / 4 47 / 2 48 / 1	Which city has the smaller mean absolute deviation: Day / 1 / 2 / 3 / 4 / 5 Temperature, in °F, in Macon, GA / 71 / 72 / 66 / 69 / 71 Temperature, in °F, in Charlotte, NC / 69 / 64 / 68 / 74 / 71		The amounts due on the Jan's electric bill for six months were $64, $83, $76, $134, $76, and $71. Which value (mean, median, or mode) should Jan tell her family to convince them to cut down on electric use?
Jan surveys all of the people sitting near her at the lunch table. What kind of sampling method is this?	Out of the 50 customers surveyed, 22 of them stated that they would buy a protection plan. If 700 customers came in the next day, predict how many of them would probably buy the protection plan?	A store clerk asks his customer to fill out a questionnaire and mail it back. What kind of sampling method is this?	Jon is in a two person election for student body president. His sample of 9 students showed 4 would vote for him. How many people would vote him in a 1,200 student body?
Jamal and Tim have run the mile numerous times during PE and have recorded their results in the diagram. A. Who has the best median mile time? B. Who is the more consistent runner? 		A living room wall is 13 feet long. How far from the corner would you have to the edge of a 3ft 8in shelf for it to be centered on the wall?	What would the total bill be of a painting that costs $42.80 with a tax rate of 8%?
For this spinner, which is the most likely scenario? 	A) Jim wins 4 out of 9 spins. B) Jim loses 7 out of 15 times. Place the probabilities of the spinner on the probability line below: 	John made 12 out of 30 free throw shots. About how many out of the next 10 free throw shots would you expect him to make?	A bowl contains 240 blue and red skittles. If the probability of picking a blue is , then how many red are in the bowl?
Jan conducts an experiment and tosses a coin 40 times. She gets heads 30 times instead of the expected 20. What could be a reason for this difference? A) She miscounted. B) She needs more trials. C) She needs a different coin. D) She got 30 and that is close enough.	A coin is tossed 625 times and heads came up 275 times. What is the experimental probability of tossing tails?	Suppose ¼ of your socks are blue. How many pairs of socks would you have to select randomly, on average, in order to get 4 pairs of blue socks?	Place the probability of spinning each number on the on the probability line below.  
	A single die is rolled 100 times. List the probabilities below from least to greatest. P(odd), P(>4), P(prime), P(8)	In a deck of cards (no jokers), what is the probability of picking a card with a letter on it?	

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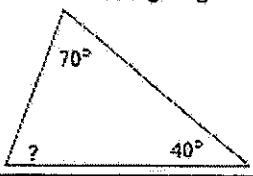
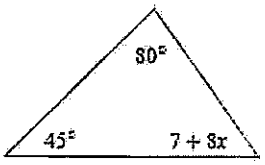
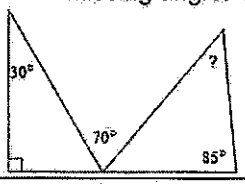
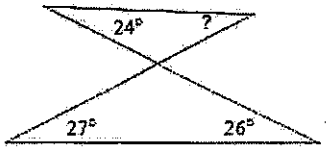
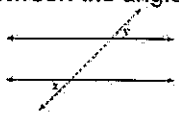
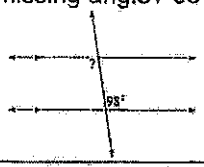
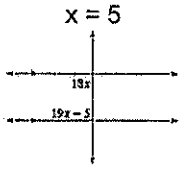
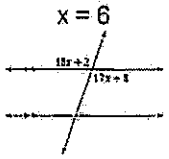
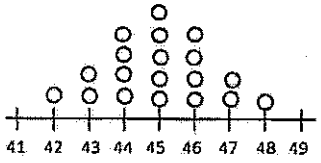
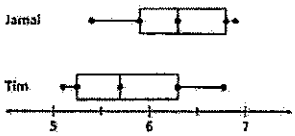
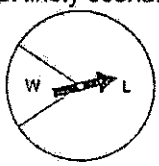
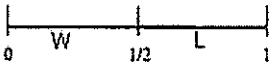
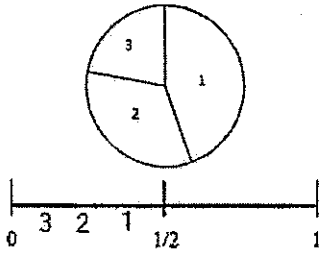
Answer Key - Weekly Math Review – Q4:3

Monday	Tuesday	Wednesday	Thursday
Find the missing angle. 70°  	Find the value of x. x = 6  	Find the missing angle. 45°  	Find the missing angle. 29° 
Identify the relationship between the angles.  Alternating Exterior Angles	Find the measure of the missing angle? 98°  	Solve for the value of x. x = 5  	Solve for the value of x. x = 6 
Make a dot plot of the table.  	Which city has the smaller mean absolute deviation: Day | 1 | 2 | 3 | 4 | 5 Temperature, in °F, in Macon, GA | 71 | 72 | 66 | 69 | 71 Temperature, in °F, in Charlotte, NC | 69 | 64 | 68 | 74 | 71 Macon		The amounts due on the Jan's electric bill, for six months were $64, $83, $76, $134, $76, and $71. Which value (mean, median, or mode) should Jan tell her family to convince them to cut down on electric use?
Jan surveys all of the people sitting near her at the lunch table. What kind of sampling method is this? Convenience Sampling	Out of the 50 customers surveyed, 22 of them stated that they would buy a protection plan. If 700 customers came in the next day, predict how many of them would probably buy the protection plan? 308	A store clerk asks his customer to fill out a questionnaire and mail it back it. What kind of sampling method is this? Volunteer	Jon is in a two person election for student body president. His sample of 9 students showed 4 would vote for him. How many people would vote him in a 1,200 student body? 533
Jamal and Tim have run the mile numerous times during PE and have recorded their results in the diagram. A. Who has the best median mile time? Tim B. Who is the more consistent runner? Jamal  		A living room wall is 13 feet long. How far from the corner would you have to put the edge of a 3ft 8in shelf for it to be centered on the wall? 56 inches or 4ft 8in	What would the total bill be of a painting that costs $42.80 with a tax rate of 8%? $46.22
For this spinner, which is the most likely scenario?  	A) Jim wins 4 out of 9 spins. B) Jim loses 7 out of 15 times. Place the probabilities of the spinner on the probability line below:  	John made 12 out of 30 free throw shots. About how many out of the next 10 free throw shots would you expect him to make? 4	A bowl contains 240 blue and red skittles. If the probability of picking a blue is , then how many red are in the bowl? 160
Jan conducts an experiment and tosses a coin 40 times. She gets heads 30 times instead of the expected 20. What could be a reason for this difference? A) She miscounted. B) She needs more trials. C) She needs a different coin. D) She got 30 and that is close enough.	A coin is tossed 625 times and heads came up 275 times. What is the experimental probability of tossing tails? 56%	Suppose ¼ of your socks are blue. How many pairs of socks would you have to select randomly, on average, in order to get 4 pairs of blue socks? 16	Place the probability of spinning each number on the on the probability line below. 
	A single die is rolled 100 times. List the probabilities below from least to greatest. P(odd), P(>4), P(prime), P(8) P(8), P(>4), P(odd) & P(prime)	In a deck of cards (no jokers) what is the probability of picking a card with a letter on it? 30.8%	

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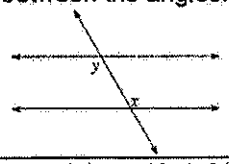
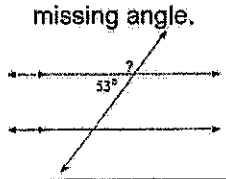
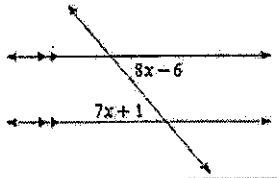
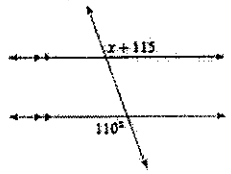
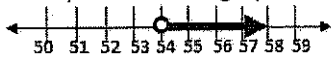
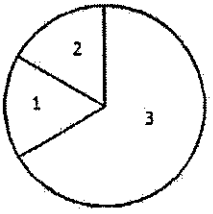
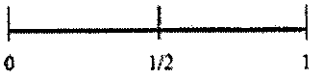
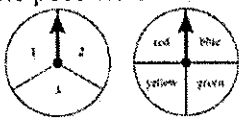
Name: Weekly Math Review – Q4:4 Teacher:

Monday	Tuesday	Wednesday	Thursday
Identify the relationship between the angles. 	Find the measure of the missing angle. 	Solve for the value of x. 	Solve for the value of x. 
Mr. Bernard drove 46, 4, 64, 50, and 56 miles on his last five trips. Calculate the mean, median and mode. a. Which value describes Mr. Bernard's average driving distance? b. Which value would Mr. Bernard tell his boss to convince him that he spends too much time on the road?		Calculate the mean absolute deviation of the number set: 8, 10, 8, 14, 8, 15	What is the mode of the data set to the left?
Solve:	Solve:	If a woman making $35 an hour gets a 10% raise, how much will now make in a 6 hour work day?	If you want to place an 8 ½ inch towel bar in the center of a door that is 25 ½ wide, how much space will be on each side of the towel bar?
Which temperature could be a piece of data for *both* cities? A) 65° B) 70° C) 75° D) 80°		Write an inequality that represents this graph: 	Solve the inequality: $-3(-3x - 4) < 66$ Give three numbers that are solutions to this inequality.
Jon tossed a standard die several times. He got the number "4" on 5 of the tosses. Based on theoretical probabilities, what is the best estimate of the total number of times he tossed the cube? A) 20 times B) 60 times C) 30 times D) 10 times		Which does **NOT** have an equal chance? A) Choose a number at random from 1 to 7 B) Toss a coin C) Choose a letter at random from the word SCHOOL	Place the probability of spinning each number on the on the probability line below.  
To find the probability of two independent events, you _____ their probabilities. A) add B) subtract C) multiply D) divide	A standard die is rolled and a coin is tossed. What is the probability that the cube shows a 3 and the coin is tails?	The results of a survey show that baseball is the favorite sport for 18 out of 25 people. What is the percent probability for this?	
Jon's experimental probability of striking out at baseball is 13%. Out of 30 times at bat, about how many times will he strike out?	Helen has four jogging outfits and three pairs of shoes. How many different outfits can she make?	Don, Eric, and Finn line up in random order for the cafeteria line. What is the probability that they line up from front to back in alphabetical order?	A bag contains 3 blue and 2 green marbles. What is the probability of drawing a blue marble followed by a green marble, without replacing the first marble?
Make a tree diagram for tossing a coin twice.	Both spinners are spun at the same time. List out all the possible outcomes. 	A bag contains 9 blue marbles and 1 green marble. What is the probability of drawing a blue marble followed by a green marble, without replacing the first marble before drawing the second marble?	A bag contains 1 white (W), 3 blue (B1,B2,B3), & 2 red(R1,R2) marbles. Use a tree diagram show to all of the possible outcomes for tossing a coin and then drawing a marble.

	Average Temperature	Mean Average Deviation (MAD)
City 1	70°	5
City 2	80°	5

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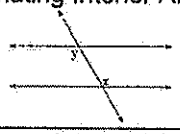
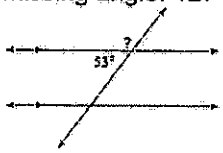
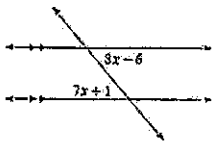
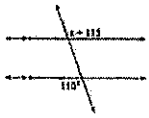
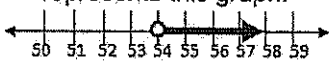
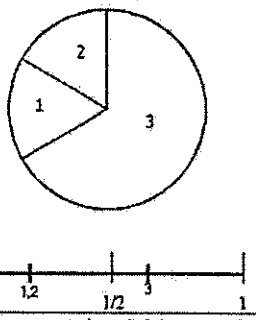
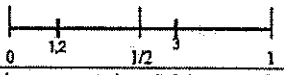
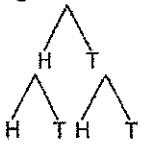
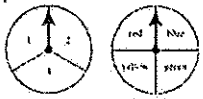
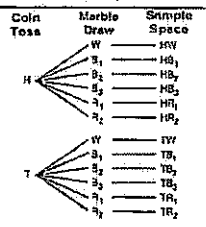
Answer Key - Weekly Math Review – Q4:4

Monday	Tuesday	Wednesday	Thursday
Identify the relationship between the angles. Alternating Interior Angles 	Find the measure of the missing angle. 127° 	Solve for the value of x. x = 7 	Solve for the value of x. x = –5 
Mr. Bernard drove 46, 4, 64, 50, and 56 miles on his last five trips. Calculate the mean, median and mode. a. Which value describes Mr. Bernard's average driving distance? Mean b. Which value would Mr. Bernard tell his boss to convince him that he spends too much time on the road? Median		Calculate the mean absolute deviation of the number set: 8, 10, 8, 14, 8, 15	What is the mode of the data set to the left? 8
Solve: x = –3	Solve:	If a woman making $35 an hour gets a 10% raise, how much will now make in a 6 hour work day? $231	If you want to place a 8 ½ inch towel bar in the center of a door that is 25 ½ wide, how much space will be on each side of the towel bar? 8.5 inches
Which temperature could be a piece of data for *both* cities? A) 65° B) 70° C) 75° D) 80°		Write an inequality that represents this graph:  x > 54	Solve the inequality: –3(–3x – 4) < 66 x < 6 Give three numbers that are solutions to this inequality.
Jon tossed a standard die several times. He got the number "4" on 5 of the tosses. Based on theoretical probabilities, what is the best estimate of the total number of times he tossed the cube? A) 20 times B) 60 times C) 30 times D) 10 times		Which does NOT have an equal chance? A) Choose a number at random from 1 to 7 B) Toss a coin C) Choose a letter at random from the word SCHOOL	Place the probability of spinning each number on the on the probability line below.  
To find the probability of two independent events, you _____ their probabilities. A) add B) subtract C) multiply D) divide	A standard die is rolled and a coin is tossed. What is the probability that the cube shows a 3 and the coin is tails?	The results of a survey show that baseball is the favorite sport for 18 out of 25 people. What is the percent probability for this? 72%	
Jon's experimental probability of striking out at baseball is 13%. Out of 30 times at bat, about how many times will she strike out? 4	Helen has four jogging outfits and three pairs of shoes. How many different outfits can she make? 12	Don, Eric, and Finn line up in random order for the cafeteria line. What is the probability that they line up from front to back in alphabetical order? 16.6%	A bag contains 3 blue and 2 green marbles. What is the probability of drawing a blue marble followed by a green marble, without replacing the first marble? 30%
Make a tree diagram for tossing a coin twice. 	Both spinners are spun at the same time. List out all the possible outcomes.  R1,R2,R3,B1,B2,B3,G1,G2,G3, Y1,Y2,Y3	A bag contains 9 blue marbles and 1 green marble. What is the probability of drawing a blue marble followed by a green marble, without replacing the first marble before drawing the second marble? 10%	

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