MCMS Educational Applications Login Information

How to Login to Google Classroom From Home:

1. Enter the URL www.google.com in the address bar at the top of the web browser. Note: Downloading and using the Google Chrome web browser will take you directly to the Google home screen.





2. Click on the Blue Sign in Button at the top right portion of the screen.
3. Enter your School Issued Login Credentials
4. Once you are signed in you can access all **Google Apps** including **Google Classroom** by clicking on the "waffle" button at the top right-hand side of the screen.

My Google Account Username is:

My Google Account Password is:

How to Login to Reading Plus From Home:

1. Enter the URL www.student.readingplus.com in the address bar at the top of the web browser.
2. If prompted, enter the **Site Code: rpmccre** in the space provided.
3. Enter your Reading Plus username and password in the boxes provided and hit sign-in.

My Reading Plus Username is:

My Reading Plus Password is:

How to Login to IXL from Home:

1. Enter the URL www.ixl.com/sigin in the address bar at the top of the web browser.
2. Enter your IXL username and password in the boxes provided and click sign-in.

My IXL Username is:

My IXL Password is:

How to Login to i-Ready from Home:

1. Enter the URL https://login.i-ready.com/ in the address bar at the top of the web browser.
2. Enter your i-Ready username and password in the boxes provided and click sign-in

My i-Ready Username is:

My i-Ready Password is:

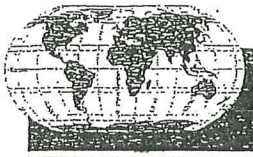
For Google and/or Reading Plus assistance contact Mark Jones at mark.jones@mccreary.kyschools.us
For IXL assistance contact Sherry Durham at sherry.durham@mccreary.kyschools.us



MCMS
7th Grade
NTI Packet
Days 6 - 10

Day 6

Name _____ Date _____ Class _____



The Phoenicians and the Hebrews

Chapter 6

FOCUS ON IDEAS

Fill in each blank to form a summary of Chapter 6 by choosing the proper term from the words listed below.

alphabet	farmers	Judaism	Pacific
Bible	free speech	laws	prophets
Canaan	Israel	Mediterranean	rivers
cedar	Jerusalem	merchants	sabbath
David	jewelry	Moses	sea
dye	Judah	oak	social justice

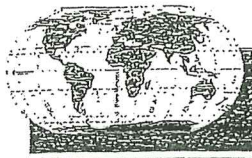
The Phoenicians lived in the northern part of _____. Their region was famous for its _____ forests and an expensive purple _____. Because farmland was limited, many Phoenicians turned to the _____ for a living. They brought the culture of the Middle East to unexplored areas of the western _____. One of the most important contributions they passed along to other peoples was the idea of a(n) _____.

The early Hebrews were traveling _____. According to the _____, God made an agreement with Abraham that gave Canaan to the Hebrews if they accepted Him alone as the one true god. After a long stay in Egypt, the Hebrews were led by _____ into the desert. There, they made another agreement with God and promised to obey certain _____.

A strong Hebrew kingdom later emerged in Canaan under the rule of _____. His son, Solomon, built a huge temple in the capital city of _____. The Hebrew kingdom finally split into the kingdoms of _____ and _____. During this time, _____ reminded the Hebrews of their duty to God and neighbor. Some of them taught the idea of _____ _____ for everybody. Although the Hebrew kingdoms did not last, the Hebrew religion still exists today and is called _____.

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Name _____ Date _____ Class _____



MILITARY EMPIRES

Chapter 7

FOCUS ON IDEAS

Fill in each blank to form a summary of Chapter 7 by choosing the proper term from the words listed below.

Ashurbanipal	cruelty	Egyptian Empire	Persepolis
army	Cyrus	planets	Persian Empire
astronomers	eastern Europe	merchants	provinces
Babylon	fairness	navy	roads
canals	Hittites	Nebuchadrezzar	cities
central Asia	iron	Nineveh	Zoroaster

The Assyrians developed a well-organized _____ and conquered a large area of the Middle East. They were especially skilled in attacking _____ and were feared because of their _____. Assyrian strength was due partly to the use of weapons made of _____. The Assyrians learned the skill of making such weapons from the Hittites.

Assyrian kings divided the empire into _____. These areas were linked by a system of _____. In time, the empire started to fall apart. In 612 B.C., the Chaldeans captured _____, the Assyrian capital.

The Chaldean king, _____, built a new capital at _____ that became the center of a great civilization. Chaldean _____ studied the heavens and made maps that plotted the positions of the _____. Chaldean territory later became a part of the _____ _____.

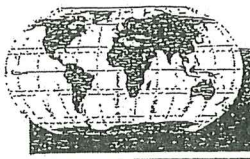
The Persians came from _____ _____ and settled on a high plain between the Persian Gulf and the Caspian Sea. Under King _____, they began to develop a large empire. Persian rulers were known for their _____ toward conquered peoples. During this time, a religious leader named _____ taught a new religion that stressed the struggle between good and evil.

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Day 8

Name _____ Date _____ Class _____



AFRICA AND THE AMERICAS

Chapter 8

FOCUS ON IDEAS

Fill in each blank to form a summary of Chapter 8 by choosing the proper term from the words listed below.

Aksum	iron-smelting	Olmecs	South America
brick-making	language	palace	Swahili
bronze	maize	pilgrimage	Tenochtitlán
Central America	mathematicians	salt	terraces
deserts	Meroë	savannahs	trading
East	nomads	slag	university

On the East African grassy plains, or _____, the ancient kingdom of Kush was built by _____, or wandering herders. Kushites learned from the Egyptians the worship of Amon-Re and the skill of working copper and _____; and from the Assyrians, the secret of _____. Kush began as a great trading country but declined, being replaced by _____. Aksum was successful at trade and learned how to farm on, _____ or raised levels of land.

In West Africa, Ghana, Mali, and Songhai rose to power as _____ kingdoms. Their strengths lay in the trade of gold and _____ and the knowledge of iron-smelting. One king of Mali became famous as he made a _____ to Arabia and gave gold to poor people. Mansa Musa I also built a _____ at Timbuktu.

Zimbabwe and Kilwa, two East African countries, became great trading kingdoms and dealt in gold, copper, and ivory with countries of the _____. In Kilwa, a culture called _____ developed as a blend of civilizations.

Across the globe, in the Americas, two ancient trading civilizations, the _____ and Mayas, flourished. They developed planned cities and a calendar. The Mayas proved themselves to be great astronomers and _____. Two other controllers of _____ _____ and _____ _____ were the warlike nations of the Aztecs and the Incas. A capital built at _____ gave the Aztecs control over Mesoamerica. The Incas built a strong empire through a road system and a common religion and _____.

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Day -1

Name _____ Date _____ Class _____



Beginnings

Chapter 9

FOCUS ON IDEAS

Fill in the blanks to form a summary of Chapter 9. You will find some of the proper terms listed below. For other words, you may need to use your textbook.

civil wars	fortress-palaces	laws	park
Crete	gymnasiums	Mother Earth	seafaring
Dark Age	Hellenes	navigation	Troy
farmers	Knossos	*Odyssey*	walls

Minoan civilization developed on the island of _____. At first, Minoans were _____. Later, they became the world's first important _____ civilization.

Minoan cities were different from those of other ancient civilizations. At the center of each city was a _____ rather than a temple. Minoan cities did not have _____ around them. Instead people relied on their _____ for protection. One of the largest Minoan cities was _____.

Minoans worshipped many gods and goddesses. They especially honored the goddess _____ _____. Minoan priest-kings made _____ and explained the gods' will by looking for signs from the sky at the top of _____ _____.

About 1400 B.C., the _____ took control of the Aegean area. They learned many things from Minoans, especially the skills of shipbuilding and _____. They formed _____ _____ to raid nearby lands. Their attack on the city of _____ is told in an epic poem called the *Iliad*.

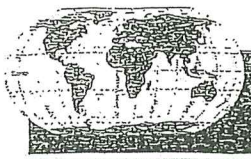
Weakened by years of _____ _____, Mycenaeans were defeated by the _____. As a result, the Aegean region entered a _____. In isolation from the rest of the Middle East, a new civilization began. Its people formed small independent communities and started calling themselves _____.

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Day 10

Name _____ Date _____ Class _____



The City-States

Chapter 10

FOCUS ON IDEAS

Fill in the blanks to form a summary of Chapter 10. You will find some of the proper terms listed below. For other words, you may need to use your textbook.

citizens	elections	music	political power
Cleisthenes	government	Pericles	public office
community	Marathon	Persians	truce
democratic	military power	philosophy	war

Around 700 B.C., the _____ became the geographical and political center of Greek life. The _____ in each city-state had certain rights. They could vote, own property, hold _____ _____, and speak for themselves in court. In return, they were expected to take part in _____ and to defend the city-state in time of war.

The two greatest city-states were Sparta and Athens. By 500 B.C., Sparta had become the greatest _____ _____ in Greece. Its aristocrats spent most of their time and energy training for _____. Between 750 and 507 B.C., Athens went through a long series of political _____ that gave more rights to the common people. A noble named _____ put into effect the world's first generally _____ constitution in 507 B.C.

After the defeat of the _____, Athens became the leading city-state of Greece. The main leader of Athens at this time was a general named _____. Under his leadership, art, literature, and _____ advanced greatly.

Sparta defeated Athens in the _____ _____. This struggle weakened the Greek city-states. They soon lost their sense of _____ and were conquered in 338 B.C. by _____ of Macedonia.

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PS 2-3
PS 2-5

Science
Day 6

Lesson 5.3 Magnets in Motion

Is this cutting edge technology the future of transportation?

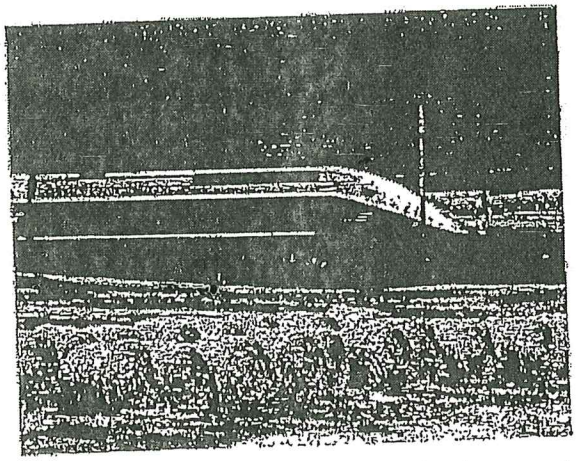
Since 2002, people in China have had the option of flying from downtown Shanghai to the city's outlying airport. They zoom along at average speeds approaching 200 miles per hour and complete the journey in less than eight minutes. They aren't flying in an airplane, though, and they certainly aren't soaring over anyone's head—in fact, they're barely half an inch above ground! The passengers are riding in the world's first high-speed, **commercial** maglev train.

A traditional train rolls along on slotted wheels that fit over a pair of metal rails. A massive engine at the front turns the wheels as it drags the long line of cars stretching behind it. A lot of energy is used up just overcoming friction—every one of the train's hundreds of wheels touches the tracks. Maglev trains are much more efficient. There's no friction because they hover above the track's surface as they move forward.

Although two different types of maglev technologies are being tested and put to use today, they both use electromagnetic forces to levitate the trains and propel them forward. One technology uses the repulsive action of like charges. Electrical currents are used to induce one magnetic field along the side of the train and another one along raised walls running down both sides of the track. These magnetic fields have the same charge, so they repel each other. The train is pushed upward slightly and suspended in the air. Separate **electromagnets** inside the surrounding walls are put to use pulling and pushing the train forward.

The Shanghai maglev train uses a different design. The train's body wraps around a steel rail running below it. Electromagnets in the lowest part of the train below the rail are attracted to an oppositely-charged magnetic field in the rail above. This attraction pulls the train upward just enough so that it no longer touches anything. Then, magnets in the surrounding walls propel the train forward.

Only a handful of maglev train systems are in the planning stages today, even though they are one of the most efficient means of transportation available. Part of the problem is that the initial costs of building them are extremely high. They can't use existing train tracks, so the entire system has to be built from scratch. Once a maglev train is up and running, though, it can't be beat for speed and efficiency.



commercial: suitable for the public and done with the goal of making money

maglev: shortened form of *magnetic levitation*

electromagnets: devices made from coils of wire wrapped around metal cores that become magnetized with the addition of electricity

Maglev trains need extremely powerful magnetic fields in order to suspend something as heavy as an entire train, so they use very heavy electromagnets. The additional weight makes the trains less efficient. Researchers are looking into superconductors as a solution. These special metals and alloys are extremely efficient conductors of electromagnetic forces when they are cooled to low temperatures.

Maglev train lines are being proposed to link Baltimore with Washington, D.C., and Los Angeles with Las Vegas.

Maglev trains don't use engines, so they don't pollute the air. They do use electricity, though, so some pollution might be created, depending on how the electricity was generated.

NAME _____

Circle the letter of the best answer to each question below.

1. Maglev train systems aren't common around the world yet because
   a. electromagnetic technology isn't widely understood.
   b. electromagnets are extremely difficult to create.
   c. they are still very expensive to develop.
   d. All of the above

2. Which of the following statements about maglev trains is true?
   a. The first car of the train contains an engine.
   b. The train is pushed along by power supplied only to the last car.
   c. The entire train is propelled forward as a single unit.
   d. The train moves because it is made of metal that is attracted to magnets in the track.

Write your answers on the lines below.

3. List two reason why maglev trains are highly efficient.

_____

4. Do the cars of a maglev train need to be connected to each other? Why or why not?

_____

_____

5. At low speeds, maglev trains are nearly silent, but at their top speeds, they can be very loud. Why do you think the amount of noise the train makes depends on how quickly it travels?

_____

_____

Unifying Concepts and Processes

Once a maglev train is moving, do you think the amount of electromagnetic force has to increase when the train goes up a hill? Explain your answer.

_____

_____

PS 2-2

Science Day 7

19 A

Gravity and Air Resistance

A baseball thrown to a batter and a leaf blown from a tree are two examples of how natural forces act on objects in the air. When an object is released in the air, it usually falls downward. To understand what happens to an object in the air, one needs to understand the concept of gravity and the effect of air resistance. On Earth, gravity can be thought of as a downward force. Air resistance is an upward force on a falling object. The combination of these two forces is what makes an object fall at a particular speed, or velocity.

Gravity, one of the most basic forces of nature, makes objects fall. Gravity is the force that pulls objects toward Earth. If a person lets go of two objects that are the same size, shape, and weight, they fall at the same speed.

Many people think of air as being weightless, but air is actually a gas that consists mainly of nitrogen and oxygen. Earth's atmosphere contains quadrillions of tons of air. Air resistance is the force of the air pushing against a moving object. Air resistance is also called drag. The amount of air resistance an object encounters when it falls depends primarily on its weight, size, and shape. For example, suppose a 6-kilogram (13-pound) sheet of plastic and a 6-kilogram bowling ball were dropped from the top of a tall building at the same time. The bowling ball would hit the ground long before the sheet of plastic would. The reason is that the plastic would encounter more air resistance on its way down. This is mainly because the plastic sheet has a much larger surface than the bowling ball does. More air would be pushing against the plastic than would be pushing against the bowling ball.

If two objects are the same shape and the same weight, their size will usually determine which falls faster. A 6-kilogram ball made of plastic is larger than a 6-kilogram ball made of steel. More air will push on the larger object, so the steel ball will fall faster.

A parachute takes advantage of air resistance to slow a person's fall. Even though a person weighs more wearing a parachute than without one, the parachute will still cause the person to fall more slowly. An open parachute creates a large surface area and much more air resistance.

Recalling Facts

1. The force that pulls objects toward Earth is called
   - ☐ a. speed.
   - ☐ b. gravity.
   - ☐ c. air resistance.

2. Air is made up of
   - ☐ a. nothing.
   - ☐ b. only oxygen atoms.
   - ☐ c. a gas.

3. The speed at which an object falls is determined mainly by the object's
   - ☐ a. shape, size, and magnetism.
   - ☐ b. shape, size, and weight.
   - ☐ c. shape, color, and weight.

4. The force that pushes against a falling object is called
   - ☐ a. gravity.
   - ☐ b. levity.
   - ☐ c. air resistance.

5. Parachutes work by increasing
   - ☐ a. air resistance.
   - ☐ b. gravity.
   - ☐ c. weight.

Understanding Ideas

6. One can infer that the reason a leaf falls slowly from a tree is that a leaf has
   - ☐ a. resistance to gravity.
   - ☐ b. a large surface area for an object of its weight.
   - ☐ c. magnetic attraction to a tree.

7. If an oak board and an oak cube of the same weight were dropped from the top of a building at the same time, which would hit the ground first?
   - ☐ a. The board would.
   - ☐ b. The cube would.
   - ☐ c. They would hit at the same time.

8. If the speed of an object increases as it falls, then an object dropped from a higher distance has a final speed that is _____ an object dropped from a lower distance.
   - ☐ a. slower than
   - ☐ b. faster than
   - ☐ c. the same as

9. It is likely that a strong wind causes objects to fall
   - ☐ a. faster.
   - ☐ b. at the same speed as they would otherwise.
   - ☐ c. more slowly.

10. One can infer that without air resistance, all objects would fall
    - ☐ a. slowly.
    - ☐ b. at speeds much different from one another.
    - ☐ c. at about the same speed as one another.

PS 4-2

Day 8

13 A Why Is the Ocean Blue?

When we say that an apple is red or a leaf is green, we mean that each appears to be these colors when seen in ordinary light. The way an object reflects and absorbs light determines its color.

The concept of light has proved to be very challenging for scientists. Light is energy that sometimes behaves likes waves and sometimes behaves like particles. When people use the word *light*, they are usually referring to electromagnetic energy that can be seen by the human eye.

Light behaves like waves when it produces colors. White light—such as sunlight—contains a mixture of colors. Each color of light has a different wavelength, or distance between waves. When a person shines a beam of white light through a piece of glass called a prism, the glass bends the waves at different angles. The result is a rainbow of colors—red, orange, yellow, green, blue, indigo, and violet. This range of colors is known as the spectrum. Red is the color of the spectrum with the longest wavelength, and violet is the color with the shortest.

When light strikes an object, some wavelengths of light are absorbed. Others are reflected. An object appears a certain color because of the color of light it reflects. A leaf looks green because it reflects the green light. An apple looks red because it reflects the red light. Some objects absorb all colors of light, and some absorb none. An object that appears black absorbs all colors of light. None are reflected. On the other hand, an object that appears white reflects all colors of light. None are absorbed.

The relationship between light and color can be seen by viewing a red apple in blue light. In this light, the apple does not look red because there is no red light for the apple to reflect. Because the apple's skin absorbs all other colors of light, the apple looks black.

A few substances, such as glass and water, do not reflect much light. Some wavelengths of light travel through these materials, and other wavelengths are absorbed. Red stained glass, for example, allows red light to pass through it and absorbs all other colors. When sunlight shines on ocean water, a different process takes place. The light strikes tiny particles in the water and is scattered, or reflected in many directions. Blue light scatters more intensely than other colors, so the water usually appears blue.

Recalling Facts

1. When a beam of white light passes through a prism, the light is bent to reveal
   - ☐ a. its speed.
   - ☐ b. its brightness.
   - ☐ c. the spectrum.

2. An object appears a certain color because of the color of light it
   - ☐ a. absorbs.
   - ☐ b. reflects.
   - ☐ c. produces.

3. An object that absorbs all colors of light appears
   - ☐ a. black.
   - ☐ b. white.
   - ☐ c. blue.

4. The ocean appears blue because
   - ☐ a. water is always blue.
   - ☐ b. sunlight is yellow.
   - ☐ c. water scatters blue light most intensely.

5. The color of light is determined by its
   - ☐ a. wavelength.
   - ☐ b. brightness.
   - ☐ c. number of watts.

Understanding Ideas

6. You can infer from the information in the article that a banana appears yellow because it
   - ☐ a. absorbs yellow light.
   - ☐ b. absorbs all light.
   - ☐ c. reflects yellow light.

7. You can infer that fruit punch appears red because
   - ☐ a. the punch reflects all other colors.
   - ☐ b. the punch scatters red light most intensely.
   - ☐ c. the punch does not absorb any light.

8. It is likely that a black object placed in sunlight will become hotter than a white object because
   - ☐ a. the wavelength of black light is longest.
   - ☐ b. black absorbs white light, whereas white reflects it.
   - ☐ c. light passes through the black object.

9. You can infer that the deepest parts of the ocean are dark because as light passes through hundreds of meters of water
   - ☐ a. only black light is not absorbed.
   - ☐ b. none of the light is absorbed.
   - ☐ c. all colors of light are eventually absorbed.

10. The article suggests that all color in the world is the result of
    - ☐ a. light.
    - ☐ b. paints.
    - ☐ c. dyes.

MS-PS1-1
Day 9

7th grade Science

Name: _____

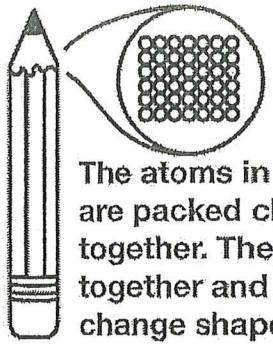
Why Does Matter Matter?

by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solid

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

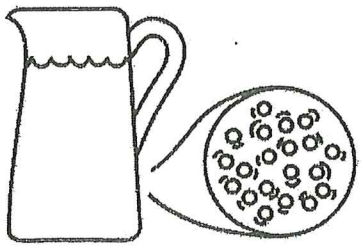


The atoms in a solid are packed closely together. They bond together and do not change shape.

Liquid

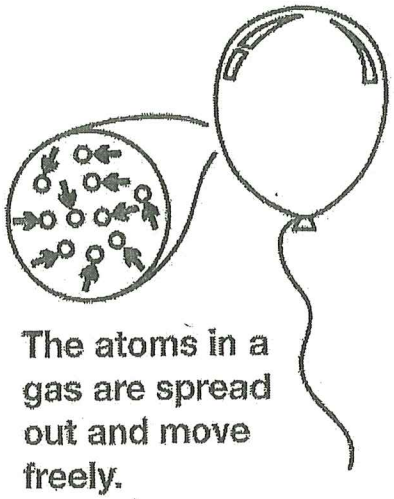
Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

The atoms in a liquid are close together. They slide around.



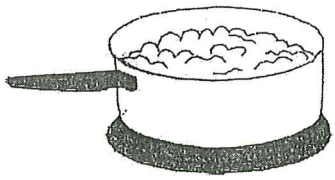
Gases do not have definite shape or volume. Like liquids, gasses will take the shape of their containers. If a gas is not in a container, it will spread out indefinitely. This is because the atoms in a gas are spaced farther apart than in a solid or a liquid. And being spread out like this allows them to move around freely. Think about the air you breathe everyday. That air is spread across the empty space around the earth. You've probably also noticed that you usually cannot see the air. This is another property of gases. Even though we cannot see them, you come in contact with them everyday. There's air in the tires of your family car and your bicycle. There are many different types of gas in the earth's atmosphere, such as oxygen, carbon dioxide, nitrogen, water vapor, and helium.

Gas



The atoms in a gas are spread out and move freely.

When trying to remember the three states of matter, think about water. If it freezes into a solid, it becomes ice. Its atoms are packed together keeping its shape. Of course, we know water can also be a liquid. It flows in rivers or it can be poured from a glass. When water evaporates it becomes water vapor, a type of gas in the air. Try a little experiment of your own by placing an ice cube in a covered glass or container. You will be able to observe the ice first in its solid form and then watch as it melts into a liquid to become water. Eventually the water will turn to water vapor and your glass or container will be filled with this gas.



You can see three different states of matter in this picture. The pot is made of solid matter. The water inside the pot is liquid. When the liquid is heated it becomes water vapor, which is a gas.

Matter is everywhere! Can you find a solid, a liquid, and a gas around you right now?

pH Scale HS-LS1

7th grade Science

Day 10

1 You know that some substances, such as battery acid, are very strong and can be harmful. Other substances, such as orange juice, are also acids, but they aren't harmful. The strengths of acids and bases can be measured and compared on a scale.

2 Scientists have developed a way to measure how much acid or base something has in it. This value is measured by a scale known as pH. When **pH** is determined, the concentration of hydronium ions in a solution is actually what is measured.

3 You can measure pH several different ways. If you have ever seen someone test the pH of a pool, that person may have used strips of paper or plastic. These strips contain an indicator. The indicator turns different colors at different pH values. The color of the strip is compared to a scale of colors to find the pH value.

4 Electronic meters are also used to measure pH. A probe from a meter is placed in a solution. The pH of the solution is read on a dial on the meter.

5 A scale is used to show pH values. The pH scale goes from 0 to 14. Each pH value on the scale shows how many hydronium ions are present in the solution. A lower number on the scale actually indicates a greater number of hydronium ions.

6 A low pH value shows that the solution is **acidic.** An acidic solution has a pH less than 7. These solutions have a large amount of hydronium ions. A solution with a pH of 0 is a very strong acid. A solution with a pH of 6 is a weak acid. Battery acid has a pH of 0, so it is a strong acid. Milk has a pH of 6.5, so it is a very weak acid.

7 A solution with a pH of more than 7 is considered **alkaline.** Alkaline is another way to describe something that is a base. All bases are alkaline and have a pH greater than 7. Lye is a very strong base that has a pH of 14. An antacid is a relatively weak base with a pH of around 9. It might seem that alkaline solutions contain no hydronium ions at all. However, any water solution contains a certain number of hydronium ions. In an alkaline solution, the number of hydronium ions present is quite small.

8 One reason measuring pH is useful is that it shows how safe a solution is. The closer a pH value is to 7, the less likely the acid or base is to harm you. Materials such as battery acid (pH 0) and oven cleaner (pH 14) are at the ends of the scale. Each of these materials can be harmful. They burn skin on contact and can damage other tissue, such as eyes.

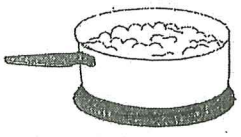
9 A solution with a pH of exactly 7.0 is **neutral.** Solutions such as blood and seawater have pH values close to 7. Foods with acids in them also have pH values that are not at the ends of the pH scale. If a food is quite sour, for example, it might have a lower pH value than a food that is less sour.

10 Stomach acid has a pH of 2, which is quite acidic. If the stomach did not have mucus covering its lining, stomach acid would damage the lining and cause pain. A person can get a stomach ulcer if stomach acid touches the lining of the stomach.

11 Sometimes pH must be within a certain range. The pH of a swimming pool or spa must be in a range that will keep bacteria from growing. Your blood must stay within a narrow range of pH values in order to prevent you from becoming sick.

Name: _____

Why Does Matter Matter?



by Kelly Hashway

solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.

1. The three basic properties of matter are _____,

   _____, and _____.

2. All matter is made up of tiny particles called _____.

3. Volume is the amount of _____ that matter takes up.

4. Mass is the amount of _____ an object has.

5. Liquids take the shape of their _____.

6. _____ do not have a definite shape or volume.

7. _____ do not have a definite shape, but they do have a definite volume.

8. _____ have a definite shape and volume.

9. A _____ and _____ are examples of solids.

10. _____ and _____ are examples of liquids.

11. _____ and _____ are examples of gas.

12. Solid ice is _____ when it is changing into a liquid.

Comprehension

Write the letter of the best answer for each question.

2. Because milk is safe to drink, it most likely has a pH of around _____.
   a. 1
   b. 6
   c. 13

3. Which of the following pH values has the greatest concentration of hydronium ions?
   a. 3
   b. 8
   c. 12

4. A solution with a pH of 11 is _____.
   a. acidic
   b. alkaline
   c. neutral

5. Pure water has a pH of 7, so it is _____.
   a. acidic
   b. alkaline
   c. neutral

6. Stronger acids and bases are located on the _____ of the pH scale.
   a. middle
   b. center
   c. ends

Word Study

Context Clues You can often tell the meaning of a term by reading the words around it. Look in other sentences for clues about the meaning.

Look at each number in parentheses. Find the paragraph in the reading with the same number. Then find the term that fits the given meaning. Write the term.

7. use a standard tool to find a value (2)
8. evenly spaced marks on a line (2)
9. the part of an instrument that is used for measuring (4)
10. a thick, slimy material (10)
11. a set of limits (11)

Suffixes A suffix is a syllable that can be added to the end of a word to modify its meaning. Many words end in *-ness* and *-ity*. Often, *-ness* and *–ity* mean "state of being."

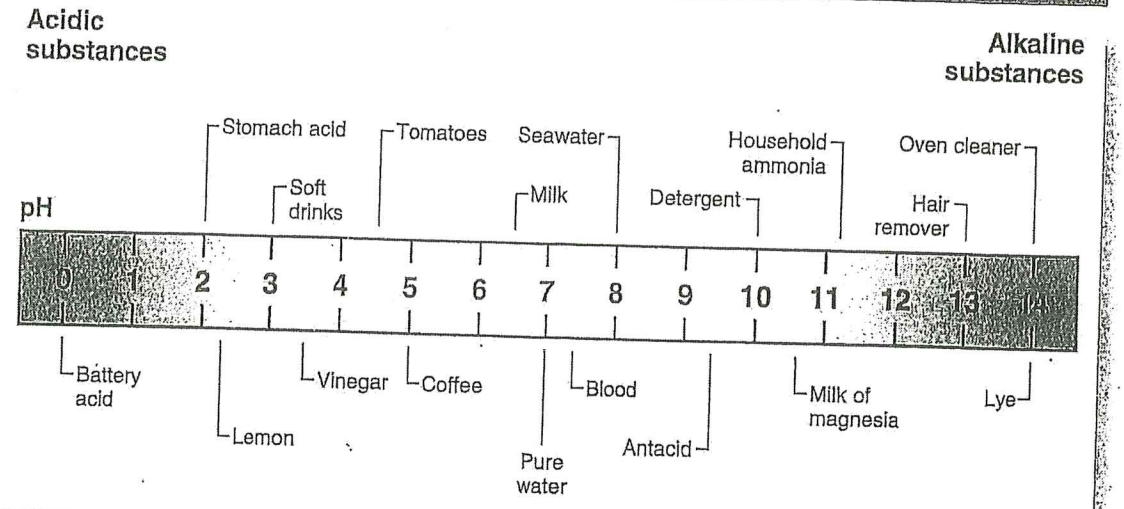
cold + **ness** = coldness (state of being cold)
electric + **ity** = electricity (state of being electric)

Read each word in bold type and the incomplete definition. Write the word that completes the definition.

12. **acidity:** state of being _____
13. **alkalinity:** state of being _____
14. **neutrality:** state of being _____
15. **closeness:** state of being _____
16. **sourness:** state of being _____

Sequence The pH scale sequence is a list of objects based on pH values. The pH scale ranges from very acidic on the left to very basic on the right.

pH Scale



Multiple Choice Use the diagram to answer the questions.

17. The most neutral substance on the pH scale is _____.
    A. pure water
    B. seawater
    C. blood
    D. milk

18. Grapefruit is an acid, so it would be placed _____ on the pH scale.
    A. below 7
    B. at 7
    C. above 7
    D. at 14

19. Which sequence ranks the bases from strongest to weakest?
    A. blood, detergent, lye, antacid
    B. lye, detergent, antacid, blood
    C. lye, blood, detergent, antacid
    D. antacid, lye, detergent, blood

7th Grade Mathematics

NTI PACKET

Day 6

Rational Number Review

1. When multiplying integers with different signs your answer will always be _____ (positive or negative)?

2. What is the rule for adding same sign integers?

3. What is the rule for subtracting integers?

Solve:

4. -9 + 28	5. -17 + -12	6. 452 – (-128)	7. -682 – (-412)
8. 2.6 + (-13.4)	9. (-9.9) + (-11.8)	10. 2.4 + (-2.21)	11. -7.953 + 0.7
12. $-3\frac{5}{7}-\frac{1}{2}$	13. $3\frac{1}{4}-4\frac{2}{7}$	14. $1\frac{5}{6}-4\frac{1}{4}$	15. $6-4\frac{4}{5}$

Evaluate:

16. Elizabeth is sewing buttons on sweaters. She has 3 new sweaters and she is sewing 3 buttons on each sweater. If buttons come in packs of 15, how many packs will she need?

17. Allison is packing packages of cookies into a bigger box. A big box will hold 5 packages of cookies. If she has 37 packages of cookies, how many big boxes will she need?

18. Five brothers decide to go together and buy a new video game system. The total price is $456.31, including tax.

Part A – If the five brothers equally share the price of the system, how much will each brother pay? Round your answer to the nearest penny.

Part B – Suppose the grandparents decide to put up half money for the video game system and the five brothers redistribute the remaining cost between each of them equally. How much will the grandparents pay for the system? How much will each brother pay? Round your answer to the nearest penny.

7th Grade Mathematics

NTI PACKET

Day 7

Name: _____

Error Analysis –Algebraic Expressions

Read each scenario at the top of each box. Then look at the incorrect work/solution box and identify the error that the student made when solving each algebraic expression. Then rework each problem and share a strategy to help the student avoid the same error in the future.

<table>
<tr><td colspan="2">The amount of money that remains from a 20-dollar bill after Bill buys 3 notebooks for p dollars each in 20 – 3p. Find the amount remaining if each book costs $2.</td></tr>
<tr><td>Incorrect Work/Solution

20 – 3p
20 – 3(2)
17(2)
24

The amount of money remaining is $24</td><td>Identify & Explain the Error</td></tr>
<tr><td>Correct Work/Solution</td><td>Share a Strategy</td></tr>
</table>

<table>
<tr><td colspan="2">The amount of money Tanya will need to pay for 6 boxes of crayons using a $2 coupon can be represented by the expression 6x -2, where x is the cost of each box of crayons. Find the amount of her purchase if each box of crayons is $3.</td></tr>
<tr><td>Incorrect Work/Solution

6x -2
63 – 2
61

Tanya's purchase will cost $61</td><td>Identify & Explain the Error</td></tr>
<tr><td>Correct Work/Solution</td><td>Share a Strategy</td></tr>
</table>

Floyd is 5 years older than one third of Mark's age. Lucas is three years younger than 2 times Floyd's age. Define a variable and write an expression to represent to represent Floyd's age. Then find Floyd's age and Lucas' age if Mark is 6 years old.

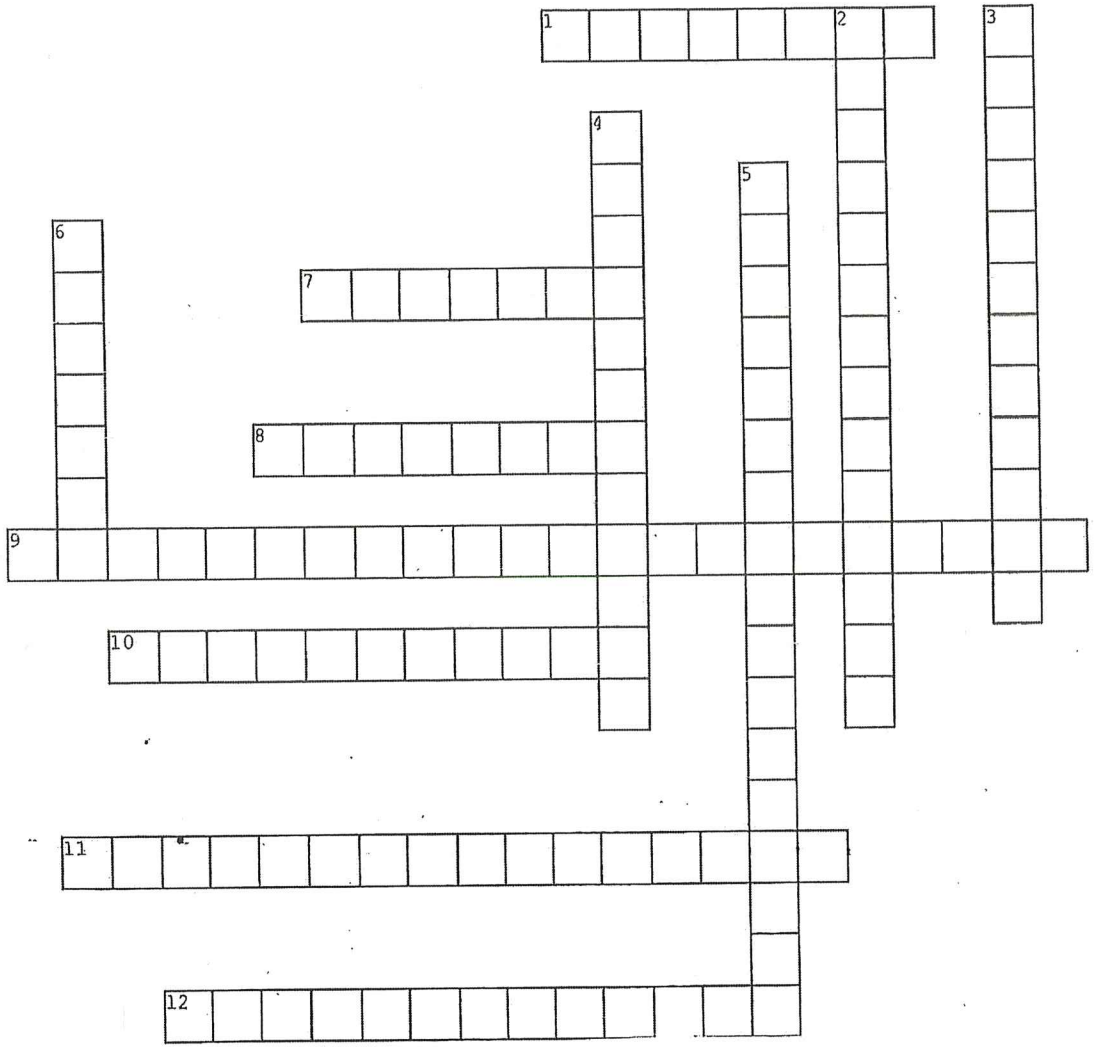
Incorrect Work/Solution	Identify & Explain the Error
m = Mark's age Floyd $3m + 5$ $3(6) + 5$ $18 + 5$ $=23$ Floyd is 23 years old and Lucas is 43 years old. Lucas $2(23) - 3$ $46 - 3$ $=43$	
Correct Work/Solution	**Share a Strategy**

Stacie and her friends bought lunch for $15 and three admission tickets to Adventure Land. Write an expression that could be used to represent the total amount of money they spend if t represents the cost of ticks. Then find the total if the tickets cost $7 each.

Incorrect Work/Solution	Identify & Explain the Error
$15t + 3$ $15(7) + 3$ $105 + 3$ $= 108$ The total is $108	
Correct Work/Solution	**Share a Strategy**

Name: _____

The Number System



decimal expansion rational integer long division whole number decimal additive inverse

number line absolute value fraction scale factor greatest common factor

Across

1. A _____ number can be expressed as a ratio.
7. A number that contains a decimal point.
8. A quantity that is not a whole number.
9. The largest of the common factors of two or more numbers.
10. A diagram that shows the ordering of numbers.
11. The number that, when added, gives a sum of zero.
12. A step-by-step process for dividing multi-digit numbers; can be used to convert rational numbers to decimals.

Down

2. How far a number is from zero; same as magnitude.
3. The amount by which you multiply something to scale it.
4. A positive number with no fractional or decimal part.
5. A number's decimal form. The _____ _____ of a rational number repeats or eventually comes to an end.
6. A number with no fractional part.

7th Grade Mathematics

NTI PACKET

Day 8

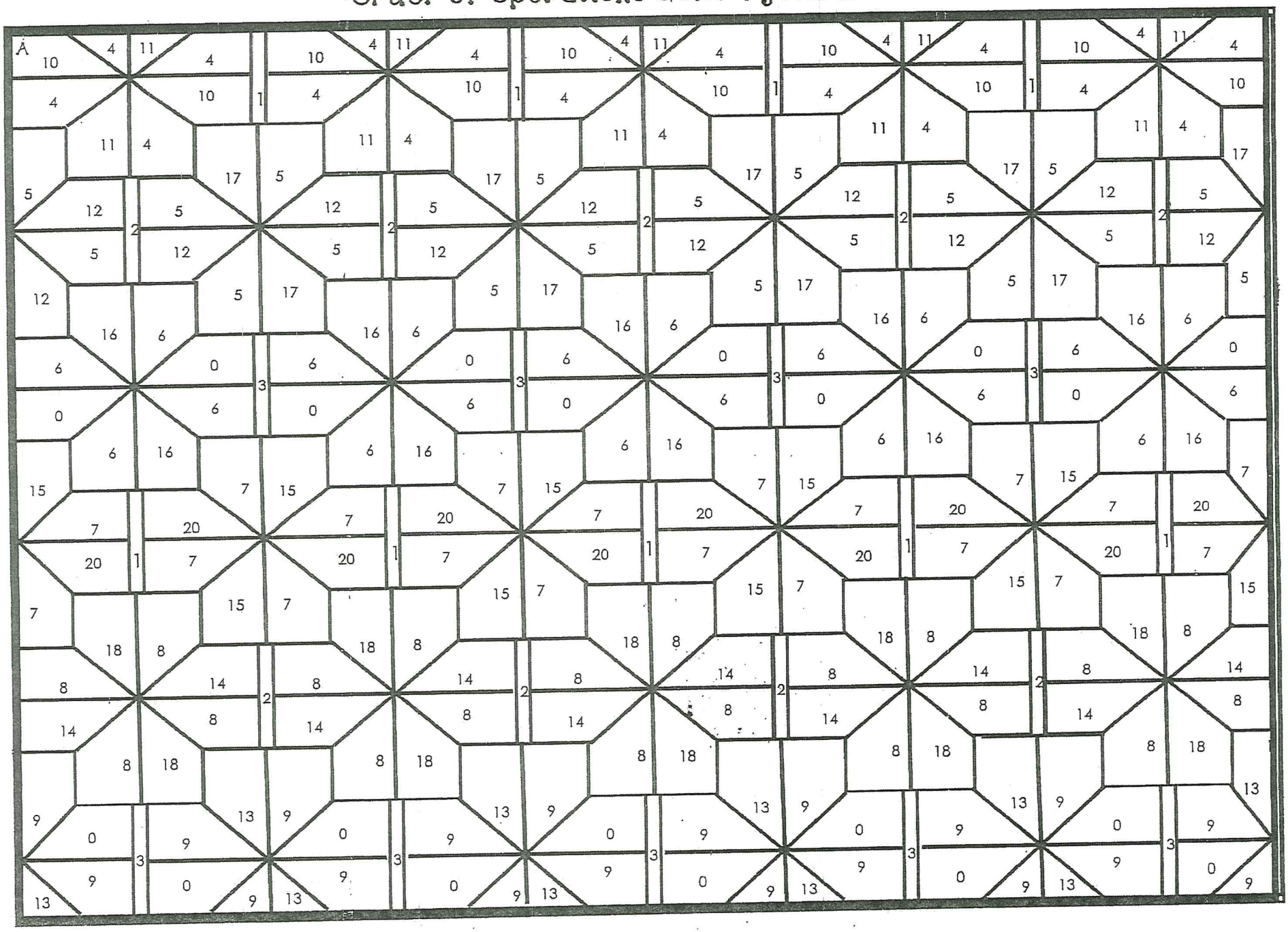
Order of Operations Color by Number

Directions: Solve each problem, showing all work. Then find the ANSWER number on the coloring sheet and color it with the color given in the box.

* Remember to use the correct order of operations: GEMDAS

1 $9 \times 7 - 45$ Color this answer light blue.	2 $28 \div 4 + 4$ Color this answer green.	3 $2 + 3 \times 5$ Color this answer light blue.	4 $21 - 18 \div 3$ Color this answer green.	5 $72 \div 8 - 3 \times 2$ Color this answer green.
6 $(9 + 3) \div 6 \times 2^3$ Color this answer purple.	7 $12 \times (4 + 1) - 100 \div 2$ Color this answer green.	8 $10 - 3^2 + 4 \times 2$ Color this answer yellow.	9 $17 - 12 \div 4 \times 1^3$ Color this answer light blue.	10 $13 + 18 - (4 \times 6)$ Color this answer orange.
11 $9^2 - (6^2 \times 2) - 1$ Color this answer medium blue.	12 $(12^2 \div 6) \div 2 \times 1^2$ Color this answer light blue.	13 $18 \div (5 + 4) \times 5^2 - 7^2$ Color this answer yellow.	14 $55 \div (4+1) \times 3 - 3^3$ Color this answer yellow.	15 $8 \times 3 \div 6 \times 10 \div 20$ Color this answer pink.
16 $7 \times 6 \div 2 - 4^2$ Color this answer medium blue.	17 $22 - 8 + 2 - 5 + 2$ Color this answer purple.	18 $8^2 \div 4^2 - 36 \div 9$ Color this answer purple.	19 $12^2 - 7^2 - (3 \times 5^2)$ Color this answer green.	20 $46 - (21 \div 3) \times 6$ Color this answer orange.

Order of Operations Color by Number



7th Grade Mathematics

NTI PACKET

Day 9

Top Mathlete

NFL player John Urschel is also a mathematician!

John Urschel fits right in at the line of scrimmage. He's 6 feet, 3 inches tall and weighs 305 pounds, so it's no surprise to learn he's an offensive lineman for the Baltimore Ravens. What's unexpected is how the 24-year-old spends his downtime. He's not only an NFL athlete—he's also a mathematician.

Urschel loves math as much as he loves football. He has two math degrees, and he's published papers in mathematical journals. As a student-athlete at Pennsylvania State University, he even taught calculus classes!

What inspired him to pursue both math and football? Urschel says his love of math came first. His interest was sparked "by the challenge of solving the unknown," he says. "When I was a kid, I always wanted to try to find the answer to things. Math was like a puzzle to me, and that's what I really took to."

When Urschel started playing football in high school, he fell for the sport just as hard. Working to become a professional athlete (or a mathematician!) doesn't leave much time for other interests. But Urschel refused to give up either passion.

"I never stopped doing both, never stopped loving both, never stopped focusing on both," he says. And though they seem wildly different, Urschel says that balancing football and math makes him better at both.

"Math helps train my brain to make quick decisions, and that is extremely useful as a football player," he says. Meanwhile, football inspires a competitive approach to math—which helped him maintain a 4.0 GPA in college and graduate school.

Some people have worried that Urschel could injure his powerful brain in a game. Football results in more brain injuries than any other sport in the U.S.; in 2014, 202 concussions were diagnosed among NFL players. Urschel knows this, but he loves the game too much to quit. Eventually, he says, his body will tell him when to stop. Then he'll pick up his mathematical career.

No matter what, "both math and football will continue to be a part of my life," he says. "I'll have to stay close to the game—I love it very much."

—Jacqueline Barb

> "Math is an exercise in training your brain to think originally. It's about taking what you know and using it to face something you haven't seen before."
>
> *—John Urschel*

ADDING & SUBTRACTING NEGATIVE INTEGERS

WATCH A VIDEO scholastic.com/math

BONUS SKILLS SHEETS scholastic.com/math

A football field is like a number line. When the Ravens head from the 50-yard line at the middle of the field to their opponents' end zone, they're traveling in the positive direction—and gaining ground. When they get pushed back toward their own end zone, they're traveling in the negative direction, losing ground. The number line works in reverse for the opposing team.

Example: The Ravens are at the Steelers' 30-yard line. They gain 12 yards on the first play but lose 22 yards on their second play. **What is their net yardage—the total yards lost or gained—for these plays, and where is the ball on the field now?**

Step 1 Set up an expression:

yards gained → 12 + (−22) ← yards lost

Step 2 Solve the expression:

$12 + -22 = 12 - 22 = -10$

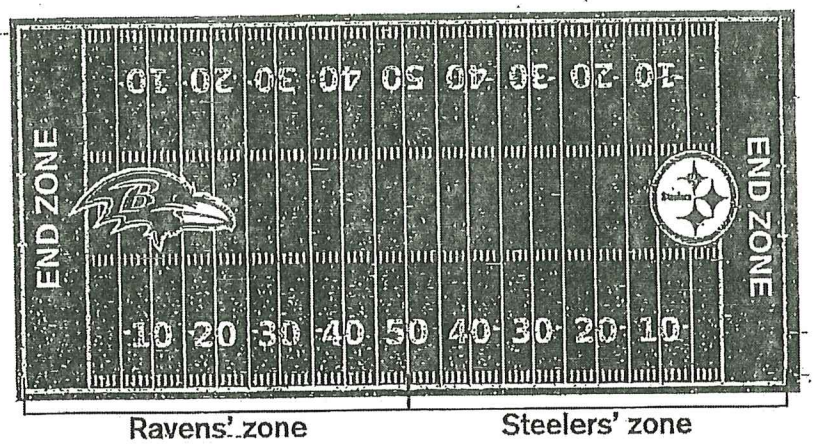
So the Ravens have lost 10 yards.

Step 3 To find where the ball is, look at the football field below. Draw a point at the Steelers' 30-yard line. Then move the point 10 yards back (toward the Ravens' end zone).

→ **The Ravens had a net loss of 10 yards; the ball is now on the Steelers' 40-yard line.**

YOUR TURN

Use this information and the football field below to answer the questions that follow.



1 **A.** During a play, the Ravens drop back 15 yards and then gain 7 yards. Write and solve an equation for their net yardage.

1B. If the Ravens started the play at their 37-yard line, where are they on the field now?

2 **A.** Over a series of plays the Ravens lose 13 yards, gain 20 yards, and lose 3 yards. Write and solve an equation for their net yardage.

2B. If the first play started at the 50-yard line, where is the ball on the field now?

3 **A.** Ravens quarterback Matt Schaub completes a pass, gaining 28 yards. On the next play, the defense for the Pittsburgh Steelers—the Ravens' No.1 rival—sacks Schaub for a 15-yard loss. Write and solve an equation for the Ravens' net yardage after these two plays.

3B. If the above series of Ravens' plays began at the Steelers' 40-yard line, where is the ball on the field now?

4 Steelers quarterback Ben Roethlisberger throws a pass to the Steelers' 40-yard line. The receiver runs the ball 35 yards toward the Ravens' end zone. How many more yards must the Steelers still travel to reach the end zone?

GREGG SEGAL/CORBIS OUTLINE (CHALKBOARD); ISTOCKPHOTO.COM (GRASS); LARRY FRENCH/GETTY IMAGES (URSCHEL); ISTOCKPHOTO.COM (FIELD); NFL (LOGOS)

Extended Response

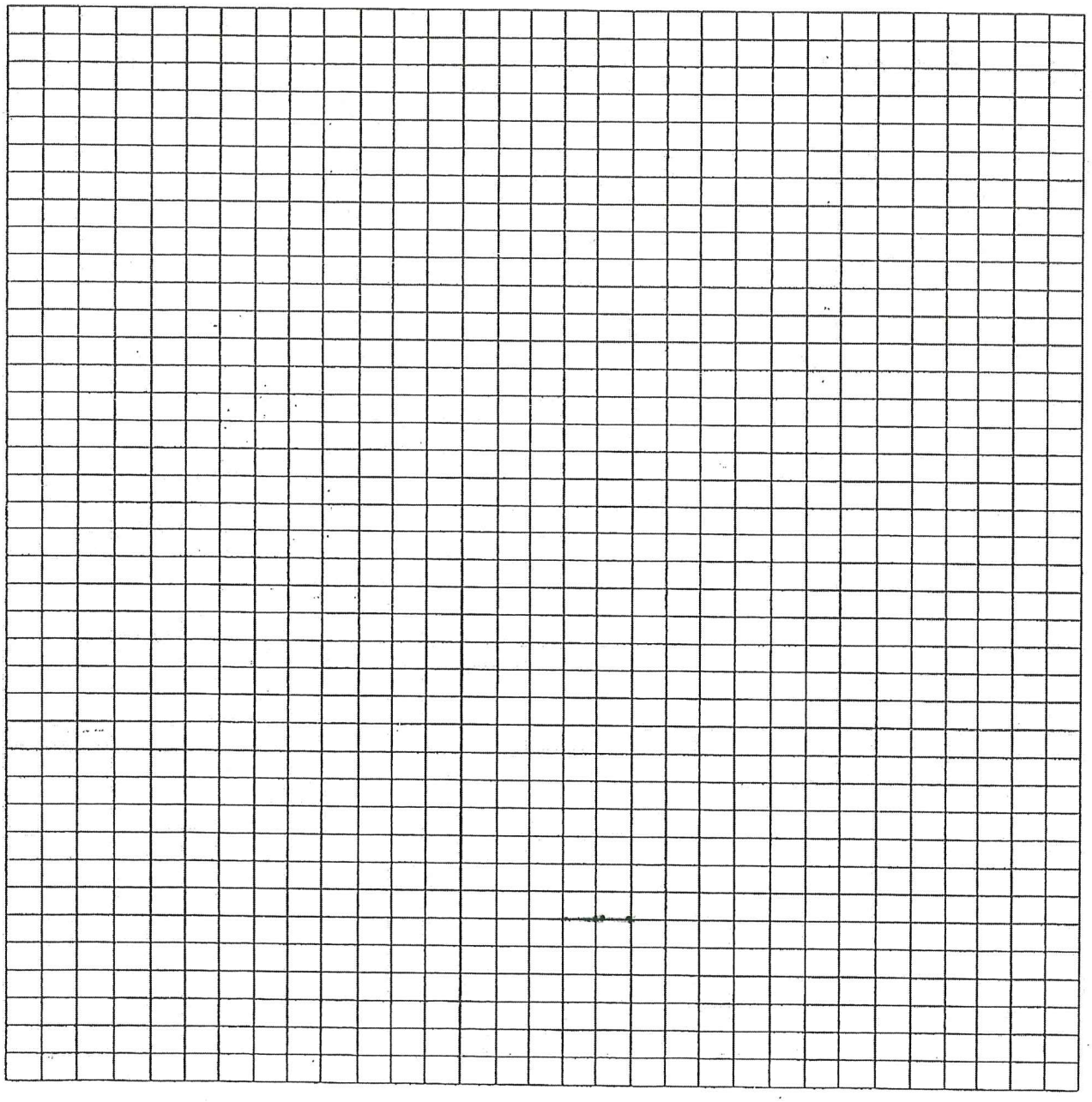
On successive plays, the Raider football team gains 12 yards (yd), loses 3 yd, loses 5 yd, gains 15 yd and runs 16 yd for a touchdown.

A. What is the total gain or loss? Show your work.

B. If the team had a total loss of 24 yards in three of their plays, what was the average loss per play? Show your work.

C. If the team gained 6 yards in x amount of plays, write an expression to represent the total gain for the plays.

D. Use the expression from part to C: If the team gained 6 yards in each of their first 3 plays, what was the total gain for the three plays? Show your work!!



7th Grade Mathematics

NTI PACKET

Day 10

Name _____ Class _____ Date _____

Practice 4-3

Solving Equations by Adding or Subtracting

Solve each equation. Check your answer.

1. $n + 2 = 5$

2. $x - 1 = -3$

3. $7 = a + 2$

4. $-9 = -4 + a$

5. $-2 = c + 2$

6. $x - (-3) = 7$

7. $16 + s = 6$

8. $p + (-2) = 19$

9. $r - 7 = -13$

Use a calculator, paper and pencil, or mental math. Solve each equation.

10. $t + 43 = 28$

11. $-19 = r + 6$

12. $25 = r + 7$

13. $d - 19 = -46$

14. $b + 27 = -18$

15. $46 = f - 19$

16. The odometer on your family car reads 20,186.7 after going 62.3 miles. Write and solve an equation to determine how many miles were on the odometer before going 62.3 miles.

17. Michael bought a $25.00 gift for a friend. After he bought the gift, Michael had $176.89. Write and solve an equation to calculate how much money Michael had before he bought the gift.

18. This spring it rained a total of 11.5 inches. This was 3 inches less than last spring. Write and solve an equation to find the amount of rain last season.

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Name _____ Class _____ Date _____

Activity Lab 4-1

Evaluating and Writing Algebraic Expressions

Circle the equation or equations that give the solution.

1. $y = 5$

   $y - 6 = 11$ $\quad$ $y + 15 = 20$ $\quad$ $6 + y = 60$

2. $n = 12$

   $4n = 48$ $\quad$ $n - 12 = 1$ $\quad$ $12 \div n = 1$

3. $t = 10$

   $5 + t = 10$ $\quad$ $t - 10 = 10$ $\quad$ $t \times 6 = 60$

4. $p = \frac{5}{12}$

   $p + \frac{7}{12} = 1$ $\quad$ $p - \frac{3}{12} = \frac{8}{12}$ $\quad$ $p - \frac{4}{12} = \frac{1}{12}$

5. $r = \frac{1}{8}$

   $r + \frac{1}{8} = \frac{1}{4}$ $\quad$ $r - \frac{3}{8} = \frac{1}{4}$ $\quad$ $\frac{5}{8} + r = \frac{7}{8}$

Circle the equation or equations that are satisfied by the given value of s.

6.	$s = 4$	$s - 2 = 3$	$10 - s = 6$	$3s = 9$
7.	$s = 10$	$s - 2 = 8$	$4 \times s = 36$	$s + 10 = 22$
8.	$s = \frac{7}{10}$	$s + \frac{4}{10} = 1$	$s - \frac{2}{10} = \frac{1}{2}$	$2 - s = 1\frac{1}{10}$

NTI Day #6

7th grade Leng. Arts

COMMONLIT

Name: _____ Class: _____

The Real 'Hacksaw Ridge' Soldier Saved 75 Souls Without Ever Carrying A Gun

By Elizabeth Blair
2016

The United States entered World War II after the Japanese launched a surprise attack on Pearl Harbor, Hawaii, on December 7, 1941. Soon after, young men and women from around the country pledged to aid their nation. The Pacific Theatre was fought between the US and its allies against the Japanese, with most major battles taking place on small islands in the Pacific Ocean. The following text discusses Desmond Doss' contributions to the Battle of Okinawa as a conscientious objector: someone who objects to serving in the armed forces or bearing arms for reasons of conscience, such as religious or moral reasons. As you read, take notes on how people's attitude towards Doss changed over time.

[1] Desmond Doss is credited with saving 75 soldiers during one of the bloodiest battles of World War II in the Pacific — and he did it without ever carrying a weapon. The battle at Hacksaw Ridge, on the island of Okinawa, was a close combat fight with heavy weaponry. Thousands of American and Japanese soldiers were killed, and the fact that Doss survived the battle *and* saved so many lives has confounded[1] and awed those who know his story. Now, he's the subject of a new film directed by Mel Gibson called *Hacksaw Ridge.*



"Desmond Doss CMH award" by US Federal Government is in the public domain.

A quiet, skinny kid from Lynchburg, Va., Doss was a Seventh-day Adventist who wouldn't touch a weapon or work on the Sabbath.[2] He enlisted in the Army as a combat medic[3] because he believed in the cause, but had vowed not to kill. The Army wanted nothing to do with him. "He just didn't fit into the Army's model of what a good soldier would be," says Terry Benedict, who made a documentary about Doss called *The Conscientious Objector.*

The Army made Doss' life hell during training. "It started out as harassment and then it became abusive," Benedict says. He interviewed several World War II veterans who were in Doss' battalion.[4] They considered him a pest, questioned his sincerity and threw shoes at him while he prayed. "They just saw him as a slacker," the filmmaker says, "someone who shouldn't have been allowed in the Army, and somebody who was their weakest link in the chain."

1. **Confound** *(verb):* to confuse
2. a day of rest and worship observed by some Christians
3. A combat medic is a soldier responsible for providing emergency medical aid on the battlefield.
4. a large body of troops ready for battle

Doss' commanding officer, Capt. Jack Glover, tried to get him transferred. In the documentary, Glover says Doss told him, "'Don't ever doubt my courage because I will be right by your side saving life while you take life.'" Glover's response: "'You're not going to be by my damn side if you don't have a gun.'"

[5] But hard as they tried, the Army couldn't force Doss to use a weapon. A 1940 law allowed conscientious objectors to serve the war effort in "noncombatant"[5] positions, so Doss went with his company as a medic to the Pacific theater. And at Okinawa in the spring of 1945, Doss' company faced a grueling[6] task: Climb a steep, jagged cliff — sometimes called Hacksaw Ridge — to a plateau where thousands of heavily armed Japanese soldiers were waiting for them. The terrain was treacherous.[7] "It was full of caves and holes and the Japanese were dug in underground," says Mel Gibson, who re-created the battle in *Hacksaw Ridge*." ... The Japanese called it 'the rain of steel' because there was so much iron flying around."

Under a barrage[8] of gunfire and explosions, Doss crawled on the ground from wounded soldier to wounded soldier. He dragged severely injured men to the edge of the ridge, tied a rope around their bodies and lowered them down to other medics below. In Benedict's documentary, Doss says: "I was praying the whole time. I just kept praying, 'Lord, please help me get one more.'"

Veteran Carl Bentley, who was also at Hacksaw Ridge, says in the documentary, "It's as if God had his hand on [Doss'] shoulder. It's the only explanation I can give."

Doss saved 75 men — including his captain, Jack Glover — over a 12-hour period. The same soldiers who had shamed him now praised him. "He was one of the bravest persons alive," Glover says in the documentary. "And then to have him end up saving my life was the irony of the whole thing."

President Harry Truman awarded Doss the Medal of Honor in 1945. He died in 2006.

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5. Noncombatant positions are roles in the military which are not directly responsible for attacking or targeting the enemy with weaponry, such as medics, nurses, engineers, etc.
6. **Grueling** *(adjective):* extremely tiring and demanding
7. **Treacherous** *(adjective):* hazardous or dangerous because of unknown or hidden dangers
8. a rapid outpouring of many things at once

COMMONLIT

Text-Dependent Questions

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

1. PART A: Which of the following identifies the central idea of the text?
   - A. Doss enlisted in the army with the intention of changing people's opinions on violence and war.
   - B. Doss' commitment to peace and helping others allowed him to save the lives of his fellow soldiers, despite their low expectations of him.
   - C. Doss' contributions to the war as a conscientious objector have encouraged others to join his rejection of violence and weapons.
   - D. Doss was motivated to save the lives of 75 of his peers to prove to them that you don't need a weapon to succeed in war.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "'They just saw him as a slacker,' the filmmaker says, 'someone who shouldn't have been allowed in the Army, and somebody who was their weakest link in the chain.'" (Paragraph 3)
   - B. "Glover says Doss told him, '"Don't ever doubt my courage because I will be right by your side saving life while you take life."' (Paragraph 4)
   - C. "A 1940 law allowed conscientious objectors to serve the war effort in 'noncombatant' positions, so Doss went with his company as a medic to the Pacific theater." (Paragraph 5)
   - D. "Doss says: 'I was praying the whole time. I just kept praying, 'Lord, please help me get one more.'"(Paragraph 6)

3. Why does the author most likely describe Doss as a "quiet, skinny kid" in paragraph 2?
   - A. to emphasize that Doss was not a typical soldier
   - B. to belittle Doss and make him seem weak
   - C. to demonstrate bias against Doss and his background
   - D. to contrast the strong soldier Doss later became

4. How did the other soldiers' opinions of Doss develop over time?

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NTI Day #7

7th grade Lang. Arts

COMMONLIT

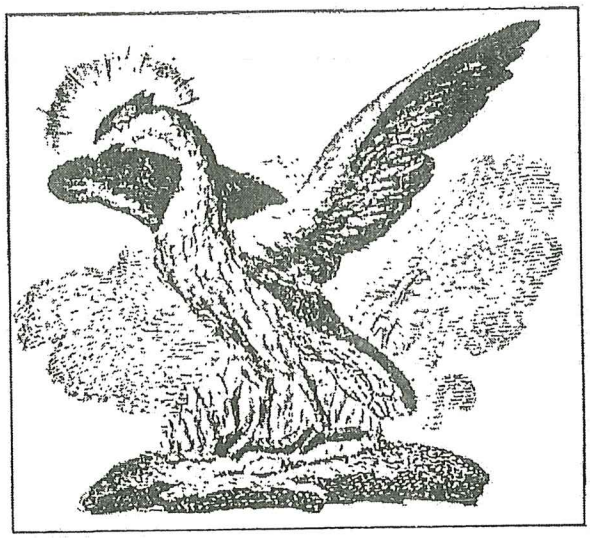
Name: _____ Class: _____

The Phoenix Bird

By Hans Christian Andersen
1850

Hans Christian Andersen (1805-1875) was a Danish author, best known for his fairy tales. In this short story, a narrator describes the birth and power of a mystical bird called the Phoenix. As you read, take notes on what the Phoenix represents.

[1] In the Garden of Paradise,[1] beneath the Tree of Knowledge, bloomed a rose bush. Here, in the first rose, a bird was born. His flight was like the flashing of light, his plumage[2] was beauteous,[3] and his song ravishing.[4] But when Eve plucked the fruit of the tree of knowledge of good and evil, when she and Adam were driven from Paradise, there fell from the flaming sword of the cherub[5] a spark into the nest of the bird, which blazed up forthwith. The bird perished in the flames; but from the red egg in the nest there fluttered aloft a new one — the one solitary Phoenix bird. The fable tells that he dwells in Arabia, and that every hundred years, he burns himself to death in his nest; but each time a new Phoenix, the only one in the world, rises up from the red egg.



"Phoenix-Fabelwesen" by Friedrich Johann Justin Bertuch (1747-1822) is in the public domain.

The bird flutters round us, swift as light, beauteous in color, charming in song. When a mother sits by her infant's cradle, he stands on the pillow, and, with his wings, forms a glory around the infant's head. He flies through the chamber of content, and brings sunshine into it, and the violets on the humble table smell doubly sweet.

But the Phoenix is not the bird of Arabia alone. He wings his way in the glimmer of the Northern Lights over the plains of Lapland, and hops among the yellow flowers in the short Greenland summer. Beneath the copper mountains of Fablun, and England's coal mines, he flies, in the shape of a dusty moth, over the hymnbook that rests on the knees of the pious[6] miner. On a lotus leaf he floats down the sacred waters of the Ganges, and the eye of the Hindoo[7] maid gleams bright when she beholds him.

1. The Garden of Paradise, also known as the Garden of Eden, is a biblical garden. According to the Bible, the first man and woman created by God, Adam and Eve, resided there.
2. feathers of a bird
3. beautiful
4. **Ravishing** *(adjective)*: delightful; entrancing
5. a type of angel that is usually represented in art as a young child
6. deeply religious
7. a person, especially of northern India, who follows Hinduism

The Phoenix bird, dost thou not know him? The Bird of Paradise, the holy swan of song! On the car of Thespis[8] he sat in the guise[9] of a chattering raven, and flapped his black wings, smeared with the lees of wine;[10] over the sounding harp of Iceland swept the swan's red beak; on Shakespeare's shoulder he sat in the guise of Odin's raven,[11] and whispered in the poet's ear "Immortality!" and at the minstrels'[12] feast he fluttered through the halls of the Wartburg.

[5] The Phoenix bird, dost thou not know him? He sang to thee the Marseillaise,[13] and thou kissedst the pen that fell from his wing; he came in the radiance of Paradise, and perchance thou didst turn away from him towards the sparrow who sat with tinsel on his wings.

The Bird of Paradise — renewed each century — born in flame, ending in flame! Thy picture, in a golden frame, hangs in the halls of the rich, but thou thyself often fliest around, lonely and disregarded, a myth — "The Phoenix of Arabia."

In Paradise, when thou wert born in the first rose, beneath the Tree of Knowledge, thou receivedst a kiss, and thy right name was given thee — thy name, Poetry.

"The Phoenix Bird" by Hans Christian Andersen (1850) is in the public domain.

8. believed to be the first actor in Greek drama, and considered the inventor of tragedy
9. an outwards appearance, typically concealing the true nature of something
10. the sediment of wine
11. Odin is a god in mythology who is brought information by his ravens.
12. a medieval entertainer
13. the national anthem of France

COMMONLIT

Text-Dependent Questions

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

1. PART A: Which statement best expresses the theme of the text?
   - A. The Phoenix's great power and ability to be reborn after death intrigues people.
   - B. The Phoenix was God's gift to man after casting him out of Paradise.
   - C. The Phoenix's influence is only felt by a select few deemed worthy.
   - D. The Phoenix is an example of the magic humans were denied when exiled from Paradise.

2. PART B: Which quote from the text best supports the answer to Part A?
   - A. "In the Garden of Paradise, beneath the Tree of Knowledge, bloomed a rose bush. Here, in the first rose, a bird was born." (Paragraph 1)
   - B. "When a mother sits by her infant's cradle, he stands on the pillow, and, with his wings, forms a glory around the infant's head." (Paragraph 2)
   - C. "Beneath the copper mountains of Fablun, and England's coal mines, he flies, in the shape of a dusty moth, over the hymnbook that rests on the knees of the pious miner." (Paragraph 3)
   - D. "The Bird of Paradise — renewed each century — born in flame, ending in flame! Thy picture, in a golden frame, hangs in the halls of the rich" (Paragraph 6)

3. How does paragraph 3 contribute to the development of the text's theme?
   - A. It emphasizes how widespread the Phoenix's influence is.
   - B. It shows that the Phoenix doesn't tend to interact with people.
   - C. It proves that the Phoenix favors people who are religious.
   - D. It illustrates that the Phoenix is not a myth, but a real creature.

4. Why does the narrator use a metaphor comparing the Phoenix to poetry in Paragraph 7?

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NTI Day #8 7th grade Long. Arts

COMMONLIT

Name: _____ Class: _____

Jabberwocky

By Lewis Carroll
1871

Lewis Carroll was an English writer who is best known for his novel Alice's Adventures in Wonderland. *He was known for his use of wordplay and fantasy. Some of his poems were considered "literary nonsense," a genre that balances elements that make sense with some that do not. This poem, about a young boy called upon to face a creature called the Jabberwock, appeared in the sequel to* Alice in Wonderland. *As you read, take notes on the son's actions in the poem and what those actions reveal about his character.*



"Untitled" by Andrew Yardley is licensed under CC0.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun[1]
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe[2] he sought —
So rested he by the Tumtum tree
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing[3] back.

"And hast thou slain[4] the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled[5] in his joy.

1. **Shun** *(verb):* to avoid something (or someone) out of fear or dislike
2. **Foe** *(noun):* an enemy
3. to move along heavily and clumsily
4. **Slay** *(verb):* to kill through violence; destroy
5. to chuckle gleefully

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Jabberwocky" by Lewis Carroll (1871) is in the public domain.

COMMONLIT

Text-Dependent Questions

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

1. PART A: What is a theme of the poem?
   - A. Swords are dangerous when used without training.
   - B. Parents should always warn their children of danger.
   - C. Acts of bravery are always rewarded in society.
   - D. Courage is necessary to keep peace and order in the world.

2. PART B: Which line from the poem BEST supports the answer to Part A?
   - A. "'Beware the Jabberwock, my son! / The jaws that bite, the claws that catch!'" (Lines 5-6)
   - B. "So rested he by the Tumtum tree / And stood awhile in thought." (Lines 11-12)
   - C. "One, two! One, two! And through and through / The vorpal blade went snicker-snack!" (Lines 17-18)
   - D. "All mimsy were the borogoves, / And the mome raths outgrabe." (Lines 27-28)

3. PART A: How do the father's actions set the plot of the poem in motion?
   - A. The father warns his son of the Jabberwock, and the son begins his journey.
   - B. The father scares his son, and this causes the son to hide from the Jabberwock.
   - C. The father tells the son that the Jabberwock has giant teeth, so the son finds a sword.
   - D. The father advises his son to rest up before fighting the Jabberwock, so the son sleeps.

4. PART B: Which two lines from the poem best support the answer to Part A?
   - A. "'Beware the Jabberwock, my son! / The jaws that bite, the claws that catch!'" (Lines 5-6)
   - B. "He took his vorpal sword in hand; / Long time the manxome foe he sought" (Lines 9-10)
   - C. "So rested he by the Tumtum tree / And stood awhile in thought." (Lines 11-12)
   - D. "And, as in uffish thought he stood, / The Jabberwock, with eyes of flame" (Lines 13-14)
   - E. "Came whiffling through the tulgey wood, / And burbled as it came." (Lines 15-16)
   - F. "He left it dead, and with its head / He went galumphing back." (Lines 19-20)

5. How do the names of the creatures in the second stanza of the poem — Jabberwock, Jubjub bird, and Bandersnatch — contribute to the mood of the poem?

   A. These names are humorous and contribute to a light-hearted mood, in spite of the father's warning.
   B. These words are confusing and contribute to an uncertain mood, similar to the boy's confusion.
   C. These words are mysterious and contribute to a suspenseful mood, which reflects the setting of the woods.
   D. These words are harsh and contribute to a gloomy mood, even though the father is proud.

6. How does the author use repetition to contribute to the poem's meaning?

   A. The poem's rhyme provides repetition, similar to the repeated efforts of courage.
   B. The poem's first stanza is repeated at the end, showing that the boy's victory over the Jabberwock has kept their world stable and calm.
   C. The line "And the mome raths outgrabe" is repeated to help the reader understand where the Jabberwocky lived.
   D. The first syllable in the words "Callooh!" and "Callay!" is repeated to emphasize the father's pride.

7. How do the son's actions contribute to the development of the poem's theme?

NTI Day #9 · 7th grade Long. Arts

COMMONLIT

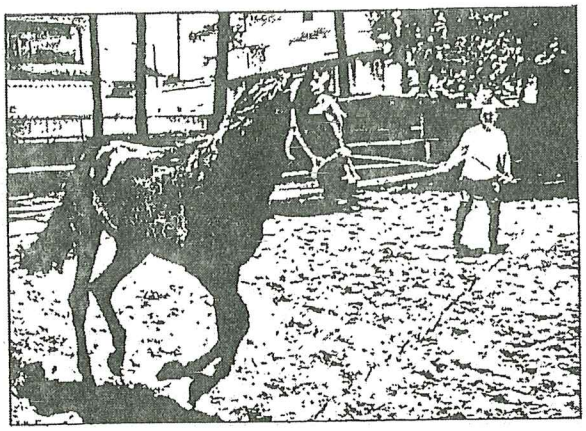
Name: _____ Class: _____

Excerpt from Black Beauty: The Autobiography of a Horse

By Anna Sewell
1877

Black Beauty: The Autobiography of a Horse is a novel written by English author Anna Sewell in 1877. The novel has been sold 50 million times, making it one of the best-selling books of all time. Black Beauty is told from the perspective of a horse as he shares the ups and downs of his life. As you read, takes notes on how Black Beauty feels about being broken in.

[1] Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle,[1] and to carry on his back a man, woman or child; to go just the way they wish, and to go quietly. Besides this he has to learn to wear a collar, a crupper,[2] and a breeching,[3] and to stand still while they are put on; then to have a cart or chaise[4] fixed behind, so that he cannot walk or trot without dragging it after him; and he must go fast or slow, just as his driver wishes. He must never start at what he sees, nor speak to other horses, not bite, nor kick, nor have any will of his own, but always do his master's will, even though he may be very tired or hungry; but the worst of all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.



"Black horse training" by Pedro Ribeiro Simões is licensed under CC BY 2.0.

I had of course been used to a halter[5] and a headstall,[6] and to be led about in the fields and lanes quietly, but now I was to have a bit[7] and bridle; my master gave me some oats as usual, and after a good deal of coaxing he got the bit into my mouth, and the bridle fixed, but it was a nasty thing! Those who have never had a bit in their mouths cannot think how bad it feels; a great piece of cold hard steel as thick as a man's finger to be pushed into one's mouth, between one's teeth, and over one's tongue, with the ends coming out at the corner of your mouth, and held fast there by straps over your head, under your throat, round your nose, and under your chin; so that no way in the world can you get rid of the nasty hard thing; it is very bad! Yes, very bad! At least I thought so; but I knew my mother always wore one when she went out, and all horses did when they were grown up; and so, what with the nice oats, and what with my master's pats, kind words, and gentle ways, I got to wear my bit and bridle.

1. the headgear used to control a horse
2. a strap buckled to the back of a saddle and looped under the horse's tail so the saddle doesn't slip forward
3. a strap passing around the hindquarters of a horse harnessed to a vehicle
4. a carriage
5. a rope or strap placed around the head of a horse to lead it
6. the part of the halter that fits around the horse's head
7. a metal mouth piece attached to a bridle and used to control a horse

Next came the saddle, but that was not half so bad; my master put it on my back very gently, while old Daniel held my head; he then made the girths[8] fast under my body, patting and talking to me all the time; then I had a few oats, then a little leading about; and this he did every day till I began to look for the oats and the saddle. At length, one morning, my master got on my back and rode me round the meadow on the soft grass. It certainly did feel queer;[9] but I must say I felt rather proud to carry my master, and as he continued to ride me a little every day I soon became accustomed to it.

Black Beauty: The Autobiography of a Horse by Anna Sewell (1877) is in the public domain.

8. a band that passes underneath a horse to hold a saddle in place
9. strange; odd

COMMONLIT

Text-Dependent Questions

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

1. PART A: As used in paragraph 2 of the passage from Black Beauty: The Autobiography of a Horse, what is the meaning of the word "fast"? [RL.4]
   - A. cheerfully
   - B. securely
   - C. carefully
   - D. quickly

2. PART B: As used in paragraph 2, which phrase supports the meaning of the word "fast"? [RL.1]
   - A. "cannot think how bad it feels"
   - B. "no way in the world can you get rid of the nasty hard thing"
   - C. "I knew my mother always wore one when she went out"
   - D. "and what with my master's pats, kind words, and gentle ways"

3. PART A: How does the horse feel about wearing riding gear in the passage from Black Beauty: The Autobiography of a Horse? [RL.3]
   - A. The horse dislikes wearing the gear and will never get used to wearing it.
   - B. The horse is displeased with wearing the gear but learns to accept it.
   - C. The horse believes the saddle is the worst part of wearing the gear.
   - D. The horse wishes to be like his mother and enjoy wearing the gear.

4. PART B: Which TWO statements support the correct answer to Part A? [RL.1]
   - A. Being broken in means to carry a man, woman, or child on his back.
   - B. A bit is placed in the horse's mouth and is held by a strap over the head.
   - C. The horse's mother always wore a bit when she went out.
   - D. The horse complained about how uncomfortable the bit felt in his mouth.
   - E. In the story, the master rides the horse around a meadow.
   - F. The horse enjoys the attention he receives from wearing his saddle.

5. PART A: Which paragraph is the best summary of the passage from Black Beauty: The Autobiography of a Horse? [RL.2]

   A. The narrator is upset by having to be broken in. Although he eventually lets his master ride him, he never gets used to the feeling of having to wear a bit and bridle.

   B. The narrator explains what is involved when breaking in a horse and warns that horses must always follow their master's wishes. He describes how unpleasant it is to wear a bit and bridle. Eventually, he gets used to being broken in and feels proud to be ridden by his master.

   C. The narrator describes how nice it is to be broken in and to be led around by a rider. As a treat for wearing a bit and bridle, his master gives him oats to eat. Eventually, the narrator begins looking forward to wearing a saddle and being ridden by his master.

   D. The narrator is thinking about how he was broken in so that his master can ride him. He explains that he had been used to a halter and harness but now he has to wear a bit bridle.

6. PART B: Which sentence should be included in the summary in Part A? [RL.2]

   A. The narrator explains that having a bit in his mouth feels bad.

   B. The narrator speaks of how his mother wore a bit.

   C. The narrator's master used to lead him about in the fields.

   D. The narrator's master slowly allowed him to get used to wearing a saddle.

NTI Day # 10

7th grade Lang. Arts

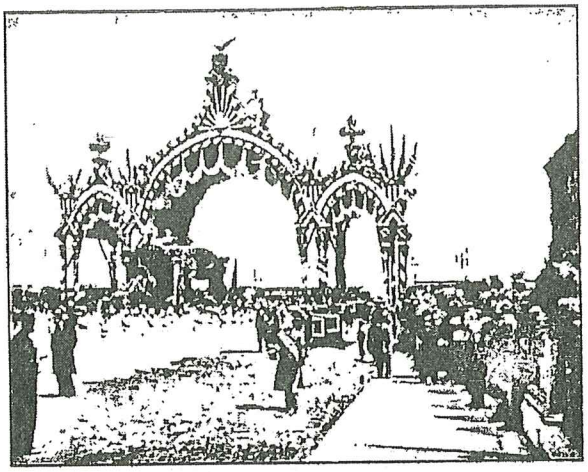
COMMONLIT

Name: _____ Class: _____

O Captain! My Captain!

By Walt Whitman
1865

From 1861-1865, the United States was involved in a civil war that claimed the lives of an estimated 620,000 people. Abraham Lincoln (1809-1865) served as president through most of the American Civil War, but was assassinated by John Wilkes Booth just weeks before the war was officially declared over. American poet Walt Whitman lived in Washington, D.C. during the war, and worked as a government clerk and a war correspondent. He also served as a volunteer nurse, caring for the thousands of wounded soldiers who filled the nearby military hospitals. Walt Whitman wrote "O Captain, My Captain!" after reflecting on the American experience in the Civil War. As you read, take notes on how the symbolism in the poem connects to the events of the American Civil War.



"Lincoln Chicago Arch" by Unknown is in the public domain.

O Captain! my Captain! our fearful trip is done,
The ship has weather'd[1] every rack, the prize we sought[2] is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel,[3] the vessel[4] grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up — for you the flag is flung — for you the bugle trills,[5]
For you bouquets and ribbon'd wreaths — for you the shores a-crowding,
For you they call, the swaying mass, their eager[6] faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

1. an archaic way of saying "weathered," which means "to survive" an event
2. "sought" is a past participle of the word "seek"
3. a part of underside of a boat
4. a term for a large boat
5. the repeating of a high-pitched sound from the instrument

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
[20] From fearful trip the victor ship comes in with object won;
Exult O shores, and ring O bells!
But I with mournful[7] tread,[8]
Walk the deck my Captain lies,
Fallen cold and dead.

"O Captain! My Captain!" by Walt Whitman (1865) is in the public domain.

7. **Mournful** *(adjective):* full of sorrow, sadness, regret, or grief
8. **Tread** *(verb):* to walk or step

COMMONLIT

Text-Dependent Questions

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

1. What is the central idea of this poem? [RL.2]
   - A. A victory has been achieved but the leader was lost in the process.
   - B. The crew on a ship mutinied against their captain, and he has died.
   - C. The captain of a ship died from the cold, causing the crew to lose hope.
   - D. A great crowd is cheering for the crew of a ship as they return from a successful journey.

2. How does the tone change throughout the poem? [RL.4]
   - A. The tone begins as depressed but turns much more upbeat when the sailor sees the crowds waiting for the ship on the shore.
   - B. The tone begins as celebratory and stays that way even after the sailor realizes the captain has died because, despite his death, a great victory has been won.
   - C. The tone begins as depressed and stays that way throughout the poem, for the captain dies without completing the journey.
   - D. The tone begins as celebratory, then changes to shock and disbelief, and ends on a depressed note.

3. PART A: What does the word "exulting" most closely mean as it is used in line 3? [RL.4]
   - A. loudly playing music
   - B. showing happiness and excitement
   - C. shouting out of fear
   - D. sailing along the coast

4. PART B: What detail from the text best supports your answer to Part A? [RL.1]
   - A. "our fearful trip is done" (Line 1)
   - B. "the port is near" (Line 3)
   - C. "While follow eyes the steady keel, the vessel grim and daring" (Line 4)
   - D. "For you bouquets and ribbon'd wreaths — for you the shores a-crowding" (Line 11)

5. What purpose does the repetition of the phrase "fallen cold and dead" serve in this poem? . [RL.4]

6. How does the rhyming in this poem create emphasis on certain words? How does the emphasis on those words, in turn, emphasize certain themes? Cite evidence from the text to support your answer. [RL.4]

7. Considering the events occurring at the time this poem was written, how does the author use the captain, the ship, and the journey as symbols to develop the theme of the poem? Use specific evidence from the text to support your answer. [RL.2]