

**7th Grade**

**May 18 - 29**

7th Grade					
Morning Message: "It's not that I'm so smart, it's just that I stay with problems longer." – <b>Albert Einstein</b>					
Morning Check-in:					

ELA					
Day	May 18th	May 19th	May 20th	May 21st	May 22nd
Time	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	"I can" statement: <ul style="list-style-type: none"> <li>Determine unknown words &amp; phrases</li> <li>Can explain how parts of a story interact. (example: setting, character, plot etc.)</li> </ul>				
Learning Experiences Directions	Read chapters 27-32	Complete the note sheet for the chapters you read yesterday.	Look over your new vocabulary words & complete the activity.	Complete the review questions for chapters 27-32	Complete the vocabulary exit ticket.
How will my teacher know that I have learned this?	Take a picture of your summary page (exit ticket) and send to your teacher by text or email If no tech, teacher will call and talk about the summary page				

ELA					
Day	May 25th	May 26th	May 27th	May 28th	May 29th
Time		30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	"I can" statement <ul style="list-style-type: none"> <li>Summarize a text</li> <li>Use multiple citations in a short response (ACCE)</li> </ul>				
Learning Experiences Directions		Read chapters 33-37 & complete the note sheet.	Complete the review questions for chapters 33-37.	Answer the ACCE question.	Complete the summary exit ticket.
How will my teacher know that I have learned this?	Take a picture of your summary page (exit ticket) and send to your teacher by text or email If no tech, teacher will call and talk about the summary page				

MATH					
Day	May 18	May 19	May 20	May 21	May 22
Time	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	7.NS.1.a-d: I can add, subtract, multiply and divide rational numbers. 7.EE.1: I can combine like terms and apply to real world scenarios. 7.EE.2: I can solve and apply multi-step equations. 7.EE.3: I can solve and graph inequalities. 7.RP.A.1: I can compute unit rates with rational numbers. 7.RP.A.2a-d: I can calculate percentages using real world examples.				
Learning Experiences  Directions	Complete one part of the summative project. There are 10 parts total.	Complete one part of the summative project. There are 10 parts total.	Complete one part of the summative project. There are 10 parts total.	Complete one part of the summative project. There are 10 parts total.	Complete one part of the summative project. There are 10 parts total.
How will my teacher know that I have learned this?	Take a picture of your work and send to your teacher by text or email If no tech, teacher will call and talk about the summary page				

MATH					
Day	May 25	May 26	May 27	May 28	May 29
Time		30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	7.NS.1.a-d: I can add, subtract, multiply and divide rational numbers. 7.EE.1: I can combine like terms and apply to real world scenarios. 7.EE.2: I can solve and apply multi-step equations. 7.EE.3: I can solve and graph inequalities. 7.RP.A.1: I can compute unit rates with rational numbers. 7.RP.A.2a-d: I can calculate percentages using real world examples.				
Learning Experiences  Directions		Complete one part of the summative project. There are 10 parts total.	Complete one part of the summative project. There are 10 parts total.	Complete one part of the summative project. There are 10 parts total.	Complete two parts of the summative project. There are 10 parts total.
How will my teacher know that I have learned this?	Take a picture of your work and send to your teacher by text or email If no tech, teacher will call and talk about the summary page				

SCIENCE					
Day	Monday May 18	Tuesday May 19	Wednesday May 20	Thursday May 21	Friday May 22
Time	15 minutes	20 minutes	10 minutes	25 minutes	15 minutes
Learning Target/ Standard	<b>"I can" statement:</b> "I can explain the difference between homozygous and heterozygous." "I can differentiate between phenotype and genotype." <b>Standard:</b> MS-LS3-2				
Learning Experiences  Directions	1. Make an observation from one of the windows in your home 2. Record your observations	1. Read through "What is Genetics?" 2. Complete the graphic organizer	1. Color in the boxes for the traits you have 2. Color in the boxes for traits a family member has 3. Compare your traits	1. Read through "Mendelian Genetics" 2. Answer questions 1-7	1. Match the vocab word to the correct definition 2. Complete the first exit ticket and send a picture of it to your teacher
How will my teacher know that I have learned this?	Take a picture of your exit ticket and send to your teacher by text, Dojo, or email. If no tech, teacher will call and talk about the summary page.				

SCIENCE					
Day	Monday May 25	Tuesday May 26	Wednesday May 27	Thursday May 28	Friday May 29
Time		20 minutes	15 minutes	15 minutes	15 minutes
Learning Target/ Standard	<b>"I can" statement:</b> "I can complete a Punnett square." "I can state probabilities of a specific trait based on Punnett square results." <b>Standard:</b> MS-LS3-2				
Learning Experiences  Directions		1. Read through "Punnett Squares" 2. Complete the Punnett square and answer questions about it	1. Complete the Punnett squares in "You're Such a Square" 2. Answer the questions for each Punnett square	1. Complete Monohybrid Mice Punnett Squares and Questions	1. Complete the Punnett Squares Quiz 2. Complete the second exit ticket and send a picture of it to your teacher
How will my teacher know that I have learned this?	Take a picture of your exit ticket and send to your teacher by text, Dojo, or email. If no tech, teacher will call and talk about the summary page.				

SOCIAL STUDIES					
Day	Monday May 18th	Tuesday May 19th	Wednesday May 20th	Thursday May 21st	Friday May 22nd
Time	15 minutes	25 minutes	20 minutes	20 minutes	20 minutes
Learning Target/ Standard	<p>I can answer the question, "How did the colonists die?" by analyzing multiple sources and finding evidence to support my answer.</p> <p>Standards:SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.</p>				
Learning Experiences  Directions	1.Read essential question 2.Analyze Map 3.Answer questions	1.Read the Background Reading on Jamestown 2.Answer the 5 questions about background reading	1.Read Document A 2.Answer the questions	1.Read Document B 2.Answer the questions	1.Read Document C 2.Answer the questions
How will my teacher know that I have learned this?	Take a picture of your exit ticket and send it to your teacher by text, Dojo, Remind, or email. If there is no tech, the teacher will call and talk about Exit Tickets.				

SOCIAL STUDIES					
Day	Monday May 25th	Tuesday May 26th	Wednesday May 27th	Thursday May 28th	Friday May 29th
Time		30 minutes	30 minutes (of work) If you choose to watch the movie that is additional time.	30 minutes	25 minutes
Learning Target/ Standard	<p>I can answer the question, "How did the colonists die?" by analyzing multiple sources and finding evidence to support my answer.</p> <p>I can answer the question, "Did Pochantas save John Smith's Life?" by analyzing multiple sources and finding evidence to support my answer.</p> <p>Standards SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.</p>				
Learning Experiences  Directions		1.Read Document D 2. Answer the questions 3. Complete Jamestown Exit Ticket in ACCE format	1. Read Essential Question Watch 2.Pocahontas or this clip from the movie (found on direction page) If no access: brainstorm what you know about	1. Read Doc C 2. Read Doc D 3. Answer Historian Interpretation Worksheet	1. Complete Exit Ticket by answering the essential question and using ACCE format.

			Pocahontas. 3.Read Doc A Read Doc B 4.Answer John Smith's Documents Worksheet		
How will my teacher know that I have learned this?	Take a picture of your exit ticket and send it to your teacher by text, Dojo, Remind, or email. If there is no tech, the teacher will call and talk about Exit Tickets.				

<b>Movement Break, Art Activity, Music- Choose one activity- 10 minutes</b>
Each special plans 1 daily activity or choice board with directions


*\* Back route info on Grayson*  
 The story he told now was not about baseball. It was about parents who were drunk a lot and always leaving him on his own; about being put in classes where they just cut paper and played games all day; about a teacher who whispered to a principal, just outside the classroom door, "This bunch will never learn to read a stop sign." Right then and there, as if to make the teacher right, he stopped trying. \*

"The part I didn't tell about Bluefield, I was only fifteen. I ran away." # manic

The kid and the old man climbed into the pickup. They made three stops. First, they stopped by the park office at the zoo, where Grayson told the Superintendent he just wanted to work part-time for a while, in the afternoons. Fine, said the Superintendent, just so you don't expect to get paid full-time.

Then they went to the library book-sale racks and bought about twenty old picture books, such as *The Story of Babar* and *Mike Mulligan's Steam Shovel* and *The Little Engine That Could*.

\* Prep for reading

Then they went to Woolworth's for a small portable blackboard and a piece of chalk.

Within three days, Grayson had the alphabet down pat. The shapes, the sounds.

After a week, he could read ten one-syllable words. But he was reading them from memory. It took another couple of weeks before he began to get the hang of sounding out words he had never seen before.

The old man showed an early knack for consonants. Sometimes he got *m* and *n* mixed up, but the only one that gave him trouble day in and day out was *c*. It reminded him of a bronc some cowboy dared him to ride in his Texas League days. He would saddle up that *c*, climb aboard and grip the pommel for dear life, and ol' *c*, more often than not, it would throw him. Whenever that happened, he'd just climb right back on and ride 'er some more. Pretty soon *c* saw who was boss and gave up the fight. But even at their orneriest, consonants were fun.

Vowels were something else. He didn't like them, and they didn't like him. There were only five of them, but they seemed to be everywhere. Why, you could go through twenty words without bumping into some of the shyer consonants, but it seemed as if you couldn't tiptoe past a syllable without waking up a vowel. Consonants, you knew pretty much where they stood, but you could never trust a vowel. To the old pitcher, they were like his own best knuckleball come back to haunt him. In, out, up, down — not even the pitcher, much much less the batter, knew which way it would break. He kept swinging and missing.

simile

But the kid was a good manager, and tough. He would never let him slink back to the showers, but kept sending him back up to the plate. The kid used different words, but in his ears the old Minor Leaguer heard: "Keep your eye on it . . . Hold your swing . . . Watch it all the way in . . . Don't be anxious . . . Just make contact."

And soon enough, that's what he was doing, nailing those vowels on the button, riding them from consonant to consonant, syllable to syllable, word to word.

One day the kid wrote on the blackboard:

I see the ball.

And the old man studied it awhile and said, slowly, gingerly: "I . . . see . . . the . . . ball."

Maniac whooped, "You're reading!"

"I'm reading!" yipped the old man. His smile was so wide he'd have had to break it into sections to fit it through a doorway.

Hyperbole

\* The first book Grayson read cover to cover was *The Little Engine That Could*. It took almost an hour and was the climax to a long evening of effort. At the end, the old man was sweating and exhausted.

The kid's reaction surprised him. He didn't jump and yippee like he did after the first sentence. He just stayed in the far corner, seated on a stuffed and lumpy equipment bag. He had kept his distance all during the reading, letting Grayson know there would be no cheating, he had to do it on his own. Now he was just staring at Grayson, a small smile coming over his face. And now he was making a fist and clenching it toward Grayson, and he said, "A-men." \*

"What's that?"

"A-men."

"What's that for? Who prayed?"

"I learned it in the church I used to go to. You don't have to wait for a prayer. You say it when somebody says something or does something you really

- Flashback

like." He hopped off the bag, thrust both hands to the ceiling, and shouted: "Aaaay-men!"

And suddenly the kid was hugging him, squeezing with a power you never suspected was in that little body, unless you had seen him pole a baseball almost to the trees in dead center field.

"Okay," said Maniac, clapping his hands, "what'll it be? I'll be the cook. Whatever you want."

Maniac had a toaster oven now, compliments of his whiskered friend. In fact, little by little, Grayson had brought him a lot of things: a chest of drawers for his clothes, a space heater, a two-foot refrigerator, hundreds of paper dishes and plastic utensils, blankets, a mat to sleep on (which the kid ignored, preferring the chest protectors). In time the place was homier than his own room at the Y.

"How 'bout a corn muffin?" said Grayson, choosing something easy on his bad teeth and aching gums.

Maniac went to the bookcase that served as a pantry. "One corn muffin coming up. Toasted?"

"Yeah, why not."

"Butter?"

"Sure, butter."

"Something to drink with that, sir?"

"Nah, muffin's enough."

"The apple juice is excellent, sir. It was a great year for apples."

*Live it up*, thought Grayson. "Yeah, okay, apple juice."

"Coming right up, sir."

After the snack, the kid proved himself as good a

mind reader as a cook. "Why don't you stay over-night?" he said. "It's late."

While he groused about so preposterous an idea, the kid laid down the mat he never used, bulldogged him down to it, pulled off his shoes and draped a blanket over him. He protested, "This is s'posed to be yours."

The kid patted his chest protectors — "I'm okay . . . I'm okay" — and he knew that was the truth of it.

The old man gave himself up willingly to his exhaustion and drifted off like a lazy, sky-high fly ball. Something deep in his heart, unmeasured by his own consciousness, soared unburdened for the first time in thirty-seven years, since the time he had so disgraced himself before the Mud Hens' scout and named himself thereafter a failure. The blanket was there, but it was the boy's embrace that covered and warmed him. *When somebody does something you really like.* "A-men," the old man whispered into the corn-meal- and baseball-scented darkness.

*Why is Grayson saying Amen At this very moment?*

27  
x37  
64  
(Age)

*like a home now*

*\* setting*  
 For most of November, winter toyed with Two Mills, whispered in its ear, tickled it under the chin. On Thanksgiving Thursday, winter kicked it in the stomach. *Personification*

But that didn't stop the old man and the boy from joining the ten thousand who thronged to the stadium on the boulevard to see the traditional high school football game. The arctic air laid panes of ice over the crayfish edgypools of Stony Creek. The effect was the opposite on human noses. Maniac's and Grayson's ran like faucets, and not a handkerchief in sight. They deputized their sleeves and grabbed handfuls of napkins from the refreshment stand.

Two Mills won the game, thanks to a last-minute 73-yard TD pass from quarterback Denehy to James *\* "Hands" Down*. From the instant his old trash-talking sandlot pal cradled the ball in his long brown fingers, Maniac was jumping on his seat, screaming trash at Hands's pursuers every step to the goal line (and

*\* He still cares*  
 glancing about to make sure Mrs. Beale wasn't hearing).

By the time they got back to the baseball room, they were nearly frozen. But the freeze was good, for it made the warmth of the little apartment all the more welcome. Within fifteen minutes the space heater had the place positively tropical, while in the toaster oven their five-pound Thanksgiving chicken was already beginning to brown. A pair of hot plates and a squad of pots were pressed into action, and by midafternoon the two were sitting down to a feast of roast chicken, the two were sitting down to a feast of roast chicken, gravy, cranberry sauce, applesauce, SpaghettiOs, raisins, pumpkin pie, and butterscotch Krimpets. *Flashback*

Maniac thought of Thanksgivings past, of sitting around a joyless table, his aunt and uncle as silent and lifeless as the mammoth bird they gnawed on. He said this grace: "Dear God, we want to take this opportunity to thank you for the best Thanksgiving dinner we ever had . . . well, I ever had. I guess I shouldn't speak for my friend Grayson —" he peeked across the table. "Grayson," he whispered, "is this your best one, too?"

The old man opened one eye; he shrugged. "Don't know. Ain't tasted it yet."

Maniac glared, rolled his eyes upward, hissed: "Gray-son."

The old man flinched. "Uh, yeah" — he squinted one-eyed at the chicken — "yeah, I guess it is."

"The best," Maniac prompted.

"The best."

Maniac went on: "And we want to thank you for

this warm house and for our own little family here and for Grayson learning to read. He's already read \*thirteen books, as I'm sure you already know. And one more thing. If you could find some way to let the Beale family know I'm wishing them a happy Thanksgiving, I'd really appreciate it. They're the ones on seven twenty-eight Sycamore Street, in case there's any other Beales around. Amen."

"Amen," said Grayson.

They stuffed themselves silly, then collapsed and listened to polka music. Grayson had brought over a record player a week before, along with his entire music collection: thirty-one polka records. Grayson loved polkas.

Of course, one cannot listen to polka music for long before getting up and dancing, which is what the two thanksgivers did as soon as their bloated stomachs allowed. They danced and they laughed, record after record. Whether it was the polka that they danced is another question.

It was nearly dark, both of them having re-collapsed, when Maniac said, "Is there any paint around?"

"Guess so," said Grayson. "What for?"

"You'll see. Can you get some, and a brush?"

The old man dragged himself up. "What color?"

"How about black?"

Five minutes later the old man was back. "Got brown. That do?"

"Fine," said Maniac. He opened the can, stirred the paint, put a jacket on, grabbed the brush and went outside. Grayson followed. He watched the kid paint

on the outside of the door, in careful strokes:

101

Maniac stepped back, admiring his work. "One oh one," he proclaimed. "One oh one Band Shell Boulevard."

\* The importance  
of an address  
to maniac (again)

*\* setting*  
**I**f Thanksgiving was wonderful, Christmas was paradise.

*\** By now Grayson had officially moved out of the Y and into 101 Band Shell Boulevard. Thanks to his long acquaintanceship with the locker room attendant, he and Maniac were privileged to continue using the Y's shower facilities at their pleasure.

For decoration outside, they nailed a wreath to the door. There was only one small window, but it had no sill to hold a candle, so some spray snow had to do.

Inside was another story. Santa's elves themselves would have felt at home. Strings of popcorn swooped across the ceiling. Evergreen branches flared at random, dispersing their piney aroma. Wherever there were a few vacant square inches, something Christmassy appeared: a matchbox crèche, a porcelain Santa, a partridge in a pear tree.

One day Grayson dragged a pair of tree limbs in

and started sawing away. When he was finished, a wooden reindeer stood in the room, big enough for Maniac to ride.

Of course, the tree got the most attention of all. By the time the two of them finished trimming it — their tree-trimming instincts having languished for so many Christmases — hardly a pine needle could be seen under the tinsel and balls and whatnot.

In fact, though they were delighted with their effort, the urge to trim was still full upon them. One room was simply too small to hold the spirit bursting. So they went outside and crossed the creek and tramped the woods until they came to a fine and proper evergreen, and there, their footsteps muffled by the carpet of pine needles, their every breath and whispered word arrayed in frosty white, they trimmed their second tree. This time the ornaments were nature's brilliant red-and-yellow necklaces of bitter-sweet, pungent pinecones, wine-red clusters of sumac berries, abandoned bird-bodied boats of milkweed, delicate thumb-size goblets of Queen Anne's lace.

It was still dark when Maniac awoke on Christmas morning. Within an hour or two, the holiday would come bounding down the stairs and squealing 'round the tinsel trees of Two Mills. But for the moment, Christmas bided its time outside, a purer presence.

Maniac shook Grayson awake, but stayed the old man's hand when he reached to turn on the light. They bundled themselves and ventured into the silent night. Maniac carried a paper bag.

Snow had fallen several days before. In much of the town it had been plowed, shoveled, and slushed away; but in the park — along the creek, the woods, the playing fields, the playground — it still lay undisturbed, save for the tracks of rabbits and squirrels. Beyond the tall pines, stars glittered like snowflakes reluctant to fall.

\* They visited their tree. They stood silently, just to be near it, letting the magic of it drift over them. In the pine-patched moonlight, the Queen Anne's goblets looked for all the world like filigreed silver.

They walked the creek woods all the way to the

zoo, meandering wordlessly throughout the snowy enchantment. As if by design, they both stopped at the same spot, above the half-submerged, rooty clump of a fallen tree. Somewhere under there, they knew, was the den of a family of muskrats. The old man laid a pine branch at the doorway. Maniac whispered: "Merry Christmas."

They visited the animals at the zoo, at least the outdoor ones, wishing them a happy holiday. The ducks seemed particularly pleased to see them.

By the time they came to the buffalo pen, dawn was showing through the trees. Before the old man finished saying, "Wanna boost?" Maniac was up and over the fence. If mother buffalo was glad to see the fence-hopping human again, she didn't show it. But Baby came trotting on over, and the two of them had a warm reunion. Before leaving, Maniac reached into the paper bag and brought out a present. "For you," he said. It was a scarf — or rather, three scarves tied together. He wrapped them around Baby's neck. "Next year I'll get you stockings for your horns," he grinned, "if you have them by then." A final nuzzle, and he was back over the fence.

They headed back home as the town awoke. Breakfast was eggnog and hot tea and cookies and carols and colored lights and love.

As in all happy Christmas homes, the gifts were under the tree. Maniac gave Grayson a pair of gloves \* and a woolen cap and a book. The book did not appear to be as sturdy as the others lying around. The cover was blue construction paper, and the spine, instead of being bound, was stapled. The text was hand-

He wrote  
a book  
for him

lettered, and the pictures were stick figures. The title was *The Man Who Struck Out Willie Mays*. The author's name, which Grayson read aloud with some difficulty, was Jeffrey L. Magee.

Maniac, in his turn, opened packages to find a pair of gloves, a box of butterscotch Krimpets, and a spanking, snow-white, never-ever-used baseball.

He was overjoyed. He rushed to the old man and hugged him. The old man put up with that for a second, then pulled away. "Hold on," he said. He went to one of the baseball equipment bags and reached in, tunneled down to the bottom, and came up with another package, this one wrapped crudely in newspaper. "Hiding this'n," he said. "Didn't know if you're the kinda kid sneaks looks."

Maniac tore it open — and gaped helplessly when he saw what it was. To anyone else, it was a ratty old scrap of leather, barely recognizable as a baseball glove, fit for the garbage can. But Maniac knew at once this was Grayson's, the one he had played with all those years in the Minors. It was limp, flat, the pocket long since gone. Slowly, timidly, as though entering a shrine, the boy's fingers crept into it, flexed, curled the cracked leather, brought it back to shape, to life. He laid the new ball in the palm, pressed glove and ball together, and the glove remembered and gave way and made a pocket for the ball.

The boy could not take his eyes off the glove. The old man could not take his eyes off the boy. The record player finished the "Christmas Polka" and clicked off, and for a long time there was silence.

Five days later the old man was dead.

Direct/blunt.

Special + personal  
gifts

32

Most mornings, Grayson would be the first one out of bed. He would turn on the space heater, visit the band shell lavatory, then heat up some water, get breakfast ready, and finally wake the boy with a gentle shake of the shoulder. On December thirtieth, it was the silence that woke Maniac, and the cold. The space heater wasn't on, no steaming cups sat on the table, the old man was still under the covers.

Maniac went over. "Grayson." He shook the old man. "Grayson?" He took the old man's hand. It was cold.

"Grayson!"

He didn't run to the Superintendent's office. He didn't run to the nearest house. He knew.

He held the cold, limp hand that had thrown the pitch that had struck out Willie Mays, that had betrayed the old man's stoic ways by giving him a

Setting

Foreshadowing

1 squeeze. He began talking to the old man, about places he had been on the road, about places the two of them might have gone to, about everything.

2 Then he began to read aloud. He read aloud all the books the old man had learned to read, and he finished with the old man's favorite, *Mike Mulligan's Steam Shovel*.

3 When he looked out the window, it was night. He dragged his chest protectors alongside the old man's mat and lay down, and only then, when he closed his eyes, did he cry.

The funeral, such as it was, took place on the third day of the New Year. Maniac had at last gone to tell someone, the zookeeper, and from then on he pretty much stayed out of the way.

Grayson came to the cemetery in a wooden box. The pallbearers were unknown to Maniac. They were members of the town's trash-collecting corps, and as they huffed and bent to lay the box over the hole, they smelled vaguely of pine and rotten fruit.

Maniac was the only mourner. He had thought the park Superintendent might show. Or the attendant at the Y locker room. Or maybe the lady who ran the park food stand in summer. None was there. Only Maniac and the man from the funeral home and the six pallbearers and two men off to the side, smoking cigarettes and leaning on a little hole-digging tractor that made Maniac think of something. He smiled inwardly: *Hey, Grayson, look — Mike Mulligan's steam*

*shovel had a baby!* High above, a silver plane crossed the sky, silent as a spider.

A voice startled Maniac. "When's he comin'?" It was one of the pallbearers.

The man from the funeral home pushed down the top of his black leather glove to expose his watch. "Should be here now. Should've been here five minutes ago."

"How long we gotta wait?"

The funeral man shrugged. All but one of the pallbearers lit up cigarettes. \*

Maniac wished he hadn't come. This event had nothing to do with the man who once lived in the body in the wooden box.

"I'm freezing my cochongas off," a pallbearer announced.

"Me, too," said another.

"Hey, y'know" — called one of the gravediggers — "we ain't waitin' all day to fill in that hole."

Everyone looked to the man in the long black coat. He looked again at his watch. "Traffic, probably."

The minister, thought Maniac. *That's who we're waiting for.*

A pallbearer walked over to the funeral man. "We hauled the stiff here, ain't that enough? They only give us an hour."

no respect.  
Another pallbearer chimed in, "Let's go get some doughnuts."

"Hot coffee, baby."

Loud clanks — a gravedigger was striking the baby steam shovel with a spade.

The funeral man sighed. He pulled out his own cigarette, lit it from the glowing tip of the pallbearer's. "Give it two more minutes. Then we'll see."

Maniac waited for one of those minutes, searching the horizon for signs of a minister. Whatever was going to happen at the end of the next minute, he didn't want to see it. So he ran. "Hey, kid!" they called. "Yo, kid!" But he was running . . . running . . .

\*Where to now?

## 33

*Setting*  
January of that year was too cold and dry for snow. It was a month of frozen hardness, of ice.

Maniac drifted from hour to hour, day to day, alone with his memories, a stunned and solitary wanderer. He ate only to keep from starving, warmed his body only enough to keep it from freezing to death, ran only because there was no reason to stop.

Even if the Superintendent had allowed it, he could not have brought himself to stay at the band shell. He returned only long enough to pick up a few things: a blanket, some nonperishable food, the glove, and as many books as he could squeeze into the old black satchel that had hauled Grayson's belongings around the Minor Leagues. Before he left for good, he got some paint and angrily brushed over the 101 on the door.

what  
he took

*why?*  
During the days, he ran, usually a slow jog. But sometimes he would suddenly sprint, furious ten- or twenty-second bursts, as though trying to leave him-

self behind. Sometimes he walked. He crossed and recrossed the river. He wandered in all directions through all the surrounding communities and towns, Bridgeport, Conshohocken, East Norriton, West Norriton, Jeffersonville, Plymouth, Worcester.

Whenever he crossed the bridge over the Schuylkill, he turned his eyes so as not to see the nearby P & W trestle. Even so, in his mind's eye he saw the red and yellow trolley careening from the high track, plunging to the water, killing his parents over and over. After a while he stopped crossing the bridge.

Other than that, he went wherever there was room to go forward — along roads and alleys and railroad tracks, across fields and cemeteries and golf courses. From high above, a tracing of his routes would have looked as hopelessly tangled as Cobble's Knot.

By nightfall he was back in Two Mills. He would retrieve the satchel from wherever he had stashed it and find a place to endure the night. A few times he revisited the buffalo pen, where he covered himself with a second blanket of straw. Other times his overnight quarters might be an abandoned car, an empty garage, a basement stairwell.

When his original supply of food ran out, he fed himself at the zoo or at the soup kitchen down at the Salvation Army. He did odd jobs for housewives, ran errands for shopkeepers. He would not beg.

One day he found himself among monuments and cannon and rolling hills. He was in Valley Forge. Here the Continental Army had suffered through a winter of their own, and the vast, stark, frozen desolation

No  
place  
to go

Flashback

where he  
stayed

\*

itself seemed a more proper monument than statues and stones. The only buildings here were tiny log-and-mortar cabins, replicas of the army's shelters. Maniac could feel the ache swelling outward from his breast and filling the enormous, bounding spaces.

He returned to town for the satchel and put himself up in one of the cabins. It was scarcely bigger than a large doghouse. The floor was dirt. There was a doorway, but no door.

Several saltines fell from the blanket. He threw them outside. Let the birds have them. He wrapped himself in the blanket and lay down. He lay there all night and all the next day. Dreams pursued memories, courted and danced and coupled with them and they became one, and the gaunt, beseeching phantoms that called to him had the rag-wrapped feet of Washington's regulars and the faces of his mother and father and Aunt Dot and Uncle Dan and the Beales and Earl Grayson. In that bedeviled army there would be no more recruits. No one else would orphan him.

The second evening came and went. Maniac never stirred. Knowing it would not be fast or easy, and wanting, deserving nothing less, grimly, patiently, he waited for death.

mood?

*I*?  
It was during the second night in the cabin that he heard the little voices. They were not soldiers' voices.

"I'm goin' in this one."

"No, *that* one. That one's bigger."

"I'm tired. I'm stopping."

"You stupid meatball, it's right *there*. Another two seconds."

"I'm stayin'."

"Great, you beef jerky, stay. I'm going to that one. Good-night."

Silence; then: "Hold on! I'm coming!"

That was all. The ghostly soldiers returned, their haunted eyes seeking warmth, food, life.

There was no morning, only daylight in the doorway. He pushed himself up, dragged himself outside into the blinding light. The saltines lay in the brown, frozen grass. The next cabin was nearby.

January slipped an icy finger under his collar and down his back. He pulled the blanket tighter about himself, but it was too late. The finger had touched the last warm coal in his hearth, and his body, fanning the ember, shook itself violently.

He walked to the next cabin, looked inside, and saw a body huddled in the corner. An eye opened, stared at him. Then, in succession, three more eyes opened. The body divided and became two. Two little boys.

"Get a load of this meatball," said the one with a front tooth missing. "He walks around with a blanket on. Hey, meatball, why'nt you bring your mattress along, too?"

"And your pillow, too!" screeched the other.

Then Missing Tooth whipped off his woolen cap and smacked Screecher in the face. Screecher retaliated, and Maniac had to step back while a two-kid tornado swirled around the cabin. When they finished, they rolled onto their backs, shook their legs at the ceiling, and laughed as long as they had fought. The volume coming from Screecher was incredible, as though a microphone were embedded in his throat.

Finally Missing Tooth rediscovered the stranger standing in the doorway. "Hey, meatball, you running away too?"

"No, not really," Maniac replied.

"Well, we are!" went Screecher.

"Where are you going?" Maniac asked.

The answer came from both: "Mexico!"

Maniac bit back a grin. When they stood, he saw

they couldn't have been more than **four feet tall or eight years old**. "Well," he said, "it's good and warm down there, but it's pretty far, you know."

"Yeah, we know," growled Missing Tooth. "You think we're meatballs like you?" He grabbed a supermarket bag in the corner, opened it. "Look."

It was filled with candy, cupcakes, pies, even a pack of butterscotch Krimpets. Maniac's stomach rased against itself. He remembered how thirsty he was. "Where'd you get all this?"

"We stold it!" Screecher blurted.

The other smacked him with his cap. "Shut up, Piper, you stupid sausage. You don't go *telling* people you stold stuff."

Piper returned the cap slap. "You shut up, Russell. I didn't tell him *where* we stold it."

This time the fight was over in less than a minute. But it started up again when Maniac asked where they were from, and Piper said, "**Two Mills**," and Russell said, "Shut *up*! He might be a cop!" and bopped him good.

When they settled down, they stared at him warily. Piper snickered. "He ain't no cop. He's a *kid*."

"Yeah?" sneered Russell. "That's how much *you* know. They got cops that *look* like kids. That's how they *catch* kids."

They stared at him some more. They moved in cautiously, one on either side. They opened his blanket. They patted him all over. "What're we doing this for?" Piper wanted to know.

"We're feelin' for a gun," Russell explained.

"Oh."

After the patting, they backed off. "So," said Russell, "you ain't a cop?"

"Not me," said Maniac. He moved in from the doorway. "I'm" — and with only a moment's pause, the story came to him — "**a pizza delivery boy. We have a contest every week, and you two were chosen for a free pizza.**"

The two gaped at each other. "We *were*?"

"Yep. A large."

"Where is it?" demanded Russell, glancing around.

"At Cobble's Corner. You have twenty-four hours to claim your prize."

He waited while they bickered over what to do. **Valley Forge was a good five or six miles from Two Mills.** These kids might not have made it to Mexico, but they had come a long way and stayed out overnight, and someone somewhere must be worried sick about them. And he had a feeling they weren't kidding about stealing the food.

He figured he'd better help them make up their minds. "You know," he said, "you're taking the long way to Mexico. If you come back to Two Mills with me, I'll show you a shortcut."

That did it. Soon the three of them were trekking past the Washington Memorial Chapel, Russell and Piper with their bag, Maniac with his satchel.

It was early afternoon when they walked into Cobble's Corner at Hector and Birch. Maniac produced his certificate for conquering Cobble's Knot, and twenty minutes later the young runaways were at-

new  
their.

location

lies

Why is he helping??

tacking a large pizza with pepperoni. Maniac confined himself to three glasses of water and half a dozen Krimpets.

The boys agreed with Maniac that they ought to stay the night in their own house before setting out for Mexico in the morning. They were barely a block from Cobble's when Maniac heard a familiar voice. Bellowing and barreling down the street was the fearsome fastballer, king of the Cobras, Big John McNab himself, and he was roaring mad.

Maniac might have taken off, but he found himself clung to and clutched by the two little urchins. They huddled behind him like babies on a possum's back as Giant John came red-faced and huffing up to them. "Where you been?" he yelled.

As Maniac considered what to say, the urchins peeped from behind him: "We wasn't noplacé, John. We was right here. With this here kid. And he ain't no cop neither. We checked him out."

For the first time Giant John looked straight at Maniac. A smile crossed his face. "Well, well, the frog man." The smile vanished. "So what're you doing with my little brothers?"

## 35

It took a while for everything to get straightened out.

First, Giant John had to be convinced that Maniac was not kidnapping his brothers. Then the brothers had to do some more trembling and clinging while John finished lambasting them for running away, which apparently they did about every other week.

Then, when the brothers found out that their pizza person was none other than the famous Maniac Magee, the very same one who had blasted their big brother's fastballs to smithereens and finished him off with a home-run frog, well, it took a good five minutes of rolling on the sidewalk to get all the laughing out of their systems.

Which, of course, got Giant John more than a little steamed.

Prompting Maniac, who didn't like seeing John disgraced before his little brothers, to say, "Yeah, but didn't John tell you what happened the next day?"

And the brothers said, "No, what?"

And Giant John said, "Huh?"

And Maniac winked at John and crossed his fingers. "Sure, John, you remember" — (wink, wink) — "at the Little League field the next day, you said I was lucky that all you threw me was fastballs, because you weren't ready to reveal your secret pitch, the one you'd been working on. Remember?" (Wink.)

McNab nodded dumbly.

"And so I said, 'Well, come on, I can hit anything, pitch it to me.' And you pitched it, and I missed it by a mile, and you kept pitching it to me all day long, and I never even hit a foul ball on it."

"What was the pitch? What was the pitch?" chanted the urchins.

"It was" — Maniac paused for dramatic buildup — "the stopball."

"The stopball?"

"Yeah, and you should've seen it. It comes right up to the plate, looking all fat and easy to belt, and then, just when you take your swing" — Maniac got into his batter's stance and demonstrated — "it sort of — stops — and your bat just whiffs the air." He whiffed at an imaginary stopball.

"Wow," said the brothers, gazing up at their big brother.

\* And so Maniac was invited to accompany the brothers McNab to their home.

Despite the cold, the front door was wide open, and Maniac could smell the inside before he could

see it. The first thing he did see was a yellow, short-haired mongrel looking innocently up at him while taking a leak in the middle of the living room floor.

"Clean that up," John ordered Russell.

"Clean that up," Russell ordered Piper.

Piper just walked on by.

After closing the front door, which was surprisingly heavy, Maniac found a stack of newspapers in a corner. He laid some over the puddle to soak in, then gave himself a tour of the downstairs.

Maniac had seen some amazing things in his lifetime, but nothing as amazing as that house. From the smell of it, he knew this wasn't the first time an animal had relieved itself on the rugless floor. In fact, in another corner he spotted a form of relief that could not be soaked up by newspapers.

Cans and bottles lay all over, along with crusts, peelings, cores, scraps, rinds, wrappers — everything you would normally find in a garbage can. And everywhere there were raisins.

As he walked through the dining room, something — an old tennis ball — hit him on top of the head and bounced away. He looked up — into the laughing faces of Russell and Piper. The hole in the ceiling was so big they both could have jumped through it at once.

He ran a hand along one wall. The peeling paint came off like cornflakes.

Nothing could be worse than the living and dining rooms, yet the kitchen was. A jar of peanut butter had crashed to the floor; someone had gotten a run-

The  
mentib  
hulk  
is a  
mess

Hyper ball

ning start, jumped into it, and skied a brown, one-footed track to the stove. On the table were what appeared to be the remains of an autopsy performed upon a large bird, possibly a crow. The refrigerator contained two food groups: mustard and beer. The raisins here were even more abundant. He spotted several of them moving. They weren't raisins; they were roaches.

Mr McNab  
The front door opened, and seconds later a man clomped into the kitchen. He wore no winter jacket, only a sleeveless green sweatshirt, which ballooned over his enormous stomach. Tattoos blued his upper arms. His hands were nearly pure black. Stale body odor mingled with that of fries and burgers coming from the Burger King bag he held. Dropping the bag next to the bird remains, he bellowed "Chow!" and took a beer from the fridge; he downed a good half of it in one swig, belched, doubled-clutched, and belched again. He had to know someone besides himself was standing in the kitchen, and, just as obviously, he didn't care.

Two floor-quaking crashes came from the dining room — "Geronimo!" . . . "Geronimo!" Russell and Piper had taken the direct route via the hole. "Wha'd ya bring, Dad? Whoppers? Yeah — Whoppers!"

They tore into the bag like jackals into carrion. Plastic flew, fries flew. They both wanted the same Whopper. Mashed between their tugging fists, the Whopper splurged sauce and cheese and pickle chips; then it split. Russell lurched backward into the kitchen table with his half; Piper lurched backward in the opposite direction, and with nothing to stop him,

sailed right through the cellar doorway and down the cellar steps. The final thud was followed by the truck-horn blast of Piper's laughter.

When Giant John ambled in, the father said, "Get the blocks?"

"No," grunted John, pulling out a pair of Whoppers. He tossed one to Maniac.

"We need more," growled the father. John didn't answer. "We need more."

"I heard."

McNab smashed the tabletop; three fries and a bird wing jumped to the floor. "Now!"

John walked out, nonchalantly munching. "I was busy."

The rest of the night was scenes from a loony movie.

Scene: McNab the father swaggers bare-armed out the front door, bellowing back, "Do yer homework!"

Scene: Maniac retrieves the wet newspaper from the living room. There are no wastebaskets in the house. He finds a trash can in the backyard, next to a pile of cinder blocks. He dumps the soggy papers in the can, which is empty.

Scene: Small turds of an unfamiliar shape appear here and there along the baseboards of the first floor. *Please don't be rats*, Maniac prays.

Scene: The Cobras come in. They glare at Maniac, but Giant John tells them to lay off. They raid the fridge for beer. They smoke cigarettes. They belch and fart. They curse. Russell and Piper, kiddie Cobras, pop their own beer cans, guzzle, swagger, belch, smoke, curse.

Scene: Football game, from the front of the living

like a movie  
room to the back of the dining room. Except for space, it has everything a regular game has — running, passing, blocking, tackling, kicking. There is little furniture to get in the way. Ordinarily, the windows wouldn't last five minutes, but the windows of this house are boarded up with plywood. Body-blocked Cobras fly into the walls. The house flinches.

Scene: A faint rustling noise behind the stove. Oh, no, rats! Maniac dares to look. It's a turtle, box turtle, munching on old Whopper lettuce. Whew!

Scene: The boys' bedroom. Russell and Piper lie prone at the hole. They fire toy submachine guns — tata-tata-tata-tata — at the Cobras heading out the front door. Piper jumps up and blows Maniac away, killing him at least fifteen times. "This is how we're gonna do it! Bam-bam-bam!"

"The guns'll be real," says Russell, still prone and firing, the stock of the toy gun tight against his cheek.

"Yeah!" squawks Piper. "Real!" He flops back to the floor, sprays the whole downstairs. "Soon's they start comin' in — bam-bam-bam!"

"Who?" says Maniac.

"The enemy," says Russell.

"Who's that?" says Maniac.

Russell stops firing long enough to send Maniac a where-have-you-been? look. "Who do ya think?" he sneers. He points the red barrel of the submachine gun toward the bedroom door. Toward the east. The East End.

(West) The heavy front door.

Scene: Darkness. Silence. Sometime early morning.

Maniac lies between the two brothers, on the bed. Do cockroaches climb bedposts? Unable to sleep, asking himself: *What am I doing here?* Remembering: Hester and Lester on his lap, Grayson's hug, corn muffin in the toaster oven. Thinking: *Who's the orphan here, anyway?*

Hearing, as he at last lowers himself into sleep's deep waters, a door slam, a slurred voice: "Do yer homework!"

Fearing: *Will I float?*

## T Hypocritical

The deal was, if Russell and Piper went to school for the rest of the week, Maniac would show them the shortcut to Mexico on Saturday. He figured if they all managed to survive till then, he'd come up with something.

On Saturday, the boys had their paper bag packed, and Maniac had a new deal: go to school for another week, and he'd treat them to another large pizza. Besides, he said, crossing his fingers, this was volcano season down in Mexico. The whole place was a sheet of red-hot lava. Better wait till it cools down.

They bought it. And they bought the same deal the following week. *gullible*

But school was still agony for the boys. It had to be worth more than a pizza a week. But what? The brothers thought and thought about it and soon began to realize that the answer was sleeping between them every night.

Ever since the famous Maniac Magee had showed

up at their house, Russell and Piper McNab had become famous in their own right. Other kids were always crowding around, pelting them with questions. What's he like? What's he say? What's he do? Did he really sit on Finsterwald's front steps? Is he really that fast?

Kids started giving them knots — sneaker laces, yo-yo strings, toys — and saying, "Ask Maniac to undo this, will ya?" Really little kids referred to him as "Mr. Maniac."

The McNabs ate it up. In the streets, the playgrounds, school. The attention, not the pizza, was the real reason they put up with school each day. They began to feel something they had never felt before. They began to feel important.

What a wonderful thing, this importance. Waiting for them the moment they awoke in the morning, pumping them up like basketballs, giving them bounce. And they hadn't even had to steal it! They loved it. The more they had, the more they wanted.

And so, when Maniac tried to cut the next pizza-for-school deal, Russell answered, "No."

"No?" echoed Maniac, who had been afraid it would come to this.

"No," said Russell. "We want something else."

"Oh," said Maniac. "What's that?"

They told him. If he wanted another week's worth of school out of them, he would have to enter Finsterwald's backyard — "and stay there for ten minutes!" screeched Piper, who shuddered at the very thought. When Maniac casually answered, "Okay,

it's a deal," Piper ran shrieking from the house.

On the next Saturday morning, Russell, Piper, and Maniac set out for Finsterwald's house, about seven blocks away. They took the alleys. Along the way they were joined by other kids, who were waiting, their eyes at once fearful and excited. By the time they got to Finsterwald's backyard, at least fifteen kids huddled against the garage door on the far side of the alley.

Maniac didn't hesitate. He walked straight up to the back gate, opened it, and went in. Not only that, he went all the way to the center of the yard, turned, folded his arms, smiled, and called "Who's keeping time?"

Russell, his throat too dry to speak, raised his hand.

For ten minutes, fifteen kids — and possibly the universe — held their breath. The only sounds were inside their heads — the moaning and wailing of the ghosts of all the poor slobs who had ever blundered onto Finsterwald's property.

To the utter amazement of all, when Russell finally croaked, "Time," Maniac Magee was still there, alive, smiling, apparently unharmed. Even more amazing, he didn't come out. Instead, he said, "Say, you guys, how about adding to the deal? If I do something else while I'm here, will you make it the next two weeks at school?"

"W-watta you g-gonna do?" stammered Russell.

Maniac thought for a minute, then announced brightly, "I'll knock on the front door."

Five kids finsterwallied on the spot. Several others

screamed, "No! Don't!" Piper went into some sort of fit and began kicking the garage door. Russell zoned out.

Maniac took all of this to signify a deal. He hopped the backyard fence and strolled around front.

The others went back down the alley and around the long way. They stationed themselves not only across the street but almost halfway up the block. And even then, they squeezed together in a bunch, as though, if they allowed any space between them, Finsterwald might somehow pick them off, one by one.

They huddled, trembling, to bear witness to the last seconds of Maniac Magee's life. They saw him stand directly in front of the red brick, three-story house, the bile-green window shades. They saw him climb the three cement steps to the white door, the portal of death. They saw him raise his hand, and though they were too far away to hear, they saw him knock upon the door, and fifteen hearts beat in time to that silent knocking.

The door opened. Finsterwald's door opened. Not much, but enough so the witnesses could make out a thin strip of blackness. Would Maniac be sucked into that black hole like so much lint into a vacuum cleaner? Would Finsterwald's long, bony hand dart out, quick as a lizard's tongue, and snatch poor Maniac? Maniac appeared to be speaking to the dark crack. Was he pleading for his life? Would his last words be skewered like a marshmallow by Finsterwald's dagger-tipped cane?

Apparently not.

The door closed. Maniac bounded down the steps and came jogging toward them, grinning. Three kids bolted, sure he was a ghost. The others stayed. They invented excuses to touch him, to see if he was still himself, still warm. But they weren't positively certain until later, when they watched him devour a pack of butterscotch Krimpets.

37

\*-Hell do Anything  
for them to go  
to school

Thus began a series of heroic feats by Maniac Magee.

At twenty paces, he hit a telephone pole with a stone sixty-one times in a row.

When the once-a-week freight train hit Elm Street, he started running from the Oriole Street dead end — on one rail — and beat the train to the park, no sweat.

He took off his sneaks and socks and walked — nonchalant as you please — through the rat-infested dump at the foot of Rako Hill.

The mysterious hole down by the creek, the one you would never reach into, even if you dropped your most valuable possession into it — he stuck his hand in, his arm in, all the way to the elbow, kept it there for the longest sixty seconds on record, and pulled it out, dirty, but still full of fingers.

He climbed the fence at the American bison pen at the zoo — he had suggested this feat himself, every-

one else scoffing — and, while the mother looked on, kissed the baby buffalo.\*

So it went through February and March of that year, a feat a week. *Setting*

To much of the town, hearing about these things, it was simply a case of the legend adding to itself, doing what legends do. To Russell and Piper McNab, it was a case of boosting their importance ever higher in the eyes of the other kids. Was it not at the brothers' direction that Maniac Magee performed these deeds? And who after all is the more amazing, the lion or the tamer?

*Tables have turned* [ As for Maniac, he understood early on that he was being used for the greater glory of Piper and Russell. He also understood that without him, they would not be going to school every day. For the McNabs, there was nothing free about public education. A tuition had to be paid. Every week Maniac paid it. (And besides, he loved to meet the challenges they cooked up for him.)

And then one day they gave him the most perilous challenge of all. They dared him to go into the East End.

*Big deal  
or  
not?*

## ELA PACKET!

*Directions: Read Chapters 27-32 & then 33-37. Then you need to do the following worksheets! Also look over the new vocabulary words before you complete the vocabulary section. If you have any questions please contact your english teacher!*

Mrs. Holl [aholl@sd194.org](mailto:aholl@sd194.org)

Ms. Pickrum: [hpickrum@sd194.org](mailto:hpickrum@sd194.org)

Mrs. Smith: [fsmith@sd19](mailto:fsmith@sd19)

Chapters 27-32

Setting	
Characters	
Summary	
Prediction of coming events	

Marauding= to raid or steal; going in search of goods	Diverge=to move in a different direction	
Reprisals=acts of revenge	Barricade= barrier	Level=flat and even
Seething: bubbling in turmoil; great anger	Sanctuary= a safe place	
Shenanigans: playful mischief	Exuberance= full of high spirits and excitement	
Zany: wild and crazy; fun-loving	Deliberately= done on purpose	
Silo: tall storage building for grain	Hysterical= emotionally out of control (laughing or upset)	
Sauntered: to stroll around	Forlorn= lonely; feeling abandoned	

**Directions:** First, read each of the following sentences. Then, UNDERLINE THE CONTEXT CLUES in the following sentences, and plug the correct vocabulary word into each sentence. Each word will be used one time.

- 1) Maniac feels very \_\_\_\_\_ after Grayson dies.
- 2) Her \_\_\_\_\_ ways have made her popular among her friends; she always knows how to make people laugh.
- 3) The farmhand unloaded the new shipment of grain into the \_\_\_\_\_.
- 4) She thought of many mean \_\_\_\_\_ for the girl who started spreading the rumor.
- 5) He longed for the \_\_\_\_\_ of his old familiar neighborhood and comforting friends.
- 6) Piper and Russell are constructing a \_\_\_\_\_ to keep out people from the East End.
- 7) It was no accident; she \_\_\_\_\_ pushed the girl out of the way.
- 8) The two roads \_\_\_\_\_ at the intersection; one lead west, one lead east.
- 9) When the Bears won the game and made it to the Super Bowl, fans were filled with \_\_\_\_\_.
- 10) His mother was \_\_\_\_\_ with anger when she received his report card.
- 11) I was \_\_\_\_\_ with laughter when he told me the joke.

- 12) Hold the ladder \_\_\_\_\_ so that you do not fall when putting up the sign.
- 13) The criminal was jailed for \_\_\_\_\_ through the wreckage and searching for items to steal.
- 14) Please try to contain your \_\_\_\_\_ during the assembly; you'll end up in the office for misbehaving.

**Directions:** Complete the following questions for chapters 27-32. Be sure your answers are complete sentences.

1. Describe Grayson's childhood : what was his home life like? What did his teachers used to say about him?
2. What part of learning to read was the most challenging for Grayson?
3. What is the first book that Grayson was able to read completely from start to finish?
4. What address did Maniac paint on his new home where he was living with Grayson?
5. Describe how Grayson and Maniac decorate their new home for Christmas.
6. Where do Grayson and Maniac visit on Christmas morning?
7. What important gift does Grayson give to Maniac? What special gift does Maniac make for Grayson that helps Grayson stop feeling like a failure?
8. Explain what happened five days after Christmas.
9. What choice does Maniac make at the end of part II (chapter 32)? Do you agree with this choice, and why?

10. **Personification** is defined as giving human-like characteristics to not-human things. Interpret the following example of personification from chapter 29: "For most of November, winter toyed with Two Mills, whispered in its ear, tickled it under the chin. On Thanksgiving, winter kicked it in the stomach." (pg. 106)

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Evidence of Learning Page (EXIT TICKET)

Grade: 7

Cycle of May 18-22

ELA

Learning Target: I can Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Directions: Please answer question 1 and take a picture and send it to your teacher by Friday, May 22nd, or be prepared to discuss with your teacher.

\*Tell a story from a 1st person point of view. In this story you must use 6 of the 15 new vocabulary words correctly. A minimum of 7 sentences is required.

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Chapters 33-37

Setting	
Characters	

Summary	
Prediction of coming events	

**Directions:** Complete the following questions for chapters 33-37. Be sure your answers are complete sentences.

1. Why did Maniac paint over 101 on the bandshell door?
2. Name 3 places Maniac slept in chapter 33.

3. What nicknames does Maniac give to Russell and Piper when he first meets them?
4. Who are Russell and Piper related to?
5. How does Maniac get Russell and Piper to come back home and NOT run away to Mexico?
6. Describe the inside of the McNab house. Provide at least **three** specific details from chapter 35.
7. Explain why the McNab boys could be considered orphans.
8. How does Maniac get the McNab boys to continue going to school, and “pay” their tuition?
9. Name 3 of the “fantastic feats” Maniac performs in chapter 37.
10. What is the *biggest* dare the boys ask Maniac to perform?

Question	What is a possible theme for Part II of the novel?
A	
C	

C	
E	

Evidence of Learning Page (EXIT TICKET)

Grade: 7

Cycle of May 26-29

ELA

Learning Target: I can summarize a text.

Directions: Please take a picture and send it to your teacher by Friday, May 29, or be prepared to discuss with your teacher.

\*Summarize the chapters 27-37 from "Maniac Magee". (Somebody,Wanted,But,So,Then)

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# Part I: Find a Job

Standard: 7.NS.A.1.a-d, 7.MS.A.3, 7.MS.A.2a-d: I can add, subtract, multiply and divide rational numbers using real world scenarios.

Congratulations!  
You have been offered 6  
different jobs.

**Directions:** Calculate which job is the best option financially.

The best job offer: \_\_\_\_\_ Type your answer here

## Cashier at Target

Pay: \$8.25 per hour

Hours: 21 hours per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per month

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per year

## Soccer Referee

Pay: \$11.71 per hour

Hours: 11 hours per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per month

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per year

## Lifeguard at Splash Lagoon

Pay: \$15.31 per hour

Hours: 9 hours per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per month

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per year

## Custodian at Movie Theater

Pay: \$9.95 per hour

Hours: 15.25 hours per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per month

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per year

## Customer Service: Nike

Pay: \$10.49 per hour

Hours: 14 hours per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per month

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per year

## Math Tutor

Pay: \$11.44 per hour

Hours: 13 hours per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per week

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per month

\$ \_\_\_\_\_ Answer \_\_\_\_\_ per year

# Part II: Money Tracker

Standard: 7.NS.A.1.a-d, 7.MS.A.3, 7.MS.A.2a-d: I can add, subtract, multiply and divide rational numbers using real world scenarios.

Whoa! You've worked so hard to save \$2750.68 during a few months of hard work at your new job. Now you must use your knowledge of positive and negative integers to see how much money you have left after a shopping spree.

**\$2750.68**



**Directions:** You must show all work on the "Workstation" sheet attached to this packet.

Item Purchased	Quantity	Price per Item	Total	Account Balance
Nike Shoes	1	-\$250.00	\$-250	\$2500.68
Nike Slides	2	-\$45.25	answer	answer
Fortnite Points	75	-\$1.39	answer	answer
Takis	8	-0.68	answer	answer
Champion Sweat Suit	2	-\$68.72	answer	answer
Candy	37	-\$1.85	answer	answer
Instagram Followers	900	-\$0.13	answer	answer
Snapchat Filters	12	-\$52.85	answer	answer
Concert Tickets	2	-\$52.85	answer	answer
Snapback Hat	3	-\$19.49	answer	answer



**Remaining Balance:**

Answer \_\_\_\_\_

# Part III: Order Up!

Standard: 7.EE.1: I can combine like terms and apply it to real world scenarios

## Scenario

You have just been selected as the class leader for a field trip. It is your job to collect orders and to combine them in a format that makes the most sense for the restaurant staff.

Choose a variable to represent each item on the menu, then add a coefficient to ultimately combine like terms.

## Directions

### 90 Drinks:

Coke	Coke	Sprite	Pepsi	Coke	Sprite	Coke	Pepsi	Hi-C	Dr. Pepper
Orange Soda	Coke	Orange Soda	Pepsi	Sprite	Sprite	Sprite	Coke	Sweet Tea	Dr. Pepper
Coke	Sprite	Pepsi	Hi-C	Orange Soda	Coke	Dr. Pepper	Dr. Pepper	Dr. Pepper	Coke
Pepsi	Pepsi	Pepsi	Coke	Coke	Sprite	Sweet Tea	Sweet Tea	Sprite	Coke
Pepsi	Dr. Pepper	Sprite	Coke	Orange Soda	Sweet Tea	Coke	Hi-C	Sprite	Pepsi
Orange Soda	Coke	Sweet Tea	Coke	Coke	Coke	Sprite	Pepsi	Hi-C	Hi-C
Pepsi	Dr. Pepper	Coke	Orange Soda	Orange Soda	Purple Fanta	Purple Fanta	Hi-C	Sprite	Coke
Coke	Coke	Pepsi	Sweet Tea	Orange Soda	Purple Fanta	Hi-C	Pepsi	Sprite	Sprite
Sprite	Sprite	Sprite	Sprite	Purple Fanta	Hi-C	Hi-C	Dr. Pepper	Dr. Pepper	Sprite

# \_\_\_\_\_ Coke

# \_\_\_\_\_ Hi-C

# \_\_\_\_\_ Dr. Pepper

# \_\_\_\_\_ Sprite

# \_\_\_\_\_ Orange Soda

# \_\_\_\_\_ Sweet Tea

# \_\_\_\_\_ Purple Fanta

# \_\_\_\_\_ Pepsi

**Directions:** Write an algebraic expression for the total number of drinks in the box below. **For example:**  $2c + 4p + 1h + 28t$

Type answer here

# Part III: Order Up!

Standard: 7.EE.1: I can combine like terms and apply it to real world scenarios

## Scenario

You have just been selected as the class leader for a field trip. It is your job to collect orders and to combine them in a format that makes the most sense for the restaurant staff.

Choose a variable to represent each item on the menu, then add a coefficient to ultimately combine like terms.

## Directions

## 90 Meals:

Burger	Chicken	Chicken	Burger	Chicken	Burger	Chicken	Burger	Salad	Burger
Tacos	Salad	Tacos	Burger	Tacos	Burger	Burger	Chicken	Burger	Salad
Burger	Salad	Burger	Tacos	Tacos	Burger	Salad	Tacos	Chicken	Tacos
Tacos	Tacos	Salad	Chicken	Salad	Burger	Pizza	Salad	Burger	Tacos
Burger	Salad	Burger	Salad	Pizza	Burger	Chicken	Burger	Chicken	Burger
Pizza	Chicken	Salad	Chicken	Chicken	Salad	Pizza	Salad	Pizza	Salad
Salad	Pizza	Salad	Tacos	Tacos	Salad	Chicken	Pizza	Salad	Pizza
Burger	Burger	Burger	Burger	Pizza	Tacos	Burger	Burger	Burger	Tacos
Pizza	Salad	Pizza	Salad	Burger	Tacos	Salad	Pizza	Burger	Burger

# Burger

# Chicken

# Salad

# Pizza

# Tacos

## TOTALS

**Directions:** Write an algebraic expression for the total number of drinks in the box below. **For example:**  $2c + 4p + 1h + 28t$

Type here

# Part IV: Field Trip Cost

Standard: 7.EE.2: I can solve and apply multi-step equations to real world situations; 7.EE.4: I can use variables to represent quantities and inequalities/equations through reasoning.

## Scenario

Your principal has chosen **you** to help him/her to determine the cost of each part of the field trip. You must use your knowledge of solving equations in order help your principal out.

- 1** Your school needs 9 buses for this field trip. Additionally, you must include a \$100 tip. If your school spends \$1829.82, **how much does each bus cost?**

Type here

- 2** There are 90 people going on the field trip. The budget allows for \$542.94 total for tickets to the Nashville sounds game. There is a service fee of \$45.82. How much does each ticket cost?

Type here

- 3** Your school is having a fundraiser in order to pay for t-shirts. They need to raise \$882.69. They have already collected \$92.85 in donations. Their goal is to have \$190 donated each week. How many weeks do they need to fundraise?

Type here

- 4** The Buffalo Bills are offering autograph signings. They charge a supply fee of \$8.00 and a player fee of \$13.25 per autograph. You have \$50.75 to spend on autographs. How many autographs can you buy?

Type here

- 5** In order to go on the field trip, you must accrue 75 positive behavior points. You found out that you have 45% of the points necessary to go. How many points do you have?

Type here

### Work Stations:

(If you must show work that won't fit into the box, show your work here.)

Type here

# Part V: What is fair, is not always (in)-equal-(ity)

Standard: 7.EE.3:

Directions: Write, solve and graph the inequalities according to the real-world scenarios below.

- 1 Summer break is almost around the corner. You and your family call an Uber and need to know how many miles you can be driven. Uber charges a service fee of \$1.00 and charges \$0.52 per mile. Your parents are willing to spend no more than \$15. How many miles can be driven?

Type answer here



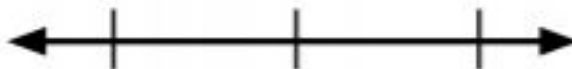
- 2 You and your friends decide to go to the recreation center to play pickup basketball. You decide to play the game 21 where a layup equals 1 point and a jump shot equals two points. You made 11 layups and need to decide how many jump shots you need to make in order to win... Remember that you must not go over 21 points or you lose.

Type answer here



- 3 The Skate Center charges a \$50 flat fee kick-back party rental and \$5.50 for each person who attends. Your parents gave you no more than \$300 to spend on the party. How many people can you invite to the party without going over budget?

Type answer here



# Part VI: Better Buy?

Standard: 7.RP.A.1: I can compute Unit Rate associated with ratios of rational numbers

## Scenario

You are planning an end of the year party for your math class. Your teacher needs to help deciding which products are the better buy.

Directions: Determine the unit rate for each brand and determine what is the best purchase item.

### Frito-Lay Mix Variety Pack

28 bags for \$9.88



Type here

Cost per bag \_\_\_\_\_

### Pringles Variety Pack

18 cups for \$6.48



Type here

Cost per cup \_\_\_\_\_

Better buy? \_\_\_\_\_

### Pack of 18 Gatorades

18 bottles for \$11.21



Type here

Cost per bottle \_\_\_\_\_

### Pack of 24 Gatorades

24 bottles for \$15.85



Type here

Cost per bottle \_\_\_\_\_

Better buy? \_\_\_\_\_

### Grandma's Cookies

30 cookie bags for \$14.75



Type here

Cost per bag \_\_\_\_\_

### Sweet Treats

25 cookie bags for \$10.75



Type here

Cost per bag \_\_\_\_\_

Better buy? \_\_\_\_\_

# Part VII: Relationships... are they Proportional?

Standard: 7.RP.A.1: I can compute Unit Rate associated with ratios of rational numbers

## Directions

Examine the following situations. Identify the variables and unit rate. Create a table, graph an equation to determine the constant of proportionality and determine whether the relationship is proportional or not.

You babysat your neighbor's children and they paid you \$45 for 6 hours.

## Scenario

Independent Variable: Type here

Dependent Variable: Type here

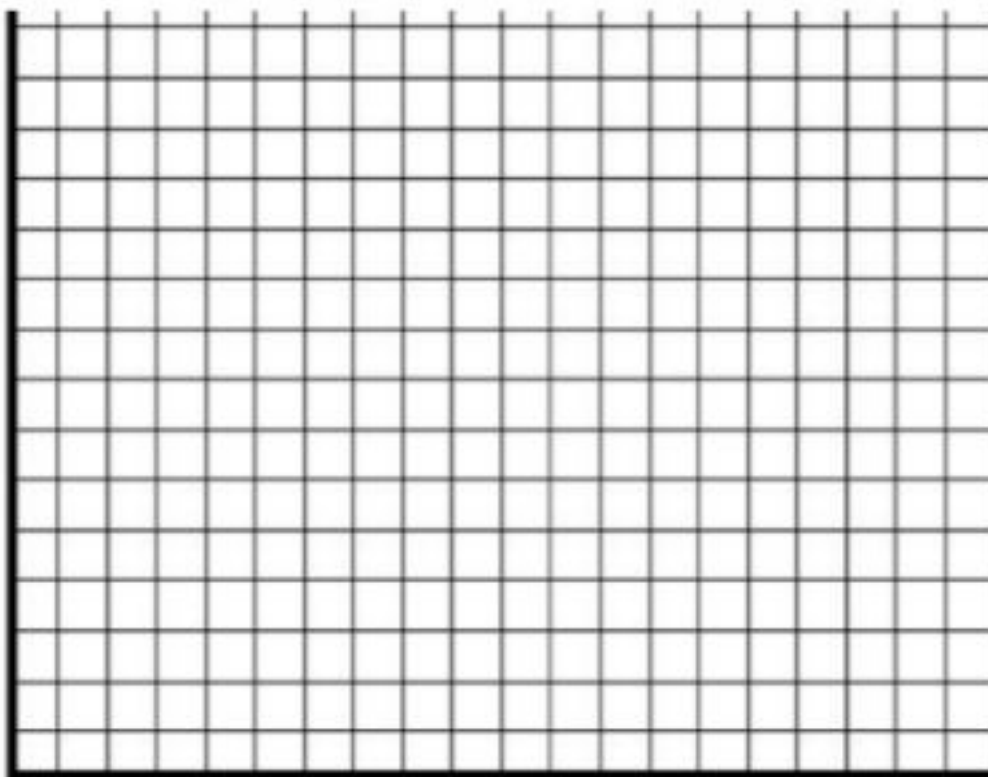
Rate: Type here

Unit Rate: Type here

\$\$\$	# here	# here	# here	# here	# here	\$45	# here
Hours	# here	# here	# here	# here	# here	6	# here

Equation: Type answer here

Constant of Proportionality (k): Type Here



# Part VIII: Nike Super Sale

Standard: 7.RP.A.2a-d: I can calculate the percent increase, percent decrease, percent off, markup, markdown, sales price, and taxes using real world scenarios.

**\$130.19**



- 1** It cost Nike \$55.00 to make the Kyrie 5, but it is selling for \$130.19. **Calculate the markup/percent increase for the shoe.**

Type here

- 2** The state tax is 8%. **Calculate how much you will pay in taxes on the Kyrie 5.**

Type here

- 3** You just found a coupon for 35% off! **What is the new price of the shoe before taxes?**

Type here

- On Amazon, you found the same shoe for \$108.00.  
**4** **What is the percent difference between the price of the original and the price of the Amazon shoe?**

Type here

# Part IX: Who's the Next President?

Standard: 7.RSP.1-4

## Scenario

The United States of America 2020 Presidential candidates need your help calculating what is the probability that they can win the election.

Democrats



Republicans



Assume that the above candidates each have an equal chance of winning.

Probability that a woman could win:

Fraction form:

Type here

Decimal form:

Type here

Percent form:

Type here

Probability that a man could win:

Fraction form:

Type here

Decimal form:

Type here

Percent form:

Type here

Probability that a democrat could win:

Fraction form:

Type here

Decimal form:

Type here

Percent form:

Type here

Probability that a republican could win:

Fraction form:

Type here

Decimal form:

Type here

Percent form:

Type here

Probability that Booker, Yang, O'Rourke or Weld could win:

Fraction form:

Type here

Decimal form:

Type here

Percent form:

Type here

Probability that Migos could win:

Fraction form:

Type here

Decimal form:

Type here

Percent form:

Type here

Definition of probability:

Type here

Error Analysis: Your classmate says that if she rolls a dice, it is highly likely that she will roll an even number. Identify whether she is correct or incorrect. Justify your answer in 1-2 complete sentences.

Type here

# Part X: Student Elections

Standard: 7.SP.1-4

It is the end of the year and it is time for your school to elect the student body president... However, the administration is having trouble predicting who will win!



- 1** The School Newspaper surveys every single 7th grade student and they announced that they believe that Aniya will win the election. **Is this an accurate sample of the entire student body? Justify your reasoning.**
- Answer \_\_\_\_\_

- 2** What type of survey would provide the most accurate prediction for the student election? Explain your reasoning.
- Answer \_\_\_\_\_

## Scenario

The University of Georgia and Vanderbilt University football teams are trying to figure out what measure of center best describes their massive offensive lines. They need your help in determining whose is better.



320, 305, 308, 340, 345,  
315, 330, 315, 330, 318, 325



305, 315, 285, 285, 290, 280,  
300, 310, 310, 315, 305

Mean: \_\_\_\_\_ Median: # Mode: # Range: # Mean: # Median: # Mode: # Range: #

**Directions:** Create a boxplot for each of the teams. Make sure to label your number line and give your box plot a title.

#



Diagram illustrating the components of the equation  $4x - 7 = 5$ :

- Coefficient:** 4 (points to the number 4)
- Variable:**  $x$  (points to the letter  $x$ )
- Operator:**  $-$  (points to the minus sign)
- Constants:** 7 and 5 (points to the numbers 7 and 5)

### Like And Unlike Algebraic Terms

Like Terms	Unlike Terms
$2x + 19x$	$2x + 19a$
$4w - 10w$	$4w - 10w^2$
$14.2r - 12r$	$12r - 12s$
$32a^2 + 9a^2$	$32a^2 + 9a^3$
$8y + 5y$	$8y + 5$

**A Unit Rate** tells the rate in lowest terms or the amount for one.

$$\frac{90 \text{ miles}}{5 \text{ hours}} = \frac{18 \text{ miles}}{1 \text{ hour}}$$

21

### Independent + Dependent Variables

- \* Dependent variables are always graphed on the y-axis.
- \* Independent variables are always graphed on the x-axis.
- \* A dependent variable DEPENDS on an independent variable.

DEPENDENT	INDEPENDENT
Amount of paycheck	Number of Hours Worked
Price of Speeding Ticket	Speed you were traveling
Height of Grass	Amount of Rainfall
Speed of Car	Pressure applied to gas pedal
Grade in Algebra 1	Effort in Class

$$y = kx$$

$$y = 3x$$

constant of proportionality

## 2-10 Percent Increase and Decrease

Common application of percent change are *discounts* and *markups*.

A **discount** is an amount by which an original price is reduced.

$\text{discount} = \% \text{ of original price}$

$\text{final price} = \text{original price} - \text{discount}$

A **markup** is an amount by which a wholesale price is increased.

$\text{markup} = \% \text{ of wholesale cost}$

$\text{final price} = \text{wholesale cost} + \text{markup}$

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48 → 0.48     $\frac{1}{5} \xrightarrow{\frac{1 \times 20}{5 \times 20}} \frac{20}{100} \rightarrow 20\%$      $\frac{1}{5} \xrightarrow{\frac{0.2}{5 \parallel 0}} 0.20 \rightarrow 20\%$      $\frac{3}{8} \rightarrow \frac{0.375}{8 \mid 3.000}$

DECIMAL ↓ PERCENT	PERCENT ↓ FRACTION	DECIMAL ↓ FRACTION
Move the decimal point two places to the right. (multiply by 100)	1. Put the percent over 100 and drop the % sign. 2. Reduce fraction to simplest form.	1. Use the place value of the decimal to write the denominator of the fraction. (tenths=10, hundredths=100, etc.) 2. The #s to the right of the decimal point are the numerator. 3. Reduce the fraction to simplest form.
0.7 → 0.70 → 70%	25% → $\frac{25}{100} \xrightarrow{\div 25} \frac{1}{4}$	0.06 → $\frac{6}{100} \xrightarrow{\div 2} \frac{3}{50}$

MY MATH RESOURCES

## mean

The mean is the average or norm.

- Add up all of the values to find a total.
- Divide the total by the number of values you added together.

$$2 + 2 + 3 + 5 + 5 + 7 + 8 = 32$$

There are 7 values

Divide the total by 7

$$32 \div 7 = 4.57$$

The mean is 4.57

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## median

The median is the middle value.

- Put all of the values into order.
- The median is the middle value.
- If there are two values in the middle, find the mean of these two.

2, 2, 3, 5, 5, 7, 8

The median is 5

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## mode

The mode is the most frequent value.

- Count how many of each value appears.
- The mode is the value that appears the most.
- You can have more than one mode.

2, 2, 3, 5, 5, 7, 8

2 5

The modes are 2 and 5

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## range

The range is the difference between the lowest and highest value.

- Find the highest and lowest values.
- Subtract the lowest value from the highest.

2, 2, 3, 5, 5, 7, 8

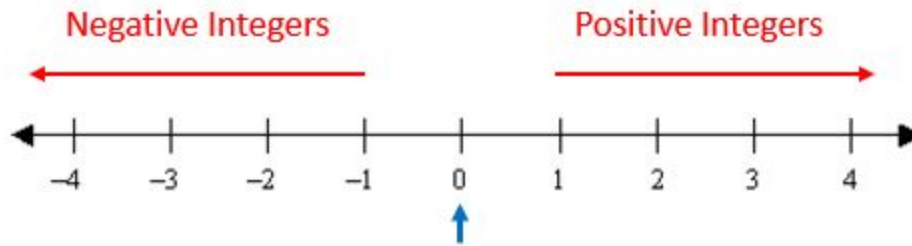
Lowest Highest

$$8 - 2 = 6$$

The range is 6

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## Integer Number Line



Zero is neither  
positive nor negative

# Reading Fluently

Readers use many strategies so that they don't sound like robots!



**Fluent Readers always:**

1) Read like a story teller



2) Put words together like you are talking.

3) Change your voice to match the mood.



4) Notice the punctuation to match the mood.



5) I pay close attention to what the text says and I don't add or delete words.



6) I am always checking that I am understanding what I am reading.



Strategy 1

# Visualize

•Picture the characters, setting, and events in your mind as you read.

- ▶ In my mind I see ...
- ▶ I can picture ...
- ▶ I imagine ...
- ▶ That makes me picture ...

Strategy 2

# Make Connections

•Make a connection to your life, the world, or other texts you've read.

- ▶ This makes me think of ...
- ▶ It reminds me of ...
- ▶ I have a connection to ...

Strategy 3

# Question

•Ask questions about anything that you are unsure of in the reading.

- ▶ What is confusing?
- ▶ What is happening?
- ▶ What is important?
- ▶ How does the character feel?

Strategy 4

# Infer

•Use clues in the text and your own knowledge to draw logical conclusions.

- ▶ From what I read, I can infer ...
- ▶ I can tell that ... because ...
- ▶ This detail shows me that ...

## A.C.E. Writing Prompts!



Answer with a rewording of the prompt.



Cite evidence to support your answer.



Explain how the evidence supports your answer.

## Science Assignment Directions

<b>Monday, May 18th</b>	<ul style="list-style-type: none"> <li>• Make an observation from the same window as last week</li> <li>• Record your observations</li> </ul>
<b>Tuesday, May 19th</b>	<ul style="list-style-type: none"> <li>• Read through "What is Genetics?"</li> <li>• Complete the graphic organizer</li> </ul>
<b>Wednesday, May 20th</b>	<ul style="list-style-type: none"> <li>• Color in the boxes for the traits you have</li> <li>• Color in the boxes for traits a family member has</li> <li>• Compare your traits</li> </ul>
<b>Thursday, May 21st</b>	<ul style="list-style-type: none"> <li>• Read through "Mendelian Genetics"</li> <li>• Answer questions 1-7</li> </ul>
<b>Friday, May 22nd</b>	<ul style="list-style-type: none"> <li>• Match the vocab word to the correct definition</li> </ul>
	<ul style="list-style-type: none"> <li>• Complete the first exit ticket and send a picture of it to your teacher</li> </ul>
<b>Monday, May 25th</b>	<ul style="list-style-type: none"> <li>• No School! Memorial Day</li> </ul>
<b>Tuesday, May 26th</b>	<ul style="list-style-type: none"> <li>• Read through "Punnett Squares"</li> <li>• Complete the Punnett square and answer questions about it</li> </ul>
<b>Wednesday, May 27th</b>	<ul style="list-style-type: none"> <li>• Complete the Punnett squares in "You're Such a Square"</li> <li>• Answer the questions for each Punnett square</li> </ul>
<b>Thursday, May 28th</b>	<ul style="list-style-type: none"> <li>• Complete Monohybrid Mice Punnett Squares and Questions</li> </ul>
<b>Friday, May 29th</b>	<ul style="list-style-type: none"> <li>• Complete the Punnett Squares Quiz</li> </ul>
	<ul style="list-style-type: none"> <li>• Complete the second exit ticket and send a picture of it to your teacher</li> </ul>

**Enjoy your summer! I miss you all so much!**

## Science Inquiry Activity

Beginning today you will collect observations. **Observation** is essential in **science**. **Scientists** use **observation** to collect and record data, which enables them to construct and then test hypotheses and theories. **Scientists observe** in many ways – with their own senses or with tools such as microscopes, scanners or transmitters to extend their vision or hearing.

### Directions -

1. Pick one window of your home and view the outside or if possible go outside.
2. You can look through your window and observe changes that occur to your surroundings.
3. Record the date and time that you make the observation below.
4. Observe the area for a full 5 minutes. Note any changes that you observe occurring.
5. After your 5 minute observation record your findings in the table below

\*Next week you will observe the same area in order to notate anything that has changed and anything that has remained the same.

Time and Date	Location of observation	Observation

## What is Genetics? Reading and Graphic Organizer

**Genetics** is the study of heredity. **Heredity** is how information is passed, or inherited, from parent to offspring. When an organism reproduces, it passes information to its offspring. This information codes for characteristics of the organism, including what the organism looks like and how it functions. All living things (including humans) contain this information. The information is stored in a molecule called **DNA**. DNA is often called the “blueprint for life” because it contains instructions for **traits**, or characteristics of organisms. DNA is found in the nucleus of a cell in humans and other eukaryotic organisms. DNA is found in the cytoplasm in prokaryotic organisms, like bacteria.

### Chromosomes

In humans and other eukaryotic organisms, DNA is separated into pieces. We call each one of these pieces a chromosome. A **chromosome** is a long, straight piece of DNA. The number of chromosomes found in a body cell of an organism is called the **species chromosome number**. A human body cell has 46 chromosomes. Other eukaryotic organisms have a different number of chromosomes. For example, a dog body cell has 48 chromosomes and a fruit fly body cell has 8 chromosomes. The species chromosome number is the same from generation to generation for a species. So, every human, from generation to generation, has 46 chromosomes in each of its body cells.

### Homologous Chromosomes

Every eukaryotic organism has pairs of chromosomes. We call these pairs of chromosomes **homologous chromosomes**. For example, a human has 46 chromosomes or 23 pairs of homologous chromosomes. Eukaryotic organisms have pairs of chromosomes because they reproduce. Reproduction means that an organism is produced from two parents. Each parent contributes one pair of chromosomes to its offspring. For example, a human male passes 23 chromosomes and a human female passes 23 chromosomes to the offspring.

### Genes

Each chromosome contains genes. A **gene** is a segment of a chromosome that codes for a specific trait. Genes are found at specific locations along a chromosome. Genes code for hair color, eye color and skin color. A chromosome can contain several hundred genes!

Because eukaryotic organisms have pairs of chromosomes, they must have pairs of genes. We call the pair of genes alleles. An **allele** is a form of a gene that controls a trait. So, every eukaryotic organism has two forms of a gene that control a trait. Alleles are found at the same position along homologous chromosomes. There are two copies of every gene in a eukaryotic organism.

## What is Genetics? Graphic Organizer

Directions: Fill in the graphic organizer after reading through "What is Genetics?".

The graphic organizer is a large rectangle divided into four quadrants by a vertical and a horizontal line. In the center, where the lines intersect, is a smaller rounded rectangle with a dashed border containing the text "What is Genetics?".

- Top-left quadrant: The main idea of the reading is...
- Top-right quadrant: New terms and vocabulary words:
- Bottom-left quadrant: In summary...
- Bottom-right quadrant: The most important details:

## Family Traits

Directions: Color in the box for the traits that you have. Then have a family member color the boxes for the traits that they have. Lastly, compare your traits to your family members' traits.

### Your Traits

Trait	Dominant	Recessive
Earlobes	Attached	Unattached
Tongue	Can Roll	Cannot Roll
Dimples	Has Dimples	No Dimples
Handedness	Right Handed	Left Handed
Freckles	Has Freckles	No Freckles
Hair Type	Curly//Wavy	Straight
Hairline	Widow's Peak	Straight Hairline
Feet	2nd Toe Longer	1st Toe Longer

### Family Members' Traits

Trait	Dominant	Recessive
Earlobes	Attached	Unattached
Tongue	Can Roll	Cannot Roll
Dimples	Has Dimples	No Dimples
Handedness	Right Handed	Left Handed
Freckles	Has Freckles	No Freckles
Hair Type	Curly//Wavy	Straight
Hairline	Widow's Peak	Straight Hairline
Feet	2nd Toe Longer	1st Toe Longer

## Mendelian Genetics Reading and Questions

Much of today's knowledge of genetics and inheritance was a result of the research conducted by Gregor Mendel. Mendel was a scientist who lived during the 1800s. He was the first scientist to study heredity and is often called the "father of genetics". Surprisingly, all of his work was completed without knowledge of DNA or genes!

Mendel studied pea plants and determined that traits are inherited in certain patterns. He studied pea plants because they had contrasting traits (tall and short, yellow and green seeds), were easy to grow, and produced large numbers of offspring in a short amount of time.

### Mendel's Pea Plant Experiments

Mendel grew pure-breeding plants. Pure-breeding plants produce offspring with the same characteristics as the parent plants, generation after generation. To determine how traits were passed from parent to offspring, Mendel took pure-breeding plants with contrasting traits and cross-pollinated them. This means that he took pollen from one plant and transferred it to a plant with a contrasting trait.

In the first part of his experiment, Mendel took pollen from a tall purebred plant and transferred it to a short purebred plant. All of the offspring were tall plants. He called the offspring the F1 generation.

In the second part of the experiment, Mendel cross-pollinated the F1 plants. The offspring of the F1 plants were called F2 plants. Unlike the results of his first experiment, some plants were tall and others were short. How could this be?

Mendel determined that some traits are "stronger" than other traits. He called these traits dominant. **Dominant traits** always appear when present. The trait that is hidden by the dominant trait is called the **recessive trait**. As a result of modern genetic research, we now know there are two copies of every gene for every trait. Recall that each copy of a gene is called an allele.

There are three possible combinations of genes because organisms have two copies of every gene for every trait. An organism can have:

- Two dominant alleles,
- Two recessive alleles, or
- One dominant allele and one recessive allele.

If an organism has two of the same kind of gene for a trait, it is called **pure** or **homozygous**. An organism with two dominant alleles for a trait is said to be **homozygous dominant** for that trait. An organism with two recessive alleles for a trait is said to be **homozygous recessive** for that trait. An organism with two different alleles for a trait is called **heterozygous** or **hybrid**. In this case, the dominant allele will appear and the recessive allele will be hidden. In genetics, we say the dominant allele is **expressed**.

## Genotype vs. Phenotype

Scientists study genes and traits differently. Sometimes scientists are only concerned about the physical makeup or appearance of an organism. The appearance of an organism is called the **phenotype**. When scientists study the genetic makeup of an organism, they study the **genotype**. The phenotype of an organism is determined by the genotype of the organism. In other words, the appearance or physical makeup of the organism is determined by the genetic makeup of the organism. Sometimes different genotypes lead to the same phenotype. For example, let's say we are studying pea seed color. The allele for green seeds (G) is dominant over the allele for yellow seeds(g). A pea plant that is homozygous dominant (GG) for seed color and a pea plant heterozygous (Gg) for seed color have different genotypes. However, these plants have the same phenotype. Both of these plants have green seeds.

## Questions

Directions: Answer the following questions after reading "Mendelian Genetics".

1. What type of plant did Mendel study? Why did he study these kinds of plants?

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2. What are the three different combinations of alleles an organism can inherit?

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4. What is the difference between a dominant and recessive allele?

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5. What is the difference between homozygous and heterozygous?

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6. What is the difference between genotype and phenotype?

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7. How can two organisms have the same phenotype but different genotypes?

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## Genetics Vocab Matching

Directions: Use the vocab words from the word bank and match them to the correct definition.

Word Bank			
Heterozygous/Hybrid	Traits	Phenotype	Dominant
Homozygous/Purebred	Alleles	Genotype	Recessive

Vocab Word	Definition
	The letters that represent the different forms of a gene.
	The different forms of a characteristic.
	The trait that hides in the background and can only be expressed in homozygous recessive form.
	Combination of alleles. The genetic makeup of an organism (Example: GG).
	Two alleles/letters for one trait that are the same (Example: GG or gg).
	The trait that is shown whenever a dominant allele is present.
	Two alleles/letters for one trait that are different (Example: Gg).
	The physical appearance of a trait (Example: Green seeds).

## Exit Ticket

Directions: Select Option 1 or Option 2 below and complete that activity.

**Option 1:** Answer the questions below.

1. Why did Mendel choose to study pea plants?

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2. Write some examples of contrasting traits in pea plants.

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**Option 2:** Fill in the definition and an example for each of the genetics vocab words below.

Genetics Vocab	Definition	Example
Genotype		
Phenotype		

## Punnett Squares Reading and Questions

Geneticists are scientists that study genetics. Geneticists like to study the **probability**, or likelihood that an offspring will inherit a certain combination of genes from its parents. To determine the probability an offspring will have a certain phenotype or genotype, geneticists use Punnett Squares. Before we talk about Punnett Squares, let's review probability.

The chance that a particular event will occur is called probability. For example, if you flip a coin, there are two possible outcomes: the coin can land heads up or tails up. The probability that the coin will land heads up is 50% or  $\frac{1}{2}$ . The probability that the coin will land tails up is 50% or  $\frac{1}{2}$ . The chance of either outcome is equal because the event is random.

In genetics, the way in which alleles are inherited is completely random. Just like tossing a coin, a parent has a 50% chance of passing one of its alleles for a particular gene to its offspring. Remember that a parent has two copies of every gene. In human heredity, each parent will pass one copy of every gene to its offspring so that the offspring ends up with two copies of every gene. Because alleles are inherited randomly, we can use the principle of probability to predict the outcomes of genetic inheritance.

**Punnett Squares** are diagrams that help determine the probability that an offspring will inherit a certain genotype. The Punnett Square is a square divided into four sections. The alleles for a trait for each parent is written along the top and left side of the square.

You can predict the outcome for a trait that is controlled by one gene and two alleles with a Punnett Square. A Punnett Square is purposely divided into four sections. Each section represents one of the four possible combinations that can result based on the alleles of the parents. Each square represents  $\frac{1}{4}$  or 25%.

### Symbols

Scientists use symbols to represent dominant and recessive alleles for a trait. We symbolize the dominant allele for a gene with a capital letter. We symbolize the recessive allele for a gene with a lowercase version of the SAME letter as the dominant allele.

Let's try another example for pea plant height. Pea plant height is controlled by one gene. There are two possible alleles for this gene: tall (T) and short (t). Tall is the dominant allele and short is the recessive allele, so we will symbolize tall with T and short with t.

### Example 1

One parent plant has the genotype Tt. This parent is heterozygous. Its phenotype is tall. The second parent has the genotype tt. This parent is homozygous recessive. Its phenotype is short.

	T	t
t	Tt	tt
t	Tt	tt

Results:

Genotype: There is a 2/4 (50%) chance the offspring will be heterozygous (Tt).  
There is a 2/4 (50%) chance the offspring will be homozygous recessive (tt).

Phenotype: There is a 2/4 (50%) chance the parents will produce a tall offspring.  
There is a 2/4 or 50% chance they will produce a short offspring.

### Example 2

One parent plant has the genotype Tt. This parent is heterozygous. Its phenotype is tall. The second parent has the genotype Tt. This parent is also heterozygous and tall.

	T	t
T	TT	Tt
t	Tt	tt

Results:

Genotype: There is a 1/4 (25%) chance the offspring will be homozygous dominant (TT). There is a 2/4 (50%) chance the offspring will be heterozygous (Tt).  
There is a 1/4 (25%) chance the offspring will be homozygous recessive (tt).

Phenotype: There is a 3/4 (75%) chance the parents will produce a tall offspring.  
The offspring will be tall if its genotype is TT or Tt. There is a 1/4 (25%) chance they will produce a short offspring.

## Punnett Square Questions

Directions: Use the Punnett Square reading to help you fill in the Punnett Square below. Then, answer the questions below using the Punnett square.

Flower color is controlled by one gene. There are two alleles for this gene: Red (R) and white (r). The red allele is dominant and white allele is recessive. What offspring could be produced if a homozygous red flower (RR) is crossed with a white flower (rr)?

	R	R
r		
r		

What is the probability...

the parents will produce a red flower? \_\_\_\_\_

the parents will produce a white flower? \_\_\_\_\_

the offspring will be homozygous dominant? \_\_\_\_\_

the offspring will be heterozygous? \_\_\_\_\_

the offspring will be homozygous recessive? \_\_\_\_\_

## You're Such a Square

Directions: Fill in the Punnett Squares below. Then answer all questions about the Punnett Squares. (All questions under #1 are about Punnett Square #1).

B= big ears

b= small ears

<b>You're Such a Square!</b>								
<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-around; border-bottom: 1px solid black; margin-bottom: 5px;"> <span>1.</span> <span>B</span> <span>B</span> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border-right: 1px solid black; padding: 5px; margin-bottom: 5px;">b</div> <div style="border-right: 1px solid black; padding: 5px; margin-bottom: 5px;">b</div> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-around; border-bottom: 1px solid black; margin-bottom: 5px;"> <span>2.</span> <span>B</span> <span>b</span> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border-right: 1px solid black; padding: 5px; margin-bottom: 5px;">b</div> <div style="border-right: 1px solid black; padding: 5px; margin-bottom: 5px;">b</div> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> </div>	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-around; border-bottom: 1px solid black; margin-bottom: 5px;"> <span>3.</span> <span>b</span> <span>b</span> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border-right: 1px solid black; padding: 5px; margin-bottom: 5px;">b</div> <div style="border-right: 1px solid black; padding: 5px; margin-bottom: 5px;">b</div> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> </div>						
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1. What are the possible offspring genotypes? _____  What are the possible offspring phenotypes if B = big ears b = little ears? _____  How many offspring will look like one or both of the parents? _____	2. What are the parent genotypes for this cross? _____  What are the parent phenotypes? _____  List the offspring genotypes and phenotypes _____  5. What percentage of offspring are identical to the parents? _____  How many offspring will be purebred? _____  How many offspring will be hybrid? _____	3. What are the possible offspring genotypes? _____  What are the parent genotypes and phenotypes? _____  How many offspring will have a genotype of BB? _____ Bb? _____  How many offspring will have a Big ear phenotype? _____  6. What is the offspring ratio of BB:Bb:bb? _____  What percentage of offspring will be heterozygous? _____ Homozygous dominant? _____ Homozygous recessive? _____
4. How many offspring will have big ears? _____ small ears? _____  What percentage of offspring will have a genotype of BB? _____  What percentage of offspring will look like one or both of their parents? _____		

## Monohybrid Mice

**Directions:** Solve each problem showing your work in the Punnett square. For each cross, give the genotypes and phenotypes of the offspring and the probability of getting each. List the genotypes and phenotypes in the table seen by each problem. Answer the questions that accompany each problem.

**What you need to know about the mice:** In laboratory mice, gray coat color (G) is dominant over albino coat color (g).

### I. Cross a female Gg with a male gg.



- \_\_\_\_\_ 1. What is the probability of getting gray offspring?
- \_\_\_\_\_ 2. What is the probability of getting albino offspring?
- \_\_\_\_\_ 3. How many possible genotypes are there among the offspring?
- \_\_\_\_\_ 4. How many possible phenotypes are there among the offspring?
- \_\_\_\_\_ 5. What is the probability of getting heterozygous offspring?
- \_\_\_\_\_ 6. What is the probability of getting homozygous offspring?
- \_\_\_\_\_ 7. What color is the female?
- \_\_\_\_\_ 8. What color is the male?


Genotypes	Phenotypes

### II. Cross a homozygous gray female with a heterozygous male.

- \_\_\_\_\_ 1. What is the probability of getting gray offspring?
- \_\_\_\_\_ 2. What is the probability of getting albino offspring?
- \_\_\_\_\_ 3. How many possible genotypes are there among the offspring?
- \_\_\_\_\_ 4. How many possible phenotypes are there among the offspring?
- \_\_\_\_\_ 5. What is the probability of getting heterozygous offspring?
- \_\_\_\_\_ 6. What is the probability of getting homozygous offspring?
- \_\_\_\_\_ 7. What is the genotype of the female?


Genotypes	Phenotypes



## Punnett Squares Quiz

# SHOW what you KNOW PUNNETT SQUARES

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

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

1. Fill in the missing parts of the Punnett Square.

	<b>B</b>	<b>B</b>
<b>B</b>	<b>BB</b>	
<b>b</b>		<b>Bb</b>

	<b>B</b>	<b>B</b>
<b>b</b>		
<b>b</b>		

	<b>B</b>	<b>b</b>
	<b>BB</b>	<b>Bb</b>
	<b>Bb</b>	<b>bb</b>

Answer the following questions.

2. If an individual has genotype Dd, they are \_\_\_\_ ?

- a. heterozygous
- b. homozygous dominant
- c. heterozygous recessive
- d. homozygous recessive

3. An organism's genetic makeup (alleles) is known as its \_\_\_\_\_.

4. An organism's physical appearance is known as its \_\_\_\_\_.

5. In a certain pepper plant, hot flavor is dominant (H) to mild (h) flavor. If you cross two heterozygous plants, what percentage of the offspring will have hot flavor?




6. Brown fur (B) is dominant over white fur (b) in rabbits. What is the probability of brown fur in offspring between a heterozygous brown rabbit and a homozygous recessive white rabbit?




## Exit Ticket

Directions: Select Option 1 or Option 2 below and complete that activity.

**Option 1:** Answer the question below.

1. How is it possible for 2 organisms to have the same phenotype but different genotypes? Give an example of this.

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Example: \_\_\_\_\_

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**Option 2:** Fill in the Punnett square below and answer the questions about it.

Plant height is controlled by one gene. There are two alleles for this gene: Tall (T) and short (t). The tall allele is dominant and the short allele is recessive. What offspring could be produced if a heterozygous flower (Tt) is crossed with a homozygous recessive flower(tt)?

	T	t
t		
t		

What is the probability...

the parents will produce a tall plant? \_\_\_\_\_

the parents will produce a short plant? \_\_\_\_\_

the offspring will be homozygous dominant? \_\_\_\_\_

the offspring will be heterozygous? \_\_\_\_\_

the offspring will be homozygous recessive? \_\_\_\_\_

# **Directions Page**

## **Day 1:**

1. Read essential question
2. Analyze Map
3. Answer questions

## **Day 2:**

1. Read the Background Reading on Jamestown
2. Answer the 5 questions about background reading

## **Day 3:**

1. Read Document A
2. Answer the questions

## **Day 4:**

1. Read Document B
2. Answer the questions

## **Day 5:**

1. Read Document C
2. Answer the questions

## **Day 6:**

1. Read Document D
2. Answer the questions
3. Complete Exit Ticket

## **Day 7:**

1. Read Essential Question
2. Watch Pocahontas or this clip from the movie:  
<https://www.youtube.com/watch?v=FD9d9WSU5TQ>
  - a. If you do not have access to the movie or clip please brainstorm what you know about Pocahontas.
3. Read Documents A
4. Read Document B
5. Answer John Smith's Documents Worksheet

## **Day 8:**

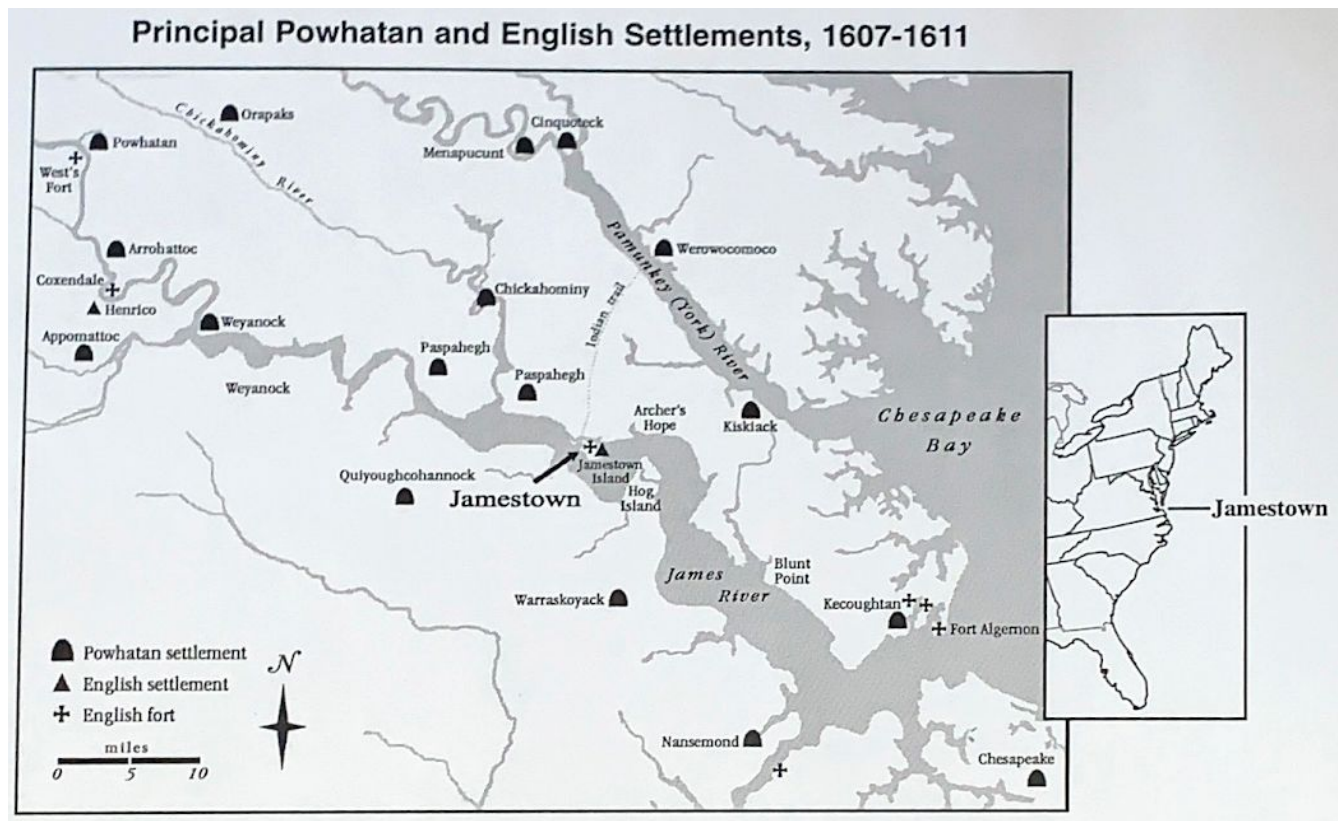
1. Read Document C
2. Read Document D
3. Answer Historian Interpretation Worksheet

## **Day 9:**

1. Complete Exit Ticket

## Day 1: Hook Exercise

**Essential Questions:** Why did so many colonists die?



1. In what modern-day state is this region located?
2. What can you infer (guess) about who lived in this area before the arrival of the English?
3. Why do you think the English would choose to settle here?
4. Is there any evidence that the English expected trouble?
5. Is there any evidence that the English may have been too confident?
6. Just by looking at the map, can you make any predictions why so many colonists died at Jamestown?

## Day 2: Background Reading

### Early Jamestown: Why Did So Many Colonists Die?

In the spring of 1607, three English ships carrying more than 100 passengers sailed into the mouth of **Chesapeake Bay** and worked their way up the James River. Hopes were high, and with good reason. This was to be the first permanent English settlement in the New World. A strong group of English investors stood behind the enterprise. The King of England, James I, had given the colonizers his blessing. Along the river banks one could see freshwater streams, “faire meddowes and goodly tall trees.” Ahead lay possible riches, a native population to be taught the ways of Jesus Christ, and maybe even a hidden trade route to China!

True, there were dangers. A Spanish warship or two would not be a surprise. Also, the English had experienced a recent failure on nearby Roanoke Island. In fact all the Roanoke colonists had mysteriously disappeared. But in 1607, these were acceptable risks.

What was probably more important is that the “faire meddowes and goodly tall trees” of the Chesapeake were not empty. Some 15,000 **Powhatan** Indians lived in small villages along and around the James River. They were loosely ruled by a great chief named **Wahunsonacock**. One of Wahunsonacock’s daughters was the fabled Pocahontas, a very real person who would one day marry an Englishman and sail to England.

When the English settlers arrived they built a fort on a place they called James Island. This

was to become Jamestown. Of the 110 original settlers, only 40 would be alive at the end of December. The arrival in January of a resupply ship saved the colony from total collapse, but in the next two years, hard times continued. Captain John Smith who had provided much needed leadership was sent back to England. Then, in the awful winter of 1609-1610, two-thirds of the settlement died.

Remarkably, the English kept coming – men, women, and children. The vast majority

were young (17 to 35) and most were poor. They hoped to work off their debt and, one day, own a piece of land. A few arrived with money, and some would one day find success growing tobacco. But for most there was no happy ending. By 1611, of the more than 500 settlers who had arrived at Jamestown, 80% were dead.

It is truly amazing that the colony survived. Those English, both in Jamestown and back in the **mother country**, were a determined bunch. Our focus, however, is not on the survival, but on the near destruction. In a Mini-Q, five documents can only tell part of the story, but that is the challenge. Examine the documents that follow and do your best to answer the question: *Early Jamestown: Why did so many colonists die?*



“Roanoke Landing, 1585”; The Granger Collection

## **Day 2: Background Reading**

1. Why did the English come to America in 1607?
2. Who helped pay for settling the James River colony?
3. How many settlers died in the first six months?
4. Define or explain each of these terms:
  - a. Chesapeake Bay
  - b. Powhatan
  - c. Wahunsonacock
  - d. Mother country
5. With regard to age and social class, who were the first settlers?

### **Day 3: Document A**

Many people have commented over the last four centuries on the qualities of Jamestown's environment....

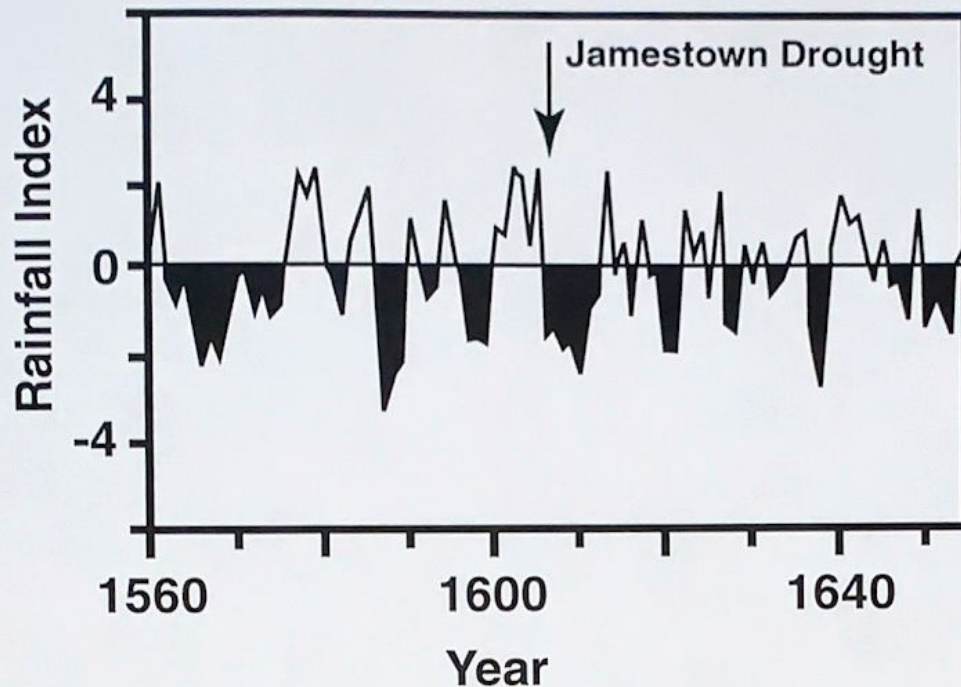
Because the adjacent river and creeks became brackish as water levels rose, reliable sources of fresh water would have been scarce by the seventeenth century.... English colonists dug shallow wells to supply themselves with sources of drinking water, but these were vulnerable to drought and salt water intrusion. Also, historian Carville V. Earle attributed ... disease in the early years to Jamestown's position at the salt-fresh water transition, where filth introduced into the river tended to fester rather than flush away.

The island is not situated at a point of great natural food abundance, especially relative to other locations very close by.... Fish are present in local streams, but only in the spring and early summer are they there in impressive abundance....

1. Using context clues, what do you think is meant by brackish water?
2. What twice daily event would cause water levels around Jamestown to rise and cause wells and fresh water streams to become brackish? (Hint: The moon)
3. According to Carville Earle, what happened to human waste that got dumped into the river?
4. What inference (your guess) can you make about the effect of tides on health in Jamestown?
5. Consider the last paragraph. What time of the year do you think starvation was most likely to happen?

#### Day 4: Document B

**Note:** This study determined rainfall amounts by examining tree-ring patterns in old cypress trees growing near Jamestown. Every year leaves a growth ring inside the trunk of a tree. A wider ring indicates plenty of rainfall and good growth. A narrow ring usually means less rain. "0" on the chart means average tree-ring size and therefore average rainfall.



1. What does the "0" line represent on the chart? What is indicated by the sharp spike below the "0" line?
2. Look at the years 1580 to 1640. During which period did Jamestown suffer its longest unbroken period of drought?
3. In the winter of 1609-1610, Jamestown experienced what settlers called the "starved time." Based on this document, what inference can you make about the cause of this "starving time"?
4. Is there any way lack of rain might strain English relations with the Powhatans? Explain.

## Day 5: Document C

First and Second Jamestown Ship Lists		
Occupation	Original Settlers May 1607	1st Resupply January 1608
Council (governors)	6	1
Gentlemen	47	28
Labourers	12	21
Cooper (barrel maker)	0	1
Carpenter	4	0
Blacksmith	1	1
Sailer (sail maker)	1	0
Barber	1	0
Bricklayer	1	0
Mason	1	0
Tobacco pipe maker	0	1
Tailor	1	6
Drummer	1	0
Preacher	1	0
Boyes	4	0
Jeweler	0	1
Refiners and goldsmiths	0	4
Gunsmith	0	1
Perfumer (wig maker)	0	1
Apothecaries (druggists)	0	2
Surgeon	1	1
Occupation unknown	28	51
TOTAL MALE	110	120
TOTAL FEMALE	0	0

**Note:** A gentleman was a person of wealth who was not used to working with his hands.

Boyes were young servants.

1. How many settlers arrived in May 1607? 1608? How many had known occupations?
2. How many of the settlers from either group were female? Why do you suppose this was the case?
3. What is a "gentleman"? Approximately what percentage of this first group of settlers were gentlemen?
4. Of the 110 settlers who arrived in May 1607, nearly 70 were dead by December. Is there anything in the ship lists that helps explain why?

## **Day 6: Document D**

[In 1609] Francis West and thirty-six men [sailed] up the Chesapeake Bay to try to trade for corn with the Patawomeke Indians.... Although still part of Powhatan's Confederacy, the tribe had seen less of the English than had those closer at hand and with luck might be more friendly. And so it proved.

Though West was able to load his [small ship] with grain, the success involved "some harshe and [cruel] dealinge by cutting of towe [two] of the Salvages heads and other extremeties." The [ship] and her lifesaving cargo returned to [Jamestown].... No one doubted that this new supply of grain would help, but it would not be enough to last the winter. On the other hand, decided the ship's crew, it was plenty to get them fatly home to England. So it was that Francis West "by the perswasion or rather by the inforcement of his company hoysed up [sails]" and headed out into the Atlantic, leaving the colonists to the Indians and to God.

1. Is this a primary source or secondary source?
2. Why did Francis West sail up the Chesapeake?
3. Is there any evidence that the English forced the Indians to trade their grain?
4. What eventually happened to the shipload of grain?
5. How might the events described here relate to your findings in Doc B?
6. In what ways can you use this document to help answer the question: Early Jamestown: Why did so many settlers die?

## **Day 6: Exit Ticket**

**Essential Questions:** Why did so many colonists die?

Answer the question by completing an ACCE in the box below using:

- Complete sentences
- At least 2 of the 4 sources
- Make a choice of what killed the colonists
  - Poor water supply
  - Too lazy (did not have qualified workers)
  - No food

Once complete please turn back in by phone, email, or google classroom.

## **Day 7: Document A and B**

***Read through Documents A & B then complete John Smith Documents Worksheet on the following page.***

### **Document A: “True Relation” (Modified)**

Arriving in Werowocomoco, the emperor welcomed me with good words and great platters of food. He promised me his friendship and my freedom within four days. . . .He asked me why we came and why we went further with our boat. . . . He promised to give me what I wanted and to feed us if we made him hatchets and copper. I promised to do this. And so, with all this kindness, he sent me home.

**Source:** Smith’s own words, from **A True Relation** of such occurrences and accidents of note as hath happened in Virginia Since the First Planting of that Colony, published in **1608**.

### **Document B: “General History” (Modified)**

They brought me to Meronocomoco, where I saw Powhatan, their Emperor. Two great stones were brought before Powhatan. Then I was dragged by many hands, and they laid my head on the stones, ready to beat out my brains. Pocahontas, the King’s dearest daughter took my head in her arms and laid down her own upon it to save me from death. Then the Emperor said I should live. Two days later, Powhatan met me and said we were friends. He told me to bring him two guns and a grindstone and he would consider me his son.

**Source:** From Smith’s later version of the story in **General History** of Virginia, New England and the Summer Isles, published in **1624**.

**Note: pay attention to the difference in years between the two sources and how each of them differ from one another. John Smith wrote both of these documents!**

## John Smith Documents Worksheet

**Essential Question:** Did Pocahontas save John Smith's life?

1. True Relation says (Describe the main idea of the text)

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---

2. General History says (Describe the main idea of the text)

---

---

---

---

3. Why would Smith add on to his earlier story?

4. Why might Smith lie or exaggerate and invent new information?

5. Why wouldn't Smith lie about the story?

## **Day 8: Document C and D**

***Read Documents C & D then complete the Historians Interpretation Worksheet on the following page.***

### **Paul Lewis Historian, Interpretation A (Modified) Author, The Great Rogue: A Biography of Captain John Smith (1966)**

In 1617, Pocahontas became a big media event in London. She was a “princess” (daughter of “king” Powhatan), and the first Indian woman to visit England. Because she converted to Christianity, people high in the church, as well as the King and Queen, paid attention to her. While all this was going on, John Smith published a new version of True Relation, adding footnotes that say that Pocahontas threw herself on Smith to save him. Smith even takes credit for introducing Pocahontas to the English language and the Bible. Then, in 1624, Smith expands his story in General History. He adds details to the story, and says that Pocahontas risked her life to save his. Why would a chief who had been so friendly before, suddenly decide to kill John Smith?

**Source:** Excerpt from The Great Rogue: A Biography of Captain John Smith, written by the historian Paul Lewis in 1966

### **J.A. Leo Lemay Historian, Interpretation B (Modified) Author, The American Dream of Captain John Smith (1991)**

John Smith had no reason to lie. In all of his other writings he is very accurate and observant. For 250 years after his captivity, no one questioned his story. The reason the two versions differ is that their purpose is different. In A True Relation, Smith didn't want to brag about his adventures, he wanted to inform readers about the land and people of Virginia. In the General History, his goal was to promote settlement in Virginia (and added stories might get people interested). There is no doubt the event happened. Smith may have misunderstood what the whole thing meant. I think it was probably a common ritual for the tribe, where a young woman in the tribe pretends to save a newcomer as a way of welcoming him into the tribe.

**Source:** Excerpt from The American Dream of Captain John Smith, written in 1991 by historian J.A. Leo Lemay.

## Historian Interpretation Worksheet

**Essential Question:** Did Pocahontas save John Smith's life?

1. Paul Lewis says (Describe the main idea of the text)

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2. J.A. Leo Lemay says (Describe the main idea of the text)

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3. Which historian interpretation (Paul or Leo) do you find more convincing? Why?

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## **Day 9: Exit Ticket**

**Essential Question:** Did Pocahontas save John Smith's Life?

Answer the question by completing an ACCE in the box below using:

- 1 of the 2 John Smith Interpretations (Document A or B)
- 1 of the 2 Historian Interpretations (Document C or D)
- Includes an Answer, two citations, and explains.
- Complete sentences

Once complete please turn back in by phone, email, or google classroom.



## RTI Reading

Home Learning

May 18 - 29

### Learning Target

- I can read a fictional play with fluency and understanding.
- I can understand the meaning of words and phrases.

### Directions

1. Read the play:  
*Sea Turtle Summer* - A fictional sea turtle rescue teaches real-life lessons
2. Complete the Vocabulary
3. Complete the Practice Quiz

# Sea Turtle Summer



When Marco's best friend moves away, an injured turtle helps him learn some important lessons

By Spencer Kayden



**Fact vs. Fiction** This play is a work of fiction, but it also includes many facts about sea turtles. Look for these as you read.

LOOK FOR WORD NERD'S  
9 WORDS IN BOLD



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## CHARACTERS

Circle the character you will play. \*Indicates large speaking role

\*Narrators 1, 2, and 3

(N1, N2, N3)

\*Mel, an 11-year-old girl

\*Marco, Mel's best friend

Lita, Marco's grandma

Lolo, Marco's grandpa

Operator

Rescuer

Dr. Hayes

\*Megan, a sea turtle specialist

Crowd, to be read by a group

## Scene 1

### The Florida Keys, mid-August

N1: Marco, Mel, Lita, and Lolo are on a boat.

N2: Marco is at the back, his hat pulled down low.

N3: Mel tilts her chin toward the sun and enjoys the warm breeze.

Mel: I'm going to miss this.

Marco: Then maybe you shouldn't go.

Mel: It's not like I have a choice. My mom got a new job, so I have to move to Boston.

N1: Mel points her Polaroid camera at him.

Mel: Smile.

Marco: Why do you like Polaroids so much?

Mel: Seeing the picture appear is like magic. And I'd rather hold a photo than see it on a screen.

N2: Mel positions the camera again.

Mel: Move your hat so I can see your face.

N3: As Marco lifts his hat, a gust of wind blows it away.

Marco (*shouting*): My hat! Lolo, can we go back?

Lita: You have many hats.

Marco: But it's a Red Sox cap! Mel got me that one in Boston.

Mel: I can get you another.

Marco: It's not the same. *Por favor*, Lolo?

Lolo: *Sí, capitán.*

N1: Lolo swings the boat around.

Lolo: Do you see it?

N2: Marco points at something in the water.

Marco: Is that it?

N3: Lolo steers the boat toward the object.

Mel: That's not a hat. It's a turtle!

Marco: It's just floating there.

Lolo: That is *no bueno*.

N1: Lolo makes a call.

Operator: Emergency Stranding Hotline.

Lolo: We're about 10 miles east of Sombra Beach, and we found a green turtle. It's not swimming.

Operator: Is it coming up for air?

Lolo: No.

Operator: Can you gently poke it with something and see if it reacts?

Lolo: OK.

N2: Lolo takes a long piece of tubing, leans over, and pokes the turtle's flipper.

Lolo: It lifted its head a little!

Operator: Good. It's still alive. Can you wait there? I'll send the Coast Guard.

Lolo: Yes, we'll wait.

Marco (*to the turtle*): Hold on, little dude. Help is coming.

## Scene 2

### The same spot, 30 minutes later

N3: The Coast Guard boat arrives.

Mel (*waving*): Over here!

N1: The rescuers **maneuver** their boat closer.

**N2:** One rescuer carefully lifts it out of the water.

**N3:** The turtle's legs and neck are thin and shriveled, its eyes sunken.

**Rescuer:** Poor guy looks close to starving.

**N1:** Mel snaps a picture of the turtle.

**N2:** The rescuers scoop some seawater into a shallow plastic tub lined with towels.

**N3:** Then they **gingerly** place the turtle into it.

**Marco:** Where are you taking him?

**Rescuer:** To the Turtle Hospital in Marathon. If anyone can save his life, they can.

## Scene 3

### The Turtle Hospital, the next day

**N1:** A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.

**N2:** Marco and Mel stand with Dr. Hayes outside an exam room.

**N3:** Through a window, they see the rescued turtle hooked up to beeping machines.

**Dr. Hayes:** We weren't sure he would make it through the night.

**Marco:** Is he . . . is he going to die?

**Dr. Hayes:** It's too soon to tell.

**Mel:** What's wrong with him?

**Dr. Hayes:** The X-ray shows there's something blocking his intestines. We won't know what it is until it comes out.

**Marco:** How do you get it out?

**Dr. Hayes:** We give him vegetable oil and fiber and hope that moves it along naturally.

**Marco:** Does this happen a lot?

**Dr. Hayes:** When trash gets stuck in turtles, it can cause their bodies to fill up with gas. Then they can't dive down and feed themselves.

**Mel:** If they can't eat, they can't survive.

**Dr. Hayes:** Exactly. Trash causes millions of **marine** animals to die every year.

**N1:** A smiling woman walks up.

**Megan:** You must be Marco and Mel. I'm Megan. (*looking at the turtle*) Would you like to name him? Since you found him, you can name him.

**Mel:** Let's name him Marco. You saw him first.

**Marco:** What if we combine our names?

**Mel:** Mel Marco?

**Marco:** Or the end of your name and the start of mine.

**Mel:** Elmar.

**Marco:** *El mar* means "the sea" in Spanish.

**Mel:** That's perfect!

## Scene 4

### The Turtle Hospital,

### two weeks later

**N2:** Marco sits with Elmar, lightly running his fingers over the turtle's green-and-black shell.

**N3:** The turtle swims around slowly.

**N1:** Marco shows Elmar some Polaroids.

**Marco:** This is Mel in her new room. This is Mel eating ramen in Boston.

**N2:** Megan enters.

**Marco:** Elmar is still so skinny.

**Megan:** He's eating on his own now. Turns out he loves cucumber.

**Marco:** That's great!

**Megan:** But the blockage in his intestines hasn't moved. He may need surgery.

**N3:** Marco bites his lip.

**Megan:** Come with me.

**N1:** Megan leads him outside to an open space covered in shade.

**N2:** There are a dozen large round tanks filled with seawater.

**Megan:** Go on. Look inside.

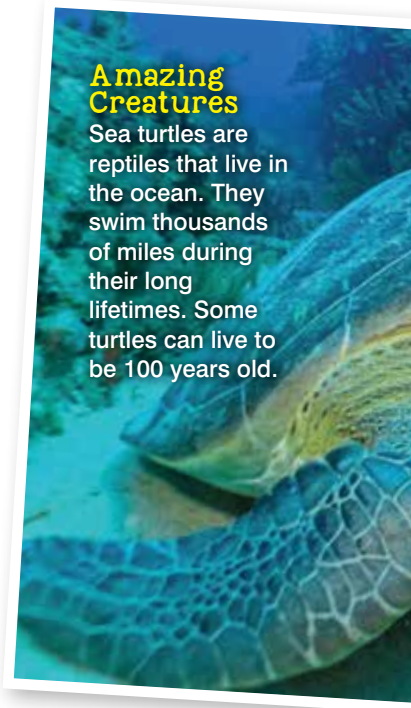
**N3:** Marco looks in one and sees tiny turtles the size of baseballs swimming around.

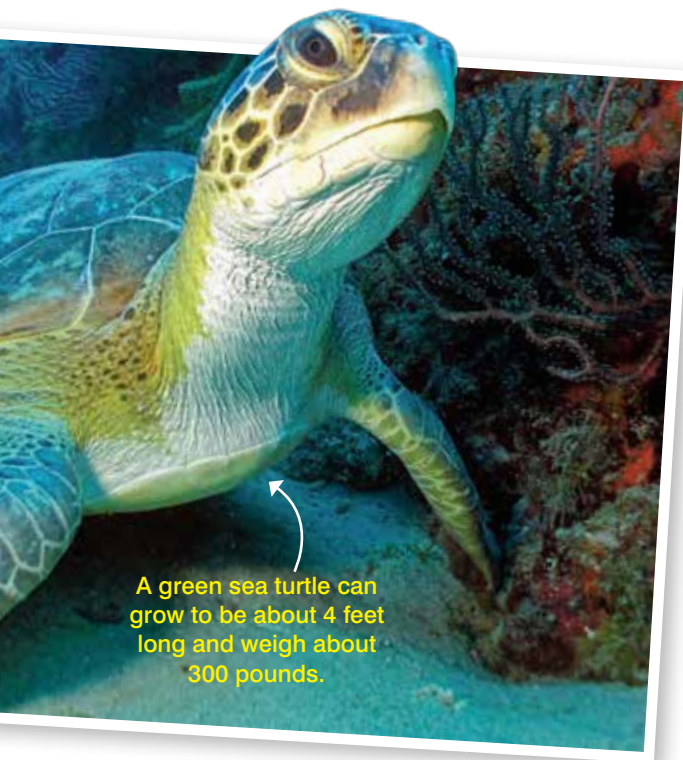
**Megan:** Those are Kemp's ridleys—the most endangered sea turtle species in the world.

**N1:** Another tank contains a huge turtle with a missing flipper.

### Amazing Creatures

Sea turtles are reptiles that live in the ocean. They swim thousands of miles during their long lifetimes. Some turtles can live to be 100 years old.





A green sea turtle can grow to be about 4 feet long and weigh about 300 pounds.

**Megan:** That's Hazel. She's a 200-pound loggerhead.

**Marco:** What happened to her?

**Megan:** She was caught in a fishing line. It cut off the **circulation** in her flipper. We had to **amputate** it.

**Marco:** Will she be OK?

**Megan:** More than OK. We're releasing her back into the wild this weekend.

**Marco:** How will she survive without a flipper?

**Megan:** She learned to adapt. Turtles are amazing creatures.

**N2:** Marco's eyes suddenly well up.

**Marco:** Are Elmar's friends out there in the water, wondering where he is?

**Megan:** No. Turtles are **solitary** animals. They don't form attachments to others.

**N3:** Marco glances down at the Polaroids.

**Megan:** They don't need each other the way humans do.

## Scene 5

**The beach, the following week**

**N1:** Marco sits on a woven blanket picking loose threads.

**N2:** Lita sits in a chair beside him.

**Lita:** Why so sad, *mijo*?

**Marco:** Elmar's surgery is tomorrow. It's really risky.

**Lita:** It will be OK.

**Marco:** But what if it's not? He could die.

**Lita:** It's hard when someone *muy importante* goes away.

**N3:** Lita puts her hand on his back.

**Lita:** Have you written to Mel?

**Marco:** No. I keep meaning to.

**N1:** They look out at the setting sun. Streaks of pale pink, fuchsia [FYOO-shuh], and orange are painted across the sky.

**Marco:** I don't know what to say. Nothing is the same without her here.

**Lita:** You must remember: You can't have a glorious sunset like this without the clouds.

## Scene 6

**The Turtle Hospital, the next day**

**N2:** Marco paces around the outdoor tanks.

**N3:** Finally, Dr. Hayes comes out.

**Dr. Hayes:** Good news! We got it out. It was a party balloon.

**Marco:** Why would a turtle eat a balloon?

**Dr. Hayes:** To him, it looks a lot like a jellyfish.

**Marco:** He's going to be OK?

**Dr. Hayes:** We'll have to wait and see.

## Scene 7

**The Turtle Hospital, two months later**

**N1:** Marco tosses cucumber pieces into Elmar's tank.

**N2:** Elmar dives down. He has grown strong.

**Marco:** Isn't it weird, Elmar? If Mel hadn't moved, we never would have gone for one last boat ride.

**N3:** Elmar nibbles on a piece of cucumber.

**Marco:** And she never would have taken my picture, and I never would have lost my hat, and we never would have found you.

**N1:** Elmar comes up for a breath of air.



Each year, the team in Marathon rescues and treats about 100 turtles. Most are able to return to the wild.

**Crowd:** El-mar! El-mar!  
El-mar!  
**N3:** They set him down, and immediately, his

flippers glide through the water.

**N1:** Marco snaps a picture.

**N2:** They watch the turtle swim farther and farther away, until at last, he dives under and disappears.

**N3:** Marco holds the photograph and watches the image of Elmar slowly appear.

**Marco (smiling):** It's like magic.

**N1:** Marco goes and sits down on a blanket. He takes out a notebook and starts writing.

**Marco:** *Dear Mel . . .* ■

## The Turtle Hospital

The turtle hospital in the story is based on a real turtle hospital in Marathon, Florida. The character of Megan is inspired by Megan Mertssock, one of the hospital's **conservationists**.

**Marco:** Maybe everything happens for a reason.

**N2:** Elmar swims around the tank.

**Marco:** I'm going to miss you, Elmar.

## Scene 8

### The beach, two days later

**N3:** Marco, Lita, and Lolo gather by the water with a small, cheerful crowd.

**Marco:** Today's the day!

**Lita:** I have something for you.

**N1:** Lita hands Marco a Polaroid camera.

**Marco:** *Gracias*, Lita!

**N2:** The Turtle Hospital van drives up.

**Lolo:** *La tortuga* is here.

**N3:** Megan climbs out.

**Megan:** Hi, everyone! Elmar is fully healed and ready for release!

**Crowd:** Yay! Woo! Woo!

**N1:** Members of the release team bring Elmar out. He is wriggling around.

**Marco:** Look how **feisty** he is!

**N2:** They carry the turtle down to the water.

## From Sand to Sea

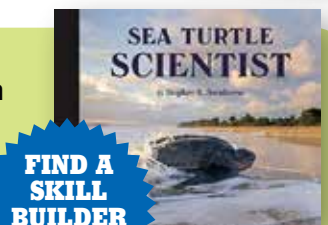
To lay their eggs, many females return to the beach where they were born. After about 60 days buried in the sand, the eggs hatch and the babies head to the sea.



A hatchling makes its way to the sea.

## WRITE TO WIN!

Use the facts you learned from the play, photos, and captions in a speech that informs people about sea turtles' special qualities and why they're in danger. Send it to "Turtle Contest" by June 1. Ten winners will receive *Sea Turtle Scientist* by Stephen R. Swinburne. See page 2 for details.



**FIND A SKILL BUILDER ONLINE!**

## Vocabulary Skill Builder

*Sea Turtle Summer*

# Words to Know

**Before Reading:** As you come across words in bold in *Sea Turtle Summer*, ask yourself if you know them or if you can figure them out from context. Then check their meanings here.

**1. maneuver:** “The rescuers **maneuver** their boat closer.” (p. 23)

*Meaning:* move skillfully

**2. gingerly:** “Then they **gingerly** place the turtle into it.” (p. 24)

*Meaning:* very cautiously or carefully

**3. algae:** “A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.” (p. 24)

*Meaning:* simple water plants, such as seaweed or pond scum

**4. marine:** “Trash causes millions of **marine** animals to die every year.” (p. 24)

*Meaning:* having to do with the sea

**5. circulation:** “She was caught in a fishing line. It cut off the **circulation** in her flipper.” (p. 25)

*Meaning:* movement of blood through the body

**6. amputate:** “We had to **amputate** it.” (p. 25)

*Meaning:* to cut off a body part

**7. solitary:** “Turtles are **solitary** animals. They don’t form attachments to others.” (p. 25)

*Meaning:* living or spending time alone

**8. conservationists:** “The character of Megan is inspired by Megan Mertsock, one of the hospital’s **conservationists**.” (p. 26) *Meaning:* people who work to protect animals, plants, and other parts of the natural world

**9. feisty:** “He is wriggling around. Look how **feisty** he is!” (p. 26)

*Meaning:* playful or lively

**After Reading:** Now that you have read these vocabulary words in context, check your understanding by using the correct word from the Word Box to answer each question below.

### Word Box

maneuver	algae	circulation	solitary	
gingerly	marine	amputate	conservationists	feisty

1. Which word describes the plants and animals that live in the Atlantic Ocean?

\_\_\_\_\_

2. What kind of people would help organize the rescue of ocean birds after an oil spill?

\_\_\_\_\_

3. All morning the frisky puppy raced around the yard chasing his ball. What is another word that describes the puppy? \_\_\_\_\_

4. What might you see if you were to go scuba diving in the ocean? \_\_\_\_\_

5. Jake prefers to hike the mountain trails by himself, rather than with a group. Which word best describes Jake? \_\_\_\_\_

6. Fortunately, the surgeon did not have to cut off the badly injured patient's arm. Which word would you use to replace "cut off"? \_\_\_\_\_

7. Your broken leg took six weeks to heal. How might you first step on it after the cast is removed? \_\_\_\_\_

8. The runner's blood flow increased during a race. Which word could you use instead of "blood flow"? \_\_\_\_\_

9. During snowstorms, drivers steer their cars carefully on the icy road to avoid causing an accident. What is another word for what the drivers do? \_\_\_\_\_

## Sea Turtle Summer Quiz

**Directions:** Read the play *Sea Turtle Summer*. Then choose the best answer for each question below.

1. What would be the best choice for a new title for *Sea Turtle Summer*?
  - A. Season of Goodbyes
  - B. The Lost Cap
  - C. Learning to Love Polaroids
  - D. How to Make New FriendsAnswer: \_\_\_\_\_
2. The play says that Marco's eyes suddenly well up. The words "well up" show that . . .
  - A. Marco hurt his eyes.
  - B. Marco has been sleeping.
  - C. Marco feels sad.
  - D. Marco feels sick.Answer: \_\_\_\_\_
3. Which sentence from the story supports the answer to question 2?
  - A. "Are Elmar's friends out there in the water, wondering where he is?"
  - B. "They look at the setting sun."
  - C. "A smell like rotting leaves, fish, and algae fills the hallway."
  - D. "Marco sits on a woven blanket picking loose threads."Answer: \_\_\_\_\_
4. Megan says that turtles are solitary animals. Solitary means \_\_\_\_\_.
  - A. mean
  - B. alone
  - C. slow
  - D. heavyAnswer: \_\_\_\_\_
5. Why had Elmar been starving?
  - A. He couldn't find food where he was looking for it.
  - B. He had a disease, so he wasn't hungry.
  - C. He couldn't swim.
  - D. He swallowed a balloon, which prevented him from diving for food.Answer: \_\_\_\_\_
6. Based on what you learned in the play, you can infer that turtles . . .
  - A. live in large groups.
  - B. can eat plants and animals.
  - C. breathe under water.
  - D. are hurt very easily.Answer: \_\_\_\_\_

## Constructed Response

**Directions:** Write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

7. How did Elmar get his name? How does Elmar's name show how Marco feels about Mel?
8. At the end, why do you think Lita gives Marco a Polaroid camera?

## This week's RTI Instructions:

This week all grades will do the assignment Four for Fun.

In addition to Four for Fun,

**5th grade** will complete Multiplying 1 digit by digit. This should be attempted mentally first, then checked by doing the division.

**6th grade** will complete the multiplying 2 digits by 3 digits. Do not use a calculator until you finish your work. Then you may check and look back at what you may have done wrong.

**7th grade** will complete the worksheet Adding by Inversion.

**8th grade** will complete the worksheet Dividing by  $\frac{1}{2}$ .

RTI Instructions:

This worksheet is for everyone. It is a different, fun way to think about dividing by 4. 5th grade students may find this easier than the way we usually do it, and also help you understand how math solutions may be found in many ways. Other grades will find that it is just another tool for them to use, and develop different ways of thinking about math that make sense.



## Four For Fun

### *Dividing four easily*

*Do you hate to divide numbers by 4? Well this is FOR you. Easy does it if you can divide by 2!*

First easiest step: **look** at the problem:

$$76 \div 4 = ?$$

Step 2: Divide (Cut) the number 76 in half. ( $76 \div 2 = 38$ )

Step 3: Now divide 38 by 2. ( $38 \div 2 = 19$ )

Last step: The answer is 19

Don't panic, but all the answers to problems won't always be a whole number. Here's an example:

Look:  $75 \div 4 = ?$

Step 2:  $75 \div 2 = 37.5$

Step 3:  $37.5 \div 2 = 18.5$

Last step : The answer is 18.5

You can solve Large numbers this way also.

Look:  $345 \div 4 = ?$

#1.  $345 \div 2 = 172.5$

#2.  $172.5 \div 2 = 86.25$

#3: Answer is 86.25!!!

Do the problems on the following page. Work step by step and see how easy it will be.

*Do not use a calculator*

$408 \div 4 =$ Step 1: $408 \div 2 = 204$ Step 2: $204 \div 2 = 102$ Answer: 102 <b>Example</b>	$186 \div 4 =$
$96 \div 4 =$	$326 \div 4 =$
$11.2 \div 4 =$	$98.85 \div 4 =$
$5782 \div 4 =$	$6,230,200 \div 4 =$

$38 \div 4 +$	$287 \div 4 =$
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*Can you answer: Do you like this way or the 4 steps:  
Divide, Multiply, Subtract, Bring Down and why?*

Logic, multiplying by 1/2s to enforce the commutative property of multiplication.

## *Multiplying by a number that ends in 1/2?*

*Hey, doing this kind of multiplication is not too hard. But here is another way to solve a problem when the number that you are dividing by ends in 1/2. Remember 1/2 can be written as .50 ! Give it a try.*

Problem:  $12 \times 4 \frac{1}{2} = ?$

Try this:

If we double the  $4 \frac{1}{2}$  we get an even number .....9

But then we have to cut the 12 by 2.....we end up with 6

We multiply the 9 x the 6 and we get 54.

But what happens if the problem says  $4 \frac{1}{2} \times 12$ ? Can we follow those steps in the exact order? Can we say  $4 \frac{1}{2} \times 12 =$  the same answer? Your turn to think.

Do you think the answer will be the same?

Circle: YES NO

Why or why not? EXPLAIN:

Logic, multiplying by  $\frac{1}{2}$ s to enforce the commutative property of multiplication.

If you said YES , you are right. It is because we apply the principle that we learned a long time ago:

***Commutative property of multiplication!***

This means that changing the order in which two numbers are multiplied does not change the product!

It is also sometimes called the order property of multiplication. In algebra it is written as  $a \times b = b \times a$ . Addition also works like this, but NOT subtraction or division.

So:

The secret to this problem is to **always double** the number with the  $\frac{1}{2}$  attached to it, then **always divide** the other number by

$$4 \frac{1}{2} \times 12 =$$

Double the number with the  $\frac{1}{2}$  ( $4 \frac{1}{2}$ ) attached...9

Divide the other number (12) by 2 ..... 6

Then multiply those two numbers

Multiply:  $6 \times 9 = 54$

$12 \times 4 \frac{1}{2}$  is the same problem as  $4 \frac{1}{2} \times 12$ . But don't get mixed up and try  $12 \frac{1}{2} \times 4$ . That does not work.

Try these now:

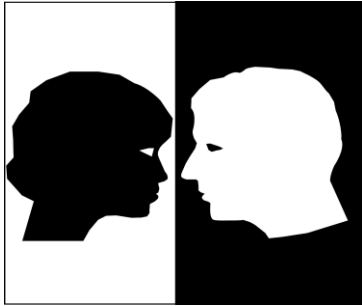
Logic, multiplying by  $\frac{1}{2}$ s to enforce the commutative property of multiplication.

$6 \frac{1}{2} \times 12 =$	$2 \frac{1}{2} \times 22 =$
$9 \frac{1}{2} \times 4 =$	$4 \times 6 \frac{1}{2} =$
$7 \frac{1}{2} \times 6 =$	$5 \frac{1}{2} \times 24 =$
$9 \times 3 \frac{1}{2} =$	$3 \frac{1}{2} \times 2 =$

Just to warn you: sometimes there are problems where you divide the whole number by 2 that your answer will have a final answer that contains the .5 or  $\frac{1}{2}$  in it. If you can find one, write it here:

*Review of math concepts:*

*Subtraction is the Opposite (Inverse) of Addition.*



**Inverse is a word that means something that is the reverse of .**

Adding combines things, Subtraction pulls them apart. In math we use inversion to help us solve problems.

Subtraction is the inverse of Addition, so addition is the inverse of subtraction. This lets us turn problems around.

For example: if  $22 + 7 = 29$ , then  $29 - 7 = 22$ . That's not hard is it?

( Remember it does not matter what order you add in, but it does matter when you subtract.)

**Show how you invert the following expressions:**

Example: $76 + 39 =$ 115 $115 - 76 = 39$ $115 - 39 =$	$14 + 8 = 22$ $22 - ? = 8$ $32 - ? = 22$	$54 + 16 = 70$	$952 + 410 =$ 1,362	$321 + 11 =$
$104 + 16 =$	$55.3 + 17.7 = 73$	$23 + 2.5 = 25.5$	$.18 + 101 = 101.18$	$56.3 + .7 = 54$

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Do you have any questions? If so write them here:

Algebraic equations also follow this rule concerning subtraction. This is the formula:

$$\underline{A + B = C, \text{ so } C - A = B \text{ or } C - B = A}$$

If  $A = 56$

$B = 22$

$A + B = C$

$C - B = A$

$C - A = B$

Then  $C = 78$

$56 + 22 = 78$

$78 - 22 = 56$

$78 - 56 = 22$

(We want to remember these rules later when we look at negative numbers.)

**Using the given values for A, B, and C, Write the inverse of the addition problem.**

Example	Values: A= 11 B = 2 C= 13	$A + B = C$ $11 + 2 = 13$	$C - B = A$ $13 - 2 = 11$	$C - A = B$ $13 - 11 = 2$
Follow The pattern	A= 71 B =05 C= 76	$A + B = C$	$C - B = A$	$C - A = B$
Write the missing pattern then follow it	A=111 B =208 C=319	$A + B = C$	$C - B = A$	
Write the missing pattern then follow it	A= 15 B = 773 C=788	$A + B = C$		
Write the Problem Without The formula	A= 531 B =15 C=546			
Write the Problem Without The formula	A= 341 B =12 C=353			



Multiply 2 digit by 3 digit  
Worksheet

Grade 6 Multiplication  
Find the product:.

$24 \times 352 =$	
$37 \times 953 =$	
$46 \times 329 =$	
$58 \times 235 =$	
$65 \times 404 =$	
$75 \times 153 =$	
$83 \times 842 =$	
$99 \times 495 =$	
$62 \times 124 =$	
$88 \times 231 =$	

Multiply 1 digit by 3 digit  
Worksheet

Grade 5 Multiplication  
Find the product:.

$4 \times 352 =$	
$3 \times 953 =$	
$6 \times 329 =$	
$8 \times 235 =$	
$5 \times 404 =$	
$5 \times 153 =$	
$8 \times 842 =$	
$9 \times 495 =$	
$6 \times 124 =$	
$6 \times 231 =$	

Ms. Lisa Gatewood, Social Worker  
(Special Education)/504

Grades 6 and 7

Social Skill: Self-Esteem **(Strengths and Qualities)**

Choose your **favorite:** Celebrity, Artist, Musician, Athlete or Famous Person (Draw a picture of them)

**Who** is this person? **Why** did you choose this person? What **good qualities** do he/she have?

**Everyone** has strengths (things you are good at) and good qualities. **What are yours? Do you know?**

Ask a family member to help you discover what makes you special by completing the boxes together.

(3) Things I am good at:	(3) Compliments I have received:	(3) Challenges I have overcome:
What I like about my appearance:	(3) Talents/Skills that I have:	(3) ways I've helped others by:

(3) Things that make me unique/special?	What I value the most: What are my inner qualities?	Times I've made others happy:

Daily Remote Learning  
BREAK PACKET TIC TAC TOE  
Board  
For week of 5/18-5/29

Students can choose any two activities each learning day from this Tic Tac Toe board to be completed on a remote Learning Day. Please place an x in the activity box after completing an activity. The packet information/lesson is on the pages indicated inside the squares. Refer to each packet for information regarding grades.

<b>Technology</b> Packet is on page 2	<b>Music</b> Packet is on pages 12 thru 24.	<b>P.E.</b> Your packet is on Page 25.
<b>Stem</b> Packet is on Pages 9 thru 11.	<b>Counselors</b> Free Space  No grade given for this	<b>Band</b> See Music
<b>Art</b> Packet starts on page 3 thru 8.	<b>Choir</b> See Music	<b>Speech / OT</b> Students should simply describe two objects in their house.

**Attached to this packet is information for any 5th Grade students wishing on joining Choir (page 26) and Band (Pages 27-29) for next school (2020/2021) year.**

## Technology Packet 4 for Remote Learning.

Students will be able to use technology tools safely while online. Students will understand the importance of safe internet usage and how it affects them and others.

**ISTE** 2a,2b,2d,3b

### Directions

Read the scenario below and answer the questions that follow.

*Keet was riding the bus and saw a man wearing a new pair of shoes from his favorite brand. He liked them but thought they'd look better in black. When he got home, he went online and found them in black at an online store, Zaps. They were pretty expensive, so he decided to post a picture of them on his social media account to see what his friends would think. The next day, he started seeing ads for the exact shoes and for the online store he had visited. He saw the ads appear when he typed in a search, when he went to his favorite news site, and when he was scrolling through his social media feed. At first he thought it might've just been a coincidence, but when it kept happening, he started to wonder, why am I seeing this everywhere?*

1. How did the advertising company know he was interested in those shoes? Or in that store?

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2. If Keet didn't want to be tracked by the advertising company, what could he have done differently?

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3. Are you OK with using apps or websites that collect and share information about you? Does it matter what information they collect? Or whom it gets shared with? Why, or why not?

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# COLUMBIA CENTRAL ART

Hi Columbia Friends,

I hope you and your families are safe and healthy. This week we're going to explore my favorite element of art: color! While color is part of our everyday lives, understanding the science of color and the relationships between colors are essential to creating art.

While this lesson can absolutely be completed outside of Google Classroom, I hope you'll join Columbia Central Art on Google Classroom if you're able. Visit [classroom.google.com](https://classroom.google.com), log in using your SD 194 ID and password, and then join using the code **ap4enfb**. Everyone in grades 5-8 is welcome, even if you are not in art during trimester 3. On Google Classroom, you'll find additional resources, information, and examples to help you with this lesson and other fun activities. You'll even be able to share your work with others. I love seeing what you're creating at home.

Have a fun and safe summer!

Ms. Whalen  
[mwhalen@sd194.org](mailto:mwhalen@sd194.org)

## Visual Arts Standards

VA: Cr2.1.5 a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA: Re8.1.5 a. Interpret art through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information.

## I Can Statements

I can create a color wheel using the primary, secondary, and intermediate colors.

I can use the color wheel to identify relationships between colors.

I can make inferences, recall details, and interpret feelings in a story.

I can write a letter persuasive letter using feelings and evidence.

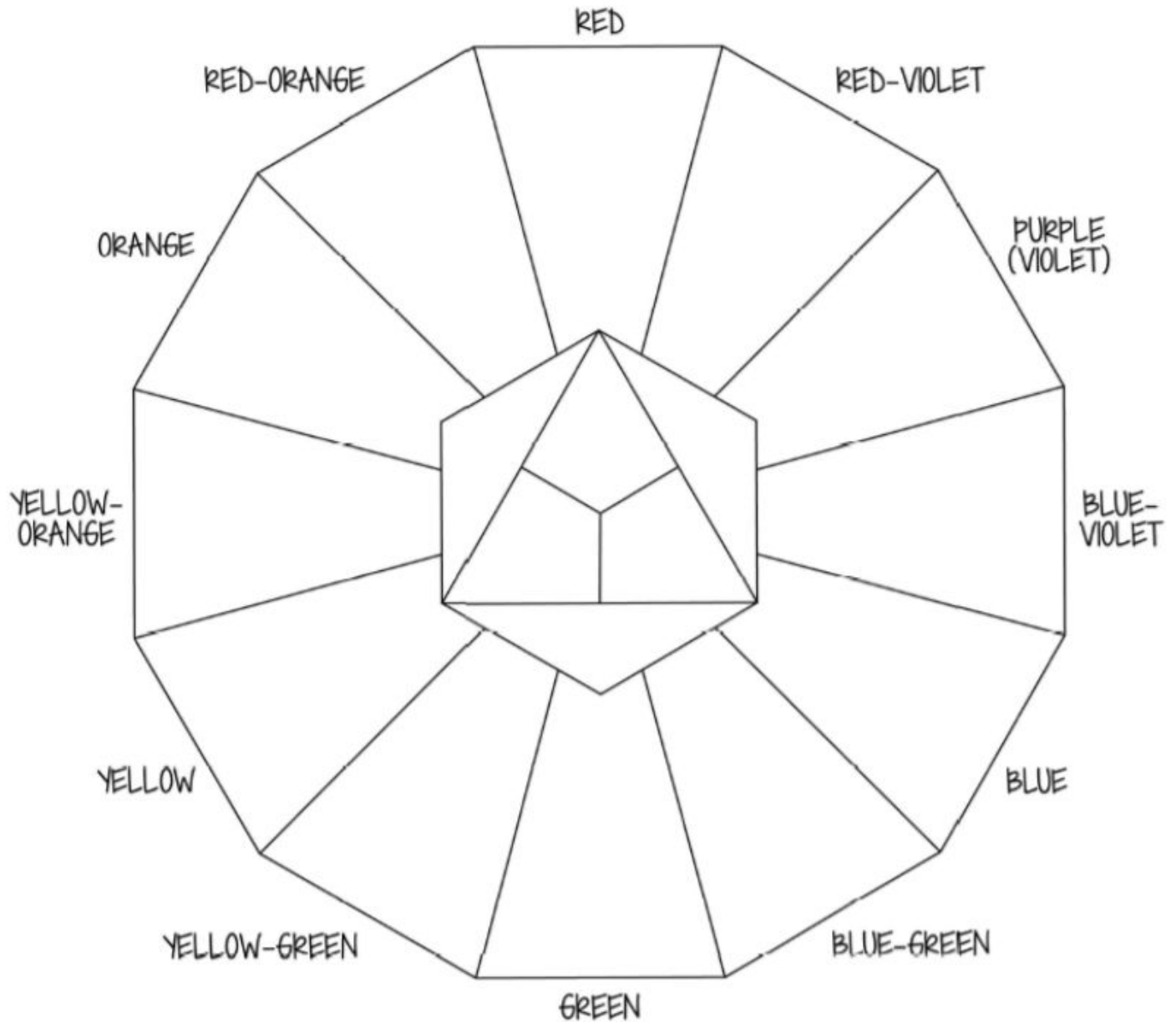
I can create a color wheel using found objects.

I can reflect on and critique my artwork.

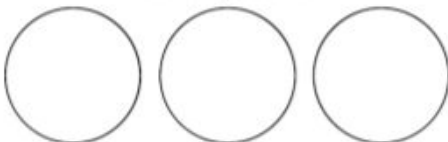
# COLOR

Color is an element of art, which refers to the light reflected off of objects (which appears to us as "color"). A color wheel is a tool that artists use to help them make choices about color. It includes the hues red, orange, yellow, green, blue, and purple.

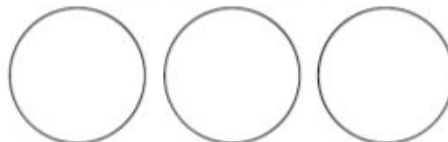
Using colored pencils or crayons, fill in the color wheel below.



Primary Colors



Secondary Colors

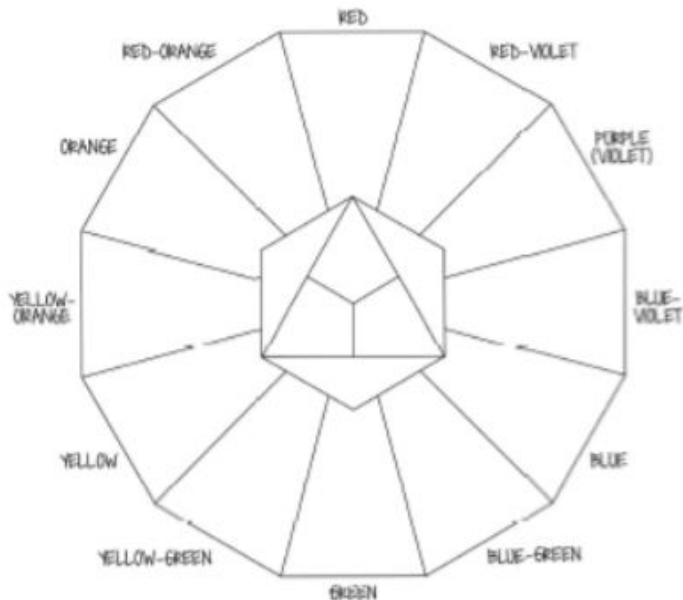


In art there are many different ways of choosing colors. Sometimes artists make choices based on how they see things with their eyes (realistically), but sometimes they choose to use color schemes.

A color scheme is a group of colors chosen to work together in a design.

For example, if an artist wanted to use a primary color scheme, he or she would use the colors red, yellow, and blue.

If an artist wanted to use a secondary color scheme, he or she would use purple, orange, and green.



Another color schemes that artists often use are complementary colors. Complementary colors sit **ACROSS** from each other on the color wheel. They create a lot of contrast.

The complement of blue is:

The complement of yellow is:

The complement of red is:

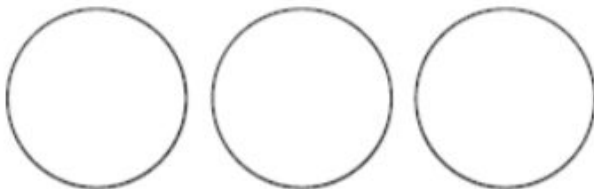
Many sports teams take advantage of the amount of contrast and energy that complementary colors create. Can you think of any teams that use complementary colors to represent their team? What colors do they use?

Another color scheme that artists also commonly use are warm and cool colors. These colors are grouped next to each other on the color wheel.

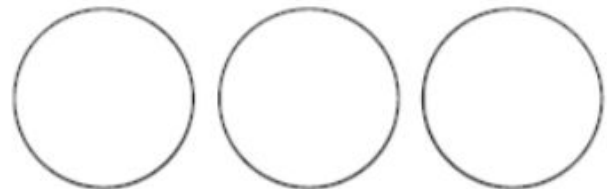
Warm colors advance in space and create the illusion of heat and active energy.

Cool colors recede in space and create the illusion of cold or soothing energy.

Warm Colors



Cool Colors



## The Day the Crayons Quit

Read the story *The Day the Crayons Quit* by Drew Daywalt.  
Scan this code or visit <https://youtu.be/1IFXuDlothA> to hear the story.



Answer the following questions below or on Google Classroom

1. Why was the purple crayon so unhappy?  
A. He was broken. B. Duncan colored outside the lines.  
C. Duncan never used him. D. He was tired.
2. Which word best describes the way the beige crayon is feeling?  
A. Overlooked B. Surprised  
C. Angry D. Excited
3. Name two things that the red and gray crayons have in common.

\_\_\_\_\_

\_\_\_\_\_

Name two ways they are different.

\_\_\_\_\_

\_\_\_\_\_

4. How does the black crayon encourage Duncan to be more creative?

\_\_\_\_\_

\_\_\_\_\_

5. Why did Duncan get an A on his final picture?

\_\_\_\_\_

\_\_\_\_\_



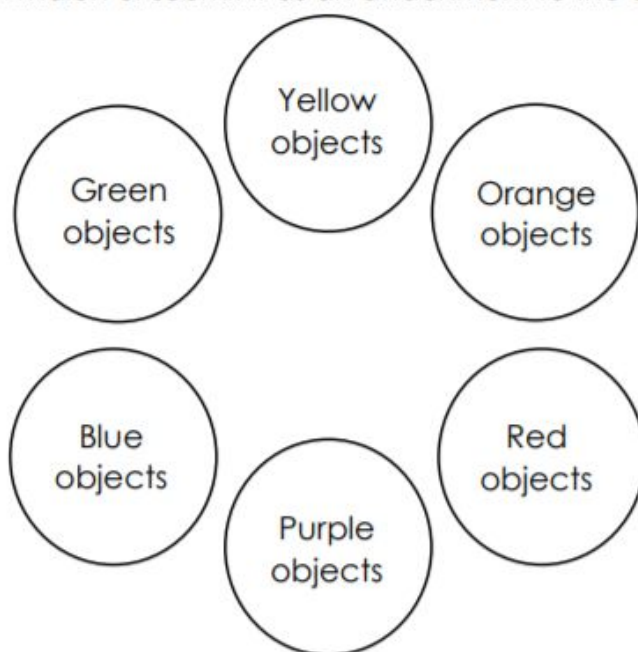
Write a letter to Duncan from the viewpoint of a crayon from your crayon box. Your letter should be addressed to Duncan, include the crayon's name, and how the crayon is feeling. Support the crayon's feelings with at least three examples of why it's feeling that way. Request that Duncan do something differently and conclude your letter by signing the name of your crayon. Illustrate your letter.

If you enjoyed this story, you might like the sequel, *The Day the Crayons Came Home*.  
Scan this code or visit <https://youtu.be/9FEGyPeaAnE> to hear the story.



### Found Object Color Wheel

Gather items from around the house to create a found object color wheel. You'll need at least one object for each color, but you may choose to use more than one object to create a bigger color wheel. You may choose to use a variety of objects or select a theme (books, food, toys, art supplies, etc.). Look back the practice color wheel you colored earlier. Take a photograph of your color wheel. E-mail it to Ms. Whalen or submit it as an attachment to the assignment in Google Classroom.



## Reflecting on Your Work

Reflect on your work and the things you've learned during this lesson.

- 3: Share three facts you know about color.
- 2: Share two things you did well when creating your found object color wheel.
- 1: Share one thing you could improve or change if you were to do this project again.

# STEM Remote Learning

## May 18-29, 2020

Hello! I hope you and your families are all doing well! If you have any questions or concerns, please feel free to reach out through email or Google Classroom.

Ms. Cahill [bcahill@sd194.org](mailto:bcahill@sd194.org)

**\*\*You can also call my room phone (708-753-4726). I won't be able to answer, but you can leave a message with a number and time you would like me to call and I will be able to call you back.**

### **Essential Standards**

**MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**

**CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.**

### **"I Can..." Statements**

I can:

- Ask questions to define an engineering problem.
- Identify criteria needed for a successful solution.
- Identify constraints of the design or process.
- Carry out the Engineering Design Process when working through a design solution.

### **Engineering Design Process**

1. Identify the Problem
2. Identify the Criteria and Constraints
3. Brainstorm and Research
4. Develop Ideas
5. Build or Create
6. Test and Evaluate
7. Improve Design
8. Share and Discuss

### **Directions:**

Complete the STEM challenges of your choice below. Each activity should take about 30 minutes to complete. You can complete the work online and submit it to your teacher through email or by sharing it in Google Drive/Classroom. You may also decide to keep a separate sheet of paper and complete the activities in written form. Be as specific as possible and include any drawings, descriptions, and/or photos as needed.

I ask that whatever way you choose to submit work, please: make sure each activity has your full name, activity name, and packet dates for your heading. If submitting a Google document, please name the file with your name and the challenge title and include the heading in the document.

EXAMPLE: Columbia Cardinal  
Remote Learning  
May 18-29

OR

Columbia Cardinal Remote Learning5/18-29.doc

***"If you find a path with no obstacles, it probably doesn't lead anywhere."***  
*--Frank A. Clark*

## **Challenge #1: Paper Airplane Launcher** (adapted from: Science Buddies)

Suggested Materials: paper, pencil or pen, rubber band, paperclip, scissors, stapler or tape, \*craft supplies, an open area like a backyard or hallway

\*These will be used to build the launcher, so your items will vary depending on what you have at home.

Procedure:

1. Build several paper airplanes to test. Because paper airplanes can get bent or destroyed easily, it's a good idea to build more than one. Ensure that they are all built the same for this activity.
2. Tape or staple a paperclip to the nose of each paper airplane. The outer straight part of the paperclip should point backward parallel to the bottom of the plane, so it can serve as a hook to attach to the rubber band. There will be some pull on the hook, so make sure it's secure.
3. Practice throwing your paper airplane using your entire arm. Now try to throw your airplane only using your wrist. How did your results differ?
4. Next try launching your airplane using a very simple "catapult." Hook one end of a rubber band around the end of a pencil or pen (such as around the metal ring by the eraser). Hook the paperclip on the nose of a plane around the other end of the rubber band, and pull it back to stretch the rubber band. Aim the plane forward and release.
5. Now use the engineering design process to build a more permanent launcher for your airplane. Think about the criteria for your design. You will need to build a device to support the rubber band. It will need to be strong enough that it does not collapse when you pull back on the rubber band. You will also need to make sure the paper airplane does not get caught or snagged on the device when you launch it. Draw a few sketches of your design ideas, and pick one to build.
6. Build a prototype of your design. The picture below shows three different design examples:.



7. Test your airplane launcher. It probably won't work perfectly on the first try. What changes can you make to your design to make it better?
8. Keep improving your launcher and testing it again (and, if necessary, again). This process is called iteration, and designers and engineers use it often in their work. How does the plane's flight distance compare to when you threw with your arm or with your wrist?

## **Challenge #2: Think Like a Scientist**

Anyone who is curious about how the world works can be a scientist! Take a moment to give a close look to the world around you. Find something interesting to you, either an inanimate object or something in nature. Maybe it is a pencil, a cell phone, or even your pet dog. Make sure to note the object you chose in your answer.

Now let's think like a scientist. **Write 5 WHY or WHAT questions to better understand this item.** For example, a scientist interested in the sky would ask: Why is the sky blue? What are clouds made of? Why do clouds have different shapes?

### **Challenge #3: Straw Rocket** (adapted from: NASA)

Suggested Materials: paper, pencil or pen, tape, ruler, scissors, straw, an open area like a backyard or hallway

Procedure:

1. Carefully cut out a rectangle (about 1" x 4") from a sheet of paper. This will be your rocket body. Wrap the rectangle lengthwise around a pencil or pen and tape the long edge close to form a tube.
2. Sketch and cut out 2-4 fins (these can be any shape). Watch the size, as they have to fit on the body evenly.
3. Tape your fins to the rocket body. NOTHING SHOULD STICK OUT PAST THE BOTTOM OF THE ROCKET BODY.
4. twist and pinch the top of the rocket body around the tip of the pencil to create a "nose cone" for the rocket. Tape the nose cone to prevent air from escaping and to keep it from untwisting.
5. Remove the pencil and replace it with the soda straw.
6. It is now time to test! In the designated launch area, away from people and other hazards, blow into the straw to launch the rocket.
7. Try improving your design! Try different rocket lengths, fin shapes, fin angles or the amount of force you put behind the rocket.

### **Challenge #4: Games from the Garbage**

You are done with your assignments, you have finished all your chores, and now you are bored! Design a game that you can play with your family from household items you would otherwise throw away--bottle caps, plastic containers, string, newspaper, boxes, etc.

1. What is the name of your game?
2. How many players can participate?
3. What is the objective or goal of your game?
4. What happens when you play your game?
5. What does the playing area look like? You can either describe or draw it.
6. What are the rules?
7. How is the game scored or won?

# End of the Year Choice Board

CHOIR/BAND/MUSIC

Directions: Choose any 4 activities from the choice board to complete.

## Memories Made

Create a memory page about all of the fun and memorable experience you've had this year.

## Advice Column

What advice do you have for next year's students? Give them the inside scoop on how to have a great year.

## Success Guide

Write a success guide for future students. What can they do to be successful at school.

## Top 10 List

Make a list of the top 10 **BEST** things that happened this school year. What's in your top 10?

## Thank You Letter

Write a thank you letter to a parent, teacher, friend, or family member that has helped you this year.

## Bucket List

Create a summer bucket list of all of the things you want to do or accomplish this summer.

## Self Reflection

Reflect on everything that has happened this school year. What will you do differently next year?

## Before and After

How have you changed from the beginning of the year until now? Draw a before and after selfie.

## Learned Lots

What were your favorite things to learn about this year? What do you want to learn more about?

## Classroom Redesign

How would you design the classroom. Draw a design plan showing how you would arrange the room.

## Teacher Tips

What tips do you have for your teacher? What can they do to make next year even better?

## Letter to Me

Write a letter to yourself to opened in the future. Be encouraging, positive, and write a motivation motto.

# Memories Made

## Choir/Band/Music

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

What is something you're proud of from this school year?

What was the BEST thing that happened this school year?

Who is your teacher?

Who is your best friend?

Favorite Subject?

Future Career?

Favorite Song?

Favorite Movie?

Favorite Food?

Favorite Hobby?

*Don't Cry  
Because it's Over-*  
**Smile**  
*Because it  
HAPPENED!*

Sum up this school year in FIVE words:

1.

2.

3.

4.

5.

If this school year was a song, what would its title be?

What was the funniest thing that happened this year?



# Success Guide

Choir/Band/Music

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

My success story ...

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Quick Tips for Success ...

- 1.
- 2.
- 3.



Synonyms for SUCCESS ...

My advice for being successful in

band/choir/music...

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# My Top 10 List

Choir/Band/Music

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

## Top 10 List

1

2

3

4

5

#1 was the BEST because ...



This year would have been better if ...

## Top 10 List

6

7

8

9

10

**I Thank You Letter**

i'm thankful for you because ...

**Top 3 things you've helped me accomplish are ...**

۱. ۲. ۳.

**I THANK  
YOU FOR  
YOUR PART  
IN MY  
JOURNEY**

PictureQuotes.com

I will show my gratitude to you by ...

# Choir/Band/Music

Name:

Dear

# Bucket List

Choir/Band/Music

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

My Summer Bucket List ...

1

2

3

4

5

6

7

8

This summer will be AWESOME because ...



THE  
BUCKET  
LIST

The BEST part of summer break is ...

One thing I'll miss  
about school is ...

# Self-Reflection

Choir/Band/Music

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

5 things I'm good at are ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

My reflection of this  
school year ...

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Next year I want to ...

**BE THE  
TYPE OF  
PERSON  
YOU WANT TO  
MEET**

Something  
I'm proud of  
is ...

Something  
I'm NOT  
proud of is ...

One thing I  
wish I'd done  
differently is  
...

Something I  
need to work  
on is ...

My greatest  
strength is ...

# Before & After ] Choir/Band/Music

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

## Before and After Selfies!

BEFORE Selfie	AFTER Selfie

One way I have grown this year is ...

This year changed me because ...

One thing that surprised me this year is ...

Learning is the  
measurement of knowledge  
before and AFTER.

# I learned Lots

## Choir/Band/Music

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

My favorite thing to learn about was ...

My LEAST favorite thing to learn about was ...

One question I still have is ...

One thing I hope to learn next year is ...

If you are not willing to learn, no one can help you.

If you are **determined** to learn, no one can stop you.

Something I want to learn more about is ...

This summer, I hope to learn ...

My 5 favorite lessons were ...

1.

2.

3.

4.

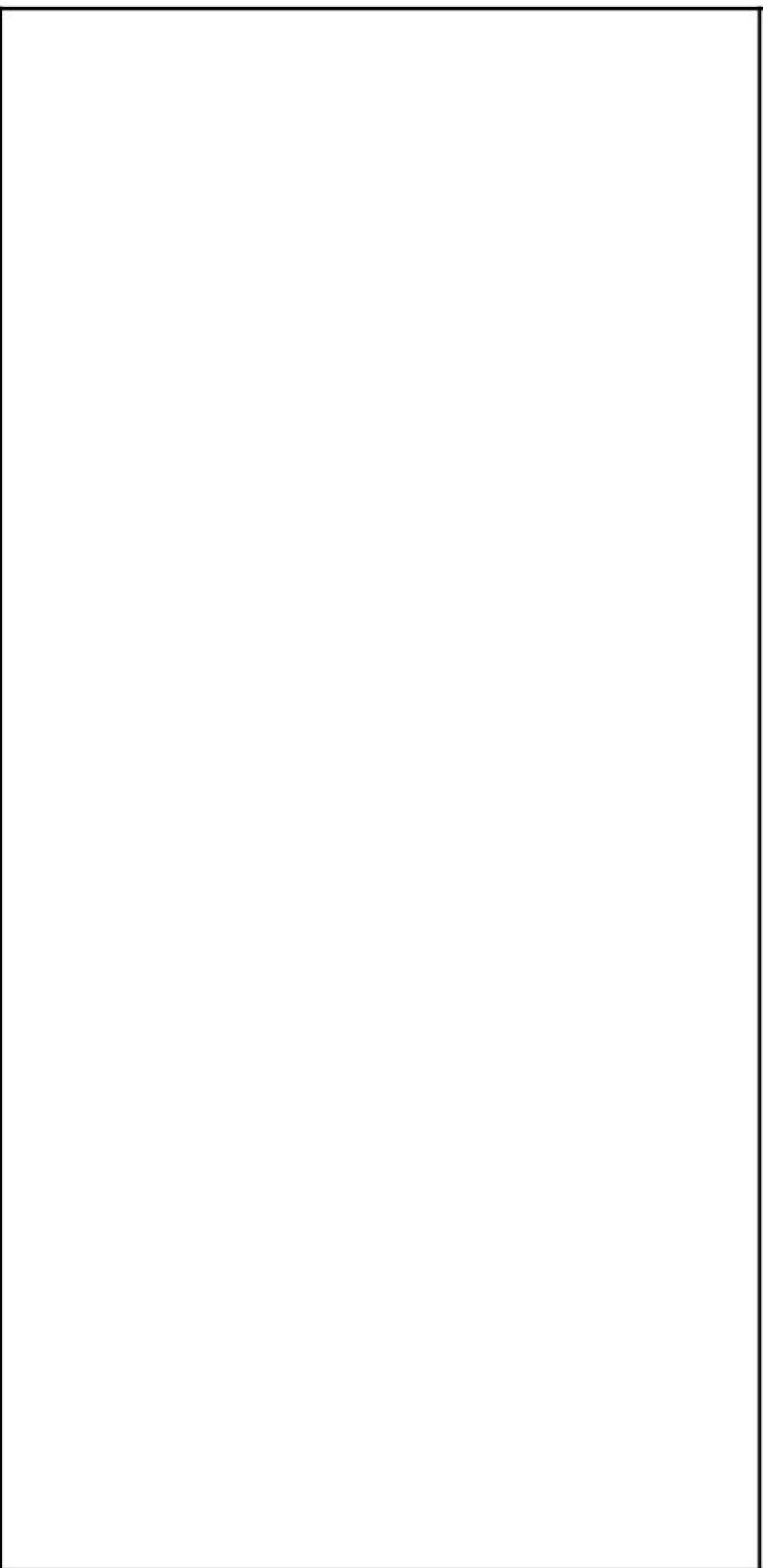
5.

# Classroom Redesign

Choir/Band/Music

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

## MY Classroom Design Floor Plan



My design is BEST because ...

**Creativity is  
intelligence having  
fun.**

Albert Einstein

Shopping List:

# Teacher Tips

Choir/Band/Music

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

This is what I would change ...

10 Tips for Next Year ...

To my teacher,

This is what I would NOT change ...

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

# Tips

# Letter to Me

Choir/Band/Music

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

Dear Future Me,

By the time I read this, I hope to have accomplished ...

*You get  
what you  
work for,  
not  
what you  
wish for.*

One thing I hope I never change  
about myself is ...

One area I hope I've  
improved in is ...

My motivation motto ...

## P.E. Checklist

Directions: Choose 2-3 activities to do each day of the week for ten minutes. Try not to repeat an activity until you have completed each one once.

State Standard: 19a Students can demonstrate physical competency in a variety of motor skills and movement patterns.

I can work on exercising my upper body for 10 minutes each day of the week.

### Activities

1. 15 burpees
2. 50 jump ropes (if you don't have a jump rope, go through the motion)
3. 50 second plank
4. Arm circles 20 forward/backwards
5. Running in place / around the yard 2 minutes
6. Ski Jumps (find a line and go side to side and then up and back)
7. 50 Bicycle crunches
8. 40 Russian twists (use weights or resistance if you can)
9. Step ups 30 each leg
10. 20 Leg raises (<https://youtu.be/JB2oyawG9KI>)

If you are uncertain about a specific activity/exercise please feel free to email your teacher, reach out via google classroom or use Youtube to see an example.

Upon completion email your teacher or hold onto the packet until we return to school. You can also show completion via Google Classroom. The classroom code is below, everyone will use this classroom code. Once you have joined, please submit your work along with any questions you may have in the classroom.

Google Classroom "Columbia Central Physical Education" use Code: 24sowg3

Students and parents you are encouraged to follow our Columbia Central Instagram @columbiacentralcardinals

May 12, 2020



Dear Parent/Guardian;

At this time we are inviting any interested 5<sup>th</sup> grade student to join the choir program at Columbia Central. Any student who does not enroll in band is eligible to start in the fall.

Columbia Central School's Choral Program is dedicated to helping each student achieve his/her highest musical potential. Students will be exposed to music theory, sight singing, music of other cultures, folk music, music history, and the fundamentals of healthy singing through a wide variety of choral literature. It is our desire that the music classes should be enjoyable, and that students will learn and grow as developing musicians. Students should also appreciate how and why music and the arts are important to our society.

Because a choir's success is built by students' attitudes and participation, choir members at Columbia Central should exhibit a desire to actively contribute to the group. Students will be expected to perform leadership and membership responsibilities within the choir when appropriate. Students will develop, maintain, and demonstrate a positive attitude toward themselves, the ensemble, its members, and the director. Although the choir requires hard work and dedication, it is a great experience that is sure to enrich your child's life and it's fun! I hope you will consider it!

### **Ensemble Descriptions (6<sup>th</sup> Grade)**

**Curricular Choirs** meet during explore class periods throughout the day. They are graded classes that require a year-long commitment. Students enrolled in band cannot participate in the curricular choirs.

**6<sup>th</sup> Grade Choir** Auditions are not required for participation in this choir. Members of this group will perform in three evening concerts throughout the year. Classes will be taught by Miss Olsen and Mrs. Kinsella.

### **Extra-Curricular Choir**

**Show Choir** meets Thursdays after school from 2:30-4:30, beginning in January. It is open to all students enrolled in band or choir at Columbia Central who pass a qualifying audition. Students in 5<sup>th</sup> grade must be part of the 5<sup>th</sup> grade choir to audition for Show Choir. This ensemble will focus primarily on music from the "pop" genre. Students in this ensemble will perform at one evening concert, recruitment concerts, and the SSJHSA festival.

Although making great music requires hard work and dedication, it is a great experience that is sure to enrich your child's life – and it is fun! I hope you will consider it!

Sincerely,

Larkin Kinsella  
Choir Director  
Columbia Central School  
753-4733  
[lkinsella@sd194.org](mailto:lkinsella@sd194.org)

Heather Olsen  
Choir Director  
Columbia Central School  
753-4734  
[holsen@sd194.org](mailto:holsen@sd194.org)

# Columbia Central Beginning Band

May 13, 2020

Dear Fifth Grade Parent,

Hello! My name is Ed Fitzgerald, and I am the Band Director at Columbia Central School. As this very unusual school year draws to a close, I would like to provide you with information about our Band Program at Columbia. Normally, it is at this time of the school year that we begin the band registration process. Due to our current school closure this, of course, will not be possible. **Instead, our 6<sup>th</sup> Grade Beginning Band registration activities will be moved to late-August.** What follows is a brief description of those activities and the projected dates on which they will be taking place.

## **Band Program**

Our band program at Columbia Central consists 130 students in grades 6-8, and there are 4 curricular bands and 3 extra-curricular bands. The Beginning Band is the ensemble in which all 6<sup>th</sup> Grade band students will participate. **For those students that choose to participate in the band, it will be their Explore class for the school year.** In addition to this daily full-band rehearsal class, all band students also receive one weekly small-group lesson. We will have 3 evening school band concerts throughout the school year. Aside from the expectation that band students will practice their instrument at home in the evenings, there are no regular before-school or after-school band commitments. This means that students can participate in sports, clubs, and activities and still participate in the band.

## **Band Instrument Fittings Days**

If your child wishes to participate in band as a 6<sup>th</sup> Grade student, the first step on their journey is to come to Band Instrument Fittings. All participating students will have the opportunity to try 3 different instruments as they (and we) try to determine which instrument would be the best fit for each student. Physical characteristics such as tooth/jaw alignment, arm length, hand size, and ability to keep a beat are taken into account. After careful consideration of the results, each child will receive an instrument recommendation. While many students do not go into this process with a particular instrument in mind, some already have an idea of what they would like to play. Please know that each instrument assignment is made with your child's, as well as the band's, best interest in mind.

This year, there are 2 dates set aside for instrument fittings. If these dates change at some point during the spring or summer, the change(s) will be publicized on the school district website and social media accounts.

**Thursday, August 20** – 4:00 pm – 6:00 pm at Columbia Central

**Friday, August 28** – 8:00 am – 2:30 pm at Columbia Central

## **Band Sign-Up Night**

Once all the students that wished to participate in Instrument Fittings have done so, the next step is to decide whether you would like to continue with band registration. **If your child wishes to participate in band as a 6<sup>th</sup> Grade student, the next step on their journey is to come to Band Sign-Up Night.** The date for Band Sign-Up Night is Wednesday, September 2 at Columbia Central. Please bring your child to the Cafeteria any time that you are available between 5:00 p.m. – 7:30 p.m. It should only take 20 minutes

or so to complete the process. Any student that already owns or has inherited the instrument that they were selected to play in the band should bring it to Sign-Up Night. It will be examined, and I will be able to let you know if it will need to be cleaned and/or repaired prior to the child playing it in the band.

## **Instrument Rental**

Probably the primary concern of most parents whose children wish to join the band is the cost of participation. If you do decide to enroll your child in band, you may purchase or rent an instrument from a number of sources. **A reputable music store is strongly encouraged!!** Many retail stores and online marketplaces are now carrying instruments that are NOT of high quality and have demonstrated many problems. A student with a “cheap” instrument will not be able to have it repaired due to the poor quality of the materials and craftsmanship. These instruments also tend to suffer from intonation problems that cause the student’s sound to stick out from the rest of their peers. The music shops will not touch them!

Easily the most popular choice for the majority of parents has been the Rent-to-Own program. We have partnered with *Quinlan & Fabish Music Company* (<http://www.QandF.com>) for many years to help parents with instrument rentals and the purchase of instruments and supplies. Q&F has been a proven leader in the business, and they have been dependable and fair in their dealings with parents, students, and me. The instruments that you can rent or purchase from Q&F include brands that have gained the respect of teachers and students over the years due to their consistent quality and reliability. Members of Quinlan & Fabish’s instrument rental team will be on hand at Band Sign-Up Night, ready to answer your questions and help facilitate instrument rentals, purchases, and the purchasing of necessary supplies. Please come prepared to make a payment toward an instrument rental and the supplies your child will need to be successful.

## **Rental Prices**

Quinlan & Fabish, like many other music stores, will start students off with a **4 Month Introductory Rental Period**. The 4 months begins at the beginning of the school year when the child receives the instrument, and it concludes around the holidays in December. The down payment that would need to be made on Sign-Up Night for this 4 Month Introductory Rental is:

- \$72 – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$119 – Alto Saxophone
- *Please contact me* if your child was selected to play the **Baritone** or the **Tuba**.

You will not need to make another payment after Sign-Up Night until January 2021. Once the introductory rental period is over, the Regular Monthly Payment is:

- \$39 per month – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$53 per month – Alto Saxophone

These prices include their Maintenance and Replacement Coverage for the instrument. This covers the instrument of all repairs, and it guarantees a free replacement if it is lost or stolen.

If you make the decision to purchase an instrument from another source **please check with me** about the brand and make of instrument. Your child will be highly disappointed when their instrument does not play like everyone else's, is constantly being repaired or worse yet – **cannot** be repaired. We have had many students in the past that have been "stuck" with these so-called "bargains."

Instruments that are available to students include flute, clarinet, trumpet, trombone, baritone, alto saxophone, and percussion. Due to the needs of the band, your child's first preference is not necessarily the instrument that he/she will play. If you have questions about the band program please contact Mr. Fitzgerald. **Although the band requires hard work and time, it is a great experience that your child will enjoy for years to come!**

Please feel free to contact me with any questions that you may have prior to Instrument Fittings!

Sincerely,

Ed Fitzgerald  
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Columbia Central School  
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