

Name _____

Date _____

Teacher _____

Campus _____

7th GRADE

Week Five

April 27-May 1

Mount Pleasant ISD

English

Name: _____ Class: _____

"The Worst Birthday" from Harry Potter and the Chamber of Secrets

By J.K. Rowling
1998

Joanne "Jo" Rowling, pen name J.K. Rowling, is a British novelist, screenwriter, and film producer best known for creating the Harry Potter series. The title character, Harry Potter, is an orphan who attends a boarding school to learn about magic. On his summer vacation, he is forced to live with his non-magical extended family. As you read, take notes on how each character responds to magic.

- [1] Not for the first time, an argument had broken out over breakfast at number four, Privet Drive. Mr. Vernon Dursley had been woken in the early hours of the morning by a loud, hooting noise from his nephew Harry's room.

"Third time this week!" he roared across the table. "If you can't control that owl, it'll have to go!"

Harry tried, yet again, to explain. "She's *bored*," he said. "She's used to flying around outside. If I could just let her out at night —"

"Do I look stupid?" snarled Uncle Vernon, a bit of fried egg dangling from his bushy mustache. "I know what'll happen if that owl's let out."

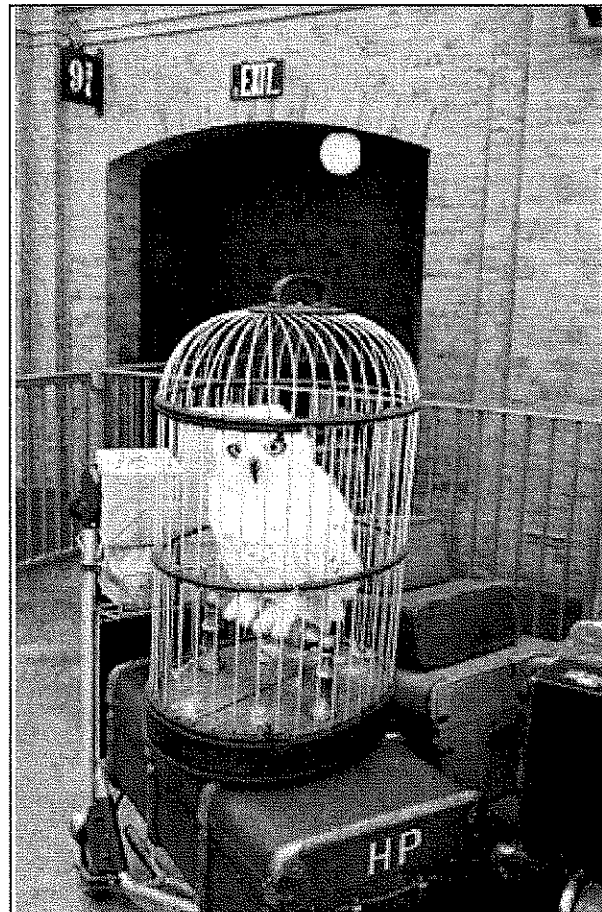
- [5] He exchanged dark looks with his wife, Petunia.

Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley.

"I want more bacon."

"There's more in the frying pan, sweetums," said Aunt Petunia, turning misty eyes on her massive¹ son. "We must build you up while we've got the chance... I don't like the sound of that school food..."

"Nonsense, Petunia, I never went hungry when I was at Smeltings," said Uncle Vernon heartily. "Dudley gets enough, don't you, son?"



"Where Has That Boy Got to Now?" by Dennis D is licensed under CC BY-NC-ND 2.0.

1. **Massive** (*adjective*): enormous

[10] Dudley, who was so large his bottom drooped over either side of the kitchen chair, grinned and turned to Harry.

“Pass the frying pan.”

“You’ve forgotten the magic word,” said Harry irritably.

The effect of this simple sentence on the rest of the family was incredible: Dudley gasped and fell off his chair with a crash that shook the whole kitchen; Mrs. Dursley gave a small scream and clapped her hands to her mouth; Mr. Dursley jumped to his feet, veins throbbing in his temples.

“I meant ‘please!’” said Harry quickly. “I didn’t mean —”

[15] “WHAT HAVE I TOLD YOU,” thundered his uncle, spraying spit over the table, “ABOUT SAYING THE ‘M’ WORD IN OUR HOUSE?”

“But I —”

“HOW DARE YOU THREATEN DUDLEY!” roared Uncle Vernon, pounding the table with his fist.

“I just —”

“I WARNED YOU! I WILL NOT TOLERATE MENTION OF YOUR ABNORMALITY UNDER THIS ROOF!”

[20] Harry stared from his purple-faced uncle to his pale aunt, who was trying to heave Dudley to his feet.

“All right,” said Harry, “*all right...*”

Uncle Vernon sat back down, breathing like a winded rhinoceros and watching Harry closely out of the corners of his small, sharp eyes.

Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter *wasn’t* a normal boy. As a matter of fact, he was as not normal as it is possible to be.

Harry Potter was a wizard — a wizard fresh from his first year at Hogwarts School of Witchcraft and Wizardry. And if the Dursleys were unhappy to have him back for the holidays, it was nothing to how Harry felt.

[25] He missed Hogwarts so much it was like having a constant stomachache. He missed the castle, with its secret passageways and ghosts, his classes (though perhaps not Snape, the Potions master), the mail arriving by owl, eating banquets in the Great Hall, sleeping in his four-poster bed in the tower dormitory, visiting the gamekeeper, Hagrid, in his cabin next to the Forbidden Forest in the grounds, and, especially, Quidditch, the most popular sport in the wizarding world (six tall goal posts, four flying balls, and fourteen players on broomsticks).

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

Harry looked nothing like the rest of the family. Uncle Vernon was large and neckless, with an enormous black mustache; Aunt Petunia was horse-faced and bony; Dudley was blond, pink, and porky. Harry, on the other hand, was small and skinny, with brilliant green eyes and jet-black hair that was always untidy. He wore round glasses, and on his forehead was a thin, lightning-shaped scar.

It was this scar that made Harry so particularly unusual, even for a wizard. This scar was the only hint of Harry's very mysterious past, of the reason he had been left on the Dursleys' doorstep eleven years before.

At the age of one year old, Harry had somehow survived a curse from the greatest Dark sorcerer of all time, Lord Voldemort, whose name most witches and wizards still feared to speak. Harry's parents had died in Voldemort's attack, but Harry had escaped with his lightning scar, and somehow — nobody understood why — Voldemort's powers had been destroyed the instant he had failed to kill Harry.

[30] So Harry had been brought up by his dead mother's sister and her husband. He had spent ten years with the Dursleys, never understanding why he kept making odd things happen without meaning to, believing the Dursleys' story that he had got his scar in the car crash that had killed his parents.

And then, exactly a year ago, Hogwarts had written to Harry, and the whole story had come out. Harry had taken up his place at wizard school, where he and his scar were famous... but now the school year was over, and he was back with the Dursleys for the summer, back to being treated like a dog that had rolled in something smelly.

The Dursleys hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake — but to ignore it completely...

At that moment, Uncle Vernon cleared his throat importantly and said, "Now, as we all know, today is a very important day."

Harry looked up, hardly daring to believe it.

[35] "This could well be the day I make the biggest deal of my career," said Uncle Vernon.

Harry went back to his toast. *Of course*, he thought bitterly, *Uncle Vernon was talking about the stupid dinner party*. He'd been talking of nothing else for two weeks. Some rich builder and his wife were coming to dinner and Uncle Vernon was hoping to get a huge order from him (Uncle Vernon's company made drills).

"I think we should run through the schedule one more time," said Uncle Vernon. "We should all be in position at eight o'clock. Petunia, you will be —?"

"In the lounge," said Aunt Petunia promptly, "waiting to welcome them graciously to our home."

"Good, good. And Dudley?"

[40] "I'll be waiting to open the door." Dudley put on a fowl, simpering smile. "May I take your coats, Mr. and Mrs. Mason?"

"They'll *love* him!" cried Aunt Petunia rapturously.²

"Excellent, Dudley," said Uncle Vernon. Then he rounded on Harry. "And *you*?"

"I'll be in my bedroom, making no noise and pretending I'm not there," said Harry tonelessly.

"Exactly," said Uncle Vernon nastily. "I will lead them into the lounge, introduce you, Petunia, and pour them drinks. At eight-fifteen —"

[45] "I'll announce dinner," said Aunt Petunia. "And, Dudley, you'll say —"

"May I take you through to the dining room, Mrs. Mason?" said Dudley, offering his fat arm to an invisible woman.

"My perfect little gentleman!" sniffed Aunt Petunia.

"And *you*?" said Uncle Vernon viciously to Harry.

"I'll be in my room, making no noise and pretending I'm not there," said Harry dully.

[50] "Precisely. Now, we should aim to get in a few good compliments at dinner. Petunia, any ideas?"

"Vernon tells me you're a *wonderful* golfer, Mr. Mason... Do tell me where you bought your dress, Mrs. Mason..."

"Perfect... Dudley?"

"How about — 'We had to write an essay about our hero at school, Mr. Mason, and I wrote about *you*.'" This was too much for both Aunt Petunia and Harry. Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing.

"And you, boy?" Harry fought to keep his face straight as he emerged. "I'll be in my room, making no noise and pretending I'm not there," he said.

2. **Rapturous** (*adjective*): full of joy

[55] "Too right, you will," said Uncle Vernon forcefully. "The Masons don't know anything about you and it's going to stay that way. When dinner's over, you take Mrs. Mason back to the lounge for coffee, Petunia, and I'll bring the subject around to drills. With any luck, I'll have the deal signed and sealed before the news at ten. We'll be shopping for a vacation home in Majorca³ this time tomorrow."

Harry couldn't feel too excited about this. He didn't think the Dursleys would like him any better in Majorca than they did on Privet Drive.

"Right — I'm off into town to pick up the dinner jackets for Dudley and me. And *you*," he snarled at Harry. "You stay out of your aunt's way while she's cleaning."

Harry left through the back door. It was a brilliant, sunny day. He crossed the lawn, slumped down on the garden bench, and sang under his breath:

"Happy birthday to me... happy birthday to me..."

[60] No cards, no presents, and he would be spending the evening pretending not to exist. He gazed miserably into the hedge. He had never felt so lonely. More than anything else at Hogwarts, more even than playing Quidditch, Harry missed his best friends, Ron Weasley and Hermione Granger. They, however, didn't seem to be missing him at all. Neither of them had written to him all summer, even though Ron had said he was going to ask Harry to come and stay.

Countless times, Harry had been on the point of unlocking Hedwig's cage by magic and sending her to Ron and Hermione with a letter, but it wasn't worth the risk. Underage wizards weren't allowed to use magic outside of school. Harry hadn't told the Dursleys this; he knew it was only their terror that he might turn them all into dung beetles that stopped them from locking him in the cupboard under the stairs with his wand and broomstick. For the first couple of weeks back, Harry had enjoyed muttering nonsense words under his breath and watching Dudley tearing out of the room as fast as his fat legs would carry him. But the long silence from Ron and Hermione had made Harry feel so cut off from the magical world that even taunting Dudley had lost its appeal — and now Ron and Hermione had forgotten his birthday.

What wouldn't he give now for a message from Hogwarts? From any witch or wizard? He'd almost be glad of a sight of his archenemy, Draco Malfoy, just to be sure it hadn't all been a dream...

Not that his whole year at Hogwarts had been fun. At the very end of last term, Harry had come face-to-face with none other than Lord Voldemort himself. Voldemort might be a ruin of his former self, but he was still terrifying, still cunning,⁴ still determined to regain power. Harry had slipped through Voldemort's clutches for a second time, but it had been a narrow escape, and even now, weeks later, Harry kept waking in the night, drenched in cold sweat, wondering where Voldemort was now, remembering his livid⁵ face, his wide, mad eyes —

Harry suddenly sat bolt upright on the garden bench. He had been staring absent-mindedly into the hedge — *and the hedge was staring back*. Two enormous green eyes had appeared among the leaves.

[65] Harry jumped to his feet just as a jeering⁶ voice floated across the lawn.

3. an island off the coast of Spain and a popular vacation spot

4. **Cunning** (*adjective*): clever

5. **Livid** (*adjective*): furiously angry

"I know what day it is," sang Dudley, waddling toward him.

The huge eyes blinked and vanished.

"What?" said Harry, not taking his eyes off the spot where they had been.

"I know what day it is," Dudley repeated, coming right up to him.

[70] "Well done," said Harry. "So you've finally learned the days of the week."

"Today's your *birthday*," sneered Dudley. "How come you haven't got any cards? Haven't you even got friends at that freak place?"

"Better not let your mum hear you talking about my school," said Harry coolly.

Dudley hitched up his trousers, which were slipping down his fat bottom.

"Why're you staring at the hedge?" he said suspiciously.

[75] "I'm trying to decide what would be the best spell to set it on fire," said Harry.

Dudley stumbled backward at once, a look of panic on his fat face.

"You c-can't — Dad told you you're not to do m-magic — he said he'll chuck you out of the house — and you haven't got anywhere else to go — you haven't got any *friends* to take you —"

"*Jiggery pokery!*" said Harry in a fierce voice. "*Hocus pocus — squiggly wiggly —*"

"MUUUUUUM!" howled Dudley, tripping over his feet as he dashed back toward the house. "MUUUUM! He's doing you know what!"

[80] Harry paid dearly for his moment of fun. As neither Dudley nor the hedge was in any way hurt, Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan. Then she gave him work to do, with the promise he wouldn't eat again until he'd finished.

While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench. The sun blazed overhead, burning the back of his neck. Harry knew he shouldn't have risen to Dudley's bait, but Dudley had said the very thing Harry had been thinking himself... maybe he *didn't* have any friends at Hogwarts...

Wish they could see famous Harry Potter now, he thought savagely as he spread manure on the flower beds, his back aching, sweat running down his face.

It was half past seven in the evening when at last, exhausted, he heard Aunt Petunia calling him.

"Get in here! And walk on the newspaper!"

[85] Harry moved gladly into the shade of the gleaming kitchen. On top of the fridge stood tonight's pudding:⁷ a huge mound of whipped cream and sugared violets. A loin of roast pork was sizzling in the oven.

"Eat quickly! The Masons will be here soon!" snapped Aunt Petunia, pointing to two slices of bread and a lump of cheese on the kitchen table. She was already wearing a salmon-pink cocktail dress.

Harry washed his hands and bolted down his pitiful supper. The moment he had finished, Aunt Petunia whisked away his plate. "Upstairs! Hurry!"

As he passed the door to the living room, Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. He had only just reached the upstairs landing when the doorbell rang and Uncle Vernon's furious face appeared at the foot of the stairs.

"Remember, boy — one sound —"

[90] Harry crossed to his bedroom on tiptoe, slipped inside, closed the door, and turned to collapse on his bed.

The trouble was, there was already someone sitting on it.

Harry Potter and the Chamber of Secrets: Copyright © J.K. Rowling 1998

7. a British word for dessert

Text-Dependent Questions

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

1. PART A: What is the central idea of the passage?
 - A. Harry feels alone because his family fears his powers, and he can't be around his friends where he feels comfortable expressing himself.
 - B. Harry completes chores for Petunia because he believes that being obedient is important to supporting a strong and united family.
 - C. Harry behaves and decides not to cast any spells because he cannot use magic outside of school and he is afraid the Dursleys will find out about his magical powers.
 - D. Harry argues with Uncle Vernon because he believes his uncle's hatred of people who are different is unfair, and he wants his uncle to treat all people fairly.

2. PART B: What evidence from the text best supports the answer from Part A?
 - A. "Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley." (Paragraph 6)
 - B. "Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter wasn't a normal boy." (Paragraph 23)
 - C. "Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan." (Paragraph 80)
 - D. "While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench." (Paragraph 81)

3. PART A: Which of the following best defines what Uncle Vernon means when he says "abnormality" in Paragraph 19?
 - A. Harry's evil nature
 - B. Harry's special powers
 - C. Harry's different appearance from the Dursleys
 - D. Harry's teasing attitude

4. PART B: What quote from the text best supports this definition?
 - A. "'HOW DARE YOU THREATEN DUDLEY!' roared Uncle Vernon, pounding the table with his fist." (Paragraph 17)
 - B. "Uncle Vernon sat back down...watching Harry closely out of the corners of his small, sharp eyes." (Paragraph 22)
 - C. "Uncle Vernon had been treating him like a bomb that might go off at any moment" (Paragraph 23)
 - D. "As a matter of fact, he was as not normal as it is possible to be. Harry Potter was a wizard." (Paragraphs 23-24)

5. PART A: How does Harry's repetition of the phrase "I'll be in my bedroom, making no noise and pretending I'm not there" impact the tone of the passage?
- A. It shows how much Harry loves sitting in his room all by himself so he can practice magic.
 - B. It shows how much the Dursleys love Harry and respect his privacy.
 - C. It highlights the contrast between Harry's love for quiet time and Dudley's hatred of it.
 - D. It highlights the contrast between the Dursley's excitement for the dinner and Harry's loneliness.
6. PART B: Which TWO phrases from the text best support the answer to Part A?
- A. "Dudley, who was so large his bottom drooped over either side of the kitchen chair, grinned and turned to Harry." (Paragraph 10)
 - B. "Uncle Vernon cleared his throat importantly and said, 'Now, as we all know, today is a very important day.'" (Paragraph 33)
 - C. "Harry fought to keep his face straight as he emerged" (Paragraph 54)
 - D. "He didn't think the Dursleys would like him any better in Majorca than they did on Privet Drive." (Paragraph 56)
 - E. "he would be spending the evening pretending not to exist... He had never felt so lonely." (Paragraph 60)
 - F. "Harry had been on the point of unlocking Hedwig's cage by magic and sending her to Ron and Hermione with a letter" (Paragraph 61)
7. Contrast the Dursleys' perception of magic with Harry's perception of magic in this passage. Cite examples from the text to support your claim.

8. How does the point of view contribute to how the events are described in the passage?

Discussion Questions

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

1. The Dursleys treat Harry very cruelly in regards to his magic. How does fear drive their actions? How does fear control us, and why might it be hard to be tolerant of others when afraid?
2. Harry must hide his magical powers from the Dursleys. Have you ever been in a situation where you had to hide something about yourself? Is it better to hide your true self around people who may not accept you or is it better to feel comfortable to be yourself?
3. Harry is treated differently from Dudley in the Dursley household. What message do you think the author wants to convey about what is fair? Is it fair that Harry is punished when he threatens Dudley with magic? Describe a time when you have been treated unfairly in your own life.
4. Harry spends his summer surrounded by family, yet his magic isolates him. In the context of the passage, what does it mean to feel alone?

Pre-Algebra

Notes on Tax and Tip: Week 5 *Pre #15*

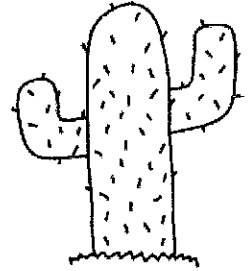
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<p>The sales tax rate in George's town is 6%. If he purchases 3 shirts for \$15 each and a jacket for \$32, how much <u>sales tax</u> does he owe?</p> <p>$3(15) = 45$ shirts 32 jacket <u>total is \$77.</u></p>	<p>Cheryl and Nan's restaurant bill comes to \$23.40. They are planning to tip the waiter 15%. If they paid with a \$50 gift card, <u>how much change</u> would they get back?</p> <p>$15\% = .15$</p>																																											
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doesn't answer question

Pedro's Cactus Grill has just opened up in your town! It is the only Mexican restaurant in the area, and they have been busy! Below are sales tickets for three separate families. Determine the total for each family.

PEDRO'S CACTUS GRILL

MENU



Taco - \$2.50
(chicken, beef, or bean)

Enchilada - \$3.20
(chicken, beef, bean or cheese)

Nachos - \$5.00
(with chicken, add \$1.00)

Queso & Chips - \$1.75

Fajitas - \$7.15
(chicken, beef, or veggie)

Shrimp Fajitas - \$11.50
(15 jumbo shrimp)

Combo Platter - \$10.50
(Two tacos, two enchiladas & nachos)

Fried Ice Cream - \$2.20

Sodas - \$1.65 (free refills)

TEST SLIP #1

Ticket #1 – The Samuel family orders 2 chicken tacos, 2 nachos with chicken, 1 queso and chips, 1 chicken fajitas, 1 beef fajitas, 1 combo platter and 3 soft drinks. The special that day is \$5.00 off the total bill. How much is their bill including tax (6%) and a 15% tip?

Ticket #2 – The Franklin family orders 2 queso and chips, 4 soft drinks, 2 veggie fajitas, and two shrimp fajitas. They finish their meal with 3 fried ice creams. The special that day is Buy One Order of Fajitas, Get a Second Oder of Fajitas FREE! How much is their bill including tax (6%) and a 15% tip?

Ticket #3 – Joan comes in for lunch and orders queso and chips, a combo platter, a soft drink and a fried ice cream. The special that day is FREE queso and chips with the order of a combo platter. How much is her bill including tax (7%) and a 15% tip?

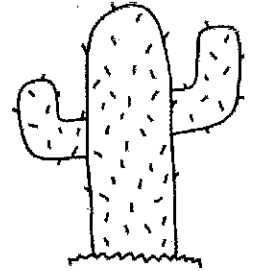
Work at Pedro's! Ordering Tickets

PEDRO'S Ticket #1	PEDRO'S Ticket #2	PEDRO'S Ticket #3
Subtotal	Subtotal	Subtotal
Special	Special	Special
% Tip	% Tip	% Tip
% Tax	% Tax	% Tax
Total Amount Paid	Total Amount Paid	Total Amount Paid
Server Names:	Server Names:	Server Names:
_____	_____	_____
_____	_____	_____
_____ / _____	_____ / _____	_____ / _____
Test Slip # _____ / _____	Test Slip # _____ / _____	Test Slip # _____ / _____

Pedro's Cactus Grill has just opened up in your town! It is the only Mexican restaurant in the area, and they have been busy! Below are sales tickets for three separate families. Determine the total for each family.

PEDRO'S CACTUS GRILL

MENU



Taco - \$2.50
(chicken, beef, or bean)

Enchilada - \$3.20
(chicken, beef, bean or cheese)

Nachos - \$5.00
(with chicken, add \$1.00)

Queso & Chips - \$1.75

Fajitas - \$7.15
(chicken, beef, or veggie)

Shrimp Fajitas - \$11.50
(15 jumbo shrimp)

Combo Platter - \$10.50
(Two tacos, two enchiladas & nachos)

Fried Ice Cream - \$2.20

Sodas - \$1.65 (free refills)

TEST SLIP #2

Ticket #1 – The Smith family orders 1 bean taco, 3 nachos, 2 queso and chips, 3 shrimp fajitas and 5 soft drinks. The special that day is \$2 off all fajitas. How much is their bill including tax (6%) and a 10% tip?

Ticket #2 – Charlie and his friends order 3 nachos with chicken, three soft drinks, 2 chicken fajitas, 1 beef fajitas and 3 fried ice creams. The special that day is all beverages and desserts are FREE! How much is their bill including tax (8%) and a 10% tip?

Ticket #3 – The Robinson family orders queso and chips, 2 chicken enchiladas, 1 combo platter, 1 shrimp fajitas and 4 soft drinks. The special that day is Buy One Enchilada Dinner Get the Second Enchilada Dinner Free! How much is their bill including tax (7%) and a 10% tip?

Work at Pedro's! Ordering Tickets

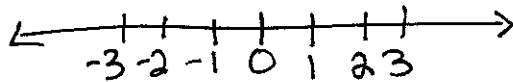
PEDRO'S Ticket #1	PEDRO'S Ticket #2	PEDRO'S Ticket #3
Subtotal	Subtotal	Subtotal
Special	Special	Special
% Tip	% Tip	% Tip
% Tax	% Tax	% Tax
Total Amount Paid	Total Amount Paid	Total Amount Paid
Server Names:	Server Names:	Server Names:
_____	_____	_____
_____	_____	_____
_____	_____	_____
Test Slip # 2	Test Slip # 2	Test Slip # 2

Math

Integer Practice Notes Math 7

1) List these integers from least to greatest.

$(-3, |21|, 7, -43, 0)$



A) $(-43, 21, 7, 0, -3)$

B) $(-43, -3, 0, 7, 21)$

C) $(-3, 0, 7, 21, -43)$

D) $(0, -3, 7, 21, -43)$

2) During a 12-hour period, the temperature dropped 48° . How many degrees did the temperature drop each hour?

$$-48 \div 12 = -4$$

A) -576°F

C) 576°F

B) 4°F

D) -4°F

3) Eaton Company had a profit of 25 Million in 2009 and a loss of 17 Million in 2010. What was the Eaton Company's total revenue for the two years?

$$\begin{array}{r} 25 \\ -17 \\ \hline 8 \end{array}$$

A) 8 Million

C) -8 Million

B) 42 Million

D) 1 Million

4) During summer, the height of the water in a pool decreases by 4 inches each week due to evaporation. What is the change in the height of the water over a six-week period?

$$-4 \times 6 = -24$$

A) 24 Inches

C) -1.5 Inches

B) 1.5 Inches

D) -24 Inches

5) On Friday the low temperature in Nome, Alaska, was -12°F and the high temperature was 23°F . How much warmer was the high temperature than the low temperature?

$$\begin{array}{r} -12 \\ -23 \\ \hline -35 \end{array}$$

both are neg

A) -35°F

B) -11°F

C) 11°F

D) 35°F

Decimal Word Problem Notes

Karen made ribbons for school spirit day. Her roll of ribbon was 30 ft. long. For each individual ribbon, she needed 0.25 ft. How many ribbons could she make from her roll?

$$30 \div .25$$

$$\begin{array}{r} 25 \overline{) 30.00} \\ \underline{25} \\ 50 \\ \underline{50} \\ 0 \end{array}$$

$$\begin{array}{r} 25 \overline{) 30.00} \\ \underline{25} \\ 50 \\ \underline{50} \\ 0 \end{array}$$

120 ribbons

At the beginning of the month, Jim's bank balance was \$275.38. During the month, he wrote the following checks \$174.89, \$68, and \$57.76. He made deposits of \$250 and \$350. Find his bank balance at the end of the month.

$\begin{array}{r} \text{checks} \\ \text{① } 174.89 \\ + 68.00 \\ + 57.76 \\ \hline \$300.65 \end{array}$	$\begin{array}{r} \text{Deposits} \\ 250 \\ + 350 \\ \hline \$600 \end{array}$
---	--

starting 275.38
 deposits + 600.00

$$\begin{array}{r} 875.38 \\ - 300.65 \\ \hline \$ 574.73 \end{array}$$

Jaxton spent a total of \$23.00 at the county fair. He had to pay \$5 for parking and each ride cost \$1.50. How many rides did Jaxton go on at the fair?

$$\begin{array}{r} \$23.00 \\ - 5.00 \\ \hline 18.00 \div 1.50 \end{array}$$

$$\begin{array}{r} 150 \overline{) 18.00} \\ \underline{15} \\ 30 \\ \underline{30} \\ 0 \end{array}$$


12 rides

Henrietta bought 23.6 pounds of apples for the apple festival. Each pound cost \$1.45. How much did Henrietta spend in total on the apples?


$$\begin{array}{r} 23.6 \\ \times 1.45 \\ \hline 1180 \\ 9440 \\ 34220 \\ \hline \$34.22 \end{array}$$

Decimal Practice

A sandwich costs 3.05 British pounds. If a British pound is worth \$1.56 in US currency, how much does the sandwich cost in US dollars?



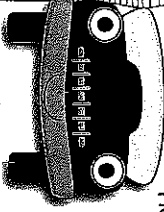
A baby tiger weighs $\frac{25}{100}$ pounds at birth. Assuming she gains 3 pounds every 2 weeks, how much will the tiger weigh in 10 weeks?




\$4.75 or \$4.76

17.5 pounds

Mr. Carl drove for 2.5 hours at an average speed of 45.8 miles per hour. How far did he drive?



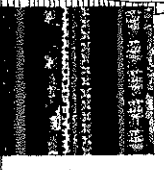
Kayla wants to join the new gym in her neighborhood. Gym membership is \$45.50 per month, plus a one-time fee of \$34.95. How much is a 6 month gym membership?



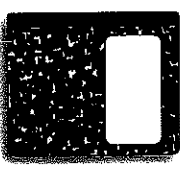
\$6.68

\$17.50

How much will you be charged for buying .85 yard of fabric if the fabric costs \$7.86 per yard?



Holly bought 5 notebooks that cost \$3.50 each. How much did she spend in all?



\$307.95

114.5 miles

Name: _____

Integers

You will need to color code each question. Using green for positive integers and red for negative integers.

1. Jose had \$150 in his bank account. He deposited \$50. A couple of days later, he withdrew \$20. A week later, he deposited \$75. The next week he withdrew a hundred dollars. The following week he withdrew \$210. What is his balance after all the transactions were made?

2. Which expression has the least value?

- a) $(-5) + (-7)$
- b) $5 + 7$
- c) $5 - 7$
- d) $5 - (-7)$

3. Leslie lives near the ocean. One evening, the temperature gets colder by an average of 3°C every two hours. Determine the change in temperature after six hours.

- a) -6°C
- b) -9°C
- c) -12°C
- d) -18°C

4. A submarine is situated 450 feet below sea level. It ascends 25 feet every hour. What is the submarine's position after 7 hours?

- a) -425 ft.
- b) -275 ft.
- c) -175 ft.
- d) -625 ft.

5. Maggie owes the candy store \$45.36. Each of her 5 friends will help her pay off the debt. How much will each person owe?

1.

					.		
+	0	0	0	0		0	0
-	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

2. _____

3. _____

4. _____

5.

					.		
+	0	0	0	0		0	0
-	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

NAME:
PERIOD:

DECIMAL AND INTEGERS WITH WORD PROBLEMS

1. A coach purchases a soccer ball for each of his 18 players. If each soccer ball cost \$12.99, how much did the coach spend before sales tax was added?

- A. \$116.91
- B. \$216.12
- C. \$222.82
- D. \$233.82

2. Lupe and her brother wanted to do something special for their pet dragon's birthday. They decided to throw a surprise party. They bought decorations for \$8.75 and the food cost \$28.50. The party favors for the guests costs \$3.75 each. They invited 16 of his closest friends to attend his party. How much did Lupe and her brother spend on the party?

					.		
(+)	(0)	(0)	(0)	(0)		(0)	(0)
(-)	(1)	(1)	(1)	(1)		(1)	(1)
	(2)	(2)	(2)	(2)		(2)	(2)
	(3)	(3)	(3)	(3)		(3)	(3)
	(4)	(4)	(4)	(4)		(4)	(4)
	(5)	(5)	(5)	(5)		(5)	(5)
	(6)	(6)	(6)	(6)		(6)	(6)
	(7)	(7)	(7)	(7)		(7)	(7)
	(8)	(8)	(8)	(8)		(8)	(8)
	(9)	(9)	(9)	(9)		(9)	(9)

3. Devin went fishing after school. He caught a fish 15 ft. below sea level. The fish descended 5-ft. farther. How far did Devin reel in his fish?

- A. 20 feet
- B. 10 feet
- C. -20 feet
- D. -10 feet

8. A submarine was situated 482 feet below sea level. If it descends 162 feet, what is its new position?

- A. 320
- B. -320
- C. 644
- D. -644

9. After earning 300 points on a game show, Brad goes on to compete in the bonus round. During the bonus round, he earned 50 points in the first bonus round and lost 75 points on the music questions. What was his final score?

- A. 275
- B. 425
- C. -275
- D. -425

10. Benita purchased a 24 ounce bottle of shampoo from a store for \$2.54. She had a store coupon for \$0.25. What was the final price for the shampoo?

- A. \$2.30
 - B. \$2.29
 - C. \$2.31
 - D. \$2.79
-

Science

MPJH 7th Grade Science
Week of April 27, 2020

The Goldilocks Principal

Have you heard the fairy tale called Goldilocks and the three bears?

1. Why is the girl called Goldilocks?
2. The porridge that she ate was not too hot, not too cold, it was...
4. The chair that she sat in was not too big, it was...
5. The bed she slept on was not too hard, not too soft, it was...

On earth, two elements, nitrogen and oxygen make up about 99% of the air we breathe. Most of the remaining 1% is the gas Argon. There are trace gasses (Carbon dioxide and methane) that are known as greenhouse gasses because they act as a barrier to heat leaving the atmosphere. So, they trap heat and give us the greenhouse effect. Many people think of the greenhouse effect as something bad, but if we didn't have these gasses the earth would not be warm enough for us to live on.

We can evaluate the effect of greenhouse gasses by comparing Earth with its closest neighbors - Venus and Mars. These planets either have too much greenhouse effect or too little to sustain life as we know it. The differences between the three planets have been named the "Goldilocks

Principal" because Venus is too hot, Mars is too cold, but Earth is just right.

Materials: 5 colors of jellybeans, beans, candy, or beads, 3 re-sealable plastic bags (or cups) per group.

What To Do: Look at the table.

	Venus	Earth	Mars
Carbon Dioxide (CO ₂)	96.5%	0.03%	95%
Nitrogen (N ₂)	3.5%	78%	2.7%
Oxygen (O ₂)	Trace	21%	0.13%
Argon (Ar)	0.007%	0.9%	1.6%
Methane (CH ₄)	0	0.002%	0

1. Start with 100 and determine the number of each item needed to represent the atmosphere for each planet.
2. Place the correct number of items in the bag for each planet.
3. Use the following code for each gas: Nitrogen - red, Oxygen - green, Argon - purple, Carbon dioxide - yellow, Methane - white

Questions:

1. Name two ways that the atmospheres of Venus and Mars are similar to each other.

2. Name one way that both differ from Earth.

3. Why is Earth called a Goldilocks planet?

The Goldilocks Planet

Scientists discover a planet that could be "just right" for human life

By [Tyrus Cukavac](#) | October 6, 2010

Could humans ever live on another planet? For many years, scientists have searched for a planet that could support human life like Earth. Last Wednesday, two scientists revealed that they may have found one. It's named Gliese 581g.

The planet is named after Wilhelm Gliese, the German astronomer who first mapped out stars close to Earth in 1957. He found a lot of them, so this solar system's sun is named Gliese 581. Gliese 581g is named "g" because it's the seventh planet discovered in this solar system, and "g" is the seventh letter of the alphabet. But that's a mouthful, so people have already nicknamed this home-away-from-home the Goldilocks planet.

Why? While other planets in this solar system are too cold or unbearably hot, this planet may be just right. The distance between Goldilocks and its star puts the planet inside a temperature zone that works well for humans—like Earth's distance from the sun in our own solar system. This also means the planet might contain liquid water, an essential ingredient for life.

It is also believed to have a rocky surface, gravity, and even an atmosphere. Sounds like our planet, right? These characteristics

might seem normal to us Earthlings, but scientists have not found many planets that share similarities with Earth.

One key difference between Goldilocks and Earth is that Goldilocks is "tidally locked" to its sun. That means one side of the planet always faces its sun, making that side extremely hot. The other side of the planet is exposed only to the darkness of outer space, making that side extremely cold. So, only a thin portion on the border of the two halves might be suited for life.

Still, Steven Vogt, one of the scientists who discovered Goldilocks, thinks this space is enough. "I would say that the chances for life on this planet are 100 percent."

Even if this particular planet turns out to be a dud, its discovery is a good sign that there might be other Earthlike planets in space. Another planet in the system, Gliese 581d, might also be capable of supporting life. There are a total of 116 stars in Earth's stellar neighborhood, and scientists have examined only nine of them extensively enough to determine whether their orbiting planets could support life. For all we know, the next Earthlike planet might be right around the galactic corner!

Questions:

1. What is the name of the new planet?
2. Why does it have the letter g after it's name?
3. What does "tidally locked" mean?

4. Where could liquid water be present on this planet?

EXIT TICKET

The Goldilocks Principal

5. What is important about liquid water?

1. What do greenhouse gases do?
 - A. make greenhouses to grow plants
 - B. trap heat in the atmosphere
 - C. cause it to be too cold

 2. Which planet in our solar system has too many greenhouse gasses to sustain life?
 - A. Venus
 - B. Earth
 - C. Mars

 3. Which planet in solar system has too few greenhouse gases to sustain life?
 - A. Venus
 - B. Earth
 - C. Mars

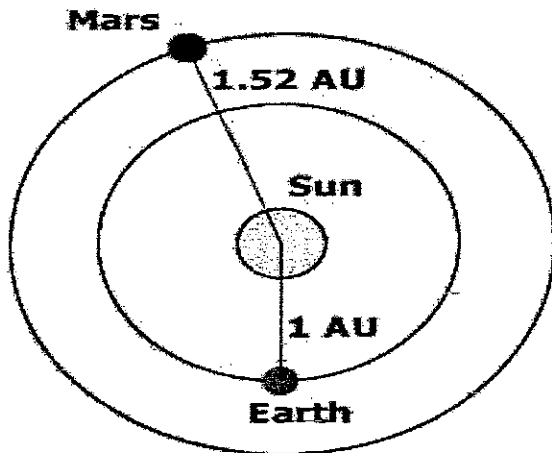
 4. Why is earth considered a Goldilocks Planet?
 - A. It has too many greenhouse gases life
 - B. It is neither too hot nor too cold for life
 - C. It has too few greenhouse gasses for life

 5. If a planet is too close to its star why would it not be considered a Goldilocks Planet?
 - A. It would be too hot for liquid water needed for life.
 - B. It would be too cold for liquid water needed for life.
 - C. The greenhouse gasses would not work well.
-

What Makes a Planet Habitable?

The presence of liquid water at the surface of a planet appears to be one of the central characteristics that distinguish whether or not a planet can harbor life. This requires that the planet be at a distance from the central star where the temperature is not too low to cause all water to freeze nor too high to cause all water to boil. The region around a star where the temperature is "just right" is known as the zone of habitability. For a star like our Sun the zone of habitability has been identified as between .84 AU and 1.7 AU.

Astronomers use the AU (Astronomical Unit) to describe distances in our Solar System based on the average distance between Earth and the Sun (approx. 149,570,000 km).



Directions: Look at the chart below.

Object	Distance (AU)
Mercury	0.4
Venus	0.7
Earth	1
Mars	1.5
Ceres	2.8

Questions:

1. Which of the planets/asteroids are in the Zone of Habitability?
2. Where do you think Ceres is located?

Additionally, the star of the solar system can't be too hot or too cold. Stars are classified by their temperature and the type of elements found in them. There are seven main types of stars. In order of decreasing temperature they are: O, B, A, F, G, K and M. An easy mnemonic for remembering these is: "Oh Be A Fine Girl/Guy, Kiss Me." The temperature of our sun is 5778 K. Notice, it does not have a ° symbol next to it. The kelvin scale is used in the measure of the color temperature of light sources, such as stars.

Directions: Look at the chart on the next page and answer the questions below it to determine what class our sun would be found in.

Class	Color	Prominent Spectral Lines	Surface Temp. (K)
O	Blue	ionized helium, hydrogen	> 25,000 K
B	Blue-white	Neutral helium, hydrogen	11,000 – 25,000 K
A	White	Hydrogen, ionized sodium and calcium	7,500 – 11,000 K
F	White	Hydrogen, ionized and neutral sodium and calcium	6,000 – 7,500 K
G	Yellow	Neutral sodium and calcium, ionized calcium, iron, magnesium	5,000 – 6,000 K
K	Orange	Neutral calcium, iron, magnesium	3,500 – 5,000 K
M	Red	Neutral iron, magnesium, and neutral titanium oxide	< 3,500 K

1. What is the surface temperature of our sun?
2. What color is our sun?
3. What class is our sun found in?
4. What other classes have surface temperatures that could support life?

In addition to distance from the sun and the temperature of the sun in consideration the planet must have a suitable atmosphere. Planets that are too small will not have enough gravity to hold an atmosphere. This requires that the planet have a mass between 0.5 and 10 Earth masses with a radius between 0.8 and 22 times that of Earth. Planets that are larger will have an atmosphere too thick to support life, as we know it.

Directions: Observe the chart below.

Star (Temp/Class)	Planet Name	Distance (AU)	Mass	Size
Aldair (7,900/A)	Governor	0.05-	72.4 M _E	10.7 R _E
Regulus (11,500/B)	Wells	0.75	1.5 M _E	1.1 R _E
Procyon (6,600/F)	Erikson	0.55	7.7 M _E	3.5 R _E
Beta Cassiopeia (8,000/F)	Shutey	1.25	8 M _E	2.1 R _E
Alpha-Centauri (5,750/G)	Buchanon	0.46	250 M _E	175 R _E
Epsilon Indus (4,400/K)	McLean	1.6	0.3 M _E	0.42 R _E
Epsilon Eridanus (4,600/K)	Simmerman	1.5	0.9 M _E	1.75 R _E
Barnard's Star (2,700/M)	Anderson	2.2	195 M _E	182 R _E

EXIT TICKET

What Makes a Planet Habitable?

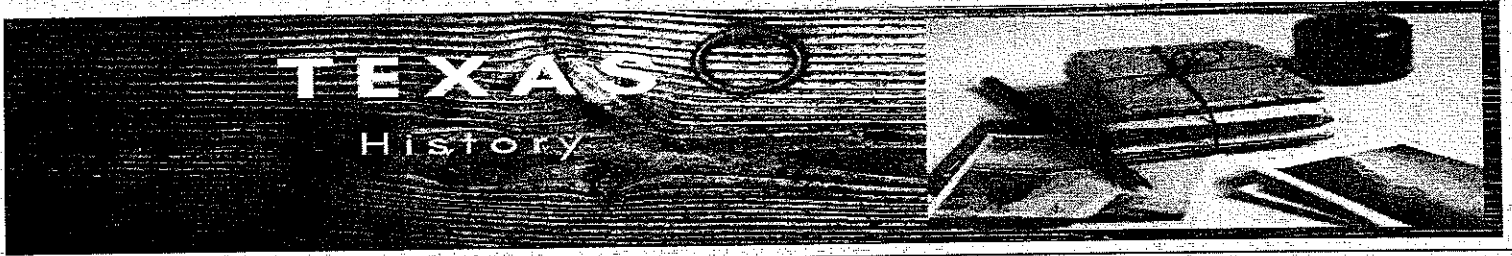
Questions:

On which of these hypothetical planets would you search for Earth-like life? Explain your reasoning.

What are the characteristics that make a planet habitable?

1. What is the main characteristic that would make a planet habitable for human life?
 - A. The presence of rocks
 - B. The presence of liquid water
 - C. The presence of Argon in the atmosphere
2. What determines the "Habitable Zone" for a planet?
 - A. The distance from the Sun
 - B. The thickness of the atmosphere
 - C. The size of the planet
3. Which of the following is written correctly?
 - A. k°
 - B. K°
 - C. K
4. Why don't small planets have an atmosphere?
 - A. They are too far from the Sun
 - B. They don't have enough gravity
 - C. The star is the wrong color
5. What happens to the atmosphere of large planets?
 - A. It is too thin to support life.
 - B. It is too thick to support life.
 - C. Most large planets don't have an atmosphere.

Social Studies



Name	Week # 5	Terrell, Washington, Erickstad, Wetzel, Hallonquist
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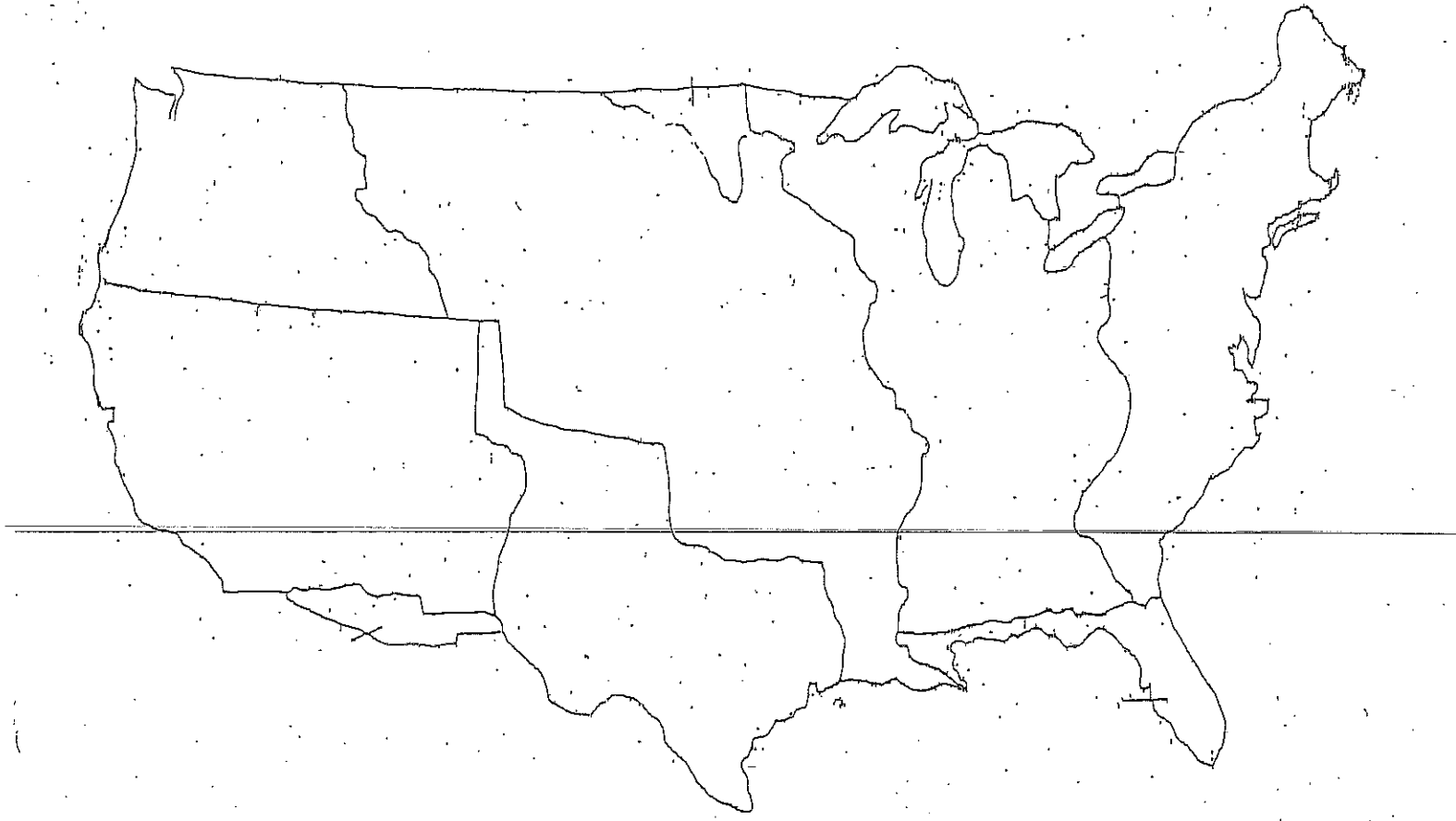
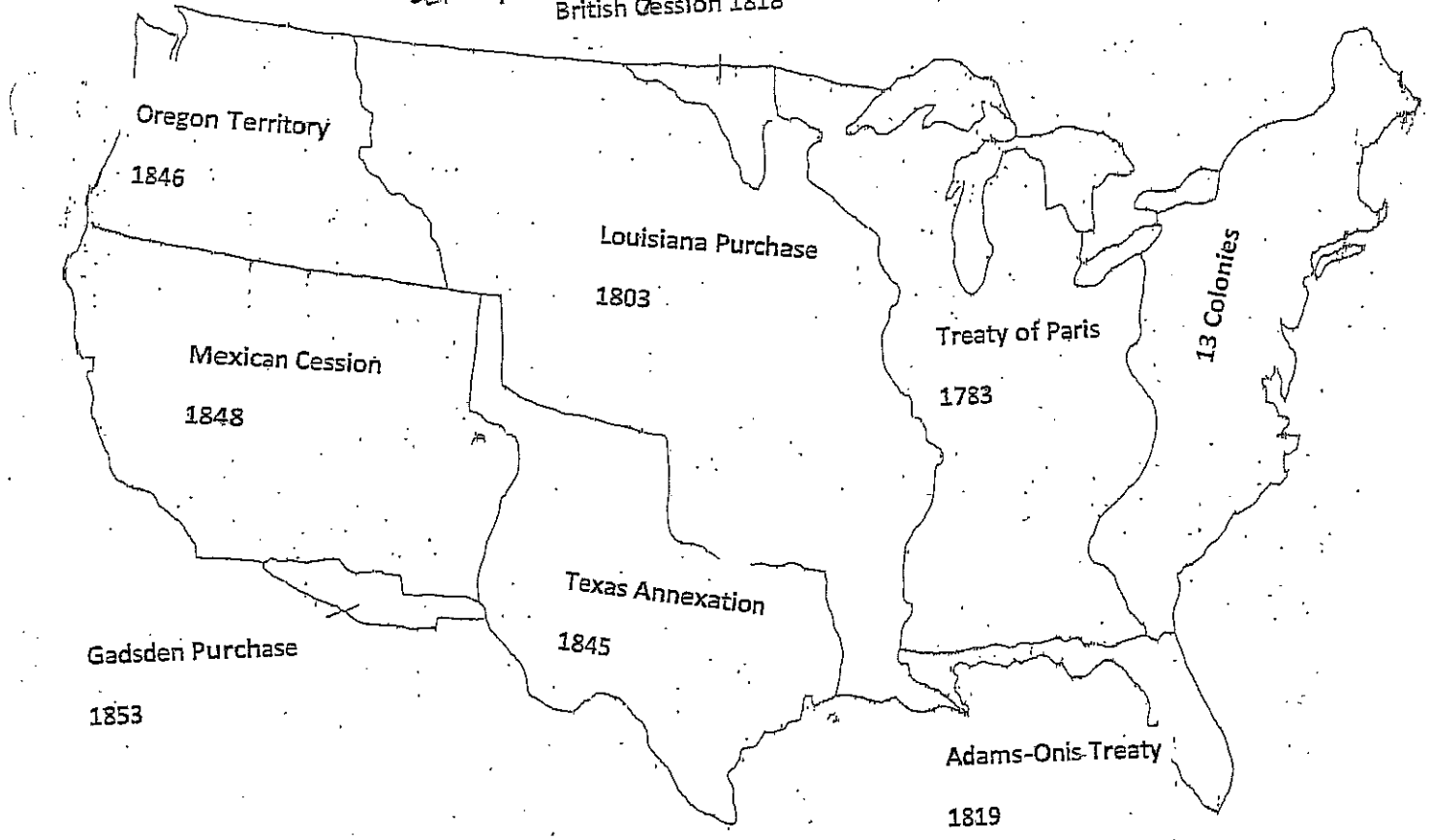
Texas Early Statehood

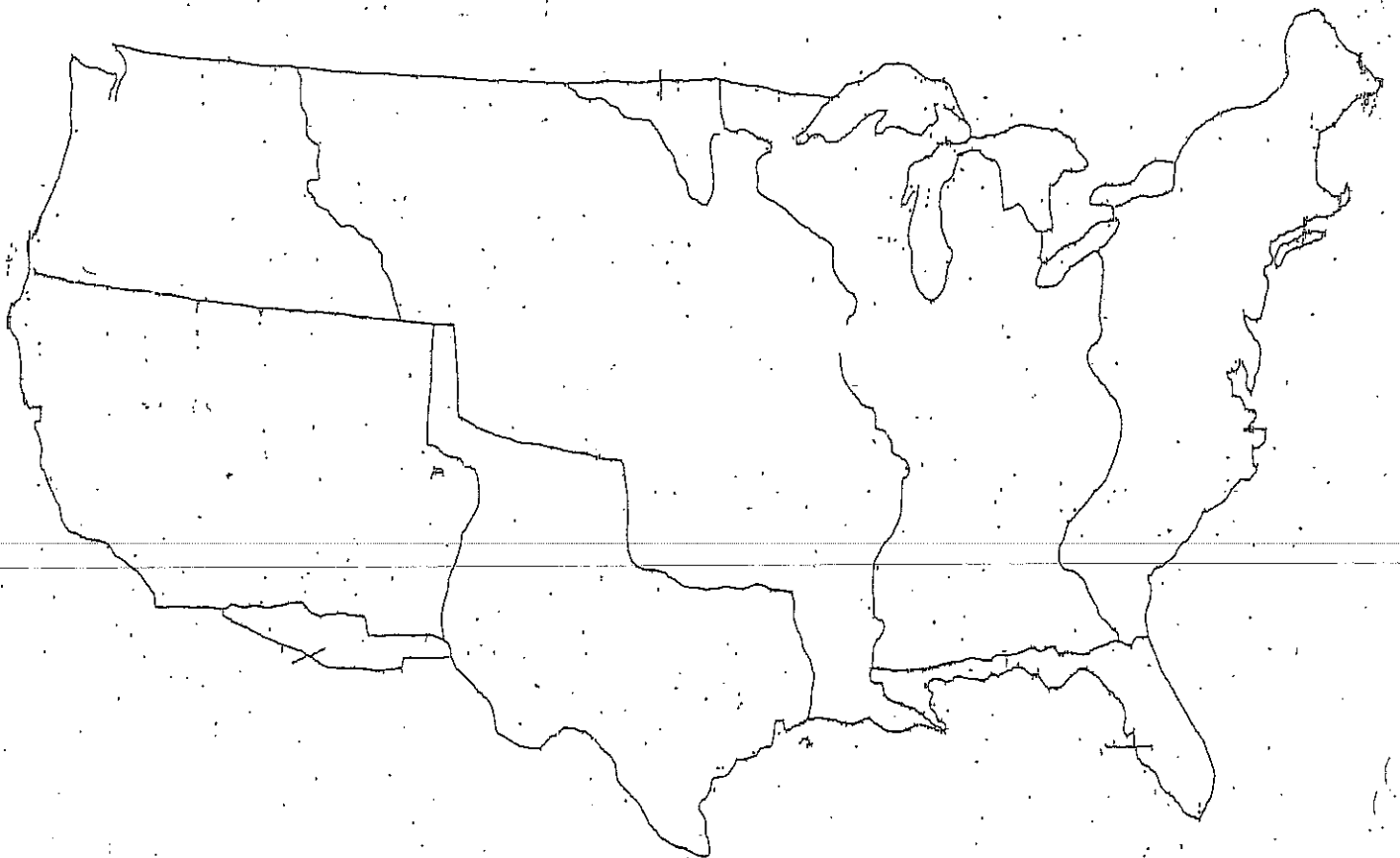
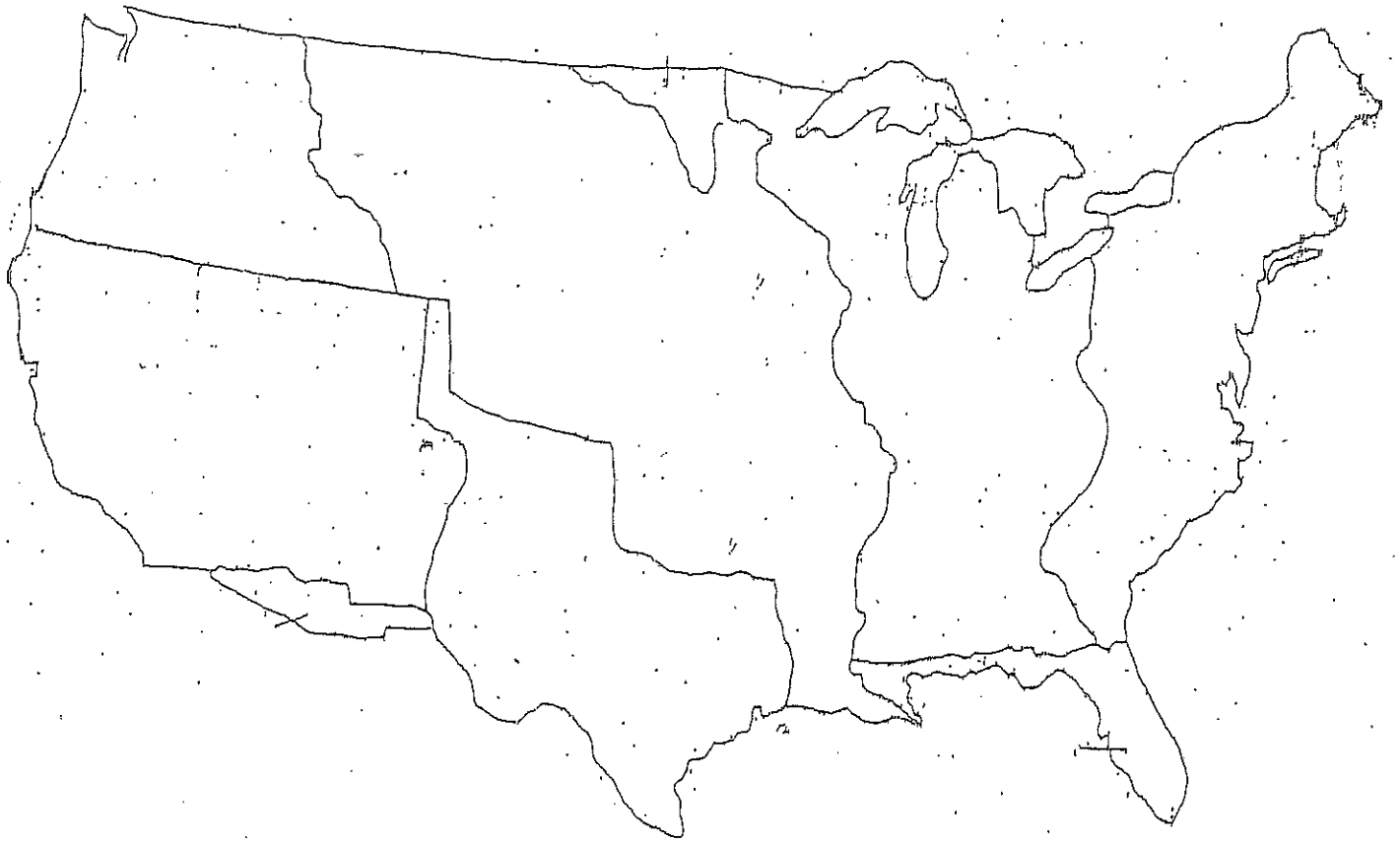
Directions: If you are using your device instead of paper copies... you will need to spend some time on EACH link.

1. Texas Independence & the Mexican-American War: A Memestory:
https://www.youtube.com/watch?v=700jF2QrziQ&list=RDCMUCEt3UuM0ZMnvlv7QEONAA&start_radio=1&t=443
2. What Was the Mexican-American War? | History: <https://www.youtube.com/watch?v=8U9vbZwFZL4>
3. Manifest Destiny ("Fancy" Parody) - @MrBettsClass:
<https://www.youtube.com/watch?v=mqZM5kq-NBg&list=RD700jF2QrziQ&index=18>
4. Purpose Games <https://www.purposegames.com/game/mexican-american-war-game>
5. Purpose Games US Expansion <https://www.purposegames.com/game/7e84154e2c>
6. Quizziz Assignment: <https://quizizz.com/join?gc=462221>

Directions - Practice writing expansion map 3X.
Please Fold paper and practice without looking
at the key.

British Cession 1818







Early Statehood & US Expansion Map

19 Questions

NAME : _____

CLASS : _____

DATE : _____

1. What was the name of the land the US received from Mexico in 1848?

- a) Louisiana Purchase b) Gadsden Purchase
 c) Mexican Cession d) Texas Annexation

2. -Texas Annexation into the United States
-Border disputes
Reasons for what War?

- a) US Mexican War b) Texas Revolution

3. One reason US did not want to annex Texas

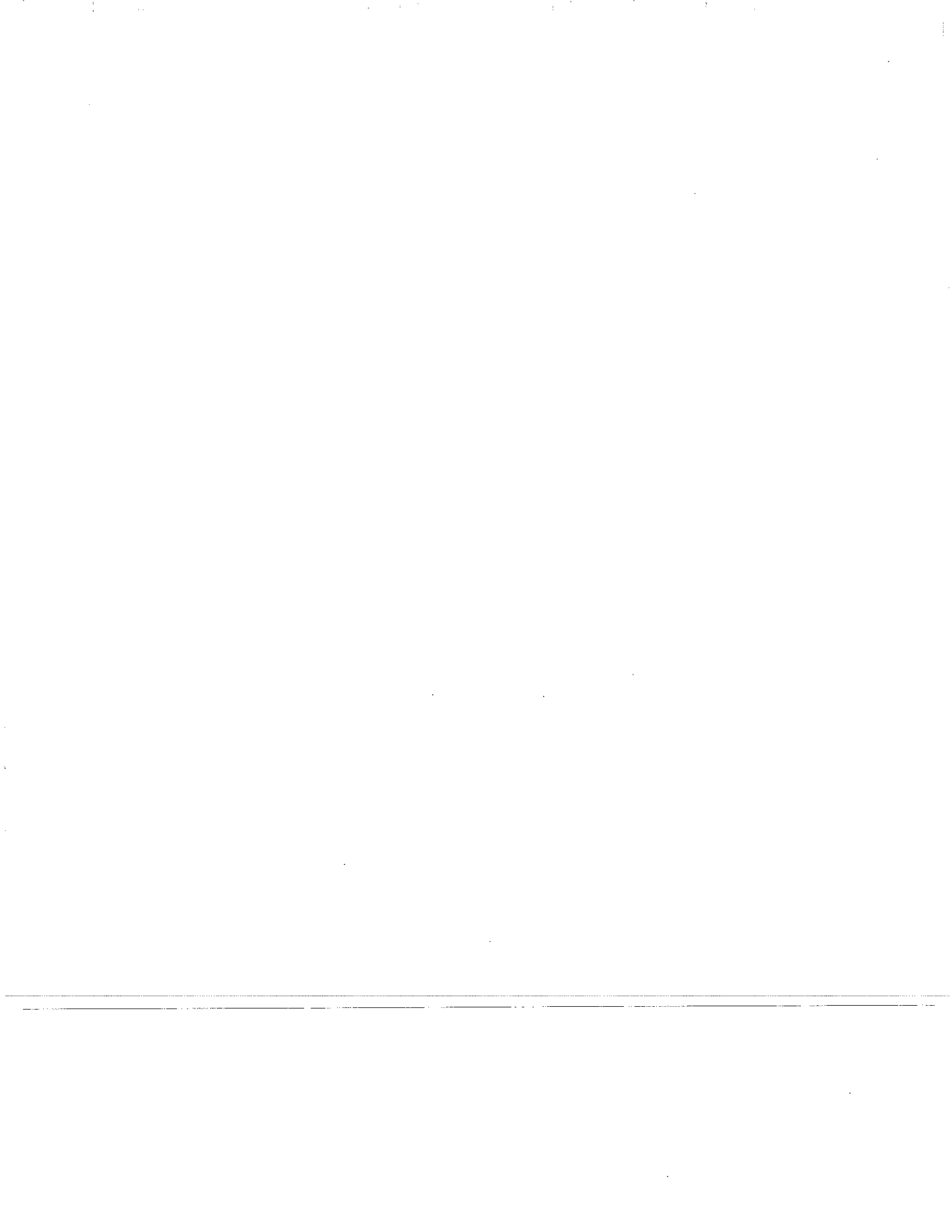
- a) Battle of the Alamo b) Trade reasons
 c) Slavery d) Cotton Farming

4. This gave Texas its shape

- a) Missouri Compromise b) Texas Revolution
 c) Annexation of Texas d) Compromise of 1850

5. Why was President Polk in favor of annexation?

- a) Manifest Destiny b) Wanted to crush Mexico
 c) Needed Texas in order to be reelected d) Wanted to Expand Slavery



6. Why did the Germans immigrate to Texas?

- a) Slavery
- b) Cheap land
- c) Horses
- d) Farming

7. Texas Annexation

- a) 1985
- b) 1875
- c) 1845
- d) 1835

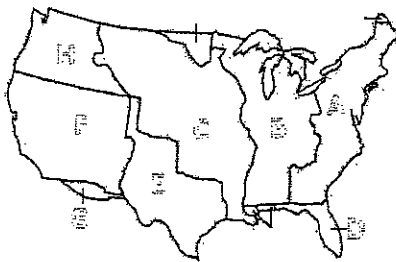
8. Main thing Sam Houston was concerned with during his presidency

- a) Native Americans
- b) Annexation
- c) Navy
- d) Texas Debt

9. group of people charged with protecting the Texas Border

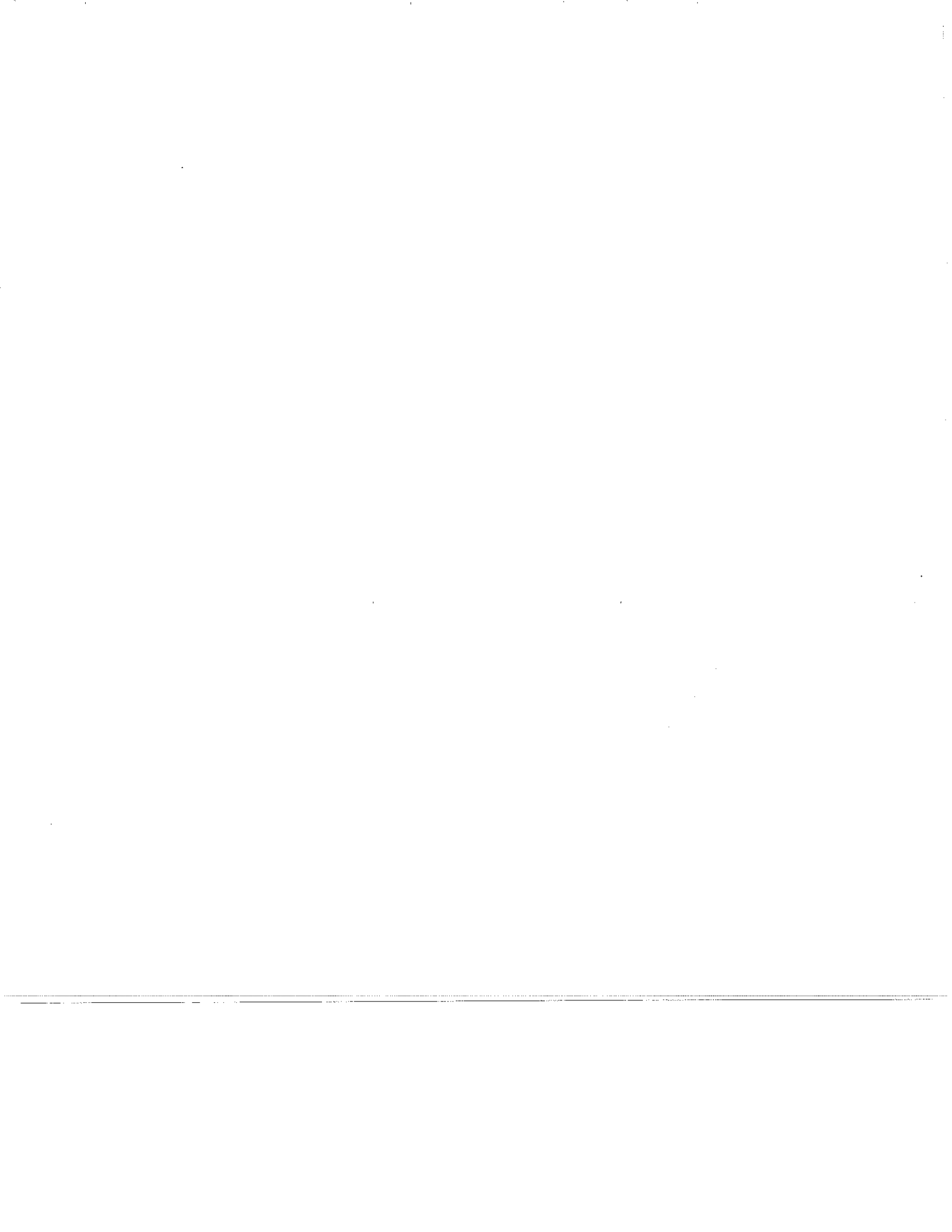
- a) Navy
- b) Texas Rangers
- c) US Army
- d) Farmers

10.

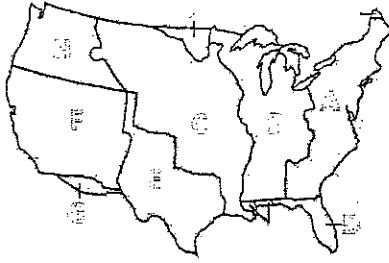


Which section is the original 13 colonies/states?

- a) A
- b) B
- c) C
- d) D



11.



Which section is the land acquired in the Treaty of Paris after the Revolutionary War?

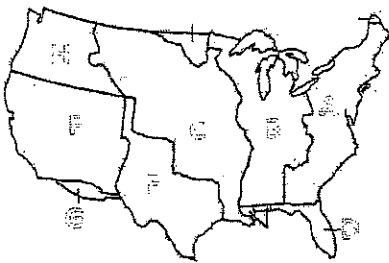
a) A

b) B

c) C

d) H

12.



Which section is the land invaded by Andrew Jackson and ceded by Spain to the US?

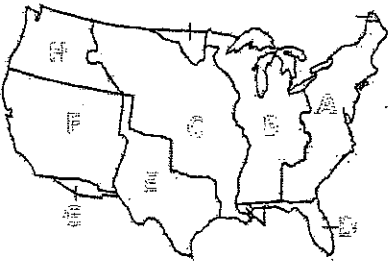
a) A

b) B

c) D

d) H

13.



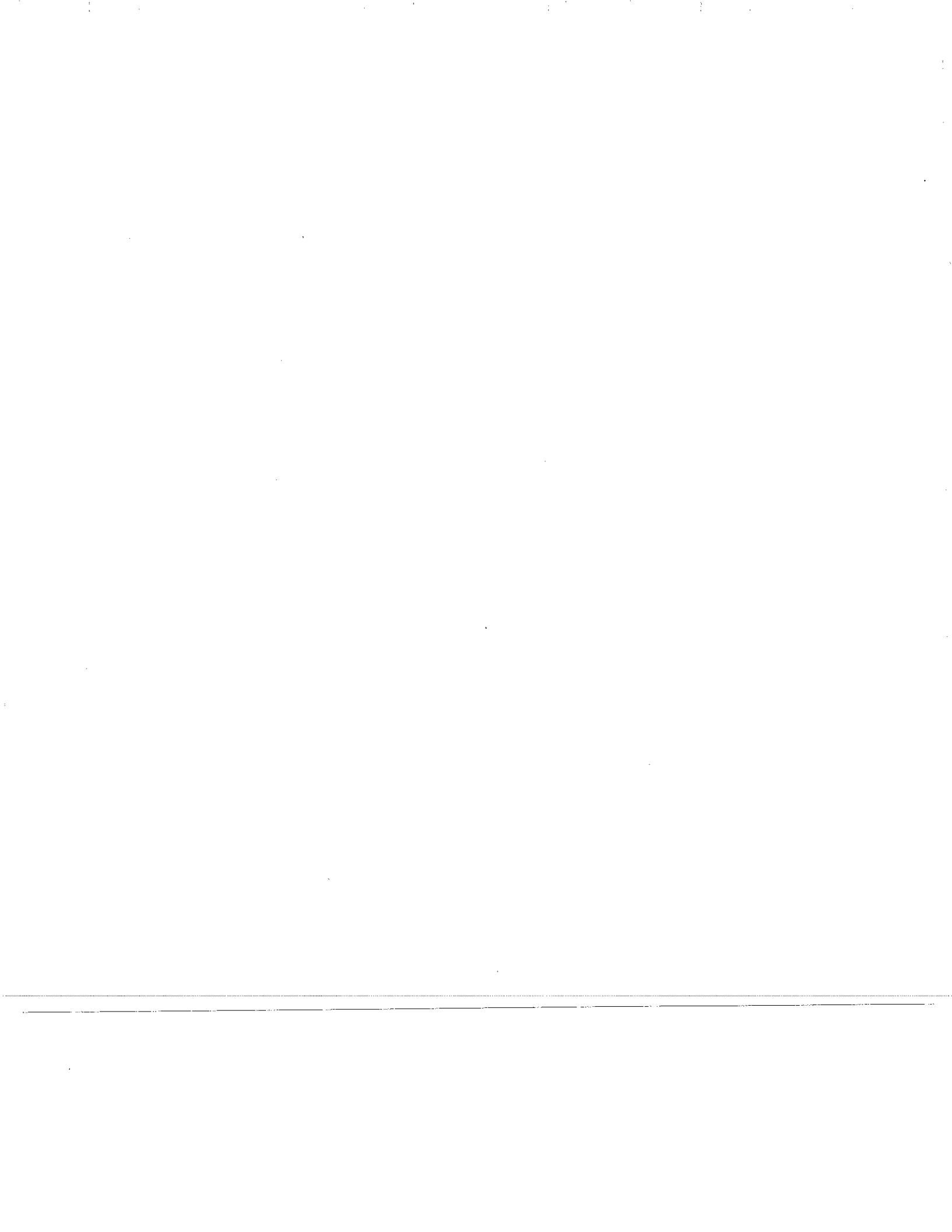
Which section is the land purchased by Thomas Jefferson in 1803?

a) A

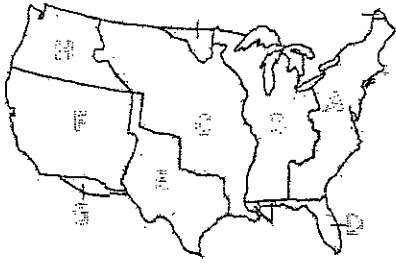
b) B

c) C

d) D



14.



Which section is the Texas Annexation?

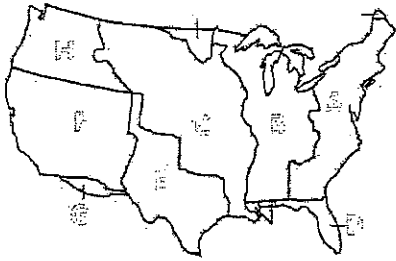
a) B

b) E

c) F

d) G

15.



Which section is the Oregon Territory?

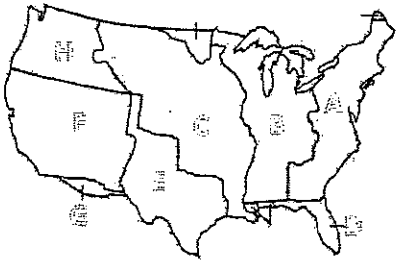
a) B

b) E

c) F

d) H

16.



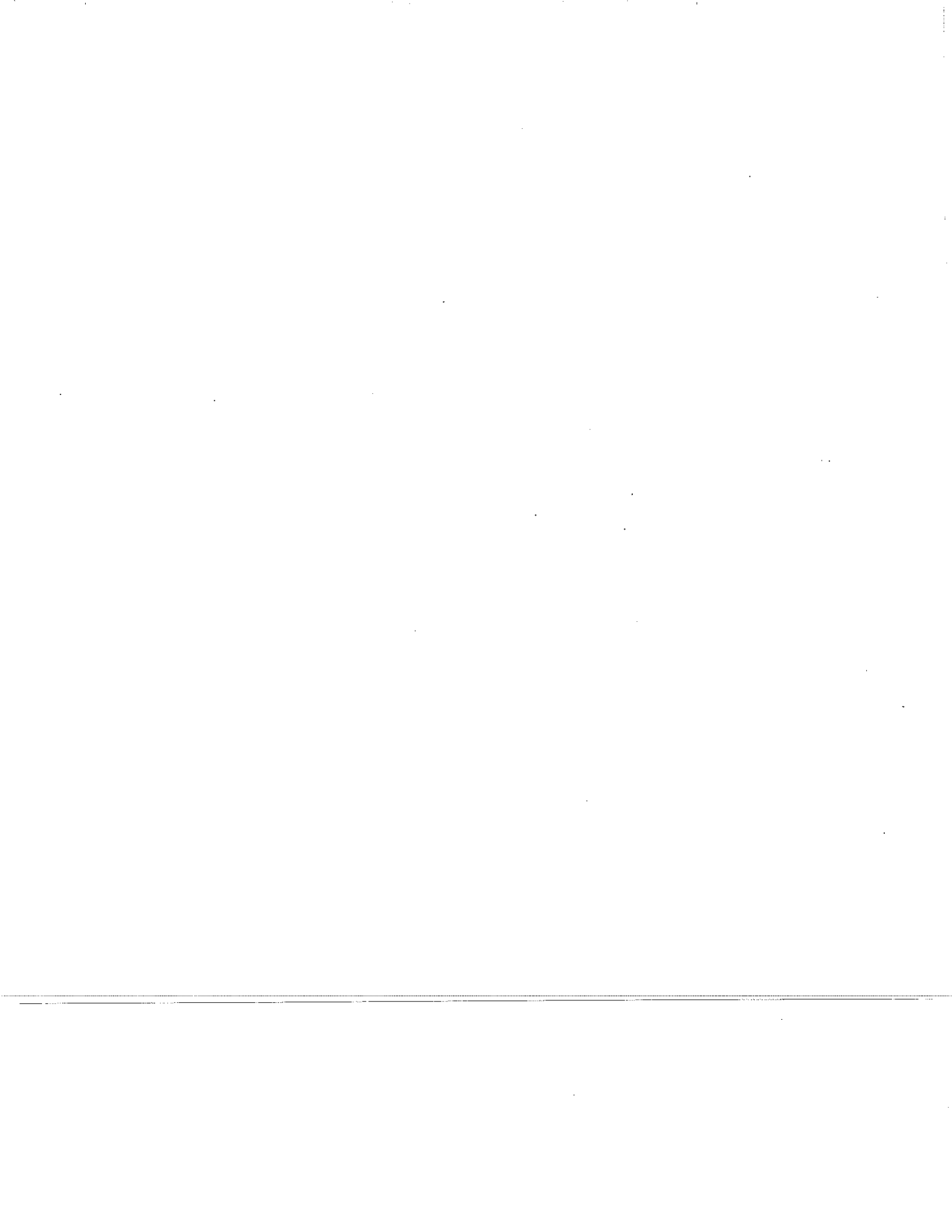
Which section is the Gadsden Purchase?

a) B

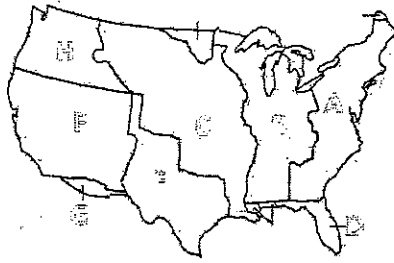
b) E

c) F

d) G



17.



Which section is the Mexican Cession?

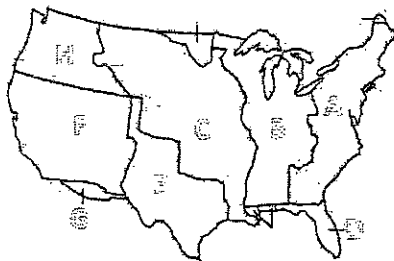
a) B

b) E

c) F

d) G

18.



Which section is the Louisiana Purchase?

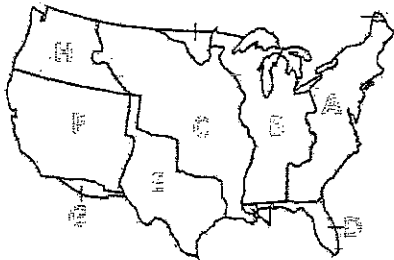
a) B

b) C

c) F

d) H

19.



Which section is the land gained in the Treaty of Guadalupe Hidalgo?

a) B

b) C

c) F

d) H

ESL-Reading

Adjective Antonyms

Name: _____

Adjectives describe nouns. They give information about something or someone that we can discover with our senses. They tell how he/she/it looks, feels, sounds, smells, or tastes.

Read the sentence. Circle the adjective. Write the sentence that comes next, using an adjective from the word box that is the antonym of the adjective in the first sentence.

Word Box				
dirty	long	young	slow	quiet
rich	short	cheap	easy	full
funny	on	hot	dry	round

1. The clothes are not clean.

The clothes are dirty.

2. The homework is not hard.

3. The party is not noisy.

4. The man is not poor.

5. The lights are not on.

6. The perfume is not expensive.

7. The car is not fast.

8. The movie is not serious.

9. The ground is not wet.

10. My uncle is not old.

11. His brother is not tall.

12. The world is not flat.

13. They are not hungry.

14. The weather is not cold.

15. The song is not short.

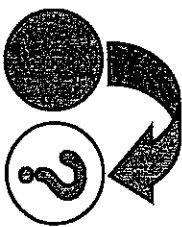
Inference

Alex ran all the way home from school. "Mom," he shouted as soon as he opened the door. "Look!" He handed his mother some papers. "You were right, all that studying really did pay off!" he said excitedly.

What was on the papers?

What makes you think so?

17



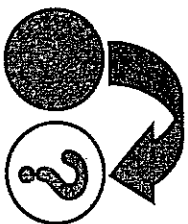
Inference

When Ethan woke up, the room was bright with sunlight. He looked at the clock and leapt out of bed. He threw on his clothes, grabbed his backpack, and ran out the door without eating breakfast.

Why was Ethan in such a hurry?

How do you know?

19



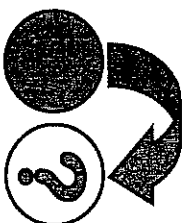
Inference

Cara tried not to fidget in her new dress. There were at least a hundred people in the audience. What if she messed up? She heard her name and for a moment, she could not move. The girl next to her gave her a gentle push and she walked onto the stage and toward the piano.

What was Cara feeling?

What makes you think so?

18



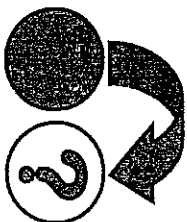
Inference

"Can I play the winner in the next game?" Maya asked. "Sure," Lydia replied. "But you will probably be playing Emma. She has four kings and I only have one."

What game are Lydia and Emma playing?

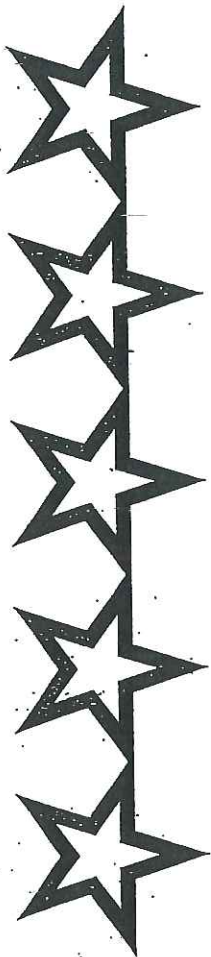
What makes you think so?

20



5-Minute

Language Review



Week 29

Name _____

5-Minute Language Review

Week 29, Monday

Name _____



Complete the analogies.

tomorrow : yesterday :: upper case : _____
straight : bent :: tight : _____
opposite : _____ :: giggle : snicker
trash : garbage :: _____ : untrue

Rewrite the sentence correctly.

can me and Carrie go too the library with are to friends

Write the correct reflexive pronoun.

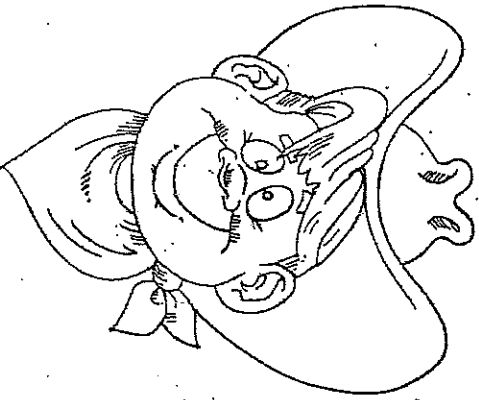
1. I gave _____ a reward for finishing my work.
2. Mrs. Smith poured _____ a glass of iced tea.
3. We were left by _____ to clean our room.
4. They gave _____ credit for a job well done.

Underline the correct homophone.

1. Does a bear / bare go
bear / bare in the woods?
2. I'll / aisle be the happy bride
when I walk down the I'll / aisle
at my wedding.

What is the best way to combine the sentences?

- My sister does water aerobics. My brother plays football.
- A. My sister does water aerobics. And my brother plays football.
 - B. My sister does water aerobics and my brother plays football.
 - C. My sister does water aerobics, and my brother plays football.



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.



Complete the analogies.

shut : close :: stone : _____

crash : _____ :: house : home

listen : ignore :: create : _____

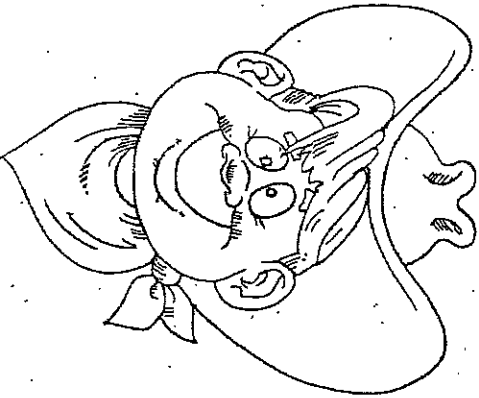
_____ : backward :: question : answer

Write the correct reflexive pronoun.

- The lamp fell over by _____.
- They finished their homework by _____.
- Gracie baked the cookies by _____.
- Joseph made _____ complete the task.

Rewrite the sentence correctly.

that's the most beautifullest wedding dres i have ever seen



Underline the correct homophone.

- The sale / sail boat was on sale / sail at a reduced price.
- I was in a days / daze after all those hot days / daze at the state fair.

What is the best way to combine the sentences?

We celebrate Independence Day in the U.S. They celebrate Independence Day in the Philippines.

- We celebrate Independence Day in the U.S. and they celebrate it in the Philippines, too.
- Both the U.S. and the Philippines celebrate Independence Day.

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

5-Minute Language Review

Week 29, Wednesday

Name _____



Complete the analogies.

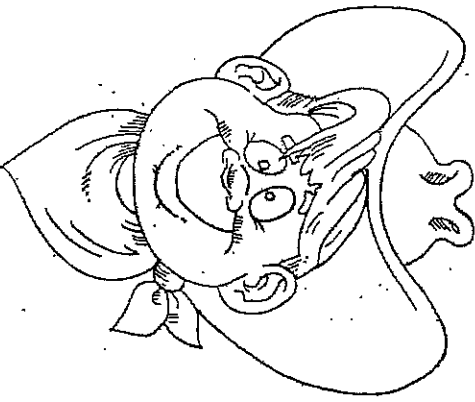
funny : silly :: tired : _____
 part : _____ :: north : south
 most : least :: _____ : female
 image : picture :: object : _____

Reflexive Pronouns

Write sentence using the reflexive pronoun myself.

Rewrite the sentence correctly.

"where's my books that i need to return to the libary" asked martin?



Underline the correct homophone.

- The rodeo queen road / rode her horse all around the road / rode that encircles the arena.
- The cowboy was too horse / hoarse to ride the trail on his horse / hoarse.

Which sentence is correct?

- Independence Day is celebrated not in the United States, but also in the Philippines.
- Independence Day is celebrated not only in the United States, but also in the Philippines.
- Independence Day is celebrated not only in the United States, just in the Philippines, too.

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.



Complete the analogies.

cause : effect :: fact : _____

dad : father :: _____ : sofa

cloudy : sunny :: multiply : _____

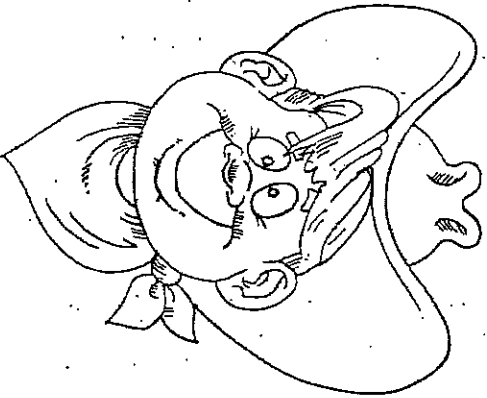
assist : _____ :: mix : stir

Reflexive Pronouns

Write sentence using the reflexive pronoun themselves.

Rewrite the sentence correctly.

"oh, i didn't see you come in" exclaimed patricial



Underline the correct homophone.

- Gloria knows / nose that her knows / nose is a bit large, but she prefers to think of it as regal.
- It is correct to use a capitol / capital letter when you write about the United States Capitol / Capital building.

Which sentence is correct?

- On the Fourth of July we watched fireworks, and ate hot dogs.
- On the Fourth of July we watched fireworks. And ate hot dogs.
- On the Fourth of July we watched fireworks and ate hot dogs.

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

5-Minute Language Review

Week 29 Quiz

Name _____



Complete the analogies.

part : _____ :: north : south
 straight : bent :: tight : _____
 opposite : _____ :: giggle : snicker
 image : picture :: object : _____

Rewrite the sentence correctly.

"oh, i didn't see you come in" exclaimed patricial

Write the reflexive pronoun.

1. I gave _____ a reward for finishing my work.
 2. Mrs. Smith poured _____ a glass of iced tea.
 3. Gracie baked the cookies by _____
 4. Joseph made _____ complete the task.

Underline the correct homophone.

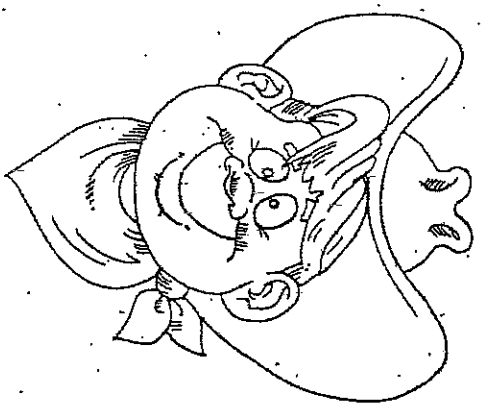
1. The cowboy was too horse / hoarse to ride the trail on his horse / hoarse.
 2. It is correct to use a capitol / capital letter when you write about the United States Capitol / Capital building.

Which sentence is correct?

A. On the Fourth of July we watched fireworks, and ate hot dogs.
 B. On the Fourth of July we watched fireworks. And ate hot dogs.
 C. On the Fourth of July we watched fireworks and ate hot dogs.

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

@Rosie's Resources



ESL-Social Studies

EXERCISE 2*Context Clues* 

Directions. Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

_____ 11. word: _____

adj. likely to be true or to happen

_____ 12. word: _____

adj. without pity; cruel; hardhearted

_____ 13. word: _____

n. a sudden, widespread outbreak, usually of an infectious disease; *adj.* breaking out and spreading quickly

_____ 14. word: _____

n. an indefinitely great or vast number; *adj.* countless, innumerable

_____ 15. word: _____

adj. causing horror, shock, or dismay

_____ 16. word: _____

adj. having to do with love or adventure; appealing to the imagination; fanciful and unrealistic; *n.* a person who demonstrates these qualities

_____ 17. word: _____

adj. high in rank or reputation; distinguished; outstanding or noteworthy

_____ 18. word: _____

adj. suggesting a picture; strikingly vivid; charming or quaint to look at

_____ 19. word: _____

adj. done on purpose; deliberate

_____ 20. word: _____

adj. easily spread from person to person**COLUMN B**

(A) In California, the native peoples escaped the worst of the great **epidemics** of 1781 and 1837, which swept from the eastern seaboard to the Rocky Mountains.

(B) For the **romantic**, California offered a fanciful, ideal view of American Indians. There, peoples who spoke perhaps twenty different dialects lived mostly in peace.

(C) A **myriad** of sources fed their needs. Seafood was plentiful, as were game, edible plants, and nuts.

(D) Before the explorers came, it is **probable** that the population of California totalled as many as 350,000 people.

(E) Yet, by about 1839, there was an **appalling**, or shocking, decline in the population. By that time, only approximately 20,000 people remained.

(F) Despite outbreaks of malaria, a disease that spreads quickly, many of the dead were not victims of **contagious** illnesses.

(G) Many American Indians were the victims of the **ruthless**, or hardhearted, greed that swept in with the gold rush.

(H) Gold seekers knowingly killed many. These **intentional** murders allowed the prospectors to claim any lands they wanted.

(I) The **eminent** anthropologist Theodora Kroeber wrote a book about Ishi, the last of the Yana people. Many people have read her book *Ishi in Two Worlds*.

(J) The book is a picturesque portrait of a survivor of a lost culture. Scenes from the book linger in one's mind.

EXERCISE 3

Like Meanings and Opposite Meanings

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

- 21. studying folklore**
(A) famous people
(B) modern history
(C) manners
(D) oral tradition

- 22. baffle our enemies**
(A) crush
(B) confuse
(C) fight
(D) plan

- 23. deceive their friends**
(A) invite
(B) entertain
(C) mislead
(D) leave

- 24. a low knoll**
(A) mound
(B) intelligence
(C) forehead
(D) expectation

- 25. an interesting novelty**
(A) type of literature
(B) new item
(C) distant star
(D) large sign

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

- 26. in all sincerity**
(A) hopelessness
(B) haste
(C) dishonesty
(D) anger

- 27. bewilder the newcomer**
(A) make clear to
(B) civilize
(C) entertain
(D) seem strange to

- 28. to abuse equipment**
(A) borrow
(B) damage
(C) care for
(D) return

- 29. a surprising calamity**
(A) expense
(B) disaster
(C) good fortune
(D) excitement

- 30. a recent barbarism**
(A) civil gesture
(B) poem
(C) quotation
(D) modern invention

 **Resumen del capítulo 23**

Guerra y paz

El 7 de diciembre de 1941, Japón atacó a las tropas estadounidenses en Pearl Harbor. "Dorie" Miller, un marinero afroamericano de Waco, ayudó a defender el barco U.S.S *West Virginia* en Pearl Harbor, razón por la cual después le fue otorgada la Cruz de la Marina: Después del ataque, Estados Unidos entró en la Segunda Guerra Mundial. Texas desempeñó un papel importante en la guerra. Cerca de 750,000 tejanos prestaron servicio en el ejército. En Texas se abrieron o expandieron más de 100 bases militares. Texas suministró líderes militares, como es el caso de Dwight Eisenhower, de Denison. Eisenhower comandó todas las Fuerzas Aliadas en Europa. La Coronel Oveta Culp Hobby de Houston organizó los Cuerpos Armados Auxiliares de Mujeres (Women's Auxiliary Army Corps - WAC).

El petróleo de Texas sirvió para impulsar los tanques, barcos y aviones del país. Texas también suministró gas natural, madera y productos agrícolas. La producción durante la guerra trajo consigo nuevas oportunidades para las mujeres, los afroamericanos y los mexicanos americanos. En ocasiones, estos grupos sociales recibían salarios más bajos que otros grupos. El Foro Americano de los Soldados de Texas luchó por la igualdad de trato para los mexicanos americanos. La Asociación Nacional para el Progreso de la Gente de Color (NAACP) se hizo más activa. Después de la guerra, la NAACP ganó una gran victoria legal. Los tribunales establecieron que la Escuela de Leyes de la Universidad de Texas no podía discriminar a los estudiantes calificados por la condición de su raza.

Después de la guerra, la Declaración de Derechos de los Soldados hizo posible que muchos veteranos acudieran a las instituciones universitarias. Las universidades de Texas se expandieron para cubrir esas nuevas necesidades. Muchas personas se mudaron a Texas para comenzar sus familias. Algunos años después, Texas tuvo que construir nuevas escuelas para las personas nacidas en los 20 años siguientes de la Segunda Guerra Mundial o "baby boomers".

INSTRUCCIONES: Responde las siguientes preguntas.

1. ¿Qué papel desempeñaron los tejanos como líderes militares en la Segunda Guerra Mundial?

2. ¿Con qué productos contribuyó Texas durante la guerra?

3. ¿Qué evidencias demuestran que, a pesar de las oportunidades durante la guerra para las mujeres, los mexicanos americanos y los afroamericanos, no se acabó la discriminación?

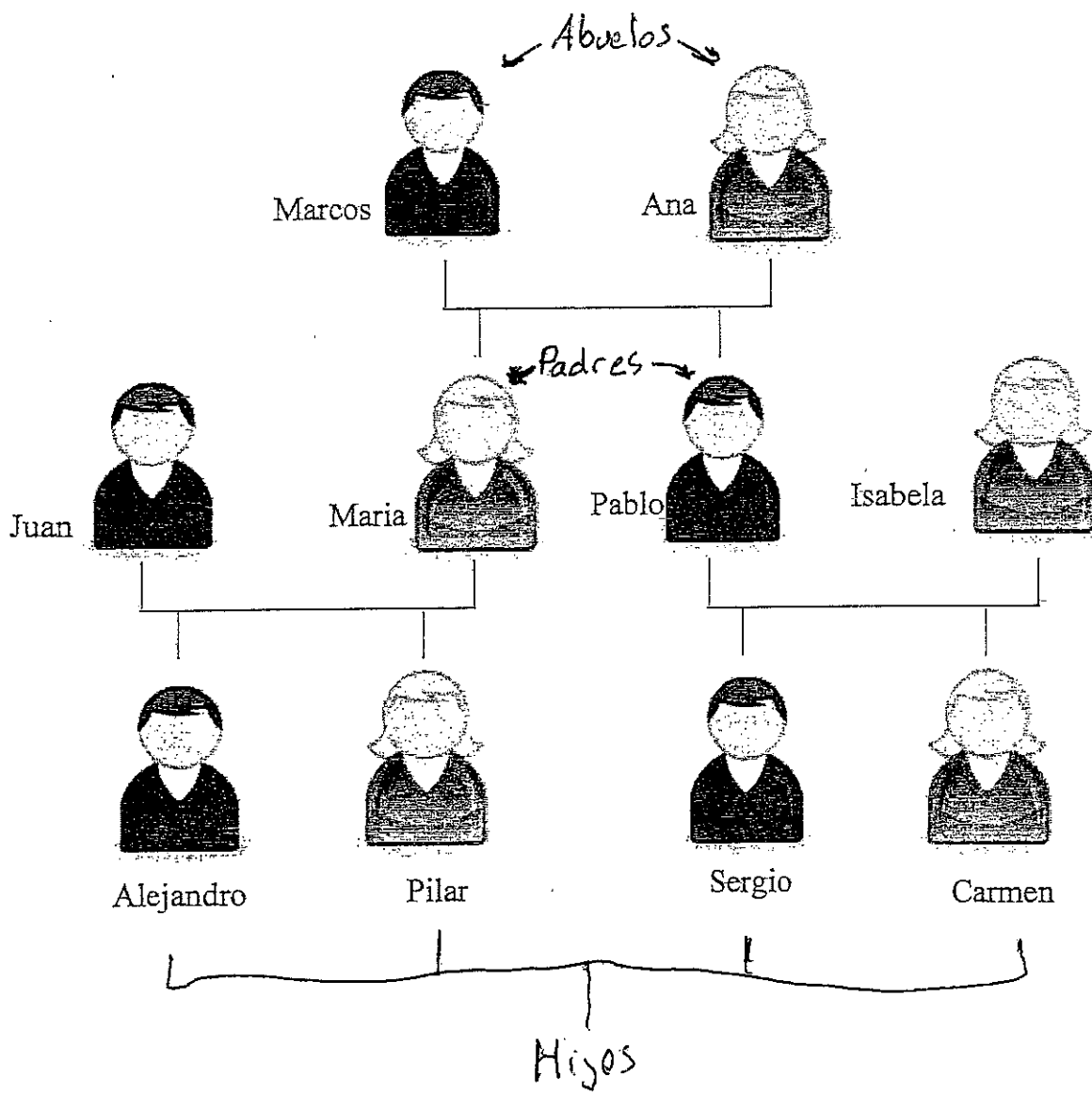
Electives

All in the Family

Use the family tree provided to answer the following questions.

Who's Isabela's son?

1. ¿Quién es el hijo de Isabela? Sergio
2. ¿Quién es la hermana de Alejandro? _____
3. ¿Quién es el marido de María? _____
4. ¿Quién es el abuelo de Carmen? _____
5. ¿Quién es la sobrina de Pablo? _____
6. ¿Quién es el tío de Sergio? _____
7. ¿Quiénes son las nietas de Ana? _____
8. ¿Quiénes son los padres de Pilar? _____
9. ¿Quiénes son los hijos de Marcos? _____
10. ¿Quiénes son los sobrinos de Juan? _____
11. La madre del padre de Carmen es _____
12. El padre del tío de Alejandro es _____
13. La madre de la madre de Pilar es _____
14. La esposa del hermano de María es _____
15. La madre del marido de Isabela es _____
16. Sergio es el _____ de Pilar.
17. Ana es la _____ de Marcos.
18. Pablo es el _____ de María
19. Isabela es la _____ de Alejandro.
20. Carmen es la _____ de Ana, la _____ de Sergio, la _____ de Pablo, la _____ de María, y la _____ de Pilar.



Movie Review Assignments for all Theatre Classes

Directions: Write your review on separate paper or email it to me on a word document cfrancis@mpisd.net (you must do one for this week and one for next week).

MOVIE REVIEW TEMPLATE

Note: DON'T FORGET that movie titles are written within "quotation marks!"

HEADLINE: Include the title of the movie (try to use a pun!)

PARAGRAPH #1: Introduce the movie by stating that you've just seen this movie and would like to give an opinion about it. Mention a couple of details that might help the reader understand what type of movie you are talking about.

PARAGRAPH #2: Summarize the plot (story). Where and when did it take place? Who are the main characters? What is the story about? Remember, do NOT include spoilers and do not tell how the story ends!

PARAGRAPH #3: Talk about the actors/actresses and discuss who did a good job and who didn't.

PARAGRAPH #4: Talk about what you liked about the movie and what you didn't like. Be sure to include specific details and scenes.

PARAGRAPH #5: What lessons did you learn from this story (theme/moral)? What do you think others will learn from it?

PARAGRAPH #6: What group of people would like this movie? Who would you recommend it to? Who would you not recommend it to? What's the MPAA rating of the movie (G, PG, PG-13, R, etc...)? What is your final word on the film: Is it good or bad?

RATING SYSTEM: Give the movie a score. You can do grades

(A,B,C,D,F+ or -), stars (** out of ****), numbers (3 out of 5) or

something totally original... just don't use "thumbs up" or "thumbs down."

ORGANISM FORCE AND MOTION

Reflect

What kinds of things can do work? You probably answered that people do work. Perhaps you also thought of machines that help us do work, such as scissors or bicycles. Perhaps you thought of animals in general. Is a lion doing work as it chases an antelope across a field? Is the antelope doing work as it runs away from the lion?

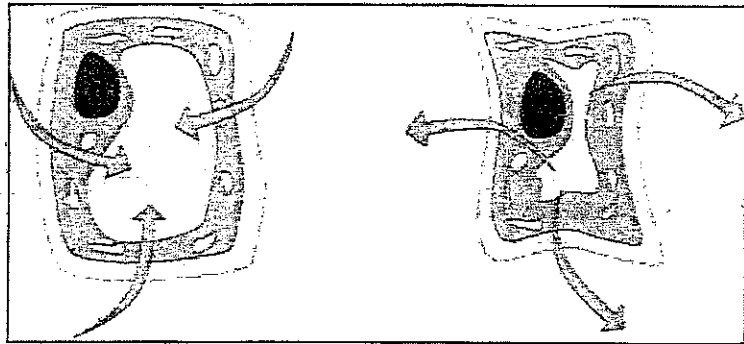
What about plants: can plants do work? Think about this question for a moment, and then read on.

Plants can exert forces.

According to scientists, **work** happens when a **force** moves an object. You may not think plants can do work in this way, because they are literally rooted in place. In fact, plants can move, exert force, and do work. One example of how plants move and exert force is turgor pressure.

force: a push or pull

Unlike animal cells, plant cells have strong cell walls. These walls allow pressure to build up inside the cells when the cells absorb water. This pressure is called **turgor pressure**. When turgor pressure is high enough in a cell, the cell walls become firm and straight. As a result, the cell becomes stiff, or **rigid**. A rigid cell or plant is said to be **turgid**.



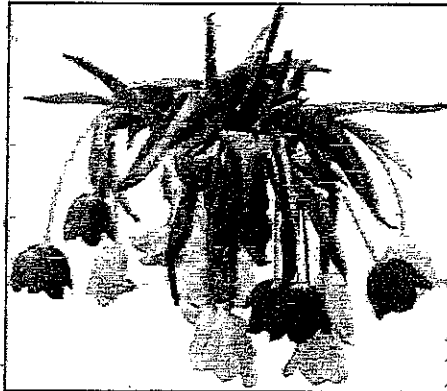
As water flows into a plant cell, the cell becomes rigid, or **turgid** (left). As water flows out of a plant cell, the cell becomes **flaccid** (right).

When a plant doesn't get enough water, the turgor pressure inside of its cells decreases. Without the force of water pressing against their cell walls, plant cells lose their shape and shrink. As a result, the plant begins to droop, or **wilt**. A limp cell or wilted plant is said to be **flaccid**. If water becomes available to a flaccid plant, the plant's cells will become rigid again, and the plant will gradually stiffen. Its leaves and stem will become firm and straight again. This stiffening is motion caused by a force: in other words, **work**! The force that causes this work, **turgor force**, is caused by turgor pressure. Turgor force is the reason that plants can remain tall and rigid even when blown by strong winds.

ORGANISM FORCE AND MOTION

What Do You Think?

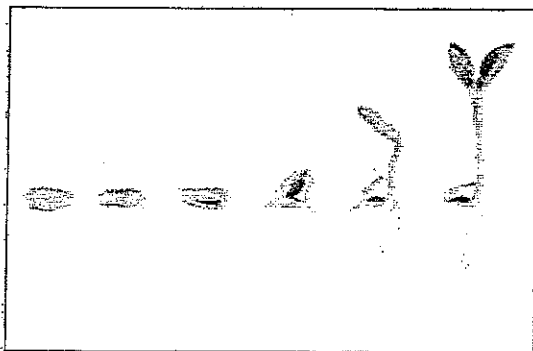
Take a look at these plants. Which plants are turgid? Which are flaccid? In your own words, explain how forces inside the plants caused the plants to move like this.



Another way that plants work is **geotropism**.

Tropism comes from a Greek word that means "a turning." In plants, a tropism is a turning toward or away from a given stimulus. **Geotropism** (also called **gravitropism**) occurs when a plant turns toward (**positive geotropism**) or away from (**negative geotropism**) the pull of gravity. **Gravity** is the force that attracts all objects with mass to each other.

When a seed germinates and sprouts, the roots always grow down, and the stem always grows up. This is true no matter how the seed was oriented when it was placed underground. Scientists still do not completely understand the process of geotropism. At first scientists thought it was a response to sunlight. However, scientists have discovered that geotropism is not a response to sunlight because it happens to seeds buried underground in the dark. Just think—you could be the botanist to discover the underlying cause of this phenomenon!



No matter which way a seed is turned, the seed's roots grow down and its sprout grows up.

Forces resulting from geotropism allow plants to perform a surprising amount of work. Have you ever tried to break pavement with a hammer? You can probably imagine how much work is needed to achieve this. Plants do not seem to mind it, though. A plant's roots and stem can exert a lot of force as they grow in opposite directions. Stems can break through pavement, and roots can create small cracks in boulders and split them open. The geotropism mechanism provides the direction and turgor force provides the muscle of this work.

Music History

1. Last week you defined the role of art music. Now can you defend the role art music plays in the lives of everyone today? Even if they don't like or listen to art music.
2. Think of one of your favorite songs. Why is that song your favorite? Is there another song that sounds the same or similar? If they are similar, why is the second song not your favorite?

Choir

The image shows a musical score for a choir with four parts: Soprano, Alto, Tenor, and Bass. The music is in 4/4 time and features the lyrics "Out - side in win - ter is so ver - y cold." The score includes dynamic markings of *mf* (mezzo-forte) and *mp* (mezzo-piano). The Soprano part starts with *mf* and *mp* markings. The Alto part starts with *mf* and *mp* markings. The Tenor part starts with *mf* and *mp* markings. The Bass part starts with *mf* and *mp* markings. The lyrics are written below each staff.

Study the example above. What is the key? Hint: There is no key signature but only F# is used. Chant the rhythms and solfege. Audiate the music. Sing the example. Do this once a day until you know this piece.

Business Marketing

Week 4 April 20-24

And

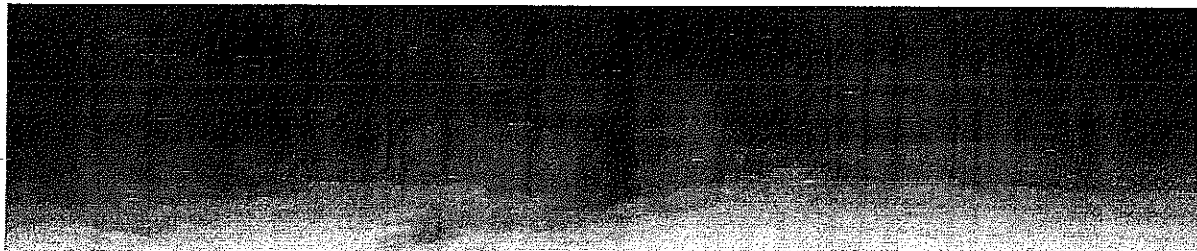
Week 5 April 27-May 1st.

Our Learn AES online module is still available. I've reopened a few modules we've already covered if you'd like to get some extra practice. The next two weeks are business articles. Just look up any business article & write a summary. Write down what you'd normally say doing the presentation in class. You can use the front & back of this paper to write the summary. Send it to our emails or turn it in at the drop-off. Hope everyone is doing well & stay safe!!!

Coach Jones email: jjones2@mpisd.net

Coach Grubbs email: cgrubbs@mpisd.net

Here is the website to our modules: <https://learn.aeseducation.com/> Remember your login is your studentID@student.mpisd.net Your password is one that you created. If you can't login in email & I can reset everything.



Sometimes the best thing you can do is
not think, not wonder, not imagine, not obsess.
Just *breathe* and *have faith* that everything
will work out for the best.



Health Week 5

Smoking

Directions: Read the Article and on the blanks page, explain to me why you will decide not to smoke. Give specific examples from the text.

Most of us know that smoking:

causes cancer, lung disease, and heart disease

can shorten your life by 10 years or more

can cost a smoker thousands of dollars a year

So why are people still lighting up? The answer, in a word, is addiction.

Once You Start, It's Hard to Stop

Smoking is a hard habit to break because tobacco contains the very addictive chemical nicotine. As with heroin or other addictive drugs, the body and mind quickly get used to the nicotine in cigarettes. Soon, a person needs to have it just to feel normal.

People start smoking for different reasons. Some think it looks cool. Others start because their family members or friends smoke. Almost all adult tobacco users started before they were 18 years old. Most never expected to become addicted. That's why it's so much easier to not start smoking at all.

What About E-Cigarettes?

It's not only cigarettes that people get hooked on.

Also beware of vaping. Battery-operated e-cigarettes use cartridges filled with nicotine, flavorings, and other harmful chemicals and turn them into a vapor that's inhaled by the user.

Some people think that e-cigarettes are safer than regular cigarettes because they don't contain tobacco. But the other ingredients in them are dangerous too. In fact, there are reports of serious lung damage and even death among people who use e-cigarettes. So health experts strongly warn against using them.

How Can Smoking Affect Health?

Many of the chemicals in cigarettes, like nicotine and cyanide, are poisons that can kill in high doses. The body is smart. It goes on the defense when it's being poisoned. First-time smokers often feel pain or burning in their throat and lungs, and some even throw up the first few times they try tobacco.

Over time, smoking leads to health problems such as:

heart disease

stroke

lung damage

many types of cancer — including lung, throat, stomach, and bladder cancer

Other problems include:

gum disease

yellow teeth

eye disease

an increased risk for infections (like pneumonia)

a greater risk of diabetes

weaker bones that are easier to break

skin problems like psoriasis (a type of rash)

wrinkled skin

ulcers

Besides these long-term problems, the chemicals in cigarettes and other products also can affect the body quickly. Teen smokers can have many of these problems:

Bad breath. Cigarettes leave smokers with a condition called halitosis, or lasting bad breath.

Bad-smelling clothes and hair. The smell of stale smoke tends to last — not just on people's clothing, but on their hair, furniture, and cars. It's hard to get the smell of smoke out.

Trouble keeping up in sports. Smokers usually can't compete well with nonsmokers. Physical effects of smoking, like a fast heartbeat, decreased circulation, and shortness of breath, harm sports performance.

Greater risk of injury and slower healing time. Smoking hurts the body's ability to make collagen. So common sports injuries, such as damage to tendons and ligaments, will heal more slowly in smokers than nonsmokers.

Increased risk of illness. Studies show that smokers get sick more with colds, flu, bronchitis, and pneumonia than nonsmokers. And people with some health conditions, like asthma, get sicker if they smoke (and often if they're just around people who smoke). Teens who smoke as a way to manage their weight often light up instead of eating. So their bodies can lack the nutrients needed to grow, develop, and fight off illness well.

All forms of tobacco — cigarettes, pipes, cigars, hookahs, and smokeless tobacco — are health hazards. It doesn't help to substitute products that are advertised as better for you, such as e-cigarettes or filtered or low-tar cigarettes.

The only thing that really helps is staying away from all these products. This isn't always easy, especially if everyone around you is smoking or vaping. It may help to have your reasons for saying no ready for times you may feel the pressure. Try "I just don't like it" or "I want to stay in shape for soccer" (or football, basketball, or other sport).

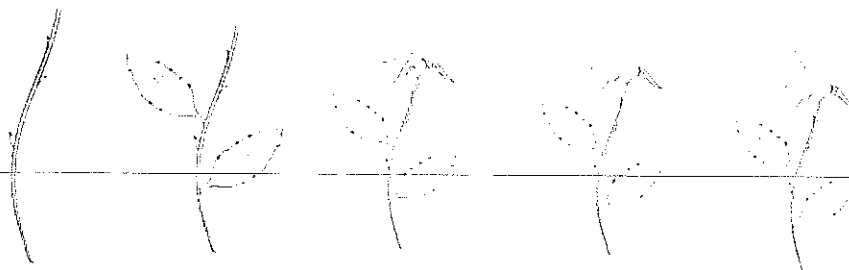
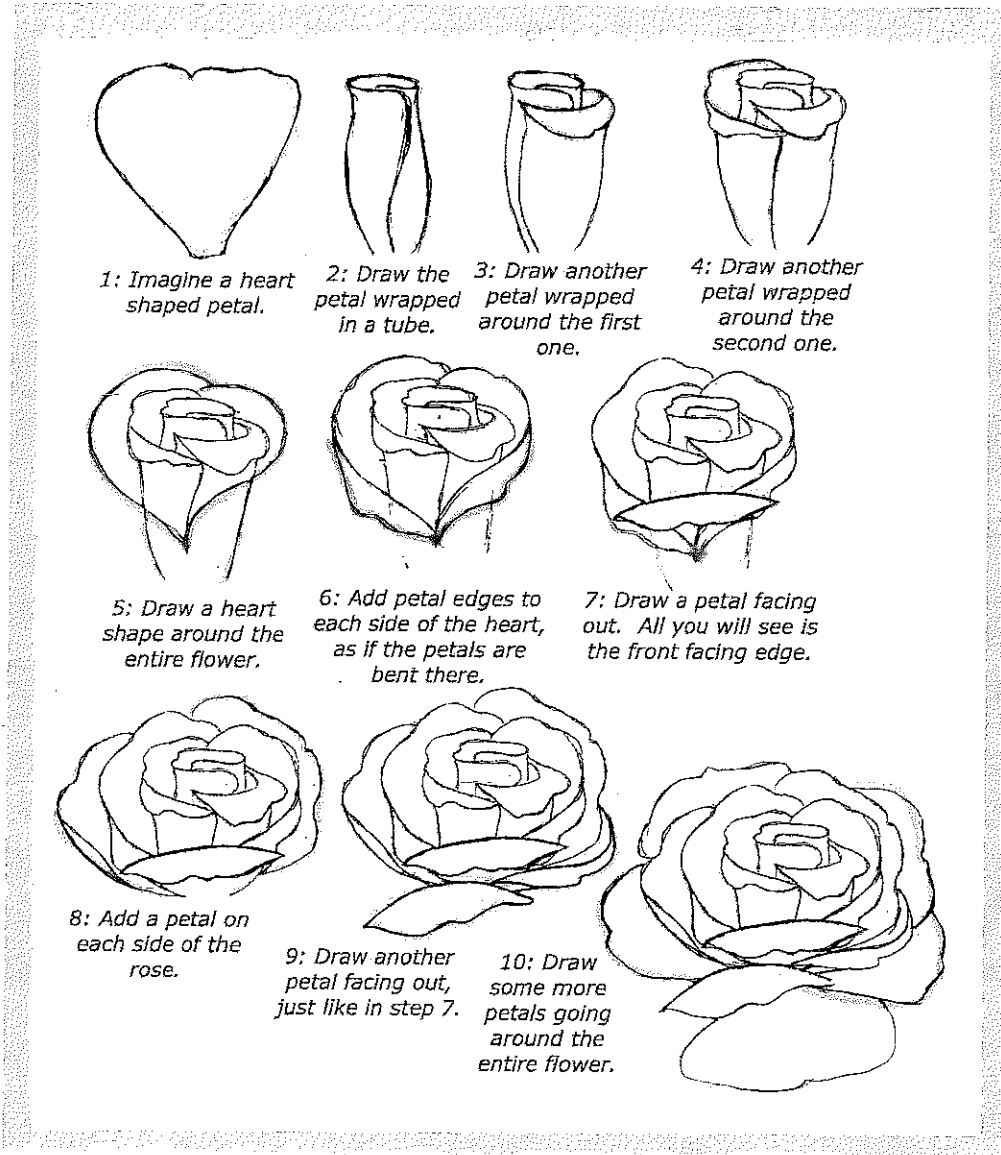
Why will you choose to stay smoke-free?

Mrs. Lugo Art I and Art II

I miss you guys so much !!!

Here is an example on how to draw a rose.

Do your best and try to shade it. Remember every time a petal overlaps another petal there is a shadow underneath. Highlights are always more visible towards the top. If you have any questions please feel free to email at tlugo@mpisd.net



1. Start drawing from above and draw it the other direction.

2. Add leaves. Make sure some are in front of others.

3. Before starting drawing thorns, try to draw leaves where are blades under the crown on top of the stem.

4. Draw thorns. Add a lot of detail. Start drawing from the outside layer, and go getting deeper and thinnier.

5. Add thicker layer of the crown on top of the stem.

Dance I and Dance II (ADT)-

Weeks of April 13th- May 4th

Hey guys!!! I hope everyone is doing well and STAYING HOME!!! Make sure you are stretching Every day and practicing your skills. I have set up a Remind in order for us to keep in contact- www.remind.com/join/mpjhd I can't wait to hear from you all. Feel free to send me videos of you dancing. LOVE AND MISS YOU!!!

COACH D ©_ericadance13@hotmail.com

Mondays- Stretch (30 minutes; be sure to practice splits)

Tuesdays- Across the Floor Skills

Wednesdays- Center Skills

Thursdays- Review all Dances that we learned

Fridays- Freestyle Friday- (Learn any style dance routine from YouTube or TikTok) If you do not have access to either of those, create your own.

From Ms. H: If you would like to have a zoom lesson with me; please contact me and let me know. Also, if you want to send me a video of what you are working on do it!! I look forward to hearing from you!! You can even send me a TIKTOK. My contact info is: aliciaghargett@gmail.com Feel free to message or contact me on remind as well.

Honors Band/Symphonic Band April 13th- May 4TH (YOU MUST COMPLETE 1-3 DAILY)

1. 10 minutes- Mouthpiece warm-up/face buzz
 - Breathing exercises, Long tones, sirens, lip slurs
2. 10 minutes- Instrument warm-up
 - Lip Slurs, scales in whole notes
3. 10 minutes- Scale Studies
 - Work on all scales (SCALE PATTERN LIKE ALL-REGION)
 - Blue Book Exercises
 - If you don't have scales, you can work on note recognition/memory
4. 15-20 minutes- Band Repertoire
 - Work on Contest Music
 - Work on fun music (you can find sheet music online to work on)
5. 20-30 minutes- Friday Music Fun Day (send me your videos)
 - Play some music games
 - Watch some fun music videos
 - Learn any song your choice
 - http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

Coach Meeks

PE Home Workout

Workout For Week 5

1. Bench step-ups: Step right foot, then left, up onto a low bench, then step down. Switch your starting

2. Burpees: side with each set.

From standing, squat down, place your hands on the ground, and jump your feet back into a plank position. Lower body to the floor for a push-up. Push back up to plank. Hop feet back in and stand up.

3. Calf raises: From standing, lift up onto your tiptoes and hold, then lower.

4. Cartwheels: A blast! If anyone can't pull them off, just try to approximate the move.

5. Crab walks: Sit with your knees bent and feet flat on the ground; place palms on the ground behind you. Lift hips a few inches and walk forward on your hands and feet like a crab, then walk backward.

6. Crab toe touches: From your crab position, lift left leg and right arm and try to touch your toes. Lower and repeat on the other side.

7. Handstands against a wall: Make it a game and see who can hold it the longest.

8. Hip bridges: Lie on your back with knees bent and feet flat on the ground; rest arms by sides. Press feet firmly down as you slowly lift your hips off the ground; hold for a few counts, then lower.

9. Inchworms: Bend forward at the hips and place hands on the ground with knees slightly bent, then walk them forward until you're in a plank position. Now walk feet in to meet your hands and stand back up.

10. Planks: Lie on the ground on your belly, chest lifted off ground. Flex your feet (toes on the floor), engage legs, and lift body up, balancing on forearms and toes. Keep entire body strong and butt in line with shoulders and heels. Hold.

11. Push-ups: Get into position and bend elbows and lower chest toward the ground, then push back up.

12. Side leg raises: Lie on one side, with your feet and hips stacked; prop yourself up on your forearm. Align shoulder over elbow. Lift your top leg straight up, keeping foot parallel with the ground and flexing your toes; pause at top, then lower.

13. Side planks: Lie on one side and prop yourself up on your forearm. Stack your feet and hips. Lift hips straight off the ground. Hold. Repeat on the opposite side.

14. Squat jumps: Stand with your feet hip-width apart, bend your knees, and squat your butt back and down, then jump straight up in the air, and land back down in the squat with knees bent.

15. Straight-arm planks with arm row: Get into a push-up position, with feet slightly wider than hip-width. Hold it while you bend right elbow and lift it straight up, bringing hand up by side. Lower hand and repeat on the other side.

16. Supermans: Lie facedown, with your arms and legs extended. Slowly lift your arms and legs off the ground as high as you can; keep the neck relaxed and look down at the ground. Hold, then lower.

Tennis:

HELLO STUDENTS! Coach Washington and I miss you very much. We hope that you are home resting, staying out of trouble and enjoying the extra time with your families. We have a court update: **OUR COURTS HAVE BEEN RESURFACED!!** They are done and ready for you guys to come back and hit! If you have your racket at home try and get out of the house and dribble a ball or use a wall outside to volley with.

We would also like you to get your physical activity in DAILY. Please do a 10 minute walk, 25 jumping jacks, 10 lunges, 10 squats, 10 push ups. Again, we miss you and cannot wait to see you.

Cheer:

I am currently in contact with all of them on our app. Can I just send them their weekly challenges like I have been doing?



Hello!

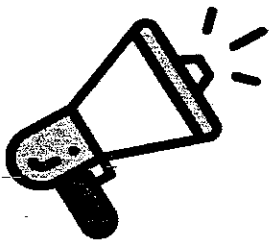


This Monday I will post Google Classroom announcements, athletic activities, flipgrids, and the sportsyou app if you want to check in (once I figure out zoom). Everything can be found in Google Classroom.

Daily Starters are optional but I will check them daily if you have anything to share with me. 🐾

-Coach Buhler

Week of April 27-May 1



ANNOUNCEMENTS

- Make sure to complete your UIL Forms for Athletics and turn in on Monday during packet drop-off and pick-up. We will need them for next year.

What are we learning this week?

Learning Targets:

- **STUDENT-ATHLETE WILL BECOME A LIFE-LONG LEARNER**
 - I will acquire the skills for academic excellence
 - I will acquire time-management skills
 - I will acquire the ability to communicate effectively

- Navigate online learning using Google Classroom.
- Check in daily. [HERE!](#)
- Start a Covid-19 Journal via google docs. [HERE!](#)
- Utilize FlipGrid for discussions, mini lessons, group activities, etc. [HERE!](#)
→ Directions are in Google Classroom



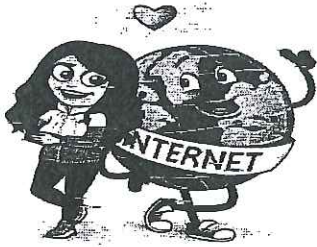
DAILY STARTERS (posted in Google Classroom)

- **Tuesday/Wednesday:** Do you think attitude is a factor in winning?
- **Thursday/Friday:** What is the best part about competing?



History Has Its Eyes on You!

- Do not throw away your shot! The Covid-19 virus has had a ripple effect on a global level.
- You are a part of living history! Let's document it! Keep a journal over the next 5+ weeks. This can be handwritten, typed, in photographs, videos, or drawings. Record events, day to day activities, fears and feelings.
- Interview your parents, siblings, & friends. When this is all over **SAVE IT!** You are literally creating a **Primary** source of your own history.



TIGERS STAY CONNECTED

- [Click Here](#) for the Flipgrid Grid.
- Record 3 Workouts of the Day in your FlipGrid.



Reminders:

- Please download the sportsyou app Z9NM2F36.

Is it Gym Time? Let's Workout!

Daily Workouts! Complete 3 Sets of Each

Monday:

- 15 Burpees
- 15 Body Squat
- 15 Split Jumps
- 15 Calf Raises
- 30 Bicycles

Tuesday:

- 15 Push-up
- 15 Inverted Row
- 15 Chin Ups
- 30 sec Side Planks
- 30 sec Push Up Planks

Wednesday:

- Speed Work
- 1 Mile Run

Thursday:

- 15 Box Jumps
- 15 Sumo Squats
- 15 Tuck Jumps
- 15 Lateral Lunges
- 30 Flutter Kicks
- 30 Toe Touches

Friday:

- 15 Inchworm Push-ups
- 15 Pull-ups
- 15 Plate Hand Step Ups
- 15 Dips
- 30 sec Plank to Push-up Hold
- 30 Lying Heel Touch Side Crunch



Understanding What To Look For and How To Do It

If you can watch, the link below and pay attention to the anglers and what they are looking for and how they are attempting to catch fish. There are many ways to fish and this is an example of a variety of those ways demonstrated by some of the best anglers in the world.

If you cannot watch the link please answer, the following questions by asking someone with experience catching fish, or answer to the best of your knowledge.

<https://app.myoutdoortv.com/show/major-league-fishing>

1. What is an angler is looking for when trying to locate fish?
 - a. Bait Fish
 - b. Structures under and above water
 - c. Drop offs and shallow water
 - d. Where water with current meets with slack water
 - e. All of the above

2. What are some techniques that can be used for fishing? (pay attention to the terms they use when describing how they will fish).
 - a. Top water fishing
 - b. Deep water fishing
 - c. Shallow water fishing
 - d. None of the above
 - e. All of the above

3. List three types of baits that can be used to catch Bass
(Word Bank) Buzz Bait, Fluke, Crank Bait, Artificial Worms, Artificial Frogs, Jerk Bait, Stick Baits
 - a.
 - b.
 - c.

4. What types of fish can you target with these baits?
(Word Bank) Catfish, Large Mouth Bass, Crappie, Goggle Eye, Small Mouth Bass, Spotted Bass, White Bass, Yellow Bass
 - a.
 - b.
 - c.
 - d.

5. How do you think you can become a successful angler?

