

Name _____

Date _____

7th Grade

Week Two

April 6-10

Mount Pleasant Junior High

ENGLISH

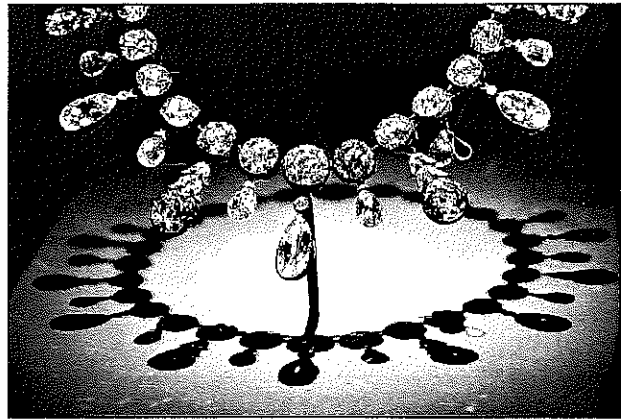
Name: _____ Class: _____

The Necklace

By Guy de Maupassant
1884

Guy de Maupassant (1850-1893) was a French writer known for his skillful craft of the short story. Maupassant's stories often reveal the truth about human nature through the events of everyday life. As you read, take notes about how the author characterizes Madame Loisel, and what motivates her behavior.

- [1] She was one of those pretty and charming girls born, as though fate had blundered over her, into a family of artisans. She had no marriage portion, no expectations, no means of getting known, understood, loved, and wedded by a man of wealth and distinction; and she let herself be married off to a little clerk in the Ministry of Education. Her tastes were simple because she had never been able to afford any other, but she was as unhappy as though she had married beneath her; for women have no caste¹ or class, their beauty, grace, and charm serving them for birth or family, their natural delicacy, their instinctive elegance, their nimbleness of wit, are their only mark of rank, and put the slum girl on a level with the highest lady in the land.



"Diamond Necklace" by Kevin Harber is licensed under CC BY-NC-ND 2.0.

She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poorness of her house, from its mean walls, worn chairs, and ugly curtains. All these things, of which other women of her class would not even have been aware, tormented and insulted her. The sight of the little Breton girl who came to do the work in her little house aroused heart-broken regrets and hopeless dreams in her mind. She imagined silent antechambers, heavy with Oriental tapestries, lit by torches in lofty bronze sockets, with two tall footmen in knee-breeches sleeping in large arm-chairs, overcome by the heavy warmth of the stove. She imagined vast saloons hung with antique silks, exquisite pieces of furniture supporting priceless ornaments, and small, charming, perfumed rooms, created just for little parties of intimate friends, men who were famous and sought after, whose homage² roused every other woman's envious longings.

When she sat down for dinner at the round table covered with a three-days-old cloth, opposite her husband, who took the cover off the soup-tureen, exclaiming delightedly: "Aha! Scotch broth! What could be better?" she imagined delicate meals, gleaming silver, tapestries peopling the walls with folk of a past age and strange birds in faery forests; she imagined delicate food served in marvellous dishes, murmured gallantries, listened to with an inscrutable³ smile as one trifled with the rosy flesh of trout or wings of asparagus chicken.

1. a social class
2. a special honor or respect that is shown publicly
3. **inscrutable (adjective):** impossible to understand or interpret

She had no clothes, no jewels, nothing. And these were the only things she loved; she felt that she was made for them. She had longed so eagerly to charm, to be desired, to be wildly attractive and sought after.

- [5] She had a rich friend, an old school friend whom she refused to visit, because she suffered so keenly when she returned home. She would weep whole days, with grief, regret, despair, and misery.

One evening her husband came home with an exultant⁴ air, holding a large envelope in his hand.

"Here's something for you," he said.

Swiftly she tore the paper and drew out a printed card on which were these words:

"The Minister of Education and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the 18th."

- [10] Instead of being delighted, as her husband hoped, she flung the invitation petulantly across the table, murmuring:

"What do you want me to do with this?"

"Why, darling, I thought you'd be pleased. You never go out, and this is a great occasion. I had tremendous trouble to get it. Every one wants one; it's very select, and very few go to the clerks. You'll see all the really big people there."

She looked at him out of furious eyes, and said impatiently: "And what do you suppose I am to wear at such an affair?"

He had not thought about it; he stammered:

- [15] "Why, the dress you go to the theatre in. It looks very nice, to me..."

He stopped, stupefied⁵ and utterly at a loss when he saw that his wife was beginning to cry. Two large tears ran slowly down from the corners of her eyes towards the corners of her mouth.

"What's the matter with you? What's the matter with you?" he faltered.

But with a violent effort she overcame her grief and replied in a calm voice, wiping her wet cheeks:

"Nothing. Only I haven't a dress and so I can't go to this party. Give your invitation to some friend of yours whose wife will be turned out better than I shall."

- [20] He was heart-broken.

4. **Exult** (*verb*): to show or feel a lively triumphant joy

5. **Stupefied** (*adjective*): shocked or astonished

"Look here, Mathilde," he persisted. "What would be the cost of a suitable dress, which you could use on other occasions as well, something very simple?"

She thought for several seconds, reckoning up prices and also wondering for how large a sum she could ask without bringing upon herself an immediate refusal and an exclamation of horror from the careful-minded clerk.

At last she replied with some hesitation:

"I don't know exactly, but I think I could do it on four hundred francs."

[25] He grew slightly pale, for this was exactly the amount he had been saving for a gun, intending to get a little shooting next summer on the plain of Nanterre with some friends who went lark-shooting there on Sundays.

Nevertheless he said: "Very well. I'll give you four hundred francs. But try and get a really nice dress with the money."

The day of the party drew near, and Madame Loisel seemed sad, uneasy and anxious. Her dress was ready, however. One evening her husband said to her:

"What's the matter with you? You've been very odd for the last three days."

"I'm utterly miserable at not having any jewels, not a single stone, to wear," she replied. "I shall look like absolutely no one. I would almost rather not go to the party."

[30] "Wear flowers," he said. "They're very smart at this time of the year. For ten francs you could get two or three gorgeous roses."

She was not convinced.

"No... there's nothing so humiliating as looking poor in the middle of a lot of rich women."

"How stupid you are!" exclaimed her husband. "Go and see Madame Forestier and ask her to lend you some jewels. You know her quite well enough for that."

She uttered a cry of delight.

[35] "That's true. I never thought of it."

Next day she went to see her friend and told her her trouble.

Madame Forestier went to her dressing-table, took up a large box, brought it to Madame Loisel, opened it, and said:

"Choose, my dear."

First she saw some bracelets, then a pearl necklace, then a Venetian cross in gold and gems, of exquisite workmanship. She tried the effect of the jewels before the mirror, hesitating, unable to make up her mind to leave them, to give them up. She kept on asking:

[40] "Haven't you anything else?"

"Yes. Look for yourself. I don't know what you would like best."

Suddenly she discovered, in a black satin case, a superb diamond necklace; her heart began to beat covetously.⁶ Her hands trembled as she lifted it. She fastened it round her neck, upon her high dress, and remained in ecstasy at sight of herself.

Then, with hesitation, she asked in anguish:

"Could you lend me this, just this alone?"

[45] "Yes, of course."

She flung herself on her friend's breast, embraced her frenziedly, and went away with her treasure. The day of the party arrived. Madame Loisel was a success. She was the prettiest woman present, elegant, graceful, smiling, and quite above herself with happiness. All the men stared at her, inquired her name, and asked to be introduced to her. All the Under-Secretaries of State were eager to waltz with her. The Minister noticed her.

She danced madly, ecstatically,⁷ drunk with pleasure, with no thought for anything, in the triumph of her beauty, in the pride of her success, in a cloud of happiness made up of this universal homage and admiration, of the desires she had aroused, of the completeness of a victory so dear to her feminine heart.

She left about four o'clock in the morning. Since midnight her husband had been dozing in a deserted little room, in company with three other men whose wives were having a good time. He threw over her shoulders the garments he had brought for them to go home in, modest everyday clothes, whose poverty clashed with the beauty of the ball-dress. She was conscious of this and was anxious to hurry away, so that she should not be noticed by the other women putting on their costly furs.

Loisel restrained her.

[50] "Wait a little. You'll catch cold in the open. I'm going to fetch a cab."

But she did not listen to him and rapidly descended the staircase. When they were out in the street they could not find a cab; they began to look for one, shouting at the drivers whom they saw passing in the distance.

They walked down towards the Seine, desperate and shivering. At last they found on the quay one of those old nightprowling carriages which are only to be seen in Paris after dark, as though they were ashamed of their shabbiness in the daylight.

6. **Covet** (*verb*): to desire or want to possess something

7. **Ecstatic** (*adjective*): very happy or excited

It brought them to their door in the Rue des Martyrs, and sadly they walked up to their own apartment. It was the end, for her. As for him, he was thinking that he must be at the office at ten.

She took off the garments in which she had wrapped her shoulders, so as to see herself in all her glory before the mirror. But suddenly she uttered a cry. The necklace was no longer round her neck!

[55] "What's the matter with you?" asked her husband, already half undressed.

She turned towards him in the utmost distress.

"I... I... I've no longer got Madame Forestier's necklace...."

He started with astonishment.

"What!... Impossible!"

[60] They searched in the folds of her dress, in the folds of the coat, in the pockets, everywhere. They could not find it.

"Are you sure that you still had it on when you came away from the ball?" he asked.

"Yes, I touched it in the hall at the Ministry."

"But if you had lost it in the street, we should have heard it fall."

"Yes. Probably we should. Did you take the number of the cab?"

[65] "No. You didn't notice it, did you?"

"No."

They stared at one another, dumbfounded. At last Loisel put on his clothes again.

"I'll go over all the ground we walked," he said, "and see if I can't find it."

And he went out. She remained in her evening clothes, lacking strength to get into bed, huddled on a chair, without volition⁸ or power of thought.

[70] Her husband returned about seven. He had found nothing.

He went to the police station, to the newspapers, to offer a reward, to the cab companies, everywhere that a ray of hope impelled⁹ him.

She waited all day long, in the same state of bewilderment at this fearful catastrophe.

Loisel came home at night, his face lined and pale; he had discovered nothing.

8. **Volition** (*noun*): the act or ability to make one's own choices

9. **Impel** (*verb*): to drive, force, or urge (someone) to do something

"You must write to your friend," he said, "and tell her that you've broken the clasp of her necklace and are getting it mended. That will give us time to look about us."

[75] She wrote at his dictation.

By the end of a week they had lost all hope.

Loisel, who had aged five years, declared:

"We must see about replacing the diamonds."

[80] Next day they took the box which had held the necklace and went to the jewellers whose name was inside. He consulted his books.

"It was not I who sold this necklace, Madame; I must have merely supplied the clasp."

Then they went from jeweller to jeweller, searching for another necklace like the first, consulting their memories, both ill with remorse¹⁰ and anguish of mind.

In a shop at the Palais-Royal they found a string of diamonds which seemed to them exactly like the one they were looking for. It was worth forty thousand francs. They were allowed to have it for thirty-six thousand.

They begged the jeweller not to sell it for three days. And they arranged matters on the understanding that it would be taken back for thirty-four thousand francs, if the first one were found before the end of February.

[85] Loisel possessed eighteen thousand francs left to him by his father. He intended to borrow the rest.

He did borrow it, getting a thousand from one man, five hundred from another, five louis here, three louis there. He gave notes of hand, entered into ruinous agreements, did business with usurers¹¹ and the whole tribe of money-lenders. He mortgaged the whole remaining years of his existence, risked his signature without even knowing if he could honour it, and, appalled¹² at the agonising face of the future, at the black misery about to fall upon him, at the prospect of every possible physical privation and moral torture, he went to get the new necklace and put down upon the jeweller's counter thirty-six thousand francs.

When Madame Loisel took back the necklace to Madame Forestier, the latter said to her in a chilly voice:

"You ought to have brought it back sooner; I might have needed it."

10. **Remorse** (*noun*): deep regret for doing or saying something wrong

11. a person who lends money at unreasonably high rates of interest

12. **Appalled** (*adjective*): strongly shocked, horrified, or disgusted

She did not, as her friend had feared, open the case. If she had noticed the substitution, what would she have thought? What would she have said? Would she not have taken her for a thief?

[90] Madame Loisel came to know the ghastly life of abject poverty. From the very first she played her part heroically. This fearful debt must be paid off. She would pay it. The servant was dismissed. They changed their flat; they took a garret¹³ under the roof.

She came to know the heavy work of the house, the hateful duties of the kitchen. She washed the plates, wearing out her pink nails on the coarse pottery and the bottoms of pans. She washed the dirty linen, the shirts and dish-cloths, and hung them out to dry on a string; every morning she took the dustbin down into the street and carried up the water, stopping on each landing to get her breath. And, clad like a poor woman, she went to the fruiterer, to the grocer, to the butcher, a basket on her arm, haggling, insulted, fighting for every wretched halfpenny of her money.

Every month notes had to be paid off, others renewed, time gained.

Her husband worked in the evenings at putting straight a merchant's accounts, and often at night he did copying at twopence-halfpenny a page.

And this life lasted ten years.

[95] At the end of ten years everything was paid off, everything, the usurer's charges and the accumulation of superimposed interest.

Madame Loisel looked old now. She had become like all the other strong, hard, coarse women of poor households. Her hair was badly done, her skirts were awry, her hands were red. She spoke in a shrill voice, and the water slopped all over the floor when she scrubbed it. But sometimes, when her husband was at the office, she sat down by the window and thought of that evening long ago, of the ball at which she had been so beautiful and so much admired.

What would have happened if she had never lost those jewels. Who knows? Who knows? How strange life is, how fickle! How little is needed to ruin or to save!

One Sunday, as she had gone for a walk along the Champs-Elysees to freshen herself after the labours of the week, she caught sight suddenly of a woman who was taking a child out for a walk. It was Madame Forestier, still young, still beautiful, still attractive.

Madame Loisel was conscious of some emotion. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all. Why not?

[100] She went up to her.

"Good morning, Jeanne."

13. a top-floor or attic room that is rented out

The other did not recognise her, and was surprised at being thus familiarly addressed by a poor woman.

"But... Madame..." she stammered. "I don't know... you must be making a mistake."

"No... I am Mathilde Loisel."

[105] Her friend uttered a cry.

"Oh!... my poor Mathilde, how you have changed!..."

"Yes, I've had some hard times since I saw you last; and many sorrows... and all on your account."

"On my account!... How was that?"

"You remember the diamond necklace you lent me for the ball at the Ministry?"

[110] "Yes. Well?"

"Well, I lost it."

"How could you? Why, you brought it back."

"I brought you another one just like it. And for the last ten years we have been paying for it. You realise - it wasn't easy for us; we had no money.... Well, it's paid for at last, and I'm glad indeed."

Madame Forestier had halted.

[115] "You say you bought a diamond necklace to replace mine?"

"Yes. You hadn't noticed it? They were very much alike."

And she smiled in proud and innocent happiness.

Madame Forestier, deeply moved, took her two hands.

"Oh, my poor Mathilde! But mine was imitation. It was worth at the very most five hundred francs!..."

The Necklace by Guy de Maupassant is in the public domain.

Text-Dependent Questions

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

1. PART A: What does the word “petulantly” mean, as it is used in paragraph 10?
 - A. Showing sudden irritation
 - B. Showing sudden disappointment
 - C. Showing sudden excitement
 - D. Showing sudden disinterest

2. PART B: Which clue from the text best supports the answer to Part A?
 - A. “Swiftly she tore the paper...” (Paragraph 8)
 - B. “Why, darling, I thought you'd be pleased.” (Paragraph 12)
 - C. “She looked at him out of furious eyes...” (Paragraph 13)
 - D. “...his wife was beginning to cry.” (Paragraph 16)

3. PART A: What does the conversation between Mathilde and her husband in paragraphs 10-13 reveal about the characters’ different points of view regarding the party?
 - A. The conversation illustrates that both characters are concerned about how the other will behave at the party.
 - B. The conversation shows the different ways each character believes the party will demonstrate their social status.
 - C. The conversation emphasizes the different opinions each character has of the Minister of Education and his wife.
 - D. The conversation highlights the different levels of experience each character has in attending parties thrown by society’s prominent members.

4. PART B: Which TWO quotations best support each character’s point of view? Select one quotation for each character.
 - A. Mathilde: “What do you want me to do with this?” (Paragraph 11)
 - B. Monsieur Loisel: “Every one wants one; it's very select, and very few go to the clerks.” (Paragraph 12)
 - C. Monsieur Loisel: “It looks very nice, to me . . .” (Paragraph 15)
 - D. Mathilde: “I don't know exactly, but I think I could do it on four hundred francs.” (Paragraph 24)
 - E. Mathilde: “...there's nothing so humiliating as looking poor in the middle of a lot of rich women.” (Paragraph 32)
 - F. Monsieur Loisel: “How stupid you are!” (Paragraph 33)

5. PART A: How does Mathilde's attitude about life differ from her husband's?
- A. Mathilde comes from a wealthy family, and she feels she married down; her husband came from a poor family, and he feels he married up
 - B. Mathilde understands how important it is to make a good impression; her husband is unaffected by the opinions of others
 - C. Mathilde is reckless and thoughtless; her husband is organized and thinks everything through
 - D. Mathilde is dramatic and concerned with how others view her; her husband is hardworking and content
6. PART B: which of the following quotations from the text best support the answer to Part A?
- A. "Why, darling, I thought you'd be pleased. You never go out, and this is a great occasion." (Paragraph 12)
 - B. "She thought for several seconds, reckoning up prices and also wondering for how large a sum she could ask without bringing upon herself an immediate refusal and an exclamation of horror from the careful-minded clerk." (Paragraph 22)
 - C. "He threw over her shoulders the garments he had brought for them to go home in, modest everyday clothes, whose poverty clashed with the beauty of the ball-dress." (Paragraph 48)
 - D. "It was the end, for her. As for him, he was thinking that he must be at the office at ten." (Paragraph 53)
7. Which sentence best illustrates a theme in the text?
- A. It is better to appreciate what you have
 - B. Fake it until you make it
 - C. The clothes don't make the man (or woman)
 - D. If you don't like where you are in life, work harder

8. Using examples from the text, explain the irony at the end of the story.

9. PART A: How does Mathilde's attitude change after she vows to replace Madame Forestier's necklace?

10. PART B: Which of the following quotations best reflects Mathilde's attitude change?

- A. "And, clad like a poor woman, she went to the fruiterer, to the grocer, to the butcher, a basket on her arm, haggling, insulted, fighting for every wretched halfpenny of her money." (Paragraph 91)
- B. "At the end of ten years everything was paid off, everything, the usurer's charges and the accumulation of superimposed interest." (Paragraph 95)
- C. "But sometimes, when her husband was at the office, she sat down by the window and thought of that evening long ago, of the ball at which she had been so beautiful and so much admired." (Paragraph 96)
- D. "I brought you another one just like it. And for the last ten years we have been paying for it." (Paragraph 113)

PRE- ALGEBRA

7th Grade PreAlgebra – Week 2

Notes on Percent

$$\frac{\text{part}}{\text{total}} = \frac{\text{percent}}{100}$$

<p>During student council elections, Marcus received 45% of the votes. If there were 120 people who voted in the elections, how many votes did <u>Marcus receive</u>?</p> <p>54 votes</p>	$\frac{120}{100} \times \frac{45}{100}$ $\begin{array}{r} 120 \\ \times 45 \\ \hline 600 \\ + 4800 \\ \hline 5400 \end{array}$ <p>or</p> $100 \overline{)5400}$ $\begin{array}{r} 54 \\ 100 \overline{)5400} \\ \underline{500} \\ 400 \\ \underline{400} \\ 0 \end{array}$
<p>During student council elections, Marcus received 45% of the votes. If there were 120 people who voted in the elections, how many votes did Marcus receive?</p> <p>If looking for <u>part</u> you can also →</p>	$45\% = .45$ $\begin{array}{r} 120 \\ \times .45 \\ \hline 600 \\ 4800 \\ \hline 54.00 \end{array}$

part

A bakery sold 72 loaves of bread on Tuesday. This represented 45% of their daily stock of bread. How many loaves of bread did the bakery have when they

total

opened on Tuesday?
They had 160 loaves when they opened.

$$\frac{72}{100} = \frac{45}{100}$$

$$\begin{array}{r} 160 \\ 45 \overline{) 7200} \\ \underline{450} \\ 270 \\ \underline{270} \\ 00 \end{array}$$

$$\begin{array}{r} 245 \\ \times 5 \\ \hline 225 \end{array} \quad \begin{array}{r} 345 \\ \times 6 \\ \hline 270 \end{array}$$

William wants to reserve a room at his swim club for a birthday party. The room costs \$500 for 6 hours. William must also pay a \$125 deposit. What percent of the cost of the room is the deposit?

total

part

25%

$$\frac{125}{500} = \frac{25}{100}$$

$$\begin{array}{r} 25 \\ 5 \overline{) 125} \\ \underline{10} \\ 25 \end{array}$$

$$\frac{125}{500} = \frac{25}{100} \quad \text{or} \quad \begin{array}{r} 25 \\ \sqrt{12500} \\ \underline{1000} \\ 2500 \\ \underline{2500} \\ 0 \end{array}$$

* In case they don't simplify just solve the proportion.

Percent Practice for Week 2

1. Mary brought her toddlers to the school band performance. The entire performance was 120 minutes, but they only sat through 85 minutes before they began getting antsy. What percentage of the show did they see before they left?
2. During Home Economics, Joey sewed a bear together. It took him four 65-minute class periods to complete it. He spent 20% of that time sewing the arms on. How much time did he spend sewing bear arms?
3. The train station in New York, NY kept a record of how often the trains left on time. Out of 140 departures one day, 80% of the trains departed on time. How many trains left on schedule?
4. Joey's mom baked two dozen cookies. That night, there were only 14 cookies **left**. What percentages of the cookies were **eaten**?
5. Max picked out an old Star Wars puzzle to put together. Out of the 250 pieces, he was missing 14. What percentage of the pieces was he missing?

6. Matthew polled 28 of his classmates to find out which ice cream flavors they liked best. About 16% liked strawberry the best. About how many kids did NOT choose strawberry?

7. Dad bought a new television online. The TV was \$1,567. Shipping charges were 20% of the item bought. How much was the television AND shipping combined?

8. Patrick put \$250 in a savings account. Every month, he got 3% of the amount in his savings account deposited in interest. How much money did he earn in interest after the first month?

9. Out of the thirty questions on the science quiz, Charlotte got 23 of them correct. What percentage of the questions did Charlotte answer correctly?

10. Donald weighed 154 pounds. His body fat percentage was 25%. How much of his weight was body fat?

MATH

Equation Mix Up

$$\begin{array}{r} \cancel{6} + 4x = \cancel{14} \\ \cancel{+6} \quad \quad \quad +6 \\ \hline 4x = 20 \\ \frac{4x}{4} = \frac{20}{4} \\ x = 5 \end{array}$$

$$\begin{array}{r} \cancel{9} - x = \cancel{3} \\ \cancel{-9} \quad \quad \quad -9 \\ \hline -x = -5 \\ \frac{-x}{-1} = \frac{-5}{-1} \\ x = 5 \end{array}$$

$$\begin{array}{r} \frac{a}{5} + \cancel{7} = \cancel{10} \\ \frac{a}{5} - \cancel{7} - \cancel{7} \\ \hline 5 \cdot \frac{a}{5} = 3 \cdot 5 \\ a = 15 \end{array}$$

$$\begin{array}{r} \cancel{2} \cdot \frac{2}{-3} x + \cancel{8} = \cancel{-12} \\ \cancel{-3} \quad \quad \quad +8 \quad \quad \quad +8 \\ \hline \frac{-3}{2} \cdot \frac{2}{-3} x = \frac{4}{1} \cdot \frac{-3}{2} \\ x = \frac{12}{2} \\ x = 6 \end{array}$$

$$\begin{array}{r} \cancel{4} + \frac{1}{2}y = \cancel{8} \\ \cancel{-4} \quad \quad \quad -4 \\ \hline \frac{2}{2} = \frac{2}{1} \cdot \frac{1}{2}y = \frac{4}{1} \cdot \frac{2}{1} \\ y = \frac{8}{1} \\ y = 8 \end{array}$$

$$\begin{array}{r} 4t + \cancel{3.5} = \cancel{12.5} \\ \cancel{-3.5} \quad \quad \quad -3.5 \\ \hline 4t = 9 \\ \frac{4t}{4} = \frac{9}{4} \\ t = 2.25 \end{array}$$

$$\begin{array}{r} 2.25 \\ 4 \overline{) 9.00} \\ \underline{-8 } \\ 10 \\ \underline{-8 } \\ 20 \\ \underline{20} \\ 0 \end{array}$$

Integer Rules

ADD

Same Signs

Add and Keep the Sign

$$13 + 35 = 48$$

$$-5 + -23 = -28$$

Different Signs

Subtract and Take
Sign of
Number with Larger
Absolute Value

$$-6 + 10 = 4$$

SUBTRACT

Copy, change,
Opposite

Then ADD!

$$-6 - 12 =$$

$$-6 + -12 = -18$$

OR

$$-5 - (-2) =$$

$$-5 + (+2) = -3$$

MULTIPLY & DIVIDE

Same Signs

Positive Answer

$$-5 \times -5 = 25$$

Different Signs

Negative Answer

$$-6 \times 3 = -18$$

Integer Operations Practice

	Operation	Rule
1	ADD	If the signs are the SAME, add and keep the sign.
2	ADD	If the signs are DIFFERENT, subtract the numbers and take the sign of the number farthest from zero.
3	SUBTRACT	Copy, Change, Opposite. Then use the correct addition rule.
4	MULTIPLY	If the signs are the SAME, the answer is positive.
5	MULTIPLY	If the signs are DIFFERENT, the answer is negative.
6	DIVIDE	If the signs are the SAME, the answer is positive.
7	DIVIDE	If the signs are DIFFERENT, the answer is negative.

Problem	Write rule. *Subtraction problems will have TWO rules. Write both!!	Answer
$7 \cdot ^{-}8$		
$^{-}12 + 5$		
$^{-}16 \div ^{-}2$		
$4 - (^{-}5)$		
$^{-}8 + ^{-}3$		
$^{-}6 (^{-}3)$		
$25 \div ^{-}5$		
$^{-}1 - (^{-}10)$		

Name _____

EGG-CELLENT EQUATIONS!

Directions: Solve the equations in each egg. Cut out the solutions under the dotted line and glue them to the bottom of the egg with the corresponding problem.

$$2x + 3 = 11$$

$$-3x + 2 = -16$$

$$-15 + x = 6$$

$$\frac{x}{2} + 8 = 14$$

$$\frac{x}{4} - 13 = -14$$

$$10x + 2 = -18$$

$$\frac{4}{5}x + 2 = -18$$

$$-10 + 4x = -12$$

$$-1 - x = -15$$

$$-15 - 6x = 15$$

$$8 + \frac{3}{4}x = -10$$

$$-6x - 1 = 17$$

$$-x - 10 = -20$$

$$\frac{x}{11} - 1 = 1$$

$$25 + \frac{x}{4} = 20$$



22

-2

$-\frac{1}{2}$

-4

10

-24

-3

-5

6

12

14

4

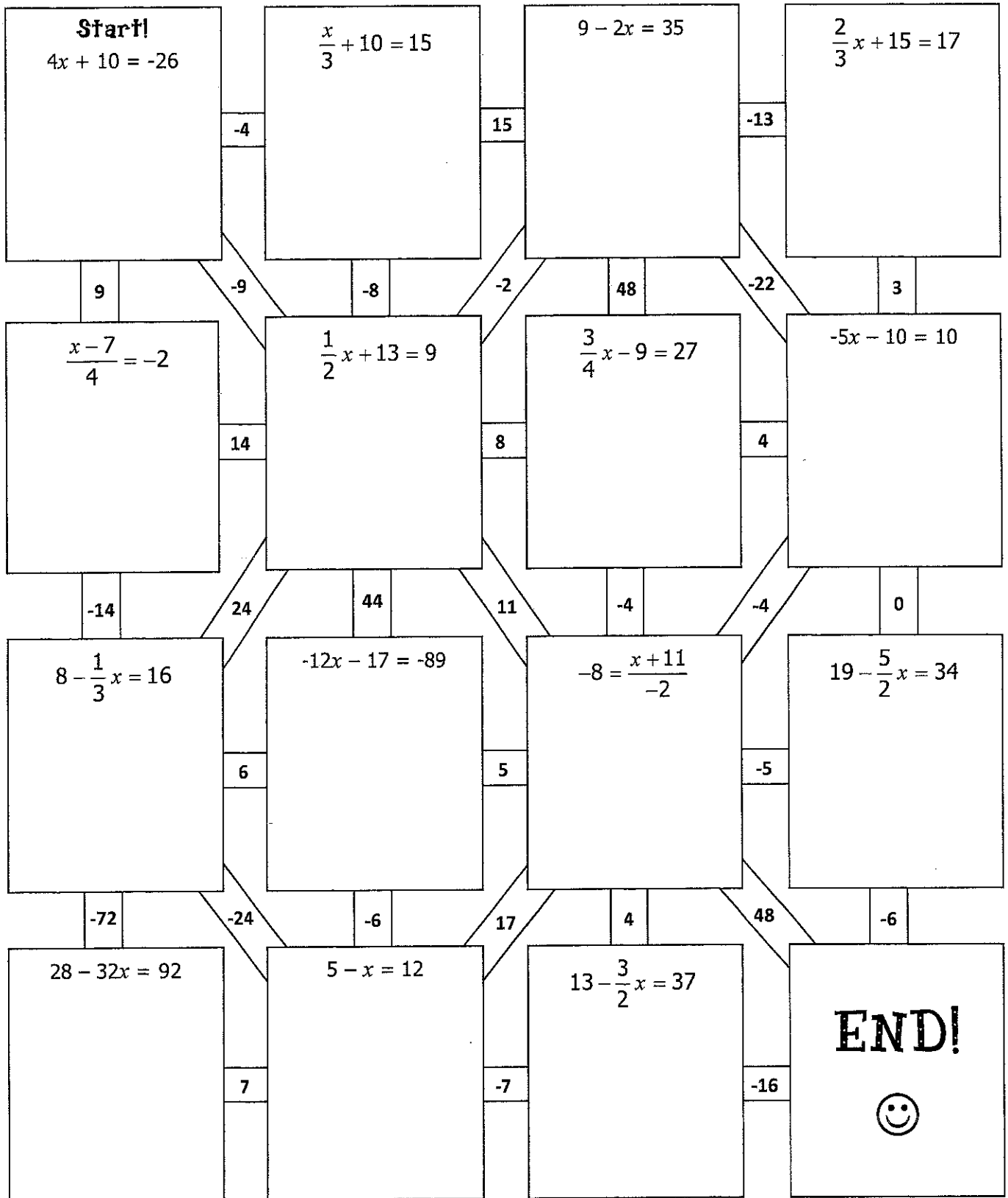
-20

21

-25

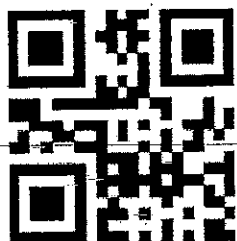
Two-step eQuATion MaZe!

Directions: Use your solutions to navigate through the puzzle. **SHOW ALL STEPS!!!!**



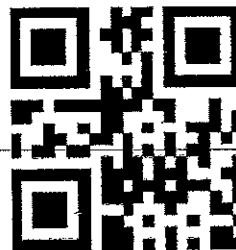
Solve the equation:

$$3 = 2x - 5$$



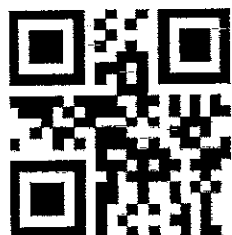
Solve the equation:

$$-1 = 2x - 5$$



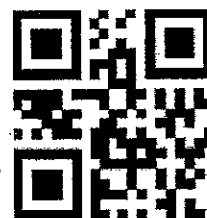
Solve the equation:

$$-x - 2 = 8$$



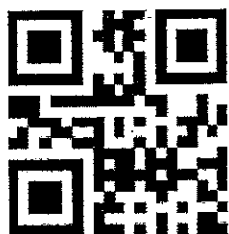
Solve the equation:

$$-8 = 3x + 10$$



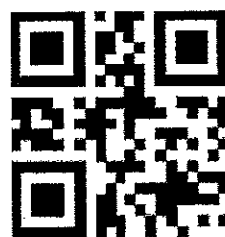
Solve the equation:

$$-4x + 1 = -15$$



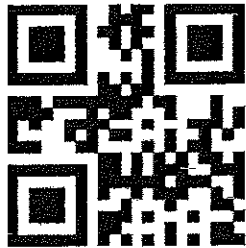
Solve the equation:

$$5 = 6x - 25$$



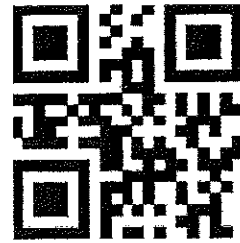
Solve the equation:

$$x + 3 = 2x - 5$$



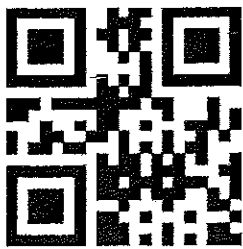
Solve the equation:

$$-x + 3 = 2x + 6$$



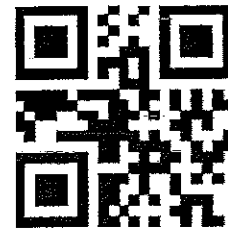
Solve the equation:

$$5x - 2 = 8$$



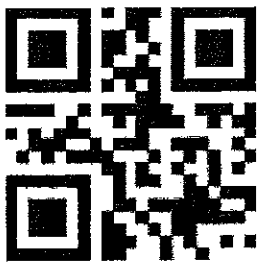
Solve the equation:

$$-8 = 2x + 10$$



Solve the equation:

$$-4x - 1 = -5$$



Solve the equation:

$$5 = 2x - 25$$



SOCIAL STUDIES

Coastal Plain Indians (Hunters/Gatherers & Nomadic)

Caddo –(East Texas) Southeastern

- Built permanent dome shaped huts from wood and straw
- Greeted Europeans with the word “Tejas”
- Organized system of government

Karankawa – (Gulf Coast)

- fish, turtles, oysters, clams/also hunted small game
- Used a dugout canoe
- Cannibals for ceremony only
- Cabeza de Vaca was captured by the Karankawas

Coahuiltecan- (Brush of South Texas)

- Ate small and large game
- Bugs, lizards, and worms

Atakapans – (Coast)

- Fisherman like the Karanawas

Plains Indians (Nomadic)

Comanche

- Excellent horsemen
- Outstanding hunters
- Centered their life around two activities: war & hunting
- Buffalo very important

Apache

- Used buffalo hide to protect themselves from the harsh environment
- Spoke Athapaskan

Kiowas

- Recorded their history on teepees
- Loved ceremony (dances) (crafts)
- Fought bitterly to maintain their way of life

Puebloan (Mountains & Basins) Not nomadic

Lived near Present day El Paso

Jumanos

- Built adobe homes on sides of cliffs
- Traded with other tribes
- Hunted buffalo

Tiguas

- pottery

QUIZIZZ

Indians in Texas

25 Questions

NAME : _____

CLASS : _____

DATE : _____

1.



How were the Comanche and Apache similar?

- a) They lived near the coast and fished
- b) They were farmers who grew corn and other vegetables
- c) They built permanent homes and gathered wild plants for food
- d) They were nomads who depended on buffalo for survival

2. How did American Indians in Texas get things they needed?

- a) trading
- b) hunting
- c) farming
- d) all of the above

3.



What does "nomadic" mean?

- a) living in cold areas
- b) being nice, not mad
- c) an Indian tribe
- d) moving from place to place

4.



In which region did the Puebloan Indians live?

- a) Coastal Plains
- b) Mountains & Basins
- c) Great Plains
- d) North Central Plains

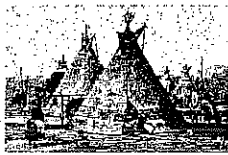
5.



Which Texas Native group lived in teepees?

- a) Jumano
- b) Coahuiltecan
- c) Tigua
- d) Kiowa

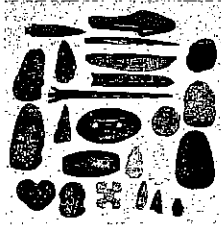
6.



What was the most important natural resource for the Plains Indians (other than water)?

- a) Corn
- b) Buffalo
- c) Rice
- d) Pumpkins

7.



Any tangible thing that can be used to study people of the past (human remains, ruins, pottery, cave art, etc.).

- a) Artifacts
- b) Maize
- c) Mitoses
- d) Grass Huts

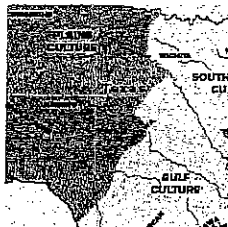
8.



What is a reservation?

- a) an area of land set aside as a place for Native Americans
- b) a person who does not have a permanent home and moves from place to place
- c) a wooden frame used to carry belongings
- d) the planting of seeds to grow food

9.



Besides the Comanches, what other tribe was considered a plains Indian?

- a) Caddo
- b) Karankawa
- c) Tigua
- d) Kiowa

10.

In what ways did the Comanche depend on the buffalo?

- a) The Comanche didn't kill the buffalo, they worshiped them.
- b) The Comanche didn't like buffalo and never used them for anything.
- c) The Comanche kept the buffalo as pets.
- d) The Comanche used the buffalo meat for food. They also used the hides for shelter and clothing.

11. What factors were key to the Puebloan culture?
- a) Farming and the building and living in pueblos were key to the culture.
 - b) Raising children and basketweaving were key to the culture.
 - c) Hunting buffalo was key to the culture.
 - d) Going to war with neighboring tribes and obtaining land were key to the culture.
12. Which tribe established a large trade network that went from the Great Lakes to the Gulf Coast, to the Rocky Mountains and the Appalachians?
- a) Comanche
 - b) Karankawa
 - c) Caddo
 - d) Jumano
13. The dugout canoe helped
- a) the Caddo farm.
 - b) the Karankawa fish.
 - c) the Comanche hunt.
 - d) the Jumano build.
14. Which Native American TRIBES grew their own crops and lived in the Northeast of Texas?
- a) Caddo
 - b) Jumano
 - c) Apache
 - d) Coahuiltecan
15. Which of the following is part of a nomadic lifestyle?
- a) Setting up plots of land to grow crops.
 - b) Moving south for the winter to follow the bison herd.
 - c) Building houses out of mud bricks.
 - d) Constructing large cities.
16. Which tribe used adobe to build their homes?
- a) Jumano
 - b) Caddo
 - c) Karankawa
 - d) Waco
17. Where does the word "Texas" come from and what does it mean?
- a) Spanish explorers named the region after a town in Spain.
 - b) The state was named after a famous French explorer.
 - c) The Caddo tribe named Texas and the word means "friendship"
 - d) The Comanche tribe named it and the word means "happy"
18. What do we mean when we say, "Indians had to adapt to their environment?"
- a) All Indians moved to where the land was easy to farm.
 - b) Indians used resources around where they lived in order to survive
 - c) Some tribes gave women more rights and privileges
 - d) Sedentary Indians did not survive as long as Indians that were nomadic.

19. Describe the Indian tribes (Jumanos) that lived in the Mountains and Basins region

- a) Nomadic, farmers, lived in adobe houses
- b) Sedentary, farmers and lived in adobe houses
- c) Nomadic, hunted buffalo, and lived in teepees
- d) Nomadic, fished from ocean, and lived in wigwams

20. What natural resource is the greatest influence on where people choose to settle?

- a) Trees
- b) Climate
- c) Water
- d) Escarpments

21. Special settlements were created by Spanish priests to convert Natives. These settlements were called

- a) Alamos
- b) Presidios
- c) Colonies
- d) Missions

22. The missions were built along....

- a) Highways
- b) Rivers
- c) Mountains
- d) the Gulf

23. This mission is located close to the present day city of El Paso. This is the 1st mission ever established in Texas and was founded in 1682.

- a) Corpus Christi de la Ysleta
- b) San Francisco de los Tejas
- c) Mission San Jose
- d) Mission Guadalupe

24. The first mission in East Texas was:

- a) San Antonio
- b) Nuestra Senore de los Dolores
- c) San Francisco de los Tejas
- d) San Miguel de los Adaes

25. Who founded the first mission in East Texas?

- a) Father Damian Massanet
- b) St. Denis
- c) Father Francisco Hidalgo
- d) Aguayo

SCIENCE

Watersheds

TEKS 7.8C: Model the effects of human activity *on groundwater and surface water in a watershed.*

TEKS Lesson 7.8C: Effects of Human Activity on Surface Water and Groundwater

People use a lot of fresh water! In the United States, daily indoor water use is about 265 liters of water per person per day! And that doesn't include all the water used in farming, manufacturing, and other industrial uses.

Fresh water is scarce on Earth. About ninety-seven percent of Earth's water is salty ocean water, which cannot be used for drinking or watering crops. About three quarters of Earth's fresh water is ice, so only one quarter of Earth's fresh water is liquid. Most of the liquid fresh water is groundwater. **Groundwater** is water stored in soil and rock beneath Earth's surface. The rest of Earth's liquid fresh water is surface water. Surface water is found in rivers, streams, lakes, and ponds on Earth's surface. People get the water they need from both groundwater and surface water.

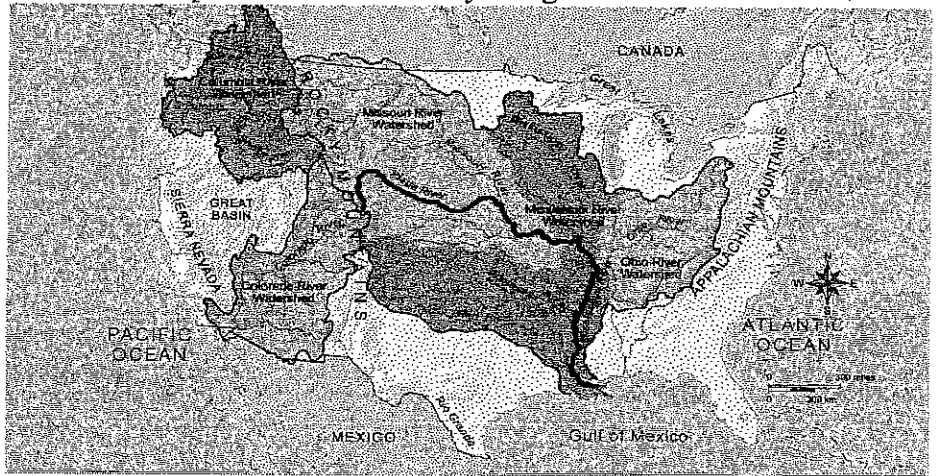
What is a watershed?

Just as all the water in a bathtub flows toward the drain, all the water in a river system drains into a main river. The land area that supplies water to a river system is called a **watershed**. Watersheds are sometimes known as drainage basins.

As you can see on the map, the Missouri and Ohio Rivers flow into the Mississippi River. When rivers join another river system, the areas they drain become part of the largest river's watershed. The Mississippi's watershed drains nearly one third of the United States!

What keeps watersheds separate? One watershed is separated from another by a ridge of land called a **divide**.

Streams on each side of the divide flow in different directions. The Great Divide (also called the Continental Divide) is the longest divide in North America. It follows the line of the Rocky Mountains. West of this divide, water flows toward the Pacific Ocean. Some water is trapped between the Rockies and the Sierra Nevada, in the Great Basin. Between the Rocky and Appalachian Mountains, water flows toward the Mississippi River and into the Gulf of Mexico.



1. Define: What is a watershed?

How can human activity affect surface water in a watershed?

You have learned that fresh water makes up only a tiny portion of all the water on Earth. Fortunately, this water is renewable. Remember that water continually moves between the atmosphere and Earth's surface in the water cycle. Even though fresh water is renewable, there is not always enough of it in a given place at a given time. Human activities can also reduce water supplies in an area.

Water Shortages: Water shortages occur when people use water faster than the water cycle can replace it. This is likely to happen during a drought, when an area gets less rain. Many places never receive enough rain to meet their needs, and so they use other methods to get water. Desert cities in Saudi Arabia get more than half of their fresh water by removing salt from ocean water, which is very expensive.

Pollution: Many human activities have an effect on watersheds. Wastes produced by agriculture, households, industry, and mining can end up in water as pollution. Some pollutants, such as iron and copper, make water unpleasant to drink or wash in. But other pollutants, such as mercury or benzene, can cause illness or even death.

- **Agricultural Wastes:** Animal wastes, fertilizers, and pesticides are also sources of pollution. **Pesticides** are chemicals that kill crop-destroying organisms. Rain washes animal wastes, fertilizers, and pesticides into rivers and ponds, causing algae to grow. The algae block light and deplete the oxygen in the water.
- **Household Sewage:** The water and human wastes that are washed down sinks, showers, and toilets are called **sewage**. If sewage is not treated to kill disease-causing organisms, the organisms quickly multiply. People can become ill if they drink, swim in, or wash with water containing these organisms.
- **Industry and Mining Wastes:** Some plants, mills, factories, and mines produce wastes that can pollute water. Chemicals and metal wastes can harm organisms that live in bodies of water. Animals that drink from polluted bodies of water or eat the organisms that live in the water can also become ill.
- **Sediments:** Water that causes erosion picks up **sediments**, or particles of rock and sand. Sediments can cover up the food sources, nests, and eggs of organisms in bodies of water. Sediments also block sunlight, preventing plants from growing.
- **Heat:** Heat can also have a negative effect on a body of water. Some factories and power plants release water that has been used to cool machinery. This heated water can kill organisms living in the body of water into which it is released. This type of pollution is also known as thermal pollution.
- **Oil and Gasoline:** An oil spill can pour millions of gallons of oil and other chemicals into a body of water from a damaged well or a leaking tanker. It can take many years for an area to recover from an oil spill because the oil floats on water and is difficult to collect. An even larger source of this type of pollution is the petroleum products carried into waterways by rainwater runoff. The small drips of oil and other fluids from cars and trucks, drops of gasoline spilled at filling stations, and drips from machinery combine to have a large impact on water sources.

2. **Identify:** Which type of pollution are pesticides?

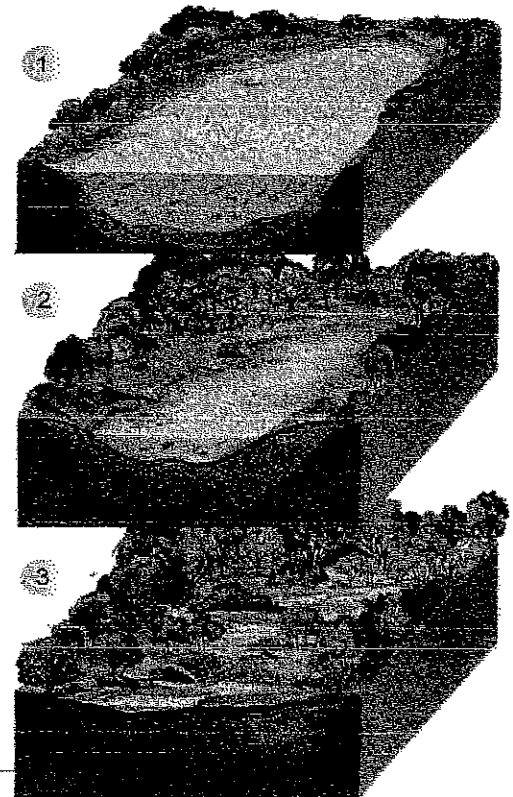
- A. industry and mining wastes B. household sewage C. agricultural wastes D. sediments

Pollution of Lakes: Lakes and ponds may become polluted in the same ways as rivers and streams. In addition, lakes and ponds have a unique natural process called eutrophication (yoo troh fih KAY shun) that speeds up when a lake or pond is polluted. **Eutrophication** is the buildup of nutrients in a lake or pond over time. In eutrophication, a lake or pond gradually shrinks and becomes shallower, as shown in the diagram on the next page.

1. Dead organisms decay and release nutrients, such as nitrogen and phosphorus, into the water. These wastes are nutrients for algae, which spread and form a layer on the lake's surface.
2. The thickening layer of algae blocks sunlight. Plants die because they cannot carry out photosynthesis. Without food and oxygen from the plants, animals die. Decaying material from dead organisms piles up on the bottom, making the lake shallower.
3. As the area fills in, land plants grow in the mud. Over time, the area fills with plants, and a meadow replaces the former lake.

Although eutrophication occurs naturally, certain human activities can increase how quickly it happens. For example, fertilizer from farms runs off into ponds and lakes, providing extra nutrients to the algae. The extra nutrients speed up the growth of algae, leading to faster eutrophication.

3. **Restate:** Define eutrophication, and describe the ultimate result of this process.

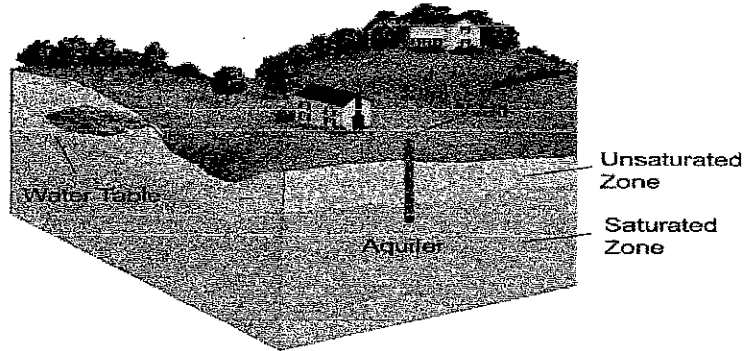


How can human activity affect groundwater in a watershed?

Recall that groundwater is water stored in rocks and soil beneath Earth’s surface. Like surface water, groundwater generally comes from precipitation. Precipitation soaks into the ground, pulled by gravity. The water fills up the spaces between particles of soil and the cracks and spaces in layers of rock. Any underground layer of permeable rock or sediment that holds water and allows it to flow is called an **aquifer**. Aquifers can range in size from a small patch to an area the size of several states.

Aquifers have different zones. In the saturated zone, all the underground spaces are filled with water. The **water table** is at the top of the saturated zone. Above the water table, air fills the empty spaces between particles of soil and rock. This is the unsaturated zone.

Groundwater Pollution: There are many sources of groundwater pollution. Some homes have underground septic tanks to collect waste. These tanks sometimes leak, as do landfills. Underground storage tanks can leak oil and gasoline into the soil. People contribute directly to the contamination of underground water by pouring oil, paint thinners, and other chemicals onto the ground.



Aquifers that become polluted do not recover quickly, because groundwater flows slowly. An aquifer cannot easily flush itself to dilute or wash away pollution. Groundwater is also cold and has fewer microorganisms than surface water. So the natural chemical reactions that break down wastes occur more slowly.

Groundwater Depletion: Aquifers provide much of our drinking water. People obtain groundwater from an aquifer by drilling a well below the water table, into the saturated zone. But aquifers are not unlimited sources of water. Pumping water out of an aquifer lowers the water level near the well. If people take water from the aquifer faster than the aquifer refills, the level of the aquifer will drop. If the water table drops below the bottom of the well, the well will run dry and water cannot be obtained from it.

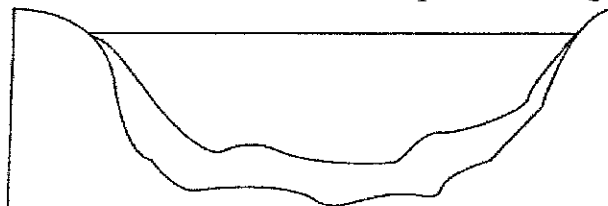
Withdrawal of large quantities of water from an aquifer can also cause the land on the surface above it to sink. In places near coasts, heavy withdrawal of freshwater from aquifers has allowed salt water from the ocean to seep in and contaminate wells.

4. Identify: List two reasons why polluted groundwater sources recover more slowly than polluted surface water sources.

Lesson Check

1. Predict: What is a possible effect on the land above an aquifer if large amounts of water are pumped out?

2. Make Models: The drawing below shows a cross section of a river. Change the drawing to model what happens when agricultural wastes wash into a river. Then explain the change you made.



3. **Explain:** Even though Earth's freshwater resources are limited, they are essential to sustaining life and to carrying out a large range of human activities.

a. How can human activity affect surface water?

b. How can human activity affect groundwater?

4. **Draw Conclusions:** Why is the effect that human activities have on Earth's freshwater supplies important?

5. **Evaluate:** Why might thermal pollution from a power plant be more of a problem in a small lake than in a deep, flowing river?

TEKS Check

1. **Identify** Which is the largest source of water pollution by oil and gasoline?

A runoff from farms **B** mining wastes **C** industrial wastes **D** pollutants carried by runoff

2. **Predict** What type of human activity would result in salt water infiltrating groundwater supplies?

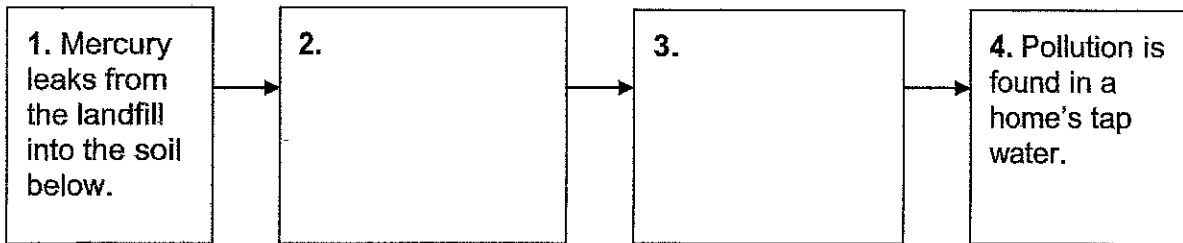
3. **Draw Conclusions** Pollution causes various effects on surface water in watersheds.

a. What is the effect of sewage on surface water in a watershed?

b. What is the effect of an oil-spill on surface water in a watershed?

c. What is the effect of sediment on surface water in a watershed?

4. **Model** the effects of human activity on groundwater. Suppose that a landfill is leaking mercury into the soil beneath it. Beneath the soil is an aquifer. Wells drilled into the aquifer provide water for many homes. Complete the graphic organizer to model a possible sequence of events, as the pollution moves from the landfill to a water tap at one of the homes.



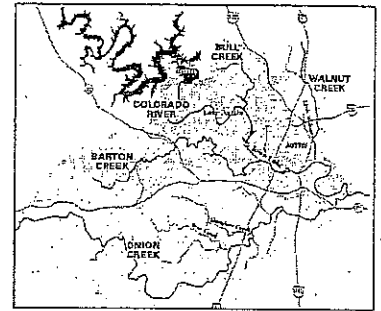
5. **Model** the effects of human activity on groundwater. In the space below, draw two pictures to model how human activities affect an aquifer. The first drawing should show the aquifer after several weeks of extremely heavy rainfall. The second should show the same aquifer after heavy pumping has removed much of the water from the aquifer. Both drawings should have the following features: *zone of saturation*, *zone of unsaturation*, and *water table*.

1.

2.

Watersheds

Most of Earth's surface water is the salt water of the oceans. However, most of the surface water on the continents is fresh water. These waters are divided into watersheds. A watershed is an area of land where all of the water that drains off of it goes to the same major body of water, such as a river or lake. Eventually, the waters of each watershed drain into the ocean.



Most water enters a watershed as precipitation. Some falls directly into lakes and rivers. Much of it falls on land and becomes runoff. The runoff flows over the ground and eventually reaches surface waters.



Some precipitation does not runoff; instead it soaks into the ground. As it soaks through the soil it passes through layers of porous rock. Porous rocks allow for water and air to travel through small spaces. The water will sink down until it reaches a layer of rock or clay that it cannot pass through. The water that collects on top of the rock or clay is called groundwater.

The layer of saturated rock is called an aquifer. The top level of an aquifer is called the water table. The depth of the water table can vary from very deep to very shallow and can even be on the surface of the Earth.

Analysis Questions:

1- What is a watershed? _____

2- How are runoff and groundwater different? _____

3- What is the connection between surface and groundwater? _____

4- What is an aquifer? _____

5- What is porous rock? _____

6- What would happen to the surface water level if the level of precipitation was low? _____

7- How does the amount of precipitation affect the amount of water in an aquifer? _____

8- How do bodies of groundwater form? _____

ESL Reading

5-Minute

Language Review



Week 26

Name _____

5 Minute Language Review



Week 26, Monday

Name _____

Place a ✓ by the sentences that are not run-ons.

1. Mosquitoes bother people in the summer, so I wear bug repellent when I go outdoors.
2. Mosquitoes are pesky insects, I can't think why anyone would like them:
3. Most mosquito bites aren't dangerous but they can be quite itchy.

Rewrite the sentence correctly.

me and my dad was cleaning out the garage on sunday

Write the titles correctly.

horse and saddle magazine for teens
dallas morning news

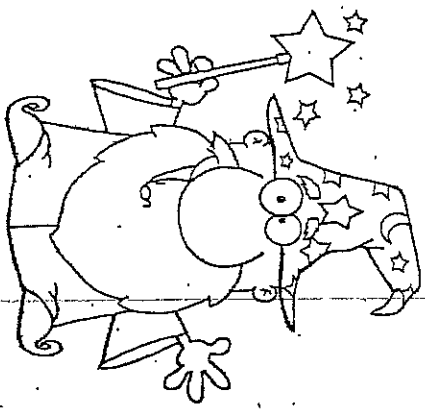
Write the plurals.

mosquito _____
tomato _____
hero _____
potato _____

What change is needed, if any?

The strawberries would've been great for milk shakes.

- A. change *strawberrys* to *strawberries*
- B. change *would've* to *would've*
- C. change *great* to *grate*
- D. make *no* change



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 26, Tuesday

Name _____



Place a ✓ by the sentences that are not run-ons.

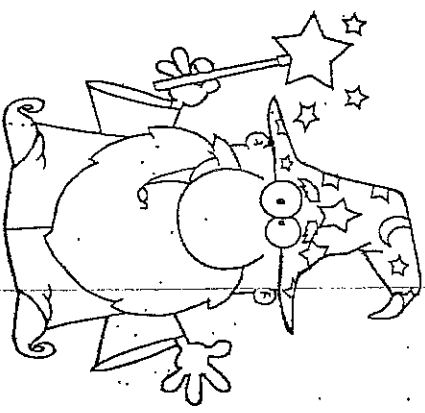
1. The Beatles were an English rock band formed in England in 1960, John Lennon was part of the band. _____
2. Elvis Presley was a singer whose nickname was the King of Rock and Roll. _____
3. Paul McCartney was a member of The Beatles, and so was Ringo Starr. _____

Rewrite the sentence correctly.

my mom gave me and my sister oatmeal for breakfast

Write the titles correctly.

- national Geographic for kids _____
- atlanta times daily newspaper _____



Write the plurals.

- stereo _____
- duo _____
- radio _____
- piano _____

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

What change is needed, if any?

- My grandma and grandpa played their stereoes all night long when The Beatles were popular.
- A. change grandma and grandpa to Grandma and Grandpa
 - B. change *stereoes* to *stereos*
 - C. change *The* to *the*
 - D. make no change



Place a ✓ by the sentences that are not run-ons.

- ___ 1. Rock and roll music started in America in the 1940s, it began from gospel music.
- ___ 2. Rock and roll music evolved until now it is called simply rock music.
- ___ 3. My mom still likes rock and roll music, but my dad likes country music.

Rewrite the sentence correctly.

the polk country fair is held next week, sunday thru saturday

Write the titles correctly.

america, the beautiful _____

the big book of science experiments _____

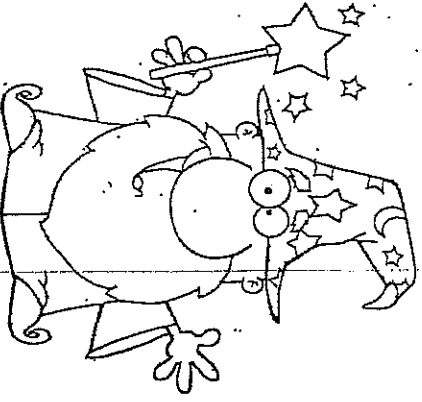
Write the plurals.

- baby _____
- pony _____
- ally _____
- canary _____

What change is needed, if any?

Grandma still loves The Beatles, but: mom likes Bon Jovi.

- A. change. *The Beatles* to *the Beatles*
- B. delete the comma
- C. change *mom* to *Mom*
- D. make no change



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 26, Thursday

Name _____



Place a ✓ by the sentences that are not run-ons.

1. The White House is the house where the President of the United States lives, it is located in Washington, D.C.
2. You can visit Robert E. Lee's house in Arlington, Virginia, then you can visit George Washington's house.
3. Many memorials are located in Washington D.C., but my favorite is the Viet Nam Wall.

Rewrite the sentence correctly.

please robert bring the books to jason and I

Write the titles correctly.

yellow submarine, by the beatles

the wizard of oz

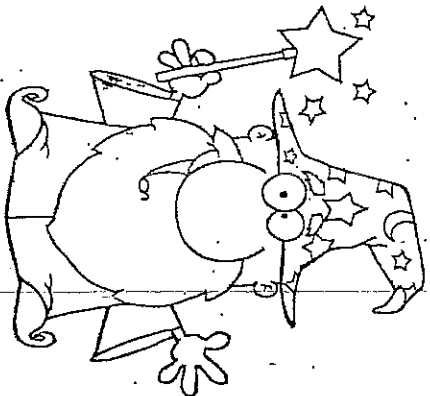
Write the plurals.

monkey _____
day _____
toy _____
donkey _____

What change is needed, if any?

I remembered to bring my remote control car, but I forgot my batteries.

- A. change *to* to two.
- B. change *forgot* to *forget*
- C. change *batterys* to *batteries*
- D. make no change



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 26 Quiz

Name _____



Place a ✓ by the sentences that are not run-ons.

1. Rock and roll music started in America in the 1940s, it began from gospel music.
2. Paul McCartney was a member of The Beatles, and so was Ringo Starr.
3. You can visit Robert E. Lee's house in Arlington, Virginia, then you can visit George Washington's house.

Rewrite the sentence correctly.

please robert bring the books to jason and I

Write the titles correctly.

yellow submarine, by the beatles
the big book of science experiments

Write the plurals.

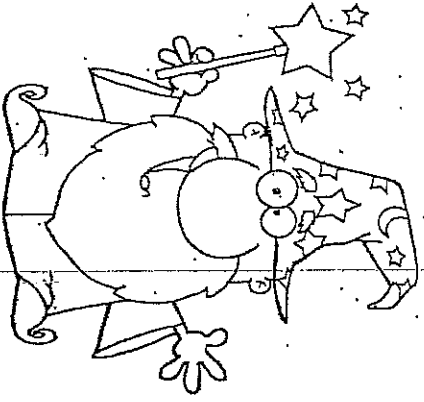
mosquito _____
stereo _____
pony _____
doinkey _____

What change is needed, if any?

My grandma and grandpa played their stereoes all night long when The Beatles were popular.

- A. change grandma and grandpa to Grandma and Grandpa
- B. change stereoes to stereos
- C. change The to the
- D. make no change

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

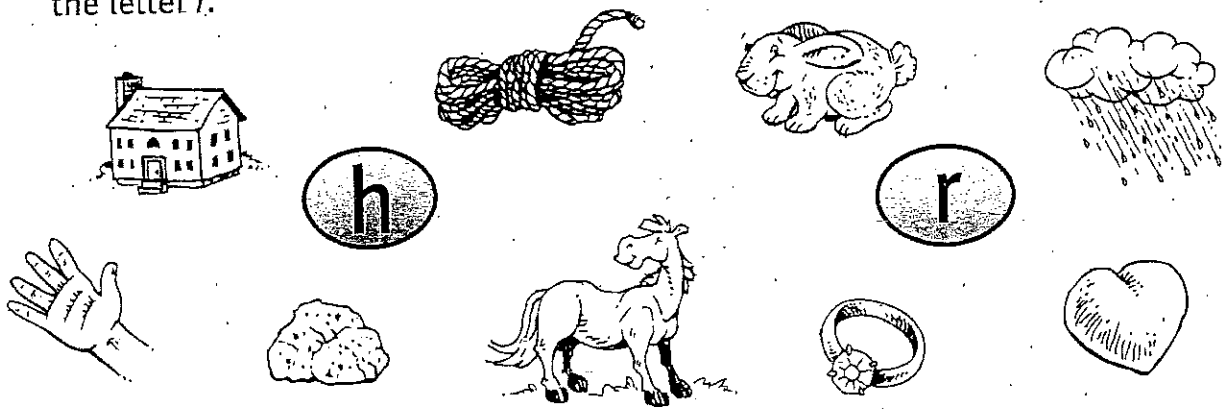


Name _____ Date _____

Initial *h* and *r*

The letter *h* stands for the sound you hear at the beginning of *home*. The letter *r* stands for the sound you hear at the beginning of *run*.

A Say the word that names each picture. If the word begins with the *h* sound, draw a line from the picture to the letter *h*. If the word begins with the *r* sound, draw a line to the letter *r*.



hard	road	hear	right	ride
run	rose	hurry	hat	home

B Say each word. Then write the word from the box that rhymes with it.

- 1. bat _____
- 2. nose _____
- 3. comb _____
- 4. card _____
- 5. snowed _____
- 6. fun _____
- 7. tried _____
- 8. worry _____
- 9. year _____
- 10. kite _____

Find five words in the story with two syllables that begin with *h* or *r*, such as *hurry* and *rabbit*. Write them in your Journal.

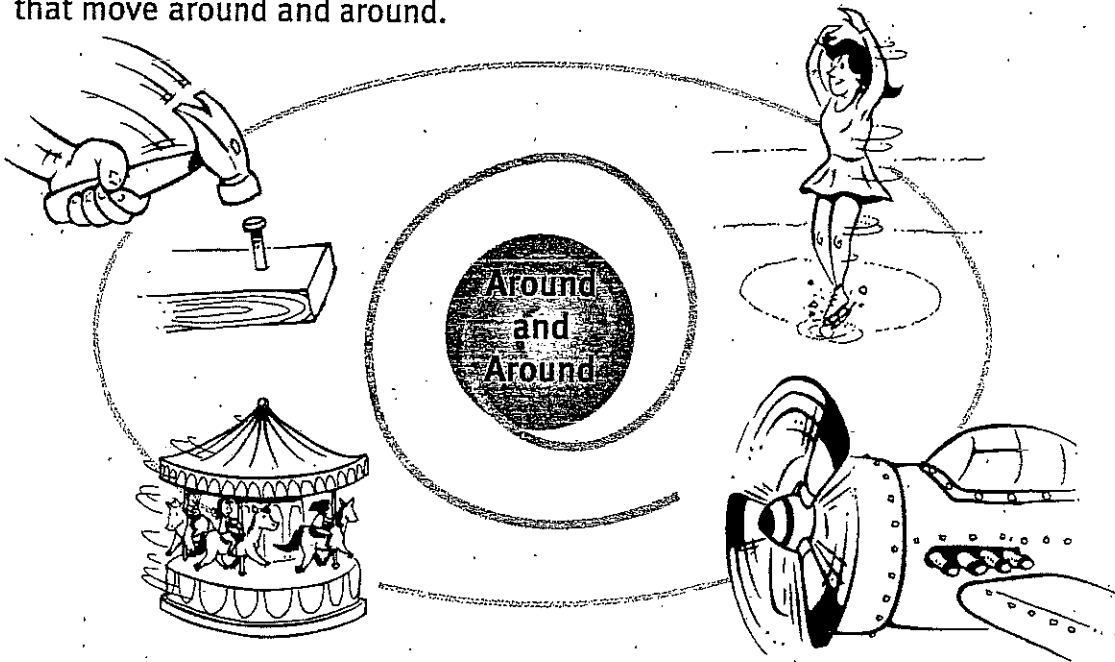
Copyright © Scholastic Inc.

Name _____ Date _____

Around and Around

Around and around is a phrase that means "to go in a circle many times." Every day you see things that move around and around.

A Look at the pictures below. Draw lines from the center circle to the pictures of things that move around and around.

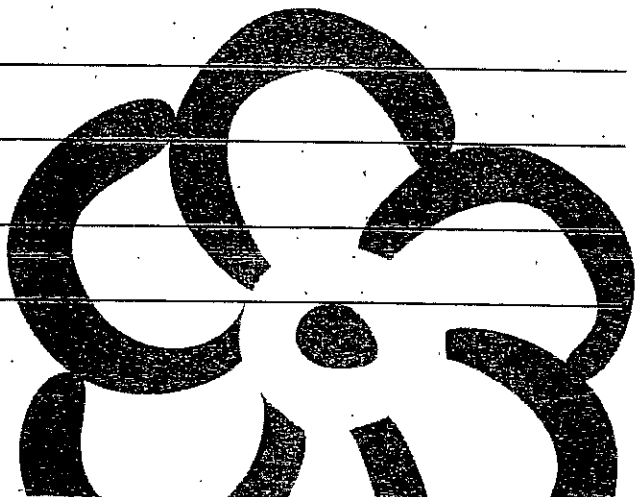


B Write a sentence for each of the pictures above that shows something going around and around. Be sure to include the phrase *around and around* in each sentence.

1. _____

2. _____

3. _____



Name _____ Date _____

Cinderella

Story Words

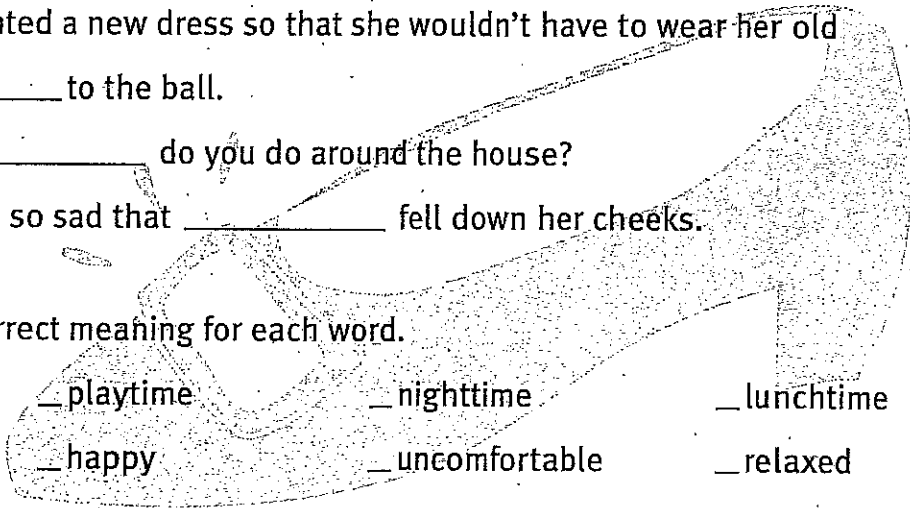
- stepsister** a daughter of your stepfather or stepmother by a former marriage
- spell** an enchanted state caused by magic
- ball** a fancy party where there is dancing
- wand** a thin stick with magical powers
- flipper** a wide, flat rubber shoe used by people for swimming or diving

Everyday Words

- rags** old, worn-out clothing
- midnight** 12 o'clock at night
- cozy** comfortable or snug
- chores** jobs you have to do around the house
- tears** drops that fall from your eyes when you cry

A Fill in each blank with a word from the boxes.

1. Who did the princess dance with at the _____ ?
2. The magician waved his magic _____, and the rabbit reappeared.
3. Maria wanted a new dress so that she wouldn't have to wear her old _____ to the ball.
4. What _____ do you do around the house?
5. Helen was so sad that _____ fell down her cheeks.



B Check the correct meaning for each word.

1. **midnight:** playtime nighttime lunchtime
2. **cozy:** happy uncomfortable relaxed
3. **stepsister:** relative teacher cousin
4. **spell:** a sad condition a happy condition a magical condition
5. **flipper:** a kind of dancer a kind of hat a kind of shoe



In the book, find three words that tell about Cinderella. Write them in your Journal.

ESL SOCIAL STUDIES



Resumen del capítulo 18

Las haciendas y la agricultura

Los exploradores españoles trajeron el ganado a América en el siglo XVI. A medida que el ganado se escapaba de las praderas, fueron proliferando las manadas de ganado salvaje que habitaban en algunas regiones de Texas. Los hacendados criaron este ganado, creando así el ganado de cuernos largos de Texas. Las haciendas constituían una gran industria en el sur de Texas a finales del siglo XVIII y principios del siglo XIX. Hasta la invención de las cercas de alambre de púas, el ganado pastoreaba en las llanuras abiertas. ~~Al poco tiempo, las cercas no permitían que el ganado corriera en libertad y a veces dejaban sin agua a las manadas.~~

Después de la Guerra Civil, los ferrocarriles se expandieron. Los ferrocarriles cargaban ganado hacia las ciudades en el Este. Para trasladar el ganado de la hacienda o la llanura hacia los ferrocarriles, los vaqueros llevaban las manadas por los pasos de ganado, como el Chisholm Trail. Aun cuando abundan las coloridas historias sobre los vaqueros, su vida no era fácil. La mayoría de los vaqueros eran hombres jóvenes solteros. Aproximadamente un sexto de ellos eran mexicanos. Otro sexto eran hombres afroamericanos. Las mujeres y los hombres de muchas culturas contribuyeron al éxito de las haciendas en Texas. Los inversionistas británicos financiaron parte de la enorme hacienda XIT. A cambio de 3 millones de acres de tierra, esos inversionistas pagaron para construir el capitolio del estado en Austin.

En la década de 1880, la sobreproducción y el mal tiempo causaron un declive de la industria de haciendas de ganado. Fue así como aumentaron entonces la cría de ovejas y la agricultura. Los molinos de viento y otros métodos nuevos hicieron posible la agricultura en las áreas áridas. La siembra de algodón era la más importante. Muchas de las personas que anteriormente trabajaban como esclavos se convirtieron en agricultores arrendatarios o aparceros en pequeñas granjas. A cambio de tierra, los aparceros entregaban al dueño de la granja una parte de la cosecha de algodón.

INSTRUCCIONES: Responde las siguientes preguntas.

1. ¿Cómo llegó el ganado a Texas?

2. ¿Cómo llevaban los vaqueros el ganado a través de los pasos de ganado?

3. ¿Cómo pagaban los aparceros la tierra que arrendaban?

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

COLUMN B

- _____ 11. word: _____
v. to push or drive forward; to force, compel, or urge
- _____ 12. word: _____
adj. possible, but not having occurred; *n.* the capacity for development
- _____ 13. word: _____
v. to bring back to a former condition; to establish once more; to regain
- _____ 14. word: _____
n. the act of taking something for granted; something that is assumed
- _____ 15. word: _____
n. an argument; a debate; a dispute, especially a long and public one
- _____ 16. word: _____
v. to change something to make it fit a new use; to adjust to something new
- _____ 17. word: _____
n. the support or foundation on which something rests; the main ingredient
- _____ 18. word: _____
n. an earnest request; a written, group request; *v.* to formally request
- _____ 19. word: _____
n. the act of or state of being left out
- _____ 20. word: _____
adj. of, from, or like the earliest times; simple or crude; *n.* someone or something belonging to an early or simple society; an artist without formal training

- (A) When Mr. Kaleak walked into communications class, he had a piece of paper with our request and our signatures in his hand. "I have your **petition** right here," he said.
- (B) "So, you want to videotape the Eskimo-Indian World Olympics? There will be quite a **controversy** over who should pay for the tape. I'm prepared to argue that the school should."
- (C) "Would the **assumption** that this argument has been settled be correct? Can I take that for granted?" asked Mr. Kaleak.
- (D) "Yes," Alice said. "This video has **potential**. Possibly it can improve awareness among all peoples, not just American Indians."
- (E) Ed continued, "That's right. This tape could be the **basis** for a better understanding of our culture."
- (F) John commented, "Many people have the false notion that we are **primitives** with crude and simple customs. They don't see us as people with world-class abilities."
- (G) "People don't even think of us when they think of American Indians. This **omission** of the Yu'pik and Inupiat from people's notion of American Indians bothers me," said Slava.
- (H) "The video will explain how our games were **adapted** from everyday activities and how they were changed to fit the format of the Olympics," Asta added.
- (I) Ed added, "The tape might restore knowledge to those who have forgotten the old ways."
- (J) Mr. Kaleak smiled. "Your arguments **impel** me to approve your plan. Your determination forces me to agree with you."

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. to petition the government

- (A) request of
- (B) elect
- (C) protest against
- (D) overthrow

22. restore good health

- (A) keep out
- (B) nourish
- (C) bring back
- (D) threaten

23. impel action

- (A) advise
- (B) stop
- (C) force
- (D) assist

24. a sound basis

- (A) budget
- (B) foundation
- (C) plan
- (D) ceiling

25. potential problems

- (A) serious
- (B) minor
- (C) electrical
- (D) possible

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

26. primitive artist

- (A) ancient
- (B) amateur
- (C) formally trained
- (D) well-dressed

29. adapt the plan

- (A) make necessary changes to
- (B) record on tape
- (C) agree on
- (D) refuse to change

27. a public controversy

- (A) agreement
- (B) secret
- (C) kindness
- (D) argument

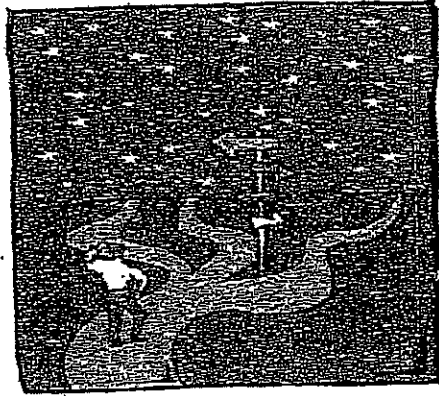
30. the court's assumption

- (A) proven fact
- (B) rudeness
- (C) power
- (D) final decision

28. a serious omission

- (A) mistake
- (B) correction
- (C) addition
- (D) job

Name _____



Chapter 8 Key Terms

Decree

Exempt

Customs duty

Commerce

Import

Skirmish

Resolution

Cholera

Repeal

Malaria

dictator

ELECTIVES

Business Marketing Lesson

Week 2 (Monday March 30th to Friday April 3rd)

Students may choose either Option 1 or Option 2: You can do both if you like!! You can put your answers on the front & back of this paper.

Option 1:

If you have access to the internet, I want you to look up a current business article. After reading the article, write a two paragraph description of the company. This should be patterned after our presentations in class each Friday.

Option 2:

List 3 businesses that you could see yourself working for in the future & tell me why you chose that company.

Here is the link to the business marketing site if you'd like to login & work on current module.

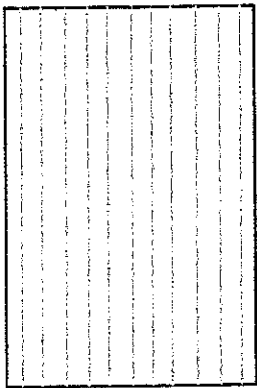
<https://learn.aeseducation.com/> Remember your login name is ID@student.mpisd.net & the password you created. If for some reason you can't login or forgot your password please email me jjones2@mpisd.net & I can reset both of them if needed. I know not all of our students aren't done with Personal Financial Literacy module so it's currently still open.

LINE

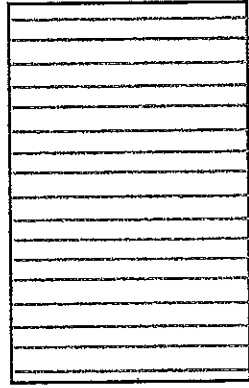
A mark made by a pointed tool, can be long, short, straight, curved, thick or thin. Lines can be geometric or organic.

GEOMETRIC

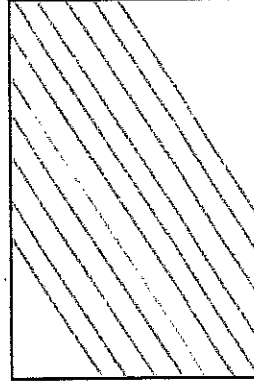
Geometric lines are man-made. They can be horizontal, vertical, diagonal, jagged, etc.



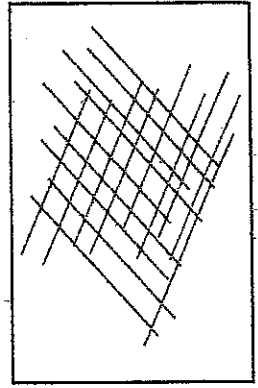
VERTICAL LINES



HORIZONTAL LINES



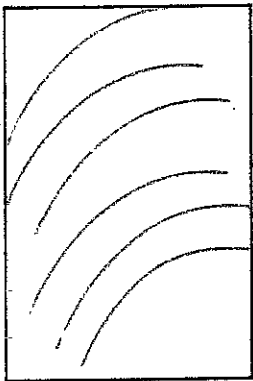
DIAGONAL LINES



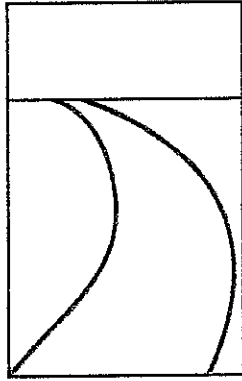
CROSS-HATCHED

ORGANIC

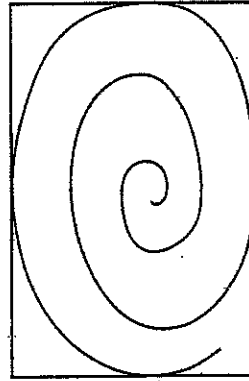
Organic lines are curved and natural and are often seen in nature.



CURVED LINES



PERSPECTIVE LINES



SPIRALING LINES



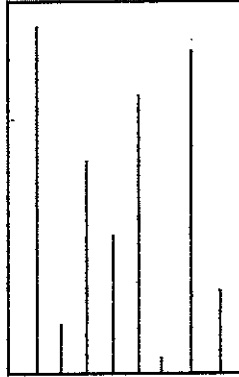
SCRIBBLED

LINE VARIETY

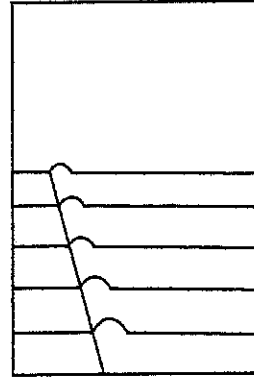
Lines can vary in thickness, in length and can denote texture or movement in art.



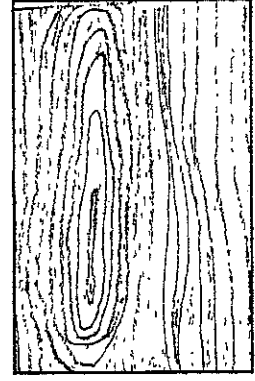
THICKNESS



LENGTH



MOVEMENT



TEXTURE



Mrs. Lugo AAI and AAH
Name: _____

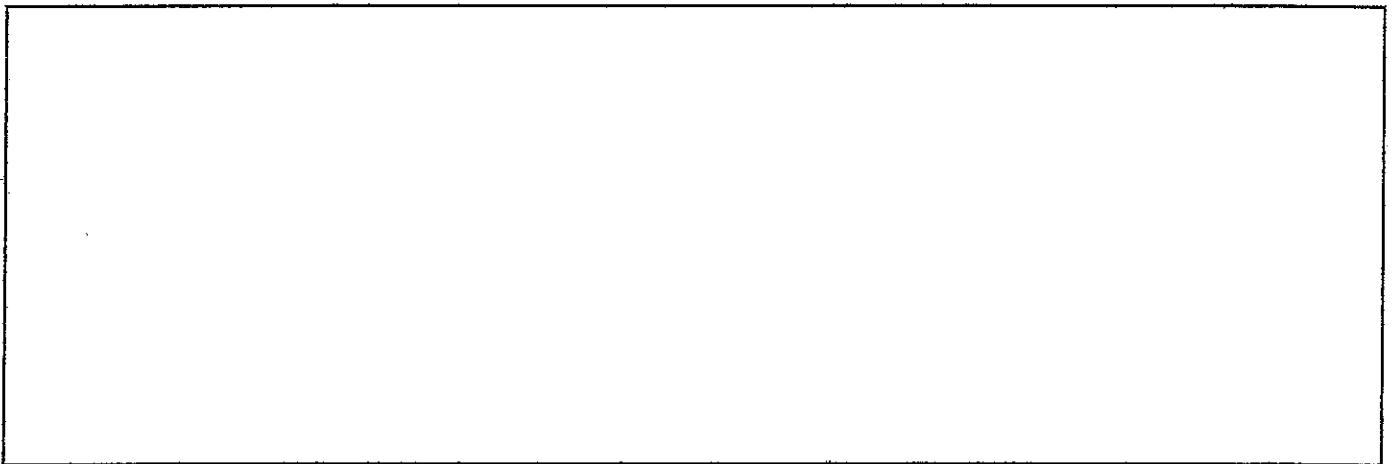
GEOMETRIC

Draw a line design using only geometric lines in the box below.



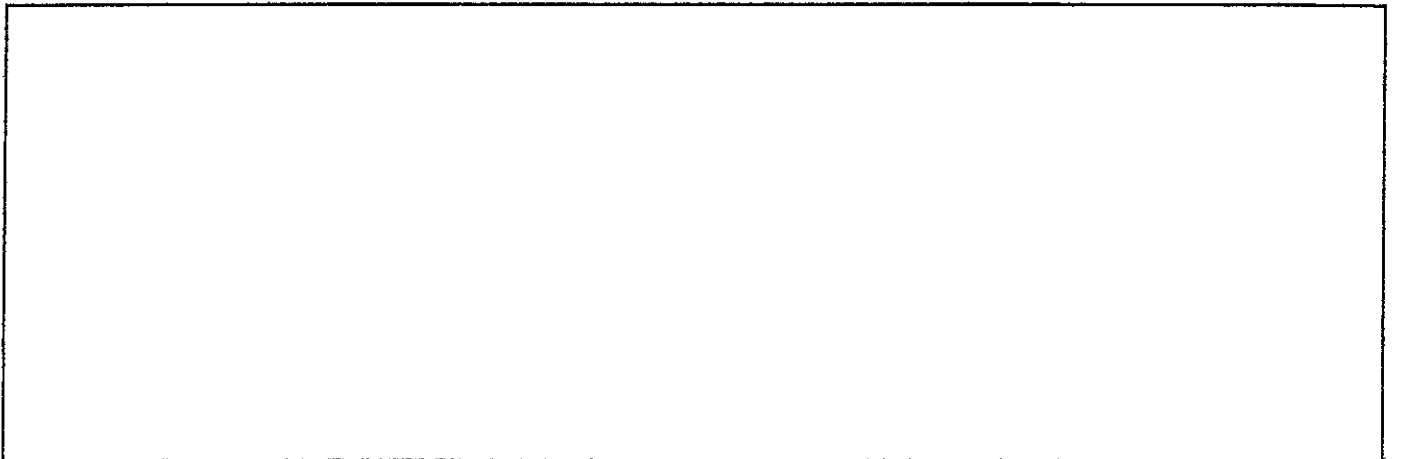
ORGANIC

Draw a line design using only organic lines in the box below.



VARIETY

Draw a line design using both geometric and organic line, vary the length, thickness etc.



PE Activities

Hi guys, hope you're all well and doing great.

While you're home, we just want to be sure you stay in shape. So, I'm sending you a list of workouts you can do at home.

Each Day: Before starting your workout, be sure to stretch first.

Remember to stretch your arms, legs and back.

1. Jumping Jacks.....20
2. Squat Jumps.....10
3. Push Ups.....10
4. Sit Ups.....20
5. Toe Touches.....20
6. One Minute Plank
7. Run In Place.....1 Minute

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.

Dance I and Dance II (ADT)-

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.

Honors Band/Symphonic Band (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

- Play some music games
- Watch some fun music videos
- Learn any song your choice
- http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

Los artículos

Translate the following words from English to Spanish. Remember to use the article and noun in their correct singular/plural form.

- ① The book
- ② The house
- ③ The horse
- ④ The tables
- ⑤ The beach
- ⑥ The eyes
- ⑦ The cat
- ⑧ The dogs
- ⑨ The chairs
- ⑩ The skirt

- ⑪ The apple
- ⑫ The buildings
- ⑬ The museum
- ⑭ The plants
- ⑮ The banks
- ⑯ The windows
- ⑰ The man
- ⑱ The schools
- ⑲ The woman
- ⑳ The shoes

Translate the following words from Spanish to English. Remember to use the article and noun in their correct singular/plural form.

- ① La camisa
- ② El padre
- ③ Un anillo
- ④ Las niñas
- ⑤ El espejo
- ⑥ Una amiga
- ⑦ Un vaso
- ⑧ La prueba
- ⑨ Una uña
- ⑩ El niño

- ⑪ Las botellas
- ⑫ Unos platos
- ⑬ Las bolsas
- ⑭ Unas camisas
- ⑮ Las madres
- ⑯ Un diccionario
- ⑰ Los cuadernos
- ⑱ El sombrero
- ⑲ Unas peras
- ⑳ La boca

Los artículos

Complete with the corresponding definite article:
 Completa con el artículo definido que corresponda:

El - La - Los - Las.

- | | | | | | |
|----|-------|---------------------|----|-------|---------------------|
| 1 | _____ | niño rápido. | 11 | _____ | botellas sucias. |
| 2 | _____ | escuelas pequeñas. | 12 | _____ | anillos caros. |
| 3 | _____ | diccionario barato. | 13 | _____ | falda larga. |
| 4 | _____ | mujer vieja. | 14 | _____ | gatos locos. |
| 5 | _____ | caballo lento. | 15 | _____ | sillas negras. |
| 6 | _____ | pruebas cortas. | 16 | _____ | hombres viejos. |
| 7 | _____ | padre feliz. | 17 | _____ | boca grande. |
| 8 | _____ | plantas grandes. | 18 | _____ | playa linda. |
| 9 | _____ | edificios altos. | 19 | _____ | niñas inteligentes. |
| 10 | _____ | uñas limpias. | 20 | _____ | libro azul. |

Complete with the corresponding indefinite article:
 Completa con el artículo indefinido que corresponda:

Un - Una - Unos - Unas.

- | | | | | | |
|----|-------|--------------------|----|-------|------------------|
| 1 | _____ | bolsa nueva. | 11 | _____ | ojo rojo. |
| 2 | _____ | faldas blancas. | 12 | _____ | zapatos grandes. |
| 3 | _____ | banco pequeño. | 13 | _____ | manzana sabrosa. |
| 4 | _____ | platos amarillos. | 14 | _____ | amigos rápidos. |
| 5 | _____ | pera grande. | 15 | _____ | perros blancos. |
| 6 | _____ | vasos limpios. | 16 | _____ | cuaderno viejo. |
| 7 | _____ | camisa verde. | 17 | _____ | ventanas sucias. |
| 8 | _____ | madre inteligente. | 18 | _____ | mesa redonda. |
| 9 | _____ | espejo redondo. | 19 | _____ | museo nuevo. |
| 10 | _____ | sombreros viejos. | 20 | _____ | casas feas. |

Outdoor Adventure

This week we will continue learning about fishing and the skills it takes to be a good angler. Learning about our aquatic wildlife and understanding how these species live and function in their environment will help you know where to look, what they eat (predator vs prey) and what processes they go through in their life cycle (Spawn). There's a whole new world underneath the surface of the water and it's a world that has many similarities and many differences to the world we live in above the surface. Let's take a look at some of the main species we have in our local lakes and fisheries.

Blue Catfish

<https://www.huntstats.com/blc.html>

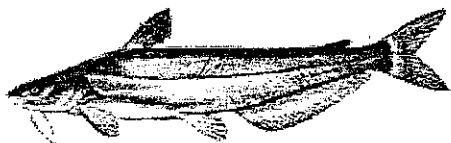


Photo courtesy USFWS/Rio Grande River

Description

Ictalurus is Greek meaning "fish cat," and *furcatus* is Latin, meaning "forked," a reference to the species' forked tail fin. Blue catfish have a forked tail, and are sometimes very similar to channel catfish. However, only the Rio Grande population has dark spots on the back and sides. The number of rays in the anal fin is typically 30-35, and coloration is usually slate blue on the back, shading to white on the belly.

Angling Importance

The blue catfish is the largest freshwater sportfish in Texas. Where mature populations exist, 50-pounders are not unusual.

Typically, the largest fish are caught by trotliners, some of whom have landed specimens in excess of 115 pounds. The Texas rod-and-reel record is 100 pounds. Catfish is the second most preferred group of fish among licensed Texas anglers, and blues rank third behind channel and flathead catfish. Like the channel cat, the blue catfish is considered an excellent food fish.

Biology

Blue catfish are primarily large-river fish, occurring in main channels, tributaries, and impoundments of major river systems. They tend to move upstream in the summer in search of cooler temperatures, and downstream in the winter in order to find warmer water.

Their spawning behavior appears to be similar to that of channel catfish. However, most blue catfish are not sexually mature until they reach about 24 inches in length. Like channel catfish, the blue catfish pursues a varied diet, but it tends to eat fish earlier in life.

Definitions

Angler-

Aquatic-

Species-

Predator-

Prey-

Environment-

Spawn-

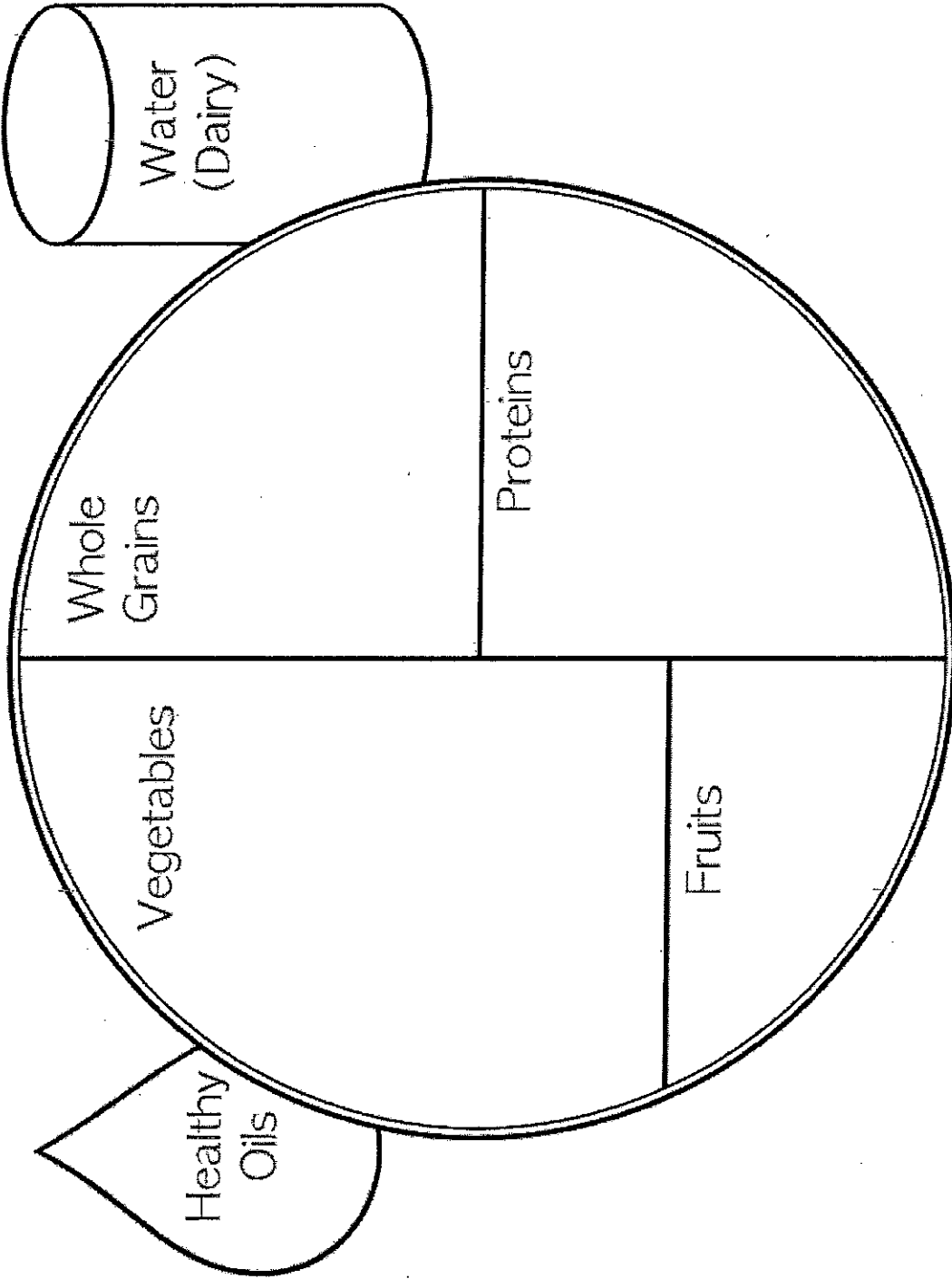
Name _____

Date _____

Period _____

My Healthy Plate

Write each food you eat today in the correct area. Start by adding the breakfast you already ate.



Does your diet fit well into the My Plate template? Why or why not?

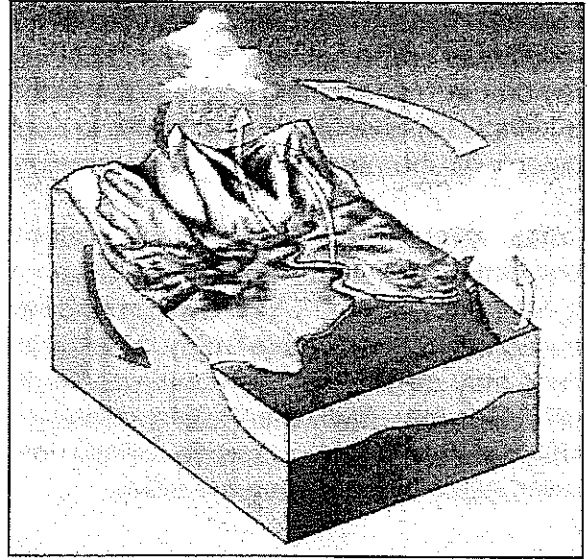
Reflect

You and every other known organism on the planet needs water to survive. In particular, all living things need a supply of clean drinking water. Where does your drinking water come from? What is the risk that your drinking water could run out or become contaminated? What can you do to help protect your drinking water supply?

The Water Cycle

About 70% of Earth's surface is covered with water. This water is stored in many different places, or **reservoirs**. These include liquid reservoirs on Earth's surface, such as oceans, lakes, ponds, streams, and rivers. There is also water in frozen reservoirs such as glaciers and polar ice caps. There is water in and below the ground, in the atmosphere, and in the bodies of organisms, including you!

Water circulates between these reservoirs through the water cycle. Water evaporates and rises as vapor into the atmosphere. Water vapor in the atmosphere condenses to form clouds. Liquid and solid water then fall back to Earth's surface as rain, snow, or other precipitation. Some water flows across Earth's surface as runoff; other water is absorbed into the ground. The areas on or below Earth's surface where this water collects are called **watersheds**. For example, when rainwater runs off of your backyard into a stream, your backyard is part of a watershed.



The water cycle describes how water travels across the ground (through **runoff**) and below the ground (as **groundwater**) into reservoirs such as oceans and lakes. Water evaporates from these reservoirs and rises as vapor into the atmosphere. Water vapor in the atmosphere forms clouds through **condensation**. Then it falls back to Earth as rain and snow through **precipitation**.

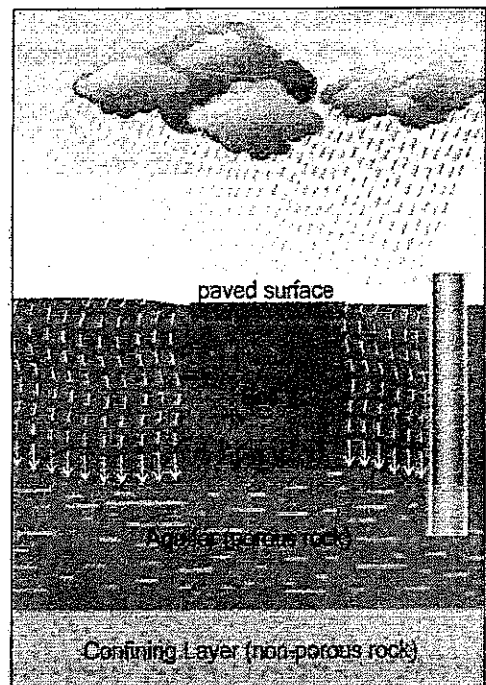
WATERSHEDS

Groundwater

Like its name suggests, **groundwater** is water found in the ground. Groundwater is stored in underground reservoirs called **aquifers**. An aquifer is made of porous rock, with a layer of non-porous rock below. (**Porous** rock is full of holes, or **pores**, through which water can flow.) The layer of non-porous rock is called a **confining layer**. Groundwater is stored in the holes of the porous rock. It is kept in place by the non-porous confining layer underneath. Some aquifers also have another non-porous confining layer above, with the porous layer sandwiched in between.

Groundwater is a source of drinking water for many people throughout the world. If you have a water well in your backyard, the well draws groundwater from an aquifer. Some areas have many small aquifers. One house may draw water from one aquifer, and a house next door may draw water from a different aquifer. Other aquifers cover expansive areas—they may even supply water to several states.

For example, the Ogallala Aquifer, also known as the High Plains Aquifer, covers an area of 173,000 square miles. The Ogallala Aquifer supplies water to portions of eight different states: Colorado, Kansas, Nebraska, New Mexico, Oklahoma, South Dakota, Wyoming, and Texas. About 27% of America's irrigated farmland uses water from the Ogallala Aquifer. About 82% of the people who live above the Ogallala Aquifer get their drinking water from this massive groundwater supply.



Water from rain and snow trickles through the porous rock to refill—or **recharge**—an aquifer. Paved surfaces such as parking lots block water from reaching the aquifer. A well at the right of the diagram reaches down into the aquifer to bring groundwater back up to Earth's surface.

Theatre Production class

The radio play the Maltese Falcon can be found on the link below, we will have a zoom video chat and study it together so you will have to load the **zoom app** on your phone and I will text you the times and meeting code. Please read the play before Wednesday.

<http://genericradio.com/series/academyawardtheater>

Theatre Arts classes

1. Read a children's story either online or from a book at home.
2. After reading the book I what you to design the set on paper draw and color or use a picture collage to show your vision of how the stage should look for the play version of that story. (assignment for the week of Mar. 30-April 4, 2020).
3. Next write a four-scene skit that adapts the story in script form. You may have a narrator plus the characters. Please follow the format we have used in class for script writing. Fill free to change the setting, and time period of the story. (assignment for April 6-10, 2020).

I'm missing all of you and I hope to see you soon!
Stay safe,
Mrs. Peel



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