Grade 7 E-Learning Packet

Name: _____

English

E-Learning Materials

ELA E-Learning Instructions

Name: _____ Class: _____

Day One: Context Clues Practice Unit 1

1. Read the story.
2. Locate the vocabulary chart in this packet.
3. Write each bolded word from the story on the vocabulary chart.
4. Use the context clues from the story to the predicted definition of each bolded word.
5. Write each predicted definition on the vocabulary chart.
6. When you finish, ask an adult or older sibling to check your work and help you find the correct definitions of the bolded words.
7. Write those definitions on the chart.

Day Two: Context Clues Practice Unit 2

1. Read the story.
2. Locate the vocabulary chart in this packet.
3. Write each bolded word from the story on the vocabulary chart.
4. Use the context clues from the story to the predicted definition of each bolded word.
5. Write each predicted definition on the vocabulary chart.
6. When you finish, ask an adult or older sibling to check your work and help you find the correct definitions of the bolded words.
7. Write those definitions on the chart.

Day Three: "From Peak by Roland Smith"

1. Read the passage
2. Answer the questions
3. Locate the lined paper in this packet
4. For question 1A, reference context clues to explain how you know your answer is correct.
5. For questions 1B through 3B, explain how you know your answer is correct. Refer to the text to support your answer if necessary.
6. Write a summary of the passage on the back of the sheet (Somebody, Wanted, But, So, Then).

Day 1

ELA E-Learning Instructions

Name: _____ Class: _____

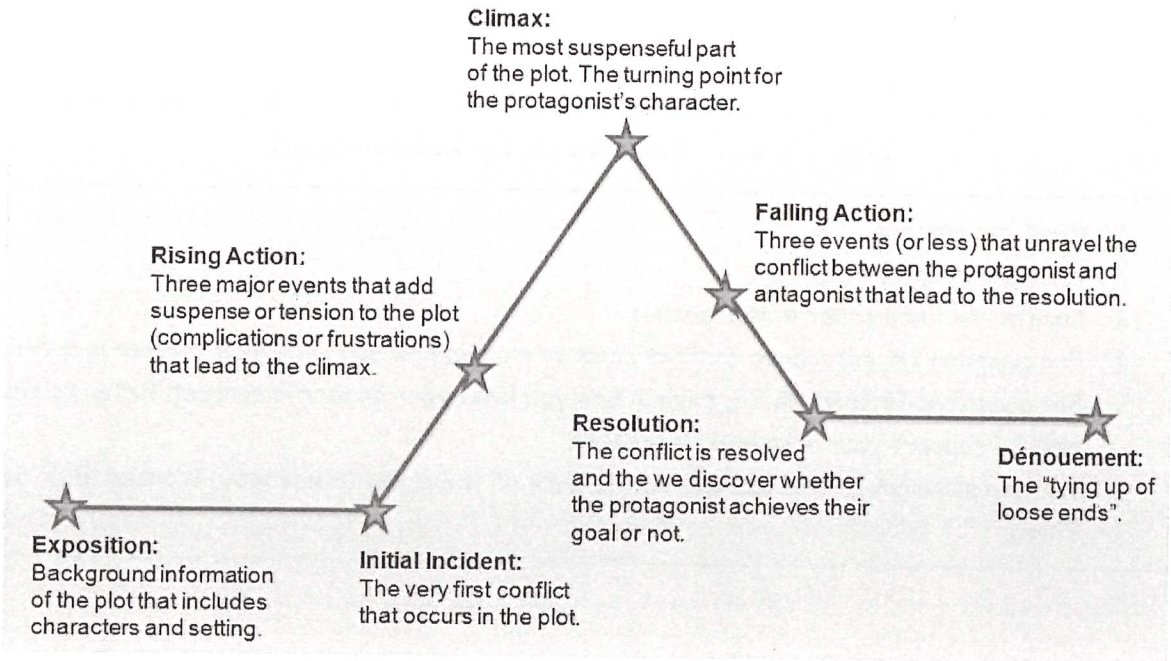
Day Four: "From Tower of the Five Orders by Deron R. Hicks"

1. Read the passage
2. Answer the questions
3. Locate the lined paper in this packet
4. For question 4A, reference context clues to explain how you know your answer is correct.
5. For questions 4B through 8, explain how you know your answer is correct. Refer to the text to support your answer if necessary.
6. Write a summary of the passage on the back of the sheet (Somebody, Wanted, But, So, Then).

Day Five: Write a Short Story

1. Locate the two pages of lined paper in this packet.
2. Write a short story.
   a. Use 3 vocabulary words from Unit 1 and 3 vocabulary words from Unit 2.
   b. Your story should be between 2 single-spaced, handwritten pages long.
   c. In your story, bold the vocabulary words you use.
   d. Your story should have all points of Freytag's pyramid.

FREYTAG'S PYRAMID



Day 1

Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

I	**Inference** – the meaning is not given so you must use text clues	*Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.*
D	**Definition** – the meaning of the word is explained in the sentence	*Ricardo is so arrogant. He thinks he is more important than everyone else.*
E	**Example** – an example of the word is in the sentence or nearby sentences	*Ricardo is so arrogant. He is always bragging about how great he is at sports.*
A	**Antonym** – a word with opposite meaning is used in the sentence or near by sentences	*Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.*
S	**Synonym** – words with similar meaning are used in or near the sentence	*Ricardo is so arrogant, proud, self-centered, and over-bearing.*

Strong readers will always read the sentences surrounding the unknown word to look for clues.

Day 1

Context Clue Practice: E-Learning

Name: _____ Class: _____ Date: _____

Instructions:

Read the passage attached with this assignment. In the passage, you will see **bolded** words; these are vocabulary words. Using your prior knowledge of context clues and the "IDEAS" anchor chart attached to this assignment, record the bolded words under the "word" column and use your skills to find the definition of the bolded word.

Once every bolded word has been recorded, and you have explained what you believe the definition is based on the context clues, you may look up the true definition of the word using a physical or online dictionary and record the true definition in the "Real Defintion" column.

Word	Your definition with explanation & evidence	Real Definition

Day 1

Context Clue Practice: E-Learning

Word	Your definition with explanation & evidence	Real Definition

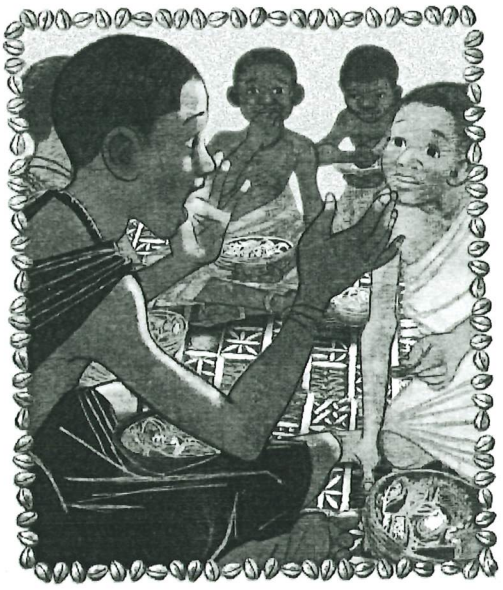
Day 1

UNIT 1

*Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 1. As you complete the exercises in this unit, it may help to refer to the way the words are used below.*

City of Gold

<First-Person Narrative>

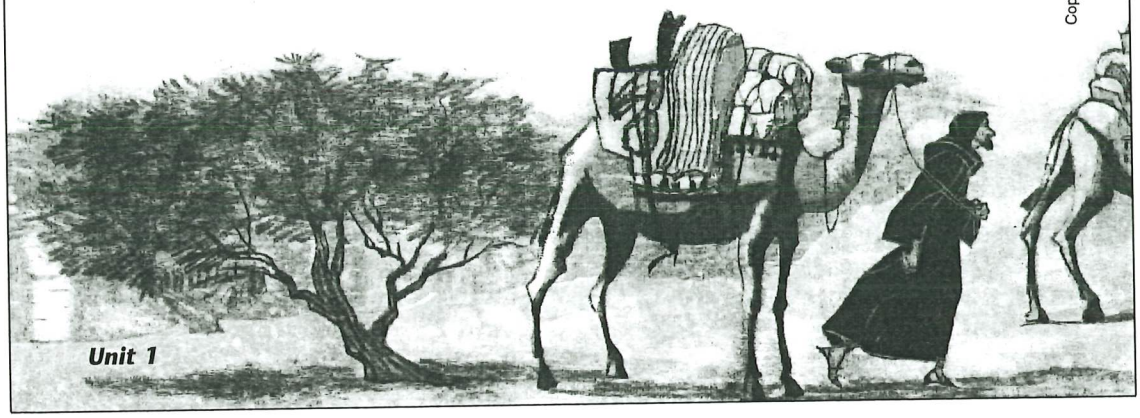


Long ago in western Africa, bands of traders traveled to the city of Timbuktu to buy goods in exchange for gold. The following account is given by a boy describing his first trip to the famous city. He is with a group of friends in the year 1450.

My father has been carrying gold to sell in Timbuktu since he was young. He, my brothers, and I joined other travelers with their goods and camels in a caravan. Now I've come home and can tell you about that city of gold. I'm **famished**, though—I haven't eaten since morning. Let's enjoy this small **repast** together while I talk.

I'll start at the end: What a **gainful** expedition! You saw the great load of goods we brought home. **Immense** packages of salt, some **expressly** for our own use, but most for trade here and to the south. We profited more than usual, because the buyers of gold wanted more than was available. One man even offered to lend my father gold at interest so we could trade more. Father refused, saying, "Lend your money and lose a friend."

Before the journey, I had imagined that we would trade a handful here and there. What an **inept** trader I would become, if not for my father! He is an **ingenious** man who knows his way around the world. Before we even entered the city,

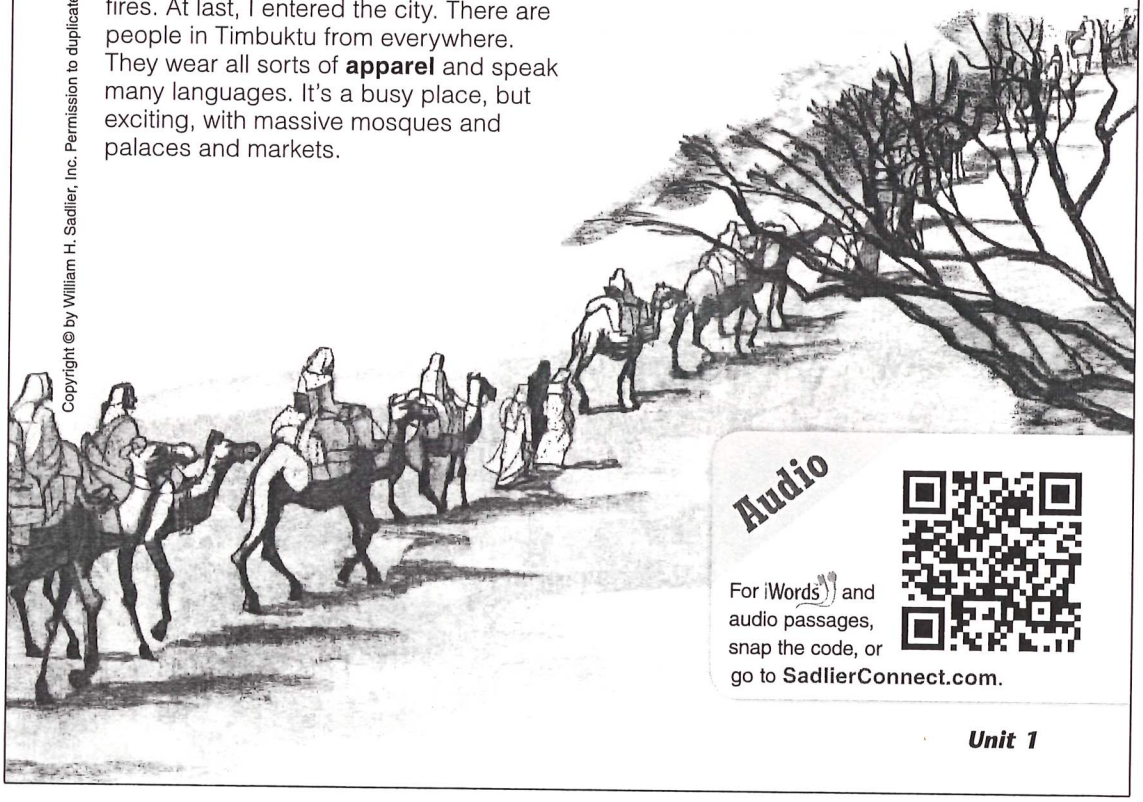


Day 1

we met up with a wealthy merchant and his men. They brought us much salt in exchange for our gold. My father and this merchant chewed kola nuts and spoke like old friends. Then, the merchant **dispatched** his men, ordering them back to their camp. Their compliance was **instantaneous**, and I watched them **recede** into the distance. **Irked** by my idling, my father told me to stop gawking like an **oaf** and start packing the salt.

We ate a quick meal and **doused** the fires. At last, I entered the city. There are people in Timbuktu from everywhere. They wear all sorts of **apparel** and speak many languages. It's a busy place, but exciting, with massive mosques and palaces and markets.

We exchanged the rest of our gold in the marketplaces. Because there was so much happening, the time went quickly. Now that I am home, I confess that I had some **misgivings** before I went. I feared thieves would attack our caravan. I wondered if the city might be raided or **besieged** while we were there. But everything went smoothly on my first visit—I can hardly wait till we return!



Audio

For iWords and audio passages, snap the code, or go to **SadlierConnect.com**.

Day 1

Context Clue Practice: E-Learning

Name: _____ Class: _____ Date: _____

Instructions:

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Once every bolded word has been recorded, and you have explained what you believe the definition is based on the context clues, you may look up the true definition of the word using a physical or online dictionary and record the true definition in the "Real Defintion" column.

Word	Your definition with explanation & evidence	Real Definition

Day 2

climate isn't extremely **arid**, but sometimes it's pretty dry. So, we practice water conservation by using rain barrels.

Interviewer: Do you have a secret for attracting butterflies and bees to the garden?

Rosa: We grow flowers that draw these beneficial insects. And, since our gardens are organic, we would be **hypocrites** if we didn't use all-natural pest control to get rid of unwanted creatures. One raised bed has a *koinobori*, a Japanese fish kite that **billows** in the breeze and scares off scavengers.

Interviewer: What would you say to other schools or kids interested in the program?

Rosa: Confront obstacles and go for it! You may think one kid can't do much to help the environment or change how people eat. But working in the Scrumptious Schoolyard has made me believe we can make a big difference.

One of the best parts of the Scrumptious Schoolyard program is eating what you've grown.

Audio

For iWords and audio passages, snap the code, or go to **SadlierConnect.com**.

Day 2

UNIT 2

*Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 2. As you complete the exercises in this unit, it may help to refer to the way the words are used below.*

West End School Has Comestible Curriculum

<Interview>

The Scrumptious Schoolyard Project is a grassroots program that transforms concrete playgrounds into functional farmland. It is the brainchild of **contemporary** food-education pioneer Clarissa Z. Ochoa. Students in the program explore the connection between what they eat and where it comes from through hands-on organic gardening and cooking classes. The "comestible curriculum" **encompasses** math, science, social studies, and more.

Interviewer: **Rosa, you're a sixth-grade student gardener in the Scrumptious Schoolyard at T.R. Middle School in West End. Have you tried growing anything before?**

Rosa: No, this is my first time. Now I have a green thumb. I might become a farmer or a chef, or both!

Interviewer: **I heard that the Scrumptious Schoolyard concept was somewhat controversial in the beginning.**

Rosa: It **ruffled** a few feathers. Some people were **disinterested**. Others were suspicious, **depicting** it as playing instead of learning. I think their complaints are **groundless**. They really don't know what they're missing. It's amazing to watch something grow from a tiny seed. It takes a lot of **stamina** and enthusiasm to keep the gardens growing, but everyone works together.

Interviewer: **What are some things you've learned?**

Rosa: Rule number one for gardeners is smart planning, and we need to get **maximum** use from our plot. Have you heard of companion planting? Plants are like people—some exist together better than others, so we **manipulate** the plants, materials, and space to get the best harvest. We also extend the natural growing seasons by **mimicking** Mother Nature with grow lights and mini-greenhouses.

Interviewer: **Have you encountered any stumbling blocks so far?**

Rosa: We develop tools and strategies for overcoming **adverse** conditions. Our

Scrumptious Schoolyard student gardeners plant, tend, harvest, cook, and eat what they grow.

Day 2

"From *Peak* by Roland Smith"

Name: _____ Class: _____

1A

1B

2

3A

3B

Summary on back

Day 2

"From *Peak* by Roland Smith"

Name: _____ Class: _____

Summary

(Somebody, Wanted, But, So, Then)

Today you will read a passage from *Peak* as well as a passage from *Tower of the Five Orders*. Then you will answer questions about the selections and write a response in which you analyze both texts.

Read the passage from the novel *Peak*. Then answer the questions.

from *Peak*

by Roland Smith

1 I was only two-thirds up the wall when the sleet started to freeze onto the black terra-cotta.

2 My fingers were numb. My nose was running. I didn't have a free hand to wipe my nose, or enough rope to rappel about five hundred feet to the ground. I had planned everything out so carefully, except for the weather, and now it was uh-oh time.

3 A gust of wind tried to peel me off the wall. I dug my fingers into the seam and hugged the terra-cotta until it passed.

4 I should have waited until June to make the ascent, but no, moron has to go up in March. Why? Because everything was ready and I have a problem with waiting. I had studied the wall, built all my custom protection, and picked the date. I was ready. And if the date passed I might not try it at all. It doesn't take much to talk yourself out of a stunt like this. That's why there are over six billion people sitting safely inside homes and one . . .

5 "Moron!" I shouted.

6 Option #1: Finish the climb. Two hundred sixty-four feet up, or about a hundred precarious fingerholds (providing my fingers didn't break off like icicles).

7 Option #2: Climb down. A little over five hundred feet, two hundred fifty fingerholds.

8 Option #3: Wait for rescue. Scratch that option. No one knew I was on the wall. By morning (providing someone actually looked up and saw me) I would be an icy gargoyle. And if I lived my mom would drop me off the wall herself.

9 Up it is, then.

10 I timed my moves between vicious blasts of wind, which were becoming more frequent the higher I climbed. The sleet turned to hail, pelting me like a swarm of frozen hornets. But the worst happened about thirty feet from the top, fifteen measly fingerholds away.

11 I had stopped to give the lactic acid searing my shoulders and arms a chance to simmer down. I was mouth breathing (partly from exertion, partly from terror), and I told myself I would make the final push as soon as I caught my breath.

12 While I waited, a thick mist drifted in around me. The top of the wall disappeared, which was just as well. When you're tired and scared, thirty feet looks about the length of two football fields, and that can be pretty demoralizing. Scaling a wall happens one foothold and one handhold at a time. Thinking beyond that can weaken your resolve, and it's your will that gets you to the top as much as your muscles and climbing skills.

13 Finally, I started breathing through my runny nose again. Kind of snorting, really, but I was able to close my mouth every other breath.

14 *This is it,* I told myself. *Fifteen more handholds and I've topped it.*

15 I reached up for the next seam and encountered a little snag. Well, a big snag really . . .

16 My right ear and cheek were frozen to the wall.

17 To reach the top you must have resolve, muscles, skill, and . . .

18 A FACE!

19 Mine was anchored to that wall like a bolt, and a portion of it stayed there when I gathered enough *resolve* to tear it loose. Now I was mad, which was exactly what I needed to finish the climb.

20 Cursing with every vertical lunge, I stopped about four feet below the edge, tempted to tag this monster with the blood running down my neck. But instead I took the mountain stencil out of my pack (cheating, I know, but you have to have two free hands to do it freehand), slapped it on the wall, and filled it in with blue spray paint.

21 This is when the helicopter came up behind me and nearly blew me off the wall.

22 "You are under arrest!" an amplified voice shouted above the deafening rotors.

23 I looked down. Most of the mist had been swirled away by the chopper rotors, and for the first time in an hour I could see the busy street eight hundred feet below the skyscraper.

24 A black rope dropped down next to me, and two alarmed and angry faces leaned over the edge of the roof.

25 "Take the rope!"

26 I wasn't about to take the rope four feet away from my goal. I started up.

27 "Take the rope!"

28 When my head reached the top of the railing they hauled me up and cuffed my wrists behind my back. They were wearing SWAT gear and NYPD baseball caps, and there were a lot of them.

29 One of the cops leaned close to my bloody ear. "What were you thinking?" he said, then jerked me to my feet and handed me off to a regular street cop.

Day 3

1 Part A

What does **demoralizing** mean in paragraph 12 of the passage from *Peak*?

A teaching a lesson

B taking away courage

C requiring patience

D helpful for measuring

Part B

Which quotation from paragraph 12 **best** supports the answer to Part A?

A "When you're tired and scared . . ."

B ". . . the length of two football fields . . ."

C "Scaling a wall happens. . . ."

D ". . . one foothold and one handhold at a time."

2 How does paragraph 22 of the passage from *Peak* contribute to the structure of the passage?

A It makes the reader aware that the narrator is engaged in illegal activity.

B It helps the reader understand that the narrator is no longer in danger.

C It gives the reader more information about where the action takes place.

D It introduces the reader to a new character who creates the conflict.

3 Part A

The setting of the passage from *Peak* is important because it

A provides the conflict the narrator faces.

B reveals the narrator's hidden motives.

C reveals details about the narrator's life.

D allows the narrator to use climbing terms.

Part B

Which quotation from the passage **best** supports the answer to Part A?

A "I dug my fingers into the seam and hugged the terra-cotta until it passed." (paragraph 3)

B "Because everything was ready and I have a problem with waiting." (paragraph 4)

C "And if the date passed I might not try it at all." (paragraph 4)

D "A little over five hundred feet, two hundred fifty fingerholds." (paragraph 7)

Day 4

"From *The Tower of the Five Orders* by Deron R. Hicks"

Name: _____ Class: _____

4A

4B

5

6A

6B

Summary on back

Day 4

"From *The Tower of the Five Orders* by Deron R. Hicks"

Name: _____ Class: _____

Summary

(Somebody, Wanted, But, So, Then)

Read the passage. Then answer the questions.

from *Tower of the Five Orders*

by Deron R. Hicks

Carbondale, Pennsylvania

Secure-Tite Specialty Storage

Tuesday, April 17

2:05 p.m.

1 "Unit number?"

2 "Two hundred thirty-five."

3 "Name in which the unit is registered?"

4 "Reginald Whitmore."

5 "Identification, please."

6 Whitmore placed his driver's license into the sliding drawer and pushed the drawer back under the inch-thick bulletproof glass. The clerk checked the identification, entered some information into the computer, and returned the license.

7 "Please enter your code on the keypad," the clerk said.

8 Whitmore punched in his five-digit code. The light on the keypad turned green.

9 "Thank you, Mr. Whitmore," the clerk replied as the secure door opened.

10 Whitmore picked up his briefcase and stepped through the doorway. He walked to the elevator and pressed the call button. He did not mind the security precautions. To the contrary, that was one of the primary reasons he had selected this particular facility. Security, however, was only one of its aspects that had interested him. The facility served a specialized clientele—antique dealers, art collectors, and anyone else who needed to store delicate items of value under proper conditions. The entire facility was

Day 4

maintained at a constant temperature of seventy-two degrees and a humidity level of fifty percent. Its fire-suppression system was based on foam, not water. The facility's owners understood that antique tables and ancient oil paintings do not respond well to a dousing of water. The air was recirculated at least twice a day through specialized filters that removed any trace of airborne contaminants that might damage the precious items stored within.

11 The elevator pinged and the door opened. Whitmore stepped in and pushed the button for the second floor. The trip took less than five seconds. Once the elevator door opened, Whitmore stepped out, turned right, and headed to unit 235. Upon reaching it, he punched a code into the keypad adjacent to the unit's door.

12 There was a slight pause, then . . . *clickclickclick*.

13 The door unlocked. Whitmore stepped inside, turned on the light, and shut the door.

14 Another short pause, then . . . *clickclickclick*.

15 The door was secure once again.

16 Whitmore looked around the room. Several pieces of antique furniture were arranged neatly against the walls. One particular piece towered over the rest—an early-eighteenth-century armoire. Heavy and thick, it stood at least eight feet tall and six feet wide. It seemed impossibly deep. Made of chestnut, the wood glowed with a patina that could have been achieved only by centuries of care and use. Whitmore walked over to the armoire and opened wide its large doors.

17 He stood back and admired his collection.

18 It had taken years to assemble: pages from illuminated manuscripts, old maps, papyrus scrolls, and rare books that had languished for far too long on forgotten shelves. His position allowed him access to some of the most prestigious libraries and collections of ancient books and manuscripts across the globe. Access had been important. Patience, however, had been the true key to building his collection.

19 *Don't get greedy*, he had told himself frequently. And he had not.

20 He had passed on opportunities to add many, many items to his collection. And his patience had paid off. The opportunities inevitably presented themselves. People were lazy, sloppy, and easily distracted.

21 And they trusted him.

22 After all these years, no one suspected. Not a single librarian. Not a single curator. Not a single collector.

23 No one.

24 His acquisition process was decidedly low tech but effective: wait until no one was paying attention, then simply slip the book, manuscript, or map into the hidden compartment in his briefcase. Using this process, he had built an impressive collection. But it had its limits. He would never be a member of the Roxburghe Club. His collection would never rival many of the private collections held across the globe. Put together by kings, industrialists, and tyrants, those collections were symbols of power and wealth—nothing more. His collection would always pale in comparison.

25 Whitmore grinned. *Until now.*

26 *Now,* he thought, *I have something that only one other person on the planet has.*

27 Whitmore opened his briefcase, pulled out a large aluminum notebook, and placed it on a small table next to the armoire. He opened the notebook to reveal a single document. He took a pair of tweezers from a drawer and carefully lifted the fragile document. He placed it on a piece of green felt on the table.

28 *Magnificent.*

29 This single page, he knew, would be the crowning jewel of any collection—an actual page from a manuscript in William Shakespeare's own hand. He relished the thought of all the collectors, libraries, and curators who would give anything—pay anything—to have the document that now lay in front of him.

4 Part A

In paragraph 10 of the passage from *Tower of the Five Orders*, the word **contrary** means to have feelings that are

A negative.

B awkward.

C opposite.

D unhelpful.

Part B

Which quotation from paragraph 10 **best** supports the answer to Part A?

A ". . . stepped through the doorway."

B ". . . did not mind the security precautions."

C ". . . he had selected this particular facility."

D ". . . was only one of its aspects . . ."

5 How do paragraphs 1 through 9 of the passage from *Tower of the Five Orders* **mainly** contribute to the plot?

A They reassure the reader that the facility takes good care of Whitmore's items.

B They indicate to the reader that Whitmore and the clerk do not know each other.

C They make the reader curious about Whitmore's identity and purpose for visiting the facility.

D They cause the reader to experience the impatience Whitmore feels over the check-in process.

6 Part A

Based on the passage from *Tower of the Five Orders*, which phrase **best** describes how Whitmore views his own actions?

A with pride

B with anxiety

C with amusement

D with guilt

Part B

Which sentence from the passage **best** supports the answer to Part A?

A "The entire facility was maintained at a constant temperature of seventy-two degrees and a humidity level of fifty percent." (paragraph 10)

B "*Don't get greedy*, he had told himself frequently. And he had not." (paragraph 19)

C "His acquisition process was decidedly low tech but effective: wait until no one was paying attention, then simply slip the book, manuscript, or map into the hidden compartment in his briefcase." (paragraph 24)

D "*Now*, he thought, *I have something that only one other person on the planet has*." (paragraph 26)

Day 5

Short Story

Name: _____ Class: _____

_____

(Title)

_____

(Author's Name)

Day 5

Short Story

Name: _____ Class: _____

Short Story

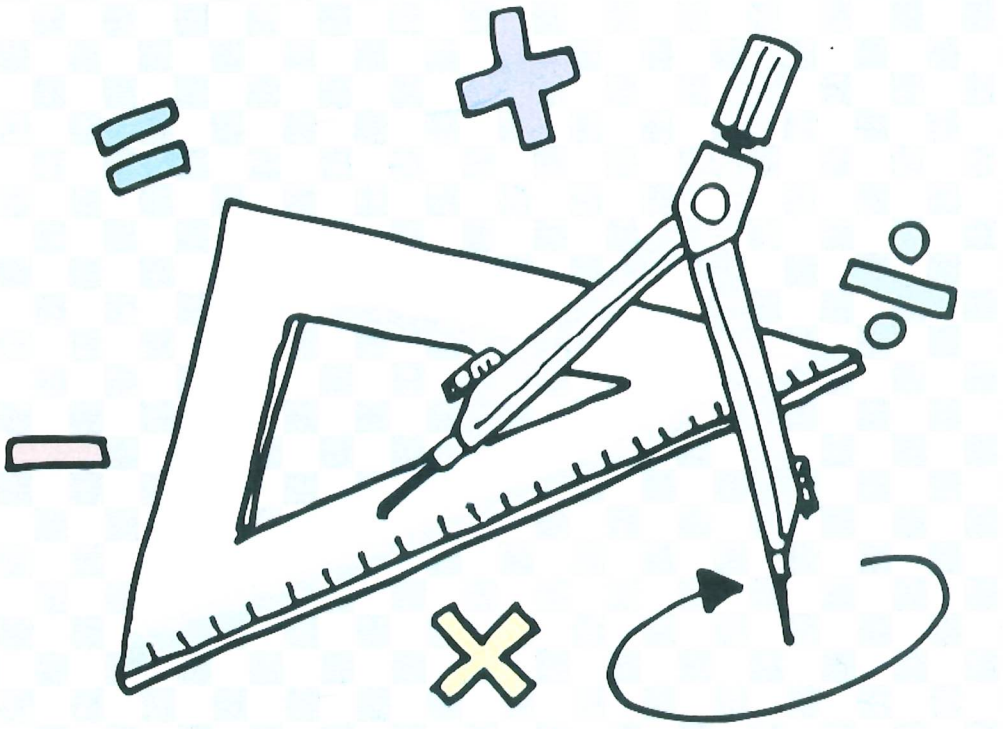
Name: _____ Class: _____

Day 5

Short Story

Name: _____ Class: _____

Math



E-Learing Material

Day 1

Name: _____ Date: _____

Chapter 1

Reteach
Rational Numbers

Activity 6 Order of Operations with Integers

Evaluate each expression.

1. $15 - 42 \div (4 + 3)$

2. $6 + 4 \cdot (9 - 2) - 23$

Evaluate each expression.

Example

a $-14 \cdot 2 + 35 \div 7$

$= \underline{-28} + 35 \div 7$ — Multiply.

$= \underline{-28} + \underline{5}$ — Divide.

$= \underline{-23}$ — Add.

b $20 + 5 - (-9 + 3) \cdot 6$

$= 20 + 5 - (\underline{-6}) \cdot 6$ — Simplify within the parentheses.

$= 20 + 5 - (\underline{-36})$ — Multiply.

$= \underline{25} - (\underline{-36})$ — Add.

$= \underline{25} + \underline{36}$ — Rewrite subtraction as adding the opposites.

$= \underline{61}$ — Add.

Day 1

3 $13 + 4 \cdot 8 - 7$

$= 13 +$ _____ $- 7$ Multiply.

$=$ _____ $- 7$ Add.

$=$ _____ Subtract.

4 $-9 + (4 - 10) \cdot 6 \div 4$

$= -9 +$ (_____) $\cdot 6 \div 4$ Simplify within the parentheses.

$= -9 +$ (_____) $\div 4$ Multiply.

$= -9 +$ (_____) Divide.

$=$ _____ Add.

5 $18 \div 3 + 12 - 7 \cdot 6$

6 $4 \cdot 11 - 7 \cdot 6 + 43$

7 $15 - (17 + 29) \div 4$

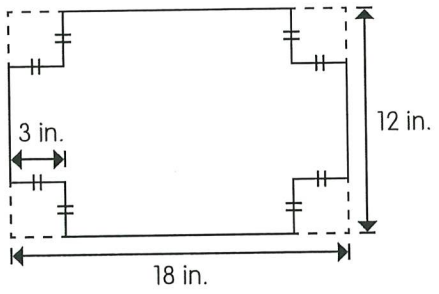
8 $100 - 36 \cdot (21 \div 7) + 15$

Day 1

Solve.

Example

A rectangular piece of paper measuring 18 inches by 12 inches has four of its corners cut off as shown in the diagram. What is the remaining area?



Area of each square corner:

3 · 3 = 9 in²

Area of remaining paper:

Area of original paper – Area of four cut-off squares

= 18 · 12 – 4 · 9

= 216 – 36

= 180 in²

The area of the remaining paper is 180 square inches.

9 Ms. Nelson went to the supermarket and found the costing for the items as listed below.

Item	Cost
Cabbage	$4 per kg
Apples	3 for $5
Broccoli	$3 per kg

Ms. Nelson purchased 2 kg of cabbage, 1 kg of broccoli and 9 apples. She handed a $50 to the cashier for payment. How much change did she receive?

Cost of 9 apples:

_____ · $_____ = $_____

Change received:

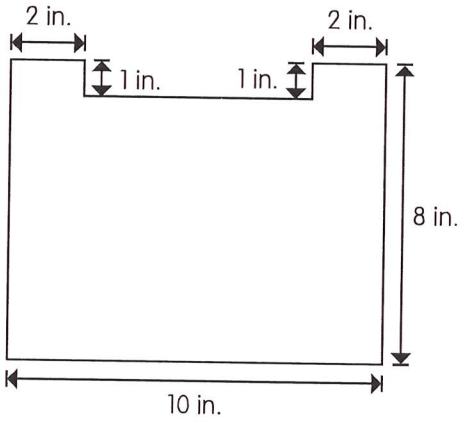
$_____ – _____ · $_____ – _____ · $_____ – $_____

= $_____

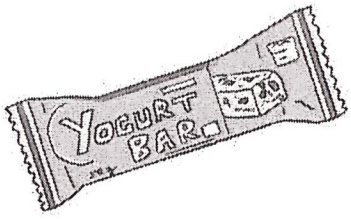
She received $_____.

Day 1

10 A rectangular piece of paper measuring 10 inches by 8 inches has a rectangle cut off from one of its sides, as shown in the diagram. What is the remaining area?



11 A shopkeeper paid \$100 for 50 yogurt bars. He sold two-fifths of them at \$3 each and the rest at \$2 each. What is his profit?



Day 2

Name: _____ Date: _____

Chapter 2

Reteach
Algebraic Expressions

Activity 3 Simplifying Algebraic Expressions

State whether each expression can be simplified. Explain your reasoning.

1. $3a + 3b - 1$

2. $9c - 4 - 4c$

3. $7 - d + 8d - 2$

4. $2f + 10g + 3$

Simplify each expression.

5. $2v + v$

6. $2w - w + 3$

7. $3v - w + 3v$

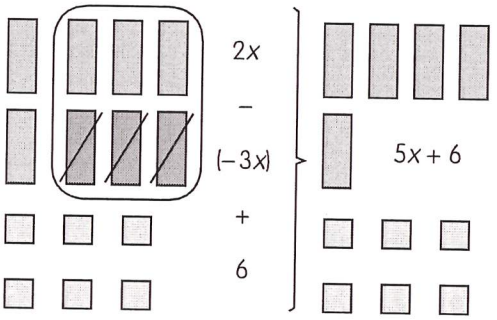
8. $v + w + 2v - 3w$

Day 2

Simplify each expression.

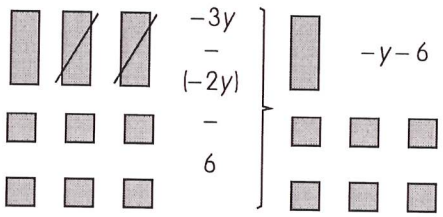
Example

$2x - (-3x) + 6$



$2x - (-3x) + 6 =$ 5x + 6

9 $-3y - (-2y) - 6$



$-3y - (-2y) - 6 =$ _____

10 $9a - 5a + 7 - 2$

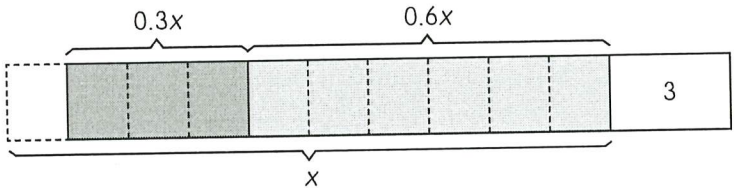
11 $-3b + 4b - 3 + 2$

Day 2

Simplify each expression.

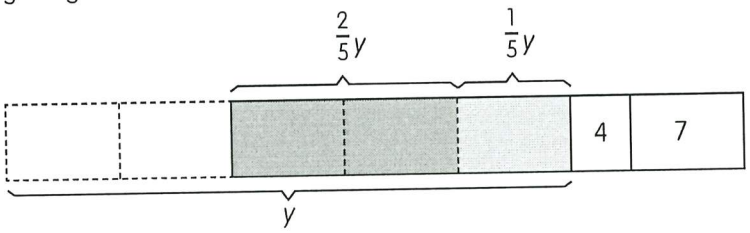
Example

$0.3x + 0.6x + 3$



$0.3x + 0.6x + 3 =$ **0.9x + 3**

12 $\frac{2}{5}y + \frac{1}{5}y + 4 + 7$



$\frac{2}{5}y + \frac{1}{5}y + 4 + 7 =$ _____

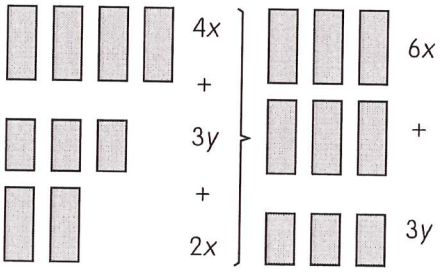
13 $9.9p - 7 + 3 - 20p$

14 $12 - \frac{2}{3}q + \frac{5}{9}q - 20$

Simplify each expression.

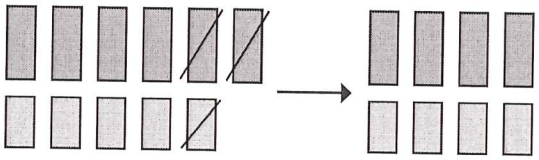
Example

$4x + 3y + 2x$



$4x + 3y + 2x =$ $6x + 3y$

15 $6p - q - 2p + 5q$



$6p - 2p + 5q - q$

$6p - q - 2p + 5q =$ _____

16 $10a - 3b + 7b - 13a$

17 $-9c + 2d - 15c - d$

Day 3

Name: _____ Date: _____

Chapter 2

Reteach
Algebraic Expressions

Activity 4 Expanding Algebraic Expressions

Expand each expression.

1. $2(a + 1)$

2. $3(2 + 3b)$

3. $8(2c - 3)$

4. $7(4 - 5d)$

Choose an equivalent expression.

5. $6(5e - 6)$ is equivalent to

   a $25e - 36$ b $25e - 55$ c $30e - 36$ d $30e - 66$

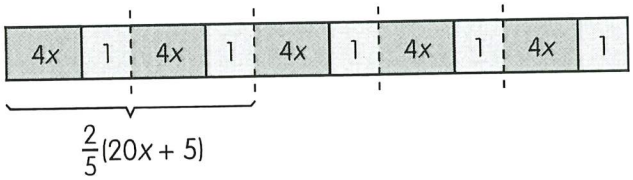
Expand each expression.

Example

$\frac{2}{5}(20x + 5)$

Method 1

Draw a bar model.



Arrange the bar model for $20x + 5$ into 5 equal groups to find two-fifths of $(20x + 5)$.

From the bar model, $\frac{2}{5}(20x + 5) =$ 8x + 2.

Day 3

$\frac{2}{5}(20x + 5)$

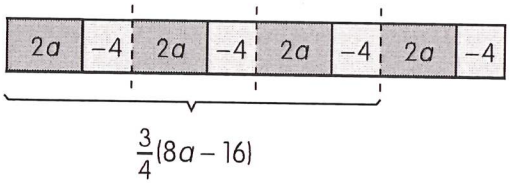
Method 2

Use the distributive property.

$\frac{2}{5}(20x + 5) = \frac{2}{5}(20x) + \frac{2}{5}(5)$

$= \underline{8x + 2}$

6 $\frac{3}{4}(8a - 16)$



$\frac{3}{4}(8a - 16)$

From the bar model, $\frac{3}{4}(8a - 16) = \frac{3}{4}(\_\_\_\_\_) - \frac{3}{4}(\_\_\_\_\_)$

$= \_\_\_\_\_$

7 $1.5(6 - c)$

$1.5(6 - c) = 1.5(\_\_\_\_\_) - 1.5(\_\_\_\_\_)$

$= \_\_\_\_\_$

8 $\frac{1}{2}(4 + 2j)$

9 $\frac{1}{3}(6k - 9)$

Day 3

10. $\frac{3}{4}(4 - 8m)$

11. $\frac{2}{3}(15 - 9n)$

12. $\frac{4}{5}(25p + 40)$

13. $0.3(1 + 2q)$

14. $2.1(5 + 2r)$

15. $0.6(2s - 5)$

16. $0.4(3 + 10v)$

17. $1.1(7w - 2)$

Day 3

Expand each expression.

Example

$-3(2a + 1)$

$-3(2a + 1) = -3($ 2a $) + (-3)($ 1 $)$

$= -6a + (-3)$

$= -6a - 3$

Remember to check whether the sign is correct when expanding the expression.

18 $-1.2(7 - 2b)$

$-1.2(7 - 2b) = -1.2($ _____ $) + (-1.2)($ _____ $)$

$=$ _____

19 $-\frac{1}{3}(5c + 9)$

$-\frac{1}{3}(5c + 9) = -\frac{1}{3}($ _____ $) + \left(-\frac{1}{3}\right)($ _____ $)$

$=$ _____

20 $-8(x + 2)$

21 $-5(2y - 5)$

Day 3

22 $-\frac{3}{5}(6-c)$

23 $-\frac{2}{3}(3d+5)$

24 $-3.4(5f-2)$

25 $-3.2(2g+3)$

26 $-\frac{1}{12}(3+8h)$

27 $-0.6(7j-3)$

Name: _____ Date: Day 4

Chapter 3

Reteach
Algebraic Equations and Inequalities

Activity 2 Solving Algebraic Equations

State whether each statement is True or False.

1. $x = 3$ gives the solution of the algebraic equation $2x + 5 = 9$.

2. $y = 5$ gives the solution of the algebraic equation $\frac{y}{15} = \frac{1}{3}$.

Solve.

Example

a $3x - 7 = 8$

$$\begin{aligned} 3x - 7 &= 8 \\ 3x - 7 + 7 &= 8 + 7 \\ 3x &= 15 \\ 3x \div 3 &= 15 \div 3 \\ x &= 5 \end{aligned}$$

Add 7 to both sides.
Simplify.
Divide both sides by 3.
Simplify.

$x =$ 5 gives the solution of the equation $3x - 7 = 8$.

Check: Substitute the value of $x = 5$ into the original equation.

$$\begin{aligned} 3x - 7 &= 3 \cdot 5 - 7 \\ &= 8 \end{aligned}$$

When $x =$ 5, the equation $3x - 7 = 8$ is true.

$x =$ 5 gives the solution.

Day 4

b $0.8x + 7.5 = -4.5$

$$0.8x + 7.5 = -4.5$$
$$0.8x + 7.5 - 7.5 = -4.5 - 7.5 \quad \text{Subtract 7.5 from both sides.}$$
$$0.8x = -12 \quad \text{Simplify.}$$
$$0.8x \div 0.8 = -12 \div 0.8 \quad \text{Divide both sides by 0.8.}$$
$$x = -15 \quad \text{Simplify.}$$

$x =$ ___-15___ gives the solution of the equation $0.8x + 7.5 = -4.5$.

Check: Substitute the value of $x = -15$ into the original equation.

$$0.8x + 7.5 = 0.8 \cdot (-15) + 7.5$$
$$= -4.5$$

When $x =$ ___-15___, the equation $0.8x + 7.5 = -4.5$ is ___true___.

$x =$ ___-15___ gives the solution.

c $\frac{1}{8}x + \frac{1}{4} = 2$

Method 1

$$\frac{1}{8}x + \frac{1}{4} = 2$$
$$\frac{1}{8}x + \frac{1}{4} - \frac{1}{4} = 2 - \frac{1}{4} \quad \text{Subtract } \frac{1}{4} \text{ from both sides.}$$
$$\frac{1}{8}x = \frac{7}{4} \quad \text{Simplify.}$$
$$\frac{1}{8}x \cdot 8 = \frac{7}{4} \cdot 8 \quad \text{Multiply both sides by 8, which is the reciprocal of the coefficient, } \frac{1}{8}.$$
$$x = 14 \quad \text{Simplify.}$$

Method 2

$$8 \cdot \left(\frac{1}{8}x + \frac{1}{4}\right) = 8 \cdot 2 \quad \text{Multiply both sides by 8, the LCD.}$$
$$8 \cdot \frac{1}{8}x + 8 \cdot \frac{1}{4} = 8 \cdot 2 \quad \text{Use the distributive property.}$$
$$x + 2 = 16 \quad \text{Simplify.}$$
$$x + 2 - 2 = 16 - 2 \quad \text{Subtract 2 from both sides.}$$
$$x = 14 \quad \text{Simplify.}$$

$x =$ ___14___ gives the solution of the equation $\frac{1}{8}x + \frac{1}{4} = 2$.

Check: Substitute the value of $x = 14$ into the original equation.

$$\frac{1}{8}x + \frac{1}{4} = \frac{1}{8}(14) + \frac{1}{4}$$
$$= 2$$

When $x =$ ___14___, the equation $\frac{1}{8}x + \frac{1}{4} = 2$ is ___true___.

$x =$ ___14___ gives the solution.

Day 4

3 $6 + 8x = 24$

$6 + 8x = 24$

$6 + 8x - \_\_\_\_\_ = 24 - \_\_\_\_\_$ Subtract _____ from both sides.

$8x = \_\_\_\_\_$ Simplify.

$8x \div \_\_\_\_\_ = \_\_\_\_\_ \div \_\_\_\_\_$ Divide both sides by _____.

$x = \_\_\_\_\_$ Simplify.

$x =$ _____ gives the solution of the equation $6 + 8x = 24$.

Check: Substitute the value of $x =$ _____ into the original equation.

$6 + 8x = 6 + 8 \cdot \_\_\_\_\_ = \_\_\_\_\_$

When $x =$ _____, the equation $6 + 8x = 24$ is _____.

$x =$ _____ gives the solution.

4 $0.4x - 3 + 1.2x = 0.6$

$0.4x - 3 + 1.2x = 0.6$

$\_\_\_\_\_ - 3 = 0.6$ Group like terms.

$\_\_\_\_\_ - 3 + \_\_\_\_\_ = 0.6 + \_\_\_\_\_$ Add _____ to both sides.

$\_\_\_\_\_ = \_\_\_\_\_$ Simplify.

$\_\_\_\_\_ = \_\_\_\_\_$ Divide both sides by _____.

$x = \_\_\_\_\_$ Simplify.

5 $\frac{1}{3}x + \frac{1}{6} = \frac{1}{2}$

Method 1

Solve by balancing the equation.

$\frac{1}{3}x + \frac{1}{6} = \frac{1}{2}$

$\frac{1}{3}x + \frac{1}{6} - \_\_\_\_\_ = \frac{1}{2} - \_\_\_\_\_$ Substract _____ from both sides.

$\frac{1}{3}x = \_\_\_\_\_$ Simplify.

$\_\_\_\_\_ \cdot \left(\frac{1}{3}x\right) = \_\_\_\_\_ \cdot \_\_\_\_\_$ Multiply both sides by _____.

$x = \_\_\_\_\_$ Simplify.

Day 4

Method 2

Solve by multiplying the equation by the least common denominator (LCD).

$\frac{1}{3}x + \frac{1}{6} = \frac{1}{2}$

$\_\_\_\_ \cdot \left(\frac{1}{3}x + \frac{1}{6}\right) = \_\_\_\_ \cdot \left(\frac{1}{2}\right)$ Multiply both sides by LCD _____.

$\_\_\_\_ \cdot \frac{1}{3}x + \_\_\_\_ \cdot \frac{1}{6} = \_\_\_\_ \cdot \left(\frac{1}{2}\right)$ Use the distributive property.

$2x + \_\_\_\_ = \_\_\_\_$ Simplify.

$2x + \_\_\_\_ - \_\_\_\_ = \_\_\_\_ - \_\_\_\_$ Subtract _____ from both sides.

$2x = \_\_\_\_$ Simplify.

$2x \div \_\_\_\_ = \_\_\_\_ \div \_\_\_\_$ Divide both sides by _____.

$x = \_\_\_\_$

$x =$ _____ gives the solution of the equation $\frac{1}{3}x + \frac{1}{6} = \frac{1}{2}$.

Check: Substitute the value of $x =$ _____ into the original equation.

$\frac{1}{3}x + \frac{1}{6} = \frac{1}{3} \cdot \_\_\_\_ + \frac{1}{6} = \_\_\_\_$

When $x =$ _____, the equation $\frac{1}{3}x + \frac{1}{6} = \frac{1}{2}$ is _____, $x =$ _____ gives the solution.

6 $7x + 1 = -13$

7 $5x - 6 = 9$

Day 4

8 $0.6x + 4.5 = 0.9$

9 $1.5x - 2.7 = 4.8$

10 $\frac{1}{3}x + \frac{5}{6} = \frac{5}{2}$

11 $\frac{1}{4}x + \frac{7}{10} = \frac{6}{5}$

Solve each equation.

Example

a $4(x + 3) = 28$

Method 1

Use the distributive property and inverse operations.

$4(x + 3) = 28$	
$4 \cdot x + 4 \cdot 3 = 28$	Use the distributive property.
$4x + 12 = 28$	Simplify.
$4x + 12 - 12 = 28 - 12$	Subtract 12 from both sides.
$4x = 16$	Simplify.
$4x \div 4 = 16 \div 4$	Divide both sides by 4.
$x = 4$	Simplify.

Method 2

Use inverse operations.

$4(x + 3) = 28$	
$4(x + 3) \div 4 = 28 \div 4$	Divide both sides by 4.
$x + 3 = 7$	Simplify.
$x + 3 - 3 = 7 - 3$	Subtract 3 from both sides.
$x = 4$	Simplify.

Day 4

b $\frac{1}{5}(x+7)=2$

Method 1

Use the distributive property and inverse operations.

$\frac{1}{5}(x+7)=2$

$\frac{1}{5}\cdot x+\frac{1}{5}\cdot 7=2$ — Use the distributive property.

$\frac{1}{5}x+\frac{7}{5}=2$ — Simplify.

$\frac{1}{5}x+\frac{7}{5}-\frac{7}{5}=2-\frac{7}{5}$ — Subtract $\frac{7}{5}$ from both sides.

$\frac{1}{5}x=\frac{3}{5}$ — Simplify.

$5\cdot\frac{1}{5}x=5\cdot\frac{3}{5}$ — Multiply both sides by 5.

$x=3$ — Simplify.

Method 2

Use inverse operations.

$\frac{1}{5}(x+7)=2$

$5\cdot\frac{1}{5}(x+7)=5\cdot 2$ — Multiply both sides by 5.

$x+7=10$ — Simplify.

$x+7-7=10-7$ — Subtract 7 from both sides.

$x=3$ — Simplify.

c $2.5(x+3)=15$

$2.5(x+3)=15$

$2.5\cdot x+2.5\cdot 3=15$ — Use the distributive property.

$2.5x+7.5=15$ — Simplify.

$2.5x+7.5-7.5=15-7.5$ — Subtract 7.5 from both sides.

$2.5x=7.5$ — Simplify.

$2.5x\div 2.5=7.5\div 2.5$ — Divide both sides by 2.5.

$x=3$ — Simplify.

Day 4

12 $2x + 4(6 - x) = 30$

$2x + 4(6 - x) = 30$	
$2x + 4 \cdot \_\_\_\_ - 4 \cdot \_\_\_\_ = 30$	Use the distributive property.
$2x + \_\_\_\_ - \_\_\_\_ = 30$	Simplify.
$\_\_\_\_ + \_\_\_\_ = 30$	Subtract the like terms.
$\_\_\_\_ + \_\_\_\_ - \_\_\_\_ = 30 - \_\_\_\_$	Subtract ____ from both sides.
$\_\_\_\_ = \_\_\_\_$	Simplify.
$\_\_\_\_ = \_\_\_\_$	Divide both sides by ____.
$x = \_\_\_\_$	Simplify.

13 $\frac{1}{3}(2y + 6) = 3$

$\frac{1}{3}(2y + 6) = 3$	
$\_\_\_\_ \cdot \frac{1}{3}(2y + 6) = \_\_\_\_ \cdot 3$	Multiply both sides by ____.
$2y + \_\_\_\_ = 9$	Simplify.
$2y + \_\_\_\_ - \_\_\_\_ = 9 - \_\_\_\_$	Subtract ____ from both sides.
$\_\_\_\_ = \_\_\_\_$	Simplify.
$\_\_\_\_ = \_\_\_\_$	Divide both sides by ____.
$y = \_\_\_\_$	Simplify.

Day 4

14. $9(x + 1) = 27$

15. $6(x - 2) = 42$

16. $\frac{2}{3}(x + 4) = 6$

17. $\frac{3}{7}(x - 21) = 21$

18. $5.4(x + 1) = 27$

19. $3.3(x - 5) = 13.2$

Day 5

Name: _____ Date: _____

Chapter 3

Reteach
Algebraic Equations and Inequalities

Activity 4 Solving Algebraic Inequalities

Draw a number line to represent each inequality.

1. $x < 5.6$

2. $y \geq \frac{2}{5}$

Use x to represent the unknown quantity. Write an algebraic inequality for each statement.

3. The thickness of a book is at most 8 centimeters.

4. There are more than 300 people in the theater.

Solve each inequality and graph the solution set on a number line.

Example

a $0.3x + 0.7x + 5 > 15$

$0.3x + 0.7x + 5 > 15$	Add like terms.
$x + 5 > 15$	Simplify.
$x + 5 - 5 > 15 - 5$	Subtract 5 from both sides.
$x > 10$	Simplify.

The solution set is $x > 10$ and it can be represented on a number line as follows:

Day 5

b $-9 + 0.8x + 0.2x \leq 7$

$-9 + 0.8x + 0.2x \leq 7$	Add like terms.
$-9 + x \leq 7$	Simplify.
$-9 + x + 9 \leq 7 + 9$	Add 9 to both sides.
$x \leq 16$	Simplify.

The solution set is $x \leq 16$ and it can be represented on a number line as follows:

5 $1.1x - 2 - 0.1x \geq 5$

$1.1x - 2 - 0.1x \geq 5$	Add like terms.
$\_\_\_\_\_ - 2 \geq 5$	Simplify.
$\_\_\_\_\_ - 2 + \_\_\_\_\_ \geq 5 + \_\_\_\_\_$	Add _____ to both sides.
$x \geq \_\_\_\_\_$	Simplify.

6 $1.5x - 0.5x + 4 < 11$

$1.5x - 0.5x + 4 < 11$	Add like terms.
$\_\_\_\_\_ + 4 < 11$	Simplify.
$\_\_\_\_\_ + 4 - \_\_\_\_\_ < 11 - \_\_\_\_\_$	Subtract _____ from both sides.
$x < \_\_\_\_\_$	Simplify.

Day 5

7 $0.1p - 4 + 0.9p < 8.4$

8 $8.1 + 7.1x - 6.1x \leq 4.3$

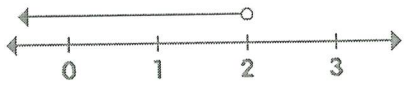
Solve each inequality and graph the solution set on a number line.

Example

a $0.7y + 1 < 2.4$

$0.7y + 1 < 2.4$	
$0.7y + 1 - 1 < 2.4 - 1$	Subtract 1 from both sides.
$0.7y < 1.4$	Simplify.
$0.7y \div 0.7 < 1.4 \div 0.7$	Divide both sides by 0.7.
$y < 2$	Simplify.

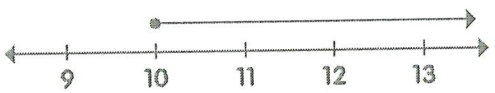
The solution set is $y < 2$ and it can be represented on a number line as follows:



b $\frac{1}{4}y - 2 \geq 0.5$

$\frac{1}{4}y - 2 \geq 0.5$	
$\frac{1}{4}y - 2 + 2 \geq 0.5 + 2$	Add 2 from both sides.
$\frac{1}{4}y \geq 2.5$	Simplify.
$4 \cdot \frac{1}{4}y \geq 4 \cdot 2.5$	Multiply both sides by 4.
$y \geq 10$	Simplify.

The solution set is $y \geq 10$ and it can be represented on a number line as follows:



Day 5

9 $1.5 > -0.3y$

$1.5 > -0.3y$

$\frac{1.5}{\square} \square \frac{-0.3y}{\square}$

$\_\_\_\_ \square y$

Divide both sides by _____ and reverse the inequality symbol.

Simplify.

10 $\frac{1}{6}x + 3 < 9$

$\frac{1}{6}x + 3 < 9$

$\frac{1}{6}x + 3 - \_\_\_\_\_ < 9 - \_\_\_\_\_$ Subtract _____ from both sides.

$\frac{1}{6}x < \_\_\_\_\_$ Simplify.

$\_\_\_\_\_ \cdot \frac{1}{6}x < \_\_\_\_\_ \cdot \_\_\_\_\_$ Multiply _____ on both sides.

$x < \_\_\_\_\_$ Simplify.

11 $-0.5p < 4$

12 $\frac{3}{5}q \leq 7.2$

Day 5

Solve each inequality and graph the solution set on a number line.

Example

$3(x + 1) \leq 6$

Method 1

Use the distributive property and inverse operations.

$$\begin{aligned} 3(x + 1) &\leq 6 \\ 3 \cdot x + 3 \cdot 1 &\leq 6 \\ 3x + 3 &\leq 6 \\ 3x + 3 - 3 &\leq 6 - 3 \\ 3x &\leq 3 \\ \frac{3x}{3} &\leq \frac{3}{3} \\ x &\leq 1 \end{aligned}$$

The solution set can be represented on a number line as shown.

Method 2

Use inverse operations.

$$\begin{aligned} 3(x + 1) &\leq 6 \\ 3(x + 1) \div 3 &\leq 6 \div 3 \\ x + 1 &\leq 2 \\ x + 1 - 1 &\leq 2 - 1 \\ x &\leq 1 \end{aligned}$$

The solution set can be represented on a number line as shown.

Days

13 $2(2y + 5) > 6$

$2(2y + 5) > 6$

$2(2y + 5) \div$ _____ $> 6 \div$ _____ Divide both sides by _____.

_____ $+ 5 >$ _____ Simplify.

_____ $+ 5 -$ _____ $>$ _____ $- 5$ Subtract _____ from both sides.

_____ $>$ _____ Simplify.

_____ $>$ _____ Divide both sides by _____.

$y >$ _____ Simplify.

14 $3(2 + x) < -15$

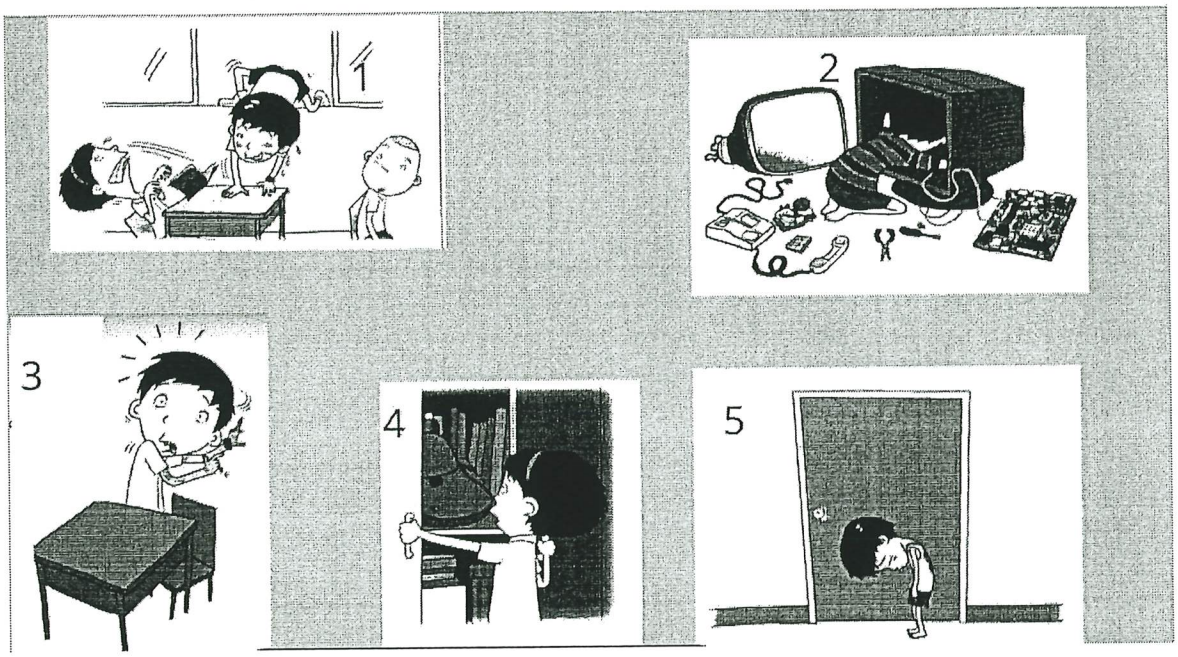
15 $\frac{1}{3}(2 - x) \geq 1\frac{1}{3}$

Chinese

E-Learning Material

E-learning Day 1

同学们,我们来复习一下《我的邻桌方大鹏》的课文！请看看下面的图片，然后帮每个图片写出三个句子，来说明图片的内容。请直接在图片下面书写，写完后再到谷歌教室提交！



图片 1

图片 2

图片 3

图片 4

图片 5

E-learning Day 2

花木兰学习单

今天我们来复习花木兰的故事。

1. 想一想花木兰代父从军的故事，然后把故事的开始，中间和结束写在下面的表格里（每格至少 3 个句子）。

开始	中间	结束

2. 回答下面的问题

1） 当花木兰看到军帖上有父亲的名字时，她心里会怎么想？

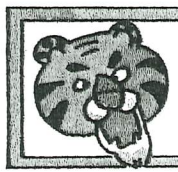
2） 木兰要从军，在当时的中国是不被允许的，家人也不让她去，木兰是怎么让家人答应她去从军呢？

3） 花木兰打仗十二年后回到家换上女装后，伙伴们看到木兰会说些什么呢？

4） 为什么说花木兰是位女英雄？ 她有什么特别的地方呢？

5） 木兰有很多好的地方，你最欣赏（喜欢）哪一点？为什么？

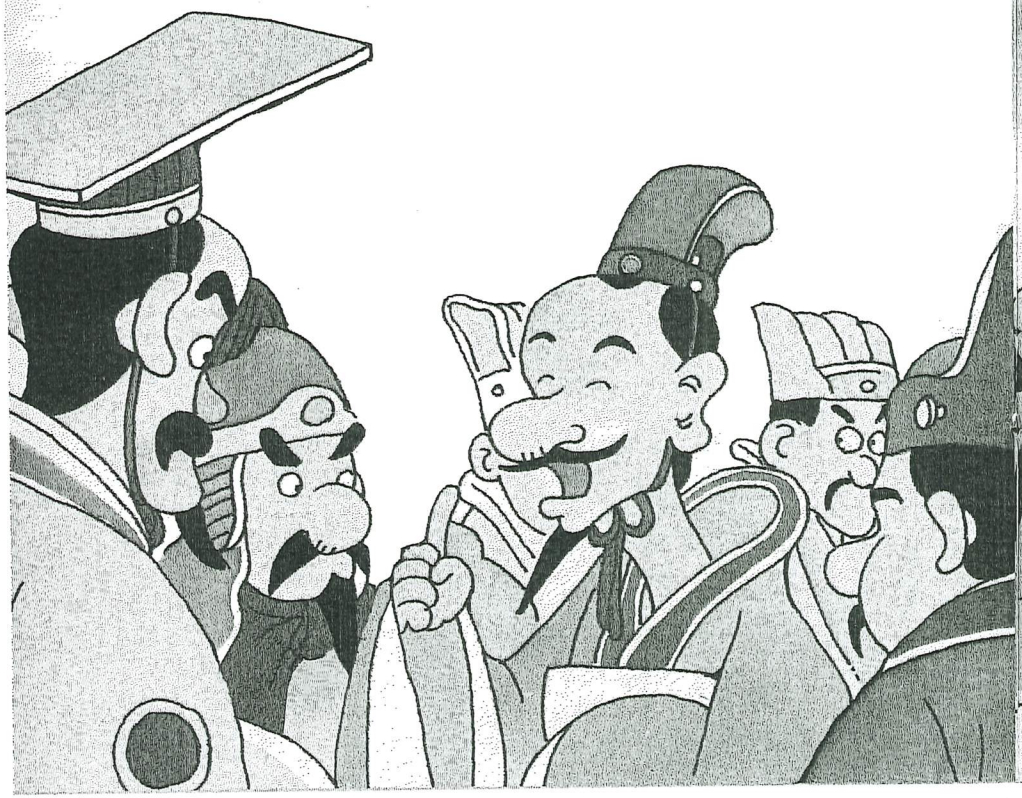
6） 你如果是木兰，你会代父从军吗？为什么？



（八）狐假虎威

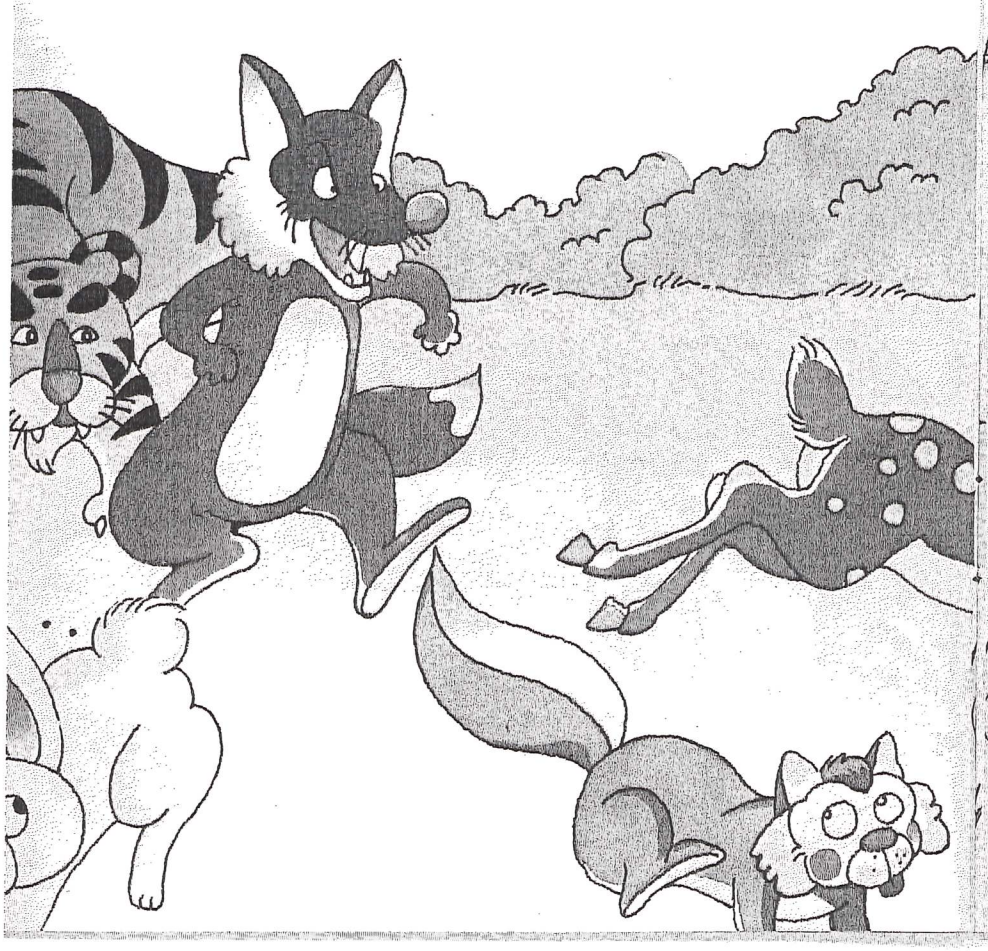
有一天，楚宣王问左右的大臣，为什么北方各国的人民很怕他的大将昭奚(xī)恤(xù)，这到底是什么原因？群臣你看我，我看你，都不敢出声，害怕说错了话，冒犯了楚宣王或得罪了昭奚恤。

这时，大臣江乙就走上前对楚宣王说：“让我来说一个故事给您听吧！”楚宣王点点头。



江乙说：“有一只老虎肚子饿了，就到森林里想找小动物来充饥。刚好遇见一只狐狸，老虎立刻扑向前把它捉住了。狐狸不慌不忙地说道：‘你不能吃我！你可知道天帝派我来做百兽之王，连你也是我管理的。告诉你，你若吃了我，你就是不听从天帝的命令！’”

“老虎听了，半信半疑。狐狸又说：‘你如果不相信，那么我走在前面，你跟在后面，看看是不是所有的野兽都怕我？’狐狸说着就大摇大摆地走在前面，老虎就跟在后头。森林中的小野兽远远看见老虎来了，马上飞奔逃走。老虎看到这种情形，以为百兽果真害怕狐狸，却不知道百兽怕的其实是自己！”



江乙说到这里，就对宣王说：“大王，您现在把千里国土及百万大军交给昭奚恤，北方的人民当然会怕他。不过，我可以告诉大王，其实北方人民所害怕的就是大王的百万大军啊！”

在这里，江乙以狐狸比喻昭奚恤，老虎比喻大王，百兽比喻北方人民；昭奚恤假借楚宣王的威力来使北方人民害怕，正如狐假虎威一样！“狐假虎威”就是假借他人的势力去欺负别人，或做不正当的事。

成语学习单 E-learning Day 3

狐假虎威

一、 请看完第三天的成语故事：狐假虎威。

二、 回答下面问题：

1. 百兽(几百只野兽)为什么看到小狐狸就逃跑了？

2. “狐假虎威”的意思就是假借他人的势力去_____，或_____。

3. 看完狐假虎威的故事，请发挥想象力，用自己的话写下一个故事。这个故事是狐狸走在前面，遇到了森林里的动物，动物看到狐狸身后的老虎，吓得逃走的样子。故事里面要有狐狸和其他动物的对话，还有狐狸欺骗老虎的对话。(至少五句话)

传统节日学习单 E-learning Day 4

月饼里的秘密

大约六百年前，北方的游牧民族蒙古人，占领了中国人的土地，建立了元朝。老百姓的生活变了，蒙古人喜欢随便霸占、抢夺土地，一个不高兴还会杀人。所以老百姓叫蒙古人「鞑子」，心里面非常怨恨欺负他们的蒙古人。

很多人民群起抗争，其中有位英雄朱元璋，打仗勇敢、又讲义气。再加上他的军师刘伯温，提供高超的计策，使朱元璋的军队得到一次又一次胜利。有一次，朱元璋想要攻下一座大城，这座城市前面有条大河、后面有座高山。朱元璋相当烦恼，朱元璋希望城里的百姓可以里应外合，好让义军可以顺利攻下城池。

军师刘伯温想打听清楚城里的情形，便派个士兵伪装成小贩，去城里打探情况。士兵回报：“鞑子吃香喝辣，每二十家就得供养一个士兵，老百姓们都忍气吞声，希望朱元璋的军队赶快把鞑子赶走。”朱元璋很高兴地对刘伯温说：“我们里应外合的计划有希望了，现在的问题就是要怎么联络城里的百姓，一起来杀鞑子？”

刘伯温眼看中秋节就快到了，便想出了个好计策。刘伯温将大军藏到隐密的树林中，亲自监督负责烧饭的伙头兵，做出很多香喷喷的月饼。又派了两个能干的士兵，交付他们艰难的任务。

不久，两个卖月饼小贩，推着载满月饼的车子进城了。市场上闹哄哄的，这两个小贩一点儿也不引人注意。不过，当有百姓靠近想买月饼时，他们就会从推车底下拿出带着红点的用饼，并告诉客人一些特别的注意事项。要是是元兵大模大样地抓了月饼就吃，小贩也不多说什么，但是，决不肯送元兵带有红点的月饼。

买了红点月饼的百姓们回到家中，一咬开月饼，发现馅儿有特别的地方，里面藏有「中秋夜，杀鞑子，迎义军」的讯息。他们摩拳擦掌的等待义军的到来，倒是元兵还一头雾水的看着百姓忙进忙出，以为百姓们在准备过中秋节。

八月十五日中秋节当天，老百姓看到城外的信号，便拿着菜刀杀了在家中白吃白喝、作威作福当大王的元兵。朱元璋趁着城内百姓造反的同时，从城外攻进来，城里城外里应外合，把元兵吓破了

胆，四处逃窜。

重要的大城被攻下来了，老百姓又可以平平安安过日子了。为了纪念这一次的胜利，大家也把「吃月饼」当成了中秋节的习俗。直到今天，我们吃的月饼上，有些还跟当时的月饼相同呢！

三、回答下面的问题：

1. 根据上面的故事，请解释框起来的生词：“百姓(老百姓)”、“里应外合”、“高超”三个字词的意思。

老百姓：
里应外合：
高超：

2. 根据上面的故事，第四段“亲自监督负责烧饭的伙头兵，做出很多香喷喷的月饼”这一句话，你觉得「伙头」是在军中负责什么任务的士兵呢？

3. 你有吃过月饼，或其他中国传统的食物吗？比方饺子、火锅、粽子……。请写下你吃过的中国菜中，最喜欢的一道菜，并画出它的样子

（六）塞翁失马

有一个老翁，住在长城脚下的一个村子里，村子里的人都叫他“塞(sài)翁”。

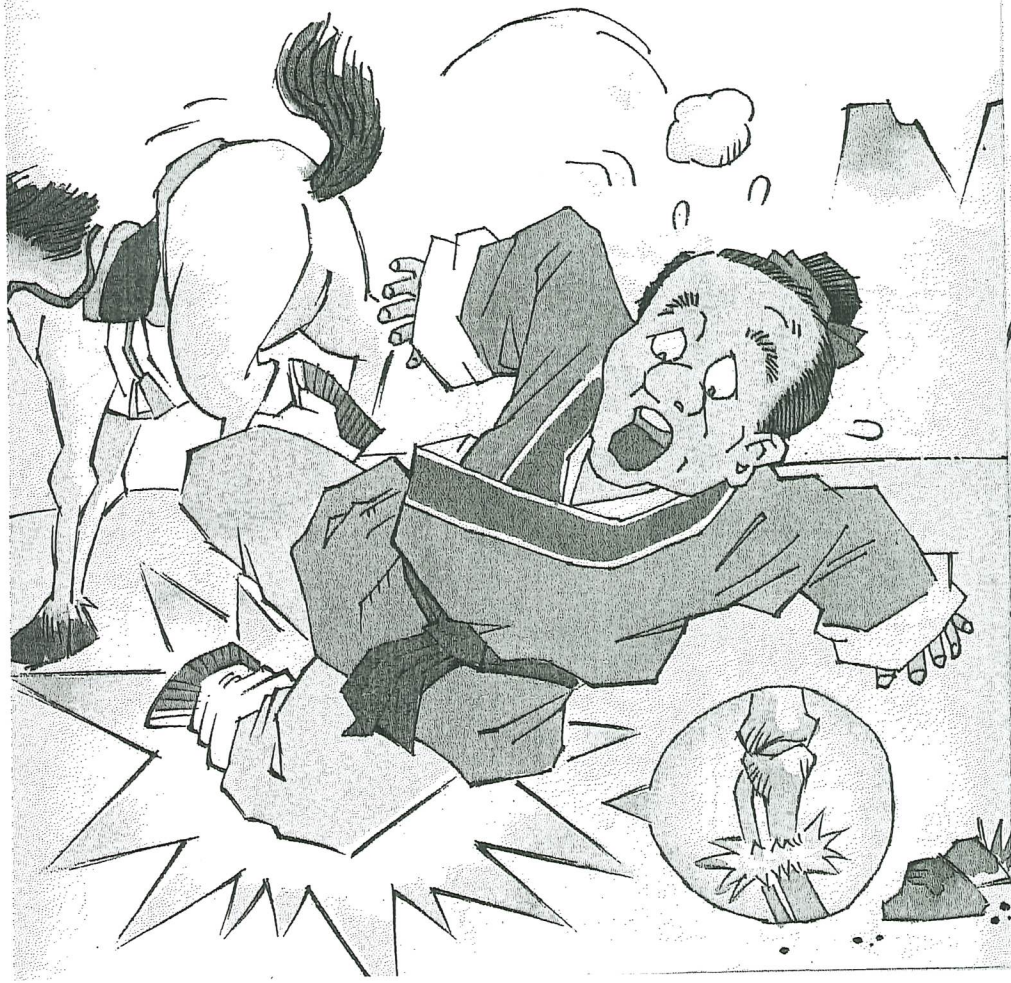
有一天，塞翁的一匹马忽然不见了，乡亲们担心老翁会伤心，都来安慰他。可是老翁却说：“塞翁失马，安知非福。”意思是说：“我不见了一匹马，不见得就是坏事，这也可能是一件好事呀？”

几个月过去了，塞翁的那一匹马跑回来了，而且还带来了一匹好马。乡亲们又跑来向他道喜，可是老翁却说：“这件事说不定会带来灾祸呢！”

有了一匹好马，塞翁的儿子就经常骑着这匹马到处去游玩。有一次，塞翁的儿子不小心从马上跌下来，跌断了腿骨。这回，乡亲们又前来安慰塞翁，塞翁却说出令人感到惊奇的话：“这件坏事也许会变成好事呢！”

过了一年，邻国派兵入侵，所有的年轻男子，都被捉去打仗，结果大部分都战死了。塞翁的儿子因为残废而不用参战，因此保住了性命。

人们以“塞翁失马”或“塞翁失马，安知非福”来比喻不幸事件的发生，有时也会变成好事。



成语学习单 E-learning Day 5

塞翁失马

一、 请看完第五天的成语故事：塞翁失马。

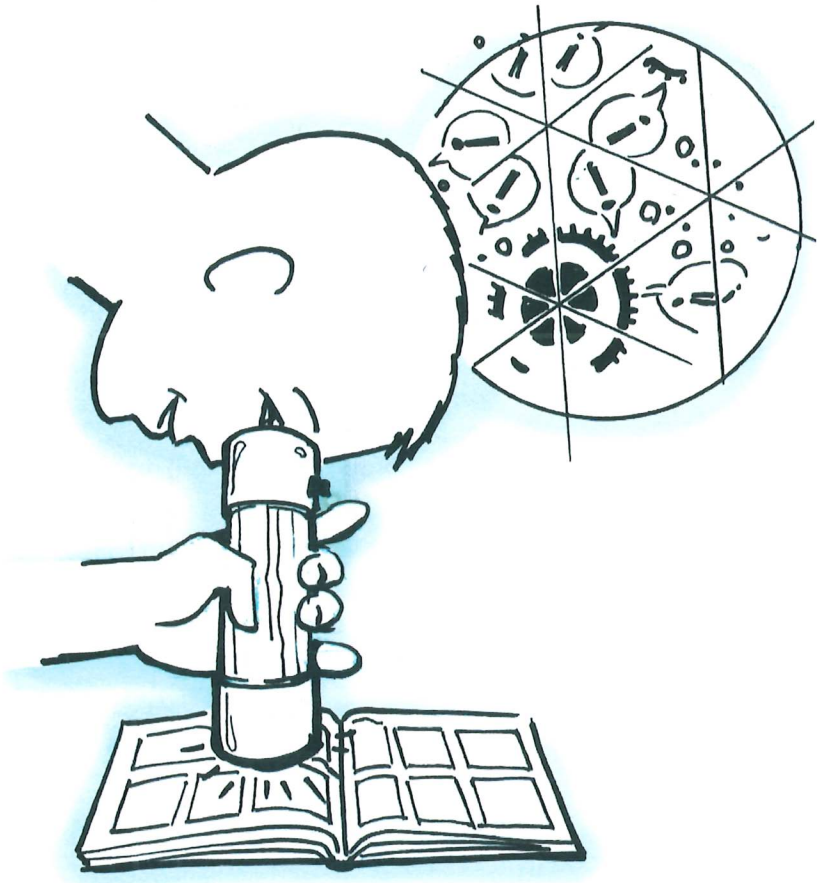
二、 回答下面问题：

1. 赛翁的儿子常骑马吗?他骑马后发生了什么事?

2. 老翁说：“塞翁失马，安知非福”意思是说我不见了_____，不见得_____，这也可能_____。

3. 你自己或你身边有过「塞翁失马，安知非福」的经验吗？有没有你以为自己发生了不幸的事情，没想到这件不幸的事情反倒变成了好事情的经验，请写下这个经验。(至少五句话)

Science



E-Learning Material

Day 1

Day 1- E-Learning - Pollinators

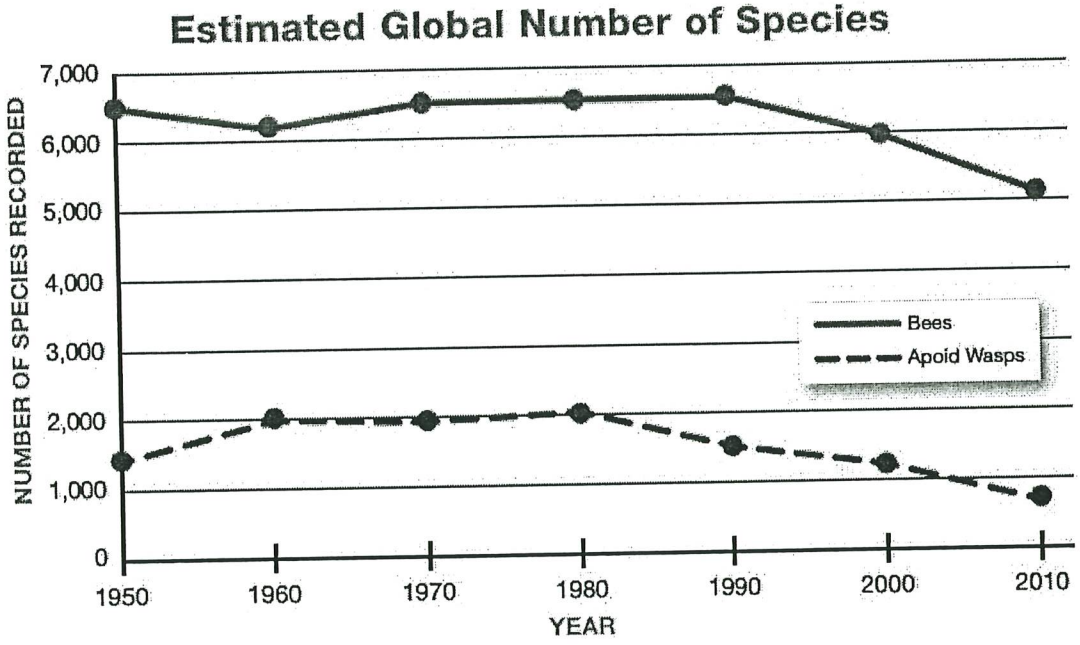
NAME

Homeroom

Step #1- Read this graph and answer the questions:

POLLINATOR POPULATIONS

In "No Mow May" (p. 8), you learned that some people are letting their lawns grow wild to provide food for pollinating bees. Recent studies have found that many insect species are declining in population. The graph below shows the number of species of bees and apoid wasps—another important kind of pollinator—scientists documented around the world over several decades. Use the graph to answer the questions that follow.



1. About how many apoid wasp species were recorded in 1950?

_____

2. About how many more bee species than apoid wasp species were recorded in 1950?

_____

3. True or False. The estimated number of recorded bee species decreased by about 1,000 species from 1970 to 1990. Explain your answer in one complete sentence.
   True or False?
   Explain answer_____

4. Did bees or apoid wasps show a larger decrease in the number of species recorded from 2000 to 2010? Explain your answer in our sentence.

_____

Day 1

Name: _____ Day 2

TRICKY MIMICS

In "Flower Power on Wheels" (p. 28), you read about how orchids need fungi to survive. Like other flowering plants, orchids also need insects and other *pollinators* to be able to reproduce. Read the following passage to learn how orchids use chemicals to attract their pollinators. Then answer the questions that follow.

CHEMICAL DISGUISE

Most flowering plants use bright colors and sweet smells to lure in bees and other pollinators. Orchids take it a step further: They draw in insects by producing chemical scents copied from other organisms.

Visits from pollinators are critical for flowering plants. Insects and other flying organisms visit the blooms in search of nectar to eat. While there, they pick up *pollen*, a powder that contains the plant's male sex cells. When the pollinators move on, they spread the pollen to other flowers—allowing the plants to reproduce.

Spider orchids, for example, emit chemical scents similar to the *pheromones* released by female solitary wasps. Male wasps follow the scent hoping to find a mate. While they search unsuccessfully in the flower, the wasps pick up pollen that can be spread to other spider orchids.

While studying another orchid species, called *Platanthera obtusata*, researchers noticed that the flowers were visited almost exclusively by mosquitoes—an insect that is not a common pollinator. Out of 167 observed insect visits to *P. obtusata*, 166 were made by mosquitoes. The scientists discovered that the flowers' smell was the reason. The orchid emits some of the same chemicals that create the odor of animals that the blood-sucking insects feed on. Mosquitoes follow the scent in search of food. When they visit the orchid, they pick up pollen instead of blood.

QUESTIONS

1. Describe an example of how organisms communicate with chemical scents.

2. What does the text state about how mosquitoes search for food?

3. How are *Platanthera obtusata* orchids different from most other flowering plants? How might this adaptation help them survive?

4. Use evidence from the passage to explain the following statement: Orchids are masters of disguise.

5. Explain two factors in an *ecosystem*—a community of living things interacting with the nonliving environment—that affect the survival of orchids. Use evidence from the passage above and the article to support your answer.

Day 2

Day 3

Name: _____

POLLINATION PROCESS

In "Sting Operation" (p. 14), you learned that bees are critical to the pollination of almonds and other crops. The diagram below shows how pollinators like bees help flowering plants reproduce. Study the diagram, and then answer the questions that follow.

POLLINATION 101

Bees play an important role in pollinating many types of plants. Without bees, these crops couldn't make the seeds or nuts they use to reproduce.

❶ IN BLOOM

A flower's male reproductive parts are called *stamens*. The tips of these slender stalks produce pollen grains.

❷ POLLEN PICKUP

Pollen from a flower's stamen sticks to the hairs on a bee's body when it visits a flower to collect the sweet nectar its hive uses to make honey.

❸ NEXT STOP

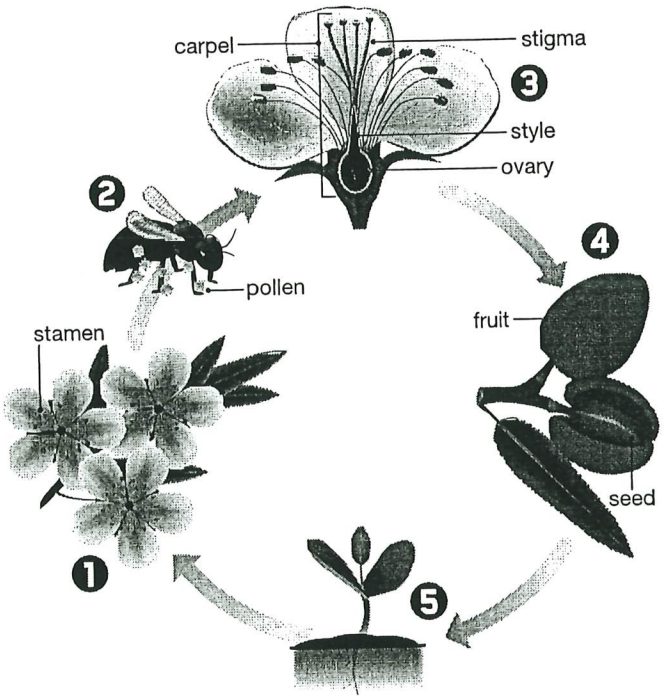
At the next flower the bee visits, some pollen it carries rubs off on the flower's *stigma*. The stigma is the sticky tip of the flower's *carpel*, or female reproductive parts.

❹ PRODUCING FRUIT

The pollen travels down the *style* and combines with cells in the flower's *ovary*. The fertilized flower can now produce fruit.

❺ NEW SPROUT

The nut inside the fruit can grow into a new plant and start the cycle all over again.



SHUTTERSTOCK.COM (POLLINATION DIAGRAM)

QUESTIONS:

1. Which part of a flower produces pollen? _____

2. What is the purpose of a flower's style? _____

3. Explain the reason a flower eventually produces seeds or nuts. _____

_____

4. The relationship between flowering plants and pollinators is considered mutualistic since both species benefit from it. Explain how both bees and flowers benefit from their relationship. _____

_____

5. Most nectar in flowers is contained in the middle of the blossom at the base of the petals. Why do you think the location of the nectar is important for the plant's reproduction? _____

_____

_____

TAKE IT FURTHER: Create a list of foods you eat that have seeds or nuts, like apples or avocados. Do you think bees pollinate these food items? Conduct research to see how different foods with seeds or nuts are grown.

Day 3

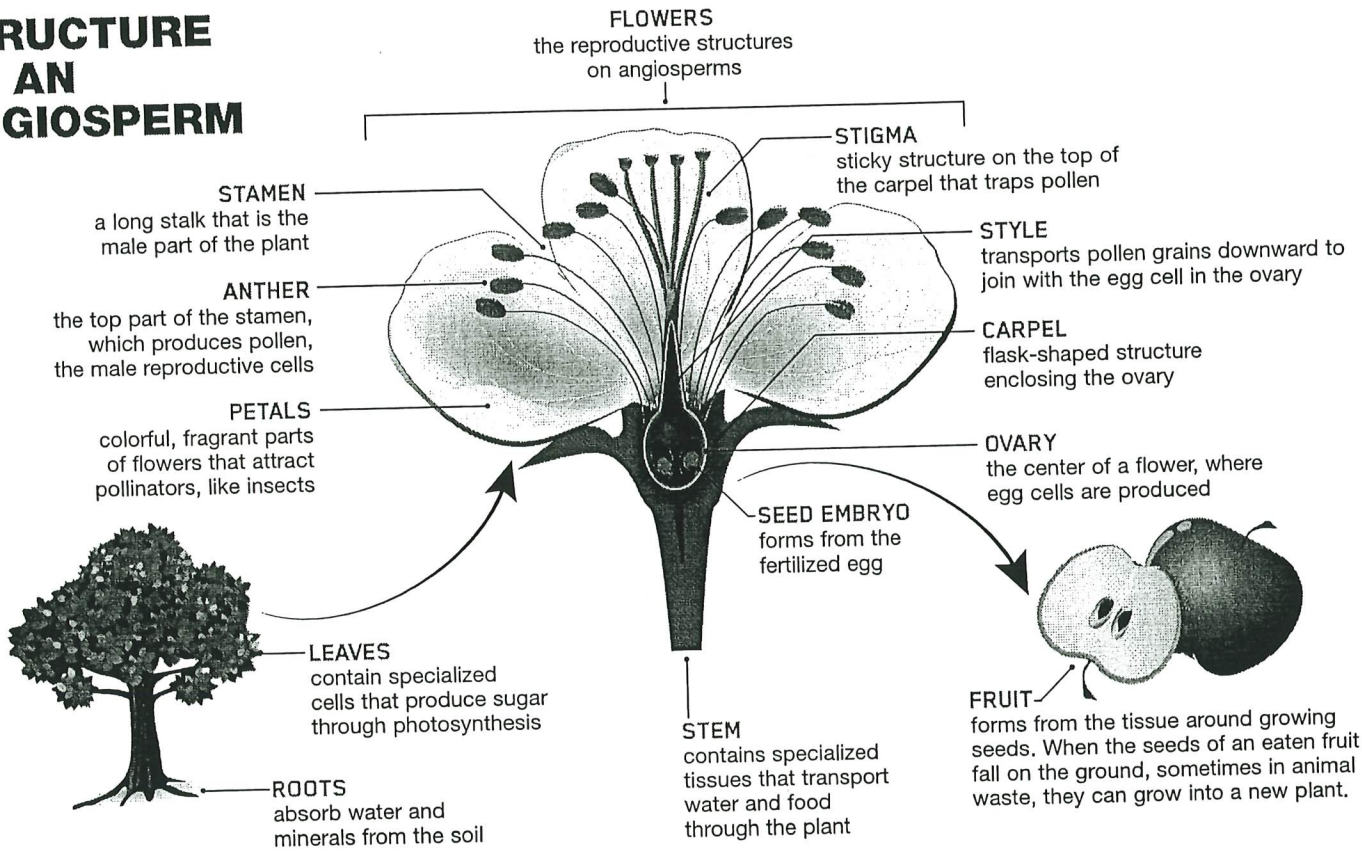
Day 4

Name: _____

LIFE OF A FLOWERING PLANT

In "Spice It Up!" (p. 14), you read about the origin of several spices used in gingerbread. Many spices come from different types of *angiosperms*, or flowering plants. The diagram below shows how these plants survive and reproduce using specialized structures. Use the information in the diagram and the article to answer the questions that follow.

STRUCTURE OF AN ANGIOSPERM



QUESTIONS

1. What is the function of a plant's stamen? How does the stamen's structure support that function?

2. From what part of the plant is ginger derived? What is that part's function?

3. Cinnamon comes from the bark of a flowering tree. How do you think bark helps the tree survive?

4. You read that nutmeg comes from the seed of a flowering tree. In your own words, explain how new nutmeg seeds form.

5. Choose two spices from the article that are derived from different plant structures. Describe each structure and explain how it supports the plant's survival or reproduction.

Day 4

DESIGNUA/SHUTTERSTOCK

Name: _____ Day 5

BUZZING MACHINES

In "Bad for Bees" (p. 12), you read that certain widely used pesticides may pose a risk to bees. In the following passage, you'll learn about a flying machine that could help pollinate plants if there were too few bees to do the job. Read the passage, and then answer the questions that follow.

ARTIFICIAL POLLINATORS

Some of the tiny workers that help farmers grow food crops are in trouble. Bees are critical pollinators that help flowering plants reproduce. But in recent years, scientists have discovered an alarming decline in many bee populations. Now engineers are developing ways to help pollinate plants without insect helpers.

Scientists at Japan's National Institute of Advanced Industrial Science and Technology have created a tiny *drone* that can pollinate plants. The miniature flying machine is roughly 4 centimeters (1.5 inches) across and has four propellers to power it through the air. The bottom of the drone is covered in soft, flexible horsehairs coated in a special sticky gel. When the drone lands on a flower, the gel picks up powdery *pollen* grains used for plant reproduction. Unlike typical gels, the one on the drone does not lose its stickiness over time.

The engineers tested the drones by using them to pollinate Japanese lily plants. The machines—which have to be flown individually with a remote control—were able to pick up pollen from a male flower without damaging the plant. When the drone landed on a female flower, some of the pollen grains were transferred to the plant, allowing it to reproduce.

QUESTIONS

1. What problem did the scientists want to address with their invention?

2. Describe two design criteria that a drone needs to meet to be a successful pollinator. Explain the features that help the scientists' drone meet those standards.

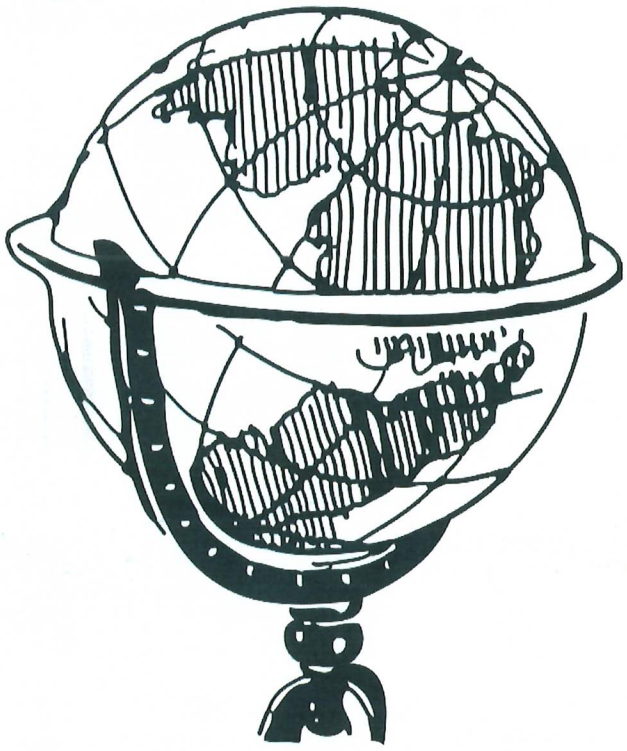
3. What evidence did the scientists collect that supported the idea that the drones met the design criteria described in question 2?

4. Use what you learned in the passage to describe one limitation of the drone pollinators. How could this drawback be eliminated?

5. In the passage and the article, you read about two possible solutions that could be used to address the problem of declining pollinators. Which do you think makes the most sense? Explain your answer.

Day 5

Social Studies



E-Learning Material

DAY 1

1. Study the attached map of Chinese Provinces Provinces (scroll down to page 2).

2. Go to this website and take the quiz: China Provinces - Map Quiz Game

3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!

PROVINCES OF CHINA

MUNICIPALITIES

AUTONOMOUS REGIONS

SPECIAL ADMINISTRATIVE REGIONS

PROVINCES

LTL MANDARIN SCHOOL
LIVE THE LANGUAGE

Day 2

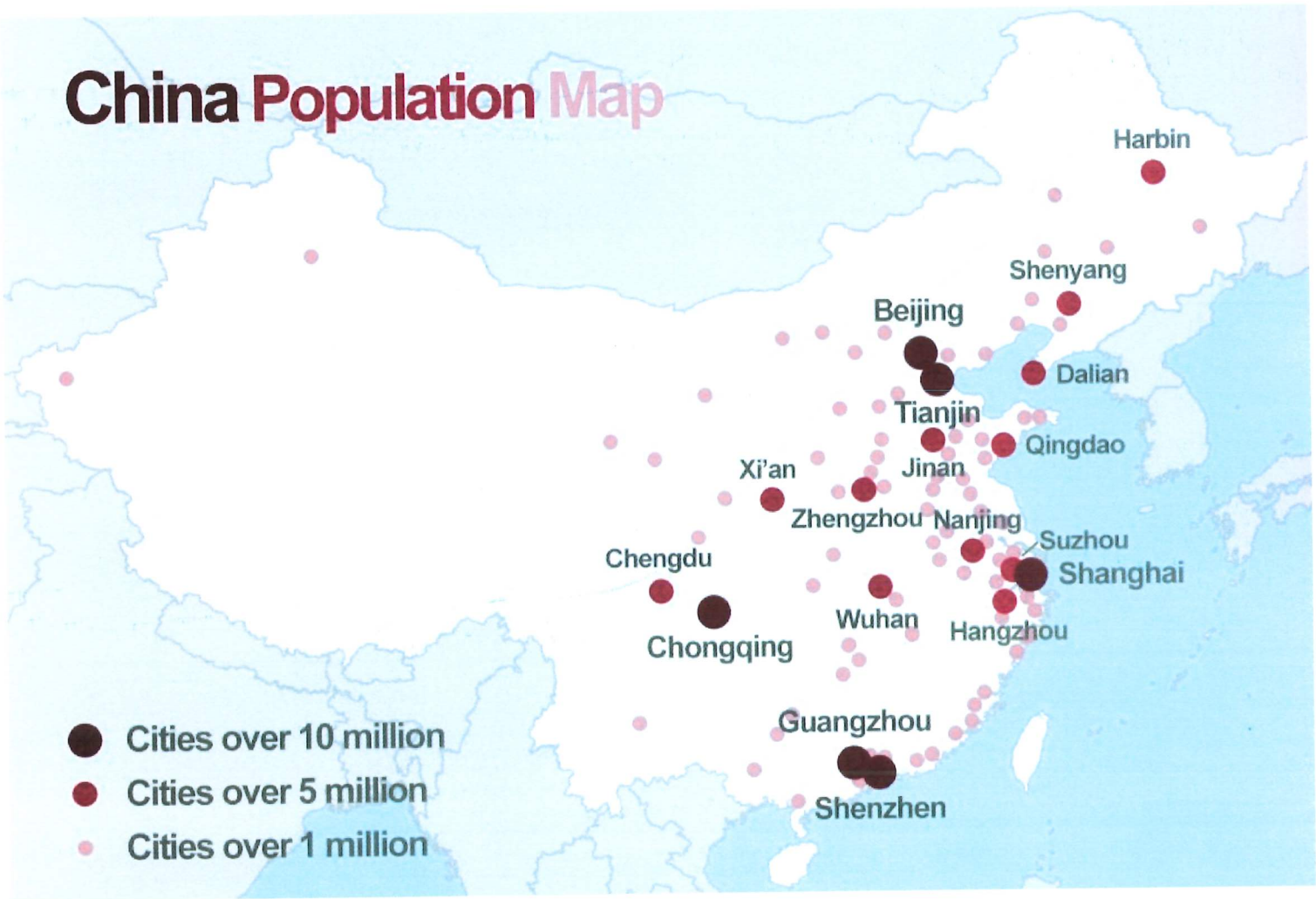
1. Study the attached map of Chinese Cities (scroll down).

2. Go to this website and take the quiz: [China's Cities- Map Quiz Game]

3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!



Day 3

1. Study the attached map of Asian Cities (scroll down).

2. Go to this website and take the quiz: [Asia's Cities- Map Quiz Game]

3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!

Day 4

1. Study the attached map of Asian Physical Features (scroll down).

2. Go to this website and take the quiz: [Asia's Physical Features - Map Quiz Game]

3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!

Day 5

1. Go to this website and take the quiz: Asia's Landmarks- Map Quiz Game

2. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!