7th Grade

Instructional Packet

Week 2

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Week 2

Please work with your child to complete the activities in the packet.

Your child may do these on their own or you may support them as needed.

The Run [The Run Series, #1]

by ReadWorks

Dennis and Mac had been driving for almost a week, and they hadn't seen a single soul. They were worried. When they'd left the ranch, they'd thought maybe they'd run into someone, another survivor. But there was no one. The roads were almost empty. There was the occasional abandoned car, but that was it. They drove mostly on highways, to make better time. Mac wondered if they might not have better luck on the smaller country roads, but Dennis wouldn't have it. Those roads had curves and were thick with trees. There was no way of seeing danger coming. If someone wanted to spring a surprise on you, you wouldn't know it until it was too late.

When the plague came, Dennis and Mac had been working as ranch hands on a cattle farm. Both had just finished their first year of college. Dennis went to school on the East Coast, Mac on the West. They found that they were very similar people. They both studied hard and read a lot of books. But they also both liked being outdoors. At the end of a good day, they came home smelling of sweat and dirt. They quickly became friends.

The ranch was a small, family-run operation, with only about 50 head of cattle. The family that ran it, the Greersons, would advertise in college newspapers in the spring. There were plenty of ranch hands in the area who needed work, but Bucky Greerson felt city kids could benefit from an exposure to country life. Young men would apply, and then the Greersons would hire about a half-dozen hands every spring to help them run cattle. It was tough work, but Dennis and Mac felt lucky to be picked.

The farm didn't have a TV or the Internet or a telephone. As a result, the first they heard of the plague was on the radio. Every night, the ranch hands liked to gather in the mess hall and play cards. While they played, they listened to the radio. The ranch was so far up in the hills that the radio only got one station. At night they listened to the station's best DJ, Petey "The Muskrat" Coltrain, who spun old bluegrass records. Sometimes, between records, The Muskrat told stories. Dennis and Mac thought he was hilarious.

One night, though, The Muskrat's radio show was very different. It couldn't have been more than six months ago, but to Dennis and Mac, thinking back on it now, it felt like another lifetime. The Muskrat had been playing a cheery Bill Monroe song, "Footprints in the Snow," when he cut out the record halfway through the chorus. The ranch hands stopped their game of Gin Rummy. They turned and looked at the radio. The Muskrat always played a record all the way through. What could be wrong?

"Folks," said the Muskrat. "I don't know how to tell you this, but I'm going to ask you to stay very calm.

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The manager of my station has just passed me a note. It seems that the local health authorities are asking us radio folks to tell you, our listeners, that... well, a disease is spreading."

The ranch hands put down their cards. Dennis and Mac exchanged a glance.

"Now," The Muskrat said, his rich voice sounding uncharacteristically shaky, "they don't quite know what this disease is, but it's real bad. It's very contagious, and people who get it don't have a lot of luck recovering. Now, doctors are trying to figure out a cure, but there's been no luck yet. So, in the meantime, we're asking that you stay in your homes as much as possible and avoid public places until the disease dies down."

One of the ranch hands, a big, cocky boy named T.J., laughed. "Like heck I'm not going into town," T.J. chuckled. "I got a date." The other ranch hands stared at him. T.J. stopped laughing.

"Please, folks, do what the doctors say," The Muskrat pleaded. "I'm sure it'll just be for a few days." He was quiet for a moment. Then the ranch hands heard the sound of a turntable needle hitting the record, and an old Earl Scruggs song came on.

That was the beginning of it. For the next few days, the ranch went about its business. The Greersons told the boys not to worry, that this would all be over soon. They had enough food on the ranch to last months. In the meantime, there were plenty of new calves that needed branding. At night, everyone gathered around the radio and listened to updates. The news seemed only to get worse. More and more people were getting sick. The symptoms were strange. People would become violently ill, then fall into a long, deep sleep. The big cities - New York, Los Angeles, Chicago - had become like ghost towns. No one would go out into the street for fear of catching the disease.

The news kept getting worse until, finally, the radio station stopped transmitting. The Greersons called a meeting in the dining room of the main house. Everyone sat around the big dining room table where Ann Greerson served Sunday supper. After everyone was seated, Bucky Greerson stood up. He was a short, plump man with a droopy handlebar mustache. You wouldn't think it looking at him, but his voice boomed.

"Now," he said, "I know you're worried about your families, and I don't feel right chaining you here while you don't know what's become of your people. So, anyone who wants to leave is free to go. Ann and I will make do."

Dennis and Mac looked at each other. They'd talked about leaving but had tried to pretend they wouldn't need to. They had hoped the plague would be over soon, that the world would return to the way it was, that it had all been a strange hallucination. Now that they had the option to venture out into the world, to see how bad things really were, they weren't sure they wanted to know.

"By a show of hands," Bucky Greerson asked, "how many of you want to leave?"

Mac and Dennis looked around. They were the only two with their hands up.

The Greersons gave them enough food to last a couple weeks - corn bread and apples and cured ham and syrupy peaches in mason jars. Mac and Dennis packed up their things and loaded everything into Mac's truck, a sputtering old pickup. The Greersons and the ranch hands gathered around to see them off.

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"Be safe, boys," said Ann Greerson, kissing them each on the cheeks and hugging them hard. "And remember your manners." As Mac and Dennis pulled away, they saw her husband holding her, her body shaking with sobs.

A week later, Mac and Dennis had zigzagged through dozens of small towns and a few larger cities. What they found frightened them: every place was empty. Not a person was out. Sometimes, they would stop and knock on doors. No one would answer. If they went inside, they wouldn't find a single soul home. Sometimes they'd find the dinner table set, plates piled high with molding food. Every time they entered a new room, they both winced, thinking they'd find a dead body. But they never did. It was indescribably eerie.

Sometimes, if the place still got electricity, they'd try to use the phone. Every time, no matter what number they dialed, the same recorded message came on: "The number is not in service. Please check the number and try again."

Finally, the young men decided to make tracks to the nearest big city. It would be a full day of driving, but there had to be someone there. You can't abandon a whole city.

Dusk had come, and Mac was at the wheel. Dennis had been driving for the last eight hours and was taking a nap in the passenger seat. They were passing through a long, flat piece of pastureland when Mac saw a flicker of movement in the distance. He stopped the car, turned off the engine and shook Dennis awake.

"Look," Mac said excitedly. "I think someone's coming."

Dennis squinted his eyes. The flicker of movement was becoming larger. What had been a dot of motion became a long line, stretching across the horizon. Mac and Dennis strained to see.

"I think it's some people," said Dennis. "Let me get my binoculars."

He rustled in his backpack and pulled out his pair. Dennis put them to his eyes and looked through them. Mac heard him gasp.

"My gosh," whispered Dennis.

What he saw was people. Thousands of people. Hundreds of thousands, maybe a million. A swarm of people like the world had never seen. And the people were all running. They were running as fast as they could go, like something was chasing them, or like they were chasing something. As they grew closer, Dennis could just make out the people's faces. Their eyes were wild.

"Start the car," said Dennis.

Ed.: *The tale continues in Part 2, "Refueling."*

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Name: _____ **Date:** _____

1. What news do Dennis and Mac hear on the radio while at the ranch?

A. There is a cattle farm that hires young men to work over the summer.

B. Thousands of people are running as fast as they can across the country.

C. There is a bad disease spreading among people.

D. Food is getting moldy on dinner plates because people are not staying at home.

2. What is the sequence of events at the beginning of this story?

A. The story begins after the disease has struck and then takes the reader back in time to a point before the disease.

B. The story begins before the disease has struck and then takes the reader forward in time to a point after the disease has ended.

C. The story begins as the disease is striking and then takes the reader back in time to a point before the disease.

D. The story begins as the disease is striking and then takes the reader two years into the future.

3. The Muskrat says that the disease is "real bad."

What evidence in the story supports his statement?

A. T.J. wants to go into town even though The Muskrat has advised people to stay in their homes.

B. After The Muskrat warns people about the disease, an old Earl Scruggs song comes on the radio.

C. The Greersons tell the boys not to worry, saying that the disease will end soon.

D. The disease is very contagious, and doctors have not been able to figure out a cure.

4. Why do Dennis and Mac decide to drive to the nearest big city?

A. They want to find a person.

B. They are running out of food and need more.

C. They see thousands of people running.

D. They both like being outdoors.

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5. What is this story mainly about?

A. a married couple who own a ranch, the young men they hire to work for them one summer, and the music they listen to together

B. two young men, a mysterious disease, and what happens when they go out to explore after the disease hits

C. a radio DJ, the music he likes to play, and the effect that his song choices have on the people who listen to them

D. a long line of people running through a flat piece of pastureland and what happens when two young men see them

6. Read the following sentence: "More and more people were getting sick. The **symptoms** were strange. People would become violently ill, then fall into a long, deep sleep."

What does the word **symptoms** mean?

A. fears of getting sick

B. signs of a disease

C. serious injuries

D. suggestions that doctors give to patients

7. Choose the answer that best completes the sentence below.

Dennis and Mac are frightened after leaving the ranch _____ the towns and cities they visit have no people in them.

A. although

B. as a result

C. because

D. however

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8. What happens to people when they get sick with the disease described in the story?

9. What are the people Dennis and Mac see at the end of the story doing?

10. Is there a connection between the disease and the people Dennis and Mac see at the end of the story? Explain why or why not, using evidence from the story.

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WRITING PROMPT

Week 2:

What makes the best pet? Provide evidence for your choice.

Understanding Addition with Negative Integers

1 Between the time Iko woke up and lunchtime, the temperature rose by 11°. Then by the time he went to bed, the temperature dropped by 14 °.

Write an addition expression for the temperature relative to when Iko woke up.

_____

Draw a model using integer chips and circle the zero pairs.

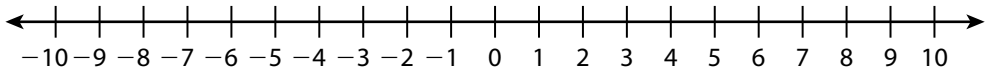
What is the value of the remaining integer chips after the zero pairs are removed?

_____

What is the net change in the temperature relative to when Iko woke up?

_____

2 Complete the number line model to find $(-5) + 6$.



$(-5) + 6 =$ _____

How would the number line model be different if you wanted to find $(-5) + (-6)$?

_____

_____

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Understanding Addition with Negative Integers *continued*

➤ **For problems 3–5, consider the sum 4 + (−8).**

3 Explain how you can use a number line to find the sum.

4 Explain how you can use chips to determine the sum.

5 Does it matter what order you add the numbers in the problem? Explain how chips and number lines support your answer.

6 Write an addition expression that has a value of −8.

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CCSS.MATH.CONTENT.7.NS.A.1.B
Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

Understanding Subtraction with Negative Integers

1 Mary takes 9 grapes from Rohin and then decides to give 4 back.

Write a subtraction problem to describe how many grapes Rohin has. _____

Draw a model for the subtraction problem using integer chips.

How many negative integer chips did you cross out? _____

Write the subtraction as addition. _____

Draw a model for the addition problem using integer chips.

How do the two integer chip models show that $-9 - (-4)$ is the same as $-9 + 4$?

What is the change in the number of grapes Rohin has? _____

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Understanding Subtraction with Negative Integers *continued*

2 Jin is 3 floors above ground level in a hotel. Leila is on a parking level of the hotel that is 4 floors below ground level. How many floors apart are they? Draw a number line model to show $3 - (-4)$.

What is $3 - (-4)$? _____

What is the meaning of this answer in the context of the problem?

Rewrite $3 - (-4)$ as an addition problem. _____

3 The variables a and b represent positive numbers. When you find the difference $a - (-b)$, do you expect the result to be less than or greater than a? What if a is negative and b is positive? Explain.

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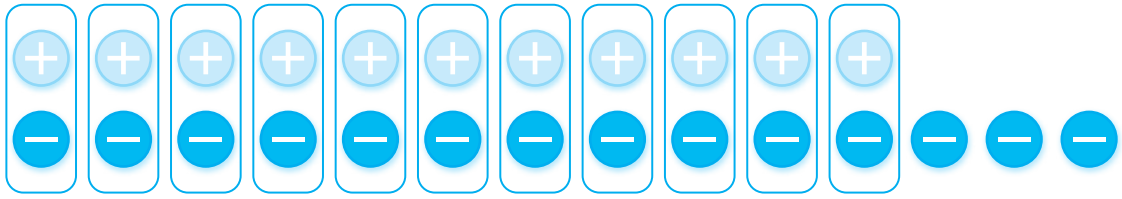
Understanding Addition with Negative Integers

1. Between the time Iko woke up and lunchtime, the temperature rose by 11°. Then by the time he went to bed, the temperature dropped by 14 °.

   Write an addition expression for the temperature relative to when Iko woke up.

   11 + (−14)

   Draw a model using integer chips and circle the zero pairs.



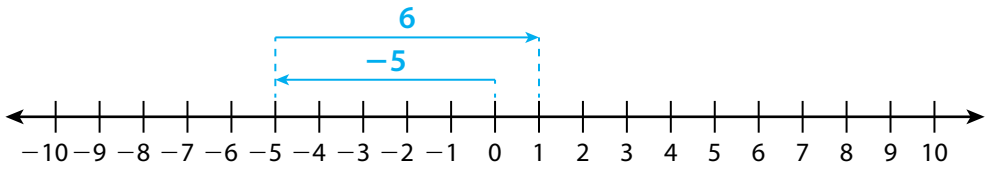
   What is the value of the remaining integer chips after the zero pairs are removed?

   −3

   What is the net change in the temperature relative to when Iko woke up?

   −3°, or a loss of 3°

2. Complete the number line model to find (−5) + 6.



   (−5) + 6 = **1**

   How would the number line model be different if you wanted to find (−5) + (−6)?

   Possible answer: I would start the same way, by drawing an arrow from 0 to −5. Then I would draw an arrow from −5 to −11 to show adding −6.

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Understanding Addition with Negative Integers *continued*

➤ **For problems 3–5, consider the sum 4 + (−8).**

3 Explain how you can use a number line to find the sum.

Possible answer: I can draw a number line with the first arrow pointing left from 0 to 4, then draw an arrow 8 units to the left from 4 to −4. The arrow ends at −4, so the sum is −4.

4 Explain how you can use chips to determine the sum.

Possible answer: I can use 4 positive chips and 8 negative chips. I can group zero pairs, then count the remaining chips. There are 4 negative chips remaining, so the sum is −4.

5 Does it matter what order you add the numbers in the problem? Explain how chips and number lines support your answer.

No; Possible answer: On the number line, I can draw an arrow from 0 to −8, then draw an arrow from −8 to −4. Using the chips, I could use 8 negative chips and then 4 positive chips. I will make the same number of zero pairs, and there will still be 4 negative chips remaining.

6 Write an addition expression that has a value of −8.

Possible answer: 5 + (−13)

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Understanding Subtraction with Negative Integers

1 Mary takes 9 grapes from Rohin and then decides to give 4 back.

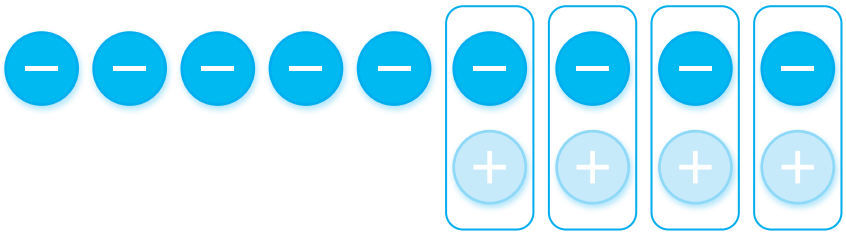
Write a subtraction problem to describe how many grapes Rohin has. $-9 - (-4)$

Draw a model for the subtraction problem using integer chips.

How many negative integer chips did you cross out? 4

Write the subtraction as addition. $-9 + 4$

Draw a model for the addition problem using integer chips.



How do the two integer chip models show that $-9 - (-4)$ is the same as $-9 + 4$?

They both show that when you start with -9, you can take away -4 or add 4. In each model, you get rid of 4 negative integer chips and you have 5 negative integer chips left.

What is the change in the number of grapes Rohin has? -5

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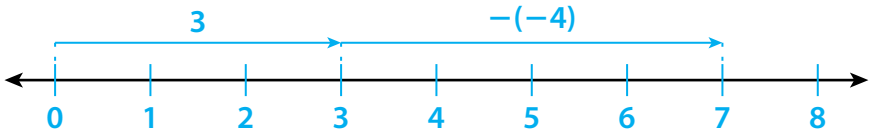
Understanding Subtraction with Negative Integers *continued*

2 Jin is 3 floors above ground level in a hotel. Leila is on a parking level of the hotel that is 4 floors below ground level. How many floors apart are they? Draw a number line model to show $3 - (-4)$.



What is $3 - (-4)$? 7

What is the meaning of this answer in the context of the problem?

Jin and Leila are 7 floors apart.

Rewrite $3 - (-4)$ as an addition problem. $3 + 4 = 7$

3 The variables a and b represent positive numbers. When you find the difference $a - (-b)$, do you expect the result to be less than or greater than a? What if a is negative and b is positive? Explain.

Possible answer: Whether a is positive or negative, I can write $a - (-b)$ as $a + b$, so I am always adding a positive value to a. The difference will always be greater than a.

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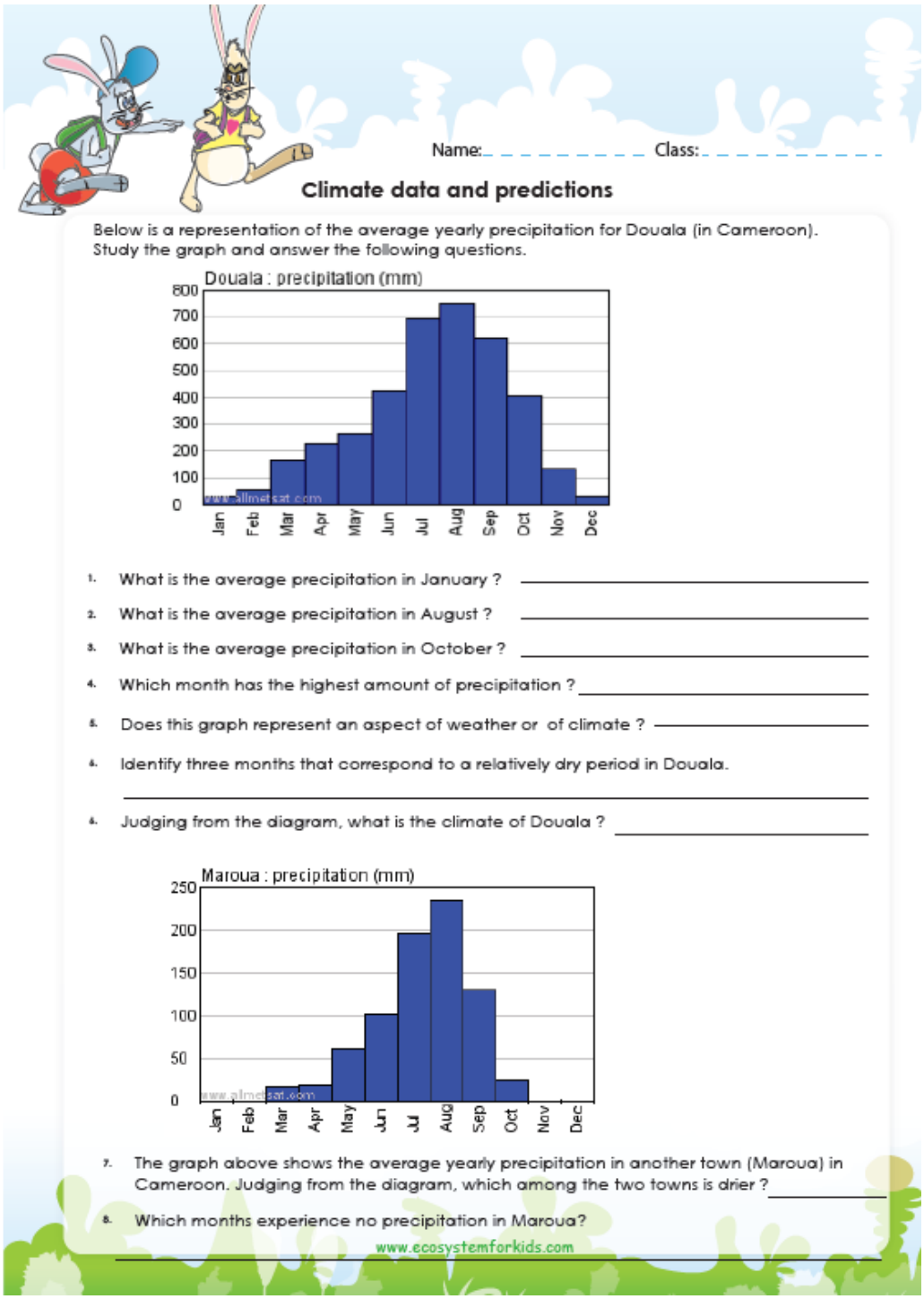

Name:_ _ _ _ _ _ _ _ _ Class:_ _ _ _ _ _ _ _ _ _

Climate data and predictions

Below is a representation of the average yearly precipitation for Douala (in Cameroon). Study the graph and answer the following questions.

1. What is the average precipitation in January ? _____
2. What is the average precipitation in August ? _____
3. What is the average precipitation in October ? _____
4. Which month has the highest amount of precipitation ? _____
5. Does this graph represent an aspect of weather or of climate ? _____
6. Identify three months that correspond to a relatively dry period in Douala.

   _____
7. Judging from the diagram, what is the climate of Douala ? _____

7. The graph above shows the average yearly precipitation in another town (Maroua) in Cameroon. Judging from the diagram, which among the two towns is drier ? _____
8. Which months experience no precipitation in Maroua?

   _____

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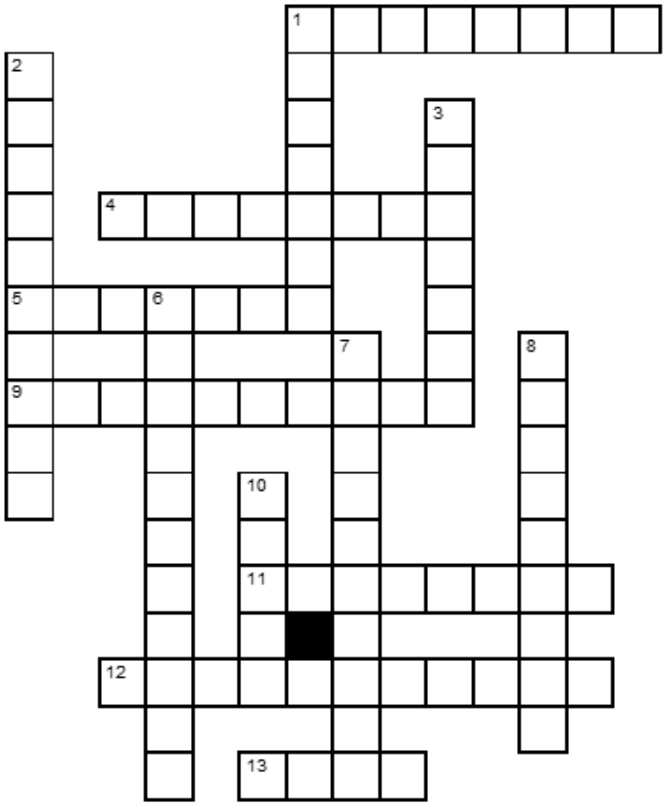
Animal Classification

www.science-teachers.com/life.htm



Across

1 Clams, squid, and snails. (8)

4 Humans, monkeys, and gorillas. (8)

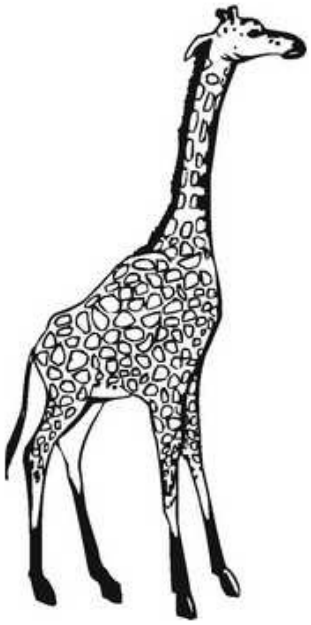
5 Mice, rats, and hamsters. (7)

9 Frogs, salamanders, and toads. (10)

11 Lizards, snakes, and turtles. (8)

12 Crabs, shrimp, and lobsters. (11)

13 Tuna, salmon, and goldfish. (4)



Down

1 Horses, humans, and whales. (7)

2 Jellyfish, anemones, and coral. (10)

3 Bees, beetles, and ants. (7)

6 Starfish, sand dollars, and sea urchins. (11)

7 Kangaroos, koalas, and wombats. (10)

8 Dolphins, killer whales, and whales. (9)

10 Hawks, parrots, and sparrows. (5)

Alloys

Fill in the blanks with words from the box.

alloy	**altered**	**brass**	**bronze**
chromium	**flexible**	**hard**	**mixture**
properties	**rusts**	**stainless**	**steel**

A bronze coin

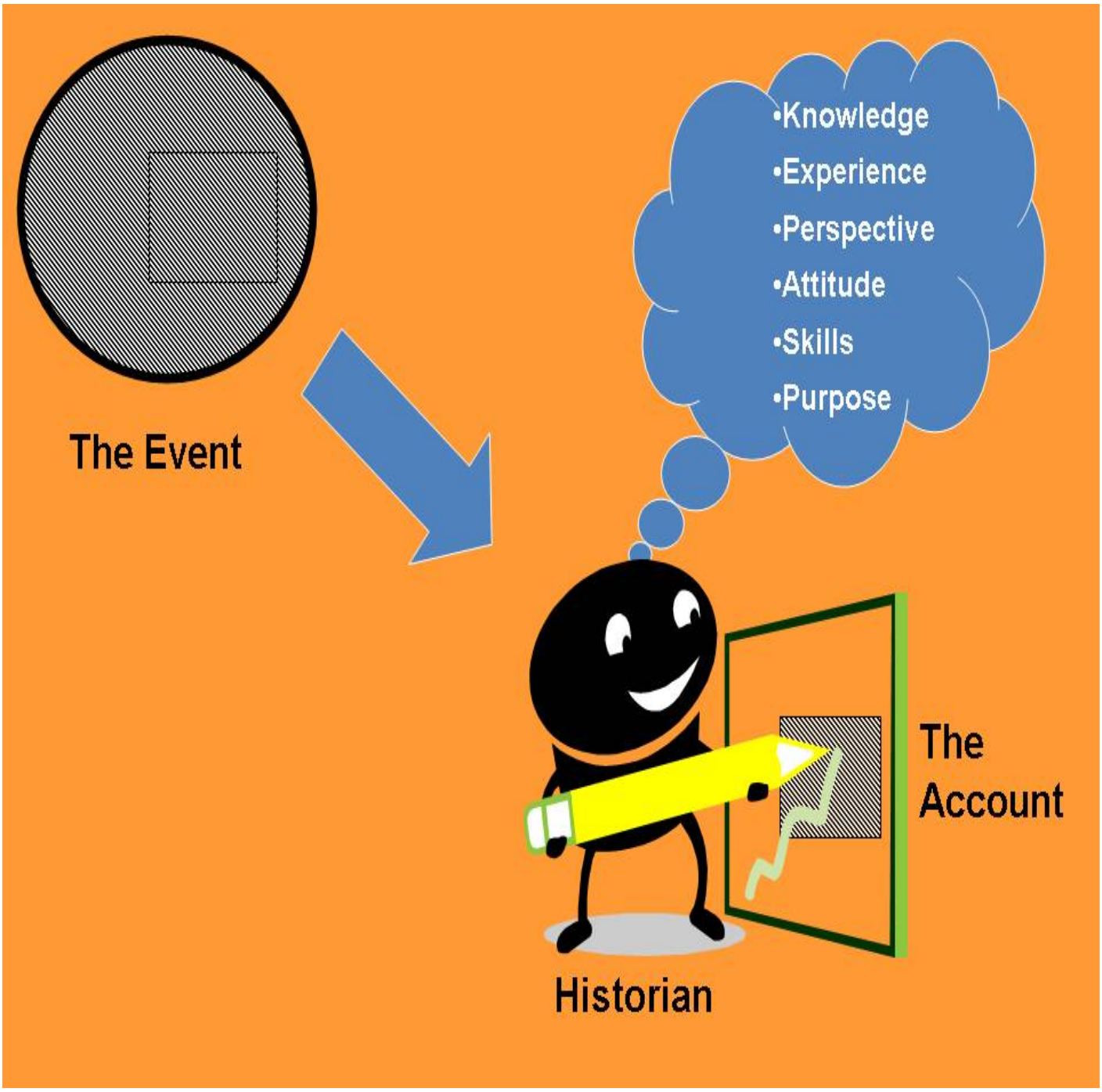
An _____ is a special kind of _____ of a metal with another substance. _____ is an alloy of the metal copper and the metal tin. _____ is an alloy of the metal iron and the nonmetal carbon as well as other metals such as chromium and nickel.

People use alloys because they can make materials with the _____ they need. For example, _____, which is used to make musical instruments, is an alloy of copper and zinc. Copper is soft and flexible, whereas zinc is hard and brittle. Combined together they make a material that is _____ and_____.

The properties of steel can also be _____ by changing the amounts and types of substances used to make the steel alloy. One problem with iron is that it _____ when it gets wet. However, when _____ is added to steel alloys it forms a special kind of steel called _____ steel. The advantageous of this kind of steel is that it is hard but it doesn't rust easily.

A brass trumpet

Graphic Organizer



Big Idea Card

Big Ideas of Lesson 3, Unit 1

- “The word “history” has two meanings.
- “History” can mean events that happened in the past.
- “History” can also mean an account of events in the past.
- An account of the past includes the selection of specific events and the interpretation of those events.
- Historians select from events of the past and interpret their meaning to create historical accounts.

Questions about History

- What is history?
- How do people use the word “history”?
- What does it mean to study history?
- What do historians do?
- How is history like other courses you study? How is it different?

"History" Has Two Meanings

What are the different ways that people use the word "history?"

History as Past Event(s)	History as Accounts or Representations
The Event	The Account
Only Seen When It Occurs	Seen After the Event
Features • Includes everything that happened in the past • Happened once, then no longer visible	Features • Includes only a part of what happened in the past • Can be used over and over • A record of the past • Created by someone • Reflects someone's point of view • Can be false or inaccurate • Typically can be touched or seen

Investigating an Event

Directions: Your task is to select an event of interest to you. It could be in the area of politics, economics, sports, entertainment, etc. Use the questions below to guide your inquiry. Find two sources about the event that differ in their descriptions.

1. The Event I Am Investigating: _____

_____

2. Source 1:

    a. Where did I find the information?

    b. What does it say about the event?

    c. What evidence does it use to support its description of the event?

3. Source 2:

    a. Where did I find the information?

    b. What does it say about the event?

    c. What evidence does it use to support its description of the event?

4. Compare the sources. How are they similar? Where do they differ?

5. What do you believe is true about this event? How did you come to this conclusion?

MY DAILY SCHEDULE

ACTIVITY	CHECK WHEN COMPLETE
	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐
	☐

Name _____ Careers

Career Choices

Use the clues below to circle the names of different careers in the puzzle. The names go across and down.

helps students learn
works in a library
keeps neighborhoods safe
takes care of teeth
treats sick people
takes care of pets
puts out fires
delivers mail
drives students to school
serves food at a restaurant
sells things at a store
cooks food at a restaurant

n	m	i	t	m	a	n	f	w	y	f	u	c	m	t	v	p	q	b
o	a	a	z	l	d	b	x	i	e	i	o	h	c	h	e	f	r	u
l	i	b	r	a	r	i	a	n	j	r	n	f	l	s	e	g	p	s
i	l	a	g	c	k	j	k	l	i	e	o	d	e	m	q	w	n	d
c	c	v	d	o	c	t	o	r	s	f	u	y	r	t	x	a	w	r
e	a	h	e	i	g	z	f	b	j	i	c	l	k	d	m	i	e	i
m	r	r	n	b	k	o	z	d	p	g	e	t	n	x	g	t	w	v
a	r	a	t	p	m	y	j	s	n	h	i	o	u	f	v	e	h	e
n	i	x	i	m	c	r	b	q	v	t	e	a	c	h	e	r	u	r
z	e	k	s	a	p	o	l	i	c	e	o	f	f	i	c	e	r	g
y	r	h	t	w	n	v	e	t	e	r	i	n	a	r	i	a	n	v

On another sheet of paper, write about what you want to be when you grow up. Give three reasons why.