



Upshur County Snow Packet #1
7th Grade
2018-2019

Just because we're out of school is "sNOw" reason to stop learning!

Instructions: (Read ALL instructions carefully.)

- Packets will be passed out during Advisory.
- Complete Snow Packet #1 when instructed by Parent Link.
- Put the following heading on each assignment:
 - * Your Name
 - * Teacher's Name for that Subject
 - * Class Period
- Return the completed Day 1 assignments to your subject teacher within two days of returning to school.
- Students with an IEP, who are in self-contained classes, will receive their assignments from their Special Education teacher. If they lose their assignments, they will do the packet that is posted on the school's website for their grade level.

Seventh Grade

Day 1:

Use the list below to check off your assignments.

Day 1:

- ___ Math: 1-6 Study Guide and Intervention: Algebra: Variables and Expressions
- ___ ELA (Reading and English): Alphabet Sense (1 Page)
- ___ Science: Scientific Method Story Worksheet (3 Pages)
- ___ Social Studies: Determined to Go Home (3 Pages)

1-6**Study Guide and Intervention****Algebra: Variables and Expressions**GRADE 7- MATH
Day 1

To evaluate an algebraic expression you replace each variable with its numerical value, then use the order of operations to simplify.

Example 1 Evaluate $6x - 7$ if $x = 8$.

$$\begin{aligned} 6x - 7 &= 6(8) - 7 && \text{Replace } x \text{ with } 8. \\ &= 48 - 7 && \text{Use the order of operations.} \\ &= 41 && \text{Subtract 7 from 48.} \end{aligned}$$

Example 2 Evaluate $5m - 3n$ if $m = 6$ and $n = 5$.

$$\begin{aligned} 5m - 3n &= 5(6) - 3(5) && \text{Replace } m \text{ with } 6 \text{ and } n \text{ with } 5. \\ &= 30 - 15 && \text{Use the order of operations.} \\ &= 15 && \text{Subtract 15 from 30.} \end{aligned}$$

Example 3 Evaluate $\frac{ab}{3}$ if $a = 7$ and $b = 6$.

$$\begin{aligned} \frac{ab}{3} &= \frac{(7)(6)}{3} && \text{Replace } a \text{ with } 7 \text{ and } b \text{ with } 6. \\ &= \frac{42}{3} && \text{The fraction bar is like a grouping symbol.} \\ &= 14 && \text{Divide.} \end{aligned}$$

Example 4 Evaluate $x^3 + 4$ if $x = 3$.

$$\begin{aligned} x^3 + 4 &= 3^3 + 4 && \text{Replace } x \text{ with } 3. \\ &= 27 + 4 && \text{Use the order of operations.} \\ &= 31 && \text{Add 27 and 4.} \end{aligned}$$

ExercisesEvaluate each expression if $a = 4$, $b = 2$, and $c = 7$.

- | | | |
|--------------------|-------------------|--------------|
| 1. $3ac$ | 2. $5b^3$ | 3. abc |
| 4. $5 + 6c$ | 5. $\frac{ab}{8}$ | 6. $2a - 3b$ |
| 7. $\frac{b^4}{4}$ | 8. $c - a$ | 9. $20 - bc$ |
| 10. $2bc$ | 11. $ac - 3b$ | 12. $6a^2$ |
| 13. $7c$ | 14. $6a - b$ | 15. $ab - c$ |

Name _____

Alphabet Sense

Can you make sense of this tale by filling in the blanks alphabetically?

1 , 2 3 4 the telephone. Max 5 6 , "Who is this?"
 "It is Alfred, Max. What can I do for you?"
 How about 7 a 8 help and 9 10 11 12 , okay?"
 Agreeably, Alfred 13 14 the 15 to the street where he 16 a bus at the
17 . He 18 , 19 and 20 across town to Max's 21 22 .
23 to the 24 , Max 25 26 it open. But Alfred was nowhere to be
27 . Suddenly, Max 28 as he 29 a 30 31 and 32 - 33
34 the 35 bucket up the 36 stairs. "Alfred, 37 this a 38 ? I 39 hope you're
40 ," Max 41 . " 42 43 in on the 44 business, 45 46 ."

But Alfred didn't answer.

Finally, Alfred 47 out from behind the open door. As he 48 49 off his 50
 down jacket, he 51 , "It's okay, 52 . You can 53 it 54 there on the 55 table."
 Max was 56 57 .

"What a 58 , Alfred! How did you 59 this 60 ?"
 Alfred 61 the 62 pizza and 63 whispered, "I'll 64 you later, Max. But first,
65 him, 66 , 67 68 , 69 70 ?"

*Place the numbers beside their correctly alphabetized words.

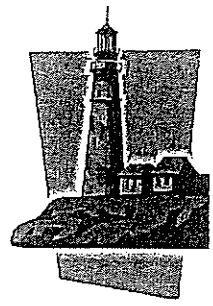
- | | | | | |
|--------------|---------------|--------------|----------------------|---------------|
| ___ tell | ___ gorilla | ___ aching | ___ me | ___ heartedly |
| ___ just | ___ croaked | ___ is | ___ groaning | ___ laughed |
| ___ big | ___ switch | ___ bring | ___ tip | ___ joke |
| ___ Alfred | ___ gasped | ___ door | ___ coughed | ___ right |
| ___ picked | ___ will | ___ heaving | ___ rest | ___ corner |
| ___ caught | ___ Bruno's | ___ well | ___ high | ___ monkey |
| ___ being | ___ teasingly | ___ by | ___ stunned | ___ pal |
| ___ found | ___ asked | ___ tasted | ___ half | ___ Let |
| ___ crowded | ___ quilted | ___ carryall | ___ Ralph | ___ cubicle |
| ___ heavy | ___ awkwardly | ___ round | ___ uh | ___ old |
| ___ glimpsed | ___ tattered | ___ answered | ___ carried | ___ Abruptly |
| ___ bucket | ___ carefully | ___ still | ___ quoted | ___ stunt |
| ___ pizza | ___ swing | ___ Dashing | ___ enthusiastically | ___ peeked |
| ___ you | ___ flung | ___ kidding | ___ creaked | ___ very |

Name: _____ Period: _____

Scientific Method Story Worksheet

Analyzing the Elements of a Scientific Method

Read the following story and then answer the questions.



You and your friend are walking along a beach in Maine on January 15, at 8:00 am. You notice a thermometer on a nearby building that reads -1°C . You also notice that there is snow on the roof of the building and icicles hanging from the roof. You further notice a pool of sea water in the sand near the ocean. Your friend looks at the icicles and the pool and says, "How come the water on the roof is frozen and the sea water is not?" You answer, "I think that the salt in the sea water keeps it from freezing at -1°C ." You go on to say, "And I think under the same conditions, the same thing will happen tomorrow." Your friend asks, "How can you be sure?" You answer, "I'm going to get some fresh water and some salt water and expose them to a temperature of -1°C and see what happens."

Questions:

1. In which statement is a prediction made? _____

2. Which statement states a problem? _____

3. In which statement is an experiment described? _____

4. Which statement contains a hypothesis? _____

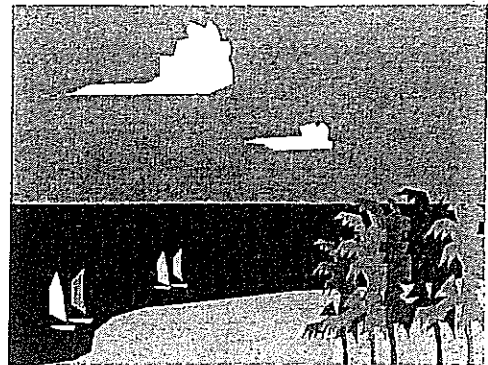
5. Which statements contain data? _____

6. Which statements describe observations? _____

Analyzing the Elements of a Scientific Method

Read the following story and then answer the questions.

A scientist wants to find out why sea water freezes at a lower temperature than fresh water. The scientist goes to the library and reads a number of articles about the physical properties of solutions. The scientist also reads about the composition of sea water. The scientist travels to a nearby beach and observes the conditions there. The scientist notes the taste of sea water and other factors such as waves, wind, air pressure, temperature, and humidity. After considering all this information, the scientist sits at a desk and writes, "If sea water has salt in it, it will freeze at a lower temperature than fresh water." The scientist goes the laboratory and does the following:



- a. Fills each of two beakers with 1 liter of fresh water
- b. Dissolves 35 grams of table salt in one of the beakers
- c. Places both beakers in a freezer at a temperature of -1°C
- d. Leaves the beakers in a freezer for 24 hours.

After 24 hours, the scientist examines both beakers and finds the fresh water to be frozen. The salt water is still a liquid. The scientist writes in a notebook, "It appears that salt water freezes at a lower temperature than fresh water." The scientist continues, "I suggest that the reason sea water freezes at a lower temperature is that sea water contains dissolved salts, while fresh water does not."

Questions:

1. Which statement(s) contain conclusions? _____

2. Which statement(s) contains a hypothesis? _____

3. Which statement(s) contain observations? _____

4. Which statement(s) describe an experiment? _____

5. In which statement is the problem described? _____

Grade 7
Science
Day 1

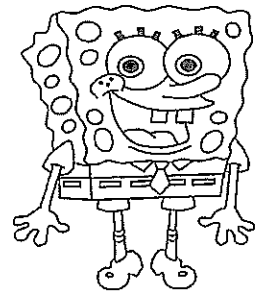
6. Which statement(s) contain data? _____

7. Which is the independent (manipulated) variable in the experiment? _____

8. What is the dependent (responding) variable in the experiment? _____

In the following situation, identify the problem, independent variable, dependent variable, and conclusion. Read the following story and then answer the questions.

SpongeBob noticed that his favorite pants were not as clean as they used to be. His friend Sandy told him that he should try using Clean-O detergent, a new brand of laundry soap she found at Sail-Mart. Sponge Bob made sure to wash one pair of pants in plain water and another pair in water with the Clean-O detergent. After washing both pairs of pants a total of three times, the pants washed in the Clean-O detergent did not appear to be any cleaner than the pants washed in plain water.



1. What was the problem SpongeBob wanted to investigate? _____

2. What is the independent variable? _____

3. What is the dependent variable? _____

4. What should Sponge Bob's conclusion be? _____

Determined to Go Home

Shawnee Native Americans attacked what is now Blacksburg, Virginia, in July 1755. They killed the men and took two women hostage. One was Mary Draper Ingles. She was pregnant and had two sons, Thomas, age 4, and George, age 2. The Native Americans tied her to a horse with her sons behind her. Then they set fire to the homes.

Mary's husband, William, was in the fields. He saw the smoke and ran for home. But he had no weapon and watched from the trees as the armed Native Americans led his family away. Then he rushed to a neighboring settlement to form a rescue party. Most of the land west of the Allegheny Mountains was unknown by white settlers. And the Native Americans had a big lead. The search party lost their trail. After a month, the men gave up.

After three days with her captors, Mary gave birth to a baby girl. Then the group continued until they reached what is now Ohio. Thomas and George were given to other tribes and left the area. Native Americans often adopted young white children. Mary's heart nearly broke.

The Shawnee had Mary make shirts. Later they sent her and an old Dutch woman down the Ohio River to a natural salt spring. Each day the women boiled the water to make salt. Each evening they gathered grapes and nuts. Then they returned to camp. They knew that if they ran and were caught, they would be killed. Yet the women made plans to escape. They did not think the baby could survive the 800-mile trip. So Mary would leave her behind and hope that she'd be adopted.

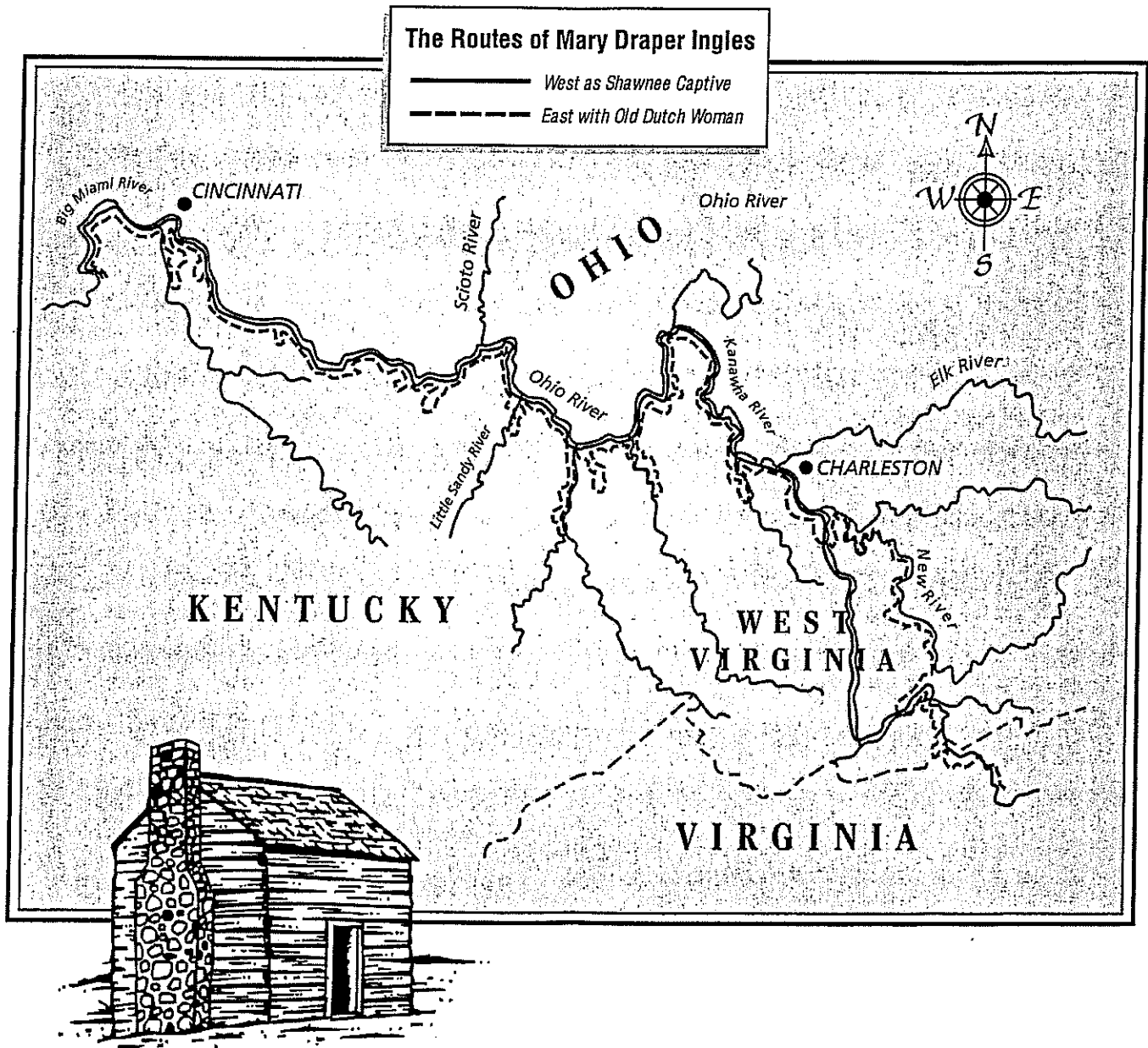
One night the women did not return. They decided to follow the river. Each had a blanket and a tomahawk (Native American axe). The Native Americans did not look for them because they thought that wild animals had killed them. Mary and her companion did not know this and kept looking over their shoulders. It was fall, and the nights were cold. Food was not as plentiful as in summer. The women ate nuts and grapes. When they came to a Native American cornfield, they stole every ear they could carry.

Miles of walking wore out their moccasins and left them barefoot. They lost their blankets crossing a swift stream. As cold winter winds blew, they huddled together and ate plant roots. Exhausted and starved, they trudged along the river. The old woman lost her mind and tried to kill Mary to eat her! Mary hid. Although unable to swim, she had to get to the other side of the river for safety. Luckily she found a canoe. From then on, the women saw each other on opposite banks.

In December, after 42 days of walking, Mary saw a cabin. She shouted, then fainted. A man came out and found her lying in the snow. She was naked. Her bones stuck out. Her red hair had turned white, and most of her teeth had fallen out. Mary sent the man to look for the old woman. He found her and took her to a fort. Then he went and got Mary's husband.

No one knows what happened to Mary's daughter. George fell ill and died soon after leaving his mother. After 13 years of searching, Mary and William found Thomas.

Determined to Go Home



Schroeder, Joan Vannorsdall. Blue Ridge Country. "An Extraordinary Woman, And Equal to Any Emergency."
www.blueridgecountry.com/ingles/ingles.htm

Day 1
7th Grade SS

Determined to Go Home

1. Why did Mary Draper Ingles go on such a difficult journey?
- a. She thought it was the only way to save her daughter's life.
 - b. She wanted to help the old Dutch woman escape.
 - c. She wanted to see her sons back at the settlement.
 - d. She wanted to return to her husband.

2. How long did Mary Draper Ingles walk in order to reach home?
- a. 5 weeks
 - b. 6 weeks
 - c. 7 weeks
 - d. 42 weeks

3. Mary Draper Ingles was kidnapped
- a. before the American Revolution began.
 - b. during the American Revolution.
 - c. after the American Revolution ended.
 - d. during the 19th century.

4. Mary Draper Ingles was not the only captive of the Shawnee. True or False? Explain.

5. During her return trip, why didn't Mary follow the same path that the Native Americans had taken in the West Virginia area?

6. If you had been Mary Draper Ingles, would you have left your daughter and walked almost 800 miles home? Why or why not?
