

Name: \_\_\_\_\_ Date Due: \_\_\_\_\_

# 7th Grade Language Arts



Assignment	Points Earned
GL Vocab Derivatives Handout 56-60	
Article Annotation – “Chicago animals could...”	
Article Summary & Quiz	
Journals 59,60,61,62	
BookBlog #13 – Reading Response	
Reading Selection – Nonfiction Reading Test...	
BookBlog #13 due 2/11	fyi
GL 56-60 (GEO – ANNUS)	fyi

Total=>

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## 7<sup>th</sup> Grade Greek/Latin Vocabulary Derivatives 56-60

**For any of the activities below, you are responsible for knowing the morphology of each derivative. You must be able to properly add affixes to words (e.g. pre-, un-, re-, de-, -ed, -ing, -s, -y, -tion, etc.) or remove them when necessary depending on the context of the sentence. If you do not, and the word requires an affix (or its removal), you will be marked wrong. Spelling always counts.**

### Part I

**Directions:** In the space provided please write down each of your spelling words' dictionary definitions, what root(s) we've studied that are in the word, the definition of the word from the back of your GL card, and finally, identify all morphological constructs of that word by adding or removing affixes (be careful with this part—do not invent a new word, only add affixes that are allowed [hint: use the dictionary—it won't have all constructions, but it will start you off on the right path for most words]).

**For Example:**

	<b>derivative</b>	
10.	<b>PARADOX</b>	<i>A statement that seems to contradict common sense and yet is perhaps true.</i> <span style="float: right;"> <b>dictionary definition</b></span>
	<i>para / dokein</i>	<i>Seemingly contradictory or absurd statement that contains a possible truth.</i> <span style="float: right;"> <b>definition from GL card</b></span>
	<b>GL</b> <i>paradoxes, paradoxical, paradoxically, paradoxicalness</i>	
	<b>root(s)</b>	<b>affixes</b>

1. **GEOLOGY** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **GEOGRAPHER** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **EXTRATERRESTRIAL** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **TERRARIUM** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. **TERRITORY** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. **DORMITORY** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. **DORMITIVE** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. **HYPNOTIC** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. **ANNUAL** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. **ANNALS** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Part II

**Directions:** Fill in the blank with the correct word from the word bank. Use the context of the sentence to determine which word should be used.

1. Bob loves his \_\_\_\_\_; he takes great care of these flowers, knowing that he only has them for one year before he'll have to plant again.
2. Sally hates Bob's flowers; as a \_\_\_\_\_ major, it is her belief that Bob's fertilizing is destroying the fragile geological ecosystem in their subdivision.
3. One-day Sally was at a hypnotherapy session for the mad cow disease she had contracted while working in the Montana \_\_\_\_\_ one summer, when she remembered something important.
4. She remembered that a(n) \_\_\_\_\_ spacecraft had descended on Bob's backyard one night a few years ago, and after that his flowers had begun to grow!
5. She knew then, like Lex Luthor attempting to rid the world of Superman, it was up to Sally to destroy Bob's flowers before they could cross-pollinate with earth flowers and their \_\_\_\_\_ aroma would enchant the world into believing that they were not evil!
6. She knew that the historical \_\_\_\_\_ would record her as the hero of earth!
7. She would sneak over to Bob's after he had retired to his \_\_\_\_\_ for the night.
8. She would slip him a \_\_\_\_\_ to keep him asleep while she conducted her mission.
9. Bob's backyard \_\_\_\_\_ shouldn't be too difficult to travel over.
10. She would pick all of his alien flowers and put them in a \_\_\_\_\_ with her alien flower-eating lizard, George.

## Part III

**Directions:** Read the paragraph below. Highlight the misspelled words and write the correct spelling in the blanks on the back of this page.

Then, Sally would sneak all of that stuff into the city's centennial time capsule so that no one would know where Bob's flowers had gone for ONE HUNDRED YEARS!!! Mwahahahahahaha!!

One hundred years later, the town officials were going over the town's **annuls** when they discovered there was a time capsule buried under the statue of Lady Gaga in the center of town. Time capsule opening day was a joyous day, all of the native earthmen came from the conquered territory, *and* their extraterrestrial overlords were there to watch the ceremony. Upon opening the capsule, the people realized that something was wrong; there was a terrarium in the capsule with a lizard in it. George opened his eyes, stretched, and yawned. Using his hypnotic stare, he hypnotized both man and alien alike. Breaking the glass of the terrarium he jumped out and began eating everyone in sight. All they could do was stand hypnotized and watch as their inevitable doom slowly approached as they were all eaten alive!



## Chicago animals could face fight for survival

By John Keilman, 1/31/2019

A brutal cold descended upon Chicago, Illinois. It could be deadly for many animals that live outdoors. But experts say it's likely that the populations of everything from stray cats to stink bugs will escape lasting damage.

That's because animals have strategies to endure all manner of harsh weather. Even cold that might break Chicago's record low of 27 degrees below zero. They bore into trees, burrow beneath the frost line or find refuge in abandoned houses. And even if they don't make it, plenty of others will. And they'll rapidly restore their numbers once the weather improves.

"These things have been here since the glacial times," said Michael Jeffords. He is a retired entomologist with the Illinois Natural History Survey. "Their genetic memory is like, 'Ah yeah, this will pass.' If we had (extreme cold) for weeks and weeks, it would have an impact, but I think they'll be OK."

Feral cats are among the critters endangered by the cold. There are an estimated 200,000 in Chicago alone. And some are cared for by "colony caretakers" trained by organizations like PAWS Chicago.

Laurie Maxwell is PAWS' director of community outreach. She said cats are exceptionally resilient. They find shelter under cars or dumpsters and inside vacant buildings. During extreme cold, they save energy by hunkering down and remaining still.

Even so, people who care for strays can increase the animals' chances of survival. They can make sure they have food and water. Heated water bowls prevent freezing, as do bowls that are exceptionally deep. They can also give rudimentary shelter. Maxwell said people can build a cheap and simple cat refuge by cutting a small hole in a plastic storage tub. Then line it with foam insulation. And layer the bottom with straw.

Another option, for those who can do it, is to let feral cats wait out the worst of the cold in a spare room or even a screened porch.

"With the wind chills we're facing, even if it's (minus) 40 degrees on your porch, if they're protected from the wind, that can save their lives," Maxwell said.

Other species don't get that sort of consideration. But they're equally adept at enduring unforgiving conditions.

Lawrence Heaney is the Negaunee curator of mammals at the Field Museum. He said hibernating animals like chipmunks have adequate body fat. They also have insulated hiding places that allow them to survive the cold. But animals like deer, squirrels and coyotes that stay active during the winter could be in trouble.

Monday was relatively warm. It was followed by a deep freeze. That means their shelters could end up coated in ice, he said.

"The places where they hide under the brush, it's all getting wet, and now it's going to drop down to close to 20 below," he said. "That combination is really, really hard on them."

There could be a significant die-off in some species, he said. However, the populations will quickly grow once winter passes. Fewer deer, for example, means more food for those that remain. This gives their babies a better chance at survival.

"Pretty much every species produces more offspring than is needed to replace their parents," he said. "Even with bad weather, disease or predation, they fill in the space really quickly."

The same is true, regrettably, with insect pests.

Jeffords said while the stink bugs that emerge during mild winters could be "knocked back" by extreme cold, he would expect their numbers to rebound swiftly. Mosquitoes, meanwhile, protect themselves by spending the winter in urban sewers and steam tunnels.

Insects like the emerald ash borer that gnaw their way into trees are even harder to kill. Phil Nixon is a retired entomologist with the University of Illinois Extension. He said they won't die in substantial numbers until the temperature drops to 30 degrees below zero.

He noted, though, that one insect can be endangered by extraordinary, long-lasting cold.

"Three consecutive days with highs no higher than 20 degrees below zero will kill most overwintering gypsy moth eggs," he said. "The Chicago area came close to that in the mid-1980s, and (the) gypsy moth was severely impacted. (A single) overnight low of minus 21 will have little effect on them."

On the other end of the animal kingdom, a few species might actually enjoy record-setting low temperatures.

Both the Lincoln Park Zoo and the Brookfield Zoo say they will allow their polar bears to remain outside during the worst of the chill. They'll still have access to heated spaces indoors. The animals are native to climes that experience cold well below zero, so the week's freeze won't be anything they can't handle, said Mike Murray, curator of mammals at the Lincoln Park Zoo.

"It really doesn't get too cold here in Chicago," he said. "Even with the arctic blast coming up, they'll be outside."

Brookfield Zoo has other hardy species like snow leopards and bison that will have the chance to brave the cold, too, but other animals, such as kangaroos and wallabies, will be barred from going outside, said Bill Zeigler, senior vice president of animal programs for the Chicago Zoological Society.

"Even though these animals may have fur on them, their toes can experience frostbite," he said. "We're just not going to be taking that chance."



**Quiz**

- 1 Which sentence from the article shows Chicago's animals' MAIN problem?
- (A) "Pretty much every species produces more offspring than is needed to replace their parents," he said.
  - (B) "The places where they hide under the brush, it's all getting wet, and now it's going to drop down to close to 20 below," he said.
  - (C) But even if there is a significant die-off in some species, he said, the populations will quickly grow once winter passes.
  - (D) "Even though these animals may have fur on them, their toes can experience frostbite," he said.

- 2 Read the conclusion below.

*Zoos are taking extra steps to protect their animals from the cold temperatures.*

Which paragraph from the article provides the BEST support for this statement?

- (A) "Three consecutive days with highs no higher than 20 degrees below zero will kill most overwintering gypsy moth eggs," he said. "The Chicago area came close to that in the mid-1980s, and (the) gypsy moth was severely impacted. (A single) overnight low of minus 21 will have little effect on them."
- (B) Both the Lincoln Park Zoo and the Brookfield Zoo say they will allow their polar bears to remain outside during the worst of the chill (they'll still have access to heated spaces indoors). The animals are native to climes that experience cold well below zero, so the week's freeze won't be anything they can't handle, said Mike Murray, curator of mammals at the Lincoln Park Zoo.
- (C) "It really doesn't get too cold here in Chicago," he said. "Even with the arctic blast coming up, they'll be outside."
- (D) Brookfield Zoo has other hardy species like snow leopards and bison that will have the chance to brave the cold, too, but other animals, such as kangaroos and wallabies, will be barred from going outside, said Bill Zeigler, senior vice president of animal programs for the Chicago Zoological Society.

3 Read the list of sentences from the article.

1. *They bore into trees, burrow beneath the frost line or find refuge in abandoned houses.*
2. *Laurie Maxwell, PAWS' director of community outreach, said cats are exceptionally resilient, finding shelter under cars or dumpsters and inside vacant buildings.*
3. *Lawrence Heaney, the Negaunee curator of mammals at the Field Museum, said hibernating animals like chipmunks have adequate body fat and insulated hiding places that allow them to survive the cold.*
4. *Mosquitoes, meanwhile, protect themselves by spending the winter in urban sewers and steam tunnels.*

What central idea does this evidence support?

- (A) Animals that have layers of fat or fur are the most likely to survive the cold weather.
  - (B) Many animals will die during the coldest part of winter, but the population will still survive.
  - (C) Animals depend on assistance from humans to survive unusually cold winters.
  - (D) Many animals are good at finding places to keep warm during the cold weather.
- 4 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) There are an estimated 200,000 in Chicago alone, and some are cared for by "colony caretakers" trained by organizations like PAWS Chicago.
  - (B) Another option, for those who can do it, is to let feral cats wait out the worst of the cold in a spare room or even a screened porch.
  - (C) He noted, though, that one insect can be endangered by extraordinary, long-lasting cold.
  - (D) On the other end of the animal kingdom, a few species might actually enjoy record-setting low temperatures.







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Lined writing area with 25 horizontal lines.



## Reading Response Choice

**Directions:** As you read, put a sticky note next to any line, sentence, or section that jumps out at you. Write a brief note on your sticky note so that you can remember what you were thinking about that section. (If nothing jumps out at you by the time you have finished reading, go back and **FIND** something to respond to.)

When finished reading, write your Reading Response on the back of this paper.

### YOU MUST:

- Write **at least ten (10) complete sentences** in your Reading Response.
- Give the **page number, paragraph, or line number** of the part you are responding to.
- **Highlight** which Reading Response entry you are using from the list below.

### Types of Reading Response Entries

- 1. Interesting Intro or Clever Conclusion:**  
You think the author's introduction or conclusion interesting, clever, engaging, or effective. Tell what technique the author used and why it works so well.
- 2. Give an Opinion:**  
Tell what you think or feel about a certain part of the story, and why you think or feel that way. Be specific.
- 3. Ask a Question:**  
This can be a basic question about something you don't understand in the text, or a larger question (about life, literature, or anything) that the text made you consider. Explore possible answers to the question.
- 4. Make a Connection:**  
As you read, a certain point in the text reminds you of another story, poem, movie, song, or something from real life. How are the two alike?
- 5. Language Recognition:**  
You notice some appropriate sensory details, or figurative language such as a simile, onomatopoeia, or personification, and so on. What is the language, and how does it add to the story?
- 6. Significant Passage:**  
You realize a certain part in the text is important. Maybe you found the climax. Why do you think it's important? What does it mean? What does it tell you about the entire book? Explain **why** it is so important.
- 7. Find Foreshadowing:**  
You read something that seems like a hint of what will come later. Explain why you think this, and make a prediction.
- 8. Theme Recognition:**  
You find a sentence or two that might be the theme (the "So what?") of the piece. Explain it in your own words.
- 9. Spot the Setting:**  
You notice a part that refers to a particular place or time in the story. Why is it so important to the story?
- 10. Character Description:**  
You notice a detail about a character (what he or she looks like, thinks, says, or does). Why is it important? What does it reveal about that character?
- 11. Mark the Motivation:**  
You realize a character's motive(s) (what a character wants). Explain the motive(s) and its effect on the story or on other characters.
- 12. Detect the Conflict:**  
You realize one of the conflicts or problems in the story. Explain it, and explain how you recognized it.
- 13. Cite the Claim:**  
You find the sentence that is the author's main argument (the thesis or claim ... the most important quote in the story). Explain why you think it is the focus of the piece.





## Nonfiction Reading Test

### Reading

**Directions:** Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.



Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in far away places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

1. Which best expresses the main idea of the second paragraph?
  - a. Reading is exciting.
  - b. Reading strengthens your mind.
  - c. Age affects the body in many ways.
  - d. Working out keeps your body in shape.
2. Why does the author think that you should read books that are boring?
  - a. You will eventually grow to love them if you read them enough.
  - b. You will get better grades in reading class.
  - c. You will make your teacher very happy.
  - d. You will learn new words.
3. Which best expresses the main idea of the third paragraph?
  - a. Reading can benefit you.
  - b. You can learn to program video games or design clothing by reading.
  - c. You can learn amazing things and become a better person by reading.
  - d. Knowledge is power.
4. Which is **not** a reason given by the author why students fail to complete reading assignments?
  - a. Students may be bored.
  - b. Students may be distracted.
  - c. Students may be unwilling to focus.
  - d. Students may be tired.
5. Which best expresses the author's main purpose in writing this text?
  - a. He is trying to persuade students to do their reading work.
  - b. He is teaching people how to become better readers.
  - c. He is explaining why people don't do their reading work.
  - d. He is entertaining readers with facts about the mind and body.
6. Which best describes the author's tone in the first three sentences?
  - a. Surprised
  - b. Sarcastic
  - c. Informative
  - d. Irate
7. Which of the following is **not** one of the author's main points?
  - a. Reading broadens your perspective and makes you a better person.
  - b. Reading is a relaxing activity with positive mental side effects.
  - c. Reading helps you perform on tests and get into selective schools.
  - d. Reading keeps your mind in shape and prevents losses due to age.
8. Which is **not** one of the author's arguments in the fifth paragraph?
  - a. Reading gives you a broader perspective on the world.
  - b. Reading changes the way that you understand the world.
  - c. Reading helps prepare you for your job in the real world.
  - d. Reading teaches you about distant lands and cultures.
9. Why does the author believe that reading is good for your mind state?
  - a. It has a calming effect.
  - b. It can lower your stress levels.
  - c. It can help you relax.
  - d. All of these
10. Which title best expresses the main idea of this text?
  - a. *Reading: Good for the Mind in Many Ways*
  - b. *Reading: The Key to a Successful Academic Future*
  - c. *Reading: Improve Your Vocabulary While Being Entertained*
  - d. *Reading: The Best Way to Improve Your Writing Skills*

1. Does the author argue his point well? Analyze one of his arguments and explain whether or not it is an effective argument.

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2. Why does the author believe that reading boring or unfamiliar books can be helpful for readers? Use the text in your response.

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3. Why does the author describe reading as a "positive escape"? In what ways is reading positive? Use evidence from the text to support your response.

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