

Name: _____ Date Due: _____

7th Grade Language Arts



Assignment	Points Earned
Reading Selection – “I Like Plants”	
GL Vocab Derivatives Handout 71-75	
BookBlog Assignment #15 – Reading Response	
Journals 75,76,77,78	
Grammar #04	
GL Vocab 71-75 (TECHNE – MIKROS)	FYI
BB#15 due March 4 th	FYI

Total=>

I Like Plants

Even when I was extremely young, I always loved plants. When we walked to school, I would observe the different plants and come up with names for each of them. I would even draw pictures of them. When my teacher asked us to draw a picture of anything we liked, I always ended up illustrating different plants. I even drew them when we weren't supposed to be drawing. My teacher would scold me about drawing all over my notebooks. But my mother would smile about it. "I think I see a scientist," she said.

When I got to high school, I registered for a course that was all about plants. Most students took the course in biology, but I decided to enroll in the course that focused on plants instead. Our class traveled to the park to identify various species. It was truly amazing to find that there were at least 27 different kinds of plants in our neighborhood park alone. In fact, there were about 12 different kinds of trees, also. Some were deciduous. We were there in the springtime, so they still had their leaves.

I discovered that weeds are not actually bad plants, but in reality are interlopers. They come from another environment, and somehow they get to the new environment. It could be that animals transport them. The animals might pick up the seeds on their fur and then carry them to the new habitat. After that, the seeds fall off and start to grow.

When I went to college, I knew that I wanted to study plants. I wanted a career in which I would be a plant scientist. I wanted to become a botanist. I took many courses in math, English, and history. While they were all good courses, it was the science courses I particularly enjoyed.

Now I teach at a college, and I teach students about plant life. My sister came to visit my class. She said, "I knew you would do this. You always spent your free time with the plant books when I wanted to play. It was puzzling to me. But I see it was your destiny. Look at how interested the students are."

I use real plants and diagrams to explain how plants grow. I explain how fertilizers can help plants grow but also may destroy the balance of nature. I teach about helpful insects. One of the most helpful insects for plants is the ladybug. Ladybugs are small insects that eat aphids, and they can protect plants by eating the aphids that would normally destroy the plants' leaves. There are about 5,000 kinds of ladybugs. In winter the ladybug hibernates, but in spring it comes back out and starts to protect the plants again. Several states have named the ladybug their state insect.

My students say they like my classes. They come back to take more classes from me. They say that I inspire them. Some of my students have become scientists, too.

I continue learning more about plants and the animals that depend on them. I enjoy being a teacher because I am constantly learning new things. I learn from my research on the Internet as well as going to the park and studying the plants in my community.

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

These are questions you can ask and answer about any story. Write your answers on another page.

1. Sequence: Which event happened first? Which happened last?
2. Character Traits: Name one character. What is one trait you infer that character has? Explain why you think that.
3. Motive: What is something that person does? Why do you think that person does that?
4. Summarize: Summarize the story in four sentences. Tell about the characters and what they do.
5. Main Idea: What do you think is the main idea of the story?

7th Grade Greek/Latin Vocabulary Derivatives 71-75

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:

	PARADOX		<i>A statement that seems to contradict common sense and yet is perhaps true.</i>
		← dictionary definition	
	<i>para / dokein</i>		<i>Seemingly contradictory or absurd statement that contains a possible truth.</i>
		← definition from GL card	
GL	<i>paradoxes, paradoxical, paradoxically, paradoxicalness</i>		
root(s)		← affixes →	

1. **TECHNIQUE** _____

2. **ARCHITECT** _____

3. **INERTIA** _____

4. **ARTILLERY** _____

5. **ANTIBIOTIC** _____

6. **AUTOBIOGRAPHY** _____

7. **CONVIVIAL** _____

8. **VICTUAL** _____

9. **MICROBE** _____

10. **MICROCOSM** _____

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 has never been known for his _____; he's usually a pretty grumpy guy.
2. One time, he decided to write his own _____, but then gave up because he didn't like the main character.
3. Another time, he went to serve food at the homeless shelter, but no one would accept any _____ from Bob because his attitude was so sour he was spoiling the food.
4. One day Bob was at the shooting range, trying out some new _____ he had bought himself for Christmas. Bob liked the heavy military weapons better than handguns.
5. His weaponry was so loud; it was like a people _____. When he shot a canon, people would disappear; like a germ disappearing from a sick person.
6. This was a _____ that Bob used often when he wanted to be alone.
7. Bob was feeling super lazy this particular day; his _____ would have made a snail feel as though it were a drag racer, a turtle think it was strapped to a rocket, and a sloth think it was the Flash.
8. Bob sat nearly motionless in his tank—like a dying _____ under a magnifying glass—pressing the red button until the audible, “click, click, click” told him he was out of ammo.
9. The quiet of the shooting range after Bob's loud explosions was a _____ of the vast silence of outer space.
10. In the silence, Bob began to ask important questions like: “Is there an _____ to this thing we call life?” “What is the meaning of life?” “Is there life after death?” “Where can I get a good pizza delivered in under 20 minutes?” “Which is better? Coke or Pepsi?”

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.

As Bob sat there, the Range Master, Sally, came out to tell Bob that he needed to move his tank or pay for another hour. Bob's inertia suddenly changed when he saw Sally. She was a microcosm of all that was beautiful in the world. Bob's normally dour exterior instantly changed to conviviality as he gazed upon his new reason to live! Bob immediately got on one knee and confessed his love to her. He would neither eat, nor sleep, nor breathe if she would not be his; for she would be his victals, his rest, and his breath. Sally thought about what Bob had to say, reached her hand back, and promptly slapped Bob across the face! “You disgusting microbe!” she screamed. “How dare you come in here, scare off all of my customers with your 100lb artillery shells, and then expect me to fall head over heels for you?!” Bob, recognizing that he was truly the architect of his own demise, sadly took his tank and went home.

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.

Lesson 4**Subjects and Predicates: Simple and Complete**

Both a subject and a predicate may consist of more than one word. The **complete subject** includes all of the words in the subject part of a sentence. The **complete predicate** includes all of the words in the predicate part of a sentence.

COMPLETE SUBJECT COMPLETE PREDICATE
My younger brother likes alphabet soup for lunch.

The **simple subject** is the main word or group of words in the complete subject. The **simple predicate** is the main word or group of words in the complete predicate. The simple predicate is always a **verb**, a word or words that express an action or a state of being.

SIMPLE SUBJECT SIMPLE PREDICATE
My younger **brother** **likes** alphabet soup for lunch.

► **Exercise 1** Draw a vertical line between the complete subject and the complete predicate.

People|call Australia the continent “down under.”

1. Australia is one of the most spectacular countries in the world.
2. The country is both the smallest continent and the largest island.
3. This small continent lies in the Southern Hemisphere.
4. The coastline of Australia is irregular.
5. It measures 12,210 miles.
6. The island state of Tasmania once formed the southeastern corner of the mainland.
7. The Great Barrier Reef continues along the eastern coast for 1,250 miles.
8. Four species of coral reef compose the chain of reefs and islands.
9. Australia’s western regions form a great plateau.
10. The climate ranges from temperate to tropical.
11. Forty percent of Australia has only two seasons: hot and wet or warm and dry.
12. The average rainfall ranges from five to fifteen inches.
13. Australia’s natural lakes fill with water only after heavy rains.

14. The country's major lakes are salt water.
15. Most of the land is desert.
16. Australia's four deserts include the Simpson, the Gibson, the Great Sandy, and the Great Victoria.
17. Few rivers exist in the western part of this country.
18. Aqueducts and tunnels channel water from the Snowy Mountains for irrigation and hydroelectric power in the southeast.
19. The Australian Alps rise to 7,310 feet in the Eastern Highlands.
20. Ayers Rock in central Australia is a tourist attraction.

► **Exercise 2** Draw one line under the simple subject and two lines under the simple predicate.

Australia has many unique plants and animals.

1. Forests cover the east coast of Tasmania.
2. The forests consist mainly of pine trees.
3. The dingo is a doglike animal.
4. It hunts sheep.
5. Dingoes prey on kangaroos as well.
6. Many people find wallabies interesting.
7. They are small members of the kangaroo family.
8. Wallabies belong to the marsupial order.
9. Female wallabies carry their young in a pouch.
10. Two species of crocodiles dwell in Australia.
11. The Queensland lungfish has no gills.
12. A lungfish breathes with a single lung.
13. Six hundred fifty species of birds live in Australia.
14. One hundred species of venomous snakes lurk on the ground.
15. The ocean offers seventy species of sharks.
16. Sharks pose no threat to people in most cases.