

WRMS



7<sup>th</sup> Grade

AMI Packet

DAY ONE

Name \_\_\_\_\_

- 5 Orlando and Daisy ordered a pizza for lunch. Orlando ate  $\frac{1}{2}$  of the pizza, and Daisy ate  $\frac{3}{8}$  of the pizza. What fraction of the pizza did they eat together?

*Show your work.*

*Answer* \_\_\_\_\_

- 6 Four local stores sell the same brand of cheddar cheese. The table below shows how much each store charges.

**CHEDDAR CHEESE**

Store	Amount	Price
Store A	3 lb	\$9.00
Store B	3 lb	\$9.75
Store C	4 lb	\$12.40
Store D	5 lb	\$14.50

**Part A**

Which store has the lowest price per pound for the cheese?

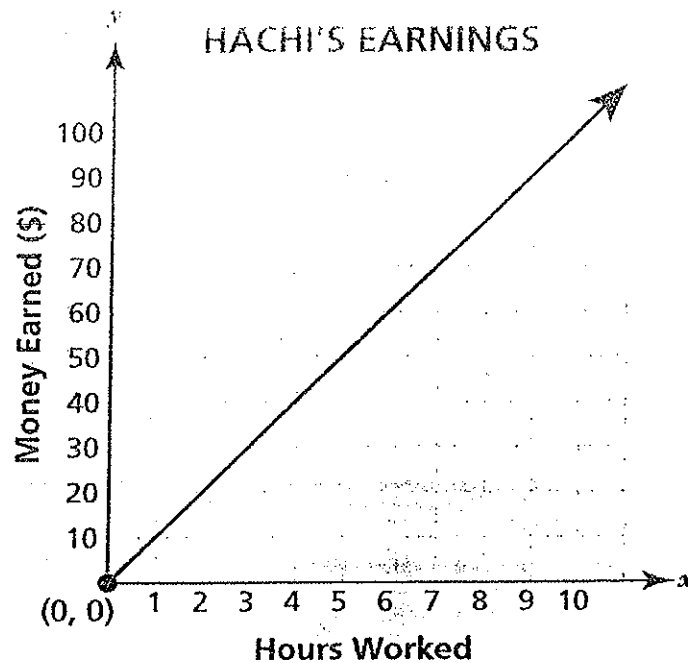
- A Store A
- B Store B
- C Store C
- D Store D

**Part B**

Which store has the highest price per pound for the cheese?

- A Store A
- B Store B
- C Store C
- D Store D

- 10 The graph shows the amount of money Hachi earns at his job in relation to the number of hours he works



Which statements are true?

- A The point (0, 0) means that Hachi does not earn any money if he does not work.
- B The point (0, 0) means that Hachi does not earn any money when he works.
- C The point (0, 0) means that Hachi worked 0 days last week.
- D The point (0, 0) means that Hachi earned \$0 last week.

- 7 Decide whether each expression simplifies to a number less than  $-1$ , greater than 1, or neither. Write each expression in the appropriate column. You may not use every expression.

$-7 \div (-4)$ $-(3 \div 2)$ $-\frac{8}{5} \times \left(-\frac{5}{8}\right)$ $(-5) \div (-3)$ $(-9) \div 6$
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Less than $-1$	Greater than 1

# Day 1

Name \_\_\_\_\_

## Growing Plants

When you look out on a sunny day, the light appears colorless. In fact, that light contains all of the colors of the visible light spectrum, from red to violet (Figure 1). Each color has a different wavelength. Red has the longest wavelength and violet has the shortest wavelength. When all the waves are seen together, they make white light. Light is essential in a plant's life. Without light a plant cannot grow, reproduce, or photosynthesize (make energy). Plants utilize the different colors found in visible light to control different aspects of their growth. Different wavelengths of light can trigger or inhibit (stop) growth and flowering in plants. Light is extremely important to the healthy growth of plants.

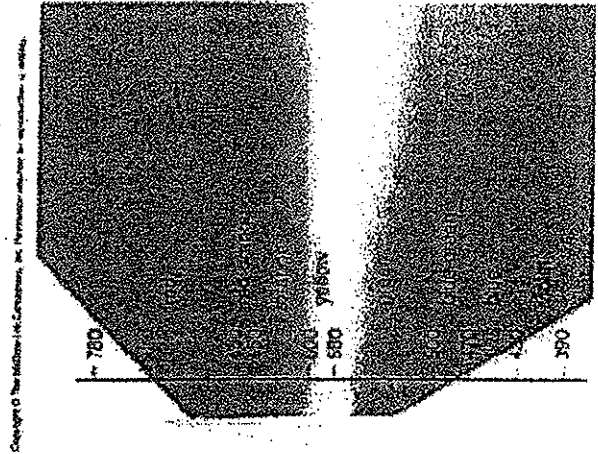
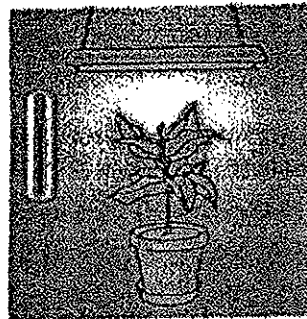
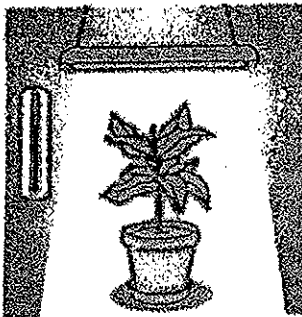


Fig. 1 Wavelengths of visible light in nanometers (nm).

**A student was doing an experiment using the scientific method. A picture of the student's project is shown below.**



1. What is the student's variable?
  - a. the temperature of the air around the plant
  - b. the angle of the light shining on the plant
  - c. the brightness of the light shining on the plant
  - d. the type of plant being tested

2. List the controls you see in the image.

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3. Based on the passage and the model, how do you think each plant will grow? Provide evidence to support your claim.

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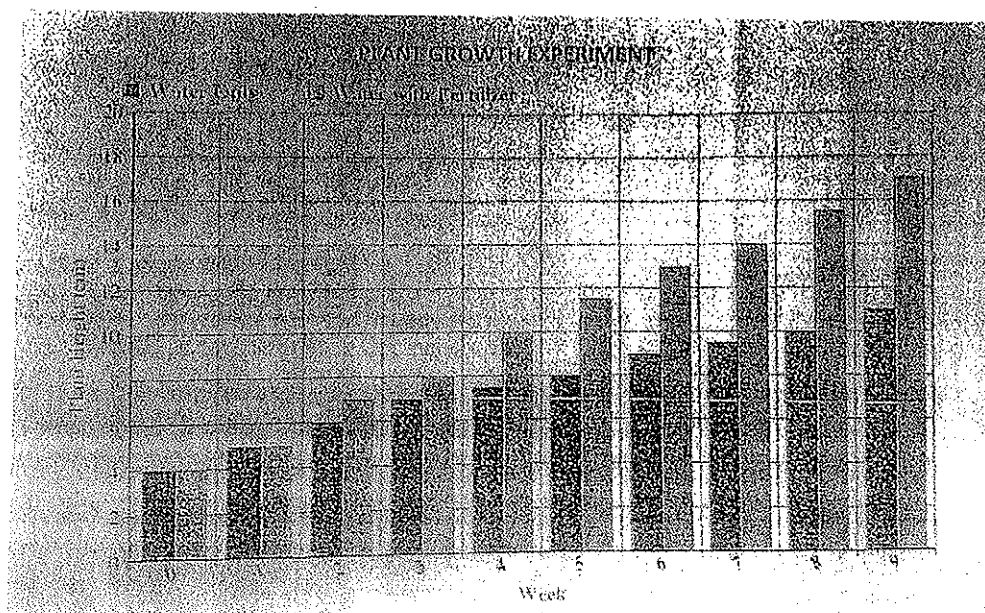
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Day 1

day 1

Mary was interested in how plants grow since her grandparents grew a garden each year. She always heard them talking about putting fertilizer on their garden. She wondered if the fertilizer really helped the plant grow better. She followed these steps to perform her experiment:

1. Gather 6 plastic cups. Fill each of the plastic cups  $\frac{3}{4}$  full with potting soil.
2. Plant one bean seed in each of the plastic cups. The seeds should be planted  $\frac{1}{2}$  inch deep in the soil. Add  $\frac{1}{4}$  cup water to each cup.
3. In half the cups, add fertilizer, following the directions of the fertilizer package.
4. Place the cups in an area that gets plenty of sunlight during the day.
5. Water each plant with up to  $\frac{1}{4}$  cup water each day unless there is standing water in the cup. Because the cups have no drainage, fungus can grow and kill the plant if it receives more water than it can use, so water by pouring small amounts of water into the cup and allowing it to sink into the soil, and stop when a miniature puddle forms at the soil surface.
6. Keep a careful record of the plants' growth each week.
7. Take measurements of the length of the plants. Measure from the base of the plant where it touches the soil to the top of the stem. Be careful not to break the growing tip off of the plant while measuring, be very gentle.
8. Note the color when the plants begin to germinate, describe the thickness of the stem, record the numbers of leaves present. Keep all the information in your log book. This will help determine which plants were the healthiest.



4. How tall were the plants when this experiment began? \_\_\_\_\_

5. According to this graph, was the fertilizer helpful to Mary's plants? Provide evidence from graph to support your claim.

6. How much taller did the plants grow with the fertilizer than without the fertilizer? \_\_\_\_\_

7. On week 8, how tall were the plants without fertilizer? \_\_\_\_\_

8. Another student completed the same experiment. He had a picture of a plant that had a height of 12 cm. Between which two weeks did the student's plant probably come from? Provide evidence from graph to support your claim.

## Writing Alternative Instruction: Day 1

Directions:

Fill out the worksheet on the back of this page. An example of a topic sentence and supporting sentences is found below:

**There are three main attractions at our local mall. The first one is the three-speed merry-go-round that's just been installed. The second is the new computer store. The third is the book store where authors come and read their books aloud.**

Now, pick a topic on the worksheet, write a topic sentence about it, and create at least three examples that support your topic sentence.

# Expository Writing

Name \_\_\_\_\_ Date \_\_\_\_\_

## Main Idea: START WITH "HOW MANY"

A. Choose and circle one of the following topics:

- Four Strange Animals
- Five Great Holidays
- Four Online Time-Wasters

- Three Ridiculous TV Shows
- Six Frightening Things
- Five Sports Superstars

B. Write a topic sentence for your topic.

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C. Write and number examples that support your topic sentence.

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D. On the lines below and/or on the back of this sheet, write a paragraph on your topic. Begin with your topic sentence. Then follow with sentences that present the supporting examples.

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for CHAPTER 10: THE SENTENCE

Sentences and Sentence Fragments A

10a

thought

A sentence fragment is a word group that looks like a sentence but does not contain both a subject and a verb or does not express a complete thought.

SENTENCE FRAGMENT Those on board the sailboat. [no verb]

Shouted to the swimmers near the shore. [no subject]

SENTENCE Those on board the sailboat shouted to the swimmers near the shore.

EXERCISE Identify each of the following word groups as a sentence or a sentence fragment. On the line provided, write S for sentence or F for sentence fragment.

Examples S 1. Last Saturday, Antonio and his friends went to the beach.

F 2. A day that they will not soon forget.

- \_\_\_\_\_ 1. Antonio and his friends in the bay.
- \_\_\_\_\_ 2. They spotted a shark swimming toward a sailboat.
- \_\_\_\_\_ 3. One of the sailboats nearby.
- \_\_\_\_\_ 4. Efforts to distract the shark.
- \_\_\_\_\_ 5. The people on the shore shouted at the swimmers.
- \_\_\_\_\_ 6. The shark opened its huge jaws.
- \_\_\_\_\_ 7. As close to the shore as this shark was.
- \_\_\_\_\_ 8. The fast-moving shark swam under one of the sailboats.
- \_\_\_\_\_ 9. On its way toward shore.
- \_\_\_\_\_ 10. Slicing the surface of the water.
- \_\_\_\_\_ 11. The swimmers could see only the fin on the shark's back.
- \_\_\_\_\_ 12. Everyone on the beach continued to wave and shout.
- \_\_\_\_\_ 13. Swam toward shore with all their strength.
- \_\_\_\_\_ 14. With much help from the lifeguards.
- \_\_\_\_\_ 15. When they reached the shore.
- \_\_\_\_\_ 16. The swimmers were trembling.
- \_\_\_\_\_ 17. After they realized that they were safe.
- \_\_\_\_\_ 18. Later, the swimmers spoke to news reporters and photographers.
- \_\_\_\_\_ 19. The lifeguards closed the beach.
- \_\_\_\_\_ 20. And sent everyone away.



Day 1

NAME

CLASS

DATE

for CHAPTER 10: THE SENTENCE Page 224

# Sentences and Sentence Fragments B

FOCUS

thought.

A *sentence fragment* is a word group that looks like a sentence but does not contain both a subject and a verb or does not express a complete thought.

**SENTENCE FRAGMENT** Shirley Chisholm, the first African American congresswoman.

**SENTENCE** Shirley Chisholm, the first African American congresswoman, was elected to the U.S. House of Representatives in 1968.

**EXERCISE** Identify each of the following word groups as a sentence or a sentence fragment. On the line provided, write *S* for *sentence* or *F* for *sentence fragment*.

**Example**   F   1. One clear night in the middle of summer.

       1. Several teenagers went camping one clear night in the middle of summer.

       2. The campers sat around a campfire.

       3. Which kept them warm.

       4. Someone suggested that they tell stories.

       5. Camila told an interesting story.

       6. About a man who lived on a houseboat near a village.

       7. Never spoke to the villagers.

       8. People thought he was a thief.

       9. And blamed him when things were lost.

       10. One day the man left the boat.

       11. And walked far away.

       12. A curious villager entered the boat.

       13. To see what was inside.

       14. Very surprised by what he found inside.

       15. There were all kinds of wooden toys.

       16. That the mysterious man had built.

       17. Each toy was carefully painted.

       18. The toys were gifts for the village children.

       19. The villagers had misjudged the man.

       20. Realized that the man was very kind and felt sorry.

Read this passage about a superhero called the Geometer. In it, he battles a monster who has caused panic in a city. Go to page 46 of your answer document and answer multiple-choice questions 1 through 8 and open-response question 4.

adapted from

# The Adventures of the Great Geometer

by J. T. Stanley

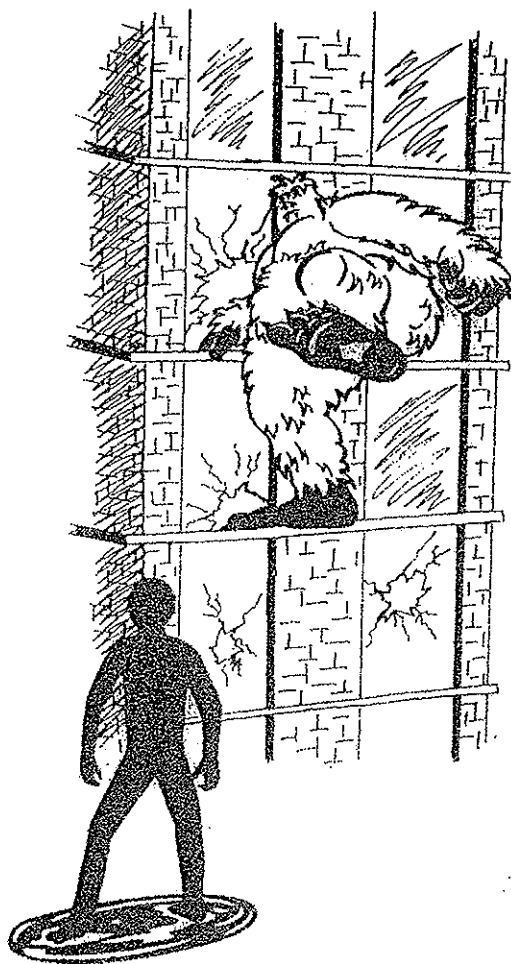
The scene was like something out of a monster movie. In the distance, a skyscraper coughed out smoke in a long, black column rising to the sun. A mammoth creature, covered in white fur, was perched two thirds of the way up one side of the skyscraper. A great, black toe from his right foot plugged up a window about ten flights up. His other leg disappeared around the corner of the building. He kept clawing and clawing at the wall above his head, which made bricks and glass rain down into his wild eyes. This seemed to make him furious! He let out a bellow that shook the ground where I stood.

2 I'd seen enough. I ducked into an alley, making sure I wasn't being watched, and I tapped my Cosmic Protractor three times. Instantly, my clothes were transformed into the gleaming, silver uniform of the Geometer! My glasses melted into reflective goggles, which were part of my disguise. Time to go to work.

I stared at the ground around my feet and created my favorite method of transport, the flying circle. I swooped up on the disk and out of the alleyway. All eyes were still fixed on the monster attacking Hansen Tower, so no one noticed me soaring into battle until I was nearly there.

As I approached, I could see that people were trapped inside of the building! No doubt the elevators had been damaged by the beast. Now I had two tasks: defeat the monster and rescue those people.

5 First of all, that creature had to go. My flying circle's mirror-reflective surface caught the sun in a flash of light that drew the monster's attention. He turned to find the



light, and that's when he saw me. He began sweeping a huge, heavy arm through the air. If his arm connected with me, I was finished. I might be able to create strong and powerful shapes out of nothing, but I'm as fragile as the next guy!

I thought about an enormous octagon, and, just by thinking about it, created it. It hung in the air in front of me and blocked his huge fist. I hoped he'd recognize it as a stop sign, but it wouldn't matter in a moment because this was just the first part of my plan.

While the monster pounded the octagon with echoing thuds, I began to measure him, trying to figure out how big to make the sphere I was planning. I solved the math problem and drew a wide circle around Mr. Big Guy. I spun it around and around, and soon I had the creature separated from the building and caged in a shining globe. He looked like an enormous disco ball. He started roaring again. Even though he was muffled by the sphere, hearing him from this close made my head spin.

I had to move him, but where do you set down a hundred-foot ball? It was hollow and, except for Ol' Sourpuss inside, it didn't weigh anything. It would float! With both hands, I gave the sphere a slight push to the east, and it glided down toward the bay. Now the beast was out of the way. But there were still people in trouble!

With Captain Cranky no longer blocking my view, I noticed that most people in the building were on the thirtieth floor. Then, I noticed why—the monster had knocked out the stairwell on this side of the building. The damage must have messed up the electricity, too, which was why the elevators weren't working. I whipped up a thirty-story cylinder as close to the side of the building as I could get it. I made a little rectangle from the window on the thirtieth floor to the cylinder for a bridge.

Everyone walked across the rectangle onto the cylinder, then I began slowly changing the cylinder's height. "Going down!" I shouted to the relieved passengers. Before long, the cylinder was only a few feet tall, then a few inches, then it was at ground level. I figured the firefighters could take it from here. Now, to finish off that monster!

Reading Practice Test, Form A

1. Why does the narrator compare the scene he finds himself in to a monster movie?
  - A. The scene is sad.
  - B. The scene is realistic.
  - C. The scene is common.
  - D. The scene is exciting.
  
2. Which of the following **best** describes the narrator's personality?
  - A. He is clever and brave.
  - B. He is angry and mysterious.
  - C. He is scared and panicked.
  - D. He is nervous and weak.
  
3. The author **most likely** got the idea for this passage from
  - A. a math problem.
  - B. a dramatic book.
  - C. a comic book.
  - D. a photograph of a superhero.
  
4. If you did not know the meaning of gleaming in paragraph 2, what should you do?
  - A. Decide which part of speech the word is.
  - B. Look at the other words in the sentence for clues.
  - C. Read on without thinking about the word.
  - D. Look for other words that sound the same.

5. Which of these is the best example of imagery?
- A. "In the distance, a skyscraper coughed out smoke in a long, black column rising to the sun."
  - B. "This seemed to make him furious!"
  - C. "I swooped up on the disk and out of the alleyway."
  - D. "Now I had two tasks: defeat the monster and rescue those people."
6. How does the Geometer get rid of the creature and save the people?
- A. by talking the creature into leaving the building alone
  - B. by using his mind to create geometric shapes
  - C. by attacking the creature with the Cosmic Protractor
  - D. by using his amazingly strong body to fight the creature
7. Which of these has the same meaning as *fragile* as used in paragraph 5?
- A. weak
  - B. strong
  - C. skinny
  - D. breakable
8. What does the Geometer do after realizing the building's stairs are knocked out?
- A. He flies the people to safety on his flying circle.
  - B. He creates a cylinder shape to get people to safety.
  - C. He traps the giant monster in a sphere he created.
  - D. He changes the cylinder's shape so people get down safely.