

DAY # 3:

Definition Prompt

Perseverance is a steady effort to maintain a course of action, purpose, or belief, often in spite of difficulty. Write a speech for a school assembly about the meaning of perseverance as it applies to personal success. You may use the following information as well as your own experiences, observations, and/or readings.

The greatest glory in living lies not in never falling, but in rising every time you fall. Source: Nelson Mandela

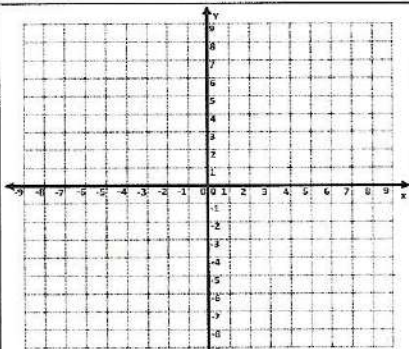
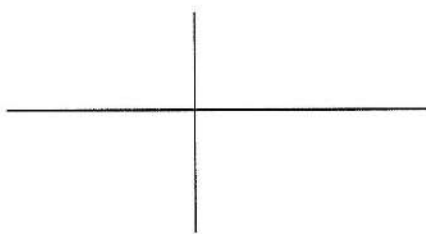
Pain is temporary. It may last a minute, or an hour, or a day, or a year, but eventually it will subside and something else will take its place. If I quit, however, it lasts forever. Source: Lance Armstrong

I would go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it would split in two, and I knew it was not that blow that did it, but all that had gone before. Source: Jacob A. Riis

Do not think of today's failures, but of the success that may come tomorrow. Remember no effort that we make to attain something beautiful is ever lost. Sometime, somewhere, somehow we shall find that which we seek. Source: Helen Keller

It's not that I'm so smart; it's just that I stay with problems longer. Source: Albert Einstein

If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it. Source: Michael Jordan

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Independent and Dependent</p>	<p>Identify the independent and dependent variables.</p> <p>How often you cut the grass depends on how fast the grass grows.</p> <p>Independent: _____ Dependent: _____</p>																										
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Integer Operations</p>	<p>$-36 \div -6 =$ _____ $(-6)(-10)(2) =$ _____ $\frac{75}{-5} =$ _____</p>																										
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Equations Expressions</p>	<p>$(9w - 3) + 6$ when $w = 5$ $25m - 6m$ when $m = 6$ $36x - 6 + 7x \cdot 2x$ when $x = 3$</p>																										
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Order of Operations</p>	<p>$2(36 - 7) + 3(27 - 3)$ $2[(6^2 - 5^2) + 4]$</p>																										
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Function Rules and Tables</p>	<p>Identify the domain and range of the function.</p> <p>Domain: _____</p> <p>Range: _____</p> <p>Is it a function? _____</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 50px;">X</th> <th style="width: 50px;">Y</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">-2</td> <td style="text-align: center;">-3</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">12</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">12</td> </tr> </tbody> </table>	X	Y	-2	-3	3	9	4	12	6	12	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Vocabulary</th> </tr> <tr> <th style="width: 50px;"></th> <th style="width: 50px;">Y</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Domain</td> <td style="text-align: center;">Dependent</td> </tr> <tr> <td style="text-align: center;">Run</td> <td style="text-align: center;">Output</td> </tr> </tbody> </table>	Vocabulary			Y	Domain	Dependent	Run	Output						
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Distributive Property</p>	<p>$4(z - 2) + 3z$ $-5(y + 1) + 6y$ $(f - 5)(-2) + 11f$</p>																										

LESSON 3

Sentence Structure: Simple, Compound, Complex, and Compound-Complex Sentences

A **simple sentence** consists of one independent clause and no subordinate clauses. It may have a compound subject and a compound predicate. It may also have any number of phrases. A simple sentence is sometimes called an *independent clause* because it can stand by itself.

EXAMPLES

Three bears emerged from the forest.

They spotted the campers and the hikers and decided to pay a visit.

The three bears enjoyed eating the campers' fish, sandwiches, and candy bars.

A **compound sentence** consists of two sentences joined by a semicolon or by a coordinating conjunction and a comma. Each part of the compound sentence has its own subject and verb. The most common coordinating conjunctions are *and*, *or*, *nor*, *for*, *but*, *so*, and *yet*.

EXAMPLES

Feeding bears is dangerous and unwise, **for** it creates larger problems in the long run.

Our zoo is home to two panda bears; they were originally captured in Asia.

A **complex sentence** consists of one independent clause and one or more subordinate clauses. The subordinate clauses in the examples below are underlined.

EXAMPLES

When you finish your report, remember to print it out on paper that contains 25 percent cotton fiber.

Jim will water the lawn after he returns home from the baseball game.

A **compound-complex sentence** has two or more independent clauses and at least one subordinate clause. In the following examples, the subordinate clauses are underlined.

EXAMPLES

Rabbits, which like to nibble on the flowers, often visit my garden early in the morning, or they wait until early evening when the dog is inside the house.

Larry enthusiastically leaps out of bed each morning after his alarm clock rings, yet he often feels sleepy in the afternoon.

EXERCISE 1

Identifying Simple, Compound, Complex, and Compound-Complex Sentences in Literature

Identify each of the following ten sentences in the literature passage as *simple*, *compound*, *complex*, or *compound-complex*. Write your answers on the corresponding lines below.

¹Until that August the house had been occupied by an old Jewish couple. ²Over the years I had become part of their family, without their knowing it, of course. ³I had a view of their kitchen and their backyard, and though I could not hear what they said, I knew when they were arguing, when one of them was sick, and many other things. ⁴I knew all this by watching them at mealtimes. ⁵I could see their kitchen table, the sink, and the stove. ⁶During good times, he sat at the table and read his newspapers while she fixed the meals. ⁷If they argued, he would leave and the old woman would sit and stare at nothing for a long time. ⁸When one of them was sick, the other would come and get things from the kitchen and carry them out on a tray. ⁹The old man had died in June. ¹⁰The last week of school I had not seen him at the table at all.

*from "American History," page 120
Judith Ortiz Cofer*

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

EXERCISE 2

Understanding Sentence Structure

Write sentences containing the elements described in each of the directions below.

1. simple sentence with simple subject and simple predicate

2. simple sentence with compound subject and compound predicate

3. compound sentence using conjunction *and*

4. compound sentence using conjunction *for*

5. compound sentence with one independent clause having a compound subject and the other independent clause having a compound predicate

6. compound sentence using semicolon

7. complex sentence using one independent and one subordinate clause

8. complex sentence using one independent and two subordinate clauses


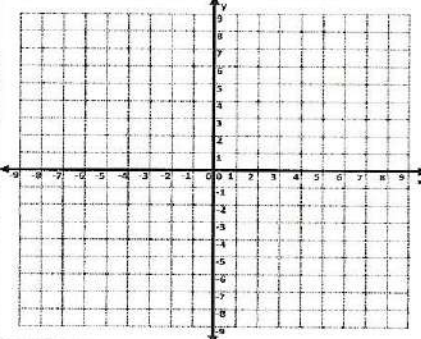
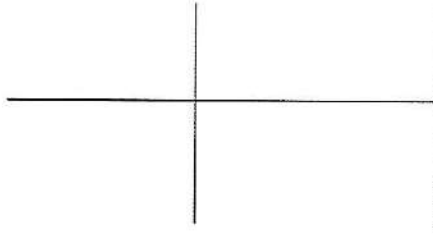
9. compound-complex sentence using two independent clauses and one subordinate clause

10. compound-complex sentence using two independent and two subordinate clauses

EXERCISE 3

Using Different Sentence Structures in Your Writing

Choose a climactic event that occurs in a novel or short story that you have recently read. Write a vivid description of this event, including characters, setting, and outcome. Ask a peer reader to read your description and try to identify the work of fiction in which it occurs. Use a variety of simple, compound, complex, and compound-complex sentences in your description of the event. Use your own sheet of paper for this exercise.

Independent and Dependent	Identify the independent and dependent variables. The number of problems missed on a worksheet in math determines your grade on the worksheet. Independent: _____ Dependent: _____																		
Integer Operations	$-24 - (4) = \underline{\hspace{2cm}}$	$-3 - 3 = \underline{\hspace{2cm}}$	$\frac{35}{-7} = \underline{\hspace{2cm}}$																
Equations Expressions	$(3w - 3) + 3$ when $w = 7$	$5m - 6m$ when $m = 8$	$3x - 6 + 7x - 2x$ when $x = 4$																
Order of Operations	$120 \div [5(10 + 2)]$ $4^2 - 8 \cdot 5 \div 4$																		
Function Rules and Tables	Identify the domain and range of the function. Domain: _____ Range: _____ Is it a function? _____	<table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30px;">X</th> <th style="width: 30px;">Y</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	X	Y													Make a table of values for the function $y + x = 2$ Use $\{-2, -1, 0, 1, 2\}$ for the domain. 		
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Distributive Property	$3(p - 2) + 5p$ $-2(2m + 1) + 8m$ $(n - 3)(-5) + 5n$																		

Settlement

Common Core Anchor Reading Standard 1. 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.

Settlers came to this area to build farms. While they found the land difficult to plant in because of the thick root system, trees were not in the way—the area was mostly an open grassland. When settlers came, they traded goods with the Potawatomi to get food and animal skins. After a time, the Potawatomi were forced to move when homesteaders took over the land. The Potawatomi asked that they could stay “on the land given to us by the great spirit,” but they could not continue to live here. By 1831, they had to move.

Here is what one woman wrote about her trip to live in Illinois.

I have dragged one foot after the other so long and hope for the best. Friday Eve. We commence a fourteen mile prairie after we got to Paris, Illinois, hot though it was as the sun was setting it was very good some part of the way—Many bad slews. The Doctor got stuck, twice, the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them—and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think it's hard time. Saturday 15th. Today have been traveling through prairie and timber, both, and got lost in the bargain—we took the wrong road and wallowed around the prairie grass, sometimes as high as the horses' back. Night came we pitched our tent after mowing the grass down and made as comfortable as could be expected amongst the mosquitoes.

Here is what one woman's life was like after settling.

The woman told me that they spun and wove all the cotton and woolen garments of the family, and knit all the stockings; her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could “get enough any day by sending a batch of butter and chicken to market.” They used no wheat, nor sold any of their corn, which though it appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their live stock during the winter.”

Here are the problems these settlers faced each season:

Fall—the threat of fire—the prairie grass became very dry and a spark could start a fire that would burn the prairie and their cabin

Winter—freezing cold, deep snow, people got lost in the drifts when the trails were covered

Spring—the prairie became swampy when the snow melted

Summer—some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.

READ CLOSELY

What do you think the main idea is of this passage? Underline or list five facts that support it.

THINK MORE

Illustrate the passage. Draw pictures that show what each paragraph explains.

THINK CLEARLY

The following page includes multiple choice questions based on this reading. Answer the questions. As you answer each one, put the number of that question with the evidence that supports your answer.

Settlement QUESTIONS

Read the questions. Re-read the text. Then think through the answers.

Choose the **best** answer for each item. After you answer the questions, check with another student to learn and why they chose their answers.

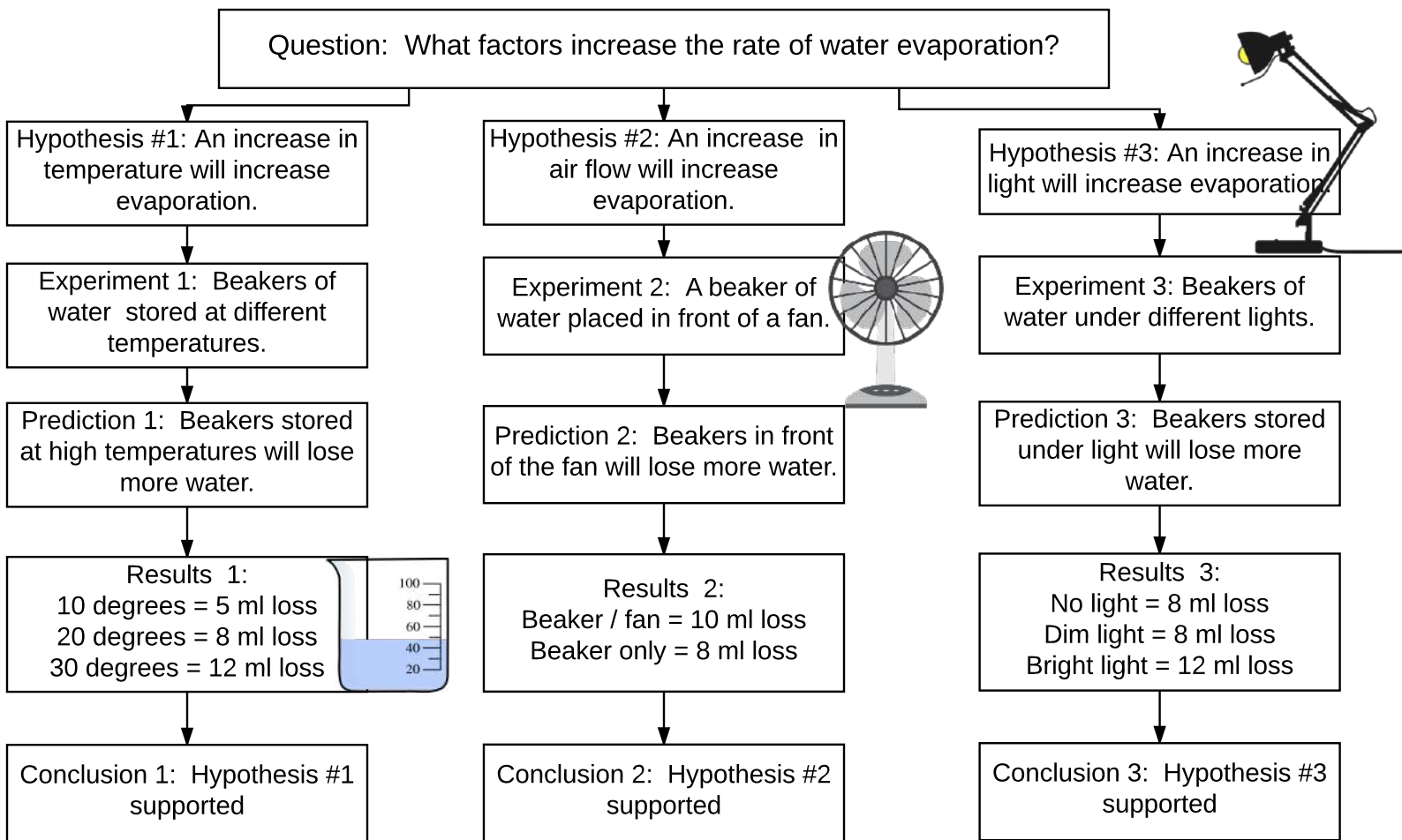
1. Why did many settlers come to this area? a. to build homes b. to herd cattle c. to hunt animals d. to farm	2. Why did the Potawatomi have to leave this area? a. they sold their land b. they wanted to move west c. they fought with the settlers d. the settlers wanted their land
3. If you traveled to Illinois in 1840, which of these problems would you have faced? a. Potawatomi wars b. too many settlers c. not enough money d. poor roads	4. What did settlers fear most in 1850? fires b. wars c. insects d. hunger
5. What do you think a prairie slew is? a. something that flies b. a dangerous animal c. a wet place d. a lot of something	6. Which word best describes these prairie settlers? a. angry b. determined c. afraid d. lonely
7. Which animal was the biggest problem for the settlers? a. oxen b. horses c. insects d. bears	8. Why would a settler want to farm here? a. good transportation b. open land c. trading posts d. prairie plants

Writing Connections

Write a letter that a settler might have sent to a family member living in another part of this country. Describe the situation here. Deliver your letter to another student who takes the role of that other family member and writes a response.

Scientific Method: How Can a Causal Question Be Answered?

Directions: Examine the flow chart below which considers a question about water evaporation. Multiple hypotheses are tested and conclusions drawn from the given results of the experiments. Answer the questions regarding the experiments.



1. What are the independent and dependent variables in each of the experiments?

2. What information should be added to the diagram to give the reader a better understanding of how these experiments were conducted.

3. What variables should have been CONTROLLED in the experiments.

4. How much confidence would you have in the conclusion of experiment 3 if you found out that temperature was not a controlled variable? Explain your reasoning.

5. On the back of this page, create your own flow chart to answer a causal question. Be creative!