

## **DAY # 5:**

### Cause and Effect Prompt

At a recent conference at the University of Chicago , David Walsh of the National Institute on Media and the Family presented a paper titled “ Video Game Violence and Public Policy.”

The paper stated that “79% of American children now play computer or video games on a regular basis. Children between the ages of seven and 17 play for an average of eight hours a week.”

“The growth of electronic games has not been without controversy, however. The subset of games that feature violence, gore, and antisocial behavior has raised concern among parents, educators, child advocates, medical professionals, and policy makers.”

According to Walsh, research shows reason for concern:

“Exposure to violent games increases physiological\* arousal. . . .Heart rate . . . and . . . blood pressure all increase when playing violent games. . . . These are the same types of physiological reactions bodies have when engaged in a fight.”

“Exposure to violent games increases aggressive emotions.” In one study, “students who were more ‘addicted’ to video games were significantly more likely to be in a bad mood before, during, and after play than were non-addicted students.”

“In a study of 8th and 9th graders, students who played more violent video games were also more likely to see the world as a hostile place, to get into frequent arguments with teachers, and to be involved in physical fights.” \*physiological: relating to the body’s normal functions and processes.

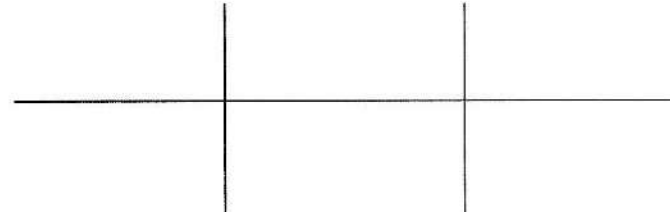
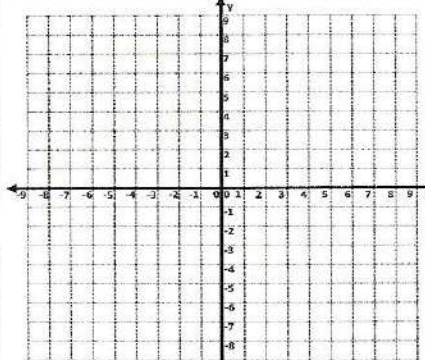
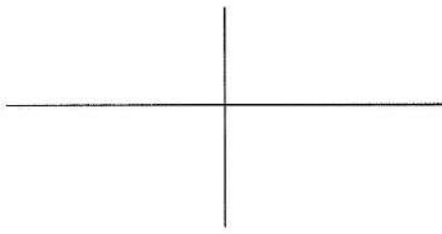
Using the information presented in the paper, experiences from your own life, and/or other information you have read, write an article for your school newspaper about the negative effects of playing violent video games.

As you write your article, remember to:

- Focus on the negative effects of children playing violent video games.
  - Consider the purpose, audience and context of your article.
  - Organize your ideas and details effectively.
  - Include specific details that clearly develop your article.
- 
- Use standard grammar, spel

# Algebra 1 Builder # 9

Name: \_\_\_\_\_

Collect Like Terms	$-2p + 4x + 8p$	$-3k + 4x - 6k - 7x$															
Integer Operation	$-2 + (-8) =$ _____	$-6 + (-17) =$ _____	$\frac{-12}{6} =$ _____														
Equations Expressions	$(2c - 25) + 5$ when $c = 4$	$6b - 23b$ when $b = 3$	$20a - 6 + 6a - 2a$ when $a = -2$														
Order of Operations	$1 \cdot 3 + 11 + 4 \div 2 + 6 - 7$	$12 \cdot 1 + 2 - 2 + 20 \div 4 + 10$															
Function Rules and Tables	Identify the domain and range of the function.  Domain:  Range:  Is it a function?	<table border="1"> <thead> <tr> <th>X</th> <th>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 $y = -x + 7$ Use $\{-2, -1, 0, 1, 2\}$ for the domain.  
X	Y																
Equations Expressions	Three-fourths of a number	Three times the sum of a number and 8															
Representing Functions as Graphs		<table border="1"> <thead> <tr> <th>X Domain</th> <th>Y Range</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> </tbody> </table> y-int (   ,   )	X Domain	Y Range											Make a table. Graph the function $y = -4x - 1$ when the domain is $\{-2, -1, 0, 1, 2\}$ .   <div style="text-align: right; margin-top: 10px;"> <math>m = \frac{\text{rise}}{\text{run}}</math> </div>		
X Domain	Y Range																
Distributive Property	$-7k - 10k - 2(3k - 4)$	$-3m - 4m - 3(-10m - 7)$															

**LESSON 5**

## Common, Proper, Singular, and Plural Nouns

A **noun** is a part of speech that names a person, place, idea, or thing. In this lesson, you'll learn about the different kinds of nouns and what they name.

**EXAMPLES**

- people**     Stephan, editor, aunt, actor
- places**     homeland, Wrigley Field, St. Peter's Basilica
- ideas**     prejudice, subtraction, boredom, plot, Romanticism
- things**     volleyball, song, trajectory, candle, Liberty Bell

Type of Noun	Definition	Examples
common noun	names a person, place, idea, or thing	mother, garage, plan, flower
proper noun	names a specific person, place, or thing; begins with capital letter	John Adams; Washington DC; Monroe Doctrine
concrete noun	names a thing that can be touched, seen, heard, smelled, or tasted	ruler, mirror, giggle, speech, banana
abstract noun	names an idea, a theory, a concept, or a feeling	approval, philosophy, Marxism, faith
singular noun	names one person, place, idea, or thing	governor, tree, thought, shoe
plural noun	names more than one thing	governors, trees, thoughts, shoes
possessive noun	shows ownership or possession of things or qualities	Roger's, Mrs. Pan's, women's, mass's
compound noun	made up of two or more words	staircase, picnic table, brother-in-law
collective noun	names groups	staff, platoon, team

### Common and Proper Nouns

The two basic kinds of nouns are *common nouns* and *proper nouns*. A **common noun** names *any* person, place, thing, or idea. Common nouns are usually not capitalized.

**EXAMPLES**

- common nouns**
- any person**     A **guide** will give us a tour of the museum.
- any place**     The **park** was crowded with holiday campers.
- any thing**     A **key** opened the old, rusty **lock**.
- any idea**     Her **scheme** to take over the company failed.

A **proper noun** names a *specific* person, place, or thing, and begins with a capital letter.

EXAMPLES

**common nouns**

reporter, bridge, state

**proper nouns**

Sarah Smith, Golden Gate Bridge, Michigan

## EXERCISE 1

### Identifying Common and Proper Nouns in Literature

Identify the underlined nouns in the passage below as either common or proper. Write *common* or *proper* above each noun.

Lili did not reply. Old Mrs. Pan had unknowingly touched upon a wound in her heart. No man had ever asked her to marry him. Yet above all else she would like to be married and to have children. She was a good social worker, and the head of the Children's Bureau sometimes told her that he would not know what to do without her and she must never leave them, for then there would be no one to serve the people in Chinatown.

from "The Good Deed," page 88  
Pearl S. Buck

## EXERCISE 2

### Understanding Common and Proper Nouns

For each common noun listed, write two proper nouns.

EXAMPLE

author (*Edgar Allan Poe, Judith Ortiz Cofer*)

- |                     |                              |
|---------------------|------------------------------|
| 1. journal _____    | 6. family _____              |
| 2. ballplayer _____ | 7. fictional character _____ |
| 3. region _____     | 8. ocean _____               |
| 4. county _____     | 9. island _____              |
| 5. movie _____      | 10. poet _____               |

## EXERCISE 3

### Using Common and Proper Nouns in Your Writing

Write a paragraph to a pen pal, describing a place you would like to visit. Include some specific sites that interest you. Underline and label five common nouns and five proper nouns in your description. Notice how the use of proper nouns helps to make your description more specific. Use your own sheet of paper for this exercise.

## Singular and Plural Nouns

Nouns that represent one person, place, idea, or thing are called **singular nouns**. Nouns that represent more than one person, place, idea, or thing are called **plural nouns**.

Most nouns can be made plural simply by adding *-s* to the end of the word. The spelling of some nouns changes slightly when the words are made plural, depending on how the word ends. Some nouns, such as *rice* and *moose*, have the same spelling in both the singular and the plural forms.

### EXAMPLES

#### plural nouns

For most nouns, to form the plural add *-s* to the end of the word.

camel → camels      path → paths      tray → trays

If a noun ends in *s*, *sh*, *ch*, *x*, or *z*, add *-es*.

lass → lasses      tax → taxes      scratch → scratches  
sash → sashes      blitz → blitzes

If a noun ends in *o* preceded by a consonant, add *-es*.

tornado → tornadoes      portico → porticoes

If a noun ends in *y* preceded by a consonant, change the *y* to *i* and add *-es*.

fairy → fairies      penny → pennies

For some nouns that end in *f* or *fe*, change the *f* to *v* and add *-es* or *-s*.

elf → elves      life → lives

## EXERCISE 4

### Identifying Singular and Plural Nouns in Literature

Underline the nouns in the following passage. Write above each noun whether it is singular or plural.

She longed to see the bright persimmon dotting the barren trees beside the thatched roofs, to see the fields of golden rice stretching to the mountains where only last fall she had gathered plump white mushrooms, and to see once more the maple trees lacing their flaming colors through the green pine.

*from "Tears of Autumn," page 99*

*Yoshiko Uchida*

## EXERCISE 5

### Correcting Singular and Plural Nouns

For each singular noun in items 1–10, write the correct plural form. In items 11–20, correct any error in the plural nouns listed. Write *correct* if the plural form is correct. You may need to use a dictionary to check your answers.

- |                   |                      |
|-------------------|----------------------|
| 1. player _____   | 10. noose _____      |
| 2. bush _____     | 11. sopranoes _____  |
| 3. tomato _____   | 12. platitudes _____ |
| 4. echo _____     | 13. reef _____       |
| 5. fairy _____    | 14. canarys _____    |
| 6. pharmacy _____ | 15. shelves _____    |
| 7. leaf _____     | 16. partys _____     |
| 8. wife _____     | 17. sheep _____      |
| 9. wolf _____     | 18. mooses _____     |

## EXERCISE 6

### Using Singular and Plural Nouns in Your Writing

Write a paragraph about the first day of summer vacation. Use at least five singular and five plural nouns.

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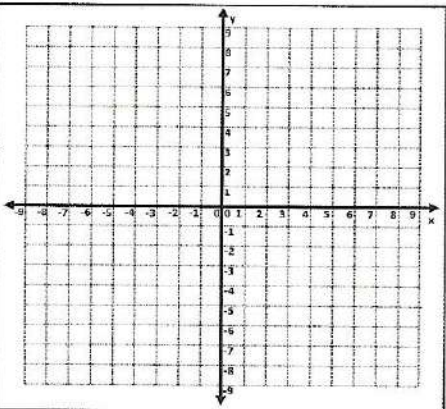
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# Algebra 1 Builder # 10

Name: \_\_\_\_\_

Collect Like Terms	$6k - 6k + 8 - 12k$	$5k + 6t + k - 4(m + 2)$	$x - 4x - 5y + 8y$																																		
Integer Operations	$22 + (-12) = \underline{\hspace{2cm}}$	$-16 + (-56) = \underline{\hspace{2cm}}$	$\frac{49}{-7} = \underline{\hspace{2cm}}$																																		
Equations Expressions	$(2y - 25) + 5$ when $y = -8$	$6m - 23m$ when $m = 7$	$20z - 6 + 6z - 2z$ when $z = -6$																																		
Order of Operations	$2 \cdot 3 + 10 + 8 \div 2 + 7 - 3$	$10 \cdot 1 + 2 - 2 + 15 \div 5 + 8$																																			
Function Rules and Tables	<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"> <thead> <tr> <th>X</th> <th>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													<p>Make a table of values for the function <math>y = -3x - 17</math> Use <math>\{-2, -1, 0, 1, 2\}</math> for domain.</p> <table border="1"> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table>																				
X	Y																																				
Equations Expressions	The quotient of a number and 5		The difference of a number and 12																																		
Representing Functions as Graphs		<table border="1"> <thead> <tr> <th>X</th> <th>Y</th> </tr> <tr> <th>Domain</th> <th>Range</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> <p>y-int ( , )</p>	X	Y	Domain	Range													<p>Make a table. Graph the function <math>y = -x - 3</math> when the domain is <math>\{-2, -1, 0, 1, 2\}</math>.</p> <table border="1"> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> <p><math>m = \frac{\text{rise}}{\text{run}}</math></p>																		
X	Y																																				
Domain	Range																																				
Distributive Property	$-2m - 12m - 2(9m - 3)$		$-3w - 3(12w - 7)$																																		



## Maintaining Cultural Continuity

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.

Fidelis Umeh was born in Nigeria and lived there throughout his high school years. Fidelis Umeh grew up with strong family values of the traditions of the Ibos, a culture within Nigeria. "One thing that we Nigerians, particularly the Ibos, have taught us from youth is the value of education. It is paramount. And the drive to succeed—my culture says that each person must work very hard and that is essential to success, which is very important. And we have support from family that keeps us going when things are difficult. Sometimes perseverance can make the difference between success and failure."

He moved to the United States when he went to college. After he finished college, he stayed connected to his family in Nigeria. He returned to Nigeria at least once a year, but he made his home and career in this country. He became a business leader.

Fidelis Umeh has succeeded in the business community, which some people see as a separate culture all of its own. He planned projects. He designed systems. He brought new ideas to businesses. He has been president of a computer company that employs hundreds of highly skilled individuals. At the same time, he kept his commitment to his original culture.

In 1991, he founded a group to support Nigerians in Chicago. "I formed a group of Nigerians to be an anchor for them that will fit into the American society but at the same time will give them something to fall back on in times of adversity. I feel it is a strength, it allows us to be individuals."

"It has one goal, which is to bridge the gap between our people and the people in America. The target is to build an anchor where the Nigerians can feel their identity and at the same time become more connected to the Chicago scene. The problem that we have with our children is that either our children don't have an understanding of the Nigerian culture or an understanding of the American culture. The focus is on children through adolescence. The adults get to benefit from the network."

"We started with story-telling. We are telling the children the stories that our families have told for generations. Each story has a moral, an idea that it teaches the children. The children learn the moral. They also learn more about their own heritage. They will appreciate their heritage. They will realize that they have to work hard, too, to achieve progress."

With more than 15,000 Nigerians in Chicago today, the potential is very great. Fidelis Umeh said that "The vision of Enumbra is that the Nigerian community will bring the traits that are valued in their heritage as they join the American society. They will in fact be able to enrich the American culture."

### Support the Main Idea

What is the main idea of this passage?

Underline five sentences in the passage that support that idea.



**Scientific Method**  
**Controls and Variables – Part 2**

Name \_\_\_\_\_

**SpongeBob and his Bikini Bottom pals have continued doing a little research to solve some problems. Read the description for each experiment and answer the questions.**

**Krusty Krabs Breath Mints**

Mr. Krabs created a secret ingredient for a breath mint that he thinks will “cure” the bad breath people get from eating crabby patties at the Krusty Krab. He asked 100 customers with a history of bad breath to try his new breath mint. He had fifty customers (Group A) eat a breath mint after they finished eating a crabby patty. The other fifty (Group B) also received a breath mint after they finished the sandwich, however, it was just a regular breath mint and did not have the secret ingredient. Both groups were told that they were getting the breath mint that would cure their bad breath. Two hours after eating the crabby patties, thirty customers in Group A and ten customers in Group B reported having better breath than they normally had after eating crabby patties.

1. Which people are in the control group?
2. What is the independent variable?
3. What is the dependent variable?
4. What should Mr. Krabs’ conclusion be?
5. Why do you think 10 people in group B reported fresher breath?

**SpongeBob Clean Pants**

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. SpongeBob 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.

6. What was the problem SpongeBob wanted to investigate?
7. What is the independent variable?
8. What is the dependent variable?
9. What should Sponge Bob’s conclusion be?

### Squidward's Symphony

Squidward loves playing his clarinet and believes it attracts more jellyfish than any other instrument he has played. In order to test his hypothesis, Squidward played a song on his clarinet for a total of 5 minutes and counted the number of jellyfish he saw in his front yard. He played the song a total of 3 times on his clarinet and repeated the experiment using a flute and a guitar. He also recorded the number of jellyfish he observed when he was not playing an instrument. The results are shown in the chart.

Trial	No Music	Clarinet	Flute	Guitar
1	5	15	5	12
2	3	10	8	18
3	2	12	9	7

10. What is the independent variable?
11. What is the dependent variable?
12. What should Squidward's conclusion be?
13. Are the results reliable? Why or why not?

### Super Bubbles

Patrick and SpongeBob love to blow bubbles! Patrick found some Super Bubble Soap at Sail-Mart. The ads claim that Super Bubble Soap will produce bubbles that are twice as big as bubbles made with regular bubble soap. Patrick and SpongeBob made up two samples of bubble solution. One sample was made with 5 oz. of Super Bubble Soap and 5 oz. of water, while the other was made with the same amount of water and 5 oz. of regular bubble soap. Patrick and SpongeBob used their favorite bubble wands to blow 10 different bubbles and did their best to measure the diameter of each one. The results are shown in the chart

Bubble	Super Bubble	Regular Soap
1	15	10
2	10	5
3	12	16
4	18	14
5	22	11
6	13	12
7	16	11
8	18	15
9	15	15
10	12	6

14. What did the Super Bubble ads claim?
15. What is the independent variable?
16. What is the dependent variable?
17. Look at the results in the chart.
  - a. Calculate the average diameter for each bubble solution.  
  
Super Bubble = \_\_\_\_\_ cm Regular Soap = \_\_\_\_\_ cm
  - b. What should their conclusion be?
18. Are the results reliable? Why or why not?

## Answer Key

### Krusty Krab Breath Mints

1. Which people are in the control group? *The people who received the mint without the secret ingredient (Group B) would be the control group.*
2. What is the independent variable? *Secret ingredient in the breath mint*
3. What is the dependent variable? *Amount of breath odor (or bad breath)*
4. What should Mr. Krabs' conclusion be? *The breath mint with the secret ingredient appears to reduce the amount of breath odor more than half the time, but it is not 100% effective.*
5. Why do you think 10 people in group B reported fresher breath? *This may be due to the placebo effect.*

### Sponge Bob Clean Pants

6. What was the problem? *SpongeBob's pants were not clean.*
7. What is the independent variable? *Laundry soap*
8. What is the dependent variable? *Amount of dirt left on the pants (or how clean the pants were)*
9. What should Sponge Bob's conclusion be? *Clean-O laundry soap does not appear to be effective in cleaning his pants.*

### Squidward's Symphony

10. What is the independent variable? *Instrument*
11. What is the dependent variable? *Number of jellyfish*
12. What should Squidward's conclusion be? *The clarinet did seem to attract a large number of jellyfish, but the average number for the three trials also matched the average for the guitar. The flute attracted the least number of jellyfish, but the average for this category is still larger than the control. Music seems to attract jellyfish in greater numbers than when no music is played. Squidward's hypothesis that the clarinet attracts larger numbers of jellyfish than other instruments is not proven by this experiment alone.*
13. Are the results reliable? *Based on the limited amount of information provided, it is difficult to tell if Squidward's results are reliable. The description did not tell how long each break was between trials. Did he leave enough time for the jellyfish to "clear out" of the area? (NOTE: Accept other potential flaws that students can support.)*

### Super Bubbles

14. What did the Super Bubble ads claim? *The ads claimed that the Super Bubble solution would produce bubbles that were twice as large as those made with regular bubble soap.*
15. What is the independent variable? *Type of bubble solution*
16. What is the dependent variable? *Size (diameter) of the bubble*
17.
  - a. Calculate the average diameter for each. Super Bubble = 15.1 cm Regular Soap = 11.5 cm
  - b. What should their conclusion be? *The Super Bubble solution did not seem to produce bubbles that were twice as large as those made with the regular soap. Although the average size for the Super Bubble solution was larger than the average size for the regular soap, it was not "twice as large" as the ads claimed. In fact, only two of the ten trials had results that would fit the ads claims.*
18. Are the results reliable? Why or why not? *The description does not say who blew the bubbles for each solution. There may be differences in bubble sizes due to the person blowing the bubble rather than the bubble solution. They might have considered having each person blow 5 bubbles with each solution. (NOTE: Accept other potential flaws that students can support.)*