

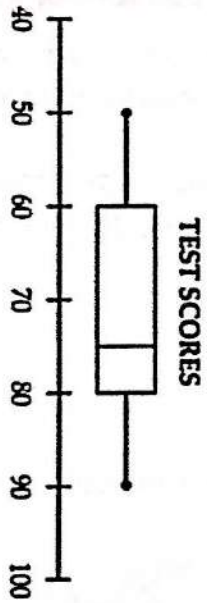
WRMS



7th Grade AMI Packet DAY TWELVE

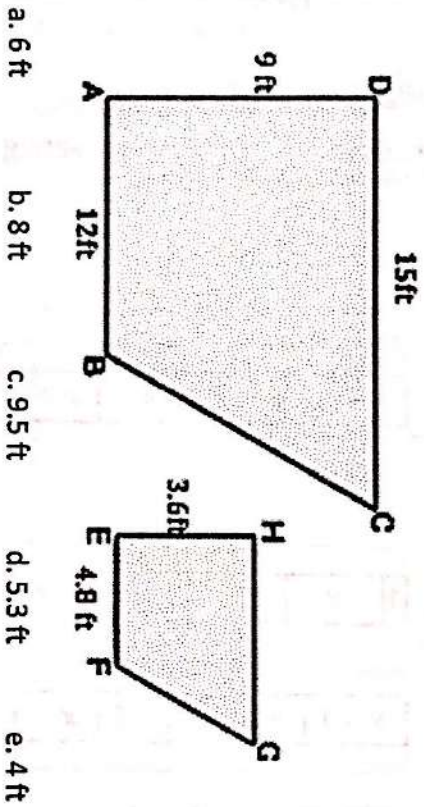
Name _____

1.) The box-and-whisker plot below shows a classes' test scores. Mrs. Willson has decided to give the students with scores in the top 25% of the class a treat. What score did students have to get in order to receive the treat?



- a. 76% or greater
- b. 60% or greater
- c. 90% or greater
- d. 80% or greater

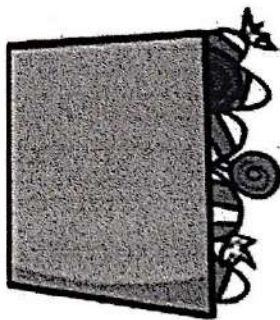
3.) Quadrilateral ABCD ~ Quadrilateral EFGH. Find the measure of side HG.



- a. 6 ft
- b. 8 ft
- c. 9.5 ft
- d. 5.3 ft
- e. 4 ft

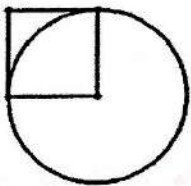
2.) McKenzie has a bag of candy. After dividing the candy equally among 6 people, and eating 4 pieces of candy, she had 7 pieces of candy left. How many pieces of candy did McKenzie start with?

- a. 66 pieces
- b. 60 pieces
- c. 48 pieces
- d. 18 pieces
- e. 84 pieces



Day 12

4.) In the drawing, the corner of the square is at the center of the circle. If the perimeter of the square is 36, what is the circumference of the circle?



- a. 6π
- b. 9π
- c. 12π
- d. 18π

NAME _____

DATE _____

PERIOD _____

Unit 6, Lesson 2: Reasoning about Contexts with Tape Diagrams (Part 1)

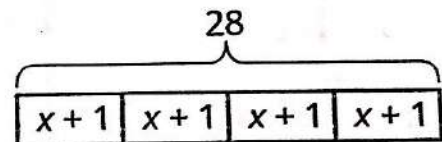
Here is a story: Lin bought 4 bags of apples. Each bag had the same number of apples. After eating 1 apple from each bag, she had 28 apples left.

1. Which diagram best represents the story?
Explain why the diagram represents it.

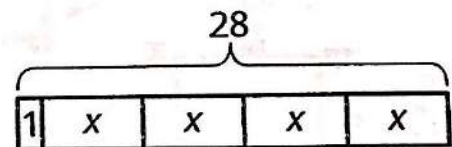
2. What part of the story does x represent?

3. Describe how you would find the unknown amount in the story.

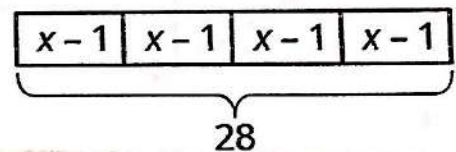
A



B



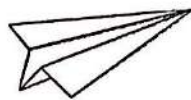
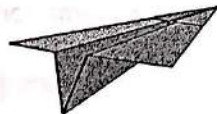
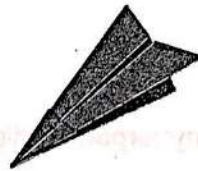

C



Name: _____

Mr. Davis gave his 3rd grade science class a project to complete. Students had to create a paper airplane that could fly across the classroom. If the airplane couldn't fly across the classroom, students had to continue trying new designs until they were successful. Students had to record their findings in a table. The results from Rachel's experiment are in the table below. Use the table to answer the questions that follow.

Table 1

Airplane	Color paper	Weight (in grams)	Length (in cm)	Image:	Did it fly across the classroom?
A	Notebook paper	3	12		no
B	Copy paper	4	9		no
C	Construction paper	5	10		no
D	Copy paper	4	11		yes

1. Based on table 1, what airplane was able to fly across the classroom?
2. Order the airplanes from smallest size to largest based on their length.

Name: _____

3. Why do you think Airplane D was able to fly across the room? What made it different from the other planes?

4. Order the airplanes from largest to smallest based on their weight.

5. Why do you think some airplanes weren't able to fly across the classroom? Justify your answer with information from the table.

6. How many airplanes did Rachel have to make for her experiment to be successful?

7ELA17

1. Choose if the example is a simile or a metaphor

2. Identify what is being compared

11. Untrue friends, your words are ashes.

This is an example of... Simile / Metaphor

What two things are being compared?

12. The veil of the night was falling.

This is an example of... Simile / Metaphor

What two things are being compared?

13. Her cheeks are like the dawn of day.

This is an example of... Simile / Metaphor

What two things are being compared?

14. The waters were crinkled glass.

This is an example of... Simile / Metaphor

What two things are being compared?

15. Like the stars in the sky, we seem near though we are far apart.

This is an example of... Simile / Metaphor

What two things are being compared?

16. My hope is like a candle-flame quenched at midnight.

This is an example of... **Simile** / **Metaphor**

What two things are being compared?

17. The green carpet of the fields spread before her.

This is an example of... **Simile** / **Metaphor**

What two things are being compared?

18. White clouds chase each other like scampering rabbits.

This is an example of... **Simile** / **Metaphor**

What two things are being compared?

19. Long blue waves of music washed over my mind.

This is an example of... **Simile** / **Metaphor**

What two things are being compared?

20. All books are either dreams or swords, you can cut, or you can drug with words.

This is an example of... **Simile** / **Metaphor**

What two things are being compared?

SECTION 1 CULTURE
GeoActivity

Use with Southwest Asia & North Africa Today, Section 1.2, in your textbook.

Go to Interactive Whiteboard GeoActivities at myNcconnect.com to complete this activity online.



1.2 ISTANBUL: BRIDGING EAST AND WEST

Create a Sketch Map of the Grand Bazaar

For centuries, Istanbul has been a crossroads for international trade. You can still see this today in the city's busy markets, especially the Grand Bazaar. This huge complex of shops and market stalls has been called "the world's first shopping mall." Read the description below and draw a sketch map of the Grand Bazaar. Then answer the question.

Istanbul's Grand Bazaar

The Grand Bazaar is generally rectangular in shape. It is longer east to west than it is north to south. Two main streets run through the bazaar. Kalpakclarbasi runs east and west along the entire south end of the structure. It is called the "jewelry street" because most of the jewelry merchants are located on it. This street intersects with the main north-south street on the western end of the bazaar. Four major gates in and out of the bazaar are located at the ends of these streets. There are 18 additional gates located at the ends of smaller streets.

The center of the bazaar contains a large, open rectangular area called the Inner Bedesten. Around this area, narrow streets form a grid pattern. Thousands of tiny shops are located on these streets, grouped by what they sell. Shops in the southwest corner sell mostly leather goods. The main carpet markets are located along the western edge. Shops along the Kalpakclarbasi and in the eastern side of the bazaar sell jewelry. Around the Inner Bedesten are handbag, fabric, and souvenir shops. The southeast corner of the bazaar is another open area called the Sandal Bedesten. Public auctions are often held here. Around the very outer edges of the bazaar are a number of hans, small courtyards where artisans set up their workshops.



Thousands of shops fill the streets of the Grand Bazaar.

1. Create Sketch Maps Reread the passage and underline key features of the bazaar. Then create a sketch map of the bazaar. Remember to include a compass rose with your map.

The Grand Bazaar

2. Compare and Contrast Compare and contrast your map with a partner. Then use online resources to view an actual map of the Grand Bazaar. How are your sketch maps similar to or different from the official map?

You do not have to answer this question, only draw the map above.
