

BEARCAT DAY 16

Monday, April 13, 2020

GRADE 7
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

7TH GRADE BEARCAT DAY 16

LANGUAGE ARTS	ANALYZING FOLKTALES Read the story " The Tale of the Three Trees: A Traditional Folktale " and answer the questions.
MATH	MEAN Watch the video: Math Antics - Mean, Median and Mode on Youtube if you can (https://www.youtube.com/watch?v=B1HEzNTGeZ4&list=PLEDc5-mBgUJwjbBhPMKS7Zi69xiH_nGSW). Answer the questions . If you can submit your answer in Google Classroom. If you cannot get into Google Classroom, please take a picture and email it to your teacher. If you cannot email it, then drop off the written work at school.
SCIENCE	ORGAN SYSTEMS Complete the organ system crossword .
SOCIAL STUDIES	Create Your Own Civilization: Social Structure Today you will be explaining the social structure of your civilization. Review your notes on social structure before starting the assignment.
PE/HEALTH	FOCUSING ON FITNESS Exercise for 20-30 minutes. Write your activity on your log from Monday. Remember to Snap a picture of your log on Fridays and email it to brian.glass@anderson.kyschools.us .
LITERACY	DEBATE: CELLPHONES Read the passage and answer the questions .

The Tale of the Three Trees:A Traditional Folktale<https://www.youtube.com/watch?v=DjIOViJIM3U>

Retold by Angela Elwell Hunt

Once upon a mountaintop, three little trees stood and dreamed of what they wanted to become when they grew up.

The first little tree looked up at the stars twinkling like diamonds above him. "I want to hold treasure," he said. "I want to be covered with gold and filled with precious stones. I will be the most beautiful treasure chest in the world!"

The second little tree looked out at the small stream trickling by on its way to the ocean. "I want to be a strong sailing ship," he said. "I want to travel mighty waters and carry powerful kings. I will be the strongest ship in the world!"

The third little tree looked down into the valley below where busy men and busy women worked in a busy town. "I don't want to leave this mountaintop at all," she said. "I want to grow so tall that when people stop to look at me they will raise their eyes to heaven and think of God. I will be the tallest tree in the world!"

Years passed. The rains came, the sun shone, and the little trees grew tall.

One day three woodcutters climbed the mountain.

The first woodcutter looked at the first tree and said, "This tree is beautiful. It is perfect for me." With a swoop of his shining axe, the first tree fell. "Now I shall be made into a beautiful chest," thought the first tree. "I shall hold wonderful treasure."

The second woodcutter looked at the second tree and said, "This tree is strong. It is perfect for me." With a swoop of his shining axe, the second tree fell. "Now I shall sail mighty waters," thought the second tree. "I shall be a strong ship fit for kings!"

The third tree felt her heart sink when the last woodcutter looked her way. She stood straight and tall and pointed bravely to heaven. But the woodcutter never even looked up. "Any kind of tree will do for me," he muttered. With a swoop of his shining axe, the third tree fell.

The first tree rejoiced when the woodcutter brought him to a carpenter's shop, but the busy carpenter was not thinking about treasure chests. Instead his work-worn hands fashioned the tree into a feed box for animals. The once-beautiful tree was not covered with gold or filled with treasure. He was coated with sawdust and filled with hay for hungry farm animals.

The second tree smiled when the woodcutter took him to a shipyard, but no mighty sailing ships were being made that day. Instead the once-strong tree was hammered and sawed into a simple fishing boat. Too small and too weak to sail an ocean or even a river, he was taken to a little lake. Every day he brought in loads of dead, smelly fish.

The third tree was confused when the woodcutter cut her into strong beams and left her in a lumberyard. "What happened?" the once-tall tree wondered. "All I ever wanted to do was stay on the mountaintop and point to God." **PAUSE**

1. **Directions:** Write a monologue from the perspective of one of the three trees. (In other words, pretend to be one of the trees. What would it be thinking or feeling about all this? Use as much detail as you can. Your teacher should be able to figure out which tree you chose without you telling her.)

Many, many days and nights passed. The three trees nearly forgot their dreams. But one night golden starlight poured over the first tree as a young woman placed her newborn baby in the feed box. "I wish I could make a cradle for him," her husband whispered. The mother squeezed his hand and smiled as the starlight shone on the smooth and sturdy wood. "This manger is beautiful," she said. And suddenly the first tree knew he was holding the greatest treasure in the world.

One evening a tired traveler and his friends crowded into the old fishing boat. The traveler fell asleep as the second tree quietly sailed out into the lake. Soon a thundering and thrashing storm arose. The little tree shuddered. He knew he did not have the strength to carry so many passengers safely through the wind and rain. The tired man awakened. He stood up, stretched out his hand, and said, "Peace." The storm stopped as quickly as it had begun. And suddenly the second tree knew he was carrying the King of heaven and earth.

One Friday morning, the third tree was startled when her beams were yanked from the forgotten woodpile. She flinched as she was carried through the angry, jeering crowd. She shuddered when the soldier nailed a man's hands to her. She felt ugly and harsh and cruel. But on Sunday morning, when the sun rose and the earth trembled with joy beneath her, the third tree knew that God's love had changed everything.

It had made the first tree beautiful.

It had made the second tree strong.

And every time people thought of the third tree, they would think of God.

THE END

2. **Directions:** Use the graphic organizer on the next page to help you analyze the story. Then, answer the following question using RACE.

Short Answer: Choose one of the trees and explain how it got more than it hoped for.

RA- The (1st, 2nd, or 3rd) tree got more than it hoped for because at first it wanted _____, but instead _____ happened. In the end, _____.

C- I know this because the text says, "_____."

E- This quote shows it got more than it hoped for because _____.

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Trees	What the tree wanted...	Instead, the tree got...	In the end, how did the tree get more than it hoped for?
1st Tree			
2nd Tree			
3rd Tree			

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Bearcat Day 16- Mean

* Required

1. Email address *

2. First Name *

3. Last Name *

Watch the video below from the beginning to the 4:18 mark for "mean"



[v=B1HEzNTGeZ4](http://youtube.com/watch?v=B1HEzNTGeZ4)

[http://youtube.com/watch?](http://youtube.com/watch?v=B1HEzNTGeZ4)

Question 1

4. What is synonym (another word) for mathematical mean? * 1 point

Mark only one oval.

- ☐ Least
☐ Greatest
☐ Average
☐ Angry

Question 2

5. Determine the mean of the following numbers. 28, 40, 53, 39, 45. * 1 point

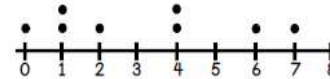
Question 3

6. In their first 5 games last year, the Dallas Cowboys scored 35, 31, 31, 10, and 24 points. How many points did the Cowboys average per game in their first 5 games? (Find the mean and round to nearest tenth if necessary) * 1 point

Question 4

7. Find the mean of the following set of data * 1 point

5. The following data set represents the number of broken cookies in a test of nine boxes of Girl Scout Cookies.



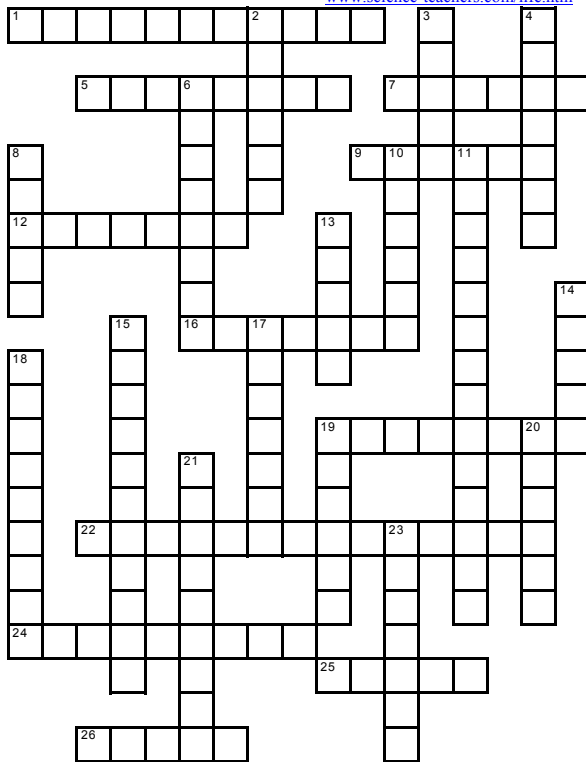
Mark only one oval.

- ☐ 3.1 broken cookies per box
☐ 3.5 broken cookies per box
☐ 25 broken cookies per box
☐ 8 broken cookies per box

Question 5

8. Explain how to find the mean of a set of data. What steps do you need to follow? Make sure your answer is in complete sentences! * 1 point

Organ Systems Crossword II

www.science-teachers.com/life.htm

Across

- 1 Organ system that captures oxygen from the atmosphere. (11)
- 5 The endocrine system produces these chemical that help regulate growth. (8)
- 7 Organs that secrete hormones. (6)
- 9 Groups of cells with a similar function that work together. (6)
- 12 Organ system that controls muscle movement and your senses. (7)
- 16 Bones that protect the heart and lungs. (3,4)
- 19 Organ system that gives your body structure. (8)
- 22 Organ that reabsorbs water from food. (5,9)
- 24 Organ system that removes waste from your body. (9)
- 25 Organ that pumps blood. (5)
- 26 Organ that gets rid of toxins in blood. (5)

Down

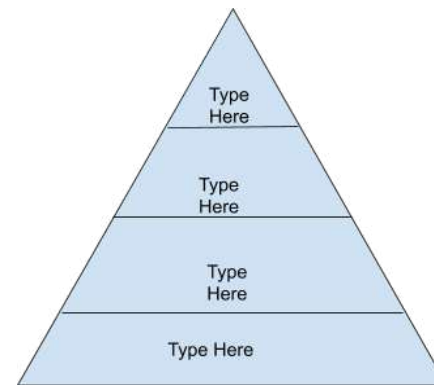
- 2 Tissue that connects muscle to bone. (6)
- 3 Basic building blocks of all living organisms. (5)
- 4 Organs that gets rid of waste from blood. (7)
- 6 Organ system that lets you move. (8)
- 8 Organs that help you breathe. (5)
- 10 Organ system that helps you healthy from disease. (6)
- 11 Organ that absorbs nutrients from food. (5,9)
- 13 Heart, liver, brain etc. (5)
- 14 Bone that protects your brain. (5)
- 15 Organ system that moves blood around the body. (11)
- 17 Small tubes within your lungs. (7)
- 18 Organ system that regulates growth by producing hormones. (9)
- 19 A group of organs working together: organ _____. (6)
- 20 A blood vessel that pumps blood away from the heart. (6)
- 21 Organ system that breaks down food for cells to use. (9)
- 23 Organ that contains acid and breaks down food. (7)



Create Your Own Civilization: Social Structure

Today you will be explaining the social structure of your civilization. Review your notes on social structure before starting the assignment.

1. We know from studying civilizations like Ancient Egypt and the Middle Ages that most places had a hierarchy (or a pyramid). For example, with the feudalism system in the Middle Ages you had Kings and Queens at the top and Serfs and Peasants at the bottom, with Knights and Lords and Nobles in the middle. For your civilization, you will need a pyramid. The leader of your government should go at the top. The rest of the pyramid is up to you!
(Double click the image to edit!)



2. What types of jobs will the people in each section have? Describe a job for each section.
3. Are you born into your class or is it based on the job you have? Can you move out of your social class or are you stuck in that class forever?

Does Lulu Need a Phone?

She says she's ready for one. Her older sister isn't so sure. What do you think?



Dear Katie,

My 12th birthday is approaching, and the one thing I really want is a smartphone. All of my friends have one, but Dad says I have to wait until high school. I think I can convince him that I'm ready—with your help.

Because I'm the only one of my friends without a phone, I'm always left out. There's a big group text, and they're constantly sending Snapchats back and forth. It's like there's a whole world I'm not a part of, and that can be really painful.

I know Dad thinks I should just hang out with my friends in person—but sometimes I don't get invited because the plans are made in the group text! A phone would seriously improve my social life. It would also be more convenient for the whole family, because you wouldn't have to call my friends to get in touch with me.

You know how responsible I am—I never lose anything. With you on my side, Dad might actually consider making my birthday wish come true. Will you help me?

Love,
Lulu, your phoneless little sister



Dear Lulu,

I know this isn't the reply you expected, but I agree with Dad. He had the same rule for me. And now that I've had my phone for a year, I understand.

In health class, we've been learning about how our phones change us. Research shows that kids who spend a lot of time on their phones get lower test scores and worse sleep. I don't need research to tell me that. Last year, I failed two important tests because I was up late on TikTok.

How did I let that happen? It's crazy, but I feel like I have no control when it comes to my phone. I'm constantly checking it, and putting it down feels impossible.

When I was in middle school, I spent much more time reading and playing the guitar. I also saw my friends more. I honestly miss that! So try to enjoy your remaining time without a phone—it'll go by quickly, I promise.

Love,
Katie, your (slightly) older and wiser sister



ACTION ACTIVITY

Does Lulu Need a Phone?

WHAT TO DO: Use evidence from the letters to support each side of this debate. Write the information on the lines below.

Yes!

It would make her life easier.

- 1 _____
- 2 _____
- 3 _____

No!

It's better to wait.

- 1 _____
- 2 _____
- 3 _____

GO FURTHER!
FIND MORE ACTIVITIES

Answers are in the Teacher's Guide.

Name: _____ Date: _____

Write an Argument Essay

In an argument essay, you express an opinion and try to convince readers to agree with you. Follow the steps below to write a strong argument essay.

STEP 1: DECIDE WHAT YOU THINK

Consider the debate question: Is it important to have a phone in middle school?

Check the box next to the point of view you will support in your essay.

- ☐ Yes! Having a phone makes it easier to communicate with friends and family.
- ☐ No! Having a phone takes your focus away from schoolwork and other activities.

STEP 2: WRITE A TOPIC SENTENCE

The topic sentence tells readers what your essay will be about. It should clearly and strongly state the opinion you expressed in Step 1.

Your topic sentence: _____

STEP 3: SUMMARIZE THE ISSUE

Tell readers a bit about the issue. Don't focus on your point of view. Explain the issue as a whole.

Your summary of the issue: _____

Continued on next page →