Mrs. Abayhan’s 7th Grade Language Arts  Phase 2 Days 21-30

We uploaded audio for the novel reading. If you haven’t joined us on google classroom, the class code is:  **b4zvsnf**

You can reach me via google classroom or email:  **labayhan@paterson.k12.nj.us**

<table>
<thead>
<tr>
<th>Day 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 1 Read pages 3-7</td>
</tr>
<tr>
<td>2. Comprehension Packet Title Template</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16E cold read</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 2 Read pages 8-12</td>
</tr>
<tr>
<td>2. Comprehension Packet: Flashback</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16E annotate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 3 Read pages Chapter 4 page 13-21</td>
</tr>
<tr>
<td>2. Comprehension Packet: Symbolism/Foreshadowing</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 4 Read pages 22-31</td>
</tr>
<tr>
<td>2. Comprehension Packet: Characterization</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 5 Read pages 32-40</td>
</tr>
<tr>
<td>2. Comprehension Packet: Figurative Language</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16C</td>
</tr>
<tr>
<td>Day 26</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1. Chapter 6 Read pages 41-49</td>
</tr>
<tr>
<td>2. Comprehension Packet: Character Chart</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16E Questions 1-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 7 Read pages 50-56</td>
</tr>
<tr>
<td>2. Comprehension Packet: Analyze Poem</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16E Questions 6-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 8 Read pages 57-64</td>
</tr>
<tr>
<td>2. Comprehension Packet: Packet Tone</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 9 Read pages 65-72</td>
</tr>
<tr>
<td>2. Comprehension Packet: Allusion</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16 Study using quizlet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 10 Read pages 73-83</td>
</tr>
<tr>
<td>2. Comprehension Packet: Word Choice and Details</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16 Test, see google classroom</td>
</tr>
</tbody>
</table>
The Devil's Arithmetic

Chapter Titles

Jane Yolen does not include chapter titles in her novel. After you read a chapter, create a title for it using the following chart. Chapter Title 1

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
The Devil's Arithmetic  Chapter 2 ~ Hannah's Family Tree & Flashback

Sometimes, at the beginning of a novel, it is easy to lose track of who's who. After reading chapter two, complete the chart to keep track of Hannah's family.

<table>
<thead>
<tr>
<th>Name</th>
<th>How this person is related to Hannah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandpa Will</td>
<td></td>
</tr>
<tr>
<td>Aunt Eva</td>
<td></td>
</tr>
<tr>
<td>Grandpa Dan</td>
<td></td>
</tr>
<tr>
<td>Grandma Belle</td>
<td></td>
</tr>
</tbody>
</table>

A **flashback** occurs when a story is interrupted for a character to remember something that happens in the past. **Summarize the flashback that occurs in this chapter.**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**What does this flashback reveal about Hannah?**

________________________________________________________________________
________________________________________________________________________

**What does the flashback reveal about Grandpa Will?**

________________________________________________________________________
Symbolism: A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is.

Jane Yolen's novel is full of symbolism, and it is introduced in this early chapter.

A literary symbol has literal meaning in a story but stands for something else.

If something is symbolic, it will most likely
- be repeated in the book
- be written in a memorable or vivid way
- be emphasized with imagery
- mean something else than what it is

Open Ended Questions
1. Opening the door to Elijah is symbolic. What does this ritual symbolize?

2. What other symbolism can be found in this chapter?

Foreshadowing: Foreshadowing is a clue or hint of what is to come later. Authors use this literary technique to add suspense and affect the tone. Answer the following questions about foreshadowing in this chapter.

3. At the beginning of the chapter, we read A full moon was squeezed between two of the project's apartment buildings. (page 13) When Hannah opens the door for Elijah, we read again about the moon. This time, it states, The moon hung ripely between two heavy gray clouds. (page 20) What does the moon foreshadow the second time it is mentioned in this chapter?

4. At the end of this chapter, Hannah sees a shadowy figure, and hears him singing a song. What does this song foreshadow? What does it seem to mean? Can you use it to predict what will happen next to Hannah?
The Devil's Arithmetic
Chapter 4 ~ Indirect & Direct Characterization

Discussion

1. Who is Chaya? In your answer, include what you have learned about her past.

<table>
<thead>
<tr>
<th>DIRECT CHARACTERIZATION</th>
<th>The writer makes direct statements about a character's personality and tells what the character is like.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIRECT CHARACTERIZATION</td>
<td>The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.</td>
</tr>
</tbody>
</table>

Complete the following charts with as many personality traits as you can about each character, and then decide if the author used direct characterization or if you concluded something about a character through indirect characterization.

<table>
<thead>
<tr>
<th>Gitl's Traits</th>
<th>Evidence</th>
<th>Type of Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schmuel's Traits</th>
<th>Evidence</th>
<th>Type of Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reb Boruchs Traits</th>
<th>Evidence</th>
<th>Type of Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Devil's Arithmetic  
Chapter 5 ~ Figurative language

Figurative language is often used to create emphasis, freshness of expression, or clarity. Hyperbole, idioms, metaphors, personification, and similes are five types of figurative language. Let's examine some of the different types of figurative language in this chapter.

First, complete the chart on the different types of figurative language. Type of Figurative Language Definition Your Original Example Hyperbole

<table>
<thead>
<tr>
<th>Type of Figurative Language</th>
<th>Definition</th>
<th>Your Original Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperbole</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idiom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metaphor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“Do you think it strange, little Chaya, that I—Shmuel Abramowicz— with an arm like a tree and, as Gitl says, a head like a stone, should be afraid of getting married?”

Read each of the following examples, and answer the questions that follow.

1a. In the passage above, what type of figurative language is used?

1b. What does it reveal about Shmuel?

1c. Why do you think the author included this example of figurative language?
He reached out and patted Hannah on the head. "What a strange little bird you are indeed, who has found her way into our nest."

2a. In the passage above, what type of figurative language is used?

2b. What does it reveal about Hannah?

2c. Why do you think the author included this example of figurative language?
   a) to create emphasis
   b) for freshness of expression
   c) for clarity

You know so much, my little yeshiva bocher, telling you anything more is carrying straw to Egypt.

3a. In the passage above, what type of figurative language is used?

3b. What does it mean?

3c. Why do you think the author included this example of figurative language?
   a. to create emphasis
   b. for freshness of expression
   c. for clarity
The Devil's Arithmetic
Chapter 6 ~ Chaya and Her New Friends

Name_________________ Date_________

Complete the following chart to help you keep track of the new characters in this chapter.

<table>
<thead>
<tr>
<th>Name</th>
<th>What we know about this girl</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>
</tbody>
</table>

Chaya's (Hannah's) New Friends

Use the following Venn diagram to compare and contrast Hannah's old life in New Rochelle to the life that her new friends have where she is now.

Hanna's Old Life

Stayed the same

Hannah's New Life
In this chapter, we meet the very interesting Badchan. Reread the following poem that he says to Hannah, and then answer the questions about the poem.

Pretty girl, with faraway eyes
Why do you look with such surprise?
How did you get to be so wise?
Old girl in young girl disguise.

Let's analyze the poem by looking at each line of it. On the following lines, write what you think the badchan may mean. Put it in your own words, and try to "read into" what the badchan sees in Hannah and is trying to say to her. Do not be afraid to write what you are thinking. There are no wrong answers.

My thoughts:
Line 1: ____________________________________________
Line 2: ____________________________________________
Line 3: ____________________________________________
Line 4: ____________________________________________

What is the rhyme scheme of this short poem? _______________________

Write a short poem that the badchan could recite to Gitl or Shmuel. Use the same rhyme scheme that is used in the badchan's poem to Chaya.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Tone is the attitude that a writer takes toward the audience, a subject, or a character. Tone is conveyed through the writer’s choice of words and details.

The Devil’s Arithmetic Chapters 8 ~ Tone & Foreshadowing

Let’s take a look at tone in this chapter, and analyze how the author creates the different tones. Read the following passage from page 61.

When Hannah looked up again, she could see Viosk laid out at the far end of the meadow, picture - postcard pretty. Small houses nestled in a line, and the larger buildings, none higher than three stories, stood behind, like mothers with their children. As the horses pulled them closer, Hannah could distinguish a central open market with stalls, surrounded by stores. There was a pharmacy topped by a large black sign, a barbershop with its familiar peppermint stick, a glass-fronted tavern, and a dozen other shops. In the middle of the market, a tall wooden pole supported a bell. Behind the open market was a towering wooden building with four separate roofed sections and fenced in courtyards. The dominant color was brown: brown wooden buildings, brown sandy streets, as if it were a faded photograph. Yet it was

Look at the bolded words and details from this passage. These words and details help to create a tone. What words would you use to describe the tone of this passage?

There is a contrasting tone on the same page when Fayge sees the automobiles and trucks in front of the shul.

Hannah looked where Fayge was pointing. In the middle of the brown landscape, like a dark stain, were three black old-fashioned cars and twelve army trucks strung out behind. She gave an involuntary shudder.

What is the tone in this passage?
The Devil’s Arithmetic Chapters 8 ~ Tone & Foreshadowing Continued

Somehow the badchan materialized in front of the wagon. He pointed to the man with the medals and cried out, “I see the malah ha-mavis. I see the Angel of Death.”

Foreshadowing contributes to tone.

What does this foreshadow?

How does it contribute to the tone?

As they moved closer, more men in dark uniforms got out of the cars and truck cabs. They made a perfect half circle in front of the synagogue doors, like a steel trap with gaping jaws ready to be sprung.

What does this foreshadow?
An allusion is a reference to a person, a historical event, or a fictional character or story. Writers usually expect the readers to recognize an allusion.

"Your words will fly up to heaven and call down the Angel of Death, Lilith's Bridegroom, with his poisoned sword." (page 67)

In this passage, Lilith's Bridegroom is an allusion. There is a myth about Lilith. According to Jewish folklore, Lilith was the first wife of Adam. She was told to be evil and was banished from the Garden of Eden. Some of these folktales describe how Lilith captured Jewish babies in the night and ate them.

There is another allusion on page 67. What is it?


What do these allusions on page 67 foreshadow?


Go back to page fifty. List the allusions that are included on that page.
The Devil’s Arithmetic Chapters 10 ~ Bringing to Life the Harsh Reality Using Word Choice, Dialogue, and Details

Name_____________________________ Date____________

This chapter brings to life some of the harsh realities of the Holocaust. Let us examine how the author brings these horrific events to life for the reader.

First, write about your reactions to this chapter. Free write about what you thought and felt as you read what happened to the characters on the train.

________________________________________

________________________________________

Now, let’s take a look at what Jane Yolen does to capture these events and relate them to us in a realistic way. She does this through word choice, details, and dialogue.

What is the tone of this chapter? Some words to describe the tone of this novel are dreadful, appalling, and terrible. Do any other words come to your mind when thinking of the tone?

________________________________________

Reread pages 77-83. Look for words, details, and dialogue that create such a realness and contribute to the tone. Complete the chart with the words, details, and dialogue that you choose.

<table>
<thead>
<tr>
<th>Words that contribute to the tone</th>
<th>Details that contribute to the tone</th>
<th>Dialogue that contributes to the tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurt</td>
<td>One of the women smelled of garlic</td>
<td>“We’re locked in!”</td>
</tr>
</tbody>
</table>
Mrs. Majbour/Ms. Bayram's 7th Grade Resource & ELL Students: Language Arts

Days 21-30

We uploaded audio for the novel reading. If you haven't joined us on google classroom, the class code is: b4zvsnf

You can reach me via google classroom or email: mmajbour@paterson.k12.nj.us
sabayram@paterson.k12.nj.us

<table>
<thead>
<tr>
<th>Day 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 1 Read pages 3-7</td>
</tr>
<tr>
<td>2. Comprehension Packet Title Template</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16E cold read</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 2 Read pages 8-12</td>
</tr>
<tr>
<td>2. Comprehension Packet: Flashback</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16E annotate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 3 Read pages Chapter 4 page 13-21</td>
</tr>
<tr>
<td>2. Comprehension Packet: Symbolism/Foreshadowing</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 4 Read pages 22-31</td>
</tr>
<tr>
<td>2. Comprehension Packet: Characterization</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 5 Read pages 32-40</td>
</tr>
<tr>
<td>2. Comprehension Packet: Figurative Language</td>
</tr>
<tr>
<td>3. Wordly Wise Lesson 16C</td>
</tr>
<tr>
<td>Day 26</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 27</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chapter 7 Read pages 50-56</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehension Packet: Analyze Poem</td>
</tr>
<tr>
<td>3.</td>
<td>Wordly Wise Lesson 16E Questions 6-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 28</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chapter 8 Read pages 57-64</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehension Packet: Packet Tone</td>
</tr>
<tr>
<td>3.</td>
<td>Wordly Wise Lesson 16D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 29</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chapter 9 Read pages 65-72</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehension Packet: Allusion</td>
</tr>
<tr>
<td>3.</td>
<td>Wordly Wise Lesson 16 Study using quizlet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 30</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chapter 10 Read pages 73-83</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehension Packet: Word Choice and Details</td>
</tr>
<tr>
<td>3.</td>
<td>Wordly Wise Lesson 16 Test, see google classroom</td>
</tr>
</tbody>
</table>
The Devil's Arithmetic

**Chapter Titles:** Jane Yolen does not include chapter titles in her novel. After you read a chapter, create a title for it using the following chart. (*Be Creative. Give Each chapter a title AFTER you read it.*)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
The Devil’s Arithmetic  Chapter 2 ~ Hannah’s Family Tree & Flashback

Sometimes, at the beginning of a novel, it is easy to lose track of who’s who. After reading chapter two, complete the chart to keep track of Hannah’s family.

<table>
<thead>
<tr>
<th>Name</th>
<th>How this person is related to Hannah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandpa Will</td>
<td>Hannah’s father’s father</td>
</tr>
<tr>
<td>Aunt Eva</td>
<td></td>
</tr>
<tr>
<td>Grandpa Dan</td>
<td>Hannah’s mother’s father</td>
</tr>
<tr>
<td>Grandma Belle</td>
<td></td>
</tr>
</tbody>
</table>

A **flashback** occurs when a story is interrupted for a character to remember something that happens in the past. **Summarize the flashback that occurs in this chapter.**

What does this flashback reveal about Hannah? (how does she feel about her grandfather?)

What does the flashback reveal about Grandpa Will? (think: what do the memories do to grandpa?)
The Devil's Arithmetic

Chapter 3 ~ Symbolism and Foreshadowing

Symbolism: A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is.

Jane Yolen's novel is full of symbolism, and it is introduced in this early chapter.

A literary symbol has literal meaning in a story but stands for something else.

If something is symbolic, it will most likely:
- be repeated in the book
- be written in a memorable or vivid way
- be emphasized with imagery
- mean something else than what it is

Open Ended Questions

1. Opening the door to Elijah is symbolic. What does this ritual symbolize?

2. What other symbolism can be found in this chapter? (hint: afikomen) Tell me what it symbolizes.

Foreshadowing: Foreshadowing is a clue or hint of what is to come later. Authors use this literary technique to add suspense and affect the tone. Answer the following questions about foreshadowing in this chapter.

3. At the beginning of the chapter, we read A full moon was squeezed between two of the project's apartment buildings. (page 13) When Hannah opens the door for Elijah, we read again about the moon. This time, it states, The moon hung ripely between two heavy gray clouds. (page 20) What does the moon foreshadow the second time it is mentioned in this chapter?

4. At the end of this chapter, Hannah sees a shadowy figure, and hears him singing a song. What does this song foreshadow? What does it seem to mean? Can you use it to predict what will happen next to Hannah?
1. Who is Chaya? In your answer, include what you have learned about her past.

**DIRECT CHARACTERIZATION** - The writer makes direct statements about a character's personality and tells what the character is like.

**INDIRECT CHARACTERIZATION** - The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.

Complete the following charts with as many personality traits as you can about each character, and then decide if the author used direct characterization or if you concluded something about a character through indirect characterization.

<table>
<thead>
<tr>
<th>Gitl's Traits</th>
<th>Evidence (find citation)</th>
<th>Type of Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardworker</td>
<td>...wore a smudged apron, sleeves rolled up, flour covered her arms&quot;</td>
<td>indirect</td>
</tr>
<tr>
<td>Concerned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schmuel's Traits</th>
<th>Evidence (find citation)</th>
<th>Type of Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playful</td>
<td></td>
<td>Indirect</td>
</tr>
<tr>
<td>Sympathetic</td>
<td>&quot;you know how you and I and Moishe were when our parents died...&quot;</td>
<td></td>
</tr>
<tr>
<td>Optimistic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reb Boruchs Traits</th>
<th>Evidence (find citation)</th>
<th>Type of Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Direct</td>
</tr>
</tbody>
</table>
Figurative language is often used to create emphasis, freshness of expression, or clarity. Hyperbole, idioms, metaphors, personification, and similes are five types of figurative language. Let's examine some of the different types of figurative language in this chapter.

First, complete the chart on the different types of figurative language. Type of Figurative Language Definition Your Original Example Hyperbole

<table>
<thead>
<tr>
<th>Type of Figurative Language</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperbole</td>
<td></td>
</tr>
<tr>
<td>Idiom</td>
<td></td>
</tr>
<tr>
<td>Metaphor</td>
<td></td>
</tr>
<tr>
<td>Personification</td>
<td></td>
</tr>
<tr>
<td>Simile</td>
<td></td>
</tr>
</tbody>
</table>

"Do you think it strange, little Chaya, that I—Shmuel Abramowicz— with an arm like a tree and, as Gitl says, a head like a stone, should be afraid of getting married?"

Read each of the following examples, and answer the questions that follow.

1a. In the passage above, what type of figurative language is used? Simile or metaphor

1b. What does it reveal about Shmuel?

1c. Why do you think the author included this example of figurative language?
a. to create emphasis
b. for freshness of expression

Chapter 5 - Figurative Language Continued

He reached out and patted Han nah on the head. “What a strange little bird you are indeed, who has found her way into our nest.”

2a. In the passage above, what type of figurative language is used? Simile or metaphor

2b. What does it reveal about Hannah?

2c. Why do you think the author included this example of figurative language?
   a) to create emphasis
   b) for freshness of expression

You know so much, my little yeshiva bocher, telling you anything more is carrying straw to Egypt.

3a. In the passage above, what type of figurative language is used? Idiom or metaphor

3b. What does it mean?

3c. Why do you think the author included this example of figurative language?
   a. to create emphasis
   b. for freshness of expression
The Devil's Arithmetic
Chapter 6 ~ Chaya and Her New Friends

Complete the following chart to help you keep track of the new characters in this chapter.

<table>
<thead>
<tr>
<th>Name</th>
<th>What we know about this girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shifre</td>
<td></td>
</tr>
<tr>
<td>Esther</td>
<td></td>
</tr>
<tr>
<td>Yente</td>
<td></td>
</tr>
<tr>
<td>Rachel</td>
<td></td>
</tr>
</tbody>
</table>

Chaya’s (Hannah’s) New Friends

Use the following Venn diagram to compare and contrast Hannah's old life in New Rochelle to the life that her new friends have where she is now.
The Devil's Arithmetic Chapter 7 ~ The Badchan's Poem

In this chapter, we meet the very interesting Badchan. Reread the following poem that he says to Hannah, and then answer the questions about the poem.

Pretty girl, with faraway eyes
Why do you look with such surprise?
How did you get to be so wise?
Old girl in young girl disguise.

Let's analyze the poem by looking at each line of it. On the following lines, write what you think the badchan may mean. Put it in your own words, and try to "read into" what the badchan sees in Hannah and is trying to say to her. Do not be afraid to write what you are thinking. There are no wrong answers.

My thoughts: What do you think each line means?

Line 1: __________________________________________________________

Line 2: __________________________________________________________

Line 3: __________________________________________________________

Line 4: __________________________________________________________

What is the rhyme scheme of this short poem? _______________________

Write a short poem that the badchan could recite to Gitl or Shmuel. Use the same rhyme scheme that is used in the badchan's poem to Chaya.

Line 1: __________________________________________________________

Line 2: __________________________________________________________

Line 3: __________________________________________________________

Line 4: __________________________________________________________
Tone is the attitude that a writer takes toward the audience, a subject, or a character. Tone is conveyed through the writer's choice of words and details.

The Devil's Arithmetic Chapters 8 ~ Tone & Foreshadowing

Let's take a look at tone in this chapter, and analyze how the author creates the
different tones. Read the following passage from page 61.

When Hannah looked up again, she could see Viosk laid out at the far end of the meadow, picture - postcard pretty. Small houses nestled in a line, and the larger buildings, none higher than three stories, stood behind, like mothers with their children. As the horses pulled them closer, Hannah could distinguish a central open market with stalls, surrounded by stores. There was a pharmacy topped by a large black sign, a barbershop with its familiar peppermint stick, a glass-fronted tavern, and a dozen other shops. In the middle of the market, a tall wooden pole supported a bell. Behind the open market was a towering wooden building with four separate roofed sections and fenced in courtyards. The dominant color was brown: brown wooden buildings, brown sandy streets, as if it were a faded photograph. Yet it was

Look at the bolded words and details from this passage. These words and details help to create a tone. What words would you use to describe the tone of this passage? (Give 2 words)

There is a contrasting (different) tone on the same page when Fayge sees the

Hannah looked where Fayge was pointing. In the middle of the brown landscape, like a dark stain, were three black old-fashioned cars and twelve army trucks strung out behind. She gave an involuntary shudder.

automobiles and trucks in front of the shul.

What is the tone in this passage?
The Devil's Arithmetic Chapters 8 ~ Tone & Foreshadowing Continued

Somehow the badchan materialized in front of the wagon. He pointed to the man with the medals and cried out, “I see the malah ha-mavis. I see the Angel of Death.”

Foreshadowing contributes to tone.

What does this foreshadow?__________________________________________

How does it contribute to the tone?____________________________________

As they moved closer, more men in dark uniforms got out of the cars and truck cabs. They made a perfect half circle in front of the synagogue doors, like a steel trap with gaping jaws ready to be sprung.

What does this foreshadow?__________________________________________
The Devil's Arithmetic Chapters 9 ~ Allusion

An allusion is a reference to a person, a historical event, or a fictional character or story. Writers usually expect the readers to recognize an allusion.

"Your words will fly up to heaven and call down the Angel of Death, Lilith's Bridegroom, with his poisoned sword." (page 67)

In this passage, Lilith's Bridegroom is an allusion. There is a myth about Lilith. According to Jewish folklore, Lilith was the first wife of Adam. She was told to be evil and was banished from the Garden of Eden. Some of these folktales describe how Lilith captured Jewish babies in the night and ate them.

There is another allusion on page 67. What is it?

The famous fairy tale story of ________________________________

What do these allusions on page 67 foreshadow?

______________________________

______________________________

______________________________

Go back to page 50. List the allusions that are included on that page.

1. Conan the Barbarian
2. Barbara Streisand
3. Fiddler on the Roof
The Devil's Arithmetic Chapters 10 ~ Bringing to Life the Harsh Reality Using Word Choice, Dialogue, and Details

Name__________________________ Date__________

This chapter brings to life some of the harsh realities of the Holocaust. Let us examine how the author brings these horrific events to life for the reader.

➢ **First, write about your reactions to this chapter.** Free write about what you thought and felt as you read what happened to the characters on the train.

---

---

Now, let's take a look at what Jane Yolen does to capture these events and relate them to us in a realistic way. She does this through word choice, details, and dialogue.

➢ **What is the tone of this chapter?** Some words to describe the tone of this novel are dreadful, appalling, and terrible. Do any other words come to your mind when thinking of the tone?

---

Reread pages 77-83. Look for words, details, and dialogue that create such a realness and contribute to the tone. Complete the chart with the words, details, and dialogue that you choose. We already started it for you.

<table>
<thead>
<tr>
<th>Words that contribute to the tone</th>
<th>Details that contribute to the tone</th>
<th>Dialogue that contributes to the tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurt</td>
<td>One of the women smelled of garlic</td>
<td>“We’re locked in!”</td>
</tr>
<tr>
<td>Tears</td>
<td>...ran their fingers across their throats</td>
<td>“Help! Help Us!”</td>
</tr>
<tr>
<td>screaming</td>
<td>Hannah wept.</td>
<td></td>
</tr>
<tr>
<td>helpless</td>
<td></td>
<td>“They were beaten.”</td>
</tr>
</tbody>
</table>
Day 21

Read pages 521-527 and then complete:

Chapter 18- Section 1 Assessment Reviewing Ideas, Terms, and People

1. a. Describe
   What was the pope’s role in the Roman Catholic Church?

   b. Draw Conclusions
   How did cooperation with the pope help kings like Charlemagne and the early Holy Roman Emperors?

2. Explain
   Why did Pope Leo IX excommunicate the bishop of Constantinople?

3. a. Identify
   With whom did Pope Gregory VII clash?

   b. Elaborate
   Why do you think the pope made Emperor Henry IV wait for three days before forgiving him?

Critical Thinking

4. Critical Thinking 4. Comparing Draw a diagram like the one shown here (use the above link to see page 527 on your link). Use it and your notes to compare the power of popes to the power of kings.

5. Taking Notes on the Popes and Kings Who were the popes and kings you read about in this section? Why were they important? Start a list of important people.

Day 22

Read pages 528-532 and then complete:

Chapter 18- Section 2 Assessment

Reviewing Ideas, Terms, and People
1. a. Recall What did Pope Urban II ask Christians to do?
   b. Elaborate Why do you think so many people were willing to go on a Crusade?

2. a. Identify In which Crusade did Saladin and King Richard I fight?
   b. Rank Which Crusade do you think was the least successful? Why?

3. a. Identify What new products were introduced to Europe after the Crusades?
   b. Draw Conclusions Why did the Crusades change relationships between Christians and other groups?

Critical Thinking

4. Comparing and Contrasting Draw a diagram like the one here. Use it and your notes to compare and contrast Europe before and after the Crusades.

5. Thinking about the Crusades Look back through what you've just read and make a list of people who were important in the Crusades. What made them important?

Day 23

Read pages 533-538 and then complete:
Chapter 18- Section 3 Assessment

Reviewing Ideas, Terms, and People
1. a. Recall
   What are church officials called?
   b. Explain
   Why did people go on pilgrimages?
2. a. Identify
   What new monastery founded in France in the 900s served as an example to people around Europe?
   b. Contrast
   How were friars different from monks?
3. Analyze
   How did Thomas Aquinas think reason and faith could work together?
4. a. Identify
   What new style of religious architecture developed in Europe in the 1100s?
   b. Elaborate
   Why do you think so much of the art created in the Middle Ages was religious? Critical Thinking
5. Categorizing
Draw a chart like the one below. Using your notes, decide which of the church's roles were political, which were intellectual, and which were artistic. List each role in the appropriate column of your chart.

**Day 24**

Read pages 539-544 and then complete:

Chapter 18- Section 4 Assessment

**Reviewing Ideas, Terms, and People**

1. a. Identify What document did English nobles hope would limit the king's power?
   b. Explain How was the creation of Parliament a step toward the creation of democracy in England?
2. a. Identify Who rallied the French troops during the Hundred Years' War?
   b. Elaborate The Hundred Years' War caused much more damage in France than in England. Why do you think this was the case?
3. a. Describe What was the Black Death?
   b. Explain How did the Black Death contribute to the decline of the manor system?
   c. Elaborate Why do you think the Black Death was able to spread so quickly through Europe?

**Critical Thinking**

4. Evaluating Copy the diagram below. Use it to rank the significance of the effects of Magna Carta, the Hundred Years' War, and the Black Death. Next to the diagram, write a sentence to explain your choices.

**Day 25**

Read pages 546-551 and then complete:

Chapter 18- Section 5 Assessment

**Reviewing Ideas, Terms, and People**

1. a. Define What is heresy?
   b. Explain Why did the church send priests and friars to find heretics?
2. a. Identify Who did Spanish Christians try to drive out of their lands?
   b. Explain What was the purpose of the Spanish Inquisition?
   c. Predict How might Spanish history have been different if the Spanish had not defeated the Moors?
3. Summarize How did kings and other rulers punish Jews in the Middle Ages?
Days 26 and 27
Chapter 18 Review Chapter Review (pages 551-552) (Questions 1-20)
Reviewing Vocabulary, Terms, and People

Match the words with their definitions.

a. church officials
b. punished non-Christians in Spain
c. religious ideas that oppose church teachings
d. an English document limiting the king's powers
e. cast out from the church
f. thought faith and reason could be used together
g. a group of people who dedicate their lives to religion, live together, and follow the same rules
h. wars fought to regain the Holy Land

Comprehension and Critical Thinking
SECTION 1 (Pages 524–527)
9. a. Describe What was the relationship between Charlemagne and the pope like?
b. Contrast How did the opinions of popes like Gregory VII about power differ from those of kings like Henry IV?
c. Evaluate Do you think conflict with kings strengthened or weakened medieval popes? Why? SECTION 2 (Pages 528–532)

10. a. Identify What was the main goal of the Crusades?
b. Draw Conclusions Why do you think the Crusades changed the relationships between Christians and other groups?
c. Evaluate Which Crusade do you think was most successful? Which was least successful? Why?

SECTION 3 (Pages 533–539)

11. a. Describe How did Christianity shape art and education in the Middle Ages?
b. Analyze Why was Christianity so influential in so many areas of medieval life?
c. Elaborate How were the changes that took place in the medieval church related to its growing power and wealth?

SECTION 4 (Pages 540–543)

12. a. Describe What was the Black Death, and how did it affect Europe?
b. Make Inferences Why do some people consider Magna Carta to represent the beginning of democracy in England?
c. Predict How might Europe's history have been different if England had won the Hundred Years' War?

SECTION 5 (Pages 546–549)

13. a. Identify What were the results of the Reconquista?
b. Draw Conclusions Why were the Spanish and Portuguese Inquisitions so feared?
c. Elaborate Why do you think some Christians considered heresy such a threat?
Reviewing Themes
14. Religion In what ways did the Crusades demonstrate the power of the church in Europe?
15. Society and Culture How did the church affect the lives of ordinary people?

Days 28 and 29
Using the Internet

Reading Skills Stereotypes and Bias in History

The passage below is taken from a collection of stories called the Decameron by the Italian writer Boccaccio. In it, he describes the arrival of the Black Death in his home city of Florence. Read the passage and then answer the questions that follow.

"I say, then, that it was the year of the bountiful Incarnation of the Son of God, 1348. The mortal pestilence then arrived in the excellent city of Florence, which surpasses every other Italian city in nobility. Whether through the operations of the heavenly bodies, or sent upon us mortals through our wicked deeds by the just wrath of God for our correction, the plague had begun some years before in Eastern countries. It carried off uncounted numbers of inhabitants, and kept moving without cease from place to place. It spread in piteous fashion towards the West."

17. Do you think Boccaccio expresses any bias about the city of Florence in this passage?
18. Do any words or phrases in the passage indicate stereotypes or bias about the people of Florence? Social Studies Skills
19. Understanding Transportation Maps

Look at the map on page 550. Then describe the route taken by members of the First Crusade. Include information on directions traveled and method of transportation.

CHAPTER 18 FOCUS ON WRITING

20. Writing

Your Article Review your notes. Be sure you’ve identified the three people you think are the most important and why they’re important. Now write an article explaining why these people were so important to Europe in the Middle Ages. Keep your article short: one or two sentences to introduce your topic, a sentence or two about each important person, and a one- or two-sentence conclusion.

Day 30

Students will work on the following:

1. History and Geography

Read and answer questions on The Black Death
Pages 544-545
2. Read and answer questions on The Reconquista, 1000–1300 -page 547
3. Read and answer questions on Biography-Queen Isabella
   1451–1504-page-548
4. Read and answer questions on The Spanish Inquisition-page 549
RISING WATERS PAGE 8

DIRECTIONS: Choose words or phrases from the box below to correctly fill in the blanks in the following sentences. Each word or phrase can be used only once. Not all words or phrases will be used.

<table>
<thead>
<tr>
<th>climate change</th>
<th>floodplains</th>
<th>saturated</th>
<th>watersheds</th>
</tr>
</thead>
<tbody>
<tr>
<td>dam</td>
<td>impermeable</td>
<td>spillways</td>
<td></td>
</tr>
<tr>
<td>erosion</td>
<td>levees</td>
<td>swamping</td>
<td></td>
</tr>
<tr>
<td>flooding</td>
<td>pavement</td>
<td>tributaries</td>
<td></td>
</tr>
</tbody>
</table>

1. Many towns in flood-prone areas are surrounded by ________________ that are built to hold back rising water.

2. ________________, like the land surrounding the Mississippi River, collect and drain water into larger bodies of water, like the ocean.

3. One way engineers help prevent floods is by opening ________________ to release water into other bodies of water.

4. Dozens of ________________ have been built on the Mississippi River, blocking the natural flow of the river.

5. Scientists have determined that ________________ is likely causing increased rainfall, which leads to more frequent flooding.

6. When the ground is ________________ with water in the winter, the moisture can cause deeper parts of the ground to freeze.

7. A material that is ________________ does not allow fluids to flow through it.

8. Communities built on low-lying ________________ are at greater risk of experiencing floods than areas at higher elevations.

9. Areas that have a lot of ________________ cannot absorb as much water as more natural areas.

10. Revetments are structures that are built to prevent ________________ at bends in rivers.
KILLER FUNGUS PAGE 16

DIRECTIONS: Match each item in the left column below with its definition in the right column.

1. chytrid fungus  
   a. community of microorganisms that live in and on an organism

2. amphibian  
   b. to change from an immature form of an organism into an adult form

3. probiotic  
   c. works in the body to fight disease

4. immune system  
   d. grow living organisms in a medium, like agar, in a lab

5. spore  
   e. stage in the life cycle of a fungus

6. microbiome  
   f. microorganism that is beneficial to the health of another organism

7. culture  
   g. tails that help spores move through water

8. metamorphose  
   h. microscopic organism that infects amphibians and usually causes death

9. keratin  
   i. animal classification that includes frogs and salamanders

10. flagella  
   j. tough protein found in amphibians’ skin and mammals’ hair and nails
CRAZY CONTRAPTION PAGE 20

DIRECTIONS: Answer the following questions in complete sentences.

1. Use your own words to define a Rube Goldberg Machine.

2. Explain the purpose of a simple machine.

3. Study the image (pages 20-21) of the contraption that can turn on a light bulb. Give an example of a simple machine that is included in the contraption. Explain why it is a simple machine and how it transfers energy from one place to another.

4. Describe at least three factors judges used to evaluate the contraptions in the Rube Goldberg Machine Contest.

5. Explain how testing their machine helped Olivia’s team succeed in the contest. Cite evidence from the article to support your answer.
**BREAKING BARRIERS PAGE 24**

**DIRECTIONS:** Choose the correct answer for each of the questions below.

1. Why was the October 2019 event on the International Space Station (ISS) historic?
   - A. A female astronaut completed a spacewalk for the first time.
   - B. It was the first time a space mission was commanded by a woman.
   - C. The ISS was inhabited by an all-women crew for the first time.
   - D. It was the first time two women completed a spacewalk together.

2. According to the article, what factor had a large impact on the lack of women in early space missions?
   - A. Astronauts had to be at least 6 feet tall.
   - B. Only military test pilots could become astronauts.
   - C. Astronauts had to complete an extreme strength test to be accepted.
   - D. Only men were allowed to work at NASA until 1975.

3. In which year did the first American woman fly into space?
   - A. 1969
   - B. 1972
   - C. 1983
   - D. 1995

4. Which of the statements is NOT supported by the information in the text?
   - A. An astronaut cannot safely do a spacewalk in an ill-fitting spacesuit.
   - B. A moonwalk requires a different type of spacesuit than a spacewalk.
   - C. Spacesuits are designed to last through many missions.
   - D. Engineers considered the diversity of today's astronauts when designing the new spacesuits.

5. Which of the following BEST describes the author's purpose for including the following fact: In 2013, the NASA astronaut class had equal numbers of men and women for the first time?
   - A. To explain why new spacesuits are needed
   - B. To show that women will soon outnumber men in space exploration
   - C. To highlight the importance of women in space exploration
   - D. To show that female representation in space exploration has increased

---

**A BETTER BOARD PAGE 28**

**DIRECTIONS:** Read each statement and decide whether it is true (T) or false (F). Write your response in the space provided.

1. Carson wanted to design a smaller skateboard so that it would be easier to control.
   - T

2. Carson skipped an important step when building his first prototype.
   - F

3. The Locker Board has an oblong shape to fit better in a locker.
   - T

4. The current Locker Board design is the same as Carson's initial prototype.
   - F

5. The purpose of using blemish boards is to decrease waste and therefore reduce the environmental impact of Carson's Locker Boards.
   - T

---

Permission granted by Science World to reproduce for classroom use only. ©2020 by Scholastic Inc. All rights reserved.
Name:

**I NOTICE, I WONDER**

Scientists often make observations and ask questions when they investigate a topic. Before you read, examine an image, or several images, from an article in *Science World*. Record your observations about the image(s) on the left side of the T-chart. Then look at the image(s) and, on the right side of the T-chart, record the questions you have about the image. Come up with as many observations and questions as you can. Share your ideas with a partner or small group.

<table>
<thead>
<tr>
<th>I Notice . . .</th>
<th>I Wonder . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READ THE ARTICLE:** What important information did you gather from the article that helps explain the image(s)? Which questions, if any, did the article answer from your “I Wonder . . .” column?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Permission granted by *Science World* to reproduce for classroom use only. ©2020 by Scholastic Inc.
I NOTICE, I WONDER

Scientists often make observations and ask questions when they investigate a topic. Before you read, examine an image, or several images, from an article in Science World. Record your observations about the image(s) on the left side of the T-chart. Then look at the image(s) and, on the right side of the T-chart, record the questions you have about the image. Come up with as many observations and questions as you can. Share your ideas with a partner or small group.

<table>
<thead>
<tr>
<th>&quot;I Notice . . .&quot;</th>
<th>&quot;I Wonder . . .&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

READ THE ARTICLE: What important information did you gather from the article that helps explain the image(s)? Which questions, if any, did the article answer from your "I Wonder . . ." column?

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>RESPONSE</th>
<th>RESPONSE</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Permission granted by Science World to reproduce for classroom use only. ©2020 by Scholastic Inc.
SLICK TRICK

In “A Better Board” (p. 28), you learned how Carson Kropl designed a skateboard that could fit in his locker at school. One basic trick that skateboarders like Carson perform is the ollie—the skateboarder makes a jump forward that keeps the board under the skateboarder’s feet. Study the description and images below of professional skater Tony Hawk performing an ollie to learn about the physics behind the feat. Then answer the questions on the right.

1. On the approach, Hawk bends his knees to lower his center of mass, or point around which the mass in his body is centered. This is his balancing point. The lower the center of mass, the easier it is to balance.

2. Hawk straightens his knees and raises his center of mass. He also exerts a sharp, downward force with his back foot on the tail of the board. That forces the board’s nose up.

3. The ground pushes back on Hawk’s board with an equal and opposite force to the one he used to push down. This force plus his upward momentum launch him into the air.

4. Midair over the bench, Hawk pulls his knees to his chest. His front foot exerts a downward force on the nose of the board. This raises the board’s tail and levels it off so it stays in contact with his back foot.

5. The downward pull of gravity balances out the upward forces acting on Hawk and causes him to drop. With both feet on the board, Hawk lands and bends his knees to absorb the impact.

Using the photos and text in the “How to Ollie” diagram, answer the following questions in complete sentences.

QUESTIONS

1. What causes Hawk to drop back to the ground after performing the ollie?

2. Why do you think skateboarders often bend their knees when performing tricks?

3. The force with which Hawk pushes down on the board in step 2 affects how high he jumps in step 3. Explain why.

4. What do you think would happen to Hawk’s board if he were to push down equally with both feet as he jumped instead of mainly with his back foot? Explain your answer.
7th PreAlgebra- Warlick
Days 21-30 Plans
All workbook assignments come from Envision Math Volume 1

Day 21- Topic 1 lessons 1 and 5
Students will complete 20 mins of ALEKS

Day 22- Topic 1 lessons 9 and 10
Students will complete 20 mins of ALEKS

Day 23- Topic 3 lessons 1 and 2
Students will complete 20 mins of ALEKS

Day 24- Topic 3 lessons 3 and 4
Students will complete 20 mins of ALEKS

Day 25- Topic 3 lessons 5 and 6
Students will complete this week’s KHAN ACADEMY assignments

Day 26- Topic 4 lessons 1 and 2
Students will complete 20 mins of ALEKS

Day 27- Topic 4 lessons 3 and 4
Students will complete 20 mins of ALEKS

Day 28- Topic 4 lessons 5 and 6
Students will complete 20 mins of ALEKS

Day 29- Topic 5 lessons 1 and 2
Students will complete 20 mins of ALEKS

Day 30- Topic 5 lessons 3 and 4
Students will complete this week’s KHAN ACADEMY assignments
7th Grade Math Majbour - Days 21-30

Use your multiplication chart or calculator

Day 21
1. Envision workbook volume 1: read pages 189-191
2. Complete pages 192-193 Pick 10 problems from #’s 1-16
3. ALEKS for 20 minutes

Day 22
1. Envision workbook volume 1: read pages 195-197
2. Complete pages 189-199 Pick any 10 problems from #’s 1-13
3. ALEKS for 20 minutes

Day 23
1. Envision workbook volume 1: read pages 201-203
2. Complete pages 204-205 Pick any 10 problems from #’s 1-14
3. ALEKS for 20 minutes

Day 24
1. Envision workbook volume 1: read pages 207-209
2. Complete pages 210-211 Pick any 10 problems from #’s 1-16
3. ALEKS for 20 minutes

Day 25
1. Envision workbook volume 1: read pages 213-215
2. Complete pages 216-217 Pick any 10 problems from #’s 1-14
3. ALEKS for 20 minutes
Day 26
1. Envision workbook volume 1: read pages 225-227
2. Complete pages 228-229 Pick any 10 problems from #’s 1-14
3. ALEKS for 20 minutes

Day 27
1. Envision workbook volume 1: read pages 149-151
2. Complete pages 152-153 Pick 10 problems from #’s 1-13
3. ALEKS for 20 minutes

Day 28
1. Envision workbook volume 1: read pages 231-233
2. Complete pages 234-235 Pick any 10 problems from #’s 1-14
3. ALEKS for 20 minutes

Day 29
1. Envision workbook volume 2: read pages 385-387
2. Complete pages 388-389 Pick any 7 problems from #’s 1-10
3. ALEKS for 20 minutes

Day 30
1. Envision workbook volume 2: read pages 391-393
2. Complete pages 394-395 Pick any 6 problems from #’s 1-9
3. ALEKS for 20 minutes
Day 21
- Envision workbook Volume 1: Lesson 4-1: Read pages 189 - 191
- Complete pages 192-193 # 1-16
- ALEKS for 20 minutes
- Khan Academy

Day 22
- Envision workbook Volume 1: Lesson 4-2: Read pages 195 - 197
- Complete pages 198 - 199 # 1- 13
- ALEKS for 20 minutes
- Khan Academy

Day 23
- Envision workbook Volume 1: Lesson 4-3: Read pages 201 - 203
- Complete pages 204 - 205 # 1 - 14
- ALEKS for 20 minutes
- Khan Academy

Day 24
- Envision workbook Volume 1: Lesson 4-4: Read pages 207 - 209
- Complete pages 210 - 211 # 1- 16
- ALEKS for 20 minutes
- Khan Academy

Day 25
- Envision workbook Volume 1: Lesson 4-5: Read pages 213 - 215
- Complete pages 216 - 217 # 1-14
- ALEKS for 20 minutes
- Khan Academy

Day 26
- Envision workbook Volume 1: Lesson 4-6: Read pages 225 - 227
- Complete pages 228 - 229 # 1- 14
- ALEKS for 20 minutes
- Khan Academy

Day 27
- Envision workbook Volume 1: Lesson 4-7: Read pages 231 - 233
- Complete pages 234 - 235 # 1- 14
- ALEKS for 20 minutes
- Khan Academy
Day 28

- Envision workbook Volume 1: Lesson 4-8: Read pages 237 - 239
- Complete pages 240 - 241 # 1-12
- ALEKS for 20 minutes
- Khan Academy

Day 29

- Envision workbook Volume 2: Lesson 7-5: Read pages 385 - 387
- Complete pages 388 - 389 # 1-10
- ALEKS for 20 minutes
- Khan Academy

Day 30

- Envision workbook Volume 2: Lesson 7-6: Read pages 391 - 393
- Complete pages 394 -395 # 1-9
- ALEKS for 20 minutes
- Khan Academy
7th Grade Mathematics: Mr. Phinn/Ms. Salti
Arabic Bilingual Students

Day 21

- Envision workbook Volume 1: Lesson 4-1: Read pages 189 - 191
- Complete pages 192-193 # 6,7,8,9,10,11,12,13,14
- ALEKS for 20 minutes
- Khan Academy

Day 22

- Envision workbook Volume 1: Lesson 4-2: Read pages 195 - 197
- Complete pages 198 - 199 # 4,5,6,7,8,9,10,12
- ALEKS for 20 minutes
- Khan Academy

Day 23

- Envision workbook Volume 1: Lesson 4-3: Read pages 201 - 203
- Complete pages 204 - 205 # 4,5,6,7,8,9,10,11,12,14,15,16
- ALEKS for 20 minutes
- Khan Academy

Day 24

- Envision workbook Volume 1: Lesson 4-4: Read pages 207 - 209
- Complete pages 210 - 211 # 5,6,7,8,9,10,11,12,13,14
- ALEKS for 20 minutes
- Khan Academy

Day 25

- Envision workbook Volume 1: Lesson 4-5: Read pages 213 - 215
- Complete pages 216 - 217 # 4,5,6,7,8,9,11
- ALEKS for 20 minutes
- Khan Academy

Day 26

- Envision workbook Volume 1: Lesson 4-6: Read pages 225 - 227
- Complete pages 228 - 229 # 6,7,8,9,10,11,12,14a,14b
- ALEKS for 20 minutes
- Khan Academy

Day 27

- Envision workbook Volume 1: Lesson 4-7: Read pages 231 - 233
- Complete pages 234 - 235 # 4a,4b,4c,4d,6,7,8,9,17,20
- ALEKS for 20 minutes
- Khan Academy
Day 28

- Envision workbook Volume 1: Lesson 4-8: Read pages 237 - 239
- Complete pages 240 - 241 # 4,5a,5b,10,11a
- ALEKS for 20 minutes
- Khan Academy

Day 29

- Envision workbook Volume 2: Lesson 7-5: Read pages 385 - 387
- Complete pages 388 - 389 # 4,5,6,7,8a,8b,10
- ALEKS for 20 minutes
- Khan Academy

Day 30

- Envision workbook Volume 2: Lesson 7-6: Read pages 391 - 393
- Complete pages 394 - 395 # 4,5a,5b,6,7,8
- ALEKS for 20 minutes
- Khan Academy
Day 21
- Envision workbook Volume 1: Lesson 4-1: Read pages 189 - 191
- Complete pages 192-193 # 6,7,8,9,10,11,12,13,14
- ALEKS for 20 minutes
- Khan Academy

Day 22
- Envision workbook Volume 1: Lesson 4-2: Read pages 195 - 197
- Complete pages 198 - 199 # 4,5,6,7,8,9,10,12
- ALEKS for 20 minutes
- Khan Academy

Day 23
- Envision workbook Volume 1: Lesson 4-3: Read pages 201 - 203
- Complete pages 204 - 205 # 4,5,6,7,8,9,10,11,12,14,15,16
- ALEKS for 20 minutes
- Khan Academy

Day 24
- Envision workbook Volume 1: Lesson 4-4: Read pages 207 - 209
- Complete pages 210 - 211 # 5,6,7,8,9,10,11,12,13,14
- ALEKS for 20 minutes
- Khan Academy

Day 25
- Envision workbook Volume 1: Lesson 4-5: Read pages 213 - 215
- Complete pages 216 - 217 # 4,5,6,7,8,9,11
- ALEKS for 20 minutes
- Khan Academy

Day 26
- Envision workbook Volume 1: Lesson 4-6: Read pages 225 - 227
- Complete pages 228 - 229 # 6,7,8,9,10,11,12,14a,14b
- ALEKS for 20 minutes
- Khan Academy

Day 27
- Envision workbook Volume 1: Lesson 4-7: Read pages 231 - 233
- Complete pages 234 - 235 # 4a,4b,4c,4d,6,7,8,9,17,20
- ALEKS for 20 minutes
- Khan Academy
Day 28

- Envision workbook Volume 1: Lesson 4-8: Read pages 237 - 239
- Complete pages 240 - 241 # 4,5a,5b,10,11a
- ALEKS for 20 minutes
- Khan Academy

Day 29

- Envision workbook Volume 2: Lesson 7-5: Read pages 385 - 387
- Complete pages 388 - 389 # 4,5,6,7,8a,8b,10
- ALEKS for 20 minutes
- Khan Academy

Day 30

- Envision workbook Volume 2: Lesson 7-6: Read pages 391 - 393
- Complete pages 394 -395 # 4,5a,5b,6,7,8
- ALEKS for 20 minutes
- Khan Academy