

Taylor County Schools

Day 5

Seventh Grade



1. Complete this packet on the fifth ICE Day.
2. Write your name on the booklet.
3. Return this completed packet after the ICE Pack Day. You will keep the others in the envelope for future ICE Pack Days.

Name: _____

Student Name: _____ Teacher: _____

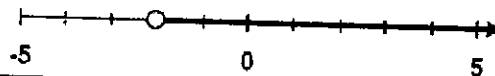
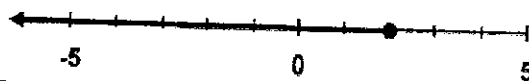
GRAPHING INEQUALITIES #3 (ONE VARIABLE)

Directions: Solve each inequality and then graph the solution on the number line. For all “less than” inequalities, you should draw your line to the left. For all “greater than” inequalities, draw your solution to the right. Shade your circle in whenever you see \leq or \geq .

Examples:

$$\begin{aligned} x+1 &< 4 \\ x &\leq 3 \end{aligned}$$

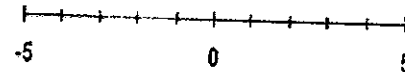
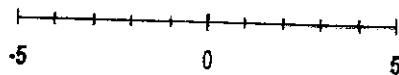
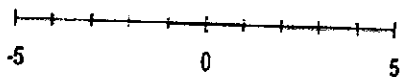
$$\begin{aligned} x-1 &> -3 \\ x &> -2 \end{aligned}$$



1) $x+1 \leq -1$

2) $x-2 > -5$

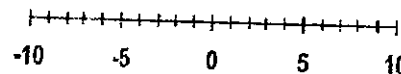
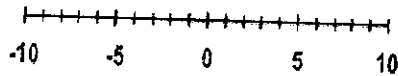
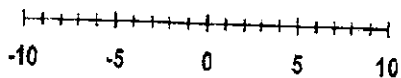
3) $3+x \geq 5$



4) $x+12 \geq 2$

5) $x+2 < 9$

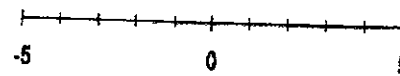
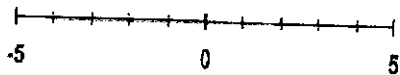
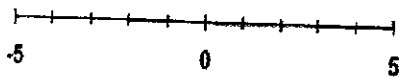
6) $x-4 < -5$



7) $x+4 > 4$

8) $x+1 > -2$

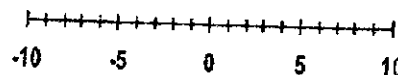
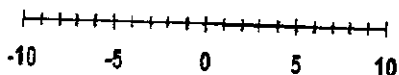
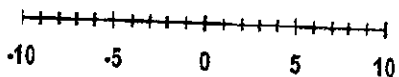
9) $x+5 < 9$



10) $-8+x \geq -2$



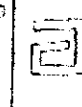



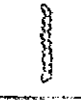



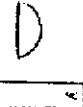

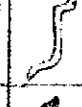



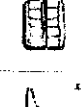
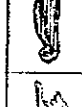


11) $x+6 \leq 10$

12) $-x+2 < 7$



Student Name: _____ Teacher: _____

Task 1: Imagine you are a code breaker of the ancient Egyptian language
















				
				
				
				

Ancient Egyptians used hieroglyphic writing, where different signs were used for different sounds. Use the table of hieroglyphs to decipher these English words:




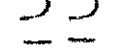

- a) _____
- _____
- _____
- _____
- _____


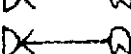


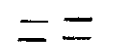
- b) _____
- _____
- _____
- _____
- _____

Task 2: Here are ancient Egyptian numbers

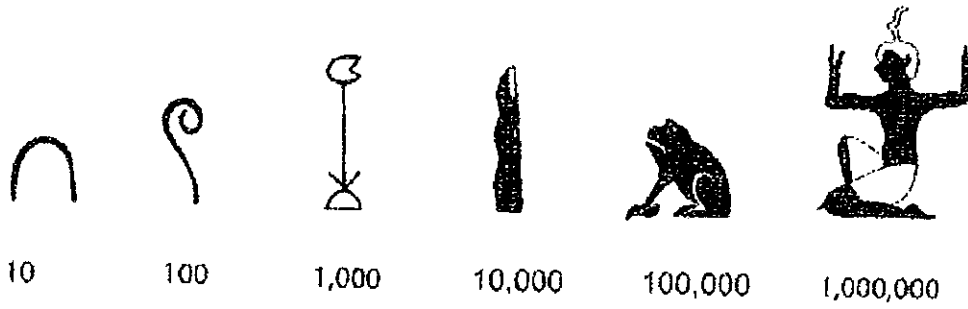
1	2	3	4	5	6	7	8	9
								
10	100	1,000	10,000	100,000	1,000,000			
								

a) Convert these ancient Egyptian numbers to modern-day decimal numbers

 =  +  +  +  =

 =  +  +  +  =

Student Name: _____ Teacher: _____



b) Convert these modern-day decimal numbers to ancient Egyptian numbers

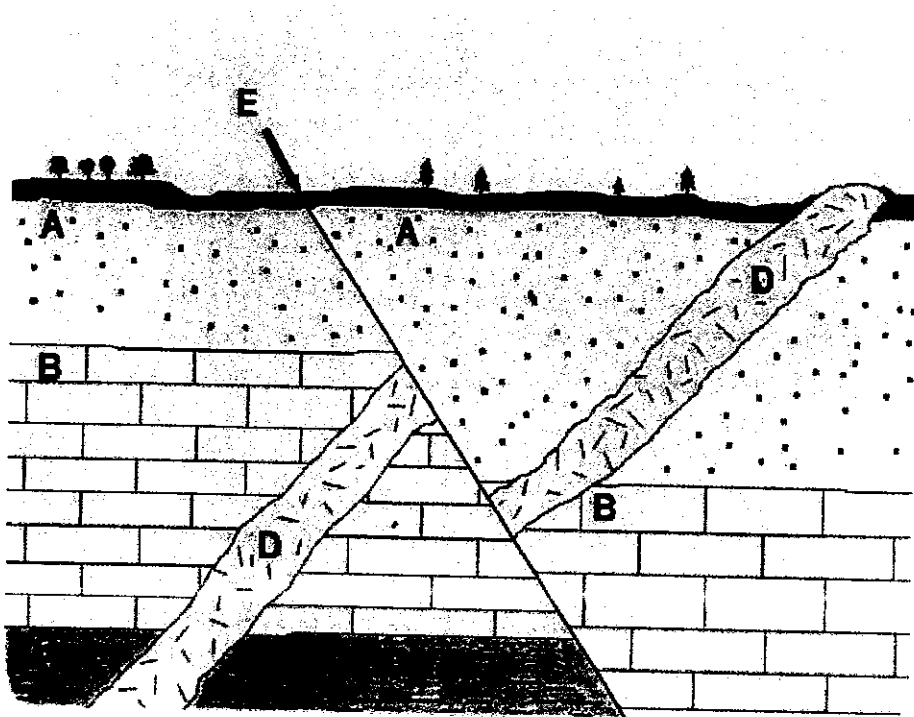
i) 222 =

ii) 13,245 =

Student Name: _____ Teacher: _____

Principle of Superposition and Ancient Environments

1. List the layers in order from oldest to youngest. Use all the letters in your list.



1. _____

Youngest Oldest

- 2. What happened to cause E? _____
- 3. Why is A rock on the left smaller than the A rock on the right? _____

- 4. What caused D rock to form? _____
- 5. What environment could C rock have been formed? _____

- 6. What environment could B rock have been formed? _____

- 7. What environment could A rock have been formed? _____

- 8. What is below B rock on the right side of the picture? _____

Student Name: _____ Teacher: _____

Name: _____

Correct the Transition Word Mistakes

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example 1:

We arrived late at the movie; *indeed*, we missed the first thirty minutes.

Indeed is a transition word. It clarifies how late we arrived at the movie.

Example 2:

We arrived late at the movie; *however* we missed the first thirty minutes.

However is the transition word in the second example, but doesn't make sense as it is used in the sentence. *However* is a transition word that shows contrast, yet there is no contrast to be made. Both clauses are about being late to the movie. A better sentence with *however* would be:

Example 3:

We left early to go to the movie; *however*, we still missed the first thirty minutes.

In Example 3, *however* shows the contrast between leaving early and still missing the beginning of the movie.

Below are sentences with misused transition words. Cross out the incorrect transition words and write a better one in the space below the sentence.


1. Tim earned an A on the test; *even so*, Justin also received an A.
2. The book was interesting; *as a result*, it was hard to read.
3. Gordon finished his chores early; *meanwhile*, he had time to play football.
4. Sarah's horse is beautiful; *instead*, it is well-bred.
5. The sailors prepared the ship to sail; *otherwise*, the dock workers loaded the cargo.
6. Her sister had a cold; *however*, Julie's family canceled the trip.
7. Oranges are good for you; *nevertheless*, they are full of vitamin C.
8. Two seats were left on the bus; *similarly*, most of the group had to wait for the next one.

Student Name: _____

Teacher: _____

Student Handout #20

How Do Your Rate Your Day's Food and Drink Choices? What Steps Could You Take to Make Smarter Food and Drink Choices?

Food Groups	Tip	How many calories do you need daily? <small>Below write your food group goals, based on your day's calorie need. (See handout #9.)</small>	Where do your food and drink choices fit in the food groups?	How much did you consume from each food group?
<p>What did you eat and drink today? Write amounts, too.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Food Groups</p>  <p>Fruit</p>	<p>(Some foods and drinks such as sodas, cakes, cookies, donuts, ice cream, and candy, are high in fats and sugars. Limit those.)</p> <p>Choose fresh, frozen, canned, and dried fruit more often than juice.</p>	<p>_____ cups</p> <p>_____ cups</p> <p>_____ cups</p> <p>_____ cups</p>	<p>_____ cups <small>(See handout #10.)</small></p> <p>_____ cups <small>(See handout #12.)</small></p> <p>_____ ounce equivalents <small>(See handout #14.)</small></p> <p>_____ cups <small>(See handout #16.)</small></p> <p>_____ ounce equivalents <small>(See handout #18.)</small></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Vegetables</p>	<p>Aim for variety every day: dark-green, red and orange, beans and peas,* starchy, and other vegetables.</p>	<p>_____ cups</p> <p>_____ cups</p> <p>_____ cups</p>	<p>_____ cups <small>(See handout #10.)</small></p> <p>_____ cups <small>(See handout #12.)</small></p> <p>_____ ounce equivalents <small>(See handout #14.)</small></p> <p>_____ cups <small>(See handout #16.)</small></p> <p>_____ ounce equivalents <small>(See handout #18.)</small></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Grain</p>	<p>Make at least half your grains whole grain.</p>	<p>_____ cups</p> <p>_____ cups</p> <p>_____ cups</p>	<p>_____ ounce equivalents <small>(See handout #14.)</small></p> <p>_____ cups <small>(See handout #16.)</small></p> <p>_____ ounce equivalents <small>(See handout #18.)</small></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Dairy</p>	<p>Include low-fat and fat-free dairy foods every day.</p>	<p>_____ cups</p> <p>_____ cups</p> <p>_____ cups</p>	<p>_____ ounce equivalents <small>(See handout #14.)</small></p> <p>_____ cups <small>(See handout #16.)</small></p> <p>_____ ounce equivalents <small>(See handout #18.)</small></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Protein foods</p>	<p>Aim for variety. Choose fish, lean meat and poultry, beans and peas,* nuts and seeds each week.</p>	<p>_____ ounce equivalents</p> <p>_____ cups</p> <p>_____ cups</p>	<p>_____ ounce equivalents <small>(See handout #18.)</small></p> <p>_____ cups <small>(See handout #16.)</small></p> <p>_____ ounce equivalents <small>(See handout #18.)</small></p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Physical activity (It's important tool!)</p>	<p>Be active every day. Choose activities you like and that fit into your life.</p>	<p>Be physically active for at least 60 minutes a day.</p>	<p>_____ minutes</p>

How did you do today? Great So-so Not so great

I can take this step(s) to eat healthier tomorrow.

I can take this step(s) to be more physically active tomorrow.

* When you rate your plate, beans and peas count as either vegetables or protein foods, but not both. It's up to you to decide how to count them.

Go online for an interactive way to rate your plate: www.ChooseMyPlate.gov. Then click on "Analyze My Diet."

Student Name: _____ Teacher: _____

Application

AEROBIC AND ANAEROBIC ACTIVITY

A. Read the list of activities below. Circle each activity that features aerobic exercise. Draw a line under each activity that features anaerobic exercise.

- | | | | | |
|-----------------|-------------------|------------|------------------|----------------------|
| aerobic dancing | mountain climbing | golf | boxing | downhill skiing |
| fencing | speed swimming | baseball | speed skating | basketball |
| tumbling | wrestling | karate | horseback riding | scuba diving |
| tennis | weightlifting | ballet | rowing | racquetball |
| swimming | hiking | gymnastics | soccer | bicycling |
| sprinting | jogging | walking | table tennis | cross-country skiing |

B. Answer the following questions.

1. Which activities could be aerobic or anaerobic depending on how you performed them?

2. How does participating in aerobic and anaerobic activities improve cardiovascular fitness?

3. Which type of activity, aerobic or anaerobic, is better for building cardiovascular fitness? Explain.

4. What is the best way to determine if an activity contributes to cardiovascular fitness?

5. Why is it important to develop cardiovascular fitness early in life?

6. Besides exercising regularly, what can you do to maintain cardiovascular fitness?

7. Elaine would like to build cardiovascular fitness. She likes to jog. Use the FIT formula principles to explain how Elaine might best build cardiovascular fitness through jogging.

Student Name: _____ Teacher: _____

Music Careers Word Search

by Ms. Garrett

www.musictechteacher.com

B F Y I S O R H Z C X N G S R
L T S I P A R E H T B I W V V
C R V E O R M Z Y T P Z V V N
L L V N M F J P B W C Y X V A
S O N G W R I T E R A M A X I
P R O D U C E R R F E L P R R
T H N R O T A R U C H J P O A
E J R E T A I L E R V A R T R
A G R E S O P M O C L R A C B
C R E E N I G N E N X F I U I
H K L V X R Q Z L K U N S D L
E I E G U C R I T I C C E N T
R A R E N U T O N A I P R O I
Y R E D A E L D N A B F Q C A
R Y E K C O J K S I D K I V Q

LIBRARIAN
LAWYER
RETAILER
CURATOR
BANDLEADER
THERAPIST
COMPOSER
ENGINEER
DISKJOCKEY
CONDUCTOR
TEACHER
CRITIC
PIANOTUNER
SONGWRITER
APPRAISER
PRODUCER

TO THE INTERNET

Exercise 15: It is hard to imagine a world without the Internet. For some people it is simply impossible to imagine! Let's find out how addicted you are to the Internet.

1) I prefer surfing the web or using Facebook to spending time with my family.

- a) rarely b) sometimes c) often

2) When the Internet doesn't work, I get moody and nervous.

- a) rarely b) sometimes c) often

3) I feel uncomfortable when people ask about what I do online.

- a) rarely b) sometimes c) often

4) I can't sleep because I am online or use my phone late at night.

- a) rarely b) sometimes c) often

5) Life without the Internet or my phone would be boring.

- a) rarely b) sometimes c) often

6) I stay online on my PC or phone longer than I intend to.

- a) rarely b) sometimes c) often

7) My family or friends complain that I am online too much.

- a) rarely b) sometimes c) often

8) My grades at school would be higher if I didn't spend so much time online.

- a) rarely b) sometimes c) often

9) I check my email before doing other things.

- a) rarely b) sometimes c) often

10) I easily get annoyed when people disturb me while I am online or using my phone.

- a) rarely b) sometimes c) often

Let's find out if you are addicted to the Internet. Add up the points of your answers to get your final score.

- a) rarely = 1 point
 b) sometimes = 3 points
 c) often = 5 points

My score: _____

10 – 18: You are a normal Internet user. Sometimes you may use the Internet a bit too much, but you can control yourself. You go offline when you want to.

19 – 30: You are having some problems with the use of your phone or the Internet. It is time to realize that you should go online a bit less often.

31 – 50: You are very addicted and you are having some serious problems. You should immediately cut the time you spend online and evaluate the impact the Internet has on your life!

