



# Review & Enrichment

Week of April 20<sup>th</sup>

Grade 7

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.



McKeesport Area School District  
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 7 <sup>th</sup> Grade Science			LESSON TITLE: Characteristics of Living Organisms	
<input type="checkbox"/> LESSON 1: 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input type="checkbox"/> LESSON 2: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> LESSON 3: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> LESSON 4: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input checked="" type="checkbox"/> LESSON 5: 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks
<b>STANDARD(S):</b> 3.1.7. A5 Explain how the cell is the basic structural and functional unit of living things 3.1.6.A4 Recognize that all organisms are composed of cells and that many organisms are unicellular and must carry out all life functions in one cell.				
<b>INSTRUCTIONAL OUTCOMES:</b> Students will: <ul style="list-style-type: none"><li>• Understand characteristics common to living organisms</li><li>• Apply this knowledge to identify the characteristics within a description of an item.</li><li>• Use support from the description to write a paragraph identifying an item as living or non-living.</li></ul>				
<b>STUDENT PARTICIPATION (<i>Lesson steps</i>):</b> Students will: <ol style="list-style-type: none"><li>1. Review notes to answer the following question: “What are characteristics of ALL living things? A copy will be provided for students who do not have their notebooks at home.</li><li>2. Students will conduct a multiple read of the passage “The Martian and the Car” assuming the roles of a prosecutor arguing that the car IS NOT a living thing for the following purposes and the defense attorney defending that it IS a living things;<ul style="list-style-type: none"><li>- First read: Identify characteristics that show the car is a NON-LIVING thing and list them under prosecutor.</li><li>- Second read: Identify characteristics that show the car is a LIVING thing and list them under defense attorney.</li></ul></li><li>3. Students will “weight the evidence” to determine for themselves whether the car is living or is non-living and write a paragraph supporting their answer.</li></ol>				
<b>ACCOMMODATIONS:</b> For struggling learners: <ul style="list-style-type: none"><li>• Regarding the guided notes, the information may be annotated, chunked, diffused, or more detailed to elicit comprehension.</li><li>• Regarding the passage and lists, the text may be annotated, chunked, diffused, or highlighted to elicit comprehension and guide students in locating evidence. Additionally, students may be directed only to find the non-living characteristics.</li><li>• Students will not complete part B of the assignment.</li></ul> For advanced learners: <ul style="list-style-type: none"><li>• Regarding the guided notes, students may be asked to annotate the existing information to make meaning of the text.</li><li>• Regarding the passage and lists, students may be asked to annotate reasons for their choices.</li><li>• Regarding the paragraph, students may be asked to include more details not present in the passage from prior knowledge, notes, or internet research.</li></ul>				
<b>RESOURCES</b> <ul style="list-style-type: none"><li>• Writing utensil</li><li>• Guided Notes/ Notebook</li></ul>				
<b>EVIDENCE OF LEARNING</b> Students will demonstrate their: <ul style="list-style-type: none"><li>• Understanding of characteristics of living and nonliving things by properly identifying and listing them as either the prosecutor or defense attorney section of the handout</li><li>• Ability to determine whether an item (a car) is living or non-living through writing a paragraph of support.</li></ul>				

### CHAPTER ONE GUIDED NOTE REVIEW QUESTION

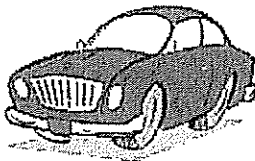
What are characteristics of all living things?

- |                    |                        |                      |
|--------------------|------------------------|----------------------|
| • Made up of cells | • Grows and Develops   | • Life Span          |
| • Reproduces       | • Responds to Stimulus | • Adapts and Evolves |
| • Requires Energy  | • Homeostasis- balance |                      |

**PART A DIRECTIONS:** Read the passage once to identify support that the car IS NOT living based on the above characteristics of living things. List them below under the Prosecutor section on the bottom left. Then, reread the passage to identify support that the car IS living based on the above characteristics of living things. List those in the Defense Attorney section on the bottom right.

#### "The Martian and the Car"

Marty Martian was sent to Earth by the Martian government to find life. While on Earth, Marty captured a car and



brought it back to Mars. He thought he'd found a good example of life on Earth. The Martian government does not believe that the car Marty brought back is alive. Marty must stand trial for failing to perform his Martian duties. At the trial, Marty spoke in his defense. "I first saw these life forms rolling along roads in great numbers. They were giving off thick clouds of poisonous waste as they moved. They seemed to exhibit herding



behavior, as many of the cars moved in the same direction. They appeared to have a great deal of energy, some of them moved faster than 60 kilometers per hour. When one of these life forms stopped or slow down, the others behind it responded. They slowed down and gave off a reddish light from the back, and sometimes they would make honking noises. I observed that they would stop to feed on a liquid substance."

The Prosecutor argues that, "This IS NOT a living thing because..."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The Defense Attorney argues that this IS a living thing because..."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## CHAPTER ONE GUIDED NOTE REVIEW QUESTION

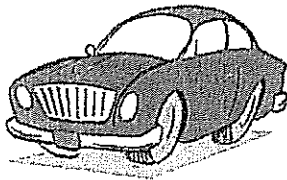
What are characteristics of all living things?

- Made up of cells
- Reproduces
- Requires Energy
- Grows and Develops
- Responds to Stimulus
- Homeostasis- balance
- Life Span
- Adapts and Evolves

**PART A DIRECTIONS:** Read the passage once to identify support that the car *IS NOT* living based on the above characteristics of living things. List them below under the Prosecutor section on the bottom left. Then, reread the passage to identify support that the car *IS* living based on the above characteristics of living things. List those in the Defense Attorney section on the bottom right.

### "The Martian and the Car"

Marty Martian was sent to Earth by the Martian government to find life. While on Earth, Marty captured a car and brought it back to Mars. He thought he'd found a good example of life on Earth. The Martian government does not believe that the car Marty brought back is alive. Marty must stand trial for failing to perform his Martian duties. At the trial, Marty spoke in his defense. "I first saw these life forms rolling along roads in great numbers. They were giving off thick clouds of poisonous waste as they moved. They seemed to exhibit herding



behavior, as many of the cars moved in the same direction. They appeared to have a great deal of energy, some of them moved faster than 60 kilometers per hour. When one of these life forms stopped or slow down, the others behind it responded. They slowed down and gave off a reddish light from the back, and sometimes they would make honking noises. I observed that they would stop to feed on a liquid substance."

The Prosecutor argues that, "This IS NOT a living thing because..."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The Defense Attorney argues that this IS a living thing because..."

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**PART B DIRECTIONS:** Please use lined paper. (10 points)

Now that you have listed evidence for both sides, write a paragraph explaining why the car is a living or non-living thing. Be as descriptive as possible.



McKeesport Area School District  
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: Math Grade 7		LESSON TITLE: Circles		
<input type="checkbox"/> LESSON 1: 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input type="checkbox"/> LESSON 2: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> LESSON 3: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> LESSON 4: 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input checked="" type="checkbox"/> LESSON 5: 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks
STANDARD(S): 7.G.A Draw, construct, and describe geometrical figures and describe the relationships between them.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none"><li>• Understand the characteristics that make a shape a circle.</li><li>• Comprehend the terms "diameter," "center," "radius," and "circumference" in reference to parts of a circle.</li><li>• Describe (orally and in writing) the defining characteristics of a circle.</li></ul>				
STUDENT PARTICIPATION ( <i>Lesson steps</i> ): Students will: <ol style="list-style-type: none"><li>1. Read the notes and lesson examples (1 &amp; 2)</li><li>2. Complete the multiple choice questions #1-9</li><li>3. Answer the open ended response question-#10 parts a and b</li></ol>				
ACCOMMODATIONS: <ul style="list-style-type: none"><li>• Accommodations (For struggling learners/advanced learners) will be reflected by the handouts that are distributed to each student prior to the cold weather days.</li><li>• Calculators are permitted.</li></ul>				
HANDOUTS & RESOURCES <ul style="list-style-type: none"><li>• Circle Packet</li><li>• Refer to the <i>Open Up Math Resources Grades 6-8</i> website below if additional guidance is necessary to complete the assignment from this lesson on circles.</li></ul> <p style="text-align: center;">No account required!</p> <p style="text-align: center;"><a href="https://openupresources.org/math-curriculum">https://openupresources.org/math-curriculum</a></p>				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none"><li>• Understanding of the characteristics that make a shape a circle by being able to comprehend the terms "diameter," "center," "radius," and "circumference" in reference to parts of a circle in order to identify and describe the relationship between them.</li></ul>				

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

Date: \_\_\_\_\_

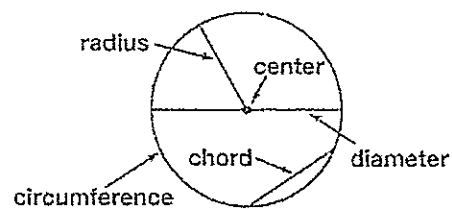
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# Circles

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## Parts of a Circle

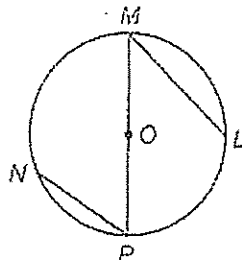
A circle is a closed plane figure, all of whose points are the same distance from a point called its center. You should know the different parts of a circle.



- The circumference is the distance around the circle.
- A chord is a line segment with two endpoints on the circle.
- A diameter of a circle is a line segment that passes through its center and has endpoints on the circle. Since it has two endpoints on the circle, a diameter is also a chord.
- A radius of a circle is a line segment that has one endpoint at the center of the circle and the other endpoint on the circle.

### EXAMPLE 1

In circle  $O$ , which of the following is not a chord?



- A  $\overline{ML}$
- B  $\overline{MP}$
- C  $\overline{MO}$
- D  $\overline{NP}$

**STRATEGY:** Eliminate answer choices that show chords.

**STEP 1:** Look at answer Choice A.

$\overline{ML}$  is another way to name line segment  $ML$ .

Points  $M$  and  $L$  are on the circle, so line segment  $ML$  is a chord.

**STEP 2:** Look at answer Choice B.

$\overline{MP}$  passes through the center of the circle and has endpoints on the circle. So, it is a diameter.

All diameters are also chords, so  $\overline{MP}$  is a chord.

**STEP 3:** Look at answer Choice C.

Point  $M$  is on the circle, but point  $O$  is the center of the circle.

So,  $\overline{MO}$  is a radius, not a chord.

**STEP 3:** Check answer Choice D, just to make sure.

Points  $N$  and  $P$  are on the circle, so  $\overline{NP}$  is a chord.

**SOLUTION:** The answer is Choice C.  $\overline{MO}$  does not have both its endpoints on the circle.

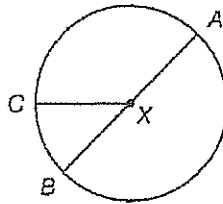
## Relationship Between Radius and Diameter

The radius and the diameter of a circle are related. The diameter of a circle is always twice as long as its radius. So, if the radius is 5 cm, then the diameter is 10 cm.

Another way to think about the relationship is: the radius is  $\frac{1}{2}$  the length of the diameter.

### EXAMPLE 2

In circle  $X$ ,  $AB = 40$  mm. What is the length of  $\overline{XC}$ ?



**STRATEGY:** Use what you know about the relationship between the radius and the diameter.

**STEP 1:** What parts of the circle does the diagram show?

$\overline{AB}$  is a diameter and  $\overline{XC}$  is a radius.

**STEP 2:** Find the length of  $\overline{XC}$ .

The radius,  $\overline{XC}$ , is  $\frac{1}{2}$  the length of the diameter,  $\overline{AB}$ .

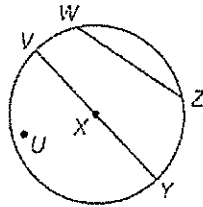
$AB = 40$  mm, so  $XC = 40 \div 2 = 20$  mm.

**SOLUTION:** The radius,  $\overline{XC}$ , is 20 mm long.



## Sample Test Questions

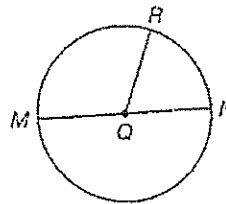
Use circle  $X$  for Questions 1 and 2.



1. Which statement about circle  $X$  is true?
  - A Line segment  $XY$  is a chord.
  - B Line segment  $VY$  is a radius.
  - C Line segment  $WZ$  is a chord.
  - D Point  $U$  is the center of the circle.
  
2. Which line segment in circle  $X$  is a diameter?
  - A line segment  $WZ$
  - B line segment  $XV$
  - C line segment  $XY$
  - D line segment  $VY$

3. A circle has a radius that is 8 inches long. What is the length of that circle's diameter?
  - A 4 inches
  - B 8 inches
  - C 16 inches
  - D  $6\frac{1}{2}$  inches

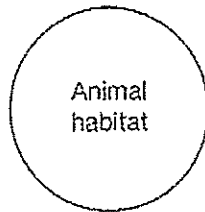
4. Which of the following is not a radius of circle  $Q$ ?



- A  $\overline{MN}$
- B  $\overline{QN}$
- C  $\overline{MQ}$
- D  $\overline{QR}$

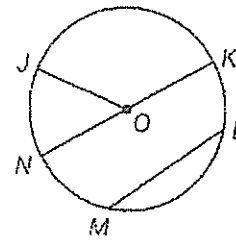
5. A circle has a diameter that is 50 feet long. What is the length of that circle's radius?
  - A 100 feet
  - B 25 feet
  - C 20 feet
  - D 10 feet

6. A zookeeper needs to put a fence around the circular animal habitat shown below. The fence will completely surround the habitat. Where will the fencing be placed?



- A along the circumference of the circular habitat  
 B along the radius of the circular habitat  
 C along the diameter of the circular habitat  
 D in the center of the circular habitat
7. If a circle has a 70-foot radius, which of these statements must also be true?
- A The diameter of the circle must be  $\frac{1}{2}$  the length of the radius.  
 B The diameter of the circle must be the same length as the radius.  
 C The diameter of the circle must be twice as long as the radius.  
 D The diameter of the circle must be shorter than the radius.

Use circle O for Questions 8 and 9.



8. Which of the following is not a radius of circle O?
- A  $\overline{JO}$                       C  $\overline{OK}$   
 B  $\overline{NK}$                       D  $\overline{ON}$
9. Which of the following statements about circle O is true?
- A Line segment JO is a diameter of the circle.  
 B Line segment NK is a radius of the circle.  
 C Line segment ML is a chord of the circle.  
 D Line segment ON is a chord of the circle.

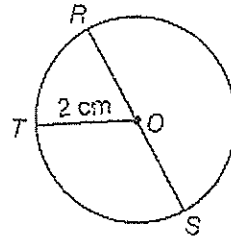
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Pd# \_\_\_\_\_

## Open-Ended Question

10. Line segment  $OT$  is a radius of the circle shown below.



A. What is the length of  $\overline{RS}$ ?

B. Use words and/or numbers to explain how you found your answer for Part A.



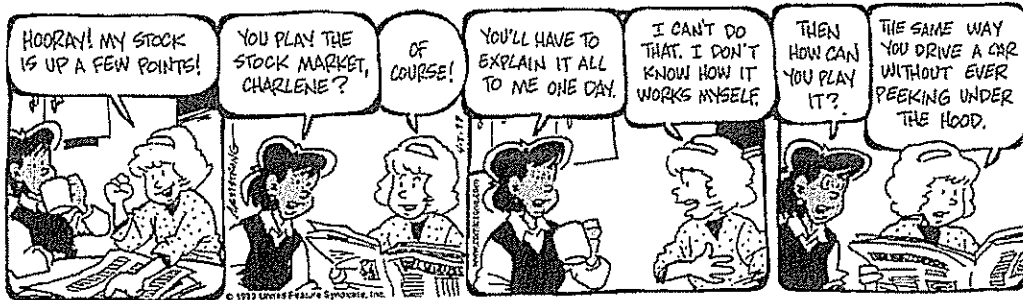
**McKeesport Area School District**  
Flexible Instruction Days –Founders Hall Lesson Plan

<b>GRADE/SUBJECT:</b> World History		<b>LESSON TITLE:</b> Economics		
<input type="checkbox"/> <b>LESSON 1:</b> 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input checked="" type="checkbox"/> <b>LESSON 2:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 3:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 4:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 5:</b> 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks
<b>STANDARD(S):</b> 6.1cc, 6.2wa, 6.2ca				
<b>INSTRUCTIONAL OUTCOMES:</b> Students will: <ul style="list-style-type: none"><li>• Understand what happens to your money when you enter the stock market.</li><li>• Be able to explain what “playing” the stock market means, using the cartoon.</li></ul>				
<b>STUDENT PARTICIPATION</b> ( <i>Lesson steps</i> ): Students will: <ol style="list-style-type: none"><li>1. Answer the questions based on their findings from the cartoon.</li></ol>				
<b>ACCOMMODATIONS:</b> For struggling learners: <ul style="list-style-type: none"><li>•</li></ul> For advanced learners: <ul style="list-style-type: none"><li>•</li></ul>				
<b>HANDOUTS</b> ( <i>exact names of ALL accompanying handouts</i> ) & <b>RESOURCES</b> ( <i>materials, websites, books, etc.</i> ) <ul style="list-style-type: none"><li>• Economic Cartoons</li></ul>				
<b>EVIDENCE OF LEARNING</b> Students will demonstrate their: <ul style="list-style-type: none"><li>• Understanding of what happens to their money while playing the stock market.</li><li>• By being able to correctly answer the questions based on the cartoon.</li></ul>				

# Economic Cartoons



Study this cartoon and review the section entitled "The Stock Market" beginning on page 285 before answering the questions below.



JUMP START reprinted by permission of United Feature Syndicate, Inc.

1. (a) How does Charlene know that her stock is "up a few points"? (b) Why is she happy about that? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Synthesizing Information What do investors hope to achieve by "playing" the stock market?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Drawing Inferences How is Charlene's way of playing the stock market like driving a car without looking under the hood? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Analyzing Information What are the risks of playing the stock market? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Evaluating Information (a) What could Charlene learn from comparing the performance of her stock over time with the performance of the Dow Jones industrial average over time? (b) Are Charlene's stocks likely to perform better in a bear market or a bull market?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**McKeesport Area School District**

**Flexible Instruction Days –Founders Hall Lesson Plan**

<b>GRADE/SUBJECT:</b> 7 <sup>th</sup> Grade ELA			<b>LESSON TITLE:</b> Theme	
<input type="checkbox"/> <b>LESSON 1:</b> 1 <sup>st</sup> or 2 <sup>nd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 2:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 3:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input type="checkbox"/> <b>LESSON 4:</b> 2 <sup>nd</sup> or 3 <sup>rd</sup> 9-Weeks	<input checked="" type="checkbox"/> <b>LESSON 5:</b> 3 <sup>rd</sup> or 4 <sup>th</sup> 9-Weeks
<b>STANDARD(S):</b> CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.10				
<b>INSTRUCTIONAL OUTCOMES:</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>• Be able to read and comprehend complex literary and informational texts independently and proficiently</li> <li>• Understand how to determine the theme in a story</li> <li>• Be able to cite specific textual evidence when writing to support conclusions drawn from the story</li> </ul>				
<b>STUDENT PARTICIPATION</b> ( <i>Lesson steps</i> ): <b>Students will:</b> <ol style="list-style-type: none"> <li>1. Read each story</li> <li>2. Determine/Identify the theme in the stories</li> <li>3. Cite text information to support answers</li> </ol>				
<b>ACCOMMODATIONS:</b> <b>For struggling learners:</b> <ul style="list-style-type: none"> <li>• Complete worksheets <b>Identifying Theme</b> questions 1-5</li> <li>• Short phrase responses will be accepted</li> </ul> <b>For advanced learners:</b> <ul style="list-style-type: none"> <li>• Complete <b>Identifying Theme</b> worksheets questions 1-5 and <b>Identifying Theme 2</b> worksheets questions 1-10</li> <li>• All responses must be in complete sentences</li> </ul>				
<b>HANDOUTS</b> ( <i>exact names of ALL accompanying handouts</i> ) & <b>RESOURCES</b> ( <i>materials, websites, books, etc.</i> ) <ul style="list-style-type: none"> <li>• Worksheets-<b>Identifying Theme</b> questions 1-5</li> <li>• Worksheets-<b>Identifying Theme 2</b> questions 1-10</li> </ul>				
<b>EVIDENCE OF LEARNING</b> <b>Students will demonstrate their:</b> <ul style="list-style-type: none"> <li>• Understanding of theme</li> <li>• By being able to read and determine the theme in the stories by citing textual information to support their answers</li> </ul>				

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

### Identifying Theme

**Directions:** Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

What is the theme of the story? \_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Rolling Stones to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate and Money Mark could find nothing new or exciting in his life. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist, and everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Now she had everything that she had ever dreamed of and she truly loved to share her wealth and happiness with her family who supported her through all of the hard times.

What is the theme of the story? \_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

3. Tammy and Sammy were both students in Mr. Morton's reading class. Mr. Morton wasn't too strict about deadlines, and Sammy took advantage of that. He did all of his homework in his other classes but never bothered to complete Mr. Morton's reading assignments, figuring that he could complete them later. Tammy, on the other hand, completed each assignment Mr. Morton assigned the night that he assigned it. She had to stay up a little later, but she didn't want to get a penalty for turning in her reading work late. Tammy knew reading was a core subject and that she had to keep "C" average for the entire year or she would have to go to summer school. When the end of the quarter came, Tammy and Sammy had both planned on going to the Enchanted Castle amusement park, but Mr. Morton called Sammy's mother, and she grounded Sammy until he turned in all of his work. That weekend was horrible for Sammy. He stayed up until 2:00 AM each night and still couldn't complete all of the assignments. The whole while, Tammy had a great time eating pizza at Enchanted Castle, watching movies late at night, and enjoying her weekend free of stress and pressure. At the end of the quarter, Sammy was lucky to squeak by with a "C" minus in reading while Tammy earned an "A." Sammy still hasn't learned his lesson and probably won't complete this activity either.

What is the theme of the story? \_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

4. Mr. Pig and Mr. Dog were hanging out at the food court of the animal shopping mall. Mr. Pig was eating a huge feast of pizza and drinking a large jug of fruit punch and Mr. Dog was watching him eat. "Hey, Mr. Pig. If you give me a slice of your pizza, I'll let you have the next bone I find." Mr. Pig declined, even though it hurt his stomach to eat the last three slices of pizza. "I'm sorry, Mr. Dog," Mr. Pig said, "but I paid for this pizza and it's all mine." Mr. Dog sighed and waited for Mr. Pig to finish, and then they left the animal mall together. On the way out, a hunter spotted them and gave chase. Mr. Pig normally could have escaped the hunter but since he was weighed down by such a large meal, Mr. Pig collapsed and the hunter killed him. Mr. Dog easily escaped. Later that night while returning to the scene, Mr. Dog caught the scent of something delicious and began digging around a trash can. He found a large ham bone with lots of meat and marrow still stuck to the bone. Mr. Dog happily ate.

What is the theme of the story? \_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

5. In his sophomore year of high school, Michael Jordan tried out for the varsity basketball team at Laney High School in Wilmington, North Carolina. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play at that level, so Jordan was cut from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. When he finally made the varsity squad, Jordan averaged 25 points a game and went on to become one of the greatest basketball players in history.

What is the theme of the story? \_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_



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

## Identifying Theme 2

**Directions:** read each short story and determine the theme or message in the story. Remember that a good answer will focus on big world lessons, not small world details of the story.

Even though they were sisters, Suzie and June were nothing alike. If Suzie wanted to jump rope, June wanted to play hopscotch. If June wanted to watch soap operas, Suzie wanted to watch talk shows. Tensions rose to the point that the girls could no longer stand one another's company. It seemed that they had nothing in common, until the day that progress reports came out. While riding the bus home from school, the girls—startled by how upset the other looked—realized that they were both failing a subject. Suzie was failing math and June was failing reading. Since both girls wanted to pass their classes, they got to talking and agreed to help one another. So everyday after school for the next few weeks, Suzie tutored June in reading and then June tutored Suzie in math. By the time report cards came were distributed, Suzie and June were passing all of their classes. The girls were delighted, but their mother was happiest of all. Not just because her daughters passed their classes, but because they had learned to be good sisters.

1. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

2. What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

All Victor ever wanted to do with his life was be a singer. He didn't pay attention in school and he spent all of his time at home watching music videos online and impersonating his idols. His mother tried to teach him the value of getting an education and having a backup plan, but Victor would respond the same way every time, "Mom, I won't need to know any of that boring old stuff when I'm famous. You'll see." But there was one major problem with Victor's plan: he wasn't any good at singing. Victor wanted to be a singer so badly, that he didn't notice the pained look on the faces of those who endured his singing. Because he wanted to be a singer so badly, when honest people told him to find something else to do with his life, he accused them of being "jealous haters" and ignored their advice. After Victor dropped out of high school to focus on his music career, the years passed and the doors never opened.

3. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

4. What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

Kyle liked Lucy more than any other girl in the school, but he had an odd way of showing it. When she walked ahead of him in line, he kicked at her shoe. When she passed him on the school yard, he called her "lame Lucy." He even wrote a mean word on her homework during the bus ride to school. But what puzzled Lucy the most was receiving an invitation to Kyle's birthday party. Figuring that he was just planning a mean trick on her, Lucy decided not to go, and while Kyle eagerly awaited Lucy's arrival, Lucy talked on the phone to Jacob. When Kyle finally realized that Lucy was not coming to his party, he was crushed.

5. What is the theme of this story? \_\_\_\_\_

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6. What happens in the story that leads you to believe this? \_\_\_\_\_

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The little grey mouse that lived in my wall prospered for many days on nibbles of my lunch. I'd pack a meal before bed and, while I slept, he would take small bites of my lunch, which I left on the counter. He'd take a cracker crumb here, and a bread crumb there, but he wouldn't take too much and he'd always clean up after himself. Things were going quite well for him and I didn't even know he existed, until he got sloppy. One night while I slept, he ate all of my chips and left behind a big mess. When I awoke to this sight, I knew what had happened to my chips. So the next night when he returned for another snack, he found a nice, delicious piece of cheese... lightly balanced on a mouse trap. Now I don't have to share my chips anymore.

7. What is the theme of this story? \_\_\_\_\_

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8. What happens in the story that leads you to believe this? \_\_\_\_\_

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Ulysses spent all of his free time reading books and felt that he was very intelligent. One day a nice student from his class asked him if he wanted to go sledding and Ulysses responded, "I've read about sledding in books, and it sounds miserable. No, thank you." On another day, a different friendly student asked Ulysses if he wanted to go out for hotdogs after school. Ulysses responded, "I've read that hotdogs are filled with rat parts and pig bellies. No, thank you." Nobody asked Ulysses to hang out again, but he did read about friends in his books.

9. What is the theme of this story? \_\_\_\_\_

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10. What happens in the story that leads you to believe this? \_\_\_\_\_

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