GRADE 7

ENGLISH LANGUAGE ARTS

Week 14 Dec. 15th – 19th

TERM 1

(THE NOBLE EXPERIMENT)

By Jackie Robinson

Teacher: Amin Ahmed

Student’s Name: __________________

You can make a difference!
Dear parents,

Please make sure that your son follows this weekly plan and completes all the homework activities for the week. This plan is a guide for what your son is going to study and do for the week. Please do not hesitate to contact me (aabdulrazeq@kingdomschools.edu.sa) if you have any queries.

Please visit http://aminahmed.pbworks.com so you can browse and download all worksheets and lesson papers.

### Weekly Plan + Homework Assignments

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**Note:** All homework assignments are due on Wednesday unless specified.

**Study the following spelling words:** Prepositional Prefixes

1. super 5. sub 9. pre 13. post 17. trans
2. super 6. sub 10. pre 14. post 18. trans
3. super 7. sub 11. fore 15. post 19. trans

**Dictation:**
In the 1940s, African Americans faced many barriers created by prejudice. Segregation kept blacks from using schools, restaurants, and hospitals used by whites.
In baseball, the Negro League was completely separate from the white league. Jackie Robinson would help change that.
The Noble Experiment (page 287)

Words to Know SkillBuilder

Words to Know

cynical  incredulous  integrated  shrewdly  taunt
eloquence  insinuation  retaliate  speculating  ultimate

A. Find familiar words in the puzzle below. Circle all the ones you can find that go from left to right or top to bottom in the puzzle. Write them down to the right of the puzzle or on a separate sheet of paper.

\[ \text{AGFOXVELLE} \]
\[ \text{POHINTMSSF} \]
\[ \text{FORGIVEPMT} \]
\[ \text{UDYMCPDEOR} \]
\[ \text{TRUEEIOASU} \]
\[ \text{ULXANGUKTS} \]
\[ \text{RMINORBERT} \]
\[ \text{EBOPENTRVU} \]

Use ten words from the puzzle to fill in the blanks in the following sentences. If you cannot find a word that makes sense and has the correct meaning, look at the puzzle again. Don’t use the same word more than once.

1. In fairy tales, the ____________ is an animal that usually behaves shrewdly.
2. The opposite of “to retaliate” is “to ____________.”
3. An integrated neighborhood is ________________ to everyone.
4. I sat speculating, wondering what the ________________ might hold for me.
5. An insinuation is a particular type of ________________.
6. Cynical people ________________ the truth of what they hear.
7. If you heard a story you didn’t think was ________________, you’d be incredulous.
8. If you taunt people, you tease them in a ________________ way.
9. Your ultimate goal is the one that is ________________ important to you.
10. Eloquence is a quality that a ________________ tries to have.

B. Imagine that you could interview Jackie Robinson or Branch Rickey. Write down some questions you would ask, using as least three of the Words to Know.
Synonyms

Words that are similar in meaning are called **synonyms**. These words have the same or almost the same dictionary definition, or **denotation**. However, they have different **connotations**, or ideas and feelings associated with them.

- Toni **strolled** to the store to get decorations for the party.
- Toni **dashed** to the store to get decorations for the party.

Both of the above sentences tell you that Toni went to the store. However, in the first sentence, she is taking her time; in the second sentence, she is in a rush!

Using a thesaurus (a reference book that lists synonyms) can help you choose the word that best expresses what you want to say.

**A. Identifying Synonyms**

Choose the synonym for each bold-faced word. Use a thesaurus if necessary.

1. “I am **baffled** by this mystery,” said the detective.
   - unfinished/confused/thoughtful
2. Javier is a talented proofreader; his **accuracy** is amazing.
   - preciseness/confusion/activity
3. Getting an A on the test made me **jubilant**.
   - surprised/disbelieving/overjoyed
4. Louisa hoped that bell-bottom jeans were just a **fad** that would soon be over.
   - trend/clothing/requirement
5. My little sister can **mimic** the weird noises our cat makes—she sounds just like Snowball.
   - predict/mine/imitate
6. Dan was **visibly** embarrassed by our teacher’s praise. He turned bright red!
   - clearly/slightly/never
7. The weather is **wretched** today. Can’t you hear the rain pounding on the roof?
   - changeable/horrible/surprising
8. My **willful** brother always does the opposite of what he is told.
   - wild/older/stubborn
9. We plan to **expand** the club from 15 members to 30.
   - enlarge/cancel/exit
10. The good news left me filled with **glee**.
    - shock/sadness/joy
Synonyms

B. Synonyms in Action

- mature—full-grown, ripe, responsible, developed, payable
- sink—submerge, slump, worsen
- thin—slender, watered-down, skimpy, flimsy

Replace each use of *mature*, *sink*, and *thin* with the synonym that best fits the sentence. Use context clues to help you. You may also use a thesaurus or dictionary if needed.

1. In just a few weeks, the fruit on the tree will be **mature** and ready to pick. ________________
2. The bad news made me **sink** in my chair. ________________
3. Giraffes have long, **thin** legs, but they are strong animals. ________________
4. The savings bond I bought at the bank will be **mature** in five years. ________________
5. Hitting an iceberg caused the ship to **sink**. ________________
6. The paint we are using for our house is rather **thin**; some of the old color may show through it. ________________
7. Taking a CPR class made Mike feel very **mature** because he would be able to take care of others. ________________
8. You will do anything to **sink** his chances of winning, won’t you? ________________
9. Brad’s shirt was made of **thin** material that didn’t keep out the rain. ________________
10. Lion cubs are small, but a **mature** lion can weigh up to 500 pounds. ________________

C. Vocabulary Challenge

Circle the synonym that best completes each sentence. Use a dictionary or thesaurus if needed.

1. My mother was so furious that she (glared, glanced, gazed) at me for a minute before she started speaking.
2. This is a(n) (complicated, fancy, imaginative) problem; it will take time to figure out.
3. We have a (few, rare, sporadic) details to work out before we end the meeting.
4. The (stench, stink, smell) of the flowers was lovely.
5. (Chat, Speak, Whisper) the secret in my ear—I don’t want anyone else to hear it.
The Noble Experiment (page 298)

Grammar SkillBuilder: Active Voice and Passive Voice

**Key Concept:** Writers use the active voice to emphasize the subject of a sentence. They use the passive voice to emphasize the object of the action.

**Active Voice and Passive Voice**

When the subject of a sentence performs the action, the verb is **active**. When the subject receives the action or expresses the result of the action, the verb is **passive**. The word passive means “acted upon.” The passive form of a verb consists of a form of *be* plus the past participle. Active verbs usually produce stronger, more concise sentences.

*Example:*

**Active:** Jackie Robinson wrote an autobiography.

**Passive:** An autobiography was written by Jackie Robinson.

**Activity**

Underline the verb in each sentence. Write *active* or *passive* on the line, to show whether the verb is in the active or passive voice.

1. Branch Rickey planned a new experiment.
2. Permission was granted by the club directors.
3. A search was begun for the perfect player.
4. Talents scouts visited Cuba, Mexico, and other countries.
5. The true goal of the hunt was hidden from the public.
6. A press conference was held by Mr. Rickey.
7. During the conference, he announced the formation of a new league.
8. This league would be absorbed into the major leagues.
10. Nevertheless, Jackie Robinson agreed to meet with Rickey.
Lesson 12

Prepositional prefixes

| Supernatural | Precede | Transcontinental |
| Supernolic | Premeditated | Transfusion |
| Superlative | Forewarned | Transplant |
| Superintendent | Forecast | Transmission |
| Subordinate | Postpone | |
| Subterranean | Postwar | |
| Submerge | Postscript | |
| Subconscious | Postdated | |

Lesson Generalization: A preposition is a word that is placed before a noun or pronoun to show the relationship between that word and another word in the sentence. The noun or pronoun following the preposition is called the object of the preposition. Prefixes often have the meaning of prepositions.

\[ \text{pre (before)} + \text{position} = \text{preposition.} \]

A. Each word below means the same as one or more of the prefixes from your list. In alphabetical order under each word, write the spelling words that contain that prefix.

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<th>Under (sub)</th>
<th>Before (pre)</th>
<th>Above (super)</th>
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<table>
<thead>
<tr>
<th>Across (trans)</th>
<th>After (post)</th>
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B. On a separate sheet of paper, scramble the prefixes and base words from the word list and then put a different prefix with each base. Trade papers with a partner and match up the prefixes with their correct bases.
A. Write the spelling word that matches each definition. Then circle the word in the definition that gives the meaning of the prefix.

1. below consciousness
   ________________________
   11. to put under water
   ________________________
2. note after a letter
   ________________________
   12. planned or schemed beforehand
   ________________________
3. to predict beforehand
   ________________________
   13. dated after the present
   ________________________
4. person who oversees a job
   ________________________
   14. below another in rank
   ________________________
5. to go before
   ________________________
   15. above all others in quality
   ________________________
6. a transferring of something across
   ________________________
   16. beyond the laws of nature
   ________________________
7. under the earth
   ________________________
   17. to dig up and move to another place
   ________________________
8. the sending of a message across
   ________________________
   18. across a continent
   ________________________
9. beyond the speed of sound
   ________________________
   19. to put off until later or after
   ________________________
10. after a war
    ________________________
    20. warned beforehand
    ________________________

B. Using a dictionary, find additional words that use the five prefixes. Write one word for each prefix on a separate sheet of paper and then compare your list with others in the class.
The Noble Experiment (page 287)

Active Reading SkillBuilder

Summarizing I
When you summarize a story or article, you write a short version of it in your own words. You might write a summary to clarify information for yourself or to remember information to use in a research report. To write a summary, restate the main ideas and the most important details. Use the diagram below to help you summarize the main ideas in “The Noble Experiment.” Begin by summarizing the event that begins the selection. Then continue summarizing the events through page 292.

1. 1910, South Bend, Indiana
   What happened? Who was involved? Why did it happen, or why was it important?

2. Considering a New Experiment
   What happened? Who was involved? Why did it happen, or why was it important?

3. Searching for a player
   What happened? Who was involved? Why did it happen, or why was it important?

4. Meeting with Sukeforth
   What happened? Who was involved? Why did it happen, or why was it important?

5. Meeting with Branch Rickey
   What happened? Who was involved? Why did it happen, or why was it important?