



**DISTANCE LEARNING PACKET**

**7<sup>TH</sup> GRADE**

**ELA**



**ELA6R1**

# Identifying and Analyzing Themes

Day 11

**DIRECTIONS:** Read the passage and then answer the questions.

**The Race Is On!**

Lee and Kim are both running for class president. This is a big job. The president has to help organize special events for the class, such as environmental projects, holiday parties, visit-the-elderly outings, and field trips. Lee has been campaigning for several weeks. He really wants to be elected president. He prepared a speech telling the class all of the great ideas he hopes to accomplish if he wins. For example, Lee wants to have a car wash and picnic to earn money for the homeless. He also wants to recycle aluminum cans to earn money for a field trip to the new Exploration Science Center. Lee has been working hard for this position.

Kim hasn't done much, if any, campaigning. She figures she has lots of friends who will vote for her. Instead of a speech, she gave a big pool party at her house. Kim believes the class should work to earn money, but she believes that any money they raise should be used for their class. Why give money to someone else when there are lots of great places to visit on field trips in their city? The day of the big election arrives. The votes are in. The winner is . . .

1. What kind of person is Lee? How do you know?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What kind of person is Kim? How do you know?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Who do you think will win the election? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. If Lee is the winner, what is the theme of this story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. If Kim is the winner, what is the theme of this story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ELA6R1**

# Analyzing Characters

*Day 12*

**DIRECTIONS:** Read the story and then identify words that describe the characters in the reading selection.

## Save the Day

He greeted his teammates, jumping up and down. "Are you ready to win the championship?" he asked excitedly.

His two best friends, Jeffrey and Alyssa, smiled at his excitement. "It looks like our star batter is ready," Jeffrey said. Jeffrey didn't want to admit that he was pretty nervous. Lately, he'd been in a slump. His average had declined late in the season. He hoped he could pull it back up today when it counted most.

Alyssa was calm, as usual. She never seemed to get butterflies in her stomach, even under pressure. She was the team's pitcher and had a mean fastball.

The players warmed up and took the field. The game was a close one, but Tate and his team were victorious in the end. Afterward, the three buddies went to a nearby ice-cream shop to celebrate.

"Great job today, Alyssa!" Tate complimented his friend. "You kept your cool even when we were behind 2 to 0."

"Thanks," Alyssa said modestly. She licked her black raspberry cone neatly. Not a drip escaped off the cone.

"You were pretty great yourself," Jeffrey said to Tate. "I jumped off the bench, almost knocking it over, when you hit that ball over the fence in the fifth inning!" The two boys gave each other high fives. In their enthusiasm, the boys knocked Tate's ice cream off its cone.

"Oh, no," Tate said, disappointedly.

"Sorry, Tate," Jeffrey said. But Jeffrey couldn't stop smiling. He was in too good a mood. He'd hit the winning run today, and he felt great. He hadn't let his team down. Now, he wouldn't let his friend down.

"I have some money left," he said to Tate. "Let's go back up to the counter so I can save the day again!"

### Tate

How he feels before the game \_\_\_\_\_

Why? \_\_\_\_\_

What he does during the game \_\_\_\_\_

\_\_\_\_\_

What he probably does next \_\_\_\_\_

\_\_\_\_\_

### Jeffrey

How he feels before the game \_\_\_\_\_

Why? \_\_\_\_\_

What he does during the game \_\_\_\_\_

\_\_\_\_\_

What he probably does next \_\_\_\_\_

\_\_\_\_\_

### Alyssa

How she feels before the game \_\_\_\_\_

Why? \_\_\_\_\_

What she does during the game \_\_\_\_\_

\_\_\_\_\_

What she probably does next \_\_\_\_\_

\_\_\_\_\_



**CHAPTER 1****The Parts of Speech**

(pages 2–29)

Day 13

**Finding Action Verbs**

A verb expresses action or being and is the main part of the predicate of a sentence.

◆ Underline the action verb in each sentence.

1. Hardy dogs run in the Iditarod.
2. Mushers and dogs endure razor-sharp ice fields, waist-deep snow, and knee-deep creeks.
3. The race takes about nine days.
4. It lasts as long as two weeks for the slowest mushers.
5. The race commemorates the 1925 run from Nome to Nenana, Alaska.
6. Mushers and dog teams delivered serum for a diphtheria epidemic.
7. Twenty dog teams relayed the medicine 6,874 miles in 5 days.
8. Today's race starts early in the day on Fourth Avenue in Anchorage, Alaska.
9. Onlookers line the trail.
10. Mushers from all around the world enter the race.
11. The teams travel through tiny villages and major cities.
12. Race announcers compete with each other for an interview with the winner.

Name \_\_\_\_\_

Date \_\_\_\_\_

## CHAPTER 1 The Parts of Speech (pages 2-29)

Day 14

### Finding Adjectives

An **adjective** is a word that modifies a noun or pronoun.

◆ Underline the adjective or adjectives in each sentence. Draw a line from the adjective to the noun or pronoun each modifies.

1. The doughnut has been called a delicious accident.
2. Soldiers during World War I have been credited with the discovery of the popular doughnut.
3. Rain, cold and heavy, had fallen for many days in a village in France.
4. The morale of the men was low.
5. Two top-notch representatives of the Salvation Army looked for a quick remedy.
6. According to the story, they mixed a pot of dough and rolled the lumpy mixture with a large bottle.
7. Then they cut round pieces of dough with a can.
8. The small pieces of dough were then fried on a crude, homemade stove.
9. The unusual results, warm and tasty, did the trick for the soldiers.
10. Temporarily, the men did not feel homesick.

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# Identifying Setting and Plot

Day 15

**DIRECTIONS:** Read each passage and then answer the questions.

The space taxi's engine hummed. Nathan's teeth chattered. Little wells of moisture beaded up on his forehead and palms. *I can't fly*, he thought. *Mars is just around the corner, but it's still too far to be stuck in this taxi.* Nathan knew that his uncle was waiting for him, waiting for help with his hydroponic farm. At first, that didn't matter. In his mind, Nathan saw himself leaping out of his seat and bolting toward the door. But then he thought of his uncle. Nathan knew that if he did not help his uncle, the crops he had worked so hard to nurture and grow would not be ready for the Mars 3 season. He took a deep breath and settled back for the remainder of the flight. He couldn't wait to see the look on his uncle's face when he stepped off the taxi.

1. What is the setting of this story?

- (A) Earth
- (B) a space farm
- (C) a space taxi
- (D) a spaceship

2. What is this story's plot?

- (F) Nathan's uncle has asked him to come to Mars.
- (G) Nathan was afraid he would fall asleep in the taxi and miss his stop.
- (H) Nathan doesn't like to work on a hydroponic farm.
- (J) Nathan had to overcome his fear of flying to help his uncle.

"What do you wanna play?" Will asked as he shoved a bite of pancake into his mouth.

"Scramble. We are Scramble maniacs at this house," said Scott.

Will poured more orange juice into his glass. "How about that game where you ask dumb questions about stuff everyone always forgets?"

"Trivial Questions," said Scott.

"Yeah, that's it."

"Can you name the seven dwarfs?" asked Eric.

"Snoopy, Sneezy, Dopey," said Scott.

"Nah, Snoopy's a dog," said Eric.

"Let's do something else," Will chimed in as he cut his pancake in half.

"Let's play Scramble," said Scott.

"That's too much like school. Let's play football," said Eric.

"It's too cold out," said Scott.

"Let's dig out your connector sets. I haven't played with those for years," Eric said as he pushed his chair back and stood.

"Yeah," said Scott and Will as they jumped from their seats.

3. What is the setting for this story?

- (A) Scott's bedroom
- (B) Scott's living room
- (C) Scott's kitchen
- (D) Scott's basement

4. What is this story's plot?

- (F) The boys cannot remember the names of the seven dwarfs.
- (G) The boys cannot decide what they want to do.
- (H) The boys do not want to play Scramble.
- (J) It's too cold to play football.



ELA6R1

# Understanding Tone and Meaning

Day 16

## A Doomed Romance

You are my love, my love you are.  
 I worship you from afar;  
 I through the branches spy you.  
*You, Sir, are a climbing thug.*  
*I do not like your fuzzy mug.*  
*Away from me, please take you!*  
 Oh, grant me peace, my love, my dove.  
 Climb to my home so far above  
 This place you call your warren.  
*I like my home in sheltered hollow*  
*Where fox and weasel may not follow.*  
*Please go away, tree rodent!*

I love your ears, so soft and tall.  
 I love your nose, so pink and small.  
 I must make you my own bride!  
*I will not climb, I cannot eat*  
*The acorns that you call a treat.*  
*Now shimmy up that oak; hide!*  
 Now I hide up in my bower.  
 Lonesome still, I shake and cower.  
 Sadness overtakes me.  
*I must stay on the lovely ground*  
*With carrots crisp and cabbage round.*  
*I long for gardens, not trees.*

**DIRECTIONS:** Answer the following questions about the poem.

1. Who are the two speakers in the poem? Identify them and write one adjective to describe the tone of each voice.

A. \_\_\_\_\_

B. \_\_\_\_\_

2. What words does the first speaker use to describe the second speaker?

\_\_\_\_\_  
\_\_\_\_\_

3. What words does the second speaker use to describe the first speaker?

\_\_\_\_\_  
\_\_\_\_\_

4. What do you think the theme of this poem is? Write it in one phrase or sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Circle two adjectives to describe the first speaker in the poem.

angry                      lovesick  
happy                      hopeful                      silly

6. Circle two adjectives to describe the second speaker in the poem.

joyful                      relaxed  
annoyed                      realistic                      happy





Name \_\_\_\_\_

Date \_\_\_\_\_

## CHAPTER 1 The Parts of Speech (pages 2-29)

Day 17

### Determining Word Use

◆ Label the underlined word in each sentence *A* for adjective, *N* for noun, or *P* for pronoun.

1. Most people agree that Winslow Homer was an interesting American artist.
2. He changed the way Americans saw watercolors by developing Impressionist techniques.
3. Many of his paintings feature the New England seashore.
4. Those who knew him well thought him to be an eccentric person.
5. His watercolor paintings are vivid and lyrical.
6. Most of his work can be interpreted on many levels.
7. It is this complexity that makes his work so interesting and attractive.
8. His many nature paintings seem as if they are about to come to life.
9. He was one of those reclusive painters, and he was shy.
10. This first painting of his was purchased secretly by his brother when no one else would buy it.
11. One of Homer's famous paintings was featured on a postage stamp.
12. A retrospective of his work has been in museums in Boston, New York, and Washington, D.C.

**CHAPTER 1**    **The Parts of Speech**    (pages 2–29)

Day 18

**Finding Adverbs**

An **adverb** is a word that modifies a verb, an adjective, or another adverb.

◆ Underline the adverb in each sentence. Draw an arrow from each adverb to the word it modifies.

1. That candidate unexpectedly won.
2. The campaign manager carefully planned the New Hampshire primary.
3. Many people strongly disagreed with the candidate's views on tax reform.
4. Both candidates debated well.
5. The voters waited eagerly for the election results.
6. The incumbent conceded graciously.
7. The candidates did not resort to mudslinging during the campaign.
8. The president's arrival at the inaugural ball was perfectly timed.
9. The guests happily cheered when the president and first lady danced.
10. The new president should always put our nation's well-being at the top of his agenda.

Name \_\_\_\_\_

Date \_\_\_\_\_

Reading and  
Literature

English/  
Language Arts

ELA6R1

# Identifying Point of View

Day 19

**DIRECTIONS:** Below are 10 short paragraphs. In each blank, write **1** for first person, **2** for second person, or **3** for third person to identify the point of view of each.

**Example:**

\_\_\_\_\_ Your heart is thumping in your chest as the car slowly makes its way to the top of the hill. You risk looking down just as the roller coaster reaches the very top and begins its mad drop.

Answer: 2

1. \_\_\_\_\_ It's true, you know? You always loved cats more than people. When you first saw . . . what was that cat's name? Oh, yes, Bernard! When your dad brought Bernard home from the shelter, you looked like you had gone to heaven and seen an angel.
2. \_\_\_\_\_ A domestic turkey is not a wise bird. A dog, fox, or weasel that finds its way into a turkey coop merely waits for some lamebrained and curious turkey to waddle over for a visit. The predator has a cooperative victim!
3. \_\_\_\_\_ I don't think I can stand it any longer. I've got to tell Mom how much I dislike her asparagus custard pie. But how do I do it without hurting her feelings?
4. \_\_\_\_\_ That stubborn bachelor Patches McCloud had better get out of his termite-infested apartment before the walls come tumbling in on him! No one need warn him again!
5. \_\_\_\_\_ When you were born, the sun smiled down upon the earth. The moon glowed. The creatures of the night forest whispered that you, a princess, had been born to our people.
6. \_\_\_\_\_ What? You—become an army sharpshooter? Why, you couldn't hit the broad side of a barn if you were leaning against it!
7. \_\_\_\_\_ She carried a large basket of laundry on her head. She had done chores like this since she was a tiny child. But this time, things were different. Mikela was working at a real job now. Wouldn't her mother be proud!
8. \_\_\_\_\_ Oh, it was so dark! We will never know what caused the sudden blackout at the ball game. We hope the game will be rescheduled.
9. \_\_\_\_\_ The song "Yankee Doodle" was used by British soldiers to mock the colonials who opposed them. But the colonists were smart enough to realize that if they embraced the mockery, it would take the sting out of it. So, the song became their anthem.
10. \_\_\_\_\_ It's backbreaking work. All day long, we are bent over at the waist as we carefully replant our rice in the flooded paddy. But our feet tingle in the cool, rich, oozing mud.



# Similes and Metaphors

Day 20

**DIRECTIONS:** Read the story and then answer the questions on the next page.

## Sollie, the Rock

I've lived on a lake for most of my life. I've had lots of time to learn all sorts of fun things to do in the water. I think my favorite thing of all is waterskiing. That's why I decided to invite my best friend, Sollie, over to give it a try.

Sollie had never been on skis before, but I knew Dad could help him learn, just like he helped me.

Waterskiing is like flying. If you aren't afraid of getting up, you'll enjoy the ride. That's what I told Sollie before we spent the afternoon trying to get him up on skis for the first time.

I thought it would be easy. Sollie is a seal, sleek and smooth in the water, bobbing in and out of the waves. I thought someone so agile would find skiing easy. It didn't dawn on me until the fourth try that Sollie is shaped more like a rock than a bird.

On his first try, Sollie let go of the towrope when Dad hit the gas. He sank as fast as the *Titanic*. The only things visible were the tips of his skis.

On his second try, Sollie leaned into the skis, flipping head over heels like a gymnast falling off the balance beam. His skis formed an "X" that marked the spot where he disappeared.

On the third try, Sollie stood up. He teetered forward and then back, as if he were a rag doll. His biggest mistake was holding on to the rope after he lost both skis. He flopped about behind the boat like a giant carp until he finally let go.

On the fourth try, Sollie bent his knees, straightened his back, and flew around the lake behind the boat as if he were a professional skier. He jumped the wake, rolled out next to the boat, and waved at me. He was "the man."

After three times around the lake, Sollie let go of the rope. He returned to his former self and dropped into the water like a rock.

After spending the afternoon out on the water with Dad and me, Sollie fell in love with waterskiing. We made plans to do it again soon. Maybe even a rock can learn to fly!



Day 20

**Examples:**

A **metaphor** is a direct comparison between two unlike things.  
 Example: Bobby is a mouse.

A **simile** is an indirect comparison between two unlike things using the words *like*, *as*, or *as if* to make the comparison.  
 Example: Bobby is like a mouse.

1. Identify the following lines as metaphors or similes.

\_\_\_\_\_ Sollie is a seal, sleek and smooth in the water, bobbing in and out of the waves.

\_\_\_\_\_ Sollie is shaped more like a rock than a bird.

\_\_\_\_\_ He sank as fast as the *Titanic*.

\_\_\_\_\_ He flopped about behind the boat like a giant carp until he finally let go.

2. What do the above similes suggest about Sollie?

\_\_\_\_\_  
\_\_\_\_\_

3. Why is the following sentence not a simile or a metaphor?

Sollie bent his knees, straightened his back, and flew around the lake behind the boat as if he were a professional skier.

- (A) It does not make a comparison.
- (B) It makes a comparison between like things.
- (C) It makes a contrast rather than a comparison.
- (D) The comparison is not between a person and an animal.

4. Write an ending to turn this sentence into a simile.

Sollie bent his knees, straightened his back, and flew around the lake behind the boat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. If the story's title were changed from "Sollie, the Rock" to "Sollie, the Bird," how do you think the story would have been different?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ELA6R1**

# Using Textual Features

**DIRECTIONS:** Use the table of contents below to answer the questions.

Chapter	Page
1 The First Automobiles .....	1
2 Automobiles in America .....	15
3 Automobiles Today .....	24
4 Choosing an Automobile .....	30

1. In which chapter would you probably find a history of the automobile?

- (A) chapter 1
- (B) chapter 2
- (C) chapter 3
- (D) chapter 4

2. Which of the topics below would most likely be covered in chapter 3?

- (F) the inventor of the automobile
- (G) kinds of automobiles around the world
- (H) different makes of new automobiles
- (J) ways to do an oil change

3. If you wanted to buy an automobile, on what pages would you look?

- (A) pages 1-14
- (B) pages 15-23
- (C) pages 24-29
- (D) pages 30 and following

4. On what page would you most likely find information about Henry Ford, the inventor of the automobile?

- (F) page 7
- (G) page 19
- (H) page 26
- (J) page 29

5. For what would you most likely use this book?

- (A) to be entertained
- (B) to be persuaded
- (C) to be informed
- (D) none of these

