

**7th Grade
Lesson Plan
Packet**

3/30/2020-4/3/2020

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Texas History

Teacher(s): Mrs. Malpiedi patricia.malpiedi@greatheartsirving.org

Mrs. Hunt natalie.hunt@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Read Chapter 13 Section 1 and take notes.
- Make flashcards for the key terms: *treaty, extinction*
- Complete Section 1 Assessment Questions

Tuesday, March 31

- Read Chapter 13 Section 2 and take notes.
- Make flashcards for the key terms: *vaqueros, lariats, quarantine, drovers, remuda, mustang*
- Complete Section 2 Assessment Questions

Wednesday, April 1

- Read Chapter 13 Section 3 and take notes.
- Make flashcards for the key terms: *enclosure, felony*
- Complete Section 3 Assessment Questions

Thursday, April 2

- Read Chapter 13 Section 4 and take notes.
- Make flashcards for the key terms: *dragoons, guerrilla, desperados*
- Complete Section 4 Assessment Questions

Friday, April 3

- Open Book Quiz: Chapter 13 Review and Assessment

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

1. Add your heading and the title below to your notes:

Chapter 13.1: The Frontier Wars (pg. 306-311)

2. Read Chapter 13 Section 1 and take notes using the chart on page 306.
3. Make flash cards for the key terms *treaty* and *extinction*
4. Add another title to your notes: **Section 1 Assessment (#2-8)**. Write out your responses to just questions 2-8 using complete sentences.

Tuesday, March 31

1. Add your heading and the title below to your notes: (Note: You do not need to use separate sheets of paper for your notes).

Chapter 13.2: Cattle Kingdoms (pg. 312 - 316)

2. Read Chapter 13 Section 2 and take notes using the outline on page 312.
3. Make flash cards for the key terms *vaqueros*, *lariats*, *quarantine*, *drovers*, *remuda*, and *mustang*
4. Add another title to your notes: **Section 2 Assessment (#2-5)**. Write out your responses to questions 2-5 using complete sentences.

Wednesday, April 1

1. Add your heading and the title below to your notes:

Chapter 13.3: Westward Expansion (pg. 318-320).

2. Read Chapter 13 Section 3 and take notes using the chart on page 318.
3. Make flashcards for the key terms *enclosures* and *felony*.
4. Add another title to your notes: **Section 3 Assessment (#2-7)**. Write out your responses to questions 2-7 using complete sentences.

Thursday, April 2

1. Add your heading, and the title below to your notes:

Chapter 13.4: The Texas Rangers (pg. 322-325)

2. Read the section and take notes using the outline on page 322.
3. Make flashcards for *dragons*, *guerilla*, and *desperados*.
4. Add another title to your notes: **Section 4 Assessment (#2-8)**. Write out your responses to questions 2-8 using complete sentences.

Friday, April 3

(Today's open-book assessment will be graded as a quiz. You may use your textbook and your notes!)

1. On a new page in your notes, add your heading and the following title:

Chapter 13 Review and Assessment #12-20 (pg. 316)

2. Write out your responses to questions 12-20 using complete sentences. (You do not need to write down the questions.)
3. Have a good weekend!

Remote Learning Packet

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March 30 - April 3, 2020

Course: 7 Latin IB

Teacher(s): Ms. Baptiste deborah.baptiste@greatheartsirving.org

Mr. Bascom john.bascom@greatheartsirving.org

Supplementary materials: https://www.na5.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/na5e/dic/dicna2.html

Weekly Plan:

Monday, March 30

- Review your notes on **Imperative Verbs**
- Complete **Improve your Imperatives!** worksheet.

Tuesday, March 31

- Read* **Pompa** on pages 121-122, and answer the questions which follow.
- Any extra time: review Stage 19 vocabulary on page 132

Wednesday, April 1

- Read **navis sacra** passage (in handout below)
- Complete Worksheet A

Thursday, April 2

- Complete Worksheet B (based on **navis sacra**)
- remaining time: study Stage 19 vocabulary on p. 132

Friday, April 3

- Read **Venatio I** passage on p. 124.
- Complete **Venatio I Worksheet**. *You are required to complete 10 out of the 12 questions.*

Statement of Academic Honesty

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Student Signature

Parent Signature

Monday, March 30

Review your notes on **Imperative Verbs**.

(this information can be found on p. 123 of your Cambridge textbook)

Complete **Improve your Imperatives!** worksheet. **Translate** each sentence.

Any extra time: review vocabulary on p. 132 (*See worksheet below.*)

Tuesday, March 31

Read **Pompa** on pages 121-122 and answer the comprehension questions **in complete sentences** on the lines provided.

*Recap: In the reading “Dies Festus,” we learned that the family of Aristo, Galatea, and Helena have headed out the procession near the harbor in Alexandria. Quintus (the narrator of all these stories) has accompanied them. We also learned that Galatea was disappointed because her husband had not saved the best spot for them to view the procession. When he did not act decisively enough, she took matters into her own hands and rudely demanded that the young men, who were standing in her preferred spot, to move. They did--partly because they were intimidated by her, partly because they found Helena, her daughter, attractive. This story is continued in **pompa**, the reading you must do today.*

Wednesday, April 1

Read the passage in the handout **navis sacra** and answer the comprehension questions in **Worksheet A**.

Thursday, April 2

Complete the questions in **Worksheet B** (based on the **navis sacra** reading)

Study vocabulary for 5-10 minutes. It is strongly recommended that your learning process incorporates repeatedly reciting the vocabulary outloud & quizzing yourself on it by looking at the first word in the entry and attempting to supply the remainder from memory.

Friday, April 3

Read **Venatio I** on page 124 and complete the questions in the worksheet for that section.

In the first part of the worksheet, you are asked to match the quote from the passage with its speaker or the “doer” of the action. Look at the following example from the worksheet:

Barbillus **ego (i.e. Quintus)** **Phormiō** **astrologus** **Aethiopes**

a Barbillus: vīlicum cum multīs servīs ēmīsit.

He sent out the steward with many slaves

We know from sentence 1 that Barbillus is the one who organized the hunt and invited Quintus to it.

Stage 19 Improve your imperatives!

Choose the appropriate word in parentheses and complete the sentences. Then translate the sentences.

1. Aristō poētae, quī versūs scurrīlēs recitābat, exclāmāvit: “ _____ !” (abī, abīte)

2. in portū Alexandrīae Helena clāmāvit: “māter! pater! _____ nāvem!” (spectā, spectāte)

3. Galatēa filiam vocāvit. “ _____ prope mē!” inquit. (stā, stāte)

4. ubi iuvenēs Helenam avidī spectābant, māter clāmāvit: “ _____ nōs vexāre!” (nōlī, nōlīte)

5. astrologus Barbillum monuit: “ _____ hodiē ē villā exīre!” (nōlī, nōlīte)

6. Phormiō servōs iussit: “hastās ad flūmen _____ !” (portā, portāte)

7. Barbillus, postquam hastam Quīntō dedit, dīxit: “ _____ crocodīlum!” (necā, necāte)

8. Barbillus, ubi in aquam dēcidit, servīs clāmāvit: “mē _____ !” (servā, servāte)

Stage 19 Comprehension Questions on **pompa**, pages 121-122

Answer each question in complete sentences.

1) Read the introduction (in italics) and write down four aspects of the procession that the onlookers were able to see and hear.

a. _____

b. _____

c. _____

d. _____

2) What did Helena admire about the procession?

3) What did the first young man admire?

4) Galatea complained about at least two things in lines 13-19. What are they?

a. _____

b. _____

5) What did the four priests carry on their shoulders?

6) Why did the young man push Galatea?

7) How did Helena defend the young man's behavior when her mother criticized him?

8) What is Aristo's complaint in lines 42-45. Is he justified?

Stage 19 nāvis sacra

sacerdōtēs, ubi ad portum pervēnērunt, effigiem deae Īsidis dēposuērunt. in portū stābat nāvis, quae ōrnātissima erat. tōta puppis erat aurāta. corōna rosārum dē mālō nāvis pendēbat. nullī tamen nautae in nāve erant.

sacerdōtēs cum effigiē deae ad hanc nāvem prōcessērunt. deinde pontifex ipse deae Īsidī precēs adhibēbat. cīvēs sacerdotēsque rosās in nāvem et in mare iēcērunt. tum nautae rudentēs solvere coepērunt. ventus secundus nāvem in altum lentē impellēbat. spectātōrēs iterum iterumque plaudēbant. clāmor spectātōrum precēsque sacerdotum aurēs nostrās implēbant.

“nunc nāvis solūta est; nunc mare placidum. dea Īsis nōbīs favet. dea cīvibus Alexandrīnīs favet.”

sacerdōtēs, postquam nāvem sacram ita ēmīsērunt, effigiem deae ad templum reportāvērunt. cīvēs per viās urbis laetī currēbant.

ad vīllam Aristōnis lentē reveniēbāmus. Helena cum illīs iuvenibus ambulābat, quōs Galatēa ē locō ēmōverat. hoc tamen Galatēa nōn sēnsit, quod assiduē marītum castīgābat:

“in hāc urbe diūtius manēre nōlō. tū nihil facis, nihil cūrās. servum nōn ēmīsistī, quamquam tē saepe monēbam. ēheu! cīvēs Alexandrīnī sunt bēstiae. filiam nostram vexābant illī iuvenēs. Helena ērubēscēbat; paene lacrimābat. cūr eam numquam servās? mihi semper necesse est filiam nostram cūrāre.”

“ubi est Helena?” rogāvit Aristō.

“nōnne tēcum ambulābat?” respondit Galatēa. “ēheu! illī iuvenēs columbam meam iterum agitant.”

“stultissima es, uxor!” respondit ille. “columba iuvenēs agitat, nōn iuvenēs columbam.”

puppis *stern*

in altum *onto the deep, towards the open sea*

corōna *garland, wreath*

impellēbat: *drive forward*

dē mālō *from the mast*

impellere *carry*

pendēbat: pendere *hang*

aurēs: auris *ear*

pontifex *high priest*

implēbant: implere *fill*

precēs adhibēbat *offered prayers*

solūta: solūtus *untied, cast off*

iēcērunt: iacere *throw*

placidum: placidus *calm, peaceful*

rudentēs: rudēns *cable, rope*

reportāvērunt: reportāre *carry back*

solvere *untie, cast off*

ērubēscēbat: ērubescere *blush*

ventus secundus *favorable, following wind*

Stage 19 *nāvis sacra* worksheet A

Referring to lines 1–15 of nāvis sacra, answer the questions below in complete sentences.

1 After the pompa arrived at the harbor, list the five actions that the sacerdotēs performed, in the order in which they happened.

2 How would you have immediately recognized the nāvis sacra?

3 What part did the sailors play in the ceremony?

4 Why did the citizens think that the goddess was showing them favor?

5 What did the citizens of Alexandria do after the end of the festival of Isis?

Nomen _____ Dies _____

Stage 19

nāvis sacra worksheet B

Referring to lines 16 to the end of *nāvis sacra*, answer the questions below.

1 Find and translate an example of each of the following verb forms:

- a) an infinitive _____
- b) 3rd sing. pluperfect _____
- c) 1st sing. present _____
- d) 2nd sing. perfect _____
- e) 1st pl. imperfect _____
- f) 2nd sing. present _____
- g) 3rd sing. present _____

2 Write the case and number of each of the following nouns:

- a) *Aristōnis*, line 16 _____
- b) *iuvenibus*, line 17 _____
- c) *Galatēa*, line 17 _____
- d) *locō*, line 17 _____
- e) *cīvēs*, line 20 _____
- f) *iuvenēs*, line 27 _____
- g) *columbam*, line 28 _____

Venatio I Worksheet

*Referring to **vēnātiō I**, page 124 in your textbook, identify the person or persons who did or said the following. Then **translate each sentence**.*

COMPLETE 10 OF THE FOLLOWING 12 QUESTIONS.

Barbillus ego (i.e. Quintus) Phormiō astrologus Aethiopes

1. _____: vīlicum cum multīs servīs ēmīsīt.
2. _____: exclāmāvit, “perīculōsum est tibi hodiē ē vīllā exīre.”
3. _____: astrologum dērīsī.
4. _____: Quīntum offendere noluit.
5. _____: rem diū cōgitāvit et “mihi placet,” inquit, “exīre.”
6. _____: amulētum Barbillō dedit.
7. _____: sēcūrī ad praedium Barbillī contendimus.
8. _____: multōs servōs collēctōs vīdimus.
9. _____: hastās in manibus tenēbant.
10. _____: “omnia,” inquit, “tibi parāvimus. scaphās, quās postulāvistī, comparāvimus.”
11. _____: rogāvit, “haedōs cecīdistis?”
12. _____: “eōs (haedōs) in scaphās,” inquit, “iam posuimus.”

Remote Learning Packet

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March 30 - April 3, 2020

Course: 7 Literature & Composition

Teacher(s): Mr. Binder jared.binder@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Read and annotate Act 3, Sc.1 of Julius Caesar
- Write down the names of the conspirators and what role they played in Caesar's assassination.

Tuesday, March 31

- Use yesterday's reading and annotations to help you complete the Act 3, Sc.1 notes/study guide for Julius Caesar

Wednesday, April 1

- Begin working on an artistic illustration of the assassination of Julius Caesar.
- Begin memorizing Brutus soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar

Thursday, April 2

- Study Brutus' soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar and answer the questions in Thursday's lesson plan.
- Finish working on your illustration of the assassination of Julius Caesar.

Friday, April 3

- Answer the Act 3,Sc.1 reading questions listed in Friday's lesson plan.
- Continue memorizing Brutus' soliloquy.

Statement of Academic Honesty

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Student Signature

Parent Signature

Monday, March 30

Carefully read and annotate Act 3, Scene 1 of Julius Caesar.. Pay special attention to the conspirators and note what role each plays in the assassination of Caesar. After reading and annotating the scene right down the name of each conspirator mentioned. Next to each conspirators name right down what part they played in that assassination. The goal is to see the conspirators plan to kill Julius Caesar and how exactly they carried it out.

Tuesday, March 31

At the end of this week's lesson instructions you will find the Julius Caesar Act 3, Sc. 1 notes/study guide. You may either print the study guide and fill it out or you may copy the study guide down on loose leaf paper and write down your answers. Make flash cards with the vocabulary words and study them for 2-5 minutes each night. Please note that you do not need to copy down the quotes in the study guide. You can simply write quote 1 and then who said it etc.

Wednesday, April 1

Begin working on an illustration of the assassination of Julius Caesar. This could be a painting or a drawing depicting the assassination. It could also be a comic or graphic style illustration with several panels and the thoughts/words of the characters shown in bubbles. I encourage you to be creative, to have fun with it and to do your best. I also encourage you to be accurate and faithful to the text!

Print out or write down on a loose leaf sheet of paper Brutus' soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar. Begin to memorize it.

Thursday, April 2

Continue memorizing Brutus' soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar. Think about the reason Brutus gives for why he believes it is necessary to assassinate Julius Caesar. On a piece of loose leaf paper answer the following questions. Which of Brutus's arguments for killing Caesar is the strongest? Why? Which of his arguments is the weakest? Why?

Finish your illustration, comic etc portraying the assassination of Julius Caesar.

Friday, April 3

Copy the following reading questions from Act 3, Sc.1 of Julius Caesar onto a sheet of loose leaf paper and answer them in complete sentences.

1. What part did Trebonius play in the assassination of Julius Caesar? What request does Metullus make of Caesar when he kneels before him in the Capitol? Which other conspirators kneel before Caesar? Who stabs Caesar first? (You will want to refer to Monday's homework when answering this question.)
2. Name two things in nature that Caesar compares himself to and explain why he does so.

Julius Caesar Act 3, Scene 1 Notes & Study Guide:

Please write notes on the characters and settings below in your own words. You may include some brief quotes but don't just copy passages from the book.

Characters:

Caesar: _____

Soothsayer: _____

Artemidorus: _____

Decius Brutus: _____

Publius: _____

Cassius: _____

Popilius: _____

Publius Cimber: _____

Brutus: _____

Cinna: _____

Metullus Cimber: _____

Casca: _____

Trebonius: _____

Servant (of Mark Antony): _____

Mark Antony: _____

Servant (of Octavius): _____

Ate: _____

Settings:

A Street near the Capitol: _____

The Capitol: _____

Olympus: _____

Doomsday: _____

Pompey's Basis: _____

Lethe: _____

There are definitions provided for you for the vocabulary words below. Write the line number where the word is found beside it. In your book, underline the line(s) where the word is found and highlight the vocabulary word.

Vocabulary:

enfranchisement: liberation from bondage or slavery - line number ____

havoc: the war cry that meant “give no quarter” (i.e. seize or slaughter at will); show no mercy - line number ____

Sirrah: a term of address to a male of inferior social status – line number ____

vouchsafe: allow, grant in a condescending manor (i.e. a king granting the request of a servant) - line number ____

puissant: powerful – line number ____

Quotes: In the quotes below identify who is speaking or what is being described.

“Is there no voice more worthy than my own
To sound more sweetly in great Caesar’s ear
For the repealing of my banished brother?”
(Who is speaking here?)

“I could be well moved, if I were as you.
If I could pray to move, prayers would move me.
But I am constant as the northern Star,
Of whose true fixed and resting quality
There is no fellow in the firmament.”
(Who is speaking here?)

“Stoop, Romans, stoop,

And let us bathe our hands in Caesar’s blood

Up to the elbows and besmear our swords.

Then walk we forth, even to the marketplace,

And, waving our red weapons o’er our heads,

Let’s all cry “Peace, freedom, and liberty!”

(Who is speaking here?)

Brutus' Soliloquy: Act 2, Scene1, lines 10-36

It must be by his death; and for my part,
I know no personal cause to spurn at him,
But for the general: he would be crown'd.
How that might change his nature, there's the
question.

It is the bright day that brings forth the adder,
And that craves wary walking. Crown him
- that!

And then, I grant, we put a sting in him
That at his will he may do danger with.
Th' abuse of greatness is, when it disjoins
Remorse from power; and to speak truth of
Caesar,

I have not known when his affections sway'd
More than his reason. But 'tis a common proof
That lowliness is young ambition's ladder,
Whereto the climber-upward turns his face;
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend. So Caesar may.
Then, lest he may, prevent. And since the
quarrel

Will bear no colour for the thing he is,
Fashion it thus - that what he is, augmented,
Would run to these and these extremities;
And therefore think him as a serpent's egg,
Which, hatch'd, would as his kind grow
mischievous,
And kill him in the shell.

Remote Learning Packet

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March 30 - April 3, 2020

Course: Math

Teacher(s): Mrs. Frank leslie.frank@greatheartsirving.org

Mrs. Voltin mary.voltin@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Addition Speed Test
- Chapter 1 Self-Test A

Tuesday, March 31

- Subtraction Speed Test
- Chapter 1 Self-Test B

Wednesday, April 1

- Multiplication Speed Test
- Chapter 2 Self-Test A

Thursday, April 2

- Powers Speed Test
- Chapter 2 Self-Test B

Friday, April 3

- Division Speed Test
- Chapter 3 Self-Test A

Statement of Academic Honesty

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Student Signature

Parent Signature

Monday, March 30

This week, we will be working on strengthening our basic math skills to prepare for the more difficult concepts that lie ahead during the 4th quarter. Start each day by taking the assigned speed test. Try to work as quickly and accurately as you can. **Time yourself**, and write your name, the date, and the time it took you to complete the test at the top of the page. **You do not need to stop after one minute like we do at school. Take as long as you need to finish the assigned speed test.** You will be taking one of these tests daily. The goal is to reduce the time it takes for you to take the test and increase your accuracy as well. **After completing the test**, grade it yourself with the provided answer key. This should take less than five minutes.

1. Your assigned speed test for today is addition.
2. Your second assignment is to complete Chapter 1 Self-Test A, found on page 19 of your book. If you're having difficulty remembering how to do the problems, **the lesson in which they were taught is posted in red brackets on the right side of the page.** Turn back to that lesson and review it for help. If you have reviewed the lesson and still don't understand, continue on to the next problem, until you have tried to work each one. Use lined loose-leaf paper and show all of your work. The provided answer key will give you an idea of how much work should be shown. Do not check the answer key until AFTER you have attempted each problem. **If you do the work on your own, especially without a calculator, your math skills will improve. If you don't, they won't!**

After completing the entire Self-Test, check your answers by reviewing the attached answer key. **It is IMPORTANT that you try each problem on your own first!** You will learn more this way, and that is key. If you copy down the answers without trying the problems first, you will have more difficulty with new concepts. When looking at the answer key, put a piece of paper over the problems, and slide it down one line at a time. If you struggled with how to do a problem, see if just looking at the first step gives you enough help to complete the problem on your own. If not, slide the paper down one more line to see the next step. **Keep trying to do it on your own first!**

Tuesday, March 31

1. Today's speed test is subtraction.
2. The second assignment is Chapter 1 Self-Test B from page 31. The same detailed instructions that were given in Monday's lesson plan apply to today's assignments. Remember, when translating word problems into equations, "is" is the same as the equal sign. Sum means to add. Product means to multiply.

Wednesday, April 1

1. Today's speed test is multiplication.
2. The second assignment is Chapter 2 Self-Test A from page 50. The same detailed instructions that were given in Monday's lesson plan apply to today's assignments. When rounding, look at the number in the place to the right of the place that you are rounding to. **Five or more, raise the score. Four or less, let it rest!**

Thursday, April 2

1. Today's speed test is powers. *Before you take the speed test, review lesson 2-1.*
2. The second assignment is Chapter 2 Self-Test B from page 63. The same detailed instructions that were given in Monday's lesson plan apply to today's assignments. **Remember when rounding: five or more, raise the score. Four or less, let it rest!**

Friday, April 3

1. Today's speed test is division.
2. The second assignment is Chapter 3 Self-Test A from page 87. The same detailed instructions that were given in Monday's lesson plan apply to today's assignments.

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$$

5	12	11	9	16
<u>- 2</u>	<u>- 4</u>	<u>- 9</u>	<u>- 7</u>	<u>- 8</u>

10	14	14	14	8
<u>- 6</u>	<u>- 5</u>	<u>- 7</u>	<u>- 6</u>	<u>- 3</u>

15	11	12	7	15
<u>- 7</u>	<u>- 4</u>	<u>- 7</u>	<u>- 2</u>	<u>- 6</u>

12	6	10	7	10
<u>- 9</u>	<u>- 3</u>	<u>- 3</u>	<u>- 4</u>	<u>- 8</u>

9	13	6	13	9
<u>- 4</u>	<u>- 7</u>	<u>- 2</u>	<u>- 9</u>	<u>- 3</u>

12	17	10	8	18
<u>- 6</u>	<u>- 9</u>	<u>- 5</u>	<u>- 6</u>	<u>- 9</u>

16	8	11	11	13
<u>- 9</u>	<u>- 4</u>	<u>- 3</u>	<u>- 6</u>	<u>- 5</u>

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \div 8 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \div 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \div 8 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \div 5 \\ \hline \end{array}$$

Name _____

Section _____

$2^2 =$

$2^3 =$

$2^4 =$

$2^5 =$

$3^2 =$

$3^3 =$

$3^4 =$

$3^5 =$

$4^2 =$

$4^3 =$

$4^4 =$

$4^5 =$

$5^2 =$

$5^3 =$

$5^4 =$

$5^5 =$

$6^2 =$

$6^3 =$

$7^2 =$

$7^3 =$

$8^2 =$

$8^3 =$

$9^2 =$

$9^3 =$

$10^2 =$

$10^3 =$

$11^2 =$

$12^2 =$

$13^2 =$

$14^2 =$

$15^2 =$

$16^2 =$

$17^2 =$

$18^2 =$

$19^2 =$

$20^2 =$

$$\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 8 \\ +4 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ +5 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 6 \\ +8 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 4 \\ +7 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 9 \\ +6 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 3 \\ +9 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ +7 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 9 \\ +4 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 5 \\ +6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 8 \\ +5 \\ \hline 13 \end{array}$$

5	12	11	9	16
<u>- 2</u>	<u>- 4</u>	<u>- 9</u>	<u>- 7</u>	<u>- 8</u>
3	8	2	2	8
10	14	14	14	8
<u>- 6</u>	<u>- 5</u>	<u>- 7</u>	<u>- 6</u>	<u>- 3</u>
4	9	7	8	5
15	11	12	7	15
<u>- 7</u>	<u>- 4</u>	<u>- 7</u>	<u>- 2</u>	<u>- 6</u>
8	7	5	5	9
12	6	10	7	10
<u>- 9</u>	<u>- 3</u>	<u>- 3</u>	<u>- 4</u>	<u>- 8</u>
3	3	7	3	2
9	13	6	13	9
<u>- 4</u>	<u>- 7</u>	<u>- 2</u>	<u>- 9</u>	<u>- 3</u>
5	6	4	4	6
12	17	10	8	18
<u>- 6</u>	<u>- 9</u>	<u>- 5</u>	<u>- 6</u>	<u>- 9</u>
6	8	5	2	9
16	8	11	11	13
<u>- 9</u>	<u>- 4</u>	<u>- 3</u>	<u>- 6</u>	<u>- 5</u>
7	4	8	5	8

$$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 6 \\ \div 3 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 32 \\ \div 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 18 \\ \div 9 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 14 \\ \div 2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 64 \\ \div 8 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 24 \\ \div 6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 45 \\ \div 5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 49 \\ \div 7 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 48 \\ \div 8 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 15 \\ \div 5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 56 \\ \div 8 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 28 \\ \div 7 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 35 \\ \div 7 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 10 \\ \div 5 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 54 \\ \div 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 27 \\ \div 9 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ \div 3 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 21 \\ \div 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 12 \\ \div 4 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 16 \\ \div 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 20 \\ \div 4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 42 \\ \div 7 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ \div 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 36 \\ \div 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 18 \\ \div 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 36 \\ \div 6 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 72 \\ \div 9 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 25 \\ \div 5 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 12 \\ \div 2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 81 \\ \div 9 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 63 \\ \div 9 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 16 \\ \div 4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 24 \\ \div 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 30 \\ \div 6 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 40 \\ \div 5 \\ \hline 8 \end{array}$$

Name _____

Section _____

$2^2 = 4$

$2^3 = 8$

$2^4 = 16$

$2^5 = 32$

$3^2 = 9$

$3^3 = 27$

$3^4 = 81$

$3^5 = 243$

$4^2 = 16$

$4^3 = 64$

$4^4 = 256$

$4^5 = 1024$

$5^2 = 25$

$5^3 = 125$

$5^4 = 625$

$5^5 = 3125$

$6^2 = 36$

$6^3 = 216$

$7^2 = 49$

$7^3 = 343$

$8^2 = 64$

$8^3 = 512$

$9^2 = 81$

$9^3 = 729$

$10^2 = 100$

$10^3 = 1000$

$11^2 = 121$

$12^2 = 144$

$13^2 = 169$

$14^2 = 196$

$15^2 = 225$

$16^2 = 256$

$17^2 = 289$

$18^2 = 324$

$19^2 = 361$

$20^2 = 400$

Pre-Algebra Chapter 1 Self-Test A, pg. 19, Answer Key, pg. 1

$$\begin{array}{r} 1. \quad 4.3 \\ \times 6 \\ \hline 25.8 \end{array}$$

$$\begin{array}{r} 2. \quad 4.15 \\ + 1.60 \\ \hline 5.75 \end{array}$$

$$\begin{array}{r} 3. \quad 8.46 \\ - 5.70 \\ \hline 2.46 \end{array}$$

$$\begin{array}{r} 4. \quad \boxed{7.6} \\ 9 \overline{) 84} \\ \underline{- 63} \\ 54 \\ \underline{- 54} \\ 0 \end{array}$$

$$\boxed{k=4 \quad m=6}$$

$$5. \quad 184 \div k$$

$$\begin{array}{r} \boxed{46} \\ 4 \overline{) 184} \\ \underline{- 160} \\ 24 \\ \underline{- 24} \\ 0 \end{array}$$

$$6. \quad 8+m+1 \\ 8+6+1 = \boxed{15}$$

$$7. \quad 7Km \\ 7(4)(6) = 28 \cdot 6 = \begin{array}{r} 4 \\ 28 \\ \times 6 \\ \hline 168 \end{array}$$

Order of Operations:
PEMDAS

$$8. \quad 8 + 3 \times 14 = 14 \\ 8 + (3 \cdot 14) = \begin{array}{r} \times 3 \\ 42 \\ \hline 50 \end{array}$$

$$9. \quad 48 \div (6 \times 2 - 4) = \\ 48 \div (12 - 4) = \\ 48 \div (8) = \boxed{6}$$

$$10. \quad \frac{7 + (9 \times 3) - 2}{(5 \times 4) - (2 \times 2)} =$$

$$\frac{7 + 27 - 2}{20 - 4} =$$

$$\frac{34 - 2}{16} = \frac{32}{16} = \boxed{2}$$

$$\boxed{s=12 \quad t=18}$$

$$11. \quad \frac{s}{4} + 6 =$$

$$\frac{12}{4} + 6 = 3 + 6 = \boxed{9}$$

$$12. \quad (t+2) \div 5 = \\ (18+2) \div 5 = \\ 20 \div 5 = \boxed{4}$$

$$13. \quad 2s - t = \\ 2(12) - 18 = \\ 24 - 18 = \boxed{6}$$

$$14. \quad 72 - m = 43 \\ \{19, 29, 31\}$$

$$\begin{array}{r} 72 \\ - 19 \\ \hline 53 \neq 43 \end{array}$$

$$\begin{array}{r} 72 - 29 = 43 \\ \checkmark 43 = 43 \end{array}$$

$$\boxed{29}$$

$$15. \quad 6r = 48 \\ \{6, 7, 8\}$$

$$6 \cdot 6 = 48 \quad \times \\ 36 \neq 48$$

$$6 \cdot 7 = 48 \quad \times \\ 42 \neq 48$$

$$6 \cdot 8 = 48 \\ 48 = 48 \quad \checkmark$$

$$\boxed{8}$$

$$16. \quad t \div 12 = 11 \\ \{23, 24, 25\}$$

$$23 \div 12 \neq 11 \quad \times$$

$$24 \div 12 = 11 \quad \times \\ 2 \neq 11$$

$$25 \div 12 \neq 11 \quad \times$$

$\boxed{\text{No solution}}$

Pre-Algebra Chapter 1 Self-Test A, pg. 19, Answer Key, pg. 2

17. $4d + 16 = 28$; $\{3, 4, 5\}$

$$4(3) + 16 = 28$$

$$12 + 16 = 28$$

$$28 = 28 \checkmark$$

$\boxed{3}$

18. $430 > 403$

19. $52 \div 17 = 19$

$$\begin{array}{r} 3 \\ 17 \overline{) 52} \\ \underline{51} \\ 1 \end{array}$$

$3 \frac{1}{17} < 19$

20. $225 = 9 \times 25$

$225 = 225$

$$\begin{array}{r} 9 \\ 25 \\ \times 9 \\ \hline 225 \end{array}$$

21. $x < 5$

$\boxed{\{0, 1, 2, 3, 4\}}$

22. $x \geq 85$

$\boxed{\{85, 86, \dots\}}$

23. $19 \leq x \leq 27$

$\boxed{\{19, 20, 21, \dots, 27\}}$

24. $g - 32 = 12$

$$g - 32 = 12$$

$$+ 32 \quad + 32$$

$$\boxed{g = 44}$$

25. $7d < 112$

$$\frac{7d}{7} < \frac{112}{7}$$

$\boxed{d < 16}$

$$\begin{array}{r} 16 \\ 7 \overline{) 112} \\ \underline{-70} \\ 42 \end{array}$$

26. $5a + 4 = 49$

$$-4 \quad -4$$

$$\frac{5a}{5} = \frac{45}{5}$$

$$a = 9$$

$\boxed{a = 9}$

Pre-Algebra Chapter 1 Self-Test B, pg. 31 Answer Key

1. $12 \div y$ or $\frac{12}{y}$

2. $x - 5$

3. $9g - 21$

4. $15 = 9 + 2x$

5. $25(b+7) > 11 \div 4$

6. $24 - 4n \leq 12$

7. Hammer	12.95
5 lb. of nails	5.20
8 sheets of plywood	12.00 each

$12 \times 8 = 96$ ←

$$\begin{array}{r} 12.95 \\ 5.20 \\ + 96.00 \\ \hline \$114.15 \end{array}$$

8. 8 buses = 392 tickets

$$\begin{array}{r} 49 \\ 8 \overline{)392} \\ \underline{-320} \\ 72 \\ \underline{-72} \\ 0 \end{array}$$

49 passengers on each bus

Pre-Algebra Chapter 2, Self Test A, pg. 50, Answer Key

1. $2^4 = 2 \cdot 2 \cdot 2 \cdot 2 = \boxed{16}$

2. $8^3 = 8 \cdot 8 \cdot 8 = \boxed{512}$

3. $9^1 = \boxed{9}$

4. $5^2 \times 5^3 = 5^{2+3} = 5^5 = \boxed{3125}$
 $5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 = \boxed{3125}$

5. $a^6 \times a^5 = a^{6+5} = a^{11}$

6. $30.694 > \boxed{27.35}$

7. $0.024 > \boxed{0.017}$

8. $0.87 < \boxed{1.22}$

9. tens: $84.307 = \boxed{80}$
↑

10. hundredths: $3.176 = \boxed{3.18}$
↑ ↑

11. hundreds: $293.84 = \boxed{300}$
↑

Pre-Algebra Chapter 2, Self Test B, pg. 63, Answer Key

$$1. \begin{array}{r} 12(15-8) + 6 \times 3 \\ 12(7) + 6 \times 3 \\ 84 + 18 = \boxed{102} \end{array} \quad \begin{array}{r} 12 \quad 84 \\ \times 7 \quad + 18 \\ \hline 84 \quad 102 \end{array}$$

$$9. \begin{array}{l} [(12+6) \div 6] + [(25+5) \div 3] \\ [18 \div 6] + [30 \div 3] \\ 3 + 10 = \boxed{13} \end{array}$$

$$2. \begin{array}{r} (31 \times 4) + (15 \times 4) - 91 \\ 124 + 60 - 90 \\ 184 - 90 = \boxed{94} \end{array}$$

$$10. (7b+3)5 + (11+4b)2$$

Distribute: $(7b+3)5 + (11+4b)2$
 $35b+15 + 22+8b$
 Combine like terms: $35b+8b+15+22$
 $\boxed{43b+37}$

$$3. \begin{array}{r} 7(56 \div 8) - 7(24 \div 6) \\ 7(7) - 7(4) \\ 49 - 28 = \boxed{21} \end{array}$$

$$4. \begin{array}{r} 9(0.36 \times 4) + 55 \\ 9(1.44) + 55 \\ 12.96 + 55 = \boxed{67.96} \\ \begin{array}{r} 12.96 \\ + 55.00 \\ \hline 67.96 \end{array} \end{array}$$

$$5. \begin{array}{l} [(128 \div 4) \div 8] 9 \\ [32 \div 8] 9 \\ 4 \cdot 9 = \boxed{36} \end{array} \quad \begin{array}{r} 32 \\ 4 \overline{)128} \\ \underline{-12} \\ 8 \end{array}$$

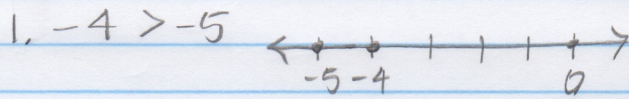
$$6. \begin{array}{r} (12+9)5 + (17-3)6 \\ 21 \cdot 5 + 14 \cdot 6 \\ 105 + 84 = \boxed{189} \\ \begin{array}{r} 105 \\ + 84 \\ \hline 189 \end{array} \end{array} \quad \begin{array}{r} 2 \\ 14 \\ \times 6 \\ \hline 84 \end{array}$$

$$7. (6a+7)2 + 4a$$

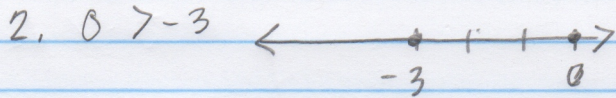
$(6a+7)2 + 4a$ = Distribute
 $12a+14+4a$ = combine like terms!
 $\boxed{16a+14}$

$$8. \begin{array}{r} (1.26 + 3.74)^2 \div 4 = \\ 5^2 \div 4 = \\ 25 \div 4 = \boxed{6.25} \end{array} \quad \begin{array}{r} 1 \quad 1 \\ 1.26 \\ + 3.74 \\ \hline 5.00 \end{array}$$

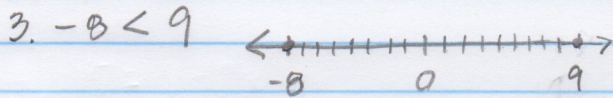
Pre-Algebra Chapter 3 Self-Test A, pg. 87, Answer Key



11. $8 - (-27) =$
 $8 + 27 = \boxed{35}$



12. $-5.1 - (-5.1)$
 $-5.1 + 5.1 = \boxed{0}$



13. $0 - 36 = \boxed{-36}$

4. $|-7| \underline{\quad} 7$ The absolute value of -7 is 7 .

$7 \equiv 7$

$a = -6.4$ $b = -5.2$

5. $|0| \equiv 0$

14. $-b - a$

$-(-5.2) - (-6.4)$
 $5.2 + 6.4 = \boxed{11.6}$

6. $9, 5.4, -4.52, -.25, -54$

$\boxed{-54, -4.52, -.25, 9, 5.4}$

15. $a - (-b)$

$-6.4 - [-(-5.2)] =$
 $-6.4 - 5.2 = \boxed{-11.6}$

7. $-3.79, 37, -7.3, -0.37, -0.09$

$\boxed{-7.3, -3.79, -0.37, -0.09, 37}$

Both signs are the same, so this is an addition problem. Both numbers are negative, so the answer is negative!

8. $-9.3 + 42.3$

$$\begin{array}{r} 42.3 \\ - 9.3 \\ \hline 33.0 \end{array}$$

16. $b - |a| =$

$-5.2 - |-6.4|$
 $-5.2 - 6.4 = \boxed{-11.6}$

9. $17.8 + -17.8 = \boxed{0}$

10. $8.76 + -10.2$

$$\begin{array}{r} 10.20 \\ - 8.76 \\ \hline 1.44 \end{array}$$

$\boxed{-1.44}$

This is a subtraction problem. Subtract the smaller number from the larger number. Use the sign of the larger number!

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Music

Teacher(s): Mr. Zuno leonardo.zunofernandez@greatheartssirving.org

Weekly Plan:

Monday, March 30

- Read [Ch 1 - Rhythm, Meter, and Tempo](#) for 10 minutes
- Summarize: Write a summary for 5 minutes (instructions below).

Tuesday, March 31

- Read: [Ch 1 - Rhythm, Meter, and Tempo](#) for 10 minutes
- Summarize: Write a summary for 5 minutes (instructions below)

Wednesday, April 1

- Listen to WRR 101.1 for 10 minutes and follow the next step.
- OR - If you play a musical instrument, add 15 minutes of practice to your normal routine today (and you can substitute that for the listening activity).
- Write a short paragraph on the music you heard on the radio (instructions below).
- If you did the extra practice, please write 2-3 sentences description of what you practiced and how you practiced.

Thursday, April 2

- Please write numbers for counting the melody (in the Treble Clef) of [Shall We Gather at the River](#).
- Please write out the solfege syllables for the [given exercises \(5 finger patterns\)](#) (instructions below).

Friday, April 3

- Please go back through [Shall We Gather at the River](#) and this time, label the note names of both the Treble and Bass Clef notes.
- Listen to WRR 101.1 for 5-10 minutes and write a brief 2-3 sentence summary like the one assigned on Wednesday.

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Details for each assignment:

Monday, March 30

- Read: [Ch 1 - Rhythm, Meter, and Tempo](#) - for 10 minutes
- Summarize: For 5 minutes, write a paragraph that summarizes what you learned or reviewed regarding this handout. Please keep summaries for these readings under one section of your notebook/binder, and make sure you write the title above each summary, so you can refer to these later.

Tuesday, March 31

- Read: [Ch 1 - Rhythm, Meter, and Tempo](#) - for 10 minutes
- Summarize: For 5 minutes, write a paragraph (different from yesterday's) that summarizes what you learned or reviewed regarding this handout. Please keep summaries for these readings under one section of your notebook/binder, and make sure you write the title above each summary, so you can refer to these later.

Wednesday, April 1

- Listen to WRR 101.1 for 10 minutes and follow the next step.
- OR - If you play a musical instrument, add 15 minutes of practice to your normal routine today (and you can substitute that for the listening activity).
- Write a short paragraph on the music you heard on the radio. Please name the composer and the title of the piece and write a brief 2-3 sentence description of the music you heard. Please find a place where you can focus so you are really listening (and nothing else) for 10 minutes. We will call these summaries for listening your "*Listening Log*." Over the next few weeks, this listening log will continue to grow, and it will become the basis for your final paper.
- If you did the extra practice, please write 2-3 sentences description of what you practiced and how you practiced.

Thursday, April 2

- Please write numbers for counting the melody (in the Treble Clef) of [Shall We Gather at the River](#). (I will provide an answer key at next week's packet.)
- Please write out the solfege syllables for the [given exercises \(5 finger patterns\)](#). What do you notice between all of these? What do they have in common? (I will provide an answer key at next week's packet.)

Friday, April 3

- Please go back through [Shall We Gather at the River](#) and this time, label the note names of both the Treble and Bass Clef notes. (I will provide an answer key at next week's packet.)
- Listen to WRR 101.1 for 5-10 minutes and write a brief 2-3 sentence summary like the one assigned on Wednesday. Please remember to keep this under your "Listening Log" section of your notebook/binder.

SHALL WE GATHER AT THE RIVER

Student

Robert Lawry
(1826-1899)



Flowing gently

mf

mp

rit.

D₃ G/D A⁷/C[#]

1 3 5 I 1 2 5 IV₄⁶ 1 2 5 V₅⁶

SHALL WE GATHER AT THE RIVER

Accompaniment

Flowing gently

mf

mp

rit.

a.

Handwritten labels: Do, Sol, Do

b.

Handwritten labels: 1, Do, mp, Do, 5, F#4

In a canon, one melodic line/voice imitates another.

c. Practice this exercise in various major and minor keys of your choice.

CANON

Handwritten labels: 1, Do, mf, Sol, Mi, Do, 5

E. M.

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Physical Education

Teacher(s): Mr. Bascom james.bascom@greatheartsirving.org

Mr. Bascom john.bascom@greatheartsirving.org

Mr. Turner joseph.turner@greatheartsirving.org

Weekly Plan:

Monday, March 30

Writing Assignment

Workout

Tuesday, March 31

Writing Assignment

Workout

Wednesday, April 1

Writing Assignment

Workout

Thursday, April 2

Writing Assignment

Workout

Friday, April 3

Reflection

Workout

Statement of Academic Honesty

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I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

Reflection: During this time when you are not in class our expectations of you are significantly less. For Middle Schoolers we are only demanding 15 minutes of work per day and for High Schoolers only 20. Our focus in this time will be overwhelmingly on maintaining a foundation in mobility and cardiovascular wellness. We expect you to fulfill our expectation for each day and maintain your fitness. But you are not limited by our expectations! Throughout this first week of transition we will ask you to complete several writing assignments. The purpose of these is to help you think about and define what your expectations will be for yourself. You may find this process difficult but don't give up!

Write all of your answers neatly using proper grammar and punctuation! As you go through the week you will write all of your answers on the same sheet(s) of paper. All of these writing assignments will eventually be graded for completion and effort.

Writing Assignment: What fitness/movement goals do you have for yourself? Come up with at least three. Feel free to think big here. In the coming days we'll ask you to think very specifically. For today be realistic but don't worry too much about coming up with a plan. Maybe you want to Bench Press your bodyweight for reps, achieve optimal extensibility through all soft tissue, run a marathon, be pain free, hold a handstand for a full minute, correct your resting squat or do your first strict pushup, develop sport specific skills, etc. Take your time and be sure you pick three things that you are really interested in! If you find yourself still unsure of what goals to have, or generally lacking inspiration, think back to some of the fundamentals we have covered in class (pushups, back bridge, squat etc.). Everything for the coming week will depend on these chosen goals. Write one short paragraph defining them.

Workout: Jog 10 meters, 6 squats, jog back, 6 lunges, repeat for 5 minutes

Tuesday, March 31

Writing Assignment: Yesterday we came up with at least three general goals. Today you are going to break these goals down into a chart of General and Supplementary Training Categories. General Training Categories are fairly straightforward. If you want to run a marathon your general training category is distance running. If you want to deadlift double your bodyweight your general training category is whole body strength. Supplementary Training Categories might be more confusing. Just think of them as any type of training that doesn't directly fit into your primary training category but will either help you to stay healthy or will allow you to achieve your goal more quickly. For a lot of our Primary Training pursuits, recovery is an absolutely critical supplemental form of training. Now for example, if I chose marathon, bench pressing my bodyweight for reps, fixing my resting squat, increasing my soccer skills, and performing a strict pushup in yesterday's exercise, my assignment today would look like this:

Training Goal:	General Training Category:	Supplementary Training Categories
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Running a marathon	Distance running	Recovery, speed work, strength
Bench press bodyweight	Upper body pushing strength	Recovery, upper body pulling strength
Fix resting squat	Lower body mobility (triple flexion)	Lower Body Extension, Mobilization of specific problem areas (ankles, lower back, etc.)
Increase soccer skills	Speed, Agility, Endurance, Dribbling, Kicking Power	Watching Soccer Games, Recovery from Speed, Agility, and Endurance Work
Perform a strict pushup	Upper body pushing strength	Crawling, core strength, pulling exercises

NOTE: If you find this assignment confusing and difficult, don't give up! We will flush these ideas out more tomorrow and the next day.

Workout: Bear Crawl 5 meters, perform 1-3 pushups, Crab Walk back, repeat for 5 minutes

Wednesday, April 1

Writing Assignment: Today we're going to convert those General and Supplementary categories of training into specific exercises. We're still not coming up with a daily/weekly plan. All we're doing today is listing the exercises that would help us accomplish the goals we're interested in. If you felt like yesterday's assignment was difficult hopefully today's will be clarifying as it will make yesterday's work more specific. Your work should look like this chart:

General Category	Exercises	Supplemental Category	Exercises
Distance Running	Running increasing distances/times	Recovery	Pre-workout dynamic flexibility warmup, rolling out and static stretching primary muscle groups
Upper Body Pushing Strength (This general category applies to the bench press and the strict pushup)	Bench press, pushups, slam ball throws, etc.	- Recovery - Upper Body Pulling Strength	- Warmups and cooldowns with focus on shoulder mobility (shoulder screws, light crawling, rolling out, etc.) - Pullups, bent over row
Lower Body Mobility (triple flexion)	Resting Squat (heels elevate or holding onto	- Lower Body Mobility (extension, rotation,	- Resistance band hip mobility complex, split

	something and leaning back depending on how bad my mobility is)	adduction, abduction) - Mobilization of specific problem areas	squats, lunges, - Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings, and lower back; draw the alphabet in the air with toes of each foot
Increase Soccer Skill:			
- Speed	Sprints, sprint technique drills	Recovery	- Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings
- Agility	Ladder drills	Recovery	- Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings
- Endurance	Distance Running	Recovery	- Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings
- Dribbling	Dribbling drills / games	Watching Soccer Games	
- Kicking Power	kicking	Watching Soccer Games	

Workout: 5 minute run

Thursday, April 2

Writing Assignment: Today we'll start building a weekly schedule. How good this weekly schedule is and whether or not you stick to it will determine the results you get. This does not mean that you can't amend this schedule over time, though. Consider what you write down today a rough draft. All we need to do today is choose what to do on each day of the week and how long to do it/how many repetitions of it to do. Keep in mind that some things you can probably do every day because they're pretty easy on the body (recovery, work on a resting squat, etc.) but others put a lot of strain on the body and should be done less frequently (weightlifting, distance running, etc.). Here's an example of what it might look like:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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Rest	-Morning Pushup set - Resting Squat - Light Run - Lower body workout (wind sprints, lunges, split squats, agility ladders, squats, resistance band hip complex)	-Morning Pushup set - Resting Squat - Upper Body Strength (Bench press, Bent Over Row, Pullups) - Dribbling and kicking soccer ball	-Morning Pushup set - Resting Squat - Recovery (roll out & stretch shoulders/back/quads/hamstrings/calves/glutes)	-Morning Pushup set - Resting Squat - Upper Body Strength (Bench press, Bent Over Row, Pullups) - Dribbling and kicking soccer ball	-Morning Pushup set - Resting Squat - Lower body workout (wind sprints, lunges, split squats, agility ladders, squats, resistance band hip complex)	- Resting Squat - Long Run - Whole body recovery session while watching a soccer game
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Workout: 30 second plank, 10 squat jumps, bear crawl about 5 meters, jog back, do 2 to 5 pushups - REPEAT x 5

Friday, April 3

Reflection: Developing your own routines is a very difficult and complex task. But with the work you've done this week and everything you've learned in class you do have the tools to stay in shape and make progress without the benefit of full Physical Education classes and a coach that is always there to help you. Remember this, though: you have always been the only one who is capable of getting you in shape and healthy. Everybody else can only help at best.

Going forward we will be available to help you build your routines. But don't forget that they belong to you. They are your project. Who do you want to be? What do you love to do? The workouts that we will be assigning will generally be shorter, relatively easy, and aimed at maintaining general fitness and mobility. Naturally we'll have to throw in a few challenging workouts here and there for fun. But it will be your decisions by far that most impact your growth in the coming weeks. We wish you all the best during these strange times and we're excited to see what you can do when you take responsibility for your own fitness.

Lastly, if you feel that you were unsuccessful in defining goals, categorizing those goals, finding exercises to develop, and creating routines containing those exercises, that is okay. The process is valuable. If you feel that it was unsuccessful, be patient with yourself and feel free to reach out to one of your coaches for help.

Workout: Come up with something for yourself, preferably outside.

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: 7 Science

Teacher(s): Miss Weisse natalie.weisse@greatheartsirving.org

Mrs. Voltin mary.voltin@greatheartsirving.org

Weekly Plan Checklist:

Monday, March 30

- Daily Nutrition Journal Entry
- Pre-Read List
- Chapter 15 Section 1 Outline

Tuesday, March 31

- Daily Nutrition Journal Entry
- Vocabulary List
- Labeled Neuron Diagram

Wednesday, April 1

- Daily Nutrition Journal Entry
- Chapter 15 Section 2 Outline

Thursday, April 2

- Daily Nutrition Journal Entry
- 5 Senses List (from memory if possible!)
- Chapter 15 Section 3 Outline

Friday, April 3

- Daily Nutrition Journal Entry
- Chapter 15 Section 1-3 Questions

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

- Write Your Daily Nutrition Journal Entry (instructions at the end of the packet!)
- Before you read - list everything that comes to mind when you think about the Nervous System (try to list *at least* 5 things)
- Read Chapter 15 Section 1 (pages 486-490)
- Review the list you made to begin with & star the items that were mentioned in the section.
- On the back of the same piece of paper, for every **purple title** in the chapter
 - ◆ Title the paper “Ch 15 Section 1 Outline - How the Nervous System Works”
 - ◆ write the **purple title**
 - ◆ write one sentence describing what information was given in this section

Tuesday, March 31

- Write Your Daily Nutrition Journal Entry (instructions at the end of the packet!)
- Return to Chapter 15 Section 1
 - ◆ write out all bolded vocabulary words and define them
- On a piece of computer paper (or notebook paper if that’s all you have), create a large diagram of the neuron (nerve cell) shown on page 488.
 - ◆ draw the neuron
 - ◆ label its parts
 - ◆ describe what the parts do from your reading yesterday (re-read if you need to!)

Wednesday, April 1

- Write Your Daily Nutrition Journal Entry (instructions at the end of the packet!)
- Read Chapter 15 Section 2 (pages 492-498)
- On a piece of paper, for every **purple title** in the chapter
 - ◆ Title the paper “Ch 15 Section 2 Outline - Divisions of the Nervous System”
 - ◆ write the **purple title**
 - ◆ write one sentence describing what information was given in this section

Thursday, April 2

- Write Your Daily Nutrition Journal Entry (instructions at the end of the packet!)
- Before you read - try to list the five senses from memory and think about what parts of your body are needed for each sense.
- Read Chapter 15 Section 3 (pages 500-507)
- On a piece of paper, for every **purple title** in the chapter
 - ◆ Title the paper “Ch 15 Section 3 Outline - The Senses”
 - ◆ write the **purple title**
 - ◆ write one sentence describing what information was given in this section

Friday, April 3

- Write Your Daily Nutrition Journal Entry (instructions at the end of the packet!)
- Review the chapter outlines you created from Chapter 15 Sections 1-3 in the following way
 - ◆ read the title of each section
 - ◆ explain outloud what you remember about the section
 - ◆ read the description of the section that you wrote
- On a new sheet of paper, complete the following questions from each section:
 - ◆ page 490 #1-4
 - ◆ page 498 #1-4
 - ◆ page 507 #1-5

Well Done!

You've Completed Your First Week of Distance Learning!

Thank you for your diligence and hard work!

Daily Nutrition Journal Instructions

The week before spring break we were studying nutrition. We finished off the week thinking about our meals and what nutrients we are getting from each part of our meals. This week, you are going to create a “Daily Nutrition Journal” and track nutrients you are putting in your body (because, remember, you *are* what you eat).

To create this journal, you will simply use loose leaf paper and at the top write DAILY NUTRITION JOURNAL.

Then, for each day of the week, you will do the following after lunch:

- 1) Write down everything you ate for lunch.
- 2) After each food item, list what nutrients you believe the food has.
- 3) After you have identified all nutrients present in your lunch, tally up how many times you wrote down each nutrient.

Look below for examples:

Mrs. Voltin’s Daily Nutrition Journal

<u>Lunch on Monday March 23</u>	<u>Lunch on Tuesday March 24</u>
<p>Tuna Melt Sandwich</p> <p style="padding-left: 20px;">Two slices bread - carbohydrate</p> <p style="padding-left: 20px;">Tuna - protein/water</p> <p style="padding-left: 20px;">Mayonnaise - fat</p> <p style="padding-left: 20px;">One slice cheddar cheese - fat/protein</p> <p>Tomato Soup - carbohydrates/vitamins/minerals/water</p> <p>Salad</p> <p style="padding-left: 20px;">Lettuce - carbs/vitamins/minerals/water</p> <p style="padding-left: 20px;">Carrots - carbs/vitamins/minerals/water</p> <p style="padding-left: 20px;">Cucumber - carbs/vitamins/minerals/water</p> <p style="padding-left: 20px;">Green onion - carb/vitamin/mineral/water</p> <p style="padding-left: 20px;">Italian salad dressing - fat/water</p> <p>Fats - 3</p> <p>Carbohydrates - 7</p> <p>Proteins - 1</p> <p>Vitamins - 5</p> <p>Minerals - 5</p> <p>Water - 7</p>	<p>Taco (two)</p> <p style="padding-left: 20px;">Corn taco shell - carbohydrate</p> <p style="padding-left: 20px;">Ground beef - protein/water</p> <p style="padding-left: 20px;">Refried beans - protein</p> <p style="padding-left: 20px;">Tomatoes - carbs/vitamins/minerals/water</p> <p style="padding-left: 20px;">Onions - vitamins/minerals/water</p> <p style="padding-left: 20px;">Grated cheese - fat/protein</p> <p style="padding-left: 20px;">Lettuce - carbs/vitamins/minerals/water</p> <p style="padding-left: 20px;">Sour cream - fat/vitamins/minerals/water</p> <p>Milk - fat/protein/vitamins/minerals/water</p> <p>Chocolate brownie - carbs/fat</p> <p>Fats - 4</p> <p>Carbohydrates - 4</p> <p>Proteins - 4</p> <p>Vitamins - 5</p> <p>Minerals - 5</p> <p>Water - 6</p>