BEARCAT DAY 10

GRADE 7
ANDERSON COUNTY SCHOOLS

ANDERSON COUNTY MIDDLE SCHOOL

7TH GRADE BEARCAT DAY 10

LANGUAGE ARTS	ANALYZE INFORMATIONAL TEXT REVIEW Complete the assignment in ELA teacher's Google Classroom.
MATH	SOLVING MULTI-STEP EQUATIONS WITH DISTRIBUTIVE PROPERTY (REVIEW) Complete the assignment in your math teacher's Google Classroom.
SCIENCE	CELL TEST
SOCIAL STUDIES	EXPLAINER: WHAT IS THE PLAGUE? Read the article and answer the questions in your social studies' teacher's Google Classroom.
PE/HEALTH	PHYSICAL ACTIVITY LOG Read the article and answer the questions. Email your responses to your brian.glass@anderson.kyschools.us.
LITERACY	THE SECRET PLACE Read the article and answer the questions in Ms. Knight's Google Classroom.

Grade 7 Bearcat Day 10 ELA

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Use the Reading Guide to help you understand the passage.

Invader Alert

Reading Guide

What have you learned about ecosystems that would explain the effects of losing one species in an ecosystem? How does this help you understand what might happen if a nonnative species is introduced?

Based on the introductory paragraphs, what are the two central ideas the author will develop?

In paragraph 4, which central idea is being supported?

You have probably learned that the loss of even one species can have devastating effects on an ecosystem. Have you ever wondered, though, what happens if a species is introduced to an ecosystem? Fortunately, most nonnative species have little or no impact. If a nonnative species lacks competitors or predators, however, it becomes invasive and spreads quickly. It can crowd out native species and cause environmental problems. It can also cost millions of dollars a year to keep the invasive species in check and even more to help a damaged ecosystem recover.

So what is being done about invasive species, and how should you help? The U.S. government works with state governments, agencies, and environmental groups to stem the spread of invaders. Here are a few examples of invasive species and how you can help.

In the Water

Southern catfish farmers brought Asian carp to the United States to help keep their ponds clear of algae. The carp weren't a problem until they escaped into the Mississippi River during floods. Ever since, the carp have been swimming north, entering other river systems and devouring algae that native fish and water creatures rely on. The invasive carp can grow to four feet in length and weigh as much as a hundred pounds. Without a natural predator, the carp population continues to grow. In addition, the destructive fish harm property and boaters when they leap out of the water and land in their boats.

To keep the carp from reaching the Great Lakes, a system of electric barriers was built in 2002. So far, $200 million have been spent trying to contain the fish. Today, the barriers are being reinforced, and a mobile system is being designed to assist in emergency situations. Other controls, such as netting, hydrologic solutions, and chemical controls are also being explored.

Grade 7 Bearcat Day 10 ELA

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Reading Guide

Which invasive species was introduced to the United States by accident? Which was introduced intentionally?

How does the author organize the text in each section? How does this reinforce the central ideas?

What is the author's point of view concerning invasive species?

These controls won't make a difference if you don't help. When fishing or boating, don't transfer species from one body of water to another. This includes cleaning boats and dumping water that might be left in boat wells and bait buckets. Eggs and larvae of invasive species that you can't see may be in the water. In fact, recreational boats are responsible for the spread of another invasive species, zebra mussels. Zebra mussels cling to the hulls of recreational boats that visit the Great Lakes. When the boats go to another lake without being cleaned, the species is introduced to the new lake.

On the Land

Kudzu is a Japanese vine brought to the United States for the centennial in 1876. The plant wasn't a problem until southern farmers were encouraged to plant it in the 1930s as forage for grazing livestock. The weather and soil conditions suited kudzu. Soon the plant was growing up to a foot a day, covering plants and buildings in its path. The vines destroy crops and timber resources and topple trees and buildings with their weight. Vines grow to be a hundred feet long with some roots reaching an amazing twelve feet into the ground. To make matters worse, new roots can sprout along a vine to start a new plant.

In 1953, kudzu was removed from the list of permissible plants by the U.S. government. In spite of this, kudzu continues to spread. It is estimated that kudzu covers seven million acres of land and costs utility companies $1.5 million a year just to remove it from power lines. To rid an area of kudzu, the vine is cut at the base, and all parts of the plant are destroyed. Areas must be continually mowed to prevent growth. Chemical herbicides and burning help destroy roots, but it can still take several years to reclaim land from kudzu.

You can help by planting only native species in your yard. If you do find and remove an invasive species, destroy all plant parts or bag the plant and dispose of it properly. Some plants, such as kudzu, have been transported hundreds of miles in fill dirt that contained plant roots or seeds. Wherever you go, make sure you don't take an invader with you or bring one home. Clean the soles of your shoes and wash your clothing to ensure that seeds and plant parts don't travel with you.

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Reading Guide

Was the introduction of the python to the Everglades intentional or accidental? Explain your reasoning.

What is the purpose of Python Patrol?

How does the law invoked by the Florida Legislature attempt to stem the spread of invasive species?

At Home

Today, the Florida Everglades has a new predator that threatens its delicate balance of nature. This predator is the Burmese python, a snake that grows to an astonishing twenty-six feet. Originally purchased as pets, the snakes either escaped from pet owners or were intentionally released when they got too big. The pythons eat birds and mammals that are prey for other Everglades species. Some pythons even attack and eat alligators.

To fight the problem, The Nature Conservancy in Florida started Python Patrol. Python Patrol has two hundred responders throughout the state who will come to the aid of citizens who spot a python. In addition, the Florida Legislature banned the ownership of eight reptiles in 2010, including the Burmese python. These reptiles are classified as conditional species. This means people owning these reptiles before the 2010 law went into effect can keep the animals if they microchip and cage the reptiles properly.

You can help by being a responsible pet owner. If you can no longer care for an exotic pet, contact a pet store or veterinarian to learn how to find a new owner for the pet. This includes tropical fish, snakes, lizards, spiders, and other animal species.

The solution to invasive species begins with you. Read the latest news about invaders in your state. Become knowledgeable about the problems they pose and how you can help. Find out what plants, insects, or animals you should watch for and what to do if you spot an invasive species. Remember, you may be the first line of defense in stopping an invader.

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Answer the following questions.

1 Read all parts of the question before responding.

Part A

Read this sentence from the passage.

Have you ever wondered, though, what happens if a species is introduced to an ecosystem?

Which definition **best** defines the academic vocabulary word introduced as it is used in the sentence?

A. brought into practice or use

B. caused to become acquainted

C. led or brought into a place

D. brought in knowledge of something

Part B

Which sentence most closely matches the definition for introduced you chose in Part A?

A. Although they were introduced to miners during the Gold Rush, Levi Strauss didn't patent his "blue jeans" until 1873.

B. Many flu viruses have been introduced to the United States by international travelers.

C. The new teacher walked into the classroom and introduced himself to each of the students.

D. The coach introduced a series of drills to help us improve our passing game.

2 Which **two** central ideas are developed in the passage?

A. What happens when an ecosystem loses a species?

B. What is being done to stop invasive species?

C. How are invasive species introduced to an ecosystem?

D. How can you help stop invasive species?

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3 Read the following sentences from the passage and the questions that follow.

In addition, the Florida Legislature banned the ownership of eight reptiles in 2010, including the Burmese python. These reptiles are classified as conditional species. This means people owning these reptiles before the 2010 law went into effect can keep the animals if they microchip and cage the reptiles properly.

Part A

Which central idea from the passage is supported by the sentences?

Part B

Using details from the text, what can you infer about the requirements for pet owners allowed to keep reptiles purchased before the 2010 law was enacted?

Answer the following questions about both passages in this lesson.

4 For both passages, consider each author's point of view. Explain how the authors convey their points of view to readers. Cite textual evidence to support your answer.

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5 Read all parts of the question before responding.

Part A

Write a brief summary of "Invaders among Us."

Part B

What information would you add from "Invader Alert" to create a summary that would suffice for both passages?

Multi-Step Equations with Distributive Property

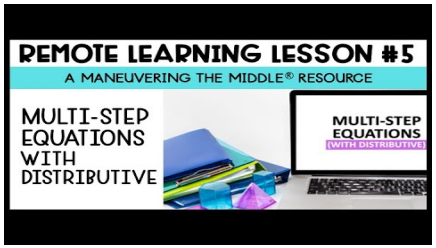
* Required

1. Email address *

2. First Name *

3. Last Name *

Refer to the following video for instruction and help solving mutli-step equations with distributive.



http://youtube.com/watch?v=hQ4RMKKI3Ig

Question 1

Grade 7 Bearcat Day 10 Math

4. 1. Which student wrote an equation with a solution of x = -8? 1 point

Jenna	Archer
$-3(x-9)=-3$	$4(2x-16)=16$

Mark only one oval.

- A. Jenna only
- B. Archer only
- C. Both Jenna and Archer
- D. Neither Jenna nor Archer

Question 2

5. 2. Find the value of b needed to make the equation true 1 point

$$\frac{1}{4}(8b-80)+b=70$$

Mark only one oval.

- A. b = 16
- B. b = 30
- C. b = 22.5
- D. b = −12

Question 3

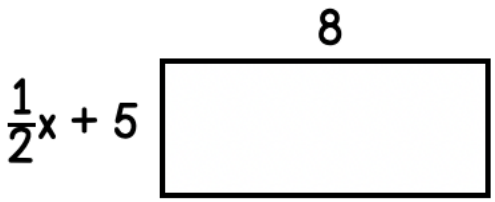
Grade 7 Bearcat Day 10 Math

6. 3. Find the value of x needed to make the equation true. 1 point

$$-8x - 3(2x + 1) = 67$$

Question 4

7. 4. The area of the rectangle shown is 200 square units. Find the value of x. 1 point



Question 5

8. 5. Which is the correct solution to the equation shown? 1 point

$$0.4(5x - 12) + 0.5x = 15.2$$

Mark only one oval.

- A. x = 8
- B. x = −8
- C. x = 17.5
- D. x = 4.16

Grade 7 Bearcat Day 10 science

Cells Assessment

* Required

1. Which of the following is NOT part of Cell theory * 1 point

Mark only one oval.

- All living things are made of multiple cells
- All living things are made of 1 or more cells
- All cells come from other cells
- Cells are the basic unit of structure and function in living things

2. Large animals, like people, cats, whales, elephants, etc... are considered to be eukaryotic organisms because_____ * 1 point

Mark only one oval.

- They are made of many cells
- Their cells have a nucleus
- Their cells do not have membrane covered organelles
- They are less evolved

3. Identify the statement that best describes multi cellular organisms. * 1 point

Mark only one oval.

- Multi cellular organisms lack specialized cells and organisms.
- Multi cellular organisms typically have cells without a nucleus
- Multi cellular organisms can only reproduce asexually. (like binary fission)
- Multi cellular organisms typically have cells without a nucleus.

4. Unicellular, prokaryotic organisms typically have DNA that is _____ * 1 point

Mark only one oval.

- ◯ throughout the cell
- ◯ in the nucleus of the cell
- ◯ found outside the cell membrane
- ◯ not present- unicellular organisms do not have DNA

5. How could you prove that all living things are made up of cells? * 1 point

Mark only one oval.

- ◯ Use a magnifying glass to look at small organisms to see individual cells
- ◯ Look it up on google
- ◯ Ask other people's opinions
- ◯ Use a microscope to look at things smaller than the human eye can see

6. The mitochondria within a cell is responsible for _____ * 1 point

Mark only one oval.

- ◯ Making proteins
- ◯ Holding the cell's DNA
- ◯ Storing water
- ◯ Providing the cell with energy

Grade 7 Bearcat Day 10 science

7. Without the Nucleus the cell would not _____ * 1 point

Mark only one oval.

- ◯ Know what to do, because the nucleus controls the cell
- ◯ Be able to transport proteins, because the nucleus is a series or passageways in the cell
- ◯ Have enough energy to function, because the nucleus helps fuel the cell
- ◯ Reproduce, because that is the only section of the cell that duplicates

8. Which of the following is NOT an organelle found in an animal cell? * 1 point

Mark only one oval.

- ◯ Ribsomome
- ◯ Endoplasmic Reticulum
- ◯ Chloroplast
- ◯ Cell Membrane

9. Plant cells have a more rigid structure due to _____ * 1 point

Mark only one oval.

- ◯ cellulose found in the cell wall
- ◯ the jelly like cytoplasm
- ◯ the large central vacuole
- ◯ having more smaller structures like ribosomes and chloroplasts

10. Ribosomes are responsible for making_____ * 1 point

Mark only one oval.

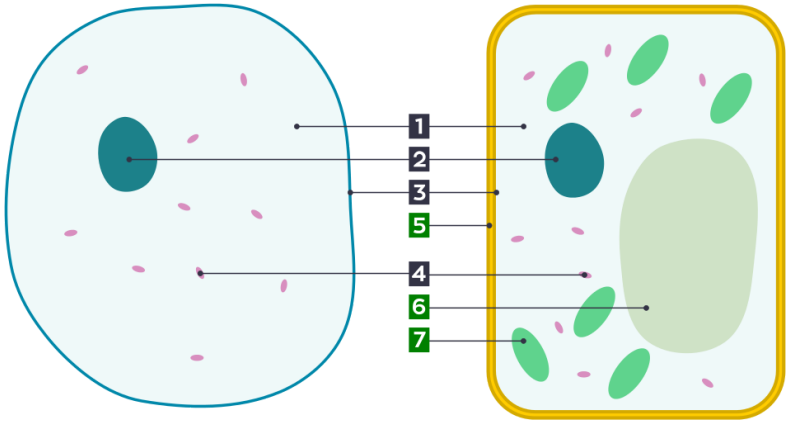
- Sugars
- Proteins
- Fats
- DNA

11. True or False: Damaged cells (like cancer cells) cannot reproduce. * 1 point

Mark only one oval.

- True
- False

Use this diagram to answer the next question



12. Use the diagram from above to answer this question. Assign each number the correct organelle name; options include: Cell membrane; chloroplasts; cell wall; cytoplasm; ribosomes; central vacuole; nucleus. State your answer like this: 1 is _____ 2 is _____ etc... * 7 points

13. Where do tomato plants get the carbon needed to produce glucose during photosynthesis? * 1 point

Mark only one oval.

- Tomato plants get the carbon needed to make glucose when they take in oxygen from the air through the stomata in their leaves.
- Tomato plants get the carbon needed to make glucose when they absorb water from the soil through their roots.
- Tomato plants get the carbon needed to make glucose when they capture sunlight in the chloroplast of their cells.
- Tomato plants do not need carbon to produce glucose

14. $6CO_2+6H_2O$ (Sunlight) $\rightarrow C_6H_{12}O_6+6O_2$ The equation above describes the chemical reaction that occurs in plant cells. What happens to the light energy that is shown in the reaction? * 1 point

Mark only one oval.

- It is destroyed during the reaction.
- It is released when the reaction is complete.
- It is converted/transformed into chemical energy during the reaction.
- It remains unchanged.

15. In the human body, cellular respiration breaks down sugar molecules after they enter the cell. What results from this process? * 1 point

Mark only one oval.

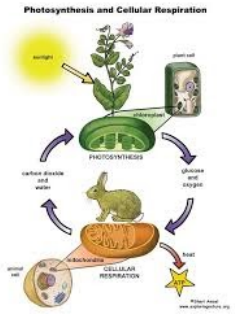
- ( ) Bacterial colonies begin to grow in the digestive tract.
- ( ) There is a release of energy due to breaking the bonds of glucose and the cells use this energy for growth
- ( ) There is a great production of oxygen in the cells that then gets removed as waste.
- ( ) There is an absorption of radiant energy by the cells that then gets transformed into more glucose.

16. Which of the following best describes how matter is rearranged in the process of cellular respiration * 1 point

Mark only one oval.

- ( ) Matter is lost and turned into energy
- ( ) Matter is created in the form of carbon dioxide gas
- ( ) Matter is conserved, the beginning number or atoms are the same before and after the process
- ( ) All of the matter taken in by animals/plants is turned into to heat energy

Photosynthesis and Cellular respiration diagram



17. Based on the photosynthesis and cellular respiration diagram, explain the role photosynthesis plays in the cycling of matter and the flow of energy into and out of organisms, such as plants and animals. * 10 points

18. Use the chemical equation for photosynthesis to develop an explanation to explain how molecules can be rearranged to support the growth or an organism; be specific, use examples and key vocab. * 6 points

Explainer: What is the plague?

By Allen Cheng, The Conversation, adapted by Newsela staff on 07.05.17
Word Count **832**
Level **950L**

An illustration of a 17th century plague doctor. Photo from Wikimedia

The plague is an ancient disease that has killed millions of people throughout history. But it is still around in our modern world.

In 2014, in the city of Yumen, China, a man died of the disease.

The government there controlled the disease. It restricted travel in and out of the city. Reportedly, 151 people were put under quarantine—safely isolated so as not to let the sickness spread. Plague first came to the United States on ships from China around 1900. In 2017, three people in New Mexico got the plague.

Plague has been responsible for hundreds of millions of deaths. It has happened in three widespread, deadly events, including the Black Death (1346–53). It is possible to treat plague with antibiotics, but infections and deaths continue to occur throughout the world.

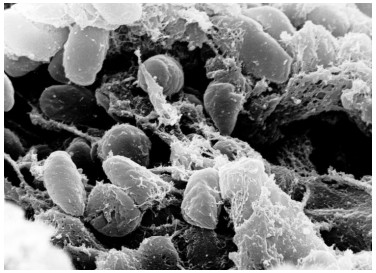
Plague Is Caused By Bacteria

Plague is a serious disease caused by the bacteria Yersina pestis. Fleas carry the disease from sick animals to humans. There are a number of different types of plague, but bubonic plague and

pneumonic plague are the most important.

Grade 7 Bearcat Day 10 Social Studies

The name bubonic plague comes from buboes, the word for infected lymph nodes. Lymph nodes are parts of the body's immune system. Its job is to protect the body against diseases. The infected lymph nodes develop plague about two to six days after bites from infected fleas.



Bacteria then spread to lymph nodes in other areas, such as the arm or in the neck. These become swollen and painful. If untreated, the infection spreads to the bloodstream and other internal organs.

Pneumonic plague occurs when the lungs are involved. It is more serious and develops more rapidly. It leads to the buildup of fluid in the lungs, followed by bleeding. This is less common than the bubonic form, but it can be a huge problem. Mucus and saliva can spread the disease to other people.

Several common, cheap antibiotics are effective against plague. But they must be given to a patient early before the severe infection has set in.

Yersinia pestis is found in a number of animals—often rats. But it is also found in other mammals and is transmitted to humans via fleas. In modern times, most cases of plague occur in African countries, particularly Madagascar.

The Three Pandemics

There have been three major attacks of plague described throughout history, the most famous being the Black Death in the 1300s.

Both the bubonic and pneumonic forms spread quickly through crowded, unclean cities and were carried by rats between urban centers. It has been estimated that one-third to one-half of all people in affected regions died.

This event is thought to have left its mark on human genes, as an example of natural selection. Natural selection is the process in which humans and animals adapt to their environment to produce healthy offspring.

Genetic studies have found that people in areas that have had plague have different, stronger genes. These mutations in people's genes are now thought to protect against plague.

Interestingly, this mutation is also thought to provide protection against a very different modern plague, HIV.

Pandemics of plague also had a profound influence on religion and culture. There was a popular belief that the nursery rhyme "Ring a ring o' roses" was actually about pneumonic plague. However, that myth probably is not true.

But the extreme responses of humanity in horrific circumstances has provided a rich topic for generations of writers. Authors Daniel Defoe, Albert Camus, and Geraldine Brooks all have written about plague.

DNA studies from plague victims have been able to confirm that plague was the cause of the Black Death.

Protective Quarantines

The practice of quarantine was first used in the 1370s in Dubrovnik, Croatia. It was later used in 1423 in Venice, Italy, during plague outbreaks.

The word itself comes from the word quaranta (Italian for "40"). It refers to the number of days in which travelers were isolated.

In plague-control programs, people are taught ways to improve cleanliness so they are not in contact with sick rats and fleas. They are also taught how to spot the disease in rats.

Scientists are also studying past examples of plague in humans to see how to prevent it from spreading.

A number of vaccines have been developed for plague. They are widely available in most countries, but there are concerns about well they work.

Plague is an example of how bacteria, animals, humans and the environment interact together to produce the conditions that enable infections to occur. We might never see outbreaks on the scale of the Black Death again. Still, it can happen. This should remind us that basic cleanliness practices are still needed in many parts of the world.

Allen Cheng is an associate professor studying infectious diseases at Monash University in Australia.

Grade 7 Bearcat Day 10 Social Studies

Quiz

1 Which selection from the article suggests that people developed ways to prevent the plague from spreading centuries ago?

(A) It is possible to treat plague with antibiotics, but infections and deaths continue to occur throughout the world.

(B) There have been three major attacks of plague described throughout history, the most famous being the Black Death in the 1300s.

(C) The practice of quarantine was first used in the 1370s in Dubrovnik, Croatia. It was later used in 1423 in Venice, Italy, during plague outbreaks.

(D) In plague-control programs, people are taught ways to improve cleanliness so they are not in contact with sick rats and fleas. They are also taught how to spot the disease in rats.

2 Read the section "Plague Is Caused By Bacteria."

Which selection from the section BEST supports the conclusion that treatment for the plague must be administered quickly?

(A) There are a number of different types of plague, but bubonic plague and pneumonic plague are the most important.

(B) Its job is to protect the body against diseases. The infected lymph nodes develop plague about two to six days after bites from infected fleas.

(C) These become swollen and painful. If untreated, the infection spreads to the bloodstream and other internal organs.

(D) Several common, cheap antibiotics are effective against plague. But they must be given to a patient early before the severe infection has set in.

3 Read the paragraph from the introduction [paragraphs 1-4].

Plague has been responsible for hundreds of millions of deaths. It has happened in three widespread, deadly events, including the Black Death (1346–53). It is possible to treat plague with antibiotics, but infections and deaths continue to occur throughout the world.

Which two phrases from the section help you understand the meaning of "widespread"?

(A) hundreds of millions; throughout the world

(B) deadly events; the Black Death

(C) possible to treat; continue to occur

(D) infections and deaths; with antibiotics

4 Read the sentence from the section "The Three Pandemics."

Pandemics of plague also had a profound influence on religion and culture.

Which of the following words, if it replaced "profound," would CHANGE the meaning of the sentence?

(A) significant

(B) interesting

(C) deep

(D) powerful

This article is available at 5 reading levels at https://newsela.com.

Grade 7 Bearcat Day 10 Health & PE

p 1 of 1

Physical Activity Log

Warm up:

30 seconds of Jumping Jacks and 60 seconds of running in place.

Stretches:

Triceps both right and left arm for 15 seconds each
Deltoid (shoulder) 15 seconds each arm
Toe Touches 15 seconds
Hurdler stretch, 15 seconds for each leg
Butterfly stretch 15 seconds
Flamingo, 15 seconds for each leg
Calve muscle, 15 seconds each leg

Exercises:

2 minutes of jumping jacks
2 minutes of jumping rope
2 minutes of running in place
1 minute of squats
10 push ups
10 sit ups
1 minute break
Repeat the exercise routine 3 more times.

Additional Physical Activities:

20 minutes of work around the house (cleaning, shoveling snow, whatever needs to be done)

I, _____, have completed all of the above activities for Bearcat Day 1.

Student Signature _____ Date:_____

Parent Witness _____ Date:_____

Grade 7 Bearcat Day 10 Literacy

p 1 of 4

Just when Daisy thinks that she has found a place all for herself, some boys come along and try to ruin it. Find out how Daisy handles the boys' challenge. Read the selection below. Then read each question and choose the best answer. Use the provided answer sheet at the end of the workbook to record your answers, and use a separate sheet of paper to record your response to open-ended questions.

The Secret Place

Daisy couldn't wait for school to be out. She knew she'd have to run quickly out the front door or everyone would see where she was going. She tried to act like she wasn't impatient, like she wasn't about to burst. "Hurry, hurry, hurry," Daisy whispered to the clock.

Finally 3:30 arrived. Before the echo of the bell's clang had disappeared, Daisy was out of her seat, opening her locker, and heading toward the front door of the school. She was determined to make it to her secret place, the place where no one mistreated her. No one called her names, talked about her clothes, refused to sit by her at lunch, or ignored her between classes. She was determined to keep the place a secret. She wouldn't share it with anyone, no matter what. What she didn't know was that Eddie, Bert, and Sammy were right behind her. They had seen her constant glances at the clock and had watched how quickly she ran out of the room.

"She's got a secret," Eddie said as the bell rang.

"Yeah. Let's find out what it is," Bert suggested.

Daisy was unaware of the boys as they followed her out the front door and through the busy schoolyard. She didn't see or hear them as she eagerly jogged to her destination. The boys were surprised when Daisy finally stopped at the edge of a huge lot filled with discarded tires and tall weeds. She ran through the clutter to a small shack hidden at the back of the lot.

"Cool! She's got a clubhouse!" Sammy exclaimed as Daisy went inside the shack.

"Not for long, she doesn't," Bert snickered.

The boys threw themselves onto their stomachs and let the tall grass and old tires hide them from Daisy's view. They waited a long time for Daisy to come out, but she never did. After a while Eddie said, "I'm getting hungry."

"And this grass itches," Sammy added.

"I think we'd be much more comfortable in our new clubhouse," Bert said.

"But what if Daisy has decided it's her clubhouse?" Eddie asked.

"So what if she has?" Bert said. "There are three of us and only one of her."

"But I've heard she's pretty tough," Eddie said. "You know how she doesn't do things like other girls. Like coming here."

"So what?" Bert said. "I can handle her. She's just a girl."

Slowly the boys stood up and walked toward the shack. They could hear Daisy singing softly, and they could smell a wonderful scent coming from inside the cabin.

"Hey, Daisy, you girl, come out. We want to talk to you," Bert called.

After a minute Daisy opened the door. Staring at the boys, she stood in the open doorway. The boys couldn't believe what they saw inside. Daisy had painted the walls a bright yellow. She had filled the shelves on the back wall with green plants. A table with a red-and-white-checked tablecloth held all shapes and sizes of candles. That's what smelled so good, the burning candles.

"So what do you want?" she asked.

"Uh, thanks for showing us this neat clubhouse and for getting it fixed up for us," Bert said. "But we'll be using it from now on."

He started toward the door, but she didn't move. "This isn't your clubhouse. I discovered it. Go away," Daisy commanded.

"Now, Daisy, be smart. You shouldn't be coming here all alone. It's not safe. So, we'll come instead and keep a good eye on your little clubhouse here," Bert said as he stepped closer.

"I don't need any boys taking care of my stuff," said Daisy, still not moving.

"Look, Daisy, we don't want any trouble, but you don't need this neat clubhouse all the time just for yourself," Bert explained. "Tell you what: We're fair guys, so we'll let you use it once a week, any day that you want it."

"I want it every day of the week because it's mine. I found it. I cleaned it. I painted it. It's mine," said Daisy.

"Well, it might have been yours, but now it's ours," Bert said, angry at this girl for not crying and running home like other girls would have done by now.

"Bert Johnson, you take one step closer to me, and I'll push all these candles onto the floor of this old cabin. It will catch on fire so quickly you won't have time to get away before flames are everywhere." Daisy stepped back and picked up two burning candles from the table.

Sammy and Eddie looked at her and then at Bert. "Hey, man," Eddie said. "Remember what they call her at school—Crazy Daisy."

Bert stared at her for a moment. "I mean it, Bert," Daisy said. "I'd rather no one have this place than to hand it over to you just because you told me to."

Sammy and Eddie turned to go. "Come on, man, she's unstable. She'll burn it down and you with it," Eddie said. Bert eyed the two burning candles that Daisy was holding.

"Yeah, she is crazy," he said, and the boys began to jog back toward their neighborhood.

Daisy watched them go and then put the candles back down on the table. A small smile appeared on her face. They might think she was crazy, but she didn't care. This was her clubhouse. Hers. All hers.

The Secret Place

1. Which is the word that ***best*** describes Daisy's feelings at the beginning of the selection?

   A cheerful

   B confident

   C serious

   D anxious

2. In the second paragraph, how does the word *clang* describe Daisy's feelings about school?

   A It is musical and cheery.

   B It is harsh and unattractive.

   C It is harmonic and happy.

   D It is loud and inspiring.

3. Based on the context of the fifth paragraph, what does the word *discarded* mean?

   A abandoned

   B faded

   C large

   D old

4. How does the clubhouse's appearance compare to the way Daisy is treated at school?

   A Both the clubhouse and Daisy are cheery on the inside.

   B Both the clubhouse and Daisy have fire burning inside.

   C The clubhouse is very girlish inside and Daisy acts very feminine.

   D The clubhouse looks as if no one would want it and no one wants to be with Daisy.

5. What makes Daisy different from other girls Bert knows?

   A She is afraid of the boys.

   B She stands up for herself.

   C She enjoys being by herself.

   D She likes pretty things.

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6. What effect is created by the author's repetition of the word *hers* at the end of the selection?

   A to emphasize that Daisy is crazy

   B to show that Daisy is proud of her clubhouse

   C to emphasize that Daisy is possessive and greedy

   D to show that Daisy is glad the boys have gone away

7. How does Daisy change from the beginning to the end of the selection?

8. How do Bert's actions in the beginning of the story affect his rudeness towards Daisy at the clubhouse? Explain your answer with examples from the selection.

Choose 7 or 8
Complete R.A.C.E.