Pandemic Preparedness Action Plan

Home Academic Resources

Christina School District Families;

As the global outbreak of the Coronavirus (COVID-19) continues to evolve, the Christina School District, working with other districts in Delaware, as well as the Division of Public Health, is taking steps to prepare for the possibility of transmission to our community. As part of the Christina School District’s Pandemic Preparedness Action Plan we are providing the following academic resources in the event of an extended school closure.

The attached resources are meant to provide students with an opportunity to practice previously learned skills while schools are closed. These resources are also available on our website www.christinak12.org for downloading and printing. We ask that your child practice their skills by working on these resources daily. Students should complete the packet to the best of their ability. Students should work at their own pace and can receive support from family members. If students reach a point of frustration, please stop and move on. We also encourage our students to read daily for a minimum of 30 minutes per day. Completion of these activities will help maintain your child’s academic progress until school reopens. Please stay tuned to the Christina School District website for the most recent news and announcements regarding potential school closures.

Grade Level: 7
The Distracted Teenage Brain

Scientists discover that teens are easily distracted by behaviors that were once — but are no longer — rewarding

By Alison Pearce Stevens 2014

When most people think of distraction, they think of loud music or television, but in 2014 psychologist Zachary Roper conducted a study that offered a different definition of distraction. The results show why young adults may seem impulsive and easily distracted.

[1] Teens have a reputation for making some not-so-smart decisions. Researchers have blamed those poor decisions on the immaturity of a teen’s prefrontal cortex. That is the part of the brain involved in making plans and decisions. But scientists now find the answer may be simpler: the allure of rewards. Rewards, even small ones, entice teens more than they do adults.

And, perhaps surprisingly, teens tend to continue doing things they once found rewarding, even after the actual payoff is long gone. Both findings come from a new study by researchers at the University of Iowa in Iowa City.

Psychologist Zachary Roper and his team worked with two groups of volunteers: 13- to 16-year-olds and 20- to 35-year-old adults. Each volunteer had to play a game of sorts. During a training phase, a computer displayed six circles, each a different color. The players had to find the red or green circle. These targets had either a horizontal or vertical line inside. The remaining circles had lines at other angles. When the participant found the correct target, they had to press one of two keys on a keyboard. One key would report they had found the vertical line. The other reported finding a horizontal line.

When a volunteer hit the right key, the screen flashed the amount of the reward they had earned. For some volunteers, green circles provided a large (10-cent) reward and red circles provided a small (2-cent) reward. For other volunteers, the amounts were reversed, with red circles worth more. All other colors had no reward.

[5] By the end of this training, volunteers had learned the value of each color. But they weren’t aware that they had, notes Iowa’s Jatin Vaidya. When the scientists asked the players about the value of red versus green circles, both teens and adults had no awareness that a circle’s color had any effect on how much they had earned during any given trial.

1. Allure (noun): attraction, appeal
After this training ended, it was time to begin testing in earnest. The scientists informed the volunteers they had a new target. Each had to report the orientation of the line inside a blue diamond. Again, groups of six symbols appeared on a computer screen. Only one was a diamond. The other five were still circles. In some trials, one of those circles was red or green. In other trials, there were no red or green circles.

The recruits were told to answer as quickly as possible. And for this phase of the experiment, no additional money would be earned.

The researchers now measured how long it took people to find the diamond and record their answers.

When no red or green circles were among the onscreen options, both adults and teens responded quickly. But when a red or green circle showed up, both groups initially took a bit longer. Adults, though, quickly stopped paying attention to the colored circles. Their response times sped up.

Teens reacted differently. They took longer to respond whenever a red or green circle showed up. Their response times never sped up. Their attention still was drawn to the previously valued circles — even though the shapes no longer brought any reward. Clearly, the red and green circles were distracting teens from their objective.

Roper’s team reported the findings September 10 in Psychological Science.

“The study demonstrates that the attention of adolescents is especially drawn to rewarding information,” says Brian Anderson. A psychologist at Johns Hopkins University in Baltimore, Md., he was not involved with the study. These data may help explain why teens engage in risky behavior, he says.

Some behaviors, such as texting or using social media, trigger the brain’s reward system. Once the teenage brain has linked a behavior to that reward, it continues to seek the reward again and again. That’s why teens are likely to opt for the reward of social media when they should be studying. Or why they respond to texts while driving.

How can someone overcome their brain’s attempts to distract? Vaidya suggests physically removing distractions whenever possible. Shut down the phone when driving or disconnect from Wi-Fi while doing homework. When distractions are not readily available, it will be easier to focus attention on the things that matter most. Like arriving home safely.

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2. The phrase “in earnest” means that someone is sincere or passionate in their convictions.
3. direction, as in vertical or horizontal
4. An adolescent is a young person who is in the transitional stage from a child into an adult.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following statements best expresses the central idea of the article?
   A. Teenagers' brains are more easily distracted because they use social media and text while driving more often than adults.
   B. Teenagers are more likely than adults to take risks for money based on a study in Iowa City.
   C. Teenagers are more prone to distraction because they are more attracted to or focused on potential rewards.
   D. Teenagers often do not realize why they want rewards because their brains are still developing.

2. PART B: Which of the following quotes best supports the answer to Part A?
   A. “For some volunteers, green circles provided a large (10-cent) reward and red circles provided a small (2-cent) reward.” (Paragraph 4)
   B. “The study demonstrates that the attention of adolescents is especially drawn to rewarding information” (Paragraph 12)
   C. “These data may help explain why teens engage in risky behavior, he says.” (Paragraph 12)
   D. “When distractions are not readily available, it will be easier to focus attention on the things that matter most.” (Paragraph 14)

3. PART A: What does the word “entice” mean as used in paragraph 1?
   A. to discourage
   B. to inspire
   C. to challenge
   D. to attract

4. PART B: Which of the following phrases from paragraph 1 best supports the answer to Part A?
   A. “not-so-smart decisions”
   B. “allure of rewards”
   C. “even small ones”
   D. “more than they do adults”
5. Analyze the claim the author makes about distracted teenage behaviors and evaluate whether the evidence used to support this claim is sufficient.
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Are you surprised by the findings of this study? Why or why not?

2. In paragraph 11, one scientist makes the claim that the results of the study, which suggest that teens are more easily distracted by potential rewards, help prove why teens are more likely to engage in irresponsible behavior. In your opinion, is this a strong argument? What might be some other reasons teenagers make poor choices?

3. In the context of this article, how can science define the identity of a teenager? Where does it fall short?
Select one Discussion Question from page 5 of "The Distracted Teenage Brain," and write a CSET based response.

Include:

C: Make a claim. Answer the questions above in a complete sentence or two.
S: Set up your evidence with the source or speaker information.
E: Evidence- Provide details from the text to support your claim.
T: Tie in: Explain what your evidence means and how it helps to answer the question.
At the last minute Annie couldn’t go. She was invaded by one of those twenty-four-hour flu bugs that sent her to bed with a fever, moaning about the fact that she’d also have to break her date with Handsome Harry Arnold that night. We call him Handsome Harry because he’s actually handsome, but he’s also a nice guy, cool, and he doesn’t treat me like Annie’s kid brother, which I am, but like a regular person. Anyway, I had to go to Lawnrest alone that afternoon. But first of all I had to stand inspection. My mother lined me up against the wall. She stood there like a one-man firing squad, which is kind of funny because she’s not like a man at all, she’s very feminine, and we have this great relationship — I mean, I feel as if she really likes me. I realize that sounds strange, but I know guys whose mothers love them and cook special stuff for them and worry about them and all but there’s something missing in their relationship.

Anyway. She frowned and started the routine.

“That hair,” she said. Then admitted: “Well, at least you combed it.”

I sighed. I have discovered that it’s better to sigh than argue.

“And that moustache.” She shook her head. “I still say a seventeen-year-old has no business wearing a moustache.”

“It’s an experiment,” I said. “I just wanted to see if I could grow one.” To tell the truth, I had proved my point about being able to grow a decent moustache, but I also had learned to like it.

“It’s costing you money, Mike,” she said. “I know, I know.”
The money was a reference to the movies. The Downtown Cinema has a special Friday night offer — half price admission for high school couples, seventeen or younger. But the woman in the box office took one look at my moustache and charged me full price. Even when I showed her my driver’s license. She charged full admission for Cindy’s ticket, too, which left me practically broke and unable to take Cindy out for a hamburger with the crowd afterward. That didn’t help matters, because Cindy has been getting impatient recently about things like the fact that I don’t own my own car and have to concentrate on my studies if I want to win that college scholarship, for instance. Cindy wasn’t exactly crazy about the moustache, either.

Now it was my mother’s turn to sigh.

“Look,” I said, to cheer her up. “I’m thinking about shaving it off.” Even though I wasn’t. Another discovery: You can build a way of life on postponement.

“Your grandmother probably won’t even recognize you,” she said. And I saw the shadow fall across her face.

Let me tell you what the visit to Lawnrest was all about. My grandmother is seventy-three years old. She is a resident — which is supposed to be a better word than patient — at the Lawnrest Nursing Home. She used to make the greatest turkey dressing in the world and was a nut about baseball and could even quote batting averages, for crying out loud. She always rooted for the losers. She was in love with the Mets‘ until they started to win. Now she has arteriosclerosis, which the dictionary says is “a chronic disease characterized by abnormal thickening and hardening of the arterial walls.” Which really means that she can’t live at home anymore or even with us, and her memory has betrayed her as well as her body. She used to wander off and sometimes didn’t recognize people. My mother visits her all the time, driving the thirty miles to Lawnrest almost every day. Because Annie was at home for semester break from college, we had decided to make a special Saturday visit. Now Annie was in bed, groaning theatrically — she’s a drama major — but I told my mother I’d go anyway. I hadn’t seen my grandmother since she’d been admitted to Lawnrest. Besides, the place is located on the Southwest Turnpike, which meant I could barrel along in my father’s new Le Mans. My ambition was to see the speedometer hit seventy-five. Ordinarily, I used the old station wagon, which can barely stagger up to fifty.

Frankly, I wasn’t too crazy about visiting a nursing home. They reminded me of hospitals and hospitals turn me off. I mean, the smell of ether makes me nauseous, and I feel faint at the sight of blood. And as I approached Lawnrest — which is a terrible cemetery kind of name, to begin with — I was sorry I hadn’t avoided the trip. Then I felt guilty about it. I’m loaded with guilt complexes. Like driving like a madman after promising my father to be careful. Like sitting in the parking lot, looking at the nursing home with dread and thinking how I’d rather be with Cindy. Then I thought of all the Christmas and birthday gifts my grandmother had given me and I got out of the car, guilty, as usual.

Inside, I was surprised by the lack of hospital smell, although there was another odor or maybe the absence of an odor. The air was antiseptic, sterile. As if there was no atmosphere at all, or I’d caught a cold suddenly and couldn’t taste or smell.

1. the New York Mets
2. a chemical used as a pain killer
3. Sterile (adjective): extremely clean; free of germs, bacteria, or infection
A nurse at the reception desk gave me directions — my grandmother was in East Three. I made my way down the tiled corridor and was glad to see that the walls were painted with cheerful colors like yellow and pink. A wheelchair suddenly shot around a corner, self-propelled by an old man, white-haired and toothless, who cackled merrily as he barely missed me. I jumped aside — here I was, almost getting wiped out by a two-mile-an-hour wheelchair after doing seventy-five on the pike. As I walked through the corridor seeking East Three, I couldn’t help glancing into the rooms, and it was like some kind of wax museum — all these figures in various stances and attitudes, sitting in beds or chairs, standing at windows, as if they were frozen forever in these postures. To tell the truth, I began to hurry because I was getting depressed. Finally, I saw a beautiful girl approaching, dressed in white, a nurse or an attendant, and I was so happy to see someone young, someone walking and acting normally, that I gave her a wide smile and a big hello and I must have looked kind of like a nut. Anyway, she looked right through me as if I were a window, which is about par for the course whenever I meet beautiful girls.

I finally found the room and saw my grandmother in bed. My grandmother looks like Ethel Barrymore. I never knew who Ethel Barrymore was until I saw a terrific movie, *None But the Lonely Heart*, on TV, starring Ethel Barrymore and Cary Grant. Both my grandmother and Ethel Barrymore have these great craggy faces like the side of a mountain and wonderful voices like syrup being poured. Slowly, she was propped up in bed, pillows puffed behind her. Her hair had been combed out and fell upon her shoulders. For some reason, this flowing hair gave her an almost girlish appearance, despite its whiteness.

She saw me and smiled. Her eyes lit up and her eyebrows arched and she reached out her hands to me in greeting. “Mike, Mike,” she said. And I breathed a sigh of relief. This was one of her good days. My mother warned me that she might not know who I was at first.

I took her hands in mine. They were fragile. I could actually feel her bones, and it seemed as if they would break if I pressed too hard. Her skin was smooth, almost slippery, as if the years had worn away all the roughness, the way the wind wears away the surfaces of stones.

“Mike, Mike, I didn’t think you’d come,” she said, so happy, and she was still Ethel Barrymore, that voice like a caress. “I’ve been waiting all this time.” Before I could reply, she looked away, out the window. “See the birds? I’ve been watching them at the feeder. I love to see them come. Even the blue jays. The blue jays are like hawks — they take the food that the small birds should have. But the small birds, the chickadees, watch the blue jays and at least learn where the feeder is.”

She lapsed into silence, and I looked out the window. There was no feeder. No birds. There was only the parking lot and the sun glinting on car windshields.

She turned to me again, eyes bright. Radiant, really. Or was it a medicine brightness? “Ah, Mike. You look so grand, so grand. Is that a new coat?”

“Not really,” I said. I’d been wearing my uncle Jerry’s old army-fatigue jacket for months, practically living in it, my mother said. But she insisted that I wear my raincoat for the visit. It was about a year old but looked new because I didn’t wear it much. Nobody was wearing raincoats lately.

4. *Propel* (verb): to push or drive something forward

5. what is normal or expected

6. rough and uneven

7. “Fatigue” is another word for army clothes.
“You always loved clothes, didn’t you, Mike?” she said.

I was beginning to feel uneasy, because she regarded me with such intensity. Those bright eyes. I wondered — are old people in places like this so lonesome, so abandoned that they go wild when someone visits? Or was she so happy because she was suddenly lucid* and everything was sharp and clear? My mother had described those moments when my grandmother suddenly emerged from the fog that so often obscured* her mind. I didn’t know the answers, but it felt kind of spooky, getting such an emotional welcome from her.

[25] “I remember the time you bought the new coat — the Chesterfield,” she said, looking away again, as if watching the birds that weren’t there. “That lovely coat with the velvet collar. Black, it was. Stylish. Remember that, Mike? It was hard times, but you could never resist the glitter.”

I was about to protest — I had never heard of a Chesterfield, for crying out loud. But I stopped. Be patient with her, my mother had said. Humor her. Be gentle.

We were interrupted by an attendant, who pushed a wheeled cart into the room. “Time for juices, dear,” the woman said. She was the standard, forty- or fifty-year-old woman: glasses, nothing hair, plump cheeks. Her manner was cheerful but a businesslike kind of cheerfulness. I’d hate to be called “dear” by someone getting paid to do it. “Orange or grape or cranberry, dear? Cranberry is good for the bones, you know.”

My grandmother ignored the interruption. She didn’t even bother to answer, having turned away at the woman’s arrival, as if angry about her appearance.

The woman looked at me and winked. A conspiratorial1 kind of wink. It was kind of horrible. I didn’t think people winked like that anymore. In fact, I hadn’t seen a wink in years.

[30] “She doesn’t care much for juices,” the woman said, talking to me as if my grandmother weren’t even there. “But she loves her coffee. With lots of cream and two lumps of sugar. But this is juice time, not coffee time.” Addressing my grandmother again, she said, “Orange or grape or cranberry, dear?”

“Tell her I want no juices, Mike,” my grandmother commanded regally, her eyes still watching invisible birds.

The woman smiled, patience like a label on her face. “That’s all right, dear. I’ll just leave some cranberry for you. Drink it at your leisure. It’s good for the bones.”

She wheeled herself out of the room. My grandmother was still absorbed in the view.

Somewhere a toilet flushed. A wheelchair passed the doorway — probably that same old driver fleeing a hit-run accident. A television set exploded with sound, somewhere, soap-opera voices filling the air. You can always tell soap-opera voices.

8. Lucid (adjective): able to think and be understood clearly
9. Obscure (verb): to cover or conceal
10. to go along with someone to keep them happy
11. suggesting that a person shares secret knowledge with another
I turned back to find my grandmother staring at me. Her hands cupped her face, her index fingers curled around her cheeks like parenthesis marks.

"But you know, Mike, looking back, I think you were right," she said, continuing our conversation as if there had been no interruption. "You always said 'It's the things of the spirit that count, Meg.' The spirit! And so you bought the baby-grand piano — a baby grand in the middle of the Depression.\(^{12}\) A knock came on the door and it was the deliverman. It took five of them to get it into the house." She leaned back, closing her eyes. "How I loved that piano, Mike. I was never that fine a player, but you loved to sit there in the parlor,\(^{13}\) on Sunday evenings, Ellie on your lap, listening to me play and sing." She hummed a bit, a fragment of melody I didn't recognize. Then she drifted into silence. Maybe she'd fallen asleep. My mother's name is Ellen, but everyone always calls her Ellie. "Take my hand, Mike," my grandmother said suddenly. Then I remembered — my grandfather's name was Michael. I had been named for him.

"Ah, Mike," she said, pressing my hands with all her feeble strength. "I thought I'd lost you forever. And here you are, back with me again..."

Her expression scared me. I don't mean scared as if I were in danger but scared because of what could happen to her when she realized the mistake she had made. My mother always said I favored her side of the family. Thinking back to the pictures in the old family albums, I recalled my grandfather as tall and thin. Like me. But the resemblance ended there. He was thirty-five when he died, almost forty years ago. And he wore a moustache. I brought my hand to my face. I also wore a moustache now, of course.

"I sit here these days, Mike," she said, her voice a lullaby, her hand still holding mine, "and I drift and dream. The days are fuzzy sometimes, merging together. Sometimes it's like I'm not here at all but somewhere else altogether. And I always think of you. Those years we had. Not enough years, Mike, not enough..."

Her voice was so sad, so mournful that I made sounds of sympathy, not words exactly but the kind of soothings that mothers murmur to their children when they awaken from bad dreams.

"And I think of that terrible night, Mike, that terrible night. Have you ever really forgiven me for that night?"

"Listen..." I began. I wanted to say: "Nana, this is Mike your grandson, not Mike your husband."

"Sh... sh..." she whispered, placing a finger as long and cold as a candle against my lips. "Don't say anything. I've waited so long for this moment. To be here. With you. I wondered what I would say if suddenly you walked in that door like other people have done. I've thought and thought about it. And I finally made up my mind — I'd ask you to forgive me. I was too proud to ask before." Her fingers tried to mask her face. "But I'm not proud anymore, Mike." That great voice quivered and then grew strong again. "I hate you to see me this way — you always said I was beautiful. I didn't believe it. The Charity Ball when we led the grand march and you said I was the most beautiful girl there..."

\(^{12}\) referring to the Great Depression

\(^{13}\) a room for receiving and entertaining guests
“Nana,” I said. I couldn’t keep up the pretense any longer, adding one more burden to my load of guilt, leading her on this way, playing a pathetic game of make-believe with an old woman clinging to memories. She didn’t seem to hear me.

But that other night, Mike. The terrible one. The terrible accusations I made. Even Ellie woke up and began to cry. I went to her and rocked her in my arms and you came into the room and said I was wrong. You were whispering, an awful whisper, not wanting to upset little Ellie but wanting to make me see the truth. And I didn’t answer you, Mike. I was too proud. I’ve even forgotten the name of the girl. I sit here, wondering now — was it Laura or Evelyn? I can’t remember. Later, I learned that you were telling the truth all the time, Mike. That I’d been wrong...” Her eyes were brighter than ever as she looked at me now, but tear-bright, the tears gathering. “It was never the same after that night, was it, Mike? The glitter was gone. From you. From us. And then the accident... and I never had the chance to ask you to forgive me...”

My grandmother. My poor, poor grandmother. Old people aren’t supposed to have those kinds of memories. You see their pictures in the family albums and that’s what they are: pictures. They’re not supposed to come to life. You drive out in your father’s Le Mans doing seventy-five on the pike and all you’re doing is visiting an old lady in a nursing home. A duty call. And then you find out that she’s a person. She’s somebody. She’s my grandmother, all right, but she’s also herself. Like my own mother and father. They exist outside of their relationship to me. I was scared again. I wanted to get out of there.

“Mike, Mike,” my grandmother said. “Say it, Mike.”

I felt as if my cheeks would crack if I uttered a word.

“Say you forgive me, Mike. I’ve waited all these years...”

I was surprised at how strong her fingers were.

“Say, ‘I forgive you, Meg.’”

I said it. My voice sounded funny, as if I were talking in a huge tunnel. “I forgive you, Meg.”

Her eyes studied me. Her hands pressed mine. For the first time in my life, I saw love at work. Not movie love. Not Cindy’s sparkling eyes when I tell her that we’re going to the beach on a Sunday afternoon. But love like something alive and tender, asking nothing in return. She raised her face, and I knew what she wanted me to do. I bent and brushed my lips against her cheek. Her flesh was like a leaf in autumn, crisp and dry.

She closed her eyes and I stood up. The sun wasn’t glinting on the cars any longer. Somebody had turned on another television set, and the voices were the show-off voices of the panel shows. At the same time you could still hear the soap-opera dialogue on the other television set.

14. **Pretense (noun)**: an act or claim that seems real but is false
I waited awhile. She seemed to be sleeping, her breathing serene\textsuperscript{15} and regular. I buttoned my raincoat. Suddenly she opened her eyes again and looked at me. Her eyes were still bright, but they merely stared at me. Without recognition or curiosity. Empty eyes. I smiled at her, but she didn’t smile back. She made a kind of moaning sound and turned away on the bed, pulling the blankets around her.

I counted to twenty-five and then to fifty and did it all over again. I cleared my throat and coughed tentatively.\textsuperscript{16} She didn’t move; she didn’t respond. I wanted to say, “Nana, it’s me.” But I didn’t. I thought of saying, “Meg, it’s me.” But I couldn’t.

Finally I left. Just like that. I didn’t say goodbye or anything. I stalked through the corridors, looking neither to the right nor the left, not caring whether that wild old man with the wheelchair ran me down or not.

On the Southwest Turnpike I did seventy-five — no, eighty — most of the way. I turned the radio up as loud as it could go. Rock music — anything to fill the air. When I got home, my mother was vacuuming the living-room rug. She shut off the cleaner, and the silence was deafening. “Well, how was your grandmother?” she asked.

I told her she was fine. I told her a lot of things. How great Nana looked and how she seemed happy and had called me Mike. I wanted to ask her — hey, Mom, you and Dad really love each other, don’t you? I mean — there’s nothing to forgive between you, is there? But I didn’t.

Instead I went upstairs and took out the electric razor Annie had given me for Christmas and shaved off my moustache.

\textsuperscript{15} \textbf{Seren}e (adjective): calm and peaceful
\textsuperscript{16} \textbf{Tentative} (adjective): without confidence or certainty
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. **PART A:** Which statement best expresses the theme of the short story?
   A. While it can be tempting for kids to want to grow up quickly, it can also present problems they don’t feel ready to take on.
   B. People often treat the elderly as if they are children and incapable of making decisions of their own.
   C. Aging can be a scary and confusing time for older people, which is why it’s important to be supportive of them.
   D. It’s important to resolve a conflict with a loved one in the moment, because anger can easily get out of control.

2. **PART B:** Which detail from the text best supports the answer to Part A?
   A. "And I breathed a sigh of relief. This was one of her good days. My mother warned me that she might not know who I was at first." (Paragraph 17)
   B. "Her manner was cheerful but a businesslike kind of cheerfulness. I’d hate to be called ‘dear by someone getting paid to do it.’" (Paragraph 27)
   C. "I couldn’t keep up the pretense any longer, adding one more burden to my load of guilt, leading her on this way, playing a pathetic game of make-believe with an old woman clinging to memories." (Paragraph 44)
   D. "It was never the same after that night, was it, Mike? The glitter was gone. From you. From us." (Paragraph 45)

3. **PART A:** How does visiting his grandmother at the nursing home affect Mike?
   A. He realizes that his grandmother is not as happy as she would have her family believe.
   B. He comes to fully understand how lonely his grandmother is without her husband and confined to the nursing home.
   C. He sees how difficult it is for people to age and lose the people they care the most about.
   D. He realizes that his grandmother had a complicated life and memories outside of what he knows of her.

4. **PART B:** Which quote from the text best supports the answer to Part A?
   A. "so mournful that I made sounds of sympathy, not words exactly but the kind of soothings that mothers murmur to their children when they awaken from bad dreams." (Paragraph 40)
   B. "‘Listen...’ I began. I wanted to say: ‘Nana, this is Mike your grandson, not Mike your husband.’" (Paragraph 42)
   C. "‘The glitter was gone. From you. From us. And then the accident... and I never had the chance to ask you to forgive me...’" (Paragraph 45)
   D. "And then you find out that she’s a person. She’s somebody. She’s my grandmother, all right, but she’s also herself." (Paragraph 46)
5. How do paragraphs 6-8 develop the narrator's point of view at the beginning of the story?
   A. They show that the narrator really likes his girlfriend.
   B. They stress how he dislikes being mistaken for being over 17 years old.
   C. They reveal how he enjoys appearing older than he really is.
   D. They show how he really enjoys spending time with his friends.

6. What does “faces like the side of a mountain and wonderful voices like syrup being poured” mean in the passage (Paragraph 16)?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of the text, what makes a family? How is Mike’s family impacted by his grandmother’s sickness and memory loss? Have you ever had an older family member fall ill? How were you and your family affected?

2. In your experience, how do we find redemption? What did it take for Mike’s grandmother to feel forgiven by her late husband? How do you think Mike’s grandmother felt up until that moment that Mike forgave her?

3. In what ways did the mustache help Mike appear more mature? What problems did he encounter by suddenly appearing like an adult? Do you wish you could grow up faster? Why or why not?
Select one Discussion Question from page 10 of “The Moustache,” and write a CSET based response.

Include:  

**C:** Make a claim. Answer the questions above in a complete sentence or two.

**S:** Set up your evidence with the source or speaker information.

**E:** Evidence- Provide details from the text to support your claim.

**T:** Tie in: Explain what your evidence means and how it helps to answer the question.
CSD School-to-Home Packet
Grade 7 – Mathematics
Number
Short Answer

Find each value.

1. \(-1.2 - (-10)\)

2. \(21 - (-8)\)

3. \(\frac{-24}{-8}\)

4. \(-27 + 9\)

5. \(19 - 26\)

6. \(26 - 19\)

7. \(12 + -9\)

8. \(-12 - 9\)

9. \(-9 - -7\)

10. \(-7 + -9\)
11. Insert $<$, $>$, or $=$ to make the number statement true.

\[ \frac{3}{4} \square -0.34 \]

12. Use the number line below to find the value.

\[ \frac{4}{3} + (-1.7) \]

Decide whether the statement is true or false. Explain your reasoning.

13. The sum of a positive number and a negative number is always negative.

14. A negative number minus a positive number is always negative.

Find the value of the expression below. Show your work.

15. \( 10 + 9 \cdot (-6) - (-1 + 8) \)

16. Malique wants to take four of her friends to a movie. She knows it costs $5.50 for a ticket and $3.25 for popcorn.

   a. How much will it cost if she pays for the movie and popcorn for all five people?

   b. Write a number sentence to show how you found the total cost.

   c. Write a new number sentence that shows a different way to find the total cost. Explain.
17. Insert = or ≠ to make each statement true.

a. \(11 + (-20) \square -20 + 11\)  
b. \(12 - (-10) \square -10 - 12\)  

c. \(-5 \cdot 2 \square 2 \cdot (-5)\)  
d. \(-16 + (-4) \square -4 + (-16)\)  

18. Rewrite these temperature readings from lowest to highest.

\[ -9^\circ \quad 14^\circ \quad -2^\circ \quad 0^\circ \quad 8^\circ \quad -1^\circ \quad 1^\circ \]

Identify two numbers that meet the given conditions.

19. Both numbers are less than 10.
   The distance between the two numbers on the number line is 14.

20. Both numbers are greater than -15 and less than 5.
   One number is 6 greater than the other number.

21. One number is -35.
   The distance between the two numbers on the number line is 20.

Write an addition sentence and a subtraction sentence to represent what is shown on the number line.

22.

23.
24. Find the correct result for each of the following.
   a. \(-5 \times 7 + 10 + 2\)  
   b. \((2 + 4)^2 \times 5 - 2\)  
   c. \(\frac{2}{3} \times 2 \frac{1}{2} - 5^3 + 10\)  
   d. \(6 \times (3 - 5)^2 + 8\)

25. Fill in the missing parts to make the sentences true.
   a. \(8 \times (6 + 4) = (8 \times \_\_\_) + (8 \times 4)\)
   b. \(7 \times (x + 3) = (7 \times \_\_\_) + (\_\_ \times 3)\)
   c. \((-9 \times 5) + (\_\_ \times 7) = -9 \times (\_\_ + 7)\)

26. Solve each equation to find the value of \(x\).
   a. \(4x + 10 = 22\)
   b. \(3x + 9 = 6x\)

27. Rachael’s backyard swimming pool is being emptied by a pump. The amount of water in the pool (\(W\), measured in gallons) at any time (\(t\), measured in hours) is given by the following equation:
   \[ W = 9,000 - 250t \]
   a. How many gallons of water are being pumped out each hour? Explain how you got your answer.
   b. After 11 hours, how much water is left in the pool? Explain.
   c. How much water was in the pool at the start? Explain.
   d. How long will it take the pool to empty? Explain.

<table>
<thead>
<tr>
<th>x</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
</tr>
</tbody>
</table>

29. The volleyball team decided to raise money for an end-of-season party by selling school buttons. The costs and the revenue of selling the buttons are shown on the graph below.

![Graph showing button sales with lines indicating costs and revenue.]

a. If the team sells 50 buttons, what will be their cost? What will be the revenue?

b. If the team sells 50 buttons, how much profit will they make? (Remember that the profit is the revenue minus the cost.)

c. If the team sells 100 buttons, how much profit will they make?

30. Betty is thinking of two consecutive integers whose sum is 41. Let $x$ represent the smaller unknown integer.

a. How could you represent the larger unknown integer in terms of $x$?

b. Write an equation showing that the sum of the two unknown integers is 41.
c. Solve your equation. What integers is Betty thinking of?

31. Find \( x \) if

a. \( x + 7 = 20 \)

b. \( 3x + 7 = 20 \)

c. \( -2x + 7 = 20 \)

d. How are the solutions similar? How are they different?

32. Below are four patterns:

- "1 square"

- "2 square"

- "3 square"

- "4 square"

a. In each cell in the chart below, write the PERIMETER of the figure:

<table>
<thead>
<tr>
<th>shape</th>
<th>1 copy</th>
<th>2 copies</th>
<th>3 copies</th>
<th>4 copies</th>
<th>10 copies</th>
<th>100 copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 square</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 squares</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 squares</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 squares</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. What changes as you add more copies to each pattern?

c. Explain how you found the values for the last three columns.
d. Write an equation for the PERIMETER of figures for each shape.

32. Find the slope and y-intercept of the line represented by each equation.
   a. \( y = 2x - 10 \)         b. \( y = 4x + 3 \)         c. \( y = 4x - 4.5 \)

33. Mandy has a bag containing one green block (G), one brown block (B), and one yellow block (Y). She conducted 20 trials in which she drew one block from the bag and then flipped a fair coin. Here are the results of her experiment:

<table>
<thead>
<tr>
<th>Color</th>
<th>G</th>
<th>Y</th>
<th>G</th>
<th>G</th>
<th>Y</th>
<th>Y</th>
<th>B</th>
<th>Y</th>
<th>Y</th>
<th>Y</th>
<th>B</th>
<th>G</th>
<th>G</th>
<th>Y</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coin</td>
<td>T</td>
<td>T</td>
<td>H</td>
<td>T</td>
<td>H</td>
<td>T</td>
<td>T</td>
<td>H</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td>H</td>
<td>T</td>
<td>H</td>
<td>T</td>
</tr>
</tbody>
</table>

   a. What is the experimental probability of drawing the brown block and flipping heads? What is the theoretical probability?
   b. What is the experimental probability of drawing the yellow block and flipping tails? What is the theoretical probability?
   c. How would you explain the differences you found between the experimental and theoretical probabilities?

34. The diagram below shows the dart board in Holly's basement.

```
  A   A   B   B
   B
  A   C
C   A   A
```

What is the probability that a dart thrown will land in section C?
35. A gumball machine contains orange, yellow, and purple gumballs. The probability of getting an orange gum ball is \( \frac{3}{4} \). The probability of getting a yellow gum ball is \( \frac{1}{6} \).

a. What is the probability of getting a purple gumball? Explain how you determined your answer.

b. If there are 36 gumballs in the machine, how many are purple? Yellow? Orange?

36. Kim spun a spinner 100 times and made a record of her results.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Blue</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of times</td>
<td>86</td>
<td>14</td>
</tr>
</tbody>
</table>

a. Which spinner below did Kim most likely use? Explain your choice.

b. If Kim spins spinner B twice, what is the probability that she will get blue on both spins?
37. a. If a letter is randomly selected from the letters A, B, C, D, and E, what is the probability that the letter will be B? Explain your reasoning.

b. If a letter is selected by spinning the spinner below, what is the probability that the letter will be B? Explain your reasoning.

![Spinner Diagram]

c. Are your answers to parts (a) and (b) the same? Explain why or why not.

d. If the spinner is spun once, what is the probability that it will not land in region C? Explain your reasoning.

e. If the spinner is spun once, what is the probability that it will land in region D? Explain your reasoning.

f. If the spinner is spun 100 times, how many times would you expect it to land in region E? Explain your reasoning.

38. Suppose the Crawfords have three children. Assume that the probability of a boy or a girl is \( \frac{1}{2} \) for each birth.

a. List the possible outcomes for the genders of the three children.

b. What is the probability that exactly two of the Crawfords' children are boys and the boys are born in a row?

c. What is the probability that the Crawfords have at least two boys born in a row?
Geometry & Algebra

Short Answer

1. Use the figure below.

   a. Find one angle that is supplementary to \( \angle BGA \).

   b. Find one angle that is complimentary to \( \angle BAG \).

2. The polygon below is a regular hexagon.

   Find the value of \( x \).
3. a. Use the quadrilateral below. Find the measures of angles 1, 2, 3, and 4.

Measure of angle 1 _____  Measure of angle 2 _____

Measure of angle 3 _____  Measure of angle 4 _____

b. Explain how you know that the measures in part (a) are correct without using an angle ruler or protractor.

4. Is a triangle with angle measures 46°, 35°, and 100° possible? Explain why or why not.

Use the given data and what you know about relations among sides and angles to find the lengths and angle measurements of all sides and angles in the figure.

5. square

2 cm
6. parallelogram

7. For parts (a)–(b), show all the line symmetries and give the degree measures for all the turn symmetries for the given shape:

a. 

b. 

8. a. Is the triangle below a regular polygon? Explain why or why not.

b. Could this triangle be used to tile a surface? Explain why or why not.
9. The shape below is composed of four polygons.

![Image of a shape composed of four polygons]

a. Describe the four polygons in the shape.

b. Can the shape be used to tile a surface? Make a sketch to demonstrate your answer.

10. An isosceles triangle has two $50^\circ$ angles. What is the measure of the third angle? Explain how you found your answer.

11. Two of the angles of a parallelogram measure $75^\circ$. What are the measures of the other two angles? Explain your reasoning.

12. One angle of a parallelogram measures $40^\circ$ and another angle measures $140^\circ$. What are the measures of the other two angles? Explain how you found your answer.
13. Find the measure of each interior and exterior angle. The diagram is not to scale.

The coach took a digital photo of the new cycling team bike. She sent a 4 cm-by-6 cm photo to each team member.

14. If the photo were enlarged to 150% of its original size, what would be its new length and width?

15. Suppose you want to make a 2 cm-by-3 cm copy of the original photo. What percent should you use?
16. Are shapes A and B similar? Explain why or why not. Include information about side lengths, angle measures and scale factor.

Use the following diagrams of the floor plans for a tree house before and after reduction and enlargement by a copier.

Original Tree House Floor Plan

Enlarged Tree House Floor Plan

Reduced Tree House Floor Plan

17. What is the scale factor from the original design to the enlarged design?
18. The three rectangles below are similar. Find the missing measurements.

19. Refer to the diagram below to answer the following questions.

a. After traveling 70 m in its dive, the submarine is at a depth of 25 m. What will the submarine’s depth be if it continues its dive for another 110 m?

b. If the submarine continues on its present course and travels a total of 300 m in its dive, what will the final depth of the submarine be?

c. If the submarine continues on its present course until a depth of 200 m, how far will it have traveled?
Ratio

1. Rachel was working with the triangles below:

a. She wrote the fraction $\frac{1}{2}$. What was she thinking about?

b. What percent scale factor was used to make the reduced design from the original?

2. In a survey, Eric, the team manager, asked all 120 soccer players in the league which drink they preferred during and after the game.

<table>
<thead>
<tr>
<th>Drink</th>
<th>During Game</th>
<th>After Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Beverage</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Juice</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>Water</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

Ricardo, the soccer league director, made the following statements based on Eric’s survey.

For each statement, tell if it is accurate and explain how you made each decision.

a. During the game, players prefer juice to water by a ratio of 4 to 1.

b. 25% of the players prefer water after the game.

c. More than half of the players prefer a sports drink during the game.
3. Ryan took 15 minutes to type his 450-word report. At this rate, how many words could he type in 20 minutes?

Show how you arrived at your answer.

4. Two of these proportions correctly represent how to solve the problem. Circle the two that are correct.

\[
\frac{450}{15} = \frac{x}{20} \quad \frac{x}{450} = \frac{15}{20} \quad \frac{20}{15} = \frac{450}{x} \quad \frac{20}{x} = \frac{15}{450}
\]

5. Find the value of \(x\) that will make each proportion true.

a. \(\frac{3}{4} = \frac{24}{x}\)

b. \(\frac{2}{3} = \frac{x}{15}\)

c. \(\frac{x}{5} = \frac{5}{25}\)

d. \(\frac{4}{x} = \frac{10}{30}\)

6. There are 64 pretzels in a 16-ounce bag of chocolate covered pretzels.

a. Write and solve a proportion that you can use to find the number of chocolate covered pretzels in a 5-ounce bag.

b. What is the number of chocolate covered pretzels per ounce?

c. How many ounces does each pretzel weigh?

7. Brice found three recipes for blueberry syrup. Of the ingredients, the ingredients only differed on the amount of blueberries and sugar:

- Classic Blueberry syrup: 6 cups blueberries and 2 cups sugar
- Homestyle Blueberry syrup: 2 cups blueberries and 1/2 cup sugar
- Country Blueberry syrup: 20 cups blueberries and 7 cups sugar

Which recipe will be the sweetest? Explain your reasoning.
8. Use the diagrams below.

\[\text{Diagram of a trapezoid and a hexagon.}\]

a. What is the ratio of the area of the trapezoid to the area of the hexagon? Explain your reasoning.

b. What is the ratio of the area of the large triangle to the area of the hexagon? Explain your reasoning.

c. If the area of the hexagon is 24 square units, what is the area of the trapezoid? What is the area of the large triangle? Explain your reasoning.

d. If the area of the trapezoid is 4 square units, what is the area of the large triangle?

Geometry & Measurement

1. This net can be folded on the dashed lines to make a box.
   a. What is the surface area of the box?
   
   b. What is the volume of the box?
2. a. Ian said the two triangular prisms below could form a square prism. Is Ian correct? If yes, explain how. If no, explain why not.

![Triangular prism diagram](image)

b. Ian also said the surface area of this square prism is the sum of the surface areas of the two triangular prisms. Is Ian correct? If yes, explain how. If no, explain why not.

The rectangular prism below is made from centimeter cubes.

![Rectangular prism](image)

3. a. What are the dimensions of the prism?

b. Give the dimensions of two different rectangular prisms that can be made from the same number of cubes. What is the surface area of the prism?
Statistics

1. The table below shows boys’ and girls’ preferences for each sport.

<table>
<thead>
<tr>
<th></th>
<th>Football</th>
<th>Baseball</th>
<th>Track</th>
<th>Basketball</th>
<th>Hockey</th>
<th>Soccer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>54</td>
</tr>
<tr>
<td>Girls</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>45</td>
</tr>
</tbody>
</table>

a. Make a double bar graph to display the data from the table. Use one color for the boys’ data and a different color for the girls’ data. Show the relative frequency of student preference for each sport.

b. Use the double bar graph to write two different statements comparing the data.

2. Ms. Zhu wants to analyze the performance of her seventh-grade classes. She thinks that students perform better in the morning than in the afternoon. The box plots below show the scores of Ms. Zhu’s first-period, second-period, and sixth-period classes for one quiz.

a. Use the box plots above. Is there any evidence that Ms. Zhu’s students perform differently in the morning than in the afternoon? Explain.
3. Which box-and-whisker plot below—A, B, or C—matches the stem plot shown? Explain what you looked for to make the match.

b. Make box-and-whisker plots to compare the peanut butters based on price. Mark any outliers with an asterisk (*). Which characteristic(s) helps identify low-price peanut butters? Explain your reasoning.

4. Ms. Humphrey asked each of the 21 students in her mathematics class to choose a number between 1 and 50. Ms. Humphrey recorded the data and made this box-and-whisker plot:

a. What is the median number that was chosen?

b. What percent of students in Ms. Humphrey's class chose numbers above 15? Explain your reasoning.

c. About how many students chose numbers between 30 and 40? Explain your reasoning.
5. A survey asked 50 Metro Middle School students to rate how well they liked the cafeteria food on a scale of 1 to 10, with 1 being the lowest rating and 10 being the highest rating. The box-and-whisker plot below was made from the collected data.

![Cafeteria Food Survey](image)

a. What is the range of student ratings in the sample?

b. What percent of the students in the sample rated the cafeteria food between 5.75 and 9?

c. Based on the sample data, how many of the 1000 students at Metro Middle School do you estimate would rate the cafeteria food 6 or higher? Explain your reasoning.

d. A rating of 8 to 10 indicates "highly satisfied" on the rating scale. What percent of students in the sample are "highly satisfied" with the cafeteria food?

e. Estimate how many students at Metro Middle School would give the cafeteria food a "highly satisfied" rating.

6. Mr. Darrow and the 29 students in his afternoon mathematics class each generated 10 random numbers between 1 and 100. Here are one student's results:

\[83 \ 8 \ 40 \ 79 \ 77 \ 62 \ 92 \ 29 \ 67 \ 11\]

a. Compute the five-number summary of this student's numbers and make a box-and-whisker plot.

b. Using your box-and-whisker plots, estimate what percent of the numbers generated you would expect to fall between 29 and 79. Explain your reasoning.
Deep in the jungles of Colombia there is a kind of flower that attracts bees with its unique perfume. The male bees store as much scent as possible from this particular flower on their hind legs. The male bees that collect the most scent attract the female bees to mate with them. In Venezuela there is a flower people collect for its large white or yellow petals. Few people ever find it, though, since it only blooms for a few days. There is a small pink and yellow flower that only grows in a very specific part of the state of Florida. It also only grows on trees, and wind or birds may spread its seeds. These flowers are some of the most rare and delicate species in all of nature. They are all types of orchids.

For hundreds of years orchids have been prized discoveries of collectors and adventurers hoping to find new and exotic breeds of the flower. In her book The Orchid Thief, author Susan Orlean tells how in the 1800s orchids became popular in Europe, which made them very valuable. Many "orchid hunters" set out to find and bring back new types of orchids to sell. However, many of the men who went looking for the mysterious orchids met with tragedy instead. Orlean relates that "dozens of hunters were killed by fever or accidents or malaria or foul play. Others became trophies for headhunters or prey for horrible creatures . . . ." Sometimes orchid hunters even were injured or killed by other people.

On one trip to find orchids in 1901, eight hunters ventured to the Philippines, which is a group of islands in the Pacific Ocean. A tiger ate one hunter, another was badly burned, and five more completely disappeared. The trip’s only survivor brought back 7,000 orchids. Even modern-day orchid hunters, like Tom Hart Dyke, still face incredible dangers to collect the flowers. He and his partner, Paul Winder, were held as prisoners for over nine months after they were captured on an orchid hunt in Central America.
While the plants have long been valued for their beauty, they may be even more important to science and our understanding of co-evolution. Unlike plants that can self-pollinate, orchids need very specific insects or birds to spread their pollen. The process by which insects, the wind, or birds spread the pollen of different flowers is called pollination. Pollen is a powder produced by plants that contains their genetic material. In order for the plants to reproduce, the pollen must be physically moved to the flower's stigma, which contains an egg. Now the fertilized egg can become a seed. Birds and insects can pollinate plants by touching many different flowers and spreading the pollen around.

Orchids evolved to attract insects and birds. Because there are many different species of orchid, there are also many different ways the orchids attract their pollinators. Orlean explains that "many species look so much like their favorite insects that the insect mistakes them for kin [other insects], and when it lands on the flower to visit, pollen sticks to its body.... Another orchid imitates the shape of something that a pollinating insect likes to kill.... Other species look like the mate of their pollinator, so the bug tries to mate with one orchid and then another... and spreads pollen from flower to flower each hopeless time."

Other orchids don't use their shape at all, but rather produce specialized scents to attract specific insects, such as bees, beetles or flies. Some orchids smell like cake, some like chocolate, and some like rotting meat. All these smells may seem weird or gross, but they exist to lure creatures to their pollen and help the orchids survive. The strategies to attract insects and spread their flowers' pollen go on and on. Each family of orchids has a unique kind of insect or bird that visits their flowers, as well as its own way of attracting them. It has worked, too. According to NOVA, a science television series on PBS, "orchid species number more than 25,000 worldwide." That is more kinds of species than any other flower on the planet, and new ones are still being found.

Orchids and the insects that pollinate them are one of the most amazing examples of evolution. Though their degree of co-dependence varies, as it is apparent that at least some orchids are more reliant on their pollinators than the pollinators are on the orchids, the degree of evolutionary specialization is still very impressive. Research by Harvard scientists suggests that certain species of orchid evolved specifically to attract orchid bees, which collect a wide variety of scents from various plants in preparation for mating. In another case, an orchid mimics a female's smell and appearance—and the male pollinator gets nothing out of the bargain whatsoever. By tricking the insects that collect its pollen, the orchid has survived since the time of the dinosaurs. Shh! It's a secret.
attract

Definition

verb

1. to cause people or animals to want to be near.

The restaurant's bright colors attract many customers.

Light attracts insects.

Advanced Definition

transitive verb

1. to cause to come near, as by some special quality or action.

Magnets attract anything made of iron or steel.

2. to gain the attention or admiration of.

The fight in the hallway attracted a crowd of onlookers.

intransitive verb

1. to have or use the power of attraction.

Perfume can either attract or repel.

Spanish cognate

atraer: The Spanish word atraer means attract.

These are some examples of how the word or forms of the word are used:

1. To make things worse, space junk can attract more space junk to itself - like a magnet. When the space junk snowballs into a larger clump it becomes even more dangerous to other objects looping around the planet.

2. When they live close to human habitations, pythons eat rats, mice, and rabbits that are attracted to human dwellings and farms.

3. If you're lucky, you might be able to spot some stars that look bigger than others-they shine brighter and attract our attention more than their smaller neighbors do.

4. The reason that cicadas are so noisy is the male bugs call out to the females to attract a mate. It's a competition where each male tries to call louder than the next.

5. Since opening in July 2012, the market has attracted a lot of attention from local residents who live in the area. Many people are excited that there is now a fresh produce market nearby.

6. You feel how the fridge is pushing at the magnet when it's flipped around? That's because all magnets have two sides. One side is attracted to other magnets; the other side is repelled by them. Think of magnets like Legos - they only stick together in one direction.
1. What is an orchid?
   A. an insect that spreads pollen
   B. a scent from a flower that attracts insects
   C. a hunter in the Philippines
   D. a rare and valuable flower

2. What does this passage describe?
   A. This passage describes the Europeans who collected orchids in the 1800s.
   B. This passage describes what being a prisoner in Central America is like.
   C. This passage describes the life of Susan Orlean.
   D. This passage describes orchids and orchid hunting.

3. Read the following sentence: "Unlike plants that can self-pollinate, orchids need very specific insects or birds to spread their pollen."

What evidence from the passage supports this statement?
   A. In Venezuela there is a flower people collect for its large white or yellow petals.
   B. There are more than 25,000 species of orchids worldwide.
   C. Many orchids use their scent to lure insects to their pollen.
   D. Many people who went looking for orchids met with tragedy instead.

4. Why might orchid hunters be willing to face dangerous challenges in order to get orchids?
   A. Orchids are worth a lot of money.
   B. Some orchids use their scent to attract insects.
   C. Some orchids look like insects.
   D. The orchid has survived since the time of the dinosaurs.
5. What is this passage mainly about?
   A. the Philippines and the dangers of hunting orchids there
   B. orchids, orchid hunting, and orchid pollination
   C. an orchid hunt that Tom Hart Dyke and Paul Winder went on
   D. a species of orchids that lives deep in the jungles of Colombia

6. Read the following sentence: "Other orchids don't use their shape at all, but rather **produce** specialized scents to attract specific insects, such as bees, beetles or flies. Some orchids smell like cake, some like chocolate, and some like rotting meat."

What does the word **produce** mean in the sentence above?
   A. remove
   B. deliver
   C. change
   D. make

7. Choose the answer that best completes the sentence below.

Many orchids attract insects with smells, _______ cake, chocolate, and rotting meat.
   A. such as
   B. although
   C. meanwhile
   D. but

8. What is pollination?
9. What are three ways orchids attract insects to spread their flowers' pollen?

10. The title of the passage is "The Orchid's Secret." Based on the information in the passage, what secret may the title be referring to? Use information from the passage to support your answer.