NTI Day 16
LCMS 7th Grade

NTI Day 16

COMMONLIT

Name: _____ Class: _____

Truth

By Nikki Grimes
2017

Nikki Grimes is an African American author, poet, and journalist. Grimes is well known for her award-winning books written for children and young adults. This poem appeared in her book One Last Word, *a collection inspired by poems from The Harlem Renaissance that follow the "Golden Shovel" form. In this poetic form, the poet takes a "striking line" from an inspirational poem and uses words from that inspirational line in a new poem. The striking line then appears, word for word, at the end of the lines in the new poem. This poem uses the first line of Jean Toomer's "Storm Ending" as its striking line. As you read, identify the alliteration and the effect it has on the poem.*

[1] The truth is, every day we rise is like **thunder —**
a clap of surprise. Could be echoes of trouble, or
blossoms
of blessing. You never know what garish[1] or
gorgeously
disguised memories-to-be might rain down from
above.
[5] So, look up! Claim that cloud with the silver lining.
Our
job, if you ask me, is to follow it. See where it
heads.

"Rain Storm Colorado Springs Colorado" by David is licensed under CC BY 2.0

1. **Garish** ***(adjective):*** excessively vivid, showy, or bright

Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of the poem?
   A. Honesty is the key to a good life.
   B. The weather can help predict the future.
   C. You can choose to be positive and embrace uncertainty.
   D. Any day can be a bad day, depending on how you look at it.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "The truth is, every day we rise is like thunder — / a clap of surprise." (Lines 1-2)
   B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
   C. "gorgeously / disguised memories-to-be might rain down from above" (Lines 3-4)
   D. "Our / job, if you ask me, is to follow it. See where it heads." (Lines 5-6)

3. PART A: How does the author's word choice contribute to the tone of the poem?
   A. It conveys how it is better to approach the future with humor.
   B. It stresses that the future is not always predictable.
   C. It portrays a sense of anxiety about the future.
   D. It emphasizes how ominous the unknown is.

4. PART B: Which quote from the text best supports the answer to Part A?
   A. "The truth is, every day we rise is like thunder —" (Line 1)
   B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
   C. "So look up! Claim that cloud with the silver lining." (Line 5)
   D. "Our / job, if you ask me, is to follow it." (Lines 5-6)

5. Alliteration is the repetition of the same letter or sound at the beginning of a word. How does the poet develop the poem's tone through the use of alliteration?

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 poem, can we control our fate? How does the speaker suggest readers take control of the day? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. In the context of the poem, how can we achieve happiness? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. How does the poet describe storms in this poem? Do you feel the same way about storms? Why or why not?

NTI Day 16: Theoretical Probability of Simple Events

Notes

Book Pages 399-405

CALCULATING THEORETICAL PROBABILITY OF SIMPLE EVENTS

About "Calculating theoretical probability of simple events"

Calculating theoretical probability of simple events :

Theoretical probability is the probability that an event occurs when all of the outcomes of the experiment are equally likely.

The formula given below can be used to find theoretical probability.

$$P(\text{event}) = \frac{\text{number of ways the event can occur}}{\text{total number of equally likely outcomes}}$$

Probability can be written as a fraction, a decimal, or a percent.

For example, the probability of a particular event is 5/16. We can also write that as 0.3125 or as 31.25%.

Calculating theoretical probability of simple events - Examples

Example 1 :

A bag contains 6 red marbles and 12 blue ones. You select one marble at random from the bag. What is the probability that you select a red marble ? Write your answer in simplest form.

Solution :

Step 1 :

Find the number of ways the event can occur, that is, the number of red marbles : 6.

Step 2 :

Find the total number of equally likely outcomes by adding number of red marbles and number of blue marbles.

$$6 + 12 = 18$$

There are 18 possible outcomes in the sample space.

Step 3 :

Notes

Find the probability of selecting a red marble.

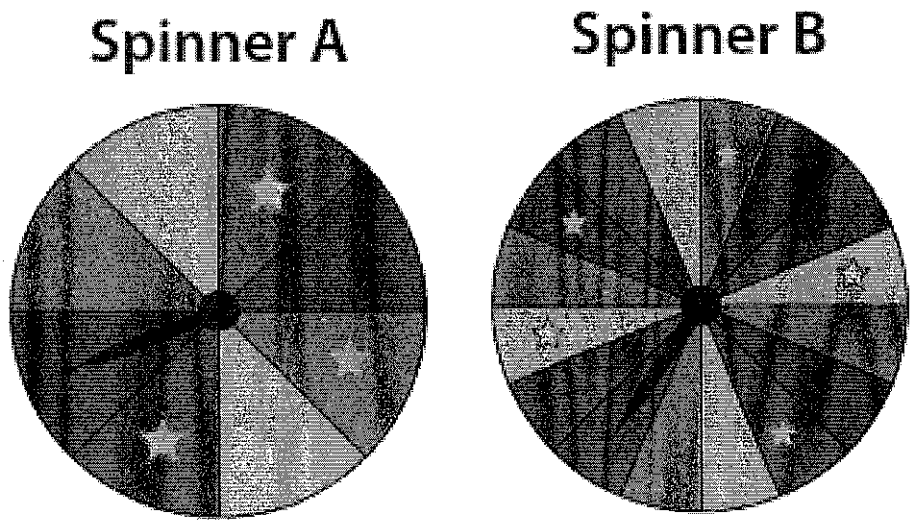
P = No. of red marbles / Total no. of marbles

P = 6/18

The probability that you select a red marble is 6/18 , or 1/3 .

Example 2 :

At a school fair, we have a choice of spinning Spinner A or Spinner B. We win an MP3 player if the spinner lands on a section with a star in it. Which spinner should we choose if we want a better chance of winning ?



Solution : Let us find probabilities of getting a star in both spinner A and spinner B.

Compare the probabilities and choose which spinner has better chance of winning.

Spinner A :

Total number of sections = 8

Number of sections with stars = 3

Probability (A) = 3/8 = 0.375 or 37.5 %

Spinner B :

Total number of sections = 16

Number of sections with stars = 5

Probability (B) = 5/16 = 0.3125 or 31.25 %

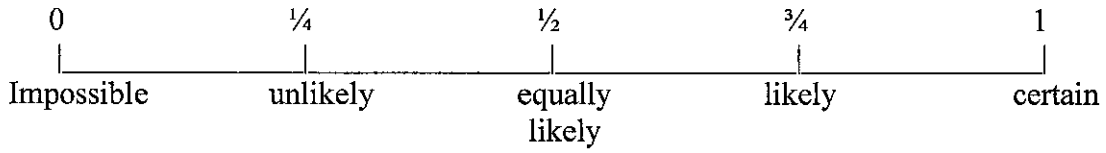
Conclusion : The probability of getting a star in :

Spinner A is greater than Spinner B.

Name_____ Work

THEORETICAL PROBABILITY #1

Directions: *Theoretical probability* describes how likely it is that an event will happen. Use the probability chart below to decide whether each event below is impossible, unlikely, equally likely, likely, or certain to happen.

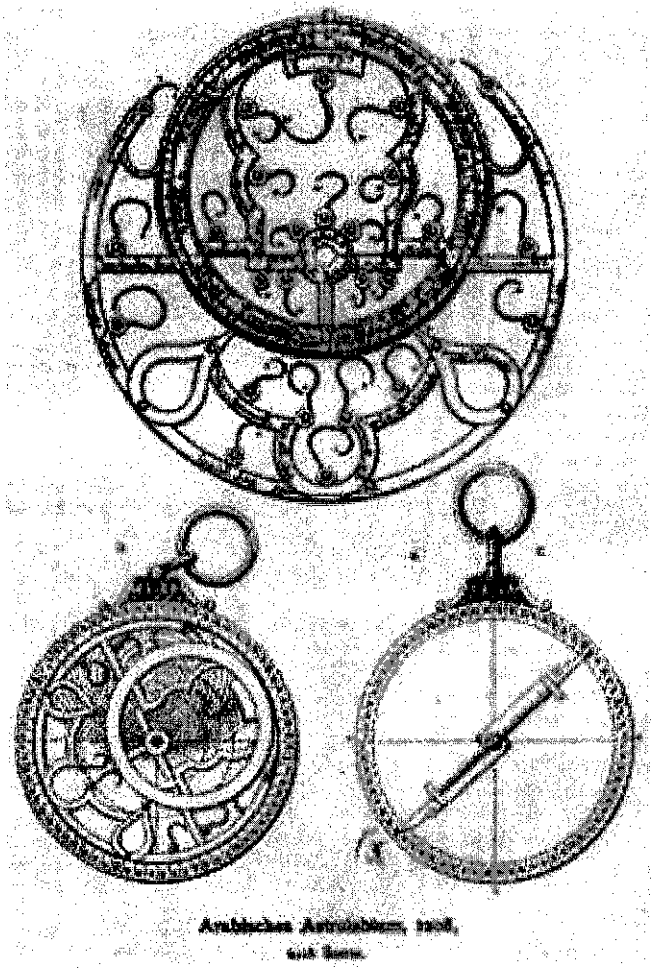


Example: A two sided coin is flipped and lands on tails. **½ --Equally likely**

EVENT	PROBABILITY
1) A two-sided coin is flipped and lands on heads.	_____
2) Roll a die and get a number greater than six.	_____
3) Spin a spinner numbered 1-8, and you land on a number less than 3.	_____
4) You will watch at least 1 hour of TV today.	_____
5) Pick a blue marble from an equal number of blue, yellow, red, and green marbles.	_____
6) You will have fish for dinner tonight.	_____
7) Pick an ace from a regular deck of cards.	_____
8) Pick a red card from a regular deck of cards.	_____
9) Your class will go on a field trip this year.	_____
10) Roll a die and get an even number.	_____
11) Roll a die and get a number that is a factor of 30	_____
12) It will snow in your town tonight.	_____
13) Your birthday will fall on a Friday this year.	_____
14) Pick a purple marble out of a bag of red marbles.	_____
15) Picking a vowel from the letters in your school's name.	_____

The Age of Exploration

by ReadWorks



For thousands of years, people have been fascinated with world exploration and discovering new places and cultures. Historically, one of the most efficient ways to navigate the world was traveling by sea. From the ancient Greeks to medieval Spanish kings, exploration was a major goal for governments because it offered the prospect of new commercial operations and trade routes. For example, Spanish ships could sail to China and bring back Chinese spices and silks (which were unavailable on mainland Europe) to sell to Spanish markets. Early explorers relied on a navigational system called "dead reckoning," or calculating their position based on previous positions (like landmasses) and their estimated velocity and drift to make sure they did not veer off course; however, this method was an inexact science. As exploration became more important for Europe's economic interests, advanced devices that made exploration easier and more exact were developed.

The "age of exploration" marked a new frontier for sea navigation. This epoch began in the 15th century when Portugal and Spain started to expand their commercial interests and trade routes across the oceans, resulting in the exchange of goods and sometimes even traditions. Sailors used new technologies to navigate across the world, including a device called the quadrant, a fan-shaped

magnetic object that measured the altitude of stars, the moon, and the sun in order to determine the latitude of a ship. Another device was the compass, which used Earth's magnetic poles to point navigators north, south, east, or west. Time-keeping devices, like hourglasses, were important in calculating how far and how fast a ship had sailed. Early navigators also used maps, although these were not always accurate and were often written during the course of the exploration. These maps were then improved upon with new explorations.

It was an exciting time to be an explorer. Governments would pay men to navigate ships across the open seas and discover new lands. One of the most famous explorers was Christopher Columbus, the Italian navigator who set out to find a more efficient route to India and instead stumbled upon what is now known as Central America and South America. At the time of his sailing, Columbus only had a few navigational instruments available to him, including the compass, an astrolabe (a device that predicted the location of stars and helped explorers determine their latitudinal or vertical position on a globe), a quadrant, and incomplete maps. Columbus's incomplete knowledge of world geography and the imprecise navigational devices he brought with him caused him to inadvertently discover the Americas and all the rich natural resources available there.

You can imagine the difficulties explorers had with the available technologies during Columbus's time when you think about Columbus's experience. He meant to travel from Spain to India, which we now know would have required him to sail first west, then south, then north. Instead, Columbus traveled west and believed he had reached the farthest place from Spain, the complete opposite side of the world: India. On the one hand, the tools' inaccuracies made exploration by sea inconsistent and unpredictable; on the other, explorers at the time had limited knowledge of the world's geography, which also hindered exploration of unknown territory. These issues, along with the financial risks involved, made it difficult for some governments and kings to agree to fund explorations during which their navigators could become irretrievably lost.

As time went on, more European countries began to explore the world. In the late 17th century, Great Britain joined the navigational tool race, developing modern tools such as the sextant and the chronometer, which replaced tools used by the earliest explorers. The sextant was used to measure the angles between the horizon and celestial objects in order to determine the ship's latitude. Longitude was nearly impossible to calculate until the invention of the chronometer, an accurate timekeeping device. These modern inventions arrived after much of the world had already been explored, but allowed ship captains to cut down the length of time they were at sea, and improved accuracy in route planning.

Name: _____ **Date:** _____

1. According to the passage, what was historically one of the most efficient ways to navigate the world?

A. traveling on foot

B. traveling by sea

C. traveling by horse

D. traveling by air

2. The passage lists different navigational instruments available to explorers. Which of the following navigational instruments was not available to Christopher Columbus?

A. the sextant

B. the astrolabe

C. the compass

D. the quadrant

3. Limited knowledge of world geography was a problem for early exploration. What evidence from the passage supports this conclusion?

A. Navigational maps were improved with each new exploration.

B. Columbus set out to find a more efficient trade route to India.

C. Columbus unintentionally sailed to the Americas.

D. The compass used Earth's magnetic poles to direct navigators.

4. How did navigational tools change from the 15th century to the 17th century?

A. They became larger.

B. They became smaller.

C. They became less accurate.

D. They became more accurate.

5. What is this passage mostly about?

A. Christopher Columbus's discovery of America

B. the tools and challenges of exploration by sea travel

C. tools made by the United Kingdom in the 17th century

D. why governments were hesitant to fund explorations

6. Read the following sentence: "Columbus's incomplete knowledge of world geography and the imprecise navigational devices he brought with him caused him to **inadvertently** discover North America and all the rich natural resources available there."

As used in this sentence, what does "**inadvertently**" mean?

A. happily
B. purposefully
C. accidentally
D. fortunately

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

Early navigational techniques such as "dead reckoning" were imprecise; _____, exploring uncharted seas was challenging and inconsistent.

A. consequently
B. otherwise
C. ultimately
D. especially

8. Why was exploration a major goal for governments?

9. Why did some governments and kings have difficulty agreeing to fund explorations?

10. The text states that "as time went on, more European countries began to explore the world." Use information from the text to explain why more European countries began to explore the world as time went on.