

# NTI Day 18

## LCMS 7<sup>th</sup> Grade



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## I Wandered Lonely as a Cloud

By William Wordsworth  
1802

*William Wordsworth (1770-1850) was a major English Romantic poet who helped launch the Romantic Age in English literature. In this poem, the speaker describes seeing a field of daffodils. As you read, take notes on the figurative language in the poem and what feelings it develops in the poem.*

- [1] I wandered lonely as a cloud  
That floats on high o'er vales<sup>1</sup> and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
[5] Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

- Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
[10] Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly<sup>2</sup> dance.

- The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
[15] A poet could not but be gay,<sup>3</sup>  
In such a jocund<sup>4</sup> company:  
I gazed — and gazed — but little thought  
What wealth the show to me had brought:

- For oft, when on my couch I lie  
[20] In vacant<sup>5</sup> or in pensive<sup>6</sup> mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.



*"Daffodils" by Andrew Wilkinson is licensed under CC BY-SA 2.0*

*"I Wandered Lonely as a Cloud" (1802) by William Wordsworth is in the public domain.*

1. a valley
2. **Sprightly (adjective):** lively; full of energy
3. lighthearted and carefree
4. **Jocund (adjective):** marked by high spirits and liveliness
5. **Vacant (adjective):** lacking thought, reflection, or expression
6. **Pensive (adjective):** engaged in deep or serious thought

## 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. The beauty of nature brings people pleasure.
  - B. Nature reflects the variety of emotions that humans feel.
  - C. Humans rarely appreciate the beauty of nature that surrounds them.
  - D. Nature is the best inspiration for hopeful artists.
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "I wandered lonely as a cloud / That floats on high o'er vales and hills," (Lines 1-2)
  - B. "A poet could not but be gay, / In such a jocund company;" (Lines 15-16)
  - C. "I gazed — and gazed — but little thought / What wealth the show to me had brought;" (Lines 17-18)
  - D. "In vacant or in pensive mood, / They flash upon that inward eye" (Lines 20-21)
3. How does the poet's use of sound influence the mood of the poem?
  - A. The poet uses a predictable rhyme scheme to create a cheerful mood.
  - B. The poet uses free verse to create a serious mood.
  - C. The poet uses repetition to develop the feeling that nature is constant.
  - D. The poet emphasizes the pleasures of nature through alliteration.
4. How do the words describing nature in lines 12-14 contribute to the tone of the passage?

---

---

---

---

---

---

---

## Discussion Questions

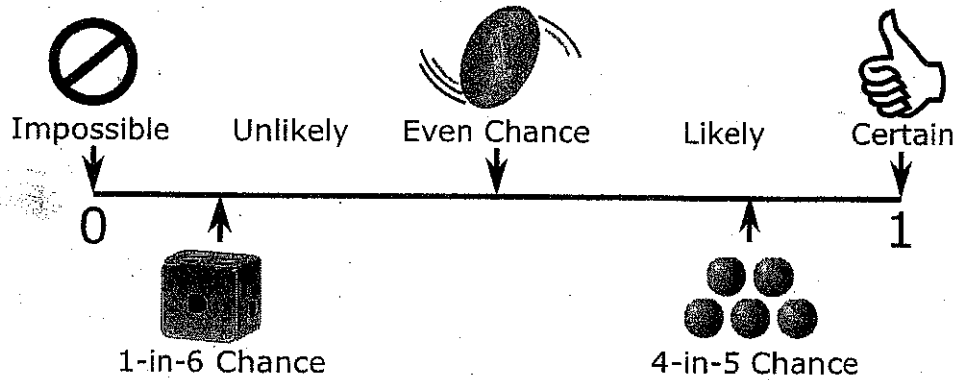
**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. In the past, how has nature influenced your mood? Describe the experience and how it impacted you.
2. In the context of the poem, what can individuals gain from spending time in nature? How is the relationship between man and nature portrayed in this poem?
3. In the context of the poem, how do we define beauty? What does the speaker find beautiful about the daffodils? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the poem, how does loneliness affect mood? What experiences might be easier to appreciate while alone, and why is that the case?



# Probability Line

Probability is the **chance** that something will happen. It can be shown on a line:

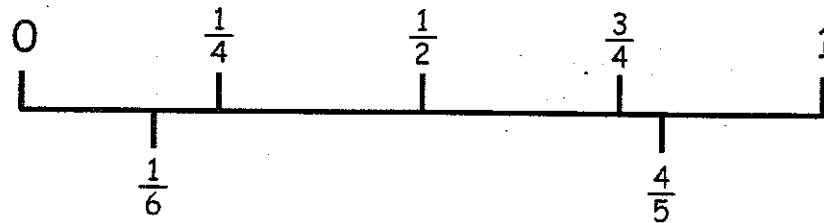


The probability of an event occurring is somewhere between impossible and certain.

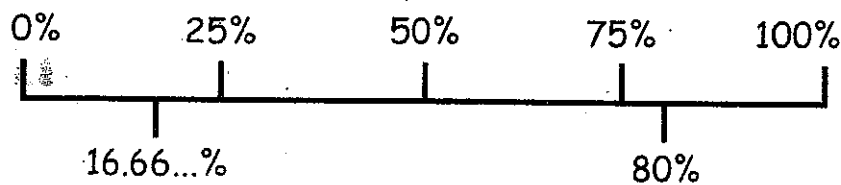
As well as words, we can use numbers to show the probability of something happening:

- Impossible is **zero**
- Certain is **one**

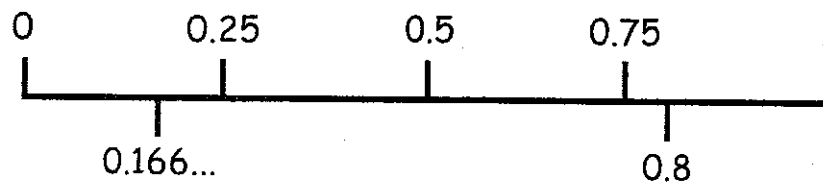
We can use fractions:



Or percents:



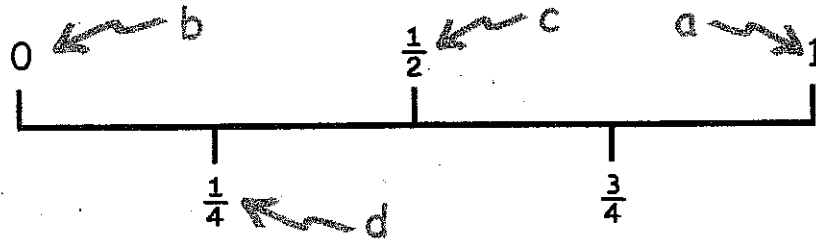
Or decimals:







Example: here we show the probability that:



- **a)** The sun will rise tomorrow
- **b)** I will not have to learn mathematics at school
- **c)** If I flip a coin it will land heads up
- **d)** Choosing a red ball from a bag with 1 red ball and 3 green balls

Events can be described as impossible, unlikely, having an even chance of happening, likely, or certain. How likely do you think the following events are to occur?

1. Thomas Jefferson, the third President of the United States, will visit the College of William and Mary tomorrow.

0	-	-	-	1
Impossible	Unlikely	Even Chance	Likely	Certain

2. You will ride the bus home from school today.

0	-	-	-	1
Impossible	Unlikely	Even Chance	Likely	Certain

3. School will be cancelled tomorrow due to bad weather.

0	-	-	-	1
Impossible	Unlikely	Even Chance	Likely	Certain

4. If you roll a standard die, it will show a number less than 7.

0	-	-	-	1
Impossible	Unlikely	Even Chance	Likely	Certain

5. If you flip a fair coin, you will get tails.

0	-	-	-	1
Impossible	Unlikely	Even Chance	Likely	Certain

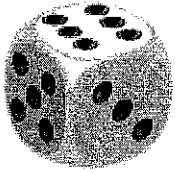


Name: \_\_\_\_\_

Date: \_\_\_\_\_

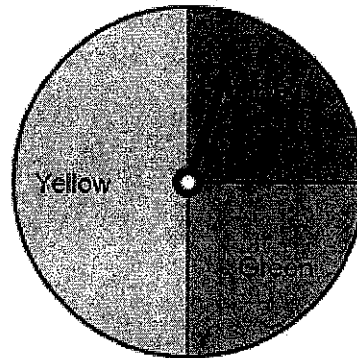
**Certain, Likely, Unlikely, Impossible**

1. You roll a 6 sided die. How likely is it that the die will land on 3?



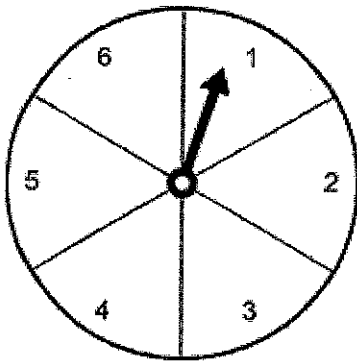
- a. certain
- b. likely
- c. unlikely
- d. impossible

2. How likely is it that the spinner will land on a yellow or green space?



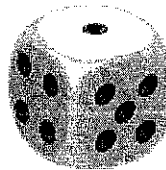
- a. certain
- b. likely
- c. unlikely
- d. impossible

3. How likely is it that the spinner will land on the number 8?



- a. certain
- b. likely
- c. unlikely
- d. impossible

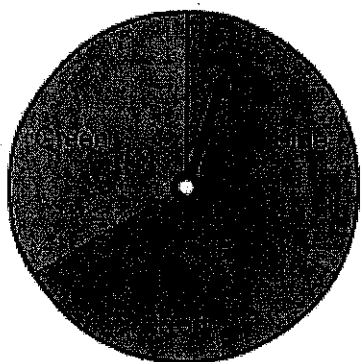
4. You roll a die. How likely is it that it will land on a number less than 6?



- a. certain
- b. likely
- c. unlikely
- d. impossible

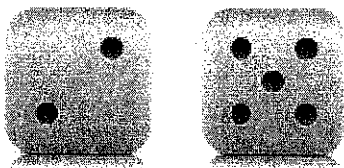


5. You spin the spinner 3 times. How likely is it that it lands on blue all 3 times?



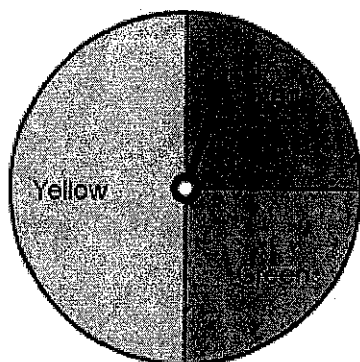
- a. certain
- b. likely
- c. unlikely
- d. impossible

7. You roll 2 dice. How likely is it that you roll a 2 and a 5?



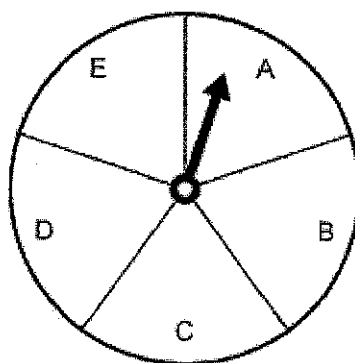
- a. certain
- b. likely
- c. unlikely
- d. impossible

9. How likely is it that the spinner lands on the color purple?



- a. certain
- b. likely
- c. unlikely
- d. impossible

6. How likely is it that the spinner will land on a letter of the alphabet?



Work

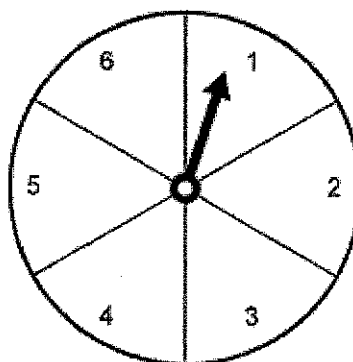
- a. certain
- b. likely
- c. unlikely
- d. impossible

8. You roll 2 dice. How likely is it that the 2 numbers will add to 12 or less?



- a. certain
- b. likely
- c. unlikely
- d. impossible

10. How likely is it that the spinner will land on a number greater than 2?



- a. certain
- b. likely
- c. unlikely
- d. impossible

AN ELITE CAFEMEDIA PUBLISHER



# Colonization & Revolutionary War - The Declaration of Independence

by ReadWorks



During the years right before the Revolutionary War, more and more colonists wanted independence. Patriots gave speeches urging the colonists to take up arms and fight the British tyrants. Patrick Henry, a patriot from Virginia, gave a famous speech to the legislature of his state. Patrick Henry proclaimed: "I know not what course others may take; but as for me, give me liberty or give me death!"

As fighting from the war spread, many more colonists became convinced they needed to cut ties with Britain. They still considered themselves British, but the king was not respecting their rights. They stood together as colonists to defend themselves and their interests. Before long they would call themselves Americans.

On May 10, 1775, representatives from every colony met at the Second Continental Congress in Philadelphia. They gathered in response to the battles of Lexington and Concord. The representatives agreed the time for negotiating with Britain was over. They decided that the Congress should rule the colonies and they should declare independence. The Continental Army was formed, and George Washington was named its leader. Washington came up with a plan to battle the British troops.

Thomas Jefferson drafted the Declaration of Independence. It took him a little more than two weeks. Although he was only 33 years old, Jefferson eloquently wrote why the colonists did not want British rule. He listed all of the rights that every man deserved. He wrote that Britain was denying the colonists these rights. The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom. It was about the relationship of any government to its people. Finally, the war was about the responsibility of the government to protect the rights of the people.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How long did it take Thomas Jefferson to write the Declaration of Independence?
  - A. It took him seven days.
  - B. It took him two weeks exactly.
  - C. It took him a little more than two weeks.
  - D. It took him a month.
  
2. What caused representatives to meet at the Second Continental Congress?
  - A. The battles of Lexington and Concord, Massachusetts
  - B. They wanted to negotiate with the British
  - C. They wanted to write the Declaration of Independence
  - D. The need to clarify the colonists' relationship with England
  
3. Why does the author most likely say, "the time for negotiating with Britain was over"?
  - A. The sides would have to fight rather than talk.
  - B. The war for independence was coming to an end.
  - C. The British had run out of time and lost control.
  - D. The Americans no longer wanted to gain independence.
  
4. Read the following sentences: "The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom."

The word **clarified** means

- A. changed
- B. made improvements to
- C. drew pictures of
- D. made easier to understand

5. The passage "The Declaration of Independence" is mostly about

- A. famous declarations of independence throughout history and how the United States' was different.
- B. the Second Continental Congress and the states that were there.
- C. what led up to the Declaration of Independence being written and what it was about.
- D. the process of writing the Declaration of Independence and the people who were involved.

6. What did the representatives agree to at the Second Continental Congress?

---

---

---

7. Based on the passage, explain why Patrick Henry said, "give me liberty or give me death!"

---

---

---

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The Americans needed to explain their reasons, \_\_\_\_\_ Thomas Jefferson wrote the Declaration of Independence.

- A. because
- B. after
- C. so
- D. although