

4/1/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email ([firstname.lastname@fsd145.org](mailto:firstname.lastname@fsd145.org)).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District



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Remote Learning Day Student Activities:

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# Remote Learning Activities for Students

7th Grade -- April 1st (ELA)

	Reading/Research	Vocabulary	Writing	Extra Challenge
<b>Activity Title:</b>	What is identity?	<i>The Outsiders</i> Slang Dictionary	What is identity?	Headline Poem
<b>Materials:</b>	Paper, pencil, magazine, phone (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, phone (optional)	Magazines, newspapers, glue, scissors, white paper
<b>Activities and Instructions:</b>	Draw and label or take snapshots on your phone of an outfit the average teen girl would wear today.	Using the context clues in the sentences provided from the novel, <i>The Outsiders</i> , decide what each term means. Write (or type on a Doc) the word and your best guess for the meaning. (Optional: You may look up online what the words mean and record that definition on the Doc.)	Write a five sentence paragraph comparing and contrasting girls' teen fashion from present day to the 1960s.	Create a headline poem using words you cut out from the magazines and newspapers
<b>Independent Practice:</b>	<p><u>Fashion: Teen Girls</u></p> <ul style="list-style-type: none"> <li>•Use pictures to create an outfit reflective of a teenage girl from the present day.</li> <li>•Outfits must include: shoes, bottoms, top, and at least two accessories</li> </ul> <p>Think: If you could design your perfect outfit for a teenage girl today, what would it be?</p> <p>Learning Center- Mr M. Go onto Newsela-</p> <p>Pick an article for the day. Adjust lexile level if needed. Read the article and take the quiz. Also write a reaction to the article and submit it. Also text mark/words That you need further information. Or exclamation marks for ideas on how to use this.</p>	<ol style="list-style-type: none"> <li>1. Greaser "My hair is longer than a lot of boys wear theirs, squared off in the back and long at the front and sides, but I am a <b>Greaser</b> and most of my neighborhood rarely bothers to get a haircut."</li> <li>2. Soc "We're poorer than the <b>Socs</b> and the middle class. I reckon we're wilder, too."</li> <li>3. lone it "I had a long walk home and no company, but I usually <b>lone it</b> anyway, for no reason except that I like to watch movies undisturbed so I can get into them and live them with the actors."</li> <li>4. dig "Nobody in our gang <b>digs</b> movies and books the way I do."</li> <li>5. hood "The shade of difference that separates a Greaser from a <b>hood</b> wasn't present in Dally."</li> </ol>	<p>How is this picture of girls' teenage fashion the same and different from fashion today?</p> 	<ol style="list-style-type: none"> <li>1. Cut out 25 words and create a poem</li> <li>2. Use complete sentences that make sense</li> <li>3. Use correct punctuation</li> <li>4. Stay with one central theme.</li> <li>5. Must be appropriate.</li> </ol> <p>Learning Center-</p> <p>Go onto Newsela-</p> <p>Pick an assigned article for the day. Adjust lexile level if needed. Read the article and take the quiz. Also write a reaction to the article and submit it. Pick one text feature and "mark" 5 examples in the article.</p>
<b>Check for Understanding:</b>	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 1st (Math)

The columns below offer choices for student activities.

Daily Focus: Fractions	Option 1: Math Game	Option 2: Practice Probs	Option 3: Online Practice	Hands-on Learning	Extra Challenge
<b>Activity Title:</b>	Addition and Subtraction of Fractions	Add and Subtract Fractions	Add and Subtract Fractions		
<b>Materials:</b>	Deck of cards (remove face cards) Paper/pencil	Paper/pencil	Online device/ Internet access		
<b>Activities and Instructions:</b>  (Students with IEPs need to complete 5 problems) Reinforced in Learning Center also.	Deal two cards to make one fraction, then two more to make a second fraction. Now add the two fractions, then subtract the two fractions. Do this ten times on paper, record your answers, and have your parents or older brother/sister check your answers	<i>Be sure to get a common denominator before you try to add or subtract your fractions!</i>  Add or subtract the following fractions 1) $\frac{2}{7} - \frac{3}{7} =$ 2) $\frac{9}{14} + \frac{1}{14} =$  4) $\frac{3}{5} - \frac{1}{4} =$ 5) $\frac{2}{3} - \frac{1}{2} =$  7) $\frac{2}{4} + \frac{3}{6} =$ 8) $\frac{5}{6} - \frac{3}{8} =$  10) $\frac{3}{4} - \frac{1}{2} =$ 11) $\frac{3}{5} - \frac{3}{3} =$  13) $\frac{5}{12} - \frac{1}{4} =$ 14) $\frac{9}{11} - \frac{1}{2} =$	Click the link below to practice addition of fractions.  <a href="https://www.iknowit.com">iknowit.com</a>  <a href="https://www.iknowit.com/lessons/d-adding-fraction-s-unlike-denominators.html">https://www.iknowit.com/lessons/d-adding-fraction-s-unlike-denominators.html</a>	Using cards to help with +/- of fractions  Note: This activity can be done with Uno cards or with a set of dice if you don't have a deck of cards	<b>Try to add three fractions and find a common denominator for all three</b>  <b>Learning Center- Complete 5 more rounds. Mr.M</b>
<b>Independent Practice:</b>	See Above	See above	See above		
<b>Check for Understanding:</b>	Have your parent deal out one time and +/- the fractions without help	Answer key: 1-5/7, 2-5/7, 4-17/20 5-1 1/5, 7-1, 8-1 5/24, 10- 1/4, 11- 4/15, 13- 1/6, 14- 7/22,	Game provides feedback and hints		

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 1st (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Social Studies Extra Challenge (Optional)
<b>Activity Title:</b>	Census	Pop Can Car	Census	Elastic Energy Comparisons	Census
<b>Objective:</b>	Make sure the Census has been taken in your house. Every person counts!	Similar to the Rolling Can we studied in class, build a working pop can car.	Sharing the importance of taking the Census.	Compare the elastic energy of bouncing objects.	Encourage extended family members to complete their Census.
<b>Materials:</b>	Census letter from the United States Census 2020	Small stick or pencil, two rubber bands, empty pop can with a hole poked in the bottom, a washer or bottle top with a hole in the middle, and a paperclip. Paper and pencil and a ruler or tape measure for collecting data.	<a href="https://www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-videos.html">https://www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-videos.html</a>	Paper and pencil, 3-5 round objects, ruler or tape measure	Extended families phone numbers or email addresses.
<b>Activities and Instructions:</b>	Locate your Census letter from the US Census. Follow the directions on the letter.	Use the material listed to build your car. Example video: <a href="https://www.youtube.com/watch?v=AMdG1SgXZ_s&amp;list=PLmWXR0srn_olhudNbcNEh20yCpKLlu_suw&amp;index=6">https://www.youtube.com/watch?v=AMdG1SgXZ_s&amp;list=PLmWXR0srn_olhudNbcNEh20yCpKLlu_suw&amp;index=6</a>  *Be <b>very</b> careful with poking holes. I have been successful using scissors and/or a screwdriver. <b>DO NOT</b> use power tools without adult supervision.	If you are able watch the 3 Webisodes about the Census.  The Census is important to our community. There are many benefits.	Collect your 3-5 round objects. Create a table to compare their <b>rigidity</b> (how hard they are), <b>deformation</b> (how easily they change shape), and <b>height of the bounce</b> . Be sure to drop each object from the exact same height. You could use the edge of a counter for reference and tape paper to the side to mark the height of each bounce.	Compose a text and/or email to your extended family. Remind them to take the Census and tell them why it is important to complete.
<b>Independent Practice:</b>	Complete the Census for the family - either online or the questionnaire.	How far can your pop can car travel? Create a bar graph to show the relationship between the number of twists of the pencil and the distance the car travels.	Create a poster (electronically or on paper) about the Census and how it is used by the US Government.	Repeat your experiment 2 times to be sure of your results. Summarize the results of your experiment in complete sentences.	Offer to complete their Census for them.
<b>Check for Understanding :</b>	Record your confirmation number on the letter. Take a picture and share with your Social Studies teacher.	Share a picture/video of your pop can car, and send a copy of your bar graph to your teacher via email, schoology, or google classroom.	Share your poster by emailing a picture of the poster to your Social Studies teacher or share the poster from Google slides.	Share a copy of your table and summary with your teacher via email, schoology, or google classroom.	Share the results of asking extended family members to take the Census in one paragraph. Share with your SS teacher.

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th/ 8th Grade -- April 1st (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 1	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Identifying Emotions	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will begin a journal that helps to identify and reflect emotions.	Watch the Youtube Video:
<b>Materials:</b>	Paper and pencil	Identifying our Feelings
<b>Activities and Instructions:</b>	Keep a journal today. Jot down anything that makes you feel an emotion. Start labeling them using words like "pleasant," "happy," "irritated," or "angry."	<a href="https://www.youtube.com/watch?v=VL5MvZKgVZA">https://www.youtube.com/watch?v=VL5MvZKgVZA</a>  **Choose three emotions from the video and write down a time that you felt that emotion. Identify what led to the feeling/emotion and how did you react to or handle the emotion. Share this with your parents or a sibling.
<b>Independent Practice:</b>	Encourage your child to journal about feelings outside of the SEL activity.	Please make sure to check Google Classroom Daily for work (English, Math, Science, and Social Studies) to be completed!
<b>Check for Understanding:</b>	The student creates a journal entry identifying and/or reflecting emotion. Read a journal entry with your child, check and see if your child has correctly identified emotions.	If students are not able to get onto Google Classroom, please have them read a book at home and log what they are reading about.  I hope everyone is staying safe during these trying times. Please e-mail me with any questions, comments, or concerns.  Thank you,  Ms. Sughroue :)  megan.sughroue@fsd145.org

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 1st (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Simple Realism Still life Drawing	Joy Playlist	Personal Fitness
<b>Objective:</b>	Over the course of 5 days, students will create a * Still Life drawings of five to seven objects available in their homes. *A <b>still life</b> is a <b>drawing</b> or painting that focuses on <b>still</b> objects. The subject matter is inanimate and never moves, typically with a focus on household objects, flowers, or fruits.		Students will work to increase core strength and improve muscular endurance.
<b>Materials:</b>	Paper (preferably 11" x 14" ) pencils, and an eraser	Paper and writing utensil	Paper and Writing Utensil
<b>Activities and Instructions:</b>	<p>1. <u>Collect whatever objects you have around your home.</u> If using another family member's personal items, make sure to get their permission. : ) Consider items like: cups, bottles, potted plants, flowers in a vase, shoes, a teapot, cereal boxes, an iron, a football, baseball cap, perfume bottles, various knick-knacks, pieces of fruit, stuffed animals, a trophy, candles...You can create a theme or keep it totally random. It's up to you.</p> <p>2. <u>Set up your objects</u> in an interesting manner, on a flat surface near a comfortable place to sit for your sketch. A kitchen or dining room table is ideal for this. If you don't mind sitting on the floor, you can place the objects against a wall and sit in front of them. All of your objects do not have to touch each other, so consider placing them at different distances from your view. Also overlap some object (shorter objects in front of taller items). If possible, choose a work area that has natural light or near a good lamp. If the area isn't well lit, it will make the drawing more difficult.</p> <p>3. <u>Begin your drawing:</u> Start by making a very rough sketch of your objects in the form of basic shapes (circles, squares, triangles, ovals, etc.) as you want them to appear on the page. Use light pressure with your pencil so that it's easy to erase things and move them around. You will find it helpful if you begin by drawing the things closest to you first --and placing them in the lower half (foreground) of your paper. Create your shapes/objects large enough to add interesting details as you process this drawing throughout the week. Don't worry about making all of the objects fit on the paper. Having things "run off" at least three sides will help to create a more successful and interesting drawing. Also--At this early stage, don't worry if you need to turn to a new piece of paper and start over a few times. Trying to draw things realistically takes time and persistence. Making several practice pre-drawings can help "break the ice" as you make compositional choices.</p> <p>---Explain the assignment to a parent and show him/her your still life set up. ---Show them the progress that you made today and express your feelings about the process. ---Seek advice if needed and consider their insights and suggestions.</p>	<p>Music can bring you joy. Think of 1 song that brings you joy. Write down the song title and the artist/performer. Listen to your song and reflect on why this song brings you joy or happiness. Write your reflections down in a few sentences.</p> <p>Interview someone else in your household about what song brings them joy and happiness. Write down their song title, artist, and why this song brings them joy.</p> <p><b>GO THE EXTRA MILE!</b> Create a whole playlist of joyful music. Come up with 5-10 songs for your playlist, including title and artist, and why each song brings you joy. Give your playlist a name. Create/draw an album cover for your playlist.</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p> <p>Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).</p> <p>Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard. As you do this each day, see if your number rating changes..</p>

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 2nd (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Activity Title:</b>	What is identity?	<i>The Outsiders</i> Slang Dictionary	What is identity?	Comprehension Activity
<b>Materials:</b>	Paper, pencil, magazine, phone (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, magazine, phone (optional)	Book or TV, pencil, paper, markers/crayons
<b>Activities and Instructions:</b>	Draw and label or take snapshots on your phone of an outfit the average teen boy would wear today. -----	Using the context clues in the sentences provided from the novel, <i>The Outsiders</i> , decide what each term means. Write (or type on a Doc) the word and your best guess for the meaning. (Optional: You may look up online what the words mean and record that definition on the Doc.)	Write a five sentence paragraph comparing and contrasting boys' teen fashion from present day to the 1960s.	Read a book or watch a TV show/movie. Answer the questions and draw a picture after you complete the book, TV show, or movie.
<b>Independent Practice</b>  Learning Center  Go onto Newsela-  Pick an assigned article for the day. Adjust lexile level if needed. Read the article and take the quiz. Also write a reaction to the article and submit it.	<u>Fashion: Teen Boys</u> •Use pictures to create an outfit reflective of a teenage boy from the present day. •Outfits must include: shoes, bottoms, top, and at least two accessories  Think: If you could design your perfect outfit for a teenage boy today.  L.Center-Mr.M Go onto Newsela- Pick an assigned article for the day. Adjust lexile level if needed. Read the article and take the quiz. Also write a reaction to the article and submit it.	6. bawl "I was smarting and aching and my chest was sore and I was so nervous my hands were shaking and I wanted to start <b>bawling</b> ."  7. lift "He tried to <b>lift</b> a policeman's gun and grinned so crazily when he was caught that the policeman had to grin, too."  8. rumble "Blades are rough. So are chains and heaters and pool sticks and <b>rumbles</b> ."  9. outfit "Either way, there's not going to be any blood feud between our <b>outfit</b> and Shepard's."  10. cooler "I didn't know you were out of the <b>cooler</b> yet, Dally." 'Good behavior. Got off early.'"	How is this picture of boys' teenage fashion the same and different from fashion today?  	Write a complete sentence to answer each question:  1. Could this show/book be real? 2. Where is the setting? 3. Who are the main characters? 4. What was the problem? 5. How was the problem solved in the storyline? 6. Did you enjoy the book/show? Why or why not?  Draw a picture of your favorite scene.
<b>Check for Understanding:</b>	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.

Every Day: Read for 20 minutes. Write 10.

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 2nd (Math)

The columns below offer choices for student activities.

Daily Focus: Fractions	Option 1: Math Game	Option 2: Practice Probs	Option 3: Online Practice	Hands-on Learning	Extra Challenge
<b>Activity Title:</b>	Multiplying and Dividing Fractions	Same	Same		
<b>Materials:</b>	Deck of Cards (Face cards removed) Paper/pencil	Paper/Pencil	Online device/ Internet access		
<b>Activities and Instructions:</b>  (Students with IEPs need to complete 5 problems)- Also reinforced in Learning Center.	Deal two cards to make one fraction, then two more to make a second fraction. Now multiply the two fractions, then divide the two fractions. Do this ten times on paper, record your answers, and have your parents or older brother/sister check your answers	<p><b>*When you multiply fractions, multiply straight across the top and bottom</b>  <b>*When you divide fractions, invert the second fraction (flip it over), then multiply the two fractions. Some students may remember (keep it, switch it, flip it)</b></p> <p>1. <math>\frac{1}{8} \times \frac{2}{3} =</math>      2. <math>\frac{1}{2} \times \frac{4}{5} =</math></p> <p>4. <math>\frac{8}{9} \times \frac{3}{4} =</math>      5. <math>\frac{7}{10} \times \frac{2}{21} =</math></p> <p>7. <math>\frac{5}{9} \times \frac{7}{8} =</math>      8. <math>6 \times \frac{1}{3} =</math></p> <p>10. <math>10 \times \frac{1}{2} =</math>      11. <math>\frac{1}{3} \times 12 =</math></p> <p>13. <math>\frac{7}{8} \times \frac{12}{13} =</math>      14. <math>\frac{6}{9} \times \frac{1}{3} =</math></p>	Click the link below to practice multiplication and division of fractions.  <a href="https://www.knowit.com">Iknowit.com</a>  <a href="https://www.knowit.com/lessons/e-dividing-two-fractions.html">https://www.knowit.com/lessons/e-dividing-two-fractions.html</a>	Using cards to help with multiplication/division of fractions  Note: This activity can be done with Uno cards or with a set of dice if you don't have a deck of cards	<b>Multiply three fractions using your playing cards and check your answers</b>  <b>Learning Center- Compete 5 more rounds. Mr.M</b>
<b>Independent Practice:</b>	See above	See above	See above		
<b>Check for Understanding:</b>	Have your parent deal out one time and multiply/divide the fractions correctly without help	Answer key 1. 1/12, 2. 2/5, 4. 2/3 5. 1/15, 7. 35/72, 8. 2, 10. 5, 11. 4, 13. 21.26, 14. 2/9	Game provides feedback and hints		

**Every Day:** Read for 20 minutes. Write 10. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 2nd (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
<b>Activity Title:</b>	Create a Coin-US Currency	Rube Goldberg Machine	Create a Coin US Currency	Design a Car Track	Build Your Rube Goldberg Machine
<b>Objective:</b>	Create a coin for the US Mint.	Design a working Rube Goldberg Machine.	Create a coin for the US Mint.	Design a car track using at least 3 energy conversions or transfers.	Build a working Rube Goldberg machine.
<b>Materials:</b>	Paper, pencil, color pencils or markers.	Pencil and Paper  Here is an example: <a href="https://www.youtube.com/watch?v=OHwDf8njVfo">https://www.youtube.com/watch?v=OHwDf8njVfo</a>	<a href="https://youtu.be/pTm18offyuw">https://youtu.be/pTm18offyuw</a> Short Youtube video about how coins are made. <a href="https://youtu.be/Mi3Smuv1_Nk">https://youtu.be/Mi3Smuv1_Nk</a> Short youtube video about the WW1 Memorial Coin design.	Paper and pencil  Possible materials: hot wheels tracks, household materials, small car	Use what you have around the house. Possible materials: marbles, toy cars, paper towel rolls, cardboard, tape, books, dominoes, string, cups.
<b>Activities and Instructions:</b>	Create the back to a quarter (a coin) featuring a design about a person or place. Questions to ponder: 1.What the illustration or symbols on your design represent. 2. Why you chose this coin design, and 3. Why your subject should be featured on a coin.	Your task is to design your own Rube Goldberg machine on paper with at least 5 “events” and describe the process of the machine including energy transfers or conversions for each event.	If you are able, watch the 2 videos about coin making prior to creating your coin. Which video did you find helpful?  Add the answer to this question to your design answers and coin back drawing.	Design a car track using materials like hot wheels <b>or</b> by drawing it on paper. Include and explain 3-5 energy conversions or transfers in your track.	Using your materials, build your Rube Goldberg machine.
<b>Independent Practice:</b>	Coin creation and answer the questions above in complete sentences.	Drawn design and written description of how the machine works.	Coin creation and answer the questions in complete sentences.	Track creation and explanation of energy conversions or transfers.	Machine creation.
<b>Check for Understanding:</b>	Share your coin design with a family member and your teacher via an emailed picture.	One event in your machine might be a pendulum swinging to transfer kinetic energy to the next event in the machine. Share your picture and description with your teacher via email, schoology, or google classroom.	Share your coin design with a family member and your teacher via an emailed picture.	Snap a photo of your track along with your explanation of energy conversions or transfers, and share it to your teacher via email, schoology, or google classroom.	Take a photo and/or video of your machine and share it with your teacher via email, schoology, or google classroom.

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th and 8th Grade -- April 2nd (SEL)

The columns below offer choices for student activities.

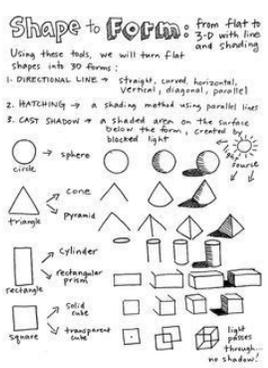
	SEL Activity Day 2	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Being Grateful for Big and Little Things	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to understand why and how they can be thankful for big things and little things in their lives;	Watch the Youtube Video:  Kid President's 25 Reasons to be Thankful
<b>Materials:</b>	Crayons, paper and pencil	<a href="https://www.youtube.com/watch?v=yA5Qpt1JRE4">https://www.youtube.com/watch?v=yA5Qpt1JRE4</a>
<b>Activities and Instructions:</b>	 <p>1. Ask: <b>What is something big you're grateful for? Why?</b> Give examples and write responses on a sheet of paper. Keep them as a reminder. Examples of <b>big things</b> can be: Your family, Your friends, Your home</p> <p>2. Ask: <b>What is something little you're grateful for? Why?</b> Give examples and write responses on a sheet of paper. Keep them as a reminder. Examples of <b>little things</b> can be: Cuddles from your dog or cat, When your parents or teachers surprise you with something that makes you happy</p> <p>3. Draw/color a picture of a big and little thing you're grateful for</p>	<p>**Create a video using your cell phone, parent's cell phone (with permission), or tablet showing what you are grateful for. Share with a teacher or a friend!</p> <p>Please make sure to check Google Classroom Daily for work (English, Math, Science, and Social Studies) to be completed!</p> <p>If students are not able to get onto Google Classroom, please have them read a book at home and log what they are reading about.</p> <p>I hope everyone is staying safe during these trying times. Please e-mail me with any questions, comments, or concerns.</p> <p>Thank you,</p>
<b>Check for Understanding:</b>	The student creates a picture of big and little things for which the student is grateful.	Ms. Sughroue :)  megan.sughroue@fsd145.org

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 2nd (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Simple Realism Still Life Drawing (Continued)	Play/Perform	Personal Fitness
<b>Objective:</b>	Students will continue working on their Still Life drawings		Students increase core strength and improve muscular endurance.
<b>Materials:</b>	Paper, pencil, and an eraser	Your instrument/voice/pretend instrument if you don't have your real instrument at home	Paper and Writing Utensil
<b>Activities and Instructions:</b>	<p>Once you are satisfied with your roughed-in composition, begin to transform the basic (2-D) shapes into 3-D forms. ( a form has or appears to have volume --that is height, width and depth) To do this, concentrate on the outline/edges of each object-- with heavier pencil lines, until you are happy with how they look on your paper.</p> <p>While you work, take your time as you study each object --or the parts which are visible to you. Pay attention to the negative spaces in between and around the objects. Careful observation will help your brain to transfer this information to your hand(s) as you draw.</p> <p>Keep making adjustments as needed, and continue to add basic details to each object.</p> <p>If you have internet access there are numerous videos and free, step-by-step guides for creating simple but realistic drawings of people, animals and objects. You should start with transforming 2-D basic shapes into 3-D forms on paper.</p>  <p>Show your progress to a parent, or older sibling. Seek advice if needed and consider any helpful suggestions.</p>	<p>Play or perform a song. Use any music you have at home. If you don't have any music at home, play/perform a song by ear or from memory. Another resource for free music is <a href="https://www.8notes.com/">https://www.8notes.com/</a></p> <p>If you don't have your instrument, be creative! Use something around the house that you can use to do fingerings or "shadow practice" on. For example, use a pencil and hold it like a flute, clarinet, saxophone, oboe and do the fingerings on it. String players, hold a pencil like a bow and shadow practice. Percussionists, draw a picture of your bells on a piece of paper, label the keys if you need it, use 2 pencils as your mallets and tap on the "keys" to play your song.</p> <p><b>GO THE EXTRA MILE!</b> Record yourself performing and share with your teacher, friends, or family members who don't live with you. If you don't have any music, notate (write down) the notes on paper.</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p> <p>Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).</p> <p>Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.</p>

Every Day: Read for 20 minutes. Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 3rd (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Activity Title:</b>	What is identity?	<i>The Outsiders</i> Slang Dictionary	What is identity?	Create a Story
<b>Materials:</b>	Paper, pencil, magazine, phone (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, magazine, phone (optional)	Paper and pencil
<b>Activities and Instructions:</b>	Draw and label or take snapshots on your phone of popular hairstyles for teenage girls and boys today.	Using the context clues in the sentences provided from the novel, <i>The Outsiders</i> , decide what each term means. Write (or type on a Doc) the word and your best guess for the meaning. (Optional: You may look up online what the words mean and record that definition on the Doc.)	Write a five sentence paragraph comparing and contrasting popular teen hairstyles from today to those of the early 1960's.  How are these pictures of teenage hairstyles from the early 1960's the same and different from hairstyles today?	Using complete sentences, write a story using the following starter:  I tiptoed into the house. If anyone caught me I would be in trouble...
<b>Independent Practice:</b>  Learn Cent-Mr M. Go onto Newsela- Pick an assigned article for the day. Adjust lexile level if needed. Read the article and take the quiz. Also write a reaction to the article and submit it.	<u>Hairstyles</u> •5 pictures of women's hairstyles from present day •5 pictures of men's hairstyles from present day. •	11. broad "Next time you want a <b>broad</b> , pick up yer own kind --- dirt."  12. savvy "It's just because you're the baby --- I mean, he loves you a lot. <b>Savvy</b> ?"  13. fuzz "The <b>fuzz</b> won't be lookin' for you around here," Dally said, lighting up."  14. kicks "What do they do for <b>kicks</b> around here, play checkers?"  15. doll "Man, your brother is one <b>doll</b> . I might have guessed you were brothers --- you look alike."	    	Complete a well developed story using the starter. Make sure you include:  Character interactions and details  Setting details  Conflicts and resolutions  Be creative and let your family help! Include illustrations if it will make the story more interesting.
<b>Check for Understanding:</b>	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 3rd (Math)

The columns below offer choices for student activities.

Daily Focus: Integers	Option 1: Math Game	Option 2: Practice Probs	Option 3: Online Practice	Hands-on Learning	Extra Challenge
<b>Activity Title:</b>	Extra practice with operations involving integers	Same	Same		
<b>Materials:</b>	Deck of cards Paper/pencil Number line	Paper/Pencil	Online device/ Internet access	Partner learning of integers with cards	
<b>Activities and Instructions:</b>  (Students with IEPs need to complete at least one/two rounds)- <b>Concepts are reinforced in the Learning Center.</b>	Students play "Integer WAR" using a deck of cards. Watch the following Youtube clip to learn how to play:  <a href="https://youtu.be/XW0mJ5xCLw0ds">https://youtu.be/XW0mJ5xCLw0ds</a>  Start by doing +/- Play at least two rounds with a brother, sister, or older relative.  <b>Remember that <u>Absolute Value</u> means the distance away from 0 that a number is</b>	$31 - (-17) =$  $20 + 62 =$  $87 - (-36) =$  $3 + (-63) =$  $(-87) - (-31) =$  $(-25) - 88 =$  $(-3) + (-71) =$  $(-3) - 33 =$  $24 - 50 =$  $43 - (-6) =$	Click the link below to practice addition and subtraction of integers.  <a href="http://ixl.com">ixl.com</a>  <a href="https://www.ixl.com/math/grade-7/add-and-subtract-integers">https://www.ixl.com/math/grade-7/add-and-subtract-integers</a>		<b>After you have mastered how to play the game, try multiplication and division using the same format.</b>  <b>Learning Center-complete 2 more rounds of integer war.</b> <b>Mr.M</b>
<b>Independent Practice:</b>	Use a deck to play one round independently	See above	See above		
<b>Check for Understanding:</b>	Have your playing partner agree with your answers during the playing of the WAR game	Answer key:  1. 41, 2. 82, 3. 123  4. -60, 5. -56, 6. 113  7. -74, 8. -36, 9. -26  10. 49	Game provides feedback.		

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 3rd (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS & one Science option.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
<b>Activity Title:</b>	Family Tree	Light Energy Experiment Design	US Currency	Light Energy Research	Light Energy Experiment
<b>Objective:</b>	Revisit our Immigration Unit and create a family tree.	Design an experiment based on your questions about light energy.	Start a coin collection.	Research to determine how the radiometer works.	Carry out your light energy experiment.
<b>Materials:</b>	Paper and pencil. Family members as needed. <a href="https://drive.google.com/open?id=1L38cPDskODHNGlbyOMoHvBK3DEdVI-6">https://drive.google.com/open?id=1L38cPDskODHNGlbyOMoHvBK3DEdVI-6</a> A simple family tree design if you need assistance.	Pencil and Paper	Paper/pencil/pen  Quarters from around the house/apartment  (Do not raid your families wallets/purses).	Pencil and Paper  "How Does a Crookes Radiometer Work?" <a href="https://www.youtube.com/watch?v=llxqNcjpTWA">https://www.youtube.com/watch?v=llxqNcjpTWA</a>	Paper and Pencil, student-chosen materials
<b>Activities and Instructions:</b>	Step One: Identify the immediate members of your family. You will need birth dates (month/day/year) as well as first, middle and last names.	Make a list of all of the questions you have about LIGHT energy, and a list of everything you know about it. Use your list to design an experiment that might help you answer one or more of your questions.	Create a list of the state quarters in your possession.  See how many of the 50 states you have at home.	Watch the youtube video to learn about the radiometer we observed in the beginning of our physics unit. Take NOTES (Cornell style notes, Focused Notes, or Mind Map) and include a 3-5 sentence summary at the end that explains how the radiometer works in your own words.	Carry out your light investigation, and include a table or chart of your results and a summary of what you learned from your experiment.
<b>Independent Practice:</b>	On a sheet of paper, record the above information.	Identify the <b>independent variable</b> (The component you choose to change) and the <b>dependent variable</b> (The component that changes as a result of the independent variable) in your experiment.	Take your list of state quarters and put them into the correct time zones. (Eastern, Central, Mountain and Pacific are the headings.)	Take notes and summarize.	Include a table or chart of your results and a summary.
<b>Check for Understanding :</b>	Save this information and add to it tomorrow. This will be a 4 day activity.	Share your experiment design with your teacher via email, schoology, or google docs.	Share your quarters organized by time zone via an emailed picture to your teacher as well as friends.	Share your notes and summary with your teacher via email, schoology, or google docs.	Share your data and summary with your teacher via email, schoology, or google docs.

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th and 8th Grade -- April 3rd (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 3	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Put Yourself in Someone Else's Shoes	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to understand how to consider the wants and needs of people in their home.	Watch the video: "The Present" by, Jacob Frey
<b>Materials:</b>	Home games, paper, pencil	<a href="https://www.youtube.com/watch?v=96kl8Mp1uOU&amp;list=PLkOGvfrALCMzTlrFUisgs4PzhQelP4JGr">https://www.youtube.com/watch?v=96kl8Mp1uOU&amp;list=PLkOGvfrALCMzTlrFUisgs4PzhQelP4JGr</a>
<b>Activities and Instructions:</b>  	<p>1. Pick a theme for the afternoon/evening. Write it on a sheet of paper.</p> <p>Example: Colors, exercise, or food.</p> <p>2. Choose activities that you can do as a family related to your theme. Create a list on your sheet of paper</p> <p>Example: Cards, board game, baking, or building.</p> <p>3. Ask: what do my siblings like to do? What can my siblings do? Circle the activities you already listed.</p> <p>4. Create a schedule with the help of siblings and/or parents.</p> <p>5. Carry out your themed afternoon/evening with the family.</p> <p>6. Reflect: How hard was it to make everyone feel included for the activities? How did you get everyone engaged in the activity? What can you do next time to ensure that everyone is included and their voice is heard?</p>	<p>**Think about and then discuss with a family member or friend why the boys mom got him a puppy with only three legs. THINK beyond the fact that the young man is missing a leg as well. Put yourself in the mom's shoes and the young man's shoes!</p> <p>Please make sure to check Google Classroom Daily for work (English, Math, Science, and Social Studies) to be completed!</p> <p>If students are not able to get onto Google Classroom, please have them read a book at home and log what they are reading about.</p> <p>I hope everyone is staying safe during these trying times. Please e-mail me with any questions, comments, or concerns.</p> <p>Thank you,</p> <p>Ms. Sughroue :)</p>
<b>Check for Understanding:</b>	The student shows consideration of others' wants/needs.	<a href="mailto:megan.sughroue@fsd145.org">megan.sughroue@fsd145.org</a>

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 3rd (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Simple Realism Still Life Drawing (Continued)	Musical Moods	Personal Fitness
<b>Objective:</b>	Students will continue working on their Still Life drawings		Students will work to increase core strength and improve muscular endurance.
<b>Materials:</b>	Paper, pencil, and an eraser	Paper and Writing Utensil	Paper and Writing Utensil
<b>Activities and Instructions:</b>	<p>Continue to add specific details to your objects to make them more realistic-- or more stylized if you are going for an abstracted look.</p> <p>Show your progress to a parent or family member for feedback. Express your thoughts on your progress as well.</p>	<p>Music is used in almost everything you watch on TV. The music in these shows and movies is used to get a certain reaction from the audience.</p> <p>-Choose any movie or TV show and as you watch, journal about the music you hear in the background. Pay close attention to whether or not there are any sound effects being used. As you journal, think about the following:</p> <p>-Does the music help make the plot more interesting?</p> <p>-How often is music of some kind heard in the background?</p> <p>-What kinds of music are you hearing? Do you recognize any of the songs?</p> <p>-Why do you think the producer chose that music?</p> <p>-Can you think of any songs that might have also worked for that TV show or movie?</p> <p>Students should keep this journal for future use. Compare other shows and movies to the ones journaled about today.</p>	<p>-Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>-The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>-Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p> <p>Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).</p> <p>Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.</p>

**Every Day:** Read for 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 6th (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Activity Title:</b>	What is identity?	<i>The Outsiders</i> Slang Dictionary	What is identity?	Would you rather...?
<b>Materials:</b>	Paper, pencil, magazine, phone (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, magazine, phone (optional)	Paper and pencil
<b>Activities and Instructions:</b>	Draw and label or take snapshots on your phone of popular vehicles for teenage girls and boys today.	Using the context clues in the sentences provided from the novel, <i>The Outsiders</i> , decide what each term means. Write (or type on a Doc) the word and your best guess for the meaning. (Optional: You may look up online what the words mean and record that definition on the Doc.)	Write a five sentence paragraph comparing and contrasting popular vehicles from today to those of the early 1960's.  How are these pictures of vehicles from the early 1960's the same and different from vehicles today?	Using complete sentences, write a story expressing your opinion about the following questions.  You only need to pick one!
<b>Independent Practice:</b>	<p><u>Vehicles</u></p> <ul style="list-style-type: none"> <li>•5 pictures of cars from the present day (cars that would appeal to late teens/young adults)</li> <li>•Label each picture with the name and year of the vehicle</li> </ul> <p>Learning Center-Mr M. Go onto Newsela- Pick an assigned article for the day. Adjust lexile level if needed. Read the article and take the quiz. Also write a reaction to the article and submit it.</p>	<p>16. <b>looker</b> "She was cute, but that Cherry Valance was a real <b>looker</b>."</p> <p>17. <b>booze</b> "He went hunting some action --- <b>booze</b> or dames or a fight."</p> <p>18. <b>boozed up</b> "I was plannin' on getting <b>boozed up</b> tomorrow night."</p> <p>19. <b>heater</b> "Dally!" I said, frightened. "You kill people with <b>heaters!</b>"</p> <p>20. <b>a weed</b> "Two-Bit grinned and lit a cigarette. 'Anyone want a <b>weed?</b>'"</p>	   	<p>Pick one and create a story using your opinion.</p> <ol style="list-style-type: none"> <li>1. Would you rather be a detective or a pilot?</li> <li>2. Would you prefer to have a food fight or water balloon fight?</li> <li>3. Would you rather be a wizard or a super hero?</li> <li>4. Would you rather be stranded on a desert island or in a forest?</li> <li>5. would you rather live without a phone or TV?</li> </ol>
<b>Check for Understanding:</b>	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 6th (Math)

The columns below offer choices for student activities.

Daily Focus: Exponents	Option 1: Math Game	Option 2: Practice Probs	Option 3: Online Practice	Extra Challenge		
<b>Activity Title:</b>	Working with Exponents	Same	Same			
<b>Materials:</b>	Set of Dice Paper/Pencil	Paper/Pencil	Online device/ Internet access			
<b>Activities and Instructions:</b>  <b>(Students with IEPs need to complete 5 rolls) Reinforced in Learning Center.</b>	<p>Roll your two dice. Use one die as the base (bottom number) in the exponent and the second as the exponent (raised number). Example Student rolls a 5 and a 2</p> <p><math>5^2 = 25</math></p> <p>Then reverse the two</p> <p><math>2^5 = 32</math></p> <p>Do this for ten different rolls and record your answers. You may use a calculator to help</p>	<p><b>Remember that:</b></p> <p><math>2^5</math> means</p> <p><math>2 \times 2 \times 2 \times 2 \times 2 = 32</math></p> <p>Solve.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1 a. <math>2^1</math></p> <p>2 a. <math>3^3</math></p> <p>3 a. <math>0^{82}</math></p> <p>4 a. <math>10^7</math></p> <p>5 a. <math>8^1</math></p> <p>6 a. <math>10^4</math></p> </td> <td style="width: 50%; vertical-align: top;"> <p>1 b. <math>5^2</math></p> <p>2 b. <math>8^2</math></p> <p>3 b. <math>100^1</math></p> <p>4 b. <math>0^{20}</math></p> <p>5 b. <math>5^1</math></p> <p>6 b. <math>6^2</math></p> </td> </tr> </table>	<p>1 a. <math>2^1</math></p> <p>2 a. <math>3^3</math></p> <p>3 a. <math>0^{82}</math></p> <p>4 a. <math>10^7</math></p> <p>5 a. <math>8^1</math></p> <p>6 a. <math>10^4</math></p>	<p>1 b. <math>5^2</math></p> <p>2 b. <math>8^2</math></p> <p>3 b. <math>100^1</math></p> <p>4 b. <math>0^{20}</math></p> <p>5 b. <math>5^1</math></p> <p>6 b. <math>6^2</math></p>	<p>Click the link below to practice working with exponents:</p> <p><a href="https://www.iknowit.com/lessons/e-exponents.html">Iknowit</a></p> <p><a href="https://www.iknowit.com/lessons/e-exponents.html">https://www.iknowit.com/lessons/e-exponents.html</a></p>	<p>Roll three dice and either make your base number a double-digit or your exponent a double-digit Numbers will be large!</p> <p>Learning Center-complete 5 more rolls of the dice and compute.-Mr.M</p>
<p>1 a. <math>2^1</math></p> <p>2 a. <math>3^3</math></p> <p>3 a. <math>0^{82}</math></p> <p>4 a. <math>10^7</math></p> <p>5 a. <math>8^1</math></p> <p>6 a. <math>10^4</math></p>	<p>1 b. <math>5^2</math></p> <p>2 b. <math>8^2</math></p> <p>3 b. <math>100^1</math></p> <p>4 b. <math>0^{20}</math></p> <p>5 b. <math>5^1</math></p> <p>6 b. <math>6^2</math></p>					
<b>Independent Practice:</b>	Try not using a calculator for one roll that you share with your parent or older brother/sister	See above	See above			
<b>Check for Understanding:</b>	Do two rolls and share your answer with your parent or older brother/sister to check if correct	<p>Answer key:</p> <p>1a. 2, 1b. 25</p> <p>2a. 27, 2b. 64</p> <p>3a. 0, 3b. 100</p> <p>4a. 10000000, 4b. 0</p> <p>5a. 8, 5b. 5</p>	Game provides feedback.			

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

7th Grade -- April 6th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
<b>Activity Title:</b>	Family Tree	Static Electricity List	US Currency	Static Electricity	US Currency
<b>Objective:</b>	Revisit our Immigration Unit and create a family tree.	Create a list of static electricity in your everyday life.	Start a coin collection.	Determine how static electricity is produced.	Research your favorite National Park Quarter
<b>Materials:</b>	Paper and pencil. Family members as needed.	Paper and Pencil	Paper/pencil/pen Quarters from around the house/apartment (Do not raid your families wallets/purses).	MyOn Paper Pencil	Paper/pencil  Phone/Computer/Gaming system
<b>Activities and Instructions:</b>	Step Two: Identify your grandparents. You will need birth dates (month/day/year) as well as first, middle and last names. If you are able, also see if you can record where they were born (city and state).	Create a list of instances of static electricity found in your everyday life. What do you already know about static electricity, and what do you want to know?	Create a list of the National Park/America the Beautiful quarters in your possession.  See how many of the 51 you have at home. Not all of the 2020 quarters have been released. American Samoa was released Feb. 3, 2020 and the Weir Farm National Historic Site was released today - April 6, 2020. Whose got that one?	Using the search function on MyOn, find a book about static electricity. Read the book and write a summary to explain what you learned about static electricity and how it works.	Pick your favorite National Park/America the Beautiful quarter and research that park.  Hint: use that National Park's website only for research. The website is <a href="http://www.nps.gov">www.nps.gov</a> and then use the search bar. Enter your park's name in the search bar to go to the park's website.
<b>Independent Practice:</b>	On a sheet of paper, record the above information.	On a sheet of paper, record your list and answers to the questions above.	Organize your quarters by year and name. Record the name of the quarter by year and number of quarters you found.	On a sheet of paper, record your summary.	Create a one pager (either on paper or a Google slide) about your park.
<b>Check for Understanding:</b>	Save this information and add to it tomorrow. This is day 2 of your 4 day activity.	Share your list and answers to your teacher via email, schoology, or google classroom.	Share your quarters list via an emailed picture to your teacher as well as friends.	Share your summary with your teacher via email, schoology, or google classroom.	Share your completed one-pager through email.

**Every Day:** Read something from the news or MyOn.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th and 8th Grade -- April 6th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 4	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Who is Safe to Ask for Help	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to identify who's a safe person to go to in a time of need	Follow the link and read the article:
<b>Materials:</b>	Paper and pencil (glue optional)	<a href="https://kidshealth.org/en/kids/talk-parents.html?WT.ac=ctg#cathome-family">https://kidshealth.org/en/kids/talk-parents.html?WT.ac=ctg#cathome-family</a>
<b>Activities and Instructions:</b>	 <ol style="list-style-type: none"> <li>Sketch out a leafless tree. Cut out leaves.</li> <li>Give examples of scenarios that may be unsafe and that should be reported to a trusted adult. These can be: <ul style="list-style-type: none"> <li>- A stranger with a cute puppy calling you over</li> <li>- Someone touching your body in a way that makes you uncomfortable</li> <li>- A friend asking you to come over without permission</li> </ul> </li> <li>Then, discuss with your child who they might be able to talk to.</li> <li>Have children list the names of adults they can go to for help on the leaves</li> <li>Glue the names to the branches of their trees.</li> </ol>	<p>Talking to your parents can be hard but we can learn to talk to them. After reading the article, create some questions or write down something that you need to speak to your parents about. Use the tips in the article as a guide. Reflect on the conversation and decide if it could go different next time and what might make the conversation easier.</p> <p>Please make sure to check Google Classroom Daily for work (English, Math, Science, and Social Studies) to be completed!</p> <p>If students are not able to get onto Google Classroom, please have them read a book at home and log what they are reading about.</p> <p>I hope everyone is staying safe during these trying times. Please e-mail me with any questions, comments, or concerns.</p> <p>Thank you,</p> <p>Ms. Sughroue :)</p> <p>megan.sughroue@fsd145.org</p>
<b>Check for Understanding:</b>	The student can identify several safe adults they can go to in time of need.	

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 6th (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Simple Realism Still Life Drawing (Continued)	Music Composition	Personal Fitness
<b>Objective:</b>	Students will develop a background for their still life drawings.		Students will work to increase core strength and improve muscular endurance.
<b>Materials:</b>	Paper, pencil, and an eraser,	Paper and a Writing Utensil	Paper and Writing Utensil
<b>Activities and Instructions:</b>	<p>To develop the background (the area behind your still life), add interesting touches like pictures on the wall, patterned wallpaper, a person standing behind the table/counter etc.</p> <p>You could also add words of a poem, which correlate with the "stuff" you drew or about how you were feeling while you processed this work of art.</p>	<p>Students will create their own, 8 measure phrase of music. Think about any notes or rests we have learned. Write down each note and rest.</p> <p>Next to the note or rest, please write how many beats of sound or silence it gets.</p> <p>On your paper do your best to draw a staff or print staff paper free online <a href="https://www.blanksheetmusic.net/">https://www.blanksheetmusic.net/</a></p> <p>At the beginning of your staff draw the clef that you sing or play in. (Treble, Bass, Alto)</p> <p>Next to the clef, please draw a 4/4 time signature.</p> <p>Using a 4/4 time signature please create an 8 measure composition. Remember that each measure may only contain 4 beats.</p> <p>You may choose to create only a rhythmic composition, or you can create a melodic composition, where the notes move up and down on the scale.</p> <p>Practice counting and/or singing this composition.</p> <p>Students should save this composition and use it as a daily warm-up. Play or sing the composition each day as a way to help remember your notes and rests.</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p> <p>Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).</p> <p>Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.</p>

**Every Day:** Read for 20 minutes. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 7th (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Activity Title:</b>	What is identity?	<i>The Outsiders</i> Slang Dictionary	What is identity?	Vocabulary Challenge!
<b>Materials:</b>	Paper, pencil, magazine, phone (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, magazine, phone (optional)	Paper, pencil, and a dictionary (phone)
<b>Activities and Instructions:</b>	Draw and label or take snapshots on your phone of popular movies/actors/actresses for teenage girls and boys today.	Using the context clues in the sentences provided from the novel, <i>The Outsiders</i> , decide what each term means. Write (or type on a Doc) the word and your best guess for the meaning. (Optional: You may look up online what the words mean and record that definition on the Doc.)	Write a five sentence paragraph comparing and contrasting popular teen movies/actors/actresses from today to those of the early 1960's.  How are the movies/actors/actresses of the early 1960's the same and different from today's?	Look up and write the meaning to each word listed.  Create a story or poem using each of the words.
<b>Independent Practice:</b>	<p><u>Movies/Actors and Actresses</u></p> <ul style="list-style-type: none"> <li>•3 pictures of popular movies from present day</li> <li>•3 pictures of popular actors/actresses from present day</li> <li>•Label each actor/actress's picture with their names and approximate year they or their movies were popular.</li> </ul> <p>Mr.M- Learning Center Go onto Newsela- Pick an assigned article for the day. Adjust lexile level if needed. Read/Text mark ? words.</p>	<p>21. half-crooked "And it really had been funny, because Two-Bit was <b>half-crooked</b> when he gave me the lecture."</p> <p>22. rat race "<b>Rat race</b> is a perfect name for it," she said. "We're always going and going and going, and never asking where."</p> <p>23. rep "I have quite a <b>rep</b> for being quiet, almost as quiet as Johnny."</p> <p>24. chips are down "I know," Two-Bit said with a good-natured grin, "the <b>chips are always down</b> when it's our turn, but that's the way things are. Like it or lump it."</p> <p>25. like it or lump it "I know," Two-Bit said with a good-natured grin, "the chips are always down when it's our turn, but that's the way things are. <b>Like it or lump it.</b>"</p>	<p><u>Movies:</u></p> <ul style="list-style-type: none"> <li>-Psycho (1960)</li> <li>-West Side Story (1961)</li> <li>-Invasion of the Body Snatchers (1956)</li> </ul> <p><u>Actors:</u></p>  John Wayne  Paul Newman <p><u>Actresses:</u></p>  Grace Kelly  Dorothy Dandridge	<p>Look up and define each word:</p> <p>Plateau</p> <p>Aspire</p> <p>Bizarre</p> <p>Deduction</p> <p>Dialogue</p> <p>Write a short story/poem using each word correctly. Make sure you use proper grammar and punctuation.</p>
<b>Check for Understanding:</b>	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 7th (Math)

The columns below offer choices for student activities.

Daily Focus: Probability	Option 1: Math Game	Option 2: Practice Probs	Option 3: Online Practice
<b>Activity Title:</b>	Probability using Coins	Probability	Probability
<b>Materials:</b>	5 Coins	Paper/Pencil	Online device/ Internet access
<b>Activities and Instructions:</b>  <b>(Students with IEPs need to complete 10 flips as well) -Reinforced in Learning Center.</b>	Watch the two Khan Academy videos listed below on probability  <a href="https://youtu.be/mkyZ45KQYi4">https://youtu.be/mkyZ45KQYi4</a>  <a href="https://youtu.be/udG9KhNMKJw">https://youtu.be/udG9KhNMKJw</a>  Now you flip your five coins ten times and record your findings. Is your total close to the $\frac{1}{2}$ mark (or 5 out of 10 tries) from the Khan video? Discuss this with your parents and how your results might change if you did it again.	<ol style="list-style-type: none"> <li>1) How many pieces are there total in the spinner?</li> <li>2) If you spun the spinner 1 time, what is the probability it would land on a gray piece?</li> <li>3) If you spun the spinner 1 time, what is the probability it would land on a black piece?</li> <li>4) If you spun the spinner 1 time, what is the probability it would land on a white piece?</li> <li>5) If you spun the spinner 1 time, what is the probability of landing on either a white piece or a black piece?</li> </ol>  <hr style="width: 100%; border: 0.5px solid black;"/>  <ol style="list-style-type: none"> <li>6) If you were to roll the dice one time what is the probability it will land on a 3?</li> <li>7) If you were to roll the dice one time what is the probability it will NOT land on a 2?</li> <li>8) If you were to roll the dice one time, what is the probability of it landing on an even number?</li> </ol>	Click the link below to practice solving for probability:  <a href="https://www.ixl.com/math/grade-6/probability-of-one-event">https://www.ixl.com/math/grade-6/probability-of-one-event</a>
<b>Independent Practice:</b>	Learning Center- Flip your coin 5 more times and record results.-Mr.M	See above	See above
<b>Check for Understanding:</b>	Discuss with your parents the chance of getting a certain number of "heads" if you increased the number of flips. What fraction/percent might you get?	Answer key:  1. 7, 2. 2 of 7, 3. 1 of 7,  4. 4 of 7, 5. 5 of 7,  6. 1 of 6, 7. 5 of 6,  8. 3 of 6	Game provides feedback.

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

7th Grade -- April 7th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS & one Science option .	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
<b>Activity Title:</b>	Family Tree	Pendulum Weight	US Currency	Pendulum Length	Life-Size Pendulum
<b>Objective:</b>	Revisit our Immigration Unit and create a family tree.	Determine how the weight of a pendulum affects its kinetic energy.	Add to the coin collection.	Determine how the length of a pendulum affects its kinetic energy.	Create a life-size working pendulum.
<b>Materials:</b>	Paper and pencil. Family members as needed.	Paper and Pencil, String, 2 weighted objects, something from which to swing your pendulum (like a kitchen cabinet handle or a pen taped hanging off the edge of a table).	Paper/pencil/pen  Nickels	Paper and Pencil, 2 lengths of string, 1 weighted object, something from which to swing your pendulum (like a kitchen cabinet handle or a pen taped hanging off the edge of a table).	String or rope, a large object, and a place from which to swing your pendulum
<b>Activities and Instructions:</b>	Step Three: Identify your great grandparents. You will need birth dates (month/day/year) as well as first, middle and last names. If you are able, also see if you can record where they were born (city and state).	After you set up your pendulum with the lighter object hanging from the end, create a table to record your data. You will record the number of swings it takes for your pendulum to stop with the lighter object on the end, and then again with the heavier object swinging from the end.	Between 2004-2006, the US Mint released the Westward Journey Nickel Series. You are looking for the 6 different nickels designs.  List the nickels on a sheet of paper with the name and year that you think belong in the Westward Journey Series.	After you set up your pendulum with the shorter string,, create a table to record your data. You will record the number of swings it takes for your pendulum to stop with the shorter string, and then repeat the experiment with the longer string.	Build a life-size pendulum wherever your parents agree is safe to do so. Record how many times you can get your pendulum to swing before stopping.
<b>Independent Practice:</b>	On a sheet of paper, record the above information.	Make sure your string is the same length with each trial, and that you swing the pendulum from the same height each time. The only variable that should change is the weight of the object hanging from the pendulum.	Create your list in time order.	Create a table to record your data for the long string and the short string, then summarize your findings to explain how the length of the pendulum affects its kinetic energy.	Record the dimensions of your pendulum (length) and the number of swings your pendulum takes before stopping.
<b>Check for Understanding</b>	Save this information and add to it tomorrow. This is day 3 of your 4 day activity.	Summarize your findings under your table to answer the question: How does the weight of a pendulum affect its kinetic energy? Share your table and summary to your teacher via email, schoology, or google classroom.	Take a picture of your nickels and share with your teacher.	Summarize your findings under your table to answer the question: How does the length of a pendulum affect its kinetic energy? Share your table and summary to your teacher.	Share a picture/video of your pendulum along with your data with your teacher so we can compare our findings.

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th and 8th Grade -- April 7th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 5	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Different From You	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will learn how to talk about what may be challenging about understanding others' differences, and how to accept and celebrate them.	Watch the video: We Are All Different - and THAT'S AWESOME! By Cole Blakeway
<b>Materials:</b>	Paper and pencil (colors optional)	<a href="https://www.youtube.com/watch?v=sQuM5e0QGLg">https://www.youtube.com/watch?v=sQuM5e0QGLg</a>
<b>Activities and Instructions:</b>	<p>Briefly answer the following questions with your student</p> <ol style="list-style-type: none"> <li>1. What can make it difficult to make friends with someone who is a different gender, race, or ethnicity?</li> <li>2. How can we overcome these difficulties?</li> <li>3. Tell me about a friendship you have with someone who is different than you</li> <li>4. Why is this friendship important to you?</li> </ol> <p>Reflect on these questions then discuss the benefits of having friends who are different than you.</p>	<p>**Answer the two questions: What is it that makes you different? What makes you jump out of bed? Create an acrostic poem showing how you are different and unique!</p> <p>M- mom S. - silly A- authentic L- lovable E- Exciting X- xtra adaptive A- artistic N- Nature Lover E- enthusiastic R- Reliable</p>
<b>Check for Understanding:</b>	The student can talk about what may be challenging about understanding others' differences and how to accept and celebrate them.	<p>Please make sure to check Google Classroom Daily for work (English, Math, Science, and Social Studies) to be completed!</p> <p>If students are not able to get onto Google Classroom, please have them read a book at home and log what they are reading about.</p> <p>I hope everyone is staying safe during these trying times. Please e-mail me with any questions, comments, or concerns.</p> <p>Thank you,</p> <p>Ms. Sughroue :)</p> <p>megan.sughroue@fsd145.org</p>

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 7th (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Simple Realism Still Life Drawing (Continued)	Music Symbols	Personal Fitness
<b>Objective:</b>	Students will add color to their still life drawings.		Students will work to increase core strength and improve muscular endurance.
<b>Materials:</b>	Colored pencils, markers, sharpies, crayons, watercolor paint, bits and pieces from magazines, glue-stick if collaging, and/or any other materials available at home.	Paper and Writing Utensil	Paper and Writing Utensil
<b>Activities and Instructions:</b>	<p>Take your drawings to another level by adding color in whatever way that works for you.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>--Try overlapping or layering colored pencils, or crayons, or both.</li> <li>--Wash in areas of watercolor or acrylic paint..</li> <li>--Layer, one or more mediums over painted areas.</li> <li>--If you aren't comfortable layering, mixing or blending -experiment on another sheet of paper first.</li> <li>--If you only have a few colored pencils, markers etc. Use them anyway. A limited color palette can still yield a nice outcome.</li> <li>--If you don't have resources for color, try shading in light and dark areas of pencil or pen in ways that make your drawing look abstracted and ultra-modern!</li> </ul>	<p>Make a list of every musical symbol you know; notes and rests but also all the other expressive markings (ie. crescendo, fermata, repeat, natural, etc)</p> <p>Draw a picture using only musical symbols. Incorporate as many as you can.</p> <p>Get creative! Use just a pencil or add colored pencils, paints, markers, chalk drawing on a beautiful day...</p> <p>Save your work or share it with a friend or family member. If able, snap a photo and send it to me to enjoy!</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed),20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p> <p>Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).</p> <p>Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.</p>

**Every Day:** Read for 20 minutes. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 8th (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Activity Title:</b>	What is identity?	<i>The Outsiders</i> Slang Dictionary	What is identity?	Story Podcast
<b>Materials:</b>	Paper, pencil, magazine, phone (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, magazine, phone (optional)	Books, magazines, articles, emails, or any kind of print available, phone to record, pencil, and paper
<b>Activities and Instructions:</b>	List and provide definitions of slang terms used by teenage boys and girls today.	Using the context clues in the sentences provided from the novel, <i>The Outsiders</i> , decide what each term means. Write (or type on a Doc) the word and your best guess for the meaning. (Optional: You may look up online what the words mean and record that definition on the Doc.)	Write a five sentence paragraph comparing and contrasting popular teen slang terms from today to those of the early 1960's.	Read independently or with a family member. Summarize the reading you did through a podcast script. Record your podcast to share with the class.
<b>Independent Practice:</b>	<p><u>Slang Terms</u> •5 popular, yet school appropriate, slang terms used by teens/young adults from present time.</p> <p>Learning Center-Mr.M Go onto Newsela-</p> <p>Pick an assigned article for the day. Adjust lexile level if needed. Read the article and take the quiz. Mark words ! that you have an idea about. Highlight 3 power words.</p>	<p>26. class "It's like the term 'Greaser,' which is used to <b>class</b> all us boys on the East Side."</p> <p>27. soused "I must have been outta my mind to ask for it. I think I'm a little <b>soused</b>."</p> <p>28. snooker "Gonna go play a little <b>snooker</b> and hunt up a poker game."</p> <p>29. you ain't a-woofin' "Ain't you about to freeze to death, Pony?" "<b>You ain't a-woofin'</b>," I said."</p> <p>30. reeling pickled "Five Socs were coming straight at us, and from the way they were staggering I figured they were <b>reeling pickled</b>."</p>	All of the terms under the vocabulary column are slang terms from the early 1960's. How are they similar to and different from the slang terms of today?	<p>Read your chosen text.</p> <p>Write a script for a podcast.</p> <p>Record your podcast and share it.</p> <p>If you have no way of recording your podcast you can submit your script.</p>
<b>Check for Understanding:</b>	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.	Share the Google Doc containing your work to your teacher or save it to hand in when we return.

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 8th (Math)

The columns below offer choices for student activities.

Daily Focus: Probability	Option 1: Math Game	Option 2: Practice Probs	Option 3: Online Practice	Extra Challenge
<b>Activity Title:</b>	Probability practice with dice	Probability	Probability	
<b>Materials:</b>	2 dice paper/pencil	Paper/Pencil	Online device/ Internet access	
<b>Activities and Instructions:</b>  <b>(Students with IEPs need to complete 5 problems)- Reinforced in Learning Center.</b>	Students roll two dice and record their results on their piece of paper. Repeat this for 20 rolls. Which numbers appear the most?  Discuss why with your parents and write your reason in two sentences on your piece of paper. Predict the probability in future rolls of how long it will take to roll a 7, then try it in a challenge against your parent.	Find the probability of each event:  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 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.	Click the link below to practice probability:  <a href="https://www.ixl.com/math/grade-7/probability-of-simple-events">https://www.ixl.com/math/grade-7/probability-of-simple-events</a>	Determine the % of each total from your 20 rolls.
<b>Independent Practice:</b>	How many rolls will it take to roll three 7's	See above	See above	
<b>Check for Understanding:</b>	Describe to your parent the chance of rolling an 8 compared to rolling a 3 and explain why.	Answer key:  1. $\frac{1}{2}$ , 2. 0, 3. $\frac{1}{4}$ , 4. 1,  5. $\frac{1}{4}$ , 6. $\frac{1}{4}$ , 7. $\frac{1}{4}$ ,  8. $\frac{1}{2}$ , 9. $\frac{3}{4}$ , 10. $\frac{1}{2}$	Game provides feedback	

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

7th Grade -- April 8th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
<b>Activity Title:</b>	Family Tree	Thermal Energy	US Currency	Ice Cube Challenge	US Currency
<b>Objective:</b>	Revisit our Immigration Unit and create a family tree.	Create a list of thermal energy transfers.	Add to the coin collection.	Determine which material would be best to slow the transfer of thermal energy.	Will a penny float?
<b>Materials:</b>	Paper and pencil. Family members as needed.	Paper and Pencil	Paper/pencil/pen  Pennies	Ice Cubes, aluminum foil, felt, plastic bags, newsprint, rubber bands, tape, plates, and a food scale (if you have one).	Paper/pencil/pen  Pennies
<b>Activities and Instructions:</b>	Step Four: Identify your great, great, grandparents. Or your parent's, brothers and sisters. You will need birth dates (month/day/year) as well as first, middle and last names. If you are able, also see if you can record where they were born (city and state).	Create a list of everyday experiences that involve the transfer of thermal energy. For example: Thermal energy transfers from my coffee to the mug and the surrounding air.	Pennies are still a valuable coin.  Go through your collection of pennies and see if you can locate the oldest penny in your collection.  Do you have a penny to match your teacher's birth year?	You will wrap your ice cubes in various materials, using rubber bands or tape to keep the ice sealed inside. Keep one ice cube unwrapped as a control for the experiment. Set a timer for 7 minutes, and do not touch the materials. While you wait, create a table to record data (descriptions, weight, etc;). After 7 minutes, unwrap the ice and compare.	<a href="https://www.usmint.gov/learn/educators/lesson-spotlight/make-a-penny-float">https://www.usmint.gov/learn/educators/lesson-spotlight/make-a-penny-float</a>  If you are able, use this link to try this experiment.
<b>Independent Practice:</b>	On a sheet of paper, record the above information.	On a sheet of paper, create your list.	Sort your pennies by year.	Create a data table to record your findings and write a short summary underneath. Which material made the best insulator? Which was the most ineffective?	Record your findings on paper. Or take a video of your experiment.
<b>Check for Understanding:</b>	Save this information. This is day 4 so share your final product with your teacher by taking a picture and email it to us.	Share your list to your teacher via email, schoology, or google classroom.	Take a picture of your penny piles and your oldest penny. Share with your teacher through email.	Share your table, summary, and a photo to your teacher via email, schoology, or google classroom.	Share your experiment video with your teacher through email.

**Every Day:** Read something from the news or MyOn.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th and 8th Grade -- April 8th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 6	Activity Expansion (videos/digital links)
<b>Activity Title:</b>	Bystander Skills to Prevent Bullying	Below you will find websites/video links to support the activity. Use if you have internet access/data.
<b>Objective:</b>	Students will discuss ways they can help prevent/ intervene in bullying behavior.	Watch the video: We Wrote a Song! National Bullying Prevention Month With Aija Mayrock! By AG Life
<b>Materials:</b>	Paper, tape, makers, colored pencils, and pencils. (can do online)	<a href="https://www.youtube.com/watch?v=y8EBpLDBFVY">https://www.youtube.com/watch?v=y8EBpLDBFVY</a>
<b>Activities and Instructions:</b>	<p>Have students create a colorful pamphlet called "Ways for Kids to Help Kids with Bullying".</p> <p><b>Bystanders skills to prevent bullying include:</b></p> <ol style="list-style-type: none"> <li>1. Being inclusive by welcoming others to join their activities</li> <li>2. Being a role model for Prosocial behavior, by showing kindness, respect, and empathy for others</li> <li>3. Walking or sitting with vulnerable kids who may be targets of bullying.</li> <li>4. Getting involved with bullying prevention efforts at school or in community.</li> </ol> <p><b>Bystander intervention during a bullying incident include:</b></p> <ol style="list-style-type: none"> <li>1. Defend the target of bullying.</li> <li>2. Intervene as a group.</li> <li>3. Change the subject.</li> <li>4. Directly question the bullies behavior.</li> <li>5. Use humor to lighten up serious situations.</li> <li>6. Openly state an objection to bullying.</li> <li>7. State approval of the victim and validate his or her social status.</li> </ol> <p>Review your students pamphlets when done and discuss.</p>	<p><b>**Complete the exercise at the end of the video- Make a ROEM/Song! Use any paper you have.</b></p> <p>Also: List the top 5 people you love and trust, people who you can go to in a time of need.</p> <p>Share your ROEM with someone on your list!</p> <p>Please make sure to check Google Classroom Daily for work (English, Math, Science, and Social Studies) to be completed!</p> <p>If students are not able to get onto Google Classroom, please have them read a book at home and log what they are reading about.</p> <p>I hope everyone is staying safe during these trying times. Please e-mail me with any questions, comments, or concerns.</p> <p>Thank you,</p>
<b>Check for Understanding:</b>	The student can identify ways s/he can help prevent/ intervene in bullying behavior.	<p>Ms. Sughroue :)</p> <p>megan.sughroue@fsd145.org</p>

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 8th (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Objective Cubism	Technique	Personal Fitness
<b>Objective:</b>	The student will create an abstracted still life of one object drawn from 3-5 different viewpoints.		Students will work to increase core strength and improve muscular endurance.
<b>Materials:</b>	Paper and pencil	Voice or instrument and another person	Paper and Writing Utensil
<b>Activities and Instructions:</b>	<p>Select a household object that looks different when rotated or turned on its side.</p> <p>On the same sheet of paper, draw this object three to five times-- but from a different viewpoint each time--such as:</p> <ul style="list-style-type: none"> <li>• The front of the object</li> <li>• back of the object</li> <li>• the object on its side</li> <li>• the object upside down--if this is different from the top view.</li> <li>• The object tilted on an angle.</li> <li>• other</li> </ul> <p>When drawing the object each time, add basic details--but keep it simple.</p> <p>Arrange the object(s) on the paper in a way that visually appeals to you. Try to use up most of the space on the surface.</p> <p>Consider overlapping and intersecting your 3-5 views of the object--as if the item was transparent.</p> <p>Yes...this drawing process might seem weird, but that's ok. This is an activity that will help as you learn more about the style of Cubism.</p> <p>If you have access to the internet, read about the movement of Cubism and check out some of the individuals who developed this style of art.</p> <p>Also, There are many online museums and virtual tours that can be accessed for free. Enjoy!</p> <p>Discuss this activity with a parent and show him/her what you have drawn today. Try teaching this activity to a sibling.</p>	<p>Instrumentalists: Think about proper technique for your instrument.</p> <ol style="list-style-type: none"> <li>1. Teach a relative how to hold it properly (think about proper technique - bow grip, instrument placement, finger placement, embouchure, etc)</li> <li>2. Teach them to play a scale or portion of scale.</li> </ol> <p>Vocalists: Teach a relative solfege syllables and hand symbols for a major scale.</p> <p>Write in your journal what was most difficult to teach and why. Write what you feel is most difficult for YOU regarding technique and why</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p> <p>Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5)</p> <p>Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.</p>

**Every Day:** Read for 20 minutes.

**Parent Signature:** \_\_\_\_\_