

4/9/20

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



Remote Learning Day Student Activities:

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7th Grade			4/9/20 - 4/22/20
Theme(s)	ELA Skills Focus	Math Skills Focus	SS & Sci Focus
Identity	Research Vocabulary Creative Writing Paragraph Writing AVID One Pager	The number system.	Sci- What determines how fast or how slow an object will go?
When the world went wonky...		Statistics and probability.	1918 Flu vs. COVID 19 Citizenship Sci- Why do some things stop?

# Remote Learning Activities for Students

7th Grade -- April 9th (ELA)

	Reading/Research	Vocabulary	Writing	Extra Challenge (Optional)
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	I can conduct research.	I can use context clues to define unfamiliar vocabulary.	I can write a short story using the elements of fiction.	I can conduct research and analyze data about the popularity of my name.
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, Markers, Google Docs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p><b>**You will need this list for future activities.**</b></p>	<p>Using the context clues in the sentences provided to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement: “ I tiptoed into the house. If anyone caught me I would be in trouble...” Share your story with your family.</p>	<p>Conduct research on the popularity of your name and write a five sentence paragraph analyzing its popularity.</p>
<b>Independent Practice:</b>	<p>What is a song that you would listen to if you miss someone or something?</p> <p>List the topic, title of the song, and the artist's name.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>-Topic: missing someone</li> <li>-Artist: Adele</li> <li>-Song: <i>Someone Like You</i></li> <li>-If you can, attach a link to the lyrics/video</li> </ul>	<p>31. bluff “I been carryin’ a heater. It ain’t loaded, but it sure does help a <b>bluff</b>.”</p> <p>32. reformatory “Curly’s in the <b>reformatory</b> for the next six months.”</p> <p>33. break us “I don’t know either --- it’s just a way of trying to <b>break us</b>.”</p>	<p>Begin your story by deciding if your character will travel back to the 1960s or find someone that traveled from 1960 to present time. Once you have made your decision create a graphic organizer to help map out the setting of your story. Remember setting is how you will tell the readers when and where the story takes place.</p> <p><b>Resource Room:</b> Lesson Objective: student will review spelling patterns. Put the following words in complete sentences. Don’t forget to capitalize the beginning of each sentence and put a punctuation mark at the end.</p> <p>Words: (end with -ies) hobbies, parties, hobbies, stories, companies Share with your family.</p>	<p>Part of your identity (how people know you) is through your name. Let’s do a little research to see how popular your first name is!</p> <p>Visit this website: <a href="https://www.ssa.gov/oact/babynames/">https://www.ssa.gov/oact/babynames/</a></p> <p>Scroll to where it says: <b>popularity of names</b>. Enter your first name and 2000 &amp; later. Choose whether you are male or female.</p> <p>Using the chart, document where your name ranked in popularity in 2018, your birth year, and 2000. (It might not even be on the chart!) OR Talk with your family about where your name came from, what it means, and why it was chosen for you. In a 5 sentence paragraph (written or typed in GoogleDocs), explain how the popularity of your name has changed over the years. Has it increased, decreased, stayed the same? If you’re not on the chart, why do you think that is?</p>
<b>Check for Understanding:</b>	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.

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

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

# Remote Learning Activities for Students

7th Grade -- April 9th (Math)

The columns below offer choices for student activities.

<b>Daily Focus:</b> CCSS.MATH.CONT ENT.7.RP.A.3	<b>Option 1: Math                      Game/Hands-on                      Learning</b>	<b>Option 2: Practice Probs</b>	<b>Option 3:                      Online                      Practice</b>	<b>Extra                      Challenge</b>
<b>Activity Title:</b>	Virus Stats	Proportions in Sample Populations	Traits in a Population	
<b>Materials:</b>	Paper/Pencil	Paper/Pencil	Internet	
<b>Activities and                      Instructions:</b>  <b>(Resource                      Room Students                      need to                      complete 5                      problems)                      Reinforced in                      the Learning                      Center also.</b>	Go to this page <a href="https://coronavirus.jhu.edu/map.html">https://coronavirus.jhu.edu/map.html</a> or Google "John Hopkins Covid map" and look at the various world-wide statistics on the COVID 19 virus. Answer the following questions:  - What % of cases in the world are in the U.S. - What % of cases in the world are in Italy -What % of people in China have recovered - What % of world deaths have happened in NYC -Is the Daily increase of cases going up or down? Explain	Solve using proportions:  1. In a certain room, there are 28 women and 21 men. What is the ratio of men to women? What is the ratio of women to the total number of people? 2. In a group, the ratio of doctors to lawyers is 5:4. If the total number of people in the group is 72, what is the number of lawyers in the group? 3. If the ratio of chocolates to ice-cream cones in a box is 5:8 and the number of chocolates is 30, find the number of ice-cream cones.  4. In a bag, there are a certain number of toy-blocks with alphabets A, B, C and D written on them. The ratio of blocks A:B:C:D is in the ratio 4:7:3:1. If the number of 'A' blocks is 50 more than the number of 'C' blocks, what is the number of 'B' blocks?	This activity is provided by ixl.com. Students will use data to analyze biological traits Click or paste the following link:  <a href="https://www.ixl.com/science/grade-6/calculate-the-percentages-of-traits-in-a-population">https://www.ixl.com/science/grade-6/calculate-the-percentages-of-traits-in-a-population</a>	<b>From the Daily Increase chart at the bottom of this page, predict the next three days of increase or decrease in world COVID 19 cases</b>
<b>Independent Practice:</b>	See Above	Solve the above problems independently. Then check your work.	Do this independently	
<b>Check for Understanding:</b>	Have you and your parent or older brother or sister check the % of people infected in Spain Vs. the world and see if your totals match	<b>Solutions:</b> 1. Men : women = 21 : 28 = 3:4; Women : total number of people = 28 : 49 = 4 : 7  2. Let the number of doctors be 5x and the number of lawyers be 4x. Then 5x+4x = 72 → x=8. So the number of lawyers in the group is 4*8 = 32.  3. Let the number of doctors be 5x and the number of lawyers be 4x. Then 5x+4x = 72 → x=8. So the number of lawyers in the group is 4*8 = 32.  4. Let the number of the blocks A,B,C,D be 4x, 7x, 3x and 1x respectively. 4x = 3x + 50 → x = 50. So the number of 'B' blocks is 7*50 = 350.	Game provides feedback. Read through it and adjust your responses as you go.	

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

## Remote Learning Activities for Students

7th Grade -- April 9th (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 No Technology	Science Option #1	Social Studies Option #2  Technology	Science Option #2	Social Studies Extra Challenge (Optional) Tech & No tech options
<b>Activity Title:</b>	Flu	Energy	Flu	Energy	Flu
<b>Objective:</b>	SS.H.1.6-8Mdc 1918 vs. Now	<b>MS-PS3-1</b>	SS.H.1.6-8Mdc 1918 vs. Now	<b>MS-PS3-1,4</b>	SS.4.6-8.MC 1918 vs. Now
<b>Materials:</b>	TV Paper and pencil	Paper and pencil	Computer Paper and Pencil	Household items	Paper & Pencil
<b>Activities and Instructions and practice:</b>	<p>Scroll through your TV listings and find an episode to watch about the Flu Pandemic of 1918.</p> <p>Take some notes on the program. List your 5 big takeaways from the program. Don't misplace your notes, because you will use them tomorrow.</p>	<p>Draw a 2D model of a roller coaster showing the conversion between kinetic and gravitational energy</p>	<p>If you are able- choose one of the following videos to watch about the Flu Pandemic of 1918 or read the article. Suggested Article link: <a href="https://virus.stanford.edu/uda/">https://virus.stanford.edu/uda/</a> Suggested Clip links: <a href="https://www.youtube.com/watch?v=pCF_ePFYPDU&amp;t=10s">https://www.youtube.com/watch?v=pCF_ePFYPDU&amp;t=10s</a> <a href="https://www.youtube.com/watch?v=nISQbh8rv8&amp;t=8s">https://www.youtube.com/watch?v=nISQbh8rv8&amp;t=8s</a> <a href="https://www.youtube.com/watch?v=7tR8CWidq4Q">https://www.youtube.com/watch?v=7tR8CWidq4Q</a> Take some notes on the program. List your 5 big takeaways. Don't misplace your notes, because you will use them tomorrow.</p>	<p>Construct a 3D model of a roller coaster demonstrating the conversion between kinetic and gravitational energy.</p>	<p><b>No tech:</b> Write out the words to the kids song, "ring around the rosie". Based on what you have heard about the flu pandemics, what do you think the words mean? Write a short opinion of what you think the lyrics mean. <b>Tech:</b> If you are able research the song, "Ring around the Rosie". Create a poster, google slide or doc about what you learned.</p> <p>You could even make a video of you singing the song and explain its meaning.</p>
<b>Check for Understanding:</b>	<p>Share your 5 takeaways with your family and your teacher if you are able.</p>	<p>Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher</p>	<p>Share your 5 takeaways with your family and if you are able email your teacher a picture of the paper</p>	<p>Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher</p>	<p>Share your creation with your family, or friends. If possible, you can email your teacher your final product or share your Google doc.</p>

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

# Remote Learning Activities for Students

7th Grade -- April 14th (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	<b>I can conduct research.</b>	<b>I can use context clues to define unfamiliar vocabulary.</b>	<b>I can write a short story using the elements of fiction.</b>	<b>I can write an explanatory paragraph.</b>
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, markers, GoogleDocs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p><b>**You will need this list for future activities.**</b></p>	<p>Using the context clues in the sentences provided to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement: "What do you mean he is gone? His clothes are gone...." Share your story with your family.</p>	<p>Explain how you got your name and whether you like it or not.</p> <p><b>Resource Room-</b> Write 3 sentences about who is your favorite character in the Outsiders. Share with your family</p>
<b>Independent Practice</b>	<p>What is a song that you would listen to if you want to feel calm or peaceful? It relaxes you.</p> <p>List the topic, title of the song, and the artist's name. <b>Continue in the same GoogleDoc or on the same sheet of paper as yesterday!</b></p> <p>For example:</p> <p>-Topic: feeling calm -Artist: Chantal Kreviazuk -Song: <i>Feels Like Home</i> -If you can, attach a link to the lyrics/video</p>	<p>34. cancer stick "Got a <b>cancer stick</b>, Johnny Cake?" Johnny tossed him a whole package."</p> <p>35. JD "I am a Greaser," Sodapop chanted. "I am a <b>JD</b> and a hood. I blacken the name of our fair city."</p> <p>36. the score "When you're 13 in our neighborhood, you know <b>the score.</b>"</p>	<p>Add the characters you will use in your story to the graphic organizer. Think about how the characters speak, what they do, and what they look like.</p> <p><b>Resource Room:</b> Lesson Objective: student will review spelling patterns. Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (long e sound spelled "ea") weak, breathe, defeat, reason, wheat Share with your family</p>	<p>If you are able, interview a person (parent, guardian, etc) who can explain how you got your name. In a paragraph, explain this. If you do not have someone to interview, write a paragraph explaining why you do or do not enjoy your name.</p> <p><b>Resource Room:</b> Objective: students will write one paragraph description of the setting of the "Outsiders." Share with your family</p>
<b>Check for Understanding:</b>	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.

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

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

# Remote Learning Activities for Students

7th Grade -- April 14th (Math)

The columns below offer choices for student activities.

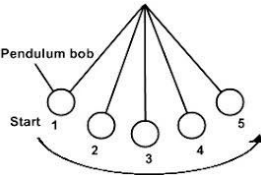
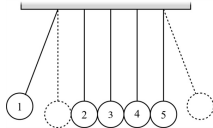
<b>Daily Focus:</b> CCSS.MATH.CONT ENT.7.RP.A.3	<b>Option 1: Math Game/                      Hands-on Practice</b>	<b>Option 2: Practice Probs</b>	<b>Option 3: Online                      Practice</b>
<b>Activity Title:</b>	Analyze Bills	Analyze a Phone Bill	Unit Rates
<b>Materials:</b>	Paper/Pencil	Paper/Pencil	Internet
<b>Activities and                      Instructions:</b>	Students will obtain 1 or 2 bills that their parents have (water, electric, phone) and will look at the cost for service. Students now need to calculate the monthly bill if the rate of consumption was <u>doubled</u> , <u>tripled</u> , and <u>cut in half</u> . Record these three amounts and discuss how this would affect the family in both positive and negative ways.	<p><b>Part 2:</b> Look at the information below. Northwestel has a savings plan called <i>Freedom After Hours</i>. Answer the questions below about this plan.</p> <div data-bbox="747 535 1209 661" style="border: 1px solid gray; padding: 5px;"> <p><b>Northwestel Freedom After Hours Savings Plan</b>                      Evening and weekend rates can be as low as \$0.04/minute when you use 600 minutes!                      You pay only \$0.10/minute for the first 250 minutes and the rest are free! (Up to a maximum of 600 minutes.)</p> <p><b>Plan Details:</b></p> <ul style="list-style-type: none"> <li>• Direct-dialed evening and weekend calls made within Canada</li> <li>• 0 to 250 minutes are billed at \$0.10/minute</li> <li>• 251 to 600 minutes at no charge</li> <li>• Over 600 minutes are billed at \$0.10/minute</li> <li>• Other direct-dialed and calling card calls are discounted by 15% off the regular rates.</li> </ul> </div> <ol style="list-style-type: none"> <li>1. How much do you pay per minute for this plan if you talk for 250 minutes long distance? _____</li> <li>2. How much would you pay for 250 minutes for one month? _____                      How much would the GST be (5%)? _____</li> <li>3. How much would you pay if you talked for 400 minutes in one month? _____</li> <li>4. How much would that work out to be per minute? _____</li> <li>5. How much would you pay if you talked long distance for 550 minutes one month? _____</li> <li>6. How much would that work out to be per minute? _____</li> <li>7. You talk for 700 minutes long distance in one month:                         <ol style="list-style-type: none"> <li>a. How much would it cost? _____</li> <li>b. How much per minute does it work out to be? _____</li> <li>c. How much would the GST be (5%)? _____</li> <li>d. How much would it cost altogether? _____</li> </ol> </li> </ol>	The following is a link to practice unit rates at mathgames.com  Click or paste the following link:  <a href="https://www.mathgames.com/skill/6.65-unit-rates">https://www.mathgames.com/skill/6.65-unit-rates</a>
<b>Independent Practice:</b>	Student tries completing one of the calculation above independently	Solve the above problems independently. Then check your work.	Do this independently
<b>Check for Understanding:</b>	Have your parent discuss with you how the current bill compares to past months. Calculate how much the total would be for a year, then decide if your family can cut back on usage or if it might go up or down during the summer or winter months	Solutions:  1) 10 cents per minutes 2) \$25, \$1.25 3) \$25  4) 6 cents a minute 5) \$25 6) 4 ½ cents per minute  7a) \$35 7b) 5 cents per minute 7c) \$1.75 7d) \$36.75	Game provides feedback. Read through it and adjust your responses as you go.

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

# Remote Learning Activities for Students

7th Grade -- April 14th (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 No Technology	Science Option #1	Social Studies Option #2 Technology	Science Option #2	Science Extra Challenge (Optional)
<b>Activity Title:</b>	COVID 19	Energy Conversion	COVID 19	Energy Conversion	Energy Conversion
<b>Objective:</b>	SS.H.1.6-8Mdc 1918 vs. Now	MS-PS3-3,5	SS.H.1.6-8Mdc 1918 vs. Now	<b>MS-PS3-1</b>	<b>MS-PS3-2</b>
<b>Materials:</b>	TV Paper & pencil	Pencil and Paper	Computer Paper and pencil	Paper and pencil	Paper and pencil, markers (optional)
<b>Activities and Instructions:</b>	<p>Scroll through your TV listings and find an episode to watch about the COVID 19 pandemic. Or read an article in the newspaper about the COVID 19 pandemic.</p> <p>Take some notes on the program or news article. List you 5 big takeaways from the program. Don't misplace your notes, because you will use them tomorrow.</p>	<p>Draw a pendulum swinging and create an <b>energy conversion diagram using pie charts</b> to show how kinetic energy (KE) and gravitational energy (GE) change as the pendulum swings from left to right.</p> 	<p>If you are able, watch the following clip about COVID 19 pandemic.</p> <p>Suggested Video Clip: <a href="https://www.youtube.com/watch?v=R~JbDMYm AQM&amp;t=2s">https://www.youtube.com/watch?v=R~JbDMYm AQM&amp;t=2s</a></p> <p>Or you can find your own source to watch.</p> <p>Take some notes on the program. List your 5 big takeaways from the program. Don't misplace your notes, because you will use them tomorrow.</p>	<p>Write a short paragraph explaining how the pendulum works using claim evidence reasoning format.</p>	<p>A Newton's cradle has 5 marbles hanging from a support. When you pull back the first marble on the end and let it go, the fifth marble on the other end swings up and back down again.</p> <p>How does energy convert and transfer in a Newton's cradle? How does this compare to a pendulum?</p> 
<b>Check for Understanding:</b>	Share your 5 takeaways with your family. If possible, email your teacher a picture of the paper.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your 5 takeaways with your family. If possible, email your teacher a picture of the paper.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher

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



# Remote Learning Activities for Students

7th Grade -- April 15th (ELA)

	Reading	Vocabulary	Writing	Extra Challenge (Optional)
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	<b>I can conduct research.</b>	<b>I can use context clues to define unfamiliar vocabulary.</b>	<b>I can write a short story using the elements of fiction.</b>	<b>I can read a text and determine the main idea.</b>
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Newsela Article (online), GoogleDocs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p><b>**You will need this list for future activities.**</b></p>	<p>Using the context clues in the sentences to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement: "I crept slowly down the dark hallway following the strange noise..." Share your story with your family..</p>	<p>Read the Newsela article "The Unicorn Puppy" and explain how nicknames are developed.</p> <p>OR</p> <p>Find three people in your family or group of friends that have nicknames. Interview each person to find out how each person got their nickname.</p>
<b>Independent Practice:</b>	<p>What is a song that you would listen to if you want to be inspired or motivated?</p> <p>List the topic, title of the song, and the artist's name.</p> <p><b>Continue in the same GoogleDoc or on the same sheet of paper as yesterday!</b></p> <p>For example:</p> <p>-Topic: feel inspired -Artist: Andra Day -Song: <i>Rise Up</i> -If you can, attach a link to the lyrics/video</p>	<p>37. jumped "He would kill the next person who <b>jumped</b> him. Nobody was ever going to beat him like that again."</p> <p>38. wisecracker "Two-Bit Mathews was the oldest of the gang and the <b>wisecracker</b> of the bunch."</p> <p>39. cuss "I've been <b>cussed</b> out and sworn at, but nothing ever hit me like that did."</p>	<p>Add the events (plot) you will use in your story to the graphic organizer. Think about what is going to happen and to whom as you add the events.</p> <p><b>Resource Room:</b> Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (add -es to words ending in "ch or sh") benches, branches, speeches, wishes, crashes Share with your family.</p>	<p>Log into Clever and go to NewsELA. Read the article assigned to you or search for the article titled: "The Unicorn Puppy". After reading it answer: What names/ nicknames did this puppy receive? Who gave him these names/ nicknames? In general, how does a person/dog/anyone get a nickname?</p> <p><b>OR</b></p> <p>Find three people in your family or group of friends that have nicknames. Interview each person to find out how each person got their nickname. Write an explanation of how each person received their nickname in 5 sentences or more.</p> <p><b>Resource Room:</b> Objective: students will identify relevant vocabulary words in reading selection. Please put 5 vocabulary words in sentences. Share with your family</p>
<b>Check for Understanding:</b>	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.

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

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



# Remote Learning Activities for Students

7th Grade -- April 15th (Math)

The columns below offer choices for student activities.

<b>Daily Focus:</b> CCSS.MATH.CONTENT.7.RP.A.3	<b>Option 1: Math Game/            Hands-on Learning</b>	<b>Option 2: Practice Probs</b>	<b>Option 3:            Online            Practice</b>	<b>Extra            Challenge</b>
<b>Activity Title:</b>	Proportions in a Newscast	Proportions in Measurement and Cost	Proportions Word Probs	
<b>Materials:</b>	Access to TV or newspaper Paper/Pencil	Paper/Pencil	Internet	
<b>Activities and            Instructions:</b>  <b>(Resource            Room students            should            calculate            averages over            a week's time)</b>	Students are to choose math information from a news article/telecast and calculate how number data changes. This could be stock info., weather info., more data from the COVID 19 virus, or any other example where number rates change over time. Students can calculate averages over time or % rate of change with the data.	Solve using proportions:  1. A boat travels 332 kilometers in 5 hours (with a constant speed). How much time will it take traveling 144 kilometers?  2. A car can travel 81 kilometers on 9 liters of gasoline. How far can it travel on 35 liters?  3. 2 kg of apples cost \$16. How much would 21 kg cost?  4. A car travels 368 miles in 8 hours (with a constant speed). How far can it travel in 3 hours (with the same speed)?	This activity is provided by ixl.com. Students will work through word problems to create proportions.  Click or paste the following link:  <a href="https://www.ixl.com/math/grade-7/write-and-solve-equations-for-proportional-relationships">https://www.ixl.com/math/grade-7/write-and-solve-equations-for-proportional-relationships</a>	
<b>Independent Practice:</b>	Try this on your own first. Ask for help if you get stuck	Solve the above problems independently. Then check your work.	Do this independently	
<b>Check for Understanding:</b>	Ask your parents to review your data and the calculations you made. Explain to them what makes the data rise or fall and what future data might look like.	Solutions:  1. 2 hours  2. 315 kilometers  3. \$168  4. 138 miles	Game provides feedback. Read through it and adjust your responses as you go.	

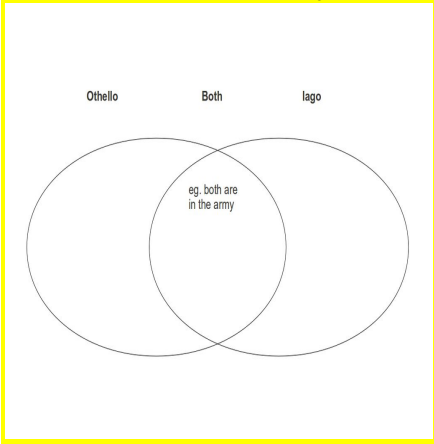
**Every Day:** Read for 20 minutes. Write 10.

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

# Remote Learning Activities for Students

7th Grade -- April 15th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS & one Science option.	Social Studies Option #1 No Technology	Science Option #1	Social Studies Option #2 No Technology	Science Option #2	Science Extra Challenge (Optional)
<b>Activity Title:</b>	Compare & Contrast	Energy	Compare & Contrast	Energy	CER
<b>Objective:</b>	SS.H.1.6-8Mdc 1918 vs. Now	<b>MS-PS3-2</b>	SS.H.1.6-8Mdc 1918 vs. Now	<b>MS-PS3-2</b>	<b>MS-PS3-5</b>
<b>Materials:</b>	Paper and pencil Notes from the last 2 learning days.	Pencil and Paper	Paper and pencil Notes from the last 2 learning days.	Pencil and Paper	Pencil and Paper, rubber band
<b>Activities and Instructions:</b>  <b>Insert pic of venn diagram</b>	<p>Draw a Venn Diagram on your paper. Using your notes from the last 2 days- you are going to complete the diagram.</p> <p>Label one side for the 1918 Flu and the other for COVID 19. Under 1918 Flu, record your findings and the same for COVID 19 on the other side of the diagram. Now look for similarities &amp; record those in the middle. What conclusions can you draw?</p> <p>See Option #2 for an example of how to draw a Venn Diagram</p>	<p>What are the factors that influence the amount of elastic energy an object has?</p> <p>Explain how you know if one object has more or less elastic energy than another. Find examples around your home to use in your explanation.</p>	<p>Make a list of the common cold and flu symptoms. Add this to your notes from the last 2 days.</p> <p>Draw a Venn Diagram on your paper. Using your notes, complete the diagram.</p> <p>Label one side for the 1918 Flu and for COVID 19. On the other side, label it common cold &amp;/or flu and record your findings.</p> <p>Now look for similarities &amp; record those in the middle. What conclusions can you draw?</p> <p>Example of how to draw a Venn Diagram</p> 	<p>What happens to the energy of a ball as it is bounced?</p> <p>Draw an energy conversion diagram including pie charts to show the conversions of Kinetic (KE), Gravitational (GE), Elastic, and Thermal Energy (TE).</p> <p>Write a complete sentence explanation below your diagram.</p>	<p>Use Claim, Evidence, Reasoning format to explain how Elastic Energy is converted as a rubber band is pulled and released. (Don't aim at anyone!)</p>
<b>Check for Understanding:</b>	Share your conclusions with your family. If you are able email your teacher a picture of the paper.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your conclusions with your family. If you are able email your teacher a picture of the paper.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.

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

# Remote Learning Activities for Students

7th Grade -- April 16th (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	I can conduct research.	I can use context clues to define unfamiliar vocabulary.	I can write a short story using the elements of fiction.	I can write an explanatory paragraph.
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, GoogleDocs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p>**You will need this list for future activities.**</p>	<p>Using the context clues in the sentences to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement: "Dude, we are not asking the dragon for directions!..." Share your story with your family.</p>	<p>List and explore the reason for your nicknames.</p> <p><b>Resource Room:</b> Objective-Students will write with purpose. Write 3-5 sentences about your favorite musical artist/performer. Share with your family.</p>
<b>Independent Practice:</b>	<p>What is a song that you would listen to if you're feeling silly?</p> <p>List the topic, title of the song, and the artist's name.</p> <p><b>Continue in the same GoogleDoc or on the same sheet of paper as yesterday!</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>-Topic: feeling silly</li> <li>-Artist: Vanilla Ice</li> <li>-Song: <i>Ice, Ice, Baby</i></li> <li>-If you can, attach a link to the lyrics/video</li> </ul>	<p>40. Corvair "I about decided I didn't like it so much, though, when I spotted that red <b>Corvair</b> trailing me."</p> <p>41. tuff "They were <b>tuff</b> looking girls --- dressed sharp and really good looking."</p> <p>42. shut your trap "She turned around and gave him a cool stare. 'Take your feet off my chair and <b>shut your trap</b>.'"</p>	<p>Add the theme you will use in your story to the graphic organizer. Think about what message you want the reader to get from your story.</p> <p><b>Resource Room:</b> Lesson Objective: Student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Share with your family.</p>	<p>List all of the nicknames you have been given (by friends, parents, grandparents, teachers, etc.)</p> <p>In a paragraph, explain your nicknames: What are your nicknames, who gave them to you and why?</p> <p><b>Resource Room:</b> Objective: students will identify relevant power words in reading selection. Please put 5 vocabulary words in sentences Share with your family..</p>
<b>Check for Understanding:</b>	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.

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

# Remote Learning Activities for Students

7th Grade -- April 16th (Math)

The columns below offer choices for student activities.

<b>Daily Focus:</b> CCSS.MATH.CONT ENT.7.RP.A.3	<b>Option 1: Math Game/                      Hands-on Learning</b>	<b>Option 2: Practice Problems</b>	<b>Option 3:                      Online                      Practice</b>	<b>Extra                      Challenge</b>																																																																																																																																																																																																
<b>Activity Title:</b>	Proportions in Food Labels	Proportions in Nutrition Labels	Label Reading 101																																																																																																																																																																																																	
<b>Materials:</b>	Can or Box of Food Paper/Pencil	Paper/Pencil	Internet																																																																																																																																																																																																	
<b>Activities and Instruction</b>  <b>Resource Room students choose three items and answer the given questions</b>	Choose five food items from your cupboard (box, can, or bag) and answer the following questions about the labels:  1) How many servings are in each package  2) How much sugar would be in 2 servings of your item  3) How much salt would be in 4 servings of your item  4) Which vitamin has the largest % in your item  5) Under ingredients, count how many different ingredients are in your item. Which has the most?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Sample Cereal</th> <th colspan="3" style="text-align: center;">Whole Milk</th> </tr> <tr> <th colspan="3" style="text-align: center;">Nutrition Facts</th> <th colspan="3" style="text-align: center;">Nutrition Facts</th> </tr> <tr> <td colspan="3" style="text-align: center;">Serving size 1 cup</td> <td colspan="3" style="text-align: center;">Serving size 1 cup</td> </tr> <tr> <th style="text-align: left;">Amount per Serving</th> <th style="text-align: center;">Cereal</th> <th style="text-align: center;">With 1/2 cup of skim milk</th> <th style="text-align: left;">Amount per Serving</th> <th colspan="2"></th> </tr> <tr> <td colspan="3" style="text-align: center;">Calories</td> <td colspan="3" style="text-align: center;">Calories</td> </tr> <tr> <td colspan="3" style="text-align: center;">Calories from Fat</td> <td colspan="3" style="text-align: center;">Calories from Fat</td> </tr> <tr> <td colspan="3" style="text-align: center;">%</td> <td colspan="3" style="text-align: center;">% Daily Value</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Fat—5g</td> <td colspan="3" style="text-align: center;">Total Fat—4g</td> </tr> <tr> <td colspan="3" style="text-align: center;">Saturated Fat—0g</td> <td colspan="3" style="text-align: center;">Saturated Fat—2.5g</td> </tr> <tr> <td colspan="3" style="text-align: center;">Polyunsaturated Fat—0g</td> <td colspan="3" style="text-align: center;">Polyunsaturated Fat</td> </tr> <tr> <td colspan="3" style="text-align: center;">Monounsaturated Fat—0g</td> <td colspan="3" style="text-align: center;">Monounsaturated Fat</td> </tr> <tr> <td colspan="3" style="text-align: center;">Cholesterol—0mg</td> <td colspan="3" style="text-align: center;">Cholesterol—17.5mg</td> </tr> <tr> <td colspan="3" style="text-align: center;">Sodium—200mg</td> <td colspan="3" style="text-align: center;">Sodium—60mg</td> </tr> <tr> <td colspan="3" style="text-align: center;">Potassium—0mg</td> <td colspan="3" style="text-align: center;">Potassium—0g</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Carbohydrate—23g</td> <td colspan="3" style="text-align: center;">Total Carbohydrate—6g</td> </tr> <tr> <td colspan="3" style="text-align: center;">Dietary Fiber—0g</td> <td colspan="3" style="text-align: center;">Dietary Fiber—0mg</td> </tr> <tr> <td colspan="3" style="text-align: center;">Soluble Fiber—0g</td> <td colspan="3" style="text-align: center;">Soluble Fiber—0mg</td> </tr> <tr> <td colspan="3" style="text-align: center;">Sugars—10g</td> <td colspan="3" style="text-align: center;">Sugars—9.5g</td> </tr> <tr> <td colspan="3" style="text-align: center;">Other Carbohydrates—10g</td> <td colspan="3" style="text-align: center;">Other Carbohydrates—0mg</td> </tr> <tr> <td colspan="3" style="text-align: center;">Protein—3g</td> <td colspan="3" style="text-align: center;">Protein—4g</td> </tr> <tr> <td colspan="3" style="text-align: center;">Vitamin A</td> <td colspan="3" style="text-align: center;">Vitamin A</td> </tr> <tr> <td colspan="3" style="text-align: center;">Vitamin C</td> <td colspan="3" style="text-align: center;">Vitamin C</td> </tr> <tr> <td colspan="3" style="text-align: center;">Calcium</td> <td colspan="3" style="text-align: center;">Calcium</td> </tr> <tr> <td colspan="3" style="text-align: center;">Iron</td> <td colspan="3" style="text-align: center;">Iron</td> </tr> <tr> <td colspan="3" style="text-align: center;">Vitamin D</td> <td colspan="3" style="text-align: center;">Vitamin D</td> </tr> <tr> <td colspan="3" style="text-align: center;">Thiamin</td> <td colspan="3" style="text-align: center;">Thiamin</td> </tr> <tr> <td colspan="3" style="text-align: center;">Riboflavin</td> <td colspan="3" style="text-align: center;">Riboflavin</td> </tr> <tr> <td colspan="3" style="text-align: center;">Niacin</td> <td colspan="3" style="text-align: center;">Niacin</td> </tr> <tr> <td colspan="3" style="text-align: center;">Vitamin B<sub>6</sub></td> <td colspan="3" style="text-align: center;">Vitamin B<sub>6</sub></td> </tr> <tr> <td colspan="3" style="text-align: center;">Folic Acid</td> <td colspan="3" style="text-align: center;">Folic Acid</td> </tr> <tr> <td colspan="3" style="text-align: center;">Vitamin B<sub>12</sub></td> <td colspan="3" style="text-align: center;">Vitamin B<sub>12</sub></td> </tr> <tr> <td colspan="3" style="text-align: center;">Zinc</td> <td colspan="3" style="text-align: center;">Zinc</td> </tr> </thead> </table> <p>Use the sample food labels to answer the following:</p> <ol style="list-style-type: none"> <li>How many calories are in a half-cup of skim milk?</li> <li>How many more calories are there in a half-cup of whole milk than in a half-cup of skim milk?</li> <li>Name the nutritional facts that are different for the skim milk and the whole milk. (Be careful—make sure you subtract the cereal values from the skim milk values before comparing them to the whole milk values.)</li> <li>Why do you think there is no percentage listed on the “Sugar” or “Protein” lines of either table?</li> </ol>	Sample Cereal			Whole Milk			Nutrition Facts			Nutrition Facts			Serving size 1 cup			Serving size 1 cup			Amount per Serving	Cereal	With 1/2 cup of skim milk	Amount per Serving			Calories			Calories			Calories from Fat			Calories from Fat			%			% Daily Value			Total Fat—5g			Total Fat—4g			Saturated Fat—0g			Saturated Fat—2.5g			Polyunsaturated Fat—0g			Polyunsaturated Fat			Monounsaturated Fat—0g			Monounsaturated Fat			Cholesterol—0mg			Cholesterol—17.5mg			Sodium—200mg			Sodium—60mg			Potassium—0mg			Potassium—0g			Total Carbohydrate—23g			Total Carbohydrate—6g			Dietary Fiber—0g			Dietary Fiber—0mg			Soluble Fiber—0g			Soluble Fiber—0mg			Sugars—10g			Sugars—9.5g			Other Carbohydrates—10g			Other Carbohydrates—0mg			Protein—3g			Protein—4g			Vitamin A			Vitamin A			Vitamin C			Vitamin C			Calcium			Calcium			Iron			Iron			Vitamin D			Vitamin D			Thiamin			Thiamin			Riboflavin			Riboflavin			Niacin			Niacin			Vitamin B <sub>6</sub>			Vitamin B <sub>6</sub>			Folic Acid			Folic Acid			Vitamin B <sub>12</sub>			Vitamin B <sub>12</sub>			Zinc			Zinc			Watch this youtube video. Augustwolf presents a Silver Telly Award winning presentation on a simple fantastic lesson for all on selecting healthy food quickly.  Click or paste the following link:  <a href="https://www.youtube.com/watch?v=MrdCBqFYDyo">https://www.youtube.com/watch?v=MrdCBqFYDyo</a>	Figure how many grams of sugar, salt, and carbohydrates from each item you chose make 100% of what your daily intake should be.
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<b>Independent Practice:</b>	Try this on your own first. Ask for help if you get stuck	Solve the above problems independently. Then check your work.	Take notes.																																																																																																																																																																																																	
<b>Check for Understanding:</b>	Describe at least three of your answers to your parents and let them know which items you think are the healthiest of the 5 you picked	Solutions: 1. 40, 2. 75 - 40= 35  3. Total fat, Cholesterol, Total Carbs, Vitamin D, Vitamin C, Vitamin A  4. Guidelines for these have not been set.	In 3-5 sentences, explain what you learned about nutrition labels.																																																																																																																																																																																																	

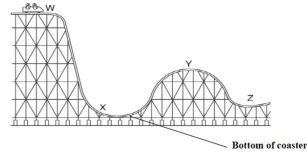
**Every Day:** Read for 20 minutes. Write 10.

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

# Remote Learning Activities for Students

7th Grade -- April 16th (Social Studies/Science)

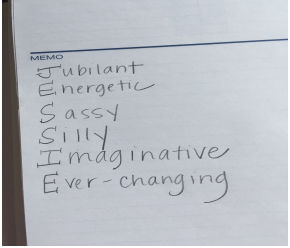
The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1 No Technology	Science Option #1	Social Studies Option #2 No Technology	Science Option #2	SS Extra Challenge (Optional)
<b>Activity Title:</b>	Flu Interview	Kinetic and Gravitational Energy	Flu Interview	Kinetic and Gravitational Energy	Flu Primary Sources
<b>Objective:</b>	SS.H.1.6-8Mdc	*MS-PS3-5	SS.H.1.6-8Mdc	*MS-PS3-5	SS.H.1.6-8Mdc
<b>Materials:</b>	Paper/pencil	Pencil and paper	paper/pencil Google Doc	Pencil and paper	paper/pencil Google Doc
<b>Activities and Instructions:</b>	Using your Venn Diagram, create a list of 10 questions that you would like to have answered about living during the 1918 Flu pandemic. Reference your notes from the show you watched to help you write questions that ask about living conditions, health care, taking care of those who were sick, social distancing practices and other practices from the time period.	<a href="https://docs.google.com/document/d/1sBswFscglKV_I0sSw1wY9cT5eBs1arcBeSMtEjan5SY/edit?usp=sharing">https://docs.google.com/document/d/1sBswFscglKV_I0sSw1wY9cT5eBs1arcBeSMtEjan5SY/edit?usp=sharing</a>  View diagram above.  At which point on the roller coaster will the car have the <b>greatest</b> amount of <b>gravitational</b> energy? Explain why.	Using your Venn Diagram, create a list of 7 questions that you would like answered by a 1918 doctor who was treating the flu patients. This could be a doctor who lived in a major city or country doctor.	<a href="https://docs.google.com/document/d/1sBswFscglKV_I0sSw1wY9cT5eBs1arcBeSMtEjan5SY/edit?usp=sharing">https://docs.google.com/document/d/1sBswFscglKV_I0sSw1wY9cT5eBs1arcBeSMtEjan5SY/edit?usp=sharing</a>    View diagram above.  At which point on the roller coaster will the car have the greatest amount of <b>kinetic</b> energy? Explain why.	Using the information that you have gathered - answer this question:  Why was the 1918 Flu pandemic called the Spanish Flu?  You are writing from a 1st person point of view therefore you can give your opinion about the flu's name.
<b>Check for Understanding:</b>	Share your list of questions with your family and if possible with your teacher via emailed picture.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your list of questions with your family and if possible with your teacher via emailed picture.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your writing with your family and if possible with your teacher.

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

# Remote Learning Activities for Students

7th Grade -- April 17th (ELA)

	Reading/Research	Vocabulary	Writing	Extra Challenge
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	I can conduct research.	I can use context clues to define unfamiliar vocabulary.	I can write a short story using the elements of fiction.	I can create an acrostic poem for my name.
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p><b>**You will need this list for future activities.**</b></p>	<p>Using the context clues in the sentences provided to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement: "As I walked my dog this morning, a van drove by and a large box fell out the back..." Share your story with your family.</p>	<p>Create an acrostic poem for your name using words that describe you. Here is an example:</p> 
<b>Independent Practice:</b>	<p>What is a song that you would listen to if you're thinking about when you were younger?</p> <p>List the topic, title of the song, and the artist's name. <b>Continue in the same GoogleDoc or on the same sheet of paper as yesterday!</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>-Topic: younger</li> <li>-Artist: Disney Junior</li> <li>-Song: <i>Muppet Babies</i></li> <li>-If you can, attach a link to the lyrics/video</li> </ul>	<p>43. souped-up "Greasers are almost like hoods; we steal things and drive old <b>souped-up</b> cars and hold up gas stations and have a gang fight once in a while."</p> <p>44. slugged "I sat down again, rubbing my cheek where I'd been <b>slugged</b> the most."</p> <p>45. hacked off "Our front door is always unlocked in case one of the boys is <b>hacked off</b> at his parents and needs a place to lay over and cool off."</p>	<p>Add the point of view you will use in your story to the graphic organizer. Think about how the narrator will talk in the story.</p> <p><b>Resource Room:</b> Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (words with -ow) known, follow, tomorrow, throw, owe</p> <p>Share with your family</p>	<p>Write your name or nickname (your preference) going down the left hand side of your paper. For each letter of your name/nickname identify a word which describes you.</p> <p><b>Resource Room:</b> Objective: students will identify relevant power words in reading selection. Please put 5 power words in sentences. Share with your family</p>
<b>Check for Understanding:</b>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>

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

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



# Remote Learning Activities for Students

7th Grade -- April 17th (Math)

The columns below offer choices for student activities.

<b>Daily Focus:</b> CCSS.MATH.CONT ENT.7.RP.A.3	<b>Option 1: Math Game/            Hands-on Learning</b>	<b>Option 2: Practice Problems</b>	<b>Option 3:            Online            Practice</b>	<b>Extra            Challenge</b>
<b>Activity Title:</b>	Proportions in Baking	Calculate the Proportions	Recipe Ratios	
<b>Materials:</b>	2 items from your kitchen that have cooking instructions Paper/Pencil	Paper/Pencil	Internet	
<b>Activities and            Instructions:</b>	<ul style="list-style-type: none"> <li>- Read the instructions for baking/cooking your two items</li> <li>- How many different ingredients need to be added together for each</li> <li>- What would the numbers be for each ingredient if you had to double the recipe</li> <li>- What would the numbers be if you made only half of the item</li> <li>- Predict how long you would have to cook your item if you cut the heating temperature in half</li> </ul>	<ol style="list-style-type: none"> <li>1. You can buy six cans of root beer for \$2.50. How many cans of root beer can you buy for \$10? _____</li> <li>2. Baseball cards come in packs of a dozen (12) cards. Matt has 132 baseball cards. How many packs of baseball cards did he buy? _____</li> <li>3. Grapes are sold for \$3 per bag. If you have \$12, how many bags of grapes can you buy? _____</li> <li>4. David paints 3 rooms in 7 hours. At the same pace, how long would it take him to paint 15 rooms?</li> <li>5. A monsoon dumped rain on a coastal area. In twelve hours 20 inches of rain had fallen. How much rain will fall over a period of 2 days, if it continues at this rate?</li> </ol>	This activity is provided by transum.org. Students will practice using ratios to adjust recipes.  Click or paste the following link:  <a href="https://www.transum.org/Maths/Exercise/Ratio/Recipe.asp">https://www.transum.org/Maths/Exercise/Ratio/Recipe.asp</a>	
<b>Independent Practice:</b>	Try this on your own first. Ask for help if you get stuck	Solve the above problems independently. Then check your work.	Do this independently.	
<b>Check for Understanding:</b>	Follow all instructions and bake something for your family!	Solutions:  <b>1.</b> 24 cans of root beer <b>2.</b> 11 packs of baseball cards  <b>3.</b> 4 bags of grapes <b>4.</b> 35 hours <b>5.</b> 80 inches	Game provides feedback. Read through it and adjust your responses as you go.	

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

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

## Remote Learning Activities for Students

7th Grade -- April 17th (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>	Flu Interview	Kinetic Thermal Energy	Flu Interview	Kinetic Thermal Energy	Kinetic Thermal Energy
<b>Objective:</b>	SS.H.1.6-8Mdc	MS-PS1-4	SS.H.1.6-8Mdc	MS-PS1-4	MS-PS1-4
<b>Materials:</b>	paper/pencil  Questions from April 16th	Paper and Pencil	paper/pencil  Questions from April 16th	Data from Kinetic Thermal Energy experiment	Data from Kinetic Thermal Energy experiment
<b>Activities and Instructions:</b>	Using your questions from yesterday - create Q & A as if you were the interviewee, (the person being interviewed) from 1918.  There should be 10 questions and answers total for the interview.	Billy placed a partially inflated balloon in a beaker containing hot water and watched the balloon get larger. When he removed the balloon from the beaker, the balloon slowly returned to its original size.  Use what you know about the effects of thermal energy on the kinetic energy of molecules to construct a model (words and picture) that explains what happened to Billy's balloon.	Using your questions from yesterday - create Q & A as if you were the interviewee, (the doctor being interviewed) from 1918.  There should be 7 questions and answers total for the interview.	Predict what would happen when the room temperature balloon is then placed in ice water.  Construct a model (picture and words) that explains your prediction.	Construct a claim evidence reasoning statement that explains why Billy's balloon inflated in hot water.
<b>Check for Understanding</b>	Share your interview with your family and if able share with your teacher via an email or email a picture to your teacher.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your interview with your family and if able share with your teacher via an email or email a picture to your teacher.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.

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

# Remote Learning Activities for Students

7th Grade -- April 20th (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	<b>I can conduct research.</b>	<b>I can use context clues to define unfamiliar vocabulary.</b>	<b>I can write a short story using the elements of fiction.</b>	<b>I can use research and my own ideas to create an AVID one pager.</b>
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, markers, GoogleDocs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p><b>**You will need this list for future activities.**</b></p>	<p>Using the context clues in the sentences provided to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement: "Once upon a time there was a hungry little dog..." Share your story with your family.</p>	<p>Using the research and own ideas you collected about your name/nicknames create an AVID one pager to reflect your learning and answer: <b>How is a name a part of a person's identity?</b></p>
<b>Independent Practice:</b>	<p>What is a song that you would listen to if you are feeling overwhelmed or kind of out of control?</p> <p>List the topic, title of the song, and the artist's name. <b>Continue in the same GoogleDoc or on the same sheet of paper as yesterday!</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>-Topic: overwhelmed/out of control</li> <li>-Artist: Guns-N-Roses</li> <li>-Song: <i>Welcome To The Jungle</i></li> <li>-If you can, attach a link to the lyrics/video</li> </ul>	<p>46. bull session "Soda was not innocent; I had been in on <b>bull sessions</b> and his bragging was as loud as anyone's."</p> <p>47. blade "Tim'll fight fair if Dally don't pull a <b>blade</b> on him. Dally shouldn't have any trouble."</p> <p>48. rolled "Steve was looking at Dally's hand. His ring, which he had <b>rolled</b> a drunk senior to get, was back on his finger."</p>	<p>Using the graphic organizer write a rough draft of your story. Make sure you include the exposition (setting), conflict, climax, and resolution in your story.</p> <p><b>Resource Room:</b> Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (long o sound spelled "oa") coast, float, boast, coach, oak Share with your family</p>	<p>Create an AVID one pager with the following information on it:</p> <ul style="list-style-type: none"> <li>-Your acrostic name poem</li> <li>-the popularity of your name and whether you like your name or not</li> <li>-an explanation of how you got your name</li> <li>-a list of your nicknames with an explanation of who gave them to you and why you are called this nickname</li> <li>-Answer: How is a name a part of a person's identity?</li> </ul> <p><b>Resource Room:</b> Objective: students will identify relevant power words in reading selection. Please put 5 power words in sentences. Share with your family.</p>
<b>Check for Understanding:</b>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>

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

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

# Remote Learning Activities for Students

7th Grade -- April 20th (Math)

The columns below offer choices for student activities.

<b>Daily Focus: Prob/Stats</b> CCSS.MATH.CONTENT.7.SP.A.1	<b>Option 1: Math Game/ Hands-on Activity</b>	<b>Option 2: Practice Problems</b>	<b>Option 3: Online Practice</b>	<b>Extra Challenge</b>
<b>Activity Title:</b>	Cards and Probability	Probability in Sample Populations	Beat the Odds	
<b>Materials:</b>	Deck of Cards	Paper/Pencil	Internet	
<b>Activities and Instructions:</b>  <b>(Resource Room students do problems 1-3)</b>	Students will use a deck of cards to figure the probability of drawing specific cards from the deck. Put your answer in fraction and % form. Questions: 1) What are the chances of drawing a Heart? 2) What are the chances of Drawing a Jack or a two? 3) What are the chances of drawing a 4 and then a second 4? 4) What are the chances of drawing three black cards in a row? 5) What are the chances of drawing two face cards in a row?	In a group of 40 people, 10 are healthy and every person of the remaining 30 has either high blood pressure, a high level of cholesterol or both. If 15 have high blood pressure and 25 have high level of cholesterol, <b>a)</b> how many people have high blood pressure and a high level of cholesterol?  If a person is selected randomly from this group, what is the probability that he/she: <b>b)</b> has high blood pressure (event A)? <b>c)</b> has high level of cholesterol(event B)? <b>d)</b> has high blood pressure and high level of cholesterol (event A and B)? <b>e)</b> has either high blood pressure or high level of cholesterol (event A or B)?	This is a link to PBS. Students will practice probability by finding the odds in various scenarios.  Click or paste: <a href="https://illinois.pbslearningmedia.org/resource/mg_bh_math.sp_beatodds/beatodds/support-materials/">https://illinois.pbslearningmedia.org/resource/mg_bh_math.sp_beatodds/beatodds/support-materials/</a>	What are the chances of drawing 5 straight diamonds?
<b>Independent Practice:</b>	Try this on your own first. Ask for help if you get stuck	Solve the above problems independently. Then check your work.	Do this independently.	
<b>Check for Understanding:</b>	Students pick their own card probability question and ask their parent or older brother/sister to answer the problem. Give them the correct answer and explain how you got it.	<b>a)</b> Let $x$ be the number of people with both high blood pressure and high level of cholesterol. Hence $(15 - x)$ will be the number of people with high blood pressure ONLY and $(25 - x)$ will be the number of people with high level of cholesterol ONLY. We now express the fact that the total number of people with high blood pressure only, with high level of cholesterol only and with both is equal to 30. $(15 - x) + (25 - x) + x = 30$ solve for $x$ : $x = 10$ <b>b)</b> 15 have high blood pressure, hence $P(A) = 15/40 = 0.375$ <b>c)</b> 25 have high level of cholesterol, hence $P(B) = 25/40 = 0.625$ <b>d)</b> 10 have both, hence $P(A \text{ and } B) = 10/40 = 0.25$ <b>e)</b> 30 have either, hence $P(A \text{ or } B) = 30/40 = 0.75$ <b>e)</b> $P(A) + P(B) - P(A \text{ and } B) = 0.375 + 0.625 - 0.25 = 0.75 = P(A \text{ or } B)$	Game provides feedback. Read through it and adjust your responses as you go.	


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

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

# Remote Learning Activities for Students

7th Grade -- April 20th (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 No Technology	Science Option #1	Social Studies Option #2 Technology	Science Option #2	Science Extra Challenge (Optional)
<b>Activity Title:</b>	Investigating Shortages and Abundance of Necessities	Investigating the Thermal Energy of Molecules	Investigating Shortages and Abundance of Necessities	Energy Transfers	Energy Transfers Extra Challenge
<b>Objective:</b>	SS.IS.2.6-8	MS-PS3-5	SS.IS.2.6-8	MS-PS3-5	MS-PS3-5
<b>Materials:</b>	Paper/pencil TV	Pan, Water and thermometer	Paper/pencil	Marble, car, ball	Paper/pencil
<b>Activities and Instructions:</b>	<p>Scroll through your TV listings or a news program and find an episode to watch about toilet paper shortages <b>or</b> farmers with excess milk.</p> <p>Write a paragraph stating your opinion on the information that you gathered. You can agree or disagree but be sure to cite your evidence in your response.</p>	<p>Peter and Olga are trying to help their mother boil water to make pasta. Peter claims that if they forget the water boiling for too much time, the temperature will become so high that the cooking pot will deform. Olga disagrees, claiming that the temperature of the water will remain constant during boiling.</p> <p>Design an experiment to test their ideas. Make a T-Chart or table of your data.</p>	<p>Toilet Paper seems to be a hot commodity. In 1973, there was a toilet paper buying spree due to the oil embargo. Now we have one due to the stay at home order.</p> <p>If able watch the CBS Sunday Morning show episode( 4/5/20) about the 1973 and 2020 issue. Use this link if you can: <a href="https://www.cbsnews.com/news/remembering-the-great-toilet-paper-shortage-of-1973">https://www.cbsnews.com/news/remembering-the-great-toilet-paper-shortage-of-1973</a></p> <p>Make a T-chart to show your knowledge of the 1973 and 2020 toilet paper Sample set up of a t-chart:</p> 	<p>Roll a marble down a ramp. It hits another marble that is sitting on the table at the bottom of the ramp, The first marble stops moving, and the second marble starts moving.</p> <p>Provide evidence and reasoning to support the claim that when the Kinetic energy of an object changes, energy transferred to or from the object.</p> <p>Create a T-chart Claim, Evidence Reasoning and construct a model to explain the experience you observed in this system.</p>	<p>Predict what would happen if there are 2 marbles sitting on the table at the bottom of the ramp.</p>
<b>Check for Understanding:</b>	Share your writing with your family and if able share with your teacher via email or email a picture to your teacher.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your t-chart with your family and if possible with your teacher via email.	Share your explanation with a friend or parent.  If you have Internet access, you might also email your teacher.	Share your evidence with your family and if able with your teacher.

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

# Remote Learning Activities for Students

7th Grade -- April 21st (ELA)

	Reading	Vocabulary	Writing	Extra Challenge
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	<b>I can conduct research.</b>	<b>I can use context clues to define unfamiliar vocabulary.</b>	<b>I can write a short story using the elements of fiction.</b>	<b>I can use research and my own ideas to create an AVID one pager.</b>
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, markers, Google Docs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p>**You will need this list for future activities.**</p>	<p>Using the context clues in the sentences provided to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement. "The airline pilot heard a strange noise as he taxied down the runway..." Share your story with your family.</p>	<p>Using the research and own ideas you collected about your name/nicknames create an AVID one pager to reflect your learning and answer: <b>How is a name a part of a person's identity?</b></p> <p><b>Resource Room:</b> Write 2 paragraphs about how you feel about the Corona Virus and how it has affected our country. Share with your family.</p>
<b>Independent Practice:</b>	<p>What is a song that you would listen to if you need to get pumped up?</p> <p>List the topic, title of the song, and the artist's name. <b>Continue in the same Google Doc or on the same sheet of paper as yesterday!</b></p> <p>For example:</p> <p>-Topic: get pumped up -Artist: Survivor -Song: <i>Eye of the Tiger</i> -If you can, attach a link to the lyrics/video</p>	<p>49. lighting up "‘Nope,’ I said, <b>lighting up</b> another weed."</p> <p>50. rank "They liked the Beatles and thought Elvis Presley was out, and we thought the Beatles were <b>rank</b> and that Elvis was tuff, but that seemed the only difference to me."</p> <p>51. Chessy cat "I looked fearfully over my shoulder and there was Two-Bit, grinning like a <b>Chessy cat</b>. ‘Glory, Two-Bit, scare us to death!’"</p>	<p>Using the graphic organizer and suggested changes, edit your story. Make sure you include the exposition (setting), conflict, climax, and resolution in your story.</p> <p><b>Resource Room:</b> Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (short e sound) extra, petal, expert, metal, excellent Share with your family.</p>	<p>Create an AVID one pager with the following information on it: -Your acrostic name poem -the popularity of your name and whether you like your name or not -an explanation of how you got your name -a list of your nicknames with an explanation of who gave them to you and why you are called this nickname -Answer: How is a name a part of a person's identity?</p> <p><b>Resource Room:</b> Objective: students will identify relevant words in reading selection. Please put 5 power words in sentences. Share with your family.</p>
<b>Check for Understanding:</b>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>	<p>Share your creation with your family, friend.</p> <p>If possible, you can email your teacher your final product or share your Google doc.</p>

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

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



# Remote Learning Activities for Students

7th Grade -- April 21st (Math)

The columns below offer choices for student activities.

<b>Daily Focus: Prob/Stats</b> CCSS.MATH.CONTENT.7.SP.A.1	<b>Option 1: Math Game/ Hands-on Learning</b>	<b>Option 2: Practice Problems</b>	<b>Option 3: Online Practice</b>	<b>Extra Challenge</b>																
<b>Activity Title:</b>	Sports Statistics	Calculating Batting Average	Find the Mean																	
<b>Materials:</b>	Paper/Pencil	Paper/Pencil	Internet																	
<b>Activities and Instructions:</b>  <b>Resource Room students are to choose three athletes</b>	Choose 5 of your favorite sports athletes and pick a statistic that you can average over time. This could be free throw or 3 point % in basketball, batting average or Whip in baseball, or goals allowed per game in hockey as examples. Make a prediction on what each athlete's raw score and percentage will be for the given category next season.	*A "batting average" is the chance that a baseball player will hit the ball when at-bat. *Batting average is calculated by dividing the number of hits by the number of at-bats (chances they had to get a hit). 1. Calculate the batting averages for the following players. <table border="1" data-bbox="722 793 1091 905"> <thead> <tr> <th>PLAYER</th> <th>AT-BATS</th> <th>HITS</th> <th>BATTING AVERAGE</th> </tr> </thead> <tbody> <tr> <td>Ken Griffey, Jr</td> <td>600</td> <td>173</td> <td></td> </tr> <tr> <td>Sammy Sosa</td> <td>625</td> <td>180</td> <td></td> </tr> <tr> <td>Tony Gwynn</td> <td>411</td> <td>139</td> <td></td> </tr> </tbody> </table> 2. Sort the batting averages from least to greatest. 3. Compute the batting averages for 10 players in the 2019 season (google their at-bats and hits, then compute the batting averages). 4. Create a table for your results.	PLAYER	AT-BATS	HITS	BATTING AVERAGE	Ken Griffey, Jr	600	173		Sammy Sosa	625	180		Tony Gwynn	411	139		This is a link to mathgames.org. Students will practice calculating mean (average).  Click or paste the link below:  <a href="https://www.mathgames.com/skill/7.165-calculate-mean">https://www.mathgames.com/skill/7.165-calculate-mean</a>	
PLAYER	AT-BATS	HITS	BATTING AVERAGE																	
Ken Griffey, Jr	600	173																		
Sammy Sosa	625	180																		
Tony Gwynn	411	139																		
<b>Independent Practice:</b>	Try this on your own first. Ask for help if you get stuck	Solve the above problems independently. Then check your work.	Do this independently.																	
<b>Check for Understanding:</b>	Show your parents one of the athletes you chose and explain the averages you calculated	Solutions: 1 and 2: Griffy/Sosa .288 Gwynn .338 3 and 4: Answers will vary	Game provides feedback. Read through it and adjust your responses as you go.																	

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

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

## Remote Learning Activities for Students

7th Grade -- April 21st (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>	Social Distancing	Penny energy transfer	Impact on your Internet and/or technology	Thermal Energy Transfer	
<b>Objective:</b>	SS.CV.6.6-8MdC	MS-PS3-2	SS.CV.6.6-8MdC	MS-PS3-2	MS-PS3-2
<b>Materials:</b>	Paper/Pencil or Google Doc	Seven Pennies	paper/pencil or Google Doc	Paper cup, hot water, utensil plastic, metal and paper	Computer
<b>Activities and Instructions:</b>	<p>The Gov. of Illinois has issued a stay at home order. This is a public policy put in place by an emergency order.</p> <p>How is this impacting your life? How is this effecting your friendships, seeing your extended family, or your holiday plans? How do you feel about this social distancing order?</p> <p>Write a letter to your teacher and share your opinion about this emergency order.</p>	<p>Position the pennies into a triangle. use one of the pennies to shoot at the pennies positioned in a triangle.</p> <p>How does the Kinetic energy transfer in the experiment? Use what you know about energy transfer to write a claim reasoning evidence statement.</p>	<p>The Gov. of Illinois has issued a stay at home order. This is a public policy put in place by an emergency order.</p> <p>How has this impacted your ability to stay online? Are you having connectivity issues? What other issues are you experiencing with your technology?</p> <p>Write a letter to your teacher and share your opinion about this emergency order.</p>	<p>Take three cups. Pour hot water into each cup. Put a utensil in each cup. Let the utensil sit in the hot water until you can feel the heat transfer to the utensil. State whether or not the heat transfers to the utensil.</p> <p>Construct a table of your observation.</p> <p>Write a paragraph about your observation. Using knowledge you have learned about energy transfer, conductors and insulators.</p>	<p>Find an article about energy transfer</p> <p>Write a paragraph on something new you learned or found interesting.</p>
<b>Check for Understanding:</b>	Share this letter with your family and if you are able with your teacher via a photo or an email.	Share with your family and if you are able with your teacher via a photo or an email.	Share this letter with your family and if you are able with your teacher via a photo or an email.	Share with your family and if you are able with your teacher via a photo or an email.	Share with your family and if you are able with your teacher via a photo or an email.

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

# Remote Learning Activities for Students

7th Grade -- April 22nd (ELA)

	Reading/Research	Vocabulary	Writing	Extra Challenge
<b>Daily Focus:</b> CCSS.RI.7.3 CCSS.W.7.4 CCSS.RL.7.4	<b>I can conduct research.</b>	<b>I can use context clues to define unfamiliar vocabulary.</b>	<b>I can write a short story using the elements of fiction.</b>	<b>I can use research and my own ideas to create an AVID one pager.</b>
<b>Activity Title:</b>	Identity: Music and Me	Slang Dictionary	Time Traveler Short Story	Identity: My Name
<b>Materials:</b>	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, pencil, Google Docs (optional)	Paper, markers, Google Docs (optional)
<b>Activities and Instructions:</b>	<p>Create a list of songs. Each day, there will be a new topic that you will research/reflect on. You will then identify a song which connects to that topic.</p> <p><b>**You will need this list for future activities.**</b></p>	<p>Using the context clues in the sentences provided to 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.)</p>	<p>Using the collage and dictionary you have been working on, create a short story using all the story elements of fiction.</p> <p><b>Resource Room:</b> Using complete sentences, write a 6 sentence paragraph finishing this statement: "I assumed I deserved this but can you tell me why you want..." Share your story with your family.</p>	<p>Using the research and own ideas you collected about your name/nicknames create an AVID one pager to reflect your learning and answer: <b>How is a name a part of a person's identity?</b></p> <p><b>Resource Room:</b> Describe your favorite character in a story you recently read in 1-2 paragraphs. Share with your family.</p>
<b>Independent Practice:</b>	<p>What is your favorite song?</p> <p>List the topic, title of the song, and the artist's name. <b>Continue in the same Google Doc or on the same sheet of paper as yesterday!</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>-Topic: favorite</li> <li>-Artist: Extreme</li> <li>-Song: <i>More Than Words</i></li> <li>-If you can, attach a link to the lyrics/video</li> </ul>	<p>52. Gallant "I bet they were cool ol' guys," he said, his eyes glowing, after I had read the part about them riding into sure death because they were <b><i>gallant</i></b>. "They remind me of Dally."</p> <p>53. Madras "Our hair labeled us greasers, too --- it was our trademark. The one thing we were proud of. Maybe we couldn't have Corvairs or <b><i>madras</i></b> shirts, but we could have hair."</p> <p>54. Corn-poney "Boys will be boys," the farmer said with a grin, and I thought dully that he sounded as <b><i>corn-poney</i></b> as Hank Williams. He went on and I walked back to where Johnny was waiting."</p>	<p>Using the graphic organizer and suggested changes edit your story. Make sure you include the exposition (setting), conflict, climax, and resolution in your story.</p> <p><b>Resource Room:</b> Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end.</p> <p>Words: (long e sound spelled "ee") asleep, greet, freeze, sheet, agree Share with your family.</p>	<p>Create an AVID one pager with the following information on it:</p> <ul style="list-style-type: none"> <li>-Your acrostic name poem</li> <li>-the popularity of your name and whether you like your name or not</li> <li>-an explanation of how you got your name</li> <li>-a list of your nicknames with an explanation of who gave them to you and why you are called this nickname</li> <li>-Answer: How is a name a part of a person's identity?</li> </ul> <p><b>Resource Room:</b> Objective: students will identify relevant words in reading selection. Please put 5 power words in sentences. Share with your family.</p>
<b>Check for Understanding:</b>	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family, friend. If possible, you can email your teacher your final product or share your Google doc.

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

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

# Remote Learning Activities for Students

7th Grade -- April 22nd (Math)

The columns below offer choices for student activities.

Daily Focus: Probability	Option 1: Math Game	Option 2: Practice Problems	Option 3: Online Practice	Extra Challenge
<b>Activity Title:</b>	Dice Probability	Dice Probability	Probability	
<b>Materials:</b>	Pair of Dice Paper/Pencil	Paper/pencil	Internet	
<b>Activities and Instructions:</b>	<p>Roll a single die 20 times and record your answers..</p> <p>What can you say about the results?</p> <p>Roll both dice 20 times and record your answers.</p> <p>Which numbers were rolled the most often and why?</p> <p>What was the probability of rolling a 2, a 7, and a 10?</p>	<p>Solve:</p> <p>What is the probability of...</p> <ol style="list-style-type: none"> <li>1.) Rolling a six-sided die and getting a 2?</li> <li>2.) Rolling a six-sided die and getting a number less than 4?</li> <li>3.) Rolling a six-sided die and getting a number over 2?</li> <li>4.) Rolling a six-sided die and getting a 1 or a 5?</li> <li>5.) Rolling two six-sided dice and getting a 5?</li> <li>6.) Rolling two six-sided dice and getting a 3 and a 6?</li> </ol>	<p>This is a link to ixl.com. Students will practice probability of mutually exclusive and overlapping events.</p> <p>Click or paste the link below:</p> <p><a href="https://www.ixl.com/math/grade-7/probability-of-mutually-exclusive-events-and-overlapping-events">https://www.ixl.com/math/grade-7/probability-of-mutually-exclusive-events-and-overlapping-events</a></p>	
<b>Independent Practice:</b>	Now compute the probability of rolling an 8 and a 12	Solve the above problems independently. Then check your work.	Do this independently.	
<b>Check for Understanding:</b>	Have your parents roll 2 dice ten times and explain to them why they rolled certain number totals more often than others. Tell them one probability for one of the combinations	<p>Solutions:</p> <ol style="list-style-type: none"> <li>1. <math>2/6</math> or <math>1/3</math>, 2. <math>3/6</math> or <math>1/3</math></li> <li>3. <math>4/6</math> or <math>2/3</math>, 4. <math>2/6</math> or <math>1/3</math></li> <li>5. <math>1/6</math>, 5. <math>1/6 \times 1/6 = 1/26</math></li> </ol>	Game provides feedback. Read through it and adjust your responses as you go.	

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

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

# Remote Learning Activities for Students

7th Grade -- April 22nd (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 No Technology	Science Option #1	Social Studies Option #2 No tech & Tech	Science Option #2	Social Studies Extra Challenge (Optional)
<b>Activity Title:</b>	Census Take 3!	Which will melt faster? Ice cube or crushed ice?	Census Take 3!	Your energy	Census Journal
<b>Objective:</b>	SS.CV.3.6-8MdC	MS-PS3-2	SS.CV.3.6-8MdC	MS-PS3-2	SS.CV.3.6-8MdC
<b>Materials:</b>	Census materials Phone or Computer	Crushed Ice, Ice cube Two identical cups, stopwatch or timer	Paper and pencil Or computer if available.	Your body, paper, pencil	Paper and pencil Or if able computer
<b>Activities and Instructions:</b>	<p>We are making a difference! If you have taken the Census - yea! As of 3/26/2020, 39% of the families in Stephenson County have responded.</p> <p>Do your part and make sure your family has taken the Census. Be sure to bug your extended family to take the census as well.</p> <p>Suggest other ways to get people to take the Census.</p>	<p>Using your identical cups, put an ice cube in one and crushed Ice in the other. (You can crush ice by putting it in a baggie and slamming on the sidewalk.) Observe/time how fast the Ice will melt.</p> <p>Collect your data in a table including the type of ice, material of the cup, and how long it took to melt.</p> <p>Create a graph of your data and write a claim evidence reasoning statement to explain your findings.</p>	<p>We are making a difference! If you have taken the Census - yea! As of 3/26/2020, 39% of the families in Stephenson County have responded. If you are able - Watch one of the following videos: <a href="https://www.census.gov/programs-surveys/sis/2020census/2020-re-sources/2020-videos/everyone-counts-sing-along.html">https://www.census.gov/programs-surveys/sis/2020census/2020-re-sources/2020-videos/everyone-counts-sing-along.html</a> OR <a href="https://www.youtube.com/watch?v=HLHry2mgMwA&amp;feature=youtu.be">https://www.youtube.com/watch?v=HLHry2mgMwA&amp;feature=youtu.be</a></p> <p>Write your own Census taking song. If able- Take a video of you singing along.</p>	<p>Since the closure of school, your daily activities have changed. Reflect on how the school closure has affected the amount of energy you have. Use the knowledge you have gained about energy to write about what you have been eating and the amount of energy you have. If you can share some pictures of the food you have been eating.</p>	<p>Create a journal about your census experience</p> <p>Possible prompt for your journal entry could be:</p> <p>What was it like to answer the questions? Did you have a few or a lot to answer?</p> <p>What other questions would you have added?</p> <p>Why do you think only 39% of the families have taken the Census?</p> <p>What suggestions would you give the Census Bureau to get people to respond?</p>
<b>Check for Understanding:</b>	Share your census suggestions with your family suggestions for encouraging participation & teacher if possible.	Share your explanation with a friend or parent. If you have Internet access, you might also email your teacher.	Share your video or your song lyrics with your family, friends and teacher if possible.	Share your explanation with a friend or parent. If you have Internet access, you might also email your teacher.	Share your journal with your family. If you are able, share a picture of your response via email.

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

# Remote Learning Activities for Students

7th Grade -- (SEL) Theme: Respect Yourself and Others

The columns below offer choices for student activities for any day.

Social Emotional Learning Choice Board		
<p>Write your future self a letter.</p> <p>What advice would you give your future self? What words of encouragement?</p> <p>What passions are you going to pursue and how will you achieve those goals?</p>	<p>How do you show respect to the people in your family?</p> <p>Make a list of ways you can show someone respect.</p> <p>Then select a new way every day moving forward to showing respect to the people you are with or communicating with online.</p>	<p>Find a location in your house that is your "happy place".</p> <p>Take out the things that are distractions within this space.</p> <p>Add things that promote focus and calm. Belly Breathing is a great way to focus!</p>
<p>1. Review the <b>Problem Solving STEPS</b>  <b>S:</b> Say the problem without blame.  <b>T:</b> Think of solutions.  <b>E:</b> Explore consequences.  <b>P:</b> Pick the best solution.</p> <p>2. Think about common problems in your household. Agree on one to solve together.</p> <p>3. Each family member writes down the problem from their perspective on a piece of paper.</p> <p>4. Check the statement for blaming words.            Always • Never • You made me... • Because of you... • It's your fault...</p> <p>5. Write one problem statement without blame.</p> <p>6. Use the Problem-Solving Steps to find a solution together.</p> <p>7. Make a plan to put your solution into action. Problem solved!</p>	<p>Create a family action plan for solving problems while playing the family's favorite sport.</p> <p>Make a T Chart and label one side "If" and the other side "Then".</p> <p>Decide together some possible reactions to problems that everyone can reference in the heat of the moment during the game.</p> <p>Display your T-Chart somewhere everyone can reference it.</p>	<p>Practice planning ahead. Pretend you are going to go on a vacation. You pick the spot.</p> <p>Now, make a list of everything you'd need for that vacation.</p> <p>After mapping out what you need, how do you feel?</p>
<p>Go outside and take a walk with an adult. While you are outside, think about ways to show respect to your neighbors and property.</p> <p>Make a list or draw a picture of what you thought of on your respect walk!</p>	<p>Go outside (or inside) and play a game with your family. Talk about sportsmanship and what it:            Looks Like, Sounds Like, Smells like</p> <p><b>Game Ideas:</b>            Life            Tic Tac Toe            Hang-Man            4 square            Jump rope            Tag            Relay Races            Uno            Monopoly            Basketball (around the world)            Simon Says</p>	<p>Find a spot, inside or outside, that helps you feel calm. Try some of these poses while focusing on your breathing. Breathe in for 4 seconds, hold for 4 seconds, and then breathe out for 4 seconds.</p> 

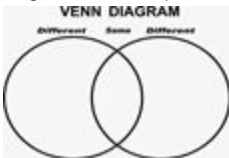
Parent Signature: \_\_\_\_\_



# Remote Learning Activities for Students

7th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Art	Music	PE/Health- Personal Fitness														
	<p>Order of flats/sharps review:</p> <p>Order of flats: BEADGCF Order of sharps: FCGDAEB</p> <p>Question 1: What is the relationship between the order of flats and the order of sharps?</p> <p>Question 2: If your key signature had 3 flats, which 3 would they be?</p> <p>Question 3: If your key signature had 3 sharps, which 3 would they be?</p> <p>Create: We often use a phrase to remember the order of flats (example: <b>B</b>attle <b>E</b>nds <b>A</b>nd <b>D</b>own <b>G</b>oes <b>C</b>harles' <b>F</b>ather) Come up with your own phrase that will help you remember the order of flats.</p> <p>Create: Come up with your own phrase to help you remember the order of sharps.</p> <p>GO THE EXTRA MILE!! Write a story using the words from your phrases.</p>	<p>Students will work towards the state standards of (19) acquire movement and motor skills and (20) maintain a health enhancing level of physical fitness.</p> <p>Students should continue to log their physical activity/workouts. Students should use the log to track their progress. Student logs should include the exercises completed (example: day 1- 15 second plank, 10 pushups, 20 squats done twice today).</p> <p>Students should also consider their level of effort on a scale of 1-10 (1= 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> <p>The box below includes a 14 day body challenge for students to complete. Note that the exercises listed for each day are to be done twice.</p>														
	<p>Compare and Contrast two different styles of music (pop, rock, country, R&amp;B, etc.)</p> <p>Questions to consider: What are the styles of each piece? How does the music sound (Happy, sad, inspiring, etc.)? Are there singers, if so how many? Are they singing different parts (harmony)? What are the different instruments that you hear? What do the lyrics mean to you? Once you have answered your questions, either write a short paragraph comparing the two songs explaining how they might be alike or different. Or draw a Venn diagram and compare the similarities and differences.</p> <p style="text-align: center;"><b>VENN DIAGRAM</b></p>  <p>If you are able, please share your work with your teacher on google classroom.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;"><b>DAY 1</b> PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20</td> <td style="padding: 2px;"><b>DAY 2</b> PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25</td> </tr> <tr> <td style="padding: 2px;"><b>DAY 3</b> PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30</td> <td style="padding: 2px;"><b>DAY 4</b> PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30</td> </tr> <tr> <td style="padding: 2px;"><b>DAY 5</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35</td> <td style="padding: 2px;"><b>DAY 6</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40</td> </tr> <tr> <td style="padding: 2px;"><b>DAY 7</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45</td> <td style="padding: 2px;"><b>DAY 8</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55</td> </tr> <tr> <td style="padding: 2px;"><b>DAY 9</b> PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55</td> <td style="padding: 2px;"><b>DAY 10</b> PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65</td> </tr> <tr> <td style="padding: 2px;"><b>DAY 11</b> PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75</td> <td style="padding: 2px;"><b>DAY 12</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85</td> </tr> <tr> <td style="padding: 2px;"><b>DAY 13</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90</td> <td style="padding: 2px;"><b>DAY 14</b> PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100</td> </tr> </tbody> </table> <p><b>NOTES!</b> *REPEAT <u>TWICE A DAY</u> FOR TWO WEEKS.</p>	<b>DAY 1</b> PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20	<b>DAY 2</b> PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25	<b>DAY 3</b> PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30	<b>DAY 4</b> PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30	<b>DAY 5</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35	<b>DAY 6</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40	<b>DAY 7</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45	<b>DAY 8</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55	<b>DAY 9</b> PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55	<b>DAY 10</b> PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65	<b>DAY 11</b> PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75	<b>DAY 12</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85	<b>DAY 13</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90	<b>DAY 14</b> PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100
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	<p><u>Name Your Instrument</u> - paper and pencil Name your instrument and describe it. When was it born? What is its personality? What is its history / your experiences together? What does it look like? What does it sound like? Has it ever sustained any injuries? What are its goals? *Please share your writing via email or google classrooms. I look forward to reading these!</p>	<p>In addition to the daily body challenge, there are many other great ways to stay active. Students can <b>add</b> other exercises to the body challenge (sit-ups, jumping jacks, leg lifts, crab kicks, and any other exercises you know) to increase the difficulty or work on different areas of fitness. Students may also consider adding things like going for a walk, run, or bike ride, or working on individual sports skills.</p>														

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

# Remote Learning Activities for Students

7th Grade -- (Electives)

The columns below offer choices for student activities for any day.


AVID	Computers	Speech/Drama
<p>Create a top 5 reasons to join AVID list for students thinking about joining the elective. Please rank them with #1 being what you believe to be the best reason. W.7.10</p> <p><b>Quote of the Week Quickwrite:</b>            "I've failed over and over in my life. That's why I succeed." -Michael Jordan</p> <p>How might his message apply to your life? Answer in a short paragraph with complete sentences. Reread for clarity and correct capitalization and punctuation. W.7.10</p> <p><b>Word of the Day:</b>            Select a format for how you will record each Word of the Day in your own focused note/Word Collection.</p> <p><b>hiatus:</b>(noun) a break or interruption            Ex. Book Club is on hiatus.</p> <p><b>unscathed:</b>(adjective) unharmed            Ex: The firefighter emerged from the building unscathed.</p> <p><b>implore:</b> (verb) to beg with urgency            Ex. I implore you to drive carefully.</p> <p>Pick 2 and use each in a sentence. . W.7.10            If you can, please share your work with your teacher.</p>	<p>Students will work toward the Digital Citizenship standard #2</p> <p>2A. Understand how to be safe online</p> <p>You will need paper and pencil or a digital device to complete this activity. You must write complete sentences.</p> <ol style="list-style-type: none"> <li>1. Define the following vocabulary words: oversharing, red flag feeling, social media.</li> <li>2. Give an example/scenario of each vocabulary word.</li> <li>3. Answer: what percentage of teens do you believe regularly use social media?</li> <li>4. List the social media websites and applications that you use most often. Also include a sentence stating your reason for using the application</li> </ol> <p>Review and discuss your responses with a family member. If you wish, you can send your work to my email.</p>	<p><b>#1</b>            Imagine you are presenting a play that was written in the 1800's. You realize the customer forgot to pick up the costumes from the cleaners and it is closed. Create and write a plan for your characters/play, that starts in 1 ½ hours to a sold out audience. What are some costume solutions you can create? Investigate multiple perspectives and solutions to performance challenges in a drama/theatre work.  <u>Theatre Creating Cr.1.a</u></p> <p><b>#2</b>            This is a two day activity so read all of this.            Our school is in a contest to win \$100,000. If you win, the design will be in your favorite actor's next movie and the school wins the money.            1. First you must write an idea for a set in Jeannette Lloyd Theatre. It can be any genre or time period.</p> <p><b>#3</b>            2. The next day design how you want the stage/set to look. Try to draw it. If you are more comfortable writing please use specific details.  <u>Theatre Creating Cr.1.b</u>            Imagine technical elements for a unified drama/theatre concept. Please include everything on the set/stage. Ex: If action is there a car, rocket, plane etc.</p>

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

# Remote Learning Activities for Students

7th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Spanish	Industrial Tech
<p style="text-align: center;"><b>Interview</b></p> <p>Write 10 (diez) preguntas using vocabulary words and grammar you have learned this year. Interview at least 3 (tres) family members and write their answers. Write complete sentences!</p> <p>If you can, share the responses of your family members.</p>	<p><b>#1</b></p> <p>Think of your next project. Draw it out on a piece of paper and put the dimensions on it (length X width X height) that you would like. For example: penny hockey game. It would be 16inches long X 10 inches wide X 1 ½ inches tall.</p> <p>Make a list of all the materials you would use to complete your project. Do not forget the glue, nails or screws, and paint or stain.</p> <p>Make a list of the tools you would need to use to be able to complete your project.</p> <p>These lists can be on paper or computer. If internet access, please email them to me. If you do not have access to the internet, save the paper you write the lists on and bring it to class the next time we get together.</p>
<p style="text-align: center;"><b>Los Colores</b></p> <p>Pick 5 (cinco) colores and play Eye Spy with your family. Whatever item is said, you will need to translate it into Spanish and then write it down.</p> <p>If you can share some of your Eye Spy Spanish sentences with me.</p>	<p><b>#2</b></p> <p>Now try to visualize your project. What steps would you take to go from raw lumber to a finished project?</p> <p>Write the steps down that you would take to go through that process. Some projects will need to be followed in exact order while others can be done in sections. Most projects will start with ripping down a board on a tablesaw to the width that you need and finish with a final coat of polyurethane.</p> <p>Once your list is complete, send it to me if you can by email. If you do not have access to the internet, write it down on paper and bring it to me when we see each other next.</p>
<p style="text-align: center;"><b>Rebus</b></p> <p>Make a rebus (picture story) using at least ten vocabulary words from the year. Have someone read it back to you, then have them initial it.</p> <p>Example:</p> <p>Yo tengo un gato negro.</p>  <p>If you can email me your story :)</p>	<p><b>#3</b></p> <p>How would you find the square footage of the room you are in?</p> <p>Measure the length and width of any room where you are currently staying.</p> <p>If you have a tape measure, this task is pretty elementary. If you only have a ruler, this task gets a little more difficult. If you do not have either, you can use your shoes as a rule of measurement. Just take steps going heel to toe from one side of your room to the opposite side.</p> <p>Write down the length and width. Multiply them to find the square footage of the room.</p> <p>If you have the option to email me these results, please do. If not, write them down and present them to me when we meet again.</p>

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