

Overview: New information is highlighted in yellow

From here on out, our template structure will remain the same. If you have a creative idea that doesn't seem to fit the structure, please work with your building principal (and me) to see how we can work that into our plans.

- All activities must reference the Illinois Learning Standards whenever possible. Please include standards for Social Studies, Science, Art, Music, and PE as appropriate. For example, in a reading lesson about main idea and details we would create a reference like this:
(RI.3.2).
- Each set of Remote Learning Activity Plans will include an overview page that gives parents a “big picture” view of the skills that are the focus of this group of activity plans. This will add some cohesion to the planning. This doesn't have to be a formal scope and sequence, but it should be more structured than just a random set of activities.
- We want to keep our focus on Reading and Math. If you can include these in your other areas, that would be great.
- There should always be one column (probably the last column to be consistent) that provides students with an extra challenge.
- The activities should allow for student choice. When designing activities, please provide a diverse set of activities for our diverse student needs (our lowest performers to our highest).
- We are not requiring students/parents to turn in the learning activities.
We are not requiring this work when calculating student grades.
- We are NOT handing out extra papers, packets, or required reading materials. Activities should only use resources that are available in every home. We want to ensure equity for all of our students.
- All activity plans must have a core basis in paper-based instruction. “See Google Classroom link below” is not appropriate.
- **Online work can't be the main focus of the activity.** For example, an activity with instructions to “Draw your favorite animal” might include a link to the national zoo webcam. But the activity should NOT instruct a student to “Watch the following video and draw an animal you see.” Online work should only be used for enrichment.
- **Any YouTube videos must be available to students.** If you include a video, please request that the URL is unblocked. <https://www.fsd145.org/Page/3316> During your planning, it would be great if you also found a Spanish version of the video.
- **Don't exceed the one-page limit.** If you need to adjust column widths or merge cells (make 3 columns instead of 5), go ahead and do that.
- Activities for electives and specials will not be designed for a particular date. Instead, these will be listed in a separate section at the end of the template. These courses should still offer a menu of activity choices. It's perfectly fine to use the same activity for multiple grade levels.
- Special education teachers should contact students individually to offer instructional support and discuss accommodations.

Key Dates:

We are asking teachers to have the activity plans completed by the **end of the day on Friday, May 15th.**

Activities will be translated and printed on Monday, May 18th and distributed to our parents and local partners on

Wednesday, May 20th. ~~Planning will continue on a regular schedule with teachers having plans completed the planning day and plans being available for pickup on Wednesday.~~

5/21/20

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).
- 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:

[May 21](#)

[May 26](#)

[June 1](#)

[Social Emotional Learning \(SEL\)](#)

[May 22](#)

[May 27](#)

[Electives](#)

[May 28](#)

[May 29](#)

7th Grade			5/21/20 - 6/1/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
			creating models and analyzing data
Work Like a Historian			Primary Sources, Secondary Sources and Music in History

Remote Learning Activities for Students

7th Grade -- May 21 (ELA)

	Reading/Research	Grammar	Writing	Resource Room
Activity Title:	News Articles A-Z	Subject/Verb Agreement	Memory Book	
Standard:	CCSS. ELA-Literacy RL1.1, 1.2, and 1.3	CCSS.ELA-Literacy.L.7.2	CCSS.ELA-Writing. W.7.4	
Materials:	Paper, pencil	Paper, pencil	Paper, markers	
Activities and Instructions:	Can you find a news topic for every letter in the alphabet? Read a news story or listen to the news on TV. Write a brief summary about the story you read or listened to. Place that summary under the letter that the topic of the news story begins with and move on to another letter.	Read each sentence, then choose the correct word to complete each sentence. Rewrite the sentence with the correct word in place.	Reflecting on your school year and capturing who you are right now at the end of your 7th grade year helps you to grow as an individual. You will do this through the creation of a memory book.	Resource Room: Unscramble the following math words. idevid, mtre, qlaeu, rtfnorla, btusrtea These are tough, ask your family for assistance.
Independent Practice:	Create a list of letters A - Z on paper or Google slides. Pick a news story to read or listen to on TV. Take notes on the story by answering Who? What? Where? When? Why? And How? Use these notes to write a brief summary about the news story you read about or listened to. (No more than 3 sentences.) Place the summary you wrote under the letter the topic of the story begins with. Continue to do this until you have a brief news summary under each letter.	1. Asher <u>helps</u> / <u>help</u> his mother with the dishes after dinner. 2. You <u>is</u> / <u>are</u> my best friend. 3. That <u>doesn't</u> / <u>don't</u> mean anything. 4. Yesterday, Jayce <u>write</u> / <u>wrote</u> his name on his test. 5. There <u>is</u> / <u>are</u> flowers in the garden next door. 6. All the children <u>like</u> / <u>likes</u> playing soccer. 7. They <u>do</u> / <u>does</u> most of their homework at night.	Create the front cover to your memory book. Include: -Your name -2019-2020 -7th grade -FMS -color/creativity	Resource Room: Would you rather win the lottery or live twice as long? Write a 6 sentence paragraph answering the question above. Don't forget to start each sentence with a capital letter and end it with a punctuation mark.
Check for Understanding:	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a 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 -- May 21st (Math)

	<p>This week's math concept and skills review and practice: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>	<p>Extra Challenge</p>
Lesson Title:	Multiplying/Dividing by a Negative to Solve an Inequality	<p>Graph your solutions on a number line.</p>
Objective:	Students will be able to solve multiplication/division inequalities with negative coefficients..	
Materials:	Paper and Pencil (calculator optional)	
Standard:	7.EE.B.4	
Activities and Instructions:	<p>Review: Solving Inequalities by Multiplying or Dividing by Negative Coefficients:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> <p>Multiplying or Dividing by a Negative</p> <p>Flip the sign to make the inequality true</p> </div> <p>So far, we've been able to solve inequalities in the exact same way we solve an equation and just leave the inequality the same. The tricky part comes when you multiply or divide both sides of an inequality by a negative number.</p> <p>When adding an inequality, you need to make sure to not use the opposite of the inequality sign. If you multiply or divide both sides of an inequality by a negative number, you must flip the sign.</p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="margin-right: 20px;"> $\begin{array}{r} -2x - 5 > 1 \\ +5 & +5 \\ \hline -2x > 6 \\ \div -2 & \div -2 \\ \hline x < -3 \end{array}$ </div> <div> <p>Add 5 to both sides. Flip the sign. Divide a negative by a negative.</p> <p>Divide both sides by -2. Flip the sign of the inequality both sides by a negative.</p> </div> </div> <p>Remember, you do not need to flip the sign if you're adding or subtracting. Can it be applied to this negative sign in the problem and ensure you need to indeed flip the sign. You only indeed flip the sign if you have multiply or divide both sides of the inequality by a negative number.</p>	
Independent Practice:	<p>YOUR TURN! Pick 7 problems below (5 for resource students).</p> <p>(1) $d(-5) < -30$ (2) $-\frac{w}{6} \leq -5$ (3) $-3q \leq -15$ (4) $-\frac{1}{5}t \geq -3$</p> <p>(5) $-\frac{j}{4} \leq -6$ (6) $-\frac{s}{3} \leq 5$ (7) $-\frac{s}{6} \leq -4$ (8) $-\frac{1}{5}k > 5$</p> <p>(9) $-\frac{1}{5}w < 4$ (10) $-\frac{1}{7}z < 7$ (11) $-\frac{1}{6}e \geq 2$ (12) $-\frac{c}{7} < -6$</p>	
Check for Understanding:	<p>Answers:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="margin: 5px;">(1) $d(-5) < -30$ $d > 6$</div> <div style="margin: 5px;">(2) $-\frac{w}{6} \leq -5$ $w \geq 30$</div> <div style="margin: 5px;">(3) $-3q \leq -15$ $q \geq 5$</div> <div style="margin: 5px;">(4) $-\frac{1}{5}t \geq -3$ $t \leq 15$</div> <div style="margin: 5px;">(5) $-\frac{j}{4} \leq -6$ $j \geq 24$</div> <div style="margin: 5px;">(6) $-\frac{s}{3} \leq 5$ $s \geq -15$</div> <div style="margin: 5px;">(7) $-\frac{s}{6} \leq -4$ $s \geq 24$</div> <div style="margin: 5px;">(8) $-\frac{1}{5}k > 5$ $k < -25$</div> <div style="margin: 5px;">(9) $-\frac{1}{5}w < 4$ $w > -20$</div> <div style="margin: 5px;">(10) $-\frac{1}{7}z < 7$ $z > -49$</div> <div style="margin: 5px;">(11) $-\frac{1}{6}e \geq 2$ $e \leq -12$</div> <div style="margin: 5px;">(12) $-\frac{c}{7} < -6$ $c > 42$</div> </div>	

Remote Learning Activities for Students

7th Grade -- May 21 (Social Studies/Science)

The columns below offer choices for student activities.

Social Studies	Science	Extra Challenge - SS												
Work Like a Historian	Light Intensity	Music In History												
Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	Standard:MS- ESS2- 6	Standard: H.3.6-8MC												
<p>Option 1: Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this Prompt: <i>If I were President I would...</i></p>	<p>Option 1 The light from the sun is most intense at the equator, where the light hits the Earth straight on. Light from the sun hits toward the north and south poles at an angle, making the light less intense.</p> <p>Using what you know about light, draw a diagram of how light rays from the sun hit the Earth. Be sure to include:</p> <ul style="list-style-type: none"> • Earth and sun. • light rays from the sun. • label where the light is most intense • a label where the light is least intense 	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song & rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p>This Land Is Your Land: <i>This land is your land, and this land is my land</i></p>												
<p>Option 2 You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p>Your Social Studies Log</p> <table border="1" data-bbox="86 1444 613 1661"> <thead> <tr> <th data-bbox="86 1444 183 1520">Activity Completed: Log activities as you complete them. You will share with family & teachers.</th> <th data-bbox="183 1444 240 1520">Minutes: Spend 15 minutes each day.</th> <th data-bbox="240 1444 613 1520">Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Activity Completed: Log activities as you complete them. You will share with family & teachers.	Minutes: Spend 15 minutes each day.	Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?										<p>Option 2 Design and carry out a demonstration in which you could show how the angle of the light hitting the Earth affects the intensity of the light. At the equator, the light is very focused, hitting straight on. Toward the north and south poles, the light hits at an angle, causing the light to spread out over a larger area.</p> <p>Suggested Materials: A flashlight (the sun) and a large round object (the Earth). (A dark room would help too!)</p> <p>Hint: Only point the sun directly at the earth. You can move the sun up and down, but do NOT point the sun at an angle.</p> <p>Design your demonstration and take a photo of it in action. (Draw a picture of your demonstration if you cannot take a photo.) Explain in words and/or label your image.</p>	<p><i>From the California, to the New York Island From the Redwood Forest, to the Gulf stream waters This land was made for you and me</i></p> <p><i>As I went walking that ribbon of highway I saw above me that endless skyway Saw below me the golden valley This land was made for you and me</i></p> <p><i>I roamed and rambled, and I've followed my footsteps To the sparkling sands of her diamond deserts All around me a voice was sounding This land was made for you and me</i></p> <p><i>When the sun come shining, then I was strolling And the wheat fields waving and the dust clouds rolling A voice was chanting as the fog was lifting This land was made for you and me</i></p> <p><i>This land is your land, and this land is my land...</i></p>
Activity Completed: Log activities as you complete them. You will share with family & teachers.	Minutes: Spend 15 minutes each day.	Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?												
<p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>														

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

Remote Learning Activities for Students

7th Grade -- May 22 (ELA)

	Reading/Research	Grammar	Writing	Resource Room
Activity Title:	News Articles A-Z	Subject/Verb Agreement	Memory Book	
Standard:	CCSS. ELA-Literacy RL1.1, 1.2, and 1.3	CCSS.ELA-Literacy.L.7.2	CCSS.ELA-Writing. W.7.4	
Materials:	Paper, pencil	Paper, pencil	Paper, markers	
Activities and Instructions:	Can you find a news topic for every letter in the alphabet? Read a news story or listen to the news on TV. Write a brief summary about the story you read or listened to. Place that summary under the letter that the topic of the news story begins with and move on to another letter.	Read each sentence, then choose the correct word to complete each sentence. Rewrite the sentence with the correct word in place.	Reflecting on your school year and capturing who you are right now at the end of your 7th grade year helps you to grow as an individual. You will do this through the creation of a memory book.	Resource Room: Unscramble the following kitchen terms. shdsei, tratose, cevmrawio, nski, nveo, rrrtaefgroei These are tough, ask your family for assistance.
Independent Practice:	Create a list of letters A - Z on paper or Google slides Pick a news story to read or listen to on TV. Take notes on the story by answering Who? What? Where? When? Why? And How? Use these notes to write a brief summary about the news story you read about or listened to. (No more than 3 sentences.) Place the summary you wrote under the letter the topic of the story begins with. Continue to do this until you have a brief news summary under each letter.	8. They <u>wasn't / weren't</u> sure if they would join the game. 9. My mother <u>sung / sang</u> in church last Sunday. 10. There <u>are / is</u> a new rug on the floor. 11. Kangaroos <u>carry / carries</u> their babies in the pouch. 12. I <u>was / were</u> at the store yesterday. 13. The cow <u>isn't / aren't</u> in the pasture. 14. Meanna can't come over right now because she <u>played / is playing</u> soccer.	Page #2: Favorites Create a page with lists of all of your favorite items right now. Here are some items to think about including: -food -band/musician -song -movie -Netflix series -color -subject/class -teacher -sport -athlete -book/genre	Resource Room: Would you rather stop a war or end world hunger? Write a 6 sentence paragraph answering the question above. Don't forget to start each sentence with a capital letter and end it with a punctuation mark. Share your opinion with your family.
Check for Understanding:	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a 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

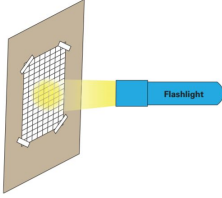
7th Grade -- May 22nd (Math)

	This week's math concept and skills review and practice: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Extra Challenge
Lesson Title:	Multiplying/Dividing by Positives AND Negatives to Solve Inequalities	Graph your solutions on a number line.
Objective:	Students will be able to solve inequalities with mixed positive/negative coefficients.	
Materials:	Paper and Pencil (calculator optional)	
Standard:	7.EE.B.4	
Activities and Instructions:	Review: Remember: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> Multiplying or Dividing by a Positive Sign stays the same. </div> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> Multiplying or Dividing by a Negative Flip the sign to make the inequality true. </div> </div>	
Independent Practice:	YOUR TURN! Pick 7 problems below (5 for resource students). *REMEMBER - PAY ATTENTION TO THE SIGNS (+ or -) OF THE COEFFICIENTS!* <p> Solve each inequality.</p> <div style="display: flex; flex-wrap: wrap; gap: 20px;"> <div style="width: 25%;">(1) $c(6) < -30$</div> <div style="width: 25%;">(2) $\frac{a}{6} \geq -7$</div> <div style="width: 25%;">(3) $b(-4) < 16$</div> <div style="width: 25%;">(4) $-5m \leq 25$</div> <div style="width: 25%;">(5) $-\frac{f}{4} \geq -2$</div> <div style="width: 25%;">(6) $-\frac{1}{2}s < 4$</div> <div style="width: 25%;">(7) $\frac{a}{6} \leq 6$</div> <div style="width: 25%;">(8) $\frac{c}{3} < 7$</div> <div style="width: 25%;">(9) $-\frac{1}{4}n > 7$</div> <div style="width: 25%;">(10) $q(3) > -18$</div> <div style="width: 25%;">(11) $-5e \geq 35$</div> <div style="width: 25%;">(12) $7z \geq -21$</div> </div>	
Check for Understanding:	Answers: <p> Solve each inequality.</p> <div style="display: flex; flex-wrap: wrap; gap: 20px;"> <div style="width: 25%;">(1) $c(6) < -30$ $c < -5$</div> <div style="width: 25%;">(2) $\frac{a}{6} \geq -7$ $a \geq -42$</div> <div style="width: 25%;">(3) $b(-4) < 16$ $b > -4$</div> <div style="width: 25%;">(4) $-5m \leq 25$ $m \geq -5$</div> <div style="width: 25%;">(5) $-\frac{f}{4} \geq -2$ $f \leq 8$</div> <div style="width: 25%;">(6) $-\frac{1}{2}s < 4$ $s > -8$</div> <div style="width: 25%;">(7) $\frac{a}{6} \leq 6$ $a \leq 36$</div> <div style="width: 25%;">(8) $\frac{c}{3} < 7$ $c < 21$</div> <div style="width: 25%;">(9) $-\frac{1}{4}n > 7$ $n < -28$</div> <div style="width: 25%;">(10) $q(3) > -18$ $q > -6$</div> <div style="width: 25%;">(11) $-5e \geq 35$ $e \leq -7$</div> <div style="width: 25%;">(12) $7z \geq -21$ $z \geq -3$</div> </div>	

Remote Learning Activities for Students

7th Grade -- May 22 (Social Studies/Science)

The columns below offer choices for student activities.

Social Studies	Science	Extra Challenge- SS
Work Like A Historian	Angle of Intensity	Music in History
Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	Standard MS- ESS2- 6	Standard: H.3.6-8MC
<p>Option 1: Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this Prompt: <i>What is your favorite room in the house and why?</i></p>	<p>Option 1 This activity is to show how the curve of the earth's surface affects the intensity of the light from the sun.</p>  <p>Materials: Graph paper, flashlight, stack of books, cardboard, tape, 3 different colors of pens or markers.</p> <p>Directions: Tape your graph paper to the cardboard as shown in the image below. Set your flashlight on the stack of books about 1 foot away from the graph paper. Stabilize the flashlight so it does not move. Draw a circle to trace the outline of the light shining on the graph paper. Then tilt the cardboard back slightly and trace the outline of the light in a new color. Tilt the cardboard back at an even larger angle and trace the light a third time. Analyze your results by counting the squares on your graph paper inside of each circle. How does the angle of the surface affect the area that the light covers? Record your data and conclusions.</p>	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song & rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p>Battle of New Orleans In 1814 we took a little trip Along with Colonel Jackson down the mighty Mississippi' We took a little bacon and we took a little beans And we caught the bloody British in the town of New Orleans</p> <p>We fired our guns and the British kept a coming There wasn't nigh as many as there was a while ago We fired once more and they began to running Down the Mississippi to the Gulf of Mexico</p>
<p>Option 2: You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p>	<p>Option 2 Scientific Principles:</p> <p>13. Intensity of light varies depending how far north or south of the equator you are and how long the light shines on a place.</p> <p>14. Temperatures vary in a predictable pattern depending on latitude.</p> <p>15. Intensity differences explain why temperatures vary in the same pattern.</p> <p>Use one of the scientific principles above to write a 4-5 sentence Claim, Evidence, Reasoning statement that explains your model or demonstration from yesterday (May 21). Remember, scientific principles are used in the reasoning at the end.</p>	<p>We looked down the river and we seen the British come And there must have been a hundred of them beating on the drums They stepped so high and they made their bugles ring We stood behind our cotton bales and didn't say a thing Old Hickory said we could take 'em by surprise If we didn't fire a musket 'til we looked 'em in the eyes We held our fire 'til we seen their faces well We opened up our squirrel guns and really gave 'em</p> <p>Chorus</p>
<p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>		

Every Day: Read something from the news or MyOn. Parent Signature: _____

Remote Learning Activities for Students

7th Grade -- May 26 (ELA)

	Reading/Research	Grammar	Writing	Resource Room
Activity Title:	News Articles A-Z	Subject/Verb Agreement	Memory Book	
Standard:	CCSS. ELA-Literacy RL1.1, 1.2, and 1.3	CCSS.ELA-Literacy.L.7.2	CCSS.ELA-Writing. W.7.4	
Materials:	Paper, pencil	Paper, pencil	Paper, markers	
Activities and Instructions:	Can you find a news topic for every letter in the alphabet? Read a news story or listen to the news on TV. Write a brief summary about the story you read or listened to. Place that summary under the letter that the topic of the news story begins with and move on to another letter.	Read each sentence, then choose the correct word to complete each sentence. Rewrite the sentence with the correct word in place.	Reflecting on your school year and capturing who you are right now at the end of your 7th grade year helps you to grow as an individual. You will do this through the creation of a memory book.	Resource Room: Unscramble the following time terms. ckcol, seinmut, necarldo, ryae, hnotm, tnecyru These are tough, ask your family for assistance.
Independent Practice:	Create a list of letters A - Z on paper or Google slides. Pick a news story to read or listen to on TV. Take notes on the story by answering Who? What? Where? When? Why? And How? Use these notes to write a brief summary about the news story you read about or listened to. (No more than 3 sentences.) Place the summary you wrote under the letter the topic of the story begins with. Continue to do this until you have a brief news summary under each letter.	15. There <u>is / are</u> eleven candles on the birthday cake. 16. When their teacher <u>ask / asks</u> them a question, they must give an answer. 17. Ashlyn <u>go / goes</u> to practice three times a week. 18. You <u>haven't / hasn't</u> answered the question. 19. Our teacher <u>teach / taught</u> us how to do that last week. 20. There <u>is / are</u> peanut butter in the cabinet. 21. Nevaeh <u>cook / cooks</u> breakfast twice a week.	Page #3: Friends Capture all of your friends you have right now. Include: -Each friend's name along with two words to describe that friend -Which friend have you known the longest? -What is the kindest thing a friend has done for you? -Which of these friends will you still be BFF's with when you're old and gray?	Resource Room: Would you rather be too hot or too cold? Write a 6 sentence paragraph answering the question above. Don't forget to start each sentence with a capital letter and end it with a punctuation mark. Share your opinion with your family.
Check for Understanding:	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a 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 -- May 26th (Math)

	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Check Understanding
Lesson Title:	Converting Fractions to Decimals	Answers: 1) $\frac{2}{4} = 0.5$ 2) $\frac{2}{5} = 0.4$ 3) $\frac{1}{5} = 0.2$ 4) $\frac{5}{8} = 0.625$ 5) $\frac{2}{10} = 0.2$ 6) $\frac{2}{8} = 0.25$ 7) $\frac{3}{4} = 0.75$ 8) $\frac{1}{3} = 0.333$ 9) $\frac{8}{10} = 0.8$ 10) $\frac{8}{10} = 0.8$
Objective:	Students will be able to convert a fraction to a decimal.	
Materials:	Paper and Pencil (calculator optional)	
Standard:	7.NS.A.2.D	
Activities and Instructions:	<p>Review: How to convert a fraction to a decimal:</p> <p style="text-align: center;"><i>Changing Fractions to Decimals</i></p> <p>The easiest way to change a fraction to a decimal is to use a calculator. You simply divide the numerator by the denominator.</p> <p style="text-align: center;">$\frac{4}{5} = 4 \div 5 = .8$</p> <p><small>Use a calculator to divide the numerator by the denominator.</small></p> <p>If you don't have a calculator, it's a little trickier. One way is to try and rewrite the fraction with a power of 10 as the denominator. $\frac{4}{5}$ is the same as $\frac{8}{10}$. We can write $\frac{8}{10}$ by putting an 8 in the tenths place.</p> <p style="text-align: center;">$\frac{4}{5} = \frac{8}{10} = .8$</p> <p><small>One way to find a fraction with a power of 10 as the denominator.</small></p> <p>Some fractions are harder than others to change to a decimal without a calculator. You could also use long division if you can't figure out a way to get a power of 10 as the denominator.</p>	
Independent Practice:	<p>YOUR TURN! Pick 5 of the expressions below (3 for resource students) and simplify by combining like terms.</p> <p>1) $\frac{2}{4} =$ 6) $\frac{2}{8} =$</p> <p>2) $\frac{2}{5} =$ 7) $\frac{3}{4} =$</p> <p>3) $\frac{1}{5} =$ 8) $\frac{1}{3} =$</p> <p>4) $\frac{5}{8} =$ 9) $\frac{8}{10} =$</p> <p>5) $\frac{2}{10} =$ 10) $\frac{8}{10} =$</p>	
Extra Challenge::	Put your answers in order from least to greatest.	

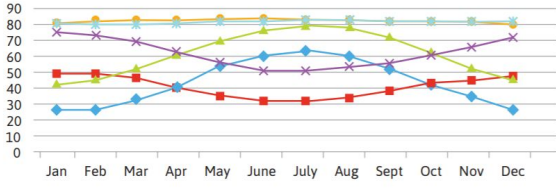
Every Day: Don't forget to read for at least 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students

7th Grade -- May 26 (Social Studies/Science)

The columns below offer choices for student activities.

Social Studies	Science	Extra Challenge- SS
Work Like a Historian	Temperature data patterns	Music in History
Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	Standard MS- ESS2- 6	Standard: H.3.6-8MC
<p>Option 1: Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this Prompt: <i>Describe what it means to be a good citizen?</i></p>	<p>Option 1</p>  <p>The graph shows temperature data for all six cities shown in the key. What patterns do you see in the data? List as many as possible. What possible reasons could there be for these patterns? Consider the location of the cities and what we learned about how the intensity of the light and curve of the earth affects temperature. Write a 3-5 sentence conclusion for the patterns you see.</p>	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song & rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p>How many roads must a man walk down Before you call him a man? How many seas must the white dove sail Before she sleeps in the sand? How many times must the cannonballs fly Before they're forever banned? The answer, my friend, is blowing in the wind The answer is blowing in the wind</p>
<p>Option 2: You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p>	<p>Option 2</p> <p>The graph above shows some surprising trends about the temperature in different cities around the world. Consider the graph and these questions we have yet to answer:</p> <ol style="list-style-type: none"> 1. What causes the temperature differences over a year that creates seasons? 2. Why are seasons the opposite in the Northern and Southern Hemispheres? <p>Brainstorm all possible answers to these questions WITHOUT GOOGLING THE ANSWERS! :) I would like to know what you think, not what you can google.</p>	<p>How many years can a mountain exist Before it's washed to the sea? How many years must some people exist Before they're allowed to be free? And how many times can a man turn his head And pretend that he just doesn't see the answer The answer, my friend, is blowing in the wind The answer is blowing in the wind</p> <p>How many times can a man look up Before he sees the sky? How many ears must one person have Before he can hear people cry? And how many deaths will it take 'til he knows That too many people have died? The answer, my friends, is blowing in the wind The answer is blowing in the wind Oh, the answer, my friends, is blowing in the wind The answer is blowing in the wind Source: LyricFind Songwriters: Bob Dylan Blowin' in the Wind lyrics © Universal Music Publishing Group, Audiam, Inc</p>
<p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>		

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

Remote Learning Activities for Students

7th Grade -- May 27 (ELA)

	Reading/Research	Grammar	Writing	Resource Room
Activity Title:	News Articles A-Z	Subject/Verb Agreement	Memory Book	
Standard:	CCSS. ELA-Literacy RL1.1, 1.2, and 1.3	CCSS.ELA-Literacy.L.7.2	CCSS.ELA-Writing. W.7.4	
Materials:	Paper, pencil	Paper, pencil	Paper, markers	
Activities and Instructions:	Can you find a news topic for every letter in the alphabet? Read a news story or listen to the news on TV. Write a brief summary about the story you read or listened to. Place that summary under the letter that the topic of the news story begins with and move on to another letter.	Read each sentence, then choose the correct word to complete each sentence. Rewrite the sentence with the correct word in place.	Reflecting on your school year and capturing who you are right now at the end of your 7th grade year helps you to grow as an individual. You will do this through the creation of a memory book.	Resource Room: Write a paragraph telling me what new language you would like to learn to speak.
Independent Practice:	<p>Create a list of letters A - Z on paper or Google slides.</p> <p>Pick a news story to read or listen to on TV.</p> <p>Take notes on the story by answering Who? What? Where? When? Why? And How? Use these notes to write a brief summary about the news story you read about or listened to. (No more than 3 sentences.)</p> <p>Place the summary you wrote under the letter the topic of the story begins with.</p> <p>Continue to do this until you have a brief news summary under each letter.</p>	<p>22. Amaya knows more about history than I <u>do/ does</u>.</p> <p>23. I <u>weren't/ wasn't</u> late on purpose.</p> <p>24. Mrs. Stewart now <u>drove / drives</u> a big truck for a moving company.</p> <p>25. There <u>are / is</u> a sale on green beans today at the store.</p> <p>26. Kylen <u>sings / sing</u> on the way to school.</p> <p>27. Keith and Lexie <u>go/ goes</u> to my school.</p> <p>28. Daniyah's dogs <u>doesn't/ don't</u> like cats.</p>	<p>Page #4: Then/Now</p> <p>Make a Venn diagram. Label one side August 2019 and the other May 2020. Label the middle 'same.' Reflect on how you are the same and different from the beginning of your 7th grade year to today. Think about:</p> <p>-How has your friend group changed and stayed the same? -What activities are the same or different? -How do you look the same or different?</p>	<p>Resource Room: Would you rather meet the president or a movie star?</p> <p>Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.</p> <p>Resource Room: Unscramble the following job term words: Tdorco, ceahre, sneru, rbeupml, epldci, aetciieclm Ask your parents for help. :)</p>
Check for Understanding:	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a 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

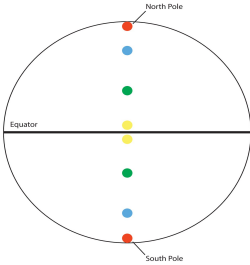
7th Grade -- May 27th (Math)

	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Check Understanding
Lesson Title:	Converting Decimals to Fractions	Answers: 11) $0.333 = \frac{1}{3}$ 12) $0.875 = \frac{7}{8}$ 13) $0.75 = \frac{3}{4}$ 14) $0.5 = \frac{1}{2}$ 15) $0.4 = \frac{2}{5}$ 16) $0.1 = \frac{1}{10}$ 17) $0.667 = \frac{2}{3}$ 18) $0.6 = \frac{3}{5}$ 19) $0.667 = \frac{2}{3}$ 20) $0.75 = \frac{3}{4}$
Objective:	Students will be able to convert a decimal to a fraction.	
Materials:	Paper and Pencil (calculator optional)	
Standard:	7.NS.A.2	
Activities and Instructions:	<p>Review: How to convert a decimal to a fraction:</p> <p><i>Changing Decimals to Fractions</i></p> <p>First, figure out the place value of the last digit on the right. Is it in the tenths place? (hundredths? thousandths?) Use the place value to write the decimal as a fraction over 10, 100, 1000, etc. Then simplify the fraction if possible.</p> <p>Remember, the first place to the right of the decimal is the tenths place. The second place is the hundredths, then thousandths, ten thousandths, and so on.</p> <p>For example, below, the 5 is in the hundredths place. The decimal 0.50 can be written as a fraction with denominator 100 and then simplified to a fraction with denominator 10.</p> <p>Decimal = Fraction</p> $.50 = \frac{50}{100} = \frac{1}{2}$ <p>Use the place value of the last digit to write as fraction with denominator of 10, 100, 1000 etc. Then simplify the fraction if possible.</p>	
Independent Practice:	<p>YOUR TURN! Pick 5 of the expressions below (3 for resource students) and simplify by combining like terms.</p> <p>11) $0.333 =$ 16) $0.1 =$</p> <p>12) $0.875 =$ 17) $0.667 =$</p> <p>13) $0.75 =$ 18) $0.6 =$</p> <p>14) $0.5 =$ 19) $0.667 =$</p> <p>15) $0.4 =$ 20) $0.75 =$</p>	
Extra Challenge:	Put your answers in order from least to greatest.	

Remote Learning Activities for Students

7th Grade -- May 27 (Social Studies/Science)

The columns below offer choices for student activities.

Social Studies	Science	Extra Challenge- Science
Work Like a Historian	Title How Does the Earth Move?	Title
Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	Standard MS-ESS2-6	Standard
<p>Option 1: Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this Prompt: <i>How are you dealing with people who bug you?</i></p>	<p>Option 1</p>  <p>North of the Equator:</p> <ul style="list-style-type: none"> ● yellow = Singapore ● green = Atlanta ● blue = Oslo <p>South of the Equator:</p> <ul style="list-style-type: none"> ● yellow = Belem ● green = Buenos Aires ● blue = Ushuaia <p>The graph shows location data for all six cities shown in the key.</p> <p>If you were to rotate the model so that the dots are directly facing the sun, answer the following questions: What time of day would people standing on Earth where the dots are experiencing now? How do you know?</p>	<p>Create the Earth Model</p> <p>Materials:</p> <p>Styrofoam ball (7.6cm diameter)</p> <p>Label the ball like the diagram in option one.</p> <p>Place a lamp without a shade in the center of the room to represent the sun.</p> <p>Use this model to help you answer the questions for option 1 and 2.</p>
<p>Option 2: You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p>	<p>Option 2</p> <p>If you rotate the dots 180°, so that the dots are now facing away from the sun, opposite from where you stated. Answer the following questions:</p> <ul style="list-style-type: none"> ● What time of day would it be where the dots are now located? ● What is this spinning of the Earth called? ● What does this create? ● Why is it night on the side of the Earth that is facing away from the sun? 	
<p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>		

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

Remote Learning Activities for Students

7th Grade -- May 28 (ELA)

	Reading/Research	Grammar	Writing	Resource Room
Activity Title:	News Articles A-Z	Subject/Verb Agreement	Memory Book	
Standard:	CCSS. ELA-Literacy RL1.1, 1.2, and 1.3	CCSS.ELA-Literacy.L.7.2	CCSS.ELA-Writing. W.7.4	
Materials:	Paper, pencil	Paper, pencil	Paper, markers	
Activities and Instructions:	Can you find a news topic for every letter in the alphabet? Read a news story or listen to the news on TV. Write a brief summary about the story you read or listened to. Place that summary under the letter that the topic of the news story begins with and move on to another letter.	Read each sentence, then choose the correct word to complete each sentence. Rewrite the sentence with the correct word in place.	Reflecting on your school year and capturing who you are right now at the end of your 7th grade year helps you to grow as an individual. You will do this through the creation of a memory book.	Resource Room: Unscramble the following time words: Ckcol, seinmut, hnotm, nerarlda, ryae, tnecyru Ask your parents for help. :)
Independent Practice:	<p>Create a list of letters A - Z on paper or Google Slides.</p> <p>Pick a news story to read or listen to on TV.</p> <p>Take notes on the story by answering Who? What? Where? When? Why? And How? Use these notes to write a brief summary about the news story you read about or listened to. (No more than 3 sentences.)</p> <p>Place the summary you wrote under the letter the topic of the story begins with.</p> <p>Continue to do this until you have a brief news summary under each letter.</p>	<p>29. I <u>eat / ate</u> dinner with my best friend's family last night.</p> <p>30. There <u>is / are</u> only three chapters left to read!</p> <p>31. The frogs <u>jump / jumps</u> when they are scared.</p> <p>32. When she <u>was / were</u> a child, my mother lived in Ohio.</p> <p>33. The children <u>haven't / hasn't</u> seen the movie.</p> <p>34. Julius and JC often <u>work / works</u> at that fast food restaurant.</p> <p>35. There <u>are / is</u> a newspaper lying on the front porch.</p>	<p>Page #5: Teachers</p> <p>Reflect on your teachers and who would earn the following awards:</p> <ul style="list-style-type: none"> -smartest -most athletic -funniest -kindest -best role model -best dressed -loudest -most likely to still be in contact with in 5 years 	<p>Resource Room:</p> <p>Would you rather own a boat or a plane?</p> <p>Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.</p> <p>Resource Room:</p> <p>Write a list of 5-7 adjectives describing the current pandemic we are in.</p>
Check for Understanding:	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a 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 -- May 28th (Math)

	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Extra Challenge												
Lesson Title:	Converting Decimals to Percents	Put your answers in order from least to greatest.												
Objective:	Students will be able to convert a decimal to a percent.													
Materials:	Paper and Pencil (calculator optional)													
Standard:	7.NS.A.2													
Activities and Instructions:	<p>Review: How to convert a decimal to a percent</p> <p><i>Changing Decimals to Percents</i></p> <p>Think of a decimal as a fraction. For example, 250 means 250 out of 1000. This can be written as the fraction $\frac{250}{1000}$. We can get the decimal by dividing and rewrite the fraction as a percent. For example $\frac{250}{1000}$ that means 25 out of 100, which is the same as 25%.</p> <p>If we can get the decimal written as a fraction with 100 as the denominator, the top number will be the percent.</p> <p>Percent means "per 100." 12 out of 100 is the same thing as 12%.</p> $.12 = \frac{12}{100} = 12\%$ <p>The last digit is in the hundredths place.</p> <p>There's nothing wrong with this method, but there is a faster way. Did you notice a shortcut? $.12 = 12\%$ and $.371 = 37.1\%$. What do you notice about the decimal point? It just moves 2 places over to the right!</p> <p>You can use this shortcut each time to change the decimal to a percent. Just move the decimal over two places to the right.</p> <p>Decimal = Percent</p> <table border="1"> <tr> <td> <p>Long Way: Rewrite as fraction with 100 as the denominator.</p> $\frac{81}{100} = 81\%$ <p>The last digit is in the hundredths place.</p> </td> <td> <p>SHORTCUT: Move the decimal 2 places to the right.</p> $81 = 81\%$ </td> </tr> </table>		<p>Long Way: Rewrite as fraction with 100 as the denominator.</p> $\frac{81}{100} = 81\%$ <p>The last digit is in the hundredths place.</p>	<p>SHORTCUT: Move the decimal 2 places to the right.</p> $81 = 81\%$										
<p>Long Way: Rewrite as fraction with 100 as the denominator.</p> $\frac{81}{100} = 81\%$ <p>The last digit is in the hundredths place.</p>	<p>SHORTCUT: Move the decimal 2 places to the right.</p> $81 = 81\%$													
Independent Practice:	<p>YOUR TURN! Pick 8 problems (4 for resource students) and convert them to percents.</p> <table> <tr> <td>0.36 =</td> <td>1.57 =</td> <td>0.765 =</td> </tr> <tr> <td>1.31 =</td> <td>1.7 =</td> <td>1.92 =</td> </tr> <tr> <td>1.29 =</td> <td>0.69 =</td> <td>0.64 =</td> </tr> <tr> <td>0.74 =</td> <td>1.23 =</td> <td>0.54 =</td> </tr> </table>		0.36 =	1.57 =	0.765 =	1.31 =	1.7 =	1.92 =	1.29 =	0.69 =	0.64 =	0.74 =	1.23 =	0.54 =
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0.74 =	1.23 =	0.54 =												
Check for Understanding:	<table> <tr> <td>0.36 = 36 %</td> <td>1.57 = 157 %</td> <td>0.765 = 76.5 %</td> </tr> <tr> <td>1.31 = 131 %</td> <td>1.7 = 170 %</td> <td>1.92 = 192 %</td> </tr> <tr> <td>1.29 = 129 %</td> <td>0.69 = 69 %</td> <td>0.64 = 64 %</td> </tr> <tr> <td>0.74 = 74 %</td> <td>1.23 = 123 %</td> <td>0.54 = 54 %</td> </tr> </table>		0.36 = 36 %	1.57 = 157 %	0.765 = 76.5 %	1.31 = 131 %	1.7 = 170 %	1.92 = 192 %	1.29 = 129 %	0.69 = 69 %	0.64 = 64 %	0.74 = 74 %	1.23 = 123 %	0.54 = 54 %
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Every Day: Don't forget to read for at least 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students

7th Grade -- May 28 (Social Studies/Science)

The columns below offer choices for student activities.

Social Studies	Science	Extra Challenge- Science
Work Like a Historian	Title How Does the Earth Move?	Title
Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	Standard MS-ESS2-6	Standard
<p>Option 1: Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this Prompt: <i>If you found a genie in a lamp/bottle and had 3 wishes, what would they be?</i></p>	<p>Option 1 Some information to help answer the questions in option 2. Earth's orbit is almost a circle around the sun. The Earth is slightly closer to the sun in January. The farthest the Earth is from the sun is 245 million kilometers. The closest is 237 million kilometers. The percentage change in distance from the closest to the farthest point from the sun is only 3%.</p> <p>Research: How hot does it usually get here in the summer? How cold is it in the winter? Is that more than a 3% difference?</p>	<p>If you have access to the Interactive Digital Edition of IQWST, Read Lesson eight One: Day and Night answer the questions and turn in to the teacher (Login and Password were emailed to your gmail account by your teacher.)</p> <p>Click on the cloud with the arrow to turn in your work.</p> 
<p>Option 2 You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p>	<p>Option 2 Scientific Principles: 16. The Earth is tilted on its axis, cause light to hit the Earth more intensely and for longer periods of time in different parts of the Earth during the year. This causes seasons.</p> <p>Using the knowledge gained for the 16th scientific principle to answer the following questions: What causes the temperature differences that create seasons? Why are the seasons opposite in the Northern and Southern Hemispheres? Write 3-5 sentences to explain your answer.</p>	
<p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>		

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

Remote Learning Activities for Students

7th Grade -- May 29 (ELA)

	Reading/Research	Grammar	Writing	Resource Room
Activity Title:	News Articles A-Z	Subject/Verb Agreement	Memory Book	
Standard:	CCSS. ELA-Literacy RL1.1, 1.2, and 1.3	CCSS.ELA-Literacy.L.7.2	CCSS.ELA-Writing. W.7.4	
Materials:	Paper, pencil	Paper, pencil	Paper, markers	
Activities and Instructions:	Can you find a news topic for every letter in the alphabet? Read a news story or listen to the news on TV. Write a brief summary about the story you read or listened to. Place that summary under the letter that the topic of the news story begins with and move on to another letter.	Read each sentence, then choose the correct word to complete each sentence. Rewrite the sentence with the correct word in place.	Reflecting on your school year and capturing who you are right now at the end of your 7th grade year helps you to grow as an individual. You will do this through the creation of a memory book.	Resource Room: Would you rather be stuck on a bus or on a train? Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.
Independent Practice:	<p>Create a list of letters A - Z on paper or Google slides.</p> <p>Pick a news story to read or listen to on TV.</p> <p>Take notes on the story by answering Who? What? Where? When? Why? And How? Use these notes to write a brief summary about the news story you read about or listened to. (No more than 3 sentences.)</p> <p>Place the summary you wrote under the letter the topic of the story begins with.</p> <p>Continue to do this until you have a brief news summary under each letter.</p>	<p>36. If he means what he <u>say</u> / <u>says</u>, we believe him.</p> <p>37. We will leave when I <u>am</u> / <u>is</u> ready.</p> <p>38. <u>Isn't</u> / <u>Aren't</u> you going to lunch with us?</p> <p>39. Tomorrow night, Payton <u>will study</u> / <u>has study</u> with them at the library.</p> <p>40. There <u>is</u> / <u>are</u> several quarters on the table next to the sofa.</p> <p>41. Jaydan and Solomon <u>climb</u> / <u>climbs</u> the stairs every day.</p> <p>42. Kallen and Yessica <u>was</u> / <u>were</u> late to the meeting.</p>	<p>Page #6: Classmates</p> <p>Reflect on your classmates and who would earn the following awards:</p> <ul style="list-style-type: none"> -smartest -most athletic -funniest -kindest -best role model -best dressed -loudest -most likely to be on The Voice 	Resource Room: Unscramble the following summer words: Cabhe, sghnfii, gncmiap, ivncaaot, simw, wmra Ask your parents for help. :)
Check for Understanding:	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a 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 -- May 29th (Math)

	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Extra Challenge											
Lesson Title:	Converting Percents to Decimals	List your answers from least to greatest.											
Objective:	Students will be able to convert a percent to a decimal.												
Materials:	Paper and Pencil (calculator optional)												
Standard:	7.NS.A.2												
Activities and Instructions:	<p>Review: How to convert a percent to a decimal:</p> <p style="text-align: center;"><i>Changing Percents to Decimals</i></p> <p>The word percent means "per 100." 20% means 20 out of 100, or 20/100.</p> <p>67% means 67 out of 100, or 67/100. So to change a percent to a decimal, you simply divide the percentage number by 100. When you divide by 100, the decimal just moves over 2 places to the left.</p> <p style="text-align: center;">Percent → Decimal</p> <p style="text-align: center;">$28\% = \frac{28}{100} = .28$</p> <p style="text-align: center;">Divide by 100.</p> <p style="text-align: center;"><small>(Move the decimal 2 places to the left.)</small></p>												
Independent Practice:	<p>YOUR TURN! Pick 8 problems (4 for resource students) and convert them to decimals.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">22 % =</td> <td style="width: 33%;">38.2 % =</td> <td style="width: 33%;">119 % =</td> </tr> <tr> <td>33.2 % =</td> <td>176 % =</td> <td>38.7 % =</td> </tr> <tr> <td>45 % =</td> <td>144 % =</td> <td>79.9 % =</td> </tr> <tr> <td>162 % =</td> <td>14.4 % =</td> <td>93 % =</td> </tr> </table>	22 % =	38.2 % =	119 % =	33.2 % =	176 % =	38.7 % =	45 % =	144 % =	79.9 % =	162 % =	14.4 % =	93 % =
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45 % =	144 % =	79.9 % =											
162 % =	14.4 % =	93 % =											
Check for Understanding:	<p>Answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">22 % = 0.22</td> <td style="width: 33%;">38.2 % = 0.382</td> <td style="width: 33%;">119 % = 1.19</td> </tr> <tr> <td>33.2 % = 0.332</td> <td>176 % = 1.76</td> <td>38.7 % = 0.387</td> </tr> <tr> <td>45 % = 0.45</td> <td>144 % = 1.44</td> <td>79.9 % = 0.799</td> </tr> <tr> <td>162 % = 1.62</td> <td>14.4 % = 0.144</td> <td>93 % = 0.93</td> </tr> </table>	22 % = 0.22	38.2 % = 0.382	119 % = 1.19	33.2 % = 0.332	176 % = 1.76	38.7 % = 0.387	45 % = 0.45	144 % = 1.44	79.9 % = 0.799	162 % = 1.62	14.4 % = 0.144	93 % = 0.93
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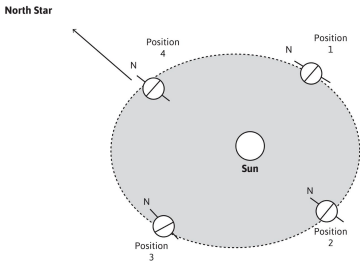
Every Day: Don't forget to read for at least 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students

7th Grade -- May 29 (Social Studies/Science)

The columns below offer choices for student activities.

Social Studies	Science	Extra Challenge- SS
Work Like a Historian	Title Does a Tilted Earth Explain the Seasons?	Music in History
Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	Standard MS-ESS1-1	Standard: H.3.6-8MC
<p>Option 1: Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this Prompt: <i>What will people in the future say about how we lived during this pandemic? Think about what we learned about the 1918 Flu and what should be remembered from now?</i></p>	<p>Option 1</p>  <ul style="list-style-type: none"> • Label the position of Earth in all four seasons: summer, fall, winter and spring in the Northern Hemisphere and Southern Hemisphere. • Label the equator and the North and South Poles on each Earth. • On each of the Earths, indicate which season is represented. 	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song & rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p><i>For What It's Worth</i> There's something happening here What it is ain't exactly clear There's a man with a gun over there Telling me I got to beware</p> <p>I think it's time we stop, children, what's that sound</p>
<p>Option 2 You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p>	<p>Option 2 Observing the diagram completed in option 1. Explain in 3-5 sentences why you labeled the hemisphere's the way that you did.</p>	<p>Everybody look what's going down There's battle lines being drawn Nobody's right if everybody's wrong Young people speaking their minds Getting so much resistance from behind</p> <p>It's time we stop, hey, what's that sound Everybody look what's going down</p> <p>What a field-day for the heat A thousand people in the street Singing songs and carrying signs Mostly say, hooray for our side</p> <p>It's a time we stop, hey, what's that sound Everybody look what's going down Paranoia strikes deep Into your life it will creep It starts when you're always afraid You step out of line, the man come and take you away Source: LyricFind Songwriters: Stephen Stills For What It's Worth lyrics © Warner Chappell Music, Inc</p>
<p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoolology, or google classroom.</p>		

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

Remote Learning Activities for Students

7th Grade -- June 1 (ELA)

	Reading/Research	Grammar	Writing	Resource Room
Activity Title:	News Articles A-Z	Subject/Verb Agreement	Memory Book	
Standard:	CCSS. ELA-Literacy RL1.1, 1.2, and 1.3	CCSS.ELA-Literacy.L.7.2	CCSS.ELA-Writing. W.7.4	
Materials:	Paper, pencil	Paper, pencil	Paper, markers	
Activities and Instructions:	Can you find a news topic for every letter in the alphabet? Read a news story or listen to the news on TV. Write a brief summary about the story you read or listened to. Place that summary under the letter that the topic of the news story begins with and move on to another letter.	Read each sentence, then choose the correct word to complete each sentence. Rewrite the sentence with the correct word in place.	Reflecting on your school year and capturing who you are right now at the end of your 7th grade year helps you to grow as an individual. You will do this through the creation of a memory book.	Resource Room: Unscramble the following job term words: Tdorco, ceahtre, sneru, rbeupml, epldci, aetciieclrn Ask your parents for help. :)
Independent Practice:	<p>Create a list of letters A - Z on paper or Google slides.</p> <p>Pick a news story to read or listen to on TV.</p> <p>Take notes on the story by answering Who? What? Where? When? Why? And How? Use these notes to write a brief summary about the news story you read about or listened to. (No more than 3 sentences.)</p> <p>Place the summary you wrote under the letter the topic of the story begins with.</p> <p>Continue to do this until you have a brief news summary under each letter.</p>	<p>43. Aurelia <u>wasn't / weren't</u> in class yesterday.</p> <p>44. My dad and I <u>was watching / are watching</u> a movie on TV right now.</p> <p>45. There <u>are / is</u> two stray dogs running loose in the street.</p> <p>46. Kassie and Joey's dog <u>bark / barks</u> all the time.</p> <p>47. Kalea and Kat said they <u>is / are</u> coming to the park.</p> <p>48. The car <u>doesn't / don't</u> look as shiny as it used to.</p> <p>49. Last summer Uncle Deklyn <u>paints / painted</u> the outside of the house.</p>	<p>Page #7: Advice to Next Year's 7th Graders</p> <p>Write a letter to next year's 7th grade class offering advice on how to survive 7th grade! Because, well, you just did! You're now the expert on how to make it survive the 7th grade!</p>	<p>Resource Room: Write 5 words that have double vowels in them.</p> <p>Resource Room: Would you rather climb a mountain or swim in an ocean?</p> <p>Write a 6 sentence paragraph.</p>
Check for Understanding:	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.	Share your creation with your family or a 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 -- June 1st (Math)

	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Extra Challenge												
Lesson Title:	Converting Percents to Fractions	Put your answers in order from least to greatest.												
Objective:	Students will be able to convert a percent to a fraction.													
Materials:	Paper and Pencil (calculator optional)													
Standard:	7.NS.A.2													
Activities and Instructions:	<p>Review: How to convert a percent to a fraction:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Changing Percents to Fractions</i></p> <p>Remember, the word percent means "per 100." This means you can change a percent into a fraction by dividing by 100. Don't forget to check if you can simplify the fraction if possible. Look at each of the examples, and determine how you can divide by the same number.</p> <p>If the percent is a decimal, it helps as a first step to simplify the fraction. To get rid of the decimal, you will need to multiply the numerator and denominator by a power of 10 to make the decimal turn first. Once you do this, you can simplify the fraction like normal.</p> <p>Percent with a Decimal → Fraction</p> $14.2\% = \frac{14.2}{100} = \frac{142}{1000} = \frac{71}{500}$ <p>Multiply by a power of 10 to make the decimal. Then simplify the fraction if possible.</p> </div> <div style="width: 45%;"> <p>Percent → Fraction</p> $28\% = \frac{28}{100} = \frac{7}{25}$ <p>Divide by 100. Simplify if possible.</p> </div> </div>													
Independent Practice:	<p>YOUR TURN! Pick 8 problems (4 for resource students) and convert them to fractions..</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">92 % =</td> <td style="width: 33%;">45 % =</td> <td style="width: 33%;">62 % =</td> </tr> <tr> <td>72.4 % =</td> <td>16 % =</td> <td>31.3 % =</td> </tr> <tr> <td>69 % =</td> <td>48 % =</td> <td>14.1 % =</td> </tr> <tr> <td>32.1 % =</td> <td>47 % =</td> <td>6 % =</td> </tr> </table>		92 % =	45 % =	62 % =	72.4 % =	16 % =	31.3 % =	69 % =	48 % =	14.1 % =	32.1 % =	47 % =	6 % =
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Every Day: Don't forget to read for at least 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students

7th Grade -- June 1 (Social Studies/Science)

The columns below offer choices for student activities.



Social Studies	Science	Extra Challenge- Science
Work Like a Historian	Title: What Make Weather Change: Sundials	Title: Sundials
Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	Standard: MS-ESS1.B	Standard
<p>Option 1: Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this Prompt: <i>As we wind up this school year, what have you realized about yourself as a learner? Do you have any advice for yourself for the next school year?</i></p>	<p>Option 1 Think about what you know about how shadows are created. How could ancient people have used shadows to tell the time? If you remembered that the length of a shadow changes over the course of a day, you would be right. During the day, people saw that the shadow cast by a tree, a rock, or even their own body was long in the early morning and grew shorter and shorter until it disappeared when the sun was overhead in the middle of the day. As the afternoon went on, they noticed that the shadow got longer again— only on the other side of the object. Using Shadows to Tell Time After a while, people were able to tell how much of the day was over by looking at the shadows. The first clock was probably invented by a person who put a stick into the ground and made marks in the dirt to show where the stick's shadow was every hour Look at the picture. What time of day do you think it is based on the length of the shadow and why?</p> 	<p>Make your own sundial: Materials: <i>paper plate, clay or play dough, straw, pencil markers.</i> Directions: First, poke a hole in your paper plate the same size as your straw. Push the straw through the plate and turn the plate upside down. When you put the plate down, the straw should be standing up straight. If the straw is falling over, use the clay or play dough to support the straw. Calibrate Your Sundial: Set your plate in the sun. Note the time and mark it on the plate in pencil where the shadow is. Do this every half hour or hour during daylight hours. It might take 2 days to get all your times recorded. (<i>If the weather is windy, use a rock or other heavy object to hold the plate in place.</i>) When you get your daylight times recorded, you can write the times in marker and decorate your sundial with colored markers if you wish. <i>Your sundial will be accurate for a while, but as seasons change and the orbit of the sun changes, your sundial will have to be re-calibrated or you can make a whole new one!</i></p>
<p>Option 2 You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p>	<p>Option 2 Shadows caused by the sun are the longest at sunrise and sunset. People judged the time of day by the length and position of a stick positioned in the ground shadow (left picture). These were the first sundials. A sundial is a device that tells the time of day when there is sunlight by the apparent position of the Sun in the sky. After a while, people divided the daylight into 12 hours and designed sundials like the one pictured on the right. These sundials had the hours marked on them. By watching where the shadow fell, people would use the numbers to name what time of day it was.</p>  <p>Just like us, ancient people saw that the sun seems to move across the sky, starting in the east in the morning, moving toward the south in the afternoon, and then toward the west at the end of the day. Is the sun actually moving across the sky or is the Earth rotating on its axis, it just appears that the sun is moving across the sky? Explain your answer.</p>	
<p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>		

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

Remote Learning Activities for Students

7th Grade -- (SEL) Theme: Empathy

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


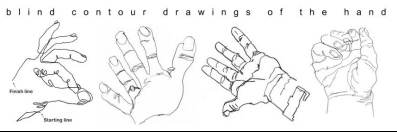

Social Emotional Learning Choice Board aligns with standards 2A.1a Recognizes others may have different feelings about situations. 2A.1b Listens to others to identify their feelings.		
<p style="text-align: center;">Labeling Feelings</p> <p>Ask children to describe and label how they might feel in these three different bullying situations:</p> <ul style="list-style-type: none"> -If they saw someone being bullied -If they were being bullied themselves -If they bullied someone <p>Explain that bullying can lead to strong feelings, such as anger, frustration, and fear. While it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone.</p>	<p style="text-align: center;">Different and Similar</p> <p>Discuss the main ways that children are different from one another. Prompt them with examples, if needed.</p> <ul style="list-style-type: none"> -Some children are big, and others are small. -Some children run fast, and others run slowly. -Some children like to play with blocks, and others like to draw pictures <p>Ask, "What would the world, school, neighborhood/etc. be like if we were all the same"</p>	<p style="text-align: center;">Helping Others Feel Better</p> <p>First, use these questions to discuss with your child what children can do to help others feel better:</p> <ol style="list-style-type: none"> 1. How can you know how someone else feels? 2. How can we recognize when another child is feeling bad or left out? 3. How can we cheer up children who feel bad and help them feel better? <p>Next, use role-playing to help children practice recognizing a child who is feeling hurt and helping the child feel better.</p>
<p style="text-align: center;">Acts of Kindness</p> <p>Discuss how an act of kindness is the opposite of bullying because it helps another person feel <i>good</i> instead of <i>bad</i>—it <i>gives</i> a person a good feeling rather than <i>takes away</i> a good feeling.</p> <p>At the end of the day, have children report on their acts of kindness.</p> <p>Ask children to describe one nice thing they did for someone else, how it made the other person feel, and how it made them feel. Have each child plan one act of kindness that he or she will do that day for someone.</p>	<p style="text-align: center;">Modeling Helpfulness</p> <p>Discuss the ways that bullying behavior leads both the child who bullies and the child who is bullied to disrespect each other and feel like enemies, rather than friends. Then use pictures, stories, puppets, or other concrete props to model examples of the many ways that children and adults can show that they care about others feelings and can help each other. Discuss how caring behaviors make both the giver and the receiver feel happy and good.</p> <div style="border: 2px dashed black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Definition of Bullying: Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. Our school defines bullying by three primary characteristics: It is aggressive behavior that is usually repeated over time, occurs in a relationship where there is an imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the target.</p> </div>	<p style="text-align: center;">Role-Play with Empathy</p> <div style="border: 2px dashed black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Empathy is the ability to understand and share the feelings of another.</p> </div> <p>Pretend you are in the following scenarios with your child. How can you encourage empathy with the following:</p> <ul style="list-style-type: none"> • ... a friend did not want to play • ...his puppy needs surgery • ...all friends going to the movie but you • ...someone drew a better picture • ...someone told a secret of yours • ...he cleaned his room • ...kids laugh at her at the park <p>Write or draw some outcomes.</p>
<p style="text-align: center;">Kind Words</p> <p>Materials: cotton balls or something with a soft texture and sandpaper or something with a rough texture</p> <p>How can the way we speak to someone help them? How can it hurt?</p> <p>First focus on the cotton balls. Rub them on your hands and arms and use descriptive words to describe how they feel. If cotton balls were like words what words would they be? Example: Please, thank you, good job, your hair looks nice.</p> <p>Now focus on the sandpaper and use descriptive words to describe how it feels. If words were like sandpaper what words would it be? Example: Calling names, yelling, saying things that are hurtful. Next have an adult help you scrape the sandpaper on some wood or plastic. Look at the mark it left and discuss how "sandpaper words" hurt feelings.</p> <p>Finally discuss the importance of using "cotton ball words" instead of "sandpaper words" to solve problems.</p>	<p style="text-align: center;">Walk a Minute (Mile) in Someone's Shoes!</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Pick a person in your family. Spend some time doing the things they do; Ideas: chores, jobs, responsibilities, etc...</p> <p>At the end of the day (or time) sit down and talk about what it was like.</p> <p style="text-align: center;">Was it easy? Hard? What would you change? How did it make you feel? How can you better understand that person now?</p>	<p style="text-align: center;">Paper Chain of Kindness</p> <p>Brainstorm different things you can do that would be kind. Cut strips of paper. Write each act of kindness on a strip of paper and then link your strips of paper together with glue to create a chain. Everyday take one link out of your chain and complete that act of kindness. Reflect on how that act of kindness made you feel and how the person you did the kind act for felt as well.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>If you do not have supplies create a unique drawing linking words of Kindness in a fun way!</p>

Parent Signature: _____

Remote Learning Activities for Students

7th Grade -- (Electives)

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

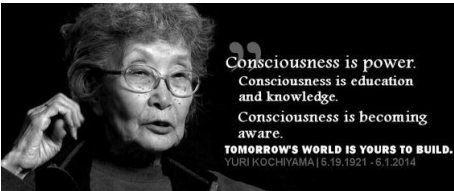
Art	Music	PE/Health														
<p>Students will create blind contour drawings and continuous-line drawings. MA:Pr5.1.7 b. MA:Pr5.1.7c. Though it may seem frustrating at first, anyone can learn to draw on some level of realism, but they have to train themselves to really look at (observe) what they see. To improve your drawing skills, practice simple blind contour exercises (for 10-20 minutes.) each day. Materials: Paper and a pencil or pen.</p> <p>1 Choose “everyday objects” such as books, shoes, lamps, clocks, plants, pop bottles, toys, etc. 2. Tape a piece of paper to your drawing surface so it doesn't shift as you draw. 3. Arrange yourself so you can see the object you will be drawing without seeing the paper. 4. Pick a point on the object where your eye can begin its slow journey 5. <u>Move your pencil slowly as if it was connected to your eye-</u> and moving like a snail—barely crawling along the contour (edges) of the objects. 6. Do not look down at your hand or the paper as you draw. Rather, force yourself to concentrate on how the shapes, lines, and contours of the object relate to one another as you observe.</p>  <p>Day 2. Next, create a few drawings of your hand, held in different positions—all on the same piece of paper. Include features like fingernails, wrinkles, knuckles and veins. If possible, go to the following link and watch the video on creating a blind contour drawing of a hand https://www.youtube.com/watch?v=FkHVqbM_xLU&t=24s</p>  	<p>Describe what You Hear! MU:Re8.1.7; MU:Re9.1.7</p> <p>This activity will help students to describe music and to be creative with language. Use 3 contrasting songs (different styles or genres), such as Marilyn Manson's Sweet Dreams, Eminem's Lose Your- self, and Rolling in the Deep by Adele. You may pick any 3 songs you like.</p> <ol style="list-style-type: none"> 1) Listen to the first song/recording and write down, using single words, what you hear. 2) Now, group the words into categories. Identify words that relate to the rhythm, the melody, the tempo, the instrumentation, and so on. 3) Listen to the next 2 songs/recordings and repeat steps 1 & 2 for both. 5) Once this is complete compare and contrast the words you wrote for each song. Were there any similar words used? What about when you related them to the different categories, any similarities? 6) Finally, share your results with your teacher by email or google classroom. <hr/> <p>DAY 2: Make Your Own Instrument! MU:Cr1.1.E; MU:Cr2.1.E</p> <p>Using common, everyday things found around your house, create a musical instrument. Here's a list of materials to get you started: -string/yarn; ribbon; empty box; a carrot; empty paper towel roll; plastic straw, glass cups of different sizes.</p> <p>Glue, scissors, and tape might be useful items to construct your instruments. Try playing a simple song on your home-made instrument and share it with others!</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). If possible, you can share this log with your teacher weekly by taking a picture/sending an email.</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. Continue the challenge from the day you left off with last time!</p> <table border="1" data-bbox="1076 915 1503 1381"> <tbody> <tr> <td>DAY 1 PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20</td> <td>DAY 2 PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25</td> </tr> <tr> <td>DAY 3 PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30</td> <td>DAY 4 PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30</td> </tr> <tr> <td>DAY 5 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35</td> <td>DAY 6 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40</td> </tr> <tr> <td>DAY 7 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45</td> <td>DAY 8 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55</td> </tr> <tr> <td>DAY 9 PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55</td> <td>DAY 10 PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65</td> </tr> <tr> <td>DAY 11 PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75</td> <td>DAY 12 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85</td> </tr> <tr> <td>DAY 13 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90</td> <td>DAY 14 PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100</td> </tr> </tbody> </table> <p>NOTES! *REPEAT TWICE A DAY FOR TWO WEEKS.</p>	DAY 1 PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20	DAY 2 PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25	DAY 3 PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30	DAY 4 PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30	DAY 5 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35	DAY 6 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40	DAY 7 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45	DAY 8 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55	DAY 9 PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55	DAY 10 PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65	DAY 11 PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75	DAY 12 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85	DAY 13 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90	DAY 14 PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100
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<p>Day 3 Create a blind contour drawing and/or a continuous line drawing of your face, using a mirror --Or ask someone in your home to pose for you. A continuous line drawing is different, in that you may look at your paper while drawing, but you are not pick up your pencil from the paper until the drawing is done. If your pencil does “slip,” place it close to where you left off, and continue drawing. Include as many features as possible. (eyes, eyebrows, nose, mouth, hair, ears, glasses, neck, shirt collar...</p>	<p>DAY 3: MUSIC TWISTER - MU:Cn11.1.7 *Make 7 squares and label each with one letter of the music alphabet. You can use 7 sheets of paper or go outside and draw them with chalk! *Try jumping from square to square following any sheet music that you have. Make sure to jump to the next note at the proper time - RHYTHM! *For an extra challenge, make squares for sharps and flats too!</p>	<p>In addition to the daily body challenge, there are many other great ways to stay active. Students can add 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 style="text-align: center;">Plan for Success:</p> <p>Create your own remote learning schedule for this set of days and activities. W.7.10 Your schedule should include *an average of 90-120 minutes of learning time per day broken into chunks of time for tasks/subjects *at least one SMART goal per day (which you share with someone) Also consider *the time of day and spot you do your best focused work *How you will keep track of your progress and where you will store your materials</p>	<p>Digital Citizenship: 2a, 2b, 2c Upstanders and Allies Do you have a nickname that your family or friends call you? If yes, would it be OK if I started calling you by that same nickname? What determines whether or not a nickname is appropriate? Talk with members of your family about this and come up with 1 really good reason when it is OK to use nicknames. Now a little twist: Let's say I take your nickname and post it to everything online about you....your instagram, snapchat, etc. Would this be OK? Or would it depend on the type of relationship we have?</p>	<p>Connecting 10a Empathize 11.2 Research Anchor Standard 10: Synthesize (Connect) and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Explore the connections of theatre artists to their community and the world at large. Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
<p style="text-align: center;">Words of the Week:</p> <p>Please add these words to your word list/notes and select one to use in your own sentence. W.7.10 consciousness: (noun) awareness; internal knowledge conscious: (adj) aware and sensing feelings and surroundings Often has the word "of" after it to tell what one is sensing/aware of <i>She was conscious of bias and prejudices getting in the way of safety and justice.</i> nurture: (v) to feed and provide shelter; to train; to encourage and support May add -ed, -ing, or a helping verb to help the verb fit the tense of the sentence.</p>	<p>1. Write a paragraph clarifying why you feel the way you do.</p> <p>In your paragraph I hope you said that the behavior illustrated would NOT BE OK. This is cyberbullying. Cyberbullying: using digital devices, sites, and apps to intimidate, harm, and upset someone Empathy: When you imagine the feelings that someone else is experiencing. Ally: Someone who responds to a bullying situation by supporting the person being bullied The terms above are important for anyone who uses social media to be able to define. 2. Write a paragraph on why it is important to show empathy? In your paragraph I hope you state that showing empathy helps a person decide what is right and wrong.</p>	<p>1. Years ago electronics like televisions, cell phones, and video games did not dominate our time as they do now. Research the following questions. Ask family/friends or find answers on the internet if you have access. How do you think young and older people entertained themselves before electronics were popular? What did they do for fun? Do you think you would enjoy that form of entertainment? Explain.</p>
<p style="text-align: center;">Quote of the Week:</p> <p>Please reflect on the quote and write 3-5 complete sentences sharing what you think it means and how it could connect your own life. W.7.10</p>  <p>Extra challenge: If you are curious, find out who Yuri Kochiyama was what she is known for.</p>	<p>One final scenario You are going through your instagram feed. You see that a friend has posted a photo with you and he/she making funny faces while eating pizza. You see that people you go to school with (before covid-19) have commented on the picture. Comments include: "OMG he eats too much", "Soooo lame", "What is she wearing", Now imagine that you are a friend of the 2 people in the picture reading the comments. Write a paragraph to explain how you could be an ally in this situation.</p>	<p>2. What do you think the storylines of movies were a long time ago? Research this by continuing to ask family/friends questions or look on the internet if you have access. 3. Now, it is your turn. What type of movies do you like? What do you think would be entertaining for children, teens, and adults? Write a paragraph to explain Try to tie it to the world today.</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>Teach a Family Member a Spanish Lesson</p> <p>Teach a family member or friend a lesson in Spanish. You must create an assessment (quiz, video, etc.) to show that this person has learned the lesson and get a signature from this person.</p>	<p>Assignment 10:</p> <p>Measure the length and width of your house from the outside. Again this will be easier with a tape measure but even that will be challenging. Most houses will be longer than a 16' tape measure so you will have to measure to 15', make a light mark and measure again from that mark. Do this until you have reached the end of the house and add up the lengths. Do not try to pull the tape measure to the end of the tape measure length as you may not be able to recoil the tape.</p>	
<p>Spanish Description of Remote Learning Days (RL)</p> <p>Write at least two paragraphs in Spanish about what you like and do not like to do on RL days. Include details such as when / why / where / with who.</p> <p>This should be written 100% in Spanish (EXCEPT for names / proper nouns).</p>	<p>Assignment 11:</p> <p>What is the square footage of the outside of your house? Multiply the length by the width.</p>	
<p>Survival Spanish</p> <p>Create a "survival list" of the most common Spanish words and phrases that you think someone would need when traveling. The list should include Spanish words, phrases, questions, and their English translations.</p>	<p>Assignment 12:</p> <p>Does the inside of your house square footage equal the outside square footage? You will have to add all the square footage of the rooms on one floor of your house together from past assignments. This total could be the same as the outside measurements. If it is not, what is the reason for this difference?</p>	

Parent Signature: _____