



At Home Learning Resources – Middle School Grade 7

Below are suggested (not required) activities for students to work on throughout the week for classes they are enrolled in.

Feel free to email your teachers if you would like feedback on your work.

Week of:	April 13-17
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Content Area	Activities
ELA	<p>Activity 1. Read for 30 minutes (30 minutes)</p> <ul style="list-style-type: none"> • Develop a list of new vocabulary words, use context clues to make predictions, and look up definition • Make note of word choice, context clues, and figurative language <p>Activity 2. Phrases and Clauses (25 minutes)</p> <p>https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/phrases-and-clauses/v/phrases-and-clauses-syntax-khan-academy</p> <ul style="list-style-type: none"> • Phrases and clauses Six-minute video and practice • Dependent and independent clauses Seven-minute video and practice • Relative clauses Five-minute video and practice <p>Activity 3. Informational Reading (30 minutes)</p> <ul style="list-style-type: none"> • Read attached article and follow instructions <p>https://lakeorionk12mi-my.sharepoint.com/:w:/g/person/stephanie_moyer_lok12_org/EUwEYy5sZppAso18w_UlwrcBtuX0y-NGSHN7r8gTjeJshQ?e=IBi8Rb</p>
Math Number Sense	<p><u>Math 7: THESE ASSIGNMENTS ARE TO BE DONE WITHOUT A CALCULATOR</u></p> <ol style="list-style-type: none"> 1. IXL G18 & IXL E11 (20-25 minutes per session) OR MathXL Lesson 2 Neg. and Rat. Num. 2. Number Sense Worksheet #2 (Click Here) 3. Color by Number (Attachment) (30 Minutes) <p>(Click Here) (ClickHereforKey)</p> <p>Feel free to snap a picture and share with us!</p> <p><u>Acc Math 7: THESE ASSIGNMENTS ARE TO BE DONE WITHOUT A CALCULATOR</u></p> <ol style="list-style-type: none"> 1. Choose 2 assignments from above (Math 7)

	<p>2. Figure This: Which is worth more, a smile or a frown?</p> <p>(Click Here)</p> <p><i>Remember you may use a multiplication chart and your math resources from class if applicable.</i></p>						
Science	<p>Standard: MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.</p> <p>Ring of Fire article click here <i>Students may benefit from reading the article with an adult.</i></p> <p>Task #1. Read the article and respond to the text in the following three ways: (30 minutes) (Questions 1-8 are optional)</p> <table border="1" data-bbox="305 919 1344 1423"> <tr> <td data-bbox="305 919 824 1073">CONNECT:</td> <td data-bbox="824 919 1344 1073">How are the ideas and information presented CONNECTED to what you already knew?</td> </tr> <tr> <td data-bbox="305 1073 824 1226">EXTEND:</td> <td data-bbox="824 1073 1344 1226">What new ideas did you get that EXTENDED or pushed your thinking in new directions?</td> </tr> <tr> <td data-bbox="305 1226 824 1423">CHALLENGE:</td> <td data-bbox="824 1226 1344 1423">What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</td> </tr> </table> <p>Task #2. Look at the “Ring of Fire map Investigation.” (second page of the article link above) (30 minutes)</p> <ul style="list-style-type: none"> • If able to print, print it out and color according to the directions. • Next, answer questions 1 - 3. • Check your answers. (answer key is the last page of the link above) 	CONNECT:	How are the ideas and information presented CONNECTED to what you already knew?	EXTEND:	What new ideas did you get that EXTENDED or pushed your thinking in new directions?	CHALLENGE:	What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?
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	<p>Task #3. Based on the work you have done in tasks 1 and 2, should someone live near the Ring of Fire?</p> <p>State your claim, give 3 pieces of evidence, and include reasoning to support the claim. You may use the template below. (30 minutes)</p> <p>CLAIM: People should/should not (choose one) live near the Ring of Fire?</p> <p>EVIDENCE #1: One piece of evidence that supports this claim is</p> <p>_____</p> <p>EVIDENCE #2: A second piece of evidence that supports this claim is</p> <p>_____</p> <p>EVIDENCE #3: The final piece of evidence that supports this claim is</p> <p>-----</p> <p>REASONING: (explain how the evidence you presented supports the claim)</p> <p>_____</p> <p>_____</p> <p>Submit Task 3 to your teacher. Either email your response or share a Word document in One Drive.</p>
<p>Social Studies <i>Classical Empires - Persian Empire (The Iron Age)</i></p>	<p>See this link to access userids and passwords for Social Studies: Social Studies Resources link</p> <p>Activity 1. teachtci.com Read Chapter 29 - The Golden Age of Athens (Intro, sections 1 - 7, Summary & play the lesson game). You do not need to answer the on-line questions after reading the text. (50 minutes)</p>

	<p>Activity 2. junior.scholastic.com (dragons7th): Search: Troy. Read the play entitled, "The Fall of Troy" (15 minutes).</p> <p><i>Remember to take advantage of the tools in the resources to assist you, such as having the text read aloud and highlighting key points.</i></p>
Art	<p>Pattern with Bold Contrasting colors</p>  <p>Hi there, artists. We hope you're in a creative and colorful mood.</p> <p>This week we are challenging you to try a new craze that has been sweeping the internet. "Coloring for Adults" or, in our case, "Coloring for Teens" can help you eliminate stress and feel more relaxed. Since we're all dealing with big changes, we thought that this would be a great thing to try this week.</p> <p>Go to https://padlet.com/melissa_kempski/1j0l9a6g5mtz to start your adventure! We would love it if you uploaded your creation to share with others!</p>
Band	<p>Activity 1. (20-30 min.) Practice! Sound Innovations Book 2: #106 Hungarian Dance No.5. Focus on articulations, dynamics and Key Signature! Percussionists, work on the mallet part! Listen to a recording of Hungarian Dance no. 5 https://www.youtube.com/watch?v=Nzo3atXtm54 Ø Use the Seesaw app to send in a recording to your teacher for feedback if desired. (See the email from your band director on how to get started uploading to Seesaw if it's new to you)</p> <p>Activity 2. (20-45 min.) Create a 15-second commercial for a product you find in your home. Write a short paragraph about the product and its great qualities (why people should buy it). Compose background music to play on your instrument alone or from notation software (no more than 3 instruments). Record yourself or a family member reading your commercial while you or the playback on your device performs your music. Bonus: create a catchy jingle to go with a 2-4 word slogan on the packaging (for example, "I'm lovin' it" from MacDonald's).</p>

	<p>Ø Upload your product to Seesaw or, if you composed something written, to your Flat account (see the email from your teacher on how to join Seesaw and/or Flat)</p> <p>Activity 3. Visit the following TedEd site and do the Watch, Think and Dig Deeper exercises:</p> <p>https://ed.ted.com/lessons/a-different-way-to-visualize-rhythm-john-varney#watch</p> <p>After that, try creating your own rhythm beats with this easy, fun game:</p> <p>https://musiclab.chromeexperiments.com/Rhythm/ https://youtu.be/ihm7jqCBI20 https://youtu.be/C88ihqzo9Oo</p>
Chorus	<p>Activity 1: Warm up using the "warm up" track on your school choir web page</p> <p>Activity 2: Review and record an existing song from your school choir web page, and send it to your choir teacher via One Drive (ryan.dawley@lok12.org, todd.gordon@lok12.org, christina.welling@lok12.org)</p> <p>Activity 3: Rehearse a song from the "new music" list on your school choir web page</p>
Civic Life Current Event and Teen Issues - Anxiety	<p>See this link to access user ids and passwords for Social Studies: Social Studies Resources link</p> <ol style="list-style-type: none"> 1. cnn10.com: Watch it once any day to keep abreast of current events (10 minutes) 2. choices.scholastic.com (dragons7th): April 2020 - Read "Is it Cyberbullying or Social Justice?" Ask yourself, which side of the debate would you support? (10 minutes) <p>Remember to take advantage of the tools in the resources to assist you, such as having the text read aloud and highlighting key points.</p>
DSET 7	<p>Hello DSET students! In class we have been researching and learning about Urban Planning, including engineering and architecture. The focus of the lessons below is on making your city sustainable (not using more than we can replace).</p> <p>Task #1 (30 minutes) Please go to: https://www.sustainablelearning.com/resource/my-green-city</p> <p>There are two resources to use: Scroll to the middle of the lessons.</p> <ol style="list-style-type: none"> 1. Planning My Green City: Resource 1b

	<p>2. Sustainability Fact Cards: Resource 1c</p> <p>There are five categories to investigate: energy, food, nature, waste and transportation. This week, please work with NATURE, WASTE, and TRANSPORTATION.</p> <p>Some students may need a parent or an adult to read the information with them and talk about it.</p> <ol style="list-style-type: none"> 1. Read the Introduction 2. Read the section about NATURE needs and use in a city from Resource 1b. 3. Read about NATURE in resource 1c. 4. On a piece of paper (or print out the document), write down any ideas to use for the city you are developing in class. 5. Draw out a plan. <p>Task #2 (30 minutes) Repeat this process for WASTE</p> <p>Task #3 (30 minutes) Repeat this process for TRANSPORTATION.</p> <p>If time permits, research how cities across America are including areas for nature. If you feel inspired, also research how cities across America are improving how waste is managed.</p> <p>Submit tasks 1, 2 and 3 to your DSET teacher. Either email your response or share a Word document in One Drive.</p>
Engineering and Mobile Robotics	<p>The attached article is directly related to the DC motors we use on our robots. It is helpful information to understand how the motors operate the mechanical parts of our robots.</p> <ul style="list-style-type: none"> ✓ Some students may need a parent or an adult to read and discuss the articles with or to them for understanding. ✓ Each activity should take 30 minutes or less to complete. <p>SySTEM Alert article and worksheet</p> <ol style="list-style-type: none"> 1. In the attachment, “SySTEM ALERT: Coils and Currents and Torque: Oh My!” read the articles on the first page; <i>How a DC Motor Works</i> and <i>Direct Current Versus Alternating Current</i>.

Think about....

- How you have used the DC motor in the robot you made in class. What did this motor power on your robot?
- How does a DC motor convert energy?
- The diagram of the inside of the motor, how is this motor similar to the generator you made in Science earlier this year?

2. In the attachment, read the remaining articles on pages 2 through 4; *Aerodyn Wind Tunnel*, *The Way of the Engineer*, *Wind Tunnels in the Classroom*, *STEM Force*, and *Light Pollution – the End of Night*.

Think about....

- How is the Aerodyn wind tunnel an advantage to testing cars versus testing cars on a track?
 - What is downforce and how might it help race cars?
 - The cartoon of the truck being stuck. were you able to figure out a solution on your own without checking the answer?
3. The last two pages are a short quiz about the articles.
- Review the articles and answer the questions.
 - Take a picture of the completed worksheets OR send the answers in an email to your teacher.

Physical Education	<p>Activity 1: Click on the following link https://www.darebee.com/pdf/programs/30-days-of-yoga.pdf Complete 4 pages.</p> <p>Activity 2: Get some exercise completing your favorite exercise for 30 minutes (biking, running, walking, jump rope)</p> <p>Activity 3: https://www.activekids.com/fitness/articles/full-body-conditioning-exercises-for-kids Complete each movement for 3sets of 15 seconds</p>
Technology & Computer Science for the Digital Citizen	<p>Activity 1: https://www.typing.com/ - 15 - 30 minutes daily</p> <p>Activity 2: Create a log of your daily digital footprint - think streaming services 😊. texting, facetime, etc. a) Word, PowerPoint, etc..</p> <p>Activity 3: Digital Citizenship Maintain and improve your digital citizenship skills. Go to https://www.digitalcompass.org/game/ (20 minutes) Select one of the modules to complete this week.</p>
World Language	<p>Spanish 1 Topic: Pastimes and favorite activities review. All tasks and directions can be found on this document.</p> <p>Activity 1: Interpretive Reading: Read transcript or listen to video clip interview about likes and dislikes. Answer comprehension questions on form or in pencil (5-10 minutes)</p> <p>Activity 2: Interpersonal Speaking: Discuss what you like to do on Flipgrid and react to friend’s comments. Log in with Microsoft when prompted (not Google) (15-20minutes)</p> <p>Activity 3: Presentational Writing: Design a pictorial collage demonstrating favorite pastimes and unpleasant activities in Spanish. (15-20 minutes)</p> <p>German 1 (Topic: Familie) Activity 1: <i>die Familie</i> Integrated performance practice Complete the activities here: link (20-30 minutes)</p> <p>Activity 2: Draw and label a family tree of your own family or a famous family of your choice. Describe how the people in the family are related to one another in complete sentences auf Deutsch. This can be done on paper, online, or in sidewalk chalk outside of your house. Send Frau R a picture of your finished work! (20 minutes)</p>

Don't forget there are lots of additional resources for students on the Home Learning Resources for
LOCS Students Padlet:

<https://padlet.com/loteachingandlearning/j1jg1u0i2qv3>

Read Aloud: A Text to Speech Voice Reader:

Chrome: <https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjejdhmfkjgnolgimiapl?hl=en>

FireFox: <https://addons.mozilla.org/en-US/firefox/addon/read-aloud>

Writing Contest: [Click here to access a writing contest that is open to students!](#)