



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 6 – April 10
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Content Area	Activities
ELA	<ol style="list-style-type: none"> 1. Read for 30 minutes. (30 minutes) <ul style="list-style-type: none"> ○ Develop a list of new vocabulary and look up definitions ○ Make note of word choice, figurative language, and analyze word meaning ○ What stands out to you and why? 2. Write and send a letter to a family member or to a local hero who is working the “front lines” during this challenging time. (30-45 minutes) <ul style="list-style-type: none"> ○ Share how you feel and reasons why you think the way you do ○ Incorporate transitions ○ Maintain command of grade level grammar 3. Create a poster (hand drawn or using a program such as Canva) to hang in a local business still serving our community. (30-60 minutes) <ul style="list-style-type: none"> ○ Thank you for your service ○ Positivity poster ○ Use relevant descriptive details and strong word choice ○ Let your creativity shine! <p>★ Suggested hometown heroes or local businesses: police, fire fighters, grocery store workers, mail carriers, UPS, hospitals/clinics, EMS workers, pharmacists, etc.</p> <p>★ Share anything you would like us to see through Seesaw or your Office 365 account!</p> <p>★ Bonus! Visit our local library’s website and download a book to your phone</p>
Math Number Sense	<p>Math 7</p> <ol style="list-style-type: none"> 1. IXL C19 & IXL C20 (20-25 minutes per session) - Refer to the Social Studies section for login information 2. Number Sense Worksheet (Click here) 3. Easter Egg Hunt Logic Puzzle (Click here) (10-15 minutes per day until finished) Feel free to submit for feedback <p>Accelerated Math 7</p> <ol style="list-style-type: none"> 1. Choose 2 assignments from Math 7 2. Figure This: Profit or Loss? (Click here)
	<p><u>Formed on a Convergent Boundary, Divergent Boundary or Hotspot?</u></p> <p>Below are three maps that show the Easter Island chain located in the Pacific Ocean. Based on your understanding of plate boundary types, plate movement, age of</p>

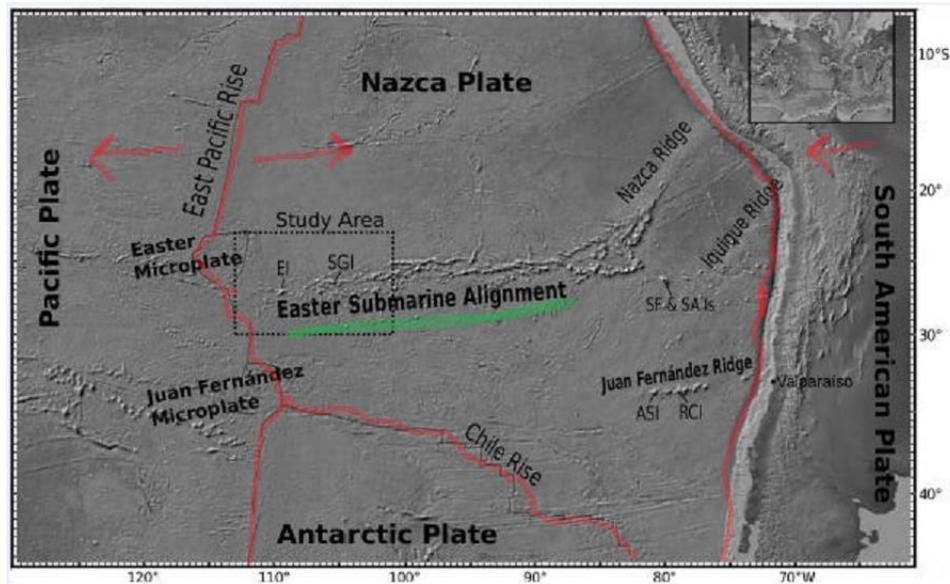
Science

volcanoes, and volcano types, **construct an explanation for what type of volcano formed these islands. You may want to create a model for how volcanoes form new land. Scientists often use models to help create scientific explanations.**

Your explanation should include the following evidence:

- The direction of plate movement
- The age of the islands
- The location of the island chain (on a plate boundary or not)
- How the flow of energy and cycling of matter formed this island chain
- You may want to predict how the islands may continue to change over time (where might the next island form?)

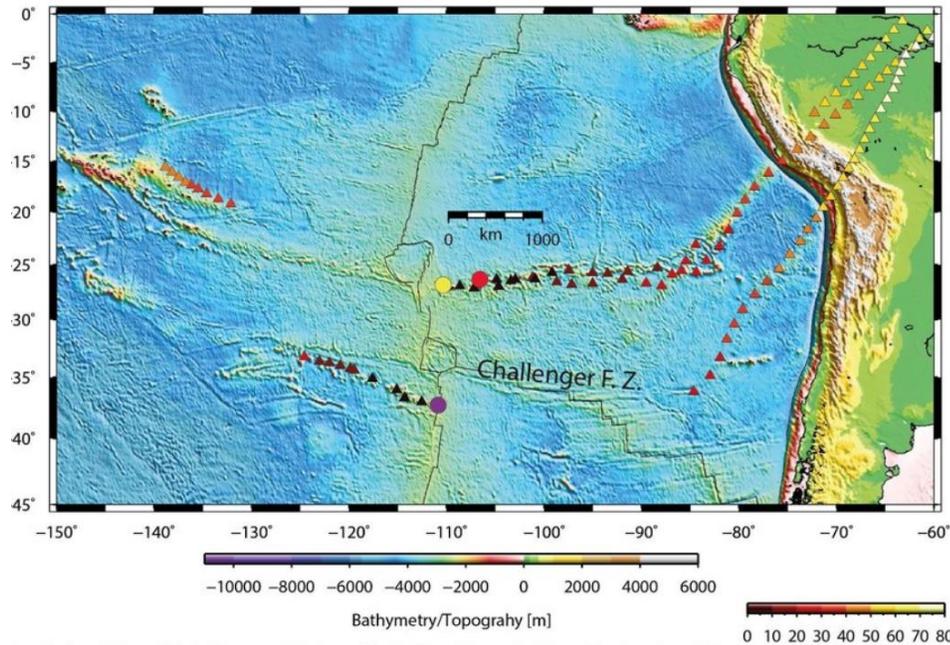
Easter Islands Chain – Plate Movement and Boundaries



**Underwater image of the Easter Islands

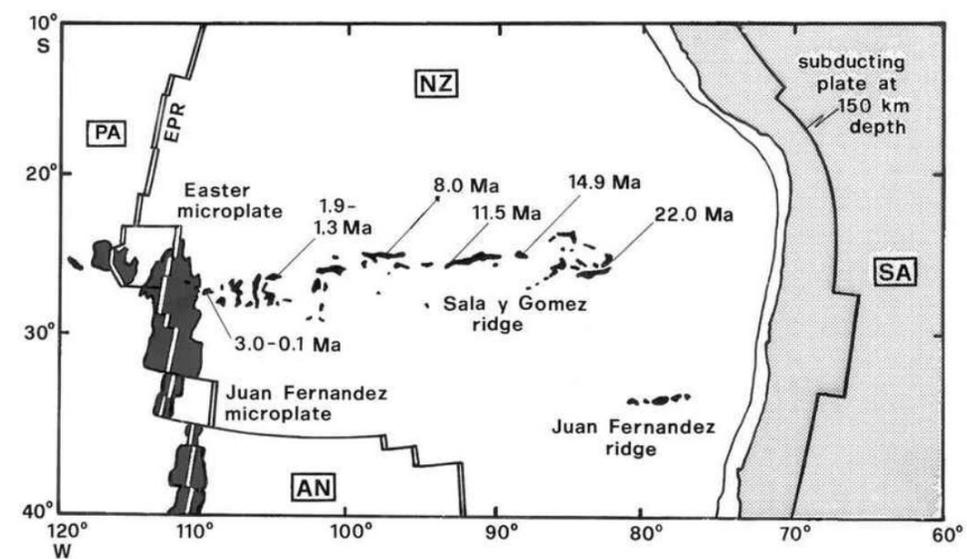
***The cardboard/candle lab may be helpful when thinking about which direction the plates are moving.

Easter Islands Volcano Age – Active and Extinct Volcanoes



**Red and Yellow dots are part of the Easter Island Chain. The Purple dot is part of a different Island Chain. Notice that the Red and Yellow dots are not on the boundary, but the Purple dot is on a boundary. How might this help you decide which type of volcano is forming the Red and Yellow dot island chain? Think about the Mid-Atlantic Ridge and the Hawaiian Island chain. Which are the Red and Yellow dots most like?

Easter Island Volcano Age – Active and Extinct Volcanoes



**Actual Easter Islands volcano age – Ma = millions of years

	<p>Additional Resources: Plate Tectonics - https://www.youtube.com/watch?v=nCIR0pZuqck</p> <p><u>Use the following template to construct your explanation:</u></p> <ul style="list-style-type: none"> -Claim (Statement of how this island chain was formed- one sentence statement of the type of volcano that formed this island chain) <i>The Easter Island chain was formed by...</i> -Evidence (Use two pieces of evidence from the maps or video to support your claim) -Reasoning (Briefly explain how the evidence you presented supports the claim)
<p>Social Studies <i>Classical Empires - Persian Empire (The Iron Age)</i></p>	<p>Before starting, please click on this link for login information.</p> <p>1. teachtci.com *get username/password from your SS teacher/resource page</p> <p>-Read Chapter 28 - Fighting the Greco-Persian Wars (Intro, sections 1 - 6, Summary & play the lesson game). You do not need to answer the on-line questions after reading the text. (45 minutes)</p> <p>2. ixl.com *get username/password and directions from your SS teacher/resource page</p> <p>-Complete 7th Grade SS: RR.Social Studies Skills - 3. Reading and creating timelines with BCE and CE (20 minutes)</p> <p>3. junior.scholastic.com *get username/password from your SS teacher/resource page (password: dragons7th)</p> <p>-Article: Go to Map Skills (select from menu). Review the various map types for Map Skills Boot Camp - you can try to orally answer some of the questions for each map type (30 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>
<p>Art</p>	<p>Greetings, Art Lovers. This week, we'll be taking a creative trip to the kitchen to practice our drawing and shading skills, as well as introducing you to a new artist named Spacegoose who might just spark your imagination!</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!

Band

1. (20-30 min.) Practice!
Sound Innovations Book 2, #102. Watch a **video** of Ms. Kline and Mr. Otto demonstrating it here: <https://youtu.be/dUH8nwRs4Uc>

- 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 with Seesaw if it's new to you)

2. (25-60 min.) Create an instrument!
 Use **household objects** (ask an adult first, and no, your regular band instrument doesn't count!) to create an instrument that can play multiple pitches. Try to play "Mary Had a Little Lamb" or "Ode to Joy" with it! Think about rubber bands, straws, water in glasses, etc. There are lots of ideas for homemade instruments on Pinterest and youtube (start at <https://redtri.com/homemade-instruments/slide/10> and <https://www.pinterest.com/maestroclassics/homemade-musical-instruments/>)
 Watch an **example video** from Ms. Kline here: <https://youtu.be/wIRMJcMOThA>

- When finished, if you'd like your director to see your creation, **upload your homemade instrument performing "Mary Had a Little Lamb" or "Ode to Joy" to Seesaw** (see an email from your band director on how to get started uploading to Seesaw if it's new to you.) In your video, **explain** how your instrument produces sound.

3. Maintain your instrument!
 View the videos which apply to you regarding how to care for your instrument and mouthpiece.

Woodwinds	Brass
Flute: https://youtu.be/j2X7BEds0UU	Trumpet: https://youtu.be/5AyPIfb13hQ
Oboe: https://youtu.be/yJzd1GdzAgw	(French) Horn: https://youtu.be/OO7xYjav-y4
Bassoon: https://youtu.be/XRwS4OE2wY0	Trombone: https://youtu.be/v478qVPINxY
Clarinet: https://youtu.be/GPBR_s6rpmc	Euphonium/Tuba: https://youtu.be/BKJiLes3Y90
Saxophone: https://youtu.be/m63Ros1PVnU	Br. mouthpiece: https://youtu.be/7haTc8IHSMc
WW. mouthpiece: https://youtu.be/4J9P2rwlj2U	Percussion: https://www.youtube.com/watch?v=ga81ZFP8rnE

<p>Chorus</p>	<ol style="list-style-type: none"> 1. Warm up using the "warm up" track on your school choir web page 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) 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>	<p>Before starting, please click on this link for log in information.</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 *get password from your SS teacher/resource page (password: dragons7th) <p>-February 2020 - Read "Living with Anxiety." (10 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>
<p>DSET 7</p>	<p>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>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 2. Sustainability Fact Cards: Resource 1c <p>There are five categories to investigate: energy, food, nature, waste and transportation. Please only work with ENERGY and FOOD. <i>Some students may need a parent or an adult to read the article to them or with them for understanding.</i></p> <ol style="list-style-type: none"> 1. Read the Introduction 2. Read the section about ENERGY needs and use in a city from Resource 1b. 3. Reading about energy 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>Repeat this process for FOOD.</p>

	<p>If time permits, research how cities across America are improving energy sources that are sustainable (won't run out). Additionally, how do cities in American develop a place for food to grow that is close to a city? Do cities have a plan in place to not waste food?</p>
Engineering and Mobile Robotics	<p>Let's design together through Tinkercad.com Student instructions Mrs. Hunter's Robotics Students:</p> <ol style="list-style-type: none"> 1. Go to our class at https://www.tinkercad.com/joinclass/2656DH6WSC8E 2. Enter the Nickname that I emailed to you 3. Click the Learn Tab at the top and proceed through the STARTERS
	<p>Let's design together through Tinkercad.com Student instructions Mr. Abbott's Robotics Students:</p> <ol style="list-style-type: none"> 1. Go to our class at https://www.tinkercad.com/joinclass/8Q1GUPMQTE4J. 2. Enter the Nickname that I emailed to you. 3. Click the Learn Tab at the top and proceed through the STARTERS
	<p>Let's design together through Tinkercad.com Student instructions Mrs. Okonowski's Robotics Students:</p> <ol style="list-style-type: none"> 1. Go to your class at https://www.tinkercad.com/joinclass/VC755PZAW7T3 2. Enter the Nickname I emailed to you 3. Click the Learn Tab at the top and proceed through the STARTERS
Physical Education	<p>Choose one of these activities to complete each day</p> <p>Activity 1: Click the link and choose a workout to complete from days 1-5. https://www.darebee.com/pdf/programs/60-days-of-cardio.pdf Record your finishing time!</p> <p>Activity 2: 30 minutes of continuous movement – your choice! Record your heart rate before, during (15-minute mark), and after (Examples: Walking, jogging, biking, skateboarding & rollerblading)</p>
Technology & Computer Science for	<p>Activity 1: Keyboarding Maintain and improve your keyboarding skills. Go to https://www.typing.com/ (15 - 30 minutes daily) Options – keyboarding lessons and/or keyboarding practice activities</p>

<p>the Digital Citizen</p>	<p>Activity 2: Data Trends using a Graphic Organizer Create a digital log of your daily physical activities using a graphic organizer (10-15 minutes daily) Options - https://bubbl.us/, MS Word using shapes and tools Additional Ideas - https://www.techlearning.com/tl-advisor-blog/9736 Feel free to share for teacher feedback through Office 365.</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>
<p>World Language</p>	<p>Spanish 1 Topic: Greetings and Introductions Review All tasks and directions can be found on this document .</p> <p>Activity 1: Interpretive Reading: Read article and infographics about greetings and answer questions (15-20 minutes) Activity 2: Interpersonal Writing: Add questions and responses to your class Padlet (5-7 minutes) Activity 3: Presentational Writing: Create your own comic strip (15-20 minutes)</p> <p>German 1 Topic: Unit 1/Greetings and Introductions Review All tasks and directions can be found on this document .</p> <p>Activity 1: Interpretive Listening: Watch a music video and respond to questions (5-10 minutes) Activity 2: Interpersonal Writing: Respond in German to prompts from your teacher (5 minutes) Activity 3: Presentational Writing: Write a short paragraph in German summarizing unit 1 content (5-10 minutes)</p>
<p style="text-align: center;">Read Aloud: A Text to Speech Voice Reader: Chrome: https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhnadidafjejdhmfkjgnolgimiapl?hl=en FireFox: https://addons.mozilla.org/en-US/firefox/addon/read-aloud/</p> <p style="text-align: center;">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</p>	