

Memorial Junior High School Home Learning Assignment Board

Week 2: March 23rd to March 27th

Grade Level: 7

- Students need to do one activity from each subject area column every day.
- Place a check on the activities completed and have parent/guardian sign the bottom of the form.
- If you have the internet, work on additional activities in the Technology Section.

Students please return this sheet and any additional sheets to your teacher **within two days** of your return to school.

Math (45 minutes per day)

March 23 rd	March 24 th	March 25 th	March 26 th	March 27 th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>Write out 10 of your own multiplication word problems. Include your answer.</p> <p>Weekly work in IXL to review your skills (6th grade): B.5, B.6, C.1, C.2, F.1, F.2</p>	<p>Write out 10 two-digit times two-digit multiplication problems, example, 18 X 24. Include your complete work and your answer.</p>	<p>Write out division tables 1 through 6. $1 \div 1 = 1$, $2 \div 1 = 2$, etc.</p> <p><u>Label the parts of at least 3 of the problems you wrote.</u> <u>Refer to the academic vocabulary and definitions below.</u> <u>Dividend</u> First number in the division problem or under the arch of a division problem or numerator. <u>Divisor</u>: Second number in the division problem. The number outside the arch of a division problem or the denominator. <u>Quotient</u>: the answer to the division problem.</p>	<p>Write out ten decimal addition problems, example, $3.4 + 5.8$.</p> <p>Include your complete work and your answer.</p>	<p>Find five household items with labels. Write at least one decimal found on each item, and why you think the maker needed to include that label.</p>

Reading

(45 minutes per day)

March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u> 1. Watch an episode of your favorite school appropriate TV show. Take notes on this show as you will be using it for your assignments all week. 2. Identify and describe the setting of this show. This should include time period, time of day, situation, historical context, etc.	<u>Activity</u> 1. Create a plot diagram of the sequence of events in your TV show. 2. You should include the following: *Exposition *Rising Action *Conflict *Climax *Falling Action *Resolution	<u>Activity</u> 1. Make a list of the characters in this TV show. Write a 2-3 sentence description of each (include character traits). 2. Write a paragraph describing how characters interact within the show. Include descriptions of their tone and point of view.	<u>Activity</u> 1. Identify the main conflict in the TV show and answer the following questions: *Is the conflict an internal or external conflict? *How is the conflict solved? *How does the conflict effect the characters relationships and interactions with one another?	<u>Activity</u> 1. Make a story board or comic strip about the episode of this show. Include 6 events.

**Language Arts / Writing
(45 minutes per day)**

March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u> Acquire-To get or gain something such as an object, trait or ability <ul style="list-style-type: none">Write the part of speech for the above vocab word.Write an antonym.Use the word in a sentence. Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.	<u>Activity</u> Assume-To take to be the case or be true <ul style="list-style-type: none">Write the part of speech for the above vocab word.Write a synonym.Use the word in a sentence. Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.	<u>Activity</u> Function-The purpose for which something is designed <ul style="list-style-type: none">Write the part of speech for the above vocab word.Write an antonym.Use the word in a sentence. Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.	<u>Activity</u> Consecutive-To follow one behind the other <ul style="list-style-type: none">Write the part of speech for the above vocab word.Write a synonym.Use the word in a sentence. Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.	<u>Activity</u> Personification-The attribution of a personal nature or human characteristics to something nonhuman (Example: The sun is smiling on me today.) <ul style="list-style-type: none">Write 2 examples of personification Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.

If you can't think of a topic, use the prompt: I couldn't imagine living without.... and why.	If you can't think of a topic, use the prompt: When I don't feel well, the kindest thing someone can do for me is....	If you can't think of a topic, use the prompt: If you won a million dollars today, how would you spend it?	If you can't think of a topic, use the prompt: What do you miss about Memorial and learning in a traditional, in-person classroom?	If you can't think of a topic, use the prompt: Describe your perfect day.
Science (45 minutes per day)				
March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
1. Make a list of at least 10 different science-related careers and write down their field of study.	1. Pick one of the careers you wrote down yesterday and write two paragraphs (4-5 sentences each) summary and explanation about their job. Include details about education, experience, and what they do on a day-to-day basis.	1. Log in to discoveryeducation.com 2. Do a search for "Engineering" and watch one video 3. Write a half page summary of the video, include details about what the engineers do.	AT HOME LAB ACTIVITY 1. Look around your house for possible materials to build a bridge out of. 2. Make 2 different types of bridges and see which one held the most mass. 3. Reflect on each design.	AT HOME LAB ACTIVITY 1. Take 2 sheets of aluminum foil and make 2 different boats. 2. Use coins or any other objects around the house to see which one will hold the most weight in water. 3. Reflect on each design.
Social Studies (45 minutes per day)				
March 23rd	March 24th	March 25th	March 26th	March 27th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
Draw a map of how you would get from your house to school. Must include a compass, street names, and buildings you would pass.	Social Studies: Study/Review 50 state map (see Seterra link) https://online.seterra.com/en/vgp/3003	Define the word "Revolutionary." Why do you think the Industrial Revolution was a "revolutionary" part of our history?	Describe how your life would be different if you were forced to go to work instead of school. Be sure to describe how you would feel about it, what opportunities would you miss out on, and what would you miss about school.	Describe how city life was different in the 1800s than the 2000s. Write at least 10 sentences. (think plumbing, disease, medicine, pollution, etc.)

**Encore
(45 minutes per day)**

March 23rd	March 24th	March 25th	March 26th	March 27th
<p><u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i></p> <p>Make a boat that can really float. How can you modify your design so that it would be a fun bath toy for a toddler? Draw a detailed picture of your toy boat.</p>	<p><u>Music Activity</u> Create a soundtrack of your life. List ten major events that have happened in your life and connect a specific song to each one. List these on a sheet of paper.</p> <p><u>STEM Activity</u> Look closely at various kitchen tools. How do you think they work? Pick one and decide how it could be improved. Document your results.</p>	<p><u>Art Activity</u> Draw something that makes you laugh.</p> <p><u>Technology Activity</u> Create a timeline of the Internet starting at when it was created to present. Use Google.com</p>	<p><u>Character Ed Activity</u> Write down 3 people, 3 places and 3 things you are grateful for. Do not write the same thing twice. Think beyond the obvious things such as family, home, food. Tell why you are grateful for each thing you list.</p> <p><u>Spanish Activity</u> Using your phones, find a Spanish-English dictionary, and look for the Spanish words for the numbers 31-60. Then, list the numbers 31-60, and write the Spanish words for the numbers next to the numbers two times. Copy these words, and write them two times: más - plus menos – minus por – times es – is son - are</p>	<p><u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i></p> <p>Music: Visit the website link: https://www.ted.com/search?q=music</p> <p>View any of the videos provided to learn about all aspects of music in our world.</p> <p><u>Art</u>: Create your own made up creature, monster, or animal.</p> <p><u>Spanish Challenge Activity</u>: Solve the following math problems, then write the words in Spanish for all numbers and symbols:</p> <p>60 – 21 = 12 x 4 = 13 x 4 = 6 x 9 = 19 + 37 = 57 + 2 = 40 – 11 =</p>

**PE/Health
(45 minutes per day)**

March 23rd	March 24th	March 25th	March 26th	March 27th
<p align="center"><u>Activity</u></p> <p>30 High Knees 20 Second Plank Jog in place for 30 seconds 15 pushups</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>Crazy 8's... 8 Jumping Jacks 8 Sit-ups 8 Mountain Climbers 8 High Knees</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>25 Jumping Jacks 10 Sit-ups 20 Mountain Climbers 12 Squat Jumps</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Triceps Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p align="center"><u>Activity</u></p> <p>Choose one workout video from this channel's selection and perform the whole workout</p> <p align="center">https://www.youtube.com/user/SuperMoejones/videos</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p>	<p align="center"><u>Activity</u></p> <p>-Journal food and drink for the day and answer the following questions</p> <p>Dietary guidelines per day</p> <p>Fruits- 2 cups Vegetables- 2 ½ cups Grains- 6 ounces Dairy- 3 cups Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces</p> <p align="center">Questions</p> <ol style="list-style-type: none"> 1. Which food group did you eat the correct amount of? 2. Which food group did you eat too much of? 3. Which food group did you not eat enough of? 4. What can you focus on next week to make sure you eat the proper amount for each food group?

Optional Technology Activities – Please use if the internet is available to your family.			
Name	Website	Login Information	Use
Please refer to week 1 for all technology resources.			
Typing.com	Typing.com		Learn to type for free!
Art For Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.
SCISC	https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html		20 days of additional learning resources for families

Teachers you can Contact for Support

Ms. Miller – amiller@d158.net

Ms. Salva – asalva@d158.net

Mr. Schmidt – jschmidt@d158.net

Mr. Winter – bwinter@d158.net

Mrs. Arseneau – narseneau@d158.net

Mrs. Schab – mschab@d158.net

Mrs. Schroeder – aschroeder@d158.net

Ms. Mirich – mmirich@d158.net

Mrs. Alexa – salexa@d158.net

Student Name_____

Parent/Guardian Signature_____

Date _____

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?

- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)?
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

Fiction/Nonfiction

Setting:

What is the main setting of the story? Consider the geography, weather, time of day, year, era, social conditions, language, clothing, etc.

In what way does the setting affect the language, atmosphere, or social circumstances of the short story?

Characterization:

Who is/are the main character(s)?

Who or what is the protagonist/antagonist?

In what way are the characters described (physical and personality traits), thoughts, feelings, interaction with the other characters?

Do the characters change or remain the same (static/dynamic characters)?

Conflict:

What is the conflict in the story (internal/external)?

If it is an external conflict, identify the type of external conflict and between which characters?

Examples: man v man, man v nature, man v society, man v. technology, man v animal

Climax:

When does the climax take place? (the most intense part of the story)

Resolution:

How does the story end? In what was the conflict ultimately resolved?

Point of View (POV):

Who is telling the story? Through whose eyes is the story being told?

Nonfiction:

How is the text organized? Description, sequence, problem/solution, cause/effect, compare/contrast

Analyze the text features. What information does the text features provide to help you understand the text/story?

Photographs, illustrations, captions, maps, sidebars, headlines, subtitles, charts, graphs, table of contents, vocabulary words, etc.

What connections can you make between this text? Text-to-text, text-to-self, text-to-world?

What did the author want to accomplish by writing this text?