

Memorial Junior High School Remote Learning Assignment Board

Week 4: April 6th to April 9th

Grade Level: 7

- Students need to do one activity from each subject area column every day.
- If you have the internet, work on additional activities in the Technology Section.
- Parents should email their child's Home Base Teacher each week to note completion of each week's learning activities.

Teachers you can contact for Support

Mrs. Garland (ELA) – kgarland@d158.net

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Mr. Winter (Math) – rwinter@d158.net

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Mrs. Kooy (Enrichment) – vkooy@d158.net

Mrs. Vance (RtI Reading) – dvance2@d158.net

Mr. Becker (Music) – mbecker@d158.net

Mr. Luming (Social Worker) – sluming@d158.net

Mrs. Patel (ESL) - tpatel@d158.net

Math (MAKE SURE TO SHOW ALL OF YOUR WORK)				
April 6th	April 7th	April 8th	April 9th	April 10th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>Write out ten addition word problems with decimals. Include your complete work alongside the problems and your answers.</p> <p>Weekly work in IXL to review your skills (6th grade): G.1, G.2, G.3, G.4</p>	<p>Write out ten three-digit times three-digit multiplication problems. Example: 904 X 231</p> <p>Include your complete work and the answer.</p>	<p>Use long division and write out ten three-digit divided by two-digit division problems. Example: 245 ÷ 6</p> <p>Include your complete work and the answer.</p> <p><u>Label the parts of at least 3 of the problems you wrote. Refer to the academic vocabulary and definitions below.</u></p> <p><u>Dividend</u> First number in the division problem or under the arch of a division problem or numerator.</p> <p><u>Divisor</u>: Second number in the division problem. The number outside the arch of a division problem or the denominator.</p> <p>Quotient: the answer to the division problem.</p> <p>Do not leave a remainder in any problem; make sure that you solve them with the decimal.</p>	<p>Decimals: Write out the decimal 13.45028. Label the decimal place of every digit.</p> <p>Subtraction of decimals: Write out ten problems and solve them that have division of decimals.</p>	<p>No School</p> <p>Start of Spring Break</p>

Reading
(Students should be reading 20 minutes a day)

April 6th	April 7th	April 8th	April 9th	April 10th
<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> 1. Read the informational text “Different Ways” which is included at the end of this document 2. As you read, take notes on Tom’s and Anne’s farming practices. 3. Read AR book for 20 minutes 	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> 1. Using the article “Different Ways”, create a Venn Diagram to compare and contrast the different practices of Tom and Anne 2. Read AR book for 20 minutes 	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> 1. Summarize the article “Different Ways” in one paragraph (4-5 sentences) 2. Read AR book for 20 minutes 	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> 1. Choose a side – big farms or “slow food” movement? Which do you think is better? Write a paragraph explaining your position (7-8 sentences). Cite textual evidence. 2. Read AR book for 20 minutes 	<p align="center"><u>Optional Activity</u></p> <ol style="list-style-type: none"> 1. Determine the central idea of the text “Different Ways”. Write a paragraph identifying the central idea with text evidence of how it is developed 2. Read AR book for 20 minutes
<p align="center"><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 1 Read the “Celebrating Differences” article</p>	<p align="center"><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 2 Read the “Robot Dog vs Real Dog” article and answer questions</p>	<p align="center"><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 3 Read the “Girl Hero of the American Revolution” article and answer questions/take quiz</p>	<p align="center"><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 4 Read the “Extreme Candy” article and answer questions</p>	<p align="center">Optional</p> <p align="center"><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 5 Read the “Escape from Alcatraz” article</p>

Language Arts / Writing

April 6th	April 7th	April 8th	April 9th	April 10th
<p align="center"><u>Activity</u></p> <p>Verify-To establish the truth, accuracy, or reality of</p> <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. <p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: If you could travel back in time, where would you go and why?</p>	<p align="center"><u>Activity</u></p> <p>Relevant-Connected with the matter at hand</p> <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. <p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: Write about a time you failed or lost big and how you felt, what lesson you learned, etc.</p>	<p align="center"><u>Activity</u></p> <p>Accumulate-To increase gradually in quantity or number</p> <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. <p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: If you could have any superpower, what would it be and why?</p>	<p align="center"><u>Activity</u></p> <p>Ajar-slightly open</p> <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. <p>Continue “A Day in My Life: School at Home” journal. Minimum of 5 sentences. Try to use today’s vocabulary word.</p> <p>If you can’t think of a topic, use the prompt: “I’m a dog and this is how I interact with my human.”</p>	<p align="center"><u>Activity</u></p> <p align="center">No School Start of Spring Break</p>

Science

April 6th	April 7th	April 8th	April 9th	April 10th
<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Open your refrigerator or pantry. Make observations about the types of food you see. Make a logical inference about the meals that could be prepared with the food. 	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Find a picture online of your favorite sporting event or activity. Make 10 observations (both qualitative and quantitative) of the picture. Make a logical inference for each observation. 	<p align="center"><u>Activity</u></p> <p align="center">AT HOME ACTIVITY</p> <ol style="list-style-type: none"> Go outside and observe the environment around you. Make inferences about the upcoming seasonal changes based on your observations. 	<p align="center"><u>Activity</u></p> <ol style="list-style-type: none"> Log in to Discovery Education and watch an episode of "Outrageous Acts of Science" Make a list of observations and inferences made during the experiments in the episode. 	<p>No School Start of Spring Break</p>

Social Studies

April 6th	April 7th	April 8th	April 9th	April 10th
<p align="center"><u>Activity</u></p> <p>Look up a Youtube video about the Trail of Tears.</p> <p>Write a reflection that includes 3 facts you learned, and 3 things that surprised you about this forced moving of the Natives in the 1800s.</p>	<p align="center"><u>Activity</u></p> <p>Social Studies: Study/Review 50 state map (see Seterra link) https://online.seterra.com/en/vgp/3003</p>	<p align="center"><u>Activity</u></p> <p>Write a first-person point of view journal entry as if you were a Native American who was displaced during the Indian Removal Act (your experience on the Trail of Tears).</p>	<p align="center"><u>Activity</u></p> <p>Look up what "Manifest Destiny" means. Describe it in your own words. Describe how this affected the growth of our country.</p> <p>What do you think your Manifest Destiny is (your purpose and destiny).</p>	<p>No School Start of Spring Break</p>

Encore				
April 6 th	April 7 th	April 8 th	April 9 th	April 10 th
<p><u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i></p> <p>Louis Braille wanted to make reading easier for other blind people, so he created a code of raised dots. Write a message to one of your friends whom you haven't seen for a while. http://www.brailleauthority.org/learn/braillebasic.pdf</p>	<p><u>Music Activity</u> Create a PowerPoint with each slide describing the event from your life. In the same slide, provide a link to listen to the song that goes with the event you have listed. If you do not have access to PowerPoint, create a picture book with the song title and why it is significant in your life.</p> <p><u>STEM Activity</u> Design a town square for the heart of a healthy community. Draw a picture of it. List 10 features that make a community healthy and strong.</p>	<p><u>Art Activity</u> Draw a new kind of insect or reptile.</p> <p><u>Technology Activity</u> What is the Internet? Use Google to find a definition of the Internet.</p>	<p><u>Character Ed Activity</u> Define respect. List 3 ways you can show respect to your classmates. List 3 ways you can show respect to your teacher. Explain one area in which you want to try to improve regarding respect to others.</p> <p><u>Spanish Activity</u> Write the following vowels on paper in a column: a e i o u. Write these English words next to the vowels as follows: A – father E – weight I – pizza O – go U – Luke</p> <p>Underline the English vowel in the word that is the same as the Spanish vowel next to it.</p>	<p><u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i></p> <p>No School Start of Spring Break</p> <p>Optional <u>Spanish Challenge Activity</u> Pronounce these words in English, then say the short word fragments with the same vowel sound as the English words. Father - ata, aba Weight – eme, efe Pizza – mimi, sisi Go – nono, popo Luke – ulu, kuku</p>

PE/Health

April 6th	April 7th	April 8th	April 9th	April 10th
<p align="center"><u>Activity</u></p> <p>35 Jumping Jacks 25 Situps 20 Mountain Climbers 20 Side-to-Side 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) Tricep 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>15 High Knees 30 Second Plank 20 Burpees 12 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) Tricep 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>20 High Knees 40 Second Plank Jog In Place for 30 seconds</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) Tricep 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/video</p> <p align="center"><u>s</u></p>	<p align="center"><u>Activity</u></p> <p align="center">No School Start of Spring Break</p>

Optional Technology Activities – Please use if the internet is available to your family.

Name	Website	Login Information	Use
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
Discovery Education	https://www.discoveryeducation.com/	See week 1	Watch 1 MythBusters Video
No Red Ink	https://www.noredink.com/	Students create an account	Access to approximately two hours of learning opportunities per day.
Art For Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.
Typing.com	Typing.com	NA	Learn to type for free!
SCISC	https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.
Tumble Books (See Below How to Access Tumble Books)	https://www.tumblebooklibrary.com/	Free Trial	Selection of books to read and complete AR Tests

How to access Tumble Books

1. Go to district website
2. Click on the menu button
3. Click on student links at the bottom of the screen
4. Click on tumble books library
5. Click the top left corner and a drop down menu will be displayed.

Recommendations:

1. Middle school students, click ebooks
2. Click on “advanced readers”
3. Select any title and read it, you may also take an AR test on the title when you are done back at the AR website.

OR

1. Click on ebooks
2. Click on “Kate DiCamillo” (she is a popular author with some good books) and select any book from this category that you want to read. Then take an AR test on it.

OR

1. Click on the graphic novels tab
2. Click on advanced readers
3. Read any of the graphic novels

By the end of the school year, at least 3 books in any of these categories need to be read. Please keep track of the title and author of the books so they can be recorded in order for you to receive credit. 😊

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?

Does 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 is 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?

DIFFERENT WAYS

In this informational text, Christine Fournier discusses how two farmers grow their crops.

As you read, take notes on Tom’s and Anne’s farming practices.

["Tomato Garden"](#) by Elaine Casap is licensed under CC0.

[1]Two farmers, Tom and Anne, live only miles apart down a narrow blacktop road in central Illinois. Each year, they plant seeds in the same rich soil and face the same hot, sticky summers. Fifty years ago, these neighbors may have had a lot in common. Nowadays, Tom and Anne have different ideas about what to grow and how to grow it.

Tom grew up on his farm. When he was a kid, his dad farmed about 80 acres. A big farm back then was 240 acres. Today, Tom uses tractors, sprayers, and combines to do the work much faster. As a result, he is able to farm 700 acres of corn and soybeans. Tom’s tractor is connected to a computer and a GPS system to help him plant seeds and distribute chemical fertilizers efficiently. Scientifically designed seeds, called hybrids, help Tom to win battles against weeds, pests, and drought. Special herbicides keep weeds away but allow the corn and soybeans to thrive. Thanks to these changes, Tom can produce almost three times more bushels of grain per acre than his father did.

Ten years ago, Anne started up a small 15-acre farm. She believes in a different kind of farming and eating, called the Slow Food movement. Italian Carlo Petrini started the Slow Food movement to help people combat the “crazy speed of the fast life,” eat good local food, and preserve the environment. Like Petrini, Anne wants to keep the soil rich for years to come. So, instead of chemical fertilizers, she mixes compost and dead fish into her soil. (Compost is fertilizer made of decayed plant and animal materials.) Anne plows her fields with a tractor. Then, to save fuel, she pulls out the hand tools. She hires three or four helpers each season to plant seeds for hundreds of different vegetables, from broccoli to turnips and chard. Anne is not as concerned about the quantity of her food as she is about the quality of it.

In the fall, Tom sells his corn and soybeans to a grain dealer. Some of Tom’s grain becomes animal feed, and some is used to make renewable fuels like ethanol. A portion of Tom’s grain is often shipped on a barge to countries around the world.

[5]Unlike Tom, Anne keeps her products very close to home. She mainly sells her food at farmer’s markets and to individual customers who visit her farm on a weekly basis. Anne’s market may seem small, but it is growing. In the past ten years, the number of farmer’s markets in Illinois has almost tripled.

Neither Tom nor Anne knows exactly what the future of farming will be. Tom’s grandfather never would have dreamt that technology could advance as far as it has today. Anne hopes farmers will plan more for the well-being of future generations. Both hope that their farms will continue to succeed, providing people with some of their most important and basic needs.