



SUPPLEMENTAL LEARNING ACTIVITIES

7TH GRADE

Reading

Learning Activities for Reading

7th Grade

Oregon standards identify determining central ideas or themes of texts with key supporting details and identifying story elements as a priority skill in 7th grade. These activities will help your child practice these important skills.

Activities

1. Characters and Setting

Materials: Novel of choice, notebook, pencil

Read for 25 minutes Introduction: Identify **character traits** and the importance of setting for the character and/or plot. Write down 2 important **events**.

2. Conflict/Rising Action

Materials: Novel of choice, notebook, pencil

Read for 25 minutes. What is the problem in the story? Continue to identify events that further the plot. Write down 2 important **events**.

3. Conflict/Rising Action

Materials: Novel of choice, notebook, pencil

Read for 25 minutes. Identify the type of conflict. Examples: Character vs. Character. Character vs Nature. Character vs. Self. Character vs. Society. Character vs Supernatural. Be sure to write down 2 important **events**.

4. Climax/Turning Point

Materials: Novel of choice, notebook, pencil

Read for 25 minutes. Determine what the turning point or most exciting event in the story is. Write down 2 important events during your reading.

5. Resolution

Materials: Novel of choice, notebook, pencil

Read to the end of the novel. How does the story end? How was the main problem(s) solved? Did you like the ending? Brainstorm a different ending. When you finish your book, complete a **Plot Diagram**. Take your 10 events and place them in a plot diagram.

What Families Can Do

- Families can have students partner read with a sibling or parent as a read-aloud activity.
- Parents can ask questions about details as the story unfolds and discuss the problem and solution.
- Discuss the resolution of the story with family members. Did you like the ending? Why or why not?

Learning Activities for Reading

7th Grade

Oregon standards identify determining elements of informational texts as a priority skill in 7th grade. These activities will help your child practice this important skill.

Activities

1. Informational Text Components

Materials: Informational text

Identify if the text has an introduction? Title Page? Table of Contents? How are these features organized--Alphabetically or Numerically? Are there chapters/sections? What is the longest/shortest chapter or section?

2. Informational Text Components

Materials: Informational text

Identify if the text has diagrams? Charts? Timeline? Headings? Subheadings? Captions? How do these features help you better understand the information? Identify the x and y axis on any charts. What are the time increments on the timeline? How does the information become more specific as you go from heading to subheadings?

3. Informational Text Components

Materials: Informational text

Identify if the text has an Index? Glossary? Summary? Warranty? How are they organized-- Alphabetically or Numerically? What is the difference between a dictionary and a glossary? What vocabulary words are new to you?

4. Vocabulary

Materials: Informational text

1) Locate a word or group of words and create a chart of word families. 2) Find a word you aren't familiar with and use context clues to make 3 predictions about what the word may mean. 3) Try adding different prefixes and suffixes or tense endings to base words in your text.

5. Cooking

Materials: cookbook

Find a recipe that you would like to try. Follow the instructions to make a meal for your family. Use the text features to help you prepare the meal.

What Families Can Do

- Find a variety of informational texts you may already have around your home to use.
 - 1) Recipe books,
 - 2) Encyclopedias
 - 3) Newspapers
 - 4) Instruction manuals (gaming manuals, board game instructions, furniture assembly)
- Do a **scavenger hunt** of each text you have and locate the features included above.
- **Glossary Search:** Locate the glossary in the book you have chosen. Find 5 words you do not know and read the definition. Use the words in a sentence example or expand them in conversation at home.

Learning Activities for Reading

7th Grade

These activities will help students continue to read and comprehend literature, analyze how an author develops and contrasts the points of view of different characters or narrators in a text, and compare and contrast a text to its audio, video, or multimedia version (e.g., how does the book or article compare with a movie or news version), and how that changes the story.

Activities

1. Read!

Materials: picture or chapter books, news or magazine articles, pencil, chapter summary

Find a distraction free area, and do **30-60 minutes** of reading or listening to audiobooks every day. This time can be done in more than one session (**10 min, 10min, 10min**).

1. Read to younger siblings, older siblings, a parent, or a friend by phone.
2. Convert a closet, table, chairs into a reading tent or nook, add a few pillows, a blanket, and read.
3. Have siblings, parents, and friends ask you **literal** (e.g., who, what, where, when, why and sometimes how) comprehension questions about your book.
4. Fill out a chapter summary log, as you read your book.

2. Point of View

Materials: picture or chapter books, news or magazine articles, pencil

Find a passage in your book where the character is looking forward to something. Are there any other characters in the book who are not looking forward to this event (**other's point of view**).

1. Copy the passage down where the character is looking forward to something. Copy the passage down where another character is not looking forward to the same event, then read both perspectives out loud to a parent, sibling, or friend.
2. Why do you think they have different feelings about the same event?
3. Fold a paper in half, and draw the two different scenes.
4. List three things that you are looking forward to doing.

3. Comparing Books

Materials: picture or chapter books, news or magazine articles, pencil

Compare a book or article to its movie or news version, and examine how that changes the meaning and style of the story.

1. Write down three ways in which the stories are the same or different.
2. Write down three ways in which the characters are the same or different.

How does it affect the style of the story? Which one was easier to understand? Why?

What Families Can Do

- Help set up a quiet reading area.
- Ask your student what they are reading each day.
- Have your student write a brief summary as they finish chapters.
- Have them share three spots where the book was exciting, emotional, or just made them stop and think.

Chapter Summary Log

Name:

Date:

Write your chapter titles/page numbers and summaries in the boxes below.

**** A summary is a short paragraph that tells the most important things that happened. Include people, places and events. ****

Book Title and Author:

Total Pages:

Chapter Number or Title / Page Numbers: CH 1

Summary:

Chapter Number or Title / Page Numbers: CH

Summary:

Chapter Number or Title / Page Numbers: CH

Summary:

Chapter Number or Title / Page Numbers: CH

Summary:

*If it is a longer book, do a summary every two chapters (ie. after CH 2, after CH 4... etc)

Learning Activities for Reading

7th Grade

Grade level standards require students to read and comprehend literature, assess how point of view or purpose shapes the content and style of different texts, and determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. These activities will help your child with these grade level expectations.

Activities

1. Read!

Materials: picture or chapter books, news or magazine articles, pencil, chapter summary

Continue to do **30-60 minutes** of reading or listening to audiobooks every day. This time can be done in more than one session (**10 min, 10min, 10min**).

1. Read to younger siblings, older siblings, a parent, or a friend by phone.
2. Continue having siblings, parents, and friends ask you **literal** (e.g., who, what, where, when, why and sometimes how) comprehension questions about your book.
3. Continue filling out the chapter summary log, as you read your book.

2. Character Blog Post

Materials: Story (novel or picture book), paper, pencil

After reading for 20-60 minutes write a blog post from the perspective of your character. Be sure to mimic the voice of your character. Include what they experience and feel about their situation.

3 Text-World Connection

Materials: Any Text (book, article, poem), paper, pencil

After reading, write a paragraph detailing the connections you made to the text. What can you relate to? How does this text make you feel? Can you connect the writing to your own experience or the experience of someone you know?

4. Words!

Materials: Any Text (book, article, poem), paper, pencil

Words carry cultural and emotional associations (**connotations**), in addition to their literal meanings (**denotations**/definitions). Write down three new words from the book you are reading that caught your attention.

1. Choose three words, write down what you think each word means.
2. Ask a parent, sibling, or friend what they think the word means.
3. If you disagree, explain to them why you disagree, and back it up with evidence from your book or article.
4. Use each new word in a sentence.

What Families Can Do

- Read an article together and talk about how it is affecting them.
- Listen to a story on audible for free: <https://stories.audible.com/start-listen>
- Younger kids can practice reading to older kids and older kids can read stories to younger kids.

Learning Activities for Reading

7th Grade

Oregon writing standards identify being able to summarize, discuss, and analyze a text as priority skills in 7th grade. These activities will help your child practice their reading skills

Activities

1. Reactions

Materials: Book, news article, magazine, or other reading material.
Paper/notebook and pencil

1. Read for 20-60 minutes.
2. Write a 2-3 sentence summary of what you read.
3. Write 3-4 sentences on your **reactions** to the text. What questions do you have? What opinions or predictions do you have?

2. Quote

Materials: Book, news article, magazine, or other reading material.
Paper/notebook and pencil

1. Read for 20-60 minutes.
2. Write a 2-3 sentence summary of what you read.
3. Choose a quote from the text that you like or think is important. Write 2-3 sentences about WHY you like it and/or think it is important. How is it related to the rest of what you read today?

3. Conflict

Materials: Book, news article, magazine, or other reading material.
Paper/notebook and pencil

1. Read for 20-60 minutes.
2. Write a 2-3 sentence summary of what you read.
3. Write about a CONFLICT (problem) you find in the text. Who is involved? What is your opinion of the conflict? How could it be solved?

4. Connections

Materials: Book, news article, magazine, or other reading material.
Paper/notebook and pencil

1. Read for 20-60 minutes.
2. Write a 2-3 sentence summary of what you read.
3. Write about any connections you have with the text. Is there a character that reminds you of yourself or someone you know? Maybe something in the setting is familiar? Or the conflict?

5. Just a Summary

Materials: Book, news article, magazine, or other reading material.
Paper/notebook and pencil

1. Read for 20-60 minutes.
2. Write a 2-3 sentence summary of what you read.

What Families Can Do

- Help your child find a quiet place to read.
- Discuss the text with your child -- ask your child what the reading was about and ask questions.

Learning Activities for Reading

7th Grade

Oregon reading standards identify reading and summarizing informational text as a priority skill in 7th grade. These activities will help your child deepen those skills.

Activities

1. Reading Informational Text

Materials: News article, pen or pencil, paper

Read one current event article from a newspaper or other informational text and provide a concluding statement or section that follows from and supports the information or explanation presented. Read one article each day.

2. Watch a Video

Materials: video, pencil, paper

Watch a video for at least 30 minutes per day with the sound off and subtitles on. If you don't know a word, rewind and see if you can infer the meaning of the word. Write a list of words that are new to you.

3. Explicit versus Implicit Meaning

Materials: Book, pencil, paper

Read a children's book and write down explicit information and then what that implies. Example: Goldilocks walked right into the three bears' home when they weren't there. That implies that she feels entitled.

What Families Can Do

- Families can provide timely information and discuss the meaning and relevance to the student's life today.

Writing

Learning Activities for Writing

7th Grade

Oregon 7th grade Language Arts Writing standards help students learn the writing skills and stamina necessary to communicate well in a variety of different writing types. These activities will develop students' flow of creativity and stamina.

Activities

1. P.S. I Love You

Materials: paper and pencil

Write a friendly letter or note to a family member or friend.

2. Writers Notebook

Materials: blank notebook or paper and pencil

Spend 10 - 20 minutes daily, or every other day writing in a notebook. A writer's notebook is a place where writers can keep ideas, thoughts, inspiration, research, as well as practice and improve their writing. A writer's notebook allows students to take in the world around them and document their daily lives. Ideas for their notebooks could include: writing stories, documenting favorite quotes, random facts, dreams, lists, poetry, etc.

3. How to..... writing

Materials: paper and pencil

Think of an activity you know how to do. The activity could be simple or complex, such as preparing a sandwich, playing a game, or creating a post on instagram. Imagine a friend, family member, or even stranger who has no idea how to do the activity. Write step by step instructions to teach that person how to do the activity.

4. Picture Writing

Materials: Any kind of picture, a pencil, and paper

By yourself, spend 20 minutes writing a description of a picture. Describe what's in it, what it looks like, what colors there are, and what it shows. Later, show the description but not the picture to a family member or friend, and ask them to draw the picture based on your description. Afterward, compare the original picture with the drawing.

5. Around the Room

Materials: paper and pencil

Spend 20 minutes writing a detailed description of one room in your home. Use figurative language like similes, metaphors, and personification. Afterward, read it aloud to a friend or family member.

What Families Can Do

- Write with your children. While your children are working on writing, sit with them and write something at the same time. When children see parents writing, they learn that it is worthwhile.
- Ask children to read their writing aloud, and listen to it. Reading writing aloud for an audience gives a writer the chance to see opportunities for change.
- Ask a friend or family member to exchange letters with your child.
- Give feedback on your child's writing. Writers need encouragement and praise, and they also need to know about places readers are confused or unclear.

Learning Activities for Writing

7th Grade

Oregon 7th grade Language Arts Writing standards help students learn the writing skills and stamina necessary to communicate well in a variety of different writing types. These activities will develop students' stamina, creativity, and range.

Activities

1. Daily Journal

Materials: pencil and paper

Imagine that when social distancing is over, book publishers will want to print stories of people's experiences. Keep a daily journal in which you describe daily events, as well as your thoughts and feelings about this unique time. Write for 10-15 minutes each day.

2. Photo Essay

Materials: camera (phone camera is fine), pencil and paper

Create a photo essay that captures your life right now. Take pictures throughout your day (or week) and caption each one with 2-3 sentences that explain each photo.

3. Book/Movie Review

Materials: pencil and paper

Write a review of something you've read or watched lately (book, TV show, movie, etc.). Summarize the plot, describe the main character, then explain what you liked or disliked about it. Who would you recommend this to? Write 3-5 paragraphs.

4. Interview

Materials: pencil and paper

Choose someone in your family to interview (in person or by phone). Create a list of questions, conduct the interview, and write down his/her responses. Next, write a reflection about your interview. What did you learn about this person that was interesting or surprising? How has your perception of this person changed?

5. Fictional Story

Materials: pencil and paper

Write a fictional story about a global pandemic (or some other topic). Include sensory details, figurative language, and dialogue. Write 1-2 pages. When finished, read it to a family member, get feedback, and revise and edit to create a final copy.

What Families Can Do

- Write with your children. While your children are working on writing, sit with them and write something at the same time. When children see parents writing, they learn that it is worthwhile.
- Ask children to read their writing aloud, and listen to it. Reading writing aloud for an audience gives a writer the chance to see opportunities for change.
- Ask a friend or family member to exchange letters with your child.
- Give feedback on your child's writing. Writers need encouragement and praise, and they also need to know about places readers are confused or unclear.

Learning Activities for Writing

7th Grade

Reflecting in writing about what we read and what we see in the world around us allows us to better understand the world in which we live. The following materials aim at guiding the student through reflective activities that allow them to make sense of their current circumstances.

Activities

1. Sketch-to-Stretch

Materials: Pen/Pencil and paper

Read for 20 minutes. You can read anything that is available to you. This can be a book, a magazine, an article online, a graphic novel, a comic book, etc. When you are finished reading, on a blank piece of paper, pick a part or scene in what you read that you think is important or interesting. In a couple sentences, explain why it is important and what it means and then draw a picture that symbolizes the meaning of the text. This exercise helps students dig deeper into the meaning of what they read as opposed to just relating what happened in the story or text.

2. Slide-By-Side Comparison Drawings

Materials: Pen/Pencil and paper

Take a blank piece of paper and draw two large boxes side by side on the paper. Label the first box 'Before' and the second box 'After.' Leave about four or five lines empty at the bottom of the paper because you will need this space in order to write an annotation below your drawings. In the first box, draw a picture that represents your life before the coronavirus closed our schools. Below the box, write a couple sentences that explains what you drew in the box above. In the second box, draw a picture that represents your life now. Below this box, write a couple sentences that explains what you drew in the box above.

3. Start a Coronavirus Journal

Materials: Pen/Pencil and paper

Start a journal detailing your life during this strange and curious time. Write for at least ten minutes a day about what your life is like during the school closure. Detail what you and your family have been doing to keep busy. How have you been affected by the closures? What has remained the same about your routine? What have you been doing, if anything, to keep in touch with your friends and family? A good journal focuses on strong sensory details (details using the five senses) and reflects on the author's thoughts and feelings about the events of which they are writing.

What Families Can Do

- Encourage your student to read at least 20 minutes a day. Magazine articles, books, graphic novels, and online articles are all acceptable.
- Encourage your student to write in a journal daily.

Learning Activities for Writing

7th Grade

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Activities

1. INTERVIEW - Gather Information **Materials:** Paper and pencil

Think of 3-5 questions to ask someone about their experience with our current situation. These questions should be open ended so you can gather full statements rather than yes/no answers.

Interview as many people as you can over the week (friend, parent, sibling, grandparent, etc.). Make phone calls, facetime or video chat if you can to reach people in other areas. Take notes of each interview.

2. ABC Book of Nouns **Materials:** Paper, color pens/pencils

Create a middle school version of a children's-style A-B-C book with nouns that are meaningful to others your age. There will be 26 words in all, one for each letter in the alphabet. Include a short description telling why the person, place, thing, or idea is important to middle schoolers. Drawings are optional.

3. Magic 20 Summary **Materials:** A short article you're interested in, paper, pen/pencil

First, read through your article. Then go back and read the first paragraph, cover it and summarize it in one sentence using 20 words or less (covering who, what, when, where, why, and how). Repeat for each paragraph. Next repeat for each *pair* of 20 word sentences, aiming to cover more and more information in a new 20 word summary. Repeat until you have just one 20 word sentence, covering the whole article.

What Families Can Do

- Talk about topics of interest and take notes.
- Help write grocery lists, project lists, schedules

Learning Activities for Writing

7th Grade

Oregon writing standards identify being able to explain and convey ideas in written form while using proper spelling and grammar as priority skills in 7th grade. These activities will help your child practice their writing skills and expressing their thoughts in written form.

Activities

1. Journaling

Materials: Pencil and paper/notebook

Keep a journal about your life right now. What are you thinking about and/or experiencing? Write 1-2 paragraphs.

2. Interview

Materials: Pencil and paper/notebook

Ask someone in your home (or on the phone/video) what they think about what is going on right now. Summarize the interview in 1-2 paragraphs.

3. School Reflection

Materials: Pencil and paper/notebook

Do you wish you were back at school right now? Why or why not? What do you miss and not miss about school? Summarize your thoughts in 1-2 paragraphs.

4. Journaling

Materials: Pencil and paper/notebook

How are you spending your time while you are at home? Write 1-2 paragraphs.

5. Short Story

Materials: Pencil and paper/notebook

Write a short story that completes one of the following sentences:

- If I could leave the house right now, I would go to...
- If I could be any TV, movie, or video game character I would be ____ because
- Once there was a fluffy purple snake in my yard...

What Families Can Do

- Provide a quiet place for your child to write and the necessary materials.
- Ask them to read their writing to you or someone else in the home.

Learning Activities for Writing

7th Grade

Oregon writing standards identify being able to identify suffixes and prefixes as a priority skill in 7th grade. These activities will help your child understand how to identify and use suffixes and prefixes.

Activities

1. Prefix and Suffix Game

Materials: cardstock or paper, pencil or pen, scissors, ruler

Make a word puzzle using prefixes: Write down on strips of paper sets of words using the common prefixes (See #3 for ideas). Cut the strip in half. Turn the paper over. Put the pieces together. (1 point for each correct answer)

2. Prefix and Suffix Game

Materials: cardstock or paper, pencil or pen, scissors, ruler

Make a word puzzle using prefixes and their definitions: Write down on strips of paper the prefix and the definition of that prefix (See #3 for ideas). Cut them in half. Turn the paper over. Put the pieces together. (1 point for each correct answer)

3. Prefix and Suffix Game

Materials: cardstock or paper, pencil or pen, scissors, ruler

Create a vocabulary game using common prefixes. On index cards (or similar) write out several common prefixes. For example: dis- (opposite, not: disappear, disagree), inter- (between, among: intersect, intervene), tele- (from or over a distance: television, telephone), anti- (against: anticlimax, antiestablishment), ex- (out of, from, former: expatriot, extract), extra- (more, beyond: extraterrestrial, extraordinary), pre- (before: prepare, predict), post- (after: postsurgery, posttraumatic). Place the cards facedown. Take turns turning the card over and say a word that uses the prefix correctly (for 1 point) and if the definition of the prefix can be given (for 1 point). Total points possible per card: 2

4. Prefix and Suffix Game

Materials: cardstock or paper, pencil or pen, scissors, ruler

Make a word puzzle using suffixes. Write down on strips of paper sets of words using the common suffixes (see #6 for ideas). Cut the strip in half. Turn the paper over. Put the pieces together. (1 point for each correct answer)

5. Prefix and Suffix Game

Materials: cardstock or paper, pencil or pen, scissors, ruler

Make a word puzzle using suffixes and their definitions. Write down on strips of paper the suffix and the definition of that suffix (see #6 for ideas). Cut them in half. Turn the paper over. Put the pieces together. (1 point for each correct answer)

Create a vocabulary game for using common suffixes. On index cards (or similar) write out several common suffixes. For example: -ion (state or quality of: abbreviation, action), -er (one who: teacher, helper), -ment (condition of: argument, punishment), -ship (position held: kinship, internship), -acy (state or quality: privacy, delicacy). Place the cards facedown. Take turns turning the card over and say a word that uses the suffix correctly (for 1 point) and if the definition of the prefix can be given (for 1 point). Total points possible per card: 2

What Families Can Do

- Families can and should play together. Play with a sibling, parent or other.

Learning Activities for Writing Intervention

7th Grade

Oregon writing standards have students make a claim and support it with logical reasoning. These activities will also help students improve spelling.

Activities

1. Virtual Learning or In Person? **Materials:** paper and pencil

What form of learning is best - virtual or in person?

Virtual pros: can be done at your own pace, according to your own schedule, fewer distractions, lessons can be reread or reviewed as often as needed.

Cons: lack of social interaction, doesn't work as well for all types of learners, problems with technology

Choose a side and write an argument for your claim.

2. Play Spelling Games **Materials:** paper and pencil

- Hangman (use a dictionary to ensure correct spelling, choose challenging words)
- How many words can you make out of coronavirus, Anthony Fauci, Tiger King?
- Word Chain game: come up with a word that begins with the last letter (or sound) of your partner's word. Choose categories (food, animals, etc.) Variation: use last syllable instead of last sound.

3. Your Future Self **Materials:** pencil and paper

Write a letter to yourself in the future. What do you think your life will be like? Record your daily activities and emotions throughout the day.

What Families Can Do

- Encourage your child to write as much as possible. Discuss topics first to help them gather ideas and encourage your child to write down those ideas.

Math

Learning Activities for Math

7th Grade

Oregon math standard 7.EE.B4 is a priority skill in 7th grade. These activities will help your child solve real-life and mathematical problems using numerical and algebraic expressions.

Activities

1. Movie Night

Materials: Paper and Pencil

Floyd Light Middle School is planning a special “Movie Day” for all students who had no missing assignments last quarter. Mr. Pease will purchase enough containers of popcorn and juice for all the students that will be attending. The popcorn costs \$2.50 per container. Bottles of juice cost \$3.00 each. The principal uses the algebraic expression $2.50x + 3.00y$ to calculate the total expenses.

- What does the x variable represent?
- What does the y variable represent?
- Mr. Pease bought 8 containers of popcorn and 11 bottles of juice. How much did he spend?

2. Nate’s Business

Materials: Paper and Pencil

Nate started a business selling coffee and muffins at the local senior center. He spent \$250 for a coffee cart and also paid \$500 to rent a space for his cart at the senior center for one year. He calculated that he makes a profit of \$0.75 for each cup of coffee and \$1.25 for each muffin he sells. Help evaluate Nate’s business plan. Show all work.

- If Nate were to only sell coffee and no muffins, how many cups of coffee would he need to sell in one year to break even (cover his expenses)?
- If Nate were to sell the same amount of coffee and muffins, about how many of each would he need to sell to break even?
- Nate estimates he will make a profit of about \$945 this year.
 - If he only sells coffee, how many cups will he need to sell to reach his estimate?
 - If he only sells muffins, how many muffins will he need to sell to reach his estimate?
 - If he sells both muffins and coffee, determine two different combinations of coffee and muffins that would allow him to reach a profit of \$945.

3. Design a Business

Materials: Paper and Pencil

Design your own business. What would your expected start-up costs be? What products would you sell? How much would you hope your profit would be for each product you would sell? How many of each product would you need to sell to break even?

5. Mystery Numbers Game

Materials: Paper and Pencil

This game takes two players. Each player must have the integers from -10 to +10 listed on a piece of paper in front of them so their opponent cannot see the numbers. Each player chooses (circles) five numbers between -10 and +10. Each player privately adds the five integers to get a sum. The object of the game is to guess your opponent’s numbers before they guess yours. Before playing the game share your sum with your opponent. Choose a player to begin. The first player guesses one integer and the opponent declares a hit (one of their chosen numbers) or a miss. The first player to guess all 5 numbers wins.

What Families Can Do

- Determine a budget for grocery shopping
- Design products to sell

Learning Activities for Math

7th Grade

This activity is based on the 7th grade math standard that states: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. The focus is on basic number sense with some 7th grade geometry included at the end.

Activities

1. Halving a recipe

Materials: Pencil and paper

You have a cookie recipe that calls for 3 ½ cups flour, 1 cup white sugar, 1 cup brown sugar, 2 eggs, 1 teaspoon vanilla, 1 teaspoon baking powder, ½ teaspoon of salt, and 1 ½ cups of chocolate chips. You plan to make only half the recipe. List how much of each ingredient you would need.

2. Doubling a recipe

Materials: Pencil and paper

Using the original recipe from 1 (above), you now decide to double the recipe for a large party. List the amount of each ingredient needed to make a double batch of the cookies.

3. Portioning the dough

Materials: Pencil and paper

A single batch of cookie dough weighs 1200 grams. If you want to make cookies that weigh 25 grams, how many 25 gram cookies can you make with a single batch of dough? How many 25 gram cookies with a double batch of dough? How many 25 gram cookies with a half batch of dough?

4. Area of the cookie

Materials: Pencil and paper

Each cookie has a diameter of 3 inches. Use the appropriate formulas below to find the area of a 3 inch cookie. Hint: Use 3.14 for pi.

$$\text{diameter} = 2 \cdot \text{radius}$$

$$\text{radius} = \frac{1}{2} \cdot \text{diameter}$$

$$\text{Circumference of a Circle} = \pi \cdot \text{diameter}$$

$$\text{Circumference of a Circle} = 2 \cdot \pi \cdot \text{radius}$$

$$\text{Area of a Circle} = \pi \cdot \text{radius} \cdot \text{radius}$$



5. Circumference of the cookie

Materials: Pencil and paper

Find the circumference of a cookie with a diameter of 3 inches. Use the appropriate formulas below. Hint: Use 3.14 for pi.

$$\text{diameter} = 2 \cdot \text{radius}$$

$$\text{radius} = \frac{1}{2} \cdot \text{diameter}$$

$$\text{Circumference of a Circle} = \pi \cdot \text{diameter}$$

$$\text{Circumference of a Circle} = 2 \cdot \pi \cdot \text{radius}$$

$$\text{Area of a Circle} = \pi \cdot \text{radius} \cdot \text{radius}$$

What Families Can Do

- Discuss your favorite types of cookies.
- Use measuring cups to determine how the different size cups compare; for example, which is larger ⅔ cup or ¾ cup or how many ⅔ cup does it take to make 2 cups?
- Pick a cookie recipe to make with your student and make either a half batch or a double batch with your student.

Learning Activities for Math

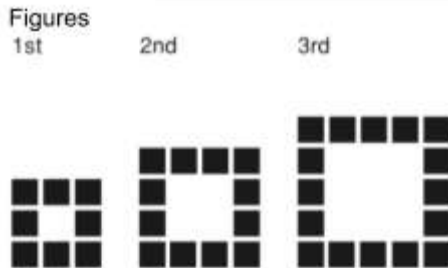
7th Grade

Oregon standards identify using variables to represent quantities in a real-world or mathematical problem, and constructing simple equations to solve problems by reasoning about the quantities as a priority skill in 7th grade.

Activities

1. Pattern Talk:

Materials: pattern below, pencil, paper



Directions:

- Draw the 4th figure in the pattern.
- Describe how you see this pattern growing?
- How do you think Figure 0 would look? (What might have come before the 1st Figure?)
- How do you know?

2. Make a Table:

Materials: table below, pencil, your response from Pattern Talk (Activity #1)

Directions: Complete the table using the information from the figures above. Write an expression using “ n ” for the figure number to show how you could find the number of tiles in any figure.

Figure Number	Number of Tiles
1	
2	
10	
20	
100	
n	

3. Modeling Expressions:

Materials: Blackline Master 1.1, pencil

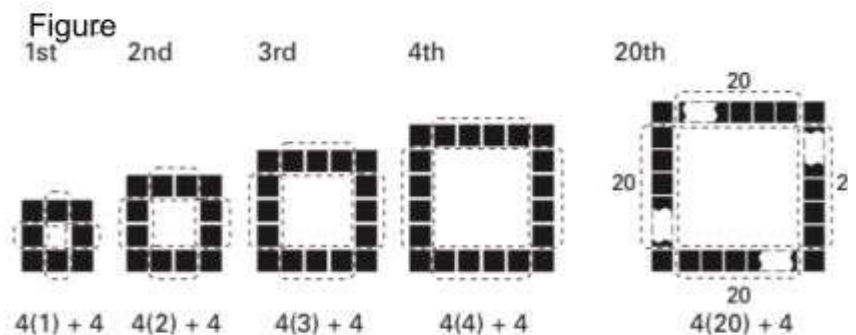
One way to see growth in this pattern is adding 1 tile to each side for each new arrangement.

For example: Figure 0 only has the 4 corners. Then figure 1 has the 4 corners plus 1 tile on each side or $4 + 1 + 1 + 1 + 1 = 4 + 4(1) = 4 + 4 = 8$.

Figure 2 has the 4 corners plus 2 tiles on each side or $4 + 2 + 2 + 2 + 2 = 4 + 4(2) = 4 + 8 = 12$.

And so on. We can write this expression as $4 + 4n$ if we make “ n ” equal to the figure number.

Below we have modeled our expression by circling where we saw the growth on the pattern and writing an expression below each figure.



Directions: On Blackline Master 1.1, draw 3 other ways we can model this pattern and write an expression for each figure (attached at the end).

4. Evaluating Expressions:

Materials: Blackline Master 1.1, pencil

The following expressions can all be used to find the number of tiles in each arrangement of this pattern: $4n + 4$; $4(n + 1)$; $4(n + 2) - 4$; $2(n + 2) + 2n$; $(n + 2)^2 - n^2$; and $2(2n + 1) + 2$.

Directions: In each expression “ n ” is the arrangement number. Choose two different expressions to determine how many tiles would be in the 43rd arrangement. What do you notice? What do you wonder?

Expression Chosen	Number of Tiles in 43rd Arrangement

I notice...

I wonder...

5. Proportional:

Materials: Table from activity 2, pencil, paper

Does this pattern represent a proportional relationship? Why or why not?

Hint: You may want to expand your table or draw a graph to determine if it is proportional.

Circle one

This pattern (does / does not) represent a proportional relationship because...

What Families Can Do

- Look at the pattern together. Have each person describe how they see the pattern growing. Compare your descriptions. Discuss whether you saw it growing in the same way or differently.
- Each person could model how they saw the growth by circling tiles on Blackline Master 1.1.

Blackline Master 1.1: Lesson adapted from Algebra Through Visual Patterns

<p>Arrangement 1st 2nd 3rd 4th</p> <p>Expression:</p>	<p>20th</p>
<p>Arrangement 1st 2nd 3rd 4th</p> <p>Expression:</p>	<p>20th</p>
<p>Arrangement 1st 2nd 3rd 4th</p> <p>Expression:</p>	<p>20th</p>

Learning Activities for Math

7th Grade

The following activities are designed to help reinforce mathematical skills in computation and problem-solving.

Week 1 Activities

1. Integers Card Game

Materials: a standard deck of playing cards

First establish that all cards that are black are positive. All cards that are red are negative. Face cards are worth the following points: Jack is 10, Queen is 20, and King is 30. Joker is 0 and Ace is a “wild card” which can be positive or negative of any value between -100 and 100. For example, if you draw a black King, that is positive 30, while a red King is -30. Other cards take the point value on them. For example, a 3 of Diamonds is a -3; a 4 of Clubs is positive 4. There are many variations to practice computation and ordering with integers. You can simply draw two cards and compare which one is greater. If you want to play a game in a pair or group, the person with the highest number gets all cards. The person with the most cards when the deck is gone is the winner. You could also practice adding integers by doing the following: Each person draws two cards. They find their sum (add the numbers together). The two players compare their answers and whomever has the greater answer receives all cards. Whomever has the most cards when the deck is gone is the winner. You can repeat this game but using subtraction or multiplication as the operations.

2. Alphabet Math

Materials: paper and pencil

Assign each letter of the alphabet a dollar amount, beginning with A. For example A=\$1, B=\$2, C=\$3, etc. Write this down on a piece of paper for reference. You will have values ranging from \$1 to \$26.

Try answering these questions:

What is the value of Portland? (add together the value of each letter)

How much is Seattle worth?

Which is worth more: New York or London?

Who has the most expensive name in your family? The least expensive?

Find 3-letter words that have values over \$60.

Telephone is a word that is worth exactly \$100. Each clue below describes a different word that is worth \$100. Use these clues and your mathematical knowledge to find these \$100 words:

Popular at Halloween _____

Doctors and Nurses work in a _____

Yummy at Thanksgiving _____

Not Helpful _____

Bad Tempered _____

Not Exported, but _____

3. Calculating Rates

Materials: paper and pencil; timer

Using a timer, record how many times you can say the following tongue twister in one minute: “I scream, you scream, we all scream for ice cream.” (You may choose another Tongue Twister if you’d like). Variation: Record how many jumping jacks you can do in a minute.

Now that you know the unit rate (for example 18 times per minute), use that to predict how many times you could do the activity in: 5 minutes, 20 minutes, 1 hour, 1 day, 1 week, and 1 year.

Have a competition with another member of your family and repeat the experiment with them, calculating their rates for different amounts of time.

4. Fractions, Decimals and Percents

Materials: paper and pencil

Complete the following tasks using your knowledge of fractions, decimals, and percents:

On a number line labeled with endpoints of 0 and 1, place the point $\frac{1}{2}$. Now place the point 7 tenths on the same line.

Find 5 fractions that lie between these 2 points. How did you do it? What strategies did you use?

Use the digits 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 exactly once and create fractions, decimals, whole numbers, and percents that

can be ordered from least to greatest in the order below:

Fraction < decimal < fraction < whole number < percentage

Create a set of fractions, decimals and percents. Put them in order, and then mess up your set. Trade your set with a partner. Have them put the fractions, decimals and percents in order.

Sandra says that $\frac{3}{5}$ is less than 60%. Do you agree or disagree? Show your thinking. Include a diagram to justify your thinking.

5. Estimation, Measurement and Alternative Measurement

Materials: a 12 inch ruler, or some object you can measure with, like a spoon or a book, or a shoe. Just about any object can work.

All students need practice with measurement and the ability to see that something can be measured using different units of length.

Have you ever wondered how big a room is? Take this opportunity to work on estimation and measurement. If you have a ruler, measure the dimensions of your room. (how far is it from one side to another. Do both directions.) Before you do that try to make a really good estimation of the distance. Is it more than 5 feet? Is it more than 20 feet? Try to see how close you can guess.

How exact can you measure this distance. If you don't have a ruler, use something else, like a book, or even a penny. How many pennies would it take stacked edge to edge along the floor to go across the room? How many times would you have to put a single book end to end to cross the room?

Think about it, Talk about it: If there were no rulers, when might a person use a penny as their "ruler?" When might a person use a book as their "ruler?" What could you use, other than a ruler or a yardstick to measure the length of the back of the building at Alice Ott, all the way from room 9 to room 19?

Bonus activity: Find something floppy, like a small towel, for instance, or a sock. How many towels or socks tall is the tallest room in the building? How do we measure stuff above our heads, above our reach?

What Families Can Do

- Discuss how positive and negative numbers are present in daily life, such as temperatures and account balances. Review a billing statement together and look at the difference between a debit and a credit.
- Determine rates of speed of different animals. If possible, do research to find how fast animals like a cheetah or sloth move per unit of time.
- Look at advertisements online or on a mailer and identify percent discounts. Make an imaginary shopping list from this and find a total, including how much savings there was from any discounts and coupons.
- Measurement is an excellent activity done with other people. Start with an estimation challenge. Talk about precision and why it matters and when it doesn't really matter. Watch a video on the metric system. Watch a video on the US, or customary, system. What did you learn?

Learning Activities for Math

7th Grade

The following activities are designed to help reinforce mathematical skills in computation and problem-solving.

Activities

1. Cooking with Recipes

Materials: pencil, paper, a family recipe

Have you ever cooked a meal for your family at home? How do caterers, bakers, chefs cook for large groups of people?

1. Find a recipe with your family that you'd like to help cook for dinner.
2. How much would I need to be able to cook a **DOUBLE** batch of this recipe?
Calculate the new amount for each ingredient if I am going to **DOUBLE** the recipe.
3. What if I wanted to **TRIPLE** the recipe?
4. How many servings does the original recipe make?
5. What do you need to multiply the recipe by in order to make it fit your family?
6. Re-write the recipe to fit your family with the correct measurements.

2. Drawing Household Objects

Materials: Pencil, paper, something to measure with, a household object

How are posters of our favorite athletes, rock bands, or actors and actresses made? How can you take a larger image and work backwards to shrink it? You are going to take a household object and shrink it on paper.

1. Select an object around your house that is about the size of a full sized sheet of paper.
Example: A water bottle, your favorite book or movie case, a kitchen utensil like a spatula.
2. Measure the length and the width of different parts of the object.
Example: The handle of the spatula is 2 inches wide and 6 inches long. The end of the spatula is 4 inches long and 4 inches wide.
3. Multiply each of the measurements by $\frac{1}{2}$. Record the measurements on paper.
4. Draw the object using your new measurements on a sheet of blank paper.
5. Multiply the original measurements by $\frac{1}{3}$. Record the measurements on paper.
6. Draw the object using these new measurements on a sheet of blank paper.
7. Compare your drawings to the original object.
8. Describe how the proportions (measurements) and the pictures you have drawn have changed from the original object.

3. Bowl-a-fact

Materials: pencil, paper

When I have multi-step equations how do I know what to do first, second, and last?

1. Choose any 3 numbers between 1 and 6. You may choose the same number more than once.
2. Write the numbers at the top of your paper.
3. Just like in bowling where you try to knock down all 10 pins, our goal is to use all 3 numbers at the top to create the numbers 1 through 10 by using any operation.
 - a. Example Numbers 1, 3, 5
 - i. $1 + 3 + 5 = 9$ Found #9
 - ii. $1 - 3 + 5 = 3$ Found #3
 - iii. $(5 - 3) \times 1 = 2$ Found #2
4. Challenge a family member to see who can knock out the most numbers using the 3 that you chose.
5. Challenge a family member to see who can knock out all 10 first.

Extension - Try doing the same activity using numbers that are positive or negative and allowing your answer to be positive or negative.

* Remember to use parentheses to change the order of the equation *

4. **Doubling and Tripling: Looking at Multiplication as Different Sized Rectangles**

Materials: Paper and pencil. Graph paper is even better, but not necessary.

Do: If you have graph paper then draw a horizontal rectangle near the upper left corner of the paper. The dimensions are 5 squares across and 2 squares tall. We know the area inside the rectangle is 10 square units, but let's draw more rectangles to see what also has an area of ten square units. The next step is called Halving(taking half of) and Doubling(multiplying by two).

Halving and Doubling: Whatever number you start with doesn't matter, either 2 or 5, but if you take half of one of the numbers then you must double the other number. Take half of 2. That's 1. Now double the other number, 5, and you get 10. Now draw a rectangle below the other one that is 10 squares long and 1 square tall. See, the area is also ten.

Now let's start with the 5. What is half of 5? That's 2.5 or 2 and $\frac{1}{2}$. Now you have to double the other number. What's double 2? That's 4. So now we know that 2.5×4 equals 10.

Draw that rectangle under the other two rectangles. Make it 2.5 squares long and 4 squares tall. That also has an area of ten square units.

Create related math facts using these two numbers:

Warm up: 1×3 A little harder: 4×7 Jr. Ninja: 15×8

Ninja: 9×16 (no need to draw. Can you change the numbers and multiply them?) Can you come up with 3 or 4 related math facts whose solution is also 144?

In which problems above would it make sense to try and take a third of one number then triple the other number?

That version is called **Thirling and Tripling**. Why is it easier to use tripling and thirling on 15×8 than it is to use tripling and thirling on 4×7 ?

5. **Between Zero and One**

Materials: String, push pins and index cards or paper and pencil.

Purpose: How are fractions, decimals, and percents all related? You'll recall that there are three horizontal strings across the white board in the front of the room. If you have string or dental floss and some push pins you can set this up along a wall in your room. Otherwise draw three parallel lines across the page. To get more length, turn the paper horizontally.

Do: Use the top string or line for fractions, the middle string for decimals, and the bottom string for percents. If you are using cards, start with 0, $\frac{1}{2}$, and 1. Place those on the top string. On the decimal line, add 0, .5, and 1.0. On the bottom string add 0%, 50%, and 100%.

Create a set of cards for fractions, decimals, and percents. You should be able to accurately place thirds, fourths, and fifths on the number line. Where does $\frac{1}{3}$ go? For each card, ask yourself, is the number more than $\frac{1}{2}$ or less than $\frac{1}{2}$? Once you have the fractions in place, find the equivalent values for decimals and then percents.

For the fractions, can you put a card on top of another card? For instance, where would $\frac{5}{10}$ go?

Challenge yourself!!!

Warm up: $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{6}$, $\frac{2}{6}$, $\frac{3}{6}$, $\frac{4}{6}$, and all the equivalents for decimals and percents.

Ninja Jr.: $\frac{1}{8}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$ and all the equivalents for decimals and percents.

Ninja: $\frac{8}{20}$, $\frac{12}{20}$, $\frac{15}{20}$, $\frac{3}{9}$, $\frac{6}{9}$

Challenge someone in your family to name the equivalent numbers. Ask, What is the percent that is equal to $\frac{3}{4}$?

What Families Can Do

- Cooking meals with your student(s) at home and talking about how you adjust recipes for the number of people you are cooking for.
- Participating in bowl-a-fact together (races or a contest to see who can find the most)
- Having a conversation together about how things like buildings and bridges are tested using smaller models and how scale is used to build the larger, actual structure once it has been tested for safety
- Play the number line activity together. The more people involved, the better. In all these activities, having a conversation is crucial! How do you know $\frac{2}{3}$ is more than $\frac{6}{12}$?

Learning Activities for Math

7th Grade

Oregon math standard 7.EE.B3 is a priority skill in 7th grade. These activities will help your child solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.

Activities

1. Drilling

Materials: Paper, Pencil

A water well drilling rig has dug to a height of -60 feet after one full day (24 hours) of continuous use.

1. Assuming the rig drilled at a constant rate, what was the height of the drill after 12 hours?
2. If the rig has been running constantly and is currently at a height of -143.6 feet, for how long has the rig been running?

2. Equals 30

Materials: Pencil, Paper

Use all the integers in each set below to find an expression that equals 30. You can use addition, subtraction, multiplication and/or division. You may also use parentheses to group numbers, if needed. Check the answer using the order of operations.

- | | |
|--------------|-----------------|
| 1. -5, 3, -2 | 3. 1, 4, -5, 5 |
| 2. 7, 40, -3 | 4. 6, -4, 10, 2 |

3. BINGO

Materials: Pencil, Paper

Create a worksheet that has 6 of each type of integer operations (addition, subtraction, multiplication and division). Allow room for others to put their answers on the worksheet. On a separate sheet type the answers to the integer expressions. No two answers can be the same. Create a blank BINGO card with a free space in the center of the card. The cards should have 5 rows and 5 columns.

To play the game, participants will find the value of the expressions and place their answers anywhere on the BINGO card. The person in charge of the activity will call out the answers to expressions in no particular order. Participants cross off the boxes with corresponding answers. The game can be played for a normal BINGO and then continued on for a blackout. All participants to get a blackout will have found the value of all 24 expressions correctly.

Lead your BINGO activity with at least three other people.

4. Video Game

Materials: Paper, Pencil, Markers or Colored Pencils

Create instructions for a video game. Players can earn integer point values based on specific situations in the game. Design any of the following; Rule Sheet, Instruction sheet, or flyer. Be creative, colorful, fun!

Include:

- The theme
- The characters
- All different ways participants can earn positive integer points
- All different ways participants can earn negative integer points

What Families Can Do

- Play the board game Sorry or Monopoly
- Play the card game War and have red cards be negative integers and black cards be positive integers

Science

Learning Activities for Science

7th Grade

Students will review what forces are and how forces affect motion. Students are expected to know how change in an object's motion depends on the sum of the forces on the object and the mass of the object.

Activities

1. Concept Review for Forces

Materials: Paper and Pencil

- What is a force?
- Describe what unbalanced forces are and what is created by them. Draw an example.
- Describe what balanced forces are and what is created by them. Draw an example.

2. Review the calculations of Net Force

Materials: Paper and Pencil

Draw a box image with force arrows and then calculate the net force for each problem. Identify if the net force creates motion or no motion.

- James lifts a heavy box over his head with a force of 250 newtons. Gravity is pulling down the box with a force of 200 newtons. What is the net force, direction and motion of the box?
- A box is being pushed by two really bored science students. Jesse pushes the box to the left with 10 newtons while Jenny is pushing the box to the right with 15 newtons. What is the net force, direction and motion of the box?
- During an amazing round of Tug-of-War, Mrs. Barrett's class battled Mr. Schauer's class. Mrs. Barrett's class pulled to the left with a force of 350 newtons while Mr. Schauer's class pulled to the right with a force of 350 newtons. What is the net force, direction and motion of the tug of war rope?
- Anna decided to clean out her room and donate a bunch of her belongings. When she was done her box was so full that she could not move the box by herself. The force of friction of the floor on the box was 400 newtons. If Anna wants to move the box she will need help from her siblings. If each sibling can push 32 newtons of force then how many people would she need to get the box to start moving?

3. Children's Informative Book on Forces and Motion

Materials: Paper, Pencil and Colored Pencils

Create an informational children's book on what forces and motion are. Create a book with an image and description for each term:

- Forces
- Motion
- Friction
- Balanced
- Unbalanced Forces

If you feel extra creative then create a story using the terminology but remember the book needs to teach elementary students about what forces and motion are.

4. Forces and Motion Experiment

Materials: Backpack, Weights or Books, Paper and Pencil

In this experiment you are going to see how mass affects your speed while completing an exercise. Complete as many jumping jacks as you can in one minute for each of the scenarios and fill in the data table.

Mass in Backpack	Number of Jumping Jack in 1 minute. Trial 1	Number of Jumping Jack in 1 minute. Trial 2	Number of Jumping Jack in 1 minute. Trial 3	Average Number of Jumping Jack in 1 minute.
Empty Backpack				
Backpack half full of books				
Backpack completely full of books				

- Identify the Independent Variable (What did you change?).
- Identify the Dependent Variable (What did you measure?).
- What could be a research question for this experiment using the “How does the (IV) affect the (DV)?” format.
- Create a graph of your data.
- Write a short conclusion of what you learned by doing this experiment.

What Families Can Do

- Have everyone in your family try the experiment in task 4 comparing the mass to the number of jumping jacks in a minute. Did your family members see the same results as you?
- Create 4 of your own net force problems with your family and solve them. Discuss the net force, direction and motion created with each problem. Try to see how crazy and fun you can make the stories.

Learning Activities for Science

7th Grade

Understanding energy, its forms and how it is transferred is a core concept in Oregon science standards. This includes potential energy, kinetic energy, and the factors that impact them.

Activities

1. What is energy? Concept Review **Materials:** paper and pencil

- What is energy?
- What is the measurement unit for energy?
- What is the primary energy source for Earth?
- List at least 5 different forms of energy.

2. Potential and Kinetic Energy Calculations **Materials:** paper and pencil (possibly a calculator)

The formula for calculating gravitational potential energy is: $GPE = \text{weight} \times \text{height}$. If you are using the metric system this is $\text{kg} \times 9.8 \text{ m/s}^2 \times \text{m}$. In standard form this is pounds \times feet. The formula for calculating kinetic energy is: $KE = \frac{1}{2} \text{ mass} \times \text{velocity squared}$, $\frac{1}{2} mv^2$. For the following problems first determine if they are going to be calculating potential or kinetic energy, then solve.

- You serve a volleyball with a mass of 2 kg. The ball leaves your hand with a speed of 30 m/s. The ball has _____ energy. Calculate it.
- A baby carriage is sitting at the top of a hill that is 21 m high. The carriage with the baby weighs 12 N. The carriage has _____ energy. Calculate it.
- A roller coaster is at the top of a 72 m hill and weighs 966 N. The coaster (at this moment) has _____ energy. Calculate it.
- What is the kinetic energy of a 3-kilogram ball that is rolling at 2 meters per second?

3. Law of Conservation of Energy **Materials:** paper and pencil

The law of conservation of energy states that energy cannot be created nor destroyed, it just changes forms. Describe how it applies to the following situations.

- Explain what happens to the electrical energy that is powering a television.
- If you are holding a rock and then drop it, the gravitational potential energy turns into kinetic energy as it is falling. What happens to this mechanical (kinetic) energy when it hits the ground? Keep in mind the Law of Conservation of Energy.

4. Thermal Energy Data Collection **Materials:** paper and pencil

Look at the weather report for next week. Write down the high temperature, low temperature, and cloud conditions for each day. Do you notice any relationship between the temperatures and the weather conditions? If so, describe them.

Create a double line graph of the high and low temperatures for the week. Label the axes. The independent variable (days of the week) will be the x-axis. The dependent variable (temperature) will be the y-axis.

5. Energy at Home **Materials:** paper, pencil and various objects

Find 5 items in your home that have potential (stored) energy, be specific about the type of potential energy present (chemical, nuclear, elastic, gravitational, etc.)

Next find 5 examples of kinetic energy, be specific about the type present (sound, radiant, electrical, thermal, etc.)

What Families Can Do

- Mini-Exploration: Try dropping a ball from a variety of heights. Measure how high it bounces depending on its starting point. Why doesn't the ball ever bounce back up to its starting height? What happens if you change the type of ball you are using? What could explain any differences?

Example: You drop a marble onto a ramp. The marble rolls down and hits a chain of dominoes. The dominoes fall, and the final one hits a toy car. The car drives into the power button for your video game console, turning on your game.

- Rube Goldberg Machine: This is a contraption that uses a chain reaction to carry out a simple task. It performs a very basic job in a complicated way.

Design your own Rube Goldberg Machine. Sketch a blueprint (plan) before setting up the contraption. Test it out and see if it works. Don't get frustrated, you will often need to make many adjustments to get it to work.

Learning Activities for Science

7th Grade

Oregon science standards include physical and chemical properties of matter. By observing properties of matter, students can make inferences about whether chemical changes (reactions) occur.

Activities

1. Penny Properties

Materials: Penny, paper towel, plate or bowl, vinegar (or lemon juice)

Physical properties can be observed without changing the matter into a new substance (density, color, hardness, boiling point). Chemical properties can only be observed when matter changes to a new substance (flammability, whether it reacts). Observe a penny. Write down as many properties as you can about the properties of the penny. Which properties are chemical properties? Which are physical properties?

Fold a paper towel so that it fits on the bowl or plate. Pour vinegar on it until it is wet. Set the penny on the paper towel. Predict what will happen to the penny. Observe how the penny changes over time. Draw it each day.

Compare it to the penny that is not on the towel. Make a table to record observations about the penny each day. What happens to the penny over time?

2. Chemical Changes and Physical Changes Scavenger Hunt

Materials: Anything you see at home (or in a magazine or on TV)

In a chemical change, new substances are made. For example, when paper burns, the paper and oxygen are changed to ashes, carbon dioxide, and water vapor. In physical changes, no new substances are made. Freezing water is a physical change because it is still water when frozen. Look around your home, look in a magazine, or look outside. Find evidence of physical and chemical changes. For example, look for rust, cracks in rocks, food spoiling, folded paper. Make a T-chart and use “physical changes” and “chemical changes” and put examples in the column. Choose one physical change or chemical change from your chart. Write a claim-evidence-reasoning paragraph to explain how you classified it.

3. Density

Materials: Sink or container of water, objects you find at home

Density is an important physical property. It is the amount of matter in a given amount of volume (Density = mass/volume). Most rocks have high density (high mass for their volume). Styrofoam has low density (low mass for its volume). The density of water is 1 gram per milliliter (1 g/ml). Find objects (solids or liquids) at home. Predict whether they will sink (more dense than water) or float (less dense than water). Test it. Make a table to record results.

Engineering extension: Change an object that sinks to make it float. Change an object that floats to make it sink. Find something that sinks or floats and make a “flicker” - something that stays in the middle and doesn’t sink or float (neutral buoyancy).

4. Phase Changes

Materials: Water, ice, freezer

The phases of matter are solid, liquid, gas, and plasma (stars are plasma). Phase changes (changes of state) are when matter changes from one phase to another. In phase changes, energy is absorbed or released.

Observe water. Write down as many properties as you can about water. Freeze the water. Observe again. What properties change? Is it still water (H₂O)? Is this a physical or chemical change? How do you know? Let the ice melt. Which process absorbs energy? Which process releases energy? Look for other phase changes in your home or outside (boiling water, clouds forming, water evaporating).

What Families Can Do

- Cook together. Discuss the properties of the food before and after cooking. What stays the same? What changes? Which changes are chemical changes? Which changes are physical changes?
- Go on a walk as a family and look for chemical and physical changes.
- Have an evaporation race. Compete to see who can melt an ice cube fastest or slowest.

Learning Activities for Science

7th Grade

Crosscutting concepts are part of Oregon's science standards in all grades. They apply across different domains of science and help students make connections between science topics.

Activities

1. Patterns

Materials: Things you have at home or can see out a window, lined paper, pencil, (optional: thermometer or weather report)

Scientists: Look at a leaf, flower, tree, plant or picture of a plant. Do you see anything that repeats? Think about other examples of repetition in nature. Do you see patterns in your home? Do you notice any in music or art?

Track something every day in the morning, mid-day, and evening for a week. You can track temperature, location of the sun in the sky, pet behavior. Do you see any repetition? Make a table to record data three times each day. Use the lined paper to sketch a graph of your data. Are there patterns in what you observe? Why or why not? Can you make any predictions based on the patterns you see?

Think back to what you have learned in science over the years. What patterns have you noticed when studying science?

2. Systems and System Models

Materials: Paper and pencil or pen. Optional: colored pencils or markers

Systems are groups of objects or parts that interact. They have boundaries. A human, plant, a lake, and the entire Earth are systems. Systems can contain other systems (subsystems). Think about systems you have studied in science, like body systems, the human body, planets, cells, volcanoes, the water cycle.

Choose a system and draw a model of a system. Systems you could model are your home/school, a pencil sharpener, an ocean, or a tree. Draw a model of the system and label the parts of the system. Draw the boundary. What objects and subsystems are within the boundaries? What interactions go on inside your system? How does it interact with the world outside your system? Include and label these parts. How does matter (stuff) get into our out of the system? How does energy flow into and out of the system. Label these. If you can compare your system with a sibling or a friend's system (from a distance), what is similar or different about your systems? How would you revise your system?

3. Energy and Matter

Materials: Tea (or food coloring), two clear jars or glasses, cold water, hot water, clock or timer.

Place the jars or glasses on a table and fill one with warm water and one with cold water. Place a tea bag (or a drop of food coloring) in each glass and let it sit undisturbed. Time how long it takes for the color from the tea to spread throughout each cup. Watch both and note any differences in time or rate that the color spreads. Why do you think the colored water spreads out? What does that tell you about the molecules in water? Do water molecules move? Why does it spread more quickly in hot water than in cold water? Which has more energy? Based on your observations, how does temperature affect the speed of the water molecules? To make molecules move faster, would you add or remove energy? Think about other phase changes (melting, freezing, boiling/evaporating, etc.). Is energy absorbed or released in each phase change?

4. Cause and Effect

Materials: glass, water, ice, pencil, paper, jar and lid

Place dry glass on a table. Fill half full with ice and water. After about ten minutes, look on the side of the cup above and below the water line. Draw a picture of the cup. What do you notice? What caused the droplets to form on the side of the cup? Try the same test with ice water in a closed jar. Do droplets still form? Where does the water come from? Why does it form drops? This is condensation. What are some other examples of condensation that you see at home or have seen in the world? What gains or loses energy in this example? Write a claim-evidence-reasoning paragraph that explains why water condenses on the side of a cold glass of water. Use science terms in your explanation.

What Families Can Do

- Discuss patterns you see with your student. Make patterns using art or music.
- Find systems in your home (an oven, house plant, refrigerator, phone). Discuss the parts of the system and how they interact. How do things get in or out? How does it get or release energy?
- Cook together as a family. Discuss how thermal energy (heat) changes food.
- Look for cause and effect relationships (science or other examples) and discuss. How can different actions have different outcomes?

Learning Activities for Science

7th Grade

Oregon Science Standards identify developing solutions to real-world problems as an important engineering skill. Students will complete engineering tasks that include defining the problem, developing possible solutions, collecting data, and improving designs.

Activities

1. Sound Amplifier

Materials: (use what works) Toilet paper rolls (long and short), wax paper, paper, cups of different sizes, funnels, tape, rulers, water bottle, scissors, anything you have at home- get creative!

Build a device that amplifies the sound that reaches my ear. It should increase the distance you can stand away from the sound source. What evidence (data) might show you that you increased the distance sound travels? **Options:** Write a description and draw a picture, or make a video demonstrating your device.

Optional Extension: Download a decibel reader from the iOS App Store or Google Play Store to measure your device, then create a data table to record sound levels for different devices you create.

2. Launcher

Materials: Paper, choose 3 other household materials (cardboard, food containers, tape, legos, etc) to build launcher

Build something that can launch a ball of paper into the air. Can you get the ball of paper across the room? Is there someone else at home who can build a different design to compete against?

Reflect: Draw a model of your design and explain it. How can you make the design better? Faster? Stronger? If comparing designs, how were the designs similar or different?

3. Paper Airplane Challenge

Materials: Paper, Rubber bands, paper clips and tape or a stapler

- A. Try throwing a paper airplane by moving just your wrist (don't move your elbow or shoulder).
- B. How could you get a paper airplane to fly far if you can use only a short distance to launch it?
- C. Design an airplane launcher using Paper, Rubber bands, paper clips and tape or a stapler.

What Families Can Do

- Have a family competition with one of the engineering challenges.
- Have a presentation on what the students discovered.
- Talk with a parent about a time where you or a family member had to come up with a solution to fix something at home.

Learning Activities for Science

7th Grade

Science requires constant problem-solving and inventiveness. Oregon Science Standards identify that students finding solutions to real-world problems is an important engineering skill. Students will complete engineering tasks that include defining the problem, developing possible solutions, collecting data, and improving designs.

Activities

1. Tower

Materials: Old newspaper/magazines, cardboard from old boxes, bottle caps or screw-top lids from bottles or food containers, aluminum foil, plastic saran wrap, paper, scissors, tape, Play-Doh, toothpicks, marbles or ping pong balls, blocks, Legos, rubber bands, string/yarn, balloons, empty cereal boxes or rinsed food containers, clean/empty soda bottles or milk cartons, toilet/paper towel cardboard tubes, plastic utensils, paper cups, etc.

Build the tallest tower. It must stand on its own and not fall.

2. Ice Saver

Materials: Old newspaper/magazines, cardboard from old boxes, bottle caps or screw-top lids from bottles or food containers, aluminum foil, plastic saran wrap, paper, scissors, tape, Play-Doh, toothpicks, marbles or ping pong balls, blocks, Legos, rubber bands, string/yarn, balloons, empty cereal boxes or rinsed food containers, clean/empty soda bottles or milk cartons, toilet/paper towel cardboard tubes, plastic utensils, paper cups, etc.

Build something that will keep an ice cube from melting. Test by seeing how long it takes the ice cube to melt. Try to improve your design to keep it from melting even longer.

3. Boat

Materials: Old newspaper/magazines, cardboard from old boxes, bottle caps or screw-top lids from bottles or food containers, aluminum foil, plastic saran wrap, paper, scissors, tape, Play-Doh, toothpicks, marbles or ping pong balls, blocks, Legos, rubber bands, string/yarn, balloons, empty cereal boxes or rinsed food containers, clean/empty soda bottles or milk cartons, toilet/paper towel cardboard tubes, plastic utensils, paper cups, etc.

Create a boat that will float and hold small items, like coins. Test it in the sink or bathtub. Is your boat waterproof? How much can your boat hold before it sinks? Try to improve it to hold more.

What Families Can Do

- Have a family competition to see which family member can build the best device.
- Have a presentation on what the students discovered and how it connects with science concepts learned this year.
- Talk about a time you or a family member had to come up with a solution to fix something at home.

Social Studies

Learning Activities for Social Studies

7th Grade

Oregon social science standards ask students to follow a current event, analyze it, and compare it to a similar historical event, create a map of a known area, develop the ability to take informed action to address local, regional, and global problems, and interpret maps to find patterns in human and physical systems.

Activities

1. Current Event

Materials: News Report from T.V., Internet, or current news article from other media sources such as a newspaper or magazine.

Write a report or analysis of a current event, including why this is an event happening now. Include facts and data if possible.

2. Connecting Events

Materials: News Report from T.V., Internet, or current news article from other media sources such as a newspaper or magazine.

Connect your chosen current event to a different event from history. When have similar things happened in the past?

3. Analyzing Events

Materials: News Report from T.V., Internet, or current news article from other media sources such as a newspaper or magazine.

Analyze the connection between these two events. What was the outcome of the historical event? What factors influenced it? How might peoples choices today affect the outcome similarly or differently of the current event?

4. Map

Materials: Paper, pencil, colored pencils, ruler

Create a map showing a local, known route such as home to school, home to the park, etc. Maps should be neatly presented with a legend and other map symbols such as a key and a compass rose. Use of local landmarks is appropriate. Also consider the scale, or size of the map for accuracy.

What Families Can Do

- Read/watch a news item together. Discuss, outline the main facts such as Who, What, Where, When and Why or To what extent.
- Discuss how current actions by citizens and leaders are affecting the event.
- Discuss how similar events in history were affected by human choices (Example: During the plague in Europe in the 1300's many people spread the plague by leaving cities trying to escape the disease, only causing further spread.
- Look at a few maps together if possible to get an idea of what style of map student should create, noting the features of the map to be included.

Learning Activities for Social Studies

7th Grade

Oregon social science standards have students explain how the physical and human characteristics of places and regions connect to human identities and cultures. Students determine and explain the historical context of key people, cultures, products, events, and ideas over time.

Activities

1. Physical & Human Characteristics **Materials:** paper and pencil

Make a list of physical (landforms, bodies of water, climate, animal life, etc.) and human characteristics (man made) found in Oregon.

2. Your Own Country **Materials:** paper and pencil

Create a new country where you are the leader. Draw a map of your country filled with its physical features. Name your country, design a flag and describe the country's culture and government.

3. Interview **Materials:** paper and pencil

Interview a famous person in history. Create 10 interview questions you would ask them. To extend this activity you could also write answers to the questions as if YOU were that famous person.

4. New Monument **Materials:** paper and pencil

Design a monument to honor an important person in history. Then write about the monument's design and inspiration.

5. Buried Treasure **Materials:** paper and pencil

Discover a buried treasure from a particular time period in history. Draw a sketch of the chest and the contents that might be found in the treasure chest from that time period.

What Families Can Do

- Talk with your child about places you have visited as a family. What are some of the physical features or human characteristics of those places?
- Have you visited any existing monuments? Do you know of any? Talk about the reason behind these monuments and who they are in honor of. If you have access to the internet look up historical people and discover together monuments that might already be found in various places.
- Roleplay someone being the interviewer and the other being the famous person. Conduct the interview as if it were really happening.
- Watch the news together and discuss current events that are happening around us.

Learning Activities for Social Studies

7th Grade

Students have an unprecedented opportunity to be witnesses to a world-altering, historical event. Recording their thoughts and experiences in a journal could become part of the primary source record.

Activities

1. Journal Entry: Then

Materials: Pencil and paper

Think about what a typical day was like before the Coronavirus. What did a typical day look like? What was your schedule? Who did you see? What things did you enjoy doing for fun? What chores or work did you do? What did your family do? Where did the adults in your life work? What things were you looking forward to?

2. Journal Entry: Now

Materials: Pencil and paper

We have been in quarantine for a number of weeks. What has changed? What does a typical day look like now? What is your schedule in a day? Who do you see? How do you stay busy, stay healthy and find fun? Are the adults in your life working or are they home? Do you eat the same things? What are you doing instead of school? How has technology made quarantine better or worse?

3. Journal Entry: Gratitude

Materials: Pencil and paper

Life is very different now. What are the things that you are thankful for? Who are you thankful for? Have you discovered something new that surprises you? Are there new ways to stay connected with family and friends? How are you finding joy?

4. Journal Entry: Worries

Materials: Pencil and paper

What is on your mind? What concerns do you have? Is anyone in your family sick? Is anyone in your family unemployed? Does your family have enough food or money?

5. Reaching Out to Family and Friends

Materials: A phone, pencil and paper

Since we have been performing social distancing, it is important to reach out to family members and friends to keep relationships during this time and for our own mental health. Think of the people you are thankful for from activity #3, and make phone calls to stay in touch. Keep conversations positive; you can talk about memories you share, etc. Then, you can include parts of these conversations in your journal.

What Families Can Do

- Stay informed: Try to watch or listen to one reliable local news broadcast per day.
- Stay connected: Talk with each other and reach out in whatever safe ways that you can to friends, family and neighbors. We are all experiencing this together.
- Get perspective: Share experiences. Adults in families may have had experiences in their life that have been as difficult as this.
- Read the Diary of Anne Frank: Ask neighbors, friends, family if they have a copy of this book you can borrow. It is the historical story of a young girl who spent 2 years in hiding from the Nazis.

Learning Activities for Social Studies

7th Grade

Students have an unprecedented opportunity to be witnesses to a world-altering, historical event. Recording their thoughts and experiences will become part of the primary source record.

Activities

1. Observation: Outside world

Materials: Pencil and paper

Spend some time at your window watching the outside world. Take notes on what you see. Is there the same amount of traffic? Can you see parking lots? How do they compare to before? Watch the people walking by and take notes. Are they alone? Are they walking with other people? How old? What gender? Are there children? Are they walking far apart or close together? Are they wearing masks? Do they look like they are having fun? Open the window and listen. Are the outside noises different? Louder? Quieter? Do you hear anything new?

2. Interview: Outside world

Materials: Pencil and paper

If you have someone in your family who is still working, ask them about their day. Was it like it was before? What is it like now? What is more difficult? Are there any changes that are better? What do they think will happen?

3. Blog

Materials: Cell phone or recorder

Pick any of the activities you have done in the last 2 weeks and make a blog. Record your voice talking about what is going on. Include the date and time.

4. Video

Materials: Cell phone

Using the questions and ideas from activity #1, make a short video recording out the window. Narrate what you see. Include the date and time.

5. Stay Informed

Materials: Television or newspaper

Another way to understand what is going on outside is to stay informed. There are many news cycles on TV and information published in the newspaper that can give us insight about what is happening. Pick a time during the day when you can watch the news or read the newspaper. Try to focus on the news developments at least once a day. The information that you hear is important for everyone to know. You can use the information you hear to give you perspective on what you see outside.

What Families Can Do

- Ask your student about these activities. Share them. Listen to them.
- Consider making a family recording, talk about where you are and what it is like.
- Adults at home who are still involved in the outside world can also make sound and video recordings to show what their world is like now.

Learning Activities for Social Studies

7th Grade

Oregon Social Studies standards ask students to locate information, analyze multiple sources, and find strengths and weaknesses in those sources. These tasks are geared to help students find information through sources that are available to them, process the information, and come up with a unique product based on information gathered.

Activities

1. Current Events

Materials: Paper and pencil

Whether you get your news from a family member, the radio, newspaper, or online, there are a lot of ways you can keep up to date with current events. Try to find at least three sources that talk about the same news story. What information do the sources have in common? What is different? Which one(s) do you think are more accurate? Why?

2. Map Your Home

Materials: Paper and pencil. Optional: rulers and colored pencils/markers.

Create a map of your home and try to make it as accurate as possible. Don't have a ruler? That's OK-- your scale can be your feet! Remember every good map should have a key/legend, title, a scale, and a Compass Rose. Make sure you include important parts of your home and use color if you can. Remember if you use a color or a symbol make sure it ends up in your key/legend.

3. Historical Documentation Prompt

Materials: Paper and pencil- or on your computer.

This is a very strange time that you are unlikely to forget. What would be some primary sources around your house that would help to show the experience you're having? Make a list of three primary sources (could be an artifact, document, diary, recording, person--basically anything someone could use to learn about your experience), and explain what it would show about this time in your life.

4. Timeline of Your Life

Materials: Paper and pencil

Create a timeline of your life! Draw a line on your paper (it can be straight, squiggly, vertical or horizontal). The first thing on your timeline should be your birth. From there, add in important events from your life (birth of a sibling/when you met your best friend/the day the governor of Oregon issued the stay inside order)-- it can be anything! Make sure they are in chronological order.

What Families Can Do

- **Family Timeline:** Materials needed: Paper and something to write with.
- Create a timeline of your family! It could start whenever you want: When your grandparents met/when your parents got married/when you were adopted/when your siblings were born. Whenever you feel your family "started." In chronological order, add in events that are important or memorable for your family. (Optional: Use student timeline and with different colors, add family experiences to it!)

Learning Activities for Social Studies

7th Grade

Oregon Social Studies standards stress the importance of students being able to locate information, analyze multiple sources, find strengths and weaknesses in those sources. These tasks are geared to help students find information through sources that are available to them, process the information, and come up with a unique product based on information gathered.

Activities

1. Current Events

Materials: Paper and something to write with

What's going on this week? Check in with the news. Look at at least three sources (TV News/radio/Internet source/family member). What are the main stories? What do the sources all agree on? Was there something that one mentioned that another didn't? Make a note of the major stories and where you found them and the similarities and differences.

2. Mapping Route to School

Materials: Paper and something to write with. (Optional: ruler, colored pencils/markers)

Create a map showing the route from home to school (or any other important point of reference). Maps should be neat, easy to read, and contain proper map symbols, with a key/legend, title, and Compass Rose. Make sure to include important landmarks!

3. Historical Documentation

Materials: Paper and something to write with OR online document

Think Like a Historian: Prompt: What do you think people will remember about this pandemic? What will people say in 5 years? 10 years? What do you think textbooks will say about it in 25 years? Write down your predictions.

4. Historical Interview

Materials: Paper, something to write with, older friend/family member or two

You are currently living through history! They say that each generation has a specific event or experience that everyone remembers. Reach out to someone older than you to see what that event is. If you have more than one older relative or friend, see how they remember the same event. Create a compare/contrast chart (Venn diagram or Double Bubble Map) to see how each person remembers it.

What Families Can Do

- **Family Treasure Hunt** (particularly good for younger siblings) Materials needed: something small to hide. Optional: Paper and Pencil for map. Create a treasure map!
- Hide something in your house. Use cardinal directions (North/South/East/West) to give directions on how to find it. You will need to figure out which way is North/South/East/West (hint: Find the sun! Is it morning? You found East!) You could do this on paper or with verbal directions.

Health

Learning Activities for Health

7th Grade

Oregon Health Standards: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Activities

1. Food Journal

Materials: Paper and pencil

Write down all of the food and beverages you consume for a week. Be sure to include: *time of day, amounts, food groups* This can be written out in any format and does not need to fit into a specific meal category (breakfast, lunch, dinner). If this would make it easier to keep track then feel free to use this formula, but the time of day works just as well. *Example: 7:00am - 1 cup of tea, 1 piece whole wheat toast with almond butter (etc.)*

2. Compare and Contrast 2 Different Communicable Diseases

Materials: Pencil and paper; Computer for research (optional)

Think of two diseases that are communicable (can be spread) and compare them. Write down the following parts to compare: How are they spread? Symptoms? Vaccine? Treatment? At risk population? Prevention?
Example: Common cold vs flu (can do multiple of these!)

3. Sleep Log - Journal and analyze your sleeping habits for one week

Materials: Paper and pencil

Day	1	2	3	4	5	6	7
Time you woke up							
Time you went to sleep							

Question 1 - What do you notice about your sleeping habits?

Question 2 - Do you feel that you are getting enough sleep? (Recommended is 9-11 hours of sleep per night for middle school students) Do you feel well rested upon waking? Why or why not?

4. Managing Feelings and Emotions

Materials: Paper and pencil/pen

Make a list of all the feelings and emotions you have been experiencing throughout this extended time away from school. (both positive and negative) On the other side of the paper, make a list of all the different ways you can manage those feelings/emotions. Example: Sad, confused, worried, excited (feelings/emotions)
Go for a walk, read a book, listen to music, clean my room (ways to manage)

5. Peer Pressure Interview

Materials: Paper and pencil and an adult to interview

Interview an adult in your household about the peer pressure challenges they may have experienced when they were a teen.

Questions: **1.** Can you think of a time when you dealt with peer pressure? As a teen? As an adult? **2.** What kinds of things were teens pressured to do in your day? What kinds of things are adults pressured to do? **3.** What kinds of pressures do you think I will be faced with? **4.** Can you think of a few ways to say "No!"? **5.** What do you expect me to do when faced with peer pressure?

What Families Can Do

- Encourage your child to be part of decision making when it comes to meals. Have conversations with them about their choices. Remind each other about the importance of eating fruits and vegetables! (fresh, frozen, canned)
- Engage your child in helping out in the kitchen with the preparation of food. Maybe they have a meal each day that they are responsible for creating all on their own!
- Talk with your child about their sleep habits. What do they notice? How do they feel? Is there a routine that you could all try together to help improve your quality of sleep?
- Have a conversation with your child about disease prevention. This is a topic on everyone's mind right now. What are some things that we can do for ourselves to prevent the spread of any disease? What can we do as a family? What can we do as a community?

Learning Activities for Health

7th Grade

Oregon Health Standards: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Activities

1. Screen Time Log

Materials: Paper & pencil or pen

Are you aware of how much time you spend on a device or looking at a screen? Have you thought about how you feel afterwards? This activity is to help you analyze your screen time and journal about how it could be affecting the way you feel, and think.

Example: 4/3: 6:30pm watched 30 min of TV - felt tired after

2. Family Traits

Materials: Paper & pencil or pen

What things have made you, you? Have a conversation with a family member (parent, guardian, grandparent, etc.) about the different things that run in your family. Example: Blue eyes, cancer, height, unique abilities. Write 2-3 paragraphs about your family traits.

3. Food Journal Comparison

Materials: Paper & pencil or pen

Write down all of the food and beverages you consume for a week. Be sure to include: *time of day, amounts, food groups*

How does this week compare to the last week? Write a 2 paragraph reflection on the 2 weeks of food journals including: What did you notice? Were there any patterns? Was this activity difficult or easy? Why?

4. Consequences of Tobacco/Vaping or Alcohol

Materials: Paper & pencil or pen

List out the following categories - Physical, Emotional, Social, Legal and Financial. For each category, list out all the possible consequences of using tobacco/vaping or alcohol and then write a paragraph about how to prevent using these substances.

5. Bullying in the Media:

Materials: Paper & pencil or pen

Think of or watch a movie (social media could work too) that has an example of bullying in it. Bullying roles shown in the social media/movie: (Bully, target, person who assists, person who reinforces, bystander, defender). What could've been done differently in your opinion? Please write 2 paragraphs. Explain how you saw the different b

What Families Can Do

- Talk with your child about screen time for everyone. Maybe even do this activity with your child and analyze your own screen time usage!
- Participate in a conversation with your child about family lineage. Oftentimes, these conversations have already come up, but this is a chance for you to connect with your child and help them better understand themselves.
- Encourage your child to be part of meal preparation. If possible, have them be responsible for planning and preparing a meal for the family.

Learning Activities for Health

7th Grade

Oregon Health Standards help students learn to identify personal stressors and identify strategies for reducing these stressors. These activities will help your child find ways to manage stress.

Activities

1. Gratitude Journal

Materials: pencil and paper

Make a list of 5 things you are grateful for. This can include objects, pets, people, concepts or anything you are grateful for. For example: a favorite clothing item, your dog, a good book or story, supportive people, understanding friends, time with family, etc. Add to this list throughout the day if you think of more things.

2. Mindful Focusing

Materials: A quiet space inside or outside of your home.

Find a spot to sit quietly and comfortably. Pick one sensation to focus on. If focusing on taking deep breaths is comforting, do that. If you'd prefer, you can focus on the pressure of your legs and body on the ground or your chair. Breathe in a way that is comfortable for you. Sit quietly for five minutes observing these sensations.

3. Stress Management Brainstorm

Materials: pencil and paper

Write a list of things you can do to help yourself when you feel stressed. Examples include taking a walk, reading or listening to something that makes you laugh, journaling about your frustrations, exercising or playing a sport, playing a fun game with friends or family, making sure to get enough sleep, making a healthy meal, listening to music, etc.

What Families Can Do

- If possible, build structure and routine into your child's day. Work together to create a schedule for weekdays and weekends that fits with your family's current work and life demands.
- Include the gratitude journal as part of your family's daily routine. Add it to the start of your day, during dinner, the end of the day or whenever makes the most sense to you and your family.
 - If you need some ideas for your gratitude journal, do a Google search for gratitude prompts.
- When the sun comes out, take a few minutes to soak it up. Even if it just means standing in the window.
- Encourage your child to exercise and move during the day.
- Cook a healthy meal and enjoy it together.
- Take walks as a family if you can.
- Get enough sleep each night.
- Drink plenty of water each day.

Learning Activities for Health

7th Grade

Oregon Health Standards have students analyze the relationship between healthy behaviors and personal health.

Activities

1. Call and Connect

Materials: phone, paper and pencil

Call someone you haven't talked to in a while and connect without distractions.

Reflect: Who did you connect with? How did it make you feel?

2. Water Challenge

Materials: paper, pencil, water, and container

Drink $\frac{1}{2}$ your body weight in ounces of water for one week.

Example: Body weight= 120lbs, $\frac{1}{2}$ body weight = 60 so I'd need to drink 60 ounces of water a day for one week.

Reflect: How do you feel different? Could or would you continue on a daily basis? Why or why not?

3. Make a Meal

Materials: paper and pencil

Plan and make a meal for your family that involves at least 4 different food groups.

Reflect: Which food groups did you use? What do the food groups you used do for your body.

What Families Can Do

- During this time try to think of your mental and emotional health as much as possible.
 - Try to connect safely with friends and family.
 - Get enough sleep.
 - Drink enough water.
 - Try to exercise when you can.
- Wash your hands often.
- Stay home if you can.

Learning Activities for Health

7th Grade

Oregon Health Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Setting goals and taking steps to achieve your goals, boosts self-awareness and your self-esteem.

Activities

1. Sleep

Materials: Pencil/Paper

Students will set a goal to get at least 9 hours of sleep per night. Assess where you are now by keeping a journal for the next two days. Note what time you go to bed and when you wake up. Do you feel rested? If not, brainstorm what may be impacting your sleep. Example: Are you on your phone/computer late into the night?

2. Interacting with Technology

Materials: Pencil/Paper

Students will set a goal to use technology responsibly. First, assess how you interact using technology. Example: instant messaging? Snapchat? Video games? Email? Chat sites? Do you post pictures or videos of yourself? Do you accept invitations to social networking from someone you don't know?

3. Injury Prevention

Materials: Pencil/Paper

Students will set a goal to reduce and prevent injury. There can be different types of injuries, For example, tripping and falling or falling off a bike or skateboard are physical injuries. Injuries can be emotional, as well. Like cyberbullying or harassment. Brainstorm ways that you can prevent physical and emotional injuries.

4. Kindness

Materials: Pencil/Sharpies/ colored pencils/ Paper

Students will set a goal to practice kindness. Write a card/letter to someone you appreciate. Be specific about what you appreciate about them. For example: I'm appreciative of my sister because she listens without being judgemental. Be creative. You can use drawings or illustrations or even poetry.

5. Self Care

Materials: Pencil/Paper

Students will set a goal to maintain and improve self-care. Brainstorm ways that you can take care of your body, mind & spirit when you experience stress. Think of a new hobby. For example: Challenge yourself with a more difficult puzzle, word search, crossword puzzle or math problem. Be in the present. Listen to your breathing. Slow down. Listen to your favorite music.

What Families Can Do

- Support your child/children by actively participating in these activities with them. Set your own goals to model positive goal-setting skills.

Learning Activities for Health

7th Grade

Students will demonstrate the ability to use goal-setting skills to enhance health. Setting goals and taking steps to achieve your goals, strengthens self-awareness and boosts your self-esteem.

Activities

1. Sleep

Materials: Pencil/Paper

Students will set a goal to get at least 9 hours of sleep per night. Assess where you are now by keeping a journal for the next two days. Note what time you go to bed and when you wake up. Do you feel rested? If not, brainstorm what may be impacting your sleep. Example: Are you on your phone/computer late into the night?

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Students will set a goal to use technology responsibly. First, assess how you interact using technology. Example: instant messaging? Snapchat? Video games? Email? Chat sites? Do you post pictures or videos of yourself? Do you accept invitations to social networking from someone you don't know?

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Students will set a goal to reduce and prevent injury. There can be different types of injuries, For example, tripping and falling or falling off a bike or skateboard are physical injuries. Injuries can be emotional, as well. Like cyberbullying or harassment. Brainstorm ways that you can prevent physical and emotional injuries.

4. Kindness

Materials: Pencil/Sharpies/ colored pencils/ Paper

Students will set a goal to practice kindness. Write a card/letter to someone you appreciate. Be specific about what you appreciate about them. For example: I'm appreciative of my sister because she listens without being judgemental. Be creative. You can use drawings or illustrations or even poetry.

5. Self Care

Materials: Pencil/Paper

Students will set a goal to maintain and improve self-care. Brainstorm ways that you can take care of your body, mind & spirit when you experience stress. Think of a new hobby. For example: Challenge yourself with a more difficult puzzle, word search, crossword puzzle or math problem. Be in the present. Listen to your breathing. Slow down. Listen to your favorite music.

What Families Can Do

- Support your child/children by actively participating in these activities with them. Set your own goals to model positive goal-setting skills.

Music

Learning Activities for Music

7th Grade

Oregon Music Standards lists composing and analyzing music as a priority skill in 7th grade. These activities will help your child to compose, notate, listen to, and analyze music.

Activities

1. Music Tells a Story

Materials: Paper, pen/pencil, music selection

Select a piece of music that is your current theme song. This song should represent where you are in your life right now. On a piece of paper explain in writing what musical elements help tell your story (tempo, dynamics, articulations, voicing or instrumental choice, etc.)? Why did you choose this piece? If you could narrow your musical choice down to one word what would that word be?

2. Know Your Notes Spelling Bee

Materials: Paper, pencil, ruler (optional)

On a piece of paper, draw a staff (5 horizontal lines). You can use a ruler to make them perfectly straight. Draw your clef (treble, bass, or alto). Identify the names of your space notes by writing the correct note name in the space. Do the same for your line notes. Now, compose words using your line and space notes. For example, draw out the word: EGG. Write at least 8 words using a bar line (vertical line) to separate each word.

BONUS: Perform your words by playing them on your instrument or singing them.

3. Build Your Own Instrument

Materials: Miscellaneous

Make a musical instrument from recycled or repurposed items. What do you have around the house that you can make into an instrument? Play your creation for a family member.

BONUS: Record yourself and share it with a friend, or make a recording of a beat with your new instrument and sing or play another part, creating your own unique duet.

4. Great Composer

Materials: Paper, pen/pencil, ruler (optional, if making staff paper)

Write a school appropriate rap/song and perform it for someone at home. Make this as easy or complicated as you like. You can write lyrics only, compose a melody, or melody and harmony, or compose all three!

5. What Do You Hear?

Materials: Paper, pen/pencil (optional)

Go outside or open a window and listen to the sounds. What are the first five things you hear? You can write them down, or just listen.

BONUS: Can you name a composer that used sounds s/he heard in everyday life for their compositions/songs?

What Families Can Do

- Help your child find the materials they need to create instruments. Think beans, rice, pots and pans, buckets, cans, bottles, etc. If you need inspiration, do a Google search on “how to make recycled instruments.”
- Encourage your child to share their compositions/songs with you by listening to their work.
- Share your favorite song/piece with your child and tell them why your piece is special to you.

Learning Activities for Music

7th Grade

Oregon Music Standards lists composing and analyzing music as a priority skill in 7th grade. These activities will help your child to compose, notate, listen to, and analyze music.

Activities

1. Stomp! Inspired

Materials: Any

Find an existing household object that you can use as an instrument. Play it. Bonus points if any family member joins in.

2. Name that Tune

Materials: Music recordings or your instrument/voice

Put together a collection of musical selections that you can play/sing for your family or friends. Play/sing the song/selection while people guess the tune. You can do this with 1 or more players in your home. Divide into teams for more competitive fun and award points for correct answers.

3. Instrument ID

Materials: Recorded song, paper and pencil/pen (optional)

Listen to a school appropriate song on the radio, your device, or on TV. What instruments do you hear in the song? Who is the song by?

BONUS: Challenge yourself by selecting unfamiliar songs from different genres or time periods of music, or from different cultures.

4. Lyrical Genius

Materials: Paper, pen/pencil, instrument (optional)

Write your own, short quarantine parody song and share it with a family member or friend. What is a parody? A parody is an imitation of the style of a particular musician or song, for comic effect. Basically, write your own lyrics to one of your favorite songs and try to make it funny.

5. Music Trivia

Materials: Notecards, pen/pencil

Make your own music inspired game cards for a music trivia game. Write the question and answer on a card. Think rhythmic values, musical word definitions, music history questions, composers, famous songs. Anything to do with music. Write as many cards as you can.

BONUS: Set up a game with your family. Award a point for each correct answer to determine the winner of the game.

What Families Can Do

- Participate in making music with household items. Even a steady beat on a pot will sound cool when another member is “playing” a different household instrument. If you have online access, checkout *Stomp!* on YouTube for inspiration.
- Play the game activities as a family.
- Listen to the parody song or contribute a lyric to the parody song.
- Share music that is meaningful to your family’s history and culture.

Learning Activities for Music

7th Grade

Creating, analyzing, comparing, and refining musical techniques from different cultures, genres, and time periods are standards for music in the state of Oregon. These activities will vary from music theory practice, creating rhythms, to analyzing and reflecting on emotions shown in songs picked by students.

Activities

1. Musical Interview

Materials: Writing utensil and paper OR dinner time conversation

Ask an older family member/adult, someone who lives with you or someone you can call from a distance, what instrument they played when they were in middle school? Why did they pick that instrument? Do they have favorite concerts that they sang/played at? If they didn't participate in music in middle school, what type of music did they like to listen to when they were your age? If they could learn to play an instrument now, what would they choose and why?

2. Rhythm Creation

Materials: Writing utensil and paper

Using quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, eighth notes, eighth rests, sixteenth notes, sixteenth rests, dotted quarter notes and dotted quarter rests, create two different 8 measure rhythms. Practice by clapping or tapping rhythms. Then perform for a family member.

3. BINGO-Music Edition

Materials: Writing utensil, paper, and bingo marker of choice

Make a list of musical terms that you know. This can include: quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, eighth notes and eighth rests, musical symbols such as dynamics, time signatures, tempo, articulation markings. Create a grid of 5 by 5 squares (25 squares total). Add different rhythms/symbols to each square. Make sure you leave the center space free. Once each square is filled in, copy each square onto a separate card/small piece of paper. In order to play with your family, have each family member do this at the same time! Then, you can all play musical bingo together.

4. At Home Band

Materials: Stuff from around your home, not actual instruments

Look through your pantry, your cabinets and your closets. Find materials that can create sound! Examples: unopened box of pasta, empty toilet paper tubes, pots and pans. Be creative! You can even put different amounts of dry pasta in jars to change the sound. You and your family can play together and create music like the famous group STOMP!

5. Entertainment Music

Materials: Movie, tv show, video game

When you are watching a movie, a tv show or a video game, listen to the music. When something dramatic is happening, how does the music change to show that emotion? How does the music sound when something happy is going on? What instruments do you hear? Do the instruments change with the emotions? Mute your sound and watch the scene without sound. Does it change how you feel about the scene? Talk about this with everyone who is watching together. You can even watch with friends and live chat about it.

What Families Can Do

- Have each person in the family pick their favorite song and put on a talent show in the living room. You can even create props, costumes, and scenery!
- Create a playlist of music as a family. You can have a celebration playlist, a dinner background playlist, study time playlist. Be creative and have fun together!

Learning Activities for Music

7th Grade

Creating, analyzing, comparing, and refining musical techniques from different cultures, genres, and time periods are standards for music in the state of Oregon. These activities will vary from music theory practice, creating rhythms, to analyzing and reflecting on emotions shown in songs picked by students.

Activities

1. Music Word Search

Materials: Writing utensil and paper

Make a list of all music terms you know. Using some of those terms, create a word search where you mix up other letters and hide the musical terms in it. Give it to a sibling to solve or screenshot it to a friend for them to solve.

2. Rhythm Math

Materials: Writing utensil and paper

Write out 15 math problems using musical symbols only. For example: $1+1=$ _____ changes into Quarter note +Quarter note=_____ Give it to a family member to solve.

3. YOUR music

Materials: Family, your voice

Most cultures have specific music for certain events. Birthdays, weddings, funerals, religious functions, etc. all have songs that are performed. What are songs that you use for those events? You and your family can sing those songs together and create a mini celebration of your culture and your music.

4. Music Spelling

Materials: Writing utensil and paper

Using the line and space names of the treble, bass, or alto clef, create words and sentences. You can write out a 5 line staff and put whole notes on the lines and spaces. Then write out the letter names beneath the staff. You can take this a step further by writing a poem and screenshotting it to a friend.

5. Soundtrack of My Life

Materials: Drawing utensils, Writing utensils, and paper

Create a list of song titles that describe you and your personality. Make your own album cover and list all the tracks on the back, with one sentence per song, describing how they relate to you. Be creative and really tell a story about who you are using the titles and the art you create. You can even create one for your family, for your sibling or for your friend that you are social distancing from.

What Families Can Do

- Create a soundtrack that represents your family together (see #5 above) AND create album art together. Post this in a well trafficked area, like your fridge, to admire!
- Create a list of sounds. Ex. a hydro flask hitting the ground, two spoons tapping, cereal in a bowl. Have your competitor(s) cover their eyes as you make each of these sounds. See if they can guess the sound. You can do this with the whole family covering their eyes at once and the first person to guess gets a point. If you want a real challenge, put a time limit on the guessing!
- Play charades using music titles! Create a list of songs and cut them into individual strips. Put them in a bowl and take turns picking them and acting them out.
- Name-That-Tune! You can do this with your family in your house, or you can do this over the phone/computer to socialize. One person starts humming or singing a song without the words. All the other people have to guess the song. The first person to guess it, wins!

PE

Learning Activities for PE

7th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

Activities

1. Playing Card Fitness

Materials: Deck of playing cards

Shuffle the deck of cards and place them in a scattered pile near your workout area.

Spades = Pushups, **Hearts** = Lunges, **Clubs** = Sit-ups, and **Diamonds** = Jumping Jacks.

Grab a card and do the correlating fitness activity. How many you do (repetitions) equals the Number on the card with Face cards equalling 10 repetitions and Aces equalling 11 repetitions.

Example: 7 of clubs means I do 7 sit-ups. King of spades means I do 10 push-ups. Try to go through the entire deck or for at least **15 minutes**. Repeat if you can :)

2. Create Your Own Circuit

Materials: Timing device (phone, clock, watch)

You will create your own 10 minute workout by choosing 10 different fitness activities from the list below. You will do each activity for 45 seconds and then take a 15 second rest break. You will need to time yourself and use a timing device like a phone, clock or watch.

Choose from the following fitness activities: Push-ups, sit-ups, Mt. climbers, lunges, squats, planks, crunches, jumping jacks, star jumps, line jumps, side planks, crab dips, wall-sits, high knees in place, side lunges, v-ups, burpees, toe raises, or straight arm circles

Do **two rounds** of circuits with different activities and **5 minute rest** in between each round.

3. Minute To Win It Fitness Challenge

Materials: Paper, pencil, timing device (phone, clock, watch)

On your paper write down the fitness activities below in a column. Next to the fitness activities you will make another column; here you will record how many (repetitions) you did of each activity. Time yourself doing each activity for 1 minute and record how many times you did that activity in 1 minute. Try to include your family members to join you and add their own columns next to yours while you do the activities together.

Do all activities **two (2) times**, recording how many repetitions each time.

Fitness activities to do and record: Sit-ups, push-ups, squats, jumping jacks, lunges, burpees, crunches, and mt. climbers.

What Families Can Do

- Try to be active and get at least the recommended 60 minutes of physical activity with 30 minutes at a moderate to vigorous level. (Sweating, and heart rate up)
- Spending time together being active with your family members.
- Get outside if you can! Go for a walk, hike or a bike ride. A simple walk outside helps reduce stress and allows you to spend time together.
- Be creative and have fun! Playing and being active is the most important thing!

Learning Activities for PE

7th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encouraging students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

Activities

1. Hiit workout (arms)

Materials: Chair or raised surface for dips and timing device

Warm up: Jumping jacks (time: 1minute active, 1 minute rest) do this 3 times. **(6 minutes total)**

Note (45 seconds active, 15 seconds rest for all exercise)

1.Push ups, 2.Planks ,3.Mountain Climbers , 4.Dips.

Do this rotation 3 times. (12 minutes total)

Cool Down: arm circles (forward and backward 30 sec), shoulder shrugs (forward and backward 30 sec)

Do this rotation 2 times (4 minutes total)

2. Hiit workout (legs)

Materials: flat wall surface and timing device.

Warm Up: High knees (time: 1minute active, 1 minute rest) do this 3 times. **(6 minutes total)**

Note (45 seconds active, 15 seconds rest for all exercise)

1.Toe raises, 2.Squats, 3.Lunges, 4.Wall Sits

Do this rotation 3 times. (12 minutes total)

Crunches (time: 1minute active, 1 minute rest) **Do this 4 times.**

3. Hiit workout (cardio)

Materials: timing device

Warm Up: Jumping Rope (*imaginary*) (time: 1minute active, 1 minute rest) do this 3 times. **(6 minutes total)**

Note (45 seconds active, 15 seconds rest for all exercise)

Tuck Jump (tuck legs and jump as high as possible), Squat Jump, Lunge Jump, Line jump/Ski Jump

Do this rotation 3 times. (12 minutes total)

Cool Down:Knee to chest and alternate,toe touch opposite hand and foot while walking **(4 minute cool down)**

What Families Can Do

- Try to be active and get at least the recommended 60 minutes of physical activity with 30 minutes at a moderate to vigorous level. (Sweating, and heart rate up)
- Spending time together being active with your family members.
- Get outside if you can! Go for a walk, hike or a bike ride. A simple walk outside helps reduce stress and allows you to spend time together.
- Be creative and have fun! Playing and being active is the most important thing!

Learning Activities for PE

7th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

Activities

1. Weekly Physical Activity Log

Materials: Paper, pencil, and you!

The goal is to be active for at least 60 minutes most days of the week. Record your physical activity.

	Monday	Tuesday	Wed	Thursday	Friday	Saturday	Sunday
Activities of the day							
Daily total minutes of activity							
Overall, how hard did I work? (light- easy to talk, moderate- can talk but difficult, high- unable to talk)							

2. Heart Rate Challenge

Materials: Clock, watch, or timer, pencil, paper

To find heart rate, hold 2 fingers on your carotid artery (side of your neck), count heart beats you feel while watching a timer for 10 seconds, then multiply that number by 6, that number equals beats per minute(BPM) Your heart healthy BPM is between 150-170. Your goal is to be in that range for at least 20 minutes per day. Which exercises got your heart rate up the highest?

Choose an exercise, do exercise for 30 seconds, find heart rate(HR), record exercise and HR, repeat for 20 minutes

Exercises: Jogging in place, high knees, Burpees, side to side jumps, mountain climbers, jumping jacks, V-ups, Plank jacks, Jump Lunges

3. Deck of Cards Fitness

Materials: Deck of cards

Shuffle deck of cards, with the deck facing down, draw one card at a time. Do the amount of exercise that matches the suit and the number on the card. For example: 3 of diamonds, do 3 squats. Face cards equal 10
Clubs = Sit-ups Diamonds = Squats Spades = Lunges Hearts = Shoulder Taps

What Families Can Do

- It is recommended that we get 60 minutes of physical activity a day.
- Get outside, if you can. Even a walk around your neighborhood or a bike ride can help.
- Be creative and have fun!
- Send student logs to their PE teacher, we would love to see what the students are doing!

Learning Activities for PE

7th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

Activities

1. ABC Challenge

Materials:

Complete the alphabet, go as far as you can or spell your name and challenge a friend!

A= 30 second plank **B=**20 Jumping Jacks **C=** 30 Squats **D=** 10 Burpees **E=** 1 minute Wall sit **F=** 15 Push Ups **G=** 20 Arm Circles **H=** 20 Squats **I=** 30 Jumping Jacks **J=** 30 Second plank **K=** 10 Push Ups **L=** 1 minute Wall Sit **M=** 20 Burpees **N=** 25 Squats **O=** 20 Burpees **P=** 15 Arm Circles **Q=** 45 second Plank **R=** 15 Push Ups **S=** 20 Burpees **T=** 30 Arm Circles **U=** 40 Jumping Jacks **V=** 1:30 Wall Sit **W=** 20 Burpees **X=** 60 Jumping Jacks **Y=** 45 Second Plank **Z=** 15 Push Ups

2. Tabata Workout

Materials: clock, watch, or timer

20 seconds of the exercise 10 seconds of rest

You can choose 10 exercises from the list below for each round or create your own routine. Complete 2 rounds

Exercise options: Jumping jacks, squats, lunges, planks, shoulder taps, side to side jumps, plank arm raises, plank leg raises, mountain climbers, burpees, squat jumps, arm circles, high knees, jog in place, v-ups, sit-ups, lying leg raises, side leg raises each side, push-ups.

3. A.M.R.A.P (As many rounds as possible)

Materials: Just you!

1 Round = 10 squats, 10 push-ups, 10 side to side jumps, 10 mountain climbers, 10 second high plank, and 1 lap around the building you live in.

Take your time; good form is important; this is not a race. Complete as many rounds as you can in 20 minutes.

You can also choose 5 exercises you would like to complete. Also, choose this activity twice during the week and challenge yourself to complete more rounds on your second day. Or challenge a friend to see who can complete more rounds.

What Families Can Do

- It is recommended that we get 60 minutes of physical activity a day.
- Get outside, if you can. Even a walk around your neighborhood or a bike ride can help.
- Be creative and have fun!
- Send student logs to their PE teacher, we would love to see what the students are doing!

Learning Activities for PE

7th Grade

Oregon State PE Standards allow students to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, as well as help them recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Week 1 Activities

1. 20 Minute Routine

Materials: You

Do this routine to increase your heart rate for 20 minutes. Follow the same format every day for PE.

- 1.) Warm-up- Fast walk or jog in place for five minutes.
- 2.) Stop to stretch;
 - a. Quad stretch, arm across-both sides, grab elbow-both sides, roll out ankles-both sides, lean to right side/left leg straight, lean to left side/right leg straight, side to side twists, lean over touch toes for 20 second hold.
- 3.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. High-knees
 - b. Jumping jacks
 - c. Lunges right leg
 - d. Lunges left leg
 - e. Side jumps
 - f. Push-ups
 - g. Sit-ups
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 4.) Add any activity you can do with a family member.
- 5.) Cool down / same as warm-up.

2. 20 Minute Routine

Materials: You

Do this routine to increase your heart rate for 20 minutes.

Activity - Same warm-up and stretching as Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. 10 squats
 - b. Mountain climbers
 - c. Push-ups
 - d. Sit-ups
 - e. Side to side jumps
 - f. Burpees
 - g. Rope climbers
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down / same as warm-up.

3. 20 Minute Routine

Materials: You

Do this routine to increase your heart rate for 20 minutes.

Activity - Same warm-up and stretching as Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Mountain climbers
 - b. Squat punches
 - c. Jumping Jacks
 - d. Cross country ski jumps
 - e. 10 squats
 - f. R. leg lunges
 - g. L. leg lunges
 - h. Wall sit
-

- i. Rest for two minutes and repeat.
 - 2.) Add any activity you can do with a family member.
 - 3.) Cool down / same as warm-up.
-

4. 20 Minute Routine

Materials: You

Do this routine to increase your heart rate for 20 minutes.

Activity - Same warm-up and stretching as Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Sit-ups
 - b. Push-ups
 - c. Plank
 - d. Mountain Climbers
 - e. Rope climbers
 - f. Jumping Jacks
 - g. Running Man
 - h. Wall sit
 - i. Rest for two minutes and repeat.
 - 2.) Add any activity you can do with a family member.
 - 3.) Cool down / same as warm-up.
-

5. 20 Minute Routine

Materials: You

Do this routine to increase your heart rate for 20 minutes.

Activity - Same warm-up and stretching as Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Running Man
 - b. Criss-Cross Jumps
 - c. High Knees
 - d. Mountain Climbers
 - e. Butt Kicks
 - f. Sit-ups
 - g. Push-ups
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down / same as warm-up.

What Families Can Do

- Participate with your child

Learning Activities for PE

7th Grade

Oregon State PE Standards allows students to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, as well as helps them recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Activities

1. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Follow the same format every day for PE.

- 1.) Warm-up- Fast walk or jog in place for five minutes.
- 2.) Stop to stretch;
Quad stretch, arm across-both sides, grab elbow-both sides, roll out ankles-both sides, lean to right side/left leg straight, lean to left side/right leg straight, side to side twists, lean over touch toes for 20 second hold.
- 3.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Running Man
 - b. Criss-Cross Jumps
 - c. High Knees
 - d. Mountain Climbers
 - e. Butt Kicks
 - f. Sit-ups
 - g. Push-ups
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 4.) Add any activity you can do with a family member.
- 5.) Cool down/ same as warm-up.

2. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Sit-ups
 - b. Push-ups
 - c. Plank
 - d. Mountain Climbers
 - e. Rope climbers
 - f. Jumping Jacks
 - g. Running Man
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

3. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Mountain climbers
 - b. Squat punches
 - c. Jumping Jacks
 - d. Cross country ski jumps
 - e. 10 squats
 - f. R. leg lunges
 - g. L. leg lunges
 - h. Wall sit
 - i. Rest for two minutes and repeat.

- 2.) Add any activity you can do with a family member.
 - 3.) Cool down/ same as warm-up
-

4. Do this routine to increase your heart rate for 20 minutes **Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Sit-ups
 - b. Push-ups
 - c. Plank
 - d. Mountain Climbers
 - e. Rope climbers
 - f. Jumping Jacks
 - g. Running Man
 - h. Wall sit
 - i. Rest for two minutes and repeat.
 - 2.) Add any activity you can do with a family member.
 - 3.) Cool down/ same as warm-up.
-

5. Do this routine to increase your heart rate for 20 minutes **Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Running Man
 - b. Criss-Cross Jumps
 - c. High Knees
 - d. Mountain Climbers
 - e. Butt Kicks
 - f. Sit-ups
 - g. Push-ups
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

What Families Can Do

- Participate with your child.

Wellness & Self Care

Learning Activities for Wellness & Self Care

7th Grade

Our goal is to get you and your family thinking about things that you can do to take care of yourself mentally, physically, and emotionally during this stressful time.

Activities

1. What is Self-Care?

Materials: Paper, pencil

Self-care is any activity that we do deliberately in order to take **care** of our mental, emotional, and physical health. Together brainstorm some ideas of things you do to take care of yourself and help yourself feel better about things.

2. Making a Schedule

Materials: Paper, pencil

A schedule is something that can help you feel better about what you are doing each day and help keep you motivated. Below is a sample schedule that includes time for **academics, chores, outside time, creativity, quiet time, lunch, breaks, and free time**. Create your own schedule with your family that all of you are willing to work on during this time.

3. Brainstorming

Materials: paper, pencil

Together with your family, brainstorm some ideas that you can do at home, some things together, some things individually, that will fit into the categories of **academics, hygiene, creativity, chores, outside time, and quiet time**. Some examples are provided for you.

4. BINGO

Materials: paper, pencil

Take the list of activities for each section that you just created and create a BINGO card.

The goal is to be able to BLACKOUT the BINGO card by the end of the week doing the activities individually and/or with your family

What Families Can Do

• Academic

- Try to find a quiet place where you can focus without being disturbed
- Check your school email daily for distance learning assignments
- In addition to your assignments:
 - Read a book (at the same time as friends?)
 - Practice math on [ixl.com](https://www.ixl.com)
 - Science and Social Studies practice are also available for practice on [ixl.com](https://www.ixl.com)!
 - If you have younger siblings, help them with their school work!

• Creativity

- Write poems, limericks, and haiku
- Make a beautiful version of your new Covid Daily Schedule
- Write a song
- Make a music playlist
- Take a walk and draw a flower that captures your attention
- Make a Yarn Mandala <https://www.youtube.com/watch?v=FkN8WL7AxAU>

- **Hygiene**

How Germs Spread

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

- **Chores**

- Wash and put away dishes
- Clean room
 - How to clean your room in 15 minutes:
<https://www.thespruce.com/clean-bedroom-quickly-1900094>
- Walk the dog

- **Quiet Time**

- **Download a free audiobook from Audible** <https://stories.audible.com/start-listen>

- **Outdoor Time**

- Take a walk
- Go on a bike ride
- Couch to 5k

Learning Activities for Wellness & Self Care

7th Grade

Oregon standards encourage students to demonstrate self-responsibility by working to improve their own performance. As an elective we are going to be working on doing this in many ways.

Activities

1 Walking / Jogging Journal

Materials: paper and pencil

Students should try to get outside and walk or run for at least 30 minutes a day. Students should record how long they walk/jog on a piece of paper.

Date	Walk/Jog	Minutes

2 Easy Breakfast

Materials: paper, pencil, colored pencils, and food

Students should try to either make or help make breakfast 3 days this week. This can be something as simple as a bowl of cereal or a piece of toast. It could also be something bigger like French toast or an omelet. Write down on a paper the ingredients you used, the steps you took to make the breakfast and then draw a beautiful picture of what you made. Color your picture.

3 Independent Reading Made Fun

Materials: any book, paper and pencil

Select a chapter book in which to read from for a minimum of 20 minutes daily. For each chapter draw out important facts or details that will help you remember what is going on. If you would like to label the pictures to help you understand what they mean please do. You may also color.

4 Importance of Sleep

Materials: paper and pencil

One of the best ways we can improve our performance in anything we do is by sticking to a consistent sleep schedule. For the entire week I want you to keep a journal of what time you went to bed and what time you woke up. Try to see if you can make the time you go to sleep and the time you wake up as close to the same for each day. If you mess up one day just try the next. Write down your times on a piece of paper.

What Families Can Do

- Encourage your kids to help in the kitchen, from cleaning up dishes, to serving food, to helping to make the meal.
- Create ways to stay active as a family. This can be helping to walk a pet, cleaning the house, or just walking around the neighborhood together.
- Practice safe distancing while out in the neighborhood walking or getting exercise.
- Try to create a daily routine to help get kids sleeping 7-8 hours a day.

Learning Activities for Wellness & Self Care

7th Grade

Oregon standards encourage students to demonstrate self-responsibility by working to improve their own performance. As an elective we are going to be working on doing this in many ways.

Activities

1. Flexibility is Key

Materials: open space

As one of the 5 components of fitness, flexibility is often the most overlooked. Well not this week! This week we are going to focus on becoming more flexible. Spend 10 minutes walking, jogging, doing jumping jacks, or something else to get warmed up. Then, spend 10 minutes stretching. Do all different kinds of stretches holding each one for 15 seconds before moving on to the next stretch. Try to stretch out your entire body. Some basic stretches include sit and reach, arm across, standing touch your toes, and butterfly.

2. Easy Dinner

Materials: paper, pencil, colored pencils, food

Students should try to either make or help make dinner 3 days this week. This can be something as simple as salad in a bowl or a peanut butter and jelly sandwich. It could also be something bigger like spaghetti or tacos. Write down on a paper the ingredients you used, the steps you took to make the breakfast and then draw a beautiful picture of what you made. Color your picture.

3. Drawing to Relax

Materials: paper and pencil

Sometimes the best way to deal with the emotional and mental stress we go through everyday is to sit in a quiet place and draw. For this activity students should spend 10 minutes in a quiet place drawing whatever comes to mind. Could be a landscape, a story, a cat, or anything else that comes pops in your head. Students may also color their drawings. After 10 minutes spend another 10 minutes below the picture describing what the picture is and why you chose to draw it.

4. Food Journal

Materials: paper and pencil

It can be hard to eat healthy when we are on a prolonged break like we are. This food journal is a great way to see what we are eating and figure out ways we can add some healthy foods into our daily lives. Write down everything you eat for 3 days this week. Each day try to see how you could possibly add something healthy to your meal or snack.

What Families Can Do

- Encourage your kids to help in the kitchen, from cleaning up dishes, to serving food, to helping to make the meal.
- Create ways to stay active as a family. This can be helping to walk a pet, cleaning the house, or just walking around the neighborhood together.
- Practice safe distancing while out in the neighborhood walking or getting exercise.
- Try to encourage healthy eating by having fruit or vegetables available if possible.

Learning Activities for Wellness & Self Care

7th Grade

Our goal with these activities is to help students learn strategies for implementing self care to improve their wellness. These activities will help students learn techniques for managing stress as a form of self care.

Activities

1. Nature Walk

Materials: Camera or phone with a camera, Pencil, Paper

Go for a walk outside and take 5 pictures of nature that inspire you.

Reflect: Why did these things in nature inspire you?

2. Brain Dump

Materials: Quiet calm space, Pencil/Pen, Paper

Do a brain dump. Our brains like to keep track of every little thing that we worry about. Sometimes just making a list of what is on our mind can trick our brains and let them know it is okay to stop worrying about stuff.

- Find a quiet calm space and take a minute to focus on breathing or on the feeling of your body sitting in your chair.
- Write a list of the things that are on your mind right now.
- For each item just write it out and move on to the next item. Don't spend time thinking about each one.
- Set your list aside.
- Do something nice for yourself when you are done.

3. Brain Break

Materials: Bell, Chime or Calm Tone

Teach and practice a brain break with your family. You may use any bell or tone to begin. Remember: Breathe in through your nose and out through your mouth. Try to do this for 1-3 minutes.

What Families Can Do

- Do these activities as a family. Encourage your child to lead the activities.

Learning Activities for Wellness & Self Care

7th Grade

Our goal with these activities is to help students learn strategies for implementing self care to improve their wellness. These activities will help students learn techniques for managing stress as a form of self care.

Activities

1. Practicing Gratitude

Materials: None

Practice gratitude at a family meal - simply noting one thing we are thankful about helps induce positive emotions (Directly from MindUp website)

2. Positive Messages

Materials: Social Media Account (Instagram, TikTok, Snapchat)

Share something positive on social media (activity idea, quote, etc.)
Share something with a positive message.

Reflect: What social media did you share this on? Why did you choose this message?

3. Kindness

Materials: Access to books, Library, E-book, Bookstore

Read a book on kindness.

Suggestions from our MindUp Curriculum include.

- *The Camel in the Sun* by Griffin Ondaatje, Linda Wolfsgruber
- *Shiloh* by Phyllis Reynolds Naylor
- *Any Small Goodness: A Novel of the Barrio* by Tony Johnston, Raul Colon
- *How Kind!* by Mary Murphy.
- *A Season of Gifts* by Richard Peck

What Families Can Do

- Provide time for wellness and self care as a family.
- Talk to your child about how they are feeling. Tell them how you are feeling or how your day was. Engage them in a conversation.

Art

Learning Activities for Art

7th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Create a Sculpture

Materials: Use whatever materials you have on hand. Have fun!

Use found objects to make a sculpture or piece of art. Take some time to collect discarded items (that means old things not used anymore) like paper towel tubes or old shoelace. See how you can arrange the found objects to create something new. If you are able to use tape or glue, assemble (put together) the objects. Paint or draw your object. You could even name it and write a story about the life of this object. (Think forky in Toy Story 4)

2. Self Portrait

Materials: Use whatever materials you have on hand. Have fun!

Use a mirror to practice drawing your features then after some practice, draw a self portrait.

3. Perspective

Materials: Use whatever materials you have on hand. Have fun!

Look out the same window of your house or apartment at the same time each day. Do a quick sketch of what you see. What do you notice that is the same or different from each day?

4. Draw a Line

Materials: Use whatever materials you have on hand. Have fun!

Go to a junk drawer (or something of the like) in your home. Pull out 5 things and arrange them in an interesting way, then draw a contour line drawing (outline only) of the composition.

5. Choice

Materials: Use whatever materials you have on hand. Have fun!

Choice drawing or artwork.

What Families Can Do

- This week's activities are a lot about observations. Talk with your child about places in your life that you use the skill of observation and how that influences your experience. Remember, it's about the process--and just being active and creative, rather than the finished product. Have fun!

Learning Activities for Art

7th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Product Design

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Design a new cover for your favorite book, CD/Album, DVD, or game. (What do you think works well about the current design and what will you change in your design?)

2. Connect with a Loved One

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Draw a picture and/or write a note and mail it to someone who lives far away, such as a grandparent or relative that you can't currently see because of the quarantine.

3. Drawing Exercise

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Go into your kitchen and choose an item to draw: piece of fruit, a cup, a fork, etc. First draw it with your dominant hand. Then try drawing the same object with your non-dominant hand. How did you do?

4. Photography

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

If you have access to a camera or phone with camera capabilities, take picture portraits of a family member or pet. Take multiple shots of the same subject in different poses or doing different things. Addition: Now draw what you captured onto paper.

5. Choice

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Choice drawing or artwork.

What Families Can Do

- Encourage your child to continue to draw a little each day. Explore different materials and to work from real life or their imagination--either is great! Have fun!

Learning Activities for Art

7th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Draw Some Kicks

Materials: Use whatever materials you have on hand--a pencil and the back of old math homework can work just fine!

Draw a pair of shoes using only one continuous line. Try to keep your pencil/pen on the paper the whole time you are drawing.

2. Comics

Materials: Pencil and paper, or whatever materials you have available.

Draw a comic of something that happened in the last 24hrs.

3. You are What You Eat

Materials: Pencil and paper, or whatever materials you have available.

Draw a meal that you have had within the past day. Try to draw as many details as you can...even the utensils that you used.

4. Food Package Design

Materials: Pencil and paper, or whatever materials you have available.

Find a food wrapper and try to recreate it on paper. Or, better yet, improve it!

5. Free Choice

Materials: Any, or all, materials you have on hand

Choice drawing or artwork

What Families Can Do

- Encourage your student to draw a little each day. Encourage them to try different materials and to explore mark making. They might be interested in working from real life, or their imagination; either is great! These ideas are meant to keep them active and their mind engaged in observation--it's about the process, not the finished product. Have fun!

Learning Activities for Art

7th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Perspective Drawing

Materials: Paper and pencil.

Sit in the corner, or on the edge of a room with your back against a wall so you have a good view of the room. Draw your view including at least 10 things that you see.

2. Flag Design

Materials: Pen, pencil, any materials available.

Design a flag for the city of Portland, the state of Oregon, or for your family.

3. Name Design

Materials: Black pen, paper, markers or crayons if available.

Use the letters of your name and write your name at least 20 times on a piece of paper, filling up the page and overlapping letters as you write. Explore different letter fonts, sizes, cursive, capital, etc. If you are able to, go over those lines in a sharpie or black pen. Use a colored medium such as crayon, watercolor, or marker, to fill in the space around and in between the letters.

4. Art Elements Photo Search

Materials: A camera/phone or drawing materials to document art elements.

If you have access to a camera or phone with camera capabilities, take pictures that prominently have an Element of Art in it: LINE, SHAPE, FORM, VALUE, SPACE, TEXTURE OR COLOR.

Addition: Now draw what you captured onto paper.

5. Free Choice

Materials: Any, or all materials, that you have available.

Choice drawing or artwork

What Families Can Do

- We hope your student is able to try a few of these new drawing prompts. Really, anything that encourages creative activity is great. Feel free to use whatever materials you have access to and just have fun with it. It's about the process, not the finished product! Have fun!

English Language Development (ELD)

Learning Activities for ELD

Level 1

An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics -communicate simple information about familiar texts, topics, and experiences

Activities

1. Careers and Occupations **Materials:** Paper and pencil.

Review and consider different careers and occupations.

2. Interview a worker **Materials:** Paper and pencil.

Talk to a family member at home or over the phone about his/her job.

3. Identify 4 jobs **Materials:** Paper, pencil, TV

Pay attention to local news and find 4 jobs people do.

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

ELD 1
Careers and Occupations

Lawyers Accountants Nurses Fireman Teacher Business Manager
Architects Travel Agent Chef Policeman Doctor Musician

1. When I finish High School, I want to be a _____.
2. A _____ helps people with the police.
3. A _____ is the person who helps people in the street or when you have problems.
4. When you get sick a _____ and a _____ tells you what medicine you can take.
5. A _____ can help you when you want to go to another country.
6. An _____ helps you make your taxes in January.
7. A _____ is someone who plays a musical instrument.
8. A _____ helps when there is fire in a home.
9. Mr. Flores is a _____ and he is also a _____.
10. A _____ makes delicious food for everyone.
11. A _____ makes sure people are working in a Business.
12. My parents in my native country were _____.
13. My Grandfather worked in _____.
14. I want to work in _____ because I want to buy _____ ,
_____ and _____.

Learning Activities for ELD

Level 1

An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics -communicate simple information about familiar texts, topics, and experiences

Activities

1. Your Neighborhood

Materials: Paper and pencil

Identify 10 places of interest in your neighborhoods and tell what people do there.

2. Neighborhood Passage

Materials: Paper and pencil

Write a paragraph about your neighborhood. Use the following sentence frames:

- When I look around my neighborhood I always see _.
- On my street, there are _, _, and _.
- My next door neighbor has _and _.
- There are many _ and _ in my neighborhood.
- I like to _and _ in my neighborhood because _.
- Everytime I walk in my neighborhood I _.
- My family likes to _ and _ because _.

3. Interview a Family Member About the Neighborhood

Materials: Paper and pencil

Ask your family members the following questions: What do you like about our neighborhood? What is your favorite store in our neighborhood? Where do you find your favorite food in our neighborhood? What would you like to change in our neighborhood? Why is it important to be good neighbors? How is this neighborhood different from the one where you grew up?

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

The Neighborhood
ELD 1

I. Name and identify 10 places of interest in your neighborhood.

Place	Function
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Learning Activities for ELD

Level 1

ELP 6-8.2 An ELL will be able to present simple information

ELP 6-8.5 An ELL will be able to label collected information

ELP 6-8.10 An ELL will be able to use frequently occurring verbs

Activities

1. Oral Telling **Materials:** none

Tell about a family member. Tell 5 facts about this person.
Use sentences like he is... or she is...

2. In My Home **Materials:** pencil and paper

Think about your home. Tell about what you have.
I have....
My brother has....
My sister has...
We have.....
The adults in my home have....

3. The Human Body **Materials:** magazine, pencil

Draw a person, a stick figure is fine. Or you can find a picture of a person and label the body parts.

4. Countries **Materials:** map, paper, and pencil

Think about a country you would like to visit.
Tell 5 facts about the country.
I would like the _____.

5. Likes and Dislikes **Materials:** paper and pencil

Think about your likes and dislikes
I like....
I don't like.....

What Families Can Do

- “The Forgotten Treasure” which is a folk tale. A folk tale is a story that has been told and retold for many years. Ask a parent or grandparent about a folk tale from your culture. Feel free to send it to your teacher on Google Classroom.

Learning Activities for ELD

Level 1

ELP 6-8.10 Student will be able to use a small number of frequently occurring verbs

ELP 6-8.2 Student will be able to respond to Wh- questions

Activities

- 1. Daily Routine** **Materials:** paper and pencil or journal

Now that you have been out of school for a while, you have a different daily routine. Using present tense verbs, write about what you do on a regular basis.

For example:

Everyday, I ...

Every morning, I...

Every afternoon, I.....

Every evening, I

-
- 2. Daily Routine** **Materials:** paper and pencil

This is a time that will be remembered. Using the following wh- questions to write a short paragraph about the coronavirus pandemic.

What is happening?

Where is it happening?

When is it happening?

-
- 3. Describe household items** **Materials:** paper and pencil

Look around your house. Write 5 items that people in your house have.

Example: I have paper.

My brother has a toy.

-
- 4. Places in your neighborhood** **Materials:** paper and pencil

Write about 5 places in your neighborhood using “ There is” and “There are”

For example: “There is a store down the street.”

-
- 5. Writing about a familiar topic** **Materials:** paper and pencil

What Families Can Do

- Ask an older relative about a time in the past that they remember well. Write their daily tasks.

Learning Activities for ELD

Level 1

Oregon's English Language Proficiency standards help English Language Learners speak and write about grade-appropriate complex literary and informational texts and topics, communicate simple information about familiar texts, topics, and experiences.

Activities

1. Family Tree

Materials: paper, pen, markers, and photographs if you have them

Students should make a family tree. They should describe the people in their family: what do they look like, where do they live, and what do they do for work/fun? For example: My aunt Teresa has brown hair and green eyes. She lives in North Carolina. She works at a bank. She likes to cook and to spend time with her cats.

2. Label your House

Materials: paper, pen, tape

Use your location vocabulary and household vocabulary to write sentences about where things are in your house. Then tape the sentences to the items. For example: The refrigerator is in the kitchen. It is next to the sink.

3. Compare: Now and Then

Materials: paper, pencil or pen

Make a Venn Diagram (two circles that connect) to describe how your life is the same and how it is different because of Coronavirus. Mark one circle as "NOW" and one as "THEN" or "BEFORE". What has changed? What has stayed the same? Use your Venn Diagram to write at least 5 complete sentences. For example: Before school closed, my mom worked at a restaurant. Now the restaurant is closed and she can't go to work.

4. I am related to _____

Materials: paper, pencil

Ask a family member questions about someone in your family you have never met. What did they do? What were they like? What are they known for? What makes this person important or interesting? Try writing as much as you can about this person. For example: I am related to Pachacuti Yupanqui. He was a famous king in the Inca Empire and lived from 1438-1471. He is known for building Machu Picchu. He was rich, and I wish he had saved some of his gold for me!

What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on youtube.
- Discuss current events from local news and encourage your student to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Learning Activities for ELD

Level 1

Oregon's English Language Proficiency standards help English Language Learners speak and write about grade-appropriate complex literary and informational texts and topics, communicate simple information about familiar texts, topics, and experiences.

Activities

1. Coronavirus around the World **Materials:** paper, pen or pencil

Interview a friend or family member who does not live in the USA. Ask them what it is like right now where they live. How has Coronavirus changed their lives? What is their country doing to **prepare for** and **respond to** the virus? How do they feel, and why?

2. Coronavirus Comic **Materials:** paper, pen or pencil

Divide your piece of paper into 6 squares. Make a comic story, based on the answers from your interview. Draw your PICTURES and use SPEECH BUBBLES to show DIALOGUE between different CHARACTERS.

3. Dream Vacation **Materials:** paper, pencil

Write about a place you would like to visit. Where do you want to go? What do you want to do there? When would you go?

4. Write a Letter **Materials:** paper, pencil

Many older people are living all alone right now. They can't leave their houses or rooms, and they are sad and lonely. Let's do something nice for them! Write a letter to them. Introduce yourself. Send them a positive message and remind them that everything will be ok! Save your letters, and you can email them to vanessagc@reapusa.org when you have access to a computer.

What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on YouTube.
- Discuss current events from local news and encourage your student to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Learning Activities for ELD

Level 2

An ELL can adapt language choices to purpose, task, and audience when speaking and writing..... adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.

Activities

1. Creepy Story

Materials: Paper and pencil

Ask a family member to tell you a creepy story and write it down on a piece of paper. Tell me what makes the story so scary.

2. Frankenstein Interview

Materials: Paper and pencil.

If you were able to meet and talk to Frankenstein, what would you ask him. Come up with 10 questions and write them on a piece of paper.

3. Ghost Stories Survey

Materials: Paper and pencil

Talk to 5 family members or friends over the phone and ask them if they believe ghosts are real. Keep track of their answer on the chart provided.

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

Ghosts Survey

1. Talk to 5 family members or friends over the phone and ask them if they believe ghosts are real. Keep track of their answer on the chart provided.

Question: Do you believe in Ghosts? Yes, No, Why and Why not?

Name	Yes	No	Why	Why not?
1.				
2.				
3.				
4.				
5.				

Learning Activities for ELD

Level 2

An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing..... adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions

Activities

1. Coming to America

Materials: Paper and pencil

On a piece of paper, talk to your parents about their journey to the USA and write it down on a piece of paper. Ask them about their challenges in their native country and what they like about their new country.

2. Compare and Contrast

Materials: Paper, pencil, TV, Radio or Internet

Compare and contrast 3 countries by listening or watching Local News on TV or using the internet (CNN10.com).

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions.
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Compare and Contrast Countries
ELD 2

USA	Other Country (_____)	Other Country (_____)
<p>Are students going to school? Why or why not?</p> <hr/> <hr/> <hr/> <hr/>	<p>Are students going to school? Why or why not?</p> <hr/> <hr/> <hr/> <hr/>	<p>Are students going to school? Why or why not?</p> <hr/> <hr/> <hr/> <hr/>

Learning Activities for ELD

Level 2

ELP 6-8.9 An ELL can recount a brief sequence of events in order.

ELP 6-8.10 An ELL can produce compound sentences.

ELP 6-8.2 An ELL can respond to wh questions

Activities

1. Making Dinner

Materials: paper and pencil

As you are at home, watch, or help, someone prepare dinner. Write a list of their steps. Use transition words like first, next, then and finally.

Example: First, my mom cut up a chicken.

Feel free to submit this to your teacher on Google Classroom if you can.

2. Comparing Animals

Materials: paper and pencil

Divide the paper into halves. Write 5 sentences that compare animals.

Example: An alligator is ugly, but a butterfly is beautiful.

3. Answering Questions

Materials: Paper and pencil

Think about an ancient culture or something you have learned in social studies.

List the details of who, what, and when.

4. Past Tense Verbs

Materials: none

Ask a family member to show you an action. Name the action in past tense.

5. Verbs in Sentences

Materials: paper and pencil

Write 5 sentences using the verbs: did, went, felt, saw, and told.

What Families Can Do

- “Forgotten Treasure” is a Nigerian folktale. A folktale is a story that has been told and retold for many years. Ask a family member to tell you a folktale from your native culture. Feel free to share it with your teacher on Google Classroom.

Learning Activities for ELD

Level 2

ELP 6-8.10 Students will be able to use nouns.

ELP 6-8.2 Student will be able to present information on familiar topics

ELP 6-8.1 Student will be able to identify the main topic in oral communications

Activities

1. Your story with Past Tense Verbs

Materials: paper and pencil

Now that you have been out of school for a while, tell about 5 things that you have done using past tense verbs and past tense time phrases.

Yesterday, I....

This morning, I...

Yesterday afternoon, I....

Last week, I.....

The day before yesterday, I....

2. A familiar topic

Materials: paper and pencil

Think of a topic that you have studied in your ELD class. Write a word web about that topic.

3. Writing Details

Materials: none

Think about a topic or sport you know well. Tell a family member about this. Include at least 4 details.

4. Family Interview

Materials: none

Interview someone in your family or call a friend. Ask them about activities that they were not able to do. Write 5 sentences. Example: She did not go to the movie theater.

5. Give the story a Title

Materials: newspaper or news source

Listen to or read a story on the news. Write a title for that story.

What Families Can Do

- Ask an older family member about a time in their life when the normal routine was different.

Learning Activities for ELD

Level 2

Oregon's English Language Proficiency standards help English Language Learners be able to determine the meaning of words and phrases. Students should be able to communicate ideas clearly in writing.

Activities

1. Coronavirus Journaling

Materials: pencil, paper or notebook

Make a journal out of paper or use a journal you have. Write in your journal every day. Answer these questions: How do you feel? What has changed in your life? How has this virus impacted your family or the families of people you know? What are you learning about the world? What questions or concerns do you have?

2. Song Response

Materials: pencil, paper, a dictionary or translator and some music!

Choose your favorite song- in your native language or in English. Take a piece of paper and fold it in half down the middle. On one side, write down the words of the song (lyrics). On the other side of the paper, "translate" the song: What is it about? How does it make you feel? What words or pictures does it paint in your mind? Why do you think the person chose to write this song? What does it teach us about the world?

3. Coronavirus: Short Story

Materials: pencil, paper OR google classroom assignment!

Use your 5 senses (see, taste, hear, smell, touch) and your plot elements (character, setting, conflict, climax, and resolution) to write a descriptive short story about people living during this Coronavirus outbreak. It can be based on your family, or it can be fake. For example: My short story is about a family living in Spain. The mom is a doctor and the dad works at a bookstore. The dad loses his job because no one can go shopping. When the mom becomes sick, the family does not know what is going to happen to them...

4. Read

Materials: Book or Newsela if you do not have a book

Choose an article or book to read for 30 minutes each day! If you don't have books at home, you can go to Newsela and read an article.

What Families Can Do

- Students should watch CNN 10 on YouTube.
- Students should read for 30 minutes each day.
- Have your student "translate" information and resources from the David Douglas Website about what families can do if they need help getting food or paying rent.

Learning Activities for ELD

Level 2

Oregon's English Language Proficiency standards help English Language Learners be able to determine the meaning of words and phrases. Students should be able to communicate ideas clearly in writing.

Activities

1. Coronavirus around the World **Materials:** paper, pen or pencil

Interview a friend or family member who does not live in the USA. Ask them what it is like right now where they live. How has Coronavirus changed their lives? What is their country doing to **prepare for** and **respond to** the virus? How do they feel, and why?

2. Coronavirus Comic **Materials:** paper, pen or pencil

Divide your piece of paper into 6 squares. Make a comic story, based on the answers from your interview. Draw your PICTURES and use SPEECH BUBBLES to show DIALOGUE between different CHARACTERS.

3. Dream Vacation **Materials:** paper, pencil

Write about a place you would like to visit. Where do you want to go? What do you want to do there? When would you go?

4. Write a Letter **Materials:** paper, pencil

Many older people are living all alone right now. They can't leave their houses or rooms, and they are sad and lonely. Let's do something nice for them! Write a letter to them. Introduce yourself. Send them a positive message and remind them that everything will be ok! Save your letters, and you can email them to vanessagc@reapusa.org when you have access to a computer.

What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on youtube.
- Discuss current events from local news and encourage your student to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Learning Activities for ELD

Level 3/4

Oregon ELP (English Language Proficiency) Standards emphasize students *participating in conversations about a variety of topics*. Students should be able to **speak in complete sentences, express their opinions, and build on the ideas of others**. These activities will focus on students having conversations with others and expressing their opinions.

Activities

1. INTERVIEW SOMEONE!

Materials: Pencil and paper or computer with keyboard

Create 10 questions to ask a *family member, someone you live with, or you can even interview a friend on the phone* about their lives. Write down these questions using question marks and leave space to write down their answer

Example questions:

- “Where did you grow up? What was life like?”
- “Have you ever experienced anything like the Coronavirus outbreak before?”
- “What advice do you have for me?”
- What do you do when you are stressed?

Then, write down the answers you are given. Be sure to thank the person you interviewed! :)

2. Write a Paragraph!

Materials: Pencil and paper or computer with keyboard

Write a paragraph (5 sentences) about the person you interviewed. Answer the following questions:

What did you learn about this person? Did you already know any of the information? What do you wish you could have asked them? Was it awkward or easy to interview them? Did you enjoy this activity?

3. Discuss Your Favorites!

Materials: N/A

IN COMPLETE SENTENCES talk to a friend, family member, or someone you live with about your favorite thing (this could be your favorite video game, book, movie, tv show, band, singer, rapper, sport, sports player).

Make sure you explain WHY this is your favorite. Pretend you are in an argument and you have to justify why your “thing” is the best!

Sentence frames:

__(Beyonce)_____is the best singer because_____. Other singers don't compare to____ because____.
For example, _____. Additionally, _____. Therefore, _____is obviously the best...

4. Write a Paragraph!

Materials: Pencil and paper OR computer with keyboard

Now, WRITE a paragraph (5 sentences minimum) justifying why this thing/person/video game/etc. is your favorite. You can use the sentence frames provided above if you would like.

What Families Can Do

- Try to read for at least 20 minutes a day. This reading can be done in English or in another language. It can be a book, magazine, news article, or any other type of text. After you are done reading, summarize what you read about with someone you live with.
- Ask your child questions about their likes and dislikes. Engage your child in conversations about the news, life, family, and storytelling. Ask your child their opinion on these topics.

Learning Activities for ELD

Level 3/4

Oregon ELP (English Language Proficiency) Standards emphasize students *retelling a sequence of events with a beginning, middle, and an end*. Students should also use *transitional words and phrases to connect events and ideas*. (however, on the other hand, finally, etc.) These activities will focus on students *retelling events and using transitional words*.

Activities

1. Journal Entry about Real Life at Home

Materials: Pencil and paper or computer

Write a journal entry about your day. What did you do? What did you eat? How do you feel? Compare your situation to others around the world or on t.v. shows. How are you making sure to take care of yourself? (Are you eating and drinking enough water, exercising, reading, spending time with loved ones, drawing, listening to music, etc.) Use transition words like: First, later, next, however, on the other hand, finally, etc.

2. Journal Entry about What You WISH You Were Doing

Materials: Pencil and paper or computer

Write a journal entry about what you wish you were doing! If you could go anywhere or do anything, what would you do? What foods would you eat? Who would you spend time with? DESCRIBE all of the places, foods, and people with lots of detail and plenty of adjectives (describing word).

3. Write a Thank You Letter or Email

Materials: Pencil and paper (envelope and stamp if you want to send it in the mail) or computer if you want to send an email

Write a letter to a hospital worker, family member, teacher, friend, or loved one. Thank the person for how they help you and others. Give them specific reasons for why they are important to you. Make sure to include a heading (Dear Mr. ...), closing (sincerely, thank you, etc.), and your signature.

Ex: *Dear Mrs. Spears,*

I want to let you know how much I appreciate you. Thank you so much for helping me this year. You are _____ . I am grateful for _____ . Also, _____ .

Sincerely, Ariana Grande

4. Newspaper Article

Materials: Pencil and paper or computer

Pretend you are a reporter (Someone who writes for the news). Write an article about the Coronavirus. Use information from your family members/people you live with, the news, and from David Douglas to write an informational story on the Coronavirus. What is Covid19? How did it begin for you? Do you know anyone who has Covid19? What is your family or household doing to make sure you are safe? What are other people doing? What have you learned from this experience? Use transition words like: (First, later, next, however, on the other hand, finally, etc.)

What Families Can Do

- Try to read for at least 20 minutes a day. This reading can be done in English or in another language. It can be a book, magazine, news article, or any other type of text. After you are done reading, summarize what you read about with someone you live with.
- Ask your child questions about their likes and dislikes. Engage your child in conversations about the news, life, family, and storytelling. Ask your child their opinion on these topics.

Learning Activities for ELD

Level 3/4

Students will be able to write sentences in the **past tense** in the affirmative, negative and question forms.

Activities

1. Past Tense Verbs

Materials: paper and pencil or pen

Write the following verbs:

- like = liked
- walk = walked
- work = worked
- talk = talked
- watch = watched

2. Affirmative Sentences

Materials: paper or notebook and pencil or pen

Affirmative

Write five sentences in the affirmative form. You need to write one sentence for each verb given.

Example: I liked the movie I watched yesterday.

3. Negative Sentences

Materials: notebook and pencil

Write five sentences in the past tense in the negative form.

Example: I did not work last week.

4. Past tense Questions

Materials: paper/ pencil

Write five questions in the past tense using the verbs provided.

Example: Did you talk to your mom about your homework?

5. Talking Time

Materials: phone, paper pencil computer or any device you have.

Now is time for you to talk to your friends and say affirmative, negative or questions using the verbs provided on top or others.

What Families Can Do

- You can ask your son/daughter how you use the past tense in English.
- Students can share things that happened in the past they liked.
- It is a good time to talk about important events within your family.
- You can talk about something very important that changed your life in a positive way.

Learning Activities for ELD

Level 3/4

Students will be able to compare and contrast two popular athletes.

Activities

1. Describe Kobe Bryant

Materials: paper and pencil

Describe Kobe Bryant to a family member. Why was he famous?

2. Describe Roberto Clemente

Materials: paper and pencil

Describe Roberto Clemente to a family member. Why was he famous?

3. Comparing Kobe and Roberto

Materials: white paper and pencil

Draw a Venn Diagram with 3-5 attributes for both Kobe and Roberto. Remember to place their common attributes where the two circles overlap.

4. Favorite Sports

Materials: lined paper and pencil or pen

Create a diagram that compares how Kobe's sport of basketball is different than Roberto's sport of baseball.

5. Give an opinion

Materials: none

If you had a lot of money like these two famous people what would you do with all that money in our current situation?

What Families Can Do

- Asked students who Roberto Clemente was and what did they learn from him?
- Discuss what positive qualities both had.
- As family, talk about who or what athletes are a good example or a role model for our community. You can talk about any sports like: soccer, basketball, football.

Learning Activities for ELD

Level 3/4

Students developing English should practice Reading, Writing, Speaking and Listening. Students will participate in conversations, discussions, & written exchanges on familiar topics. Students will ask & answer relevant questions.

Activities

1. **Answer the phone politely and take a message.** **Materials:** paper, pencil, phone

Discuss with family how to answer the phone politely. What are some ways to answer a phone call? How do people in offices or businesses answer the phone differently than personal phone calls?

1. Hello. (Personal)
2. Thanks for calling *Big Lots*, this is (name). How may I help you? (Business)
3. This is _____, how can I help you?

Write down 3 different scripts for answering the phone. Practice with family members or friends.

Can you take a message and write the phone number or message? What would that look and sound like?

Message examples:

1. My mom isn't available right now, may I take a message?
2. _____ is busy right now, may I take your number and _____ will call you back?

2. **Practice introducing yourself and introducing others.** **Materials:** paper, pencil

How do you introduce yourself or your family members to teachers at conferences or out in the community? What do you say? How do you say it? Practice introductions with your family members. Try to introduce yourself to all family members and practice introducing them to each other.

1. Hi. My name is _____. Nice to meet you.
2. Mr. Jones, I'd like to introduce you to my mom, _____.
3. Dad, I'd like you to meet my teacher, Mrs. Carrillo.

3. **Read** **Materials:** book, magazine, newspaper

Choose an article or book to read for 30 minutes each day! If you don't have books at home, you can go to Newsela and read an article.

What Families Can Do

- Cook together. Take turns reading the directions. Speak English or Native Language while working together.
- Share AND DISCUSS EVERYONE'S "Rose & Thorn" for the day. What was good=ROSE
What was a challenge=THORN

Learning Activities for ELD

Level 3/4

These activities are meant to meet the goal of Reading, Writing, Speaking and Listening for English Language Learners. Students will interact with family members to discuss and write about daily life.

Activities

1. Family Walk & Talk

Materials: paper, pencil

Make a list of 15 items to 'find' when you are walking and practicing **Social Distancing** as a family. Take the list on the walk and check them off as you see them. Discuss the things that you see. (Use both English and Native Language for practice)

1. Fir tree
2. Red flowers
3. Yard sign
4. Yellow car

When you return home, write a paragraph using transition words (first, next, then, finally) to document your walk and talk. Use this as part of journaling during the time of COVID 19.

2. Map It/Talk About It/Write It

Materials: paper, ruler, pencil

Using your skills and knowledge of prepositions, write directions and make a map of your home or neighborhood. Practice writing sentences to describe how to move from room to room/ street to street for someone who doesn't live there. Could the person find their way around with your directions?

1. Walk through the front door to the kitchen.
2. From the kitchen, turn right and continue past the bathroom to my bedroom.
3. To get to my garage, walk down the stairs and through the family room.
4. Walk from the track and head west toward the park. You will pass Earl Boyles on the south. Continue to 102nd Avenue.

3. Watch/Listen/Write

Materials: television, paper, pencil

Watch an educational television program (PBS, Discovery, etc.) Take notes and write down 5 facts that you learn from that program. After taking notes, write a paragraph about your learning. Write questions you still have. Be sure to include details in your complete sentences.

4. Game Day

Materials: Board game, cards, dice

Play board or card games as a family. **Challenge:** Try to use only one language: English only or Native language only. OR Parents speak English/Kids speak Native Language only.

5. Read Aloud Practice

Materials: book, magazine, article

Practice reading aloud with family members or pets. Choose a story, article or book to read to another person/animal. Read aloud to someone by Facetime. This is a great way to improve fluency in English.

What Families Can Do

- Watch television or movies together. Try to learn something new and discuss the learning. Use the CLOSED CAPTION feature to practice reading English quickly.
- Read 20 minutes per day. Reading is the best way to get better at reading.

Electives

Learning Activities for Computers

7th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

Activities

1. Keyboarding Skills

Materials: Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do at least 20 minutes a day. Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice. I know many of you accounts on these sites you can use those

2. Vocabulary Building Skills


Materials: Pictures of Slides (attached)

Attached are pictures of slides that are used when working with computers. Study the words.

What Families Can Do

- Quiz your child on these words and see if they know them.

Word #2



DESKTOP

THE DESKTOP IS A SYSTEM OF ORGANIZATION OF ICONS ON A SCREEN. USUALLY THE FIRST SCREEN YOU SEE AFTER THE COMPUTER BOOTS UP OR YOU LOG IN.


QWERTY

THE FIRST 6 LETTERS ON ENGLISH-LANGUAGE KEYBOARDS ARE Q-W-E-R-T-Y.



Word #3

Login




PROCESS BY WHICH A USER ENTERS A NAME AND PASSWORD TO ACCESS A COMPUTER.

When you are done with the vocabulary word –

- Open up Keyboarding Lessons.
- do the review keys for Lesson 2.

Word #4

Input Device



ANY DEVICE THAT PUTS INFORMATION INTO THE COMPUTER. EXAMPLES- MOUSE, KEYBOARD.

When you are done with the vocabulary word –

- Open up Keyboarding Lessons.
- do the review keys for Lesson3.



Word #5

Hardware



THE PHYSICAL EQUIPMENT OR TOUCHABLE PARTS OF A COMPUTER SYSTEM, THE CPU (CENTRAL PROCESSING UNIT), THE MONITOR, THE KEYBOARD, THE MOUSE, THE EXTERNAL SPEAKERS, THE SCANNER, THE PRINTER, ETC,

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•Do Lesson 4.



Word #6

Software



THE PROGRAMS, PROGRAMMING LANGUAGES, AND DATA THAT DIRECT THE OPERATIONS OF A COMPUTER SYSTEM. WORD PROCESSING PROGRAMS AND INTERNET BROWSERS ARE EXAMPLES OF SOFTWARE.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 5.



Word #7

Hard disk

THE MAIN DISK INSIDE A COMPUTER USED FOR STORING PROGRAMS AND INFORMATION. IT CONTAINS PLATTERS AND A READ WRITE HEAD.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 6.



Word #8

Icon



A SMALL IMAGE OR PICTURE ON A COMPUTER SCREEN THAT IS A SYMBOL FOR FOLDERS, DISK, PERIPHERALS, PROGRAMS, ETC.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•Do Lesson 7 it is all review.



Word #9

Boot, boot up, boot disk

YOU BOOT (OR BOOT UP) YOUR COMPUTER WHEN YOU SWITCH IT ON AND WAIT WHILE IT PREPARES ITSELF. INSTRUCTIONS FOR STARTUP ARE GIVEN TO THE COMPUTER FROM THE BOOT DISK, WHICH IS USUALLY THE HARD DISK.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 8.



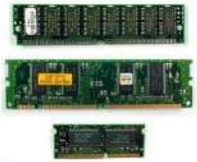
Word #10

FORMAT

THE ARRANGEMENT OF DATA FOR COMPUTER INPUT OR OUTPUT, SUCH AS THE NUMBER AND SIZE OF FIELDS IN A RECORD OR THE SPACING AND PUNCTUATION OF INFORMATION IN A WORD PROCESSING DOCUMENT.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 9.





Word #11



RAM, ROM

TWO TYPES OF MEMORY. RAM (RANDOM ACCESS MEMORY) IS THE MAIN MEMORY USED WHILE THE PC IS WORKING. RAM IS TEMPORARY. ROM (READ ONLY MEMORY) IS FOR INFORMATION NEEDED BY THE PC AND CANNOT BE CHANGED.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 10.

Word #12

Folder (directory)

A SUB-DIVISION OF A COMPUTER'S HARD DISK INTO WHICH YOU PUT FILES.

When you are done with the vocabulary word
•Open up Keyboarding Lessons.
•do the review keys for Lesson 11.



Word #13

File Server



A COMPUTER ATTACHED TO A NETWORK THAT HAS THE PRIMARY PURPOSE OF PROVIDING A LOCATION FOR SHARED DISK ACCESS, I.E. SHARED STORAGE OF COMPUTER FILES (SUCH AS DOCUMENTS, SOUND FILES, ETC.) THAT CAN BE ACCESSED BY THE WORKSTATIONS THAT ARE ATTACHED TO THE COMPUTER NETWORK.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 12.

Learning Activities for Computers

7th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

Activities

1. Keyboarding Skills

Materials: Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do at least 20 minutes a day. Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice.

2. PowerPoint

Materials: Computer with PowerPoint, paper, pen or pencil

Explain to a parent or sibling how to use PowerPoint. Try to include how to put things in a slide, transitions, animation and anything else you can come up with. Draw a diagram if appropriate.

What Families Can Do

- Remind your child to work on their keyboarding skills using touch typing skills.
 - Sitting up straight
 - Feet flat on the floor
 - Proper fingering
 - Key your eyes on the screen not the keyboard
- Listen to the child as they explain how to do PowerPoint.

Learning Activities for Computers

7th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

Activities

1. Practice Your Typing

Materials: Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do 15 - 20 minutes a day. Keyboardingonline.com, Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice.

What Families Can Do

- Provide a place where students can sit. Posture is important. Help model good posture when typing.

Learning Activities for Choir

7th Grade

Use solfege skills to create vocal warmups.

Oregon Music Anchor Standard 2 focuses on development of artistic ideas and work. Students can use solfege skills they've learned in class to create their own repeating vocal warmup patterns.

Activities

1. Hopeful Warmup

Materials: Paper, pencil

Think of five things you can't wait to do once the quarantine is over. Write them down.

- Example: Have a big dinner with all my extended family!

Now, let's learn the notes of the vocal warmup. Start by singing from "Do" to So" and back down stepwise: "Do Re Mi Fa So Fa Mi Re Do."

Now, let's add lyrics to those notes you just sang: "Once this quar-an-tine is o-ver I..." (Do Re Mi Fa So Fa Mi Re Do)

Then verbalize each of the things you can't wait to do once this quarantine is over!

- Example: "Once this quarantine is over I... -----[will have a big dinner with all of my extended family!]"

2. Compose A Warmup

Materials: Paper, pencil

Create your own warmups! First, sing through the major scale (Do, Re, Mi, Fa, So, La, Ti, Do).

Now, write down some combinations of these notes. Common examples we use in class:

Do - Mi - So - Mi - Do

So - La - So - La - So - Fa - Mi - Re - Do

Add lyrics narrating your life, or your favorite foods, or a story to the notes you choose. Sing them!

3. Breath Support

Materials: Some empty floor space

Think of your favorite choir song or warmup. After warming up your voice, (you can look up warmups on YouTube, if you are able, or use warmups from class that you enjoy, or use the warmup activity in this packet)

Lie down, flat on your back, and try to sing through the song.

Attempt to use one good stomach breath to sing longer parts of the song.

If you have trouble getting past a certain part on one breath, try it again, on a lip-trill (buzzing your lips). That should force you to use more air, and regulate it more efficiently.

What Families Can Do

- Have a home concert! Ask your child to prepare at least 2 songs to sing for the family. If your child is nervous to sing in front of the family alone, sing together!

Learning Activities for Choir

7th Grade

Composing and performing are essential parts of the Oregon Music learning standards. It engages the student's brains in an amazing way, and creating something as a family is even better!

Activities

1. Family Song

Materials: Paper, pencil

Compose a family song.

Use a paper and pencil to write down some things that are important to your family. Once you've got some ideas, form some of those things into lyrics, and if possible, make the last words of those phrases rhyme.

Once you've got some lyrics, set them to a melody!

Tips:

- If you have trouble thinking of a melody, think of some of the songs we sing, or some of your favorite songs you listen to, and use those melodies as a starting point. Change the melodies to match your song a little better.
- If you've got an internet device, use a karaoke track to accompany your song if you are basing it off an existing song! You can find these easily on YouTube.

2. Parody Project

Materials: Paper, pencil

Write some parody lyrics!

Choose a song that you know the lyrics well to.

Write down those lyrics, line by line, on a column to the left.

Now, write some parody lyrics in a column to the right, that matches the original lyrics.

Perform this parody song for someone in your life.

Tips:

- The more of a contrast to the original, the more funny a parody song can be. Use a very sad song to write very happy lyrics, or a very happy song to write sad lyrics.
- Make sure you're using the same amount of syllables for each line!

3. Move With Music

Materials: Music playing device (radio, computer, etc)

Create a body percussion pattern set to music you love.

Use different combinations of your hands and feet to make sounds. For example, you can incorporate clapping, snapping fingers, tapping cheeks with open and close mouth.

Once you've chosen 4 distinct sounds, arrange them in a rhythm that works to a song you've got playing.

Try to have a distinctly different pattern for the verses and the choruses of a song you choose.

Tips:

- Don't get too complicated! Have the patterns repeat at least four times before you change your pattern.
- Keep the different movements you make physically close so that you can perform these more easily.
- Have your beat flow with the music - intensifying and calming as the music rises and falls in intensity.

What Families Can Do

- Keep kids engaging with music and singing past simply listening. Work together on a family song! This can be a very special and bonding experience and once you've created it, it can be taught to younger siblings.

Learning Activities for Orchestra

7th Grade

This activity is related to Music Content Standard #9: Understanding music in relation to history and culture. Students will learn more about music history with study of Western music composers and the history of the orchestra. Students will also write to reflect on their own experience. Orchestra students are a part of the continuation of string music in our world.

Activities

1. Create a music history timeline

Materials: Paper, pencil, markers,

Create a timeline with the following Music Eras and the composers that are within that era.

Baroque era 1600-1750: Purcell, Vivaldi, Handel, J.S. Bach

Classical era 1750-1820: Haydn, W.A. Mozart, Beethoven, Paganini

Romantic era 1805-1910: Johann Strauss, Schumann, Offenbach, Clara Wieck Schumann

20-Century era 1900-present: Gershwin, Shostakovich, Britten, John Williams

2. Write a summary of the orchestra's history

Materials: Paper, pencil

Here are some facts about orchestra. The facts are a bit out of order so you will need to use your timeline and read carefully to put them back in order. Please organize them to create a summary/essay of the history of the orchestra.

Facts: *The Romantic era contributed more progress to the orchestra. *Before the Baroque era was the Renaissance era. *The Renaissance era pioneered the first orchestra. * In 1800's (late Classical era) the modern style instruments and orchestras formed. *In the Romantic era, the orchestra became larger, adding full string, woodwind, brass and percussion sections. *The modern orchestra has a modern day conductor with a conducting baton. *The early orchestras in the Renaissance era were very small (10-20 musicians) and were mostly strings. *Orchestra in the Baroque era included some early wind and a few percussion instruments as well as the harpsichord. *Today we have lots of music to choose from to play in orchestra.

3. Write an essay about your favorite orchestra piece

Materials: Paper, pencil, your music

Write about your favorite piece of music that you have performed in an orchestra concert. In a minimum of 8 sentences, discuss why you picked this piece to write about. Answer the following questions: When did you play this piece? Did you always enjoy the piece? Was it easy or difficult to learn? Did you feel a sense of accomplishment? What made this piece stand out among other pieces you've played? Refer the following word bank when writing your essay: orchestra, dynamics, pizzicato, violin, viola, cello, bass, conductor, sections, practice, measure, rhythm, intonation, eighth note, soloist, staccato, repeat, forte, mezzoforte, mezzopiano, piano, in sync, advanced, and mood.

4.

Materials:

5.

Materials:

What Families Can Do

- Families can help with the construction of these projects.
- Families can be a supportive audience when students present their timelines, essays and perform their favorite piece.

Learning Activities for Orchestra

7th Grade


Compose short musical structures.

Based on Music National Standard #4, Composing and Arranging Music with specific guidelines. This will teach students to use their knowledge of music theory to write out their own music. They will also use their playing skills to demonstrate their compositions.

Activities





1. Write a 4 measure melody

Materials: Instrument, paper (staff paper if possible) and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Pick either D Major or G Major and write a melody in that key signature using only quarter notes.  Write four notes in a measure. Write the stem up if the note is below the middle line of the music staff, and write the stem down if the note is above the middle line. Play the melody on your instrument. If you don't have your instrument then talk through the notes.

2. Write a 4 measure rhythm

Materials: Instrument, paper (staff paper if possible) and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Write out a 4 measure rhythm on the open A or open D string using quarter notes  , eighth notes  , half notes  and whole notes  . Play the rhythm on your instrument. If you don't have your instrument then clap the rhythm.



3. Write a musical composition

Materials: Instrument, the first two activities completed, paper and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Combine the first two activities (rhythm and melody). Use the rhythm from Activity two but put the melody notes to the rhythm. Play through your composition with your instrument. If you don't have your instrument then talk through the notes in rhythm.

4. Compose

Materials: Instrument, paper (staff paper if possible) and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Create an 16 measure composition using your clef sign   key signature, and time signature. Use your instrument to play out your ideas to see if you like it. Use the first three activities to observe any rhythms or melody lines you'd particularly like to keep.

What Families Can Do

- Encourage students to perform their compositions for the household.

Learning Activities for Design and Build

7th Grade

Students know how to use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Activities

1. Design a Structure

Materials: Anything you can find. Cardboard box, empty toilet paper rolls, plastic containers, wood scraps, etc.

Build something as tall as you from materials you find around the house.

2. Flying

Materials: Anything you can find. Cardboard box, empty toilet paper rolls, plastic containers, wood scraps, etc.

Build something that flies using materials you find around your house.

3. Build a Bridge

Materials: Anything you can find. Cardboard box, empty toilet paper rolls, plastic containers, wood scraps, etc.

Make a bridge out of materials you find around the house. See how much weight it can hold before failing.

4. Game

Materials: If you have access to a computer, login to Code.org and create a game.

Create a game on Code.org

What Families Can Do

- Challenge family members and have a building contest.

Learning Activities for FACS

7th Grade

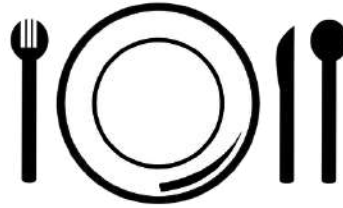
This is your chance to get creative and make some foods you always wanted to try doing on your own!

Activities

1. **Make a dessert for your family (Try this Wacky Cake recipe)**
- Materials:** 1 ½ cups all purpose flour * 1 cup sugar * 4 tbsp unsweetened cocoa powder * 1 tea baking soda * 1 tbsp white vinegar (cider vinegar works, too!) * 1 tea vanilla extract * 6 tbsp vegetable oil (any kind: corn, canola, even olive oil) * 1 cup water

Instructions: Preheat oven to 350 degrees. In an ungreased glass or ceramic 8 inch square pan (or a glass pie pan) (!Don't use metal!), add the flour, sugar, cocoa powder, baking soda, and salt. Stir with a fork to combine. Make 3 wells in the mixture and add the vinegar, vanilla, and oil, one to each well. Pour the water over the entire pan and mix with the fork to thoroughly combine. Bake 26-30. Check for doneness with a toothpick. Let cool, or enjoy slightly warm! (adapted from browneyedbaker.com)

2. **Set the table**
- Materials:** If available, use placemats and cloth napkins. Create a beautiful and welcoming tablescape.



3. **Make a warm breakfast for the people you live with**
- Materials:** breakfast foods

Not talking about cereal, although, overnight oatmeal is a good choice. Something along the lines of oven roasted potatoes, pancakes, waffles, scrambled egg, bacon or veggie sausage, fruit salad. This is a wonderful way to start out the day. Choose a day when everyone can sit down and take time to enjoy the meal together.

What Families Can Do

- Plan a meal together.
- Go for a walk (while maintaining social distancing rules) and find some nice wild flowers and foliage for a centerpiece for the table. Be respectful of others' property and mindful of plants that may be poisonous.
- If you have access to seeds or veggies starts, plant a garden. Even with limited space, tomatoes and herbs can be grown in pots placed in sunny areas on a balcony or small patio.

Learning Activities for FACS

7th Grade

Activities

1. Make an easy and tasty shortbread recipe with only 3 ingredients!

- 1 cup of unsalted butter, softened
- ½ cup sugar
- 2 cups all purpose flour
- Optional add ins: lavender buds (food-grade only), mint, ground-up loose leaf tea such as chai or Earl Grey, orange or lemon zest, raisins, nuts

Instructions:

1. Preheat oven to 325 degrees
2. Cream butter and sugar until light and fluffy. Gradually beat in the flour.
3. Press dough into an ungreased 9 inch round or square baking pan. Prick with a fork.
4. Bake until light brown, 30-35. Cut into wedges or squares while still warm. Let cool. Dust with powdered sugar. Enjoy!

Adapted from: Taste of Home.

2. Find a new recipe in a cookbook or magazine and make it.

3. Check the batteries in your smoke detectors!

What Families Can Do

- Share a meal with your students each day.
- Talk about food from your culture or favorite childhood foods.
- Plan a themed dinner/movie night.

Learning Activities for Industrial Technology

7th Grade

Activities

1. Paper Tower

Materials: scissors, 6" tape, 1 piece of 8 ½" x 11" paper, ruler

Create a **Paper Tower** that is as tall as possible. Maximum of only one piece of paper and 6" of tape can be used. The paper and tape can be cut and/or modified anyway you want.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

See if you can beat the David Douglas Record: 42"

2. Paper Cantilever

Materials: scissors, 6" tape, 1 piece of 8 ½" x 11" paper, ruler

Create a **Paper Cantilever** (think of a paper tower that is on its side) that will extend out from the table as far as possible. Maximum of only one piece of paper and 6" of tape can be used. The paper and tape can be cut and/or modified anyway you want.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

See if you can beat the David Douglas Record: 36"

What Families Can Do

- Encourage participation for your child
- Do the activities with your child when you can

Learning Activities for Industrial Technology

7th Grade

Activities

1. Paper Table

Materials: Scissors, 6" tape, 1 piece of 8 ½" x 11" paper, ruler

Create a **Paper Table** with the table top a minimum of 3" above the surface you are building it on. How much weight can it hold? Try to find something that you can use for weight that is not too heavy (pennies/coins are perfect for this activity since you can slowly add more to increase the weight). Try to improve your design.

Maximum of only one piece of paper and 6" of tape can be used. The paper and tape can be cut and/or modified anyway you want.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

2. Paper Chair

Materials: Scissors, 1 piece of 8 ½" x 11" paper, fastener (only what can be manufactured from the paper and ruler)

Create a **Paper Chair** that will hold the most amount of weight. **ONLY** the materials listed above can be used (**NO** tape or glue this time). Try to find something that you can use for weight that is not too heavy (pennies/coins are perfect for this activity since you can slowly add more to increase the weight). Try to improve your design.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

What Families Can Do

- Encourage participation for your child
- Do the activities with your child when you can

Learning Activities for Yearbook

7th Grade

Writing is a powerful method of helping students extend and deepen their knowledge of themselves and the world around them. Students will use writing to think and reflect on given topics related to current events.

Activities

1. Uncertain Times

Materials: Paper, pen/pencil

This is a time of uncertainty. Regardless of age, gender, race, religion, geography, or privilege, we are dealing with an abundance of feelings that are out of the ordinary. The first step in processing all our emotions is to identify them. Take stock of the emotions you are feeling. What are healthy ways you can cope with each of the emotions you have identified?

2. Gifts out of Loss

Materials: Paper, pen/pencil

At this moment in history, we are all giving up something. But what is this moment giving us? Reflect and write down what opportunities our current social disruptions and distance from others are giving us?

3. WE

Materials: Paper, pen/pencil

Why do you think that in the most difficult of times, people seek a sense of community and support from others? How can we connect and support one another through the isolating ramifications of the COVID-19 pandemic?

4. Positive Change

Materials: Paper, pen/pencil

Use this time to find ways to positively impact the people around us. How will you choose to fill your time? How will you personally build community and be impactful in the next few weeks?

5. Identify

Materials: Paper, pen/pencil

Numerous people and organizations are giving of themselves, their time, and their resources to protect and care for others. Who are the unsung heroes in this time of crisis? How can you show support, compassion, and gratitude to these individuals?

What Families Can Do

- If you have online access, watch this video that correlates with these reflective questions.
<https://www.youtube.com/watch?v=2OjjWh-8lv0&feature=youtu.be>
- Discuss these questions as a family. Choose one question a day to focus on and do your part to implement any good ideas you come up with as a family.

Learning Activities for Yearbook

7th Grade

These activities ask students to respond to various tasks, gather relevant information, and make connections in their daily life. Students use visual media and writing to effectively communicate.

Activities

1. Spring Cleaning

Materials: Camera, pen/pencil

Take a picture of yourself or a family member cleaning something and write the caption, "Clean Freak."

2. #worstcleaningexperience

Materials: Pen/pencil, paper, camera (optional)

Write about your worst cleaning experience. Answer the 5W and How to make your short story interesting.

BONUS: Add a picture (draw or photograph)

3. Before and After

Materials: Camera, Pen/Pencil (optional)

What are your best cleaning skills? Find something that needs to be cleaned or organized. The grimmer or most cluttered task yields the best results. Take a before and after pic.

BONUS: For Alice Ott students - Post your pic with a caption telling us what you did on a practice page in Yearbook Avenue, share it in our staff group chat, or email it to Ms. Trigg.

4. Dream a Little Dream

Materials: Paper, pen/pencil

What "dreams" do you want to see in next year's yearbook? What would make YOUR perfect yearbook? Record 2-3 dreams.

5. Ultimate Theme Challenge

Materials: Paper, pen/pencil

Can you come up with a yearbook theme (one sentence) beginning with the first letter of every letter in the alphabet? When you are finished, you should have 26 sentences, A-Z. Try to include our mascot, school colors, school name, and the year 2020-2021 in some of your theme sentences.

What Families Can Do

- Participate in spring cleaning. Parents, teach your children how to properly clean and disinfect your home.