



At Home Learning Resources

Grade 7

Week 2

Grab and Go Meals

***Available for Lowell Public Schools
Students When School is Closed***

Weekdays from March 16-March 27

Bartlett (11-11:30am)
79 Wannalancit St.

Moody (12-12:30pm)
158 Rogers St.

Butler (12:45-1:30pm)
1140 Gorham St.

Murkland (12:45-1:15pm)
350 Adams St.

Greenhalge (10:30-11am)
149 Ennell St.

Pawtucketville (12-12:30pm)
425 West Meadow Rd.

Lincoln (1:30-2pm)
300 Chelmsford St.

Robinson (11:15-11:45am)
110 June St.

STEM Academy (Rogers)*
10:30am-1 pm
43 Highland St.

**STEM meal service will
be available at back door
at the kitchen loading
dock area off South St.*

ELA Grades 5-8 At Home Learning Choices

Weeks 2 & 3

You can continue the reading, writing, and vocabulary work from Week 1 OR continue online learning using tools like iReady, Lexia, Scholastic Learn OR complete the “Choose Your Own Adventure” Learning

“Choose Your Own Adventure”

This is a two week English Language Arts and Literacy exploration. Students will choose between 4 different options to pursue. Each option still requires daily reading. The goal of the project is to honor student growth and increase their learning with a project of their choice. There are different levels of independence, as well as choices for how to share their learning. (This work is borrowed from educator Pernille Ripp). Enjoy!

So what are the choices?

Choice	To Do
Choice 1: The Independent Reading Adventure On this adventure, you will use a self-chosen fiction chapter book to show your reading analysis skills. Read and either write or record your answers to questions that show your deeper understanding of the text.	See instructions below for “The Independent Reading Adventure”
Choice 2: The Picture Book Read Aloud Adventure On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day.	See instructions below for “The Picture Book Read Aloud Adventure”
Choice 3: The Inquiry Project Adventure Ever wanted a chance to pursue a major topic of interest for yourself? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.	See instructions below for “The Inquiry Project Adventure”
Choice 4: The Creative Writing Adventure Want a chance to explore creative writing? Decide how you want to grow as a writer, and then start writing. Write each day and be ready to share some of your great work when you return to school or virtually.	See instructions below for “The Creative Writing Adventure”

Choice 1: The Independent Reading Adventure

On this adventure, you will use a self-chosen fiction chapter book to show your reading analysis skills. Read and either write or record your answers to questions that show your deeper understanding of the text.

Connect Four boxes vertically, horizontally, or diagonally. The four boxes you choose must be included in your recorded or written response.

Choose Your Own Adventure - The Independent Reading Adventure

A one-pager is an analytical, creative, and written response to a novel that completely fills one side of a piece of paper. For your one-pager, you'll want to focus on the big ideas from the novel including theme, symbolism, and character change.

Book: Grab a chapter book to do this, if you do not have one at your house you can use Audible to listen to one or Epic Books or Libby/Overdrive.

Choice in completion:

You can either type this out in a document: Google Doc, Word, Etc. OR record this in a video or audio-only format.

Details for Written Response

- Write a healthy response for each section that requires a written answer, meaning a long paragraph - not only five sentences.
- Clearly label each element of your one-pager.
- Include the title, author, genre of your book on the paper.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.
- Do this by hand by printing it out or take a picture of it.

Required Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Start each section by saying the question you are answering.
- Make sure your response answers the questions fully.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.

Connect four boxes vertically, horizontally, or diagonally to select your other four required elements.

<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>	<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>	<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>	<p>Song: Find song lyrics that connect. Write the lyrics, including the song, artist, and a 2-3 sentence explanation of how the song related to the book.</p>
<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>	<p>Timeline: Create a timeline with 10 critical events in the book. The timeline must be linear or follow the plot diagram. Each event must be a complete sentence.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>	<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>
<p>Lessons learned: Add images and/or words to show lessons your main character learns throughout the book. Write about what the lessons teach them. Does this teach you any lessons?</p>	<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>	<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>
<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>	<p>Theme: What is the theme statement of your book and how do you know? Answer thoroughly using evidence to back up your thoughts. Add an image that symbolizes the theme</p>	<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>

Choice 2: The Picture Book Read Aloud Adventure

On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day.

Choose Your Own Adventure - Picture Book Read Alouds and Analysis

Love picture books being read aloud? Me too! Here is your chance to listen to a different picture book being read aloud every day and analyze the book using the question asked each day.

Project requirement:

- Watch the video posted for each day in the table below.
- Respond either in writing or by posting a recording of your answer.

Choice in completion:

You can either type this out in a document: Google Doc, Word, etc. OR record this in a video or audio-only format

Details for Written Response

- Write a healthy response for each question meaning a long paragraph - not only five sentences.
- You should use evidence from the read aloud to support your analysis. You can use either a quote (stop the video to write it down) or refer to a specific section of the picture book.
- Include the title of your book on the paper.

Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Start each recording by saying the question you are answering.
- Make sure your response answers the questions fully.

Day	Title of Picture Book	Video link	Questions to discuss
Day 1	A Tale of Two Beasts	https://www.storylineonline.net/books/tale-of-two-beasts/	In the picture book, we see two very different versions of the same story. Why did the girl believe her version of the story was the right one? What does this remind you of in your own life?
Day 2	Each Kindness	https://www.youtube.com/watch?v=kj7Oc0ZoQjM	What is the theme of <u>Each Kindness</u> ? How do you know?

Day 3	The Heart and the Bottle	https://www.youtube.com/watch?v=8FSuy-J_Pzk	What does placing her heart in a bottle symbolize? How do you know?
Day 4	The Bad Seed	https://www.youtube.com/watch?v=uqsGoiz-ufg&list=PLiYzMwyBPG96EDjV7MAohaCnXoQnqiBmG&index=20&t=0s	In the book, the people who surround our main character see a certain way - how do you think the perception of others influences him and his actions? How do you connect to this story?
Day 5	We are Water Protectors	https://youtu.be/N-zPU4iSpcO AND https://bioneers.org/the-native-american-prophecy-of-the-black-snake/	What is the black snake that is poisoning the water, plants, animals, and land? Discuss how and why the Black Snake is used as a symbol of destruction throughout the book.
Day 6	Pride: The Story of Harvey Milk and the Rainbow Flag	https://www.readbrightly.com/brightly-storytime-pride/	The Rainbow Flag has been used as a symbol of hope since 1978. Why are symbols such as flags often used in movements, how can symbols pull us together around a cause?
Day 7	Wolfie the Bunny	https://www.youtube.com/watch?v=BiU0Z9P2E4s	What did Dot use as evidence for her perception of Wolfie? How did her perception influence how she viewed Wolfie? How does this tie in with your own life?
Day 8	On the Day You Begin	https://www.readbrightly.com/brightly-storytime-the-day-you-begin/	How does our main character change throughout the story? How do you know? How does this story connect with your own life?
Day 9	The True Story of The Three Little Pigs	https://www.youtube.com/watch?v=1Q01X8JU3GU	How does hearing the perspective from the Wolf show us what we have missed? What happens to our understanding of the world when we only believe or see one side of the story?
Day 10	Your Choice	Visit the LPS Virtual Read Aloud Page and choose a book to listen to. https://www.youtube.com/channel/UCMIqoXopDU-6yfq5pJlPRtg	What did the author want you to learn? What language stood out to you? How does the main character change throughout the story? How do you know?

Choice 3: The Inquiry Project Adventure

Ever wanted a chance to pursue a major topic of interest for yourself? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.

Choose Your Own Adventure - Inquiry Project

Passionate or curious about something? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.

Project Requirements:

- Identify an inquiry question you want to pursue (something you want to learn more about) - remember inquiry questions are not straight “Googleable,” they will need learning from many sources or experiences to answer.
- Fill in the learning plan to show what you will be learning and how you will challenge yourself.
- Do the learning on your own or with your family.
- Create a product to showcase your learning - you have many choices of what to create.

Independence Expectations:

- This is a project that will require a lot of discipline and focus. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
- The inquiry question you choose to pursue can be one that you already know something about or one that you know very little about.
- There should be NEW learning throughout, not just a summary of what you already know.

Details for End Product

- Your end product can take many forms: A podcast, a story, a presentation, a speech, a stop motion animation, a PSA, or something else you imagine.
- Your end product should showcase new learning for you, as well as be accessible to your intended audience - your peers.
- Your end product should have citations of any information you have used.
- Your end product should take at least 5 minutes for an average peer to either listen to or explore.

Day	What is your plan for learning for this day?
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	

What is your inquiry question?

How much do you already know about this topic?

_____ Very little

_____ Average amount - I know some stuff but not anything in-depth

_____ A lot - I have done inquiry into this

_____ Expert level (how will you challenge yourself then)

How will this project challenge you?

What types of resources do you plan on using?

How will you know you have successfully learned something?

What do you plan on creating to show off your newfound knowledge? What is your end project idea?

Choice 4: The Creative Writing Adventure

Want a chance to explore creative writing? Decide how you want to grow as a writer, and then start writing. Write each day and be ready to share some of your great work when you return to school or virtually.

Choose Your Own Adventure- Creative Writing

Have a story to tell? Here is your chance to use dedicated time to pursue your own writing craft and put some of those sweet writing moves you have been working on into action.

Project requirement:

- Identify your areas of strength as a writer - what do you already do well in writing?
- Identify areas of growth in writing for yourself - how will this project challenge you?
- Produce two or more pages each day in the writing form you choose - narrative, informational, opinion or argument, essay, poem, song, graphic novel

Independence expectations:

- This is a project that will require a lot of discipline and focus. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
- The creative writing project you choose to pursue can be one that you already know something about or one that you know very little about.
- There should be NEW learning throughout, not just a summary of what you already know.

Day-by-Day Breakdown

Day	What is your plan for learning for this day?
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	

How solid of a writer are you already?

- ☐ On shaky ground, I have a lot of growth to do
- ☐ Fairly average
- ☐ Pretty good
- ☐ Expert level (how will you challenge yourself then?)

How will this project challenge you?

What types of specific writing lessons do you want to focus on:

- ☐ Finding ideas of what to write about
- ☐ Expanding and strengthening your original idea
- ☐ Fully developing a plot
- ☐ Adding descriptive details to help your reader visualize
- ☐ Creating worthwhile characters
- ☐ Manipulating time to move your story along
- ☐ Adding dialogue to add interest
- ☐ Making it have a turning point or some sort of climax
- ☐ Adding details
- ☐ Cutting out details
- ☐ Making it make sense
- ☐ Spelling
- ☐ Punctuation
- ☐ Other:
- ☐ Other:

How will you know you have successfully learned applicable writing skills?

Understanding Addition with Negative Integers

- 1 Between the time Iko woke up and lunchtime, the temperature rose by 11° . Then by the time he went to bed, the temperature dropped by 14° .

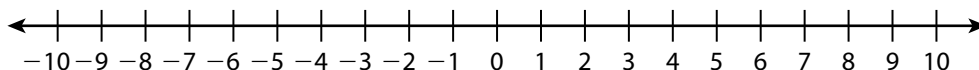
Write an addition expression for the temperature relative to when Iko woke up.

Draw a model using integer chips and circle the zero pairs.

What is the value of the remaining integer chips after the zero pairs are removed?

What is the net change in the temperature relative to when Iko woke up?

- 2 Complete the number line model to find $(-5) + 6$.



$(-5) + 6 =$ _____

How would the number line model be different if you wanted to find $(-5) + (-6)$?

Understanding Addition with Negative Integers *continued*

► For problems 3–5, consider the sum $4 + (-8)$.

3 Explain how you can use a number line to find the sum.

4 Explain how you can use chips to determine the sum.

5 Does it matter what order you add the numbers in the problem? Explain how chips and number lines support your answer.

6 Write an addition expression that has a value of -8 .

Understanding Subtraction with Negative Integers

- 1 Mary takes 9 grapes from Rohin and then decides to give 4 back.

Write a subtraction problem to describe how many grapes Rohin has. _____

Draw a model for the subtraction problem using integer chips.

How many negative integer chips did you cross out? _____

Write the subtraction as addition. _____

Draw a model for the addition problem using integer chips.

How do the two integer chip models show that $-9 - (-4)$ is the same as $-9 + 4$?

What is the change in the number of grapes Rohin has? _____

Understanding Subtraction with Negative Integers *continued*

- 2 Jin is 3 floors above ground level in a hotel. Leila is on a parking level of the hotel that is 4 floors below ground level. How many floors apart are they? Draw a number line model to show $3 - (-4)$.



What is $3 - (-4)$? _____

What is the meaning of this answer in the context of the problem?

Rewrite $3 - (-4)$ as an addition problem. _____

- 3 The variables a and b represent positive numbers. When you find the difference $a - (-b)$, do you expect the result to be less than or greater than a ? What if a is negative and b is positive? Explain.

Understanding Multiplication with Negative Integers

► **Practice multiplying negative integers.**

- 1** Find each product. Then describe any patterns you notice.

$$3 \cdot (-7) = \underline{\hspace{2cm}}$$

$$2 \cdot (-7) = \underline{\hspace{2cm}}$$

$$1 \cdot (-7) = \underline{\hspace{2cm}}$$

$$0 \cdot (-7) = \underline{\hspace{2cm}}$$

$$(-1) \cdot (-7) = \underline{\hspace{2cm}}$$

$$(-2) \cdot (-7) = \underline{\hspace{2cm}}$$

$$(-3) \cdot (-7) = \underline{\hspace{2cm}}$$

- 2** Solve each problem. Explain how you determined the sign of the products.

$$(-3)(9) = \underline{\hspace{2cm}}$$

$$(-8)(-5) = \underline{\hspace{2cm}}$$

$$(-5)(-6) = \underline{\hspace{2cm}}$$

$$(-1)(2)(-6) = \underline{\hspace{2cm}}$$

$$(-2)(-4)(-7) = \underline{\hspace{2cm}}$$

$$(-3)(-4)(-3)(-1) = \underline{\hspace{2cm}}$$

Understanding Multiplication with Negative Integers *continued*

- 3 Use the distributive property to show why the product $(-6)(-3)$ is positive. The first step is done for you.

$$(-6)(-3) + (-6)(3) = (-6)[(-3) + 3]$$

- 4 Mark's work to simplify $(-3)(-5)(-2)$ is shown. Explain his error and show how to find the correct product.

$$(-3)(-5)(-2) = (-15)(-2) = 30$$

Adding and Subtracting Positive and Negative Fractions and Decimals

- **Estimate each problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer. Show your work.**

Problems	Student Answers
1 $1.3 - (-2.5)$	<div> -1.2 </div> <div> Possible estimate: $1 - (-3) = 1 + 3$ $= 4$ $1.3 - (-2.5) = 1.3 + 2.5$ $= 3.8$ </div>
2 $-3\frac{1}{6} + 6\frac{2}{3}$	$-3\frac{1}{2}$
3 $-4.2 - (-2.9)$	-1.3
4 $3\frac{1}{5} - 2\frac{1}{2} + 2\frac{3}{5}$	$-3\frac{1}{3}$

Adding and Subtracting Positive and Negative Fractions and Decimals *continued*

Problems	Student Answers
5 $5.9 - 7.3 - 10.2$	11.6
6 $-5\frac{5}{6} - (-2\frac{1}{3}) + 5\frac{1}{6}$	$1\frac{2}{3}$
7 $11.5 - 5.4 - 4.7$	-1.4
8 $-11\frac{1}{8} - 12\frac{1}{4} - (-21\frac{1}{2})$	$2\frac{1}{8}$

- 9 How does estimating an addition or subtraction problem help you know if an answer is reasonable?

Multiplying Negative Rational Numbers

- Find the product of the rational numbers. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $2 \times -\frac{7}{4}$

2 $-\frac{1}{3} \times -\frac{6}{5}$

3 $\frac{2}{5} \times -\frac{3}{4}$

4 $-2\frac{1}{3} \times \frac{5}{4}$

5 $-\frac{3}{7} \times -1\frac{2}{3}$

6 $-3\frac{5}{7} \times -2\frac{1}{2}$

7 $0.75 \times -\frac{4}{3}$

8 $-0.2 \times -\frac{2}{5}$

9 $-0.35 \times -1\frac{3}{7}$

10 $2.5 \times -3\frac{4}{5}$

11 0.2×-0.45

12 -0.25×-1.4

13 -2.3×6.8

14 $-3.9 \times 5\frac{5}{9}$

15 $-4.2 \times -6\frac{2}{7}$

Answers

$-21\frac{2}{3}$

-15.64

$-9\frac{1}{2}$

$-3\frac{1}{2}$

$-2\frac{11}{12}$

-1

$-\frac{3}{10}$

-0.09

$\frac{2}{25}$

0.35

$\frac{2}{5}$

$\frac{1}{2}$

$\frac{5}{7}$

$9\frac{2}{7}$

$26\frac{2}{5}$

Dividing Negative Rational Numbers

► Find each quotient.

1 $-5 \div \frac{5}{7}$

2 $-\frac{8}{9} \div \frac{2}{3}$

3 $\frac{3}{10} \div -\frac{6}{7}$

4 $-2\frac{3}{4} \div 11$

5 $-4\frac{2}{7} \div -\frac{15}{16}$

6 $-1\frac{4}{7} \div -3\frac{2}{3}$

7 $-8 \div 6.4$

8 $-\frac{3}{2} \div 0.5$

9 $-3\frac{1}{3} \div 1.2$

10 $9.28 \div -3.2$

11 $0.056 \div -0.004$

12 $-0.28 \div 0.07$

13 Explain the steps you used to solve problem 11.

Writing Rational Numbers as Repeating Decimals

► Write each number as a repeating decimal.

1 $\frac{1}{9}$

2 $-\frac{2}{11}$

3 $\frac{7}{11}$

4 $\frac{1}{3}$

5 $2\frac{4}{9}$

6 $-\frac{13}{6}$

7 $-1\frac{5}{6}$

8 $\frac{13}{99}$

- 9 When the denominator of a proper fraction is 99, what do you notice about the repeating digit(s) in its decimal form?

Air-Pressure Bag

OBJECTIVE: To explore how atmospheric pressure works

Get It Together

- large, clean, hard plastic containers (e.g., large peanut-butter jar, 32-oz yogurt container, quart-size salad or soup container from a deli or Chinese takeout)
- clean toilet plunger
- “The Invisible Force” lab sheet (page 2)

Science in the Bag

Even though we don’t normally feel it, air is always pushing down on us. In fact, at sea level, air pressure is almost 15 pounds per square inch. That means most of us are being weighed down by several hundred pounds of air. So why don’t we feel it? In addition to the air pressing down on us from the outside, we have air inside us pushing back. For the most part, the air inside us counteracts and balances the air pressing from the outside. Occasionally we do get out of balance, like when we ride up and down in an elevator or drive up and down tall mountains. We feel our ears pop because as we change elevation, the air pressure changes. In this activity, students see just how much force air exerts on us.

Before You Start

Collect enough plastic containers so that each group will have one. Make sure that they are clean and that the container’s opening is small enough so that a sandwich bag can fit over the top without ripping.

What to Do

- ① Take a clean toilet plunger and gently set it on a smooth desktop. Invite a student volunteer to lift the plunger. It should lift right off the desk with no problem.
- ② Ask students: What will happen if I push the plunger down on the desk really hard? (*It will stick to the desk.*)
- ③ Press the plunger hard on the desk and invite another volunteer to remove it. The plunger should stick. Ask: Why does this happen? (*The plunger acts like a suction cup, so when you push it hard, it sticks to the desk.*)
- ④ Explain that even though we call devices like plungers “suction cups,” they don’t really suck onto things. Instead, they are being pushed down by the air on top of them.
- ⑤ Ask students if they have ever felt their ears “pop” when they go up and down a tall building or mountain. Explain that this popping is due to changing air pressure. Even though we can’t see it, air has mass and is always pushing against us.
- ⑥ Invite students to do their own test of air pressure. Give each student a photocopy of “The Invisible Force” lab sheet and demonstrate how to build the air-pressure bag.

Name _____

Date _____

The Invisible Force

How much force does atmospheric pressure have?



- ① Take the sandwich bag and place it inside the empty container. Spread the open end of the bag around the outer lip of the container, being careful not to rip the bag. Hold the bag in place with two rubber bands, as shown.

- ② Look inside the bag. What is the bag filled with?

- ③ Using two fingers, reach into the container and grasp the bag. What do you think will happen when you try to pull the bag out of the container? Write your prediction below:

- ④ Slowly pull the bag out of the container. What happens? What force is at work here?

- ⑤ Take the sharp pencil and punch a small hole in the bottom of the sandwich bag. What do you think will happen when you try to pull the bag out of the container this time? Write your prediction below:

- ⑥ Grasp the bag with two fingers again and slowly pull the bag out of the container. What happens this time?

- ⑦ How were the forces changed the second time you did the experiment?

Think About It: How does this experiment explain how a suction cup works?

You'll Need

- zipper-style sandwich bag
- large, clean, hard plastic container
- 2 large rubber bands
- sharp pencil or pen

Ancient Vase Paintings

Students illustrate a Greek myth
or a scene from ancient
Greek life on a paper vase.

A great deal of our knowledge of ancient Greece comes from detailed painting on pottery. Using a potter's wheel, ancient Greeks shaped clay into containers that were used to store and carry food and liquids. Historians believe that Athenian potters first decorated vessels using a black-figure technique: Artisans painted designs with a slip (liquid clay) that turned black during firing and contrasted with the natural red color of the clay. The potter Andokides is believed to have invented a red-figure technique in the mid-sixth century B.C., in which the background is painted with the slip and the figures remain the color of the clay. The red-figure technique allowed artisans to produce detailed figures without adding pigments or using a sharp tool to incise, or etch, the slip.

Illustrations on the earliest pots depict Greek gods and goddesses and scenes of war. Later works provide images of athletic competition, domestic life, and wedding preparations.

Getting Started

Have students wear smocks for this project. Point out Greece on a map and review the above information with students. Show them photographs of ancient Greek vases as well as motifs (patterns) in ancient Greek art. Distribute copies of page 3. Demonstrate the steps as students follow along.



Materials

- ◆ photographs of Greek vases
- ◆ Greek vase shapes and motifs page (page 3)
- ◆ 12- by 18-inch thin white drawing paper
- ◆ pencils
- ◆ black markers
- ◆ colored chalk or pastels
- ◆ paper towels
- ◆ scissors
- ◆ glue or glue sticks
- ◆ 12- by 18-inch black paper

Resources

For Teachers

These Web sites provide photographs and information about ancient Greek vases.

The Metropolitan Museum of Art

http://www.metmuseum.org/toah/hd/evdy/hd_evdy.htm

Tufts University: The Perseus Digital Library

<http://www.perseus.tufts.edu/hopper/artifactBrowser?object=Vase&field=Collection>
Features a searchable database of images.

University of Pennsylvania Museum of Archaeology and Anthropology

http://www.penn.museum/sites/greek_world/

For Students

Ancient Greece (DK Eyewitness Books) (DK, 2004). Packed with illustrations, this visually appealing resource describes daily life in ancient Greece and includes information on Greek myths and art.

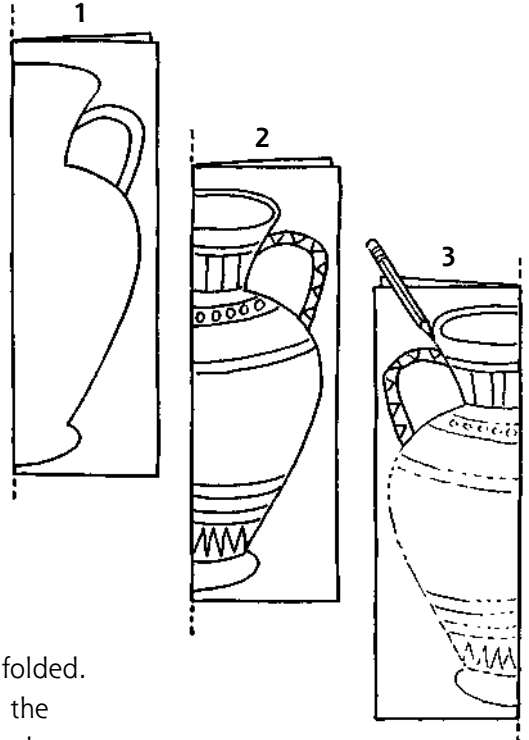
Ancient Greek Art by Susie Hodge (Heinemann, 1998). A short but informative overview of different forms of ancient Greek art, including pottery.

The British Museum

<http://www.ancientgreece.co.uk/menu.html>
Includes information on life in Ancient Greece.

Directions

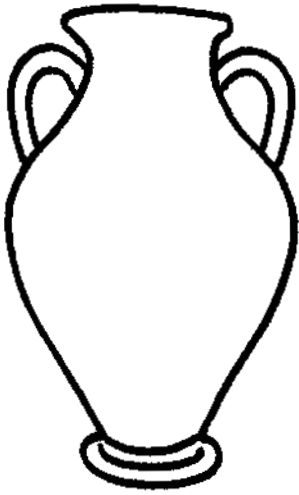
- 1** Fold the white paper in half lengthwise. Use a pencil to draw one half of a Greek vase on the folded page. Curve the top and bottom of the vase so that it looks round.
- 2** While the paper is still folded, draw Greek-inspired patterns, such as wavy or zigzag lines, triangles, and squares, on half of the vase. Draw heavily so that the design will show through the folded paper.
- 3** Turn over the paper, keeping it folded. Trace the lines showing through the page. When you open the page, the designs will be symmetrical.
- 4** Open the page. In the center of the vase, illustrate a myth, everyday activity, or sporting event from ancient Greece. If illustrating people, show them in profile. Refer to samples of ancient Greek art as you draw.
- 5** Use a black marker to trace over the drawing and fill in details.
- 6** Select chalks that suggest a terra-cotta color. Gently use the sides of the chalk to color the vase. To achieve a 3-D effect, color the sides darker. Blend the colors with a paper towel.
- 7** Cut out the vase and glue it onto black paper.



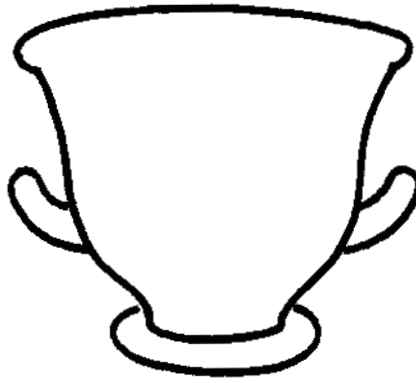
More Ideas

- ◆ Read ancient Greek myths and have students illustrate them.
- ◆ Compare ancient Greek illustrations of the first Olympics to photographs of modern-day Olympics.

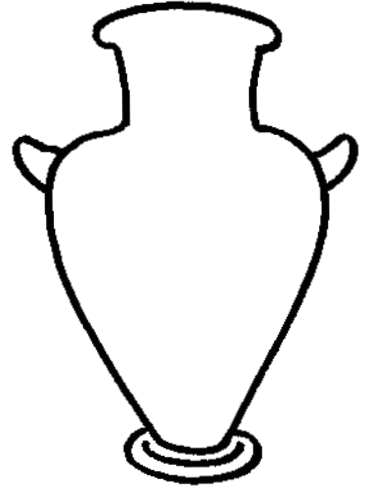
Greek Vase Shapes and Motifs



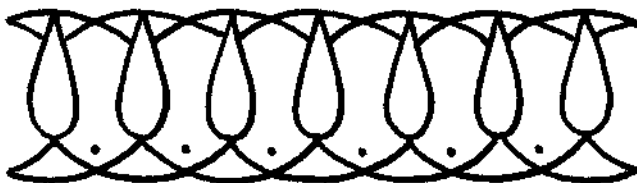
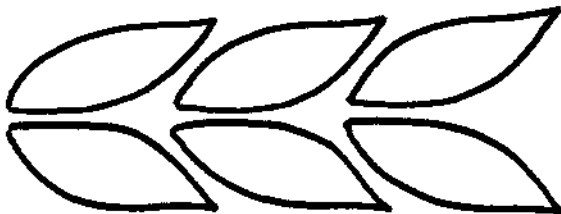
Amphora



Calyx-Krater



Hydria



Directions: Cut out the strips and combine them to make new sentences. Practice saying them and writing them.

It's your birthday,	isn't it?
You don't play an instrument,	do you?
I'm helping you,	aren't I?
Moby doesn't want to read,	does he?
You're hungry now,	aren't you?
We have a gift for Nikki,	don't we?
They don't speak Spanish,	do they?
Our teacher's daughter walks to school,	doesn't she?
It isn't his letter,	is it?
You play baseball,	don't you?
We aren't going to the party,	are we?
The train goes fast,	doesn't it?
There aren't any pictures in the book,	are there?
I never do homework on Sunday,	do I?
Moby's very funny,	isn't he?
Ben's mom doesn't like rock music,	does she?

Word Search

Directions: Find the verbs listed below hidden in the puzzle and circle them.
Then write the three forms of the verb in the table.

F T V X N L Y A J F F G K O
 U D A I C R E A T E D U L M
 H L B K Q U R G F I Y B N E
 S P O K E N H N B L H E L A
 V C R X D N E M H B S M D N
 R Q O O W T E P C O R E T T
 W U S O T A Z Y H U Y Q X N
 G K N I O E Q C Z O I H W G
 G K R E U Q C A R Y Q D U S
 U W C O I K G T J D X Z I U
 G B F P F M S F E R Z N R N
 N M E A T E N K S D D Q F G
 C G Q T D U A P R N T X D J
 Z Q F W F B K H K D T K V A

	Verb	Past	Past Participle
1.	take		
2.	destroy		
3.	choose		
4.	create		
5.	eat		
6.	protect		
7.	bake		
8.	write		
9.	know		
10.	speak		
11.	sing		
12.	mean		