

## 7<sup>th</sup> Grade Student eLearning Activities Log Day 6

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 6

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<b>PE:</b> Test your balance and play Balance Bingo. How many poses can you do?
<b>Pearson Realize</b> Reading: Main Idea				<b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet. <b>Drama:</b> Create at least 2 props that could be used for your script. Take a picture of them and for each, describe how you made it in a paragraph.
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>  Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Dream Jobs: Ocean Explorer" and answer the questions.	<b>Art:</b> Draw a picture to represent the world in 100 years. What do you think a city street might look like? Add details like transportation, buildings, people, clothing, food, and technology. Draw that object using either colored pencils or a range of values. <a href="https://youtu.be/fw5kamqbWnk">https://youtu.be/fw5kamqbWnk</a> <b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a> . Describe the reasons you like or dislike about the song and genre. <b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</a> <b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a> . <a href="#">Click here for some examples.</a>

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# Registro de actividades de aprendizaje electrónico para estudiantes Día 6: Grado 7

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 6

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Test your balance and play Balance Bingo. How many poses can you do?</p> <p><b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet.</p> <p><b>Drama:</b> Create at least 2 props that could be used for your script. Take a picture of them and for each, describe how you made it in a paragraph.</p>
Pearson Realize Reading: Main Idea				
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Dream Jobs: Volcanologist" and answer the questions.	<p><b>Art:</b> Draw a picture to represent the world in 100 years. What do you think a city street might look like? Add details like transportation, buildings, people, clothing, food, and technology. Draw that object using either colored pencils or a range of values. <a href="https://youtu.be/fw5kamqbWnk">https://youtu.be/fw5kamqbWnk</a></p> <p><b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a>. Describe the reasons you like or dislike about the song and genre.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</a></p> <p><b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a>. <a href="#">Click here for some examples.</a></p>
Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , <a href="#">write two paragraphs summarizing what you have read.</a>				

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Reading: Main Idea****Practice**

The **main idea** is the most important point in a work of literature. Writers usually convey their main ideas in an introduction. Then, the main idea is supported by the paragraphs that follow.

- Sometimes the main idea is **stated**. The writer directly tells the reader the main idea.
- Sometimes the main idea is **implied**. The writer suggests, rather than directly tells, the main idea.
- Whether it is stated or implied, the main idea is supported by **details**.

In the following example, the main idea is that the writer was having a bad morning. The writer does not directly state this idea. Instead, the writer describes the events that made the morning bad.

The train was late this morning, and I forgot to pack a sandwich to take to work. When I got off the train, it was raining—but I had forgotten to take my umbrella! By the time I got to work, I was ready to turn around and head back home. What a morning!

Main Idea: The writer had a bad morning.

In the example, several details support the main idea, such as the late train, the missing lunch, and the rain. These details all show that the writer was having a bad morning.

Read the passage, looking for the main idea. Then, answer the questions that follow.

Alaska offers excellent opportunities for people who like to fish. You can enjoy fly-fishing, saltwater fishing, freshwater fishing, and even ice fishing. You'll find over 600 kinds of fish in Alaska. Alaska is home to over 3 million lakes, 3,000 rivers, and numerous streams, so you can't help but bring home something great to cook.

1. What is the main idea of the passage?

\_\_\_\_\_

2. Is the main idea implied or stated? Explain. \_\_\_\_\_

\_\_\_\_\_

3. What are two details that support the main idea? \_\_\_\_\_

\_\_\_\_\_

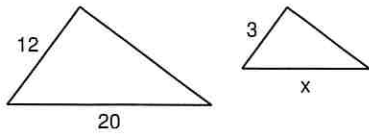
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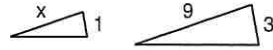
## Similar Figures

Each pair of figures is similar. Find the missing side.

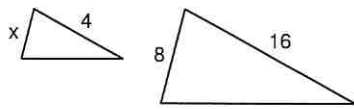
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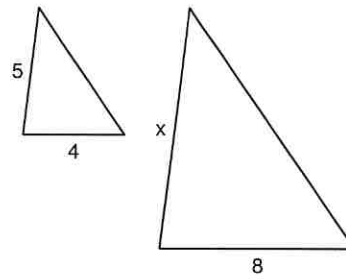
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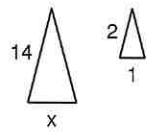
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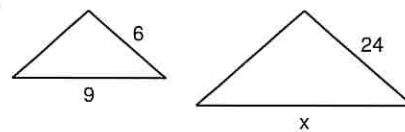
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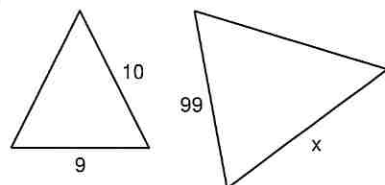
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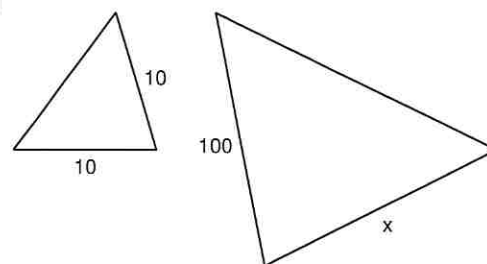
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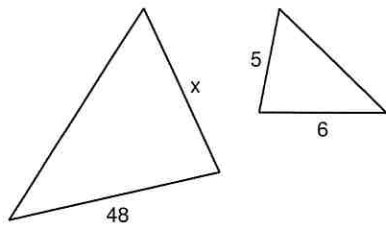
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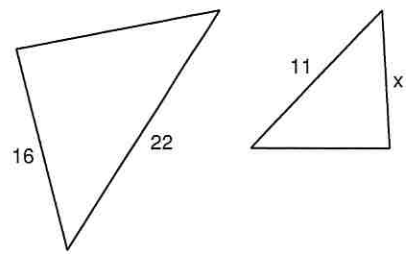
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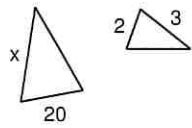
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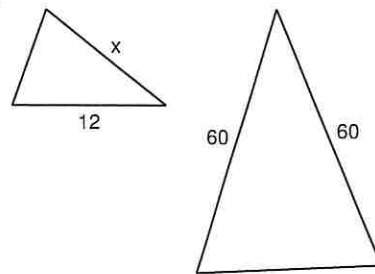
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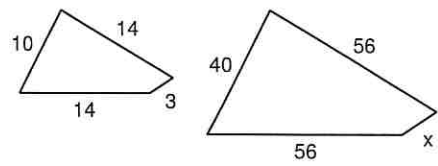
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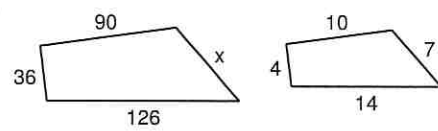
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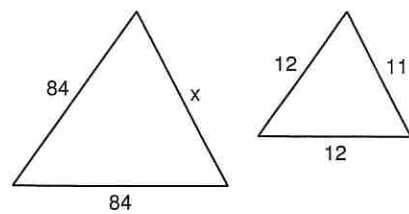
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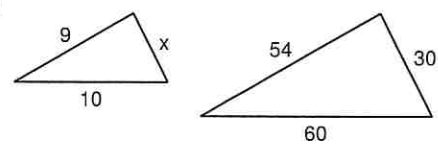
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**Reconstruction/La Reconstrucción****Lesson/Lección 1****MAIN IDEAS/IDEAS PRINCIPALES**

1. President Lincoln and Congress differed in their views as Reconstruction began./El presidente Lincoln y el Congreso tenían puntos de vista diferentes sobre la Reconstrucción.
2. The end of the Civil War meant freedom for African Americans in the South./El fin de la Guerra Civil significó la libertad para los afroamericanos que vivían en el Sur.
3. President Johnson's plan began the process of Reconstruction./El plan del presidente Johnson dio inicio al proceso de la Reconstrucción.

**Key Terms and People/Personas y palabras clave**

**Reconstruction/Reconstrucción** the process of readmitting the former Confederate states to the Union following the end of the Civil War/proceso de readmisión de los antiguos estados confederados en la Unión después de la Guerra Civil

**Ten Percent Plan/Plan del Diez por Ciento** Lincoln's Reconstruction plan, which required that 10 percent of voters in a state pledge loyalty to the United States before that state could rejoin the Union/plan de Reconstrucción de Lincoln, que exigía que el 10 por ciento de los votantes de un estado juraran lealtad a Estados Unidos como condición para que ese estado pudiera volver a formar parte de la Unión

**Thirteenth Amendment/Decimotercera Enmienda** the amendment that made slavery illegal throughout the United States/enmienda que declaró ilegal la esclavitud en todo Estados Unidos

**Freedmen's Bureau/Oficina de los Libertos** an organization established by Congress to provide relief for freedpeople and certain poor people in the South/organización creada por el Congreso para brindar ayuda a las personas liberadas y a ciertas personas pobres del Sur

**Andrew Johnson/Andrew Johnson** vice president who became president upon Lincoln's death/vicepresidente que asumió la presidencia al morir Lincoln

**Lesson Summary/Resumen de la lección****RECONSTRUCTION BEGINS/COMIENZA LA RECONSTRUCCIÓN**

As soon as the Civil War ended, Reconstruction began. **Reconstruction** was a period of reuniting the nation and rebuilding the southern states. The former Confederate states were readmitted to the union during this time./Tan pronto como terminó la Guerra Civil, comenzó la Reconstrucción. La **Reconstrucción** fue el proceso de reunificación de la nación y de reconstrucción de los estados sureños. Durante esa

What was the purpose of Reconstruction?/¿Cuál fue el objetivo de la Reconstrucción?

\_\_\_\_\_  
\_\_\_\_\_

**Lesson/Lección 1, *continued/continuación***

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época, se readmitió a los antiguos estados confederados en la Unión.

President Lincoln proposed that southerners be offered amnesty, or an official pardon. Southerners had to swear an oath of loyalty to the United States and accept the ban on slavery. When 10 percent of the voters in any state took the oath, that state could be accepted back into the Union. This was called the **Ten Percent Plan**./El presidente Lincoln propuso que se otorgara una amnistía, o perdón oficial, a los sureños. Para ello, los sureños tenían que jurar lealtad a Estados Unidos y aceptar la prohibición de la esclavitud. Cuando el diez por ciento de los votantes de un estado prestaba juramento, ese estado podía volver a formar parte de la Unión. Esta medida se llamó el **Plan del Diez por Ciento**.

Some supported the Wade-Davis Bill instead. The Wade-Davis Bill required southerners to ban slavery. However, under this bill, most of the people of a state would have to take the pledge before the state could rejoin the Union. Also, only southerners who swore they had never supported the Confederacy could run for office. Lincoln refused to sign the bill./En cambio, algunas personas apoyaban el proyecto de ley Wade-Davis. Este proyecto de ley exigía a los sureños que prohibieran la esclavitud. Sin embargo, según las condiciones del proyecto, la mayoría de las personas de un estado tenían que prestar juramento para que ese estado pudiera volver a formar parte de la Unión. Además, solamente los sureños que juraban que nunca habían apoyado a la Confederación podían postularse para un cargo público. Lincoln se negó a firmar el proyecto.

**FREEDOM FOR AFRICAN AMERICANS/LA LIBERTAD PARA LOS AFROAMERICANOS**

In 1865 the **Thirteenth Amendment** to the Constitution officially outlawed slavery in the nation. Former slaves reacted to freedom in many ways. They legalized their marriages, searched for relatives who had been sold, took new last names, and moved to new places./En 1865, la **Decimotercera Enmienda** a la Constitución prohibió la esclavitud en la nación de forma oficial.

What part of the Constitution granted freedom to all slaves?/¿Qué parte de la Constitución garantizaba la libertad a todos los esclavos?

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**Lesson/Lección 1, *continued/continuación***

Los que habían sido esclavos reaccionaron de diversas formas a la libertad. Legalizaron sus matrimonios, buscaron a sus parientes que habían sido vendidos, se pusieron apellido y se establecieron en otros lugares.

To help the South's poor and freedpeople, Congress created the **Freedmen's Bureau** in 1865. One of its roles was to build more schools. Some freedpeople also established their own schools. Although some southerners violently resisted the idea of educating African Americans, freedpeople of all ages attended classes./En 1865, el Congreso creó la **Oficina de los Libertos** para ayudar a las personas pobres y a los esclavos liberados del Sur. Una de las funciones de esta oficina era construir más escuelas. Algunos esclavos liberados también fundaron sus propias escuelas. A pesar de que algunos sureños se resistieron con violencia a la idea de educar a los afroamericanos, había esclavos liberados de todas las edades que asistían a clases.

Why would southerners oppose the education of African Americans?/¿Por qué se oponían los sureños a la educación de los afroamericanos?

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**PRESIDENT JOHNSON'S RECONSTRUCTION PLAN/EL PLAN DE RECONSTRUCCIÓN DEL PRESIDENTE JOHNSON**

On April 14, 1865, President Lincoln was shot while attending the theater. He died the next morning. Vice-President **Andrew Johnson** became the next president. Johnson's Reconstruction plan included a way to restructure southern state governments. States that followed the steps were to be readmitted to the Union./El 14 de abril de 1865, le dispararon al presidente Lincoln mientras estaba en el teatro. Lincoln murió a la mañana siguiente. El vicepresidente **Andrew Johnson** se convirtió en el nuevo presidente de Estados Unidos. El plan de Reconstrucción de Johnson incluía una forma de reestructurar los gobiernos de los estados del Sur. Los estados que siguieran esos pasos de reestructuración volverían a formar parte de la Unión.

Most of the southern states followed Johnson's plan, but Congress refused to accept them back into the Union. Many of the elected representatives of the "new" states had been Confederate leaders. Clearly there were still problems to be solved./A pesar de que la mayoría de los estados del Sur hicieron lo que

Why did Congress refuse to accept the southern states back into the Union?/¿Por qué se negó el Congreso a aceptar a los estados sureños de nuevo en la Unión?

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**Lesson/Lección 1, *continued/continuación***

Johnson había pedido, el Congreso se negó a aceptarlos de nuevo en la Unión porque varios de los representantes de los “nuevos” estados habían sido líderes de la Confederación. Evidentemente, aún había problemas por resolver.

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA****Critical Thinking: Explain/Pensamiento crítico:**

**Explicar** You are a citizen from a southern state.

Write a letter to Congress explaining why it is your right to choose your state’s representatives./Eres un ciudadano de un estado del Sur. Escribe una carta al Congreso en la que expliques por qué tienes derecho a elegir a los representantes de tu estado.

Andrew Johnson/ Andrew Johnson	Reconstruction/ Reconstrucción	Thirteenth Amendment/ Decimotercera Enmienda
Freedmen’s Bureau/ Oficina de los Libertos	Ten Percent Plan/Plan del Diez por Ciento	

**DIRECTIONS/INSTRUCCIONES** Read each sentence and choose the correct term from the word bank to replace the underlined phrase. Write the term in the space provided and then define the term in your own words./Lee las oraciones y elige la palabra o frase correcta del banco de palabras para reemplazar la palabra subrayada. Escribe la palabra o frase en las líneas de abajo y luego defínela con tus propias palabras.

- The time of reuniting the nation and rebuilding the southern states without slavery was called Ten Percent Plan./La época de reunificación de la nación y de reconstrucción de los estados del Sur sin esclavitud se denominó Plan del Diez por Ciento. \_\_\_\_\_

Your definition:/Tu definición: \_\_\_\_\_

- The Thirteenth Amendment was established to provide relief for poor people, black and white, in the South./La Decimotercera Enmienda se creó para dar alivio a toda la gente pobre, negra y blanca, en el Sur. \_\_\_\_\_

Your definition:/Tu definición: \_\_\_\_\_

Lesson/Lección 1, *continued/continuación*

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3. The Freedmen's Bureau was the vice-president sworn into office after President Lincoln was shot while attending the theater and later died./La Oficina de los Libertos fue el vicepresidente que tomó el poder cuando le dispararon al presidente Lincoln en el teatro y, luego, murió. \_\_\_\_\_

Your definition:/Tu definición: \_\_\_\_\_

4. Lincoln offered southerners amnesty for all illegal acts supporting the rebellion under the Thirteenth Amendment./Mediante la Decimotercera Enmienda, Lincoln ofreció a los sureños la amnistía por todos los actos ilegales que habían cometido mientras apoyaban la rebelión. \_\_\_\_\_

Your definition:/Tu definición: \_\_\_\_\_

5. Slavery was made illegal throughout the United States under the Ten Percent Plan./La esclavitud se declaró ilegal en todo el territorio de Estados Unidos mediante el Plan del Diez por Ciento. \_\_\_\_\_

Your definition:/Tu definición: \_\_\_\_\_

# Dream Jobs: Ocean explorer

By National Geographic, adapted by Newsela staff on 10.05.17

Word Count **818**

Level **930L**



Michael Lombardi is a National Geographic explorer who frequently dives to deep-water coral reefs like this one. Photograph courtesy Michael Lombardi.

Michael Lombardi specializes in diving to some of the world's deepest coral reefs. A coral reef is an underwater ecosystem, filled with colorful plants and sea animals.

Lombardi works for various scientific groups, including the American Museum of Natural History, the Woods Hole Group and the University of Rhode Island. One of his areas of expertise is deep-water coral reefs. He often dives in a 400-foot-deep reef along Exuma Cays in the Bahamas. These are a group of islands near Florida.

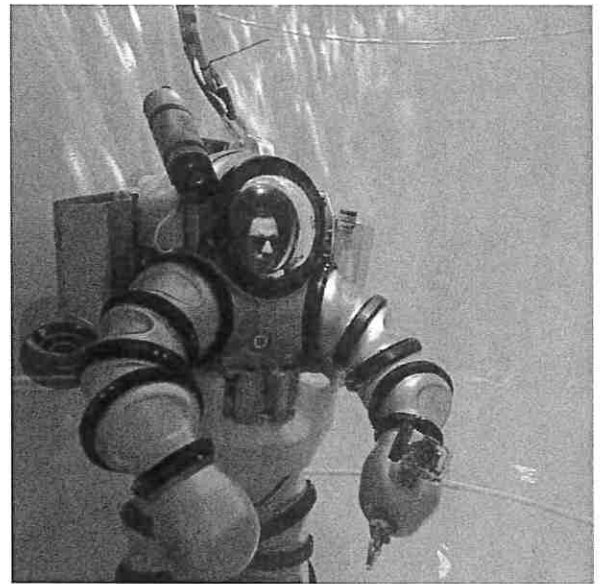
Based on his experience as a diver, Lombardi has created an underwater shelter, that looks like a tent. It allows divers to safely avoid decompression sickness in a more comfortable environment. Decompression sickness happens when divers come up to the surface too quickly. Lombardi is also the founder of Ocean Opportunity, a nonprofit organization engaged in ocean-related education and activities.

## Early Work

Lombardi grew up in Seekonk, Massachusetts, near Narragansett Bay. "I spent a lot of time fishing with my dad and my brother, so I always had an interest in the water," Lombardi said.

In fact, Lombardi's father may have helped give his son a passion for the ocean. "My dad was in the Navy during Vietnam, so he had some sea stories along the way that surely played a role," Lombardi said.

While still in high school, Lombardi took a dive course at nearby Brown University in Providence, Rhode Island. It wasn't exactly smooth sailing! "I had a really hard time with the dive class," he said. "I struggled with the swim test. I struggled with putting my face in the water for the first time. I struggled with the whole thing." Still, he was convinced that he needed to be a good diver. It was going to be a useful tool for the work he wanted to pursue.



The hard work paid off. After studying the ocean in college, Lombardi went to work. He had a lot of diving experience, so scientists came to him when there was a challenging dive.

### **Most Exciting Part Of Your Work**

"The most exciting thing is being in a totally new place for the very first time — the first time for me, but also the first time for anybody. Some of these deep reefs have never been seen by humans firsthand."

### **Most Demanding Part Of Your Work**

Lombardi says the overall conditioning it takes to be good enough to do this kind of exploration is challenging. It's more than being in good physical shape. A diver exploring the deep ocean must be aware of technology and his own mind. He says there is no room to make a mistake. You cannot relax.

### **Portable Habitat**

Divers' bodies need to adjust to the changing water pressures from the deep ocean to the sunny surface. Usually, this means divers "hang out" at different stops on a "shot line" descending from the surface.

Lombardi's underwater portable habitat is made of a vinyl material that can be filled with air. The habitat is 5 feet wide and 5 feet tall. Inside are bench seats. It allows divers who need to decompress after a deep dive to do it in a more comfortable environment. Lombardi says they have to figure out how to be safe, comfortable and productive during the last two hours of their dives.

### **Geo-Connection**

Lombardi hopes his diving in the Bahamas will help make others aware of this unexplored area. "What it tells us is not only is the world not flat, but there is a heck of a lot of blue out there!" he

says. "It's very, very deep, and there's a whole other dimension that we need to start paying close attention to."

One geographic tool Lombardi frequently uses in his work is the global positioning system, or GPS. This is the system that can tell a person exactly where they are on Earth. "GPS is very important on the exploration front and in my day-to-day work," he said. "It helps us map out work sites and identify new work sites or something that is lost underwater."

Google Earth is another geographic tool Lombardi is excited about. He said it is user-friendly and something all explorers should be using.

### **So, You Want To Be An .... Ocean Explorer**

Lombardi suggests students study many different things. "While you might say you want to be a marine biologist, being a marine biologist doesn't mean that you are just going to be studying sharks or dolphins," he says. "You are going to be working closely with technology people and closely with geography people and closely with educators."

Lombardi sees one particular field that will be essential to the future of ocean exploration: engineering. He does not think there will be enough engineers who understand exploration technology.

## Quiz

- 1 Read the paragraph from the introduction [paragraphs 1-3].

*Lombardi works for various scientific groups, including the American Museum of Natural History, the Woods Hole Group and the University of Rhode Island. One of his areas of expertise is deep-water coral reefs. He often dives in a 400-foot-deep reef along Exuma Cays in the Bahamas. These are a group of islands near Florida.*

What is the meaning of the phrase "areas of expertise" in this paragraph?

- (A) islands he enjoys
- (B) places he visits often
- (C) groups he works with
- (D) subjects he knows well

- 2 Read the paragraph from the section "Geo-Connection."

*Lombardi hopes his diving in the Bahamas will help make others aware of this unexplored area. "What it tells us is not only is the world not flat, but there is a heck of a lot of blue out there!" he says. "It's very, very deep, and there's a whole other dimension that we need to start paying close attention to."*

Why does Lombardi mention that the world is not flat?

- (A) to make sure that readers have learned the world is round
- (B) to emphasize that there are many other things to be learned
- (C) to describe what kinds of things he thinks about while diving
- (D) to provide a description of what the ocean floor looks like

- 3 How are Lombardi's feelings about the ocean introduced in the section "Early Work"?

- (A) through an anecdote about one of his father's experiences in Vietnam
- (B) through a description of the ways his father was an influence on him
- (C) through an explanation of how he has shared diving with others
- (D) through a story about why he almost gave up on becoming an explorer

- 4 Read the paragraph from the section "Portable Habitat."

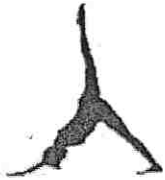














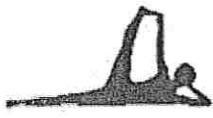








*Divers' bodies need to adjust to the changing water pressures from the deep ocean to the sunny surface. Usually, this means divers "hang out" at different stops on a "shot line" descending from the surface.*

Why did the author include this paragraph in the article?

- (A) to illustrate the reason Lombardi invented a portable habitat
- (B) to introduce the idea that diving can be a dangerous job
- (C) to emphasize the effects of water pressure on divers
- (D) to elaborate on activities divers enjoy doing while underwater

Directions: Hold each balance for a minimum of 5 seconds and then cross of the board. Try to see how many different ways you can get Bingo on the board. You can also play with a partner and take turns attempting different balances to make a Bingo

## Balance Bingo

 HALFWAY HANDSTAND	 BROKEN CANDLESTICK	 SPLIT STAND	 THE PEG LEG	 THE ANKLE HOLD
 PLANK	 SIDE PLANK	 ELBOW STAND	 SUNSHINE	 BRIDGE
 TOE TOUCH	 SITTING TOE TOUCH	FREE  SPACE	 WARRIOR	 SIDEWAYS STRETCH
 DAZZLER	 LAZY TOE TOUCH	 TOE POINTER	 SPLIT	 AIR CHAIR
 HANDSTAND	 HEADSTAND	 TRIPOD	 CANDLESTICK	 HANDSTAND STRADDLE



Name:

## Health at Home Improving Your Diet

Keep track of how many fats and sweets you eat over the next three days. Then, come up with a plan to substitute nutrient-dense foods for the fats and sweets you eat. Monitor your diet for a week and evaluate how well you stuck to your plan.

Fats/Sweets Examples: Candy, Chips, Soda, Ice Cream, Juice Boxes, Animal Crackers, Sugar Cereals, Pop-Tarts, Popcorn, Fruit Snacks, Pizza, Bacon, Fries, Fast-Food, Baked Goods, Whipped Coffee Drinks, Kool-Aid, Lemonade, Chocolate, Cookies, Cake, Pie, Jelly, Canned Fruit in Syrup and Frozen Yogurt.

Day 1	Day 2	Day 3
Fats/Sweets:	Fats/Sweets:	Fats/Sweets:

Day 1- Substitutions	Day 2- Substitutions	Day 3- Substitutions
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:

Monitor your diet for the next two days.



Monitor Change Day 1  Foods/ Beverages/ Snacks:	Monitor Change Day 2  Foods/ Beverages/ Snacks:
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- 1) How well did you stick to your dietary changes?
  
  
  
  
  
  
  
  
  
  
- 2) If you did well, what helped you stick to the changes? If you were not successful, what were the barriers that stopped you from sticking to the changes?
  
  
  
  
  
  
  
  
  
  
- 3) How can you help others in your family or community make healthier food options? What is one thing that you can do at home this week that will improve the food choices your family makes?

## Song Reflection eLearning Day 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Please choose an appropriate song that you can reflect on for this music assignment.

*Song title:* \_\_\_\_\_

*Name of Artist(s)/group:* \_\_\_\_\_

*Total listening time:* \_\_\_\_\_

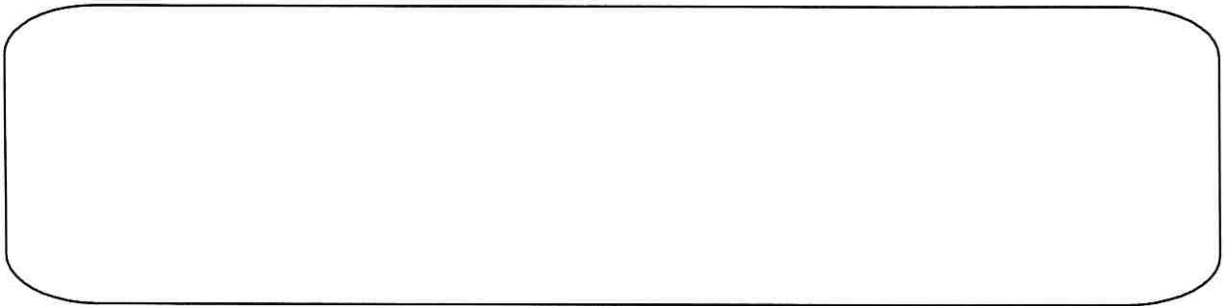
**Pre-listening reflection:** Why did you choose **this** song?

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**Memory Map:** As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



**Prediction:** Describe the reasons you like or dislike about the song and genre.

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**Point of View:** Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?  
How do you know?

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➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

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➤ Does your song’s **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

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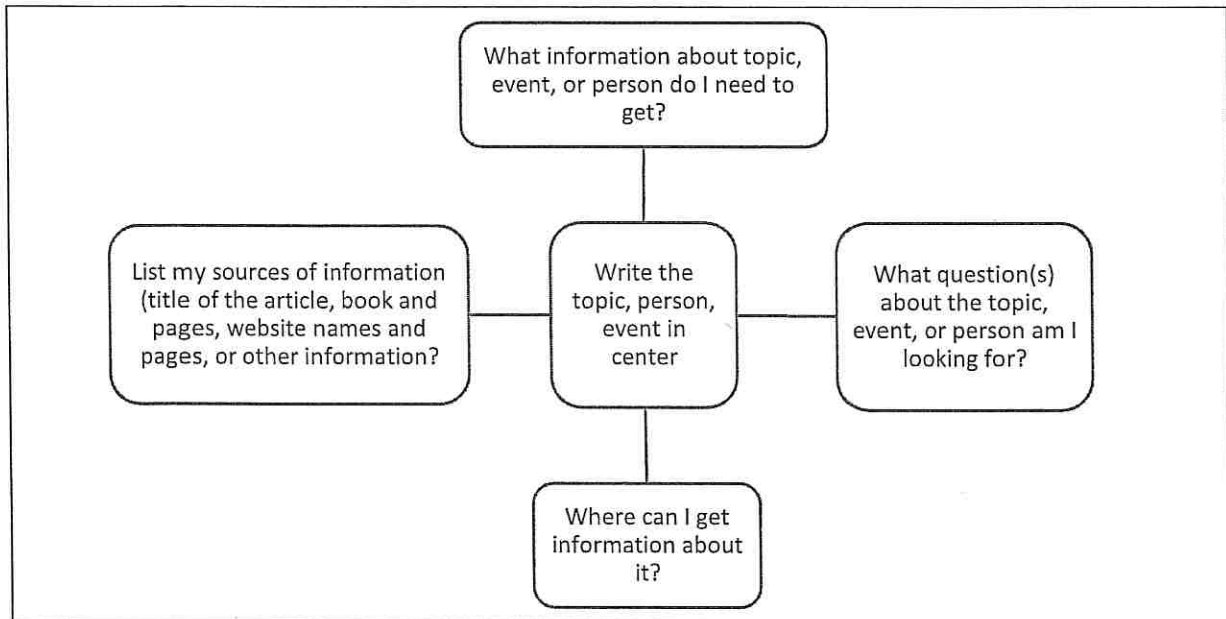
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# eLearning Research Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Research about a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Use the graphic organizer below to help you organize what you would like to write about.

## THINK AHEAD



## COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

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What do I need to know more about?

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What keywords relate to this topic, person, or event?

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## WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

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## LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____