

7th Grade Student eLearning Activities Log Day 7

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 7

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/m Pearson Realize Reading: Cause and Effect aywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Practice throwing with Throwing Target Practice.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
OR Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , 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 "The Facts About Cells" and answer the questions.	Drama: Act out your script and have someone record it. Use the costume and props you created.
				Art: Create a drawing of your neighborhood. Add details using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk
				Music: Complete a song reflection for a favorite song that is appropriate for school . Describe the reasons you like or dislike about the song and genre.
				Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research 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 .
				STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.) . Click here for some examples .

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 7: 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 7

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Practice throwing with Throwing Target Practice.
Pearson Realize Reading: Cause and Effect				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				Drama: Act out your script and have someone record it. Use the costume and props you created.
OR				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities	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.		Art: Create a drawing of your neighborhood. Add details using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk
Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.				Music: Complete a song reflection for a favorite song that is appropriate for school . Describe the reasons you like or dislike about the song and genre.
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Firma de Padres _____ Fecha _____

Reading: Cause and Effect**Practice**

A **cause** is an event, an action, or a feeling that produces a result, or **effect**.

- *Sometimes one cause has several effects.* For example, a snowstorm can cause traffic accidents, school closings, and power failures. As you read, think about all the possible effects that might result from one cause.
- *Sometimes several causes come together to create one effect.* For example, you may fall on the sidewalk because it snowed, nobody shoveled it, and you forgot to wear your boots. Causes and effects can also occur in a chain: one event causes another, which causes the next, and so on.
- Keep in mind that *events may occur in order but not be connected*. As you read, ask yourself whether two events are related or just coincidental.

Read the following selection. Then, answer the questions.

The night of the big basketball game, Tim ate pizza for dinner and then rushed to catch the team bus. Traffic was backed up on the highway because of an accident, so the team arrived late, which meant they had very little practice time before the game. Nevertheless, they were ahead at half time, thanks to Zach's hot shooting arm and Tim's five rebounds. However, Zach fouled out in the fourth quarter, so the rest of the team had to step up their defense and also pass the ball more to maintain their lead.

1. What is the relationship between Tim's having pizza and the other events?
 - A. It is a cause with one effect.
 - B. It is one event in a cause-effect chain.
 - C. It is a cause with two effects.
 - D. It has no relationship to the other events.
2. What is the relationship between the highway accident and other events?
 - A. It is a cause with one effect.
 - B. It is one event in a cause-effect chain.
 - C. It is an effect with one cause.
 - D. It has no relationship to the other events.
3. What causes the team to be ahead at half time?
 - A. Zach's shots
 - B. Tim's rebounds
 - C. both A and B
 - D. neither A nor B
4. What is the relationship between Zach's fouling out and other events?
 - A. It is a cause with one important effect.
 - B. It is a cause with two important effects.
 - C. It is an effect with one cause.
 - D. It has no relationship to other events.

Name : _____

Score : _____

Teacher : _____

Date : _____

Word Problems

- 1) Jason purchased 4 basketball games for \$8.35 each, and 5 football games for \$8.50 each with 4 \$20 bills. How much change did Jason get? _____
- 2) For her car, Allie paid \$80.43 per speaker for 5 speakers and \$94.62 per tire for 2 tires with 6 \$100 bills. How much did Allie get in change? _____
- 3) Dan bought 3 hotdogs and paid \$2.84 for each. Then, Dan bought 2 salads for \$3.58 each with two \$10 bills. What was the change from the purchase? _____
- 4) Jason bought 2 packs of Pokemon cards for \$2.08 each, and 5 decks of basketball cards for \$7.99 each with 3 \$20 bills. How much change did Jason get? _____
- 5) Jason bought some toys. He bought 2 blocks for \$9.74 each, and got 4 balls at \$7.08 per ball with 3 \$20 bills. How much change from the purchase? _____
- 6) On Thursday, Tom paid \$8.67 each on two tickets to a movie theater. He also borrowed 2 movies for \$4.96 each. Tom paid with 2 \$20 bills. How much change did Tom receive? _____
- 7) Sam went to the mall on Saturday for clothes. He paid \$7 each for 2 shirts and \$11.57 each for 4 jackets with 4 \$20 bills. How much money did Sam get in change? _____
- 8) Mary paid \$14.03 each for 3 gerbil toys, and got 3 cages for \$11.03 each with 4 \$20 bills. How much change did Mary receive? _____
- 9) Tom loves eating fruits. Tom paid \$8.55 for each of 4 berries, and \$7.88 for each of 3 grapes with 3 \$20 bills. How much change did Tom receive? _____
- 10) Joan joined school band. She bought 5 cellos at \$79.11 per cello, and 5 song books which were \$7.40 each with 5 \$100 bills. How much change was Joan given? _____

Reconstruction/La Reconstrucción**Lesson/Lección 2****MAIN IDEAS/IDEAS PRINCIPALES**

1. Black Codes led to opposition to President Johnson's plan for Reconstruction./Los Códigos Negros generaron resistencia al plan de Reconstrucción del presidente Johnson.
2. The Fourteenth Amendment ensured citizenship for African Americans./La Decimocuarta Enmienda garantizó la ciudadanía a los afroamericanos.
3. Radical Republicans in Congress took charge of Reconstruction./Los republicanos radicales del Congreso asumieron el control del proceso de la Reconstrucción.
4. The Fifteenth Amendment gave African Americans the right to vote./La Decimoquinta Enmienda dio a los afroamericanos el derecho al voto.

Key Terms and People/Personas y palabras clave

Black Codes/Códigos Negros southern laws that greatly limited the freedom of African Americans/leyes de los estados sureños que limitaban las libertades de los afroamericanos

Radical Republicans/republicanos radicales Republicans who wanted more federal control in Reconstruction/republicanos que deseaban un mayor control federal en el proceso de la Reconstrucción

Civil Rights Act of 1866/Ley de Derechos Civiles de 1866 act giving African Americans the same legal rights as whites/ley que dio a los afroamericanos los mismos derechos legales que tenían los blancos

Fourteenth Amendment/Decimocuarta Enmienda amendment guaranteeing citizens equal protection of laws/enmienda que garantizaba a los ciudadanos la protección igualitaria de las leyes

Reconstruction Acts/Leyes de Reconstrucción laws passed to protect African American rights/leyes aprobadas para proteger los derechos de los afroamericanos

impeachment/juicio político process of bringing charges of wrongdoing against a public official/proceso de presentar cargos por conducta indebida en contra de un funcionario público

Fifteenth Amendment/Decimoquinta Enmienda amendment giving African American men the right to vote/enmienda que daba el derecho al voto a los hombres afroamericanos

Lesson/Lección 2, *continued/continuación***Lesson Summary/Resumen de lección****OPPOSITION TO PRESIDENT JOHNSON/LA OPOSICIÓN AL PRESIDENTE JOHNSON**

Almost as soon as the southern states created new legislatures, those legislatures went to work passing **Black Codes**. The Black Codes were laws that greatly limited the freedom of African Americans. In fact, the codes created working conditions that resembled slavery for African Americans. Many African Americans organized to protest codes./Casi tan pronto como los estados del Sur crearon nuevas asambleas legislativas, estas comenzaron a aprobar los **Códigos Negros**. Los Códigos Negros eran leyes que limitaban enormemente la libertad de los afroamericanos. De hecho, estos códigos crearon condiciones de trabajo que se parecían a la esclavitud. Muchos afroamericanos se organizaron para protestar contra los códigos.

The Black Codes angered many Republicans who believed the South was returning to its old ways. The **Radical Republicans** wanted the federal government to step in. They wanted more federal control over Reconstruction to make sure southern leaders did not remain loyal to the old Confederate principles. One Radical Republican leader was Pennsylvania's Thaddeus Stevens. Stevens and others pushed for racial equality. They branded Johnson's Reconstruction plan a failure./Los Códigos Negros indignaron a muchos republicanos, que creían que el Sur estaba volviendo a sus viejas costumbres. Los **republicanos radicales** querían que el gobierno federal interviniera. Deseaban un mayor control federal sobre el proceso de la Reconstrucción para asegurarse de que los líderes sureños no siguieran siendo fieles a los antiguos principios de los confederados. Uno de los líderes republicanos radicales era Thaddeus Stevens, de Pensilvania. Stevens y otros republicanos insistían en la igualdad racial. También decían que el plan de Reconstrucción de Johnson era un fracaso.

What were Black Codes?/¿Qué eran los Códigos Negros?

Who believed President Johnson's Reconstruction plan was a failure?/¿Quiénes pensaban que el plan de Reconstrucción del presidente Johnson era un fracaso?

Lesson/Lección 2, *continued/continuación***FOURTEENTH AMENDMENT/LA DECIMOCUARTA ENMIENDA**

In 1866 Congress proposed a bill to give more power to the Freedmen's Bureau. President Johnson vetoed it. He believed Congress could not pass new laws until the South was represented in Congress./En 1866, el Congreso propuso un proyecto de ley que le daba mayor poder a la Oficina de los Libertos, pero Johnson lo vetó. Creía que el Congreso no podía crear nuevas leyes hasta que los estados del Sur tuvieran representación en el Congreso.

Then Congress proposed the **Civil Rights Act of 1866**. It guaranteed African Americans the same legal rights as whites. Johnson vetoed this, too. Congress overrode the veto. It also proposed the Fourteenth Amendment to secure these protections./Entonces, el Congreso propuso la **Ley de Derechos Civiles de 1866** para garantizar a los afroamericanos los mismos derechos que a los blancos. Johnson también vetó esta ley. El Congreso anuló el veto. También propuso la Decimocuarta Enmienda para garantizar estos derechos.

Circle the verb that shows that President Johnson was against the Civil Rights Act of 1866./Encierra en un círculo el verbo que indica que el presidente Johnson estaba en contra de la Ley de Derechos Civiles de 1866.

**CONGRESS TAKES CONTROL OF RECONSTRUCTION/
EL CONGRESO ASUME EL CONTROL DE LA RECONSTRUCCIÓN**

After the 1866 elections, Republicans held a two-thirds majority in both the House and Senate. As a result, Congress passed several **Reconstruction Acts**. It also passed a law limiting the president's powers to remove cabinet members without Senate approval. When President Johnson broke that law by firing his secretary of war, Congress reacted by impeaching the president. The **impeachment** fell short by one vote. Johnson remained president, though he had little authority or influence./Después de las elecciones de 1866, los republicanos contaban con una mayoría de dos tercios en la Cámara de Representantes y en el Senado. El nuevo Congreso aprobó varias **Leyes de Reconstrucción**. También aprobó una ley que impedía al presidente remover a miembros del gabinete sin la aprobación del Senado. Cuando Johnson violó esa ley al despedir a su secretario de guerra, el Congreso respondió sometiéndolo a un juicio político. El **juicio**

Why was President Johnson impeached?/¿Por qué hicieron juicio político al presidente Johnson?

Lesson/Lección 2, *continued/continuación*

político no alcanzó su objetivo por un voto. Johnson siguió siendo presidente, pero con poca autoridad e influencia.

FIFTEENTH AMENDMENT/LA DECIMOQUINTA ENMIENDA

Republicans believed that African Americans would support the Reconstruction plan. To gain their votes, Republicans in Congress proposed the **Fifteenth Amendment**, which guaranteed African American men the right to vote. This amendment went into effect in 1870. / Los republicanos creían que los afroamericanos iban a apoyar el plan de Reconstrucción. Para obtener sus votos, los republicanos del Congreso propusieron la **Decimoquinta Enmienda**, que garantizaba a los hombres afroamericanos el derecho al voto. Esta enmienda entró en vigor en 1870.

Which Americans gained the right to vote as a result of the Fifteenth Amendment? / ¿Qué estadounidenses obtuvieron el derecho al voto como consecuencia de la Decimoquinta Enmienda?

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA

Critical Thinking: Summarize/Pensamiento crítico:

Resumir Find the Constitution in your textbook and read the entire Fourteenth and Fifteenth Amendments.

Write a sentence summarizing each amendment. /

Busca la Constitución en tu libro de texto y lee la Decimocuarta y la Decimoquinta Enmienda. Escribe una oración en la que resumas las enmiendas.

DIRECTIONS/INSTRUCCIONES On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term on the line after each sentence that makes the sentence a true statement. / En la línea que está antes de cada oración, escribe **V** si la oración es verdadera y **F** si la oración es falsa. Si la oración es falsa, escribe la palabra correcta en la línea que está después de cada oración para convertirla en una oración verdadera.

- _____ 1. The Civil Rights Act of 1866 provided African Americans with the same legal rights as white Americans. / La Ley de Derechos Civiles de 1866 dio a los afroamericanos los mismos derechos legales que a los estadounidenses blancos.

Lesson/Lección 2, *continued/continuación*

- _____ 2. The Fifteenth Amendment gave all African American men throughout the United States the right to vote./La Decimoquinta Enmienda otorgó el derecho al voto a todos los hombres afroamericanos de Estados Unidos.

- _____ 3. The Reconstruction Acts were laws that restricted the overall freedom of African Americans./Las Leyes de Reconstrucción eran leyes que restringían la libertad de los afroamericanos.

- _____ 4. Thaddeus Stevens was a leader of the Radical Republicans, who wanted racial equality for all Americans, including newly freed ones./Thaddeus Stevens fue un líder de los republicanos radicales que deseaba igualdad racial para todos los estadounidenses, incluso aquellos que acababan de obtener la libertad.

- _____ 5. The Black Codes were laws passed by the Republican-controlled Congress to protect the rights of African Americans./Los Códigos Negros eran leyes aprobadas por el Congreso, controlado por los republicanos, para proteger los derechos de los afroamericanos.

- _____ 6. The Radical Republicans wanted the South to change much more than it already had before returning to the Union./Los republicanos radicales deseaban que el Sur cambiara mucho más de lo que había cambiado para volver a la Unión.

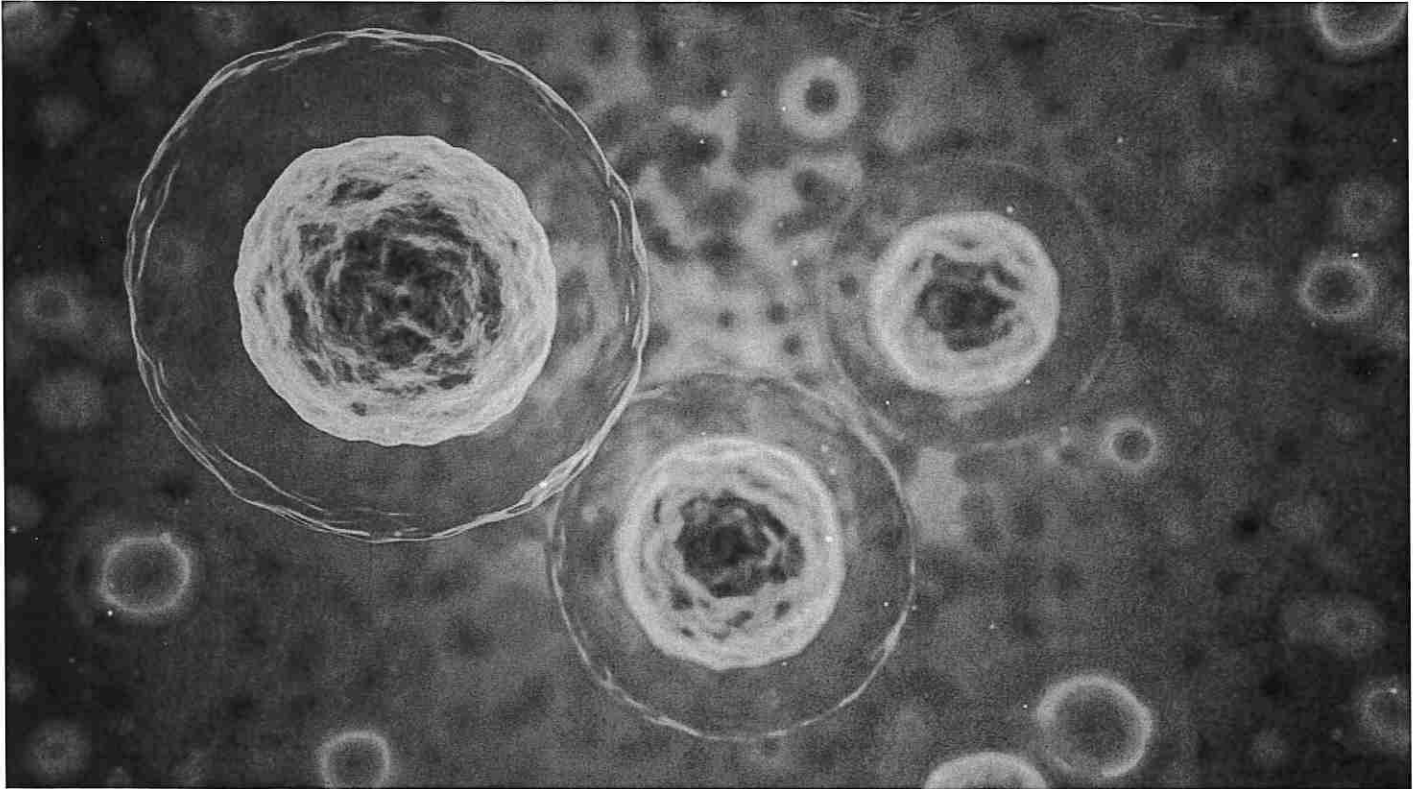
- _____ 7. The Fourteenth Amendment ensured citizenship for African Americans./La Decimocuarta Enmienda garantizó la ciudadanía a los afroamericanos.

The facts about cells

By ThoughtCo.com, adapted by Newsela staff on 10.18.17

Word Count **904**

Level **930L**



An illustration of cells. Photo from Pixabay.

Cells are the basic building blocks of life. Some life forms, or organisms, are made out of a single cell, whereas others are made of millions.

Scientists estimate that our bodies contain anywhere from 75 to 100 trillion cells, which come in hundreds of different types. Cells do everything from providing energy to allowing animals to reproduce.

Below are 10 facts about cells, some of which are well-known while others may surprise you.

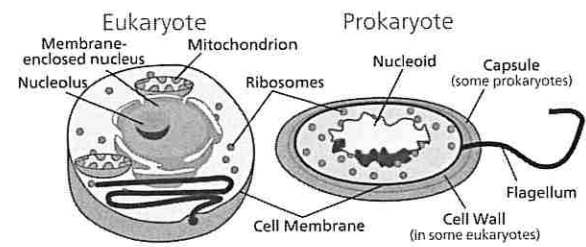
1. Cells are too small to be seen without magnification.

Cells come in a variety of sizes, ranging from 1 to 100 micrometers across. A micrometer is a millionth of a meter, and there are more than 25,000 micrometers in a single inch.

The study of cells is called cell biology. Because cells are so small, it would have been impossible to study them without the invention of the microscope. Thanks to this technology, cell biologists can study detailed images of even the smallest of cells.

2. There are two main types of cells.

Cells are divided into eukaryotic and prokaryotic cells. Eukaryotic cells have nuclei that are surrounded by membranes. A nucleus is a structure that stores genetic information such as DNA. Animals, plants and fungi are called eukaryotes because they are organisms that are made of eukaryotic cells.



Prokaryotes are creatures that are made of a single prokaryotic cell. Examples include bacteria and archaeans. Unlike a eukaryotic cell, the nucleus of a prokaryotic cell is not surrounded by a membrane. This region in the cell is called nucleoid.

3. Prokaryotic single-celled organisms were the earliest and most basic forms of life on Earth.

Prokaryotes can live in environments that would be deadly to most other organisms. Some archaeans are even able to live inside animal intestines. Others live in extreme environments such as hot springs, swamps and wetlands.

4. There are more bacterial cells in the body than human cells.

Some scientists have calculated that about 95 percent of all the cells in the body are bacteria. These bacteria help humans digest their food. In fact, most bacteria in humans can be found in the digestive tract, which are the organs that take in food and let out waste. Billions of bacteria also live on the skin.

5. Cells contain genetic material.

Cells contain DNA and RNA, which hold the information needed to tell the cells how to work. DNA, or deoxyribonucleic acid, and RNA, or ribonucleic acid, are known as nucleic acids.

In prokaryotic cells, the DNA is not contained inside a membrane but it is coiled in a region called nucleoid. In eukaryotic cells, DNA is found in the cell's nucleus, protected by the membrane.

Strands of DNA form structures called chromosomes. Human cells have 23 pairs of chromosomes, for a total of 46. These chromosomes contain information about how a person's body will look and develop, with one pair determining the person's sex.

6. Cells contain structures called organelles which carry out specific roles.

Organelles are units in a cell that have specific responsibilities. Eukaryotic cells contain several types of organelles, while prokaryotic cells contain a few organelles called ribosomes. In prokaryotic cells, the organelles are not surrounded by a membrane.

Here are a few examples of organelles in eukaryotic cells:

- The nucleus controls the cell's growth and how it reproduces.
- Mitochondria provide energy for the cell.
- The endoplasmic reticulum creates carbohydrates, like sugar, and fats.
- Ribosomes help create proteins.

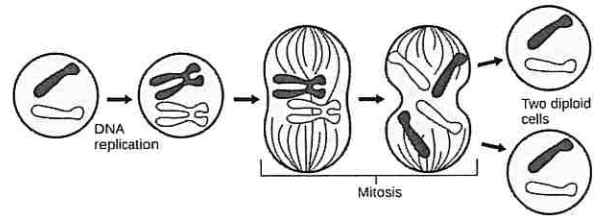
- The Golgi complex packages and ships the proteins and fats produced by the cell.
- Lysosomes help with digesting substances inside the cell.

7. Different types of cells reproduce through different methods.

Most prokaryotic cells reproduce through binary fission. In binary fission, a single cell splits into two new copies of itself.

Eukaryotic organisms can reproduce in two ways.

Single eukaryotic cells can split into two through a process called mitosis. Larger eukaryotic organisms, such as animals, reproduce by combining special cells called gametes. These gametes are made through a process called meiosis.



8. Groups of similar cells form tissues.

Tissues are groups of cells that have the same structure and behavior. In animal tissue, cells are sometimes woven or stuck together.

Different types of tissues can also be arranged together to form organs, which can, in turn, form organ systems. An example is the circulatory system, which includes the heart, lungs and veins. It allows animals to breathe and spread oxygen throughout their bodies.

9. Cells have varying life spans.

Different cells have different life spans. They can live anywhere from a few days to a year. Certain cells in the digestive tract live for only a few days, while some of the cells in the immune system can live up to six weeks. The immune system is the group of cells and organs that defend the body from small organisms that can harm it. Brain cells can live for a whole lifetime.

10. Cells commit suicide.

When a cell becomes damaged or infected, it will self-destruct by using a process called apoptosis. Apoptosis is a way of keeping the process of mitosis in check. Cells with cancer are not able to go through apoptosis, which is why they reproduce and spread uncontrollably.

Quiz

1 Which organelle provides energy for the cell?

- (A) mitochondria
- (B) endoplasmic reticulum
- (C) ribosomes
- (D) Golgi complex

2 Read the sentence from the section "5. Cells contain genetic material."

In prokaryotic cells, the DNA is not contained inside a membrane but it is coiled in a region called nucleoid.

Which of the following words, if it replaced the word "contained" in the sentence above, would CHANGE the meaning of the sentence?

- (A) encased
- (B) released
- (C) enclosed
- (D) held

3 What is the importance of gametes?

- (A) They engage in binary fission.
- (B) They allow eukaryotes to reproduce.
- (C) They help to produce proteins for the cell.
- (D) They are created when a cell splits into two copies of itself.

4 Read the following sentence from the introduction [paragraphs 1-3]. Then, fill in the blank.

Scientists estimate that our bodies contain anywhere from 75 to 100 trillion cells, which come in hundreds of different types. Cells do everything from providing energy to allowing animals to reproduce.

The word "estimate" in the sentence above tells the reader that ____.

- (A) a human body has many different types of cells
- (B) each type of cell lives for a different period of time
- (C) cells are so small and numerous that they would be impossible to count
- (D) you can only see cells with a microscope

5 How are cells and organs related?

- (A) Cells go through binary fission to make new organs.
- (B) Cells are made from tissues found in organ systems.
- (C) Cells reproduce with tissues to made organ systems.
- (D) Cells join together to form tissues, which form organs.

- 6 Which selection from the article is BEST explained by the diagram in the section "7. Different types of cells reproduce through different methods"?
- (A) Eukaryotic organisms can reproduce in two ways.
 - (B) Single eukaryotic cells can split into two through a process called mitosis.
 - (C) Larger eukaryotic organisms, such as animals, reproduce by combining special cells called gametes.
 - (D) These gametes are made through a process called meiosis.
- 7 What is the immune system?
- (A) The group of cells and organs that protect the body from disease.
 - (B) A group of cells that undergoes apoptosis to protect the body.
 - (C) A group of organelles that digest particles that invade the cells.
 - (D) The group of cells and organs that turn food into energy for the body.
- 8 How does the image and information in the section "2. There are two main types of cells" develop a coherent understanding of the differences between prokaryotic and eukaryotic cells?
- (A) by defining and demonstrating structural differences between the two types of cells
 - (B) by contrasting how the structure of each cell influences how the cell reproduces
 - (C) by highlighting the major differences in how a cell is protected from the environment around it
 - (D) by showing different organelles that perform similar functions in both types of cells

Overhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4

Underhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4



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 Fats/Sweets:	Day 2 Fats/Sweets:	Day 3 Fats/Sweets:
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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.

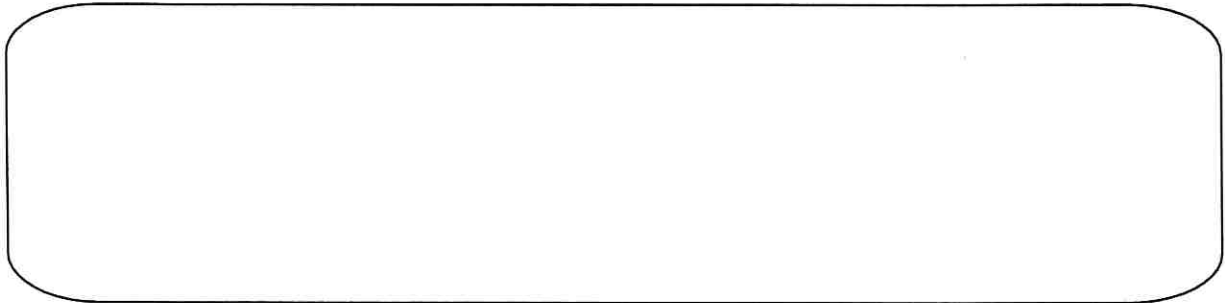
Song title: _____

Name of Artist(s)/group: _____

Total listening time: _____

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

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.

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?

➤ 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.

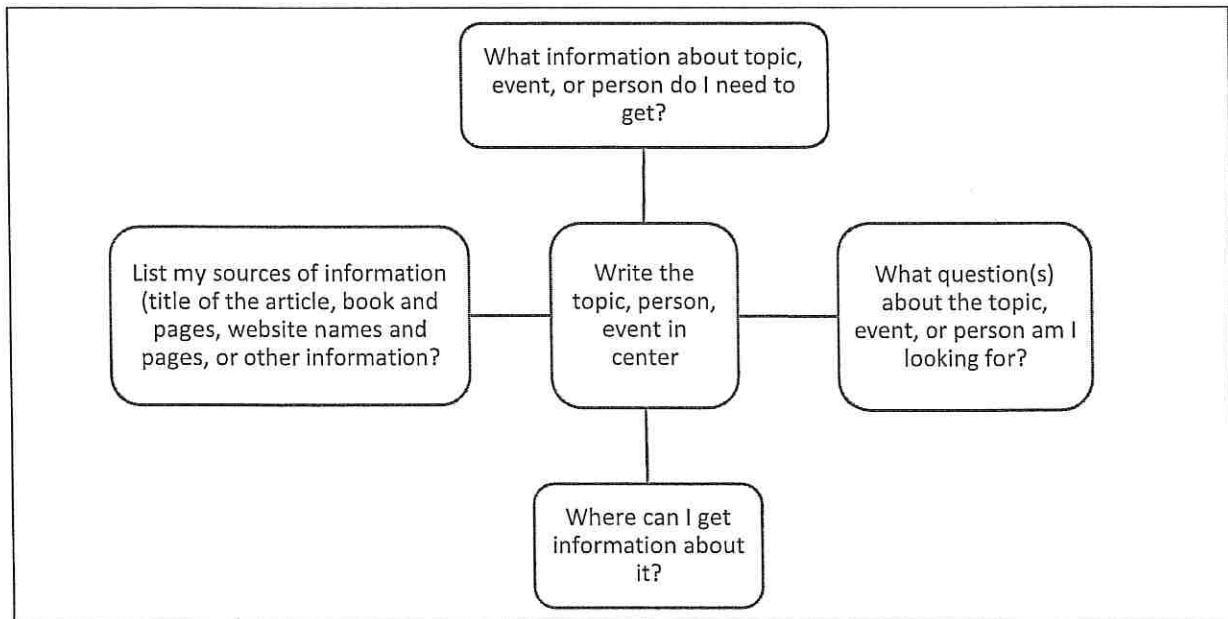
➤ Does your song’s **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

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?

What do I need to know more about?

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

WRITE

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

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: _____
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