

7th Grade Student eLearning Activities Log Day 9

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 9

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: Complete Quick Cuts and set up an obstacle course and practice dribbling a ball.
Pearson Realize Author's Purpose				Health: Complete Five Components of Physical Fitness and set short term goals for yourself.
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: Write a new script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.
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 "Wildfires: How They Form and Why They're So Dangerous" and answer the questions.	Art: Take one of the drawings that have already completed and add to it.
				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 9: 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 9

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	<p>PE: Complete Quick Cuts and set up an obstacle course and practice dribbling a ball.</p>
Pearson Realize Author's Purpose				<p>Health: Complete Five Components of Physical Fitness and set short term goals for yourself.</p>
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				<p>Drama: Write a script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.</p>
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.	Read "Wildfires: How They Form and Why They're So Dangerous" and answer the questions.	<p>Art: Take one of the drawings that have already completed and add to it.</p>
Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.				<p>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.</p>
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				<p>STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.</p>

Firma de Padres _____ Fecha _____

Reading: Author's Purpose**Practice**

An **author's purpose** is his or her main reason for writing. The most common purposes for writing are to inform, to persuade, and to entertain. To determine an author's purpose, notice the types of details included in the work. Writers may use facts and statistics to inform or persuade. They may use stories about personal experiences to inform or entertain. Often, authors will have more than one purpose—to inform while entertaining, for example.

Read each paragraph. Then, respond to each item.

When you buy a bicycle helmet, make sure it fits you well. The foam pads should touch your head all around, and the helmet should sit level. Tighten the straps so that they are snug but comfortable. You must not be able to pull off the helmet, no matter how hard you try.

1. Is the author's main purpose to entertain, to inform, or to persuade?

2. List two details from the paragraph to support your answer to question 1.

It was a beautiful day. Ramona put on her helmet, hopped on her bike, and headed to a desert bike path near her house. She was peddling merrily along when suddenly she heard a loud, hissing sound. "Oh, no," she thought, "not a snake!" She peddled faster but noticed that her bike was bouncing badly. When she looked back, she saw that her rear tire was flat. "So that was the hissing!" No snake, after all—just a flat tire and a ruined bike ride.

3. Is the author's main purpose to entertain, to inform, or to persuade?

4. List two details from the paragraph to support your answer to question 3.

Solving Proportion Word Problems

Answer each question and round your answer to the nearest whole number.

- 1) Totsakan enlarged the size of a photo to a height of 18 in. What is the new width if it was originally 2 in tall and 1 in wide?
- 2) A frame is 9 in wide and 6 in tall. If it is reduced to a width of 3 in then how tall will it be?
- 3) The money used in Saudi Arabia is called the Riyal. The exchange rate is 4 Riyals to \$1. Find how many Riyals you would receive if you exchanged \$5.
- 4) Jacob bought one bulb of elephant garlic for \$2. How many bulbs can Stephanie buy if she has \$12?
- 5) Natalie bought one bunch of fennel for \$2. How many bunches can Stephanie buy if she has \$6?
- 6) A triangle is 20 in tall and 5 in wide. If it is reduced to a width of 1 in then how tall will it be?
- 7) One bulb of elephant garlic costs \$2. How many bulbs of elephant garlic can you buy for \$14?
- 8) If you can buy one bunch of seedlees green grapes for \$2 then how many can you buy with \$18?
- 9) The currency in Sweden is the Kronor. The exchange rate is approximately \$1 for every 7 Kronor. At this rate, how many dollars would you get if you exchanged 14 Kronor?
- 10) Totsakan bought one can of pineapple chunks for \$2. How many cans can Stefan buy if he has \$16?
- 11) The currency in Bolivia is the Boliviano. The exchange rate is approximately \$1 = 8 Bolivianos. At this rate, how many Bolivianos would you get if you exchanged \$3?
- 12) A painting is 2 in tall and 3 in wide. If it is enlarged to a width of 15 in then how tall will it be?

- 13) A frame is 6 in tall and 8 in wide. If it is reduced to a width of 4 in then how tall will it be?
- 14) Castel bought one cantaloupe for \$2. How many cantaloupes can Kathryn buy if she has \$4?
- 15) Carlos bought one container of dried cherries for \$7. How many containers can Stephanie buy if she has \$14?
- 16) Mark reduced the size of a photo to a height of 4 in. What is the new width if it was originally 16 in tall and 8 in wide?
- 17) Perry bought one jar of sun-dried tomatoes for \$4. How many jars of sun-dried tomatoes can Jennifer buy if she has \$12?
- 18) Dan bought one package of blackberries for \$3. How many packages can Darryl buy if he has \$15?
- 19) The money used in South Africa is called the Rand. The exchange rate is 7 Rand for \$1. Find how many dollars you would receive if you exchanged 21 Rand.
- 20) Kim took a trip to China. Upon leaving she decided to convert all of her Yuan back into dollars. How many dollars did she receive if she exchanged 16 Yuan at a rate of 8 Yuan for \$1?
- 21) The currency in Tajikistan is the Somoni. The exchange rate is approximately 3 Somoni = \$1. At this rate, how many Somoni would you get if you exchanged \$5?
- 22) If you can buy one bunch of asparagus for \$2 then how many can you buy with \$20?
- 23) The money used in Malaysia is called the Ringgit. The exchange rate is 4 Ringgits to \$1. Find how many dollars you would receive if you exchanged 12 Ringgits.
- 24) The money used in Poland is called the Zlotych. The exchange rate is 3 Zlotych for every \$1. Find how many Zlotych you would receive if you exchanged \$3.

Fierce, feared and female: The World War II pilots known as the 'Night Witches'

By The Washington Post, adapted by Newsela staff on 02.27.20

Word Count 733

Level 940L



Female pilots in the 46th Taman Guards Night Bomber Regiment receiving information about an upcoming raid in World War II. Photo from: Getty/Sovfoto/Universal Images Group.

At the height of World War II, a nightmare would appear in German skies at night.

The "Night Witches."

That's the name the Germans came up with for their nightly terror. The Night Witches were a group of around 80 female Russian pilots. They dropped bombs from rickety wooden planes that sounded like brooms sweeping the sky.

The Only Women Fighters In World War II

These pilots carried out more than 30,000 attacks. They were among the bravest fighters in that terrible, long war.

"One girl managed to fly seven times to the front line and back in her plane," said Irina Rakobolskaya in an NBC news documentary. Rakobolskaya helped to direct the Night Witches.

"She would return, shaking, and they would hang new bombs, refuel her plane, and she'd go off to bomb the target again. This is how we worked, can you imagine?" Rakobolskaya added.

Although the Night Witches had excellent flying skills, they have been mostly lost to history.

Now, the New York Times best-selling author Kate Quinn is reviving their story. Quinn's new historical novel "The Huntress," was published last month and is being heavily promoted on social media. In it, she highlights the Night Witches' adventures.

Quinn came across the story of the Night Witches on Google one night, and she was hooked immediately.

"It's a story about women of the past who have done some truly amazing things," Quinn said in an interview. She also noted that the Night Witches were unique. The Russians fought alongside France, England and the United States in World War II, but they were the only country that had women fighters.

Motivated By Revenge

To create her fictional Night Witches, Quinn used a collection of interviews with real Night Witches titled "A Dance with Death: Soviet Airwomen in World War II." The women described how they became fascinated by flying after Amelia Earhart captured the world's attention. Earhart was best known for being the first woman to fly alone across the Atlantic Ocean.

However, the Night Witches also wanted revenge.

Nadezhda Vasiliyevna Popova was one of the pilots who was interviewed. She volunteered for the Night Witches after her brother was killed in battle.

Popova described seeing German planes shoot at Russian civilians as they left their homes. "Seeing this gave me feelings inside that made me want to fight them," she said.

The Night Witches were led by Marina Raskova, a famous Russian pilot. Raskova spoke with Joseph Stalin, the leader of Russia at the time. After furious attacks from the Germans, there were not many men left to fly the bomber planes. Raskova successfully convinced Stalin to begin using female bomber pilots.

The female pilots were not treated the same as male bomber pilots, however.

The witches were forced to wear the old uniforms and boots that male pilots had thrown away. Their planes were old and dangerous, "a coffin with wings" as one writer put it.



Many Night Witches Died In Combat

Still, none of that mattered to the Night Witches. In reading about their missions and examining pictures of them, Quinn was astounded by just how far they'd go to drop their bombs.

One woman talked about what she used to do if the bomb got stuck. Quinn was shocked to hear that she would climb onto the wing of the airplane, high up in the sky, and simply "give it a push."

"You're incredibly brave, but my God, you're crazy," Quinn said of the Night Witches.

The bonds between the female bomber pilots resembled the bonds formed between men on the battlefield. The women often sang and danced together as they waited for the sun to set. They'd help each other with laundry and complain about the misery of wearing men's underwear.

Then, as darkness descended, they became killing machines.

At least 30 Night Witches never returned from their attacks. Those who made it home alive spent the rest of their lives marveling at what they had done.

"I look up into the dark sky, close my eyes and picture myself as a girl at the controls of my bomber," Popova said. "I think, 'Nadya, how on earth did you do it?'"

Quiz

- 1 How did Quinn develop her ideas for "The Huntress"? How do you know?
- (A) She saw one of the pilots on a news documentary. "One girl managed to fly seven times to the front line and back in her plane," said Irina Rakobolskaya in an NBC news documentary."
 - (B) She promoted the book on social media. "Quinn's new historical novel "The Huntress," was published last month and is being heavily promoted on social media."
 - (C) She found a story about the Night Witches on Google. "Quinn came across the story of the Night Witches on Google one night, and she was hooked immediately."
 - (D) She read interviews with the pilots in a non-fiction book. "To create her fictional Night Witches, Quinn used a collection of interviews with real Night Witches titled "A Dance with Death: Soviet Airwomen in World War II."
- 2 Read the section "Many Night Witches Died In Combat." Select the sentence from the article that suggests the Night Witches had a strong sense of camaraderie.
- (A) In reading about their missions and examining pictures of them, Quinn was astounded by just how far they'd go to drop their bombs.
 - (B) Quinn was shocked to hear that she would climb onto the wing of the airplane, high up in the sky, and simply "give it a push."
 - (C) The bonds between the female bomber pilots resembled the bonds formed between men on the battlefield.
 - (D) They'd help each other with laundry and complain about the misery of wearing men's underwear.
- 3 How does the author build understanding of the Night Witches' role in World War II?
- (A) by including background on World War II and explaining why the female bomber pilots were necessary
 - (B) by providing quotes from the female bomber pilots and including details about the danger they faced
 - (C) by highlighting their unique position as female bomber pilots and noting the loss of life that occurred
 - (D) by describing their actions on the bombing raids and discussing why they became bomber pilots

- 4 Read the selection below.

The female pilots were not treated the same as male bomber pilots, however.

The witches were forced to wear the old uniforms and boots that male pilots had thrown away. Their planes were old and dangerous, "a coffin with wings" as one writer put it.

Why did the author include this information?

- (A) to explain why the female pilots complained about not being treated equally
- (B) to emphasize how the female pilots' contributions to the war were not valued
- (C) to show how the female pilots faced second-class treatment and greater danger
- (D) to highlight the bravery of the female pilots who had to fly the planes

Wildfires: How they form, and why they're so dangerous

By Austa Somvichian-Clausen, National Geographic, adapted by Newsela staff on 01.24.20

Word Count 826

Level 950L



Image 1. A firefighter monitors flames as a house burns in the Napa wine region in California in October 2017. All together, the fires torched more than 245,000 acres of land. Photo: Josh Edelson/AFP via Getty Images

Almost every year, devastating wildfires rage across California. In 2017, wildfires hit Northern California's wine country. Together, these fires torched more than 245,000 acres of land. In 2018 and 2019, wildfires damaged other parts of the state.



It now seems more important than ever to understand how wildfires work. It's also important to understand their lasting implications for our health and the environment.

How A Wildfire Starts

Weather forecasters cannot predict when wildfires will break out, but they know that three conditions must be present for a wildfire to burn: fuel, oxygen and a heat source. Firefighters refer to these conditions as the fire triangle.

Four out of five wildfires are started by people. In fact, in 2017, authorities said that 95 percent of fires in California were started by people. But dry weather, drought and strong winds can also ignite a fire, changing a spark into a blaze that lasts for months and burns down thousands of acres.

Lightning is another possible cause of forest fires. Scientists have found that every time the Earth heats up a little more, there is an increase in lightning activity. Since 1975, the number of fires started by lightning has also increased.

A Tricky Relationship

Wildfires actually help certain natural landscapes by clearing underbrush in forests. The underbrush is made up of shrubs and small trees. When underbrush burns, then sunlight can reach the forest floor, and other plants can grow. The fires can get rid of weeds and diseases that might be harming the native plants. In these cases, small fires actually help the ecosystem.

In the past, people tried to put an end to these naturally occurring, low-intensity forest fires. By fighting the natural fires, they left more underbrush on the forest floor, and this created larger high-intensity wildfires.

In the early to mid-1900s, the U.S. Forest Service tried to fight all wildfires, even the good ones. They did this because they were following what people did in Europe. The science of forestry started in Europe, which has a different forest ecosystem than the U.S. But what worked in Europe did not necessarily work for the ecology of the U.S., where some natural fires are necessary.

Today, officials are trying to create a safer relationship with fire. They are blazing some places with "managed wildfire." Fire crews try to shut down wildfires only in fire-prone areas around communities, public water systems and tree orchards. They are learning to let some fires burn themselves out, as nature intended.

The Effects Of Fire On People

A 2016 NASA study stated that forest fires have the ability to heat up the entire planet. Burning trees release carbon, and more carbon in the atmosphere leads to higher temperatures on Earth and more global warming.

Boreal forests, or ecosystems that contain trees like pines and spruces, store more carbon than any other land ecosystem on the planet. Here, the effects of climate change are stronger.

For example, fires swept through the boreal forests of Canada in May 2016. The fires continued for months and burned down millions of acres of land. They also scorched the rich soil on the forest floor, which is a reservoir of carbon. Fires like these release carbon, which leads to warmer temperatures. For every degree that our planet warms, the forest needs more rain or snow to make up for increased dryness.

Worldwide, wildfire smoke kills 339,000 people a year. Most of these people live in Asia and Africa. When smoke affects an area, the number of asthma attacks and hospital admissions increases.

Sometimes, wildfires create a layer of unmoving air known as an inversion. It holds smoke down at the level in which people live and breathe. This is common in places like the western U.S.

Smoke contains tiny airborne particles. When a person breathes in smoke, the particles can slip past the body's defenses. They reach the respiratory system. The particles can also clot your blood. Smoke also contains carbon monoxide, which is a gas that can cause long-lasting damage to the heart.

How Fires Affect Wildlife

Some wild animals have evolved to live with fires, and some even thrive after fires. However, other animals can't outrun the quickly moving flames. Young or small animals are particularly at risk. Slow-moving animals like koalas may end up trapped.

But for many environments, fire doesn't have to mean death. Instead, it results in change, rebirth or new opportunities. For example, woodpeckers will fly into a burned forest to feast on bark beetles in dead and dying trees.

Older forests have different sets of plants and animals than newer forests. For example, a 40-year-old forest might have a lot of species that need a "reset." This reset can come from a fire.



Quiz

1 Read the list of sentences from the article.

1. *A 2016 NASA study stated that forest fires have the ability to heat up the entire planet.*
2. *They also scorched the rich soil on the forest floor, which is a reservoir of carbon.*
3. *Sometimes, wildfires create a layer of unmoving air known as an inversion.*
4. *When a person breathes in smoke, the particles can slip past the body's defenses.*

What central idea do these details support?

- (A) It is important to fight wildfires that start in forest environments.
- (B) Wildfires are caused by a variety of conditions in the environment.
- (C) Some wildfires result in rebirth or new opportunities.
- (D) Wildfires change the environment and affect people's health.

2 Which sentence from the article would be MOST important to include in a summary of the article?

- (A) Since 1975, the number of fires started by lightning has also increased.
- (B) Fire crews try to shut down wildfires only in fire-prone areas around communities, public water systems and tree orchards.
- (C) Burning trees release carbon, and more carbon in the atmosphere leads to higher temperatures on Earth and more global warming.
- (D) However, other animals can't outrun the quickly moving flames.

3 Read the following passage introducing wildfires in California.

Almost every year, devastating wildfires rage across California. In 2017, wildfires hit Northern California's wine country. Together, these fires torched more than 245,000 acres of land. In 2018 and 2019, wildfires damaged other parts of the state.

What does the author MOST LIKELY want the reader to think about wildfires in California based on this selection?

- (A) Wildfires have hit Northern California's wine business harder than any other industry.
- (B) The wildfires that commonly occur throughout California have been very destructive.
- (C) The wildfires that were burning in Northern California moved down into Southern California.
- (D) Wildfires have occurred in some regions of California more than others in recent years.

4 What is MOST LIKELY the reason the author included the idea that some wildfires can be helpful to an ecosystem?

- (A) to support the idea that wildfires generally should be left to burn
- (B) to prove that wildfires are usually more beneficial than harmful
- (C) to illustrate the correct way to fight fires in natural landscapes
- (D) to explain why fire crews allow certain fires to burn themselves out

QUICK CUTS

ACTIVITY GOALS

- I will give my best effort while dribbling through the obstacle course.

TEACHING TIPS

- Soft Touches Keep Control
- Use All of Your Foot
- Head Up on the Dribble

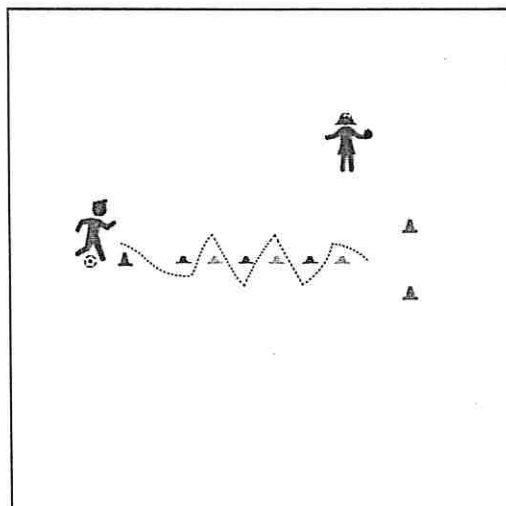
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 15 spot markers, cones, or pinnies
- 1 soccer ball
- 1 "goal"
- 1 stopwatch

Set-Up:

- Set up a speed-dribbling course using the cones: Designate a starting cone, and then place 14 cones in a row after it, about 3–5 feet away from each other. The cones must have enough room for a player to dribble in between them.
- Place a goal at the end of dribbling course.



Activity Procedures:

- Today's activity is called Quick Cuts. We are going to have fun practicing our foot dribbling and shooting skills.
- 1 person will begin at the starting cone with a soccer ball at their feet. On the signal, "Ready, Set Go!" the clock will start. Start dribbling the course by "cutting" in and out of cones and controlling the ball with your feet. If you miss a cone, you must go back and complete it.
- When you reach the end of the course, shoot and until you score in the goal. Once a goal is scored, the clock will stop.
- Try to beat your personal time or play with a friend for a competitive dribbling race.
- Got it down?? Make a new course and try again.

Tips:

- Use small touches to maintain control of the ball.
- Use inside, outside, and laces of feet. No toes.
- Use accuracy when shooting at the goal. It's almost like a pass into the net.
- Try to keep your head up when dribbling.

- Take Your Time:** Time is important! How we spend our time during our day is extremely important, especially when it comes to food. Give yourself time to eat breakfast, lunch, and dinner. In addition, make sure you take your time while you eat: **DON'T RUSH!** Did you know it takes our brains 20–30 minutes from the time we start eating to tell our stomachs we're full? Find time each day to sit down and eat a slow and healthy meal!

Five Components of Physical Fitness Activity Instructions

Cardiovascular Endurance Activity

Cardiovascular endurance is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity.

Your job: Perform jumping jacks for two minutes. Immediately after Find your pulse either at your neck or wrist and time the heart rate for six seconds. Add a zero to the end of this number and you have your heart rate for a minute. Record this on your worksheet. You will do this TWICE.

Body Composition

Body composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body

Your Job: You will brainstorm 4 ways to improve your body composition. Please use complete sentences and complete this on the worksheet portion.

Muscular Endurance

Muscular endurance is the ability of the muscle to continue to perform without fatigue (getting tired).

Your Job: You will be doing squats! Brainstorm as many different types of squats as possible. After you have brainstormed at least 3 different ways, the you will do one type of squat for 45. Take a 10 second break and then do the second type of squat for 45 seconds. Take a 10 second break and then do the last type of squat for 45 seconds. Please take note the way your muscles felt after each type of squat.

Muscular Strength

Muscular strength is the ability of the muscle to exert force during an activity. The key to making your muscles stronger is working them against resistance, whether that be from weights or gravity.

Your Job: You will be doing push-ups and lunges! You will do push-ups for 30 seconds. Take a 30 second break and then do lunges for 30 seconds.

On your worksheet, write down which muscles you feel you worked the most.

Flexibility

Flexibility is the range of motion around a joint. Good flexibility in the joints can help prevent injuries through all stages of life.

Your Job: At this time you will go through a series of stretches. Each stretch should be held for 15 seconds

- Muscles/Body Parts to Stretch: Hamstrings, Quadriceps, Calf's, Lower Back, Shoulders, Triceps,
- You will need to write down all of these stretches on your worksheet and keep them documented

Five Components of Physical Fitness Activity Worksheet

Cardiovascular Endurance

Heart rate trial #1:

Heart rate trail #2:

Body Composition

Brainstorm 4 ways you can improve your own body composition:

-
-
-
-

Muscular Endurance

List the 3 types of squats you completed:

How did your leg muscles feel after each type of squat:

Muscular Strength

Which muscles did you feel you worked the most?

Flexibility

Muscle	Stretch
Hamstrings	
Quadriceps	
Calf's	
Lower Back	
Triceps	
Shoulders	

Name: _____

Short term goals: 5 fitness components

Fitness Component	Short Term Goal	How will you achieve it?
Cardiovascular Endurance		
Muscular Endurance		
Body Composition		
Muscular Strength		
Flexibility		

Song Reflection eLearning Day 1

Name _____ Date _____

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

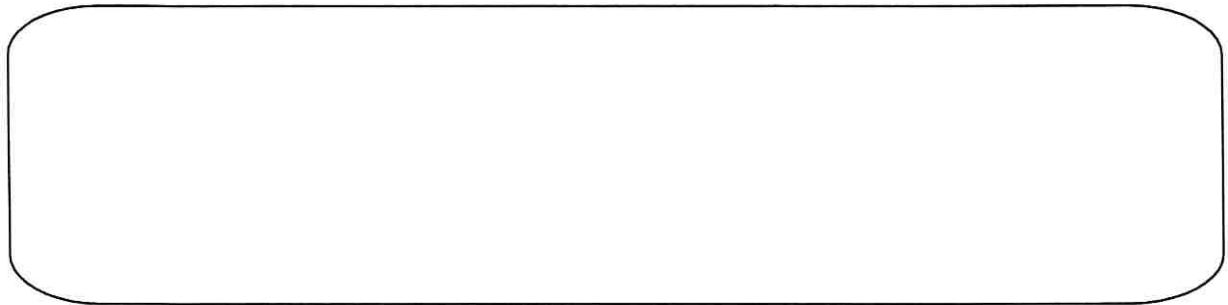
Song title: _____

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.