

## NTI 7th Grade “B Day” Learning Plan

DATE: April 7, 2020

ELA Reading- Ms. Fisher

Office Hours: regular school hours, Google Meet 10-10:30

Social Studies- Mr. VanKlombenberg

Office Hours: regular school hours, Google Meet

Math- Mrs. Lamoreux

Office Hours: regular school hours

<b>ELA Reading</b>	<p><b>Learning Target:</b> The student should be able to:</p> <ul style="list-style-type: none"> <li>- Read a text and respond to questions for comprehension, analysis, and reflection.</li> </ul>
	<p><b>Standard:</b> RL.7.1, RL.7.2, RL.7.3, RL.7.6, RL.7.10, C.7.4, C.7.5, C.7.6, <b>Interdisciplinary Literacy Strategies:</b> 4, 5, 6, 7, 9</p>
	<p><b>Duration:</b> 1.5 hours (to be completed by Friday morning)</p>
	<p><b>Activities:</b></p> <p><b>On Friday, April 10th--I will be holding small group discussions based on the reading of Chapters 1-5. Please sign up for a time slot on the document on Google Classroom.</b></p> <ol style="list-style-type: none"> <li>1. Make sure any leftover work from prior to Spring Break is completed             <ol style="list-style-type: none"> <li>a. EdPuzzle Chapter 1: Parts 1 and 2 (audio, plus questions at the end)</li> <li>b. “While You Read...” activity on Google Classroom</li> <li>c. IXL 7th Grade H.1</li> <li>d. EdPuzzle Chapter 2 (audio, plus questions at the end)</li> <li>e. Chapter 2 Workbook activity on Google Classroom</li> <li>f. IXL 7th Grade H.2</li> </ol> </li> </ol>

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<https://sites.google.com/anchorage.kyschools.us/parenthomeworkhelper/home>

- g. Read Chapter 3 in Lord of the Flies
  - h. Character Journal activity on Google Classroom (due today!)
2. Lord of the Flies--complete all work by Friday morning before your small group discussion
- a. Read Chapter 4 and 5 in Lord of the Flies
    - Book- Chapter 4 58-75; Chapter 5 76-94
    - PDF- Chapter 4 81- 106; 107-134
    - Audiobook- Chapter 4 1:46:22-2:27:10; Chapter 5 2:27:10-3:06:58
  - b. LOTF Chapters 1-5 Double Entry Journal
    - Instructions on Google Slides document in Google Classroom. You should have one quote and response for each chapter (1-5). Please write in detail. These activities are how I'm gauging your reading comprehension of the story.
      1. Slide 1- Directions
      2. Slide 2- Directions cont./Sentence Stems
      3. Slide 3- Rubric for assessment
      4. Slide 4- Model Example (see notes)
      5. Slide 5-9- Chapter Responses (already labeled; 1 quote and response from each chapter)
3. PIP (15 minutes)
- a. The research for this guiding question should be a work-in-progress, and may require more than 15 minutes of work/research if you haven't started. This is also assuming your PIP proposal and previous source slides for Guiding Questions #1 and #2 are turned in on Google Classroom.
  - b. Research Guiding Question #3 and #4 and take notes on the Source Cards on Google Classroom. One source per slide. Remember, some Guiding Questions (more open-ended, deep) may need more than one

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	<p>source. Please label each source slide for each Guiding Question.</p> <p>4. Independent Reading- keep reading in your choice independent reading book! (20 pgs. per day)</p> <p><b>Check in with me anytime on Google Meet from <u>10:00-10:30am on Tuesday, April 7th</u>. The link will be on our Google Classroom page.</b></p>
	<p><b>Turn In:</b></p> <ol style="list-style-type: none"> <li>All previous classwork that was due</li> <li>Chapter 4 &amp; 5 reading by your time slot for small group discussion on Friday, 4/10</li> <li>“LOTF Chapter 1-5 Double Entry Journal” due on Google Classroom by your time slot for small group discussion on Friday, 4/10</li> <li>Sign up for Friday Google Meet Discussion on Google Classroom</li> <li>PIP- Guiding Question #3 &amp; 4 due 8:00am, Friday, April 10 (Please label each Guiding Question!)</li> </ol>
	<p><b>Notes:</b></p>
<b>Social Studies</b>	<p><b>Learning Target:</b> I can explain how the Roman Republic expanded into the Roman Empire.</p>
	<p><b>Standard:</b> n/a</p>
	<p><b>Duration:</b> 2 hours (total for Tuesday and Friday)</p>
	<p><b>Activities:</b> Online Textbook assignment on Rome. Details can be found on our <a href="#">Unit 7 Rome Daily Agenda</a></p>
	<p><b>Turn In:</b> Complete online by Friday at 10PM</p>
	<p><b>Notes:</b></p>
<b>Pre-Algebra Part 1</b>	<p><b>Learning Target:</b> Students will understand the similarities and differences between solving equations and inequalities</p>
	<p><b>Standard:</b> KY.7.EE.4 Use variables to represent quantities in a real-world or mathematical problem and construct equations and inequalities to solve problems by reasoning about the quantities. b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math>, <math>px + q &lt; r</math>, <math>px + q \geq r</math>, <math>px + q \leq r</math>; where p, q and r are specific rational</p>

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	numbers. Graph the solution set of the inequality and interpret it in context of the problem.
	<b>Duration:</b> 45 minutes
	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Check out Estimation 2020 &amp; submit your answer before Wednesday!</li> <li>2. Watch the youtube video on how to use DocHub &amp; how to submit on Classroom</li> <li>3. Go to Brainpop.com (click math, algebra, graphing &amp; solving inequalities) <ol style="list-style-type: none"> <li>a. watch the movie</li> <li>b. Take the quiz, graded</li> <li>c. Take a pic of your score once you reach 80% or better &amp; send to me</li> </ol> </li> <li>4. Listen to the video lesson on classroom ~ solving inequalities</li> <li>5. Open homework document in DocHub &amp; submit when completed.</li> </ol>
	<b>Turn In:</b> Take a picture of your Brainpop quiz, submit homework
	<b>Notes:</b> Your graded quiz is on goformative.com. Check out the comments.
Pre-Algebra	<b>Learning Target:</b> Students solve linear inequalities by graphing.
	<b>Standard:</b> A.REI.12 Graph linear inequalities in two variables. a. Graph the solutions to a linear inequality as a half-plane b. Graph the solution set to a system of linear inequalities as the intersection of the corresponding half-planes.
	<b>Duration:</b> about an hour
	<b>Activities:</b> <ol style="list-style-type: none"> <li>6. Check out Estimation 2020 &amp; submit your answer before Wednesday!</li> <li>7. Listen to the video lesson on classroom ~ solving a system of inequalities</li> <li>8. Listen to the video on DocHub, if needed. Open homework in DocHUB, then submit when completed.</li> <li>9. Use Desmos.com for a graphing calculator, if needed</li> </ol>
	<b>Turn In:</b> <ul style="list-style-type: none"> <li>● Using DocHub, submit your homework, 1 - 16 on Classroom before Friday.</li> </ul>

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	<p><b>Notes:</b> Your graded test is on goformative.com. Check out the comments.</p>
<p><b>Algebra</b></p>	<p><b>Learning Target:</b> Perform arithmetic operations on polynomials.</p>
	<p><b>Standard:</b> N.RN.2 Rewrite expression involving radicals and rational exponents using the properties of exponents.</p>
	<p><b>Duration:</b> about 1 hour</p>
	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Check out Estimation 2020 &amp; submit your answer before Wednesday!</li> <li>2. Listen to the video lesson on classroom~ simplifying radicals</li> <li>3. Listen to the video on DocHub, if needed</li> <li>4. Use DocHub to show your work on homework, That's Radical.</li> </ol>
	<p><b>Turn In:</b></p> <ul style="list-style-type: none"> <li>• Using DocHub, submit your homework on Classroom before Friday.</li> </ul>
	<p><b>Notes:</b> Your graded test is on goformative.com. Check out the comments.</p>



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