

# Week 4.27.2020 Remote Learning Menu – Middle School

**Prioritize any work and activities assigned by your teachers in Canvas.** In Google Chrome, go to: [bit.ly/scsdclever](https://bit.ly/scsdclever)

Sign into Canvas using your SCSD username and password.

If you are not able to access Canvas, or you do not have any work in Canvas for a particular content area, then you can use this Daily Learning Playlist to guide your learning. Choose at least one activity each day from each content area that you had in your regular daily school schedule. Then add additional tasks that interest you or that you think are important for your own learning goals. **Your goal is to earn 50 points each day.**

Content	Task	Point Value	Work Notes – Keep a Log! Share your work with your teachers via Canvas or email!
ELA	<b>Read!</b> Week of 4/27: Read "The Drive-In Movies" by Gary Soto 1. Read for key ideas and details or gist 2. Reread and take notes on what the narrator does to get what he wants	20	<ul style="list-style-type: none"> <li>How did you annotate or take notes?</li> <li>What was interesting or important?</li> </ul>
ELA	<b>Write!</b> Remember to use Claim-Evidence-Reasoning. <i>Weekly Prompt 4/27:</i> After reading "The Drive-In Movies" by Gary Soto, reread paragraphs 3-7. How does paragraph 7 help develop the plot of the story? Use at least two details from the text to support your answer.	20	<ul style="list-style-type: none"> <li>How long did you write?</li> <li>Did you remember to use Claim-Evidence-Reasoning?</li> <li>What was easy? What was hard?</li> </ul>
ELA	<b>View!</b> Watch Clary's own Ms. Clark teach a lesson on "The Drive-In Movies." You can watch it on WCNY Global Connect (Over the Air channel 24.3, Spectrum channel 1276, Verizon FiOS channel 468) airing at 3:30 on Wednesday, 4/22.	10	<ul style="list-style-type: none"> <li>How did you annotate your text or take notes? Try to remember your AVID Focused Note-Taking Processes!</li> </ul>
Math	<b>7<sup>th</sup> Grade Math!</b> A submarine at <b>21 feet below sea level</b> suddenly <b>moves up 6 feet</b> . At what depth is the submarine located now? Write a number sentence to represent the situation. Draw a vertical number line to model the problem. Determine what depth the submarine is located after it moves up 6 feet.	20	<ul style="list-style-type: none"> <li>How long did you work?</li> <li>What was easy? What was hard?</li> <li>What questions do you have?</li> </ul>
Math	<b>DreamBox!</b> Log into Clever, open DreamBox, and spend at least <b>20 minutes</b> working on DreamBox questions. Use the HELP features in DreamBox to support your work.	15	<ul style="list-style-type: none"> <li>How many problems did you finish?</li> <li>How successful were you?</li> </ul>
Math	<b>WCNY Lesson!</b> Attend the <b>WCNY</b> lesson for your course and complete the notes along with assigned practice. Grade 6: Unit 7, Tues. 9:30am-10:00am Grade 7: Unit 8, Wed. 9:30am-10:00am Grade 8: Unit 7, Thurs. 9:30am-10:00am Algebra 1: Quadratics Part 2, Fri. 9:30am-10:00am	15	<ul style="list-style-type: none"> <li>How long did you work?</li> <li>What did you work on?</li> <li>How successful were you?</li> <li>What questions do you have?</li> </ul>
Science 6 <sup>th</sup> – 8 <sup>th</sup>	<b>WCNY Lesson!</b> Attend the <b>WCNY</b> lesson. Complete the work below based on each lesson! <u>Monday April 27</u> 12pm-12:30pm TOPIC: 6 <sup>th</sup> Grade Science – History of Earth <u>Wednesday April 29</u> 12pm-12:30pm TOPIC: 7 <sup>th</sup> Grade Science- Engineering Process <u>Friday May 1<sup>st</sup></u> 12pm-12:30pm TOPIC: 8 <sup>th</sup> Grade Science- 6 <sup>th</sup> Grade Review	50	<ul style="list-style-type: none"> <li>How long did you watch?</li> <li>What did you learn?</li> <li>What questions do you have?</li> <li>Save or Share your daily learning log with your teacher.</li> </ul>

<b>Science</b> <b>7<sup>th</sup></b>	<p><b><u>What are the 7 STEPS of the Engineering Process?</u></b></p> <ol style="list-style-type: none"> <li>1. What is the ASK? 5.6 PTS</li> <li>2. What is RESEARCH? 5.6 PTS</li> <li>3. What is IMAGINE? 5.6 PTS</li> <li>4. What is PLAN? 5.6 PTS</li> <li>5. What is CREATE? 5.6 PTS</li> <li>6. What is TEST? 5.6 PTS</li> <li>7. What is IMPROVE? 5.6 PTS</li> <li>8. What is COMMUNICATE RESULTS? 5.6 PTS</li> </ol>	<b>15</b>	<ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher.</li> </ul>
<b>Social Studies</b>	<p><b>Think Like a Social Scientist!</b> Check your Social Studies Class on Canvas, OneNote or Learn at Home Packet for assignments from your teacher. Follow teacher directions and submit tasks accordingly.</p>	<b>15</b>	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• What questions do you have?</li> </ul>
<b>Social Studies</b>	<p><b>Civic Participation!</b> Watch Taking Civic Action at Home on Global WCNY Channel on Fridays at 10:30 am. Then watch two different newscasts or research two different news articles on the same topic from two different news sources. Laterally analyze the sources and take civic action at home as described in the program. Submit your summary to your teacher.</p>	<b>5</b>	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you focus on?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> </ul>
<b>Social Studies</b>	<p><b>Enhance Your Understanding:</b> Read the NEWSELA article assigned by your teacher and follow directions by your teacher and submit tasks accordingly.</p>	<b>5</b>	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Who did you learn about?</li> <li>• What was most interesting?</li> </ul>
<b>Health &amp; PE</b>	<p><b>Physical Fitness!</b> Exercise for at least 60 minutes each day. Get moving and get some fresh air if you can (remember to practice social distancing). Keep a fitness journal recording each of your exercises. Remember variety is key!</p> <p>Remember to watch WCNY every day from 10:00-10:30 for more Health and Physical Education activities.</p>	<b>10</b>	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• Why did you choose this activity?</li> <li>• How did it make you feel?</li> </ul>
<b>Health &amp; PE</b>	<p><b>Self-Management!</b> List the steps for proper hand washing and post near a sink at home. Draw or create a poster showing images that display proper handwashing techniques. Or, do a video of yourself sharing the steps with your family.</p>	<b>5</b>	<ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Why did you choose this activity?</li> <li>• What did you learn?</li> </ul>
<b>Art &amp; Music</b>	<p><b>Get creative!</b> Check your Art or Music class on Canvas for an assignment from your teacher. Follow their directions for task completion. Reach out for help as needed! If you don't have access to Canvas or there isn't an assignment, try the following:</p> <ul style="list-style-type: none"> <li>• Art: Observation Drawing- Go to your favorite part of your home. Sit down, take a good look around. Draw the room from your point of view. Use as many details as possible. Finish this point of view drawing with any art materials you have available. Share why you chose this place with a family member. Mark it in your learning log!</li> <li>• Music: Interview someone in your home about their favorite song/kind of music. Why do they like it? How does it make them feel? When do they like to listen to it? Share your interview with your teacher! Mark it in your learning log!</li> </ul> <p><b>Instrumental Musicians:</b> Check-in with your band/orchestra teacher for assignments. Practice your instrument daily!!</p>	<b>10</b>	<ul style="list-style-type: none"> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• How did it make you feel?</li> </ul>

# Daily Schedule

Make a schedule each day. What will you do and when?

Remember to do something you enjoy each day too!

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Block 1</b>					
<b>Block 2</b>					

## Daily Learning Log – Middle School – Goal: 50 Points/Day!

Date	Time	Content	Task	Notes	Points
Example 3/15	8-8:30 AM	SS	World News	30 minutes - <i>Good Morning America</i> . Doctor was talking about how to be proactive against Coronavirus. Learned that I should not go to the mall or hang out with my friends while we are in an emergency state. We should be practicing social distancing to slow the spread of the virus. I wonder how long it will take for this to stop spreading. I wonder how long we will be out of school.	5/5

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Drive-In Movies

By Gary Soto  
1990

*Gary Soto is an American poet, novelist, and memoirist. In this short story, Soto describes his desire to go to the drive-in movies as a kid. As you read, take notes on what the narrator does to get what he wants.*

- [1] For our family, moviegoing was rare. But if our mom, tired from a week of candling eggs,<sup>1</sup> woke up happy on a Saturday morning, there was a chance we might later scramble to our blue Chevy and beat nightfall to the Starlight Drive-In. My brother and sister knew this. I knew this. So on Saturday we tried to be good. We sat in the cool shadows of the TV with the volume low and watched cartoons, a prelude<sup>2</sup> of what was to come.



*"Drive-In" by Stefani is licensed under CC BY-NC-SA 2.0.*

One Saturday I decided to be extra good. When she came out of the bedroom tying her robe, she

yawned a hat-sized yawn and blinked red eyes at the weak brew of coffee I had fixed for her. I made her toast with strawberry jam spread to all the corners and set three boxes of cereal in front of her. If she didn't care to eat cereal, she could always look at the back of the boxes as she drank her coffee.

I went outside. The lawn was tall but too wet with dew to mow. I picked up a trowel<sup>3</sup> and began to weed the flower bed. The weeds were really bermuda grass,<sup>4</sup> long stringers that ran finger-deep in the ground. I got to work quickly and in no time crescents of earth began rising under my fingernails. I was sweaty hot. My knees hurt from kneeling, and my brain was dull from making the trowel go up and down, dribbling crumbs of earth. I dug for a half an hour, then stopped to play with the neighbor's dog and pop ticks from his poor snout.

I then mowed the lawn, which was still beaded with dew and noisy with bees hovering over clover. This job was less dull because as I pushed the mower over the shaggy lawn, I could see it looked tidier. My brother and sister watched from the window. Their faces were fat with cereal, a third helping. I made a face at them when they asked how come I was working. Rick pointed to part of the lawn.

- [5] "You missed some over there." I ignored him and kept my attention on the windmill of grassy blades.

While I was emptying the catcher, a bee stung the bottom of my foot. I danced on one leg and was ready to cry when Mother showed her face at the window. I sat down on the grass and examined my foot: the stinger was pulsating.<sup>5</sup> I pulled it out quickly, ran water over the sting and packed it with mud, Grandmother's remedy.

1. to test an egg for freshness or fertility by holding it to a light
2. an action or event serving as an introduction to something larger
3. a small handheld tool with a curved scoop for lifting plants out of the ground
4. a type of grass common in warmer parts of the world



Hobbling, I returned to the flower bed where I pulled more stringers and again played with the dog. More ticks had migrated<sup>6</sup> to his snout. I swept the front steps, took out the garbage, cleaned the lint filter to the dryer (easy), plucked hair from the industrial wash basin<sup>7</sup> in the garage (also easy), hosed off the patio, smashed three snails sucking paint from the house (disgusting but fun), tied a bundle of newspapers, put away toys, and, finally, seeing that almost everything was done and the sun was not too high, started waxing the car.

My brother joined me with an old gym sock, and our sister watched us while sucking on a cherry Kool-Aid cube. The liquid wax drooled onto the sock, and we began to swirl the white slop on the chrome. My arms ached from buffing, which though less boring than weeding, was harder. But the beauty was evident. The shine, hurting our eyes and glinting like an armful of dimes, brought Mother out. She looked around the yard and said, "Pretty good." She winced at the grille and returned inside the house.

We began to wax the paint. My brother applied the liquid and I followed him rubbing hard in wide circles as we moved around the car. I began to hurry because my arms were hurting and my stung foot looked like a water balloon. We were working around the trunk when Rick pounded on the bottle of wax. He squeezed the bottle and it sneezed a few more white drops.

[10] We looked at each other. "There's some on the sock," I said. "Let's keep going."

We polished and buffed, sweat weeping on our brows. We got scared when we noticed that the gym sock was now blue. The paint was coming off. Our sister fit ice cubes into our mouths and we worked harder, more intently, more dedicated to the car and our mother. We ran the sock over the chrome, trying to pick up extra wax. But there wasn't enough to cover the entire car. Only half got waxed, but we thought it was better than nothing and went inside for lunch. After lunch, we returned outside with tasty sandwiches.

Rick and I nearly jumped. The waxed side of the car was foggy white. We took a rag and began to polish vigorously<sup>8</sup> and nearly in tears, but the fog wouldn't come off. I blamed Rick and he blamed me. Debra stood at the window, not wanting to get involved. Now, not only would we not go to the movies, but Mom would surely snap a branch from the plum tree and chase us around the yard.

Mom came out and looked at us with hands on her aproned hips. Finally, she said, "you boys worked so hard." She turned on the garden hose and washed the car. That night we did go to the drive-in. The first feature was about nothing, and the second feature, starring Jerry Lewis, was *Cinderfella*.<sup>9</sup> I tried to stay awake. I kept a wad of homemade popcorn in my cheek and laughed when Jerry Lewis fit golf tees in his nose. I rubbed my watery eyes. I laughed and looked at my mom. I promised myself I would remember that scene with the golf tees and promised myself not to work so hard the coming Saturday.

Twenty minutes into the movie, I fell asleep with one hand in the popcorn.

*"The Drive-In Movies" by Gary Soto © 1990. Used by permission of the author.*

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5. to vibrate; to expand and contract repeatedly
  6. **Migrate (verb):** to move from one region to another
  7. a very large wash basin or tub, suitable for use in a factory
  8. **Vigorous (adjective):** done with force and energy
  9. a comedy film adaptation of the classic Cinderella story, released in 1960

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

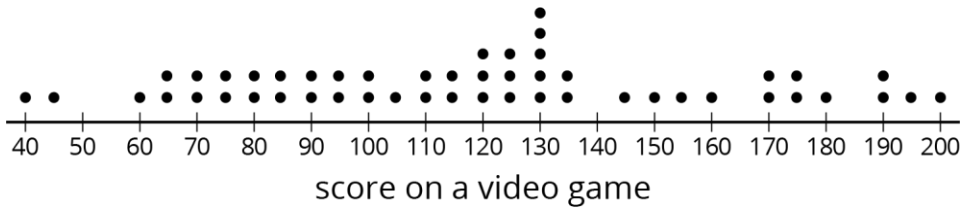
1. PART A: How do the narrator's actions develop the story's theme?
  - A. He does chores because he wants to go to the movies, which shows the value of working toward one's goals.
  - B. He misses out on his reward by falling asleep, which makes him believe that hard work is not worth it.
  - C. He works hard and realizes that it is better to earn rewards rather than just to receive them.
  - D. He goes against his mother's rules, which suggests that breaking rules can make people happy.
  
2. PART B: Which quote from the text best supports the answer to Part A?
  - A. "She looked around the yard and said, 'Pretty good.' She winced at the grille and returned inside the house." (Paragraph 8)
  - B. "We polished and buffed, sweat weeping on our brows. We got scared when we noticed that the gym sock was now blue. The paint was coming off." (Paragraph 11)
  - C. "Finally, she said, 'you boys worked so hard.' She turned on the garden hose and washed the car. That night we did go to the drive-in." (Paragraph 13)
  - D. "Twenty minutes into the movie, I fell asleep with one hand in the popcorn." (Paragraph 14)
  
3. PART A: How is the narrator affected when parts of the car turn white?
  - A. He is embarrassed that the family will now be seen in an ugly car.
  - B. He feels proud of how hard he and his brother worked on the car.
  - C. He feels guilty for getting his siblings involved in his own plans.
  - D. He is worried that all of his hard work will actually anger his mother.
  
4. PART B: Which quote from the text best supports the answer to Part A?
  - A. "But the beauty was evident. The shine, hurting our eyes and glinting like an armful of dimes, brought Mother out." (Paragraph 8)
  - B. "I blamed Rick and he blamed me. Debra stood at the window, not wanting to get involved." (Paragraph 12)
  - C. "Now, not only would we not go to the movies, but Mom would surely snap a branch from the plum tree and chase us around the yard." (Paragraph 12)
  - D. "I promised myself I would remember that scene with the golf tees and promised myself not to work so hard the coming Saturday." (Paragraph 13)

## Math Grade 7 Unit 8 Sampling Practice

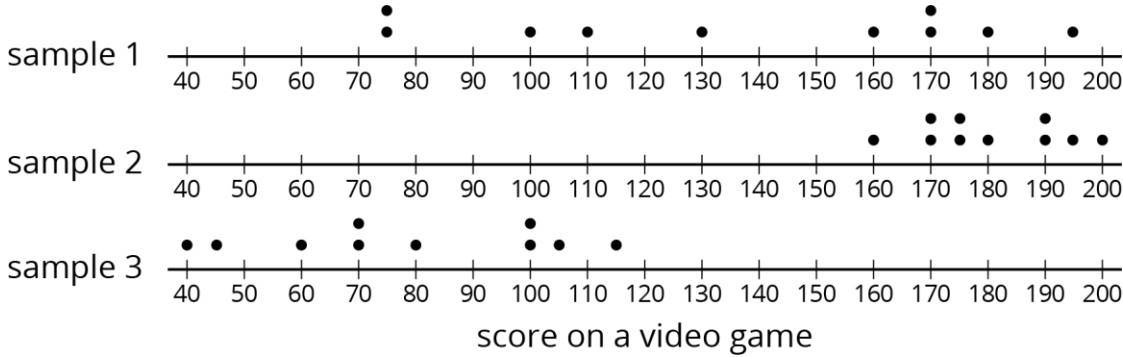
1. Suppose you are interested in learning about how much time seventh grade students at your school spend outdoors on a typical school day.

Select **all** the samples that are a part of the population you are interested in.

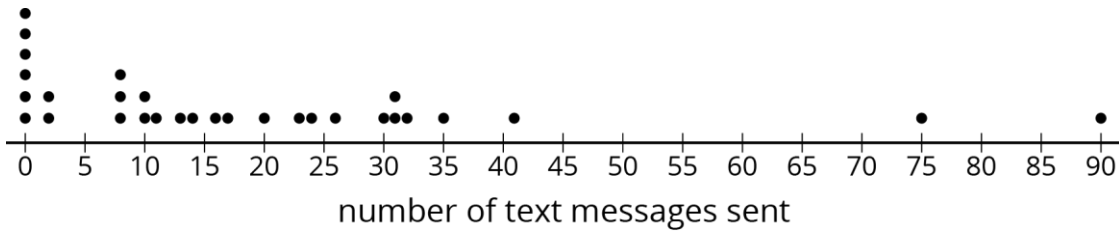
- a. The 20 students in a seventh grade math class.
  - b. The first 20 students to arrive at school on a particular day.
  - c. The seventh grade students participating in a science fair put on by the four middle schools in a school district.
  - d. The 10 seventh graders on the school soccer team.
  - e. The students on the school debate team.
2. For each sample given, list two possible populations they could belong to.
    - a. Sample: The prices for apples at two stores near your house.
    - b. Sample: The days of the week the students in your math class ordered food during the past week.
    - c. Sample: The daily high temperatures for the capital cities of all 50 U.S. states over the past year.
  3. Lin wants to know how many games teenagers in the United States have on their phones.
    - a. What is the population for Lin's question?
    - b. Explain why collecting data for this population would be difficult.
    - c. Give an example of a sample Lin could use to help answer her question.
  4. This is a dot plot of the scores on a video game for a population of 50 teenagers.



The three dot plots together are the scores of teenagers in three samples from this population. Which of the three samples is most representative of the population? Explain how you know.



5. This is a dot plot of the number of text messages sent one day for a sample of the students at a local high school. The sample consisted of 30 students and was selected to be representative of the population.



- What do the six values of 0 in the dot plot represent?
  - Since this sample is representative of the population, describe what you think a dot plot for the entire population might look like.
6. A doctor suspects you might have a certain strain of flu and wants to test your blood for the presence of markers for this strain of virus. Why would it be good for the doctor to take a sample of your blood rather than use the population?