

7th Grade

Snow Day Scholars Program



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Independent Learning Day Activities

Dear Students, Parents and Families:

As you know, weather in Connecticut during the long winter months is unpredictable, and often impacts our school schedule. For the 2019-2020 school year, the South Windsor Board of Education approved a district wide pilot of the **Snow Day Scholars** program. This initiative will support ongoing learning, even when students are home from school. The pilot will allow us to assess the feasibility of allowing students to demonstrate independent learning on emergency closing days with the understanding that the day will not need to be added to the calendar in June. The Snow Day Scholars program will only be initiated after three (3) emergency closing days have occurred. Both the 4th and 5th emergency closing days will be designated as an Independent Learning Day.

While at home on these days, students are asked to engage in independent learning, using their time to apply the skills and knowledge they have been working on in their classrooms. Included in this booklet are the following:

- Two separate menus of learning activities carefully crafted by teams of teachers and curriculum professionals are provided for each of the two Snow Day Scholars emergency closing days. These activities represent various content areas and levels of difficulty, and aim to support creativity, innovative thinking, personal wellness, and social consciousness.
- Some activities refer to a separate worksheet. These items are highlighted in **red**, and contain a reference number (e.g., "1-A") which can be found at the top of each attachment. All attachments have been provided in student packets, and are also available on the website.
- A **SAMPLE** of the optional parent feedback form is provided for your reference. Principals will send a link to the online survey to parents after each Snow Day Scholars event.

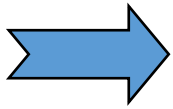
On emergency closing days #4 and #5, students should select and complete **at least four (4)** activities from the designated activity menu. After each activity is completed, check the box in the activity square. Students should bring the menu (as well as any other worksheets or papers) back to school to share with their homeroom teacher.

If you have any questions, do not hesitate to reach out to your child's teachers. **For your convenience, all of the information included in this packet (with embedded hyperlinks) is also available on the website.** Links to this and other information are provided on the back cover of this booklet.

Your continued partnership to help South Windsor Public Schools develop meaningful programs and activities for our students is always appreciated!

DREAM. ACHIEVE. INSPIRE.

Day 1 Activity Menu for Emergency Closing Day #4



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your homeroom teacher when you return to school.



Literacy



Math



S.T.E.M.



Social
Studies



World
Language



Career &
Tech Ed



Art and
Music



Health and
Wellness

NOTE: Items in **RED** indicate an attachment contained in this booklet; items in **BLUE** indicate an online website or resource



Choose a historic time period. Write a paragraph describing what you think a teenager's day would be like during the winter in that time period.



Read an independent reading book for at least 30 minutes. Then, write a 3-5 sentence summary of what you read.



Choose and complete one or more activities from any of the following websites that interests you.

www.8notes.com
www.musictheory.net
www.classicsforkids.com



Listen to a composition by a composer of your choice; write a short essay describing the composition, and 1-2 paragraphs about the composer and what you learned from your research.
www.classicsforkids.com



Research a mindfulness strategy for students and describe how you could use it throughout your school day.



Complete the at home experiment outlined on the **Molecular Motion vs. Temperature worksheet (1-A).**



Complete one or more of the Digital Literacy **Everfi** activities on **worksheet (1-B).**



With adult permission: (1) shovel snow for at least 30 minutes; or (2) go outside and sled for at least 30 minutes



Computational Thinking: 4 cups of snow equals how many cups of water? Complete **worksheet (1-C).**



Cereal Box Unit Nutritional Facts and Unit Rates: Find a cereal box in your house, and complete the activities on the **Cereal Box worksheet (1-D).**



Create a list of 10 first aid supplies, take a snapshot, then locate the items in your home. Create a first aid kit by putting supplies in one location (zip lock bag, shoe box).



Quantile Math at Home: Explore enrichment activities for math just for you! <https://hub.lexile.com/math-at-home>



Watch the video and complete the activities on the **"Elements of Art - Texture" worksheet (1-E)**



Watch your favorite Disney animated movie in French or Spanish and turn on the subtitles.



FRENCH ONLY: Use your online access to your textbook and practice your skills. Choose any activity that interests you.



Complete the **CNN News Update activity (1-F).**

Day 1 Worksheets, Writing Prompts and Attachments



DIGITAL LITERACY: EVERFI ACTIVITIES

(1-B)



Log-in to your EverFi account and complete one or more of the following activities:

- Choosing a Computer
- Wireless Communication
- The Virtual World
- Internet Resources & Credibility
- Creating Multimedia Projects
- Digital Relationships and Respect
- The Future of Technology and You



COMPUTATIONAL THINKING

(1-C)

The problem you are investigating is: **4 cups of snow equals how many cups of water?**

Procedure:

1. Fill a container with 4 cups of snow and bring it inside to melt.
2. Once it is melted, carefully measure how much water resulted from the melting snow.
3. Do the math:
 - How much water would you have if you melted 8 cups of snow?
 - 16 cups of snow?
 - 400 cups of snow? (you may create a table in the space below)

Predict if the ratio would increase or decrease if the temperature outside were slightly warmer.



CEREAL BOX: NUTRITIONAL FACTS AND UNIT RATES

(1-D)

For this activity, you will need two different boxes of cereal.

Name of the Product: _____

Product Price (if unknown, make up a price): \$ _____

Net Weight in U.S. Customary System: _____

Net Weight in Metric System: _____

In the table below, show the Rates, then compute the following UNIT RATES. Show your work and label.

PRICE PER OZ. <u>(Think money)</u>	CALORIES (no milk) PER CUP <u>(If needed, round to the nearest tenth)</u>	CALORIES (with milk) PER CUP <u>(If needed, round to the nearest tenth)</u>

Are there any vitamins in this product? YES NO

If Yes, list a vitamin with which you are familiar and its percentage per serving (no milk): _____

By law, ingredients are listed in order of amount per box. What is the most plentiful ingredient in this product?

What 3 things about the packaging (front/back/or both) would get someone to buy this product?

1. _____

2. _____

3. _____

Cut above the rest questions...

- Vinnie ate 1 cup (with milk) of this product every school day morning last week. By Friday morning, his mom ran out of milk so he ate 1 cup of cereal with no milk. How many total calories from this product only did Vinnie consume last week, Monday through Friday? (show your work)

- Name the specific 3-D share of this product. _____

Day 1 Worksheets, Writing Prompts and Attachments



(continued) CEREAL BOX: NUTRITIONAL FACTS AND UNIT RATES

(1-D)

Choose another cereal box.

Name of the Product: _____

Product Price (if unknown, make up a price): \$ _____

Net Weight in U.S. Customary System: _____

Net Weight in Metric System: _____

In the table below, show the Rates, then compute the following UNIT RATES. Show your work and label.

PRICE PER OZ. <u>(Think money)</u>	CALORIES (no milk) PER CUP <u>(If needed, round to the nearest tenth)</u>	CALORIES (with milk) PER CUP <u>(If needed, round to the nearest tenth)</u>

Are there any vitamins in this product? YES NO

If Yes, list a vitamin with which you are familiar and its percentage per serving (no milk): _____

By law, ingredients are listed in order of amount per box. What is the most plentiful ingredient in this product?

What 3 things about the packaging (front/back/or both) would get someone to buy this product?

1. _____
2. _____
3. _____



Name the product that was the better buy: _____

Why was it a better buy (please be specific): _____

Complete this statement: "I didn't know _____



Follow the link, watch the video, and answer the questions below:

<https://cptv.pbslearningmedia.org/resource/1322fd8a-9c55-4e5b-91a9-b65373c4ebbf/elements-of-art-texture/#.XaXFuUZKiUk>

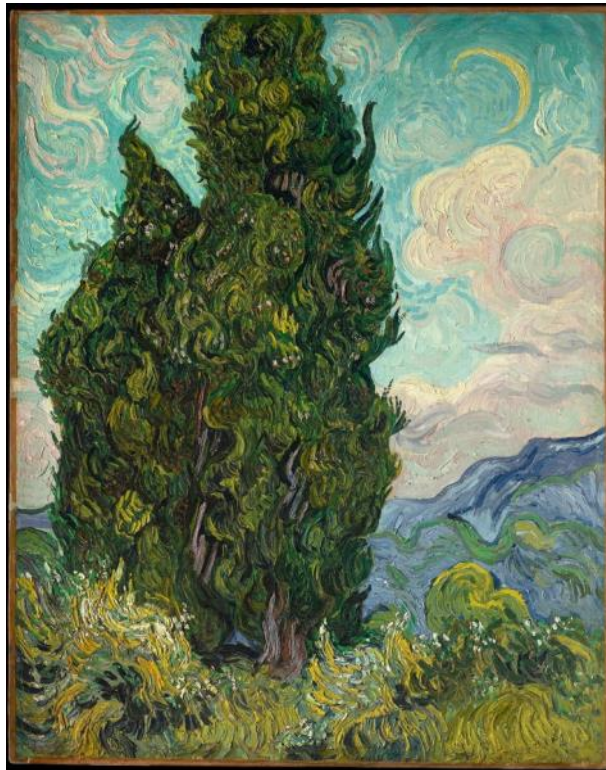
Explain what a texture is.

1. What is the difference between "actual" and "implied" texture?
2. How can an artist create "implied" texture in a two-dimensional work?
3. Choose one word from the video that you aren't familiar with and define it using a dictionary. If there weren't any words you didn't understand, choose one that you think someone else might not know.

Analysis of a piece of art

Answer the following questions based on the art you see here.

Cypresses by Vincent van Gogh



1. How does the artist create texture in this artwork?
2. What does the texture make you feel or think about?
3. If you were painting, what kind of texture would you use? And why?

Day 1 Worksheets, Writing Prompts and Attachments



CNN NEWS UPDATE

(1-F)



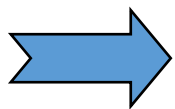
Directions: Watch a CNN 10 News Update video. Select one or more of the videos from the past week. Complete the following chart and question based on the news stories you viewed. <https://www.cnn.com/cnn10>

Story Topic and Summary <i>Write the main topic of the story. Take notes on the main points. (You may use</i>	Your Reaction <i>Write down your thoughts on this news story. You can have more than one.</i>	Cause and Effect <i>Describe one cause and effect relationship from the story. What is one event or factor</i>	Question(s) <i>What do you want to know more about after viewing this story?</i>
Topic: Notes:		Cause: Effect:	
Topic: Notes:		Cause: Effect:	
Topic: Notes:		Cause: Effect:	

Reflection Question: Chose one story to discuss further. Who is mostly impacted by this news story? How are the people of that area/country/region impacted? How will it also impact the world?

Response:

Day 2 Activity Menu for Emergency Closing Day #5



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your homeroom teacher when you return to school.



Literacy



Math



S.T.E.M.



Social
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World
Language



Career &
Tech Ed



Art and
Music



Health and
Wellness

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Read independently for at least 30 minutes. Then, write one or more paragraphs to respond to the following prompt: Would you be friends with the main character in the book you are reading? Why or why not?



As part of an early English unit we discussed heroism. Visit Time.com and navigate to the "Next Generation Leaders" section. Complete the **Heroism writing prompt on 2-A.**



Take on the role of a Latin American explorer. Choose a region (Mexico, Central America, Caribbean Islands, Andes and Pampas, or Amazon Rainforest) and write 3 journal entries based on the **writing prompts listed on 2-B.**



Properties of Matter: What is the best way to melt snow? Follow the instructions to complete the experiment on **worksheet 2-C.**



Search any vocabulary topic in French or Spanish that interests you.



Self-Portrait: Look in a mirror and draw a self-portrait. Include as much realistic detail as possible.



Let's Get Moving: Pick three activities from the packet to help you work on your fitness (instructions/diagrams are included on **worksheet 2-D.**



With permission, use ingredients you have in your house to prepare a healthy snack/meal to share with your family. Be sure to clean up any mess you make! Ask an adult to write a brief review of your work - including clean-up!



Graphing: Make a data table and create a graph of something in your house. Be sure to include a title, and appropriate labels to show what you found. Use the **template on attachment 2-E.**



Explore math enrichment activities just for you. Go to: <https://hub.lexile.com/math-at-home> Choose "Common Core," "Grade 7," choose how you feel about math this year, and complete one or more activities.



Locate, count, and check all fire alarms, carbon monoxide sensors, etc. Review/create a fire evacuation or safety plan for your family (e.g., meeting spot, two ways to evacuate each room, etc.) Draw the plan and take a snapshot.



Choose and complete one or more activities from any of the following websites that interests you.
www.8notes.com
www.musictheory.net
www.classicsforkids.com



Practice coding at Incredibots.com. Finish the first 8 tutorial levels, and take a screenshot to share with your teacher.



Watch the [Math Antics - Converting Fractions video](#) on YouTube. Then complete the worksheet and snowflake coloring activity. All information is on **Worksheet 2-F.**



FRENCH: Explore France OR Quebec with GeoCulture in your online textbook. (For Ile-de-France see pp. xxiv-4. For Quebec see pp. 72-75.) Watch the video, read and do all activities on those pages.



BONUS: Design your own Snow Day Scholars activity. What are the goals and learning expectations of your activity? What content area(s) does it represent?

Day 2 Worksheets, Writing Prompts and Attachments



HEROISM

(2-A)

As part of an early English unit, we discussed heroism. Visit Time.com and navigate to the “Next Generation Leaders” section. Select a highlighted leader and read the information provided. Write one or more brief paragraphs explaining how this individual demonstrates characteristics of a leader. Discuss whether or not they would be considered heroic, and why.



LATIN AMERICAN EXPLORER

(2-B)



Take on the role of a Latin American explorer. Choose a region (Mexico, Central America, Caribbean Islands, Andes and Pampas, or Amazon Rainforest) and write 3 journal entries describing the land and people you come across on your travels. Think about including descriptions of any landforms, plants, animals, buildings, ruins, and the people’s way of life (clothing, food, rituals, jobs, etc.).



PROPERTIES OF MATTER

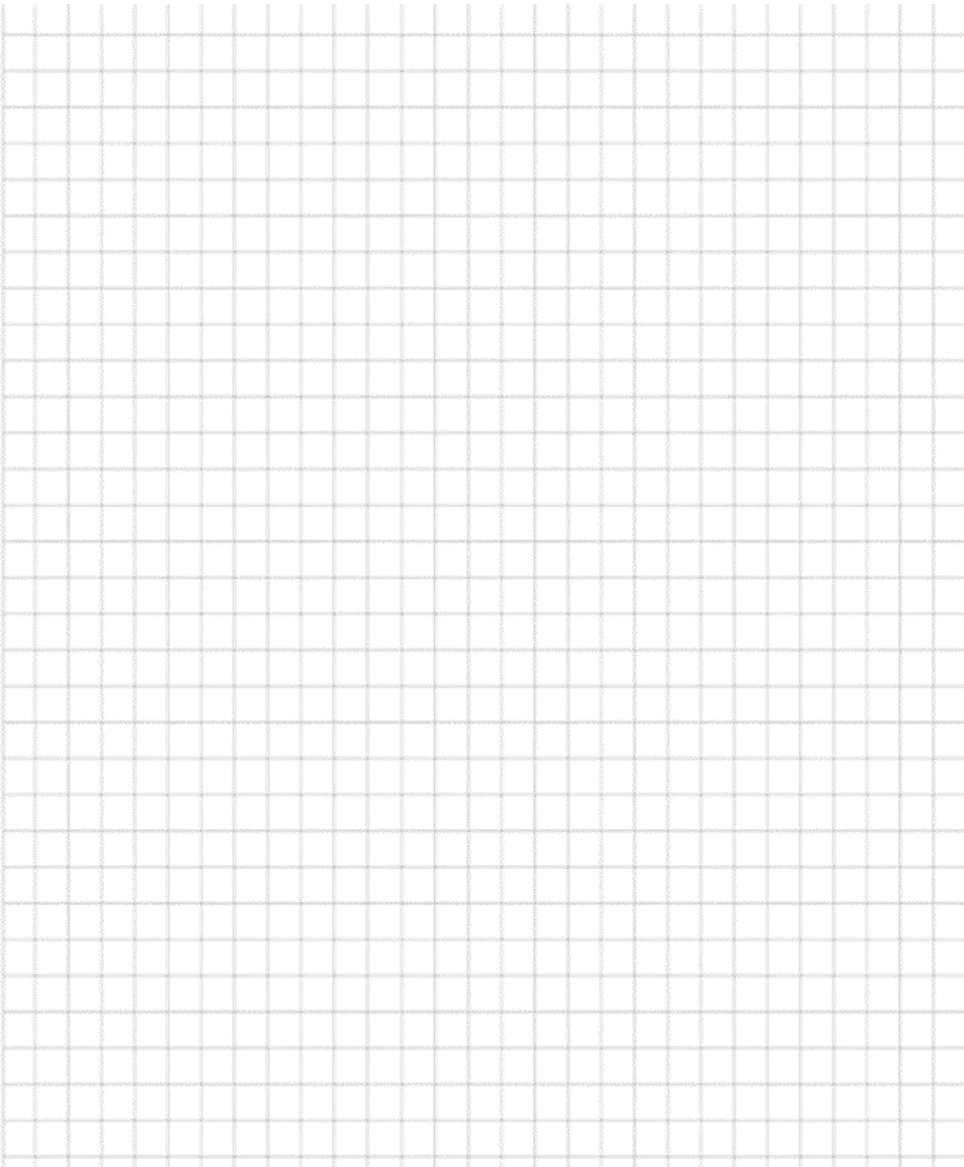
(2-C)

The problem you are investigating is: **What is the best way to melt snow?**

Procedure:

1. Put equal amounts of snow (or use ice cubes) in six sections of a muffin pan.
2. Put one tablespoon of baking soda on top of one of the sections of snow (or ice). Label it.
3. Repeat with one tablespoon of each of the following in the other sections of the muffin pan:
 - Sugar
 - Salt
 - Hot Water
 - Cold Water
 - One section gets nothing
4. Time how long it takes each section to melt.
5. Record your data in a data table.
6. Graph your results.

Data Table:



Day 2 Worksheets, Writing Prompts and Attachments



LET'S GET MOVING!

(2-D)

WALL PUSH-UP EXERCISE

TARGETED MUSCLES: Arms, shoulders, and chest



1. Face a wall, standing a little farther than arm's length away, feet shoulder-width apart.
2. Lean your body forward and put your palms flat against the wall at shoulder height and shoulder-width apart.
3. Slowly breathe in as you bend your elbows and lower your upper body toward the wall in a slow, controlled motion. Keep your feet flat on the floor.
4. Hold the position for 1 second.
5. Breathe out; slowly push yourself back until your arms are straight.
6. Continue for 10-15 reps
7. Rest 1 minute, then repeat 10-15 more reps.

CURL-UPS

TARGETED MUSCLES: Abdominals



1. Begin by lying flat on the floor on your back with knees bent, heels approximately 18' away from your buttocks and arms extended at your side
2. Raise your head and shoulders off the floor and slide your hands along the floor keeping your elbows locked and feet flat until your fingertips almost reach your heels
3. Return to the starting position (only pausing for ½ second) then repeat this movement until you have done 10-15 reps.
4. Rest 1 minute, then repeat another 10-15 reps.

STANDARD PLANK

TARGETED MUSCLES: The **plank** is one of the best **exercises** you can **do** for your core because it builds isometric strength to help sculpt your waistline (abdominals) and improve your posture. Depending on the type of **plank** you try, you can also engage your back, arms, shoulders, glutes, and hamstrings.



1. Plant hands directly under shoulders (slightly wider than shoulder width) like you're about to do a push-up.
2. Ground toes into the floor and squeeze glutes to stabilize your body. Your legs should be working, too — be careful not to lock or hyperextend your knees.
3. Neutralize your neck and spine by looking at a spot on the floor about a foot beyond your hands. Your head should be in line with your back.
4. Hold the position for 20-60 seconds. As you get more comfortable with the move, hold your plank for as long as possible without compromising your form or breath.
5. Continue for 10-15 reps. Rest 1 minute, then repeat 10-15 more reps.

BOX JUMPS

During the upward phase of this movement, you'll use your core, glutes, quads, hamstrings, calves, and even arms to propel yourself onto the **box**. When you land during **box jump** workouts, your quads will do most of the work



1. To properly perform a basic **box jump**, stand facing the **box**, feet shoulder-width apart.
2. Bend your knees and swing arms behind you, keeping your back straight. In one explosive motion, swing your arms forward and push off the ground, tucking your knees slightly as you spring up onto the **box**.
3. Repeat this until you have done 10 reps total.
4. Rest one minute then repeat 10 more reps.

FOREARM PLANK

TARGETED MUSCLES: The **plank** is one of the best exercises you can do for your core because it builds isometric strength to help sculpt your waistline (abdominals) and improve your posture. And depending on the type of **plank** you try, you can also engage your back, arms, shoulders, glutes, and hamstrings.



1. This variation, one of the most common ways to perform a plank, is slightly easier than holding your body up with just your hands.
2. Place forearms on the floor with elbows aligned below shoulders and arms parallel to your body at about shoulder width. If flat palms bother your wrists, clasp your hands together.
3. Hold the position for 20-60 seconds. As you get more comfortable with the move, hold your plank for as long as possible without compromising your form or breath.

MOUNTAIN CLIMBERS

An exercise that gets your heart rate up fast, while also firing nearly every **muscle** group in the body—deltoids, biceps, triceps, chest, obliques, abdominals, quads, hamstrings and hip abductors.



1. Start in a plank position with arms and legs long. Beginning in a solid plank is the key to proper form and good results in the **Mountain Climber**. ...
2. Pull your right knee into your chest. ...
3. Quickly switch and pull the left knee in...
4. Continue to switch knees until you have performed 10-20 reps
5. Rest one minute, then perform 10-20 more reps

HIGH KNEES



How to Do High Knees

Develops strength and endurance of the hip flexors, the **muscles** that lift the **knees** and prevents plodding in the running stride. Develops strength and endurance of the quads. Stretches the hip extensors, which include the gluteal **muscles**. These benefits lead to a longer stride for faster, more efficient running.

1. Stand with your feet hip-width apart. Lift up your left **knee** to your chest.
2. Switch to lift your right **knee** to your chest. Continue the movement, alternating legs and moving at a sprinting or running pace for 30 seconds.
3. Rest one minute, then repeat for 30 more seconds

JUMPING JACKS

Target Muscles—Lats, shoulders, biceps, triceps, inner thighs, hamstrings, quads, calves, and glutes



1. Start standing up with your legs together, a slight bend in knees, and hands resting on thighs.
2. Keeping knees bent, open the arms and legs out to the sides. Arms come above the head and legs wider than shoulders.
3. Close your arms and legs back to your sides, return to start.
4. Repeat until you have performed 20 reps
5. Rest one minute then repeat 20 more reps

SQUAT JUMPS



A **squat** or **jumping** exercise works numerous **muscles** in the lower body, core, and even the upper body. The major **muscles** used are the quadriceps, hamstrings, gluteals, lower back and abdominals.

1. Stand with your feet shoulder-width apart.
2. Start by doing a regular squat, then engage your core and jump up explosively.
3. When you land, lower your body back into the squat position to complete one rep. Land as quietly as possible, which requires control.
4. Do two sets of 10 reps.



After you have finished viewing the “Math Antics” videos on Youtube, solve each of the problems listed below. Find your answer in one of the three corresponding answer boxes. Find the problem number on the Snowflake coloring sheet on the next page, and color each section with the color that corresponds to your answer.

#		ANSWER 1	ANSWER 2	ANSWER 3
1	Re-write $\frac{3}{8}$ as a percent.	37.5% ORANGE	38% RED	37% PINK
2	Re-write 0.82 to a fraction in simplest form.	$\frac{82}{100}$ BLUE	$\frac{41}{50}$ GREEN	$\frac{8}{2}$ YELLOW
3	Re-write $\frac{5}{6}$ as a decimal.	0.833 BLUE	0.56 PURPLE	0.8 PINK
4	Re-write 0.04 as a percent.	4% RED	40% PURPLE	0.4% ORANGE
5	Re-write 20% as a fraction in simplest form.	$\frac{20}{100}$ BROWN	$\frac{1}{20}$ BLACK	$\frac{1}{5}$ PINK
6	Re-write 152% as a decimal.	0.152 WHITE	15.2 ORANGE	1.52 BLACK
7	Order from least to greatest: $\frac{1}{4}$, 32%, 0.4	$\frac{1}{4}$, 32%, 0.4 BROWN	32%, $\frac{1}{4}$, 0.4 RED	0.4, 32%, $\frac{1}{4}$ WHITE
8	Order from least to greatest: 15%, 0.015, $\frac{1}{5}$	15%, $\frac{1}{5}$, 0.015 ORANGE	15%, 0.015, $\frac{1}{5}$ PINK	0.015, 15%, $\frac{1}{5}$ PURPLE
9	Order from greatest to least: 1.62, 16.2%, $\frac{15}{20}$	$\frac{15}{20}$, 16.2%, 1.62 YELLOW	1.62, 16.2%, $\frac{15}{20}$ RED	1.62, $\frac{15}{20}$, 16.2% GREEN
10	Order from greatest to least: $\frac{17}{20}$, 75%, 0.8	$\frac{17}{20}$, 0.8, 75% YELLOW	75%, $\frac{17}{20}$, 0.8 BROWN	0.8, 75%, $\frac{17}{20}$ PURPLE
11	Order from least to greatest: 0.14, $\frac{1}{8}$, 1.9%	0.14, 1.9%, $\frac{1}{8}$ PINK	$\frac{1}{8}$, 0.14, 1.9% BLACK	1.9%, $\frac{1}{8}$, 0.14 BLUE
12	Order from greatest to least: $\frac{2}{3}$, 66%, 0.67	0.67, $\frac{2}{3}$, 66% WHITE	66%, 0.67, $\frac{2}{3}$ RED	66%, $\frac{2}{3}$, 0.67 BLACK

Day 2 Worksheets, Writing Prompts and Attachments



(continued) FRACTIONS, DECIMALS AND PERCENTS - SNOWFLAKE ACTIVITY (2-F)

Snow Day Scholars Optional Parent Feedback Form

The following is a *SAMPLE* of the Optional Parent Feedback Form. After each Snow Day Scholars day, you will receive a link to this survey from your child's principal. This brief survey can be completed [online](#) (using any computer, phone or tablet device). Your feedback regarding the 2019-2020 Pilot of the South Windsor Snow Day Scholars Program will help us assess the feasibility of the program in the future. Thank you for your time and input!

Child's grade level: 6 7 8
(if you have multiple children in different grades, check all that apply)

Were the directions clear to you and your child?

- Yes
 No

Was your child able to identify at least four activities to complete independently?

- Yes
 No

Did the activities for your child's grade level seem:

- Too Easy
 Too Hard
 Just Right

Did any activities require substantial support from an adult? If so, which activities?

- Yes
 No

Approximately how long did it take your child to complete the activities they chose?

- Less than 2 hours
 Between 2 and 4 hours
 More than 4 hours

Did your child need additional materials to complete an activity that were not easily accessible?

- Yes
 No

Were the resources, worksheets, and templates attached to the learning menus helpful?

- Yes
 No

Is there any other feedback that you would like to share?

BLANK FOR STUDENT WORK (IF NEEDED)

BLANK FOR STUDENT WORK (IF NEEDED)

Snow Day Scholars Program



The following links may be helpful to students and families:

- [South Windsor Public Schools District Website](#)
- [Snow Day Scholars Program—Pilot Information and Frequently Asked Questions](#)
- [Snow Day Scholars Grade Level Activities](#) (the menus and all attachments in this packet can be found on the Student Dashboard, accessible from the upper right corner of any page on the website)
- [Optional Parent Feedback Survey](#)

Questions? Contact TEMS or email your teacher.

(Please note that teachers are not present when schools are closed due to inclement weather.)



[Melissa Morgan-Hostetler](#), Principal

[Jarrid Clifton](#), Associate Principal

[David St. Jean](#), Associate Principal

District Administration

Kate Carter, Ed.D.

Superintendent of Schools

Colin J. McNamara

Assistant Superintendent,
Personnel and Administration

Sheryl L. Mortensen

Assistant Superintendent,
Curriculum and Instruction

Chris M. Chemerka

Director of Finance and Operations

South Windsor Public Schools Vision Statement

*The South Windsor Public Schools
promotes an engaging and dynamic culture of learning
that prepares students
to achieve their own individual excellence.
Within an emotionally safe environment, educators will
foster students' academic, social and personal growth.
Our students will demonstrate
critical and creative thinking, self-direction, collaboration,
adaptability, compassion and civic responsibility
in an ever-changing global society.*