7th Grade Summer 2020 Reading Form

Dear Class of 2022,

As you enjoy your summer, we ask that you read at least one book of fiction. After you complete the reading, please thoughtfully finish the following form and bring it with you on the first day of school! You may print out and hand write your responses or make a copy of the doc and type directly into it. If you need help finding a novel, you may want to consult the attached list of recommended reads from your student peers or check out any of the following links. Feel free to reach out via email if you have any questions about this assignment. Thanks!

Enjoy the rest of your summer,
Mr. Ferretti

https://www.goodreads.com/list/show/39200.FCPS_7th_8th_grade_summer_2013_part_2_of_2
https://www.goodreads.com/genres/young-adult-historical-fiction
https://www.goodreads.com/list/show/26497.Realistic_Fiction_For_Middle_Schoolers

Your Name: _____

Title and Author of the Novel	Setting (Time and Place)

Brief Plot Summary Including Conflict and Character Development: (You may bullet point.)

Meaningful quotations: Write down two quotations and below each, explain the quotation's meaning/its importance to the story.

Quotation 1:

Explain the quotation's meaning/significance:

Quotation 2:

Explain the quotation's meaning/significance:

What did the author hope to convey to you as the reader? What lessons/morals did you learn from reading this book?

To whom would you recommend this book and why? Consider gender, age, interests, etc.

Recommended Summer Reading Books from the Class of 2020

Recommendations from the Class of 2020:
Where the Red Fern Grows
Ghost Boys
Lion
Baseball Genius
Wonder
Say You're Sorry
Wonder Woman Warbringer
The Name of the Book is Secret
Dark Life
Treasure Island
Questions I Want To Ask You
A Long Walk to Water
The Refugee
Keeper of the Lost Cities
Pandamonium
The Death Cure
The Hate U Give
The Illuminator
Alex and Eliza: A Love Story
Big Game
Flush
MockingJay

7th Grade Social Studies
Summer Work Part I
Mr. Brown (email me if you have questions rbrown@stannesde.org)

In 7th grade social studies, we will talk about some of the most famous moments in American (and possibly world) history. For Part I of your summer work, I would like you to talk to some specific people and also think for yourself about the most famous (or infamous) events in your lifetimes. Use the chart below to record your answers. Please use detail whenever possible and give me your best work!

Person #1: A grandparent (or someone of similar age)
What is an event that has occurred in history that stands out in your memory? _____ Do you remember where you were when this event occurred? If so, where? _____ _____ _____ _____ What do you remember most about this event? Why does it stand out? _____ _____ _____ _____ _____ _____
Person #2: A parent or guardian
What is an event that has occurred in history that stands out in your memory? _____ Do you remember where you were when this event occurred? If so, where? _____ _____ _____ _____ What do you remember most about this event? Why does it stand out? _____ _____ _____ _____ _____ _____ _____

Person #3: Yourself

What is a world or U.S. event that has already occurred during your lifetime that stands out in your memory (something you think could last a lifetime)?

_____

Do you remember where you were when this event occurred? If so, where?

_____
_____
_____
_____

What do you remember most about this event? Why does it stand out?

_____
_____
_____
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_____

7th Grade Social Studies
Summer Work Part II
Mr. Brown (email me if you have questions rbrown@stannesde.org)

7th Grade U.S. History
Current Events Guidelines & Checklist

For this summer, you are responsible for completing ONE current event
(follow the format below)

- ❑ **Since we are a U.S. History class, your news story should take place within the United States or focus on a U.S. topic.**
- ❑ **Type your current event in a NEW Google Doc.**
- ❑ **Format = Two STRONG paragraphs. 1 for Comprehension, 1 for Analysis. Use the questions below to guide you in responding to the current event. Use details!**
- ❑ **Font = Times New Roman / Double Spaced / Size 12**
- ❑ **At the end, include a discussion question for your classmates**
- ❑ **Include the url link to your news story**

Paragraph#1 = Comprehension/Summary:

- What is the main idea of this article?
- Who is involved?
- What happened? (Provide examples of key events, important quotes, tell me enough so that I know what happened without actually reading the article)
- When/Where did this happen?
- Why/How did it happen? If unsure, please explain why.

Paragraph #2 = Your Analysis:

- How does this event already affect the people involved, their community, state, and/or country? How could it affect them moving forward?
- What does this article show you about society and the values of those involved?
- What is your overall opinion of this article?
- How might this article affect you personally? (find a way to relate) Could this event have global implications?
- Relate this article to something we have discussed in one of your classes this year (find a way)

At the end of your document, write a thought provoking question that could be used for a class discussion

Make sure that you attach a copy of the article or the link URL

Name:_____ An adjective to describe yourself: _____

Math-Incoming 7th Grade Summer Break Packet

Due Date: ***September 2nd, 2020***

Dear Students,

Welcome to 7th Grade! I hope you are all having an amazing summer. While enjoying your summer break please spend some time to complete this packet, it focuses on some of the prerequisite concepts and skills necessary for your success in 7th grade advanced mathematics. This packet will be graded and will form part of your grade for the Fall trimester. Please review the following instructions before completing the packet:

• Complete each problem, and show all steps used to arrive at the final answer.

• Show all work neatly in the actual packet if it is printed. (Additional lined paper may be added if necessary.)

• If packet is not printed, then make sure to number each page and problem as it appears on the packet. All work must be neatly presented.

• Box or circle your final answers.

• Label answers when necessary.

• Do **NOT** use a calculator.

• Do not rush! Use time wisely.

• If you are stuck on a/or problem(s), check out some of the math websites posted below or you can email me on: fokocha@stannesde.org. (please keep in mind I may not respond swiftly to your email)

• Please complete the student evaluation/reflection form at the end of the packet.

Have a fun and productive summer.

Best regards.

Mr. Okocha

HELPFUL WEBSITES:

http://www.khanacademy.org/

http://www.aplusmath.com

http://funbrain.com

http://aaamath.com

http://math.com

I: Decimal and Fraction Operations

Adding & Subtracting Decimals

1. Write the problem vertically, lining up the decimal points.
2. Add additional zeroes at the end, if necessary, to make the numbers have the same number of decimal places.
3. Add/subtract as if the numbers are whole numbers
4. Bring the decimal point straight down

ex: 14.2 - 7.934

$$\begin{array}{r} 14.200 \\ -\ 7.934 \\ \hline 6.266 \end{array}$$

Multiplying Decimals

1. Write the problem vertically with the numbers lined up to the right. The decimal points do NOT need to be lined up.
2. Ignore the decimals and multiply as if the numbers are whole numbers.
3. Count the total number of decimal places in the factors and put a decimal point in the product so that it has that same number of decimal places.

ex: 6.94 x 7.8

$$\begin{array}{r} 6.94 \\ \times\ 7.8 \\ \hline 5552 \\ +\ 48580 \\ \hline 54132 \end{array}$$

6.94 → 2 decimal places
7.8 → 1 decimal place
2 + 1 = 3 decimal places

54.132

Dividing Decimals

1. Write the dividend under the long division symbol and the divisor to the left of it.
2. Move the decimal point in the divisor after the number to turn it into a whole number and then move the decimal in the dividend the same number of places. Then bring it up.
3. Divide as if the numbers are both whole numbers.
4. Annex zeros in the dividend as needed until there is no remainder. If your answer is a repeating decimal, write the answer using bar notation.

ex: 25.3 ÷ 0.3

$$\begin{array}{r} 84.\overline{3} \\ 0.3\overline{)25.30} \\ -24 \\ \hline 13 \\ -12 \\ \hline 10 \\ -9 \\ \hline 1 \end{array}$$

Order of Operations

1. Grouping Symbols (parentheses, brackets, etc.)
2. Exponents
3. Multiplication & Division (left to right)
4. Addition & Subtraction (left to right)

ex: 5 + 4(3 - 1.2)

5 + 4(1.8)

5 + 7.2

12.2

Evaluate each expression.

1. $5.983 + 2.99$	2. $224 - 56.73$	3. $6.12 - 4.923$
4. $24.5 \cdot 3.2$	5. $0.23 \cdot 7$	6. $3.86 \cdot 9.15$
7. $14.8 \div 5$	8. $46.3 \div 1.5$	9. $147 \div 2.25$
10. $24.33 - 2.5 \cdot 7$	11. $3.9 + 4.5^2$	12. $9.25(18.4 - 2 \cdot 1.2)$

Solve each word problem, showing all work.

13. Jeff had \$46.18 in his wallet Monday morning. He gave half of his money to his brother. He then bought two donuts for \$0.75 each and a cup of coffee for \$2.99. How much money did Jeff have left?	14. Five friends split a \$65.20 bill at a restaurant. They also each left \$2.75 for the tip. How much money did each person pay in all?

Adding Fractions & Mixed Numbers

L Find a common denominator for the two fractions.

ex: 3 j

3-+ '2 r2

2. Add the two numerators *and* keep the denominator the same.

3. Add the whole numbers.

4-. Simplify the answer and/or change improper fraction answers to mixed numbers.

$3\frac{3}{4} = 3\frac{3}{4}$

$+\ 2\frac{1}{2} = 2\frac{2}{4}$

$5\frac{5}{4} = \boxed{6\frac{1}{4}}$

Subtracting Fractions & Mixed Numbers

I. Find common denominator or for the two fractions.

ex: $5\frac{1}{4} - 1\frac{2}{3}$

'2. Subtract the two numerators and keep the denominators the same. If the top numerator is smaller them the bottom numerator, borrow from the whole number and rename the top fraction.

3. Subtract the whole numbers.

4-. Simplify the answer.

$5\frac{1}{4} = 5\frac{3}{12} = 4\frac{15}{12}$

$1\frac{2}{3} = 1\frac{8}{12} = 1\frac{8}{12}$

$\frac{3}{}$

Multiplying Fractions & Mixed Numbers

L Turn any mixed numbers and whole numbers into improper fractions.

ex: 2 I , 4-

(o 7

2. Cross-simplify if possible.

3. Multiply the numerator and then rnultiply the denominators

4-. Simplify the answer and/or change improper fraction answers to mixed numbers.

$\frac{13}{3\cancel{0}} \cdot \frac{\cancel{4}^{2}}{7} = \frac{26}{21} = \boxed{1\frac{5}{21}}$

Dividing Fractions & Mixed Numbers

J. Turn any mixed numbers and whole numbers into improper fractions.

2. Keep the first fraction the same; change the division to multiplication, and flip the second fraction to its reciprocal.

3 Muttipy the fractions.

4. Simplify the answer and/or change improper fraction answers to mixed numbers.

ex: $7 \div 1\frac{3}{4}$

$\frac{7}{1} \div \frac{7}{4}$

$\frac{1}{\cancel{7}_{1}} \cdot \frac{4}{\cancel{7}_{1}} = \frac{4}{1}$

Evaluate each expression.

15. $\frac{4}{5} + \frac{3}{4}$	16. $4\frac{2}{7} + 2\frac{9}{14}$	17. $8\frac{11}{12} + 9\frac{5}{18}$
18. $6 - \frac{3}{8}$	19. $8\frac{3}{5} - 2\frac{1}{3}$	20. $4\frac{1}{6} - \frac{8}{9}$
21. $\frac{4}{25} \cdot \frac{15}{16}$	22. $2\frac{3}{4} \cdot 8$	23. $6\frac{5}{8} \cdot 3\frac{1}{2}$
24. $\frac{7}{9} \div \frac{2}{3}$	25. $\frac{4}{5} \div 10$	26. $5\frac{2}{3} \div 2\frac{5}{6}$

Solve each word problem, showing all work.

27. Jaimie ran $3\frac{1}{2}$ miles on Monday. She ran half as far on Tuesday as she did on Monday. How far did Jaimie run in all on Monday and Tuesday?	28. A $5\frac{1}{2}$ quart pot is filled $\frac{2}{3}$ of the way with water. How many more quarts of water can the pot hold?

II: Ratios and Proportions

Ratios

Ratios are comparisons of two quantities.
There are 3 different ways to write ratios:

- Fraction $\left(\frac{A}{B}\right)$
- Colon (A:B)
- Word Form (A to B)

Ratios can be simplified just like fractions.

ex: write the ratio of triangles to circles in 3 ways: ▲▲▲▲●●

$\frac{4}{2} = \boxed{\frac{2}{1},\ 2:1,\ 2 \text{ to } 1}$

Rates & Unit Rates

Rates are ratios that compare quantities measured in different units.
A unit rate is a rate with a denominator of 1.

To convert a rate to a unit rate:

1. Divide the numerator by the denominator
2. Either write your answer as a fraction with a label for the both the numerator and denominator OR as one number labeled with the first unit "per" the second unit

ex: express as a unit rate: 125 miles in 4 hours

$\frac{125 \text{ mi}}{4 \text{ hr}}$ $125 \div 4 = 31.25$

$\boxed{\frac{31.25 \text{ mi}}{1 \text{ hr}} \text{ or } 31.25 \text{ miles per hr}}$

Fractions, Decimals, & Percent

To convert a:

- Decimal to Percent: move the decimal point 2 places to the right — ex: $0.345 = \boxed{34.5\%}$
- Percent to Decimal: move the decimal point 2 places to the left — ex: $.7\% = \boxed{0.07}$
- Decimal to Fraction: write the decimal over the place value of the last digit and then simplify — ex: $0.008 = \frac{8}{1000} = \boxed{\frac{1}{125}}$
- Fraction to Decimal: divide the numerator by the denominator — ex: $\frac{1}{5} = 5\overline{)1.0}$ $\boxed{0.2}$
- Percent to Fraction: write the percent over 100 and then simplify — ex: $45\% = \frac{45}{100} = \boxed{\frac{9}{20}}$
- Fraction to Percent: convert the fraction to a decimal and then convert the decimal to a percent — ex: $\frac{3}{10} = 0.3 = \boxed{30\%}$

Percent of a Number

1. Turn the percent to a fraction or decimal.
2. Multiply the fraction/decimal by the number.

ex: Find 18% of 40

$0.18 \cdot 40 = \boxed{7.2}$

Write each ratio in 3 ways.

29. A bank contains 15 pennies and 12 nickels. Write the ratio of nickels to pennies.	30. A bowl contains 6 apples and some bananas. If there are a total of 10 pieces of fruit, find the ratio of apples to bananas.

Convert each rate to a unit rate.

31. $4.25 for 64 fluid ounces	32. 297 miles on 11 gallons of gas	33. 124 feet in 10 seconds

Complete the chart by converting each number to a percent, fraction, and/or decimal.

Fraction	Decimal	Percent
34. $\frac{3}{8}$		
35.	0.45	
36.		72%
37.	0.1	
38. $\frac{3}{200}$		

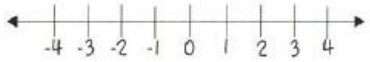
Find each percent of a number.

39. 30% of 90	40. 15% of 38	41. 50% of 86
42. 75% of 160	43. 24% of 35	44. 2% of 74

III: Number System and Geometry Part 1

Comparing Integers

Integers are numbers without fractional parts. They can be positive, negative, or zero. The further right a number is on the number line, the greater it is.



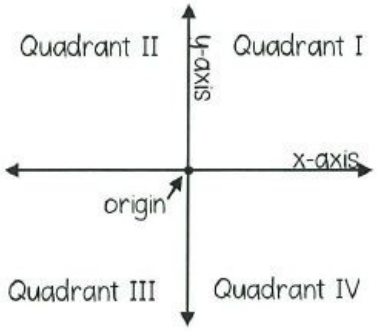
The absolute value of a number is the distance the number is from zero.

ex: compare with <, >, or =

$-7 \bigcirc |-9|$ ← The absolute value of $-9 = 9$

$-7 \boxed{<} 9$

The Coordinate Plane

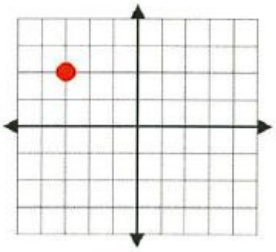


Ordered Pair: (x, y)

To graph a point on the coordinate plane, start at the origin. The first number in the ordered pair (the x-coordinate) tells you how far left (if negative) or right (if positive) to move. The second number (the y-coordinate) tells you how far up (if negative) or down (if negative) to move.

ex: Graph the point (-3, 2) and state the quadrant in which it is located.

Start at the origin, and move LEFT 3 and UP 2

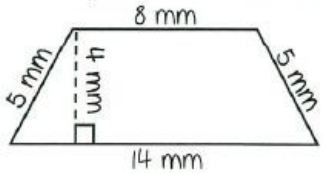


Quadrant II

Perimeter, Area and Volume

- Perimeter of Any Polygon: add all side lengths
- Area of a Rectangle: $A = lw$
- Area of Parallelogram: $A = bh$
- Area of Triangle: $A = \frac{1}{2}bh$
- Area of Trapezoid: $A = \frac{1}{2}h(b_1 + b_2)$
- Volume of Rectangular Prism: $V = lwh$

ex: Find the perimeter & area:



Perimeter: $P = 5 + 8 + 5 + 14 = \boxed{32 \text{ mm}}$

Area: This is a trapezoid, so use the area of a trapezoid formula: $A = \frac{1}{2}h(b_1 + b_2)$

The bases are the sides that are parallel, and the height is perpendicular to the bases.

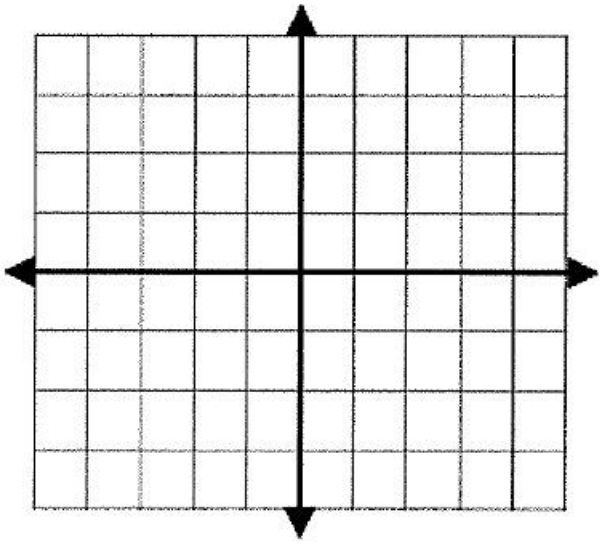
→ $A = \frac{1}{2}(4)(8+14) = \boxed{44 \text{ mm}^2}$

Compare the integers with <, >, or =.

45. $-4 \bigcirc -5$	46. $2 \bigcirc -2$	47. $\lvert -5 \rvert \bigcirc \lvert 5 \rvert$	48. $-7 \bigcirc 6$	49. $-13 \bigcirc -9$
50. $\lvert -7 \rvert \bigcirc -6$	51. $-17 \bigcirc -14$	52. $\lvert -3 \rvert \bigcirc \lvert -2 \rvert$	53. $0 \bigcirc -6$	54. $\lvert -4 \rvert \bigcirc \lvert 6 \rvert$

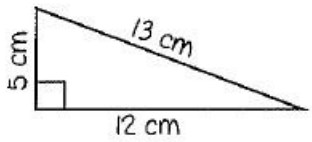
Graph and label each of the ordered pairs in the coordinate plane. Then state the quadrant or axis in/on which the point is located.

55. A(2, 4)	56. B(0, -3)
57. C(1, -1)	58. D(3, 3)
59. E(-4, 1)	60. F(2, 0)
61. G(-3, -2)	62. H(-2, 3)
63. I(0, 2)	64. J(-1, -4)

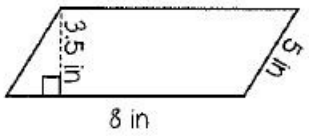


Find the perimeter, area, and/or volume of the given figure.

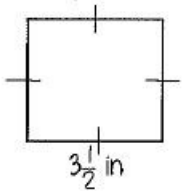
65. Find the perimeter & area:



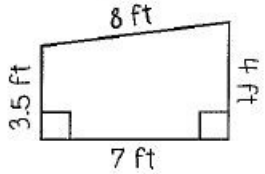
66. Find the perimeter & area:



67. Find the perimeter & area:

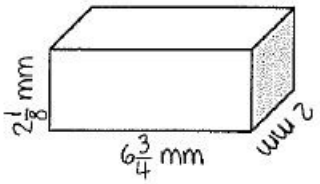


68. Find the perimeter & area:



69. Find the area of a square with a perimeter of 45 cm

70. Find the volume:



IV: Expressions and Equations

Evaluating Algebraic Expressions

1. Substitute the given numbers for the variables
2. Evaluate the expression using the order of operations

ex: evaluate $x + 4y$ for $x = 4$ & $y = 6$

$4 + 4(6)$
$4 + 24 = \boxed{28}$

One-Step Addition & Subtraction Equations

- Addition Equations: Subtract the number being added to the variable from both sides of the equation

ex: $4 + x = 18$
$-4 \quad -4$
$\boxed{x = 14}$

- Subtraction Equations: Add the number being subtracted from the variable to both sides of the equation

ex: $20 = a - 5$
$+5 \quad +5$
$25 = a \rightarrow \boxed{a = 25}$

One-Step Multiplication & Division Equations

- Multiplication Equations: Divide both sides of the equation by the number next to the variable

ex: $\frac{7b}{7} = \frac{28}{7}$
$\boxed{b = 4}$

- Division Equations: Multiply both sides of the equation by the number under the variable

ex: $5 \cdot \frac{n}{5} = 10 \cdot 5$
$\boxed{n = 50}$

Problem Solving

1. Read the problem. Identify the question that is being asked and the key information in the problem.
2. Plan how you are going to solve the problem and estimate the answer.
3. Solve the problem using the strategy of your choice.
4. Check your answer. Make sure your answer is reasonable and compare it to your estimate. Label your answer with appropriate units.

Evaluate each expression for $a = 5$, $b = 12$, $c = 10$, & $d = 2$.

71. $2b - a$	72. $d(ab - c)$	73. $3 + \frac{b}{d}$
74. $\frac{4a}{b + 4d}$	75. $2a^2 - c$	76. $b - c + d$

Solve each one-step equation.

77. $g + 3 = 17$	78. $r - 6 = 7$	79. $6b = 18$	80. $\frac{h}{9} = 3$
81. $5 = f - 8$	82. $48 = 12b$	83. $a + 24 = 83$	84. $17 + x = 23$
85. $10 = \frac{m}{5}$	86. $86.5 = f - 7.63$	87. $\frac{n}{6} = 11$	88. $\frac{3}{4}h = 12$

V: Word Problems

Solve each word problem using the method of your choice.

89. A fencing company charges $22 per foot to install a wood fence. How much will it cost to install a wood fence around a rectangular pool area that is 20 feet wide and 38 feet long?

90. A 6 inch-tall plant grew ¾ of an inch one week and twice as much the following week. How tall is the plant now?

91. Jack can read 45 pages of his book in one and a half hours. At that rate, how long will it take him to read the entire 300-page book?

92. Brian ordered 3 large cheese pizzas and a salad. The salad cost $4.95. If he spent a total of $47.60 including the $5 tip, how much did each pizza cost? (Assume there is no tax).

93. A cookie recipe calls for $3\frac{1}{4}$ cups of flour. The recipe makes 3 dozen cookies. How much four is needed to make 144 cookies?

94. Ella has a box of chocolate candies. She gives $\frac{1}{3}$ of the candies to her sister, 4 to her brother, and she eats the remaining 12 candies. How many chocolate candies were in the box originally?

Solve each word problem using the method of your choice.

95. 20% of the 520 students in Wendover Middle School were involved in school sports. Of those students, 12.5% were on the wrestling team. How many students were on the wrestling team?

96. A piggy bank contains some dimes and nickels. There are 8 more dimes than nickels in the bank. There is a total of $1.40. How many of each type of coin are in the bank?

97. An elevator in a tall building goes up 7 floors, then down 9 floors, down 4 floors, up 8 floors, and down 2 floors. Now it is on floor 14. On what floor did the elevator start?

98. Jenna danced for 3 hours on Sunday, 2 hours on Monday and Tuesday, 1 hour on Thursday, 1.5 hours on Friday, and 2 hours on Saturday. She did not dance at all on Wednesday. What is the average number of hours she danced each day? Round your answer to the nearest tenth of an hour.

99. Jackie makes $15.25/hour babysitting. George makes $18.50/hour mowing the lawn. If Jackie babysits for 4 hours and George mows lawns for 3 hours, who makes more money? How much more does he/she make?

100. A box of 8 crayons costs $0.96. How much does each crayon cost? At that unit price, how much would a box of 30 crayons cost?

Student Evaluation/Reflection Form

Complete this form after finishing the summer math packet

1. How would you rate the difficulty of the problems in general throughout the summer math packet? Please rate on a scale from 1-10, with 1 being the easiest and 10 being the hardest.

1 (easiest) 2 3 4 5 6 7 8 9 10 (hardest)

2. What types of problems in the packet were the most difficult and why?

_____

_____

_____

3. What types of problems in the packet were the easiest and why?

_____

_____

_____

4. When did you complete the packet? How did you pace yourself when completing the packet? (Did you do it every day, once a week, completed it in a few days?)

_____

_____

_____

5. List at least 3 goals you have for 7th-grade math.

1) _____

2) _____

3) _____

6. Explain how you plan to achieve those goals.

_____

_____

_____

_____

Thank you for taking the time to complete this evaluation/reflection!
I really appreciate your input!

Rising 7th Grade Science Summer Work

Please keep in mind that this is your first project grade for the fall trimester. Writing **should be typed** and graphs or charts should be in Google Sheets/Excel or neatly completed on graph paper. Give me the same amount of effort you would for any project assigned during the school year. You have four choices that correspond with four major topics we will cover next year. **You are to choose ONE of the four choices to complete.** As is always true, if you need help please ask! I generally check my school email once weekly during the summer. You can email me at mwolinski@stannesde.org

PLANTS/PHOTOSYNTHESIS

Grow a garden this summer! It can be vegetables or flowers, but needs to include **at least three plants**. Measure their growth (from ground to highest point) once a week and graph your data at the end of the summer. Your graph must contain **a minimum of eight measurements** and should have growth on the y-axis, the date of measurement on the x-axis, and a title. Take a picture of your garden/plants and include it with your graph. Write a brief paragraph (5-10 sentences) summarizing if your garden was successful or not, what you think caused any differences between plants and what factors (weather, etc.) you think affected the garden overall.

ECOSYSTEMS

Observe five different animals over the summer for at least five minutes each. They can be animals you see in your backyard, on a hike, etc. **None of the animals may be a pet!** Sketch the five animals neatly and in color (can be done by hand or using Google Draw or Sketch.io) and use the Internet or a guide book to identify the animal. Underneath each picture write the common name and scientific name (*Genus* and *species*) of the animal and a brief description (5-10 sentences) of what it was doing while you observed it. In your description, please specify at least one abiotic factor (non-living thing) and one biotic factor (living thing) that it was interacting with while you observed it.

WEATHER

Create a weather log that has temperature, dewpoint, humidity, air pressure, wind speed, wind direction, cloud cover and precipitation - you may use an internet site (Ex: weather underground, weather.com), a newspaper or your own instruments if you have them to obtain this information. Record this weather data for one week in a chart in Google Sheets or Excel. After collecting your data, graph your data for humidity, temperature, and dewpoint **all on one graph using the "combo chart" option in Google sheets**. The combo chart allows you to have humidity as a bar, with temperature and dewpoint as lines. Be sure you have labels and a title on your graph. Write a brief paragraph (5-10 sentences) analyzing your graph and reporting any trends or relationships you see in your data. Does it look like humidity, temperature, and dewpoint related? How?

WATER

Record all the water that you and your family use for four days. Two days should be a weekday and two should be a weekend. Anytime water is being used you should record what you did and how long it took. This includes brushing teeth, showers, dishwasher loads, toilet flushing, etc. Go to the USGS website https://water.usgs.gov/edu/activity-percapita.html or https://www.watercalculator.org/ or find a similar water use calculator on the internet and determine how much water total (in gallons) your family used per day for each day. Graph the total amount of water used by day (date/day on x-axis, water use on y-axis) in a bar graph and write a brief paragraph (5-10 sentences) analyzing your water use (was it the same each day? how/why did it change? etc.) and describing two ways you can start conserving water.

Rising 7th grade Summer Spanish Practice 2020

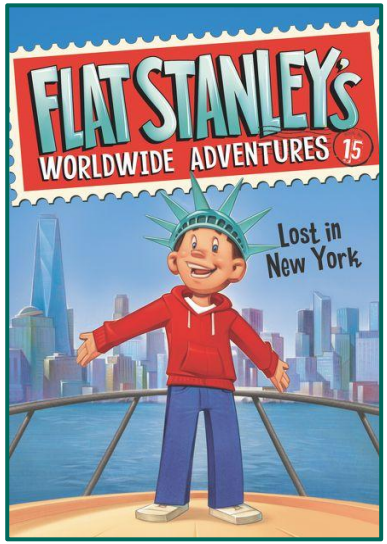
Hola estudiantes!

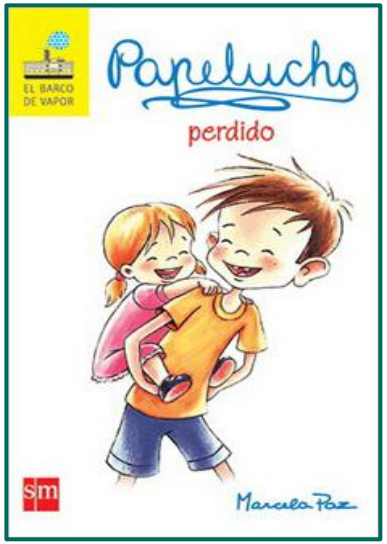
This is Sra. Caro
Como estan?

I would like to introduce you to a friend from chile.

His name is "Papelucho"

He is the "Flat Stanley" of South America.





Facts about "Papelucho"

- Papelucho was created by Chilean writer Marcela Paz
- Papelucho only speaks Spanish language
- He loves to travel abroad and learn from other cultures

Qualities about "Papelucho" that you'll love

- He is very friendly
- He adapts to any situation
- He has a positive attitude
- He likes to learn from people
- He loves sports
- He likes pets!

It is now winter in Chile while is Summer in the United States. Papelucho decided to get away from the cold weather and will visit you and family in July!

What to do with Papelucho:

- This is your summer work
- Show him your home, your pets, your friends the places you visit and the food you eat
- Take them to sport practice, to your backyard or watch a movie with him!

Activity Objectives:

- While you are off from school, you can still practice your Spanish!
- This activity will help reinforce your grammar and vocabulary while still having fun!
- You will learn about Latin American writers
- You will share your culture and language

What to do?

- Print out page # 11
- Cut - out Papelucho
- Follow the instructions in slide # 12

Cut - out

And attach me to a piece of cardstock to make me sturdier.

Once Papelucho is cut - out:

- Take Papelucho to places once a week
- Take photos of papelucho

See ideas next

Ideas:

- You can take photos of Papelucho when you go shopping

Ideas:

- Or you can take photos of Papelucho when traveling within your state or around the world

(This Photo was taken in front of computer screen)

Ideas:

- Or you can take photos of Papelucho playing a sport

How to start:

- Create a google slides
- First Slide: Type your name and Title "Summer Spanish Work 2020"
- Second slide: Tell us about Papelucho's first trip typed in Spanish or you can also insert a video of you speaking in Spanish (optional)
- Insert a photo of papelucho while in the trip

Add a new slide each week:

- Tell us about Papelucho's trip (typed in Spanish)
- Insert a photo of papelucho while in the trip

How to Submit your Summer Work:

- Go to google classroom
- Join Rising 7th Grade Summer Spanish Work 2020
- Use code: vkj7px4
- Upload your google slides.

- Remember, you should upload one slide per week
- You will have the opportunity to talk in Spanish and tell us about Papelucho's adventures once we resume classes in the fall

Enjoy Papelucho's Company and Have fun with this wonderful Summer Project!

With much love,
Sra. Caro