Browns Valley 2025-26 Grade 7 E-Learning Choice Board – DAY 1

- Choose **one** activity from each subject area column (Language Arts, Math, Science, Social, etc.). It's okay to repeat activities on different days.
- Circle or highlight the activities completed in each column and have caregiver/parent sign the bottom of the form.
- Students please return this sheet to your teacher **within 2 days** of your return to school.
- If you need logins and passwords, contact your teacher via Remind.

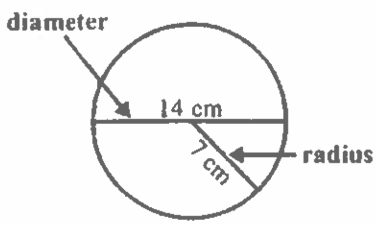
Science **Ms. Hills**	**Math** **Mr. Kranhold**	**Language Arts** **Mrs. Sibal**	**Social Studies** **Mr. Goodhart**	**PE/Health** **Mr. Goodhart**	**Band/Choir** **Mr. Stewart**
Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: __________	20 minutes IXL	Read for 30 minutes (AR book, Epic, choice material).	List 3 Current events.	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. See Attachment	Area of a circle	Write book letter #1 following the attached format.	List 25 states and the year they became a state	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Work on Power Up in comprehension, word study, or grammar for 30 minutes.		Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name ________________________ Parent/Caregiver Signature __________________________ Date __________

7th Math
Day 1

AREA OF A CIRCLE

The formula for area of a circle is $A = \pi r^2$. The area is how many square units of measure would fit inside a circle.



$\pi = \frac{22}{7}$ **or** $\pi = 3.14$

EXAMPLE: Find the area of the circle using both values for π.

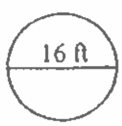
Let $\pi = \frac{22}{7}$	Let $\pi = 3.14$
$A = \pi r^2$	$A = \pi r^2$
$A = \frac{22}{7} \times 7^2$	$A = 3.14 \times 7^2$
$A = \frac{22}{\cancel{7}_1} \times \frac{\cancel{49}^7}{1} = 154 \text{ cm}^2$	$A = 3.14 \times 49 = 153.86 \text{ cm}^2$

Find the area of the following circles. Remember to include units.

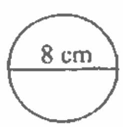
$\pi = 3.14$ | $\pi = \frac{22}{7}$

1. 

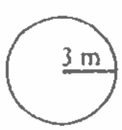
$A =$ ______ $A =$ ______

2. 

$A =$ ______ $A =$ ______

3. 

$A =$ ______ $A =$ ______

4. 

$A =$ ______ $A =$ ______

Fill in the chart below. Include appropriate units.

	Radius	Diameter	Area $\pi = 3.14$	Area $\pi = \frac{22}{7}$
5.	9 ft			
6.		4 in		
7.	8 cm			
8.		20 ft		
9.	14 m			
10.		18 cm		
11.	12 ft			
12.		6 in		

Language Arts
Grade 7
Day 1

(Use this heading)
Book Letter #1 (E-Learning Day 1) Name:____________________ Today's Date__________

Dear ________,

Paragraph 1: Tell me about your book
The book I am reading right now is ____________________, it is by ____________________. I picked this book because ____________________. I like (or don't like) this book because ____________________. (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

Text Connection Sentence Starters

Text to Self

- I can connect to (character's name) because ____________.
- I can understand how (character's name) felt because____________
- The part of the book where (describe an event here), reminds me of the time I ____________.

Text to Text

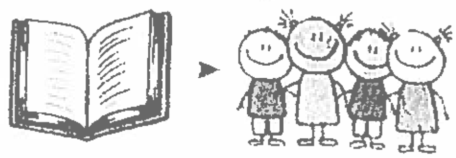
- This book reminds me of (name of another book) because ____________
- (Character) in (book) reminds me of (character) in (another book) because ____________
- The way this story is written reminds me of the book (title) because____________

Text to World

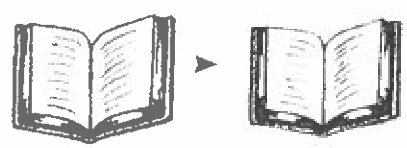
- This story makes me think of ______ because____________
- This book reminds me of something I heard on the news. The news story was about____________.

Making Text Connections

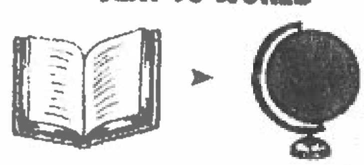
Text to Self



Text to Text



Text to World



Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

Name ____

Science

Grade 7

E Learning Packet

Day 1

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

   I learned ______________________________________

   ____

   ____

   I learned ______________________________________

   ____

   ____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

   ____

   ____

   ____

   ____

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

Grade 7-Day 1 -Science

Glowing Animals May Communicate with Light

Life Science

In the ocean, sunlight can only reach so deep. The water filters the light until, at 50 meters (165 ft.), only the blue wavelength is left. But blue is not the only color at these depths. Some animals in the deep ocean have a special trait—*biofluorescence!* They have skin that absorbs blue light and then reflects it back as green or red light.

True Colors

Scientists had known that certain invertebrates, such as jellyfish and coral, were biofluorescent. But just a few years ago, biologist David Gruber from Baruch College in New York photographed a glowing eel, a type of vertebrate. Before long, he and others found nearly two hundred species of biofluorescent fish and even a glowing sea turtle!

Two species of small shark were among the glowing group. When divers took their cameras deep below the surface and turned on a blue light, they saw that these sharks glowed bright green in spotted patterns on their skin. Normally, the sharks are difficult to see on the ocean floor. When viewed under blue light, they really stood out! But can the sharks actually see each other's glowing patterns?

Illuminating

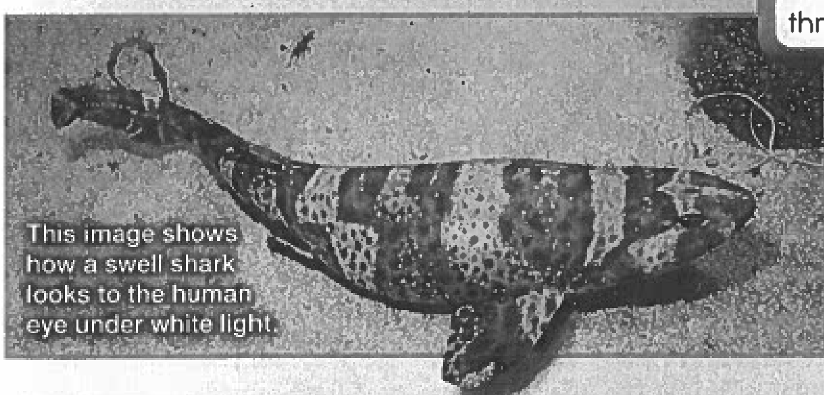
Gruber and his team found that the sharks had eyes adapted to seeing in low light. This makes sense, as these sharks live at ocean depths where little light reaches. The team also discovered that the sharks could see color in the blue *and* green ranges. Next, the scientists built a camera with special lenses that mimic the way sharks see. Another dive with this *shark-eye* camera confirmed that these fish could definitely see their fluorescent kin. The sharks glowed bright green in photos taken with the special camera.

Why the Light Show?

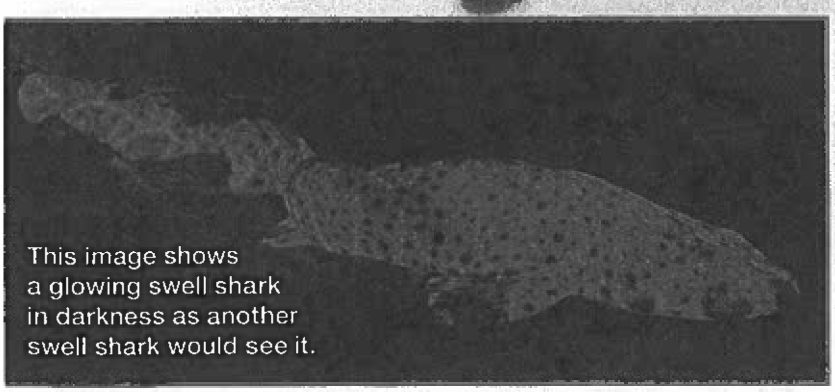
No one knows why some ocean animals glow. Gruber thinks it may help them find others of their kind for communication and mating. The glowing patterns on the sharks vary between males and females. Maybe the patterns are saying something about their "glowing" personalities! ❖

Word Wise

Biofluorescence occurs when an animal's skin absorbs light and then gives it off in glowing colors. Bioluminescence occurs when animals produce their own light through a chemical reaction.

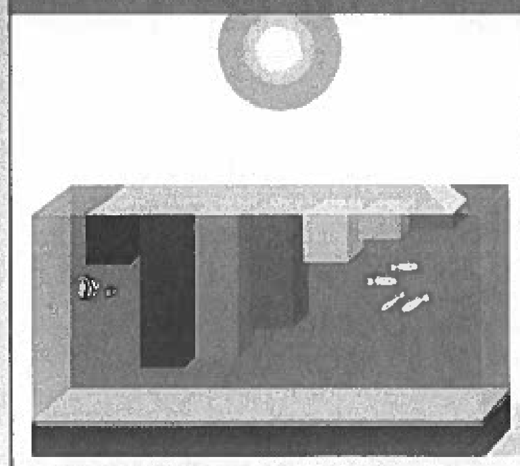


This image shows how a swell shark looks to the human eye under white light.



This image shows a glowing swell shark in darkness as another swell shark would see it.

SUNLIGHT AND WATER



This graph shows how deep different colors, or *wavelengths*, of light can reach in the ocean.

Credits: Front cover (all), page 2 (bottom left): © David Gruber; page 2 (top left): © Mark Conlin/Alamy Stock Photo; page 2 (top right): © designua/123RF

Browns Valley 2025-26 Grade 7 E-Learning Choice Board – DAY 2

- Choose **one** activity from each subject area column (Language Arts, Math, Science, Social, etc.). It's okay to repeat activities on different days.
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Science **Ms. Hills**	**Math** **Mr. Kranhold**	**Language Arts** **Mrs. Sibal**	**Social Studies** **Mr. Goodhart**	**PE/Health** **Mr. Goodhart**	**Band/Choir** **Mr. Stewart**
Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: ________	20 minutes IXL	Read for 30 minutes (AR book, Epic, choice material).	List 3 current events.	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. See Attachment	Problem-Solving and Critical Thinking Questions 1-20	Write book letter #2 following the attached format.	Name 5 presidents and the years they served.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Work on Power Up in comprehension, word study, or grammar for 30 minutes.		Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name ______________________ Parent/Caregiver Signature ________________________ Date__________

7th Math
Day 2

Chapter 9

PROBLEM-SOLVING AND CRITICAL THINKING

MISSING INFORMATION

Problems can only be solved if you are given enough information. Sometimes you are not given enough information to solve a problem.

EXAMPLE: Chuck has worked on his job for 1 year now. At the end of a year, his employer gave him a 12% raise. How much does Chuck make now?

To solve this problem, you need to know how much Chuck made when he began his job one year ago.

Each problem below does not give enough information for you to solve it. Beneath each problem, describe the information you would need to solve the problem.

1. Fourteen percent of the coated chocolate candies in Nate's bag were yellow. At that rate, how many of the candies were yellow?

2. Patrick is putting up a fence around all four sides of his back yard. The fence costs $2.25 per foot, and his yard is 150 feet wide. How much will the fence cost?

3. Staci worked 5 days last week. She made $6.75 per hour before taxes. What was her total earnings before taxes were taken out?

4. Which is a better buy: 4 oz bar of soap for 88¢ or a bath bar for $1.20?

5. Randy bought a used car for $4,568 plus sales tax. What was the total cost of the car?

6. The Hall family ate at a restaurant, and each of their dinners cost $5.95. They left a 15% tip. What was the total amount of the tip?

7. If a kudzu plant grows 3 feet per day, in what month will it be 90 feet long?

8. Bethany traveled by car to her sister's house in White Bear Lake. She traveled at an average speed of 52 miles per hour. She arrived at 4:00 p.m. How far did she travel?

9. Terrence earns $7.50 per hour plus 5% commission on total sales over $500 per day. Today he sold $6,500 worth of merchandise. How much did he earn for the day?

10. Michelle works at a department store and gets an employee's discount on all of her purchases. She wants to buy a sweater that sells for $38.00. How much will the sweater cost after her discount?

11. John filled his car with 10 gallons of gas and paid for the gas with a $20 bill. How much change did he get back?

12. Olivia budgets $5.00 per work day for lunch. How much does she budget for lunch each month?

13. Joey worked 40 hours and was paid $356.00. His friend Pete worked 38 hours. Who was paid more per hour?

14. A train trip from Columbia to Boston took 18½ hours. How many miles apart are the two cities?

15. Caleb spent 35% of his check on rent, 10% on groceries, and 18% on utilities. How much money did he have left from his check?

16. The Lyons family spent $54.00 per day plus tax on lodging during their vacation. How much tax did they pay for lodging per day?

17. Richard bought cologne at a 30% off sale. How much did he save buying the cologne on sale?

18. The bottling machine works 7 days a week and fills 1,000 bottles per hour. How many bottles did it fill last week?

19. Tyler, who works strictly on commission, brought in $25,000 worth of sales in the last 10 days. How much was his commission?

20. Ninety percent of the student body at Parks Middle School bought raffle tickets to help the basketball team buy new uniforms. The main prize was a 25-inch color TV with built-in VCR. How many students bought raffle tickets?

Language /11 15
Grade 7
Day 2

(Use this heading)
Book Letter #2 (E-Learning Day 2) Name:________________ Today's Date__________

Dear

Paragraph 1: Tell me about your book
The book I am reading right now is ______________________. It is by ____________________. I picked this book because ______________________. I like (or don't like) this book because ______________________. (add more information here-whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

Text Connection Sentence Starters

Text to Self

- I can connect to (character's name) because ____________________
- I can understand how (character's name) felt because____________________
- The part of the book where (describe an event here), reminds me of the time I ____________________.

Text to Text

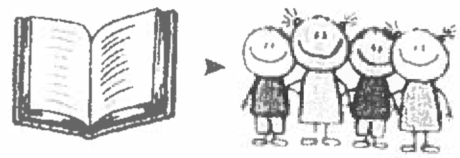
- This book reminds me of (name of another book) because ____________.
- (Character) in (book) reminds me of (character) in (another book) because ____________________.
- The way this story is written reminds me of the book (title) because____________________.

Text to World

- This story makes me think of ______ because____________________.
- This book reminds me of something I heard on the news. The news story was about____________________.

Making Text Connections

Text to Self



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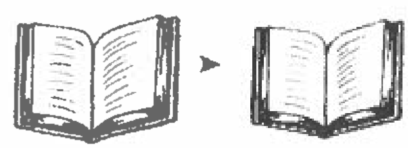

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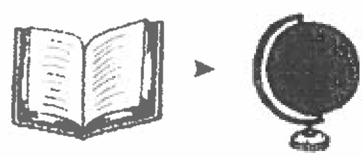


Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

Name ____

Science

Grade 7

E Learning Packet

Day 2

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

   I learned ____

   ____

   ____

   I learned ____

   ____

   ____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

   ____

   ____

   ____

   ____

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

Grade 7 - Day 2 - Science:

Lifesaving Work Leads to Nobel Prize

Life Science

Scientists Emmanuelle Charpentier and Jennifer Doudna recently won the 2020 Nobel Prize in Chemistry. The prize is one of the top annual awards in science! Charpentier is a biologist from France, and Doudna is a chemist from the United States. They are the first women to jointly win a Nobel Prize in Chemistry and the sixth and seventh women ever to win the award.


Jennifer A. Doudna (left) and Emmanuelle Charpentier (right) hold a model of CRISPR/Cas9, which is a way to edit genes in living organisms.

Editing the Code of Life

Charpentier and Doudna helped develop a way to carefully change genes in living organisms using a technique known as CRISPR (rhymes with *whisper*). The pair discovered a way to greatly improve CRISPR in 2012. The improved method, CRISPR/Cas9, can be used to repair specific parts of genes that are causing problems in the body. Scientists call this process *gene editing*. The technology has already led to new treatments for people who have *genetic disorders*—medical conditions inherited from their parents.

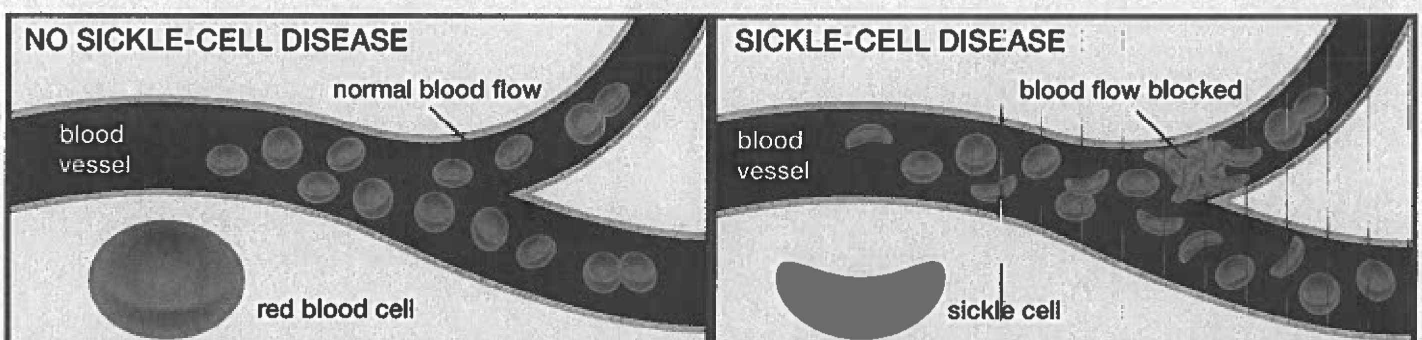
Word Wise

Genes are tiny parts of cells that transfer traits from parent to child.

CRISPR and Sickle-Cell Disease

Millions of people are born with sickle-cell disease (SCD) each year. This genetic disorder causes red blood cells to be C-shaped rather than doughnut-shaped. The C-shaped blood cells can get caught on the walls of tiny blood vessels and form large clumps. The clumps can cause infections, organ damage, and severe pain. In the United States, as many as 1.5 percent of all babies born each year carry at least one gene for SCD. A baby who receives two genes for SCD (one from each parent) will develop the condition.

Victoria Gray, a mother of three who lives in Mississippi, was born with SCD. She is the first person in the United States to be treated using CRISPR technology. In 2019, doctors removed bone marrow cells from inside her body. They used the CRISPR technique to edit a gene inside the cells before placing them back where they came from. The process seems to have worked; her body is now producing a protein that helps her red blood cells work more normally. Thanks to CRISPR, Gray can do things she never could before, such as going to her son's football game for the first time! Though Gray is one of first people to be treated with gene editing, doctors hope the technique will help many more in the future. ❖



Article sources: *Nature* (2020) v. 586 pp. 346–347. *European Hematology Association* (2020) Abstract S280. Credits: Front cover (main): © KEITH CHAMBERS/SCIENCE PHOTO LIBRARY/Getty Images; front cover (inset): © iStock.com/chuckcollier; page 2 (top): © Yomiuri Shimbun/AP Images; page 2 (bottom): © iStock.com/bubaone

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Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: ________	20 minutes IXL	Read for 30 minutes (AR book, Epic, choice material).	List 3 current events	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. See Attachment	Area of Triangles	Write book letter #3 following the attached format.	List 5 facts about the state you live in.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Work on Power Up in comprehension, word study, or grammar for 30 minutes.		Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name ______________________ Parent/Caregiver Signature ______________________ Date __________

7th Math
Day 3

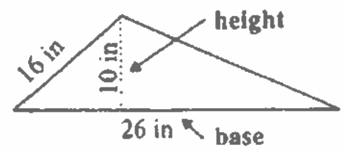
3

AREA OF TRIANGLES

EXAMPLE: Find the area of the following triangle.

The formula for the area of a triangle is:

$A = \frac{1}{2} \times b \times h$



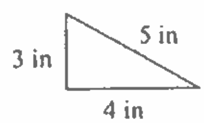
A = **area**
b = **base**
h = **height**

Step 1: Insert measurements from the triangle into the formula: $A = \frac{1}{2} \times 26 \times 10$

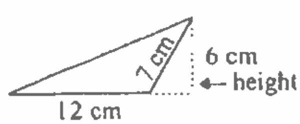
Step 2: Cancel and multiply. $A = \frac{1}{\cancel{2}_1} \times \frac{\cancel{26}^{13}}{1} \times \frac{10}{1} \quad 130 \text{ in}^2$

Note: **Area is always expressed in square units such as in^2, ft^2, cm^2, or m^2.**

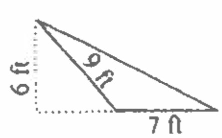
Find the area of the following triangles. Remember to include units.



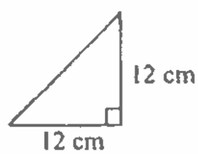
1. ____________ in^2



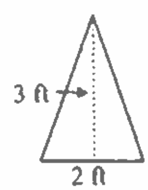
2. ____________ cm^2



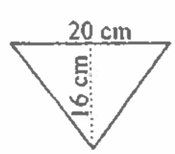
3. ____________ ft^2



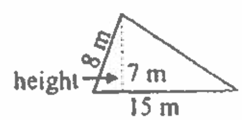
4. ____________ cm^2



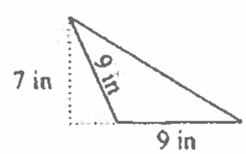
5. ____________ ft^2



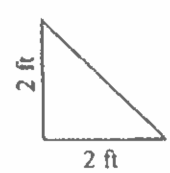
6. ____________ cm^2



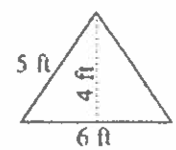
7. ____________ m^2



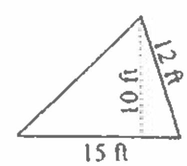
8. ____________ in^2



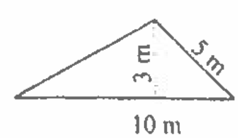
9. ____________ ft^2



10. ____________ ft^2



11. ____________ ft^2



12. ____________ m^2

Language Arts
Grade 7
Day 3

(Use this heading)
Book Letter #3 (E-Learning Day 3) Name:________________ Today's Date________

Dear ;

Paragraph 1: Tell me about your book
The book I am reading right now is ________________. It is by ________________. I picked this book because ________________. I like (or don't like) this book because ________________. (add more information here - whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

Text Connection Sentence Starters

Text to Self

- I can connect to (character's name) because ________________
- I can understand how (character's name) felt because ________________
- The part of the book where (describe an event here), reminds me of the time I ________________

Text to Text

- This book reminds me of (name of another book) because ________________
- (Character) in (book) reminds me of (character) in (another book) because ________________
- The way this story is written reminds me of the book (title) because________________

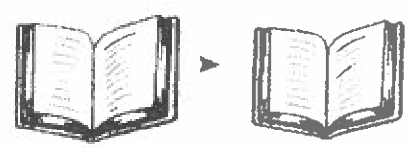
Text to World

- This story makes me think of ______ because________________
- This book reminds me of something I heard on the news. The news story was about________________

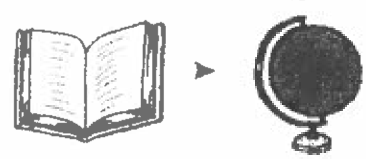
Making Text Connections

Text to Self

Text to Text



Text to World



Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

Name ____

Science

Grade 7

E Learning Packet

Day 3

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

   I learned ____

   ____

   ____

   I learned ____

   ____

   ____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

   ____

   ____

   ____

   ____

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

Grade 7 - Day 3 - Science

The Science of a Sneeze

Life Science

Winter will soon be here, and with it comes cold and flu season. Many people will be sneezing as germs make them sick. All that sneezing can spread the germs and make others sick. But how do germs actually spread? To find out, Professor Lydia Bourouiba, a scientist from the Massachusetts Institute of Technology, used high-speed cameras to record people sneezing. What she observed were explosions of moist fluid called "sneeze clouds."

Seeing a Sneeze

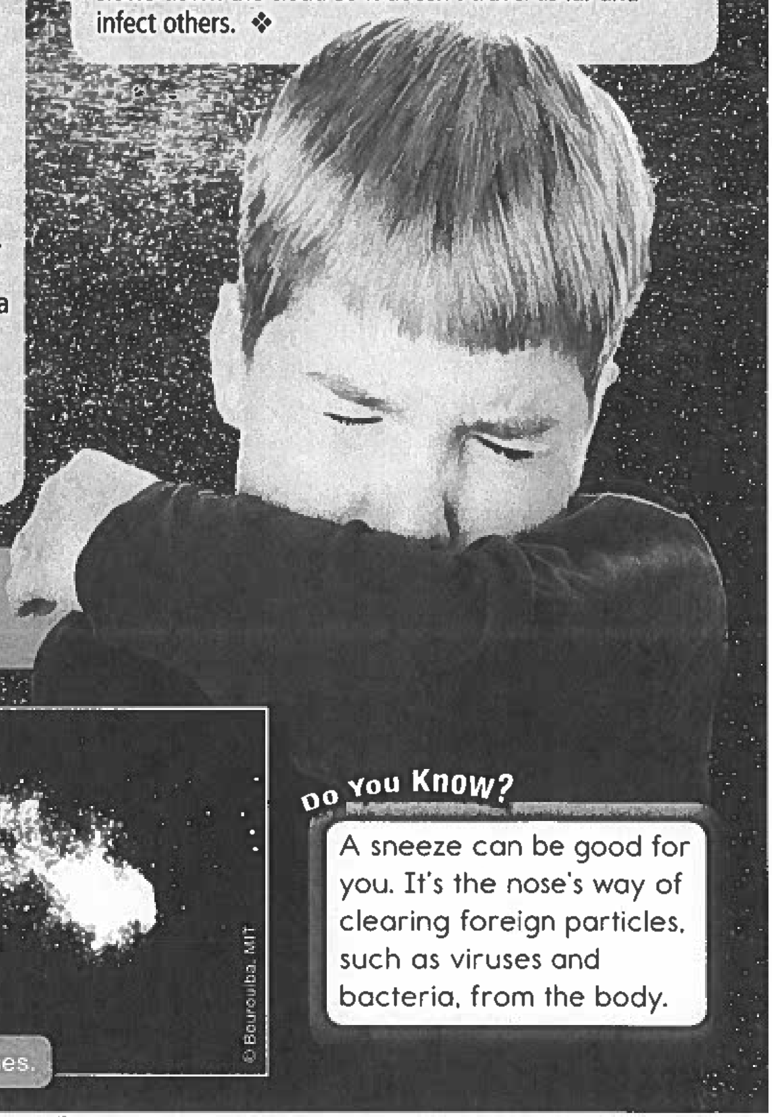
Bourouiba and her team study how gases and liquids move. This field of science is called *fluid dynamics*. In this case, they wanted to understand how the liquids and particles of a sneeze move. They set up video cameras that took thousands of pictures per second. Then the team had to make a person sneeze. A tickle inside the nose with a small rod did the trick.

The video footage showed the cloud traveling in a pattern and going much farther than you might expect. At the start of a sneeze, droplets of mucus and saliva floating in hot, moist air shoot away from the sneezer in a rapid burst. Larger droplets fall within 2 meters (6.6 ft.), but smaller droplets swirl around in the "sneeze cloud" and travel as far as 8 meters (26 ft.) from the sneezer. That means germs from a sick person can stay in the air for a long time and can spread across an entire room.

The Science of Sickness

Bourouiba's research will help us understand how to contain the spread of airborne illnesses such as colds and flu. Knowing how germs travel away from a sneezer can help protect hospital workers and others from getting sick. Next, she will study the sneezes of people who have a cold or the flu. She wants to know whether the shape of the "sneeze cloud" is different when a person is sick.

Sneezes happen. So what can you do to help stop all those traveling germs? Sneeze into your elbow. This slows down the cloud so it doesn't travel as far and infect others. ❖



When you feel a sneeze coming on, cover your nose and mouth with your elbow to keep the cloud from traveling to others.

This series of images shows how a sneeze cloud dis rses.

Do You Know?

A sneeze can be good for you. It's the nose's way of clearing foreign particles, such as viruses and bacteria, from the body.

Credits: Front cover: © Ridvan Celik/iStock /Getty Images Plus/Getty Images; page 2 (left): © Bourouiba, MIT; page 2 (right): © Sharon Barnes/iStock/Thinkstock; page 2 (background): © rob_lan/iStock/Thinkstock

•••Special thanks to Prof. Lydia Bourouiba, Director of the Fluid Dynamics of Disease Transmission Laboratory at the Massachusetts Institute of Technology, who served as advisor and editor for the article "Ah-Choo! Sneeze Clouds Spread Disease."

Browns Valley 2025-26 Grade 7 E-Learning Choice Board – DAY 4

- Choose **one** activity from each subject area column (Language Arts, Math, Science, Social, etc.). It's okay to repeat activities on different days.
- Circle or highlight the activities completed in each column and have caregiver/parent sign the bottom of the form.
- Students please return this sheet to your teacher **within 2 days** of your return to school.
- If you need logins and passwords, contact your teacher via Remind.

Science **Ms. Hills**	**Math** **Mr. Kranhold**	**Language Arts** **Mrs. Sibal**	**Social Studies** **Mr. Goodhart**	**PE/Health** **Mr. Goodhart**	**Band/Choir** **Mr. Stewart**
Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: ____________	20 minutes IXL	Read for 30 minutes (AR book, Epic, choice material).	List 3 current events	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. See Attachment	Area of trapezoids and parallelograms	Write book letter #4 following the attached format.	List 5 facts about Mount Rushmore.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Work on Power Up in comprehension, word study, or grammar for 30 minutes.		Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

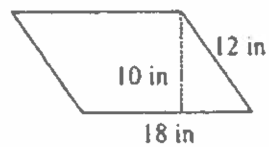
Student Name ______________________ Parent/Caregiver Signature ______________________ Date __________

7th Math
Day 4

AREA OF TRAPEZOIDS AND PARALLELOGRAMS

EXAMPLE 1: Find the area of the following parallelogram.

The formula for the area of a parallelogram is: $A = bh$



A **= area**
b **= base**
h **= height**

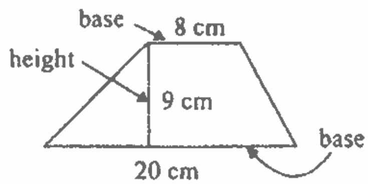
Step 1: Insert measurements from the parallelogram into the formula: $A = 18 \times 10$

Step 2: Multiply. $18 \times 10 = 180$ in^2

EXAMPLE 2: Find the area of the following trapezoid.

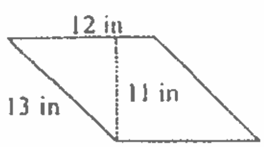
The formula for the area of a trapezoid is: $A = \frac{1}{2} h (b_1 + b_2)$. A trapezoid has two bases that are parallel to each other. When you add the length of the two bases together and then multiply by $\frac{1}{2}$, you find their average length.

A **= area**
b **= base**
h **= height**

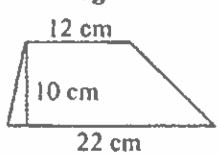


Insert measurements from the trapezoid into the formula and solve:
$\frac{1}{2} \times 9\ (8 + 20) = 126$ cm^2

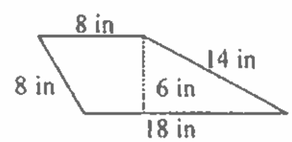
Find the area of the following parallelograms and trapezoids.



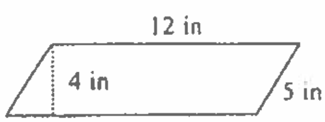
1. ________ in^2



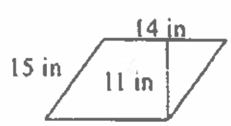
4. ________ cm^2



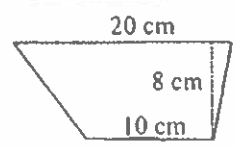
7. ________ in^2



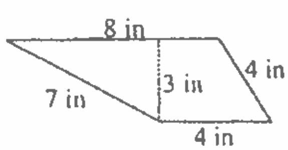
2. ________ in^2



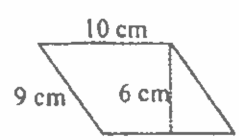
5. ________ in^2



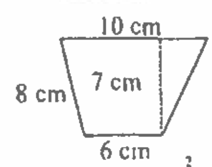
8. ________ cm^2



3. ________ in^2



6. ________ cm^2



9. ________ cm^2

Language Arts
Grade 7
Day 4

(Use this heading)
Book Letter #4 (E-Learning Day 4) Name____________________ Today's Date__________

Dear ,

Paragraph 1: Tell me about your book
The book I am reading right now is ________________________. It is by ________________________. I picked this book because _________________________. I like (or don't like) this book because ______________________________. (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because ____________________
- I can understand how (character's name) felt because______________
- The part of the book where (describe an event here), reminds me of the time I _______________

TEXT TO TEXT

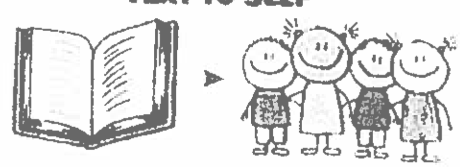
- This book reminds me of (name of another book) because __________
- (Character) in (book) reminds me of (character) in (another book) because _____________________
- The way this story is written reminds me of the book (title) because_____________________

TEXT TO WORLD

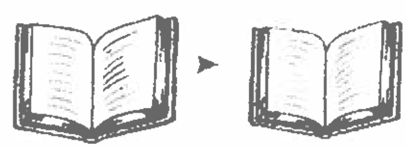
- This story makes me think of ______ because______________________
- This book reminds me of something I heard on the news. The news story was about____________________

MAKING TEXT CONNECTIONS

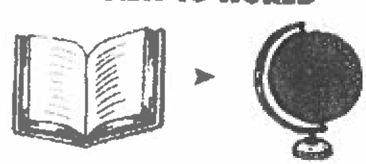
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

Name ____

Science

Grade 7

E Learning Packet

Day 4

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

   I learned ____

   ____

   ____

   I learned ____

   ____

   ____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

   ____

   ____

   ____

   ____

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

Grade 7 - Day 4 - Science

Mini-Habitats Develop on Ocean Trash

Life Science

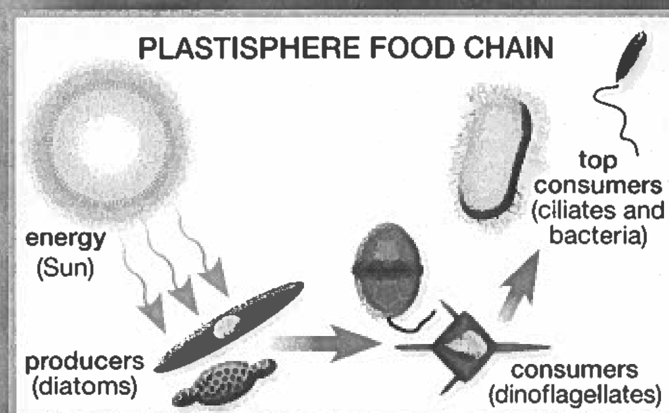
From dry deserts to salty oceans, living things thrive everywhere on Earth. All the living and nonliving things in an area make up an *ecosystem*. All of Earth's ecosystems make up the *biosphere*. Habitats, which are found within ecosystems, have been shaped over millions of years. But people can accidently create a habitat in much less time. Scientists have recently discovered *plastispheres*—miniature habitats on tiny bits of plastic.

Human-made plastic containers, wrappers, and bags often get into the oceans. Plastic falls off ships, is blown by the wind, is washed in by waves, and is sometimes dumped into the oceans. Plastic does not break down, or *degrade*, easily, but it does break apart into smaller and smaller pieces. Ocean currents and wind move and collect these small pieces of plastic in certain areas. Scientists are just beginning to learn how all this plastic is affecting our oceans.

A group of marine scientists from Massachusetts collected plastic bits from the Atlantic Ocean. They looked at each piece using a powerful microscope. Hundreds of *microbes*, such as bacteria and diatoms, were living on each plastic piece. The scientists saw entire food chains, complete with *producers* that make their own food and *consumers* that eat producers. The plastic had become a new mini-habitat.

The scientists also found *decomposers* in the plastisphere. It turned out that some of the microbes were breaking down the plastic and making small pits in it. One day, these microbes may be able to help get rid of the piles of plastic trash building up in our oceans! ❖

Plastic collected from the Atlantic Ocean. Inset shows a close-up image of microbes growing on a piece of plastic.



Microscopic organisms make up the plastisphere food chain.

Science in Your World

Plastic in oceans is dangerous to marine life. Animals such as birds and seals get tangled in bags. They get sick or die when they mistake plastic for food and eat it. You can reduce plastic in the oceans by recycling and by not littering.

Credits: front cover (main), page 2 (top left): courtesy of E.Zettler, SEA Education Association; front cover (inset): © Augusto Stanzani/ardea.com; page 2 (top right): © ZUMA Press, Inc./Alamy; page 2 (background): © iStock/Storman

Browns Valley 2025-26 Grade 7 E-Learning Choice Board – <u>DAY 5</u>

- Choose **<u>one</u>** activity from each subject area column (Language Arts, Math, Science, Social, etc.). It's okay to repeat activities on different days.
- Circle or highlight the activities completed in each column and have caregiver/parent sign the bottom of the form.
- Students please return this sheet to your teacher **<u>within 2 days</u>** of your return to school.
- If you need logins and passwords, contact your teacher via Remind.

Science **Ms. Hills**	**Math** **Mr. Kranhold**	**Language Arts** **Mrs. Sibal**	**Social Studies** **Mr. Goodhart**	**PE/Health** **Mr. Goodhart**	**Band/Choir** **Mr. Stewart**
Cook something with a family member; use a measuring cup or measuring spoon and read directions from a recipe. Record what you made here: ________	20 minutes IXL	Read for 30 minutes (AR book, Epic, choice material).	**List 3 current events.**	Do a Go Noodle activity	Practice for 20 or more minutes
Read the attached "Science in the News" article and answer the 3 questions. <u>See Attachment</u>	"Best Buy" Money managing worksheet	Write book letter #5 following the attached format.	List 3 facts on the Mississippi river.	Shovel Snow	Look up "Music with Mr. DelGaudio" on youtube. Find a fun video.
		Work on Power Up in comprehension, word study, or grammar for 30 minutes.		Play Outside	Make a Musical Snow Person and sing a song about snow.
				Dance to Music	Play a music game on musicplayonline Student Access Code: s432467

Student Name ______________________ Parent/Caregiver Signature ________________________ Date__________

5

7th Math
Day 5

BEST BUY

When products come in different sizes, you need to figure out the cost per unit to see which is the best buy. Often the box marked "economy size" is not really the best buy.

EXAMPLE:

Smithfield's Instant Coffee comes in three sizes. Which one has the lowest cost per unit? The coffee comes in 8, 12, and 16 ounce sizes. To figure the lowest cost per unit, you need to see how much each unit, in this case ounce, costs in each size. If 8 ounces of coffee costs $3.60, then 1 ounce costs $3.60 ÷ 8 or $.45. $.45 is the unit cost, the cost of 1 ounce. We need to figure the unit cost for each size:

$3.60 ÷ 8 = $.45
$5.52 ÷ 12 = $.46
$7.44 ÷ 16 = $.465

The 8 ounce size is the best one to buy because it has the lowest cost per unit

SMITHFIELD'S
Instant Coffee

8 ounces $3.60
12 ounces $5.52
16 ounces $7.44

Figure the unit cost of each item in each question below to find the best buy.
Underline the answer.

1. Which costs the most per ounce: 60 ounces of peanut butter for $5.40, 28 ounces for $2.24, or 16 ounces for $1.76?
2. Which is the least per pound: 5 pounds of chicken for $9.45, 3 pounds for $5.97, or 1 pound for $2.05?
3. Which costs the most per disk: a 10-pack of $3\frac{1}{2}$ inch floppy disks for $5.99, a 25-pack for $12.50, or a 50-pack for $18.75 ?
4. Which is the best buy: 6 ballpoint pens for $4.80 or 8 for $6.48?
5. Which costs the least per ounce: a 20-ounce soda for $0.60, 68 ounces for $2.38, or 100 ounces for $3.32?
6. Which costs more: oranges selling at 3 for $1.00 or oranges selling 4 for $1.36?
7. Which is the best buy: 1 roll of paper towels for $2.13, 3 rolls for $5.88, or 15 rolls for $29.55?
8. Which costs the most per tablet: 50 individually wrapped pain reliever tablets for $9.50, 100 tablets in a bottle for $6.32, or 500 tablets in a bottle for $13.42?
9. Which costs the least per can: a 24 pack of cola for $5.52, a 12 pack of cola for $2.64, or a 6 pack of cola for $1.35?
10. Which costs less per bag: 18 tea bags for $2.70 or 64 tea bags for $9.28?
11. Which is the best buy: a 3-pack of correction fluid for $2.97 or a 12-pack for $11.76?
12. Which is the least per roll: 1 roll of masking tape for $2.45, a 3-roll pack for $7.38, or a 12-roll pack for $29.16?

Language Arts
Grade 7
Day 5

(Use this heading)
Book Letter #5 (E-Learning Day 5) Name:__________________ Today's Date__________

Dear ,

Paragraph 1: Tell me about your book

The book I am reading right now is ______________________. It is by ______________________. I picked this book because ________________________. I like (or don't like) this book because ____________________________. (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because __________________.
- I can understand how (character's name) felt because______________
- The part of the book where (describe an event here), reminds me of the time I ______________.

TEXT TO TEXT

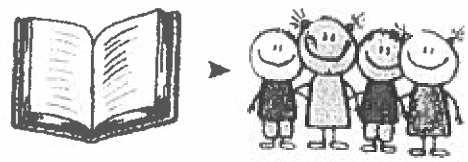
- This book reminds me of (name of another book) because __________.
- (Character) in (book) reminds me of (character) in (another book) because __________________
- The way this story is written reminds me of the book (title) because_____________________.

TEXT TO WORLD

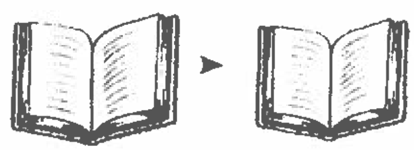
- This story makes me think of ______ because_______________________.
- This book reminds me of something I heard on the news. The news story was about_____________________.

MAKING TEXT CONNECTIONS

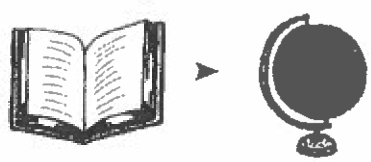
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

nice	mean	sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

Name ____

Science

Grade 7

E Learning Packet

Day 5

1. Read the Science News Weekly article on the back of this page.
2. Write down 2 things you learned from reading the article:

   I learned ____

   ____

   ____

   I learned ____

   ____

   ____

3. Below, write down one question you have about the topic presented in the article. In other words, what is something you wonder about?

   ____

   ____

   ____

   ____

RETURN THIS SHEET TO YOUR SCIENCE TEACHER.

TAKE A BITE OUT OF PLASTIC WASTE

Engineering

Scientists are working to replace plastic food packaging with materials that can get the job done and are edible, too. Plastic works well to keep food fresh and protect against harmful contaminants. But once the food is unwrapped and eaten, the plastic gets tossed. It ends up in landfills or as litter on the ground. Plastic litter is not only unsightly—it can also harm wild animals that might try to eat it or might become tangled in it. Plastic also stays around for a long time. It can take hundreds of years to break down.

Scientists in Brazil are making edible food packaging from beets and papayas.

Edible food wraps could solve many of the problems with plastic wrap. Wraps that people eat won't end up in the trash. Even if they're not eaten, they will break down quickly. And edible food wraps are made with renewable materials that don't cost a lot of money.

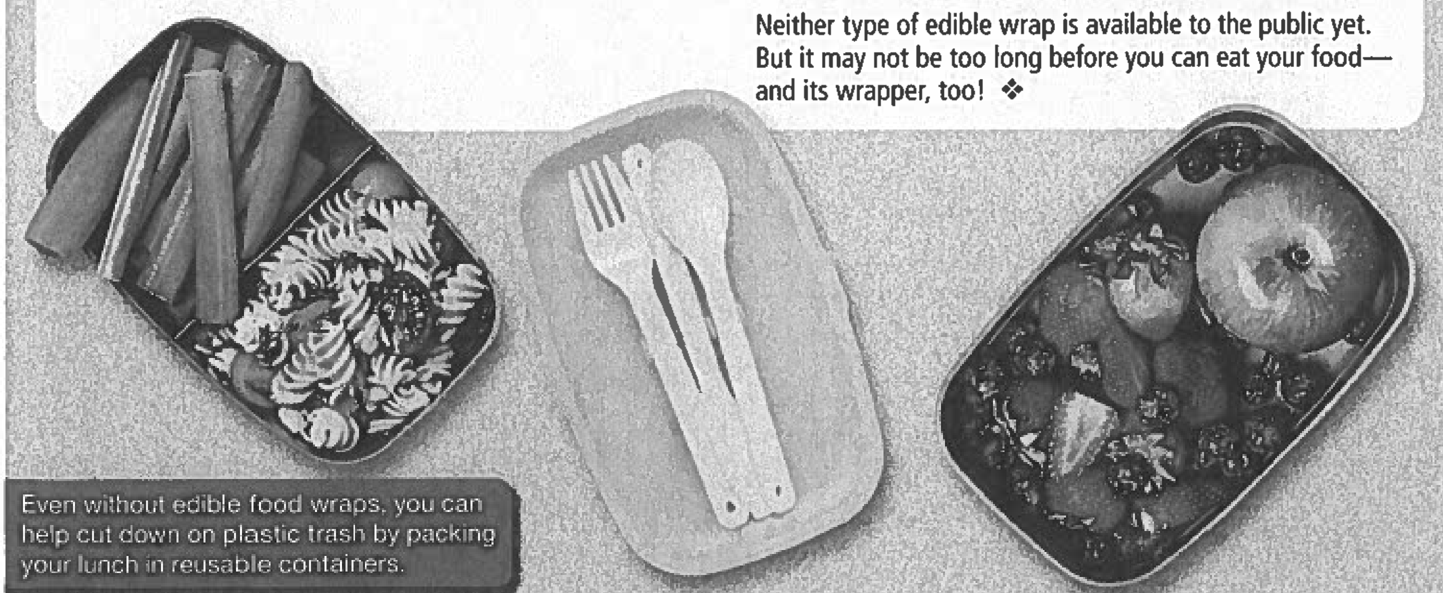
Food-Based Films

Many different groups of scientists around the world are working on edible food wraps made from fruits and vegetables. These wraps are like thinner versions of fruit strip snacks. They taste good and help protect food from bacteria. So far, though, these wraps tend to dissolve in water easily, and they aren't as stretchy as plastic wrap. So the scientists are coming up with ways to make them stronger and more flexible.

A Promising Combo

Food scientists at Oregon State University invented a different kind of edible food wrap. They combined a plant fiber found in wood with a fiber from the shells of crabs and shrimp. This new wrap not only protects against bacteria, but it also doesn't dissolve in water. Similar to plastic wrap, the material keeps moisture in fresh foods such as meat, cheese, fruits, and vegetables. Unlike plastic wrap, it's nutritious to eat. Manufacturers could even add vitamins to make it more beneficial.

Neither type of edible wrap is available to the public yet. But it may not be too long before you can eat your food—and its wrapper, too! ❖



Even without edible food wraps, you can help cut down on plastic trash by packing your lunch in reusable containers.

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