7th Grade eLearning Day Choice Boards

English Spanish Somali

Directions: On each eLearning Day, **choose one activity from each of the four core classes from the Core Classes Board**. Then **choose two activities from any column on the Allied Classes Board**. Aim for 10-15 minutes per activity. Check the box for each activity you complete and submit your work to your Eagle/Tiger/Colt Time teacher within 5 school days.

Ways to Respond: Write, draw and label, make a chart, or explain aloud to someone who can write your ideas. Use English, another language, or both. You may use an imagined example when an object is unavailable. Sentence starters: I noticed... My evidence is... This shows... I think...because...

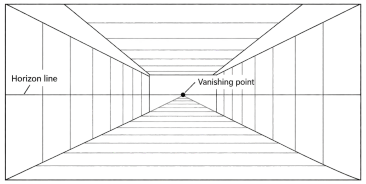
Core Classes - Choose one activity from *each* column.

Science	Language Arts	Social Studies	Math
☐ **Freezing Liquids Data** 3 equal amounts of liquid were placed in identical cups in the freezer at the same time. Liquid — Time until ice crystals Water — 40 minutes Apple juice — 55 minutes Salt water — 75 minutes **Identify** 1 pattern in the results and **propose an explanation** for the different freezing times.	☐ **Choice Book Reading Time** **Read** and enjoy a book or article of your choice for 10-15 minutes. **Write** a short **summary** of what you read. Make an **inference** about the story or information.	☐ **American History Interview** Think of 3 important people throughout American History who you may have learned about in class so far (like George Washington, Sacagawea, etc.) **Explain** who you would interview if you had a chance and why. **Add 3 questions** you would ask the person if you could.	☐ **Walking at a Constant Rate** A person walks 6 blocks in 3 minutes at a steady pace. **Find** the unit rate (the amount for 1 minute). **Predict** how many blocks the person will walk in 10 minutes. **Show or explain** how you know.
☐ **Conserve Resources** **List** 3 ways people use either water or electricity at home or school. **Describe** 2 realistic actions that could reduce waste of that resource.	☐ **Daily Journal** **Write** a one-page journal entry about your day, including the events and experiences that stood out to you. Be descriptive and reflect on how these moments made you feel.	☐ **Land Shapes Communities** Imagine a town near a river, a hill, and a large open field. **Choose** 2 of the land features and **explain** how each might affect where people build, travel, work, or spend time.	☐ **Equation Story** **Write** or draw a story that matches $2x+5 = 15$. **Solve** for x and **explain** what x means in your story.
☐ **Science Around You** Choose an everyday event involving motion, weather or living things. **Record** 2 observations and **ask** one testable question about what might be happening.	☐ **Sound Words** **Write** 4 lines about a busy place using 2 sound words (like *buzz*, *crash*, *tap*, *whoosh*, or *splash*, etc.) **Underline** the sound words and **explain** the mood they create.	☐ **United States Travel** **Write** about where in the United States you would travel if you could and why. **Add 3 questions** you have about the location's geographic features.	☐ **Budget** You have $500 in your budget to spend on snacks, decorations, and activities for a party for 10 people. **Explain** how much you'd spend on each item and why.

☐ **Ecosystem Matter & Energy** Use the following information: Sun →Grass→ Rabbit → Fox **Draw** this model. **Explain** where energy enters, how it moves, and how matter returns to the ecosystem.	☐ **Central Idea & Evidence** **Read:** *School gardens supply food, but their larger value may be what students learn. Gardeners measure growth, solve problems, and see how organisms depend on one another.* **Write**... • the central idea • 2 supporting details • one inference (idea based on reasoning) about the text	☐ **Why People Trade** A store sells fruit grown in another country. **List...** • one reason why or benefit of countries trading goods like fruits • one possible challenge of depending on goods from far away	☐ **Map Scale** On a map, 1 inch represents 5 miles. 2 towns are 3 inches apart. **Answer** the following: • How far apart are they? • How many inches would represent 20 miles? **Show** a table or drawing that illustrates your answer.
☐ **Body Responses** Think about a physical activity such as walking, stretching, dancing, or climbing stairs. **Identify** two **body responses (changes you can notice)** during or after the activity. **Explain** how the two responses help the body continue moving. **Show** your thinking with words, labels, or a simple drawing.	☐ **Word Choice & Tone** Compare the words *determined* and *stubborn*. **Explain** which word sounds more positive. **Write** one sentence using each word. **Explain** how the word choice changes the feeling of each sentence.	**Compare Two Perspectives** A town opens a new community park. A resident says, "The park gives children and families a safe place to gather." A nearby business owner says, "The park brings more customers, but it also creates more traffic." **Identify** each person's **perspective** (point of view) and **explain** why their perspectives may be different.	☐ **Use a Sample** In a sample of 5 students, 3 chose winter and 2 chose summer as their favorite season. **Find:** If 50 students answered in the same pattern, predict how many might choose winter. **Explain** how you made your prediction.
☐ **Create Your Own:** Choose an activity connected to Science. Name it, show what you did, and explain the connection. Activity: _____	☐ **Create Your Own:** Choose an activity connected to Language Arts. Name it, show what you did, and explain the connection. Activity: _____	☐ **Create Your Own:** Choose an activity connected to Social Studies. Name it, show what you did, and explain the connection. Activity: _____	☐ **Create Your Own:** Choose an activity connected to Math. Name it, show what you did, and explain the connection. Activity: _____

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Allied Board – Choose two activities from *any* column.			
Phy Ed	**Music/Theatre**	**Visual Arts**	**Health/Life Skills**
☐ **Workout Circuit** **Choose and complete** 3 safe movements (examples: sit ups, jumping jacks, squats, toe touches, push ups, etc) for 20-30 seconds each. Rest as needed. **Write** the order you completed them in. **Explain** how your body felt before, during and after the activity.	☐ **Quiet Sound Map** **Listen** quietly wherever you are for 2 minutes. **Write** five sounds you heard with words or symbols. **Label** each high/low and loud/soft.	☐ **Sculpt or Build It** **Sketch or build** a three-dimensional (3D) object using available or imagined materials. **Explain** two of your design choices.	☐ **Positive Self-Talk** **Name** 3 discouraging thoughts. **Rewrite** them into realistic, encouraging statements that support positivity and persistence.
☐ **Movement Reflection** Choose a familiar exercise or sport. **Describe:** • One **safety rule** for the exercise or sport • One **body part or muscle group used** in the activity • One **way to make it more challenging**	☐ **Rhythm Pattern** **Create** an eight-beat pattern using claps, taps, rests, or written symbols. **Repeat it** and **explain** the pattern.	☐ **Draw It** **Create** a drawing looking out a window from your house. **Add** value and shading to it.	☐ **Emergency Plan** Imagine there is an emergency situation at school or at home. **Identify** 2 safe meeting locations and 3 types of trusted contacts for an emergency. **Explain** when this plan could be used.
☐ **Create a PE Game** **Design** a physical activity game using household items (example: include socks for a ball). **Include:** • A **name** for the game • **Rules & how to play** • What **skills or muscles** does your game improve?	☐ **Song Message** Choose a message such as friendship, courage, fairness, or hope. **Write** a 2-line chorus for a song that communicates the message. **Underline** words that deserve extra emphasis.	☐ **Logo Redesign** **Redesign** a familiar school or community symbol for a new audience. Use shape, contrast, and lettering intentionally. **Explain** 2 of your choices in the design.	☐ **Assertive Communication** **Write** a respectful response to peer pressure. **Include**: • a clear a limit that protects your safety or comfort • a brief reason • and a safe next step.

☐ **Comfortable Stretch** **Choose and complete** a series of gentle seated or standing stretches. Hold each for 20 seconds without bouncing. Repeat the sequence for about 5 minutes. **Write** down the body area you noticed during the stretch and one way you kept the stretch safe.	☐ **Spoken or Sung Scene** Imagine the same story told as a spoken scene and as a song. **Describe** 2 ways the versions might sound or feel different.	☐ **One-Point Perspective** **Draw** a room or a hallway using a horizon line (eye-level line) and a vanishing point (point where lines appear to meet).  **Add** at least 3 objects whose lines move toward the point.	☐ **Plan Your Time** Sort the following tasks into the chart below: An assignment due tomorrow, packing for next week, taking a short break, and preparing for a test next month. Do Soon | Plan for Later | | **Explain** one choice and **add one task** of your own.
☐ **Target Practice** Choose a safe target or draw an imaginary one on the floor. **Toss** a soft object at the target 10 times, trying to improve your accuracy with each toss. **Write** what helped your accuracy.	☐ **Mood Comparison** Imagine 2 versions of the same scene: one version bright and confident, and one version tense and mysterious. **Describe** the musical choices for each scene using the terms *tempo*, *pitch*, *dynamics*, or *instruments*.	☐ **Contrast & Emphasis** **Create** a black-and-white design with one clear focal point (the part that catches your attention first). **Explain** how contrast (a strong difference between visual elements) directs the viewer's attention.	☐ **Check a Claim:** Read this claim: "This study trick works for every student every time!" **Write** 3 questions you should ask before trusting or sharing the claim.
☐ **Create Your Own:** Choose an activity connected to Phy Ed. Name it, show what you did, and explain the connection. Activity: _____	☐ **Create Your Own:** Choose an activity connected to Music Theatre. Name it, show what you did, and explain the connection. Activity: _____	☐ **Create Your Own:** Choose an activity connected to Visual Arts. Name it, show what you did, and explain the connection. Activity: _____	☐ **Create Your Own:** Choose an activity connected to Health Life Skills. Name it, show what you did, and explain the connection. Activity: _____

Student Name: _____ **Date**: _____ **Adult Acknowledgement:** _____