

Class: 7th Grade

Date: 11/18/2019

Week of 11/18-22/ 2019

This week we focus on:

ELA:

The House of Dies Drear (Virginia Hamilton)

Before beginning this novel, students will research the Underground Railroad and visit places That made up the Underground Railroad.

Continuation of Lesson

Overview:

The House of Dies Drear is a mystery novel with sinister goings on in a house reputed to be Haunted by three ghosts: two runaway slaves, captured and hanged, and Dies Drear. The novel Contains three types of stories: traditional mystery with suspense, eerie legends, and danger; adjusting to a new life style
historical reference

Weekend Assignment: Read and answer questions covering Chapters 1-2. (11/9-10/2019)

Reading Skills and Strategies

*Recognize details to make inference, conflict, and the author's purpose

Strategy: chart details, ask questions, check responses

*Use context clues to make prediction

Strategy: read closely – Ask what did I read? What details/events support the prediction? What prior knowledge supports the prediction? Is my prediction accurate? If not, reread the material

*Use background material to determine the author's purpose

Strategy: research historical events

*Identify cause and effect

Strategy: read closely; analyze attitudes/conflict, character traits-words, behavior

*Identify key points and supporting details to draw conclusions

Strategy: consider sentences that pull ideas together
summarize in writing and visualize scenes

*Explain story elements, including

- revelation of character motivations through words/actions
- plot sequence
- conflict
- theme development

*Bring in questions to class for discussion

Strategy: look up unfamiliar words

*Apply themes

Strategy: ask questions concerning the meaning of each and understand where/how they

apply

*Write accurately notes/study them at home

*Be attentive in class

*Participate in class discussions

Words to own (Chapters 1-3)

Time-worn path, gigantic, turpentine, whittling, dream-fear, dismal, propped, craven, chicory, Eaves, calamity, gable, rise, underground railroad, abolitionist, plantation house, caution, lapsed, Promised Land, nestled, plunder, enormous, desperate, funny business, jumble, bleak:

THANKSGIVING ASSIGNMENT: Complete Chapters 4-5.

IXL Practice below

IXL:

Writing: Grammar and Mechanics

Section Z – Phrases and Clauses/ #4 (Addition)

Students will continue Sentence Structures:

Simple, Compound, Complex, Compound-Complex

Purpose: to improve writing skills

Reading Strategy:

Sections: A1.- Identifying main idea

A2 - Identifying supporting details in literary text

B2- Determine theme/s

C1 - Identify author's purpose

3 -Tone

D Text Structure:

1/4 – Compare/Contrast / Cause/Effect

3 – Match problems with their solutions

E Literary Devices

1 Identify sensory details

IXL: 20 minutes daily at home, especially the diagnostic section

SCIENCE:

Continuation of Lesson

Students will discuss thermal energy and how to make a thermos from over the counter products.

VOCABULARY: kinetic, potential, thermal energy, temperature

MATH

- Bell Ringing Problem: Solve word problems or constructed response items using at least one of the following acronyms: CUBES, UNRAVEL MATH, or "RICE".
- IXL: Mastery math skills referred to: Percent S.1-S.5 (Level H), Multiplication B.1-B.8 (Level H), Division C.1-C.6 (Level H), Add & subtract decimals G.1-G.4 (Level H), and Multiply and divide decimals H.1-H.4 (Level H).
- 7.RP.A.1: Compute unit rate associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ mile per hour, equivalently 2 miles per hour. 7.RP.A.3: Use proportional relationship to solve multi-step ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.
- 7.NS.A.2a: Students will understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplication signed numbers. 7.NS.2c. Students will understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts. 7.NS.2d: Apply properties of operations as strategies to add and subtract rational numbers

- 7.EE.A1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients to include multiple grouping symbols (e.g., parentheses, brackets, and braces). 7.EE.A2: Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”

Vocabulary: Unit rate, fractions, rational numbers, positive & negative integers, opposite quantities, additive inverse, absolute value, linear expressions, rational coefficients, grouping symbols, percent increase & decrease, percent error, simple interests, tax, markup and markdown.

Homework: Complete previous IXL assignments referred to: (1) *Proportional Relationships*: R.9-R.18 (Level H) and K.1-K.11 (Level I), and (2) *Integers & operations with integers*: M.1-M.9 (Level H), N.1-N.11 (Level H). IXL assignment should be completed by 11/22/2019. **Test Thursday.**

SOCIAL STUDIES -

Continuation of Lesson

Topic: American Revolution Project – Who’s Who and Events
IXL:” Colonial America”