

Class: 7<sup>th</sup> Grade  
Week of 2/3-7/2020

Date: 1/30/2020  
This week we focus on:

ELA:

Continuation of Week Ahead, dated 1/27-31/2020

After completing The House of Dies Drear Students will begin two poems: "The Village Blacksmith," "Life" and "Fog".

"The Village Blacksmith" (Henry Wadsworth Longfellow)

Introduction:

In this ballad the central figure is a local blacksmith who serves as a role model who admirably balances his job and his commitment to his family and community. Essentially, the poem gives praise to those who do hardwork but who often go unnoticed. The idealized picture of the blacksmith presents a key element of the Romantic period: The Common Man as hero.

Theme: The value of hardwork

Words to Own:

smithy, crisp, belows, sledge, sexton, sinewy brawny:

"Life" (Naomi Long Madgett)

Introduction:

In "Life" the speaker explains that life is like a pocket watch that entertains an infant and then winds down.

"Fog" (Carl Sandburg)

Introduction:

The fog is a creeping, living entity which descends on all without warning. Like a cat it comes on tiny, silent feet, as a cat does when stalking. Powerful imagery, mystery, and stealth characterize the fog.

Reading Skills and Strategies

- \*Recognize details to make inference and the author's purpose

- Strategy: chart details, ask questions, check responses

- \*Use context clues to promote understanding of each poem

- Strategy: read closely – Ask what did I read? Ask does the content express the poem's title?

- \*Use background material to determine the author's purpose

- Strategy: research historical events

- \*Identify cause and effect

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

- \*Identify key points and supporting details to draw conclusions

- Strategy: consider sentences that pull ideas together/visualize scene

- visualize scenes

- \*Bring in questions to class for discussion

<p>Strategy: look up unfamiliar words</p> <p>*Apply themes</p> <p>Strategy: ask questions concerning the meaning of each and understand where/how they apply</p> <p>*Write accurately notes/study them at home</p> <p>*Be attentive in class</p> <p>*Participate in class discussions</p> <p>Preparing for LEAP:</p> <p>Students will read passages from various sources. They will also discuss the answers given pertaining to the passage.</p> <p>Writing: Grammar and Mechanics</p> <p>Section Z – Phrases and Clauses/ #4 (Addition)</p> <p>Students will continue Sentence Structures:</p> <p>Simple, Compound, Complex, Compound-Complex</p> <p>Purpose: to improve writing skills</p> <p>Reading Strategy:</p> <p>Sections: A1.- Identifying main idea</p> <p>A2 - Identifying supporting details in literary text</p> <p>B2- Determine theme/s</p> <p>C1 - Identify author’s purpose</p> <p>G -Figures of Speech</p> <p>ACT Aspire Reading Practice Test and Explanation (Crack ACT.com)</p> <p>IXL: 20 minutes daily at home, especially the diagnostic section</p> <p>ACT Aspire: 30 minutes daily at home</p>
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<b>SCIENCE:</b>
<p><b>MATH</b></p> <p>- Bell Ringing Problem: Solve ACT released items including word problems or constructed response, using at least one of the following acronyms: CUBES, UNRAAVEL MATH, or “RICE”. - Solve ACT released items including word problems and constructed response items using at least one of the following acronyms: CUBES, UNRAAVEL MATH, or “RICE”. - Define those basic concepts related to the ACT released item including word problems and constructed response items. - Reflect on what mathematic operations and strategies were used to answer the ACT released items including word problems and constructed response items. - Assign classroom mini-projects by groups: (1) probability models; (2) volume area and surface area of two- and three dimensional objects; (3) proportional relationships to solve ratio and percent problems, and (4) expressions and equations. - 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</p>

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.” 7.EE.B3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computational and estimation strategies. Homework: Using IXL complete the math skills related to: (1) Percent, S.1-S.10 (Level H) or L.1-L.11 (Level I), and (2) Expressions and properties, R.1-R.5 (Level I). Test on Thursday.

## **SOCIAL STUDIES**