

ENGLISH/LANGUAGE ARTS: GRADE 7

Reading Closely for Textual Details: The Wolf You Feed

Over the next few weeks, we will be exploring a series of related texts, images, and multi-media. They are connected but you will need to use your close reading skills to determine what those connections are. We will examine texts and ask you to analyze their Central Idea and how supporting details help develop it.

Learning Goal/s:

- Students learn what it means to read a text closely by attending to and analyzing textual details.
- Students analyze visual-based texts.

Looking Closely for Details: Image Investigation

Step 1. First Impressions – Create a chart of 2 rows and 3 columns. Examine the 2 collages. Record your first impressions in the first column. **What stands out to you as you examine each?**

Step 2. Refer to the Guiding Questions Handout on the following page to develop image specific questions. What questions do you have about each image? Write a specific question for each image that would help guide your understanding of what is happening.

Step 3. Construct a Caption – Write a short title/caption that summarizes what the image is about.

TEXT #1

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Robert Falcon Scott

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Osce Wisting with his dogs at the South Pole, 14-17 December 1911. Photographer: unknown. National Library of Norway - bidia_NPRA6235
<http://www.nb.no/bidigital/polartidlar/Amundsen/Sydpolen/polpunkt01/>
"Team" by the sea in the Bay of Whales, Bay of Whales, Antarctica, 1911. Photographer: unknown. National Library of Norway - bidia_NPRA1063
http://www.nb.no/bidigital/polartidlar/Amundsen/Sydpolen/under_bilbor/
In Framheim, sewing various equipment: Bay of Whales, Antarctica, 1911. Photographer: unknown. National Library of Norway - bidia_NPRA1482
<http://www.nb.no/bidigital/polartidlar/Amundsen/Sydpolen/Framheim/>
Roald Amundsen's South Pole expedition, 1911. Olav Rystland. Norwegian Polar Institute - npi001855
http://www.npi.no/olav_rystland/roaldamundsen

Roald Amundsen

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READING CLOSELY FOR DETAILS: GUIDING QUESTIONS

Get To Know the Tool: As we read and examine each text, use the following handout to help focus your thinking. The questions in each row are general but can help direct you to key evidence in the image or text. Look over this handout as we'll be using it several times.

APPROACHING TEXTS

Reading closely begins by considering my specific purposes for reading and important information about a text.

I am aware of my purposes for reading:

- Why am I reading this text?
- In my reading, should I focus on:
 - ⇒ The content and information about the topic?
 - ⇒ The structure and language of the text?
 - ⇒ The author's view?

I take note of information about the text:

- What is the title?
- Who is the author?
- What type of text is it?
- Who published the text?
- When was the text published?

QUESTIONING TEXTS

Reading closely involves:

- 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then
- 2) questioning further as I read to sharpen my focus on the specific details in the text.

I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:

Structure:

- How is the text organized?
- How has the author structured the sentences, lines, paragraphs, scenes or stanzas?

Topic, Information and Ideas:

- What information/ideas are presented at the beginning of the text?
- What stands out to me as I first examine this text?
- What information/ideas are described in detail?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?
- What do I think this text is mainly about?

Language:

- What words or phrases stand out to me as I read?
- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?
- What words do I need to define to better understand the text?
- What words and phrases are repeated?

Perspective:

- Who is the intended audience of the text?
- What is the author's/narrator's stance or attitude about the topic or theme?
- How does the author's language show his/her perspective?
- What is the author's personal relationship to the topic or themes?

ANALYZING DETAILS

Reading closely involves analyzing and connecting the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text.

I analyze the details I find through my questioning:

Patterns across the text:

- What does the repetition of words or phrases in the text suggest?
- How do details, information, characters or ideas change across the text?
- How do the text's structure and features influence my reading?

Meaning of Language:

- How do specific words or phrases impact the meaning of the text?
- What words or phrases are critical for my understanding of the text?

Importance:

- Which details are most important to the overall meaning of the text?
- Which sections are most challenging and require closer reading?

Relationships among details:

- How are details in the text related in a way that develops themes or ideas?
- What does the text leave uncertain or unstated? Why?

Reading Closely for Details: Text #2 excerpt from R. F. Scott's "Last Expedition" (1911)

You will be reading an informational text that provides an overview of the history of wolves in the US, from their importance to Native American cultures to their current controversial status as an endangered species.

Step 1. As you read, use the Guiding Questions handout from our Image Investigation and locate the "Topic, Information, and Ideas" section. These questions will help focus your reading.

As you read, think about the question: What information or ideas does this text present?

Step 2. Return to the Guiding Questions Handout. Preview the document. Review the questions listed under "Language". Re-read the passage and mark details you notice that about the words or phrases that stand out.

Step 3. Construct an objective summary of the text focusing on the Central Idea and supporting details.

Excerpt: Ch. V

DEPOT LAYING TO ONE TON CAMP

Thursday, February 2, Camp 4

So, we are resting in our tents, waiting to start to-night...

Last night the temperature fell to -6° after the wind dropped - today it is warm and calm.

Impressions.

The seductive folds of the sleeping-bag.

The hiss of the primus and the fragrant steam of the cooker issuing from the tent ventilator.

The small green tent and the great white road.

The whine of a dog and the neigh of our steeds.

The driving cloud of powdered snow.

The crunch of footsteps which break the surface crust. The wind-blown furrows.

The blue arch beneath the smoky cloud.

The crisp ring of the ponies' hoofs and the swish of the following sledge.

The droning conversation of the march as driver encourages or chides his horse.

The patter of dog pads.

The gentle flutter of our canvas shelter.

Its deep booming sound under the full force of a blizzard.

The drift snow like finest flour penetrating every hole and corner— flickering up beneath one's head covering, pricking sharply as a sand blast.

The sun with blurred image peeping shyly through the wreathing drift giving pale shadowless light.

The eternal silence of the great white desert. Cloudy columns of snow drift advancing from the south, pale yellow wraiths, heralding the coming storm, blotting out one by one the sharp-cut lines of the land.

The blizzard, Nature's protest—the crevasse, Nature's pitfall—that grim trap for the unwary—no hunter could conceal his snare so perfectly—the light rippled snow bridge gives no hint or sign of the hidden danger, its position unguessable till man or beast is floundering, clawing and struggling for foothold on the brink. The vast silence broken only by the mellow sounds of the marching column.

Objective Summaries:

An objective summary of a text...

...is short (5 sentences)

...identifies the central idea and supporting details

...does not include the opinions of author

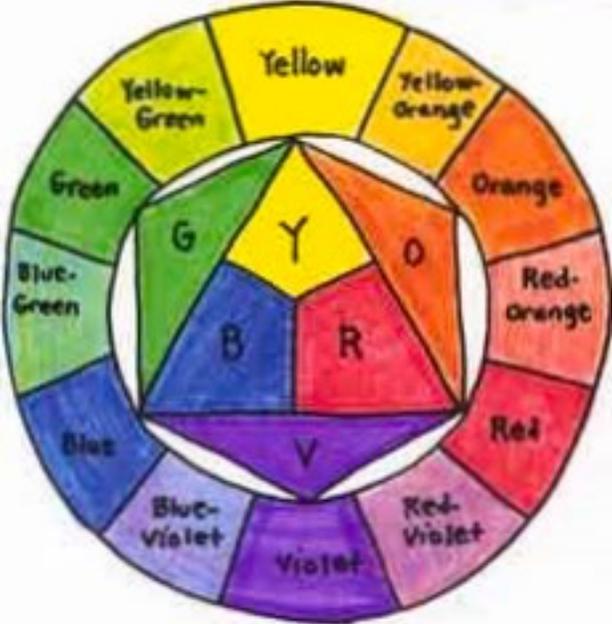
...answers the question "What is the text about?"



Glossary:

Seductive – tempting behavior	Primus – a portable cooking stove that uses paraffin as fuel	Furrows – narrow indents made in the ground	Sledge – a sled that can be pulled by animals to carry food and possessions above snow
Chides - scolds	Wraiths – something thin and pale, such as a stream of smoke	Crevasse – a deep crack or hole especially in the ice of a glacier	Unwary – not careful to look out for potential danger or harm

Task: Using the Creative Process [Figure 1], design a color wheel [Figure 2] using only objects that you can find from around your household. The Creative Process is a four-part process that includes brainstorming, planning, creating and reflecting on our work. A color wheel focuses on the Element of Art: Color and depicts primary and secondary hues in the accurate order of Red, Orange, Yellow, Green, Blue, Indigo, Violet.

Creative Process [Figure 1]	Color Wheel [Figure 2]
<ol style="list-style-type: none"> 1. Imagine: Use your imagination to brainstorm by asking questions, having conversations and recording ideas. 2. Experiment: Sketch out and arrange your ideas on paper as a plan. 3. Create: Assemble your plan and use your materials to create your artwork. 4. Refine & Reflect: Think about your success, maybe your failure. Determine what you would do differently or what turned out well. 	

Discussion: With someone in your household, reflect on your experience with the Creative Process and making your own original color wheel.

- How did brainstorming and planning out your idea help with your success?
- What materials did you end up deciding to use?
- Did they help you find success with your original plan?
- What aspects of your artwork do you like? Why?
- What aspects of your artwork would you refine, or change based on the process you went through? Why?



Social Studies - 7

This year in seventh grade students have been learning about Contemporary Global Issues. In these at home learning opportunities you can continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

Directions: Read the poem by Maya Angelou below. Determine what it means to you. This poem was chosen for its complex imagery and its profound beauty; both of which we could all use more of these days.

Questions to think about before and after reading:

1. In your opinion what do you think Maya Angelou's purpose for writing this poem was?
2. Why do you think she titled the poem "A Brave and Startling Truth?" What does this mean?
3. What do you think she was referring too in the last stanza by the word "it"?
4. Does this poem relate to human rights? Explain.

A Brave and Startling Truth

Maya Angelou

American Poet, Author and Actress

We, this people, on a small and lonely planet
 Traveling through casual space
 Past aloof stars, across the way of indifferent suns
 To a destination where all signs tell us
 It is possible and imperative that we learn
 A brave and startling truth

Aloof- far away

Imperative- vital importance

And when we come to it
 To the day of peacemaking
 When we release our fingers
 From fists of hostility
 And allow the pure air to cool our palms

When we come to it
 When the curtain falls on the minstrel show of hate
 And faces sooted with scorn are scrubbed clean
 When battlefields and coliseum
 No longer rake our unique and particular sons and daughters
 Up with the bruised and bloody grass
 To lie in identical plots in foreign soil

Minstrel show- racist shows that highlighted stereotypes of blacks. Usually conducted in "black face" where whites painted their faces to appear black.

Sooted- dirty

Coliseum- museum

When the rapacious storming of the churches
 The screaming racket in the temples have ceased
 When the pennants are waving gaily
 When the banners of the world tremble
 Stoutly in the good, clean breeze

Rapacious- greedy

Racket- loud noise

Pennants- flags

Gaily- Happy

When we come to it
 When we let the rifles fall from our shoulders
 And children dress their dolls in flags of truce
 When land mines of death have been removed
 And the aged can walk into evenings of peace
 When religious ritual is not perfumed
 By the incense of burning flesh
 And childhood dreams are not kicked awake
 By nightmares of abuse

Truce- peace

Ritual- ceremony

Incense- scent

When we come to it
Then we will confess that not the Pyramids
With their stones set in mysterious perfection
Nor the Gardens of Babylon
Hanging as eternal beauty
In our collective memory
Not the Grand Canyon
Kindled into delicious color
By Western sunsets

Eternal- lasting forever

Kindled- to light

Nor the Danube, flowing its blue soul into Europe
Not the sacred peak of Mount Fuji
Stretching to the Rising Sun
Neither Father Amazon nor Mother Mississippi who, without favor,
Nurture all creatures in the depths and on the shores
These are not the only wonders of the world

Sacred- holy

When we come to it
We, this people, on this minuscule and kithless globe
Who reach daily for the bomb, the blade and the dagger
Yet who petition in the dark for tokens of peace
We, this people on this mote of matter
In whose mouths abide cankorous words
Which challenge our very existence
Yet out of those same mouths
Come songs of such exquisite sweetness
That the heart falters in its labor
And the body is quieted into awe

Minuscule- small

Kithless- not knowing

Tokens- symbol

Mote- tiny piece

Abide- live

Cankorous- sore

Exquisite- special

We, this people, on this small and drifting planet
Whose hands can strike with such abandon
That in a twinkling, life is sapped from the living
Yet those same hands can touch with such healing, irresistible
tenderness
That the haughty neck is happy to bow
And the proud back is glad to bend
Out of such chaos, of such contradiction
We learn that we are neither devils nor divines

Sapped- sucked

Haughty- arrogant

Contradiction- opposing statements

When we come to it
We, this people, on this wayward, floating body
Created on this earth, of this earth
Have the power to fashion for this earth
A climate where every man and every woman
Can live freely without sanctimonious piety
Without crippling fear

Wayward- difficult to control

Sanctimonious- being better

Piety- being religious

When we come to it
We must confess that we are the possible
We are the miraculous, the true wonder of this world
That is when, and only when
We come to it.

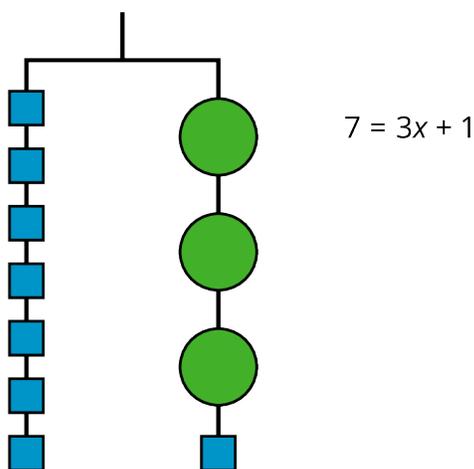
7th Grade Math Resources

Reasoning about Solving Equations Summary (Source: <https://im.kendallhunt.com>)

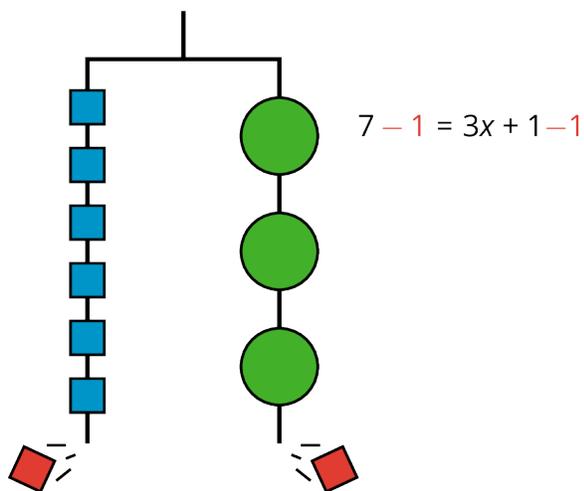


Two ways we can show that two amounts are equal: a balanced hanger and an equation. We can use a balanced hanger to think about steps to finding an unknown amount in an associated equation.

The hanger shows a total weight of 7 units on one side that is balanced with 3 equal, unknown weights and a 1-unit weight on the other. An equation that represents the relationship is $7 = 3x + 1$.

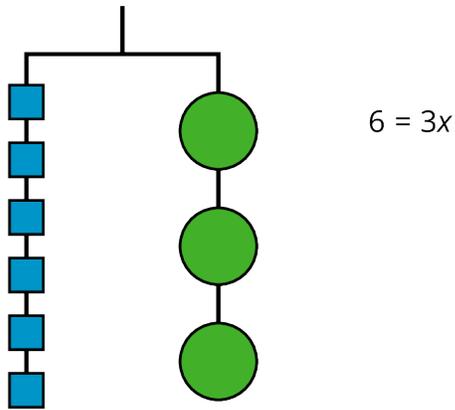


We can remove a weight of 1 unit from each side and the hanger will stay balanced. This is the same as subtracting 1 from each side of the equation.



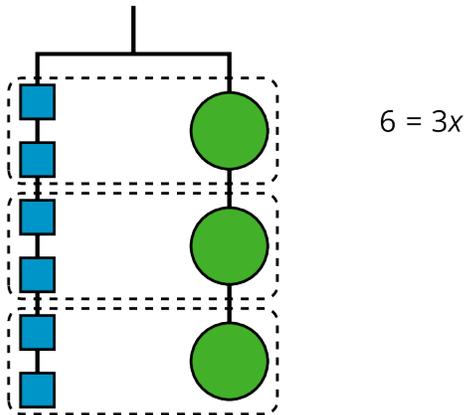
An equation for the new balanced hanger is $6 = 3x$.

Example continued on the next page!

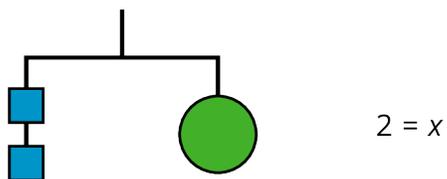


So the hanger will balance with $\frac{1}{3}$ of the weight on each side: $\frac{1}{3} \cdot 6 = \frac{1}{3} \cdot 3x$.

Or you can imagine splitting both sides up into three equal pieces.



The two sides of the hanger balance with these weights: 6 1-unit weights on one side and 3 weights of unknown size on the other side.



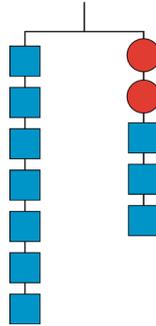
Here is a concise way to write the steps above:

$$\begin{array}{rcl}
 7 & = & 3x + 1 \\
 6 & = & 3x \quad \text{after subtracting 1 from each side} \\
 2 & = & x \quad \text{after multiplying each side by } \frac{1}{3}
 \end{array}$$

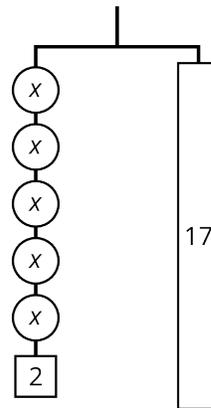
Practice (Source: <https://im.kendallhunt.com>)

1. Explain how the parts of the balanced hanger compare to the parts of the equation. Then, solve the equation.

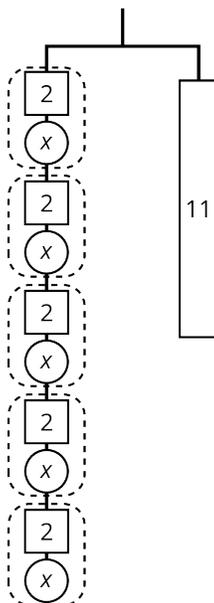
$$7 = 2x + 3$$



2. For the hanger below: Write an equation to represent the hanger. Then, solve the equation explaining your reasoning.



3. Here is a hanger:



a. Write an equation to represent the hanger.

b. Solve the equation by reasoning about the equation or the hanger. Explain your reasoning.

4. Solve each equation.

a. $4x = -28$

b. $3(x + 2) = 18$

c. $-3x + 7 = 1$

5. **Solving Equations Puzzle** (Source: <https://openmiddle.com>)

Using the digits 1 to 9 at most one time each, place a digit in each box to find the greatest possible solution for x .

$$\square x + \square = \square$$

Repeat to find the least possible solution for x .

6. **Solving Equations Puzzle** (Source: <https://openmiddle.com>)

Using the digits 1 to 9 at most one time each, fill in the boxes to find the largest possible values for the SUM of x and y .

$$\square x - \square = \square$$

$$\square y + \square = \square$$

7. **Writing Equations**

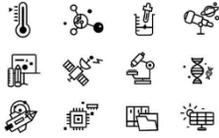
Write three different equations that each have a solution of $x = 3$.

Give them to someone else to solve (you might have to help them through it by sharing what you know).

Answer Key 1. The seven squares on the left match up with the 7 on the left of the equation. The two circles on the right match up with the $2x$ and the three squares match up with the $+3$ on the right side of the equation.

Solution: $x = 2$. 2. Equation: $5x + 2 = 17$, Solution: $x = 3$

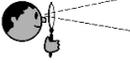
3. Equation: $5(2+x) = 11$ OR $10 + 5x = 11$; Solution: $x = 1/5$ or 0.2 4. a. $x = -7$, b. $x = 4$, c. $x = 2$



SCIENCE-7

Wonderings

Consider the information you see or hear in the news, your guardians talk about, what is happening around your neighborhood. Complete the table below with 3-5 things you remember seeing/ hearing what really caught your attention lately. How would you explain what you noticed? And what new wonderings do you have.

<p style="text-align: center;">See</p> <p style="text-align: center;">What did you observe?</p> 	<p style="text-align: center;">Think</p> <p style="text-align: center;">How can you explain what is happening?</p> 	<p style="text-align: center;">Wonder</p> <p style="text-align: center;">What questions do you have?</p> 
<p>Example: I noticed the birds sing more loudly in the morning.</p>	<p>Example: I think the bird singing could be connected to the temperature outside. If they are cold, they may sing to stay warm.</p>	<p>Example: I wonder how does the temperature of the air affect how loud a bird sings.</p>

If possible: Connect with your science teacher via email to share your wonder. The DMPS directory is located at <https://www.dmschools.org/directory/>

At-Home Physical Education

Name/Nombre _____

Log each time you participate in physical activity:

- Participate in a variety of activities: cardiovascular fitness, strength, endurance and flexibility (circle the fitness component)
 - **Example activities:** dancing, Pilates, walking, jogging, light weight training, body weight training
- Start with a warm-up and end with a cool down that includes stretching
- Try to get at least 30 minutes of physical activity each day

Day/Date DÍA/FECHA	Fitness Component COMPONENTE DE APTITUD	Physical Activity ACTIVIDAD FÍSICA	Intensity (low, moderate, high) INTENSIDAD	Time HORA
Day/Día 1 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 2 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 3 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 4 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 5 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 6 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			
Day/Día 7 _____	Warm-up/Calentamiento			
	Cardio/Cardio			
	Strength Endurance/Fuerza resistente			
	Flexibility/Flexibilidad			
	Cooldown/Calmado			

Reflection/Reflexión-

1. My biggest challenges this week were... Mis mayores desafíos esta semana fueron...

2. How can improve on these challenges next week by... ¿Cómo puedo mejorar estos desafíos la próxima semana antes de el...?

3. My biggest successes this week were... Mis mayores éxitos esta semana fueron...

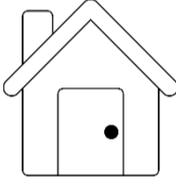
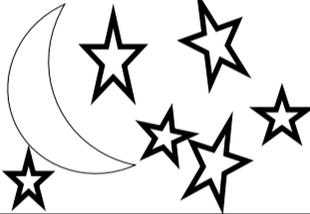
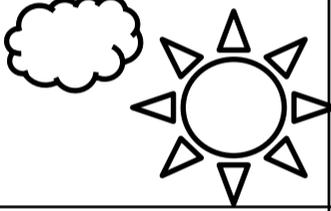
Starting with Spanish

See how much Spanish you already know!

Match each question with the best answer. Use last week's packet to help!

- | | |
|-------------------------|-----------------------|
| 1. ____ F ____ muchacho | A. says |
| 2. ____ muchacha | B. girl |
| 3. ____ dice | C. problem |
| 4. ____ observa | D. observes / watches |
| 5. ____ bueno | E. bad |
| 6. ____ malo | F. boy |
| 7. ____ problema | G. good |

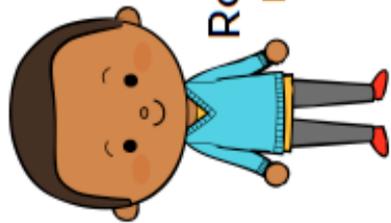
New Vocabulary! Color the pictures below. Can you figure out what the words mean?

				
casa	noche	día	gato	perro

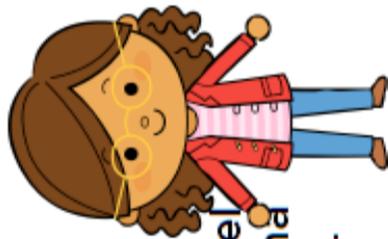
Silly Stories for Spanish Beginners

ISABEL Y RONALDO

Versión # 2



Este es Ronaldo.
Ronaldo es un muchacho.



Esta es Isabel.
Isabel es una muchacha.

Ronaldo le dice a Isabel, "¿Cómo te llamas?"

Isabel responde, "Me llamo Isabel, ¿y tú?"

Ronaldo dice, "Me llamo Ronaldo."

Isabel repite, "¡¿CÓMO te llamas?!"

Ronaldo dice, "Me llamo...Ronaldo..."

Isabel exclama, "¿iTe llamas Ronaldo?! ¡Mi papá se llama Ronaldo!"



1. In English, what does Isabel exclaim?

2. What is the meaning of these three phrases in English?:

- se llama
- ¿Cómo te llamas?
- me llamo

Developing Spanish Skills

Answer the questions below in English.

ISABEL Y RONALDO



Este es Ronaldo.
Ronaldo es un
muchacho.
Ronaldo es inteligente,
pero no es atlético.



Esta es Isabel.
Isabel es una
muchacha.
Isabel es inteligente y
ella es atlética.

Ronaldo dice a Isabel, «¡Buenos días! ¿Cómo te llamas?»

Isabel responde, «Me llamo Isabel, ¿y tú?»

Ronaldo dice, «Me llamo Ronaldo.»



Isabel repite, «¿¿CÓMO te llamas?!»

Ronaldo dice, nerviosamente, «Em...me llamo...Ronaldo...?»

Isabel exclama, «¿¡Ronaldo?! ¡Qué coincidencia! ¡Mi papá se llama Ronaldo!»

Ronaldo pausa y dice, «¿Tu papá es inteligente y atlético?»

Isabel responde, «Sí--mi papá es muy inteligente y atlético. ¡Mi papá es muy diferente a ti! ¡Adiós!»

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*Who are the two main characters? *Identify the phrase “What’s your name” in Spanish. *Who is athletic, the girl or the boy? *Use at least two words to describe the girl’s dad. *How does the boy feel? *What coincidence does the girl discover?

Native and Heritage Speakers of Spanish

ÓPERA DESDE UN BALCÓN

noticias desde *El mundo en tus manos*

19 de marzo: Begoña Alberdi es una soprano famosa. Ella vive en Barcelona, España. Alberdi ha actuado **casi 300 veces** en el Gran Teatro del Licio. El Liceo (o ‘el Gran Teatre del Liceu, en catalán) es el teatro de ópera más prestigioso de Barcelona y uno de los más importantes del mundo. Actualmente, Alberdi no puede actuar en el Liceu. Alberdi, como el resto de los españoles, **se está quedando** en casa para prevenir la transmisión del COVID-19.

Una noche de marzo, Alberdi **sorprendió** a sus vecinos. Esa noche, la soprano no **salió** de su casa, pero sí salió a su balcón. En pijama, ella **empezó a** cantar *O mio babbino caro*, un aria de la ópera italiana *Gianni Schicchi*. **Hacía frío** y **llovía**, pero Alberdi vio cómo sus **vecinos encendieron las luces** de sus balcones. Poco a poco, sus vecinos salieron a **escuchar** el canto de Alberdi.

casi 300 veces almost 300 times

se está quedando is staying

sorprendió surprised

salió went out

empezó a began to

hacía frío it was cold

llovía it was raining

vecinos neighbors

encendieron las luces turned on

the lights

escuchar to listen to

Para ver el canto
visitar:

https://youtu.be/jlui_3jnISA

