

HAMPSHIRE COUNTY SCHOOLS

Snow and Ice Packet (SIP)

7th Grade

Day 4

Instructions: Read ALL Instructions carefully before you begin.

- Complete this packet on **Day 4** for all classes you are taking if a snow and ice packet day is announced by Hampshire County Schools. Check off each subject when it is completed. You do not have to complete work for classes you are not currently taking.

- English _____
- Math _____
- Science _____
- Social Studies _____
- Foreign Language (if taking that class) _____
- Related Arts (2 classes) _____

- Write your name, date, grade, and class period on the top of each work page.
- Turn in each assignment to the correct teacher on the day you return to school. Each assignment will be counted as a standard class grade as determined by your teacher.

Name _____

Place Phrases and Clauses



Placing Phrases

A phrase is a group of related words used as a single part of speech.
A phrase can act as an adverb to tell about a verb.

EXAMPLE: The manager asked without really caring about the answer.
“Without really caring about the answer” tells **how** the manager asked.

DIRECTIONS: Use each of the following prepositional phrases as an adverb in a sentence.

1. under the bench
2. while she sang
3. while closing the cupboard
4. to the bank
5. in the mountains
6. in every hand
7. behind his sister
8. beside the telephone pole



7th Grade Math Day 4

Determining Proportionality with Tables

Name: _____

Determine if the values in the table are proportional (yes) or not (no).

1)

| X | Y |
|----|----|
| -4 | -5 |
| -3 | -6 |
| -2 | -7 |
| -1 | -8 |

2)

| X | Y |
|---|----|
| 6 | -2 |
| 7 | -1 |
| 8 | 0 |
| 9 | 1 |

3)

| X | Y |
|-----|-----|
| -70 | -10 |
| -56 | -8 |
| -14 | -2 |
| -7 | -1 |

4)

| X | Y |
|---|---|
| 6 | 3 |
| 7 | 4 |
| 8 | 5 |
| 9 | 6 |

5)

| X | Y |
|----|-----|
| 1 | 10 |
| 2 | 20 |
| 7 | 70 |
| 10 | 100 |

6)

| X | Y |
|----|----|
| 2 | 2 |
| 4 | 4 |
| 8 | 8 |
| 10 | 10 |

7)

| X | Y |
|----|-----|
| 20 | -32 |
| 15 | -24 |
| 10 | -16 |
| 5 | -8 |

8)

| X | Y |
|----|-----|
| 70 | -10 |
| 63 | -9 |
| 35 | -5 |
| 21 | -3 |

9)

| X | Y |
|----|----|
| 2 | 7 |
| 6 | 21 |
| 18 | 63 |
| 20 | 70 |

10)

| X | Y |
|-----|-----|
| -12 | -32 |
| -9 | -24 |
| -6 | -16 |
| -3 | -8 |

11)

| X | Y |
|----|---|
| 9 | 3 |
| 36 | 6 |
| 64 | 8 |
| 81 | 9 |

12)

| X | Y |
|---|----|
| 2 | 4 |
| 3 | 6 |
| 4 | 12 |
| 7 | 21 |

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

"Brain Freeze Packet"

Name _____

Calculate the following for speed. SHOW WORK OR NO CREDIT!!!!

1. Mulledy runs the 3 mile cross country course in 15 minutes (0.25 hrs) what is her speed per hour?
2. Alayis rides in the go-cart races and completes a 10 mile race in 0.5 hours. What is his speed in mph?
3. Dakota gets a rebound and sprints 25m to dunk it in 5 sec. What is her speed?
4. Am *really* doesn't want to go to science class and strolls the 20m in 2 minutes (120 sec).
5. Logan doesn't want to go to science either except he takes 5 minutes (300m) to go 30m. Find speed.

Now find the acceleration. Use proper units and SHOW YOUR WORK OR NO CREDIT!!!

1. Kingda ka launches from 0 to 57m/s in 3.5 sec. What's the acceleration.

2. A sky diver pulls her chute and slows from 67m/s to 17m/s in 5s. What's the acceleration?

3. A Ford mustang accelerates from rest to 27m/s in 6 s. What's the acceleration.

4. My 9th period accelerates from rest to 40m/s in 2 s when the dismissal bell rings. What's the acc?

5. My Spanish 2 accelerated from rest to 1 m/s in 10 sec when they come back from lunch. What's their acceleration?

Name: _____

Date: _____

Period: _____

Day 4
S.S.
7th

A Cuneiform "Alphabet"

A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Y



Z



TRANSLATE EACH PHRASE OR SENTENCE FROM ENGLISH TO CUNEIFORM USING THE CHART ON THE FRONT OF THIS SHEET.

1. Welcome to Mesopotamia

2. Cuneiform

Make up a sentence of your own using cuneiform; translate the sentence in to English.

7th grade German

Day 1:

Write the numbers 0-20 in German. Spelling counts!

Write In German:

29

54

71

37

43

88

93

15

63

207

172

Day 2:

Write the question and answer in German:

1, How are you?

2, What is your name?

3, Where are you from?

4, How do you get to school?

5, How old are you?

6. What do you do after school?

Day 3:

Write the question and answer in German:

1. Do you like to play soccer?
2. What do you do in your free time?
3. What do you do on the weekend?

Describe 5 family members: names, ages, how do they look?

Day 4:

Write the question and answer in German:

1. What is your favorite color?
2. What is your favorite subject?
3. What is your favorite sport?
4. What is your favorite song?
5. What is your favorite animal?
6. What is your favorite band?
7. What is your favorite film?
8. What is your favorite videospiele?

Day 5:

Make a floor plan of your room or your dream room. Label furniture, describe with colors and adjectives. Use at least 8 items.

Yo Puedo

Unidad 1 lección 2 (pgs 61, 66, 75)

▶ match the description to the opposite:

- | | |
|--------------------------|-------------------------|
| 1) Marco es pequeño | a. No, es bueno |
| 2) Luisa es trabajadora. | b. No, es grande |
| 3) Pablo es organizado | c. No, es desorganizado |
| 4) Joaquín es malo | d. No, es perezosa |
| 5) Anabel es joven | e. No, es serio |
| 6) Francisco es cómico | f. No, es vieja |

▶ Match each adjective with its appropriate like or dislike:

- | | |
|--------------|-----------------------------|
| 1) perezoso | a. le gusta dibujar |
| 2) estudiosa | b. le gusta correr |
| 3) artística | c. le gusta leer y estudiar |
| 4) atlético | d. no le gusta trabajar |

▶ Answer regarding Definite + indefinite articles

1) Definite articles are used with nouns to indicate _____ persons, places, or things.

2) Indefinite articles are used with nouns to indicate _____ persons, places, or things.

3) In Spanish, articles match nouns in _____ and _____.

4) All Spanish nouns, even if they refer to objects, are either _____ or _____.

5) Nouns ending in -o are usually _____.

6) Nouns ending in -a are usually _____.

7) Fill in the chart below:

| Definite Article | | Noun | Indefinite Article | | Noun |
|------------------|-------------------|-----------------|---------------------|-----------------|------|
| singular | <u>el</u> the | chico boy | <u>Un</u> a | chico boy | |
| plural | <u>los</u> the | chicos boys | <u>unos</u> some | chicos boys | |
| singular | <u>la</u> the | chica girl | <u>una</u> a | chica girl | |
| plural | <u>las</u> the | chicas girls | <u>unas</u> some | chicas girls | |

8) to form the plural of a noun add _____ if the noun ends in a vowel.
add _____ if the noun ends in a consonant

9) What are the four ways to say 'the' in Spanish?

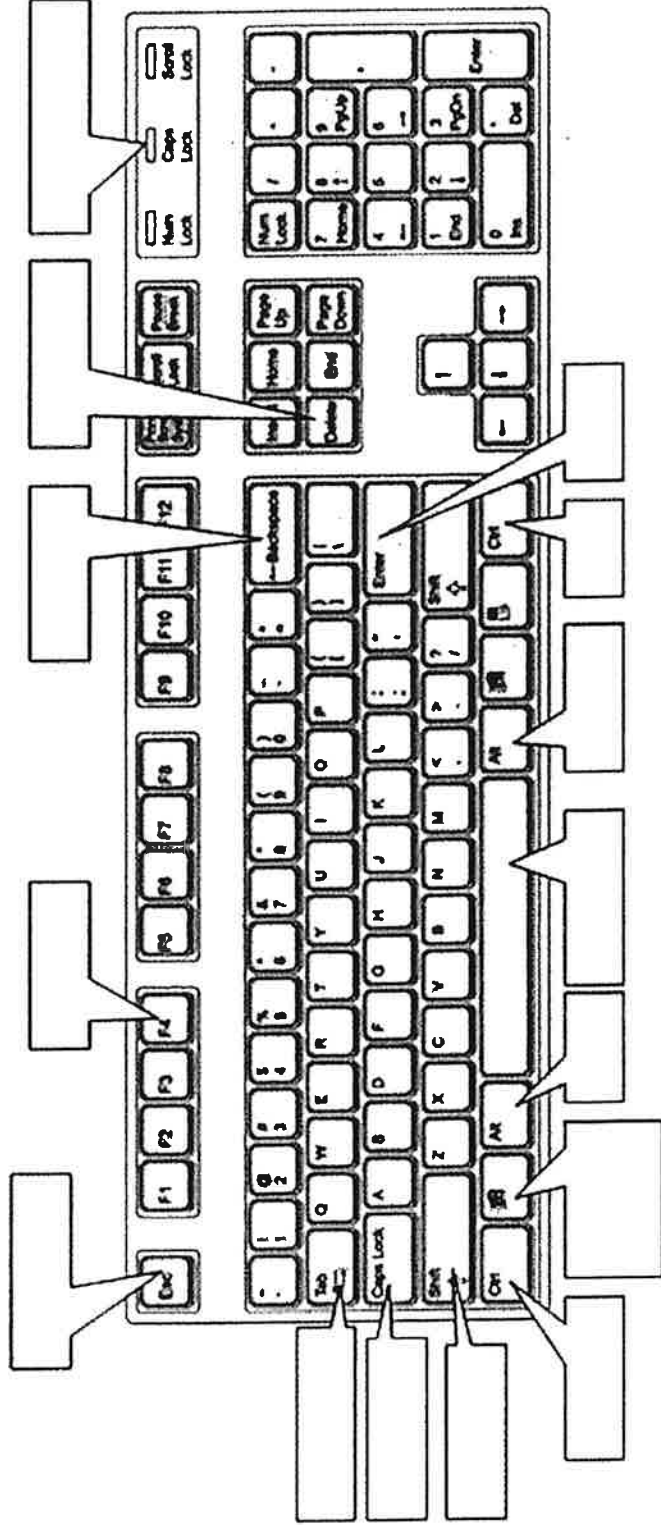
→ _____ → _____
→ _____

Your name _____

Your teacher _____

IMPORTANT KEYBOARD KEYS

Each bubble is worth two points. Fill in the bubbles with one example of when you would use this key.



Chorus

Spend 20 minutes singing some of the vocal pitch exercises outlined below (with hand signs), followed by songs (either current Choral Music or songs of your own choice).

Major Pentachord Scale

1. Major Pentachord Scale (5 note scale)

a. Basic Pentachord Scale: do-re-mi-fa-so-fa-mi-re-do

b. Additive Pentachord Scale A:

Ascending: do-re-do; do-re-mi-re-do; do-re-mi-fa-mi-re-do; do-re-mi-fa-so-fa-mi-re-do

Descending: so-fa-so; so-fa-mi-fa-so; so-fa-mi-re-mi-fa-so; so-fa-mi-re-do

Variation: Sing the additive scale using a variety of rhythm patterns.

c. Additive Pentachord Scale B:

Ascending: re-do-re; mi-re-do-re-mi; fa-mi-re-do-re-mi-fa; so-fa-mi-re-do-re-mi-fa-so

Descending: fa-so-fa; mi-fa-so-fa-mi; re-mi-fa-so-fa-mi-re; do-re-mi-fa-so-fa-mi-re-do

Variation: Sing the additive scale using a variety of rhythm patterns.

2. Intervals in the Major Pentachord Scale Interval: distance in pitch between two tones; all intervals are identified numerically by counting both of the tones and the pitches spanned by the two tones

a. Preparation 1: Ascending: do-re-do; do-re-mi-do; do-re-mi-fa-do; do-re-mi-fa-so-do
Descending: so-fa-so; so-fa-mi-so; so-fa-mi-re-so; so-fa-mi-re-do-so

b. Preparation 2: Ascending: do-re-do; do-mi-re-do; do-fa-mi-re-do; do-so-fa-mi-re-do
Descending: so-fa-so; so-mi-fa-so; so-re-mi-fa-so; so-do-re-mi-fa-so

c. Preparation 3: Ascending: re-do-re; mi-re-do-mi; fa-mi-re-do-fa; so-fa-mi-re-do-so
Descending: fa-so-fa; mi-fa-so-mi; re-mi-fa-so-re; do-re-mi-fa-so-do

d. Preparation 4: Ascending: re-do-re; mi-do-re-mi; fa-do-re-mi-fa; so-do-re-mi-fa-so
Descending: fa-so-fa; mi-so-fa-mi; re-so-fa-mi-re; do-so-fa-mi-re-do

e. Basic A: Ascending: do-re-do; do-mi-do; do-fa-do; do-so-do
Descending: so-fa-so; so-mi-so; so-re-so; so-do-so

f. Basic B: Ascending: re-do-re; mi-do-mi; fa-do-fa; so-do-so
Descending: fa-so-fa; mi-so-mi; re-so-re; do-so-do

Self-evaluate your singing by considering your breathing, posture, tone quality, and pitch accuracy. If possible, record yourself and evaluate your performance. Write down three things you did well, and three things you need to work to improve.

CREATE A VERBAL LIST OF.....

DAY 4 Name _____

1. Select a song
2. Name the instruments you hear in the song.

— PE/Health Grades 6-8

Name: _____

Directions: Fill in the chart for each day we are out for snow, ice or cold. Complete at least 30 minutes of physical activity and write down what you ate each day. Snacks should be included. Examples: shoveling snow, playing in the snow, walking the dog, etc. Have a parent/guardian sign each day.

Date: _____

Day 1

| <u>Breakfast</u> | <u>Lunch</u> | <u>Dinner</u> | <u>Snacks</u> |
|------------------|--------------|--------------------------|---------------|
| <u>Activity:</u> | | <u>How Many Minutes:</u> | |

Parent/Guardian Signature

Date: _____

Day 2

| <u>Breakfast</u> | <u>Lunch</u> | <u>Dinner</u> | <u>Snacks</u> |
|------------------|--------------|--------------------------|---------------|
| <u>Activity:</u> | | <u>How Many Minutes:</u> | |

Parent/Guardian Signature

Date: _____

Day 3

| <u>Breakfast</u> | <u>Lunch</u> | <u>Dinner</u> | <u>Snacks</u> |
|------------------|--------------|--------------------------|---------------|
| <u>Activity:</u> | | <u>How Many Minutes:</u> | |

Parent/Guardian Signature

Date: _____

Day 4

| <u>Breakfast</u> | <u>Lunch</u> | <u>Dinner</u> | <u>Snacks</u> |
|------------------|--------------|--------------------------|---------------|
| <u>Activity:</u> | | <u>How Many Minutes:</u> | |

Parent/Guardian Signature

Date: _____

Day 5

| <u>Breakfast</u> | <u>Lunch</u> | <u>Dinner</u> | <u>Snacks</u> |
|------------------|--------------|--------------------------|---------------|
| <u>Activity:</u> | | <u>How Many Minutes:</u> | |

Parent/Guardian Signature

Snow Day Art Activities: Select one art activity from the list below and bring your art piece to class the next time there is school.

Build a geometric sculpture with spaghetti, toothpicks, popsicle sticks or drinking straws. You can use glue, tape, marshmallows, gumdrops, clay, play-dough or anything else soft or sticky to hold the sculpture together. Try to build forms like pyramids, cubes, and dodecahedrons.

Compile a group of your favorite objects to create a still-life. Place the objects on a table in an overlapping composition. Draw your objects with as much detail as possible.

Create a collage with a theme of your choice. Cut and glue images from variety of items like photographs, newspaper, magazine, construction or tissue paper, cardboard, fabric scraps...etc. whatever you can find around your house.

Design a fantasy bedroom. Imagine you could have anything you wanted in your bedroom. What would you want in your room? Remember, it is a fantasy. The only limit is your imagination. Draw your best bedroom.

Mix and Mold a sculpture from home-made salt dough clay. Mix 1 cup of flour and salt in a bowl. Gradually mix in ½ cup of warm water slowly to form a dough. Use your hands or cookie cutters to create shapes and forms. Bake the sculpture in the oven at 250 degrees for 20 minutes or, air dry for a day. When cool, add color with paint and/or markers for added details, interest and design.