

Taylor County Schools

Day 2

Seventh Grade



1. Complete this packet on the second ICE Day.
2. Write your name on the booklet.
3. Return this completed packet after the ICE Pack Day. You will keep the others in the envelope for future ICE Pack Days.

Name: _____

Student Name: _____ Teacher: _____

All Operations with Integers (J)

Use an integer strategy to find each answer.

$(-3) + 1 =$

$(-30) \div (-5) =$

$7 - (-2) =$

$(-5) \div (-5) =$

$35 \div 7 =$

$7 - (-1) =$

$8 \times 4 =$

$(-9) - 1 =$

$(-42) \div (-7) =$

$63 \div 9 =$

$4 + 9 =$

$(-2) \times (-8) =$

$(-3) \times (-4) =$

$2 - 4 =$

$(-4) \times 6 =$

$6 + (-3) =$

$9 - (-5) =$

$8 + (-8) =$

$32 \div 4 =$

$(-8) + 2 =$

$5 \div 5 =$

$(-2) + 6 =$

$(-1) + 2 =$

$(-40) \div (-5) =$

$2 - (-9) =$

$(-6) + (-3) =$

$9 \times 2 =$

$(-7) \times (-5) =$

$2 + (-2) =$

$5 + 5 =$

Student Name: _____ Teacher: _____

Color the continents;

North America: red

South America: dark blue

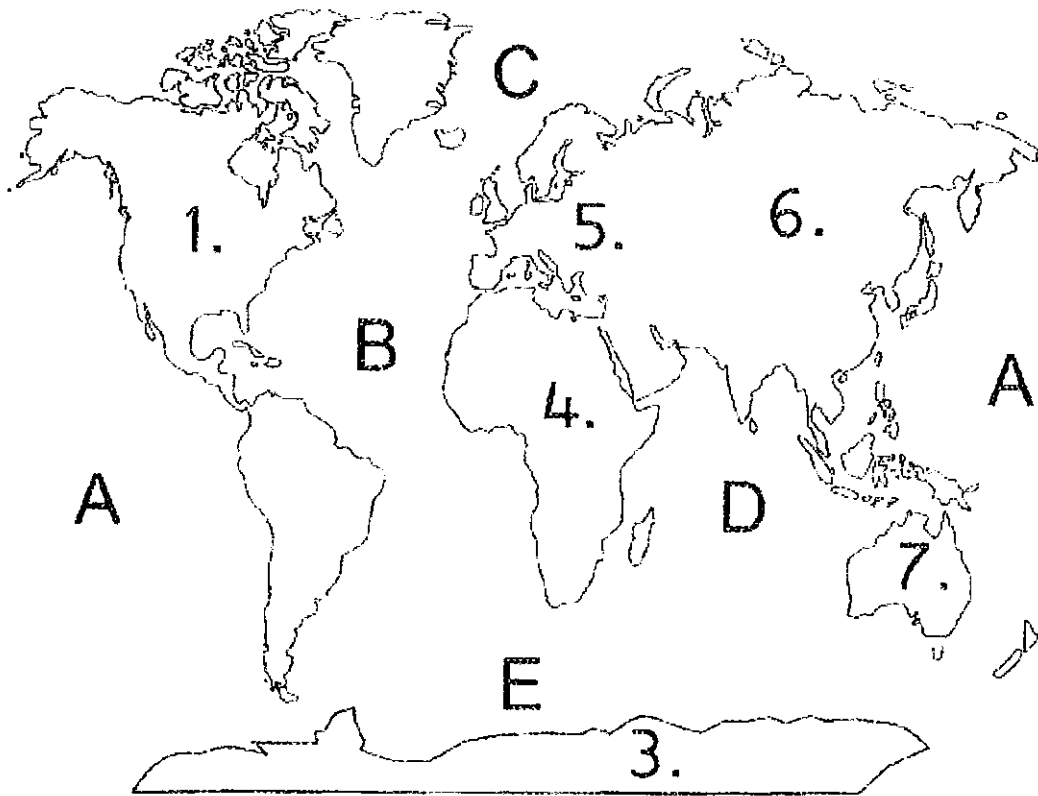
Europe: green

Asia: yellow

Africa: orange

Australia: purple

Antarctica: light blue



Write a letter from the map on the line in front of the correct ocean!

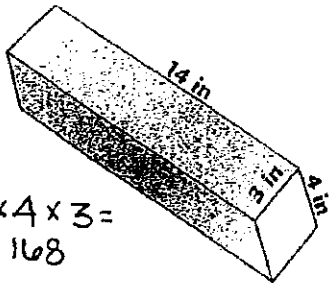
- _____ Arctic Ocean
- _____ Atlantic Ocean
- _____ Indian Ocean
- _____ Pacific Ocean
- _____ Southern Ocean

Student Name: _____ Teacher: _____

Volume of Rectangular Prism... $V = l \times w \times h$ Sci 17

Directions: Find the VOLUME of each rectangular prism.

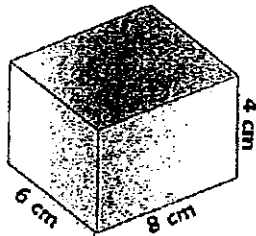
1.



$14 \times 4 \times 3 = 168$

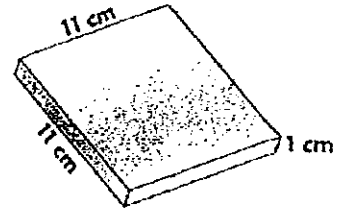
Volume = 168 in³

2.



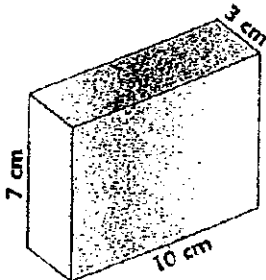
Volume = _____

3.



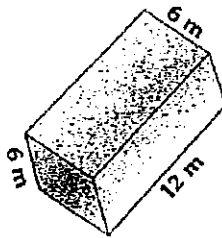
Volume = _____

4.



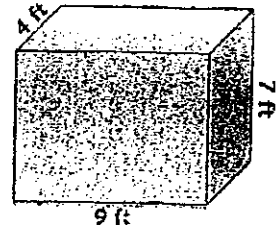
Volume = _____

5.



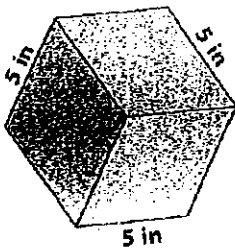
Volume = _____

6.



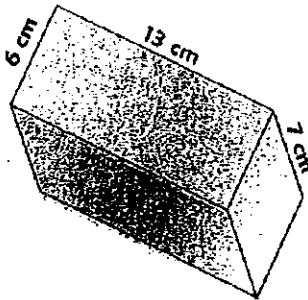
Volume = _____

7.



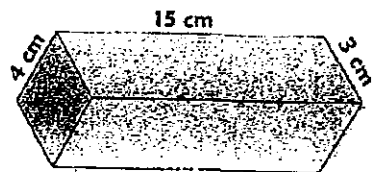
Volume = _____

8.



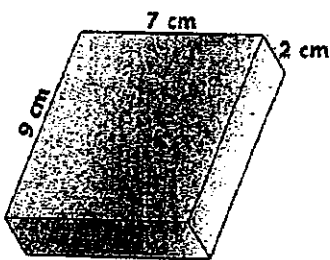
Volume = _____

9.



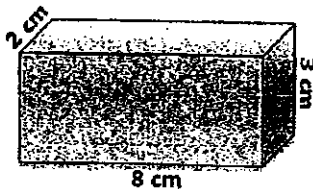
Volume = _____

10.



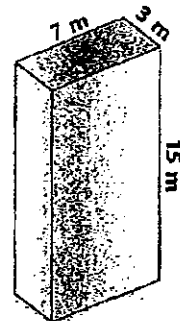
Volume = _____

11.



Volume = _____

12.



Volume = _____

Student Name: _____ Teacher: _____

Name _____

Connotation | Denotation

Directions: Look up each of the words below. Fill in the chart.

| WORD | DENOTATION | CONNOTATION (+/-) |
|---------------|------------|-------------------|
| Valuable | | |
| Show-off | | |
| Gaudy | | |
| Stodgy | | |
| Responsible | | |
| Attractive | | |
| Delicate | | |
| Guerilla | | |
| Passionate | | |
| Argumentative | | |

BONUS: Choose 3 of the words above. That have a positive connotation. Think of a word that has a negative connotation for each one and write them on the lines.



Read the text *Learning from Geese* and then answer questions 7-11.

Learning from Geese

What can we learn from the behavior of geese? It turns out that geese can teach us a lot about being good leaders. When Canadian geese travel south for the winter, or back north for the summer, they fly in a V-formation. In the V-formation, there is always a bird whose job is to lead the other birds. The lead bird decides which direction to fly; however, this is not the principal job of the lead goose. The principal job is to help reduce air drag so that they can fly for greater distances without getting fatigued quickly. With this flight pattern, the birds cover 70% more distance than if they flew without it.



The geese prove that working together, and trusting a leader, makes a group more productive. Are you wondering how this applies to you? This same team work approach can be applied to any situation when you have to work with someone. For example, every ball team must have a captain.

Just as the other geese put a lot of trust in the lead bird, the team must put that same trust in the team captain. Much like the lead bird, the captain's main job is not to be the boss. The primary job of the team captain, or any leader for that matter, is to make the team more productive.

Unlike a team captain, who is in a long-term leadership position, geese take turns leading the V-formation. This gives each bird a chance to move to the back of the formation in order to repose from the long flight. This approach distributes responsibility. In order for this to happen in a team or group, the group members must have a high level of trust with each member of the group.

Sharing leadership is difficult for two reasons. First, some people have control issues. In order to be a good teammate, you have to give up control for the good of the team. Second, some people in a group are not trustworthy. It takes a while to build a group in which all of the members trust each other. Once you can build that type of group, anything is possible.

7. Read the sentences from the passage.

With this flight pattern, the birds cover 70% more distance than if they flew without it. The geese prove that working together, and trusting a leader, makes a group more **productive**.

What word MOST NEARLY means the same thing as **productive**?

- a) destructive
- b) dynamic
- c) useful
- d) product

8. What does the word **fatigue** MOSTLY MEAN in the passage?

- a) exhausted
- b) upbeat
- c) sleep
- d) verified

9. Read the sentence from the passage.

The lead bird decides which direction to fly. However, this is not the **principal** job of the lead goose.

What is MOST LIKELY the meaning of the word **principal** in the sentence?

- a) the boss of the school
- b) leads
- c) primary
- d) great

10. Read the sentence from the passage.

This gives each bird a chance to move to the back of the formation in order to **repose** from the long flight.

In this sentence, what word would best replace the word **repose**?

- a) rest
- b) come
- c) calm
- d) tranquil

11. Read the sentence from the passage.

This approach **distributes** responsibility.

Which word would best replace the word **distributes**?

- a) shares
- b) hands out
- c) gives
- d) tributes

Student Name: _____ Teacher: _____

Building Health Skills

What Does Analyzing Influences Involve?

Analyzing influences involves recognizing the factors that affect your health choices. These factors include:

- Family and culture
- Friends and peers
- Messages from the media
- Your likes, dislikes, fears, values, and beliefs

Analyzing Influences

Follow the **Model, Practice, and Apply** steps to help you master this important health skill.

1. Model

Read how Sebastian uses the skill of analyzing influences to decide on a sport.

Sebastian was thinking of trying out for the volleyball team. His older brother said that he should continue a family tradition and try out for track instead. However, Coach Walker felt Sebastian would be a natural at volleyball because of his jumping ability. Sebastian's friends were encouraging him to try out for basketball.

Sebastian made a chart to look at the factors that were influencing him.

| Factors That Are Influencing Me | |
|---------------------------------|---|
| Personal beliefs | I would like to play volleyball. |
| Friends | My friends want me to play basketball. |
| Family | Track is a family tradition. |
| Coach | Coach Walker thinks that I would be good at volleyball. |

Sebastian realized that his personal beliefs affected him the most. He decided to try out for volleyball.

2. Practice

Read the passage and then practice the skill of analyzing influences by answering the questions that follow.

Andrew used the skill of analyzing influences to help him plan a training program to prepare for soccer tryouts. He wants to run two miles every day to strengthen his heart and lungs. Andrew lives in a region that gets a lot of snow. This makes running outdoors difficult. He also needs to allow time for another school club. This club meets every Tuesday, after school. Plus, Andrew's father does not want him running after dark.

1. What factors have an influence on Andrew's training program?
2. In your opinion, which influences would affect Andrew the most? Explain.

3. Apply

Apply what you have learned about analyzing influences by completing the activity below.

What activities do you participate in? Do you belong to any clubs or community groups? Do you take music lessons or play sports? Think about what influences your activities. Make a chart of your own influences and how they influence you. Identify which influence affects you most and tell why. Write one paragraph to explain how your activities affect your health triangle.

Self-Check

- Did I analyze the influences on my choice of activities?
- Did I explain how my health triangle is affected?

Re-imagine Time Packet – PE 6-8

Day 2: Date _____

Student Name: _____ Teacher: _____

Why fitness homework?

- To learn how to train to reach our fitness goals
- To reinforce concepts learned in class

Did you know?

1. As many as 300,000 deaths per year can be attributed to the lack of physical activity.
2. The average child watches 24 hours of television per week
3. Excess body weight during adolescence may lead to low self esteem and poor social health
4. Children are more likely to exercise when their parents exercise.
5. Each hour of exercise adds two hours to your life expectancy.

A healthy lifestyle must be reinforced at home as well as at school. That is why it is so important to start positive exercise habits at a young age and that is the main reason we have fitness homework. This fitness assignment is to be signed by a parent or guardian. Hopefully this fitness assignment will be motivating for the entire family and will help every student.

Assignment-Physical- 30 minutes of cardiovascular workout of your choice.

Examples include: Walking, Bicycling, Running, etc.

Activity: _____

Parent Signature: _____

I participated with my child: Yes _____ No _____

Assignment – Written

1. Which fitness face from above stood out to you and why?

2. What physical activity do you enjoy the most?

3. Why is a parent signature required for this assignment?

Student Name: _____ Teacher: _____

Classic Composers Word Search

by Ms. Garrett

www.musictechteacher.com

Z A J Y W T K D P B A C H M C K
N R H R V K P Y E G J A E X V L
D K M D K T O Y N B L E D N A H
S C H U B E R T V I U N Y K F F
W N F X V E K E R B T S C A K A
F J I X K T I Y K A V A S H N A
H L Q P Y F P B H H B B I Y G P
Y J K E O V A V E Y E J D E C B
E A V K R H M Y S E C W R Q R V
L C O E H U C H L Z T S I A B G
A R P B A N A Q N U H H O S Q
P V B I Y B E F W W Y M O X B M
A O Q C D S L P I N S Q W V V S
Q X L V N Y T N V N B R Z F E S
I M O Z A R T J L S P Z Z T S N
E D G J Y O N E T T I R B B E T

BEETHOVEN
DEBUSSY
HANDEL
CHOPIN
PROKOFIEV
BACH
BRAHMS
HAYDN
MOZART
BARTOK
BRITTEN
FAURE
SCHUBERT
GERSHWIN

Student Name: _____ Teacher: _____

1. Practice your instrument for twenty minutes. Work on material from your book or sheet music you are working on in class.

2. Using 3-4 complete sentences, write down your strengths of this practice session.

3. Using 3-4 complete sentences, write down things you need to improve and how you are going to improve them.
