



Review & Enrichment

Week of April 27th

Grade 1

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

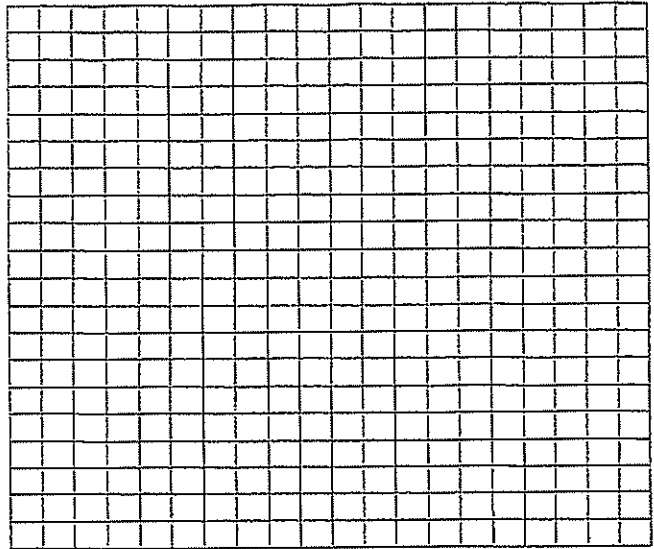
GRADE/SUBJECT: 7 th Grade Science			LESSON TITLE: Graphing Variables	
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 3.1.7.A9 Science as Inquiry 3.2.7.A6 Use appropriate tools and technologies to gather, analyze, and interpret data and understand that it enhances accuracy and allows scientists to analyze and quantify results of investigations				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Graph information given as raw data in a data table• Interpret graphs to determine trends in the data				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Label and number the graphs appropriately.2. Create a graph for the data displayed in the data table.3. Use the graph to answer questions about the data.				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Graphs can be labeled and numbered on the worksheet before being given to the students. Examples of completed graphs can also be given. For advanced learners: <ul style="list-style-type: none">• Students will extrapolate the data to 3-4 more data points to determine further trends in the graph.				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Writing utensil• Graphing handout• Ruler				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Ability to correctly graph data and use the graph to determine trends in the data.				

Graph Worksheet
Graphing & Intro to Science

Name: _____

A. Graph the following information in a *BAR* graph. Label and number the x and y-axis appropriately.

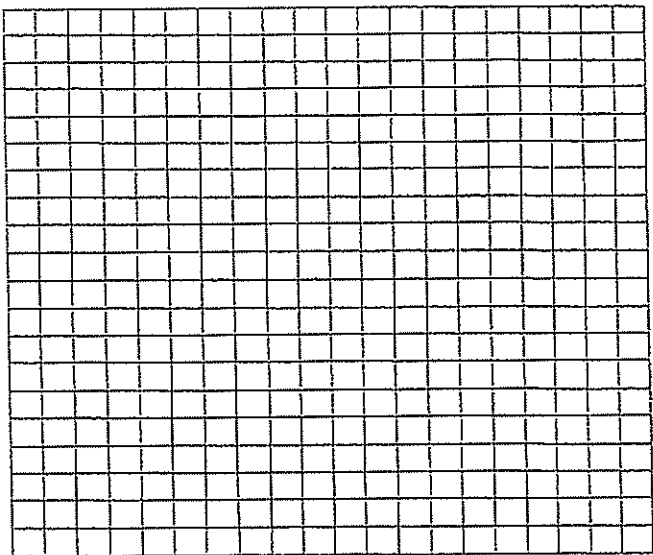
Month	# of deer
Sept	38
Oct	32
Nov	26
Dec	20
Jan	15
Feb	12



1. What is the independent variable? _____
2. What is the dependent variable? _____
3. What is an appropriate title? _____
4. What is the average number of deer per month? _____

B. Graph the following information in a *LINE* graph. Label and number the x and y-axis appropriately.

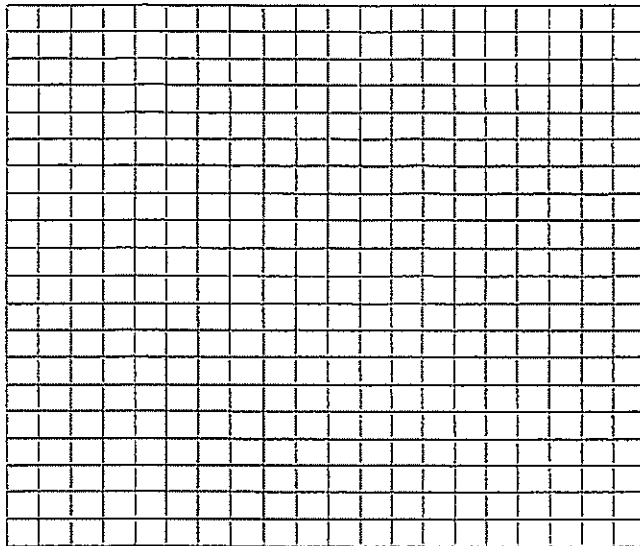
# of Days	# of Bacteria
1	4
2	16
3	40
4	80
5	100
6	200



1. What is the independent variable? _____
2. What is the dependent variable? _____
3. What is an appropriate title? _____

C. Graph the following information in a *BAR* graph. Label and number the x and y-axis appropriately.

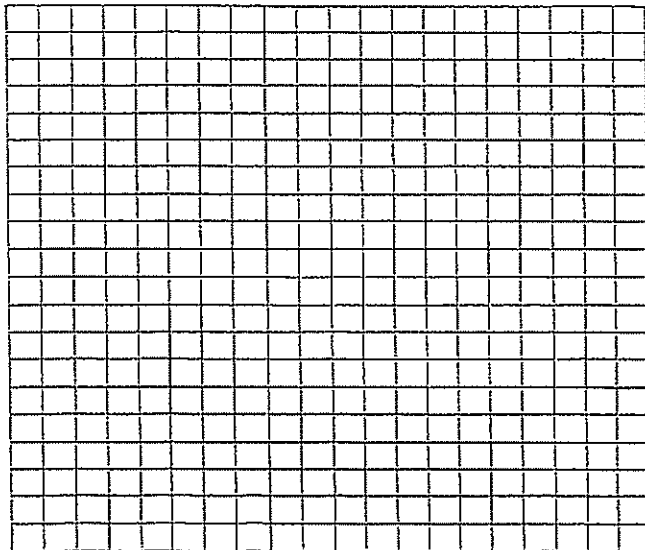
# of Hours of Study	Grade
0	20
2	60
4	70
6	80
8	90
10	100



1. What is the independent variable? _____
2. What is the dependent variable? _____
3. What is an appropriate title? _____
4. What was the average grade earned? _____

D. Graph the following information in a *LINE* graph. Label and number the x and y-axis appropriately.

Temperature	Enzyme Activity
0	0
20	10
30	15
40	20
50	8
60	5
70	0



1. What is the independent variable? _____
2. What is the dependent variable? _____
3. What is an appropriate title? _____



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GRADE/SUBJECT: Math Grade 7			LESSON TITLE: The Size of a Scale Factor	
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 7.RP.2				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand the effect of a scaled copy when using a scale factor that is greater than 1, less than 1, or equal to 1.• Be able to fill in the missing information in a table of values representing scaled copies of original figures.• Determine if the scale factor used in a table of values would create a copy that is an enlargement, a reduction, or a clone of the original figure				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Review the properties of scaled figures in order to determine what the scale factor is that relates the corresponding distances of two scaled copies recorded in a table.2. Fill in the missing values by applying the scale factor used to complete the table.3. Then circle if the copy is a clone, an enlargement, or a reduction of the original figure.				
ACCOMMODATIONS: Accommodations for struggling learners and/or advanced learners will be reflected by the handouts that are distributed to each student prior to the cold weather days. <ul style="list-style-type: none">• Calculators are permitted				
HANDOUTS & RESOURCES <ul style="list-style-type: none">• The Size of a Scale Factor Summary Packet containing both notes and a Tables Worksheet.• Refer to the <i>Open Up Math Resources Grades 6-8</i> website below if additional guidance is necessary to complete the assignment from this lesson on size of the scale factor. <div style="text-align: center; padding: 10px 0;"> No account required! </div> <p style="text-align: center;">https://openupresources.org/math-curriculum</p>				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding that scaled copies have corresponding side lengths that are multiples of each other known as the scale factor and that the size of the scale factor will affect the size of a figure's copy. They will demonstrate this by being able to apply the pattern used to fill in the missing table of values of scaled figures and then by stating if the copy is an enlargement, reduction, or a clone of the original figure based on the value of the scale factor.				

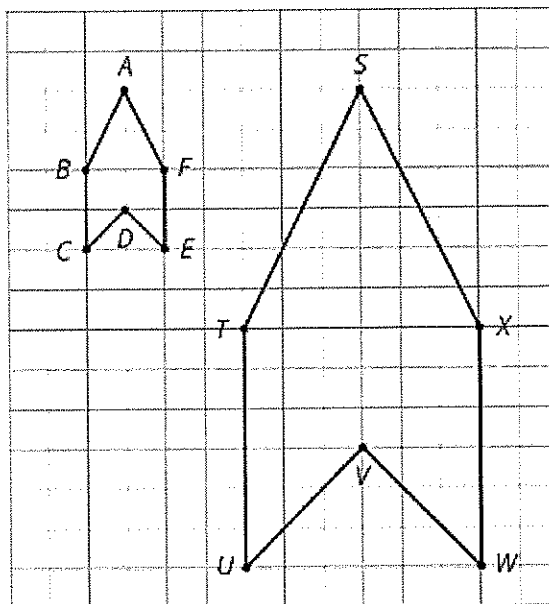
The Size of the Scale Factor

Review:

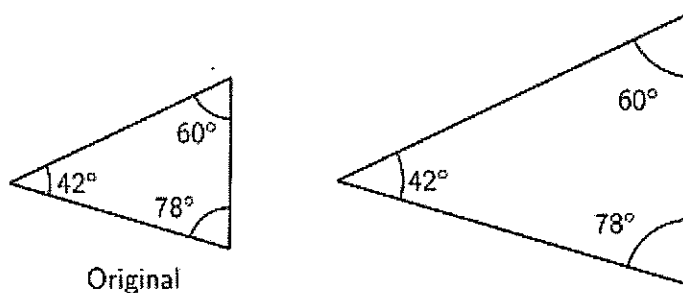
When a figure is a scaled copy of another figure, we know that:

1. All distances in the copy can be found by multiplying the *corresponding distances* in the original figure by the same scale factor, whether or not the endpoints are connected by a segment.

For example, Polygon $STUVWX$ is a scaled copy of Polygon $ABCDEF$. The scale factor is 3. The distance from T to X is 6, which is three times the distance from B to F .



2. All angles in the copy have the same measure as the corresponding angles in the original figure, as in these triangles.

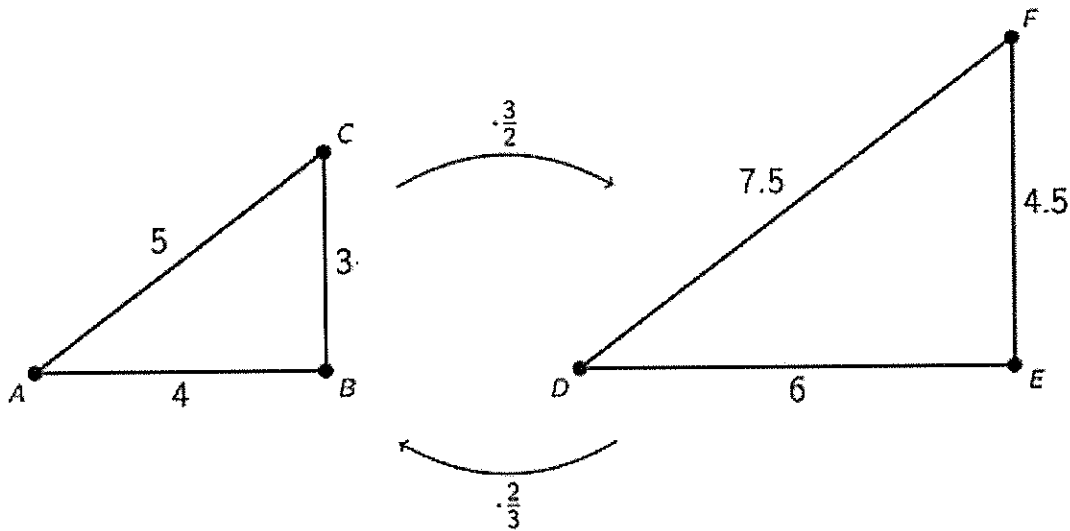


The Size of the Scale Factor

Note: If the Scale Factor (S.F.) = 1 it's a Clone, if the S.F. > 1 it's an Enlargement, and if a S.F. < 1 it's a Reduction.

The size of the scale factor affects the size of the copy. When a figure is scaled by a scale factor greater than 1, the copy is larger than the original. When the scale factor is less than 1, the copy is smaller. When the scale factor is exactly 1, the copy is the same size as the original.

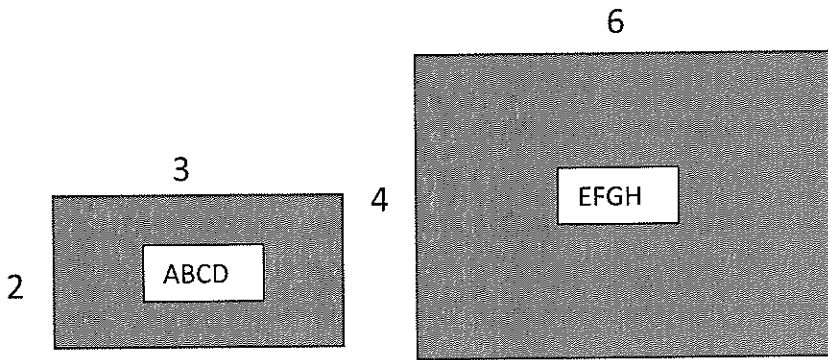
Triangle DEF is a larger scaled copy of triangle ABC , because the scale factor from ABC to DEF is $\frac{3}{2}$. Triangle ABC is a smaller scaled copy of triangle DEF , because the scale factor from DEF to ABC is $\frac{2}{3}$.



This means that triangles ABC and DEF are scaled copies of each other. It also shows that scaling can be reversed using reciprocal scale factors, such as $\frac{2}{3}$ and $\frac{3}{2}$.

In other words, if we scale Figure A using a scale factor of 4 to create Figure B, we can scale Figure B using the reciprocal scale factor, $\frac{1}{4}$, to create Figure A.

Scaled Figures can also be represented in a table.



Length of Original Figure ABCD	Length of Copy Figure EFGH
2	4
3	6

Scale Factor = 2

Rectangle EFGH is an Enlargement of Original Rectangle ABCD because the scale factor is > 1 .

Scaled Copies: The Size of the Scale Factor Worksheet

Directions: Fill in the missing values by applying the scale factor used to complete the table. Write the value of the Scale Factor on line provided under each table. Circle if Copy is a Clone, an Enlargement, or a Reduction.

Original	Copy
2	
5	0.60
12	

S.F = _____ Clone, Enlargement, Reduction

Original	Copy
2	
3	1,650
6	

S.F = _____ Clone, Enlargement, Reduction

Original	Copy
2	
5	15
12	

S.F = _____ Clone, Enlargement, Reduction

Original	Copy
2	
3	4.5
6	

S.F = _____ Clone, Enlargement, Reduction



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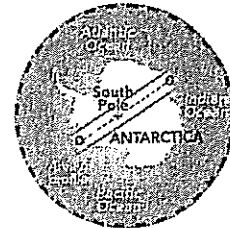
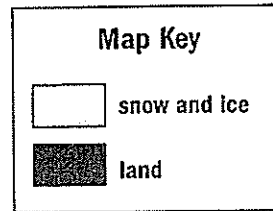
GRADE/SUBJECT: 7 th grade/ World History		LESSON TITLE: Reading A Map Antarctica: Profile Map		
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 7.2.3.A 7.2.6.A				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Be able to read and interpret an elevation/profile map.• Be able to describe and analyze geographic features of Antarctica.				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Review and analyze Antarctica in Profile Map.2. Answer questions 1-10.				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Antarctica: Profile Map				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of elevation and elevation maps.• Understanding of physical characteristics of Antarctica.• Their ability to study and analyze a map, and to answer questions correctly using such analysis.				



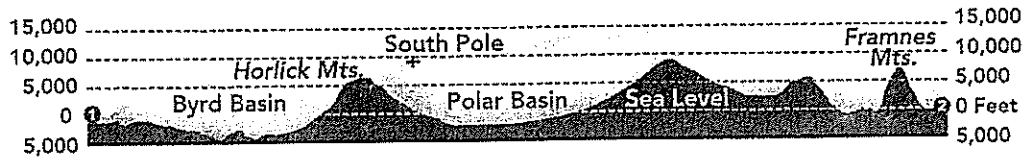
Name _____ Date _____

Antarctica: Profile Map

Use the profile map to answer the questions about the geography of Antarctica.



ANTARCTICA IN PROFILE



1. What is the elevation of the Framnes Mountains? _____
2. Where is the snow and ice cover thinnest? _____
3. Where is the snow and ice cover thickest? _____
4. About how high are the Horlick Mountains? _____
5. About how deep is the snow around the South Pole? _____
6. What is the elevation of Antarctica near the ocean? _____
7. At what two places is the land below sea level? _____
8. How deep is the snow on top of the Horlick Mountains? _____
9. About how high is the highest snow-covered point on Antarctica? _____
10. Do you think it would be easier to cross Antarctica over the snow or over the dry land? _____

Why? _____



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GRADE/SUBJECT: ELA 7 th Grade		LESSON TITLE: Response Writing with RACES		
<input checked="" type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): CCSS.ELA-Literacy.CCRA.R. 1 CCSS.ELA-Literacy.CCRA.R. 2 CCSS.ELA-Literacy.CCRA.R. 10				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand the acronym RACES and how to apply the strategy to answering a comprehension question• Use a RACES template to response to a comprehension question				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. learn the meaning of the acronym RACES as it applies to response writing2. read a persuasive letter3. review a list of sentence starters to cite evidence, elaborate, and summarize their responses4. answer a comprehension question by using a RACES template5. write a paragraph using the RACES template				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Review the meaning of the RACES acronym• Read the persuasive letter• Complete the RACES template For advanced learners: <ul style="list-style-type: none">• Review the meaning of the RACES acronym• Read the letter• Complete the RACES template• Write a paragraph using the Races template				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Response Writing with Races• RACES Cheat Sheet (sentence starters)• Persuasive Letter• RACES Template				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Completion of RACES template• Written paragraph				

Response Writing with Races

R

Restate the Question

- Read the question or prompt
- Underline key words
- Rewrite the question as a statement

A

Answer the Question

- Answer the question
- Make sure all parts of the question are answered

C

Cite Evidence

- Use evidence to support your answer
- Quote from the text (words in the story or passage)

E

Explain and Elaborate

- Explain your answer
- Elaborate and make your answer longer

S

Sum it Up

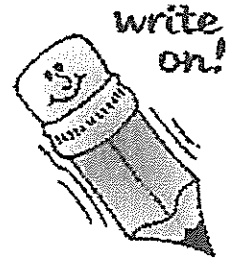
- Conclude your answer
- Link it to your topic sentence, but use different words

Races Cheat Sheet

Sentence Starters

Cite Evidence

- According to the text
 - The article states
- According to the author
 - For example
 - The text says
- From the reading I know



Explain and Elaborate Your Answer

- This shows
- This proves
- This makes me think
 - This explains
 - It means



Sum it Up

- Therefore
- In conclusion
- That's why
- In summary
- For these reasons

A Persuasive Letter

121 Earhart Lane
Los Angeles, California 90035

November 12, 2002

Station Manager
Space Age Channel Television Studio
P.O. Box 122
Washington, D.C. 20003

Dear Station Manager:

I am a big fan of your station. I think your educational programs about air and space are great. From one show, I learned that the first person to fly faster than the speed of sound was Chuck Yeager. In another show, I learned that Neil Armstrong and Buzz Aldrin were the first people to walk on the moon. Now I watch your channel to learn about the International Space Station because I want to work there one day. Your channel has taught me a lot about the history of air and space travel. Even so, one important subject is missing. That subject is women. I've never seen a single program that describes the accomplishments of women in air and space.

Women have played important roles in powered flight since the early 1900s. Let me give you just a few examples. Bessica Raiche helped build the airplane she flew in 1910. Her first flight lasted only a few minutes, but she tried several more flights. Some call Raiche the "First Woman Aviator in America." In 1911, Harriet Quimby became the first American woman to earn a pilot's license. She was also the first woman to fly across the English Channel. In 1913, Katherine Stinson and her mother started a flying business. Two years later, Marjorie Stinson joined the company. She started a flight school to train WWI pilots from the U.S. and Canada. In 1921, Bessie Coleman became the first African-American person to earn a pilot's license. She earned her license in France and then came back to the U.S. to raise money to build a flight school for other African-Americans.

I've given you only a few examples of the women who were part of America's air history. There are more. And the number grows even larger every year. By 1958, when NASA was formed, women were part of that, too. In fact, NASA's very first Chief Astronomer was Dr. Nancy Roman. Margaret W. Brennecke was a welder. She chose the

metals and techniques for building the Saturn rockets that flew in the 1960s. She did the same for Spacelab and the Space Shuttle's rocket boosters. Many other women worked with the space program as engineers and scientists. In 1978, six women, including Dr. Sally Ride, joined NASA as astronauts. Twenty years later, Lt. Col. Eileen Collins became NASA's first female commander.

I've left out so many women. And so have you. Unless you include women, you're telling only half of the history of air and space travel.

Besides telling only half a story, you're missing the chance to send an important message to young girls and boys in school. Those children will probably grow up to live in space! This is a good time to tell all of them about how they can be a part of the future.

If you don't think preparing children for the future is your job, then you might think about the people who watch and support your channel now. My research tells me that more than half of the people who watch your channel are female. How long do you think they'll watch if you don't tell stories that include them? What will happen to your station when half of your viewers stop watching?

In closing, I'm asking you to include women in your station's programming. Tell women's stories to give a more complete history of air and space travel. Tell women's stories to help prepare young girls and boys for their future. Finally, tell women's stories to keep your viewers and your station! Act now so that I can watch your channel tomorrow.

Sincerely yours,

Jen Rumi-Stevens

Jen Rumi-Stevens

Future Space Station Commander

Name _____

On Your Mark, Get Set, Go!

How do you think the station manager will feel after reading the letter? Why?

Restate the question	
Answer the question	
Cite evidence	
Explain your thinking	
Sum it up	