

Week of April 27- May 1, 2020

Mrs. Swigart

Hello! I hope everyone is doing well. My "office hours" will be Monday 1-3, Tuesday 11-1, and Thursday 3-5. Of course, you can always email me and I will try to get back to you as soon as I can. Please feel free to email me any questions you may have. As far as turning in work goes, you can either share a doc with me, or turn it into the school. Hard copies are at the school so you don't need to print anything. Loose leaf paper works for me as well for turning in assignments. I do ask that your name is written, with the date, class period, and the choice number. Again, please feel free to reach out to me if you need anything.

Miss you! - Mrs. Swigart

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
7th Grade Literature	Read a book of your choosing for 30 minutes. Then pick one prompt from the Independent Reading Journal Prompts Options. Your explanations should be at least a paragraph long (7-9 sentences). If you choose a project, please use complete sentences.	Write for 30-40 minutes. It can be a free write, journal entry, creative writing, poetry, etc. It should be 1-2 pages in length.	Vocab Packet 10 Underwater Explorer

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Choice 1

Independent Reading Journal Prompts page 1

Following is a list of journal prompts. Use whatever helps you to arrive at good, interesting reflections. Remember, you journal entries should be your reflections, connecting your novel to universal ideas, current events, history, yourself, etc. Also, pay attention to the writer's craft. Have fun!

Please label your journal entry.

- Describe the problem/conflict of this book.
- Summarize the main events in this book so far.
- Who is your favorite or least favorite character? Why?
- Do any of the characters remind you of yourself, a family member, or a friend? How?
- Are there situations in the story where you would have acted differently than one of the characters? Describe what you would have done.
- Compare and contrast two characters. Include at least three important similarities and three important differences.
- Describe the setting (time and place). Does it remind you of anywhere you are familiar with?
- Describe the climax (the turning point of the story when the action reaches a critical point).
- What do you like best about the story? The least? Why?
- Does this story remind you of other books you have read, movies you have seen, or experiences you have had? Describe the similarities.
- Write a letter to a friend recommending this book.
- If you could ask the author one question, what would it be? Why do you want to know this?
- Why do you think the author wrote this selection?
- What did the author do in order to "hook" the reader? Explain.
- What "pictures" does the author create in your mind? Draw and describe them.
- Have you learned anything interesting that you didn't know before reading this selection? Explain.
- Are the characters believable? Why or why not?
- Write a letter to one of the characters giving him/her advice on how to handle a problem or situation he/she is facing. Be sure to include a greeting and a closing.
- If you could spend one day with a character, who would it be and what would you do? Explain why you chose these activities for this particular character.
- How has the main character changed over the course of the story? What do you think is the cause of the change?
- What was the best part of this book? Explain.
- Are there any parts you would change? Explain.
- How did you feel while reading this book? Why did you feel this way?
- Pretend you are a character in the story. Write a diary entry as the character, explaining what has happened to you and how you feel about it.
- Using the text, illustrate a descriptive passage, a key scene, or a character (this should take some time and effort . . . no stick figures!). Describe the picture.
- Create a timeline of important events in the story. Give corresponding page numbers by each event.
- What are two attributes that describe a particular character? Give at least two examples for each attribute that support your opinion.
- Prepare an interview with your favorite character in the book. Prepare at least 10 questions to ask the character. Write the character's answers to the questions.
- Cast the film version of the book. Decide which real life actors and actresses should play the parts of the main characters. Include photos and descriptions of the stars you've selected and an explanation of why each is "perfect" for the part.

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page 2

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Choice 1

- Turn the book or a portion of it into a comic book with comic-style illustrations and dialogue bubbles.
- Create a poem that a character in the book would write. The poem may focus on a situation in the book or describe how the character feels about what is happening.
- Write a postscript or a continuation to the story, explaining future occurrences in the characters' lives.
- Write a letter from one character to another.
- Design a travel brochure focusing on the setting of the book. Include a map with explanatory notes of significant places. Describe the type of activities that tourists might find there.
- Create the front page of a newspaper based on the events in the book.
- Develop a fact sheet about the book, listing 10 facts that you learned from reading it. The facts must be written in complete sentences and include details you didn't know before reading the book.
- Design a book jacket for the book. Include an original book blurb and information about the author on the jacket along with your review comments. The jacket should "sell" the book to other readers.
- Make a list of 10 or 15 rules by which the main character in the book lives. Tell how these rules compare to the rules you live by. Tell how the character's life would have been different if you had been living it.
- Pretend that you are a fortune-teller and predict what each of the main characters will be doing in their lives ten years after the story ends. Explain your prediction for each character.
- Write a letter of recommendation for one of the main characters in the book. It can be a letter of recommendation for a job or for college admission. Discuss the good and bad points of the character and why you are recommending that character for the job or school.

(taken from Mr. Crumb and L. Cornwell)

I liked the way that the writer...

I didn't like...because...

This novel makes me realize...

The most important thing about this novel is...

If I were (name of character), I would (wouldn't) have

What happened in the novel was very realistic (unrealistic) because...

I agree (disagree) with the writer about ...

I think the title is a good (strange/misleading) choice because....

A better title for this book would be...because....

In my opinion, the most important word (sentence/paragraph) in this novel is...because...

If I could talk to (name of character), I would say...

The novel is similar to (different from) other novels I have read because...

The novel is similar to (different from) other novels by this writer because ...

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Choice 3

Underwater Explorer

Read the selection below. Think about the meanings of the **boldfaced** words. Then go back to the selection. Underline the words or sentences that give you a clue to the meaning of each **boldfaced** word.

Jacques Cousteau put on his new diving goggles and waded into the sea. The twenty-six-year-old Frenchman had enjoyed swimming ever since he was a boy. Now, as he dropped under the surface of the water, an entirely new world opened up. An **array** of fish, seaweed, and rocks appeared around him. Yet despite this colorful variety of sea life, he felt a sense of peace in this ocean world. At that moment, Jacques Cousteau decided to become a deep-sea explorer.

The year was 1936, and little was known about ocean diving. Diving equipment was dangerous, heavy, and bulky. Cousteau began working to make diving safer and easier. He started wearing rubber fins so he could swim faster underwater. Later he invented a breathing system that used tanks to carry oxygen. This system allowed divers to **inhale** and **exhale**, or breathe in and out, underwater.

Ten years later, Cousteau set up the Undersea Research Group with other divers who were exploring the deep sea. He and his **colleagues** explored shipwrecks. They also studied marine life.

In 1950, Cousteau realized one of his greatest ambitions. With the help of a wealthy friend, he bought a research ship, the *Calypso*. While exploring the oceans, divers on the *Calypso* often **confronted** sharks and other dangers. The **fearlessness** of the explorers became well known. Cousteau wrote several books about their experiences. He has produced many films about sea life. Three of the films won Academy Awards.

As Cousteau grew older, he spent more and more time fighting **environmental** problems. During his long diving career, he had seen that pollution killed ocean life by destroying the homes of many fish. In the 1960s and 1970s, his television series *The Undersea World of Jacques Cousteau* dramatized underwater exploration and concern for the health of the ocean. From his own experiences, Cousteau knew that **cooperation** is the key to success. People must work together to protect sea life.

Jacques Cousteau's accomplishments made him one of the **dominant** figures in the field of ocean study. This powerful position also made him an important **advisor** to a new generation of sea explorers. Even after his death, Jacques Cousteau's efforts live on. Today, his foundation continues his mission to preserve our world.



Context Clues

Meanings for the vocabulary words are given below. Go back to the selection and read each sentence that contains a vocabulary word. If you still cannot tell the meaning, look for clues in the sentences that come before and after the one with the vocabulary word. Write each word in front of its meaning.

array	advisor	dominant	confronted	colleagues
cooperation	environmental	fearlessness	inhale	exhale

1. _____ : fellow members of a profession; co-workers
2. _____ : large assortment or collection
3. _____ : to breathe in air through the nose or mouth
4. _____ : the state of being very brave; unafraid
5. _____ : a person who offers advice or information on a particular subject
6. _____ : the act or process of working together with others to achieve a common goal
7. _____ : to breathe out air through the nose or mouth
8. _____ : most influential or powerful
9. _____ : having to do with the surroundings, with nature
10. _____ : came face-to-face with; faced boldly

Challenge Yourself

1. Name two activities that require *cooperation*.

2. Name two *environmental* problems in the United States today.

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Name _____ Date _____

Cloze Paragraph

Use the words in the box to complete the passage. Then read the passage again to be sure it makes sense.

array	advisor	dominant	confronted	colleagues
cooperation	environmental	fearlessness	inhale	exhale

My uncle and his friends started a diving club. Besides diving together, most of the members are also business (1) _____. The club members began by trying to learn as much as possible about diving. They hired a professional diver to give them instructions. This teacher would also be the club's (2) _____ when the group began to plan diving trips.

The instruction started with learning how to use fins, tanks, and weights. The student divers spent long hours in a swimming pool practicing with their scuba equipment. They learned the proper way to (3) _____, or breathe in, and to (4) _____, or breathe out. They learned special methods of (5) _____ that could be used if one diver needed emergency help underwater.

After the club members learned the basic skills of diving, they went on their first deep-sea diving trip. They (6) _____ problems that they had not faced during their training. They met these challenges without hesitating, and their teacher congratulated them for the (7) _____ they showed in the face of danger. They did well because they were prepared and understood what to do in an emergency.

The divers were always delighted when they saw a great variety of sea life. On almost every trip, they saw a vast (8) _____ of ocean plants and animals. In many cases, though, pollution was affecting the sea. The divers were so upset by this (9) _____ problem that they decided to devote some time to help solve it.

Club members invited a speaker from the Cousteau Society to tell them how they could help. They wrote to government officials to express their concern about the welfare of the oceans. Diving had been their (10) _____ interest at first. Now, like Jacques Cousteau, they were interested in everything that had to do with the world of the sea.

Name _____

Date _____

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Word Game

The underlined letters in each sentence below are part of one of the vocabulary words. Use the underlined letters and the context of the sentence to determine the correct vocabulary word. Write the word on the line.

array	advisor	dominant	confronted	colleagues
cooperation	environmental	fearlessness	inhale	exhale

- _____ 1. After the company dug the iron out of the mountain, they realized that they had destroyed the homes of many animals.
- _____ 2. He took a deep breath and noticed how sweet it smelled in the flowering orange grove.
- _____ 3. Jack, his two sisters, and his father worked together for a whole week to build a new chicken coop that the fox couldn't get into.
- _____ 4. Our team had less time to practice this week because of bad weather, but we will play with confidence on Saturday anyway.
- _____ 5. My friend, Ray, and I like to walk together in the meadow, which is filled with hundreds of colorful flowers and fascinating insects.
- _____ 6. The ad said they were looking for a person who could counsel students who needed guidance.
- _____ 7. I do think it is important that the club leader be the person who has the most power and influence.
- _____ 8. The bus driver demanded that the angry riders come to the front of the bus and tell her face-to-face what they were upset about.
- _____ 9. Most of the people who work in my brother's office are also members of his bowling league.
- _____ 10. Hal has such a terrible cold that his chest rattles every time he breathes out.

Standardized Test Practice

Read the sentence. Think about the meaning of the boldfaced word and choose the word that best completes the sentence. Circle the letter of your choice.

TIP

This test will show you how well you understand the meaning of the words. Think about the meaning of the boldfaced word before you choose your answer.

- An **array** of goods means that there are _____ to choose from.
A many C two
B none D few
- A person who displays **fearlessness** is _____.
A wise C brave
B afraid D foolish
- When someone has **confronted** a dangerous situation, he has _____ it.
A avoided C surprised
B faced D retrieved
- When you work in **cooperation** with someone, you work _____ her.
A against C behind
B without D with
- When you **inhale**, you breathe _____.
A out C under
B heavy D in
- Environmental** experts study the _____.
A surroundings C moon
B disease D construction
- A **dominant** color will be the one you _____ most in a room.
A scratch C dislike
B tempt D notice
- A clothing **advisor** would _____ clothes for you to wear.
A fold C guarantee
B wash D recommend
- A teacher's **colleagues** are other _____.
A students C schools
B teachers D parents
- When you **exhale**, you _____ your breath.
A release C excuse
B accept D count



Name _____ Date _____

Find the Word

Read each sentence. Look for clues to help you complete each sentence with a word from the box. Write the word on the line.

multitude	authority	prominent	defy
associate	valiant	pioneers	fearsome

1. The crew members of *Apollo 11* were _____ in space travel; they were the first to land on the moon.
2. We were impressed by the _____ little kitten when she scared away the two dogs that were chasing her.
3. Let's ask the tour guide which trail to hike since he is an _____ on the area.
4. Her green eyes are striking; they are her most _____ feature.
5. Billy made a _____ face, hoping to scare his older sister.
6. That tropical bird shows a _____ of brilliant colors.
7. I will not _____ my mother's wishes; I will be home by dinnertime.
8. My mother and her _____ at work are collecting money for the community food bank.

Writing Sentences

Write an original sentence with each of the words in the box.

valiant	authority	associate
----------------	------------------	------------------

1. _____
2. _____
3. _____

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Analogies

An **analogy** compares two pairs of words. The relationship between the first pair of words is the same as the relationship between the second pair of words.

Example: *Sweet* is to *sour* as *dark* is to *light*.

Use the words in the box to complete the following analogies.

multitude authority prominent defy fearsome

1. *Lawyer* is to *attorney* as *expert* is to _____.
2. *Skill* is to *talent* as *collection* is to _____.
3. *Criticized* is to *praised* as *obey* is to _____.
4. *Jump* is to *crouch* as *calming* is to _____.
5. *Mountain* is to *valley* as *invisible* is to _____.

Sentence Completion

Read each sentence. Look for clues to help you complete each sentence with a word from the box. Write the word on the line.

associate pioneers cooperation

1. The flight attendant asked for the _____ of all of the passengers during the emergency landing.
2. The Wright brothers were _____ of aviation since they were the first to fly an airplane.
3. Jillian and her _____ in the accounting department will organize the company picnic.

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Name _____

Date _____

Rewriting Sentences

Rewrite each sentence using one of the words from the box.

multitude	authority	prominent	defy	associate
valiant	environmental	fearsome	inhale	exhale

1. Did you know Mr. Wilcox is an expert on World War II?

2. The mountain range is a visible feature in the Colorado landscape.

3. Have you asked your business partner how she wants to handle the new company policies?

4. We saw a large collection of antique cars at the car show.

5. The building was designed to withstand a large earthquake.

6. The doctor asked Marta to blow air out slowly.

7. Breathe in quickly; then hold your breath.

8. The brave knight slayed the dragon and rescued the princess.

9. We read an article about the ecological impact of greenhouse gases.

10. The powerful winds of the hurricane tore through the parking lot, turning some cars over and carrying others yards away.
