



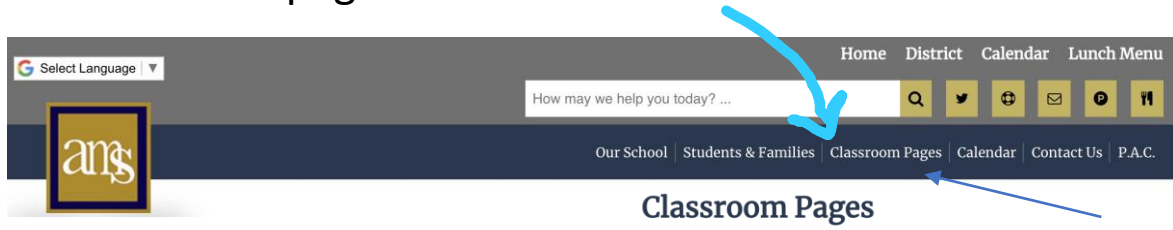
Grade 7 Yellow House- February Newsletter

Important Dates:

- ❖ February 16- No after school bus (due to a staff meeting after school)
- ❖ February 20-24 No School- Winter Break

Access ALL homework assignments online:

1. Go to the AHERN website and click on the CLASSROOM pages



2. Click on YELLOW HOUSE

- [5th Grade](#)
- [6th Grade](#)
- [7th Grade - Blue House](#)
- [7th Grade - Yellow House](#)
- [8th Grade](#)

3. Scroll down to see the day's work below each topic. Make sure the correct MONTH is highlighted at the bottom of the page.

	Science - Charron	Math - Scharman	SS - Masciarelli	ELA - Ready	AC Lab
1	1) Finish your food web from in class (10pts) 2) Complete Study guide (10pts) it MUST be done before class tomorrow! 3) Quiz on Wednesday - Asexual vs. Sexual Reproduction & increasing the odds of reproduction (40pts) 4) Grades close Friday!!!			1. Complete first half of wk 6 novel reading and sticky-noting for tension, voc, and foreshadowing. 2. Complete the in-class work on p2&3 of the log if not done in class. Review this for Fri quiz on ALL terms from the first page of ALL logs this unit. Rising Action prompt due date changed to WED after class time given on TUES.	
2	Study- quiz tomorrow			1. Complete second half of wk 6 novel reading and sticky-noting for tension, voc, and foreshadowing.	



Students need:

1. RECHARGE THEMSELVES AND THEIR LAPTOPS EVERY NIGHT TO SUCCEED!

2. Bring your own headphones or headphones.



NO spare
chargers
and few
loans!

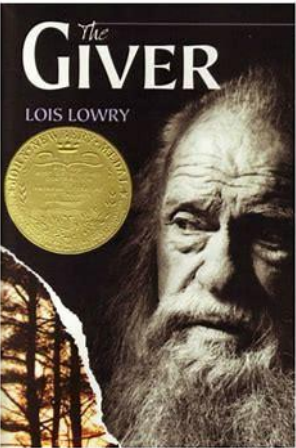


ELA – Mrs. Ready

readyd@foxborough.k12.ma.us

Extra Help Wednesdays
after school

READING: We are reading Lois Lowry's novel *The Giver*. Students read together and independently to build reading stamina. Focused note-taking topics help them analyze for literal and inferential meaning.

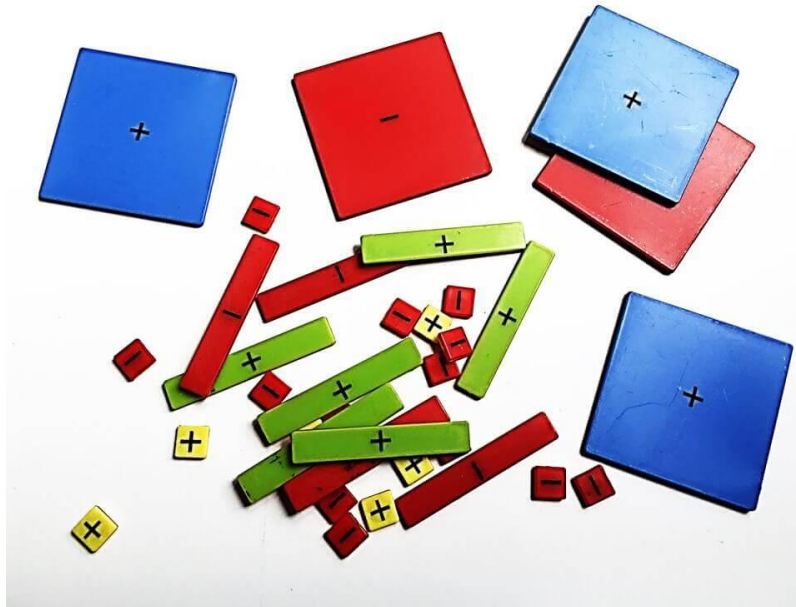


As we read and discuss in small groups, students use evidence and critical thinking to consider --

- Can a conflict-free, safe society also allow individuality?
- Is it possible to meet the needs of the whole community without sacrificing the needs of the less powerful or those that don't conform?
- Would we be willing to give up all deep feeling and connection to avoid feeling any pain or distress?

WRITING:

- Students completed their **first Literary Analysis essay** at the end of Term 2. The writing was chunked into sections and heavily supported with instruction and revision opportunities over 2 weeks.
- Term 3, students will write **multiple in-class evidence-based paragraphs** exploring questions related to the novel to improve their command of the writing process. Students will apply all that they have learned to write their own in-class **5-7 paragraph Literary Essay** at the end of February.
- Students continue to learn **new vocabulary** from the novel and use it in their writing. (**Voc. List 1 QUIZ 2/16**) Students also will apply **grammar** rules about **coordinating conjunctions** to craft clear **compound and complex sentences**.



Mathematics With Mr. Scharman

The 7th grade math students in the yellow house continue to have a strong school year. We are working on the unit of lessons on Expressions 7 using Variables. This unit of lessons is very abstract and we have been making it more concrete by using algebra tiles to model the algebraic expressions. This is especially useful to have a visual for doing the distributive property and for combining like terms. We will follow up this unit with a unit of lessons on solving equations and inequalities. Essentially the expressions we work with will now be made to equal 1 number so that we can solve for the value of the variable. We will work on two step equations 7 inequalities. There will also be a focus on modeling real life situations with equations that can be solved to answer a word problem question.

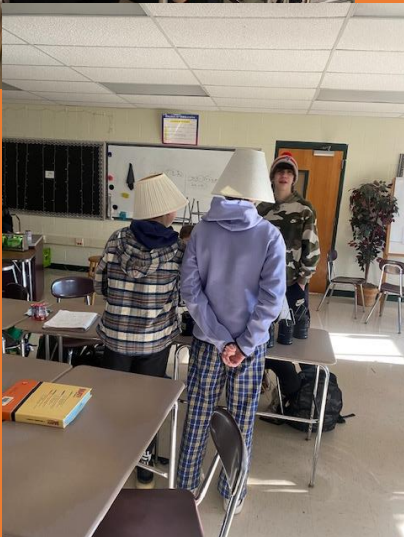
There continue to be a few students that do not do their homework. You can check in PowerSchool to see if your student is or is not doing the homework assignments. My expectation is that students work about $\frac{1}{2}$ an hour on the homework assignment given. If your child is spending more than this amount of time, please contact me so we can assess the issue and adjust the assignments for her/him. Thank you for all your support at home. That will continue to be a critical element in your child's success.

Mrs. Ryan-Math

Thank you for helping design our awesome winter themed door!

All Blue House Math classes are working on expressions. We are learning to combine like terms, use distributive property and factor linear expressions.

All classes will take an Expressions Assessment the week of February 6-10.



SOCIAL STUDIES-

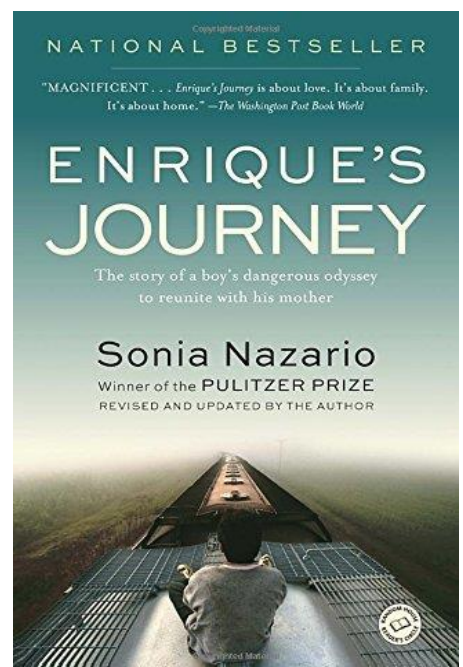
MR. MASCIARELLI

During the months of January and February, students are reading the book entitled, "Enrique's Journey." This is a true story of a sixteen-year-old who sets off on a journey from Honduras to the United States to find his mother who left her starving family 11 years earlier in hopes of making enough money to send back to her family.

Students learn about the conditions in Central American countries that push desperate young migrants to risk their lives clinging to the tops of freight trains in search of their loved ones in the United States who left before them.

This unit will culminate with a two-day Socratic Seminar discussion on the following themes of migration:

- Push & pull factors of migration
- Psychological wounds of migration
- Physical dangers of migration
- American Dream
- Resilience/grit
- Borders
- Power of love
- Those left behind
- Power of upstanders
- Journalist's (author's) role



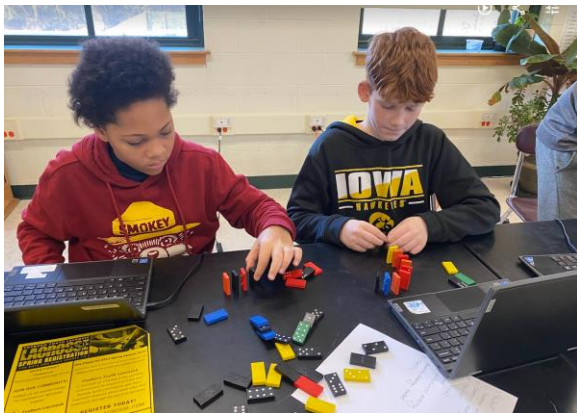
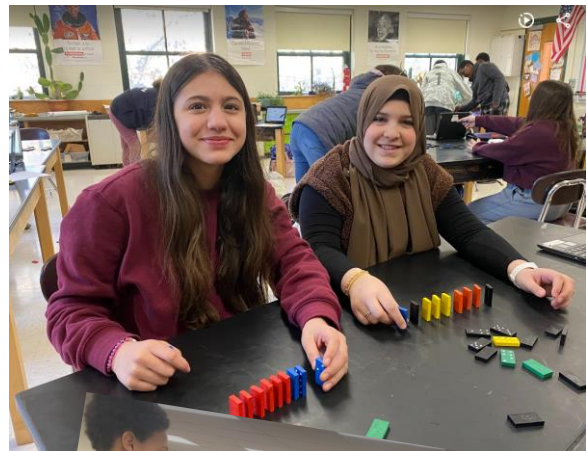
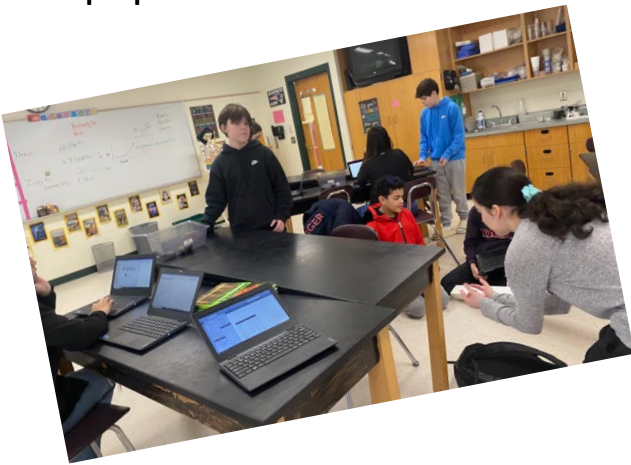
SciNO with Mrs. Charron

The end of January led to the beginning of our unit in Physical Science!!

During our unit students will:

- Identify the different types of energy
- Analyze how speed and mass affect kinetic energy
- Graph and calculate kinetic and potential energy
- Connect both potential energy and kinetic energy in creating a paper rollercoaster

I am after school on Wednesdays for extra help!



French- Mrs. Cowin

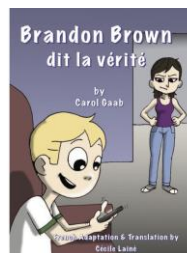


This past month, we:

- read our first French novel specifically geared to French beginners.

Coming up, we will...

- continue reading French books at least twice a week with "Free Choice Reading." Students get to choose which books they read during a set quiet reading time.
- learn how to tell time.
- watch and be able to re-tell what happens in a short French film.





Spanish – Sra. Cordone

- For quarter 3, students are encouraged to create original sentences and questions. We have been working on this daily and students are doing great!
- What is your true passion? People may think they know you, but do they really know you?
- In our most recent story, we talked about a student's true passion. Ask your child today about their class story!



MRS. FELPER &
MRS. MCTIGUE

Seventh graders write in all content areas. Recently, they've been responding to two texts, "Enrique's Journey", in Social Studies, and "The Giver", in English. In the Academic Lab, we're reinforcing the writing skills taught in these classes by providing additional instruction and guided practice. The seventh graders are sharpening their writing skills so that they can compose a cohesive response that is on topic, developed with details, and supported by specific text evidence.

This visual from Empowering Writers is a good reminder of what good writers do when they're responding to text.

ELABORATION TOOLS
FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:

- **SUMMARIZE**
In a sentence or two, summarize the topic and main ideas of the source material.
- **PARAPHRASING**
In your own words, rephrase specific details in the source material in order to support your summary.
- **CITE THE SOURCE TEXT**
Cite specific words, phrases, examples from the source material, using quotation marks to indicate the source author's exact words.

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Seventh graders are also solving multi-stepped math problems with positive and negative numbers. In the Academic Lab, we remind ourselves of the 'integer rules' often, so that calculation errors are avoided. The students are understanding that these rules really do need to be followed and mastered in order to apply all the new concepts being studied.

This is a copy of the rules for calculating with positive and negative numbers.

+++++ Adding Integers +++++

SAME signs -
1st - ADD
2nd - Keep the Sign

Examples: $-4 + -7 = -11$ $5 + 3 = 8$

DIFFERENT signs -
1st - Think about the chips... "What is there more of?"
2nd - Think, "By how much?"

Examples:

	$-12 + 9 =$	$16 + -4 =$
What is there more of?	Negative	Positive
By how much?	3	12
Answer	$-12 + 9 = -3$	$16 + -4 = 12$

----- Subtracting Integers -----

1st - Change to ADD THE OPPOSITE.
2nd - Follow the Rules for Adding Integers.

Examples:

$4 - 7$ is the same as $4 + -7$	$-13 - -2$ is the same as $-13 + 2$
$4 + -7 = -3$	$-13 + 2 = -11$

xxxxx Multiplying and Dividing Integers xxxxx

SAME sign (or even number of negatives) = POSITIVE answer
DIFFERENT sign (or odd number of negatives) = NEGATIVE answer

Examples: $-(-4)(-5) = +20$ $24 \div (-6) = -4$
 $(-2)^3 = -2 \times -2 \times -2 = -8$