



# Compton USD Learning Packet #5

Seventh Grade

Name \_\_\_\_\_

# 7th Grade Learning Packet

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1. Read the sentence.

Even though it started raining, Jessalyn planted the small tree beside the creek.

Which of these is a prepositional phrase in the sentence?

- A. Even though it started raining
- B. Jessalyn planted
- C. the small tree
- D. beside the creek

L.7.1.A

2. Read the sentence.

Nell mowed the lawn. Rafael planted the new flowers.

Which of these combines the two sentences into a complex sentence?

- A. Nell mowed the lawn, but Rafael planted the new flowers.
- B. Nell mowed the lawn, and Rafael planted the new flowers.
- C. Nell mowed the lawn while Rafael planted the new flowers.
- D. Nell and Rafael mowed the lawn and planted the new flowers.

L.7.1.B

3. Which sentence has a dangling modifier?

- A. Walking fast, I was almost home when I heard the phone ringing.
- B. Rushing into the house, it had stopped ringing before I got to it.
- C. So, grabbing a pencil, I listened to the message.
- D. Sitting next to the phone was a notepad to write on, which I used.

L.7.1.C

4. Read the sentence.

"It is still changing today because it is a living language."

Which of these rewrites has the comma in the correct place?

- A. English, is a living changing language.
- B. English is, a living changing language.
- C. English is a living changing, language.
- D. English is a living, changing language.

L.7.2.A

**LESSON**  
**9-4**

# Solving Surface Area Problems

## Reteach

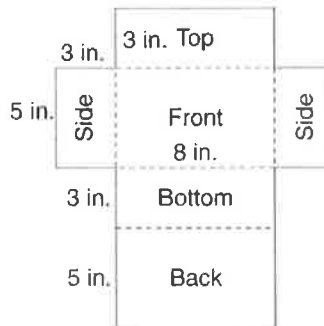
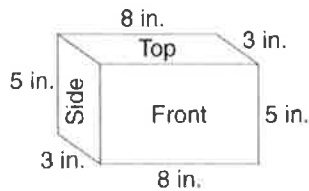
The surface area of a three-dimensional figure is the combined areas of the faces.

You can find the surface area of a prism by drawing a net of the flattened figure.

Notice that the top and bottom have the same shape and size. Both sides have the same shape and size. The front and the back have the same shape and size.

Remember:  $A = lw$

Since you are finding area, the answer will be in square units.



**Find the surface area of the prism formed by the net above.**

1. Find the area of the front face:  $A = \underline{\quad} \cdot \underline{\quad} = \underline{\hspace{2cm}} \text{ in}^2$ .

The area of the front and back faces is  $2 \cdot \underline{\quad} = \underline{\hspace{2cm}} \text{ in}^2$ .

2. Find the area of the side face:  $A = \underline{\quad} \cdot \underline{\quad} = \underline{\hspace{2cm}} \text{ in}^2$ .

The area of the 2 side faces is  $2 \cdot \underline{\quad} = \underline{\hspace{2cm}} \text{ in}^2$ .

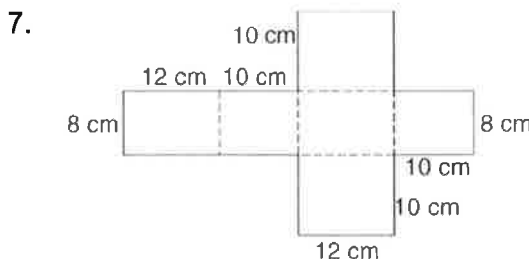
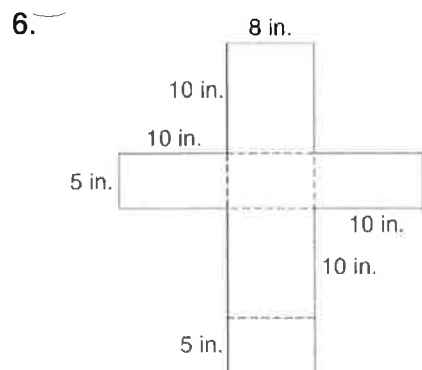
3. Find the area of the top face:  $A = \underline{\quad} \cdot \underline{\quad} = \underline{\hspace{2cm}} \text{ in}^2$ .

The area of the top and bottom faces is  $2 \cdot \underline{\quad} = \underline{\hspace{2cm}} \text{ in}^2$ .

4. Combine the areas of the faces:  $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\hspace{2cm}} \text{ in}^2$ .

5. The surface area of the prism is  $\underline{\hspace{2cm}} \text{ in}^2$ .

**Find the surface area of the prism formed by each net.**



5. In the sentence below, which word is spelled incorrectly?

These highly specialized sells generate nerve impulses through the optic nerve to the brain.

- A. sells
- B. impulses
- C. optic
- D. specialized

L.7.2.B

6. Read the sentence.

They want to know all about you and they ask who your parents are, what sports you play, and where you come from and things like that—everything about you.

Which revision of the wordy sentence **BEST** states the author's point?

- A. They want to know all about you, your family, your interests, and your life.
- B. They ask all about your life.
- C. They want to know all about you because they are genuinely interested in you.
- D. They want to know all about you and ask too many questions.

L.7.3.A

## 7. Read the passage.

"This one is odd," the woman said as she reached for Benito's ugly bowl. She turned it over and saw "B" scratched into the bottom.

To Benito's chagrin, she asked, "Who is 'B'?"

Benito's face burned red, and his mouth was dry as dust. He pulled his lips apart and said, "Me, Madam. I'm Benito."

The woman looked at the curling black design. "Is this an octopus?"

Benito responded, "It's a turtle."

Suddenly, an idea flashed through Benito's head. "That bowl is not for sale, Madam. It is to show you what NOT to buy. Do not buy a bowl whose sides are thick and lumpy."

The word *madam* comes from the French *madame*. What was the original meaning of the word *madame*?

- A. my lady
- B. my friend
- C. my darling
- D. my daughter

L.7.4.A

## 8. Read the sentence from "First Flight!"

"A later public exhibition saw a balloon with a circumference of over one hundred feet climb a mile into the sky."

The word *circumference* is formed from the Latin words *circum*, meaning "around," and *ferre*, meaning "to carry." What does *circumference* mean?

- A. the round top of something
- B. the round shape of something
- C. the distance around something
- D. the movement around something

L.7.4.B

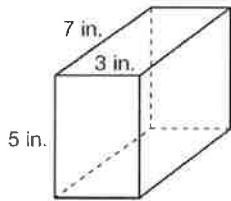
**LESSON**  
**9-4**

**Solving Surface Area Problems**

*Practice and Problem Solving: A/B*

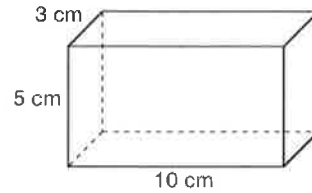
Find the surface area of each solid figure.

1.



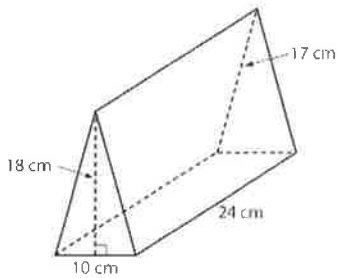
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2.



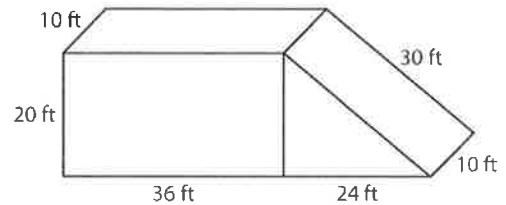
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3.



\_\_\_\_\_

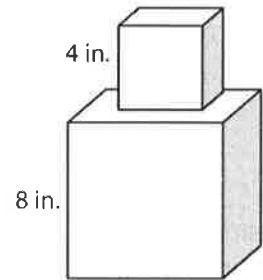
4.



\_\_\_\_\_

Use the situation below to complete Exercises 5–6.

Cydney built a display stand out of two cubes. The larger cube is 8 inches on each side. The smaller cube is 4 inches on each side. She painted the display stand after she put the two cubes together. She did NOT paint the bottom of the display stand. What was the total area she painted?



5. Explain your plan for solving the problem.

\_\_\_\_\_  
\_\_\_\_\_

6. Solve the problem.

\_\_\_\_\_





9. Use the dictionary entry to answer the following questions.

anchor ("an-ker) noun. 1. A device attached to a ship that is cast overboard to hold the ship in place. 2. Something that is reliable. 3. The last member of a relay team to compete. 4. A fixed object to which a climber attaches a rope. verb. 5. To hold firmly. 6. To become fixed. 7. To cast anchor aboard a ship.

Which word is a synonym for anchor in the following sentence?

"To make sure the playground equipment didn't topple over, the posts were anchored in concrete."

- A. sunken
- B. drenched
- C. secured
- D. concealed

L.7.4.C

10. Read the sentence.

Suddenly, the car skewed sharply to the left.

Which word would **BEST** replace the word *skewed*?

- A. turned
- B. went
- C. arrived
- D. swerved

L.7.4.D

11. Read the lines from the poem.

"And the constellations tell stories—  
Turned to dreams, they fuse waking and sleep;"

Which literary device does the author use in these lines?

- A. personification
- B. hyperbole
- C. metaphor
- D. allusion

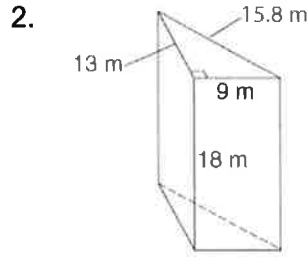
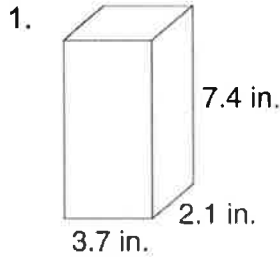
L.7.5.A

**LESSON**  
**9-4**

# Solving Surface Area Problems

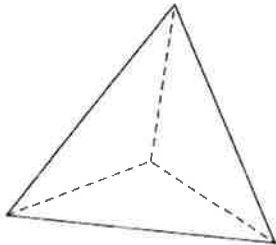
## Practice and Problem Solving: C

Find the surface area of each solid figure. Round each answer to the nearest tenth.

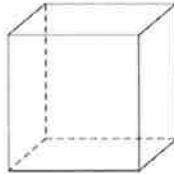


Three students constructed three-dimensional figures of cardboard.

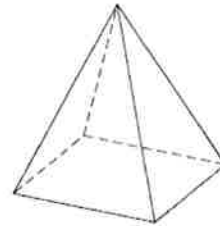
A.



B.



C.



3. Read each description in Exercises 4–6. Before doing any calculations, guess which figure has the greatest surface area and which has the least surface area.

\_\_\_\_\_

4. Josh made his figure from 6 congruent squares. The edge of each square was 8 inches. Which figure did Josh construct? What is the surface area of his figure?

\_\_\_\_\_

5. Kayla used 4 isosceles and one square for her figure. Each edge of the square was 10 inches. The two congruent sides of the triangles are 13 inches long. The height of the triangles is 12 inches. Which figure did Kayla construct? What is the surface area of her figure?

\_\_\_\_\_

6. Angelica used four congruent equilateral triangles. Each side of the triangles was 14 inches. The height of each triangle was 12.1 inches. Which figure did she construct? What is the surface area of her figure?

\_\_\_\_\_

7. Check your guesses from Exercise 3. Were you correct? \_\_\_\_\_

12. Which of the following lines from "Arrival" contain a metaphor?

- A. watching a river of people / flowing off the airplanes—
- B. every single face, watching, / waiting, for the right face.
- C. my pulse / roaring, like a jet engine / coming in to land.
- D. grins and grins, / his wide smile almost as good as a hug.

L.7.5.A

13. Which of the following sentences is an example of imagery?

- A. Peter turned an even brighter shade of red.
- B. I guess I've learned that it's a bad idea to be too curious.
- C. Most younger brothers think that their older brothers act strangely sometimes.
- D. Naturally, that has made me even more determined to discover what Peter is up to.

L.7.5.A

14. Complete the analogy.

tweezers : pull :: scissors : \_\_\_\_\_

- A. cut
- B. sharp
- C. push
- D. paper

L.7.5.B

15. Read the sentence.

"When I left Antarctica at the end of my visit, I had thousands of photographs, hours of video, and reams of research notes about emperor penguins."

Which is the **BEST** way to determine the meaning of reams?

- A. Read the word aloud.
- B. Describe the topic of the sentence.
- C. Explain the meaning of research notes.
- D. Compare it to the words thousands and hours.

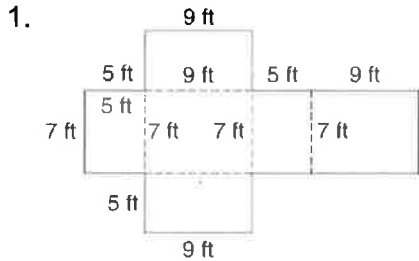
L.7.5.C

**LESSON**  
**9-4**

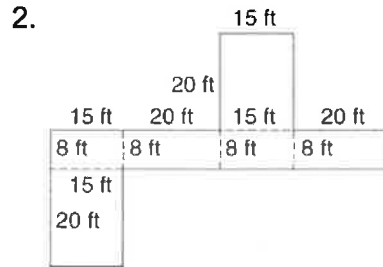
# Solving Surface Area Problems

## Practice and Problem Solving: D

Find the surface area of each solid figure. The first one is done for you.



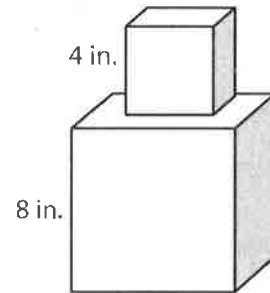
**286 ft<sup>2</sup>**



Use the situation below to answer 5–7.

Cydney built a display stand out of two cubes. The larger cube is 8 inches on each side. The smaller cube is 4 inches on each side. She painted the entire outside of each cube before she put the cubes together.

5. What was the surface area she painted for the smaller cube? \_\_\_\_\_
6. What was the surface area she painted for the larger cube? \_\_\_\_\_
7. What was the total area that she painted on both cubes? \_\_\_\_\_



16. Read the paragraph.

I spent five summers engineering the "perfect" treehouse. There was one huge oak tree in the tiny yard behind our apartment building, and for some reason, the landlord didn't mind that I used it as a construction site year after year. I fabricated what I thought were elaborate additions—one per summer—until my friends and I had a genuine five-room condo, a perfect location for our super-secret club. It wasn't until years later that I realized my prized creation was nothing more than a crudely nailed together shack with cracks in the walls and a couple of rotting boards for a floor. And we loved it.

What does the word permanent suggest about the narrator's initial thoughts about his construction. Select two:

- A. He thought it was plain and simple
- B. He thought it was extraordinary
- C. He thought he created something spectacular
- D. He thought he and his friends could live in it

L.7.6\*

17. Read the sentence.

The chemistry assignment required the students to test their hypothesis with two different controls.

Which phrase defines *control*?

- A. A battery operated device
- B. Item that remains the same throughout an experiment
- C. Resources need to create an experiment
- D. Regulation of power

L.7.6\*

18. Read the sentence

To transmit her ideas for the group project, Laura sent an email to each group member.

Which of the following mean the same as transmit as it is used in the sentence?

- A. complete
- B. convey
- C. receive
- D. select

L.7.6\*

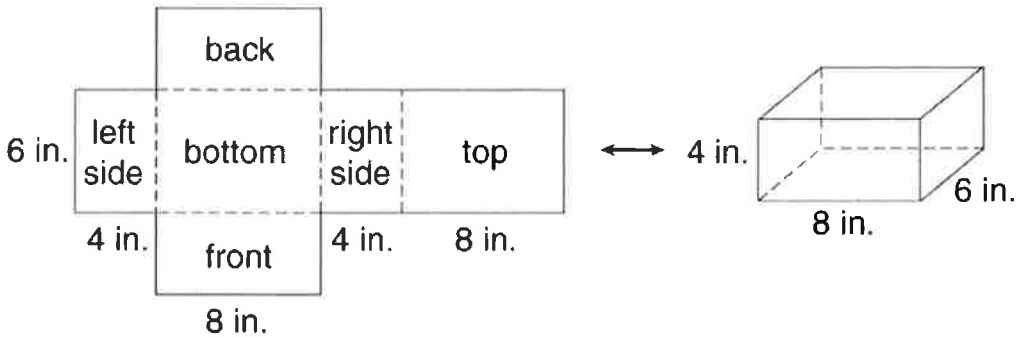
**LESSON**  
**9-4**

# Solving Surface Area Problems

## Reading Strategies: Analyze Information

The **surface area** of a three-dimensional figure is the total area of all its surfaces.

If you analyze the net of a rectangular prism, you notice there are six faces. Each face pairs up with another, congruent face:



To find the surface area of a rectangular prism, find the sum of the areas of the six faces. Since you are finding area, the answer will be in square units.

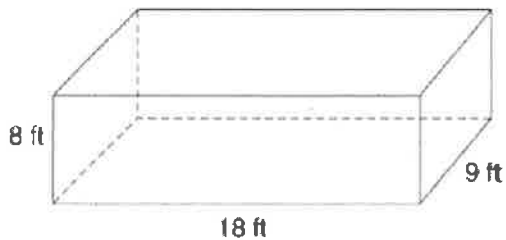
Remember:  $A = lw$ .

Use the congruent pairs of faces to simplify the computation.

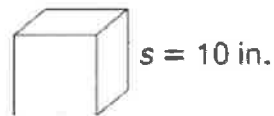
- Left side and right side:  $2 \times (6 \times 4) = 48$
- Back and front:  $2 \times (8 \times 4) = 64$
- Top and bottom:  $2 \times (6 \times 8) = 96$
- Sum of areas:  $48 + 64 + 96 = 208$
- Total surface area: 208 square inches

**Find the surface area of each rectangular prism.**

1.



2.





# Assignment

## Making an Inference from Literary Text

**Topic: Yellowstone**

### ***Your Assignment:***

*Read the story below.*

#### **Road Trip Cut Short**

"Honk! Honk!" Dad blared the horn as he pulled the giant RV into our newly renovated driveway. It was a blazing hot September day and sweat was pouring out of every part of my body. I had been working around the clock helping mom prepare for our three week road trip. Don't get me wrong, I was excited to visit eleven of the fifty United States, but the thought of bringing my baby sister, Victoria, was another story. Victoria was not exactly the best travel buddy. She hated the car! I couldn't even imagine how mom and I were going to keep a newly minted one year old entertained in such a small space.

After stuffing the last bit of food into the tiny refrigerator, the four of us hopped into the RV and cruised out of neighborhood destined for Yellowstone National Park. Before we were even on the freeway, I jumped on my iPad and began to play Clash of Clans. This was going to be the best day of my life! No school, no homework, and best of all, no chores. It was free sailing to do what I wanted!

Oh boy! We still had several hours to go, I had no internet access and Victoria had seemingly lost her mind. She clearly was not a fan of her carseat. Flailing and screeching filled the entire RV. Not knowing what else to do, I reached into the fridge. I was a little

hungry so perhaps Victoria was too. Securing my hand on the latch of the refrigerator, I yanked it open. It was like a movie in slow motion, I could feel the shift of everything inside as the door swung open. I shouted, "NOOOOO!" There was a sudden avalanche of food and soda. What a disaster! Of course this was no fault of my own, but boy did dad have a fit! I cleaned up the mess as quickly as I could and we were back on the road in no time.

In all of the chaos, Victoria had fallen asleep. Phew! She must have known that everyone was on the verge of a meltdown. I settled back into my seat and gazed out the window at the red rock landscape. Clearly, red rock was as entertaining as one would think because I couldn't keep my eyes open and I faded off to dreamland.

Arriving in Yellowstone National Park was incredible. It was more beautiful than I ever imagined and looked just like a postcard. The vast landscape was lush and green. Animal calls filled the crisp air and echoed in the distance. This was going to be a trip of a lifetime!

My peaceful admiration was rudely interrupted by the wailing of a certain one-year old. Now instead of nature calls, screams of an angry beast vibrated in my head. Ugh, her timing is terrible. Sometimes, having a baby sister seems to ruin everything I have planned.

Unfortunately, Victoria would not stay in her stroller or sit on dad's shoulders so we could not explore the lodge as planned. However, upon our premature departure, we witnessed a stampede of bison in the distance. It was just like the movie "Lion King"! Now that was a sight to see! I guess leaving early did have its perks.

We continued our travels around the enormous park. Yellowstone is 3,468 square miles and is located mostly in Wyoming but also spans into parts of Idaho and Montana. Next on our bucket list was Old Faithful. Old Faithful is arguable the most famous geyser in the world. The anticipation mounted as we pulled into the RV parking. I could feel the hot steam in the air and the smell of sulfur. Yuck!

Luckily, Victoria cooperated on this part of our adventure. She even seemed to be mesmerized by the intermittent explosion of the geyser. Boy was this a relief. I don't think I would have been able to contain my disappointment if we missed this opportunity. We spent hours snapping photos of the awesome wildlife as well as the geysers. I almost laughed out loud when the park ranger would announce when Old



Faithful was going to erupt. Every tourist fumbled with their cameras to be poised and ready to capture the perfect shot. It was hilarious.

The last leg of our trip was supposed to be a 10 hour drive up to South Dakota to see famed Mount Rushmore. But, once again, Victoria was not a willing participant. Mom and dad decided to scrap our plans and head towards a closer RV park. Can you imagine my disappointment? Tears filled my eyes and I let out a long moan, "AHHHH!" Not wanting my parents to see me cry, I closed my eyes and dreamed about my next vacation. I was just going to plan another trip to Mount Rushmore, but perhaps with fewer passengers next time.

## Stem Starters:

*You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.*

I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

## Your Response:

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# Environmental impacts of agricultural changes

By National Geographic Society, adapted by Newsela staff on 03.02.20

Word Count **819**

Level **1020L**



Image 1. Terraced rice fields in Bali, Indonesia. These layered fields work well for rice crops, which must be grown in a flooded area. This is one agricultural method. Photo by: Cyril Ruoso/NaturePL/Science Source

Agricultural, or farming, methods have intensified continuously since the 18th century. The Industrial Revolution brought new equipment and farming methods that increased food production. In the mid-20th century, scientists discovered ways to produce stronger crops that produce more food, which increased crop harvests even further.



**NATIONAL  
GEOGRAPHIC**

The increases in food production allowed the global population to grow quickly. In fact, it quadrupled in the past century. As the human population grew, so did the amount of space dedicated to feeding it. In 2016, more than 7 million square kilometers (2.7 million square miles) were devoted to growing corn, wheat, rice and other grains. That's nearly half of all cropland on the planet.

In the coming decades, however, feeding a growing population will likely be more difficult. Changing climates linked to Earth's warming are altering many of the natural processes that make

modern agriculture possible.

Modern agriculture itself is also partly responsible for its problems. Farmers rely on many methods that are not sustainable. Farming sustainably means meeting the current needs without compromising the ability for future generations to meet their needs. Farmers often boost productivity in ways that also cause harmful effects on the environment. Below are brief descriptions of three ways intensive agriculture threatens ecosystems.

### **Irrigation**

Agriculture accounts for 70 percent of freshwater use worldwide. Much of this water is used for irrigation, or the practice of watering crops through pipes, canals and sprinklers. Irrigation is needed to support large harvests. Experts predict that agricultural water use may need to increase 15 percent or more by 2050 to feed the growing population.

Researchers and farmers are becoming more aware of the consequences of irrigation. One major consequence is the depletion of rivers and underground water systems; however, there are a number of other effects. When irrigation floods a particular area, the soil changes. It also creates conditions that poison plant roots. When there is too little water in area, soils can become too salty, which also harms plant growth.



In addition, irrigation causes increases in water evaporation. This affects air temperature and pressure, as well as moisture conditions. Recent studies have confirmed that cropland irrigation can influence rainfall patterns -- not only over irrigated areas but also thousands of miles away. Irrigation has also been connected to the erosion of coastlines.

### **Livestock Grazing**

A huge amount of agricultural land is used for cattle and other livestock. In the western United States, hundreds of millions of acres are set aside for livestock grazing, which is when animals eat grass in pastures.

Livestock are responsible for a large proportion of global greenhouse gas emissions. Greenhouse gases trap heat in Earth's atmosphere, causing the Earth to warm. Methane and carbon dioxide are two major greenhouse gases. Cows and their manure are responsible for releasing huge amounts of methane. Land use and destruction also lead to the release of carbon dioxide into the atmosphere.

In addition, overgrazing is a major problem for environmental sustainability. In some places, land is grazed so heavily that grasses are unable to grow back, and some native plants are so damaged that the species dies off. Cattle often concentrate near streams and other water ways. The combination of overgrazing and animal waste can pollute water sources. Cattle and other large grazing animals can even damage soil by trampling on it, destroying the top layer of soil and causing erosion.

## **Chemical Fertilizers**

Modern agriculture has become heavily dependent on chemical fertilizers, which can help plants grow. The fertilizers usually contain nitrogen and phosphorus. They are particularly effective on corn, wheat and rice crops. In large part, they are responsible for the explosive growth of grain cultivation in recent decades. China, with its rapidly growing population, has become the world's leading producer of nitrogen fertilizers.

Chemical fertilizers have helped double the rate of food production. They have also helped bring about a gigantic increase in nitrogen and phosphorus levels throughout the environment. These nutrients have become pollutants. Roughly half the nitrogen in chemical fertilizers escapes from the fields where it is applied. It finds its way into the soil, air and water.

Large amounts of nitrogen and phosphorus harm ecosystems. Ecosystems can become loaded with too many nutrients -- this process is called eutrophication. In water bodies, eutrophication can cause toxic algae, or water plants, to grow. When the algae decay, they consume oxygen in the water. This leaves very little oxygen for other plants and animals in the water. These areas of little to no oxygen are called "dead zones" because organisms die without oxygen. Dead zones often occur in parts of the Gulf of Mexico.

As the population continues to grow, agricultural productivity and environmental health will clash. We will have to find ways to feed people without harming the ecosystems that we need for growing food.

Environmental impacts of Agricultural Changes

Effects of Irrigation

Effects of Livestock Grazing

Effects of Chemical Fertilizers

# Primary Source (Day 1 Assignment)

## Definition:

A **primary source** gives you first-hand information about things that happened in the past because the authors were actually there.

Some examples of primary sources are: letters, diaries, journals, newspapers, maps.

What **primary sources** would you use to know more about what happened during September 11, 2001?

As **primary sources**, I would use \_\_\_\_\_



# Secondary Source (Day 1 Assignment)

## Definition:

A **secondary source** tells you about an event but is from a time after the event. Secondary sources interpret, critique, or analyze primary sources.

Some examples of secondary sources are: textbooks, magazines, encyclopedias, reviews.

What **secondary source(s)** would you use to know more about what happened during September 11, 2001?

As **secondary sources**, I would use \_\_\_\_\_





## Journal Entry-SAMPLE

**Prompt: What are you doing to protect yourself?**

It is April 8, 2020, there is a pandemic in the world, so people want to protect themselves from being infected. One thing I do to protect myself is wash my hands for at least 20 seconds with warm water. I also avoid touching my face. Something else I do is practice social distancing if I have to go outside. I stay six feet away from people at all times. Lastly, I wear a mask if I need to go places. Yesterday, I went to the supermarket with my mother and we made sure we had our masks on. I do not want to breathe any germs that might be in the air if someone coughs or sneezes. As you can see, I try to keep myself as safe as I can.



Let's take a closer look at the **paragraph**:

- The paragraph includes a beginning, a middle, and an end.

Beginning =	Introduction	It is April 8, 2020, there is a pandemic in the world, so people want to protect themselves from being infected.
Middle =	Body	One thing I do to protect myself is wash my hands for at least 20 seconds with warm water. I also avoid touching my face. Something else I do is practice social distancing if I have to go outside. I stay six feet away from people at all times. Lastly, I wear a mask if I need to go places. Yesterday, I went to the supermarket with my mother and we made sure we had our masks on. I do not want to breathe any germs that might be in the air if someone coughs or sneezes.
End =	Conclusion	As you can see, I try to keep myself as safe as I can.



Let's take a closer look at the **middle/body** of the journal entry.

- The middle/body of the entry includes **main ideas** and **details**. -
- **Main ideas** are highlighted in green.
- **Details** are highlighted in red.

Middle =	Body	<p><b>One thing</b> I do to protect myself is wash my hands for at least 20 seconds with warm water. I <b>also</b> avoid touching my face. <b>Something else</b> I do is practice social distancing if I have to go outside. I stay six feet away from people at all times. <b>Lastly</b>, I wear a mask if I need to go places. Yesterday, I went to the supermarket with my mother and we made sure we had our masks on. I do not want to breathe any germs that might be in the air if someone coughs or sneezes.</p>
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Main Ideas	Details
1. <b>One thing</b> I do to protect myself is wash my hands for at least 20 seconds with warm water.	
2. I <b>also</b> avoid touching my face.	
3. <b>Something else</b> I do is practice social distancing if I have to go outside.	<ul style="list-style-type: none"> <li>➤ I stay six feet away from people at all times.</li> </ul>
4. <b>Lastly</b> , I wear a mask if I need to go places.	<ul style="list-style-type: none"> <li>➤ Yesterday, I went to the supermarket with my mother and we made sure we had our masks on.</li> <li>➤ I do not want to breathe any germs that might be in the air if someone coughs or sneezes.</li> </ul>

Here you can see that:

- you can add details, examples, descriptions to any main idea you want to write more about. Here the student wanted to add details for just main ideas 3 and 4. He added one detail for main idea #3 and two details for main idea #4.
- You need to add transition words (words that link ideas) for a smooth writing. In this paragraph, those words are:
  - One thing**
  - Also**
  - Something else**
  - Lastly**

Consider all these tips when you write your journal entry!



**“QUICK WRITE” RUBRIC  
(Journal Entries)**

<b>RUBRIC</b>	<b>FOCUS</b>	<b>ORGANIZATION</b>	<b>SUPPORT AND ELABORATION</b>
4	<ul style="list-style-type: none"> <li>• Writing is focused on responding to the prompt.</li> <li>• Demonstrates deep understanding of key ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are introduced in a mostly logical and effective order.</li> <li>• Ideas can be easily understood by the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptive and insightful opinions and interpretations.</li> <li>• Superior explanation of ideas.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Writing is focused on responding to the prompt (may stray in areas, but gets back on topic).</li> <li>• Demonstrates understanding of key ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are introduced in a generally logical and effective order.</li> <li>• Ideas can be understood by the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Logical opinions and interpretations.</li> <li>• Sufficient explanation of ideas.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Somewhat focused on responding to the prompt (may have difficulty getting back on topic or may stray often)</li> <li>• Demonstrates gaps in understanding of key ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are introduced in a seldom logical order.</li> <li>• Ideas can be sometimes understood by the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Some logical opinions and interpretations.</li> <li>• Somewhat limited explanation of ideas.</li> </ul>
1	<ul style="list-style-type: none"> <li>• No attempt or focus on the prompt or substitutes a different task.</li> <li>• Demonstrates little or no understanding of key ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are randomly presented or merely listed.</li> </ul>	<ul style="list-style-type: none"> <li>• Illogical opinions and interpretations.</li> <li>• Little or no attempt at explanation of ideas.</li> </ul>

## Journal Writing Entry 1

**Introduction:** One way that we understand the past is by using **primary sources**, such as letters, diaries, newspapers, original pictures, recordings, speeches, and journals. Many years from now your descendants may want to know what life was like during a pandemic. They may wonder what you went through, how you felt, and how your life changed.

For this activity, you are going to help them learn about the 2020 pandemic by writing journal entries. For **Day 1**, the focus of the journal entry is going to be **YOU**.

Here are three **prompts** that can help you get started:

1. How are you spending your day?
2. What are you doing to keep yourself entertained?
3. What are you doing to protect yourself?

Write a paragraph in English about **one** of the prompts above.

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

## Journal Writing Entry 2

For **Day 2**, the focus of your journal entry is going to be **your family and/or friends**.

Here are **three prompts** that can help you get started:

1. What are you doing to keep in touch with other family members or friends? Are any of them in different cities, states, countries? How are things in their neighborhood?
2. What kinds of activities are you doing with your family?
3. What things would you like to do with your family or your friends when things go back to normal?

Write a paragraph in English about **one** of the prompts above.

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.