Fitness Game Design Project

DIRECTIONS:
You have been tasked with creating a new fitness-based game! Discuss ideas, test them out to see if they work in the gym or yard outside and refine them during your design process to come up with an AWESOME fitness-based activity!

CRITERIA:
- Your game/activity must be designed to improve an area(s) of fitness.
- Everybody must be moving at the same time during your game (no standing around/waiting).
- Your game/activity must be designed to be played in your determined area (gym, yard).
- NO HUMAN TARGETS (i.e. dodgeball-type games are off limits).
- Your game/activity must be inclusive (non-elimination).

Name of Fitness Game: ________________________________________________

Look around your house for different creative equipment items (i.e. plastic sack, make a piece of paper into a ball, etc.) What equipment will your fitness game require? Write what equipment you will need and how much of each piece of equipment you will need in the box below. Be specific and creative!

What area(s) of fitness will your game be designed to enhance? Color in the circle of the area(s) of fitness your game will enhance. Use the infographic below when discussing with your group to help.

- Cardiorespiratory Endurance
- Muscular Strength
- Muscular Endurance
- Flexibility

Does it make your heart beat fast? Does it make your muscles feel tired? Does it stretch out your muscles?

On the lines below, use full sentences to explain how your game will enhance the areas of fitness you selected above. Be sure to clarify how the movements/exercises that are being done as part of the game link to areas of fitness.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
**6th - 8th Music**

**Activities**

*Please use the menu of options below to engage in music exploration.*

<table>
<thead>
<tr>
<th><strong>Read the four quotes and reflect on their meaning.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- In what ways do you agree or disagree with the quotes below?</td>
</tr>
<tr>
<td>- How does music continue to connect us to each other during this time of social distancing?</td>
</tr>
<tr>
<td>- How does music connect you to people across cultures or ages?</td>
</tr>
</tbody>
</table>

| ![Quote Images](Image1.png) ![Quote Images](Image2.png) ![Quote Images](Image3.png) ![Quote Images](Image4.png) |

*Listen to a piece of music (anything you want) and draw a picture of what you think it is about or what it made you feel.*

<table>
<thead>
<tr>
<th><strong>Create a Music Soundtrack:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Choose your 4 favorite songs</td>
</tr>
<tr>
<td>- Write a letter to your younger OR older self about why these are your favorite songs right now and what they mean to you.</td>
</tr>
<tr>
<td>- Draw a picture to serve as your ‘cover art’ for your soundtrack.</td>
</tr>
</tbody>
</table>

*Ask someone in your household: What’s your favorite song and why? Listen to it together.*
This year in seventh grade students have been learning about Contemporary Global Issues. In these at home learning opportunities you can continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.
7th Grade Math Resources

1) **Target Number Game**
Have someone select any number for you. *(for example: 20)*
- If you have playing cards, each play should draw four cards. If you do not have cards, have someone assign you four numbers to you between 1 and 10.
- Give yourself two minutes to make as many number sentences to equal the target number with the cards you were dealt.
- You can only use each card once in each solution.
- You can add, subtract, multiply, divide, or even use one of your cards as an exponent.
- *For example: you were dealt a 4, 3, 7, and 9 – you might try: (9 x 3) – 7 = 20*
- You get 1 point for every correct solution you made to equal the target number.
- You get 2 points for any solutions that used all four cards!

2) **Puzzle** *(Source: [https://www.solvemoji.com/](https://www.solvemoji.com/))*
What is the value of the last row?

```
+  +  =  24
  +  =  18
-  =  3
  +  =  ?
```

3) **Putting It Together** *(Source: Critical Thinking Puzzles, Michael A. DiSpezio, 1996)*
Suppose you have a list of numbers from one to one hundred. How quickly can you add them all up without using a calculator?
4) **Jar of Honey** (Source: brilliant.org)
A full jar of honey weighs 750 grams, and the same jar two-thirds full weighs 550 grams. What is the weight of the empty jar in grams?

![Image of jars with weights 750 and 550 grams]

5) **Who’s Who?** (Source: [https://wild.maths.org/](https://wild.maths.org/))
We can represent a group of friends by drawing a graph.

- Each node represents a person.
- An edge joins two nodes if and only if those two people are friends.

Here is a graph showing a group of friends. Can you work out who’s who using the clues below?

![Graph of friends]

1. Alan has 3 friends, Barney, Charlie, and Daniel.
2. Barney and Ed are both friends with Charlie.
3. Ed is Frank’s only friend.

6) **Percent Practice** (Source: [https://openupresources.org/math-curriculum/](https://openupresources.org/math-curriculum/))
Andre wants to buy a backpack. The normal price of the backpack is $40. He notices that a store that sells the backpack is having a 30% off sale. What is the sale price of the backpack?
7) **Which One Doesn’t Belong?** (Source: wodb.ca)
Choose a number in this picture that you don’t think belongs with the rest. Explain why. Can you pick another number and give a different reason?

![Image](image.png)

8) **Equation Puzzle** (Source: brilliant.org)
Six out of seven “□”s below contain addition signs, and the remaining “□” contains a subtraction sign. Where should the six + signs and one — sign go to make the equation true?

\[ 1 \quad \square \quad 2 \quad \square \quad 3 \quad \square \quad 4 \quad \square \quad 5 \quad \square \quad 6 \quad \square \quad 7 \quad \square \quad 8 \quad = \quad 30 \]

9) **Visual Pattern** (Source: visualpatterns.org)
Below is a pattern of oranges in stages 1-3 below.
A. Draw what you think stage 4 might look like.
B. Draw or describe what you think stage 10 might look like.
C. Label how many orchids are in each stage.
D. Try to write an equation to describe the relationship between the stage number \( n \) and the number of orchids \( O \).
10) Drawing a Diagram (Source: https://openupresources.org/math-curriculum/)
A school ordered 3 large boxes of board markers. After giving 15 markers to each of 3 teachers, there were 90 markers left. The diagram represents the situation.

How many markers were originally in each box?

![Diagram]

11) Would You Rather (Source: https://www.wouldyourathermath.com/)
Whichever option you choose, justify your reasoning with mathematics.

For Math Answers – Flip to the Science page
Science Answer Key

Felicia has the best answer. Only matter cycles back and forth between organisms and the environment; energy moves only in one direction—matter cycles, energy flows.
Wonder of Ecosystem Matter and Energy

Four friends were talking about how matter and energy move through an ecosystem. Ecosystems are environments where living things interact with each other and non-living things.

This is what they said:

**Morrie:** “I think only energy cycles through an ecosystem.”

**Felicia:** “I think only matter cycles through an ecosystem.”

**Stefano:** “I think both matter and energy cycle through an ecosystem.”

**Lincoln:** “I think neither matter nor energy cycles through an ecosystem.”

Which person do you agree most with and why? Write or draw to describe your thinking. Share this situation with your family. Listen for how their thinking is like or different than yours. Check the math page for which possibility most like currently supported science.

I most agree with _______________ because...

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**Answer:** see math page. Math Answers: 2) last row = 27; 3) 5050 (make pairs of numbers 1+100, 2+99, 3+98…each add up to 101 and there are 50 pairs, so 101*50=5050); 4) 150mg; 5) LtoR: Daniel, Alan(top), Barney(bottom), Charlie, Ed, Frank; 6) $28 backpack; 7) Could select any – provide a good argument; 8) 1+2-3+4+5+6+7+8=30; 9) A: 13, B: 31, D: O=3n+1; 10) 45 markers in each box; 11) Depends if you like to go fast! 40 km/hr is slower (about 11 meters/sec)
Mike vista el zoológico

Not all schools teach Spanish, if yours does, this silly story is a great way to practice. If you don’t take Spanish, we think you could probably be successful! Read the story using words you know are similar in English and by using phrases from the word bank.

WORD BANK: vive-lives dice-says está-is feeling leones-lions de nuevo-again mira-a looks at va-goes

Mike es humano. Mike vive en Des Moines. Mike vista el zoológico Blank Park.

El animal favorito de Mike es el tigre. Mike vista el tigre en el zoológico Blank Park. Mike dice, “Hola tigre.”

El tigre no responde a Mike. El tigre ignora Mike. Mike no está contento. Mike visita las jirafas. Mike dice, “Hola jirafas.”

Las jirafas no responden a Mike. Mike no está contento. Mike visita los leones. Mike dice, “Hola leones.”

Los leones no responden a Mike. Mike no está contento. Mike visita el tigre de nuevo.

Mike dice, “Hola tigre.” El tigre mira a Mike. El tigre responde, “No hablo español.”

Mike está soprendido. El tigre responde a Mike. Mike está contento. Mike va a casa.

Mike vista el zoológico

Circle TRUE or FALSE. Determine whether each statement about the story is TRUE or FALSE.

1. TRUE   FALSE   Mike is a bird that lives in Des Moines.
2. TRUE   FALSE   Mike’s favorite animal is the tiger.
3. TRUE   FALSE   Mike visits the giraffes.
4. TRUE   FALSE   The giraffes respond to Mike and surprise him.
5. TRUE   FALSE   Mike is content because the lions respond to him.
6. TRUE   FALSE   The tiger says, “I don’t speak Spanish” in Spanish.
Las noticias mundiales de última hora
This reading is for students with advanced Spanish or are heritage/native speakers of Spanish. The reading is a current events article from March 16th. Article from El mundo en tus manos.

WORD BANK: 1 gobierno government 2 alumnos students 3 seguimos we continue 4 además in addition 5 todos all, every 6 habrá there will be 7 impresos printed

EN ARGENTINA SIGUEN EDUCANDO
LOS ALUMNOS PUEDEN ESTUDIAR EN CASA A TRAVÉS DE UNA NUEVA PLATAFORMA 16 de marzo:
Por 14 días, el gobierno de Argentina suspendió las clases en el país porque quiere limitar el contagio del coronavirus. Como resultado, los alumnos argentinos no van a ir a la escuela durante esos 14 días (hasta el 31 de marzo). Las escuelas están cerradas, pero el gobierno quiere que los alumnos estudien en casa. Por eso, el gobierno argentino creó un programa que facilita la educación en casa. El programa se llama Seguimos educando. Esa plataforma tiene muchos recursos educativos. ¡Tiene más de 1000 recursos educativos! Además de la plataforma, todos los días habrá 4 horas de contenido educativo en el canal TV Pública de Argentina. Por la mañana habrá programas para estudiantes de primaria y por la tarde habrá programas para estudiantes de secundaria. El ministro de Educación de Argentina se llama Nicolás Trotta. En una conferencia de prensa, Trotta explicó que el objetivo de la plataforma y de la programación de TV Pública es seguir educando a los estudiantes argentinos. No todos los alumnos tienen acceso a internet. En muchas comunidades rurales, no hay acceso a internet. Por eso, el ministro de Educación explicó que el gobierno producirá y distribuirá materiales impresos para los alumnos que viven en esas comunidades. El gobierno quiere que todos los alumnos argentinos sigan estudiando durante el cierre de las escuelas.

En Argentina siguen educando
Circle TRUE or FALSE. Determine whether each statement about the article is TRUE or FALSE.

1. TRUE FALSE  Seguimos educando is a TV channel.
2. TRUE FALSE  The Argentinian government will provide print materials for those without internet.
3. TRUE FALSE  Schools are closed in Argentina until July 31.
4. TRUE FALSE  The head of the Argentinian Department of Education is Seguimos Educando.
5. TRUE FALSE  The government has filmed more than 1,000 lessons to show on PublicTV while schools are closed.
6. TRUE FALSE  In Argentina, ALL communities have Internet access, even the most rural.
What heroic acts – big or small – have you witnessed in your community, the country, the world in light of recent events?


Fred Rogers — known to generations simply as “Mr. Rogers” — famously said he was always comforted by something his mother would tell him during times of disaster: “Look for the helpers. You can always find people who are helping.”

People all over the world are pitching in to help during the coronavirus pandemic, like the army of homebound Americans who are crafting thousands upon thousands of face masks to help shield doctors, nurses and many others from the coronavirus.  
Who are the helpers who have impressed you during this pandemic, whether because they are doing something heroic or because they help in your own life or community in some way?


What is this illustration saying? How does it relate to or comment on society or current events? Can you relate to it personally? What is your opinion of its message? Jot your ideas in the space below.
Construct a Concrete or Shape Poem: Write a poem to fit the title “Helping Hands” and fills one of the shapes below or create one of your own. Use the image from the previous page to spark your imagination. Have fun!

Hints and Tips: Poetry as Art

Concrete poetry is also known as shape poetry because words in the poem are arranged to look like the subject of the poem. This type of poetry uses images and words to get the message across to readers.

Poetry itself is a type of art, but did you know that you can create poetry to look like art, too? By paying close attention to the way you write or type the actual words, you can create an image that connects to the story your poem tells! Here are some tips to get you started:

💡 Use the 3 R’s of poetry however you’d like: Rhythm, Rhyme, and Repetition are powerful things.
💡 Follow a standard poetic rhyming scheme or write free verse. It’s totally up to you!
💡 The words of the poem are just as important as the shapes they make for a concrete poem. So, it’s a good idea to experiment with using bold, italics, or even colors to add texture to the words and make whatever shape you use look 3-d!
💡 The poem does not have to use full sentences or punctuation.
💡 Think about the space of the shape; try using fewer words on a line where the space is narrow and more words on a line where the shape is wider. You can fill the shape or use the outline as your guide.

![Figurative Language Chart]

Figurative Language creates a special effect or feeling or makes a point.

Connotations are the implied meanings of words that go beyond a literal definition. Which sounds more fun—a trudge or a stroll through the snow?

Metaphor: A comparison of two things by saying one thing is another thing

Simile: A comparison of two things using “like” or “as”

Personification: Gives human qualities or characteristics to an animal or object

Imagery: Language that appeals to our five senses

Idiom: An expression that means something different from the meaning of its individual words

Onomatopoeia: A word that imitates the sound of what it describes
Seated Old Man Holding a Staff by Antoine Coypel

Recreate the drawing in the grid above by copying and redrawing what you see in the original sketch.