

Browns Valley School E-Learning Choice Board

Grade 7 Day 1

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher **within 2 days** of your return to school.

| Math | Language Arts | Science | Social Studies | PE/Health | Band/Choir |
|---------------------------|---|---|---|----------------------------|--|
| Dream Box 1 Lesson | Read for 20 minutes (AR book, Epic, choice material). | Read the article and answer 3 questions. | Visit the website: https://www.thoughtco.com Choose a subject and write a summary of what you learned (at least 3 sentences) | Do a Go Noodle activity | Practice for 20 or more minutes |
| Circumference Page 188 | Write book letter #1 following the attached format. | Do Science IXL for 20 minutes | Read the article CAUSES OF THE AMERICAN REVOLUTION and answer the questions on the attached worksheet. | Shovel Snow | Look up "Music with Mr. DelGaudio" on youtube. Find a fun video. |
| | Work on Moby Max for 20 minutes. | | | Play Outside | Make a Musical Snow Person and sing a song about snow. |
| | | | | Dance to Music | Play a music game on musicplayonline Student Access Code: s432467 |

Student Name _____ Parent/Caregiver Signature _____ Date _____

A few things from Mrs. McKinley if you have time.

Make sure to ok all of these with an adult first. Also, do not do any of the outdoor activities unless the weather improves enough to be outside. Stay safe!

- Fill an empty ketchup or dressing bottle with water and a couple drops of food coloring and paint the snow. Make sure it only goes on the snow and not your clothes, cars, or house.
- Build a fort with pillows and blankets to read and do your homework in. If you have siblings make one together or see who can make the best one.
- Look for animal tracks in the snow. How many different tracks can you find? Can you tell what animals made them?
- Blow up and tie a balloon inside. Set it outside and see what happens. Does it get bigger or smaller? Bring it back and forth between inside and out a few times throughout the day and watch what happens.
- Practice mindfulness. Quietly lay in the snow listening to different sounds. Then catch snowflakes and notice how different each one is.

7th Grade Social Studies

Causes of the American Revolution

E-Learning Day 1

Before the American Revolutionary War the original thirteen states of the United States of America were colonies of Great Britain. Great Britain was a monarchy, that is, it was ruled by a king or queen. Great Britain was also at the head of an empire called the British Empire similar to the ancient Roman Empire. An empire is a group of nations, territories, or peoples ruled by a single authority. The thirteen American colonies were part of the British Empire and were ruled by the King of England and the British Parliament located far away across the Atlantic Ocean. The royal governor of each colony was appointed by the king and was loyal to the king. The governor did not represent the colonists.



Remember too that in the 1600s when the colonies were originally founded, some of the colonies belonged to other countries. For example, New York was first settled by the Dutch and the city of New York was called New Amsterdam. The Dutch brought in settlers from Germany, Ireland and France. Great Britain took the colony with warships in 1664 and named it New York. So, all the colonists in North America were not necessarily loyal British subjects.

Before the Revolutionary War, the French and Indian War was fought between Great Britain and France for control over lands in North America, especially lands west of the existing British colonies. This conflict lasted from 1754 until 1763. This war between two major European powers caused the Seven Years' War in Europe. During this time of wars, it was in the best interest of the British Empire to defend the colonies. After the wars ended, Britain had gained control over most of North America east of the Mississippi River.

Britain had invested heavily in defending the colonies and now wanted to show authority over them by imposing heavy taxes. As a result, the colonists formed what were called committees of correspondence. These led to the establishment of Provincial Congresses in the colonies, their first independent governments. These provincial governments of the thirteen colonies joined together in the First Continental Congress in 1774. In response, the British government sent troops, dissolved the local governments, and enacted more taxes and rules. The first skirmishes of the Revolutionary War began in 1775 and the Declaration of Independence was written in 1776.



Name: _____

Date: _____

7th SS
Day 1
E-Learning

Multiple Choice Questions

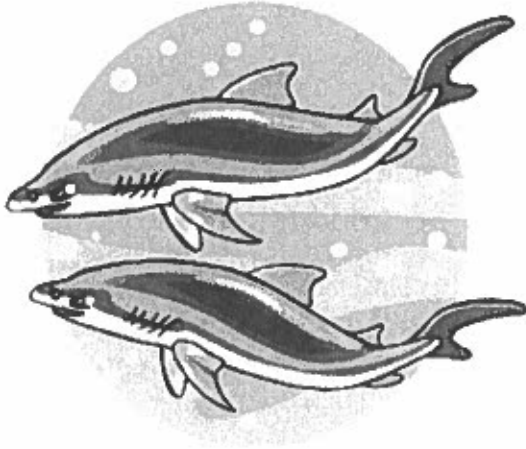
Circle the correct answer.

1. Before the American Revolution Great Britain was
 - a. A monarchy
 - b. A democracy
 - c. An oligarchy
 - d. A republic
2. The New York colony was originally settled by the
 - a. British
 - b. Dutch
 - c. Both a. and b. above
 - d. None of the above
3. The French and Indian War was fought
 - a. Between French soldiers and Indian warriors
 - b. French soldiers and Dutch settlers
 - c. In Europe
 - d. None of the above
4. After the Seven Years' War ended
 - a. France still owned Canada
 - b. Britain controlled the lands east of the Mississippi River
 - c. Both a. and b. above
 - d. None of the above
5. A main cause of the American Revolution was
 - a. Britain took control of New Amsterdam
 - b. France gained control of lands east of the Mississippi River
 - c. Great Britain imposed heavy taxes on the colonies
 - d. The colonists lost the French and Indian War
6. The First Continental Congress
 - a. Was formed by Great Britain
 - b. Was endorsed by Great Britain
 - c. Included British royal governors
 - d. None of the above

Why Do Sharks Keep Swimming?

Sharks are a type of fish with a skeleton made totally of cartilage. Having skeletons made of cartilage rather than bone reduces the sharks weight in the water. The cartilage skeleton also makes sharks highly flexible. Sharks are recorded to date back more than 420 years ago, even before the time of the dinosaurs.

With a few exceptions, Sharks must keep moving to stay alive.



To understand why, we must first understand how sharks breathe. Sharks must remove oxygen from the water around them. This is done by swimming with an open mouth and allowing the their movement through the water to push water over their gills. This process is called "ram ventilation." The blood vessels in the gills then absorb the oxygen

from the water and the remaining water flows back out through their gill slits.

Most fish have muscles and other equipment to pump water through their mouth and over their gills without moving. Many sharks however do not have this equipment and therefore must keep swimming to breath.

In addition to this, unlike most fish, sharks have no air bladder. Fish are able to use their air bladders to float easily in the water. This is done by taking more air into the bladder to rise in the water and releasing air from the bladder to lower them in the water. Without this air bladder, Sharks will sink if not swimming.

Therefore, sharks actually have less complex bodies than many smaller fish. Many fish are able to float without moving and rest for long periods of time. Most sharks on the other hand need to constantly swim to breathe and cannot sleep or rest because they will sink.

Name_____ **Date**_____

Why Do Sharks Keep Swimming? – Free Answer Questions

1. Explain the two reasons why most sharks must keep swimming.
2. Describe in your own words how sharks and small fish differ.
3. Explain the process "Ram Ventilation."
4. Using what you know from the reading, what might happen to a shark if he was caught in a fisherman's net?
5. Can you think of any adaptations a shark would have?
6. Explain why you think it is important that a shark's skeleton is made of cartilage and not bone.
7. Sharks and fish can remove oxygen from the water to breath. Why do you think humans can't?

(Use this heading)

Book Letter #1 (E-Learning Day 1)

Name: _____ Today's Date _____

Dear Mrs Pikarski,

Paragraph 1: Tell me about your book

The book I am reading right now is _____. It is by _____.
I picked this book because _____. I like (or don't like) this book because _____.
_____ (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,

Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____.
- I can understand how (character's name) felt because _____.
- The part of the book where (describe an event here), remind me of the time I _____.

TEXT TO TEXT

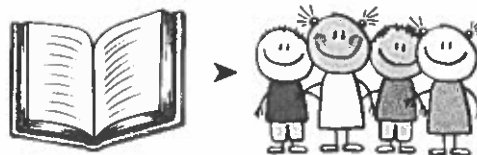
- This book reminds me of (name of another book) because _____.
- (Character) in (book) reminds me of (character) in (another book) because _____.
- The way this story is written reminds me of the book (title) because _____.

TEXT TO WORLD

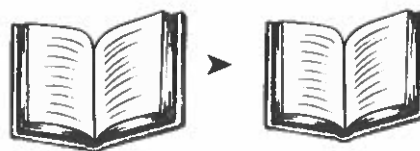
- This story makes me think of _____ because _____.
- This book reminds me of something I heard on the news. The news story was about _____.

MAKING TEXT CONNECTIONS

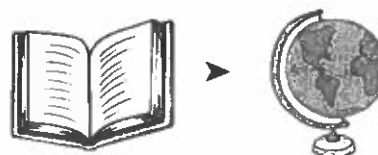
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

| nice | mean | Sad |
|-------------|---------------|---------------|
| bright | angry | antisocial |
| cheerful | bossy | comfortless |
| caring | cruel | depressed |
| charming | dark | down |
| considerate | disrespectful | friendless |
| delightful | evil | gloomy |
| encouraging | harsh | glum |
| friendly | hateful | heartbroken |
| kind | impolite | heavy-hearted |
| likable | insensitive | hopeless |
| loving | raging | isolated |
| peaceful | rude | lonely |
| pleasant | selfish | lonesome |
| polite | spoiled | miserable |
| respectful | thoughtless | moody |
| sensitive | uncaring | sorrowful |
| sweet | unfriendly | unhappy |
| thoughtful | unpleasant | withdrawn |

| Does a lot | Does very little |
|--------------|------------------|
| active | bored/boring |
| adventurous | dull |
| ambitious | indifferent |
| bold | lazy |
| busy | neglectful |
| energetic | sluggish |
| hard-working | uninterested |

| positive | negative |
|-------------|---------------|
| cooperative | uncooperative |
| calm | reactive |
| dependable | undependable |
| fair | unfair |
| honest | dishonest |
| humble | conceited |
| mature | immature |
| patient | impatient |
| responsible | irresponsible |
| trustworthy | untrustworthy |

| confident | nervous |
|-------------|-----------|
| assertive | anxious |
| brave | concerned |
| certain | fearful |
| courageous | hesitant |
| fearless | uncertain |
| independent | uneasy |
| sure | unsure |

| Opposites | |
|-----------|-------------|
| calm | hyperactive |
| funny | serious |
| gentle | rough |
| glamorous | simple |
| shy | loud |
| quiet | noisy |

Browns Valley School E-Learning Choice Board

Grade 7 Day 2

- Students should choose at least **one** activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher **within 2 days** of your return to school.

| Math | Language Arts | Science | Social Studies | PE/Health | Band/Choir |
|------------------------------|---|---|---|----------------------------|--|
| Reflex Math 15 Minutes | Read for 20 minutes (AR book, Epic, choice material). | Read the article and answer 3 questions. | Visit the website: https://www.thoughtco.com Choose a subject and write a summary of what you learned (at least 3 sentences) | Do a Go Noodle activity | Practice for 20 or more minutes |
| Area of a Circle Page 189 | Write book letter #2 following the attached format. | Do Science IXL for 20 minutes | Read the article THE BOSTON MASSACRE and answer the questions on the attached worksheet. | Shovel Snow | Look up "Music with Mr. DelGaudio" on youtube. Find a fun video. |
| | Work on Moby Max for 20 minutes. | | | Play Outside | Make a Musical Snow Person and sing a song about snow. |
| | | | | Dance to Music | Play a music game on musicplayonline Student Access Code: s432467 |

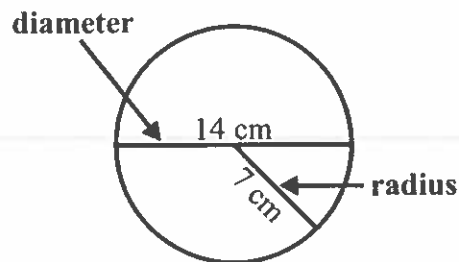
Student Name _____

Parent/Caregiver Signature _____

Date _____

AREA OF A CIRCLE

The formula for area of a circle is $A = \pi r^2$. The area is how many square units of measure would fit inside a circle.



$$\pi = \frac{22}{7} \quad \text{or} \quad \pi = 3.14$$

EXAMPLE: Find the area of the circle using both values for π .

$$\text{Let } \pi = \frac{22}{7}$$

$$\text{Let } \pi = 3.14$$

$$A = \pi r^2$$

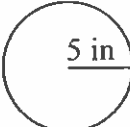
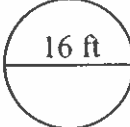
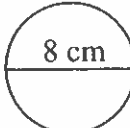
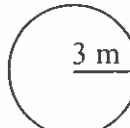
$$A = \pi r^2$$

$$A = \frac{22}{7} \times 7^2$$

$$A = 3.14 \times 7^2$$

$$A = \frac{22}{7} \times \frac{49}{1} = 154 \text{ cm}^2 \quad A = 3.14 \times 49 = 153.86 \text{ cm}^2$$

Find the area of the following circles. Remember to include units.

| | $\pi = 3.14$ | $\pi = \frac{22}{7}$ |
|--|--------------------------------|--------------------------------|
| 1.  | $A = \underline{\hspace{2cm}}$ | $A = \underline{\hspace{2cm}}$ |
| 2.  | $A = \underline{\hspace{2cm}}$ | $A = \underline{\hspace{2cm}}$ |
| 3.  | $A = \underline{\hspace{2cm}}$ | $A = \underline{\hspace{2cm}}$ |
| 4.  | $A = \underline{\hspace{2cm}}$ | $A = \underline{\hspace{2cm}}$ |

Fill in the chart below. Include appropriate units.

| | Radius | Diameter | Area | |
|-----|--------|----------|--------------|----------------------|
| | | | $\pi = 3.14$ | $\pi = \frac{22}{7}$ |
| 5. | 9 ft | | | |
| 6. | | 4 in | | |
| 7. | 8 cm | | | |
| 8. | | 20 ft | | |
| 9. | 14 m | | | |
| 10. | | 18 cm | | |
| 11. | 12 ft | | | |
| 12. | | 6 in | | |

7th grade Social Studies

The Boston Massacre



It's the evening of March 5, 1770 in Boston in the British colony of Massachusetts. British soldiers are changing the guard at the Customs House where British taxes are levied and collected. A confrontation occurs between colonists and the soldiers, shots are fired, and three colonists are dead on the spot; two more die the next day. This event is called the Boston Massacre and it's easy to say that it was a cause of the American Revolution. What really happened and why?

Great Britain had spent huge sums of money waging the French and Indian War (1754-1763) in North America to gain control of more land. At the same time the British were fighting the related Seven Years' War in Europe. When the wars ended in 1763 Great Britain needed money and passed the Townsend Acts which heavily taxed everyday imported items like glass, paper and tea in the colonies. When these taxes caused unrest among the colonists, in 1768 Great Britain sent troops to Boston to maintain control and protect the tax collectors who levied customs duties on imported products. These soldiers could be assigned to live in private homes with the colonists. There was one British soldier in Boston for every four residents. Boston was an occupied city and tensions were high between soldiers and residents. There were frequent riots.

The Boston Massacre began with a nighttime confrontation between a youth and a soldier in front of the Customs House. A crowd gathered and grew larger when church bells were rung to get the attention of more men. The British soldier summoned help as well. Soon 400 men of Boston were throwing ice and snowballs at the soldiers defending the Customs House, daring them to fire their muskets into the crowd. Reports say that the officer in charge called out, "Don't fire!" In the confusion, shots were fired anyway.

The British immediately removed the troops from Boston and repealed the Townsend Acts in April 1770 except for the tax on tea. The officer in charge and nine soldiers were brought to trial about eight months later. Two soldiers were found guilty of manslaughter and all the others were acquitted. Boston remained quiet for several years. The Boston Massacre was later used as a rallying point by patriots who favored independence.

Name: _____

Date: _____

Multiple Choice Questions

Circle the correct answer.

1. In order to get money from the colonies Great Britain taxed
 - a. Income
 - b. Land
 - c. Imported items
 - d. Farm products
2. When the citizens of Boston protested against the heavy taxes Great Britain
 - a. Raised the taxes higher
 - b. Sent troops to Boston
 - c. Both a. and b. above
 - d. None of the above
3. One way that Bostonians protested was
 - a. Riots in the streets
 - b. Snipers
 - c. Guerilla attacks
 - d. All of the above
4. Where in town did the Boston Massacre occur?
 - a. On the commons
 - b. Along the Charles River
 - c. At the courthouse
 - d. None of the above
5. How many Boston citizens died as a result of the Boston Massacre?
 - a. 3
 - b. 5
 - c. 7
 - d. 9
6. One result of the Boston Massacre was
 - a. Soldiers were withdrawn from Boston
 - b. Soldiers were brought to trial
 - c. It was later used to promote the cause of American independence
 - d. All of the above

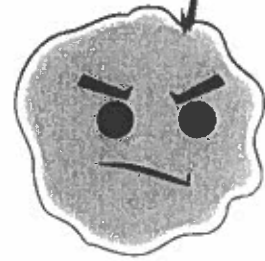
Name _____

Layers of the Atmosphere

Day - 2

E-Learning

Global Warming



The Earth's atmosphere is like a big layer of insulation that keeps the Earth warm. A special layer called the ozone layer that is inside one of the main layers of the Earth's atmosphere (the stratosphere) absorbs heat from the sun and keeps it in the lower levels of the Earth's atmosphere so that temperatures on Earth remain stable. This is called the Greenhouse Effect. However, over the past several centuries, mankind has been adding more and more carbon to the atmosphere, throwing off balance of gases in the atmosphere and causing temperatures on Earth to gradually rise. This potentially destructive process is called global warming.

Scientists are concerned about global warming because even though average temperatures may have only risen a few degrees, even a few degrees can have a huge impact on the environment. For example, the temperature reductions that brought on Earth's previous ice ages were only about 5°C (41°F).

As the Earth's temperatures rise, scientists predict that some very significant things will happen, and in fact, some of these are already happening. Glaciers are already melting away. This not only reduces the amount of environment available for certain kinds of species (like polar bears) to live; it also means that there is more water on Earth in liquid form. The more the glaciers melt, the higher the sea level gets. When sea levels get too high, coastal areas can flood, including highly inhabited areas like major cities that are located in coastal areas.

Animals that are not acclimated to higher temperatures may begin to migrate in search of cooler areas. This could disrupt the food chain and cause extinctions of some species. The change in ecosystems also mean that colder biomes will get smaller while warmer, drier biomes like deserts will expand. Some scientists theorize that the increase in extreme weather events over the past few decades, like hurricanes, droughts, and flooding, are the result of global warming.

Name _____ ~~Layers of the Atmosphere~~

QUESTIONS: Global Warming

Circle the correct answer.

1. The ozone layer is:
 - A. the cause of the greenhouse effect
 - B. located in the stratosphere
 - C. responsible for absorbing heat from the sun and keeping it in the lower levels of the Earth's atmosphere
 - D. all of the above

2. Adding carbon to the atmosphere and throwing off the balance of gases there is called:
 - A. the ozone layer
 - B. the greenhouse effect
 - C. global warming
 - D. none of the above

3. What do scientists predict will happen as the Earth's temperature rises?
 - A. glaciers will melt
 - B. sea levels will rise
 - C. coastal areas will flood
 - D. all of the above

4. If animals not acclimated to higher temperatures begin to migrate in search of cooler areas:
 - A. glaciers could melt
 - B. coastal areas could flood
 - C. it could disrupt the food chain and cause extinctions
 - D. colder biomes could get smaller

5. Some scientists theorize that the increase in extreme weather events is due to:
 - A. the greenhouse effect
 - B. global warming

(Use this heading)

Book Letter #2 (E-Learning Day 2)

Name: _____ Today's Date _____

Dear Mrs Pikarski,

Paragraph 1: Tell me about your book

The book I am reading right now is _____. It is by _____. I picked this book because _____. I like (or don't like) this book because _____. (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name _____

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____.
- I can understand how (character's name) felt because _____.
- The part of the book where (describe an event here), reminds me of the time I _____.

TEXT TO TEXT

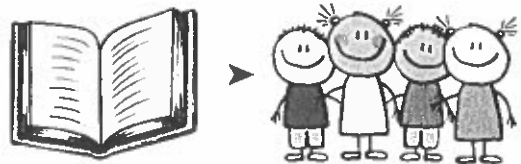
- This book reminds me of (name of another book) because _____.
- (Character) in (book) reminds me of (character) in (another book) because _____.
- The way this story is written reminds me of the book (title) because _____.

TEXT TO WORLD

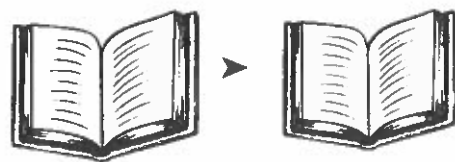
- This story makes me think of _____ because _____.
- This book reminds me of something I heard on the news. The news story was about _____.

MAKING TEXT CONNECTIONS

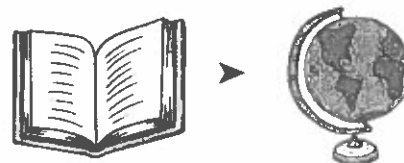
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

| nice | mean | Sad |
|-------------|---------------|---------------|
| bright | angry | antisocial |
| cheerful | bossy | comfortless |
| caring | cruel | depressed |
| charming | dark | down |
| considerate | disrespectful | friendless |
| delightful | evil | gloomy |
| encouraging | harsh | glum |
| friendly | hateful | heartbroken |
| kind | impolite | heavy-hearted |
| likable | insensitive | hopeless |
| loving | raging | isolated |
| peaceful | rude | lonely |
| pleasant | selfish | lonesome |
| polite | spoiled | miserable |
| respectful | thoughtless | moody |
| sensitive | uncaring | sorrowful |
| sweet | unfriendly | unhappy |
| thoughtful | unpleasant | withdrawn |

| Does a lot | Does very little |
|--------------|------------------|
| active | bored/boring |
| adventurous | dull |
| ambitious | indifferent |
| bold | lazy |
| busy | neglectful |
| energetic | sluggish |
| hard-working | uninterested |

| positive | negative |
|-------------|---------------|
| cooperative | uncooperative |
| calm | reactive |
| dependable | undependable |
| fair | unfair |
| honest | dishonest |
| humble | conceited |
| mature | immature |
| patient | impatient |
| responsible | irresponsible |
| trustworthy | untrustworthy |

| confident | nervous |
|-------------|-----------|
| assertive | anxious |
| brave | concerned |
| certain | fearful |
| courageous | hesitant |
| fearless | uncertain |
| independent | uneasy |
| sure | unsure |

| Opposites | |
|-----------|-------------|
| calm | hyperactive |
| funny | serious |
| gentle | rough |
| glamorous | simple |
| shy | loud |
| quiet | noisy |

Browns Valley School E-Learning Choice Board

Grade 7 Day 3

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher within 2 days of your return to school.

| Math | Language Arts | Science | Social Studies | PE/Health | Band/Choir |
|-------------------------------|---|---|--|----------------------------|--|
| Dream Box 1 Lesson | Read for 20 minutes (AR book, Epic, choice material). | Read the article and answer 3 questions. | Read the words to the first stanza of America the Beautiful and draw what that means to you on that same piece of paper. | Do a Go Noodle activity | Practice for 20 or more minutes |
| Area of Triangles Page 186 | Write book letter #3 following the attached format. | Do Science IXL for 20 minutes | Read the article AMERICAN VICTORIES OF THE REVOLUTIONARY WAR and answer the questions on the attached worksheet. | Shovel Snow | Look up "Music with Mr. DelGaudio" on youtube. Find a fun video. |
| | Work on Moby Max for 20 minutes. | | | Play Outside | Make a Musical Snow Person and sing a song about snow. |
| | | | | Dance to Music | Play a music game on musicplayonline Student Access Code: s432467 |

Student Name _____ Parent/Caregiver Signature _____ Date _____

AREA OF TRIANGLES

EXAMPLE: Find the area of the following triangle.

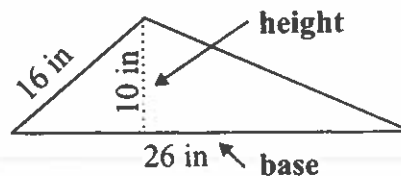
The formula for the area of a triangle is:

$$A = \frac{1}{2} \times b \times h$$

A = area

b = base

h = height



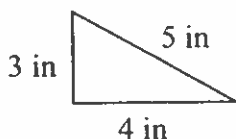
Step 1: Insert measurements from the triangle into the formula: $A = \frac{1}{2} \times 26 \times 10$

Step 2: Cancel and multiply.

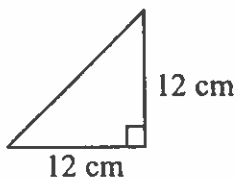
$$A = \frac{1}{\cancel{2}} \times \frac{\cancel{26}^{13}}{1} \times \frac{10}{1} = 130 \text{ in}^2$$

Note: Area is always expressed in square units such as in^2 , ft^2 , cm^2 , or m^2 .

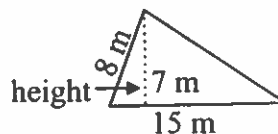
Find the area of the following triangles. Remember to include units.



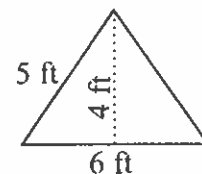
1. _____ in^2



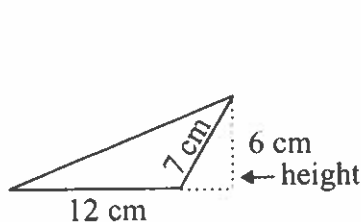
4. _____ cm^2



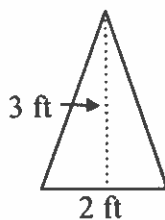
7. _____ m^2



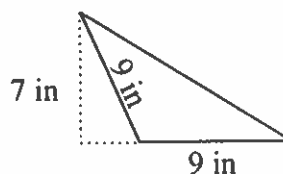
10. _____ ft^2



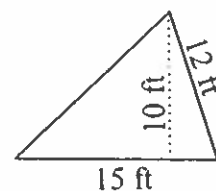
2. _____ cm^2



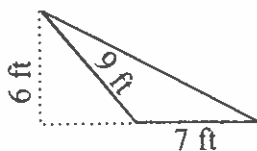
5. _____ ft^2



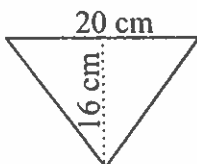
8. _____ in^2



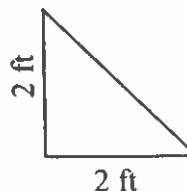
11. _____ ft^2



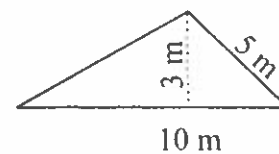
3. _____ ft^2



6. _____ cm^2



9. _____ ft^2



12. _____ m^2

7th grade SS Day 3 E-learning

American Victories of the Revolutionary War



The Revolutionary War began in 1775 and the battles between British troops and the American Continental Army continued until 1781. Dozens of major battles were fought all across the colonies, from Massachusetts and Vermont, south to Georgia, and west to the area of Kentucky. Both sides won important victories but, as you well know, the colonies succeeded in gaining their independence from Great Britain when the Treaty of Paris was signed in 1783, officially ending the war. Some of the battles were critical to the American army in their final defeat of the British forces.

The opening battle of the Revolutionary War occurred at Lexington, Massachusetts on April 19, 1775. Since fighting also occurred in the nearby town of Concord the battle is named the Battle of Lexington and Concord. British military officers were planning a secret raid to destroy the supplies of American militia forces stored in Concord. However, an informer provided information about the raid to the militia. Paul Revere and William Dawes made their famous nighttime ride to warn the militia in the towns outside of Boston that the British troops would be marching. This first battle of the Revolutionary War was a surprise attack on British troops conducted by militiamen of Massachusetts and they were successful.

A turning point in the Revolutionary War was the Battles of Saratoga that were fought in New York 18 days apart in September and October 1777. British General John Burgoyne had a strategic plan to divide the colonies by controlling the land in New York and he had the Continental Army in retreat. After the battles at Saratoga, General Burgoyne surrendered his troops and the colonies remained united.

The last major battle of the Revolutionary War was the Battle of Yorktown in Virginia in October 1781. In this battle, British troops faced a combined army of American and French soldiers. The British troops, under the command of General Cornwallis, were pinned in Yorktown because the city is a port on the Atlantic Ocean. Once the combined American and French forces sealed off exit routes, the British troops had no place to retreat. General Cornwallis surrendered and this was the last major land battle of the Revolutionary War.

UNITED STATES DEPARTMENT OF THE INTERIOR

7143
Box 3
Elgin, Ill.

Washington, D. C.

Dear Sir:

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

I am, Sir, very respectfully,

Your obedient servant,

Very truly yours,

John D. Smith

Enclosed for you are two copies of a report of the

Commissioner of the General Land Office, dated the 10th inst.

and signed by him.

Ocean Tides



In order to understand ocean tides, we first need to travel a little over 238,000 miles out into space! That's the distance from the Earth to the Moon. The Moon revolves in an orbit around the Earth and it takes 27.3 days for the Moon to complete one revolution around the Earth. The Moon stays in orbit about the Earth because of the gravitational attraction force between the Earth and Moon. It's easy to think that the Moon revolves around the Earth in a circle but scientists have proven that the real geometric shape of the orbit is an ellipse.

Because the lunar orbit is an ellipse, this means that sometimes over the 27.3 days it takes the Moon to make one orbit around the Earth the distance between the Earth and the Moon is larger than at other times. Meanwhile the Earth is constantly revolving around the Sun and the Sun exerts a gravitational pull on both the Earth and the Moon. Since the Earth and Moon are both revolving all the time, the position of the three solar bodies relative to each other is constantly changing. Sometimes the three bodies will line up in a row.

So what does all this astronomy have to do with the ocean? The gravitational effect of the Moon on the Earth is responsible for creating the ocean tides. On almost all the seacoasts of the world the depth of the ocean water at the coastline changes twice a day and this is called the tide. The effect of the Moon's gravity is that it pulls the ocean water towards the side of the Earth facing the Moon while the rotation of the Earth causes water to move away from the side of the Earth that is away from the Moon. The movement of the ocean water occurs at the same rate as the Moon travels around the Earth.

The water in the oceans is tilting back and forth due to the gravitational effects of the Moon causing high tide and a low tide each day. Seafarers have been keeping charts of what time of day is high tide and low tide at each seacoast for centuries. The time of day of high and low tide changes by about 50 minutes each day. About twice a month the positions of the Sun and Moon cause the pull of gravity to be higher, causing the highest high tides and the lowest low tides. These are called spring tides and have no relationship to the season of the year. At other times during the month, the positions between the Sun, Earth and Moon result in the lowest high and low tides; these are called neap tides.

(Use this heading)

Book Letter #3 (E-Learning Day 3)

Name: _____ Today's Date _____

Dear Mrs Pikarski,

Paragraph 1: Tell me about your book

The book I am reading right now is _____. It is by _____.
I picked this book because _____. I like (or don't like) this book because _____. (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,

Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____.
- I can understand how (character's name) felt because _____.
- The part of the book where (describe an event here), reminds me of the time I _____.

TEXT TO TEXT

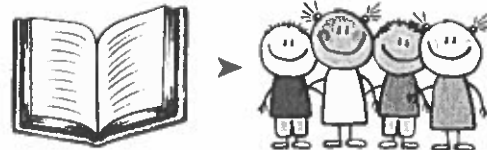
- This book reminds me of (name of another book) because _____.
- (Character) in (book) reminds me of (character) in (another book) because _____.
- The way this story is written reminds me of the book (title) because _____.

TEXT TO WORLD

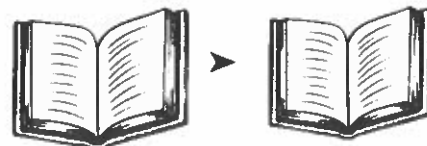
- This story makes me think of _____ because _____.
- This book reminds me of something I heard on the news. The news story was about _____.

MAKING TEXT CONNECTIONS

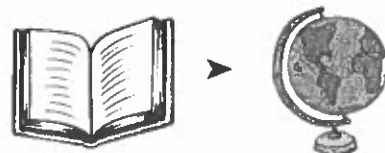
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

| nice | mean | Sad |
|-------------|---------------|---------------|
| bright | angry | antisocial |
| cheerful | bossy | comfortless |
| caring | cruel | depressed |
| charming | dark | down |
| considerate | disrespectful | friendless |
| delightful | evil | gloomy |
| encouraging | harsh | glum |
| friendly | hateful | heartbroken |
| kind | impolite | heavy-hearted |
| likable | insensitive | hopeless |
| loving | raging | isolated |
| peaceful | rude | lonely |
| pleasant | selfish | lonesome |
| polite | spoiled | miserable |
| respectful | thoughtless | moody |
| sensitive | uncaring | sorrowful |
| sweet | unfriendly | unhappy |
| thoughtful | unpleasant | withdrawn |

| Does a lot | Does very little |
|--------------|------------------|
| active | bored/boring |
| adventurous | dull |
| ambitious | indifferent |
| bold | lazy |
| busy | neglectful |
| energetic | sluggish |
| hard-working | uninterested |

| positive | negative |
|-------------|---------------|
| cooperative | uncooperative |
| calm | reactive |
| dependable | undependable |
| fair | unfair |
| honest | dishonest |
| humble | conceited |
| mature | immature |
| patient | impatient |
| responsible | irresponsible |
| trustworthy | untrustworthy |

| confident | nervous |
|-------------|-----------|
| assertive | anxious |
| brave | concerned |
| certain | fearful |
| courageous | hesitant |
| fearless | uncertain |
| independent | uneasy |
| sure | unsure |

| Opposites | |
|-----------|-------------|
| calm | hyperactive |
| funny | serious |
| gentle | rough |
| glamorous | simple |
| shy | loud |
| quiet | noisy |

Browns Valley School E-Learning Choice Board

Grade 7 Day 4

- Students should choose at least **one** activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher **within 2 days** of your return to school.

| Math | Language Arts | Science | Social Studies | PE/Health | Band/Choir |
|--|---|---|--|----------------------------|--|
| Dream Box 1 Lesson | Read for 20 minutes (AR book, Epic, choice material). | Read the article and answer 3 questions. | Google a list of the Presidents of the United States. Copy them down and tell what years they served. Write a fun fact about three former Presidents. | Do a Go Noodle activity | Practice for 20 or more minutes |
| Area of Trapezoids and Parallelograms Page 187 | Write book letter #4 following the attached format. | Do Science IXL for 20 minutes | Read the article THE DUST BOWL and answer the questions on the attached worksheet. | Shovel Snow | Look up "Music with Mr. DelGaudio" on youtube. Find a fun video. |
| | Work on Moby Max for 20 minutes. | | | Play Outside | Make a Musical Snow Person and sing a song about snow. |
| | | | | Dance to Music | Play a music game on musicplayonline Student Access Code: s432467 |

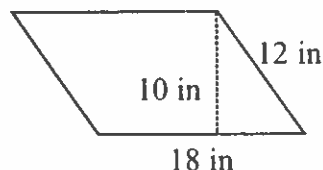
Student Name _____ Parent/Caregiver Signature _____ Date _____

AREA OF TRAPEZOIDS AND PARALLELOGRAMS

EXAMPLE 1: Find the area of the following parallelogram.

The formula for the area of a parallelogram is: $A = bh$

A = area
 b = base
 h = height



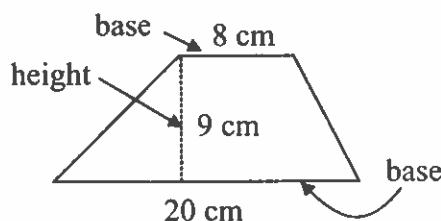
Step 1: Insert measurements from the parallelogram into the formula: $A = 18 \times 10$

Step 2: Multiply. $18 \times 10 = 180 \text{ in}^2$

EXAMPLE 2: Find the area of the following trapezoid.

The formula for the area of a trapezoid is: $A = \frac{1}{2} h (b_1 + b_2)$. A trapezoid has two bases that are parallel to each other. When you add the length of the two bases together and then multiply by $\frac{1}{2}$, you find their average length.

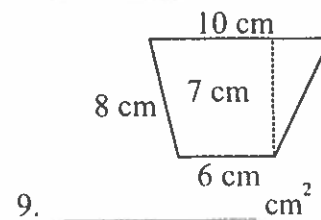
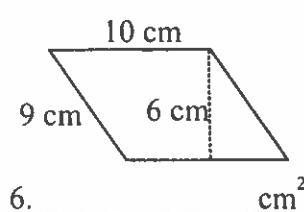
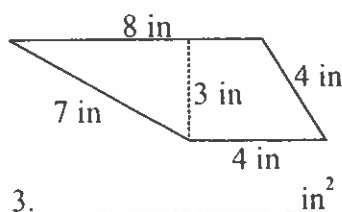
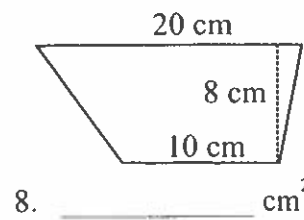
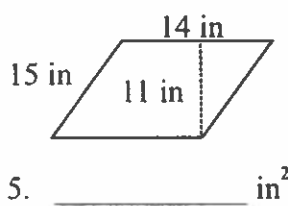
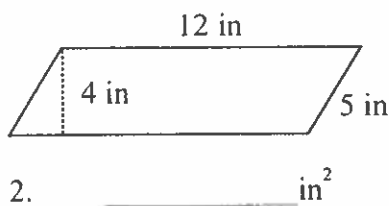
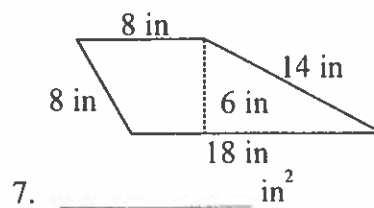
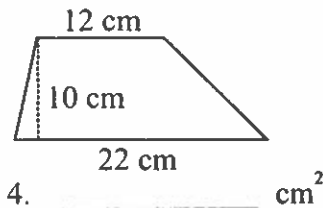
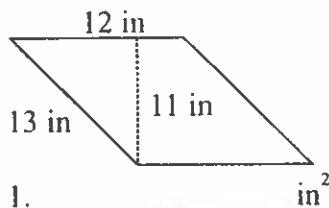
A = area
 b = base
 h = height



Insert measurements from the trapezoid into the formula and solve:

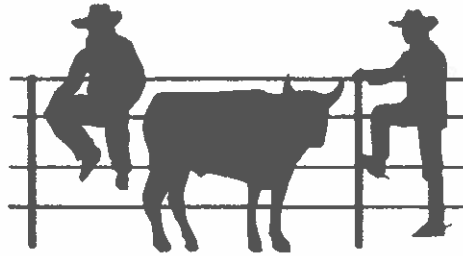
$$\frac{1}{2} \times 9 (8 + 20) = 126 \text{ cm}^2$$

Find the area of the following parallelograms and trapezoids.



Name _____

7th grade Social Studies Day 4



The Dust Bowl

The Dust Bowl was a region in the midwestern United States that was afflicted by drought (lack of rain) during the Great Depression.

Additionally, much of the farmland in the region had been plowed up by farmers growing wheat or grazing cattle. Wheat has very shallow roots, which did not help to keep the soil in place or help the soil to hold moisture. After many years, the top layer of soil had been destroyed, so in the drought conditions it quickly turned to dust. Nothing was able to grow there, and for about a decade, most of Kansas, Colorado, Oklahoma, Texas, and New Mexico was like a desert.

During "dust storms," wind would blow the dust up into the air, making it hard for people to breathe. Like sand shifting in desert winds, dust could pile up so high that houses were buried. Some dust storms carried dust all the way to the East Coast. The biggest dust storms were called "black blizzards," and one of the worst took place on Sunday, April 14th, 1935. Whole cities and regions were covered in dust. The dust was so thick in the air that you couldn't see your own hand in front of your face. It was not uncommon for livestock to choke to death on the dust in the air.

It was difficult, if not impossible, to live in the Dust Bowl, so people began to leave. Many farm families moved, and those migrating out of the Dust Bowl were nicknamed "Okies." Though an obvious reference to Oklahoma, the name was applied to anyone fleeing the Dust Bowl. California was a common destination because there was rumored to be jobs there. But there were very few jobs anywhere during the Great Depression.

The federal government tried to help those that stayed in the Dust Bowl by teaching farmers how to farm in a way that preserved the soil. They also purchased farmland that was allowed to lie fallow (unused) so that it could regenerate. It finally began to rain again in 1939, and most of the land in the Midwest was farmable again by the 1940s.

E-Learning

Name _____

QUESTIONS: The Dust Bowl

7th SS
Day 4
E-Learning

1. What caused the Dust Bowl?
2. Which states comprised the Dust Bowl?
3. Describe a dust storm.
4. What were the worst dust storms called?
5. What was the nickname given to people migrating out of the Dust Bowl?
6. What was the most common destination for people migrating out of the Dust Bowl?
7. How did the federal government try to help those who stayed in the Dust Bowl?
8. When did it finally begin to rain again?

People of the Tropical Rainforests

Rainforests cover about 6% of the earth's land and tropical rainforests exist in warm regions near the equator. Some of the places that tropical rainforests can be found are in South America, Central America, western Africa, and the islands of Indonesia off the coast of Southeast Asia. Many of the tropical rainforest lands are remote and isolated. These remote areas can be home to native tribal people who still live like their ancestors did centuries ago. There are about 50,000,000 tribal people living in world's rainforests.



For example, pygmies, a group of tribes who live in Africa, are one of the most famous rainforest people because genetically they do not grow very tall. men usually grow to at most only 4 feet 11 inches tall. Pygmies live by their knowledge of rainforest plants and animals. Their lives are being destroyed as the rainforest that is their home is being changed by companies and governments.

The Yanomami people, another pygmy tribe, live in the Amazon rainforest, the largest rainforest in the world. There are only about 32,000 Yanomami people and they live in a protected portion of their original homeland that was set aside by the government of Brazil. The Huli people are native people that live in Papua New Guinea, on the island of New Guinea, the second largest island in the world.

The country of Indonesia is made up of thousands of islands off the coast of Southeast Asia, an area known for having rainforests. Indonesia has 237 million people, the fourth largest population in the world. Sumatra, the sixth largest island in the world, is part of Indonesia and 45 million people live on Sumatra. There are over 200 mammal species and nearly 600 bird species on the island but about half of the rainforest land has been cleared since the 1980s.

Name: _____ Date: _____

People of the Tropical Rainforests

Multiple Choice Questions - Circle the correct answer.

1. Areas of the world that have tropical rainforests include
 - a. Indonesia
 - b. Brazil
 - c. New Guinea
 - d. All of the above

2. The pygmy people of Africa genetically
 - a. Still engage in hunting
 - b. Have blonde hair
 - c. Do not grow very tall
 - d. All of the above

3. The Yanomami people live in
 - a. Africa
 - b. New Guinea
 - c. Sumatra
 - d. South America

4. The second largest island in the world is
 - a. Sumatra
 - b. New Guinea
 - c. Madagascar
 - d. None of the above

5. The country of Indonesia is located near
 - a. Central America
 - b. Southeast Asia
 - c. South America
 - d. Western Africa

6. About how much of the earth is covered by rainforests?
 - a. 6%
 - b. 10%
 - c. 15%
 - d. 20%

(Use this heading)

Book Letter #4 (E-Learning Day 4)

Name: _____ Today's Date _____

Dear Mrs Pikarski,

Paragraph 1: Tell me about your book

The book I am reading right now is _____. It is by _____.
I picked this book because _____. I like (or don't like) this book because _____. (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____.
- I can understand how (character's name) felt because _____.
- The part of the book where (describe an event here), reminds me of the time I _____.

TEXT TO TEXT

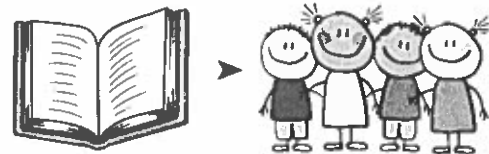
- This book reminds me of (name of another book) because _____.
- (Character) in (book) reminds me of (character) in (another book) because _____.
- The way this story is written reminds me of the book (title) because _____.

TEXT TO WORLD

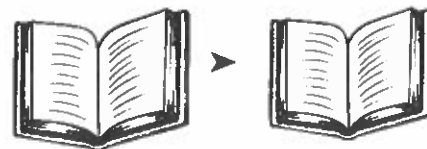
- This story makes me think of _____ because _____.
- This book reminds me of something I heard on the news. The news story was about _____.

MAKING TEXT CONNECTIONS

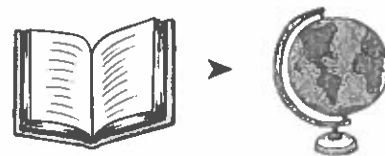
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

| nice | mean | sad |
|-------------|---------------|---------------|
| bright | angry | antisocial |
| cheerful | bossy | comfortless |
| caring | cruel | depressed |
| charming | dark | down |
| considerate | disrespectful | friendless |
| delightful | evil | gloomy |
| encouraging | harsh | glum |
| friendly | hateful | heartbroken |
| kind | impolite | heavy-hearted |
| likable | insensitive | hopeless |
| loving | raging | isolated |
| peaceful | rude | lonely |
| pleasant | selfish | lonesome |
| polite | spoiled | miserable |
| respectful | thoughtless | moody |
| sensitive | uncaring | sorrowful |
| sweet | unfriendly | unhappy |
| thoughtful | unpleasant | withdrawn |

| Does a lot | Does very little |
|--------------|------------------|
| active | bored/boring |
| adventurous | dull |
| ambitious | indifferent |
| bold | lazy |
| busy | neglectful |
| energetic | sluggish |
| hard-working | uninterested |

| positive | negative |
|-------------|---------------|
| cooperative | uncooperative |
| calm | reactive |
| dependable | undependable |
| fair | unfair |
| honest | dishonest |
| humble | conceited |
| mature | immature |
| patient | impatient |
| responsible | irresponsible |
| trustworthy | untrustworthy |

| confident | nervous |
|-------------|-----------|
| assertive | anxious |
| brave | concerned |
| certain | fearful |
| courageous | hesitant |
| fearless | uncertain |
| independent | uneasy |
| sure | unsure |

| Opposites | |
|-----------|-------------|
| calm | hyperactive |
| funny | serious |
| gentle | rough |
| glamorous | simple |
| shy | loud |
| quiet | noisy |

Browns Valley School E-Learning Choice Board

Grade 7 Day 5

- Students should choose at least one activity from each subject area column (Math, Language Arts, Science, Social, and Specials).
- Place a check on the activities completed and have your caregiver/parent sign the bottom of the form.
- Students please return this sheet and the completed work to your teacher within 2 days of your return to school.

| Math | Language Arts | Science | Social Studies | PE/Health | Band/Choir |
|------------------------|---|---|--|----------------------------|--|
| Dream Box 2 Lessons | Read for 20 minutes (AR book, Epic, choice material). | Read the article and answer 3 questions. | List the 4 states that touch MN. Research the year they joined the US and write it down next to the state's name. Also, list each states capital and population. | Do a Go Noodle activity | Practice for 20 or more minutes |
| Best Buy Page 100 | Write book letter #5 following the attached format. | Do Science IXL for 20 minutes | Read the article THE NINTH AMMENDMENT and answer the questions on the attached worksheet. | Shovel Snow | Look up "Music with Mr. DelGaudio" on youtube. Find a fun video. |
| | Work on Moby Max for 20 minutes. | | | Play Outside | Make a Musical Snow Person and sing a song about snow. |
| | | | | Dance to Music | Play a music game on musicplayonline Student Access Code: s432467 |

Student Name _____ Parent/Caregiver Signature _____ Date _____

BEST BUY

When products come in different sizes, you need to figure out the cost per unit to see which is the best buy. Often the box marked "economy size" is not really the best buy.

EXAMPLE:

Smithfield's Instant Coffee comes in three sizes. → Which one has the lowest cost per unit? The coffee comes in 8, 12, and 16 ounce sizes. To figure the lowest cost per unit, you need to see how much each unit, in this case ounce, costs in each size. If 8 ounces of coffee costs \$3.60, then 1 ounce costs $\$3.60 \div 8$ or \$.45. \$.45 is the unit cost, the cost of 1 ounce. We need to figure the unit cost for each size:

$$\$3.60 \div 8 = \$.45$$

$$\$5.52 \div 12 = \$.46$$

$$\$7.44 \div 16 = \$.465$$

The 8 ounce size is the best one to buy because it has the lowest cost per unit.

SMITHFIELD'S Instant Coffee



8 ounces \$3.60
12 ounces \$5.52
16 ounces \$7.44

**Figure the unit cost of each item in each question below to find the best buy.
Underline the answer.**

1. Which costs the **most** per ounce: 60 ounces of peanut butter for \$5.40, 28 ounces for \$2.24, or 16 ounces for \$1.76?
2. Which is the **least** per pound: 5 pounds of chicken for \$9.45, 3 pounds for \$5.97, or 1 pound for \$2.05?
3. Which costs the most per disk: a 10-pack of $3\frac{1}{2}$ inch floppy disks for \$5.99, a 25-pack for \$12.50, or a 50-pack for \$18.75?
4. Which is the best buy: 6 ballpoint pens for \$4.80 or 8 for \$6.48?
5. Which costs the least per ounce: a 20-ounce soda for \$0.60, 68 ounces for \$2.38, or 100 ounces for \$3.32?
6. Which costs more: oranges selling at 3 for \$1.00 or oranges selling 4 for \$1.36?
7. Which is the best buy: 1 roll of paper towels for \$2.13, 3 rolls for \$5.88, or 15 rolls for \$29.55?
8. Which costs the most per tablet: 50 individually wrapped pain reliever tablets for \$9.50, 100 tablets in a bottle for \$6.32, or 500 tablets in a bottle for \$13.42?
9. Which costs the least per can: a 24 pack of cola for \$5.52, a 12 pack of cola for \$2.64, or a 6 pack of cola for \$1.35?
10. Which costs less per bag: 18 tea bags for \$2.70 or 64 tea bags for \$9.28?
11. Which is the best buy: a 3-pack of correction fluid for \$2.97 or a 12-pack for \$11.76?
12. Which is the least per roll: 1 roll of masking tape for \$2.45, a 3-roll pack for \$7.38, or a 12-roll pack for \$29.16?

Name _____

Date _____

Teacher _____

Grade _____

Bill of Rights – Ninth Amendment

The Ninth Amendment to the Constitution is a "catch-all" amendment concerning the rights of citizens. The Ninth Amendment basically states that the writers of the Constitution couldn't list every right free people should have. The Ninth Amendment tells us that just because a freedom isn't in the Constitution and the Bill of Rights doesn't mean that it is not a right of free people.

For example, the Constitution doesn't say that we are free to travel in space! No one knew space travel was possible in 1791 when the Bill of Rights was adopted. So the Ninth Amendment allows other freedoms that weren't listed in the Constitution.

The Ninth Amendment

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

The Ninth Amendment is hard to understand because it contains many unfamiliar words. Look up the following words in the dictionary or thesaurus and write the meanings. Then rewrite the Ninth Amendment using words that you understand.

Enumeration _____

Construed _____

Disparage _____

Retained _____

7th grade Social Studies Day 5
E-Learning

Name _____

Date ____ / ____ / ____

BIRD ANATOMY

Provide the labels for the parts of the bird on the diagrams of the internal anatomy below.

- a. Cloaca
- b. Crop
- c. Gizzard
- d. Liver
- e. Lung

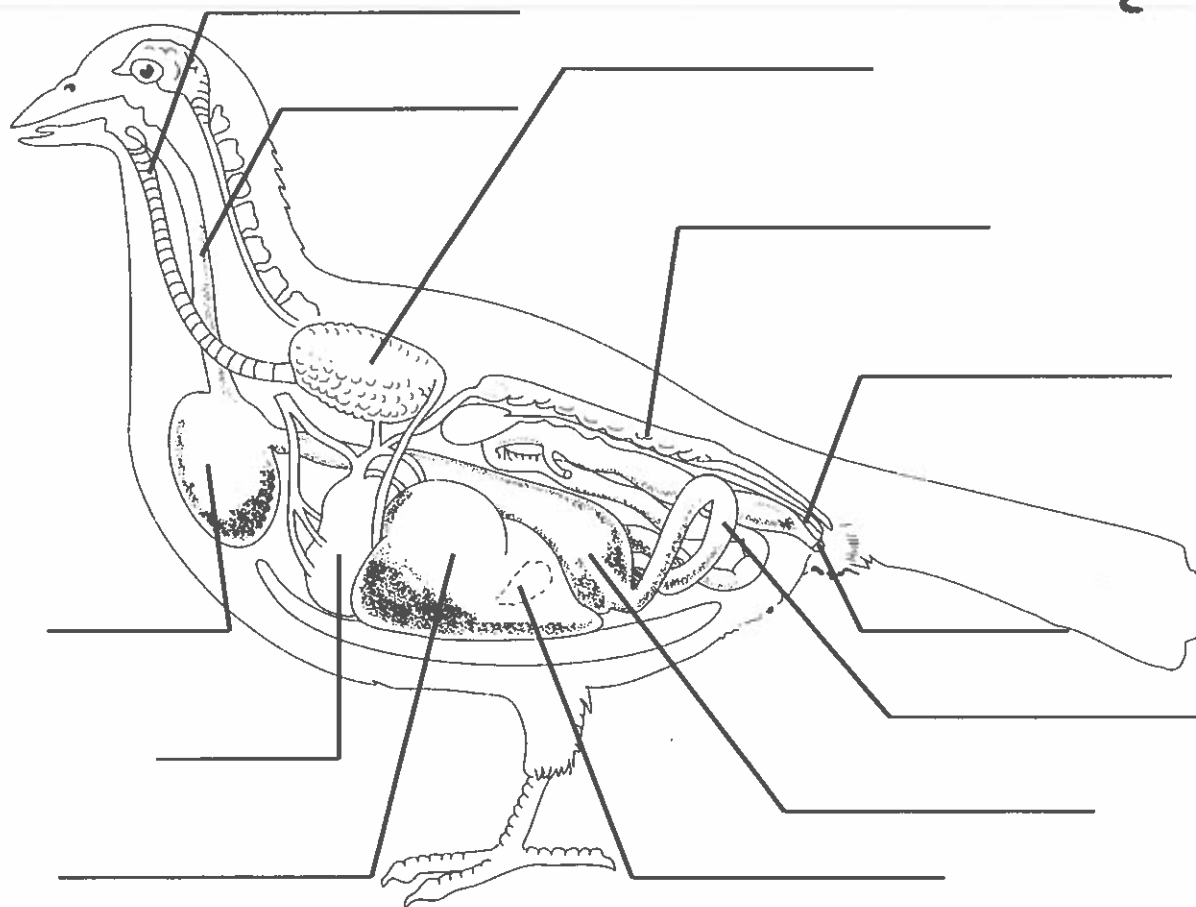
- f. Trachea
- g. Kidney
- h. Ureter
- i. Esophagus
- j. Intestine

- k. Gall bladder
- l. Heart

7th Science

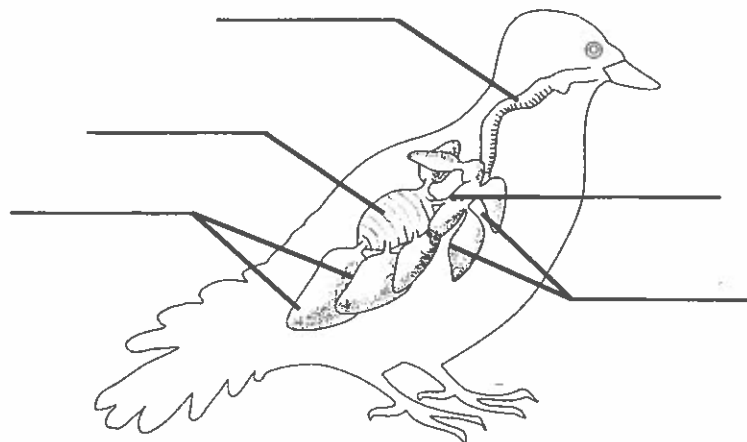
Day - 5

E-Learning



Provide the labels for the parts of the respiratory system on the smaller diagram at the right

- m. Anterior air sacs
- n. Posterior air sacs
- o. Lung
- p. Syrinx
- q. Trachea



(Use this heading)

Book Letter #5 (E-Learning Day 5)

Name: _____ Today's Date _____

Dear Mrs Pikarski,

Paragraph 1: Tell me about your book

The book I am reading right now is _____. It is by _____.
I picked this book because _____. I like (or don't like) this book because _____. (add more information here- whatever you feel like telling me about your book.)

Paragraph 2: Make a text connection (see Text Connection Sentence Starters below)

Paragraph 3: Describe a character in your book. Use character traits (on next sheet) to describe him/her. Is this character a protagonist or an antagonist? Why is this character important to the story you are reading?

Sincerely,
Your name

TEXT CONNECTION SENTENCE STARTERS

TEXT TO SELF

- I can connect to (character's name) because _____.
- I can understand how (character's name) felt because _____.
- The part of the book where (describe an event here), reminds me of the time I _____.

TEXT TO TEXT

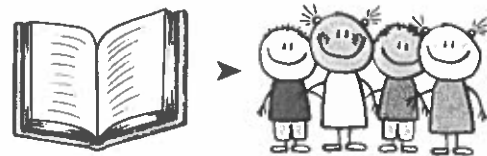
- This book reminds me of (name of another book) because _____.
- (Character) in (book) reminds me of (character) in (another book) because _____.
- The way this story is written reminds me of the book (title) because _____.

TEXT TO WORLD

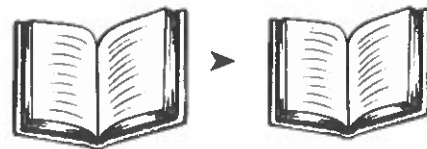
- This story makes me think of _____ because _____.
- This book reminds me of something I heard on the news. The news story was about _____.

MAKING TEXT CONNECTIONS

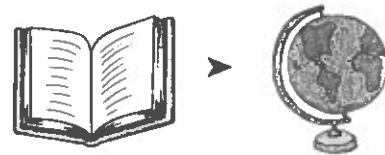
TEXT TO SELF



TEXT TO TEXT



TEXT TO WORLD



Character Traits

How is my character as a person?

| nice | mean | sad |
|-------------|---------------|---------------|
| bright | angry | antisocial |
| cheerful | bossy | comfortless |
| caring | cruel | depressed |
| charming | dark | down |
| considerate | disrespectful | friendless |
| delightful | evil | gloomy |
| encouraging | harsh | glum |
| friendly | hateful | heartbroken |
| kind | impolite | heavy-hearted |
| likable | insensitive | hopeless |
| loving | raging | isolated |
| peaceful | rude | lonely |
| pleasant | selfish | lonesome |
| polite | spoiled | miserable |
| respectful | thoughtless | moody |
| sensitive | uncaring | sorrowful |
| sweet | unfriendly | unhappy |
| thoughtful | unpleasant | withdrawn |

| Does a lot | Does very little |
|--------------|------------------|
| active | bored/boring |
| adventurous | dull |
| ambitious | indifferent |
| bold | lazy |
| busy | neglectful |
| energetic | sluggish |
| hard-working | uninterested |

| positive | negative |
|-------------|---------------|
| cooperative | uncooperative |
| calm | reactive |
| dependable | undependable |
| fair | unfair |
| honest | dishonest |
| humble | conceited |
| mature | immature |
| patient | impatient |
| responsible | irresponsible |
| trustworthy | untrustworthy |

| confident | nervous |
|-------------|-----------|
| assertive | anxious |
| brave | concerned |
| certain | fearful |
| courageous | hesitant |
| fearless | uncertain |
| independent | uneasy |
| sure | unsure |

| Opposites | |
|-----------|-------------|
| calm | hyperactive |
| funny | serious |
| gentle | rough |
| glamorous | simple |
| shy | loud |
| quiet | noisy |