



ELA Virtual Learning

7th Grade ELA

May 8, 2020



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Lesson: May 8, 2020

Objective/Learning Target:

I can:

- look at similar information and compare and contrast between two ways that it is presented.
- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

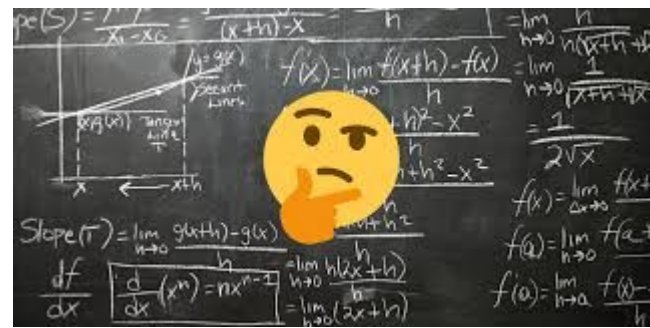


7th Grade ELA

Essential Question:

How do different sources present the same information?

Warm Up:



Let's compare and contrast using a math problem written in two different ways.

Anna's team scored 5 runs in the first inning of the kickball game.
They scored 6 more runs in the second inning and 3 runs in the last inning.
How many runs did Anna's team score in all?

OR

$$5 + 6 + 3 = ?$$

On a piece of notebook paper, write for two minutes, comparing and contrasting the two ways that this problem was presented. What did you notice? Is it the same information? Did you prefer the number or word problem?

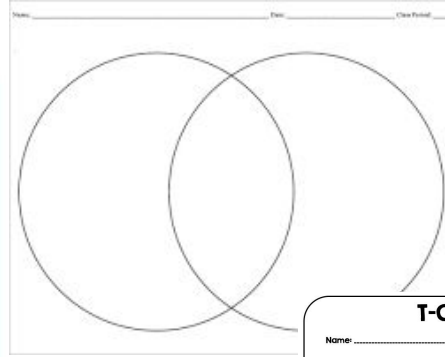
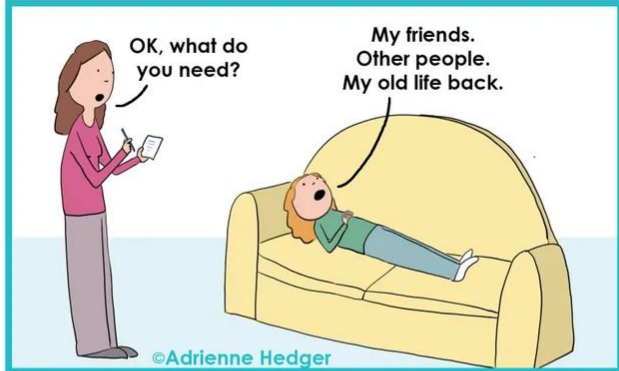
Learn

- If you have ever read a book and then watched a movie about the book, then you have compared and contrasted the same information presented in two different formats.
- To review, when you compare things, you are looking for the ways that they are alike. For example, all dogs bark.
- When you contrast things, you look for the ways that they are different. Dogs bark, but some have shrill barks and some have deep barks.
- Sometimes you will see information (like the math problem in the warm-up) that is presented in different ways.
- The **next slide** has two cartoons. Take a look and follow the directions at the top of the slide.

Learn (continued)

On a piece of notebook paper or a Google Doc, please compare and contrast the two cartoons below. What do you notice? Is there a common theme? You may also draw a Venn diagram or T-chart on your paper.

Scenes From Self-Isolation



T-Chart

Name: _____ Date: _____

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On the next slide, check out the excerpt from an article from “Psychology Today” about stress eating and follow the directions at the top of the slide.

Learn:

Read the excerpt below from, "What Is "Quarantine 15?" Compare and contrast what this excerpt says with the cartoons on the previous slide. Again, you may use a Google Doc or a piece of notebook paper to write down compare/contrast. Don't forget the Venn diagram or T-chart if that is your preference.

The Stress-Eating Cycle

Wonder, then, why we crave pizza, potato chips, and chocolate during the coronavirus quarantine? When we're worried or frightened, we're more likely to seek out sugars, fats, and carbs for a quick energy boost. These comfort foods act like a natural tranquilizer that calms us down in times of peril.

But what feels like a satisfying solution in the short term grows into a bigger problem in the long run. Comfort eating traps us in a hard-to-break eating cycle that adds to stress levels, resulting in serious health problems, such as heart disease, diabetes, and obesity, as well as emotional problems, such as depression and anxiety.

During stress, the brain acts as an internal slingshot, pumping a cocktail of stress hormones into our bloodstream. We stew in its cortisol and adrenaline juices. And glucose—natural body sugars that are released from the liver and muscles—spikes to give us energy, readying us for action.

Research shows that glucose must be replenished after a stressor has passed. So the more glucose we release in reaction to stress, the hungrier we'll be after the stressor. That jacks up our craving for sweets and fat to replace the much-needed cortisol. A large amount of cortisol makes us crave foods high in fat, sugar, and salt—a craving that results in stress eating. And boom! The fats and sugars we eat go straight to our bellies, storing fat, causing further damage to the body, and throwing us into a chicken-and-egg cycle.

Practice:

On the next two slides, you will see an excerpt from the opening page of “Diary of a Wimpy Kid” by Jeff Kinney. Read through the excerpt and then watch the video on Practice Slide 3. Answer the questions at the end of Practice Slide 3.

Dec. 10, 2010 — -- "SEPTEMBER

Tuesday:

First of all, let me get something straight: This is a JOURNAL, not a diary. I know what it says on the cover, but when Mom went out to buy this thing I SPECIFICALLY told her to get one that didn't say "diary" on it. Great. All I need is for some jerk to catch me carrying this book around and get the wrong idea.

The other thing I want to clear up right away is that this was MOM's idea, not mine. But if she thinks I'm going to write down my "feelings" in here or whatever, she's crazy. So just don't expect me to be all "Dear Diary" this and "Dear Diary" that.

The only reason I agreed to do this at all is because I figure later on when I'm rich and famous, I'll have better things to do than answer people's stupid questions all day long. So this book is gonna come in handy.

Like I said, I'll be famous one day, but for now I'm stuck in middle school with a bunch of morons.

Practice Slide 2:

Let me just say for the record that I think middle school is the dumbest idea ever invented. You got kids like me who haven't hit their growth spurt yet mixed in with these gorillas who need to shave twice a day.

And then they wonder why bullying is such a big problem in middle school. If it was up to me, grade levels would be based on height, not age. But then again, I guess that would mean kids like Chirag Gupta would still be in the first grade.

Today is the first day of school, and right now we're just waiting around for the teacher to hurry up and finish the seating chart. So I figured I might as well write in this book to pass the time. By the way, let me give you some good advice. On the first day of school, you got to be real careful where you sit. You walk into the classroom and just plunk your stuff down on any old desk and the next thing you know the teacher is saying—

So in this class, I got stuck with Chris Hosey in front of me and Lionel James in back of me. Jason Brill came in late and almost sat to my right, but luckily I stopped that from happening at the last second.

Next period, I should just sit in the middle of a bunch of hot girls as soon as I step in the room. But I guess if I do that, it just proves I didn't learn anything from last year."

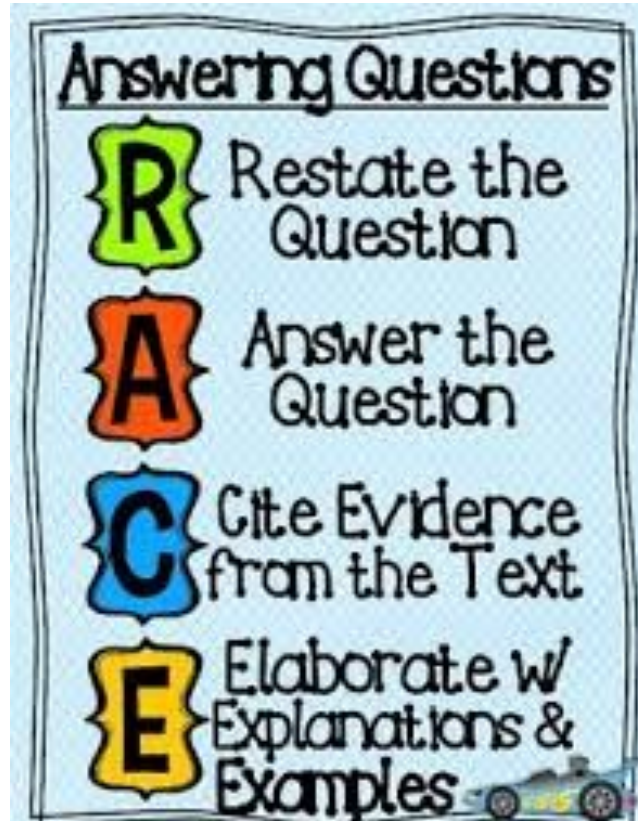
Practice (Slide 3):

You have read the first few paragraphs of “Diary of a Wimpy Kid.” Now, click on the link below and watch the video on surviving middle school. On a sheet of notebook paper, write down comparisons / similarities and contrasts/ differences between the text and the video as you can. Using RACE (see slide 12), write in full and complete sentences, using correct grammar, punctuation and spelling.

[How to Survive Middle School](#)

Learn (continued):

- Use the RACE strategy to write your answer to questions asking you to make an inference:



Practice Answer Key for Practice Slide 3

(Answers will Vary)

- Check your answers to make sure it meets the following criteria:
 - Did you write in complete sentences?
 - Did you use standard conventions (spelling, punctuation, grammar)?
 - Did you answer the question?
 - Did you support and explain your answer using details from the article

Sample Proficient Answer:

1. Compare:

Both the video on Surviving Middle School and the first few paragraphs of “Diary of a Wimpy Kid” focus on middle school and just trying to survive on a daily basis. The video and text discuss how middle school is a mix of being expected to act mature, while still being treated as a child, in some ways. Bullying is mentioned in the video and the text, although in Jeff Kinney’s story, bullying is mentioned in a less serious way than the video. The creator of the Surviving Middle School video interjects humor into his lectures on surviving middle school, much like Jeff Kinney uses humor to cover the daily life of a middle school student.

2. Contrast:

While there are several similarities, “Diary of a Wimpy Kid” takes the everyday life of a middle schooler and tells the story of Greg in a funny manner. The Surviving Middle School

Practice Answer Key for Practice Slide 3 (continued):

Contrast:

While there are several similarities, “Diary of a Wimpy Kid” takes the everyday life of a middle schooler and tells the story of Greg in a funny manner. The Surviving Middle School video features real students discussing current issues in a middle school. It is not done in a humorous manner. The students seem to be want to bring an awareness to parents and teachers of what life is like in a real middle school, covering everything from bullying to hiding real feelings to not being respected as a young adult.

If you would like to learn more:

Listen to the Podcast below about working hard in middle school. Compare/contrast the podcast below with the video about middle school (How to Survive Middle School). What are the similarities in the information provided - and what are the differences?

[The Awkward Middle Schoolers Podcast](#)