

**HARFORD COUNTY PUBLIC SCHOOLS**  
**RECOMMENDED LEARNING EXPERIENCES WEEK 4**  
**Grades 6-8**

**CONTENT AREA: LANGUAGE ARTS**

**Essential Question(s)**

What role does hope play in guiding an individual's or community's future?  
How does a sense of hope create opportunities or possibilities?

**Standard(s) Addressed**

[English Language Arts Standards – Literature, Informational, and Writing \(http://www.corestandards.org/\)](http://www.corestandards.org/)

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Learning Experiences**

- Read a nonfiction/informational piece of text for at least 30 minutes each day. This can include a nonfiction book, (auto)biography, memoir, newspaper, magazine, TED Talk, or online article (*see links at end*). If you have access to the HMH *Collections* Dashboard, you may select an article from the FYI site.
- Annotate the text while reading (underline key parts and jot your thoughts down either in the margins or in your journal). After you have read for 30 minutes, keep a journal in order to write a brief, objective summary of the text's central idea and key details so far. Also include your response to one of the following.
  - Select an important or interesting line or quote from the text and explain why it is important/interesting to you.
  - Write a brief reflection using one of the following sentence starters: *I noticed... I wonder... I was reminded of... I think... I'm surprised... I'd like to know... I realized... If I were... The central issue(s) is (are)... One consequence of \_\_\_\_\_ could be...*
  - Language and word choice are central to writing and are chosen with care. How does this writer use language to convey his/her message and ideas? Is the language formal, informal, technical? Does the writer use slang or humor? Why might the author have used these word and language choices in his/her writing?

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**CONTENT AREA: LANGUAGE ARTS**

- Find a word you did not know before you read this text and record it in your journal. Look up the definition and discuss the word with someone at home. Write your own definition, example of the word, and quick sketch of the word in your journal. Explain how the word is used in the text. Try slipping the word into a conversation this week.
- Evaluate the strength of the author’s argument.
  - Did the writer include sufficient reasons and evidence to support his/her claim?
  - Why did the author write this text?
  - Determine the author’s point of view or purpose for writing the text.
  - Explain how the author makes his/her point of view or purpose evident to the reader.
- Respond in writing to how the text addressed one of the essential questions: *What role does hope play in guiding an individual’s or community’s future? How does a sense of hope create opportunities or possibilities?*
- Respond to one of the following writing prompts after finishing the full text (or reading 5 articles).
  - Based on the events in the text(s) and the individual’s or group’s actions, what is one (or more) life lesson you could learn from those experiences? In your response, be sure to include specific examples and details from the text(s) supporting how the life lesson was shown.
  - Choose two of your articles and write a short essay comparing them if you read more than one article. When writing comparison essays, it is important to choose criteria (topics) to compare. Usually each topic is a separate paragraph. You might consider comparing the author’s argument, use of language, author’s purpose, or what the text says about the essential question. You may also choose your own topics depending on the articles you chose.

**Extensions/Enrichment**

- CTE: If possible, access [typing.com](http://typing.com), and create an account using your HCPS login credentials. If you will forget your password, open your school planner to your birthday and record it there. Begin working through the typing lessons, practicing for approximately 40 minutes per day. If you already have a typing account and use this site with your classroom teacher, continue the lessons from your last stopping point. Each day record your Words Per Minute (WPM) count to use in the Math portion of this weekly lesson plan.
- Interview: Interview a family member or friend (in person, on the phone, or via an app like Skype) about a time when having hope led to a new possibility, opportunity, or had a positive impact on his/her life. Develop 4 – 6 questions to ask and record the responses in your journal.
- Read to Compare: Read and compare two informational texts on a similar topic. How are the authors’ opinions or presentations of information and facts similar and/or different? Record your response in your journal.
- Table-Top Discussion: As a family, discuss the essential questions around hope. How does a sense of hope relate to current events in our community and the world? How do you see people showing a sense of hope and what effect is it having?

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**CONTENT AREA: LANGUAGE ARTS**

- Short, Focused Research: Research an individual or a community who approached a challenge or problem in a hopeful manner. In your research gather evidence regarding how hope shaped the individual's or community's future and or created new opportunities. Write a 2-3 paragraph essay sharing what you learned.
- Virtual Tour: Take a tour of an online museum and write a description of the interesting exhibits you explored. Consider one of these possibilities:
  - Anne Frank House: <https://www.annefrank.org/en/>
  - Roald Dahl Museum: <https://www.roalddahl.com/museum/visit/virtual-museum-tour>
  - The National Civil Rights Museum: <https://www.annefrank.org/en/>
  - National Womens History Museum: <https://www.womenshistory.org/womens-history/online-exhibits>
  - Smithsonian Websites
    - Air and Space Museum: <https://airandspace.si.edu/>
    - National Museum of the American Indian: <https://americanindian.si.edu/>
    - Museum of Natural History: <https://naturalhistory.si.edu/>
    - National Museum of African American History: <https://nmaahc.si.edu/>
  - Online Sources for Articles and Other Non-Fiction Text
    - Biography Website: <https://www.biography.com/>
    - New York Times: <https://www.nytimes.com/spotlight/learning-article-of-the-day>
    - Science Daily: <https://www.sciencedaily.com/>
    - Smithsonian Magazine: <https://www.smithsonianmag.com/>
    - Sports Illustrated for Kids: <https://www.sikids.com/> (choose an article—not just statistics)
    - TED TALK Playlist—Smart Kids' Life Advice: [https://www.ted.com/playlists/177/smart\\_kids\\_life\\_advice\\_1](https://www.ted.com/playlists/177/smart_kids_life_advice_1)
    - TED TALK Playlist—Talks to Watch with Kids: [https://www.ted.com/playlists/86/talks\\_to\\_watch\\_with\\_kids](https://www.ted.com/playlists/86/talks_to_watch_with_kids)
    - USA Today: <https://www.usatoday.com/>

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**CONTENT AREA: MATHEMATICS**

**Essential Understanding(s)**

The set of real numbers is infinite, and each real number can be associated with a unique point on the number line.

Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.

Relationships can be described, and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways.

If two quantities vary proportionally, that relationship can be represented as a linear function.

**Standard(s) Addressed**

<https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/mathematics>

- Understand ratio concepts and use ratio reasoning to solve problems.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, bar diagrams, double number line diagrams, or equations.
- Mathematically proficient students can make sense of problems and persevere in solving them.
- Mathematically proficient students can construct viable arguments and critique the reasoning of others.
- Mathematically proficient students can attend to precision.
- Mathematically proficient students can look for and make use of structure.

**Learning Experiences**

- Complete at least 5 of the 6 items from the Middle School Mathematics Problem Set (*see addendum*).

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**CONTENT AREA: MATHEMATICS**

**Extensions/Enrichment**

- <https://student.desmos.com/?prepopulateCode=td655d>
- <https://student.desmos.com/?prepopulateCode=k2wkht>
- <https://www.explorelearning.com/index.cfm?method=cResource.dspView&ResourceID=264>
- <https://www.explorelearning.com/index.cfm?method=cResource.dspView&ResourceID=261>
- <https://md.mypearsonsupport.com/practice-tests/math/>
- Mathematics 8: Continue to work in Mathia, accessed through itslearning.
- PLTW App Creator and Innovators and Makers: Last week you were asked to complete 5 projects at Code.org. As families are asked to self-isolate, the purchase of items via online retailers and delivery services have seen a dramatic increase. This also opens many people to the possibility of internet identity theft. Follow the attached link and complete the 4 Cyber Training missions <http://www.carnegiecyberacademy.com/index.html>.
- CTE: Using your Words Per Minute (WPM) count from [typing.com](http://typing.com), create two graphs. The first graph will represent daily progress in typing (5 data points), while the second graph will show weekly progress and will only have one data point. Next week, create a daily graph and add a data point to your weekly graph.

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**CONTENT AREA: SOCIAL STUDIES**

**Essential Question(s)**

Why do social scientists utilize oral history to better understand world events? How does the situation with the Coronavirus provide the opportunity to document history?

**Standard(s) Addressed**

<http://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>

- Identify possible questions for inquiry into the key idea.
- Construct supporting questions connecting to the compelling question.
- Apply civic dispositions and skills when working with others.
- Explain the relevance of personal interests and perspectives, civic skills, and democratic principles when people address issues and problems in government and civil society.
- Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are considered historically significant.
- Analyze multiple factors influencing the perspectives of people during different historical eras.
- Analyze how people’s perspectives influenced what information was available in the historical sources they created.
- Gather multiple sources relevant to the task.
- Evaluate the credibility of the sources by considering the authority, origin, type, context, and corroborative value of each source.
- Identify credible, relevant information contained in the sources.
- Identify evidence drawing information from multiple sources to support claims, noting evidentiary limitations.
- Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps).

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**CONTENT AREA: SOCIAL STUDIES**

**Learning Experiences**

- Conduct interviews for the many people who are living through the Coronavirus Pandemic. The Coronavirus issue has provided a unique opportunity for you to practice the skills of a historian/social scientist. One such skill is to conduct interviews with people who participated in or observed past/present events and whose memories and perceptions of these are to be preserved as a record for future generations.
  - Step 1: Think about what information people 50-100 years from now might want to know about the Coronavirus Pandemic. With this as your guide, create 15-20 questions you will ask people. Your questions should be open-ended; yes/no questions will not promote conversation. Think about using “Why” and “How” to begin your questions because they will invite people to talk about their experiences. Themes can include whether the government has been doing its job to protect citizens, how people are choosing to cope without the freedom to go where they want to go, or if people think this experience will change the global connections helping to spread the disease.
  - Step 2: Most oral history is recorded (video or auditory) and then written. Think about how you are going to record information shared by people. If possible, record the spoken words of people to create a true primary source. It is okay to ask people to write their answers to the questions, but the most appropriate practice is to write the transcription yourself. Strive to be as accurate as possible. Facetimeing or Skyping are beneficial tools to use for oral history.
  - Step 3: You are welcome to talk to as many people as you want about their experiences. A suggestion is to interview persons from a variety of age groups and gender. Greater diversity of people you talk with will create a more inclusive and whole picture of how the Coronavirus Pandemic impacted individuals.
  - Step 4: Think about how you want to analyze and present what you have learned. Look for similarities and differences in how people are coping with this crisis. Are there any pattern differences between age groups or males versus females? Dig into your data and share whatever is most interesting to you.

**Extensions/Enrichment**

- CTE: Talk with another person and predict how this pandemic will affect global trade and access to resources. What are your greatest concerns for yourself, family, and community? Discuss your thoughts about how our lifestyles will change as a result of this pandemic.

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**CONTENT AREA: SCIENCE**

**Essential Question(s)**

How do the big ideas of science help us better understand the natural world? How does planning for a scientific investigation address valid, reliable, ethical and repeatable data collection?

**Standard(s) Addressed**

<https://www.nextgenscience.org>

- Plan and carry out investigations in the field or laboratory, working collaboratively with others as well as individually. Investigations are systematic and require clarifying what counts as data and identifying variables or parameters.
- Develop an understanding of the disciplinary core ideas and develop a coherent and scientifically based view of the world using the crosscutting concepts. The crosscutting concepts bridge disciplinary boundaries, uniting core ideas throughout fields of science and engineering.

**Learning Experiences**

- Complete the following tasks by building upon the work from last week. You explored the crosscutting concepts either outside or inside your home (“Crosscutting Concepts Explorations for 6-8 Science”). You chose four of the seven prompts/concepts to complete.
  - Complete two additional crosscutting concept explorations on the handout previously provided (“Crosscutting Concepts Explorations for 6-8 Science”).
  - Reflect on the crosscutting concept information you observed and collected. Prepare a two to three paragraph reflection focused on the following.
    - How are the crosscutting concepts connected to each other? Provide two examples.
    - Think about what you have recently studied in your science class. What crosscutting concepts are connected to your work? Share two to three examples.
- Follow the prompts below to plan your own investigation based on an observation from your work with the crosscutting concepts. Scientists develop investigations based on observations of the natural world. These investigations always begin with a question. You do not need to carry out the investigation.
  - Record your responses in a journal or on notebook paper.
  - Use these resources to guide your thinking: <https://mpt.pbslearningmedia.org/subjects/science/practices-and-nature-of-science/planning-and-carrying-out-investigations/> and <https://www.calacademy.org/educators/planning-investigations.>
  - Develop a question based on an observation from your work with the crosscutting concepts.



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**CONTENT AREA: SCIENCE**

- Design an experiment to test this question using experimental controls (independent variables, dependent variables, and controls).
- Write a series of procedures to carry out the investigation based on your question.
- Create a data table to organize the data that would be collected.
- Reflect on the design of your investigation.
  - What human or scientific error should be considered?
  - How can the hypothetical results of your investigation be shared with others?
- Use these resources to guide your thinking.
  - <https://mpt.pbslearningmedia.org/subjects/science/practices-and-nature-of-science/planning-and-carrying-out-investigations/>
  - <https://www.calacademy.org/educators/planning-investigations>

**Extensions/Enrichment**

- PLTW Gateway: Last week you were asked to journal applications of robotics to assist humans during the current events. Select one daily task that robotics and automation have changed to make our lives simpler and describe how that application has impacted your life. Watch the following link on a laundry robot and investigate additional household chores robots can complete. Journal and sketch 5 solutions to share. <https://www.therobotreport.com/laundry-robots-home-automation/>
- Fine Arts: Create a dance, or play a game of charades with family members, to express your understanding of a crosscutting concept you explored this week.

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**CONTENT AREA: WELLNESS AND MINDFULNESS**

**Essential Question(s)**

How has practicing mindfulness and participating in physical activity improved your stress levels during this time of uncertainty and social change?

**Standard(s) Addressed**

<http://marylandpublicschools.org/about/Documents/DCAA/PE/MPhysicalEdContentStandardsPK-12.pdf>

- Exhibits responsible personal and social behavior that respects self and others.
- Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.
- Recognizes value of physical activity for health, enjoyment, challenge, self-expression and social interaction.

**Learning Experiences**

- Physical Activity Calendar – English [https://www.shapeamerica.org/uploads/pdfs/2020/resources/activity-ideas-calendar\\_english.pdf](https://www.shapeamerica.org/uploads/pdfs/2020/resources/activity-ideas-calendar_english.pdf)
- Physical Activity Calendar – Spanish [https://www.shapeamerica.org/uploads/pdfs/2020/resources/activity-ideas-calendar\\_spanish.pdf](https://www.shapeamerica.org/uploads/pdfs/2020/resources/activity-ideas-calendar_spanish.pdf)
- Mind and Body Calendar – English <https://www.shapeamerica.org/uploads/pdfs/2020/calendar/March-2020-Secondary-Calendar-English.pdf>
- Mind and Body Calendar – Spanish <https://www.shapeamerica.org/uploads/pdfs/2020/calendar/March-2020-Secondary-Calendar-SPANISH.pdf.pdf>
- Create a gratitude jar to help notice all the good around you. First, you will need some type of container. Any type of clean jar, box, etc. will work. Cut paper into strips to be kept near the jar. Anytime you notice something you are grateful for, write it on a strip and put the strip in the jar. Try to do this several times in the day. You can even set specific times to think about something for the gratitude jar. See if you can get everyone in your family to add to the jar every day. If you are feeling upset, angry, mad, or just want a quick mood pick-me-up, take a few strips out of the jar and read them aloud.
- Find coloring sheets, blank paper, or even a sidewalk space (if you have sidewalk chalk) and pay attention to the act of coloring. Mindful coloring is a great way to bring your attention to the present moment through the act of creating something. Notice your hand moving, the specific colors, the sound of the art medium on paper, etc. Be silent and allow all five senses to be aware of the process of coloring.
- Focus your mind on the process of building to quiet the mental chatter our brains engage in and help you focus completely on the present moment. Games and activities requiring building with small pieces can work well as mindfulness activities. If you have items such as a Jenga game, Legos, blocks, or similar items, see what you can create.

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**CONTENT AREA: WELLNESS AND MINDFULNESS**

- Stop and notice anything good throughout your day. Noticing the Good is a mindful strategy used by many to help focus the mind on what is going well or even just okay right now. Look around for things you find beautiful, helpful, kind, or pleasant. Name these things either in your own mind or to someone else. Share the good you notice on social media or call a friend/family member.
- Put on some of your favorite music. As you listen, notice the different sounds within the song. Listen for different instruments, different voices, and different volume levels. Notice how the song makes you feel both physically and mentally.
- Complete a **Five-Day Physical Activity Challenge**. Families will participate in a five-day physical activity challenge, record heart rates, examine data and determine which activities increased their heart rates the most. Information from the analysis will be used to answer questions aimed at encouraging more physical activity at home.  
[heart.org/NFLPLAY60Challenge](http://heart.org/NFLPLAY60Challenge)
  1. Research and discuss the American Heart Association’s physical activity recommendations with your family. How does age effect these recommendations? Why do the recommendations change? Consider life and career changes.
  2. Show family members how to take their heart rates. Allow them to practice multiple times by taking their heart rates for 15 seconds and then multiplying by 4.
  3. Have all family members participate in one of the following physical activities for 10 minutes each evening of the challenge. The order of the activities does not matter. It is important family members participate for the same amount of time each evening in the chosen activity.
    - Speed Walking: Walk at a fast pace for 10 minutes.
    - Tabata: Create a workout – 20 seconds of an aerobic/anaerobic exercise: push-ups, crunches, planks, line jumps, mountain climbers, etc. followed by 10 seconds of rest. Repeat pattern until you reach 10 minutes. Change the exercise for each round.
    - Dance Off: dance to a series of songs for 10 minutes
    - Jump Rope/jumping jacks: jump rope/jumping jacks for 2 minutes, rest for 1 minute, repeat 4X
    - Hopscotch Showdown: Create a 10-box hopscotch diagram. Alternate taking turns.
  4. Have each family member measure and record his/her resting heart rate and exercise heart rate after completing the activity for the evening on the chart below.

*Resting Heart Rate:* Have each family member lay down for 10 minutes with no talking or movement. After 10 minutes, take the heart rate for 15 seconds and then multiply by 4.

*Exercise Heart Rate:* Complete immediately after exercise.
  5. Analyze the data collected and write a response to the following questions:

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**CONTENT AREA: WELLNESS AND MINDFULNESS**

- Whose rate was highest/lowest for each activity?
- What reasons could explain the differences in heart rate from family member to family member?
- Which activities were most strenuous according to the heart rate data?
- Whose heart rate changed the most from resting to active each evening?
- Discuss ways each family member can increase his/her physical activity as part of a daily routine.

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**ADDENDUM FOR CONTENT LEARNING EXPERIENCES**  
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<p>Complete five of the six problems.</p> <p>1. Directions: Using each of the digits 0 – 6 only once, make two equivalent ratios (also known as a proportion.)</p> $\frac{\square}{\square \square} = \frac{\square \square}{\square \square}$ <p>Hint: Can multiples help us find equivalent fractions?</p>	<p>First Attempt:</p>          <p>What did you learn from this attempt?</p> <p>How will your strategy change on your next attempt?</p>	<p>Further Attempts:</p>          
<p>2. The double number line shows the number of meters a turtle can walk if it walks at a constant pace for 15 minutes.</p> <p><b>Minutes</b>  ----- </p> <p>0            15</p> <p><b>Meters</b>  ----- </p> <p>0            400</p>	<p>How many meters can the turtle walk after one and a half hours?</p>          <p>Show or explain your work.</p>	<p>The turtle says that he walked 3400 meters in 2 hours.</p>          <p>Show why the turtle is correct or not.</p>

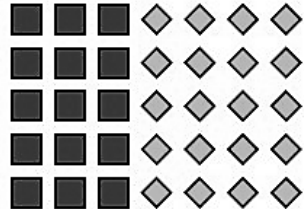
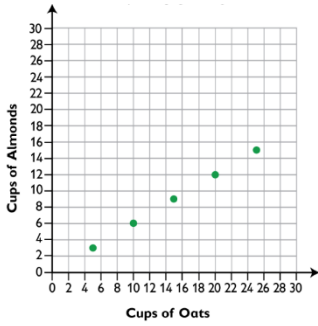
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<p>3. Which one doesn't belong?</p> <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="width: 50%; padding: 20px;"><math>6:18</math></td> <td style="width: 50%; padding: 20px;"><math>\frac{1}{3}</math></td> </tr> <tr> <td style="width: 50%; padding: 20px;"><math>\frac{51}{17}</math></td> <td style="width: 50%; padding: 20px;"><math>33\frac{1}{3}\%</math></td> </tr> </table>	$6:18$	$\frac{1}{3}$	$\frac{51}{17}$	$33\frac{1}{3}\%$	<p>Explain why the number in one corner does not belong. Then try to explain why the number in every other corner does not belong.</p>	
$6:18$	$\frac{1}{3}$					
$\frac{51}{17}$	$33\frac{1}{3}\%$					
<p>4. Directions: Using the digits 1 – 9 no more than one time each, fill in the boxes to create an accurate number line.</p> <p>How many solutions can you find?</p> <div style="text-align: center;"> </div> <p>Hints:  Based on its location on the number line, the percent should be less than 50%. Fill in percent and whole values and calculate the part.</p>	<p>First Attempt:</p>     <p>What did you learn from this attempt?</p>  <p>How will your strategy change on your next attempt?</p>	<p>Further Attempts:</p>     				

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5. Parker was given a picture, a table, and a graph that all describe ratios of one object to another.

Parker incorrectly made two statements.  
 Find and correct the errors.

Picture	Table												
<p>Comparing squares to diamonds</p> 	<p>Comparing ounces to cookies</p> <table border="1" style="margin: auto;"> <thead> <tr> <th>Ounces of chocolate chips</th> <th># Chocolate Chip Cookies</th> </tr> </thead> <tbody> <tr><td>6</td><td>18</td></tr> <tr><td>12</td><td>36</td></tr> <tr><td>18</td><td>54</td></tr> <tr><td>24</td><td>72</td></tr> <tr><td>30</td><td>90</td></tr> </tbody> </table>	Ounces of chocolate chips	# Chocolate Chip Cookies	6	18	12	36	18	54	24	72	30	90
Ounces of chocolate chips	# Chocolate Chip Cookies												
6	18												
12	36												
18	54												
24	72												
30	90												
Graph													
<p>Comparing cups of almonds to cups of oats</p> 													

Correct Parker's statements and explain your corrections.

Incorrect Statement 1:

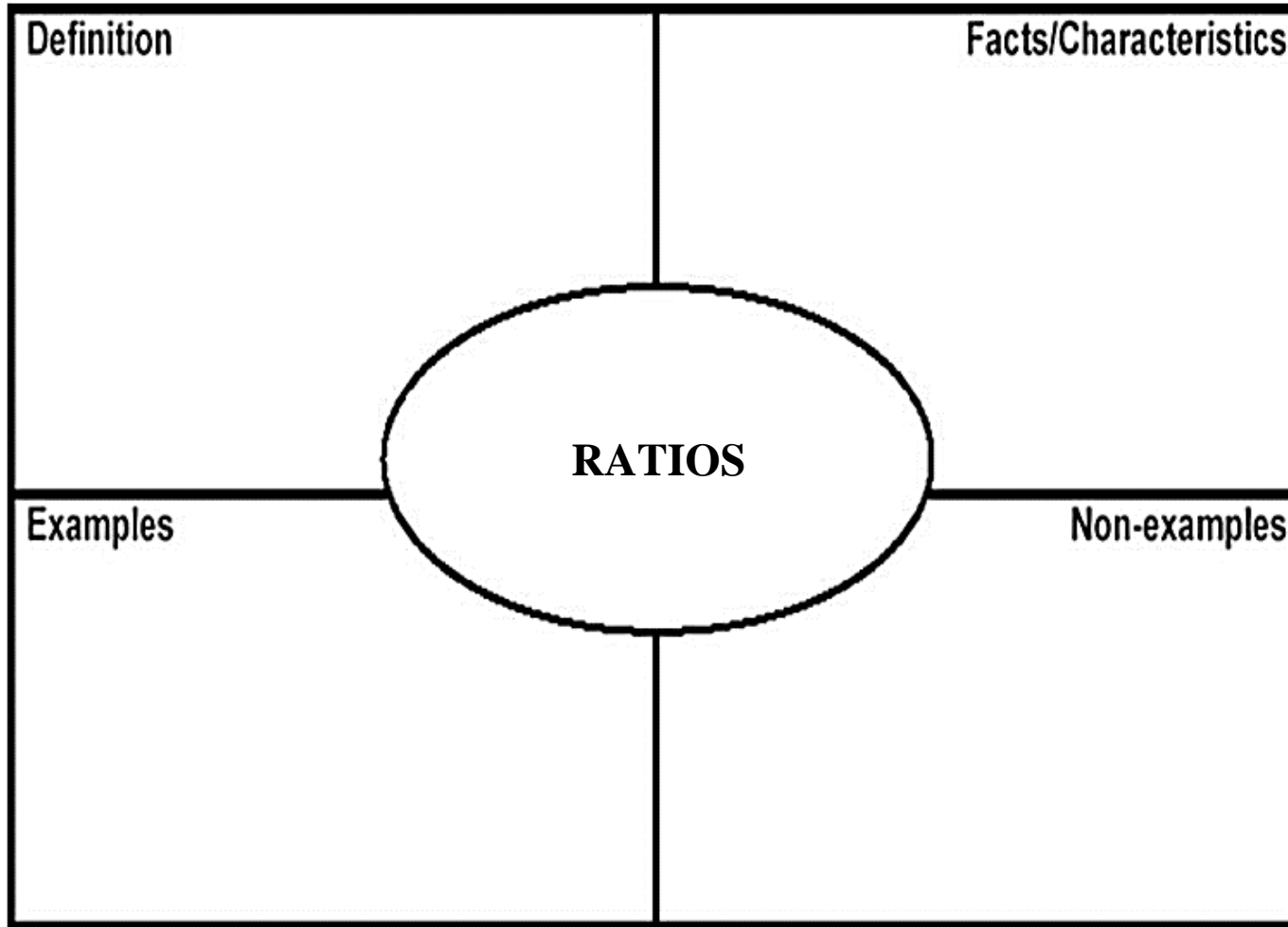
The picture shows the greatest ratio.

Incorrect Statement 2:

To make 300 cookies, we would need 900 ounces of chocolate chips.

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6. Frayer models promote critical thinking and help students to identify and understand unfamiliar vocabulary. The Frayer Model draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples. Directions: Create a Frayer model for the term "Ratios." Fill in the definition, facts/characteristics, examples, and non-examples.





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**SAMPLE WORLD LANGUAGES AND ENGLISH LANGUAGE LEARNER EXPERIENCES**

The following learning experiences are available for children enrolled in a world language and/or English Language Learners. The scenarios and experiences provide sample ideas to practice language acquisition skills.

**Level(s):** Levels are identified with the tasks of the scenarios. Pick three activities to complete.

**Scenarios and Experiences**

- Using recycled materials make an item that represents the Spanish, German or French culture (any language level).*
- Watch a movie/tv show that includes people and/or places of the language that you are studying (any language level).*
  - Possible movie ideas include: *MacFarland, Coco, Wizards of Waverly, Hogan's Heroes, The Sound of Music, Dora, Selena, Beauty and the Beast, Aristocats, A Cat in Paris, The Princess and the Frog.*
  - List **three** cultural themes you saw in the movie (theme, characters, plot).
- Listen to a song from a Latin/Spanish, German or French artist (any language level).*
  - What type of music is it? (salsa, merengue, cumbia, rap, classical, etc.)
  - Do you like it?
  - Why or why not?
- List 10 ingredients or food items and list their names. (Ex. Spanish name and describe it.)*
  - Level 1: List the item.
- Think about one of the topics you have discussed in class. Make a dialogue between two people about the topic.*
  - Level 1: Meeting someone for the first time.
- Practice language vocabulary by letter.*
  - Level 1: Pick 2 letters of the alphabet and write as many words as you know that start with that letter.
- Make a comic with pictures you draw, magazine pictures and/or newspaper pictures.*
  - Level 1: Create a dialogue using greetings.
- Draw a portrait. It can be a self-portrait (stick figures are acceptable).*
  - Level 1: Label 8 features.
- Make your own Spanish, French or German Quiz. Make a 10-question vocabulary quiz that covers the following information.*
  - Level 1: Introductions, days, months, numbers and colors.