

Welcome to
(6th, 7th, 8th gr.)

Explore




Fine Dining Restaurant for a Well-Rounded Mind.

NTI DAYS 11 - 20

Choose 2 of the following to complete before returning to school:

Do one assignment during the first week, and the second during the second week.

**Every Student in The School Must do This Assignment.*

<p>Appetizer Health and PE</p> <p>Experience the great feeling of health and fitness through the partnership of food and exercise!</p> 	<p>Main Course Music</p> <p>Experience the music of getting to know family and friends and more about generational music trends!</p> 	<p>Dessert Art and Agriculture</p> <p>Explore nature through investigating plants and recreating their beauty with art!</p> 
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**See next page for details on contacting teachers!

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Appetizer

Health and PE

If you selected the “appetizer” as one of your two assignments for March 23rd-March 3rd, follow the instructions below for completion!

Complete the Food and Exercise log each day this week, **Monday-Sunday, including your breakfast, lunch, dinner, water intake, cardiovascular exercise, and strength training (as well as how many minutes you exercised total)**. ** There are exercise videos on Mrs. Hill’s google classroom if you need assistance!

After completing the Food and Exercise log, complete the Calorie Input vs. Calorie Output chart. **CHOOSE A FOOD FROM EACH DAY. FIND OUT HOW MANY TOTAL CALORIES THAT FOOD CONTAINS AND COME UP WITH AN EXERCISE OR SERIES OF EXERCISES THAT WILL BURN OFF THOSE CALORIES UPON COMPLETION! BE SURE TO INCLUDE THE NUMBER OF CALORIES BURNED!**

Lastly, answer the questions below the Calorie Input vs. Calorie Output chart!

** For assistance, feel free to utilize apps such as MyFitnessPal or food calorie calculators and workout generators!

Calorie Input vs. Calorie Output

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Food							
Total Calories							
Exercise							
Total Calories Burned							

1. Were you surprised by the amount of exercise it took to burn off different types of food? Why or why not?

2. Did you notice anything interesting on food labels when calculating TOTAL CALORIES? What was it?

How Time & Age Affects Music Popularity

Music has changed and morphed through time and at some point a specific style of music has been popular for a specific time period. (1920's, 1930's, 1950's Rock, Disco, Country, Pop, Heavy Metal, Jazz, Classical, Folk, Rock, Rhythm & Blues) are just a few.

Your assignment for the week is to interview one person from each of these age groups. You may call grandparents, ask family members at your house and include friends. You don't need to physically see these people to do the assignment. A phone call will do.

Questions to ask in the interview:

- Identify the person and their age.
- What type of music do you enjoy most? Examples Country, Jazz, 1950's Rock
- What is their favorite song or artist?
- Why do they enjoy that type of music or artist?
- Did anything happen historically to make them feel more attached to that type of music or artist?

**Listen to the song or songs of that artist if possible. Choose two styles of music that you have learned about and compare and contrast those two styles in the box at the end.

Tell me what type of music you like and answer the questions that you have asked your family and friends. Tell me why you like your style of music.

Age Group 12-19

Age Group 20-29

Age Group 30-49

Age Group 50-69

Age Group 70-Older

Compare and contrast two of the musical styles that you have learned about with this activity.

Dessert!

Agriculture and Art

If you selected the “dessert” as one of your two assignments for March 23rd-April 3rd, follow the instructions below for completion!

The Cake (Part 1): Using the provided Plant Parts and Functions Document, fill in the Plant Parts Guided Notes worksheet. Make sure that you read all of the directions before writing down your answers. After you have finished this first part of the assignment, you will move on to part two. **You must use these notes to help you complete the second part of the assignment.**

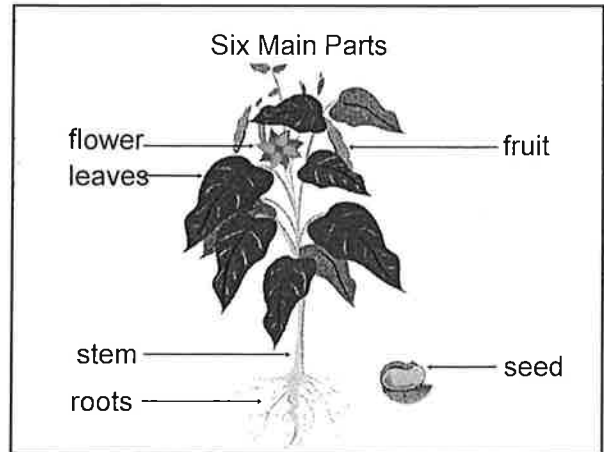
The Icing on Top (Part 2): After completing the Plant Parts Guided Notes, you will now get to create a variety of illustrations in a mini plant booklet and create a 3-D sculpture of a plant to show what you learned about the plants and their parts. You will be using your notes to help you do this. You will also get to explore different plants outside and draw them in their natural environment. When creating your sculpture, you will be using everyday items found around your home.

**** For additional art and agriculture assignments, feel free to visit Mrs. Farrow and Mrs. Pulliam’s NTI Google Classrooms. (Codes can be found on the front of the Explore NTI Packet.)**

Plant Parts and Their Functions

Plant Anatomy

MSAGED8-7: Students will identify plant parts and their functions.



Leaves

- Where **photosynthesis** takes place.
- Converts sunlight, water, and air into energy (food) for the plant.



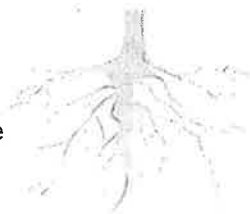
Stem

- Moves water and nutrients to other parts of the plant.
- Supports the leaves, flowers, and fruit.



Roots

- Absorb water and minerals.
- Anchor (holds) the plant in the ground.



Flowers

- Where **reproduction** takes place.
- Flowers contain male and female parts.
- They will become the fruit and seeds (will be the baby plants).



Fruit

- **Helps seeds spread.**
- Birds and animals eat the seeds or carry off the fruit.
- Some seeds cling to fur and hair. (Think burrs)

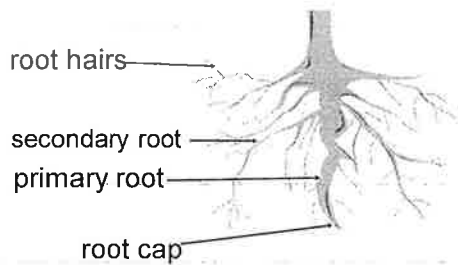


Seeds

- **Will become the new plant.**
- Are spread by birds, animals, wind, and water



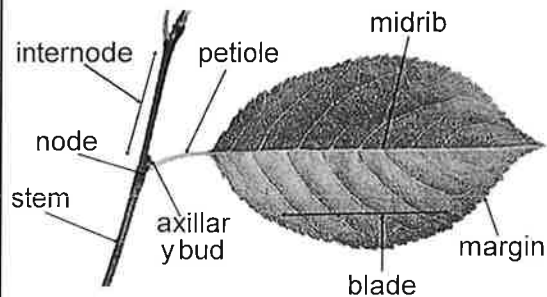
Parts of the Root



Root Part Functions

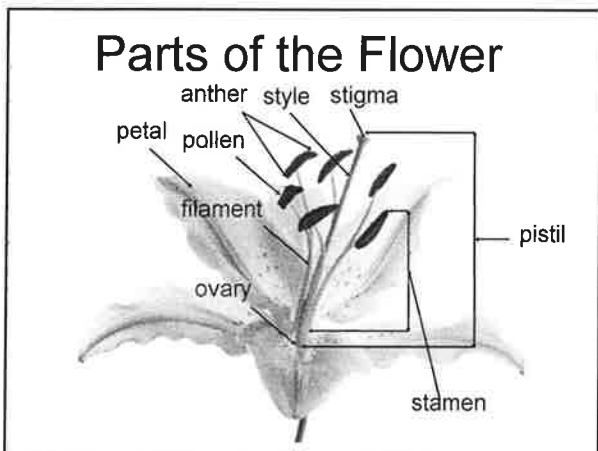
- **primary root:** the thickest part, grows down
- **secondary roots:** not as thick as primary, grow out to the side
- **root hairs:** thin, fine roots that absorb water and nutrients
- **root cap:** on the end, protects and guides the tip

Parts of the Leaf



Leaf Part Functions

- **bud:** undeveloped shoot (stem and leaves)
- **terminal bud:** the bud at the tip of the stem
- **internode:** part of the stem between buds or leaves
- **node:** place where leaves or buds are attached
- **blade:** the flat part of the leaf
- **petiole:** the part of the leaf that attaches to the stem
- **midrib:** center vein of the leaf
- **margin:** edge of the leaf



Flower Part Functions

- **sepals:** outer green section; protects developing flower
- **petals:** attract insects for pollination
- **pistil:** female part of the flower
 - stigma
 - style
 - ovary
- **stamen:** male part of the flower
 - anther
 - filament

Common Flower Parts

A diagram of a flower with labels for common parts: stamen (anther, filament), stigma, style, pistil, petal, and sepal. Brackets group the anther and filament as the stamen, and the stigma, style, and ovary as the pistil.

Plant Parts Guided Notes

Name _____

Class _____

Date _____

1. List the six parts of the plant and describe the function of each.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Label each of the six plant parts below.



Plant Parts Guided Notes

Name _____

Class _____

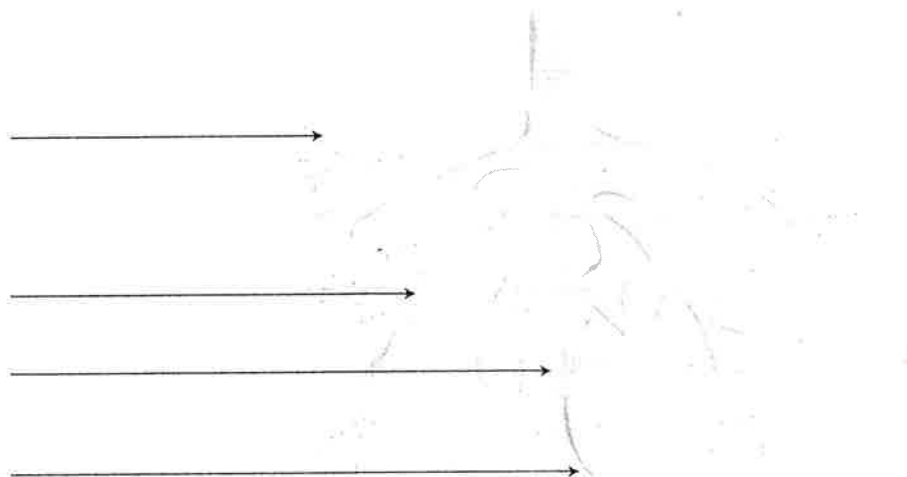
Date _____

3. Name the three functions of roots.

4. List the four parts of the root and describe each.

_____	_____
_____	_____
_____	_____
_____	_____

5. Label each of the root parts below.



Plant Parts Guided Notes

Name _____

Class _____

Date _____

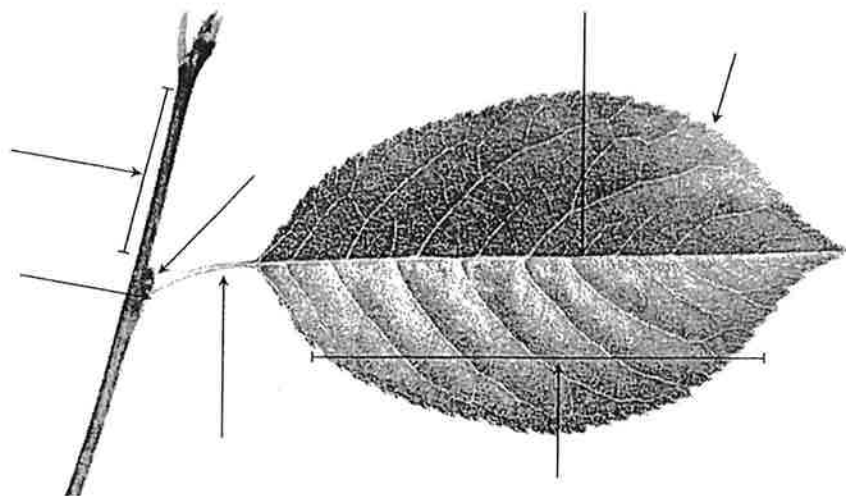
6. What are the functions of the stem?

7. What is the main function of the leaves?

8. List the parts of the leaf and stem and describe each.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. Label each of the leaf and stem parts below.



Plant Parts Guided Notes

Name _____

Class _____

Date _____

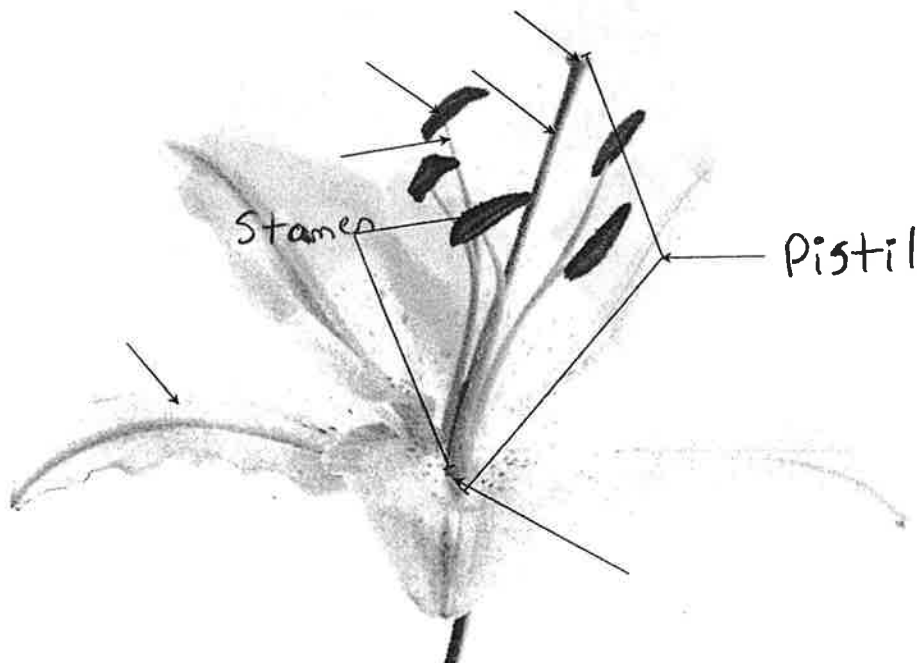
10. What are the functions of the flower?

11. List the parts of the flower and describe each.

12. The female part consists of:

13. The male part consists of:

14. Label each of the flower parts below.



Agriculture & Art Combined Lesson (This is the Art part of this lesson)

***If you have access to the internet: Please join my special NTI-ART google classroom by using this code vwb5b47 click the + in the upper right corner on your google classroom account. I will be adding art related resources throughout our closure to do while you are at home learning. These are meant to be both educational and fun. For additional resources and directions please follow the link at www.harrison.kyschools.us and go to the HCMS page and teacher websites. Thank you , Mrs. Pulliam*

NTI LESSON DIRECTIONS: You will have 2 art activities with this lesson a booklet & a sculpture. As you proceed through your agriculture lesson about plants-you will create an illustrated book (picture book) that shows the parts of a plant from what you have learned. This booklet is to be created from the template in your packet. You will first fold along the dotted and solid lines. After you do this use scissors to cut along the broken line. (if you do not have scissors you can tear along the broken line if you fold the paper very crisply). Accordion fold (back and forth fold) and the page #s will be in order. You will add words & an image to the front cover of the book, the inside cover, back cover & back of the book will be left blank. Preferably draw with a pencil. You may use whatever other art media you have to add color (colored pencil, crayon or marker). If you use marker, be reminded it may bleed through so may not be your best choice. You can add shading with your pencil if you don't have anything to add color.

On the back side of this page you will find art related vocabulary & information that you will use with the lesson. Please take time to read over this information before you begin the booklet & sculpture projects. (please read all directions before you begin)

Art Activity #1: Plant Part booklet

Directions: you will be illustrating a book. Follow these directions for each page.

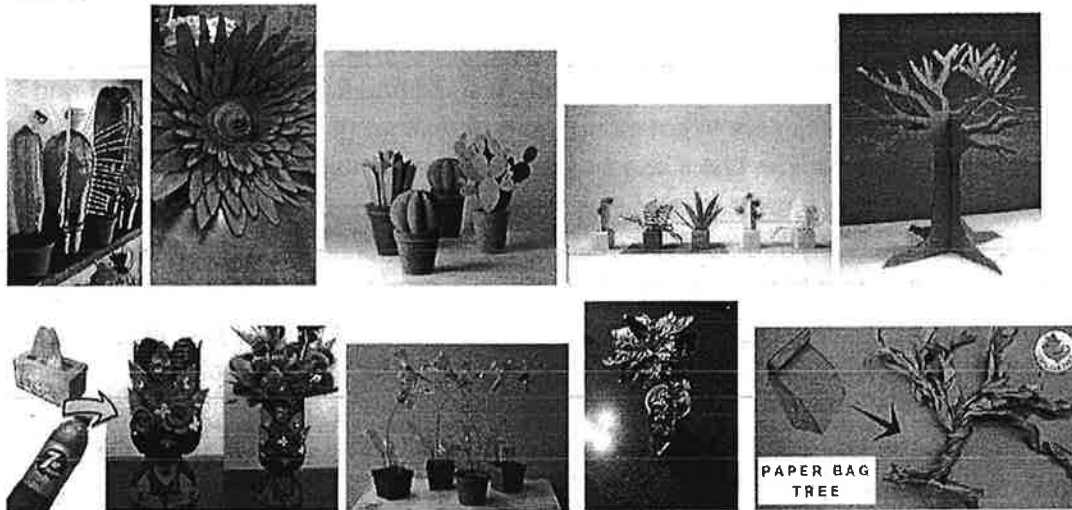
- Cover Design: Create a cover which includes the title "Plant Parts", a simple image of a plant, and the words illustrated by: and your name
- Page #1- draw a whole plant which includes these six parts: flowers, leaf, fruit, stem, root and seed)
- Page #2-draw the roots showing the parts: root hairs, secondary root, primary root and root cap
- Page #3-draw a leaf including the blade, petiole, node, margin and midrib.
- Page #4-draw the flower showing the sepal, petals, pistil and stamen diagramed.
- Page #5-draw a picture of three things a plant needs to live (refer to your notes)
- Page #6-go outside and find a plant and draw the plant as realistically as you can. Pay attention to all of the parts you studied and make sure you include these in the drawing.

Art Activity #2: Plant 3D sculpture from found materials (more info on back of this page)

Directions: You will now create a three dimensional (3D) sculpture of a plant. This sculpture must be free standing/in the round (which means it is to be viewed from all sides & it stands on

its own. You are not to go and buy new materials for this. We would like for you to use whatever resources you can find at home for this project. Here are some examples; paper towel/toilet paper tubes, junk mail flyers, twisted or waded newspaper, plastic water bottles, egg cartons, clean food containers or boxes that food comes in, wire, etc.. Be creative with this activity. I have added sample pictures here of some that have been created and you may also visit my google classroom for additional ideas and demonstrations of how to do this. Plan to bring your sculpture back to school when we return to be displayed. Sculptures size should be no more than 6-24 inches in all directions, height & width.

Samples here: To see color images & websites to visit for help, once again go to my google classroom at code given above.



ART VOCABULARY & TERMS USED IN THIS LESSON:

ACTIVITY ONE- Plant Drawing

As you draw please be mindful of the basic art elements: line, shape, color, texture, space, value & form. You will use most of these elements when you draw. Especially think about how you will begin the drawing using basic lines (horizontal, vertical, zigzag, spiral, curved, broken, dotted, diagonal) As you link the lines together you begin to create shapes of all kinds both organic & geometric. You will probably add texture to your drawing to distinguish from the way the leaf feels compared to the petals of the flowers. (texture is the way something feels or looks like it feels). Next you may choose to add color; using warm colors like red, yellow & orange and cool colors like green, blue & violet. The warm colors make us think of things that produce heat where the cool colors make us think of things that are cold. In your last outdoor drawing you will most likely use form, space & value as you create the illusion of depth in your drawing.

ACTIVITY TWO-Plant Sculpture

There are two basic types of sculpture; relief (flat back- to be viewed from one side) and Free Standing/In the round (to be viewed from all sides. You are asked to create a Free Standing sculpture one that will stand on its own. There are 4 processes for making a sculpture; modeled, cast, carved & assembled. You may choose from any of these processes depending on the media (materials) you have selected from home. If you use a variety of junk (paper, cardboard, water bottle, etc.) and join these pieces together you will have used the assembling process. If you already have play dough & use that media, you will be modeling. These are just two examples. Please be creative and think outside the box. **Please plan to bring your sculptures in. We can't wait to see your art creations.**

3

fold

4

fold

fold

2

cut

5

fold

fold

1

cut

6

fold

fold

cut

front cover

back cover