E-Learning Activities for Students
8th Grade - Day One

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Two-Step Equations	Writing a Short Story	Compare Fats, Proteins, and Carbohydrates	Interview a Historical Figure	Poster Contest
Objective:	Students will be able to write and solve two-step equations.	Upon completion students will be able to recognize the elements of a **short story** Students will brainstorm ideas for a short story. *Setting *Characters *Conflict *Resolution *Point of View (P.O.V.)	I will be able to identify the different levels of fats, proteins, and carbohydrates within the food I have at home.	Student will create questions surrounding a historical figure's life	The student will create a pre-drawing for a poster that advertises FMS's upcoming Spring Carnival Fiesta/Academic Fair.
Materials:	Paper and Pencil	Paper and Pencil	Paper, pencil, and scissors (maybe)	Paper and Pencil	8x 10 inch paper and pencil. Colored pencils are optional.
Activities and Instructions:	Students will create 10 problems (5 problems for special education student) in two-step equations form. Ex: $3x - 5 = 24$ Ex: $4 + \frac{2}{3}x = -54$ Ex: $8 = \frac{x}{3} + 6$	Make a word web or mind map to start coming up with ideas for your story. Begin listing ideas for story topics. Once topic has been decided brainstorm the following in a word web or mind map: -Setting (where, when, etc.) -Characters -Conflict (what went wrong/what's the problem?) -Resolution -P.O.V. (who is telling the story?)	Students choose 3 different food items. **Potato Chips** **Nutrition Facts** Serving Size 100g **Amount Per Serving** **Calories** 547　Calories from Fat 330 % Daily Value **Total Fat** 37g　58% Saturated Fat 11g　55% Trans Fat **Cholesterol** 0mg　0% **Sodium** 525mg　22% **Total Carbohydrates** 50g　17% Dietary Fiber 4g Sugars 0g **Protein** 7g Vitamin A　0%　•　Vitamin C　31% Calcium　2%　•　Iron　9% *Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs. Include the name of the product, The amount of Fats, proteins and carbohydrates within each food item. Students can cut out the label and affix it to their paper. Then compare which food item would provide more energy and why. Also which food would cause a	Using the historical figures we have learned about in our class for Women's History Month, Black History Month or our Africa unit, create and record 5 open-ended interview questions you might ask that person about their lives. This means no yes/no questions.	For this poster, you will need to include the following information: 1.The name of the event 2. The date: Thursday, May 7, 2020 3. The time: 5pm to 7pm What will take place: FUN, FOOD, GAMES, BOOK FAIR, CONTESTS, PRIZES, PHOTO BOOTH, PROJECT DISPLAYS...and MORE! As the theme of this event is a Fiesta, please give

			person to have unused calories that would turn into stored calories and why.		your poster some Latino or Hispanic flair. You mage include images found on the internet, in books or magazines, and of course, from your imagination. Continued below...
Independent Practice:	Students will answer all 10 (5 problems for special education students) problems they created.	Clean up your brainstorming. Make a fresh page with your narrowed down ideas in preparation for drafting your story.	Students will: Write down nutritional facts for fats, proteins, and carbohydrates or cut out 3 different nutrition facts labels and determine what item would be the best choice based on their findings. Students need to remember we discussed: Nutritionists have found that 1g of fat can provide nine Calories, but 1g of carbohydrate or protein only can provide four Calories. Calories not used are stored as fat in humans and animals	Have your students identify a historical figure they would like to learn about or already know some about and would like to dig deeper. They should create 5 open-ended questions Example: Figure: Mansa Musa Question: Who was the most interesting person you met on your pilgrimage to Mecca and why?	When you return to school, you w ill create a larger version of your pre-drawing. Using the document camera will be an option. You will then add bright colors (using colored pencils, markers, paint, etc.)
Check for Understanding:	Guardian creates two (one for special education students) two-step equation problems of their own and have their child answer.	Be able to explain to your parents who your main characters are and what is going to happen in your story.	Be able to explain to your parents/guardian why one food item would be a better choice over the others. Measure out one serving to see what it looks like. Compare it to what you would normally choose without measuring and compare how many more calories you would be getting.	Discuss the questions your student created. Discuss what the answers might be to their questions.	

Every Day: Read for 20 minutes. Identify each of the 5W's. Using the 5W's write three sentences summarizing what you read. **Parent Signature:** _____

E-Learning Activities for Students
8th Grade - Day Two

	Math	**Reading and Writing**	**Science**	**Social Science**	**Electives**
Lesson Title:	Multi-Step Equations with Distributive Property	Writing a Short Story	Compare Fats, Proteins, and Carbohydrates	Current Events	Art
Objective:	Students will be able to write and solve equations using the distributive property.	Practice writing as a process by using various brainstorming, invention, revision, and editing strategies. Use writing as a tool for critical thinking and reflection.	I will be able to identify the different levels of fats, proteins, and carbohydrates within the food I have at home.	Students will summarize and analyze a current event.	The students will continue developing their Carnival Fiesta drawings.
Materials:	Paper and Pencil	Paper and Pencil	Paper, pencil, and scissors (maybe)	Paper and Pencil	Same as day one
Activities and Instructions:	Students will create 10 (5 problems for special education students) problems in multi-step equations form using distributive property. Ex: $4(x - 8) = 12$ Ex: $14 = 2(3x + 6)$ Ex: $-3(x - 1) = 15$ Ex: $\frac{3}{10}(x + 2) = 12$ Ex: $0.25(3 + x) = 0.5$ Ex: $0 = \frac{-5}{4}(x - \frac{6}{5})$	Think about your story as a pyramid. What is the Exposition? [Setting/Characters/What event makes the rest of the story possible?] What actions/events will take place until the climax is reached? Climax - Most exciting or intense part, usually a turning point.	Students choose 3 different food items. **Marshmallows** **Nutrition Facts** Serving Size 100g **Amount Per Serving** **Calories** 318 Calories from Fat 2 % Daily Value **Total Fat** 0g 0% Saturated Fat 0g 0% Trans Fat **Cholesterol** 0mg 0% **Sodium** 80mg 3% **Total Carbohydrates** 81g 27% Dietary Fiber 0g Sugars 58g **Protein** 2g Vitamin A 0% • Vitamin C 0% Calcium 0% • Iron 1% *Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs. Include the name of the product, The amount of Fats, proteins and carbohydrates within each food item. Students can cut out the label and affix it to their paper. Then compare which food item would provide more energy and why. Also which food would cause a person to have unused calories that would turn into stored calories and why.	Students will need to watch the news or read a news article from the newspaper or other source.	Same as day one

Independent Practice:	Students will answer all 10 (5 problems for special education students) problems they created.	Using your ideas, begin to write your first rough draft.	Students will: Write down nutritional facts for fats, proteins, and carbohydrates or cut out 3 different nutrition facts labels and determine what item would be the best choice based on their findings. Students need to remember we discussed: Nutritionists have found that 1g of fat can provide nine Calories, but 1g of carbohydrate or protein only can provide four Calories. Calories not used are stored as fat in humans and animals	Students, a story has been selected will do the following: Write a 4-6 sentence summarizing the story and its main points. 1-2 sentences of why this was interesting to them. 1-2 sentences forming an opinion of their own about the event. 1-2 sentences explain who this article may be intended for and why.	
Check for Understanding:	Guardian creates two (one for special education students) multi-step equation problems with distributive property of their own and have their child answer.	Parents read what has been written so far and give verbal feedback to students.	Be able to explain to your parents/guardian why one food item would be a better choice over the others. Measure out one serving to see what it looks like. Compare it to what you would normally choose without measuring and compare how many more calories you would be getting.	Discuss the story with your student and have them share their response with you. Share your thoughts on the topic, as well.	

Every Day: Read for 20 minutes. Identify each of the 5W's. Using the 5W's write three sentences summarizing what you read.

Parent Signature: _____

E-Learning Activities for Students
8th Grade - Day Three

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Multi-Step Equations with Variables on Both Sides	Writing a Short Story	Compare Fats, Proteins, and Carbohydrates	Africa Poem	PE
Objective:	Students will be able to write and solve equations with variables on both sides.	Practice writing as a process by using various brainstorming, invention, revision, and editing strategies. Use writing as a tool for critical thinking and reflection.	I will be able to identify the different levels of fats, proteins, and carbohydrates within the food I have at home.	Students will use knowledge learned from the Africa unit to create a diamante poem.	Students will work to increase core strength and improve muscular endurance.
Materials:	Paper and Pencil	Paper and Pencil (previous work done, such as brainstorming map)	Paper, pencil, and scissors (maybe)	Paper and Pencil	None needed
Activities and Instructions:	Students will create 10 (5 for special education students) problems in multi-step equations form with variables on both sides. Ex: $-3 - 17x = 5 - 6x$ Ex: $4x + 8 = 6w - 4$ Ex: $7x - 2 = 4x$ Ex: $3x + 5 = 2x + 7$	Continue working on the rough draft of your story. After Climax, is <u>Falling Action</u> - events that follow the climax and lead to the resolution. Conflicts begin moving towards resolution. <u>Resolution</u> - The end of the story. The 'loose ends' are tied up. Conflicts are resolved. Remaining questions are answered.	Students choose 3 different food items. Oil **Nutrition Facts** Serving Size 100g **Amount Per Serving** Calories 884 Calories from Fat 884 % Daily Value **Total Fat** 100g 154% Saturated Fat 9g 44% Trans Fat **Cholesterol** 0mg 0% **Sodium** 0mg 0% **Total Carbohydrates** 0g 0% Dietary Fiber 0g 0% Sugars 0g **Protein** 0g Vitamin A 0% • Vitamin C 0% Calcium 0% • Iron 0% *Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs. Include the name of the product, The amount of Fats, proteins and carbohydrates within each food item. Students can cut out the label and affix it to their paper. Then compare which food item would provide more energy and why. Also which food would	Students will use the knowledge they have learned about the region to create a diamante poem on the region.	Repeat the circuit twice each day 30 second plank 20 body squats 20 pushups (modified if needed) 20 sit ups

			cause a person to have unused calories that would turn into stored calories and why.		
Independent Practice:	Students will answer all 10 (5 for special education students) problems they created.	Complete the (entire) first draft of your story.	Students will: Write down nutritional facts for fats, proteins, and carbohydrates or cut out 3 different nutrition facts labels and determine what item would be the best choice based on their findings. Students need to remember we discussed: Nutritionists have found that 1g of fat can provide nine Calories, but 1g of carbohydrate or protein only can provide four Calories. Calories not used are stored as fat in humans and animals	Template for poem. Each bullet starts a new line: **Continent name (Africa) **2 adjectives to describe Africa **3 land features in Africa **4 people you learned about from Africa **3 countries in Africa **2 epidemics in Africa **Continent name	Students can increase the time of plank or number of reps per exercise. Students can also go for walks or complete other physical activities.
Check for Understanding:	Guardian creates two (one for special education students) multi-step equation problems with variables on both sides of their own and have their child answer.	Allow someone to read your story and ask for their feedback.	Be able to explain to your parents/guardian why one food item would be a better choice over the others. Measure out one serving to see what it looks like. Compare it to what you would normally choose without measuring and compare how many more calories you would be getting.	Go over this with your student. Make sure they followed guidelines. Discuss the elements they included and have conversations about what they learned about them.	Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it As you do this each day, see if your number rating changes.

Every Day: Read for 20 minutes. Identify each of the 5W's. Using the 5W's write three sentences summarizing what you read.

Parent Signature: _____

E-Learning Activities for Students
8th Grade - Day Four

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Multi-Step Equations with Distributive Property and Variables on Both Sides	Writing a Short Story	Compare Fats, Proteins, and Carbohydrates	"Test" Yourself	Computers What do you know?
Objective:	Students will be able to write and solve equations with distributive property and variables on both sides.	Begin to rewrite your story. Use narrative techniques, such as dialogue, description, and organize events sequentially so the story unfolds naturally and logically.	I will be able to identify the different levels of fats, proteins, and carbohydrates within the food I have at home.	Students will recall information they have learned about Africa and create test questions.	Students will recall information they have learned about digital citizenship, cyber bullying or correct keyboarding technique.
Materials:	Paper and Pencil	Paper and Pencil. Previously written materials (brainstorming map & first draft).	Paper, pencil, and scissors (maybe)	Paper and Pencil	Paper and Pencil
Activities and Instructions:	Students will create 10 (5 for special education students) problems in multi-step equations form with distributive property and variables on both sides. Ex: $2(x + 2) = x + 9$ Ex: $x + 18 = 3(x + 4)$ Ex: $6(x + 3) = -2(x + 31)$ Ex: $x - 4 - 2 = 8 - (9 + x)$	Use a variety of transition words to signal shifts from one place/time to another. Further develop your characters. (Perhaps add more detail or background to them). Focus on descriptive details and sensory (figurative) language. To properly write dialogue, look at any other book you might have… and make sure you include	Students choose 3 different food items. Tortilla Chips **Nutrition Facts** Serving Size 1 ounce Amount Per Serving Calories 138 Calories from Fat 54 % Daily Value Total Fat 6g 9% Saturated Fat 1g 3% Trans Fat 0g Cholesterol 0% Sodium 79mg 3% Total Carbohydrates 19g 6% Dietary Fiber 1g 5% Sugars 0g Protein 2g Vitamin A 0% • Vitamin C 0% Calcium 3% • Iron 2% *Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs. Include the name of the product, The amount of Fats, proteins and carbohydrates within each food item. Students can cut out the label and affix it to their paper. Then compare which food item would provide more energy and why. Also which food would cause a person to have unused calories that	Students will think back to what they learned in the Africa unit. They will make a series of "test" questions and identify the correct answer.	Students will write three statements about each topic given above.

		“quotations” to show people are talking	would turn into stored calories and why.		
Independent Practice:	Students will answer all 10 (5 for special education students) problems they created.	Rewrite the sections that need more information and add your new details.	Students will: Write down nutritional facts for fats, proteins, and carbohydrates or cut out 3 different nutrition facts labels and determine what item would be the best choice based on their findings. Students need to remember we discussed: Nutritionists have found that 1g of fat can provide nine Calories, but 1g of carbohydrate or protein only can provide four Calories. Calories not used are stored as fat in humans and animals	Students should make *2 multiple choice questions *2 true/false questions *1 short answer questions. Students should identify the correct answer to all 5.	Students will practice good digital citizenship.
Check for Understanding:	Guardian creates two (one for special education students) multi-step equation problems with distributive property and variables on both sides of their own and have their child answer.	Have someone read your story ALOUD to you. Make sure it sounds the way you want it to.	Be able to explain to your parents/guardian why one food item would be a better choice over the others. Measure out one serving to see what it looks like. Compare it to what you would normally choose without measuring and compare how many more calories you would be getting.	Let your student quiz you for fun! Make sure they identify and explain the correct answers.	Ask someone to tell you of a time they made it a priority to practice good digital citizenship.

Every Day: Read for 20 minutes. Identify each of the 5W's. Using the 5W's write three sentences summarizing what you read.

Parent Signature: _____

E-Learning Activities for Students
8th Grade - Day Five

	Math	**Reading and Writing**	**Science**	**Social Science**	**Electives**
Lesson Title:	Exponent Rules	Writing a Short Story	Compare Fats, Proteins, and Carbohydrates	Map It Out	PE
Objective:	Students will be able to write and simplify (solve) expressions with their knowledge of exponent rules.	Provide a conclusion that follows from and reflects on the experiences and events in your story.	I will be able to identify the different levels of fats, proteins, and carbohydrates within the food I have at home.	Students will map out their community using map elements.	Students will work to increase core strength and improve muscular endurance.
Materials:	Paper and Pencil	Paper and Pencil. Previously written story materials (brainstorming & drafts).	Paper, pencil, and scissors (maybe)	Paper and Pencil	None needed
Activities and Instructions:	Students will create 7 easy and 7 hard (7 total for special education students) exponent problems using rules of exponents of their own. Ex: $2^3 \cdot 2^4 = 2^7$ Ex: $7^2 \cdot x^3 \cdot 7 \cdot x^2 = 7^3 x^5$ Ex: $\frac{2^4}{2^3} = 2^1 = 2$ Ex: $\frac{7^4 \cdot 9^2}{9^3 \cdot 7^2} = 7^2 \cdot 9^{-1} = \frac{7^2}{9^1} = \frac{49}{9}$ Ex: $(3x)^4 = 81x^4$ Ex: $(5^2)^5 = 5^{10}$ Ex: $(x^3 y^2)^2 = x^6 y^4$	Review what you have written so far. Transition your story to its natural conclusion. (Have you left questions unanswered? If so, answer them, unless you are planning a sequel.)	Students choose 3 different food items. **Unsalted Cracker** **Nutrition Facts** Serving Size 1 cracker **Amount Per Serving** **Calories** 13 Calories from Fat 3 % Daily Value **Total Fat** 0g 1% Saturated Fat 0g 0% Trans Fat **Cholesterol** 0mg 0% **Sodium** 23mg 1% **Total Carbohydrates** 2g 1% Dietary Fiber 0g Sugars **Protein** 0g Vitamin A 0% • Vitamin C 0% Calcium 0% • Iron 1% *Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs. Include the name of the product, The amount of Fats, proteins and carbohydrates within each food item. Students can cut out the label and affix it to their paper. Then compare which food item would provide more energy and why. Also which food would cause a person to have unused calories that would turn into stored calories and why.	Students can explore their neighborhood and community and use their current knowledge. They will create a map of their neighborhood or the community as a whole	Repeat the circuit twice each day 30 second plank 20 body squats 20 pushups (modified if needed) 20 sit ups

	Ex: $\frac{6^3}{6^5}$ = 6^{-2} = $\frac{1}{6^2}$ = $\frac{1}{36}$				
Independent Practice:	Students will answer all 14 (7 for special education students) problems they created.	Review your story. Pay attention to word choice, descriptive language, and overall story flow. Make adjustments as needed in preparation for writing your final draft.	Students will: Write down nutritional facts for fats, proteins, and carbohydrates or cut out 3 different nutrition facts labels and determine what item would be the best choice based on their findings. Students need to remember we discussed: Nutritionists have found that 1g of fat can provide nine Calories, but 1g of carbohydrate or protein only can provide four Calories. Calories not used are stored as fat in humans and animals	Students should include: *Major streets *Major land features (i.e. rivers) *Major places (i.e. parks, schools, businesses) *Key *Compass rose *Labels	Students can increase the time of plank or number of reps per exercise. Students can also go for walks or complete other physical activities.
Check for Understanding:	Guardian creates two (one for special education students) problems of their own and has child answer.	Call a friend and read your story to them!	Be able to explain to your parents/guardian why one food item would be a better choice over the others. Measure out one serving to see what it looks like. Compare it to what you would normally choose without measuring and compare how many more calories you would be getting.	Ask students why they chose to include certain places and not others. Have them define key, label and compass rose and identify why they are important for maps.	Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it As you do this each day, see if your number rating changes.

Every Day: Read for 20 minutes. Identify each of the 5W's. Using the 5W's write three sentences summarizing what you read.

Parent Signature: _____

E-Learning Activities for Students
8th Grade - Day Six

	Math	Reading and Writing	Science	Social Science	Electives
Lesson Title:	Square, Square Roots, Cube, and Cube Roots	Writing a Short Story	Compare Fats, Proteins, and Carbohydrates	African Safari	Music
Objective:	Students will practice square, square roots, cube, and cube root facts.	Strengthen your writing by planning, revising, editing, and rewriting.	I will be able to identify the different levels of fats, proteins, and carbohydrates within the food I have at home.	I can explain the significance of an African Safari on the economy of the country of Kenya.	Students will create something to recruit younger students to join their music class when the time comes.
Materials:	Paper and Pencil	Paper and Pencil Previously written story materials (brainstorming maps & all drafts).	Paper, pencil, and scissors (maybe)	Paper/pencil or Google doc.	Paper, pencil, magic markers, glue, glitter, construction paper, etc.
Activities and Instructions:	Practice all square and square roots up to 12. Practice all cube and cube roots up to 5. Ex: $0^2 = 0 \quad \sqrt{0} = 0$ $1^2 = 1 \quad \sqrt{1} = 1$ $2^2 = 4 \quad \sqrt{4} = 2$ $3^2 = 9 \quad \sqrt{9} = 3$ Ex: $0^3 = 0 \quad \sqrt[3]{0} = 0$ $1^3 = 1 \quad \sqrt[3]{1} = 1$ $2^3 = 8 \quad \sqrt[3]{8} = 2$	Reread your story. Rewrite your story into its final draft. Note: There should be NO spelling or grammatical errors in this draft!	Students choose 3 different food items. **Marshmallows** **Nutrition Facts** Serving Size 100g **Amount Per Serving** **Calories** 318 Calories from Fat 2 % Daily Value **Total Fat** 0g 0% Saturated Fat 0g 0% Trans Fat **Cholesterol** 0mg 0% **Sodium** 80mg 3% **Total Carbohydrates** 81g 27% Dietary Fiber 0g Sugars 58g **Protein** 2g Vitamin A 0% • Vitamin C 0% Calcium 0% • Iron 1% *Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs. Include the name of the product, The amount of Fats, proteins and carbohydrates within each food item. Students can cut out the label and affix it to their paper. Then compare which food item would provide more energy and why. Also which food would cause a person to have unused calories that would turn into stored calories and	Make an advertisement offering an African Safari - Explain to customers what their safari would consist of, what animals would be seen and how they should prepare for their trip.	Using any medium you like, create something that will convince a 4th grade student to join band, orchestra, or choir in 5th grade. Mediums include: make a poster, draw a picture, make a collage, make a video, write a short story, essay, or letter, create a small booklet/pamphlet, write a short skit or play. You may with to include: why your group is the best one, why your instrument is the best one, why being in a music is so great/fun, why music is important to you, etc.

			why.		
Independent Practice:	Write down all 12 facts for square and square root and all 5 facts for cube and cube root that you can from your memory.	After rewriting your story (handwritten or typed) you should make sure you have a title. Create a title page for your story. (You *can* add illustrations if you would like to).	Students will: Write down nutritional facts for fats, proteins, and carbohydrates or cut out 3 different nutrition facts labels and determine what item would be the best choice based on their findings. Students need to remember we discussed: Nutritionists have found that 1g of fat can provide nine Calories, but 1g of carbohydrate or protein only can provide four Calories. Calories not used are stored as fat in humans and animals	Students should brainstorm pros and cons for African Safari's. Explain their position on the subject (are you for or against Safari's and why?)	Brainstorm ideas for why a student should be in a music class. Come up with some "perks" that go along with being in a music class. Make a rough draft of your creation, edit as needed, then create the final product.
Check for Understanding:	Guardian will verbally quiz their child on at least 6 (3 for special education students) facts for any of the sqaures, square roots, cubes, and cube roots.	Share your story.	Be able to explain to your parents/guardian why one food item would be a better choice over the others. Measure out one serving to see what it looks like. Compare it to what you would normally choose without measuring and compare how many more calories you would be getting.	Have someone read your advertisement and discuss whether they agree with your stand on the subject.	Have a parent/guardian/ Family member read or look at your creation and offer feedback/ Suggestions or positive comments.

Every Day: Read for 20 minutes. Identify each of the 5W's. Using the 5W's write three sentences summarizing what you read.

Parent Signature: _____