4/23/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email (firstname.lastname@fsd145.org).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (https://www.fsd145.org/emergency) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District

Remote Learning Day Student Activities:

April 23	April 27	May 4	Social Emotional Learning (SEL)
April 24	April 28	May 5	Electives
	April 29	May 6	
	April 30		
	May 1		

8th Grade			4/23/20 - 5/6/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
	Produce Clear, Coherent Writing	Basic Operations	5 Themes of Geography (SS)
	Conduct Short Research Projects	Fractions/Decimals/Percentages	Civics (SS)
	Develop Real or Imagined Narratives	Ratios & Proportions	Forces and Interactions (Science)
		Probability	

Remote Learning Activities for Students

8th Grade -- April 23rd (ELA)

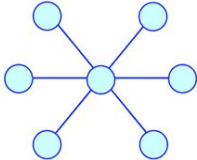|	ELA	Extra Challenge
Lesson Title:	National Picnic Day!	Using a 3x5 index card, write down a favorite family recipe (list each ingredient). Create this dish for the picnic you will share with your favorite person and consider also sharing your recipe with them. --------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Short "i" sound spelled- "i" Words: wrist, chimney, disease, since, riddle
Objective:	Research the best places to have a picnic (call the Freeport Park District, etc.) and provide an explanation for your choices. Depending on weather, you may ultimately have to share a picnic lunch on a blanket in your own living room or on your deck/patio, but imagine who you would most like to eat a picnic lunch with...why is this person important to you?	
Standard:	RI.8.2,RI.8.3, RI.8.4	
Materials:	Pencil/Pen, Highlighter, Paper, 3x5 index card, cooking/picnic supplies.	
Activities and Instructions:	Begin with your historical research of these best picnic places and in your conclusion share who you would most like to share a picnic with and why this person/place matters. -- **Resource Room:** Write a paragraph about what you miss most about not being in school at this time.	
Independent Practice:	Ask a family member if they are aware of any obvious history of the picnic place/park/place you've chosen to research. Jot down ideas in a rough draft prior to researching other sources and highlight any key vocab words you want to explore. -- **Resource Room:** Would you rather live without a phone or tv? Write a paragraph explaining which and why.	
Check for Understanding:	Discuss your research/findings with a family member or friend during your shared picnic meal together. Does your research interest them? Discuss.	

Every Day: Read for at least 20 minutes and write for 10.   **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- April 23th (Math)

		Extra Challenge
Lesson Title:	Ordering and Converting Fractions, Decimals, and Percents (review)	Each number has some initials after it. Just work out what the initials mean as the numbers are the clues. For example: 7 **D** in a **W** is 7 **D**ays in a **W**eek.
Objective:	Students will be able to order and convert fractions, decimals, and percentages.	
Standard:	7.NS.A, 7.RP.A, 8.NS.A	26 L in the A 7 C in the R 6 W of H the E 7 S on a F P P 1000 M in a K 64 S on a C B 1066 B of H 28 D in F
Materials:	Paper and Pencil	

Activities and Instructions:	• When comparing and ordering fractions, decimals, and percents write the numbers as all fractions, all decimals, or all percents.
	 • To order numbers from least to greatest, write them as they appear on a number line from left to right.
	   Examples:
	   Which is greater, $\frac{3}{20}$ or 16%?
	   Write $\frac{3}{20}$ as a percent: $\frac{3}{20} = \frac{15}{100} = 15\%$
	   15% is less than 16%, so 16% is the greater number.	

In each section, answer 6 of the 10 (3 for resource students) comparing, ordering, and converting fractions, decimals, and percentages problems below:

Section A	Section B
Tell which number is greater. 1. Which is greater, 25% or $\frac{7}{25}$? 2. Which is greater, 0.49 or 94%? 3. Which is greater, 79% or 0.08? 4. Which is greater, 0.9 or 95%? 5. Which is greater, 20% or 0.02? 6. Which is greater, $\frac{37}{50}$ or 37%? 7. Which is greater, 50% or $\frac{13}{25}$? 8. Which is greater, 140% or 0.14? 9. Which is greater, $\frac{1}{3}$ or 30%? 10. Which is greater, 17% or $\frac{4}{25}$?	Order the numbers from least to greatest 1. 38%, $\frac{8}{25}$, 0.41 2. 68%, 0.63, $\frac{13}{20}$ 3. $\frac{43}{50}$, 0.91, $\frac{7}{8}$, 84% 4. 2.62, $2\frac{2}{5}$, 26.8%, 2.26, 271% 5. $\frac{87}{200}$, 0.44, 43.7%, $\frac{21}{50}$ 6. 66.1%, 0.66, $\frac{2}{3}$, 0.667 7. $\frac{2}{9}$, 21%, 0.2$\overline{1}$, $\frac{11}{50}$ 8. 3%, $\frac{1}{5}$, $\frac{1}{50}$, 0.046 9. $\frac{11}{200}$, 0.044, $\frac{6}{125}$, 0.06, 4% 10. 0.433, 56.3%, $\frac{19}{40}$, 65.8%

	Problem #	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Section C	Fraction	$\frac{1}{4}$			$\frac{3}{4}$			$\frac{18}{25}$			$\frac{17}{20}$
	Decimal		0.1			0.3			0.62		
	Percent			50%		20%			60%		

- Create and solve 4 comparing or ordering fractions, decimals, and percentages problems (2 for resource students) of your own.
- Answer this math prompt: Your school administration is thinking of redesigning the daily schedule and the principal is asking for input from students. Create a dream-day schedule, breaking everything down into 30 minute segments.

Check for Understanding:	Guardian creates two (one for resource students) comparing or ordering fractions, decimals, and percentages problems of their own and have their child answer.

Remote Learning Activities for Students

8th Grade -- April 23rd (Social Studies/Science)
The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Social Studies Option #2	Science Options	Social Studies Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Location	5 Themes of Geography: Location	Forces and Interactions	Name the states. (science: *also check schoology/google classroom if you have access)
Objective:	Students will use the 5 themes of geography to create their own country.	Students will use the 5 themes of geography to create a map to their house from FMS.	1.*to describe forces and identify examples (basic)*	Students will use the heart shape below to identify the 50 states
Materials:	Paper & Pencil, Observation, Discussion	Paper & Pencil, Observation, Discussion	Paper & Pencil, Observation, Discussion	Paper & Pencil, observation, discussion.
Activities and Instructions:	Students will dream up their own countries and create maps of those countries. The maps should show natural landforms (rivers, mountains) and human-made (highways, major cities) features. Students should name their countries, decide which products will provide the economic basis of their countries, etc.	Students will create a map to their house from FMS or from their house to FMS. Students must include major streets and should note landmarks such as parks, shopping areas, etc. Students must include the Cardinal directions on their map, and the map should be detailed as much as possible as to allow a person to follow the map to their home with ease.	•Forces make things happen in the world. They also keep things together, like atoms held together by the **strong force**. When you kick a soccer ball, your foot feels a push back from the ball. The harder you kick, the more of a push you feel. This is another force called the **reaction force**. The same force is experienced when you push on a wall and feel pressure on your hands. **Forces Note Catcher** • Forces are best described as _____ and _____ . <table><tr><td>Force Name</td><td>What is it?</td><td>Example</td></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td></tr></table>Identify the 2 forces acting on a student while sitting in a chair: Identify the 4 forces acting on a moving object such as a car: Explain why a person can hurt their hand punching a wall:	Using the picture below starting from left to right, name the state using your knowledge of the shape of the state.
Independent Practice:	What features did you include on your map to represent your country and why?	Would you be able to give verbal (tell) instructions to someone to get to your house?	Copy the chart. Fill it out. Answer the questions	How many states can you list on your own without help?
Check for Understanding:	Show the map with your labels and your written explanations to a family member and your teacher (if able).	Show your map to a family member and your teacher.	Share your answers with a family member and if able, send to your teacher	Show your list to a family member and your teacher (if able).

Every Day: Read something from the news or MyOn.
Family Member Signature: _____

Remote Learning Activities for Students

	ELA	Extra Challenge
Lesson Title:	Arbor Day!	Write a short story from the POV of a tree that has been alive for many decades. Things to include in your story: -What has the tree seen? -What animals have lived in the tree? -Was the tree once part of a forest? Was it transplanted? -What would the tree want to say to humans if it could? -Describe what kind of tree it is, where it would be located (state or region). ------------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Short i spelling "ui" Words: guilt, guitar, quit, quipment, quickly
Objective:	Today is Arbor Day. Arbor Day is celebrated on the 4th Friday in April each year. It is a day dedicated to planting trees and helping the environment by doing so. Students will take note of what types of trees they have near their homes and write about the importance of trees in their community.	
Standard:	W.8.3, 6	
Materials:	Paper/Pencil or computer	
Activities and Instructions:	Observe the trees around your house and neighborhood. Are there many different kinds? (If you aren't sure - ask to see if your parents know.) Are the trees starting to bloom? Do you have deciduous trees (they lose their leaves) or coniferous trees (evergreen trees, like pine trees) in your yard? How many types of trees can you find? Write down 5 reasons why you think trees are important and explain your reasoning.	
Independent Practice:	**Read the following poem and answer the questions about it.** *What does he plant who plants a tree* *He plants, in sap and leaf and wood,* *In love of home and loyalty,* *And far-cast thought of civic good* *His blessing on the neighborhood.* - Charles Lathrop Pack Questions: 1. What do you think this poem is about? 2. What do you think the term "civic good" means? 3. How do you think this poem relates to Arbor Day? 4. If you could write a poem about Arbor Day, what would it say? (You may want to write the poem rather than just answering the question.) --- **Resource Room:** Would you rather have a food fight or water balloon fight? Write a paragraph explaining which one and why.	
Check for Understanding:	Read the poem to someone in your family and ask them the 4 questions you answered (after you have answered them). Do you have similar answers? Talk about it.	

Every Day: Read for at least 20 minutes and write for 10.   **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- April 24th (Math)

		Extra Challenge
Lesson Title:	Post-Test on Basic Operations and Comparing, Ordering, and Converting Fractions, Decimals, and Percents	Joe has ten coins totaling $1.19. From these coins, he cannot make exact change for a dollar, half-dollar, quarter, dime, or nickel. What are the coins?
Objective:	Students will be able solve basic math operations and compare, order, and convert fractions, decimals, and percentages without a calculator.	
Standard:	4.OA.A, 5.OA.A, 6.NS.A, 6.NS.B, 6.NS.C, 7.NS.A, 7.RP.A, 8.NS.A	
Materials:	Paper and Pencil	
Activities and Instructions:	Solve the questions below without using a calculator.	
Independent Practice:	Posttest on Basic Math and Fraction, Decimals, and Percentages	The following equation is wrong: $101 - 102 = 1$ Move one numeral to make it correct. Move one line to make it correct. How many squares are in this picture?
Check for Understanding:	Guardian checks over the Posttest on Basic Math and Fraction, Decimals, and Percentages with their child (Guardian's can use a calculator, if needed).	

Independent Practice:

Posttest on Basic Math and Fraction, Decimals, and Percentages

1. $4.2 + 0.9 =$
2. $2\frac{1}{2} + \frac{2}{3} =$
3. $\frac{1}{8} + \frac{5}{8} =$
4. $2.4 - 1.5 =$
5. $-3.2 - 2.45 =$
6. $-1\frac{2}{5} + \frac{1}{2} =$
7. $-\frac{2}{3} \times \frac{3}{5} =$
8. $-4(6) =$
9. $3\frac{1}{6}\left(\frac{4}{3}\right) =$
10. Which is greater, $\frac{5}{6}$ or .8453?
11. Which is greater, 34% or $\frac{2}{7}$?
12. Order the numbers from least to greatest: 0.3, $\frac{1}{5}$, .347% $\frac{1}{2}$, 0.706, 57.1%
13. Order the numbers from least to greatest: $\frac{3}{2}$, 120%, 1.35
14. Write each portion as a fraction, decimal, and percent.

Fraction		$\frac{5}{4}$		$\frac{12}{12}$		
Decimal			0.444			0.05
Percent	0.45%				93%	

- Answer this math prompt: You are a reporter for the magazine **Math Magic**. For your next article, you plan to interview a local math teacher about recommended strategies for getting kids interested in everyday math, such as planning a garden, making change, or calculating recipe ingredients. Write the list of questions you intend to ask.
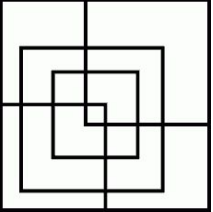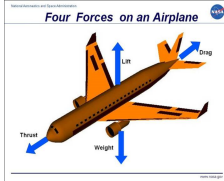
Every Day: Don't forget to read for at least 20 minutes.　　　　**Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- April 24th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Social Studies Option #2	Science Options	Science Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Movement - Where do products come from?	5 Themes of Geography: Movement - Your Roots	Forces and Interactions	Check out forces with Bill Nye science guy on youtube (science: *also check schoology/google classroom if you have access)
Objective:	Students will use the 5 themes of geography to locate where items are made around the world	Students will use the 5 themes of geography to locate where their families roots are from outside of the United States	1.*to explain the effects of unbalanced forces on a moving object (advanced)*	Students will choose a video about forces (Gravity, motion, etc.) and summarize it using two new vocabulary words.
Standards:	SS.G.3.6-8.MdC.	SS.G.1.6-8.MdC.	MS-PS2-2	MS-PS2-2
Materials:	Paper & Pencil, Observation, Discussion	Paper & Pencil, Observation, Discussion	Paper & Pencil, Observation, Discussion	Paper, pencil, electronic device
Activities and Instructions:	Students will collect labels from foods, clothing, toys, and other products they use. Where do those products come from? What percentage of those products are made in your state? Your country? Other continents? Are we dependent on products from all around the world?	Students will try to find out about their families' roots. The students may make a family tree using the information they can gather.Students can add shared stories passed down from generation to generation. Students will share where their "roots" began in a short paragraph about what they have learned.	•**Gravity** pulls all things down toward the earth. Since it is a pull, that means it is a type of force. An example of a push force is the force of the ground pushing back up on you as you stand in place. This is called the **normal force**. Even when an object is not moving, forces like gravity and the normal force are acting on it. Since the object is not moving, the opposing forces are said to be in equilibrium because they are equal but in opposite directions.	Bill Nye the Science Guy S05E20 Motion - YouTube https://www.youtube.com › watch
Independent Practice:	How is your town, state, country linked to other parts of the world? Is this a good thing or a bad thing, and why do you think that?	What more information about your family would you like to learn? Do you think your family would like to start a book about your family history?	As complex as air travel may seem, it is basically a struggle between forces: **Lift** is needed to overcome the **weight** of the plane in order for it to take flight. It would depend on the speed of the plane during take off as well as its design. To simplify, each plane must reach a certain speed on the runway in order to experience take off. Conversely, a flying plane will descend if it slows down to a certain speed. The **thrust** is what moves the aircraft in a forward direction and it must be able to overcome **drag**, which opposes motion. Thrust is largely determined by the power of the engine while drag depends on the design of the aircraft, its speed, and also the air itself.	Bill Nye The Science Guy S01E06 - Gravity - video dailymotion https://www.dailymotion.com › video
Check for Understanding:	Write your answers and share with a family member and your teacher (if able).	Share your family tree or "roots' with a family member and your teacher (if able).	1 what directions would the plane accelerate if the thrust is greater than drag? 2. What happens when the plane's drag is greater than the thrust? 3.What forces are affected by the design of the plan? Record your answers on paper and Share with a family member and share with your teacher if possible.	Summarize the video you watched, including two new vocabulary words and share with a family member and your teacher if possible.

Every Day: Read something from the news or MyOn. **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- April 27th (ELA)

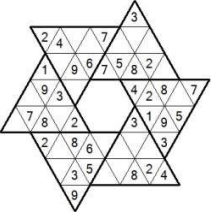|	ELA	Extra Challenge
Lesson Title:	National Tell a Story Day!	*Youtube is filled with Holocaust survivor's stories. *Interview a grandparent. Make a list of questions to ask and then call them and interview them. Hear *their* story! *Storytelling with friends! Start a story, and then send it on to a friend to add the next part, and so on. *Autobiography of anything! Choose any**thing**. Describe the life/history all the way back to it's beginning. ?p*encil,shoe, cup?*
Objective:	Storytelling is an ancient practice used to hand down knowledge from one generation to the next. It's a wonderful way to pass on family traditions, histories, and can be entertaining as well as educational. Some of the very best stories come from real life experience! For this assignment you will write a narrative, using effective techniques, descriptive details and well-structured event sequences.	
Standard:	W.8.3, .6, .7	
Materials:	Family, paper/pencil or computer	
Activities and Instructions:	You are going to tell us the story of **YOU**! Think of this as a mini autobiography. Starting with your birth story, tell us about your whole life up until we met you. Remember the 5 W's: Who, What, When, Where, Why, and How. Only reveal details you're comfortable sharing with your teacher. Ask your family for help with events. Maybe you have a 'baby book' or record of when you did things. When did you walk, what was your first word, where did you go to school first, best friends growing up, major events that happened, oldest/middle/youngest, etcetera. --- **Resource room:** Write a paragraph telling about someone in your life that you look up to or is an inspiration to you.	
Independent Practice:	One strategy is to create a timeline of important events in your life first. Then working from the timeline, start with your birth story and proceed up until (now?), the start of 8th grade, the start of the pandemic? I will be looking closely at: is your story told in a linear (time) order? Did you use proper mechanics (punctuation)? Have you used descriptive language to engage the reader? --- **Resource Room:** Would you rather be a superhero or a wizard? Write a paragraph explaining which in and why.	---------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Long i spelling "i" Words: revise, idea, science, decide, grind
Check for Understanding:	Once finished, reread your story and make sure it tells the story *you* want it to tell! Anything that needs to be added, changed, or deleted? Does it make sense? Can a parent/guardian read it over and make comments? If possible, send the finished copy to your teacher.	

Every Day: Read if possible, record in your journal (if keeping one)   **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- April 27th (Math)

	This week's math concept and skills students need in preparation for algebra readiness. Ratio and Proportion	Extra Challenge
Lesson Title:	Ratios and Equivalent Ratios	Solve the Star Sudoku. You solve Star Sudoku Puzzles like regular sudoku; use the numbers 1-9 as in regular sudoku, but every line – continuous or not – must contain the numbers 1-9.
Objective:	Students will be able to understand, identify, and write (equivalent) ratios.	
Standard:	7.RP.A, 8.EE.B	
Materials:	Paper and Pencil	

Activities and Instructions:

A ratio says how much of one thing there is compared to another thing. Ratios can be shown in different ways: 3:1, 3 to 1, or $\frac{3}{1}$. The trick with ratios is always multiply or divide the numbers by the same value.

Understanding Ratios	Identifying Ratios	Writing Ratios
What is the ratio of circles to squares? ○○□□○□□○□□ 4:6 or 2:3	Are the ratios 1:2 and 6:12 equivalent? Yes Are the ratios 2:3 and 12:17 equivalent? No	Find the number that makes the ratio equivalent to 10:15. ?:45 ? = 30

Independent Practice:

- In each section, answer 6 of the 8 (3 for resource students) ratio problems.

Section A -
1. What is the ratio of squares to circles?   ○□○□□○○□□□
2. What is the ratio of total shapes to circles?   ○□△○□○○○☆☆△☆○
3. What is the ratio of stars to triangles?   ☆☆△☆☆☆☆☆
4. What is the ratio of circles to hexagons?   ○○
5. What is the ratio of total shapes to hexagons?   ▭▭○○△
6. What is the ratio of hexagons to stars?   ☆○○○○○
7. In a telephone poll, 7 people said they like watching basketball and 9 people said they do not like watching basketball. What is the ratio of the number of people who like watching basketball to the number of people who do not like watching basketball?
8. The students in Eddie's class got to choose whether to visit the zoo or the aquarium. 8 students went to the zoo and 7 students went to the aquarium. What is the ratio of the number of students who went to the zoo to the total number of students?

Section B
1. Are the ratios 16:10 and 2:1 equivalent?   5. Are the ratios 2:6 and 1:2 equivalent?
2. Are the ratios 2:4 and 5:16 equivalent?   6. Are the ratios 4:16 and 4:1 and equivalent?
3. Are the ratios 18:9 and 2:1 equivalent?   7. Are the ratios 5:10 and 2:4 equivalent?
4. Are the ratios 5:3 and 20:12 equivalent?   8. Are the ratios 6:4 and 9:6 equivalent?

Section C
1. Find the number that makes the ratio equivalent to 1:9.   5:?
2. Find the number that makes the ratio equivalent to 9:4.   ?:44
3. Find the number that makes the ratio equivalent to 24:56.   ?:7
4. Find the number that makes the ratio equivalent to 70:50.   14:?
5. Find the number that makes the ratio equivalent to 2:1.   8:?
6. Find the number that makes the ratio equivalent to 84:60.   ?:5
7. Find the number that makes the ratio equivalent to 22:18.   ?:54
8. Find the number that makes the ratio equivalent to 14:54.   7:?
- Create and solve 4 ratio problems (2 for resource students) of your own.
- Answer this math prompt: A unit on percents may be the most useful math tools for real-world applications. Think of how many ways we use percentages in our daily lives and explain.

Check for Understanding: Guardian creates two (one for resource students) ratio problems of their own and have their child answer.
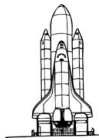
A ship anchored in a port has a ladder which hangs over the side. The length of the ladder is 200cm, the distance between each rung in 20cm and the bottom rung touches the water. The tide rises at a rate of 10cm an hour. When will the water reach the fifth rung?

123=0
4235=0
656=2
5390=2
8890=6
1001=2
19235=1
What is 123456789?

Remote Learning Activities for Students

8th Grade -- April 27th (Social Studies/Science)
The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Human Environment Interaction - Wants vs Needs	Forces and Interactions	5 Themes of Geography: Human Environment Interaction - What if?	Forces and Interactions	National Tell a Story Day (science: *also check schoology/google classroom if you have access)
Objective:	Students will use the 5 themes of geography to determine what things are necessary to have a good life.	Read Newton's law Describing motion through forces	Students will use the 5 themes of geography to determine what would happen to their yard if nothing was ever done to it.	Students will complete the following problems.	To share stories and learn from one another.
Standards:	SS.G.2.6-8.LC.	MS-PS2-2	SS.G.2.6-8.LC.	MS-PS2-2	SS.G.3.6-8.MdC.
Materials:	Paper & Pencil, Observation, Discussion,	visual/Reading	Paper & Pencil, Observation, Discussion,	Paper and pencil	Parent/Family Member, Discussion
Activities and Instructions:	Students will make a list of the things they would want to have to have a good life. Which of those things do you really need? How many of the things you really need can be found in the natural environment? Which things must be made by people?	•Forces are measured with a unit called **Newtons**, named after the famous Isaac Newton who first described the motion of objects. He came up with the following laws to summarize how our universe works: •1) Objects in motion tend to stay in motion, until it is affected by a force. Conversely, an object at rest will stay at rest until an unbalanced force acts on it. •2) The force of an object is directly proportional to its mass times acceleration (**force = mass x acceleration**). This law explains how a force affects an object's velocity. •3) For every action there is an equal but opposite reaction. So when a force is applied, that object applies an equal force in the opposite direction.	What if the yard outside your house were never touched? What would it look like if you decided to let it "go natural" (if you didn't mow it, water it, plant shrubs, rake leaves)? Students will draw pictures to show how their yards would be different if they let them go natural.	A 275 gram box is pushed across a horizontal surface with an applied force of 4.25 Newtons. The box goes a distance of 5 meters in 1.25 seconds before hitting a wall. Find the a) acceleration and b) the ending velocity before hitting the wall. A motorcycle is cruising at a constant velocity of 32 m/s but then accelerates to a speed of 46 m/s in 12 seconds to pass another vehicle before slowing down to 35 m/s again in 5 seconds. Find the a) acceleration , b) deceleration and the c) force produced by the engine during the 12 second acceleration if the mass of the motorcycle is 252 kg with the rider.	Today is National Tell a Story Day. Since ancient times, storytelling has been used to pass down knowledge from generation to generation. It's a great way to pass on traditions, histories and tales from cultures. Some of the best stories are drawn from real experiences!
Independent Practice:	What have you learned about wants vs. needs during this time of social distancing? Are there things you have learned that you really can do without?	object at rest. 1. What will cause it to move, stop, slow down, fall to earth?	How have people modified the environment? What local resources do we depend on? Create a list of resources provided and how might things be different if they were not provided?	A golf ball with a mass of 35 grams is struck by a golfer with a force of 14 Newtons. What is the golf ball's acceleration?	Spend time with your family and share stories. Ask your parents about when they were growing up. It can be a long or short story. Fiction or nonfiction! It's a great way to spend time together!
Check for Understanding:	Using your list of wants vs. needs, discuss your findings with a family member and your teacher (if able).	Write your answer down. Share with a family member and if able, share with your teacher (if able).	Look around your neighborhood. How do people modify their yards, homes, etc. Discuss with a family member and Share with your teacher if possible.	Challenge a family member to solve the problems, compare your answers and share with your teacher if possible.	Journal your stories so you don't forget them and can look back on them one day!

Every Day: Read something from the news or MyOn.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- April 28th (ELA)

	ELA	Extra Challenge
Lesson Title:	National Superhero Day!	Draw a picture of your favorite Superhero and/or cut out magazine pics, etcetera...be sure to write captions under the pictures.
Objective:	To write a descriptive short story based on a favorite Superhero by creating a first draft and editing to write a final copy.	----------------------
Standard:	RI8.4,RL8.6	**Resource Room:** Practice spelling patterns by putting each word in a sentence. Short o spelled"o" Words: honor, closet, hospital, object, honest
Materials:	Pen/pencil, highlighter, unlined paper, markers/crayons, scissors, magazines.	
Activities and Instructions:	Create a new Superhero based on your favorite and write about this. What is your new Superhero's name? What Superpowers does he/she have? What are the similarities/differences to your own favorite Superhero? Are there other important characters interacting with this Superhero? Who are they? Describe them.	
Independent Practice:	Write a brief descriptive story based on this new Superhero. Be creative and use your imagination! -- **Resource Room:** Would you rather sail a boat or hang glide? Write a paragraph explaining which one and why.	
Check for Understanding:	Read your story aloud to a family member and consider adding new interesting details to your story as you revise your writing. Highlight any interesting vocabulary words in your own writing and share meanings/root words in the margins of your draft. Read your final draft/copy aloud again to someone and check spelling and grammatical errors.	

Every Day: Read for at least 20 minutes and write for 10.   **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- April 28th (Math)

		Extra Challenge
Lesson Title:	Unit Rates	Can you solve the math puzzle by replacing the question mark with the correct number ?
Objective:	Students will be able to solve for unit rates.	
Standard:	7.RP.A, 8.EE.B	
Materials:	Paper and Pencil	
Activities and Instructions:	Unit rate is how much of something per 1 unit of something else. Examples: ● 100 cars pass by in 2 hours. The unit rate is 50 cars per hour. ● You can paint 3 boards in half an hour. The unit rate is 6 boards per hour. ● There are 100 students and 4 teachers. The unit rate is 25 students per teacher. ● In the last 4 weeks Bob earned \$2000. The unit rate is \$500 per week. ● Cindy grew 480 flowers with 12 seed packets. With 95 seed packets, how many total flowers can Cindy have in her garden? Solve using unit rates. 　　480 flowers ÷ 12 seed packets = 40 flowers per seed packet 　　95 seed packets x 40 flowers per seed = 3.800 flowers	1. There are 7 girls on a bus. 2. Each girl has 7 backpacks. 3. In each backpack, there are 7 big cats. 4. For every big cat there are 7 little cats. How many legs are on the bus, not counting the driver?
Independent Practice:	● Answer 8 of the 12, must answer at least 2 story problems (3 for resource students) unit rate problems. Label your answer correctly. 1. 30 newspapers in 3 piles = 2. 27 pages in 3 days = 3. 16 plates in 2 stacks = 4. 18 chairs at 2 tables = 5. 64 push-ups in 2 days = 6. 448 apartments on 16 floors = 7. 1,592 pages in 8 days = 8. 9,152 flowers in 832 vases = 9. Pedro jarred 24 liters of jam after 8 days. How many days does Pedro need to spend making jam if he wants to jar 27 liters of jam in all? Solve using unit rates. 10. Ezra baked 70 cookies with 5 scoops of flour. How many scoops of flour does Ezra need in order to bake 84 cookies? Solve using unit rates. 11. Stacy read a total of 224 pages over 2 hours. After a total of 43 hours of reading this week, how many pages will Stacy have read in all? Solve using unit rates. 12. Cindy grew 480 flowers with 12 seed packets. With 95 seed packets, how many total flowers can Cindy have in her garden? Solve using unit rates. ● Create and solve 4 unit rate problems, 1 of the 4 must be a story problem (2 for resource students) of your own. ● Answer this math prompt: You are dining with your family at your favorite restaurant. You order three hamburgers with French fries at \$6.50 each, one Caesar salad at \$5.35, three iced teas at \$1.29 each, a lemonade at \$1.39, and four desserts at \$3.99 each. But when you receive your bill, you discover that you've been charged for an extra hamburger and an extra iced tea. Correct your bill to get an accurate total. Then write a comment to the restaurant manager, expressing your concern regarding the restaurant's overcharging ways and document how you corrected the error.	Find the value of each icon in the Area Model below so that it is equal to 384. 4 200 24
Check for Understanding:	Guardian creates two (one for resource students) unit rate problems of their own and have their child answer.	

Every Day: Don't forget to read for at least 20 minutes.　　　　**Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- April 28th (Social Studies/Science)
The columns below offer choices for student activities.

Pick one SS & one Science option .	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Location - Place - ABC Community	Forces and Interactions	5 Themes of Geography: Location - Place Weather	Forces and interactions	Roving the Moon ***also check schoology/google classroom if you have access**
Objective:	Students will use the 5 themes of geography to create an ABC book of their community.	Read Newton's law Describing motion through forces	Students will use the 5 themes of geography to create a weather report about their town, area or state., or country.	Students will study the types of friction and create a chart to show the different kinds.	Students with their families will create a rover to move on the moon.
Materials:	Paper & Pencil, Observation, Discussion	visual/Reading, Paper & Pencil	Paper & Pencil, Observation, Discussion	Paper, pencil, coloring material	See website below
Standards:	SS.G.2.6-8.LC.	**MS-PS2-2**	SS.G.2.6-8.MC.	MS-PS2-2	MS-PS3-5
Activities and Instructions:	Students will create an ABC book to describe the place in which they live. The word used for each letter might describe a unique physical feature, the weather, or the people and their traditions. When completed, the book should tell a reader unfamiliar with your community what life is like there.	•1) Objects in motion tend to stay in motion, until it is affected by a force. Conversely, an object at rest will stay at rest until an unbalanced force acts on it object in motion. A moving bike will stay in motion until an unbalanced force acts on it in the opposite direction.	Students will observe the weather. This might be a city in the United States, your town, or state..Students will observe the weather over a few days and collect information about the weather in that city. They can compare from day to day or from a week ago and plot high and low temperatures over the course of a week. How has the temperature changed over a period of time? Which day has the widest range of temperatures?	Different types of Friction: **Friction**- a force that opposes the sliding motion of two objects **Static**- force that keep objects at rest **Fluid**- the motion of an object that moves smoothly through matter (ex. Water or air) **Sliding**- when two objects slide past each other with resistance **Rolling**- friction between a rolling object and the surface it is on. Rub your hands together, what energy does this motion create?	https://www.jpl.nasa.gov/edu/teach/activity/roving-on-the-moon/
Independent Practice:	What did you learn about your community while creating your book?	1. Why does the cyclist have to keep pedaling? 2. What are the breaks for? 3. What other things are in motion around your home? 4 What causes these other things to slow down or stop?	Are there other areas around the world that have the same type of weather in your area? Can you explain why your area is experiencing the weather you observed?	Create a chart with the following types of friction: Static, Fluid, Sliding, and Rolling. In your chart draw and color examples of each type of friction based on the notes above. (Ex. rubbing your hand together =????)	Who's rover went the farthest? What modifications could be done to make your rovers more productive?
Check for Understanding	Share your book with a family member and your teacher (if able).	Write your answers down. Preferably in complete sentences. Share them with a family member and if able share with your teacher.	Share your data/graph with a family member and your teacher (if able).	Show your chart to a family member and explain what you drew. Share it with your teacher if you are able.	Discuss travel to the moon with your family. Would you like to go to the moon?Any other planet?

Every Day: Read something from the news or MyOn. **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- April 29th (ELA)

|	ELA	Extra Challenge
Lesson Title:	National Zipper Day!	Write a short story about zippers. This can be as silly as you want. Some ideas you could use: 1. The zipper has been banned from public use...why? 2. The new kid at school is called "Zipper" - why? 3. All zippers in the world have disappeared and you want to find out why! What would you do to figure out the mystery? Be sure to include all the elements that make up a good story! Have fun! ---------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Long o spelled "o-consonant-e" Words: zone, alone, microscope, telephone, suppose
Objective:	April 29th is National Zipper Day because on this very day in 1851, Elias Howe applied for a patent for a "Continuous Clothing Closure." Think about all of the clothes (and other items) that have zippers that we use on a daily basis. We want to know what you think the most important reasons for zippers are.	
Standard:	W. 8.3, 6	
Materials:	Paper/pencil or computer	
Activities and Instructions:	Go through your house and find as many things with zippers as possible (I recommend starting in your closet). Write a list of items that have zippers. Now, look around and find other objects that have other types of fasteners (buttons, hooks, velcro, etc.). Make another list (or put these items in another column on the same page). How many of these closures could be swapped (a zipper instead of a button or a piece of velcro instead of a zipper)? Write down your list. --- **Resource Room:** Write a list of 10 nouns (person, place, thing) that you would find in a school. After you have made a list, use each one in a sentence.	
Independent Practice:	What do you think caused the name "zipper" to be used instead of the clever title "continuous clothing closure" that Elias Howe used in his original patent paperwork? If you can, research to find out why the name was changed. If you would rather write a short story to describe what you think happened instead, do that! *Also, what type of figurative language are "continuous clothing closure" and "patent paperwork" called? Why would an inventor want to use this type of figurative language when naming a new product? --- **Resource Room:** Would you rather do back flips or break dance? Write a paragraph explaining which one and why.	
Check for Understanding:	Share what you wrote about with someone in your family or send it to your teacher if you can - they would love to see what you are thinking!	

Every Day: Read for at least 20 minutes and write for 10.   **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- April 29th (Math)

Lesson Title:	Compare Ratios	A grandfather, two fathers and two sons went to the movie theater together and everyone bought one movie ticket each. How many tickets did they buy in total?
Objective:	Students will be able to compare ratios.	
Standard:	7.RP.A, 8.EE.B	
Materials:	Paper and Pencil	

Activities and Instructions:

To compare two ratios, follow these steps:
- Make the second term of both the ratios equal. For this, determine the LCM (Least Common Multiple) of the second terms of the ratio. Divide the LCM by the second term of each ratio. Multiply the numerator and the denominator of each ratio by the quotient.
- Compare the first terms (numerators) of the new ratios.

Which of the following ratios is greater; 3:4 or 1:2? • LCM of the second terms; 4 and 2 = 4 • Now, dividing the LCM by the second term of each ratio, we get $4 \div 4 = 1$, and $4 \div 2 = 2$. • Therefore, $\frac{3}{4} = \frac{3 \cdot 1}{4 \cdot 1} = \frac{3}{4}$ • $\frac{1}{2} = \frac{1 \cdot 2}{2 \cdot 2} = \frac{2}{4}$ • As $3 > 2$, $\frac{3}{4} > \frac{2}{4}$, i.e., 3:4 > 1:2 • Therefore, the ratio 3:4 is greater than the ratio 1:2 according to the ratio comparison rules.	Which of the following ratios is greater; 3:5 or 2:11? • LCM of the second terms; 5 and 11 = 55 • Now, dividing the LCM by the second term of each ratio, we get $55 \div 5 = 11$, and $55 \div 11 = 5$. • Therefore, $\frac{3}{5} = \frac{3 \cdot 11}{5 \cdot 11} = \frac{33}{55}$ • $\frac{2}{11} = \frac{2 \cdot 5}{11 \cdot 5} = \frac{10}{55}$ • As $33 > 10$, $\frac{3}{5} > \frac{2}{11}$, i.e., 3:5 > 2:11 • Therefore the ratio #;5 is greater than the ratio 2:11 according to the ratio comparison rules.

Independent Practice:

- Answer 6 of the 8 (3 for resource students) comparing ratios problems.

1. An animal rescue group saved 25 baby birds and 22 adult birds during the month of August. During September, they saved 50 baby birds and 44 adult birds. During which month did the group rescue a higher ratio of baby birds to adult birds?
2. At Dirk's stables there are 18 stallions and 16 mares. At Luther's stables there are 26 stallions and 17 mares. Where is there a lower ratio of stallions to mares?
3. At Brookfield High School, 10 of the members of the women's track team compete in long-distance events and 25 compete in short-distance events. On the men's track team, 29 run in long-distance events and 38 run in short-distance events. Which team has a higher ratio of long-distance to short-distance runners?
4. Pancho went on a two-day fishing trip. On the first day, he caught 20 catfish and 12 salmon. On the second day, he caught 5 catfish and 3 salmon. On which day of the fishing trip did Pancho catch a lower ratio of catfish to salmon?
5. In Vince's class, 12 of the students take notes in pen and 16 take notes in pencil. In Ruth's class, 18 of the students take notes in pen and 20 take notes in pencil. Which class has a lower ratio of pen users to pencil users?
6. In Vicky's class, 18 of the students have blue eyes and 27 have brown eyes. In Mike's class, 16 of the students have blue eyes and 24 have brown eyes. Which class has a higher ratio of blue-eyed to brown-eyed students?
7. The Fairview Apartments have 50 one-bedroom apartments and 38 two-bedroom apartments. The Weston Apartments, on the other hand, have 37 one-bedroom and 32 two-bedroom apartments. Which apartment complex has a lower ratio of one-bedroom to two-bedroom apartments?
8. Kyle's punch recipe calls for 3 liters of lemon-lime soda and 9 liters of pineapple juice. Alice's punch recipe requires 2 liters of lemon-lime soda and 7 liters of pineapple juice. Which recipe has a lower ratio of lemon-lime soda to pineapple juice?

- Create and solve 4 comparing ratios problems (2 for resource students) of your own.
- Answer this math prompt: What is an inequality? How are they used in the math classroom? How are they used outside of the math classroom?

Maria went to the bread store to buy a loaf of bread for dinner. She had 2 quarters, 4 dimes, 3 nickels and 2 pennies. The total cost of the bread $0.82. She promised to make sure she had exactly 1 coin remaining after purchase. Which coins did she have left after buying the loaf of bread?

Use your math skills to find the value of each symbol and the ? in the puzzle below:

Check for Understanding:

Guardian creates two (one for resource students) comparing ratios problems of their own and have their child answer.

Every Day: Don't forget to read for at least 20 minutes.   **Parent Signature:** _____
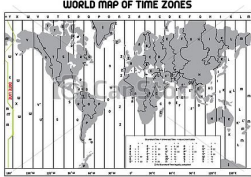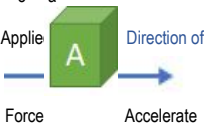
Remote Learning Activities for Students

8th Grade -- April 29th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Region - Time Zones	Forces and Interactions	5 Themes of Geography: Region - Bingo	Forces and Interactions	Keep America Beautiful Month (science: *also check schoology/google classroom if you have access)
Objective:	Students will use the 5 themes of geography to complete a study how time zones affect the world	Read Newton's law Describing motion through forces	Students will use the 5 themes of geography to create a Bingo card with the regions of the United States.	Students will research Sir Isaac Newton and his contributions to science.	To provide community service
Materials:	Paper & Pencil, Observation, Time Zone Map	Paper, pencil, and observation	Paper & Pencil, Observation, U.S. Map	Paper and pencil	You!
Standards:	SS.G.1.6-8.LC.	**MS-PS2-2**	SS.G.1.6-8.MdC.	MS-PS2-2	SS.G.2.6-8.LC.
Activities and Instructions:	WORLD MAP OF TIME ZONES © Can Stock Photo - csp10165457 While you are sound asleep tonight, people in other parts of the world are sitting in their homes, some are working and students are doing remote learning too. Why is that? . How do time zones affect students' lives? How do time zones affect them as they fly from place to place? What time is it right now in other parts of the world? Use the map above to see what time it is in other countries.	Newton's 2nd law: The force of an object is directly proportional to its mass times acceleration (**force = mass x acceleration**). This law explains how a force affects an object's velocity. <u>Example A</u>: If a force of 10 Newtons being applied from the left on object A which has a mass of 2 kg, what will the acceleration be? $F = m \times a$ $10 = (2) \times a$ $\frac{(2)}{} \quad (2) \times a$ $5 = a$ Applied A Direction of Force Accelerate Note: A Newton is defined as 1 kg · m/s². The formula can be rearranged when any 2 variables are given so that the unknown can be calculated. It is helpful in the beginning to add units at the end.	UNITED STATES REGIONS education Students will create their own Region bingo cards. Label each column on the bingo card with a region of the United States.Students will draw in each square in the column the outline of a different state in that region. Students will have 5 bingo cards when they finish.	Interview 2 people about Sir Isaac Newton. What do they know about Sir Newton? What did he do to help science? Did he focus on science or did he work with other subjects? List 8-10 facts about Sir Isaac Newton.	As the weather starts to get nice and the world turns green again, we remember how important it is to preserve our Earth and its beauty! **Reduce waste by repurposing an old item in your home **Clean up winter debris in your yard **Plant a tree or some flowers **Take a walk and clean up litter you find along the way
Independent Practice:	How many time zones are there in the world? Why was it necessary to develop different time zones?	1.What would the acceleration be if the force was doubled? 2.What would the acceleration be if the mass was doubled?	What physical characteristics make up the different regions of the United States?	Take your facts and create an informational paragraph.	Select one or more of the above activities to participate in this holiday!
Check for Understanding:	Use your information that you gathered and discuss with a family member and your teacher (if able).	Write your answers down. Preferably in complete sentences. Share them with a family member and teacher if able.	Discuss your Bingo cards with a family member and your teache (if able)r.	Read your paragraph to family member and share it with your teacher if you can.	Take a picture and discuss your community work!

Every Day: Read something from the news or MyOn.   **Parent Signature:** _____

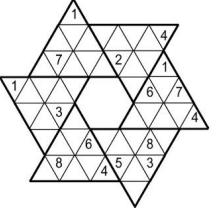# Remote Learning Activities for Students

8th Grade -- April 30th (ELA)

	ELA	Extra Challenge
Lesson Title:	National Oatmeal Cookie Day!	*Invent a new recipe! Experiment (ask first) using ingredients found in the kitchen. *Modify your recipe using different ingredients, or improve it's nutritional data. *Find a copy-cat recipe for your favorite dish from a restaurant. ---------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Long o spelled "ow" Words: arrow, grown, borrow, tomorrow, elbow
Objective:	Oatmeal cookies have been around since the 1800s. The cookies quickly became popular, and by early the 1900s a recipe for the delicious treats appeared on containers of Quaker Oats. Oatmeal cookies are also considered a health food because they are an excellent source of iron and fiber. Just another reason to have an oatmeal cookie today! We want to know YOUR favorite recipe!	
Standard:	NCTE/IRA National Standards - Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. W 8.4	
Materials:	Paper/Pencil	
Activities and Instructions:	Think about all of the yummy things your family makes, maybe for a holiday or your favorite food? Carefully write down the recipe. Pay close attention to the details, like exact amounts and the steps! Please include a summary of why it's your favorite and/or how it relates to your family. Is it something a grandparent always makes on Thanksgiving?	
Independent Practice:	Write down the recipe for one **or more** of your favorite foods. Reread it several times to make sure you have everything needed, in the correct amounts, and in the correct order! Tell us why it's (they're) your favorite! It's okay if boxed macaroni and cheese is your favorite food! Write the directions (including all ingredients in correct amounts) and write the instructions in numerical order! Do you add anything to make it more special? --- **Resource Room:** Would you rather have an oatmeal cookie or peanut butter cookie? Write a paragraph explaining which one and why.	
Check for Understanding:	Reread and think through your instructions making sure it's correct! Remember you can't make a PB&J if you don't get the bread out first!	

Every Day: Read for at least 20 minutes and write for 10.   **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- April 30th (Math)

		Extra Challenge
Lesson Title:	Solve Proportions	A duck was given $9, a spider was given $36, a bee was given $27. Based on this information, how much money would be given to a cat?
Objective:	Students will be able to solve proportions.	
Standard:	7.RP.A, 8.EE.B	
Materials:	Paper and Pencil	
Activities and Instructions:	Proportion says that two ratios (or fractions) are equal. Examples solved by cross multiplying: $\frac{x}{42} = \frac{10}{20}$ $\frac{60}{x} = \frac{40}{16}$ $20x = 42(10)$ $40x = 60(16)$ $20x = 420$ $40x = 960$ $\frac{20x}{20} = \frac{420}{20}$ $\frac{40x}{40} = \frac{960}{40}$ $x = 21$ $x = 24$	Each number has some initials after it. Just work out what the initials mean as the numbers are the clues. For example: 7 **D** in a **W** is 7 **D**ays in a **W**eek. 24 H in a D 8 L on a S 52 C in a P (no J) 366 D in a L Y 93 M M to the S 1760 Y in a M 10 D in a D 200 P for D G in M

Independent Practice:

- In section A and B, answer 6 of the 10 (3 for resource students) proportion problems and in section C, answer 2 proportion problems.

Section A	Section B	Section C
1. $\frac{1}{4} = \frac{r}{16}$ 2. $\frac{42}{12} = \frac{y}{8}$ 3. $\frac{14}{v} = \frac{7}{2}$ 4. $\frac{m}{124} = \frac{315}{180}$ 5. $\frac{12}{8} = \frac{w}{58}$ 6. $\frac{b}{96} = \frac{30}{36}$ 7. $\frac{18.4}{r} = \frac{4.6}{2}$ 8. $\frac{15}{10} = \frac{3.6}{r}$ 9. $\frac{6.4}{6} = \frac{r}{12}$ 10. $\frac{20}{g} = \frac{18}{11.7}$	11. $\frac{x+1}{1} = \frac{6}{3}$ 12. $\frac{6}{x+3} = \frac{9}{6}$ 13. $\frac{x+1}{8} = \frac{9}{12}$ 14. $\frac{8}{p+2} = \frac{2}{3}$ 15. $\frac{20}{x+8} = \frac{16}{12}$ 16. $\frac{3}{n+1} = \frac{9}{6}$ 17. $\frac{20}{15} = \frac{d+3}{9}$ 18. $\frac{x+5}{4} = \frac{8}{2}$ 19. $\frac{5}{2} = \frac{40}{f+14}$ 20. $\frac{28}{v+11} = \frac{35}{25}$	21. Annie spent 6 minutes on the phone while routing 2 phone calls. If she routes 4 phone calls, how much time will Annie have spent on the phone in total? Assume the relationship is directly proportional. 22. Brett took a total of 12 quizzes over the course of 6 weeks. After attending 7 weeks of school this quarter, how many quizzes will Brett have taken in total? Assume the relationship is directly proportional. 23. Darnay grew 15 flowers with 3 seed packets. With 4 seed packets, how many total flowers can Darnay have in his garden? Assume the relationship is directly proportional. 24. Nila's office recycled a total of 14 kilograms of paper over 7 weeks. How many weeks will it take Nila's office to recycle a total of 18 kilograms of paper? Assume the relationship is directly proportional.

- Create and solve 4 proportion problems (2 for resource students) of your own.
- Answer this math prompt: How do you compare and order a long list of decimals from least to greatest?

| **Check for Understanding:** | Guardian creates two (one for resource students) proportion problems of their own and have their child answer. | |

Every Day: Don't forget to read for at least 20 minutes.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- April 30th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	Civics - Civic Action	Forces and Interactions	Civics - Civic Action	Forces and interactions	National Photography Month (science: *also check schoology/google classroom if you have access)
Objective:	Students will be able to explain how civic action can affect change.	Read Newton's law describing motion through forces	Students will be able to explain how civic action can affect change.	Students will observe the picture below and answer the questions about it.	To use photography to capture our history and things that are important to us
Materials:	Paper, Pencil, Observation	Paper, pencil, and observation	Coloring supplies, paper, pencil, observation	Paper and pencil	Camera or paper and pencil
Standards:	SS.CV.3.6-8.LC, MdC, MC.	MS-PS2-2	SS.CV.3.6-8.LC, MdC, MC.	MS-PS2-2	SS.G.4.6-8.LC
Activities and Instructions:	INFORM: Get info on the facts, what problems exist, and who can help make the change you want. ACT: Bring attention to cause through protests, meetings, petitions, Inform the public. Get laws passed that meet your goals. MAINTAIN: Change takes time. Continue to fight for change by staying informed and focused.	*According to Newton's 2nd Law: _____ fill in the blank. Example : F= m x a Plug in the knowns for force (10) and mass (2) into the formula and solve for the unknown which is a. Show your work What is the unit?	Imagine your school science lab has old supplies, and to replace, it would cost $5,000.00. Your school doesn't have the money. You and your peers feel strongly about the cause and want to help.	 What is the goal of playing tug of war? What forces are at work here? Which forces are acting on the toy when it is not moving?	Photography is a great tool to capture our history and life's most precious events. Use a camera to take pictures of the important people in your life.Take pictures of items that are important to you. Take pictures of you, your family and your pets participating in everyday tasks. Someday you may look back on them and have great memories!
Independent Practice:	Think of a problem that exists in your school, community or home. Identify the parts of the I AM acronym above. Explain the aspects of Inform (facts about the problem), Act (your message and actions for solution), and Maintain (how you continue to keep it right once solved).	Summary: When we increase force, the acceleration does what? When we increase the mass the acceleration does what?	You want to inform others and act for a solution (see option 1 for understanding). Come up with a fundraising event to raise money for your cause. Create a flyer advertising your event and your cause.	 What forces are interacting in the car collision? If one car was parked, does it still exert force on the moving car? How do you know?	If you don't have a camera, try your hand at drawing
Check for Understanding:	Share with your teacher (if able) and a family member for feedback and discussion.	Show your work. Write answers in complete sentences. Share with a family member and your teacher if able.	Share with your teacher (if able) and family member for feedback and discussion.	Show and explain your answers to a family member and your teacher if you can.	Make notes about the pictures. Who was in them? What were you doing? Why were the items important to you at this time in your life?

Every Day: Read something from the news or MyOn.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 1st (ELA)
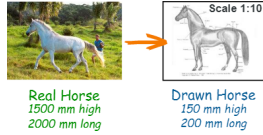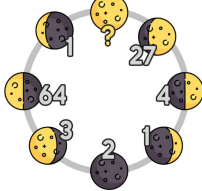
	ELA	Extra Challenge
Lesson Title:	It is May Day!	Draw a colorful flower arrangement (or cut out magazine pics of flowers) onto a poster or a large piece of white paper to share with an elderly family member/friend after the COVID-19 pandemic is over.

Resource Room: Practice spelling patterns by putting each word in a sentence. Long o spelled " oa" Words: coach, boast, groan, float, roast |
Objective:	Today you are a reporter. Call an elderly family member/friend who recalls celebrating May Day once upon a time...Record their memories. Did they deliver flowers to doorsteps? What types of flowers were shared? How did they celebrate this day as children? As adults? Was this considered a way to meet new neighbors?	
Standard:	R.I.8.2,R.I.8.3	
Materials:	Pencil/pen, colored markers/crayons, poster/paper, magazine pics of flowers, dictionary.	
Activities and Instructions:	Interview an elderly family member/friend and record their memories of May Day. Compare/Contrast this to how we celebrate this holiday today. Do we still participate in this today under normal circumstances when there is no concern about a contagious virus (COVID-19)? Do you think it is safe to do so in today's world? Why or why not? -- **Resource Room:**	
Independent Practice:	As you conduct your interview, listen carefully and record thoughts/memories/ideas shared with you into a journal or notebook. Did the person you interviewed use any unfamiliar vocab words? Look these up in a dictionary (if available). Make a list of these words and discuss simple definitions, synonyms of these words with a family member. -- **Resource Room:** Would you rather brush your teeth with soap or sour milk? YUK! Write a paragraph explaining which one and why.	
Check for Understanding:	Discuss your notes/findings with a family member and transform your notes into a one page feature article (handwritten or typed) that you imagine you may someday share with the local newspaper..	

Every Day: Read for at least 20 minutes and write for 10.   **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- May 1st (Math)

		Extra Challenge
Lesson Title:	Scale drawings	
Objective:	Students will be able to solve for the scale in word problems.	There are 20 people in a room. If they shake each other's hand once and only once, how many handshakes are there all together?
Standard:	7.RP.A, 8.EE.B	
Materials:	Paper and Pencil	
Activities and Instructions:	A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale). The scale is shown as the length in the drawing, then a colon (:), then the matching length on the real thing. Example: This drawing has a scale of 1:10, so anything drawn with the size of "1" would have a size of "10" in the real world, so a measurement of 150 mm on drawing would be 1500 mm on the real horse.	

Independent Practice:	• Answer 6 of the 10 (3 for resource students) scale drawing problems.
	   1. Ellen drew a scale drawing of a swimming pool. The pool, which is 15 meters wide in real life, is 5 centimeters wide in the drawing. What scale did Ellen use?
	   2. Ning made a scale drawing of a city. The scale he used was 1 inch : 10 yards. The actual length of a neighborhood park is 190 yards. How long is the park in the drawing?
	   3. Marshall drew a scale drawing of a farm. The scale of the drawing was 1 centimeter : 7 meters. If the actual length of the goat pen is 14 meters, how long is the pen in the drawing?
	   4. In Brookfield, the courthouse and city hall are 15 kilometers apart. On a map with a scale of 2 centimeters = 5 kilometers, how far apart are Brookfield's courthouse and its city hall?
	   5. An amusement park and a wildlife preserve are located 18 kilometers from each other. On a map with a scale of 5 centimeters = 2 kilometers, what is the distance between the amusement park and the wildlife preserve?
	   6. Erica drew a scale drawing of a house and its lot. She used the scale 3 millimeters = 1 meter. What is the drawing's scale factor? Simplify your answer and write it as a ratio, using a colon.
	   7. Kenji made a scale drawing of a house and its lot. The scale of the drawing was 1 inch = 1 foot. What is the scale factor of the drawing? Simplify your answer and write it as a ratio, using a colon.
	   8. Hector measured the elementary school and made a scale drawing. The scale of the drawing was 9 millimeters = 1 meter. What is the drawing's scale factor? Simplify your answer and write it as a ratio, using a colon.
	   9. Rudy made a scale drawing of a picnic area near the river. The scale he used was 1 inch = 1 yard. What scale factor does the drawing use? Simplify your answer and write it as a ratio, using a colon.
	   10. Carly made a scale drawing of a restaurant. The scale of the drawing was 9 centimeters = 1 meter. What is the drawing's scale factor? Simplify your answer and write it as a ratio, using a colon.
	• Create and solve 4 scale drawing problems (2 for resource students) of your own.
	• Answer this math prompt: What is the difference between standard form, word form, and expanded form? When would you use these?
		Use an addition and a multiplication sign in each box to get an answer of 15.
		
		3 __3 __6
		
		7 __2 __4
		
		3 __4 __3
		
		5 __3 __0
		
		2 __5 __5
		
		8 __1 __6
		
		7 __2 __1
		
		Look for a pattern to find the value of the ? in the diagram below.

Check for Understanding:	Guardian creates two (one for resource students) scale drawing problems of their own and have their child answer.	

Every Day: Don't forget to read for at least 20 minutes.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 1st (Social Studies/Science)
The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	Civics - Civic Action	Forces and Interactions	Civics - Civic Action	Forces and Interactions	Ring Wing Glider (science: *also check schoology/google classroom if you have access)
Objective:	Students will be able to explain how civic action can affect change.	Read Newton's law Describing motion through forces	Students will be able to explain how civic action can affect change.	Students will review vocabulary on forces	Students will create a wing glider.
Standards:	SS.CV.1.6-8.MdC.	Paper, pencil, and observation	SS.CV.1.6-8.MdC	MS-PS2-2	
Materials:	Paper, Pencil, Observation	MS-PS2-2	Coloring supplies, paper, pencil, observation	paper , pencil	See website for instructions
Activities and Instructions:	Laws get put into action to help a group of people. Consider the following laws that have been put into place: ***Laws that allow guide dogs in public places ***Ramps being required as an alternative to steps or stairs ***Closed captioning to put into print what is being said on television. ***Bumpy pavement placed before you approach railroads.	*According to Newtons 2nd Law: _____ fill in the blank. Example : F= m x a A runner with a **mass** of 100kg **accelerates** from the starting point at a rate of 5 . What is the force they are exerting? F = ____ m = ____ a = ____ F= m x a	This is a continuation from yesterday's activity. Imagine your school science lab has old supplies, and to replace, it would cost $5000.00. Your school doesn't have the money. You and your peers feel strongly about the cause and want to help.	Use these vocabulary words to draw your understanding. Acceleration Force Magnitude Mass Motion Speed Vector Velocity	https://www.jpl.nasa.gov/edu/teach/activity/ring-wing-glider/
Independent Practice:	Think about the above accomodations for people. For each, determine who the accommodation helps and how it helps. Write your response In complete sentences and thoughts.	Solve the above problem. 1. List given information 2. Make sure there is only one unknown fact. 3. Plug numbers into the formula 4. Solve for the unknown 5. Use correct units	Write a persuasive letter to local businesses to help out by providing donations of money or supplies for the lab. Make sure you state your reasons and are convincing!	Once the drawings are done, write a sentence relating as many of the words you can to each other.	How was the wing glider able to move? What forces acted on it to get it to move?
Check for Understanding:	Share with your teacher (if able) and a family member for feedback and discussion.	Show your work. Write answers in complete sentences. Share with a family member and your teacher if able.	Share with your teacher (if able)and a family member for feedback and discussion.	Share your drawings with a family member and your teacher if you can.	Video you and your family making and testing your glider.

Every Day: Read something from the news or MyOn.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 4th (ELA)

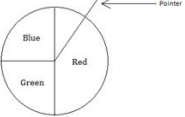|	**ELA**	**Extra Challenge**
Lesson Title:	May the Fourth Be With You! (AKA - Star Wars Day!)	Write an alternate ending to a SciFi book/show/movie of your choice - what would you change and why? **OR** Write your own short story that would fall into the SciFi genre. -What types of characters would you have? -Where would your story be (space, future, etc.)? **OR** If possible: watch a Star Wars movie today! Write a brief (one paragraph or so) reflection on what you watched. ---------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Media words- 2 syllables Words: graphics, byline, network, camera, broadcast
Objective:	Today the Force is with you all! May the Fourth is a clever pun of "may the force be with you" which is a farewell saying in the Star Wars series. While the pun could be the reason why today is considered Star Wars Day, it has also been rumored that the day could have come from a mis-translation of the quote, either way Star Wars fans have lots of fun on this day each year. Today students will reflect on and write about the purpose of science, technology, and science fiction in their everyday lives.	
Standard:	W.8.3, 6	
Materials:	Pencil/ Paper or computer	
Activities and Instructions:	Technology is constantly changing (mostly for the better). Interview a family member (or two) and ask about how much technology has changed since they were your age (hint: ask a much older family member). Write down what they have to say. Compare what they said was the best technology of when they were your age to what you think the best technology is of right now. Why do you think technology has changed so much? --- **Resource Room:** Write a list of ten adjectives and put each one in a sentence.	
Independent Practice:	Science Fiction (SciFi) is the genre based main around technology and usually is set in a time somewhere in the future or a different world or galaxy. What are some science fiction books, television shows, or movies that you know of? Make a list of all the SciFi books, shows, movies, etc that you can come up with. Ask someone else if they can add to your list. Once you have made your list, think about how elements of those SciFi based things have bled into our everyday lives and pop culture as a whole (feel free to ask others to help you). An example of this is "may the force be with you" - it shows up in tv shows and other places outside of the Star Wars movies. What else can you find? Make a list of everything you can think of where SciFi stuff has popped up elsewhere. Explain why you think these references appear outside of the book/show/movie that they came from. --- **Resource Room:** Would you rather be stranded on a desert island or in a forest? Write a paragraph explaining which one and why.	
Check for Understanding:	Share your ideas with someone at your house or call a friend and talk with them about it. Share with your teacher if you are able - we would love to hear your thoughts!	

Every Day: Read for at least 20 minutes and write for 10. **Parent Signature:**_____

Remote Learning Activities for Students

8th Grade -- May 4th (Math)

	This week's math concept and skills students need in preparation for algebra readiness. Probability	**Extra Challenge**
Lesson Title:	Simple Probability	Multiply By Two Use the digits 1, 2, 3, 4, 5, 6, 7, 8, and 9 to fill in the following so that it is true. Use each digit only once.
Objective:	Students will be able to write probability and find the complement.	
Standard:	6.SP.A, 6.SP.B, 7.SP.A, 7.SP.B, 7.SP.C, 8.SP.A	
Materials:	Paper and Pencil	
Activities and Instructions:	**Probability** is the chance that some event will occur. The probability of an event is a ratio that compares the number of favorable outcomes to the number of possible outcomes. A **simple event** is one outcome or a collection of outcomes. An **outcome** is a possible result in a probability experiment. The probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Greater numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. Probability can be written as a fraction, decimal, or percent. • Example: Find P(6) or the probability of rolling a 6. There is only one 6 on the number cube. $P(6) = \frac{number\ of\ favorable\ outcomes}{number\ of\ possible\ outcomes}$, so $P(6) = \frac{1}{6}$ • Find the probability of rolling a 2, 3, or 4 on the number cube. Numbers 2, 3, 4 are on the number cube a total of 3 times, $P(2, 3, 4) = \frac{number\ of\ favorable\ outcomes}{number\ of\ possible\ outcomes}$, so $P(2, 3, 4) = \frac{3}{6} = \frac{1}{2}$ **Complementary events** are two events in which either one or the other must happen, but they cannot happen at the same time. For example, a coin can either land on heads or not land on heads. The sum of the probability of an event and its complement is 1 or 100%. • Example: Find the probability of not rolling a 6. The probability of not rolling a 6 and the probability of rolling a 6 are complementary. SO, the sum of the probabilities is 1. $P(6) + P(not\ 6) = 1$, so $P(6) = \frac{1}{6} + P(not\ 6) = \frac{5}{6} = 1$. The probability of not rolling a 6 is $\frac{5}{6}$.	The Farmer A farmer buys a horse for $60. He sells it to his neighbor for $70. Then he discovers he could have made a better deal. He borrows $10 from his wife, and buys the horse back for $80. He then sells it to another neighbor for $90. How much money did he make?

Independent Practice:	• Answer 6 of the 10 (3 for resource students) simple probability.
	1. A coin is tossed. Find the probability of the coin landing on heads. Write your answer as a fraction, percent, and decimal.
	2. The spinner at the right is spun once. Find the probability of each event. Write each answer as a fraction, percent, and decimal.
	  a) P(F)　　b) P(D or G)　　c) P(vowel)
	3. A bag contains 5 blue, 8 red, and 7 green marbles. A marble is selected at random. Find the probability the marble is not red.
	4. Mr. Harada surveyed his class and discovered that 30% of his students have blue eyes. Identify the complement of this event. Then find its probability.
	5. A letter tile is chosen randomly at right. Find the probability of each event. Write each answer as a fraction, percent, and decimal.
	  a) P(D)　　b) P(S, V, or L)　　c) P(not D)
	6. The probability of choosing a "Go Back 1 Space" card in a board game is 25%. Describe the complement of this event and find its probability.
	7. A number cube labeled one through 6 is rolled.
	  a) P(2 or 4)　　b) P(greater than 2)　　c) P(not getting an even number)
	8. Use the spinner at right. What is each probability written as a fraction, in simplest form?
	  a) P(D)　　b) P(consonant)　　c) P(not A)
	9. A spinner is divided into 8 equal sections numbered 1 - 8. Find the probability of spinning a 5. What is the complement of the probability of spinning a 5? Or, what is the probability of not spinning a 5?
	10. The diagram at right shows a spinner. The pointer is spun, and the play is awarded a prize according to the color on which the pointer stops.
	  a) P(red)　　b) P(green or blue)　　c) P(does not stop on green)
	• Create and solve 4 simple probability problems (2 for resource students) of your own.
	• Answer this math prompt: Explain the difference between rounding and estimating.
		Write the numbers 0.3, 0.4, 0.5, 0.6, 0.7 and 0.8 in the correct place so that each line of the cross adds up to 1.8.

Check for Understanding:	Guardian creates two (one for resource students) simple probability problems of their own and have their child answer.	

Every Day: Don't forget to read for at least 20 minutes.　　　　**Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 4th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	Civics- Civil Rights	Forces and Interactions	Civics- Civil Rights	Forces and Interactions	Forces and Interactions (science: *also check schoology/google classroom if you have access)
Objective:	Students will be able to describe the methods civil rights activists used to protest segregation	Read Newton's law Describing motion through forces	Students will be able to describe the methods civil rights activists used to protest segregation	Students will use the formula $F = M \times A$ to find the answers.	Students will engineer a balloon rocket.
Standards:	SS.CV.2.6-8LC.	MS-PS2-2	SS.CV.3.6-8.LC, MdC, MC.	MS-PS2-2	MS-PS2-2
Materials:	Pencil and paper	Paper and pencil	Pencil and Paper, Coloring supplies	Paper and pencil	Balloon, string,straw, tape, 2 chairs
Activities and Instructions:	***There is a law that states you can only marry someone of the same race as you. ***Your state decided that only children of the same race could attend school together. ***The house you want to buy is in a neighborhood that only allows people of a certain race to move in. ***You go to vote and are given a really hard test to take. If you don't pass, you are denied the right to vote.	*According to Newtons 2nd Law: _____ fill in the blank. Example : F= m x a What is the force on a nail using a hammer that is 5kg and accelerating it at 88 m/s? F = ____ m = ____ a = ____ F= m x a	Pick one of the following civil rights causes: ***The Call for Integrating Schools ***Demanding Voting Rights ***Access to Housing Create a slogan/design for the cause you choose and design a button with the slogan on it for supporters to wear.	1) What force is needed to lift a 5000 kg helicopter with an acceleration of 2 m/s^2? 2)How many Newtons of force is needed to accelerate a 150 gram (.15 kg) baseball at a rate of 28 m/s^2? 3)What mass baseball bat is needed to exert a force of 100 Newtons at an acceleration of 40 m/s^2? 4)How much force is needed to accelerate a bowling ball 3.5 m/s^2 if it has a mass of 4.5 kg? 5) A kid with a mass of 40kg is riding in a wagon that has a mass of 8 kg. They accelerate down a hill at 5.5 meters per second squared. What is the combined force of the kid and the wagon?	Balloon Rocket Lab https://www.sciencefriday.com/educational-resources/balloon-rockets/ (This will give you the step or you can see the steps below) 1. Take a piece of string about 36 inches long,put the straw on it, and tie them to the backs of 2 chairs. 2. Blow up a balloon, hold the end shut, 3. Tape the balloon on the straw with a piece of tape. 4 let the balloon go and watch the balloon rocket go.
Independent Practice:	Above are 4 historical scenarios. What if these were issues you faced? Explain how each would make you feel and what actions you would take for each.	Solve the above problem. 1. List given information 2. Make sure there is only one unknown fact. 3. Plug numbers into the formula 4. Solve for the unknown 5. Use correct units	Examples (that you cannot copy)		Run the rocket 3 times more. Write down your observations.
Check for Understanding:	Share your answers with your teacher (if able) and a family member for feedback.	Show your work. Write answers in complete sentences. Share with a family member and your teacher if able.	Share your drawings with your teacher (if able)and a family member for feedback.		Demonstrate the rocket with your family and explain what is going on.

Every Day: Read something from the news or MyOn.   **Parent Signature:** _____
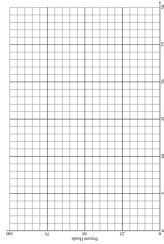
Remote Learning Activities for Students

8th Grade -- May 5th (ELA)

	ELA	Extra Challenge
Lesson Title:	Cinco De Mayo!	*Today is Monday, dress up and celebrate! Do something special just because it's Monday! *Make up a holiday and tell us all about it. Maybe it's National (you) Day!
Objective:	Celebrated in Mexico as a commemoration of the Mexican army's 1861 victory over France during the Franco-Mexican War. The victory occurred at the Battle of Puebla between 6,000 French troops and a small, under-supplied Mexican force of 2,000 men. Originating in the 1860′s with Mexican-American communities in the American West, Southwest, and Northwest, the American Cinco de Mayo began as a way to commemorate the cause of freedom and democracy during the first years of the American Civil War. Today, in the United States, Cinco de Mayo is observed annually on May 5th as a celebration of Mexican heritage and pride. What are YOUR family's traditions for specific holidays? Educate us!	
Standard:	RI 8.3, W 8.4, .7	
Materials:	Paper/pencil *technology if available	---------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Media Words- 3 syllables Words: studio, commercial, video, musician, columnist
Activities and Instructions:	Every family is different, celebrates different holidays and/or in different ways. For this activity you will be given two options to complete, so choose whichever appeals to you the most. -- **Resource Room:** Write a list of ten action words and use each one in a sentence.	
Independent Practice:	1. Write a detailed description of a holiday your family celebrates, especially if it's unique! What is it, when is it, what do you do, are there special traditions (food/games/guests) and tell us why you enjoy it. 2. If you can access technology, research holidays around the world and write an informative research paper detailing a unique holiday. Include all important and relevant details. -- **Resource Room:** Would you rather eat Teddy Grahams or Fish Crackers? Write a paragraph explaining which one and why.	
Check for Understanding:	1. Share with your family and see if they have anything for you to add. 2. Share what you found with your family. Maybe start a new tradition!	

Every Day: If you're in band/orchestra/chorus, don't forget to practice every day!   **Parent Signature:**_____

		Extra Challenge
Lesson Title:	Experimental vs. Theoretical Probability	
Objective:	Students will be able to understand the difference between theoretical and experimental probability.	
Standard:	6.SP.A, 6.SP.B, 7.SP.A, 7.SP.B, 7.SP.C, 8.SP.A	
Materials:	Paper, Pencil, and a coin	

Activities and Instructions:

Theoretical probability is based on uniform probability - what should happen when conducting a probability experiment. **Experimental probability** is based on relative frequency - what actually occurs during such an experiment. The theoretical probability and the experimental probability of an event may or may not be the same. As the number of attempts increases, the theoretical probability and the experimental probability should become closer in value. In a **uniform probability model**, each outcome has the equal probability of happening.

Independent Practice:

- Answer 3 of the 5 (2 for resource students) theoretical and experimental probability problems.
1. The prize wheels for a carnival game are shown at right. You receive a less expensive prize if you spin and win on wheel A. You receive a more expensive prize if you spin and win on wheel B.
    a. Which wheel is a uniform probability model?
    b. Why do you think if you spin Wheel A and win you would receive a less expensive prize than Wheel B?
    c. What is the theoretical probability of winning with Wheel A?
    d. What is the experimental probability of winning with Wheel A after 10 trials?
    e. What is the theoretical probability of winning with Wheel B?
    f. What is the experimental probability of winning with Wheel B after 10 trials?
    g. Are the answers to c and d and to e and f close? Why or why not? What could we do to ensure that the results might be closer?
2. A number cube is rolled 24 times and lands on 2 four times and on 6 three times.
    a. Find the experimental probability of landing on a 2.
    b. Find the experimental probability of not landing on a 6.
    c. Compare the experimental probability you found in part a to its theoretical probability.
    d. Compare the experimental probability you found in part b to its theoretical probability.
3. Find the experimental probability, Then compare the experimental probability to its theoretical probability. If the probabilities are not close, explain a possible reason for the discrepancy. A coin is tossed 20 times. It lands on heads 9 times.
4. Find the experimental probability, Then compare the experimental probability to its theoretical probability. If the probabilities are not close, explain a possible reason for the discrepancy. A heart is randomly chosen 7 out of 12 times from the cards shown at right.
5. To explore the probability of getting heads in a coin toss, run an experiment of 30 trials. Make a chart with two columns, trial number and experimental probability of flipping heads. After each trial, write in the chart what the experimental probability is you flipped heads. After all the trials are complete, graph your results (example of graph at right) Answer the follow up questions after you have finished.
    a. What do you notice about the line you graphed?
    b. What percent of the graph looks as though it is approaching?
    c. What do you think would happen to the graph if you did 100 more trials?
    d. As you complete more trials, the _____ probability approaches the _____ probability. (Word Bank: experimental, theoretical)
    e. Which is more likely to occur? Why?
        i. 3 Heads in a straight toss
        ii. 8 Heads in a total of 15 tosses
- Create and solve 2 theoretical and experimental probability problems (1 for resource students) of your own.
- Answer this math prompt: What is a square root? What do you think a cube root would be? Draw an example of each.

Check for Understanding: Guardian creates one theoretical and experimental probability problem of their own and have their child answer.

Extra Challenge

Heart Rule
In the following equations ♥ represents a particular rule.
Example: In these equations ♥ represents the rule - add the two numbers and half the result.
6 ♥ 8 = 7
3 ♥ 7 = 5
3 ♥ 9 = 6
Find the rule for this set of equations to complete the last equation.
7 ♥ 2 = 25
16 ♥ 9 = 49
3 ♥ 9 = 36
13 ♥ 9 = ?

Solve the Sudoku.

Two Truths & One Lie

Number of Donuts	4	6	8	9	12
Price in Dollars	1	1.5	2	2.25	3

Which of the three statements below is a lie? Explain how you made your choice.
1 The quantities are not proportional to each other.
2 When the number of donuts is multiplied by 0.25, the result is the corresponding price.
3 The cost of purchasing 40 donuts would be $10.

Every Day: Don't forget to read for at least 20 minutes.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 5th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Options	Social Studies Option #2	SS Extra Challenge (Optional)
Activity Title:	Civics - Media & Interest Groups	Finding Velocity	Civics - Media & Attack Ads	Cinco de Mayo (science: ***also check schoology/google classroom if you have access**)
Objective:	To write arguments to support claims with clear reasons and evidence	To be able to calculate velocity using a formula.	To develop a counterclaim	To learn about other cultures' celebrations
Standards:	SS.CV.4.6-8.LC:	MS-PS2-2	SS.CV.1.6-8LC.	SS.G.4.6-8.LC.
Materials:	Pencil and paper	Paper and pencil	Pencil, paper, coloring materials	Will vary
Activities and Instructions:	Do kids know what's nutritious and what isn't? Not always, and they may not care especially when unhealthy food is advertised by favorite characters like SpongeBob. To deal with this problem, the US government proposed guidelines to encourage foodmakers to reduce the amount of sugar, salt and fat they add to food that is advertised to kids. Standards would be voluntary to foodmakers and the gov. Couldn't even enforce them. But the food industry is still fighting back. The "Sensible Food Policy Coalition" is an interest group that includes big foodmakers, like Kelloggs and PepsiCo. In just 3 months, they spent $6.6 million fighting the nutrition guidelines -from The Washington Post	Velocity can be found by dividing the distance traveled by the time it took to move that distance. Ex. A car drives 3 blocks in 30 seconds. Each block is 100 meters long. How fast is the car traveling? Velocity= $\underline{\text{Distance}}$ = $\underline{3 \times 100 \text{ m}}$ =$\underline{300 \text{ m}}$ Time 30 sec 30sec **V= 30m/s** **V=d/t is used to calculate velocity.**	Attack ads are ads that say negative things about another candidate or product to convince others to support their candidate or product. Studies show that negative ads are more effective when they are sponsored by an interest group then when sponsored by a candidate or company. When sponsored by an interest group, they find it to be more believable and persuasive.	Find ways to explore and highlight Mexican culture. Some ideas below: **Dress up by incorporating colors (green, white and red). Explore traditional Mexican dress. **Play traditional Mexican music, such as mariachi music. Dance with family! **Make a pinata! **Try making some authentic Mexican foods, like salsa, guacamole, or flan.
Independent Practice:	Imagine you are a member of the "Sensible Food Policy Coalition". Write an argument paragraph that would convince someone that these nutrition guidelines should not be in place.	1.Find the velocity of a car that drives 250 meters in 7 seconds. 2.How fast is a baseball traveling that moves 19 meters in .3 seconds? 3.A rocket is launched from the ground and after 5 seconds it is moving 28 meters per second. How far did it travel?	Imagine you are a candidate running for office or a marketer for your favorite product (i.e. Kraft Mac & Cheese). Create an attack ad that negatively portrays your competition. (For example, I might make an attack ad attacking Velveeta shells and cheese since I support Kraft)	Mexico celebrates, on this day, a victory over France in 1861. The victory in this battle holds great symbolism for the country. In the United States, it is a celebration of Mexican heritage and pride.
Check for Understanding:	Share your response with your teacher (if able) and family member for feedback.	Share your work with your parents and if able, share with your teacher.	Show your ad to your teacher (if able) and family member for feedback.	Enjoy your festivities with your family. Share what you did with your teacher (if able).

Every Day: Read something from the news or MyOn. **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 6th (ELA)
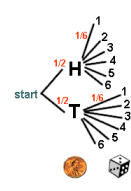
	ELA	Extra Challenge
Lesson Title:	National School Nurse Day!	Research a medical word you have heard used, but do not know its meaning. Does it have a root word that you could use to make an inference about the word's meaning?
Objective:	To make a list of typical medical words/terms, practices and important duties performed by your school nurse.	
Standard:	R.I.8.3,R.I.8.4	
Materials:	Pen/pencil, lined paper, dictionary. (If available, the internet may be used.)	
Activities and Instructions:	Consider times that you have observed your school nurse taking care of you or a classmate. Write a thank you letter to the nurse and in your letter list the many important duties he/she performs on a daily basis to keep students healthy and safe.	----------------------- **Resource Room:** Practice spelling patterns by putting each word in a sentence. Short u spelled "u" Words: judge, hundred, jungle, knuckle, instruct
Independent Practice:	As you write this thank you letter to your school nurse, consider transitional words such as: firstly, next, moreover, lastly, etcetera. Also, consider the spelling of medical terms. -- **Resource Room:** Would you rather be a detective or pilot? Write a paragraph explaining which one and why.	
Check for Understanding:	Discuss your letter with a parent/guardian/family member and check for correct meanings/spellings of any medical vocabulary. Ask this family member to help you edit your thank you letter prior to presenting it to the school nurse.	

Every Day: Read for at least 20 minutes and write for 10.   **Parent Signature:**_____

Remote Learning Activities for Students
8th Grade -- May 6th (Math)

		Extra Challenge
Lesson Title:	Probability of Compound Events	
Objective:	Students will be able to find sample space and probability.	
Standard:	6.SP.A, 6.SP.B, 7.SP.A, 7.SP.B, 7.SP.C, 8.SP.A	
Materials:	Paper and Pencil	

Extra Challenge

<u>Digit Frequency</u>
What digit is the most frequent between the numbers 1 to 1,000 (inclusive)? To solve this riddle you don't want to manually do all of the math but rather try to figure out a pattern.

<u>Crossing the River</u>
A farmer is trying to cross a river. He is taking with him a rabbit, carrots and a fox, and he has a small raft. He can only bring 1 item a time across the river because his raft can only fit either the rabbit, the carrots or the fox. How does he cross the river? (You can assume that the fox does not eat the rabbit if the man is present, you can also assume that the fox and the rabbit are not trying to escape and run away).

Activities and Instructions:

The set of all the possible outcomes in a probability experiment is called the **sample space**. Organized lists, tables, and **tree diagrams** can be used to represent the sample space. A **compound event** consists of two or more simple events. The probability of a compound event, just as with simple events, is the fraction of outcomes in the sample space for which the compound event occurs.

- Example: Show the sample space for tossing one penny and rolling one die. (H = heads, T = tails)
  - List of sample space: H1, H2, H3, H4, H5, H6, T1, T2, T3, T4, T5, T6
  - Tree diagram (see diagram at right)
  - Table:

Rolling of One Die							
		1	2	3	4	5	6
Toss of a Penny	Heads	H1	H2	H3	H4	H5	H6
	Tails	T1	T2	T3	T4	T5	T6

- What is the probability of getting a toss of heads and a roll of 3?
  - Probability of heads is $\frac{1}{2}$ and probability of rolling a 3 is $\frac{1}{6}$, so $\frac{1}{2} \times \frac{1}{6} = \frac{1}{12}$.

Independent Practice:

- Answer 8 of the 12 (4 for resource students) probability of compound event problems.
1. Aimee wants to pack enough items to create 6 different outfits. She packs 1 jacket, 3 shirts, and 2 pairs of jeans. Can Aimee create 6 different outfits from her clothing items?
2. The three students chosen to represent Mr. Balderick's class in a school assembly are: Adrienne, Carlos, and Greg. All three of them need to sit in a row on the stage. Use a list to find the sample space for different ways they can sit in a row.
3. A car can be purchased in blue, silver, red, or purple. It also comes as a convertible or hardtop. Use a table or a tree diagram to find the sample space for the different styles in which the car can be purchased.
4. Suppose you toss a quarter, a dime, and a nickel. Find the sample space. What is the probability of getting three tails? Make a tree diagram to show sample space.
5. Find the probability of rolling an even number on a die, then tossing a head on a penny.
6. Find the probability of tossing three pennies and getting at least 2 heads.
7. Find the probability of drawing a heart, replacing the card, then drawing a spade
8. The animal shelter has both male and female Labrador Retrievers in yellow, brown, or black. There is an equal number of each kind. What is the probability of choosing a female yellow Labrador Retriever?
9. To win a carnival prize, you need to choose one of 3 doors labeled 1 through 3. Then you need to choose a red, yellow, or blue box behind each door. What is the probability that the prize is in the blue or yellow box behind door 2?
10. Find the sample space. A coin is tossed twice.
11. Find the sample space. A pair of brown or black sandals are available in sizes 7, 8, 9.
12. Gerardo spins a spinner with four equal sections, labeled A, B, C, and D, twice. If letter A is spun at least once, Gerardo wins. Otherwise, Odell wins. Use a list to find the sample space. Then find the probability that Odell wins.
- Create and solve 4 probability of compound event problems (2 for resource students) of your own.
- Answer this math prompt: Explain the process for simplifying fractions and for creating equivalent fractions.

Check for Understanding:

Guardian creates two (one for resource students) probability of compound event problems of their own and have their child answer.

Every Day: Don't forget to read for at least 20 minutes.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 6th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Options	Social Studies Option #2	Science Extra Challenge (Optional)
Activity Title:	Civics - Foreign Policy & Diplomacy	Finding Acceleration	Civics - Foreign Policy & Diplomacy	Straw Rocket (science: *also check schoology/google classroom if you have access)
Objective:	To make judgments about national interest	To be able to calculate acceleration using formula.	To analyze foreign policy.	Students will engineer a straw rocket and launch it
Standards:	SS.CV.1.6-8.MdC.	MS-PS2-2	SS.CV.3.6-8.LC, MdC, MC.	MS-PS2-2
Materials:	Paper and pencil	Paper and Pencil	Paper & Pencil	Pencil, paper, scissors, tape, straw, measuring tape
Activities and Instructions:	Imagine you are the President. On your desk(below) is a list of 5 actions that may be in our national interest: ***Stop a dictator from developing nuclear weapons. ***Give $ to a poor country to vaccinate its citizens against deadly diseases ***Spend $ to develop a stealth airplane for our military ***Pressure another country to strengthen laws against internet hacking ***Run TV ads supporting a candidate in another country's presidential election.	Acceleration is found by subtracting 2 velocities then dividing by the time taken to change speeds. Ex. The same car takes 10 seconds to reach a speed of 40 meters per second. What was the acceleration? Acceleration= $\frac{V\ (final)-V(initial)}{Time}$ = A = $\frac{(40m/s)-(30m/s)}{10\ sec}$ = $\frac{10m/s}{10\ sec}$ = $\frac{1m/s}{sec}$ = **1m/s** A=(V(f)-V(i))/t	Smalland is a poor, small country who is friendly with the US. It is a democracy. Smalland learned it is sitting on top of a huge oil reserve. Drilling the oil could bring big $ to Smalland. Greedia is a neighboring country run by a dictator. They already have a lot of oil, but want Smalland's oil, too. The US learns Greedia's military is planning to invade Smalland. Greedia may be building biological weapons. Another oil-producing company, Opportunia, announced they will help Greedia if there is a war. *US Foreign Policies:* **Support countries with democracies **Support countries using their own natural resources to help themselves **Build good relations with countries with oil **No military action unless absolutely necessary.	**1**. Draw a rectangle on a piece of paper, 2.5 inches by 8 inches. Draw 4 triangles all the same size. Cut out shape. **2**. Wrap the rectangle around a pencil and tape it closed to form a tube. **3**. Tape each triangle to the bottom of the tube to form the fins of the rocket. Look at the bottom of the rocket, it should look like a +. **4**. Twist and pinch the top of the rocket body (tube) around the pencil top to create the "nose cone". Tape the nose cone to prevent air from escaping and from untwisting. Replace pencil with the straw. **5**. Record measurements below. **6**. Go outside (if you can) and blow into the straw to launch your rocket. Record your distance below.
Independent Practice:	Choose the action you believe in the top priority. Provide at least 3, well thought out reasons for your choice.	1.A rocket is launched from the ground and reaches a speed of 56 m/s after 9.6 seconds. How fast did it accelerate? 2.A skateboarder is traveling 4.5 m/s and then accelerates down a ramp for 7 seconds reaching 8 a final speed. What was the acceleration? 3. A brick is dropped off a roof of a building. After 6.2 seconds it hits the ground traveling 60.7 m/s. What is the acceleration?	What should the US do based on what you know about the situation and US foreign policy. Be descriptive. This should be a paragraph sized answer.	Length of rocket: Distance traveled: Try it two more times and see the farthest you can launch it.
Check for Understanding:	Share your answer with your teacher (if able) and family member for feedback.	Share your work with your parents and if able, share with your teacher (if able.)	Share your answer with your teacher (if able) and family member for feedback.	Share your rocket with your family, Have them try it and record your data.

Every Day: Read something from the news or MyOn.   **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- (SEL) Theme: Emotional Management

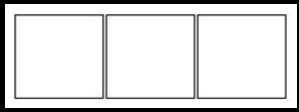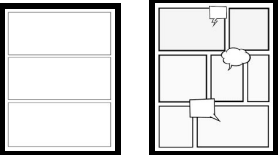The columns below offer choices for student activities for any day.

Social Emotional Learning Choice Board - Aligns with Standards; 1A.1a Recognizes own emotions and how emotions can impact behavior. 1A.1b Uses calming down techniques to control impulsive behavior and anger.

Talk about the following Zones of Regulation chart with your child and discuss how each zone makes them feel (inside and out):

Role-play some of the following situations and then talk about ways to manage emotions:
1. Not being able to talk to or hang out with your best friend.
2. Being told, "No!"
3. Arguing with a family member

What self-talk or calm down strategies did you use?

Draw a picture or write about what you did.

Practice the following breathing techniques you can use to help get your body regulated.

Balloon Breathing: Pretend like you are blowing up a balloon. Take a deep breath in, put the pretend balloon up to your mouth and blow your air out. Do this slowly four times.

Volcano Breathing :Put your hands together in front of your chest. Keeping your hands together raise your hands up above your head all while you are breathing in. When you reach as high as you can let your air out and spread your arms apart and then bring them back to the starting position. Do this slowly four times.

Soup/Brownie Breathing: Pretend like you have hot food in your hands, breathe the smells of that food in and then blow out to help cool down your food. Do this slowly four times.

Before a volcano erupts there are warning signs that come from the volcano. Before a person erupts with anger, they often have warning signs. Oftentimes, when we can identify our body becoming upset we can find a healthy way to calm our body down before we explode.

Make a list or draw a picture of what your warning signs are. You can draw a picture of your body and write your warning signs right on the body.

Some warning signs may include your face turning red and/or your heart starting to beat fast

Place a small object (crayons or markers will work) of the following colors into a paper sack or a deep bowl: red, green, blue, purple, yellow, orange. Sit in a circle and have the first person reach into the bag/bowl and pull out an object. The color of the object correlates to a statement to discuss below.

Red-Say one thing that makes you angry.
Green-Show one way you can breathe when you are angry (balloon breathing, volcano breathing, soup breathing, box breathing).
Blue-Say one thing you can do to help your body become regulated.
Purple-Say one thing that makes you excited.
Yellow-Say a poor choice you made when you were angry and what you could have done differently.
Orange-Say a good choice you made when you were angry.

You are in control of your anger and if you are able to turn negative thoughts into positive thoughts that will help you have better control over your anger.

Practice this by turning the following negative statements into positive statements. When you practice when you are not angry then you will be better able to apply this strategy when you are angry.

Negative: I get blamed for everything
Positive: I get compliments for the things I do well

Turn the statements below into positive ones.
~No one wants to be my friend.
~I can't do anything right.
~I will never be able to fix it.
~He did that on purpose.
~I always get picked last.

We all have triggers, things that push our buttons. Triggers are things that can change our mood in a good or a bad way,

Make a list or draw pictures of some of your triggers.

-What triggers do you have that make you sad?
-What triggers do you have that make you happy?
-What triggers do you have that make you angry?
-What triggers do you have that make you excited?

Time to Exercise!
Exercise is a great way to regulate your emotions.
Do the following:
-10 Jumping Jacks
-10 Push-ups
-10 Sit-ups
-Run in Place for 60 seconds

**Go outside and have some free play (sidewalk chalk, shoot hoops etc…)

When you come inside, use your self-talk…
How does exercising make me feel on the inside?
How can I use exercise when I am having BIG emotions?

Talking to your teacher or with friends when you are having BIG emotions is hard right now. Try one of the following:

1. Write a letter to your friend/teacher
2. Call/Email your friend/teacher
3. Send your friend/teacher a postcard

Reaching out to friends and trusted adults can help manage our emotions.

How did it feel to reach out?
Who else's day can you make?

Parent Signature: _____

Remote Learning Activities for Students
8th Grade -- (Electives)
The columns below offer choices for student activities for any day.

Art	PE/Health- Personal Fitness
Part 1 **Objective: The student will create a cartoon character and a short comic strip.** **Natl. Core Standards:** VA:Cr1.1.8 VA:Cr1.2.8, VA:Cr2.1.8, VA:Cr3.1.8 **MATERIALS -** Paper, Pencil, Coloring supplies if available. **Activities:** Create your own cartoon or comic strip character. The character can be a person, an animal, or something imaginary. → Before you begin designing and drawing, spend some time thinking about your character's physical appearance, personality, abilities, and purpose. → List these qualities and any other thoughts about your character on a blank sheet of paper. →Give your character a name and include it in your drawing. → Make at least one pre-drawing of your character on the same piece of paper. **Part 2** **Cartoon/Comic Characters** **Activities:** **1.** Using a pencil, sketch your character on a new 8" x 10" (or bigger) piece of paper. **2.** Draw your character large enough for you to add interesting details such as physical characteristics, clothing, and accessories. **3**. Create a background setting for your character. **4.** If possible, finish your artwork by adding color to your character and your background. If you don't have coloring materials, trying shading in areas with a pen or pencil. **Part 3** **Activities:** Create a comic strip starring your cartoon character. Your comic strip should include at least three scenes or story panels. → You can also introduce additional characters to your comic strip. → Be sure to Include the words, or thoughts expressed by your character(s). → Consider using Speech balloons/bubbles. → If your characters are silent, narrate (describe) the action that is taking place at the bottom of each scene/panel. Below are two other types of comic strip "panel" options for you to consider. If available, use colored pencils, markers or crayons to enhance your comic strip! **:)**	Students will work towards the state standards of (19) acquire movement and motor skills and (20) maintain a health enhancing level of physical fitness. Students should continue to log their physical activity/workouts. Students should use the log to track their progress. Student logs should include the exercises completed (example: day 1- 15 second plank, 10 pushups, 20 squats done twice today). If possible, you can share this log with your teacher weekly by taking a picture/sending an email. Students should also consider their level of effort on a scale of 1-10 (1= 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. The image below includes a 14 day body challenge for students to complete. Note that the exercises listed for each day are to be done twice. Continue the challenge from the day you left off with last time! In addition to the daily body challenge, there are many other great ways to stay active. Students can **add** other exercises to the body challenge (sit-ups, jumping jacks, leg lifts, crab kicks, and any other exercises you know) to increase the difficulty or work on different areas of fitness. Students may also consider adding things like going for a walk, run, or bike ride, or working on individual sports skills.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Music	Computers
Title: Rhythm Chart Materials: paper and pencil Activity: Draw a rhythm chart. Start with a whole note at the top of the page, break it into half notes. Then break those half notes into quarter notes. Break the quarter notes into eighth notes. GO THE EXTRA MILE! Continue the chart all the way to 64th notes. Do the same chart but with RESTS instead of NOTES.	**3.0 Knowledge Constructor** Option #1: Log into clever from your computer or chromebook. Head over to Code.org and continue working in your assigned course. When finished with a complete lesson answer the following questions in a google doc. 1. What lesson number did you complete today? 2. What is the title of the lesson 3. Write a paragraph stating 1 or 2 difficulties you had with the lesson and what you learned from those difficulties. 4. Submit your google doc to the assignment listed in schoology in the red colored quarter 4 folder. Option #2 Choose any lesson from Applied Digital Skills to complete and submit through schoology when the lesson is complete. Option #3: Log into gcflearnfree.org Locate the training on using e-mail. Listen and learn to the information presented in 'email basics' and 'gmail. Answer the following questions in a google doc. 1.List 3 things that you learned about email from watching and listening to the online content. 2.Write out one additional question about email that you would like your teacher to answer. 3. Submit your google doc to schoology after running spell check.

Title: Recruitment Poster
Materials: Paper, colored
  pencils, markers, anything
  you have at home.
Activity:
  Design and create a poster to encourage students to join your music ensemble (Band, Orchestra or Choir). Be creative in your design.
Think about things that you enjoy about playing or singing in your ensemble. Use those to help inspire you and encourage others.	

Title: Compose Lyrics Materials: Paper, pencil Activity: Make up your own unique lyrics to the melody of 'Twinkle Twinkle' or 'Ode to Joy' to express what you're feeling or experiencing right now. Try to keep your syllables with the rhythm of the melody! Extra challenge points for rhyming ends of patterns.	

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- (Electives)

The columns below offer choices for student activities for any day.

AVID	Speech/Drama C=Create
Learning Schedule with Goals: Create a learning schedule/planner for yourself with at least two SMART goals for this set of remote learning days. **Suggestions:** *Select a format that fits your needs (perhaps you want a unique time schedule for each date/day of the week or maybe you want to follow the same time schedule for every remote learning day) *Plan for 90-180 minutes of learning time per day *Plan your learning time schedule in 15-30 minute chunks with breaks between, if needed. Use a timer to help you manage your learning time *Set SMART goals that really are important to you *If you find that part of your schedule is not working for you/your family, revise that part to better meet your needs. W8.10	Cr1.c. Develop a character authentic to the work.Supplies/Materials: Pen or pencil and paper Check for Understanding: If questions please contact Ms. Baker Independent Practice: Please share each step with your parent or guardian. Although this is theatre, remember theatre is often a reflection of life. Student Focus/ Skill development: **c. Develop a scripted or improvised character by articulating the character's authentic <u>inner thoughts</u>, <u>objectives, and motivations</u> in a drama/theatre work.** Do you ever think some people understand you? You know they really get how you think. On the other hand it seems no matter how you try there are people that don't. Maybe you look at things other people do or hear what they say and you say, "Why?" That just doesn't make sense! So what are the inner thoughts of you or others? Creativity in Theatre Arts is a perfect opportunity to do this. So here is your lesson. I will give you the entire lesson scenario, and then I will tell you how to complete it separately. Think of a time when you had a great idea. This could be something you wanted to say, something you wanted to do, or a place you wanted to go. You decided to share your idea and someone burst your bubble. You were completely misunderstood. This can also be a reversed situation. You burst someone else's bubble of an idea they shared. What did you do? How did you react? What if others could really read your mind and understand your inner thoughts. What if there was no filter? Could things be better or worse? How can things be resolved with a great ending? Time to plan.
Quote of the Week Quickwrite: "Unless someone like you cares an awful lot nothing is going to get better. It's not." Dr. Seuss, *The Lorax* Write a 3-5 sentence thoughtful reaction to this quote How could it apply to taking care of the Earth and other aspects of life? What is one action you can take to show that you care? **W.8.10** If possible you can share your response with your teacher by e-mail or Google classroom.. If able, enjoy the movie or book, ***The Lorax*** in honor of Earth Day.	**Part 1 Activity** 1.Think of a time when you were misunderstood or you misunderstood someone. This can be a friend or family member. This can be fiction or nonfiction. If you have, more than one write two or three. 2. Brainstorm a list of all of the emotions you felt: happy, energetic anger, disappointment etc. 3.Write why you felt all of those emotions. (Example: They didn't even give me a chance. He laughed at my idea. My cousin didn't pay me any attention. My best friend didn't listen.) 4 If you did it to someone else imagine how they felt and write that instead. **Part 2 Activity** 1. Imagine someone has super hero powers and can hear the thoughts of others? Write a conversation of inner thoughts of yourself or others. What are they saying about the incident? 2.Make sure you create the conversation where both voices can be heard. Pick up from the emotions. Example: I can't wait to see my friends today. I'm going to tell them about my birthday party. I want to have a theme party and invite a lot of people. I want everyone to dress up like their favorite superhero. I can't wait! (Their reactions as I told them) What! First, they started laughing. Then my best friend told me no one is going to do that. That's for kids. They laughed again.Man, I wanted to scream or run away. I just tried to act like it didn't bother me. I just said, "Oh, it was just an idea. We'll probably just go bowling." **Part 3-4 Activity** 1.Continue to write this based on your own or your friend's inner thoughts Complete your writing. 2.Your writing can actually be performed as a monologue. 3 Please share it with me through email. 4.Perform live. 5.If you have electronic availability, feel free to record your performance. 6.Please share with others only if you are comfortable. **Part 5 Activity** 1. Flip the script. 2. Do the opposite of your inner thoughts. Reverse the inner thoughts. 3.Write how the outcome could be different from what you imagined. Remember the instructions above when you started. Please share with parent or teacher (if able). Join Google Classroom.
Words of the Week: **synergy:** the impact of two or more working together which is greater than the sum of individual efforts This is a noun. **efficient:**functioning with little or no wasted time or effort This is an adjective. **contemplate:**to carefully consider or think deeply about something This is a verb. **Select two of these words and use each in a complete sentence of your own. W.8.10** Add the words to your word of the day note/list and share your sentences with your teacher via email or Google classroom, if able, or save them to share in person.	

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- (Electives)

The columns below offer choices for student activities for any day.

Spanish	Industrial Tech
Tema: Después de la cuarentena... Tarea 1: **Gameboard** Come up with 15-20 questions based on the vocabulary, grammar and/or cultural learnings this year about places to travel after the quarantine. Draw a game board OR honeycomb sheet to put your answers on. Include an answer key. If possible, send me the finished product via email or take a picture of it with your phone and send that picture to me.	**Assignment one:** Room measurements: Using a tape measure, ruler or your shoe, measure two different rooms in the place you are staying now. These should be in addition to the room you should have measured from the last group of assignments. If you have to use your shoe because you do not have a tape measure or a ruler to use, you will have to estimate the final length if your shoe size does not fall evenly in the room. There should be a length and a width to each room. Write down your measurements on a piece of paper or send them to me via email. If you write them down on a piece of paper, please take a picture of it using a phone and email me that. Again if you have access to neither option, keep them until we return. This will be entered into the gradebook now that we have entered our remote learning phase.
Tema: Después de la cuarentena… Tarea 2: **Store Ad** Create a vacation ad for a place you would like to go in Spanish. This place can be in any country and does not have to speak Spanish. You will need to tell me the name of the location, the typical weather (if you do not know you can make it up), fun things to do in that city as well as places one can go. For a complete project use at least diez (10) vocabulary words from what has been learned this year . Include a picture of the location if you would like. If possible, send me the finished product via email or take a picture of it with your phone and send that picture to me.	**Assignment two:** Finding the square footage of each room. From assignment one, each of you should have found the length and width of two more rooms in the place you are currently staying. Take those length and width measurements and multiply them together to find the square footage of each room. Write your answers down on a piece of paper. From the last group of assignments you should have had a seperate room measured. Add this length, width and square footage measurement to the paper. Please send me the measurements via email or take a picture of it with your phone and send me that picture.
Tema: Después de la cuarentena… Tarea 3: **Wordsearch** Create a wordsearch puzzle with at least 15 vocabulary words from the year as well as the name of places you would like to visit after the quarantine in Spanish. All the words must be in Spanish. Include both the finished puzzle and an answer key. If possible, send me the finished product via email or take a picture of it with your phone and send that picture to me.	**Assignment three:** If there is anything that you have fixed at your house or something you have worked on with a consenting adult, take a picture of it and send that in to my email address. I have heard of many different things that students have been working on with this new found time. Hopefully you have been helping out around your residence and are proud of what you have accomplished. Please share a picture of it.

Parent Signature: _____