

5/21/20

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](mailto: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:

[May 21](#)

[May 26](#)

[June 1](#)

[Social Emotional Learning \(SEL\)](#)

[May 22](#)

[May 27](#)

[Electives](#)

[May 28](#)

[May 29](#)

8th Grade			5/21/20 - 6/1/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
	Produce Clear, Coherent Writing	Integers	Science review
	Conduct Short Research Projects	Functions/Slope	
	Develop Real or Imagined Narratives	Exponents	
		Fun Paper/Pencil Games	

# Remote Learning Activities for Students

8th Grade-- ELA May 21

	ELA	Extra Challenge
<b>Lesson Title:</b>	Camping Connections	Research the origin of camping, fishing, campfires, etcetera. How old are these activities? What is their history? Write a one-page summary of your findings. Think of creative s'more toppings to add to the usual marshmallows and chocolate on graham crackers and write a recipe including your favorite toppings to try.
<b>Objective:</b>	To research the origin of camping, interview a family member and write about this.	
<b>Standard:</b>	RI 8.2;RI 8.4;RI 8.6	
<b>Materials:</b>	Pencil, Paper, Highlighter, Phone/Camera/Computer if available	
<b>Activities and Instructions:</b>	Read/locate information on camping and write about your findings.	
<b>Independent Practice:</b>	Which of the five senses were most active in this camping trip memory? The sight of a roaring camp fire? The sound of a rushing river? The smell of roasting hot dogs? The taste of a freshly-made chocolaty sweet s'more? The feel of a warm blanket on your lap as you watch the bright fire? Write down this family member or friend's most vivid memories (feel free to embellish) their story or create a new ending if you find that it lacks interesting details. Lastly, does their experience sound like a trip you would also enjoy? Why? What is your favorite camping activity (fishing, swimming, hiking)? Do you have a favorite place to camp? Do you take a break from technology while camping? Compare/Contrast this family member's camping experience with yours.	
<b>Check for Understanding:</b>	Highlight the most descriptive adjectives used in your writing . Look through family photos to locate any you can compare/contrast to photos you will take on your next camping trip.Revise your first draft after reading it aloud to a family member to check for correct use of "their" versus "there" for example	

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 21 (Math)

The columns below offer choices for student activities.

		Extra Challenge																																																	
<b>Activity Title:</b>	Story Problem	<p>Answer this math prompt: Explain what the following terms are: interest, tax, tip, mark-up, discount, gratuity, commission, % increase, % decrease</p> <p>Three people bought a pet one day. Their names were Zach, Rachel, and Hubert. The animals they bought were a snake, a parrot, and guinea pig. They bought their pets for \$100, \$50, and \$25. Can you find out which person bought which animal for which amount of money using these clues?</p> <ul style="list-style-type: none"> <li>Zach is allergic to birds.</li> <li>Hubert couldn't get the \$100 pet, so he bought the snake.</li> <li>Rachel saved \$10 a week for ten weeks in order to get her pet.</li> <li>The mammal was \$25.</li> </ul> <p>Here's a grid to help you solve it. Put an X in a spot where information does not apply.</p> <table border="1" style="display: inline-table; margin: 10px;"> <tr> <td></td> <td>Parrot</td> <td>Snake</td> <td>Guinea Pig</td> <td>\$25</td> <td>\$50</td> <td>\$100</td> </tr> <tr> <td>Zach</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rachel</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hubert</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>\$25</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>\$50</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>\$100</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>What is <math>\frac{1}{2}</math> of <math>\frac{1}{4}</math> of <math>\frac{2}{9}</math> of <math>\frac{3}{7}</math> of 84?</p>		Parrot	Snake	Guinea Pig	\$25	\$50	\$100	Zach							Rachel							Hubert							\$25							\$50							\$100						
	Parrot		Snake	Guinea Pig	\$25	\$50	\$100																																												
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<b>Standard:</b>	7.NS.A1, 7.NS.A2, 7.NS.A3, 7.EE.A, 8.NS.A, 8.EE.A																																																		
<b>Objective:</b>	Students will be able to solve "two" variable story problems.																																																		
<b>Materials:</b>	Paper and Pencil																																																		
<b>Activities and Instructions:</b>	<p>Need to break down the story. Look for keywords that represent all items. Words such as: TOTAL, SUM, PARAMETER, PERIMETER, The values that go with them is the final result. The variables are based on what one did more than the other.</p> <p>Taushan played video games Friday and Saturday. He spent a <b>TOTAL</b> of "12" hours. If Saturday he played <b>4 more hours</b> than what he did on Friday, how long did he play each day?</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Total.</td> <td>Friday.</td> <td>Saturday</td> <td></td> </tr> <tr> <td>12</td> <td>X</td> <td>x + 4</td> <td></td> </tr> </table> <p><math>12 = x + (x+4)</math>   <math>12 = 2x + 4</math>   <math>8 = 2x</math>   <math>x = 4</math>.   <b>Friday = 4   Saturday = 8</b></p>	Total.	Friday.	Saturday		12	X	x + 4																																											
Total.	Friday.	Saturday																																																	
12	X	x + 4																																																	
<b>Independent Practice:</b>	<ul style="list-style-type: none"> <li>Answer 8 of the 10 (4 for resource students) :</li> </ul> <ol style="list-style-type: none"> <li>A total of 41 people attended Tamya's birthday party. Tamya's brother invited some of the guests. If Tamya invited 19 more people than her brother, how many guests did each person invite?   <b>TAMYA = _____   BROTHER = _____</b></li> <li>Kelly is 8 years younger than her sister. The sum of their ages is 44 years. How old is Kelly and how old is her sister?   <b>KELLY = _____   SISTER = _____</b></li> <li>Cordell took the train to visit his grandmother. He spent 75 minutes on the train round-trip. It took him 25 minutes longer to get there than to return home. How long was the trip there and how long was the trip home?   <b>THERE = _____   BACK = _____</b></li> <li>Cuharra studied Monday and Tuesday for her math test. She spent a total of 120 minutes studying. She spent an extra 15 minutes studying on Tuesday. How long did she study for on Monday and on Tuesday.   <b>MON. = _____   TUES. = _____</b></li> <li>Tyreek earned a total of \$900 in 2 months at his summer job. He made \$44.50 less in the second month than in the first month. How much did he make in the first month and in the second month?   <b>1<sup>st</sup> MONTH = _____   2<sup>nd</sup> MONTH = _____</b></li> <li>Kyle has an indoor basketball court. The rectangular court has a perimeter of 100 feet. The length of the court is 14 feet longer than the width. Find the length and width of the court.   <b>LENGTH = _____   WIDTH = _____</b></li> <li>Ontario ate a jumbo pizza slice with a perimeter of 100 cm. The two shortest sides of the triangle were equal lengths and the longest side was 10 cm longer than either side. How long was each side of the slice?   <b>SHORTEST = _____   LONGEST = _____</b></li> <li>Jamel and his sister received a total of \$150 for their birthday. If Jamel received \$20 less than his sister, how much did each person receive for their birthday?   <b>JAMEL = _____   SISTER = _____</b></li> <li>For basketball tryouts, Kiana ran two laps in a total of 27.5 seconds. In the second lap, she beat her first lap by 3 seconds. How long did it take Kiana to run the first lap? How long to run the second lap?   <b>FIRST = _____   SECOND = _____</b></li> <li>Sharai planted a rectangular garden with a perimeter of 100 feet. The length of the garden is 10 feet shorter than the width. Find the length and width of the garden.   <b>LENGTH = _____   WIDTH = _____</b></li> </ol>																																																		
<b>Check for Understanding:</b>	Guardian review the work. If possible, the student turns in work to the teacher.																																																		

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 21 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option	Social Studies	Science	Extra Challenge															
<b>Activity Title:</b>	Work Like a Historian	Scientific terms review	Music In History															
<b>Standard:</b>	Standard: H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	MS-8.2	Standard: H.3.6-8MC															
<b>Option 1:</b>	<p><b>Option 1:</b> Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds".</p> <p><b>Prompt:</b> What would you do during this time if you did not have access to the internet or cable?</p>	<p>Write out the word, then write the corresponding definition after it.</p> <p>Homozygous Cytoplasm Dominate Nucleus Genotype Cell Membrane Allele Heterozygous Vacuole Phenotype Mitochondria</p>	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song &amp; rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p>A Change is Gonna Come By Sam Cooke</p> <p>I was born by a river, oh man, in this little old tent, oh Just like this river, I've been running ever since It's been a long, long time coming But I know, but I know, a change is gotta come Ooo yes it is Oh my, oh my, oh my, oh my</p> <p>It's been too hard living, oh my And I'm afraid to die I don't know what's up there Beyond the clouds</p> <p>It's been a long, long time coming But I know, but I know a change is gotta come Oh yes it is Oh my, oh my, oh my</p>															
<b>Option 2:</b>	<p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="329 1476 678 1625"> <thead> <tr> <th data-bbox="329 1476 391 1493">Activity Completed</th> <th data-bbox="391 1476 431 1493">Minutes</th> <th data-bbox="431 1476 678 1493">Reflection</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 1493 391 1520"> </td> <td data-bbox="391 1493 431 1520"> </td> <td data-bbox="431 1493 678 1520"> </td> </tr> <tr> <td data-bbox="329 1520 391 1547"> </td> <td data-bbox="391 1520 431 1547"> </td> <td data-bbox="431 1520 678 1547"> </td> </tr> <tr> <td data-bbox="329 1547 391 1575"> </td> <td data-bbox="391 1547 431 1575"> </td> <td data-bbox="431 1547 678 1575"> </td> </tr> <tr> <td data-bbox="329 1575 391 1602"> </td> <td data-bbox="391 1575 431 1602"> </td> <td data-bbox="431 1575 678 1602"> </td> </tr> </tbody> </table>	Activity Completed	Minutes	Reflection													<ol style="list-style-type: none"> <li>Controls many functions in the cell.</li> <li>Provides energy</li> <li>Allele that is expressed when in the presence of a recessive allele Ex: TT or Tt = tall</li> <li>Stores biochemicals, helps in cell growth. Physical characteristics (Tall, Brown) What you see in an organism</li> <li>Gel-like substance between the cell membrane and the nucleus</li> <li>Organism with two identical alleles for the same trait Ex: TT or tt</li> <li>Protects the cell from its surroundings</li> <li>Organism with two different alleles for the same trait Ex: Tt</li> <li>Different versions of a gene Ex: Purple petals and white petals are two alleles of the flower color gene</li> <li>The genetic makeup Ex: TT, Tt, tt</li> </ol>	
Activity Completed	Minutes	Reflection																
<b>Check for Understanding:</b>	Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.	Double check your answers with google or quizlet. Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.																

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade-- ELA May 22

	ELA	Extra Challenge
<b>Lesson Title:</b>	The History of Blue Jeans	Create a poster board with colorful photos found in magazines and/or draw your own pictures of your favorite brands of blue jeans. Include a caption for the photos you share on your poster board and be sure to include facts you discovered during your research.
<b>Objective:</b>	To research the history of blue jeans and write a one page paper on this topic.	
<b>Standard:</b>	RI 8.2;RI 8.4;RI 8.6	
<b>Materials:</b>	Paper/Pencil, Poster board, Colored Markers, Glue Stick, Magazines, Computer if available.	
<b>Activities and Instructions:</b>	A common clothing choice while camping? Blue jeans, of course! Search for any available information you can find on the history of blue jeans. What did the first pair look like? When/where were they first created? Why are blue jeans so popular? Your favorite brand of blue jeans?	<p><b>Resource Room:</b></p> <p>Would you rather stop a war or end world hunger?</p> <p>Write a 6 sentence paragraph answering the question above. Don't forget to start each sentence with a capital letter and end it with a punctuation mark. Share your opinion with your family.</p>
<b>Independent Practice:</b>	Using your research, write a one-page paper on the history of blue jeans using your research and the questions at left to guide your thinking process.	<p><b>Resource Room</b></p> <p>Unscramble the following kitchen terms.</p> <p>shdsei, tratose, cevmrawio, nski, nveo, rrrtaefgroei</p> <p>These are tough, ask your family for assistance</p>
<b>Check for Understanding:</b>	Highlight interesting facts discovered and include additional questions you have about these interesting facts in the margins of your paper. Discuss these questions with a family member or friend.	<p>Resource Room</p> <p>Write five words that have 2 syllables per word. Use 2 of those words in a sentence.</p>

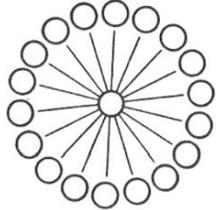
**Every Day:** Read for at least 20 minutes and write for 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 22 (Math)

The columns below offer choices for student activities.

		Extra Challenge																																																																																																																																																																									
<b>Activity Title:</b>	Speed Test Integer Computations	<p>How can you give someone \$83 using exactly 7 bills, without using any one dollar bills?</p>																																																																																																																																																																									
<b>Standard:</b>	7.NS.A1, 7.NS.A2, 7.NS.A3, 7.EE.A, 8.NS.A, 8.EE.A																																																																																																																																																																										
<b>Objective:</b>	Students will be able to do addition of negative and positive integers.																																																																																																																																																																										
<b>Materials:</b>	Paper and Pencil																																																																																																																																																																										
<b>Activities and Instructions:</b>	In 15 minutes, so how many boxes can be filled in. Look at the number on the right row and then go across adding that to the number at the top. Ex. First problem is $2 + (-9) = -7$																																																																																																																																																																										
<b>Independent Practice:</b>	<p>Set a timer for 15 minutes.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>+</th> <th>-9</th> <th>-7</th> <th>11</th> <th>6</th> <th>-2</th> <th>-5</th> <th>8</th> <th>-10</th> <th>1</th> <th>-4</th> <th>3</th> <th>-12</th> </tr> </thead> <tbody> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-12</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-11</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	+	-9	-7	11	6	-2	-5	8	-10	1	-4	3	-12	2													-5													8													-12													-10													7													-1													-6													4													3													-11													-9													<p>Fill in each square with a digit 1-9, and fill in each circle with an operator +, -, ×, ÷. Use each digit and each operator exactly once. The resulting equation should be true. Use the standard order of operations (PEMDAS).</p> $\square \circ \square \square \square = \square \square \square$ $\square \circ \square \square \square = \square \square \square$
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<b>Check for Understanding:</b>	Guardians can review their children's answers to see if they understand. If possible, the student turns work into a teacher.	<p>Write the numbers from 1 through 19 in the circles so that the numbers in every 3 circles on a straight line total 30.</p> 																																																																																																																																																																									

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 22 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option	Social Studies	Science	Extra Challenge												
<b>Activity Title:</b>	Work Like a Historian	Photosynthesis	Photosynthesis CER												
<b>Standard:</b>	Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	MS-LS1-6	MS-LS1-6, MS-LS1-7												
<b>Option 1:</b>	<p><b>Option 1:</b> Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds".</p> <p>Continue in your journal and answer this <b>Prompt:</b> What does your daily schedule look like during this pandemic time?</p>	<p>Photosynthesis is the process of plants making food. Using the vocabulary words below, describe photosynthesis and draw a diagram.</p> <p>Carbon dioxide Glucose Light Oxygen Water</p>	<p>Using the internet or other resources, create a CER (claim, evidence, reasoning) to answer the question: Why photosynthesis is important to your health and growth?</p>												
<b>Option 2:</b>	<p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p> <div data-bbox="321 1598 688 1766" style="border: 1px solid black; padding: 5px;"> <p><b>Your Social Studies Log</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Activity Completed</th> <th style="width: 15%;">Minutes Spent</th> <th style="width: 55%;">Reflection</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> </div>	Activity Completed	Minutes Spent	Reflection										<p>Compare and Contrast photosynthesis and cellular respiration.</p>	
Activity Completed	Minutes Spent	Reflection													
<b>Check for Understanding:</b>	<p>Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>	<p>Share your work with a family member and if able, share with your teacher.</p>	<p>Check with a family member to see if they can add more evidence to your claim.</p>												

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade-- ELA May 26

	ELA	Extra Challenge
<b>Lesson Title:</b>	The History of Girl/Boy Scouts	Research the ingredients in Girl Scout cookies. When were the cookies first sold? Be creative and invent a new girl scout cookie based on your favorite cookie/cookie bar. List the ingredients in your new cookie and research what tools/resources you might need to begin such a business venture.
<b>Objective:</b>	To research the Girl/Boy Scouts organization and write about this.	
<b>Standard:</b>	RI 8.2; RI 8.4; RI 8.6	
<b>Materials:</b>	Paper/Pencil; colored highlighters; 3x5 index cards; computer if available.	
<b>Activities and Instructions:</b>	The Boy/Girl Scouts know a lot about camping. Write a one-page paper on the origin of the Boy/Girl Scouts organization. In what year did the organization begin and by whom? Why was it important? Have you ever belonged to Boy/Girl Scouts or a similar organization that engages in camping and life skills? Have you ever considered joining such an organization? If yes, in what ways do you think this may be beneficial for you?	<b>Resource Room:</b> Use the word amusing and signature in separate sentences. <b>Resource room:</b> <b><i>Would you rather be too cold or too hot?</i></b> Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.
<b>Independent Practice:</b>	Write a first and final draft using reading/research referencing the Boy/Girl Scouts organization.	
<b>Check for Understanding:</b>	Edit your first draft of this paper and look for spelling and grammatical errors. Highlight these errors to correct for your final draft.	

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

**Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

8th Grade -- May 26 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option	Social Studies	Science	Extra Challenge															
<b>Activity Title:</b>	Work Like a Historian	Designing Scientific Investigations	Music In History															
<b>Standard:</b>	Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	MS-LS1-6, MS-LS1-7	Standard: H.3.6-8MC															
<b>Option 1:</b>	<p><b>Option 1:</b> Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds".</p> <p>Continue in your journal and answer this <b>prompt:</b> How do you feel about stores limiting the number of family members allowed inside?</p>	<p>Write a paragraph using at least 4 of the vocabulary words: dependent variable, independent variable, control, sample size, energy, reactant, product, food, chemical reaction.</p>	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song &amp; rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p>8th of November By Big &amp; Rich Said goodbye to his mamma as he left South Dakota To fight for the red, white and blue He was nineteen and green with a new M-16 Just doing what he had to do</p>															
<b>Option 2:</b>	<p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="326 1562 691 1713"> <thead> <tr> <th data-bbox="326 1562 396 1612">Activity Completed:</th> <th data-bbox="396 1562 435 1612">Minutes Spent:</th> <th data-bbox="435 1562 691 1612">Reflection:</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1612 396 1640"> </td> <td data-bbox="396 1612 435 1640"> </td> <td data-bbox="435 1612 691 1640"> </td> </tr> <tr> <td data-bbox="326 1640 396 1667"> </td> <td data-bbox="396 1640 435 1667"> </td> <td data-bbox="435 1640 691 1667"> </td> </tr> <tr> <td data-bbox="326 1667 396 1694"> </td> <td data-bbox="396 1667 435 1694"> </td> <td data-bbox="435 1667 691 1694"> </td> </tr> <tr> <td data-bbox="326 1694 396 1722"> </td> <td data-bbox="396 1694 435 1722"> </td> <td data-bbox="435 1694 691 1722"> </td> </tr> </tbody> </table>	Activity Completed:	Minutes Spent:	Reflection:													<p>John and Joan wanted to investigate if the backyard of their school was a good place to grow a garden. They planted one pea seed in the ground. They watered the soil for weeks, but they saw nothing.</p> <p>From the data John claimed: "The pea seed was dead from the beginning. That is why it did not grow."</p> <p>Joan claimed:"The seed was okay, but the experiment proves that the backyard is not a good place for a garden."</p> <ol style="list-style-type: none"> <li>Can the data from the experiment support John's claim?</li> <li>Does the evidence support Joan's claim?</li> <li>How can they set up a new experiment to decide if the backyard is a good place for a garden?</li> </ol>	<p>He was dropped in the jungle where the choppers would rumble With the smell of napalm in the air And the sergeant said look up ahead Like a dark evil cloud Twelve-hundred came down on him and twenty-nine more They fought for their lives but most of them died In the one-seventythird Airborne</p> <p>On the eighth of November the angels were crying As they carried his brothers away With the fire raining down and the hell all around There were few men left standing that day Saw the eagle fly through a clear blue sky 1965, the eighth of November</p>
Activity Completed:	Minutes Spent:	Reflection:																
<b>Check for Understanding:</b>	Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.	Discuss your answers with a family member, and if able share with your teacher.																

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 27 (ELA)

	ELA	Extra Challenge
<b>Lesson Title:</b>	Pedestrian Day for the Golden Gate Bridge in 1937	<p>What other historical site would you have wanted to be at during opening day? Describe the event/location or write about it in a short story.</p> <p>Be sure to include why you would want to have been there and where/when the event occurred.</p> <p>-----</p> <p><b>Resource Room:</b></p> <p>Write a paragraph telling me what new language you would like to learn to speak?</p>
<b>Objective:</b>	May 27, 1937 was the first day in "Fiesta Week" marking the opening of the Golden Gate Bridge. Pedestrian day was when the bridge opened and people were able to walk (amongst other things) across the bridge. The following day the bridge opened for vehicle traffic. Students will think about what "first" they would have liked to have participated in and write about it.	
<b>Standard:</b>	W. 8.3	
<b>Materials:</b>	Paper, pencil, or electronic device	
<b>Activities and Instructions:</b>	<p>Read the following about Pedestrian Day:            "The Fiesta began at 6:00 a.m. with Pedestrian Day – the entire roadway was opened exclusively to pedestrians from dawn to dusk. By 6:00 a.m., it is estimated that 18,000 people were waiting to cross! An estimated 15,000 visitors an hour passed the turnstiles in a steady stream each paying 25 cents to cross. Scores of hot dog stands lined the roadway with estimates of up to 50,000 sold.            A number of "firsts" took place on this day with people competing to be the first to run, roller skate, tap dance, ride a unicycle, play a harmonica, push a baby carriage, play a tuba, and cross on stilts. According to the May 28, 1937, San Francisco Chronicle, these were just some of the FIRSTS recorded:</p> <ul style="list-style-type: none"> <li>● First to walk across and back on stilts: Florentine Calegeri, a houseman from the Palace Hotel</li> <li>● First to roller-skate across: Carmen Perez, 24, and Minnie Perez, 22, her sister, from 520 Bush Street in San Francisco</li> <li>● First mail carriers across: Charles Connor and Charles McFarlane both of San Francisco</li> <li>● First girl lost (and of course found) on the Bridge was 11 year old Anna Marie Anderson</li> <li>● First rope to be taken across went over in the hands of Boy Scout Troop No. 5 of San Anselmo headed by club master Zeno Callahan</li> </ul> <p>It turned out to be a memorable day, with news reports estimating up to as many as 200,000 pedestrians participated."</p> <p>What "first would you have wished to have been? Write about it, and explain why you would have wanted to be that "first."</p> <p>-----</p> <p><b>Resource Room: <i>Would you rather meet the president or a movie star?</i></b>            Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.</p>	
<b>Independent Practice:</b>	<p>Write a short story from YOUR POV about being the "first" to do something that was recorded on Pedestrian Day - be as descriptive as possible.</p> <p>-----</p> <p><b>Resource Room:</b> Unscramble the following time words:            Ckcol, seinmut, hnotm, nerarlda, ryae, tneycru            Ask your parents for help :)</p>	
<b>Check for Understanding:</b>	Share your "first" story with someone in your family and ask them about what they would have wanted to do.	

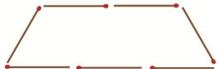
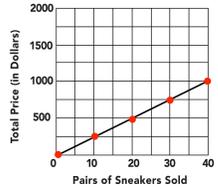
Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 27 (Math)

The columns below offer choices for student activities.

		<b>Extra Challenge</b>
<b>Activity Title:</b>	Tables to equations (rules) ( $y = mx + B$ )	<p>The following isosceles trapezoid is composed of 7 matches. Modify the position of three matches in order to obtain two equilateral triangles.</p>  <p style="text-align: center;"><u>Two Truths, One Lie</u> Which of the three statements below is a lie? Explain how you made your choice.</p>  <ul style="list-style-type: none"> <li>The line passes through the origin.</li> <li>The quantities are not proportional to each other.</li> <li>Each pair of sneakers sold costs \$25, no matter how many pairs are sold.</li> </ul> <p>Two hours ago it was as long after one o'clock in the afternoon as it was before one o'clock in the morning. What time is it now?</p>
<b>Standard:</b>	8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5	
<b>Objective:</b>	Students will be able to take linear data points from a table and come up with the equation. In the slope formula of $y = mx + B$ . 'm' is the slope factor, which means the rate of change between two points. 'B' is the y-intercept, which is where the line crosses the Y - Axis. This occurs when the value of 'x' is zero.	
<b>Materials:</b>	Paper and Pencil	
<b>Activities and Instructions:</b>	<p>Need to find the slope (m) factor and the y-intercept (B).</p> <ul style="list-style-type: none"> <li>The y-intercept (B) is where the linear line crosses the y-axis or when <math>x = 0</math> (zero).</li> <li>Slope is defined as <math>\frac{RISE}{RUN}</math> of a line. On a graph RISE is the 'y' coordinate and 'x' is the RUN To figure this you need to find the difference between 2 data points. The formula is <math>m = \frac{Y_2 - Y_1}{X_2 - X_1}</math>. Ex: IN (x)   0   1   2   3   4   OUT (y)   3   6   9   12   15  </li> </ul> <p><math>m = \frac{9-6}{2-1} = \frac{3}{1} = 3</math>      B = 3      so rule is      <math>y = 3x + 3</math></p>	
<b>Independent Practice:</b>	<ul style="list-style-type: none"> <li>Answer 10 of the 12 problems (5 for resource students).</li> </ul> <p><b>Find the Slope, Y-Intercept and create the Rule that goes with the data in the table.</b></p> <p>1 IN (x)   0   1   2   3   4        Slope? _____ B? _____ OUT (y)   2   4   6   8   10        Rule? _____</p> <p>2 IN (x)   0   1   2   3   4        Slope? _____ B? _____ OUT (y)   -6   -3   0   3   6        Rule _____</p> <p>3 IN (x)   0   2   4   6   8        Slope? _____ B? _____ OUT (y)   -1   3   7   11   15        Rule? _____</p> <p>4 IN (x)   -2   -1   0   1   2        Slope? _____ B? _____ OUT (y)   9   6   3   0   3        Rule? _____</p> <p>5 IN (x)   1   -1   -2   0   2        Slope? _____ B? _____ OUT (y)   7   1   -2   4   10        Rule? _____</p> <p>6 IN (x)   0   2   -2   4   -4        Slope? _____ B? _____ OUT (y)   -11   -5   7   -11   13        Rule? _____</p> <p>7. A line has a slope of 3 and passes through the point of (3, 6). What is the equation of the line?</p> <p>8. Find the slope of the line that passes through (4, 5) and (1, 2)</p> <p>9. A line has a slope of -4 and passes through the point (-8, 6) What is the equation of the line?</p> <p>10. Find the slope of the line that passes through (6, 8) and (3, 2)</p> <p>11. Write an equation for the line that has a slope of 1 and psses through the point (6,</p> <p>12. A line has a slope of -5 and passes through (-4, 6). What is the line equation?</p>	
<b>Check for Understanding:</b>	Guardians review the work done. If possible, students send their work to their teacher.	

# Remote Learning Activities for Students

8th Grade -- May 27 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option	Social Studies	Science	Extra Challenge															
<b>Activity Title:</b>	Work Like a Historian	Tectonic review	Let's not blow our top															
<b>Standard:</b>	<b>Standard:</b> H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	<b>MS-ESS2-2.</b>	<b>MS-ESS2-1.</b>															
<b>Option 1:</b>	<p><b>Option 1:</b> Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this <b>prompt:</b> How do you feel about wearing masks in public? What issues are you facing wearing a mask?</p>	<p><b>Option 1:</b> Write a paragraph describing the difference between divergent, transform, and convergent tectonic plates.</p>	<p>Gather a balloon, baking soda, vinegar, funnel, and a soda bottle.</p> <p>Measure out 1 cup vinegar, pour it into the soda bottle.</p> <p>Measure out 1/3 cup baking soda, funnel it into the balloon.</p> <p>Gently stretch the mouth of the balloon over the mouth of the bottle.</p> <p>Take the bottle outside, set it down on the driveway. Tip the balloon upright and let the baking soda fall into the vinegar.</p>															
<b>Option 2:</b>	<p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="329 1598 699 1740"> <thead> <tr> <th data-bbox="329 1598 396 1625">Activity Completed:</th> <th data-bbox="396 1598 435 1625">Minutes Spent:</th> <th data-bbox="435 1598 699 1625">Reflection:</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 1625 396 1652">1. What was the topic?</td> <td data-bbox="396 1625 435 1652">2. How did you spend the time?</td> <td data-bbox="435 1625 699 1652">3. What did you learn? What was the most interesting part?</td> </tr> <tr> <td data-bbox="329 1652 396 1680">4. How did you feel about it?</td> <td data-bbox="396 1652 435 1680">5. How did you spend the time?</td> <td data-bbox="435 1652 699 1680">6. What did you learn? What was the most interesting part?</td> </tr> <tr> <td data-bbox="329 1680 396 1707">7. How did you feel about it?</td> <td data-bbox="396 1680 435 1707">8. How did you spend the time?</td> <td data-bbox="435 1680 699 1707">9. What did you learn? What was the most interesting part?</td> </tr> <tr> <td data-bbox="329 1707 396 1734">10. How did you feel about it?</td> <td data-bbox="396 1707 435 1734">11. How did you spend the time?</td> <td data-bbox="435 1707 699 1734">12. What did you learn? What was the most interesting part?</td> </tr> </tbody> </table>	Activity Completed:	Minutes Spent:	Reflection:	1. What was the topic?	2. How did you spend the time?	3. What did you learn? What was the most interesting part?	4. How did you feel about it?	5. How did you spend the time?	6. What did you learn? What was the most interesting part?	7. How did you feel about it?	8. How did you spend the time?	9. What did you learn? What was the most interesting part?	10. How did you feel about it?	11. How did you spend the time?	12. What did you learn? What was the most interesting part?	<p><b>Option 2:</b> Show how hotspots work and what they create by creating a model of one and describe the reactions that are occurring.</p>	<p>Observe what happens to the balloon when the baking soda falls into the vinegar?</p> <p>Draw what you observed.</p> <p>Compare your results to this video if you can.</p> <p><a href="https://www.youtube.com/watch?v=V_Hn6pT4M-Y">https://www.youtube.com/watch?v=V_Hn6pT4M-Y</a></p>
Activity Completed:	Minutes Spent:	Reflection:																
1. What was the topic?	2. How did you spend the time?	3. What did you learn? What was the most interesting part?																
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10. How did you feel about it?	11. How did you spend the time?	12. What did you learn? What was the most interesting part?																
<b>Check for Understanding:</b>	Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.	Share your work with your family and teacher if you can.	Share your drawing with your family. Submit it to your teacher if you can.															

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

# Remote Learning Activities for Students

8th Grade -- May 28 (ELA)

	ELA	Extra Challenge
<b>Lesson Title:</b>	National Hamburger Day	<p>There is a debate as to when the first hamburgers were invented. Can you find out when and where?</p> <p>If not, find out what restaurants are best known for their burgers and when they were established. For example, McDonald's and Burger King are both known for burgers. Is there a consensus as to which is a better place to eat? Write about your findings.</p> <p>-----</p> <p><b>Resource Room:</b></p> <p>Write a list of 5-7 adjectives describing the current pandemic we are in.</p>
<b>Objective:</b>	May 28th is National Hamburger Day - what is your favorite way to eat a hamburger? Students will discuss summer foods and write about the best way to eat them.	
<b>Standard:</b>	W. 8.3	
<b>Materials:</b>	Pencil, paper, or electronic device	
<b>Activities and Instructions:</b>	<p>The origin of National Hamburger Day is unknown, but fun summer foods are always good to celebrate. With this in mind, what is your favorite way to eat a hamburger? Please write a brief description as to how you prefer to eat your burgers. Also include your favorite place to get a burger (a restaurant or at home, for example) and explain why. If you truly dislike hamburgers, tell me why.</p> <p>-----</p> <p><b>Resource Room: <i>Would you rather own a boat or a plane?</i></b></p> <p>Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.</p>	
<b>Independent Practice:</b>	<p>Write a quick short story about a person eating a hamburger for the first time. (You might want to include the best things to eat a burger with as well). Will your character like the burger - why or why not?</p> <p>-----</p> <p><b>Resource Room:</b> Unscramble the following job term words: Tdorco, ceahre, sneru, rbeupml, epldci, aetcielrn Ask your parents for help :)</p>	
<b>Check for Understanding:</b>	Share your story with your family.	

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 28 (Math)

The columns below offer choices for student activities.

		Extra Challenge
<b>Activity Title:</b>	Exponents	<p style="text-align: center;"><i>Brain teasers</i></p> <p>When the ends of the rope above are pulled in opposite directions, how many knots will be formed along the rope's length?</p> <p>A woman went into a bank to cash an insurance refund check. By mistake the teller gave her dollars for cents and cents for dollars. She put the money in her purse but accidentally dropped a nickel on the floor. When she got home, she found that she had exactly twice the amount of the check she had cashed. She didn't have any money in her wallet before going to the bank. What was the exact amount of that check?</p> <p>Can you solve these math puzzles?</p> <p><math>5 \times 5 \div 5(1 + 4) = ?</math></p> <p><math>60 + 60 \times 0 + 1 = ?</math></p>
<b>Standard:</b>	8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5	
<b>Objective:</b>	Students will be able to solve different types of exponents.	
<b>Materials:</b>	Paper and Pencil	
<b>Activities and Instructions:</b>	<ul style="list-style-type: none"> <li><math>3^2 = 3 \cdot 3</math>      <math>3^2 * 3^3 = (3 \cdot 3) \cdot (3 \cdot 3 \cdot 3) = 3^5</math> (which is equal to 243)</li> <li>Can only merge like items together. Above examples all are '3's so can add together.</li> <li>Must be all multiplication. <math>3^2 * 3^3 \neq 3^2 + 3^3</math> (<math>3^2 + 3^3 = 9 + 27 = 36</math>)</li> <li>If power is negative this means to reverse it. <math>3^{-2} = \frac{1}{3^2}</math>      <math>\frac{1}{3^{-4}} = 3^4</math></li> <li>Power of zero makes the number equal to 1. <math>5^0 = 1</math>      <math>x = 1</math></li> <li>If the base number (bottom) is negative, then you need to look at power. Even power means the final result will be positive. Odd power means it will be negative  <math>-2^2 = -2 \cdot -2 = +4</math>      <math>-2^3 = -2 \cdot -2 \cdot -2 = -8</math></li> </ul>	
<b>Independent Practice:</b>	<ul style="list-style-type: none"> <li>Answer 14 of the 18 (7 for resource students)</li> </ul> <p>Simplify the following and write the answer in POSITIVE exponential form</p> <ol style="list-style-type: none"> <li><math>2^4 x 2^3 =</math></li> <li><math>5^1(5^5) =</math></li> <li><math>a^4 * a^3 =</math></li> <li><math>3^0 x 3^4 =</math></li> <li><math>a^7(b^3) =</math></li> <li><math>6^4 x 2^3 =</math></li> <li><math>7^2 x 7^3 x 7^4 =</math></li> <li><math>4^0(4^3)(4^5) =</math></li> <li><math>s^5 x s^{-1} =</math></li> <li><math>h^{-4} * h^6 =</math></li> <li><math>(2^4)^3 =</math></li> <li><math>(x^4 y^3)^2 =</math></li> <li><math>3^{-2} =</math></li> <li><math>\frac{3^2}{3^4} =</math></li> <li><math>(-5)^{-3} =</math></li> <li><math>\frac{17^5}{17^{-2}} =</math></li> <li><math>\frac{x^5 \cdot y^2 \cdot y^4 \cdot x^3}{x^2 \cdot y^3} =</math></li> <li><math>\frac{3^2 \cdot y^4 \cdot 3^{-4} \cdot x^3}{x^{-2} \cdot y} =</math></li> </ol>	
<b>Check for Understanding:</b>	Guardians review that work done. If possible, students turn in their work to their teacher.	

Every Day: Don't forget to read for at least 20 minutes.

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 28 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option	Social Studies	Science	Extra Challenge (Science)															
<b>Activity Title:</b>	Work Like a Historian	<b>Time To Roll</b>	Marble maze															
<b>Standard:</b>	<b>Standard:</b> H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	MS-PS2	MS-PS2															
<b>Option 1:</b>	<p><b>Option 1:</b> Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds".</p> <p>Continue in your journal and answer this <b>prompt</b>: How do you feel about wearing masks in public? What issues are you facing wearing a mask?</p>	<p>Use the following material to complete the following activity. Masking tape, golf ball, carpeted area, paper and pencil</p> <ol style="list-style-type: none"> <li>List things that travel fast, slow, or in between.</li> <li>How do you determine if something is moving fast, slow, or in between?</li> <li>Mark a spot on the floor with tape, measure a distance of about 1 meter (a large step.), put another piece of tape there.</li> <li>Start rolling the ball before the first line. Once it crosses the first line start counting the seconds it takes for the ball to cross the other line.</li> <li>Record the time it took. Repeat the roll 2 more times.</li> </ol> <p>For each time you rolled the ball, divide the distance by the time the roll took. What are you calculating?</p>	<p>Create a marble maze out of things you find at home. The maze should be no larger than a cereal box. Create no less than 5 obstacles for the marble to maneuver around. See the examples below.</p> <p>Examples:</p> 															
<b>Option 2:</b>	<p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="329 1577 708 1724"> <thead> <tr> <th data-bbox="329 1577 399 1604">Activity Completed:</th> <th data-bbox="399 1577 440 1604">Minutes Spent:</th> <th data-bbox="440 1577 708 1604">Reflection:</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 1604 399 1631">I am interested in...</td> <td data-bbox="399 1604 440 1631">Spent 15 minutes...</td> <td data-bbox="440 1604 708 1631">What was the topic? What did you learn? Why did you choose this topic? Which social studies area did you explore and why? (History, Geography, Government, Civics or Science)</td> </tr> <tr> <td data-bbox="329 1631 399 1659"></td> <td data-bbox="399 1631 440 1659"></td> <td data-bbox="440 1631 708 1659"></td> </tr> <tr> <td data-bbox="329 1659 399 1686"></td> <td data-bbox="399 1659 440 1686"></td> <td data-bbox="440 1659 708 1686"></td> </tr> <tr> <td data-bbox="329 1686 399 1713"></td> <td data-bbox="399 1686 440 1713"></td> <td data-bbox="440 1686 708 1713"></td> </tr> </tbody> </table>	Activity Completed:	Minutes Spent:	Reflection:	I am interested in...	Spent 15 minutes...	What was the topic? What did you learn? Why did you choose this topic? Which social studies area did you explore and why? (History, Geography, Government, Civics or Science)										<p>Do the same thing as option 1, but use a different size ball. What is different? What is the same?</p>	 <p><b>LEGO marble maze</b></p> <p>Open your imagination and have fun!</p>
Activity Completed:	Minutes Spent:	Reflection:																
I am interested in...	Spent 15 minutes...	What was the topic? What did you learn? Why did you choose this topic? Which social studies area did you explore and why? (History, Geography, Government, Civics or Science)																
<b>Check for Understanding:</b>	Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoolology, or google classroom.	Read your fast, slow and in between list. Explain the ball rolling activity. Share your results with your teacher if you can.	Have your family try your marble maze. Have a contest to see who can complete the maze the fastest.															

Every Day: Read something from the news or MyOn. Parent Signature: \_\_\_\_\_

**Remote Learning Activities for Students**

8th Grade -- May 29 (ELA)

	ELA	Extra Challenge
<b>Lesson Title:</b>	Dear Miss M, or Mrs. Ceroni, or Ms. Bonney	<p>Write a letter to your other teachers. We really do want to know what you think! What was good, what was bad, what should we keep doing and what should be stopped or changed?</p> <p>-----</p> <p><b>Resource Room:</b></p> <p>Name your favorite planet and tell why in 3-5 sentences.</p>
<b>Objective:</b>	Write a letter to <b>ME!</b> (your teacher)	
<b>Standard:</b>	W.8.3a, b, c, d, e	
<b>Materials:</b>	Paper, writing tool, computer	
<b>Activities and Instructions:</b>	<p>You are the experts! What should I know? What did I do well, and what needs to be changed? What do you wish <u>YOU</u> knew at the start of the year? [What should someone have told you?] What advice can you provide for next year's 8th graders? Can we share your advice anonymously?</p> <p>-----</p> <p><b>Resource Room: <i>Would you rather be stuck on a bus or on a train?</i></b></p> <p>Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.</p>	
<b>Independent Practice:</b>	<p>This is your chance! Write me a letter and tell me what went well and what didn't. Please provide adequate explanations. If you're criticizing, please so do in a positive way.</p> <p>-----</p> <p><b>Resource Room:</b> Unscramble the following computer terms: vsiru., fotin, ionc, sotwrefa, bcrokooem, ttinree Ask your parents for help :)</p>	
<b>Check for Understanding:</b>	We will miss you! Come back to visit and say, "Hi!"	

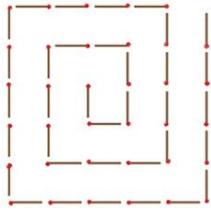
**Every Day:** Read for at least 20 minutes and write for 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- May 29 (Math)

The columns below offer choices for student activities.

		Extra Challenge										
<b>Activity Title:</b>	Story Problems	<p>When Miguel was 6 years old, his little sister, Leila, was half his age. If Miguel is 40 years old today, how old is Leila?</p> <p>A figure resembling a spiral is shown with 35 matches. Move 4 matches to form 3 squares.</p>  <p><u>Two Truths, One Lie</u> Which of the three statements below is a lie?</p> <table border="1" data-bbox="1266 1312 1477 1354"> <tr> <td>Number of days hiked</td> <td>1</td> <td>3</td> <td>11</td> <td>20</td> </tr> <tr> <td>Number of miles hiked</td> <td>7</td> <td>21</td> <td>77</td> <td>140</td> </tr> </table> <ul style="list-style-type: none"> <li>The total number of miles hiked is a function of the number of days that pass.</li> <li>The following linear equation describes the total number of days passed, <math>y</math>, in terms of days, <math>x</math>, that have passed: <math>y = 7x</math></li> <li>Based on the table, it will take the hiker approximately 36 days to reach 200 miles.</li> </ul>	Number of days hiked	1	3	11	20	Number of miles hiked	7	21	77	140
Number of days hiked	1		3	11	20							
Number of miles hiked	7		21	77	140							
<b>Standard:</b>	8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5											
<b>Objective:</b>	Students will be able to solve problems with only “one” variable.											
<b>Materials:</b>	Paper and Pencil											
<b>Activities and Instructions:</b>	<p>Need to break down the story. Look for keywords that represent all items.. Words such as: TOTAL, SUM, PARAMETER, PERIMETER, etc., The values that go with them is the final result. The variables are based on what one did more than the other.</p> <p>Desiree made a <b>total</b> of 100 cookies this week. She baked <b>4 more than three times</b> the total she made last week. How many cookies did she bake last week?</p> <p><b><math>100 = 3x + 4</math>      <math>96 = 3x</math>      <math>32 \text{ cookies last week} = x</math></b></p>											
<b>Independent Practice:</b>	<ul style="list-style-type: none"> <li>Answer 8 of the 10 (3 for resource students) order of operation problems below:</li> </ul> <ol style="list-style-type: none"> <li>Shakira went bowling with her friends. She paid \$3 to rent shoes and then \$4.75 for each game of bowling. If she spent a total of \$21, then how many games did Shakira bowl?</li> <li>This year, Cornell’s class took one more than three times as many field trips as last year’s class. This year, Cornell’s class took a total of 7 trips. How many field trips did his class take last year?</li> <li>This week, Jamyra spent a total of 100 minutes studying. This total was 8 more than four times the amount of minutes she studied last week. How many minutes did Jamyra spend studying last week?</li> <li>James earned a total of \$900 last week. This total was \$10 less than five times the amount he earned last week. How much money did James earn last week?</li> <li>Kaya rented a limousine for prom. There was a one-time charge of \$100, plus an hourly rate of \$45. Her total cost for the night was \$347.50. How many hours did Kaya rent the limo for?</li> <li>At a pizza eating competition, Davonne ate two more than twice as many slices as the runner-up. If Davonne ate 11 slices, then how many slices did the runner-up eat?</li> <li>Anthony received \$150 for his birthday this year. This was \$10 less than half the amount he received last year. How much money did Anthony receive for his birthday last year?</li> <li>Jasmine is 5 years younger than twice her sister’s age. If Jasmine’s sister is 22 years old. Then, how old is Jasmine?</li> <li>Ronnie charged his customers a flat fee of \$25 to fix computers. Then he charged \$20 for each hour that he spent fixing the computer. If Ronnie made \$175 off of his first customer, how many hours did he spend working?</li> <li>Erica went to the movie theater with \$30. If the movie cost \$9 to get in. She also bought a drink for \$4 and popcorn for \$5. She really likes Reese Pieces candy. If each bag cost \$3 each, how many bags can she get? Show the work to the solution.</li> </ol>											
<b>Check for Understanding:</b>	Guardian review work. If possible, students should send their work to their teacher.											

**Every Day:** Don’t forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

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

The columns below offer choices for student activities.

Pick one SS option & one Science option	Social Studies	Science	Extra Challenge												
<b>Activity Title:</b>	Work Like a Historian	Calculating Speed	Music In History												
<b>Standard:</b>	Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1	MS-PS2	Standard: H.3.6-8MC												
<b>Option 1:</b>	<p><b>Option 1:</b> Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds".</p> <p>Continue in your journal and answer this <b>prompt:</b> How many posts have you made to other people on social media and what types of social media are you using?</p>	<p>If you have an appointment to be somewhere, the important thing for being on time is the average speed. Average speed is the total distance traveled by the object divided by the elapsed time to cover that distance. If you are in a plane and want to break the sound barrier, you have to achieve an instantaneous speed that's greater than the speed of sound. Instantaneous speed is when the speed of an object is constantly changing.</p>	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song &amp; rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media) Don't Worry, Be Happy Bobby McFerrin</p> <p>Here's a little song I wrote You might want to sing it note for note Don't worry, be happy In every life we have some trouble But when you worry you make it double</p> <p>Don't worry, be happy Don't worry, be happy now don't worry (Ooh, ooh ooh ooh oo-oooh ooh oo-oooh) be happy (Ooh, ooh ooh ooh oo-oooh ooh oo-oooh) don't worry, be happy (Ooh, ooh ooh ooh oo-oooh ooh oo-oooh) don't worry (Ooh, ooh ooh ooh oo-oooh ooh oo-oooh) be happy (Ooh, ooh ooh ooh oo-oooh ooh oo-oooh) don't worry, be happy</p>												
<b>Option 2:</b>	<p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="329 1623 688 1770"> <thead> <tr> <th data-bbox="329 1623 394 1675">Activity Completed</th> <th data-bbox="394 1623 435 1675">Minutes</th> <th data-bbox="435 1623 688 1675">Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? How did you feel about it? What did you learn? Which social studies area did you study? (History, Geography, Economics, Civics, or Science)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Activity Completed	Minutes	Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? How did you feel about it? What did you learn? Which social studies area did you study? (History, Geography, Economics, Civics, or Science)										<p>List one example of average speed and one of instantaneous speed. Ex. road trip=Avg./ running from an aggressive animal=instantaneous</p>	
Activity Completed	Minutes	Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? How did you feel about it? What did you learn? Which social studies area did you study? (History, Geography, Economics, Civics, or Science)													
<b>Check for Understanding:</b>	Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.	Have a discussion with our family about speed and how it benefits you and how it can be a hindrance.													

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- June 1 (ELA)

	ELA	Extra Challenge
<b>Lesson Title:</b>	Goodbye Middle School, Hello High School!	<p>If you haven't already, join the Pretzel Pride Network (PPN) on Youtube!</p> <p>On Youtube, you will find lots of good advice videos about transitioning to high school.</p> <p>On the PPN, I recommend the video - Interviewing Freshmen and Seniors from Aug. 28, 2019.</p> <p>There is a tour video of FHS from 2018 but the building is the same. A few staff have changed, but it's a good video!</p> <p>-----</p> <p><b>Resource Room:</b></p> <p>Write 5 words that have double vowels in them.</p>
<b>Objective:</b>	Write a reflective essay exploring multiple experiences from 8th grade.	
<b>Standard:</b>	W.8.3a, b, c, d, e	
<b>Materials:</b>	Paper, writing tool, computer	
<b>Activities and Instructions:</b>	<p>Well, here we are, the last day of middle school... It is both a joyous and solemn occasion! Think about everything that has happened since you started at FMS. What were the <u>very best</u> parts about FMS? What experience(s) were the most important? What did you learn, especially about yourself? If you could, what would you change about your middle school experience? What are you going to miss the most? If you could do it again, what would you change or do differently?</p> <p>Write a personal narrative describing your adventure. Read the questions above and answer them in chronological order from the start of middle school to the end. Be sure to explain your answers.</p> <p><b><i>Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending. -Anonymous</i></b></p> <p>I can't wait to read these! </p> <p>-----</p> <p><b>Resource Room: <i>Would you rather change your eye color or hair color?</i></b></p> <p>Write a paragraph with at least 6 sentences answering this question. Don't forget to start your sentences with capital letters and use punctuation marks at the end.</p>	
<b>Independent Practice:</b>	<p>This is your story so it needs to be in first person point of view. Organize a sequence that unfolds naturally and logically. Use descriptive details to convey experiences and events. Provide a conclusion that reflects your experiences or events.</p> <p>-----</p> <p><b>Resource Room:</b> Unscramble the following summer words: Cabhe, sghnfii, gncmiap, ivncaaot, simw, wmra Ask your parents for help :)</p>	
<b>Check for Understanding:</b>	<p>Have you truthfully expressed your opinions about your experiences? Have you explained your thoughts? Is what you're conveying going to benefit others (teachers, administrators, future students)?</p> <p>Help us do better for those that come after you. </p>	

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- June 1 (Math)

The columns below offer choices for student activities.

<b>Activity Title:</b>	Strategic or Variation Paper and Pencil Games
<b>Standard:</b>	8th Grade Enjoyable Entertainment
<b>Objective:</b>	Students will be able to use strategy or variation in one or all of these games with a partner.
<b>Materials:</b>	Paper and Pencil (maybe a couple different colored pens, pencils, markers, or crayons)
<b>Activities and Instructions:</b>	Play one or all of the games listed below:
<b>Independent Practice:</b>	<p style="text-align: center;"><b><u>DOTS AND BOXES</u></b></p> <ul style="list-style-type: none"><li>• Players: Two</li><li>• Description: Players take turns in drawing lines between dots on a grid. The player who completes the most boxes wins. The game is played starting with a rectangular array of dots. The two players take turns to join two adjacent dots with a horizontal or vertical line. If a player completes the fourth side of a box they initial that box and must draw another line. When all the boxes have been completed the winner is the player who has initialled the most boxes. The game is more complex than it initially appears, and even on a 4x4 grid there is plenty of opportunity for skilful play.</li><li>• Example: The following game on a 3x3 grid is won by Blue, who scores 3 against Red's one: </li></ul> <hr/> <p style="text-align: center;"><b>24</b></p> <ul style="list-style-type: none"><li>• Players: Two or more</li><li>• Description: The players choose four numbers from 1 to 10, and then compete to combine the numbers with operators to make 24. Two players each secretly write two numbers between 1 and 10 on a piece of paper. They then simultaneously reveal the numbers, and try to reach exactly 24 by combining the numbers using only addition, subtraction, multiplication, division, and brackets. The first player to announce a solution wins.</li><li>• Example: For example, a possible set of numbers is: 1, 2, 4, 6. All the numbers must be used, so this cannot simply be solved with <math>(4 \times 6)</math>. One possible solution is <math>(4 \times 6 \times (2 - 1))</math>. Also, division is allowed to produce a non-integer result, so these numbers could also be solved as <math>(4 \div ((2 - 1) \div 6))</math>.</li></ul> <hr/> <p style="text-align: center;"><b><u>NUMBER BULLS &amp; COWS</u></b></p> <ul style="list-style-type: none"><li>• Players: Two</li><li>• Description: Players take turns in trying to guess each other's number. One player, the Chooser, thinks of a four-digit number and the other player, the Guesser, tries to guess it. At each turn the Guesser tries a four digit number, and the Chooser says how close it is to the answer by giving:<ul style="list-style-type: none"><li>○ The number of Bulls - digits correct in the right position.</li><li>○ The number of Cows - digits correct but in the wrong position.</li></ul>The Guesser tries to guess the answer in the fewest number of turns. If either number has repeated digits the rule is that each digit can only count towards the score once, and Bulls are counted before Cows.</li><li>• Example: For example, if the Chooser has thought of the number 2745 the replies for some guesses are as follows:<ul style="list-style-type: none"><li>○ Guess: 1389 - Reply: 0 Bulls, 0 Cows.</li><li>○ Guess: 1234 - Reply: 0 Bulls, 2 Cows.</li><li>○ Guess: 1759 - Reply: 1 Bulls, 1 Cows.</li><li>○ Guess: 1785 - Reply: 2 Bulls, 0 Cows.</li><li>○ Guess: 2745 - Reply: 4 Bulls!</li></ul></li></ul>
<b>Check for Understanding:</b>	Guardian plays at least one, if not more, of the game provided with their child.

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

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- June 1 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option	Social Studies	Science	Extra Challenge																																																
<b>Activity Title:</b>	Work Like a Historian	<b>Review of Genetics</b>	Music In History																																																
<b>Standard:</b>	Standard:H.1-6-8LC; H.2.6-8Mdc; CSS:RH 6-8.1	MS-LS3	Standard: H.3.6-8MC																																																
<b>Option 1:</b>	<p><b>Option 1:</b> Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds". Continue in your journal and answer this <b>prompt:</b> Should parents track their children? (This can be done using phone apps). Should children be microchipped? What do you think?</p>	<p><b>Option 1:</b>Write a paragraph describing what you remember about our genetic study. What do you think was the most interesting part? What did you like, what did you not like?</p>	<p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song &amp; rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p>We Didn't Start the Fire By Billy Joel Harry Truman, Doris Day, Red China, Johnnie Ray South Pacific, Walter Winchell, Joe DiMaggio Joe McCarthy, Richard Nixon, Studebaker, television North Korea, South Korea, Marilyn Monroe Rosenbergs, H-bomb, Sugar Ray, Panmunjom Brando, "The King and I" and "The Catcher in the Rye" Eisenhower, vaccine, England's got a new queen Marciano, Liberace, Santayana goodbye</p>																																																
<b>Option 2:</b>	<p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences. You do not have to start a new log each day - continue filling in your log and start a new page as needed.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="326 1625 630 1755"> <thead> <tr> <th data-bbox="326 1625 412 1640">Activity Completed</th> <th data-bbox="412 1625 456 1640">Mission</th> <th data-bbox="456 1625 630 1640">Reflection</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1640 412 1661"></td> <td data-bbox="412 1640 456 1661"></td> <td data-bbox="456 1640 630 1661"></td> </tr> <tr> <td data-bbox="326 1661 412 1682"></td> <td data-bbox="412 1661 456 1682"></td> <td data-bbox="456 1661 630 1682"></td> </tr> <tr> <td data-bbox="326 1682 412 1703"></td> <td data-bbox="412 1682 456 1703"></td> <td data-bbox="456 1682 630 1703"></td> </tr> <tr> <td data-bbox="326 1703 412 1724"></td> <td data-bbox="412 1703 456 1724"></td> <td data-bbox="456 1703 630 1724"></td> </tr> <tr> <td data-bbox="326 1724 412 1745"></td> <td data-bbox="412 1724 456 1745"></td> <td data-bbox="456 1724 630 1745"></td> </tr> </tbody> </table>	Activity Completed	Mission	Reflection																<p>Create a set of 4-6 bingo cards based off this template.</p> <table border="1" data-bbox="732 1136 946 1402"> <tr> <td colspan="5" style="text-align: center;"><b>B I N G O</b></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>Vocabulary words and definition are the easiest way to go. You can also draw in the boxes. Use all the areas of science we have covered this year.</p>	<b>B I N G O</b>																														<p>We didn't start the fire It was always burning Since the world's been turning We didn't start the fire No we didn't light it But we tried to fight it</p>
Activity Completed	Mission	Reflection																																																	
<b>B I N G O</b>																																																			
<b>Check for Understanding:</b>	Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.	Share your paragraph or Bingo game with your family.																																																	

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

**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

### 8th Grade -- (SEL) Theme: Empathy

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

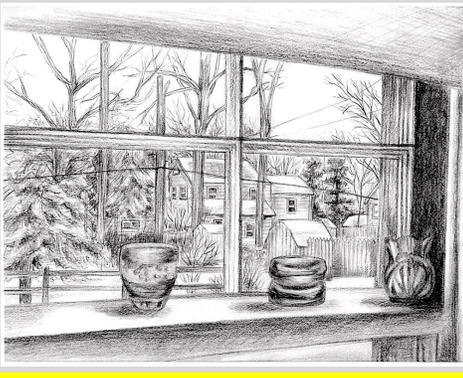
<b>Social Emotional Learning Choice Board aligns with standards 2A.1a Recognizes others may have different feelings about situations. 2A.1b Listens to others to identify their feelings.</b>		
<p style="text-align: center;"><b>Labeling Feelings</b></p> <p>Ask children to describe and label how they might feel in these three different bullying situations:</p> <ul style="list-style-type: none"> <li>-If they saw someone being bullied</li> <li>-If they were being bullied themselves</li> <li>-If they bullied someone</li> </ul> <p>Explain that bullying can lead to strong feelings, such as anger, frustration, and fear. While it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone.</p>	<p style="text-align: center;"><b>Different and Similar</b></p> <p>Discuss the main ways that children are different from one another. Prompt them with examples, if needed.</p> <ul style="list-style-type: none"> <li>-Some children are big, and others are small.</li> <li>-Some children run fast, and others run slowly.</li> <li>-Some children like to play with blocks, and others like to draw pictures</li> </ul> <p>Ask, "What would the world, school, neighborhood/etc. be like if we were all the same"</p>	<p style="text-align: center;"><b>Helping Others Feel Better</b></p> <p>First, use these questions to discuss with your child what children can do to help others feel better:</p> <ol style="list-style-type: none"> <li>1. How can you know how someone else feels?</li> <li>2. How can we recognize when another child is feeling bad or left out?</li> <li>3. How can we cheer up children who feel bad and help them feel better?</li> </ol> <p>Next, use role-playing to help children practice recognizing a child who is feeling hurt and helping the child feel better.</p>
<p style="text-align: center;"><b>Acts of Kindness</b></p> <p>Discuss how an act of kindness is the opposite of bullying because it helps another person feel <i>good</i> instead of <i>bad</i>—it <i>gives</i> a person a good feeling rather than <i>takes away</i> a good feeling.</p> <p>At the end of the day, have children report on their acts of kindness.</p> <p>Ask children to describe one nice thing they did for someone else, how it made the other person feel, and how it made them feel. Have each child plan one act of kindness that he or she will do that day for someone.</p>	<p style="text-align: center;"><b>Modeling Helpfulness</b></p> <p>Discuss the ways that bullying behavior leads both the child who bullies and the child who is bullied to disrespect each other and feel like enemies, rather than friends. Then use pictures, stories, puppets, or other concrete props to model examples of the many ways that children and adults can show that they care about others feelings and can help each other. Discuss how caring behaviors make both the giver and the receiver feel happy and good.</p> <div style="border: 2px dashed black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Definition of Bullying:</b> Bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. Our school defines bullying by three primary characteristics: It is aggressive behavior that is usually repeated over time, occurs in a relationship where there is an imbalance of power, and intends to cause harm or distress and/or has a serious harmful or distressing impact on the target.</p> </div>	<p style="text-align: center;"><b>Role-Play with Empathy</b></p> <div style="border: 2px dashed black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Empathy is the ability to understand and share the feelings of another.</b></p> </div> <p>Pretend you are in the following scenarios with your child. How can you encourage empathy with the following:</p> <ul style="list-style-type: none"> <li>• ... a friend did not want to play</li> <li>• ...his puppy needs surgery</li> <li>• ...all friends going to the movie but you</li> <li>• ...someone drew a better picture</li> <li>• ...someone told a secret of yours</li> <li>• ...he cleaned his room</li> <li>• ...kids laugh at her at the park</li> </ul> <p>Write or draw some outcomes.</p>
<p style="text-align: center;"><b>Kind Words</b></p> <p><b>Materials:</b> cotton balls or something with a soft texture and sandpaper or something with a rough texture</p> <p>How can the way we speak to someone help them? How can it hurt?</p> <p><b>First</b> focus on the cotton balls. Rub them on your hands and arms and use descriptive words to describe how they feel. If cotton balls were like words what words would they be? Example: Please, thank you, good job, your hair looks nice.</p> <p><b>Now</b> focus on the sandpaper and use descriptive words to describe how it feels. If words were like sandpaper what words would it be? Example: Calling names, yelling, saying things that are hurtful. Next have an adult help you scrape the sandpaper on some wood or plastic. Look at the mark it left and discuss how "sandpaper words" hurt feelings.</p> <p><b>Finally</b> discuss the importance of using "cotton ball words" instead of "sandpaper words" to solve problems.</p>	<p style="text-align: center;"><b>Walk a Minute (Mile) in Someone's Shoes!</b></p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Pick a person in your family. Spend some time doing the things they do;</p> <p>Ideas: chores, jobs, responsibilities, etc...</p> <p>At the end of the day (or time) sit down and talk about what it was like.</p> <p style="text-align: center;">Was it easy? Hard?</p> <p>What would you change? How did it make you feel? How can you better understand that person now?</p>	<p style="text-align: center;"><b>Paper Chain of Kindness</b></p> <p>Brainstorm different things you can do that would be kind. Cut strips of paper. Write each act of kindness on a strip of paper and then link your strips of paper together with glue to create a chain. Everyday take one link out of your chain and complete that act of kindness. Reflect on how that act of kindness made you feel and how the person you did the kind act for felt as well.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>If you do not have supplies create a unique drawing linking words of Kindness in a fun way!</p>

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- (Electives)

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

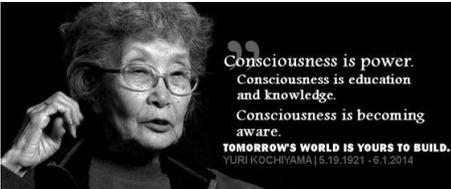
Art	Music	PE/Health														
<p><b>Students are to create a drawing of a view from a window.</b> In addition to drawing the setting and the objects that are outside, consider including the window sill and/or trim --or shades--or curtains, These features can add interest and provide a way to “frame” your view. <b>Day 1</b> → Choose a good view.                      → Decide where you will sit while you draw.                      → Spend several minutes looking out your window and take note of everything you see.                      → On a piece of paper, answer the following:                      -Why did you choose this spot?                      · What do you like best about the view?                      · Will you exclude things from your drawing?                      · Will you add things from your imagination?                      → You may also choose to zoom in on objects sitting in front of or on the windowsill.  <b>NEXT:</b> Create several, small pre-drawings of the inside and outside of your view. Use basic shapes to represent the window, trees, structures across the street, etc. as you break up the space on your paper. Do not worry about adding details yet. <b>Day 2</b> Choose your favorite pre- drawing and lightly transfer it onto a larger piece of paper- at least 8” x 10”. Continue adding objects and details to your “view.” Shade in contrasting areas of value (lights, mid-tones, and darks) to create depth.                      Options for <b>Day 3</b> and beyond: <b>A.</b> Create a new piece of the same view, but this time focus <u>more on the inside</u> or <u>more on the outside</u> than what you presented in your first drawing. <b>B.</b> Create a new drawing of a view through a different window--from a different part of your home. <b>C.</b> Create a view from your imagination-- realistic or fantasy.  <b>If possible add color or collaged objects to one of your drawings.</b></p>	<p><b>Describe what You Hear!</b>  <b>MU:Re8.1.7; MU:Re9.1.7</b></p> <p>This activity will help students to describe music and to be creative with language. Use 3 contrasting songs (different styles or genres), such as Marilyn Manson’s Sweet Dreams, Eminem’s Lose Your- self, and Rolling in the Deep by Adele. You may pick any 3 songs you like.</p> <ol style="list-style-type: none"> <li>1) Listen to the first song/recording and write down, using single words, what you hear.</li> <li>2) Now, group the words into categories. Identify words that relate to the rhythm, the melody, the tempo, the instrumentation, and so on.</li> <li>3) Listen to the next 2 songs/recordings and repeat steps 1 &amp; 2 for both.</li> <li>5) Once this is complete compare and contrast the words you wrote for each song. Were there any similar words used? What about when you related them to the different categories, any similarities?</li> <li>6) Finally, share your results with your teacher by email or google classroom.</li> </ol> <p><b>DAY 2:</b>  <b>Make Your Own Instrument!</b>  <b>MU:Cr1.1.E; MU:Cr2.1.E</b></p> <p>Using common, everyday things found around your house, create a musical instrument. Here’s a list of materials to get you started:                      -string/yarn; ribbon; empty box; a carrot; empty paper towel roll; plastic straw, glass cups of different sizes.</p> <p>Glue, scissors, and tape might be useful items to construct your instruments. Try playing a simple song on your home-made instrument and share it with others!</p>	<p>Students will work towards the state standards of (19) acquire movement and motor skills and (20) maintain a health enhancing level of physical fitness.</p> <p>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.</p> <p>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.</p> <p>The box 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!</p> <table border="1" data-bbox="1055 913 1494 1386"> <tbody> <tr> <td><b>DAY 1</b> PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20</td> <td><b>DAY 2</b> PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25</td> </tr> <tr> <td><b>DAY 3</b> PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30</td> <td><b>DAY 4</b> PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30</td> </tr> <tr> <td><b>DAY 5</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35</td> <td><b>DAY 6</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40</td> </tr> <tr> <td><b>DAY 7</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45</td> <td><b>DAY 8</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55</td> </tr> <tr> <td><b>DAY 9</b> PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55</td> <td><b>DAY 10</b> PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65</td> </tr> <tr> <td><b>DAY 11</b> PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75</td> <td><b>DAY 12</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85</td> </tr> <tr> <td><b>DAY 13</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90</td> <td><b>DAY 14</b> PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100</td> </tr> </tbody> </table> <p><b>NOTES!</b>                      *REPEAT TWICE A DAY FOR TWO WEEKS.</p>	<b>DAY 1</b> PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20	<b>DAY 2</b> PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25	<b>DAY 3</b> PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30	<b>DAY 4</b> PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30	<b>DAY 5</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35	<b>DAY 6</b> PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40	<b>DAY 7</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45	<b>DAY 8</b> PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55	<b>DAY 9</b> PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55	<b>DAY 10</b> PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65	<b>DAY 11</b> PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75	<b>DAY 12</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85	<b>DAY 13</b> PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90	<b>DAY 14</b> PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100
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	<p><b>DAY 3:</b>  <b>MUSIC TWISTER - MU:Cn11.1.8</b></p> <p>*Make 7 squares and label each with one letter of the music alphabet. You can use 7 sheets of paper or go outside and draw them with chalk!                      *Try jumping from square to square following any sheet music that you have. Make sure to jump to the next note at the proper time - RHYTHM!                      *For an extra challenge, make squares for sharps and flats too!</p>	<p>In addition to the daily body challenge, there are many other great ways to stay active. Students can <b>add</b> 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.</p>														
<p>VA:Cr1.2.8a, VA:Cn11.1.8a, VA:Cr2.1.8a, VA:Cr1.1.8a</p>																

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

8th Grade -- (Electives)

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

AVID	Computer	Speech/Drama
<p style="text-align: center;"><b>Plan for Success:</b></p> <p><b>Create your own remote learning schedule for this set of days and activities. W.8.10</b></p> <p><b>Your schedule should include</b></p> <ul style="list-style-type: none"> <li>*an average of 90-120 minutes of learning time per day broken into chunks of time for tasks/subjects</li> <li>*at least one SMART goal per day (which you share with someone)</li> </ul> <p><b>Also consider</b></p> <ul style="list-style-type: none"> <li>*the time of day and spot you do your best focused work</li> <li>*How you will keep track of your progress and where you will store your materials</li> </ul>	<p>Digital Citizenship: 2a, 2b, 2c Upstanders and Allies</p> <p>Do you have a nickname that your family or friends call you?</p> <p>If yes, would it be OK if I started calling you by that same nickname?</p> <p>What determines whether or not a nickname is appropriate? Talk with members of your family about this and come up with 1 really good reason when it is OK to use nicknames.</p> <p>Now a little twist: Let's say I take your nickname and post it to everything online about you....your instagram, snapchat, etc. Would this be OK? Or would it depend on the type of relationship we have?</p>	<p><b>Connecting 10a Empathize 11.2 Research</b> Anchor Standard 10: <b>Synthesize (Connect)</b> and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Explore the connections of theatre artists to their community and the world at large. Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p>
<p style="text-align: center;"><b>Words of the Week:</b></p> <p>Please add these words to your word list/notes and select one to use in your own sentence. W.8.10</p> <p><b>consciousness:</b> (noun) awareness; internal knowledge</p> <p><b>conscious:</b> (adj) aware and sensing feelings and surroundings</p> <p>Often has the word "of" after it to tell what one is sensing/aware of <i>She was conscious of bias and prejudices getting in the way of safety and justice.</i></p> <p><b>nurture:</b> (v) to feed and provide shelter; to train; to encourage and support</p> <p>May add -ed, -ing, or a helping verb to help the verb fit the tense of the sentence.</p>	<p><b>1. Write a paragraph clarifying why you feel the way you do.</b></p> <p>In your paragraph I hope you said that the behavior illustrated would NOT BE OK. This is cyberbullying.</p> <p><b>Cyberbullying:</b> using digital devices, sites, and apps to intimidate, harm, and upset someone</p> <p><b>Empathy:</b> When you imagine the feelings that someone else is experiencing.</p> <p><b>Ally:</b> Someone who responds to a bullying situation by supporting the person being bullied</p> <p>The terms above are important for anyone who uses social media to be able to define.</p> <p><b>2. Write a paragraph on why it is important to show empathy?</b></p> <p>In your paragraph I hope you state that showing empathy helps a person decide what is right and wrong.</p>	<p><b>1.</b> Years ago electronics like televisions, cell phones, and video games did not dominate our time as they do now. Research the following questions. Ask family/friends or find answers on the internet if you have access. How do you think young and older people entertained themselves before electronics were popular? What did they do for fun? Do you think you would enjoy that form of entertainment? Explain.</p>
<p style="text-align: center;"><b>Quote of the Week:</b></p> <p>Please reflect on the quote and write 3-5 complete sentences sharing what you think it means and how it could connect your own life. W.8.10</p> <div style="text-align: center;">  </div> <p>Extra challenge: If you are curious, find out who Yuri Kochiyama was what she is known for.</p>	<p><b>One final scenario</b></p> <p>You are going through your instagram feed. You see that a friend has posted a photo with you and he/she making funny faces while eating pizza. You see that people you go to school with (before covid-19) have commented on the picture. Comments include: "OMG he eats too much", "Sooooo lame", "What is she wearing",</p> <p>Now imagine that you are a friend of the 2 people in the picture reading the comments.</p> <p><b>3. Write a paragraph to explain how you could be an ally in this situation.</b></p>	<p><b>2.</b> What do you think the storylines of movies were a long time ago? Research this by continuing to ask family/friends questions or look on the internet if you have access.</p> <p><b>3.</b> Now, it is your turn. What type of movies do you like? What do you think would be entertaining for children, teens, and adults? Write a paragraph to explain Try to tie it to the world today.</p>

Parent Signature: \_\_\_\_\_

## Remote Learning Activities for Students

8th Grade -- (Electives)

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

Spanish	Industrial Tech	
<p><b>Teach a Family Member a Spanish Lesson</b></p> <p>Teach a family member or friend a lesson in Spanish. You must create an assessment (quiz, video, etc.) to show that this person has learned the lesson and get a signature from this person.</p>	<p>Assignment 10:</p> <p>Measure the length and width of your house from the outside. Again this will be easier with a tape measure but even that will be challenging. Most houses will be longer than a 16' tape measure so you will have to measure to 15', make a light mark and measure again from that mark. Do this until you have reached the end of the house and add up the lengths. Do not try to pull the tape measure to the end of the tape measure length as you may not be able to recoil the tape.</p>	
<p><b>Spanish Description of Remote Learning Days (RL)</b></p> <p>Write at least two paragraphs in Spanish about what you like and do not like to do on RL days. Include details such as when / why / where / with who.</p> <p>This should be written <b>100% in Spanish</b> (EXCEPT for names / proper nouns).</p>	<p>Assignment 11:</p> <p>What is the square footage of the outside of your house? Multiply the length by the width.</p>	
<p><b>Survival Spanish</b></p> <p>Create a "survival list" of the most common Spanish words and phrases that you think someone would need when traveling. <b>The list should include Spanish words, phrases, questions, and their English translations.</b></p>	<p>Assignment 12:</p> <p>Does the inside of your house square footage equal the outside square footage? You will have to add all the square footage of the rooms on one floor of your house together from past assignments. This total could be the same as the outside measurements. If it is not, why do you think this would be?</p>	