

4/1/20

Dear Students, Families, and Friends,

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

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

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

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

From all of us here at Freeport School District

Remote Learning Day Student Activities:

[April 1](#)

[April 2](#)

[April 3](#)

[April 6](#)

[April 7](#)

[April 8](#)

Remote Learning Activities for Students 8th Grade -- April 1st (ELA)

The columns below offer choices for student activities.

	Reading	Writing	Extra Challenge
Activity Title:	Inferencing/Text Clues/Background Knowledge	Journal/Diary Activity	Optional Reading Materials
Objective:	To practice inferencing, identify text clues, and share background knowledge.	To practice writing in the first person point of view.	To enhance student's knowledge of available resources.
Materials:	Pencil, paper with 3 columns for <i>Facts, Questions, Response</i> .	Notebook/Journal, Pencil/Pen.	A device that can go online.
Activities and Instructions:	<p>Read a nonfiction article from a book or magazine of your choice (or internet if you have access) to Newsela, Common Lit, RD.com (Reader's Digest) etc. On a piece of plain paper, make three columns with headings: <u>Facts/Questions/Response</u>. List <i>at least six facts, six questions</i> you have about the facts you wrote down and/or a detail from the text. The response column should include your thoughts and reaction to the facts and questions.</p> <p>Ms. Krawczyk/Mr. Wheeler class: Read a book/ watch a TV show or movie each day. Answer the following comprehension questions Write in complete sentences (include capital letters at beginning of sentences and period at the end)</p> <ol style="list-style-type: none"> 1. Could this show be real? 2. Where is the setting? 3. Who are the main characters? 4. What was the problem? 5. How was the problem solved in the storyline? 6. Did you enjoy this book/ show? Why or why not? If you have access to internet, feel free to use google document and send it to us. 	<p>Write about your daily experiences during these "shelter at home days". You could describe changes in your families habits, their jobs, availability of toilet paper (!) and the health crisis.</p> <p>This is something you can do every day, we are living through an experience that has not happened before (the mass shut down of schools, for example). Writing down your thoughts and experiences is a way to process what you are going through. Your thoughts are important because what is happening in your life is important. Write about it or draw about it. Get your thoughts on paper (or computer if you would prefer).</p> <p>Ms. Krawczyk/ Mr. Wheeler classes: <u>Story Writing Activity</u> Using complete sentences, write a story using a story starter Story starter 1: I assumed I deserved this but can you tell me why you want...</p> <p>Story Starter 2: The airline pilot heard a strange noise as he taxied down the runway...</p>	<p>Check out Audible.com there is a new platform with free audiobooks that can be accessed through any browser/device with no account needed. Audible Stories: Free Audiobooks</p> <p>Find something new to read/listen to.</p> <p>A couple stories you might want to check out:</p> <p>Riley Mack & The Other Known Troublemakers by Chris Grabenstein</p> <p>Who Done It? By Jon Scieszka</p> <p>No Tech: If you don't have access to audiobooks, or just don't like to just listen to stories, you can read to someone else. Younger siblings, grandparents over the phone, etc. Just read aloud!</p>
Independent Practice:	Using whatever resources are available to you, see if you can find the answer to questions you wrote down.	Example: Today is Saturday. This is my 12th day of staying home. We went for a drive to Monroe today just so we could get out of the house. We saw only 10 cars on the way.	Continue to read.
Check for Understanding:	Summarize what you have read to someone else and explain what you learned.	Share your thoughts with someone if you want to. Otherwise, continue to add to your journaling daily. After a few entries, see if your mindset is changing.	Could you summarize what you're hearing/reading for someone else?

Every Day: Read a book, magazine, comic, etc. for 20 minutes. Write (journal) for 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 1st (Math)

The columns below offer choices for student activities.

	Math	Extra Challenge																																																															
Activity Title:	Order of Operations	<p>If I borrow \$50 from my mom and \$50 from my dad, that's \$100. I buy a shirt that's \$97. I have \$3 change. I give \$1 to my mom, \$1 to my dad, and keep \$1. I owe my mom \$49 and my dad \$49, together that's \$98. Plus the \$1 I kept is \$99. Where's the other dollar?</p> <p style="text-align: center;">Solve the Sudoku.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td>4</td><td>1</td><td>2</td><td>9</td><td></td><td>7</td><td>5</td></tr> <tr><td>2</td><td></td><td>3</td><td></td><td></td><td>8</td><td></td></tr> <tr><td></td><td>7</td><td></td><td>8</td><td></td><td></td><td>6</td></tr> <tr><td></td><td></td><td>1</td><td>3</td><td></td><td>6</td><td>2</td></tr> <tr><td>1</td><td>5</td><td></td><td></td><td></td><td>4</td><td>3</td></tr> <tr><td>7</td><td>3</td><td>6</td><td>8</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td>2</td><td></td><td>3</td><td></td></tr> <tr><td></td><td>7</td><td></td><td></td><td>1</td><td></td><td>4</td></tr> <tr><td>8</td><td>9</td><td></td><td>6</td><td>5</td><td>1</td><td>7</td></tr> </table> <p style="text-align: center;">Solve for the ?</p>	4	1	2	9		7	5	2		3			8			7		8			6			1	3		6	2	1	5				4	3	7	3	6	8				6			2		3			7			1		4	8	9		6	5	1	7
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Objective:	Students will be able to create and solve problems using order of operations.																																																																
Materials:	Paper and Pencil																																																																
Activities and Instructions:	<p>The Order of Operations: PEMDAS</p> <p>A common technique for remembering the order of operations is the abbreviation (or, more properly, the "acronym") "PEMDAS", which is turned into the mnemonic phrase "Please Excuse My Dear Aunt Sally". This phrase stands for, and helps one remember the order of, "Parentheses, Exponents, Multiplication and Division, and Addition and Subtraction". This listing tells you the ranks of the operations: Parentheses outrank exponents, which outrank multiplication and division (but multiplication and division are at the same rank), and multiplication and division outrank addition and subtraction (which are together on the bottom rank). In other words, the precedence is:</p> <ol style="list-style-type: none"> 1. Parentheses (simplify inside 'em) 2. Exponents 3. Multiplication and Division (from left to right) 4. Addition and Subtraction (from left to right) <p>Examples:</p> <p>A) Simplify $4 + 3^2$ B) Simplify $4 + (2 + 1)^2$ C) Simplify $16 - 3(8 - 3)^2 \div 5$ D) $\frac{(3-2)+(1+2)^2}{5+(4-1)}$</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">$4 + 9$</td> <td style="text-align: center;">$4 + (3)^2$</td> <td style="text-align: center;">$16 - 3(5)^2 \div 5$</td> <td style="text-align: center;">$\frac{(1)+(3)^2}{5+3}$</td> </tr> <tr> <td style="text-align: center;">13</td> <td style="text-align: center;">4 + 9</td> <td style="text-align: center;">$16 - 3(25) \div 5$</td> <td style="text-align: center;">$\frac{1+9}{8}$</td> </tr> <tr> <td></td> <td style="text-align: center;">13</td> <td style="text-align: center;">$16 - 75 \div 5$</td> <td style="text-align: center;">$\frac{10}{8}$</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">$16 - 15$</td> <td style="text-align: center;">$\frac{5}{4}$</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">1</td> <td></td> </tr> </table>	$4 + 9$	$4 + (3)^2$	$16 - 3(5)^2 \div 5$	$\frac{(1)+(3)^2}{5+3}$	13	4 + 9	$16 - 3(25) \div 5$	$\frac{1+9}{8}$		13	$16 - 75 \div 5$	$\frac{10}{8}$			$16 - 15$	$\frac{5}{4}$			1																																													
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Independent Practice:	<ul style="list-style-type: none"> • Answer 6 of the 10 (3 for special education students) order of operation problems below: <ol style="list-style-type: none"> 1. $(3 + 5^2 - 8) \cdot 4$ 2. $(6^2 \div 9) \cdot (5 + 3)$ 3. $4 - 3[4 - 2(6 - 3)] \div 2$ 4. $16 - 3(8 - 3)^2 \div 5$ 5. $14x + 5[6 - (2x + 3)]$ 6. $\frac{(9+20)}{[3(5)]}$ 7. $16 \div 2[8 - 3(4 - 2)] + 1.$ 8. $\frac{45}{8(5-4)-3} + \frac{3(2)^2}{5+3}$ 9. $-\{2x - [3 - (4 - 3x)] + 6x\}$ 10. $\frac{3 + (15 \div (-3))}{16}$ • Create and solve 4 order of operations problems (2 for special education students) of your own. • Answer this math prompt: Make up a word problem involving cooking and fractions. (Hint: You could use a recipe from home) 																																																																
Check for Understanding:	Guardian creates two (one for special education students) order of operations problems of their own and have their child answer.																																																																

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

Remote Learning Activities for Students 8th Grade -- April 1st (Social Studies/Science)

The columns below offer choices for student activities.

Today's Topic: Civics I	Reading	Writing	Hands-on Learning	Extra Challenge (Game)
Activity Title:	Rules Analysis	Civic Duty	Create a Society	Responsibility Launcher
Objective:	To recognize the purpose of rules in games and in your community.	To identify a cause that is important to them and develop an argument to support it.	To create a system of law and order.	To demonstrate how civic duties aren't just responsibilities, but help get things done!
Materials:	Instructions/Rules for a game of your choice. (Video, board, etc.)	Paper and Pencil	Paper and Pencil	Computer and Internet access if available
Activities and Instructions:	Read the instructions and set of rules for the game you have chosen. Think about how some of these may relate to familiar situations of your own and possible reasons for having similar rules.	Students will brainstorm and come up with a cause that is important to them. They will write a letter to the President of the United States about this cause, why it is important to them and why/how it should be supported.	Draw up your very own country. Include a map with map elements (labels, compass rose, etc.) Include important locations that you believe are necessary for your perfect society.	Go to: https://www.icivics.org/games/responsibility-launcher Here, you will find a game that helps you identify civic duties that would help a variety of citizens with their problems.
Independent Practice:	After reading instructions and rules, think about how they may be similar or different to societal rules and possible reasons for having these same rules in society: *Socially accepted behaviors *Safety for self and others *Respecting others *Identification of rules needed *Consequences of breaking rules *Communication *Cooperative group work *Fairness/fair play *Responsibility	Students should identify and state the cause, along with their reasoning of why it is important to them. Then, they should support their claim with reasons and evidence.	Create a Constitution for your country. What rules govern your society? Who enforces them? What rights do people have? What type of government is present? What does the government do for its citizens?	You can play multiple times and it will give you different scenarios. Read each person's current issue and identify the civic duty that would serve a solution. Launch the anvil with the appropriate civic duty at each citizen to help them.
Check for Understanding:	Discuss ideas you came up with with your parent or another family member after reading rules and relating them to school and local community expectations.	Discuss your chosen cause and your points with a family member. Discuss why letter writing is still important in an age of texting and emails. Have some fun by turning it into a debate!	Explain your society and its rules to a parent or other family member. Explain your reasoning for your decisions.	Read the follow up comments after you launch the responsibility anvils to check for understanding.

Every Day: Read for 10 minutes something of interest to you. Write a 3 sentence summary of what you read.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 1st (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 1	Activity Expansion (videos/digital links)
Activity Title:	Identifying Emotions	Below you will find websites/video links to support the activity. Use if you have internet access/data.
Objective:	Students will begin a journal that helps to identify and reflect emotions.	Watch the Youtube Video: Identifying our Feelings https://www.youtube.com/watch?v=VL5MvZKgVZA **Choose three emotions from the video and write down a time that you felt that emotion. Identify what led to the feeling/emotion and how did you react to or handle the emotion. Share this with your parents or a sibling.
Materials:	Paper and pencil	
Activities and Instructions:	Keep a journal today. Jot down anything that makes you feel an emotion. Start labeling them using words like "pleasant," "happy," "irritated," or "angry."	
Independent Practice:	Encourage your child to journal about feelings outside of the SEL activity.	
Check for Understanding:	The student creates a journal entry identifying and/or reflecting emotion. Read a journal entry with your child, check and see if your child has correctly identified emotions.	

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

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 1st (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
Activity Title:	Pattern Boxes A pattern is a repeated decorative design.	Joy Playlist	Personal Fitness
Objective:	The students will create a drawing based on the repetition of two alternating patterns.		Students will work to increase core strength and improve muscular endurance.
Materials:	Paper, pencils, pen, colored pencils, markers, crayons...	Paper and writing utensil	Paper and Writing Utensil
Activities and Instructions:	<p>1. Trim a piece of paper or cardstock down to 8" x 8" or 9' x 9".</p> <p>2. Divide your paper using a ruler and pencil, or fold the paper into thirds--in both directions so that you end up with nine (almost) equal squares (three rows of three).</p> <p>3. Using a pencil, with very light pressure, create a simple design that combines lines...shapes...visual texture,, etc. in the first square--top row. This is pattern #1.</p> <p>4. Next, create a different, second design in the middle square--top row. This is pattern #2</p>	<p>Music can bring you joy. Think of 1 song that brings you joy. Write down the song title and the artist/performer. Listen to your song and reflect on why this song brings you joy or happiness. Write your reflections down in a few sentences.</p> <p>Interview someone else in your household about what song brings them joy and happiness. Write down their song title, artist, and why this song brings them joy.</p> <p>GO THE EXTRA MILE! Create a whole playlist of joyful music. Come up with 5-10 songs for your playlist, including title and artist, and why each song brings you joy. Give your playlist a name. Create/draw an album cover for your playlist.</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed),20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p>
Independent Practice:	You may choose to create several, small, practice designs for your two patterns before beginning the actual drawing.		Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).
Check for Understanding:	Show your work to a parent and explain the steps that you completed today.		Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.

Every Day: Read for 20 minutes each day.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 2nd (ELA)

The columns below offer choices for student activities.


	Reading	Writing	Extra Challenge
Activity Title:	Vocab Practice	Create an extended response using a prompt.	Newsela
Objective:	To identify and define unknown words encountered in daily life.	To write an extended response using a prompt from <i>1,000 Prompts</i> .	To actively read a text by identifying the main idea, supporting details, unfamiliar words, and questioning the text as you read.
Materials:	Paper, pencil, highlighter, independent reading book. (<i>I Will Always Write Back</i> is fine). Magazine, newspaper, TV	Paper, Pencil	Newsela
Activities and Instructions:	<p>Locate 6 vocabulary words from a text that you do not know. Write down the word, root word, definition, and use it in a complete sentence.</p> <p>Ms. Krawczyk/Mr. Wheeler class: Read a book/ watch a TV show or movie each day.</p> <p>Answer the following comprehension questions Write in complete sentences (include capital letters at beginning of sentences and period at the end)</p> <ol style="list-style-type: none"> 1. Could this show be real? 2. Where is the setting? 3. Who are the main characters? 4. What was the problem? 5. How was the problem solved in the storyline? 6. Did you enjoy this book/ show? Why or why not? <p>If you have access to internet, feel free to use google document and send it to us.</p>	<p>Choose one of the following prompts to write more about:</p> <ol style="list-style-type: none"> 1. What is the best vacation you've ever been on? Who were you with, where did you travel to, what were some of the sights that you saw? Write down every detail and pose a hypothetical (supposed but not necessarily real or true) trip with the same people if you went back today. 2. Your most awkward school experience ever. Write about it or make something up. 3. Who were your best friends in Elementary school? How about now in Middle school? Talk about what you guys and gals used to do together and why you are no longer close or why you are still close to this very day. What was your most memorable school friend moment? <p>Ms. Krawczyk/ Mr. Wheeler classes: <u>"Would You Rather..." Activities</u></p> <p>Using complete sentences, write a story expressing your opinion about the following.</p> <ol style="list-style-type: none"> 1. Would you rather be a wizard or super hero? 2. Would you rather sail a boat or go hang gliding? 	<p>Log in to Newsela (through Clever) and find an article that interests you (perhaps an endangered species or food article).</p> <p>Read the article.</p> <p>Include annotations as you read:</p> <ol style="list-style-type: none"> 1. Highlight main ideas in RED (add a comment telling how you know it was the main idea). 2. Highlight supporting details in YELLOW. 3. Highlight unfamiliar vocabulary in GREEN. 4. Highlight areas of the text you have questions or comments you have in BLUE - don't forget to add your question/comment on the side as well! <p>No Tech: If you cannot access Newsela at home, read an article from the newspaper or a magazine (this should be nonfiction) and complete the annotations for this article (feel free to use any colors you may have to underline or highlight).</p>
Independent Practice:	Write vocab words from independent reading and write complete sentences.	Begin with a first draft of your extended response using pencil.	Complete any activities that go with it (Power Words & Writing Prompt).
Check for Understanding :	Highlight each vocab word in complete sentences and explain the meaning in context with parent/guardian.	Revise writing; create a final draft. Read aloud to parent/guardian.	Complete the Quiz that goes with the article.

Every Day: Read a book, magazine, comic, etc. for 20 minutes. Write (journal) for 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 2nd (Math)

The columns below offer choices for student activities.

	Math	Extra Challenge																
Activity Title:	Scientific Notation	<p>What is the four-digit number in which the first digit is one-third the second, the third is the sum of the first and second, and the last is three times the second?</p> <p>Fill every row, column, and shaded diagonal with the numbers from 1 to 5.</p>																
Objective:	Students will be able to convert from standard form to scientific notation and scientific notation to standard form.																	
Materials:	Paper and Pencil																	
Activities and Instructions:	<p>Converting Scientific Notation</p> <p>Scientific notation is the way that scientists easily handle very large numbers or very small numbers. For example, instead of writing 0.0000000056, we write 5.6×10^{-9}. So, how does this work? We can think of 5.6×10^{-9} as the product of two numbers: 5.6 (the digit term) and 10^{-9} (the exponential term). As you can see, the exponent of 10 is the number of places the decimal point must be shifted to give the number in long form. A positive exponent shows that the decimal point is shifted that number of places to the right. A negative exponent shows that the decimal point is shifted that number of places to the left. In scientific notation, the digit term indicates the number of significant figures in the number. The exponential term only places the decimal point.</p> <p>Examples:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Standard Form to Scientific Notation</u></th> <th style="text-align: right; border-bottom: 1px solid black;"><u>Scientific Notation to Standard Form</u></th> </tr> </thead> <tbody> <tr> <td style="padding-left: 20px;">$156,000 = 1.56 \times 10^5$</td> <td style="padding-right: 20px;">$5.6 \times 10^4 = 56,000$</td> </tr> <tr> <td style="padding-left: 20px;">$0.0000053 = 5.3 \times 10^{-6}$</td> <td style="padding-right: 20px;">$9.71 \times 10^{-5} = 0.0000971$</td> </tr> <tr> <td style="padding-left: 20px;">$23 = 2.3 \times 10^1$</td> <td style="padding-right: 20px;">$3 \times 10^{-6} = 0.000003$</td> </tr> <tr> <td style="padding-left: 20px;">$0.002000458 = 2.000458 \times 10^{-3}$</td> <td style="padding-right: 20px;">$6.9685 \times 10^3 = 6968.5$</td> </tr> </tbody> </table>		<u>Standard Form to Scientific Notation</u>	<u>Scientific Notation to Standard Form</u>	$156,000 = 1.56 \times 10^5$	$5.6 \times 10^4 = 56,000$	$0.0000053 = 5.3 \times 10^{-6}$	$9.71 \times 10^{-5} = 0.0000971$	$23 = 2.3 \times 10^1$	$3 \times 10^{-6} = 0.000003$	$0.002000458 = 2.000458 \times 10^{-3}$	$6.9685 \times 10^3 = 6968.5$						
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Independent Practice:	<ul style="list-style-type: none"> ● Answer 10 of the 16 (5 for special education students) scientific notation problems below by converting to either standard form or scientific notation: <table style="width: 100%; margin-left: 40px;"> <tbody> <tr> <td style="width: 50%;">1. 80,000</td> <td style="width: 50%;">9. 2.71×10^9</td> </tr> <tr> <td>2. 0.000059</td> <td>10. 1×10^{-4}</td> </tr> <tr> <td>3. 340 thousand</td> <td>11. 2.68×10^2</td> </tr> <tr> <td>4. 5,309,000</td> <td>12. 8.26×10^0</td> </tr> <tr> <td>5. 0.002006</td> <td>13. 3.054×10^{-9}</td> </tr> <tr> <td>6. 11 million</td> <td>14. 7.8903×10^{-1}</td> </tr> <tr> <td>7. 816.3</td> <td>15. 5.73×10^6</td> </tr> <tr> <td>8. 0.077</td> <td>16. 5.6×10^{-5}</td> </tr> </tbody> </table> ● Create and solve 4 scientific notation problems (2 for special education students) of your own. ● Answer this math prompt: What is the meaning of absolute value? Why is the absolute value of a number never negative? 	1. 80,000	9. 2.71×10^9	2. 0.000059	10. 1×10^{-4}	3. 340 thousand	11. 2.68×10^2	4. 5,309,000	12. 8.26×10^0	5. 0.002006	13. 3.054×10^{-9}	6. 11 million	14. 7.8903×10^{-1}	7. 816.3	15. 5.73×10^6	8. 0.077	16. 5.6×10^{-5}	<p>Turn the fish around by moving only 3 matches, no overlapping.</p> 
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Check for Understanding:	Guardian creates two (one for special education students) scientific notation problems of their own and have their child answer.																	

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

Remote Learning Activities for Students 8th Grade -- April 2nd (Social Studies/Science)


The columns below offer choices for student activities.

	Writing	Hands-on Learning	Extra Challenge
Activity Title:	Vocabulary Practice	Comic vocabulary	To the end of your imagination.
What we would like for the students to try	Be able to correctly use scientific vocabulary words in a sentence or paragraph. Paragraph should also have correct capitalization, grammar, punctuation and a scientific tone/theme/topic	Be able to show the meaning of vocabulary in a drawing/ comic strip.	Broaden your skills and look beyond what you normally do. Act, watch, or create something.
Materials:	Paper and pencil	Paper and pencil	Miscellaneous
Activities and Instructions:	Students can choose 5-7 different words each day. Use the words correctly in a paragraph, or sentence. Writing should have a scientific tone. Students should underline their vocabulary words so that parents can quickly identify them from the list.	Create a comic strip using your words. Draw pictures to go with your words.	Act out your paragraph with a sibling or read it to someone over the phone.
Independent Practice:	<ol style="list-style-type: none"> 1. dominant trait 2. variation 3. chromosome 4. Mutation 5. physiological adaptation 6. Adaptation 7. genotype 8. Pedigree 9. Allele 10. recessive trait 	Make a list of different traits you and your siblings or family members have in common or different	<p>Netflix: 72 Dangerous, cuttest, deadliest animals.</p> <p>Youtube or Netflix: Magic School Bus</p> <p>Non-Technology: Create a pedigree for one of your traits and trace it back three generation (you, parents, grandparents). For extra practice expand it out for aunts/uncles and cousins.</p>
Check for Understanding:	Explain to parents the 5-7 words you chose and what they have to do with our driving question 'How does food provide my body with energy?'	Can you have a conversation using 2 of the words you chose with another person?	https://newsela.com/read/why-do-zebras-have-stripes/id/49738/?collection_id=339

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

Remote Learning Activities for Students 8th Grade -- April 2nd (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 2	Activity Expansion (videos/digital links)
Activity Title:	Being Grateful for Big and Little Things	Below you will find websites/video links to support the activity. Use if you have internet access/data.
Objective:	Students will be able to understand why and how they can be thankful for big things and little things in their lives;'	<p>Watch the Youtube Video:</p> <p>Kid President's 25 Reasons to be Thankful</p> <p>https://www.youtube.com/watch?v=yA5Qpt1JRE4</p> <p>**Create a video using your cell phone, parent's cell phone (with permission), or tablet showing what you are grateful for. Share with a teacher or a friend!</p>
Materials:	Crayons, paper and pencil	
Activities and Instructions:	 <p>1. Ask: What is something big you're grateful for? Why?</p> <p>Give examples and write responses on a sheet of paper. Keep them as a reminder.</p> <p>Examples of big things can be: Your family, Your friends, Your home</p> <p>2. Ask: What is something little you're grateful for? Why?</p> <p>Give examples and write responses on a sheet of paper. Keep them as a reminder.</p> <p>Examples of little things can be: Cuddles from your dog or cat, When your parents or teachers surprise you with something that makes you happy</p> <p>3. Draw/color a picture of a big and little thing you're grateful for</p>	
Check for Understanding:	The student creates a picture of big and little things for which the student is grateful.	

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

Remote Learning Activities for Students 8th Grade -- April 2nd (Electives)

The columns below offer choices for student activities.

	Art	Music	PE									
Activity Title:	Pattern Boxes continued	Play/Perform	Personal Fitness									
Objective:	The students will create a drawing based on the repetition of two alternating patterns.		Students will work to increase core strength and improve muscular endurance.									
Materials:	Paper, pencils, pens, colored pencils, markers, crayons...	Your instrument/voice/pretend instrument if you don't have your real instrument at home	Paper and Writing Utensil									
Activities and Instructions:	<p>5. Continue filling in you square spaces by alternating <u>pattern #1</u> and <u>pattern #2</u> in a checkerboard fashion.</p> <p>As you fill in the 9 squares, try to repeat the patterns as best as you can to match your original two designs.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">#1</td> <td style="text-align: center;">#2</td> <td style="text-align: center;">#1</td> </tr> <tr> <td style="text-align: center;">#2</td> <td style="text-align: center;">#1</td> <td style="text-align: center;">#2</td> </tr> <tr> <td style="text-align: center;">#1</td> <td style="text-align: center;">#2</td> <td style="text-align: center;">#1</td> </tr> </table>	#1	#2	#1	#2	#1	#2	#1	#2	#1	<p>Play or perform a song. Use any music you have at home. If you don't have any music at home, play/perform a song by ear or from memory. Another resource for free music is https://www.8notes.com/</p> <p>If you don't have your instrument, be creative! Use something around the house that you can use to do fingerings or "shadow practice" on. For example, use a pencil and hold it like a flute/clarinet/saxophone/oboe and do the fingerings on it. String players, hold a pencil like a bow and shadow practice. Percussionists, draw a picture of your bells on a piece of paper, label the keys if you need it, use 2 pencils as your mallets and tap on the "keys" to play your song.</p> <p>GO THE EXTRA MILE! Record yourself performing and share with your teacher, friends, or family members who don't live with you. If you don't have any music, notate (write down) the notes on paper.</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p>
#1	#2	#1										
#2	#1	#2										
#1	#2	#1										
Independent Practice:			Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).									
Check for Understanding:	Show your work to a parent and explain the steps that you completed today.		Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.									

Every Day: Read for 20 minutes. **Parent Signature:** _____

Remote Learning Activities for Students 8th Grade -- April 3rd (ELA)

The columns below offer choices for student activities.

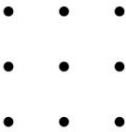
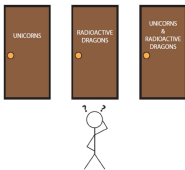
	Reading	Writing	Extra Challenge
Activity Title:	Be a Star!	Creative Writing	Animals at Home
Objective:	Identify Figurative Language	To draft a creative turning point and conclusion to a story.	Identify the animals in and around your home and write about them.
Materials:	Music or poetry Pencil and paper	Pencil, paper, highlighter, and book/movie/tv show knowledge.	Pencil, paper, electronic device (if you have one)
Activities and Instructions:	<p>Write down the lyrics to your favorite song (or two or three) or poems and identify the figurative language used in it, just like we did in school.</p> <p>-----<i>Ms Krawczyk/ Mr Wheeler classes:</i></p> <p>Read a book/ watch a TV show or movie each day.</p> <p>Answer the following comprehension questions Write in complete sentences (include capital letters at beginning of sentences and period at the end)</p> <ol style="list-style-type: none"> 1. Could this show be real? 2. Where is the setting? 3. Who are the main characters? 4. What was the problem? 5. How was the problem solved in the storyline? 6. Did you enjoy this book/ show? Why or why not? <p>If you have access to internet, feel free to use google document and send it to us.</p>	<p>Write a new ending for your independent reading/library book, your favorite movie or tv show. For example, what fact or event would you change to make the story more interesting or unique? What would remain the same?</p> <p>-----</p> <p>Ms. Krawczyk/ Mr. Wheeler classes:</p> <p><u>Word Practice</u></p> <p>Define the following words and put them in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end.</p> <p>Day 1: plateau, aspire, bizarre, deduction, dialogue</p> <p>Day 2: flourish, immune, maneuver, nuisance, outrage</p>	<p>Have you noticed any particular critters outside now that you are home more? We have a lot of wildlife in our area that we might not see as much since we usually spend our days inside at school. Have you noticed any birds, squirrels, or other animals near your home? If so, what are they?</p> <p>List all the birds and other animals you have seen recently around your home (yes, your pets count!). If you don't know the name of the animal ask someone who might or do some research to find out.</p> <p>Here is a link to site that can help identify birds: https://www.audubon.org/bird-guide</p> <p>Here are some links to some zoos for live cams of animals you probably won't see at your house (and yes, you'll probably see this in the science section too):</p> <p>The Georgia Aquarium: https://www.georgiaaquarium.org/webcam/oc-ean-voyager/ The Smithsonian National Zoo: https://nationalzoo.si.edu/webcams The San Diego Zoo: https://kids.sandiegozoo.org/videos</p>
Independent Practice:	Do more!	Write creatively to identify the turning point and conclusion to the story.	Categorize your list of animals based on species. How many categories did you end up with? Were any of the animals hard to categorize? Why?
Check for Understanding:	Are you able to ID the simile, metaphor, personification?	Highlight changes to your story and discuss with a parent/guardian <i>why</i> you made these changes.	Explain your animal categories to someone in your family (or call a friend and talk about it).

Every Day: Read a book, magazine, comic, etc. for 20 minutes. Write (journal) for 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 3rd (Math)

The columns below offer choices for student activities.

	Math	Extra Challenge			
Activity Title:	Comparing and Ordering Scientific Notation	<p>Without lifting your pencil or retracting any lines, can you connect all 9 dots below by drawing only 4 straight lines?</p> <div style="text-align: center;">  </div> <p>Three rooms have doors that are labeled "unicorns", "radioactive dragons", and "unicorns and Radioactive Dragons". You know that each door is incorrectly labeled. You are allowed to peek inside only one of the rooms exactly once, and then you have to make a decision. Describe a sure-fire way to figure out which room is which.</p> <div style="text-align: center;">  </div>			
Objective:	Students will be able to compare and order numbers in scientific notation.				
Materials:	Paper and Pencil				
Activities and Instructions:	<p>Comparing and Ordering Scientific Notation</p> <p>To compare two numbers <u>given in scientific notation</u>, first compare the exponents. The one with greater exponent will be greater. If the exponents are the same, compare their decimals.</p> <p>Examples:</p> <p><u>Comparing Scientific Notation</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Compare 6.23×10^{14} and 8.912×10^{12} $6.23 \times 10^{14} > 8.912 \times 10^{12}$ because the exponent $14 > 12$ </td> <td style="width: 50%; border: none;"> Which is greater, 5.15×10^{-4} or 6.35×10^{-5}? $5.15 \times 10^{-4} > 6.35 \times 10^{-5}$ because the exponent $-4 > -5$ </td> </tr> <tr> <td style="border: none;"> Compare 3.28×10^{17} and 4.25×10^{17} Exponents are the same, move on to comparing the decimals. $3.28 \times 10^{17} < 4.25 \times 10^{17}$ because $3.28 < 4.25$ </td> <td style="border: none;"> Which is greater, 5.27×10^5 or $2.139 \times 10^{5?}$? Exponents are the same, move on to comparing the decimals. $5.27 \times 10^5 > 2.139 \times 10$ because $5.27 > 2.139$ </td> </tr> </table> <p><u>Ordering Scientific Notation</u></p> <p>Order from least to greatest: 2.81×10^{-7}; 2.01×10^3; 2.72×10^{-7}; 9.45×10^{-4}</p> <p>First, compare the exponents and put them in least to greatest. Next, if the exponents are the same, compare their decimals put in order from least to greatest.</p> <p style="text-align: center;">Least to Greatest: 2.72×10^{-7}, 2.81×10^{-7}, 9.45×10^{-4}, 2.01×10^3</p>	Compare 6.23×10^{14} and 8.912×10^{12} $6.23 \times 10^{14} > 8.912 \times 10^{12}$ because the exponent $14 > 12$	Which is greater, 5.15×10^{-4} or 6.35×10^{-5} ? $5.15 \times 10^{-4} > 6.35 \times 10^{-5}$ because the exponent $-4 > -5$	Compare 3.28×10^{17} and 4.25×10^{17} Exponents are the same, move on to comparing the decimals. $3.28 \times 10^{17} < 4.25 \times 10^{17}$ because $3.28 < 4.25$	Which is greater, 5.27×10^5 or $2.139 \times 10^{5?}$? Exponents are the same, move on to comparing the decimals. $5.27 \times 10^5 > 2.139 \times 10$ because $5.27 > 2.139$
Compare 6.23×10^{14} and 8.912×10^{12} $6.23 \times 10^{14} > 8.912 \times 10^{12}$ because the exponent $14 > 12$	Which is greater, 5.15×10^{-4} or 6.35×10^{-5} ? $5.15 \times 10^{-4} > 6.35 \times 10^{-5}$ because the exponent $-4 > -5$				
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Independent Practice:	<ul style="list-style-type: none"> • Answer 10 of the 16 (5 for special education students) comparing and ordering scientific notation problems below: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> 1. Compare 3.5×10^{-4} and 2.1×10^{-6} 2. Compare 2.3×10^5 and 2.3×10^{-7} 3. Compare 1.9×10^{-9} and 5.3×10^{-9} 4. Compare 6.279×10^5 and 1.8×10^7 5. Compare 2.56×10^5 and 4.2×10^{-7} 6. Compare 7.1×10^{-2} and 2.9×10^{-6} 7. Compare 4.3×10^4 and 1.6×10^6 8. Compare 7.1×10^8 and 7.1×10^9 </td> <td style="width: 50%; border: none;"> <ol style="list-style-type: none"> 9. Order from least to greatest: 2×10^7; 1.9×10^8; 7.7×10^7; 4.7×10^5; 4.4×10^6 10. Order from greatest to least: 7.1×10^4; 6.5×10^{-4}; 8.3×10^{-2} 11. Order from least to greatest: 4.97×10^{-8}; 4.52×10^{-7}; 3.08×10^{-8}; 3.18×10^{-7} 12. Order from greatest to least: 6.4×10^{-15}; 6.04×10^{-13}; 6.44×10^{-13}; 6.14×10^{-15} 13. Order from least to greatest: 1.3×10^{-2}; 6.3×10^3; 4.1×10^6; 2.1×10^6; 1×10^{-2} 14. Order from greatest to least: 6.8×10^6; 6×10^6; 6.6×10^6; 6.1×10^6 15. Order from least to greatest: 7.8×10^6; 5.1×10^4; 1.25×10^5; 4.09×10^4 16. Order from greatest to least: 5×10^3; 3.2×10^8; 1.2×10^8; 7×10^5 </td> </tr> </table> <ul style="list-style-type: none"> • Create and solve 2 comparing scientific notation and 2 ordering scientific notation problems (2 for special education students - 1 of each) of your own. • Answer this math prompt: Explain the steps you would use to solve a problem involving order of operations. 	<ol style="list-style-type: none"> 1. Compare 3.5×10^{-4} and 2.1×10^{-6} 2. Compare 2.3×10^5 and 2.3×10^{-7} 3. Compare 1.9×10^{-9} and 5.3×10^{-9} 4. Compare 6.279×10^5 and 1.8×10^7 5. Compare 2.56×10^5 and 4.2×10^{-7} 6. Compare 7.1×10^{-2} and 2.9×10^{-6} 7. Compare 4.3×10^4 and 1.6×10^6 8. Compare 7.1×10^8 and 7.1×10^9 	<ol style="list-style-type: none"> 9. Order from least to greatest: 2×10^7; 1.9×10^8; 7.7×10^7; 4.7×10^5; 4.4×10^6 10. Order from greatest to least: 7.1×10^4; 6.5×10^{-4}; 8.3×10^{-2} 11. Order from least to greatest: 4.97×10^{-8}; 4.52×10^{-7}; 3.08×10^{-8}; 3.18×10^{-7} 12. Order from greatest to least: 6.4×10^{-15}; 6.04×10^{-13}; 6.44×10^{-13}; 6.14×10^{-15} 13. Order from least to greatest: 1.3×10^{-2}; 6.3×10^3; 4.1×10^6; 2.1×10^6; 1×10^{-2} 14. Order from greatest to least: 6.8×10^6; 6×10^6; 6.6×10^6; 6.1×10^6 15. Order from least to greatest: 7.8×10^6; 5.1×10^4; 1.25×10^5; 4.09×10^4 16. Order from greatest to least: 5×10^3; 3.2×10^8; 1.2×10^8; 7×10^5 		
<ol style="list-style-type: none"> 1. Compare 3.5×10^{-4} and 2.1×10^{-6} 2. Compare 2.3×10^5 and 2.3×10^{-7} 3. Compare 1.9×10^{-9} and 5.3×10^{-9} 4. Compare 6.279×10^5 and 1.8×10^7 5. Compare 2.56×10^5 and 4.2×10^{-7} 6. Compare 7.1×10^{-2} and 2.9×10^{-6} 7. Compare 4.3×10^4 and 1.6×10^6 8. Compare 7.1×10^8 and 7.1×10^9 	<ol style="list-style-type: none"> 9. Order from least to greatest: 2×10^7; 1.9×10^8; 7.7×10^7; 4.7×10^5; 4.4×10^6 10. Order from greatest to least: 7.1×10^4; 6.5×10^{-4}; 8.3×10^{-2} 11. Order from least to greatest: 4.97×10^{-8}; 4.52×10^{-7}; 3.08×10^{-8}; 3.18×10^{-7} 12. Order from greatest to least: 6.4×10^{-15}; 6.04×10^{-13}; 6.44×10^{-13}; 6.14×10^{-15} 13. Order from least to greatest: 1.3×10^{-2}; 6.3×10^3; 4.1×10^6; 2.1×10^6; 1×10^{-2} 14. Order from greatest to least: 6.8×10^6; 6×10^6; 6.6×10^6; 6.1×10^6 15. Order from least to greatest: 7.8×10^6; 5.1×10^4; 1.25×10^5; 4.09×10^4 16. Order from greatest to least: 5×10^3; 3.2×10^8; 1.2×10^8; 7×10^5 				
Check for Understanding:	Guardian creates two (one for special education students) comparing and/or ordering scientific notation problems of their own and have their child answer.	Make the number 2020 using only 9s.			

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

Remote Learning Activities for Students 8th Grade -- April 3rd (Social Studies/Science)

The columns below offer choices for student activities.

Today's Topic: Civics II	Reading	Writing	Hands-on Learning	Extra Challenge (Game)
Activity Title:	Census Letter	Census Persuasion	Census Ad	Population Bracketology
Objective:	Make sure the Census has been taken in your house. Every person counts!	Encourage extended family members to complete their Census.	Sharing the importance of taking the Census.	To test knowledge of population data.
Materials:	Census letter from the United States Census 2020	Extended families phone numbers or email addresses.	https://www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-videos.html	https://www.census.gov/dataviz/visualizations/057/
Activities and Instructions:	Locate your Census letter from the US Census. Follow the directions on the letter.	Compose a text and/or email to your extended family. Remind them to take the Census and tell them why it is important to complete.	If you are able watch the 3 Webisodes about the Census. The Census is important to our community. There are many benefits.	Choose your geographic level to begin: metro areas or states. Click on the name in each match-up that you think has the biggest population. The color green indicates a correct answer, while red shows an incorrect answer. When you have opposing names picked for the next round, pick again.
Independent Practice:	Complete the Census for the family - either online or the questionnaire.	Offer to complete their Census for them.	Create a poster (electronically or on paper) about the Census and how it is used by the US Government.	A perfect score is 63. See how close you can get to a perfect score!
Check for Understanding:	Record your confirmation number on the letter. Take a picture and share with your Social Studies teacher.	Share the results of asking extended family members to take the Census in one paragraph. Share with your Social Studies teacher.	Share your poster by emailing a picture of the poster to your Social Studies teacher or share the poster from Google slides.	When you have completed the game, you can play again or hover over results to view the most current population estimates for the locations.

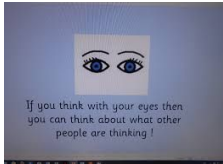
Every Day: Read for 10 minutes something of interest to you. Write a 3 sentence summary of what you read.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 3rd (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 3	Activity Expansion (videos/digital links)
Activity Title:	Put Yourself in Someone Else's Shoes	Below you will find websites/video links to support the activity. Use if you have internet access/data.
Objective:	Students will be able to understand how to consider the wants and needs of people in their home.	<p>Watch the video:</p> <p>“The Present” by, Jacob Frey</p> <p>https://www.youtube.com/watch?v=96kl8Mp1uOU&list=PLkOGvfrALCMzTirFUisgs4PzhQelP4JGr</p> <p>**Think about and then discuss with a family member or friend why the boys mom got him a puppy with only three legs. THINK beyond the fact that the young man is missing a leg as well. Put yourself in the mom’s shoes and the young man’s shoes!</p>
Materials:	Home games, paper, pencil	
Activities and Instructions:	<p>1. Pick a theme for the afternoon/evening. Write it on a sheet of paper.</p> <p>Example: Colors, exercise, or food.</p> <p>2. Choose activities that you can do as a family related to your theme. Create a list on your sheet of paper</p> <p>Example: Cards, board game, baking, or building.</p> <p>3. Ask: what do my siblings like to do? What can my siblings do? Circle the activities you already listed.</p> <p>4. Create a schedule with the help of siblings and/or parents.</p> <p>5. Carry out your themed afternoon/evening with the family.</p> <p>6. Reflect: How hard was it to make everyone feel included for the activities? How did you get everyone engaged in the activity? What can you do next time to ensure that everyone is included and their voice is heard?</p>	
Check for Understanding:	The student shows consideration of others' wants/needs.	



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

Remote Learning Activities for Students 8th Grade -- April 3rd (Electives)

The columns below offer choices for student activities.

	Art	Music	PE									
Activity Title:	Pattern Boxes	Musical Moods	Personal Fitness									
Objective:	The students will continue to process their pattern drawings.		Students will work to increase core strength and improve muscular endurance.									
Materials:	Paper, pencils, pens, colored pencils, markers, crayons...	Paper and Writing Utensil	Paper and Writing Utensil									
Activities and Instructions:	<p>Work to complete all of your alternating patterned boxes. You should have a total of five #1 repeats, and a total of four #2 repeats.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">#1</td> <td style="text-align: center;">#2</td> <td style="text-align: center;">#1</td> </tr> <tr> <td style="text-align: center;">#2</td> <td style="text-align: center;">#1</td> <td style="text-align: center;">#2</td> </tr> <tr> <td style="text-align: center;">#1</td> <td style="text-align: center;">#2</td> <td style="text-align: center;">#1</td> </tr> </table>	#1	#2	#1	#2	#1	#2	#1	#2	#1	<p>Music is used in almost everything you watch on TV. The music in these shows and movies is used to get a certain reaction from the audience.</p> <p>Choose any movie or TV show and as you watch, journal about the music you hear in the background. Pay close attention to whether or not there are any sound effects being used. As you journal, think about the following:</p> <p>Does the music help make the plot more interesting?</p> <p>How often is music of some kind heard in the background?</p> <p>What kinds of music are you hearing? Do you recognize any of the songs?</p> <p>Why do you think the producer chose that music?</p> <p>Can you think of any songs that might have also worked for that TV show or movie?</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p>
#1	#2	#1										
#2	#1	#2										
#1	#2	#1										
Independent Practice:		Students should keep this journal for future use. Compare other shows and movies to the ones journaled about today.	Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).									
Check for Understanding:	Show your work in progress to a parent or family member. Seek advice or consider helpful suggestions as needed.		Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.									

Every Day: Read for 20 minutes. **Parent Signature:** _____

Remote Learning Activities for Students 8th Grade -- April 6th (ELA)

The columns below offer choices for student activities.

	Reading	Writing	Extra Challenge
Activity Title:	Be a Star 2!!	Be a Star Writer!	A Little Art & Culture
Objective:	Inferencing in music/poetry	Write poetry, use figurative language	Expand your horizons by going places without leaving home
Materials:	Music or poetry Pencil and paper	Paper and pencil	An electronic device or a book/magazine, paper, and pencil
Activities and Instructions:	<p>Using the songs or poems you've written down (yesterday), begin to identify the inferences and explain what it really means and how you know, just like in class.</p> <p>-----</p> <p><i>Ms Krawczyk/ Mr Wheeler classes:</i></p> <p>Read a book/ watch a TV show or movie each day.</p> <p>Answer the following comprehension questions Write in complete sentences (include capital letters at beginning of sentences and period at the end)</p> <ol style="list-style-type: none"> 1. Could this show be real? 2. Where is the setting? 3. Who are the main characters? 4. What was the problem? 5. How was the problem solved in the storyline? 6. Did you enjoy this book/show? Why or why not? <p>If you have access to the internet, feel free to use google document and send it to us.</p>	<p>Come up with a topic you'd like to write about. Using that topic, write a poem. Did you know that song/rap lyrics are actually poetry?</p> <p>Try to use wording that is suggestive of meaning, but your listener will have to infer what you're really saying.</p> <p>-----</p> <p><i>Ms. Krawczyk/ Mr. Wheeler classes:</i></p> <p><u>"Would You Rather..."</u> <u>Activities</u></p> <p>Using complete sentences, write a story expressing your opinion about the following "Would you Rather..." starters.</p> <ol style="list-style-type: none"> 1. Would you rather do back flips or break dance? 2. Would you rather be a detective or pilot? 	<p>There are a lot of museums, zoos, and national parks that are offering virtual tours right now. A major site to know is Google Arts & Culture. https://artsandculture.google.com/</p> <p>This site can take you to hundreds of museums around the world.</p> <p>Find a museum or location you have not been to before (Chicago's Field Museum or Stonehenge for example). Go through the tour and write down what you see. Did you learn anything new? Did going through the tour intrigue you enough for you to see if there was a website for that museum or location?</p> <p>Write down what you have learned from going on this tour. Is this somewhere you might want to see in person someday? Why or why not?</p> <p>No Tech: see if you can find information about a location you have never been to. Would you want to go? Why or why not?</p>
Independent Practice:	Can you do this without writing anything down? Can you listen to a song and identify what it's <i>really</i> saying?	Do more! Write funny poems. Write love poems. Write a poem about your favorite animal. Write a poem about a world-wide pandemic that closes schools! Can you sing it? Can you rap it?	Write a Pro/Con list about visiting the museum or location you learned about. Why would or wouldn't you go in person?
Check for Understanding:	Ask another person if they agree with your analysis.	IF you feel comfortable, share your writing with another person.	Talk to a family member about your virtual field trip and about your Pro/Con list.

Every Day: Read a book, magazine, comic, etc. for 20 minutes. Write (journal) for 20 minutes.

Parent Signature: _____

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

The columns below offer choices for student activities.

	Math	Extra Challenge																									
Activity Title:	Adding and Subtracting Scientific Notation	Do the sum in the grid by filling in the missing numbers. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr><td>9</td><td>+</td><td>3</td><td>=</td><td></td></tr> <tr><td>+</td><td></td><td>-</td><td></td><td>+</td></tr> <tr><td>6</td><td>-</td><td></td><td>=</td><td>4</td></tr> <tr><td>=</td><td></td><td>=</td><td></td><td>=</td></tr> <tr><td></td><td>+</td><td>1</td><td>=</td><td>16</td></tr> </table>	9	+	3	=		+		-		+	6	-		=	4	=		=		=		+	1	=	16
9	+		3	=																							
+			-		+																						
6	-		=	4																							
=		=		=																							
	+	1	=	16																							
Objective:	Students will be able to add and subtract numbers in scientific notation.																										
Materials:	Paper and Pencil																										
Activities and Instructions:	<p><u>Adding and Subtracting Scientific Notation</u></p> <p>Adding and subtracting with scientific notation may require more care, because the rule for adding and subtracting exponential expressions is that the expressions must have like terms. Remember that to be like terms, two expressions must have exactly the same base numbers to exactly the same powers. Thinking about decimal arithmetic, the requirement that we have the same powers makes sense, because that guarantees that all of the place values are lined up properly.</p> <p>Examples:</p> <p>When you have the same base number and exactly the same powers:</p> $(4.5 \times 10^4) + (1.75 \times 10^4) = (4.5 + 1.75) \times 10^4 = 6.25 \times 10^4$ <p>We run into trouble, though, with problems like $(7.5 \times 10^3) + (5.25 \times 10^5)$ because the powers of 10 differ, so we need to modify the problem before we factor. We work around this by using our exponent property $b^m \cdot b^n = b^{(m+n)}$ to rewrite the 10^5 as $10^2 \cdot 10^3$ and then grouping the 10^2 with the 5.25.</p> $\begin{aligned} (7.5 \times 10^3) + (5.25 \times 10^5) &= (7.5 \times 10^3) + (5.25 \times 10^2 \times 10^3) \\ &= (7.5 \times 10^3) + [(5.25 \times 10^2) \times 10^3] \\ &= (7.5 \times 10^3) + (525 \times 10^3) \\ &= (7.5 + 525) \times 10^3 \\ &= 532.5 \times 10^3 \end{aligned}$ <p>We see that this solution is not in standard scientific notation form because the decimal part has more than one digit in front of the decimal point. So we have one more step to finish the problem. We need to rewrite 532.5 as 5.325×10^2 and then simplify the powers of ten. Continue from above:</p> $\begin{aligned} 532.5 \times 10^3 &= (5.325 \times 10^2) \times 10^3 \\ &= 5.325 \times (10^2 \times 10^3) \\ &= 5.325 \times 10^5 \end{aligned}$ <p>Subtraction can be done the same way as addition, by getting the powers of ten to match; factoring out the power of ten that is the same, and subtracting the decimal values that come together when the power of ten is factored out. Then we simplify if the answer is not in normalized form.</p>																										
Independent Practice:	<ul style="list-style-type: none"> • Answer 8 of the 12 (4 for special education students) scientific notation problems below by multiplying or dividing: <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">1. $(4.2 \times 10^6) + (3.12 \times 10^6) =$</td> <td style="width: 50%;">7. $(12 \times 10^7) - (6.3 \times 10^5) =$</td> </tr> <tr> <td>2. $(8 \times 10^5) + (5 \times 10^4) =$</td> <td>8. $(8.9 \times 10^{-3}) - (6.3 \times 10^{-3}) =$</td> </tr> <tr> <td>3. $(5.30 \times 10^3) + (6.0 \times 10^2) =$</td> <td>9. $(9.2 \times 10^8) - (4 \times 10^8) =$</td> </tr> <tr> <td>4. $(3 \times 10^4) - (5 \times 10^2) =$</td> <td>10. $(8.2 \times 10^2) + (3.41 \times 10^2) =$</td> </tr> <tr> <td>5. $(8.3 \times 10^6) + (9.54 \times 10^7) =$</td> <td>11. $(7.2 \times 10^{-6}) + (5.44 \times 10^{-6}) =$</td> </tr> <tr> <td>6. $(3.5 \times 10^4) + (2.3 \times 10^4) =$</td> <td>12. $(7.8 \times 10^{-5}) - (4.5 \times 10^{-5}) =$</td> </tr> </table> • Create and solve 2 adding scientific notation and 2 subtracting scientific notation problems (2 for special education students - 1 of each) of your own. • Answer this math prompt: How are inverse operations used to solve linear equations? 	1. $(4.2 \times 10^6) + (3.12 \times 10^6) =$	7. $(12 \times 10^7) - (6.3 \times 10^5) =$	2. $(8 \times 10^5) + (5 \times 10^4) =$	8. $(8.9 \times 10^{-3}) - (6.3 \times 10^{-3}) =$	3. $(5.30 \times 10^3) + (6.0 \times 10^2) =$	9. $(9.2 \times 10^8) - (4 \times 10^8) =$	4. $(3 \times 10^4) - (5 \times 10^2) =$	10. $(8.2 \times 10^2) + (3.41 \times 10^2) =$	5. $(8.3 \times 10^6) + (9.54 \times 10^7) =$	11. $(7.2 \times 10^{-6}) + (5.44 \times 10^{-6}) =$	6. $(3.5 \times 10^4) + (2.3 \times 10^4) =$	12. $(7.8 \times 10^{-5}) - (4.5 \times 10^{-5}) =$	<p>Alex, Bret, Chris, Derek, Eddie, Fred, Greg, Harold, and John are nine students who live in a three storey building, with three rooms on each floor. A room in the West wing, one in the centre, and one is in the East wing. If you look directly at the building, the left side is West and the right side is East. Each student is assigned exactly one room. Can you find where each of their rooms is:</p> <ul style="list-style-type: none"> • Harold does not live on the bottom floor. • Fred lives directly above John and directly next to Bret. • Eddie lives to the right of the room that is directly above Fred. • Derek lives directly above Fred. • Greg lives directly above Chris. <p>Fill every row, columns, and shaded diagonal with the numbers from 1 to 7.</p>													
1. $(4.2 \times 10^6) + (3.12 \times 10^6) =$	7. $(12 \times 10^7) - (6.3 \times 10^5) =$																										
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Check for Understanding:	Guardian creates two (one for special education students) adding and/or subtracting scientific notation problems of their own and have their child answer.																										

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

Remote Learning Activities for Students 8th Grade -- April 6th (Social Studies/Science)


The columns below offer choices for student activities.

	Writing	Hands-on Learning	Extra Challenge
Activity Title:	Vocabulary Practice	Comic Vocabulary	Beyond your imagination
What we would like for the students to try	Be able to correctly use scientific vocabulary words in a sentence or paragraph. Paragraph should also have correct capitalization, grammar, punctuation and a scientific tone/theme/topic	Be able to show the meaning of vocabulary in a drawing/ comic strip.	If you have internet access: Many aquariums and zoos are offering virtual tours that you can do.
Materials:	Paper and pencil	Paper and pencil	Misc.
Activities and Instructions:	Students can choose 5-7 different words each day. Use the words correctly in a paragraph, or sentence. Writing should have a scientific tone. Students should underline their vocabulary words so that parents can quickly identify them from the list.	Create a comic strip using your words. Draw pictures to go with your words.	Act out your paragraph with a sibling or read it to someone over the phone.
Independent Practice:	<p>LIST OF WORDS:</p> <ul style="list-style-type: none"> Fats Starch Glucose Amino Acid Triglyceride Metabolism Enzyme Indicator Digestion Photosynthesis 	<p>Could you and a sibling or family member pretend to be different molecules and how would you connect? Maybe the different rooms could be different parts of the body the molecules pass through? Would you fit?</p>	<p>YOUTUBE: Bill Nye science guy videos https://www.youtube.com/results?sp=mAEB&search_query=bill+nye+the+science+guy Youtube: Eyewitness videos https://www.youtube.com/channel/UCFBTfxJ13zKpZVbZTF3aukg/videos?view=0&sort=da&flow=grid</p> <p>Non-technology alternative: Create a menu for your family using your favorite foods. Include breakfast, lunch, and dinner. You may want to add in a healthy snack.</p>
Check for Understanding:	Explain to parents the 5-7 words you chose and what they have to do with our driving question 'How does food provide my body with energy?'	Guess my word? Give clues and see if the other person can guess the word from the list.	<p>Cooking up a plate of fluffy buttermilk pancakes isn't just a great life skill, it's also an opportunity to work in some serious math and science activities. Plus, the results are delicious! For the pancake recipe and more kitchen science experiments visit: http://www.pbs.org/parents/adventures...</p>

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

Remote Learning Activities for Students 8th Grade -- April 6th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 4	Activity Expansion (videos/digital links)
Activity Title:	Who is Safe to Ask for Help	Below you will find websites/video links to support the activity. Use if you have internet access/data.
Objective:	Students will be able to identify who's a safe person to go to in a time of need	<p>Follow the link and read the article:</p> <p>https://kidshealth.org/en/kids/talk-parents.html?WT.ac=ctg#cathome-family</p> <p>Talking to your parents can be hard but we can learn to talk to them. After reading the article, create some questions or write down something that you need to speak to your parents about. Use the tips in the article as a guide. Reflect on the conversation and decide if it could go different next time and what might make the conversation easier.</p>
Materials:	Paper and pencil (glue optional)	
Activities and Instructions:	 <ol style="list-style-type: none"> 1. Sketch out a leafless tree. Cut out leaves. 2. Give examples of scenarios that may be unsafe and that should be reported to a trusted adult. These can be: <ul style="list-style-type: none"> – A stranger with a cute puppy calling you over – Someone touching your body in a way that makes you uncomfortable – A friend asking you to come over without permission 3. Then, discuss with your child who they might be able to talk to. 4. Have children list the names of adults they can go to for help on the leaves 5. Glue the names to the branches of their trees. 	
Check for Understanding:	The student can identify several safe adults they can go to in time of need.	

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

Remote Learning Activities for Students 8th Grade -- April 6th (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
Activity Title:	Pattern Boxes continued	Music Composition	Personal Fitness
Objective:	The students will create a drawing based on the repetition of two alternating patterns.		Students will work to increase core strength and improve muscular endurance.
Materials:	Paper, pencils, pens, colored pencils, markers, crayons...	Paper and Writing Utensil	Paper and Writing Utensil
Activities and Instructions:	Neatly outline your finished designs with a thin black (sharpie) marker or a black ballpoint pen. A very sharp black colored pencil can also be used.	<p>Students will create their own, 8 measure phrase of music. Think about any notes or rests we have learned. Write down each note and rest.</p> <p>Next to the note or rest, please write how many beats of sound or silence it gets.</p> <p>On your paper do your best to draw a staff or print staff paper free online https://www.blanksheetmusic.net/</p> <p>At the beginning of your staff draw the clef that you sing or play in. (Treble, Bass, Alto)</p> <p>Next to the clef, please draw a 4/4 time signature.</p> <p>Using a 4/4 time signature please create an 8 measure composition. Remember that each measure may only contain 4 beats.</p> <p>You may choose to create only a rhythmic composition, or you can create a melodic composition, where the notes move up and down on the scale.</p> <p>Practice counting and/or singing this composition.</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p>
Independent Practice:		Students should save this composition and use it as a daily warm-up. Play or sing the composition each day as a way to help remember your notes and rests.	Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).
Check for Understanding:			Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.

Every Day: Read for 20minutes. **Parent Signature:** _____

Remote Learning Activities for Students 8th Grade -- April 7th (ELA)

The columns below offer choices for student activities.

	Reading	Writing	Extra Challenge
Activity Title:	What's better for me?	Identifying a Hero.	Poetry Time
Objective:	Comparing & Contrasting	To identify a hero after viewing a Disney/Pixar movie.	Read and Write and Poem
Materials:	Any multiple food packages that are similar in nature. For example, two or more boxes of cereal, rice versus pasta, green beans versus corn. Paper and pencil	Disney/Pixar movie knowledge (Moana, Frozen, etc.) Unlined paper, Colored pencils, markers, chalk.	A poem of your choosing, paper, and pencil
Activities and Instructions:	<p>Look at the food nutrition labels. Compare the information on similar items. Look at serving sizes, calories, fat, sodium, carbohydrates, protein, and vitamins and minerals. Which product is better for you and explain why. For example: Cereal 1 and 2 1's serving size is $\frac{2}{3}$ cup but only has 220 calories. 2's serving size is 1 cup and has 250 calories. Fat compares at 2.5 grams to 1 gram.</p> <p>Remember to think about what the label says a 'serving' is as compared to what you might actually eat!</p> <p><i>-Ms Krawczyk/ Mr Wheeler classes:</i></p> <p>Read a book/ watch a TV show or movie each day.</p> <p>Write a different ending to the story/show. Be creative. Write in complete sentences starting each sentence with a capital letter and ending with a period.</p> <p>If you have access to internet, feel free to use google document and send it to us.</p>	<p>Identify a hero in the movie and draw a picture using colored pencils, markers, chalk, etc. Write a paragraph explaining <i>why</i> you think this character is a hero, how you relate to the character, etc. Practice using descriptive adjectives!</p> <p>-----</p> <p>Ms. Krawczyk/ Mr. Wheeler classes:</p> <p><u>Story Writing Activity</u> Using complete sentences, write a story using a story starter.</p> <p>Story Starter 3: I tiptoed into the house. If anyone caught me I would be in trouble...</p> <p>Story Starter 4: What do you mean he is gone? His clothes are gone....</p>	<p>Did you know April is National Poetry Month?</p> <p>Find a poem that you enjoy - poems can be found all around. If you aren't sure, Google a poem (haikus are nice and short).</p> <p>Once you have found and read a poem write about it.</p> <p>What did you like/not like about it? Who wrote it? Were you able to figure out why they wrote it?</p>
Independent Practice:	Complete this activity for 3 different food categories.	Write a response to the movie's hero. Highlight descriptive adjectives used in your story.	Write a haiku. A traditional Japanese haiku is written based on syllable count 5-7-5 meaning each line has that many syllables and they often talk about nature. Write your own haiku.
Check for Understanding:	Ask someone which of two products they think are more healthy and then show them the facts you've uncovered.	Read your paragraph aloud to a parent/guardian and check for spelling errors and proper punctuation. Edit as necessary.	Share your haiku with someone.

Every Day: Read a book, magazine, comic, etc. for 20 minutes. Write (journal) for 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 7th (Math)

The columns below offer choices for student activities.

	Math	Extra Challenge											
Activity Title:	Multiplying and Dividing Scientific Notation	<p>At a restaurant downtown, Mr. Red, Mr. blue, and Mr. White meet for lunch. Under their coats they are wearing either a red, blue, or white shirt. Mr. Blue says, "Hey, did you notice we are all wearing different coloured shirts from our names?" The man wearing the white shirt says, "Wow, Mr. Blue, that's right." Can you tell who is wearing what color shirt?</p> <p style="text-align: center;">Solve for the ?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> × × = </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> × × = 27 </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> × × = 18 </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> + + = ? </div> <p style="margin-top: 20px;">Move only three coins and turn the triangle upside down.</p> <div style="text-align: center; margin-top: 10px;"> </div>											
Objective:	Students will be able to multiply and divide numbers in scientific notation.												
Materials:	Paper and Pencil												
Activities and Instructions:	<p>Multiplying and Dividing Scientific Notation</p> <p>To multiply numbers in scientific notation, first multiply the coefficients. Then, add the exponents of the two numbers and keep the base 10 the same. For example $(2 \times 10^6)(4 \times 10^8) = 8 \times 10^{14}$. To divide numbers in scientific notation, you might have $\frac{9 \times 10^8}{3 \times 10^5}$. Divide the two numbers that are being multiplied by 10 to a certain power. In this example, you would divide 9 by 3 to get 3. Subtract the exponent next to the 10 in the second term from the exponent next to the 10 in the first term. In this example, you would subtract 5 from 8 to get 3. Combine your answers and you would have 3×10^3. Remember, the coefficient must always be a number between 1 and 10. If you multiply or divide the coefficients and the answer is greater than 10, you must move the decimal and adjust the exponents accordingly.</p> <p>Examples: <u>Multiplying Scientific Notation</u></p> $(3.4 \times 10^6)(4.2 \times 10^3) = (3.4)(4.2) \times 10^{(6+3)} = 14.28 \times 10^9 = 1.4 \times 10^{10}$ $(6.73 \times 10^{-5})(2.91 \times 10^2) = (6.73)(2.91) \times 10^{(-5+2)} = 19.58 \times 10^{-3} = 1.96 \times 10^{-2}$ $(5 \times 10^{-6})(4 \times 10^{-3}) = (5)(4) \times 10^{(-6+(-3))} = 20 \times 10^{-9} = 2.0 \times 10^{-8}$ <p style="text-align: center;"><u>Dividing Scientific Notation</u></p> $\frac{(6.4 \times 10^6)}{(8.9 \times 10^2)} = \frac{(6.4)}{(8.9)} \times 10^{(6-2)} = 0.719 \times 10^4 = 7.2 \times 10^3$ $\frac{(3.2 \times 10^3)}{(5.7 \times 10^{-2})} = \frac{(3.2)}{(5.7)} \times 10^{3-(-2)} = 0.561 \times 10^5 = 5.61 \times 10^4$ $\frac{(4.8 \times 10^{-3})}{(2 \times 10^{-10})} = \frac{(4.8)}{(2)} \times 10^{[-3-(-10)]} = 2.4 \times 10^7$												
Independent Practice:	<ul style="list-style-type: none"> • Answer 8 of the 12 (4 for special education students) scientific notation problems below by multiplying or dividing: <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">1. $(2 \times 10^4)(4 \times 10^4) =$</td> <td style="width: 50%;">7. $\frac{(6.1 \times 10^6)}{(8 \times 10^{-4})} =$</td> </tr> <tr> <td>2. $(1.6 \times 10^2)(7 \times 10^{-7}) =$</td> <td>8. $\frac{(4 \times 10^{-6})}{(5 \times 10^{-1})} =$</td> </tr> <tr> <td>3. $(3.8 \times 10^{-7})(9.9 \times 10^{-5}) =$</td> <td>9. $\frac{(8 \times 10^{-5})}{(7 \times 10^4)} =$</td> </tr> <tr> <td>4. $(2.15 \times 10^1)(4.4 \times 10^{-4}) =$</td> <td>10. $\frac{(5.6 \times 10^4)}{(2.2 \times 10^3)} =$</td> </tr> <tr> <td>5. $(9.67 \times 10^{-5})(2 \times 10^{-3}) =$</td> <td>11. $\frac{(2.83 \times 10^1)}{(2.38 \times 10^6)} =$</td> </tr> <tr> <td>6. $(6.1 \times 10^4)(2.9 \times 10^{-7}) =$</td> <td>12. $\frac{(4.3 \times 10^{-3})}{(6.1 \times 10^4)} =$</td> </tr> </table> • Create and solve 2 multiplying scientific notation and 2 dividing scientific notation problems (2 for special education students - 1 of each) of your own. • Answer this math prompt: What is a rational number? Give 4 examples (2 for special education students) of both rational and irrational numbers and explain how you know. 	1. $(2 \times 10^4)(4 \times 10^4) =$	7. $\frac{(6.1 \times 10^6)}{(8 \times 10^{-4})} =$	2. $(1.6 \times 10^2)(7 \times 10^{-7}) =$	8. $\frac{(4 \times 10^{-6})}{(5 \times 10^{-1})} =$	3. $(3.8 \times 10^{-7})(9.9 \times 10^{-5}) =$	9. $\frac{(8 \times 10^{-5})}{(7 \times 10^4)} =$	4. $(2.15 \times 10^1)(4.4 \times 10^{-4}) =$	10. $\frac{(5.6 \times 10^4)}{(2.2 \times 10^3)} =$	5. $(9.67 \times 10^{-5})(2 \times 10^{-3}) =$	11. $\frac{(2.83 \times 10^1)}{(2.38 \times 10^6)} =$	6. $(6.1 \times 10^4)(2.9 \times 10^{-7}) =$	12. $\frac{(4.3 \times 10^{-3})}{(6.1 \times 10^4)} =$
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Check for Understanding:	Guardian creates two (one for special education students) multiplying and/or dividing scientific notation problems of their own and have their child answer.												

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

Remote Learning Activities for Students 8th Grade -- April 7th (Social Studies/Science)

The columns below offer choices for student activities.

Today's Topic: Economics: Why We Buy What We Buy	Reading	Writing	Hands-on Learning	Extra Challenge (Game)
Activity Title:	The Power of Ads	Shortages in goods and services	Needs v. Wants Scavenger Hunt	Money Magic
Objective:	To understand the influence of advertisements	Students will explain how changes in supply and demand cause changes in prices and quantities of goods and services.	To determine the difference between a need or want.	To manage tradeoffs when making purchasing decisions
Materials:	Advertisements (newspaper, magazines, online, commercials, etc.)	Paper and pencil, News programs as a resource	Items around the house, paper and pencil	https://playmoneymagic.com/
Activities and Instructions:	Read/view a variety of advertisements in various media sources. Identify different kinds of strategies used to influence consumers.	Construct a 1 paragraph response about how your family may have been impacted by any shortages in goods/services in our community.	Create a list of items in your house that you find to be important. Identify each item as a "need" or a "want."	If you have the Internet and a computer available, try this online game! Start by making a budget. You will change this over time to meet a predetermined savings goal.
Independent Practice:	Analyze at least 6 different advertisements.	Students will write to express their point of view as an Illinois citizen.	Consider why each item was initially purchased. Was this something that you need for basic survival or to complete a necessary task or is this something that was simply desired.	Create your own budgeting process. Analyze how you split money among different categories. How did reviews and business ratings affect your decisions?
Check for Understanding:	Discuss with a parent or other family member which strategies advertisers are using the most effectively based on the ads you read.	Students will share their writing with family and their teacher to show their point of view.	Explain your list and your reasoning to a parent or family member and teacher.	As you go, you may change your decision making process. Play it again and see how different decisions affect the final outcome.

Every Day: Read for 10 minutes something of interest to you. Write a 3 sentence summary of what you read.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 7th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 5	Activity Expansion (videos/digital links)
Activity Title:	Different From You	Below you will find websites/video links to support the activity. Use if you have internet access/data.
Objective:	Students will learn how to talk about what may be challenging about understanding others' differences, and how to accept and celebrate them.	Watch the video:
Materials:	Paper and pencil (colors optional)	We Are All Different - and THAT'S AWESOME! By Cole Blakeway
Activities and Instructions:	<p>Briefly answer the following questions with your student</p> <ol style="list-style-type: none"> 1. What can make it difficult to make friends with someone who is a different gender, race, or ethnicity? 2. How can we overcome these difficulties? 3. Tell me about a friendship you have with someone who is different than you 4. Why is this friendship important to you? <p>Reflect on these questions then discuss the benefits of having friends who are different than you.</p>	<p>https://www.youtube.com/watch?v=sQuM5e0QGLg</p> <p>**Answer the two questions: What is it that makes you different? What makes you jump out of bed? Create an acrostic poem showing how you are different and unique!</p> <p>M- mom S. - silly A- authentic L- lovable E- Exciting X- xtra adaptive A- artistic N- Nature Lover E- enthusiastic R- Reliable</p>
Check for Understanding:	The student can talk about what may be challenging about understanding others' differences and how to accept and celebrate them.	

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

Remote Learning Activities for Students 8th Grade -- April 7th (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
Activity Title:	Pattern Boxes continued	Music Symbols	Personal Fitness
Objective:	The students will create a drawing based on the repetition of two alternating patterns.		Students will work to increase core strength and improve muscular endurance.
Materials:	Paper, pencils, pens, colored pencils, markers, crayons...	Paper and Writing Utensil	Paper and Writing Utensil
Activities and Instructions:	<p>Choose a different color scheme for each of the two patterns, and then fill them in using your choice of markers, colored pencils, crayons, watercolors etc.</p> <p>You may decide to leave some of the areas white.</p> <p>→ It might be helpful if you try color combinations on a separate sheet of paper before adding them to your actual drawing.</p> <p>Take your time! Plan to work carefully today and tomorrow on this aspect of your drawing.</p>	<p>Make a list of every musical symbol you know; notes and rests but also all the other expressive markings (ie. crescendo, fermata, repeat, natural, etc)</p> <p>Draw a picture using only musical symbols. Incorporate as many as you can.</p> <p>Get creative! Use just a pencil or add colored pencils, paints, markers, chalk drawing on a beautiful day...</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p>
Independent Practice:		Save your work or share it with a friend or family member. If able, snap a photo and send it to me to enjoy!	Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).
Check for Understanding:	Show your progress to a parent or family member. Ask for feedback and share your thoughts on the progress of your drawing.		Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.

Every Day: Read for 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students 8th Grade -- April 8th (ELA)

The columns below offer choices for student activities.

	Reading	Writing	Extra Challenge
Activity Title:	Be a Detective	The Recess Mess Mad Lib	Crossword Wizard
Objective:	Identify the story elements	Write a creative story	Define ELA specific words
Materials:	TV or book Paper and pencil	Paper and pencil	Paper and pencil Or computer if possible One site: puzzlemaker. discoveryeducation.com
Activities and Instructions:	<p>Watch a movie or tv show. Afterward identify all of the following story elements.</p> <ol style="list-style-type: none"> 1. Setting 2. Characters (main) 3. Exposition 4. Rising Action 5. Climax 6. Falling Action 7. Conflict 8. Resolution 9. Theme <p style="text-align: center;">-----</p> <p>Ms. Krawczyk/ Mr Wheeler classes: Complete questions # 1,2,5,8,9 from the list above. Write in complete sentences.</p>	<p>The Recess Mess Today during recess, a large truck pulled up to the school yard. "Someone ordered 100 <u>(kind of toy)</u>," the truck driver said. "We are also delivering 10,000 pounds of <u>(type of food)</u> and 50,000 gallons of <u>(type of drink)</u>."</p> <p>The truck driver backed the truck onto the soccer field and....</p> <p>-----</p> <p>Ms. Krawczyk/Mr. Wheeler classes:</p> <p><u>Word Practice</u></p> <p>Define the following words and put them in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end.</p> <p>Day 3: parasite, participate, quarantine, quota, random</p> <p>Day 4: recede, sacrifice, strategy, technique, vaccine</p>	<p>Write a definition for the following words and then create your own crossword puzzle. Don't forget to save a copy for us!</p> <p>Setting, character, exposition, rising action, climax, conflict, falling action, resolution, plot, theme, protagonist, antagonist, point-of-view, tone, mood, style, inference, figurative language, simile, metaphor, hyperbole, personification, onomatopoeia, alliteration, idiom, etc.</p> <p>Add any additional literacy words you know.</p>
Independent Practice:	Fill out a Story Map (pyramid) with your information.	Finish your story.	Create your crossword puzzle and <i>please</i> send us a copy so we can do it too!
Check for Understanding:	Did you correctly identify all the parts? Do you have things labeled correctly?	Let someone else read what you've written.	Have someone complete your crossword.

Every Day: Read a book, magazine, comic, etc. for 20 minutes. Write (journal) for 20 minutes.

Parent Signature: _____

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

The columns below offer choices for student activities.

		Extra Challenge																																																																																	
Activity Title:	Math Scavenger Hunt	<p>Make a list of additional math finds around the house not on the given list.</p> <p>Replace letters with digits and have the answer be true. A, B, C, D, and E are all different digits.</p> <p>ABDC x E = DCBA</p> <p>You have three bags, each containing two marbles. Bag A contains two white marbles, Bag B contains two black marbles, and Bag C contains one white marble and one black marble. You pick a random bag and take out one marble. It is a white marble. What is the probability that the remaining marble from the same bag is also white?</p> <p style="text-align: center;">Solve the Sudoku.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td></td><td>6</td><td>9</td><td></td><td>7</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td>3</td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td>9</td><td>2</td><td>6</td></tr> <tr><td>5</td><td></td><td></td><td></td><td>2</td><td>3</td><td></td><td></td><td>8</td></tr> <tr><td></td><td></td><td>6</td><td></td><td></td><td>9</td><td></td><td>5</td><td>2</td></tr> <tr><td></td><td></td><td>8</td><td>1</td><td></td><td></td><td></td><td></td><td>3</td></tr> <tr><td></td><td>4</td><td></td><td>8</td><td>5</td><td>7</td><td>3</td><td>6</td><td></td></tr> <tr><td>8</td><td>6</td><td></td><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>4</td><td></td><td></td><td>8</td><td>1</td></tr> </table>				6	9		7								4		3		7						9	2	6	5				2	3			8			6			9		5	2			8	1					3		4		8	5	7	3	6		8	6		3										4			8	1
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Objective:	Students will be able to have a little fun and enjoy math through a scavenger hunt.																																																																																		
Materials:	Paper, Pencil, and Items Around the House																																																																																		
Activities and Instructions:	<p>Where in the world do we use math? Everywhere! See how many of these you can find at home in newspapers, magazines, items around the house, items outside your house, etc... (do not use the internet/online)! You may email your math teacher pictures, completed checklist, and/or art work made from collecting items. We would love to see what you find!</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> A money amount less than 50 cents A real-world example of vertex A prime number more than 11 A number written in word form 99% fat free food item A real-world example of arc A decimal less than 1 A negative number A temperature Any board game that uses math A real-world example of parallel lines Digital Scale (kg or lb) A bar graph A real-world example of obtuse angle Calculator bigger than your hand 500 piece jigsaw puzzle The funnest math joke you can find \$1 million in Monopoly money A real-world example of trapezoid A date that is either 2 days earlier or 2 days later than today A packet of 1-minute oats that takes 2 minutes to cook </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> A line graph A number with at least 3 digits A real-world example of right angle A circle graph A unit of measure A number greater than 1 million Spherical object 3 inches in diameter A recipe Kids wooden blocks with numbers A cm/inch ruler A fraction A mixed number A car ad with price 24 fl oz cup Scrabble letter worth 10 points A Rubik's cube Nature's golden spiral A real-world example of cone </td> </tr> </table>	<ul style="list-style-type: none"> A money amount less than 50 cents A real-world example of vertex A prime number more than 11 A number written in word form 99% fat free food item A real-world example of arc A decimal less than 1 A negative number A temperature Any board game that uses math A real-world example of parallel lines Digital Scale (kg or lb) A bar graph A real-world example of obtuse angle Calculator bigger than your hand 500 piece jigsaw puzzle The funnest math joke you can find \$1 million in Monopoly money A real-world example of trapezoid A date that is either 2 days earlier or 2 days later than today A packet of 1-minute oats that takes 2 minutes to cook 	<ul style="list-style-type: none"> A line graph A number with at least 3 digits A real-world example of right angle A circle graph A unit of measure A number greater than 1 million Spherical object 3 inches in diameter A recipe Kids wooden blocks with numbers A cm/inch ruler A fraction A mixed number A car ad with price 24 fl oz cup Scrabble letter worth 10 points A Rubik's cube Nature's golden spiral A real-world example of cone 																																																																																
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Independent Practice:	<ul style="list-style-type: none"> • Your teachers hope you enjoyed the scavenger hunt. No independent practice other than to answer the math prompt below. • Answer this math prompt: Explain why 0 divided by 7 equals 0, but 7 divided by 0 does not exist. 																																																																																		
Check for Understanding:	Guardian(s) can assist and sign off on the math scavenger hunt.																																																																																		

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

Remote Learning Activities for Students 8th Grade -- April 8th (Social Studies/Science)

The columns below offer choices for student activities.

	Writing	Hands-on Learning	Extra Challenge
Activity Title:	Vocabulary Practice	Comic Vocabulary	Beyond your imagination
What we would like for the students to try	Be able to correctly use scientific vocabulary words in a sentence or paragraph. Paragraph should also have correct capitalization, grammar, punctuation and a scientific tone/theme/topic	Be able to show the meaning of vocabulary in a drawing/ comic strip.	https://www.wallaceandgromit.com/games/wallaces-workshop Physics activity Requires Flash and java script to run.
Materials:	Paper and Pencil	Paper and pencil	Misc.
Activities and Instructions:	Students can choose 5-7 different words each day. Use the words correctly in a paragraph, or sentence. Writing should have a scientific tone. Students should underline their vocabulary words so that parents can quickly identify them from the list.	Create a comic strip using your words. Draw pictures to go with your words. Create a story or picture of a civilization living on a volcanic island and what would they need to do if an eruption occurred	https://newsela.com/read/natural-disasters-rome-volcano/id/20052/?collection_id=339 Newsela article
Independent Practice:	1. transform boundary 2. liquefaction 3. igneous rock 4. Aftershock 5. Ore 6. Sediment 7. fault 8. convergent boundary 9. magnetic reversal 10. metamorphism	Pretend you are a news reporter: How would you report the events on an island or near a fault line.	Act out your paragraph with a sibling or read it to someone over the phone. Youtube: Bill Nye science guy or Magic school bus
Check for Understanding:	Share with your parents/guardian. Take a photo of it and forward it to your teacher		Watch Super Volcano on Netflix

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

Remote Learning Activities for Students 8th Grade -- April 8th (SEL)

The columns below offer choices for student activities.

	SEL Activity Day 6	Activity Expansion (videos/digital links)
Activity Title:	Bystander Skills to Prevent Bullying	Below you will find websites/video links to support the activity. Use if you have internet access/data.
Objective:	Students will discuss ways they can help prevent/ intervene in bullying behavior.	<p>Watch the video:</p> <p style="background-color: #e0e0e0;">We Wrote a Song! National Bullying Prevention Month With Aija Mayrock! By AG Life</p> <p>https://www.youtube.com/watch?v=y8EBpLDBFVY</p> <p>**Complete the exercise at the end of the video- Make a ROEM/Song! Use any paper you have.</p> <p>Also: List the top 5 people you love and trust, people who you can go to in a time of need.</p> <p>Share your ROEM with someone on your list!</p>
Materials:	Paper, tape, makers, colored pencils, and pencils. (can do online)	
Activities and Instructions:	<p>Have students create a colorful pamphlet called "Ways for Kids to Help Kids with Bullying".</p> <p>Bystanders skills to prevent bullying include:</p> <ol style="list-style-type: none"> 1. Being inclusive by welcoming others to join their activities 2. Being a role model for Prosocial behavior, by showing kindness, respect, and empathy for others 3. Walking or sitting with vulnerable kids who may be targets of bullying. 4. Getting involved with bullying prevention efforts at school or in community. <p>Bystander intervention during a bullying incident include:</p> <ol style="list-style-type: none"> 1. Defend the target of bullying. 2. Intervene as a group. 3. Change the subject. 4. Directly question the bullies behavior. 5. Use humor to lighten up serious situations. 6. Openly state an objection to bullying. 7. State approval of the victim and validate his or her social status. <p>Review your students pamphlets when done and discuss.</p>	
Check for Understanding:	The student can identify ways s/he can help prevent/ intervene in bullying behavior.	

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

Remote Learning Activities for Students 8th Grade -- April 8th (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
Activity Title:	Pattern Boxes continued	Technique	Personal Fitness
Objective:	The students will work to finish their pattern box drawings.		Students will work to increase core strength and improve muscular endurance.
Materials:	Paper, pencils, pens, colored pencils, markers, crayons...	Voice or instrument and another person	Paper and Writing Utensil
Activities and Instructions:	<p>--Work to finish coloring your pattern boxes.</p> <p>--Look at your finished piece from a distance of 2 - 3 feet. Does it still need something?</p> <p>--Consider adding more fine details with black ink.</p> <p>→ The addition of gold or other metallic colored paints, applied with a very fine brush (if you have these materials) can take your piece to an ornate and jewel-like level.</p> <p>*Remember to add extra details consistently to each repeated pattern.</p> <p>→ If you have it, mount your finished artwork on a slightly larger piece of black cardstock or construction paper. This border will make the black lines in your designs pop!</p>	<p>Instrumentalists: Think about proper technique for your instrument.</p> <ol style="list-style-type: none"> 1. Teach a relative how to hold it properly (think about proper technique - bow grip, instrument placement, finger placement, embouchure, etc) 2. Teach them to play a scale or portion of scale. <p>Singers: Teach a relative solfege syllables and hand symbols for a major scale.</p>	<p>Students will log how many rounds of a personal fitness circuit that they are able to complete in succession.</p> <p>The circuit includes: 30 second plank, 20 body squats, 20 pushups (modified if needed), 20 sit ups / crunches.</p> <p>Each round of a circuit must be completed in order to start a new round. The goal for all students is to complete a minimum of three rounds.</p>
Independent Practice:	If you enjoyed this activity, make another! Feel free to change the rules when setting up your pattern boxes.	Write in your journal what was most difficult to teach and why. Write what you feel is most difficult for YOU regarding technique and why.	Students will be using their log to track their progress. Students should be writing how many rounds they completed, and where they have stopped (i.e. - 4 rounds completed, stopped at 15 pushups in round 5).
Check for Understanding:	<p>Show off your artwork to your family members. Share your thoughts on your final results.</p> <p>Have each family member (including yourself) suggest a title for the piece. Choose the one you like best!</p>		Consider your level of effort on a scale of 1-10. 1 being this was super easy 10 this was very hard and I struggled to complete it. As you do this each day, see if your number rating changes.

Every Day: Read for 20 minutes. **Parent Signature:** _____