Memorial Junior High School Home Learning Assignment Board
Week 1: March 16th to March 20th
Grade Level: 8

- Students need to do one activity from each subject area column every day.
- Place a check on the activities completed and have parent/guardian sign the bottom of the form.
- If you have the internet, work on additional activities in the Technology Section.

Students please return this sheet and any additional sheets to your teacher **within two days** of your return to school.

Math
(45 minutes per day)

March 16th	***March 17th***	***March 18th***	***March 19th***	***March 20th***
Activity ***No School Teacher In-Service***	Activity Ixl.com Area and Perimeter 8th grade T.1 and T.2	Activity Floor Plan Activity Day 1 Measure and draw the outline (floor plan) of your bedroom. Use alternate units measurement, if needed, such as your shoe. Find the area and perimeter of your room.	Activity Floor Plan Activity Day 2 Measure and draw the outline (floor plan) of your kitchen. Use alternate units measurement, if needed, such as your shoe. Find the area and perimeter.	Activity Floor Plan Activity Day 3 Measure and draw the outline (floor plan) of your bathrooms and hallways. Use alternate units measurement, if needed, such as your shoe. Find the area and perimeter.

Reading
(45 minutes per day)

March 16th	***March 17th***	***March 18th***	***March 19th***	***March 20th***
Activity ***No School Teacher In-Service***	Activity Holocaust Vocabulary: Use the following vocabulary words to create your own sentence for each word. 1. Conspicuous: noticeable	Activity Holocaust Vocabulary: Using yesterday's vocabulary words, write 1 synonym and 1 antonym for each word.	Activity Holocaust Vocabulary: Create a diary entry as one of the characters from the story, using each of the 6 vocabulary words.	Activity Read a book of your choice or continue your book from last week for 25 minutes. Write a summary of what you read.

	2. Tension: a nervous, worried, or excited state that makes relaxation impossible 3. Resent: feel angry out of a sense of unfairness 4. Insufferable: unbearable 5. Bewildered: hopelessly confused 6. Fatalist: one who believes that all events are determined by fate.			
Language Arts / Writing (45 minutes per day)				
March 16th	***March 17th***	***March 18th***	***March 19th***	***March 20th***
Activity ***No School Teacher In-Service***	Activity IXL 8th Grade K 5 and 6 100%	Activity What precautions are you and your family taking during this pandemic? List 3-5. 1.) Create a brainstorming list using brain questions. 2.) Create a KWO	Activity Work on your rough draft. Include a three-point thesis statement, transitions, topic sentences, dress-ups, sentence openers, and correct grammar, spelling, and punctuation. Revise your rough draft.	Activity Write your final draft.
Science (45 minutes per day)				

March 16th	***March 17th***	***March 18th***	***March 19th***	***March 20th***
Activity ***No School Teacher In-Service***	Activity Discuss with an adult: How do you feel about Covid-19?	Activity What are ways you are staying healthy? How can you protect your home and family?	Activity Lab: Pepper and Soap Materials: Bowl, water, pepper, hand soap See link for directions: https://www.wsbtv.com/news/local/viral-videos-cool-science-experiment-shows-kids-why-its-important-wash-hands/LY4DDT74YJHL7NAZTK7QHLS2M4/	Activity Discover Ed 3.6
Social Studies **(45 minutes per day)**				
March 16th	***March 17th***	***March 18th***	***March 19th***	***March 20th***
Activity ***No School Teacher In-Service***	Activity 1. Explain in five or more sentences how the stock market works.	Activity 2. Write five questions that you would ask someone who was living during the Great Depression(1929-1939)	Activity 1. Define the following words in your own words: Credit Stock market Default drought	Activity 1. Go to dogonews.com, pick a story of your choosing, and write 10 facts about that story.
Encore **(45 minutes per day)**				
March 16th	***March 17th***	***March 18th***	***March 19th***	***March 20th***
Encore Challenge Activity *STEM, Technology, & Character Ed* ***No School Teacher In-Service***	Music Activity Make a playlist of songs to listen to while you are doing your at-home work. List all of the songs that you have picked to put on your playlist. Briefly describe why you have chosen each	Art Activity Close your eyes and think about how you feel today. Imagine what those feelings would look like in a drawing. Technology Activity	Character Ed Activity Write a short-term goal that you can achieve by the end of the school year. Start your goal with "I will" and make it specific. The goal can be related to school, home, or an activity. List 3 things you can do to achieve your goal. Spanish Activity	Encore Challenge Activity *Music, Art, & Spanish* Music: Visit the website link: https://www.ted.com/search?q=music View any of the videos provided to learn about all aspects of music in our world. *Art*: Design your own shoes.

	song. Why did you pick it? "I like it" or "it's good" are not good descriptors. Be more in-depth. <u>STEM Activity</u> Go on a scavenger hunt and find 10 things that use batteries in the house. List the different types of batteries and how many are used to power each item.	Create a list of at least 3 names associated with the creation of the Internet. You may use Google.com	Using your phone, find a Spanish-English dictionary, and find the Spanish words for the numbers zero through thirty (0-30). Then, list the numbers 0-30, and next to those numbers, write the Spanish words for them two times.	<u>Spanish Challenge Activity</u> Solve these math problems, then write the Spanish words for all the numbers used. 30 – 17 = 26 – 18 = 15 –15 = 7 + 5 = 10 + 3 + 8 x 2 = 4 x 6 =
PE/Health (45 minutes per day)				
March 16th	***March 17th***	***March 18th***	***March 19th***	***March 20th***
<u>Activity</u> ***No School Teacher In-Service***	<u>Activity</u> 20 Jumping Jacks 10 Situps 20 Mountain Climbers 10 Side-to-Side Jumps <u>Stretches</u> Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L)	<u>Activity</u> 20 High Knees 10 Burpees 15 Second Plank 10 Pushups <u>Stretches</u> Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly	<u>Activity</u> Choose one workout video from this channel's selection and perform the whole workout https://www.youtube.com/user/SuperMoejones/videos	<u>Activity</u> Jump using a real or imaginary jump rope for the duration of your favorite song. Were you able to jump for the entire song? <u>Stretches</u> Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L)

	Back Stretch (R/L) Butterfly			Butterfly

	Optional Technology Activities – Please use if the internet is available to your family.		
Name	**Website**	**Login Information**	**Use**
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
Typing.com	Typing.com	Students or Parents can create account	Learn to type for free!
Art For Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.

Teachers you can Contact for Support

Mrs. Houston – nhouston@d158.net

Ms. Kemp – akemp@d158.net

Mrs. Lundgren – mlundgren@d158.net

Mrs. Maddox – tmaddox@d158.net

Mrs. Perry – aperry@d158.net

Mr. White – jwhite@d158.net

Mrs. Yanke – kyanke@d158.net

Student Name_____

Parent/Guardian Signature_____ Date _____

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?

- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)?
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

Fiction/Nonfiction

Setting:
What is the main setting of the story? Consider the geography, weather, time of day, year, era, social conditions, language, clothing, etc.
In what way does the setting affect the language, atmosphere, or social circumstances of the short story?

Characterization:
Who is/are the main character(s)?
Who or what is the protagonist/antagonist?
In what way are the characters described (physical and personality traits), thoughts, feelings, interaction with the other characters?
Does the characters change or remain the same (static/dynamic characters)?

Conflict:
What is the conflict in the story (internal/external)?
If it is an external conflict, identify the type of external conflict and between which characters?
Examples: man v man, man v nature, man v society, man v. technology, man v animal

Climax:
When does the climax take place? (the most intense part of the story)

Resolution:

How does the story end? In what was is the conflict ultimately resolved?

Point of View (POV):
Who is telling the story? Through whose eyes is the story being told?

Nonfiction:
How is the text organized? Description, sequence, problem/solution, cause/effect, compare/contrast
Analyze the text features. What information does the text features provide to help you understand the text/story? Photographs, illustrations, captions, maps, sidebars, headlines, subtitles, charts, graphs, table of contents, vocabulary words, etc.
What connections can you make between this text? Text-to-text, text-to-self, text-to-world?
What did the author want to accomplish by writing this text?