

Memorial Junior High School Home Learning Assignment Board

Week 2: March 23rd to March 27th

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)

| <i>March 23rd</i> | <i>March 24th</i> | <i>March 25th</i> | <i>March 26th</i> | <i>March 27th</i> |
|--|---|--|---|--|
| <u>Activity</u> Floor Plan Activity Day 4 Measure and draw the outline (floor plan) of the rest of your house. Use alternate units' measurement, if needed, such as your shoe. Find the area and perimeter. | <u>Activity</u> Floor Plan Activity Day 5 Create one drawing of everything measured from Day 1 – Day 4. Find the total area and perimeter. | <u>Activity</u> Floor Plan Activity Day 6 Measure and draw the outline (floor plan) of the outside of where you live. Use alternate units' measurement, if needed, such as your shoe. Find the area and perimeter. | <u>Activity</u> Create 2-word problems based on the information you have collected from the previous days. | <u>Activity</u> Ixl.com Multiplication Facts 3 rd grade G.1 |

Reading (45 minutes per day)

| <i>March 23rd</i> | <i>March 24th</i> | <i>March 25th</i> | <i>March 26th</i> | <i>March 27th</i> |
|---|---|--|--|--|
| <u>Activity</u> Holocaust Vocabulary Continued: Use the following vocabulary words to create your own sentence for each word. 1. Inarticulate: unable to express oneself 2. Apprehension: a fearful feeling about, what will happen next | <u>Activity</u> Holocaust Vocabulary: Using yesterday's vocabulary words, write 1 synonym and 1 antonym for each word. | <u>Activity</u> Holocaust Vocabulary: Create a diary entry as one of the characters from the story, using each of the 6 vocabulary words. | <u>Activity</u> IAR online practice test Unit 1 https://il.testnav.com/client/index.html#login?username=LGN377731002&password=XQ6Y7FCY | <u>Activity</u> Read a book of your choice or continue your book from last week for 25 minutes. Identify character traits of the main character |

| 3. Blackmail: the practice of making someone do what you want by threatening to reveal his or her secrets 4. Forlorn: sad and lonely 5. Intuition: ability to sense immediately, without reasoning 6. Ineffectually: without producing the desired results | | | | |
|---|---|---|---|---|
| Language Arts / Writing (45 minutes per day) | | | | |
| <i>March 23rd</i> | <i>March 24th</i> | <i>March 25th</i> | <i>March 26th</i> | <i>March 27th</i> |
| <u>Activity</u> IXL M.1 and M.2 8th Grade 100% | <u>Activity</u> Use the following prompt to create a 5-paragraph essay for the reminder of the week: Why is it important to remember the Holocaust? <ul style="list-style-type: none"> 1.) Create a brainstorming list using brain questions. 2.) Create a KWO | <u>Activity</u> Work on your rough draft. Include a three-point thesis statement, transitions, topic sentences, dress-ups, sentence openers, and correct grammar, spelling, and punctuation. | <u>Activity</u> Finish your rough draft. Revise your rough draft. | <u>Activity</u> Write your final draft. |
| Science (45 minutes per day) | | | | |
| <i>March 23rd</i> | <i>March 24th</i> | <i>March 25th</i> | <i>March 26th</i> | <i>March 27th</i> |
| <u>Activity</u> Create a food log of what you eat for the entire day | <u>Activity</u> List the Ingredients/check the nutrition label of the foods you eat today | <u>Activity</u> Count how many fruit and vegetables you have in your home | <u>Activity</u> If you eat 2000 calories, how many minutes would you need to exercise for it to burn off | <u>Activity</u> Discovery Ed. - Review 3.2 |

**Social Studies
(45 minutes per day)**

| March 23rd | March 24th | March 25th | March 26th | March 27th |
|---|--|--|---|--|
| <u>Activity</u> Franklin Roosevelt was elected as President four times. Now there is a limit of two terms that a President can be elected. In five or more sentences, explain why you agree or disagree with this? | <u>Activity</u> What do you think the three biggest problems were for people living during the Great Depression? How does this compare to three big problems people are going through today? Explain in five or more sentences. | <u>Activity</u> How does a drought (a time period with no rain) affect people? Explain your answer in five or more sentences. | <u>Activity</u> Could we have prevented the Great Depression? Explain in five or more sentences. | <u>Activity</u> <u>Go to apnews.com, find an article, and write 10 facts about that article</u> |

**Encore
(45 minutes per day)**

| March 23rd | March 24th | March 25th | March 26th | March 27th |
|---|--|---|---|--|
| <u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i> Make a boat that can really float. How can you modify your design so that it would be a fun bath toy for a toddler? Draw a detailed picture of your toy boat. | <u>Music Activity</u> Create a soundtrack of your life. List ten major events that have happened in your life and connect a specific song to each one. List these on a sheet of paper. <u>STEM Activity</u> Look closely at various kitchen tools. How do you think they work? Pick one and decide how it could be improved. Document your results. | <u>Art Activity</u> Draw something that makes you laugh. <u>Technology Activity</u> Create a timeline of the Internet starting at when it was created to present. Use Google.com | <u>Character Ed Activity</u> Write down 3 people, 3 places and 3 things you are grateful for. Do not write the same thing twice. Think beyond the obvious things such as family, home, food. Tell why you are grateful for each thing you list. <u>Spanish Activity</u> Using your phones, find a Spanish-English dictionary, and look for the Spanish words for the numbers 31-60. Then, list the numbers 31-60, and write the Spanish words for the numbers next to the numbers two times. Copy these words, and write them two times: más - plus | <u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i> 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. <u>Art</u> : Create your own made up creature, monster, or animal. <u>Spanish Challenge Activity</u> : Solve the following math problems, then write the words in Spanish for all numbers and symbols: 60 – 21 = |

| | | | menos – minus por – times es – is son - are | $12 \times 4 =$ $13 \times 4 =$ $6 \times 9 =$ $19 + 37 =$ $57 + 2 =$ $40 - 11 =$ |
|---|---|---|---|--|
| PE/Health (45 minutes per day) | | | | |
| March 23 rd | March 24 th | March 25 th | March 26 th | March 27 th |
| <u>Activity</u> 30 High Knees 20 Second Plank Jog in place for 30 seconds 15 pushups Or Take a 15-minute walk on your block <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> Crazy 8's... 8 Jumping Jacks 8 Situps 8 Mountain Climbers 8 High Knees Or Take a 15-minute walk on your block <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> 25 Jumping Jacks 10 Situps 20 Mountain Climbers 12 Squat Jumps Or Take a 15-minute walk on your block <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 Or Take a 15-minute walk on your block | <u>Activity</u> -Journal food and drink for the day and answer the following questions Dietary guidelines per day Fruits- 2 cups Vegetables- 2 ½ cups Grains- 6 ounces Dairy- 3 cups Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces Questions 1. Which food group did you eat the correct amount of? 2. Which food group did you eat too much of? 3. Which food group did you not eat enough of? 4. What can you focus on next week to make sure you eat the proper amount for each food group? |

| Optional Technology Activities – Please use if the internet is available to your family. | | | |
|--|---|----------------------------|--|
| Name | Website | Login Information | Use |
| | | | Look closely at various kitchen tools. How do you think they work? Pick one and decide how it could be improved. Document your results. |
| 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 |
| Art For Kids Hub | www.youtube.com/artforkidshub | Free | Complete 1-2 drawing challenges a week. |
| SCISC | https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8 | NA | South Cook has compiled a list of activities and resources for families to use during the school closure. |

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

Mrs. Alexa – salexa@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 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?