

## For BJH grades 7-8:

Beginning Monday April 6, Barton will be using Arkansas AMI to facilitate our students' work. The website for grades 6-8 is <https://www.myarkansaspbs.org/ArkansasAMI/6-8>.

On this page, students can find links to each day's video, learning guide, and extra resources. Teachers will also be posting extension assignments to their Google Classroom pages. Printed resources will be available at Barton, the District Office, and on the buses that are delivering lunches.

Students are asked to watch specific programming on PBS, channel 9 on our local cable network or through the web link and complete the related Learning Guide assignments. Programs for grades 6-8 air from 11:00-1:00. Work can be submitted to Google Classroom or on paper copies to be turned into the school office Monday through Thursday between the hours of 8:00 a.m. and noon. Students can also turn in completed work on any El Dorado School District bus that is delivering lunches or can be mailed to the school. School address: 400 West Faulkner, El Dorado, AR 71730. Please make sure the students' names and grade level are written on the completed work.

In most cases, students will be given the choice of submitting a number of assignments from each section of the Learning Guides. The sections will include Literacy/Social Studies, Math, Science, and Fun Zone (electives).

**Under Literacy Corner:** Submit 3 assignments per week (student choice) to your English and Social Studies teachers and the required reading assignment to your English teacher. The reading assignment will be found in Google Classroom. The work for Social Studies and English can be the same work, submit the work to both teachers. Students in Literacy Lab (Baldwin) do not need to complete additional work, the work submitted for the English class will be counted for Literacy Lab also.

**Under Math Mania:** Submit 3 assignments per week to math teacher--we strongly recommend Khan Academy as one of the choices. Students in Math Lab (Keton) do not need to complete additional work, the work submitted for math class will be counted for Math Lab also.

**Under Think Like a Scientist:** Submit 3 assignments per week to science teacher.

**Under Fun Zone:** Submit one assignment per week to the rotation teacher, one assignment to your Keyboarding, Culinary Tools, or Career Development teacher and one assignment per week to your elective teacher.



PBS Arkansas Shows and Times	
<b>Music in Arkansas</b>	Arkansas's rich musical heritage is explored, from the earliest recorded history of the songs of the Quapaw to the development of Arkansas Post and beyond.
<b>Exploring Arkansas</b>	Exploring Arkansas highlights all the best of what the Arkansas outdoors has to offer.
<b>Champion Trees</b>	The champion trees of Arkansas have escaped the ravages of nature and man and grown into awe-inspiring giants of their kind.
<b>Cyberchase</b>	Cyberchase is an ongoing action-adventure children's television series focused on teaching basic STEM concepts.
<b>Blue Sky Metropolis</b>	"Blue Sky Metropolis" is the untold story of how aerospace was central to the growth of California and its emergence as an economic power. <sup>7</sup>
<b>Nature</b>	NATURE brings the beauty and wonder of the natural world into your home, becoming in the process the benchmark for natural history programs.
<b>Once Upon a Time in Arkansas</b>	Dive into a unique catalog of Arkansas folklore and see how it has shaped the way we view ourselves and the South.
<b>Genius by Stephen Hawking</b>	In Genius by Stephen Hawking, Professor Stephen Hawking challenges a selection of volunteers to think like the greatest geniuses in history and solve some of humanity's most enduring questions.
<b>Expedition with Steve Backshall</b>	Head into the unknown with naturalist Steve Backshall as he journeys to the world's last unexplored places and faces challenges around the globe, encountering extraordinary wildlife and meeting remarkable people along the way.
<b>Crater of Diamonds</b>	Explore North America's only diamond-bearing field located in Murfreesboro, AR.
<b>Historic Bridges</b>	Many historic bridges in Arkansas are as old as the state itself. Through this video the stories and importance of these bridges can be archived and placed in the fabric of Arkansas life for generations to come.
Play <b>Vocabulary BINGO</b> throughout the week: As you watch PBS shows look and listen for keywords on the tv. When you get 4 words across, down or diagonal, you have a BINGO.	

# Literacy Corner

1. Complete the required weekly reading passage.

\*\*\*You must do the Weekly Reading Passage\*\*\*

## Required Weekly Passage:

Each week complete the required reading passage. [Click here for the Google Form.](#)

To complete on paper go to page 6.

2. Choose **3** literacy learning opportunities listed below to practice your reading, writing and communication skills.

\*\*\*Don't forget to grab a good book and read daily.\*\*\*

- **Presentation:** Time for YOU to be the expert! Make a presentation about something you learned this week. Be sure to include facts and pictures. This can be done on paper, poster, google presentation, etc. You can present for family at home or video chat with family and friends for a learning experience for all! Post your presentation to Google Classroom.
- **Storytelling:** Folktales and/or myths are part of communities and families. Retell a story about an object or photograph that has been passed down from person-to-person in your family and/or community. Remember, many of these stories are embellished by the storyteller. What new details can you add? You can record your story or type it on Google Docs.
- **Chuck for a Day:** Chuck Dovich travels Arkansas and shares stories about our beautiful state. Pretend you are "Chuck for the Day". What would you share about your area of the state? Create a show by writing a script. You can record or present live to family. Upload your script to Google Classroom.
- **Poetry:** A haiku is a three-line Japanese poem with five syllables in the first and third line and seven syllables in the second line. Haiku can communicate sensation, such as sound. Instructions: After viewing *Music in Arkansas: Origins*, choose a genre that was discussed in the video that you found interesting. Some examples are: spirituals, gospel, ragtime, folk, country, jazz, and rock and roll. Think of words that describe the genre. Then, create a haiku that expresses how the genre sounds. Consider what the listener feels when hearing that genre of music. Next, create a collage or visual representation of the genre of music you selected using photos from a magazine, or drawings that you create yourself, placing your haiku in the middle of the page. Be sure to include ideas that relate to facts you learned about how this genre of music developed in the state of Arkansas. Post your poem to Google Classroom.



- **Read an Article:** Read the article, *The Art of Design*, and answer the comprehension questions on the [Google form](#) in Google Classroom.

- **Journal Writing:** Begin keeping a daily journal or diary on the current pandemic. Be sure to upload your journal on Google Classroom.

- **Creativity:** The term *bricolage* means to make something with what you have. Many of the musicians in *Exploring Arkansas Special Edition: Country Music* talk about doing this.

Now it is your turn, make something with what you have. This could be anything such as food, art, or a tool. Take a picture or draw a quick sketch of your creation, and then write a reflection about your process. What supplies were available? How did you select what to make? What steps did you take? Are you pleased with your results? Be sure to upload your journal on Google Classroom.

- **FREE Choice-** What are your interests? Choose a topic and create a document, presentation or performance that will teach someone else about your topic. Be sure to upload your journal on Google Classroom.

# Math Mania:

Choose 3 math learning opportunities to build and reinforce your math skills.

- **Khan Academy:** If you have internet access, it is recommended that your child utilize the Khan Academy modules with built-in instruction to support math learning at least 3 days a week. Select your grade level or type in the web address and select the GET STARTED button.

(Counts as one each day) If needed students may select a different grade, regardless of age.

5th grade math      <https://www.khanacademy.org/math/cc-fifth-grade-math>

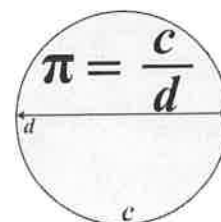
6th grade math      <https://www.khanacademy.org/math/cc-sixth-grade-math>

7th grade math      <https://www.khanacademy.org/math/cc-seventh-grade-math>

8th grade math      <https://www.khanacademy.org/math/cc-eighth-grade-math>

Algebra I

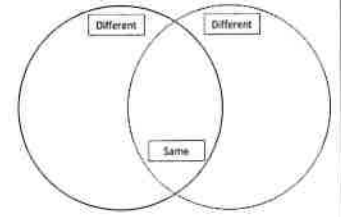
- **Coin Toss Ratio:** Flip a coin 20 times and record the number of heads and tails. Create as many ratios as possible from the experimental data (ex. 20 heads: 10 tails, or 20/10). For each ratio, write two more equivalent ratios (ex.  $20/10=40/20=10/5=2/1$ ).
- **Math Puzzle:** Have a friend or family member do this where you can't see their work. Write down a number. Add 5 to it. Multiply that answer by 2. Add 10 to that answer. Have them tell you their result. Can you figure out their original number? How? Create your own number puzzle. Play this several times with a classmate virtually or a family member.
- **Garage Sale Dominoes:** Mr. Blake shops at garage sales to find things for his classroom. He found sets of dominoes and wants to make sure they are complete sets. How many dominoes should there be in a complete set of double-six dominoes? Use words, pictures, and/or numbers to explain your answer. Play dominoes with your family.
- **Multiple and Divide Negative Numbers Practice:** Worksheet
- **Discover Pi:** Materials: tape measure, 5 circular objects, calculator. Measure and record the circumference (distance around the circle) and diameter (a straight line passing from side to side through the center) of each object. Divide each object's circumference by its diameter and record the result (quotient). What do you notice about each quotient? If you measured carefully, each should be about 3.14 or Pi!



# THINK like a Scientist!

Choose at least 3 science learning opportunities for the week.

- **Observing Trees:** Go outside and find three different trees. Take detailed notes on each tree. How are they the same? Different? Which tree do you prefer? Do you know what type of trees you were observing? If not, see if you can figure it out by researching, reading, or asking others.
- **Comparing/contrasting:** Go outside and observe the behavior of a bird and a flying insect for 15 minutes each. Use a Venn diagram to compare how they are the same and how are they different?
- **Designing:** Design a hand pollinator using a pipe cleaner, cotton ball, tape. Your hand pollinator must pick up pollen, just like a hummingbird or bee, from the stamen and deliver it to the pistil in the flower. NOTE: glitter could be substituted for pollen.
- **Collecting:** Go outside and collect ten different types of leaves. Lay them on paper and trace their outlines. Write down observations of each leaf.



## FUN ZONE

- ★ **Get active-** dance, do exercises, create an obstacle course, go for a walk or run.
- ★ **Perform-** Write and perform an original song or dance.
- ★ **Play** a family game (Uno, Heads Up, Battleship, Chess, etc...)
- ★ **Create a masterpiece-** Paint or draw
- ★ Check out the [PBS.org](http://PBS.org) for additional learning opportunities for each show.



## The Art of Design (Article from ReadWorks)

*This text is provided courtesy of The Museum of Modern Art.*

*Everything in this subway car, from the height of the seats to the placement of hand rails, was carefully considered by a designer.*



### Design Is a Noun

From the time you wake up to the time you go to sleep, design plays a role in your everyday life. Design makes ideas tangible, translating them into physical form. Someone is responsible for designing the things we consume, use, and interact with every day, be they objects, spaces, landscapes, or communications and transportation systems. Every moment, we encounter a set of solutions to a problem that has been considered by someone, or as Paola Antonelli, Curator of Architecture and Design at MoMA, has said: “Everything is designed, one way or another.”

Prior to the 20th century, design was thought of mainly in the context of decorative arts, which emphasized unique and hand-crafted forms often available in limited quantity. Over time, the growth and complexity of modern society changed the way people interacted and went about their daily lives, which increased the demand for consumer products that met the needs of a broader public and were affordable. The Industrial Revolution and the emergence of mass production enabled designers to consider form, function, material, and affordability in ways that were not previously possible or viable.

Eventually, the classical notion of design expanded beyond the decorative arts into a broader field, subdivided into specialized areas of practice in design for the built environment, such as industrial design, interior design, and fashion design. The development of new technologies, materials, and user needs continues to spur new forms of design practice, such as interaction design.

### Design Is a Verb

“Design” does not only refer to things and spaces; it is also the process of planning, evaluating, and implementing a plan or answer to a problem. The first step in the design process is often to brainstorm possible solutions. The brainstorm could take the form of words, sketches, or photographs that articulate the designer’s ideas. Once the ideas have been expressed, the designer chooses the best resolution for the problem. Sometimes, a designer will consult an engineer, who helps produce a prototype. The prototype is tested to ensure that the design is functionally and aesthetically viable.

As consumers of everyday objects, we play an important role in the design process. Designers often look to consumers to evaluate and respond to the appearance and functionality of things they create. From choosing a new shape or color for a cell phone to deciding how tall to make seats on a subway car, designers rely heavily on market research and consumer input.

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### Comprehension Questions

1. What kinds of things do designers today design, based on the text?
2. How does the process of design address problems in people's everyday lives? Support your answer with evidence from the text.
3. What is the main idea of the text?
4. How are you impacted by design in your everyday life? Support your answer with evidence and examples.

**REQUIRED READING PASSAGE**

**Lazy Anansi**  
**By Ghanian Folktale**

*In this folktale from Ghana, a country in West Africa, a lazy spider named Anansi learns an important lesson. As you read, take notes on how Anansi interacts with his friends.*

1 There was a spider called Anansi. Anansi was too lazy to cook his own food. Instead, he used to visit his friends and eat the delicious<sup>1</sup> food they had cooked.

2 One day, Anansi was passing Rabbit's house when he smelled green vegetables cooking. He was very excited. Rabbit said to Anansi, "They're not quite ready yet. You can help me to wash up while we wait." Anansi replied, "Sorry, I have things to do. I'll come back later."

3 "How will I call you when they're ready?" asked Rabbit. Anansi thought for a minute. "I'll spin a web," he said. "I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string. I'll come right away." So Anansi tied the web to the pot, and walked on.

4 Anansi saw Monkey and his wife, cooking beans in a large pot. "Come and join us! The beans are nearly ready." Monkey said. Anansi replied, "Sorry, I have things to do. Let me tie one end of this web around my leg and one end to your pot. When the beans are ready, pull on the web string, and I'll come."

5 As Anansi walked by Warthog's house, he smelled sweet potatoes. Warthog told Anansi, "My pot is full of sweet potatoes and honey! Come and share my food with me. Take this fork and help me to stir it." Anansi replied, "I'll come back later. Let me tie one end of this web around my leg and one end to your pot. When the sweet potatoes are ready, pull on the web string, and I'll come."

6 By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs. "Rabbit's food is ready!" Anansi thought, licking his lips. He felt a second pull. And a third. And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time! "Stop! Stop!" he cried in pain, as his legs were stretched thinner and thinner. But no one could hear him.

7 Finally, the web strings could hold no longer. They snapped, one by one. Anansi rolled into the river to soothe his painful legs. But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day.

1. Delicious (adjective): pleasant to taste

**1. PART A: What is the main theme of the fable?**

- A. People who are lazy don't get to benefit from others' hard work.
- B. Sometimes people take advantage of the kindness of their friends.
- C. Sharing food with others is a good way to show that you care.
- D. People are less likely to share with you if you don't help them in some way.

**2. PART B: Which detail from the text best supports the answer to Part A?**

- A. "I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string. I'll come right away." (Paragraph 3)
- B. "By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs." (Paragraph 6)
- C. "And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time!" (Paragraph 7)
- D. "But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day." (Paragraph 8)

**3. Which is the best summary of the fable?**

- A. A spider's friends work together to punish their lazy friend who never helps them.
- B. A spider's legs are stretched out when he's too lazy to help his friends prepare food.
- C. A spider doesn't know how to cook for himself, but his friends are there to help him out.
- D. A spider is embarrassed when all of his friends invite him to dinner at once.

**4. How does paragraph 8 provide a conclusion for the fable?**

- A. It reveals that Anansi's friends never planned to let him eat their food without working.
- B. It shows how Anansi suffers consequences for not helping his friends prepare their food.
- C. It stresses how important it is for Anansi to learn how to make or catch his own food.
- D. It shows how Anansi is to blame for why all spiders are ugly.

**5. Place the following events in order, as they occur in the story.**

- A. \_\_\_\_\_ Anansi declined an offer to help Warthog stir his potatoes.
- B. \_\_\_\_\_ Anansi smelled green vegetables cooking.
- C. \_\_\_\_\_ Anansi stayed at home, ashamed of his behavior.
- D. \_\_\_\_\_ Monkey and his wife invited Anansi to eat beans.
- E. \_\_\_\_\_ Anansi begged for everyone to cease pulling the web strings.

**6. Why do Anansi's friends stretch his legs out?**

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