

Memorial Junior High School Remote Learning Assignment Board

Week 4: April 6th to April 9th

Grade Level: 8

- Students need to do one activity from each subject area column every day.
- If you have the internet, work on additional activities in the Technology Section.
- Parents should email their child's Home Base Teacher each week to note completion of each week's learning activities.

Teachers you can contact for Support

Mrs. Houston (Math) – nhouston@d158.net

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Mrs. Lundgren (ELA) – mlundgren@d158.net

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Mrs. Yanke (Science) – kyanke@d158.net

Mr. Faughn (PE/Health) – jfaughn@158.net

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Mrs. Arseneau (LRC/Reading) – narseneau@d158.net

Mrs. Schab (STEM) – mschab@d158.net

Mrs. Newton (Technology) – lnewton@d158.net

Mrs. Alexa (Character Education) – salexa@d158.net

Mrs. Kooy (Enrichment) – vkooy@d158.net

Mrs. Vance (RtI Reading) – dvance2@d158.net

Mr. Becker (Music) – mbecker@d158.net

Mr. Luming (Social Worker) – sluming@d158.net

Mrs. Patel (ESL) - tpatel@d158.net

Math (MAKE SURE TO SHOW ALL OF YOUR WORK)				
April 6th	April 7th	April 8th	April 9th	April 10th
<u>Activity</u> Sports Activity Shoot 10 free throw and document your shooting percentage. Play basketball for 30 minutes. Shoot 10 free throws again and document your shooting percentage. Compare the percentages.	<u>Activity</u> Sports Activity Choose a sport of your choice. Warm up, practice, and play this sport. Document and graph the amount of time spent doing each activity.	<u>Activity</u> Sports Activity Flip a coin 20 times and document your results. Do this activity three times and compare your results.	<u>Activity</u> Ixl.com Multiplication Facts 3 rd grade F.7 and F.8 Multiples of 6 and 7 *Memorize all these facts	<u>Activity</u> No School Start of Spring Break
Reading (Students should be reading 20 minutes a day)				
April 6th	April 7th	April 8th	April 9th	April 10th
<u>Activity</u> Closey read, annotate, and use the text below to complete the activities for the week: <u>Go Away</u> By Ed Odom Sometimes I wish that all my problems would just disappear into thin air. But they won't disappear; they'll just keep holding onto me. It's like they're an annoying person that clings to me, follows me around, turns up around every corner. The trouble is that now they seem to be metamorphosing. They're	<u>Activity</u> 1. The author uses figurative language to compare his problems to what two things? 2. The author uses a semicolon to avoid a run-on sentence. 3. Rewrite the sentence, using three other ways to avoid a run-on. A. Period B. Comma and Conjunction C. Subordinate clause	<u>Activity</u> Write at least 50-words comparing your problems to something. Use figurative language and an example of parallel structure (<i>aka magic three</i>)	<u>Activity</u> Pick a book of your choice or continue the book from last week. What possible theme(s) do you see developing? Provide text evidence to support the theme(s).	<u>Activity</u> No School Start of Spring Break

<p>tadpoles turning into frogs— just getting bigger and bigger.</p> <p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 1 Read the “Celebrating Differences” article</p>	<p>4. Quote an example of parallel structure (<i>aka magic three</i>):</p> <ol style="list-style-type: none"> a. What is the tone of the piece? b. Give support <p>5. Using a context clue, determine the meaning of “metamorphosing”</p> <p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 2 Read the “Robot Dog vs Real Dog” article and answer questions</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 3 Read the “Girl Hero of the American Revolution” article and answer questions/take quiz</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 4 Read the “Extreme Candy” article and answer questions</p>	<p>Optional</p> <p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome.html Select Grades 6-8 Select Week 1 Day 5 Read the “Escape from Alcatraz” article</p>
Language Arts / Writing				
April 6th	April 7th	April 8th	April 9th	April 10th
<p style="text-align: center;"><u>Activity</u></p> <p>IXL O.1 and O.2 8th grade 100%</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Use the following prompt to create a 3-paragraph essay for the remainder of the week: <i>What are three goals you have for high school?</i></p> <ol style="list-style-type: none"> 1.) Create a brainstorming list using brain questions. 2.) Create a KWO 	<p style="text-align: center;"><u>Activity</u></p> <p>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.</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Write your final draft.</p>	<p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;"><i>No School Start of Spring Break</i></p>

Science

<i>April 6th</i>	<i>April 7th</i>	<i>April 8th</i>	<i>April 9th</i>	<i>April 10th</i>
<p align="center"><u>Activity</u></p> <p>What is the air you breathe made of?</p>	<p align="center"><u>Activity</u></p> <p>What is the path of the air flow?</p>	<p align="center"><u>Activity</u></p> <p>List as many causes of respiratory problems. How could you get these problems?</p>	<p align="center"><u>Activity</u></p> <p>List the many different functions of the respiratory system. Write them in your notebook</p>	<p align="center"><u>Activity</u></p> <p align="center">No School Start of Spring Break</p>

Social Studies

<i>April 6th</i>	<i>April 7th</i>	<i>April 8th</i>	<i>April 9th</i>	<i>April 10th</i>
<p align="center"><u>Define the following:</u></p> <ol style="list-style-type: none"> <u>Depression</u> <u>Speculation</u> <u>Stock market</u> <u>Recovery</u> <u>relief</u> 	<p>Use the previous days terms in complete sentences.</p>	<p>The NIRA created the federal minimum wage, as business owner would you agree or disagree with this law?</p> <p>Write a paragraph explaining your opinion.</p>	<p>Go to MSNbc.com find summarize a current news story.</p>	<p align="center"><u>Activity</u></p> <p align="center">No School Start of Spring Break</p>

Encore

<i>April 6th</i>	<i>April 7th</i>	<i>April 8th</i>	<i>April 9th</i>	<i>April 10th</i>
<p align="center"><u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i></p> <p>Louis Braille wanted to make reading easier for other blind people, so he created a code of raised dots. Write a message to one of your friends whom you haven't seen for a while.</p>	<p align="center"><u>Music Activity</u></p> <p>Create a PowerPoint with each slide describing the event from your life. In the same slide, provide a link to listen to the song that goes with the event you have listed. If you do not have access to PowerPoint, create a picture book with the song title and why it is significant in your life.</p>	<p align="center"><u>Art Activity</u></p> <p>Draw a new kind of insect or reptile.</p> <p align="center"><u>Technology Activity</u></p> <p>What is the Internet? Use Google to find a definition of the Internet.</p>	<p align="center"><u>Character Ed Activity</u></p> <p>Define respect. List 3 ways you can show respect to your classmates. List 3 ways you can show respect to your teacher. Explain one area in which you want to try to improve regarding respect to others.</p> <p align="center"><u>Spanish Activity</u></p>	<p align="center"><u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i></p> <p align="center">No School Start of Spring Break</p> <p align="center">Optional <u>Spanish Challenge Activity</u> Pronounce these words in English, then say the short word fragments with the</p>

http://www.brailleauthority.org/learn/braillebasic.pdf	<p style="text-align: center;"><u>STEM Activity</u></p> <p>Design a town square for the heart of a healthy community. Draw a picture of it. List 10 features that make a community healthy and strong.</p>		<p>Write the following vowels on paper in a column: a e l o u.</p> <p>Write these English words next to the vowels as follows:</p> <p>A – father E –weight I – pizza O – go U – Luke</p> <p>Underline the English vowel in the word that is the same as the Spanish vowel next to it.</p>	<p>same vowel sound as the English words.</p> <p>Father - ata, aba Weight – eme, efe Pizza – mimi, sisi Go – nono, popo Luke – ulu, kuku</p>
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PE/Health

April 6th	April 7th	April 8th	April 9th	April 10th
<p style="text-align: center;"><u>Activity</u></p> <p>35 Jumping Jacks 25 Situps 20 Mountain Climbers 20 Side-to-Side Jumps</p> <p style="text-align: center;">Or</p> <p>Take a 15-minute walk on your block</p> <p style="text-align: center;"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p style="text-align: center;"><u>Activity</u></p> <p>15 High Knees 30 Second Plank 20 Burpees 12 Pushups</p> <p style="text-align: center;">Or</p> <p>Take a 15-minute walk on your block</p> <p style="text-align: center;"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p style="text-align: center;"><u>Activity</u></p> <p>20 High Knees 40 Second Plank Jog In Place for 30 seconds</p> <p style="text-align: center;">Or</p> <p>Take a 15-minute walk on your block</p> <p style="text-align: center;"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p style="text-align: center;"><u>Activity</u></p> <p>Choose one workout video from this channel’s selection and perform the whole workout</p> <p style="text-align: center;">https://www.youtube.com/user/SuperMoejones/videos</p> <p style="text-align: center;">Or</p> <p>Take a 15-minute walk on your block</p> <p style="text-align: center;"><u>Stretches</u></p> <p>Shoulder stretch (R/L) Tricep Stretch (R/L) Quad stretch (R/L) Sit-n-reach (R/L) Back Stretch (R/L) Butterfly</p>	<p style="text-align: center;"><u>Activity</u></p> <p style="text-align: center;"><i>No School Start of Spring Break</i></p>

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 an account	Learn typing for free!
Art for Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.
SCISC	https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7ogUQ9oMoUktsw8	NA	South Cook has compiled a list of activities and resources for families to use during the school closure.
Tumble Books (See Below How to Access Tumble Books)	https://www.tumblebooklibrary.com/Home.aspx?categoryID=77	Free Trial	Selection of books to read and complete AR Tests

How to access Tumble Books

1. Go to district website
2. Click on the menu button
3. Click on student links at the bottom of the screen
4. Click on tumble books library
5. Click the top left corner and a drop down menu will be displayed.

Recommendations:

1. Middle school students, click ebooks
2. Click on “advanced readers”
3. Select any title and read it, you may also take an AR test on the title when you are done back at the AR website.

OR

1. Click on ebooks
2. Click on “Kate DiCamillo” (she is a popular author with some good books) and select any book from this category that you want to read. Then take an AR test on it.

OR

1. Click on the graphic novels tab
2. Click on advanced readers
3. Read any of the graphic novels

By the end of the school year, at least 3 books in any of these categories need to be read. Please keep track of the title and author of the books so they can be recorded in order for you to receive credit. 😊

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?