

Memorial Junior High School Remote Learning Assignment Board

Week 6: April 27th to May 1st

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

Mrs. Maddox (Math) – tmaddox@d158.net

Ms. Kemp (Special Education) – akemp@d158.net

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

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

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

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

Mr. Becker (Music) – mbecker@d158.net

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

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

Mrs. Rivera (Art) - drivera@d158.net

Math (MAKE SURE TO SHOW ALL OF YOUR WORK)				
April 27th	April 28th	April 29th	April 30th	May 1st
<u>Activity</u> Music Activity Listen to each song again and count the number of times the words “the, and, and or” are sung. Find the mean, median, mode of this data.	<u>Activity</u> Music Activity Write two-word problems about the songs that you have listened to.	<u>Activity</u> Music Activity List 15 different artists/musicians that you can think of. Find the number of views each artist has on YouTube and chart this information.	<u>Activity</u> Music Activity List 15 different artists/musicians that you can think of. Find the number of views each artist has on YouTube and write each of these numbers in scientific notation.	<u>Activity</u> Ixl.com Multiplication Facts 3 rd grade F.11 and F.12 Multiples of 10 and 11 *Memorize all these facts Ms. Kemp’s Math Class Ixl.com Level E (T.11) and Level H (W.3)
Reading (Students should be reading 20 minutes a day)				
April 27th	April 28th	April 29th	April 30th	May 1st
<u>Activity</u> Use the poem below to complete the activities for the week. 1. Closely read and annotate the poem below. <u>Your World</u> By: Georgia Douglas Johnson Your world is as big as you make it. I know, for I used to abide. In the narrowest nest in a corner. My wings pressing close to my side But I sighted the distant horizon Where the sky line encircled the sea	<u>Activity</u> 1. Where does the speaker of “Your World” say that she used to live? 2. What was her “burning desire”? 3. Interpret: How did she reach her goal?	<u>Activity</u> 1. What kind of context clues help you clarify the meaning of <i>abide</i> (line 2) in “Your World”? Explain 2. Find examples of figures of speech in the poem (ex: alliteration, onomatopoeia, rhyme, meter) and explain how at least one of the sound devices listed above contribute to the mood, tone, and meaning of the poem.	<u>Activity</u> 1. Read the poem to someone else. 2. What is a possible theme? 3. Defend your theme with text evidence.	<u>Activity</u> Pick a book of your choice or continue your book from last week. If you could ask the author five questions, what would they be?

<p>And I throbbed with a burning desire To travel this immensity.</p> <p>I battered the cordons around me And cradled my wings on the breeze Then soared to the uttermost reaches With rapture, with power, with ease!</p> <p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 3 Day 11 Read the "Protect Your Pets" article</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 3 Day 12 Read the "Should Humans go to Mars?" article</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 3 Day 13 Read the "Secret Stress Busters of the Stars" article</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 3 Day 14 Read the "Nothing Holds Me Back" article</p>	<p><u>READING ACTIVITY</u> <u>Scholastic Learn at Home website</u> https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html</p> <p>Select Grades 6-8 Select Week 3 Day 15 Read the "Invasion of the Drones" article</p>
Language Arts / Writing				
<i>April 27th</i>	<i>April 28th</i>	<i>April 29th</i>	<i>April 30th</i>	<i>May 1st</i>
<p><u>Activity</u></p> <p>IXL O.5 and O.6 8th grade 100%</p>	<p><u>Activity</u></p> <p>Use the following prompt to create a 5-paragraph essay for the remainder of the week: <i>Should public schools be required to attend school year-round?</i> 1.) Create a brainstorming list using brain questions. 2.) Create a KWO</p>	<p><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.</p>	<p><u>Activity</u></p> <p>Finish your rough draft. Revise your rough draft.</p>	<p><u>Activity</u></p> <p>Write your final draft.</p>

Science

April 27th	April 28th	April 29th	April 30th	May 1st
<u>Activity</u> Watch Jurassic Park/Draw a Fossil	<u>Activity</u> What is evolution/ How can you see it in the environment?	<u>Activity</u> How do Fossils form? What becomes a fossil?	<u>Activity</u> Why is a Toucan's beak bigger now than it was when toucans were first around? How is this natural selection?	<u>Activity</u> Review 4.1/4.4 on discovery education

Social Studies

April 27th	April 28th	April 29th	April 30th	May 1st
<u>Activity</u> Define the following: 1. dictator 2. genocide 3. nationalism 4. concentration camp 5. holocaust	<u>Activity</u> Use each of yesterday's words in an original sentence.	<u>Activity</u> Name 3 countries that were affected by the holocaust.	<u>Create an illustrated image of a memorial for all victims of the holocaust</u>	<u>Activity</u> Go to apnews.com, look up an article, and write ten facts about that article.

Encore

April 27th	April 28th	April 29th	April 30th	May 1st
<u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i> Make a building with multiple floors using cereal boxes, toilet paper rolls, old shoe boxes, paper, etc. What do you need to do to make sure the floors are stable? Draw a detailed picture of your building. ADDED CHALLENGE:	<u>Music Activity</u> Watch your favorite movie and describe how music effects the emotion from each scene. Write at least two paragraphs describing the music from the movie. JOIN THE REMOTE LEARNING MUSIC CLASSROOM FOR ANY	<u>Art Activity</u> Draw something soothing/calming. (Visit our class website to upload your work, ask questions, or to check out other Art resources. www.mjrhsart.weebly.com <u>Technology Activity</u> What is the computer language called that is used	<u>Character Ed Activity</u> Write a letter to your role model. Tell them why you appreciate them, how they have made a difference in your life and how you plan to live up to their example. If possible, share the letter with your role model and write their reaction to it.	<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.

Can you build an elevator in your building?	QUESTIONS FOR MR. BECKER OR MS. RUMBLES! CODE: rhe7gv <u>STEM Activity</u> Take apart a click-to-write pen to see if you can get a closer look at the mechanisms that make it work. List the different parts that you saw and tell what you think they do.	to create webpages and link them together? Use Google.com	<u>Spanish Activity</u> Using your phone, find a Spanish-English dictionary. Copy the following expressions twice in Spanish, then translate them to English once: Buenos días. Buenas tardes. Buenas noches. Hola. ¿Cómo te llamas? ¿Cuál es tu nombre? Me llamo__. Mi nombre es__. ¿Y tú? Mucho gusto. Igualmente.	<u>Art:</u> Design the perfect playground. (Visit our class website to upload your work, ask questions, or to check out other Art resources. www.mjrhsart.weebly.com) <u>Spanish Challenge Activity</u> In Spanish, write a mini-dialog between you and Marta, a new student in your class. You will use the expressions from yesterday. Write 4 lines of what you will say to Marta, and 4 lines of what she will say to you, for a total of 8 lines
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PE/Health

April 27th	April 28th	April 29th	April 30th	May 1st
<u>Activity</u> 45 Jumping Jacks 24 Situps 24 Mountain Climbers 24 Side-to-Side 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)	<u>Activity</u> 20 High Knees 40 Second Plank Jog In Place for 30 seconds 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)	<u>Activity</u> 20 Jumping Jacks 20 Sit-ups 20 Mountain Climbers 20 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)	<u>Activity</u> Choose one workout video from this channel's selection and perform the whole workout https://www.youtube.com/user/SuperMoejones/video 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

Back Stretch (R/L) Butterfly	Butterfly	Back Stretch (R/L) Butterfly		<ol style="list-style-type: none"> 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?
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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	
Discovery Education	https://www.discoveryeducation.com/	See week 1	Watch 1 MythBusters Video	
No Red Ink	https://www.noredink.com/	Students create an account	Access to approximately two hours of learning opportunities per day.	
Art for Kids Hub	www.youtube.com/artforkidshub	Free	Complete 1-2 drawing challenges a week.	
Typing.com	Typing.com	NA	Learn to type for free!	

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.
Tumble Books (See Below How to Access Tumble Books)	https://www.tumblebooklibrary.com/	Free Trial	Selection of books to read and complete AR Tests
How to Access MS Word Instructional Video by Mrs. Newton	https://www.youtube.com/watch?v=aJ2TE-N4O44	No Log in Required	Instructional Video

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?

Dear Parents and Caregivers,

We are providing you with free at-home access to our online learning programs ABCmouse, Adventure Academy, and ReadingIQ while your child's school is closed. These research-based educational programs include thousands of digital learning activities, and they can help preschool, pre-k, elementary, and middle school students keep learning while schools are closed.

All three programs can be used on computers, tablets, and smartphones, and you can add up to three children per account!

How to Get Your Free Accounts

Click on the link below for each program that you wish to provide to your child/children:

1. Click on the link below for each program.
2. Enter this School Code: .
3. Create an account using your personal email address and a password of your choice.



For Children in Preschool Through 2nd Grade

www.ABCmouse.com/redeem

ADVENTURE ACADEMY™

For Children in 3rd Through 8th Grade

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For Children in Preschool Through 6th Grade

www.ReadingIQ.com/redeem

(Internet access is not needed after ReadingIQ is downloaded.)

If you have questions or need help with using your School Code, please email Customer Support at Support@AofL.com.

With our best wishes,

The Age of Learning Team

Estimados padres y cuidadores:

Le estamos proporcionando acceso gratuito en el hogar a nuestros programas de aprendizaje en línea ABCmouse, Adventure Academy y ReadingIQ mientras la escuela de su niño está cerrada. Estos programas educativos basados en la investigación incluyen miles de actividades de aprendizaje digital, y pueden ayudar a los estudiantes de preescolar, prekínder, primaria y secundaria a seguir aprendiendo mientras las escuelas están cerradas.

Los tres programas se pueden usar en computadoras, tabletas y teléfonos inteligentes, ¡y puede agregar hasta tres niños por cuenta!

Cómo obtener sus cuentas gratuitas

Haga clic en el enlace a continuación para cada programa que desee para su niño o niños:

1. Haga clic en el enlace a continuación para cada programa
2. Ingrese este código escolar: **SCHOOL2547**
3. Cree una cuenta con su correo electrónico personal y una contraseña de su elección



Para niños de preescolar hasta 2º grado

www.ABCmouse.com/redeem



Para niños de 3º a 8º grado

www.AdventureAcademy.com/redeem



Para niños de preescolar hasta 6º grado

www.ReadingIQ.com/redeem

(No se necesita acceso a Internet después de descargar ReadingIQ.)

Si tiene alguna pregunta o necesita ayuda para usar su código escolar, envíe un correo electrónico a Atención al cliente a la siguiente dirección: Support@AofL.com.

Con nuestros mejores deseos,

El equipo de Age of Learning