

**Memorial School Remote Learning Assignment Board**  
**Week 8: May 11<sup>th</sup> to May 15<sup>th</sup>**  
**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](mailto:nhouston@d158.net)

Mrs. Maddox (Math) – [tmaddox@d158.net](mailto:tmaddox@d158.net)

Ms. Kemp (Special Education) – [akemp@d158.net](mailto:akemp@d158.net)

Mrs. Lundgren (ELA) – [mlundgren@d158.net](mailto:mlundgren@d158.net)

Mrs. Perry (ELA) – [aperry@d158.net](mailto:aperry@d158.net)

Mrs. Shackleton (ELA) - [nshackleton@d158.net](mailto:nshackleton@d158.net)

Mr. White (Social Studies) – [jwhite@d158.net](mailto:jwhite@d158.net)

Mr. Grcevich (Social Studies) - [jgrcevich@d158.net](mailto:jgrcevich@d158.net)

Mrs. Yanke (Science) – [kyanke@d158.net](mailto:kyanke@d158.net)

Mr. Faughn (PE/Health) – [jfaughn@158.net](mailto:jfaughn@158.net)

Mrs. Bersell (PE/Health) – [nbersell@d158.net](mailto:nbersell@d158.net)

Mrs. Dulla (PE/Health) - [mdulla@d158.net](mailto:mdulla@d158.net)

Mr. Miller (PE/Health) - [mmiller@d158.net](mailto:mmiller@d158.net)

Mrs. Arseneau (LRC/Reading) – [narseneau@d158.net](mailto:narseneau@d158.net)

Mrs. Schab (STEM) – [mschab@d158.net](mailto:mschab@d158.net)

Mrs. Newton (Technology) – [lnewton@d158.net](mailto:lnewton@d158.net)

Mrs. Alexa (Character Education) – [salexa@d158.net](mailto:salexa@d158.net)

Mrs. Kooy (Enrichment) – [vkooy@d158.net](mailto:vkooy@d158.net)

Mrs. Vance (RtI Reading) – [dvance@d158.net](mailto:dvance@d158.net)

Mr. Becker (Music) – [mbecker@d158.net](mailto:mbecker@d158.net)

Mr. Luming (Social Worker) – [sluming@d158.net](mailto:sluming@d158.net)

Mrs. Patel (ESL) - [tpatel@d158.net](mailto:tpatel@d158.net)

Mrs. Rivera (Art) - [drivera@d158.net](mailto:drivera@d158.net)

<b>Math</b> <b>(MAKE SURE TO SHOW ALL OF YOUR WORK)</b>				
<b>May 11<sup>th</sup></b>	<b>May 12<sup>th</sup></b>	<b>May 13<sup>th</sup></b>	<b>May 14<sup>th</sup></b>	<b>May 15<sup>th</sup></b>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<u>Food Activity</u> Create a Venn Diagram of all of the foods that you ate last week.	<u>Food Activity</u> Create a Bar Graph show your daily intake of calories, sugar, and sodium.	<u>Food Activity</u> Write a paragraph that summarizes you're eating habits.	<u>Food Activity</u> Write three word problems about the data that you have collected.	<u>Activity</u> Ixl.com 8 <sup>th</sup> grade CC.2 and CC.3  Ms. Kemp's Math Class Ixl.com Week 8: Level D (P.5, P.17)
<b>Reading</b> <b>(Students should be reading 20 minutes a day)</b>				
<b>May 11<sup>th</sup></b>	<b>May 12<sup>th</sup></b>	<b>May 13<sup>th</sup></b>	<b>May 14<sup>th</sup></b>	<b>May 15<sup>th</sup></b>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<b><i>Closey read, annotate, and use the text below to complete the activities for the week:</i></b> <u><i>A Blonde, a Cat, and Me</i></u> <i>By Rebeca Holmes</i>  The D.J. starts another slow song. He takes her hand while asking her to dance. She blushes with a grin capable of reaching across the state of Texas and even farther. What a cheap way to ask someone to dance; it's got to be the oldest in the book. I would have	<ol style="list-style-type: none"> <li>1. What could be considered <b>ironic</b> in the excerpt?</li> <li>2. Quote one example of each of the following:               <ul style="list-style-type: none"> <li>• Hyperbole</li> <li>• Humor</li> <li>• Simile</li> </ul> </li> <li>3. List a present participial phrase from the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the following grammar rules that were used in the text:               <ul style="list-style-type: none"> <li>• Hyphen (between jet and black)</li> <li>• Dashes</li> <li>• Farther versus further</li> </ul> </li> <li>2. Explain one possible theme from the excerpt. <b><i>(Write at least five sentences.)</i></b></li> </ol>	The excerpt is effective because it is filled with <b>details of the moment</b> . Write at least 50 words describing a moment when <b>you were jealous of someone</b> . <i>(Try to use as many dress-ups and sentence openers as possible.)</i>	Pick a book of your choice or continue your book from last week. Choose a possible theme from week 4 and write a paragraph defending that theme with two examples of text evidence.

<p>loved it. Still Smiling, she flips her jet-black hair while laughing. I want to barf with disgust. I can feel that gagging feeling creeping slowly like a caterpillar, up my throat.</p> <p>Quickly, I walk to get a drink to cure my jealousy—I mean my gagging feeling—my eyes still glued on them.</p>				
Language Arts / Writing				
<b>May 11<sup>th</sup></b>	<b>May 12<sup>th</sup></b>	<b>May 13<sup>th</sup></b>	<b>May 14<sup>th</sup></b>	<b>May 15<sup>th</sup></b>
<p><u>Activity</u> IXL P.3 and P.4 8th Grade 100%</p>	<p><u>Activity</u> Use the following prompt to create a <b>5-paragraph argument</b> essay for the remainder of the week: <b><i>Should the Illinois driving age requirement be lowered from 16 to 15 years old?</i></b></p> <ol style="list-style-type: none"> <li>1.) Brainstorm the topic by using brain questions (who, what, why, etc.)</li> <li>2.) Create a three-point thesis statement.</li> <li>3.) Use the thesis statement to create a keyword outline.</li> </ol>	<p><u>Activity</u> Use the keyword outline to write a rough draft. (<i>Make sure that the thesis statement guides the outline.</i>) Include transitions, topic and clincher sentences, dress-ups, sentence openers, and correct grammar, spelling, and punctuation.</p>	<p><u>Activity</u> Revise your rough draft by making <b>at least three substantive revisions</b> to each paragraph.</p>	<p><u>Activity</u> Type the final in MLA format.</p>

**Science**

<i>May 11<sup>th</sup></i>	<i>May 12<sup>th</sup></i>	<i>May 13<sup>th</sup></i>	<i>May 14<sup>th</sup></i>	<i>May 15<sup>th</sup></i>
<p align="center"><u>Activity</u></p> <p>Identify 3 different animal relationships for example: A zebra and a lion</p>	<p align="center"><u>Activity</u></p> <p>Vocab: Population, environment, community, symbiotic</p>	<p align="center"><u>Activity</u></p> <p>What factors affect population sizes.</p>	<p align="center"><u>Activity</u></p> <p>Go outside and identify 5 resources that are available to animals in your ecosystem</p>	<p align="center"><u>Activity</u></p> <p>Review 7.1/7.2</p>

**Social Studies**

<i>May 11<sup>th</sup></i>	<i>May 12<sup>th</sup></i>	<i>May 13<sup>th</sup></i>	<i>May 14<sup>th</sup></i>	<i>May 15<sup>th</sup></i>
<p align="center"><u>Activity</u></p> <p>Franklin Roosevelt had a physical disability (could not walk without help) and did not want the people to know he had one. Should a leader make this known to the public? Explain your answer in five or more sentences.</p>	<p align="center"><u>Activity</u></p> <p>Franklin Roosevelt has been described as a good leader by some. What are five characteristics of a good leader?</p>	<p align="center"><u>Activity</u></p> <p>Italy and Germany had dictators during World War II (dictators do not have to answer to anybody). What are three differences between a President and a dictator?</p>	<p align="center"><u>Activity</u></p> <p>What are three laws that all countries should follow during a time of war?</p>	<p align="center"><u>Activity</u></p> <p>Go to msnbc.com, look up an article, and write down 10 facts about that article.</p>

**Encore**

<i>May 11<sup>th</sup></i>	<i>May 12<sup>th</sup></i>	<i>May 13<sup>th</sup></i>	<i>May 14<sup>th</sup></i>	<i>May 15<sup>th</sup></i>
<p align="center"><u>Encore Challenge Activity</u> <i>STEM, Technology, &amp; Character Ed</i></p> <p>Use Google to find out the difference between text interface and Graphic interface.</p>	<p align="center"><u>Music Activity</u></p> <p>Research the life of your favorite musician. Write at least 5 sentences describing the most interesting things about your favorite musician.</p> <p>Information about their childhood. (their</p>	<p align="center"><u>Art Activity</u></p> <p>Use song lyrics, quotes, or poetry to inspire a drawing. <b>(Visit our class website to upload your work, ask questions, or to check out other Art resources. <a href="http://www.mjrhsart.weebly.com">www.mjrhsart.weebly.com</a> )</b></p>	<p align="center"><u>Character Ed Activity</u></p> <p>In a paragraph, tell about a time when you lost your temper and acted on your emotions.</p> <p>Where did it take place? What happened? How did you react? What were the consequences? How would you handle the</p>	<p align="center"><u>Encore Challenge Activity</u> <i>Music, Art, &amp; Spanish</i></p> <p>Music: Visit the website link: <a href="https://www.ted.com/search?q=music">https://www.ted.com/search?q=music</a></p> <p>View any of the videos provided to learn about all aspects of music in our world.</p>

<p><b><u>STEM CHALLENGES</u></b></p> <p><b>Looking for something new challenges? Try these!</b></p> <p><b>TOY PARACHUTE CREATION:</b></p> <p>Using supplies, you find around the house, create a parachute and attach it to some small weight.</p> <p>Go outside and throw it up in the air and see how long it takes to land. Can you get it to float longer?</p> <p><b>THE HOUSE CHALLENGE:</b></p> <p>Using a deck of Uno cards, playing cards, or even index cards build the tallest house you can.</p> <p><b>BEDROOM CHALLENGE:</b></p> <p>Organize your bedroom closet to be more efficient in getting ready in the morning. Your goal is to reduce the time it takes you to find things to increase your productivity.</p> <p><b>SAVE LAKE MICHIGAN:</b></p> <p>You are interested in saving marine life in Lake Michigan from all the trash that ends up there. Your task is to build a prototype of a device that can help solve the trash</p>	<p>parents, where they were born, etc.)</p> <p>How did they learn music? (where did they go to school, who were their teachers, etc.)</p> <p>Information about their adult life. (did they get married, did they have kids, where did they live, etc)</p> <p>What were their major accomplishments?</p> <p><b>JOIN THE REMOTE LEARNING MUSIC CLASSROOM FOR ANY QUESTIONS FOR MR. BECKER OR MS. RUMBLES!</b></p> <p><b>CODE:</b> rhe7gv</p> <p><u>STEM Activity</u> Transform a sheet of paper into a fan. How many different fans can you build? How else can you transform a sheet of paper?</p> <p><b>JOIN THE REMOTE LEARNING STEM</b></p>	<p><u>Technology Activity</u> What is a Web Browser? Can you list 3 examples? Use Google.com</p>	<p>situation differently today?</p> <p><u>Spanish Activity</u> Using your phone, find a Spanish-English dictionary. Copy the following expressions in Spanish twice, and translate them to English once: ¿Cómo estás? Estoy bien. ¿Y tú? Bien. Gracias. ¿Cómo está usted? Muy bien. ¿Qué tal? Regular. ¿Qué pasa? ¡Hasta luego! ¡Hasta mañana! ¡Nos vemos!</p>	<p><u>Art:</u> Make a map of your room or house. <b>(Visit our class website to upload your work, ask questions, or to check out other Art resources. <a href="http://www.mjrhsart.weebly.com">www.mjrhsart.weebly.com</a> )</b></p> <p><u>Spanish Challenge Activity</u> Using the expressions from yesterday, write in Spanish a mini-dialog between you and Marta, the student you met earlier. you will write 4 lines for yourself, and 4 lines for Marta, for a total of 8 lines.</p>
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<p>problem in the lake. Use supplies you can find at home.</p> <p><b>GLIDERS:</b></p> <p>Using 3-4 sheets of paper and some tape, create a glider that will travel the longest distance! Have a family member build one too and see whose glider travels the farthest.</p>	<p><b>CLASSROOM FOR ANY QUESTIONS FOR MRS. SCHAB AND MR. THOMPSON!</b></p> <p><b>CODE: iruqap</b></p>			
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**PE/Health**

<b>May 11<sup>th</sup></b>	<b>May 12<sup>th</sup></b>	<b>May 13<sup>th</sup></b>	<b>May 14<sup>th</sup></b>	<b>May 15<sup>th</sup></b>
<p align="center"><u>Activity</u></p> <p>Crazy 8's...</p> <p>8 Jumping Jacks</p> <p>8 Sit-ups</p> <p>8 Mountain Climbers</p> <p>8 High Knees</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L)</p> <p>Triceps Stretch (R/L)</p> <p>Quad stretch (R/L)</p> <p>Sit-n-reach (R/L)</p> <p>Back Stretch (R/L)</p> <p>Butterfly</p>	<p align="center"><u>Activity</u></p> <p>20 Jumping Jacks</p> <p>14 Sit-ups</p> <p>14 Mountain Climbers</p> <p>14 Side-to-Side Jumps</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L)</p> <p>Triceps Stretch (R/L)</p> <p>Quad stretch (R/L)</p> <p>Sit-n-reach (R/L)</p> <p>Back Stretch (R/L)</p> <p>Butterfly</p>	<p align="center"><u>Activity</u></p> <p>30 High Knees</p> <p>35 Second Plank</p> <p>15 Burpees</p> <p>15 Pushups</p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p> <p align="center"><u>Stretches</u></p> <p>Shoulder stretch (R/L)</p> <p>Triceps Stretch (R/L)</p> <p>Quad stretch (R/L)</p> <p>Sit-n-reach (R/L)</p> <p>Back Stretch (R/L)</p> <p>Butterfly</p>	<p align="center"><u>Activity</u></p> <p>Choose one workout video from this channel's selection and perform the whole workout</p> <p align="center"><a href="https://www.youtube.com/user/SuperMoejones/videos">https://www.youtube.com/user/SuperMoejones/videos</a></p> <p align="center">Or</p> <p>Take a 15-minute walk on your block</p>	<p align="center"><u>Activity</u></p> <p>-Journal food and drink for the day and answer the following questions</p> <p align="center"><b>Dietary guidelines per day</b></p> <p>Fruits- 2 cups</p> <p>Vegetables- 2 ½ cups</p> <p>Grains- 6 ounces</p> <p>Dairy- 3 cups</p> <p>Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces</p> <p align="center"><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. Which food group did you eat the correct amount of?</li> <li>2. Which food group did you eat too much of?</li> <li>3. Which food group did you not eat enough of?</li> <li>4. What can you focus on next week to make sure you eat the proper</li> </ol>

				amount for each food group?
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**Optional Technology Activities – Please use if the internet is available to your family.**

<b>Name</b>	<b>Website</b>	<b>Login Information</b>	<b>Use</b>
Scholastic News	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a>	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	<a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a>	See week 1	Watch 1 MythBusters Video
No Red Ink	<a href="https://www.noredink.com/">https://www.noredink.com/</a>	Students create an account	Access to approximately two hours of learning opportunities per day.
Art for Kids Hub	<a href="http://www.youtube.com/artforkidshub">www.youtube.com/artforkidshub</a>	Free	Complete 1-2 drawing challenges a week.
Typing.com	<a href="http://Typing.com">Typing.com</a>	NA	Learn to type for free!
SCISC	<a href="https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8">https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8</a>	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)	<a href="https://www.tumblebooklibrary.com/">https://www.tumblebooklibrary.com/</a>	Free Trial	Selection of books to read and complete AR Tests
Instructional Videos by Mrs. Newton	How to Access MS Word <a href="https://www.youtube.com/watch?v=aJ2TE-N4O44">https://www.youtube.com/watch?v=aJ2TE-N4O44</a> Downloading from the Internet <a href="https://www.youtube.com/watch?v=zdSSWJKTMsY">https://www.youtube.com/watch?v=zdSSWJKTMsY</a> MS Word Tips	No Log in Required	Instructional Video

	<a href="https://www.youtube.com/watch?v=dQ31LhAy-jM">https://www.youtube.com/watch?v=dQ31LhAy-jM</a>		
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### **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?

Do 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](http://www.ABCmouse.com/redeem)



For Children in 3rd Through 8th Grade

[www.AdventureAcademy.com/redeem](http://www.AdventureAcademy.com/redeem)



For Children in Preschool Through 6th Grade

[www.ReadingIQ.com/redeem](http://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](mailto: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:
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](http://www.ABCmouse.com/redeem)



Para niños de 3º a 8º grado

[www.AdventureAcademy.com/redeem](http://www.AdventureAcademy.com/redeem)



Para niños de preescolar hasta 6º grado

[www.ReadingIQ.com/redeem](http://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](mailto:Support@AofL.com).

Con nuestros mejores deseos,

**El equipo de Age of Learning**