

Memorial School Remote Learning Assignment Board
Week 10: May 25th to May 29th
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

<p>Mrs. Houston (Math) – nhouston@d158.net</p> <p>Mrs. Maddox (Math) – tmaddox@d158.net</p> <p>Ms. Kemp (Special Education) – akemp@d158.net</p> <p>Mrs. Lundgren (ELA) – mlundgren@d158.net</p> <p>Mrs. Perry (ELA) – aperry@d158.net</p> <p>Mrs. Shackleton (ELA) - nshackleton@d158.net</p> <p>Mr. White (Social Studies) – jwhite@d158.net</p> <p>Mr. Grcevich (Social Studies) - jgrcevich@d158.net</p> <p>Mrs. Yanke (Science) – kyanke@d158.net</p> <p>Mr. Faughn (PE/Health) – jfaughn@158.net</p> <p>Mrs. Bersell (PE/Health) – nbersell@d158.net</p>	<p>Mrs. Dulla (PE/Health) - mdulla@d158.net</p> <p>Mr. Miller (PE/Health) - mmiller@d158.net</p> <p>Mrs. Arseneau (LRC/Reading) – narseneau@d158.net</p> <p>Mrs. Schab (STEM) – mschab@d158.net</p> <p>Mrs. Newton (Technology) – lnewton@d158.net</p> <p>Mrs. Alexa (Character Education) – salexa@d158.net</p> <p>Mrs. Kooy (Enrichment) – vkooy@d158.net</p> <p>Mrs. Vance (RtI Reading) – dvance@d158.net</p> <p>Mr. Becker (Music) – mbecker@d158.net</p> <p>Mr. Luming (Social Worker) – sluming@d158.net</p> <p>Mrs. Patel (ESL) - tpatel@d158.net</p> <p>Mrs. Rivera (Art) - drivera@d158.net</p>

Math (MAKE SURE TO SHOW ALL OF YOUR WORK)				
<i>May 25th</i>	<i>May 26th</i>	<i>May 27th</i>	<i>May 28th</i>	<i>May 29th</i>
<u>Activity</u> <u>Daily Charting Activity</u> Using the information, you collected last week: What percentage of the day do you spend on each activity? Write this information as a decimal as well.	<u>Activity</u> <u>Daily Charting Activity</u> Create a Bar Graph show your daily activities.	<u>Activity</u> Create a Final exam and answer key, using all of the Math done during this school closure. Must have at least 15 questions.	<u>Activity</u> Write a 5 paragraph reflection on your feelings about your 8 th grade year in Math. Graduation Day	<u>Activity</u> Ixl.com 8 th grade CC.4 and CC.5 Ms. Kemp's Math Class Week 10: Level E (FF.1, FF.11)
Reading (Students should be reading 20 minutes per day)				
<i>May 25th</i>	<i>May 26th</i>	<i>May 27th</i>	<i>May 28th</i>	<i>May 29th</i>
<u>Activity</u> Closely read and annotate the following story and refer to it to complete activities for the week. The gray LeSabre makes its way down the final stretch, a whole 100-yards-long-journey, and into the driveway. It's my grandparents. This time I'm going to be the first one to say "Hi," But it's too late. Here comes Schroeder, making his way around to the other side of the car, a wizard transforming between our house to my grandparent's car. My dog is the slowest dog in the world. How does he do it? How does he get all the lovin' first?	<u>Activity</u> 1. This piece is based on the ' surprise ' ending. Who do you infer Schroeder is when he is first mentioned? 2. What effect does the author's word choice of 'final stretch' and 'journey' have on the piece?	<u>Activity</u> 1. Quote an example of each of the following: • Hyperbole • Metaphor 2. Why is there an apostrophe after the 's' in grandparents?	<u>Activity</u> 1. The following phrase (<i>100-yards-long-journey</i>) is called a hyphenated modifier . (<i>In other words, the entire phrase is used as an adjective.</i>) Write three hyphenated modifiers of your own. 2. Explain the purpose of the apostrophe in the word <i>lovin</i> .	<u>Activity</u> Pick a book of your choice or continue your book from last week. Write a summary of your book.

Language Arts / Writing

May 25th	May 26th	May 27th	May 28th	May 29th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
IXL CC.3 and CC.4 8th Grade 100%	Use the following prompt to create a 5-paragraph argument essay for the remainder of the week: <i>Should middle school sports be co-educational (male and female)?</i> 1.) Brainstorm the topic by using brain questions (who, what, why, etc.) 2.) Create a three-point thesis statement. 3.) Use the thesis statement to create a keyword outline.	Use the keyword outline to write the 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.	Revise the rough draft by making at least three substantive revisions to each paragraph.	Type the final in MLA format.

Science

May 25th	May 26th	May 27th	May 28th	May 29th
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
Create a weather log for the next 14 days	What is the difference between climate and weather?	Draw a picture of the current weather outside.	Write a narrative about your picture from the day before.	Review 3.1/3.2 on discovery education

Social Studies

<i>May 25th</i>	<i>May 26th</i>	<i>May 27th</i>	<i>May 28th</i>	<i>May 29th</i>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
How can a World War affect all people(women, men, and children)? Explain in five or more sentences.	The U.S. dropped two atomic bombs on Japanese cities to end World War II. Some people say this saved American soldiers lives. Others say this should not have done as women and children in these cities were killed. What would you have done if you were President and explain why?	What are five consequences of war?	What are the responsibilities of human beings toward other human beings? Explain your answer in five or more sentences.	Go to apnews.com, look up an article, and write 10 facts about that article.

Encore

<i>May 25th</i>	<i>May 26th</i>	<i>May 27th</i>	<i>May 28th</i>	<i>May 29th</i>
<u>Encore Challenge Activity</u> <i>STEM, Technology, & Character Ed</i>	<u>Music Activity</u>	<u>Art Activity</u>	<u>Character Ed Activity</u>	<u>Encore Challenge Activity</u> <i>Music, Art, & Spanish</i>
List your top 10 favorite Software (Remember software is Apps or Programs). CHALLENGE: Find an action figure,lego guy, or a small doll. Design a zip line to get them from one level to another. (Like from the top of a table to the ground.) How can you adjust the speed?	Interview someone in your family about their favorite music. If possible, record the interview and upload it to Edmodo. Prepare at least 5 questions ahead of time, to ask during the interview. JOIN THE REMOTE LEARNING MUSIC CLASSROOM FOR ANY QUESTIONS FOR MR. BECKER OR MS. RUMBLES! CODE: rhe7gv <u>STEM Activity</u> Design and build a model of a new piece of playground equipment. Be sure to	Draw your favorite well-loved object or childhood toy. (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 a "URL"? Use Google.com	What are your 3 greatest strengths? What are your three worst weaknesses? What are your long-term career goals? How important do you think character and integrity (doing the right thing) are to succeeding in life? Explain. <u>Spanish Activity</u> On a sheet of paper, copy these words in English, and translate them to Spanish. Write the Spanish translation twice: The body The head The eye	<i>Music: Look up "Stomp Out Loud" on Youtube and watch the 45-minute video.</i> <i>Art: Draw a picture with your opposite hand. (Visit our class website to upload your work, ask questions, or to check out other Art resources. www.mjrhsart.weebly.com)</i> <u>Spanish Challenge Activity</u> Draw a picture of your favorite "monster." Identify in Spanish the

	<p>consider what age you're designing for.</p> <p>JOIN THE REMOTE LEARNING STEM CLASSROOM FOR ANY QUESTIONS FOR MRS. SCHAB AND MR. THOMPSON!</p> <p>CODE: iruqap</p>		<p>The nose The mouth The arm The hand The finger The stomach The leg The foot</p>	<p>parts of its body. Be creative; it is YOUR monster!</p>
PE/Health				
<i>May 25th</i>	<i>May 26th</i>	<i>May 27th</i>	<i>May 28th</i>	<i>May 29th</i>
<p><u>Activity</u></p> <p>20 High Knees 10 Burpees 15 Second Plank 10 Pushups Or Take a 15-minute walk on your block</p> <p><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><u>Activity</u></p> <p>30 Jumping Jacks 30 Mountain Climbers 30 Squat Jumps 30 Situps Or Take a 15-minute walk on your block</p> <p><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><u>Activity</u></p> <p>Jump using a real or imaginary jump rope for the duration of your favorite song. Were you able to jump for the entire song? Or Take a 15-minute walk on your block</p> <p><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><u>Activity</u></p> <p>Choose one workout video from this channel's selection and perform the whole workout</p> <p>https://www.youtube.com/user/SuperMoejones/videos</p> <p>Or Take a 15-minute walk on your block</p>	<p><u>Activity</u></p> <p>-Journal food and drink for the day and answer the following questions</p> <p>Dietary guidelines per day</p> <p>Fruits- 2 cups Vegetables- 2 ½ cups Grains- 6 ounces Dairy- 3 cups Protein (meat, soy, seafood, beans, nuts)- 5 ½ ounces</p> <p>Questions</p> <ol style="list-style-type: none"> Which food group did you eat the correct amount of? Which food group did you eat too much of?

				<p>3. Which food group did you not eat enough of?</p> <p>4. What can you focus on next week to make sure you eat the proper amount for each food group?</p>
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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_nDSsstLjI	NA	South Cook has compiled a list of activities and resources for

	vYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8		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
Instructional Videos by Mrs. Newton	How to Access MS Word https://www.youtube.com/watch?v=aJ2TE-N4O44 Downloading from the Internet https://www.youtube.com/watch?v=zdSSWJKTMsY MS Word Tips https://www.youtube.com/watch?v=dQ31LhAy-iM	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?

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 way 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 do 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



For Children in 3rd Through 8th Grade

www.AdventureAcademy.com/redeem



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:
3. Cree una cuenta con su correo electrónico personal y una contraseña de su elección

ABCMouse®

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(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