



At Home Learning Resources – Middle School Grade 8

Below are suggested (not required) activities for students to work on throughout the week for the classes they are enrolled in.

Feel free to email your teachers if you would like feedback on your work.

Week of:	April 13, 2020
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Content Area	Activities
ELA	<p>Activity 1: Read a Choice Book</p> <p>Read a book of your choice for 30 minutes a day.</p> <p>Activity 2: Khan Academy Grammar Practice – ‘Frequently Confused Words’ (10-15 minutes depending on number of practice opportunities)</p> <p>Watch the short video mini lesson on commonly confused words <i>there, their, and they’re</i></p> <p>Frequently Confused Words Minilesson Video, there, their, and they're</p> <p>Practice your understanding by choosing the correct form of the word in a four-question quiz. See if you can get 100% three times in a row!</p> <p>Frequently Confused Words quiz</p> <p>Activity 3: Read a Nonfiction Article and Write an Objective Summary (25-35 minutes)</p> <p>Choose <u>one</u> of the two nonfiction articles to read:</p> <p>Choice 1 – “No checkout needed: Amazon opens cashier-less grocery store”</p> <p>No checkout needed, PDF article</p> <p>-or-</p> <p>Choice 2 – “Katie Sowers becomes the first woman to coach in a super bowl”</p> <p>Katie Sowers becomes first woman coach, PDF article</p>

	<p>After reading the article, write an objective summary. You may use the template provided below. We'd love to read what you wrote – email your completed objective summary paragraph to your ELA teacher if you'd like some feedback.</p> <p>Objective Summary template, PDF</p>
Math	<p>HS Algebra 1 Topic: Solving equations with substitution</p> <ol style="list-style-type: none"> 1. Substitution method review (10 minutes) http://www.wallace.ccfaculty.org/book/4.2%20Substitution.pdf Read the first two pages to refresh your memory. 2. Paper substitution practice (20-40 minutes) http://kutasoftware.com/FreeWorksheets/Alg1Worksheets/Systems%20of%20Equations%20Substitution.pdf Completing problems 1, 5, 9, and 17 correctly demonstrates a mastery of the concept. Practice additional problems as needed. 3. Substitution word problem practice using IXL (30-60 minutes) https://www.ixl.com/math/algebra-1/solve-a-system-of-equations-using-substitution-word-problems Complete a minimum of 10 problems and reach a SmartScore greater than or equal to 80. If already at 100, restart the skill. <p>Math 8 Topic: Slope-intercept form</p> <ol style="list-style-type: none"> 1. Khan Academy (15-30 minutes depending on number of videos and practice opportunities) https://tinyurl.com/y32747ht 3-minute video + 2 practice opportunities to try out what you have reviewed 2. Slope-intercept form practice (30 minutes) - Write the answer on paper and then check the answer on the document. https://cdn.kutasoftware.com/Worksheets/Alg1/Graphing%20Lines%20SI.pdf https://cdn.kutasoftware.com/Worksheets/PreAlg/Writing%20Linear%20Equations.pdf 3. Slope-intercept form game (15 minutes) https://app.box.com/s/7fcpuwd4deg6ibb5rmpq

<p>Science</p>	<p>Activity 1. Visit your data collection location 2-3 times again this week. Think about the little changes that you see-move in close to the trees or plants. Are there changes that you notice from a couple feet away vs 10 feet away? Listen to the sounds you hear. Are they different during the middle of the day compared to early morning or dusk just before the sun sets? Continue recording your data in your phenology chart. (10-15 minutes each visit/observation)</p> <p>Activity 2. Read the following article and uncover some thinking about “hibernation.” PDF link to article natgeo-animals-hibernation-science-49095-article_only.pdf- Can you elaborate anything on your phenology journal based on your reading? (15-30 minutes)</p> <p>Activity 3. Share your initial observations with someone in 8th grade in LOCS. Since each of our three middle schools are working on the same extension learning, you can share with someone at your school or one of the other middle schools. Take a photo of your journal so far and snap it, tweet it, text it or video it. Grab a screen shot or snip of what you shared and then share that with your teacher through an office 365 email. (30-45 minutes)</p>
<p>Social Studies</p>	<p>U.S. History</p> <p>1. Gold Rush Activity (30-45 minutes, depending on depth of creativity)</p> <ol style="list-style-type: none"> a. Objective: to understand the significance and effects of the Gold Rush b. Go to this website and watch the video (3min). https://www.history.com/news/8-things-you-may-not-know-about-the-california-gold-rush <ol style="list-style-type: none"> i. If the site does not work, copy this link into Google and click on the first link. c. Go through each of the 8 “fact paragraphs” and summarize each into 2-3 sentences representing the main idea. You should have a <u>total</u> of 16-24 sentences. (10mins) d. Choose <u>two</u> of the 8 “fact paragraphs” to create a cartoon demonstrating <i>irony</i> (a twist) in what actually happened/outcome. (15-25mins) <ol style="list-style-type: none"> i. EX: Paragraph 1 Summary: While California is most often associated with the discovery of gold in the United States, it had already been discovered 50 years earlier in North Carolina. Gold was used in coins for over 30 years. ii. EX: You CANNOT use this idea! Cartoon idea: State of North Carolina outline showing gold coins minted

	<p>by U.S. Treasury to the state of California outline (maybe across a map), with a slogan saying “We were first!”</p> <p>e. Assessment Questions: What you should know after doing this activity. (5-10mins)</p> <ul style="list-style-type: none"> i. Why was this event called the Gold Rush? ii. What situation arose from demand and security? How could you relate this to what is going on during the current pandemic? (give specific examples) iii. Why do you think women did not take up the offer to move to California during the early 1850s? iv. How did the Gold Rush create/transform California into the state it is today? <p>2. Current Event Activity (20-30 minutes)</p> <ul style="list-style-type: none"> a. Choose a topic or news story that is current and involves the Covid-19 pandemic and how it affects everyone in the United States. Relate the topic to information you <i>previously learned</i> about the U.S. government from our last semester. EX: states vs federal rights, powers of the Chief Executive and the state governors, responsibilities of citizens, rule of law, etc. b. Fill out a current event sheet. You need to have the <u>Topic, News Source, Title of Article, Link or Website of Article</u>. You also need to answer the following questions: <ul style="list-style-type: none"> i. Who is involved (individuals, groups, things), When did this even occur (date of event, date of article), Where in the world did this event occur (county, city, state, mention all that apply), What is this current event about (four detailed, complete sentences), How does this current event relate to the American government and its citizens? c. You may use any <u>credible</u> news outlet. Ex: MSNBC, Fox News, CNN, PBS, NPR, C-Span, BBC, etc.
Cadet Band	<p>Activity 1. (20-30 min.) Practice!</p> <p>4 / 7 Essential Technique Book: #103 Essential technique Quiz. Focus on keeping the eighth note constant through changing meters, dynamics and articulation!</p> <p>∅ Use the Seesaw app to send in a recording to your teacher for feedback if desired. (See the email from your band director on how to get started uploading to Seesaw if it’s new to you)</p> <p>Activity 2. (20 min.) Listen and play along</p>

	<p>Play along with 15-20 seconds your favorite song (you will listen to this bit of the song several times in this project). Try and play the melody (the main riff or vocal part) though it may be an octave higher or lower depending on your instrument). Can you figure out what key signature the song uses? (Listen and hear what the “home” note is and keep your written scales handy). Can you play other notes that fit in with this part of the song (it could be long notes to match the chords or improvise in-between phrases like you’re a member of the music group)?</p> <p>Ø When you think you’ve got it, submit the name of your chosen song and the key you think it’s in via Seesaw. Bonus: make a video of you playing the melody or improvising with the recording and put that on Seesaw, too!</p> <p>Activity 3. Visit the following TedEd site and do the Watch, Think and Dig Deeper exercises: https://ed.ted.com/lessons/a-different-way-to-visualize-rhythm-john-varney#watch</p> <p>After that, try creating your own rhythm beats with this easy, fun game: https://musiclab.chromeexperiments.com/Rhythm/</p>
Chorale	<p>Activity 1: Warm up using the "warm up" track on your school choir web page</p> <p>Review and record an existing song from your school choir web page, and s</p> <p>Activity 2: end it to your choir teacher via One Drive (ryan.dawley@lok12.org, todd.gordon@lok12.org, christina.welling@lok12.org)</p> <p>Activity 3: Rehearse a song from the "new music" list on your school choir web page</p>
Creative Art	<p>Pattern with Bold Contrasting colors</p> 

	<p>Hi there, artists. We hope you're in a creative and colorful mood.</p> <p>This week we are challenging you to try a new craze that has been sweeping the internet. "Coloring for Adults" or, in our case, "Coloring for Teens" can help you eliminate stress and feel more relaxed. Since we're all dealing with big changes, we thought that this would be a great thing to try this week.</p> <p>Go to https://padlet.com/melissa_kempski/1j0l9a6g5mtz to start your adventure! We would love it if you uploaded your creation to share with others!</p>
Forensics	<p>Activity 1: Evaluate your story telling performance from last week. How did it compare to when you performed in class? What were your strengths and weaknesses? Write a self reflection and e-mail it to your teacher. (20 minutes)</p> <p>Activity 2: Watch 3 infomercials of your choice (on tv or from an appropriate internet source). For each infomercial take notes on a) the product and details about it b) the structure and c) the persuasive techniques used. Share these notes with your teacher when finished (15-45 minutes depending on length of infomercials)</p>
Media Productions	<p>Activity 1: Create a video journal of your science nature walk.</p> <ul style="list-style-type: none"> • Plan how you are going to create your journal. Photos? Video clips? Both. What will you say? What will you show? Can you take a photo from the exact same spot each day to show growth of plants as time goes by? • Film/ shoot – capture your footage each day. Be mindful of your lighting and sound. Try different angles. If accompanied by another family member – introduce them – show them. People love to see people. • If possible -Edit – examples could be: add music – captions under things you have identified – voice overs, cool transitions, explanations of what you are showing. <p>If you cannot edit, no worries. Just make a detailed list of your editing plan, so you can edit later at school using your plan.</p> <p>Alternate Activity 1: without the use of cell phone, iPad or videoing device: Activity: Create a detailed plan of how you would produce a program about your daily nature walk.</p> <ul style="list-style-type: none"> • Written record – as you walk through your ecosystem, produce a simple list of the video and/or pictures you would take. Add details to your list, such as angle, location, sounds you would record, etc. • Analyze- After your walk each day, organize your list. What would you leave out? Did you have enough information? What should you add? Did you have enough variety?

	<ul style="list-style-type: none"> • Edit – After several days of building your list, organize and plan your edit. You could put each idea on a separate index card and then arrange the cards in the order you think best. Add a script for each card. Do you want music? Do you want a voice over? <p>This activity is for you to practice designing , planning and being creative. Have fun!</p>
Publications	<p>Access your school’s 2019-2020 virtual yearbook on the Jostens site. After looking at the entire yearbook, select two spreads to analyze. Choose one spread that you think is an excellent example (based on overall look—the quality of photos, the content, the design, etc.) and write about why you think that spread is so good. Next, choose another spread that you think could use improvement. What is it that makes this spread less-than-wonderful? Discuss ways in which that spread could be improved. Give specific examples. It is suggested that you send your work to your school’s Publications teacher/yearbook advisor via e-mail.</p>
Physical Education	<p>Activity 1: Click on the following link https://www.darebee.com/pdf/programs/30-days-of-yoga.pdf Complete 4 pages.</p> <p>Activity 2: Get some exercise completing your favorite exercise for 30 minutes (biking, running, walking, jump rope)</p> <p>Activity 3: https://www.activekids.com/fitness/articles/full-body-conditioning-exercises-for-kids Complete each movement for 3 sets of 15 seconds.</p>
Technology & Computer Science for the Empowered Learner	<p>Activity 1: https://www.typing.com/ - 15 - 30 minutes daily</p> <p>Activity 2: Create pixel art using Microsoft Excel - 10 Minutes daily https://mymodernmet.com/excel-art/</p> <p>Activity 3: Continue your daily log in Excel - 5 Minutes daily</p>

<p>World Language</p>	<p>German 1 (Topic: Familie) Activity 1: <i>die Familie</i> Integrated performance practice Complete the activities here: link (20-30 minutes)</p> <p>Activity 2: Draw and label a family tree of your own family or a famous family of your choice. Describe how the people in the family are related to one another in complete sentences auf Deutsch. This can be done on paper, online, or in sidewalk chalk outside of your house. Send Frau R a picture of your finished work! (20 minutes)</p> <p>German 2 (Topic: Stadt oder Dorf?) Activity 1: <i>Stadt oder Dorf?</i> Integrated performance practice Complete the activities here: link (20-30 minutes)</p> <p>Activity 2: Draw and label a city that shares characteristics of a German city including at least 10 buildings. Describe what can be done at various locations in the city (Hier kann man...). This can be done on paper, online, or in sidewalk chalk outside of your house. Send Frau R a picture of your finished work! (30 minutes)</p> <p>Spanish 1 Topic: Pastimes and favorite activities review. All tasks and directions can be found on this document .</p> <p>Activity 1: Interpretive Mode: Read transcript or listen to video clip interview about likes and dislikes. Answer comprehension questions on form or in pencil (5-10 minutes) Activity 2: Interpersonal Speaking: Discuss what you like to do on Flipgrid and react to friend’s comments. Log in with Microsoft when prompted (not Google) (15-20minutes) Activity 3: Presentational Writing: Design a pictorial collage demonstrating favorite pastimes and unpleasant activities in Spanish. (15-20 minutes)</p> <p>Spanish 2 Topic: Free time and busy schedules review. All tasks and directions can be found on this document. Activity 1: Interpretive Mode: Read the transcript OR listen to video clip interview about an extreme park in Colombia. Answer comprehension questions on form or in pencil (10-15 minutes)</p>
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	<p>Activity 2: Interpersonal Speaking: Discuss how you schedule your free time on Flipgrid and react to friend’s comments. Log in with Microsoft when prompted (not Google) (15 minutes)</p> <p>Activity 3: Presentational Writing: create a schedule with your activities and times in Spanish. (15-20 minutes)</p>
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Don't forget there are lots of additional resources for students on the Home Learning Resources for
LOCS Students Padlet:

<https://padlet.com/loachingandlearning/j1jg1u0i2qv3>

Read Aloud: A Text to Speech Voice Reader:

Chrome: <https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjejdhmfkjgnolgimiapl?hl=en>

FireFox: <https://addons.mozilla.org/en-US/firefox/addon/read-aloud>