

## 8<sup>th</sup> Grade Student eLearning Activities Log Day 1

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 1

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</p> <p><b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.</p> <p><b>Drama:</b> Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.</p>
Read for 20 minutes using a book at home <b>or</b> use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				
<b>OR</b>				
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities	Complete Math handouts and return them to school.	Complete the Social Studies handouts and return them to school.	Complete the Science handouts and return them to school.	<p><b>Art:</b> Create a collage about your life using items from your home.</p> <p><b>Music:</b> Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</p> <p><b>STEM:</b> Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). <a href="#">Click here for some examples.</a></p>
Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer. write two paragraphs summarizing what you have read.				

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



Evaluate each expression.

Answers

24

-6

64

-77

-124

151

64

53

1)  $40 \div 1 + 3 - (3 \times 7) + 7 - 5$

2)  $1 - 5 + 1 \times (4 \times 4 - 31) \times 8$

3)  $(4 + 9 + 16 \div 4) - 8 - 3 \times 5$

4)  $(15 \div 5 + 6 + 9) \times 4 \times 2 + 7$

5)  $5 - (49 \div 1 - 5) \times 2 + 9 - 3$

6)  $(2 + 76 \div 1 + 9) + 4 - 3 \times 9$

7)  $5 \times 5 - 7 + 82 \div (2 \times 1) + 5$

8)  $7 \times 7 + 1 + 16 \div 8 - (6 - 7)$

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

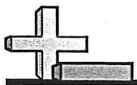
4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**Solve each Problem.**

- 1) At a school several teachers were holding a contest to see which class could earn the most trivia points. Mrs. William's class scored 101 points. Mr. Adams class earned 96 points. Mrs. Brown's class earned 99 and Mrs. Daniel's class earned 101. Determine the mean (rounded to the nearest tenth), median, mode and range of the number of points scored.
  
  
  
  
  
  
  
  
  
  
- 2) At an ice cream parlor, the owner was tracking the number of chocolate cones he sold over a week. His results were: 56, 58, 63, 66, 60, 65 and 58. Determine the mean (rounded to the nearest tenth), median, mode and range of the cones sold.
  
  
  
  
  
  
  
  
  
  
- 3) At Cody's Pizza Palace in the 6 hours they were open they sold the following number of pizzas: 78 pepperoni, 73 sausage, 72 cheese, 79 mushroom, 80 anchovies and 72 pineapple. Determine the mean (rounded to the nearest tenth), median, mode and range of the number of pizzas sold.
  
  
  
  
  
  
  
  
  
  
- 4) Nancy was counting the number of people on different toys on the playground. She counted: 6, 12, 1, 12, 7, 3 and 8. Determine the mean (rounded to the nearest tenth), median, mode and range of the people.
  
  
  
  
  
  
  
  
  
  
- 5) During the first 6 hours of the fair there were the following number of customers: 58, 69, 55, 53, 51 and 69. Determine the mean (rounded to the nearest tenth), median, mode and range of the number of customers.

**Answers**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Title of Book: \_\_\_\_\_ Date: \_\_\_\_\_

Page # Started \_\_\_\_\_ Ended \_\_\_\_\_

### Thoughts/Connections

This reminded me of.....

This makes me think.....

In the text it said \_\_\_\_\_ and it made me think \_\_\_\_\_.

### Feelings

The character is sad because.....

I am excited to see what happens next because.....

### Questions

- I wonder....
- Why did the character do .....
- In the text it said \_\_\_\_\_. I wonder why \_\_\_\_\_.

### Facts/Ideas/Vocabulary

A new word I learned is \_\_\_\_\_. It means \_\_\_\_\_.

The story takes place \_\_\_\_\_

How did the reading strategy you learned today help you?

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**Grammar: Common and Proper Nouns****Practice**

A **common noun** names any one of a group of people, places, things, or ideas. Common nouns are capitalized only when they begin a sentence. A **proper noun** names a specific person, place, thing, or idea. Proper nouns are always capitalized.

Common Nouns	Proper Nouns
athlete	Brett Favre
arena	Madison Square Garden
book	<i>To the Lighthouse</i>
city	Toronto

In the sentence below, the proper nouns are in bold, and the common nouns are in italics.

My *brother* **Brad** and I went to **Denver** to watch the **Broncos** play in an important *game* against an undefeated *team*.

**A** Underline each common noun once and each proper noun twice.

1. Ernest Hemingway was born in Oak Park, which is in Illinois.
2. During World War I, Hemingway was a volunteer for the Red Cross in Italy.
3. For six weeks, he drove an ambulance and worked at a canteen.
4. This important writer won a Pulitzer Prize in 1952.
5. His heroes often face violence and destruction with great courage.
6. Hemingway lived in Paris for several years and then returned to the United States.
7. He also lived and worked in Spain for a time.
8. The Spanish Civil War is the setting of the novel *For Whom the Bell Tolls*.
9. One of his best stories is "A Clean, Well-Lighted Place."
10. In his later years, Hemingway suffered from physical and mental illnesses.

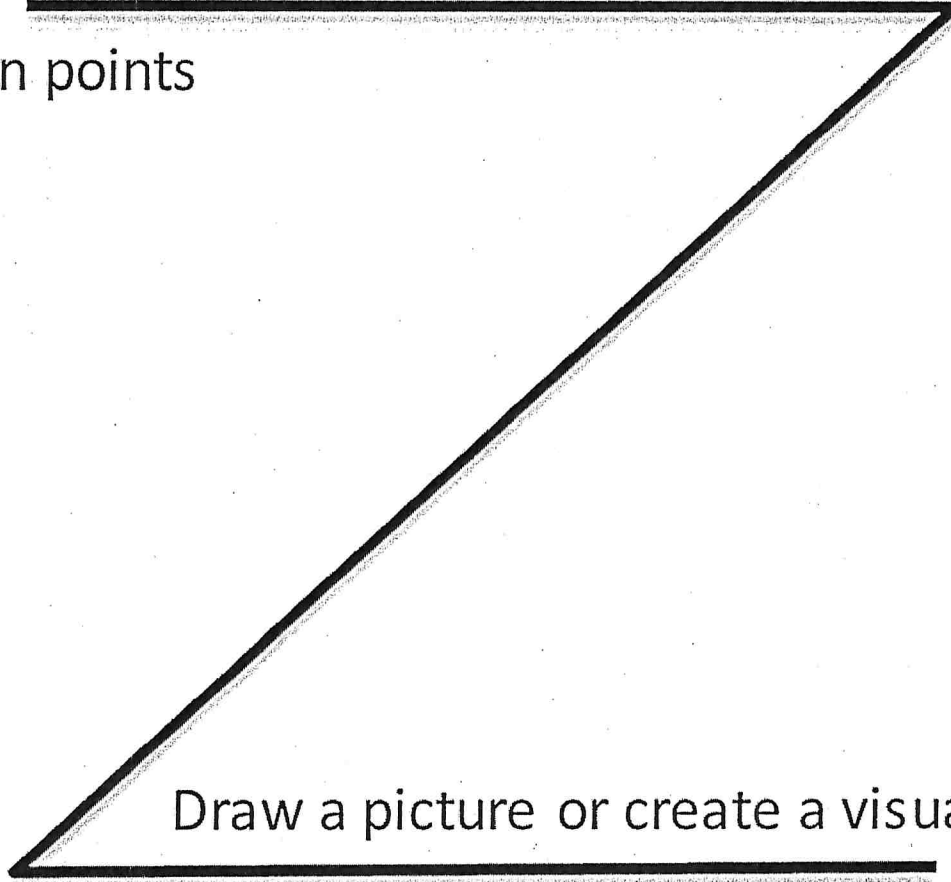
Topic or Title: \_\_\_\_\_

Main Idea: \_\_\_\_\_

3 main points

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- 
- 

Draw a picture or create a visual representation



**The Twenty-First Century/El siglo xxi****Lesson/Lección 1****MAIN IDEAS/IDEAS PRINCIPALES**

1. George W. Bush won the disputed 2000 presidential election./George W. Bush ganó las reñidas elecciones presidenciales del año 2000.
2. Americans debated the future of the War on Terror that began after terrorists attacked the United States./Los estadounidenses debatieron sobre el futuro de la guerra contra el terrorismo que comenzó después de que grupos terroristas atacaran a Estados Unidos.
3. The American economy and job market rapidly changed and affected domestic policy./La economía y el mercado laboral de Estados Unidos cambiaron rápidamente y afectaron la política interna.

**Key Terms and People/Personas y palabras clave**

**Al Gore/Al Gore** Bill Clinton's vice-president; Democratic presidential nominee in 2000/vicepresidente de Bill Clinton; candidato demócrata a presidente en el año 2000

**George W. Bush/George W. Bush** U.S. president elected in 2000/presidente de Estados Unidos elegido en el año 2000

**World Trade Center/World Trade Center** important business center in New York City/ importante centro empresarial de la ciudad de Nueva York

**Pentagon/Pentágono** headquarters of the U.S. Department of Defense, near Washington, DC/sede central del Departamento de Defensa de Estados Unidos, ubicada cerca de Washington, D. C.

**al-Qaeda/al-Qaeda** fundamentalist Islamic terrorist group/grupo terrorista fundamentalista islámico

**Osama bin Laden/Osama bin Laden** wealthy Saudi exile who led al-Qaeda/ acaudalado saudí exiliado, líder de al-Qaeda

**weapons of mass destruction/armas de destrucción masiva** weapons capable of killing thousands of people/armas capaces de matar a miles de personas

**service economy/economía de servicios** most jobs are providing services rather than producing goods/economía en la cual la mayoría de los trabajos consisten en ofrecer un servicio en lugar de producir bienes

**globalization/globalización** growing connections between economies and cultures worldwide/conexiones más estrechas entre las economías y culturas del mundo

Lesson/Lección 1, *continued/continuación***Lesson Summary/Resumen de la lección****THE 2000 PRESIDENTIAL ELECTION/LA ELECCIÓN PRESIDENCIAL DEL AÑO 2000**

The 2000 election was a race between Democrat **Al Gore**, Bill Clinton's vice-president, and Republican **George W. Bush**, son of the former president and governor of Texas./En la elección del año 2000, el demócrata **Al Gore**, vicepresidente de Bill Clinton, se enfrentó al republicano **George W. Bush**, hijo del ex presidente y gobernador de Texas.

The votes were too close on election night to declare either candidate a winner. In Florida, a recount was needed. The winner in Florida would win the election. Gore supporters asked for a manual recount in several counties. The Supreme Court ruled against the manual recount. Bush was declared the winner. He became the first president in more than 100 years to win the electoral vote but not the popular vote. Congress soon passed the \$1.35 trillion tax-cut plan Bush had promised./El recuento de votos fue muy parejo, y en la noche de la votación no se pudo anunciar al candidato ganador. En Florida, fue necesario volver a contar los votos. El ganador de Florida ganaría las elecciones. Los partidarios de Gore pidieron el recuento manual de los votos en muchos condados, pero la Corte Suprema falló en contra del pedido. Se declaró a Bush como ganador. Bush se convirtió en el primer presidente en más de 100 años que ganó el voto electoral pero no el voto popular. El Congreso no tardó en aprobar el plan de reducción de impuestos de \$1.35 billones que había prometido Bush.

Why was the vote count in Florida so important in the 2000 election?/¿Por qué fue tan importante el recuento de votos de Florida en las elecciones del año 2000?

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**FIGHTING TERRORISM/LA LUCHA CONTRA EL TERRORISMO**

On September 11, 2001, two airplanes crashed into the **World Trade Center** in New York City. Another plane crashed into the **Pentagon**. A fourth plane crashed in rural Pennsylvania. Terrorists had hijacked all these planes. The hijackers were part of a terrorist group called **al-Qaeda**, led by **Osama bin Laden**. Thousands of people were killed. President Bush vowed to punish those responsible./El 11 de septiembre de 2001, dos aviones se estrellaron contra el **World Trade Center** en la ciudad de Nueva York.

What type of attacks did al-Qaeda terrorists use on September 11, 2001?/¿Qué tipo de ataques perpetraron los terroristas de al-Qaeda el 11 de septiembre de 2001?

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Lesson/Lección 1, *continued/continuación*

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Otro avión impactó contra el **Pentágono**. Un cuarto avión se estrelló en una zona rural de Pensilvania. Todos esos aviones habían sido secuestrados por terroristas. Los secuestradores formaban parte de un grupo terrorista llamado **al-Qaeda**, liderado por **Osama bin Laden**. Miles de personas murieron. El presidente Bush prometió castigar a los responsables.

In October 2001 the United States attacked Afghanistan, where al-Qaeda was based. U.S. troops drove Afghanistan's leaders, the Taliban, from power. However, bin Laden could not be located until many years later./En octubre de 2001, Estados Unidos atacó Afganistán, donde tenía su base al-Qaeda. Las tropas estadounidenses destituyeron a los líderes afganos, que eran talibanes. Sin embargo, pasaron muchos años antes de encontrar a bin Laden.

President Bush and other world leaders thought that Iraqi leader Saddam Hussein posed a threat. They believed that he had not given up Iraq's **weapons of mass destruction**. Some countries wanted to keep looking for weapons. However, a coalition of allies led by the United States and Britain attacked Iraq. Saddam's government had been toppled. Yet, the war dragged on./El presidente Bush y otros líderes mundiales consideraban que el líder iraquí Saddam Hussein representaba una amenaza. Creían que Irak aún poseía **armas de destrucción masiva**. Algunos países querían seguir buscando las armas. Sin embargo, una coalición de aliados liderada por Estados Unidos y Gran Bretaña atacó Irak. El gobierno de Saddam había sido derrocado. Sin embargo, la guerra continuó.

Circle the name of the country in which American officials expected to find Osama bin Laden./Encierra en un círculo el nombre del país donde los funcionarios estadounidenses esperaban encontrar a Osama bin Laden.

**THE NEW GLOBAL ECONOMY/LA NUEVA ECONOMÍA GLOBAL**

The country has moved toward a **service economy**. Also, **globalization** has changed how companies do business. It also has changed how countries interact./El país se fue transformando en una **economía de servicios**. Además, la **globalización** cambió el modo en que las empresas hacen negocios. También cambió la manera en que interactúan los países.

Lesson/Lección 1, *continued/continuación*

A financial crisis began in 2007 when the housing market collapsed. The United States had entered an economic depression. The government passed legislation to try to help the country's economy. These stimulus efforts added jobs, increased GDP, and lowered unemployment. The country's economy began to recover over time./En 2007, se inició una crisis financiera cuando colapsó el mercado inmobiliario. Estados Unidos entró en una depresión económica. El gobierno aprobó leyes para ayudar a la recuperación económica. Estas medidas para estimular la economía permitieron crear nuevos empleos, incrementar el PIB y reducir el desempleo. Con el tiempo, la economía del país comenzó a recuperarse.

How did the United States government help rebuild the country's economy?/¿De qué manera el gobierno de Estados Unidos ayudó a reconstruir la economía del país?

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**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Make Judgments/Pensamiento**

**crítico: Emitir juicios** Do you think the decision to attack Iraq was justified? Why or why not?/¿Crees que la decisión de atacar Irak estaba justificada? ¿Por qué?

Al Gore/	globalization/	service economy/
Al Gore	globalización	economía de servicios
al-Qaeda/	Osama bin Laden/	weapons of mass destruction/
al-Qaeda	Osama bin Laden	armas de destrucción masiva
George W. Bush/	Pentagon/	World Trade Center/
George W. Bush	Pentágono	World Trade Center

**DIRECTIONS/INSTRUCCIONES** Use at least seven terms or names from the word bank to write a summary of what you learned in the lesson./Escribe un resumen de lo que has aprendido en la lección usando al menos siete palabras o nombres del banco de palabras.

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Lesson/Lección 1, *continued/continuación*

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**DIRECTIONS/INSTRUCCIONES** Write two adjectives or descriptive phrases that describe the term or person./Escribe dos adjetivos o frases que describan cada palabra o persona.

1. Al Gore/Al Gore \_\_\_\_\_  
\_\_\_\_\_
2. World Trade Center/World Trade Center \_\_\_\_\_  
\_\_\_\_\_
3. al-Qaeda/al-Qaeda \_\_\_\_\_  
\_\_\_\_\_
4. Osama bin Laden/Osama bin Laden \_\_\_\_\_  
\_\_\_\_\_
5. globalization/globalización \_\_\_\_\_  
\_\_\_\_\_

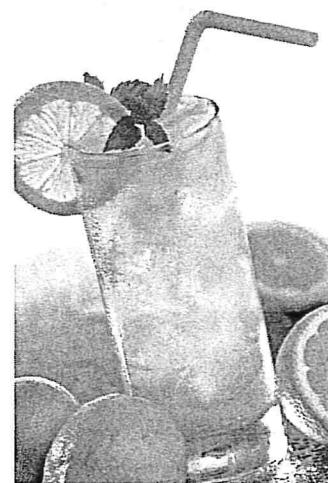


## Reading Science

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Heat, Thermal Energy, and Temperature

- 1 Have you ever enjoyed a glass of refreshing iced lemonade on a sultry summer day? You place some ice in a glass and pour in the lukewarm lemonade so you can savor a burst of cold refreshment. But what happens if you set the glass down and don't drink the lemonade quickly? Did you notice that the ice melts and the lemonade begins to get warmer and warmer? Why do you think this occurs?
- 2 Although temperature and heat are not the same thing, they are related scientific concepts. All matter is composed of atoms and molecules that are constantly moving. These tiny particles continuously vibrate, rotate, or move around randomly. Since the molecules are moving, they possess kinetic energy. Thermal energy is defined as the total amount of kinetic energy contained in the atoms and molecules of a substance or object. The more the atoms and molecules move, the more thermal energy the substance retains. Additionally, the number of particles in the substance or object affects its thermal energy. The more atoms and molecules in a substance, the greater amount of thermal energy the substance possesses. The substance's physical state (whether it is a solid, liquid, or gas) also influences the amount of thermal energy it contains. To scientists, temperature is not how hot or cold something feels to the touch. Rather, temperature is a measure of the average motion of the particles that constitute a substance or object. A substance with greater amount of kinetic energy in its particles has a higher temperature than one with less molecular kinetic energy. Also, unlike thermal energy, the size of the sample does not affect the temperature of the substance.
- 3 So, what do we know so far? Thermal energy is the total kinetic energy of a substance's particles, while temperature is the measure of the kinetic motion of those particles. Therefore, what is heat? Heat is essentially the transfer of thermal energy from one object or substance to another. Think back to your glass of lemonade. Since the lemonade had less thermal energy than the ice, it was also warmer. Heat was transferred from the warm lemonade to the cold ice. Eventually, enough heat is transferred from the lemonade to the ice to cause the ice to melt. Heat always moves from the warmer substance (the one with greater thermal energy) to the cooler substance (the one with less thermal energy). The heat will continue to flow until the temperature of both objects or substances has equalized, or reached the same temperature.





## Reading Science

- 4 Heat transfer occurs by three different methods: conduction, convection, and radiation. During the process of conduction, the heat is transferred by direct contact, or touch. If you touch a hot pan, the heat moves from the pan into your finger! Convection is the transfer of heat through currents in a fluid, such as air or water. Think about boiling water—the water at the bottom is in contact with the hot pan. The heat transfers from the pan to the water (conduction). The hot water rises, and cooler water sinks to replace it. These currents of moving hot and cooler water are called convection currents. Another method of heat transfer is radiation. This is the transfer of heat through electromagnetic waves. Radiation is the only method of heat transfer that does not require matter in order for the heat to move. Earth is heated by the Sun through the process of radiation.



## Reading Science

1. How do scientists define temperature?
  - A. How hot or cold a substance feels when it is touched
  - B. The total amount of kinetic energy in a substance
  - C. A measure of the average kinetic energy of particles in a substance
  - D. The vibration, rotation, and other movements of atoms and molecules

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2. How does heat transfer when a metal spoon is placed in a pot of boiling water?
  - A. Heat flows from the boiling water into the metal spoon.
  - B. Heat flows from the metal spoon into the boiling water.
  - C. Heat flows from the spoon to the water by radiation.
  - D. Heat flows from the water to the spoon by convection.

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3. How does the number of atoms or molecules in a system affect its thermal energy?
  - A. A system with fewer atoms and molecules has more thermal energy.
  - B. A system with more atoms and molecules has more thermal energy.
  - C. The number of atoms or molecules does not affect the thermal energy of a system.
  - D. Thermal energy increases as the atoms and molecules in a system move more.



## Reading Science

4. How is heat transfer by radiation different than transfer by convection or conduction?
- A. Heat moves from cold objects to hot objects during radiation.
  - B. Radiation is a method by which heat is transferred.
  - C. Heat transfer by radiation can only occur during the day.
  - D. Matter is not required for heat transfer by radiation.
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5. What method of heat transfer occurs when your skin feels hot outside on a sunny, summer day?
- A. Conduction
  - B. Radiation
  - C. Vibration
  - D. Convection