

## 8<sup>th</sup> Grade Student eLearning Activities Log Day 6

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 6

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> Test your balance and play Balance Bingo. How many poses can you do?</p> <p><b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet.</p> <p><b>Drama:</b> Create at least 2 props that could be used for your script. Take a picture of them and for each, describe how you made it in a paragraph..</p>
<p><b>Pearson Realize</b> Reading: Main Idea</p>				
<p>Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a></p> <p>Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a>, <a href="#">write two paragraphs summarizing what you have read.</a></p>	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Four Forces on an Airplane" and answer the questions.	<p><b>Art:</b> Draw a picture to represent the world in 100 years. What do you think a city street might look like? Add details like transportation, buildings, people, clothing, food, and technology. Draw that object using either colored pencils or a range of values. <a href="https://youtu.be/fw5kamqbWnk">https://youtu.be/fw5kamqbWnk</a></p> <p><b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a>. 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 href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings</a>. List research resources and <a href="#">create a summary of what you learned</a>.</p> <p><b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a>. <a href="#">Click here for some examples</a>.</p>

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

# Registro de actividades de aprendizaje electrónico para estudiantes Día 6: Grado 8

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 6

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> Test your balance and play Balance Bingo. How many poses can you do?</p> <p><b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet.</p> <p><b>Drama:</b> Create at least 2 props that could be used for your script. Take a picture of them and for each, describe how you made it in a paragraph.</p>
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Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Reading Skill: Main Idea****Practice**

The topic of a paragraph or other written selection is what the material is about. The central point that is made about the topic is called the **main idea**. It summarizes all of the supporting details. The supporting details give examples, explanations, or reasons.

When reading nonfiction, adjust your reading rate to recognize main ideas or key points.

Read the paragraph. Then, answer the questions that follow.

Today, after forty-five centuries of exposure to the hazards of time, the Great Pyramid rises to a height of 450 feet. At its base the pyramid measures about 756 feet in length along each of the four sides. The pyramid's bulk is enormous. It is made up of 2,300,000 blocks of stone, each averaging two-and-a-half tons in weight; the biggest blocks weigh fifteen tons. If every block were cut into cubes a foot high, wide, and deep, and these were placed side by side along the equator, they would reach two thirds of the way around the world. The area of the base of the Great Pyramid is so large that the cathedrals of Florence and Milan, as well as St. Peter's in Rome and St. Paul's in London, could all be placed together inside it, with room left for Westminster Abbey.

1. What is the main topic of this paragraph? (Circle one.)

- A. large buildings
- B. stone blocks
- C. the Great Pyramid
- D. cathedrals in Europe

The topic tells the subject of the material. Notice that all the facts and supporting details given about the Great Pyramid focus on its size.

2. Which of the following statements best expresses the central focus or main idea in this paragraph? (Circle one.)

- A. The Great Pyramid is enormous.
- B. The Great Pyramid is so large that it could hold the cathedrals of Florence and Milan, as well as St. Peter's in Rome and St. Paul's in London, with room left for Westminster Abbey.
- C. The world has many very large structures.
- D. The Great Pyramid is one of the Seven Wonders of the World.

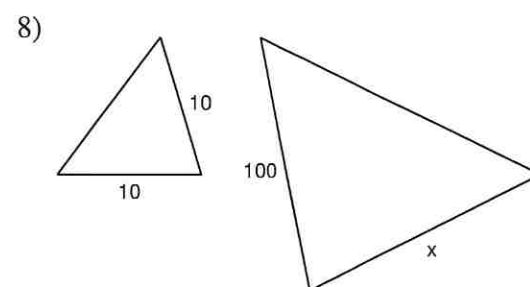
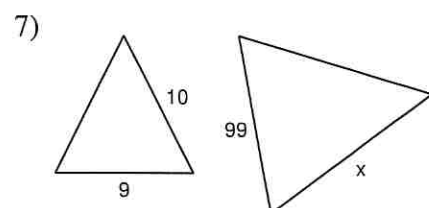
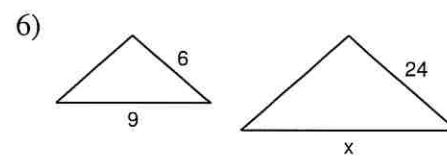
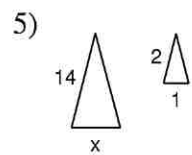
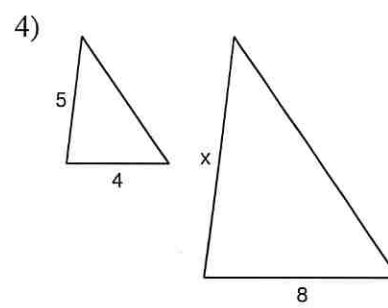
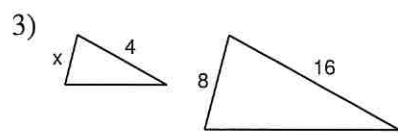
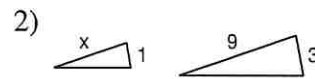
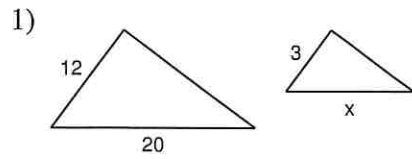
3. Underline the sentence that states the main idea.

Name \_\_\_\_\_

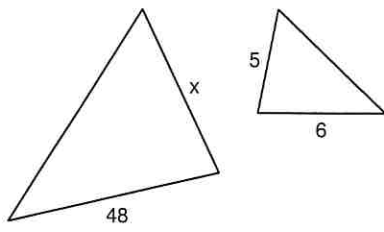
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# Similar Figures

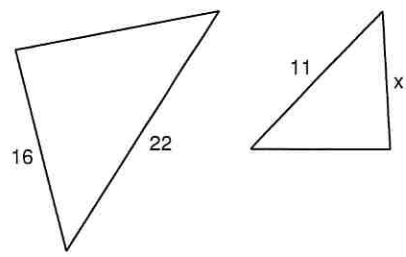
Each pair of figures is similar. Find the missing side.



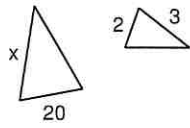
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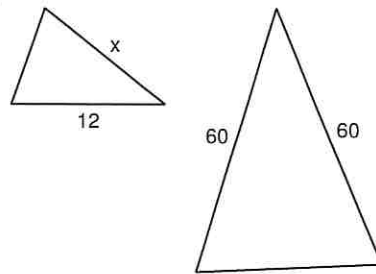
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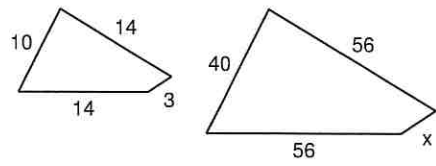
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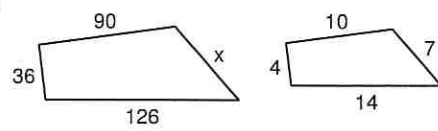
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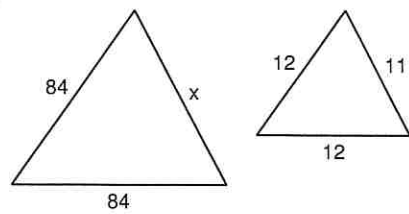
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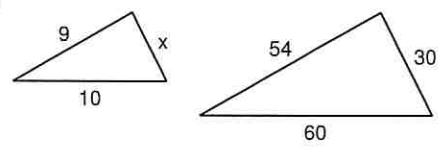
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**Searching for Order/La búsqueda del orden****Lesson/Lección 1****MAIN IDEAS/IDEAS PRINCIPALES**

1. Americans faced domestic challenges, including an energy and economic crisis./Los estadounidenses enfrentaron desafíos internos, entre ellos una crisis energética y económica.
2. Nixon's foreign policy led to improved relations with Communist powers./ Gracias a la política exterior de Nixon mejoraron las relaciones con las potencias comunistas.
3. The Watergate scandal forced Nixon to resign./El escándalo Watergate obligó a Nixon a renunciar.
4. Gerald Ford became president upon Nixon's resignation and faced many challenges./Gerald Ford asumió la presidencia tras la renuncia de Nixon y enfrentó muchos desafíos.

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

**stagflation/estanflación** stagnant economic growth and high inflation/estancamiento del crecimiento económico combinado con un alto nivel de inflación

**Organization of Petroleum Exporting Countries (OPEC)/Organización de Países Exportadores de Petróleo (OPEP)** group of oil-producing nations that controls the production and sale of oil/grupo de países productores de petróleo que controla su producción y venta

**realpolitik/realpolitik** foreign policy based on practical American interests, not on ideals/política exterior basada en los intereses prácticos de Estados Unidos, no en ideales

**Strategic Arms Limitation Talks (SALT)/Tratados de Limitación de Armas Estratégicas (SALT, por sus siglas en inglés)** agreements between the United States and the Soviet Union limiting nuclear weapons/acuerdos entre Estados Unidos y la Unión Soviética para limitar las armas nucleares

**détente/distensión** period of less hostile relations between United States and Soviet Union/período de menor hostilidad en las relaciones entre Estados Unidos y la Unión Soviética

**Watergate/Watergate** scandal involving the Nixon administration/escándalo que involucró al gobierno de Nixon

**Gerald Ford/Gerald Ford** vice-president who became president when Nixon resigned in 1974/vicepresidente que asumió la presidencia luego de la renuncia de Nixon en 1974

**pardon/indulto** order granting freedom from punishment/orden mediante la cual se libera a una persona de un castigo

Lesson/Lección 1, *continued/continuación***Lesson Summary/Resumen de la lección****DOMESTIC CHALLENGES/LOS DESAFÍOS INTERNOS**

President Nixon proposed major shifts in policy. His New Federalism limited the federal government's power. He promised to restore law and order and reduce welfare spending. His four Supreme Court appointments changed the court./El presidente Nixon propuso cambios importantes en la política. Su Nuevo Federalismo limitó el poder del gobierno federal. Nixon se comprometió a restablecer la ley y el orden, y a reducir el gasto social. Sus cuatro designaciones en la Corte Suprema cambiaron la corte.

Nixon faced **stagflation**, partly due to rising oil prices. Prices rose due to decisions made by the **Organization of Petroleum Exporting Countries** (OPEC). OPEC cut off sales to the U.S. as a result of U.S. support for Israel./Nixon enfrentó condiciones de **estanflación**, en parte debidas al aumento de los precios del petróleo. Los precios subieron debido a decisiones tomadas por la **Organización de Países Exportadores de Petróleo** (OPEP). La OPEP interrumpió la venta a Estados Unidos como consecuencia del apoyo estadounidense a Israel.

How could OPEC control the price of oil in the United States?/¿Qué hizo la OPEP para controlar el precio del petróleo en Estados Unidos?

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**NIXON'S FOREIGN POLICY/LA POLÍTICA EXTERIOR DE NIXON**

Nixon adopted a new approach to foreign policy, based on **realpolitik**. Some choices, such as backing harsh military governments that were friendly to the United States, were controversial. The approach also led to a change in Cold War politics. To widen the split between China and the Soviets, Nixon had meetings with China. Soviet leaders then became more open, leading to the **Strategic Arms Limitation Talks**. This was followed by a period of **détente** between the U.S. and the Soviet Union./Nixon adoptó un nuevo enfoque de la política exterior, basado en la **realpolitik**. Algunas de sus decisiones, como la de respaldar a gobiernos militares dictatoriales que tenían buena relación con Estados Unidos, fueron controvertidas. Este nuevo enfoque también dio lugar a un cambio en la política de la Guerra Fría. Para

How did the strategy of realpolitik lead to a controversial foreign policy?/¿De qué manera la estrategia de la realpolitik llevó a una política exterior controvertida?

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Lesson/Lección 1, *continued/continuación*

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ampliar la división entre China y los soviéticos, Nixon mantuvo reuniones con China. Como consecuencia, los líderes soviéticos se mostraron más abiertos, lo que llevó a la celebración de los **Tratados de Limitación de Armas Estratégicas**. Luego llegó un período de **distensión** entre Estados Unidos y la Unión Soviética.

**THE WATERGATE SCANDAL/EL ESCÁNDALO WATERGATE**

In 1972 the Democratic National Committee offices in the Watergate Hotel were broken into. Nixon denied involvement. He went on to win reelection easily. After the election, newspaper stories began to reveal a cover-up, calling it **Watergate**. / En 1972, un grupo de personas ingresó sin permiso en las oficinas del Comité Nacional del Partido Demócrata, en el Hotel Watergate. Nixon negó su participación y obtuvo la reelección con facilidad. Después de las elecciones, algunos artículos periodísticos comenzaron a revelar un encubrimiento al que llamaron **Watergate**.

The Supreme Court ordered Nixon to turn over tapes of White House discussions to Congress. These tapes showed his involvement in the scandal. A congressional committee passed articles of impeachment, so Nixon resigned on August 8, 1974. / La Corte Suprema ordenó a Nixon que entregara al Congreso las grabaciones de las conversaciones llevadas a cabo en la Casa Blanca. Esas cintas demostraron su participación en el escándalo. Un comité del Congreso aprobó los artículos de juicio político, por lo que Nixon renunció el 8 de agosto de 1974.

**Underline the action taken by the congressional committee that led to Nixon's resignation. / Subraya la medida del comité del Congreso que provocó la renuncia de Nixon.**

**FORD AS PRESIDENT/FORD SE CONVIERTE EN PRESIDENTE**

After Nixon left office, his vice-president, **Gerald Ford**, became president. Ford granted Richard Nixon a **pardon**. Oil prices stayed high, and stagflation continued. The U.S. trade deficit increased. Ford created a plan to fight inflation, but it met resistance in Congress. Ford and Congress compromised, but inflation and unemployment remained high. / Una vez que Nixon dejó su cargo, su vicepresidente, **Gerald**



Lesson/Lección 1, *continued/continuación*

**Ford**, asumió la presidencia. Ford le concedió un **indulto** a Richard Nixon. Los precios del petróleo se mantuvieron altos, y la estanflación continuó. El déficit comercial de Estados Unidos aumentó. Ford creó un plan para luchar contra la inflación, pero encontró resistencia en el Congreso. Ford y el Congreso llegaron a un acuerdo, pero los niveles de inflación y desempleo siguieron siendo altos.

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA****Critical Thinking: Analyze/Pensamiento crítico:**

**Analizar** Write a paragraph explaining how a policy of working with China could improve relations with both China and the Soviet Union./Escribe un párrafo en el que expliques de qué manera una política de trabajo con China pudo mejorar las relaciones tanto con China como con la Unión Soviética.

détente/ distensión	pardon/ indulto	stagflation/ estanflación
Gerald Ford/ Gerald Ford	realpolitik/ realpolitik	Strategic Arms Limitation Talks/Tratados de Limitación de Armas Estratégicas
Organization of Petroleum Exporting Countries/ Organización de Países Exportadores de Petróleo		Watergate/ Watergate

**DIRECTIONS/INSTRUCCIONES** On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the correct term or name from the word bank on the line after each sentence that makes the sentence a true statement./En la línea que está antes de cada oración, escribe **V** si la oración es verdadera y **F** si la oración es falsa. Si la oración es falsa, escribe la palabra o nombre correcto del banco de palabras en la línea que está después de cada oración para convertirla en una oración verdadera.

- \_\_\_\_\_ 1. A period of realpolitik led to more open relations between the United States and the Soviet Union./Un período de realpolitik permitió que las relaciones entre Estados Unidos y la Unión Soviética fueran más abiertas.

Lesson/Lección 1, *continued/continuación*

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- \_\_\_\_\_ 2. The combination of rising prices and high unemployment was called stagflation./La combinación del aumento de precios y un alto nivel de desempleo se llama estanflación.
- \_\_\_\_\_ 3. Richard Nixon avoided possible punishment because of his Strategic Arms Limitation Talks./Richard Nixon evitó posibles castigos a causa de sus Tratados de Limitación de Armas Estratégicas.
- \_\_\_\_\_ 4. During the 1970s, oil production in the Middle East was controlled by the Strategic Arms Limitation Talks./Durante la década de 1970, la producción de petróleo en Medio Oriente estaba controlada por los Tratados de Limitación de Armas Estratégicas.
- \_\_\_\_\_ 5. Nixon's presidency was brought down by Watergate./El Watergate destruyó la presidencia de Nixon.
- \_\_\_\_\_ 6. Gerald Ford became president when Richard Nixon resigned./Gerald Ford asumió la presidencia tras la renuncia de Richard Nixon.

# Four forces on an airplane

By NASA.gov, adapted by Newsela staff on 10.12.16

Word Count **822**

Level **960L**



TOP: An airplane pictured on June 30, 2016. Courtesy of Pexels. BOTTOM: Four forces on an airplane. Courtesy of NASA.

A force may be thought of as a push or pull in one direction. A force is a vector quantity, which is a type of measurement that refers to both a direction and a magnitude. Magnitude is the measure of how strong the force is. When describing forces, we need to state both their magnitude and their direction.

The forces that act on an airplane in flight are weight, lift, drag and thrust.

## Weight

Weight is one of the four forces on an airplane in flight. This force is always directed toward the center of the earth. The magnitude of the weight depends on the mass of all the airplane's parts, plus the amount of fuel, plus any payload on board (people, baggage, etc.). The weight is distributed throughout the airplane. But we can often simplify the picture, and imagine all that mass acting at one single point. This single point is called the center of gravity. It won't always be located at the exact center of the airplane, but will be closer to where the most weight is concentrated.

Two major problems must be addressed before the plane can fly. First, the weight of the object has to be met by an opposing force, which lifts the object. Second, the object in flight has to be kept under control. During flight, an airplane's weight constantly changes as the aircraft consumes fuel, which moves the plane's center of gravity. To keep the airplane balanced, the pilot must constantly adjust the controls.

## Lift

Airplanes produce an opposite force called lift to overcome the weight force. Lift is created by the motion of the airplane through the air. It is an aerodynamic force, which is a force exerted on an object by the air through which the object is moving. "Aero" means air, and "dynamic" means motion.

Lift is directed upward from the direction of flight. Its magnitude depends on the aircraft's shape, size and velocity, which is the speed in a given direction. As with weight, each part of the aircraft contributes to the aircraft lift force. Most of the lift is generated by the wings. Aircraft lift acts through a single point called the center of pressure. The center of pressure is an imaginary point, just like the center of gravity. But while the center of gravity is the point where most mass is concentrated, the center of pressure is where the most pressure is concentrated.

The lift force is important for solving the problem of control in an aircraft. It helps the pilot control the three ways in which a plane can move, which are roll, pitch and yaw. A plane pitches when it turns up or down and yaws when it turns left or right. The third direction in which an aircraft moves is by rolling on itself, or rocking from side to side.

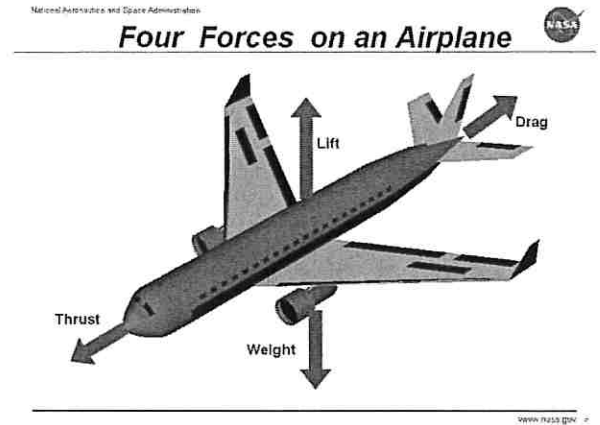
## Drag

As the airplane moves through the air, there is another aerodynamic force present. The air the plane is flying through resists the motion of the aircraft. The resistance force is called drag. Drag is directed against the flight direction. Some elements that affect the magnitude of the drag force are the shape of the aircraft, the "stickiness" of the air and the velocity. Like lift, drag acts through the aircraft's center of pressure.

## Thrust

Since drag is what pulls the aircraft back, another force is needed to move it forward. Airplanes are able to generate a force called thrust. The magnitude of the thrust depends on many different factors, including the type of engine, the number of engines and the throttle, which is used to control the engines' power.

For jet engines, thrust results from the hot gas rushing out of a piece of equipment called the nozzle. As explained by Newton's Third Law of Motion, every action has an equal and opposite reaction. This means that when hot gas goes out the back of the aircraft, it generates an equal and opposite force. This force is the thrust, which pushes toward the front. This means that the direction of thrust is the opposite direction from the hot gas.



## Balance

The motion of the airplane through the air depends on the strength and direction of the forces described above. If the forces are balanced, the aircraft cruises at constant velocity. If the forces are unbalanced, the aircraft accelerates in the direction of whichever force has the greatest magnitude.

The main job of the engine is not to lift the airplane, but to act against the drag of the airplane. Only the airplane's wings are doing the lifting. Some aircraft called gliders have no engines at all, but still fly just fine. Paper airplanes are the most obvious example, but there are many kinds of gliders. For example, during re-entry and landing, the space shuttle is a glider: The rocket engines are used only to launch the shuttle into space.

## Quiz

- 1 Why does an airplane's weight change during the course of a flight?
- (A) People get up and walk around in the aisles of the airplane.
  - (B) Baggage shifts in the cargo space below the airplane.
  - (C) Fuel is burned while running the engines of the airplane.
  - (D) The angle of the nose of the airplane changes during the flight.
- 2 Which statement would be most important to include in a summary of the article?
- (A) Thrust in a jet occurs in the opposite direction from hot gas.
  - (B) Drag is an aerodynamic force that is affected by the "stickiness" of the air.
  - (C) The movement of airplanes is governed by four forces: weight, thrust, drag, and lift.
  - (D) Unbalanced forces on an airplane may cause the plane to accelerate in one direction.
- 3 If drag is reduced, what would most likely happen?
- (A) No change will happen.
  - (B) Lift will increase.
  - (C) Weight will increase.
  - (D) Thrust will decrease.
- 4 Which two of the following selections from the article include central ideas of the article?
- 1. *A force may be thought of as a push or pull in one direction.*
  - 2. *A force is a vector quantity, which is a type of measurement that refers to both a direction and a magnitude.*
  - 3. *Weight is one of the four forces on an airplane in flight. This force is always directed toward the center of the earth.*
  - 4. *The motion of the airplane through the air depends on the strength and direction of the forces described above.*
- (A) 1 and 2
  - (B) 2 and 3
  - (C) 3 and 4
  - (D) 1 and 4
- 5 Airplane wings have flaps on them that move up and down, changing the surface area and shape of the wing. What force(s) does this change?
- 1. *thrust*
  - 2. *lift*
  - 3. *drag*
- (A) 2 only
  - (B) 1 and 2
  - (C) 2 and 3
  - (D) 1, 2, and 3

*Two major problems must be addressed before the plane can fly. First, the weight of the object has to be met by an opposing force, which lifts the object. Second, the object in flight has to be kept under control. During flight, an airplane's weight constantly changes as the aircraft consumes fuel, which moves the plane's center of gravity. To keep the airplane balanced, the pilot must constantly adjust the controls.*

Which two words would BEST replace "problems" and "addressed" in the first sentence?

- (A) issues; dealt with
- (B) concerns; attacked
- (C) complications; discussed
- (D) challenges; questioned

7

How are thrust and lift related?

- (A) The greater the thrust, the faster the air moves over the wings, generating lift.
- (B) The greater the lift, the stronger the force of gravity pulling the plane downward.
- (C) They are opposing forces that both act on an airplane.
- (D) Thrust and lift are not directly related.

8

Read the following paragraph from the section "Drag."
















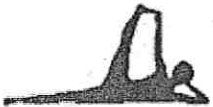








*As the airplane moves through the air, there is another aerodynamic force present. The air the plane is flying through resists the motion of the aircraft. The resistance force is called drag. Drag is directed against the flight direction. Some elements that affect the magnitude of the drag force are the shape of the aircraft, the "stickiness" of the air and the velocity. Like lift, drag acts through the aircraft's center of pressure.*

Which of the following phrases provides context clues to the meaning of the word "resistance"?

- (A) the motion of the aircraft
- (B) directed against the flight direction
- (C) some elements that affect the magnitude
- (D) through the aircraft's center of pressure

Directions: Hold each balance for a minimum of 5 seconds and then cross of the board. Try to see how many different ways you can get Bingo on the board. You can also play with a partner and take turns attempting different balances to make a Bingo

## Balance Bingo

 HALFWAY HANDSTAND	 BROKEN CANDLESTICK	 SPLIT STAND	 THE PEG LEG	 THE ANKLE HOLD
 PLANK	 SIDE PLANK	 ELBOW STAND	 SUNSHINE	 BRIDGE
 TOE TOUCH	 SITTING TOE TOUCH	FREE  SPACE	 WARRIOR	 SIDEWAYS STRETCH
 DAZZLER	 LAZY TOE TOUCH	 TOE POINTER	 SPLIT	 AIR CHAIR
 HANDSTAND	 HEADSTAND	 TRIPOD	 CANDLESTICK	 HANDSTAND STRADDLE



Name:

Health at Home  
Improving Your Diet

Keep track of how many fats and sweets you eat over the next three days. Then, come up with a plan to substitute nutrient-dense foods for the fats and sweets you eat. Monitor your diet for a week and evaluate how well you stuck to your plan.

Fats/Sweets Examples: Candy, Chips, Soda, Ice Cream, Juice Boxes, Animal Crackers, Sugar Cereals, Pop-Tarts, Popcorn, Fruit Snacks, Pizza, Bacon, Fries, Fast-Food, Baked Goods, Whipped Coffee Drinks, Kool-Aid, Lemonade, Chocolate, Cookies, Cake, Pie, Jelly, Canned Fruit in Syrup and Frozen Yogurt.

Day 1 Fats/Sweets:	Day 2 Fats/Sweets:	Day 3 Fats/Sweets:
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Day 1- Substitutions	Day 2- Substitutions	Day 3- Substitutions
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:

Monitor your diet for the next two days.

Monitor Change Day 1  Foods/ Beverages/ Snacks:	Monitor Change Day 2  Foods/ Beverages/ Snacks:
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- 1) How well did you stick to your dietary changes?
  
  
  
  
  
  
  
  
  
  
- 2) If you did well, what helped you stick to the changes? If you were not successful, what were the barriers that stopped you from sticking to the changes?
  
  
  
  
  
  
  
  
  
  
- 3) How can you help others in your family or community make healthier food options? What is one thing that you can do at home this week that will improve the food choices your family makes?

## Song Reflection eLearning Day 1

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

**Directions:** Please choose an appropriate song that you can reflect on for this music assignment.

*Song title:* \_\_\_\_\_

*Name of Artist(s)/group:* \_\_\_\_\_

*Total listening time:* \_\_\_\_\_

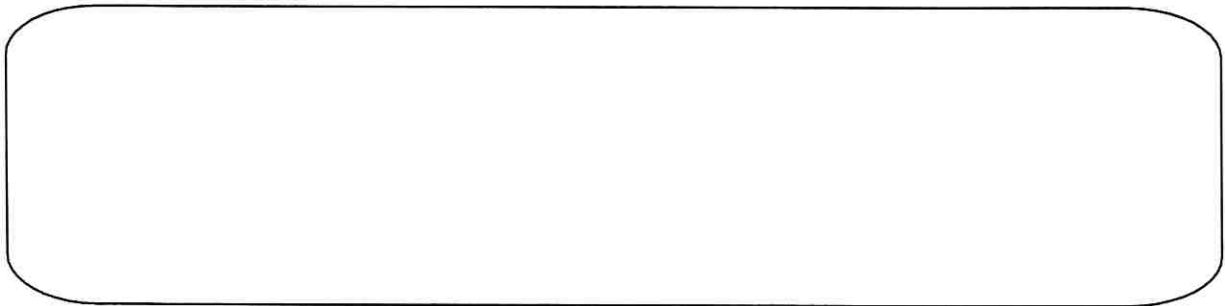
**Pre-listening reflection:** Why did you choose **this** song?

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**Memory Map:** As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



**Prediction:** Describe the reasons you like or dislike about the song and genre.

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**Point of View:** Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?  
How do you know?

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➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

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➤ Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

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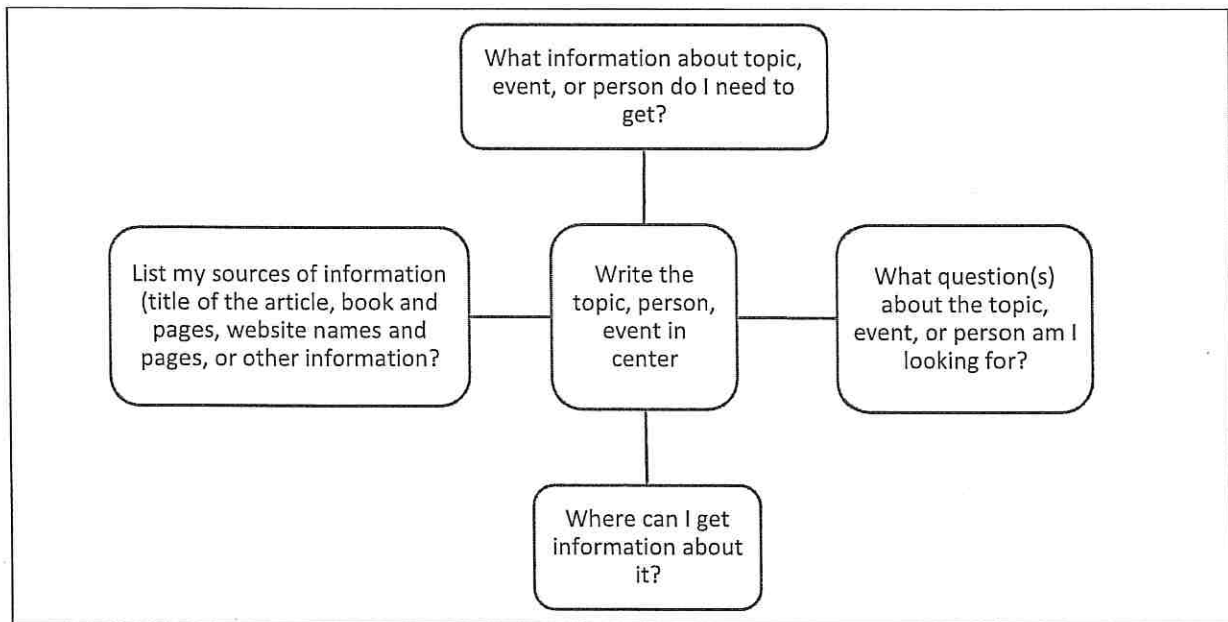
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# eLearning Research Activity

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

Research about 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. Use the graphic organizer below to help you organize what you would like to write about.

## THINK AHEAD



## COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

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What do I need to know more about?

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What keywords relate to this topic, person, or event?

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## WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

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## LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____