8ᵗʰ Grade Student eLearning Activities Log Day 3

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 3

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	**PE:** 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?
				Health: Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.
Read for 20 minutes using a book at home **or** use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities **OR**				**Drama:** Create a costume for at least one character in your script. Take a picture of someone wearing. **OR** Create at least 2 props that could be used for your script. Take a picture of them and describe how you made each in a paragraph.
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer, write two paragraphs summarizing what you have read.	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 "Digital TV", answer the questions and return them to school.	**Art:** Choose an object from your home that represents an important memory from your childhood (ex: stuffed animal, photograph, trophy/award, toy, etc.). Draw that object using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk
				Music: 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.
				Journalism /Global Awareness: 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.
				STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.

Parent Signature_____Date_____

Registro de actividades de aprendizaje electrónico para estudiantes Día 3: Grado 8

Nomber _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico 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.

Dia 3

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Firma de Padres_____Fecha_____

Language 4b

> **4b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.**
>
> - **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).**

Explanation

When you come to an unfamiliar word in your reading, try breaking the word down into its parts. Look for **affixes** and **roots**. The meanings of those word parts may provide clues about the meaning of the unfamiliar word.

An **affix** is a word part that is attached to a base word in order to change the meaning of the base word. There are two kinds of affixes—**prefixes**, which are attached *before* the base word, and **suffixes**, which are attached *after* the base word. A **root** is the core of a word. Often, the root is an old word that has come into the English language from an ancient language, such as Latin or Greek.

Examples

This chart shows the meanings of some common Greek and Latin roots and affixes.

Word Part	Type	Came from. . .	Meaning	Example
-aqu-	root	Latin	"water"	aquarium (a water-filled tank for fish)
-cent-	root	Latin	"hundred"	cent (a coin; one hundred equal a dollar)
-bio-	root	Greek	"life"	biography (the story of someone's life)
-micr-	root	Greek	"small"	microbe (a tiny organism)
hyper-	prefix	Greek	"too much"	hypersensitive (overly sensitive)
in-, il-, ir-	prefix	Latin	"not"	irregular (not regular), illogical (not logical), irrelevant (not relevant)
pre-	prefix	Latin	"before"	preview (an introduction)
-ance	suffix	Latin	"the act of"	acceptance (the act of accepting)
-ard, -art	suffix	Greek	"one that does something too much"	dullard (someone who is often dull)
-eer	suffix	Latin	"doer or worker"	auctioneer (someone who runs an auction)

Name _____ Date _____ Assignment _____

Apply the Standard

A. On the line, write the definition of the underlined word. Use the meaning of its highlighted root or affix, as well as any context clues you discover.

1. We'll need a **micro**scope to see those tiny creatures.

   ....

2. We thought Jen was **in**capable of playing third base, but she did a fine job.

   ....

3. I was sorry to hear about the discontinu**ance** of half-price tickets.

   ....

4. This old building was built almost a **cent**ury ago.

   ....

5. This television show will be **pre**recorded and then shown at a later date.

   ....

B. Use the meanings of the highlighted affixes to answer the questions. Write your answers on the lines.

1. Would it be fun or comfortable to work for a **hyper**critical person? Explain why or why not.

   ....

2. What behavior would you expect from a braggart? ....

3. If someone lived until her **cent**ennial year, how old would she be? ....

4. What examples can you give of **aqua**tic sports? ....

5. During what time in a concert would the **pre**lude take place? ....

C. Use the affixes and roots to figure out the meanings of these words. Write your answers on the lines.

1. resistance ....

2. illegal ....

3. bioscience ....

4. mountaineer ....

5. preheat ....
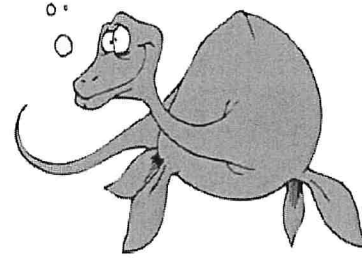
Topic or Title: _____

Main Idea: _____

3 main points

-
-
-

Draw a picture or create a visual representation

Determine the value of the variable in each equation.

1. $6 + a = 12$

   $a = $ _____

2. $7 - b = 2$

   $b = $ _____

3. $11 + 14 = c$

   $c = $ _____

4. $\dfrac{24}{d} = 3$

   $d = $ _____

5. $10e = 110$

   $e = $ _____

6. $\dfrac{f}{7} = 7$

   $f = $ _____

7. $13g = 26$

   $g = $ _____

8. $35 - h = 10$

   $h = $ _____

9. $6 + i = 23$

   $i = $ _____

10. $j - 17 = 7$

    $j = $ _____

11. $\dfrac{42}{7} = k$

    $k = $ _____

12. $4m = 32$

    $m = $ _____

13. $\dfrac{72}{n} = 9$

    $n = $ _____

14. $33 + 66 = p$

    $p = $ _____

15. $\dfrac{q}{8} = 5$

    $q = $ _____

★ $5 + r = 14 - 3$

  $r = $ _____

★ $11 + 4 = 3s$

  $s = $ _____

The Twenty-First Century/El siglo XXI

> **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 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?**
>
> _____
>
> _____
>
> _____

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?**
>
> _____
>
> _____

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.

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?**
>
> _____
>
> _____
>
> _____

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

_____

_____

_____

_____

_____

_____

Lesson/Lección 1, *continued/continuación*

_____

_____

_____

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: _____

Digital TV

1   A few years ago, all television broadcast signals went digital. What does that really mean? How did it change the way that shows come to our television sets?

2   A lot of information is needed for a television to show a program. Originally, it came to our sets as analog signals. Unless you get a satellite radio service, the broadcasts on your radio are still analog signals. Analog means that the wave carries data by changing with a pattern. The speed and type of change mimic the original data.

3   There are two main ways for a wave to change to carry analog signals. You may know their names from radio. First, there is amplitude modulation (AM). The radio wave has a particular frequency. This frequency matches the radio station for the broadcast. The amplitude of the wave is rapidly increased and decreased. The pattern of increase and decrease is the code for the information. Next there is frequency modulation (FM). Again there is a particular base frequency for the radio wave. For FM, the code for information is a pattern of frequency changes. The base frequency of the wave is changed just a little bit. It is rapidly raised and lowered.

4   Radio stations are either AM or FM. The broadcast frequency ranges for the two types are separate. You might listen to a baseball game on AM 900 at 900 kHz. You might listen to music on FM 101.1 at 101.1 MHz (or 101,100 kHz). Analog television stations also sent their signals using radio waves. Each TV station had a wider range of frequencies to broadcast in. Each show needed multiple waves. FM signals carried the sound information. AM signals carried the video information.

5   There were a few problems with analog transmission. One is that radio waves only travel in a straight line. Large objects like mountains or big buildings can block radio waves. Information is lost if the signal is blocked or poorly received. This makes static in the picture or audio. This problem had a solution. There is much less static when analog signals are sent through cable TV networks.

Reading Science

6   There was another problem with analog TV. This problem did not have a solution. There were limitations to how much picture information could be packed into the AM carrier wave. This put limits on the resolution of the picture on the screen. Resolution measures how many dots of color are fit onto a screen. It is also related to how close together they are. When a picture is shown at higher resolution, it is sharper. A high-resolution video has clearer movement and better image quality. New computer monitors were getting higher and higher resolution. People wanted better image quality for their televisions, too. This is where digital TV comes in.

7   A digital signal can also be carried by radio waves. However, it is quite different from an analog signal. With a digital signal, the wave is modified into pulses that code for a string of zeroes and ones. Computers process and store data as a string of zeroes and ones. These signals can carry a lot more information. But they take up much less frequency bandwidth. Now video signals can have much higher resolution than ever before. Each digital TV channel is still assigned a small range of frequencies. They transmit multiple signals to carry the sound and video. They can even add data that helps the television find mistakes. This error checking makes sure the signal is correct.

Reading Science

1. Consider the information about the meaning of the word **analog** from paragraph 2 listed below. Which of the following phrases best represents the definition of **analog**?

    A. *A song that represents a particular country*

    B. *Something that can be directly compared to something else*

    C. *Official record of events during a ship's voyage*

    D. *Extra section at the end of a book that adds information to the story*

---

2. Which of the following is NOT an advantage that can only be gained by use of digital data transmission instead of analog transmission?

    A. Has less static

    B. Carries more information

    C. Takes up less bandwidth

    D. Provides higher resolution images

---

3. What is the best summary of paragraph 6?

    A. Analog TV signals could not carry high-resolution video.

    B. Digital TV has better image quality than analog TV.

    C. Higher resolution means better picture quality.

    D. Limited video resolution is a problem with analog TV that could not be overcome.

📖 Reading Science

4. If a radio wave carries information by changing the amplitude of the transmitted wave, what kind of broadcast might it possibly be?

    A. AM radio only

    B. FM radio only

    C. AM radio and analog TV video

    D. FM radio and analog TV sound

___

5. If a radio station transmits on AM 610, how many hertz (Hz) is the frequency of the wave? (Remember that kHz = kilohertz.)

    A. 610 Hz

    B. 6,100 Hz

    C. 610,000 Hz

    D. 610,000,000 Hz

OPEN

ACTIVE **AT HOME**

THE DANCE PARTY

ACTIVITY GOALS

- I will demonstrate cooperation and positive communication while creating a group dance.

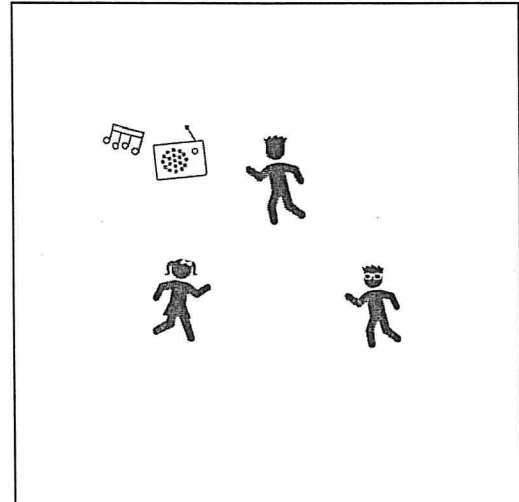## ACTIVITY SET-UP & PROCEDURE

Equipment:
- Dance Cards
- Upbeat, fun music and music player

Set-Up:
1. Create a safe space large enough to dance with friends.
2. Get your music ready!

TEACHING TIPS

- Stay Inside Boundaries
- Blindfolds are Optional
- Think Safety First

Activity Procedures:
1. It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
2. You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
3. Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
4. Then, let's put our moves together. First, your friend will perform her/his dance for 8 counts. Next, you'll take a turn and perform yours. Continue through all of your friends' moves.
5. Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance!

Tips:
- Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

EATING HEALTHY 101

- **Healthy Lifestyle:** Remember to eat at least 5 portions of fruit and veggies every day! It's easier than it sounds. Why not slice some banana over your breakfast cereal or reach for a piece of fresh fruit for your mid-morning snack?! Keep in mind, unsweetened 100% fruit juice, vegetable juice, and smoothies can only count as 1 of your 5 servings each day. For example, if you have 2 glasses of fruit juice and a glass of vegetable juice, that still only counts as 1 serving of fruit and veggies. Limit the amount of juice you drink; eat fresh fruits and drink water instead.

OPENPhysEd.org

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Online Physical Education Network

ACTIVE **AT HOME**

DANCE PARTY CARDS

H CC
COOPERATIVE CARDIO

Robot Dance	**Basketball Dance**
Football End Zone Dance	**Superhero Dance**
Grasshopper Dance	**Soccer Dance**
Tiptoe Dance	**Super Cardio Dance**