



SUPPLEMENTAL LEARNING ACTIVITIES

8TH GRADE

Reading

Learning Activities for Reading

Grade 8

These activities focus on **informational text** and help students determine the meaning of words and phrases and analyze the impact of specific word choices on meaning and tone.

Activities

1. Informational text components

Materials: any informational text in your home

Does your text have an Introduction? Title Page? Table of Contents? How are these features organized--Alphabetically or Numerically? Are there chapters/sections? What is the longest/shortest chapter or section?

2. Informational text components

Materials: any informational text in your home

Does your text have diagrams? Charts? Timeline? Headings? Subheadings? Captions? How do these features help you better understand the information? Identify the x and y axis on any charts. What are the time increments on the timeline? How does the information become more specific as you go from heading to subheadings?

3. Informational text components

Materials: any informational text in your home

Does your text have an Index? Glossary? Summary? Warranty? How are they organized-- Alphabetically or Numerically? What is the difference between a dictionary and a glossary? What vocabulary words are new to you?

4. Vocabulary

Materials: any informational text in your home

1. Locate a word or groups of words and create a chart of word families.
2. Find a word you aren't familiar with and use context clues to make three predictions about what the word may mean.
3. Try adding different prefixes and suffixes or tense endings to base words in your text

5. Cook a Recipe

Materials: a cookbook

Find a recipe that you would like to try. Follow the instructions to make a meal for your family. Use the text features to help you prepare the meal.

What Families Can Do

- Find a variety of informational texts you may already have around your home to use.
 - 1) Recipe books,
 - 2) Encyclopedias
 - 3) Newspapers
 - 4) Instruction manuals (gaming manuals, board game instructions, furniture assembly)
- Do a **scavenger hunt** of each text you have and locate the features included above.
- **Glossary search:** Locate the glossary in the book you have chosen. Find 5 words you do not know and read the definition. Use the words in a sentence example or expand them in conversation at home.

Learning Activities for Reading

8th Grade

Oregon standards identify determining central ideas or themes of texts with key supporting details and identifying story elements as a priority skill in 8th grade. These activities will help your child practice these important skills.

Activities

1. Characters and Setting

Materials: Novel of choice, notebook, pencil

Read for 25 minutes Introduction: Identify **character traits** and the importance of setting for the character and/or plot. Write down 2 important **events**.

2. Conflict/Rising Action

Materials: Novel of choice, notebook, pencil

Read for 25 minutes. What is the problem in the story? Continue to identify events that further the plot. Write down 2 important **events**.

3. Conflict/Rising Action

Materials: Novel of choice, notebook, pencil

Read for 25 minutes. Identify the type of conflict. Examples: Character vs. Character. Character vs Nature. Character vs. Self. Character vs. Society. Character vs Supernatural. Be sure to write down 2 important **events**.

4. Climax/Turning Point

Materials: Novel of choice, notebook, pencil

Read for 25 minutes. Determine what the turning point or most exciting event in the story is. Write down 2 important events during your reading.

5. Resolution

Materials: Novel of choice, notebook, pencil

Read to the end of the novel. How does the story end? How was the main problem(s) solved? Did you like the ending? Brainstorm a different ending. When you finish your book, complete a **Plot Diagram**. Take your 10 events and place them in a plot diagram.

What Families Can Do

- Families can have students partner read with a sibling or parent as a read-aloud activity.
- Parents can ask questions about details as the story unfolds and discuss the problem and solution.
- Discuss the resolution of the story with family members. Did you like the ending? Why or why not?

Learning Activities for Reading

8th Grade

These tasks will help students continue to read and comprehend literature, determine the meaning of words and phrases as they are used in a text, and analyze how those word choices impact meaning and tone, analyze how an author develops and contrasts the different characters point of view, and how it adds to the suspense or humor of the story, and compare and contrast the structure of two or more texts, and examine how that changes their meaning and style.

Activities

- 1. Read!** **Materials:** picture or chapter books, news or magazine articles, pencil, chapter summary

Find a distraction free area, and do **30-60 minutes** of reading or listening to audiobooks every day. This time can be done in more than one session (**10 min, 10min, 10min**).

1. Read to younger siblings, older siblings, a parent, or a friend by phone.
2. Convert a closet, table, chairs into a reading tent or nook, add a few pillows, a blanket, and read.
3. Have siblings, parents, and friends ask you **literal** (i.e. who, what, where, when, why and sometimes how) comprehension questions about your book.
4. Fill out a chapter summary log, as you read your book.

- 2. Words!** **Materials:** picture or chapter books, news or magazine articles, and pencil

Words carry cultural and emotional associations (**connotations**), in addition to their literal meanings (**denotations**/definitions). Write down three new words from the book you are reading that caught your attention.

1. Choose three words, write down what you think each word means.
2. Ask a parent, sibling, or friend what they think the word means.
3. If you disagree, explain to them why you disagree, and back it up with evidence from your book or article.
4. Use each new word in a sentence.

- 3. Point of View** **Materials:** picture or chapter books, news or magazine articles, pencil

Find a passage in your book where the character is looking forward to something. Are there any other characters in the book who are not looking forward to this event (**other's point of view**).

1. Copy the passage down where the character is looking forward to something. Copy the passage down where another character is not looking forward to the same event, then read both perspectives out loud to a parent, sibling, or friend.
2. Why do you think they have different feelings about the same event?
3. Do these passages add to the suspense or humor in the story?
4. Fold a paper in half, and draw the two different scenes.
5. List three things that you are looking forward to doing.

- 4. Comparing Books** **Materials:** picture books, chapter books, news articles, magazine articles, pencil

Compare this book to another book or article you have read, and examine how that changes the meaning and style of the story.

- Write down three ways in which the stories are the same or different.
- Write down three ways in which the characters are the same or different.
- How does it affect the style of the story? Which one was easier to understand? Why?

What Families Can Do

- Help set up a quiet reading area.
- Ask your student what they are reading each day.
- Have your student write a brief summary as they finish each chapter.
- Ask students to share one exciting part, one emotional part, and one that just made think.

Chapter Summary Log

Name:

Date:

Write your chapter titles/page numbers and summaries in the boxes below.

***** A summary is a short paragraph that tells the most important things that happened. Include people, places and events. *****

Book Title and Author:

Total Pages:

Chapter Number or Title / Page Numbers: CH 1

Summary:

Chapter Number or Title / Page Numbers: CH

Summary:

Chapter Number or Title / Page Numbers: CH

Summary:

Chapter Number or Title / Page Numbers: CH

Summary:

*If it is a longer book, do a summary every two chapters (i.e., after CH 2, after CH 4... etc)

Learning Activities for Reading

8th Grade

Coming back to the basics. These activities will motivate students to read.

Activities

1. Interest

Materials: paper and pencil

Think about what interests you and write it down.

Examples: sports, animals, movies, video games, music

2. Start Your Interest Project

Materials: paper, pencil, phone or computer

Make a list of articles, magazines, books, newspapers, websites that you can use to start reading.

3. Find a Comfortable Place

Materials: book, article, magazine, phone

Once you find your favorite topic and book, find a comfortable place to read at least for 25 minutes.

4. Write for Pleasure

Materials: book, paper pencil

Write one thing that surprises you?

What questions do you have?

What was your favorite part?

5. Sharing

Materials: book paper pencil

Share what you read with someone at home.

What Families Can Do

- Take time to read with each other and share writing.

Learning Activities for Reading

8th Grade

Students will analyze any story from a book. The main idea is for students to look in detail at what exactly is the central idea of a story.

Activities

1. Main Characters

Materials: Book, lined paper, pencil

Who are the main characters? The main characters are people, animals or places involved in the story.

Read a book for 20 minutes. Any book that you have at home. Try to find something that you love to read.

2. Setting

Materials: book, paper, pencil

Where does this story happen? Environment- try to find out where it took place and the surroundings.

Read for 25 minutes. Start being mindful, in other words, look for details. If the book has pictures, observe them.

3. Main Idea

Materials: book, paper, pencil

What is this story about?

Read for 30 minutes. Try to read and remember what are the central or main points from the story.

4. Conflict

Materials: book paper pencil

Is there a problem?

Read for 30 minutes. Try to find out if there is a conflict or problem in the story.

5. Solution

Materials: book pencil paper

How is the problem resolved?

Read for another 30 minutes and see if there was a problem. How was it resolved?

If not, what is the end of the book?

What Families Can Do

- Once the book is finished you share all that you have written and tell your parents or an older brother or sister If you like this book or will prefer to change to another topic or subject.
- Parents or older siblings may ask what the student has read and what the main or central idea was.
- Families can sit together and share stories from books they have read.
- Also, families can share their own stories, anecdotes, and suggest articles, books, magazines or games for the whole family to learn from each other.

Learning Activities for Reading

8th Grade

Oregon reading standards identify key ideas and details as a priority skill in 8th grade. These activities will help your child understand identifying key ideas and details in text and using text structure to compare and contrast ideas and content.

Activities

1. Reading Log

Materials: Book, paper and pencil

Reading for at least 20 minutes. Write a 3-4 sentence summary of what you read.

2. Compare and Contrast

Materials: Book, Movie of same book, venn diagram (two overlapping circles, pencil

Read a book, watch a movie version of the same book. Use a venn diagram (two overlapping circles- one for book one for movie, with overlapped section for both.) fill out the venn diagram comparing and contrasting traits of each. Some ideas are: is the storyline the same, dialogue the same, character descriptions, order of events, etc.

Book/movie ideas: Harry Potter, Lord of the Rings, Hunger Games, Outsiders, The Fault in Our Stars, Maze Runner, The Book Thief, etc.

3. Read/Write

Materials: book, paper, pencil

Write one (1) paragraph about your favorite character in the book you are reading and give examples to explain why they are your favorite character.

4. Quote

Materials: paper, pencil

Choose a favorite quote of hope and explain how or why it applies to your life today.

What Families Can Do

- Read for at least 20 minutes. Write a 3-4 sentence summary about what you read. Reading can be done individually or out loud as a family activity.
- Discuss the books that students are reading with them. Ask them about the plot of the book and ask students to tell you about each of the characters in the book.

Learning Activities for Reading

8th Grade

Oregon Reading standards identify use of multiple online and print sources as a priority skill in 8th grade. These activities will help your child understand using multiple sources of information in order to understand how text compares or contrasts in claims, evidence, and reasoning.

Activities

1. Reading Log

Materials: reading book

Read for 30 minutes per day, preferably a fiction book, but if not, nonfiction is okay. Write a 5-7 sentence summary of what you read.

2. Read an Article

Materials: News article, paper, pencil

Read one article related to Covid 19. Make a T-chart and list facts versus opinions found in the article.

3. Read

Materials: online access

Read a short story you can find online. Next, write a critique about the story. What did you like about it and what would you change?

4. Video

Materials: video, pencil, paper

Watch a video for at least 30 minutes per day with the sound off and subtitles on. If you don't know a word, rewind and see if you can infer the meaning of the word. Write a list of words that are new to you.

What Families Can Do

- Help your child find the resources they need to complete the above activities....online short story, a fiction book, paper, pencil or pen.
- Watch a show together and choose a point of view of two different characters to explain the action.
- Listen to news broadcasts and make connections with your own lives.

Learning Activities for Reading Intervention

8th Grade

Students will improve reading fluency in order to maintain reading stamina. Students will analyse text to improve deeper understanding by using inference.

Activities

1. Watch a Video

Materials: video, pencil, paper

Watch a video for at least 30 minutes per day with the sound off and subtitles on. If you don't know a word, rewind and see if you can infer the meaning of the word. Write a list of words that are new to you.

2. Explicit versus Implicit Meaning

Materials: Book, pencil, paper

Read a children's book and write down explicit information and then what that implies.

Example: Goldilocks walked right into the three bears' home when they weren't there. That implies that she feels entitled.

What Families Can Do

- Make sure your child reads at least 30 minutes per day. Ask your child to summarize what they've read.
- Watch a show together and choose a point of view of two different characters to explain the action.
- Listen to news broadcasts and make connections with your own lives.

Writing

Learning Activities for Writing

8th Grade

Oregon 8th grade Language Arts Writing standards help students learn the writing skills and stamina necessary to communicate well in a variety of different writing types. These activities will develop students' stamina, creativity, and range.

Activities

1. Third Person Journal

Materials: paper/pen or pencil

Employ your empathy skills in creating a third person journal chronicling the challenges another person experiences through a two week period during the pandemic.
(Write routinely over an extended time frame.)

2. Expository Writing

Materials: paper/pen or pencil

Use your third person journal to write a one page paper highlighting the challenges of extended quarantine.
(Engage and orient the reader by establishing a context and point of view.)

3. Compare and Contrast

Materials: paper/pen or pencil

Write a one page paper comparing the (third person journal) findings with your own challenges.
(Provide a conclusion that reflects on narrated experiences.)

What Families Can Do

- Family members can listen to rough drafts or even help proof/edit. Additionally, a family member can submit to an interview revealing the challenges they face.

Learning Activities for Writing

8th Grade

Oregon 8th grade Language Arts Writing standards help students learn the writing skills and stamina necessary to communicate well in a variety of different writing types. These activities will develop students' stamina, creativity, and range.

Activities

1. Compare and Contrast

Materials: paper/pen or pencil

Contrast your average/typical weekday in April with your average/typical weekday in February. Write this in a T-chart format. (Convey experiences and events.)

2. Venn Diagram

Materials: paper/pen or pencil

Contrast your average/typical weekday in April with your average/typical weekday in February. Write this in a Venn Diagram format.

3. Expository Writing

Materials: paper/pen or pencil

Write a one page paper comparing and contrasting your average/typical weekday in April with your average/typical weekday in February.

(Descriptive language and narrative techniques)

4. Daily Journal

Materials: paper/pen or pencil

Imagine that when social distancing is over, book publishers will want to print stories of people's experiences. Keep a daily journal in which you describe daily events, as well as your thoughts and feelings about this unique time. Write for 10-15 minutes each day.

5. Flash Fiction

Materials: paper and pencil

Write a fictional story in 500 words or less! The challenge here is to create a complete story, including descriptions and dialogue, in a condensed form. When finished, read it to a family member, get feedback, and revise and edit to create a final copy.

What Families Can Do

- Family members can help brainstorm average daily routines as well as offering to read paper (#3) aloud in order to ensure paper sounds as intended.
- Write with your children. While your children are working on writing, sit with them and write something at the same time. When children see parents writing, they learn that it is worthwhile.
- Ask children to read their writing aloud, and listen to it. Reading writing aloud for an audience gives a writer the chance to see opportunities for change.
- Ask a friend or family member to exchange letters with your child.
- Give feedback on your child's writing. Writers need encouragement and praise, and they also need to know about places readers are confused or unclear.

Learning Activities for Writing

8th Grade

These tasks help students reflect on how joys and challenges help us grow. They use students' knowledge of figurative language and sentence fluency.

Activities

1. Imagine Poem Task 1

Materials: Paper and pencil

Write 5-10 lines to celebrate and embrace your successes and what you love about your life. Think back on major or minor successes and experiences that have shaped you. Be proud as you write. Remember to use figurative language like metaphors and similes.

2. Imagine Poem Task 2

Materials: Paper and pencil

Write 5-10 lines which reflect back on difficult times in your life. Reflect on the challenges, recent or in the past, that have shaped your life. There are no right or wrong answers. Relax and write what you are feeling. Continue using figurative language like alliteration and personification.

3. Imagine Poem Task 3

Materials: Paper and pencil

Write 5-10 lines on what both your successes and failures, good times and hard times, have taught you. Write about how challenges make us stronger. Keep using figurative language like imagery and vivid verbs.

What Families Can Do

- This is a great writing activity for families to do together! Parents' experiences are part of a shared family history for children.
- This writing lends itself to artwork too, so don't be afraid to illustrate your beautiful poems and keep them as a remembrance of this time of togetherness.

Learning Activities for Writing

8th Grade

Using your writing skills to get creative and to connect with someone you care about are great activities during this time at home!

Activities

1. Letter Writing

Materials: Pen/Pencil, Paper, or computer
Optional: Envelope and stamp

Write a letter to a family member or friend who you aren't able to see right now because of the city-wide stay at home order. Your letter should be about three paragraphs in length and include how you are doing and how you are spending your time these days, questions for your friend/relative, and what activities you are looking forward to doing with this person when you are able to see them again. Please make sure to include a proper heading and closing. If you are able to send the letter in the mail, then do it (making sure you properly address it and include a stamp on the envelope). If this is not an option right now, then consider sending it via email or calling them on the phone and reading your letter to them.

2. Inanimate Object Poem

Materials: Paper and pen/pencil

Choose an inanimate (non-living) object in your house to write a short (10-15 line) poem about. Write from the perspective of that object. Do a short brainstorm by describing the object using whichever of your five senses are applicable, where the object is in your home, and what the object is used for. When you write your poem, consider line breaks and figurative language. Here are a couple of student examples:

PS3 by Randy

I am black and likable
I am lonely in the morning
but in the afternoon I have fun.
On the weekends I stay up all the
way to midnight. You can connect
me to the TV. You can put DVDs on
me and you can watch me.
Sometimes I get put away for no
reason at all.

I have been in the daylight and in the darkness.

Student Examples from : <https://www.poetrycenter.org/talking-objects/>

My Necklace by Leslie

I am long and shiny. I have been to four countries.
I have been on lots of adventures and there is more
to come! When the sun shines on me, I start
sparkling like diamonds shining. I have one special
friend who has been on adventures too. I have so
many memories with her. We have been through
ups and downs. I'm a part of this family, I will always
be and I know I will be with them. When there were
problems I saw everything that I never wanted to see.

3. Keep A Journal

Materials: Paper, pen/pencil, or Computer

This is an unprecedented time in history. Keep a daily record of your experiences, writing at least 10-15 minutes a day. Tell the story of your days, keeping in mind that this could be used by future generations as a primary source to understand our times, in the same way that Historians, like Howard Zinn, have used journals and letters to piece together past eras of history. Remember to focus on the details using the five senses, and relate your thoughts and feelings. Tell personal stories about your routines. What's different, what's the same as life before the shelter/quarantine order? What do you miss most? Who do you miss most? Anything that seems important to you, and that you think would be important for future generations to know in order to really understand our times.

What Families Can Do

- Encourage your student to read at least 20 minutes a day. Magazine articles, books, graphic novels, and online articles are all acceptable.
- Encourage your student to write in a journal daily.

Learning Activities for Writing

8th Grade

Oregon Writing standards identify narrative writing as a priority skill in 8th grade. These activities will help your child understand the narrative writing style in real world personal context.

Activities

1. Play a Word/Spelling-focused Game Materials: game, paper and pencil

Play a game (i.e., Bananagrams, Scrabble, Boggle, etc.) make a list of all the words that you create. Check spelling using a dictionary as needed.

2. Living History Records Materials: paper and pencil

This activity can be in the form of a journal, diary, or story writing activity. Keep a journal/diary or write a story about what you are doing, feeling and experiencing. Keep a living history of events during this global event.

3. Daily Journaling Materials: spiral or other notebook or paper and pencil

Write about (1) thing you do each day
Write about (1) thing you heard on the news
Write about (1) way your life has changed since being in quarantine
Write whatever you feel/free write

4. Letters of Hope... Materials: computer, phone, or ipad

Write a letter to someone in your community to express thanks or give them hope. Email to vanessagc@reapusa.org and tell her who you want your letter to go to or you can mail/give them yourself: mail carriers, retirement or nursing home residents, refuse collectors, store clerks, delivery drivers, etc.

What Families Can Do

- Hangman (use a dictionary to ensure correct spelling, choose challenging words)
- How many words can you make out of coronavirus, Anthony Fauci, Tiger King?
- Word Chain game: come up with a word that begins with the last letter (or sound) of your partner's word. Choose categories (food, animals, etc.) Variation: use last syllable instead of last sound.

Learning Activities for Writing

8th Grade

Oregon Writing standards identify claims and evidence as a priority skill in 8th grade. These activities will help your child understand the importance of supporting their writing by making a clear claim and using evidence from text and research to defend their ideas.

Activities

1. Daily Journaling

Materials: paper, pencil, pen, or computer

Write about (1) thing you wonder about each day
Write about (1) thing you would rather be doing today
Write about (1) person who is important to you
Write whatever you feel/free write

2. Letters of Hope...

Materials: paper, pencil, pen, or computer

Write a letter to someone in your community to express thanks or give them hope. Email to vanessagc@reapusa.org and tell her who you want your letter to go to or you can mail/give them yourself: mail carriers, retirement or nursing home residents, refuse collectors, store clerks, delivery drivers, etc.

3. Acrostic Poem

Materials: paper and pencil

Write an acrostic poem using the various names of family members. Use each letter of their name to come up with an adjective or phase that describes them.

4. Work with Claim and Evidence:

Materials: Paper and pencil

Make a claim about how life is for Americans today due to the Covid-19 virus. Next, provide three, specific examples of support to your claim. Make sure each is written as a complete sentence.

5. Best Form of Learning?

Materials: paper and pencil

What form of learning is best - virtual or in person?

- Virtual pros: can be done at your own pace, according to your own schedule, fewer distractions, lessons can be reread or reviewed as often as needed.
- Cons: lack of social interaction, doesn't work as well for all types of learners, problems with technology.

Choose a side and write an argument for your claim.

What Families Can Do

- Read directions with your child and ask them to explain what each one means before starting.

Learning Activities for Writing Intervention

8th Grade

Oregon writing standards have students make a claim and support it with logical reasoning. These activities will also help students improve spelling.

Activities

1. Virtual Learning or In Person?

Materials: paper and pencil

What form of learning is best - virtual or in person?

Virtual pros: can be done at your own pace, according to your own schedule, fewer distractions, lessons can be reread or reviewed as often as needed.

Cons: lack of social interaction, doesn't work as well for all types of learners, problems with technology

Choose a side and write an argument for your claim.

2. Play Spelling Games

Materials: paper and pencil

- Hangman (use a dictionary to ensure correct spelling, choose challenging words)
- How many words can you make out of coronavirus, Anthony Fauci, Tiger King?
- Word Chain game: come up with a word that begins with the last letter (or sound) of your partner's word. Choose categories (food, animals, etc.) Variation: use last syllable instead of last sound.

3. Your Future Self

Materials: pencil and paper

Write a letter to yourself in the future. What do you think your life will be like? Record your daily activities and emotions throughout the day.

What Families Can Do

- Encourage your child to write as much as possible. Discuss topics first to help them gather ideas and encourage your child to write down those ideas.

Math

Learning Activities for Math

8th Grade

8th grade math introduces linear equations, building the foundation for students to be successful in high school math. It also reinforces students' basic skills in working with equations, angles and triangles, proportionality, and working with right triangles using the Pythagorean Theorem.

Activities

1. Calendar Capers

Materials: A paper calendar and a pencil

Choose any three by three square of dates on a calendar page.

For example:

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Add the numbers in the four corners. Try a few examples with different groups of 9 numbers. What do you notice? **Can you explain why this happens?**

Next try adding the numbers in each row, column and diagonal that passes through the center number. What do you notice? **Can you explain this?**

Now add the numbers in the top and bottom rows, and the left and right columns. What do you notice?

Explanation? _____

Next circle any number on the top row and put a line through the other numbers that are in the same row and column as your circled number.

Repeat this for one of the remaining numbers in the second row.

You should now have just one number left on the bottom row; circle it.

Here is an example:

6	7	8
13	14	15
20	21	22

6	7	8
13	14	15
20	21	22

6	7	8
13	14	15
20	21	22

Find the total for the three numbers circled. What do you notice?

What if you choose different numbers to circle?

What if you choose a different three by three square?

2. System - 2 Bank Accounts

Materials: Pencil and paper

Jason has \$7 in his bank account. Every week he deposits \$4 into his account.

Terry has \$42 in her bank account. Every week she withdraws \$3 from her account.

- Write an equation in slope-intercept form ($y = mx + b$) to represent Jason's bank account.
- Write an equation in slope-intercept form to represent Terry's bank account.
- Create a table showing how much Jason and Terry have in their accounts for the first 8 weeks.
- After how many weeks will they have the same amount of money?

(remember, deposit means put in, withdraw means take out!)

3. Favorite Numbers

Materials: Pencil and graph paper

Conduct a survey, asking at least 20 people what their favorite number is, and why that is their favorite number.

- a) Categorize the responses (the numbers) into the following categories:
 - Even or odd
 - prime or composite
 - single, double or triple digit
- b) Write down any observations you notice in the categories. More even or odd? More prime or composite? What number of digits was most common? Was there a number that occurred more often than any other? (The *mode*!)
- c) Group the reasons people gave into categories - is there a specific type of reason why most people chose their number? Sports? Culture?
- d) Create a scatterplot of the numbers, with each person asked on the x-axis, and their response on the y-axis. Is there a pattern that you can see from the scatterplot?

4. Order of Operations

Materials: Pencil and Paper

Solve the 2 following expressions using correct order of operations:

$$4+2(4+2)-3$$

$$(4+2)(4+2)-3$$

(*GEMA: Grouping symbols - exponents - multiplication/division - addition/subtraction*)

- a) Why do these two problems have different answers despite both having the same numbers in the same order?
- b) Come up with 3 other examples of pairs of problems with the same numbers in the same order but with different solutions.

5. 1-5 To Get 1-40

Materials: Pencil and paper

Using the numbers 1, 2, 3, 4 and 5, write expressions (problems) that have the answers 1 through 40. You may use any of the four operations (add, subtract, multiply, divide) and parentheses (but no exponents!), but the numbers **MUST** be kept in the same order 12345.

Example: $1+2+3+4+5 = 15$, so you have 15.
 $1+2+3+4-5 = 6$, so you have 6.
 $1+2-3-4+5 = 1$, so you have 1.

Try to figure out a problem for numbers 1 through 40! Good luck! Get creative!

What Families Can Do

- Work with your child on these activities, asking them to explain what each activity is asking them to do, and to explain how they are going to solve it.
- Try to provide a structured place and time for school work, where your child can work with as few distractions as possible.
- Make sure your child reaches out to their teacher if they have questions about the activities.

Learning Activities for Math

8th Grade

Students will use various skills from multiple standards to solve various problems. Major concepts from Oregon state math standards are measurement, probability and linear equations.

Activities

1. How Old Are You?

Materials :paper/pencil/calculator

How many years have you been alive? How many weeks have you been alive? How many days? How many hours? How many minutes? How many seconds? Can you answer the same questions for another member of your family?

2. Probability in Games

Materials: varies

Learn to play a (non-video) game like chess, checkers, cribbage, a card game or board game that is sitting around your house. Play everyday for 20 to 30 minutes to develop a strategy to win the game. Report your findings.

3. Multi-- STEP Estimation

Materials: paper/pencil/ calculator

Wendy is walking across Oregon for a fund raising project. She will walk an average of 12 hours a day at a rate of 4mph. The state is approximately 500 miles wide using back roads and highways. Wendy leaves Astoria at 7:00AM on July 4th. To the nearest hour, what time and day will Wendy arrive in Ontario?

4. Spring Dance

Materials: paper/pencil/calculator

Susan and Mark are in charge of hiring the DJ for the Spring Dance. The DJ from radio station KDOT charges \$150 plus \$2 per person. The DJ from radio station KBOP charges \$250 plus \$1 per person. Since most of the students like the DJ from KBOP better, show how many students would need to attend the dance to make KBOP cost the same as KDOT.

What Families Can Do

- For Activity #2, you can play the games with your child.
- For Activity #1, you can provide your age.
- You can work together on any of these challenges with your child.

Learning Activities for Math

8th Grade

Oregon math standards identify **applying the Pythagorean Theorem and solving real world problems in two and three dimensions** as priority skills in 8th grade. These activities will help your child measure in two dimensions and use formulas/theorems to solve real-world problems.

Activities

1. What is the Area?

Materials: Ruler or tape measure, calculator, pen or pencil, scratch paper, 5 or more objects that have a rectangular face or side (ex: picture frame, game board, completed puzzle, cover of a book, etc).

- ~ Find 5 or more objects in your house that have a rectangular face or side.
- ~ Make a PREDICTION: Which object has the largest Area on the rectangular side? Which has the smallest? Will any of them have the same Area?
- ~ Use a ruler or tape measure to measure the length (top-to-bottom) and width (side-to-side) of each object.
- ~ Use the formula for Area ($A = l \times w$) to calculate the AREA of each rectangle you found.
- ~ Make a 4-column table, listing each OBJECT, the LENGTH, the WIDTH, and the AREA.

2. Find the Hypotenuse!

Materials: Ruler or tape measure, calculator, pen or pencil, scratch paper, 3 or more objects with a 90 degree corner (ex: picture frame, triangular toy, game board, completed puzzle, doorway, etc).

- ~ Find 3 or more right angles in your house. These may be in triangles, or the corners of rectangles.
- ~ Use a ruler or tape measure to measure the 2 legs (the sides that make the 90 degree angle). Apply the Pythagorean Theorem ($a^2 + b^2 = c^2$) to calculate the hypotenuse (longest side of triangle). If you are using a rectangle, the hypotenuse is the diagonal of the rectangle.
- ~ After you calculate each hypotenuse, use a ruler/tape measure to confirm your calculations.

3. Longest Diagonal

Materials: Ruler or tape measure, calculator, pen or pencil, scratch paper, 5 or more rectangular objects (ex: cereal box, cracker box, a large book, puzzle box, shoe box, mailing box, etc).

- ~ Find 5 or more rectangular boxes (they don't need to be empty).
- ~ Use a ruler or tape measure to measure the length, width, and height of each rectangular box.
- ~ Use the formula for the longest diagonal ($a^2 + b^2 + c^2 = d^2$) to calculate the longest diagonal (d) of each box.

4. Volume of a Rectangle (can use same boxes as #3)

Materials: Ruler or tape measure, calculator, pen or pencil, scratch paper, 5 or more rectangular objects (ex: cereal box, cracker box, a large book, puzzle box, shoe box, mailing box, etc).

- ~ Find 5 or more rectangular boxes (they don't need to be empty). You can use the same boxes from #3.
- ~ Before you measure, PREDICT which box would hold the MOST and which could hold the LEAST.
- ~ Use a ruler or tape measure to measure the length, width, and height of each rectangular box.
- ~ Calculate the volume of each rectangular box. $V = l \times w \times h$

5. Volume of a Cylinder

Materials: Ruler or tape measure, calculator, pen or pencil, scratch paper, 1-3 cylinders (ex: oatmeal container, soda can, coffee can, etc)

- ~ Find 1-3 cylinders. Use a tape measure or ruler to measure height & radius. Remember: radius is half the distance across the fattest part of the circle.
- ~ Use the formula for Volume of a Cylinder ($V = \pi r^2 h$) to calculate the volume for each object. $\pi \approx 3.14$

What Families Can Do

- Help your student to read a ruler or tape measure accurately.
- Talk with your student about times that you have to measure things in real life.
- Measure rectangular spaces in the house or yard. Calculate the area, hypotenuse, longest diagonal, or volume.
- If possible, help your student email pictures of the work to their math teacher.

Learning Activities for Math

8th Grade

Oregon math standards identify **constructing and interpreting data collected from the same subjects** as priority skills in 8th grade. These activities will help your child collect real-time data from and analyze the data in a variety of ways.

Activities

1. Tally the Hand-Washing (1 day)

Materials: Paper accessible to all family members, pen or pencil, paper to make a table and/or graph, markers/colored pencils/crayons.

- ~ For 1 day, tally how many times each person in your house washes their hands.
- ~ At the end of the day, make a bar graph, line graph, and/or table showing each PERSON and number of HAND-WASHES.

2. Measures of Center (1 day)

Materials: Paper accessible to all family members, pen or pencil, calculator, scratch paper.

- ~ Find the MEAN of hand-washes in 1 day. Add ALL the washes together and divide by number of people.
- ~ Find the MEDIAN of hand-washes. List the numbers from least to greatest, and find the middle number of that list. If there are 2 middle numbers, add them together and divide by 2.
- ~ Find the MODE of the hand-washes. The mode is the value that appears Most Often. If no value appears more than once, there is no mode.
- ~ Find the RANGE of hand-washes. Subtract the smallest number in your data set from the biggest number.

3. Tally the Hand-Washing (3-7 days)

Materials: Paper accessible to all family members, pen or pencil, paper to make a table and/or graph, markers/colored pencils/crayons.

- ~ Tally handwashing for each person in your house for 3 to 7 days.
- ~ At the end of the 3-7 day period, make a bar graph, line graph, and/or table showing each PERSON and number of HAND-WASHES per day.

4. Measures of Center (3-7 days)

Materials: Paper accessible to all family members, pen or pencil, calculator, scratch paper.

- ~ Find the MEAN number of hand-washes in your home per DAY and per PERSON. Add ALL the washes and divide by how many DAYS you recorded data; this is mean per DAY. Go back to ALL washes and divide by how many PEOPLE are in your home; this is mean per PERSON.
- ~ Find the MEDIAN per DAY & per PERSON. List the total for each DAY from least to greatest, and find the middle number of that list; this is median per DAY. Then, list the total for each PERSON from least to greatest, and find the middle number of that list; this is median per PERSON. If there are 2 middle numbers on either list, add them together and divide by 2 to get the median for that list.

5. Measures of Center (3-7 days) ...continued from #4

Materials: Paper accessible to all family members, pen or pencil, calculator, scratch paper.

- ~ Find the MODE for the entire data set. The mode is the value that appears most often. If no value appears more than once, there is no mode.
- ~ Find the RANGE of hand-washes. Subtract the smallest number in your data set from the biggest number.

What Families Can Do

- Talk with your student about times where finding the average (aka mean) is useful.
- Find graphs or tables in magazines, books, television, or the Internet: talk about how visual displays of data are easier to see & understand than just lists of numbers.
- If possible, help your child take a picture of the work and email it to their math teacher.

Learning Activities for Math

8th Grade

Oregon math standards state that 8th graders will be able to model and solve linear equations in a variety of ways: tables, graphs, and equations as well as understand and apply the Pythagorean Theorem to find distances in real life. **The Pythagorean Theorem is $a^2 + b^2 = c^2$, where a and b are legs, and c is the hypotenuse.**

Activities

1. Cell Phone (Part 1)

Materials: Pencil and paper

Scenario: Michelle got a new cell phone. In addition to paying \$40 every month, she also had to buy her phone. After 4 months she has paid a total of \$320 for the phone and monthly fees.

Questions:

1. How much did her phone cost?
2. How much will she have paid after 6 months

To Solve this Section:

1. Write and use a Slope-intercept equation with numbers for m and b . ($y = mx + b$)
2. Show math work to justify and check both answers.

2. Cell Phone (Part 2)

Materials: Pencil, paper, straight edge. Graph paper may help.

Same Scenario and Questions as part 1.

To Solve This Section:

1. Create an input-output table displaying all important information from the problem, and including both answers.
2. Make a graph. Be sure to label your x and y-axis.

3. Pythagorean Theorem

Materials: Pencil, Paper, Straight Edge, Calculator
(Graph paper may help but is not required.)

Scenario: You would like to put a fence around your yard. There are 2 companies who have given you quotes for the work. The boundary of your yard is determined by 5 trees. The position of the 5 trees are relative to your house:

Tree 1 is 100 feet east, Tree 2 is 40 feet east & 80 feet south, Tree 3 is 40 feet west & 120 feet south

Tree 4 is 90 feet west & 60 feet north, Tree 5 is 20 feet east & 110 feet north

Your Tasks:

1. Draw & label a diagram of this scenario. Use a straight edge!
2. Use the Pythagorean Theorem ($a^2 + b^2 = c^2$) to find the distance of each side of your property. Round each answer to the nearest hundredth, if necessary.
3. Determine the total perimeter of your property.
4. Determine the cost of fencing for both companies:
 - Company A says they will charge \$12 per foot to build the fence.
 - Company B says they will charge \$250 for the first 100 feet of fencing, and then \$15 for each additional foot.

What Families Can Do

Discuss with your student:

- How do you determine which cell phone features are important? How does your family determine which cell phone carrier to use?
- Measure some distances around your house and neighborhood together and test out the Pythagorean Theorem in action. For example, measure out two distances that make a right angle (a capital L). Use $a^2 + b^2 = c^2$ to predict what the diagonal distance between those points would be (to close off the triangle) and then measure it too.

Learning Activities for Math

Grade 8

Linear equations can be shown and solved through tables, graphs, and equations ($y = mx + b$ where y is the total, m is the rate of change, x is amount of times the rate of change is added--usually time, and b is the start value.)

Activities

1. Saving to Buy (Part 1)

Materials: Pencil and Paper

Babysitting: D'Aysia has been babysitting for her aunt and has saved up \$26 (**b**). She gets paid \$6 per hour (**m**). She wants to buy a cell phone that requires a \$90 down payment (**y**). How many more hours (**x**) will she have to work to earn enough for a down payment? Use a **table** and an **equation** to solve. The equation would be $y = 6x + 26$

2. Saving to Buy (Part 2)

Materials: Pencil and Paper

The cell phone will cost \$46 per month. How many hours will D'Aysia have to babysit each month to pay the monthly bill? Write an **equation** and **make a table** to solve this. (She is starting with \$0 every month)

3. Saving to Buy (Part 3)

Materials: Pencil and Paper

D'Aysia's twin brother Andre has no money but wants to save up to buy a used X-box. He learns that he can become a certified babysitter and earn more money than D'Aysia. He would have to borrow \$19 from his mother to take the certification class, but would be able to earn \$9 per hour babysitting for his neighbor. If the X-box cost \$100, how long would it take for him to pay back his mother and earn enough to buy the X-box? Solve with an **equation** and a **table**. (Your equation will have a negative (-) start value.)

4. Saving to Buy (Part 4)

Materials: Pencil and Paper

Andre starts with less money than D'Aysia, in fact he owes his mom \$19 before he even begins babysitting. However, once he starts babysitting, he earns money faster than his sister. If D'Aysia starts with \$26 and Andre starts with -\$19. How many hours will they both babysit to have the same amount of money? How much money will they both have?

5. Saving to Buy (Part 5)

Materials: Pencil and Paper

Talk to your parents or family members about a job they have held in which they could get pay raises by earning additional certifications or responsibilities. How much more per hour could they earn by getting a certification or increase in responsibility? What would a person have to do to earn that certification or step up? How much more money would they earn per hour? Per week? Per Month? Can you write an equation to represent this?

What Families Can Do

- Discuss with your student jobs you have held. What an employee had to do to earn an additional certification or promotion to get a pay increase. How much would those pay increases add up to over a week, month, year? Was it worth it to earn these?

Science

Learning Activities for Science

8th Grade

Students will review how substance can change states of matter. Students are expected to be able to explain how particle motion, temperature and state of a pure substance changes when thermal energy is added or removed.

Activities

1. Review Concepts of States of Matter

Materials: Paper and pencil

- What are the 3 main states of matter? Draw a diagram example of an everyday substance with each state. Include a zoomed in drawing of particle motion occurring within the substance. Make sure you include a description of particle behavior.
- What is thermal energy and how is thermal energy measured?
- Explain how the 3 main states of matter can change using thermal energy. (Melting, Freezing, Vaporization, Condensation)

2. Mini Lab State of Matter

Materials: Stove, pan, ice, paper and pencil (cooking thermometer optional)

Fill a small pot with ice cubes and place on top of the stove.

- Describe what state of matter the ice cubes are in. Explain what is occurring at the molecular level.
- If you have a thermometer record the temperature.
- Draw an image of an ice cube. Include a zoomed in image of the particle motion currently occurring.

Next, Turn the stove on high. Watch what happens to the ice cube. Once the ice cubes completely melt...

- Describe what state of matter the ice cubes are currently in. Explain what is occurring at the molecular level. If you have a thermometer record the temperature.
- Draw a current image of your ice. Include a zoomed in image of the particle motion currently occurring.

Finally, Let the ice continue to melt and watch as it starts to boil. Do you see anything occurring above the melted ice?

- Describe what state of matter is forming above the ice. Explain what is occurring at the molecular level.
- If you have a thermometer record the temperature.
- Draw an image of what you see. Include a zoomed in image of the particle motion currently occurring.

3. Water Cycle Comic Strip

Materials: Paper, pencil and colored pencils

The water cycle is an everyday example of water traveling through different states of matter. Draw a comic strip of a molecule traveling through the different stages of the water cycle.

Make sure you use the terms:

- Solid, Liquid, Gas
- Freezing, Evaporation, Condensation, Melting
- Temperature, Energy, Particles

If you need help understanding what is happening during this process. Fill a gallon zip lock bag with a half inch of water and food coloring. Seal the bag and tape in a window which receives a lot of sun. Watch what happens to the water and create your comic strip around this experience.

4. Applying Science Concepts

Materials: Paper and pencil

During the spring, Florida citrus farmers carefully watch the fruit when temperatures drop close to freezing. When the temperatures fall below 0°C , the liquid in the cells of oranges can freeze and expand. This causes the cells to break, making the oranges mushy and the crop useless for sale. To prevent this, farmers spray the oranges with water just before the temperature reaches 0°C . How does spraying oranges with water protect them?

- Describe what happens to water at 0°C ?
- What change of state and what energy changes occur when water freezes?
- Explain how spraying the oranges with water right before the temperature reaches 0°C will protect the oranges.

What Families Can Do

- Home Experiment: Fill a 2 liter bottle with small pieces of wadded paper about $\frac{3}{4}$ full. Use a hair dryer to blow hot air into the bottle to move the paper around. Show your understanding of the 3 states of matter by showing your family what occurs at each state of matter and how the particles behave.
- Share your comic strip with your family. See if you can't create another story together. Try to be fun and silly.

Learning Activities Science

8th Grade

Students are to understand the structure and properties of matter and recognize how matter can change either chemically or physically.

Activities

1. Physical vs Chemical Properties of Matter Materials: Paper and Pencil

Reminder: **Physical Properties** are a characteristic that can be observed or measured without changing the substance; for example, color, melting point, or conductivity. **Chemical Properties** are characteristics that can only be observed or measured when atoms of matter rearrange during a chemical change; for example: flammability, corrosiveness, or toxicity.

Activity: As you go about your day notice everything you use and WHY you use it. In other words, you use certain objects because of their properties(materials they are made from). Make three columns on a piece of paper; one column should read **object**, the second column should read **materials it is made of**, and the last column you should decide if the materials are examples of a **chemical** or **physical** property.. Here are some examples: When you fry an egg you use a pan made of metal, because it conducts heat well and has a high melting point. You'd never use a plastic pan, because it has a low melting point and is very flammable. When you sit down on a couch it has certain materials that make it comfortable and stable (cotton for cushioning, wood for the structure/support, and maybe leather on the outside for protection and water resistance if you spill something. These simple properties make for a comfortable and effective couch.

2. Physical and Chemical Changes Materials: Food and Family

Reminder: A **physical change** is a type of **change** in which the form of matter is altered but one substance is not transformed into another. The size or shape of matter may be changed, but no chemical reaction occurs. **Physical changes** are usually reversible. A **chemical change** (**chemical** reaction) is a **change** of materials into other, new materials with different properties, and one or new substances are formed. Burning of wood is a **chemical change** as new substances which cannot be changed back (e.g. carbon dioxide) are formed.

Activity: During all this time at home, plan a family meal and help prepare and cook it. As you are preparing it, take note of any **physical change** happening to the food such cutting, slicing, mass change, shape change, boiling, melting etc). Then, as it cooks, note any **chemical changes** such as browning, burning (!), bubbles being produced, etc. Enjoy your food with your family.

3. The Periodic Table of the Elements Materials: Household Supplies/ Pencil and Paper

Currently there are 118 elements. Some are very common (Oxygen and Hydrogen) while others are incredibly rare (Astatine and Francium).

Activity: As you grab for that bag of chips, hair spray, box of nails, shampoo, make-up, shirt, etc read the label attached to it. Do you recognize any of the elements you learned about this year? Keep a list for a few days. If you have access to a computer look up some of the elements (or compounds) you discovered to see what their other uses might be or when/where it was discovered.

4. Create-an-Element

Materials: Pencil and Paper

As a family or on your own pretend you have discovered a new element. Have a blast with this. Your new element needs a name (they usually end in -ium) and a place of discovery. Make a list of some of its physical and chemical properties...also have some fun with this too.....make some of them “science fiction-like” as in having the ability to give someone super strength or the ability to solve any math problem. If you have time, save this idea to share with your teacher. Again, the point here is to create-an-element that does not exist and has a list of chemical and physical properties. Enjoy.

5. Density Review Experiment

Materials: glass jar or cup, vegetable or sunflower oil, water, food coloring, dish soap, honey, corn syrup, LEGO, coin, or other small objects. (safe materials only)

Reminder: **Density** refers to how much mass there is in a particular space. Imagine a drawer full of socks. It has a certain density. If you take a sock out, the density of the drawer changes. This is because the mass of the socks has changed, but the volume of the drawer has stayed the same.

Activity: Slowly pour each liquid at an angle and try to get the different layers of material to form. Add your solids (lego, plastic toy, coin, etc) afterwards. Experiment with other SAFE liquids and solids.

Remember that each of the liquids have a different mass of molecules or different numbers of parts **squashed** into the same volume of liquid, this makes them have different densities and therefore one can sit on top of the other – the more dense a liquid is the heavier it is.

Also, objects and liquids float on liquids of a higher density and sink through liquids of lower density. The LEGO brick sinks through the oil but floats on the water, while the coin sinks through both. The coin is therefore more dense than both the oil and the water.

Enjoy and be SAFE!

What Families Can Do

- Try some of the activities with your child. Discuss their findings.

Learning Activities for Science

8th Grade

Next Generation Science Standards state that 8th grade students should be able to develop and use models, ask questions, analyze and communicate data, plan and carry out investigations. These activities will help your child maintain their skills in these areas.

Activities

1. Science Literacy

Materials: Access to books, podcast, newspaper or TV

Read a science book, listen to a science podcast, read a science article, or watch a news report that focuses on science. Discuss what you learned with a family member. Explain how new information relates to what you have learned in class.

2. Inquiry Model Building

Materials: Varies with project but items should be found at home.

1. Examine a phenomena (can be in the form of a problem)
2. Ask a question (I wonder statement)
3. Formulate a hypothesis
4. Design an investigation and communicate your findings
5. Questions to ask:
 - a. What data was collected from the experiment?
 - b. How was data organized (in tables or graphs)?
 - c. Does it answer the question?
 - d. Is the cause and effect of the data clear?
 - e. Do I have a model to represent the problem (an illustration with labels)?

3. Science Journaling

Materials: Paper and pencil

Find a specific spot outdoors that you would like to study. This can be a small 1 foot by 1 foot section of yard or a view of a specific tree from a balcony, a garden area, etc.. Draw a scientific model of your area. Revisit every 3-4 days drawing new models each time you visit. Document any changes that you see happening and write "I wonder" statements for what you observe.

4. Moon Journal

Materials: Paper and pencil

Find a station in your home or yard where you can observe the moon. Go to the same place at the same time every night. Draw an image of what you see and record the date. Try to keep the moon journal going long enough to view all phases of the moon. Try to predict what the moon would have looked like on days with cloud cover.

5. Everyday Engineering

Materials: Random materials found around the house

Pick one of the three engineering tasks listed below. Create solutions from items found around your home.

1. Build something that keeps an ice cube from melting. Test to see how well your device works. How can you change it to make it better?
2. Build a bridge across a short distance (like across the top of a bowl or between a sofa and a coffee table) using items from around your house. Test to see how many pennies or books your bridge can hold. How can you make it better?
3. Make a Rube Goldberg machine to accomplish a simple task (ringing a doorbell, closing a door, starting a toaster, etc...) Use items found at home and make it as elaborate as possible.

What Families Can Do

1. Design a paper horse that walks on its own.
2. Build your own perpetual motion machine (Alfie, the drinking bird and Newton's Cradle are examples of near perpetual motion machines).
3. Make a list of questions that you would ask a scientist if you had the opportunity.
4. Make a sourdough bread starter of your own. Test different recipes to make your own bread.

Learning Activities for Science

8th Grade

Next Generation Science Standards state that 8th grade students should be able to develop and use models, ask questions, analyze and communicate data, plan and carry out investigations. These activities will help your child maintain their skills in these areas.

Activities

1. Science Literacy

Materials: Access to books, podcast, newspaper or TV

Find a book, podcast, video, or article that interests you (makeup tutorials, gaming, cooking, drawing, sports, music, etc). Discuss with a family member how the topic relates to science. For example: If your topic is skateboarding, what areas of science would you need to know or understand in order to make a skateboard or ride like Tony Hawk?

2. Everyday Engineering

Materials: Random materials found around the house

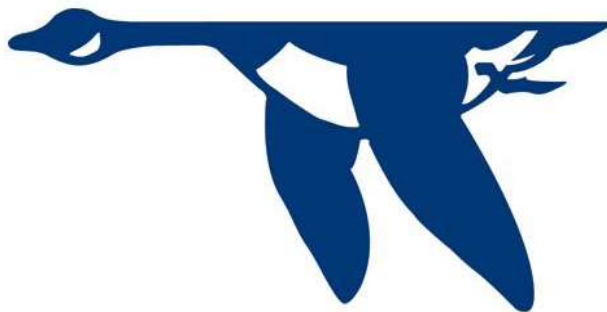
Pick one of the three engineering tasks listed below. Create solutions from items found around your home.

1. Build the tallest tower that you can. The tower should be able to stand on its own without falling.
2. Create a boat that will float and hold small items like coins. See how much your boat can hold without sinking. Is your boat waterproof? How could you improve your boat?
3. Build something that will launch a ball of paper into the air. Can you get your paper ball across the room? How can you improve the distance it travels?

3. Connecting with Nature

Materials: Paper, pencil, camera, cut out image of flat blue

1. Select a natural area to visit close to home or in your yard.
2. Take Flat Blue and your materials with you.
3. Do something special at your destination. Perhaps you can take Flat Blue to a place where you have noticed changes since last year. Is the stream flowing quickly or slowly? Are there buds on the trees yet? What animals do you see? Where can animals find food?
4. Observe everything carefully. Write about what you see, hear, and even smell.
5. OPTIONAL: Take a photo of Flat Blue that shows your destination.
6. Back at home, write your observations as a story about your adventure with Flat Blue.



This is Flat Blue. It is okay if he is not blue.

4. Air Resistance

Materials: Random objects found around your home, paper and pencil

What causes air resistance? Mass does not matter when dropping objects from the same height.

1. Collect a number of objects and drop them each individually. Notice that not all fall at the same rate.
2. Find the objects that fall slowest and ask why they fall much slower.
3. Once you have found the most resistant objects, list the characteristics of the items and develop factors that influence air resistance.
4. Write your list of factors and explain in full sentences.

5. Science Journaling

Materials: Paper and pencil

Find a specific spot outdoors that you would like to study. This can be a small 1 foot by 1 foot section of yard or a view of a specific tree from a balcony, a garden area, etc.. Draw a scientific model of your area. Revisit every 3-4 days drawing new models each time you visit. Document any changes that you see happening and write “I wonder” statements for what you observe.

What Families Can Do

- Find something at home that needs to be fixed (a door that doesn't latch, a window that doesn't close, a broken can opener, etc...) Discuss ways that the object could be fixed. Fix the object together if possible!
- Discuss with your family their science experiences in school or in work. Share how these experiences have helped navigate life.

Learning Activities for Science

8th Grade

Oregon Science Standards identify developing solutions to real-world problems as an important engineering skill. Students will complete engineering tasks that include defining the problem, developing possible solutions, collecting data, and improving designs.

Activities

1. Sound Amplifier

Materials: (use what works) Toilet paper rolls (long and short), wax paper, paper, cups of different sizes, funnels, tape, rulers, water bottle, scissors, anything you have at home- get creative!

Build a device that amplifies the sound that reaches my ear. It should increase the distance you can stand away from the sound source. What evidence (data) might show you that you increased the distance sound travels? **Options:** Write a description and draw a picture, or make a video demonstrating your device.

Optional Extension: Download a decibel reader from the iOS App Store or Google Play Store to measure your device, then create a data table to record sound levels for different devices you create.

2. Launcher

Materials: Paper, choose 3 other household materials (cardboard, food containers, tape, legos, etc) to build launcher

Build something that can launch a ball of paper into the air. Can you get the ball of paper across the room? Is there someone else at home who can build a different design to compete against?

Reflect: Draw a model of your design and explain it. How can you make the design better? Faster? Stronger? If comparing designs, how were the designs similar or different?

3. Paper Airplane Challenge

Materials: Paper, Rubber bands, paper clips and tape or a stapler

- A. Try throwing a paper airplane by moving just your wrist (don't move your elbow or shoulder).
- B. How could you get a paper airplane to fly far if you can use only a short distance to launch it?
- C. Design an airplane launcher using Paper, Rubber bands, paper clips and tape or a stapler.

What Families Can Do

- Have a family competition with one of the engineering challenges.
- Have a presentation on what the students discovered
- Talk about a time you or a family member had to come up with a solution to fix something at home

Learning Activities for Science

8th Grade

Science requires constant problem solving and inventiveness. These activities will help students develop solutions to real-world problems as an important engineering skill. Students will complete engineering tasks that include defining the problem, developing possible solutions, collecting data, and improving designs.

Activities

1. Build a Bridge

Materials: Old newspaper/magazines, cardboard from old boxes, bottle caps or screw-top lids from bottles or food containers, aluminum foil, plastic saran wrap, paper, scissors, tape, Play-Doh, toothpicks, marbles or ping pong balls, blocks, Legos, rubber bands, string/yarn, balloons, empty cereal boxes or rinsed food containers, clean/empty soda bottles or milk cartons, toilet/paper towel cardboard tubes, plastic utensils, paper cups, etc.

Build a bridge across a short distance, like across the top of a bowl or between the sofa and coffee table. The bridge cannot fall down! How many pennies or crayons or other weight can it hold before falling?

2. Car

Materials: Old newspaper/magazines, cardboard from old boxes, bottle caps or screw-top lids from bottles or food containers, aluminum foil, plastic saran wrap, paper, scissors, tape, Play-Doh, toothpicks, marbles or ping pong balls, blocks, Legos, rubber bands, string/yarn, balloons, empty cereal boxes or rinsed food containers, clean/empty soda bottles or milk cartons, toilet/paper towel cardboard tubes, plastic utensils, paper cups, etc

Build something that can roll like a car. How far does it roll? Did you make wheels or make it roll another way? How can you make it so it holds passengers or cargo?

3. Roller Coaster

Materials: Old newspaper/magazines, cardboard from old boxes, bottle caps or screw-top lids from bottles or food containers, aluminum foil, plastic saran wrap, paper, scissors, tape, Play-Doh, toothpicks, marbles or ping pong balls, blocks, Legos, rubber bands, string/yarn, balloons, empty cereal boxes or rinsed food containers, clean/empty soda bottles or milk cartons, toilet/paper towel cardboard tubes, plastic utensils, paper cups, etc

Build something that can move a marble or small ball from one place to another. Try adding a turn, hill, or loop! How long can you make it? What are the best materials to use?

What Families Can Do

- Have a competition between family members to build the best device.
- Have a presentation on what the students discovered.
- Talk about a time you or a family member had to come up with a solution to fix something at home.

Social Studies

Learning Activities for Social Studies

8th Grade

Oregon social sciences standards include students interpreting maps, studying individuals and their contributions, and critiquing and analyzing information.

Activities

1. Neighborhood Map

Materials: Pencil, paper, coloring/art supplies

Create a map showing the route from their home to school (or any other important point of reference). Maps should be neat, easy to read, and contain proper map symbols, with a key and compass rose. Let them know that landmarks are a good addition to include.

2. Person of the Year

Materials: Pencil, paper, coloring/art supplies

Become a journalist for a famous news magazine. Select a "Person of the Year" for the next issue. You need to convince your boss that the person you selected is deserving of this title. Write a brief article that explains your choice. Make claims and cite evidence supporting your selection. Design a magazine cover honoring this person using images or imagery aligned to the claims or evidence in the paper.

3. Reflection

Materials: Pencil, paper, or computer

Reflect back on this past month that we have been out of school. You have witnessed history in the making. The last pandemic was 100 years ago! Write your answers to the following questions:

- How do you and your family go about trying to live life normally?
- What kind of effect does it have on you and your family?
- How do you really feel about missing school?
- Are you following the social distancing rules?
- Will you continue to be careful in regards to your social distancing in life and within your inner-circles.
- Will your life go back to the same pre-pandemic?
- Has life changed for you, your family, and the world post pandemic?

Write at least one full page.

What Families Can Do

- Help the students keep up on current events by watching an evening newscast or if a computer is available CNN-10 is a great news source for kids.
- Discuss the reflection assignment.
- Help students with directions on the map.

Learning Activities for Social Studies

8th Grade

Oregon 8th grade social studies standards asks students to integrate visual information (in charts, graphs, photographs, videos, or maps). These activities will help students read, understand, analyze and create graphs & charts.

Activities

1. Water bottles-bar graph & ?'s

Materials: paper & pencil

Using the following information, create a bar graph, then answer the questions below.

“Every year, people use more and more plastic water bottles.”

#1 Graph it - Using these numbers, create a bar graph on blank paper to show how the number of plastic water bottles sold has increased over the years. 1995 =4 billion plastic bottles 2000 =13 billion plastic bottles 2005 =24 billion plastic bottles 2010 = 35 billion plastic bottles 2015 = 50 billion plastic bottles

#2 Answer these questions 1.Which year had the least amount of plastic water bottles sold? 2.Between which years did the greater increase occur: between 1995 and 2000 or between 2010 and 2015?

#3 Approximately how many total water bottles were sold between 1995 and 2015?

#4 Why do you think more people bought plastic water bottles in 2015 than in 1995?

2. Water use bar graph & ?'s

Materials: paper & pencil

Using the following information, create a bar graph, then answer the questions below.

“Every day, people at your school use water—not just for drinking or washing hands, but in all sorts of ways to keep the school running. Some areas of the school use more water than others.

#1Graph It Using these numbers, create a bar graph on blank paper to show the different areas water is used each day at school: In the Gym = 230 gallons In Science = 745 gallons In Cooking class = 800 gallons Outside/grass= 540 gallons In the Cafeteria = 825 gallons.

#2 Answer these questions

1.How much more water is used in Science than in the gym?

2.Which areas use more water than the Gym and Outside/grass combined?

3. How much water is used in all the areas combined?

4. How many gallons of water could be saved if the Outside/grass watering was cut in half?

5.Why do you think the Cooking class & the Cafeteria use the most water?

3. Activity bar graph

Materials: pencil & paper

Write down the activities you do in a 24 hour period and put that data into a bar graph. (Examples = _____ hours sleeping, _____ hours eating, _____ hours on homework, _____ hours on social media, etc.

What Families Can Do

- Go to CNN10.com and watch 10 minutes of current events.

Learning Activities for Social Studies

8th Grade

Oregon Social Studies standards ask students to sequence events, or put them in order of when they occurred. Sequencing events helps students understand how events are connected. To sequence events, follow the steps below.

Activities

1. Free & Open Trade

Materials: paper & pencil

Read the following paragraph.

FREE AND OPEN TRADE

At last, the delegates had settled the most important issues for the new nation. Gouverneur Morris, a delegate from New York, perfected the wording of the proposed Constitution and organized it into seven articles, or main sections. On September 15, 1787, the delegates approved the final draft. They signed it two days later. As he observed the signing of the Constitution, Benjamin Franklin commented that the sun on George Washington's chair at the Convention must be a rising sun. The United States was at the beginning, and not the end, of its time. Thirty-nine of the 55 Convention delegates, or more than two-thirds, signed the document. Some delegates who approved of the final draft did not sign it because they were not in attendance. After it was signed, the Constitution was sent to the states for ratification and became the subject of yet more debate.

Now write the events in chronological order on your own paper. Use keywords: "First", "Next", "Then", "Last"

2. US Dates timeline

Materials: pencil & paper

Create a timeline using the following dates, and then answer the questions.

1803-Louisiana Purchase 1776-Declaration of Independence 1787-Constitution signed 1861-Civil War
1773-Boston Tea Party 1848-California Gold Rush 1801-Thomas Jefferson becomes President

1.What is the last event on your timeline? 2.Which came first: Boston Tea Party or Civil War? 3.How many years after the Declaration of Independence was signed did the Civil War start? 4.What event happened 45 years before the California Gold Rush? 5.What event happened 88 years after the Boston Tea Party?

3. Personal Week timeline

Materials: pencil & paper

Create a timeline of your activities from the past 7 days. This could include specific times and dates.

4. Personal timeline

Materials: pencil & paper

Create a timeline for key events in your life. You can add photos or drawings as well.

What Families Can Do

- Read current events, research a person's life, research inventions, etc. and create a timeline for the key events that you learn.
- Go to CNN10.com and watch 10 minutes of current events.

Learning Activities for Social Studies

8th Grade

Oregon Social Studies standards stress the importance of students being able to locate information, analyze multiple sources, find strengths and weaknesses in those sources. These tasks are geared to help students find information through sources that are available to them, process the information, and come up with a unique product based on information gathered.

Activities

1. Your Timeline

Materials: Paper and something to write with (optional: coloring materials)

Create a timeline of your life! Draw a line on your paper (it can be straight, squiggly, vertical or horizontal). The first thing on your timeline should be your birth. From there, add in important events from your life (birth of a sibling/when you met your best friend/the day the governor of Oregon issued the stay inside order)-- it can be anything! Make sure they are in chronological order. Feeling creative? Add in some illustrations to make your timeline shine!

2. Historical Documentation

Materials: Paper and something to write with OR online document

Think Like a Historian: This is a very strange time that you are unlikely to forget. What would be some primary sources around your house that would help to show the experience you're having? Make a list of three primary sources (could be an artifact, document, diary, recording, person--basically anything someone could use to learn about your experience), and explain what it would show about this time in your life.

3. Media Literacy

Materials: Paper and something to write with OR online document

Think about what you know about the COVID-19 pandemic. Do you know how it spreads? How do you know this information? Where did you find it? How did you figure out if it is true or not?

- Write down at least 2-3 sources you use to find information. If it's a web page, write the site's name. If it's TV, write down the show. If it's your family? Ask them where they got the information.
- What is it about these sources that has you and/or your family trust them? Are you able to **corroborate*** the source? ***corroborate: confirm or give support to (a statement, theory, or finding)**

4. Historical Documentation

Materials: Paper and something to write with OR online document

Think Like a Historian: What do you think people will remember about this pandemic? What will people say in 5 years? 10 years? What do you think textbooks will say about it in 25 years?

What Families Can Do

- **Family Timeline:** Materials needed: Paper and something to write with.
- Create a timeline of your family! It could start whenever you want: When your grandparents met/when your parents got married/when you were adopted/when your siblings were born. Whenever you feel your family "started." In chronological order, add in events that are important or memorable for your family. (Optional: Use student timeline and with different colors, add family experiences to it!)

Learning Activities for Social Studies

8th Grade

Oregon Social Studies standards stress the importance of students being able to locate information, analyze multiple sources, find strengths and weaknesses in those sources. These tasks are geared to help students find information through sources that are available to them, process the information, and come up with a unique product based on information gathered.

Activities

1. Family Tree

Materials: A piece of paper and something to write with (optional: coloring supplies to decorate/photos of family members)

Make a list of your family members. Start with yourself and draw out how all your family members are related to you. Contact family members to see if there's anyone you missed or maybe didn't know about. See if you can find out where/when they were born, or any fun stories they might have about their life or other family members.

2. Historical Documentation

Materials: Paper and something to write with/online document

Think like a Historian: How do you think this pandemic will impact NEXT year? Do you think we'll just go back to normal? What will change? What will stay the same? Will there be major changes in Oregon? What predictions do you have?

3. Media Literacy

Materials: Paper and something to write with/online document

Find a news piece about COVID-19. It can be from a newspaper, an online source, TV, radio or any other media around you. Write down the following information. What is the source? What did it say? Is there any bias that you can identify? If so, what is the bias? If not, why don't you think so?

4. Historical Documentation

Materials: Paper and something to write with/online document

Think like a Historian: When learning about history, do you need to have a teacher? How do you think online learning is going to work with your Social Studies class? Create a list of pros and cons about online Social Studies learning. Don't forget to think about the perspectives of other students, teachers, and parents!

5. Historical Analysis

Materials: Paper and something to write with/online document

Go back and re-read your first Historical Documentation. Has anything changed since then? Create a Venn diagram (overlapping circles) or a double bubble to compare and contrast this week and last week.

What Families Can Do

- Help students find news sources. Talk to them about what they are reading/watching/hearing.
- Assist with their family tree! You will likely know more family members and how to contact them. Share family stories from when you were young or from before students were born.

Learning Activities for Social Studies

8th Grade

Oregon social studies standards ask students to analyze how a specific problem can manifest itself at local, regional, and global levels over time. These activities will help your student practice social studies skills during our global pandemic.

Activities

1. Call or Video Chat

Materials: Phone or computer, paper, pencil

Interview someone not from the same city, state, or country as you. Ask them what their daily life is like during this global health pandemic. What are they doing for work and for fun? How has their life changed? Are they facing struggles?

Create a Venn Diagram or Double Bubble telling how your experiences are different and alike during quarantine and COVID-19.

2. News Connect

Materials: News source on tv, phone, computer, or newspaper, pen and paper.

Read or watch a news segment about life today during the pandemic. Write a short summary of what you learned using:

WHO?

WHAT?

WHERE?

WHERE?

WHY DOES THIS MATTER?

3. Personal Journal

Materials: Computer or paper, pens, pencils, markers

You are actually witnessing History. You can make your own primary sources by keeping a daily journal on how this home learning is different from the school learning by focusing on:

What are you doing each day? When you are studying? What are you studying? Where are you studying? How are you studying? Is learning this way fun? What else is your life like right now

4. On This Day in History

Materials: See attached reading at the bottom, pencil, paper

Write Who were they? What did they do? Why are they famous or significant? How? Where and when did this take place?

5. Pandemic or Epidemic?

Materials: Possible sources: internet, dictionary, encyclopedia, news, radio, pen and paper

Using whatever sources available to you, figure out the definition for PANDEMIC and EPIDEMIC. Right now, we are experiencing a PANDEMIC. Write a paragraph telling the definitions and explaining why COVID-19 is a pandemic.

What Families Can Do

- Encourage the student to do well. Be available to help them with interviews and be willing to participate.
- Watch the evening news to help assist and discuss

Supplemental Reading

1865 April 15

President Lincoln Dies

At 7:22 a.m., [Abraham Lincoln](#), the 16th president of the United States, dies from a bullet wound inflicted the night before by [John Wilkes Booth](#), an actor and Confederate sympathizer. The president's death came only six days after Confederate General [Robert E. Lee](#) surrendered his massive army at [Appomattox](#), effectively ending the [American Civil War](#).

Booth, who remained in the North during the war despite his Confederate sympathies, initially plotted to capture President Lincoln and take him to Richmond, the Confederate capital. However, on March 20, 1865, the day of the planned kidnapping, the president failed to appear at the spot where Booth and his six fellow conspirators lay in wait. Two weeks later, Richmond fell to Union forces. In April, with Confederate armies near collapse across the South, Booth hatched a desperate plan to save the Confederacy.

Learning that Lincoln was to attend Laura Keane's acclaimed performance in *Our American Cousin* at Ford's Theater on April 14, Booth plotted the simultaneous assassination of Lincoln, Vice President [Andrew Johnson](#), and Secretary of State William H. Seward. By murdering the president and two of his possible successors, Booth and his conspirators hoped to throw the U.S. government into a paralyzing disarray.

On the evening of April 14, conspirator Lewis T. Powell burst into Secretary of State Seward's home, seriously wounding him and three others, while George A. Atzerodt, assigned to Vice President Johnson, lost his nerve and fled. Meanwhile, just after 10 p.m., Booth entered Lincoln's private box unnoticed and shot the president with a single bullet in the back of his head. Slashing at an army officer who rushed at him, Booth jumped to the stage and shouted "Sic semper tyrannis! [Thus always to tyrants]—the South is avenged!" Although Booth had broken his left leg jumping from Lincoln's box, he succeeded in escaping [Washington](#).

The president, mortally wounded, was carried to a cheap lodging house opposite Ford's Theater. An hour after dawn the next morning, Abraham Lincoln died, becoming the first president to be assassinated. His body was taken to the [White House](#), where it lay until April 18, at which point it was carried to the Capitol rotunda to lay in state on a catafalque. On April 21, Lincoln's body was taken to the railroad station and boarded on a train that conveyed it to Springfield, [Illinois](#), his home before becoming president. Tens of thousands of Americans lined the train's railroad route and paid their respects to their fallen leader during the train's solemn progression through the North. Lincoln was buried on May 4, 1865, at Oak Ridge Cemetery, near Springfield.

Booth, pursued by the army and secret service forces, was finally cornered in a barn near Bowling Green, [Virginia](#), and died from a possibly self-inflicted bullet wound as the barn was burned to the ground. Of the eight other persons eventually charged with the conspiracy, four were hanged and four were jailed.

Health

Learning Activities for Health

8th Grade

Oregon Health Standards: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Activities

1. Screen Time Log

Materials: Paper & pencil or pen

Are you aware of how much time you spend on a device or looking at a screen? Have you thought about how you feel afterwards? This activity is to help you analyze your screen time and journal about how it could be affecting the way you feel, and think. Example: 4/3: 6:30pm watched 30 min of TV - felt tired after

2. Family Traits

Materials: Paper & pencil or pen

What things have made you, you? Have a conversation with a family member (parent, guardian, grandparent, etc.) about the different things that run in your family. Example: Blue eyes, cancer, height, unique abilities. Write 2-3 paragraphs about your family traits.

3. Food Journal Comparison

Materials: Paper & pencil or pen

Write down all of the food and beverages you consume for a week. Be sure to include: *time of day, amounts, food groups*

How does this week compare to the last week? Write a 2 paragraph reflection on the 2 weeks of food journals including: What did you notice? Were there any patterns? Was this activity difficult or easy? Why?

4. Consequences of Tobacco/Vaping or Alcohol

Materials: Paper & pencil or pen

List out the following categories - Physical, Emotional, Social, Legal and Financial. For each category, list out all the possible consequences of using tobacco/vaping or alcohol and then write a paragraph about how to prevent using these substances.

5. Bullying in the Media:

Materials: Paper & pencil or pen

Think of or watch a movie (social media could work too) that has an example of bullying in it.

Bullying roles shown in the social media/movie: Bully, target, person who assists, person who reinforces, bystander, defender.

What could've been done differently in your opinion? Please write 2 paragraphs. Explain how you saw the different roles.

What Families Can Do

- Talk with your child about screen time for everyone. Maybe even do this activity with your child and analyze your own screen time usage!
- Participate in a conversation with your child about family lineage. Oftentimes, these conversations have already come up, but this is a chance for you to connect with your student and help them better understand themselves.
- Encourage your child to be part of meal preparation. If possible, have them be responsible for planning and preparing a meal for the family.

Learning Activities for Health

8th Grade

Oregon Health Standards: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Activities

1. Food Journal

Materials: Paper and pencil

Write down all of the food and beverages you consume for a week. Be sure to include: time of day, amounts, food groups This can be written out in any format and does not need to fit into a specific meal category (breakfast, lunch, dinner). If this would make it easier to keep track then feel free to use this formula, but the time of day works just as well. *Example: 7:00am - 1 cup of tea, 1 piece whole wheat toast with almond butter (etc.)*

2. Compare and Contrast 2 Different Communicable Diseases

Materials: Pencil and paper; Computer for research (optional)

Think of two diseases that are communicable (can be spread) and compare them. Write down the following parts to compare: How are they spread? Symptoms? Vaccine? Treatment? At risk population? Prevention?
Example: Common cold vs flu (can do multiple of these!)

3. Sleep Log - Journal and analyze your sleeping habits for one week

Materials: Paper and pencil

Day	1	2	3	4	5	6	7
Time you woke up							
Time you went to sleep							

Question 1 - What do you notice about your sleeping habits?

Question 2 - Do you feel that you are getting enough sleep? (Recommended is 9-11 hours of sleep per night for middle school students) Do you feel well rested upon waking? Why or why not?

4. Managing Feelings and Emotions

Materials: Paper and pencil/pen

Make a list of all the feelings and emotions you have been experiencing throughout this extended time away from school. (both positive and negative) On the other side of the paper, make a list of all the different ways you can manage those feelings/emotions. *Example: Sad, confused, worried, excited (feelings/emotions)*
Go for a walk, read a book, listen to music, clean my room (ways to manage)

5. Peer Pressure Interview

Materials: Paper and pencil and an adult to interview

Interview an adult in your household about the peer pressure challenges they may have experienced when they were a teen.

Questions: **1.** Can you think of a time when you dealt with peer pressure? As a teen? As an adult? **2.** What kinds of things were teens pressured to do in your day? What kinds of things are adults pressured to do? **3.** What kinds of pressures do you think I will be faced with? **4.** Can you think of a few ways to say "No!"? **5.** What do you expect me to do when faced with peer pressure?

What Families Can Do

- Encourage your child to be part of decision making when it comes to meals. Have conversations with them about their choices. Remind each other about the importance of eating fruits and vegetables! (fresh, frozen, canned)
- Engage your child in helping out in the kitchen with the preparation of food. Maybe they have a meal each day that they are responsible for creating all on their own!
- Talk with your child about their sleep habits. What do they notice? How do they feel? Is there a routine that you could all try together to help improve your quality of sleep?
- Have a conversation with your child about disease prevention. This is a topic on everyone's mind right now. What are some things that we can do for ourselves to prevent the spread of any disease? What can we do as a family? What can we do as a community?

Learning Activities for Health

8th Grade

Oregon Health Standards help students learn to identify personal stressors and identify strategies for reducing these stressors. These activities will help your child find ways to manage stress.

Activities

1. Gratitude Journal

Materials: pencil and paper

Make a list of 5 things you are grateful for. This can include objects, pets, people, concepts or anything you are grateful for. For example: a favorite clothing item, your dog, a good book or story, supportive people, understanding friends, time with family, etc. Add to this list throughout the day if you think of more things.

2. Mindful Focusing

Materials: A quiet space inside or outside of your home.

Find a spot to sit quietly and comfortably. Pick one sensation to focus on. If focusing on taking deep breaths is comforting, do that. If you'd prefer, you can focus on the pressure of your legs and body on the ground or your chair. Breathe in a way that is comfortable for you. Sit quietly for five minutes observing these sensations.

3. Stress Management Brainstorm

Materials: pencil and paper

Write a list of things you can do to help yourself when you feel stressed. Examples include taking a walk, reading or listening to something that makes you laugh, journaling about your frustrations, exercising or playing a sport, playing a fun game with friends or family, making sure to get enough sleep, making a healthy meal, listening to music, etc.

What Families Can Do

- If possible, build structure and routine into your child's day. Work together to create a schedule for weekdays and weekends that fits with your family's current work and life demands.
- Include the gratitude journal as part of your family's daily routine. Add it to the start of your day, during dinner, the end of the day or whenever makes the most sense to you and your family.
 - If you need some ideas for your gratitude journal, do a Google search for gratitude prompts.
- When the sun comes out, take a few minutes to soak it up. Even if it just means standing in the window.
- Encourage your child to exercise and move during the day.
- Cook a healthy meal and enjoy it together.
- Take walks as a family if you can.
- Get enough sleep each night.
- Drink plenty of water each day.

Learning Activities for Health

8th Grade

Oregon Health Standards ask students to analyze the relationship between healthy behaviors and personal health.

Activities

1. Letter Writing

Materials: paper, pencil, envelope and a stamp

Handwrite a letter to someone and send it to them in the mail.

Write someone a letter and mail it to them! Say hello, talk about something going on, share a positive message with them!

Reflect:

-How did it feel to write someone a letter and not have them respond immediately? Would you use this form of communication again? Why or why not?

2. Water Challenge

Materials: paper, pencil, water, and container

Drink $\frac{1}{2}$ your body weight in ounces of water for one week.

Example: Body weight= 120lbs, $\frac{1}{2}$ body weight = 60 so I'd need to drink 60 ounces of water a day for one week.

Reflect: How do you feel different? Could or would you continue on a daily basis? Why or why not?

3. Make a Meal

Materials: paper, pencil, groceries and various kitchen supplies

Plan and make a meal for your family that involves at least 4 different food groups.

Reflect: Which food groups did you use? What do the food groups you used do for your body?

What Families Can Do

- During this time try to think of your mental and emotional health as much as possible.
 - Try to connect safely with friends and family.
 - Get enough sleep.
 - Drink enough water.
 - Try to exercise when you can.
- Wash your hands often
- Stay home if you can

Learning Activities for Health

8th Grade

For Oregon Health Standards, students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Activities

1. Mood Boost

Materials: pencil and paper

Create a list of things you can do for a quick mood boost. The more “tools” you use to manage your stress or boost your mood the better. Do the following activities: Deep Breathing (breathe in 4 seconds, hold 7 seconds, breathe out 8 seconds), exercise, listen to music, watch a funny video. Rate your mood after doing the activity: (Low) 0 - 1 - 2 - 3 - 4 - 5 (High)

2. Laugh!

Materials: pencil and paper

Laughter can be a good tool to help manage stress. Complete the Laughter Survey and see if it brings some humor to your day.

1. Who is the funniest person you know?
2. What is something funny this person said or did?
3. What is the funniest thing that has ever happened to you?
4. Do you like to tell jokes, hear jokes, or both?
5. Who is your favorite comedian?
6. What is your favorite comedy movie? Why do you think it's funny?
7. Do you have a good sense of humor?
8. By the time you completed this survey, did you have a smile on your face?

3. Daily Schedule

Materials: pencil and paper

Times like this can be very stressful. To help manage your stress, create a daily schedule that you can follow while practicing social distancing. Add times to your schedule to further manage your daily plan.

Example: *Daily Plan*

<u>Morning</u>	<u>Afternoon</u>	<u>Evening</u>
Breakfast	Lunch	Dinner
School activities	School Activities	School Activities
Free time	Exercise	Free time
	Free time	Sleep

4. Wash your Hands

Materials: soap and sink

It is recommended to wash your hands with warm soapy water for twenty seconds to help stop the spread of germs. Sing a song, create a rap, or poem for those twenty seconds and share it with family and friends.

What Families Can Do

- Families can participate with each of these activities.
- Discuss the “tools” that work for you when you feel stressed or anxious.
- Be active together!

Learning Activities for Health

8th Grade

Students will demonstrate the ability to use goal-setting skills to enhance health. Setting goals and taking steps to achieve your goals, strengthens self-awareness and boosts your self-esteem.

Activities

1. Healthy Sleep

Materials: Pencil/Paper

Students will set a goal to get at least 9 hours of sleep per night. Assess where you are now by keeping a journal for the next two days. Note what time you go to bed and when you wake up. Do you feel rested? If not, brainstorm what may be impacting your sleep. Example: Are you on your phone/computer late into the night? Now, set your healthy sleep goal.

2. Technology Responsibility

Materials: Pencil/Paper

Students will set a goal to use technology responsibly. First, assess how you interact using technology. Example: instant messaging? Snapchat? Video games? Email? Chat sites? Do you post pictures or videos of yourself? Do you accept invitations to social networking from someone you don't know? Now, It's time to set your responsible technology goal.

3. Reduce/Prevent Injury

Materials: Pencil/Paper

Students will set a goal to reduce and prevent injury. There can be different types of injuries, For example, tripping and falling or falling off a bike or skateboard are physical injuries. Injuries can be emotional, as well. Like cyberbullying or harassment. Brainstorm ways that you can prevent physical and emotional injuries. Right now, set your goal to reduce and prevent injury.

4. Practice Kindness

Materials: Pencil/Paper

Students will set a goal to practice kindness. Write a card/letter to someone you appreciate. Be specific about what you appreciate about them. For example: I'm appreciative of my sister because she listens without being judgemental. Be creative. You can use drawings or illustrations or even poetry.

5. Love Yourself

Materials: Pencil/Paper

Students will set a goal to maintain and improve self-care. Brainstorm ways that you can take care of your body, mind & spirit when you experience stress. Think of a new hobby. For example: Challenge yourself with a more difficult puzzle, word search, crossword puzzle or math problem. Be in the present. Listen to your breathing. Slow down. Listen to your favorite music. Now, get excited and develop that self-care goal!

What Families Can Do

- Support your child/children by actively participating in these activities with them. Set your own goals to model positive goal-setting skills. Develop family rules for responsible technology use. For example: Limit screen time, access and set security/privacy settings on phone/computer.

Music

Learning Activities for Music

8th Grade

Oregon Music Standards lists composing and analyzing music as a priority skill in 8th grade. These activities will help your child to compose, notate, listen to, and analyze music.

Activities

1. Stomp! Inspired

Materials: Any

Find an existing household object that you can use as an instrument. Play it. Bonus points if any family member joins in.

2. Name that Tune

Materials: Music recordings or your instrument/voice

Put together a collection of musical selections that you can play/sing for your family or friends. Play/sing the song/selection while people guess the tune. You can do this with 1 or more players in your home. Divide into teams for more competitive fun and award points for correct answers.

3. Instrument ID

Materials: Recorded song, paper and pencil/pen (optional)

Listen to a school appropriate song on the radio, your device, or on TV. What instruments do you hear in the song? Who is the song by?

BONUS: Challenge yourself by selecting unfamiliar songs from different genres or time periods of music, or from different cultures.

4. Lyrical Genius

Materials: Paper, pen/pencil, instrument (optional)

Write your own, short quarantine parody song and share it with a family member or friend. What is a parody? A parody is an imitation of the style of a particular musician or song, for comic effect. Basically, write your own lyrics to one of your favorite songs and try to make it funny.

5. Music Trivia

Materials: Notecards, pen/pencil

Make your own music inspired game cards for a music trivia game. Write the question and answer on a card. Think rhythmic values, musical word definitions, music history questions, composers, famous songs. Anything to do with music. Write as many cards as you can.

BONUS: Set up a game with your family. Award a point for each correct answer to determine the winner of the game.

What Families Can Do

- Participate in making music with household items. Even a steady beat on a pot will sound cool when another member is “playing” a different household instrument. If you have online access, checkout *Stomp!* on YouTube for inspiration.
- Play the game activities as a family.
- Listen to the parody song or contribute a lyric to the parody song.
- Share music that is meaningful to your family’s history and culture.

Learning Activities for Music

8th Grade

Oregon Music Standards lists composing and analyzing music as a priority skill in 8th grade. These activities will help your child to compose, notate, listen to, and analyze music.

Activities

1. Music Tells a Story

Materials: Paper, pen/pencil, music selection

Select a piece of music that is your current theme song. This song should represent where you are in your life right now. On a piece of paper explain in writing what musical elements help tell your story (tempo, dynamics, articulations, voicing or instrumental choice, etc.)? Why did you choose this piece? If you could narrow your musical choice down to one word what would that word be?

2. Know Your Notes Spelling Bee

Materials: Paper, pencil, ruler (optional)

On a piece of paper, draw a staff (5 horizontal lines). You can use a ruler to make them perfectly straight. Draw your clef (treble, bass, or alto). Identify the names of your space notes by writing the correct note name in the space. Do the same for your line notes. Now, compose words using your line and space notes. For example, draw out the word: EGG. Write at least 8 words using a bar line (vertical line) to separate each word.

BONUS: Perform your words by playing them on your instrument or singing them.

3. Build Your Own Instrument

Materials: Miscellaneous

Make a musical instrument from recycled or repurposed items. What do you have around the house that you can make into an instrument? Play your creation for a family member.

BONUS: Record yourself and share it with a friend, or make a recording of a beat with your new instrument and sing or play another part, creating your own unique duet.

4. Great Composer

Materials: Paper, pen/pencil, ruler (optional, if making staff paper)

Write a school appropriate rap/song and perform it for someone at home. Make this as easy or complicated as you like. You can write lyrics only, compose a melody, or melody and harmony, or compose all three!

5. What Do You Hear?

Materials: Paper, pen/pencil (optional)

Go outside or open a window and listen to the sounds. What are the first five things you hear? You can write them down, or just listen.

BONUS: Can you name a composer that used sounds s/he heard in everyday life for their compositions/songs?

What Families Can Do

- Help students find the materials they need to create instruments. Think beans, rice, pots and pans, buckets, cans, bottles, etc.
- Encourage students to share their compositions/songs with you by listening to their work.
- Share your favorite song/piece with your child and tell them why your piece is special to you.

Learning Activities for Music

8th Grade

Creating, analyzing, comparing, and refining musical techniques from different cultures, genres, and time periods are standards for music in the state of Oregon. These activities will vary from music theory practice, creating rhythms, to analyzing and reflecting on emotions shown in songs picked by students.

Activities

1. Musical Interview

Materials: Writing utensil and paper OR Dinner time conversation

Ask an older family member/adult, someone who lives with you or someone you can call from a distance, what instrument they played when they were in middle school? Why did they pick that instrument? Do they have favorite concerts that they sang/played at? If they didn't participate in music in middle school, what type of music did they like to listen to when they were your age? If they could learn to play an instrument now, what would they choose and why?

2. Rhythm Creation

Materials: Writing utensil and paper

Using quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, eighth notes, eighth rests, sixteenth notes, sixteenth rests, dotted quarter notes, dotted quarter rests, triplets, sixteenth and eighth note combinations, create two different 8 measure rhythms. Practice by clapping or tapping rhythms. Then perform for a family member or a friend on facetime.

3. BINGO-Rhythm Edition

Materials: Writing utensil, paper, and bingo marker of choice

Make a list of musical terms that you know. This can include quarter notes, quarter rests, half notes, half rests, whole notes, whole rests, eighth notes and eighth rests, musical symbols such as dynamics, time signatures, tempo, articulation markings. Create a grid of 5 by 5 squares (25 squares total). Add different rhythms/symbols to each square. Make sure you leave the center space free. Once each square is filled in, copy each square onto a separate card/small piece of paper. In order to play with your family, have each family member do this at the same time! Then, you can all play musical bingo together.

4. At Home Band

Materials: Stuff from around your home, not actual instruments

Look through your pantry, your cabinets and your closets. Find materials that can create sound! Examples: Unopened box of pasta, empty toilet paper tubes, pots and pans. Be creative! You can even put different amounts of dry pasta in jars to change the sound. You and your family can play together and create music like the famous groups STOMP!

5. Entertainment Music

Materials: Movie, tv show, video game

When you are watching a movie, a tv show or a video game, listen to the music. When something dramatic is happening, how does the music change to show that emotion? How does the music sound when something happy is going on? What instruments do you hear? Do the instruments change with the emotions? Mute your sound and watch the scene without sound. Does it change how you feel about the scene? Talk about this with everyone who is watching together. You can even watch with friends and live chat about it.

What Families Can Do

- Have each person in the family pick their favorite song and put on a talent show in the living room. You can even create props, costumes, and scenery!
- Create a playlist of music as a family. You can have a celebration playlist, a dinner background playlist, study time playlist. Be creative and have fun together!

Learning Activities for Music

8th Grade

Creating, analyzing, comparing, and refining musical techniques from different cultures, genres, and time periods are standards for music in the state of Oregon. These activities will vary from music theory practice, creating rhythms, to analyzing and reflecting on emotions shown in songs picked by students.

Activities

1. Music Word Search

Materials: Writing utensil and paper

Make a list of all music terms you know. Using some of those terms, create a word search where you mix up other letters and hide the musical terms in it. Give it to a sibling to solve or screenshot it to a friend for them to solve.

2. Rhythm Math

Materials: Writing utensil and paper

Write out 15 math problems using musical symbols only. For example: $1+1=$ _____ changes into Quarter note + Quarter note = _____ Give it to a family member to solve.

3. YOUR Music

Materials: Family, your voice

Most cultures have specific music for certain events. Birthdays, weddings, funerals, religious functions, etc. all have songs that are performed. What are songs that you use for those events? You and your family can sing those songs together and create a mini celebration of your culture and your music.

4. Music Spelling

Materials: Writing utensil and paper

Using the line and space names of the treble, bass, or alto clef, create words and sentences. You can write out a 5 line staff and put whole notes on the lines and spaces. Then write out the letter names beneath the staff. You can take this a step further by writing a poem and screenshotting it to a friend.

5. Soundtrack of My Life

Materials: Drawing utensils, Writing utensils, and paper

Create a list of song titles that describe you and your personality. Make your own album cover and list all the tracks on the back, with one sentence per song, describing how they relate to you. Be creative and really tell a story about who you are using the titles and the art you create. You can even create one for your family, for your sibling or for your friend that you are social distancing from.

What Families Can Do

- Create a soundtrack that represents your family together (see #5 above) AND create album art together. Post this in a well trafficked area, like your fridge, to admire!
- Create a list of sounds. Ex. a hydro flask hitting the ground, two spoons tapping, cereal in a bowl. Have your competitor(s) cover their eyes as you make each of these sounds. See if they can guess the sound. You can do this with the whole family covering their eyes at once and the first person to guess gets a point. If you want a real challenge, put a time limit on the guessing!
- Play charades using music titles! Create a list of songs and cut them into individual strips. Put them in a bowl and take turns picking them and acting them out.
- Name-That-Tune! You can do this with your family in your house, or you can do this over the phone/computer to socialize. One person starts humming or singing a song without the words. All the other people have to guess the song. The first person to guess it, wins!

PE

Learning Activities for PE

8th Grade

Here are some things we have put together for you to do while at home to maintain your physical fitness levels and reduce stress. Physical activity during times like these have a ton of benefits.

Activities

1. 5 Components of Fitness

Materials: none

Pick one activity for each of the 5 components of fitness and complete.

- Muscular Strength** (builds muscle with resistance): Push ups, lifting things
- Muscular Endurance** (think something you can do a lot of): squats, lunges, mountain climbers, sit ups etc.
- Cardiovascular Endurance** (get your heart rate up for a long time)
- Flexibility** (stretch muscle groups, Yoga)
- Body Composition** (cut out sugars/soda, eat healthier, work out). This looks at the relationship of body fat and muscle.

2. Sit-Up/Push-Up Pyramid

Materials: none

Start by doing 1 of each, then 2 of each, then work your way up to 10. If that is too easy, work your way back down to 1.

3. Fitness Log

Materials: paper and pencil

Keep a fitness log of all activities that you will do over a week or two (anything that increases your heart rate). Make note of what you like and don't and try something new you haven't tried before.

****There are a lot of workout videos available online accessible from your computer or smartphone. Watch a fitness video or search a yoga workout and do what the video is doing. If you have access to the Internet or enough data on your mobile plan these are great ways to stay active. They make kid workouts too!!!**

What Families Can Do

- Encourage Participation
- Join your student in an activity when you can
- Have Fun!!! Do things you enjoy.

Learning Activities for PE

8th Grade

Here are some things we have put together for you to do while at home to maintain your physical fitness levels and reduce stress. Physical activity during times like these have a ton of benefits.

Week 2 Activities

1. Sports

Materials: none

Practice a sport skill for 20 minutes or tell a family member the rules of one of your favorite games we have played in class and why it's your favorite.

2. Outdoor Activities

Materials: none

Walk/Jog or ride a bike, scooter, skateboard for 20 minutes or more....Take a family member or pet with you.

3. Spell-It Fitness

Materials: paper and pencil/pen

Assign a workout out to each letter of the alphabet. An example would be: A=10 Jumping Jacks B= 10 sit ups C=5 Burpees D= 10 squats and so on. Spell out each family member's name with the fitness activity and corresponding letter. Need paper and pen or pencil to write down activities for each letter.

**There are a lot of workout videos available online accessible from your computer or smartphone. Watch a fitness video or search a yoga workout and do what the video is doing. If you have access to the Internet or enough data on your mobile plan these are great ways to stay active. They make kid workouts too!!!

What Families Can Do

- Encourage Participation
- Join your student in an activity when you can
- Have Fun!!! Do things you enjoy.

Learning Activities for PE

8th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

Activities

1. 15 minute workout AMRAP

Materials: timer, paper and pencil and enough space for workout

15 Squats, 15 push-ups, 15 full sit-ups, 15 burpees, rest 30 seconds then repeat. How many circuits can you finish in 15 minutes? Doing all 4 exercises equals one circuit. Record results.

2. Burnout

Materials: timer, paper and pencil and enough space for workout

Set a clock for two minutes for each exercise. Push-ups for two minutes, Leg Raises for two minutes, lunges for two minutes, and plank for two minutes. How many of each can you do for two minutes? Record results.

3. Get your heart moving

Materials: enough space for workout, something to jump over, timer

50 jumping jacks, 40 line jumps, 30 mountain climbers, 20 Shoulder Taps, 10 Burpees. Do this twice. For line jumps pick a flat object you can jump over on the floor and use as a marker. When finished take your heart rate. Get a timer (smart phone, clock on wall) and take your pulse for 60 seconds. Your target zone is between 140-180 beats per minute.

4. Your Choice!

Materials: enough space for workout

Pick 5 different exercises. Do each one at least ten times and then repeat. Make sure at least one targets your upper body, legs, and your abs.

What Families Can Do

- Join your child for the workout if you feel like it!
- Ask your child about the different exercises they are doing and how it benefits them.
- Ask them about what a typical PE class looks like at school.

Learning Activities for PE

8th Grade

Being physically active during this time helps reduce stress and allows the body and mind to stay healthy. Encourage students to maintain physical fitness, work out stressors, and be engaged in fun hands-on activities.

Activities

1. Dice Rolling

Materials: dice, enough space for workout

This will be a 10 minute workout. If you roll: 1 = 20 Twists, 2 = 5 Burpees, 3 = 10 Jump Squats, 4 = 10 Up Downs (move from high plank to low plank position), 5 = 20 Jumping Jacks, 6 = 10 Leg Raises

2. Grab Bag Fitness

Materials: paper, pencil, scissors, 2 bowls or 2 hats

On a piece of paper write down the following: Push-Ups, Sit-Ups, Calf Raises, Mountain Climbers, Line Jumps, Wide Push-Ups, Squats, Burpees.

Then on the same piece of paper write down the following numbers twice: 5, 10, 15, 20. Put the exercises in a bowl or hat and the numbers in another one. Draw one piece of paper from each bowl without looking. For example: You draw push-ups and the # 10...you do 10 push-ups. Continue until all the pieces of paper are drawn. Then repeat and do a second time!

3. Power of 10

Materials: enough space for workout

Do each exercise 10 times. Side Lunges, V-Ups, Star Jumps, One Leg Calf Raises, Inchworms/Walkout Push Ups, Knee to Chest Jumps (this is bringing your knees to your chest as you jump in the air). Repeat.

4. Create your Own Workout

Materials: enough space for workout

Create your own workout that can last up to 15 minutes. Select different exercises and stretches from the above lessons (including week 1 if necessary) and come up with your own workout plan. Make sure to pick how many repetitions of each exercise you are going to do. Be specific and make it fun!

What Families Can Do

- Join your child for the workout if you feel like it!
- Ask your child about the different exercises they are doing and how it benefits them.
- Ask them about what a typical PE class looks like at school.

Learning Activities for PE

8th Grade

Oregon State PE Standards allows students to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, as well as helps them recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Activities

1. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Follow the same format every day for PE.

- 1.) Warm-up- Fast walk or jog in place for five minutes.
- 2.) Stop to stretch;
Quad stretch, arm across-both sides, grab elbow-both sides, roll out ankles-both sides, lean to right side/left leg straight, lean to left side/right leg straight, side to side twists, lean over touch toes for 20 second hold.
- 3.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Running Man
 - b. Criss-Cross Jumps
 - c. High Knees
 - d. Mountain Climbers
 - e. Butt Kicks
 - f. Sit-ups
 - g. Push-ups
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 4.) Add any activity you can do with a family member.
- 5.) Cool down/ same as warm-up.

2. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Sit-ups
 - b. Push-ups
 - c. Plank
 - d. Mountain Climbers
 - e. Rope climbers
 - f. Jumping Jacks
 - g. Running Man
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

3. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Mountain climbers
 - b. Squat punches
 - c. Jumping Jacks
 - d. Cross country ski jumps
 - e. 10 squats
 - f. R. leg lunges
 - g. L. leg lunges
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.

3.) Cool down/ same as warm-up

4. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.

- a. Sit-ups
- b. Push-ups
- c. Plank
- d. Mountain Climbers
- e. Rope climbers
- f. Jumping Jacks
- g. Running Man
- h. Wall sit
- i. Rest for two minutes and repeat.

2.) Add any activity you can do with a family member.

3.) Cool down/ same as warm-up.

5. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.

- a. Running Man
- b. Criss-Cross Jumps
- c. High Knees
- d. Mountain Climbers
- e. Butt Kicks
- f. Sit-ups
- g. Push-ups
- h. Wall sit
- i. Rest for two minutes and repeat.

2.) Add any activity you can do with a family member.

3.) Cool down/ same as warm-up.

What Families Can Do

- Participate with your child.

Learning Activities for PE

8th Grade

Oregon State PE Standards allows students to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness, as well as helps them recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Activities

1. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Follow the same format every day for PE.

- 1.) Warm-up- Fast walk or jog in place for five minutes.
- 2.) Stop to stretch;
Quad stretch, arm across-both sides, grab elbow-both sides, roll out ankles-both sides, lean to right side/left leg straight, lean to left side/right leg straight, side to side twists, lean over touch toes for 20 second hold.
- 3.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. High-knees
 - b. Jumping jacks
 - c. Lunges right leg
 - d. Lunges left leg
 - e. Side jumps
 - f. Push-ups
 - g. Sit-ups
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 4.) Add any activity you can do with a family member.
- 5.) Cool down/ same as warm-up.

2. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. 10 squats
 - b. Mountain climbers
 - c. Push-ups
 - d. Sit-ups
 - e. Side to side jumps
 - f. Burpees
 - g. Rope climbers
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

3. Do this routine to increase your heart rate for 20 minutes

Materials: You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Mountain climbers
 - b. Squat punches
 - c. Jumping Jacks
 - d. Cross country ski jumps
 - e. 10 squats
 - f. Right leg lunges
 - g. Left leg lunges
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

4. Do this routine to increase your heart rate for 20 minutes**Materials:** You / a little space

Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Sit-ups
 - b. Push-ups
 - c. Plank
 - d. Mountain Climbers
 - e. Rope climbers
 - f. Jumping Jacks
 - g. Running Man
 - h. Wall sit
 - i. Rest for two minutes and repeat.
 - 2.) Add any activity you can do with a family member.
 - 3.) Cool down/ same as warm-up.
-

5. Do this routine to increase your heart rate for 20 minutes**Materials:** You / a little space

Day 5: Activity - Same warm-up and stretching as in Activity #1.

- 1.) Do each activity below for 30 seconds on and then take 30 seconds to rest.
 - a. Running Man
 - b. Criss-Cross Jumps
 - c. High Knees
 - d. Mountain Climbers
 - e. Butt Kicks
 - f. Sit-ups
 - g. Push-ups
 - h. Wall sit
 - i. Rest for two minutes and repeat.
- 2.) Add any activity you can do with a family member.
- 3.) Cool down/ same as warm-up.

What Families Can Do

- Participate with your child

Wellness & Self Care

Learning Activities for Wellness & Self Care

8th Grade

Oregon standards encourage students to demonstrate self-responsibility by working to improve their own performance. As an elective we are going to be working on doing this in many ways.

Activities

1 Flexibility is Key

Materials: open space

As one of the 5 components of fitness, flexibility is often the most overlooked. Well not this week! This week we are going to focus on becoming more flexible. Spend 10 minutes walking, jogging, doing jumping jacks, or something else to get warmed up. Then, spend 10 minutes stretching. Do all different kinds of stretches holding each one for 15 seconds before moving on to the next stretch. Try to stretch out your entire body. Some basic stretches include sit and reach, arm across, standing touch your toes, and butterfly.

2 Easy Dinner

Materials: paper, pencil, colored pencils, food

Students should try to either make or help make dinner 3 days this week. This can be something as simple as salad in a bowl or a peanut butter and jelly sandwich. It could also be something bigger like spaghetti or tacos. Write down on a paper the ingredients you used, the steps you took to make the breakfast and then draw a beautiful picture of what you made. Color your picture.

3 Drawing to Relax

Materials: paper and pencil

Sometimes the best way to deal with the emotional and mental stress we go through everyday is to sit in a quiet place and draw. For this activity students should spend 10 minutes in a quiet place drawing whatever comes to mind. Could be a landscape, a story, a cat, or anything else that comes pops in your head. Students may also color their drawings. After 10 minutes spend another 10 minutes below the picture describing what the picture is and why you chose to draw it.

4 Food Journal

Materials: paper and pencil

It can be hard to eat healthy when we are on a prolonged break like we are. This food journal is a great way to see what we are eating and figure out ways we can add some healthy foods into our daily lives. Write down everything you eat for 3 days this week. Each day try to see how you could possibly add something healthy to your meal or snack.

What Families Can Do

- Encourage your kids to help in the kitchen, from cleaning up dishes, to serving food, to helping to make the meal.
- Create ways to stay active as a family. This can be helping to walk a pet, cleaning the house, or just walking around the neighborhood together.
- Practice safe distancing while out in the neighborhood walking or getting exercise.
- Try to encourage healthy eating by having fruit or vegetables available if possible.

Learning Activities for Wellness & Self Care

8th Grade

Oregon standards encourage students to demonstrate self-responsibility by working to improve their own performance. As an elective we are going to be working on doing this in many ways.

Activities

1 Walking / Jogging Journal

Materials: paper and pencil

Students should try to get outside and walk or run for at least 30 minutes a day. Students should record how long they walk/jog on a piece of paper.

Date	Walk/Jog	Minutes

2 Easy Breakfast

Materials: paper, pencil, colored pencils, and food

Students should try to either make or help make breakfast 3 days this week. This can be something as simple as a bowl of cereal or a piece of toast. It could also be something bigger like French toast or an omelet. Write down on a paper the ingredients you used, the steps you took to make the breakfast and then draw a beautiful picture of what you made. Color your picture.

3 Independent Reading Made Fun

Materials: any book, paper and pencil

Select a chapter book in which to read from for a minimum of 20 minutes daily. For each chapter draw out important facts or details that will help you remember what is going on. If you would like to label the pictures to help you understand what they mean please do. You may also color.

4 Importance of Sleep

Materials: paper and pencil

One of the best ways we can improve our performance in anything we do is by sticking to a consistent sleep schedule. For the entire week I want you to keep a journal of what time you went to bed and what time you woke up. Try to see if you can make the time you go to sleep and the time you wake up as close to the same for each day. If you mess up one day just try the next. Write down your times on a piece of paper.

What Families Can Do

- Encourage your kids to help in the kitchen, from cleaning up dishes, to serving food, to helping to make the meal.
- Create ways to stay active as a family. This can be helping to walk a pet, cleaning the house, or just walking around the neighborhood together.
- Practice safe distancing while out in the neighborhood walking or getting exercise.
- Try to create a daily routine to help get kids sleeping 7-8 hours a day.

Learning Activities for Wellness & Self Care

8th Grade

Our goal with these activities is to help students learn strategies for implementing self care to improve their wellness. These activities will help students learn techniques for managing stress as a form of self care.

Activities

1. Nature Walk

Materials: Camera or phone with a camera, Pencil, Paper

Go for a walk outside and take 5 pictures of nature that inspire you.

Reflect: Why did these things in nature inspire you?

2. Brain Dump

Materials: Quiet calm space, Pencil/Pen, Paper

Do a brain dump. Our brains like to keep track of every little thing that we worry about. Sometimes just making a list of what is on our mind can trick our brains and let them know it is okay to stop worrying about stuff.

- Find a quiet calm space and take a minute to focus on breathing or on the feeling of your body sitting in your chair.
- Write a list of the things that are on your mind right now.
- For each item just write it out and move on to the next item. Don't spend time thinking about each one.
- Set your list aside.
- Do something nice for yourself when you are done.

3. Brain Break

Materials: Bell, Chime or Calm Tone

Teach and practice a brain break with your family. You may use any bell or tone to begin. Remember: Breathe in through your nose and out through your mouth. Try to do this for 1-3 minutes.

What Families Can Do

- Do these activities as a family.
- Encourage your child to lead the family in these activities.

Learning Activities for Wellness & Self Care

8th Grade

Our goal with these activities is to help students learn strategies for implementing self care to improve their wellness. These activities will help students learn techniques for managing stress as a form of self care.

Activities

1. Practicing Gratitude

Materials: None

Practice gratitude at a family meal - simply noting one thing we are thankful about helps induce positive emotions (Directly from MindUp website)

2. Positive Message

Materials: Social Media Account (Instagram, TikTok, Snapchat)

Share something positive on social media (activity idea, quote, etc.)
Share something with a positive message.

Reflect: What social media did you share this on? Why did you choose this message?

3. Kindness

Materials: Access to books, Library, E-book, Bookstore

Read a book on kindness.

Suggestions from our MindUp Curriculum include:

- *The Camel in the Sun* by Griffin Ondaatje, Linda Wolfsgruber .
- *Shiloh* by Phyllis Reynolds Naylor
- *Any Small Goodness: A Novel of the Barrio* by Tony Johnston, Raul Colon
- *How Kind!* by Mary Murphy.
- *A Season of Gifts* by Richard Peck

What Families Can Do

- Practice wellness and self care together as a family.

Art

Learning Activities for Art

8th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Product Design

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Design a new cover for your favorite book, CD/Album, DVD, or game. (What do you think works well about the current design and what will you change in your design?)

2. Connect with a Loved One

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Draw a picture and/or write a note and mail it to someone who lives far away...a grandparent or relative that you can't currently see because of the quarantine.

3. Drawing Exercise

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Go into your kitchen and choose an item to draw: piece of fruit, a cup, a fork, etc. First draw it with your dominant hand. Then try drawing the same object with your non-dominant hand. How did you do?

4. Photography

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

If you have access to a camera or phone with camera capabilities, take picture portraits of a family member or pet. Take multiple shots of the same subject in different poses or doing different things. Addition: Now draw what you captured onto paper.

5. Choice

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Choice drawing or artwork.

What Families Can Do

- Encourage your child to continue to draw a little each day. Explore different materials and to work from real life or their imagination--either is great! Have fun!

Learning Activities for Art

8th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Sculpture / Piece of Art

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Use found objects to make a sculpture or piece of art. Take some time to collect discarded items (that means old things not used anymore) like paper towel tubes or old shoelace. See how you can arrange the found objects to create something new. If you are able to use tape or glue, assemble (put together) the objects. Paint or draw your object. You could even name it and write a story about the life of this object. (Think Forky in Toy Story 4.)

2. Self Portrait

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Use a mirror to practice drawing your features then after some practice, draw a self portrait.

3. Sketch of Outside

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Look out the same window of your house or apartment at the same time each day. Do a quick sketch of what you see. What do you notice that is the same or different from each day?

4. 5 Things

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Go to a junk drawer (or something of the like) in your home. Pull out 5 things and arrange them in an interesting way, then draw a contour line drawing (outline only) of the composition.

5. Choice!

Materials: Use whatever materials you have on hand-- Just keep making observations, drawing, and creating. Have fun!

Choice drawing or artwork.

What Families Can Do

- This week's activities are a lot about observations. Talk with your student about places in your life that you use the skill of observation and how that influences your experience. Remember, it's about the process--and just being active and creative, rather than the finished product. Have fun!

Learning Activities for Art

8th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Draw Some Kicks

Materials: Use what materials you have on hand--a pencil and the back of old math homework can work just fine!

Draw a pair of shoes using only one continuous line. Try to keep your pencil/pen on the paper the whole time you are drawing.

2. Comics

Materials: Pencil and paper, or what materials you have available

Draw a comic of something that happened in the last 24hrs.

3. You are What You Eat

Materials: Pencil and paper, or what materials you have available

Draw a meal that you have had within the past day. Try to draw as many details as you can...even the utensils that you used.

4. Food Package Design

Materials: Pencil and paper, or what materials you have available

Find a food wrapper and try to recreate it on paper. Or, better yet, improve it!

5. Free Choice

Materials: Any, or all, materials you have available

Choice drawing or artwork

What Families Can Do

- Encourage your student to draw a little each day. Encourage them to try different materials and to explore mark making. They might be interested in working from real life, or their imagination; either is great! These ideas are meant to keep them active and their mind engaged in observation--it's about the process, not the finished product. Have fun!

Learning Activities for Art

8th Grade

The state of Oregon Art Standards revolve around students being able to create their own artwork. Students should work to develop their own ideas using and exploring materials they have available to them.

Activities

1. Perspective Drawing

Materials: Pencil and paper

Sit in the corner, or on the edge of a room with your back against a wall so you have a good view of the room. Draw your view including at least 10 things that you see.

2. Flag Design

Materials: Pen, pencil, any materials available.

Design a flag for the city of Portland, the state of Oregon, or for your family.

3. Name Design

Materials: Black pen, paper, markers or crayons if available.

Use the letters of your name and write your name at least 20 times on a piece of paper, filling up the page and overlapping letters as you write. Explore different letter fonts, sizes, cursive, capital, etc. If you are able to, go over those lines in Sharpie or black pen. Use a colored medium such as crayon, watercolor, or marker, to fill in the space around and in between the letters.

4. Art Elements Photo Search

Materials: A camera/phone or drawing materials to document art elements.

If you have access to a camera or phone with camera capabilities, take pictures that prominently have an Element of Art in it: LINE, SHAPE, FORM, VALUE, SPACE, TEXTURE OR COLOR.

Addition: Now draw what you captured onto paper.

5. Free Choice

Materials: Any, or all materials, that you have available.

Choice drawing or artwork.

What Families Can Do

- We hope your student is able to try a few of these new drawing prompts. Really, anything that encourages creative activity is great. Feel free to use whatever materials you have access to and just have fun with it. It's about the process, not the finished product! Have fun!

English Language Development (ELD)

Learning Activities for ELD

Level 1

An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics -communicate simple information about familiar texts, topics, and experiences

Activities

1. Careers and Occupations

Materials: Paper and pencil.

Review and consider different careers and occupations.

2. Interview a worker

Materials: Paper and pencil.

Talk to a family member at home or over the phone about his/her job.

3. Identify 4 jobs

Materials: Paper, pencil, TV

Pay attention to local news and find 4 jobs people do.

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

ELD 1
Careers and Occupations

Lawyers	Accountants	Nurses	Fireman	Teacher	Business Manager
	Architects	Travel Agent	Chef	Policeman	Doctor Musician

1. When I finish High School, I want to be a _____.
2. A _____ helps people with the police.
3. A _____ is the person who helps people in the street or when you have problems.
4. When you get sick a _____ and a _____ tells you what medicine you can take.
5. A _____ can help you when you want to go to another country.
6. An _____ helps you make your taxes in January.
7. A _____ is someone who plays a musical instrument.
8. A _____ helps when there is fire in a home.
9. Mr. Flores is a _____ and he is also a _____.
10. A _____ makes delicious food for everyone.
11. A _____ makes sure people are working in a Business.
12. My parents in my native country were _____.
13. My Grandfather worked in _____.
14. I want to work in _____ because I want to buy _____ ,
_____ and _____.

Learning Activities for ELD

Level 1

An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics -communicate simple information about familiar texts, topics, and experiences

Activities

1. Your Neighborhood

Materials: Paper and pencil

Identify 10 places of interest in your neighborhoods and tell what people do there.

2. Neighborhood Passage

Materials: Paper and pencil

Write a paragraph about your neighborhood. Use the following sentence frames:

- When I look around my neighborhood I always see _.
- On my street, there are _, _, and _.
- My next door neighbor has _and _.
- There are many _ and _ in my neighborhood.
- I like to _and _ in my neighborhood because _.
- Everytime I walk in my neighborhood I _.
- My family likes to _ and _ because _.

3. Interview a Family Member About the Neighborhood

Materials: Paper and pencil

Ask your family members the following questions: What do you like about our neighborhood? What is your favorite store in our neighborhood? Where do you find your favorite food in our neighborhood? What would you like to change in our neighborhood? Why is it important to be good neighbors? How is this neighborhood different from the one where you grew up?

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

The Neighborhood
ELD 1

- I. Name and identify 10 places of interest in your neighborhood.

Place	Function
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Learning Activities for ELD

Level 1

ELP 6-8.2 An ELL will be able to present simple information

ELP 6-8.5 An ELL will be able to label collected information

ELP 6-8.10 An ELL will be able to use frequently occurring verbs

Activities

1. Oral Telling **Materials:** none

Tell about a family member. Tell 5 facts about this person.
Use sentences like he is... or she is...

2. In My Home **Materials:** pencil and paper

Think about your home. Tell about what you have.
I have....
My brother has....
My sister has...
We have.....
The adults in my home have....

3. The Human Body **Materials:** magazine, pencil

Draw a person, a stick figure is fine. Or you can find a picture of a person and label the body parts.

4. Countries **Materials:** map, paper, and pencil

Think about a country you would like to visit.
Tell 5 facts about the country.
I would like the _____.

5. Likes and Dislikes **Materials:** paper and pencil

Think about your likes and dislikes
I like....
I don't like.....

What Families Can Do

- "The Forgotten Treasure" which is a folk tale. A folk tale is a story that has been told and retold for many years. Ask a parent or grandparent about a folk tale from your culture. Feel free to send it to your teacher on Google Classroom.

Learning Activities for ELD

Level 1

ELP 6-8.10 Student will be able to use a small number of frequently occurring verbs

ELP 6-8.2 Student will be able to respond to Wh- questions

Activities

1. Daily Routine

Materials: paper and pencil or journal

Now that you have been out of school for a while, you have a different daily routine.

Using present tense verbs, write about what you do on a regular basis.

For example:

Everyday, I ...

Every morning, I...

Every afternoon, I.....

Every evening, I

2. Daily Routine

Materials: paper and pencil

This is a time that will be remembered. Using the following wh- questions to write a short paragraph about the coronavirus pandemic.

What is happening?

Where is it happening?

When is it happening?

3. Describe household items

Materials: paper and pencil

Look around your house. Write 5 items that people in your house have.

Example: I have paper.

My brother has a toy.

4. Places in your neighborhood

Materials: paper and pencil

Write about 5 places in your neighborhood using “ There is” and “There are”

For example: “There is a store down the street.”

5. Writing about a familiar topic

Materials: paper and pencil

What Families Can Do

- Ask an older relative about a time in the past that they remember well. Write their daily tasks.

Learning Activities for ELD

Level 1

Oregon's English Language Proficiency standards help English Language Learners speak and write about grade-appropriate complex literary and informational texts and topics, communicate simple information about familiar texts, topics, and experiences.

Activities

1. Family Tree

Materials: paper, pen, markers, and photographs if you have them

Students should make a family tree. They should describe the people in their family: what do they look like, where do they live, and what do they do for work/fun? For example: My aunt Teresa has brown hair and green eyes. She lives in North Carolina. She works at a bank. She likes to cook and to spend time with her cats.

2. Label your House

Materials: paper, pen, tape

Use your location vocabulary and household vocabulary to write sentences about where things are in your house. Then tape the sentences to the items. For example: The refrigerator is in the kitchen. It is next to the sink.

3. Compare: Now and Then

Materials: paper, pencil or pen

Make a Venn Diagram (two circles that connect) to describe how your life is the same and how it is different because of Coronavirus. Mark one circle as "NOW" and one as "THEN" or "BEFORE". What has changed? What has stayed the same? Use your Venn Diagram to write at least 5 complete sentences. For example: Before school closed, my mom worked at a restaurant. Now the restaurant is closed and she can't go to work.

4. I am related to_____

Materials: paper, pencil

Ask a family member questions about someone in your family you have never met. What did they do? What were they like? What are they known for? What makes this person important or interesting? Try writing as much as you can about this person. For example: I am related to Pachacuti Yupanqui. He was a famous king in the Inca Empire and lived from 1438-1471. He is known for building Machu Picchu. He was rich, and I wish he had saved some of his gold for me!

What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on youtube.
- Discuss current events from local news and encourage your student to make predictions.
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Learning Activities for ELD

Level 1

Oregon's English Language Proficiency standards help English Language Learners speak and write about grade-appropriate complex literary and informational texts and topics, communicate simple information about familiar texts, topics, and experiences.

Activities

1. Coronavirus around the World

Materials: paper, pen or pencil

Interview a friend or family member who does not live in the USA. Ask them what it is like right now where they live. How has Coronavirus changed their lives? What is their country doing to **prepare for** and **respond to** the virus? How do they feel, and why?

2. Coronavirus Comic

Materials: paper, pen or pencil

Divide your piece of paper into 6 squares. Make a comic story, based on the answers from your interview. Draw your PICTURES and use SPEECH BUBBLES to show DIALOGUE between different CHARACTERS.

3. Dream Vacation

Materials: paper, pencil

Write about a place you would like to visit. Where do you want to go? What do you want to do there? When would you go?

4. Write a Letter

Materials: paper, pencil

Many older people are living all alone right now. They can't leave their houses or rooms, and they are sad and lonely. Let's do something nice for them! Write a letter to them. Introduce yourself. Send them a positive message and remind them that everything will be ok! Save your letters, and you can email them to vanessagc@reapusa.org when you have access to a computer.

What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on YouTube.
- Discuss current events from local news and encourage your student to make predictions.
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Learning Activities for ELD

Level 2

An ELL can adapt language choices to purpose, task, and audience when speaking and writing..... adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.

Activities

1. Creepy Story

Materials: Paper and pencil

Ask a family member to tell you a creepy story and write it down on a piece of paper. Tell me what makes the story so scary.

2. Frankenstein Interview

Materials: Paper and pencil.

If you were able to meet and talk to Frankenstein, what would you ask him. Come up with 10 questions and write them on a piece of paper.

3. Ghost Stories Survey

Materials: Paper and pencil

Talk to 5 family members or friends over the phone and ask them if they believe ghosts are real. Keep track of their answer on the chart provided.

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions. Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?
- Share with your child how utilities and services are paid and the importance of money and finances. Example: Show your child electrical bills with amounts due and due dates.
- Share with your child the different jobs and professions family members have had in the USA and Native Country; ask your child for personal interest in any job and/or career field. Example: What would you like to do for a job or career in the future? What kind of car would you like to have?

Ghosts Survey

- I. Talk to 5 family members or friends over the phone and ask them if they believe ghosts are real. Keep track of their answer on the chart provided.

Question: Do you believe in Ghosts? Yes, No, Why and Why not?

Name	Yes	No	Why	Why not?
1.				
2.				
3.				
4.				
5.				

Learning Activities for ELD

Level 2

An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing..... adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions

Activities

1. Coming to America

Materials: Paper and pencil

On a piece of paper, talk to your parents about their journey to the USA and write it down on a piece of paper. Ask them about their challenges in their native country and what they like about their new country.

2. Compare and Contrast

Materials: Paper, pencil, TV, Radio or Internet

Compare and contrast 3 countries by listening or watching Local News on TV or using the internet (CNN10.com).

What Families Can Do

- Please encourage your child to read in his/her first language for at least 20 minutes a day.
- Discuss current events from local news and encourage your child to make predictions.
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Compare and Contrast Countries

ELD 2

USA	Other Country (_____)	Other Country (_____)
Are students going to school? Why or why not? _____ _____ _____ _____	Are students going to school? Why or why not? _____ _____ _____ _____	Are students going to school? Why or why not? _____ _____ _____ _____

Learning Activities for ELD

Level 2

ELP 6-8.9 An ELL can recount a brief sequence of events in order.

ELP 6-8.10 An ELL can produce compound sentences.

ELP 6-8.2 An ELL can respond to wh questions

Activities

1. Making Dinner

Materials: paper and pencil

As you are at home, watch, or help, someone prepare dinner. Write a list of their steps. Use transition words like first, next, then and finally.

Example: First, my mom cut up a chicken.

Feel free to submit this to your teacher on Google Classroom if you can.

2. Comparing Animals

Materials: paper and pencil

Divide the paper into halves. Write 5 sentences that compare animals.

Example: An alligator is ugly, but a butterfly is beautiful.

3. Answering Questions

Materials: Paper and pencil

Think about an ancient culture or something you have learned in social studies.

List the details of who, what, and when.

4. Past Tense Verbs

Materials: none

Ask a family member to show you an action. Name the action in past tense.

5. Verbs in Sentences

Materials: paper and pencil

Write 5 sentences using the verbs: did, went, felt, saw, and told.

What Families Can Do

- “Forgotten Treasure” is a Nigerian folktale. A folktale is a story that has been told and retold for many years. Ask a family member to tell you a folktale from your native culture. Feel free to share it with your teacher on Google Classroom.

Learning Activities for ELD

Level 2

ELP 6-8.10 Students will be able to use nouns.

ELP 6-8.2 Student will be able to present information on familiar topics

ELP 6-8.1 Student will be able to identify the main topic in oral communications

Activities

1. Your story with Past Tense Verbs

Materials: paper and pencil

Now that you have been out of school for a while, tell about 5 things that you have done using past tense verbs and past tense time phrases.

Yesterday, I....

This morning, I...

Yesterday afternoon, I....

Last week, I.....

The day before yesterday, I....

2. A familiar topic

Materials: paper and pencil

Think of a topic that you have studied in your ELD class. Write a word web about that topic.

3. Writing Details

Materials: none

Think about a topic or sport you know well. Tell a family member about this. Include at least 4 details.

4. Family Interview

Materials: none

Interview someone in your family or call a friend. Ask them about activities that they were not able to do. Write 5 sentences. Example: She did not go to the movie theater.

5. Give the story a Title

Materials: newspaper or news source

Listen to or read a story on the news. Write a title for that story.

What Families Can Do

- Ask an older family member about a time in their life when the normal routine was different.

Learning Activities for ELD

Level 2

Oregon's English Language Proficiency standards help English Language Learners be able to determine the meaning of words and phrases. Students should be able to communicate ideas clearly in writing.

Activities

1. Coronavirus Journaling

Materials: pencil, paper or notebook

Make a journal out of paper or use a journal you have. Write in your journal every day. Answer these questions: How do you feel? What has changed in your life? How has this virus impacted your family or the families of people you know? What are you learning about the world? What questions or concerns do you have?

2. Song Response

Materials: pencil, paper, a dictionary or translator and some music!

Choose your favorite song- in your native language or in English. Take a piece of paper and fold it in half down the middle. On one side, write down the words of the song (lyrics). On the other side of the paper, "translate" the song: What is it about? How does it make you feel? What words or pictures does it paint in your mind? Why do you think the person chose to write this song? What does it teach us about the world?

3. Coronavirus: Short Story

Materials: pencil, paper OR google classroom assignment!

Use your 5 senses (see, taste, hear, smell, touch) and your plot elements (character, setting, conflict, climax, and resolution) to write a descriptive short story about people living during this Coronavirus outbreak. It can be based on your family, or it can be fake. For example: My short story is about a family living in Spain. The mom is a doctor and the dad works at a bookstore. The dad loses his job because no one can go shopping. When the mom becomes sick, the family does not know what is going to happen to them...

4. Read

Materials: Book or Newsela if you do not have a book

Choose an article or book to read for 30 minutes each day! If you don't have books at home, you can go to Newsela and read an article.

What Families Can Do

- Students should watch CNN 10 on YouTube.
- Students should read for 30 minutes each day.
- Have your student "translate" information and resources from the David Douglas Website about what families can do if they need help getting food or paying rent.

Learning Activities for ELD

Level 2

Oregon's English Language Proficiency standards help English Language Learners be able to determine the meaning of words and phrases. Students should be able to communicate ideas clearly in writing.

Activities

1. Coronavirus around the World

Materials: paper, pen or pencil

Interview a friend or family member who does not live in the USA. Ask them what it is like right now where they live. How has Coronavirus changed their lives? What is their country doing to **prepare for** and **respond to** the virus? How do they feel, and why?

2. Coronavirus Comic

Materials: paper, pen or pencil

Divide your piece of paper into 6 squares. Make a comic story, based on the answers from your interview. Draw your PICTURES and use SPEECH BUBBLES to show DIALOGUE between different CHARACTERS.

3. Dream Vacation

Materials: paper, pencil

Write about a place you would like to visit. Where do you want to go? What do you want to do there? When would you go?

4. Write a Letter

Materials: paper, pencil

Many older people are living all alone right now. They can't leave their houses or rooms, and they are sad and lonely. Let's do something nice for them! Write a letter to them. Introduce yourself. Send them a positive message and remind them that everything will be ok! Save your letters, and you can email them to vanessagc@reapusa.org when you have access to a computer.

What Families Can Do

- Students can always do Imagine Learning on the computer if you have one at home.
- Students can read in their first language for at least 20 minutes a day.
- Students can watch CNN 10 each day on youtube.
- Discuss current events from local news and encourage your student to make predictions.
Example: What do you think is going to happen when all stores are open again? What do you predict is going to happen in other countries?

Learning Activities for ELD

Level 3/4

Oregon ELP (English Language Proficiency) Standards emphasize students *participating in conversations about a variety of topics*. Students should be able to **speak in complete sentences, express their opinions, and build on the ideas of others**. These activities will focus on students having conversations with others and expressing their opinions.

Activities

1. INTERVIEW SOMEONE!

Materials: Pencil and paper or computer with keyboard

Create 10 questions to ask a *family member, someone you live with, or you can even interview a friend on the phone* about their lives. Write down these questions using question marks and leave space to write down their answer

Example questions:

- “Where did you grow up? What was life like?”
- “Have you ever experienced anything like the Coronavirus outbreak before?”
- “What advice do you have for me?”
- What do you do when you are stressed?

Then, write down the answers you are given. Be sure to thank the person you interviewed! :)

2. Write a Paragraph!

Materials: Pencil and paper or computer with keyboard

Write a paragraph (5 sentences) about the person you interviewed. Answer the following questions:

What did you learn about this person? Did you already know any of the information? What do you wish you could have asked them? Was it awkward or easy to interview them? Did you enjoy this activity?

3. Discuss Your Favorites!

Materials: N/A

IN COMPLETE SENTENCES talk to a friend, family member, or someone you live with about your favorite thing (this could be your favorite video game, book, movie, tv show, band, singer, rapper, sport, sports player).

Make sure you explain WHY this is your favorite. Pretend you are in an argument and you have to justify why your “thing” is the best!

Sentence frames:

__(Beyonce)_____is the best singer because_____. Other singers don't compare to_____ because_____.
For example, _____. Additionally, _____. Therefore, _____is obviously the best...

4. Write a Paragraph!

Materials: Pencil and paper OR computer with keyboard

Now, WRITE a paragraph (5 sentences minimum) justifying why this thing/person/video game/etc. is your favorite. You can use the sentence frames provided above if you would like.

What Families Can Do

- Try to read for at least 20 minutes a day. This reading can be done in English or in another language. It can be a book, magazine, news article, or any other type of text. After you are done reading, summarize what you read about with someone you live with.
- Ask your child questions about their likes and dislikes. Engage your child in conversations about the news, life, family, and storytelling. Ask your child their opinion on these topics.

Learning Activities for ELD

Level 3/4

Oregon ELP (English Language Proficiency) Standards emphasize students *retelling a sequence of events with a beginning, middle, and an end*. Students should also use *transitional words and phrases to connect events and ideas*. (however, on the other hand, finally, etc.) These activities will focus on students *retelling events and using transitional words*.

Activities

1. Journal Entry about Real Life at Home

Materials: Pencil and paper or computer

Write a journal entry about your day. What did you do? What did you eat? How do you feel? Compare your situation to others around the world or on t.v. shows. How are you making sure to take care of yourself? (Are you eating and drinking enough water, exercising, reading, spending time with loved ones, drawing, listening to music, etc.) Use transition words like: First, later, next, however, on the other hand, finally, etc.

2. Journal Entry about What You WISH You Were Doing

Materials: Pencil and paper or computer

Write a journal entry about what you wish you were doing! If you could go anywhere or do anything, what would you do? What foods would you eat? Who would you spend time with? DESCRIBE all of the places, foods, and people with lots of detail and plenty of adjectives (describing word).

3. Write a Thank You Letter or Email

Materials: Pencil and paper (envelope and stamp if you want to send it in the mail) or computer if you want to send an email

Write a letter to a hospital worker, family member, teacher, friend, or loved one. Thank the person for how they help you and others. Give them specific reasons for why they are important to you. Make sure to include a heading (Dear Mr. ...), closing (sincerely, thank you, etc.), and your signature.

Ex: Dear Mrs. Spears,

I want to let you know how much I appreciate you. Thank you so much for helping me this year. You are _____. I am grateful for _____. Also, _____.

Sincerely, Ariana Grande

4. Newspaper Article

Materials: Pencil and paper or computer

Pretend you are a reporter (Someone who writes for the news). Write an article about the Coronavirus. Use information from your family members/people you live with, the news, and from David Douglas to write an informational story on the Coronavirus. What is Covid19? How did it begin for you? Do you know anyone who has Covid19? What is your family or household doing to make sure you are safe? What are other people doing? What have you learned from this experience? Use transition words like: (First, later, next, however, on the other hand, finally, etc.)

What Families Can Do

- Try to read for at least 20 minutes a day. This reading can be done in English or in another language. It can be a book, magazine, news article, or any other type of text. After you are done reading, summarize what you read about with someone you live with.
- Ask your child questions about their likes and dislikes. Engage your child in conversations about the news, life, family, and storytelling. Ask your child their opinion on these topics.

Learning Activities for ELD

Level 3/4

Students will be able to write sentences in the **past tense** in the affirmative, negative and question forms.

Activities

1. Past Tense Verbs

Materials: paper and pencil or pen

Write the following verbs:

- like = liked
- walk = walked
- work = worked
- talk = talked
- watch = watched

2. Affirmative Sentences

Materials: paper or notebook and pencil or pen

Affirmative

Write five sentences in the affirmative form. You need to write one sentence for each verb given.

Example: I liked the movie I watched yesterday.

3. Negative Sentences

Materials: notebook and pencil

Write five sentences in the past tense in the negative form.

Example: I did not work last week.

4. Past tense Questions

Materials: paper/ pencil

Write five questions in the past tense using the verbs provided.

Example: Did you talk to your mom about your homework?

5. Talking Time

Materials: phone, paper pencil computer or any device you have.

Now is time for you to talk to your friends and say affirmative, negative or questions using the verbs provided on top or others.

What Families Can Do

- You can ask your son/daughter how you use the past tense in English.
- Students can share things that happened in the past they liked.
- It is a good time to talk about important events within your family.
- You can talk about something very important that changed your life in a positive way.

Learning Activities for ELD

Level 3/4

Students will be able to compare and contrast two popular athletes.

Activities

1. Describe Kobe Bryant

Materials: paper and pencil

Describe Kobe Bryant to a family member. Why was he famous?

2. Describe Roberto Clemente

Materials: paper and pencil

Describe Roberto Clemente to a family member. Why was he famous?

3. Comparing Kobe and Roberto

Materials: white paper and pencil

Draw a Venn Diagram with 3-5 attributes for both Kobe and Roberto. Remember to place their common attributes where the two circles overlap.

4. Favorite Sports

Materials: lined paper and pencil or pen

Create a diagram that compares how Kobe's sport of basketball is different than Roberto's sport of baseball.

5. Give an opinion

Materials: none

If you had a lot of money like these two famous people what would you do with all that money in our current situation?

What Families Can Do

- Asked students who Roberto Clemente was and what did they learn from him?
- Discuss what positive qualities both had.
- As family, talk about who or what athletes are a good example or a role model for our community. You can talk about any sports like: soccer, basketball, football.

Learning Activities for ELD

Level 3/4

Students developing English should practice Reading, Writing, Speaking and Listening.
Students will participate in conversations, discussions, & written exchanges on familiar topics.
Students will ask & answer relevant questions.

Activities

1. **Answer the phone politely and take a message.** **Materials:** paper, pencil, phone

Discuss with family how to answer the phone politely. What are some ways to answer a phone call? How do people in offices or businesses answer the phone differently than personal phone calls?

1. Hello. (Personal)
2. Thanks for calling *Big Lots*, this is (name). How may I help you? (Business)
3. This is _____, how can I help you?

Write down 3 different scripts for answering the phone. Practice with family members or friends.

Can you take a message and write the phone number or message? What would that look and sound like?

Message examples:

1. My mom isn't available right now, may I take a message?
2. _____ is busy right now, may I take your number and _____ will call you back?

2. **Practice introducing yourself and introducing others.** **Materials:** paper, pencil

How do you introduce yourself or your family members to teachers at conferences or out in the community? What do you say? How do you say it? Practice introductions with your family members. Try to introduce yourself to all family members and practice introducing them to each other.

1. Hi. My name is _____. Nice to meet you.
2. Mr. Jones, I'd like to introduce you to my mom, _____.
3. Dad, I'd like you to meet my teacher, Mrs. Carrillo.

3. **Read** **Materials:** book, magazine, newspaper

Choose an article or book to read for 30 minutes each day! If you don't have books at home, you can go to Newsela and read an article.

What Families Can Do

- Cook together. Take turns reading the directions. Speak English or Native Language while working together.
- Share AND DISCUSS EVERYONE'S "Rose & Thorn" for the day. What was good=ROSE
What was a challenge=THORN

Learning Activities for ELD

Level 3/4

These activities are meant to meet the goal of Reading, Writing, Speaking and Listening for English Language Learners. Students will interact with family members to discuss and write about daily life.

Activities

1. Family Walk & Talk

Materials: paper, pencil

Make a list of 15 items to 'find' when you are walking and practicing **Social Distancing** as a family. Take the list on the walk and check them off as you see them. Discuss the things that you see. (Use both English and Native Language for practice)

1. Fir tree
2. Red flowers
3. Yard sign
4. Yellow car

When you return home, write a paragraph using transition words (first, next, then, finally) to document your walk and talk. Use this as part of journaling during the time of COVID 19.

2. Map It/Talk About It/Write It

Materials: paper, ruler, pencil

Using your skills and knowledge of prepositions, write directions and make a map of your home or neighborhood. Practice writing sentences to describe how to move from room to room/ street to street for someone who doesn't live there. Could the person find their way around with your directions?

1. Walk through the front door to the kitchen.
2. From the kitchen, turn right and continue past the bathroom to my bedroom.
3. To get to my garage, walk down the stairs and through the family room.
4. Walk from the track and head west toward the park. You will pass Earl Boyles on the south. Continue to 102nd Avenue.

3. Watch/Listen/Write

Materials: television, paper, pencil

Watch an educational television program (PBS, Discovery, etc.) Take notes and write down 5 facts that you learn from that program. After taking notes, write a paragraph about your learning. Write questions you still have. Be sure to include details in your complete sentences.

4. Game Day

Materials: Board game, cards, dice

Play board or card games as a family. **Challenge:** Try to use only one language: English only or Native language only. OR Parents speak English/Kids speak Native Language only.

5. Read Aloud Practice

Materials: book, magazine, article

Practice reading aloud with family members or pets. Choose a story, article or book to read to another person/animal. Read aloud to someone by Facetime. This is a great way to improve fluency in English.

What Families Can Do

- Watch television or movies together. Try to learn something new and discuss the learning. Use the CLOSED CAPTION feature to practice reading English quickly.
- Read 20 minutes per day. Reading is the best way to get better at reading.

Electives

Learning Activities for Computers

8th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

Activities

1. Keyboarding Skills

Materials: Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do at least 20 minutes a day. Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice.

2. PowerPoint

Materials: Computer with PowerPoint, paper, pen or pencil

Explain to a parent or sibling how to use PowerPoint. Try to include how to put things in a slide, transitions, animation and anything else you can come up with. Draw a diagram if appropriate.

What Families Can Do

- Remind your child to work on their keyboarding skills using touch typing skills.
 - Sitting up straight
 - Feet flat on the floor
 - Proper fingering
 - Key your eyes on the screen not the keyboard
- Listen to your child as they explain how to do PowerPoint.

Learning Activities for Computers

8th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

Activities

1. Keyboarding Skills

Materials: Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do at least 20 minutes a day. Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice.

2. Vocabulary Building Skills

Materials: Pictures (attached)

I have attached pictures of the slides that we used for the first 13 words of our dictionary. You can study these so when we can test on them you will be ready.

What Families Can Do

- Quiz your child on these words and see if they know them.

Word #2



DESKTOP


THE DESKTOP IS A SYSTEM OF ORGANIZATION OF ICONS ON A SCREEN. USUALLY THE FIRST SCREEN YOU SEE AFTER THE COMPUTER BOOTS UP OR YOU LOG IN.

QWERTY

THE FIRST 6 LETTERS ON ENGLISH-LANGUAGE KEYBOARDS ARE Q-W-E-R-T-Y.



Word #3




Login

PROCESS BY WHICH A USER ENTERS A NAME AND PASSWORD TO ACCESS A COMPUTER.

When you are done with the vocabulary word –

- Open up Keyboarding Lessons.
- do the review keys for Lesson 2.

Word #4



Input Device

ANY DEVICE THAT PUTS INFORMATION INTO THE COMPUTER. EXAMPLES- MOUSE, KEYBOARD.

When you are done with the vocabulary word –

- Open up Keyboarding Lessons.
- do the review keys for Lesson3.



Word #5

Hardware



THE PHYSICAL EQUIPMENT OR TOUCHABLE PARTS OF A COMPUTER SYSTEM, THE CPU (CENTRAL PROCESSING UNIT), THE MONITOR, THE KEYBOARD, THE MOUSE, THE EXTERNAL SPEAKERS, THE SCANNER, THE PRINTER, ETC,



When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•Do Lesson 4.



Word #6

Software



THE PROGRAMS, PROGRAMMING LANGUAGES, AND DATA THAT DIRECT THE OPERATIONS OF A COMPUTER SYSTEM. WORD PROCESSING PROGRAMS AND INTERNET BROWSERS ARE EXAMPLES OF SOFTWARE.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 5.



Word #7

Hard disk

THE MAIN DISK INSIDE A COMPUTER USED FOR STORING PROGRAMS AND INFORMATION. IT CONTAINS PLATTERS AND A READ WRITE HEAD.



When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 6.



Word #8

Icon



A SMALL IMAGE OR PICTURE ON A COMPUTER SCREEN THAT IS A SYMBOL FOR FOLDERS, DISK, PERIPHERALS, PROGRAMS, ETC.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•Do Lesson 7 it is all review.



Word #9

Boot, boot up, boot disk

YOU BOOT (OR BOOT UP) YOUR COMPUTER WHEN YOU SWITCH IT ON AND WAIT WHILE IT PREPARES ITSELF. INSTRUCTIONS FOR STARTUP ARE GIVEN TO THE COMPUTER FROM THE BOOT DISK, WHICH IS USUALLY THE HARD DISK.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 8.



Word #10

FORMAT



THE ARRANGEMENT OF DATA FOR COMPUTER INPUT OR OUTPUT, SUCH AS THE NUMBER AND SIZE OF FIELDS IN A RECORD OR THE SPACING AND PUNCTUATION OF INFORMATION IN A WORD PROCESSING DOCUMENT.

When you are done with the vocabulary word –
•Open up Keyboarding Lessons.
•do the review keys for Lesson 9.



Word #11



RAM, ROM

TWO TYPES OF MEMORY. RAM (RANDOM ACCESS MEMORY) IS THE MAIN MEMORY USED WHILE THE PC IS WORKING. RAM IS TEMPORARY. ROM (READ ONLY MEMORY) IS FOR INFORMATION NEEDED BY THE PC AND CANNOT BE CHANGED.

When you are done with the vocabulary word –

- Open up Keyboarding Lessons.
- do the review keys for Lesson 10.

Word #12

Folder (directory)

A SUB-DIVISION OF A COMPUTER'S HARD DISK INTO WHICH YOU PUT FILES.

When you are done with the vocabulary word

- Open up Keyboarding Lessons.
- do the review keys for Lesson 11.



Word #13

File Server



A COMPUTER ATTACHED TO A NETWORK THAT HAS THE PRIMARY PURPOSE OF PROVIDING A LOCATION FOR SHARED DISK ACCESS, I.E. SHARED STORAGE OF COMPUTER FILES (SUCH AS DOCUMENTS, SOUND FILES, ETC.) THAT CAN BE ACCESSED BY THE WORKSTATIONS THAT ARE ATTACHED TO THE COMPUTER NETWORK.

When you are done with the vocabulary word –

- Open up Keyboarding Lessons.
- do the review keys for Lesson 12.

Learning Activities for Computers

8th Grade

Communicate information and ideas effectively. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. Understand and use technology systems.

Activities

1. Practice your typing

Materials: Computer

If you have access to a computer you can go to any of these keyboarding sites and keep up your keyboarding skills. Try to do 15 - 20 minutes a day. Keyboardingonline.com, Typing.com, Typing club, Nitrotype.com. There are others you can use as well. Just get in some good touch typing practice.

What Families Can Do

- Provide a space for your child to sit and practice typing.

Learning Activities for Choir

8th Grade

Use solfege skills to create vocal warmups.

Oregon Music Anchor Standard 2 focuses on development of artistic ideas and work. Students can use solfege skills they've learned in class to create their own repeating vocal warmup patterns.

Activities

1. Hopeful Warmup

Materials: Paper, pencil

Think of five things you can't wait to do once the quarantine is over. Write them down.

- Example: Have a big dinner with all my extended family!

Now, let's learn the notes of the vocal warmup. Start by singing from "Do" to So" and back down stepwise: "Do Re Mi Fa So Fa Mi Re Do."

Now, let's add lyrics to those notes you just sang: "Once this quar-an-tine is o-ver I..." (Do Re Mi Fa So Fa Mi Re Do)

Then verbalize each of the things you can't wait to do once this quarantine is over!

- Example: "Once this quarantine is over I... -----[will have a big dinner with all of my extended family!]"

2. Create A Warmup

Materials: Paper, pencil

Create your own warmups! First, sing through the major scale (Do, Re, Mi, Fa, So, La, Ti, Do).

Now, write down some combinations of these notes. Common examples we use in class:

Do - Mi - So - Mi - Do

So - La - So - La - So - Fa - Mi - Re - Do

Add lyrics narrating your life, or your favorite foods, or a story to the notes you choose. Sing them!

3. Breath Support

Materials: Some empty floor space

Think of your favorite choir song or warmup. After warming up your voice, (you can look up warmups on YouTube, if you are able, or use warmups from class that you enjoy, or use the warmup activity in this packet)

Lie down, flat on your back, and try to sing through the song.

Attempt to use one good stomach breath to sing longer parts of the song.

If you have trouble getting past a certain part on one breath, try it again, on a lip-trill (buzzing your lips). That should force you to use more air, and regulate it more efficiently.

What Families Can Do

- Have a home concert! Ask your child to prepare at least 2 songs to sing for the family. If your child is nervous to sing in front of the family alone, sing together!

Learning Activities for Choir

8th Grade

Composing and performing are essential parts of the Oregon Music learning standards. It engages the student's brains in an amazing way, and creating something as a family is even better!

Activities

1. Family Song

Materials: Paper, pencil

Compose a family song.

Use a paper and pencil to write down some things that are important to your family. Once you've got some ideas, form some of those things into lyrics, and if possible, make the last words of those phrases rhyme.

Once you've got some lyrics, set them to a melody!

Tips:

- If you have trouble thinking of a melody, think of some of the songs we sing, or some of your favorite songs you listen to, and use those melodies as a starting point. Change the melodies to match your song a little better.
- If you've got an internet device, use a karaoke track to accompany your song if you are basing it off an existing song! You can find these easily on YouTube.

2. Parody Project

Materials: Paper, pencil

Write some parody lyrics!

Choose a song that you know the lyrics well to.

Write down those lyrics, line by line, on a column to the left.

Now, write some parody lyrics in a column to the right, that matches the original lyrics.

Perform this parody song for someone in your life.

Tips:

- The more of a contrast to the original, the more funny a parody song can be.
Use a very sad song to write very happy lyrics, or a very happy song to write sad lyrics.
- Make sure you're using the same amount of syllables for each line!

3. Move With Music

Materials: Music playing device (radio, computer, etc)

Create a body percussion pattern set to music you love.

Use different combinations of your hands and feet to make sounds. For example, you can incorporate clapping, snapping fingers, tapping cheeks with open and close mouth.

Once you've chosen 4 distinct sounds, arrange them in a rhythm that works to a song you've got playing.

Try to have a distinctly different pattern for the verses and the choruses of a song you choose.

Tips:

- Don't get too complicated! Have the patterns repeat at least four times before you change your pattern.
- Keep the different movements you make physically close so that you can perform these more easily.
- Have your beat flow with the music - intensifying and calming as the music rises and falls in intensity.

What Families Can Do

- Keep kids engaging with music and singing past simply listening. Work together on a family song! This can be a very special and bonding experience and once you've created it, it can be taught to younger siblings.

Learning Activities for Band

8th Grade

Activities

1. Listen to at least one classical recording

Materials: Radio, internet, or recording, paper and pencil. KQAC 89.9 FM

Write down the name of the piece and the composer and take notes of what you liked or disliked about the music. Think of musical ideas/concepts that would make the band better.

2. Listen to at least one jazz recording

Materials: Radio, internet, or recording, paper and pencil. KMHD 89.1 FM

Write down the name of the piece and the composer and take notes of what you liked or disliked about the music. Think of musical ideas/concepts that would make the band better.

3. Practice your instrument

Materials: Instrument and band music.

Try to memorize marching music, practice scales and exercises from the book or handouts.

What Families Can Do

- Provide a quiet place to practice or do listening assignments.
- Make sure students have materials.
- Monitor to make sure they have completed assignments.

Learning Activities for Orchestra

8th Grade


Compose short musical structures.

Based on Music National Standard #4, Composing and Arranging Music with specific guidelines. This will teach students to use their knowledge of music theory to write out their own music. They will also use their playing skills to demonstrate their compositions.

Activities





1. Write a 4 measure melody

Materials: Instrument, paper (staff paper if possible) and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Pick either D Major or G Major and write a melody in that key signature using only quarter notes.  Write four notes in a measure. Write the stem up if the note is below the middle line of the music staff, and write the stem down if the note is above the middle line. Play the melody on your instrument. If you don't have your instrument then talk through the notes.

2. Write a 4 measure rhythm

Materials: Instrument, paper (staff paper if possible) and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Write out a 4 measure rhythm on the open A or open D string using quarter notes , eighth notes , half notes  and whole notes . Play the rhythm on your instrument. If you don't have your instrument then clap the rhythm.




3. Write a musical composition

Materials: Instrument, the first two activities completed, paper and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Combine the first two activities (rhythm and melody). Use the rhythm from Activity two but put the melody notes to the rhythm. Play through your composition with your instrument. If you don't have your instrument then talk through the notes in rhythm.

4. Compose and original composition

Materials: Instrument, paper (staff paper if possible) and pencil
*If you do not have staff paper use notebook paper and highlight five lines to make a music staff.

Create an 16 measure composition using your clef sign    key signature, and time signature. Use your instrument to play out your ideas to see if you like it. Use the first three activities to observe any rhythms or melody lines you'd particularly like to keep in your original composition.

Extra: Make it more advanced by adding repeat signs, dynamics, a second part, or extra measures.

What Families Can Do

- Provide a quiet space for your child to work.
- Encourage your child to perform in front of your family.

Learning Activities for Orchestra

8th Grade

This activity is related to Music Content Standard #9: Understanding music in relation to history and culture. Students will learn more about music history with study of Western music composers and the history of the orchestra. Students will also write to reflect on their own experience. Orchestra students are a part of the continuation of string music in our world.

Activities

1. Create a music history timeline

Materials: Paper, pencil, markers,

Create a timeline with the following Music Eras and the composers that are within that era.

Baroque era 1600-1750: Purcell, Vivaldi, Handel, J.S. Bach

Classical era 1750-1820: Haydn, W.A. Mozart, Beethoven, Paganini

Romantic era 1805-1910: Johann Strauss, Schumann, Offenbach, Clara Wieck Schumann

20-Century era 1900-present: Gershwin, Shostakovich, Britten, John Williams

2. Write a summary of the orchestra's history

Materials: Paper, pencil

Here are some facts about orchestra. The facts are a bit out of order so you will need to use your timeline and read carefully to put them back in order. Please organize them to create a summary/essay of the history of the orchestra. You will need to write your own opening and closing sentence for this essay.

Facts: *The Romantic era contributed more progress to the orchestra. *Before the Baroque era was the Renaissance era. *The Renaissance era pioneered the first orchestra. * In the 1800's (late Classical era) the modern style instruments and orchestras formed. *In the Romantic era, the orchestra became larger, adding full string, woodwind, brass and percussion sections. *The modern orchestra has a modern day conductor with a conducting baton. *The early orchestras in the Renaissance era were very small (10-20 musicians) and were mostly strings. *Orchestra in the Baroque era included some early wind and a few percussion instruments as well as the harpsichord. *Today we have lots of music to choose from to play in orchestra.

3. Write an essay about your favorite orchestra piece

Materials: Paper, pencil, your music

Write about your favorite piece of music that you have performed in an orchestra concert. In a minimum of 8 sentences, discuss why you picked this piece to write about. Answer the following questions: When did you play this piece? Did you always enjoy the piece? Was it easy or difficult to learn? Did you feel a sense of accomplishment? What made this piece stand out among other pieces you've played? Refer the following word bank when writing your essay: orchestra, dynamics, pizzicato, violin, viola, cello, bass, conductor, sections, practice, measure, rhythm, intonation, eighth note, soloist, staccato, repeat, forte, mezzoforte, mezzopiano, piano, in sync, advanced, and mood.

What Families Can Do

- Families can help with the construction of these projects.
- Families can be a supportive audience when students present their timelines, essays and perform their favorite piece.

Learning Activities for Design and Build

8th Grade

Students know how to use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

Activities

1. **Design a Structure**

Materials: Anything you can find. Cardboard box, empty toilet paper rolls, plastic containers, wood scraps, etc.

Build something as tall as you from materials you find around the house.

2. **Flying**

Materials: Anything you can find. Cardboard box, empty toilet paper rolls, plastic containers, wood scraps, etc.

Build something that flies using materials you find around your house.

3. **Build a Bridge**

Materials: Anything you can find. Cardboard box, empty toilet paper rolls, plastic containers, wood scraps, etc.

Make a bridge out of materials you find around the house. See how much weight it can hold before failing.

4. **Game**

Materials: If you have access to a computer, login to Code.org and create a game.

Create a game on Code.org

What Families Can Do

- Challenge family members and have a building contest.

Learning Activities for FACS

8th Grade

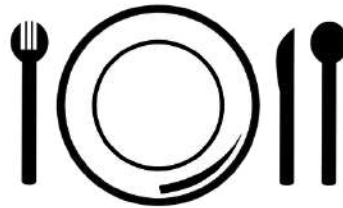
This is your chance to get creative and make some foods you always wanted to try doing on your own!

Activities

- 1. Make a dessert for your family (Try this Wacky Cake recipe)**
Materials: 1 ½ cups all purpose flour * 1 cup sugar * 4 tbsp unsweetened cocoa powder * 1 tea baking soda * 1 tbsp white vinegar (cider vinegar works, too!) * 1 tea vanilla extract * 6 tbsp vegetable oil (any kind: corn, canola, even olive oil) * 1 cup water

Instructions: Preheat oven to 350 degrees. In an ungreased glass or ceramic 8 inch square pan (or a glass pie pan) (!Don't use metal!), add the flour, sugar, cocoa powder, baking soda, and salt. Stir with a fork to combine. Make 3 wells in the mixture and add the vinegar, vanilla, and oil, one to each well. Pour the water over the entire pan and mix with the fork to thoroughly combine. Bake 26-30. Check for doneness with a toothpick. Let cool, or enjoy slightly warm! (adapted from browneyedbaker.com)

- 2. Set the table**
Materials: If available, use placemats and cloth napkins. Create a beautiful and welcoming tablescape.



- 3. Make a warm breakfast for the people you live with**
Materials: breakfast foods

Not talking about cereal, although, overnight oatmeal is a good choice. Something along the lines of oven roasted potatoes, pancakes, waffles, scrambled egg, bacon or veggie sausage, fruit salad. This is a wonderful way to start out the day. Choose a day when everyone can sit down and take time to enjoy the meal together.

What Families Can Do

- Plan a meal together.
- Go for a walk (while maintaining social distancing rules) and find some nice wild flowers and foliage for a centerpiece for the table. Be respectful of others' property and mindful of plants that may be poisonous.
- If you have access to seeds or veggies starts, plant a garden. Even with limited space, tomatoes and herbs can be grown in pots placed in sunny areas on a balcony or small patio.

Learning Activities for FACS

8th Grade

Activities

1. Make an easy and tasty shortbread recipe with only 3 ingredients!

- 1 cup of unsalted butter, softened
- ½ cup sugar
- 2 cups all purpose flour
- Optional add ins: lavender buds (food-grade only), mint, ground-up loose leaf tea such as chai or Earl Grey, orange or lemon zest, raisins, nuts

Instructions:

1. Preheat oven to 325 degrees
2. Cream butter and sugar until light and fluffy. Gradually beat in the flour.
3. Press dough into an ungreased 9 inch round or square baking pan. Prick with a fork.
4. Bake until light brown, 30-35. Cut into wedges or squares while still warm. Let cool. Dust with powdered sugar. Enjoy!

Adapted from: Taste of Home.

2. Find a new recipe in a cookbook or magazine and make it.

3. Check the batteries in your smoke detectors!

What Families Can Do

- Share a meal with your students each day.
- Talk about food from your culture or favorite childhood foods.
- Plan a themed dinner/movie night.

Learning Activities for Industrial Technology

8th Grade

Activities

1. Paper Tower

Materials: scissors, 6" tape, 1 piece of 8 ½" x 11" paper, ruler

Create a **Paper Tower** that is as tall as possible. Maximum of only one piece of paper and 6" of tape can be used. The paper and tape can be cut and/or modified anyway you want.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

See if you can beat the David Douglas Record: 42"

2. Paper Cantilever

Materials: scissors, 6" tape, 1 piece of 8 ½" x 11" paper, ruler

Create a **Paper Cantilever** (think of a paper tower that is on its side) that will extend out from the table as far as possible. Maximum of only one piece of paper and 6" of tape can be used. The paper and tape can be cut and/or modified anyway you want.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

See if you can beat the David Douglas Record: 36"

What Families Can Do

- Encourage participation for your child
- Do the activities with your child when you can

Learning Activities for Industrial Technology

8th Grade

Activities

1. Paper Table

Materials: Scissors, 6" tape, 1 piece of 8 ½" x 11" paper, ruler

Create a **Paper Table** with the table top a minimum of 3" above the surface you are building it on. How much weight can it hold? Try to find something that you can use for weight that is not too heavy (pennies/coins are perfect for this activity since you can slowly add more to increase the weight). Try to improve your design.

Maximum of only one piece of paper and 6" of tape can be used. The paper and tape can be cut and/or modified anyway you want.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

2. Paper Chair

Materials: Scissors, 1 piece of 8 ½" x 11" paper, fastener (only what can be manufactured from the paper and ruler)

Create a **Paper Chair** that will hold the most amount of weight. **ONLY** the materials listed above can be used (**NO** tape or glue this time). Try to find something that you can use for weight that is not too heavy (pennies/coins are perfect for this activity since you can slowly add more to increase the weight). Try to improve your design.

Don't give up right away, think of how you can modify the paper to improve it structurally.

Challenge someone else in your family to beat your record.

What Families Can Do

- Encourage participation for your child
- Do the activities with your child when you can

Learning Activities for Spanish

8th Grade

Students will be able to greet people in Spanish.

Activities

1. Vocabulary from Class

Materials: Paper and Pencil

Hola, buenos dias, yo me llamoy tu?
Yo me llamo.....Mucho gusto Como estas?
Bien gracias y tu, bien, adios, hasta luego.

2. Dialogue

Materials: Dialogue written on paper

Teach or share that conversation to your little brother or sister, parents too

3. Calling Friends

Materials: paper/ phone

Call a friend or two and teach them the previews dialogue in Spanish

4. Unscramble

Materials: paper/pencil

Put the following words in the right order: ohla, oy em omall, soida, atsha ogeul, neiB saicarg, ut y? omoC satse? lenb.

5. Try Out Language

Materials: paper/phone

Call or talk to someone that is a native spanish speaker. Use the dialogue and see their reaction.
Good Luck and Have Fun!

What Families Can Do

- Parents or older siblings ask students to share how they can start a conversation in Spanish.
- If you have a computer or phone. Check videos from Jordan in Spanish for practice.
- Just type Greetings in Spanish on Youtube.
- I also learned that Duolingo has cool activities too.
- Have fun.

Learning Activities for Spanish

★ 8th Grade ★

Students will be able to count to ten in Spanish.

Activities

1. Los numeros

Materials: paper and pencil / papel y lapiz

Write the numbers.

0 cero 1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez

2. Usa tus dedos/use your fingers

Materials: fingers / los dedos

Count to ten with your fingers. First from 0 to 10 then backwards.

3. Counting things:

Materials: mochila/ backpack and school supplies.

Count the things you have in your backpack.

4. Challenge

Materials: paper/ pencil Lapiz y papel

Close your eyes and say a number aloud. Then write the number in a piece of paper, check your spelling when the 10 numbers are called. Note: numbers do not have to be in order.

5. Phone Numbers

Materials: phone pencil paper

Now write your first three phone numbers you remember.
Could be yours and your parents or brother and sister.
Try to memorize 3 phone numbers in Spanish.

What Families Can Do

- Ask your child to tell you numbers from 0 to 10
- Challenge your child to say the numbers from 0 to 10. Spelling counts.
- Share phone numbers in Spanish.
- You may ask, "How would you dial my number in Spanish?"
- Most important thing: Have fun with basic numbers.

Learning Activities for Yearbook

8th Grade

Writing is a powerful method of helping students extend and deepen their knowledge of themselves and the world around them. Students will use writing to think and reflect on given topics related to current events.

Activities

1. Uncertain Times

Materials: Paper, pen/pencil

This is a time of uncertainty. Regardless of age, gender, race, religion, geography, or privilege, we are dealing with an abundance of feelings that are out of the ordinary. The first step in processing all our emotions is to identify them. Take stock of the emotions you are feeling. What are healthy ways you can cope with each of the emotions you have identified?

2. Gifts out of Loss

Materials: Paper, pen/pencil

At this moment in history, we are all giving up something. But what is this moment giving us? Reflect and write down what opportunities our current social disruptions and distance from others are giving us?

3. WE

Materials: Paper, pen/pencil

Why do you think that in the most difficult of times, people seek a sense of community and support from others? How can we connect and support one another through the isolating ramifications of the COVID-19 pandemic?

4. Positive Change

Materials: Paper, pen/pencil

Use this time to find ways to positively impact the people around us. How will you choose to fill your time? How will you personally build community and be impactful in the next few weeks?

5. Identify

Materials: Paper, pen/pencil

Numerous people and organizations are giving of themselves, their time, and their resources to protect and care for others. Who are the unsung heroes in this time of crisis? How can you show support, compassion, and gratitude to these individuals?

What Families Can Do

- If you have online access, watch this video that correlates with these reflective questions.
<https://www.youtube.com/watch?v=2OjjWh-8lv0&feature=youtu.be>
- Discuss these questions as a family. Choose one question a day to focus on and do your part to implement any good ideas you come up with as a family.

Learning Activities for Yearbook

8th Grade

These activities ask students to respond to various tasks, gather relevant information, and make connections in their daily life. Students use visual media and writing to effectively communicate.

Activities

1. Spring Cleaning

Materials: Camera, pen/pencil

Take a picture of yourself or a family member cleaning something and write the caption, "Clean Freak."

2. #worstcleaningexperience

Materials: Pen/pencil, paper, camera (optional)

Write about your worst cleaning experience. Answer the 5W and How to make your short story interesting.

BONUS: Add a picture (draw or photograph)

3. Before and After

Materials: Camera, Pen/Pencil (optional)

What are your best cleaning skills? Find something that needs to be cleaned or organized. The grimmer or most cluttered task yields the best results. Take a before and after pic.

BONUS: For Alice Ott Students - Post your pic with a caption telling us what you did on a practice page in Yearbook Avenue, share it in our staff group chat, or email it to Ms. Trigg.

4. Dream a Little Dream

Materials: Paper, pen/pencil

What "dreams" do you want to see in next year's yearbook? What would make YOUR perfect yearbook? Record 2-3 dreams.

5. Ultimate Theme Challenge

Materials: Paper, pen/pencil

Can you come up with a yearbook theme (one sentence) beginning with the first letter of every letter in the alphabet? When you are finished, you should have 26 sentences, A-Z. Try to include our mascot, school colors, school name, and the year 2020-2021 in some of your theme sentences.

What Families Can Do

- Participate in spring cleaning. Parents, teach your children how to properly clean and disinfect your home.

Learning Activities for Weights

8th Grade

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Activities

1. Power of 10

Materials: Enough space to work out

All exercises done 10 times. Jumping Jacks, Lunges, Burpees, Calf Raises, Squats, Mt Climbers, Push-ups, Leg raises, Twists. Go through 2 times.

2. Is 20 Enough

Materials: Timer

20 Line Jumps, 20 Side Lunges, 20 Squat Jumps, 20 Shoulder Taps or Push-ups, 20 Lunges, 20 Twists, 20 Jumping Jacks, 20 Leg Raises, 20 Second Side Plank (hold each side)

3. Stretch it out

Materials: Timer

Jog in place for 30 seconds. Hold each stretch for 3 seconds and do them 5 times in a row. Standing position- Touch your toes, Quad stretch, Toe up heel down, Hug your knee, 10 forward arm circles, 10 backward arm circles, 10 shoulder stretch, 10 Side lunge, 10 kicks

4. Roll the dice

Materials: Dice

Each number equals an exercise: **1**= 20 Jumping Jacks **2**= 10 Push-ups, **3**= 15 Leg raises **4**= 16 Lunges **5**= 16 Squats **6**= 5 Burpees. You will roll this dice at least 10 times. Good luck and have fun.

What Families Can Do

- Join your child for the workout if you feel like it.
- Ask your child about the different exercises they are doing and how it benefits them.
- Ask them about what a typical Weights class looks like or might look like.

Learning Activities for Weights

8th Grade

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Activities

1. Partner Up

Materials: Enough space for workout

Workout with someone, complete these, complete these together before moving on to the next set. (20 Jumping Jacks and 20 Leg Raises)- (20 Squats and 20 Shoulder Taps)- (20 Lunges and 20 Line Jumps)- (5 Burpees and 10 of your choice)

2. How Many in 1 Minute?

Materials: Timer

Push yourself to complete as many reps as you can using proper form. How many Push-ups in 1 minute, Sit ups in 1 minute, Burpees in 1 minute. How long can you hold the Plank!

3. Ab Day

Materials: Timer

20 Leg Raises, 20 V-crunches, 20 Bicycles, 20 Butterfly kicks, 20 Twists, 20 second Side Plank each side. Complete the list **twice!** Can add v-sit hold test.

4. Push-ups

Materials: Enough space to work out

Modify push-ups if needed. 10 Regular push- ups, 20 Lunges, 10 Wide push-ups, 20 Squats, 10 Narrow "Diamond" push- ups, 20 Side or Reverse Lunges, 20 Shoulder taps, 20 Leg raises

What Families Can Do

- Join your child for the workout if you feel like it.
- Ask your child about the different exercises they are doing and how it benefits them.
- Ask them about what a typical Weights class looks like at school.