



Friendly - Accountable - Leaders - Cooperative - Organized - Nurturing - Successful

Learning Opportunities for Grade 8

Do your best to work on these learning opportunities for 2 hours each day. Focus on life skills, physical activity, mental well-being, and social connections as well. Stay healthy, stay safe!

This week, we have separated out the activities for each grade level. Also, we have included all resources needed in an appendix that you can use if you are unable to access the links.

Your organization tip for the week is how to create an organization wall/board! Thanks to Mrs. MacDougald for the video of one idea – check it out on our Facebook Home and School page, or on the FMS website!

Every Day:
30 minutes of reading
30 minutes of physical activity (See the Physical Activity Calendar for ideas!)

ELA/FILA

Gr. 8 English:

Article Reading Assignment:

- Please read these two articles and answer the associated questions, thoroughly.
- **Michael Jordan: A Profile in Failure** - https://www.commonlit.org/en/texts/michael-jordan-a-profile-in-failure?search_id=28778677
- **The Best Way to Deal With Failure** - <https://www.commonlit.org/texts/the-best-way-to-deal-with-failure>
- If you cannot access the websites, you may see the articles and questions in the email attachment labelled "Appendices".
- Remember, it is always a good idea to read the questions before reading the article, so you know what information you are looking for. Re-read, sound out unfamiliar words, use context clues, visualize, question, and make connections whenever you can.

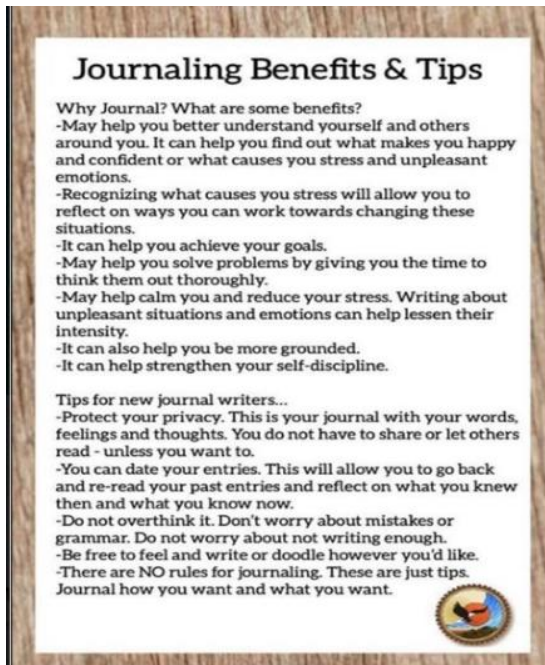
Read and Roll

A larger image of this reading activity is in the appendices.

- Please use your own reading choice to complete the “*Read and Roll*” activity. Try to complete one die number after each day of reading.
- Two quick-reads for you (also in appendices) :
<https://www.commonlit.org/texts/mvp>
<https://www.commonlit.org/en/texts/what-a-pro-knows-playing-to-win>

Daily Journal Writing:

Please read *Journaling Benefits & Tips*, and write one journal entry each day. There are prompts you may use, below, or you can write about your own topic and ideas. Please revise and edit two of your entries this week with the help of the checklist.



Larger images can be found in the appendices.

Read and Roll

When you are done your 30 minutes of reading, you need to roll the die and write or chat about the question that matches the number below.

	<p>Make a connection (choose one)</p> <p>Connect the book to a world issue</p> <p>Connect the book to <u>yourself</u> with an event or character</p> <p>Connect the book to another similar text</p>
	<p>Summarize what you read.</p> <p>Summarize the important events in the story</p>
	<p>Make a Prediction</p> <p>Predict what you think is going to happen next in the story and explain how you know that will happen.</p>
	<p>Explain Your Reaction</p> <p>Explain your thoughts about character choices, Character <u>feelings</u>, or events that happened in the story.</p>
	<p>Questioning</p> <p>What would you like to know more about? If you reread the section, which parts would you want to understand fully? What more details do you need?</p>
	<p>Purpose</p> <p>Explain why the author choose the cover illustration. Explain why the author choose the title. Explain the author's purpose for writing and is there a lesson?</p>

Self-Edit		
	Checklist Items	After completing each step, place a check here.
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>
	Quotation marks are included where needed.	<input type="checkbox"/>
Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>
	Proper nouns begin with capital letters.	<input type="checkbox"/>
Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>
	I don't have any run-on sentences.	<input type="checkbox"/>
Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>

- Journal prompts (also found in appendices):



Keep working on your English grammar using this website: <https://www.chompchomp.com/menu.htm>

- Click on Exercises - "here". Please complete: word choice & subject-verb agreement & apostrophes & pronoun agreement

Gr. 8 Immersion:

- Please read these two French articles and answer the associated questions, thoroughly. **L'arc-en-ciel** <https://ici.radio-canada.ca/jeunesse/scolaire/bloques/252/larc-en-ciel/bloque>

QUESTIONS :

Lorsque tu penses a une arc-en-ciel, quelle image accompagne cette arc-en-ciel ? Décris ce que tu vois avec le plus de détails possible.

Écris les couleurs de l'arc-en-ciel. Quelles émotions ressens-tu lorsque tu penses ou vois chacune de ces couleurs?

Qu'as-tu appris en lissant cet article? Nommez au moins 3 éléments.

- If you cannot access the websites, you may see the articles and questions in the email attachment labelled "Appendices".
- Remember, it is always a good idea to read the questions before reading the article, so you know what information you are looking for. Re-read, sound out unfamiliar words, use context clues, visualize, question, and make connections whenever you can.

Math

Mental Math Activities

Do two of these questions a day! Remember- in your head, not with a calculator. Explain your strategy and show your work as if you are trying to explain what you are thinking in your head.

Grade 8

Compatible Numbers Strategy

1) $61 + 76 + 239 + 824$	3) $14 + 21 + 34$	5) $\$4.23 + \$6.55 + \$3.45$	7) $5/6 + 1/3 + 2/3$
2) $8.09 + 7.91 + 2$	4) $43\% + 2\% + 37\%$	6) $2.3 \text{ km} + 700 \text{ m}$	8) $1047 + 105 + 525$

Have a Heart!

How **fast** does your **heart beat**? ??
How long does it take for your heart to beat 1000 times?

Figure This!

- If you started counting your heart beats as the clock turned to January 1, 2020, when would your heart beat for the millionths time? Billionths?
- Compare your resting heart rate, your heart rate after 3 minutes of vigorous exercise and after 6 minutes. Does your heart rate double each time? Why do you think it does or does not?
- Your maximum heart rate (MHR) is found using the formula $220 - \text{age}$. Your target heart rate (THR) zone is 50%-80% of your MHR. What is your target heart rate? Try different activities such as running on the spot, 25 jumping jacks, walking, vacuuming etc and check your heart rate after a few minutes. Create a table or graph of your information. Did you reach your target heart rate while doing any of these activities?



Getting Started



The best place to find your pulse is on your wrist or neck. Once you find your pulse count the number of beats in 15 seconds and multiply by 4 to find the number of beats per minutes.

Finding Percent of a Number

This is one strategy...do you know others?

Example 60% of 180

Divide the number by 10 to get 10% $180 \div 10 = 18$

Multiply the quotient by 6 to find 60% $18 \times 6 = 108$

Favorite Website of the Week

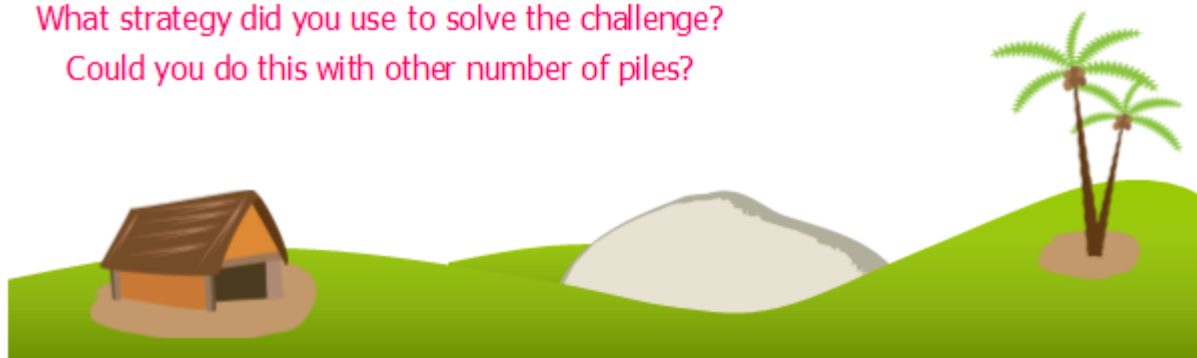
www.solve.me.edc.org

Can You Challenge!

Write the numbers 1-20 on small pieces of paper.
Place the numbers in to 3 piles so that each pile has the same sum.

Share...

What strategy did you use to solve the challenge?
Could you do this with other number of piles?



Grade 8- Supplementary Activities

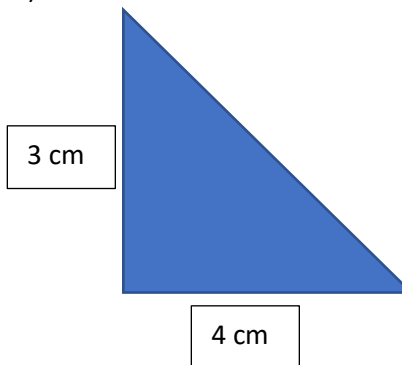
Theme: Pythagorean Theorem

If you want a review- check out the first video of this section of khan academy (intro to Pythagorean theorem- <https://www.khanacademy.org/math/basic-geo/basic-geometry-pythagorean-theorem>)

1) From Here to There

2) Pythagorean Triples: A Pythagorean triple makes reference to the measurements of three sides of a right angle triangle. It is considered a Pythagorean triple when no decimals are involved.

Ex)



If side a is 3 and side b is 4.....

$$a^2 + b^2 = c^2$$

$$3^2 + 4^2 = c^2$$

$$9 + 16 = c^2$$

$$25 = c^2$$

$$5\text{cm} = c$$

None of those numbers are decimals, therefore 4, 3, and 5 count as a Pythagorean triple.

From Here to There

For Extra Practice (Appropriate for use after Lesson 1.5)

Materials: *From Here to There (Master 1.8)*, 2 number cubes labelled 1 to 6, 1-cm grid paper (PM 23), calculators

Playing this game reinforces the skills of finding the length of a line segment.

The work students do: Students work on their own. Students roll the number cubes to get the coordinates of a point. Students plot the point on a grid, then roll the number cubes again to get the coordinates of a second point. Students plot the second point, then join the points with a ruler. Students find the length of the line segment by drawing a right triangle with this line segment as the hypotenuse, then applying the Pythagorean relationship.

Take It Further: Students find the perimeter and area of each triangle formed.

Kinesthetic/Mathematical

Individual Activity

Primitive Pythagorean Triples

For Extra Practice (Appropriate for use after Lesson 1.6)

Materials: *Primitive Pythagorean Triples (Master 1.9)*, calculators

Completing this activity reinforces the skills of finding and recognizing Pythagorean triples.

The work students do: Students use the Pythagorean Theorem to complete a chart of primitive Pythagorean triples. Students look for patterns in the list that they can use to describe and identify primitive Pythagorean triples.

Take It Further: Students find the next primitive Pythagorean triple in the list.

Mathematical/Logical

Individual Activity

The Great Dividing Race




Basic Division Facts

2 – 4 players

Materials: Two dice, a marker for each player, game board.

To start: Each player rolls a die. The lowest roll goes first.

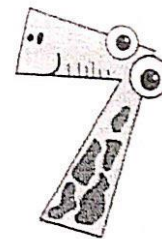
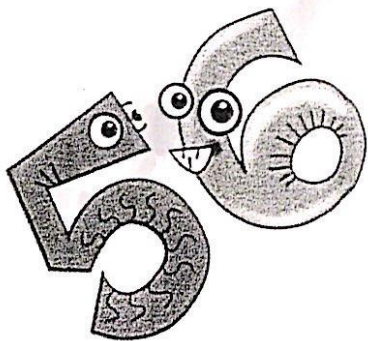
Take turns.

Roll the dice and combine the 2 numbers. For example, if you roll  , your number is 6. Place your marker on the first division problem that has a quotient of 6.

Lose a turn if you roll 10, 11, or 12.

If there are no more questions on the board for the number you rolled, lose your turn.

You must roll a 4 to cross the finish line since that is the answer to $28 \div 7$.



START

$49 \div 7$

$64 \div 8$

$12 \div 2$

$36 \div 4$

$35 \div 7$

$16 \div 4$

$12 \div 3$

$18 \div 9$

$72 \div 8$

$45 \div 9$

$16 \div 8$

$28 \div 7$

$48 \div 6$

$63 \div 9$

$20 \div 10$

$36 \div 9$

$12 \div 4$

$42 \div 7$

$27 \div 3$

$18 \div 2$

$36 \div 6$

$20 \div 5$

$32 \div 4$

$42 \div 6$

$24 \div 6$

$56 \div 8$

$56 \div 7$

$10 \div 5$

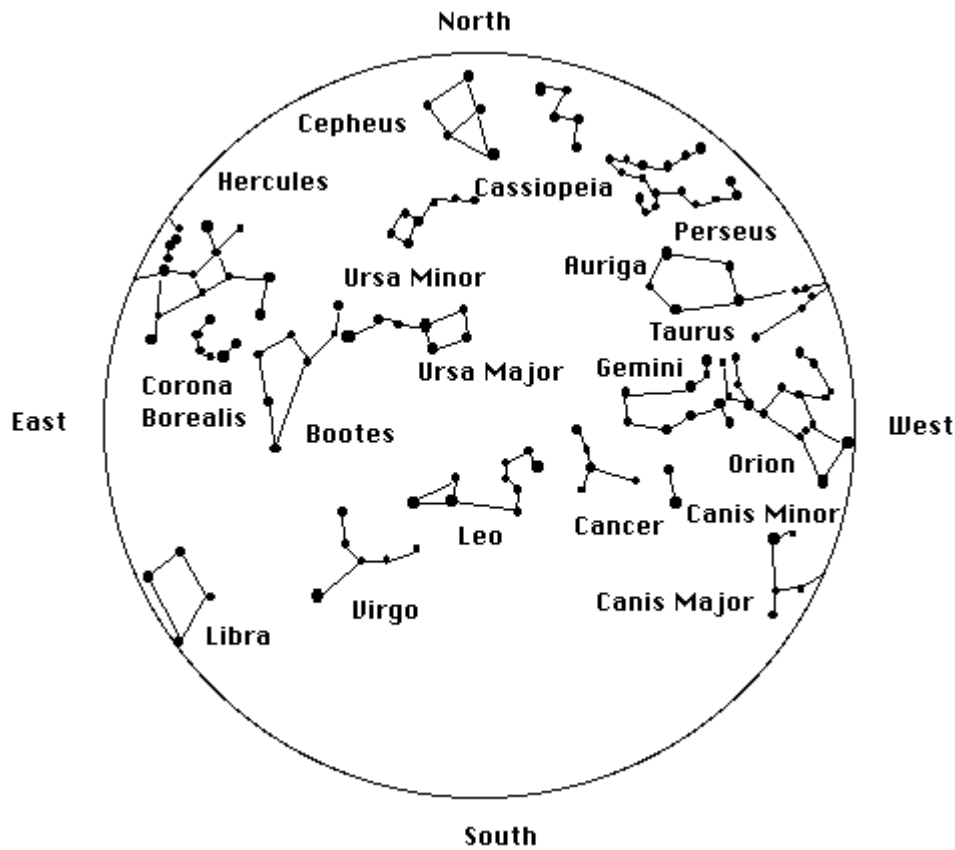
$9 \div 3$

$25 \div 5$

FINISH

The most common constellations and easiest to find are Orion (just look for the 3 stars in a row, the belt), Ursa Major (big dipper) and Ursa Minor (little dipper). This week try to find a different constellation every night that the sky is clear. Find the big dipper and then try to find Leo for example. If you can find Orion, you should then be able to find Gemini.

Remember to continue to fill out your Phases of the Moon chart! This week you will see a Waxing Crescent for a few days and then it will be a First Quarter right into the first day of May. I hope you remembered to check for the Lyrids Meteor shower last week. If you forgot, you still might be able to see some meteors up until April 28th. The best place to see the "shooting stars" is by finding the Lyra constellation which is just below Hercules.



Nature Journal-Daily Activity

Continue practicing your observation skills as you watch nature change around you. Every day on your walk or in your yard, continue recording the things you see, hear and smell. In addition, this week focus on the trees as they begin to bud. Buds can help you identify trees and often change daily.

Erosion Activity:

On your walk look for signs of erosion. This can be on the side of the road, on a stream or riverbank or even along your driveway. 1) Make a **hypothesis**, for each site, on why it might be eroding. 2) Is there something that could be done to slow or stop the erosion? 3) How is the erosion effecting the ecosystem?

Tree Bud Observations: Locate some trees and check whether there are any buds on the trees. A tree bud consists of this summer's leaves, stems and even flowers, which are folded, twisted, crumpled, pressed together, and covered by a waterproof coating of modified leaves called bud scales. Look closely at the buds- are they closed or starting to open? Observe how long it takes for the bud to open and record those dates here.

Include this tree bud observation chart in your journal:

Bud Type	Date	Observation
Beech Tree	April 21, 2020	Tightly closed 1.6cm buds



Helpful Bud Chart



Social Studies

History in Journaling

Journaling is a strategy many people use to promote mental wellness.

1. Write a journal of a typical day of a teen/ tween (yourself) during COVID- 19. Your journal will, one day, become a primary source of future generations, who research COVID-19. You're living through a historical moment! Please feel free to email your journal to your SS teacher.

Important definitions:

A **primary source** provides a firsthand account of events recorded during or shortly after the events described occurred.

A **secondary source** of information is one that was created later by someone who did not experience first-hand or participate in the events

Primary sources might include diaries, letters, eyewitness testimonies, official reports, home videos, or speeches.

Secondary sources might include textbooks, essays, scholarly articles, biographies, or encyclopedias.

Spanish Influenza in NB

<https://www.cbc.ca/news/canada/new-brunswick/100-years-spanish-flu-1.4857439>

Read this article about Spanish Influenza in New Brunswick. Answer questions #1 to #3.

1. How many primary sources can you find within the article? What are they?
2. Explain how the creation of the Department of Health helped the citizens of NB during the Spanish Influenza outbreak.
3. How are the 1918 outbreak of the Spanish Flu and the 2020 outbreak of Covid 19 in New Brunswick similar? How are they different? Give three similarities and two differences. Support your answer with evidence from the article.

Comparing Ontario and New Brunswick's reaction to the Spanish Flu

Link A: http://www.archives.gov.on.ca/en/education/pdf/Spanish_Flu_in_Ontario_Lesson_Kit.pdf

Link B: <https://www.pc.gc.ca/en/culture/clmhc-hsmbc/res/doc/information-backgrounder/espagnole-spanish>

- You will need to **read pages 9 to 13 in link A above and the article in link B above**. Once you are done reading, answer the following question:

“During the Spanish Flu outbreak, the Ontario Provincial Board of Health said it was no use to close schools, churches or theaters because it would not help slow down the spread of the virus. Do you think they were right?”

(In order to answer the question: Create a chart that shows the number of deaths in Ontario and those in New Brunswick related to the Spanish Flu. Next, determine which province was stricter in its “lockdown” procedures to limit the spread of the virus.)

Other Activities

Self-Care BINGO

Go on a walk or a bike ride	Create a scrapbook, collage, or video slideshow of your favorite memories from this school year	Call a family member or friend and talk to them	Create a social distancing playlist of 10 songs or more	Do mindful coloring
Go on a virtual tour of a museum or national park	Write a letter or an email to someone you appreciate	Play a game that doesn't include technology: cards, board games, puzzles, sudoku , etc.	Read a new book	Try a 15-30 minute YouTube exercise video (yoga, dance, anything!)
Draw, paint, build, or create something	Start learning a new skill you've always wanted to try	FREE SPACE: Any self-care activity of your choice	Journal every day for one week about what you're doing or how you're feeling	Recreate a famous piece of art
Do that thing you've been avoiding or procrastinating on	Try 10-15 minutes of mindfulness or breathing exercises	Write a gratitude list of what you are thankful for	Research something you have always been curious about	Pick one room in your home and straighten up/organize/clean it
Drink 64 ounces of water today	Take a nap	Create your own board game or card game	Try to cook or bake something new	Watch a movie or TV show you have been meaning to see



Quarantine Bingo: Promoting Family Connection

See how many of these activities you can complete with your child. The goal is to build social skills, promote connection and build coping strategies to deal with the stress and change during the pandemic. Wishing you all well!

Cook a meal with your child.	Ask your child to read to you.	Listen to music together. Sing along, harmonizing helps us deal with stress.	Practice mindfulness together: Take 10 deep belly breaths and notice how you feel.	Tell your child what you love about them.	Plant something and watch it grow.
Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:
Monitor how they use the internet on their phone or home computer. Discuss ways to be safe.	Share 3 things you are grateful for.	What are your family traditions? Create a new tradition during this time.	Exercise together. Do the '7 minute workout' or another form of exercise in your home.	Ask your child what they want to be when they are older. Talk about steps to meet their goals.	Make a list of all the things that are great about your family.
Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:
Play a board game as a family instead of a video game.	Practice compassion and forgiveness.	Celebrate small wins! Notice what others did right instead of what they did wrong.	Make artwork together. Draw, color, make a collage, act out a play...	Look through family photos and tell stories of when your child was young.	Have your child interview a grandparent about what it was like when they were little.
Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:
We are all feeling a lot of emotions right now. Talk about how you are feeling as a family and how you cope.	Play hide and seek.	Sit down for a meal together without the TV on.	Random acts of kindness. Do something nice for another member of the family and don't tell them you did it.	Learn something new: a dance, a craft, a phrase in another language. Learning together is fun!	Share joy with others. Put a sign with a positive statement or write a letter to a neighbor.
Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:	Initial and date:

We All Have Mental Health – video and questions

- Please watch the brief video and discuss the answers to the questions with a friend or family member or simply think about them by yourself. We all have mental health and people who can help us.
 - <https://www.youtube.com/watch?v=DxIDKZH3-E>
1. Can you relate to either Sasha or Andre's story in any way? If so, how? What similarities and differences did you find between your circumstances and their stories?
 2. What are some strategies we can use to help us reset and improve our mental health?

3. Who are the friends you feel most comfortable speaking to about your mental health? Family members? Other trusted adults?
4. What are some other strategies you have found useful to help improve your own mental well-being? Let's hear your ideas!

Staying Happy at Home

- Here's an article about how to stay happy at home. It has a video component, too:

<https://www.cbc.ca/kidsnews/post/how-to-have-fun-while-social-distancing>

1. What activities do you most enjoy doing at home?
2. Are you keeping busy doing a variety of things, or do you find you are in a rut, repeating the same activities?
3. What are some ways you can change things up?

Grounding - writing activity

Spend a few minutes taking in your surroundings and noting what you see. Use all five senses to provide as much detail as possible. "This bench is red, but the bench over there is green. It's warm under my jeans since I'm sitting in the sun. It feels rough, but there aren't any splinters. The grass is yellow and dry. The air smells like smoke. I hear kids having fun and two dogs barking."

English students - write in English about your specific surroundings

Immersion students – write in French about your specific surroundings

- Perhaps we choose to say these words to ourselves instead of writing them, and that is fine. It's all about learning to ground ourselves and focus on our bodies in our current environment rather than negative circumstances we may be facing. 😊

May Day – May 1 – also in appendices

What Is May Basket Day?

By **Melanie Aman**

May Basket Day is a lovely tradition with a long history. Sadly, most kids today have never heard of it. If you don't know what we're talking about either, here's the colorful history behind this heartwarming spring ritual.

During a more innocent time, people would gather their flowers after April's showers had passed, and they would arrange them in sweet little baskets with candies and treats. On May 1, everyone would gather their baskets and hang them on their neighbors' doors.

May Day also doubled as a mini-Valentine's Day because basket-hangers would often leave their bouquets tied to the door of someone whom they had a crush on. If the recipient caught someone in the act of hanging a basket on his or her door, he or she had to chase the other person and give them a kiss.

Kids today might laugh at such an idea, but back in the late 19th and early 20th century, May Basket Day was observed by many. By the 1960s, journalists wrote about how few were still celebrating the day. Now, almost 60 years later, the tradition is only practiced by small pockets of the country. However, we think it's high-time to bring this habit back!

-
- Videos demonstrating how to make traditional May baskets – 2 types

May Day: Basket Delivery Tips



A viewing guide

Name: _____

The tradition of the May basket dates back to _____. It's a

Tradition.

The idea behind a May basket is that you take _____ like _____, _____, and _____ (no _____). What you do, is you sneak up to your _____'s house, you've got to put it on the doorstep and get the heck out. Because, if they catch you, traditionally, they're supposed to chase you down and give you a _____.

A couple of things you've gotta remember: be _____, gotta have a _____, cover your _____ (because of today's technology and _____) first!

Carpe diem = _____ the day

Using construction paper: <https://www.youtube.com/watch?v=zXagiodNw5k>

Using tissue paper: you will need Facebook to see this link.

https://www.facebook.com/sgordon336/videos/628401388148/UzpfSTUxNjk4MDAzNzoxMDE1NjkyMzYyNjI3NTAzOA/?q=may%20basket&epa=SEARCH_BOX

Other Links:

Khan Academy <https://www.khanacademy.org/> OR

Khan Academy App for devices also in FRENCH <https://fr.khanacademy.org/>

- This is an excellent resource for mathematics, as well as higher level sciences. It includes free expert- created lessons with quizzes that have a 'game' format where you can earn points.

Interested in science? Check out <https://www.nasa.gov/nasa-at-home-for-kids-and-families>

Check out the ***Florenceville Middle Home and School Facebook page*** for weekly challenges to get our Falcons interacting!

Check out the **Brilliant Labs Facebook Page** for daily science, technology, engineering and math challenges!

FREE book in English and French, both e-book and audiobooks!

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