



Centreville Community School



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Grade 8 HOME LEARNING PLAN - May 11th to 15th

Grade:	8
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In accordance with the communication sent from our Minister of Education, Dominic Carty, on April 2, 2020 Home learning opportunities to support literacy, numeracy, science and social studies outcomes will be made available online weekly by Middle School Teachers.

Families are encouraged to:

- Support their children to complete the options below for an average of **two hour per day**.
- Read aloud with their children daily; and
- Consider daily physical activity and free play as an important part of their child's mental health and skill development.

Subjects	Description of Learning Activities
<p>Grade 8 Literacy</p> <p>If you want to "pass in" your weekly writing piece to the group "English Language Arts 8-8F" in Microsoft Groups, under assignments, there are the weekly descriptions.</p> <p>I will provide feedback of</p>	<p>WRITING - Keeping a daily journal is a great way to get your thoughts down on paper about what you've been doing during the day, you can make up a story about whatever you want to write about or do an informational report about something you're interested in. It can be on paper or on the computer. Middle School students should be able to write at least $\frac{3}{4}$ to 1 page for each journal entry.</p> <p>For this week's special Writing piece, where May 10 is Mother's Day, write about your Mum, Grammy, Nana or any special lady in your life. You can do a biography of her, tell me a funny or interesting story about her, something you and her do together or whatever you want to write about her. It should be at least a page, with lots of details, description and million dollar words. Do your very best work!!!</p>

what you're doing well and what you need to keep working on.

Your Reading Response assignment is in there too, if you want to send it to me.

Iris Hitchcock
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For everything you write: please remember to use periods/punctuation, capital letters where they are needed and check your spelling of words you're supposed to know. I put a picture of the Writing Traits that are up on my bulletin board for Grades 6 and 7. Grade 8's can use the Grade 7 ones. They're pretty much the same for all Middle School students. **Please make sure you are using the Writing Traits list and check your work over to make sure you're doing the best you can do.**

READING – You should be reading at least 30 minutes each day. This could be any of the following: books, magazines, newspapers (yes, they still make paper ones but you could read online news too), online blogs, articles, e-books (borrow some from the public library). You could read to younger siblings too. Once a week, I would like you to write a response to something you have read. You could tell something about the characters, setting, what is happening in the story, any interesting words you find, your favorite/least favorite part or predict what will happen in the next part of the book. If you are reading non-fiction (informational) material, tell 4 things you learned that you didn't know before or something you already know that wasn't in the article.

Weekly Editing Challenge: There are 10 errors in the following passage. Some are misspelled words, capitalization errors or punctuation mistakes. Rewrite the passage, making the necessary changes.

After traveling for too years and 4,000 miles, a giraffe arrive in Paris, France on June 30, 1827. The giraffe, the first ever to be seen in France, was a gift from the leader of egypt to Frances king. The 12-foot-tall giraffe traveled across the Mediterranean sea by boat her body traveled below deck with the other animals, but her head poked through a whole cut in the deck. When the boat landed in France, the giraffe was lead on a 550-mile walk to Paris.

Grade 8 Social Studies

If you have any questions about the Social Studies activities, please contact -

Melissa Richardson
melissa.richardson2@nbed.nb.ca

If you would like to submit your completed products for feedback, you can email the doc or pic to the above email address.

Feel free to upload them to Microsoft Groups, under assignments, as well. A Social Studies 8 - 8F group has been activated for those who are interested.

Halifax Explosion - Part 2

Continue to research the Halifax Explosion by:

watching the following videos:

- <https://www.youtube.com/watch?v=ss22hb4gBqM&t=2s>
- <https://www.youtube.com/watch?v=MPrGL9Xt-ds>
- <https://www.youtube.com/watch?v=nXQfPwxpfK8>

visiting these websites:

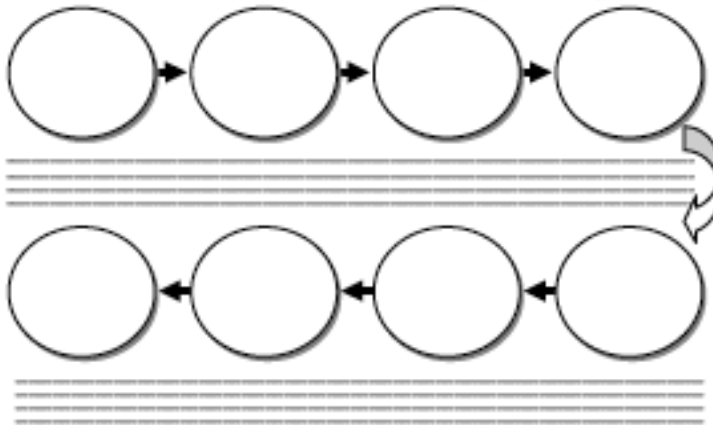
- http://encyclopedia.kids.net.au/page/ha/Halifax_explosion
- <https://globalnews.ca/news/3870656/interactive-map-halifax-explosion/>

and/or reading the information provided below

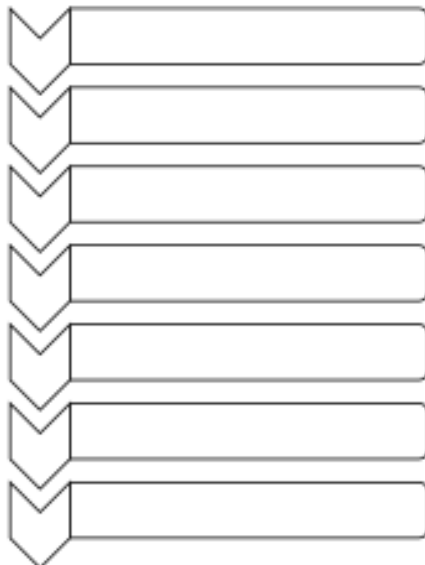
Product: Create a "Chain of Events" visual to organize/display the key events that lead to the Halifax Explosion and then the resulting events that followed. See the pictures below for possible formats that you could use, or be creative and come up with your own.

8 Events

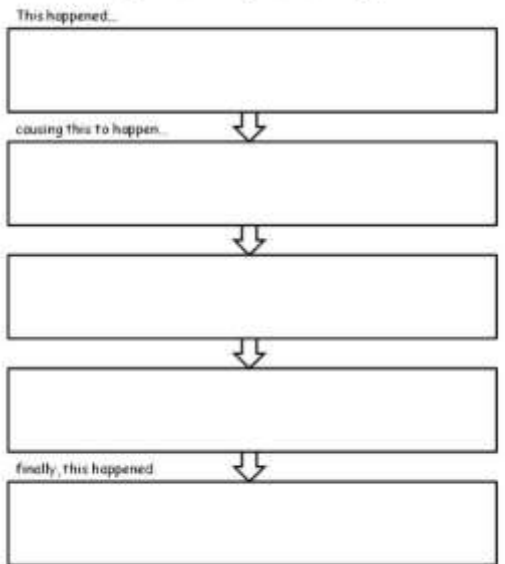
Directions: Draw pictures to represent 8 main events. Make sure they are in chronological order.



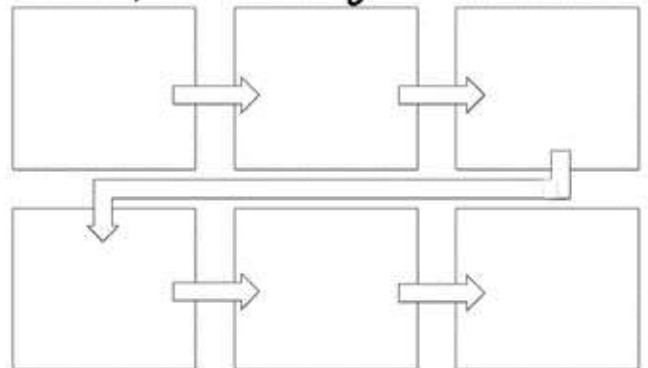
Timeline for:



Chain of Events



Sequence of Events



THE HALIFAX EXPLOSION

PART 2

The explosion from the *Mont Blanc* was like nothing anyone of the time could have imagined. The blast was enormous, travelling at almost the speed of sound; it levelled buildings and set fire to dozens of structures. Richmond, a section of Halifax, was flattened by the blast and by fires that began almost immediately. Following the blast a huge fireball came from the *Mont Blanc*'s munitions cargo. The ship's anchor was sent flying, landing an amazing four km away. Metal fragments from the exploded ship were airborne and came down on the city in a frightening rain of material. Windows were destroyed up to a hundred kilometres away.



This photo shows two of the hundreds of damaged buildings after the explosion.

Within minutes of the explosion in Halifax Harbour on that December morning in 1917, hundreds of people had already died. Hundreds of others passed away later from their injuries. Some people were never identified and were buried in unmarked graves. It is estimated that almost two thousand people died from the effects of the explosion and over nine thousand were injured. The blast blinded some people and propelled others through the air. One naval officer was blown from his ship and landed a kilometre away. Bewildered, he did not know where he was, but he was alive and conscious.

The north part of Halifax suffered the most damage. The town of Dartmouth, with its small population, was not as badly affected, but the Mi'kmaq settlement at Tufts' Cove was completely wiped out. Over half of the people were left homeless by the explosion. Some houses had been entirely destroyed and others were unsafe to live in. Owners of undamaged houses opened their doors to those in need. The day after the explosion, a wintry blizzard hit the area, making everything worse.

The presence of a high number of armed forces members in the city turned out to be a blessing. With discipline and efficiency, those who were not injured quickly began helping others in need. Supplies soon began pouring in from other parts of Canada by rail, and by sea from the U.S., particularly from Boston. The Massachusetts city, about 700 km south of Halifax, was also a port on the Atlantic coast and in about two days ships could bring in food, tents, tools, and other valuable items.

Millions of dollars, a fortune in 1917, were raised to help rebuild the city. The money was kept in a fund and was distributed for the next sixty years to those who needed it. Many of the people who lived in the Halifax area were outraged, demanding to know what had caused the explosion. When an inquiry ruled out the Germans, official blame was placed on the captain of the *Mont Blanc*.


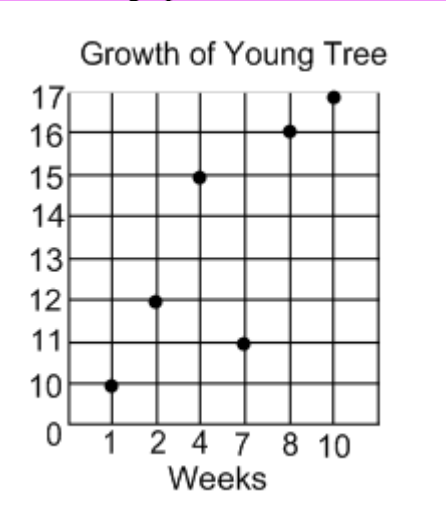
The city slowly rebuilt, and is now a thriving urban area of about four hundred thousand people. Although the explosion happened over a century ago, the people of Halifax have not forgotten. A constant reminder is part of the ship's anchor that flew four kms from the *Mont Blanc* and landed in a quiet residential area. The anchor has been preserved, as a reminder of that dark day in 1917.

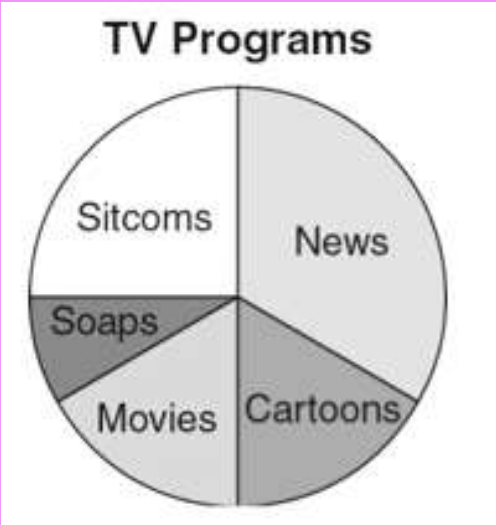
Grade 8 Numeracy

If you have any questions about the Numeracy activities, please contact -

Kim Foster
kim.foster@nbed.nb.ca

May 11th to May 15th – Offline Math Choice Boards (Grade 8)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Jason is conducting an experiment using a regular die. List all the possible outcomes. What is the theoretical probability that Jason will roll a 3?</p> 	<p>There are 26 marbles in the jar. 11 are black, 7 are striped, and 8 are white. What is the theoretical probability of a person picking out a striped marble without looking? Why can't you write the experimental probability of picking out a white marble?</p>	<p>There are five things wrong with this graph. Describe the problems and redraw the graph with the corrections.</p> 	<p>The cafeteria offers chicken burgers, pizza, or nachos as entrees and fruit slushies, water, or milk as beverages. What is the probability of your friend choosing a chicken burger and water for lunch? Use a tree diagram to verify your answer.</p>	

<p>Label each event below as a dependent or independent event.</p> <ul style="list-style-type: none"> - Rolling a 6 on a number cube - Pull a red marble out of a bag of marbles, do not return the marble to the bag and pull out another red marble. - Draw a club from a deck of cards, return the club to the deck and draw a heart. 	<p>This circle graph shows how much time is spent in one day watching different types of TV programs. Which type of program is watched for the greatest amount of time? Which two types of programs are watched for approximately the same amount of time? Estimate the fraction of time spent watching sitcoms. Suppose TV is watched for 1000 days. Estimate how much time is spent watching sitcom.</p> 
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May 11th to May 15th – Offline Math Games (Grade 8)

Math facts
 Daily Practice, 10 minutes
 Make cue cards with multiplications from 1 x 1 to 12x 12 on the front of the cards. On the back of the cards, write the answers. Use these to practice multiplication skills! (For a challenge, you can time yourself and see how many you can get right in a certain amount of time and set a goal to see your improvement!)

Probability Dice Game or **Integer War Game** – See week of April 20th for rules

Play Multiplication or Addition War! – See week of April 14th for rules

May 11th to May 15th – Online Math Choice Boards (Grade 8)

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Game 1 – Equivalent Ratios.</u> <u>Probability</u>	<u>Game 2: Equivalent fractions</u>	<u>Game 3: Adding Fractions</u> <u>Dirt Bike Proportions</u>	<u>Game 4: Area and Perimeter</u>	<u>Game 5: Rotations</u> <u>Transformation Workshop</u>

IXL Online Practice - I have a 30-day free trial and have set all middle school students up with a username and password. If you didn't receive the email from IXL with this information, please let me know and I will forward it to you for your child.

I have tagged the activities, right in IXL, that your child may wish to try. The headings listed below tell sections related to the learning activities for the week.

Click this link to go to Grade 8 IXL online activities: [IXL Online Practice for Grade 8](#)

Probability	Statistics	Data and Graphs	One-variable equations	Ratios, rates and proportions
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A chance to practice your math skills:
[Mr. Boyd reads "Divide and Ride"](#)

May 11th to May 15th – Online Math and Tech Games (Grade 8)

Some Middle School Web Sites for Math, Tech and/or Science

www.everfi.net

[Sumdog \(I only have passwords for grade 6\)](#)

[Hour of Code](#)

<https://www.typing.com/>

Check out the [Code.org](#) resources for students at home

And take a weekly [Code Break](#) every Wednesday with special guests!

Sources for offline and online learning:

Teaching Student-Centered Mathematics Gr. 6-8 John Van de Walle,

Making Math Meaningful Marion Small, 2013

Box Cars and One-Eyed Jacks Jane Felling

"The Roll Out Fractions Game: Comparing Fractions" by Enrique Ortiz in [Teaching Children Mathematics](#), August 2006

Grade 8 Science

If you have any questions about the Science activities, please contact -

Melissa Richardson
melissa.richardson2@nbed.nb.ca

If you would like to share a picture or video of you completing an experiment, I would love to see it! You can simply email the pic/video to the above email address.

Feel free to upload them to Microsoft Groups, under assignments, as well. A Science 8-8F group has been activated for those who are interested.

Neutralization: Acid Base Reactions

Watch the following videos:

- <https://www.youtube.com/watch?v=rznIgkRcZZE>
- <https://www.youtube.com/watch?v=RmnT9jwX4gQ>
- <https://www.youtube.com/watch?v=Iov0YLVG0L8>
- <https://www.youtube.com/watch?v=ANi709MYnWg>
- <https://study.com/member/classrooms/share.html?classroom=slate-snake-6683&assignment=2128768>

and/or visit these websites:

- <https://www.bbc.co.uk/bitesize/guides/z89jq6f/revision/2>
- <https://studiousguy.com/acids-and-bases-we-use-in-everyday-life/>
- <https://sciencing.com/list-acidic-liquids-6696129.html>
- [https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Map%3A_Chemistry_for_Changning_Times_\(Hill_and_McCreary\)/7%3A_Acids_and_Bases/7.8%3A_Acids_and_Bases_in_Industry_and_in_Daily_Life](https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Map%3A_Chemistry_for_Changning_Times_(Hill_and_McCreary)/7%3A_Acids_and_Bases/7.8%3A_Acids_and_Bases_in_Industry_and_in_Daily_Life)

The Exploding Lunch Bag - Nothing like a little chemistry to add fun to a boring afternoon:

- <https://www.youtube.com/watch?v=2hV9Pd9k7EY>
- <https://www.youtube.com/watch?v=FlmsiPxEuK0>
- https://www.youtube.com/watch?v=gwO0pd_1aA

Go outside - or at least do this in the kitchen sink; Put 1/4 cup of pretty warm water into the bag; Add 1/2 cup of vinegar to the water in the bag; Put 3 teaspoons of baking soda into the middle of the tissue; Wrap the baking soda up in a Kleenex by folding the tissue around it; You will have to work fast now - partially zip the bag closed but leave enough space to add the baking soda packet. Put the Kleenex with the baking soda into the bag and quickly zip the bag completely closed; Put the bag in the sink or down on the ground (outside) and step back. The bag will start to expand, and if all goes well. .. POP!

Try experimenting with the amount of vinegar/baking soda or the size of the plastic bag. Are there adjustments you can make to the water temperature water? How do these changes affect how fast the bag inflates?



Physical Education

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Phys. Ed. activities for middle school students will be posted by Mr. Robinson weekly. You can find these under "Class Announcements > Phys Ed 6-8" on the school website.