

Harvey High School

To Wisdom We Climb

Grade 8 HOME LEARNING PLAN

TEACHER	Email	Homeroom	Grade/subjects taught
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Mme Bostick	Melanie.bostick@nbed.nb.ca	6B	6-8 FI Sciences and Social Studies; 6 FI Health & Tech
Mme Miner	Brandi.miner@nbed.nb.ca	7A	6E ELA, 6-8 PIF, 6-8E Art, 6-8E Music
Mr. Hoyt	Nathan.hoyt@nbed.nb.ca	8A	6FI ELA, 7E ELA, 7FI ELA, 8EFI ELA
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WEEKLY PLAN – June 1 – 5, 2020

Subject	
Literacy	<ul style="list-style-type: none"> • Remember to record your name, date, and a title on all writing pieces. Responses can be written on paper or typed. • You may email your response to your teacher if you have the opportunity. • Assignments may be done in either French or English. <p>Monday – IXL Skills to work on: Level H P.1 Determine the meaning of idioms from context: set 1; P.2 Identify the meaning of idioms and adages: set 1</p> <p>Tuesday – Read a book, magazine, graphic novel or online article of your choice for at least 20 minutes. After your reading session is done complete a reading response. Your response may simply be a short summary of what you read today or you can use the following prompt:</p> <ul style="list-style-type: none"> • List 3 adjectives that describe the book's main character.

Wednesday – Sacred Writing Time:

Option 1: Write about how you have changed as a person since you entered middle school 3 years ago.

Option 2: Free write! Write about whatever you want today. 😊

Thursday – Read a book, magazine, graphic novel or online article of your choice for at least 20 minutes. After your reading session is done complete a reading response. Your response may simply be a short summary of what you read today or you can use the following prompt:

- Describe how this book is like other books by the same author (if you have read any), or in the same genre.

Friday – Last week you worked on skills in IXL that had to do with proper use of contractions. Today I would like you to construct 10 sentences in which you use contractions for the following words correctly:

1. We will
2. They are
3. She is
4. He would
5. Were not
6. Was not
7. There would
8. How did
9. She will
10. He shall

Enrichment: See the attached sheet – a choice board for Literacy!

Numeracy

To be completed in the language of your choosing:

Assignment: Graphing Lesson, attached
Graphing assignment, attached

Note: Sample coordinate grid is attached. If you don't have a printer you can make a grid on paper with a ruler.

Project: You will need a coordinate grid (either printed sample attached or create one of your own)

Directions:

Step 1 – using only straight lines, draw a unique image on the coordinate grid. Your lines should meet at the corner of the squares on the grid paper.

Step 2 – After your image is complete, use the tip of a marker or a different colored pen to dot all of the intersections of your lines (the points at the corners of the grid). There should be *at least* 20 dots (points).

Step 3 – For each point on your Coordinate grid, list the ordered pair of its coordinates on the back of the sheet.

Step 4 – Test each ordered pair to make sure it matches a point (dot).

Be creative and have fun! Sample drawing with ordered pairs, attached.

Journal Prompt: Put the digits 1, 2, 3, 4, and 5 in the boxes

$$\square \square \square - \square \square =$$

What are the least and greatest possible answers?

Game: Multiplication Math Around the World ~ ask a parent or sibling to check your answers.

Directions:

Step 1 - Starting on the left of the basket, think of a multiplication equation for facts ranging from numbers 3 – 12. For example, you could say that $3 \times 6 = 18$. Ask your partner to check your answers. If you get the answer incorrect you can't take a shot. If you get the answer correct then you can take a shot on the basket.

Step 2 - If you make the shot then you move on to the next space around the basket (move a foot length in space to the left of where your first shot was) and state another multiplication fact.

Step 3 - If you don't make the shot then your partner goes and they must say a multiplication fact. They start from the same place you started from.

Step 4 - You keep repeating steps 1 – 3 until you make your way all the way around the basket. The first person to make their way around the basket, wins!

Alternatives ~ IF YOU DON'T HAVE A BASKETBALL COURT OR NET AT HOME YOU CAN:

Outside the house → get a trash can or a soccer ball

Inside the house → small trash can, crumpled up pieces of paper
→ laundry basket, socks

***If inside the house, play it in rounds instead. Do 10 rounds of multiplication facts. Each round, if you get a fact correct, you get a shot. 2 points = a correct shot with a scored basket. Play 10 rounds with anyone in your house or by yourself to see how many points you get at the end. If you get all your multiplication facts and shots correct you would get a total of 20 points and win the game.

Online Activities:

<https://ca.ixl.com/> Level I – R.1

<https://trockstars.com/>

Science

For the final unit, we will explore 'Optics and Light'. Some possible activities to be completed in the language of your choice:

- What is light? Write down what you think the definition of light is, then look it up on the internet and see how it compares.
- Make a list of the different types sources of light you have encountered over the past 24 hours. Which ones are natural and which ones are made by humans?
- Look up and write down the definition for incandescent and fluorescent light and write an example of each. What are the advantages/disadvantages between incandescent and fluorescent light(bulbs)?

- Choose one technology that has been developed that uses lenses to bend or focus light. You may choose from the following and research the questions that follow:
- Eyeglasses, Contact Lenses, Microscopes, Telescopes, Cameras

- 1) Who invented your technology? When?
- 2) Describe how your technology uses lenses (Make sure you know whether it uses concave or convex lenses)
- 3) Give a timeline of developments in your technology from when it was invented until now.
- 4) Describe different uses for your technology.

Online Activities:

- Do you ever think your eyes play tricks on you sometimes? Check out some cool optical illusions on this website! <https://www.optics4kids.org/illusions>
- This website has a variety of games (need Flash player), videos, and facts that show the properties of light <https://www.sciencekids.co.nz/light.html>

Social Studies

Possible activities to be completed in the language of your choice:

- Continue your daily journal to [help historians of the future understand life during a pandemic in 2020](#). What do you think now that New Brunswick has been in the 'yellow phase' for a week? Have any of your thoughts changed? Have you been out or seen people you haven't seen in a while? What has your experience been like since moving into this new phase? How do you feel about what has happened in Campbellton with the recent infections from a medical professional who didn't isolate after visiting Quebec?

- **Investigate the United Nations Sustainability Goal #2: Zero Hunger**

You can find resources regarding this goal at the following link:

<https://www.un.org/development/desa/disabilities/envision2030-goal2.html>

Here is a helpful video: <https://www.youtube.com/watch?v=zNM8TLpcKdA>

Questions for discussion:

1. What is food security?
2. Do you feel food security is a major issue for people on planet earth? Can you find specific examples of countries that are experiencing issues with food security?
3. During this pandemic have you noticed a change in the way we are able to get our food here in Canada? What has changed and has it made life more difficult?
4. Can you think of examples in your community where people or organizations are helping people that have issues with food security?
5. What are some concrete steps you and your family can take to help yourselves and your surrounding community with food security?

