



At Home Learning Resources

Grade 8 - Week 8

Content	Time Suggestions
Independent Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
ELA	45 minutes daily
Math	45 minutes daily
Science	45 minutes daily
Social Studies	45 minutes daily
Arts, Physical Education, or Social Emotional Learning	30 minutes daily

These are some time recommendations for each subject.

We know everyone's schedule is different, so do what you can.

These times do not need to be in a row/in order, but can be spread throughout the day.

Teachers will suggest which parts of the packet need to be completed or teachers may assign alternative tasks.

Grade 8 ELA Week 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3804>

This week continues a focus on memoir reading and writing. Your child should be reading, writing, talking and writing about reading, and exploring new vocabulary each week.

Reading: Students need to read each day. They can read the memoir included in this packet and/or read any of the memoir books that they have at home, or can access online at Epic Books, Tumblebooks, the Pollard Library online, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will continue working on memoir writing for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Memoir Writing Choice Board](#). This writing should occur over multiple days. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 memoir and work to refine it throughout, or might write multiple memoirs, getting better each time.

Word Work: Students can work on learning new vocabulary about a topic they are interested in. The focus this week is on really understanding a new vocabulary word and exploring it via creating a FAKE, not online, “social media” post that exemplifies the word and what it means.

Students in grade 8 have read memoirs this year.

A memoir provides factual information in a narrative style about a significant time, place, person, or event in the author's life, and explains the significance.

Memoirs:

- Tell the story (memoir) of a significant time, place, or person, or event in a subject's life
- Are told by a subject
- Use a narrative structure
- Provide factual information about the subject's life
- Tell why the time or event is important enough to be written about
- Are written in first person
- Have a limited perspective (subjective)

Often:

- Include direct quotes
- Have photographs
- Tell the story at a significant point in subject's life
- Tell the setting and the culture the person lived in and what influenced the subject
- Add factual statements as additional information
- Convey a larger message

The above taken from Genre Study, Fountas & Pinnell

As you are reading and writing memoirs, keep in mind the following questions:

1. Why read memoir?
2. What makes memoir unique?
3. What calls a person to write his or her own story, a memoir?

After reading *Failing Up* or another memoir, answer the following question in writing:

Based on the text, determine how the character (memoir author or other people in the memoir), setting, and events contribute to the development of the theme over the course of a text.*

FAILING UP

How to Take Risks, Aim Higher, and Never Stop Learning

Leslie Odom Jr.

CHAPTER 1: THE MENTOR

When a man starts out to build a world, he starts first with himself.

—LANGSTON HUGHES

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

—STEVEN SPIELBERG

How?

How do you figure out what it is that you're really meant to do in this life? How do you find your point of entry? How do you begin?

A few people I've met seem to have been born to their calling, with gifts and dreams that stood out early on. Most of us don't fall into that category. Most of us have no idea at the start what we're meant to do or even what we're capable of. Some of us don't find *our thing* so much as it finds us. And sometimes it's only because of some special person who introduces us to possibilities we might never have imagined for ourselves.

Like many others, I have an early educator to thank for helping me make that initial connection. Mrs. Frances Turner was my fifth-grade social studies teacher and my very first mentor.

I was a rowdy, unfocused ten-year-old when I arrived in her classroom, and I can't say we hit it off right away.

Back then, I couldn't think of a subject more dry and joyless than social studies, and I held Mrs. Turner in contempt for having voluntarily chosen it at some point as the subject she would teach. What kind of a person would *choose* social studies?

Mrs. Turner never smiled. She was all business and immune to my limited charms.

What bothered me most, Frances seemed to understand me in a way that was unsettling.

I WAS a HANDFUL.

I was a handful. That had been the case since kinder-garten back in New York, where I spent the first seven years of my life.

In my kindergarden classroom, we had what was known as the "Sad-Face Box." It looked very much like the name suggests. It was a box drawn each day in the bottom left corner of the blackboard. At the top of the box, Ms. Lewis drew ... well, a "sad face."

Looked kinda like the emoji ?.

Names of the students who broke rules would go into the box. She kept a running tally of naughty kids and mine was, without fail, the very first name in that stupid box every single day. Half the time it would be so early in the day that she hadn't even gotten around to drawing the thing yet when I'd give her a reason to reach for her chalk.

I'd purposely speed through an assignment so she'd be faced with the hassle of finding me something else to do, or I would crack a joke that only my section of the room could hear and get a bunch of toddlers riled up.

Ms. Lewis would draw that Sad Face and put a box around it in a fit of rage. She'd break the chalk pressing too hard as she spelled out my name. You could feel her wishing it had more letters or that she could add punctuation after it, she'd be so pissed off.

L-E-S-L-I-E.!!!!!!!~!*###??!!!!=+&&@

Children who were well behaved for the remainder of the day would find their names erased from the box as easily as they had been written.

In a particularly nice touch from Ms. Lewis, before the end of each day, she would find a way to erase *all* the names still left inside the Sad-Face Box. If, for a full minute, you could manage to sit with your hands folded, your back straight, and your mouth "zipped," if you could find some discipline and self-control for the final *minute* of the day, you'd start the following day with a clean slate. A kindergarten teacher's lesson in redemption was also baked into the Box.

Still, I didn't have the tools yet to understand how to make myself behave like the other kids. I had no clue how to begin to put my energy to better use. It would take five more years and the help of a no-nonsense social studies teacher to help me figure that out.

* * *

As I got older, I realized that part of my problem was the fact that I was one of those kids who felt (to himself anyway) like an adult on the inside.

When I turned thirty, I thought: *Yeah, this is the age I've felt like since I was eight.* Maybe even younger.

As a kid, I had trouble with rules and unquestioned authority. My mouth got me into a fair amount of trouble. I wanted to know *why* I was being asked to do a particular thing before I was going to do it.

"Put your heads down!"

Hand raised and question posed in a polite but thinly veiled accusatory tone: "Why?"

"If you finish your quiz before the bell, use the extra time to check your work. And no talking."

In a tone laced with suspicion and distrust: "Why?"

Today I understand that in classrooms filled with more than thirty other students, my teachers didn't have the seconds or the energy to take my earnest but ill-timed questions to heart. Back then, I

wanted my concerns to be on the record.

Mom and Dad were fairly strict. If I found myself in some sort of trouble at school, I knew my transgressions would always have to be *defensible*. There would have to be a gray area that I could highlight. There would have to be Their Side, and My Side. When I pleaded my case at home there needed to be nuance and perspective. Or my goose would be cooked.

My parents would always hear me out. They would never ever take a teacher's word or anyone's word completely over mine.

That was the law, never to be changed. Until one day in the fall of 1991 when Frances Turner summoned my father for a parent-teacher conference one morning before school.

Monday through Friday, Leslie Odom, Sr., was wound tight, tight, tight. He had the shortest fuse of anyone I knew. Dad worked in sales. He spent the bulk of our childhood years (my baby sister, Elizabeth, came along when I was six) climbing the ladder in corporate America, and while he rarely let the world know it, the pressure took a toll.

Mom was Dad's partner in upward mobility. She worked in the field of recreation and rehabilitation therapy for as long as I can remember. Her pure goodness and capacity for empathy never ceased to amaze me.

Yvette Marie Nixon filled my world with light. Always slow to anger where I was concerned, she was my first teacher. She taught me to add and subtract, she read to me, and eventually she taught me to read to myself. My little sister takes after Mom, too. Sweet as can be.

With two educated, working parents, I understood their expectation of me extremely well very early on.

Dad's position was straightforward: "The same way I go to work every day and your mother goes to work every day, that's what we expect from you. School is your job. No excuses."

If I was falling down on *my* job and it made it harder for him to do *his* job ... it wasn't just the anger and discipline to be meted out later that twisted my stomach in knots, it was also the fact that I was letting down the whole family unit.

But I simply couldn't get it together in school. I was a prideful, mouthy kid (with a bit of a short fuse myself), who couldn't resist the urge to make it known if an adult was being hypocritical or arbitrary. My mini-crusades were almost always about some injustice.

* * *

As I sat in the front seat of the car with my dad, driving to this meeting with Mrs. Turner, I had no way of gauging what he would think of her. Today I have a better sense of how formidable she must have been in person.

Frances Turner was brilliant, elegant, and economical in life and in her style as an educator. Frances was distinguished among her peers, and I always felt that she carried herself more like a tenured college professor than a fifth-grade social studies teacher. Well-read and well-traveled, Fran rocked a short, cropped Afro and one-of-a-kind frocks she picked up on outings to the Kenyan marketplace. There was a dignity and regality in everything she did. It came from a clear understanding of her

place in the world and of her personal power within it. She was charged with shaping minds.

While it's true that in the first couple of weeks in her classroom I never saw her laugh, I never saw her scream, either. She wouldn't have wasted even a bead of sweat on a behavioral issue. Not at Masterman, one of Philadelphia's prestigious and elite "magnet" schools, which required testing and interviews to attend. Her attitude implied that if you were fortunate enough to be here, you would respect the privilege.

Mrs. Turner ushered my father into a closed-door meeting in her classroom that morning. I waited in the hallway.

The meeting extended on and on. Dad was in there forever.

I could not see this ending well for me.

When he emerged from the classroom twenty minutes later, nothing in his face gave me any hint whatsoever as to what the lady had said to him. "Enjoy your day. See you at home," he said. And then he was off.

The tense good-bye told me all I needed to know about what would eventually happen when I saw my father at home that night. I spent the day working on My Side.

IT WAS ONE of the LONGEST SCHOOL DAYS that I CAN REMEMBER.

It was one of the longest school days that I can remember.

That night, Dad came home from work, and there was still no mention of the meeting. Dinnertime came. I dragged myself to the table, where the conversation was muted.

When my father finally spoke, I was expecting his rage. Instead, he was measured.

"I have never ever taken somebody's word without hearing your side first. I have never done that."

I waited for what was coming.

"With Mrs. Turner, I will take her word. With Mrs. Turner, you don't have a side."

The law had changed. I was on notice.

"If you misbehave in her classroom or if you ever disrespect her again, you're going to have a real problem with me." That was his final word on the matter.

Dad had given Frances all the power.

I let it sink in.

Dad has always been tough on me—though my behavioral issues in school were tough on *him*. My folks were only a little older than children when they started a family and began having children themselves. I believe he really was doing his best. I believed it then, too.

At the end of the day, I trusted my dad. And if he trusted Mrs. Turner, it meant that I could, too.

* * *

Trust opened the door to one of the most formative and valuable relationships of my young life.

The tension and hostility faded away. Frances and I became congenial, even friendly, over the time after her meeting with my dad. I began to regard Mrs. Turner as someone in whom I could confide.

TRUST OPENED the DOOR TO ONE of the MOST FORMATIVE and VALUABLE RELATIONSHIPS of MY YOUNG LIFE.

Trust meant that when Mrs. Turner told me I should enter the citywide African-American Oratorical Competition because she felt I had a real shot at being a contender, I would take heed and get to work.

Having a platform to speak my mind was unheard of. Like most ten-year-olds, I'd been told that I was supposed to be seen and not heard. Now I was being encouraged to take a stand and speak truth to power in front of a room of adults.

Kids from all over Philadelphia wrote and delivered original speeches. The orations were judged on content and delivery. Prizes and trophies went to top scorers, but the greatest reward was seeing my potential in a new light.

It's impossible for me to overstate the effect that oratory and the competition had on me as a young person.

With patience and diligence and grace, Mrs. Turner led me to the writer, and in many ways, the warrior within me. Every kid needs an outlet, a world in which they can discover and see themselves at their best.

That first year that I entered the competition, my best wasn't quite good enough to win the grand prize. I came in second but vowed I would be back the following year to try again. I failed to come in first, but I loved the process so much, I used my near miss as motivational fuel.

When I hear people complain or bemoan coming close to a sought-after goal and missing by inches, I am quick to reassure them. Celebrate the fight and the proud run. Coming close can be confirmation you are on the right path. What can you do better the next time? What can you do to make yourself more prepared for the next time?

Mrs. Turner was just as motivated. We went back to the drawing board. We retooled and reentered the following year.

EVERY KID NEEDS an OUTLET, A WORLD in which THEY CAN DISCOVER and SEE THEMSELVES at THEIR BEST.

For the next four years—the rest of my time in middle school and even my first year of high school—my coach and I went undefeated in the Philadelphia competition. We had quite a run.

Our winnings included thousands of dollars in savings bonds (which went directly to my college tuition in my first year), two brand-new Apple desktop computers with printers (the very first computers my family owned), and a scholarship to begin studying drama (my first formal training of any kind) at Philadelphia's Freedom Theatre, one of the oldest and most prestigious African-American repertory companies in the country.

Located on Broad and Master streets in North Philadelphia, the Freedom Theatre was a rose growing out of the concrete. Inside the walls of Freedom was an oasis of learning and empowerment.

Each student who entered the theater was greeted by Thom Page, the director of the training program. Page acted as threshold guardian, a job he took as seriously as a heart attack.

You had to know the password to get past Mr. Page. It sent the message right away that inside these walls, there was something worthy of protection.

“What’s the password?” Mr. Page would ask.

“I respect myself!” you would offer.

“You’re beautiful!” was always Thom’s reply.

To every single child who walked in. Every single day.

Maybe I would have found my way to Freedom Theatre and to my eventual path without the guidance of Frances Turner. But I can’t be sure.

Oratory was the gateway to the theater and Mrs. Turner helped me discover the password. She reframed notions that I was bound for trouble. She freed my voice and gave it back to me with style.

Mrs. Turner was a vessel for small miracles.

On the way UP, there’s plenty you can do on your own. There’s a great deal in these pages about how to make the best use of an hour of private time. The work you put in when no one is watching will matter far more than the work you do when the cameras are rolling. The private hours of hard work you dedicate in the dark will be their own testament when you’re finally standing in your light.

You can do a lot on your own. But no one can do it *all* alone.

Who is your Frances Turner?

Even if you aren’t exactly where you’d like to be, I’m willing to bet you have a host of people to thank for the best parts of your journey so far. There’s a mentor, there’s a teacher, there’s a friend who believed in you. Let’s make your rise to the top the way you say thank you to the person who helped you see your own magnificent potential.

You’ve more than likely encountered bullies and naysayers on the path as well. There will always be people around us who are invested in proving their skepticism right. Make this the moment you wrestle your life back from the hands of bullies and the tormentors of your past and the ones you’ll face tomorrow.

This is your time.

We owe it to our mentors and we owe it to ourselves.

Onward.

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Failing Up: How to Take Risks, Aim Higher, and Never Stop Learning

by Leslie Odom Jr.

Describe Odom's early years at school

Memorable Quote

Describe the event/person who positively impacted him

Explain why you picked this particular quote

Explain how he changed as a result of this event/meeting

Identify the various tones of the text

What is the author's purpose?

Who is your Mrs. Turner?
Explain your answer.



goo.gl/JZLPP5



Grades 7 & 8 Memoir Writing Choice Board - Visit the online option for an interactive board with video tutorials. Use the anchor charts to help you write your own memoir.

The choice board contains the following elements:

- Essential Questions**: A starburst icon.
- Planning**: A box with a thought bubble containing "WHAT'S YOUR STORY?".
- Just Focus on Yourself**: A cloud icon.
- Types of Structures**: A diagram showing different narrative structures.
- What is Memoir Writing?**: A central rectangular box.
- List** and **Rubric**: A box with a checkmark and a list icon.
- Revise**: A box with the word "Revise" in a handwritten font.
- Editing Strategies**: A heart icon.
- Examples**: A box listing "Memoir 1, Memoir 2, Memoir 3".
- Growing Our Memoirs**: A starburst icon.
- mentor TEXTS**: A box with the text "mentor TEXTS" and a book icon.

MEMOIR ESSENTIAL QUESTIONS

- How do writers convey what they know?
- How do writers write focused memoirs with a point of view that reveals an important message?
- How do writers use the details of the time period to shape a story?

What is a Memoir?

- When working on memoir, you as a writer are more likely to start with some big, important idea that you want to explore and to communicate—something that says to the world, “This is who I am.”
- Your idea will come first, and then you will begin to collect small moments around your idea, you will bring out themes through a variety of narrative and expository techniques you have already learned.
- You will draw on all you know about forwarding meaning through both storytelling and exposition and to weave these two together to craft a text that is ALL ABOUT YOU!
- For this reason you as a writer **do not say that memoir belongs to the narrative genre or the opinion/argument genre**, but rather it is created from the combination of the two.

Mentor Texts

MENTOR TEXTS AND ANTHOLOGIES:

- The Dumbest Idea Ever by Jimmy Gownley
- Brown Girl Dreaming by Jacqueline Woodson
- Enchanted Air: Two Cultures, Two Wings or Soaring Earth by Margarita Engle
- Under the Royal Palms by Alma Flor Ada
- Where the Flame Trees Bloom by Alma Flor Ada
- Marshfield Dreams by Ralph Fletcher
- Life in Motion: An Unlikely Ballerina by Misty Copeland
- Born a Crime by Trevor Noah (YA Version) by Trevor Noah
- When I Was Your Age by Amy Erlich
- El Deafo by Cece Bell
- Real Friends by Shannon Hale
- Guts by Raina Telgemeier



Memoir Structures

- **Chronological** - This is where you tell your story in the order in which it happened.
- **Before and After** - Tell your story as a big event, and explain the significance and impact it had on you.
- **Character Study** - This structure focuses on an important figure in your life. Share several moments that reveal who this person is and what they mean to you.
- **Symbolism** - Anchor you in an item or other symbol. Return to it throughout.
- **The List** - Create a list (of events, items, ideas, etc.) and explore how they are connected.
- **Journey Structure** - Start with an anecdote in which you, the writer, are on the cusp of learning.
- **Circular Structure** - Begin and end with a repeated image, scene or line.

What's your story? Developing your ideas

“Writer’s rely on what they already know.”

To help you:

List out the strategies you’ve learned for collecting small moments

- **First times, last times, important people, places, things, issues**
 - Write these in your notebooks and use these to quickly develop new topics to write about.
- **Other ways to generate ideas include:**
 - “Issues relating to what’s right and wrong, what’s difficult, what’s fair and unfair, or what people should or shouldn’t do”

Just Focus on Yourself

- Finding moments that matter
- Moments that reveal something essential (very important) about who you are
- To think thematically (in a way that relates to you)
- Getting to the heart of it



Growing our Memoirs

Prompts to Push Our Thinking

I used to think...
But now I'm realizing...

My ideas about... are complicated.
On the one hand I think... On the other hand, I think...

Some people think...
But I believe...

When I first...I thought...
But now when I ... I realize that really....

Flashback & flashforward 	Multiple plot lines 	Inner thinking
Dialogue 	Revealing actions 	Multiple points of view
1 st person narrator 	Reader knows MORE than the character 	Description
Metaphor 	Tone 	Symbolism

Revision Strategies

1. Including details in your writing

- One time...
- Hint at the trouble right from the start...
- What were you thinking?
- What was being said?
- What did you do?
- Build out the world of the story. Where were you? What did it sound like? Look like?

2. Reading it out loud to self

- “It helps to read it out loud to hear the sound of each word and rhythm of the sentences.”
- “The sound of our words is powerful. Writer’s communicate with readers by choosing words that convey not only the content but also the mood, the tone, and the feeling they want to convey.”

Example: **Original sentence:** *He was there when I was born I think.*

Listening to my sentence it wasn’t creating the mood I wanted so I reworded: **You were there when I was born, so I’ve been told.**

Editing

Today I want to teach you that a great way to ensure that your editing choices are clear and powerful is to use checklist as your editing guide, zooming especially into the conventions section of your checklist.

Narrative Writing Checklist (continued)

	Grade 7	NOT YET	STARTING TO	YES!	Grade 8	NOT YET	STARTING TO	YES!
	Conventions				Conventions			
Spelling	I used the internet and other sources at hand to check spelling of literary and high-frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used the internet and other sources to check the spelling of literary, historical, and geographical words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used different sentence structures to achieve different purposes throughout my piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I punctuated dialogue sections accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used verb tenses that shift when needed (such as when moving from a flashback back into the present tense of the story), deciding between active and passive voice where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist

	Grade 7	NOT YET	STARTING TO	YES	Grade 8	NOT YET	STARTING TO	YES
	Structure				Structure			
Overall	I created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I not only created a narrative with well-developed characters who change, I used the story to comment on a social issue, teach a lesson, and/or develop a point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning that not only sets the story in motion, it also grounds it in a place or situation. It included details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In establishing the situation and place, I hinted at a bigger context for the story (revealing issues that have been brewing, showing how the setting affects the character, contextualizing a time in history, and/or developing one out of many points of view).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I used transitional phrases and clauses to connect what happened to why it happened (if he/she/it ... he might not have, because of, although, little did she know that).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I used transitional phrases and clauses, grammatical structures (for example, paragraphing, descriptive phrases, and clauses) and text structures (such as chapter divisions and extended italics) to alert my reader to changes in the setting, the mood, the point of view, or the time in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I gave the reader a sense of closure by showing clearly how the character or place has changed or the problem has been resolved. If there wasn't resolution, I gave details to leave the reader thinking about a central idea or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I gave the reader a sense of closure by revealing character changes that followed from events in the story, or perhaps a resolution. If there wasn't resolution, I wrote to convey how the events of the story affected the characters, and to circle back to a central idea, issue, or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I used a traditional—or slightly modified—story structure (rising action, conflict, falling action) to best bring out the meaning of my story and reach my audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I modified a traditional story structure, dealing with time in purposeful ways, to best suit my genre, bring out the meaning of my story, and reach my audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development				Development			
Elaboration	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I developed complicated story elements; I may have contrasted the character's thinking with his or her actions or dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					My details conveyed meaning and related to or developed a lesson or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

	Grade 7	NOT YET	STARTING TO	YES	Grade 8	NOT YET	STARTING TO	YES
	Development				Development			
Elaboration	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I developed complicated story elements; I may have contrasted the character's thinking with his or her actions or dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					My details conveyed meaning and related to or developed a lesson or theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I developed contradictions and change in characters and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I conveyed the pressures characters feel and the dreams they hold. I related these to their actions. I developed complicated characters who change and/or who change others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used specific details and figurative language to help the reader understand the place and the mood (such as making an object or place symbolic, using the weather, using repetition).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I created a mood as well as a physical setting, and showed how the place changed, or its relationships to the characters changed. I used symbols to connect with a theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I varied my tone to match the variety of emotions experienced by the characters across the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I varied my tone to bring out different perspectives within the story or to show a gap between the narrator's point of view and that of other characters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Getting My New Family Member

It was the best day ever! I ran out to the car, jumping up and down like an overexcited rabbit. "Calm down!" my Grandpa said. I could hardly contain my excitement as we got in the car, and drove out of the driveway, towards my new sister!

One and a half hours later, I was at the airport, enjoying delicious chicken and broccoli at a Chinese restaurant. The packed food court was very noisy, and I was starting to get a headache. But that didn't stop me, I was just too excited! It was only 30 minutes until the plane was supposed to

land! All of the sudden, "Crunch! Ouch! Owwwwww!" Yipe! I had just bitten into a

very, very spicy pepper, and I was in tears! I drank all of my orange gatorade, but it didn't help. "Eat some plain rice!" said my Grandpa. Grandpa was right, and soon, I could not taste any more spice at all. "Come on," said my grandpa, "To the waiting area!" When we got there, right at 7:00 p.m. , we heard the very bad news! "Due to storms and bad weather, the flight coming from Detroit has been delayed for the next 2 hrs. We are sorry for the

The time I almost Died

It was the Winter of 2016. My family and I were on our way to have a fun day of snowboarding at Wildcat mountain. As I stepped out of the car a chilling wind struck my face. I waddled over to the trunk, wearing my gear, and hopped onto the tailgate of our Zaffre blue truck. The sides of the truck are heavily dusted with road salt. I pressed my finger against the side of the truck, wiping off the salt and drawing a smiley face, leaving my finger white. My brother moved aside and I stretched into the trunk and yanked my snowboard out from underneath other snowboards and gear. "MOM" My brother called out in his annoying voice, "I need help!". My mom sighed in annoyance and went around the truck to help him. Once we were finally ready to head up to the mountain for a fun day of snowboarding.

Me and my dad were sitting side by side on the rickety chairlift mostly in silence. I looked down at my weird tan colored snowboard dangling from my left foot. Skiers rode quickly below us down the mountain and they occasionally fell and me and my dad both pointed and laughed (I know we are great people). The conditions weren't great. It had rained the night before we went so ice coated the snow, making the snow shine. I was looking around as we slowly traveled up the mountain and I started thinking. "What would happen if you fell off the side of the trail?" I suddenly ask. "You'll die," he responds. A chilling shiver goes up my spine and I almost picture slipping off the edge, slamming into trees until I lose consciousness and fall hundreds of feet down. Thankfully the thought disappears faintly as we reach the top. I'm nervous to get off of the lift. It has always been hard for me, I usually fall and panic because the skiers behind me might crash into me. The first time is always a little bit scary, but this time I land directly on my board and the chair pushes me down the small hill. I stumble a little but my dad keeps me from falling. My mom and my brother, Mason, are already at the top because they were on the chair ahead of us. I fall down beside my mom and tighten the bindings onto my feet. I stand up and slide a little bit but I stop myself from going down the mountain. "I'm ready." I announce and we all start heading down the nearest green trail.

The first run is a little bit messy. I only fell a few times but my brother could barely make it 5 feet without face planting into the snow. We do a few runs and we are finally used to it. I make it down without falling and my brother only fell a few times. The next time up we decided to try the blue trail instead. The trail was a lot more icy than the green trail and it was steeper, but the worst part was that it was thinner. My brother and I were still learning so we needed a lot of space to make wide turns. Suddenly the thought returned, *what if I fall off the side of the trail I thought over and over.*

I take one turn a few inches too wide and it feels as if the deep, dark woods that surround the trail suck me right in. I instantly scream in panic and my dad's word replay over and over in my head, *you'll die.* So much was going on at once. Almost before I can even process what is happening I slam into a tree. Thankfully the tree stops me from sliding any further. I can still see the top and the hammering in my heart slows a little. I try to jump, still wearing my board, but I struggle. I try to jump again and I slide right back down, almost passing the tree and sliding down the mountain. Tears fill my eyes and everything turns blurry. My parents were already too far ahead to see or hear me. I scream for help as I start to slide more down the mountain. Nobody stops to help me so I scream louder, when suddenly a small figure appears. It's my brother. For a second it seems like everything was going to be okay, but I forgot one thing, he's an idiot. "What are you doing?" he yells down to me with worry in his voice, making it almost shaky. "I fell!" I cry out. "Take off your board!" He instructed me. "No!" I yell back. Then my brother took off his board and slid down the icy hill. "What are you doing?" I ask, he doesn't respond and then he starts trying to climb back up in his snowboard boots but he keeps sliding back down. Soon we are both screaming until finally my dad comes sprinting up the mountain.

He looked as worried as he did the day that I ran into his room yelling "FIRE!". He saw us down the hill and immediately tried to help us. My mom came running up a little later but by then my dad had already helped us up. Now I never go near the edges and I realize now that the only reason that I was so scared was because my dad told me that I would die if I fell off the edge.

The Most PhenomeNiall Surprise

It was a normal day after school, and I was up in my room. The exact day? I can't remember. I think it was in September, maybe October. Anyway, I was in my room, doing anything I could to skip homework. Most likely looking at something One Direction related on Instagram. As in scrolled through the endless abyss, I could suddenly hear loud rock music playing outside. I could immediately tell that it was my uncle, he always has music playing in his car. I usually go downstairs to see him, but I don't know, I was apparently too busy to go down to see him right away. So I just stayed where I was, looking at my phone.

Not too long after my uncle had arrived, I heard him call my name. I have a feeling that I was probably comfortable where I was, and didn't want to move, but I did anyway. When I got downstairs I could see him standing in the doorway between the kitchen and the porch. He said "hi" and I said "hi" back, and I walked out into the porch where him and my mom were. I automatically sensed that something was going on because of the look on my mom's face. She was smiling, but not like she normally would. It was like the smile she had when she was lying or trying to hide something. Clearly she didn't do a good job. I knew something was up. I was a little worried actually. I don't think I questioned it though, I knew they would tell me eventually.

After a while of talking to my mom and uncle, my mom was still smiling like an idiot. I tried to ignore it, but it was quite annoying. Then my uncle turned his head and looked outside. "Oh, it looks like someone threw some trash in the yard." He said, glancing at my mom. "Go pick it up before Paul gets upset." Oh yeah, like this wasn't suspicious at all. I looked at him with a questioning look, and stepped outside toward whatever my uncle had planted in the yard (I knew it wasn't trash). As I got closer, I realized it looked familiar.

On multiple occasions, all of my family members have gone to concerts. A lot of those times, I had seen the tickets when they arrived at the house. All of them had been in the same thin envelope, that was much bigger than the tickets themselves. As I approached the object that was sitting in the yard up against the fence, I realized why it looked so familiar. I suddenly became very hopeful. This couldn't actually be what I think it is, could it?

I picked up the object, and sure enough it was the same envelope that I had seen a few times before. This one however, was folded. Probably to make me think that it was just trash that has been thrown into the yard. I still knew what it was though, despite this. I mean there was a part of me wondering what concert tickets were inside, but I had a feeling of who it was. "Oh, uh, why don't you open it? I mean I don't know, there could be something interesting in there." Said either my mom or uncle, I can't remember. I smiled because one, I knew what was in the envelope, and two, because of how bad they were at trying not to give it away.

I unfolded the envelope, and began to open it. I stuck my hand into the cardboard envelope but at first didn't feel anything. It's not like what was in it was very big and obvious to find, it's pieces of paper. Eventually I found what was inside, down near the bottom. I pulled them out, smiling. I could sense that my mom and uncle were smiling too. There was a lot of small words printed on the tiny rectangular pieces of paper, but the only ones I really noticed were "NIALL HORAN" printed in all caps. Even though I expected this since I recognized what was in the yard, I was still shocked. It never really expected to get tickets since they had sold out so fast!

I didn't know how to react. I've always felt weird with people watching me when opening presents, like on Christmas or my birthday. My family always expects big reactions to things, but as long as people are watching me, I'll most likely stay silent. Obviously on the inside I was extremely happy. I'm going to see Niall Horan, why wouldn't I be?! But of course, me being me, with people watching, I didn't really show how happy I was. I remember shaking a little bit, but I didn't scream or cry or anything. I basically just stood there staring at the tickets and smiling.

After I had realized that I did in fact actually have tickets to see my favourite One Direction member in concert, and my uncle explained some non-important stuff, I ran to my phone. That's when I really showed how happy I was. I was jumping around in the living room, trying to put my password into my phone. The first thing I did was text my friend Christina, in all caps, misspelling pretty much every word. Despite all the spelling mistakes, she knew what was happening and responded in all caps as well. After I was done screaming at Christina, I told my other friend Amanda, with the same amount of spelling mistakes. She was just as happy as me and Christina were. Maybe a little more, since she wanted me to be able to go to the concert so bad too.

The next day at school I told the rest of my friends who I didn't already tell. Some of them were happy for me, some of them told me I was crazy. Either way, I was still happy and very excited for the concert, that was months away.

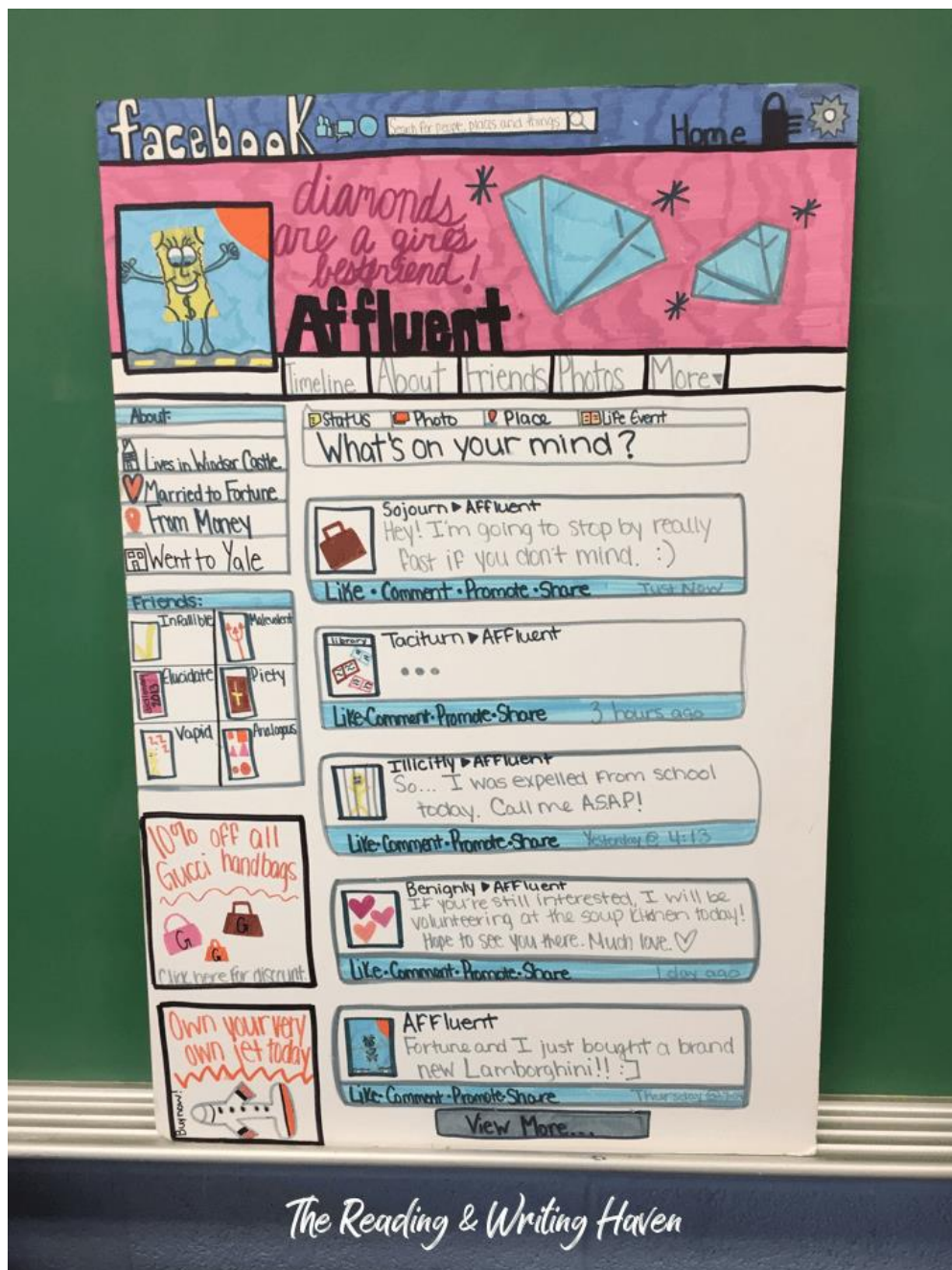
New Vocabulary

Your challenge this week is to create a FAKE social media page for a new vocabulary word that truly depicts what the word means, how it could be used, what it might say, etc. The details are up to you. You can do this in Google Classroom as a slide or a doc or on paper. **You should NOT create a real social media account or post.**

Your options include:

1. **Facebook:** Create a Facebook poster based on one of the words.
2. **Twitter:** Create a Twitter profile and feed for a word.
3. **Instagram:** Create a scrapbook or Instagram posts for your word.
4. **Pinterest:** Create a Pinterest profile for a word, including a list of boards and pins that would relate to that word.

Here's an example of a Facebook page:



Lesson 16 Introduction**Solve Problems with Equations****Use What You Know**

You know how to compute with rational numbers and write and solve one-step equations. Take a look at this problem.

Mr. Lombardo took his two children to a water park. He used the coupon shown below to buy one adult ticket. The price of admission for all three family members was \$76. What was the price of each child's ticket?



Use the math you already know to solve the problem.

- a. What ticket price do you know? How much is that ticket? Explain.

- b. What other information is given in the problem?

- c. How can you find the price of the two children's tickets? Show how to find the answer.

- d. What is the price for each child's ticket? Show your work.

Find Out More

You can also solve the problem from the previous page by writing and solving an equation. You know that the price of the adult ticket plus the price of two children's tickets is \$76.

price of adult ticket	+	number of children	•	price of child's ticket	=	total cost
\$28	+	2	•	p	=	\$76

You can write this as $28 + 2p = 76$. This equation includes two operations, so it is a two-step equation.


Solve the equation for p , and compare to the operations used in the arithmetic solution on the previous page.

$28 + 2p = 76$ $28 - 28 + 2p = 76 - 28$ $2p = 48$	Using arithmetic, the first operation was to subtract the price of the adult ticket from the total cost. In the equation, subtract 28 from both sides and simplify.
$2p \div 2 = 48 \div 2$ $p = 24$	The second operation was to divide the price for two tickets (\$48) by 2 to find the price for 1 ticket. In the equation, divide both sides by 2 and simplify.

To solve an equation, you perform operations so that the variable ends up alone on one side. Remember, the expressions on opposite sides of the equal sign are equivalent. If you perform an operation that changes the value of the expression on one side, you need to perform the same operation on the other side.

Reflect

1 Explain the steps you could use to solve $3y + 6 = 30$ to find y .

Practice  **Solving Multi-Step Problems with Equations**

Solve the problems.

- 1** A rectangular garden sits next to a house. Three sides of the garden are fenced, and the fourth side is the house. The length of the garden along the house is 9 meters. A total of 21.5 meters of fencing is used. If w stands for the width of the garden in meters, which equation can be used to find its width?
- A** $2w + 9 = 21.5$ **C** $2w - 21.5 = 9$
B $2w + 18 = 21.5$ **D** $2w + 21.5 = 18$
- 2** Charlie makes \$34 an hour and will get a 20% raise starting next week. Choose *True* or *False* for each statement.
- a.** Next week, Charlie's new hourly wage will be 120% of his original wage. True False
- b.** Next week, Charlie's new hourly wage will be \$40.80. True False
- c.** Next week, Charlie will be making \$6.80 less than his current hourly wage. True False
- d.** Next week, Charlie will be earning an additional 20 cents per hour. True False
- 3** Sammy incorrectly solves the equation $\frac{1}{3}(x + 9) = 8$. Her work is shown below.
- a.** Which step shows an error based on the equation only from the previous step? Select all that apply.
- A** Step 1: $\frac{1}{3}x + 9 = 8$
B Step 2: $\frac{1}{3}x = 8 + 9$
C Step 3: $\frac{1}{3}x = 17$
D Step 4: $x = 17 \div 3$
E Step 5: $x = 5\frac{2}{3}$
- b.** What is the correct solution to the original equation? _____

- 4** Banners at the school store were on sale for \$3 off the regular price. Louis bought 4 banners on sale and paid a total of \$18. Write and solve an equation to find the regular price of one banner.

Show your work.

Answer _____

- 5** The length of each of the two congruent sides of an isosceles triangle is $2x + 3$. The length of the third side is $2x$. Its perimeter is 36 centimeters. Draw and label this triangle. Write an equation that could be used to find the value of x . Solve for x and then find the length of all three sides.

Show your work.

Answer _____

4. One angle measures nine more than six times a number. A sequence of rigid motions maps the angle onto another angle that is described as being thirty less than nine times the number. What is the measure of the angle in degrees?
5. A right triangle is described as having an angle of measure six less than negative two times a number, another angle measure that is three less than negative one-fourth the number, and a right angle. What are the measures of the angles in degrees?
6. One angle is one less than six times the measure of another. The two angles are complementary angles. Find the measure of each angle in degrees.

Determining the Number of Solutions of an Equation

Study the example showing how to identify the number of solutions an equation has. Then solve problems 1–7.

Example

How many solutions does the equation $2(x + 2) + 1 = 2x - 3 + 6$ have?

Simplify the equation.

$$2(x + 2) + 1 = 2x - 3 + 6$$

$$2x + 4 + 1 = 2x + 3$$

$$2x + 5 = 2x + 3$$

The variable terms on each side of the simplified equation are the same but the constants are different, so the equation has no solution.

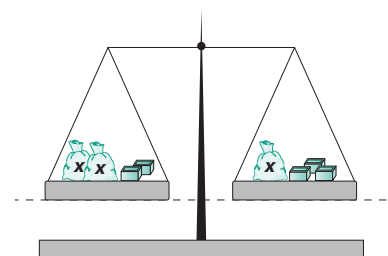
Number of Solutions

- An equation has *infinitely many solutions* when you simplify and the variable terms and constants are the same on each side, as in $2x + 5 = 2x + 5$ or $4 = 4$.
- An equation has *no solution* when you simplify and the variable terms on each side are the same but the constants are different, as in $2x + 5 = 2x + 3$ or $4 = 2$.
- An equation has *one solution* when the variable terms on each side are different, as in $3x + 1 = 2x - 5$.

- 1 Suppose the right side of the equation in the example problem is $2x - 3 + 8$. How many solutions would the equation have? Explain.

- 2 Suppose the right side of the equation in the example problem is $3x - 3 + 6$. How many solutions would the equation have? Explain.

- 3 Look at the model at the right. Does it represent an equation that has one solution, no solutions, or infinitely many solutions? Explain how you know.



Solutions of Linear Equations

Solve the problems.

- 1 How many solutions does the equation $4x + 3 - 1 = 2(2x + 2) - 2x$ have? Explain your reasoning.

Show your work.

How can you simplify the equation?



Solution: _____

- 2 For which value of c will the equation $2x - 5 = 2x - c$ have an infinite number of solutions? Select all that apply.

- A 3
B 4
C 5
D 6

How can you tell when a linear equation has an infinite number of solutions?



- 3 For which value of c will the equation $3x + c = 3x + 2$ have no solution? Select all that apply.

- A 2
B 3
C 4
D 5

How can you tell when a linear equation has no solution?



Charles chose **A** as the correct answer. How did he get that answer?



Solve.

4 Tell whether each statement is *True* or *False*.

- a. $3t + 7 = 3t + 6$
has no solution. True False
- b. $5x - 6 = 3x - 6 + 2x$
has one solution. True False
- c. $5 + 5b - 3 = 2 + 5b$
has infinitely many solutions. True False
- d. When an equation has one
solution, the variable terms
on both sides are the same. True False

Do you need to
simplify any of the
equations?



5 Nyoko wrote these two equations.

Equation 1: $6x - 5 + 2x = 4(2x - 1) - 1$

Equation 2: $3x + 7 = bx + 7$

Part A

Nyoko says that Equation 1 has one solution. Do you agree with her? Explain your reasoning.

Show your work.

How can you tell
when a linear
equation has one
solution, no solution,
or infinitely many
solutions?



Solution: _____

Part B

Can Nyoko find a value for b in Equation 2 so that the equation has no solutions? Explain your reasoning.

Lesson Summary

The distributive property is used to expand expressions. For example, the expression $2(3x - 10)$ is rewritten as $6x - 20$ after the distributive property is applied.

The distributive property is used to simplify expressions. For example, the expression $7x + 11x$ is rewritten as $(7 + 11)x$ and $18x$ after the distributive property is applied.

The distributive property is applied only to terms within a group:

$$4(3x + 5) - 2 = 12x + 20 - 2.$$

Notice that the term -2 is not part of the group and, therefore, not multiplied by 4.

When an equation is transformed into an untrue sentence, such as $5 \neq 11$, we say the equation has *no solution*.

Problem Set

Transform the equation if necessary, and then solve it to find the value of x that makes the equation true.

1. $x - (9x - 10) + 11 = 12x + 3\left(-2x + \frac{1}{3}\right)$

2. $7x + 8\left(x + \frac{1}{4}\right) = 3(6x - 9) - 8$

3. $-4x - 2(8x + 1) = -(-2x - 10)$

4. $11(x + 10) = 132$

5. $37x + \frac{1}{2} - \left(x + \frac{1}{4}\right) = 9(4x - 7) + 5$

6. $3(2x - 14) + x = 15 - (-9x - 5)$

7. $8(2x + 9) = 56$

Lesson Summary

There are three classifications of solutions to linear equations: one solution (unique solution), no solution, or infinitely many solutions.

Equations with no solution will, after being simplified, have coefficients of x that are the same on both sides of the equal sign and constants that are different. For example, $x + b = x + c$, where b and c are constants that are not equal. A numeric example is $8x + 5 = 8x - 3$.

Equations with infinitely many solutions will, after being simplified, have coefficients of x and constants that are the same on both sides of the equal sign. For example, $x + a = x + a$, where a is a constant. A numeric example is $6x + 1 = 1 + 6x$.

Problem Set

1. Give a brief explanation as to what kind of solution(s) you expect for the linear equation $18x + \frac{1}{2} = 6(3x + 25)$. Transform the equation into a simpler form if necessary.
2. Give a brief explanation as to what kind of solution(s) you expect for the linear equation $8 - 9x = 15x + 7 + 3x$. Transform the equation into a simpler form if necessary.
3. Give a brief explanation as to what kind of solution(s) you expect for the linear equation $5(x + 9) = 5x + 45$. Transform the equation into a simpler form if necessary.

Name: _____

Date: _____

Period: _____

8.EE.7A - Situational Constructed Response

Solutions of Linear Equations

A college professor is testing several new theories about the transfer of energy. She asks her students to submit equations that may help explain the amount of energy that is generated by a power plant compared to the amount of energy consumed. The professor needs to categorize each of the equations to sort out the ones that are useful.

Sort the following equations into the following categories:

- If the equation has **one solution**, it may be useful.
- If the equation has **infinite solutions**, it may be modified so it can be useful.
- If the equation has **no solutions**, it is not useful.

$5x = 4x - 1x + 5$

$8x - 4 = 8x + 4$

$2x \cdot 3 = 6$

$9x - 3 = 2x + 5$

$-8x + 3 = 21$

$-3x + 2x = 15 + 5x$

$2x + 2 = 2$

$6x - 4x = 4x - 6x$

One Solution - Useful	Infinite Solutions	No Solutions

Name: _____

Date: _____

Period: _____

8.EE.7B - Situational Constructed Response

Solve Linear Equations

You are trying to explain equations to a group of younger students but they don't understand the concepts of the **distributive property** or **combining like terms** yet. To get down to the basics, you decide to simplify each of the equations they have written so that all the x 's, or unknowns, are on one side of the equation. All the regular numbers and coefficients should be on the other side.

Solve each of the linear equations below by using the **distributive property** or **combining like terms**. After solving, decide whether or not each equation has **one solution**, **infinite solutions** or **no solution**.

$4x + 2 = 20$

$8x = 3x + 15$

$2 \cdot 3x + 2 = 11x - 6x - 4$

$9 + 2x = 4 + x + x + 5$

$7 = 8 + x$

$3(10x + 4) = -30x - 12$

$8(2 + 6) = x + 4$

$4(3x + 2) = 12x - 4$

Name: _____

Date: _____

Period: _____

8.EE.7B - Visual Constructed Response
Solve Linear Equations

For each of the linear equations below, solve for x by showing each individual step in the left column. Then, explain each step of the process in the right column.

Linear Equation	Process Explained
$-4x + 3x = 9 + 4 - x$	
$-2(3 + 5x) = -8x - 2x + 4$	

8.EE Solving Equations

Task

In elementary school, students often draw pictures of the arithmetic they do. For instance, they might draw the following picture for the problem $2 + 3$:

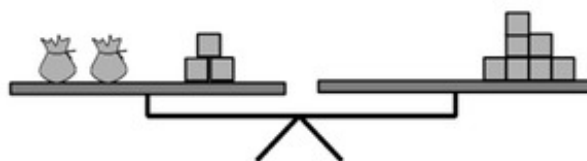


In this picture, each square represents a tile.

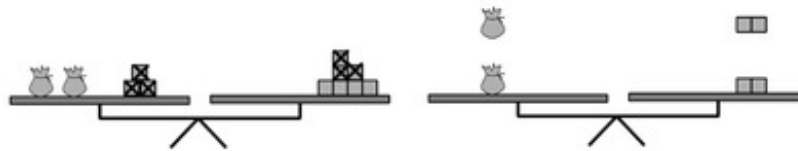
We can do the same thing for algebraic expressions, but we need to be careful about how we represent the unknown. If we assume that an unknown number of tiles x are contained in a bag, we could draw the following picture for $2x + 3$:



When we have an equation to solve, we assume that the two sides of the equation are equal. We can represent this by showing them level on a balance. For example, we the equation $2x + 3 = 7$ could be shown as:



When we solve equations, we can add, subtract, multiply or divide both sides of the equation by the same thing in order to maintain the equality. This can be shown in pictures by keeping the balance level. For example, we could solve the equation $2x + 3 = 7$ using pictures by first removing (subtracting) 3 from each side, and then splitting (dividing) the remaining blocks into two equal groups:



From this picture, we can see that, in order to keep the balance level, each bag must contain 2 tiles, which means that $x = 2$.

- Solve $5x + 1 = 2x + 7$ in two ways: symbolically, the way you usually do with equations, and also with pictures of a balance. Show how each step you take symbolically is shown in the pictures.
- Solve the equation $4x = x + 1$ using pictures and symbols. Discuss any issues that arise.
- What issues arise when you try to solve the equation $2 = 2x - 4$ using pictures? Do the same issues arise when you solve this equation symbolically?
- Make up a linear equation that has no solutions. What would happen if you solved this equation with pictures? How is this different than an equation that has infinitely many solutions?

Use pictures to show why the following solution to the equation $2x + 4 = 10$ is incorrect:

$$\begin{array}{r}
 \underline{2x + 4 = 10} \\
 2 \qquad 2 \\
 x + 4 = 5 \\
 \underline{-4 \quad -4} \\
 x \qquad = 1
 \end{array}$$

Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

RUBE GOLDBERG MACHINE

<https://tinkerlab.com/engineering-kids-rube-goldberg-machine/>

THINGS THAT ROLL

Marbles
Balls: Tennis, Baseball, Bowling, etc.
Toy Cars
Dominoes
Skateboard
Roller Skate

RECYCLABLES

Cardboard
Cereal Boxes
Cardboard Rolls
Plastic Water Bottles
Cans
Aluminum Foil

THINGS THAT MOVE

Mousetrap
Dominoes
Toaster
Fan

EVERYDAY MATERIALS

Chopsticks
Popsicle Sticks
Ruler
Wooden Blocks
Bowl
String
Tape
Sand
Pins
Hammer
Balloons
Water
Fan
Vinegar and Baking Soda

RAMPS

Toy Train Tracks
Marble Runs
Books
Trays
PVC pipe
Plastic tubing
Gutters



Why isn't there an eclipse every month?

Click on this link launch an interactive lesson on eclipses. When prompted, choose "Continue as a Guest". Your teacher will tell you how to submit your work.

<https://mass.pbslearningmedia.org/resource/buac18-68-sci-ess-noeclipsemonthly-il/why-isnt-there-an-eclipse-every-month/>

After working through the tasks on the interactive lesson, you'll be asked to describe the Earth-Sun-Moon System. You can either do that online, or you can use the following sheet and upload it into the system.



Non-Visual Support: Modeling the Earth– Sun–Moon System

Consider the relative sizes of the Sun, the Moon, and Earth. Which is largest? Which is smallest?

Describe the relative motions of the Sun, the Moon, and Earth.

During which Moon phase can a lunar eclipse occur?

Explain why lunar eclipses do not occur every month.

Bill of Rights Task Cards

1. Read through the Bill of Rights, which is the first 10 amendments of the Constitution.
2. Read each task card and identify which amendment applies.

Write the number of the amendment next to each card number.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

The Bill of Rights

Handout 3: Bill of Rights Ratified by the states on December 15, 1791

Preamble

Congress of the United States begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but

The Bill of Rights

upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

The police have long suspected that Henry Hughes has been selling illegal copies of the *Hunger Games* books out of his garage. They don't have any evidence but they just feel like he is a criminal. They've decided that they are just going to wait until he's not home and find a way to get into his house and look around. Which amendment makes it illegal for the police to do this?



1

Frederick Frum was eating lunch with his best friend, Greta Gane in their school cafeteria. Frederick reached over and stole a tater tot off of Greta's plate. Suddenly, the police barged in and arrested him. He was put on trial and found guilty of theft. He was sentenced to death. Which amendment makes sure that this punishment would never happen to a person who has stolen a tater tot?



2

Lenny Lengin is 14 years old and lives in Omaha, Nebraska. He can get a learners permit to prepare for driving. Mariann Mansey lives in Massachusetts and can't get her learners permit until she is 16 years old. Setting the driving age is not a power of the U.S. government. Which amendment states that this becomes a power of the states?



3

Fanciful, Florida has been almost destroyed by a hurricane. People are having difficulty finding shelter, clean water, and food. Riots have begun and living there has become quite dangerous. The local government fears that people will start getting hurt so they send their police officers door to door to collect any guns the people own legally or illegally. Which amendment states that the police can't do this?



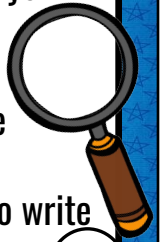
4

Mitchell Manly was having difficulty lighting his gas grill. He decided to try to use a lighter to ignite it and the grill blew up. In the explosion, his neighbor's dog house was destroyed and part of their fence. Mitchell agreed to pay \$100 to cover the damages but the neighbors insisted they go to a jury trial where they would sue him for \$1000. Which amendment gives the neighbors the right to do this?



5

Sally Smith works at her town's newspaper, called the Hometown Gazette. She has been interviewing residents and conducting research and has found out that the Complete Construction Company has been paying Mayor McDonald to give them all construction jobs in town. Sally would like to write an article about this but she is very afraid she might lose her job or get arrested. Which amendment states that she has the right to write this article?



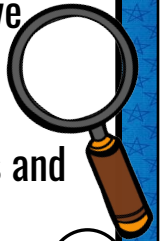
6

Simon Sassy and Ted Teads are neighbors. Simon claims that Ted backed his car out of his driveway and ran over the Sassy's pet iguana, Fitzgerald. The Sassy's are suing Ted Teads for \$220 for the price of their beloved pet. Which amendment states that they can have a jury decide the outcome instead of just the judge?



7

Fran Famliman spent last Saturday at his family reunion with his 10 aunts and uncles and his 25 cousins. His family members are nurses, salesman, teachers, and belong to other amazing professions. They live in Massachusetts, Maine, Ohio, and New York. Which amendment allows his family to choose their own careers and live wherever they would like?



8

Xavier Xanadu and Yolanda Yippity are 16 years old and want to get married. If they live in Texas, they can get married with permission from their parents. If they live in Massachusetts they need a court order from a judge. Which amendment allows the states to have different rules about the age of marriage?



9

Esther Eamons has been accused of breaking into a downtown pet shop and stealing 87 goldfish and one ferret. Esther was at a party during the time the crime was committed and knows at least ten people that will testify, in court, that she was at the party. The judge won't let her call these witnesses. What amendment says that the judge is wrong and Esther has the right to call witnesses at her trial?



10

Bobby Bint was accused of murdering his gardener. He was arrested and put on trial. The jury found him "Not Guilty" of murder. The lawyer for the prosecution was not happy about this. He announced at a press conference, "I will find more evidence, take Mr. Bint back to court, and make sure he is convicted of murder!". Which amendment says that the lawyer can not do this?



11

Governor McInnis of Macaroni, Minnesota has decided that all students will go to school for an extra two hours a day. Students march on city hall, hold up a picture of the mayor, and rip it. He demands that the police arrest anyone involved. Which amendment gives the students the right to protest in this way?



12

Tickleme, Tennessee has been struck with a snowstorm that has dropped 22 inches of snow. Tennessee is not used to seeing so much snow and is unprepared to take care of it. Kentucky, Missouri, and North Carolina send in their National Guard to help with the clean up. The President of the United States declares that all residents of Tickleme must allow the National Guard members to live in their homes until the cleanup is finished. Which amendment states that the President can not do this?



13

Two police officers showed up at the house of Zacharias Zane. They tell Zach that there have been some burglaries in the area and they just want to come inside and look to make sure Zach is innocent. Zach tells them they don't have a warrant and weren't allowed in his house without one. Which amendment gives Zach the right to do this?



14

Bertha Belligerent does not agree with the United States' policy on nuclear weapons. She organizes a peaceful protest to take place on public land outside of a nuclear testing site. She received the proper permits for her protest and it is rumored that over 1000 people will be there. The local police are telling the residents of the town not to worry, though. They plan on arresting all the protesters as soon as they show up at the site. Which amendment states that the police can't do this?



15

Remi Rensellaer decided to buy a lottery ticket and was absolutely surprised when she won over \$50 million. She quit college and moved to a tropical island in the middle of the Caribbean Sea. Which amendment says that she has the right to make these decisions?



16

Holly Harrison got a job in a rough part of the city. She decides that she would feel better if she could carry a gun. She gets a license and purchases a gun that is perfect for her. Which amendment allows her to do this?



17

New Start, New Jersey is hit by a superstorm. Houses are destroyed and the electricity is out. Governor Gunn sends the New Jersey National Guard into town to try to help restore order. Since there is so much damage, he asks that all New Start residents house as many soldiers as they can in their own houses. Which amendment states that you do not have to have soldiers live with you?



18

It has been a horrible winter in New Snow, New Hampshire. The residents are angry and feel the town hasn't done a good job at removing the snow and making the citizens safe. Everyone in the town seems angry. To stop anything horrible from happening, police officers travel door to door and order that all residents hand over any guns they own. Which amendment makes this action illegal?



19

The students of Fiction, Minnesota love to read. They love to read so much, they have finished every book in the town library and they want more. To show their anger they begin to riot. Governor Gilly sends in the Minnesota National Guard to stop the rioting. He has also ordered that all residents of the town must allow these soldiers to live in their houses until the rioting stops. Which amendment makes this order illegal?



20

Sarah Sunshine is arrested for stealing Girl Scout cookies from a local troop. She tells the court that she doesn't have enough

money to pay for a lawyer.

Which amendment states that the courts have to provide you with a lawyer?



21

Matthew Meanspirit, the governor of Maryland, decided that in order for students to graduate from high school, they need to go to church at least 50 hours a year. Students and parents march on the state's capital and protest this action. Which amendment protects the students from having to go to church?



22

Rachel Rowdy has been sent to jail for stealing \$1000 worth of merchandise from Walmart. When she gets to jail, they refuse to give her food and water and only allow her to go to the

bathroom once a day. Which amendment states that she can not be treated this way?



23

Nora Needlenose was accused of breaking into a local government office and stealing top secret information. The fact is she never could have done it because she was actually robbing a pet store at the time of the other robbery. When the police question her, which amendment says that she doesn't have to answer any question that might get her in trouble for her crime?



24

ESL at Home Gr. 6-8 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters: M R E</p>	<p>Go on a shape hunt. Find five things in your house for each shape: Hexagon Trapezoid Equilateral</p>	<p>How many words can you make from this word? educational</p>	<p>List 5 things that can be chemical changes. List 5 things that can be physical changes.</p>	<p>Imagine two of your friends went to your school when no one was there. Write or draw their adventure.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hide something in your home. Make a treasure map and let a family member try to find it.</p>	<p>Find four things in your home that are transparent. Find four things in your home that are opaque.</p>	<p>If you had your own restaurant, what would you serve? Write a description of your restaurant and create a menu with prices.</p>	<p>Make a list of all the herbivores, carnivores, and omnivores in your neighborhood.</p>	<p>Get three cups. Put a little bit of soap into each cup. Fill the cups with different amounts of water. Count the minutes it takes for the bubbles to disappear. Which cup's bubbles disappeared first?</p>