The Algoma District School Board cares... April 27 – May 1, 2020

The Algoma District School Board cares, first and foremost, about the well-being of our students and families during this time. We are committed to supporting and developing our confident learners, as we collectively commit to staying home to protect ourselves, each other and our communities, as caring citizens.

Airlines always tell passengers that in an emergency, they are to put the oxygen mask on themselves before helping others – this is because we can never take care of others if we don’t take care of ourselves, first. The COVID-19 pandemic emergency has presented us all with challenges and additional strains and stresses. Please know that we understand the challenges of learning at home, working at home or in an essential service, sharing technology and trying to provide structure to the day. By keeping well-being at the forefront of our approach to learning, we are trying to be respectful of the need to keep you and your family well, as we provide meaningful learning opportunities that can be integrated into your family’s schedule. Parents, please do not allow academics to be an added stress – we are here to support you and your child, but know that wellness must be the first priority.

**Well-Being**

**Cyber Tips for Parents:**

**Be involved.** Help set privacy settings and passwords for children and tweens. Ensure that your child’s privacy is protected and be aware of the games that they are accessing.

**Talk with your children.** Have conversations with your children and youth about age appropriate games and activities.

**Set limits.** Your children and teens depend on you to guide them through smart internet use. Be aware of how much time they are online and set appropriate limits for your family.

**Get help.** If you see or read anything sexual from an adult to your child, report to the police immediately.

**Emotional Health Activity**

Think of a four-word affirmation (e.g. “I can do this”, “I can do division”, “I’ll try my best”, “I am loved today”, “I believe in me”, “Today will be awesome”, “I know my alphabet”, “I can decode words”, etc.). Match each word chosen to a finger in your hand. As you say your affirmation in your head, match each finger with your thumb; one finger per word. This Four Finger Affirmation can now be used to feel more confident in stressful situations. It can be practised privately as no one has to know when we are using this affirmation.

**Movement Activity**

*Turn up the Music* (movement with music) - try each of these activities using a variety of music. Change the music to create different tempos and movements: slow music with exaggerated motions, fast music to create energy and calming music to slow things down.

*Dance Party* (dance and move to the music), *Freeze Dance* (stop the music and freeze), and *Balloon/Tissue Dance* (keep the balloon or tissue in the air as the music plays).

**Social Activity**

*Build a Time Capsule* – find a small container or cardboard box and fill it with photos, drawings, letters written by each family member, etc. Be sure to add info on current world events and pop culture (top movies, songs, TV shows, etc.).

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*The Algoma District School Board cares for the emotional health and well-being of your children and tweens. Please talk to your child and keep an eye on what they are accessing online.*

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*When talking to your child about appropriate games and activities, ensure they understand the importance of privacy settings and passwords.*

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*Be aware of how much time your child is spending online and set appropriate limits for your family.*

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*If you see or read anything sexual from an adult to your child, report to the police immediately.*

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*Think of a four-word affirmation to match each finger in your hand. This Four Finger Affirmation can be used in stressful situations.*

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*Turn up the Music to create different tempos and movements: slow, fast, and calming.*

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*Build a Time Capsule to keep memories and collect items related to current world events and pop culture.*
**Grade 8 Language – April 27th to May 1st**

Read a variety of materials every day and talk about what you are reading with a friend, family member or your teacher.

<table>
<thead>
<tr>
<th><strong>What is a Concrete Poem?</strong></th>
<th><strong>I am learning to...</strong></th>
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<tbody>
<tr>
<td>A concrete poem’s visual appearance matches the topic. The words form shapes which illustrate the poem’s subject as a picture, as well as through their literal meaning.</td>
<td>- analyze and reflect on vivid and/or figurative language used in texts that I read.</td>
<td>- identify and explain how the elements of personification and symbolism enhance the effectiveness of a text.</td>
<td>- generate and organize ideas and information for a specific purpose and audience.</td>
<td>- make revisions to improve the content, clarity, and interest of my written work.</td>
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I am learning to...

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<tr>
<th><strong>Read the following concrete poem:</strong></th>
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<tr>
<td>“Raindrop”</td>
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<tr>
<td>A drop of rain is like a sudden knock at the door. Unexpected, yet often welcomed with a smile. It can brighten your day or ruin your plans. It can make you laugh or make you sad. Whether the raindrop is moving fast or slow, or is big or small, it always gets everyone’s attention. A raindrop contains many secrets. It is a bubble of anticipation and surprise. It cleanses the earth, it feeds the flowers, and fills the holes. The raindrop never is silent. It bangs on the roof, spatters on the window, or splashes into a puddle. A raindrop.</td>
</tr>
</tbody>
</table>

How does the shape of the poem help the reader to understand the poet’s message? Give specific examples from the text to support your thinking.

<table>
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<tr>
<th><strong>Reread the poem and respond to the following:</strong></th>
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<tbody>
<tr>
<td>- Why did the poet choose to communicate his ideas through a concrete poem?</td>
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<tr>
<td>- What did you notice about the poet’s use of language in the poem?</td>
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<tr>
<td>- What details did the poet capture?</td>
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<tr>
<td>- What words create images? Explain why.</td>
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<tr>
<td>- How did the poem make you feel?</td>
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Record your thinking. Share your responses with someone at home, a friend, or perhaps your teacher.

<table>
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<tr>
<th><strong>You might try...</strong></th>
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<tr>
<td>Think of an alternative shape that the author could have used in this poem.</td>
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<tr>
<td>Find poetry around the house. Look in magazines, books, fridge magnets etc. It’s everywhere!</td>
</tr>
<tr>
<td>Design your own “Poetry Dice”. Cut out 2 cube nets to make your dice. Put different sentence “starters” on one, and sentence “enders” on the other. Roll the dice and have fun!</td>
</tr>
<tr>
<td>Share your poem with family members or friends.</td>
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</table>

Read the following poem.

**The Rose that Grew from Concrete**
by Tupac Shakur

Did you hear about the rose that grew from a crack in the concrete? Proving nature’s law is wrong, it learned to walk without having feet. Funny it seems, but by keeping its dreams, it learned to breathe fresh air. Long live the rose that grew from concrete when no one else ever cared.

**Irony** is the opposite of what is expected. How does the poet use irony in this poem?

**Symbolism** is the use of symbols to represent an idea. How does the author use symbolism in the poem?

What shape would complement the language and subject of this poem?

Create your own concrete poem.

Choose an object to be the subject for your poem.

Write your poem normally. Try to describe how the subject makes you feel. The words will be fitted into your drawing later. Consider adding irony and/or symbolism to enhance your text.

Who might be able to give you feedback on your poem?

After getting feedback on the content of your poem, proofread it to check for any spelling and grammar errors.

Now you will put the finishing touches on your poem.

Draw a simple outline of the shape - pencil is best.

Write your poem into the shape. You may need to make the writing larger or smaller.

Erase the outline of your shape, so that it is just the words from your poem left creating the image!

You may want to add colour throughout your poem, or in certain parts, for emphasis.

Reflect

How does the shape of your poem help the reader to understand your message? Be specific. Record your reflections.

Save a copy of your concrete poem in a safe place. You will use it again in a couple of weeks.

You might try...

Think of an alternative shape that the author could have used in this poem.

Find poetry around the house. Look in magazines, books, fridge magnets etc. It’s everywhere!

Design your own “Poetry Dice”. Cut out 2 cube nets to make your dice. Put different sentence “starters” on one, and sentence “enders” on the other. Roll the dice and have fun!

Share your poem with family members or friends.
Parents/guardians: Research indicates that literacy and numeracy skills are transferable from one language to another. During this time, we recognize that French Immersion students may not have resources at home to support ongoing learning in French at this time. An older sibling or relative that speaks French may be able help support the learning but this may not always be available. We have provided both English and French Language activities. Please select the ones that are most manageable at this time. French Immersion students are not expected to complete all English and French tasks.

Classroom teachers will be connecting with students and families to engage in conversations and provide ongoing support.

**Learning Goal:** I am learning to read for meaning and write a descriptive paragraph in French.

**Students:**

Lis le texte *Aimerais-tu adopter un chien?* Liste les mots du texte qui décrivent la vie de Connor et ceux qui expriment ses sentiments.

Selon toi, Connor a-t-il de bons arguments pour convaincre sa mère d'adopter un animal de compagnie? Explique ton raisonnement à l'aide des informations du texte.

Décris une situation semblable dans laquelle tu as essayé de persuader tes parents de t'acheter quelque chose. Écris un court paragraphe en français

**Parents/guardians:**

Students will read the text on the right and list information that describes the main character and his feelings.

Using information from the text, students will explain if Connor has strong arguments to persuade his mom to adopt a pet.

Students will describe a situation when they tried to persuade their parents to buy them something. They will write a short paragraph in French.

**You might try...**

You might have a conversation with your teacher about what you’ve read and/or written in French.

If you can, access the full text by clicking here.

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Grade 8 Math – April 27th – May 1st

**Fraction Number Battles:** You will need a deck of cards (or create your own) using Ace through 10 where A = 1. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player uses their two cards to create a fraction. The highest fraction wins, taking all the cards. The goal is to collect the entire deck. Need help with comparing your numbers? Try using a fraction model.

**Learning Goal:**
This week you will be exploring how to use a number line to model multiplication with fractions.

**Jumping Along**
When learning multiplication, we had several strategies to use. We could look at $4 \times 8$ and, if we didn’t know the fact automatically, we could use a model, make 4 groups of 8, and add to find the total.

Another strategy would be to use a number line and do 4 jumps of 8 units to determine the total.

We can use the jumping strategy when multiplying fractions as well. This number line represents 9 jumps of $\frac{1}{3}$ to determine a total of 3.

The following statements represent different multiplication facts. Predict which would produce the largest result.

- 3 jumps of $\frac{1}{2} \times \frac{3}{2}$
- 3 jumps of $\frac{1}{2} \times \frac{1}{2}$
- 3 jumps of $\frac{2}{3} \times \frac{2}{3}$
- 3 jumps of $\frac{3}{4} \times \frac{3}{4}$

Use the jumping strategy on the number line to determine which multiplication fact was the largest. Was it close to your prediction? How do you know? Did you notice any patterns?

**Does Order Matter?**
Is finding $\frac{1}{2}$ of 10 the same as finding the total of 10 groups of $\frac{1}{2}$? This question can be modelled using a number line and a number sentence to represent this multiplication fact.

Write the number sentence and use a number line to compare the following numbers:

- $\frac{1}{4}$ of 8 and 8 groups of $\frac{1}{4}$
- 12 groups of $\frac{1}{4}$ and 2 $\frac{1}{4}$ groups of 12
- $\frac{3}{5}$ of 10 and 10 groups of $\frac{3}{5}$

What do you notice about the results? What does this tell you about the order of multiplying numbers? Can you write a statement to describe a generalization (rule) about order of multiplying?

**Fractions in Our Daily Lives**
Use a number line to model the following problems and write the matching multiplication number sentence. Using your model or strategy of your choice, try to solve each problem.

- **Painting:** It takes 1 $\frac{2}{3}$ hours to paint one room in a home. How long would it take to paint all the rooms in your home?
- **Orbits:** A satellite makes 4 revolutions of the earth in one day. How many revolutions would it make in 6 $\frac{1}{2}$ days?
- **Making Money:** A neighbor agrees to pay you $10 an hour to complete yardwork. You work three days as follows: • Day One 2 hours • Day Two 3 $\frac{1}{2}$ hours • Day Three 1 $\frac{1}{4}$ hours

How much should you expect to get paid?

**Puzzling Pieces**
This hexagon represents a yard. Sandi cut the grass covering $\frac{4}{6}$ of the yard and then Andy cut $\frac{3}{4}$ of the grass that was leftover. What fraction of grass in the entire yard did Andy cut? Use the image to explain your thinking.

Challenge Question: Justin ate $\frac{3}{5}$ of a box of raisins. If his sister ate $\frac{1}{6}$ of the remaining raisins in the box, what fraction of the whole box did she eat?

Can you use the grid to model this problem? Before you start, think about why there are there 4 row and 5 columns? Could this help you to solve this problem?