Parents/guardians are children’s first teachers and know them best. Children require different supports, structures and assurances during uncertain times, and ADSB recognizes that your child’s well-being is first and foremost. Below are the Grade 8 learning activities in language and math. Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.

### Grade 8 - April 6th to 9th

**Read a variety of materials every day and talk about what you are reading.**

Last week you started a journal. You will need it for this week’s learning. If you need to, start a new hard copy or digital journal.

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am learning to:</strong></td>
<td><strong>I am learning to:</strong></td>
<td><strong>I am learning to:</strong></td>
<td><strong>I am learning to:</strong></td>
</tr>
<tr>
<td>- identify a point of view</td>
<td>- explain how different elements of media text forms create meaning</td>
<td>- understand a variety of texts and connect the ideas in them to my own knowledge, experience, and insights</td>
<td>- sort and classify ideas and information in a variety of ways</td>
</tr>
<tr>
<td>- generate, gather and organize my ideas</td>
<td>- explain how media texts address their intended purpose and audience</td>
<td>- identify their point of view and other possible points of view</td>
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</tbody>
</table>

**English Language**

An autobiography is a self-written life story. Create an autobiography playlist between 5 and 10 songs that you feel represents your life and/or identity.

![Music Note](image)

Make a list of the title of each song and the artist.

For each song that you choose, explain how and why you feel that it represents you.

**You might try…**

- Design or draw an image or graphic that represents the songs that you chose for your playlist.
- Create an identity playlist for a family member with songs that represents their life and/or create one together.

**Math**

Find an enjoyable text to read for at least 20 minutes. It might be an article, part of a book you are reading, comic book etc. When you are finished, pick the most important word/line/image/object/event in your reading.

Write, type or talk about your thinking. Be sure to support your reasons!

**You might try…**

- Who do you think the target audience is for this advertisement? What would you change to make the advertisement more effective to convince the customer to buy the product?
- Would a senior react the same way to this ad? Why or why not?
- Design or draw an image or graphic that represents the songs that you chose for your playlist.
- Create an identity playlist for a family member with songs that represents their life and/or create one together.

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- Design or draw an image or graphic that represents the songs that you chose for your playlist.
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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.

<table>
<thead>
<tr>
<th>FRENCH LANGUAGE</th>
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### Learning Goal: I can speak and write in French every day!

This week we are learning to compare and create bilingual advertisements. Cette semaine, nous apprenons à comparer et créer de la publicité bilingue.

<table>
<thead>
<tr>
<th>Trouve des produits de la maison avec un slogan bilingue par exemple une boîte de céréales ou produits de beauté. Est-ce que le message veut dire la même chose dans les deux langues? Justifie ta réponse dans un court paragraphe.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents/Guardians:</strong> Find everyday household items that have bilingual slogans. Do both messages have the same meaning? Justify your answer in a short paragraph.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Invente un produit avec deux slogans bilingues. Fais un sondage auprès des membres de ta famille pour connaître celui qui est le plus populaire. Crée une affiche pour illustrer ton produit et mettre en valeur ton slogan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents/Guardians:</strong> Create a new product with two different slogans. Survey members of your family to select the most popular one. Create a poster to illustrate your product and highlight your slogan.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Écoute plusieurs messages publicitaires en français et en anglais à la télévision. Parmi les messages écoutés, le(s)quel(s) préfères-tu? Justifie ton/tes choix en quelques lignes.</th>
</tr>
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<tbody>
<tr>
<td><strong>Parents/Guardians:</strong> Listen to commercial ads in both French and English available on television. Which one did you prefer? Justify your choice(s) in a few sentences.</td>
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<tr>
<th>Créée une annonce publicitaire bilingue sur un produit imaginaire ou déjà existant. Quelles stratégies vas-tu utiliser pour convaincre les gens à acheter ton produit?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents/Guardians:</strong> Create a bilingual commercial ad about an imaginary or real product. What strategies will you use to convince others to buy your product?</td>
</tr>
</tbody>
</table>
Multiplication Number Battles

You will need a deck of cards using Ace through King where the A=1, J=11, Q=12 and K=12. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player multiplies their two card values and the highest number wins, taking all the cards. The goal is to collect the entire deck. **Need help with your facts?** Use a variety of strategies to help you such as groupings/arrays/known facts.

Learning Goals:

I will explore different ideas in measurement and develop my multiplication skills.
I will learn that measurements in a circle include diameter, radius, circumference and area. I will use the area of a circle to determine the volume of a cylinder.

<table>
<thead>
<tr>
<th>Circumference Around Circumference</th>
<th>Circumference &amp; diameter are measurements related to a circle. They have a special relationship.</th>
<th>Use string to measure the circumferences and the diameters of a variety of cylindrical cans. Make a chart for your findings and investigate the relationship between the circumference and the diameter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What relationship do you notice?</td>
<td></td>
<td>What do you notice about the relationship between the circumference and the diameter? Can you think of any formulas that use this value? Does it have a special name?</td>
</tr>
<tr>
<td><strong>Circumference</strong></td>
<td><strong>Diameter</strong></td>
<td><strong>Circumference</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Taking Up Space

**What attributes can we use to determine area?**

We can estimate the area of a circle and, if we need to be more precise, we can use a formula if we know the radius, \( r \).

Estimate the area of each circle. What strategies did you use?

The formula for the area of a circle is \( \pi r^2 \), where \( r \) is the radius and \( \pi \) is equal to 3.14. Using this information, determine the area of each of the circles again. Were your estimates close?

Rings Around and Around

**What do we know to plan, investigate and calculate area problems?**

We can use the formula for the area of a circle \( (A = \pi r^2) \) in many ways.

In the following figure the centre circle has a radius of 1, the first unshaded ring has a radius of 2, the next ring has a radius of 3, and the pattern continues so that the outer most shaded ring has a radius of 5.

It is said that centre circle and each ring in this shape have the same amount of area. What steps would you take to find out if this was true? Make a plan, write it out and investigate to determine if this statement is true.

Do you think that the total area of the shaded and unshaded regions is the same? Make a plan and investigate to see if your assumption was true.

Reaching New Heights

Exploring how circles & cylinders are related.

Cylinders are 3-D figures with a circle as their base. We can measure their volume if we know the area of the base & height.

Find a variety of cylinders in your home that have similar, but not exact, shape and size. Which do you think have the largest and smallest volumes? Investigate further by using what you know about the area of a circle and the height of the cylinder.

A cylinder can be made using a rectangular piece of paper rolled widthwise or lengthwise? Will they both have the same volume? Explain why. Share your findings with a family member.

Consolidation & Conversation

**Multiplication Battles** can be a fun way to develop your number facts. Which facts did you recall easier and which required more thinking? **Try using more decks of cards and just the numbers that are challenging!**

**Measurement**

- What did you notice about the relationship between circumference and diameter?
- What formulas did you use when working with circles? What did they measure?
- How did you use what you knew about the area of a circle to find the volume of a cylinder?

Looking for More? Try this...

Consider the diagrams on the right:
Which shape do you think has the greatest area? Why? How could you estimate the area of shape A?

- [A](#)
- [B](#)